

ACHE

ASSOCIATION FOR CONTINUING HIGHER EDUCATION, INC.



LEXINGTON
NOVEMBER 4-6

PROCEEDINGS

2013 ANNUAL
CONFERENCE & MEETING

we make a difference: practice, pedagogy, people

The 2013 Proceedings of the Association for Continuing Higher Education encapsulate the professional presentations of the keynote sessions, workshops, concurrent sessions and business meeting of the Association's 75th Annual Conference. The conference was held November 4-6, 2013 at the Hyatt Regency Lexington and Lexington Convention Center Meeting Room Space, Lexington, Kentucky.

The program committee was chaired by Clare Roby. Unique to this ACHE Annual Meeting was meeting in partnership with colleagues of the American Association for Adult and Continuing Education (AAACE). The partnership included one conference day in which both associations shared speakers, sessions and professional camaraderie.

Following the theme provided by ACHE President David Grebel, attendees investigated the possibilities of "We Make a Difference: Practice, Pedagogy, People." Additionally, attendees enjoyed the annual award presentations, innovative ideas and products from valued vendors, the rich environment and culture of Lexington, and networking with their colleagues.

Marthann Schulte, Editor

ACHE Proceedings – 2013

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PART ONE: ADDRESSES

GENERAL SESSION 1 AND KEYNOTE

President David Grebel called the 75th Annual Conference and Meeting of the Association for Continuing and Higher Education to order at 8:00 am on Monday, November 4, 2013. He welcomed all attendees to Lexington and to the conference location at the Hyatt Regency Lexington. President Grebel also thanked the American Association for Adult and Continuing Education (AAACE) for partnering with ACHE on the joint 2013 conference, a first for ACHE.

Grebel recognized several association VIPs and honored guests: Robert Wensveen from the Canadian Association for University Continuing Education; Alex Charters, Past President of ACHE, who served the association as president in 1958; and Linda Morris and Steve Schmidt from AAACE. Grebel then called forward 2013 Conference Chair Clare Roby to share with the assembled more about the association's conference theme and program.

Roby thanked the 2013 Conference Planning Committee and AAACE for working hard to bring together the two associations for their overlapping conferences. She said that AAACE's conference would officially begin on the afternoon of November 5, and that all attendees from both associations were welcome to attend each other's sessions. Roby then introduced Peter Kim, Chief Solutions Architect at Dachis Group, who presented the first keynote for the conference.

The keynote address by Peter Kim was entitled, "Making a Difference with Social Business". Kim is the Chief Solutions Architect at Dachis Group, helping brands measure and manage social business efforts. He is also a public speaker and has participated in industry conferences including SXSW (South by Southwest) and Web 2.0 Expo, events in North and South America, Europe, and Asia. In his address, Kim observed that social media can no longer be dismissed as a fad as emerging technology and shifting cultural norms have brought material change to industries and institutions worldwide. However, many organizations still struggle to take full advantage of the new opportunities created by shifts in institutional and individual relationships. Kim stated that in order to succeed, institutions must re-examine the integration of external outreach and internal organization, while taking note of lessons learned the hard way by the biggest brands in the world. Institutions can craft a solid plan for success that includes formulating a winning strategy, applying appropriate game-time tactics, and measuring for meaningful return on investment by following key tenets of social business design.

Upon conclusion of Kim's presentation, TinaMarie Coolidge, chair of Exhibitor Relations, stepped to the podium to thank all of the exhibitors and sponsors attending for their support of the association. She encouraged all attendees to visit each exhibitor booth and get their

'Exhibitor Bingo' cards stamped to be entered into a drawing on the last day of the conference. Finally, Dan Lavit, 'Director of Fun', came forward to share with the assembled the fund raising events that would be taking place during the conference, including a Bourbon Tour of the Town Branch Distillery, and a Cornhole Tournament that would begin that afternoon and run through Wednesday morning. He explained that all of the funds raised through the activities would go toward ACHE grants and scholarships. President Grebel returned to the podium and encouraged the assembled to attend the Annual Business Meeting, to be held at 10:30 a.m. that morning. He then adjourned General Session One.

GENERAL SESSION 2 AND KEYNOTE

General Session II for ACHE was the first joint session for the combined group of ACHE and AAACE at the conference. The session convened at 3:30 pm on Tuesday, November 5. As this session was the opening general session and keynote for the AAACE conference, President Grebel joined AAACE President Linda Morris at the podium to welcome the assembled. Morris thanked her 2013 conference planning committee as well as the planning committee from ACHE, welcomed VIPs and then introduced the keynote speaker, Dr. Robert Kegan.

Robert Kegan helmed the keynote address, entitled "The Higher Reaches of Human Development: Where Might Our Work Be Leading?" Kegan, the William and Miriam Meehan Professor in Adult Learning and Professional Development in the Harvard Graduate School of Education, is an award-winning teacher, research, writer, and consultant on adult development, adult learning, and professional development.

Kegan talked about the higher stages of adult development and what they may mean for a new understanding of the work of educators. Using a variety of visual and audio engagement examples during the address, Kegan challenged the faculty to consider diverse and alternate strategies in their work with adult learners and at adult learning institutions.

After Kegan presented, Morris welcomed the assembled to attend the ACHE and AAACE President's Welcome Reception immediately following.

GENERAL SESSION 3 AND KEYNOTE

The conference was reconvened on Wednesday, November 6, at 11:30 a.m. by ACHE President Grebel and AAACE President Morris. General Session III for the ACHE conference was also a joint session with AAACE. The keynote address for session III was provided by Jo Tyler, an associate professor and program coordinator of the M.Ed. program

in Training and Development at Penn State Harrisburg. Entitled “It’s More Than the Telling: The Vital L-Words of Story Dynamics in Adult Education”, Tyler conveyed to the combined group what makes stories such powerful partners in learning spaces. She stated that it’s easy to be tricked into thinking that it’s really about how stories are told, but as educators we have other opportunities to support this complex social process.

This keynote session was an example of Tyler’s work as an educator, storyteller, mosaic artist, and organizational consultant. In her teaching, research and consulting, she explores the dynamic interplay of narrative, stories, storytelling, listening, and visual art in classroom and organization settings of all sorts.

Following the keynote address, ACHE 2013 President David Grebel ascended the podium and formally passed the ACHE presidential duties to Brian Van Horn. Van Horn thanked Grebel, voiced his appreciation toward AAACE for their cooperation in the joint conference, thanked ACHE members for attending, and struck the gavel to officially bring the 75th Annual Conference and Meeting to a close.

Transition of Presidency

Outgoing President David Grebel thanked ACHE members and leaders for their support, assistance, and hospitality during the year. He called Brian Van Horn to the podium to accept the gavel and assume the presidency of the Association. Following the "passing of the gavel," President Van Horn expressed the Association’s appreciation for Grebel’s leadership, service and commitment. Van Horn and the Conference Committee Chair, Clare Roby, then presented Grebel with several recognition gifts from ACHE.

Adjournment

President Van Horn declared the 75th ACHE Annual Conference and Meeting adjourned at 12:45 p.m. on Wednesday, November 6.

SYMPOSIUM

Moderator: David Grebel, Director of Extended Education, Texas Christian University and President of ACHE.

The 4th Annual Leadership Symposium was held on Tuesday, November 5, 2013. Moderator David Grebel led the panel through the following scenario: Faced with a deluge of concerns about programs, finances, and the latest competition, continuing education professionals can find it difficult to stay in touch with the larger concerns that command the attention of the executive leadership at our institutions and in the industries we serve. A college president, provost, and an industry representative provided conference participants with a look at the

broader issues that engage the attention of university and industry leadership. The panel shared helpful insight into how continuing education professionals can better align and articulate the value of continuing higher education programs and services to support the broader work of the university and broader industry needs.

PANEL PRESENTATION WITH AAACE

“Future of the Field” Panel Presentation and Joint Breakfast with AAACE convened at 7:45 am on Wednesday, November 6, 2013. The panel was moderated by James P. Pappas, Vice President of University Outreach & Dean of the College of Liberal Studies at the University of Oklahoma. The last two decades have seen exponential growth and significant disruption in higher education. The panel of leaders in adult and continuing higher education teaching, research, and administration discussed how emerging trends and the “swing of the pendulum” impacted all those who work in the field. Topics for the panel discussion included the elimination of drastic reduction of adult education programs, adoption of adult learning theories and models into other disciplines, the “business of continuing education,” the impacts of an increasingly “international” scope of higher education, the digital revolution - including the explosion of MOOCs - and alternative credentialing.

PART TWO: WORKSHOPS

FRESH, ACTIONABLE PERSPECTIVES ON ADULT STUDENT ENROLLMENT AND SUCCESS

Presenter: Dave Jarrett, Vice President of Marketing, InsideTrack

This session was designed to provide participants with a refined understanding of the key factors driving adult student decision-making around enrollment and persistence. It included actionable insights on how to improve adult student enrollment, retention, and success.

THE VIEW FROM CAMPUS: HOW COLLEGES AND UNIVERSITIES ARE MAXIMIZING A.C.E. AND OTHER PRIOR LEARNING CREDITS

Presenter: Mary Beth Lakin, Director of College and University Partnerships (CUP), American Council on Education

The American Council on Education is a long-time advocate for adult students and for recognizing learning that has come from experience. This session explored the “view from campus” policy and practice elements used by faculty, advisors, and academics.

IMPLEMENTING A STRATEGY THAT GETS RESULTS!

Presenter: Nicole Foerschler Horn, Vice-President, JMH Consulting

Continuing Education units face pressure to grow, increase profitability, and reach new markets. Session participants learned how to create a strategy that aligns goals, measurements, and business activities.

HOW CAN WE GET THEM TO GO AWAY?

Presenters: Leslie Hitch, Senior Faculty Fellow, Northeastern University; Mickey Cokely, Faculty, Masters Program in Education, Northeastern University

In a robust, interactive format, this session outlined the format, content and experience in developing a blended course that offered adult students a short-term experience abroad to develop global competence and competitive advantage.

TRANSFORMING GROWTH THROUGH ADAPTIVE LEADERSHIP

Presenters: Kristen L. Lovett, Associate Director of Online Learning, Northern Kentucky University – Educational Outreach; Betsy John-Jennings, Director of Extended Campus Initiatives, Northern Kentucky University – Educational Outreach; Victoria Berling, Executive Director of Educational Outreach and Interim Director of the Norse Advising Center, Northern Kentucky University – Educational Outreach; Deborah Poweleit, Associate Director, PACE, Northern Kentucky University – Educational Outreach; Kathy Yelton, Associate Director, Continuing Education, Northern Kentucky University – Educational Outreach

This interactive workshop walked participants through the process of personal and professional growth through adaptive leadership. Using the presenters' experience in engaging staff to develop strategic plans to increase each individual's commitment to NKU and the goals of Educational Outreach, this session highlighted how individual growth is critical to goal achievement and taking responsibility. The session uncovered the department's journey and how motivation, evaluation, self-assessment, and continuous improvement led to transforming the roles and responsibilities of the teams. Lifelong development, life-coaching, reinventing, refreshing, rediscovery, and encore careering was encouraged of each participant. Handouts and resources were provided.

History: In 2012, the division of Educational Outreach at Northern Kentucky University encouraged employees to develop their own personal strategic plans. The process included: 1) establishing groups of 5-6 employees at mixed levels (student assistants to directors); 2) planning three small group meetings during May through August 2012 to establish goal setting (each person's professional and personal goals); 3) a final meeting culminating with each employee presenting their strategic plan (5-7 minute presentation); 4) individual feedback to each presenter/colleague in departmental setting; and 5) effective team building.

Presentation: On November 5, 2013, the Educational Outreach leadership presented their strategic planning process at the 2013 ACHE National Conference. The workshop content highlighted how individual growth is critical to goal achievement. The presenters incorporated the department's journey through the strategic planning process using video and discussion to explain how motivation, evaluation, self-assessment, and continuous improvement led to transforming the roles and responsibilities of the individuals. Lifelong development, life-coaching, reinventing, rediscovery, and encore careering was encouraged with each participant. The interactive workshop also walked participants through the process of personal and professional growth through adaptive leadership. The presenters used their own experiences to engage participants to develop strategic plans to increase each individual's pursuit of personal and professional growth by identifying strengths, barriers, opportunities, and short and long term goals. Video-taped interviews of various Educational

Outreach staff (student workers, coordinators, and specialists), were part of the presentation and motivated the participants to take back the experience to not only their individual departments, but to other units within their institution. To demonstrate the process, the participants were divided into small groups for an interactive activity. Each presenter shared their own experience to provide examples to group members and guided the participants through an individual strategic planning process by first identifying goals and then developing a personal situation analysis. The activity provided an opportunity for the participants to share their thoughts, network and build relationships with peers from other institutions.

Summary: In conclusion during the strategic planning workshop, the presenters expressed the importance and value of the process and how this transformational growth and adaptive leadership activity has become the foundation to their future annual retreat and planning meetings. As a take-away, the participants from the session received support materials in a labeled packet to keep for their own strategic planning and development. The support materials included: 1) worksheet to develop their own personal and professional strategic plan; 2) step by step guide to fill out the plan; 3) quotes to inspire professional development; and 4) worksheet to develop a vision and mission statement. Electronic copies were also available upon request.

THE OTHER SIDE OF INNOVATION: GETTING FROM A GREAT IDEA TO MAKING IT HAPPEN

Presenters: Kelly Otter, Associate Dean of Academic and Faculty Affairs, College of Professional Studies, Northeastern University; Mindy Anastasia, Northeastern University

Out of the box thinking and generating a new idea is the fun part of innovation. While continuing education units are well positioned to drive disruptive innovation, our organizational structures are more often designed for day-to-day operations. All too often, campus leaders jump straight from “Great idea!” to “Make it happen!” In their book *The Other Side of Innovation: Solving the Execution Problem*, Vijay Govindarajan and Chris Trimble argue, “The real innovation challenge lies beyond the idea.” This workshop presented a partnership model for building innovative teams and performance engines designed to move ideas from imagination to impact. Participants were encouraged to share how their institutions are managing disruptive innovation.

CONVERTING TRADITIONAL COURSES INTO A COMPETENCY BASED FORMAT: A PRAGMATIC MODEL TO HELP WITH THE TRANSITION

Presenter: Gregory P. Trudeau, Associate Dean of Continuing Education, Outreach and E-Learning, University of Wisconsin-Extension

On-line, competency based, open source content, start anytime, low cost degrees are disrupting higher education. Participants experienced a pragmatic model and became actively engaged in transforming an existing course into this new mode of learning.

STATE AUTHORIZATION: PATHWAYS TO COMPLIANCE AND THE ROAD AHEAD

Presenters: Bill Boozang, Executive Director of Graduate Campuses & Quality Assurance, College of Professional Studies, Northeastern University; Sheila Thomas, State University Dean, Extended & Continuing Education, The California State University; Vance Burgess, The University of West Florida; Jennifer Diallo, Director, Oregon Office of Degree Authorization; Sarah Levy, Director of Postsecondary Licensing, Kentucky Council on Postsecondary Education

Three institutional compliance coordinators and two state regulators provided a process overview of ensuring adherence to state regulations and activities which trigger oversight; delivered insight on the state authorization process from the regulator's perspective; offered an update on the State Authorization Reciprocity Agreement and its potential impact; advised on the establishment and management of state regulator relationships; and concluded with an open forum, during which the institutional presenters and state regulators answered participant questions and shared insights.

2013 PROGRAM AWARD WINNERS

ACHE's 2013 program award winners each took a few minutes to present their programs to session attendees. The year's winners in presentation order were as follows:

- Crystal Marketing Award: University of West Florida for their "Applied Behavioral Analyst Certificate Program"
- Distinguished Program – Credit Award: California State University, Long Beach for the "Foundational Level Math and General Science Program"
- Distinguished Program – Credit Award: Middle Tennessee State University for the "EXL Scholars Program"

- Distinguished Program – Non-Credit Award: East Central University for the “Oklahoma Business Week” program
- Outstanding Services to Underserved Populations Award: Murray State University for their “2012 Independent Living Conference” program
- Creative Use of Technology Award: American Public University System for the “21st Century New Millennia Textbook Engagement Project” program
- Older Adult Model Award: Long Island University, Post Campus for the “The Hutton House Lectures” program

PART THREE: CONCURRENT SESSIONS

MEETING WORKFORCE NEEDS THROUGH COMPETENCY BASED PROGRAMS

Presenters: Pamela J. Monaco, Vice President and Chief Academic Officer, Southwestern College; Linda Kissire, Coordinator of Academic Records and Processes, Southwestern College; Ilana Xinos, Coordinator of Academic Programs, Southwestern College

Employers universally call for key competencies in their expectations of college graduates, including communication skills, critical and creative thinking, and teamwork. This session shared lessons learned from implementing a competency based curriculum.

WHY EDUCATE WOMEN: MAKING A DIFFERENCE IN THEIR SUCCESS

Presenter: Pat Brown, Vice President and Chief Academic Officer, Western Carolina University

Summary: Women represent more than half of all adult students enrolled in higher education and will continue to drive adult learner enrollments as they seek to enter or re-enter the workplace. What can be done to expand access, support persistence, and help women meet the challenge of degree attainment? This presentation addressed these questions based on a research study conducted by the author.

Introduction

By 2015, the National Center for Educational Statistics predicts 22.6 million students will be enrolled in postsecondary education. Of these, some 43 percent or 9.8 million enrollees will be adult learners age 25 or older. Of these 62 percent will be women¹. Enrollment trends show that adult enrollments will exceed that of younger students in less than 15 years. The enrollment of women has exceeded that of men since 1988 and is expected to continue to outstrip that of men well into the future. By 2030, adult women will be the predominant student population. The economic future of the U.S. is inextricably linked to the capabilities of its work force. By 2018, 63 percent of all jobs will require some postsecondary education.

¹ http://nces.ed.gov/programs/digest/d11/tables/dt11_200.asp

Currently less than half the workforce holds an associate degree or higher level of education, creating a gap that calls for an additional 3 million credentialed workers².

Enrollment Trends

High School enrollments are declining. The gap in degree attainment cannot be closed by increasing the stream of high school graduates. Programs intended to expand the pool of college-ready youth will have some effect but will not come close to achieving workforce needs. The largest available population able to benefit from postsecondary education to meet these needs is the existing workforce and adults seeking to enter or re-enter the workplace³.

Our move into the knowledge economy requires higher order learning skills if the country is to remain competitive. The Lumina Foundation has outlined in its strategic plan a goal of increasing the proportion of Americans with academic credentials to 60 percent of the population up from the current level of 46.5% by 2025⁴. Projections through 2020 show that overall enrollment for students under age 25 will increase by 11 percent while enrollments of students over age 25 will increase by 20 percent.

Historical Factors Influencing the Role of Women

Women's entry into higher education has been integrally linked with economic and social factors. Five major factors have been influential in women's entry into higher education:

- Civil Rights Legislation
- Birth Control
- Higher Education Act of 1965
- Socio-economic shifts
- Emergence of information technologies

The Civil Rights legislation expanded individual rights. For married women this meant their own identity. They now had legal standing as an individual. Birth control provided women reproductive independence. They could now plan their family and make decisions around work and school more freely. The Higher Education Act of 1965 provided a funding avenue for women. They were no longer faced with a pay as you go means of gaining their education and they did not need the support of their husband for funds.

² Carnevale, A. P., Smith, N., & Strohl, J. (2010). *Help wanted: Projections of jobs and education requirements through 2018*. Washington, DC: Georgetown University Center on Education and the Workforce.

³ Hoffman, L., & Reind, T. (2011). *Complete to compete: Improving postsecondary attainment among adults*. Washington, DC: National Governor's Association.

⁴ http://www.luminafoundation.org/goal_2025/goal2.html

The early sixties were characterized by a number of socio-economic shifts. The baby boom generation was going off to college. The Vietnam War was causing political strife. Personal freedoms gained attention in a myriad of ways that were expressed in the media, dress styles and the social hype supporting the liberated woman. At work she was finding that new technologies were beginning to reshape her job. With these technologies she was finding new opportunities. Further education began to emerge as more than an interest; it was becoming a necessity.

Throughout history women have been challenged by socio-economic and cultural shifts. The industrialization movement opened work opportunities that took many women from farm to factory. In times of war, women have stepped in to take over male roles in the workplace and done very well. But social expectations change and those changes have shaped the role and expectations of women.

Profile of Female Enrollments

From 1970 to 1979, female enrollment increased by 66 percent while male enrollment only increased by 13 percent. This trend of increased enrollment has continued and first surpassed the enrollment of men in 1988. Women have also shown a higher degree completion rate than men by more than 10 percent. From 2011 to 2021, female enrollment is expected to increase 16 percent while male enrollment is expected to increase by 7 percent. It is undeniable that we will soon reach a point where the predominant higher education population will be women over the age of 25.

Economic factors remain the primary reason women choose to enter higher education. Survey results show they are seeking employment, or wish to enhance their employment with higher education. Many express that through their education they have gained personal satisfaction. An underlying consideration is the desire to fulfill a higher purpose. They want to be a role model for their children. They want to give back by taking on positions that address the needs of others. They want to improve the quality of life for themselves and their family.

Disadvantaged Women

Sixty percent of the adult women attending higher education institutions fall in the lowest 25 percent of the socio economic strata. This subset population makes up the majority of part time adult women students. They tend to progress by taking one or two courses as time and resources permit. The picture is not complete without looking at other factors. More than 60 percent of women students over 25 are 40 and older and more than 60 percent have dependent children. Of those who have dependent children, 70 percent are single mothers.

These are students facing many barriers to success. They are highly motivated but lack self-confidence. They see themselves as alone in their search to better themselves though

education. While they need direction, they do not readily seek guidance. They are afraid of failure but are afraid to ask for help. Overall, these students present low persistence and low levels of degree completion. It is this population that gives negative press to adult learners. If we are to achieve the level of degree completion deemed so critical to the economic success of the country, we must begin to address the needs of these students.

Educational Response

Educational institutions have made major advancements in increasing access to adult students through flexible scheduling and online education. Advisement has been enhanced and learning support resources have been expanded. While strides have been taken to address these key issues, they are still not addressing the core issues. To really gain a foothold in understanding these students, it is necessary to understand the back story that defines them and their status. Many are victims. They come from dysfunctional families, have suffered abuse, live in poverty, are divorced, have health issues and are struggling to meet family demands. While just one of these factors is limiting, many of these students suffer from more than one factor.

When you explore academic success among these students you see that many break the bounds that held them down. Those who do break through are transformed by their academic success. Their self-confidence blossoms, they progress in their jobs, or find new jobs that are more rewarding personally and financially and they gradually dig themselves out of the world that held them down. They bring others along with them. They are role models. They remain highly motivated, have a positive attitude and seek purpose beyond themselves. These are students that demonstrate an ability to manage their education, work, and family obligations in spite of the barriers before them. For those that succeed, most have had at least one strong supporter.

Lessons Learned

Testimonials from students who demonstrated success revealed a number of factors that served to improve their progress to degree. They noted that their entry into higher education was daunting. Many indicated they would have dropped out if it had not been for the support they received from an advisor, teacher or other interested party. Their sense of isolation and sense of loss was pervasive for the majority of students. These findings strongly support the need for early intervention. A key factor for these students was the need for a road map. They needed to know what was expected of them, what courses were required, how to make the best use of the schedule to stay on track and an understanding of all the “what ifs” along the way. A clearly defined degree plan that showed them where they were and where they need to go and how to get there was essential.

To keep on track they needed to know how they were doing. This was more than a grade earned. They needed comparative data. How were they doing as compared to others? What

were the standards of excellence and where did they stand in relation to those standards. They wanted validation that they were moving in the right direction. To this end, they sought out peers and developed peer networks that gave them support and further validation. Mentorship was seldom sought by these students yet highlighted as a strong plus when it occurred. These students' insecurity prevented them from seeking help in any more than a superficial way. Yet, when they found a mentor it was transformational for them. Many noted their mentors were an ongoing presence in their lives and continued to be there for them even when they had finished their degree.

Models of Success

Many of the students who submitted testimonials were women seeking their Bachelor of Science in Nursing. While they presented profiles that reflected a wide range of experiences, they presented some common consistencies. Most were late entry students who were looking for a stable job. Many began as licensed nursing assistants (LNA). Many found work in nursing homes or as home aides. As they grew in their positions they sought further education and went on to earn their associate degree in nursing and transitioned into a hospital setting and were now working to advance in their profession by completing the Bachelor of Science in nursing. The progress of these nurses requires completion of credentialing programs that are very prescriptive. Each level is well understood by the health care community and reflects levels of accomplishment and status within the field of nursing. These stackable credentials provide a clear pathway within the profession. Many expressed a desire to continue with their education at the master's level so that they could give back by teaching future nurses.

Educational Response

The educational community has responded to the needs of adult learner through a number of initiatives including the following:

- Expanding access through online learning options
- Offering stackable credentialing options
- Offering structured curricula with degree plans
- Providing social networks online and onsite
- Developing ongoing tracking protocols for student progress and
- Developing mechanisms to recognize success at different levels

What is missing in these initiatives is a broader understanding of the back story. What are the individual barriers that hold these students in place? How can we intervene early on to bring these students into the higher education community and support their progress to a degree? What steps can we take to structure the curriculum in stackable chunks to allow students to proceed at their own pace as time and resources permit? If we are to achieve the desired bachelor's degree attainment of 60 percent of the population by 2025 as proposed by

the Lumina Foundation, we need to recognize that adult women will be our predominant student population and that they are going to need special considerations aimed at their success.

Next Steps

If enrollment trends continue as they have, adult women will become the largest enrollment population in less than 15 years. It is likely that the profile of this population will continue to include a large number of “disadvantaged” women. Academic institutions need to address the barriers that impede these women in their educational pursuits if we are to be effective in reaching desired degree attainment goals. The development of an integrated student-centered focus is central to effective management of at-risk students. To reach these students it is important to understand the barriers that hold them in place. While early intervention, mentoring and advisement are essential, it is likely that success will require more structural changes in how we educate students. Highly structured, prescriptive programs that can be completed in segments may help these students build a solid base for continued learning. Many models are emerging with varying levels of success that are designed for the general at risk populations but few are targeted to women. The results of this initial study suggest further efforts targeted specifically to address at-risk adult women.

SYRACUSE UNIVERSITY SUMMER INSTITUTE FOR TECHNOLOGY-ENHANCED TEACHING AND LEARNING

Presenter: Michael J. Frasciello, Assistant Dean of Online Learning and Information Services, University College Syracuse University

The Institute is an intensive experience for faculty planning to teach online courses or incorporating instructional technologies in F2F courses. The program offers hands-on workshops focused on current topics and technologies, strategies and pedagogies.

Schools and colleges within Syracuse University are pursuing ambitious goals for increasing access and growing enrollment during summer sessions. As the schools and colleges operate with a fair amount of autonomy, concerns about faculty workload, support resources, available technologies, and course quality have complicated efforts to identify faculty willing and prepared to teach technology-enhanced courses (F2F, hybrid, and full online) during summer sessions.

To address the problems associated with identifying qualified faculty, University College, Online Learning Services (OLS), and the Office of Faculty Development collaborated to develop the Summer Institute for Technology-Enhanced Teaching and Learning (SITETL). The institute was designed to achieve three principle objectives: 1) Prepare faculty to use

basic and advanced instructional technologies in their courses; 2) Address pedagogical differences among online, F2F, and hybrid courses; alleviate concerns regarding online and hybrid delivery modalities; and 3) Build an expanding community of forward-thinking faculty.

The SITETL is an intensive experience for Syracuse University faculty members interested in teaching an online course or who want to make significant revisions in a face-to-face course to incorporate technology for teaching and learning. The week-long institute includes presentations and hands-on workshops focused on current topics and technologies, as well as strategies and pedagogies to support online and technology-infused courses. The institute is scheduled for two separate dates each summer to accommodate faculty schedules and to quickly build a cohort across various University academic departments. Marketing and awareness communications begin in January. This effort includes email notifications to faculty, announcements published weekly through the University's online news channels, social media messaging, and presentations to department chairs. As a division of the University's Information Technology Services (ITS), OLS works with the ITS communications manager to draft and distribute news and announcements. University College program administrators used their relationships with the schools and colleges to present the SITETL to department chairs.

Interested faculty members are required to formerly apply to one week-long session. The formal applications include a course description, learning outcomes, target enrollments, target student populations (adult learners, part-time students, majors, etc.), and narratives describing proposed uses of instructional technologies. The applications also include a statement of commitment from the faculty member and their department chair to offer the proposed course no later than the following summer session. Applicants are instructed that only new or dramatically redesigned undergraduate courses with target enrollments greater than 10 are considered for acceptance. A \$1,000.00 stipend is provided to compensate faculty for their time commitment. The stipend is paid after faculty submit a course project plan at the close of the institute.

Since its launch in 2012, 54 faculty members have been selected to attend the SITETL. At least one applicant from each school and college within the University is accepted in each cohort. Post-session evaluations indicate faculty have a more complete understanding of the University's support for basic and advanced instructional technologies, particularly technologies that are not yet fully developed or those that are expected to gain relevance in the next few years. Similarly, the course project plans submitted at the close of the institute illustrate faculty willingness to implement a variety of technologies (in the classroom and online) and to informally assess their impact on student learning outcomes. This was a critical outcome of the SITETL as it suggests that faculty members will (when trained, encouraged, and supported) identify effective educational technologies that promote active and engaged learning.

While it is quite easy to replicate the SITETL (or a similar faculty development model), organizations must be prepared to push for and realize four key institutional investments: 1) A top-down commitment to train faculty in the pedagogy of online teaching, course development, and technical skills needed to teach a technology-enhanced course; 2) A formalized instructional technology staff and resources in place to support technology-enhanced course development; 3) A mechanism to compensate faculty for additional work involved in technology-enhanced teaching; and 4) A forum and process to address faculty and institutional concerns about the quality of online, hybrid, and technology-enhanced courses.

'I DID IT! I EARNED MY COLLEGE DEGREE!': UNIQUE EDUCATIONAL SOLUTIONS FOR NON-TRADITIONAL STUDENTS

Presenter: Diana Hawkins, Academic Advisor and Instructor, SUNY Empire State College

A 70-year old college freshman; an Army platoon leader stationed in Afghanistan; a mom of two disabled toddlers; a former lifeguard paralyzed from the neck down. These actual student profiles illustrate one common fact: Non-traditional students have unique needs. As educators, it's our job to find solutions. Participants learned about an individualized degree planning process where credit opportunities including prior learning, military transcripts, college level preparatory exams, ACE evaluations, on-line courses, and more, all balanced together with student goals and interests to create fully-accredited, SUNY-quality degree programs. This presentation featured real student stories and sample plans that helped non-traditional students access quality educational opportunities and made a difference in their educational and life goals.

REACHING THE STOPPED OUT STUDENT, RECONNECTING THEM THROUGH DEGREE COMPLETION PROGRAMS, AND GETTING THEM GRADUATED

Presenter: Shelia Thomas, State University Dean, Extended & Continuing Education, The California State University

Summary: This session described the development and delivery of a multiple campus, collaboratively delivered, online suite of Baccalaureate programs (the Cal State Reconnect Programs) targeting stopped out students from across the 23 campus system. The presentation was relevant and of interest to institutions seeking to reconnect with and restart stopped out students; programs and departments focused on retention to graduation for high risk student communities; and those seeking to leverage technology, data, and analytics to

address the needs of the reconnecting student. The presentation focused on techniques for identifying and contacting stopped out students, coaching them through the application process, and getting them ready for a strong start in their program. The session also discussed student services, supports, and intervention points during the initial terms of the program. The program provided replicable best practices for student supports to encourage class to class retention and graduation.

In the California State University (CSU) System, campuses are receiving more applications from eligible students than they can accommodate. The CSU is caught between demand to attend the CSU system and a state budget unable to provide adequate funding to support the state's educational needs. In the near future California will have too few college-educated workers, yet higher education systems play a vital role in the future prosperity of the state. The current trend suggests that the state faces a near term shortfall of one million college graduates. Fully online program offerings across the CSU focus primarily on graduate and certificate programming. Preliminary data indicates there are approximately 17,000 eligible students (students who are in good academic standing and who have earned at least 80 units and who have not taken courses for minimum of one year and a maximum of two years).

The Reconnect program provides flexibility and multiple career pathway options for working adults with strong ties to the CSU system. The program maximizes utilization of existing units and provides additional credit options using CLEPP, DANES, Independent Study, Credit for Prior Learning with military students, and ACE credit guidelines. The program focus is students with at least 80 transfer units of which 40 or more units were taken at a CSU campus. To be eligible students must be absent from their campus and program for at least 15 months. Cal State Online provides individualized marketing and outreach to identified students and provides comprehensive website and marketing support so that potential students may self-identify for the program. The goal is to identify eligible students, provide a direct pathway to graduation, a degree that is closely connected with professional advancement and career development and that reconnects the student with the CSU System. The program is designed to initially promote cross departmental and cross campus collaboration to meet the needs of an underserved student community. Degree completion programs offer flexible scheduling, accelerated terms (8 week terms; 6 terms a year), flexible credit options, and close connections between coursework and the workplace. Cal State Online provides individual marketing and outreach to eligible students identified by their campus, along with comprehensive website and marketing support so that potential students may self- identify for the program.

In addition to student service professional advisors, the program utilizes professional coaching, motivation and other support as needed to ensure completion. A dedicated coach stays connected with each student through their third term in the program. There are additional support roles for academic advisors, coaches, faculty, program director and tutors. The program provides online courses and tools that are redesigned and customized for the

Reconnect student community. Procedures for measuring course quality reside with each contributing campus that the courses originate from, rather than within Cal State Online. Each department and campus identifies faculty to redesign and customize each course for this specific student community. Centralized and comprehensive student support is a keystone of the CSU Reconnect Program. Cal State Online encourages and supports faculty use of open source and digital textbooks to further reduce material costs and to encourage provision of all course and materials within the course shell. It is important to design the curriculum to improve retention by focusing on work and career relevance, professionalism, case studies, and incorporating the workplace in class projects. It is also important that prospective students never receive a rejection letter. The CSU is currently collecting data on persistence rates and how to stay connected with students who are admitted but never begin the program.

BEYOND QM: ENSURING ONLINE INSTRUCTIONAL EXCELLENCE

Presenter: Brian Fleming, Senior Analyst, Eduventures

Online educational quality assurance tends to focus on design, but we suggest measuring instructional effectiveness is equally critical. In this hands-on session, participants used and debated a process for assessing instructional effectiveness online.

ACCELERATED PROGRAMS QUALITY STANDARDS RESEARCH

Presenter: Royce Ann Collins, Associate Professor of Adult Education, Department of Educational Leadership, Kansas State University

In 2011, the Council for Accelerated Programs developed nine quality standards for accelerated programs in higher education. Research results from visiting and evaluating programs across the U.S. were discussed at this session.

In 2011, the Council for Accelerated Programs developed and launched nine quality standards for accelerated programs in higher education. Over the past two years, this researcher traveled to different higher education institutions across the U.S. to gather data according to the quality standards and complete program reviews. The Quality Standards of Accelerated Programs for Higher Education and how institutions have rated according to the standards were presented.

The quality standards of accelerated programs are divided into nine areas encompassing administration and leadership to student services. Each area is fleshed out with benchmarks

for institutions to measure their performance. A brief overview of the nine areas is listed below:

1. **Program Mission and Integrity:** The program has a mission statement that reflects an educational philosophy, goals, purposes and general intent for its adult accelerated programs and clearly complements the institutional mission.
2. **Leadership and Administration:** The program's leadership and administrative structures are sufficient, appropriate and stable for accomplishing the program's mission. In addition, the institutional leaders demonstrate a commitment to, and embrace the concept of, accelerated adult learning models.
3. **Educational Offerings:** The degree programs offered are consistent with adult learning theory, the institution's mission, and student and stakeholder needs. They demonstrate academic rigor and congruence between learning objectives and outcomes. The program provides diverse learning experiences that incorporate the characteristics and contexts of adult learners while meeting established academic standards.
4. **Assessment and Program Evaluation:** The program provides evidence of continuous assessment of its various components to ensure the maintenance of quality, the assurance of accountability, and the achievement of desired outcomes for its future development and improvement. In addition to the continuous assessment of learning outcomes, the program evaluates academic programs on a systemic basis, using longitudinal data, to ensure quality in all aspects of the program.
5. **Faculty Appraisal, Support and Appreciation:** The accelerated program's curricula is developed, delivered, evaluated and facilitated by qualified, appropriately credentialed, professionals. The program's faculty share a commitment to serve diverse adult learners in an accelerated format and have the attitude, aptitudes, knowledge, and instructional skills to facilitate and assess the learning of these students.
6. **Student Support Services:** Reflective of the institutional and programmatic mission, the program provides student support services appropriate to adult student strengths and needs, which are readily accessible regardless of place or delivery format.
7. **Planning and Resources:** The program conducts ongoing planning and resource allocation based on its mission and uses the results of its assessment activities for program renewal.

8. **Facilities and Auxiliary Services:** Facilities and auxiliary services necessary for the successful achievement of the program's mission are readily accessible, available and responsive to program students, faculty and staff at all locations.
9. **Program Marketing and Recruitment:** The program demonstrates knowledge of student and market needs to ensure the continuing relevance of education programs and services. Recruitment practices are within the standards identified by current legislation, accreditation, and regulatory guidance.

From the reviews, institutions have met or exceeded the standards on six different sub-categories within the standards. The areas in which programs excelled included: 1) accelerated program leadership reporting directly to the university's chief academic officer; 2) accelerated administrators are active members on standing university committees; 3) courses take into consideration the characteristics of the adult learner; 4) Prior Learning Assessment is a strong feature; 5) student-centered marketing and recruitment policies and procedures were active; and 6) facilities and classroom technology are up-to-date and accommodating of the adult learner.

There were also areas where most of all institutions reviewed did not meet the standard or failed to address the subcategory. The weakest area across institutions was program-learning assessment. Assessment plans did not exist, data was not being collected, or data was not being used to improve the degree programs. The additional areas included: 1) there was no investment in their human capital by providing orientations or training for their staff about the adult learner; 2) the credit hour definitions did not exist or there was no attempt to align with the institution's credit hour definition; 3) program reviews were not being conducted; 4) curriculum was not structured to meet the needs of using an adjunct population; and 5) faculty development programs did not exist or minimally involved an orientation to institutional procedures.

This is an on-going research project. The author continues to review accelerated programs as outlined by the Quality Standards. From the review, institutions receive a thorough report that can be used to improve the programs as well as for documentation for an external review. Accelerated programs interested in participating in this research or having a review of their accelerated program should contact the author.

THE MANAGEMENT AND DELIVERY OF ELECTRONIC COURSE MATERIALS TO STUDENTS

Presenter: Bruce Schneider, Director of Sales Engineering and Analytics, Ambassador College Bookstores

This session explored changes in how course materials are managed, delivered, accessed, and utilized by students within the school's learning management system. Participants discussed student collaboration tools, teacher annotation tools, and engagement metrics.

EFFECTIVE EMPLOYEE RELATIONSHIPS AND PRACTICES

Presenter: Sallie C. Dunphy, Educational Consultant and Part-time faculty, The University of Alabama at Birmingham

Summary: Effective management of employees means learning as much as possible about employees' communication skills, learning styles, career goals, and how they like to be managed. Participants learned how to utilize an employee survey that can be a valuable tool.

Would you hire an employee that you know nothing about? Every person brings a unique set of life experiences that contribute to their knowledge, skill, abilities and talent. It is the employees' similarities and differences that make up the group. Diversity is woven into every aspect of the organization. The less you know about your employees, the greater the risk of the organization not being successful. A resume tells you education and training, past experiences and positions, and honors and awards. The candidate may look good on paper, but effective management of employees means learning as much as possible about the employee's communication skills, learning style, time and productivity management, career goals, and how they like to be managed. This can be done in an early guidance meeting of a new hire. In essence, you re-interview the new employee after hiring them. Developing an employee survey can be a valuable tool to an effective relationship with an employee. In this session, participants learned how to create a management guidance interview. This tool will help you make quick and meaningful decisions about the employee. Types of questions include their expectations and goals, how they like to be managed, how they learn, what kind of recognition they need for achievements, how they manage their job duties and time, and what motivates them.

Robert Half International (RHI) reports that in a study of 1,400 chief financial officers interviewed, 95% said laggards can bring down the office spirits. Chief Executive Max Messmer states "Bad hires are costly, not just for the drain they place on the budget but also in terms of lost morale, productivity, and time." Managers spend almost a day a week

dealing with slackers. The Slacker doesn't pull their weight and does a great job of attaching it to their bosses. The slump creates distraction with employees and more time off taken. The next phase in effective employee management is to conduct employee self-evaluations prior to the annual performance appraisal. One month prior to the annual review, the employee should be given a self-evaluation form where they can assess their strengths, noteworthy accomplishments, areas for improvement and growth, advancement goals and assistance needed, and provide general comments. This gives the manager some tips to analyze and feedback to consider for the appraisal regarding the employee's past year in the organization and future. The early effort on the part of management to understand the employee is important for success. An organization's ability to recognize and embrace similarities and differences facilitates increased organizational performance.

ENGAGING, RIVETING, INSPIRING LEADERSHIP! HOW TO IMPROVE YOUR PRACTICE AND BRING EXCITING NEW SKILLS TO YOUR CE LEADERSHIP STYLE

Presenter: Lisa R. Braverman, Associate Provost for Adult Programs and Outreach, Long Island University

Innovative leadership is not an automatic given. Becoming a "good to great" leader requires self-reflection, reading, and the determination to improve one's practice in order to become the best leader one can be. This session reviewed some dynamic and effective leaders and identified the characteristics of highly successful leadership styles. Participants were engaged to reflect upon their own styles of leadership and determine how they might best enhance their practice. The demands of continuing education leadership in specific were reviewed: entrepreneurship, fiscal acumen, supervisory skill, trend analysis, innovation, and other qualities that are necessities for CE leaders.

WHICH ONE WORKS? COMPARING THE EFFECTIVENESS OF ONLINE MARKETING CHANNELS

Presenter: Jon M. Horn, President, JMH Consulting, Inc.

Facebook, LinkedIn, Google Adwords, Display, Bing. More and more departments are using such online channels as part of their core marketing strategy. However, there are many questions about the effectiveness of each marketing channel in attracting leads and students. This presentation reviewed the most popular online marketing channels using actual (anonymous) data from schools. Presenters discussed the effectiveness of each channel in

generating awareness, leads, and enrollments. Attendees left with a better understanding of which online marketing platforms are most likely to add value to their programs.

TELLING THE STORY OF INSTITUTIONAL ACHIEVEMENT THROUGH THE QUALITY ASSURANCE PLAN

Presenters: Douglas L. Flor, Director, Academic Quality Assurance, College of Professional Studies, Northeastern University; Bill Boozang, Executive Director of Graduate Campuses & Quality Assurance, College of Professional Studies, Northeastern University

The process of implementing a systematic, comprehensive, quality assurance plan is one that needs to be reframed from a torturous uphill battle that few want to do into an adventure that results in the telling of a great story about the programs and universities we represent. So how does one set out on an adventure worthy of telling a great story? And what does one need in terms of planning and preparation to make the adventure worthy of being told? This presentation examined the elements of the great story in terms of planning for a successful quality assurance experience.

PERFORMANCE BENCHMARKING FOR CONTINUING, ONLINE, AND PROFESSIONAL EDUCATION LEADERS: RESULTS FROM THE 2013 ACHE-EDUVENTURES BENCHMARKING STUDY

Presenters: Gerald DiGuisto, Managing Vice President – Research & Data, Eduventures; Brian Fleming, Senior Analyst, Eduventures

The performance of continuing education divisions has never mattered more. State, federal, and accreditor agencies are keen to measure adult learner degree completion in order to raise the educational attainment of their citizens and keep the U.S. workforce competitive. The annual ACHE-Eduventures benchmarking study provided tools and information continuing education managers needed to clearly define what aspects of performance mattered most to them and to make crucial decisions based on relevant data and industry comparisons. This session presented an analysis of this year's results, with comparisons to previous years, focusing on outsourced services, evolving staffing needs, program portfolio optimization, retention and completion, and marketing and technology outlays for both credit and non-credit programs.

For the second year, ACHE and Eduventures partnered in 2013 to gather key performance indicators and benchmark data for continuing, online, and professional education units from participating institutions. The ultimate goal of this initiative is to develop a longitudinal

dataset that continuing education leaders can use to evaluate their financial, marketing, program, and staff performance against peers, identify best practices, and drive continuous improvement in their operations. This year, 23 units – 14 from public and 9 from private institutions – participated in the study, providing a diverse and broadly representative sample. During the final presentation of this data at this year’s Annual Conference and Meeting in Lexington, KY, participants also shared insight on ways to improve this study moving forward.

Highlights from this Year’s Presentation

Our discussion of this year’s results focused on three areas: a) benchmarks for operating costs and course development; b) key indicators for financial, staff, and marketing performance; c) broader reflections on the benefits, limitations, and outcomes of benchmarking. Additional discussion during the presentation segmented these results by institutional type and by non-credit and for-credit offerings.

Key findings and insights included:

On operating costs and course Development (reported at the median),

Participating CE units report that they return, at the median, 11.5% of their annual revenue to their institution’s central administration.

73% of participating institutions compensate staff for developing new courses. CE units reported a median average compensation rate of \$2,068 per course. A plurality of participating institutions pays more for the development of online courses than for face-to-face courses.

On financial, staff, and marketing performance (reported at the median),

CE units participating in the study report a median rate of revenue per enrollment of \$506 and median profit of \$129 per enrollment. At the upper range, the highest reported profit per enrollment ratio was nearly \$600.

Participants report a median of 48.3 unique students (i.e., headcount) per full-time equivalent staff person, not including faculty. At the 75th percentile, participants report a headcount to staff FTE ratio of 190.2, suggesting wide variability in staff efficiency.

Among participating CE units, the median revenue level of return on each dollar spent on marketing of all types is \$41. More productive marketing units in the sample report a ratio of \$80 in revenue for each dollar spent on marketing. At the median, CE units are spending \$65 per inquiry and \$896 per new start.

Reflections on benefits, limitations, and outcomes of benchmarking

A longstanding practice for continuing, online, and professional education units, benchmarking offers foundational insight from which to base short-term operational decisions and long-term strategy. Benchmarking fosters alignment with industry best practice, coherent decision-making, and continuous improvement. In a context of heightened competition, regulatory scrutiny, and increased expectations for quality and efficiency, benchmarking efforts are more critical than ever before.

Benchmarking efforts are difficult for many units to participate in and even hard to sustain over time given limitations in areas such as data collection itself, time and staff constraints, and competing priorities. Even limitations to the practice itself have come into question—for instance, how productively to compare the work of different institutions and institution types, how to cohere metrics across units with sometimes vastly different practices and priorities, and how to account for the dramatic impact of technology, online learning, MOOCs, and other innovations over time.

Benchmarking, nonetheless, is useful in so far as it permits for greater collection and curation of data, demonstrated efforts for accountability and transparency, engagement with the broader higher education community, and for more data-driven and customizable analysis around key areas for performance improvement. While participants agree that this or a similar effort should continue, this year's study begs the question: *where do we go from here?*

Moving Forward

To best frame future iterations of this study, this year's presentation facilitated conversation among participants on the benefits and challenges of benchmarking itself and on how best to move forward with this or a similar kind of study.

Three insights we gained from this conversation:

“While useful, the data is still difficult to collect and curate over time.” Participants generally agreed that while “data-driven” approaches to continuous improvement are beneficial (in fact, this is quickly becoming the industry standard), determining and reporting certain data points particularly in the areas of operations and finance can be difficult for a variety of reasons. Staffing metrics, for instance, are challenging given the complex nature and reporting structure of organizations which make these metrics even more difficult to report coherently and in a manner appropriate for a comprehensive study such as this.

“Changes in leadership make reporting difficult over time.” Many institutions have undergone significant changes in recent years in roles, responsibilities, and reporting structures which has resulted in uneven participation, limited buy-in among leaders, and

mixed reactions to the usefulness of this study among key decision makers. Some participants shared that given recent turn-over in their units over the past year, personnel tasked with managing this project were either unable to complete their tasks or re-directed to other projects and priorities, hindering participation and engaging with this study. We suspect this and other challenges indicate broader trends that will hinder productive engagement in a comprehensive study such as this moving forward.

“Where to go from here.” While this year we continued efforts to streamline this study, participants agreed that even more effort is needed to make this process easier to complete, more succinct, and more focused on benchmarks that units could more readily put into action. Possible iterations of this study could focus on single areas of concern such as course development, marketing spend, or (while indeed challenging) operations and staffing; or, take a more thematic approach by combining related categories and drawing broader conclusions around key areas of concern for continuing, online, and professional education units. Possible topics could include cost-reduction, transparency and accountability, or instructional excellence. In essence, however this study evolves, participants in this project agree that the industry would benefit from greater depth in a few key areas rather than breadth across many areas.

STACKING THE DECK FOR 2020 -- CONFIRMING & TEACHING TO TALENTS NEEDED FOR BUSINESS SUCCESS

Presenters: Diane C Buckley-Altwies, Chief Executive Officer, Core Performance Concepts, Inc.; Nancy Salzman, Dean of Extended Education, Brandman University

Continuing Education departments are in the business of improving the skills of individuals working in industry and those seeking employment. CE departments that can demonstrate student competencies can gain market share and improve business outreach.

Continuing education departments across the country are at a crossroads. They are being asked to play a bigger role in the overall growth and financial stability of their university, while the needs of business are changing and may not be aligned with the curriculum historically provided. Additionally, our government is pressuring higher education to move in new directions with respect to education delivery modes in order to make “competency-based education the norm within the next decade”.

Extended Education divisions are challenged with determining which skills are needed across industry sectors and then to define how the students will demonstrate competency to match the industry needs. How can we offer education and training to better fit the needs of

business stakeholders? There are basically four components to keep in mind in order to address these needs.

1. Align competencies with employer identified needs
2. Provide demonstration of mastery
3. Reduce time to result
4. Create affordable educational options without sacrificing integrity and quality of the product

How do we determine what a student must master in order to be set for success along identified career paths? How do we define the competencies required? Just a few of the several tools available include:

- Advisory boards providing the voices of the stakeholders
- O.NET
- Department of Labor Competency Pyramids
- Bodies of knowledge represented in professional certifications
- Bureau of Labor Statistics
- Demand analysis subscription tools
- Job descriptions on such sites as Monster, Indeed, LinkedIn, etc.

In addition, don't underestimate the value of partnering with a professional organization or training organization in the space being addressed. These potential partners have focused in on specific industry sectors or business functional areas, and the great organizations keep ears and eyes on the evolving workforce needs and understand the best practices in addressing these needs at the business themselves.

With your team pulled together, armed with the needs of industry, the ultimate tool is Bloom's Taxonomy. Everything we do must align with the levels defined by Bloom – Remembering, Understanding, Applying, Creating, Evaluating & Analyzing.

Let's walk you through the process of building a program aligned with business stakeholders' needs, and let's use an example of a project management program. Our first step is to define the behavior or ultimate goal. Do we want the student to be introduced to project management, or do you want them to achieve their PMP certification?

Our second step is to define the competencies, or the “Can Dos”. For the project management profession there are 10 knowledge areas for a student to learn. We will discuss one of these knowledge areas of Communication. For an entry level student, we want him/her to be able to identify and interview stakeholders and document findings in a stakeholder register for the project. A more advanced student would be required to create a communication plan in addition to the stakeholder register and determine the best communication plan for each stakeholder.

The third step is to develop the learning activities. For each “Can Do”, one or more activities should be defined to assist the student in learning and mastering the competency at the level defined. In our example, the entry level student might be taken through a simulation that would have him/her make determinations as to information for the stakeholder register, while the advanced student may work through a much more complex simulation making decisions that will ultimately result in a communication plan and explanation as to why some stakeholders require more or less communications. As each student answers various questions mimicking real world situations, feedback is provided as to the ramifications of the decisions made by the student, guidance as to next steps, etc.

Finally we must be concerned with determining the appropriate assessments to demonstrate mastery. In our example, maybe the entry level student would be graded on the completeness of the stakeholder register while the advanced student may have to present the communication plan as well as complete a multiple choice exam and achieve a passing grade of 80%.

In summary, when we talk about competencies, we are not talking about anything new. The change is that industry is asking for proof and transparency in student’s capabilities. The challenge facing us is that we have to be more diligent in planning courses and assessing student performance down to a very granular level. Instructors creating your content and/or delivering the courses, must understand the requirements. It does take more time to connect the dots.

CHOCTAW U: CREATING ACADEMIC PATHWAYS THROUGH NATIVE AMERICAN AND HIGHER EDUCATION PARTNERSHIPS

Presenters: Jack Hedrick, Choctaw U Program Manager, Choctaw Nation of Oklahoma; Rebecca Parker, Curriculum Designer, Choctaw Nation of Oklahoma; Aaron Adair, Assistant Dean of Distance and Adult Education, Southeastern Oklahoma State University; Robin Plumb, Director of Academic Services, Southeastern Oklahoma State University

The founding representatives of “Choctaw U” explained the process of academic collaboration for adult learning between the Choctaw Nation of Oklahoma and Southeastern Oklahoma State University.

HOW TO IDENTIFY, IMPLEMENT AND EXPAND HIGHLY PROFITABLE EDUCATIONAL PROGRAM PARTNERSHIPS

Presenter: Ray Broderick, Cambridge Educational Services

In the midst of increasing budgetary, staffing, and programming concerns, continuing higher education personnel must make key partnerships to ensure that they reach the 60% of U.S. working-age adults with no college degrees. By utilizing key partnerships, continuing higher education personnel can attain student success and measurable results. This session provided the unique practices used by rapidly growing continuing education programs in order to stay ahead.

KEY ELEMENTS OF GLOBALIZING YOUR CAMPUS

Presenters: Mike Schroder, Dean, Extended Learning, California State University, San Marcos; Josh Pennino, National Sales Director, Continuing Education Business Unit, Jenzabar

California State University San Marcos is globalizing their campus, examining enrollment data differently, and incorporating it into a strategic plan. Session participants learned how the right mix of international students can enhance the curriculum and learning experience.

HELPING STUDENTS PREPARE FOR ONLINE COURSES

Presenters: Dr. Dianna Rust, Associate Dean for University College, Middle Tennessee State University; Rodney Robbins, Manager for Distance Learning Student Service for University College, Middle Tennessee State University

This presentation shared some of the techniques and demonstrated some of the tools used by MTSU’s Distance Learning Student Services department to prepare students for their online courses. Participants were asked to share their best practices.

Middle Tennessee State University’s (MTSU) University College has been tracking student success in online courses for many years and since 2008 has improved the percentage of

students who complete online courses with a passing grade and reduced the number of withdrawals from online courses. Some of the procedures, techniques and tools that have been implemented will be discussed. At the end of the session, participants also had an opportunity to share the best practices at their campuses and these are listed in Table 1.

Student readiness tools, orientation, and student support are three ways to increase student success in online courses according to Harrell (2008). The presentation provides information on how MTSU is using all three of these to increase student success in online courses.

Distance Education Student Services (DESS) is the administrative unit directly responsible for online student services. This unit administers advising, distance education testing, online orientation, tutoring, and is the central point of contact for online students. In addition they are the unit that conducts student surveys, collects and analyzes data and makes recommendations for improvement. DESS also maintains and updates a comprehensive Student Services web site (<http://www.mtsu.edu/students>) that provides a one-stop shop resource for online students.

Before the semester begins, DESS sends each student a welcome email which includes essential information about logging into class, textbooks, technology requirements as well as links to a tutorial for the learning management system and access to a sample online course. The sample online course is housed in the learning management system (LMS) and introduces students to the type of assignments that they will be required to complete, introduces the student to the LMS tools and navigation, and familiarizes the student with the technical and computer skills that will be needed to complete coursework. Other pre-semester activities that students are encouraged to participate in include an Online Readiness Quiz (www.mtsu.edu/universitycollege/distance/distance_test.php). When the student completes the quiz they are provided feedback which indicates either that based on their answers distance education courses may or may not currently be the best option for them. If their responses indicate that they are not prepared for distance education courses, the student is encouraged to discuss the results with an advisor, and the tool can be used by the advisor to help guide the student into appropriate course selection.

In addition, prior to the semester beginning, if an online student has not registered for the following term, the DESS office contacts them to see if they can assist with any registration issues. DESS also contacts students who have not paid so they can prevent the student from getting their schedule purged due to non-payment.

Any new student (freshman or transfer) is required to complete an online orientation (www.mtsu.edu/universitycollege/distance/distance_test.php) prior to registration and is provided information about the orientation by their advisor. At the end of the orientation the student submits a form online, and then is cleared to register. The online orientation is interactive; provides information on time management and study skills required for online

courses; introduces institutional policies, procedures, and resources; provides information on the technical and computer skills that will be needed to complete coursework, etc. This online orientation requirement is supported by Jones (2013) who found that implementing a mandatory online orientation improved retention in online courses as well as decreased the number of tickets entered by the Online Help Desk during the first two weeks of the semester.

At the faculty member's or academic department's request a permit is placed on the online course, and students must first request permission online (<http://www.mtsu.edu/universitycollege/distance/pod.php>) and receive permission to register for MTSU online classes. Permits are required for all Regents Online Degree Program courses (www.mtsu.edu/form). This form provides students with important information about the cost, log in, textbooks etc. associated with these courses.

Several researchers have found that a sense of isolation impacts many online students and can result in withdrawal from the online environment (Kanuka & Jugdev, 2006; Angelino, Williams, & Natvig, 2007). To combat this during the semester, DESS also connects with students via social media such as Facebook and Twitter. Two Facebook contests have been very successful at generating student responses. The first asked students to post why they like online classes. The second contest asked students to tell us the location where they were "taking" their MTSU online classes and post a photo. Responses were posted as close to campus as a dorm room and as far away as several overseas locations. Students who posted were entered into a drawing for MTSU gear. In addition DESS sends out periodic emails to students reminding them to utilize tutoring services, schedule midterm and final exams, etc.

The DESS office also contacts, by email and phone, students who are not engaged in their online courses. Instructors are required to submit Academic Progress Reports within the student information system during the first 14 days and at mid-term. The student receives an automatic email to their MTSU email and then an advisor follows up with students who have unsatisfactory academic progress reports. These steps not only provide valuable information to the student but also help to reengage the student.

Finally additional support is provided for academically at-risk students. Registration holds are placed for students with a low GPA and are removed once the student receives academic advising. A Probation Advising for Academic Success (PASS) program began this fall for students who are on probation. In addition to three required meetings with advisors (online, in-person or phone), the student must complete an online workshop, self-assessments, goals worksheet, and goal setting worksheet. These documents are reviewed during advising sessions.

In addition to the reduction of student withdrawals from online classes, the most recent Distance Education Student Satisfaction survey revealed that 96.8% of respondents indicated that the provision of learning resources for distance students was adequate for their needs.

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Table 1

Ideas for Online Students for Success Shared by Session Attendees

(for more information, contact the institution listed)

Name	Institution	Practice
Carla Ballenger	Indiana University East	Online free tutorial course-not required but recommended
Julie Shankle	Florida Institute of Technology	Online open house
	Florida Institute of Technology	Live OIS Orientation
	Florida Institute of Technology	Student bloggers
Jeannine Hanes	Penn State University	Online transitions college and career prep
Jeannine Hanes	Penn State University	Graduation reception the Friday before graduation
Shawn O'Riley	Adelphi University	Advisors have access to admissions and financial aid systems so they can answer top line questions
	Adelphi University	At risk students go on a probation contract that limit

		credits and require specific GPA performance.
Carla Warner	East Tennessee State University	Review online learning during advisement session to make sure it is a good fit.
Mike Frasciello	Syracuse University	Issue student identification cards and send with a welcome package
Natalie Nickol	Northern Kentucky University (NKU)	Online chat during daytime hours
	NKU	Monthly newsletter and contest; use blog
Gina DeWard	Northern Kentucky University (NKU)	Blackboard organization for online learners
	NKU	Live information sessions online or phone
	Unknown	Searchable web directory of LMS functions for online students
	Unknown	Prior to admissions: Get reminders every 2 weeks about completion of application

OPENING THE DOOR FOR NON-TRADITIONAL STUDENTS: BUILD A DIRECT EDUCATIONAL PATH FROM INDIVIDUAL CONTRIBUTOR TO A MANAGER IN THE WORKPLACE

Presenter: Jane LeClair, Dean of the School of Business and Technology, Excelsior College

This presentation provided a detailed description of an innovative educational model specifically designed for adult learners and implemented by a non-profit online institution. This model of education equips successful students to further their careers through enhanced knowledge, understanding, and application of what was learned to their work environments. At the core of this model is advising and student service that enable students to access different forms of learning that meet their individual needs.

There has been an increased focus in the past decade on workforce development, education and training for essential skills. This has led many to believe that more advanced credentials, including a post-secondary degree, has become more essential than ever for success in the workplace. Unfortunately, many adults do not have the opportunity to attend a traditional college due to the demands of personal and work commitments. Enlightened colleges and industries have come to realize that these adult learners have different needs and are now working together to structure clear paths for the non-traditional learner.

This presentation provided a detailed description of an innovative educational model specifically designed for adult learners offered by a non-profit online institution. This model

of education equips successful students to further their careers through enhanced knowledge, understanding, and application of what was learned directly to their work environments.

At the entry level, the associate business programs provide the fundamental business and management knowledge and training to prepare the student with the required knowledge and skills to become an effective contributor in the workplace. After finishing their two year associate degrees, students can move forward to an IACBE accredited four-year degree in business. As the students are progressing to the management level, an MBA degree with specialized concentrations in seven different areas, such as cyber security management, human resource management, human performance technology, leadership, technology management, and social media management will prepare the students with managerial skills and knowledge to set them apart from their peers in the workplace.

In the highly technical environment that we currently live in, more and more emphasis is being placed on finding employees that are skilled in technical areas. Many of our students come to us in our ABET accredited Electrical Engineering Technology and Nuclear Engineering Technology programs, as well as in the computer sciences. Excelsior College's five cyber security programs were certified to meet all six National Security Agency's Committee on National Security Systems (CNSS) Training Standards.

- Information Systems Security (INFOSEC) Professionals (NSTISSI 4011)
- Senior Systems Managers (NSTISSI 4012)
- System Administrators (SA) (NSTISSI 4013)
- Information Systems Security Officers (NSTISSI 4014)
- Systems Certifiers (NSTISSI 4015)
- Risk Analysts (NSTISSI 4016)

Excelsior College has also opened the National Cybersecurity Institute (NCI) in Washington, D.C. This institute is dedicated to assisting government, industry, military and academic sectors meet ever mounting cyber security challenges. At NCI a unique team of cyber security work with these sectors to ensure the programs are kept at the cutting edge.

Taken together, Excelsior College offers unique learning opportunities and paths for the non-traditional adult learner to obtain a college degree in an age where college credentials are a necessary stepping stone to success. Since 1971, Excelsior College has operated under the philosophy that "It's what you know, not where you learned it that is important". Using that philosophy, the college has awarded more than 150,000 degrees to deserving students from across the United States and around the world.

CCO-BLENDED: ADDING A BLENDED OPTION TO A PROGRAM OF TOTALLY ONLINE COURSES

Presenter: Timothy R. Sanford, Associate Director for Credit Programs, Friday Center for Continuing Education, University of North Carolina-Chapel Hill

UNC-Chapel Hill offers totally online, asynchronous courses through Carolina Courses Online (CCO). We are adding an option for some CCO courses to be offered as blended. This session discussed the process of adding the blended option.

This paper discusses the on-going process of adding a face-to-face option to a program of totally online, asynchronous courses offered as Carolina Courses Online (CCO) through the Friday Center for Continuing Education at The University of North Carolina at Chapel Hill. CCO courses were first offered in 1997 and have always been totally online and asynchronous; approximately 75 CCO courses are offered in each of three semesters annually with a total enrollment of approximately 4,000 students. Recent research (for example, Distance Education Report, Vol. 14, No. 12, June 15, 2010, pp. 1 & 7) has suggested that blended courses are more effective than those that are totally online (or those that are totally face-to-face), so a blended option is being pursued. Offering CCO-Blended courses will make a difference in practice, pedagogy, and people.

All CCO courses are regular courses offered in the classroom by academic departments at UNC-Chapel Hill. The academic departments decide which of their courses to offer as CCO courses, and they decide which instructors will teach the courses. They all carry academic credit, show up on a student's transcript just like any other UNC course, and are counted in a student's GPA and towards graduation. Nearly all CCO courses are lower level (first two years of college) and there is no degree offered through CCO courses. CCO-Blended is a pilot project with 3-5 courses to be offered. We used an 80/20 guideline to help instructors know how much face-to-face content should be included in each course (20%). Students taking CCO courses are divided between full-time UNC students who take one CCO course along with their other load of face-to-face classes on campus and other non-traditional students who are taking CCO courses for a variety of reasons.

We wanted to make sure there was a market for CCO-Blended courses among those non-traditional students who were not enrolled at UNC-Chapel Hill and living in the area. We looked at enrollments in CCO courses over a few semesters, and we found that nearly 50% of students taking CCO courses lived within an hour's drive of Chapel Hill and this excluded those students living in Orange County where UNC is located. These data supported our belief that adding some face-to-face work would not limit CCO-Blended courses to only UNC students.

Eight instructors expressed an interest in doing a CCO-Blended course, but only six resulted in actual proposals. We accepted five proposals and the CCO-Blended courses are:

- Critical Thinking, PHIL 105
- Introduction to Jazz, MUSC 145
- Regional Sociology of the South, SOCI 115
- Religious Things, RELI 236
- Social and Economic Justice, SOCI 273

Two of these will be offered in spring 2013, two in summer 2013, and one in fall 2014. We are not developing any other CCO-Blended courses at this time until we see outcomes from the existing five.

Issues that came up in the proposal process were about the face-to-face portion of the courses. Some instructors wanted to know what 20% of the course meant in terms of them planning their syllabus. Did that mean one three hour face-to-face class in a semester? We said there was no hard and fast rule, but that with the typical 15 week semester, roughly, 20% would mean that they could plan some sort of face-to-face event for three of those weeks.

Other instructors had a bit of difficulty with the idea that the face-to-face portion of the course should be something that could not be done in a 100% online class. For example, the instructor who proposed the Jazz course simply wanted his students individually to attend some jazz concerts being offered on campus during the semester. When we pointed out that students could do that in an online course and the idea behind face-to-face was to add something where the class had to gather as a group, he quickly caught on. Now he has the entire class attend a couple of jazz performances together followed by a discussion session immediately following the performance. In one of those sessions, the instructor has arranged for one of the musicians from the jazz group to join the discussion.

Space for the face-to-face sessions was also raised by some instructors. Some assumed they could use space at the Friday Center since we are a conference center, but that is not an option. Once we made it clear that space on campus in the evenings needed to be scheduled just like a regular face-to-face course, it seemed to resolve questions, although only the two courses scheduled for this spring have had this issue so far.

All in all, the issues of getting the CCO-Blended courses started were less than we had anticipated, but, of course, the semester doesn't begin until January. We expect to have to deal with some confusion from students who don't realize that one or more trips to campus will be necessary when they sign up for one of the CCO-Blended courses, but we're trying to

make clear on our website, in our course descriptions, and in the registration process that these courses are different.

Expectations are high for these new courses to be successful. Success includes several facets. First is that the courses achieve their objectives and the face-to-face portion does add value to an online course. Second is that some students are attracted to CCO-Blended courses who were hesitant to sign up for a pure online course. Third is that some faculty will want to offer a CCO-Blended course who were not comfortable offering a pure online course. And, finally, success will be achieved if campus attitudes toward online courses are improved with the addition of the blended option. Expectations are high!

MILITARY STUDENT SUCCESS INSIGHTS FROM THE INSIDETRACK/NASPA SURVEY OF MILITARY AND VETERAN-SERVING INSTITUTIONS

Presenter: Dave Jarrett, Vice President of Marketing, InsideTrack

Session presenters discussed findings from a joint survey of military and veteran-serving institutions conducted by InsideTrack and NASPA, Student Affairs Administrators in Higher Education.

A HIGHLY COLLABORATIVE APPROACH TO STRATEGIC ENROLLMENT MANAGEMENT: USING A DATA-DRIVEN APPROACH TO ASSESS ENROLLMENT AND CURRICULAR STRENGTH OF ADULT EDUCATION PROGRAMS

Presenters: Kelly Otter, Associate Dean for Graduate Academic and Faculty Affairs for the College of Professional Studies, Northeastern University; Dee Masiello, Assistant Dean, Graduate Academic and Faculty Affairs, College of Professional Studies, Northeastern University

The College of Professional Studies at Northeastern University has created an approach to marketing and recruiting its adult programs that incorporates data-driven decision making and a strong collaboration among the strategic enrollment and academic teams. This session provided an overview of this approach and examples of data, quantitative and qualitative, that were gathered and analyzed to assess the strength of the portfolio. This team approach to gathering data and collaborating across functional and academic areas was demonstrated using examples of undergraduate and graduate programs at various locations nationally and internationally.

INTEGRATING SOCIAL ENTREPRENEURSHIP INTO HIGHER EDUCATION CURRICULA

Presenter: Amy Jordan, Faculty, University of Arkansas – Fort Smith

Just as higher learning is life-changing, social entrepreneurship is a similar dynamic. Armed with an education and vision, students can realize their potential to improve communities and to problem-solve in big ways.

PROGRAMMATIC REDESIGN: CREATING A NEW LEARNING EXPERIENCE THROUGH STUDENT AND FACULTY COLLABORATION

Presenters: Amber Dailey-Hebert, Professor of Education and Online Learning, Park University; Marthann Schulte, Associate Professor of Education and Online Learning, Park University; Kay Dennis, Associate Professor of Adult Education and Online Learning, Park University

Today's adult learners seek educational opportunities that can be directly applied to their experience, career goals, and/or present work environments. A comprehensive redesign of a fully online M. Ed. program in Adult Education focused on meaningful, relevant learning experiences for working professionals. This session explored the processes, outcomes, and implications which prompted the creation of a new industry-focused and competency-based graduate program and the exchange that led to a shared mental model among faculty and students for the program redesign.

Introduction:

Today's adult learners seek educational opportunities that can be directly applied to their experience, work environment, and career goals. The comprehensive redesign of one fully online M. Ed. program in Adult Education focused on meaningful, relevant learning experiences for working professionals. This expansive undertaking was achieved within a few months' time using a three-member faculty team approach to course sequencing and development and Participatory Design (Kuhn & Muller, 1993) to integrate student perspectives. We examine the exchange that led to Collaborative Knowledge-Sharing (Best, 2010) among faculty and students and the factors which prompted the creation of a highly relevant, pro-active graduate program.

Overview:

While research from the past 30 years demonstrates the positive and sustainable impact of Problem-Based Learning and Project-Based Learning on retention, learning outcomes, job

placement and career success following graduation (Weimer, 2009; Pawson, et al., 2006; Wilkerson, L. & Gijsselaers, 1996; Major & Palmer, 2001), these methods have not attained mainstream status in online education nor have they been integrated at a curricular level by many online degree programs. To confirm that we had indeed selected an optimal learning framework for our program, two years of pilot courses were subjected to qualitative and quantitative analysis, including student focus groups and surveys, in-course journaling, and instructor evaluations. This research demonstrated the value and applicability of PBL to graduate online courses and sparked our resolve to integrate it at a program-wide level.

The goal of this initiative was to enhance learning and create more meaningful and transferable skillsets for our students through a collaborative program redesign that included their perspectives. Recent research supports the inclusion of students in the course redesign process (Konings, Brand-Gruwel & van Merriënboer, 2005; 2011). The redesign was further prompted by a School-wide directive to reduce the number of unnecessary credit hours for students in their master's degree coursework. Additional stipulations involved making coursework and degree outcomes as applicable to "real world" situations as possible, so as to articulate smoothly with the workplace. While these changes were embraced by the Adult Education faculty, the task of reconstructing a fully online program with globally dispersed faculty and students seemed daunting at the outset.

Collaborative knowledge building, which involves expanding the collective knowledge of a group through discourse (Stahl, 2000), was used to create a shared mental model or vision of the new program. As we examined the existing slate of courses, we recognized numerous instances of overlapping or repetitive content. Unfortunately this can occur when faculty create and develop courses independently, which is typical at many institutions. Recognizing the need for a consistent and incremental flow of content, we elected to create each course together as a team. Because we are dispersed nationwide, emergent technologies were deployed to enable real-time faculty discussions. We also obtained a small grant to fund a weeklong "collaboratory" of intensive course and program revision. During this time we revised program goals and objectives, identified program-wide competencies, and began a team-based course design. Hurdles we encountered thereafter included administrative approvals, adapting to institutional infrastructure constraints, physical distance, etc.)

Student input in the form of focus group results and survey data informed faculty decisions. Therefore, program revisions included input not only from all full-time program faculty, but also currently enrolled students. This combination of student and faculty discourse was a critical element of the program redesign process and enabled us to develop a highly relevant, responsive, and robust curriculum for our online Master of Adult Education degree program.

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WE MATTER: CREATING A COMMUNITY OF SUPPORT FOR RETURNING ADULT STUDENTS

Presenter: Joanna Senay, Director of Continuing Education, Salve Regina University

The session included discussion of best practices in adult continuing higher education in order to make returning students feel as though they belong in the academic environment and that they “matter” to the college/university community as a whole. The session began with a brief discussion of the new programs and practices implemented by Salve Regina University in Warwick, RI, to build a campus that specifically caters to the needs of returning adults who may have been out of an academic setting for 5, 10, 20 years or more.

Introduction:

As continuing education student professionals, we’ve all read the data: Projections by the Department of Education in 2011 indicated that between 2009 and 2020, enrollment will increase substantially for students who do not fit the “traditional” 18-to-24-years-of-age model. With a projected 21% increase for students 25-34 and a 16% increase for students 35 years and older, the 9% increase predicted for traditional students pales in comparison (S. Scott & S. Steirs, NASPAKC, 2013). This student population, made up of such varied experiences and backgrounds, is quickly becoming a critical presence in higher education and must be recognized as such.

In a white paper published for the Secretary of Education’s Commission on the Future of Higher Education, Stokes (2006) confirmed that the majority of higher education students are nontraditional students. However, many 4-year institutions continue to focus primarily on the traditional-first-time, full-time, degree-seeking students entering college immediately after high school.

Research and assessment of nontraditional student populations has begun to fill in some key information about how student affairs professionals may assist adult learners. Little is known, however, about the way in which these students perceive their worth in the context of the campus community. Do they feel that their chosen institution values their membership in the community, and does that sense of mattering lead to students’ satisfaction with their total educational experience?

This concept of mattering within the higher educational environment is not a new one. Grounded in identity theory, higher education researchers have often sought to learn how college students cultivate and define their sense of self. Many nontraditional students report feeling marginalized by their academic institutions. But for all the relevant research from Chickering to Schlossberg, the relationship between emotional and developmental needs of adult students and their perception that, to some degree and in a variety of ways, they are a

significant part of the world around them (Elliot, Kao & Grant, 2004) is still a matter of little focused discussion.

In 1988, Schlossberg developed a Mattering Scale to be used by adult learners in higher education environments in order to answer the questions: "Are policies, practices and classroom activities geared to making people feel they matter?" (Schlossberg, Lynch & Chickering 1989, pp. 22).

Using the Mattering Scale for Adult Higher Education, researchers at numerous institutions have learned what matters to their nontraditional students. Respondents universally indicated a higher level of satisfaction when they felt they were significant to their college, and that it was particularly important for the institution to recognize the multiple roles they played in addition to their academic lives. When nontraditional students feel accepted and valued, they are more motivated to succeed, feel more self-fulfilled and are able to broaden their internal resources in order to manage other aspects of their lives, both personal and professional (Chao & Good, 2004).

In a number of cases, effective support, quality of adjustment and overall feelings of satisfaction with their educational experience were found to be significant indicators in nontraditional students' degree completion and psychosocial development along the path toward their academic goals (Chartrand, 1992; Flint & Frey, 2003; Taniguchi & Kaufman, 2005). Each of these instances emphasizes the need for sustainable ways to provide adult students the necessary tools to adjust to their environment, making them more likely to be satisfied, engaged, and persist toward degree attainment.

In order to facilitate a sense of acceptance and mattering for their adult students, institutions must combat attrition by offering programs and services in critical areas such as navigating financial aid for the nontraditional student, peer and social support, academic advisers sensitive to the constraints of an adult student's life outside of college (Chaves, 2006). Recognizing adult learners in an intentional manner conveys that they do, indeed, matter. In feeling that they matter, students' self-esteem is elevated, their value to the campus community feels clearer and there is a sense of empowerment to succeed. Research suggests that individual institutions should assess the unique needs of adult learners to determine specific areas of emphasis for policy and program implementation. Topics including their reason for returning to school, importance of support services, and obstacles to success must be explored in order to determine how best to serve these students.

To regard the adult student's college experience using only deficit models (what they are not prepared for or equipped to handle) does not represent these students fairly (Compton, Cox & Laanan, 2006). Institutions must recognize the skills and abilities they bring to their educational pursuits. Only through open dialogue with and assessment of this group can

administrators, advisers, and faculty offer programs and services that assist adult learners in realizing their academic objectives.

Services for Adult Students:

While the body of literature pertaining to nontraditional students continues to expand, additional research is needed to accurately portray the higher educational experiences of this growing population. Recent studies indicate a connection between effective orientations programs adult students and their ability to anticipate issues that may arise during their time at the institution.

Institutions that serve adult students would also do well to revisit the notion of traditionally structured student services. Adult students tend to make the most of their time in classes to interact with faculty and peers, unless their programs of study are structured in a cohort model or are small enough to foster social and emotional connection. With this in mind, many institutions are developing ways to offer students more adult-friendly time to develop these relationships and make meaning of their shared experiences. This can be done by creating “one-stop-shopping” service formats that encompass many of the students’ needs within a single venue, web-based services for those who are physically separated from their institution by distance, and extended office hours for those local students who balance other aspects of their lives along with their educational pursuits (Fairchild, p. 14). Extensive mechanisms must be in place to assist the nontraditional student when they return to school to insure their persistence and success.

Salve Regina’s Center for Adult Education in Warwick, RI:

When Salve Regina decided to open a new Center for Adult Education, we wanted to insure that our students understood one thing: they are Salve Regina University students. Whatever support services the students felt they would need, we wanted to, within our logistical abilities, make them available in Warwick too. This mattered to our students. We went to our students and asked them what we could provide in our new location that would help them on their path to success. It was an enlightening experience and served as an ongoing blueprint for the programs and services we now offer and will continue to develop in the future. Our adult learners told us they wanted a place to feel comfortable and at ease. The vast majority come to class directly from their places of employment; many with clothes to change in to and dinner to devour before spending 3 hours in a classroom after working all day.

When we opened our new facility just over a year ago, our design concept took this into consideration. We offer a comfortable, open student lounge area as well as a full kitchen in which students can meet, relax, eat, and mentally wind down from work and gear up for class. This seemingly small accommodation has been very well received. They also expressed an interest in having student IDs issued that identified them as SRU students; just as real and legitimate as their traditional aged peers in Newport. We also offer the students

text book delivery from the main campus bookstore to the CAE in Warwick via our Site Coordinator. Again, they may seem like minor details, but they give the students a tangible sense that they are truly a part of the Salve community as a whole.

My staff and I hold regularly scheduled advising hours during times of day when our students would be arriving for class in order to make it more convenient. We also offer phone and Skype advising, if that is preferable. It is important to adult learners to know where they stand in their programs of study because they have so many constraints on their own time and resources to contend with outside of the classroom. Keeping them informed about where they stand in their degree plan helps them determine their own workable timetable for completion. Another situation we addressed was the returning adult students' fear of acclimating back in to an academic environment and the comfort with their skills. The most common worry I hear is, "I've been out of school so long. I'm afraid I just won't be able to keep up with the work." Based on the numerous conversations based around this idea, I made contact with the coordinator of Salve's Academic Development Center in order to see what we could do to help alleviate these fears.

The new Coordinator at the ADC came up with a series of workshops to aid our students in honing their academic skills. She and members of her staff come up to our location on a regular basis in order to hold training sessions on everything from research, writing skills, and effective time management. In addition, the folks in our IT department have been up to instruct some of our students in everything from the basics of Word to using PowerPoint for effective presentations. Since the last time many of our returning students were in school was before these programs became widely used, the tutorials have been invaluable in increasing their confidence in their skills and ability to be successful in a 21st century academic setting.

Salve Regina offers seven undergraduate and two certificate programs. Salve's largest CE population at present is our RN/BSN degree completion program. In this program, we offer Nurses who have previously attained an Associates' degree and hold their RN license to return and complete their coursework toward a Bachelor of Science in Nursing. We have also recently created an affiliate agreement with a local school of nursing whereby their students have the opportunity to enroll in Salve Regina classes while they complete their primary coursework toward earning their RN. This Transition Track program is called 3+1 and is generally designed to help the students complete their BSN in a more condensed timeframe, allowing them to move ahead sooner in their careers.

With phenomenal support from the Chair of the Nursing department on the main campus in Newport, we've been able to establish designated Advising days for all of the RN students with either the department chair, or the faculty adviser so the students have a clear understanding of their programs of study and their path toward degree attainment.

Other constituents who have been instrumental in our first years' success include the Library staff that offers on-site workshops in academic research skills, accessing the library resources online, and other programs that enhance learning. We have also made certain to schedule these vital support services during nontraditional hours in order to make it more convenient for our students to attend and take advantage of the learning experiences.

Salve Regina CAE's administration and staff have worked tirelessly to integrate the university's mission within our site.

SRU Mission Integration:

As an academic community that welcomes people of all beliefs, Salve Regina University, a Catholic institution founded by the Sisters of Mercy, seeks wisdom and promotes universal justice.

The University through teaching and research prepares men and women for responsible lives by imparting and expanding knowledge, developing skills and cultivating enduring values. Through liberal arts and professional programs, students develop their abilities for thinking clearly and creatively, enhance their capacity for sound judgment and prepare for the challenge of learning throughout their lives.

In keeping with the traditions of the Sisters of Mercy, and recognizing that all people are stewards of God's creation, the University encourages students to work for a world that is harmonious, just and merciful.

Mission Integration ensures that the integration of the mission's basic principles into the academic curriculum, student-centered programs and institutional operations supports not only the core values of mercy, but also the shared vision of graduating men and women who positively impact the intellectual, spiritual and cultural lives of their respective communities. As a part of the Mission Integration, and to foster our CE students' sense of belonging within the campus community, our staff holds monthly community outreach events and activities and encourages all of our students to participate. In this way, even though they may not have the time or inclination to mingle with the traditional aged students on the main campus in Newport, they can share in the service-driven goals of the university. These events include Blood Donation Days; Food Drives to benefit the local food bank; a university-wide program called the Angel Tree, allowing students and staff to choose a tag and bring a toy to a child in need; coat donations for the community shelters, and a number of new events planned for the spring semester.

As stated in the university's Core Curriculum: Every student will be encouraged to be a responsible world citizen who is ready to take concrete action to promote human dignity, social justice, and sustainable global development.

“There is creative energy in our community to build upon the wide array of opportunities and strengths of the Salve Regina experience. Our mission-in-action is transformative; it grounds the undergraduate program and our hope for Salve Regina graduates, even as it propels us forward to make a difference in the world.” –Laura O’Toole, Dean of Undergraduate Studies, SRU

Beyond the traditional methods of providing institutional support, colleges need to explore the notion that nontraditional student often seeks out and receives support outside of the formal settings typically utilized with traditional age students (Keith, 2007). This is due in large part to the adult student’s fluxuating access to avenues of contact and activities based on their other non-academic responsibilities. Only with the commitment of dedicated faculty, staff, and administration aware of the unique challenges faced by their adult learners can an institution make these students feel valued, included, and that they matter.

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HOW DOES THE COHORT MODEL INFLUENCE STUDENT EXPERIENCE?

Presenter: Carole Beauchemin, Assistant Dean of Undergraduate Academic and Faculty Affairs, College of Professional Studies, Northeastern University

The session provided a qualitative two-case study regarding attraction and value students see in completing a degree program as a cohort. Details regarding the processes used to support these programs were shared, as well as benefits and challenges that have been experienced.

The presenter shared doctoral research that investigated how the cohort program meets the needs of students in order to determine whether, and how the cohort model benefits the student experience. Additional research focused on whether benefits of social interactions among students in the cohort program exist, and whether benefits and challenges administrators and faculty experienced could be identified.

The questions guiding the investigation included:

1. How is the cohort model influencing student experience during the program? What are the drivers of a student's overall satisfaction in their program?
2. By attending a program structured in a cohort model, what benefits/challenges do students experience in their academic and social interactions with other students and the faculty?
3. In a prescribed curriculum, how do students experience the effects of a cohort model while participating in their degree programs? Are students' anticipated outcomes being met?

The study assessed the processes and the structures required to manage and support cohort programs. The two cases investigated and data gathered comprised of reviewing existing materials and websites of two schools, as well as interviews with students, administrators, and faculty.

Key Findings Linked to Guiding Question 1

Question 1 focused on how the cohort model provides benefits to its students. Data gathered for this project revealed relationships from a large component of the overall experience in a cohort program. Participants felt a stronger sense of connection among students in the cohort. A more collaborative and supportive relationship between students and faculty was also mentioned and contributed to program satisfaction, even though the cohort structure contributed to unique difficulties of classroom management for some faculty. Faculty felt committed to the cohort programs, yet some students questioned the faculty's commitment to the program, particularly from adjuncts. Although research revealed more work effort is demanded of faculty teaching in this type of program delivery, the satisfaction gained by contributing more to the shaping of the program delivery and building lasting relationships with students stood out.

Collaborating with other faculty and sensing stronger connection to students were also positive experiences. Students felt more supported by peers juggling similar life-balance issues. Though not specifically cited as a reason why students chose to enroll in their program, students said their experience as members of a cohort led them to further appreciate the model because they developed strong peer support systems and lasting friendships. Students confirmed the cohort model supports their success and academic progression. Finally, administrators found it easier to plan course scheduling and logistics, which allows students to progress more smoothly through their program. This appeared to increase administrators' positive feel of the programs and contributed to a sense of satisfaction among the staff.

Key Findings Linked to Guiding Question 2

The second question concentrated on the learning environment and perceptions students have of their experiences. Cohort programs can provide unique challenges. First, some instructors may not want to participate due to the extra work effort and increased demands of the program. Second, cohorts can, at times, develop a group "personality" faculty and others in the cohort may find difficult to manage. These challenges extend to all: faculty, students and administrators. Third, students who need "stop outs" during the program still need support. The cohort has bonded, and the loss of a classmate disrupts that bond. Furthermore, administrators struggle to assign the returning students to a new cohort at the point where they stopped their studies.

This speaks to a need for overall program quality and precise implementation of the program. These aspects include:

- The need for faculty and administrators to be connected and responsive.
- The need for defined expectations—for students regarding course and program outcomes, and for faculty regarding commitment to students and quality of instruction.
- The need to know how to maximize use of online tools and resources (for programs using an online interface within a cohort program).
- The need to create and define the highest-quality academic programs—to have clearly outlined progressions of courses and curriculum that offer a challenging and engaging academic experience for students.

Key Findings Linked to Guiding Question 3

The third guiding question focused on discovering how academic institutions use the cohort model in program offerings and to provide information in learning what administrators need to manage programs. For students, the school's reputation, defined program expectations, predetermined course plan, and completion time drew interest and resulted in enrollment in the program. Administrators find more efficiency in course planning and staffing valuable in supporting the needs of the program. With a streamlined and predictable enrollment pattern, administrators and faculty saw these programs as effective from an academic and business function perspective.

The results indicate this program delivery model most certainly contributes to the overall student experience. With careful attention to refining overall program and curriculum quality, increasing faculty development and commitment, and enhancing community connections, academic institutions can achieve optimal satisfaction in overall student experience. Results and recommendations from this research offer higher education professionals information about cohort program experiences from the perspectives of those intimately connected to these programs—faculty, administrators and students.

THE GLOBAL CLASSROOM: A DEGREE COMPLETION MODEL FOR INTERNATIONAL STUDENTS

Presenters: Heidi L. Wilkes, Dean of Innovations Group, Granite State University; Patrick Plunkett, Senior Associate Dean, Global Engagement and Executive Directors, NU Global, Northeastern University College of Professional Studies.

Today, nontraditional students are increasingly diverse in age and ethnicity. Many accelerated programs are not designed to meet the evolving needs and unique challenges faced by new segments of nontraditional learners. This presentation introduced the Global Classroom program designed by Northeastern University Global and the College of Professional Studies. The Global Classroom is an innovative and rapidly growing program for international students outside the 18-22 traditional age range. The benefits of an accelerated program are augmented with special curricular and programmatic support and a conditional acceptance to a master's degree program at the College. Since its launch in 2010, Global Classroom enrollment has grown steadily and consistently, and the program's retention rates are among the highest at the College.

Accelerated degree completion programs for adult learners are well established in continuing higher education. Today, nontraditional students are increasingly diverse in age and ethnicity. Many accelerated programs are not designed to meet the evolving needs and unique challenges faced by new segments of nontraditional learners. This presentation introduced the *Global Classroom* program designed by Northeastern University Global and the College of Professional Studies. The *Global Classroom* is an innovative and rapidly growing program for international students outside the 18-22 traditional age range. The benefits of an accelerated program are augmented with special curricular and programmatic support and a conditional acceptance to a master's degree program at the College.

The Global Classroom model provides support for international students through a globalized curriculum that includes embedded ESL instruction taught by a core group of carefully selected faculty and an experiential education component. Full-time and adjunct faculty teaching across international and offshore programs at the College of Professional Studies together comprise a *Global Faculty* with a culture of shared commitment, support, understanding, and focus on the success of these learners. The *Global Classroom* offers access to additional services such as a Global Student Success center that includes a dedicated writing and tutoring center, online tutoring with ESL expertise, and dedicated academic advising.

Students in the *Global Classroom* are enrolled full-time and complete their programs in six or seven quarters, depending on major. The *Global Classroom* currently offers two degree options, a B.S. in Leadership with a Business Minor and a B.S. in Finance and Accounting Management. Since its launch in 2010 *Global Classroom* enrollment has grown steadily and consistently and the program's retention rates are among the highest at the College.

ADULT STUDENTS' ATTITUDES TOWARD TEAM-BASED LEARNING

Presenter: Judy Favor, Faculty, K-State Olathe, Kansas State University

Cooperative learning strategies via team projects have been increasingly used in college classrooms, and some institutions serving primarily working adult students have made team-based learning a core component of the curriculum. Several studies have examined adult students' attitudes toward team-based learning. This session reviewed the results of those studies and discussed methods of more effectively utilizing team learning with adult students.

In many ways, cooperative learning has become a hallmark of adult education. Adult educators often utilize cooperative learning both in the classroom via small and large group discussions and problem-solving activities as well as outside the classroom via small group projects. Some institutions serving adult learners have even made team-based learning a cornerstone of the program, implementing long-functioning teams as a required component of the curriculum. While research examining traditional-aged students' perceptions of team-based learning activities is abundant, much less is known about working adult students' perceptions of this strategy. This session reviewed results of a study examining adult students' perceptions of team-based learning in six areas: team-attraction; alignment of academic expectations; workload distribution; intra-team conflict; teamwork preference; and impact on learning.

Quantitative results from 718 adult students enrolled in associate, bachelor's, and master's face-to-face (N = 521) and online (N = 197) business degree cohort programs that utilized long-functioning learning teams indicated that adults experience many of the same challenges as traditional-age students when working in teams. Across degree programs, the vast majority of adult students (74 - 84%) felt generally positive about their teammates and 70 - 81% perceived minimal conflict within their teams. However, only 66 - 71% of adult students believed their teams shared the workload, 56 - 61% believed being on a team contributed positively to their learning, and 51 - 61% preferred being on a team.

ANOVA analyses revealed statistically significant differences between associate-level and master's-level students in alignment of academic expectations, intra-team conflict, and preference for teamwork. Important differences also surfaced between online and face-to-face learners in preference for teamwork and impact on learning. Specifically, adult learners enrolled in online programs were significantly less likely to report a preference for teamwork and a belief that being on a team positively impacted their learning than were students enrolled in face-to-face programs.

Overall, the results of this study offer insights about using team-based learning strategies with adult students and challenge some long-held assumptions regarding the effectiveness of team-based learning with adult students. Clearly, adult student teams often encounter the

same types of challenges as traditional-aged student teams including workload distribution and alignment of performance expectations. Additionally, significant differences between associate-level and master's-level students in performance expectations, intra-team conflict, and preference for teamwork suggest possible developmental and/or academic preparation differences among adults. Finally, there appear to be important differences and expectations between adults who enroll in online programs and those who enroll in face-to-face programs when it comes to participating in and completing projects in teams. Better understanding these important differences may help instructors design courses and projects that are more effective for adult learners.

CAREER BUILDING TOOLS FOR ONLINE ADJUNCT FACULTY: THE SUSTAINABLE EFFECTS OF ADJUNCT PUBLISHING

Presenters: Dustin Bessette, Doctoral Student, National Graduate School; Sharon L. Burton, Doctoral Student, National Graduate School; Kim L. Brown-Jackson, Doctoral Student, National Graduate School

The presentation explored ways to incentivize online adjunct faculty professional development, with a focus on peer-reviewed publishing and the benefits of quality publishing for online adjunct faculty and their institutions. A model for a sustainable training plan that institutions can implement to recruit and retain adjunct faculty was presented.

MAKING A DIFFERENCE: MOVING COURSES FROM ON-GROUND TO ONLINE

Presenter: Leonard K. Lock, Assistant Dean for Educational Leadership & Graduate Programs, Heavin School of Arts & Sciences, Thomas Edison State College

This session looked at tools and concepts that can be used in creating and teaching new online courses as well as transitioning on ground courses to online modalities, even in courses that may not seem suited to a distance learning environment.

The purposes of the presentation were to focus on instructional design, selected models, efficacy, as well as instructional design for online learning compared to instructional design for other modes of delivering instruction. Best practices that enhance quality in online offerings, the culture of online learning, tools and concepts that can be used in creating and teaching new online courses, and practical suggestions for transitioning on ground courses to online modalities, even in courses that may not seem suited to a distance learning environment were also discussed.

Instructional design (ISD) may be defined as creating an environment for learning by structuring content and creating activities that engage students and facilitate meaningful learning. Each ISD model has a connection with the ADDIE model which consists of five components integrated in almost all models: analysis, design, development, implementation, and evaluation. The discussion presents six ISD (or ISD related) particular models: Gagné's Nine Events of Instruction; Bloom's Learning Taxonomy; Merrill's First Principles of Instruction; Dick and Carey Model; Kemp's Instructional Design Model; and Kirkpatrick's 4 Levels of Training Evaluation.

At Thomas Edison State College (TESC), the ADDIE ISD model is related to specific benchmarks: “A” (Analyze)—course request; “D” (Design)—Basic Course outline, “D” (Develop)—course content/materials; “I” (Implement)—Moodle; and “E” (Evaluate)—feedback loop. Additionally, at TESC *collaboration* is an integral and critical component of instructional design. The TESC ISD is comprised of: Design Phase 1—BCO development and curriculum committee review; and Design Phase 2—syllabus, calendar, module, assessment, and rubric developments. The TESC scheduling process is via roll-out, occurring 12 semesters a year. We view the principal benefits of the TESC process as: collaboration; efficiency; transparency; accountability; quality control; and scalability.

It was forwarded that instructional design for online learning is different from instructional design for other modes of delivering instruction. One key difference discussed was the degree to which the instructor must plan the components of the course prior to the first day of class. Important considerations are that online design may not have as salient/immediate feedback, the mentor needs to assume the role of student as well as instructor, the analysis of the audience in designing course (ex .learning styles) is critical, and it is further useful to plan back from the objective. Additionally, there is a need to understand the impact that the technology has on the learning process and the instruction process.

Also of significant importance in moving courses from on-ground to online is one's views concerning how people learn: in that context behaviorism, cognitivism, constructivism, and connectivism were highlighted. The vital nature of the learner in the ISD process was also discussed as framed by comparing pedagogy, andragogy, and heutagogy.

Some important best practices that enhance quality in online offerings are: the mentor must be present at the course site; a supportive online course community must be created; concise/clear directions must be used so technology does not “get in the way” of the learning process (ex. how to construct a group); focus must be on student learning, not on the technology or the platform; online learning should be enhanced by providing learners more control of the technology and by facilitating learner reflection; individual learner guidance must be available/provided which is often times more important than group guidance; integrity of the assessment and evaluation process (Proctor U, Turnitin) must be emphasized; the assessment must be assured to be appropriate for the objective and outcome;

there must be a shared set of very clear expectations for your students and for yourself; discussion posts that invite questions should be an integral feature of the reflections and responses; depth as well as breadth should be ensured; content resources and applications and links to current events and examples that are easily accessed from learner's computers should be foci; and rubrics should be included.

Also discussed were that the culture of online learning needs to be well understood to cultivate a successful transition of on-ground to online courses. Such features as constructivism, psychological presence, self-direction, flexibility, the role of educators, the collaborative yet individual learner centered aspects of online learning, and the focus on authentic learning experiences are highlighted as important to further understanding this culture.

The tools and concepts that can be used in creating new online courses were also elaborated. Platform tools such as Learning Management Systems (Blackboard, Moodle, Canvas) and Content Management Systems (Equella, Create and Connect) were featured. Additionally, Creation Tools such as video (Camtasia), presentation (Prezi), collaboration (Collaborate), and assessment (Respondus) were examined.

Practical suggestions for transitioning on ground courses to online modalities offered were: online courses should attempt to establish modes of instruction that replace/supplement the modes of communication and learning methods available in the traditional classroom (face-to face); start off with a virtual tour; facilitate students helping each other; create assignments that are challenging yet relevant to students; (making course material relatable to their own experience can more effectively ground their mastery of course content); and be careful that students should not “need to dig too deep” for essentials of the course (ex. not too many “clicks” are needed to find the assignment). Additionally, it was related that it is beneficial to utilize a similar environment across courses; maintain small class size; be careful about how to word/phrase discussion boards -- be sure to provide something to discuss, not simply answer a question; ensure that all objectives are assessed; and make grades and the gradebook transparent. Finally, the design should not “overdo it” with visuals (minimize distractors), and the mentor should not just put lecture notes online.

It was hoped that these perspectives, descriptions, suggestions, as well as the discussion serves to facilitate a further reflection of ISD, views about how people learn, learner characteristics (i.e., maturity and autonomy), best practices, and the culture of online learning.

CHANGING LIVES--COMPLETING COLLEGE DEGREES

Presenters: Robyn W. Hulsart, Chair, Professional Studies Department, Austin Peay State University; Sue C. Evans, Associate Professor, Professional Studies Department, Austin Peay State University

Today's traditional- and non-traditional-aged students face barriers that hamper their success and college completion rates. Strategies for assisting higher education students who are under-prepared, overextended, and financially burdened were shared.

ONLINE ORIENTATION: SERVING NEW STUDENTS EFFECTIVELY

Presenter: Julie Shankle, Director of Operations for Online Learning, Florida Institute of Technology

This session demonstrated Florida Institute of Technology's Panther Pass orientation for new online students and explained what was learned through two years of data collection.

Florida Institute of Technology offers 100% online programs to adult learners under our Florida Tech University Online brand. We strive to make the online student experience equivalent to that of any on-campus student. The orientation process is different for the online students compared to their on-campus counterparts due to distance, age, and the process through which they apply to the programs and register for classes.

Panther Pass is Florida Tech's completely online orientation, customized for each type of student (online/face-to-face, grad/undergrad, domestic/international, etc.). The orientation takes online students through six categories: get started, money matters, getting ready, your classroom, what's expected, and success. In these modules, students receive information and take action on various items, such as confirming contact information and academic major, checking computer requirements, and watching elearning platform demonstrations. Interactive modules let students test their understanding of computer terms and skills, time management concepts and the importance of setting a study schedule. Other activities include ordering a student ID card and committing to the university's academic honesty code.

The navigation of the system is based on a red, yellow, green, and gray color coding, making it easy for students to know how many modules have been completed. If the student does not have time or information available to complete a module, he or she can check a reminder box. The system automatically generates an e-mail to the student to remind them of the unfinished modules.

Staff can monitor student progress through orientation and encourage completion. Reports are available per term or per individual student. Administrators then have the opportunity to gather data from the system and compare that data to registration and course completion rates. Data compared for this presentation included total new undergraduate students to those starting Panther Pass and those completing it; term GPA of those completing Panther Pass to those who did not; and those who registered for a second term broken down into those who completed Panther Pass and those who did not. Percentages of transfer students in total student group compared to percentage of transfer students who finished Panther Pass were also reviewed.

Looking at this information, it seems that those students who complete Panther Pass are more likely to have a higher GPA, and a large percentage of those who complete Panther Pass register for a second term. The group who completes Panther Pass contains a larger percentage of new students (not transfers) than the percentages from the group as a whole, although the difference is not as significant as was predicted. It was supposed that transfer students see less value in the orientation than first time college students, but the percentages suggest that it is not as significant an issue as was originally assumed.

Using this information, the university will develop strategies to increase retention. Some strategies include altering communication to various student types/groups, requiring Panther Pass completion prior to class start, and offering extra support to students who do not finish Panther Pass prior to class. The university will continue to edit the orientation itself to reduce confusion and other barriers to student success.

POSITIONING THEORY AND SPECIAL AGENTS IN A CERTIFICATE PROGRAM

Presenter: Lydia Young, Faculty, College of Professional Studies, Northeastern University

This session examined Positioning Theory, its application to a certificate program for FBI instructors, and the impact on cohort learning and teaching practices.

MOBILIZING PRIOR LEARNING ASSESSMENT TO PROMOTE DEGREE COMPLETION AND ACADEMIC QUALITY THROUGH PROGRAM DEVELOPMENT

Presenters: Anne Rapp, Assistant Professor, School for Professional and Continuing Education, Lewis University; Walter Pearson, Dean of the School of Continuing and Professional Studies, Loyola University Chicago

Presenters traced the development of a newly expanded, student-centered PLA program at Lewis University based on quality standards and identified strategies for navigating university governance and program implementation.

EMERGING ADULT UNDERGRADUATE STUDENTS: UNDERSTANDING UNDERGRADS IN THEIR MID TO LATE 20S

Presenter: Shawn O’Riley, Dean of University College, Adelphi University

A growing percentage of undergraduate students are either extending their undergraduate degree progress or returning to their studies in their mid to late 20s. This is occurring while the nature of the transition to adulthood is rapidly changing. Jeffrey Arnett has proposed a new theory for this time of life called Emerging Adulthood. This session reviewed recent research on emerging adulthood as it relates to non-traditional aged undergraduate students between the ages of 25 and 30.

UNDERSTANDING THE EXPERIENCES OF K-12 ADMINISTRATORS WHO COMPLETE THEIR DOCTOR OF EDUCATION

Presenter: Sara Ewell, College of Professional Studies, Northeastern University

This presentation shared research conducted to gain an understanding of the experiences of K-12 administrators who complete their doctor of education program in a College of Professional Studies. The research sought to understand what aspects of students’ experiences supported them (or not) in earning their degree and identified themes that emerge across experiences.

THE ART AND SCIENCE OF TEACHING MAKES A DIFFERENCE FOR PEOPLE THROUGH PEDAGOGY AND EDUCATIONAL PRACTICE

Presenters: Louisa Kramer-Vida, Assistant Professor and Chair of the Special Education and Literacy Department, Long Island University; Kay Hutchins Sato, Assistant Provost and Director of the Continuing Education Program and the Hutton House Lectures, Long Island University

The Art and Science of Teaching course introduces new and aspiring professors to such topics as syllabus development, lesson planning, and assessment techniques. Participants learned how to capture a new audience for their continuing education program.

The Art and Science of Teaching is a course that has run 12 times over the past three years and has engaged approximately 180 participants in small group activities that actively introduced them to the teaching tasks required of a professor. Participants were new university hires, in-service educators, or persons from various professional fields who were

interested in adjuncting in the near future. The classes were an innovative (for us) solution to a few local problems: (1) addressing a downturn in the job market for those with higher degrees but no immediate employment opportunities; and, (2) assisting adjuncts and/or recently hired professors who knew their content, but needed pedagogical tools in order to communicate that knowledge to a class of adult or college age students.

This course is a replicable, non-credit program for post-traditional students, and is based on best practices such as active participation and differentiation of instruction to meet individual needs and interests. The course itself is a university-based student support service and is marketed as a professional development activity in local media, as well as through such typical university channels as mailings and the Continuing Education/Professional Studies catalog.

Throughout the six week program, participants basically learned how to write a syllabus and engaged in some of the planning processes used to create the final product. Little by little, participants developed a detailed and sophisticated plan either for the class they were currently teaching or for a proposed offering. Each week various topics were addressed, such as the teaching/learning cycle, student centered instruction, and constructivist versus traditional lesson planning and organizational patterns. Other topics that were covered were: using Bloom's Taxonomy to develop questions and activities that engage students in higher order thinking; handling student assessment (especially through defined expectations and the use of rubrics); and, learning what to expect about their own evaluations from their consumer oriented students and their collegiate accountability stressed peers.

At some point during each class session, participants returned to their developing syllabi and revised their own efforts based on professor input and peer discussion during that particular session. During the last class, participants "taught" or explained how they would teach part of a lesson that would occur during one day on their syllabus. Although many in the classes had supervisory or professional training experience, for most of the class this was the first time they had attempted a formal presentation for their peers in their area of professional expertise, based on some knowledge of educational best practice.

This course, offered as part of the Continuing Education program at Long Island University, attracted not only the intended audience of those who were job-seeking or newly employed in education, but also surprisingly appealed to in-service teachers from New York City. Overall, the course rounded out our Continuing Education options listed under the "Counselor/Teacher Institute," and was one of our most successful offerings ever. Evaluations were excellent and numerous requests were made for similar courses (e.g., "The Art and Science of Teaching, Part II"). With everyone pleased at the outcome, we felt that this was a course which might be expanded in the future, and even proposed for credit through Continuing Education. All in all, "The Art and Science of Teaching" did even more than it was initially designed to do and has reinforced our belief that a thorough knowledge

of pedagogy, while essential for excellent teaching, is also recognized by students as a skill which they truly need and appreciate having acquired.

WHAT DOES IT TAKE? REDESIGNING THE FIRST YEAR OF COLLEGE TO IMPROVE THE ACHIEVEMENT AND PERSISTENCE OF FIRST GENERATION AND NON-TRADITIONAL URBAN STUDENTS

Presenter: Molly Dugan, Director, Foundation Year Program, Northeastern University

This presentation included a discussion of the design, implementation, and preliminary outcomes of a first-year college program at Northeastern University that serves urban students who may be under-prepared academically for the first year of college.

STRATEGIES FOR RETAINING HIGHLY ANXIOUS ADULT MATH STUDENTS

Presenter: Carol M. Warner, Mathematics Coordinator for the School of Adult and Continuing Education and Associate Professor of Mathematics, Barry University

Are we hindering the educational achievement of our students with the accepted and current methods of classroom assessment? Having attained a greater than 95% retention rate over 20 years of teaching mathematics to adult learners, Dr. Warner discussed common practices in the classroom that can lead to failure, and shared her strategies for success with other faculty members. This presentation discussed non-intellectual factors that influence highly anxious adult math students, and posited a radical approach that will help students succeed.

PART FOUR: ANNUAL LUNCHEON & BUSINESS MEETING

The conference reconvened on Monday, November 4 at 10:30 a.m. for ACHE's Annual Business Meeting. President David Grebel recognized the association's Executive Committee and Board of Directors, as well as ACHE Budget & Finance Chair, Dan Lavit, and the parliamentarian for the meeting, Marthann Schulte.

MINUTES FROM THE PREVIOUS ANNUAL MEETING

President Grebel asked Jim Pappas, Executive Vice President of ACHE, to present the minutes from the 2012 Annual Conference & Meeting. A motion to accept the minutes was made and seconded; the motion carried.

MEMBERSHIP REPORT

Pappas then presented the membership report to the assembled. A motion was made to accept the membership report; it was seconded and the motion carried.

THE ASSOCIATION FOR CONTINUING HIGHER EDUCATION

MEMBERSHIP REPORT

October 30, 2013

	11/7/2012	New	Cancelled	Returning	11/3/2013
ORGANIZATIONAL CLASS					
Organizations Represented	10	1	2		9
Organizational Members	35				22
INSTITUTIONAL CLASS					
Institutions Represented	184	9	29		164
Individual Members	1292				1172
PROFESSIONAL CLASS					
Individual Members	117	4	23		98

HONORARY CLASS

Individual Members	29	1	30
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1st TIMER/PROVISIONAL

Individual Members	12	6	18
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STUDENT

Individual Members	20	3	23
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RETIREE

Individual Members	8	2	10
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NEW or RETURNING INSTITUTIONAL MEMBERS

California State University - Monterey Bay	W	Long Island University	NEM
California State University - Long Beach	W	Loyola University	GP
Cazenovia College	NE	New England College of Business	NE
Concordia University Wisconsin	GL	University of Mary	GP
Delta State University	S	Virginia Commonwealth University	MA
Hofstra University	NEM		

NEW ORGANIZATIONAL MEMBERS

Choctaw Nation of Oklahoma	GP		
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CANCELLED INSTITUTIONAL MEMBERS

Air Force Institute of Technology	GL	Quinnipiac University	NE
Arcadia University	MA	Rutgers University-Camden	NEM
Becker College	NE	Sacred Heart University	NE
California State University - Fresno	W	The Richard Stockton College of New Jersey	NEM
Carlow University	MA	The University of Tennessee Martin	S
Dominican University	GL	Thomas Edison State College	NEM

Georgia Institute of Technology	S	University of Alabama Huntsville	S
Holy Family University	MA	University of Connecticut	NE
Hudson Valley Community College	NE	University of Kentucky	MA
Indiana University-Purdue University-Indianapolis	GL	University of Mississippi	S
Iowa Wesleyan College	GP	University of NC-Pembroke	MA
Keuka College	NE	University of Richmond	MA
Louisiana State University – Eunice	S	Utah Valley University	W
Midway College	S	Villanova University	MA
New York University	NEM		

CANCELLED ORGANIZATIONAL MEMBERS

Boston Reed	W	National Resource Center, Osher Lifelong Learning Institutes	NE
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ACHE MEMBERS BY REGION

As of

October 30, 2013

REGION	INSTITUTIONAL/ ORGANIZATIONAL	PROFESSIONAL/ HONORARY/1 st TIMERS	STUDENT/RETIREE	TOTAL
New England	129/0	8/1/0	4/1	143
Northeast	43/0	5/4/0	2/0	54
Northeast Metro	85/0	16/4/0	1/0	106
Mid-Atlantic	202/4	17/3/0	5/2	233
Great Lakes	102/1	25/6/0	6/3	143
South	363/7	14/10/0	3/3	400
Great Plains	137/10	6/1/0	0/0	154

West	111/0	6/2/0	2/1	122
TOTAL	1172/22	98/30/0	23/10	1355

NOMINATIONS & ELECTIONS

President Grebel then presented the results of the 2013 elections to the assembled. He thanked all who ran for leadership positions and then introduced the new vice president and members-at-large to membership:

- Vice President: Paula Hogard
- Members-at-Large: Robin Plumb and Terry Ratcliff

President Grebel also thanked those moving off the board, Eric Cunningham and Clare Roby, for their ongoing support.

BUDGET & FINANCE REPORT

Budget and Finance Committee Chair Dan Lavit presented his committee's report to the assembled. He recognized the members of his committee, and then let the assembled know that the organization struggles to maintain members, resulting in difficult budget times for the association. He shared that after much deliberation among his committee members, the Executive Committee, and the Board of Directors, a new tiered membership dues structure had been created, which he put forward to the membership assembled for their review and vote. He explained that the structure would raise dues across the board for all members, but would for the first time take into account the size of an institution's full-time credit enrollment for calculating dues. It would also allow for more staff listings for larger tier institutions. Lavit presented the following dues structure to the assembled:

Tier 1	Less than 3,000 FTE	\$550 for seven (7) staff listings
Tier 2	3,001-6,000 FTE	\$585 for seven (7) staff listings
Tier 3	6,001-15,000 FTE	\$620 for eight (8) staff listings
Tier 4	15,001-30,000 FTE	\$655 for eight (8) staff listings
Tier 5	Greater than 30,000 FTE	\$690 for nine (9) staff listings
Tier 6	Large Staff Membership	\$1000 for thirty (30) staff listings
Additional members		\$30 each

Lavit moved to accept the dues structure and the motion was seconded. Discussion. A question was raised: “How many institutions are in the various categories?” Lavit said that based on a review of our current institutional members, approximately 40 percent of our membership falls in Tier 3. The rest of our membership is spread among the other tiers. Lavit called for the show of hands on the vote, stating that only one institutional member from each institution present would be allowed to vote. Motion approved.

Executive Vice President Jim Pappas then stepped to the podium to present a review of the operating budget report. He shared that the ACHE home office is very careful with the funds that are available, and that there was little change in the expenditure lines from previous years. The biggest change in the budget, he said, appeared in the income lines.

**Association For Continuing Higher Education
Income and Expenses - 2013 and Proposed 2014
As of October 31, 2013**

	2013	2013 EOY	2014
	<u>Budget</u>	<u>Projected</u>	<u>Proposed</u>
INCOME			
Institutional & Organizational Dues	\$101,575	\$93,035	\$102,910
Professional, Retiree & Student Dues	\$10,815	\$8,895	\$8,425
Carryover from previous year	\$9,496	\$6,598	\$8,715
Educational Partnerships	0	0	0
Miscellaneous	\$1,500	\$4,986	\$4,000
Annual Meeting	<u>\$17,700</u>	<u>\$27,792</u>	<u>\$4,500</u>
TOTAL	\$141,086	\$141,306	\$128,550

		2013	2014
EXPENSES	Budget	Projected	Proposed
Annual and Board Meeting Expenses			
Midyear Board Meeting	0	0	0
Recognition & Awards	\$900	\$948	\$900
Grants and Scholarships			
Grad Student Conf Scholarship (\$1500 for 1)	0	0	0
Minigrants (\$1500 ea)	0	0	0

Regional Stipends/Grants	0	0	0
Research Grant (\$1500 ea)	\$1,000	\$1,000	0
Wayne Whelan (\$1500 ea)	\$1,000	\$1,000	0
Honoraria			
Executive VP	\$9,724	\$4,862	\$9,724
Newsletter	\$2,080	\$693	\$2,080
Proceedings	\$584	0	\$584
Office Expenses			
Accounting	\$5,500	\$5,200	\$5,500
Admin Assistant	\$19,468	\$22,985	\$13,054
Administrative Charges	\$7,000	\$7,000	\$7,000
Bank Fees	\$50	\$44	50
Computer Services	\$300	\$300	\$300
Credit Card Expenses	\$3,000	\$3,900	\$3,000
Home Office Manager	\$54,469	\$53,216	\$52,767
Liability Insurance	\$1,700	\$1,641	\$1,641
Miscellaneous	\$100	\$39	\$100
Office Supplies	\$1,300	\$1,000	\$1,000
Postage	\$1,000	\$1,000	\$1,000
Printing/duplicating	\$600	\$600	\$600
Telephone	\$1,915	\$1,915	\$1,915
Publications			
JCHE	\$16,800	\$12,020	\$16,800
Directory (ACHE Community)	\$10,500	\$12,620	\$6,000
Travel			
Board Meetings	0	0	0
Home Office	\$1,500	\$1,000	\$1,500
Presidential	\$3,000	\$1,463	\$3,000
Total Expenses	\$143,490	\$134,446	\$128,515

RESTRICTED FUND BALANCES

	<u>Dec-12</u>	<u>Oct-13</u>
Transition	\$5,000	\$5,000
Emergency	\$6,000	\$6,000

Capital	\$2,000	\$2,000
Development/Venture	0	0
Salary	<u>\$7,000</u>	<u>\$7,000</u>
TOTAL	\$20,000	\$20,000

MONEY MARKET ACCOUNT	<u>Dec-12</u>	<u>Oct-13</u>
	\$39,926	\$41,577

DUES	<u>2012</u>	<u>2013</u>	<u>2014 Proposed</u>
Institutional/Organizational Dues	\$510	\$525	see proposal from Budget & Finance Committee
Professional	\$85	\$90	\$90
Student Dues	\$24	\$25	\$25
Retiree Dues	\$24	\$25	\$25

Lavit moved to accept the financial report and the motion was seconded. Discussion. A question was raised. What assumptions were made concerning revenues? Lavit said that if membership remains the same, then the increase in dues will keep the association stable without depending upon conference revenue. Lavit asked for a show of hands to approve the 2014 ACHE Annual Budget. Motion carried.

RESOLUTIONS

Immediate Past President of ACHE, Charles Hickox, stepped to the podium to give the 2013 Resolutions as prepared by the Resolutions Committee.

Resolutions Committee Report
Submitted October 30, 2013

BE IT RESOLVED that the Association in convention assembled expresses its congratulations and deep appreciation to Clare Roby of California State University – Chico, chair of the 2013 Planning Committee, and her colleagues on the committee, for this timely and valuable conference. This year’s conference, offered under the theme “We Make a Difference: Practice, Pedagogy, People, engages diverse speakers, sessions, and workshops and provides an array of new ideas, approaches, and resources that will enable continuing higher education professionals to cultivate sustained change at their institutions and in their

communities. Clare and the Planning Committee have continued the long tradition of excellent conference programs by offering us a rich and rewarding learning experience.

BE IT RESOLVED that the Association in convention assembled acknowledges its profound appreciation to President David Grebel and to the Board of Directors for their outstanding leadership during the 2012-2013 year. David's presidency and the contributions of the Board have added significantly to the leadership of the Association within the continuing higher education community. The strength of the Association and its membership is clear evidence of their excellent work, especially regarding the renewed focus on partnerships and collaboration across postsecondary institutions and professional associations that share a commitment to lifelong learning.

BE IT RESOLVED that the Association in convention assembled acknowledges the outstanding leadership and service provided by James Pappas as Executive Vice President of ACHE. Jim's extensive knowledge of the higher education landscape combined with his deep commitment to the profession have manifested themselves in the sustained role that the Association has maintained as the network of leaders in continuing higher education.

BE IT RESOLVED that the Association in convention assembled acknowledges the outstanding service provided by Ynez Henningsen, Executive Secretary and Operations Manager for the Association. Ynez's stewardship of the home office results in a very high level of constituent services that is highly valued by members of the Association.

BE IT RESOLVED that the Association in convention assembled welcomes and acknowledges the service provided by Stan Khrapak, Operations Associate & Graduate Assistant, for his work on the 2013 Conference and for his work with the Association on behalf of the home office.

BE IT RESOLVED that the Association in convention assembled bids fond farewell to and thanks Tarra Walker, formerly of the home office, for her work on behalf of ACHE.

BE IT RESOLVED that the Association in convention assembled commends James Broomall, editor of the Journal of Continuing Higher Education, for maintaining the high standards of excellence for which JCHE is recognized.

BE IT RESOLVED that the Association in convention assembled commends the Regions of the Association and the Regional Chairs for their excellent regional meetings and programs, which are often the gateway for new members to become part of our network of leaders and the context for all members to connect with one another and move forward our profession and service to students.

BE IT RESOLVED that the Association in convention assembled commends our committees, particularly as the activity of our members' increases with new and revitalized

initiatives, addressing issues and identifying best practices for enhancing the profession and student learning.

BE IT RESOLVED that the Association in convention assembled thanks Alpha Sigma Lambda and its officers and staff for the continuing leadership on behalf of our students and that we celebrate our partnerships on behalf of continuing education.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Daniel Dowdy. Dan served ACHE in a range of capacities including Region Chair and Program Chair, and served as Associate Professor of Business at Mary Baldwin College. We note his accomplishments and service, and wish Dan well.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Ruth Bettendorff. Ruth served ACHE in a range of capacities including Region Chair and Member-at-Large on the ACHE Board of Directors, and served as Assistant Director of the Georgia Center for Continuing Education and Assistant Vice President for Academic Affairs, and has been named Assistant Vice President for Academic Affairs Emeritus at the University of Georgia. We note her accomplishments, and wish her well.

BE IT RESOLVED that the Association in convention assembled notes the retirement of William C. Hine. A member since 1979, Will served ACHE in a range of capacities including Region Chair, National Research Committee Chair, Program Chair, member-at-large on the Board of Directors, and served most recently as Dean of the School of Continuing Education at Eastern Illinois University. We note his accomplishments and service, and wish Will well.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Tom Fuhr. Tom served ACHE in a range of capacities including Region Chair, Member-at-Large on the ACHE Board of Directors, and on the Conference Planning Committee, and served as Director of Extended Education at SUNY Potsdam. We note his accomplishments and service, and wish Tom well.

CONCLUSION OF THE ANNUAL BUSINESS MEETING

President Grebel returned to the podium and gave his remarks regarding his year with ACHE. He again thanked all of the leadership and volunteers of ACHE for their dedication and hard work over the preceding months. Grebel then called for a motion to adjourn the 2013 ACHE Annual Business Meeting. Motion seconded and carried. Meeting adjourned at 11:10 a.m.

ANNUAL LUNCHEON

President Grebel resumed the conference on Tuesday, November 5, at 12:15 p.m. Grebel welcomed past association presidents Phil Greasley, Alex Charters, and Roxanne Gonzales. He asked for a moment of silence and then lunch was served. As the assembled enjoyed their meal, Bill Boozang and ACHE Awards Chair Mary Bonhomme joined President Grebel at the front of the room to begin the awards presentation. The awards presentation for the 2013 Annual Conference & Meeting was as follows:

AWARDS

Individual Awards:

Leadership	Roxanne Gonzales-Walker
Special Recognition	Phil Greasley
Emeritus	Daniel W. Dowdy
	Ruth Bettendorff
Meritorious Service	Dianna Rust
Rising Star	Leah Ben-Ami
	Michelle Mcmillan
	Kelly Jackson

Scholarships and Grants:

Wayne L. Whelan Scholarship	Kristen Lovett
Alex Charters Research	Yu-Chun Kuo

Outstanding Communication Award:

Crystal Marketing Award

University of West Florida – “Applied Behavioral Analyst Certificate Program”

Program Awards:

Distinguished Program Award – Credit

California State University, Long Beach – “Foundational Level Math and General Science Program”

Middle Tennessee State University – “EXL Scholars Program”

Distinguished Program Award – Non-Credit

East Central University – “Oklahoma Business Week”

Creative Use of Technology

American Public University System – “21st Century New Millennia Textbook Engagement Project”

Outstanding Services to Underserved Populations

Murray State University – “2012 Independent Living Conference”

President Grebel returned to the podium and introduced Brian Van Horn, President-Elect, to give his incoming presidential address. Van Horn presented Grebel with a certificate and gift in thanks for his service and leadership as President of ACHE. Van Horn then spoke to the assembled regarding his vision and goals for ACHE over the next year, and presented a brief review of the 2014 Annual Conference & Meeting location, Las Vegas, Nevada.

Day Chair Chris Sartorius then returned to the podium to provide additional conference announcements, including a reminder that the AAACE meeting was just beginning that afternoon, and that the assembled of both associations would join together to hear Robert Kegan, speak during ACHE’s second keynote of the conference that afternoon.

PART FIVE: COMMITTEE REPORTS

BUDGET AND FINANCE COMMITTEE

Daniel A. Lavit, Budget and Finance Committee, Chair
October 31, 2013

ACHE Budget and Finance Committee Report

The ACHE Budget and Finance Committee is charged with carrying out three functions for the Association. Those are: to review the income and expenditures of the Association, to recommend an annual budget to the membership, and to recommend sound fiscal policies to the Association leadership.

The budget for the 2013 year has been reviewed, and most income and expenses closely align with the 2013 budget that was approved by the membership at the last Association business meeting in Austin, Texas, and the working budget as amended at the Mid-year Board meeting. The following exceptions are observed as of the September 2013 financial report:

Decreased income of \$2,897.49 from carryover from the previous year.

Decreased income of \$11,923 from institutional dues, decreased income of \$540 from organizational dues, decreased membership of \$2,480 from professional membership dues, increased income of \$200 from retiree and student dues.

Decreased income of \$427.96 from interest earned on excess op account.

Decreased income of \$675 from JCHE honorarium monies.

Increased income of \$2,927.57 from JCHE royalties and ACHE jobs board.

Increased income of 10,092.02 from previous annual meeting proceeds.

Increased expense of \$553.78 for credit card fees.

Decreased expenses of \$2,639.21 in Home Office and Presidential travel.

The goal of the budget process is to provide service to the ACHE membership while adjusting income and expense projections to correspond with historical budget information. Though the reviewed budget continues to reflect numerous cutbacks in expenses for the Association, the committee recognizes the importance of maintaining the high quality of member services in order to retain and attract new members.

In addition, the Committee encourages the Association to move away from a budget model that relies on projected revenue from the previous year's annual meeting. As such, the Budget and Finance Committee has the following recommendations for the next fiscal year:

Implement a tiered dues structure based on institutional enrollment with the following membership categories, proposed dues rates, and proposed members per institution:

Institutional Enrollment	Dues Rate	Members
<3,000	\$550	7
3,000 – 6,000	\$585	7
6,000 – 15,000	\$620	8
15,000 – 30,000	\$655	8
30,000+	\$690	9

Additional member rate per institution should increase from \$25 to \$30.

The “Jumbo” rate membership should decrease from 40 members to 30 members.

All future dues increases should follow a biennial or other incremental model in order to prevent sporadic and/or drastic dues increases from one year to the next.

The budgetary fiscal year should from a calendar-based year to an academic year (July 1 – June 30) in order to align with the fiscal year used by the home-office's host institution.

In addition, the committee recognizes that the Association should not rely solely on revenues created by membership dues. Therefore, the Committee continues to recommend the exploration of non-recurring revenue sources such as educational partnerships, conference vendors, jobs board subscriptions, and other possible revenue streams to supplement the Association budget.

COMMITTEE ON INCLUSIVENESS

Submitted by Frederick E. Varnado, Chair

October 11, 2013

The Committee on Inclusiveness (COI) members as of July 24, 2013 are Bill Boozang (Northeastern University), Eloy Chavez (Northeastern State University), Pam Collins (Eastern Illinois University), Tom Fuhr (SUNY at Postdam), Jerelyn Hughes-Glenn (San Jacinto College), Robyn Hulsart (Austin Peay State University), Jannette Knowles (New

York Institute of Technology), Nina Leonhardt (Suffolk County Community College), Emily Lewis (Charter Oak State College), Sandra Lozano (University of Houston), Laura Ricke (Western Kentucky University), Marthann Schulte (Park University), Frederick Varnado (University of Southern Mississippi), Dorothy Williams (Regis University), Amber Webber (Park University) and Kathy Yelton (Northern Kentucky University).

President David Grebel and newly-selected Chairman Frederick Varnado had a conference call on March 12, 2013. It was noted that:

The Board of Directors reviewed and approved the COI in 2012 and ACHE needs a true definition of inclusiveness.

One of the main purposes of the COI is to identify and encourage the underrepresented population (graduate students, minorities, HBCU, tribal universities, etc.) to become ACHE members.

President Grebel tasked the COI to work on the following: Accountability in ACHE, Pathways to Leadership in ACHE, and the ACHE Mentoring Program. President Grebel requested that the major focus at this point be the establishment of a mentoring program. The committees' status follows:

Mentoring in ACHE – Bill Boozang (Chairperson): This committee has:

- Ensured the program is separate from the continuing education boot camp for new continuing education and professional development members.
- Established a long-term mentorship program that will increase the membership of ACHE by providing professional development for all members via design, structure, processes, guidelines, application, curriculum, and the recruitment, selection, matching mentor with protégés, selection criteria and expectations of mentors and protégés, level of engagement, and types of recognition).
- Established the Mentoring Program as a tangible benefit of ACHE membership for both mentors and protégés, assuring the long-term viability of ACHE as an influential entity in developing the future leadership of continuing higher education
- Developed a program that focuses on the needs of members along the continuum of Continuing Education professionals (i.e. ACHE members from entry-level, mid-level), as well as Institutional members (i.e. Deans, Director, and Regional Chairs) by identifying the prerequisite competences needed/required for good mentors and protégés.
- Developed materials to be distributed to potential mentors and protégés at the national conference.

- Begun the preparation to pilot the mentorship program in spring 2014.

Accountability in ACHE - Emily Lewis (Chairperson). This committee has:

- Begun to ensure that the accountability is open to the breadth of those in our field by looking at the national and regional levels to see where and how they are making their organizations more inclusive.
- Begun to look at leadership positions, committee appointments, nominations, awards, etc. to ensure inclusiveness (gender, regional, institutions, etc.) at all levels throughout the association.

Pathways to Leadership in ACHE - Laura Ricke (Chairperson): This committee has:

- Begun to identify ways to create opportunities for current members and new members to accept leadership roles.
- Begun to look at the various means leaders can be developed throughout the ACHE community via volunteer/mentors opportunities at regional and national conferences, work groups, presentations, training, seasoning, webinars, etc.

Recommendations:

Overall:

- To make the COI more inclusive, there needs to be more participation from all ACHE Regions. Each regional chairperson should nominate fellow colleagues to actively serve on one of the COI committees (Accountability in ACHE, Pathways to Leadership in ACHE, or ACHE Mentorship).

In the area of Mentorship:

- Requests the Regional Chairs assist the COI by working in collaboration with institutional deans/directors to nominate 1-2 mentor candidates (Experienced CE professional (5+ years); 1-2 protégé candidates (early career, promising CE administrators; relatively new to current CE role) and submission of CVs for both mentors and protégés.

In the area of Accountability:

- Ensure the experiences of new members attending national and regional meetings are productive and meaningful to help with member retention.
- Revisit the current by-laws to consider if any updates are needed that could support inclusion efforts at all levels and to outline specific leadership requirements.

- Ensure transparency in the process and make the nomination forms and letters of recommendation accessible for review at all times.

In the area of Pathway to Leadership:

- Get recommendations from COI members and region leaders on how best to identify potential ACHE leaders and find ways to help leaders know the true meaning of ACHE.
- Establish a cataloged database to meet the pathway to leadership needs and help identify what ACHE members are doing or want to do in terms of leadership.
- Look for concurrent sessions at conferences so leaders can talk to members about leadership and their roles.
- Develop an ACHE leadership resource/manual, etc.
- Develop a strategic plan to ensure better communication to the membership and recognition of members and invite more members to serve on task forces, committees, etc.

Since March 2013 the COI members have held several individual and collective committee conference calls. Chairman Varnado provided a progress report at the June 2013 ACHE Mid-year Board of Directors meeting at the University of Oklahoma. The next steps in the COI's plan of attack (action) will be to rollout the mentorship program in the spring of 2014 and for the chairpersons to continue conversations with their committee members, regional chairpersons, and provide more detailed courses of action in their area of responsibility.

Respectfully submitted on behalf of The Committee on Inclusiveness (COI),

Frederick E. Varnado, Chairperson

(I.M.P.A.C.T. – Individually Motivated People Attacking Challenges Together)

CONSTITUTION AND BYLAWS COMMITTEE

Submitted by: Timothy R. Sanford, Chair

The Constitution & Bylaws Committee consulted with Joyce Wellinger this year about Northeast Metropolitan Region's bylaws. Otherwise there was no activity and no requests from the Board of Directors for assistance.

MEMBERSHIP RECRUITMENT AND RETENTION COMMITTEE

Submitted by: Dr. Sallie C. Dunphy, Chair
October 2013

Membership is always a challenge to recruit new and retain current member institutions, organizations and individuals. Our budget proposed the number of 182 institutions and we currently have 164 as members. Trying to remain a financial effective organization and carry out our mission requires a new look at the dues structure. An alternative dues model with various options was presented by Dan Lavit and his committee (I am a member of this committee) to the Board. The recommendation for increasing dues with incentives has been narrowed down to one option in the proposal. Careful analysis of our member profile was used in building these options. Institutional dues would be based on enrollment numbers in five broad tier levels. There would be a slight base rate increase per enrollment tier and a small increase in the number of proposed members included in the membership. Other adjustments were made to the additional member rate and the jumbo membership. This plan is very doable for members and increases ACHE's revenue with the small declines in membership renewals.

Continuing to keep members involved and active supports the membership commitment. Home Office emails for volunteer opportunities at the international conference have generated interest in participating and serving the organization. Various emails keep us informed and connected to ACHE. The conference planning committee has been working very hard to bring together outstanding speakers and programs. This is another way of bringing members together and generating additional income through conference attendance. Getting members involved on committees is vital to building long term loyalty. Another benefit that is being redesigned is the mentoring program. ACHE mentoring can also build networks and a supportive environment for members. Again, the active membership and revenue generated by the membership is the link to ACHE's success.

PUBLICATIONS & COMMUNICATIONS COMMITTEE

Submitted by: Robert J. DeRoche, Co-Chair
October 18, 2013

The main issue for our Committee this year was the resignation of James Broomall, Editor of The Journal of Continuing Higher Education effective at the end of this calendar year. Jim has been Editor for three years and has done an excellent job of keeping the Journal one of the premier publications in the field of continuing education. The Committee thanks Jim for his service.

The ACHE Board has been actively recruiting a new Editor and has chosen one from several good applicants. The new Editor will be announced and introduced at the Annual Meeting in Lexington, KY.

The other issue was what to do with overseeing the publication of the Proceedings of our Annual Meetings. Since this function has largely been taken over by the Annual Meeting Program Committee and the Home Office, it was decided to move this function out of the Publications Committee.

Like other Committees we also need an influx of new members. We are working on ways to recruit ACHE members to become members of our Committee - mostly word-of-mouth.

We would like to thank the Home Office for the continuing support of our work.

JOURNAL OF CONTINUING HIGHER EDUCATION

Submitted by: Jim Broomall, Editor

I have served as editor since January 2010; I will step down December 31, 2013. I have thoroughly enjoyed the experience. Thanks to Marge Hadden, our indefatigable editorial assistant, the super organized and always helpful Ynez Henningsen at OU, and the Editorial Board for incredible support and good will.

Royce Ann Collins from Kansas State University has been appointed by a unanimous vote of the ACHE Board of Directors as the editor of the Journal as of January 1, 2014. Royce Ann will act to appoint a Bookshelf editor for upcoming issues.

Since the September 23, 2012 report the JCHE and I:

- 1) Received 26 manuscripts, a decrease of 4 over the same period last year. The outcome of the reviews is “

10 accepted

2 recommended for revision and resubmission

11 rejected

3 under review

N.B. The acceptance rate is now under 50%.

- 2) Maintained ongoing communications with authors regarding the status of their manuscripts.

- 3) Interacted with the ACHE central office and the Taylor and Francis Group as needed, including a review meeting with managing editor Katharine Benskin.
- 4) Oversaw production of Volumes 61 (1), (2), and (3).
- 5) Chaired the selection committee for the Marlowe Froke Award with committee members Jerry Jerman and Debbie Dagavarian. We did not recommend an award winner.
- 6) Hosted a breakfast for the Editorial Board at the 2013 meeting.
- 7) Saw a steady state of articles downloaded.

RESEARCH COMMITTEE

Submitted by: Amber Dailey-Hebert, Chair

Research Committee Report
October 2013

Committee Members:

Amber Dailey-Hebert	Park University
Tom Fuhr	SUNY Potsdam
Ray Campbell	Kutztown University
Susan Newkham	University of Oklahoma
Pam Collins	Eastern Illinois University
Carla Warner	Eastern Tennessee State University

The ACHE Research committee has engaged in the following:

- Announced the Alex Charters Research Grant and made the application available online (via Ynez Henningsen).
- Collected and coded each application for review using the ACHE Grant Application review form with the following evaluation dimensions:
 - clarity and detail of application
 - feasibility of the study (with designated timeframe)
 - relevance to the aims of ACHE goals

- significance to the field of adult education
 - practical utility and potential impact
 - degree of innovation or originality
- Reviewed all grant applications and selected select Yu-Chun Kuo from Jackson State University on his work related to “The Impact of Using Information and Communication Technologies on Adult Learners: Cognitive and Non-Cognitive Learning Outcomes of African American Undergraduates”.
 - Contacted Yu-Chun Kuo about his grant award and invited the recipient to the ACHE Annual conference and luncheon.
 - Another meeting for the research committee will be scheduled once grant applications are received for 2014 Academic Year, or as deemed needed by the All Committees meeting in Kentucky.

APPENDICES

APPENDIX A: OFFICERS, 2012-2013

President: David Grebel, Director of Extended Education, Texas Christian University,

President-Elect: Brian Van Horn, Dean, Continuing Education and Academic Outreach,
Murray State University

Vice President: Regis Gilman, Dean, School of Continuing Education, Eastern Illinois
University

Vice President-Elect: Paula Hogard, Penn State University

Executive Vice President: James P. Pappas, Vice President, University Outreach and Dean
of the College of Liberal Studies, University of Oklahoma

Immediate Past President: Charles R. Hickox

APPENDIX B: 2013 BOARD OF DIRECTORS

Ruth Bettendorff; University of Georgia

Pamela Collins; Eastern Illinois University

Eric Cunningham; Columbia College

Walter Pearson; Loyola University Chicago

Clare Roby; California State University – Chico

Tim Sanford; University of North Carolina – Chapel Hill

Marthann Schulte; Park University

Judy Stang; Springfield College

APPENDIX C: 2013 REGIONAL CHAIRS

New England Region: Neil Trotta; Fisher College

Northeast Region: Tom Fuhr, SUNY Potsdam

Northeast Metropolitan: Joyce Wellinger; Stony Brook University

MidAtlantic: Judy Stang; Springfield College

Great Lakes: Vacant

South: Dan Lavit; Murray State University

Great Plains: Tim McElroy; Northeastern State University

West: Clare Roby; California State University – Chico

APPENDIX D: 2013 ACHE CONFERENCE PLANNING COMMITTEE

President:	David Grebel, Texas Christian University
Conference Chair:	Clare Rob, California State University-Chico
Presidential Aide:	Sherri Familiari, Texas Christian University
Finance Chair:	David Grebel, Texas Christian University
Hotel Liaison & Logistics:	Betsy John-Jennings, Northern Kentucky University Kristen Lovett, Northern Kentucky University
Social Media & Marketing:	Jeff Roby, University of Oklahoma
Marketing Graphic Design:	Kaitlin Phillips, University of Oklahoma
Director of Fun:	Dan Lavit, Murray State University
Stories Project:	Judy Stang, Springfield College
Website Design:	Rebekah Law, bekahLaw Productions
Photographer:	Taylor Norton Photography
Proposals & Program	Regis Gilman, Eastern Illinois University Eric Cunningham, Columbia College Pam Collins, Eastern Illinois University
Exhibitor Relations:	TinaMarie Coolidge, Drexel University
Day Chairs:	Dorothy Williams, Regis University Chris Sartorious, University of Oklahoma Amanda Gaffney, CampusCE
Proceedings:	Marthann Schulte, Park University
Alpha Sigma Lambda:	Pam Collins, Eastern Illinois University
AAACE Program Liaisons:	Steve Schmidt, East Carolina University, President-Elect Henry Merrill, Merrill LOR LLC, Past-President Linda Morris, Virginia Tech University, President
ACHE Home Office:	James P. Pappas, Executive Vice President Ynez Henningsen, Operations Manager & Executive Secretary Stan Khrapak, Operations Associate & Graduate Assistant

APPENDIX E: PAST PRESIDENTS AND ANNUAL MEETINGS

Year and Place	President	Institution
1939 New York	Vincent H. Drufner	University of Cincinnati
1940 Omaha	A. Caswell Ellis (acting for Drufner, deceased)	Cleveland College
1941 Cleveland	A. Caswell Ellis	Cleveland College
1942 Buffalo	George Sparks (acting for A.L.Boeck, resigned)	Georgia State University
1943 Chicago	George Sparks	Georgia State University
1944 Pittsburgh	Norman P. Auburn	University of Cincinnati
1945 Philadelphia	Lewis Froman	University of Buffalo
1946 New York	Henry C. Mills	University of Rochester
1947 Minneapolis	F.W. Stamm	University of Louisville
1948 New Orleans	Rollin B. Posey	Northwestern University
1949 Cincinnati	Herbert Hunsaker	Cleveland College
1950 Denver	Frank R. Neuffer	University of Cincinnati
1951 Detroit	Robert A. Love	City College of New York
1952 Atlanta	Cortell K. Holsapple	Texas Christian University
1953 St. Louis	Henry Wirtenberger, S.J.	Cleveland College
1954 Milwaukee	Willis H. Reals	Washington University
1955 New Orleans	John P. Dyer	Tulane University
1956 New York	George A. Parkinson	University of Wisconsin
1957 Montreal	William H. Conley	Marquette University
1958 Louisville	Alexander Charters	Syracuse University
1959 Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960 San Francisco	Kenneth W. Riddle	Drexel University
1961 Cleveland	Richard A. Matre	Loyola of Chicago
1962 Miami	Daniel R. Lang	Northwestern University

1963 Boston	Richard Deter, S.J.	Xavier University
1964 St. Louis	Earnest S. Bradenburg	Drury College
1965 Dallas	Ralph C. Kendall	University of Toledo
1966 Buffalo	Richard F. Berner	SUNY, Buffalo
1967 New Orleans	Ernest E. McMahon	Rutgers University
1968 San Francisco	William Huffman	University of Louisville
1969 Washington DC	Raymond P. Witte	Loyola of New Orleans
1970 Montreal	Clarence Thompson	Drake University
1971 Des Moines	Joseph P. Goddard	University of Tennessee
1972 New York	William T. Utley	University of Nebraska at Omaha
1973 Chicago	Hyman Lichtenstein	Hofstra University
1974 New Orleans	Carl H. Elliott	TriState University
1975 Salt Lake City	Alban F. Varnado	University of New Orleans
1976 Philadelphia	Richard Robbins	Johns Hopkins University
1977 Montreal	William Barton	University of Tennessee
1978 Fort Worth	James R. McBride	Canadian Bureau for Intn'l Educ
1979 Toronto	Lewis C. Popham, III	SUNY, Oswego
1980 Knoxville	Gail A. Nelcamp	University of Cincinnati
1981 Los Angeles	Frank E. Funk	Syracuse University
1982 New Orleans	Leslie S. Jacobson	Brooklyn College
1983 Dallas	Louis E. Phillips	University of Georgia
1984 Boston	Wayne L. Whelan	University of Tennessee at Knoxville
1985 Atlanta	Frank Santiago	Brigham Young University
1986 Philadelphia	Stanley J. Gwiazda	Drexel University
1987 Indianapolis	Nicholas E. Kolb	Indiana University of Pennsylvania
1988 Salt Lake City	Hal Salisbury	Trident Technical College
1989 Charleston	Peter K. Mills	Nova University

1990 Miami	John Michael Sweeney	Fairfield University
1991 Seattle	Sam C. Bills	University of Tennessee at Knoxville
1992 Milwaukee	Nancy F. Gadbow	Nova University
1993 Jackson	Jan Jackson	CSU-San Bernardino
1994 Toronto	James H. Vondrell	University of Cincinnati
1995 Kansas City	Ronald D. Ray	South Carolina State University
1996 Palm Springs	Norma R. Long	College of Notre Dame of Maryland
1997 University Park	Paula E. Peinovich	Regents College
1998 Fort Worth	Dale K. Myers	Thomas More College
1999 Cincinnati	Scott Evenbeck	IUPUI
2000 Myrtle Beach	Patricia A. Lawler	Widener University
2001 Vancouver	Nancy Thomason	East Central University
2002 Birmingham	Robert Leiter	University of Tennessee, Knoxville
2003 Charlottesville	Allen Varner	Indiana State University
2004 Newport	Jerry Hickerson	Winston-Salem University
2005 Madison	Pamela R. Murray	Mary Baldwin College
2006 Los Angeles	Philip A. Greasley	University of Kentucky
2007 Roanoke	Dennis “Skip” Parks	California Polytechnic State University
2008 Nashville	Chris Dougherty	Rutgers University—Camden
2009 Philadelphia	Rick Osborn	East Tennessee State University
2010 Albuquerque	Roxanne Gonzales	Park University
2011 Orlando	Tish Szymurski	Neumann University
2012 Austin	Charles Hickox	Eastern Kentucky University

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