

Equity ♣ *Access* ♣ *Belonging*



Contents:

President's Welcome	1
Schedule at a Glance	2-3
Co-Chairs' Welcome	4
Sponsors	5
Ignite Session	6-7
Certificate Tracks	9
ACHE Leadership & Conference Committee	10
Monday Schedule & Session Descriptions	12-16
Tuesday Schedule & Session Descriptions	18-22
Wednesday Schedule & Session Descriptions	23-25
ACHE Regions	27
Hotel Maps	28

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Welcome from the ACHE President



To my beloved ACHE Colleagues, Friends, and Leaders,

What a whirlwind the past few years have been. We've been impacted by global turmoil, hurricanes, systemic racism, the insurrection of our capital, the fear of an economic recession, oh, yeah, and the global pandemic. All of these incidents isolated us from each other and forced innovation and creativity in order for us to continue to do the great work we do in continuing education and workforce development.

But STOP! From here on out, I want to focus on the positive. If you have this program in your hand, you are here with me, coming together to feel that fire again! So, take a moment, be still and I kindly request you allow me to welcome you to the 84th Association for Continuing Higher Education (ACHE) annual international conference and meeting. The last time we were able to come together was in 2019, in Denver, Colorado. We have all been through so much since that last fabulous conference.

It is with great pleasure on behalf of myself, Conference Co-Directors Amanda Colburn and Alex Read and the ACHE Board of Directors to welcome you to New Orleans. New Orleans is an amazing location to appreciate and enjoy the music, art, food, culture, history, and spending time with each other. And that, my friends, spending time with each other is probably the most critical of all the great things we have to look forward to when we arrive in NOLA.

When thinking about the theme for the conference this year, I wanted to focus on positivity, innovation, and all things wonderful. Yet my mind was focused on what was happening in our local communities, country and around the world, which mostly weren't positive news headlines. Then I realized that we can take those challenges and open up a safe space for dialogue to share innovative and creative ideas with each other and continue to be that support system that ACHE has always been for members.

The theme this year is "***Equity, Access & Belonging: Continuing Higher Education's Commitment Today, Tomorrow and into the Future.***" We are committed to making the "hard to discuss" topics the prime topics of our conversations to improve educational access and the educational environment for our students, institutions, staff, and business partners. Together, we can make a difference and that difference starts today. It starts with YOU. It starts with you attending this conference with an open heart, open mind and actively listening and engaging with colleagues from across the globe so you can return to your institutions and be the change agent I know that you are.



Enjoy the conference, enjoy the company, enjoy the food, and apply what you learn in the concurrent sessions and keynotes to your professional practice. Lastly, I am so excited to connect with each of you. Please take a moment and stop me in the hall to say hello. I truly look forward to seeing all your pretty faces in NOLA.

With warmest regards,

Dr. Tina Marie Coolidge

2022 ACHE President

Goodwin College of Professional Studies, Drexel University

Conference Schedule at a Glance

Sunday, October 23

9:00AM–Noon	Business Partner Setup	Pre-Function & Madewood Foyer
9:00AM–10:00AM	Breakfast [Board of Directors]	Nottoway B
9:00AM–Noon	ACHE Board of Directors Meeting	Nottoway B
10:00AM–Noon	Certificate Workshop: DEIB Track	Shadows
Noon–1:00PM	Lunch [ACHE Board of Directors + Regional Leadership]	Nottoway B
1:00PM–5:00PM	ACHE Meeting Registration Begins	Pre-Function
2:00PM–4:00PM	Certificate Workshop: Transformational Leadership Track	Shadows
5:00PM–6:00PM	2022 Conference Planning Committee Meeting	Shadows
7:30PM–9:30PM	ACHE Bike Tour of Downtown New Orleans	Pre-Registration Required

Monday, October 24

7:00AM–8:00PM	Business Partner Setup	Pre-Function & Madewood Foyer
8:00AM–5:00PM	Conference Registration & Information Desk Open	Pre-Function
8:00AM–5:00PM	Business Partners Open	Pre-Function & Madewood Foyer
8:30AM–9:30AM	Breakfast–General	International Ballroom
8:30AM–9:30AM	Breakfast–First and Second Timers	Crescent B
9:30AM–11:00AM	Opening Session / Ignite Session	International Ballroom
11:15AM–12:05PM	Concurrent Sessions Block 1	See Pg. 13 for Rooms and Descriptions
11:15AM–1:00PM	Certificate Workshop: Transformational Leadership & DEIB Tracks	Madewood A
Noon–12:25PM	Networking Break	Pre-Function & Madewood Foyer
12:25PM–1:15PM	Concurrent Sessions Block 2	See Pg. 14 for Rooms and Descriptions
1:30PM–2:30PM	Lunch & Keynote	International Ballroom
2:45PM–4:15PM	Concurrent Sessions Block 3	See Pg. 15 for Rooms and Descriptions
4:30PM–5:00PM	Spirit of New Orleans Evening Send Off Reception	Pre-Function & Madewood Foyer



Tuesday, October 25

7:00AM–7:45AM	Morning Yoga	Crescent A
7:15AM–8:15AM	Networking Walk to Café du Monde	Hotel Lobby
8:00AM–5:00PM	Conference Registration & Information Desk Open	Pre-Function
8:00AM–5:00PM	Business Partners Open	Pre-Function & Madewood Foyer
8:15AM–9:00AM	Breakfast with Guest Speaker	International Ballroom
9:00AM–9:50AM	Concurrent Sessions Block 4	See Pg. 19 for Rooms and Descriptions
10:00AM–Noon	Certificate Workshop: Leadership Track	Madewood A
10:00AM–Noon	Certificate Workshop: DEIB Track	Madewood B
10:00AM–10:50AM	Concurrent Sessions Block 5	See Pg. 20 for Rooms and Descriptions
10:50AM–11:15AM	Networking Break	Pre-Function & Madewood Foyer
11:15AM–12:05PM	Concurrent Sessions Block 6	See Pg. 21 for Rooms and Descriptions
12:20PM–2:50PM	Awards Luncheon, ACHE Annual Business Meeting	International Ballroom
3:00PM–4:00PM	Regional Receptions & Business Meetings	See Pg. 18 for Rooms
5:00PM–5:45PM	2023 Conference Planning Committee Meeting	Shadows
7:00PM–10:00PM	Presidents Reception [By Invitation Only]	President's Suite
7:00PM	First and Second Timers “Bar Review”	Gallier’s Restaurant and Oyster Bar

Wednesday, October 26

7:15AM–8:00AM	Morning Yoga	Crescent A
7:15AM–8:15AM	Networking Walk	Hotel Lobby
8:00AM–12:15PM	Conference Registration & Information Desk Open	Pre-Function
8:00AM–Noon	Business Partners Open	Pre-Function & Madewood Foyer
8:30AM–9:30AM	Breakfast	International Ballroom
10:00AM–Noon	Certificate Workshop: Leadership Track	Madewood A
10:00AM–Noon	Certificate Workshop: DEIB Track	Madewood B
10:00AM–10:50AM	Concurrent Sessions Block 7	See Pg. 24 for Rooms and Descriptions
10:50AM–11:10AM	Networking Break	Pre-Function
11:10AM–Noon	Concurrent Sessions Block 8	See Pg. 25 for Rooms and Descriptions
Noon	Business Partners Dismantle	Pre-Function & Madewood Foyer
1:00PM–2:00PM	Working Lunch [ACHE Board of Directors]	Madewood A
1:30PM–4:30PM	ACHE Board of Directors Meeting	Madewood A

Welcome from Your ACHE Conference Co-Chairs

Welcome everyone to New Orleans!

It is very exciting to be back in person for the **84TH ACHE Annual Conference**. Our conference theme is Equity, Access, and Belonging. Let's embrace this theme and welcome everyone and enjoy our time together. It has been a long time since many of us have been able to spend time with each other, so please enjoy yourself, learn, and have fun!

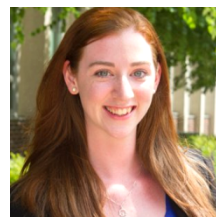
If you are new to ACHE, you might wonder what makes ACHE special and unique? We think it is fairly simple....

- 1) ACHE is an all-volunteer grassroots organization that provides opportunities to hone our leadership skills with colleagues from all over the world in roles from presidents to frontline staff.
- 2) ACHE provides a network of colleagues that people can trust and reach out to help solve problems or be able to collaborate with each other on new innovative ideas and programs.
- 3) ACHE seeks to add value to it's members by creating leadership opportunities for members by being involved with regional and or national boards.
- 4) ACHE has members from large research institutions to small niche colleges. This diverse membership ensures that members will find colleagues with similar challenges and opportunities which will help facilitate lifelong friendship.

We believe in what we preach, and we are a welcoming organization that stands behind Equity, Access, and Belonging. Please introduce yourself to some new colleagues at the conference learn and share with others, but most of all have fun and enjoy.

Sincerely,

Alex Read, *Co-Chair* & Amanda Colburn, *Co-Chair*



The advertisement features a blue sky background with a white hot air balloon on the right. The hot air balloon has a red banner hanging from it that says "LEARNING DESIGN". Inside the balloon, it says "FACULTY ❤️ SYMBIOSIS". On the left, there is a circular logo for "Inc. 5000" with "AMERICAN FASTEST GROWING" and "PRIVATE COMPANIES" around it. Next to it is the "Symbiosis EDUCATIONAL CONSULTANTS" logo. Below the main text, there are three statistics: "45+ Institutions", "90+ Programs", and "3500+ Courses". At the bottom, there is a QR code, a silhouette of the New York City skyline with the Statue of Liberty, and a circular portrait of Joe Thomas. To the right of the portrait is his name and contact information.

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Joe Thomas
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A Special Thank You to Our 2022 Business Partners!

ACHE's 2022 Annual Conference Business Partners help to support this event and the Association's mission to encourage professional development, research, and exchange of information for our members, and continuing higher education as a means of enhancing and improving society. Please take the time to connect with these partners and learn about their products and services.



Ignite Session

The 84th Annual ACHE Conference opens with high energy and fun in a session that conference attendees will talk about the rest of the year. Led by emcees Tina Marie Coolidge and “The” Clayton Mack, the Ignite Session will feature rapid learning by a variety of presenters, focusing on what they’ve learned the past two years and where they see the industry going. Grab your coffee get ready for music to get you movin’ and be prepared to cheer on the best presenter. Before it’s over, we’ll crown the Ignite Session winner in a traditional New Orleans way.

Ignite Session Presenters



Brian Van Horn

President, Mayville State University

Dr. Brian Van Horn became the president of Mayville State University on July 1, 2018. He brings more than 20 years of experience in leadership roles within institutions of higher education. He most recently served as the associate provost and dean at Murray State University in Murray, Kentucky.

As a leader, Dr. Van Horn has a keen focus on student needs as a priority, with particular attention on access to education, growing academic programs and services, and strong town and gown community partnerships. Coming from a rural background, he understands the challenges faced in meeting critical workforce needs. He’s “Comet Proud” to lead the growth and transformation of Mayville State while remaining true to the school’s motto which serves as the foundation for all that happens at Mayville State University, “The School of Personal Service.”

A native of Benton, Ill., Van Horn graduated from Benton Consolidated High School before beginning college at Southern Illinois University Carbondale. He played baseball there, and after attending SIUC for two years, he transferred to Murray State University, which set the direction for his work in life. He holds two degrees from Murray State, a Bachelor of Science and a Master of Public Administration. He earned a doctorate degree in leadership and policy studies from the University of Memphis.



Dr. Amy Johnson

Associate Vice Provost for Faculty and Director of the Center for Teaching Excellence, East Tennessee State University

Amy Johnson, Ed.D., has more than 20 years of experience in continuing higher education, adult degree programming, teaching and faculty development, and first-year experience courses. Currently, she serves as the Associate Dean for Faculty Affairs in the Quillen College of Medicine at East Tennessee State University. Her scholarship has focused on the interprofessional education & faculty development, the science of student learning, as well as success factors for adult and non-traditional students. She is currently serving as Past-

President for the Association of Continuing Higher Education. Dr. Johnson earned her B.A. from the College of William and Mary in Virginia and a M.A. and Ed.D. from East Tennessee State University. As a person, Amy also values spending time with her extended family. She enjoys a good campfire that is surrounded by good conversation, a few guitars, and lots of singing voices. She is a big fan of Americana and Folk music, low brow novels, true crime podcasts, and almost all HBO series.



Ben Kennedy

Founder & CEO, Kennedy & Company

Ben Kennedy is the Managing Partner and Founder of Kennedy & Company, a national higher-education focused consulting firm with headquarters in Washington DC. Prior to founding the firm, Ben served as a member of the Duke University Board of Trustees, a Strategic Advisor to the Chief Financial Officer at the University of South Carolina, a consultant with Bain & Company, and as the former director of Huron Education's enrollment services division.

In all, Ben has worked with more than 100 colleges and universities on issues ranging from online strategy, student retention, strategic planning, enrollment management, and university budgeting and planning. He is a regular speaker at higher education conferences and symposiums like NACUBO, ACE, UPCEA, and (of course!) ACHE on issues regarding tuition discounting, student success, and online education strategy.

A two-time graduate of Duke University with degrees in Public Policy and Business, Ben lives in Charlottesville, Virginia with his wife and three children and enjoys soccer, running, cycling, and travel.

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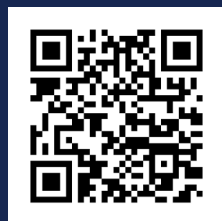
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2022 Certificate Tracks Schedule

Pre-registration in the certification tracks is required to attend.

Leadership Certificate Track

The Value of Differences: From Transactional to Transformational

The *Value of Differences: From Transactional to Transformational Leadership* certification focuses on organizational change leadership, institutional direction setting and leading inclusive teams at the individual, department, and institutional level. You will develop a unique transformational leadership mindset that goes beyond managing the usual day-to-day activities and gain the knowledge and confidence to create strategies for taking your team to the next level of performance and success.

Leader in Action: Leading Transformational Change

Sunday, Oct. 23, 2:00-4:00PM
Room: Shadows

Leader as Self: Explore Inclusive Leadership and How to Thrive in Complexity

Monday, Oct. 24, 11:15AM-1:00PM
Room: Madewood A

Leader & Development: Understand How to Develop and Understand Strategic Plans That are Sustainable, Agile, Dynamic and Intentional

Tuesday, Oct. 25, 10:00AM-Noon
Room: Madewood A

Data-Driven Leadership: Obtain the Knowledge, Tools and Techniques to Collaborate, Manage and Lead in an Evolving Data Landscape

Wednesday, Oct. 26, 10:00AM-Noon
Room: Madewood A

DEIB Certificate Track

Inclusive Leadership: The Competitive Edge in Diversity, Inclusion, & Belongingness

The *Inclusive Leadership: The Competitive Edge in Diversity, Inclusion & Belongingness* certification is designed to provide leaders with the concrete tools needed to create, develop, and foster inclusive teams and inclusive workplaces. This course will develop the skills needed to become a more impactful employee, manager, or leader. During these sessions, you will analyze interventions surrounding inclusive leadership, unconscious bias, and specific diversity and inclusion strategies. In addition, participants will enhance their inclusive communication skills and approach by understanding assumptions and communicating across differences.

Leading with Inclusive Communication

Sunday, Oct. 23, 10AM-Noon
Room: Shadows

Leader as Self: Explore Inclusive Leadership and How to Thrive in Complexity

Monday, Oct. 24, 11:15AM-1:00PM
Room: Madewood A

Making the Invisible Visible: Understanding Unconscious Bias

Tuesday, Oct. 25, 10:00AM-Noon
Room: Madewood B

Diversity and Inclusion in the Workplace

Wednesday, Oct. 26, 10:00AM-Noon
Room: Madewood B

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Associate Director, Goodwin College of Professional Studies, Drexel University

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Special Thanks to the 2022

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Daily Schedule for Monday, October 24



7:00AM–8:00AM	Business Partner Setup	Pre-Function & Madewood Foyer
8:00AM–5:00PM	Conference Registration & Information Desk Open	Pre-Function
8:00AM–5:00PM	Business Partners Open	Pre-Function & Madewood Foyer
8:30AM–9:30AM	Breakfast: General	International Ballroom
8:30AM–9:30AM	Breakfast: First and Second Timers	Crescent B
9:30AM–11:00AM	Opening Session / Ignite Session	International Ballroom
11:15AM–12:05PM	Concurrent Sessions, Block 1	
	<ul style="list-style-type: none"> ▪ A State-Level, Cross-Sectional Examination of Racial and Gender Equities for the Different Access Levels in American Higher Education, 2015-2020 ▪ Corporate Engagement and Strategic Partnerships ▪ Event Design Challenge-Let Your Voice Be Heard! ▪ From the Ground Up: Making Space for Non-Traditional Students at the University ▪ LEAP Forward for Success 	<ul style="list-style-type: none"> Rosedown B Nottoway A Shadows Nottoway B Madewood B
11:15AM–1:00PM	Certificate Workshop: Transformational Leadership & DEIB Tracks	Madewood A
Noon–12:25PM	Networking Break	Pre-Function & Madewood Foyer
12:25PM–1:15PM	Concurrent Sessions, Block 2	
	<ul style="list-style-type: none"> ▪ Meta-Literacy: Equipping Students with Information Literacy in Our Evolving Digital Age ▪ Pandemic Impacts on Student Expectations of Grace and Compassion from Faculty ▪ Profiles of Undergraduate Completers: More Than One Pathway ▪ Student Perception of Technology in Higher Education: A Survey Analysis ▪ The PLUS Factor: A Systematic Framework for Facilitating and Strengthening Academic and Career Success of Female BIPOC and Other Underserved Adult Learners 	<ul style="list-style-type: none"> Shadows Madewood B Rosedown B Nottoway B Nottoway A
1:30PM–2:30PM	Lunch & Keynote	International Ballroom
2:45PM–4:15PM	Concurrent Sessions, Block 3	
	<ul style="list-style-type: none"> ▪ Alpha Sigma Lambda: Changing the Outcome of an Adult Learner's Future ▪ Developing a Growth Mindset ▪ Digital Revolution: Enhancing DEI Allyship and Sense of Belonging in Remote Higher Education Spaces ▪ Event Design Challenge: Let Your Voice Be Heard! ▪ Race to the Finish Line ▪ Things Fall Apart: Using Jenga to Teach Faculty About Adult Learner Needs 	<ul style="list-style-type: none"> Madewood B Nottoway A Rosedown B Shadows Rosedown A Madewood A
4:30PM–5:00PM	Spirit of New Orleans Evening Send Off Reception	Pre-Function & Madewood Foyer

A State-Level, Cross-Sectional Examination of Racial and Gender Equities for the Different Access Levels in American Higher Education, 2015-2020

Room: Rosedown B

Presenters: Ibrahim Abou-Saad, *Sam Houston State University*
Ms. Jennifer Ormond, *Sam Houston State University*

While educators and administrators are witnessing an emergence of Diversity, Equity, and Inclusion Initiatives (DEI) in higher education, equitable access remains in question. Many institutions struggle to reform the organizational and cultural structures that historically prevented equity and access. The purpose of this study is to quantitatively analyze undergraduate enrollment at the state level in American postsecondary institutions and determine if this data implies higher or lower levels of gender and racial equities when compared to state population data. We will use public, state-level archival data from the National Center for Education Statistics (NCES) and U.S. Census Data to calculate the measurements for each state's access, gender equity, and racial equity. To check the potential influence of the COVID-19 outbreak on the study results, we will conduct the analysis for the year 2015 and repeat it for the years 2016 until 2020 and investigate variations.

Corporate Engagement and Strategic Partnerships

Room: Nottoway A

Presenters: Matt Bergman, PhD, *Associate Professor, University of Louisville*
Tracy Robinson, *Director, Innovative Academic Initiatives, The University of Memphis*

The purpose of this session is to explore corporate and external partnerships in order to grow enrollment in adult degree completion programs. The strategic approach to grow connections that lead to program enrollment growth will be the primary focus of this session. The presenter will examine the current partnerships and dissect the methods by which those arrangements were established. While the primary audience for this program is a four-year university, many of the strategies will apply to Community Colleges. Students in the B.S. in Organizational Leadership & Learning examine relevant, rigorous, and research based curriculum that connects directly to enhance students' skills in leadership, organizational change, and workplace development and performance. Consequently, this adult degree completion program aligns well with the needs of many career fields from corporate, government, education, and military sectors. Credit for Prior Learning is an integral component that assists corporate partners to save tuition assistance expenditures. **Track(s):** Innovative Change Agents | Collaborative Partners

Event Design Challenge-Let Your Voice Be Heard!

Room: Shadows

Presenters: Patti Spaniola, MBA, CMP, CED+, *Director of Conferences & Events, University of West Florida*
Bryan Best, *Senior Instructional Technologist, University of La Verne*

Get involved and let your voice be heard to plan future ACHE conferences! In these highly engaging sessions, you will experience how the #EventCanvas Methodology empowers a team to design and deliver innovative events. The comprehensive step-by-step process guides the design team to identify objectives and stakeholders, uncover new opportunities and innovatively deliver on expectations. Feel free to attend 1, 2 or all 4 workshops as they fit into your schedule as all are welcome at any time. At the end of the 4th workshop, designers will have developed prototypes that meet the desired goals and objectives while keeping everyone on the same page. Witness the transformation of an event using the team's brain trust in a matter of hours!

From the Ground Up: Making Space for Non-Traditional Students at the University

Room: Nottoway B

Presenters: Mary Etting, EdM, *Southern Illinois University Edwardsville*
Leslie Brock, *Assistant Director of Non-Credit Programs, Southern Illinois University Edwardsville*
Stephanie Simpson, *Assistant Director of Online Student Services, Southern Illinois University Edwardsville*

When credit and non-credit units function collaboratively, opportunities to serve non-traditional learners can flourish. The session will describe the collaborative work between credit and non-credit units including the challenges and triumphs as well as the upcoming work. Leaders from the units will talk about their collaborative work that engages the community and is beginning to weave together pathways for non-traditional students.

Track(s): Strategic Initiatives

LEAP Forward for Success

Room: Madewood B

Presenters: David W. Rausch, *Associate Dean and Professor, University of Tennessee at Chattanooga*
Elizabeth K. Crawford, *Professor, University of Tennessee at Chattanooga*

UTC began our new Bachelors of Applied Science degree in 2021 with a focus on working adults. The online BAS-AL program, using 7-week courses, prepares students for a wide variety of careers focusing on innovative and effective applied leadership. Specifically, the coursework provides students skills they need to solve problems, communicate effectively, resolve conflict, and assess effectiveness in diverse environments. While the program's focus is on cultivating the ability to influence the leadership process at any level, individuals will also develop and refine applied skills in critical thinking, problem-solving, motivating and empowering others, and communicating effectively and persuasively. This program is specifically focused on adult learners, providing a flexible learning opportunity that is accessible to a broad range of potential students, including those with disabilities, all racial and ethnic groups, veterans, and students in rural settings without access to traditional face-to-face programs. **Track(s):** Innovative Change Agents

Concurrent Sessions Monday, Block 2

12:25PM–1:15PM

Meta-Literacy: Equipping Students with Information Literacy in Our Evolving Digital Age

Room: Shadows

Presenters: Dr. Kathy D. Lohr, EdD, *Teaching Associate Professor, East Carolina University*
Steve Schmidt, *Professor and Coordinator of the Adult Education Program, East Carolina University*

Many information literacy skills taught in the formal classroom today are insufficient to critically evaluate the explosion of information that is heard, read, and seen, as well as created and published. Our rapidly changing technology, as beneficial as it is, has its challenges. In this session, we look at the evolution of information-, media-, digital-, and cyber-literacy and the movement toward the meta-literacy needs of an informed citizenry and how educators can integrate skill-building around this framework into their higher and continuing education curriculum. Meta-literacy, as described by Mackey & Jacobson (2011), "promotes critical thinking and collaboration in a digital age, providing a comprehensive framework to participate in social media and online communities" (p. 62). Participants will learn how information-, media-, digital-, and cyber-literacies have evolved and explore the practical applications of the meta-literacy framework to higher education. **Track(s):** Innovative Change Agents

Pandemic Impacts on Student Expectations of Grace and Compassion from Faculty

Room: Madewood B

Presenters: Dr. Marie M Mallory, *Associate Professor of Strategic and Personal Communication and Chair, Liberty University*
Hannah Naylor, *Instructor, Strategic and Personal Communication, Liberty University*

Pandemics are not new, but the ways people adapt relationally shift with each new pandemic. Kavanagh et al. (2020) plea for researchers to take immediate action to better understand pandemics. It is imperative to uncover what students experienced regarding faculty interactions during this pandemic, and how grace, concern, and compassion have impacted that learning experience. This session reports on how students interacted with faculty, learned, and functioned during a pandemic. This research contributes knowledge that will help faculty and administrators better help students adapt to learning during a crisis such as a pandemic. **Track(s):** Innovative Change Agents

Profiles of Undergraduate Completers: More Than One Pathway

Room: Rosedown B

Presenters: Susan Troncoso Skidmore, PhD, *Sam Houston State University*
Linda Zientek, *Sam Houston State University*

To empower members of all student groups to become change agents, we need to loosen our adherence to one "right" path for students to achieve their academic careers. Using a person-centered approach, we identified five empirically unobserved student profiles of first-time full-time university students who shared similar academic patterns, performance measures, and demographic characteristics. Honors and Flourishing classes tended to graduate within 6 years, attempted their first-college mathematics course and earned a high grade in that course. Placement in remedial mathematics did not determine class membership. The Honors class had an overrepresentation of White women, but an underrepresentation of Black men. Hispanic students were most prevalent in the Flourishing group while Black students were more prevalent in the Tenacious group. Men tended to fare worse on outcomes than women. After the findings are introduced, attendees will work collaboratively to share their theories and innovations for increasing opportunities for student success.

Track(s): Innovative Change Agents

Student Perception of Technology in Higher Education: A Survey Analysis

Room: Nottoway B

Presenter: Ferdinand Gabriel DiFurio, *Tennessee Tech University*

Given the significant events in recent years, many changes in higher education are taking place. Student learning has evolved rapidly, and traditional methods of teaching have changed. The pandemic of 2020 has significantly altered learning delivery methods, which have impacted learning outcomes. This paper explores the impressions of technology for students residing in “at risk counties” in higher learning. Employing survey data, select factors are examined to determine which influence the degree of satisfaction with internet accessibility.

Preliminary results suggest that experience with technology is impactful. Additional analysis reveals that certain factors influence satisfaction over others, and that traditional expectations on what matters may be shifting. As the higher learning landscape becomes more technology-driven, academic institutions should consider how this translates to student learning. For certain student demographics, such as those residing in “at risk counties,” this becomes especially important to advance educational opportunities in the broadest manner. **Track(s):** Strategic Initiatives

The PLUS Factor: A Systematic Framework for Facilitating and Strengthening Academic and Career Success of Female BIPOC and Other Underserved Adult Learners

Room: Nottoway A

Presenters: Dr. Patrick Guilbaud, *Winthrop University*
Dr. T. Christa Guilbaud, *University of North Carolina - Charlotte*

The scaling-up of the current Global Knowledge Economy is leading to significant levels of realignment, reorganization and restructuring. Yet, adult learners and professionals are not sufficiently oriented to gain the key skills needed for success in this new economy. Consequently, adaptive and forward-looking institutions must implement new academic and student support models that can help facilitate and strengthen academic participation and career success of their adult BIPOC learners. We present Promoting Learning and Upskilling for Success (PLUS), a comprehensive framework developed to facilitate and bolster academic and career success of adult female BIPOC learners. Building upon existing research and established student support practices, PLUS provides a pedagogically grounded teaching and training model. Consequently, the use of PLUS stands to help higher education institutions enhance critical aspects of the academic integration, preparation, and support of adult female BIPOC and other underserved learners for fulfilling jobs and success in their careers. **Track(s):** Strategic Initiatives

Concurrent Sessions Monday, Block 3

2:45PM–4:15PM

Alpha Sigma Lambda: Changing the Outcome of an Adult Learner’s Educational Future

Room: Madewood B

Presenters: Shelley Hintz, *Immediate Past-President, Alpha Sigma Lambda Honor Society*
Penny Gaskins, *President, Alpha Sigma Lambda Honor Society*

When an adult learner is inducted into an Alpha Sigma Lambda Honor Society Chapter it is so much more than making the grade. For many that choose to return to school later in their adult life, this is the “aha!” moment for them. Now more than ever adult learners are heading back to school for career change or for the first time. ASLHS recognizes these students, invites them to participate in supportive communities, and provides various opportunities that can give them the courage and confidence to go forward. Being recognized for their scholastic achievements and leadership roles can be the very recognition that the student needs to give them the confidence to continue and to finish the race they have set. **Track(s):** Collaborative Partners

Developing a Growth Mindset

Room: Nottoway A

Presenter: Sheila Boysen, *Professor, College of Business, Lewis University*

This workshop is for faculty, administrators, individuals with management responsibility and individual contributors looking to enhance and up-level their leadership brand and leadership presence. In this self-growth and self-development workshop, participants will learn to enhance their growth mindset and develop more poise under pressure. The workshop features extensive practice exercises and participants gain self-awareness of their individual style and ways to enhance their impact and influence. They take away key communication principles to implement immediately, using proven and practical techniques for demonstrating a dynamic leadership style. **Track(s):** Innovative Change Agents

Digital Revolution: Enhancing DEI Allyship & Sense of Belonging in Remote Higher Education Spaces Room: Rosedown B

Presenter: Elsbeth Paige-Jeffers, MA, *Southern New Hampshire University*

Join an engaging presentation discussing radical ways to increase allyship and sense of belonging among students, staff, and faculty in higher education spaces. This session will both address DEI allyship more broadly, and will highlight specific ways this allyship can be enhanced in digital space. The future of higher education is inclusive, and must take into account the remote learning experience. The ultimate goal of this session is to engender collaborative discussion surrounding novel ideas and implementable initiatives to enhance DEI outcomes in this new paradigm. **Track(s):** Innovative Change Agents | Collaborative Partners | Strategic Initiatives

Event Design Challenge: Let Your Voice Be Heard!

Room: Shadows

Presenters: Patti Spaniola, MBA, CMP, CED+, *Director of Conferences & Events, University of West Florida*
Bryan Best, *Senior Instructional Technologist, University of La Verne*

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Race to the Finish Line

Room: Rosedown A

Presenter: Dr. Andrea Mckie, *Sisters in Arms Nonprofit and Northeastern University College of Professional Studies*

This is a workshop that seeks to connect people together by showing each the gaps that separate us from the time we are born. The goal is to open the dialogue through exercises designed to bridge the gap between cultures, race, gender etc and the forced choices some must make to get to the next level in life. Race to the finish line deals with the transformation that education brings and the challenges that makes the race hard but the journey successful.

Track(s): Innovative Change Agents

Things Fall Apart: Using Jenga to Teach Faculty About Adult Learner Needs

Room: Madewood A

Presenter: Dr. Amy Johnson, *East Tennessee State University and ETSU Center For Teaching Excellence*

In the introduction of the session, participants will reflect upon and share their experiences of working with non-traditional students. Participants will receive some information regarding the characteristics of adult or post-traditional learners. In the heart of the session, participants will play a modified Jenga game meant to demonstrate many of the barriers adult learners face when pursuing higher education. Prompts for the game are based upon the framework for barriers to adult student success. These barriers are categorized as dispositional, institutional, and situational. Finally, the session concludes by exploring some pedagogical (or andragogical strategies) for teaching adult learners. These strategies include providing opportunities for adults to incorporate their life experiences, providing various aspects of choice in assignments and classroom activities, applying course content to work skills or family harmony, and developing strategies for flexibility in assignment dates.



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Daily Schedule for Tuesday, October 25



7:00AM–7:45AM	Morning Yoga.....	Crescent A
7:15AM–8:15AM	Networking Walk to Café du Monde.....	Hotel Lobby
8:00AM–5:00PM	Conference Registration & Information Desk Open.....	Pre-Function
8:00AM –5:00PM	Business Partners Open.....	Pre-Function & Madewood Foyer
8:15AM–9:00AM	Breakfast with Guest Speaker.....	International Ballroom
9:00AM–9:50AM	Concurrent Sessions, Block 4	
	<ul style="list-style-type: none"> ▪ Components of Radical Accessibility at a Rural Community College HSI..... ▪ Employer-School Partnerships: Investing in a Stronger Workforce..... ▪ Incorporating the Active Flex Learning Model to Optimize the Upper Division Online Experience..... ▪ Remodel or Build New? Enrollment Operations and Program Administration Trends..... ▪ Using the UN SDGs as a Pedagogical Framework from Faculty to Curriculum Development..... 	<ul style="list-style-type: none"> Nottoway A Rosedown B Madewood A Shadows Nottoway B
10:00AM–Noon	Certificate Workshop: Leadership Track.....	Madewood A
10:00AM–Noon	Certificate Workshop: DEIB Track.....	Madewood B
11:15AM–12:05PM	Concurrent Sessions, Block 5	
	<ul style="list-style-type: none"> ▪ Advising Adults: Every Transcript Tells a Story..... ▪ Event Design Challenge: Let Your Voice Be Heard!..... ▪ Five Successful Strategies for Engaging Adult Students in the Online Classroom..... ▪ Stop Procrastinating: Five Easy Steps to Start Writing a JCHE Article..... 	<ul style="list-style-type: none"> Nottoway B Shadows Rosedown B Nottoway A
10:50AM–11:15PM	Networking Break.....	Pre-Function & Madewood Foyer
11:15AM–12:05PM	Concurrent Sessions, Block 6	
	<ul style="list-style-type: none"> ▪ Impact of Belongingness, Relational Communication, Religiosity, and Screen Time on College Student Levels of Anxiety..... ▪ Learner Motivation in Challenging Times..... ▪ Microcredentials: When a Spark Becomes a Fire..... ▪ Using the Student Experience to Foster DEIB..... 	<ul style="list-style-type: none"> Rosedown B Nottoway B Shadows Nottoway A
12:20PM–2:50PM	Awards Luncheon, ACHE Annual Business Meeting.....	International Ballroom
3:00PM–4:00PM	Regional Reception & Business Meetings	
	<ul style="list-style-type: none"> ▪ West Region..... ▪ South Region..... ▪ Northeast Region..... ▪ MidAtlantic Region..... ▪ Great Plains Region..... ▪ Great Lakes Region..... 	<ul style="list-style-type: none"> Madewood A Madewood B Nottoway A Nottoway B Rosedown A Rosedown B
5:00PM–5:45PM	2023 Conference Planning Committee Meeting.....	Shadows
7:00PM–10:00PM	President’s Reception [By Invitation Only].....	President’s Suite
7:00PM	First and Second Timers “Bar Review”.....	Gallier’s Restaurant and Oyster Bar

Components of Radical Accessibility at a Rural Community College HSI

Room: Nottoway A

Presenter: Carly Zufelt, *Associate Dean of Instructional Development & Student Learning Experience, Arizona Western College*

Arizona Western College (AWC) is a rural community college located in Yuma, AZ, just ten miles north of the Mexican border. As a Hispanic Serving Institution (HSI) with a Hispanic student population of over 75 percent, AWC is dedicated to improving the low completion rate of this demographic with wrap-around services that enhance accessibility through holistic support. Our 2025 Strategic Plan includes the implementation of zero-cost and low-cost tuition, Guided Pathways, open educational resources, a multiyear data-driven schedule, and high school outcomes articulations across the district. Join me as I discuss how we plan to achieve our Big, Hairy, Audacious Goal (B.H.A.G.) of doubling the rate of earned baccalaureate degrees in our district by 2035 through radical accessibility in our strategic plan objectives. **Track(s):** Strategic Initiatives

Employer-School Partnerships: Investing in a Stronger Workforce

Room: Rosedown B

Presenter: Odile Dilone, *Interim Director of Non Credit Programs, Capital Community College*

Employer partnerships are essential relationships for any school. For programs to be successful, schools must secure partnerships where employers invest in the programs and students. These partnerships benefit the students and the school, and the employers recognize a Return on Investment (ROI), too. Businesses thrive and are future-prepared when employers embrace their roles in the creation of a diverse, well-educated, and well-trained workforce. These partnerships have three main goals: one, to ensure that their programs contain the skills necessary to make the student the strongest candidate for the job; two, to provide the student with direct paths to employment; and three, to increase the likelihood of student's success by increasing the student's social network/capital. Working together we can create talent pipelines that are all that and homegrown, strengthening the fiber of the communities in which we live and work. Participants will receive a handout with best practices for partnership success. **Track(s):** Innovative Change Agents | Collaborative Partners

Incorporating the Active Flex Learning Model to Optimize the Upper Division Online Experience

Room: Madewood A

Presenters: Dr. Jamie Gilbert Mikell, *Athens State University*

Athens State University is an upper-division university in Athens, Alabama, that serves over 3,000 students of junior and senior status with a mean age of twenty-nine. Many students at Athens State are first-generation, and many come from nontraditional backgrounds. To meet the needs of Athens State's unique student demographic, the Health and Physical Education program implemented courses using an Active Flex learning model for online education. Active flex is a student-centered model focusing on synchronous and asynchronous content delivery to offer flexibility to students while adhering to and meeting course outcomes. This session will discuss the process for creating and implementing Active Flex in an online Motor Development course and the role of the Active Flex learning model in moving the program forward to serve an ever-evolving student population. **Track(s):** Innovative Change Agents

Remodel or Build New? Enrollment Operations and Program Administration Trends

Room: Shadows

Presenters: Stacy Snow, *Principal, Kennedy & Company*
Lauren Arimoto, *Principal, Kennedy & Company*
Kendra Grinnage, *Senior Manager, Kennedy & Company*

Hear tales of DIY and general contractor wins – along with a few hiccups – as continuing, professional and online education units seek to find the right blend of in-house and outsourced administrative resources. Whether your division will expand programming by partnering with a rev share or fee-for-service outfit or "remodel" using internal resources – or a mix of both – it's important to derive a vision for the unit that is informed by data and guided by well-timed strategic decisions. We'll talk about blueprints that failed to include key aspects of student support workflow and inquiry management processes along with stories from custom dream builds that included accurate revenue projections and student experience improvements.

Track(s): Strategic Initiatives

Using the UN SDGs as a Pedagogical Framework from Faculty to Curriculum Development

Room: Nottoway B

Presenters: Dr. Robert Sanders, *Dean, Hamilton Holt School at Rollins College*
Doragnes Rivera Bradshaw, MBA, SHRM-SCP, *Director of Operations, Hamilton Holt School at Rollins College*

The 17 Sustainable Development Goals (SDGs) developed by the United Nations can be used as a useful framework for curriculum development and program design. Faculty and staff of the Hamilton Holt School at Rollins College have used SDGs such as Reduced Inequalities and Sustainable Cities and Communities to reimagine how to serve adult learners through the redesign of curriculum and programming. Through a series of workshops and seminars, participants engaged in opportunities to think about how these goals impact the future of the workplace and how to better serve underrepresented communities. This work culminated in a professional development seminar hosted in Vienna, Austria, one of the greenest and most sustainable cities in the world, and home to a branch of the UN. This study-away experience served as a useful lens through which the impact and influence of these SDGs can further Rollins' mission of developing global citizens and responsible leaders. **Track(s):** Strategic Initiatives

Concurrent Sessions Tuesday, Block 5

10:00AM-10:50AM

Advising Adults: Every Transcript Tells a Story

Room: Nottoway B

Presenters: Sarah Wiegman, *Assistant Dean, School of Graduate, Professional, and Continuing Education, Lewis University*
Dr. Anne B. Rapp, *Assoc. Provost for Graduate Studies & Dean, School of Graduate, Professional, and Continuing Education, Lewis University*

Every adult makes the (sometimes difficult) decision to return to school for various reasons and motivations. They come in with multiple backgrounds and educational experiences. They sometimes go through challenges in completing a degree - but still persist when supported through these struggles. Every transcript they submit can show their peaks and valleys and creates a story of their educational journey. It's important to take their histories into consideration when working with adult students and helping them plan their educational goals and a pathway to graduation. Retention initiatives are also driven by the needs of this population. This presentation will discuss a blended advising style in working with degree seeking adults with both a proactive and appreciative approach - while ultimately being driven by our University Mission. Discussion and sharing is encouraged in best practices to interact with adult learners who are mostly online students. **Track(s):** Innovative Change Agents

Event Design Challenge: Let Your Voice Be Heard!

Room: Shadows

Presenters: Patti Spaniola, MBA, CMP, CED+, *Director of Conferences & Events, University of West Florida*
Bryan Best, *Senior Instructional Technologist, University of La Verne*

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Five Successful Strategies for Engaging Adult Students in the Online Classroom

Room: Rosedown B

Presenters: Dr. Dianna Rust, *Professor, University Studies, Middle Tennessee State University (MTSU)*
Layne Ray Bryant, *Director, Assessment & Accreditation, Middle Tennessee State University (MTSU)*

In order to promote online student success and retention, student engagement is essential. This session will outline research from the literature on the importance of instructor presence in the classroom. Presenters will discuss outside-of-the-classroom activities and techniques that are used in a research course to help engage students and increase instructor presence. Techniques that will be demonstrated and discussed include: using intelligent agents, using videos to engage students, giving awards for student performance and using text messaging in the online classroom. This session would be helpful for faculty as well as administrators who are involved with faculty training and development and selecting classroom technology and course management systems. **Track(s):** Innovative Change Agents

Stop Procrastinating: Five Easy Steps to Start Writing a JCHE Article

Room: Nottoway A

Presenters: Dr. Walter S. Pearson, *Editor, Journal of Continuing Higher Education*
Katherine Lyons

There are five simple steps to getting started on writing that article for the Journal of Continuing Higher Education (JCHE). What do you need to know to publish in JCHE? We'll explore our double-blind review process and the types of articles published. The five steps to getting the article written include developing the topic, search the literature, gather your data, write, revise. We'll run through what JCHE needs and how to prepare your submission. Most importantly, we'll cover your ideas for articles and explore how to shape them into an article for JCHE.

Concurrent Sessions Tuesday, Block 6

11:15AM–12:05PM

Impact of Belongingness, Relational Communication, Religiosity, and Screen Time on College Student Levels of Anxiety

Room: Rosedown B

Presenters: Dr. Cherri Kelly Seese, *Associate Professor of Psychology, Northwest University*
Dr. Renee J Bourdeaux, *Associate Professor of Communication Studies & Chair, Northwest University*
Dr. Sarah Drivdahl, *Dean of the College of Arts and Sciences; Professor; Incoming Provost, Northwest University*

Emergent adults in the United States are currently experiencing high levels of anxiety. It is imperative to uncover insulating factors which mitigate the impact of anxiety. This research explored how constructs such as belongingness, relational communication, screen time and religiosity impact anxiety levels of emerging adults. Approximately 250 college students from a small, private university on the West Coast were given an online assessment that included: the General Belongingness Scale, Relational Communication Scale, Duke University Religion Index (DUREL), a survey of screen time, and the Beck Anxiety Inventory. A MANOVA statistical test was conducted by assessing the effects of multiple dependent variables on the four different levels of anxiety as measured on the BAI. Results indicated a significant relationship between one's sense of belonging and one's reported level of anxiety. These findings have implications for systems, like universities and corporations that want to improve young adults' level of anxiety. **Track(s):** Innovative Change Agents

Learner Motivation in Challenging Times

Room: Nottoway B

Presenters: Jonathan Taylor, *Associate Professor, Adult Education Program Coordinator, Auburn University*
Dr. Steven B. Frye, *Professor/Director, School of Interdisciplinary Studies, Tennessee Technological University*

Since March 2020, Higher Education has weathered countless challenges that continue to affect and transform the learning space. As students return to more "traditional" learning environments, a cadre of new challenges are evolving. Teachers are reporting issues with student attendance, classroom engagement, follow-through with assignments, and persistence. In this interactive session, we will examine these issues through the lens of Motivational Immediacy. Motivational Immediacy is a concept that considers the closeness of the relationship between the means and the ends for a motivated behavior. Special attention will be given to discovering applications for being motivationally "immediate" in practice.

Microcredentials: When a Spark Becomes a Fire

Room: Shadows

Presenters: Christine Billings, *Director, Division of Continuing Studies, University of Nebraska at Omaha*
April Paschall, *Assistant Director of Academic Affairs, Division of Continuing Studies, University of Nebraska at Omaha*

This session explores how a pilot to develop embedded and co-curricular microcredentials for the Bachelor of Multidisciplinary Studies (BMS), a program for adult and contemporary learners, created an opportunity to lead a campus-wide initiative; moving the adult serving program from margin to center at the institution almost overnight. This new initiative engages cross-campus stakeholders, targets multiple (l)earner audiences, and provides the skills-based education and language our (l)earners need and employers want – in short, it creates a new business vertical for the organization. The session shares the importance of strategic internal communications to convey the expertise of professionals in adult and continuing education units, provides an overview of how UNO has been building its microcredentialing strategy, including programs offered thus far, and outlines our next steps in evolving this opportunity to place (l)earners in the center of the evolving higher education enterprise. **Track(s):** Collaborative Partners

Using the Student Experience to Foster DEIB

Room: Nottoway A

Presenter: Sydney D. Richardson, PhD, *North Carolina A&T State University*

Many institutions tout being a student-centered space. While this may result in higher enrollment patterns, some students learn that their educational space is not completely student-centered, which leads to feelings of inequities and educational barriers. To create a fully student-centered, socially just space of diversity and belonging, it would behoove educators and administrators to remember what it was like to be a student. In this session, the presenter will explain and demonstrate the challenges society's new traditional students face (i.e. adult students), along with why and how she created equitable, socially just, policy driven environments for her adult students to thrive. **Track(s):** Innovative Change Agents



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Daily Schedule for Wednesday, October 26



7:15AM–8:00PM	Morning Yoga	Crescent A
7:15AM–8:15AM	Networking Walk	Hotel Lobby
8:00AM–12:15PM	Conference Registration & Information Desk Open	Pre-Function
8:00AM–Noon	Business Partners Open	Pre-Function & Madewood Foyer
8:30AM–9:30AM	Breakfast	International Ballroom
10:00AM–Noon	Certificate Workshop: Leadership Track	Madewood A
10:00AM–Noon	Certificate Workshop: DEIB Track	Madewood B
10:00AM–10:50AM	Concurrent Sessions, Block 7	
	<ul style="list-style-type: none"> ▪ Building the Ladder as You Climb: Offering Stackable Credits to Welcome Underrepresented Groups into Financial Planning Education ▪ Event Design Challenge: Let Your Voice Be Heard! ▪ Incorporating Trauma-Responsive Policies and Practices into Adult Continuing Higher Education Programs and Classrooms ▪ Successful Autistic Female College Students: A Qualitative Study 	<p>Nottoway B</p> <p>Shadows</p> <p>Nottoway A</p> <p>Rosedown B</p>
10:50AM–11:10AM	Networking Break	Pre-Function
11:10AM–Noon	Concurrent Sessions, Block 8	
	<ul style="list-style-type: none"> ▪ Creating Educational and Career Pathways for Adult Learners through Certifications ▪ Online Military Student Services and Proctored Testing: Then, Now, and Beyond ▪ Strategies for Inclusive Student Readiness and Skill Support in Online Doctoral Programs ▪ The Impact of Prior Learning Assessment on a Distance Learning Adult Program 	<p>Nottoway B</p> <p>Shadows</p> <p>Nottoway A</p> <p>Rosedown B</p>
Noon	Business Partners Dismantle	Pre-Function & Madewood Foyer
1:00PM–2:00PM	Working Lunch [ACHE Board of Directors]	Madewood A
1:30PM–4:30PM	ACHE Board of Directors Meeting	Madewood A

Building the Ladder As You Climb: Offering Stackable Credits to Welcome Underrepresented Groups Into Financial Planning Education

Room: Nottoway B

Presenters: David Mannaioni, *College for Financial Planning*
Danielle Langworthy, *Academic Affairs Coordinator, College for Financial Planning*
Dr. Aman Sunder, *College for Financial Planning*
Dr. Amy Beth Rell, *CFFP*

Research at the College for Financial Planning has shown that students who are successful in its entry-level course go on to be successful in the entire CERTIFIED FINANCIAL PLANNER® education program, which also consists of stackable credits that articulate into the College's master's program. The College is thus focusing efforts on infusing DEI best practices into these stackable programs in order to open financial planning to those who have traditionally been underrepresented in the field. **Track(s):** Innovative Change Agents | Strategic Initiatives

Event Design Challenge: Let Your Voice Be Heard!

Room: Shadows

Presenters: Patti Spaniola, MBA, CMP, CED+, *Director of Conferences & Events, University of West Florida*
Bryan Best, *Senior Instructional Technologist, University of La Verne*

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Incorporating Trauma-Responsive Policies and Practices into Adult Continuing Higher Education Programs and Classrooms

Room: Nottoway A

Presenter: David A. Housel, EdD, *LaGuardia Community College - CUNY*

This concurrent session will provide a brief overview of the presenter's research on trauma in adult continuing education programs and classrooms followed by a facilitated discussion among participants regarding their experiences working with traumatized students and their own experiences of trauma. Even though trauma has always been present in adult continuing education settings, the current COVID-19 pandemic brought trauma to the forefront of conversations related to the reactions to the abrupt shift to distance teaching/learning and program administration; coping with persistent uncertainty, loss, and grief among students, instructors, and staff alike; and the unprecedented impact globally on teaching, learning, and institutional/programmatic culture. Inspired by the work of Gross (2020), the presenter will provide insights into identifying manifestations of trauma among both students and colleagues as well as developing and implementing more trauma-responsive policies and practices to support our colleagues and to promote equity, access, and success among our adult learners. **Track(s):** Strategic Initiatives

Successful Autistic Female College Students: A Qualitative Study

Room: Rosedown B

Presenter: Linda Jane Velwest, *Saint Peter's University*

There is an increasing number of people with autism. Autistic women have a different presentation of autism than autistic men and may have different needs. As more autistic men and women go to college, they bring challenges and strengths. They have difficulties with persistence and completion of a degree. To improve the success of autistic students, more information is needed about what influences their success.

This research looked at three autistic women who were successful in college. The three women and people who supported them were interviewed. Four themes emerged regarding factors that contributed to the success of these young women. Their parents were involved in assisting them. They found a close-knit individualized environment in college. They were able to develop interests besides academics and utilized services available to them. Recommendations for future educational practice will be discussed so that autistic women can succeed today, tomorrow, and into the future.

Track(s): Collaborative Partners

Creating Educational and Career Pathways for Adult Learners through Certifications

Room: Nottoway B

Presenters: Kena Sears-Brown, *Drexel University Goodwin College*
Robert Grimmie, *Assistant Director, Business Development and Workforce Initiatives, Drexel University*

Higher education freshman admission is expected to drop 15 percent drop in 2025 due to the decline in birth rate in the 2008 recession (Inside Higher Ed, May 2021). Colleges and universities must create a strategy to fill the traditional undergraduate population gap with nontraditional learners. This session will examine how one continuing professional education unit forged strategic partnerships to offer an innovative sustainable skill-based learning model that focuses on certifications and middle skill industries for adult learners. Attendees will learn how to: Build an educational, employer, and workforce development ecosystem; Get the blueprint on how to launch apprenticeships, workforce development programs and noncredit to credit (degree) pathways; and Receive best practices and strategy on how to get internal buy in from senior leaders and peers to start and scale programs

Track(s): Strategic Initiatives

Online Military Student Services and Proctored Testing: Then, Now, and Beyond

Room: Shadows

Presenter: Nichelle McMullen, EdD, *The University of Alabama*

All institutions make every effort to provide some level of student services to enrolled students, but what does that really mean? With the increased growth and popularity of online college enrollments both before and during the pandemic, providing focused and intentional online student services is crucial in a competitive virtual educational arena. The presenter will share experiences about collaborating and developing student services offered to online military students and discuss the evolution of proctored testing services at the University of Alabama. **Track(s):** Innovative Change Agents

Strategies for Inclusive Student Readiness and Skill Support in Online Doctoral Programs

Room: Nottoway A

Presenters: Laura Knight Lynn, PhD, *Dean, Office of Research and Doctoral Services, Walden University*
Michelle Brown, PhD, *Director, Committee Support and Doctoral Student Progress, Walden University*
Melanie Brown, PhD, *Director, Academic Skills Center, Walden University*
Deborah Inman, EdD, *Director, Research Quality Management, Walden University*

Walden University is an online institution that has a history of providing extensive skill development and support services for doctoral students. Based on data and stakeholder input, in 2019 a strategic approach to create a more integrated and supportive doctoral journey was developed. In applying this strategy, readiness and skill development for capstone and career skills are integrated throughout the curriculum and tools and resources to guide students each step of the way come through a companion course model and Walden's Doctoral Degree Coach technology. In this session, presenters will describe the history of Walden's scaling of support services along with a rationale and description of our more integrated and inclusive support services. Student and faculty curricula and tools will be demonstrated and specific take-aways for faculty and academic administrators looking to scale support services for more integrated delivery will be described. **Track(s):** Strategic Initiatives

The Impact of Prior Learning Assessment on a Distance Learning Adult Program

Room: Rosedown B

Presenter: Lisa Young, *Academic Advisor II / Prior Learner Coordinator / Instructor, The University of Alabama*

The proposed presentation will provide an overview of the use of prior learning as a means of accelerating degree completion for students in the New College LifeTrack program over the span of the past 10 years. It will cover the different types of prior learning available through the program, as well as statistical data of each type's usage within the time frame. A complete summarization of select demographics will be provided as well as an analysis of how awarded credit is applied to students' degree plans.

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Robin Rennels, Executive Director

Email: alsiglam@eiu.edu

Phone: (217) 581-7106

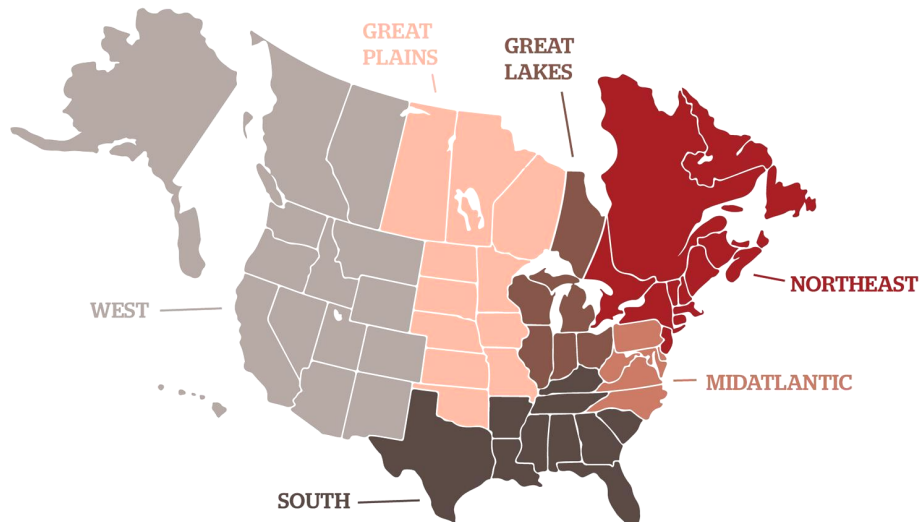
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[Please visit us at table #9 in the exhibit area!](#)



ACHE Regions

The Association is divided into six regions. Each region usually conducts one or more meetings each year. This regional division provides members with more personal contacts with other members and makes the Association a more vital organization. Connect with your region at www.acheinc.org/regions



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Capitol Technology University

Delaware, Maryland, North Carolina, Pennsylvania,
Virginia, Washington, D.C., West Virginia

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Trisha Dionne, Chair

Concord Community College

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Maine, Massachusetts, New Hampshire, Rhode Island,
Vermont, Atlantic Provinces, New Jersey, New York
Metropolitan, Africa, Europe, Middle East

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Delta State University

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LeSondra Jones, Chair

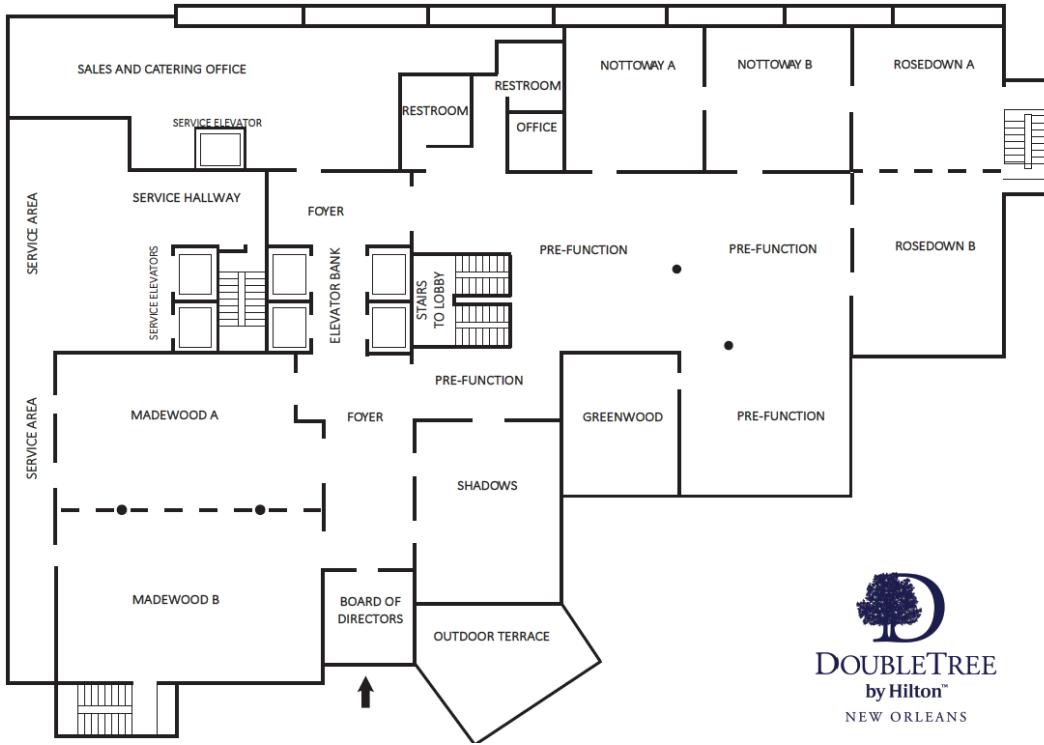
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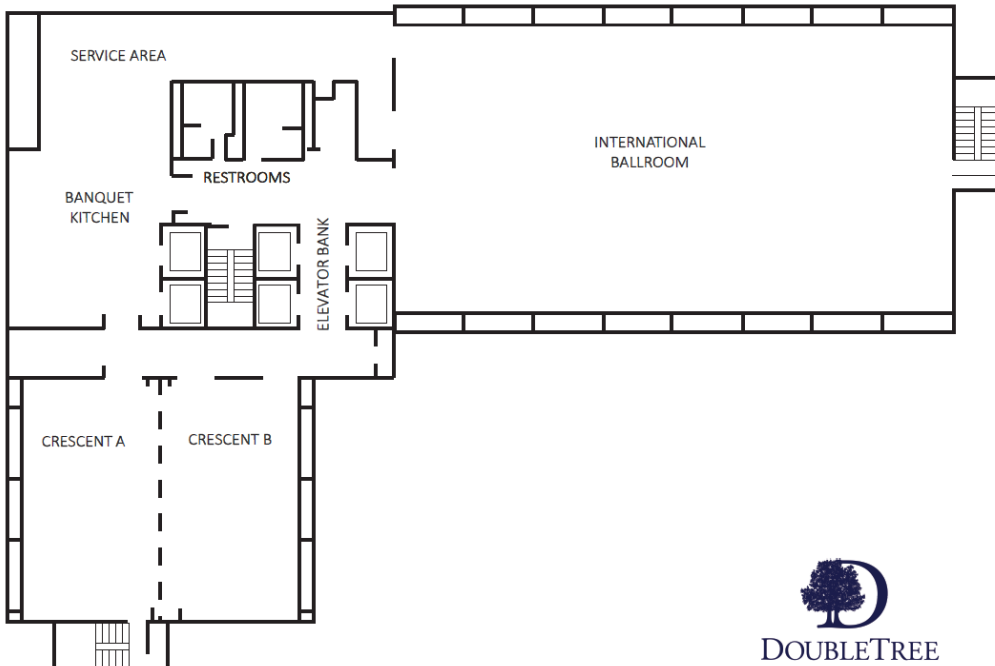
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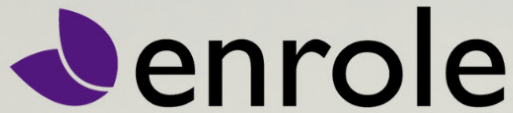
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