

# CENTRAL

BULLETIN SUMMER '06



Where do we  
go from here?

FIRST JOBS, PAYCHECKS AND EXPECTATIONS —  
NEW GRADS JUMP FROM THE NEST INTO THIN AIR

One of the best things happened to higher education in 1965 when Congress enacted the Higher Education Act with the principal purpose of helping more students afford a college education. A high price tag should never prevent qualified students from receiving an education. Since then, the act has been reauthorized again and again, keeping college affordability as a main goal. When students are more and better educated, our nation is strengthened and united to compete economically.

Right now, 65 percent of all new jobs being created by the U.S. economy require a minimum of a bachelor's degree. Forty percent of all jobs by the year 2008 will require at least that. This contrasts to what we currently are producing from our educational system. To quote from the *Institute for Tomorrow's Workforce* report, "For every 100 students starting ninth grade in Iowa, 83 graduate from high school within four years. Of that number, only 54 go on to college immediately after high school graduation. Of those, only 37 are in college the second year, and 28 of the original 100 students will get their associate's degree within three years of graduation or their bachelor's degree within six years of graduation."

With the rising cost of higher education, concerns about affordability and availability continue. The nation-wide average tuition of a four-year private education continues to climb as does Central's. While 99 percent of Central's first-year students receive some form of financial aid, it is still an issue, especially when students who receive aid come to terms with loan payments after graduation. In July, rates for federal student loans increased to seven percent, and the interest rate is now over five percent for borrowers paying back student loans.

The institute's recommended goal in revamping our entire educational system is: "By the year 2010, Iowa should double the number of its youth earning a postsecondary degree or certificate of employability; triple the number by 2015; and complete the vision of 'a postsecondary credential for all' by 2020."

I sincerely believe the target of having all our young people achieve a post-secondary credential by 2020 is achievable. Preparing this generation and those to come to enter and successfully complete a post-secondary credential, empowers each of our young people to realize her or his dreams in tomorrow's world.

So, where do our graduates go from here? They continue to amaze me in their endeavors. Each year during graduation,

I feel a sense of pride and satisfaction with the outgoing class of students. I know we have prepared our students well for the real world and for meeting the challenges they will confront during their journey beyond Central College. Some students are ready to take the world by storm, while it takes others time to find their niche. I know in my heart that each class will continue to make a positive difference in our society just as every alumni class that has gone before. The Central College faculty, staff and I consider it a real privilege to serve in this national treasure of an institution known as Central College.



David H. Roe



President David Roe congratulates the class of 2006 at commencement May 14 held in Kuyper Fieldhouse. The Central experience helps prepare students for the future.



# CENTRAL BULLETIN

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## EDITOR

Abby Gonzales '02

## SPORTS EDITOR

Larry Happel '81

## ART DIRECTOR

Eric Bumgardner

## PHOTOGRAPHY

Paul Gates

Dan Vander Beek

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## DIRECTOR OF ALUMNI RELATIONS

Sunny Gonzales Eighmy '99

## DIRECTOR OF MARKETING AND MEDIA RELATIONS

Connie Cross

## DIRECTOR OF PUBLICATIONS

Cyndi Atkins

*Central Bulletin* is published quarterly by the marketing and media relations office for alumni, parents and friends of Central College. Its mission is to inform about Central's programs and people, to strengthen connections to the college and to develop Central's position as a nationally recognized liberal arts college in the Christian tradition.

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641.628.9000



## 8 WHERE DO WE GO FROM HERE?

You have a diploma, now what? Alumni experience real world challenges as they face new opportunities.

## 18 WHY GOING ABROAD MATTERS

Silvia Rode, associate professor of German, discusses the benefits of being world-wise in today's global workforce

## Departments

- 2 Around the Pond
- 4 Alumni Happenings
- 6 Sports Update
- 20 Alumni Newsnotes
- 29 Parting Shot

▲ Graduation means new beginnings, but are Central students prepared to jump forward into the unknown?



▲ Broadening horizons at Central through studying abroad helps students in today's marketplace.

# IN THIS ISSUE

## Central holds first-annual Community Service Day



Nearly 900 Central College students and employees participated in Community Service Day April 19, a day dedicated to Central's year-long campaign for students, faculty and staff to become a more united body. Students and employees chose to help with one of over 40 projects in Pella and surrounding areas. In addition to the community building efforts, this project was an opportunity for Central to give back to community partners that do so much for the college.

### PEACE POLE ON CAMPUS

A peace pole was installed south of Geisler Library this spring. The pole is a hand-crafted monument that displays the message, "May Peace Prevail on Earth." With more than 200,000 peace poles in 180 countries all over the world, Central's eight-sided pole features 16 languages — English, Dutch, French, German, Spanish, Chinese, Swahili, Welsh, Romanian, Mayan, Arabic, Japanese, American Sign Language, Hindi, Hmong

◀ Students painted lawn furniture at Quakerdale in Newton, Iowa, as part of Central's Community Service Day. Nearly 900 students, faculty and staff worked on over 40 different projects in Pella and surrounding communities April 19.

and Mesquaki. These languages represent Central's connections with other countries through its study abroad programs and the community.

### GENERAL SYNOD AT CENTRAL

The 200th session of the Reformed Church in America General Synod was held at Central June 8-13. Central welcomed nearly 600 delegates, official guests, chaplains and denominational executives for the event. Plenary session topics this year included honoring covenant commitments among the various denominational sub-groups; confessional approach to racism; dialogue on the church's response to homosexuality; and report on human sexuality and marriage.

### SINGERS TOUR NEW YORK

May 15-24, the A Cappella Choir and Chamber Singers performed in several different venues in Iowa, Ohio, New Jersey and New York including St. Paul's Chapel on Broadway near the World Trade Center site. The program included a variety of works from many countries



The A Cappella Choir and Chamber Singers perform in St. Paul's Chapel in Manhattan, N.Y.



and style periods including music by Weelkes, Palestrina, Bach, Beethoven, Orban, Manuel, Stroope, Child and Biebl.

"The performances were the best part of the tour," said James Skretta '09. "To go into a different place every night and be able to bring joy to a new audience is a gift to be truly appreciated. It just makes the world that much smaller for all of us and brings us all together."

#### FROM IS ACCEPTED TO TEACH FOR AMERICA

Rusty From, a 2006 graduate, was accepted to the Teach For America program. From, a mathematics and philosophy major, was one of 2,200 students picked from 18,000 applicants. He will teach math in Houston, Texas.

Students, even those who did not take education classes during college, are trained in education courses and take teaching certification exams before entering the classroom to teach for two years. He also will work toward a master's degree at St. Thomas University in Houston.

From also was selected to receive the Amgen fellowship, a program for students in math, science and engineering departments who demonstrate critical thinking and organizational skills. The fellowship includes financial payment and a trip to Washington, D.C., each spring for the Math and Science in Education conference. ■

## FACULTY AWARDS

The following awards were announced May 1 at the Faculty Awards Banquet:



#### 25 year award:

Jann Freed, professor of business management, was named a member of the Heritage Club.

#### Dr. John Wesselink Awards for Outstanding Performance:

- *Growth and development*  
Brian Roberts, assistant professor of art
- *Teaching*  
Mark Babcock, assistant professor of music
- *Institutional service*  
Robert Franks, professor of computer science

#### Huffman Award for Outstanding Support of International Education:

Steve Ybarrola, professor of anthropology

#### David Crichton Memorial Award:

Keith Yanner, professor of political science

#### The following retirees were honored:

- Rich Glendening, professor of economics
- George Ann Huck, professor of Spanish
- Lois Smith, associate professor of library science
- Suzanne Wallace, associate professor of economics
- David Williams, professor of music

## Pods go Green



The Central College 1203 Independence Residence building, known on campus as "the Pods," is one of two buildings in Iowa to be selected to receive a Leadership in Energy and Environmental Design (LEED) Green Building gold rating from the United States Green Building Council. Central's Vermeer Science Center received the state's first LEED-rating, earning silver in 2003.

In order to become LEED-rated, a building is held accountable in six different environmental categories. The Pods, a 15-pod structure that houses 120 students, is the first residence hall in the state to receive this award.

## Get ready – Homecoming and Family Weekend have teamed up

See the following page for details, registration information and schedule for Homecoming/Family Weekend, Friday-Sunday, Sept. 29-Oct. 1. Reunion class years ending in 1 and 6 will be honored, along with the 1981 national championship women's cross country team. And, don't forget to visit with our alumni award winners and hall of honor inductees. This weekend is packed with lifelong-learning, networking and social opportunities. Have fun with current and retired faculty, campus administrators, families, students and alumni at our first-ever combined weekend!

### PARENTS HELP WITH ORIENTATION

Central College parents helped ease the transition for parents of incoming freshmen by sharing advice, personal stories and answering questions at four student orientations held on campus in June. A tremendous group of volunteers deserves a thank you for their support of Central College, including:

Gordon '76 and Beth Lunan Lauterbach '76 of Waterloo; Chris McConville of Pella; Tom '72 and Sue Brunscheen Cerwinski '74 of Pella; Shayla From of West Des Moines; Dana and Deb Bentzinger of Urbandale; Connie Henle '95 of Pella; Daryl and Lynne Petty of Oskaloosa; Rick and Georgia Sheriff of

Urbandale; Rich and Chris Maxwell of Collins; Allison Curtis Trotter '84 of Pella; Gary and Connie Young of Johnston; Duane '79 and Deb Cullinan Willhite '80 of Lynnvile; Bob '83 and Lynne Van Vark Schueler '85 of Granger; Kirk and Jo Renee Hartung of Des Moines; Shelley and Jay Jacobson of Pella; Don and Paula Stockton of Des Moines; Bob and Mary Dopf of Urbandale; Cheryl Cardin of Ankeny; David and Carolyn DeHoogh of Clive; Larry and Dianne Reelitz of West Des Moines; Brad and Claudia Brammer of Rosemount, Minn.; Thad '80 and Teresa Andersen Scarrow '81 of Clive; and Sharon and Tony Weiler of Winterset.

### LARRY MILLS ART PROJECT

Larry Mills, professor emeritus of art, is asking all art majors and former students from 1950-96 to participate in a project. Mills sent a letter and three pieces of drawing paper to his former students with an assignment for them to draw, paint, collage and return to the college. Margaret Caldwell and John Vruwink plan to help bind the books that will be housed in the library archives for alumni to view. ■

## GOLD

Looking to meet up with Central College alumni in the Des Moines area? The Graduates of the Last Decade (GOLD) are networking four times a year. If you have an event idea, contact a steering committee member via the online alumni community from the alumni Web site.

- Carissa Sampson Beer '05
- Kyle Bonnstetter '97
- Justin Fletcher '02
- Amy Grieser '06
- Heather Sandholm Kleis '97
- Amy Houston Miller '99
- Aaron Russell '98
- Mandy Messerly Russell '98
- Meggan Samuelson '06
- Bryan Sandholm '01
- Ellen Thompson Sandholm '00
- Scott Schmailzl '03
- Katie Vander Linden '04





# Homecoming & Family Weekend 2006

## UPCOMING ALUMNI EVENTS

### August

**Saturday, Aug. 19**

Legacy Lunch/first-year students' move-in day

**Tuesday, Aug. 22**

Milwaukee, Wis.

**Saturday, Aug. 26**

Alumni scrimmages:

- football
- men's soccer
- women's soccer

### September

**Saturday, Sept. 2**

Twin Cities tailgater

**Saturday, Sept. 9**

Field dedication/football home opener vs. Hope College; Parents' Council

**TBA**

Northwest Iowa

### October

**TBA**

Newton, Iowa

**Saturday, Oct. 28**

Central Service Day  
(various locations)

**Saturday, Nov. 4**

Tailgater in Cedar Rapids, Iowa

### November

**Tuesday, Nov. 7**


Annie at Civic Center of Greater Des Moines

**TBA**

San Francisco, Calif.







Iowa Conference baseball MVP Adam Duerfeldt broke 17 school records and was named the *ESPN The Magazine* Academic All-America player of the year.

## First league baseball crown in 31 years

It was a breakthrough year for the Central baseball team, which grabbed a share of its first Iowa Conference title since 1975.

Central's 26-14 mark also established a new season wins record as third-year coach Adam Stevens continued his program's remarkable climb.

Catcher Adam Duerfeldt shattered 17 school records, hitting .481 with six homers and 46 RBIs and was a first-team all-region pick as well as conference MVP. He was named the *ESPN The Magazine* Academic All-America Baseball Player of the Year for the college division and received a fellowship to pursue a doctoral degree in medicinal chemistry at the University of Kansas.

Senior outfielder Shea Stamp and sophomore pitcher Brett Mahan also were first-team all-league picks. Stamp hit .328 with a .495 on-base percentage, while Mahan set a school season wins record with a 9-1 mark and 2.53 ERA, with a



record 73 strikeouts. Sophomore first baseman Jeremy Kippley and senior third baseman Matt Murphy were second-team all-conference selections.

## TWO TITLES FOR GOLFERS BUT NO NCAA BERTH

It was a typically solid spring for the Central men's golf squad, but without the usual payoff.

The Dutch took team titles at their Dutch Desert Shootout in Goodyear, Ariz. and the 20-team Loras Invitational, while finishing second in the 15-team Central Dutch Classic and the 18-team Wartburg Invitational. But a disappointing final round resulted in a second-place Iowa Conference finish. The nationally ranked squad was left out of the NCAA Division III tournament field for just the sixth time in the past 31 years and the first time since 2000.

But, Central's top nine players return for next season, headed by sophomore Derek Deminsky, the team MVP. Deminsky, junior Cole Reiman, junior Alvaro de Cosio and freshman Andy Petersen each earned all-conference honors.

## DUTCH RETURN TO NCAA SOFTBALL TOURNEY

After a year's absence, the Central softball team returned to NCAA Division III tournament play for the 20th time in the past 21 seasons.

The hard-hitting Dutch posted a 33-13 record and finished fourth in the eight-team NCAA Seed Four regional tourney at Rock Island, Ill., after placing third in the Iowa Conference.

Freshman center fielder Alysha Overturf debuted as Central's top hitter with a .384 mark and was a first-team all-region pick. Sophomore catcher Kelly Harris batted .376 with 25 stolen bases and broke her own school season pick-offs record with 16 while throwing out 22 of 42 basestealers. Meanwhile Central swiped 123 bases. Junior shortstop Dawn Nissen batted .364 with 23 steals and

junior third baseman Tina Shimak hit .354 with five home runs, setting a school career mark with 18.

Senior second baseman Kristin Wares was a defensive mainstay with a 1.000 fielding percentage and was named team MVP.

## NINE TRACK AND FIELD ALL-AMERICANS FOR CENTRAL

Nine Central athletes gained all-America recognition at the NCAA Division III track and field championships at Lisle, Ill.

Junior Ben Bollard, senior Justin Koeppe, senior Kevin Pitz, freshman Craig Hernandez and sophomore Guy Dierikx helped Central earn a sixth-place finish in the 4x400-meter relay, marking the 10th time the Dutch placed in the event since 1993. Koeppe, Pitz, Hernandez, junior Zac Bailey and Dierikx helped Central take seventh in the 4x100 meter relay.

Meanwhile junior Alicia Whisner earned all-America honors in the women's javelin for the third time, placing fifth in a school-record 148 feet, 3 inches, and

senior Alex Costigan placed fifth. Senior Dana Wilkerson was seventh in the heptathlon.

The men's and women's squads took second place in the Iowa Conference meet, the first time both teams posted top-two team finishes since 1983.

## THREE MVPS GAIN NATIONAL ACADEMIC HONORS

Three spring sport team MVPs brought their A games to the classroom as well.

League baseball MVP Adam Duerfeldt, four-time men's tennis team MVP Nick Cochrane and men's track and field all-America honoree Bryan George each received *ESPN The Magazine* Academic All-America recognition.

Duerfeldt and Cochrane also were awarded prestigious NCAA Postgraduate Scholarships. Duerfeldt graduated with a 3.88 grade point average and a chemistry major, Cochrane carried a 3.92 GPA with an English major and George posted a 3.57 GPA with a general studies major. ■

## Cochrane sets tennis victories mark

Nick Cochrane closed one of the most outstanding careers in Central men's tennis history by earning all-Iowa Conference honors for the fourth time.

Cochrane established the school career singles' wins record (81) after setting the season mark (21) a year ago. He posted a 22-5 mark and placed third in the Iowa Conference following a second-place effort in 2005.

Cochrane and sophomore Jared Feddersen were academic all-conference honorees as well.

The Dutch were 14-12 in dual meets and finished third in the league tournament. Central has placed in the league's top three 29 times in the past 33 years and has never placed lower than third in coach Doug Stursma's 13 seasons.





# Now what

**“As of today,  
there’s no  
more school.”**

---

by Abby Gonzales '02

**The unknown —**  
graduation day, May 14, 2006





?



# Finally, I get my degree.

I can't wait for this to be over. I'm more nervous than anything. Thousands are packed into H.S. Kuyper Fieldhouse. All my family is here. I hope my mom doesn't cry. She'll have to wait a while before I get my diploma since I'm last of the 309 seniors participating today. Growing up with a name like Dana Wilkerson, I've gotten used to it.

It's been a fun four years. I'll miss college, no doubt. Hanging out with friends, staying up late talking, late night runs to Hy-Vee, doing what you want when you want. I've taken my last test, worked on my last group project, completed my last lab report and done my last lab practical. As of today, there's no more school.

But now what? I've been searching for a job for some time and haven't gotten much of a response yet. A few phone interviews, one real interview and a whole lot of rejection letters. I wouldn't mind staying here for a while — at least until I know what I'm going to do. It's scary not knowing. I like to know what's going on and right now, I don't have a plan. Well, I do. My plan is to move home as soon as I return from track nationals.

It's not ideal, but home is free and will buy me some time until I land a job. Do I take the first job that comes my way or do I hold out for one that will pay me more? Now I have student loans to pay along with a car payment I told my parents I'd take over as soon as I graduated. The problem is, I don't have a job! And once I get a job, I'll have to deal with rent, furnishing an apartment, credit card bills and unexpected expenses. In the meantime, I'm back to working at the mall, my summer job for the past few years.

As a freshman, I thought I'd be able to do anything with a college degree. As a senior first looking for a job, I thought I could get into whatever I wanted. I knew about what the starting salary was for a lot of people, but me being in the science field, I kind of thought I'd get a boost up from that. But I guess it's pretty competitive out there for the higher paying positions. Employers are looking for "experience" or a higher degree. All I want to do is work in research. I'd even settle for a lab technician position, but I haven't had any luck getting that either. I'm pretty open and like a lot of areas.

I feel good about my Central education. I've learned a lot and feel prepared for the real world. I know I'm ready.

— Dana Wilkerson, a recent May graduate from North English.

## Good memories of where it all started

Wilkerson sits in front of the English Valleys Elementary School auditorium where she began school in 1990. As an elementary student, she excelled in social studies and math and found a liking for science in junior high school.



## Expecting more

Expectations for colleges are high as more and more students enroll. Of course, prospective parents want a safe and caring environment for their children. They want a place where their sons and daughters can grow and be a person, not a number.

Parents also want college to prepare their students for the working world.

This college-aged generation's parents and grandparents worked their way up the ladder expecting to start out in an entry-level position. College, today, is a small part of long-term plans for some students. For others, it's the thing to do after finishing high school, especially if you want a decent job.

Times are different. Nowadays, many students don't expect to take an entry-level job like their parents did. Who wants to work their way up the corporate ladder? Sometimes grads start at the top ... or at least the middle.

**“I was hopeful I would have a lifestyle where I wouldn't have to live completely from paycheck to paycheck ...”**

**— Kim Flaherty**

Kim Flaherty, a computer science May graduate from Holdrege, Neb., is an information technology application analyst for the retirement investor services department at The Principal Financial Group.

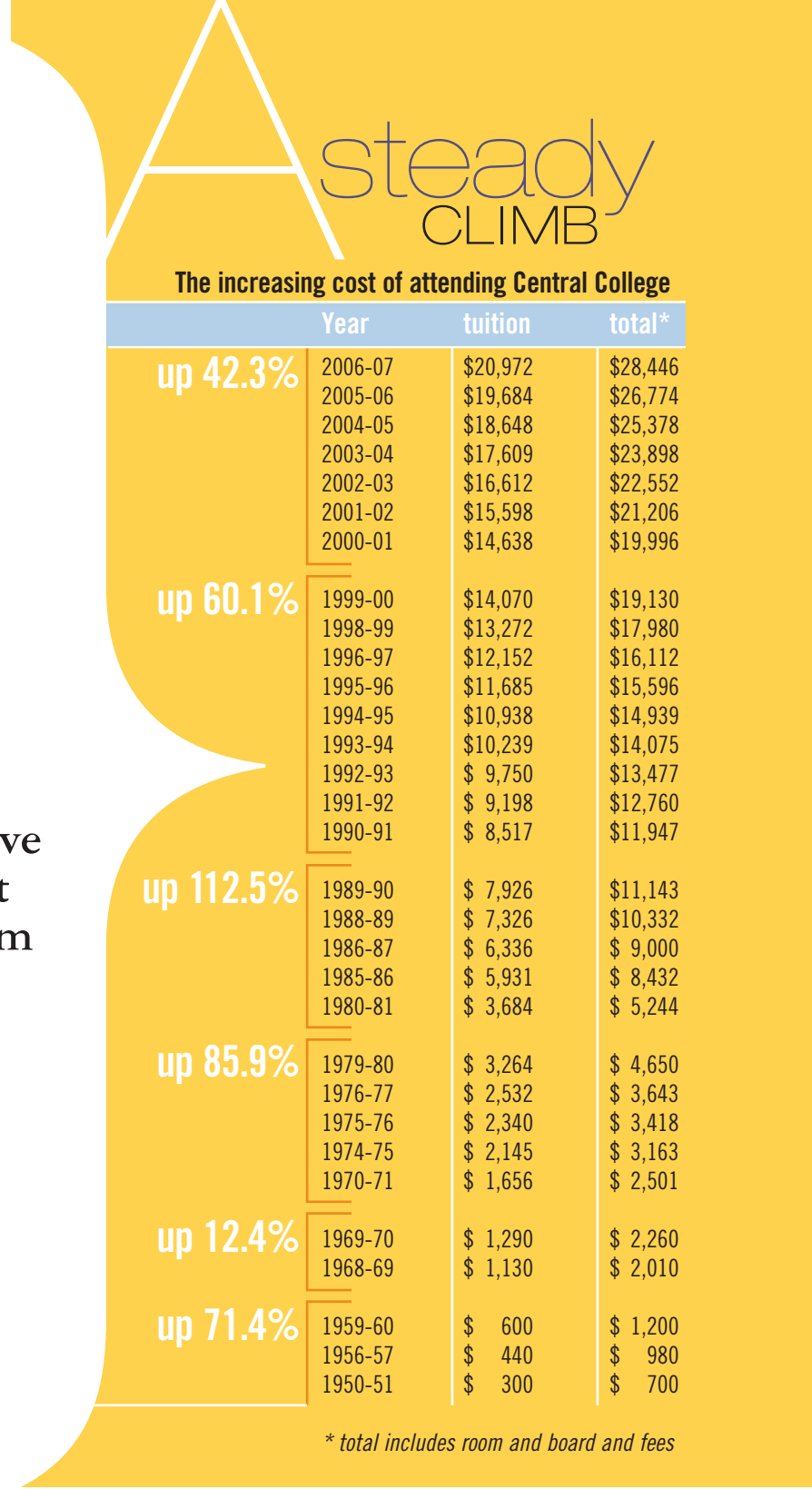
“I was hopeful I would have a lifestyle where I wouldn't have to live completely from paycheck to paycheck to pay bills and make payments, and I think right now in my field that will be a possibility for me.”

Flaherty earned a degree in computer science after toying with the idea of majoring in biology.

“I was more interested in computer science initially,” she said. “And, I also realized the opportunities right out of college would be higher paying and easier to find than with a bachelor's in biology.”

Not every student who graduates starts in middle or upper management. Those types of jobs aren't out there for every graduate.

According to the ACT alumni survey administered to a random sampling of graduates from 2000-05, 58.4 percent had a first job that paid \$20,000-49,999, while



11 percent earned \$50,000 or more their first year out of college.

The starting salary base has increased in recent years. Overall, the most lucrative undergraduate degrees according to the National Association of Colleges and Employers, are computer science and accounting with base salaries ranging from approximately \$41,000-49,000.



### Working for a living

Kim Flaherty '06 didn't want to worry about living paycheck to paycheck right out of college. Today, most college students expect more from their degree. They not only want a quality education, but they also want to feel financially secure in their first job after graduation.



However, geographic location and cost-of-living play a big role in determining how much salary is offered and what is affordable to accept. For example, starting salary in a metropolitan area with a high cost-of-living is usually higher than the salary for the same job in a low cost-of-living area. Yet, the buying power of a salary in these locations may be about the same. Supply and demand also play a role in the amount of starting salary.

## The money factor

Around 25 years ago, students could use money from part-time and summer jobs to help fund college. But college tuition has risen at twice the rate of consumer prices and has soared more quickly than pay has for the kinds of low-wage jobs students usually hold.

In 1981, a student could work full time all summer at minimum wage and earn about two-thirds of annual college costs, according to an analysis by the Center for Economic and Policy Research. Today, a student earning minimum wage would have to work full time for at least one year to afford one year of education at a public university — assuming every nickel was saved.

Colleges have, in fact, reduced annual tuition increases from an average of 8 percent in the 1970s and 80s to 6 percent in the last two years. Last year's rate of growth in tuition costs at four-year private insti-

tutions grew nationally about 5.9 percent to \$21,235 for the 2005-06 academic year. Central's growth in tuition was 6 percent to \$19,684 in 2005-06. Nonetheless, the increase is still twice that of annual inflation and three times the growth in after-tax disposable family income.

As a teacher and parent, Lori Humphrey Fegley '80, whose daughter Allison is a junior at Central and son Peter is a senior at Cedar Falls High School and in the process of looking at colleges, knows what it's like to have cost factor into a college decision. But cost alone shouldn't drive a decision.

"As a parent, you want your children to build relationships that will help them develop as a person," she said. "Central is about developing life-long relationships, and it's worth the investment."

Nationally, two-thirds of all students use loans to pay for schooling, according to the Center for Economic and Policy Research using data from the College Board.

There is good news. The average first-year student's financial aid package at Central for 2005-06 was \$16,232 including scholarships, grants, work study and student loans. In fact, 99 percent of new students who sought financial assistance received some type of financial aid. Sixty-two percent of Central alumni surveyed took out student loans to help finance their education and 58 percent received scholarships.

However, the average indebtedness of a college-going student has soared 50 percent in the last decade and was around \$20,000 nationwide for public and private institutions. In 2004, the average debt for those receiving a private education was \$22,581. Last year, the average Central graduate walked away with \$26,257 in debt. This is the first generation expected to put up so much capital for college and incur that much personal financial risk

Fegley said times are different now that college costs are much more than previous generations. Her daughter Allison is amazed by how many of her peers take on paying for their college education.

"It seems more and more students are funding their education and taking on the debt themselves," said Fegley. "When I was in college, I don't remember my friends being overwhelmed by the cost of tuition. But, I always knew I was getting a quality education for the price."

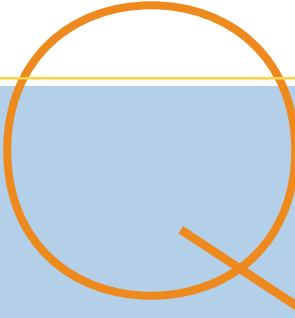
**"I definitely got accustomed to a standard of living growing up ..."**

— Cale Van Gendren

### Living life in style

A degree should be looked at like purchasing a house or other high-priced necessities. Those who don't go to school are generally worse off financially.

Some recent grads don't seem too worried about their debt load. Cale Van Genderen, a 2005 graduate, was lucky enough to lock in at a "ridiculously" low rate of around 2 percent and purchased a brand new car in September, just four months after receiving his diploma. And 13 months after graduating, he's a homeowner at 23.



What helps lessen the financial burden of Central students?

**One word:  
Scholarships.**

As the value of a Central degree has increased over the years, so has its cost. Central is committed to keeping the doors of opportunity open and making education affordable to all who qualify.

An endowed scholarship can help. A minimum donation of \$25,000, pledged over several years or as part of a planned gift, will benefit students. Endowments which are not yet fully funded can be accompanied by current gifts to allow the scholarship to be awarded for the next academic year.

A donation to The Central Fund may be designated for scholarships, which will be awarded annually in the year following the donation. Funds designated for scholarships may be given in the name of an individual or the donor when given at a level of \$1,000 or greater. Annual funds designated for scholarships at the \$5,000 level and above may specify award criteria, such as location or major.

Gifts play an essential role in meeting Central's mission of helping students discover and reach their highest potential. For more information, go to [www.central.edu/development](http://www.central.edu/development).

### Central Connections and the Career Center are here to help

Alumni are great resources for both current Central College students and other alumni. If you need help relocating, interviewing, writing your resumé or changing careers, log into our alumni community and Central Connections. Do you have advice, job openings or internships available? Want to hire a Central grad? Use Central Connections and the Career Center, too.

Central Connections is password protected and accessible by Central College alumni and students. Signing up for Central Connections to serve as a resource person is not a huge time commitment. Contact is initiated via e-mail and based on searches by major, city and state. Go to [www.central.edu/alumni](http://www.central.edu/alumni) or [www.central.edu/career](http://www.central.edu/career).

# THE goal

## Bachelor's degree salary ranges

Major/curriculum	yearly salary range
<b>Business</b>	
Accounting	\$40,000-47,500
Business administration/management	\$32,500-46,000
Management information systems	\$38,700-49,400
Marketing/marketing management	\$31,200-42,000
<b>Computer science</b>	
Computer science	\$45,000-56,500
Information sciences and systems	\$38,000-51,000
<b>Engineering</b>	
Chemical	\$52,000-57,600
Civil	\$40,000-47,000
Computer	\$50,000-56,000
Electrical/electronic	\$49,000-56,000
Mechanical	\$47,000-54,240
<b>Humanities and social science</b>	
Liberal arts	\$27,000-40,000
Psychology	\$24,000-35,000
Sociology	\$25,000-27,000

Source: *National Association of Colleges and Employers Salary Survey*, Fall 2005 report. Data is starting salary offers reported to NACE by colleges and universities nationwide.

# THE facts

## Debt load, Class of 2004

College/university	% of grads with debt	avg. amount of debt
Ohio Northern University	80%	\$31,918
Concordia (Mich.) University	68%	\$30,209
Wartburg College	96%	\$28,129
<b>Central College</b>	<b>84%</b>	<b>\$26,257</b>
Morningside College	91%	\$25,677
College of St. Mary (Neb.)	91%	\$13,147
Columbia College (Mo.)	56%	\$12,254
Illinois College	80%	\$12,038
MacMurray (Ill.) College	90%	\$11,179
College of the Ozarks (Mo.)	21%	\$6,060

Comprehensive colleges in the Midwest offering a bachelor's degree according to *U.S. News & World Report* 2006 edition of *America's Best Colleges*.

"I definitely got accustomed to a standard of living growing up," said Van Genderen. "My friends all had similar situations and lived in pretty nice houses and nice neighborhoods and had more of the better things in life. That wasn't anything I thought about much in college. It was more when I got this job I started to realize those kinds of things are possible at my age."

Central and higher education is still a good investment. A college degree is not a guarantee of anything, but it will help provide greater opportunities.

## Preparation for the future: thinking ahead

When Flaherty's adviser and the Career Center helped her land an internship the summer before her senior year while she was studying overseas, she knew it would be possible to have a job before graduation.

"Already having experience at Principal and cultivating relationships with colleagues helped me decide early my senior year, that was where I wanted to work," said Flaherty.

Unlike most of her friends, Flaherty didn't even send any resumés or apply anywhere. After working part time with the company throughout her senior year, she was offered a full-time position starting in May.

Students mistakenly might think holding a college degree entitles them to a job. But, a degree does not guarantee a job when graduation rolls around.

Results of the alumni survey show 34 percent of recent graduates found a job within six months after graduation; however, it took 15 percent longer than six months. Thirty-five percent had a job before graduating.

Not all graduates have a clear cut plan when they graduate. Many are still deciding what they want to do or have a hard time finding the kind of job they want.

## From student to employee

Sometimes it takes graduates a little longer to find the right career fit.

During his final semester, Van Genderen wasn't sure he wanted a career in exercise science.

"Coming into Central I knew I wanted to be in the fitness world doing personal training, and I got an exercise science degree," said Van Genderen, a 2005 graduate from Lynnville. "But all of a sudden senior year I started to realize I wasn't all that interested in going into the exercise science field at that time. I was left without a real direction for a bit and was just looking for a job — any job."



Van Genderen surfed Monster.com and Career Builder, applying for five to 10 jobs a day, waiting to hear from someone, somewhere.

"There are more people who don't know what they want to do than most people probably realize," Van Genderen said. "You know you're going to end up somewhere and things will work out, but at the same time, it was hard for me to figure it out as far as what I wanted to do."

Van Genderen received a job offer late May for an assistant manager position at Abercrombie and Fitch in Des Moines. He took it, even though it wasn't his ideal job.

"I was going to figure it out from there while I worked," said Van Genderen.

Four months later, Van Genderen floated to Brown's Shoe Fit Co. Almost immediately, he decided that job wasn't for him either.

"I wanted something more fast-paced, in a big-city atmosphere," he said. "There was nothing wrong with the job, but the environment was just not me. I wanted something more."

Van Genderen updated his resumé on Monster.com and the following day received a call from Wells Fargo Financial.

The call was from a district manager about a job in Indianapolis. Before the manager could finish his offer Van Genderen said, "Yes, I'm ready to move."

After four different interviews in five weeks, Van Genderen officially was offered his current position as a credit manager with more money, great benefits and the chance to move up the company ladder.

Van Genderen's willingness to move to a city where he knew no one and as well as a liberal arts education made him more appealing for this job.

Studies show almost half of companies recruiting for sales and marketing jobs, stress excellent interpersonal and communication skills and ability to work "in an ambiguous environment." Those who have a liberal arts education tend to do well in these positions.

## Beyond Central's degree: continuing education

Fifty-three of the 144 respondents to the alumni survey planned to continue their education after Central. Approximately 47.9 percent responded to questions based on their continuing education following their experience at Central. Twenty-nine continued in order to meet job and career requirements while 10 wanted to increase earning power.

Some people know what they want to do when they grow up. Others know what they don't want to do.

Tony Menning, a 2002 graduate, knew he didn't want to work in Des Moines at a desk job doing the same thing day in and day out with few challenges.



### Going farther

After graduating from Central, Tony Menning '02 earned a master's degree in order to start in a managerial position at Advanced Component Technologies Inc. in Northwood, Iowa. Menning, like several alumni, was well prepared to further his education and gain a second degree. He received an assistantship to help pay for more schooling.

But that was about as far as things went until the summer before his senior year. Menning, a mathematics major, worked at Pella Corporation during the summer of 2000 and was curious enough about the process and industrial engineers to explore the possibility of doing just that. He also gained experience as a summer undergraduate research assistant at Iowa State University in 2001.

"I like the manufacturing setting," said Menning who is a manufacturing, engineering/lean manager at Advanced Component Technologies Inc. in Northwood, Iowa. "I like the dynamics of my day. Each day is different depending on how production is going."

Menning also wasn't too worried about the added tuition for more schooling. He was able to get an assistantship in research at Iowa State University that helped pay for school.

**"As a parent, you want your children to build relationships that will help them develop as a person. Central is about developing life-long relationships, and it's worth the investment."**

**— Lori Humphrey  
Fegley '80**

### Seeing the light

Jodi Graber '02 is living her dream.

When she came to Central in the fall of 1998, she knew she wanted to major in exercise science with a focus on health promotion.

"Going into my senior year, I didn't really know what I was going to do," she said. "I wasn't really aspiring to a specific job."

Now, at 26, the owner of Purely Pilates in her hometown of West Des Moines, Graber finds it bizarre she didn't even know what pilates was six years ago.

But getting to where she is now was a whirlwind journey. Before graduation, Graber was certified as a personal trainer as well as in pilates. Following graduation, she took a job as a personal trainer and pilates instructor at Prairie Life Health and Fitness in West Des Moines. Not even a year later, Graber was mak-

ing plans to open her own studio. That kind of endeavor for a recent graduate can be overwhelming.

"When you start your own business, you lose that security of having a company that will back you," she said. "I was so scared for a while."

It didn't come easy as there were setbacks as far as building and furnishing the studio. But after three months, Graber opened her doors for clients June 1, 2003, just over one year after graduation.

Finances were a concern being a first-time business owner. Graber faced challenges such as running a business as well as instructing several classes a day.

"Owning your own business is tough," she said. "That's part of the payoff of being your own boss. You learn very quickly how to grow up and manage your own business."

### Central's graduates

So where are students today? Do most really know what they want to do and then go do it?

Statistics from the Career Center indicate as of mid-June, 73 percent of the 138 graduates of 2006 who responded to the survey were either employed or planned to further their education. Nearly every major had respondents employed in their preferred major. In 2005, 86 percent of employed respondents were in their favored field.

Overall, 97 percent of Central graduates are employed or enrolled in graduate school between 6-12 months after graduation.

### Career optimism

College seniors collecting diplomas started their collegiate career when the economy and job market were on the decline but are leaving to join a solid market. Not all hope is lost. The job market is the best it's been in five years.

During Flaherty's freshman year, the dot com companies were going out of business and a lot of employees were laid off. She started to worry when she read about large companies outsourcing technology positions to other countries. But when she looked for internships a couple years later and started to research jobs in the computer science field, she realized there were many opportunities available.

"I knew I'd have a good paying job after I received my degree," she said.

To Flaherty, it seemed Central had a large percentage of graduates in computer science who were employed right out of college. Just one month after



commencement, 80 percent of the respondents to the Career Center survey who graduated with a computer science degree were employed in that field, and 20 percent were going to graduate school.

"I was pretty positive I would have a job before graduation," Flaherty said. "It is definitely a position where I will be constantly learning and will continue to grow. Now, the only place I can go from here is up!"

Menning was confident he would have gotten a job right out of Central had he chosen that path, especially since he had leadership roles and was involved in several activities on campus. As a resident adviser, Menning was able to act as a supervisor, and as a member of the Dutch basketball squad, he was able to expand teamwork skills and knowledge. And of course, group projects and course work helped prepare Menning for his future.

"There's no doubt in my mind I could've gotten a job," said Menning. "I was well prepared and my experience at Central helped me get ready for life after college. It not only taught me to work together with others, but I also learned what it meant to lead a group and a team to accomplish a common goal."

A recent poll of college and universities, nearly 96 percent rated this year's job market for new college graduates as good, very good or excellent.

The positive outlook means employers are competing for the best and the brightest recent graduates. In Job Outlook 2006, employers predicted competition would be their biggest challenge this year.

The survey found college seniors with marketing, business, management, accounting, computer science and communication majors are most in demand.

"I definitely thought my Central degree was going to get me where I wanted to be, otherwise, I wouldn't have come to Central," said Van Genderen.

As for Dana Wilkerson? She landed a job the beginning of June as an overnight production scientist at Integrated DNA Technologies in Coralville. For now, she'll live with her parents, commuting to work in order to save a couple of paychecks before moving into an apartment close to work.

"I like my job even though it's not exactly what I thought I'd be doing," said Wilkerson. "I knew things would turn out. How could it not with a Central College education?" ■

#### Getting her feet wet

Dana Wilkerson '06 found a job within a month of graduating from Central as an overnight production scientist at Integrated DNA Technologies in Coralville, Iowa. Ninety-seven percent of Central graduates are employed or enrolled in graduate school 6-12 months after graduation.



## Sending students abroad: It's not *just* icing on the cake

by Silvia Rode, associate professor of German

Without a doubt, study abroad has been the highlight for many Central graduates. Conversations with study abroad alumni turn into a time of reminiscing about famous hangouts in Wales, Leiden or Vienna, overseas faculty, beautiful beaches in Spain or Mexico, or

about being lost in the Metro or London Tube. These talks always have been some of my most pleasurable encounters when it comes to visiting with former Central grads. Moreover, I am in awe when eight years after graduation, I get a visit from a former Vienna program alum, whom I remember as a shy Iowa kid from a high school graduating class of 50 and now teaches at a renowned German university. The person is professional and worldly, self-confident and grateful Central provided her with the opportunity to study abroad.

I could go on and on about the many success stories associated with Central's long-standing abroad programs; however, I want to take a more serious look at what opportunities these programs provide for our graduates and the world at large.

Have you ever thought about the fact that, in Iowa alone, institutions of higher learning award 15,000 plus bachelor degrees annually? In Iowa, there are thousands of students who may demonstrate the following criteria upon graduation: a GPA between 3.00 and 3.50, membership in numerous organizations, participation in sports or music and demonstration of service to the community. Today, larger companies, whether in Iowa, out of state or even in countries abroad, regardless of

location, operate in a global economy. In order to be competitive in the world market, these companies look for employees who can understand and effectively communicate with their counterparts all over the world (Bremer 40). The Principal Financial Group is so committed to these ideals, they have established scholarships for students in accounting, economics and international business who combine their majors with advanced language learning and a study abroad experience.

But what knowledge and skills do our graduates need to be prepared to compete in the global workforce market? According to Ron Moffat, director of the San Diego State University International Student Center, the graduate who enters the global workforce market has to be a person who has "a grasp of global systems and global issues, understands the dynamics of how things are interrelated and interconnected in the world and how society can best address global issues." This, in return, "requires a deep understanding of languages, cultures, histories and perspectives" (Bremer 40). With these facts in mind, success in today's global job market only can be guaranteed when colleges merge a traditional liberal arts education with cultural immersion abroad.

### FACULTY PROFILE

**Silvia Rode**  
Associate professor of German

Received a doctorate in Germanic studies from the University of California, Los Angeles

Taught at Santa Monica College, Vanderbilt University and the University of Regensburg in 1996 before coming to Central

Teaches German, cross-cultural and history courses at Central

Taught in Yucatan and has visited most Central College Abroad programs

Developing an interdisciplinary/ cross-cultural summer course utilizing Central's sites in Leiden, Paris and Vienna



In Darlene Bremer's article "Wanted: Global Workers," Dr. William Kirwan, chancellor of the University System of Maryland, highlights three major factors that help students succeed in the 21st century workforce:

- A college-wide emphasis on education abroad;
- The need to make languages and cultural study a part of the core curriculum;
- The opportunity for students to have international experiences while still on campus (43).

How does Central fare in these categories? Central College has a long history of study abroad programming. In fact, Central has the longest standing abroad programs of any institution of higher learning in the United States, namely in Paris and Vienna. These two programs in addition to a program in Granada, Spain, constitute Central's full immersion programs. Central also operates two in-house programs in Merida, Mexico, and London, England. Other programs include Leiden, The Netherlands; Bangor, Wales; Hangzhou, China; and Colchester, England. But what sets Central College programs apart from other study abroad competitors? Central provides onsite directors to help students adapt to academic and cultural challenges, and students can choose from an array of internships and service-learning opportunities. The high quality internships Central provides students enhance not only their experiences in the local community, but also give them the competitive edge employers are seeking.

When creating cultural awareness, immersion programs are particularly important because they are ultimately the best way to prepare students to become globally-aware citizens. Students learn another language, attend local universities or institutes, are housed with native and international students in university dormitories, live in homes of native families and intern in settings often using the target language. While these programs



require the most adaptable students, they are the quickest and most thorough way to understand a new culture. In addition, these programs accelerate the process from tourist to acculturated.

Central also offers a variety of courses in cross-culture, language, communication, anthropology, political science, history and international management to name a few, that expose students to the concepts and perspectives of people and nations. In addition, Central requires two semesters of languages, the foundation for cultural awareness and a successful cultural immersion.

The office of study abroad maintains a high profile on campus, and there are art exhibits by international artists in the Mills Gallery, as well as presentations by international Marshall Fund scholars that contribute greatly to international awareness on campus.

So is there room for improvement? Yes, you bet! There's a rapid increase in study abroad nationwide, a trend not mirrored at Central. What can Central do to reverse this? Our Central community must reflect on the valuable educational tools at our finger tips and realize these tools are excellent for recruitment.

Central College Abroad gives students an opportunity to grow, learn and become world-wise in an expanding global job market.

Furthermore, cultural awareness across the curriculum has to be internalized: discussing Mayan pyramids in art class, memorizing chemical tables invented by a French dame, beating African drums in music class, learning about Buddhism or Islam, agonizing over immigration problems in Spanish class, questioning Sigmund Freud's theory of psychoanalysis, and analyzing the failures of a planned market economy. All are examples to remind us we live in an interconnected world.

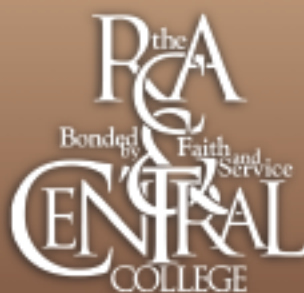
Study abroad is not the icing on the cake; it is the basis for our students to succeed and to compete in the global workforce of the 21st century. Moreover, it prepares them for responsible citizenship in the world. ■

Sources: Bremer, Darlene. "Wanted: Global Workers." *International Educator*. May/June 2006. pp 40-46; [www.nafsa.org/GWD](http://www.nafsa.org/GWD).



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# Identity

by Katie Pederson '06

*This card is for the exclusive use of the individual identified on the front and is non-transferable. The identified bearer of this card, while an enrolled student of Central College, Pella, Iowa, is entitled to all rights and privileges offered to students. Unauthorized use of this card may result in disciplinary or legal action. If found, please return card to: Central College, Office of Student Life, Pella, IA 50219.*

My student ID. To a person off the street, reading that description may give the impression that, as a Central student, I hold a secret key to all sorts of special benefits, or maybe that I am part of an elite group, like Sam's Club. What does it get me? Into Central Market. Occasionally, it scores me a free ticket to an on-campus event, but mostly just a meal at the caf. With one quick scan (sometimes two or three), I am in. The laser beam reads the bar code and signals to the computer I am, in fact, entitled to eat.

The photo of me on the front is silly. Taken on a lunch break during volleyball pre-season my freshman year, I wonder why I look so exuberant. Not even an hour before, I had been struggling to finish the morning practice session. I fake smiled.

I lose the card on a weekly basis. In a purse, a pocket, a backpack. All those

places perfect for a millimeter thick, 1.5-inch by 2-inch plastic card to conceal itself. The worst, however, is the cafeteria conveyor belt. It whisks away our dirty dishes, but also can seize our right of entry to the cafeteria if we are not careful. The card conveniently hides under the pile of napkins on my tray. It's almost as if the card is trying to escape the monotony of its three-meal-a-day life with an adventure into the unknown. In doing so, in the dimly lit hallway, my ID unsuspectingly travels slowly down the belt, creeping closer and closer to that light. What happens when it rounds that corner? Nobody knows.

Well, I guess I do know after many-a-sprint back from the coat racks to the dish room to rescue my ID. Too many times it has fallen victim to the grunge and grime of that room. Luckily, the dish room is filled with many good people, who have lifeguard-like responses when it comes to forgotten ID cards. What would happen if they didn't rescue it? My identity gone. No more meals.

Much like my card, I've found myself in unexpected predicaments from time to time. It's only natural for a college student. We follow the same format. Come to college. Grab the world by the tail — or so we think. Get our first round of grades — and feel that world we so tight-



ly held in our fist start slipping through our fingers. Miss our high school friends over Labor Day. Miss our college friends over Christmas break. Meet that special someone. Live an entire semester as a unit. Break up over the summer. Figure out how to make yourself whole again. It is continual reformation.

By semester eight, despite a few scratches and scuffs, the original card is still intact. It has survived four years. Still has the freshman year photo, an almost unrecognizable me.

I'm going to grad school next fall. Loyola University in Chicago is going to be different from Central. A new ID, different picture. I don't think this one will have quite that anticipatory look of an 18-year-old entering undergrad. I will look mature, prepared. I wonder if this new ID will make it as long. And what will I do with my old ID? The clause on the back of the card strictly prohibits me from using it as soon as I toss my graduation cap into the air. I can't just throw it away. When I move out, I'll keep it secured in the small mesh pocket of my backpack, its home for the past four years. I'll save it.

Katie Pederson is from Lake Mills, Iowa.



## GRADUATION 2006

Commencement was held for the class of 2006 May 14 in H.S. Kuyper Fieldhouse for 310 participating graduates. Mary Vermeer Andringa, president and co-CEO of Vermeer Manufacturing and Central board of trustees member, addressed the class. Armando Baqueiro Cardenas '70, director general of strategic planning for Banco de Mexico in Mexico City, received an honorary degree. Earlier in the semester, Central presented an honorary degree to Gov. Tom Vilsack. Baccalaureate services were at First Reformed Church May 13. Rev. Sophie Mathonnet-Vander Well of Second Reformed Church and Central College board of trustees member gave the address.

After 16 years of school with each other, Kyle Carpenter, a chemistry major, and Becky Aspholm, a biology major, celebrate graduating from Central College. The two graduated from Charles City High School four years ago and started school together in first grade.



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