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# The Quarterly

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A newsletter from the Wisconsin Educational Approval Board

Issue 36, Winter 2007

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*From the  
Executive Secretary*

Traditionally, the Educational Approval Board (EAB) staff holds an annual retreat in early January. It provides an indispensable and important opportunity to reflect on the work of the EAB during the past year and to help establish specific goals for the coming year.

As with any individual or organization, it is the EAB's desire to make a significant contribution over time, something that can be pointed to that says, "we made a difference...we made things better." So before I share with you the EAB's goals for 2007, it is appropriate and useful to highlight several of the major accomplishments of 2006.

It is without question that implementation of an electronic web-based submission of annual school renewal materials was a significant operational accomplishment. The project was by far one of the most challenging and technically complicated efforts the EAB has undertaken, yet it is very simple from a user standpoint (school and EAB staff) and has led to improved administrative efficiencies related to the management of school data and renewing school approval.

Organizationally, the EAB continued to

develop and implement elements as part of a broad-based modernization initiative. This multi-year effort will fundamentally change the EAB's regulatory model, from one that is based solely on compliance, to one that is also based on institutional effectiveness.

Specific activities during the past year included the development and drafting of proposed statutory changes, revised student outcome definitions and categories, a survey of school officials about EAB effectiveness, and preparation of a comprehensive annual report which serves as an accountability tool by which the EAB's goals are measured.

As we shift our focus to 2007, the EAB staff has identified six major goals that it will address – four organizational and two operational. The former are a continuation of activities related to EAB modernization and are summarized below.

- Statutory Changes

The EAB will be pursuing legislative changes to its statutory provisions which

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## *School News . . .*

### **Upper Iowa University- Milwaukee Center Celebrates New Location With Open House**

Milwaukee, WI -- Upper Iowa University hosted an Open House on Thursday, November 16, 2006 to celebrate its recent move to 620 S. 76th Street in Milwaukee. The new location includes a 36 station computer lab, technology-enhanced classrooms, conference room, and administrative offices. The University intends to also expand into the second floor next year, with additional classrooms and office space.

The Open House included tours of the new facility, refreshments, a string trio and a ribbon cutting ceremony with presentations by Tim Hunt, Associate Vice President of the Extended University, Dr. Suzanne James, Senior Vice President of the Extended University and Dr. Alan Walker, President of Upper Iowa University. As Dr. Walker indicated in his remarks to over 100 faculty, staff, students and guests in attendance, "With the dedication of this new facility, Upper Iowa University has turned the page to a new chapter in its service to the citizens of this community and has rededicated itself to providing hope and opportunity for the future through education."

Upper Iowa University has provided higher education in the Milwaukee area since 1992, and has additional campuses throughout Wisconsin, Iowa, Kansas and Louisiana. The Milwaukee Center offers both associate and bachelor degree programs to over 400 students.

*To find out more about this EAB approved school, call (414) 475-4848 or visit their website at [www.uiu.edu](http://www.uiu.edu).*

### **Franklin University's Community College Alliance Launches New Web Site**

Columbus, OH -- As students visit Franklin University's Community College Alliance (CCA) Web site in the next month, they will notice that things have changed...and for the better! Beginning this winter, Franklin CCA students and alliance schools will continue to enjoy access to a number of resources through the Franklin CCA site, but with more user-friendly access and streamlined navigation.

The redesigned site maintains the same valuable resources to assist community and technical colleges in the student advising process, and remains a helpful reference guide for new and current CCA students. A unique step-by-step process clearly demonstrates how students at alliance schools can transfer all of their associate's degree credits into a bachelor's degree at Franklin. Plus, access to Franklin resources for current CCA students provides easy access for class registration. Offerings such as online form requests and professional development opportunities are just a few of the new resources that exemplify Franklin's commitment to our alliance schools.

The Franklin CCA Web site redesign represents Franklin University's commitment to breaking the barriers to online education. *Log on to the new CCA Web site at [www.alliance.franklin.edu](http://www.alliance.franklin.edu).*

Founded in 1902 with a focus on providing working adults with access to education, Franklin University, through the Community College Alliance, partners with 230 two-year colleges in 31 states. Franklin has operated in Wisconsin and has been approved by EAB since 2000 and offers Wisconsin residents degree completion programs in 12 majors.

*School News contined on page 5*



## *The State Line . . .*

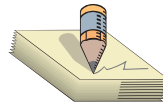
### **Wisconsin's Economy Continues Growth Despite Challenges**

Senior economist Richard Matoon of the U.S. Federal Reserve Bank in Chicago recently reported that Wisconsin's outlook suggests steady economic activity despite lagging population growth, "brain drain" of its talented young workers and the reputation of being a high-cost business state.

Matoon states that Wisconsin did not experience as severe an economic setback as neighboring states Michigan and Illinois did in 2001-2002. Several factors also add to Wisconsin's favorable economic future. These include the following:

- The resurgence of the Canadian dollar, which is paying off the state's papermakers and manufacturers.
- The interest generated by national publications that continue to publish "best of" surveys and other official studies that confirm the state's reputation for a skilled, hard-working labor pool and a high quality of life.
- Milwaukee's increasing economic interdependence on Chicago, as Illinois suburbs continue to shift north and some Illinois companies look to relocate in Wisconsin in search of cheaper real estate and labor.

*Capital Region Business Journal  
June 2006*



## *from the staff . . .*

### **School Renewals**

The school renewal process was completed in late December with 142 schools being renewed to operate in 2007. Six schools closed.

The electronic renewal process worked very well and schools reported to us that it was easy to use. We found that we were able to process the applications in less time and with fewer errors than in past years.

Dan Powalicz, who updated our website in 2005, is working with staff on improvements to our database and is further refining the electronic renewal process.

### **EAB Team Initiative**

In late September staff began a series of team development workshops with a local consulting firm that "offers innovative approaches to help you build a high performance organization." This was the first time that staff had engaged in a group activity of this nature.

The workshops were presented in four half-day timeframes during the months of September - December. The consultants gave us a set of groundrules to use during the workshops. We will continue to use them at staff meetings and other future group activities. We also completed the DiSC Behavioral Profile prior to the first session to help each of us better understand how we have consciously or unconsciously chosen to interact with the world.

The consultants helped us create a more positive environment where we will listen to each other better, make better group decisions, resolve conflict more effectively, and work toward agreed-upon team goals.

*Executive Secretary continued from p. 1*

reflect a regulatory model that promotes effectiveness and accountability, for both schools and the EAB.

- Data Verification

Following the EAB's definition changes and reporting category revisions for student outcomes data that schools report as part of the annual renewal process, EAB staff will be determining how to best verify the data and use it to improve schools.

- School Visits

Because the EAB's regulatory model is focused on student outcomes data and will place an emphasis on policies that promote effective institutions, the manner in which school visits will be conducted by staff will be restructured.

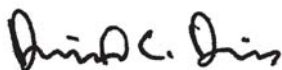
- Approval Guide

The EAB intends to revise its *School and Program Approval Guide* to reflect its focus on institutional effectiveness as well as revised practices and processes.

The EAB's two operational goals involve updating the official records and destruction authorization (RDA) procedures as required by the State Records Board and undertaking a comprehensive assessment and revision of the EAB database.

While the work will be challenging, it is an exciting time for the EAB. Throughout the year, expect to hear more about these issues as we make progress in addressing our goals.

Best regards,



David C. Dies  
Executive Secretary



## Clip & Save

### 2007 At A Glance

#### **February**

26 2007 Wisconsin Directory of Private Postsecondary Schools published

#### **March**

1 Second renewal payments due  
8 EAB Board meeting

#### **April**

30 EAB Quarterly published

#### **May**

28 Office closed - Memorial Day

#### **June**

21 EAB Board meeting

#### **July**

4 Office closed - Independence Day  
16 EAB sends 2008 renewal applications to schools  
30 EAB Quarterly published

#### **September**

1 Renewal applications due  
3 Office closed - Labor Day  
13 EAB Board Meeting

#### **October**

1 EAB distributes materials for EAB Approved School Conference  
30 EAB Quarterly published

#### **November**

8 EAB Approved Schools Conference  
22 Office closed - Thanksgiving Day

#### **December**

13 EAB Board Meeting  
20 CY 2008 certificates & invoices sent to schools

## **Kanyakumari Students Visit India**

Students at Kanyakumari Ayurveda Education & Retreat Center Milwaukee spent January 5-22, 2007 touring India and learning more about their new profession.

Students flew into Bombay and then traveled to Pune where they studied with the most knowledgeable Ayurvedic physicians at the International Academy of Ayurveda. While there they also visited the Ayurvedic Botanical Garden to observe the world's most complete collection of healing plants. The group then moved on to Kerala for one week, where they met with the local Siddha Vaidyas and learned about their ancient therapies, took Indian cooking classes, studied ritual, and explored Kovalam's famous beaches. The final two days of the trip were spent at the school's beautiful namesake, Kanyakumari, to experience the amazing energies of the 3 oceans surrounding the area and to hike to the top of "medicine hill."

The trip culminated in the first Certified Ayurvedic Practitioner graduation on the shores of Kanyakumari, a gala dinner feast and concert.

*Kanyakumari Ayurveda Education & Retreat Center, Inc. has been an EAB-approved school since September 2004. The school enrolled 16 new students in their two programs during the latest reporting period. For more information about this school and its unique programs call (414) 228-7145 or visit their website at [www.kanyakumari.us](http://www.kanyakumari.us).*

## **School News Briefs . . .**

*Milwaukee Career College* sends news of an exciting year in 2006. In addition to achieving accreditation status by the Accrediting Bureau of Health Education Schools, the College was admitted to the

Career College Association (CCA). As a member of CCA, the College becomes one of 1,400 members who educate and support nearly 2 million students each year for employment in more than 200 occupational fields.

The College also reports that it incorporated the Pacific Institute Training in their programs. The training helps to empower the students to recognize their ability to choose growth, freedom and personal excellence. The entire staff also received this specialized training, making Milwaukee Career College staff and students ready for a rewarding and innovative 2007.

Wanda Beals, Chief Administrator of *Milwaukee School of Massage*, sends word that in the fall of 2006 the school began a Continuing Education Program. Classes are designed for massage therapists but are also open to the public. Classes include: An Introduction to Letha Yoga, Treating Shoulder Dysfunction with Neuromuscular Therapy, Beginning Crystal Healing, Centering Practices for the Massage Therapist, Ortho-Bionomy, Introduction to Russian Breathing Techniques, Staying Compliant with Governmental and Organizational Bodies, Skin Brushing Techniques, and Air Coning. *Call Ms. Beals at (414) 688-8345 for more information.*

Dr. William Summers, Director of Graduate Programs in Education at *Olivet Nazarene University* announces the launch of the university's new doctorate (Ed.D) in Ethical Leadership in May '08. This is a three-year interdisciplinary program broadly designed to appeal to those who are, or aspire to be, change agents in positions of leadership. *For further information contact Dr. Summers at [WSummers@olivet.edu](mailto:WSummers@olivet.edu).*

*Sister Rosalind Gefre School of Professional Massage* has added an exciting new program called Soft Tissue Injury Rehabilitation (STIR). *Please call Jennifer Maudal, Campus Director, at (651) 554-3010 for enrollment information.*



## *On the National Front*

### **News from Eduventures**

Boston, MA -- Eduventures, considered in higher education circles as the most trusted name in the education market for research, consulting services and peer networking, recently released information about two important topics involving college students.

In early October 2006, Eduventures released a report that provides the first comprehensive look at university certificate students.

To gather information for the report, *Consumer Preferences for Certificate Programs*, Eduventures conducted a national survey of more than 1800 certificate-seeking students enrolled in university certificate programs to find out what motivated these students.

Student responses to the survey showed that certificate programs have become popular with adult learners because they are usually shorter and less expensive than degree programs. Certificate programs give students the skills, competencies and knowledge that look good on a resume and lead to jobs. Further, students in certificate programs indicated that they are interested in using their certificate credits toward a degree or as opportunities to meet continuing education requirements in their field.

The survey found that students employed in professional fields and disciplines that are more practice-oriented (e.g., business and finance, architecture, arts and entertainment) are more receptive to certificate programs than those in fields or studying disciplines that highly prioritize educational credentialing in career advancement, such as the sciences, engineering and healthcare, that tend to prefer degrees.

In early December 2006, Eduventures released a new report, *Key Drivers of Educational Value: The Emergence of Education ROI (return on investment)*. The report is based on a survey of 6200 enrolling college freshmen and provides answers to the question about what students value most in a college education.

Survey results indicate that 72% of college freshmen enroll in order to gain professional preparation, 65% for the strength of the academic program and 47% for affordability of the program.

*For more information about these two reports go to [www.eduventures.com](http://www.eduventures.com).*

### **House Votes to Cut Student Loan Rates**

Washington D.C. -- The Democratic-controlled House of Representatives voted to cut interest rates on need-based student loans on January 17. The legislation, passed 356-71, would slice rates on the subsidized loans from 6.8 percent to 3.4 percent in stages over 5 years at a cost of \$6 billion to taxpayers. About 5.5 million students get the loans each year. The House bill aims to reduce its cost by reducing the government's guaranteed return to lenders that make student loans, cutting back the amount the government pays for defaulted loans and requiring banks to pay more in fees. Lending institutions and President Bush oppose the bill.

### **Can U.S. College Graduates Compete in Global Economy?**

According to a recent survey conducted by the Association of American Colleges and Universities, the answer to this question is, probably not. The survey, "How Should Colleges Prepare Students to Succeed in Today's Global Economy?", was distributed

*Graduates continued on page 7*

## *Graduates continued from page 6*

to 305 executive companies that employ at least 25 people and asked participants what they looked for in a job candidate. The top three choices were “teamwork skills, critical thinking and analytic reasoning skills, and oral/written communication.”

The results of this survey, along with 2 additional studies conducted of 510 recent graduates of a four-year college, and three focus groups among business executives, were published in a report by Peter D. Hart Research Associates, Inc. on December 28, 2006. The report, *How Should Colleges Prepare Students to Succeed In Today’s Global Economy?*, recommends a series of steps that colleges should take to prepare students for the modern work force.

*Those interested in the full report may find it at [www.aacu.org/advocacy/leap/documents/Re8097abcombined.pdf](http://www.aacu.org/advocacy/leap/documents/Re8097abcombined.pdf).*

## **Quality Counts 2007**

For the past decade, Editorial Projects in Education Research Center has published its annual *Quality Counts* report that tracks state policies for improving K-12 education. This year’s full report investigates the ways in which state K-12 education systems connect with early-childhood education, postsecondary schools, and the world of work.

This 11th edition, *From Cradle to Career: Connecting American Education From Birth Through Adulthood*, begins to track state efforts to create a more seamless education system by looking at performance across the various sectors, and at state attempts to define student’s “readiness” to succeed from one state to the next.

The report also contains the *State Highlights Reports* which assembles important findings in an accessible format that allows readers to examine a particular state’s performance on this year’s indicators. For most indicators, national results are also provided as a benchmark against which state

performance can be gauged.

*The reports may be accessed at [www.edweek.org/go/qc07](http://www.edweek.org/go/qc07).*

## **EAB Effectiveness Survey**

A core component of the EAB’s modernization initiative is a focus on institutional effectiveness and improvement. In promoting this focus, staff viewed it appropriate to hold the agency to the same principles as its approved schools. Therefore, in early October we launched an online survey to assess our effectiveness by the schools we regulate.

The survey sought input on the following:

- *Policy and governance:* Three quarters of respondents reported an awareness of the EAB’s modernization initiative. Almost all respondents indicated that they are aware of the EAB’s emphasis on outcomes, and of that number almost 75% expressed support.
- *Staff relations:* Ninety-six percent of school officials reported that they know their assigned EAB school administration consultant and nearly all have interacted with them in the past year. This interaction was rated as excellent/good by 95% of school officials and a similar percentage indicated they are comfortable seeking advice from staff.

- *Approval process:* Regarding the annual renewal process, schools were asked to comment on the clarity of instructions, helpfulness of staff, the amount of time given to complete the process and the ability of being able to submit materials electronically. With the exception of the amount of time given to complete the process, 90% of responses were either excellent or good.

- *Communications:* With regard to the newsletter, the most popular features include the administrative actions, school news, and staff news sections. A majority of respondents indicated that they only access the website several times a year. Ninety percent of those attending the regional meetings and annual conference found them to be useful.



## *Board News*

The Educational Approval Board met on December 14 in Madison. Board members approved the staffs' administrative actions completed since their last meeting, approved staff recommendations for the EAB modernization bill draft, reviewed the renewal fee multiplier and set meeting dates for 2007 (see calendar on p. 4.)

David Dies also shared with the board the results of the EAB effectiveness survey.

The next board meeting will be held on March 8, 2007 in Madison. Check the EAB website in early March for the meeting agenda. The website also contains approved minutes from all past meetings.

## *Know the Code . . .*

### **Student & School Records**

Chapter EAB 7 of the Wisconsin Administrative Code is dedicated to records.

State law requires that EAB-approved schools keep records of student attendance, progress and grades. It also requires schools to report progress to each student at intervals appointed by the school.

Chapter 7 describes a records retention policy that requires schools to maintain, for a minimum of 6 years from graduation or last date of attendance, student records that contain a copy of the enrollment agreement, specific student information, date of completion or termination and the reasons for it, and a record of any student grievance and subsequent resolution.

The official transcript may be the most valuable document that a student receives while attending a school. It is a certified record of the student's academic work done at a school. Transcripts must provide the name of the student, title of the program,

total number of credits or hours of instruction, dates of enrollment, grades received including the cumulative grade for the program and an explanation of the grading system. We encourage schools to use a seal of the institution on the transcript to avoid counterfeit copies being issued. The transcript should contain the signature of the registrar or other authorized school official as well as the date the document was issued.

Chapter 7 also contains information for schools that have a change in status, such as a merger, consolidation, change of ownership or dissolution of a school.

EAB 7.05 provides the parameters under which EAB must make its school records available to the public under state law and the federal family education rights and privacy act (FERPA) under 34 CFR Part 99. Generally speaking, once a school record is created by EAB staff or submitted to EAB by its schools, the record is subject to public viewing. EAB may not release information related to a complaint or other matters under investigation until the matter has been resolved.

The state has adopted a records retention policy regarding the transcripts of students who attend a postsecondary educational institution that closes. Under this policy, the EAB may take possession of student records if a school discontinues its operations, and the school's records are in danger of being destroyed, secreted, mislaid, or otherwise made unavailable.

The EAB has become the custodian of student transcripts for a number of closed schools. As a result, EAB maintains on our website a list of over 100 institutions ranging from non-degree schools to two and four-year colleges and universities, that have operated in Wisconsin and have closed. Information contained in the listing has been compiled by the EAB through research and from various sources.

*To view this listing go to <http://eab.state.wi.us/resources/closedschools.asp>.*

# Highlights from the “Schools That Work” Conference



Ninety-eight participants from fifty-three schools attended the annual EAB approved schools conference on November 9, 2006. The theme, “Schools That Work,” was woven in each speaker’s presentation throughout the day.



This was the largest number of participants at an EAB conference to date. Michael Cooney, editor of the Career Education Review, partner at Workforce Communications and EAB board member,

got the day started with his “Student Outcomes: Issues, Drivers & Stakeholders” presentation. He identified the stake-holders in higher education as the student, parent/partners/family, employer, school owners and investors, and federal and state policy makers.

Mr. Cooney’s closing comments gave participants some advice for the 21st century America. He stated, “To stay competitive in the digital world each institution will need to clearly articulate the value it adds to the graduate’s life in a manner that promotes understanding, comparison and competition among institutions.”

Elise Scanlon, Executive Director of the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCCT), spoke to the group about accountability in higher education through “Data Driven Schools.”



Scanlon told the group that ACCSCT requires verification of student outcomes. The organization accomplishes this by verifying completion and placement rates as part of the on-site evaluation process; random samples of completion and placement data; and by reviewing all supporting documents that accompany institution’s outcomes reports.



Jay Hollowell, President of Hollowell, Davis & Davis, Inc. presented “Best Practices in Placement.” These include:

- Spelling out clearly the career marketing partnership between the school and the student;
- Encouraging students to join professional organizations;
- Requiring informational interviews throughout the program;
- Utilizing the exit interview for more than documentation;
- Teaching students to use “balance” as their number one offering to employers; and
- Strategizing with students current tips for surviving today’s interview.

## ***Administrative Actions...***

*By staff during the 4<sup>th</sup> quarter of 2006 and approved by the board at its December 14<sup>th</sup> meeting:*

### **SCHOOL ACTIONS**

#### **New School Approval:**

- Extra Bold Portfolio School, Madison, WI

#### **New Teaching Location:**

- Barbizon School of Modeling
  - Park Plaza Hotel, One North Main St. Oshkosh, WI
- Becker Professional Review
  - Wisconsin Institute of CPA's  
235 N. Executive Dr., Suite 200  
Brookfield, WI
- H & R Block, Inc.
  - 710 W. Northland Ave., Appleton, WI
  - 108 W. Main St., Ashland, WI
  - 1725 Madison Rd., Beloit, WI
  - 2725A Prairie Ave., Beloit, WI
  - 28 State St., Beloit, WI 53511
  - 1609 Landmark Dr., Cottage Grove, WI
  - 1800 Freedom Rd., Little Chute, WI
  - 6812 Odana Rd., Madison, WI
  - 233 S. 8th St., Medford, WI
  - 1656 Dorset Ln., New Richmond, WI
  - 837 N. Mayfair Rd., Milwaukee, WI
  - 5928 N. 76th St., Milwaukee, WI
  - 2955 N. Oakland Ave., Milwaukee, WI
  - 6217 N. Teutonia, Milwaukee, WI
  - 2600 W. North Ave., Milwaukee, WI
  - 10436 W. Silver Spring Dr., Milwaukee, WI
  - 5821 W. Silver Spring Dr., Milwaukee, WI
  - 107 River Pl., Monona, WI
  - 1220 Crossing Meadow Dr., Onalaska, WI
  - 1699 Schofield Ave., Suites 113 – 115  
Schofield, WI
  - 2915 N. 15th St., Sheboygan, WI
  - 2033 McCoy Rd., Sun Prairie, WI
  - 1115 N. Superior Ave., Tomah, WI
  - 2362 W. Washington St., West Bend, WI
- Liberty Tax Service, Virginia Beach, VA
  - 1033 W. Northland Ave., Appleton, WI
  - 2785 Milwaukee Rd., Beloit, WI
  - 770 S. Main St., Fond du Lac, WI
  - 2321 S. Oneida St., Ste. 8, Green Bay, WI
  - 1588 E. Sumner St., Hartford, WI
  - 6922 W. Good Hope Rd., Milwaukee, WI
  - 3181 S. 27th St., Milwaukee, WI
  - 7420 W. Greenfield Ave., West Allis, WI
  - 10720 W. Oklahoma Ave., West Allis, WI

- 945 S. Park St., Madison, WI
- 7500 W. Capitol Dr., Milwaukee, WI
- 1524 S. Koeller St., Oshkosh, WI
- National-Louis University
  - Oconomowoc High School, 641 E. Forest St. Oconomowoc, WI
  - Neenah High School, 1275 Tullar Rd. Neenah, WI
  - Edison Middle School, 1649 S. Chatham St. Janesville, WI
  - Whitehorse Middle School, 218 Schenk St. Madison, WI
  - Kennedy Elementary School, 3901 Randolph Rd. Janesville, WI
- Rasmussen College
  - 904 South Taylor St., Green Bay, WI (Preliminary approval)

#### **School Name Change:**

- Kaplan Financial (formerly Dearborn Financial Institute)
- PC Pro Schools, Inc. (formerly PC Productivity, Inc.)

#### **Change of Ownership:**

- None

#### **Denial/Withdrawal/Exemption of Approval:**

- Milwaukee Teacher Education (MTEC) – Alternative Teacher Certification Program – exempt from approval as a result of NORDA, Inc.'s ruling.

#### **Sanctions/Revocations:**

- Animal Behavior College, Northridge, CA
  - Cease and desist - advertising in Wisconsin
- Collins College, Tempe, AZ
  - Cease and desist - advertising in Wisconsin
- Stratford Career Institute, Washington, DC
  - Cease and desist - advertising in Wisconsin

### **PROGRAM ACTIONS**

#### **New Program Approval:**

- Aurora University
  - Educational Doctoral Program  
60 Semester Credits
- Bryant & Stratton
  - Certified Clinical Medical Assistant (CCMA)  
640 Hours (480 Classroom Hours,  
160 Externship Hours)
- DeVry University
  - AAS Web Graphic Design – 67 Semester Credits
- Extra Bold Portfolio School
  - Copywriting – 360 Hours
  - Art Director – 360 Hours

### New Program Approval (Continued):

- ITT Technical Institute – Indianapolis, IN
  - AAS Health Information Technology  
96 Quarter Credit Hours
  - AAS Information Systems Administration  
96 Quarter Credit Hours
  - BS Health Information Management  
180 Quarter Credit Hours
- Ottawa University
  - Certificate of Undergraduate Studies  
19 - 23 Semester Credits
- WyoTech – Ormond Beach, FL
  - Motorcycle Technology (Diploma)  
1,500 Clock Hours/108 Quarter Credits
  - Motorcycle Technician (Diploma)  
1,000 Clock Hours/72 Quarter Credits
  - Marine Technology (Diploma)  
1,000 Clock Hours/72 Quarter Credits

### Revised Program Approval:

- ITT Technical Institute – Indianapolis, IN
  - BS Business Administration  
180 Quarter Credit Hours
  - BS Business Accounting Technology  
180 Quarter Credit Hours
- Schneider Training Academy
  - Career Training for the Professional  
Truck Driver – 120 Hours
- TIBIA Massage School
  - Massage Therapy Program – Revised  
700 Hours (changed from 600 Hours)

### Program Name Change:

- Roehl Driver Training Center
  - CDL Training Program (formerly  
Tractor-Trailer Driver Training Course)

## OTHER ACTIVITY

### Site Visits:

- High-Tech Institute, Brookfield, WI

### Complaints Handled:

- *Karno vs. Schneider National Carriers Inc.*  
No action – complaint not about training center.
- *Pais vs. Excelsior College*  
Referred to Ohio Attorney General – advised to accept settlement.
- *Trepanier vs. Martin’s College of Cosmetology*  
Referred to the Department of Regulation and Licensing for action. This is a cosmetology program complaint.



**WHERE ARE THE MEN?:** According to the most recent statistics from the U.S. Department of Education, women make up about 58 percent of undergraduates in the U.S. This trend began in the 1980’s but in the last couple of years the gap has widened.

Experts in the study of gender gap do not agree on reasons for this gap and what should be done about it. *For more information on this topic see The Chronicle of Higher Education, January 26, 2007, p. 36.*

**FAMILY INCOME COUNTS:** The *Postsecondary Education Opportunity* recently reported that the estimated bachelor’s degree attainment rates by age 24 years vary with family income. Their research found that:

- *Bottom family income quartile:* 12.3 percent, for those from families with incomes up to \$36,539.
- *Second family income quartile:* 16.6 percent, for those from families with incomes between \$36,540 to \$64,108.
- *Third family income quartile:* 27.9 percent, for those from families with incomes between \$64,109 and \$98,433.
- *Top family income quartile:* 72.6 percent, for those from families with incomes greater than \$98,433.

Put another way, a student from the top quartile of family income was 5.9 times more likely than a student from the bottom quartile to have completed a bachelor’s degree by age 24.

*For more information about this research go to [www.postsecondary.org](http://www.postsecondary.org), December 2006 edition.*



## EAB Website Alert!

By the time you receive this newsletter we hope to have our website updated with all the information schools reported to us on the 2007 renewal application. Since this was the first time that we had schools submit an electronic renewal application we are asking that someone from your school go to our website and verify that all the information that appears on our website about your school is correct.

Follow the links below to do that.

1. <http://eab.state.wi.us/resources/schoolsprogram.asp>--Scroll down this screen until you come to "Find Approved Schools by Program, School, Name or City"
2. Enter your school name and click on "Search"
3. On the next screen, double click on your school name and you will bring up a screen that is the "Description" tab
5. Read and verify the Description, Program, Location and Student Outcomes tabs.

If you find errors on any of the information contact your school administration consultant to have the information corrected.

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