

**Tina Trisler Celebrates 25 Years at CCU**



California Coast University recently celebrated the 25th anniversary of one of its long-standing employees, Tina Trisler.

Tina currently serves as Vice President of Administration at CCU. She began her career at the University in 1984, when she was 19 years old. At the time, Tina was newly married and her husband was in the Marine Corps. They were transferred from Indiana to California and stationed at El Toro Marine Corps base.

Upon her move to the west coast, Tina was hired by a temp agency that sent her to California Coast University. She began filing and opening mail and was able to work under the guidance of Joanne Briney, who would later become a lifelong friend.

“I knew right away that I had found a new ‘home’ at CCU; everyone was so friendly and made me feel very welcome,” she says. “The feeling of missing my family was replaced by the family atmosphere that has existed at CCU from my first day at work.”

Throughout her 25 years at CCU, Tina has held several positions, including working in Student Services, Finance, Advertising and assisting the President. When Joanne Briney retired after 20 years, Tina was promoted to her position of Vice President of Administration.

Tina says there are many great aspects of her job, but she especially enjoys being able to come to work everyday and, even after 25 years, there are still new challenges and rewards. Each day brings something new that keeps her job exciting.

What Tina has learned at CCU has helped her tremendously over the years. Most importantly, she has learned that it’s imperative to offer the best customer service possible.

“The founders of CCU, Tom Neal, Sr. and Tom Neal, Jr., have always insisted that the student comes first,” says Tina. “It is not very often today that you can dial a phone number and not get trapped in a voicemail system – personal interaction is something CCU prides itself on.”

Tina also enjoys being able to work very closely with CCU President Thomas Neal, Jr.

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**CCU is pleased to offer a  
NEW DEGREE PROGRAM!**

**Master of Business Administration in Marketing!**

For more information, call 1-888-CCU-UNIV or visit the programs page on the CCU website [www.calcoast.edu/CCU/index.cfm/programs](http://www.calcoast.edu/CCU/index.cfm/programs)

**New CCU Website!  
Click here to browse our new site!**

Be sure to check out the Testimonials page to read what students and grads have to say about their CCU experience.

**Tell us what you think!**  
Submit your testimonial to:  
[ccu@calcoast.edu](mailto:ccu@calcoast.edu)

## Tina Trisler (cont.)

“Tom lives and breathes education and can’t do enough to help our students. I have learned so much from him over the years,” she says. “He not only provides jobs for some of the finest employees but he, like his father, understands the importance of allowing the staff to have fun while at work.”

She enjoys the very special traditions at CCU, such as wearing costumes for Halloween, organizing pot lucks and placing candy bars on the Christmas Tree instead of ornaments.

“It’s the small things that I treasure the most and even after the passing of Tom Neal, Sr., the traditions continue to this day,” she says.

Tina has been married for 26 years to her high school sweetheart, Terry. Together, they have two sons and enjoy family time spent together.

One of Tina’s passions in life is cooking and baking and the Food Network cook Paula Deen is her idol. Tina and her husband also enjoy playing Texas Hold’em and regularly get together with their friends for poker night.

### Course Tuition is Increasing!

CCU tuition increases this month! Call 1-888-CCU-UNIV today to take advantage of the current tuition rate.

We look forward to helping you achieve your educational goals.

*“Nothing was ever  
achieved without  
enthusiasm.”*  
—Ralph Waldo Emerson

## 5 Ways to Earn College Credit for Career and Life Experience

*The following is an excerpt from GetEducated.com. By Vicky Phillips*

Today, the majority of “college kids” are 24 years old or older. In online bachelor’s degree programs, the average “college kid” is 36 years old. The average online master’s degree student is 40 years old.

If you’re an older “college kid,” chances are you’ve acquired specialized knowledge on the job — or even through independent reading or hobbies.

“Credit for life experience” programs are available at most colleges today. Using them can help you earn your online college degree more quickly — and at considerable cost savings. Here are five ways to turn what you’ve learned in life into college credit.

### No. 1 - Challenge Exams

Challenge exams have been developed to test what older students already know about college-level subjects ranging from accounting to foreign languages to nurs-

ing. For a modest fee, anyone can take these exams at local testing sites. Most exams are multiple choice, feature an average of one hundred questions, and can be completed in an hour or less.

#### College Level Exam Program (CLEP)

CLEP, the College Level Exam Program, is the most widely accepted challenge exam program. More than 2,900 accredited colleges accept CLEP for undergraduate degree credit. The CLEP program features 32 single-subject college exams and five general exams.

Single-subject exams cover material that is covered in a single college course. For example, the College Algebra CLEP covers the material commonly taught during an introductory course in college algebra.

The cost for each CLEP is \$70 — a fraction of the cost of tuition for a single college course.

The five general CLEP exams cover

freshman-level knowledge in English composition, humanities, college mathematics, natural sciences and social sciences. If all five general exams are passed, up to 30 college credits may be awarded—the equivalent of an entire year of college.

For more information about CLEP exams, contact: The College Board, 800-257-9558.

#### DANTES Standardized Subject Tests – DSST

Originally designed to test military learners, DANTES (Defense Activity for Non-traditional Educational Support) tests are now available to the public.

### CCU Offers CLEP and Dantes Testing!

For more information, please contact Melissa Zehner at (714) 547-9625 or registrar@calcoast.edu

## 5 Ways to Earn College Credit for Career and Life Experience (cont.)

Thirty-seven subject-specific exams cover business, social science, humanities, math and the physical sciences. Cost: \$80 per exam.

Contact: DANTES Program Office, 877-471-9860.

### No. 2 - The Academic Portfolio Option

Some people express themselves better in written form, via papers and essays, than they do on multiple-choice tests. If this sounds like you, consider earning credits for experience by putting together a written academic portfolio.

You might be a good candidate for credits through the academic portfolio process if:

- Challenge exams are not offered in your area(s) of expertise
- You enjoy writing papers and reports
- What you know represents applied knowledge, rather than textbook theory
- You have products—such as artwork, certificates, business plans, articles, software, videos or written reports — which attest to your competency in selected subject areas.

### No. 3 - Corporate Training Programs

Corporations spend more time, money and effort teaching adults than do all the colleges in America combined. Many large corporations operate their own “corporate universities,” which specialize in teaching employees everything from technical management to C++ programming.

Non-collegiate training programs can often be converted to college credit through a portfolio process. But many large corporations, such as AT&T, have subjected their training courses to a



special review process sponsored by the American Council on Education’s Program on Non-Collegiate Sponsored Instruction (ACE/PONSI), known today as the CREDIT program.

CREDIT is a program that allows non-college educators, such as AT&T, to have their in-house training courses reviewed by college assessors. These assessors review course content, textbooks and classroom procedures. If they find that individual courses are “college level,” they recommend that a certain number of college credits be routinely awarded for successful course completion.

### No. 4 - Professional Licenses and Credentials

The American Council on Education (ACE) has also reviewed professional certifications offered by non-collegiate agencies and made credit award recommendations in its free National Guide to College Credit for Workforce Training. A few of these credentials are highlighted below:

- Certified Public Accountant
- Certified Computer Programmer
- Certified Novell Engineer
- Certified Professional Secretary
- Certified Purchasing Manager
- Chartered Financial Consultant

- FAA Pilot, Engineer, Mechanic Licenses

- Respiratory Therapy Technician

In addition to ACE-approved professional designations, colleges often accept nationally recognized or state licenses. Aviation licenses, real estate licenses and professional health certifications, such as nursing diploma training, are all commonly accepted for college degree credits.

### No. 5 - Military Training Programs

If you’ve been in the military in the last decade, you probably have ACE (American Council on Education) military credits that can be applied toward a college degree. Did you know that boot camp or basic training alone is worth several free elective college credits in first aid, personal hygiene, physical education and marksmanship?

ACE publishes a whopping four-volume set on how military training and occupational specialties translate into college degree credits through the ACE process. The Guide to the Evaluation of Educational Experiences in the Armed Services can be accessed free online.

The guide contains ACE college credit recommendations for all formal courses and occupational specialties offered by the services.

## Faces of CCU



### Douglas Petrikat

*Santa Ana, CA*

*Director of Academic Affairs, California Coast University*

As Director of Academic Affairs at California Coast University, Doug Petrikat says he enjoys assisting students on a daily basis, especially when he is able to give advice on a particular course or on writing a Master's Thesis.

"I really enjoy meeting students and speaking to them about their diverse experiences in a wide variety of fields," says Mr. Petrikat.

Mr. Petrikat was born and raised in New York where he earned a Bachelor's degree in Communications and German Literature at Hunter College of the City University of New York. He worked in retirement planning for six years at TIAA-CREF (the largest pension fund for university instructors in the U.S.). While employed there, he earned a Master's degree in International Relations from New York University.

Mr. Petrikat moved to Japan and taught at LADO International College (affiliated with Georgetown University) in Tokyo for six years. After returning to the U.S., he moved to Orange County, CA and earned an MBA from the University of California, Irvine Graduate School of Management. Since then, Mr. Petrikat has worked as a consultant, freelance writer and instructor. In addition to his role at CCU, he also teaches for Webster University, The University of Phoenix and DIA University, where his courses for MBA students include Management, Cultural Diversity in the Workplace, Business Ethics, American Culture and Cross Cultural Management. His published work has covered international business, culture and politics.

Mr. Petrikat enjoys spending time with his seven year-old son, Josh, and also enjoys reading, playing racquetball and swimming.



### Shawn Moustafa

*Santa Ana, CA*

*Director of Curriculum and Academic Development, California Coast University*

As Director of Curriculum and Academic Development, Shawn Moustafa is responsible for ensuring that all curriculum is current and reviewing it to ensure the quality of CCU's programs.

Mr. Moustafa began as a faculty member for the School of Business Administration and Management at CCU in 2006. A year later, he began working full time as Coordinator of Academic Affairs and was promoted to his current position in 2008.

He enjoys being able to assist students and watch them progress through their programs. Since working at CCU, he has learned how important a self-paced, distance learning program can be for working adults

Mr. Moustafa says his favorite CCU memory is when the University recently went through the reaccreditation process.

"Everyone pulled together to work as a team," he says. "It was exciting to see all of our departments working so well together to get the job done."

Mr. Moustafa also enjoys the many CCU traditions such as the annual holiday luncheon and all of the potlucks that take place throughout the year.

## CCU is an approved GoArmyEd University!

U.S. Army soldiers can now strive to achieve their educational goals at CCU while using their Tuition Assistance to cover costs upfront, with no out-of-pocket expense!

For more information, please send an email to: [admissions@calcoast.edu](mailto:admissions@calcoast.edu)

## Alumni Spotlight



### Sally Goddard Blythe

*Chester, United Kingdom*

*Graduate, Bachelor of Science in Psychology*

*Graduate, Master of Science in Psychology*

*Director, Institute for Neuro-Physiological Psychology*

Sally Goddard Blythe began her studies in History and Fine Arts at a university in Scotland, a remote connection to her career now as Director of The Institute for Neuro-Physiological Psychology in the United Kingdom.

Ms. Blythe was introduced to the concept of physical factors affecting learning and emotions by Peter Blythe, Ph.D., founder of The Institute for Neuro-Physiological Psychology (INPP). In the mid 1980s, she studied the techniques developed by Dr. Blythe to become a practitioner of The INPP Method. At the same time, she also became increasingly aware that she needed to extend her knowledge and qualifications in psychology to support the work she wanted to do.

“CCU seemed to provide the perfect package for a mother who needed to continue working in order to support a family,” she says. “It offered flexibility, the opportunity to take existing credits into account and allowed me to pace my study according to the demands of daily life.”

Not only did the first Bachelor’s course offer a broader scope of study within the subject than is traditionally offered at British universities, but it also developed key areas of learning at which Ms. Blythe had never previously succeeded or taken an interest in.

“My Master’s degree provided me with a grounding in research skills which has been invaluable in supporting research projects using The INPP Method, including helping others to set up research designs in a number of different European countries,” says Ms. Blythe.

Since completing her Master’s degree, she has authored three books. The most recent, *Attention, Balance and Coordination – the A,B,C of Learning Success*, is intended to bring together the various professions of medicine, education and psychology involved in the treatment of specific learning disabilities.

Ms. Blythe regularly lectures to different groups involved in childhood and education both in the U.K. and in different parts of Europe. She also provides “in-service” training to teachers all over the U.K. on how to identify children with developmental difficulties in the classroom and how to implement a developmental movement program into schools.

Ms. Blythe is a member of The International Alliance for Childhood and the Open EYE campaign, the latter being a group dedicated to advocating for children’s developmental needs in the context of educational policy. She has also been invited to become a fellow of The Royal Society of Arts and an international patron to Gymbaroo – an organization based in Australia, which is dedicated to helping parents provide adequate physical stimulation and opportunity to their children in the early years.

“I have no doubts that the knowledge and qualifications gained through CCU have provided me with the confidence and skills to go forward in my career,” she says. “I am also able to use that career to make a difference in the lives of many other people.”

*“The beautiful thing about learning is that no one can take it away from you.”*

*— B.B. King*

### *Student/Alumni Feedback*

Do you have a suggestion to improve your experience at CCU?  
 Are you a current CCU student or graduate with something to share?  
 Have you recently been offered a position at a new company?  
 Did you overcome a great life circumstance to complete your degree program?

If so, we'd like to hear from you! **Send your information to [alumni@calcoast.edu](mailto:alumni@calcoast.edu)**

## Why is Education Important During Tough Economic Times?

*The following interview with Robert Rodriguez, Ph.D, is an excerpt from TAPwire, published by the Council for Adult & Experiential Learning (CAEL).*

### How does the credit crunch affect student loans?

Some students might find it more difficult to access credit and loans for educational needs. With banks now setting tighter loan standards, students have to find other sources. In fact, instead of trying for state or bank loans, a growing number of students are seeking loans from individuals who are willing to loan money directly to students. Individual investors see students as a lower risk option than other investments. Additionally, short-term student loans that provide just enough for their next term, are found to be appealing to some investors.

### How could this affect the number of college graduates entering the workforce?

Education tends to be counter-cyclical. Some employees may actually leave the workforce to complete an MBA for example, since career options are limited during an economic downturn. They are hoping two years down the road when they graduate, the economy will be better with more job opportunities available. Top-tier, full-time MBA programs are seeing a spike in enrollments already. Employees realize that an MBA makes them more marketable and provides more job security in a bad economy than being without a graduate degree.

### Why should employers continue to invest in tuition when many other programs are being cut?

Many employers are talking about managing their risk in this economy and are thinking about whether education can help manage that risk. Is there a risk of a mismatch between what employers need to reach their goals, and what skills their

employees have? Can higher education help manage this risk?

Education lowers the risk of not having employees with the right skills. It also lowers the risk of losing your top professionals. When employees feel their employers aren't investing in their growth, they will go to a company that will. The best and the brightest are always in high demand by any employer, but they can go anywhere. The right approach to retaining employees is actually counter-intuitive. If an employer grooms employees to have the education and skills that would empower them to leave, employees actually stay. If the employer is not helping them grow professionally, they leave. Educating employees also provides the employer a larger talent pool for more career options. If an employee's growth and education is limited, you can only give that person certain roles in the organization. But education can make employees more versatile – they can take on different roles. Employers have more opportunity to manage their talent.

Offering tuition assistance is a recruiting tool. Besides making companies a more attractive employer, it ensures a constant flow of talent coming through the organization. In this market where people are constantly looking for their next job, a degree makes them more marketable and has a substantial effect on income over the long-term. A person with a bachelor's degree will, on average, make a million dollars more over a lifetime than someone without a degree. Master's degrees result in approximately \$10,000 more per year in income. Education is expensive, but there is no degree program that costs a million dollars.

### Does the value of education in the mind of public tend to go up or down during a bad economy?

It tends to go up, because when things are fine and the market is humming, not having a master's degree is no big deal.

There is no sense of urgency. But when things are tight and lots of people are looking for a job, a degree is a differentiating factor. Education is always valuable, but when times are tough, it increases as a priority in the minds of many people.

### What could the payoff be for employers investing in education over the short-term?

The biggest payoff in the short-term is their ability to retain top performers. If they don't make the investment, top performers will go elsewhere. Even though the economy is bad, we are still competing based on intellectual capital. The A players still have choices, and will always have a job available. A bad economy tends to affect low-skilled employees more than high-skilled employees. There is still a war for talent.

### What could the payoff be for employers investing in education over the long-term?

Over the long-term, a mismatch of employees' skills to what the company needs to perform effectively carries the greatest risk. For example, if an employer cuts Six Sigma training and then needs to increase efficiency the next year, they will not have enough employees with the skills to create that efficiency and it becomes a lost opportunity.

There is also a growing number of retiring baby boomers. Employers need to manage that risk and find ways to recoup all that lost talent. Additionally, there is a growing Latino workforce which will become the workforce of the future. Employers will have to be more responsive to the needs of a diverse workforce. More Latinos will be available to fill workforce gaps, but if we don't provide educational opportunity, it will affect the whole economy. The economic crisis has caused us to lose sight of these issues because we are focusing on the here and now. This could be very detrimental over the long-term.

## Department of Education Study Finds that Online Education is Beneficial to Student Learning

*The following is an excerpt from a blog found at [www.wallyboston.com](http://www.wallyboston.com)*

The U.S. Department of Education released the findings of a meta-analysis conducted by its Office of Planning, Evaluation, and Policy Development that confirm what online educators have known for years: “on average, students in online learning conditions performed better than those receiving face-to-face instruction.”

Online education has gained tremendous momentum in the last several years. A November 2008 report titled, “Staying the Course: Online Education in the United States, 2008” published by the Sloan Consortium notes that during the fall 2007 semester, some 3.9 million students were taking at least one course online, representing a twelve percent increase over the previous year. During the same semester, twenty percent of all college students were taking at least one course online. An Eduventures report from November 2006 predicted this growth; that report found that half of the 2,000 potential students surveyed indicated that they would be interested in completing a degree online.

Though the recently released Department of Education report focuses on online formats for K-12 education, the findings are relevant for online education in general. The 2006 Eduventures report notes that online education was most popular among adult learners. The Department of Education report, however, notes that “the number of K-12 public school students enrolling in a technology-based distance education course grew by 65 percent in the two years from 2002-03 to 2004-05.” In total, the report states that more than a million K-12 students took

online courses during the 2007-2008 school year. Such statistics are promising for online colleges and universities like APUS. If K-12 students excel in online education in their early education, it seems likely that they may continue with the online format for undergraduate, graduate, and even doctoral degrees. In *Disrupting Class*, authors Clayton Christensen, Michael Horn, and Curtis Johnson predict that 25 percent of K-12 classes will be online by 2014 and 50 percent by 2019.

In considering the reasons why online courses are growing in popularity, the Department of Education report notes that the ability for students to use their time in a flexible manner boosted online education’s popularity. According to the study, “learners in the online condition spent more time on tasks than students in the face-to-face condition” finding “a greater benefit for online learning.” There are obvious cost-saving benefits to online formats and some that are not as obvious including the ability to attend class from one’s home and saving money on the gas a traditional student needs to

commute to classes at a brick and mortar institution.

In addition to affording students some flexibility in their schedules, opportunities for learning are dramatically increased in the online format. Because students are not tied to classrooms and able to complete work on a more flexible schedule, they are also able to dedicate time to even more non-traditional educational opportunities including volunteer work, memberships in clubs and organizations, and other extracurricular activities that certainly provide invaluable experience. Working individuals often find that earning a degree online allows them the ability to continue with their careers while working toward attaining their degrees. In general, I believe that such opportunities help encourage the development of a more well-rounded student and individual.

The meta-analysis released by the Department of Education is not the first study that recognized the advance of online education for students’ learning outcomes. Coming from the arm of the federal government, its recognized stature makes this report more significant. As the nation struggles to develop citizens who can effectively compete in our globalizing world, online education is becoming an appealing alternative to traditional brick and mortar classrooms. With the current economic crisis unfolding as it is, many more individuals will find the economic benefits of online education (ie: lower tuitions, no commuting costs, etc.) worthwhile, allowing online program providers the opportunity to enhance the technologies offered in their classrooms.

