2006

Association for Continuing Higher Education Proceedings

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Preface

The 2006 *Proceedings* of the Association for Continuing Higher Education are presented herein. These proceedings record the 68th Annual Meeting of ACHE held in Los Angeles, California. This year's annual meeting theme was "Continuing Education: Making a Difference."

The local arrangements committee chaired by Jan Jackson and Skip Parks welcomed us in style and with plans of networking, fun, and relaxation while fulfilling our conference theme. The committee, composed of several local institutions, worked hard to make this a memorable occasion. Their hospitality and that of the Sheraton Los Angeles Downtown Hotel were gracious and very accommodating.

Rick Osborn and John Yates chaired a talented, dedicated conference program committee that provided a meeting with the inspiration, professional development, and networking necessary to our success in continuing education. The speakers and session leaders were carefully selected to illustrate the difference we all make to our communities, our students, and our institution.

The conference sessions explored continuing education's ability to transform lives, communities, and institutions while producing a strong return on investment. Distinguished speakers reflected on continuing education's power, offered techniques for enhancing program outcomes and impacts, and provided important insights into the future of higher education in a global society.

During registration on Saturday morning the local arrangements committee greeted us on the top floor of the hotel overlooking a spectacular view of the city with music and mimosas.

Dr. Leslie S. Jacobson, a long-time member of ACHE and elected the first woman president in 1981 at the 43rd annual meeting in LA, was introduced at the Opening Session. She provided a brief retrospective on how the Association and the profession had changed in the past quarter century.

On Sunday afternoon we embarked upon the "Magic Bus" for a visit to the beautiful Getty Center, followed by a scenic tour of Greater LA while in route to the famous Grove and Farmer's Market for dinner. It was an enjoyable afternoon for attendees and their families.

The closing awards banquet with all its Hollywood style of glitz and glamour was the climax of a memorable conference.

Please accept these *Proceedings* of the Association for Continuing Higher Education's 68th Annual Meeting.

Irene T. Barrineau

Irene T. Barrineau, Editor
ACHE *Proceedings*

Table of Contents

Part One: Addresses

Presidential-Elect

Refining Our Mission: Continuing Education's Role in Engagement, Outreach, and Public Service

Presenter: President-Elect Dennis "Skip" Parks, California Polytechnic State University

Welcome again to Los Angeles. What a great gathering of friends and colleagues. I hope you're enjoying the 68th ACHE annual meeting and conference.

It is a humbling experience for me to stand before you as president-elect of ACHE. It was not that long ago that at my first regional conference I was asked to be archivist for Region Five. I knew nothing about ACHE, but the people seemed nice and not too scary so I said yes. After all, how could I refuse to join an organization that one of its regions has a cork screw tied to the gavel? Now, eight years later, you have put your trust in me to lead one of the nation's largest and oldest associations devoted to promoting adult and continuing education. I can not even begin to thank you for this honor. I will do my best to serve you.

When I accept the gavel, I will be trying to serve an organization that is in general, only in fair shape. This is not a message most of you want to hear. But I must be truthful. To twist Judy Garland's words, Toto, we're not in Oz any more. The time of trying to tinker around the edges is over. If ACHE is to survive to a new day there must be changes. Membership must grow, our dues will have to increase, and we must assert ACHE's place as a national voice for continuing education. Our actions must be bold and new. We must take on these challenges not as individual institutions and members, but as a common voice for the people we serve.

One of the first responsibilities for a new ACHE president is decide on the theme for the upcoming year and annual conference. For me, this was not a difficult task. I am very pleased to announce that next year's theme is "Refining Our Mission: Continuing Education's Role in Outreach, Engagement and Public Service."

Historically, institutions of higher education have embraced three missions: teaching, research, and public service. Almost from the beginning with Harvard, the University of Georgia, and the University of Virginia, these three responsibilities have been the cornerstone of American higher education. When talking about UVA, Thomas Jefferson wrote in 1782, "The general objects are to provide an education adapted to the years, to the capacity, and the condition of every one, and directed to their freedom and happiness." Not only have these missions steered the large, flagship institutions, but have served as markers of success for regional and private schools as well. Fredrick Rudolph said in his book the American College and University, "the Wisconsin Idea placed the people's university in the service of the people, sought to protect them from the greed, privilege, and corrupting power of great wealth, and make of the university a kind of teacher-counselor-companion to the people at large"

It is in the arena of public service that continuing education can play a significant role in helping higher education reinvent itself. What we do on a daily basis helps define not only ourselves, but the institutions and the publics we serve. We do it with quality and efficiency, often with little or no support from our own institutions. What I have come to realize is that we are so resourceful that we taken for granted. Our work goes unrecognized, unappreciated, and unrewarded. This must stop. We should no longer be the silent partner in the community of higher education.

Rather than providing a laundry list of new programs and services I want to start this year, I propose we concentrate on a single, well focused objective—demonstrating to the rest of the

higher education community the unique role we play in serving our regions, our states, and the nation.   Working with our colleagues in UCEA, NASULGC, and others we will discover new avenues to demonstrate how we serve and often lead higher education. How we build and maintain bridges to our larger communities. How we improve the lives of the people we serve. How we fulfill the mission of public service. This is a role not just for the policy setters, but a role each and every one of us must undertake; from the smallest private college to the largest flag-ship university. What we do matters. It is time we let it show. If we do the right thing, if we can demonstrate the good work we do, ACHE will grow and we will help refine our place in American higher education.

Keynotes

Continuing Education—Making a Difference

Presenter: Brenda White Wright, Motivational Speaker and Trainer

Through the use of entertaining anecdotes and instructive examples, this stimulating presentation focused on continuing education as a transformative solution for those challenged by negative cultural stereotypes and limited expectations. The audience was energized and inspired by the speaker's examples to learn and teach others to identify and eliminate obstacles to healthy and happy lifelong learning.

Swimming with Sharks: Risking a Strategic Future for Continuing Education

Presenter: Sandy Shugart, President, Valencia Community College

The history of continuing education is worthy of celebration; but it is also a prison, limiting our future by shackling us to the past. This presentation taught us how to make a strategic value proposition to the community, our clients, and the college. We also learned the risks we must take to deliver upon that proposition.

California Higher Education Leadership Panel

Panelists: Dianne G. Van Hook, Superintendent-President, College of the Canyons; Karen S. Haynes, President, California State University San Marcos; David Menninger, Interim Dean, UCLA Extension

The California Master Plan for Higher Education was the focus of this special panel presentation and featured senior leadership of the three tiers of public higher education in California, including Dr. Dianne G. Van Hook, Superintendent and President of the College of the Canyons (representing the California Community College System); Dr. Karen S. Haynes, President of California State University San Marcos (Representing the CSU System); and Dr. David Menninger, Interim Dean of the University of California Los Angeles Extension (representing the University of California System and continuing higher education). As these higher education leaders look ahead to the 50th anniversary of the California Master Plan for Higher Education, what is on the horizon? Will the plan require renewal or redirection in order for California's institutions of higher education to fulfill their respective missions? If the old adage "as goes California, so goes the rest of the country," is applied to higher education what are some of the predictors in California that could suggest where public higher education in this country is headed? More specifically, what trends are surfacing at the UC, CSU, and Community College

levels that will steer continuing higher education, workforce development and re-development, and community/inter-institutional partnerships in the future?

Part Two: Concurrent Sessions

Motivating Your Students from Excuses - 10 Key Strategies

Presenter: Brenda White Wright, Motivational Speaker and Trainer

The ability to inspire and empower others to achieve more than they believe possible is within your reach. Consider incorporating each of the following steps into your life and then encourage your students and others by your example.

Step 1 – <u>Eliminate "do" time and increase "be" time</u>. Everyone needs and deserves some personal time each day. Retreat from the daily demands of others and learn to replenish your mind and spirit. You may need to get up earlier or stay up later but use that time to meditate, pray, think, dream, read or to consider new possibilities for your lives. Make an investment in yourself. Don't be limited by others' limited perceptions or extreme expectations. Your family, your friends, your relationships with others, as well as your career – will all benefit tremendously when you take time to take care of yourself. Establish a tranquility base from which you can attend to all the daily challenges of life.

Step 2 – <u>Develop and commit to a personal and professional vision for your life.</u> Vision clarifies our purpose in life and gives us direction. It empowers us to perform beyond our resources. Where do you want to go with your life? Along the way, get rid of toxic behaviors, objects, and people that will destroy your dreams and your potential for personal and professional success. Hold on to every blessing and rid yourself of all burdens, those things that hold you back from being your best. Become a visionary for your life. Visionaries look beyond what is; beyond reality to what can be and they develop a plan of action to make it happen. Commit yourself to doing whatever is necessary for you to make your dreams a reality. Living out your vision will help you become a person of purpose, persistence, and passion.

Step Three - <u>Exercise everyday</u>! In order to live a balanced life, each of us needs to exercise everyday – physically, mentally, and spiritually. Many of us say, "I'm too tired to exercise." We're not "too tired" to exercise. We're tired because we <u>don't</u> exercise! Exercising is energizing! Choosing NOT to exercise, makes us feel sluggish, tired, and run down. All of us can do "something" to get more physical exercise in on a daily basis.
We can walk instead of drive or take the stairs instead of the elevator. Cleaning house and working outside are also forms of exercise. We also need to have good diet and health practices! What are other types of physical, mental, and spiritual exercise?

Step Four – <u>Quit Giving Excuses.</u> Insanity has been defined as doing the same thing over and over but expecting a different result. Therefore, keep doing what you've been doing and you will keep getting what you've been getting. If you like where you are – great! If not, then quit giving excuses and make some changes. Nothing takes care of itself and nothing is really free in life. Everything costs something, usually in time and/or money. Choose not to be victimized by excuses and fear.   Choose to prevail over them with determined action. If and when you find the courage to do so, you will discover a powerful, wonderful, life-changing experience.

Step 5 - <u>Expect excellence, not perfection</u>. There are no perfect leaders, professionals, teachers, students or parents. However, we can all be the best leader, professional, teacher, student or parent we can be. That's a fair expectation. We all make mistakes in life and our primary challenge is to learn from them and not repeat them.   One of the reasons that some people never have happy "todays," is that they continue to relive unhappy "yesterdays." You can't

change what has already happened to you. Refuse to live in yesterday. Say this and mean it, "At some point in my life I have to give up all hope for a better yesterday." Refuse to live in tomorrow for it does not yet exist. All of our yesterdays are like canceled checks. What can we do with them? All of our tomorrows are like promissory notes. Today is ready cash. Spend it wisely!

Step 6 – Have an attitude of gratitude. Be more thankful for it's impossible to be thankful and negative at the same time. The seeds of discouragement will not grow in a thankful heart. Each one of us, no matter our circumstances, has much to be thankful for. All of us have the gift of life. Most of us have the gifts of speech, hearing, sight, and mobility. Most of us are blessed with families and friends who love us and care about us. Most of us are not homeless, helpless, or hopeless. The more thankful you are for what you have today, the more you'll have tomorrow to be thankful for.

Step 7 – Be respectful of differences. Generally, everyone wants to be treated with dignity and respect. Being disrespectful of differences is often the cause for confrontations and conflicts of all kinds – from disputes in families to world wars.
Each one of us has a different reality. Building better relationships at home, at work, in our communities and in our world all begins with our willingness to accept our differences; our willingness to open our ears, minds, and hearts to different realities.

Step 8 – Learn to listen and listen to learn. Hearing is a gift but listening is a skill that needs to be developed. Learn to listen to not only what is being said, but also to what is not said. Listening requires humility. No one knows everything. If you're willing, you can learn something from everyone you meet and in every situation. It's been said that people don't grow old. They become old because they refuse to grow. It's also called lifelong learning.

Step 9 – Help others grow. Take advantage of every opportunity to help someone in need. It's a universal principle that as you give, you receive. The more you give, the better you live. Reach out to those who need help but may be too embarrassed or proud to ask for it. Volunteer to help children, the elderly, or the sick. Do it not for recognition but for the value it adds to your life. Dr. Martin Luther King, Jr. wrote, "If you want to be recognized, wonderful. If you want to be great, wonderful. But, recognize that he who is greatest among you shall be your servant. Everyone can be great because everyone can serve."

Step 10 – Laugh more often! Lighten up! Humor is one of the most inexpensive and readily available nonprescription medications to reduce stress, stimulate creativity and improve performance. It can be a tension breaker, a mood lifter, a relationship mender, and a pain reliever. In no way do we want to minimize the traumas and losses in people's lives. However, Proverbs 17:22 says, "A merry heart doeth good like a medicine."

Did you know that a smile is the quickest and cheapest way to improve your appearance? Keeping sunshine in your heart helps keep wrinkles from your face!

Conducting a Feasibility Study: The Lucky 7 Reasons Why It Works

Presenter: Sallie C. Dunphy, University of Alabama at Birmingham

You have an idea for a program…but panic because you have a deadline today. You quickly write it down and justify the program idea to management because a university on the opposite coast calls it a hot trend in their catalog. Let's start over. You have an idea, but is it a feasible, cost effective program to offer to your target market in your community?

One of the surest ways to maximize organizational creativity and productivity, as well as, realize profit potential is to conduct a needs assessment. How do you begin to execute a plan for

enrollment management that is sound yet innovative? What are the research criteria for developing programs for success? You can start with a feasibility study. Offering programs because they are popular somewhere else doesn't guarantee people will come to your program.

The Lucky 7 reasons why you should conduct a feasibility study are the following: 1) Generates creativity; 2) Maximizes productivity and time management; 3) Promotes research and needs assessment skills; 4) Maintains competitive edge; 5) Targets audience to build relationships; 6) Ensures program performance; and 7) Increases revenue and retention. Survival in today's continuing education realm begins with a program needs assessment using creative thinking and basic research. Better decisions regarding a program idea can be made before time and money are invested into development and delivery.

Beginning a needs assessment is important to determine what a particular audience wants and to build that learning opportunity. The process starts with exploring the universe and beyond through brainstorming. It is important to exercise your imagination and open up your mind to all ideas being good. Just don't own the idea yet. Follow this step with research by gathering data, investigating many ideas and trends, listening to students and instructors and examining what your competitors are doing.

Always analyze your own enrollment history. Consider exploring existing audiences and programs. It is less risky to expand an old program as a "spin-off" program to an old or new audience. Pivotal factors to measure in your programs are the lifecycle of program, repeat buyers, seasonal variation, cancellation rate, marketing effectiveness, staff performance and analysis of single programs, series or the product line.

The feasibility form can be adapted to one page with the following information: 1) Working Title, 2) Program description by writing the marketing copy, 3) Old or new program, 4) The objective and outcome of the program, 5) The target audience, 6) Citing 3 references supporting the program and 7) The 2-3 reasons a person would pay to take this program. Once the idea is accepted, determine the level of interest through surveys, focus groups, and sampler courses. Budgeting is important here to insure the numbers work and the program is priced for profit. It is time to launch the program and evaluate.

The feasibility study gives coordinators and managers a useful tool that is important to the job. It will encourage organizational brainstorming and practicality while achieving objectives in order to develop programs that serve the right audience, support the learning needs of the community and are financially successful.   The feasibility study will teach you how to ask the right questions early in program research and development.

Effective Strategies for Meeting the Learning Needs of Diverse Students

Presenters: Nancy Gadbow, SUNY Empire State College

Continuing education programs have been making a difference for many years in the lives of adult learners. With the technologies and resources available today we are able to provide a wide range of learning opportunities and approaches to meet the needs of diverse learners. However, not all of the learning options and opportunities that are available for adult learners meet the standards and quality that we have come to expect for our programs.
This session examined the needs of the diverse adult learners that we serve today and explore a range and mix of successful approaches and strategies that are helping these adults meet their learning objectives. It also highlighted some examples of "not-so-good" strategies to avoid that have detracted from the learning for some individuals.

The session began with a review of the diverse adult learners we meet today, their needs and the issues and situations they face as they seek to reach their educational objectives. Adult learners today, as they always have been, are from many different backgrounds and experiences. They also have a range of learning styles and differences. Recognizing these diverse aspects of our learners is critical to the design and delivery of effective programs.

As we bring together a mix and blend of approaches and technologies in many "hybrid" learning opportunities, it is critical to consider if and how they are working, or not working very well, for different learners. Whether in a traditional classroom or in an online course, adding and mixing new approaches and details can sometimes enhance the learning for some and inhibit it for others. For example, adding pictures and new formatting structures to an online course can make it more interesting for some learners, while adding to confusion and misunderstanding for others.

Questions addressed: Does the range of different programs and delivery methods that are offered today truly meet the needs and interests of the adult learners we seek to serve? Do they provide services and programs that help adults recognize and overcome their particular barriers to learning? Perhaps one of the most important questions is whether continuing education programs of all types are helping adults to understand themselves as learners and become competent self-directed learners – an important quality for the workplace and for life!

This session also included case studies, examples of successful programs that are addressing some of these questions, and handouts that included effective strategies for blending technologies and approaches that are designed to help these diverse learners. The participants responded to some of these ideas and shared their experiences with a range of programs and delivery methods.

An Analysis of the Impact of Politics, Policy and Socio-Economic Factors on Continuing Higher Education: The Ropes to Know and Grow!

Presenters: Sandria Stephenson, Kennesaw State University

Continuing higher education, entrepreneurial divisions within the traditional university, are bridging the gap between universities, the market, and society at large. Continuing higher education (CHE) describes the extension of knowledge through faculty and staff resources by colleges and universities. For the purpose of this discussion, CHE specifically refers to the broader concept of lifelong learning opportunities sought by non-traditional students in formal settings within the context of higher education. These programs include credit and non-credit, professional, executive, adult, and, vocational, training and retraining courses.

Since the early 1990s, continuing higher education once considered to be marginal or peripheral to other areas of the university is increasingly becoming an arena of focus and is gaining much attention, coming into the "limelight," partially because there are new political pressures to promote the ideology of lifelong learning and resulting economic development and partially because CHE is considered the cash cow for many universities. This is not a bad position for adult and continuing higher education to be in as the issues of human capital and workforce development continue to be at the forefront of policy makers' decisions.

Governments around the world—U.S., Canada, Europe, Asia and Australia—are basing economic policies on lifelong learning and human capital theories. The mandates being posed by federal governments worldwide are for continuing higher education to become a catalyst and integrative force on university campuses in an effort to promote a more comprehensive approach to economic development. Therefore, the challenge for adult and continuing education in the context of higher education is to provide for lifelong learning that will foster the need for human

capital and workforce development in a nation that is undergoing a critical crisis of unemployment and or underemployment.

The need to focus on lifelong learning is being increasingly emphasized in today's educational climate, although more than 20 years ago, the economic link to adult [continuing] education began to be articulated by the U.S. Government. In 1984, *The Commission on Higher Education and Adult Learner* noted that the United States is in an "increasingly competitive economic struggle" and that for reasons of national interest embedded in the economic, political, and social determinants of the quality of life, the fostering of learning by adults is an immediate and compelling national need, a need requiring a lucid and forthright statement of national policy and immediate attention by the nation's colleges and universities (p.3).

These sentiments are being expressed more fervently today. Speaking at the University of North Carolina in Charlotte in 2005, the Secretary of Education, Spelling, said, "It is time to examine how we can get the most out of our national investment in higher education. We have a responsibility to make sure our higher education system continues to meet our nation's needs for an educated and competitive workforce in the 21st century" (Spelling, Speeches: A National Dialogue-Commission on the Future Higher Education, September 19, 2005). An excerpt from the most recent draft of *The Commission on Higher Education* reiterates this sentiment: "To reach its objective, we believe that U.S. Higher education must recommit itself to its core public purposes" (The Spelling Commission Report, 2006, p.3).

As long as human capital [development] theory and the issues surrounding lifelong learning remain dominant in the current socio-political climate, they will have a profound influence on continuing higher education. Therefore, continuing education has the opportunity to be a "beacon" in defining the American universities' and colleges' social and economic mission.

This economic mission coupled with the startling demographics facing our nation, shows how continuing education is likely to remain an important sector of higher education. Demographics is a major issue affecting U.S. higher education as the population is living longer and is pursuing higher education at older ages (UCEA, 2002). Traditionally, universities and colleges have focused almost exclusively on the education of the younger traditional, 18-22 years old students who live on campus, but this tradition is no longer the status quo. Current trends reveal that 18-22 year-old full time (on campus) undergraduates account for only 16% enrollment and greater than forty percent of undergraduates are non-traditional in some way. Adult learners older than the typical 22 year old represent greater than fifty percent of the enrollment in higher education. Of the nation's nearly 14 million undergraduates, more than four in ten attend two-year community colleges. Nearly one-third are older that 24 years, and forty percent are enrolled part time (The Spelling Commission on Higher Education report, 2006).

These demographics are quite dramatic. People in the 21st century are expected to live longer than historically, and will need training and retraining as they will also remain in the workforce longer. We will also see an influx of Latin immigrants having access to higher education and the challenge for colleges and universities to serve this growing populace is one of great concern to leaders and policy makers. Therefore, the need for continuing higher education and lifelong learning is likely to continue in the unforeseeable future. The question, however, is how will continuing education keep abreast of all these challenges and remain economically sound, and true to its historical social mission?

Surgical Technology: Where Demand Exceeds Supply

Presenter: John Roche, Berkeley College

Surgical Technologists function as integral members of the surgical team that work closely with surgeons, anesthesiologists, registered nurses, and other surgical personnel. A Surgical Technologist is the surgical team's expert in sterile technique and is constantly monitoring any breaks in sterile technique. The content of the session included a background of surgical technology and step-by-step procedures for:

- the development of a Surgical Technology program
- the development of the Surgical Technology curriculum (either for credit or not for credit),
- the recruitment of hospitals as partners,
- the recruitment of qualified and certified faculty,
- the development of an advisory board,
- the assessment of the student's skills and knowledge based on their clinical performance in the operating rooms,
- the enlargement of library holdings (both textbooks and video recordings),
- improving the marketability of graduating students, and
- the attainment of national accreditation with the Accreditation Review Committee for Surgical Technology (ARC-ST).

The field of Surgical Technology is growing at a rapid pace and there aren't enough trained and certified individuals to fill the positions.

The purpose of this session was to make a difference in the shortage of qualified and certified surgical technologists by giving the participants ample information to develop more accredited surgical technology programs throughout the country. The session could also be a best practice model for colleges wishing to start a Surgical Technology Program.

There were many interactions with the participants as to the very specific developmental procedures that need to be followed. The handouts consisted of the entire PowerPoint presentation (slides) and important information with regard to accreditation. The accreditation process can be a cumbersome process for the "first-timers." This session gave the participants a blueprint for developing the required self-study and the requirements to obtain national accreditation.

Building Partnerships in Distance Education: Across Campus, Nationally and Beyond

Presenter: Daniel Butcher, Kansas State University

Kansas State University's Bachelor's Degree Completion (BDC) program has been proactive in developing partnerships on-campus and beyond to recruit distance students. As many universities seek to maximize their enrollments, K-State's BDC program has found that partnerships have been valuable in raising visibility, increasing inquiries and converting inquires to enrollments. Through the creation and continuance of several key partnerships, K-State's BDC program has found that roles vary in partnerships and how to evaluate their success.

In 2001, the BDC began a cooperative partnership, Second Wind, with K-State Athletics to recruit former student athletes to complete their degrees online or return to campus working with their former departments. In 2004 improved cooperation and marketing resulted in an increase in active Second Wind students. This included extending contacts to National Football League (NFL) Player Personnel Representatives who work directly with former K-State football players employed by NFL franchises and consulting firms who aid former student athletes. In addition, K-State has raised the visibility of Second Wind on-campus; especially to coaches and academic advisors often are the first contacts for former student athletes. In 2005, NCAA scholarship regulations increased Athletics interest in attracting former students to distance learning programs for degree completion.

Beginning in Fall 2004, the BDC program established partnerships with community colleges to build articulation agreements for students completing associate degrees locally and may desire to complete a bachelor degree online. Kansas State has long had articulation agreements for students wishing to attend on-campus programs, but this new initiative clearly outlines to students the requirements needed to earn their degree online. The momentum in this program has quickly gathered from the initial agreements with Barton County Community College as both in-state and out-of-state institutions have requested to develop 2+2 maps, viewing 2+2 maps as a recruitment tool for local place bound non-traditional students. With continued interest in this program growing a 2+2 agreement was signed by K-State and Seward County Community College at the Kansas Board of Regents offices. Agreements are in place to be signed in the near future with Colby Community College and Hutchinson Community College, and Austin Community College, a school outside of Kansas. The process of creating each 2+2 map is a cooperative effort between the Division of Continuing Education and the degree-granting college at K-State with advisors and faculty at the community college. This is a truly cooperative process as all concerned units at both institutions have to review and comment on the draft maps before an official 2+2 map is released. This cooperation will need to continue into 2006 as curriculum changes necessitate revision to previously approved 2+2 maps.

In 2005, K-State entered negotiations with Capital University of Economics and Business in Beijing, China. The goal of this program was the immersion of Chinese students in Beijing into K-State distance courses. This collaboration has involved multiple colleges and departments at K-State, leading to additional cooperation within the university. In November 2005, K-State and Capital University of Economics and Business formally entered a collaboration agreement and further steps have been taken to integrate American and Chinese distance students in a future semester. Since that time other partnerships have been discussed with Turkish and other foreign organizations.

In developing these partnerships the BDC has found that each one of these questions must be answered?
- What roles does our staff play?
- What actors need to be involved from other university offices?
- Who is involved with the partner?
- How do we publicize this partnership?
- What benefits would a potential student see from this partnership?
- How and can this partnership be measured?
- How does your partner define success?
- How does our university define success?

Once these questions are answered we can forge successful partnerships that not only benefit our school but can make an impact on students who may have traditionally been unable to access educational opportunities from our institution.

Fragile Partnership to Sustainable Alliance: Rapid-Response Academic Program Development

Presenter: Dana Reinert, Kansas State University

Academic alliances are one of the best solutions for cost containment in higher education today. Yet, while developing new single-institution degree programs is prohibitively costly, institutions perceive them to be the easiest route. Consequently, those costs are then passed on to the learners, and population segments that have historically lacked access to higher education remain on the outside. A system that values inter-institutional program partnerships can offer

more affordable opportunities to more people, but for that to happen, collaboration must gain appeal as a *practical* solution to today's challenges.

Academic collaborations enable cost-containment, and they also allow partners to rapidly respond to workforce shortages and new job markets, e.g., nuclear engineering, nanotechnology, biosecurity, etc. The typical university is not agile enough to downsize one department today while building up a new strategic area tomorrow. But, together, universities can take the best in specialized fields and join them with their counterparts at similar institutions to rapidly build new programs in targeted growth areas.

Institutions of the future must rapidly respond to the market demand of employers and students to thrive in today's educational marketplace. However, developing and implementing new online programs in a timely manner challenges even the most nimble and progressive university leaders. This is where Kansas State University's Institute for Academic Alliances (IAA, www.ksu.edu/iaa) steps in to help.

Building on the Great Plains IDEA
The IAA enables timely development of sustainable inter-institutional programs by helping administrators create innovative policies, procedures, and agreements while respecting and accommodating institutional differences. The IAA staff's first big success was with the Great Plains Interactive Distance Education Alliance (Great Plains IDEA, www.gpidea.org), an eleven-state, eleven-institution alliance with graduate programs in Family Financial Planning, Gerontology, Youth Development, Community Development, and Merchandising. Great Plains IDEA, with its shared curriculum and common price, has demonstrated that alliances do work and are sustainable. Not only has the Great Plains IDEA demonstrated success, the IAA is building on the program alliance model by working with other consortiums across the country that are developing programs in varied areas, including Logistics, Food Security, Agriculture Mechanization, Cross-Cultural Nursing, Water Resources, Nuclear Engineering, and Grassland Management.

Benefits of Inter-Institutional Collaboration
Collaboration offers a strategic opportunity for universities that want to offer a program in an emerging area. Sustainable program alliances benefit society, students, faculty, and institutions.

Societal Benefits – Combining the latest technologies with a collegial faculty team enables institutions to offer accessible educational opportunities in emerging fields to students around the world and, most notably, to population segments that have historically lacked access to the benefits of higher education.

Student Benefits – Students profit when institutions offer fully online inter-institutional programs that enable students to enroll at one "home" institution, take courses at any of the institutions participating in the program, and receive a degree from their "home institution." When courses are cross-listed at each of the participating degree-granting institutions, students do not have to hassle with transferring credits from one institution to another. Additionally, each participating institution offers student support services, advising, and financial assistance to the students enrolled at their institution.

Faculty Benefits – A grassroots approach to collaboration empowers faculty to play an active role in the growth and development of their department by developing and delivering collaborative programs in new and emerging fields. The establishment of a faculty "community" across institutions enhances peer interaction within specialized disciplines while simultaneously providing an outlet for faculty creativity.

Institutional Benefits – In times of fiscal uncertainty, institutional resources are certainly not expanding, and faculty and administrators are struggling to acquire the resources to respond to emerging needs. Consequently, administrators are forced to choose between "the bottom line"

and the integrity of their institution and programs. Collaborative agreements offer a solution to this painful dilemma. Alliances allow institutions to collectively respond to emerging needs by combining their resources to expand each institution's outreach. Academic partnerships turn universities into entrepreneurs by enabling them to embark on exciting new paths in higher education while generating a sustainable income stream.

Strategies for Sustainable Program Alliances
Drawing from the lessons learned of consortia across the nation, the IAA promotes the use of the following strategies in the development and management of inter-institutional academic alliances.

Market Demand Research – Faculty interested in developing a new program should first determine if there is market demand for the program. How many new employees are needed in the marketplace over the next 10 years, and what skills sets are preferred? Will the target audience pursue the proposed degree or certificate? In what areas would accessible and affordable programs best serve the region? The nation? What's the competition offering? What does my institution and institutional partners have to offer?

Institutional Partners – Not all institutions are a good match. Before launching a program alliance, institutions should look for suitable partners. Stable academic partnerships are often 1) built on existing organizational or collegial connections, 2) between similar type institutions that have similar faculty reward and incentive structures, 3) anchored by faculty who have the same basic philosophy/mission but have complementary areas of expertise, and 4) across institutions that have similar student populations.

Faculty Selection – Developing an outstanding collaborative academic program depends upon the involvement of exceptional faculty members. The IAA faculty selection module helps faculty decide whether to participate and helps department heads consider the implications of faculty participation.

Institutional Policy and Practice Survey – In program alliances, the policies and practices of multiple institutions come into play. A policy and practice survey collects information faculty and administrators can use to successfully implement and sustain a high-quality inter-institutional academic program.

Campus Coordinator – The day-to-day alliance operations are best handled by a point person at each campus who ensures student access to support services; coordinates the courses, student enrollment and course access, information and fund exchange; and maintains the alliance webpage and course catalog.

ExpanSIS Data System – Secure exchange of student information across institutions is enabled with ExpanSIS, a web-based information system for multi-institution course and program management.

Marketing – A great program will never see enough enrollments if it isn't advertised through word of mouth, brochures, webpage, etc. Collaborating institutions must work both in tandem and separately to market their programs. Marketing is a good example of how collaboration leads to healthy competition.

Inter-institutional collaboration brings unique challenges, but barriers can be overcome when the participants involved have common goals. Offering an in-demand program that meets significant regional or national needs means that institutions have to learn how to share curriculum and faculty expertise, acknowledge institutional similarities and differences, and recognize potential pitfalls as the first step to finding workable solutions. Finding that common ground is worth it.

Innovative Strategies to Offer Non-Credit Certificate Programs

Presenter: Fadia Alvic and Mary Jerger, The University of Tennessee

Networking + Quality Content + Resources = Results

Innovative strategies for building successful non-credit certificate programs emphasize:

I. Creating strong Networking Opportunities
- Through partnerships and linkages with business, community and sister institutions
- Examples of partnerships given by presenters

II. Building Quality Content
- Meet emerging needs of service area
- Develop subject matter experts (instructors, consultants, etc.)
- Deliver content just-in-time

III. Seeking a Variety of Resources
- Funding opportunities
- Continuous improvement

IV. Focusing on Results
- Evaluation process
- Certificates and/or CEUs

V. Share Ideas from Participants

Marketing to Adult Learners: How to Increase Registrations and Revenues Using Effective Direct Mail and Email Marketing

Presenters: Steve Blumberg, J.M. Perrone Company

Despite the predictions of an exploding Continuing Education market, most of your colleagues in CE and Professional Development are experiencing flat or lagging registrations. You are not alone if you are facing the dilemma of:
- Increased competition
- Reduced budget and staff
- Tough economy
- Aggressive goals and expectations
- Diverse audience of adult learners
- Dispersed geographically
- Longer buying cycles
- In effective traditional mass mailings of catalogs

How do I reduce the number of bulletins I mail? What if I only mailed my bulletins to individuals who wanted them?

Every school wants to reduce their marketing costs and increase registrations. The information bulletins and catalogs represent the largest percentage of annual marketing budgets. They are very difficult to track and they are huge expenses and drain the resources of your staff. But if you don't mail them, what do you do?   First decide: Who is your audience? Where is your audience? What motivates your audience?

85% of Adult Learners are motivated by <u>career advancement</u>. Advancing their career, changing their career, or enriching their lives motivates them**.**
- They make their buying decisions based on the following criteria: convenience, availability, schedule, location, general reputation, quality of program, and price.
- We know your prospects are within a 45 minutes drive, most likely 23-40 years old, 65% are women and employed.

Latent Learner to Active Learners: Are they buying what you are selling?
Carol Aslanian in her study *Adult Students Today,* found that most adults learn because they want to use the knowledge they acquire and that they usually learn in order to cope with changes in their lives. How do you identify individuals at various stages of their lives?

You need to find out where your prospects are in the cycle and approach them based on their place in the cycle, or even help them move from one stage to the next. There are methods for doing this.

Are you really doing direct mail?
- Just because you mail something doesn't mean you are doing Direct Mail!
- It doesn't matter how beautiful your mail piece is if it doesn't get opened: it's still junk mail!
- Its direct mail if you can: <u>test</u>, <u>track</u>, <u>quantify</u>, <u>qualify</u> and <u>improve.</u>
- It is direct mail if it is personalized and reaches the individual <u>where</u> and <u>when</u> they are most susceptible.
- What is the purpose of the mailing? Inform or Persuade? You can't do both

The goal of marketing to adult learners is to build a prime prospect database of individuals who have raised their hands and indicated they have an interest in advancing their careers, changing their careers, or enriching their lives.

<u>List</u>, <u>Offer</u>, <u>Format</u>
- 65% of the success of your mailing is your list. If it's an in-house list, clean it!
- Stop purchasing census data. Buy lists that reflect your audience.
- Segment, profile, and identify who your prospects are.
- Make sure you are selling what your prospects are buying.
- Lower barriers for responses. If your goal is really to get prospects to call, design the piece so that they will call.
- Get prospects to respond electronically by creating a value proposition.

<u>THE SOLUTION</u>: Driving Prospects to a Website
- Utilize unique landing pages with pre-populated data.
- Does not necessitate your IT department getting involved
- Increases response rates 30%-40%
- Immediate responses
- Automated tracking
- Real-Time reporting
- Re-usable
- 100% capture of email addresses and phone number
- Data fields allow for market research

Continuing Education Leaders: Making a Difference in the US and Canada—A Comparative Look at CE Leadership and Authority

Presenters: Raymond W. Campbell, Kutztown University; Lorraine Carter, Laurentian University & The Ontario Telemedicine Network; B. Christopher Dougherty, Rutgers University – Camden; Edna Farace-Wilson, Fairfield University

The session included a review of the research conducted previously by the ACHE Research Committee and an acknowledgement of the original research (1993) conducted by Dr. Pat Brown, on structure, leadership and authority. The 2005 research replicated the 1993 and compared the data from the two surveys. The 2006 research that was presented at this session was a comparison of the Association for Continuing Higher Education (ACHE) data from 2005 with the Canadian Association of University Continuing Education (CAUCE) data collected in 2006.

- In comparing the two surveys, it was noted that CAUCE had a higher percentage of returns (60%) than ACHE (35.3%) but that because ACHE is larger, there were more responses in 2005 than in 2006. In the ACHE survey, 115 out of 326 responded and in the CAUCE survey, 24 out of 60 institutions responded.
- For type of institution, CAUCE was largely public at 96% as compared with ACHE at 61%. For both surveys, most institutions were universities. Public versus private: CAUCE data show very little representation from the private continuing education sector
- Centralization: higher scores suggest more centralization for CAUCE in two areas (program development, hiring of faculty); equivalent scores shown for centralization of student services
- Credit Programming: CAUCE certificates; ACHE degrees
- Clearly, the Canadian institutional respondents indicated higher levels of certificates being offered than ACHE respondents.
- Learning Modalities: ACHE respondents make greater use of broadcasts and videoconferencing; similar patterns regarding classroom- and web-based instruction
- Location: CAUCE respondents did not feel location contributed to success (48%) while ACHE respondents did (80%)
- Acceptance: ACHE stronger perception of acceptance by faculty (33% to 14%); CAUCE stronger perception of being ignored by faculty (27% to 7%)
- Influence: ACHE stronger perception of influence on institutional governance (38% to 18%)
- Acceptance: ACHE institutions expressed a stronger perception of acceptance by faculty (33% to 14%); while CAUCE noted a stronger perception of being ignored by faculty (27% to 7%)
- Influence: ACHE institutions reported a stronger perception of influence on institutional governance (38% to 18%) than CAUCE institutions.
- Respondents: ACHE respondents (56% with over 20 years) tended to have longer work histories in adult/continuing education than CAUCE respondents (26%)
- Other Institutional Demographics: fewer doctorate level degrees reported for CAUCE; as divisional leads, more Deans noted within ACHE and more Directors within CAUCE; for both, the principal reporting line is to the Vice-President

Participants and presenters discussed the findings in terms of their applications to daily work and relevance for further research. Summary points included the need to continue dialogue and research beyond ACHE. Globalization will continue to play a role in these topics and international articulations become commonplace in the future. It was recommended that the ACHE Research Committee replicate the comparative study with institutions in Europe and China.

Building an Online Faculty Community through Continuous Faculty Development

Presenters: Cynthia Trent, College of the Sequoias and Bob Boston, Boston Consulting

Faculty who teach in traditional brick and mortar institutions usually have the advantage of unrestricted resources to a community of peers and may have rich opportunities to develop their online teaching skills. In addition, they are instrumental in creating the institution's curriculum. For some institutions, the online instructor is personally and geographically isolated from fellow faculty and the college or university, and rarely has the chance to participate in collegial discussions and other professional development. The presenters demonstrated how to create an online faculty community for the purpose of clarifying the mission and academic programs of the institution, fostering a sense of belonging and enhancing online instruction.

A "course" was created (Faculty Development) within the course management system, to serve as a location for faculty to gather, share and learn.

Why did our faculty participate voluntarily?
1. Curiosity to know their colleagues
2. Need for a forum in which to share ideas
3. Opportunity for peer review
4. Chance to collaborate and contribute
5. Desire for professional development

What features can be included in an Online Faculty Community?
1. Professional Development
   a. Articles or links to articles on online teaching techniques, legal issues, best practices, etc.
   b. After reading the articles, a follow up discussion ensues
   c. Faculty share their own learning modules or in-service presentations about teaching online with their colleagues
   d. Ask the Expert—need help on specific issue?
   e. Exposure to and training in new online technologies
   f. In-house training modules available on a variety of topics
   g. Faculty Mentoring program
2. Faculty Lounge
   a. A faculty directory with photos, contact information and brief biography
   b. The Water Cooler—a discussion forum where any topic is okay to discuss
3. Communication with the Mothership
   a. Monthly message from the Dean
   b. Online newsletters with articles about online students and faculty
   c. Institutional policy and procedure updates
   d. Forms repository
   e. Link to the institution's Help Desk
   f. Other faculty services
4. Honors and Celebrations
   a. Faculty Recognition and Awards—announce open nominations and winners of awards, award ceremonies
   b. Participation in Online Graduation Ceremonies

Outcomes of the Online Faculty Community
The Online Faculty Community brought our instructors together, giving them a clear understanding of the mission and academic programs of the college. It built a community that allowed instructors to work together within a program rather than teaching a seemingly isolated class. Instructors learned how their courses fit into a student's overall academic program and consulted with colleagues who shared their students. This has allowed instructors to more effectively address career and curriculum issues in their online classes that are pertinent to the student's success in the program and in their future field of work.
- Cultivated faculty volunteerism
- Created a atmosphere of loyalty to the college
- Faculty worked cooperatively to provide an integrated program

- Promoted greater understanding of the college's overall academic program
- Enhanced instruction
- Students applied their learning to real work situations
- Improved Student Satisfaction and Retention

Calling All Partners: One University/Four Community Partnerships

Presenter: Byron Bond, Scott Sherry, Teresa Gleisner, Terry Gray, and Cindy Peck, Eastern Kentucky University

The presenters shared some of the trials and success stories as they forged these partnerships. The sometimes rocky road has produced great outcomes and can be a model for anyone looking to do something similar in their own service region.

Eastern Kentucky University serves 22 counties in southeastern Kentucky using extended campuses in Corbin, Danville, Manchester, Lancaster as well as outreach sites in Ft. Knox, Hazard and Somerset. With the ever increasing pressure to grow enrollments in the face of poor economic climate, EKU's Continuing Education and Outreach has worked diligently to gain economies of scale by partnering with member regional institutions. These partnerships include comprehensive graduate, 4-year and community colleges as well as state and local governments which provide funding for both infrastructure and faculty. These partnerships have provided a reduced cost and better coverage method of delivery which in the end benefits students by increasing programs and access.

Elements of Successful Off-Campus Programs

Presenters: Barbara Charlton, Amy Johnson, Deborah Joyner, and Tamara Mottern, East Tennessee State University

The Division of Cross-Disciplinary Studies at East Tennessee State University continues to build successful off-campus programs for students at the graduate and undergraduate level. These programs seek to provide high quality instruction and support at convenient off-campus locations. Building a successful off-campus program requires exemplary administrative support, a thorough understanding of adult learning needs, effective relationships with academic departments, and individualized student services.

Off-campus programs serve students whose access to higher education is limited by their physical distance from the university. At ETSU, the off-campus initiative was created to increase enrollment and revenue at the university. Off-campus programs also help meet the university's community engagement goals, contribute to higher retention and graduation rates, and contribute to positive public opinion of the university in the regional community.

Students' thrive in off-campus programs that provide excellent student services and quality faculty. Students expect professional, committed faculty interaction and an academically rigorous curriculum that meets their professional needs. Delivering quality programs includes providing on-site advisement and services, academic schedules that meet the needs of adult learners, connecting students with problem-solving support personnel, and building group cohesion and peer encouragement. Students expect professional, committed faculty interaction and an academically rigorous curriculum.

Building successful off-campus programs rests on top-down administrative support, departmental and faculty buy-in, seamless transition from admissions through financial aid and registration, and an on-going assessment of regional needs. Most importantly, however, building a team of

professionals who trust one another and who can guide students from initial inquiry to program completion leads to high levels of student satisfaction, positive feelings about a university who will meet student where they live and work, and alumni and community relationships that endure long after graduation.

Meeting Critical Workforce Development Needs with Online Graduate Programs

Presenters: Barbara J. Hoskins, Clemson University

The approaching retirement of the Baby Boomer generation is creating a void of leadership that must be filled by the lesser number of Generation X workers. Accessible online graduate degrees can help prepare them to step into the leadership positions. This presentation examined several models of online graduate programs created to meet the needs of teachers, health-care providers, youth development leaders, and human resource development leaders.

Areas of Need for Workforce Development
Workforce development usually refers to programs related to learning for work and programs designed to boost the economic development of a specific area. The University has a significant role in developing graduate students to provide leadership for the next generation.
The current growing void of leadership is precipitated by the pending retirements of the Baby Boomers who began turning 60 years old this year. According to the Bureau of Labor Statistics, 25 million of them will leave the labor force between 1998 and 2008. The impact during the next 10 years will be even greater. The occupations most affected have a high percentage of women workers, have pension plans vs. contribution retirement plans, and require postgraduate degrees. These categories include education, nursing, and administrators. The projected shortage of leaders is easily explained by the demographic shift from 80 million Baby Boomers to 46 million Generation X members.

21st Century Skills
If higher education is going to provide programs that meet the economic needs of the country, we need to understand the skills required for the 21st century. The *enGuage 21st Century Skills* study groups the skills into four categories: Digital-Age Literacy, Inventive Thinking, Effective Communication, and High Productivity. Tomorrow's leaders need to think globally, be comfortable with technology, have a high degree of curiosity and creativity, work well in teams and other collaborative environments, and excel in the effective use of real-world tools. This is echoed in the *Good to Great* emphasis on putting the right people in the right places, the *World is Flat* emphasis on globalization, and the *Rise of the Creative Class* emphasis on embracing technology, talent, and tolerance. These are the same skills that are required to be successful in an online degree program.

Online Graduate Program Models
According to Shelton and Saltsman's *An Administrator's Guide to Online Education* (2005), effective online programs address the areas of leadership, operations, faculty support, student support, technology, and marketing and recruitment. Clemson University's College of Health, Education and Human Development has incorporated the best practices of each of these areas into new online graduate programs developed for teachers, nurses, youth development leaders, and human resource development leaders. The programs emphasize communications, collaboration, critical thinking, and creativity. The mix of asynchronous and synchronous interaction tends to depend on the location of the students. Programs with more regional constituencies have more face-to-face opportunities. National programs incorporate an annual campus visit (three days), while global programs provide electronic opportunities for orientation and socialization. The programs incorporate a heavy use of discussion boards, virtual teams, and synchronous meetings (through Breeze). The blended programs charge the standard in-state/out-

of-state part-time graduate tuition rate. The asynchronous programs have an electronic rate that is the same for in-state and out-of state students.

Support is provided to both the faculty members developing and delivering the courses and the students enrolled in the courses by the centralized computing center and the Office of Distance Education within the College. Faculty members are encouraged to attend workshops and seminars provided by the computing center on developing online courses, using Blackboard and Breeze, pod casting, and much more. They also receive one-on-one instruction and support from the College. Students apply, are admitted, register, receive and pay their bills, order textbooks, access the library resources, evaluate the courses, and receive their grades online. Help with technology problems is available through the web, email, and telephone. It isn't quite 24/7, but we are working on it.

Online graduate degree programs give universities the opportunity to shape the leaders of tomorrow and reach the student who is already employed in a chosen profession and wants to reach to the next level. As stated by James Barker, President of Clemson University: "The single most important contribution Clemson makes to the State economy is a Clemson graduate."

Sustainability and Continuing Education: Doing Well While Doing Good

Presenter: Clare Roby, California State University, Chico

Sustainability is the ability to provide for the needs of the present without compromising the ability of future generations to meet their own needs. In the context of continuing higher education, sustainability may be defined as business practices that conserve resources now and create an environment that enhances our opportunities for the future.

Sustainability seeks to balance the triple bottom line: people, planet, and profit. For continuing education operations, sustainable practices can enhance our public image and attract clients (people), benefit the environment by minimizing the impact of our activities on our natural resources (planet), and contribute to cost savings and new funding/programming opportunities (profit).

Continuing education can be "green" in many ways, from strategic planning and daily business operations to program design, marketing, and delivery.

Sustainability is an attitude. As continuing educators, we should strive to be good teachers of sustainable practices. Being "green" involves integrating environmentally sound principles into the fabric of our organizations. We should understand environmental issues and intentionally pursue opportunities to address the issues that we identify as priorities.

As an example, CSU, Chico, recently added sustainability as a strategic priority for the campus. The Center for Regional and Continuing Education is committed to modeling sustainability in our office and in the many conferences and events we plan and deliver. Our priorities are on reducing the impact of our events on the environment while educating our stakeholders about the value of sustainable actions. Our goal is to create a value-added learning opportunity about the importance of sustainability in all of our activities. We strive to enhance CSU, Chico's leadership in environmental initiatives in our region and beyond.

Environmentally responsible practices are easy to incorporate into continuing education's business operations, and most of these practices are evident in our daily routines. Here are some ideas: Recycle. Communicate electronically. Make two sided-copies. Use recycled paper. Use an online registration system. Schedule meetings judiciously to minimize travel. Use two-way video-conferencing technology. Encourage the use of alternative transportation modes (walking, biking, carpooling, public transportation).

Many continuing education units offer programs on sustainability in a variety of contexts. As our clients strive to integrate sustainability into their organizations, continuing educators will play an important role in providing the knowledge they need to be successful.

In addition to program content, continuing education programs can model sustainability by designing learning opportunities that minimize the impact on our natural resources. Specific strategies include site selection that takes into consideration the impact of the location on the use of natural resources, the appropriate integration of technology to deliver and support our programs, minimizing presenter handouts by posting presentation materials on the Web, and conducting program evaluations online.

Sustainable marketing practices include reducing printed materials by using online marketing strategies when appropriate (e.g., email, Web), printing on recycled paper, avoiding goldenrod or florescent colored paper, printing postcards and publishing brochures online, using vegetable-based inks and water-based adhesives, and issuing electronic confirmations of online registrations.

Food service decisions offer many opportunities to integrate sustainability. Selecting foods that are grown locally reduces the impact on the environment that results from the transport of the food. Serving food in reusable containers (china plates, ceramic mugs) minimizes the impact on the waste stream. Purchasing food in bulk and serving water, beverages, condiments, and other food items in large reusable containers reduces packaging waste. And on those rare occasions that an event has leftover food, making arrangements to have the leftovers donated to a local food bank or soup kitchen or separating it for composting has a positive impact on people and the planet.

Finally, continuing education's contributions to a sustainable world should be shared and consistently communicated with key stakeholders: clients, employees, university administration, vendors, etc. Communicating an event's "greening" initiatives to attendees, stakeholders, and the media adds value to our services and promotes the sustainability we strive to model.

Resources:
Blue Green Meetings http://www.bluegreenmeetings.org/

Cleaner and Greener Certification Program. www.cleanerandgreener.org/certification

Convention Industry Council. (2004, March 17). *Green Meetings Report*.
    http://www.conventionindustry.org/projects/green_meetings_report.pdf.

Easy Being Green. http://www.easybeinggreen.net/ebg/home.sok

National Recycling Coalition. *Green Meetings Policy*. www.nrc-recycle.org

The Ten Most Significant Emerging Trends in Continuing Higher Education-A National Perspective

Presenters: Thomas W. Fuhr, SUNY Potsdam and Carol B. Aslanian, President, The Aslanian Group

Tripling in the past three decades at a rate much faster than expected, adult learners now comprise over 50% of credit enrollments in higher education. In addition, millions more adults are enrolled in a variety of non-credit courses for continuing professional development purposes.

Based on data collected from two and four-year private and public higher education institutions of varying sizes throughout the United States, the following significant trends in continuing education and adults learning preferences were presented and discussed:

- The average age of adult learners is getting older from the mid to late-30's to the early 40's.
- Adult learners, continuing their education, are much more credentialed (previously-earned certificates and degrees) than in the past.
- Full-time adult learners are increasing.
- The reasons that adults continue their education have broadened from just degrees to a combination of courses, certificates, licenses, and degrees.
- Adult learners prefer a mix of classroom and internet-based delivery.
- Shorter-length courses, eight weeks or less, are preferred over traditional-length fifteen week courses.
- In addition to courses offered weekday evenings, an increasing number of adult learners are looking for courses offered during the day.
- Many adult learners prefer convenient satellite locations for their courses over courses offered on the main campus.
- The web site has clearly emerged as the most important marketing and recruitment tool to attract new adult learners.
- Continuing education programs need to be engaged in pro-active customer relationship management in order to attract, enroll and retain adult learners.

Finally, session attendees were invited to suggest additional significant emerging trends that are occurring in continuing education and adult learning.

Multifaceted Learning: Making a Difference by Acknowledging What Students Bring to the Learning Environment

Presenters: Denise M. Hart, Fairleigh Dickinson University and Jerry Hickerson, Winston-Salem State University

Every prospective learner who inquires about beginning or returning to the college classroom presents a multiplicity of attributes, some assigned, some achieved. They are like the multiple polished plain surfaces of a cut gem.

Each of the facets represents different and various characteristics of the individual. As potential adult learners reveal themselves to advisors (Admissions, Academic, Experiential Learning, etc.), the institutional experts unpeel the layers of time that have helped to develop the whole of this individual.

If the institutional experts are intuitive, they are able to associate those "facets" with areas within the educational milieu so that they can assist the potential adult learner and help to determine eligibility for assessment of learning as well as an appropriate curriculum of the student's interest.

The potential for credit bearing options depends upon the background, skills, knowledge and competencies of the adult learner. Most often, however, it takes a skilled advisor to extract *learning* that is college-level equivalent and creditworthy.

While alternative assessment strategies are not new (see appended PLA 101 – A Bibliography & Resource List), there are many higher educational institutions that do not use the full menu of options. With the advent of online degree programs, these options become more important as a part of degree achievement.

Moreover, the current literature supports that adult learners who receive credit via portfolio assessment and other alternative credit bearing options, demonstrate greater self-esteem, retention in higher education programs and higher levels of academic achievement.

In addition, the opportunity to accelerate their time toward the college credential reduces student's expenses, avoids duplication of course content, and provides a positive impression of the adult college experience.

PLA 101 – A Partial Bibliography & Resource List (1976-2006)

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Providing Services for Continual Learners at a Historically Black College or University

Presenter: Esther Powell, Winston-Salem State University

More and more adults are entering higher education institutions in pursuit of undergraduate and/or graduate education. Administrators in higher education have come to realize that it is not business as usual. Student services can no longer be focused only on traditional age students (18-21 years old). There must be consideration given to students who have responsibilities of family, employment, community/volunteer service, and studies. These non-traditional students (25 and older) are boosting university enrollments and they have academic and service expectations that must be met.

Winston-Salem State University is a historically black college/university (HBCU) founded in 1892 that has grown 95 percent in a five year period. The current enrollment is 5,566 with thirty-one percent being non-traditional adult students (25 years and older). When enrollment increased with more adult students there was need for a "services" overhaul.

As graduate programs increase at Winston-Salem State University implications are that adult student growth is expected to continue. Therefore, increased and better service will be needed for adults.

Institutions are different in many ways but the common factor in each situation relates to the need for proficient services for their clients. There are many models that address the needs of traditional students, but there have not been, until recently, models that speak specifically to the adult student. Whether it is undergraduate or graduate, services are needed to assist the adult in the pursuit of continual higher education.

Creativity is a word associated with developing and providing services to adults. Although most of the traditional and nontraditional needs are the same, sometimes those needs must be delivered in a different way for adults. Enrollment and registration needs, for example, in order to accommodate the working adult, must have flexibility. Time of day does matter for full-time working individuals who cannot come to campus to complete the registration process. Thank goodness for the modern convenience of the internet and e-mail.

Academic and instructional effectiveness are important to the nontraditional student. Going to or returning to college at a later time in life takes on a different focus.
Non-traditional students come to the classroom with a tremendous amount of experience. They know what they want and how to apply it once they get it. Providers of adult student services must ensure that the idea of adult learning theory is visible and incorporated into faculty development orientation programs.

Appropriate advisement is crucial to all successful service programs. Accessibility and knowledgeable exchange are needed for positive results.

Adults are concerned about safety and security on the campus and in the classroom. Providing a safe environment (proper lighting, escorts to vehicles, campus informational stations, etc.) both night and day helps to eliminate the worry of unsafe conditions.

Efficient and effective university business practices makes for a happy campus particularly for adults. Providing extended business office hours is a necessity. Online payment methods certainly help to accommodate for the lack of time to make additional on-campus visits.

Increasing and retaining enrollment is a concern for education providers. Additional concern exists because of the tremendous increase in accredited online programs that make it unnecessary for students to sit in the classroom to acquire a quality education. In addition, students can manage their business needs online. Working adults have many options today. With that in mind, traditional institutions must look for ways to make on-campus programs, geared toward non-traditional students, more attractive. Proper adult student services can be a vital tool in the process.

Writing for Publication

Presenter: Barbara E. Hanniford, Cleveland State University

Scholarly publications are the coin of the realm within higher education. Building a body of literature for our field is one way in which we can earn respect from our academic colleagues and continue to define our future and develop our profession. Some aspect of virtually every continuing educator's work merits publication. Through writing for publication, we provide leadership to our field and lend support for changes in practice.

In **The Work of Writing**, Elizabeth Rankin speaks of "contributing to the professional conversation." Our profession needs those contributions, and although writing isn't necessarily easy, joining in the conversation isn't as difficult as it might seem. And, not only will you be contributing to the growth of our field, you'll be stretching yourself professionally as well. The

review process will provide very useful input that will help you develop as a writer, whether or not your piece is accepted for publication.

Getting Started

A starting point is obviously identifying a topic and a potential publication. As you consider a topic, begin with your own interests and what you know. This may be a research project you've undertaken, or it may be observations and analysis based on your experience with programs or students. A next step is to identify a publication that might be a good fit.

All journals contain manuscript guidelines that give potential authors some specific direction, such as the types of articles sought and maximum length. For instance, the *Journal* accepts opinion pieces whereas not all journals do so. Manuscript guidelines also indicate the purpose of the publication and the audience it serves. The guidelines cover the manuscript review process and tell you what style manual to follow. Note that the *Journal* also now accepts "Best Practice" manuscripts that are more descriptive and not necessarily research-based or conceptual.

As you begin developing your article, keep two things in mind: purpose and audience. Frequently, manuscripts lack a clear statement of purpose. Why are you writing this particular article? Will your purpose be clear to the reader early on? And, who is the reader? Remember the publication's audience as you place your article in context through a literature review, discuss the results of your work, and develop implications and suggestions.

Organizing your Article

Once you have identified a topic and are beginning to develop your article, an outline will prove very useful in organizing your writing. Although one format does not fit all articles, it will be helpful if you think about the following elements and adapt them to your specific circumstances. An **introduction** briefly describes the article and introduces the reader to the purpose and need for the article. The **statement of the problem** or issue being addressed elaborates upon the introduction. The **literature review** generally follows. Even in conceptual pieces or program descriptions, the connection to other written work is important. It places your work in context and allows you to build on previous literature. If that literature is skimpy, you have all the stronger a rationale for your own article. Next, the **methodology** section describes to the reader the details of your research, if you have done a research study. You will need to provide enough details to allow the reader to understand your research process and assess its strengths and weaknesses. The **approach** you used may take the place of a methodology section if your work is conceptual rather than methodological. **Findings** or **results** follow, particularly if you've conducted a research study. Tables and other illustrations can help summarize your results very effectively if they're done well. If not, they may be more confusing than helpful. In a conceptual article, your findings communicate what you have learned. The **discussion** section allows you to elaborate upon your findings and relate them to the literature you've reviewed earlier. This section should a major part of your article. **Conclusions** may be embedded within the discussion section or may be its own section. You've studied a problem or thought about an issue; now is the time to summarize your conclusions. **Implications** relate the article to your audience. How does your study inform professional practice? What do the concepts you've explored or the program model you've developed mean to readers? Finally, you'll likely have **suggestions for further study** to share with readers. What question arose from your research? What would be the next steps in extending program model? You can share these suggestions and bring the article to a close in this section.

Writing Well

Your ideas and approach must be sound, but your writing mechanics are equally important to reviewers and editors. A few suggestions follow.

- Write as simply as possible. A densely written manuscript will lose readers.
- Be wary of jargon. Define terms or concepts and state your assumptions clearly.
- Pay attention to the conventions of the journal to which you may submit your article. Try to get a feel for the writing styles, though you'll have our own style as well, however.

- Write in the active voice whenever possible. This makes for clearer, livelier reading.
- The *Journal* uses the ***Publication Manual of the American Psychological Association, Fifth Edition*** as its style manual. APA style recommends writing in the first person. However, some journals use the more formal third person approach.
- Beware of misplaced modifiers, dangling participles, and other writing problems.
- Avoid clichés. Instead, search for a more original way to communicate your message.
- Follow the style guidelines of whatever manual the publication uses (such as APA style). Pay particular attention to correct reference citations and a matching reference list.
- Find someone to read your work and make helpful suggestions. Also, have someone thoroughly proofread your manuscript before your submit it.

The former editor of the *Journal,* Donna Queeney, wrote a message from the editor in the Spring 1996 issue (vol. 44, number 2, pp.2-6) that expands upon the contents of this summary and helped form the basis for it. Other helpful resources are *The Work of Writing* by Elizabeth Rankin (Jossey-Bass, 2001) or *Writing for Publication: Steps to Academic Success* by Kenneth Henson (Allyn & Bacon, 2005). We encourage you to investigate these and other resources, and begin writing! Feel free to contact me at b.hanniford@csuohio.edu or (216) 687-2149 if you want to discuss any topic ideas or other issues related to the *Journal*.

Implementing Highly Profitable GRE, GMAT, LSAT, ACT, SAT, PSAT, MCAT, GED, and PRAXIS Preparation Programs Designed to Raise Test Scores, Assess Improvements, and Increase Enrollments

Presenter: Bradford L. Bruce, Cambridge Educational Services

This session began with an introduction to a Six-Step Approach that will help students attain large score improvements on standardized tests. From this Six-Step foundation, attendees will learn how to implement customized courses that best fit the needs of their unique student populations, helping to increase course enrollments. Next, attendees took a short sample exam to demonstrate problems for which students are preparing. Then, these problems were completely explained using powerful test preparation strategies that any student can grasp and effectively utilize. Finally, the relationship among brochure designs, course marketing, pricing, homework assignments, tests scores, and enrollment was discussed.

This presentation adhered to the theme of ACHE's annual meeting by illustrating the best practices used by programs nationwide in order to run successful programs in this era of quantum change. Multiple, specific examples of existing continuing education test preparation programs were used to further the session's importance to the audience.

Up-to-date technology made this session cutting-edge. The presentation used vibrant, engaging PowerPoint slides via our LCD projector and laptop as well as a provided overhead or chalkboard demonstration of test preparation strategies to improve test scores and implement programs.

Every session attendee received a lengthy test preparation handout illustrating how to set up successful test preparation programs, a sample test with completely explained test questions, and a detailed analysis of diagnostic assessment and its role in increasing enrollments and student scores.

Novice and intermediate session attendees left the presentation with a strong grasp of how to start their own successful test preparation programs or how to proceed if they have inherited a pre-existing program. Experienced session attendees learned key techniques to improve programs that are already up and running. All attendees gained valuable insight into making programs of all types succeed.

This session:
- discussed the most successful and profitable continuing education test preparation programs;
- demonstrated how to teach powerful test-taking strategies;
- illustrated how to attain maximum score improvements by customizing, assessing, and tracking student achievement; and
- identified ways that continuing education departments can ease No Child Left Behind pressures by partnering with secondary schools and districts to the benefit of everyone.

The ABCs of Certificate Programs or I Love It When a Plan Comes Together

Presenter: Jo Lynn Feinstein, XP Systems

A well-designed certificate program makes a difference – to the CE unit, the university, the program participants and their employers. This workshop presented a systematic approach to program development, covering critical topics from concept to delivery and on through assessment and refinement. Applying this model for certificate program development enables programmers to demonstrate the value of their programs in terms that are meaningful to each stakeholder group.

The ABC model of program development can be broken into three phases; 1) pre-program work, 2) the program, and 3) post program activities. As these phases evolve, the success of each phase relies on the quality of the information and material from the preceding phase. Although we certainly can begin content development immediately, our results will be much more relevant if we follow the ABCs of program development.

Phase One: Pre-program Work
    A – Assessment
    B – Bullet Points
    C – Conversations and Connections

It's been said that when you don't know where you're going, any direction will do. When developing a certificate program it's vital to map your course from the beginning. Phase One of the ABCs model is the time to capture the 'lay of the land'. In this phase we assess the market needs through formal and information research. We create bullet points to outline our data, and hold conversations to identify connections among topics and stakeholders.

Phase Two: The Program
    A – Advertise
    B – Brake to Breakdown
    C – Create Content

Once we have identified and confirmed that there is a need in the market that is not being met, we can begin the process of designing a program to meet that need. In the ABCs of program development this means creating our advertisement and/or other marketing piece. We use the information from Phase One to answer questions such as, what value and benefits will our program deliver? For whom? What makes this program unique?

It's tempting to jump directly from the advertisement to the content, but we have to put on the brakes here. We've crafted a compelling marketing piece. Now we must break down the market need into its various components. We need to isolate each audience segment for which this program is meant. For each segment we will identify the unmet need and pinpoint the benefits available in this program. Only then will we have the information required for solid instructional

design. Our learning points and expected behavioral outcomes will grow directly from this detailed information.

Phase Three: Post Program Activities
        A – Assessment
        B – Briefing
        C – Correction

Our work is not done when the program is delivered. A truly valuable certificate program is constantly evolving. It is our responsibility to assess the program on two levels. First we must determine if our participants are actually learning what we said they would learn. Second, we need to determine if this new knowledge and skill set does, in fact, meet the need we identified in Phase One. This second type of assessment often presents more of a challenge for the programmer, but all of our effort has been for naught if the original need is not met.

Our next step is to document our outcomes and provide a briefing to our staff and advisory team. Based on everyone's input we will make the necessary corrections to the program. The value and relevance of our certificate program are sustained through these continuous quality measures. The University, our participants, and their employers are well served.

Suggested Reading:

Aslanian, C. B. (2001). *Adult students today.* New York: The College Board.

Diamond, R. M. (1998). *Designing and assessing courses and curricula: A practical guide.* San Francisco: Jossey-Bass.

Draves, W. A. & Coates, J. (2004). *Nine shift: Work, life and education in the 21st century.* River Falls, WI: LERN Books.

Fink, A. & Kosecoff, J. (1998). *How to conduct surveys: A step-by-step guide.* Thousand Oaks, CA: Sage Publications.

Jacobson, D. L. (2001, September/October). A new agenda for education partnerships: Stakeholder learning collaboratives. *Change*, *33,* 44-53.

Jones, M. E. & Harrington, C. F. (2002). *Improving the fit: How to use assessment data to connect university curricula to workforce needs.* Washington, DC: University Continuing Education Association.

McArdle, G. E. H. (1998). *Conducting a needs analysis.* Menlo Park, CA: Crisp Publications.

Pulley, M. L. (1994, September). Navigating the evaluation rapids. *Training and Development*, *48,* 19.

Rossi, P. H., and Freeman, H. E. (1989). *Evaluation: A systematic approach* (4th ed.). Newbury Park, CA: Sage Publications.

Making a Difference by Covering the Distance: Best Practices in Web-based Learning

Presenter: Mary Rose Grant, San Louise University

This session expanded on a seminal model for designing, implementing and evaluating adult-centered learning experiences in the online classroom, and identified best practices for developing faculty to effectively teach adult learners online. The increasing use of part-time

faculty in online courses prompts the need for formal processes to develop web-based teaching skills. The presenter shared best practices in course design to improve student opportunities for interactions, teaching strategies that encourage retention and behaviors that influence learning and course satisfaction.

An increasing number of institutions of higher education for adults are offering web-based courses and programs to provide access and convenience to their students and to reach future markets of adult learners (Berge, 1988; Velsmid, 1997). The significant increase in the number of adults enrolling in online courses (NCES, 2001) and programs, credit and non-credit, necessitates a closer look at how effective teaching and learning can maximize the value and benefits of distance learning for students and institutions. The mission of institutions of high education for adults will be significantly impacted as they continue to face internal and external pressures to provide and expand distance-learning options while maintaining academic integrity and quality of instruction. The shift in how education is delivered creates more complex teaching environments, hence critical issues of accountability for today's institutions, faculty and students.

The swing from traditional to online learning environments has prompted more interest in assessing the quality of instruction and instructional design, as well as identifying various practices for achieving student learning. Examining the instructional practices of faculty, and analyzing faculty-student interactions and connectivity within the learning environment, can be positive predictors of student learning and program satisfaction. A study to identify best practices in design, implementation and assessment of online instruction for adult learners and recommend applications of these practices in different venues to capitalize on the potential of web-based instruction and promote positive learning outcomes was presented. Adult learning and constructivist learning theories, as applied to web-based education, provide the framework for benchmarking these practices (Berge, 1988; Diaz and Bontenbal, 2001).

Despite the proliferation of online courses and programs, there are few studies on what constitutes effective angragogy in the online learning environment (Newlin & Wang, 2002). A common mistake online course developers or instructors make is trying to merely emulate the traditional classroom with technology mediated interactions without the benefit of good pedagogy. Wilkes and Burnham (1991) reported that good online teaching practices are fundamentally identical to good traditional teaching practices and that factors that influence good instruction may be generally universal across different environments and populations. This session examined the "Seven Principles of Good Practice in Undergraduate Education", as modified by Chickering and Ehrmann (1996), with respect to their effectiveness and applicability to online courses for adult learners.

Background
Core courses were first offered online in March 2003, in response to a feasibility study undertaken by Saint Louis University's Adult Education Program, the School for Professional Studies, which identified needs and advantages of distance-learning for adult students. The SPS online courses were selected, designed and developed, according to the SPS Guidelines for Distance Learning, to enhance learning experiences, expand access, and provide options for educational opportunities for adult students, while sustaining learning outcomes consistent with those in the face-to-face course.

A preliminary study was conducted comparing 4 online core courses with their on ground counterparts, followed with a second study of 12 online courses and their counterparts. A third study with is being conducted with courses added since the last study. The online and on ground courses investigated are taught by the same instructor. Descriptive and inferential statistics were used to summarize data collected from formative and summative course evaluations. Based on critical analysis of this information, including use of technology, delivery strategies, perceived learning outcomes, learner attitudes toward distance learning, and course satisfaction, areas of improvement were identified and recommendations made for future online course offerings.

Variables that result in student satisfaction in online and on ground courses were identified and investigated for significance.

Qualitative data from all three studies was collected from faculty peer reviews, using structured questionnaires to guide the process, and from faculty focus group interviews. Qualitative data was analyzed for emerging themes and patterns for teaching, learning and faculty development. Best practices were identified that correlate with good principles of undergraduate education in order to design, implement and further evaluate online learning environments.

Summary
In this conference session, the presenter:
- Described web-mediated andragogy, teaching strategies and learning preferences for adults.
- Identified relevant examples of best practices.
- Used the "Seven Principles of Good Practice in Undergraduate Education: adoption for distance learning", to correlate best practices with evidence of student engagement, retention and learning.
- Demonstrated ways digital faculty could implement best practices.
- Provided practical applications and implications for digital faculty development.

Recommendations
Techniques in teaching and learning in the online environment can and should be benchmarked for best practices in instructional processes that maximize student engagement, retention and learning. A focus on benchmarking best practices for online education will strengthen processes to achieve and maintain quality educational programs and sustain institutional accountability for teaching and learning outcomes. Effective online education for adult learners must include support and development of part-time faculty teaching in the online environment. Results of this and future studies will provide schools with a foundation upon which to build comprehensive faculty development programs that meet the needs of online instructors and simultaneously match institutional goals to maintain high standards for online instruction. Aligned with technology and pedagogy is institutional commitment to provide the infrastructure necessary to maintain technical assistance and feedback mechanisms fostering a sustainable environment for distance education and generative learning.

References:
Burge, L. (1988). Beyond andragogy: Some explorations for distance learning design. *Journal of Distance Education* Online:http://cade.athabascau.ca/vol3.1/burge.html

Chickering, A.W., & Ehrman, S.C. (l996). Implementing the Seven Principles:Technology as lever. *AAHE Bulletin 49*(2), 3-6.

Diaz, D.P. & Bontenbal, K. F. (2001, August). Learner Preferences: Developing a learner-centered Environment in the Online or Mediated Classroom. *Ed at a Distance Magazine and Ed Journal*, 14(80), 1-8.

National Center for Education Statistics (2001). Distance Education at Degree –Granting Postsecondary Institutions: 2000-2001, Executive Summary. Washington, D.C. http://nces.ed.gov/surveys/peqis/publications/2003017/

Newlin, M. H., and Wang, A. Y. (2002). Integrating technology and pedagogy:Web instruction and seven principles of undergraduate education. *Teaching of Psychology 29*(4), 325-330.

Velsmid, D. A. (1997). The electronic classroom. *Link-up, 14*(1), 32-33.

Wilkes, C. W., & Burnham, B. R. (1991). Adult learner motivations and electronics distance education. *The American Journal of Distance Education, 5*(1), 43-50.

Take the Lead in Faculty Mentorship & Evaluation to Make the Difference in Academic Quality

Presenters: Roxanne Gonzales, Frank Incalcaterra and Marthann Schulte, Park University

This concurrent session provided participants with a brief overview of the formal approach Park University (Park has over 300 adjunct faculty teaching online) has implemented to mentor and evaluate adjunct faculty in an effort to maintain high academic standards online, retain quality faculty, and provide a measure for promotion. While the program is focused on online mentorship and evaluation, the model can easily be adapted to on-ground environments. A panel discussion on the role and differences of mentorship and/or evaluation followed the overview to include audience participation and questions on critical issues such as buy-in, policy implications, and impact to faculty related to such programs.

Included in the discussion was a point/counterpoint to mentorship verses evaluation: Can both be accomplished in the same process by the same person? Panel members consisted of one faculty evaluator who has been with Park University since the online courses began and has served as a mentor to faculty. The other panel member is new to the evaluation program and focused on the evaluation aspect of the program.

This session demonstrated a cutting edge concept: evaluation of adjunct faculty. Park has embarked upon this established program that will set standards for its online program and 42 campus centers across the US. Continuing higher education administrators in attendance gained valuable information on how to gain buy-in from the parent institution, pitfalls, policy implications, as well as how to implement such a program with faculty support.

The Park program was developed from best practices literature and adult education learning theory and has been through a one year pilot, been revised and is in its second full year of implementation campus wide. The presentation presented a model which can be adapted to institutional needs and provided resources for participants to develop a unique program.

Launching and Sustaining a Degree Program for Adults

Presenters: Skip Parks, Cal Poly San Luis Obispo and Dan Dowdy, Mary Baldwin College

Starting an adult degree completion program from scratch is not easy. It takes lots of planning, research, strategizing, support gathering, and…time. When an adult program is up and running, what makes it successful and sustains its growth? The presenters tap into their extensive experience in adult higher education and discuss the intricate, behind-the-scenes efforts required to get to start-up, tips on how to roll out a new program, and advice for making it successful and sustainable.   Five brief cases were presented to highlight what works and doesn't work in adult higher education.

Six key questions were posed and answered:
    a.   Why do we want to start a program for adults?
    b.   Will the degree program offer a single major or multiple majors?
    c.   Will the program follow a cohort, traditional, or blended model?
    d.   Is the program expected to be an institutional profit center?
    e.   Does a market exist for this program?
    f.   What student advising best practices are recommended?

Whether you work with a public or private institution, this presentation offered hands-on help for starting a degree program for adults and suggestions for making it work.

Assessment: The Change Agent in a Distributed-Campus System

Presenters: Karen R. Graham and Laurie Dodge, Chapman University College

Chapman University has a long tradition of serving the adult learner with targeted curricula and alternative deliveries in a distributed-campus system. In 2001, the institution reconfigured its "non-traditional" academic programs by developing independent academic and faculty governance systems for Chapman University College (CUC) which would focus on best practice for adult learning curriculum, pedagogy, and quality improvement decision-making. During the same time, Chapman University was participating in a regional re-accreditation with WASC which created a double incentive to demonstrate its academic and mission-driven viability.

To address this challenge and to tie its mission to research-based best practice and national comparison groups, CUC became a member of the Council for Adult and Experiential Learning (CAEL) and participated in the Adult Learning Focused Institution (ALFI) pilot project in 2002-2003 testing two survey instruments. Following the ALFI study of 2002, each CUC campus completed the *Template for Campus-Based Assessment* (merging CAEL & WASC Standards).

CUC campuses submitted evidence on Outreach, Learning Community, Student Support Services, and Technology Principles and wrote annual goals. CUC also developed a longitudinal assessment instrument, The *Campus-Based Self-Rating Assessment* (CBSRA), which is completed annually by the local administrative team. While campuses focus evidence analysis each year on two of ten best practice principles, the CBSRA surveys adherence to all CAEL Principles providing patterns of change and improvement over time.

This panel presentation illustrated how merging CAEL Principles with regional accreditation standards affected academic policy at Chapman University College and how data-driven decision making has strengthened the ability to transform the faculty and administrative culture in this adult-learner unit with outcome based assessment and continuous improvement processes. The presentation reports assessment analysis from a new CUC Graduate Admissions Portfolio Option, Campus-Based Assessment, and Program Learning Outcomes. Regional presentations, assessment poster sessions, certificates of recognition, and assessment workshops have provided the venue for creating and continuing a strong assessment culture.

Participants were provided with copies of the *Template for Campus-Based Assessment* and the *Campus-Based Self-Rating Assessment.* Participants were given techniques for creating a culture of assessment for the higher education community of administrators, support services staff, and faculty.

Taking Risk to Win—Both Professionally and Personally

Presenter: Pamela S. Cutright, West Virginia University

The word risk originates in the Italian word risicare, which means "to dare." Taking risk is engaging in an activity - the outcome of which is unknown - by intention. Taking risk occurs by choice - not by chance.

Although to a small degree propensity to take risk is due to innate conditions that are beyond control of the individual (personality, neurochemicals, and intellect), research abundantly

demonstrates that the great majority of the propensity to take risk (90%) is learned. Thus, individuals have considerable say over when, where, and how to take risk.

Learning to take risk has roots in the: 1) nature of the human species - by virtue of their needs to hunt for food and migrate to acquire needed assets, humans had to learn to take risk to survive; 2) stability of the national culture - generally the greater the wealth, safety and opportunity afforded to citizens the greater their risk taking, and conversely the lower the wealth, safety, and opportunity afforded to citizens the lesser their risk taking; 3) personal upbringing – parents and the home life experienced by children are of influence, but, because generally children are not developmentally capable of being self-directing until late adolescence or early adulthood, friends and life experiences are typically more important forces in encouraging risk taking than are parents and family life; and 4) culture of the workplace – some work settings are noted for allowing and encouraging risk taking and others are noted for being discouraging.

While U.S. citizens may live in the quintessential culture for taking risk, there are nevertheless many who go to great lengths to avoid it. This phenomenon is known as risk aversion.

Certain personal characteristics are known to predispose risk aversion: 1) obedience – throughout life people encounter considerable social pressure to obey the "voice of authority;" 2) irrational fears and beliefs – for instance, such thoughts as, "I can't possibly succeed at this task this time around - after all I couldn't do it before;" 3) perfectionism – to the perfectionist making a mistake is not a source of information to analyze before trying again but rather is a sign of personal failure.

Two properties of interpersonal relationships are also linked to risk aversion: 1) trust –when trust is absent the resulting sense of discord and insecurity are likely to discourage one from taking risk; and 2) intimacy – fear of personal rejection may impede close ties with others, which much like the absence of trust tends to discourage taking risk. Anytime other people are associated with a risk to be taken, the element of anxiety may be present because other people are nearly always impossible to control.

One's achievement level and rate of advancement in the workplace are directly related to willingness to take risk. Yet, especially typical of institutionalized organizations (where process and structure are self-perpetuating and may even subordinate workers to them) forces often militate against risk taking. In such settings, extraordinary will and effort are required for employees to take risk.

The organizing theme for this workshop was that risk taking is a process initiated by the individual – by intention and with direct action. To better understand the feelings of participants about taking risk, a word association activity opened the workshop. Following a brief overview of the several forces that encourage and discourage risk taking, participants used the "Anatomy of a Risk" questionnaire to assess a risk they had personally taken. Component elements to this event were evaluated and discussed as were intended and/or unintended outcomes.

Part Three: Business Meetings and Appendices

Sixty-Eighth Annual Meeting
Association for Continuing Higher Education
October 27 – 30, 2006
Los Angeles, California

Call to Order

President Phil Greasley called the Association's 68th annual meeting to order at 11:30 a.m. (PST), Saturday, October 28, 2006, at the Sheraton Hotel in Los Angeles, California. He re-convened the session at 7:30 p.m., Monday, October 30th. New president Dennis "Skip" Parks adjourned the session at 10:00 p.m.

Minutes
President Greasley introduced the Association officers and directors. Executive Vice President Michele D. Shinn asked for approval of the 2005 annual meeting minutes as published and distributed in the 2005 Proceedings. Charles Hickox's motion to approve the minutes passed.

Membership Report
Executive Vice President Shinn presented the membership report (Appendix A). The printed report was also distributed to the members present. Brian Van Horn's motion to approve the report passed. Brian gave a report on this past year's membership campaign. The results did not produce the number of recruited members expected. The campaign will continue throughout the year. President Greasley thanked Brian for his role as Membership Retention and Recruitment Chair.

Financial Report
Executive Vice President Shinn presented the summary report of the Association's revenue, expenses, reserves, and fund balance as of August 31, 2006. She reported that for the 13th consecutive year the external audit management letter included no findings, exceptions or recommendations. Shinn discussed the current financial status of the Association. A printed report (Appendix B) was distributed to the members present. Tom Fisher's motion to approve the report passed.

Nominations and Elections
President Greasley reported on the 2006 election procedure and results. Those elected were: vice president, Rick Osborn; directors-at-large (three-year terms), Charles Hickox, Sandra Gladney, and Maureen Znoj. Lewis Shena will complete the unexpired term of Rick Osborn.

Budget and Finance
Tom Fisher, Budget and Finance Chair, presented the proposed 2007 operations budget. He reported that the Board of Directors had reviewed the budget and had endorsed it. Printed copies of the proposed budget were distributed to members present. (Appendix C) Lew Shena's motion to adopt the budget passed.

Tom presented the following recommendations from the Budget and Finance Committee and endorsed by the Board of Directors:
Institutional dues increase for the 2008 year to $425 and a subsequent increase to $495 for the 2009 year. Professional dues would not be increased at this time.
The board to establish an annual inflationary increase effective in 2010 and between now and then, study which index might be most appropriate for that purpose.
No annual income expectation resulting from annual meetings be built into the ACHE operations budget. Any excess funds generated from annual meetings should go towards replenishing the association investment reserve accounts and be used for extraordinary circumstances as determined by the board.

Paula Peinovich's motion to approve passed.

Resolutions
Pam Murray presented resolutions (Appendix D) and moved their approval. Tom Fisher's motion to pass was approved.

The Year in Review

President Greasley gave a brief report on the Association's accomplishments during his presidency:

- ➢ **Membership Campaign:** Brian Van Horn organized the campaign with the help of the regional chairs.
- ➢ **Strategic Planning:** The Board continues to implement the plan with the help of committees and networks.
- ➢ **Site Selection Process:** The Board selected a vendor to handle the Annual Meeting site selection process and conference management. The vendor would begin conference management services for 2008 Annual Meeting in Nashville and the site selection process for 2010.
- ➢ **Annual Meeting Registration:** The home office processed the annual meeting registration with the help of ACEware's software.
- ➢ **Membership Survey:** The Board conducted a survey to assess member services and interests this year.
- ➢ **Educational Partners:** A committee is busy contacting potential partners.
- ➢ **Website:** The website has been re-designed.
- ➢ **Financials:** This has been the biggest challenge this year.

Local Arrangements
Regis Gilman, chair of the 69th annual meeting, made a presentation on Roanoke and its many scenic and historic attractions.

Recognitions
President Greasley recognized the following for their service to the Association:

Board of Directors: Maureen Connolly   Roger MacLean Mary Wargo
Merit Certificates:

Local Arrangements Chair	Jan Jackson and Skip Parks
Program Chairs	Rick Osborn and John Yates
Editor of the *Journal of CHE*	Barbara Hanniford

Awards
Walter Pearson presided over the following recognitions at the Awards Banquet:

Network Awards
 Creative Use of Technology Award
Park University
"Online Instructor Evaluator System (OIES)"

University of Maryland University College
"CCJS320 Introduction to Criminalistics Crime Scene"

Honorable Mention
The University of Mississippi
"OMO+Lifetime Learners"

Association Awards
Distinguished Credit Program
Western Kentucky University
"Master of Science in Communication Disorders for the United Federation of Teachers in New York City"

Honorable Mention
University of Tennessee Martin
"Rural West Tennessee Distance Learning Initiative"

Mississippi State University

"Broadcast Meteorology Distance Learning Program (BMP)

Arizona State University
"Master of Science in Technology (Graphic Information Technology)

<u>Distinguished Non-Credit Program</u>
Community College of Rhode Island
"Electronic Assembly Program"

Samford University
"Health Care Interpreter Training Certificate Program"

Honorable Mention
Kansas State University
"Management Analysis and Strategic Thinking (MAST)"

Murray State University
"West Kentucky Educational Cooperative Migrant Summer Camp"

<u>Emeritus</u>
Karen Garver   Lou Workman

<u>Meritorious Service</u>
Allen D. Varner

<u>Special Recognition</u>
Lou Kerr   University of Houston.

<u>Marlowe Froke Award</u>
 "Faculty at a Distance: Innovating Research Strategies for Collaborative Knowledge
Construction in Technology Rich Environments"
        Colleen Aalsburg Wiessner   Diane D. Chapman
        Paula Berardinelli   Leslie Kay Jones

<u>Crystal Marketing Award</u>
University of Missouri St. Louis
Public Relations Campaign: 26th Annual St. Louis Storytelling Festival

Honorable Mentions
Western Kentucky University
Marketing Campaign: Winter Term

Walden University
Marketing Campaign: Branding Initiative

Holy Family University
Marketing Campaign: "Wake Up Your Mind" credit program campaign

Rhode Island School of Design
Print Publication: Catalogs/brochures for programs

Kansas State University
"Be a Wildcat Wherever You Live" Distance Learning

Transition of Presidency

Outgoing President Greasley thanked ACHE members and leaders for their support, assistance, and hospitality during the year. He especially commended Jan Jackson, Skip Parks, Rick Osborn, and John Yates for their diligent work on the annual meeting program and local arrangements. He called Skip Parks to the podium to accept the gavel and assume the presidency of the Association.

Following the "passing of the gavel" President Parks expressed the Association's appreciation for Past President Greasley's leadership and service. President Parks presented him with a check for $1000 for the University of Kentucky's scholarship fund in appreciation of the University's support of Phil as ACHE president. Skip then presented Phil with a special presidential certificate and recognition gift from ACHE.

Adjournment
President Parks declared the 68th annual meeting "adjourned."

Appendix A

Membership Report

	9/30/05	New	Cancelled	9/30/06
Affiliate Class				
Institutions Represented	18	6	4	20
Individual Representatives	27	1	3	25
Institutional Class				
Institutions Represented	326	23	42	307
Individual Representatives	1338	NA	NA	1247
Professional Class				
Individual Members	300	57	141	216
Honorary Class				
Individual Members	29	0	2	27

Members in 43 states, the District of Columbia, and 4 foreign countries (Canada, Jamaica, Puerto Rico, and United Arab Emirates). 1515 individuals representing approximately 465 different institutions and organizations.

New Institutional Members

Ana G Mendez University System –7
College of Mount Saint Vincent –3
CUNY Bronx Community College –3
Essex County College -3
Indiana University-South Bend –6
Palm Beach Community College –7
Phoenix College -9
SUNY at Farmingdale -3
Turabo University –7
University of Houston –7
University of Southern Mississippi -7
Utah Valley State College -10

Becker College –1
Columbus State Community College –6
CUNY School of Professional Studies –3
Hesser College –1
Northern Kentucky University –7
Park University –8
Seton Hill University –4
Tennessee State University –7
University of California-Riverside –9
University of Missouri-St Louis -8
University of Wisconsin-Stout -6

Cancelled Institutional Members

Albany State University – 7
Arcadia University – 4
Bellevue University – 8

Adelphi University - 3
Becker College – 1
Bemidji State University – 8

California Maritime Academy – 9　　　　College of Menominee Nation - 6
Colorado State University – 10　　　　Concordia University – 2
CUNY Bernard Baruch College – 3　　　Delaware Tech &Community College- 5
Drury University – 8　　　　　　　Fayetteville State University – 5
Florida Memorial College – 7　　　　Franklin Pierce College – 1
Harris-Stowe State College – 8　　　Idaho State University – 11
Iowa State University – 8　　　　　Ivy Tech State College – 6
LeMoyne College – 1　　　　　　　Lewis University – 6
Loras College – 8　　　　　　　　Loyola University-Chicago – 6
Queensborough Community College – 3　Regis College - 1
Siena College - 2　　　　　　　　St Joseph's University – 4
St Louis University – 8　　　　　　Stonehill College - 1
SUNY at Buffalo - 2　　　　　　　Tennessee State University – 7
Universidad de las Americas – 10　　University of Mary Washington - 5
University of Montana - 11　　　　　University of New Brunswick - 1
University of Northern Iowa – 8　　　University of Pittsburgh – 4
University of Scranton – 4　　　　　University of Technology-Jamaica – 7
University of Tennessee @ Chattanooga–7　University of Wisconsin-Milwaukee – 6

New Affiliate Members　　　　　**Cancelled Affiliate Members**
Alpha Sigma Lambda - 6　　　　　　CE Dialogue –1
Cambridge Educational Services - 6　Collegiate Funding Services –6
Destiny Solutions - 2　　　　　　　Hezel Associates LLC –2
Group 3 Systems, Inc – 9　　　　　MBS Direct –8
Hickory Metro Higher Ed Center – 5
The Growth Group – 6

Cancelled Honorary Members
Richard Matre – 7
Stanley Gwiazda - 4

ACHE Members by Region
As of
September 30, 2006

Region	Institutional/ Affiliate	Professional/ Honorary	Total
Region 1	137/3	33/1	174
Region 2	44/1	12/2	59
Region 3	64/3	14/2	83
Region 4	137/0	14/2	152
Region 5	163/5	14/4	188
Region 6	122/3	25/3	153
Region 7	371/3	79/10	463
Region 8	106/3	8/2	119
Region 9	63/3	6/0	72
Region 10	13/1	3/1	18
Region 11	27/0	8/0	35
	1247/25	**216/27**	
TOTAL	**1272**	**243**	**1515**

Appendix B

Financial Status

Accounts as of 8/06		Fund Balances	
Cash in Bank – Checking	42,608	Emergency	8000
Invested Reserves	13,640	Development/Venture	- 2331
Total	$56,248	Capital	2000
		Transition	-0-
		Total Dsgnd Reserves	7,669
		Total Op Reserves	48,579
		Total	$56,248

Income	04 Budget	04 Actual	05 Budget	05 Actual	06 Budget	8/06 YTD
Institutional Dues	104,000	97,979	104,000	97,221	105,625	107,601
Professional Dues	16,000	17,405	17,000	13,860	20,400	14,740
Miscellaneous						
Publications	5,000	4,753	8,440	2,700	1,250	1,125
Application Fees	2,000	2,000	1,000	5,346	8,072	4,325
Other	2,000	2,114	1,105	3,392	2,100	3,050
Int, Div, & Inc in Investment Value	4,000	3,563	3,000	2,626	3,000	-822
Balance from Previous Ann Mtg	12,177	21,078	10,455	12,766	10,153	9,9099
Total	$145,177	$148,892	$145,000	$137,911	$150,600	$139,118

Expenses	04 Budget	04 Actual	05 Budget	05 Acutal	06 Budget	8/06 YTD
Publications						
Newsletter	2,000	2,000	2,000	2,000	1,872	1,456
JCHE	18,500	20,983	22,000	22,000	22,150	15,863
Directory	425	425	425	425	425	425
Proceedings	500	500	500	500	520	520
Office Expenses						
Secretarial	39,750	40,418	45,041	45,041	46,717	31,287
Office Supplies	1,500	537	1,500	1,500	1,365	378
Printing/duplicating	1,500	648	1,500	1,500	700	300
Telephone	3,000	2,099	3,000	3,000	3,000	1,200
Postage	1,800	831	1,300	1,300	1,000	534
Computer Services	300	0	300	300	300	0
Accounting	7,500	7,620	7,500	7,500	7,500	6,195
Liability Insurance	1,800	2,150	2,000	2,000	2,150	0
Computer Operator	11,500	13,003	11,500	11,500	13,456	9,285
Miscellaneous	500	942	500	500	500	216
Travel						
General	2,500	3,451	2,500	2,500	3,000	1,769
Board Meetings	12,000	6,965	12,000	12,000	12,000	8,025
Presidential	6,000	5,895	6,000	6,000	6,000	3,832
Honorarium						
Executive VP	8,003	4,002	8,300	8,300	8,650	4,325
COLLO Dues					100	100
Administrative Expenses						
Nominations/Elections	195	95	200	200	95	406
Research Committee	3,000	80	3,000	3,000	3,000	1,705
Recognition & Awards	2,200	2,486	2,200	2,200	2,200	0
Executive VP	400	38	400	400	200	109

Presidential	400	287	400	400	300	0
Administrative Charges	6,000	6,000	6,500	6,500	6,500	6,500
Replenish Dsgnd Reserves	6,404	6,404	0	0	400	0
Regional Stipends	7,500	3,000	4,434	4,434	6,500	4,000
Subtotal	$145,177	130,859	$145,000	$145,000	$150,600	$98,430
Development Fund		10,615				7,331
Capital Fund		0				0
Total		$141,474				$105,751

Appendix C

2007 Budget

Income

Institutional Dues	$113,925
Professional Dues	15,000
Miscellaneous	15,001
Interest, Dividends, & Increase in Investment Value	1,000
Balance from Previous Annual Meeting	1,245
Total Income	$146,171

Institutional Dues	$350
Affiliate Dues	$350
Additional Members	$25
Professional Members	$80
Application Fees	$125
Journal Subscriptions	$75/$90

Expenses

Publications

Newsletter	1,947
JCHE	21,000
Directory	425
Proceedings	540

Office Expenses

Secretarial	48,452
Office Supplies	900
Printing/duplicating	600
Telephone	2,000
Postage	900
Computer Services	300

Accounting	7,500
Liability Insurance	2,150
Computer Operator	14,352
Miscellaneous	300
Travel	
General	3,000
Board Meetings	8,500
Presidential	5,000
Honorarium	
Executive VP	9,000
COLLO	
Dues	100
Travel	1,500
Administrative Expenses	
Committees	
Nominations/Elections	0
Research Committee	3,000
Annual Meeting	
Recognition & Awards	1,100
Executive VP	200
Presidential	300
Miscellaneous	195
Administrative Charges	6,500
Regional Stipends	6,160
Regional Leadership	250
Total Expenses	$146,171

Appendix D

Resolutions

BE IT RESOLVED that the Association in convention assembled express its congratulations and deep appreciation to Rick Osborn of East Tennessee State University and John Yates of Murray State University, co-chairs of the 2006 Program Committee, and their colleagues on the committee, for this timely and valuable conference. This year's conference, "Continuing Education: Making a Difference," through diverse speakers, sessions, and workshops has provided an array of new ideas, approaches, and resources that will enable continuing higher education professionals to truly make a difference. Rick, John and their 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 express its gratitude and appreciation to Jan Jackson and Skip Parks, Co-Chairs of the Local Arrangements Committee, for hosting this annual meeting in Los Angeles, California. Jan, Skip, and their

committee and staff have gone the extra mile to provide perfect arrangements and details for our enjoyment.

BE IT RESOLVED that the Association in convention assembled acknowledges its profound appreciation to President Philip Greasley and to the Board of Directors for their outstanding leadership during the 2005-2006 year. Philip'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.

BE IT RESOLVED that the Association in convention assembled acknowledges the outstanding service provided by Michele Shinn as Executive Vice President and Irene Barrineau as Administrative Assistant and Office Manager of our home office. Through their attention to our needs, responsiveness to our requests, awareness of trends and issues, incorporation of effective electronic communication with the members, they continue to provide exceptional leadership and service to the Association. Be it resolved further that Michele and Irene be commended for their efforts in providing our excellent newsletter, Five Minutes with ACHE.

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

BE IT RESOLVED that the Association in convention assembled expresses our deep appreciation to Irene Barrineau for her work as the editor of the 2005 proceedings. We thank Irene for the thorough and excellent report of our meeting in Madison, Wisconsin.

BE IT RESOLVED that the membership recognize the superlative efforts of Brian Van Horne, Chair, Membership Committee, in initiating and sustaining the ACHE membership campaign, His commitment to outreach and collaboration ha established a new standard for sustained efforts to cultivate interest in an support of ACHE from its member institutions and professional members.

BE IT RESOLVED that the membership recognize Walter Pearson for his dedication, passion, and attention to the work of the Awards Committee. He has contributed significantly to ACHE's capacity to recognize and celebrate the accomplishments of many among us who advance the work of ACHE.

BE IT RESOLVED that the membership the Regions 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 and networks, particularly as the activity of our members increases with new and revitalized networks, 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 Ray Holland. He served with distinction at Florida Atlantic University as Dean of the Open University and Continuing Education.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Lou Workman. She served with distinction as Dean at Idaho State University and at Southern Utah University. She served the Association as Chair of Region 10 and as convener of the ICHE Network.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Karen Garver. She served with distinction as an academic advisor in the division of Continuing Studies at the University of Nebraska at Omaha. She has had distinguished service on the ACHE Publication Committee and edited the Proceedings from 1995-1997.

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Clair Fisher, Assistant Director of External Programs at Simpson College. He served the Association as Chair of Region 8 and was a long-time member and supporter of the Association for Continuing Higher Education.

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Stanley Gwiazda who was Dean Emeritus of the Goodwin College of Professional Studies of Drexel University. He served the Association on the Board of Directors and as President in 1986.

Appendix E

Committee on Inclusiveness

Committee membership: Vernon Taylor, Lou Workman, Nina Leonhardt, Reggie Oxendine, Elton Payne (Minority Affairs convener), Mary Zeleny, and Roxanne Gonzales (Chair)

The Committee has "met" via email exchange to discuss the recommendations submitted in Madison. The committee was pleased with the response from the Board and plans to set the 2006/07 goals at the Annual meeting in LA in conjunction with Dr. Park's focus for the committee. As of today all committee membership will be in attendance.

Submitted by: Roxanne M. Gonzales

Appendix F

Constitution and Bylaws Report

The Committee on Inclusiveness put forth the following recommendation as one means to consider meeting the ACHE Strategic Plan:
ACHE by-laws state that we only allow regionally accredited institutions in ACHE - this excludes many other bodies such as DETC which are eligible for federal funding, military tuition assistance, and are listed in the ACE accreditation guide. ACHE should review this policy and implications if other accrediting bodies if membership were open to those bodies.
Constitution and Bylaws Committee concur that we do not think it appropriate to change this part of the institutional accreditation. WE still allow and encourage individual membership from various organizations that serve adult learners, but it is a different matter to consider non-accredited programs the same status as regionally-accredited ones.

Submitted by: Nancy Gadbow, Chair

Appendix G

Educational Partners Committee Report

Purpose: ACHE Educational Partnerships are an opportunity for select leading organizations to support the mission of ACHE and its members through a level of partnership with the organization. Partnership benefits allow continuous access to membership through a variety of means.

Committee Members: Paul Peinovich, Nancy Thomason, Tish Szymurski, Mary Wargo, Ray Guillette, Dan Lavit, Dan Dowdy and Michele Shinn

Recommendation: Committee needs to revisit the Educational Partners program, recruit more members and reevaluate current strategy and fee structure.

Success – ACEware – Gold Partnership
Steve Havlicek donated Student Manager to ACHE for conference registration and also membership. Additionally, he and his staff spent over 200 hours setting up and training the Home Office staff on the software.

Submitted by: Michele D. Shinn, Executive VP

Appendix H

Nominations Committee

Since the past president (Pamela Murray) and past chair of this committee (Jerry Hickerson) were both from the same region (5), and both mandated to serve as members of the nominations committee, the Board voted to expand membership from the usual 5 to 7 in order to achieve representation both by region and for diversity. Members of the 2006 nominations committee were:

Pamela Murray - Region 5   Eric Cunningham - Region 8
Jerry Hickerson - Region 5   Clare Roby - Region 9
Pauline Drake - Region 7   Lou Workman - Region 11
Daniel Lavit - Region 7

The nominations process was conducted primarily by email, with one conference call. All nominees were qualified to run, and all were selected by the committee, which was pleased with both the quality and diversity of nominees. The nominees were:

For Vice President:
Rick Osborn - Region 7   Roxanne Gonzales - Region 8

For Director at Large:
Lewis Shena - Region 1   Charles Hickox - Region 8
Maureen Znoj - Region 1   Sandra Gladney-Region 11
Nina Leonhardt - Region 3

Those elected were:
Vice President - Rick Osborn
Directors - Maureen Znoj, Charles Hickox, Sandra Gladney, Lewis Shena (fill Rick Osborn's unexpired term 2008)

The committee chair expresses her gratitude to all those who served on the committee, all those who made nominations, and all those who agreed to be nominated.

Submitted by: Pamela Murray

Appendix I

Past Presidents Council

Approximately 10 past presidents will meet in Los Angeles with President Phil Greasley and Executive Vice President Michel Shinn. We note with sadness the passing of ACHE's 1986 President, Dean Stan Gwiazda of Region 4.

Submitted by: Pamela Murray, Past President

Appendix J

Publications Committee

The primary purpose of the ACHE's Standing Committee on publications and communications is to review the various publications of ACHE and the ACHE web site, and make recommendations to ACHE's Board of Directors regarding format, content, design, frequency, and appropriateness of each.

The Journal of Continuing Higher Education
The JCHE continues to be a leading publication in the field. A "Best Practices" category has been added and three Editorial Review Board members were recommended for reappointment. A subscription campaign via a brochure mailing was conducted in March. Results were fair compared to other years. Discussion continues on a need for a reprint policy for electronic formats and affiliations with online publishers. In the future,
"theme issues" may be developed.

Proceedings
The 2005 Proceedings was posted on the ACHE web site by Central Office. This format of providing Proceedings to members has saved the Association time and money.

Directory
The Directory is available online through the web site and is a valuable resource to members.

ACHE Web Site
The ACHE web site was revamped this year thanks to Irene in Central Office. These improvements were very important as the site is a valuable tool and information source for members, officers, and non-members.

Five Minutes with ACHE
Michele has added photos and features to the newsletter making it more attractive, inviting, and informative. Members are reminded via email when a new issue is available and can view it via email or through the web site.

Submitted by: Robert J. DeRoche, Chair

Members: E. Bullard, M. Conner, K. Garver, R. Gonzales, B. Hanniford, W. Hine, A. Paschall, P. Sable, L. Schwarzwald, M. Shinn, R Sundberg , G. Vadillo

Appendix K

Research Committee

The committee will be present findings from the international collaborative leadership study between ACHE and CAUCE at the annual meeting. In addition, the committee will sponsor a session for the two research award winners listed below:

Robin Walker Thompson "Adult Minority Learners: Voices Yet to be Heard"
University of Missouri-Columbia

Reginald Lee Oxendine, Jr. "Addressing the Issue of Online Course Orientations for Students and Faculty Participating in Online Courses for the First Time at Higher Education Institutions," Eastern Carolina University

The committee anticipates a call for proposals in the January issue of Five Minutes and is dedicated to enhancing the research agenda for practitioners and doctoral students interested in the field of adult and continuing education.

Submitted by: Edna Farace Wilson, chair

Appendix L

Community and Two-Year Colleges

Background:
The network serves as a connector for those interested in community colleges. The network links us to each other and we can use the group as a resource for our questions, concerns, best practices, etc. Additionally, the group has a mission to increase the visibility of ACHE within community colleges…and increase membership in ACHE of such institutions.

Two years ago, the group created a forum in which to discuss concerns, pose questions, and gain feedback from colleagues. We designed an email distribution list to keep in touch with each other and have, thus, established an email contact list of those in the ACHE Community College Network.

Some of the topics previously identified for group discussion include:
1. Best strategies to turn non-credit offerings into credit.
2. Assessment in non-credit areas.
3. Blended Learning (combining credit and non-credit).
4. Union issues for non-credit faculty (payment, seniority, etc.)
5. Online and face-to-face learning for non-credit.
6. Networking/mentoring—connecting colleagues with others in the CE field who may be able to assist by providing insights, sharing experiences, etc.

Activities:
> The co-chairs are creating a list of community colleges not involved in ACHE and will initiate contact via an introduction letter and other marketing material. We will then follow up via phone or email and may ask network members to assist with establishing a connection with non-member institutions. Ask for volunteers at conference.
> An email will go out to all ACHE community colleges asking for representation on the network and we will obtain contact information for each representative. The email distribution list will then be updated.
> The email distribution list will be updated at the LA conference and continue to be available to the network to post questions, gain feedback, discuss issues. Obtain updated contact info and email addresses at conference network meeting.
> Chairs of network will work with members to identify topic areas for discussion. This can be done at the conference network meeting.

Recommendations:
It is recommended that the current recommendations be discussed, added to and updated at the LA 2006 conference. Members may choose recommendations that they are interested in and wish to contribute to over the next year.

- ➢ It is recommended that this committee continue to serve as a conduit between colleagues in community colleges.
- ➢ The contact list for the network will be updated.
- ➢ The group will continue to connect with each other and respond via email to any questions posed by the network.
- ➢ In an effort to increase participation at the community college level, we will reach out to colleagues at other non-member institutions to share information about the benefits of belonging to ACHE.
  - o It is recommended that the committee discuss and implement additional vehicles/methods through which to reach non-member community college institutions.

Submitted by: Sarah Fowler-Rogers and Ilene Kleinman, co-chairs

Appendix M

Instructional Technology and Distance Learning

Efforts were made in the spring to solicit member interest in joining the Technology Network. Based on an article in *5 Minutes* and an email, 8 people responded that they were interested in joining the network. The goal was to schedule a teleconference in early summer and to invite old and new Network member participation to discuss trends and issues in the educational technology and distance learning arena as they affect the participants. However, the conference call was not scheduled due to a change in work circumstances and due to the low response level. Perhaps steps could be initiated at the national level to stimulate renewed interest in member participation in the various networks or to develop a new approach to member involvement in the networking potential that membership in ACHE provides.

For the Creative Use of Technology Award, 5 nominations were received. Three awardees were named and will be recognized at the national conference. To increase participation in the ACHE awards program, we recommend the return to the hard copy, mailed out call for nomination forms.

Submitted by: Marsha Ham, Chair

Appendix N

International CHE

Numerous contacts have been made with Mexico and Australia, to facilitate presentations and possible membership. President Greasley has also been in contact with the Mexican Institutions and invited them to present in LA. I have not heard if they are able to attend. The contact at the University of South Australia is not available. Further contact is planned with AMECyd representatives.

Submitted by: Lou Workman, Network Convenor

Appendix O

Marketing

The **purpose** of the Marketing Network is to provide a forum for sharing and exchanging marketing ideas and strategies. **Goals and activities** to be achieved include: to promote best practices in marketing among institutional and professional members; to encourage member participation in the Crystal Marketing Award; to serve as a resource; to give presentations at regional and national meetings, and to keep the Board informed of any current or new marketing trend related to our mission.

The process for the **2006 Crystal Marketing Award** was slightly changed this year. Dr. Sallie C. Dunphy, the Convenor was sent all award submissions for judging rather than a designated person with the local arrangements committee for the international meeting. A total of 28 entries were received from 15 institutions. Judging occurred in May 2006 in Birmingham, Alabama with the Winner and Top 5 entries sent to ACHE President Phil Greasley and Board for approval. The Winner and Top 5 entries will be on display at the international meeting.

The **Award** went to:
University of Missouri St. Louis
Public Relations Campaign: 26th Annual St. Louis Storytelling Festival

The **Top 5** after the winner were:
Western Kentucky University, Marketing Campaign: Winter Term
Walden University, Marketing Campaign: Branding initiative
Holy Family University, Marketing Campaign: "Wake Up Your Mind" credit program campaign
Rhode Island School of Design, Print Publication: Catalogs/brochures for programs
Kansas State University, Marketing Campaign: "Be a Wildcat Wherever You Live" Distance learning

The **Judges** included the following experts in the field of marketing:
Ms. Cindy Cloyd, Executive Producer/ Creative Director Cindy Cloyd Productions
Mr. Chris Langdon, President, Phoenix Promotional Products
Ms. Andrea Reiber, UAB Media Relations Specialist
Ms. Sally Sinclair, Consultant, Marketing Strategies and Computer Applications Sinclair Services

Submitted by: Sallie C. Dunphy, Convenor

Appendix P

Minority Affairs

Network Members: Vernon Taylor, Lou Workman, Nina Leonhardt, Reggie Oxendine, Roxanne Gonzales, Mary Zeleny, Beverly Henry, Pauline Drake and Elton Payne (Minority Affairs Convener)

Network Activity:
The Network Members have "met" via email exchange to discuss submissions for the Annual Minority Affairs Award. Network members were not pleased with programs submitted for this year's award. After much deliberation, members decided to not give an award this year. The Minority Affairs Network will seek to educate members of ACHE on the award criteria next year and encourage member institutions to develop programs that seek to empower minorities in their communities. As of today all network members will attend the Annual Meeting.

Submitted by: Elton C. Payne, Jr.

Appendix Q

Program Committee

Phil Greasley, University of Kentucky
Rick Osborn, East Tennessee State University
John Yates, Murray State University
Chris Dougherty, Rutgers University-Camden
Dan Dowdy, Mary Baldwin College
Susan Elkins, Tennessee Technological University
Regis Gilman, Appalachain State University
Roxanne Gonzales, Park University
David Grebel, Texas Christian University
Ray Guillette, Bridgewater State College
Dan Lavit, Murray State University
Roger Maclean, University of Wisconsin-Madison
Pamela Murray, Mary Baldwin College
Robin Plumb, Ardmore Higher Education Center
Connie Robertson, University of Kentucky
Lew Shena, Rhode Island School of Design
Tish Szymurski, Neumann College
Jonell Tobin, Morehead State University
Brian Van Horn, Murray State University
Mary Wargo, Quinnipiac University
Sharon Woodward, Western Kentucky University

Appendix R

Officers, 2005 – 2006

President
Philip Greasley, University of Kentucky

President-Elect
Skip Parks, California Polytechnic State University

Vice President
Chris Dougherty, Rutgers University - Camden

Immediate Past President
Pamela R. Murray, Mary Baldwin College

Executive Vice President
Michele D. Shinn, Trident Technical College

Appendix S

Board of Directors

Maureen Connolly, Wagner College
Regis Gilman, Appalachian State University
Roxanne Gonzales, Colorado State University
Roger Maclean, University of Wisconsin-Madison
Rick Osborn, East Tennessee State University

Tish Szymurski, Neumann College
John M. Yates, Murray State University
Mary Wargo, Quinnipiac University

Appendix T

Regional Chairs

Region I
Paul Cotnoir, Becker College
Region II
Jan LeClair, Elmira College
Region III
Brett Sherman, Pace University
Region IV
Christina Edamala, Holy Family University
Region V
Ellen Taylor, Radford University
Region VI
Kris Krzyzanski, Wayne State University

Region VII
Mary Bonhomme, Florida Institute of Technology
Region VIII
Charles Hickox, SE Oklahoma St University
Region IX
Eric Cunningham, Columbia College
Region X
Pamela Gardner, Utah Valley State College
Region XI
Lois DeBruno, Southern Oregon University

Appendix U

Roll of Past Presidents and Annual Meetings

Year & 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	Murray Baldwin College

Appendix V

Citations for Leadership

Year	Place	Recipient
1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, DC	Edwin H. Spengler
1970	Montreal	Richard T. Deters, Daniel R. Lang
1971	Des Moines	Howell W. McGee

1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters, Ernest E. McMahon
1974	New Orleans	(no award given)
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	(no award given)
1977	Montreal	(no award given)
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd
1980	Knoxville	(no award given)
1981	Los Angeles	MacNeil-Lehrer Report
1982	New Orleans	Joseph P. Goddard, Adele F. Robertson
1983	Dallas	(no award given)
1984	Boston	Grover Andrews
1985	Atlanta	(no award given)
1986	Philadelphia	Leslie S. Jacobson
1987	Indianapolis	Louis Phillips
1988	Salt Lake City	(no award given)
1989	Charleston	(no award given)
1990	Miami	(no award given)
1991	Seattle	Roger Hiemstra
1992	Milwaukee	(no award given)
1993	Jackson, MS	Sam C. Bills, Calvin L. Stockman
1994	Toronto	(no award given)
1995	Kansas City, MO	Robert Simerly
1996	Palm Springs	Clifford Baden, Morris Keeton
1997	University Park	Henry Spille
1998	Fort Worth, TX	(no award given)
1999	Cincinnati	Robert Kegan
2000	Myrtle Beach	K. Patricia Cross, Donna S. Queeney
2001	Vancouver	Stephen Brookfield
2004	Newport	Wayne Whelan
2005	Madison	Ronald M. Cervero, James A. Woods

69th Annual Meeting

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The Roanoke Hotel and Conference Center

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Role in Engagement, Outreach,
and Public Service"