



**ACHE**  
**2010**  
albuquerque

**PROCEEDINGS**



**72<sup>nd</sup> Annual Conference & Meeting**  
**Proceedings**  
**October 20-23, 2010**

The 2010 Proceedings of the Association for Continuing Higher Education encapsulate the professional presentations of the keynote sessions, workshops, concurrent sessions, roundtables and business meeting of the Association's 72<sup>nd</sup> Annual Conference. The conference was held October 20-23, 2010 at the Hotel Albuquerque in Albuquerque, New Mexico.

The program committee was chaired by Roger Maclean and Marthann Schulte. Local arrangements were a combined effort of the program committee members, Hotel Albuquerque staff and MSP International Incorporated.

Following the theme provided by ACHE President Roxanne Gonzales, attendees investigated the possibilities of "Continuing Education: Reflecting Upon and Responding to the National Agenda." Additionally, attendees enjoyed the annual award presentations, innovative ideas and products from valued vendors, the environment and culture of New Mexico, and networking with their colleagues.

Marthann Schulte, Editor

ACHE Proceedings – 2010

## CONTENTS

---

Contents.....	4
Part One: Addresses.....	9
President-elect’s Address:.....	9
Sustainable Leadership: Bold Thinking about Who We Are.....	9
General Session 1 and Keynote: .....	11
General Session 2 and Keynote: .....	12
General Session 3 and Keynote: .....	13
Symposium: .....	13
Part Two: Workshops .....	14
Social Media Mini Boot Camp 4.0.....	14
Managing Budgets in Tough Fiscal Times .....	14
Expanding Opportunity for Servicemembers: Leadership, Advocacy, Policy and Practice .....	14
Cultural Competency for Educational Leaders .....	15
Part Three: Concurrent Sessions.....	16
Best Practices in Interactive Marketing & New Technologies .....	16
Adult Learner Retention: Where the Rubber Meets the Road .....	16
Rebuilding America’s Workforce: Continuing Higher and the Value-Chain-Analysis....	21
Meeting Them Where They Are At: Prospective Student Communication.....	23
10 Steps to Sustainability – A Management Model for Long Term Program Financial Sustainability.....	24
How Are We Promoting Our Adult Continuing Education Degree Program? Findings and Implications from One Study of Ads Placed in a Metropolitan Newspaper.....	24
Creating a Brand Strategy Your Continuing Education Department.....	27
Supporting Lifelong Learners with Compass.....	28
Crystal Marketing Award Winner: Discover Your Purpose Campaign.....	29
Crystal Marketing Award Honorable Mention: Begin with Your Degree.....	30
Think like Google! Applying Google Business Principles to CE.....	30

Finding Nuggets of Gold in Challenging Times: Grants and Fund Development for Continuing Education.....	30
Collaborative Online Degree Programs: Assessing Student Perceptions.....	32
Tools That Fit.....	32
Academic Triage: Increasing Success for Adult Learners .....	33
Radical Decision Making for Turbulent Times.....	33
Developing a Degree-Completion Program to Serve Broad Workforce Needs.....	33
Advising the Adult Learner: The Many Facets to Achieve Success.....	35
Tomorrow’s Workforce, Credentialed or Educated: The Role of the Liberal Arts in Adult Continuing Higher Education.....	42
Credit Program Winner: B.A. in Dance and Humanities for Professional Dancers .....	45
Credit Program Winner: Sprint and Park University ‘Science e-Fellows High Intensity Induction Program’ .....	45
Noncredit Program Winner: Uniting Industries, Sharing Costs, Building Successes – A Training Consortium Project.....	46
Back To Bama: Developing “New” Markets within the Family.....	46
Connections: Attracting Distance Learning Faculty and Students to Online Academic Resources, i.e. Smarthinking.com .....	47
Factors Relevant to the Establishment of Online Learning Programs.....	49
Culturally Adaptive Andragogy: Through the lens of teaching to non-traditional Asian students.....	50
Preparing Learners for an Unscripted Future: Andragogical Values for Transformative Times .....	51
Achieving the National Agenda: Making Outreach Measurable .....	52
Students’ and Faculty Perspectives on Teaching Presence, Learning, and Sense of Community in Online Intensive Courses: Summary of a Mixed Methods Study .....	52
Education 2010: The Emerging Classroom and Learning Society’s Needs.....	53
A Study Examining Faculty Opinions About Teaching Online Education Courses.....	54
Online Training Initiatives: What Are Corporate Clients Asking For?.....	54
Meet Me in the eFolio: A New Gathering Place for Students, Employers and Faculty....	55
Success for Veterans: Models of Best Practice .....	57

The Benefits of Dual Enrollment: A Partnership between a High School in Northeast Tennessee and an Extended University Campus .....	61
Cheating Confronts Continuing Education—Is [It] the Same Student?.....	61
Thugs, Mercenaries & Committees: Tapping Outside Professionals to Coordinate Programs for You.....	62
Graduate! Philadelphia: Promoting Adult Degree Completion Locally and Regionally	64
Creating Use of Technology Award Winner – The Best Practices Institute: Creating Development on Demand with Emergent Technologies .....	64
Older Adult Model Program Award – Osher Lifelong Learning Institute at Stony Brook University .....	65
Underserved Population Award Winner – Elementary Education AccessUS Program.	65
Part Four: Roundtables .....	66
A Strategic Collaboration: Corporate/College Partnerships.....	66
Writing for Publication.....	67
Re-evaluating Curriculum to Meet the Needs of Today’s Adult Learner: Bringing a Clearer Career Focus to Bachelor’s Degree Programs .....	70
A Higher Education Response to Third Age Learners.....	70
Level the Competitive Playing Field: 10 Best Practices for Marketing/Recruiting Online & Non-Traditional Learners .....	71
An Investigation of the Factors on (Adult) Lifelong Learning that Facilitates Adult Growth and Development.....	72
Training Fitness Professionals: Partnerships for High Demand Careers.....	72
Transforming a University through Blended Learning .....	73
Responding to Continuing Education Needs in Today’s Fast-changing Economic Environment.....	74
Evaluating Outcomes and ROI for Continuing Education Undergraduate Degree Completion and Professional Graduate Programs.....	74
“Crock Pot Advising” & Learning Formats for Adult Learners in Degree Completion Programs.....	75
Filling in the GAPS: Uses for Faculty Outside of the Classroom .....	75
Innovative Business Strategies for Continuing Education in Tough Economic Times: How to Survive and Prosper at Both Public and Private Institutions .....	76

The One Minute Professor: Using Microlectures to Promote Maximum Learner Engagement.....	76
Preparing Higher Education to Transform Global Communities through a Social Justice Framework .....	76
Online Faculty Evaluation Evolution: Five Unique, Applied Models .....	78
A Partnership For Jobs.....	78
Workshop on Starting Trust in the Lives of Older Women™ Groups .....	78
Re-Thinking Continuing Education: Building Local Bridges to Achieve National Goals	78
Part Five: minutes of the 2010 Annual conference & Meeting.....	81
Call to Order and Introductions, General Session I .....	81
General Session II.....	81
Annual Luncheon and Business Meeting.....	82
Minutes from previous annual conference & Meeting.....	82
Membership and Financial Reports.....	82
Introductions of Newly Elected Officers.....	82
Budget and Finance Report.....	82
Resolutions .....	84
Proposed Amendments to the ACHE Constitution and Bylaws .....	86
The Year in Review .....	87
Recognitions .....	87
Awards.....	88
Transition of Presidency .....	89
Adjournment.....	89
Part Six: Committee Reports .....	90
Budget and Finance .....	90
Committee on Inclusiveness .....	94
Constitution and Bylaws .....	94
Membership Recruitment and Retention.....	95
Program and Local Arrangements .....	98

Publications and Communications .....	99
Regional Chairs, Council of.....	100
Research .....	101
Appendix A: Officers, 2009-2010 .....	103
Appendix B: Board of Directors .....	104
Appendix C: Regional Chairs .....	105
Appendix D: 2010 ACHE Program Planning Committee.....	106
Appendix E: Past Presidents and Annual Meetings .....	107



## PART ONE: ADDRESSES

---

### PRESIDENT-ELECT'S ADDRESS:

---

*Tish Szymurski, Dean, Continuing Adult & Professional Studies, Neumann University*

---

### SUSTAINABLE LEADERSHIP: BOLD THINKING ABOUT WHO WE ARE

---

Good Afternoon!

Thank you so very much for the opportunity to be here today. Often said, this is not the position of one but that of many. It is a position of great service and privilege—one that I do not take lightly. I am thankful for this gift to serve, and I am eternally grateful and humbled by those of you who make it all possible not just today, but every day.

First, to Tom, my husband and Adelyn my daughter --- you remind me always about what is most important in this world—the two of you, family and friends. You walk ahead of me at times to guide, you walk beside me always, with love and support, and you walk behind me--when I need that gentle push. There are no words to describe my appreciation for you.

To my friends and colleagues from Home -- Neumann University, President Rosalie Mirenda and Dr. Gerry O'Sullivan, the ACHE Mid-Atlantic Region -- I so value you. To my personal "Board of Mentors" and its president, Dr. Jim Broomall. And to colleagues past, present and future here in the room—our extraordinary presidents, board members, home office staff, Ynez, Rebekah, Julie, Dr. Pappas -- "thank you" just doesn't seem to be enough.

As I begin today, I must admit that a speech writer prepared my comments. (The wisdom of this seven-year-old prepares her well for her future; she understands sincerity, with brevity)!

Here is my speech:

"Hi!

Thank you for coming to the party.

Thank you for the opportunity to be your President.

I hope you have fun.

Love, Tish"

Thank you, my dear Addy, for your assistance. And to the Sisters of St. Francis of Philadelphia, who founded Neumann University where I work... I did not quite realize the impact that the Sisters had on this presentation today, until I began thinking about our ACHE initiatives for 2011. I realized that the wish I have for all of us is in the spirit of how

the Sisters were led to build our institution—with the profound and extraordinary leadership of Mother Bachman. Mother Bachman believed, “No Risk, No Gain.”

When the Sister’s founded the institution, they did all sorts of bold things, such as holding bazaars and creating tapes of their songs to raise money. They thought *differently* about how to build a school, they thought *creatively* about how to educate our students, and they were lead by the *curiosity* about how best to make things work.

In 1965, these Sisters raised the needed support to build an institution for working women. While the institution has certainly changed over the years, it continues to be inspired by Mother Bachmann, who lived accordingly...**No risk, no gain.** This belief, along with Addy’s well-wishes, inspire the “theme” for the coming year: *Sustainable Leadership: Bold Thinking about Who We Are.*

ACHE has always been the one place we can go for collegueship --- “Critical collegueship, “according to Brian Lord, for ongoing, reciprocal relationships in which teachers serve as ‘commentators’ and ‘critics’ of each others’ work.” All of us here today know that ACHE has always been *this place to go*, a strong community for shared questions, best practices, and effective networking. We leave our meetings with helpful toolkits to apply to our daily working lives when we return home.

But times are changing; or rather, times *have* changed; they’ve become much more complex, and everything seems to be priority. As continuing educators, we know about change. We have always been at its’ forefront. Now, however, our own toolkits almost need to be enlarged and transformed.

*As a Network of Leaders in Higher Education*, how do we take advantage of our *colleagueship*, the “who we are,” to build toolkits that helps *us* last? Not just “us” in this room, but all of us in higher education. In our field, we all lead in some way -- or aspire to do so. And we joyfully serve others every day. We help our learners return to their education, improve their marketability, better serve their communities, and navigate career paths. This is what we do. But how do *we* remain connected, supportive and aware, to attend to *our* present and illuminate *our* future?

In 2009, we focused on a theme of *Transformation*. Here today, we look at our *National Agenda*. Coming in 2012, we will pay close attention to *Collaborations and Partnerships*. These themes don’t just come and go, they become our “multiple priorities.” So perhaps the theme for this coming year, *Sustainable Leadership*, bridges our thoughts and actions from yesterday to tomorrow. Our focus can not be about one idea, one theme...but many.

To manage such complexity, there is a need for bold thinking, bold acting, and perhaps some risk taking -- in ways we’ve never thought possible. And this thinking may not come from within. We need to have a greater curiosity about what’s happening beyond our world of continuing higher education. In addition to our own, what can we borrow, adapt, or tap into from others’ to better understand what’s happening around us in an effort to sustain ourselves?

Within a global marketplace flurried by issues of economics, competitiveness, profitability, and education, we are well-positioned to learn from others and make creative links. These links *may* be found within our own field, as much as they will come from others. Extending ourselves and learning from external constituencies, appreciating and recognizing the importance of differences, are critical to help define – or redefine -- our future of higher education.

The 2011 Conference will focus on such critical learning experiences. It will address practical skills, knowledge, strategies, ideas and expertise needed to sustain ourselves as leaders in today's world -- found within ourselves, and infused by others. During the conference, we will have several opportunities to begin national certifications in areas that will help us be sustainable. As with every year, the conference will be inclusive for those in all aspects of continuing higher education, from faculty to counselors, administrators to program managers ... focused on distance learning to lifelong learning, non-credit to degree programs. It will also highlight creative tracks for "Thinking," "Doing," and "Including." Surely, you can miss this!

I can think of no better place to be bold, curious, innovative and different than in Orlando, Florida. Folks, we are going to Disneyworld!

Living in sustainability is living in complexity. Be curious about what others might be doing to help us sustain ourselves. Remember...*No Risk, No Gain!*

And in the words of Walt Disney himself,

*"When you're curious, you find lots of interesting things to do."*

Thank you for coming to the party.

Thank you for the opportunity to be your President.

I hope you have fun.

Love, Tish

---

#### GENERAL SESSION 1 AND KEYNOTE:

---

President Roxanne Gonzales called the conference to order on Thursday, October 21 at 8:10 a.m. She welcomed all the attendees to Albuquerque and then introduced Folklorico del Valle, a local youth dance troop, who then performed traditional Mexican dances for the assembled. At 8:45 a.m., President Gonzales introduced Roger Maclean and Marthann Schulte, program co-chairs for the 2010 ACHE Annual Conference & Meeting. Maclean thanked the planning committee for their hard work on the conference and then introduced Jackie Martin, day chair for that day's program. Martin welcomed the assembled to Albuquerque and passed on some program announcements. Maclean then came back to the podium and introduced Charles Hickox, exhibitor relations co-chair, who thanked the exhibitors for joining us. He announced that we would be playing "exhibitor bingo" again this year and encouraged the attendees to visit each exhibitor's booth to get their exhibitor

bingo cards stamped. He said the bingo prize winner would be announced during the third general session on Saturday. Hickox then recognized the 2010 President and Dean level sponsors - JER Online, Colloquy, ed2go, Advanced Solutions International, and W.I.T.S. - as well as our new Bronze Level Educational Partner, Indtai, Inc. Gonzales came back to the podium and welcomed special conference guests and VIPs, including Dr. Alex Charters and Maureen McDonald from the Canadian Association for University Continuing Education (CAUCE). She then welcomed David Campbell from the Albuquerque mayor's office who stood to give greetings to the assembled from the city of Albuquerque. Then, Gonzales welcomed Greg Analla from the Indian Pueblo Cultural Center who gave a welcome and performed a blessing chant to open the conference.

Roger Maclean then came forward to introduce the keynote speaker for the first general session, Dr. Michael J. Offerman. Offerman served as President of Capella University from 2001 through 2007. During his presidency, Capella University grew from 2,000 students to 22,000 students and developed its award winning learning outcomes assessment model. He has returned to that role, as Interim President, beginning March 26, 2010. From 2008 until March 2010, he was Vice Chairman of Capella Education Company. In that role he worked on external university initiatives, including government affairs, regulatory affairs, investor relations, and public relations. He has led a national consumer information and accountability effort for colleges and universities serving adult students at a distance known as Transparency by Design that publishes the website College Choices for Adults. Offerman's presentation was titled "The For-Profits: Bad Actors or Models for the Future."

Dr. Offerman discussed his move to a for-profit university after twenty years in state universities as well as his take on recent criticisms of for-profit institutions, the public policy environment, and the future of for-profit higher education. He compared and contrasted not-for-profit and for-profit institutions and suggested lessons that might be learned from the work of the for-profits. He addressed what he sees as existing assumptions and biases about both for-profit and not-for-profit higher education in what is intended to be a provocative presentation and discussion.

---

## GENERAL SESSION 2 AND KEYNOTE:

---

The conference reconvened on Friday, October 22 at 8:50 a.m. for General Session II. The keynote speaker General Session II was Dr. Billy K. Cannaday, Jr., Dean of the School of Continuing & Professional Studies at University of Virginia, whose presentation title was "Stepping up to Opportunities: Building the Case for Action!" Dr. Cannaday's remarks included the following:

Despite the poor economy, higher education faces many opportunities. To be successful, one must decide on a course of action, pursue it, and perfect it. The times are right if we are not afraid to act. Careful planning is needed along with vision and leadership. Success is possible even in this economy if we act wisely and decisively. Calling on his experiences at the University of Virginia, Dr. Cannaday built the case for action, challenging ACHE members to step up and take advantage of the opportunities around them.

### GENERAL SESSION 3 AND KEYNOTE:

---

The conference reconvened on Saturday, October 23 at 9:15 am for General Session III. The keynote speaker was Dr. Rita Martinez-Purson, Dean of Continuing Education at the University of New Mexico. Her presentation included the following information.

Continuing Education leaders are challenged by ever-changing scenarios in the marketplace, economy, education, and society as a whole. More than ever, we need to focus the majority of our time on the most promising priorities. In this “new normal,” what defines excellence in leadership? What data and new modes of communication should we utilize? How can we best organize and inspire successful ventures? This thought-provoking session took us into a different way of thinking about the future, which is, arguably, here now.

### SYMPOSIUM:

---

Moderator: Richard Garrett, Program Director, Eduventures

Panelists: Maureen MacDonald, President, Canadian Association for University Continuing Education; James Selbe, Assistant Vice President, Center for Lifelong Learning, American Council on Education; Robert Hansen, Chief Executive Officer and Executive Director, University Professional & Continuing Education Association; Catherine Hansman, President, American Association for Adult and Continuing Education

The symposium consisted of a panel of continuing education organization leaders from the United States and Canada. The theme focused on future trends in continuing education and serving adult learners to meet the new national agenda where working adults must continuously improve their skills to advance and remain competitive in the workplace. Mr. Garrett provided compiled institutional data based on recent research pertaining to the topic of continuing education and future trends. The panel member provided their perspectives and dialogued with conference participants.

The session utilized an online conferencing component to link one panelist to the conference from a distance.

## PART TWO: WORKSHOPS

---

---

### SOCIAL MEDIA MINI BOOT CAMP 4.0

---

*Presenter: Giovanni Gallucci, Social Media Expert*

Giovanni Gallucci will conduct a session of his social media training workshop for your educators and government 2.0 personnel. He will teach you how to effectively utilize the new media marketing tools of blogs, online videos, photos, podcasts, bulletin boards, social networks and other social media related websites in your online marketing, student relations, and PR efforts. This session is fairly technical and will involve many hands-on demonstrations. Attendees will see how to set up six social media profiles on the most popular social networks/websites and how to connect them together so all the sites "talk" to each other and self syndicate the news and information that comes from each.

---

### MANAGING BUDGETS IN TOUGH FISCAL TIMES

---

*Presenters: James Pappas, University of Oklahoma; Linda Berardo, University of Oklahoma*

This workshop was designed to review many of the major elements of a budgeting process for various types of continuing education enterprises. It will focus on the fact that budgeting is basically a strategic planning process and requires CE staff to integrate it into their organizational culture along with programming. Budgets are seen as a way of understanding the unit emphases, negotiating program direction and doing cost benefit analyses. A variety of types of budgets, e.g., traditional, zero-based, MBO, and montage-funded will be examined. Campus political issues, CE structure, marketplace and activity planning will be elements of budget development. Examples will be given of course and program budgets and how indirect margins, variable costs and fixed costs relate. Additionally, a unit-wide budget system will be considered and how sub-units or divisions can be integrated into the budget processes. Finally, various possible agreements will be discussed, such as faculty contracts, intra-college MOUs, non-disclosure agreements, teaming agreements and hotel contracts. The two presenters, a dean and chief financial officer, each have 20+ years experience with budgeting.

---

### EXPANDING OPPORTUNITY FOR SERVICEMEMBERS: LEADERSHIP, ADVOCACY, POLICY AND PRACTICE

---

*Presenters: Paul Thornton, Rutgers University-Camden; Christopher Dougherty, Rutgers University-Camden; Tanja Bibbs, Western Kentucky University; Tanya Vincent, Western Kentucky University*

Workshop presenters from Rutgers University – Camden and Western Kentucky University will focus on the emerging issues related to active duty military and veterans. At issue: how a student-centered approach to policymaking at Rutgers enabled campus leadership, faculty involvement, and student advocacy to expand programs targeted to servicemembers. Also,

join presenters from WKU as they discuss best practices in the challenging world of working with the military to register and bill students for continuing education courses.

---

## CULTURAL COMPETENCY FOR EDUCATIONAL LEADERS

---

*Presenter: Lee Mun Wah, StirFry Seminars & Consulting*

As communities, schools and workforces become increasingly diverse, cultural competency and the elimination of cultural and personal bias become correspondingly important issues. What are some of the new skills and perspectives needed to meet the challenges of a more diverse population? Through personal stories, group exercises, and films, participants will learn that cultural competency requires awareness of cultural differences, cross-cultural communications skills, community development expertise, and an understanding of social issues and contexts.

## PART THREE: CONCURRENT SESSIONS

---

### BEST PRACTICES IN INTERACTIVE MARKETING & NEW TECHNOLOGIES

---

*Presenters: Brad Gibbs, PlattForm Higher Education; Marcello Parravicini, Post University*

During this presentation PlattForm Higher Education's Chief Growth Officer, Brad Gibbs, and Post University's Marketing Director, Marcelo Parravicini, will present best practices in interactive marketing as well as new technologies you should be aware of and understand. An overview of interactive versus internet marketing will be given, as well as which of these most institutions do versus what they ought to be doing.

Another main topic of the presentation is how to create and manage a return-on-investment-driven Interactive Marketing strategy. Understanding the landscape and doing competitive analysis is crucial. You need to know: What types of competitors are there? How crowded is the landscape?

The next step in the process is strategy formulation. You need to create goals that will increase brand awareness and expand inquiry flow to capitalize upon your marketing efforts and increase enrollments. In addition, objectives need to be set to maximize online share of voice.

In order to tactically execute the strategy, a well-balanced mix of online marketing mediums needs to be utilized. These vehicles include search engine optimization, pay-per-click marketing, cost-per-inquiry inquiry generation and visual media (CPM).

Finally, tracking how to tie enrollments back to the original marketing medium is essential to evaluating ROI. Landing pages, inquiry forms and other types of tracking will help determine where inquiries are coming from. New technology can help integrate marketing with a student information system, determine cost-to-market or cost-per-enrollment and lifetime value of a student, and calculate conversion metrics.

If you would like to better understand interactive marketing best practices, new technologies, why tracking is so important and how to increase your interactive marketing ROI, this session is for you!

To receive a copy of the presentation please email [marketing@plattformad.com](mailto:marketing@plattformad.com), call 1-877-851-7521 or contact us at [www.PlattFormHigherEducation.com](http://www.PlattFormHigherEducation.com).

---

### ADULT LEARNER RETENTION: WHERE THE RUBBER MEETS THE ROAD

---

**Presenter:** Marc Wilson, Hesser College

Although adult learning theory and student retention theory each have a long history (Chaves, 2006; Zepke, Leach, & Prebble, 2006), few authors have explored how each body of literature might inform the other (Chaves, 2006). This presentation seeks to find common ground between the two and will specifically look to build a model of adult retention that is



grounded in the well-established student retention theories but is also informed by the wisdom found in adult learning theory. The presentation begins with a brief discussion the student retention literature, including the work of Tinto (1975) and Astin (1984), among others. An overview of the adult education theory literature highlights the work of Knowles (1975) and Brookfield (1986) and will focus on the issues specific to adult learners that call into question the validity of applying retention models that have been developed for traditional aged students to adult learners. The middle section of the presentation attempts to integrate these two sets of theories by building a model of adult learner retention. Lastly, suggestions for developing “best practices” for improving retention of adult students will be offered, including an overview of a first term seminar designed with student retention and adult education theories in mind.

### *Adult Student Retention Literature*

Any discussion of adult student retention is plagued by a confusion of terms. There appears to be little or no agreement in the literature regarding definitions of terms such as “adult,” “non-traditional,” retention,” “persistence,” “student success,” “withdrawal,” etc. This makes drawing sound conclusions difficult at best and complicates the task of integrating these two bodies of literature.

To date, the overwhelming majority of research and theorizing about student retention has focused on traditional aged students in university settings. Despite the richness of this field, many have questioned whether the conclusions and recommendations apply to students outside of this reference group (Chaves, 2006). Research that has focused on community college students may be more applicable, in that many of their students are “non-traditional.” However, very little of this research has been disaggregated by age, limiting its applicability to adult students in continuing education settings. Given projections that predict that soon, 60% of higher education students will be non-traditional (Hadfield, 2003), and the current national initiative to significantly increase the number of college graduates, and the reality that adults are twice as likely to fail to persist until graduation than traditional aged students (McGivney, 2004), it seems clear that theoretical models must be developed and research undertaken that will positively impact adult student retention.

A comprehensive search of the literature on adult student retention yielded four peer reviewed articles, one professional magazine article and one dissertation. Hadfield (2003) rightly chastises colleges and universities for treating adult learners like neglected step-children and suggests a customer service approach to increase adult student retention. Chaves (206) discusses theories of retention and adult learning and offers some thoughts about applying our knowledge of adult learners to improve adult student retention at community colleges. Likewise, McGivney (2004) reviews the data from England on adult student retention and persistence and offers suggestions for ways to enhance adult retention. MacKinnon-Slaney (1994) offers a counseling model designed to help adult learners develop basic survival skills necessary for success in higher education. Hagedron (2005) reports on obstacles that prevent student persistence by age category. In his 2009 doctoral dissertation, Raymond McGivney drew on a review of the adult education

literature to develop a model of adult student persistence in an on-line course. However, none of these studies tested the efficacy of an interventional retention model.

### *What Can We Do to Improve Adult Student Retention?*

In a recent JCHE article, Fincher (2010) outlines four methods for enhancing student retention: raising entrance standards; decreasing academic rigor; decreasing pace; and learning enhancement. Has he rightly points out, raising admission standards is counter to the open access mission of most continuing education units. Despite wide-spread concern about grade inflation, no self-respecting institution of higher learning would deliberately decrease the rigor of their program. Likewise, while spreading out the time to complete a program of study might allow students to be more successful, especially adults who usually have to balance multiple time commitments, the current market forces favor accelerated programs. This leaves methods of enhancing learning such as providing tutoring services, placement testing and remediation, and programs to enhance student engagement such as applied research. However, although many such strategies might result in increased retention, they are either costly, require a major overhaul of the curriculum, or are impractical given the time constraints of most adult students. Moreover, all of these approaches address only student performance issues; much of the retention research indicates that non-academic factors, such as psycho-social and economic issues are more salient factors in determining whether students persist to graduation. A full understanding of factors involved in student retention must account for the fact that persistence is a function of a complex set of interactions among a student's ability for academic success, his or her psycho-social make-up (motivation and a self-concept as "a college student", a sense of belonging to the institution, etc.) and significant environmental factors such as institutional and family/work support. A full discussion of these factors is beyond the scope of the presentation, however, it is interesting to note that in a major meta-analytic path analysis of 107 studies that examined the interaction of intervention strategies and student motivation on academic performance and outcome, Robbins, Oh, Le, and Button (2009) found only five studies that tested for retention, yielding a disappointingly low effect size ( $r = .095$  to  $.292$ ). Furthermore, none of the studies examined adult student retention strategies.

### *Towards a Synthesis of Retention and Adult Education Theories*

As mentioned above, there is little overlap between the student retention theory and adult learning theory literatures. Several theorists and researchers have focused on the differences in developmental stage of life between traditional aged college students and adult learners. In 1985, Bean and Metzner extended Tinto's Student Integration model by proposing a model for non-traditional students that explicitly acknowledged that attrition for adult students is much more likely to be influenced by external factors than by factors affecting social integration. Likewise, others (Billings, 1988; Kember, 1995) point to the importance of external factors influencing retention in correspondence and distance education courses. As McGivney (2009) points out, Astin's theory of Student Attrition may be a more fertile ground for establishing a theory of adult persistence as it focuses on student behaviors rather than student attitudes as explanatory factors and speaks more directly to the behavioral roles of adults that often compete for their time and attention.

In order to explicitly integrate adult learning theory with student retention theory, I propose a model which incorporates notions related to Knowles' (1975) concept of Andragogy, specifically Self-Directed Learning (Brookfield, 1986) and Student Centered Learning (Zepke & Prebble, 2006). This model places as a central organizing concept the notion that in order for students to overcome the external obstacles to completing a college degree, they must develop a positive sense of self that includes identification with the role of college student. Given that the majority of non-traditional students are first generation college students, they did not grow up in families that have experienced the benefits of higher education and have not been enculturated to the ideals of higher education. Many non-traditional students are motivated to attend college for a purely extrinsic reason, i.e. getting a better job. In order for adult students to buy into the often the higher education process, we as educators must be prepared to offer a "product" that is tailored to the individual students' needs and levels of academic preparation.

#### *Putting Theory into Practice: GNED102 First Term Seminar*

As a means of putting these theories into practice, a course called "First Term Seminar" was developed for delivery at a college whose primary student population is adult, non-traditional. As the name implies this is a course that students take during their initial term at the college. The course was explicitly designed with adult learning theory in mind. The student learning outcomes for this course are as follows:

- Demonstrate the ability to reflect on personal identity as a college student
- Participate as an effective member of a team
- Develop academic skills and strategies for college success
- Understand personal ethics within the context of a college setting
- Describe the value in community engagement

Elements of this course are consistent with Kuh's (2008) research using "high impact activities" as retention strategies. A major function of the First Term Seminar is to serve as an extended orientation. The majority of students at this college are adults taking courses in the evening, and only about half attend the two hour long orientation that is provided at the beginning of their studies. During this course, staff from the library, academic advising, career services and student services visit the class to inform students about their respective services. Other high impact aspects of this course include serving as a mini-learning community, collaborative assignments and projects, and a service learning component. Another major aim of this course is to provide students with an opportunity to conduct a self-assessment of their academic strengths and weaknesses. Although we cannot hope to remediate every student's deficiencies in this 8-week course, the students will finish the course with a better sense of the areas where they need work and with the knowledge of where to find the resources on campus to assist them. Moreover, the modular nature of this course is consistent with the spirit of student-centered education in that students will be encouraged to focus on skills that they feel will be most useful to them.

Another key element of this course is the incorporation of the StrengthsQuest (Clifton, Anderson & Schreiner, 2008) curriculum and the StrengthsFinder instrument. The student's top five "strengths" (natural ways of thinking, feeling and behaving, rather than abilities)

are identified; the text and class activities discuss how students can channel these strengths to achieve success in the college, career and relationships. For students who are keenly aware of their academic deficiencies and have experienced academic failures, being told that they have strengths is wonderfully supportive and instills a sense of hope that they can be successful academically. This is critical to the process of students developing a sense of themselves as “college students” and towards their feeling a sense of belonging in a college environment.

### *Putting it to the Test*

To test whether this course will actually enhance adult student retention, retention rates from the first cohort of student who are required to take this course beginning in the fall of 2010 will be compared to retention rates of cohorts of students who enrolled at the college in previous terms. Although this is not a true experiment in that random assignment was not used, we will nonetheless be able to have a high degree of confidence that any differences between the retention rates of these cohorts are the result of whether or not they took the First Term Seminar.

### **References**

- Bean, J.P & Metzner, B.S. (1985) A conceptual model of non-traditional undergraduate student retention. *Review of Educational Research*, 55(4), 485-540.
- Billings, D. M. (1998) a conceptual model of correspondence course completion. *American Journal of Distance Education*, 2(2), 23-35.
- Brookfield, S. D. (1981) Independent Adult Learning, *Studies in Education*, 13(1), 1-15
- Chartrand, J.M. (1990). A causal analysis to predict the personal and academic adjustment of nontraditional students. *Journal of Counseling Psychology*, 37(1), 65-73.  
doi:10.1037/0022-0167.37.1.65
- Chartrand, J. M. (1992). An empirical test of a model of nontraditional student adjustment. *Journal of Counseling Psychology*, 39(2), 193-202. doi:10.1037/0022-0167.39.2.193
- Chaves, C. (2006). Involvement, development, retention. *Community College Review*, 34, 139-152. Retrieved from <http://crw.sagepub.com/>
- Clifton, D. O., Anderson, E. C., Schreiner, L. A. (2006). *StrengthsQuest: Discover and develop your strengths in academics, career, and beyond* (2nd ed.).
- Filkins, J.W., Kehoe, L.E., McLaughlin, G. W. (2001). Retention Research Issues in Comparative Analysis. *Paper presented to the Annual Meeting of the Association for Institutional Research*, Long Beach, CA.
- Hadfield, J. (2003) Recruiting and Retaining Adult students. *New Directions for Student Services*. No. 102.

- Hagedorn, L. S. (2005). Square pegs. *Change*, 37(1), 22-29.
- Kember, D. (195). Open learning courses for adults. Englewood Cliffs: Prentice Hall.
- Knowles, M.S. (1970). The Modern Practice of Adult Education: Andragogy versus Pedagogy. Association Press. New York.
- Kuh, G. (2008). *High-impact educational practices: What are they, who has access to them, and why they matter*. Washington D.C.:AACU Publications.
- Lau, L. K. (2003). Institutional factors affecting student retention. *Education*, 124(1), 126-136.
- MacKinnon-Slaney, F. (1994). The adult persistence in learning model: A roadmap to counseling services for adult learners. *Journal of Counseling & Development*, 72(3), 268-275.
- McGivney, R. J. (2009). Adult student persistence in online education: Developing a model to understand the factors that affect adult student persistence in a course. Doctoral Dissertation. University of Massachusetts.
- McGivney, V. (2004). Understanding persistence in adult learning. *Open Learning*, 19(1), 33-46.
- Robbins, S. B., Oh, I., Le, H., & Button, C. (2009). Intervention effects on college performance and retention as mediated by motivational, emotional, and social control factors: Integrated meta-analytic path analyses. *Journal of Applied Psychology*, 94(5), 1163-1184. doi:10.1037/a0015738
- Ruch, F.L. (1933). Adult learning. *Psychological Bulletin*, 30(6), 387-414. doi:10.1037/h0075476
- Wetzel, J. N., O'Toole, D., & Peterson, S. (1999). Factors affecting student retention probability: A case study. *Journal of Economics & Finance*, 23(1), 45-55.
- Zepke, N., Leach, L., & Prebble, T. (2006). Being learner centered: One way to improve student retention? *Studies in Higher Education*, 31(5), 587-600. doi: 10.1080/03075070600923418

---

REBUILDING AMERICA'S WORKFORCE: CONTINUING HIGHER AND THE VALUE-CHAIN-ANALYSIS

---

**Presenter:** Sandria Stephenson, Texas State University-San Marcos

In March 2010, workforce initiatives from across the country inaugurated the first annual Workforce Solutions Week. This weeklong celebration brought together workers, employers, public officials, and business, community, and education leaders to honor

successful models for building America's frontline workforce. The current discourse echoes that the current American workforce is in serious jeopardy. The latest statistics show that with the rapidly changing economy and the internationally outsourcing or disappearance of manufacturing jobs, nearly 80 million American workers are left without the skills required to succeed in the available jobs (National Fund for Workforce Solutions). In addition, the current public education policy is primarily focused on preparing students for *traditional* college degrees, yet only an average of 50-60 percent of students graduate with bachelors' degrees within an average of 6 years of matriculating college (IPEDS.org). The 2006 Spellings Commission report noted that, "As we look forward to the future, it is imperative that we maintain a system of higher education that meets the needs of our diverse population and in particular the needs of the traditionally underserved communities." The discussion in the report implies that America's approach to education and training is lacking in goals and directions or that it is unorganized. Moreover, in his recent speech at the University of Texas, Austin, President Obama offered his ideal for higher education in America to once again lead the world in college graduation rates. He notes that the success of America's economy depends on the number of students who complete post secondary degrees. "We know how important an education is in the 21st century...It is a prerequisite to prosperity," Obama said.

The above implies "disconnect" between education and work or that the current model of higher education inadequately prepares students for the American workforce or economic development. Should this trajectory continue we will have an unskilled workforce, loss of jobs to international competitors, and underdevelopment of human capital. Accordingly, it is imperative for higher education to leverage sub-divisions like CHE. These divisions are close to the educational market and are able to reach millions of students through its diverse offerings and strategies. CHE is a very complex structure comprising of degree, noncredit, distance education, community outreach, and summer programs, all with the mission of serving adults and nontraditional students. The 2004-2005 result of the National Household Education Surveys verifies the increase in participation of the number of adult students who use post secondary education as a means of access to university degree and non-degree programs. The "report presents selected data on adult's participation in educational activities in the United States" (p. 1). The study shows that of 211.6 million "adults," five percent (5%) or greater than 11 million participated in adult education (part-time) degree programs and work-related courses via colleges and universities (National Center for Education Statistics). Given the above statistics, it is obvious that CHE is a very important part of higher education's mission in forming educated citizens. This paper illustrates how CHE can leverage dimensions of the value chain (Porter, 1985) in its strategic approach and contribution to human capital and workforce development. The question informing this study is: Can (CHE) effectively leverage its mission in support of rebuilding the American workforce? The underlying assumption is that by analyzing the stages of a value-chain, CHE divisions or organizations can redesign their processes to improve efficiency, effectiveness, and implement a competitive cost and differentiation strategy. The value-chain model illustrates input and output of resources that are used in the stages of creating value for external and internal customers. Universities and colleges are undergoing rapid changes around the world; budgetary pressures have forced them to do more with less, while there is an increased enrollment of a wider spectrum of students with more diverse educational needs that must be served. Therefore, it is imperative for such units to outline and adapt a set of activities that are interrelated and which will proffer

its mission of sustainable outreach, human capital, and workforce development. With the attention currently being given to the urgency of workforce development skills, the social component of CHE's mission and initiatives are expected to help in coping with competitiveness of the U. S.'s economic sustainability initiatives. A value-chain is a chain of activities for a firm or organization operating in a specific industry, and which links primary and secondary activities in order to achieve its goals and mission.

### *Competitive Strategy and Advantage*

The Value Chain Analysis was first introduced to the business world by Michel Potter in his seminal work *Competitive advantage: Creating and sustaining superior performance*. The ideas of competitive advantage can be understood by looking at the discrete activities "a firm performs in designing, producing, marketing, delivering and supporting its product" (Potter, 1985 p. 33). Each of the activities contributes to a firm's costing advantage. The value-chain disaggregates a firm's activities into several parts and reflects the history, strategies, and perhaps its culture. This idea of history, strategies and culture can be directly linked to CHE as an organization with a unique value system. Each activity along the value chain consists of valuable activities and margins; such activities are building blocks that lead to production and eventual sale of a product and or service. Each of the nine generic value activities employs purchased inputs, human resources, and technology to perform its functions. "The primary focus of the value-chain is on the benefits that accrue to customers, the interdependent process that generate value, and the resulting demand and funds flows that are created" (Feller, Shunk, & Callarman, 2006, p. 1).

A central theme to competitive advantage is strategic cost management is, which is the need to be aware of cost objects and to the factors driving an organization's costs. In addition, a vital part of cost consciousness is strategic cost analysis which steps beyond traditional management accounting (Govindaranjan & Shank, 1988). The value-chain-analysis can help institutions determine which type of competitive advantage to pursue and how to pursue it. Hence, an analysis of the value-chain along with an analogy of competitive advantage and or differentiation is the key to understanding how institutions or organizations like CHE accomplish their mandate or mission. Because CHE divisions are mission central their competitive advantage must include a solid strategic planning process. The implications are that CHE needs to focus on creating value for students and not on costs as such. Leaders of such organizations must give much thought to the uncertainty of the environment and the climate in which it is operating. The higher educational and training market is highly competitive; students in today's educational market need and expect that colleges and universities will treat them like customers and they demand better service, lower costs, higher quality, and courses that are designed to meet their individual needs. Hence, strategies require a well thought-out budget process, tight cost-control systems, and courses and programs that are relative to the current market environment and society's economic needs—rebuilding the American workforce.

---

## MEETING THEM WHERE THEY ARE AT: PROSPECTIVE STUDENT COMMUNICATION

---

**Presenters:** Bridget Davidson, St. Edward's University; Kay Arnold, St. Edward's University

St. Edward's University has a large population of non-traditional adult students completing their bachelor's degrees. For years, our inquiry fulfillment and follow-up had consisted of a few automated letters mailed to prospects. This past year, the university built a communication stream that more accurately depicted the hospitality, strong program, and sense of community our students can expect. Come hear about the brainstorming, collaboration and implementation that involved admissions, marketing, and IT.

---

### 10 STEPS TO SUSTAINABILITY – A MANAGEMENT MODEL FOR LONG TERM PROGRAM FINANCIAL SUSTAINABILITY

---

**Presenters:** Joe Miera, University of New Mexico; Rita Martinez-Purson, University of New Mexico

Co-authored by Rita Martinez-Purson, Dean of Continuing Education and Joe Miera, Associate Dean of Continuing Education, this presentation will focus on the Financial Accountability Model (FAM) implemented by the University of New Mexico, Division of Continuing Education, in an effort to build long term program financial sustainability.

The purpose and objective of the presentation is to highlight one possible model of program financial accountability implemented to the benefit of educational programs, along with five year longitudinal data to support the case.

Content in the presentation would focuses on the practical steps requiring implementation in order to build financial accountability with program managers. These steps include 1) overall organization centered on line management financial accountability; 2) the need for strong management information systems that support the accountability model; 3) ideal financial ratios as goals for building program profitability; 4) the "course by course" budget as the basic building block; 5) the need to build realistic budgets based on the course by course budget; 6) the need to align finances by program management reporting lines and product lines; 7) the structure of financial reports to assist in decision making; 8) the basic rules program managers adhere to during their actual "stand and deliver" financial presentations; 9) the need to focus on strong programs as measured by qualitative data; 10) the look at long term longitudinal data to see how programs are performing over a five year period. The goal is to build trust among the program managers and senior leadership so that working together they share ideas and insights to further build program financial health.

---

### HOW ARE WE PROMOTING OUR ADULT CONTINUING EDUCATION DEGREE PROGRAM? FINDINGS AND IMPLICATIONS FROM ONE STUDY OF ADS PLACED IN A METROPOLITAN NEWSPAPER

---

**Presenters:** Ann Solan, Drexel University; Stephen Gambescia, Drexel University

*Purpose*

The purpose of this study was to identify, categorize, and account for attributes used to promote adult continuing education programs by Institutions of Higher Education using a major metropolitan newspaper medium.



### *Rationale*

Commentators in the profession, both faculty and administrators, are asking us, if not challenging us, to consider why adult continuing education students seem preoccupied over “getting a good grade” and “finishing school” rather than taking pause to consider how the teaching/learning process helps their personal growth in a broad sense and valuing learning for learning’s sake. Therefore, one should raise the question, among others, about what are the first promise messages that colleges and universities use to recruit potential students to these degree programs.

### *Specific Aims*

This study aimed to determine the attributes used by four-year colleges and universities to attract prospective students to their adult continuing education degree programs when advertising in a print special Education Guide published by a major metropolitan newspaper. The study:

1. identified the range of ATTRIBUTES USED BY FOUR-YEAR universities and colleges in their print advertising during a nine-year period to determine any recognizable TYPOLOGY of attributes; and
2. accounted for the number of times each attribute appeared in these print advertisements.

### *Method*

*The Philadelphia Inquirer’s* special higher education supplement was the medium chosen to analyze print advertisements for adult continuing higher education degree programs. Twenty-four (24) supplements published between 2000 and 2009 were reviewed. This medium provided a robust source of print advertisements from colleges. For an advertisement to be eligible for review, the ad must be clearly targeting the adult continuing education student pursuing a bachelor’s degree. A content analysis protocol was used first to determine eligibility of the advertisement to be included in the study group and second to carefully examine the advertisement to determine the nature of the attributes used to promote adult continuing education degree programs. There were two distinct phases to the content analysis. The first phase consisted of conducting a preliminary review of a sample of 10 supplements containing 112 eligible ads to ensure consistency in the identification of language used for a particular attribute. The second phase consisted of using attributes discovered in the first phase to examine all 24 supplements for a total of 268 advertisements reviewed.

### *Findings*

Eleven (11) MAJOR ATTRIBUTES about the universities’ adult continuing education degree programs were clearly evident in these print advertisements. There may be only one attribute about the degree program evident, but more often the universities used a combination of attributes to promote their programs via print media to attract eligible students. The attributes identified can be grouped into two general categories, features and

benefits. The attributes are as follows: **Features Attributes:** (a) *Accelerated/Fast Track Format*; (b) MULTIPLE LOCATIONS; (C) COURSE OFFERINGS AT VARIOUS TIMES; (D) QUALITY OF CURRICULUM; (E) FACULTY; (F) REPUTATION OF INSTITUTION; (G) ADMISSION/TRANSFER FRIENDLY; (H) SUPPORTIVE LEARNING AND PROGRAM ENVIRONMENT AND **BENEFITS ATTRIBUTES:** (I) PROFESSIONAL DEVELOPMENT/SKILLS DEVELOPMENT; (J) PERSONAL ENRICHMENT/GROWTH; AND (K) CAREER ADVANCEMENT. There was also a collection of minor attributes that were combined into an “*Other*” category.

Table 1. Frequency of Attributes and Their Relative Percentages Used by Colleges/Universities Appearing in 268 Advertisements to Recruit Adult Continuing Higher Education Students to Bachelor’s Degree Programs. Ads are most likely to use multiple attributes.

<u>Attribute</u>	<u>Frequency</u>	<u>Percent</u>
Accelerated/Fast Track	162	60.4
Various Times	112	41.8
Career Advancement	74	27.6
Multiple Sites	67	25
Faculty	61	22.7
Supportive Environment	52	19.4
Reputation of Institution	51	19.0
Admission/Transfer Friendly	36	13.4
Quality Curriculum	20	7.4
Personal Growth	19	7.1
Professional Development	16	6.0
<u>Other</u>	<u>47</u>	<u>17.5</u>

Source: special education guides published by *The Philadelphia Inquirer* newspaper between 2000 and 2009.

This study shows that *expediency, flexibility,* and CONVENIENCE are by far the most prominent attributes used to market adult continuing education degree programs, far outdistancing the personal growth and professional development benefits attributes. Furthermore, it was surprising that these attributes were far more prominent than the academic stalwarts of faculty and curriculum. Similarly, the quality of the program/degree or the reputation of the institution was tepid, when compared with how the program is more expedient and convenient. We learned that the process of learning is ostensibly the promise, rather than the actual learning and subsequent long term personal benefit. Earning a degree is contextualized in process not alerting the prospective students to conceptualize the many possibilities of the self once the education is complete.

*Implications for Practice:*

Academic administrators and those responsible for marketing adult continuing education degree programs, as well as academic program directors and faculty teaching in these programs, should be acutely aware of the messages used to recruit prospective students. Results of this study show that a thorough review of marketing messages, including the first promise, would be beneficial. Such a review could include: 1) JUDGE THE FIT BETWEEN PURPOSE AND MISSION OF THE ACADEMIC UNIT OFFERING THE ADULT DEGREE PROGRAMS AND MARKETING MESSAGES CURRENTLY USED; 2) ENSURE THAT THE PURPOSE AND GOALS

OF THE ADULT DEGREE PROGRAMS ARE WELL ARTICULATED; 3) RESOLVE CONFLICTS BETWEEN “EFFECTIVE” MARKETING LANGUAGE AND ACADEMIC INTEGRITY LANGUAGE; AND 4) Determine how best to advocate for change.

---

## CREATING A BRAND STRATEGY YOUR CONTINUING EDUCATION DEPARTMENT

---

**Presenters:** Wendy Flint, Boston Reed College; Rhonda Dixon, Mt. San Jacinto College

Over 90 million adults are in adult education activities, including basic skills, certificate programs, work related training, and personal enrichment – so why are your enrollments low? Perhaps you need a new brand that identifies more accurately what your continuing education division provides. Many businesses are not aware of the quality training you provide – so how do you get local industries to consider you first?

Dr. Wendy Flint and Rhonda Dixon put their heads together to develop a plan to design a brand strategy that would change the image of an average community education division to a community-known workforce training department.

Rhonda, director of continuing education, already had high quality certificate programs and a hard-working course management team, but she needed to go the next level to take her products to business and industry and to let the community know they more than a lifelong learning division.

Rhonda had a vision and Wendy had the experience of taking employees and leaders through brand strategy training with small businesses. Why not apply the concepts to a college continuing education department?

Using internal and community surveys, the first step was to identify program distinctiveness from the competition (independent training consultants or private schools and training organizations). The second step, through a team facilitation process, was to allow the staff to identify their strengths and weaknesses. Branding has to leverage off of what an organization already does well.

In the third step, the continuing education team determined if their products and office reflected not only their strengths but did it reflect the new goals for the organization. For example – if the brand advertising was going to proclaim “excellence” and “professional experts” in the delivery of their workforce programs – did the office look like a business sector training division? Were the people in the office dressed in business professional attire? Did the catalog have a business delivery look to it?

The staff came to their own conclusion that the image of the department would not draw interest for workforce contracts and the contract sales person would have to meet someone out in the field – not at the workforce education office. At that step – the team proposed changes and improvements and a brand strategy was designed.

The most important piece of the puzzle is ensuring that the instructors, the curriculum, and the ads all reflect the brand image. That means increased time and attention training

instructors, evaluating instructors, collecting student and community feedback, and updating the image of training materials.

A brand strategy may also mean a new title for the director and a logo that says “business and industry” – not college classes. This may take negotiation skills to move the President and Board in this direction. However, with this “new status” comes increased revenue for the college.

At Mt. San Jacinto, the new plan which included a new title for Rhonda and a new title for the division was approved by the President. The final step is an advertising and marketing strategy to partner with business and industry in the community. Rhonda’s department went from \$150K in to \$250K in profits in one year.

During the brand process, a new mission statement is crafted by the team. Here are the new and old mission statements for Mt. San Jacinto College:

*Previous Mission Statement:*

The Community Education and Services Department focuses on meeting business and community needs of lifelong learning, and professional and personal development, through the offering of varied workshops, classes, seminars, activities, and events.

*New Mission Statement*

Continuing Education and Workplace Training provides professional, personal and career development courses and seminars that are relevant, current and meet the highest expected standards.

Business Week (online) stated, “. . . a brand is more than mere name recognition. A great brand is a promise, a pact with a customer about quality, reliability, innovation and even community.”

Following this workshop, we encourage participants to ask the questions: Does your staff, office layout, and classroom cleanliness represent your brand strategy? Do your marketing activities tell customers who you are and how you deliver your product? If not – some guidelines will be presented to facilitate your own team marketing strategy.

---

SUPPORTING LIFELONG LEARNERS WITH COMPASS

---

**Presenters:** Sunil Bala, Indtai, Inc; Mark Blose, AeX; Tammy Hickman-Blose, SFeX/JeX

In this presentation, Indtai, Inc. would like to present some of the lessons that we have learned from the development and implementation of automated, web-based platforms such as Compass and Academic Explorer, along with the opportunities for the enhanced use of such platforms to foster continuing education and career enhancement for adult learners and professionals. In order to continue to respond to the national agenda for continuing education and career enhancement for adult learners within the military and beyond, more

use and promotion of neutral and un-biased web-based resources for information dissemination are needed.

A key tenet that we have always kept in focus throughout our product development and implementation is that, in life, there are no straight paths through the maze of information for adult learners and professionals as it relates to education, financial aid and career opportunities. Even more than that, there is no single path that fits everyone.

Lifelong learners need to have a wealth of resources that allow them to find the information they need to be able to pursue the path they are on and achieve their Education and Career goals. But more than just the availability of resources is some cogent method to access and employ those resources in a common-sense approach that can make sense to individual learners of all types. The Education and Career Compass website ([www.mccompass.net](http://www.mccompass.net)) is one example of a web-based resource that provides them the opportunity to start in whatever direction of the compass that best fits their current needs. The Compass platform does not make any one person conform to the same traditional, straight and narrow path. The website helps users navigate their way to a degree, find financial aid, and ultimately a job, and provides users with tools that:

- allow them to quickly and efficiently navigate to relevant information that pertains to finding an academic institution, tailored to their needs via the Academic Explorer (AeX – [www.mcaex.net](http://www.mcaex.net));
- identify scholarship and financial aid opportunities via the Scholarship and Financial Aid Explorer (SFeX – [www.mcsfex.net](http://www.mcsfex.net));
- conduct job searches across hundreds of job boards, newspaper sites and employer job databases simultaneously, returning the results in one listing, and implement and utilize a suite of career planning resources which leverage current data from the U.S. Department of Labor via the Job Explorer (JeX – [www.mcjex.net](http://www.mcjex.net)), and;
- conduct searches across a tailored list of thousands of websites with a single set of search criteria and bring back all of the results in a single page framework with navigation options (InfoEx – [www.mcaex.net/library/search.aspx](http://www.mcaex.net/library/search.aspx)).

The presenters attending the ACHE conference will share a presentation of lessons learned in the development and implementation of these platforms, discuss feedback received from adult learners, academic institutions and employers, and explore opportunities for the enhanced use of such information dissemination platforms, tools and resources to further the continuing education and career needs of adult learners.

---

#### CRYSTAL MARKETING AWARD WINNER: DISCOVER YOUR PURPOSE CAMPAIGN

---

**Presenter:** Karyn Donahue, Eastern Nazarene College

The objective of the campaign was to communicate to continuing education prospects that Eastern Nazarene College is an educational resource for the community in which they live.

Despite decades of misconceptions, ENC should be a choice for them as they explore their college options. In reversing the stereotype, we needed to inform our local market that ENC was not exclusive to members of the Nazarene Church, many of whom arrive from churches across the country. ENC was developing accelerated programs for people just like them who had busy lives, families, and jobs. We also wanted our target market to know that because of our flexible programming, our students were able to still enjoy their lives as they knew them. The more tangible objective was to increase enrollment by 10%.

---

**CRYSTAL MARKETING AWARD HONORABLE MENTION: BEGIN WITH YOUR DEGREE**

---

**Presenter:** Tamara Mottern, East Tennessee State University

The objective of this campaign was to increase the enrollment in the Division's four undergraduate degree programs: Bachelor of General Studies, Bachelor of Applied Science, Bachelor of Science in Interdisciplinary Studies, Bachelor of Science in Professional Studies

---

**THINK LIKE GOOGLE! APPLYING GOOGLE BUSINESS PRINCIPLES TO CE**

---

**Presenter:** Nicole Foerschler, JMG Consulting, Inc.

In his book *What Would Google Do?*, Jeff Jarvis outlines the philosophy and guiding principles behind one of the fastest growing companies in history. Being "Googley" is not only important to adapt to the market, but it's critical to survive and to be relevant. In this presentation we will outline some of Jarvis' rules for working in a Google Era and explore how they can be applied to the continuing and executive education industry.

---

**FINDING NUGGETS OF GOLD IN CHALLENGING TIMES: GRANTS AND FUND DEVELOPMENT FOR CONTINUING EDUCATION**

---

**Presenters:** William St. Pierre, Eastern Kentucky University; Richard Prewitt, Eastern Kentucky University

With difficult and challenging financial times for all universities, a topic that comes up more frequently among continuing education units these days is securing money for continuing and new programs via grants and fund development strategies.

The Division of Continuing Education at Eastern Kentucky University has worked in recent years to increase its capacity to secure more grant resources. Over the years, we have been successful in securing contracts for services and others grants (and administration of grants) in such areas as workforce education, OSHA, substance abuse, adult education, "green" projects, grants for technology, and others.

But there is much more to do and yet untapped opportunities for new revenue sources in the future. Part of that "untapped opportunity" has to do with all the interesting and different areas of continuing education including the myriad of engagements we are involved in locally. All these areas can be matched with a grant source for program activity.

We also have strong skills in knowing how to collaborate with other institutions on federal, state, and foundation grants.

The goal of this session is to provide some useful tools and approaches to grant-seeking. We believe that some ideas and approaches we have used will be of help to continuing education professionals who have thought about, but not ventured into the world of grants. This is not a course in grants, but we will cover major aspects of sponsored projects and useful strategies to assist the CE professional who has little time for this activity and full agenda of other work.

So, the issue is, “I have little time to search out grants during the month, so what can I do to be effective in locating a perfect grant (that gold nugget) with what little time I have.” This is what we hope to answer for you and provide some helpful tips and strategies.

The session will cover these areas:

- What are sponsored projects and what ways can the Office of Sponsored Programs (and the Development Office) help the grant-seeker?
- What do grant makers (sponsors) want and how do we match our needs with their motivations? You also have to aware of “fool’s gold.” What you’ve got in hand may not be what you want!
- Planning is a critical part of any grant or proposal development and we will talk about the key elements in the planning process.
- Where do we look for grants? We talk about federal and private resources including grants.gov and the Foundation Center, among several others. Your university may already subscribe to a sponsored program information network; SPIN can provide you a powerful tool for researching grants.
- All grants have some common components and we’ll talk about shortcuts to make your job a lot easier, saving time and energy, when you begin writing your grant.

There are some very specific things to say about budgets for grant applications like cost, cost sharing, indirect cost, and some common pitfalls that doom many applications. We will give you some helpful suggestions on the budget side so that you do not repeat some common mistakes.

Finally, we will leave you with some concrete suggestions you can take back to your office and begin using right away. Those include effective networking, using some good tools for searching and finding grants, and utilizing vendors to help you with your grant research and writing efforts. We will talk about how you can to gain hands-on experience with what sponsors want by becoming a peer or field reviewer for a federal or state agency, and thereby get some important experience from the “other side of the table.”

Prospecting for and securing those nuggets of gold in the form of successful grants can be personally and professionally rewarding. We’re going to help you with those tools and maps to make sure you’re heading in the right direction to find those winning grants!

---

## COLLABORATIVE ONLINE DEGREE PROGRAMS: ASSESSING STUDENT PERCEPTIONS

---

**Presenter:** Lisa M. Dodson, Kansas State University (2009 ACHE Research Grant Winner)

This session discusses the development and validation of a student exit survey for a multi-institutional consortium delivering online masters degree programs. Participants will discuss student input characteristics and the impact of online learning environmental variables for student satisfaction, perceived learning and new professional opportunities.

---

## TOOLS THAT FIT

---

**Presenters:** Evelyn Dow-Simpson, Central New Mexico Community College; Alicia West, Central New Mexico Community College

Participants will feel our pain and our joy as we walk through the square peg/round hole world of non-credit training within a traditional college system. Learn how finding the right “Tools that Fit” can make a huge impact on your operational flow, information management and overall growth. Embrace a no peg/no hole, sky-is-the-limit attitude instead of a one-size fits-all mindset.

*Introduction:* My name is Evelyn Dow-Simpson. I am the Associate Director at CNM Workforce Training Center. We are the largest community college in New Mexico and October 2010 is the 10-year anniversary of our division.

*Square Peg / Round Hole:* Early on it was clear that we were a corporation striving to survive within a bureaucracy and to operate with a profit motive. The problem was that all the tools and systems we were given to use were designed for another system with a different mission. The subsequent challenge was to convince leadership to enable change.

*Finding the Tool:* The search is on! Basically, we need to simply, customize and expand and we need the right tools to make it happen. So knowing the right questions to ask based on our needs, our uniqueness, and our goals makes all the difference.

*Operational Flow:* Develop a culture that seeks to work-smarter, not-harder and learns to utilize resources wisely. The shift that staff will have to make begins with acceptance that the old way of doing things isn’t necessarily the best way and that over-sized complex systems might not be the smoothest path.

*Information Management:* Possess the ability to quickly capture data that is accurate, current, and easy to acquire. The bonus is that you can obtain all of it in one touch, from anywhere at any time. Not to mention that the paper/pencil world is gone for good and accomplishing things from your home in a secure environment is here to stay.



*Overall Growth:* Compare before and after measures that reflect increased capacity, increased revenue and better utilization of resources.

The sky is the limit as we look forward to future features and the ability to influence the design of a tool that fits us!.

---

### ACADEMIC TRIAGE: INCREASING SUCCESS FOR ADULT LEARNERS

---

**Presenters:** Rebecca Beatty, Pennsylvania State University-University Park Campus; Elizabeth Lasher, Pennsylvania State University-University Park Campus; Dana Aina, Pennsylvania State University-University Park Campus

Penn State Continuing Education at University Park uses a “triage” approach to prioritize the needs of their adult learners and improve retention and success. A team approach to working with students to clarify educational goals, assess academic preparedness, and identify financial and academic resources has met with success. We’re working with adults—one student at a time—who seek additional education and skills to remain competitive in the workplace.

---

### RADICAL DECISION MAKING FOR TURBULENT TIMES

---

**Presenters:** Clare Roby, California State University-Chico; Elaina McReynolds, California State University-Chico

The Radical Decision Making framework gives leaders the confidence to act decisively with sound decision-making strategies in turbulent times. Using California State University-Chico’s challenges and successes as examples and drawing from your own experiences, you will learn to embrace the capacity and barriers of change and hone your decision making processes.

---

### DEVELOPING A DEGREE-COMPLETION PROGRAM TO SERVE BROAD WORKFORCE NEEDS

---

**Presenters:** Robyn Hulsart, Austin Peay State University; Michael Becraft, Austin Peay State University; Victoria McCarthy, Austin Peay State University

Long before the 2009 Department of Education report *National Report on the Development and States of the Art on Adult Learning and Education* indicated the United States lacks a properly credentialed workforce, Austin Peay State University (APSU) recognized traditional programs which ushered full-time students through four years to degree completion were not suited to “working learners”. In his 2009 report, *Working Learners: Educating Our Entire Workforce for Success in the 21<sup>st</sup> Century*, Soares describes this student as a worker who receives “their education over longer periods during their work and family lives, and during occasional gaps in employment.” He chides higher education as “a system that is overly focused on crisis intervention at the point of unemployment and getting people back into jobs, and not focused sufficiently on the need for training and education.” The report posits change is needed in the system to bring “75 million potential working

learners the skills they and our economy need” These include *flexibility* and *credentialing*. The report asserts “very few working learners can take four years out of their lives to achieve a four-year college degree”. However, research indicates “they can and will attend class as it fits in with the rest of their lives over longer periods of time (p. 1).” Secondly, the Soares report says working learners often attempt higher education without actually receiving the degree or certificate sought. APSU recognized these characteristics within its own transient population attending the satellite campus located on the Fort Campbell Army Post in 2000.

The Bachelor of Professional Studies (BPS) program at APSU was created in the fall, 2002 as an innovative curriculum specifically designed to preclude faculty and policy obstacles from preventing the university accepting the Associate of Applied Science (AAS) degree in transfer for students wishing to seek a Bachelor’s degree. This degree has long been considered terminal and not compatible with 4-year programs because of the primary focus on technical programs and the leniency of general education requirements.

When the BPS was implemented two specific student populations were identified as underserved: those currently holding an AAS degree and those students that have amassed a collection of college credits that may/may not be applicable towards a specific degree seeking program of studies. Generally these students have been in the workforce for a number of years and gained considerable experience in their field. When asked why they are seeking a BPS, the common response relates to earning a promotion in their current career field. The BPS major courses are general management and leadership courses that give students the tools desirable for moving up the corporate ladder and into management positions.

A divergence from the traditional school of thought, the BPS pre-dates the call for change. Created to provide a seamless transition from AAS to BS, the draw of the BPS program was the inclusion of a technical concentration, a feature allowing students to transfer as many as 39 lower-division hours into their program outside of the general education requirements. This feature allows most working learners to enter a bachelor’s program with greater status than in a traditional 4-year major area, supplementing existing technical skill-sets with upper-division content intended to allow career progression within the workforce.

Since the beginning of the BPS program, the demand from working learners for a flexible degree completion program has grown. To that end, for students with substantial transfer hours and no AAS degree, there has been a shift from the technical concentration to a generic general elective category that allows learners to continue in degree seeking capacity without sacrificing previously completed course work. Couple the flexibility of the degree with the convenience of the distance education system and the BPS program is postured to meet the call of educating and credentialing today’s workforce.

Source: Soares, L. (2009). *Working learners: Educating our entire workforce for success in the 21<sup>st</sup> century*. Center for American Progress.

**Presenter:** Jerry H. Hickerson, Winston Salem State University

It has been 30 years since Carol Aslanian and Henry Brickell presented their findings that 83 percent of adults came or returned to formal learning primarily to cope with “life changes” (Americans in Transition: Life Changes as Reasons for Adult Learning. NY: College Entrance Examination Board, 1980). Events in their lives “triggered” the need for new learning. It was pointed out that one of the key motivators for adults to return to higher education was a “life transition”—perhaps relocation to another region, marriage, divorce, stability of employment, job transition, and other significant life experiences.

Approaching the second decade of the 21<sup>st</sup> century, adults seem to be coping with life changes as never before. With the economic downturn, more adult learners are returning to the classroom for certifications and degrees to validate their learning and position within their industry, or to prepare for transition as their jobs have changed or been eliminated. Many states have responded to the need and, in many cases, have provided incentives for adults to start college or complete degrees never finished. Kentucky, for example, launched its “Double the Numbers Plan” in 2007 to double the numbers of bachelor’s degree holders in the state by 2020. (Judith B. Wertheim discusses four such initiatives in Hart, D.M. & Hickerson, J.H., *Prior Learning Portfolios: A Representative Collection*, CAEL/Kendall Hunt Professional, 2009, p. 13).

Thirty years ago, access was the concern of adults: how to become enrolled and to function in institutions designed for youth. Today, opportunities for matriculation abound. The challenge of institutions is, after admission, to provide adult learners with adult-oriented services and excellent advising. Advisors should be able to assist students with the most appropriate way to meet their educational goals—which majors, scheduling arrangements, and ways to accelerate their degree program toward completion (such as, existence of various course and program formats, efficient transfer of credits, and assessment of prior learning). Even when students are in traditional settings and majors, advisors should have scouted all aspects of their educational terrain and have developed strategies to direct adult *individuals* in ways that may allow each a satisfactory completion of the objective being sought.

For more than 30 years, adult students’ questions remain remarkably consistent and certainly range beyond what courses should I take next semester. If you are an advisor of adults, you have probably heard most of these: How long will it take me to graduate? What can I do with my degree after I graduate? How much credit can I earn for my life experiences? Given my work, family, and community responsibilities, will I need to attend all my classes? What can I do about my courses now that I am scheduled for surgery in November? What can I do about my courses since my spouse has just been assigned to duty in the Middle East? How may I take a week off classes since my mother just passed away? Since I was just released from my job, should I quit school now and look for work? How can I pay for college? How do you spell “advisor,” uh “adviser? An advisor of adult students is prepared to help students with these questions.

Advisement in a college or university is the process by which professionals assist a student toward setting goals, establishing a plan to reach them, and finding success as changes in the plan take place along the road to graduation. This process ranges from helping a student schedule the courses that correspond to a paradigm for graduation to involving the learner in thinking critically about what he or she hopes to be doing in five years and planning how to get there.

Advisement, therefore, is multifaceted. The plans begin by actually making time for advisement, either in person or through telecommunications—including the telephone. Then the advisement plan provides a framework for assisting the student towards degree completion. Approaches to advisement may be varied, and they may interrupt the plan routine, especially if the advisor senses a problem. This report attempts to address these facets through four strategies. Two advising models, “Contract Advising” and “Interdisciplinary Studies Advising,” have stood the test of time even as they have undergone adaptation and improvement. It also includes two tactics, “intrusive advising” and “appreciative advising,” that many advisors have found sufficiently valuable that they are emphasized in whatever advisement model is being used at an institution to help students find success in the dynamics associated with higher education.

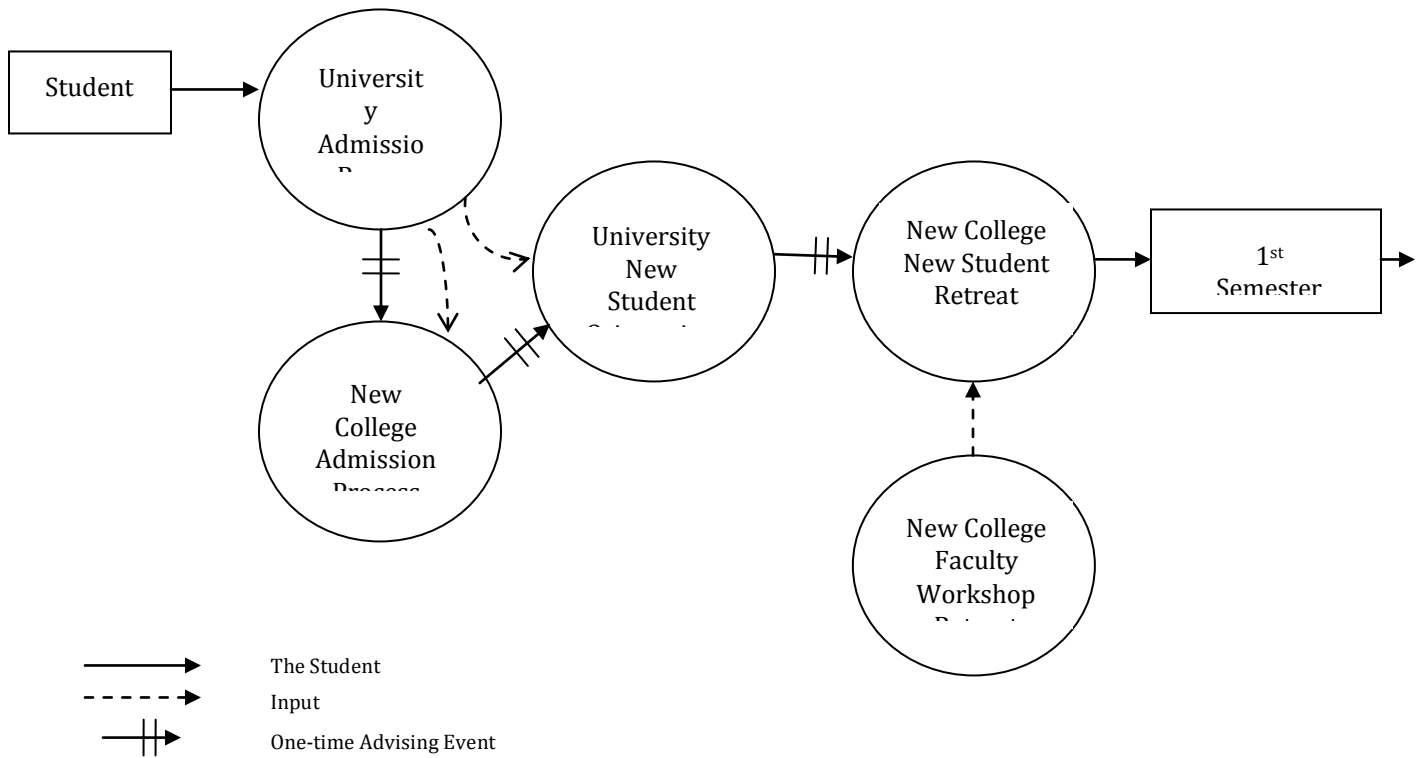
### *Contract Advising*

Contract Advising was the model chosen by the New College of The University of Alabama at Tuscaloosa for its first students in the early 1970s. The degree program was and remains highly individualized: Aside from general core requirements, New College students design their own degree programs with most of the courses in the university’s undergraduate catalog available to them and internships and other practical experiences encouraged. They do not, of course, develop this curriculum alone; an advisement team concept is an essential part of the process. A student is assigned a primary advisor and then selects pertinent others to serve as part of an advisement team. The other “advisors” may include a senior-level student, a professor from outside New College, or a professional in a field of interest to the student. The advisement team will assist the student in developing the “paradigm” leading to meeting goals for learning and graduation. Contract Advising is followed by both traditional-age and older students in Alabama’s External Degree Program. New College advisement and progress records for traditional-age students (c. 200 students) are maintained by the program registrar. For adult students (c. 400) in the External Degree Program professional advisors are assigned.

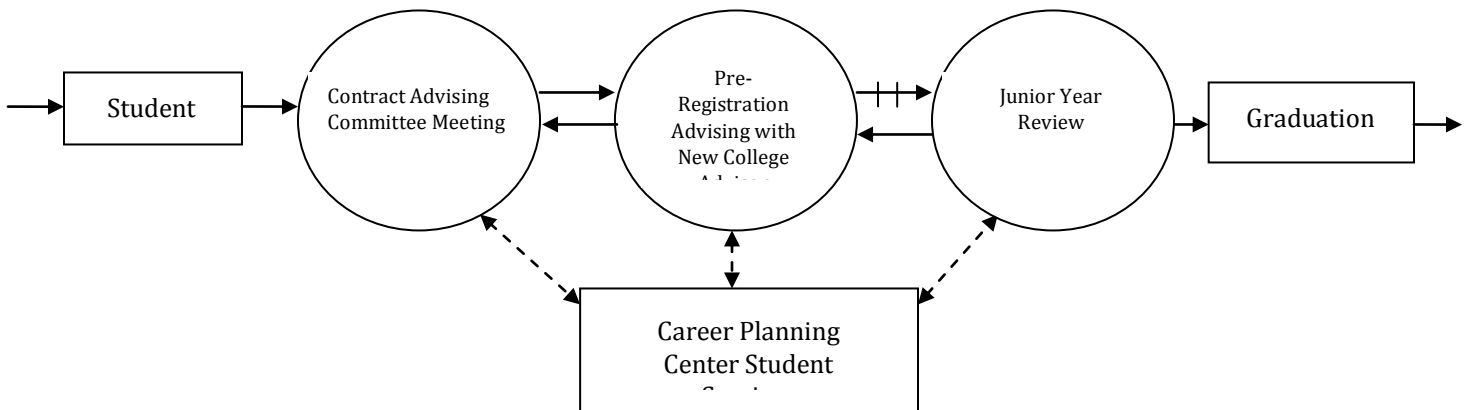
A diagram of the contract advising model is shown in Figure 1. A more detailed description of this model is part of a research report developed at the end of New College’s first decade of existence. (Hickerson, J.H. [1982]. A Model for Advising in an Individualized Undergraduate College, *NACADA Journal*, 2, 90-96.) A copy of the article, including responses of students to its effectiveness, is available from former New College advisement coordinator, Dr. Jerry Hickerson, currently Director of Interdisciplinary Studies at Winston-Salem State University. [hickersonj@wssu.edu](mailto:hickersonj@wssu.edu)

**Figure 1. The New College Contract Advising Model with Input from Auxiliary Advising Program**

**ONE TIME NEW STUDENT ADVISING EVENTS**



**CONTINUOUS ADVISING PROCESS**



A Model for Advising in an Individualized Undergraduate College, *NACADA Journal*, 2, (1982), 90-96.

### *Intrusive Advising*

Intrusive advising occurs as advisors contact students about their progress and well-being both systematically and periodically following checks of records, complaints about attendance, and the like. Rick Osborne of East Tennessee State University likens intrusive advising to “systematic nagging,” which I think describes the practice well.  
<http://rickosbornscontinuingeducationblog.blogspot.com/2010/08/intrusive-advising.html>

Sharon Holmes (2009) states that “intrusive intervention activities” result in motivation by students. This is very important for students who “have not established behavior patterns that would motivate them to seek the assistance [of advisors and institutional services].”

[http://www.diversityweb.org/diversity\\_innovations/student\\_development/recruitment\\_retention\\_mentoring/intrusive\\_advising.cfm](http://www.diversityweb.org/diversity_innovations/student_development/recruitment_retention_mentoring/intrusive_advising.cfm)

Citing Backhus (1989), Earl (1988), and others, she also points to research that indicates success with motivation and retention when students, especially at-risk students, are contacted frequently by advisors. While the subjects of many of these studies are new college freshmen, just out of high school, rather than adult learners, many adults do require intervention for success. Which adult students, you may ask, are likely at-risk? Probably, all of them, at some point, will wonder whether the investment of time, money, effort, and perhaps embarrassment are worth the end results. The intrusive advisor helps such students keep focused on the prize.

Adult students are so different from each other in background, experience, and other circumstances of life that the key for establishing an intrusive advisement strategy for older learners might be in how identification of risk is made and what procedures will be used to address the problems being exhibited by the targeted students. Receiving information about students who are falling behind in their responsibilities or performing below expectations is an invitation for the advisor to make contact. With data on performance, advisors may target for “intrusion” those who seem to be needing help, in spite of the particular model for advisement that is being used.

---

Backhus, D. (1989). Centralized intrusive advising and undergraduate retention, *NACADA Journal*, 9, 39-45.

Earl, W. (1988). Intrusive advising of freshmen in academic difficulty, *NACADA Journal*, 8, 27-33.

---

### *Appreciative Advising*

Dr. Jenny Bloom of the University of South Carolina, in her website, *6 Phases for Optimizing Educational Experiences* (2009), identifies this approach as follows: “Appreciative Advising

is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials. It is perhaps the best example of a fully student-centered approach to student development. The great news is that it works! There is a robust Appreciative Advising literature that can be accessed on the Publications link.” , <http://www.appreciativeadvising.net/>

She continues by identifying “**Six Phases** of Appreciative Advising.” Here is the way they are described in her informative and nicely designed web site:

1. The **Disarm** phase involves making a positive first impression with students and allaying any fear or suspicion they might have of meeting with the advisor.
2. The **Discover** phase is spent continuing to build rapport with students and learning about the students’ strengths, skills, and abilities.
3. The **Dream** phase involves uncovering students’ hopes and dreams for their futures.

Once we know their dreams, then the Design phase is spent co-creating a plan to make their hopes and dreams come true.

4. Once we know their dreams, then the **Design** phase is spent co-creating a plan to make their hopes and dreams come true.
5. The **Deliver** phase is the implementation phase where students carry out their plan and the advisor’s role is to support them as they encounter roadblocks.
6. The final phase, **Don’t Settle**, involves challenging the students to achieve their full potential.

<http://www.appreciativeadvising.net/overview.html>

*Academic Advising Model for the Bachelor of Interdisciplinary Studies Program at Winston-Salem State University with Appreciative Advising Markers*

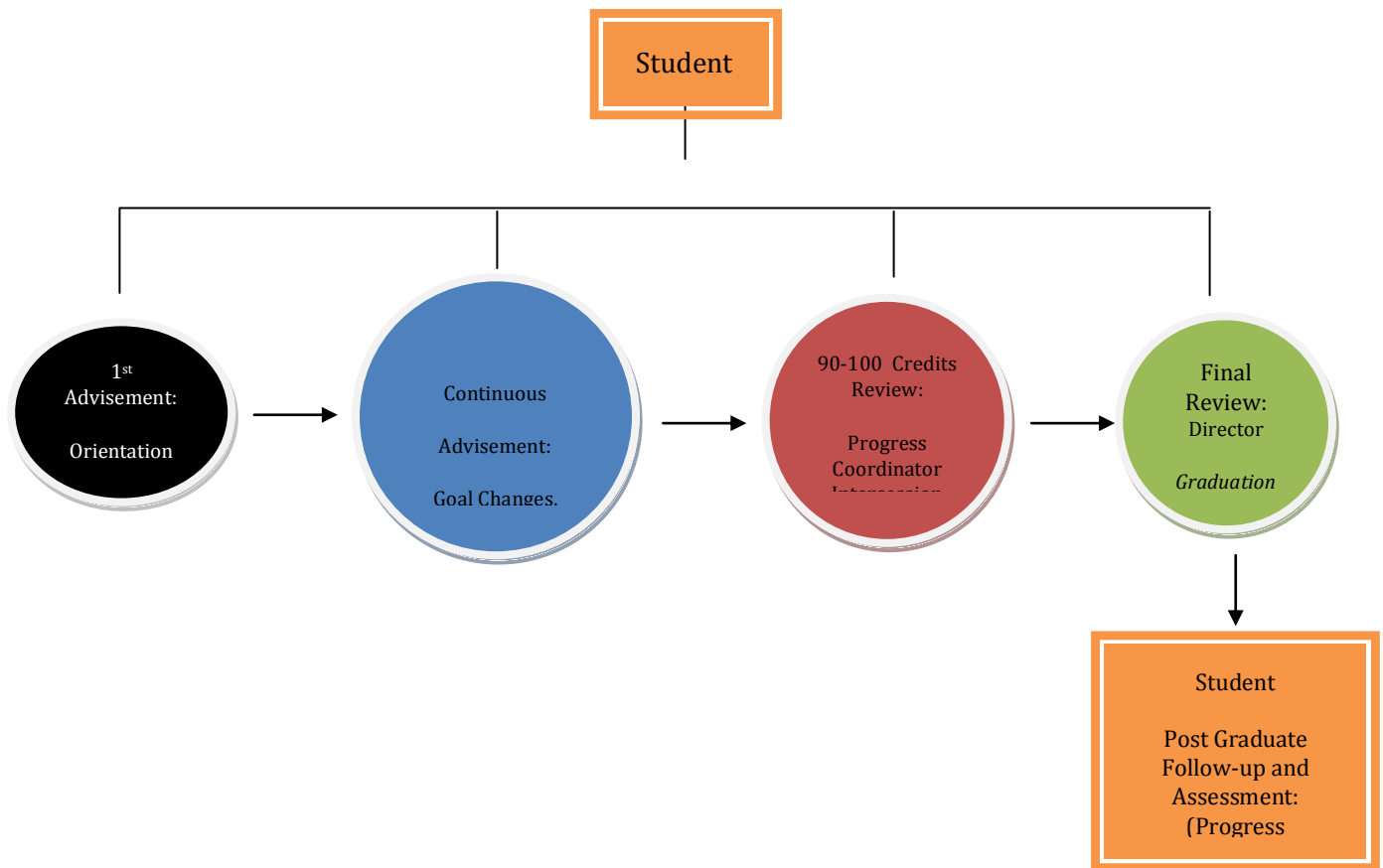
The BIS approach to advising is represented in Figure #2 below. It is, however, missing one essential component: the position of Coordinator of Student Progress. Similar to responsibilities of the program registrar and professional advisors at Alabama’s New College and East Tennessee State, the BIS Student Progress Coordinator’s responsibilities include oversight of advisement, progress toward graduation, the graduation event, and communication with alumni. This position is essential for a program with high numbers of students and few faculty/administrators. With similar personnel, East Tennessee State University proudly announces on its web site to potential adult students in its Cross Disciplinary programs:

You have come to a place where students with jobs, family, and full-time responsibilities are the rule - not the exception. Every day, ETSU's *professional advisors* (emphasis mine) and faculty successfully serve the needs of busy adult students just like you.

<http://www.etsu.edu/scs/crossdiscip.asp>

“Professional advisors” is the operative phrase here. With large numbers of students and with many faculty from departments outside the degree program, a fully conceived advisement system falls short when only faculty assigned to advise. Still, many institutions insist that only faculty are to be the only professional advisors to students, rather than generic advisors—mentors in the best sense of the term. Our goals are that students will feel as though they belong, will have a place to come (or call) with questions, will persist to graduation, and remember their degree program and the university as alumni.

**FIGURE #2: ACADEMIC ADVISEMENT MODEL FOR INTERDISCIPLINARY STUDIES**



**Red = “Appreciative Advising”**



<p>Admission approved, major program identified:</p> <p><b>Advice from major dept.—<i>Disarm &amp; Discover</i></b></p> <ol style="list-style-type: none"> <li>1. Discussion of interests.</li> </ol> <p><b><i>Dream</i></b></p> <ol style="list-style-type: none"> <li>2. Identification of goals and specialization to be sought in the program.</li> </ol> <p><b><i>Design</i></b></p> <ol style="list-style-type: none"> <li>3. Course schedule restrictions, based on work and other life requirements.</li> <li>4. Transcripts reviewed for possible posting omissions.</li> <li>5. Prospects for additional credit; advisement toward CLEP or other PLA.</li> <li>6. Faculty advisor assigned.</li> <li>7. Academic Check Sheet developed and emailed to student, advisor, and advisement file.</li> <li>8. Information transferred to assigned advisor and Student Progress Coordinator.</li> <li>9. Completion of Upper Division Transfer Form, if necessary.</li> <li>10. Students or faculty may request a change of advisors at any time.</li> <li>11. A Q&amp;A document will be shared related to academic program policies, university graduation requirements, and responsibilities and expectations of advisors and students.</li> </ol>	<p><b><i>Deliver</i></b></p> <p><b>Progress Coordinator:</b></p> <ol style="list-style-type: none"> <li>1. Establishes hard copy &amp; electronic files for student.</li> <li>2. Updates files after each registration and shares electronically w/advisor.</li> <li>3. Sets advisement schedules prior to each registration.</li> <li>4. Monitors student credit hours.</li> </ol> <p><b><i>Discover &amp; Deliver</i></b></p> <p><b>Faculty Advisor:</b></p> <ol style="list-style-type: none"> <li>1. Assists students in selection of courses that will meet requirements for graduation &amp; prerequisites for next level of study.</li> <li>2. Knows the degree program requirements and general requirements of other majors.</li> <li>3. Advises students regarding all university requirements for graduation (total upper division credits, computer science, GPA) and assists students in completing them.</li> <li>4. Contacts faculty specialists as necessary.</li> <li>5. Suggests informal advisors/contacts, such as professionals in the specialty field and other students.</li> <li>6. Refers unusual student behaviors to Director or Dean.</li> </ol>	<p><b><i>Don't Settle</i></b></p> <p><b>Progress Coordinator:</b></p> <ol style="list-style-type: none"> <li>1. Notifies student &amp; advisor of 90 Hour Review.</li> <li>2. Notifies transfer students of high credit hour issues, such as financial aid restrictions.</li> <li>3. E-mails student re. dates for Graduation Application.</li> <li>4. Meets with students re. application and final grad. requirements.</li> <li>5. Reviews graduation applications w/advisors. Contacts students re. any concerns.</li> <li>6. Sends pre-approved graduation list to <b>Registrar</b> and <b>Program Director</b>.</li> </ol> <p><b>Faculty Advisor:</b></p> <ol style="list-style-type: none"> <li>1. Continues to advise toward degree completion goals.</li> <li>2. Advises re. change-of-major discussions.</li> <li>3. Shares enrichment activities for the student.</li> <li>4. If student lacks experience in specialty, attempts to find an experiential activity or course.</li> <li>5. Signs Application for Graduation.</li> </ol>
---	--	---

---

## TOMORROW'S WORKFORCE, CREDENTIALLED OR EDUCATED: THE ROLE OF THE LIBERAL ARTS IN ADULT CONTINUING HIGHER EDUCATION

---

**Presenter:** Mary Rose Grant, University of Missouri-Saint Louis

**Abstract:**

Any professional needs to understand the world and society in which they live and work in order to be a contributing citizen. A solid grounding in the liberal arts adds to one's civic engagement and quality of life by fostering an ongoing investigation of one's environment and the global and historical cultures that complement and conflict with it. This session examines the inclusion of the liberal arts into any curriculum that cultivates lifelong learning. Participants will explore competencies imperative for success in a future workforce. Discussions on adult continuing education as higher education and the need for an educated, as well as credentialed, workforce will take place. Participants will discuss how adult higher education provides opportunities to develop critical thought, principled decision-making and the ability to value multiple perspectives.

**Introduction:**

Since 2006, the United States Department of Education has issued several reports chronically the need for a future workforce that is adequately trained and educated. The lack of a properly educated and credentialed workforce is detrimental to the future of the United States and its economy. A call went out to adult continuing higher education to respond to this national crisis with cutting edge programs and fast paced training. As adult continuing educators can we sacrifice a liberal arts foundation, the hallmark of an educated citizenry and the backbone of tomorrow's workforce, for trendy, fast track programs that only meet the needs of adult learners until newer workforce trends emerge? How can we prepare adult learners for an ever changing workforce and provide opportunities to develop competencies needed to learn new things, make decisions, think critically, and solve problems from perspectives different from their own?

Michael Roth, president of Wesleyan University, in defense of a liberal arts education, recently responded to the current administration's narrow view of an educated workforce. He stated that for our country to thrive, our view of education must broaden, not narrow, to educate citizens "capable of moving from one problem to another with confidence, and capable of moving from one opportunity to another with courage" (Roth, 2010). A multi-disciplinary, flexible liberal arts foundation offers adult learners an opportunity to study and appreciate our society and culture from different perspectives; sharpen comprehension and develop analytical and communication skills, as well as competencies in principled decision-making and leadership.

According to the 2000 National Association of Colleges and Employers (NACE) survey, these are the characteristics that employers want in new employees. Robert Allen, former Chairman and CEO at AT&T, reported that employers want persons with the right skills rather than the right major; graduates, who can learn new things, can speak and write articulately, and understand the social, ethical, and political implications of what they do are

extremely marketable. Ultimately, these transferable skills prepare graduates for an ever changing, diverse and global workplace.

The Chronicle of Higher Education recently reported that in 2005 more than 12 million adults age 25 and older participated in credential or degree-granting programs at colleges and universities across the nation. This number will continue to rise as the demand for a more educated workforce increases. The Lumina Foundation for Education reports that we need 16 million more Americans to earn degrees by 2025 to stay competitive with other leading developed nations. A simple comparison between the education that Americans have and the education they'll NEED portends a coming crisis for uneducated working adult age 25 and older. In 2004, a mere 28% of this group had a bachelor's degree or better. Unfortunately, 63% of the 18.9 million new jobs created in the coming decade will require at least a bachelor's degree. (Nunley, 2007)

There seems to be two trends in higher education today. One is the demand for liberal arts degree programs and the other for online courses and programs. According to the Bureau of Labor Statistics, May 2005 National Occupational Employment and Wage Estimated Study, in the next 7 years, positions that require liberal arts degrees are projected to grow by 11,987 full and part-time jobs annually. In 2005, there were over 1,482,090 positions that required a liberal arts degree. The total number of new jobs and replacement jobs needed by 2014 is estimated at 1,601,955 from 1,505,063 in 2006.

The exponential growth in online enrollments across the nation is defying previous predictions that online learning growth is leveling off. In the 2007 annual survey of the status of online learning in US higher education, the Sloan Consortium reported that 3.5 million students, roughly one in six students, were taking at least one online course in fall 2006, an increase of 50 percent over the 2.3 million reported in 2004. The eleven MHEC Midwestern states represented about fifteen percent of online enrollments, with over 460,000 students taking at least one online course in fall 2005. They also reported that 80 percent of online students are undergraduates, tend to be older and often have additional employment and family responsibilities.

Adult higher education must position itself to meet these growing needs by offering general studies degree completion programs and adult focused services with flexible, demand-driven approaches and alternative methods of delivery.

### **Background:**

By conducting a self-study, an adult education program at a private, Midwest university recently reviewed its online general education core curriculum and its online Bachelor of General Studies (BGS) degree program to assess the effectiveness of a liberal arts education delivered online. It was found that program and course learning outcome goals were exceeded by adult learners enrolled in the degree completion program or in liberal arts core courses. These learners were prepared to work in a variety of career fields, including law, public administration, healthcare, advertising, real estate, print and film editing, art management, media productions, manufacturing, and government. The results of the study provided insight into the value added offering of liberal arts core courses and the degree program, for students seeking opportunities to work in growing and thriving industries that

rely on broader insights and multiple perspectives. Essentially, it demonstrated the importance of the liberal arts in adult education programs and that in an ever-changing workplace; a rigorous education in the liberal arts never becomes obsolete. Adult learners with a strong liberal arts foundation are better prepared to directly enter the workforce and to move competitively into professional positions.

As a group, adult students are reshaping the face of higher education in demanding efficiency, responsiveness and quality education...not just credentials. Adult education must offer programs that best fit the needs of fulltime working adults and continue to remain innovative, responsive, and attuned to changes in how people work, learn, and educate themselves. A liberal arts foundation is an important component in this transformation.

**Topics participants explore:**

1. How adult learners, with a liberal arts background, are better prepared to work in a variety of career fields
2. Why a background in the liberal arts never becomes obsolete
3. The future of adult continuing education as higher education
4. How to develop an online liberal arts core curriculum for any adult continuing education program
5. How to assess the liberal arts learning experience of adult continuing education programs

**Objectives:**

1. Discover the nature of liberal arts in continuing education
2. Review principles for building a liberal arts framework for adult programs
3. Acknowledge the importance of liberal arts for employability
4. Identify strategies to develop adult education leaders who value the liberal arts
5. Apply principles and best practices of adult learning to the design and delivery of online liberal arts education

The session presents results of a self-study assessing learning outcomes of the liberal arts component of adult continuing education programs. Participants will identify themes germane to their own institutions.

**References:**

Bureau of Labor Statistics (2005) National Occupational Employment and Wage Estimated Study, May 2005, retrieved on Oct 02, 2010 from <http://www.stats.bls.gov/oes/>

National Center for Education Statistics. (2005). Projections of education statistics to 2014 (NCES 2005-074). Washington, DC: U.S. Government Printing Office.

Nunley, C.R. (2007) Community Colleges May Be Losing Their Edge in Educating Adults, The Chronicle of Higher Education, October 26, 2007

Roth, M. (2010) Coming to the Defense of Liberal Education, *Huffington Post*, June 9, 2010

Sloan-Consortium (2006) MAKING THE GRADE: ONLINE EDUCATION IN THE UNITED STATES, 2006

Sloan-Consortium (2007) Online Nation: FIVE YEARS OF GROWTH IN ONLINE LEARNING, 2007

---

**CREDIT PROGRAM WINNER: B.A. IN DANCE AND HUMANITIES FOR  
PROFESSIONAL DANCERS**

---

**Presenter:** H. Ramsey Fowler, St. Edward's University

Since 2008, New College at St. Edward's University has offered a major in Dance and Humanities designed specifically to respond to the unique scheduling needs of Ballet Austin dancers and delivered on site at Ballet Austin at reduced tuition. In the fall of 2010, it will offer the same, electronically, to dancers of The Houston Ballet and the Dominick Walsh Dance Company, employing Houston Ballet facilities.

---

**CREDIT PROGRAM WINNER: SPRINT AND PARK UNIVERSITY 'SCIENCE E-  
FELLOWS HIGH INTENSITY INDUCTION PROGRAM'**

---

**Presenter:** Wakisha Briggs, Park University

The e-Fellow's High Intensity Induction Program for Beginning Science Teachers is developed to address the critical shortage of K-12 science teachers. More than one-third of science teachers leave the field within their first two years of teaching. Beginning school professionals in science attest that they don't receive needed support and mentoring. Continuing, sustained and issue-specific mentoring and professional development, especially in first two years of teaching, is crucial to teacher success. Most districts (87%) have an induction program but few (18%) involve "high intensity" mentoring over the first two years of service. Research conducted by the U.S. Department of Education, the Missouri Department of Elementary and Secondary Education, Northern Arizona State University, and the Carnegie Foundation's Teachers for a New Era program demonstrates that high intensity teacher induction or specialized induction programs, which are geared specifically to the discipline, are more successful than less formal structures in developing new teacher skills and increasing retention rates.

Science e-Fellows are awarded:

- Two-year National Science Teachers Association membership
- Online learning community supported by exemplary science mentors
- Continuing education and/or two (2) hours of graduate credit
- Webinar on teacher quality in science education
- Stipend for Science Education State Conference

- Stipend for Action Research Project

Park's online educational system is used to offer beginning teachers in grades K-12 the support, skill development and collegiality critical to their success, and the online system provides opportunities to advance in their school district's career ladder, through continuing education credit or class credit.

The Science e-fellows program has proven to be a model that could be used throughout Park University. Sprint awarded Park University an additional \$10,000 to provide the program to another group of students that began summer 2010. With the rising number of educators turning towards online resources to further their career, this course has filled a need throughout the education community and will serve as a model for quality online professional development. The role of mentors within an online environment is unique and has shown to be very effective with the relatively younger educators participating in the course. Much can be learned from the use of this methodology. Future programs such as the Science e-Fellows Induction Program will undoubtedly prove to be highly effective for everyone involved.

---

#### NONCREDIT PROGRAM WINNER: UNITING INDUSTRIES, SHARING COSTS, BUILDING SUCCESSES – A TRAINING CONSORTIUM PROJECT

---

**Presenters:** Manon Pardue, Western Kentucky University; Sharon Woodward, Western Kentucky University

This project began in 2004 with collaboration between the Bowling Area Chamber of Commerce, Western Kentucky University Center for Training and Development and Bowling Green Technical College. It began with three companies joining together to provide training for their employees by gaining access to funds provided by the Kentucky Economic Development Cabinet through Bluegrass State Skills Corporation. Approximately 50% of training cost is offset by the grant. Today there are 25 member companies in the Consortium.

---

#### BACK TO BAMA: DEVELOPING “NEW” MARKETS WITHIN THE FAMILY

---

**Presenter:** Miranda Carlisle, University of Alabama

This presentation overlaps several ACHE conference tracks including pilot programs, marketing, customer service, and academic support services.

During an economic slowdown many decide to return to college. The University of Alabama (UA) College of Continuing Studies' division of Academic Outreach has found a way to market its programs while helping former students fulfill a lifelong dream. We developed a grant program entitled Back To Bama.

Back To Bama is a monetary incentive and academic support program to facilitate the return of former UA students to complete their undergraduate degree via distance or on-campus. The discussion includes marketing and promotional strategies, student support

efforts, and the program benefits of a marketing campaign that brings former University of Alabama students “Back To Bama.”

This session is designed for administrators of non-traditional programs, student services, and marketing personnel. Participants will learn innovative ways to increase enrollments, marketing strategies, student services strategies, analysis of benefits, financial reporting, and alumni development. The audience will be engaged by listening to a sample radio advertisement and viewing samples of promotional items

---

**CONNECTIONS: ATTRACTING DISTANCE LEARNING FACULTY AND STUDENTS TO  
ONLINE ACADEMIC RESOURCES, I.E. SMARTHINKING.COM**

---

**Presenters:** Regis M. Gilman, Western Carolina University; Danny Clark, Smarthinking.com

As a follow-up to the 2008 research study of all online learners, WCU contracted with Smarthinking.com to provide access to academic support and tutoring to all distance learners, i.e. online; off-campus, and at the regional campuses of Western Carolina University. This session presented the resources of Smarthinking.com, the evolution of usage and the intentional strategies that engaged faculty and students in the use of this web-based tutoring resource.

The session began with an overview of the research developed by the Division of Educational Outreach and the Coulter Faculty Center at Western Carolina University. The Online Student Survey assessed “online student” perceptions of 1) rigor and quality in online instruction and 2) access, advisement, and preparation for success in utilizing new or different computer mediated instructional methodologies.

The decision to partner with Smarthinking.com began as an effort to address both anecdotal reports and the findings of the 2008 survey of all online students at the university. The research, developed by the Division of Educational Outreach and the Coulter Faculty Center at Western Carolina University identified experiences online students had with online or mediated instruction; the variety of instructional tools and the rigor of the academic environment in which they found themselves (see ACHE Proceedings – 2009 – “Online learners: Who they are, What they Need, How they learn, How we teach.”) In that survey, open-ended responses were solicited regarding 1) examples of positive learning experiences; 2) steepest challenges to participating in an online learning environment; and 3) suggestions for improving learning experiences in online courses.

A brief overview of the survey results findings with respect to academic support is provided below. To request the complete survey and findings please contact Dr. Gilman.

*What they needed:*

*Writing Center assistance available to online learners?*

72.3% of respondents were aware of the Writing Center as a resource through instructor syllabus (58.8%); through enrollment in the University Experience orientation course; through a link provided in their online course; through their

own investigation; or through course requirement. *The services of the writing center were spread thin, across both resident campus and distance – undergraduate and graduate with response time often exceeding one week.*

*University Library resources for online learners?*

86.7% of respondents were aware of online library resources provided by the university. Respondents indicated knowledge of these resources through enrollment in online courses; enrollment in the University Experience orientation course; the Hunter Library website; general exploration/investigation of the WCU website; or through student referral. *The research findings provided another touch point – librarians providing information.*

*Advisement – Which office/unit have you contacted to receive information on the appropriate courses for enrollment, i.e. academic advisement? Most students indicated their academic department, followed by the Graduate School (31.5%), undergraduate Advising Center (27.6%); Registrar’s Office (18.0% - visiting/transient students); Office of Admissions; One Stop Center (12.9%); Division of Educational Outreach (10%). Distance and Off-Campus program directors were invited to participate in online seminars provided by Smarthinking.com to better understand the academic support available to their students. Since program directors are the primary advisors for distance and off-campus programs, this served as an important tactic is spreading the word.*

*Rigor and Quality of Online Learning*

Respondents were asked to compare the **average amount of reading required** in their online courses, to their average face-to-face courses: 3% indicated “not as much” reading required. 73% responded the “same amount” of required reading (with 69% scoring 3 or 4 on the 5 point likert scale); 24% indicated “much more.” *The findings were used in securing support from the office of the provost to support the Smarthinking.com resource.*

Respondents then compared the **level or academic rigor** in their online courses to their traditional face-to-face courses: 1.5% indicated “much less difficult,” 86.5% answered within “the same” range (with 82% scoring 3 or 4 on the 5 point likert scale), 12% indicated much more difficult. *The findings were used in securing support from the office of the provost to support the Smarthinking.com resource*

Respondents were asked to **compare time demands (study preparation)** in their online courses to that experienced in face-to-face courses: One percent indicated must less preparation required; 77% answered with “the same” range (with 72% scoring 3 or 4 on the 5 point likert scale), and 22% indicating ‘much more study/preparation required. *The findings were used in securing support from the office of the provost to support the Smarthinking.com resource*

*Instructional methods* included (in order of usage) Discussion Boards, email, text based content, power point presentations, audio, video, text chat, voice chat, virtual



teams, podcasting, wiki/blogs, and simulations. Utilizing a likert scale, respondents indicated Email most useful (3.5), followed by Discussion Boards (3.4) Power point (3.3), Test-Based - primarily reading of content, and Video (3.2), Text Chat and Audio (3.0), Voice Chat (2.9), Podcasts (2.7), Virtual Teams (2.6), Wiki/Blog (2.3), Simulations-Avatars, Gaming (2.2). *The findings were used in securing support from the office of the provost to support the Smarthinking.com resource. This information was also shared with Smarthinking.com to provide a base of student preparedness and use of instructional methodologies.*

Initially the administration of Smarthinking.com was housed with the campus Writing Center. After the first year, administration was moved to Educational Outreach - providing centralized support to students enrolling in courses not offered on the main campus. Campus based faculty workshops are offered, as well as Smarthinking.com's monthly live webinars for faculty. A kiosk has been built on the WCU Island in second life to increase awareness and use of the resource. The ***Smarthinking @ WCU*** website provides detailed information on the academic resource and contains links to the Faculty and Student handbooks.

During the session, Mr. Clark provided a comprehensive overview of the academic support structure of Smarthinking.com

It is important to note that it has only been in the last several months that usage has picked up. The tireless work of staff in Distance Learning, reminders to faculty, and faculty reminders to students have seen significant results. Initially, students did not believe that the tutoring support was actually free, and if it was, how could it be of value? It has taken several years, but the word is out. Faculty now regularly add the ***Smarthinking @ WCU*** link to their course syllabi, with many requiring log-in during the first three weeks of the academic term. There are links of the ***Smarthinking @ WCU*** website off the Distance Learning and Academic Success Center websites. Targeted and 'timed' emails from Distance Learning and WCU Programs in Asheville (graduate) remind students of the resource. These reminders have been extremely helpful, as has the use of social networking Distance Learning facebook page. Another helpful strategy was to actually advise students to look for either WCU "SMART hinking.com" or "smarThinking.com"

Findings of the 2010 study of awareness, and utilization will be used to better understand the impact of this resource in the online course environments, and will demonstrate the value to students and to faculty of having online academic support available.

---

## FACTORS RELEVANT TO THE ESTABLISHMENT OF ONLINE LEARNING PROGRAMS

---

**Presenter:** Raymond Campbell, The Agile Consulting Group

The extent to which the core factors responsible for successful or unsuccessful online learning programs are known, practiced or avoided by many online professionals remains a question. A synthesis of the literature on the factors relevant to the establishment of online learning programs as well as interactive dialogue about these factors will help to ensure that educators carefully consider the factors that contribute to both successful and unsuccessful online learning program efforts.

---

## CULTURALLY ADAPTIVE ANDRAGOGY: THROUGH THE LENS OF TEACHING TO NON-TRADITIONAL ASIAN STUDENTS

---

**Presenter:** M. Graeme Armstrong, Upper Iowa University

This purpose of this case study is to review non-traditional learner needs among Asian students and contrast this with best practice used among non-traditional learners in western learning institutions. The literature acknowledges an apparent paradox between the cultural systems of Asia and the West and the teaching and learning styles they promote (Tucker & Reynolds, 2006). Using a case study approach the presenter draws upon personal experiences from a recent assignment in Hong Kong in 2010 teaching to a diverse non-traditional student population at an Upper Iowa University learning center.

Wilkins (2008) study on andragogy focused in particular on Hong Kong students, describing how learners arrive at college with an educational background which is Hong Kong Chinese traditional and built around a pre-tertiary pedagogical approach. The study results indicate that the students often times have difficulties arising from the challenge of adapting their learning styles with college curriculum and content. Robertson appreciated how this perspective can be timeless and in many cases apply to adult education in the multicultural world (2002). The presentation approaches the topic through the perspective that the main purpose of education is to prepare an individual to function effectively in his or her environment (Albert & Triandis, 1985). Non-traditional students studying to function in their own environment may need to adapt their own unique ways of knowing to function effectively. Hofstede recognized many cultural challenges in his work understanding Asian societies (1986), and through this framework the presenter will show:

- How the established principles of andragogy can be adapted and applied in the classroom when teaching a diverse student body at an Asian campus
- How pre-class preparation, classroom management, in-class assignments, and assessment of learning and student interactions can be supportive of Asian learners
- How language barriers and social protocols can be understood to promote learning using varied teaching tools and strategies

Large areas of the coursework were highly successful and many non-traditional learners improved dramatically over the duration of the course. The opportunity to reflect and act on feedback from the students, while always being conscious of the cultural framework within which they worked supported this success. Recognizing those cultural needs in the classroom can enable us to fully engage Asian students. By applying culturally adaptive andragogy our faculty can be empathetic and supportive to international non-traditional learners. This case study could have application for administrators serving a diverse student body; looking to develop a sense of inclusiveness among their adult student community and also for faculty contemplating teaching opportunities abroad.

## References

- Albert, R.D. & Triandis, H.C. (1985). Intercultural education for multicultural societies. *International Journal of International Relations*, 9, 319-337
- Hofstede, G. (1986). Cultural differences in teaching and learning. *International Journal of Intercultural Relations*, 10, 302-320.
- Tucker, R. & Ang, S. (2007). *The Academic Acclimatization Difficulties of International Students of the Built Environment*. Paper presented at the 40<sup>th</sup> Annual Conference of the Architectural Science Association ANZAScA. Wellington, NZ.
- Wilkins, G. (2008). *An investigation into the relationship between Andragogy and Hong Kong Students approaches to Learning in performing arts education*. (Doctoral Dissertation). University of Leicester, UK.

---

### PREPARING LEARNERS FOR AN UNSCRIPTED FUTURE: ANDRAGOGICAL VALUES FOR TRANSFORMATIVE TIMES

---

**Presenter:** Amber Dailey-Hebert, Park University

Our rapidly changing world and the global workplace we now occupy are changing at an exponential rate. Emergent technologies, globalization, ethical leadership, and the skills needed to navigate these areas demand a paradigm shift in how we educate and what we teach. Participants in this session will gain an understanding of the factors contributing to our transformative times and will explore the andragogical values needed in higher education to provide our learners with transferable skills for the uncertain future.

Although our economic, environmental, governmental and societal structures are changing drastically, higher education has been slow to accommodate such change. As educators, it is imperative to identify the andragogical values and transferable skills needed for our learners to be successful in the global marketplace. This session will explore 1) factors contributing to transformative times and the implications for us, as educators and learners; 2) the unscripted future and how it impacts career planning; and 3) the andragogical values and dispositions needed to support our learners during times of change and uncertainty. These primary topics draw on the work of Thomas Friedman (2006) regarding transformative times and globalization; the work of Laurie DiPadova-Stocks (2008) regarding the 'Unscripted Future', Edgar Schein's leadership competencies (2006), and service-eLearning values and dispositions (Dailey-Hebert, et. al. 2008) as they translate to adult learning.

This session will include participation of the presenter and audience through lecture, small group work, video presentation, and generative problem-based work.

## References:

- Dailey-Hebert, A., Donnelly-Sallee, E., DiPadova-Stocks, L.N. (2008). *Service-eLearning: Educating for citizenship*. Information Age Publishing; Charlotte, North Carolina.
- DiPadova-Stocks, L.N. (2008). Fostering social and civic responsibility by organizations and their people. In C. Wankel (Ed.), *Handbook of 21st century management*. Thousand Oaks, CA: Sage.
- Friedman, T. (2006). *The world is flat: A brief history of the twenty-first century*. Farrar, Strauss, and Giroux Publishing.
- Schein, Edgar H. "Leadership Competencies: A Provocative New Look" in *The Leader of the Future: Visions, strategies, and practices for a new era*, ed. Frances Hesselbein and Marshall Goldsmith. San Francisco: Jossey Bass. 2006. pp. 255-264.

---

### ACHIEVING THE NATIONAL AGENDA: MAKING OUTREACH MEASURABLE

---

**Presenters:** Lesley Snyder, UNC-Charlotte; Tim Copeland, DemandEngine

A new national agenda to address the needs of adult learners offers tremendous opportunities for professional and continuing education units. To succeed in today's competitive, low resource education market, new approaches to outreach and enrollment productivity are required. In this presentation, learn proven strategies to measure prospective student demand, determine return-on-investment, and forecast future enrollments with confidence.

---

### STUDENTS' AND FACULTY PERSPECTIVES ON TEACHING PRESENCE, LEARNING, AND SENSE OF COMMUNITY IN ONLINE INTENSIVE COURSES: SUMMARY OF A MIXED METHODS STUDY

---

**Presenter:** Beth Laves, Western Kentucky University

This session provided an overview of a research study, giving a summarized background and theory perspective, procedures carried out, and findings and conclusions related to student and faculty perspectives of teaching presence, learning, and sense of community in online intensive courses. Online intensive courses, in this study defined as three-week courses held during an optional winter term between fall and spring semesters, are increasingly being utilized by adult learners. The online format creates access by relieving time and distance barriers and the accelerated format allows adults to move through credit programs in a timely manner without having to carry multiple classes concurrently. These types of course delivery are being used with greater frequency to accommodate students with access issues and faculty and students find that there are unique challenges and benefits. In higher education, educators are moving past the question of which is better, online or on ground, or semester-length or shortened. Now the interesting questions are, what theories or practices improve the quality of online and intensive courses, and in particular, what theories put into practice make online intensive courses better? This study was a step in furthering understanding of teaching presence and its role in learning and

sense of community in online intensive courses through the Community of Inquiry Model of Online Learning developed by Garrison, Anderson, and Archer (2000).

This presentation represented a summary of a mixed methods study using concurrent triangulation design that included quantitative and qualitative phases conducted concurrently with analysis and integration occurring after the data collection was completed. Data were collected in the quantitative phase through surveys of faculty and students in online intensive courses during one three-week winter term at a southern regional comprehensive university. Qualitative data were collected through open responses in the surveys as well as selected faculty interviews.

Data from the quantitative and qualitative phases were integrated through a generated matrix of students' and instructors' perspectives on teaching presence and its relationship to perceived learning, sense of community, and satisfaction with course length. Positive relationships were found between teaching presence and perceived learning, between teaching presence and sense of community, and teaching presence and course length.

While more research is needed in this area, the importance of teaching presence and its components (instructional design and organization, facilitated discourse, and direct instruction) was clearly indicated in the perceptions of learning and sense of community by students and instructors who participated in three-week online intensive courses. As instructors and administrators come to better understand factors that facilitate learning and improved sense of community in online learning, the benefits will show in improved course design, better retention, and improved learning.

#### Reference

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment. *Computer conferencing in higher education*, 2(2-3), 87-105.

---

### EDUCATION 2010: THE EMERGING CLASSROOM AND LEARNING SOCIETY'S NEEDS

---

**Presenters:** Amy Jordan University of Arkansas-Fort Smith; Rebecca J. Timmons, University of Arkansas-Fort Smith

Returning adult students are not returning to the classrooms they left. They might wonder, "Where's the chalk?" The classroom they left years ago, many students now discover, bears little or no resemblance to the classroom they are reentering. Returning students are too often underprepared for the online learning expectations that are now part of the academic requisites of Higher Education in 2010. This presentation compares faculty and returning student assumptions about today's online learning experiences. Conclusions point to ways that identified gaps in expectation and assumptions might be bridged.

Participating in the study were 97 students enrolled in online or hybrid junior and senior organizational leadership classes during the 2009-2010 academic year at the University of Arkansas - Fort Smith and 48 UA Fort Smith faculty who were teaching or had taught online or hybrid classes. A z-test (using  $\alpha=0.5$ ) was conducted on the survey responses. It was

found that there were significant differences in faculty and student assumptions in the following five areas: Students (1) know how to take a test online; (2) can navigate in online course-management software (BLS, Compass, WebCT, etc.); (3) know what is expected of them in an online or hybrid course; (4) have the confidence to jump into the responsibilities of online learning; and (5) have the writing and communication skills needed to communicate online.

Learning does not come without technology. Faculty must take a proactive role in communicating and clarifying expectations to students regarding academic and online performance. Students must understand that online learning is part of the emerging classroom. In identifying specific gaps, conclusions from this study point to ways that faculty and students can address needs for a new learning society.

---

### A STUDY EXAMINING FACULTY OPINIONS ABOUT TEACHING ONLINE EDUCATION COURSES

---

**Presenter:** Emily Lewis, Morgan State University

Offering distance education courses is not a new method of delivering educational programs. The first documented forms of educational programs offered at a distance used the U.S. Postal service. Currently, distance online education programs use technology as a method to deliver educational programs.

Public and private higher education institutions have embraced technology as a method for delivering academic programs. Traditional higher education institutions are known for holding to their traditional culture related to face-to-face instructional methods.

However, the pace that public and private higher education institutions are offering distance education courses is driving traditional institutions to also offer courses in an online format. One of the most important elements in the success of online programs is the faculty member's involvement. However, there is limited research about the extent to which faculty accept the new role and their levels of satisfaction teaching in a distance online environment.

The study examined levels of job satisfaction of faculty teaching in a distance online environment. This study sought to examine this issue by conducting a survey of faculty involved in offering distance education classes. A bivariate correlation and a Multiple Regression analysis with a stepwise procedure were conducted to determine levels of job satisfaction for faculty teaching in an online environment. The results indicated that faculty who had sufficient training to use their institution's online software and have extensive knowledge to facilitate distance online education courses had high levels of job satisfaction.

---

### ONLINE TRAINING INITIATIVES: WHAT ARE CORPORATE CLIENTS ASKING FOR?

---

**Presenter:** John E. Reid, JER Online (JER Group, Inc.)

JER Online has seen a number of its accredited .edu partners make the connection with corporate developed online courses that matchup specifically to a client's requirements.



Examples of such opportunities include schools like North Carolina State and the John Hancock Company; Lakeland Community College and their client Avery Dennison; Chattanooga State and Environmental Solutions Group; Truckee Community College in Nevada and Schneider Logistics. In the case of these institutions, their clients specifically asked a number of pertinent questions that required knowledgeable staff recommendations. One such consideration was in regards to establishing a branded corporate university setup that allows employees immediate and long-term access to their online courses. While Blackboard and other familiar LMS systems are typically used by .edu for instructional purposes, the Corporate Academy Option specific to workforce education may hold more promise, especially from an end user and reporting perspective. This presentation does not debate nor favor one LMS over another, but rather offers insight as to why corporate developed applications may be better suited technologies for the delivery of continuing workforce education.

---

### MEET ME IN THE EFOLIO: A NEW GATHERING PLACE FOR STUDENTS, EMPLOYERS AND FACULTY

---

**Presenter:** Scott Beadenkopf, Neumann University

Students in Neumann University's M.S. in Strategic Leadership program complete Capstone projects in which they develop a strategic plan for an organization, often for their employing institution. They work in teams or individually on the project across several terms, and build close relationships within their teams and often with the organization they study. The instructors work closely with the students but have no direct relationship with the studied institutions. Administrators in the Division of Continuing Adult and Professional Studies (CAPS), the home of the Strategic Leadership program, felt that a three-way cooperative relationship mediated by an electronic portfolio, similar to that reported by Papworth (2007) with work-placement students, could result in a more effective learning process and stronger relationships between employing institutions and the program administration. At this time, the pilot has not been completed, because the first group of students was not interested in utilizing the e-portfolio. However, we will discuss the background of the project and what we have learned from the initial stages.

Electronic portfolios have become popular tools in higher education, serving various constituencies in different ways. Because e-portfolios are available outside of courses they have become tools for longitudinal assessment, outcomes assessment and as evidence for evaluation of academic programs and institutions. For graduating students, job seekers, and career services staff, e-portfolios are extended resumes that not only list competencies but can also provide evidence of competence.

Neumann University students and staff are using e-portfolios in all of these ways. Freshmen composition students will create portfolios that will eventually hold writing samples from throughout their college career. Undergraduate juniors and seniors in journalism and education will create portfolios to assist them in reflecting on their undergraduate careers and to assist in their job searches. The CAPS Division has begun to explore the use of e-portfolios to build relationships among students, instructors and employers to foster the professional development of the employee-students. In this three-way relationship, the student would build the portfolio, contributing academic work (artifacts) and reflection; the

instructor might certify grades and add further reflection; and the employer would add insights based on his/her knowledge of the employee and the needs of the employing institution.

Neumann University uses eFolioPA, based on the Avenet eFolio platform, as the electronic portfolio provider. Accounts on eFolioPA are free to Pennsylvania residents and for students and staff at Pennsylvania schools, funded by the Pennsylvania Department of Labor and Industry. As a sponsor institution Neumann can perform very basic queries on members of the Neumann group and subgroups, and can access additional information from portfolio owners who give explicit permission. When creating their portfolio accounts, students establish a relationship directly with the provider and only secondarily with the University.

E-portfolio information was presented to students in a Strategic Leadership cohort in its sixth of nine courses in the Master's program. Students in the program are not required to have e-portfolio accounts, and our hope was that they would participate voluntarily. At this time, none of the members of the cohort have enrolled in eFolioPA. In a follow-up meeting and survey, we explored the reasons for this. Six of nine respondents cited lack of interest and two cited security concerns. When we discussed with the cohort how they would feel about sharing details of their work online with their employer, several students voiced strong discomfort with this. One student commented that even though the supervisors were supportive of her professional development, she felt that they could read something in her work that would result in her dismissal. One team did express interest in working with their sponsoring institution and instructor in a three-way e-portfolio relationship. The sponsoring body was an institution where none of the students were employed. We speculate that the current economic climate and feelings of job insecurity are reflected in the attitudes of these students.

Neumann is just at the beginning of its implementation of the electronic portfolio, and we will continue to develop the model for integrating an electronic portfolio into its adult and graduate programs. Of particular interest to the Strategic Leadership program is the incorporation of the two, primary, comprehensive student products into the e-portfolio. The first, discussed above, is the Capstone Service Research Paper, similar in some ways to a Master's thesis. The other is the Individual Reflective Portfolio (IRP), which includes a compilation of the student's work across the entire nine-course curriculum. The IRP contains a sample paper from each course, along with addendums such as a personal goals statement and a professional resume. The electronic portfolio seems ideally suited for this.

As we develop the e-portfolio model for the CAPS programs, we hope to develop guidelines to prevent the portfolios from being merely collections of "stuff," as Batson (2010) warns of, and instead be records of an intentional growth of competencies. The combination of a longitudinal structured record of competencies with a tool that allows for student, instructor and mentor reflection is attractive and one that we believe will bear fruit.

## **Bibliography**

Batson, Trent. (2010) Reviewers Unhappy with Portfolio 'Stuff' Demand Evidence, Campus Technology, Viewpoint, October 6, 2010, available at:



<http://campustechnology.com/articles/2010/10/06/reviewers-unhappy-with-portfolio-stuff-demand-evidence.aspx> (accessed October 6, 2010).

Papworth, Rose. (2007) Using e-Learning to Help Employers Contribute to Work Placements, *ITALICS: Innovations in Teaching & Learning in Information & Computer Sciences*, May2007, Vol. 6 Issue 2, p38-51, available at: <http://www.ics.heacademy.ac.uk/italics/vol6iss2.htm> (accessed October 6, 2010).

Yancey, K.B., (2009) Electronic Portfolios a Decade into the Twenty-first Century: What We Know, What We Need to Know, Peer Review, Winter2009, Vol. 11 Issue 1, p28-32.

---

## SUCCESS FOR VETERANS: MODELS OF BEST PRACTICE

---

**Presenters:** Roxanne M. Gonzales, Park University; Wakisha Briggs, Park University; Stephen Terry, Park University

Park University began its relationship with the United States Military in the early 1940's and has been selected as one of *Military Advanced Education's* Top 20 Military Friendly Colleges and Universities. In naming the University to the list published December 2008, the magazine described Park's academic programs as "innovative" and "steeped in excellence." Park University currently serves over 15,000 military students at 42 campus centers and online. The University's reputation is also established in the military higher education community, as evidenced by its memberships in the National Association of Institutions for Military Education Services (NAIMES), the Servicemembers Opportunity Colleges (SOC), and the Council of College and Military Educators (CCME). Park University has many areas of excellence which, when taken together, form a strong framework for supporting and further developing services offered to current servicemembers, veterans, and military families.

The American Council on Education (ACE) launched the program *Severely Injured Military Veterans: Fulfilling Their Dream* (2007), with the goal "to ensure that our nation's heroes receive full support of the higher education community by providing assistance to both service members and their families as they transition to civilian life" (ACE, 2007, p.1). ACE is working with higher education institutions and the Veterans Upward Bound (VUB) program to offer academic advising, access to distance learning programs and adult/military friendly institutions, and assisting with the application and financial aid process. In addition, ACE is asking institutions to identify a person at the campus to be a "champion" for the military veteran.

To better serve veterans, Park was awarded the *Success for Veterans* grant from the American Council on Education and Wal-Mart Foundation. In preparing for the *Success for Veterans* program, Park leadership conducted literature reviews (Cockerell, 2007; DiRamio et al., 2008; Runmann, 2006; etc.), met with various military leaders and veterans' groups, talked with veteran students, benchmarked other institutions' programs, and toured wounded warrior regiments at different locations across the country. Park University and the *Success for Veterans* program sought to fill the gap identified through three distinct approaches: 1) develop a series of online transition courses, 2) train faculty and staff on

veterans' issues, and 3) develop best practices for serving veterans in the classroom with a focus on online learning environments.

In the first approach, Park University has utilized grant funds to develop two online courses: CDL100: Orientation to Learning & Life Skills and CA 105: Introduction to Human Communication. These two courses have been paired with three existing courses, FI 201: Personal Financial Management, EN 105: First Year Writing Seminar, and LS 215: Selected Topics in Humanities: Critical Thinking. The combination of all five courses constitutes the veterans transition course series. This series has followed the model established by other institutions that serve veterans in a more traditional face-to-face format. To better aid veteran students in the transition process, the University has offered CDL 100 free of charge to incoming veteran students. The University has utilized grant funds to supplement technology fees, instructor cost, and basic course materials. CDL 100 has been offered up to five times per year, with a maximum class size of 15 students.

The second approach includes the training of faculty and staff. *Success for Veteran* grant funds have been used for the development of training webinars that have been conducted by content experts in the field of veteran's affairs with assistance from Park University's Center for Excellence in Teaching and Learning (CETL). Training webinars have been offered to Park University faculty and staff at each of the University's 42 campus centers and have been made available to other institutions of higher learning through partnership with the Association for Continuing Higher Education (ACHE). CETL, in conjunction with Park Distance Learning, has organized the training webinars while ACHE has been responsible for marketing and registration for the national sessions.

The final approach includes the development of best practices and dissemination of information. Best practices have been identified through assessment of the transition courses and the effectiveness of faculty and staff training, and in the case of the latter, have been informed by surveys completed both before and after training sessions. As best practices continue to be identified, grant funds will be used to conduct additional series of webinars, first for Park University campus centers, and then for other organizations through the University's partnership with ACHE.

The direct impact of the *Success for Veterans* program will be the increase in retention/graduation rates for student veterans. The program reaches populations including; incoming veteran cohorts completing the transition course series, Park University faculty and staff, and the University's current veteran and soon-to-be veteran students. Park University is confident that the results of this program will also create awareness about veteran issues among the entire Park student body, as well as other colleges and universities across the nation. The services provided through the *Success for Veterans* program will have an immediate and ongoing impact on veterans transitioning to higher education.

## **Lessons Learned**

### *Student Issues*

- Student engagement is criterion for success

- Those students who have not engaged in online classroom discussions, instructor led lectures, or class projects have not been as likely to finish the program successfully as were their active counterparts.
- Furthermore, those students who have not expressed interest in degree completion have not been as likely as their counterparts who have identified an intended degree program.
- Students face difficulty in returning to an educational environment and dealing with unfamiliar content and practice patterns.
  - Some experienced significant life events and elected to drop out of the program. Some students have also expressed that while they do not prefer online courses, the flexibility of online provides the best opportunity for success.
- Veterans not interested in a non-credit “free course”
  - According to the Post-9/11 GI Bill, in order for a student to receive his/her basic allowance for housing (BAH) the student must be enrolled in credit bearing courses that count toward degree completion.
- Computer literacy is a criterion for student success
  - Some of individuals in the first class became frustrated when required to use computer skills that went beyond those typically required in the everyday setting. Students were expected to prepare PowerPoint presentations, to initiate data searches, and to access documents from the World Wide Web. Though future distance learners can reasonably be expected to be more at ease with computer use, it should be remembered that a somewhat different skill set is required for academic presentations and completion of course work online.

### *Institutional Training*

- Training by use of webinars has been highly successful
  - Four such trainings have been accomplished to date;
    - *From the Battlefield to the Classroom: Facilitating Military and Veteran Student Transitions to Campus*
    - *Is Park University Military-Friendly? Understanding the Military Student Markets*
    - *Perspectives on PTSD: Working with Students living with Trauma (2)*
- Future information should be disseminated in following ways:
  - Create a Park University webpage devoted to student veterans

- Establish links to other student veteran support websites
- Publish program evaluation results in peer reviewed journals
- Present program evaluation results at professional conferences
- Encourage University faculty and staff to provide outreach to student veteran organizations, informing them about the enhanced support services
- Ongoing training and dissemination of current research regarding service to veteran students for Academic Directors at 37 military installations, 5 times per year

### *Program Innovations*

- Faculty members should be constantly reviewing content and, if necessary, making modifications
  - Faculty members also make ongoing use of student feedback.
- Recruit faculty who are veteran servicemembers to teach courses
  - As part of the *Success for Veterans* collaboration, Park University agreed to have only faculty who have a military background serve as instructor for the five transition courses.
- Program director
  - It has proven evident that a program director with a military and education background is vital to the success of this program.
  - This individual will be responsible for course coordination, recruitment, program management, and site-based mentoring.
- Those designing and implementing curricula should be prepared to critique and grow with new technology and resources.
  - Park's faculty members have made increasing use of World Wide Web-based materials to support and enhance instruction while reducing administrative costs.
  - Students used chat rooms, discussion boards, and online portals to work on individual projects, took part in Internet-based instruction, and initiated their own discussion among peers. Materials needed were all posted on the World Wide Web and course site.

## References

- American Council on Education (2007, November 9). Severely injured military veterans: Fulfilling their dreams. *ACE Project Report*.
- Cockerell, P. (2007). *New efforts strengthen Pentagon's aid to severely injured troops*. Retrieved September 28, 2009. <http://www.ameriforce.net>.
- DiRamio, D., Ackerman, R., & Mitchell, R. L. (2008). From combat to campus: Voices of student-veterans. *NASPA Journal*, 45(1), Art. 5. Retrieved September 23, 2009, from <http://publications.naspa.org/naspajournal/vol45/iss1/art5>.
- Rumann, C. B. (2006). *The college experience of a returning student following military deployment to a war zone: A process of transition*. Poster presented at the Thirteenth National Conference on Students in Transition, St. Louis, MO.

---

### THE BENEFITS OF DUAL ENROLLMENT: A PARTNERSHIP BETWEEN A HIGH SCHOOL IN NORTHEAST TENNESSEE AND AN EXTENDED UNIVERSITY CAMPUS

---

**Presenter:** Lisa Elliott, East Tennessee State University at Kingsport

A culminating project in a Master of Arts in Liberal Studies program provides insight into a dual enrollment partnership that exists between an extended campus of East Tennessee State University and an area high school. Each semester this high school accounts for a significant percentage of the total dual enrollment population at the university. This presentation describes the benefits associated with participation in dual enrollment, including student successes, experiences, attitudes, influences, and obstacles.

---

### CHEATING CONFRONTS CONTINUING EDUCATION—IS [IT] THE SAME STUDENT?

---

**Presenters:** Jeff E. Hoyt, Brigham Young University; Scott L. Howell, Brigham Young University, Von Pittman, University of Missouri; Don Sorensen, Caveon Test Security

In the recent reauthorization of the Higher Education Act, the question “*Is it the same student?*” was codified into a challenging expectation for continuing educators. Recent reports show that half or more of college students have cheated on their academic work in the past year (McCabe, 2009; College Humor.com, 2009), which includes having student impersonators take exams and complete academic work.

Some preventive measures are more sophisticated than others. Ways to verify student identity entails such techniques as use of student identification cards, secure logins, digital photos, fingerprinting, challenge questions, palm vein or retinal scanning, and assessment of keystroke patterns.

Some of the most common ways undergraduates cheat include collaboration when individual effort is required by the instructor (42%), plagiarism (38%), learning what is on a test from others who have taken it (33%), fabricating or falsifying lab data (19%), using a

false excuse to delay a test (16%), copying from another student during an exam (11%); along with less common but more flagrant violations (turning in work done by others 7%, using an electronic device as an unauthorized aid during an exam 5%, or obtaining a paper from a paper mill 3%) (McCabe, 2005).

Ways to prevent these kind of cheating practices are the use of proctored exams, numbering and monitoring of exams, observation, seating charts, control of items brought in the testing center, use of alternative test forms, computer adaptive/randomized testing, signal detectors, cheat resistant computers, web crawling services to detect disclosed test data, plagiarism software, among other techniques.

The presentation highlights cheating incidents by showing videos of major profile cases of cheating that made national headlines, bringing home the importance of higher educators being up-to-date on the more sophisticated methods students use to cheat today. Higher education institutions need to maintain a culture of integrity on campus and establish clear policies and procedures for dealing with academic dishonesty. Institutions may also implement an honor system and require signed pledges from its student body. With changes in technology and emergence of the Web, higher education administrators will continue to struggle with enforcing academic integrity to protect their reputation and the value of their academic degrees awarded to graduates.

---

### THUGS, MERCENARIES & COMMITTEES: TAPPING OUTSIDE PROFESSIONALS TO COORDINATE PROGRAMS FOR YOU

---

**Presenters:** Susan F. Fouts, Western Carolina University; Bobby R. Hensley, Western Carolina University

Most continuing education departments are stretched to the limit in terms of personnel. The unsung victims of this situation are those occasional epiphanies of new program ideas that are too frequently squashed by the realization of the time and expertise it would take to develop them.

As the entrepreneurs of academia, we in continuing education are accustomed to going out and finding qualified teachers for workshops and non-credit classes, but have we given any thought to using independent contractors to actually develop programs for us? Some would shudder at this notion, fearing a loss of control and academic integrity. But to those who know what they're doing (and what they're looking for), it is a proven way to reach new markets, increase revenue, and grow your non-credit catalog.

The rough economy has left many very competent professionals searching for new opportunities. Some are very willing to do the legwork, make the contacts, find quality instructors and help put together a great program for you – even if they're not the ones actually teaching. Because they work in the profession, they will undoubtedly know the audience better than you.

This presentation examines the successes (and failures) of a small continuing education department who tapped independent contractors and steering committees to guide and develop highly lucrative programs.

There are, of course, several legal considerations involved and a good contract outlining roles and responsibilities is an absolute must. We will begin by discussing why this approach is a good tactic in today's economic times. Then we'll talk about pitfalls to avoid, discuss employment implications, and share various compensation models. Sample contact drafts are available by contacting the presenters.

#### *Who are these professional "hired guns?"*

- Working professionals who have a solid reputation within in their professional communities
- Individuals who have a passion for education and advancement of the topic – though not necessarily teachers themselves.
- They are (and must be):
  - Well-versed
  - Well-connected
  - Well-respected
  - And Well-motivated

#### *Why would a professional be interested in doing this?*

- Economic times/need
- Earn extra money
- Professional recognition
- Enjoys teaching
- Sense of giving back
- Networking

#### *Advantages*

- Allows you to meet the needs of a previously untapped, highly specific or niche population without getting bogged down in curriculum development.
- The professional will already know the learning needs of the target population
- The professional MAY be able to attract registrants on his/her own personal reputation
- Familiarity with industry trends, changes and current topics
- Real-world professionals with current practical knowledge

#### *Dangers*

- Misunderstanding of roles and responsibilities
- Contracting on your behalf (acting as an agent).
- Lack of knowledge of college procedures
- "Going Rogue"

### *Compensation Models*

There are several compensation models you should consider when employing independent contractors as program coordinators.

1. Fixed rate
2. Percentage
3. Sliding Scale
4. Profit Sharing
5. Other Benefit

Regardless of which model is used, the terms of compensation should be spelled out clearly in the contract or letter of agreement signed by the coordinator.

### *Working with Steering Committees*

Things to consider

- Establish charter and rules of order
- Clearly define roles and expectations
- Determine how & how often new members are added
- Determine how often the committee meets and how expenses are handled
- Holding to fixed schedule and timetable
- Compensation or perks of service
- Limits to accountability

This presentation will conclude with a detailed example of how this strategy can be both dangerous and highly successful.

---

### GRADUATE! PHILADELPHIA: PROMOTING ADULT DEGREE COMPLETION LOCALLY AND REGIONALLY

---

**Presenter:** Erin Walsh, Neumann University (2010 ACHE Research Grant Winner)

Raising postsecondary degree completion rates is a national priority and many states have adult degree completion programs that are designed to increase the number of adult residents with a college degree. However, no known study examines how the information and services offered by adult degree completion programs affect adults' postsecondary reentry decisions. This case study addresses this knowledge gap by examining how the information and services provided by one adult degree completion program affect adults' college reentry decisions.

---

### CREATING USE OF TECHNOLOGY AWARD WINNER – THE BEST PRACTICES INSTITUTE: CREATING DEVELOPMENT ON DEMAND WITH EMERGENT TECHNOLOGIES

---

**Presenter:** Amber Dailey-Hebert, Park University



The Best Practices Institute, under the aegis of the Center for Excellence in Teaching and Learning at Park University, offers easily accessible, self-paced online modules on teaching and learning topics relevant to higher education faculty. The Institute reflects the university's commitment to academic excellence by supporting faculty development in continuous innovation and synthesis through active learning and reflection.

---

OLDER ADULT MODEL PROGRAM AWARD – OSHER LIFELONG LEARNING  
INSTITUTE AT STONY BROOK UNIVERSITY

---

**Presenter:** Janet S. McLean, Stony Brook University

From the inception with 35 members, the Stony Brook University Osher Lifelong Learning Institute has grown to 773 members at the start of the 2009-2010 academic year, participating in an ever-changing menu of over 150 plus workshops. Future expansion plans includes outreach programs to local senior residential retirement centers and the possibility of an expanded satellite program at the new Stony Brook University, Southampton campus.

---

UNDERSERVED POPULATION AWARD WINNER – ELEMENTARY EDUCATION  
ACCESSUS PROGRAM

---

**Presenter:** Amanda Morales, Kansas State University

The AccessUS program provided an alternative for students to complete their degrees and move into a professional career. The individual support provided to the students through face-to-face and electronic contact in conjunction with consistent interaction and follow-up encouraged the students to complete their goals.

## PART FOUR: ROUNDTABLES

---

### A STRATEGIC COLLABORATION: CORPORATE/COLLEGE PARTNERSHIPS

---

**Presenters:** Sylvia G. Hamilton, Thomas Edison State College; Mary Ellen Caro, Thomas Edison State College

Corporations are turning to colleges and universities to help them meet the emerging needs for employee training and workforce development. Corporations are realizing the benefits of aligning employee training and workforce development programs with job competencies and strategic business goals. Increasingly, corporations are seeking academic partners who can provide relevant curriculum and flexible programs for their employees.

These dynamics have created an interesting marketplace of supply and demand of higher education, with associated benefits for both the corporate and academic partner. The partnership continuum ranges from preferred education providers who provide discounted tuition to employees and their families, to complex partnerships that involve curriculum development and a significant investment of resources by the partners.

Academic institutions who can meet the corporation's needs have the opportunity to be a major partner in providing academic programs that align with a corporation's strategic business goals. Through partnerships with corporations, the academic institution can access 1) increased student enrollments and revenue; 2) funding for program development and 3) industry experts and 4) enhanced branding and image.

Finding the right corporate partner and forming a mutually beneficial alliance is essential. Applying the appropriate selection criteria will facilitate the development of a successful partnership. The keys to success include a 1) senior level commitment to the partnership 2) strategic and cultural fit between partners 3) designated 'champions' and 4) willingness to collaborate and learn from each other.

Academic institutions who want to partner should provide academic programs and services to meet the needs of working adults and demonstrate a willingness to customize academic programs. Additionally, the academic institution should provide flexible methods of earning college credit including generous transfer policies and credit for college-level knowledge acquired outside of the classroom.

An example of a successful partnership is the relationship between UPS and Thomas Edison State College. Thomas Edison State College ([www.tesc.edu](http://www.tesc.edu)) is recognized as one of the pioneers in adult learning, having been chartered by the State of New Jersey explicitly for the higher education of adults. UPS ([www.ups.com](http://www.ups.com)) is the world's largest package delivery company and a leading global provider of specialized transportation and logistics services.

In support of UPS's strategic objective for global workforce development, Thomas Edison State College (TESC) entered into a unique partnership in 2006 to maximize employees learning and UPS's tuition assistance program.

UPS selected TESC to offer degree and certificate programs to develop the company's workforce and the next generation of leaders. UPS and TESC developed a customized undergraduate certificate in Operations Management designed to promote professional advancement within the company. The 18-credit certificate has a strong focus on organizational leadership and business administration. It transitions seamlessly into the existing Bachelor of Science in Business Administration degree in Operations Management. An employee of UPS may use the company's tuition assistance program to complete a degree or certificate program offered by the College at the undergraduate and graduate level.

In support of the partnership, TESC developed customized marketing materials. Learner Services support staff at were trained on the program so that they could answer employees' questions and provide academic advising. In addition, TESC staff conducts information sessions at selected UPS facilities.

UPS designed and implemented an employee satisfaction survey to assess aspects of tuition assistance, including satisfaction with TESC's learner support processes and academic programs. The initial survey yielded results demonstrating TESC as the highest rated academic provider to UPS.

The partnership was recognized by Corporate University Xchange at its 10<sup>th</sup> Annual Awards for Excellence and Innovation. UPS received the Exemplary Practice award in the category of Corporate/College Partnerships.

The partnership between Thomas Edison State College and UPS partnership is a strategic collaboration whose success is driven by a shared vision for the partnership and open communications and collaboration.

---

## WRITING FOR PUBLICATION

---

**Presenters:** Barbara Hanniford, Cleveland State University; James Broomall, University of Delaware

Among adult and continuing educators the word "praxis" has special meaning. For us, it is the dynamic intersection between educational theory and practice; and, it demonstrates their symbiotic richness. Informed practice requires a conceptual framework for its application. Scholarship provides this, and guides the evolution of continuing higher education among its "reflective practitioners." In writing for publication we can each provide intellectual leadership to the field, and support changes in professional practice.

In *The Work of Writing* Elizabeth Rankin suggests "contributing to the professional conversation." The peer review process of the *Journal of Continuing Higher Education* engages you in this "conversation" with colleagues from among the professoriate and other continuing higher education organizations. While acceptance of your article is, of course, the final end, the process itself is a means to professional development.

*Where Do I Begin?*

Staring at a blank screen can be daunting. But, continuing educators have never been shy about expressing our ideas. Writing is simply a more formal medium than presenting at a conference or serving on a panel. First, identify a topic of interest to you. Sources can range from an especially interesting or vexing project you have completed or research you have done in a given area. Then, determine a publication whose readership will resonate with your topic.

Academic and professional journals provide manuscript guidelines to facilitate the submission process. Focus on their suggestions for types of articles, any recommendations for research methods, and maximum length. Then, determine the fundamental purpose of your piece (e.g. to inform, to persuade, to suggest future investigation) and your primary audience. The JCHE has three major categories for its publication: 1) major articles, 2) best practices and 3) opinion pieces. Major articles tend to be conceptual or based in quantitative or qualitative research. “Best Practice” manuscripts are descriptive generally of a successful administrative or program application in a specific setting. Opinion pieces offer a vantage point on an issue of some ambiguity or controversy in continuing higher education.

#### *Organization - Major Articles*

While writing approaches vary with the type of manuscript being prepared, certain standards will help. An introduction should provide a conceptual framework that introduces the topic with attention to its purpose and place in the broader context of the field. Next, articulate the problem to be addressed with attention to its relevance. The literature review demonstrates the foundation on which your work is built, and may consider gaps or shortcomings. Clearly articulate the methodology employed for your work, with attention to the process and its limitations. This is particularly relevant to quantitative or empirical research. In a more qualitative study, focus on the underlying epistemology or theoretical rationale. Presentation of findings will also be affected by the methods employed. In quantitative research, findings are presented through graphic means like tables and illustrations. In qualitative research, the presentation will be more discursive. The discussion section amplifies your findings and relates them to the literature previously reviewed. Conclusions and implications are vital in the *JCHE* articles. Here, you must answer the “so what?” question. How does your work inform, enhance, or alter professional practice? What changes does it suggest for continuing higher education leadership, program development, learner services, or assessment? Finally, suggestions for further study will recognize the limitations of your research as well as the implications for other settings. Readers want to know what worked and what failed to inform their practice after reading the manuscript.

#### *Organization - “Best Practices”*

Manuscripts here are intended to describe a technique or program that met its purpose. While less attention need be paid to methods, contextualize your “best practice” through a literature review. Provide a statement of the problem your practice addresses, and then describe the solution. Discuss implications with attention to how the practice is

replicable and any potential research questions it suggests. Finally, summarize the “lessons learned” in a concise way.

### *Clear Writing*

Reviewers and editors will evaluate both your manuscript’s mechanics and content. A few suggestions for clear writing are outlined here.

- Write in a simple and clear manner.
- Avoid jargon and clichés
- Write in the active voice
- Follow the conventions, writing style, and style manual of the journal to which your manuscript is submitted
- Edit for syntax, grammar and punctuation
- Have a colleague read the manuscript before submitting it

### *Manuscript Submission*

Attend to the manuscript guidelines for the journal when ready to submit your manuscript. The sixth edition of the *Publication Manual of the American Psychological Association* is used by the *JCHE*; review timeline is 60 days. Review is done “blind” so the reviewers do not know the article’s author. Criteria for assessment will include writing style, relevance to the readership, timeliness, contribution to the field, organization, research quality and organization; in sum, these lead to an overall rating. Other journals in education and the social sciences follow similar standards.

For the *JCHE* reviewers can recommend “accept as is,” “accept with revisions,” “revise and resubmit,” or “reject.” Use an outcome of “reject” or “revise” not as a defeat, but a way to learn from the reviewers’ comments. If they are well incorporated in the revised manuscript and you have a chance to resubmit, do it! Include a cover letter which addresses how you responded to the reviewer comments, and reference any suggestions from the editor.

### *Resources*

Former editor Donna Queeney’s message in the Spring 1996 edition of the *JCHE* informs this summary and expands upon it.

You might also review Elizabeth Rankin’s *Work of Writing, Writing for Publication* by Kenneth Henson, and two long-time classics, Strunk and White’s *Elements of Style* and Flesh’s *How to Write, Speak and Think More Effectively*. These will be of great assistance in your writing for publication.

For more information on submitting a manuscript to the *JCHE* contact Jim Broomall, Division of Professional and Continuing Studies, University of Delaware, Room 214 John M. Clayton Hall, Newark, DE, 19716-7410 or via email at [jbroom@udel.edu](mailto:jbroom@udel.edu).

## **Research Driven Marketing – Reaching Out In An Intentional Way**

**Presenter:** Brenda Harms, Stamats, Inc.

Utilizing Stamats national Adult Student TALK™ Research your biggest marketing questions will be explored in this session that is sure to have participants taking notes and discussing changes to the allocation of their marketing resources. What college attributes are important? Where do adults go to find out more about your programs? What really motivates their return to college? All these questions will be answered and more!

---

**RE-EVALUATING CURRICULUM TO MEET THE NEEDS OF TODAY'S ADULT  
LEARNER: BRINGING A CLEARER CAREER FOCUS TO BACHELOR'S DEGREE  
PROGRAMS**

---

**Presenter:** Laura Hendley Lee, Samford University

This presentation will examine ways in which Bachelor's Degree programs can be modified to better meet the needs of the adult learner. Specifically, ways to make the bachelor's degree more career focused and career-friendly to the adult student are examined. Marketing considerations, including identification of market segments and how to reach them, as well as how to better address the needs of the business community, will be explored.

---

**A HIGHER EDUCATION RESPONSE TO THIRD AGE LEARNERS**

---

**Presenter:** William C. Hine, Eastern Illinois University

Eastern Illinois University's School of Continuing Education established an Academy of Lifetime Learning (ALL) in 2008. The purpose of ALL was to meet the educational needs of the growing Baby Boomer Generation as they reach 50+ in age.

A baby boomer turns 50 every 18 seconds and turns 60 every 7 seconds in 2010. This session will provide a practical discussion of the Boomer as a Third Age Learner and how higher education institutions can serve this population. With tough times everywhere in higher education it is time we think about emerging markets. Boomers are certainly a powerful and growing market for continuing education to serve. This cohort will redefine the concept of retirement/work/leisure. The Boomers are the largest cohort age group in the U.S. and as a group; Boomers appreciate higher education, have more disposable income and have a sense of adventure. As a result of this group's characteristics regarding learning, lifelong learning institutes are growing on college/university campuses across the nation.

ALL established an Advisory Board and has grown to over 170 members in two years. The purpose of the Academy is to provide all community members over age 50 an outlet for their creative and educational needs. Sometimes Boomers have interests that they put on hold while working full-time, raising our children and taking care of our parents, but now it is time to learn about subjects Boomers simply did not find time to explore earlier in our lives.

ALL is here to stimulate the mind and provide opportunity to learn new skills, discuss topics of interest, explore new areas of study and just have a good time learning and sharing. The

ALL members enjoy each other's company whether attending a lecture, a workshop or a social event. Exercising one's brain in order to stay healthy emotionally and intellectually is fun. Through ALL, Eastern is reaching out to our community by sharing the great riches of campus: faculty expertise, fine arts programs and the wonderful gardens and buildings.

The Academy is a learning community in every sense of the word.

The Academy is open to anyone in the region who is age 50 or older and who has a curiosity and a desire to learn.

A one-year membership is \$35 and includes these benefits:

- Free monthly luncheon lectures
- Social events coordination
- Reduced fees for Academy events at the Doudna Fine Arts Center
- Reduced registration fees for Academy workshops, courses and tours
- Option to purchase an EIU Recreation Center membership
- Complimentary tuition to audit one EIU credit course per semester
- Members only events

In 2009 the ALL board authorized the development of a program needs analysis process/survey. In collaboration with the EIU Gerontology Program a major survey was conducted. The survey participation was 50+ individuals in a five county region surrounding the university. Below are a few survey results. A copy of the completed results can be found at: <http://www.eiu.edu/~adulded/all>.

1. Women accounted for 70% of the survey respondents
2. Marketing is key to ALL success with: 1) newspaper; 2) TV; and 3) internet in rank order as medium preferred by survey respondents.
3. Top 5 classes requested: 1) crafts/hobbies; 2) tech related programs; 3) health related programs; 4) how to deal with retirement; and, 5) program for developing a second career.

In the comment section of the survey requests were made for: 1) expanding fine arts programming; 2) short trip(s) to culture event; 3) retired respondents preferred day time events; and 4) non-retired requested evening and weekend formats.

---

LEVEL THE COMPETITIVE PLAYING FIELD: 10 BEST PRACTICES FOR  
MARKETING/RECRUITING ONLINE & NON-TRADITIONAL LEARNERS

---

**Presenters:** John Hall, Greenwood & Hall; Art Stenmo, Greenwood & Hall; Eran Goren, enCircle Media

This session will provide best-practices for marketing & recruiting online and non-traditional students, allowing your school to successfully compete against the multi-

national for-profit institutions and maximize ROI, without having to sacrifice standards nor core values.

Online & non-traditional enrollments continue to outpace that of traditional student populations, resulting in public, not-for-profit private, and for-profit institutions competing for many of the same students. For example, according to a recent study, online enrollments have seen a 17% increase in year-to-year population growth.

Recognizing the critical tuition revenue this population represents, many public, not-for-profit private, and for-profit institutions are fiercely competing for many of the same students. While there are many success stories for schools in each of these categories, many schools are struggling to compete against multi-national corporations.

All types of schools can effectively compete against larger competitors. In fact, many of the smaller institutions without the multi-national brand have the history, academic credibility, quality, and branding that the multi-nationals can only dream of. Yet, inferior processes and strategies provides the multi-national corporate schools an edge.

This session will provide the 10 Best Practices for Marketing & Recruiting Online & Non-Traditional Students, enabling smaller institutions to level the competitive playing field. This session will be lead by key leaders of marketing and enrollment management, who will provide case studies and lead a Q & A session.

---

#### AN INVESTIGATION OF THE FACTORS ON (ADULT) LIFELONG LEARNING THAT FACILITATES ADULT GROWTH AND DEVELOPMENT

---

**Presenters:** LaDonna Hutchins, East Tennessee State; Jasmine R. Renner, East Tennessee State

Adult lifelong learning is a vital component of every educational policy as it is essential to social inclusion, active citizenship and personal development. Basic knowledge of adult learning concepts is essential to understanding development and growth of adult lifelong learners. This roundtable session will discuss factors on lifelong learning that facilitates adult growth and development. Growth and development will be viewed through the lens of the four generational categories. With opportunities for growth and life-long learning, it is essential that we understand the process, situations and experiences that facilitate adult growth and development.

---

#### TRAINING FITNESS PROFESSIONALS: PARTNERSHIPS FOR HIGH DEMAND CAREERS

---

**Presenter:** Amy Hyams, Director of Program Development

The fitness industry has been experiencing phenomenal growth and the future looks bright! Increased profits, market share and job opportunities are all projected for the future and according to the US Department of Labor, the industry is growing at a much faster rate than most other industries in the Unities States. During this roundtable, we will discuss how educators can help meet the demand for more qualified and competent fitness



professionals. We will also discuss the status of certification, credentials, accreditation and training in the fitness industry.

The demand for qualified, trained and competent fitness professionals presents opportunities for continuing education and workforce development professionals. We will share resources and success stories for offering fitness professional certificate programs and continuing education courses, a partnership model for program development and delivery, opportunities for generating revenue and gaining approval for workforce development funding resources and success stories.

Those who participate in this informative roundtable discussion will leave with a greater knowledge of:

1. Fitness industry trends and national and regional employment projections.
2. Fitness industry positions, employment conditions and compensation.
3. Fitness industry certifications, credentials, accreditation and training.
4. Training and education programs for fitness professionals.
5. Workforce funding assistance for training programs.
6. Strategic partnerships for training and educating fitness professionals.
7. Innovative strategies for training fitness professionals including: hybrid curriculum and internship experiences.

---

## TRANSFORMING A UNIVERSITY THROUGH BLENDED LEARNING

---

**Presenters:** Ellen Baker Derwin, Brandman University; Kimberly Greene, Brandman University; Jeremy L. Korr, Brandman University; William W. Sokoloff, Brandman University

In 2009, the U.S. Department of Education reported that, when implemented well, blended learning improves student performance. Additionally, blended learning supports adult learners and teaches skills critical for the dynamic 21<sup>st</sup> century workplace. For these reasons, Brandman University converted its primary delivery model from face-to-face to blended learning, in a model called iDEAL (Instructional Design for Engaged Adult Learning). This roundtable addressed the challenges, successes, and lessons learned from implementing blended learning across a distributed university (25 campuses) serving nontraditional learners from a range of diverse populations.

At the roundtable, Dr. Derwin introduced the blended initiative at Brandman University, a non-profit institution within the Chapman University System. She explained the 2008 decision to convert the 25-campus system to blended delivery, and summarized the iDEAL instructional model that replaced traditional face-to-face class meetings. She also outlined the training program implemented to educate faculty in blended theory, blended course delivery, and technical skills. An overview of the iDEAL blended delivery model can be found in this short video: [http://www.brandman.edu/blended/Blended\\_Movie.mov](http://www.brandman.edu/blended/Blended_Movie.mov)

Dr. Greene then addressed the “why” behind blended learning. She introduced blended learning theory and its alignment with both andragogy and the national agenda. Along with identifying key characteristics of adult learners and explaining how blended learning meets these needs, she suggested how and why blended learning exemplifies the “new technologies, curricula, and technologies to improve learning” endorsed by the 2006 Spellings Report and how it answers the 2009 National Report’s call for developing skills needed in the modern workplace. Further details on the rationale for blended learning and the iDEAL model appear in Brandman University’s White Paper on these topics, available at <http://www.brandman.edu/iDeal/whitepaper.pdf>

Dr. Korr described the course development and pilot teaching processes in the year preceding the implementation of the iDEAL model. He explained how dozens of pilot courses illuminated potential pitfalls in blended classes that the institution was able to avoid after the pilot process ended. In addition, he noted key shortcomings in the pilot process that became apparent only in retrospect. Issues that arose during the pilot process were incorporated into an FAQ document, available at <http://www.brandman.edu/ideal/faqs.asp>

Finally, Dr. Sokoloff reviewed how the iDEAL model worked in practice, after its university-wide rollout. He focused on the interactive relationship between blended course developers and the instructors tasked with delivering those courses, and on the reactions to the model from both newer and longtime faculty and students. For orientation purposes, incoming students and faculty unfamiliar with blended learning were given access to a sample course, available for browsing at <http://www.brandman.edu/demo>

After these initial presentations, the roundtable opened for discussion, particularly on how attendees might adapt and apply ideas to their own institutions.

---

## RESPONDING TO CONTINUING EDUCATION NEEDS IN TODAY’S FAST-CHANGING ECONOMIC ENVIRONMENT

---

**Presenters:** Denise Moore, Augusta State University; Mark Lamkin, ed2go

In this presentation, learn how community colleges and universities have reached new heights in service area outreach and noncredit enrollment by offering instructor-led online courses and career training programs. Find out how online partnerships can reach increasing numbers of students who seek training or re-training in high-demand occupations (healthcare, green jobs, etc), while positively impacting the colleges’ mission and goals.

---

## EVALUATING OUTCOMES AND ROI FOR CONTINUING EDUCATION UNDERGRADUATE DEGREE COMPLETION AND PROFESSIONAL GRADUATE PROGRAMS

---

**Presenter:** Frederick D. Loomis, Neumann University

This presentation will review the process of evaluating outcomes of continuing education undergraduate and graduate programs. Based on a review of current and relevant

literature, this session will provide a model and methodology for ACHE institutions to replicate or design according to their own institutional standards.

---

**“CROCK POT ADVISING” & LEARNING FORMATS FOR ADULT LEARNERS IN  
DEGREE COMPLETION PROGRAMS**

---

**Presenter:** Jackie Martin, Neumann University

This session addresses advising adult learners, advising strategies to assess academic readiness, online and on campus learning formats, and the importance of advisors in retention and recruitment efforts.

---

**FILLING IN THE GAPS: USES FOR FACULTY OUTSIDE OF THE CLASSROOM**

---

**Presenters:** Bonita McClain Vinson, LeTourneau University; R. Murlene Watwood, LeTourneau University

When institutions of higher education face economic strains, they must learn to be flexible in every way possible in order to survive. Budget cuts involving personnel, services and resources can be commonplace. However, the need for community outreach does not cease during a time of fiscal challenge. In fact, community outreach is necessary for continued branding, prospective student outreach, and opportunities to be recognized in the community.

In an adult education, faculty can serve many purposes outside of the classroom. One way to stabilize or increase a university's community presence is to call on its faculty to serve. Faculty can supplement their own teaching or research obligations with community outreach. They can also fill in the GAPS for the university where staffing may be deficient. And finally, they can assist the university by attending off-campus events.

The School of Graduate and Professional Studies (GAPS) at LeTourneau University has long engaged in utilizing its fulltime and more than 400 adjunct instructors to serve part of their obligation or volunteer to serve outside the classroom representing the university in its community outreach efforts. The benefits of such a program to the university are immense and faculty feel valued and engaged. But, this benefit does not come without the need for support from the institution for innovative and creative faculty (Hodge et al., 2001) and administrators.

Program participants will learn how one adult education program utilizes faculty to assist in their community outreach. Participants in this session will 1) interact with the presenters in research findings that support this practice; 2) learn about one model and four methods of faculty engagement outside of the classroom; 3) brainstorm options useful for their institutions; and 4) share initiatives from other institutions.

---

## INNOVATIVE BUSINESS STRATEGIES FOR CONTINUING EDUCATION IN TOUGH ECONOMIC TIMES: HOW TO SURVIVE AND PROSPER AT BOTH PUBLIC AND PRIVATE INSTITUTIONS

---

**Presenters:** Dennis “Skip” Parks, California Polytechnic State University; Daniel Dowdy, Mary Baldwin College

This presentation gives very practical actions, based on lessons from business, that continuing educators must take to lessen the impacts from the economic downturn. From marketing to program development to student retention, this interactive presentation offers insights and solutions that can immediately be applied by continuing education units at both public and private institutions.

---

## THE ONE MINUTE PROFESSOR: USING MICROLECTURES TO PROMOTE MAXIMUM LEARNER ENGAGEMENT

---

**Presenter:** David M. Penrose, San Juan College

In the knowledge age, the One Minute Professor understands that less instruction and more learner engagement is needed to achieve optimal results. Imagine using 60 second lectures for all of your training. In this presentation, you will see a detailed example of a microlecture and the accompanying activities/assignments. You will also receive guidance in creating your first microlecture.

---

## PREPARING HIGHER EDUCATION TO TRANSFORM GLOBAL COMMUNITIES THROUGH A SOCIAL JUSTICE FRAMEWORK

---

**Presenters:** Fay Roseman, Barry University; Sam Perkins, Barry University

Whether teaching children in a K-12 setting or teaching undergraduates and graduates in higher education, an awareness of social justice and human rights in education is becoming critical to future professionals across disciplines. Now, as we are witnessing more intense discussions regarding globalization across all professional fields, issues of social justice and human rights, including the right to an education, must be incorporated into higher education. Adding these discussions to our current programs and to programs being developed will provide the opportunity for our society to be transformed through education and schooling.

Thornton (1991) noted that faculty (both on the K-12 and higher education levels) are “gatekeepers of instruction” and Cortez (2002) notes that multicultural and global education “are deeply concerned with helping students develop the appropriate thinking and communication skills, as well as the knowledge and the attitudes, for living in a

culturally diverse and globally interrelated world.” (p 112) We can no longer assume that our students will make connections between their own personal experiences and the larger global community if educators do not provide them with opportunities to be exposed to experiences in which they can do so. While educators know the importance of educating our students in this way, challenges exist because the knowledge, skills and dispositions are not consistently developed and nurtured in higher education.

In addition, the definition of terms (e.g., social justice, diversity, culture, multicultural) is not consistent and it is, therefore, critical that those involved in developing new programs share a common understanding of the language being used. When developing these programs is across disciplines, this common understanding of terms becomes more critical. In addition to understanding the terms being used, students do not necessarily come prepared with an understanding of the concepts of “culture”, “diversity” or “difference” and are at a disadvantage when it is assumed that a faculty member’s definition is the only definition. For those entering the field of education at the K-12 level, the need for an awareness of the challenges their students face, along with the need to prepare those students for a world that takes a broader view of life, becomes critical for the success of both the educator and the student.

This roundtable discussion examined the development of a new Bachelor to Master program for teacher preparation that prepares educators to promote human rights and the rights of children, including the right to an education. The session addressed challenges for developing programs and provided an opportunity for participants to share ideas and strategies related to social justice in education.

Some of the questions discussed were:

- How should higher education faculty serve as agents of transformation?
- How do we understand the concept of a “right to an education”? Is this a “right”?
- How is social justice defined in different professions?
- How do we define culture and diversity?
- How do diversity and culture play a role in social justice?
- What should be the role of education in educating and addressing issues of social justice in various professions?
- How do the concepts of “culture” or “diversity” impact the development of professional programs of social justice?
- How do we know if we are successful?

### **References**

Cortez, C. (2002). *The making and remaking of a multiculturalist*. New York: Teachers College Press.

Thornton, S.J. (1991). *Teacher as Curricular-instructional Gatekeeper in Social Studies*. In Shaver, J.P. (Ed.), *Handbook of research on social studies and teaching and learning*. 237-248. New York: Macmillan.

---

### ONLINE FACULTY EVALUATION EVOLUTION: FIVE UNIQUE, APPLIED MODELS

---

**Presenter:** Marthann Schulte, Park University

Attendees will be exposed to five implemented faculty evaluation programs grounded in research literature and how they can be replicated in different online college environments.

---

### A PARTNERSHIP FOR JOBS

---

**Presenters:** Mayur Shah, MRxl and Kushan Education; Mary Connor, CVS

The changing demands for Pharmacy Technicians: Certification and Training. In today's pharmacy practice settings, the role and practice of pharmacy technicians has changed dramatically. Medicare and health insurance rules reimburse and provide incentives for pharmacists to spend more time counseling patients. The days of pharmacist dispensing medications, handling insurance claims, prescription refills, inventory control, and maintaining the pharmacy flow have been reduced and transferred to qualified and competent pharmacy technicians. Training pharmacy technicians that are currently practicing and preparing new ones poses many challenges for the high demand in today's pharmacy workplace. I will explore this venture.

---

### WORKSHOP ON STARTING TRUST IN THE LIVES OF OLDER WOMEN™ GROUPS

---

**Presenters:** Ron Hofsess, Elmira College; Ron Sundberg, Elmira College

This session presents an overview of the Trust in the Lives of Older Women™ model as a support group. Such groups provide a forum for mutual support, sharing, and personal enrichment enabling participants to increase their resilience, solve common problems, build lasting relationships, develop a sense of control, and cope more effectively with age-related changes in their lives. Discussion will address key benefits for higher education institutions starting these groups and issues associated with starting a support group at your institution.

---

### RE-THINKING CONTINUING EDUCATION: BUILDING LOCAL BRIDGES TO ACHIEVE NATIONAL GOALS

---

**Presenter:** Thomas J. Yannuzzi, Penn State University Brandywine

Our national goals include providing access to those for whom higher education was traditionally hard to obtain, which is no doubt a very honorable and worthwhile goal. Although many issues still need to be worked out and increases vary according to social group, access to higher education over the past few decades has certainly increased (see table 1 below). In fact, Bachelor's degrees earned in more popular fields such as Business

Administration, Liberal Arts, and Communication, have nearly doubled since 1980. No doubt, much of this increase is due to non-traditional students and those with historically less access entering the world of higher education. However, while access to and participation in higher education continues to develop, the education we deliver seems to be eroding. Faculty across the nation continue to raise concerns about the quality of education they are capable of delivering given the changes in work loads, student expectations, institutional demands, etc. In addition, educational institutions continue to struggle with the burden of addressing the multiple groups that now make up our student population.

While many creative and bold initiatives have been offered to help address these growing concerns, none seem as bold as the one most needed—to break down the barriers between traditional and non-traditional students and create institutions that have an education versus market focus. Up until recently it was quite easy to distinguish traditional classes from Continuing Education classes. Traditional students were 18 to 22 year old students (except perhaps for full-time graduate students) attending a college or university full-time during the day while living at home or on campus. Continuing Education students, on the other hand, were often working adults over the age of 22 who had some current or past career or trade, and who were attending a college or university part-time (often at night) to complete a certificate or degree program. Pedagogically we assumed that traditional students should experience “traditional” academic learning that mandated rigorous study and theoretical understanding, or episteme. Continuing Education or non-traditional students, however, should receive more practical learning that, while grounded in episteme, was more sensitive to *techne*, or practical techniques and skills. More recently, however, it seems social and educational trends have shifted in such a way that these more clear-cut boundaries and the pedagogical assumptions that went with them are becoming increasingly blurred.

Unfortunately, this blurring of the boundaries seems to be increasing ambiguity in educational purpose; more specifically in the purpose of *higher* education and the various degrees and learning it represents. This paper suggests that to overcome these challenges we must begin to ask what John Dewey suggested many years ago; the question is not about continuing or non-traditional education versus traditional education, but what is it we mean by *higher education*. We must begin to think more boldly about what it is we aim to do and how it is we aim to do it. I posit that Continuing and Professional Education programs are strategically positioned to help overcome these divides and to better meet the national goals we desire; however, we must first begin to build local bridges within our own institutions. The goal of this session is rethink an educational model and language that better represents learning based on *praxis*, or practical wisdom, that demands both episteme (theoretical understandings) and *techne* (skillful technique). The session will address the dualities that seem to exist in today’s educational models and then raise critical questions to help better manage the tensions they create. The hope is to re-think educational institutions whose focus is to provide quality and purposeful higher educational experiences for all people, no matter whether they are younger or older, full-time or part-time, daytime or nighttime, etc.

Table 1: Percentage of Population Obtaining a 4-Year Degree

Year	All races	
	Male	Female
COLLEGE GRADUATE OR MORE		
1960	9.7	5.8
1965	12.0	7.1
1970	13.5	8.1
1975	17.6	10.6
1980	20.1	12.8
1985	23.1	16.0
1990	24.4	18.4
1995	26.0	20.2
2000	27.8	23.6
2005	28.9	26.5
2006	29.2	26.9
2007	29.5	28.0

Source: U.S. Census Bureau, U.S. Census of Population, 1960, 1970, and 1980, Summary File 3; and Current Population reports and data published on the Internet.



## PART FIVE: MINUTES OF THE 2010 ANNUAL CONFERENCE & MEETING

---

### CALL TO ORDER AND INTRODUCTIONS, GENERAL SESSION I

---

President Roxanne Gonzales called the conference to order on Thursday, October 21 at 8:10 a.m. She welcomed all the attendees to Albuquerque and then introduced Folklorico del Valle, a local youth dance troop, who then performed traditional Mexican dances for the assembled. At 8:45 a.m., President Gonzales introduced Roger Maclean and Marthann Schulte, program co-chairs for the 2010 ACHE Annual Conference & Meeting. Maclean thanked the planning committee for their hard work on the conference and then introduced Jackie Martin, day chair for that day's program. Martin welcomed the assembled to Albuquerque and passed on some program announcements. Maclean then came back to the podium and introduced Charles Hickox, exhibitor relations co-chair, who thanked the exhibitors for joining us. He announced that we would be playing "exhibitor bingo" again this year and encouraged the attendees to visit each exhibitor's booth to get their exhibitor bingo cards stamped. He said the bingo prize winner would be announced during the third general session on Saturday. Hickox then recognized the 2010 President and Dean level sponsors - JER Online, Colloquy, ed2go, Advanced Solutions International, and W.I.T.S. - as well as our new Bronze Level Educational Partner, Indtai, Inc. Gonzales came back to the podium and welcomed special conference guests and VIPs, including Dr. Alex Charters and Maureen McDonald from the Canadian Association for University Continuing Education (CAUCE). She then welcomed David Campbell from the Albuquerque mayor's office who stood to give greetings to the assembled from the city of Albuquerque. Then, Gonzales welcomed Greg Analla from the Indian Pueblo Cultural Center who gave a welcome and performed a blessing chant to open the conference.

Roger Maclean then came forward to introduce the keynote speaker for the first general session, Dr. Michael J. Offerman. Offerman served as President of Capella University from 2001 through 2007. During his presidency, Capella University grew from 2,000 students to 22,000 students and developed its award winning learning outcomes assessment model. He has returned to that role, as Interim President, beginning March 26, 2010. From 2008 until March 2010, he was Vice Chairman of Capella Education Company. In that role he worked on external university initiatives, including government affairs, regulatory affairs, investor relations, and public relations. He has led a national consumer information and accountability effort for colleges and universities serving adult students at a distance known as Transparency by Design that publishes the website College Choices for Adults. Offerman's presentation was titled "The For-Profits: Bad Actors or Models for the Future."

### GENERAL SESSION II

---

The conference reconvened on Friday, October 22 at 8:50 a.m. for General Session II. The keynote speaker General Session II was Dr. Billy K. Cannaday, Jr., Dean of the School of Continuing & Professional Studies at University of Virginia, whose presentation title was "Stepping up to Opportunities: Building the Case for Action!"

---

## ANNUAL LUNCHEON AND BUSINESS MEETING

---

President Gonzales reconvened on Friday, October 22 at 12:20 p.m. She recognized the regional chairs and board members in attendance as well as Maureen McDonald of CAUCE. Lunch was then served. After the meal, co-day chair Eric Cunningham gave the afternoon's announcements. Gonzales then asked Charles Hickox to come forward to again recognize our significant sponsors: JER Online, Colloquy, ed2go, Advanced Solutions International, and W.I.T.S. - as well as our new Bronze Level Educational Partner, Indtai, Inc. He then gave the report from the Council of Regional Chairs. Gozales returned to the podium and introduced Tish Szymurski, President Elect to give her incoming presidential address. After her address, Szymurski asked Jeffery Alejandro and Judy Stang to come forward to give their promo for the 2011 ACHE Annual Conference and Meeting to be held in Orlando, Florida at the Hilton Orlando Bonnet Creek hotel.

President Gonzales then began the Annual Business Meeting by introducing the executive committee of ACHE: Tish Szymurski, president-elect; Charles Hickox, vice president; Rick Osborn, immediate past president; and Jim Pappas, executive vice president. She also recognized those board members present. Finally, she introduced Marthann Schulte as the parliamentarian for the meeting.

---

## MINUTES FROM PREVIOUS ANNUAL CONFERENCE & MEETING

---

President Gonzales asked Jim Pappas to present the minutes from the last annual meeting. A motion was made to accept the minutes; a second was made. Motion carried.

---

## MEMBERSHIP AND FINANCIAL REPORTS

---

Jim presented the membership report to the assembled. He let the group know that it has once again been another challenging year with regard to membership but that the home office had been making every effort to reach out to all canceling members. He asked the assembled to reach out to those schools listed as dropped. A motion was made to accept the membership report; a second was made. Motion carried.

---

## INTRODUCTIONS OF NEWLY ELECTED OFFICERS

---

President Gonzales then introduced the new vice president and members-at-large to the membership:

David Grebel - incoming vice president

Eric Cunningham and Elizabeth Oliver - incoming board members-at-large

---

## BUDGET AND FINANCE REPORT

---

Budget and Finance Committee Chair Dan Lavit presented his committee's report to the assembled:

Assessment of income and expenses for the 2010 year has been reviewed. All income and expenses closely align with the 2010 budget that was approved by the membership at the last Association business meeting in Philadelphia and the amended budget approved at the April Board meeting. The following exceptions are observed:

- Increased income from institutional and organizational dues of approximately \$1,805 (projected), and a decreased income from professional membership dues of approximately \$5,392 (projected), for a total dues decrease of approximately \$3,587 (projected).
- Decreased income from educational partnerships and mailing lists.
- Increased income from: gifts and donations, interest from the money market account, JCHE royalties, jobs board subscriptions, and professional development page ads.
- Significantly increased income is realized through the addition of proceeds from the 2009 Philadelphia Annual Meeting Proceeds in the amount of \$26,289.80. The Board approved this addition at the April meeting. As recommended by the Budget and Finance Committee in the past, the annual meeting proceeds are not budgeted due to their unpredictability.
- Decreased expenses from: recognition and awards, accounting, Board meeting travel, home office travel, presidential travel, regional stipends/grants, and miscellaneous categories.
- Increased expenses from: bank fees, Basecamp (project management tool), and JCHE printing and postage.

The committee has reviewed the proposed budget for the Association for the 2011 year, and in doing so, recognizes the prudent and careful attention it takes to manage a large national association with modest resources and decreasing revenue from membership dues. The goal of the budget is to maintain the high quality of member services while adjusting income and expense projections to correspond with historical budget information. The budget continues to reflect numerous cutbacks in expenses for the Association, including several instances of expense savings made by the home office. The 2011 budget also reflects a modest increase in revenue from the 2010 amended budget, due in part to changes made to the pricing and structures of institutional and organizational memberships. Total income and expenses for the 2011 year are anticipated to be \$161,948, down from \$182,065 for the 2010 amended budget.

In reviewing future budget concerns, the Committee makes the following recommendations to support the difficult budget issues currently presented:

- The loss of professional membership puts added importance on the growth of institutional and organizational members. The new pricing structure allows for an actual savings to institutions that can register up to six individuals. The Association

should work to promote this added benefit in order to gain improved participation among current and potential institutional members.

- Educational partnerships are becoming a more important part of the budget process. In the last three years, revenue from educational partnerships has made up the loss of membership dues revenue. The pursuit of more educational partnerships will continue to be integral to making our budget.

Dan asked for a motion to approve the 2010 budget. Motion made and seconded. There was no discussion, and the motion was carried.

---

## RESOLUTIONS

---

President Gonzales then asked Chris Dougherty to come forward to present the Resolutions for 2010. Chris read the resolutions to the assembled members and asked for a motion to approve. The motion was made and seconded. There was no discussion, and the motion was carried.

BE IT RESOLVED that the Association in convention assembled expresses its congratulations and deep appreciation to Roger Maclean from Southern Illinois University Edwardsville and Marthann Schulte from Park University, conference program co-chairs of the 2010 Program Planning Committee, and their colleagues on the committee for this timely and valuable conference. This year's conference, "Continuing Education: Reflecting Upon and Responding to the National Agenda," 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. Roger, Marthann, and their committee have continued the long tradition of excellence in conference programs by offering us a rich and rewarding learning experience.

BE IT RESOLVED that the Association in convention assembled expresses its gratitude and appreciation to Jeffery Alejandro from East Carolina University and Judy Stang from Springfield College for serving as this year's Call for Proposals co-chairs. They played a key role in our outstanding program based on the proposals coming from our members and friends.

BE IT RESOLVED that the Association in convention assembled expresses its gratitude and appreciation to Charles Hickox from Eastern Kentucky University, Tim McElroy from Northeastern State University, and Thomas Sabbagh from Salve Regina University for recruiting the many exhibitors.

BE IT RESOLVED that the Association in convention assembled acknowledges its profound appreciation to President Roxanne M. Gonzales and to the Board of Directors for their outstanding leadership during the 2009–2010 year. Roxanne'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 James Pappas as executive vice president, Ynez Walske as executive secretary and office manager, and Rebekah Law as administrative assistant 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 provide exceptional leadership and service to the Association. Be it resolved further that James, Ynez, and Rebekah be commended for their efforts in providing our excellent newsletter, *Five Minutes with ACHE*.

BE IT RESOLVED that the Association in convention assembled commends Regis Gilman and the ACHE home office for their work in launching the first ACHE webinar as a new model for professional development to the ACHE membership.

BE IT RESOLVED that the Association in convention assembled commends Kathy Snead, president of the Servicemembers Opportunity Colleges, for her presentation "From Battlefield to the Classroom: Facilitating Military and Veteran Student Transitions to Campus" via webinar to the ACHE membership in support of the ACE/Walmart grant enabling ACHE institutions to better serve veterans.

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

BE IT RESOLVED that the Association in convention assembled commends our committees for their work in 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 expresses its condolences to the family and friends of Marlowe Darrell Froke, who passed away in February. He was a passionate believer in education at all stages and stations of life, and an early and lifelong proponent of television's power to bring education to rural areas and to anyone who could not physically attend school in a classroom. He earned a bachelor's degree in journalism from South Dakota State College and a master's degree in journalism from Northwestern University. He joined the Penn State faculty in 1959 as an associate professor of journalism and developed the school's first broadcast journalism curriculum. He retired from Penn State in 1992. IN 2002, ACHE initiated the Outstanding Publication Award, which is given out at each year's annual conference and meeting. The ACHE Board of Directors

voted to name the award in honor of Froke, who was the first editor of the *Journal of Continuing Higher Education*.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Peter Balsamo. He served with distinction at Luzerne County Community College in Pennsylvania. He chaired the local arrangements committee for the 2000 annual conference in Myrtle Beach, South Carolina.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Norman Loewenthal. He served with distinction at the University of North Carolina, Chapel Hill, where he was the director of the William and Ida Friday Center for Continuing Education, which has served over one million conference participants since its opening in 1991.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Don Swoboda. He served with distinction at Western Kentucky University as dean of the Division of Extended Learning and Outreach.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Norvell Burkett. He served with distinction at the University of Tennessee–Knoxville as assistant provost and director of Outreach and Continuing Education. He served for 18 years in continuing education at Tennessee and for 26 years at Mississippi State University. He was past president of the Tennessee Alliance for Continuing Higher Education.

BE IT RESOLVED that the Association in convention assembled expresses its deep appreciation to Jerry Jerman for his work as the editor of the 2009 proceedings. We thank Jerry for the thorough and excellent report of our meeting in Philadelphia.

---

#### PROPOSED AMENDMENTS TO THE ACHE CONSTITUTION AND BYLAWS

---

President Gonzales asked Regis Gilman, chair of the Constitution and Bylaws committee to come forward to present proposed changes to the ACHE Constitution and Bylaws. She presented the following proposed amendment for discussion to the assembled:

Proposed Amendment of ACHE Constitution and Bylaws, Article III; Section 6: (page 6)

Amend by striking out current wording and inserting new wording.

Current wording: "The Executive Vice President will submit the books of the Association to a certified public accountant for auditing at least annually."

Proposed amendment: Strike out existing Article III; Section 6 and replace with sentences below. If adopted will read:

"To monitor appropriate utilization of association funds, the Executive Vice President will request Agreed Upon Procedures at least annually in accordance with AICPA Standards appropriate to the size and scope of ACHE. The board of directors may elect to request a full certified audit as needed."

Rationale: To conserve association funds, this move would allow testing of specific financial transactions to determine that the funds of the association are being utilized appropriately, while also giving the board of directors the authority to specifically request a full certified audit at any time.

A motion was made to accept the change and seconded. There was no discussion, and the motion was carried.

---

## THE YEAR IN REVIEW

---

President Gonzales returned to the podium to give the assembled a review of the major accomplishments for ACHE in 2010. She said that while ACHE is still losing members due to the institutional budget cuts, the losses were down from 2009 and the association expects to weather the economic downturn successfully. She also said that registrations and participation for the 2010 conference was on par to meet or exceed budget expectations. She then went on to give a brief review of the Success for Veterans webinar held via the home office in June. Kathy Snead, president of the Servicemembers Opportunity Colleges, donated her time to present to participants. The webinar had over 100 registrations and the follow-up surveys were all positive. Next, Gonzales thanked the home office staff - Jim Pappas, Ynez Walske, and Rebekah Law - for their service and hard work during 2010. Finally she thanked the 2010 Program Committee volunteers for their exhaustive work on the conference. President Gonzales then called for adjournment of the ACHE Annual Business Meeting at 1:55 p.m.

---

## RECOGNITIONS

---

The conference reconvened at 12:20 p.m. on Saturday, October 23rd for the Annual Awards and Honors Lunch. ACHE recognized the following for their service to the Association in 2010:

Alex Charters for his years of serviced to ACHE and continuing education. President Gonzales announced that the ACHE Research Grant was to be renamed the Alex Charters Research Grant.

### Scholarships and Grants

Erin Walsh	2010 Alex Charters Research Grant
Annmarie Vaccaro	2010 Alex Charters Research Grant
Tracy Collum	2010 Wayne Whelan Scholarship

### Board Member

Tom Fuhr, 2007-2010

### Merit Certificates

Roger Maclean	Program Co-Chair
Marthann Schulte	Program Co-Chair
Charles Hickox	Exhibitor Co-Chair
Tom Sabbagh	Exhibitor Co-Chair
Tim McElroy	Exhibitor Co-Chair

Paula Hogard  
Tim Sanford  
Jeffery Alejandro  
Judy Stang  
David Grebel

Keynote Relations  
Keynote Relations  
Call for Proposals Co-Chair  
Call for Proposals Co-Chair  
Financial Director

---

## AWARDS

---

Meritorious Service Award	Roger Maclean
Emeritus Award	Don Swoboda
Crystal Marketing Award Eastern Nazarene College	<i>Discover Your Purpose Campaign</i>
Crystal Marketing Award Honorable Mention East Tennessee State University	<i>Begin with Your Degree</i>
Marlowe Froke Award Mary V. Alfred	<i>Nonwestern Immigrants in Continuing Higher Education: A Sociocultural Approach to Culturally Responsive Pedagogy"</i>
Outstanding Services to Underserved Populations Program Kansas State University	<i>Elementary Education AccessUs Program</i>
Older Adult Model Award Stony Brook University	<i>Osher Lifelong Learning Institute at Stony Brook University</i>
Creative Use of Technology Award Park University	<i>The Best Practices Institute: Creating Development on Demand with Emergent Technologies</i>
Distinguished Non-Credit Program Award Western Kentucky University	<i>Uniting Industries, Sharing Costs, Building Successes – A Training Consortium Project</i>
Distinguished Credit Program Award Park University	<i>Sprint and Park University "Science e-Fellows High Intensity Induction Program"</i>



Distinguished Credit Program Award  
St. Edward's University

*Bachelor of Arts in Dance and  
Humanities for Professional Dancers*

---

### TRANSITION OF PRESIDENCY

---

Outgoing President Roxanne Gonzales thanked ACHE members and leaders for their support, assistance, and hospitality during the year. She called Tish Szymurski to the podium to accept the gavel and assume the presidency of the Association. Following the "passing of the gavel," President Szymurski expressed the Association's appreciation for Gonzales' leadership and service. She then presented Gonzales with a recognition gift from ACHE.

---

### ADJOURNMENT

---

President Szymurski declared the 72nd ACHE Annual Conference and Meeting "adjourned."

## PART SIX: COMMITTEE REPORTS

---

### BUDGET AND FINANCE

---

#### Comparison Budget 2010 and 2011

<u>Income</u>	<u>2010 as approved November 2009</u>	<u>2010 as amended April 2010</u>	<u>2011</u>
Institutional & Organizational Dues	\$105,435	\$104,445	\$104,040
Professional Dues	13,000	8,480	9,590
Student & Retiree Dues	0	0	168
Carryover	0	27,510	36,168
Educational Partnerships	12,500	7,500	5,000
Miscellaneous			
Donations	0		240
Mail Lists	2,050	2,050	1,150
Balance from Previous Annual Meeting	3,240	29,530	2,942
<b>Total Income</b>	<b>\$136,225</b>	<b>\$179,515</b>	<b>\$159,298</b>

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Institutional Dues	\$425	\$495	\$495	\$510
Organizational Dues	\$425	\$495	\$495	\$510
Additional Members	\$25	\$25	\$25	\$25
Professional Members	\$80	\$80	\$80	\$85
Application Fees	\$125	\$125	\$125	\$0
Mail Lists	\$250/\$450	\$250/\$450	\$250/\$450	\$250/\$450

	<u>2010 as approved November 2009</u>	<u>2010 as amended April 2010</u>	<u>2011</u>
<b><u>EXPENSES</u></b>			
<b>Annual and Board Meeting Expenses</b>			
Midyear Board Meeting	500	1,586	1,600
Miscellaneous	195	195	195
Recognition & Awards	1,200	1,200	1,000
Shipping	0	190	200
<b>COLLO</b>			
Dues	100	0	0
<b>Grants and Scholarships</b>			
Grad Student Conf Scholarship (\$1500 for 1)	0	1,500	0
Minigrants (\$1500 ea)	0	0	0
Regional Stipends/Grants	5,000	5,000	3,125
Research Grant (\$1500 ea)	0	3,000	1,120
Wayne Whelan (\$1500 ea)	0	1,500	0
<b>Honoraria</b>			
Executive VP	9,350	9,350	9,724
Newsletter	2,000	2,011	2,080
Proceedings	584	562	584
<b>Office Expenses</b>			
Accounting	6,000	6,000	5,750
Admin Assistant	14,162	23,992	35,643
Administrative Charges	6,000	7,000	7,000
Computer Services	300	300	300
Credit Card Expenses	4,500	4,500	4,500
Home Office Manager	50,205	50,547	51,458
Liability Insurance	2,000	2,000	2,000
Miscellaneous	300	323	513
Office Supplies	400	900	900
Postage	500	600	1,000
Printing/duplicating	600	1,000	600
Telephone	2,000	2,300	1,800
<b>Publications</b>			
JCHE	16,364	16,364	15,150
Directory (ACHE Community)	2,772	2,924	3,056
<b>Travel</b>			

Board Meetings	6,000	6,000	5,500
Home Office	1,000	1,000	1,000
Presidential	4,000	4,000	3,500
<b>Total Expenses</b>	<b>\$136,032</b>	<b>\$155,845</b>	<b>\$159,298</b>

**Income and Expenses - 2008 to present  
As of September 30, 2010**

	<u>Dec-08</u>	<u>Dec-09</u>	<u>Aug-10</u>				
<b>ASSETS</b>							
Invested Reserves	\$31,342	\$36,153	\$39,935				
	2008	2008	2009	2009	2010	2010	2010
	<u>Budget</u>	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	<u>YTD</u>
					as approved 11/2009	as amended 4/2010	
<b>REVENUE</b>							
Institutional & Organizational Dues	113,050	120,299	133,155	109,755	105,435	104,445	107,240
Professional, Retiree & Student Dues	14,100	13,590	12,000	11,000	13,000	8,480	7,608
Carryover from previous year	0	0	0	0	0	27,510	27,510
Educational Partnerships	0	0	0	2,500	12,500	7,500	9,500
Miscellaneous	12,350	12,231	12,855	4,672	2,050	2,050	4,006
Annual Meeting	<u>14,500</u>	<u>20,404</u>	<u>3,308</u>	<u>40,509</u>	<u>3,240</u>	<u>29,530</u>	<u>29,530</u>
<b>TOTAL</b>	<b>\$154,000</b>	<b>\$166,524</b>	<b>\$161,318</b>	<b>\$168,436</b>	<b>\$136,225</b>	<b>\$179,515</b>	<b>\$185,394</b>

<b>RESTRICTED</b>	<u>Jan-08</u>	<u>Dec-08</u>	<u>Dec-09</u>	<u>Sep-10</u>
<b>FUND BALANCES</b>				
Transition	0	0	0	5,000
Emergency	8,000	8,000	8,000	6,000
Capital	2,000	2,000	2,000	2,000
Development/Venture	5,000	-2,045	-2,045	0
Salary	<u>0</u>	<u>0</u>	<u>0</u>	<u>7,000</u>
<b>TOTAL</b>	<b>\$15,000</b>	<b>\$7,955</b>	<b>\$7,955</b>	<b>\$20,000</b>

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Institutional/Affiliate Dues	\$425	\$495	\$495

Professional	\$80	\$80	\$80
Application Fees	\$125	\$125	\$125
Journal Subscriptions	\$75/\$90	set by publisher	set by publisher
Mailing Lists	\$250/\$450	\$250/\$450	\$250/\$450

<b><u>EXPENSES</u></b>	<b>2008</b>		<b>2009</b>		<b>2010</b>		<b>YTD</b>
	<b>Budget</b>	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>	<b>Budget as approved 11/2009</b>	<b>Budget as amended 4/2010</b>	
<b>Annual and Board Meeting Expenses</b>							
Donation to outgoing president's institution	1,000	1,000	1,000	0	0	0	0
Executive VP	200	107	200	0	0	0	0
Midyear Board Meeting	0	0	0	489	500	1,586	1,586
Miscellaneous	195	0	195	137	195	195	0
President	300	0	300	254	0	0	0
Recognition & Awards	1,200	1,003	1,200	807	1,200	1,200	0
Shipping	0	0	0	190	0	190	0
<b>COLLO</b>							
Dues	100	0	100	0	100	0	0
Travel	2,500	713	2,500	1,380	0	0	0
<b>Grants and Scholarships</b>							
Grad Student Conf Scholarship (\$1500 for 1)	0	0	1,500	1,500	0	1,500	0
Minigrants (\$1500 ea)	0	0	1,500	0	0	0	0
Regional Stipends/Grants	5,320	1,500	5,380	0	5,000	5,000	1,875
Research Grant (\$1500 ea)	3,000	1,500	3,000	3,000	0	3,000	1,500
Wayne Whelan (\$1500 ea)	0	0	1,500	1,500	0	1,500	0
<b>Honoraria</b>							
Executive VP	9,350	11,688	9,724	9,350	9,350	9,350	4,675
Newsletter	2,022	2,132	2,103	2,022	2,000	2,011	1,233
Proceedings	562	844	584	562	584	562	562
<b>Office Expenses</b>							
Accounting	7,700	9,280	7,700	3,272	6,000	6,000	150
Admin Assistant	14,787	15,351	14,787	14,787	14,162	23,992	15,693
Administrative Charges	7,000	10,500	7,000	7,000	6,000	7,000	5,250
Computer Services	300	150	300	300	300	300	225

Credit Card Expenses	2,000	2,130	2,000	2,992	4,500	4,500	4,469
Home Office Manager	50,889	64,311	51,870	50,889	50,205	50,547	37,996
Liability Insurance	2,150	1,998	2,150	1,998	2,000	2,000	0
Miscellaneous	300	463	300	357	300	323	410
Office Supplies	900	790	900	900	400	900	747
Postage	1,000	922	1,000	1,000	500	600	750
Printing/duplicating	600	361	600	600	600	1,000	450
Telephone	2,000	1,468	2,000	2,561	2,000	2,300	1,686
<b>Publications</b>							
JCHE	20,000	22,725	21,300	16,136	16,364	16,364	8,699
Directory (ACHE Community)	425	425	2,772	2,761	2,772	2,924	2,190
<b>Travel</b>							
Board Meetings	9,500	8,210	9,500	5,457	6,000	6,000	5,434
Home Office	3,000	641	3,000	1,256	1,000	1,000	772
Presidential	6,500	3,460	6,500	2,805	4,000	4,000	1,188
<b>Total Expenses</b>	<b>\$154,800</b>	<b>\$163,672</b>	<b>\$164,465</b>	<b>\$136,262</b>	<b>\$136,032</b>	<b>\$155,845</b>	<b>\$97,540</b>

## COMMITTEE ON INCLUSIVENESS

---

*Carryover recommendations from April Midyear Board Meeting report:*

- Each region identifies state representatives who will contact institutions/ professionals who are not represented or underrepresented in ACHE.
- Work with other committees to further the goal of inclusiveness.
- Revive and better market the Mentoring Network.
- Contact other higher education associations to inquire how they recruit and retain underrepresented professionals.
- Send an ACHE representative to NCORE.

## CONSTITUTION AND BYLAWS

---

*Proposed Amendment of ACHE Constitution and Bylaws, Article III; Section 6: (page 6)*

*Amend by striking out current wording and inserting new wording.*

*Current wording:* "The Executive Vice President will submit the books of the Association to a certified public accountant for auditing at least annually."

*Proposed amendment:* Strike out existing Article III; Section 6 and replace with sentences below. If adopted will read:

"To monitor appropriate utilization of association funds, the Executive Vice President will request Agreed Upon Procedures at least annually in accordance with AICPA Standards appropriate to the size and scope of ACHE. The board of directors may elect to request a full certified audit as needed."

*Rationale:* To conserve association funds, this move would allow testing of specific financial transactions to determine that the funds of the association are being utilized appropriately, while also giving the board of directors the authority to specifically request a full certified audit at any time.

Report prepared by Regis Gilman

---

## MEMBERSHIP RECRUITMENT AND RETENTION

---

### *ACHE Membership Report*

*Submitted by Dr. Sallie C. Dunphy, Membership Chair*

*October 2010*

As Membership Chair, I have continued to contact every new institutional and professional member with a "welcome email" telling them that they made a wise decision in joining and encouraging them to get involved. I also promote the next international meeting and attendance.

In conversations with other chairpersons and ACHE leaders, an identification of gaps in the specific states of each region is a challenge to each region. Data from the home office and each region on the past members, non-members, the underserved and professional members from the last 5 years could help target audiences ACHE can recruit at each regional level. Changes in the bylaws for the categories of membership were approved in 2009. The future ACHE annual meeting program committee should consider expanding the topics and tracks of learning for appeal to the broader audience of our membership. We include non-higher education organizations and students, which may have different educational needs.

At the turn of the 21<sup>st</sup> Century, many successful CE divisions were eliminated. The meeting programming profile appears to have shifted the last few years. In the more recent annual meetings, credit education and distance education topics have been the majority emphasis in concurrent sessions. There seems to be a pattern that moves away from noncredit continuing education. The defined areas of noncredit: professional development, personal enrichment, and youth programs, certificate programs, conferences and seminars, contract training and conference center management are still successful units at institutions. Balancing all CE program areas prevents a narrow focus in audience and promotes more interest in attending the annual meeting.

Inclusion of ACHE members' own professional development as a track is recommended in areas of programs, enrollment and fiscal management, leadership, and student services. Discussions regarding the program include getting back to basics sessions, appealing to the generalist in CE and offering career tracks promoting the advancement through the

ranks of an institution have support. Again, this is an effort to attract a broader CE audience.

The use of Webinars for our own continuing education and incentives for our members is another effort to promote ACHE. For example, a 2-day conference webinar is offered free by LERN if one or more members from an organization attend the conference. The webinar of the annual conference is available the following week for staff and colleagues. This provides incentive for at least one attendee from a member organization to come to the annual meeting. It is a way to reach a larger audience. This webinar also generates more income by being sold for a fee similar to the registration fee. This allows the 2-day webinar of the annual meeting to be purchased by organizations that are unable to send a staff member. This technology would be a way to make a connection to potential new members and update current members for services, seminars, and information.

In closing, the expansion of new membership categories, identification of potential new members and broadening our annual program appeal for retention is a means to increase our society of continuing educators.

	<u>10/31/09</u>	<u>New</u>	<u>Cancelled</u>	<u>Returning</u>	<u>10/1/10</u>
<b>ORGANIZATIONAL CLASS</b>					
Institutions Represented	15-		1		11
Individual Members	30-	5			22
<b>INSTITUTIONAL CLASS</b>					
Institutions Represented	202	10	24	2	198+
Individual Members	1117*	NA	NA	NA	1184*
<b>PROFESSIONAL CLASS</b>					
Individual Members	214^	33	NA		121
<b>HONORARY CLASS</b>					
Individual Members	27		1		26
<b>GAEA CLASS</b>					
Individual Members					69
<b>1<sup>st</sup> TIMERS</b>					
Individual Members		13			13
<b>STUDENTS</b>					
Individual Members		5			5
<b>RETIREEES</b>					
Individual Members		3			3

-Formerly included some Canadian schools that turned institutional



+Now includes 5 Canadian schools that were previously organizational

\*Includes 60 last year and 80 Chief Academic Officer (complimentary) members this year

^Formerly included 1<sup>st</sup> Timers from Nashville and GAEA members

### **NEW INSTITUTIONAL MEMBERS**

California State University - Chico	W	Notre Dame College	GL
Concordia University	NE	Richard Stockton College of New Jersey	NE
Memorial University of Newfoundland	NE	St. Edward's University	S
University of Denver	W	Franklin Pierce University	MA
Thomas Edison State College	NM	Canisius College	NE

### **NEW ORGANIZATIONAL MEMBERS**

JMH Consulting, Inc.	S
EDIC College	S

### **RETURNING MEMBERS**

Hesser College	NE
University of Puerto Rico-Bayamon	S

### **CANCELLED INSTITUTIONAL MEMBERS**

Lakehead University - Canada	GL	Lee University	S
National University	W	West Virginia University	MA
The University of the Arts	MA	Delta State University	S
University of Calgary	W	Lamar University	S
Memorial University of Newfoundland	NE	Alvernia University	MA
Jacksonville State University	S	Emerson College	NE
			N
Rose State College	GP	Pace University	M
Marquette University	GL	University of Dayton	GL
Weber State University	W	Emory University	S
Rhode Island School of Design	NE	University of Texas at El Paso	S
University of North Florida	S	Wilkes University	MA
University of Louisville	S	Rochester Institute of Technology	NE

### **CANCELLED ORGANIZATIONAL MEMBERS**

United Arab Emirates University	NE
---------------------------------	----

**ACHE MEMBERS BY REGION**  
**As of October 1, 2010**

<u>REGION</u>	<u>INSTITUTIONAL*/ ORGANIZATIONAL</u>	<u>PROFESSIONAL/ HONORARY/1<sup>st</sup> TIMERS/GAEA (South only)</u>	<u>STUDENT/RETIREE</u>	<u>TOTAL</u>
New England	108/1	12/1/1	0/2	137
Northeast	49/0	9/4/2	0/0	64
Northeast Metro	91/0	18/0/0	2/0	110
MidAtlantic	225/5	17/5/4	1/0	257
Great Lakes	79/0	18/6/3	2/0	108
South	372/7	26/8/1/69	0/1	484
Great Plains	119/6	7/1/0	0/0	133
West	59/3	14/1/2	0/0	79
<b>TOTAL</b>	<b>1102*/22</b>	<b>121/26/13/69</b>	<b>5/3</b>	<b>1372</b>

\*Includes 80 Chief Academic Officer (complimentary) members

*Carryover recommendations from April Midyear Board Meeting report*

- Offer a reduced conference registration fee or “scholarship” for retirees.
- Consider corporate sponsorships that would include selling ACHE-branded products or offering discounts for members on the corporate sponsor’s products.

---

**PROGRAM AND LOCAL ARRANGEMENTS**

The Program Committee met at the Hotel Albuquerque at Old Town in February to review local arrangements. Conference calls and emails have taken place on a regular basis with the committee to confirm details, roles and responsibilities. We anticipate an exciting and fruitful program for all who attend.

Highlights:

- Three keynote presenters are confirmed. They are Dr. Michael J. Offerman, Dr. Billy K. Cannaday, Jr., and Dr. Rita Martinez-Purson.
- Local arrangements decisions on room assignments, signage, registration area, participant gifts, prizes and bags, and exhibitor details have all been discussed and assigned and are near final completion.
- A/V information has been gathered and has been negotiated with the hotel.
- Day chairs have been in contact with all presenters and Presiders have been identified
- A symposium that will focus on “Moving Forward with the National Agenda” has been finalized.
- Daily reports on sessions, registrations, vendors, budget, and other details have been provided by the home office staff.
- The home office will handle the conference evaluations.
- The program booklet is in final stages and ready to be printed.
- Award recipients have been contacted.

Respectfully submitted,

Roger Maclean  
Marthann Schulte  
October 5, 2010

---

## PUBLICATIONS AND COMMUNICATIONS

---

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 highlight of this year was the smooth transition of the editorship of the *Journal of Continuing Higher Education* from Barbara Hanniford to Jim Broomall (University of Delaware). Jim assumed the Editor position in January. Thanks to Barb and Jim for the smooth transition. The Editor recommended reappointment of Von Pittman to the Editorial Board and recommended the appointment of three **new** members as follows: Jovita Ross-Gordon, Marsha Rossidter, and Viktoria Popova-Gonci. The Committee supports Jim in these recommendations to the ACHE Board. The Editor also recruited Jeff E. Hoyt of BYU to serve as Research Advisor to assess highly quantitative, research submissions. A small committee also selected a recipient for the Marlowe Froke Award for an Outstanding Publication for 2010. Also note that we continue to have Taylor & Francis publish and market the *Journal*.

### *Proceedings*

We appreciate the promptness in compilation and posting of Proceedings by the Home Office. This process has developed over the last three years and is a great service to the members.

### *Five Minutes With ACHE*

This newsletter published and posted by the Home Office continues to provide timely information from the President, important regional information, continuing education news we can use, and other information/resources of value to the membership. It has been enhanced in the last two years.

### *ACHE Web Site*

The Committee encourages members to use the ACHE web site as a tool to keep up-to-date on ACHE developments including the Annual Meeting/Conference and finding current members through the Directory function. The Home Office has provided the members a user friendly, fresh web site.

Submitted by: Robert J. DeRoche, Chair (10-04-10)

*Members:* B. Boozang, E. Bullard, M. Conner, C. Roby, B. Hanniford, J. Broomall, J. Jerman, W. Hine, B. Million, L. Lee, A. Paschall, R Sundberg , J. Pappas (*ex officio*)

---

## REGIONAL CHAIRS, COUNCIL OF

---

### **Region Updates – Regional Conference call 9/27/10**

#### *Connie Robertson – South:*

The spring conference plans are in progress. A mass email was recently sent out to all ACHE members. The Keynote speakers have all been pinned down for the conference. The conference will be held in San Antonio at the Regency River walk on April 17<sup>th</sup>-20<sup>th</sup>

#### *Alison Christopher – Northeast:*

There will be a meeting on Monday, September 27<sup>th</sup> (tonight) to discuss the upcoming conference. The fall conference did not receive a good turn out, so they have postponed the fall conference to the spring. They will also discuss changing from having both a fall and spring conference each year down to just a spring conference every year.

#### *Terry Ratcliff – West:*

The date for the spring conference has been set to April 28<sup>th</sup>-29<sup>th</sup> in San Francisco. The hotel has not been decided upon yet.

#### *Tim Sanford – MidAtlantic:*

There will be a meeting September 28<sup>th</sup> (tomorrow) to discuss the spring conference. The conference will probably be held around late March early April. They are hoping to hold the conference somewhere in West Virginia. There is a new issue of their newsletter available on the website. They are offering two travel grants for MidAtlantic members to attend the conference as well as three \$500 scholarships for graduate students who have an interest in Continuing Education

## RESEARCH

---

The ACHE Research Committee has collaborated via email and hosted meetings in February and June to create new review forms, discuss innovative strategies, and to review and select final grant recipients for the ACHE grant award.

Committee Highlights from 2009-2010 include:

1. Created, adopted and implemented a new 'Grant Application Review Form' (attached) to establish a consistent criteria and scoring system for application review.
2. Proposed and had approved the name change of the ACHE research grant to be named the "Alex Charters Research Grant", honoring a key contributing member to ACHE.
3. Submitted a proposal for ACHE Board consideration to waive the conference registration fee for grant recipients (as they are required to present their work at the annual ACHE conference and much of their grant award was being used to attend the conference, rather than to support their research).
4. Completed grant application reviews and discussions to select the following grant proposals (\$1500 each):
  - 1) Examining The Role of College Information in Adult Postsecondary Reentry by Erin Walsh of Neumann University, and
  - 2) Engagement of Diverse Learners at an Urban College of Continuing Education by Annemarie Vaccaro at the University of Rhode Island.
5. Continue to discuss strategies to support the grant recipients through research mentoring with the goal of publication (pending accepted peer review) to the *Journal for Continuing and Higher Education* (JCHE).
6. The Research Committee will plan to meet during the annual ACHE conference in New Mexico to discuss the 2010-2011 agenda. The meeting will occur October 22, 7:30-8:30am.

Committee Members:

Amber Dailey-Hebert (Chair)	Park University
Tom Fuhr	SUNY Potsdam
Ray Campbell	Kutztown University
Chris Dougherty	Rutgers University
Pat Brown	Franklin Pierce University
Susan Newkham	University of Oklahoma
Pam Collins	Eastern Illinois University
Carla Warner	Eastern Tennessee State University
Sandria Stephenson	Texas State University at San Marcos

## APPENDIX A: OFFICERS, 2009-2010

---

President: Roxanne M. Gonzales. Dean, Distance Learning, Park University,  
[Roxanne.gonzales@park.edu](mailto:Roxanne.gonzales@park.edu)

President-Elect: Tish Szymurski, Dean, Continuing Adult & Professional Studies, Neumann  
University, [szymurst@neumann.edu](mailto:szymurst@neumann.edu)

Vice President: Charles R. Hickox, Dean, Continuing Education & Outreach, Eastern  
Kentucky University, [charles.hickox@eku.edu](mailto:charles.hickox@eku.edu)

Executive Vice President: James P. Pappas, Vice President of University Outreach & Dean of  
the College of Liberal Studies, University of Oklahoma Outreach, [jpappas@ou.edu](mailto:jpappas@ou.edu)

Immediate Past President: Rick E Osborn, Dean, School of Continuing Studies & Academic  
Outreach, East Tennessee State University, [osbornr@etsu.edu](mailto:osbornr@etsu.edu)

## APPENDIX B: BOARD OF DIRECTORS

---

Jeffery Alejandro, East Carolina University

Pamela Collins, Eastern Illinois University

Tom Fuhr, SUNY at Potsdam

David Grebel, Texas Christian University

Paula Hogard, University of Tulsa

Clare Roby, California State University-Chico

Lewis Shena, Thomas Edison State College

Brian Van Horn, Murray State University



## APPENDIX C: REGIONAL CHAIRS

---

New England (Connecticut, Maine Massachusetts, New Hampshire, Rhode Island, Vermont, and the Atlantic Provinces)

Ellen Ryder Griffin, Hesser College-Portsmouth, [egriffin@hesser.edu](mailto:egriffin@hesser.edu)

Northeast (New York, eastern Ontario and Quebec)

Alison Christopher, Bryant & Stratton College, [Alison@amc-concept.com](mailto:Alison@amc-concept.com)

Northeast Metropolitan (New Jersey, New York metropolitan area, Europe, Africa, and Middle East)

Maureen Behr, Essex County College, [behr@essex.edu](mailto:behr@essex.edu)

MidAtlantic (Delaware, Maryland, North Carolina, Pennsylvania, Virginia, Washington D.C., and West Virginia)

Tim Sanford, UNC-Chapel Hill, [time\\_sanford@unc.edu](mailto:time_sanford@unc.edu)

Great Lakes (Illinois, Indiana, Michigan, Ohio, Wisconsin, and central Ontario)

George Rogers, Baldwin Wallace College, [gerogers@bw.edu](mailto:gerogers@bw.edu)

South (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, South Carolina, Tennessee, Texas, Caribbean, Jamaica, and Puerto Rico)

Connie G. Robertson, University of Kentucky, [cgrobe2@uky.edu](mailto:cgrobe2@uky.edu)

Great Plains (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, South Dakota, Manitoba, Western Ontario, and Saskatchewan)

Charlee Lanis, East Central University, [clanis@ecok.edu](mailto:clanis@ecok.edu)

West (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, Alberta, British Columbia, Asia, and Mexico) Terry Ratcliff, Whitworth University, [tratcliff@whitworth.edu](mailto:tratcliff@whitworth.edu)

## APPENDIX D: 2010 ACHE PROGRAM PLANNING COMMITTEE

---

### Conference

Conference Program Co-Chair: Roger Maclean, Southern Illinois University-Edwardsville

Conference Program Co-Chair: Marthann Schulte, Park University

Site Coordinator: Kathleen Yasas, MSP International, Inc.

Finance Director: David Grebel, Texas Christian University

Evaluations Coordinator: Susan Newkham, University of Oklahoma

Publications: Lew Shena, Thomas Edison State College

### Proposals

Jeffery Alejandro, East Carolina University

Judy Stang, Springfield College

### Keynote Relations

Paula Hogard, University of Tulsa

Tim Sanford, University of North Carolina-Chapel Hill

### Exhibitor Relations

Charles Hickox, Eastern Kentucky University

Tim McElroy, Northeastern State University

Thomas Sabbagh, Salve Regina University

### Day Chairs

Tom Fuhr, SUNY at Potsdam

Jackie Martin, Neumann University

Belinda Biscoe, University of Oklahoma

Eric Cunningham, Columbia College

### Alpha Sigma Lambda

Pam Collins, Eastern Illinois University

### Proceedings

Marthann Schulte, Park University

### Home Office

Ynez Walske, University of Oklahoma

Rebekah Law, University of Oklahoma

## APPENDIX E: PAST PRESIDENTS AND ANNUAL MEETINGS

---

<b>Year and Place</b>	<b>President</b>	<b>Institution</b>
1939 New York	Vincent H. Drufner	University of Cincinnati
1940 Omaha	A. Caswell Ellis (acting for Drufner, deceased)	Cleveland College
1941 Cleveland	A. Caswell Ellis	Cleveland College
1942 Buffalo	George Sparks (acting for A.L.Boeck, resigned)	Georgia State University
1943 Chicago	George Sparks	Georgia State University
1944 Pittsburgh	Norman P. Auburn	University of Cincinnati
1945 Philadelphia	Lewis Froman	University of Buffalo
1946 New York	Henry C. Mills	University of Rochester
1947 Minneapolis	F.W. Stamm	University of Louisville
1948 New Orleans	Rollin B. Posey	Northwestern University
1949 Cincinnati	Herbert Hunsaker	Cleveland College
1950 Denver	Frank R. Neuffer	University of Cincinnati
1951 Detroit	Robert A. Love	City College of New York
1952 Atlanta	Cortell K. Holsapple	Texas Christian University
1953 St. Louis	Henry Wirtenberger, S.J.	Cleveland College
1954 Milwaukee	Willis H. Reals	Washington University
1955 New Orleans	John P. Dyer	Tulane University
1956 New York	George A. Parkinson	University of Wisconsin
1957 Montreal	William H. Conley	Marquette University
1958 Louisville	Alexander Charters	Syracuse University
1959 Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960 San Francisco	Kenneth W. Riddle	Drexel University
1961 Cleveland	Richard A. Matre	Loyola of Chicago
1962 Miami	Daniel R. Lang	Northwestern University
1963 Boston	Richard Deter, S.J.	Xavier University
1964 St. Louis	Earnest S. Bradenburg	Drury College
1965 Dallas	Ralph C. Kendall	University of Toledo
1966 Buffalo	Richard F. Berner	SUNY, Buffalo
1967 New Orleans	Ernest E. McMahon	Rutgers University
1968 San Francisco	William Huffman	University of Louisville
1969 Washington DC	Raymond P. Witte	Loyola of New Orleans
1970 Montreal	Clarence Thompson	Drake University
1971 Des Moines	Joseph P. Goddard	University of Tennessee
1972 New York	William T. Utley	University of Nebraska at Omaha
1973 Chicago	Hyman Lichtenstein	Hofstra University
1974 New Orleans	Carl H. Elliott	TriState University
1975 Salt Lake City	Alban F. Varnado	University of New Orleans

1976 Philadelphia	Richard Robbins	Johns Hopkins University
1977 Montreal	William Barton	University of Tennessee
1978 Fort Worth	James R. McBride	Canadian Bureau for Intn'l Educ
1979 Toronto	Lewis C. Popham, III	SUNY, Oswego
1980 Knoxville	Gail A. Nelcamp	University of Cincinnati
1981 Los Angeles	Frank E. Funk	Syracuse University
1982 New Orleans	Leslie S. Jacobson	Brooklyn College
1983 Dallas	Louis E. Phillips	University of Georgia
1984 Boston	Wayne L. Whelan	University of Tennessee at Knoxville
1985 Atlanta	Frank Santiago	Brigham Young University
1986 Philadelphia	Stanley J. Gwiazda	Drexel University
1987 Indianapolis	Nicholas E. Kolb	Indiana University of Pennsylvania
1988 Salt Lake City	Hal Salisbury	Trident Technical College
1989 Charleston	Peter K. Mills	Nova University
1990 Miami	John Michael Sweeney	Fairfield University
1991 Seattle	Sam C. Bills	University of Tennessee at Knoxville
1992 Milwaukee	Nancy F. Gadbow	Nova University
1993 Jackson	Jan Jackson	CSU-San Bernardino
1994 Toronto	James H. Vondrell	University of Cincinnati
1995 Kansas City	Ronald D. Ray	South Carolina State University
1996 Palm Springs	Norma R. Long	College of Notre Dame of Maryland
1997 University Park	Paula E. Peinovich	Regents College
1998 Fort Worth	Dale K. Myers	Thomas More College
1999 Cincinnati	Scott Evenbeck	IUPUI
2000 Myrtle Beach	Patricia A. Lawler	Widener University
2001 Vancouver	Nancy Thomason	East Central University
2002 Birmingham	Robert Leiter	University of Tennessee, Knoxville
2003 Charlottesville	Allen Varner	Indiana State University
2004 Newport	Jerry Hickerson	Winston-Salem University
2005 Madison	Pamela R. Murray	Mary Baldwin College
2006 Los Angeles	Philip A. Greasley	University of Kentucky
2007 Roanoke	Dennis —Skip   Parks	California Polytechnic State University
2008 Nashville	Chris Dougherty	Rutgers University—Camden
2009 Philadelphia	Rick Osborn	East Tennessee State University



# **73rd Annual Conference and Meeting**

***"Sustainable Leadership:  
Bold Thinking About Who We Are"***

**October 13-15, 2011  
Hilton Orlando Bonnet Creek  
Orlando, Florida**

**Visit [www.acheinc.org](http://www.acheinc.org)  
for more information**





**ACHE**

**2010**

albuquerque