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The



# Quarterly

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A newsletter from the Wisconsin Educational Approval Board

Issue 12, Winter 2001

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## EAB Approved Schools Conference 2000

“Had fun, learned a lot, and got a picture taken -- all in all, a productive day! Appreciate your efforts.”

Scott Dell  
New Horizons CLC

This is just one of the positive comments we heard at the conclusion of the second annual EAB Approved Schools Conference held in Madison on November 14, 2000. The theme for the conference was “EAB Partnership: Strategies for Success.” The conference was designed to give schools information about major trends in postsecondary education, insight into potential developments in Wisconsin and tools to become successful in a fast-changing economic environment. The new economy and labor market are tailor-made for entrepreneurial schools like those approved by the EAB. Their major advantage to students is convenience and flexibility and state-of-the art training.

Participants heard from a number of experts in postsecondary education. Michael Cooney, Editor, Career Education Review and Partner, Workforce Communications, Oshkosh, WI, gave a presentation titled, “Megatrends, Research and the Competitive World of Career Education.”

Cooney told participants that providers of education in the new economy must offer instruction that is convenient for the working student’s schedule; condensed, intense and concentrated in the shortest time possible; cost-effective in both time and money; career-oriented; and customer friendly so that it delivers what the student wants and the employer requires.

Pat Alea’s presentation, “MSL-Marketing as a Second Language,” complemented remarks Cooney shared about the new economy. Alea, President of Alea & Associates, Madison, noted that this is an exciting time for schools in the private sector. She noted that this is a time that rewards innovation and a time in which schools that are positioned to meet the needs of today’s new economy should thrive.



*Maury Spencer, EAB, Jon Nybakke and Scott Dell, New Horizons Computer Learning Center-Madison, compare conference notes.*



## *School News . . .*

### **New ITT Technical Institute Hires First Director**

ITT Educational Services, Inc. (ESI) announced the appointment of its first director at their new ITT Technical Institute in Green Bay. Judith C. "Judi" Hughes became director in September. She joined ESI in 1994 as a Curriculum Coordinator. She became a Corporate Curriculum Manager in 1996 and transferred to the position of Director in Training in 1999. Prior to joining ESI, Judi was the owner of Technical Training Solutions. She also worked for IBM as a Senior Associate Engineer. Judi earned bachelor's and master's degrees from California Polytechnic State University.

*For more information about ITT Technical Institute, Green Bay, call (920) 662-9000.*

### **Aguwa named to Serve on High-Tech Council**

Alozie Aguwa, co-founder and general manager of New Horizons Computer Learning Center, Milwaukee, has been appointed by Wisconsin Gov. Tommy G. Thompson to serve on the Wisconsin Technology and Entrepreneurs Council. The 26-member commission is charged with promoting the development of science and technology based businesses in Wisconsin.

Governor Thompson says the council will be a non-profit corporation that will establish and implement programs that are crucial for the success of high-technology companies, such as attracting seed and venture capital. The governor signed legislation in the spring of 2000 that created

the council.

Thompson said the new corporation will also serve as a key link between Wisconsin's colleges and universities and the business expertise and capital offered by the financial service industry.

### **EAB Approved Schools on the Move**

The following EAB approved schools opened additional teaching locations during the second half of the year 2000.

Executrain of Wisconsin: Madison  
H & R Block: 11 locations in the state  
Lakeside Sch of Massage Therapy: Madison  
National-Louis U: Sheboygan, Wauwatosa  
OnIt Consulting: Milwaukee, Rockford, IL  
TechSkills.com: Madison



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## In the Spotlight

### Modeling Schools

“Hey--you’ve got ‘the look’ we’re looking for. Ever consider modeling?” These are probably *the* most important words that all aspiring models long to hear.

There are currently two modeling schools approved to do business in Wisconsin: John Casablancas Modeling and Career Center, Brookfield, WI and Barbizon School of Modeling, Schaumburg, IL.

Although no formal training is required to enter the modeling field, school officials tell us that professional training often makes the difference a person needs in the highly competitive fields of modeling. Students at modeling schools represent both women and men, from preteens to adults.

Many modeling school students train for modeling and acting careers, while others take courses to improve their image, gain self-confidence or to give them a vital advantage in other careers. They learn techniques such as photo posing, makeup application, fashion and poise. Some students are attending school while others have already entered the workforce.

John Casablancas is the founder and Chief Executive of the Elite Model Agency Group. He created the courses taught at the Casablancas Modeling Centers. He has discovered and manages the careers of many of the world’s most famous models.

Barbizon International Inc. has been in the modeling school industry since 1939. Today, independently owned and operated Barbizon Schools serve over 235 markets located around the world, Like the Casablancas centers, Barbizon schools have also trained many famous professional models, actors and actresses.

*For more information about the modeling industry and training contact the John*

*Casablancas center at (262) 879-1200. The Barbizon school may be contacted at (847) 240-4200.*



### Education Department News

Participants in an Education Department meeting January 8 called on the department to do away with a financial-aid rule that some say hurts distance-education programs, and also asked that it disburse student aid directly to students, instead of to the institutions they attend.

The Department has spent several months asking groups of college officials about issues affecting distance education, especially the regulation known as the “12-hour rule.” The rule, created to protect students from enrolling in diploma mills, requires students to take at least 12 hours of coursework a week to be considered full time.

The consensus of those attending the meeting, however, is that the 12-hour rule is too restraining--especially for distance-education providers--and that the department should create new regulations that ensure the quality of an academic program while allowing colleges to offer programs flexible enough to meet students’ needs. For some students, the advantage of a distance-education program is that the student can stretch coursework out over a longer period.

At the meeting Monday, about 30 higher-education officials expressed their concern that distance education and other nontraditional programs couldn’t thrive under the 12-hour rule because it doesn’t allow for experimentation in the delivery of course content.

Department officials said that the exchange of ideas should help the department decide how to alter its regulations, but they warned against expecting quick fixes. A report from the department on what to do about the 12-hour rule is due by March.

*Chronicle of Higher Education  
January 9, 2001*

# America's Restless Workforce

3%

Of working adults are satisfied with current job

25%

Planning to make a career change in the next 12 months

50%

Would consider changing careers

Career Education Corp., 1999

## Career Changer Survey

### *Findings:*

Career changers make more money

Current level of income & education has little impact on career change decisions

Technology is not a barrier to career change

Traditional colleges and career training schools are nearly even as educational choices for career changers

Career Education Corp., 1999

According to Merrill Lynch's *The Book of Knowledge, 1999*, the for-profit education industry was worth approximately \$70 billion, or about one-tenth of the total \$740 billion spent on education in the United States in 1998.



## Clip & Save

### Year 2001 At a Glance

#### January

10 EAB Quarterly published

#### February

15 Governor's budget introduced in the Legislature

#### March

1 Second payments due

#### April

10 EAB Quarterly published

#### July

1 Y2002 renewal applications sent to schools

10 EAB Quarterly published

#### August

15 EAB sends November conference materials to schools

#### September

1 Renewal applications due

#### October

10 EAB Quarterly published

#### November

2 Conference registration deadline

14 EAB Approved Schools Conference in Madison

#### December

31 School approvals expire



## *The State Line . . .*

### **Wisconsin Ranks Highly on National Report Card**

According to the 188-page report, "Measuring Up 2000," Wisconsin received good grades on a national report card ranking states on higher education. The report comes from the National Center for Public Policy and Higher Education, a 2-year-old nonpartisan organization with offices in San Jose, CA and Washington D.C.

The state's best grade, an A-minus, came on preparing high school students for college. In Wisconsin, 55 percent of high school students take upper-level math, compared to 59 percent in top states like Massachusetts.

State-by-state differences illustrate the way college opportunities depend on where you live, as well as on family resources and ethnicity, according to the report card. "Despite the accomplishments of American higher education, its benefits are unevenly and often unfairly distributed and do not reflect the distribution of talent in America," said James Hunt Jr., governor of North Carolina and chairman of the center's board.

No state received straight As.

The report card defines higher education as all education and training beyond high school, including public and private institutions.

It used 30 statistical measures in five categories: preparation of students, participant in higher education, affordability, completion rates and benefits to society of having well-educated citizens.

On that benefits category, Wisconsin received its lowest grade, a B-minus.

Twenty-five percent of the adult population has at least a bachelor's degree, compared to 34 percent in top states.

Wisconsin also trailed slightly on measures of skill levels and economic and civic benefits, like voting and philanthropy, tied to education.

The national report will be updated in 2002 and 2004. To view the entire report go to the website: [www.highereducation.org](http://www.highereducation.org).

### **Governor Announces Venture Capital Conference**

A significant number of EAB approved schools are owned and operated by entrepreneurs. This recent announcement from Governor's Thompson's office may be of interest to you and others with an entrepreneurial spirit!

The Conference on Building Venture Capital will take place February 28, 2001 to promote investment in Wisconsin businesses to help maintain the state's robust economy. Governor Thompson said that the gathering will be used to find ways to increase the amount of seed and venture capital that is already invested in Wisconsin and to build a larger and stronger network of angel investors and entrepreneurs. The forum will be held at the Monona Terrace Convention Center in Madison.

The Wisconsin Department of Financial Institutions is organizing the conference with help from the Department of Commerce, University of Wisconsin, Wisconsin Technology and Entrepreneur Council and the State of Wisconsin Investment Board.

Each sponsor will help establish benchmarks for measuring progress in attracting venture capital, address specific strategies for expanding and strengthening the state's network of equity investors and venture firms and introduce innovative approaches for extending the reach of private equity to more viable entrepreneurs. Contact Kim Straka at the Department of Financial Institutions, (608) 264-7868 for information.

# *from the staff*

## **Staff completes school renewal process**

Staff completed the school renewal process in late December 2000. One-hundred thirty-four schools were granted approval to operate in Wisconsin. School renewal certificates were sent to all approved schools in late December. If you have not received your renewal certificate contact us at (608) 266-1996.

## **Second Payment Invoices Sent to Schools**

Staff sent second payment invoices to approved schools in late December. The second payment is due March 1, 2001. If you have not received your second payment invoice contact us at (608) 266-1996.

## **School Directory**

The 2001 edition of our *Wisconsin Directory of Authorized Private Postsecondary Schools* is available for distribution. The directory is free. Call us at (608) 266-1996, or visit our website at <http://eab.state.wi.us> to get your copy.

*Copies of the directory were mailed to approved schools in December.*

## **Date Set for 2001 Approved Schools Conference**

The 2001 Approved Schools Conference will be held on Thursday, November 15 at Sheraton Madison Hotel, Madison. Suggestions for the conference should be e-mailed to [Joan.Fitzgerald@eab.state.wi.us](mailto:Joan.Fitzgerald@eab.state.wi.us).



**TAPPING INTO E-MAIL:** Congress and the White House are working on creating a new policy that will guide law enforcement agencies wanting to tap into e-mails during the course of a criminal investigation. The challenge is how to identify and pluck the incriminating few from the more than 1.4 billion e-mails flying through cyberspace daily without compromising the freedom and privacy of law-abiding citizens. The FBI currently uses a device called Carnivore, which culls through all the communications on an Internet service provider's network, including mostly those of non-suspects. The White House is proposing a new legal policy that would treat e-mail the same way telephone calls are now treated. Law enforcement agencies would have to demonstrate probable cause before getting a court order that would let them intercept the e-mails of a suspect.

**DISTANCE EDUCATION:** Federal financial aid and accreditation policies are putting a major crimp in the ability of distance education to expand, say some educators. Testifying before the Web-based Education Communication Commission, the distance education providers faulted Department of Education regulations that currently limit the amount of teaching that can be delivered outside the classroom to 50 percent. For more information and hearing testimony, go to [www.hpcnet.org/webcommission](http://www.hpcnet.org/webcommission).

**BABY BOOM ECHO:** Full-time college enrollment will increase an estimated 19 percent in the next decade. Florida alone, expects up to 100,000 more students by 2010. For more: [www.ed.gov/pubs/bbecho00/index.html](http://www.ed.gov/pubs/bbecho00/index.html).



## *On the National Front*

### **The Digital Divide**

As defined by the Digital Divide Network, the term “digital divide” refers to the gap between those who can effectively use new information and communications tools, such as the Internet, and those who cannot. While a consensus does not exist on the extent of the divide (and whether the divide is growing or narrowing), researchers are nearly unanimous in acknowledging that some sort of divide exists at this point in time.

Research from the U.S. Department of Commerce finds that individuals with higher incomes and education levels are more likely to use the Internet. A more recent National Public Radio survey confirms that lower-income Americans are less than half as likely as those with higher incomes to have an Internet connection at home. Another recent study out of Stanford University also posits education as being critical to understanding what facilitates or inhibits Internet access.

Although falling prices for digital technologies may help to close this gap, there are additional factors that contribute to the divide:

- According to the Department of Education’s National Literacy Survey, as many as 44 million American adults--nearly one out of four--are functionally illiterate, while another 50 million adults are plagued by limited literacy skills.
- High-quality content relevant to all communities is needed to provide the impetus for many to make the commitment of resources needed to get access to and learn how to use digital technologies.
- Although basic Internet technology allows for two-way communication, some

industry players are building new networks that concentrate just on users as consumers, not producers, of content.

These additional factors may be contributors to disturbing facts about the digital divide that go past income and education levels. Whites are more likely to have home Internet access than African Americans or Latinos have from any location. Even when holding income constant, there is still a yawning divide among distinct racial and ethnic groups.

#### **New research from Digital Divide Network**

- Two-thirds of Americans have some type of access to the Internet.
- The most popular Internet activities are Web surfing, e-mail, finding hobby information, reading news and finding entertainment information.
- 76 percent of e-mail users check their e-mail at least once each day - meaning that 42 percent of Americans use e-mail every day.
- Nearly two-thirds of users and nearly half of non-users believe that new communication technologies, including the Internet, have made the world a better place.
- 41.4 percent of non-users say they would not purchase a computer at any price. However, many of the remaining non-users say they would be in the market for a first - if the price is right. And, only 9.1 percent of non-users say their reason for not using the Internet is that it is “too expensive.”
- After a little more than five years as a widespread communication tool, the Internet is viewed by many as an important source of information by users. More than two-thirds of Internet users (67.3 percent) consider the technology to be an “important” or “extremely important” source of information for them.

## **EDUCATION In the Knowledge-Based Economy**

### **Old Economy**

Four-year degree

Training as cost center

Learner mobility

Distance education

Correspondence & video

One-size fits all

Geographic institutions

Just-in-case

Isolated

### **New Economy**

Forty-Year Degree

Training as #1 source of competitive advantage

Content mobility

Distributed learning

High-tech multimedia centers

Tailored programs

Brand name universities & celebrity professors

Just-in-time

Virtual learning communities

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### ***The EAB Quarterly Winter 2001***

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We welcome contributions, comments and suggestions for articles. Contact us at 131 W. Wilson Street, Suite 904, Madison, WI 53703-3245; Phone: (608) 266-1996.

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