

Career Education

REVIEW

The Career College Information Source

FEATURES & REPORTS

May 2014 • Section 1

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Jack McCartan, RIP

By Stephen B. Friedheim, Strategic Coach, Education Systems and Solutions and CER Advisory Board Chair

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Higher Ed and Hollywood Wine

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By Barbara A. Schmitz, with David Pauldine President and Executive Vice President DeVry Education Group

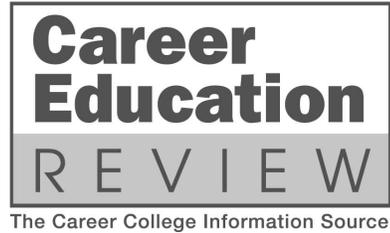
DeVry University's Growth and Diversification

By Barbara A. Schmitz

How Effective Accreditation Supports Innovation in Postsecondary Education

By the Accrediting Council for Independent Colleges & Schools (ACICS)

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Career Education REVIEW

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Pauldine Hopes to be Remembered for Doing the Right Thing

By Barbara A. Schmitz, with David Pauldine President and Executive Vice President DeVry Education Group

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By Barbara A. Schmitz

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How Effective Accreditation Supports Innovation in Postsecondary Education

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Letter from the Editor

Innovators, progressive thinkers, these are the people we remember in history. Why? They challenge the way things are done and make us think outside of the box. Career education has its share of visionaries, two of which we give tribute to in this issue – Jack McCartan and David Pauldine.

April 12, 2014 was a sad day for career education. Jack McCartan, a friend and mentor to many passed away. Jack's out of the box thinking was the reason the schools he operated were successful. In an effort to broaden the student base at Robert Morris School, Jack started to recruit high school students in the late 1950s. This was at a time when most business schools catered exclusively to the adult student. Enrollment immediately increased. Jack brought this concept to Pittsburgh Technical Institute (PTI) and under his leadership from 1990 to 2002, PTI grew from 230 students to 2,000 students.

I did not know Jack personally; however, I did attend the APSCU Leadership Institute, one of Jack's many contributions to the sector. After my head stopped spinning with all the valuable information I was learning, I thought what a great resource for future career education leaders! And I'll never forget the white goose; those who knew Jack or have attended the Institute know exactly what I am talking about.

David Pauldine's philosophy of doing the right thing is evident throughout his 35-year history in career education. David always tried to be on the road visiting schools to get a firsthand experience. After every visit he wrote a summary of the good things and areas of improvement. He always tried to keep his employees motivated; believing if people have a cause they believe in they will be driven by that cause.

David sees family owned institutions as visionaries. In the beginning many career education schools started out as family owned, including DeVry University. Dr. Herman DeVry, a renowned engineer and inventor, opened the school in 1931. Dr. DeVry's contribution to

education began in 1912 when he developed the first portable motion picture projector. His "theater in a suitcase" produced educational and training films.

In "Higher Ed and Hollywood Wine" Dr. Jean Norris challenges what the media and government are saying about career education. While the motives might seem admirable to an outsider, cutting off education to millions of students would not help anyone. Providing skills training, flexibility, and faster completion to non-traditional students cannot possibly be negative. Can this type of innovative education really be the big bad wolf some in government and media portrays it as?

Career education is rooted in innovation. Our schools are able to adapt and change to the needs of the students, from online education to state of the art facilities. No industry is perfect or is any sector of education. The peer review process of accreditation, by organizations such as ACICS, focuses on continuous improvement and quality enhancement. Millions of students who have received a career education and bettered their future, cannot be wrong. Their lives improved through career education. Career education improved through efforts of Jack McCartan, Dave Pauldine, and thousands more dedicated career educators. I hope you enjoy this issue and it inspires you to think outside of the box!

Sincerely,



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CAREER EDUCATION REVIEW'S
Career College Event Calendar

May 2014 – June 2014

Dates You Need to Know

May 2014

**AACS—American Association of
Cosmetology Schools**

Spring Operations Conf.
Phoenix, AZ

May 2–5

**LAPCS—Louisiana Association of
Private Colleges & Schools**

14th Annual Conference
Baton Rouge, LA

May 3

FAS—Financial Aid Services, Inc.

Federal Update Seminar
Foxwoods Casino and Resort
Mashantucket, CT

May 9

**APSA—Arizona Private
School Association**

Annual Conference
Phoenix, AZ

May 16

**PCCS—Private Career
Colleges & Schools**

Region V Conference Financial Aid/Teacher Trng.
Chicago, IL

May 19–20

June 2014

**APSCU—Association of Private Sector
Colleges and Universities**

Annual Convention
Las Vegas, NV

June 16–18



“STOP THE PRESSES!”

I have been wanting to say that. I envisioned a time when Jenny would have another great information-filled CER edition at the printers, ready to go. Then, some incredible new program idea would surface, a unique best practice would fall in our lap, or even some industry changing news would appear from DC, good or bad. The item would be so newsworthy as to cause us to delay an edition, even at the risk of missing deadlines. This week all of the elements were present to dictate a delay and edition redesign; however, the news was horrible and has saddened much of career education.

Saturday morning, April 12, 2014 John R. (Jack) McCartan (79) succumbed to a long battle with Lymphoma. Those of you who knew Jack already know this. Those of you, who did not personally know Jack, well that is your misfortune. Jack is survived by his wife, life and work partner Margie, family members, and tens of thousands of employees, employers, students, and families whose lives Jack and Margie touched over an incredible six-decade career.

As mentioned last month, it has been my incredible good fortune to be involved with PERC (The Private Education Research Council) since around 1995. I mentioned the “box of PERC ideas” Ken Horne gave me years ago. My first personal experience with the “idea box” involved Jack McCartan. Just shortly after Ken and my wife Linda finished cleaning Virginia College’s bathrooms (read last month’s message from the publisher), Linda went to Pittsburgh Technical Institute (PTI) to learn about the incredibly successful high school recruiting program at PTI. She came home and told me that she could not believe the hospitality the McCartans and everyone at PTI had shown her. She had scripts, forms, instructions, policy manuals, and even this huge white stuffed goose. Linda felt that PTI treated her more like a new employee than a director of high school recruiting at a potential competitor.

This spirit of sharing is the foundation of PERC and Jack McCartan was the quintessential PERC member. I have always considered myself extremely lucky to have people like Ken Horne, Al Sullivan, Jack Yena, Art Keiser, Don Jones, Dean Johnston, John Huston, Ken Konesco, Joe Lee, Hank Herzing and all PERC members as mentors and friends. My many experiences with these industry stalwarts is better than a Ph.D. in career college administration. While I have always looked up to these sector giants, I learned at my very first PERC meeting that these seasoned “school guys” looked up to Jack McCartan. When Jack spoke, albeit far less than most of us, people listened. Jack McCartan was most of my mentors’ mentor.

“Teacher, mentor, coach, leader, role model, pioneer, giant, legend, ‘dean of the Leadership Institute,’ friend.” Any of these descriptors would humble most of us, if deservingly chiseled on our tombstone. As you will see in the following pages of tribute to Jack McCartan, my friend and all of the above titles and more, sector leaders repeat a common theme—**career education is better because of Jack McCartan**. I know I am and will miss him. PERC meetings will never be quite the same.

During the first half of the 19th century some half a million settlers traveled the Oregon Trail. These hardy men and women faced danger and many died along the way. These were pioneers in any definition of the word and they “founded” the Wild West. However, the wagons could not embark on this journey until the trails had been blazed by trappers and traders who cut walking and horse-width trails through hostile lands owned and guarded by Native Americans. “Scouts,” those who survived, made friends with the Native Americans, established trade, and led the way even before the pioneers departed the east. In addition to all the other descriptions you will read this month, Dr. Jack McCartan was a Scout in career education.

Jack and Margie McCartans' pictures should be in the encyclopedia next to "mom and pop" school owner/operators. This family ownership model is the foundation of this sector of higher education, its roots, its heritage, and its culture. Let us all hope we never lose this heritage or forget these guiding principles of putting students first in every decision we make. Career colleges are several hundred years old. Shorthand writing lessons were delivered by Pony Express. These founding schools gave us our driving purpose—JOBS in a career field were technical expertise and training was necessary for immediate employment. Most schools were certificate or diploma granting, and many still are. Most schools were owned and operated as a family business, and many still are. However, "we have come a long way baby."

Before the presses were stopped and this edition redesigned to accommodate this sad news, we planned to focus on another pioneer and a different organizational structure, David Pauldine with DeVry University. I do not think David will mind taking second billing to Jack McCartan. Nonetheless, career education is also better because of David and the many other men and women upon whose shoulders this sector was built. Interviewing David made me think about the amazing depth and breadth of career education today. **We are not your grandmothers' shorthand certificate school or your grandfathers' diploma school of electronics.**

David, an industry stalwart is leaving active career college management this year through retirement. David is the president of DeVry University and immediate board chair for APSCU. His 35-year career is a story of doing "the right thing." Despite responsibility for almost 100,000 students, David has found time to be as involved in the industry and APSCU as anyone. You will also read about how DeVry University, the second largest publically traded school group, traces its roots back to Dr. DeVry. Likewise, DeVry University has come a long way. Someone could theoretically finish high school, complete an associate and bachelor's degree, go on to a master's degree and then become an M.D. or DVM. That is about

as broad a program offering as exists in higher education.

DeVry University is far from the only institution that has left its roots of certificate and diplomas and widened its program offerings all the way to university status and doctorate degrees. David gives praise to the pioneers in this field and those who "have their names over the doors," such as DeVry, Sullivan, Keiser, Herzing and many more. Other career schools, such as Globe University, have joined the ranks of university status, still offering diplomas but doctorates as well.

Pauldine remembers Jack as the "dean of the [now] APSCU Leadership Institute," where Pauldine is a graduate. David, Jack, and most career educators believe in educating their teams as well as their students. Most career colleges started as "family businesses," with a shared mission. DeVry University and the few other universities mentioned above have long outgrown "mom and pop" status. David hopes we will never lose this founding principle of doing the right thing, for the right reason, for the right group of stakeholders. He also gives much credit to the founding status of sole proprietor, so prevalent in the career college sector history.

In my opinion that "right" group of stakeholders is our students, our employers who hire our students, our employees who educate and train our students, and our communities. If we treat this group with the level of service and respect to which they deserve, our stockholders and owners will do just fine. Profits always follow value and are a byproduct not a purpose.

Rest in peace Jack McCartan. You will be missed. Enjoy your retirement David Pauldine. Hopefully you are better at it than I. You will be missed. **Thank you to these industry leaders and the thousands of others who toil thanklessly every day doing what is right for our students and communities. You do make a difference. You do touch tomorrow through your great work.**

James D. (Jim) Hutton, PhD
Managing Director KUCCEL
Program Director MEd-CCA
Publisher *Career Education Review*

Jack McCartan's Legacy Lives On

A key leader in the career education community, John R. "Jack" McCartan passed away of lymphoma Saturday, April 12, 2014. He was 79. McCartan devoted his life and career to the support and growth of educational institutions and their students.

Teacher, Mentor, Coach, Leader & Role Model

Strong education values were instilled in McCartan through his father, who purchased Robert Morris School in 1948. Shortly after graduating from Notre Dame in 1956, McCartan went to work for his father. At the time, Robert Morris almost exclusively catered to adult students. Realizing the need to broaden the student base by recruiting high school students, which no other local business school was doing at the time, he hired several IBM typewriter salesmen to work as college recruiters. Enrollment immediately began to increase.

After leaving Robert Morris, McCartan went on to rescue Pittsburgh Technical Institute (PTI). He subsequently became president of PTI from 1990 until 2002, growing the Institute from 230 students and one CAD program to more than 2,000 students and 22 programs of study and setting the stage for continued growth. PTI now offers more than 30 academic programs, is regionally accredited by the Middle States

Association, and is licensed to operate as a college in Pennsylvania.

In 2000, PTI moved to a new building 12 miles from the center of Pittsburgh. McCartan took a novel approach to building schools. The "new" PTI facility had an open concept to foster an atmosphere of no secrets. McCartan and the PTI staff were constantly accessible to students. McCartan wanted to show that everyone is equal. Unlike most traditional schools, there are no private offices. Rather, there are conference



Realizing the need to broaden the student base by recruiting high school students, which no other local business school was doing at the time, he hired several IBM typewriter salesmen to work as college recruiters. Enrollment immediately began to increase.

rooms for private meetings, but faculty and staff can all be found in a common area.

McCartan would go on to own or operate a widely varied selection of schools, including Pittsburgh Technical Institute, New York Restaurant School, Bradford School Corporation, York Technical Institute, Robert Morris College of Chicago and Potomac College.

Leadership Institute

From the many schools he owned throughout the country, to his longevity, to his involvement with the APSCU (formerly CCA) Leadership Institute, there is no shortage of folks who will credit McCartan for some of their success.

But for all his success, he was a modest man, preferring to work with students and staff, largely listening, but not afraid to offer his advice when asked. His modest ways are part of the charm that has endeared him to so many.

Along the way, he challenged those around him to be better, grooming folks to move up into management and ownership roles for themselves. His manner, as always, made a lasting impression.

Perhaps it was that ability to get folks to work harder and to achieve at levels greater than they themselves

expected that led to perhaps his most influential role in the sector as a leadership trainer.

In the mid-1980s, the proprietary school sector was experiencing a period of rapid investment by outside investors with no ties to education or school management. The schools were attractive investments, but there was a concern that educational leadership was lacking.

During that time, the Association of Independent Colleges—the precursor to the Career College Association (now APSCU)—put together a Leadership Institute to begin training a new generation of education leaders for the sector.

One of the central questions that had to be answered first was, “Who would lead the Institute?” The first name on the list: Jack McCartan.

Hundreds would attend the Institute during McCartan’s tenure as its leader. Many who attended can still recall some very specific lessons they learned. The Leadership Institute became so successful, and McCartan’s principles so ingrained in it that many schools continue to send contingents each summer for training on how to be better school administrators.

McCartan touched thousands of lives – his legacy will live on.

Condolences can be directed to Margie McCartan in c/o Pittsburgh Technical Institute, 1111 McKee Road, Oakdale, PA 15071.

Jack McCartan’s Nearly 60 Years in Career Education

1956 – 1965

Vice President – Robert Morris College, Pittsburgh, PA

1965 – 1968

Director – Berkeley Schools, New York, NY

1969 – 1974

Chairman of the Board – Bradford School Corporation, Pittsburgh, PA

1974 – 1983

President – Robert Morris College, Chicago, IL

1983 – 2000

Chairman of the Board – York Technical Institute, York, PA

1986 – 1996

Chairman of the Board – New York Restaurant School, New York, NY

1990 – 2002

President – Pittsburgh Technical Institute, Pittsburgh, PA

2003 – 2008

Chairman of the Board – Teacher Excellence Center

1995 to Present

President – J. R. McCartan Company, Pittsburgh, PA

Jack McCartan, RIP

By Stephen B. Friedheim, Strategic Coach, Education Systems and Solutions and CER Advisory Board Chair

Jack McCartan was an icon, a mentor, an authority, a leader, a friend, all this and more. Jack left his mark on this sector of higher education. And I was fortunate enough to have shared his too few moments on this earth and can appear on a list of his friends.

You had to earn that designation, “friend,” which comes after you have proved yourself worthy of the opportunity. Mine came shortly after I was hired to be president of the Association of Independent Colleges and Schools in 1976.

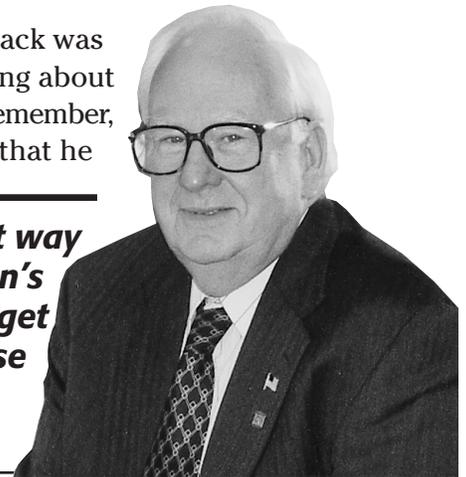
I think the reason I got the job was because I advocated for the development of Membership Services to help our member institutions improve their offerings to students and alums. This exercise began with a series of workshops to be given around the country on a set of topics meaningful to the members.

One that I especially remember related to Jack, who agreed to be a panelist on a two-day program that presented best practices in career services, or placement, as we called it in those days. I contacted Jack, who had been identified to me as one of “the” authorities on the subject. His only question was, “Who will be on the program with me?” Well, I said, there are two other people who have been recommended by our association’s committee for this topic: Miryam Drucker (now Knutson) of Washington School for Secretaries, and Jan Eisenhour (now Friedheim) of Executive Secretarial School.

We all agreed to meet in advance and compare notes before the workshop started. Miryam and Jan were very forthcoming about their advice

for the topic. Jack was less forthcoming about the topic, as I remember, mostly saying that he

He decided that the best way to improve the institution’s placement rates was to get the responsibility as close to the students and the curriculum as possible.



would tell how he turned his placement department around.

We had successfully recruited 30 to 40 participants from around the country who were career service professionals, all eager to learn from these three experienced career college executives, anxious to glean valuable ideas and concepts that would make their positions easier, more productive, more fulfilling, and more valuable to their students/graduates.

Miryam and Jan, who presented first, challenged the participants to be more outgoing, more aggressive in their efforts to be of assistance to their grads, so that they could provide the best interviews for the best jobs in Washington or Dallas. Each had lots of stories and specific experiences to provide encouragement to the group.

Then came Jack, who at the time was president of Robert Morris College in Chicago. He began his presentation describing the situation at his college, outlining his concerns for the declining placements, and his determination to make the necessary improvements. He had his audience of placement execs on the edge of their seats,

anticipating Jack's plans for making things better.

He had decided that the situation was so bad it could not be tolerated. So he said, he decided to abolish the

He decided that the best way to improve the institution's placement rates was to get the responsibility as close to the students and the curriculum as possible.

placement department! If the audience found this announcement unexpected, it did not describe how I took the news, or Miryam or Jan, who prided themselves on their successes

in career services.

We all sat somewhat stunned wondering what Jack would say at this point. Jack's style is to "tell it like it is," and those who knew him well would not have been the least bit surprised by his decisions. He decided that the best way to improve the institution's placement rates was to get the responsibility as close to the students and the curriculum as possible. So, he added the placement activity to the faculty's job description. He gave them a desk and a phone, as well as extended their contracts by one month each year with placement expectations. No more placement department!

Having done that he said that two things happened, one, the presentations in the classroom became more real and more current, because each teacher had to go "out into the field" to see for themselves how "things were in the

real world." Each day the faculty would bring the world of work into their classroom lessons. And, he said, placement improved almost overnight because the faculty was in touch with the decision-makers in the offices around the city who interviewed and hired prospective candidates.

Well, to say his workshop audience was stunned is an understatement.

But this story is an example of the way Jack's head worked, always outside the box.

He looked at life that way and loved helping others see that there are better ways to achieve the desired results. Those who attended his annual Leadership Institute learned tons of "stuff"

Every institution should have someone like Jack McCartan to rely on, unfortunately, too few do.

and acquired a new understanding and appreciation for the private career schools' unique student success formula.

Every institution should have someone like Jack McCartan to rely on, unfortunately, too few do. He is the model of an educational entrepreneur that our sector should emulate.

Thanks for the memories, Jack, and all that you taught us.

Career Education Community Says Goodbye to a Legend

Tribute to Jack McCartan

Jack McCartan has probably influenced more career education leaders than any one single individual. In recognition of his dedication to higher education we celebrate his life. The following are comments from members of the career education community.

John A. Yena, chairman of the board emeritus, Johnson & Wales University, East Greenwich, R.I., wrote: I've known Jack for over 50 years...and during that time I've observed, listened, and learned much from this incredibly exceptional person!

In my opinion...he was the single most accomplished person in the private education sector.

Jack's compass was always set on...and focused on... meeting students' needs!!!

Jack did not tolerate phonies and always looked to hire the brightest and the best...but even brightest...had to have a "student-centered" orientation.

Jack had strong opinions...and he was seldom in doubt! However...he was quick to recognize a mistake and take immediate corrective action.

The private education sector is populated by individuals who have been "changed" by Jack's taking an interest in them.

One of his many crowning achievements was the development of the industry's premiere LEADERSHIP INSTITUTE. Several hundred aspiring young leaders were mentored by Jack over the many years that this "boot camp" was being directed by Jack. I felt privileged when Jack asked me to teach several sessions of the program over the years. If you were not super prepared to teach...Jack would be unrelenting in his

criticism...and you begged him for another chance to do it right! I thought so much of the program...that I sent 15 Johnson & Wales employees to the Institute during Jack's tenure.

Jack McCartan was a "model" entrepreneur. Principle and honesty were his hallmarks!!!

He could be very stubborn.

He would never take short cuts or choose immediate gratification over a longer-term choice that would eventually lead to a higher quality outcome.

"SPECIAL"...seems too weak a word to describe Jack. "UNIQUE" is more appropriate!!!

Jack was the most LOYAL of friends! If Jack believed in you...you could count on his having your back against all odds!!!

"HUMILITY"...was Jack's middle name. He always deflected the limelight and shared credit with others.

Among Jack's many assets...the most significant is his wife MARGIE...his partner in business and his partner in life. Jack and Margie lived low-key and modest lives, and quietly, and with little fanfare...gave much to several community organizations that touched their hearts.

I was privileged to be an investor in one of Jack's school adventures and to see firsthand his commitment to the students, dedication to quality, and belief in the private education sector.

I am going to miss Jack...immensely!!! He was always ready to listen and give great advice. I will forever treasure the time we shared and will NEVER forget my mentor and great friend!!!

Florence Tate, SWAT Educational Services,

wrote: As I wondered around the room of the viewing at the funeral, I read the messages on the many beautiful arrangements. One gained a great vision of what this man had achieved in his life and to all he had given. He has left his footprint on many in our sector.

There were two sides to Jack McCartan: black and white. No gray whatsoever. I met Jack in 1971. I was invited to a meeting of presidents and director's of education at which he applauded my retention rate. I did not even know what he was talking about. From that point on I learned his value of student success.

He was a humble giant, had a dry sense of humor and anyone who worked closely with him always knew how kind he could be. He loved his bourbon, his sweets and his Mickey Mouse watch. Yet he could also be a mean son-of-a-gun and I saw many quiver at his rage. I laugh because he never told me that I was succeeding, and his drive only made me work harder for the student.

He and Margie became my surrogate parents. I called him dad the last 10 years of his life. Jack was a generous man who supported the education of my grandchildren and that was when I knew he considered me as his daughter.

Greg DeFeo, president, Pittsburgh Technical Institute wrote: Under Jack McCartan's leadership, PTI expanded, transitioned to an employee-owned organization, obtained collegiate status, and opened our North Fayette Campus. More important, it was Jack who ensured that PTI students always received the opportunity to be successful.

His commitment to employee excellence and a student-focused culture

is the foundation for today's PTI and continues to be a guiding principle of our college.

Quite simply, Jack McCartan is the reason that PTI is viewed, throughout the country, as one of the highest quality postsecondary institutions.

He will be greatly missed.

Jason Konesco, president & CEO, Harrison College wrote: I had the honor of meeting Margie and Jack when I attended my first PERC meeting in Pittsburgh about a dozen years ago. The 'school business' has been a part of my family since I was born. I always enjoyed meeting various people in the business over the years through my dad's affiliations, but never realized just how special this sector of education was until I officially began working in it 15 years ago. I had the privilege of getting to know significant leaders very quickly once I began working at Harrison College (then Indiana Business College), but no one was as special and memorable as Jack.

I remember that first meeting and how nervous I was to meet many of the icons in the sector. I also remember how welcoming and warm Margie and Jack made me feel. I know that many talk of Jack's sternness, strong opinions and no nonsense approach to issues, which I thoroughly respected and personally loved, but I also saw such grace in the manner in which he carried himself in a quest to always do what was best for his schools and ultimately his students.

I considered Jack a mentor, and I learned many great leadership qualities from him during our interactions in various PERC meetings. I also enjoyed spending one-on-one time with Jack

and recall special conversations regarding his history in the business as well as an occasional discussion about Notre Dame. I valued the years I presented at the Leadership Institute and was able to interact with Jack. He will forever be remembered as a stern, gentle giant in my eyes. The field has certainly lost a loyal and respected hero and friend, but his legacy will live on forever.

Lauren Rhude, retired school owner wrote: To an old friend that I had the privilege of his friendship for 40 years. God bless his family at this sad time.

Dennis M. Wible, facilitator, Leadership Institute wrote: Looking for a tax write off in order to travel from Guam to the mainland, I found the CCA Leadership Institute. Little did I know what I had gotten into!

As a participant in the program, I met Jack and that changed my life for the next 28 years – so far. His ideas were tried, true and uncluttered with theory. Jack knew what worked and he was not hesitant to share his experiences.

Having graduated from the Institute, I was asked to return the following year. I asked Jack "what do you want me to do?" He said, "I don't know, just be there." That was the beginning of our annual gathering to work at the Leadership Institute. Every year the Institute got better and better as Jack interjected his thoughts and experiences into the content of the industries most beneficial training for new directors or would-be directors. There is nothing to compare with the outstanding contributions Jack McCartan made to our sector of education. He was truly a giant – one we could not afford to lose at this time in history. He will be sadly missed.

Dr. Art Keiser, chancellor, Keiser University wrote: Jack McCartan will be sorely missed. Jack told it like it was, not always politically correct and certainly not a corporate thinker, but he was the conscious of the career college sector. Jack focused on the needs of the students and creatively engineered his schools to effectively deliver high quality education. Choosing his staff wisely and strategically, he has created a long list of school professionals who followed his passion and professionalism.

In 1962, a book on American business and commercial schools recognized Jack as a leader of the career college sector. Fifty-four years later Jack still led from the front, developing many institutions throughout his long career. Most notably, Pittsburgh Technical Institute, which flourishes today, will remain a testament to his creativity. Anyone who has toured the campus and met with the students understands the powerful impact Jack has had. This residential campus uniquely owned by the employees of the college demonstrates the out-of-the-box vision of its founder, Jack McCartan. The campus is located on over 100 acres of hilly-forested land in Pittsburgh. PTI classroom buildings feature innovative design such as ramps instead of stairs, learning areas instead of offices, and world-class laboratories, which create an outstanding and memorable educational atmosphere. The campus dormitories are modern, comfortable living quarters for the recent high school graduates that PTI serves. PTI clearly reflects the genius that Jack was.

His legacy will live on for generations and serve to inspire future career

college leaders, students, and graduates to similar greatness.

Thank you, Jack!

Rene Champagne, retired, former chairman & CEO, ITT Educational Services, Inc. wrote: I was so saddened to hear of Jack McCartan's passing. He was truly "a legend in his own time." Jack was always an innovator in the development and delivery of career-oriented education. He leaves a legacy of assisting thousands of students in preparing for employment in their chosen fields.

Joe E. Lee, president, Universal Management Inc. wrote: I would like to say that Jack McCartan was one of the sharpest proprietary school owners that I have ever known. His first thought was always the student, and his energy was always directed in that direction. I have known of many sacrifices that he made to make sure the student got a fair deal. I marveled at the way he could sit at a meeting with his ear to the ground, and when he was ready to comment, he could bring a giant to the ground with his profound words. With Jack, you had to be ready to be challenged, and if not, you had better pack your bag. We have lost a friend, mentor and a real leader in our field. I am sure he will never be forgotten.

Jason and Dominic Pistillo, University of Advancing Technology wrote: My father Dominic and I were sharing our fond memories of Jack last night. Jack was a bit of a hero to me, and a true mentor to my father.

Jack was a leader, a role model, and one of the greatest voices private education has ever heard. He truly believed in the mission of private education and was widely respected as one of

the most brilliant private college leaders. Jack was wise and passionate – so passionate that I recall one time in discussion he became so enthused that he literally fell clean out of his chair.

He had a special skill of finding good ideas, ones that worked for others, instead of wasting time trying to come up with untried ones.

Jack was a believer in innovative world-class training for all those who create and contribute to the educational experience, which was his motivation for co-founding the CCA Leadership Institute.

One of the key lessons I learned from the Leadership Institute was how interdependent all the major functional areas of a college are. His example was along the lines of, "if you drew a horse and one leg was financial aid, one leg was admissions, one leg was career services, and one was education, and then cut one-off – the horse would obviously not be healthy."

We were fortunate to know him and were always impressed by the man who was my father Dominic's mentor. Dominic referred to Jack as an icon, an innovator, and a great mentor to young people and those new to the education industry. As Dominic has said, "The field has lost a great advocate, and we have lost a trusted and 'true-blue,' friend."

Dean Johnston, chief executive officer, SBBCollege Administration, wrote: The PERC idea exchange group has given me the opportunity to listen and learn from some of our sectors greats. Jack is on my list of greats. He listened intently without Hi-Tec distraction and seldom spoke. When he did it was always short and full of

wisdom. He never followed the crowd, always confident in his convictions, and never afraid to stand up and deliver when he thought conventional wisdom was misguided. For me the best idea he shared with our group was...try nothing new, go back to your institutions and do what you already do better. In short, get back to operational basics, which haven't changed since our sector's inception. Wonderful advice in today's environment. Jack will be missed by many.

Ken Horne, CEO, Collegiate Admissions & Retention Solutions, wrote: I totally agree with what others have shared in that Jack was a great leader, an innovator, and a visionary as well as an exemplary role model for the private college sector and served as a moral compass for all who knew him. However, the personal lessons that I learned from Jack were lessons of character and of true friendship. If Jack believed you were honorable and served your students honestly, there wasn't anything that he wouldn't do for you; on the other hand, if he felt you were dishonorable and misleading or taking advantage of the students that he loved and served, then Jack was your worst nightmare. Jack was not shy or hesitant to speak his mind. He always had an opinion and most of the time he was right except for his tongue-in-cheek contention that the Internet was a "passing fad." One thing you could always depend on was, knowing exactly where you stood with Jack. Finally, the most important life lesson that Jack demonstrated by example was the importance of profound love and respect for wife and family. Irrespective of what was going on in

his life or business he always took time to be a devoted, respectful, loving husband.

Henry Herzing, chancellor, Herzing University wrote: There are people who knew him longer and better than I and have spoken most eloquently regarding his contributions to the sector. What I remember so well is his calling situations exactly the way he saw them with no ifs, ands or maybes. He was incisive in his thinking, generous in his contribution to developing industry leadership, and uncompromising in his commitment to quality in career education. He was a colossus.

Ken Konesco, CEO, Harrison College wrote; I have been humbled and honored to know Jack McCartan for the past 30 plus years. In my early years as Managing Director of Bryant and Stratton in Buffalo, N.Y. in the mid 1980s, I first met Jack at an AICS conference. I found Jack initially a very stern, intimidating person who was very direct with his thoughts and comments, but yet very knowledgeable about our business and sector. I immediately saw Jack as a person who could be a great mentor to me. From that initial meeting and going forward I saw a different Jack McCartan a caring compassionate person, who genuinely wanted to help.

What impressed me most was Jack's compassion for the student who he always identified as "our customer" and his zeal to provide for only the best. There was never, I repeat, never a time that when I reached out to Jack that he would not be there and or make himself available. Granted, there were times that we did not agree, but you always knew where he stood.

Another vivid memory I will always carry with me is when we attended

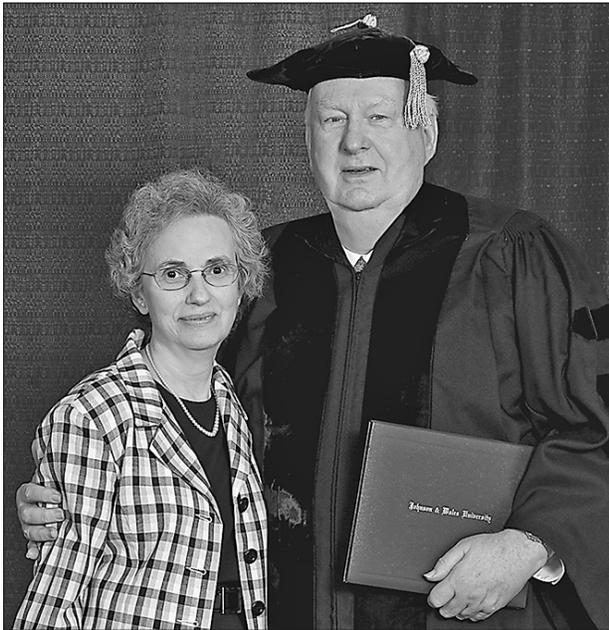
PERC meetings, Jack and I would always find a Catholic church to attend mass. Many times we did not have transportation and we would have to take a taxi to the church, but never did we have to take a cab back to the hotel. Jack's charismatic charm always somehow found a fellow parishioner who we would meet for the first time, strike up a conversation and before I knew it we would be in their car taking us back to the hotel.

Another memory was the time I got a call from Jack and he related to me that a dear friend of his, Superior Mother Mary Vincent, from the Little Sisters of the Poor, was being transferred from Pittsburgh to Indianapolis. Jack was extremely good to the community in Pittsburgh and wanted to make certain that Sister Vincent would be well received in Indianapolis. In his somewhat stern voice, he asked me

(or maybe strongly advised me-ha) to make certain Mary Ellen and I take care of Sister Mary Vincent. Thru Jack's wishes that request was fulfilled.

I could go on and on, but bottom line I was blessed to know Jack. A person who I always admired, a person who always gave of others before himself, a person who you always knew where he stood, a person who was a friend, a person who I had the greatest respect for. Jack left a legacy that will live on and for those of us who were fortunate to know him, we are grateful for ALL that he did. Jack we are going to miss you, but your legacy will always remind us of the person who you were. Rest in peace my friend and thank you for ALL the lives you touched. May you live in eternal peace and may God bless you and watch over you.

Jack McCartan You Will Be Missed!



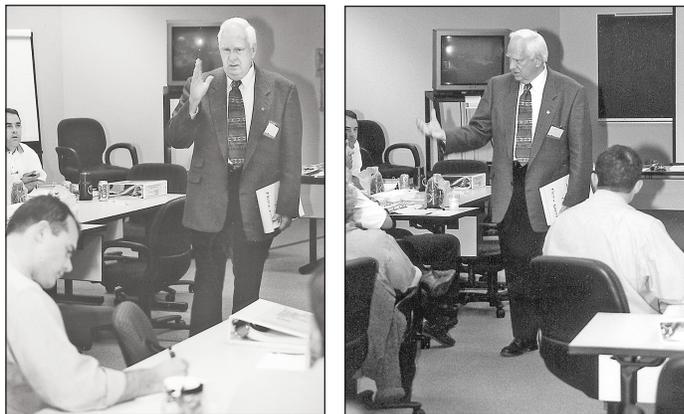
Margaret (Margie) and Jack McCartan



Pittsburgh Technical Institute (2000)



Jack McCartan accepts honorary Doctor of Business Administration from John A. Yena, Johnson & Wales University.



Jack McCartan at CCA Leadership Institute (2000)



Jack McCartan's office at PTI was open concept to foster an atmosphere of no secrets.



Dennis Wible (front, left) and Jack McCartan (center, back row against building) and the CCA Leadership Institute Class of 2000.

Higher Ed and Hollywood Wine

By Dr. Jean Norris, Managing Partner, Norton | Norris, Inc

The focus on higher education quality, outcomes, value, affordability and access dominates the headlines these days. Enough data has been thrown around to prove or disprove any position and yet the answer is obvious to those not directly embroiled in the battle. Let us look at the facts that all sides can most likely agree upon. The United States ranks behind other countries in terms of educational attainment; the President of the United States has called for (and has put big money behind) an educated America; traditional colleges and universities are not designed for return on investment models; community colleges do not have the means nor the experience to fill the education void alone; and career colleges can be a viable solution for many students but are not allowed to participate in a meaningful way.

Let us begin with the United States lagging behind other countries in educational attainment. According to the Organization of Economic Co-operation and Development (OECD), in the United States, 42 percent of all 25-64-year-olds have a tertiary (higher education) attainment, making it one of the most well educated countries in the world. Only Canada (51 percent), Israel (46 percent), Japan (45 percent) and the Russian Federation (54 percent) have higher tertiary attainment

levels among this age group (2012). The push for America to be first in class is admirable, however the popular messaging implies the nation is far behind. Perhaps this is intended to strike a certain amount of fear into people or

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possibly a ploy to pull at the good ol' American heartstrings to jump on the bandwagon.

According to Ferenstein (2013), "While it is difficult to speculate why the U.S. persists as a titan of innovation, we need not be scared into trying to be like other countries. America has been at the top despite a lack-luster education system." Most importantly he points out an interesting statistic that is sure to catch your attention. "The U.S. benefits greatly from the top tier of students anyway...the innovators at the helm of an economy come from the top quarter of students. While the United States has a dismal track record

of inequality, we treat our brightest minds quite well.” Ferenstein further states that the U.S. should not be fearful of falling behind since we have among the highest percentage of top-performing students in the world. In fact, he claims that leading-edge technology has a direct correlation to the numbers of high-performing students and this is what is most important to the global

economy at the end of the day.

Given this, it is interesting that President Obama has called for Grad Nation 2020 to return America to its rightful position as the leader in higher education. This calls

into question the value of the bottom tier of students. The implication is they are necessary however the publicized message may be very different from reality. It is also curious why the community college system is positioned as the primary solution in achieving this goal – especially since the top tier

is not going there anyway. In fact, BILLIONS of dollars have been earmarked to the community college systems (Lauerman, J., 2012). One has to wonder why just one type of educational institution would be chosen to fill this void.

The important piece of data that is not in the headlines is the dramatic stats on children’s likeliness to attend college being directly related to a parent attending college. So how is a parent who may already be trying to balance family responsibilities and perhaps a job going to manage the traditional community college delivery model? It is interesting that they would be limited to a single choice versus positioning them for success. Truth be told, the community college option has been around for a very long time and for many, it is not a preferred choice. In fact, in a study of 332 career college students who had previously attended a community college, the career college experience outscored the community college in nearly every category. Specifically, student experiences at 150 different community colleges were

Another big question is how the community college infrastructure can handle this monumental task alone while currently struggling with quality issues, low graduation rates and increasing consumer demand for flexibility and outcomes.



DR. JEAN NORRIS grew up in a small town outside of Chicago with hard-working parents who didn’t have the opportunity to attend college themselves. Her father was a police officer and also worked several part-time jobs while her mother cared for six kids and worked to make ends

meet. Jean credits this experience as her inspiration for pursuing her goals with the same work ethic. She began her own educational career in a 10-month medical assisting diploma program and went on to earn a bachelors degree from a private, nonprofit university; her master’s degree from a public, nonprofit university and her doctoral degree from a private, nonprofit that was later purchased by a for-profit university system.

Over her 26-year career in higher education, Dr. Norris has held top marketing, admissions

and organizational development positions at nonprofit, traditional colleges and universities as well as private, proprietary institutions. She also has served as an academic dean and taught in both sectors. Above all Jean believes American’s deserve access to education and the ability to make their own choice on the type of institution that best fits their needs.

Today, Jean serves as managing partner at Norton | Norris, Inc., a Chicago-based marketing/consulting/training firm serving all facets of the higher education sector. And yes, she does enjoy wine.

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rated less favorably in 13 of 14 major factors of importance (Norton Norris, Inc., 2010).

Another big question is how the community college infrastructure can handle this monumental task alone while currently struggling with quality issues, low graduation rates and increasing consumer demand for flexibility and outcomes. Some of these colleges even want to offer four-year degrees adding additional burden to a system already in flux. As of March of this year, 22 states have already authorized their community colleges to offer the four-year degree credential (Breuder, Robert L., 2014).

It is also reasonable to surmise that the 1,132 community colleges serving over 12.8 million students across the U.S. are going to need some level of ongoing support for new faculty, administration, salary increases, health insurance, bigger buildings (maybe student housing), maintenance, technology, etc. (American Association of Community Colleges, 2012). It is likely the average American does not realize the plan is for these dollars to come in the form of increased taxes to their very own household (New America Foundation, 2013). Or perhaps the hope is that most Americans are not educated enough to realize this.

Traditional colleges and universities are not sitting still either. The winds of change are suggesting the traditionals will have to show value for the tuition and fees they charge. **Gainful Employment**, coupled with consumer demand, is focused on return on investment and student outcomes. This can become a future reality for the nonprofits, too. Perhaps their fear is a result of long-held practices and systems that would require substantial resources to change (if that is even possible) or could it be that some of the required outcomes

data is not collected (such as placement rates, graduate job titles and salaries).

Interestingly, private sector schools and colleges (for-profits) are not included in the conversation. There have been some bad actors, but it appears the attacks on this sector are simply because they make a profit. This is one of the weakest arguments out there given all schools, colleges and universities make a profit. It is simply that some spend their money on students and some on other

things. Consider Secretary of Education, Arne Duncan's recent statement about collegiate athletics (Inside Higher Education, 2014). Duncan said he was "concerned that athletic coaches' salaries do not provide the proper incentives for academic performance." It is fine that he is concerned, however private sector schools and colleges are literally (and daily) being attacked in the media for something as "heinous" as spending money on advertising.

Yes, there are the arguments that these schools enjoy a large percentage of government funds to educate these underserved populations. But has anyone considered they are serving, and have been since the early 1800s, the very people that need to be reached right now (Imagine America Foundation, ND)? Each time the private sector schools share data, the push back brings up the argument that a large number of students default on their student loans. There are numerous studies clearly spelling out the correlations to socioeconomic status and default – and yet no one listens. Then there is the fact that traditional institutions do not pay into the tax base to support their communities and private

Even the regional accrediting agencies realize times are changing and maybe their standards are not that different after all within their own ranks.

sector schools and colleges do. That is another point that often gets unnoticed. So in the absence of accepting this group as part of the solution, other arguments (and blatant attacks) are employed.

Another long-standing debate has been about which type of accreditation is best – Regional or National. Seriously? Even the regional accrediting agencies

With all the options out there for educating Americans, it is curious how this turned into such a fiasco. It certainly makes one wonder what is really going on here.

realize times are changing and maybe their standards are not that different after all within their own ranks. In an article by Doug Lederman (2014) he states the regional

accrediting agencies “recognize that wholesale differences among them are hard to justify – and Wednesday they took a significant (and probably unprecedented) step toward beginning to eliminate them.” Even with this recent shift, the question is where are the national accreditors in this conversation? Obviously, it is because a majority of the private sector (for-profits) holds this type of accreditation. We are all pushed into a corner to battle this argument out over and over again and yet the truth remains... both are recognized under stringent guidelines of the very same U.S. Department of Education. Someone out there deserves credit for keeping this battle going for decades. Congrats!

In the big picture, we are looking at a government who claims to be giving a leg up to the underserved in order to return America to a competitive place. What American would not get behind that? Maybe this is true in concept but there is another reality to consider. Check out these key outcomes as stated on the GradNation website (America’s Promise Alliance, 2014):

- A high school diploma matters to individuals, communities, and society. High school graduates are more likely to be employed, make **higher taxable income**, and aid in job generation.
- If we had already reached the GradNation goal, the additional graduates from a single class would have **increased GDP** by an estimated \$6.6 billion annually.
- Graduates are less likely to **engage in criminal behavior or require social services**. They have better health and longer life expectancy. High school graduates are more likely to be engaged in their communities, with **higher rates of voting** and volunteering.

These outcomes are interesting when reading between the lines (or at least the bolded words). This is a clearly defined agenda of graduating “these people” as a means to more money for the government, less criminal behavior, lower expenses to deal with them, and let us not forget the increased likelihood to vote.

Now we are looking at a situation where it is only the top tier that really matters and the government is pushing the others (lower tier) to very specific types of educational institutions that they control through their tax status and funding. That means our government can control what is taught. ***Is anyone else terrified by this reality?*** It is no wonder the government is pushing private sector, for-profit (not government controlled) education out with every weapon they can think of!

Here is an idea to consider. Let us allow consumers to choose the educational solution that works best for them. Imagine a world where traditional colleges and universities were the place where young adults can grow and explore over a longer period of

time versus forcing an ROI model. Those who choose this path will be allowed to learn how to learn and question the world around them in new and interesting ways. They can practice deep thinking and grow through the educational experience as well as the social growth of living on their own for the first time.

The community colleges can excel at being the place for those who want a lower cost solution to try college out, take a few classes, possibly earn their associate degree and maybe transfer to another school/college. In this model, there is no need to expand infrastructure so costs can be contained and the public is not burdened with even higher taxes.

Career colleges could then focus on what they do best. These schools can provide training and related skills to help students secure jobs in specific fields. They can also provide further education for busy adults who require flexibility to fit school in with family responsibilities and work. This type of education is for those who seek a very direct and expedient path. And let us not forget the value these institutions provide to each and every community through their tax payments.

These are just a few obvious examples of a solution for an educated America. But the focus does not seem to be on a solution, does it? With all the options out there for educating Americans, it is curious how this turned into such a fiasco. It certainly makes one wonder what is really going on here. Could this be about something else like political power struggles? Is it about the money? Or is it something else?

Well, as in most debates, fingers are pointed to place blame. In this case, the blaming is used to mask what is really happening. Think about it. Could it be that we are all being drawn into

the “flavor of the day” in order to distract from what is really happening and entice fighting? This truly is the art of deflection at its finest since the real truth is no one is paying attention to the facts or data anyway. It appears a solution is not

what they are after. This battle is not about access, affordability and value. It is not even about an educated America.

This battle is about preserving the long-standing belief that education is for the few, the deserving, the socially elite - not the common man.

Let us take a step back to examine the entry of private sector colleges and universities (for-profits) into this situation. Their very presence created a massive cultural shift by providing education to populations not originally intended by those in a higher social order. Now, these folks (we’ll call them the Aristocrats) aren’t happy about this as evidenced by their minimizing the quality of the education. For a long time they allowed the “peasants” to go about their business since the jobs they were preparing for were beneath them anyway but then another shift happened. These “evil” for-profits entered into their space when they began offering (wait for it...) DEGREES! How dare they actually offer a credential once reserved for the elite to those barbarians.

And then the great battle began.

Consider this through the lens of another cultural shift dating back to World War II. U.S. soldiers serving in the military during this time enjoyed sipping the wines of Italian and French winemakers. Seeking to replicate the

Just like the American soldiers, private sector institutions saw a gap and an opportunity to improve the process and delivery. What can possibly be negative about providing increased access to education and specialized training?

wines they experienced overseas inspired them to seek solutions. There were obstacles though including varied geography, climates and temperature control. Continued improvements in technology, in the form of refrigeration, were introduced so no longer did the environment dictate the fermentation process (Baricco, Al, 2006).

Sounds like progress right? Expanding the marketplace threatened the very core of Italian and French winemakers. After all, their methods and processes were passed down from generation to

At the end of the day, higher education and training is unarguably a way to a better life for all but it is shocking how headlines and stories continue to try and manipulate the very people who could most benefit.

generation. They were the rightful masters who grew up in families that had always had wine on the table. They embodied “age-old wisdom and absolute intimacy with the act of making wine”

(Baricco). The next step, predictably, was to bash the competition. In their minds, the very idea of mass production equated to low quality.

Just like the American soldiers, private sector institutions saw a gap and an opportunity to improve the process and delivery. What can possibly be negative about providing increased access to education and specialized training? Innovations like focused training, faster completion, online courses, flexible delivery options, career placement and an environment of caring were introduced. Many of these schools and colleges sought approval of their programs and organization recognized by the Department of Education – just like their nonprofit counterparts. And guess what? Consumers voted with their feet. Private sector schools and colleges realized tremendous growth (Career College Central, 2014).

In a recent article, the authors sum up the for-profit education industry in this way, “For-profit institutions developed an ‘all are encouraged to join us’ model, involving easy entry and aggressive recruitment of new students (Chronicle of Higher Education, 2014). The rise of the Internet and online education eliminated geography as the last barrier inhibiting institutional growth, which caused for-profit institutions to experience the fastest growth in higher education in the last decade.”

In truth, the Aristocrats saw federal dollars being doled out to those “less deserving” and the battle escalated. Consider recent headlines bashing the sector and how they continue to use the words “For-Profit” or even “Predatory” as a major descriptor. Most recently an article published in The Chronicle of Higher Education (2014) suggested that these organizations restructure in a way that would result in **turning students away**. Since forcing the large for-profits to close would cost the government too much money, the authors state “...forcing them (for-profits) to reform would result in continued operations and a **reduction in size to a more reasonable and sustainable model.**”

Did you ever wonder why the main target of **Gainful Employment** legislation is the private sector schools and colleges? In the big picture, one could argue that it makes sense to protect ALL Americans from entering into programs that have little hope of return on investment. Even some of the public community colleges cannot pass the test on their programs (Fain, 2014). Or is this whole concept not worthy given education is not about ROI? As Americans we are being asked to consider that these rules primarily apply to one segment, which happens to be the top consumers choice for an

educational model. The traditional model of higher education has a fortress built around it that does not welcome entry to first-generation students, minorities and adults trying to balance life demands.

If one just reads into the headlines, the rhetoric is obvious. The government jumps in to “protect the military” from predatory for-profits when in reality they really want the federal dollars to go to “their” colleges/universities. Does anyone really believe that the brave men and women who serve our country are so naïve and gullible that they need protection in selecting a program and college that works best for them? Seriously? It is insulting at the deepest level.

Despite defamation and many Aristocratic obstacles, the private sector schools and colleges went on just like the barbarians who were undaunted to create their “Hollywood wines” (aptly named as a reflection of established winemakers in an attempt to devalue the product). And guess what happened? These wines were met with acceptance. They were flavorful and aligned with what consumers wanted. How could this be? Attacks on “Hollywood wine” continued, but the barbarians kept going about doing business, being creative, modifying and improving to grow their market share.

Today, American winemaking permeates other markets around the globe under the better known names of *E & J Gallo Winery* (second largest in the world), *Mondavi*, *The Wine Group* out of San Francisco best known for their *Franzia* box wines and of course, *Bronco Wine Company* which produces “*Two Buck Chuck*.” These innovators brought a product to a “lesser class” to the dismay of the Aristocrats whose only means of rebuttal was (and remains) to demean them. In his book, “**The**

Barbarians – An Essay on the Mutation of Culture,” the author further defines this struggle as “...a question of class struggle” and “a competition between an established power and some ambitious outsiders” (Baricco, 2006).

At the end of the day, higher education and training is unarguably a way to a better life for all but it is shocking how headlines and stories continue to try and

manipulate the very people who could most benefit. Their hope is that the uninformed (or the not yet educated) can be

easily manipulated through fear. The stealth moves by the government to control **where** people can go to school and **what** people learn is terrifying and yet its been happening right under our noses. Our only hope is to expose another reality and encourage thoughtful analysis before accepting the prop-aganda intended to brainwash the public as truth. Those in power will continue to manipulate messages to their own agenda. Now that the curtain has been pulled back, we all need to stand up and ask:

Could the very people who are supposed to protect the common man be the evil ones themselves?

Baricco’s (2006) summation of the cultural shift in winemaking fits appropriately here: “Abetted by a specific technological innovation, a group of humans essentially aligned with the imperial cultural model has gained access to an act that had previously been denied them and has brought it instinctively to a more immediately spectacular level and into a modern linguistic universe, thus granting it staggering commercial success.”

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The response to this article will either result in new headlines with some earth shattering information to keep us distracted; or preferably, some positive action. If it is another attack on private sector career colleges with more smoke and mirrors, perhaps we hit a nerve. Either way, hopefully there is increased awareness that the enemy may now have a new name and face.

#equalrulesforall #choiceisgood
#gocrushsomegrapes

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Pauldine Hopes to be Remembered for Doing the Right Thing

DeVry president retiring after 35-year career in higher education

By Barbara A. Schmitz, with David Pauldine President and Executive Vice President DeVry Education Group

It was being at the right place at the right time that helped David Pauldine land his first job. But it's been his leadership skills and dedication to higher education that has gotten him every job since.

After graduating from the University of Dayton in Ohio, he and his roommate headed to Houston to find jobs. "Our car broke down in Dallas and we did what any pair of 21-year-olds do when your car breaks down and you're waiting for it to be fixed," he says. "We went into a happy hour."

At that happy hour he met a man who worked at Bell & Howell Schools, then the owner of The DeVry Institutes of Technology. They started talking and swapped phone numbers. "And the next thing I knew I was hired to work at DeVry."

In his 35-year career, Pauldine has worked for both large and small schools including Bryant & Stratton College, the Art Institutes and DeVry University. The smallest school was Bryant & Stratton College, where he was campus director of their Rochester campus

with 800 students and their Buffalo – Eastern Hills campus with 1,200 students.

"I totally cherished those days," he says. "That taught me the operations

Our car broke down in Dallas and we did what any pair of 21-year-olds do when your car breaks down and you're waiting for it to be fixed. We went into a happy hour.

from the ground up, where your day to day work takes you very close to the action. I think that's when you do your best work, when there are few layers between you and the student."

Pauldine says it's important to listen to the feedback given by students. He remembers a day when students knocked on his door to tell him they were unhappy with a particular class, and its instructor. "There is no complaint more profound than when students are challenging the product, the academic quality of what you're delivering," he says. "Those are the ones that you act

on quickly and set improvements in place so that you never see that problem again. I think that’s what drives us all as campus leaders.”

On the other end of the spectrum, as president of DeVry, Pauldine has been responsible for up to 90,000 graduate and undergraduate students. “That was quite a responsibility to preside over something that large,” he

says. “Even though we’ve come off that number like everybody else, it’s not the size that matters, it’s the commitment to carrying out the mission of the institution that’s most important. In doing

so, I’m fortunate to have the talents of a great team in my provost and the heads of finance, marketing, admissions, human resources and the chief operating officer.”

It’s pretty important to me to do things the right way. I’d like to think that people see me as a guy who does the right thing and that after a while that just penetrates throughout the organization.

On the road and inside the schools

No matter the size of the institution, Pauldine says he has always tried to be out on the road and in the schools as much as possible. “Without question, I find that to be the most important and the most enjoyable part of the role. In four or five hours, I can get a pretty good feel for what’s going on after meeting with the campus leaders, the staff, faculty and the students. Then I typically come back, write a report and I prepare a summary of my visit. I get that to the campus president and the manager to whom she or he reports. I point out the good things I saw and the areas for improvement. I’m very careful not to have people fear these trips. Instead, I try to motivate and pick people up while at the same time stressing continuous improvement. I also share where the university is going overall so that our colleagues are grounded in our values, vision and mission. . . ”

Pauldine is retiring from DeVry in September, ending his career where it



DAVID PAULDINE is President of DeVry University and Executive Vice President of DeVry Education Group. Pauldine has invested 35 years in private sector high education. His career started at DeVry where he held a variety of positions from 1979 to 1988. In 1989, he joined

Education Management Corporation (EDMC) where he had a 16-year career, primarily in education leadership positions. He was president of The Art Institutes system of schools from 2000 to 2005. While at EDMC, he also was chief marketing office and college president of the Seattle and Fort Lauderdale campuses. Pauldine returned to DeVry in 2005. Going full circle, Pauldine became president of DeVry University in 2006. He is also the immediate past chairman of the board of the Association of Private Sector Colleges and Universities (APSCU).

Pauldine has been an active member in his communities and has served as a board member for several organizations including the American

Red Cross, the Greater Fort Lauderdale Chamber of Commerce, Communities in Schools, and ASPIRA. He is also the past president of the Washington Federation of Private Vocational Schools and the Northwest Career College Association. He served on the board of DeVry Brasil from 2011-13 and has recently served on the Commission on Quality Assurance and Alternative Higher Education, a forum that was created by the Council for Higher Education Accreditation (CHEA).

Pauldine earned his bachelor's degree in communication arts from the University of Dayton in 1979 and later earned his master's degree in leadership from The McGregor School at Antioch University.

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started. “It felt right to go back to where I started,” he says about accepting the president position in July 2006. He shadowed his predecessor for about nine months before officially becoming president.

Pauldine says he is confident his replacement, Rob Paul, current president of DeVry’s Carrington Colleges, will do an outstanding job when he starts July 1. Pauldine will stay on until September 30 to provide assistance with the transition.

What advice will he give Paul?

“One would be to stay on the road,” Pauldine says. “Get out of the home office and don’t get caught in the trap of being an Ivory Tower leader.

“Two, let the mission of the institution govern your actions and your decisions,” he adds. “Three is to do it your way. I’d tell him, ‘I’m honored you were a protégé of mine, but do it the way you know best and you’ll be highly successful.’”

When asked what has been his biggest contribution to DeVry University, Pauldine said “it has been reinforcing the culture and values of DeVry.

“It’s pretty important to me to do things the right way,” he says. “I’d like to think that people see me as a guy who does the right thing and that after a while that just penetrates throughout the organization. We’re going to do what’s right for the student and in support of our values, vision and mission. We’re going to resist temptation for short-term gain... We’re going to take the high road each and every time.”

Active in schools and the sector

Besides being active in the institutions he presided over, Pauldine has also been active in the sector and is the immediate past chairman of the board of the Association of Private Sector Colleges and Universities. He also often presented on topics like

campus operations, strategic planning, leadership and more at APSCU and several other conferences.

“It was important to me while chairman at APSCU to be seen as being agnostic with regard to the big three — publicly held, family owned and private equity institutions,” he says.

“There can be silos that develop along those lines ... but I felt that since I was in a leadership position it was important to show respect to all three and model the right behavior.”

Sometimes that meant he had to vote against his peers on the publicly held side, but Pauldine says he always voted his conscience. “I think we’ve got a ways to go there, but there’s nothing like a crisis to bring people together, and unfortunately we’ve had our share of them. But often the group tends to come to center and make the right decision...”

Still, he acknowledges that the different school groups have different priorities. “If a family-owned institution doesn’t grow over the prior year, or they establish a plan and they come up a little short of it, it has different consequences than it does if you’re publicly held,” he says. “When you are a publicly held school, the marketplace at large is aware and keeps score of results coming up short. It carries a cost in terms of the way you’re valued and the way that your stock trades. From that perspective, there is a more profound impact of results.”

But Pauldine says he tries not to think about that. “I don’t want it to be my job to worry about our stock price or our evaluation,” he says. “Our job is to build around the mission of the institution.”

With regard to family-owned institutions, Pauldine sees them as visionary

His advice to schools, from small cosmetology schools to large public companies, is the same. Put the mission first. Be a mission-driven organization.

entrepreneurs. “By and large, the group as a whole does an outstanding job of educating and serving students. We should never forget that in the very beginning we all started as small institutions, many family owned and operated. He cites DeVry’s origin under its founder Herman DeVry as an example. I’m confident the family-run businesses will be around for eternity.”

He remains optimistic for the entire sector — family owned, publicly held and private equity schools — in the coming years.

“I think we’re going to come back,” he says. “I don’t see a knockout punch

It’s a pretty good feeling to make it through and know that along the way you helped better the lives of a number of people. All of us should feel pretty good about that.

out there. Certainly, there will be some thinning of the herd; market forces will create that. Some entities will no longer have the cash to operate and therefore, there will be

some consolidation.” But overall our value proposition is strong and the marketplace needs what we offer.

Pauldine doesn’t foresee any large-scale growth, however. “From talking to economists and analysts, I think we’ll see growth in the single digits over the coming years. But in this climate that should be enough to allow everybody to stay financially solvent.”

He says that according to a demographer who spoke at last year’s APSCU convention, there is a tidal wave of children of the baby boomers coming through in the next three to five years. “That does produce some optimism,” he says. “Those that do it right and

have good quality outcomes and low default rates and high graduation rates will be the ones around for the long haul.”

His advice to schools, from small cosmetology schools to large public companies, is the same. “Put the mission first,” he says. “Be a mission-driven organization. Additionally, in this environment I would add two things: Raise your graduation rates and lower your default rates. You can fight some of the current proposed rules and regulations, but don’t fight the obligation we all have, regardless of what the benchmarks are, to raise the graduation rates and lower the default rates.”

Pauldine is making a list of what he would like to do once he is retired. “I’d like to stay connected on a few select boards. I’d like to speak. I’d like to be on the road and be at conferences and deliver presentations. I’d like to do some volunteer work. Lastly, I’d like to dabble in real estate. Those are the big ones on my list.”

He hopes people will remember him for doing the right thing. “It’s been incredibly rewarding for me after 35 years,” Pauldine says. “I like to say when describing what we do that our profession is a higher calling. We aren’t selling alcohol, tobacco or firearms; we’re changing lives and that’s something very special. It’s a pretty good feeling to make it through and know that along the way you helped better the lives of a number of people. All of us should feel pretty good about that.”

DeVry University's Growth and Diversification

By Barbara A. Schmitz

DeVry University's degree program offerings have come a long way since its beginnings in 1931. Dr. Herman DeVry, a renowned engineer and inventor teamed up with radio pioneer Lee DeForest to open DeForest Training School. The school prepared students for technical work in electronics, motion pictures, radio and later, television. Throughout DeVry University's 80 plus year history, their mission has stayed the same, to provide quality, real-world education with speed and flexibility.

Diversification has been an important component of DeVry University's mission, says David J. Pauldine, President of DeVry University and Executive Vice President of DeVry Education Group, the university's parent organization. DeVry University is home to five colleges of study, including, Business & Management, Engineering & Information Sciences, Health Sciences, Liberal Arts & Sciences, and Media Arts & Technology.

DeVry University began to broaden its programs in 1981, when they earned regional accreditation through the North Central Association of Colleges and Schools. "That really provided us

a shot in the arm as we elevated our game to the higher-end of career colleges," Pauldine says.

Then in 1987 Keller Graduate School of Management joined with DeVry

If people can rally around a cause or a purpose, you do not need to micro-manage them; they will be driven by that cause or purpose.

University. Keller was the first for-profit institution to obtain Higher Learning Commission accreditation.

Pauldine's Viewpoint

Pauldine says he has worked hard not to be judgmental or have a class orientation to this sector. "Most all our roots go back to a sole proprietor, a family-owned school in the school business," he says. "It bothers me when, for example, research institutions look down their noses at the non-research institutions that look down their noses at the community colleges that look down their noses at the private sector schools."

"I believe every mission is noble if it is providing a student with the skills

and knowledge that they need to get ahead,” Pauldine says, adding that it is important to keep the sector united instead of divided into classes with “high-end” or “low-end” schools.

He also works hard to keep his employees motivated.

“People will be more motivated to do what they do if they are doing it because they want to, not because they have to,” he says. “If people can rally around a cause or a purpose, you do not need to micro-manage them; they will be driven by that cause or purpose.”

Pauldine has not forgotten that DeVry University itself has its roots as a family business when Dr. DeVry started the school in 1931; today DeVry University still maintains contact with Dr. DeVry’s granddaughters. Bryant &

Stratton was also a family business when Pauldine worked there.

Pauldine says he learned the importance of taking ownership at both institutions.

“The guy or gal whose name is on the building takes ownership of their work,” he says. “It is more than just an institution; it is their name and reputation.”

Large publicly-held institutions should also have that mindset. “I have always tried to have more of a sole proprietorship orientation, and ask my team if we owned this institution ourselves, as did Mr. DeVry or Mr. Prentice, what decision would we make?”



Written by Barbara A. Schmitz

DeVry University—Key Dates in History

- 1931** Original school opened in Chicago when Dr. Herman DeVry established DeForest Training School.
- 1953** DeForest Training School became DeVry Technical Institute.
- 1955** DeVry University's associate degree program in electronics engineering technology earned accreditation by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology.
- 1957** First associate degree program in electronics engineering technology offered.
- 1970** First earned accreditation by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology for bachelor's degree program in electronics engineering technology.
- 1973** Keller Graduate School of Management founded in Chicago, IL as the CBA Institute.
- 1979** Second baccalaureate degree program, Computer Science for Business (now called Computer Information Systems) first offered.
- 1980s** Baccalaureate degree programs first offered in accounting, business operations (now called business administration) and telecommunications management (now called network and communications management).
- 1981** DeVry University earned initial regional accreditation from North Central Association of Colleges and Schools.
- 1998** Keller Graduate School of Management received approval from the North Central Association of Colleges and Schools to offer its master's degree programs online.
- 1999** First baccalaureate degree programs in computer engineering technology and information technology offered.
- 2000** DeVry Institute of Technology received approval from the North Central Association of Colleges and Schools to offer its business administration bachelor's degree program online.
- 2002** DeVry Institute of Technology and Keller Graduate School of Management become DeVry University following the approval of The Higher Learning Commission of the North Central Association of Colleges and Schools.
- 2003** DeVry University first offered undergraduate degree programs in the fields of biomedical engineering technology and health information technology.
- 2005** DeVry University added its newest bachelor's degree program, game and simulation programming.
- 2005** DeVry University adds game and simulation programming to its online degree program offerings.
- 2006** David J. Pauldine appointed President of DeVry University.
- 2007** DeVry University receives approval for master's degree program in educational technology, the first master's degree offering under the DeVry University name.
- 2008** In response to the growing demand for corporate education, DeVry University established the Keller Center for Corporate Learning to help companies meet the educational needs of their individual employees.
- 2009** DeVry University and Keller Graduate School of Management earn accreditation by the Project Management Institute's (PMI) Global Accreditation Center for Project Management; six degree programs receive elite designation, tying for most accreditations worldwide.
- 2010** DeVry University cited as model institution in McKinsey & Company report on higher education productivity; DeVry cited as one of eight schools with best practices on how the U.S. can meet its higher education attainment goals without increasing public spending or putting more financial pressure on students.
- 2011** DeVry University marks 80th Anniversary.
- 2011** DeVry University is named official education provider of the United States Olympic Committee.
- 2013** Keller Graduate School of Management celebrates 40th Anniversary.
- 2013** DeVry University earns accreditation by the Accreditation Council for Business Schools and Programs (ACBSP) for its business and accounting degree programs.

How Effective Accreditation Supports Innovation in Postsecondary Education

By the Accrediting Council for Independent Colleges & Schools (ACICS)

*Second in a series of articles reprinted from *The Prominence and Activism of Institutional Accreditation*.*

Introduction

Rising tuition costs. Shrinking student access to postsecondary institutions. New questions that challenge higher education as a valuable route to upward mobility. When some critics assert that higher education in America is broken, one solution offered is to reform or dismantle the nation's voluntary and independent system of quality assurance for postsecondary education, known as accreditation. Some argue that because accreditation is closely aligned with the community of post-secondary education, it is an inhibitor of innovation, the standard bearer of the status quo, and at worst, a roadblock to substantive reform.

Congress requires the U.S. Department of Education to publish a list of accrediting agencies it recognizes as reliable authorities on the quality and integrity of collegiate education, training and programs. Only with accreditation from a recognized agency, such as the Accrediting Council for Independent Colleges and Schools (ACICS), can a postsecondary institution become eligible to participate in the federal government's student financial aid

programs. Accrediting agencies are the gatekeeper to federal financial aid

Early on, accreditation was driven largely by the frustration of secondary schools attempting to prepare their students to meet divergent and conflicting admissions requirements of various colleges and universities.

access and, by design, an important check on how well the taxpayer's postsecondary education dollars are spent.

While scrutiny of the gatekeeper function is unavoidable, given the substantial investment at stake, the question of whether accreditation promotes or inhibits postsecondary innovation must consider a process that has been evolving since the late 19th century. While this tends to be forgotten, accreditation has not always been primarily about access to Title IV federal financial aid.

Early on, accreditation was driven largely by the frustration of secondary schools attempting to prepare their students to meet divergent and conflicting admissions requirements of various colleges and universities.

Adding to the confusion, secondary schools occasionally dubbed themselves “colleges” while true postsecondary institutions sometimes offered secondary programs. The ambiguity led educators, business leaders and other stakeholders to insist on a system that would rationalize the higher education marketplace, improve its quality and standardize its operations.

Proprietary education swelled to serve the growing ranks of non-traditional students. Between 2000 and 2009, career college enrollment grew from 4 percent to 11 percent of full-time students.

Self-governed accreditation became widely respected as a mechanism for assuring educational quality and adherence to a standards-based approach. American postsecondary education, although a

relative latecomer on the world’s collegiate stage, became the envy of global competitors and the global beacon of academic access, quality and affordability. Not a bad outcome for a process so little understood.

“Accreditation” is a formal, systematic process of institutional performance appraisal. Voluntary self-regulation, regular peer review, and an on-going commitment to educational excellence are critical to the process and goals shared by accrediting agencies. While other countries have approached accreditation through government fiat or other official means, the U.S. experience suggests that an independent, self-governed system of accreditation, educational oversight and quality assurance is superior to one imposed externally. Accreditation can be improved, but like U.S. postsecondary education generally, it represents a strong foundation from which more valuable outcomes can be derived.

Delicate Balance

So how does a system built more

than 100 years ago to foster standardization among disparate institutions also facilitate innovation among colleges and universities? The balance between standards and innovation is delicate and the argument for the former is compelling. After all, institutions draw credibility, prestige and reputation by standardizing credentials and the underlying curricula required to achieve them. Establishing education programs that closely resemble the accepted main stream of higher education accrues benefit to newcomers and innovators.

Accrediting agency efforts to standardize are well intentioned, but the impacts on innovation can be restrictive, according to some critics. Likewise, holding institutions accountable for documenting processes, gathering data, or adhering to a curriculum that replicates the content, sequence and pedagogy of similar programs offered at other colleges and schools offers no guarantee of an institution’s willingness or ability to innovate. It does assure funding sources and education consumers that certain minimum expectations of quality and integrity are fulfilled.

Education draws enormous relevance from change itself. Logically, schools teaching the manufacture of buggy whips and horse drawn carriages may be excellent in everything they do but certainly fail the test of time. Others argue that accreditation itself has become hidebound, and inflexible, resistant to changing methods for assuring quality, and a deterrent to change at colleges and schools.^{i, ii}

ⁱ Donald St. Clair, A Study of Innovation in College Business Education, http://books.google.com/books?id=qCnzRL0yqlgC&pg=PA38&lpg=PA38&dq=accreditation+inhibits+innovation&source=bl&ots=3s3JVqITus&sig=rquAUkr_iLA2XMy8fZrqr4q-0&hl=en&sa=X&ei=Bcz3Ue20Do7b4AOx1oGQDQ&ved=0CDAQ6AEwATgK#v=onepage&q=accreditation%20inhibits%20innovation&f=false

ⁱⁱ Victoria Kis, “Quality Assurance in Tertiary Education: Current Practices in OECD Countries and a Literature Review on Potential Effects, Tertiary Review

But have colleges and universities been unable to change, adapt, and evolve to meet new economic realities, new technologies, and new market demands? While the pressures of the here and now argue for an immediate and transformative response to pressing social and economic problems, those taking a longer, more strategic view suggest that postsecondary education is indeed changing and that accreditation has played a constructive role.

Richard A. DeMillo, director of the Center for 21st Century Universities at Georgia Institute of Technology says of the shifts in postsecondary education, “The 1910 landscape for higher education is almost unrecognizable today. A hundred years ago, when Edwin Slosson ranked universities by their reputations, there was no public funding of academic research, and his list of the top 14 elites included five public universities. Now, public research funding is huge and there is not a single public university in the U.S. News Top 20. The only thing we can be sure of, here in 2011, is that there’s going to be a wave of innovation over the next century, and 100 years from now, higher education won’t look the same.”ⁱⁱⁱ

Likewise, 19th century educators would see a dramatically different higher education landscape were they to survey the college landscape today. In the last 100 years, examples of sweeping change in higher education are numerous:

The educational, operational and administrative capacity of colleges and universities expanded greatly in response to market demand, triggered in no small part by the GI Bill and Higher Education Act. In 1920, U.S. college student enrollment stood at fewer than 250,000—less than 4 percent of the U.S. population overall.^{iv}

Undergraduate education alone now reaches more than 18 million students, nearly 6 percent of the total population.^v

- To improve postsecondary access and affordability, among other purposes, **community colleges** were formed. While once limited to certificates and two-year degree programs, some now offer four-year degrees.
- **Proprietary education** swelled to serve the growing ranks of non-traditional students. Between 2000 and 2009, career college enrollment grew from 4 percent to 11 percent of full-time students. Innovative practices of for-profit institutions include the use of experiential learning, concentrated programs as opposed to “majors,” year-round class operations, the availability of night and weekend classes, creation of convenient satellite campuses, the use of market research and demand as the predicate for program development, a proactive approach to career preparation and placement, the use of outcome metrics, and the pioneering use of online delivery;^{vi}
- Private equity investors expanded proprietary education into hundreds of second- and third-tier markets,

When we have public debates about the needs of higher education—the future of higher education—not coincidentally they track with the agendas and recommendations set forth by the Gates foundation, by McKinsey & Company, by the New America Foundation

ⁱⁱⁱ Tamar Lewin, “The Evolution of Higher Education,” New York Times, November 4, 2011 http://www.nytimes.com/2011/11/06/education/edlife/the-evolution-of-higher-education.html?_r=0

^{iv} <http://education.stateuniversity.com/pages/1873/Community-Colleges.html>

^v The Condition of Education 2012, U.S. Department of Education, http://nces.ed.gov/pubs2012/2012045_4.pdf

^{vi} Sandy Baum and Kathleen Payea, Trends in Higher Education 2011, The College Board, http://advocacy.collegeboard.org/sites/default/files/11b_3376_Trends_Brief_4Pass_110414.pdf

giving students the opportunity to live, work and attend college in their local community rather than needing to spend four years domiciled far away at a residential campus;

- Technology became not just a subject to be taught but an avenue for the delivery of education. More

A survey of more than 2,500 institutions found that 65 percent deem online learning critical to long-term strategy. Sixty-seven percent of academic leaders believe online education is as good as or better than education delivered in the classroom.

than 75 percent of American college presidents say their institutions now offer online courses and almost one in four college students have taken an online course. More than half of college students say they used

laptops, tablets or smartphones in class. Only 2 percent of colleges restrict the use of such devices.^{vii}

Disruption versus Evolution

Discussion of postsecondary innovation and the need for change inevitably spill over into considerations of disruptive models and the wholesale transformation of current practice. Increasingly, innovation in higher education has become a debate between academic practitioners and policy analysts, think tanks and foundations. Practitioners, albeit vested in their own processes and methods, argue for careful study, expert deliberation, peer review, and the articulation of best practices based on data. Reformers take a more market driven and outcomes oriented approach.

Ironically, philanthropists like John Rockefeller and Andrew Carnegie helped establish the U.S. accreditation system to attempt to reform higher education. Today, philanthropy seems to support some of the higher-profile

advocates of change—those most insistent that the academy reinvent itself. In the process, some of the same activists have seemed willing to marginalize the voice of education practitioners and institutional leaders.

The University of Virginia's Siva Vaidhyanathan captures the frustration of practitioners: "When we have public debates about the needs of higher education—the future of higher education—not coincidentally they track with the agendas and recommendations set forth by the Gates foundation, by McKinsey & Company, by the New America Foundation. These are considered independent resources, but basically they're putting out PowerPoint presentations—and the rest of us have to scuttle to react to their pronouncements.

And so what we are not having in this country is serious scholarly deliberation about these issues, because there's so much money flowing at the punditry about higher education."^{viii}

Much Ado about MOOCs

Massive Open Online Courses (MOOCs) are the most prominent example of a potentially disruptive model. MOOCs provide free, online courses (as opposed to degree programs) to an unlimited number of course takers (therefore potentially a massive amount). The great power of the MOOC is to untether higher education from its brick and mortar infrastructure, along with the considerable costs attendant to admissions, registration, student financial aid, student advising, career guidance and a system of institutional accountability, including self-governed accreditation.

According to one expert, "A turning point will occur in the higher education

^{vii} Kim Parker et al, The Digital Revolution and Higher Education, Pew Internet and American Life Project, <http://www.pewinternet.org/-/media/Files/Reports/2011/PIP-Online-Learning.pdf>

^{viii} The Gates Effect, <http://chronicle.com/article/The-Gates-Effect/140323/>

model when a MOOC-based program of study leads to a degree from an accredited institution—a trend that has already begun to develop.”^{ix}

The Internet has disrupted and even displaced numerous traditional business models and practices, including book retailing, newspaper publishing, television network broadcasting, travel planning, and more. Will college education be next?

While MOOCs certainly have the potential to be disruptive, many factors suggest that this technology will supplement but not supplant current forms of higher education delivery. First and foremost, fully accredited, quality assured, online education has a substantial presence in the higher education marketplace today. University level online education provides courses, complete programs and operates in tandem with classroom instruction for hybrid delivery. A survey of more than 2,500 institutions found that 65 percent deem online learning critical to long-term strategy. Sixty-seven percent of academic leaders believe online education is as good as or better than education delivered in the classroom. In fall 2010, more than 6 million students were taking at least one online course, representing 31 percent of total enrollment.^x

Of the three basic roles played by higher education: research, teaching, and career preparation, MOOCs pose the greatest challenge to the second and third. Even here, impediments to sweeping change loom large. An immediate challenge is the ownership of the intellectual property represented by course content. College professors developing course curriculum act as workers for hire by the institution and the course content they develop is owned by the employer. While colleges and universities may be willing to give

away a portion of that content for student recruitment, image enhancement, low-risk college entry, or other reasons, they are unlikely to giveaway entire programs or the course credits that constitute the intangible currency of academia. Indeed, some major research universities have cited the need to mitigate “potential risks” to their consortium of institutions posed by MOOCs, and have acknowledged publically the need to address “intellectual property and revenue sharing in a reasonable and equitable way.”^{xi}

Some colleges and universities accept credits from university-based learning portals such as EdX, Audacity, and Coursera and from low cost online course providers such as Straighterline. In the future, other MOOCs could be operated by corporate trainers, freelance academicians, publishers, trade unions, associations and other non-university players. The extent to which such credits would be accepted in partial fulfillment of a traditional college degree remains unclear, largely because the oversight of and quality assurance behind such credits would be similarly unclear. MOOCs address the problems of postsecondary cost and scale, but foster new questions about quality, the suitability of learning pedagogy, the credibility of credits earned, and accountability outcomes generally. The skeptics include well-respected authorities on workforce development

Services like those offered by CAEL potentially offer students a pathway for converting the learning gained in non-credit MOOCs into college worthy PLA credits, although to date, according to one report, CAEL has no students seeking to turn MOOC courses into credit.

^{ix} James G. Mazoue, “The MOOC Model: Challenging Traditional Education, Educause, January 2013 <http://www.educause.edu/ero/article/mooc-model-challenging-traditional-education>

^x Going the Distance, The Sloan Consortium

^{xi} CIC Online Learning Collaboration: Vision and Framework, June 15, 2013

who would require Mozilla Badges, Degreed and Coursera to assess “what people learn and whether they found jobs.”^{xii}

Other Innovative Learning Models

If MOOCs challenge the business model and structure of higher education, proposals surrounding competency-

As this discussion has made clear, postsecondary education has dramatically evolved to meet society’s changing demands.

based education question whether the means to learning, critical thinking and skills development are as important as the ability to simply demonstrate

that these qualities have been attained.

Western Governors University is a leading practitioner of competency-based education. The institution’s approach allows its online students to pay one price, to take as many self-paced classes as they would like in a six-month term, and to prove that they have mastered the subject matter in each through test-taking, regardless of how quickly that can be done. It is an approach that implicitly acknowledges that when it comes to learning, there are sprinters, long distance marathoners and every type of runner in between.

Other approaches recognize that college level learning may have taken place outside of college. The National College Credit Recommendation Service at the University of the State of New York (National CCSR) evaluates the course offerings of organizations for college credit. National CCSR traces its roots to the National Program on Non-Collegiate Sponsored Instruction, founded in 1973. The organization reviews the credit worthiness of business training offered by companies, trade unions, local government agencies and others, using teams of subject matter experts to make in-depth, curriculum reviews.

Similarly, the Council for Adult and Experiential Learning, with support from foundations like Lumina, Joyce and Kresge, offer students a prior learning assessment service, including the development and assessment of a learning outcomes portfolio. CAEL assesses these prior learning student portfolios and, as appropriate, assigns credit. Services like those offered by CAEL potentially offer students a pathway for converting the learning gained in non-credit MOOCs into college worthy PLA credits, although to date, according to one report, CAEL has no students seeking to turn MOOC courses into credit.^{xiii, xiv}

Do accrediting agencies stand in the way of these efforts to bring more students into higher education? Hardly. While the evaluation criteria for a grant of competency-based credits must be rigorous to maintain academic quality and integrity, many accredited colleges and universities have their own assessment programs or participate with organizations that perform this function. According to the American Council on Education, more than 2000 institutions of every type recognize its ACE Credit recommendations, a process that translates formal courses and training taken in the workplace into college credit.^{xv} CAEL claims affiliated universities in 35 states as well as 12 online institutions.^{xvi}

Approaches such as competency-based and prior assessment challenge the notion of the credit hour as the ultimate calculation and deciding

^{xii} Anthony Carnevale, Director of Georgetown University’s Center on Education and the Workforce, commenting in “Degreed wants to make courses count,” *Forbes Magazine*, August 15, 2013.

^{xiii} Prior Learning Assessment and Accreditation: An Outcomes Perspective, CHEA 2013 Summer Workshop

^{xiv} Steve Kolowich, “The MOOC ‘Revolution’ May Not Be as Disruptive as Some Had Imagined,” *Chronicle of Higher Learning*, August 8, 2013

^{xv} <http://www.acenet.edu/news-room/Pages/College-and-University-Services.aspx>

^{xvi} <http://www.learningcounts.org/affiliated-universities/>

factor in academic creditworthiness. Accrediting agencies like ACICS approach these innovations in a manner that balances academic quality and postsecondary reform, the need to maintain rigorous standards and to strive for continuous improvement. As a result of this nuanced approach, accreditors are sometimes criticized for resisting changes that reform champions argue will improve college access, affordability and completion. These goals are meaningless, however, if they do not advance the attainment of learning and skills. Amidst loud and growing calls for change, true innovation must be carefully identified, explored and tested. To do otherwise risks the nation's massive investment in higher education, creating incentives for fraud and abuse.^{xvii}

Some might argue that the marketplace is the de facto judge of knowledge and skills. Companies know what they want of the employees they hire; how talents and abilities are achieved is of secondary importance. If McDonald's University produces the best educated workers for McDonald's restaurants, so be it. Companies, trade unions or associations providing their own specialized forms of education and training also have a financial incentive to maintain the quality and integrity of those services. And, if profit is not motivation enough, third-party groups or foundations composed of outside experts could license and certify graduates. In the future, why not establish organizations to independently accredit non-collegiate education and training providers?

Perhaps that will happen. If so, the new accreditors will run into the same challenges confronting the old accreditors: the need to maintain standards and assure quality while nurturing innovation and continuous

improvement. Education providers will operate with very different educational missions, goals and objectives, processes and methods, and different interpretations of quality and value. With multiple forms of accreditation and multiple accrediting agencies, innovation in postsecondary education delivery could lead to a meaningless muddle. This new breed of alternative accreditors would be forced to rationalize the marketplace, implement checks and balances, and place their own harness on unbridled and unaccountable change. History would repeat itself.

Transfer of credit reform would promote college retention and completion, foster educational continuity, and contribute significantly to the attainment of workforce skills and credentials.

Institutional Accreditor: Gatekeeper or Prudent Promoter?

As this discussion has made clear, postsecondary education has dramatically evolved to meet society's changing demands, needs and expectations:

- Institutions expanded the nation's postsecondary capacity to serve more students. The number and type of Title IV eligible, degree-granting institutions has grown in the last 30 years from approximately 3,200 to almost 4,500—a 40 percent increase.^{xviii}
- The total number of private, not-for-profit college and university campuses has increased from just fewer than 2,000 in 1990 to more than 3,000 in the 2011-2012 academic year, an increase of 50 percent. The number of for-profit, degree-granting college campuses has increased from 343 to 1404 in the

^{xvii} Paul Fain, "Hour by Hour," Inside Higher Ed, September 5, 2012

^{xviii} <http://nces.ed.gov/fastfacts/display.asp?id=84>

same time frame, or a fourfold increase.^{xix} Institutions began to serve a more diverse student population. The number of Black students earning baccalaureate degrees increased from just over 60,000 in 1980 to almost 165,000 in the 2009-2010 academic year. The number of Hispanic students earning baccalaureate degrees increased from roughly 22,000 to over 140,000 in the same time period.^{xx}

- Degree programs diversified to address local market skill demands in areas like alternative energy (wind and solar technicians), non-traditional medicine, sustainable business management, even guide and security dog training. By the 2007-2008 academic year, career colleges offered programs in over 500 occupational areas.^{xxi}

Accreditation must balance accountability with quality improvement. A rigid emphasis on compliance, documentation, and record keeping may eclipse efforts to improve the quality of education itself. Accountability must assure that institutions meet minimum standards but not become the predominant criteria by which achievement of the education mission is judged.

- Institutions embraced the Internet for course management and delivery. According to a report by the President's Council of Economic Advisors, the postsecondary education expenditure on eLearning, defined as the use of electronic technology to facilitate learning, totals more than \$24 billion, 10 times the eLearning spend rate in K-12 education.^{xxii}
- Institutions are increasing their emphasis on outcomes, not just inputs. The career college sector, with its mandate to provide students with career education and to help graduates find suitable

work, has always maintained a hard focus on outcomes. Accountability is becoming a growing concern across academia.

Certain prejudices dilute and diminish the potential for innovation in post-secondary education. Transfer of credit bias acts as an electrified fence of higher education, containing the spread of career education and disrupting the advancement of often non-traditional students from certificate and associates degree programs into four-year and graduate degree programs. While no informed observer argues that transfer of credit should be automatic, no reasonable person would argue that transfer of credit should be automatically rejected. The transfer of credit decision should not be solely based on the accreditation source of the sending institution, but on an analysis of multiple factors, including program and course content.

The Council of Higher Education Accreditation (CHEA) agrees, stating, "Institutions and accreditors need to assure that transfer decisions are not made solely on the source of accreditation of a sending program or institution."^{xxiii}

While transfer of credit can be a significant problem in attempts by students to transfer credits from one regionally accredited school to a second regionally accredited school, and even between schools accredited by the same regional accrediting agency, a significant barrier also persists between regionally and nationally accredited schools. The bias against

^{xix} http://nces.ed.gov/programs/digest/d12/tables/dt12_306.asp
^{xx} http://nces.ed.gov/programs/digest/d11/tables/dt11_300.asp?referrer=report

^{xxi} Association of Private Sector Colleges and Universities
^{xxii} http://www.whitehouse.gov/sites/default/files/unleashing_the_potential_of_educational_technology.pdf

^{xxiii} A Framework for Meeting Transfer of Credit Responsibilities, Institutions and accreditors need to assure that transfer decisions are not made solely on the source of accreditation of a sending program or institution.

nationally accredited schools is widely held among traditional colleges and universities, notwithstanding the fact the processes of regional and national accreditation are substantially similar. Transfer of credit reform would promote college retention and completion, foster educational continuity, and contribute significantly to the attainment of workforce skills and credentials.

The trade guild mentality may also be a barrier to innovation, regardless of by whom or how it is practiced. In particular, programmatic (as opposed to institutional) accreditors are occasionally criticized on this basis. One survey cites a respondent calling programmatic accreditors protectionist, an inhibitor of innovation, and the mechanism for tighter faculty control. Accrediting agency standards and norms are sometimes used as the convenient rationale to block innovation.^{xxiv}

Regulation can also be a significant roadblock to postsecondary innovation. Federal rules changing the credit hour definition exemplify oversight that applies 1 foot to the gas pedal and the other foot to the brake. Arguably, federal imposition of this standard crosses over into an attempt to define academic quality, a role that regulators are ill prepared to assume. While the federal government appears to be an advocate of capacity building mechanisms like online learning, attempts to impose a rigid metric on educational value runs counter to this advocacy.

Principles for Moving Forward

Innovation turned the black rotary dial phone into the smartphone, the mainframe computer into a tablet, the bookstore into Whispernet, and the photo lab into Instagram. Everything

defends its right to exist, yet in time everything changes. So too with higher education. Accrediting agencies are the stewards of that change, preserving what is best about current post-secondary practice while encouraging institutions toward continuous improvement and greater quality. The historical record clearly shows that U.S. higher education has both been able to grow and change while becoming and remaining the global leader.

Logic suggests that while ways and means may need to adapt, accreditation's record of success should be preserved. For this to happen, ACICS believes that any proposals designed to foster postsecondary innovation by reforming institutional accreditation must be based on the following principles:

- Accreditation must remain self-governing with practitioners and subject matter experts best positioned to recognize and nurture quality and standards and apply them judiciously to innovative and transformative education delivery models;
- Accreditation must be reasonably market-driven, recognizing that while society and culture undergird the need to pursue “knowledge for knowledge’s sake,” the ability of college to link education and jobs responds to the expectations of many stakeholders, including students, parents, taxpayers, and elected officials;
- Assessment of educational standards and quality, regardless of the mode of instruction, must be

“Innovation” implies change in a positive direction. Positive change can only be achieved when built on a solid foundation of knowledge, understanding, trust and public confidence in an established system of accountability.

^{xxiv} Laura Palmer-Noone, Perceived Barriers to Innovation: First Report from a Study on Innovation in Higher Education, http://www.intered.com/storage/jiqm/v10n2_noone.pdf

- based on peer review. Peer review is fundamental to top professions, including engineering, health care and law. To decouple higher education assessment from peer review would be no less reckless than placing engineering or health care decisions in the hands of laymen;
- Accreditation must make the institution's demonstration of continuous improvement a major requirement in successfully gaining or retaining this recognition. Accrediting agencies must strike the "delicate balance" between standards and change while understanding the fact that higher education can only be considered of high quality to the extent that it remains highly relevant;
 - Changes to accreditation and the recognition of accrediting agencies must balance risks and rewards. Replacing or dramatically expanding the current accreditation structure stands to weaken, not strengthen higher education;
 - Accreditation review and oversight must be maximally effective and minimally intrusive, recognizing that while much in the way of new ideas, novel approaches and best practices can be shared as a part of an accreditation review, the campus community itself remains the most fertile ground for post-secondary innovation;
 - Accreditation must balance accountability with quality improvement. A rigid emphasis on compliance, documentation, and record keeping may eclipse efforts to improve the quality of education itself. Accountability must assure that institutions meet minimum standards but not become the predominant criteria by which achievement of the education mission is judged;
 - Accreditation must be sufficiently transparent and open to broad stakeholder participation so as to preserve credibility. Contacts and collaboration should be encouraged as a means of fostering better understanding and an improved environment for transfer of credit reform;
 - State Authorization Reciprocity Agreements should be used to eliminate barriers to the operation of schools across state lines or by schools with campuses in multiple jurisdictions. Current federal regulations requiring state by state authorization limit the ability of institutions to scale up innovations to serve multiple campuses and more students;
 - While U.S. higher education is pre-eminent, globally leadership is earned, not guaranteed. Universities in China, India and elsewhere are gaining ground in the competition for the best and brightest. Mutual recognition by international accrediting bodies will allow U.S. accrediting agencies to share best practices and learn from the innovative examples of others.

Conclusions

To meet the test of these demanding times, higher education must adapt, change and improve. Accreditation must be a facilitator, not an impediment, to that forward motion. Accrediting agencies must perform this role while safeguarding standards and upholding quality, accountability and integrity. These goals are not inherently contradictory or mutually exclusive. "Innovation" implies change in a positive direction. Positive change can only be achieved when built on a solid foundation of knowledge, understanding, trust and public confidence in an established system of accountability.

Since the dawn of the 20th century, accrediting agencies have operated with the confidence and support of the American people. Today, pressures

for greater accountability and better outcomes in higher education have triggered companion pressures on accreditation itself. How lawmakers and higher education policymakers meet these pressures will say much about the future of college education.

Likewise, the extent to which colleges and universities embrace technology and new modes of education delivery will determine the extent to which they retain their hegemony over postsecondary education – and the extent to which new players and providers will enter and disrupt this space.

The evidence suggests that while accreditation has worked well in the past to foster meaningful and productive innovation, policy obstacles left unaddressed could undermine this process in the future. Fortunately, an affirmative public policy agenda exists to help accrediting agencies continue to encourage innovation while helping institutions maintain the delicate balance between quality in the form of standards and innovation in the form of potentially disruptive, non-traditional modes of education delivery that

reflect the contemporary needs of the community.

ACICS stands ready to assist policy makers as they work to craft the necessary reforms.

About the Accrediting Council for Independent Colleges and Schools

Founded in 1912, the Accrediting Council for Independent Colleges and Schools (ACICS) is one of the most respected and longest established national accreditors of academic institutions in the United States. It is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). ACICS accredits more than 800 private postsecondary institutions offering certificates or diplomas, as well as institution offering associate's, bachelor's, and master's degrees in programs designed to educate students for professional, technical, or occupational degrees. For more information, please visit www.acics.org.

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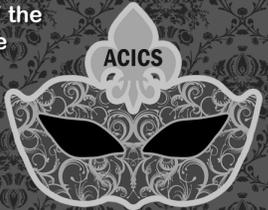
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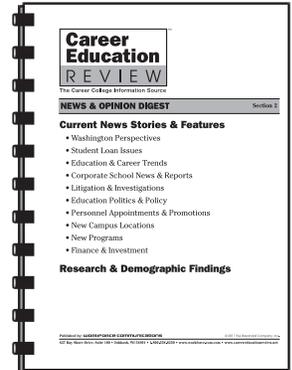
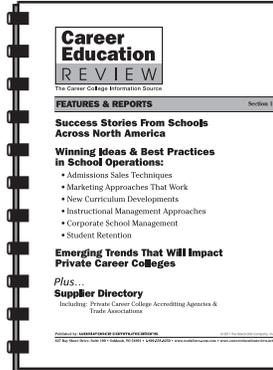
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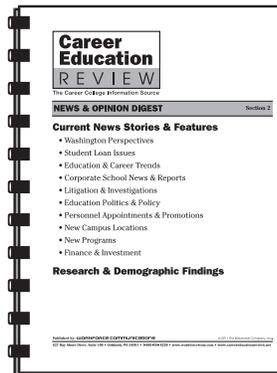
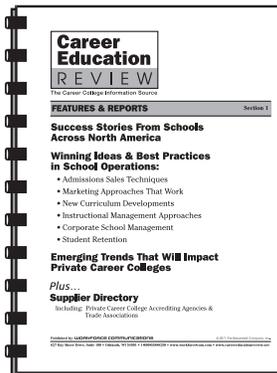
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