



2012

.....

**ACHE ANNUAL
CONFERENCE AND MEETING**

November 12-14, 2012 • Austin, Texas

.....

COLLABORATION *and* **PARTNERSHIP**
OUR KEYS *to the* **FUTURE**

.....

PROCEEDINGS

74th Annual Conference & Meeting

Proceedings

November 12-14, 2012

Sheraton Austin at the Capitol

Austin, Texas

The 2012 Proceedings of the Association for Continuing Higher Education encapsulates the professional presentations of the keynote sessions, workshops, concurrent sessions, roundtables, and business meeting of the Association's 74th Annual Conference. The conference was held November 12 – 14, 2012 at the Sheraton Austin Hotel at the Capitol in Austin, Texas.

The program committee was co-chaired by Paula Hogard and Rich Boyle. Program planning committee members were: David Grebel, Amy Johnson, Rick Osborn, Jeff Roby, Roxanne Gonzales, Jill Price, Eric Cunningham, Pam Collins, Regis Gilman, Margaret Moreland, Terry Ratcliff, Dorothy Williams, and Caelin Scott.

Following the theme provided by the ACHE President Charles R. Hickox, attendees investigated the possibilities of *Collaboration and Partnership: Our Keys to the Future*. Additionally, attendees enjoyed the annual award presentations, innovative ideas and products from valued vendors, the environment and culture of the Texas state capital, Austin, and networking with colleagues from across the U.S. and from other countries.

Roxanne M. Gonzales, Editor

ACHE Proceedings 2012

TABLE OF CONTENTS

Table of Contents	3
Part One: Addresses	7
President-Elect’s Address	7
We Make a Difference: Practice, Pedagogy, People	7
General Session One and Keynote One (Mark Milliron): Emerging Insights on Learning and the Road Ahead	9
General Session Two and Keynote Two (Peter Smith): The Path Forward for Continuing Education in the New Ecology of Learning	9
General Session Three and Keynote Three (Aaron Thompson): Moving from Institutional Politics to Institutional Partnerships	10
Symposium	10
Part Two: Workshops	12
2012 Program Award Winners	12
Defining, Measuring, and Improving Student Success: A Look at Key Performance Indicators at Several Leading Universities	12
University of Pennsylvania’s “Learning Commons”: How to Engage Non-Traditional Students with an Academic Social Network	13
Developing Strategies for Growth: Analyzing Lessons Learned in Creating a Collaborative, Award-Winning, Online Graduate Program	13
The Hands-On Social Media Workshop: Creating Marketing Collaboration Through Data, Targeting, and Segmentation	13
Integrating Student Advising, Adult Learning, and Retention Theories: An Advising Model for Enhancing Adult Student Retention	14
Adult Learning, International Partnering, and Cultural Competence	17
Collaborating to Make a Difference: Working Together to Build a Better Tomorrow	18
Part Three: Concurrent Sessions	19
Building the Power Partnership – Marketing and Recruitment	19

Alex Charters Research Grant Recipient – Creating an Effective Educational Environment for Adult Learners: A Qualitative, Multi-Case Study of Off-Campus Center Administrators’ Use of Invitational Leadership.....	19
Running CE as One Size Fits All? Time to Size Up Your Opportunities	20
Building a Student Recruitment Ecosystem	23
To Do or Not To Do: The Nitty-Gritty of Online Program Development Partnerships.....	23
Collaborating to Provide Business Degrees.....	23
Shining a Light on Adjunct Faculty: Partnering to Improve Academic Performance Through Faculty Development	24
Igniting Innovation in Continuing Education Leadership	24
Increasing Outreach Through Innovative Partnering in the “New Normal”	25
Including All Academic Departments in the Discussion: How to Build a Graduate School	25
Partnering for Innovation.....	25
Serving Those Who Serve: Insights and Innovative Ideas in Serving Student Veterans	26
An Online Orientation Program that Addressed the Support Needs of Adult Learners: How Was It Developed and What Lessons Were Learned?.....	26
Growing the Eastern Kentucky University – OSHA Training Institute Education Center... It’s All About the Partnerships!	26
Sustaining a Small Private Liberal Arts College: A History of Innovative Strategies and Partnerships.....	27
Dual Language Degrees – Innovations for Adults/Los Titulos del Programa Bilingueinovaciones para Adultos	28
JMH / ACHE Website Benchmarking Initiative – Annual Report.....	31
Effective Online Revenue Enhancement Strategies to Sustain Financial Growth and Show Measurable Results	31
Focus on Faculty: Civility and Professionalism in the Online Classroom	32
A Vendor Partnership: The Good, the Bad, and the Unique	32
Alex Charters Research Grant Recipient - Worlds Collide	32
Faculty Fellows in CE: Fostering Faculty Partnerships.....	33

From Grapes to Wine: Traditional to Online Doctoral Programs.....	34
Plugging Leaks Throughout the Student Pipeline: Addressing Retention Through Collaboration.....	35
Two for the Price of One!	35
Eduventures Focus Group.....	36
Collaborative Knowledge Building for Online Professional Learners	36
Think Bigger, Motivate Better! How Effective Partnerships Influence a More Diverse Academic Community	36
Developing Strategic Partnerships and Agreements to Increase University Business	36
Obtaining Resources for Growth and Fiscal Viability.....	37
When Outsourcing Makes Sense, and When It Can Eat Up Half of Your Revenue	37
Broadcasting Vidyo Courses Between a Main Campus and a Satellite Campus: Lessons Learned, Student and Faculty Perceptions.....	37
Where Have All the Good Men Gone? Implications for the Demise of Male Enrollment on College Campuses – A Panel Presentation and Audience Reaction.....	38
Success by Design: Developing Programs to Support Academic Success for Adult Learners.....	38
My Degree My Way: Developing Effective Prior Learning Programs	38
Part Four: Roundtables	39
A Property Management Industry Advisory Board as an Academic Partner: A Case Study	39
How to Develop an Accelerated Program	39
Understanding the Career Service Needs of the Adult Learner Population to Improve Student Satisfaction Within Online Graduate Programs	39
Positioning Professional Dancers for Future Careers	40
Organizational Innovation: The Impact of Collaborative Knowledge Sharing	40
How to Distribute Your Ideas through Publication, Conferences, and Professional Development.....	40
Credit to Credentials: Mapping Pathways to Postsecondary Credentials through Prior Learning	41

The Integration of Technology and Pedagogy in Online Course Teaching and Online Course Development.....	41
Collaborators for Experiential Learning	41
Innovations in Online Proctoring.....	42
Initiating and Implementing Academic Partnerships with Corporations.....	42
Part Five: Poster Sessions	43
Live Learning 2.0: Social Live Knowledge Networks Can Ignite a “Live Wikipedia”	43
Collaborating to Create Career Pathways: An Innovative Approach to Stackable Skills	43
Recruiting Online Students: What’s the Difference?.....	43
Part Six: Minutes of the 2012 Annual Conference & Meeting.....	44
General Session One and Keynote One	44
General Session Two and Keynote Two.....	44
Annual Business Meeting	44
Annual Luncheon.....	50
2012 Awards	50
General Session Three and Keynote Three.....	52
Transition of Presidency	52
Adjournment	52
Part Seven: Additional Committee Reports	53
Constitution and Bylaws	53
Membership Recruitment and Retention	53
Publications.....	54
Research	55
Appendix A: Officers, 2011-2012	59
Appendix B: Board of Directors	60
Appendix C: Regional Chairs	61
Appendix D: 2012 ACHE Program Planning Committee	62
Appendix E: Past Presidents and Annual Meetings.....	63

PART ONE: ADDRESSES

PRESIDENT-ELECT'S ADDRESS

David Grebel, Director of Extended Education, Texas Christian University

WE MAKE A DIFFERENCE: PRACTICE, PEDAGOGY, PEOPLE

I am delighted to stand before you today. But I do not stand alone. As Isaac Newton and so many others have reminded us, “If we see further it is because we stand on the shoulders of giants.” I stand here today on the shoulders of all who have led and served ACHE. I stand here today on the shoulders of colleagues from TCU and other institutions who have taken the effort to guide me. And I stand here today on shoulders of my family — of parents who raised me, children who thrilled me, and a wife who loves me more deeply than I deserve.

One of my favorite questions to ask colleagues at ACHE meetings is, “Other than growing up dreaming of being in continuing education, how did you get into the field?” The answers range from having a degree in adult education to being asked by a dean to take on a struggling program to being in the wrong place at the wrong time.

I got into continuing education for far more basic reasons. I needed a job. After reviewing my résumé a member of the search committee commented on my “checkered” vocational background. I had been, in no particular order, a graphic designer, printing manager, development officer, minister (senior, youth, and music), and a sales and marketing director. Although I had a graduate degree in education administration it wasn’t something I was putting to great use.

I may have gotten into the field because I needed a job. But I remain in the field because I realized that this is a place where we make a difference.

Continuing and adult education has had a significant impact on the practice of higher education. We were the pioneers in the development of alternative delivery models. The original name of ACHE, the Association of Evening and Weekend Colleges, testifies to the way that continuing education was pioneering new opportunities for non-traditional learners. Leaders like Evelyn Bates at Goddard College introduced the idea of a “low residency” degree that created significant flexibility for adult learners. From the development of executive education to degree completion to accelerated degree programs, continuing education in all of its expressions is bringing change to the practice of higher education.

Continuing education brought to life the concept of “lifelong learning” in more than degree and credit-bearing programs. Our field led the way in professional development and certification opportunities, in workforce development, and in community programs that created linkages between campus and community. Those linkages contributed to the concept of “engaged scholarship” that is transforming many campuses.

And today practices pioneered in our field are promising significant changes in the delivery of higher education programs. The explosion in online degree programs, online professional development, and even the sudden appearance of Massive Open Online Courses (MOOCs) has its roots in the work begun in our field. The flexible approaches and entrepreneurial attitude that we brought to the field are rapidly becoming the norm.

Unfortunately, because of our pioneering work and expertise in designing effective delivery systems we've often been relegated to only the role of programmers. Yet some of the most thoughtful and influential educational theorists in higher education came from the field of continuing and adult education.

At last year's conference in Orlando I had one of those epiphanies that we often long for in a session entitled "Who Killed Innovation in Higher Education?" As the presenters told stories about innovators I realized that they were providing a "who's who" in continuing and adult education. These are people who made a difference in the theory of adult education and whose influence is crossing over into higher education as a whole.

We benefit from the work of Malcolm Knowles, who laid the groundwork for our understanding of andragogy (I'm using pedagogy in our theme statement because it alliterates and andragogy does not). His work taught us the importance of the adult learner's experience and need for self-direction.

The current emphasis on critical thinking finds some of its roots in the work of Jürgen Habermas and Paolo Freires. Both encouraged adult learners to reflect on their personal and social contexts as part of their learning with the purpose of bringing about change. And Jack Mezirow has introduced us to the concept of transformative learning.

All of these and many more developed their theories of learning in the context of working with adult learners. And many of the pedagogical approaches that grow from their research in and practice of adult learning have found their way onto the traditional campus and into the classroom.

But the difference that is most meaningful to me, the one that energizes us in our daily work, is the difference we make in the lives of the people we serve.

Four years ago Rick Osborn, then ACHE president-elect, said it this way:

This is what we do. We take students who have limited access to traditional higher education, and we transform them into an educated citizenry. We take unemployed, unskilled, and underemployed workers and transform them into a productive workforce. We take entry-level employees, young professionals, and mid-level managers, and transform them into executives and leaders. We take practicing professionals and provide the training that keeps them licensed and up-to-date. We take immigrants and transform them into citizens.

We do all of these things and so many more. There are stories enough in this room to fill years of conversations about the difference we make in the lives of people. As deans, marketers, coordinators, event planners, and all of the other roles that we play, we make a difference. Our

field is the field that through its work reminds higher education that it is about much more than private gain; continuing education reminds us that higher education also is and should continue to be about the public good.

We make a difference in the practice of higher education. We make a difference in the pedagogy of adult education. And we make a difference in the lives of the people we serve and the communities in which they live.

The Association for Continuing Higher Education exists in order to help you make a difference. The day it ceases to do that, the day it exists only to perpetuate itself, is the day we should close the doors and do something else with our time. My commitment to you over this next year is to help ACHE continue to be a place that helps you make a difference. Come make a difference with us this year.

GENERAL SESSION ONE AND KEYNOTE ONE (MARK MILLIRON): EMERGING INSIGHTS ON LEARNING AND THE ROAD AHEAD

Dr. Mark Milliron explored emerging insights in the quickly changing world of learning. He discussed models from today and provided a vision for the road ahead on issues including the intergenerational mix of teachers and learners; the different ways learners are engaging education; blended, mobile, and game-based learning; learning networks and the open-content movement; advanced analytics and cultures of inquiry; continuing conversations on student readiness; and our shared commitment to meaningful human connections. He also explored strategies for leveraging these insights in a thoughtful and inclusive way, avoiding all-too-common hyperbole while being open to real possibilities for the road ahead.

He challenged the attendees to be catalysts for change and to lead conversations nationally; he stated that continuing education is well placed to lead a national conversation because it “is playing jazz off of the traditional.” Dr. Milliron concluded by saying that continuing educators who know and implement the types of models needed to challenge the mainstream already live in a world that serves mixed populations with credit from several sources. Those who embrace play-based learning, holographic learning, learning networks, and technology will be well placed to move the dialogue forward to the next level.

GENERAL SESSION TWO AND KEYNOTE TWO (PETER SMITH): THE PATH FORWARD FOR CONTINUING EDUCATION IN THE NEW ECOLOGY OF LEARNING

Dr. Peter Smith framed his comments around the theme *The Path Forward for Continuing Education in the New Ecology of Learning*. He pointed out to attendees that the gap between workers with appropriate skills and the job skill requirements needed in the workplace is growing in America, while at the same time domestic access and completion rates in education are stagnant. Additionally, he said, twice as much money is spent in non-institutional postsecondary education as is spent through accredited colleges and universities annually. The

new ecology of learning is creating previously inconceivable ways to support teaching and learning.

Dr. Smith posed the question — What is the path forward for continuing education programs in this rapidly evolving environment? — and answered it by making the case that matching the needs of the middle third of Americans, who have some college education but no degree, with the needs of the workplace should be the primary path and focus for continuing education in the coming years. He further stated that continuing education should capitalize on the disruptive forces unleashed by IT and that the walls between the workplace and the academy can finally be torn down to create a new learning space that will benefit workers, employers, and colleges alike. In closing Dr. Smith suggested that continuing education, reborn in a new ecosystem, may well be the salvation of colleges and universities.

GENERAL SESSION THREE AND KEYNOTE THREE (AARON THOMPSON): MOVING FROM INSTITUTIONAL POLITICS TO INSTITUTIONAL PARTNERSHIPS

Keynote speaker Aaron Thompson spoke about strategic alliances between community colleges and four-year institutions. His theme, *Moving from Institutional Politics to Institutional Partnerships*, focused on student learning outcomes (SLO) as a foundation for building partnerships among postsecondary institutions. By focusing on SLO partners that can work toward the end goal and keep their “eye on the prize,” pedagogy, curriculum, and course delivery models are no longer as critical; rather the SLO, which can be achieved in countless ways, should be the focus.

A focus on student learning and academic quality can help facilitate partnerships within and among institutions in several areas. Focusing on SLOs makes prior learning assessment easier in that students can attain SLOs both within and outside the classroom; it facilitates transfer of credit between institutions since what class is taken at what institution doesn’t matter as long as the student can demonstrate SLOs; and it also facilitates alternative delivery methods, such as modularized courses, that benefit adult students.

A focus on SLOs and flexibility go hand in hand, and the resulting flexibility fosters collaboration and creativity.

SYMPOSIUM

Moderator: Roxanne Gonzales, Regis University

Panelists: Pat Book, American Council on Education; John Ebersole, President, Excelsior College; Mike Offerman, Capella Education Company

Massive Open Online Courses (MOOCs), competency-based learning, post-traditional learners, mobile access, costs, preparing for jobs that do not exist, and a new ecology of learning are all critical areas we should consider as we ponder continuing education’s future, its role, and its

place in the “new university” setting. The panel challenged attendees to think differently by presenting their visions and experiences for the road ahead and its new ecology of learning.

PART TWO: WORKSHOPS

2012 PROGRAM AWARD WINNERS

ACHE's 2012 program award winners each took a few minutes to present their programs to session attendees. This year's winners in presentation order were as follows:

- Crystal Marketing Award: Northeastern University for its "Northeastern University Spring 2012 Graduation" campaign
- Distinguished Program – Credit Award: Northern Kentucky University for its "Learning Through Military Leadership" program
- Distinguished Program – Credit Award: Regis University for its "Jesuit Commons-Higher Education at the Margins" program
- Distinguished Program – Non-Credit Award: Kansas State University for its "Grain Elevator and Processing Society (GEAPS)-Kansas State University Grain and Biorefinery Operations Program"
- Distinguished Program – Non-Credit Award: Oklahoma State University for its "International Conference on Innovation and Entrepreneurship in Health" program
- Outstanding Services to Underserved Populations Award: Northeastern University for its "Foundation Year"
- Creative Use of Technology Award: Western Carolina University for its "Online Collaborative Learning Beyond Course Registration" program
- Creative Use of Technology Award: Northeastern University College of Professional Studies for its "Passport to Course Development" program

DEFINING, MEASURING, AND IMPROVING STUDENT SUCCESS: A LOOK AT KEY PERFORMANCE INDICATORS AT SEVERAL LEADING UNIVERSITIES

Presenters: Carolyn Taylor, Director of Program Development, InsideTrack; Kristen Betts, Director of Online Learning and Blended Programs, Armstrong Atlantic State University; John Rome, Deputy CIO and BI Strategist, Arizona State University; Cyndi Wilson Porter, Vice President-Extended Academic Programs, University of the Incarnate Word; Michael Scheuermann, Associate Vice President-Instructional Technology Support, Drexel University

A panel of senior administrators used case examples to highlight their processes for defining and measuring key outcomes and how that information informs effective program management. They actively engaged participants in discussing data collection processes that produce "actionable insights," incorporate an effective feedback loop, and support continuous quality improvement.

UNIVERSITY OF PENNSYLVANIA'S "LEARNING COMMONS": HOW TO ENGAGE NON-TRADITIONAL STUDENTS WITH AN ACADEMIC SOCIAL NETWORK

Presenters: Eli J. Lesser, Associate Director, College of Liberal and Professional Studies, University of Pennsylvania; Jon Corshen, CEO, GoingOn Networks

Engaging a highly distributed body of non-traditional students can be challenging. To foster greater communication and collaboration among this population, the University of Pennsylvania created online social classrooms and communities at its College of Liberal & Professional Studies, integrating educational resources and learning objects with an academic social network. This presentation explored Penn's Arts & Sciences Learning Commons and offered best practices to help participants leverage modern social technologies to better serve non-traditional students.

DEVELOPING STRATEGIES FOR GROWTH: ANALYZING LESSONS LEARNED IN CREATING A COLLABORATIVE, AWARD-WINNING, ONLINE GRADUATE PROGRAM

Presenter: Emily Moore, Program Director, San Diego State University, College of Extended Studies

Workshop participants explored, through a case study, how an award-winning graduate program garnered sustainable, self-supported growth through the collaboration of extended education, an academic department, and campus-wide entities. Participants identified their own strategies for:

- Identifying opportunities for new programs in high-growth industries,
- Developing relationships with key stakeholders,
- Navigating policies, procedures, and approvals,
- Creating financial success,
- Selecting appropriate instructional delivery methods and technology,
- Designing innovative promotional strategies, and
- Ensuring successful program implementation and assessment.

THE HANDS-ON SOCIAL MEDIA WORKSHOP: CREATING MARKETING COLLABORATION THROUGH DATA, TARGETING, AND SEGMENTATION

Presenters: Josh Moritz, Senior Vice President, Interactive, E-Commerce, Social Media, Creative Partners; Anahid Shahrik, Vice President, Social Media, Creative Partners

This social media workshop was a hands-on learning experience. In it, educational marketers, admissions, and alumni outreach personnel designed, set up, and created targeted campaigns to get prospects to apply, register, enroll, and become active alums. Attendees learned how to leverage analytical, demographic, geographic, and interest data to achieve marketing, enrollment, and outreach goals.

INTEGRATING STUDENT ADVISING, ADULT LEARNING, AND RETENTION THEORIES: AN ADVISING MODEL FOR ENHANCING ADULT STUDENT RETENTION

Presenter: Marc Wilson, Department Chair, Psychology, Hesser College

Although adult learning theory, student retention theory, and student advising theory each have a long history (Chaves, 2006; Zepke, Leach, & Prebble, 2006; Daller, 1997), few authors have explored how each body of literature might inform the other. This presentation explores common ground between the three fields and will specifically look to build a model of advising for adult retention that is grounded in the well-established student retention theories but is also informed by the wisdom found in adult learning theory.

Adult Student Retention Literature

To date, the overwhelming majority of research and theorizing about student retention has focused on traditional-age 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), 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-age 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 stepchildren and suggests a customer service approach to increase adult student retention. Chaves (2006) 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 doctoral dissertation, Raymond McGivney (2009) drew on a review of the adult education literature to develop a model of adult student persistence in an online course. However, none of these studies tested the efficacy of an interventional retention model.

How Can Academic Advising Improve Adult Student Retention?

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 that include 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.

Academic advising may have an impact on the retention of adult students if advisors are mindful of the special issues facing adult learners. Bowes (2001) reported that barriers to education for adults can be grouped into three categories: time poverty, financial poverty, and institutional barriers. The last category is an area where advisors have an opportunity to help. Adult students are likely to be first-generation college students and therefore will need help in navigating the often confusing policies and procedures common in higher education. Academic advisors also need to be sensitive to the fact that as first-generation students, adults may not have developed a sense of themselves as college students and therefore will need assistance with acculturation to the college experience and environment.

Toward a Synthesis of Advising, Retention, and Adult Education Theories

As mentioned above, there is little overlap among the advising theory, student retention theory, and adult learning theory literatures. Several theorists and researchers have focused on the differences in developmental stages of life between traditional-age 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 that often compete for adult learners' time and attention.

In order to explicitly integrate advising theory, adult learning theory, and student retention theory, I propose a model which incorporates notions related to Knowles' (1975) concept of Andragogy, specifically Self-Directed Learning (Brookfield, 1986), Student Centered Learning (Zepke & Prebble, 2006), and developmental advising (Crookston, 1972 and O'Banion, 1972). This model places as a central organizing concept the notion that in order for students to overcome the 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 acculturated to the ideals of higher education. Many non-traditional students are motivated to attend college for purely extrinsic reasons, i.e. getting a better job. In order for adult students to buy into 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. This includes tailoring the academic advising process to suit adult students.

Two assumptions are made here: Firstly, if “Integrationist” theories (Tinto, 1993; Pascarella & Terenzini, 1991) are correct, then developmental advising can have a significant impact on retention. The advisor is the adult student’s “life-line” to the institution. Due to time constraints that most adult students experience, they are less likely to participate in college activities outside of the classroom. The academic advisor is often the only person with whom adult students have regular contact at the college other than faculty. Secondly, if Astin’s “Attrition Theory” which focuses on behavior rather than attitudes is correct, then developmental advising can have a significant impact on retention. It is the advisor’s role to help the student work out a strategy to overcome external obstacles, manage time, and balance multiple life roles.

References

- Astin, A.W. (1977). *WHAT MATTERS MOST IN COLLEGE: FOUR CRITICAL YEARS*. San Francisco: Jossey-Bass.
- 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.
- Bowl, M. (2001). Experiencing the barriers: Non-traditional students entering higher education. *Research Papers in Education* 16(2), 141-160.
- 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.).
- Crookston, B. B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel*, 13, 12-17.
- Daller, M. L. (1997). *The use of developmental advising models by professional academic advisors* (Master’s Thesis). Retrieved from <http://scholar.lib.vt.edu/theses/public/etd-64712549711241/Thesis.pdf>

- 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. (1995). 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.
- O'Banion, T. (1972). An academic advising model. *Junior College Journal*, 42(6), 62-64.
- Pascarella, E., Terenzini, P. (1991). *HOW COLLEGE AFFECTS STUDENTS*. San Francisco: Jossey-Bass.
- 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
- Tinto, V. (1993). *Leaving college: Rethinking the cause and cures of student attrition* (2nd ed.). Chicago: University of Chicago Press.
- 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

ADULT LEARNING, INTERNATIONAL PARTNERING, AND CULTURAL COMPETENCE

Presenter: Sue Currey, Professor of Communication, St. Edward's University

Preparing adult learners as well as traditional-age students to function as global citizens is a high priority for universities. However, adult learners lead lives that can restrict their ability to access international study. This presentation described a creative model that provides a practical international study experience for adult learners. Session participants explored scenarios to create a template for developing international partners to further adult learning, cultural competence, and global awareness.

COLLABORATING TO MAKE A DIFFERENCE: WORKING TOGETHER TO BUILD A BETTER TOMORROW

Presenters: Tom Yannuzzi, Assistant Professor, Penn State University; Fred Loomis, Assistant Clinical Professor and Program Director, Drexel University; James Broomall, Associate Provost, Professional & Continuing Studies, University of Delaware

At the 2011 ACHE Annual Conference in Orlando, this session's presenters developed a couple of possible scenarios for the future of higher education. While very productive discussions were had around the possible futures and their potential impact on higher education, the impact those potential scenarios might have on specific types of higher education organizations, including organizations such as ACHE, was not discussed. This session was a follow-up to the previous discussion to build various cases modeling what the future might hold. From these cases, participants were encouraged to look at the potential responses their own institutions could take to address these futures. In addition, participants were encouraged to think creatively and innovatively about agendas needed to better serve ACHE's mission in transforming higher education for adult learners.

PART THREE: CONCURRENT SESSIONS

BUILDING THE POWER PARTNERSHIP – MARKETING AND RECRUITMENT

Presenter: Brenda Harms, Associate Vice President, Stamats, Inc.

As colleges and universities look outside to build enrollment through relationships, participants took a quick check inside their departments to ensure that the partnership between their marketing efforts and recruitment practices were in alignment, to maximize the benefits of both. Through this process, participants gained a deeper understanding, supported by research, of the importance of this key relationship. From messaging to recruitment and conversion strategies, participants were able to identify how to maximize this most powerful partnership.

ALEX CHARTERS RESEARCH GRANT RECIPIENT – CREATING AN EFFECTIVE EDUCATIONAL ENVIRONMENT FOR ADULT LEARNERS: A QUALITATIVE, MULTI-CASE STUDY OF OFF-CAMPUS CENTER ADMINISTRATORS' USE OF INVITATIONAL LEADERSHIP

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 sought to find common ground between the two and specifically looked 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 began with a brief discussion of the student retention literature, including the work of Tinto (1975) and Astin (1984), among others. An overview of the adult education theory literature highlighted the work of Knowles (1975) and Brookfield (1986) and focused on the issues specific to adult learners that call into question the validity of applying retention models that have been developed for traditional-age students to adult learners. The middle section of the presentation attempted 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 were offered, including an overview of a first-term seminar designed with student retention and adult education theories in mind.

RUNNING CE AS ONE SIZE FITS ALL? TIME TO SIZE UP YOUR OPPORTUNITIES

Presenters: Dr. Patty Pool, Boston Reed; Romelia Aranda, Southwest Texas Junior College

The pervasive nature of point-and-click, drive-through service is changing the way education consumers expect to learn. A traditional college education, particularly in public institutions, is becoming the exception rather than the rule as we see upward of 80 percent of our students working at least part-time while carrying full-time credit loads or less. Retention rates remain below desirable levels and even financial incentives to finish in four years are yielding only mediocre success.

Funding cuts cause administrators to re-examine the way they manage the business of education. The current economy raises doubts about how much more can be done with smaller budgets. Our constituents, trustees, and alumni expect high-quality solutions that further the college mission—to educate through outreach, to provide opportunities that help one advance within a profession, and to develop a skilled workforce.

The mantra of a college degree for every American is changing. The cultural shift is trending toward a college education versus a college degree. How are we, as educators, prepared to embrace an appetite for learning that falls short of the degree? The premise of this presentation was to open dialogue to 1) promote college venues for non-credit middle-skill training that meets demand and generates revenue and 2) consider creative ways to address the current education consumer's appetite for learning. The presenters believed work must be done through non-credit opportunities that yield certificates, stackable credentials, professional development, and, also, college degrees.

Present Economics Trump Future Aspirations for Self-Actualization

The Great Recession sent the unemployed scampering to college campuses. Open access, especially at the community college level, saw enrollments rise in record numbers. Our citizens found access to financial aid that enabled them to follow their dreams of earning a college degree and gaining skills and knowledge on which to build a bright future. However, when they arrived, many discovered that the 16-week semester, classes that met two to three times per week, and an end game two to four years away required more commitment than they were willing to make. While online programs allowed flexibility, more discipline was required than some were willing to muster. The traditional college experience either wasn't for them or their part-time work to make ends meet interfered. And, there were the questions that seem top-of-mind for most students today: "What job will I have when I earn this degree and how much will I make?"

To more accurately match talent with job skills, the Society of Human Resource Management encourages employers to reexamine the qualifications listed in job postings. A common misnomer is to require a bachelor's degree in related field when the job can be competently filled by certificate bearers, associate-degreed or middle-skilled workers. The Bureau of Labor Statistics reports that just more than 30 percent of jobs in 2010 required associate or higher degrees. Baccalaureate degrees represented roughly 20

percent of those. However, we have a workforce with 30 percent holding bachelor's and 10 percent associate degrees. Bureau of Labor Statistics projections through 2020 have the degree requirement level increasing only slightly to 31 percent. Future employability, for nearly 70 percent of the workforce, will have more to do with *job skills* than degrees held.

Middle-skills and Stackable Credentials Bridge the Gap

Economic development organizations along with business and industry leaders have increasingly turned to institutions of higher learning for workforce development. Regents and trustees have begun to recognize the need to include workforce development in mission statements. Federal funding has long supported workforce training programs.

Skill building after a high school degree is crucial. Expanding continuing education and short-term training provides a proven method of addressing job skills at the speed of business. The manner in which institutions of higher education embrace the market demand separates those who are able to respond to local conditions from those who are not. Success lies within systems and schools that seek innovative ways to promote opportunities in both the credit and non-credit arenas. Limitations to CE expansion appear more prevalent in institutions with less connection to local economic development and a mission more concentrated on degree granting.

Consumers Want Options Rather than One-Size Approach

Continuing education consumers — our students, alums, and local businesses — come to us with expectations that the college experience should closely resemble other important facets of their lives. They expect choices. One size rarely fits all either with clothing, so why should it in education? Still, many colleges retain a one-offering, one-location, and one-delivery method approach to workforce programs.

Today's consumers seek education solutions that cut through red tape and get them to their future as quickly as possible. Semester-long skill-building programs no longer satisfy the appetite for learning. And asking a consumer to sign on for multiple semesters has little appeal when other providers offer opportunities to gain skills more quickly and conveniently. Working professionals seek high-quality skill building quickly and will pay for the opportunity. Workers who have been displaced want to get started sooner rather than later. Continuing education gives colleges and universities the outlet to meet the demand with high-quality offerings.

Southwest Texas Junior College offers options by delivering CE programs that allow successful completers to translate their experience into academic credit. Keeping student success at the top of its mission, the CE program has demonstrated that entry-level programs prepare students for the rigor of academic programs. CE can become a feeder for credit programs. Following basic skills in specified health care, law enforcement, and administrative information technology programs, motivated students transfer credit hours to the corresponding academic program. This approach is one of complementing rather than competing between credit and non-credit programs. The presenters explore the

differences between CE and academic education consumers. Open discussion will expound how participants promote programs to complement credit offerings and advance learning. Participants will share techniques that foster a cooperative attitude among credit faculty. Identifying credit deans, chairs, or faculty to champion skill training program development, utilizing advisory boards for market demand research, and writing program titles that clearly demonstrate stackable credentials are among the techniques to be discussed.

Holding CE programs at one location is a hazard of budget cuts and staffing challenges. Ms. Aranda will discuss how SWTJC is able to serve students by partnering with independent school districts to offer interactive television classes for enhanced distance learning. SWTJC serves the largest geographic community college district in Texas, responsible for rural communities over a 9800-square-mile area. With just a small staff, she has been able to grow CE programs by reaching students through technology, reducing their commutes, increasing enrollments, and generating revenue.

Staying abreast of workplace demand can be daunting. Where resources — subject matter experts, equipment, and facilities — exceed constraints such as time and money, developing programs internally is always preferred. Revenue over expenses should generate a return on investment (ROI) to support the effort. Reduced funding has increased challenges for many divisions in what has traditionally been standard practice. Where resources are not available, partnerships with third parties such as Boston Reed can help achieve the objective. Campuses have learned through contractual arrangements with food service providers, residential housing managers, and online and onsite book store operators, that partnerships offer a variety of services beyond what is singularly possible. Third-party vendor arrangements range from lead generation stipends and facility rentals to tuition splits that generate revenue.

CE Revenue as Fund Recovery

Colleges and universities have limited options to generate discretionary sales. Becoming a one-stop education solution with continuing education options is one way to effect change quickly. The presenters discuss why CE divisions need to track revenues as well as wisely manage their budgets. Accountability yields credibility among administrators and strengthens the CE case for expanded offerings, particularly since CE revenue is frequently used for general fund recovery. Knowing that high-quality programs generate excess revenue over expenses helps to further establish the desire to offer complementary CE programs.

Moving from One Size to One Stop

Attendees will find numerous techniques to infuse innovation into their continuing education divisions, learn to promote CE partnerships to credit deans and chairs, and gain skills to change dialogue between programs from competing to complementary. Participants will consider best ways to reach target audiences in the community and discover that the best customers and supporters for any CE division are often past and present students and alumni, who already know and trust the college. Degree-seeking

students also need skills to help them earn a living wage as they work their way through college. Responding to consumers' appetites for learning requires thinking in terms of a one-stop instead of a one-size-fits-all provider.

BUILDING A STUDENT RECRUITMENT ECOSYSTEM

Presenters: Jon Horn, President and Principal Consultant, JMH Consulting, Inc.; Jeff Roby, Marketing and Admissions Coordinator for the College of Liberal Studies, University of Oklahoma

In today's competitive landscape, successful student recruitment requires several marketing and admissions components. Search engines, social media, email, customer relationship management, and content management all play a role. Last year, the University of Oklahoma (OU)'s College of Liberal Studies engaged JMH Consulting in a multi-year partnership to help build such an infrastructure. This session explored the philosophy behind recruitment ecosystems and the technological and human resources needed. The challenges and successes encountered at OU were shared, followed by group discussion.

TO DO OR NOT TO DO: THE NITTY-GRITTY OF ONLINE PROGRAM DEVELOPMENT PARTNERSHIPS

Presenter: Marsha Ham, Associate Vice President and Dean, University College, University of New Haven; Susan Kryczka, Chief Operating Officer, Educators Serving Educators, and Assistant Vice President for Extended Education, Excelsior College

Many institutions are considering partnering with outside companies to move into the online program marketplace as the way to get their online programs up and running quickly without a major capital investment. This may or may not be an ideal solution for your institution. Participants of this session explored, in depth, the strategies and the "what-you-need-to-know" to successfully partner for entry or extension into the online degree market and to prepare your institution for this jump.

COLLABORATING TO PROVIDE BUSINESS DEGREES

Presenter: Robin Plumb, Director of Academic Services, Southeastern Oklahoma State University; Rod Leird, Assistant Professor of Business, Southeastern Oklahoma State University

One of the most sought-after degree programs at the Ardmore Higher Education Center (AHEC) is Business. Southeastern Oklahoma State University (SE) provides the business degree programs for AHEC. For many years, business students at AHEC have encountered difficulties completing their degrees due to the lack of junior and senior classes offered at AHEC. Most students have to commute or move to the main campus at Durant, which is 55 miles away, since most of the instructors at AHEC are adjuncts who are not qualified to teach the higher-level courses. While the use of IETV and the internet

meets some of these students' needs, the accreditation requirements for the SE School of Business have made it difficult to recruit enough students to offer a full slate of business courses at AHEC. One way to address the problem was to place a full-time business professor at AHEC with responsibilities to recruit, advise, and instruct both bachelor- and master-level business students. SE partnered with the Southern Oklahoma Memorial Foundation (SOMF) and AHEC to bring live instruction, with a full-time business faculty, which has increased enrollment and retention in the business programs at AHEC. Implementing the program is a cooperative effort, with partial funding from SOMF. The faculty member's teaching load is nine hours per semester and an assistant professor is assigned to Ardmore to teach live and IETV business courses which originate from Ardmore. Office space, equipment, and consumable supplies are provided by AHEC with an ongoing salary subsidy to SE.

This paper highlighted the strategies used to fund and implement the partnership. The presentation included a hands-on exercise in small groups, with groups participating in mock business plans, including the development of mission statements, which were shared with group.

The goal of this session was to review and discuss how partnerships between stakeholders including colleges, universities, non-profit foundations, government, and area businesses can be utilized to improve educational opportunities for students pursuing a business degree.

SHINING A LIGHT ON ADJUNCT FACULTY: PARTNERING TO IMPROVE ACADEMIC PERFORMANCE THROUGH FACULTY DEVELOPMENT

Presenter: Michael Cherry, Academic Coordinator, Adult Business Programs, Lewis University

For Adult Degree Completion programs, adjunct faculty are a key success factor, yet they are often out of mind because they are out of sight. Recognizing the central role that adjunct faculty play, the Lewis University College of Business partnered with adjunct faculty to create a development program focused on improving teaching and learning. This presentation provided participants with a knowledge of the elements of that program, how to articulate such a program within an organization, how to create dialogue regarding best practices, and explored results of the program.

IGNITING INNOVATION IN CONTINUING EDUCATION LEADERSHIP

Presenter: Lisa Braverman, Associate Provost, Long Island University

According to the U.S. Council on Competitiveness, innovation will be the most important factor in determining America's success through the 21st century. Innovation is critical to government, business, and continuing education. Without innovation, continuing education units can't create new programs and partnerships or contribute meaningfully to the academy and to the needs of society. Participants explored 21st century innovations

and the role of the continuing education unit as a solution to meeting the needs of the 21st century environment.

INCREASING OUTREACH THROUGH INNOVATIVE PARTNERING IN THE “NEW NORMAL”

Presenters: Diane Altwies, CEO, Division of Continuing Education, Core Performance Concepts; William O'Connor, Director, Stetson University

Have you heard people say they want to get back to “normal” after the economic shocks organizations have received in the last several years? The truth is that the old ways of managing won't work. The “New Normal” phenomenon is characterized by constant change that requires a transformation in what and how you direct your organization's activities. This session focused on what the “New Normal” means to continuing education organizations and universities in particular. Attendees were exposed to best practices on choosing and managing vendor partnerships to deliver new programs that provide revenue to the university within the first year.

INCLUDING ALL ACADEMIC DEPARTMENTS IN THE DISCUSSION: HOW TO BUILD A GRADUATE SCHOOL

Presenters: M. Graeme Armstrong, Assistant Professor of Education / Master of Higher Education Administration Program Coordinator, Upper Iowa University; Jerry Poppe, Assistant Professor / Master of Public Administration Program Coordinator, Upper Iowa University

The session showcased how a careful and thoughtful commitment to integrity and quality decision-making, grounded in higher education practice and theory, brought about transformational institutional change. Furthermore, it demonstrated consensus-building as a model institutional structure for both fostering and maintaining quality faculty governance. The change was brought about from an Academic Quality Improvement Program (AQIP) communiqué to Upper Iowa University from the Higher Learning Commission; this was used to leverage support for graduate program governance.

PARTNERING FOR INNOVATION

Presenter: Regis Gilman, Interim Dean - Educational Outreach, Western Carolina University; Jane Everson, Consultant, Appalachian State University

Through the North Carolina Partners in Innovation, community colleges and universities provide regional leadership in partnership with regional leaders from business and industry, government, non-profits, and K-12 education, hosting a series of regional higher education events for the community to support a regional strategy for community growth and economic development. This session provided an overview of the evolution of the committee and the decisions to reframe the primarily institutional composition of the

committee to engage the greater business community, focusing on small business entrepreneurship and innovation.

SERVING THOSE WHO SERVE: INSIGHTS AND INNOVATIVE IDEAS IN SERVING STUDENT VETERANS

Presenters: Meg Mitcham, Director, Veterans Programs, American Council on Education

Attendees gained knowledge of replicable models for success and suggestions for implementation to serve veteran students. The American Council on Education's veterans programs, key insights, and ideas for innovation were presented to aid institutions in developing veteran-friendly programs.

AN ONLINE ORIENTATION PROGRAM THAT ADDRESSED THE SUPPORT NEEDS OF ADULT LEARNERS: HOW WAS IT DEVELOPED AND WHAT LESSONS WERE LEARNED?

Presenter: Richard Brungard, Academic Support Resource Coordinator, Penn State World Campus

Often, adult learners are at a disadvantage in our institutions because they may not have the same access to orientation programs that are made available to traditional students. This is especially true for adult learners studying at a distance. This presentation explored the available literature on what support resources adult learners need and then discussed the origins of the Penn State World Campus online orientation program, how it was developed, and what lessons have been learned in its development. Participants shared best practices from their institutions.

GROWING THE EASTERN KENTUCKY UNIVERSITY – OSHA TRAINING INSTITUTE EDUCATION CENTER... IT'S ALL ABOUT THE PARTNERSHIPS!

Presenter: Tammy W. Cole, System Director, Eastern Kentucky University

Eastern Kentucky University was authorized as an OSHA Training Institute Education Center by the U.S. Department of Labor in 2003 with continued reauthorization through 2017 to serve an eight-state region with safety courses in General Industry, Construction, and Outreach Train-the-Trainer Programs. Growing the center, from its inception in 2003 when around 200 students were served annually, to the current program serving over 12,500 students in safety courses each year, has required partnerships at all levels. This information sharing session highlighted the best practices learned by the ECU staff as they developed and grew the OSHA Center.

This presentation demonstrated how mutually beneficial partnerships enabled a regional university to create and operate a very successful federal center, boosting economic

development and promoting workplace safety. The following key points were addressed during the workshop:

- The center offers over 25 safety courses, including the exclusive “*Correctional Fire/Safety Officer Certificate Program*” which was developed by ECU utilizing the DACUM Job Analysis process.
- Revenue has grown from \$37,356 in 2004 to \$1,102,475 in 2012 with significant funds being returned to the university for use in other program areas.
- Capacity of the center includes 21 instructors, six administrative staff, and five student assistants. ECU trained nearly 13,000 students throughout the 2011-12 FY.
- Classes have been held throughout Federal Region IV (KY, TN, NC, SC, GA, FL, MS, AL) as well as at other sites including Picatinny Arsenal, NJ; Camp Zama, Japan; Camp Leatherneck, Afghanistan; Ft. Hood, TX; McConnell Air Force Base, KS; with the West Virginia National Guard; and Ft. Shafter, HI.
- Key partners include the U.S. Army Combat Readiness/Safety Center, U.S. Marine Corps, The GEO Group, Inc., Kentucky Department of Labor, and Builders Exchange of Kentucky.
- In 2009, a Memorandum of Agreement was signed to grant 6 hours of graduate credit in the ECU Safety, Security and Emergency Management master’s degree (online or classroom) for those students successfully completing 240 hours of training. The online master’s has been a good option for U.S. Army students who leave Ft. Rucker for overseas assignments.
- The Center is now ranked sixth out of 24 centers across the U.S., training nearly 13,000 students per year.

SUSTAINING A SMALL PRIVATE LIBERAL ARTS COLLEGE: A HISTORY OF INNOVATIVE STRATEGIES AND PARTNERSHIPS

Presenter: Dan Dowdy, Associate Professor, Mary Baldwin College; Sharon Barnes, Director, Roanoke Center, Mary Baldwin College; Kari Frenz, Academic Advisor, Mary Baldwin College

The 170-year history of Mary Baldwin College — from the time it was established in 1842 as Augusta Female Seminary to its present-day configuration — demonstrates how innovative and often gutsy strategies have enabled this small college to survive and thrive. This presentation centered around a historical overview of Mary Baldwin, including the expansion of undergraduate programs, the addition of adult and graduate programs, and the establishment of regional centers throughout the Commonwealth of Virginia with a particular focus on the Adult Degree Program (ADP).

DUAL LANGUAGE DEGREES – INNOVATIONS FOR ADULTS/LOS TITULOS DEL PROGRAMA BILINGUE INOVACIONES PARA ADULTOS

Presenter: Roxanne M. Gonzales, Academic Dean and Professor, College for Professional Studies, Regis University; Estevan Flores, Director, Faculty and Curriculum, AGMUS Ventures

Overview

Serving under-represented populations is critical in today's economic environment in order to meet workforce demand as well as President Obama's 2020 goal for degree completion of adults. Hispanics now number over 50 million in the U.S., a population that grew by 43% since 2000; higher education should consider alternative models for serving this population. Regis University, a Jesuit Catholic institution, and the Ana G. Mendes University System of Puerto Rico have formed a partnership through a company called AGMUS Venture Inc. (AVI). AVI's specialty is to offer dual-language degree programs in English and Spanish at the undergraduate and graduate level in Denver, CO in an accelerated eight-week format to serve adults. AVI also offers its program in Maryland and on three campuses in Florida. The program's aim is to graduate dual language professionals in nine undergraduate and three master's disciplines. The session outcomes were to:

- Review the current demographics and literature related to success of Hispanics in higher education;
- Explore the basic theory behind a dual-language model;
- Review the partnership model between Regis University and AVI; and
- Explore the lessons learned.
-

Demographics

According to the U.S. Census Bureau, "Hispanic or Latino refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race." According to the 2010 U.S. census, in April of 2010 there were 50.5 million Hispanics out of a total U.S. population of 308.7 million. Of the Hispanic population 63% were of Mexican origin; the next largest group, 9%, were of Puerto Rican origin. More than three-quarters of the Hispanic population lived in the West or South; 41% of Hispanics lived in the West and 36 % lived in the South, while the Northeast and Midwest accounted for 14% and 9%, respectively, of the Hispanic population. In 2010, 37.6 million, or 75%, of Hispanics lived in the eight states with Hispanic populations of one million or more: California, Texas, Florida, New York, Illinois, Arizona, New Jersey, and Colorado. More than 50% of the Hispanic population resided in California, Texas, and Florida (U.S. Census Bureau, 2010).

Hispanics make up only 13% of the overall enrollments across higher education institutions in 2010 compared to 61% for whites, 14% for blacks, and 1% for American Indians. In terms of degrees awarded, Hispanic students are experiencing gains in degree

completion although the overall completion rate is small compared to other groups; 10% complete a bachelor's degree compared to 22% of whites (The Chronicle, 2012). Clearly there is a need to work toward higher degree completion for the Hispanic population as it continues to increase in number.

Literature

Given the low graduation rates of Hispanic students at all levels of higher education, retention of these students is paramount. As institutions work toward improving retention rates some of the major literature in student retention applies directly to all student populations. However, there are aspects of differing student populations that require added attention and consideration for retention. In a review of literature related to the success of Hispanics in higher education, four main themes emerged but are not limited to:

1. Learner's sense of belonging
2. Support of faculty
3. Social construction of the self
4. Defining Hispanics

Maestas, Vaquera, and Zehr (2007) suggest that for Hispanics, the learner's sense of belonging in a collegiate environment is closely related to the student's ability to pay for their education, the academic support they receive in how to navigate institutional systems, the interest level faculty demonstrate toward Hispanic students, and the students' ability to integrate socially. Institutional commitment to the hiring and support of Hispanic faculty and staff also positively impacts retention rates for Hispanic students (Delgado-Romero, Manlove, & Hernandez, 2007).

Success for Hispanics according to Brown (2008) can be attributed to one's social construction of reality related to the student's immigration status, command of English, regional/cultural influences, and the implications of higher education within one's community. Finally, higher education administration and faculty should be aware that Hispanics are composed of many differing groups from all over the globe (Johnson, 2006) and that not all Hispanic students will respond in the same manner in a class setting; some students have a community focus, others will be individually focused depending on their cultural norms.

Dual Language Model & Partnership

The overarching outcome of this degree model is to graduate professionals who are proficient in two languages, Spanish and English, in specific disciplines. The model follows a 50/50 instructional approach — 50% of the instruction is in English and 50% of the instruction is in Spanish — in all aspects; this includes coursework, lectures, assignments, and discussion in the classroom. Dual-language programs emphasize the practical and meaningful application of the languages across the curriculum.

Support structures for this model are extensive and vary from “traditional” support for adults in that there is bilingual support from the entire campus; all faculty, staff, and

advisors are bilingual. When a student applies for admission he or she is administered a placement test for English and Spanish language proficiency. Depending on his or her score the student will be placed, if necessary, in the appropriate course to bring his or her language skills up to academic standards, or, if the student passes the placement test, he/she may begin degree courses. To support the student there are language labs, a full bilingual library, and activities that are intended to expose students to multicultural aspects of professional life.

The partnership between AVI and Regis was established in a manner whereby AVI managed the dual-language operations at the campus location to include marketing, admissions, enrollment, library, conversion of courses into Spanish, recruitment and assessment of faculty, and facilities management. Regis oversees all the academic content, faculty approval, training, and students. The two entities work together to ensure a solid academic program to meet the overall goals of the program.

Lessons Learned

The partnership between AVI, which is a for-profit entity, and Regis, a non-profit, has been in existence for over ten years. This type of partnership, developed to offer the Regis degree with operational functions provided by AVI, is one that many institutions are now exploring. The non-profit/for-profit model presented some challenges that were unexpected although not impossible to resolve. The lessons learned from this partnership fall into the following areas:

- Planning is critical to short- and long-term success;
- There will be some tension between the non-profit and for-profit mission;
- Faculty buy-in is paramount;
- There is a need to clarify and define who does what;
- There is a need to provide policy exceptions on a case-by-case basis;
- There is a need to provide bilingual support in all areas for the students;
- Communication, communication, communication, and more communication;
- Leadership support from all levels is ultimately the key to success.

The lessons learned from this partnership can be applied to any partnership, but the most vital lesson learned is that the overarching goal must be the success of the student. Because the target population is the student interested in a bilingual program, it is imperative that all involved have bilingual skills. As the program matures and more is learned about the opportunities for program growth, the partnership is under continual review.

References

Brown, A.V. (2008). Effectively educating Latino/A students: A comparative study of participation patterns of Hispanic American and Anglo-American university students. *Journal of Hispanic Higher Education* (7)2, 97 -115.

Delgado-Romero, E.A., Manlove, A.N., & Hernandez, C.A. (2007). Controversial issues in the recruitment and retention of Latino/a faculty. *Journal of Hispanic Higher Education*, (6)1, 34 – 51.

Johnson, D.P. (2006). Historical trends and their Impact on the social construction of self among Hispanics and its impacts on self-efficacious behaviors in training and careers. *Journal of Hispanic Higher Education*, (5)1, 68-84.

Maestas, R., Vaquera, G.S., & Zehr, L.M. (2007). Factors impacting sense of belonging at a Hispanic-Serving institution. *Journal of Hispanic Higher Education*, (6)3, 237 – 256.

The Chronicle of Higher Education (August, 2012). *Almanac 2012 -12*.

The Chronicle of Higher Education (August, 2012). *Almanac 2012 -12*.

U.S. Census (2010). <http://www.census.gov/>

JMH / ACHE WEBSITE BENCHMARKING INITIATIVE – ANNUAL REPORT

Presenter: Jon Horn, President and Principal Consultant, JMH Consulting, Inc.

Last year, ACHE partnered with JMH Consulting to offer its members the opportunity to participate in a groundbreaking research initiative on continuing education websites. This session presented results from that research using data collected from more than 30 participating departments. Several dozen metrics were studied, including bounce rate, traffic sources, mobile traffic, social media traffic, and seasonal variations. Participants were able to apply findings to their departments to improve operations.

EFFECTIVE ONLINE REVENUE ENHANCEMENT STRATEGIES TO SUSTAIN FINANCIAL GROWTH AND SHOW MEASURABLE RESULTS

Presenter: Aaron Patterson, Vice President of Customer Service, Cambridge Educational Services

This highly interactive and visual presentation assisted participants to:

- Learn how to follow market trends expanding educational partnership programming: WorkKeys, Learning Styles, Test Preparation, Praxis, GED, Career Interest Inventory, and the new Common Core Educational Initiative;
- Identify ways that community, continuing education, and parks and recreation departments can successfully partner with middle and secondary schools, school districts, Gear-up, Upward Bound, McNair, Educational Opportunity Centers, Talent Search and Title I - IV RFP Initiatives supplying materials, training, registration, tutoring, and on-line educational programming;
- Determine how to market and form profitable educational partnerships even with very limited staffing and outrageous revenue demands placed upon departments by your own education institution;

- Emulate the most successful and profitable educational partnership test preparation programs;
- Customize courses that best fit the needs of each of your educational partners; and
- Outline financial parameters of profitable educational partnerships including spreadsheet analysis of projected revenues and itemized expenses under highly varied enrollment scenarios.

Each session attendee received several supplemental handouts and worksheets designed to give both novice and experienced session attendees a strong grasp of how to start their own profitable educational programs or how to restructure and increase the profit of their pre-existing educational programming. Attendees gained valuable insight into making educational programs of all types succeed.

FOCUS ON FACULTY: CIVILITY AND PROFESSIONALISM IN THE ONLINE CLASSROOM

Presenter: Paula Shipper, Director of Distance Academic Services, Park University

Civility and professionalism in the online classroom is an important point of discussion in today's environment with stakeholders involved in online learning. Institutions of higher education must deal daily with online classroom communications from both faculty and students. This presentation discussed the issue from a training aspect. How do we train faculty and students to be appropriate? What behaviors would be deemed inappropriate? Best practices at Park University were presented.

A VENDOR PARTNERSHIP: THE GOOD, THE BAD, AND THE UNIQUE

Presenters: Guy Felder, Director, University of Houston; Nicole Foerschler Horn, Vice President, JMH Consulting, Inc.

Leveraging vendor partnerships is nothing new. Partnerships can help schools mitigate costs, launch programs faster, and reduce risk, but a common mistake universities often make is to sacrifice their control and long-term ownership of the program. However, the University of Houston (UH) and JMH Consulting launched a program using a model that shares risk and allows UH to continue to run the program even after the contract ends. The session explored the elements of this unique partnership approach.

ALEX CHARTERS RESEARCH GRANT RECIPIENT - WORLDS COLLIDE

Presenter: Karl Stevens, Director of Online and Distance Education, Southern Utah University

Recipient of a 2009 ACHE Alex Charters Research Grant, Karl Stevens presented a summary of his doctoral research, which focused on the relationships between technical staff and professors during the online course development process.

In his role as director of Southern Utah University's online program, Stevens noted a marked disparity in the respective backgrounds of subject matter experts (SME) and instructional designers. Often the SME had many years of traditional teaching experience in his or her discipline and typically held a terminal degree. The instructional designer typically had a degree more closely related to the technical or graphic design aspect to online course development. As these individuals engaged in the course development process, they had to find common ground upon which to base their development efforts. This theme was the force behind Stevens's research topic: "What were the experiences of SMEs and instructional designers during the online course development process, and what effect did those experiences have on the process?"

Stevens's study was a qualitative single-case study that included ten research participants who were purposefully selected based on a range of experience and physical location (main and regional campuses). Participants were SMEs and instructional designers associated with the USU Faculty Assistance Center for Teaching. Open-ended questions were asked in a private setting within each participant's workplace. Questions focused on factors that contributed to or impeded course development as well as how participants characterized their experiences and what meaning they ascribed to their experiences. To reduce biased responses, participant identities were not revealed to other participants. However, the Hawthorne effect may have been present as participants generally had positive comments and seemed reluctant to speak critically of colleagues.

Coding and triangulating responses revealed four key themes that participants felt were important to a successful course development effort: communication, mutual respect, commitment to excellence, and enjoyment. In the context of these themes, the researcher found that internalizing experiences and allowing them to provide guidance and motivation had a positive effect on the development process and on the individuals who engaged in it.

The implication of these findings was that managers should address the enculturation of the participants and workplace to ensure that efforts and resources are conducive to positive interactions and experiences. This included careful pairing of development partners by considering team members' interests, strengths, and levels of technical and development expertise.

FACULTY FELLOWS IN CE: FOSTERING FACULTY PARTNERSHIPS

Presenters: Scott Greenberg, Associate Vice President of Academic Affairs and Dean of Graduate and Continuing Education, Framingham State University; Jon Huibregtse, Professor and Chair, History Department, and Faculty Fellow, Graduate and Continuing Education, Framingham State University

When budget cuts resulted in reductions in full-time continuing education (CE) administrative personnel, the Division of Graduate and Continuing Education at Framingham State University developed a Faculty Fellows Program. Three tenured faculty members were provided a one-course reduction each semester in exchange for

working ten hours per week in CE. Their expertise has helped to enhance CE operations and foster better communication among full-time and adjunct faculty. This presentation shared how to develop a Faculty Fellows Program in CE and ways it can improve the institution.

FROM GRAPES TO WINE: TRADITIONAL TO ONLINE DOCTORAL PROGRAMS

Presenters: Bethany Flora, Assistant Professor, East Tennessee State University; Bill Flora, Assistant Professor, East Tennessee State University; Virginia Foley, Assistant Professor, East Tennessee State University; Don Good, Associate Professor, East Tennessee State University; and Deborah Joyner, Director of Cohort Programs, East Tennessee State University

This panel from East Tennessee State University (ETSU) shared a wide variety of opportunities and challenges in moving well-established face-to-face programs to fully online delivery formats. The panel represented a rich history of professional experience and teaching in higher education administration, PK-12 administration, and program development and marketing. Originally scheduled as a roundtable discussion, the presentation was moved to a breakout session and was well-attended.

Panel members shared discussion, comments, and audience questions. Content proximal to the presentation focused on four areas involved in the collaborative move to an online delivery of a doctoral program: Notification, Development, Approval, and Implementation. However, audience participation drove discussions into areas of adult learning constructs, tuition, accreditation, and much more.

Notification as a central topic was a review of the political and historical perspectives leading to ETSU's program change when the Tennessee Board of Regents (TBR) announced a state-level initiative to move programs to online formats. ETSU had a forty-year history of delivering a strong and well-respected Doctor of Education program, but, as the state-level movement continued, it was clear that ETSU would lead the way with its program.

Development was the process of moving a rigorous program from the classroom to a fully online program. During this phase additional instructors were hired and resources were provided for training and curriculum change to accommodate non-traditional delivery models. Because of the state support and interest in moving this project, the program change occurred over an amazingly short time frame — approximately eight months.

Approval as a phase occurred in concert with development as course work had to meet online guidelines and many courses were reviewed through processes in the department of educational technology. Approval phase issues also addressed accreditation issues pertaining to the Southern Association of Colleges and Schools requiring online courses to retain rigor and be equivalent in content to the same or similar course delivered in a traditional construct.

Implementation emerged as a review of the issues and opportunities of practical change in delivery models. As we all have experienced, no amount of training or preparation can remove the classroom moment of loss of connectivity or the inherent difficulties of getting students comfortable with using tools in a virtual environment.

Questions from the audience moved panel participants into discussions of the wide variety of university resources for graduate students in online programs, including but not limited to a myriad of library resources, technology help resources, and lower tuition rates through an online consortium that allows online students to have access to in-state tuition rates. In the panel dialogue with the audience, it appeared that the ETSU program migration, though swift, was very thorough. One area that seemed to engage all was a possibility of moving toward strengthening culture in online programming through resources for family members of graduate students in online programming.

If you are interested in greater detail or have questions regarding our program(s), please contact any of us with your questions: Dr. Bethany Flora, florab@etsu.edu; Dr. Bill Flora, florab@etsu.edu; Dr. Virginia Foley, foleyv@etsu.edu; Dr. Don Good, gooddw@etsu.edu; Dr. Deborah Joyner, joynerdh@etsu.edu.

PLUGGING LEAKS THROUGHOUT THE STUDENT PIPELINE: ADDRESSING RETENTION THROUGH COLLABORATION

Presenter: Andrew J. Magda, Senior Analyst, Eduventures

Based on secret shopper interactions with continuing education units, interviews with student advisors, and data from adult-focused institutions, this presentation identified best practices in dealing with adult student retention by addressing the issue throughout the student life cycle. Participants helped to identify solutions that would seal the leaks in the student pipeline.

TWO FOR THE PRICE OF ONE!

Presenter: Cathy Delametter, Adult Degree Completion Program, University College, Middle Tennessee State University

This presentation explored partnerships between businesses and educational institutions to provide professional development training that can be converted to and used as college credit through Prior Learning Assessment. By packaging these two services, institutions can double their marketing impact and improve buy-in of their products. Businesses profit initially from the employee training and also receive further benefit if employees use the training to earn credit toward a college degree. These benefits are further magnified if the company reimburses employees for education.

EDUVENTURES FOCUS GROUP

Presenter: Melanie Andrich, Principal Analyst, Eduventures, Inc.

Participants discussed information technology infrastructure gaps in non-traditional higher education. In addition, members explored how continuing and professional education units can best advise their institutions on requirements to support such innovations as competency-based education, alternative and flexible terms, online student services, and more.

COLLABORATIVE KNOWLEDGE BUILDING FOR ONLINE PROFESSIONAL LEARNERS

Presenters: Amber Dailey-Hebert, Associate Professor, Park University; Kay Dennis, Associate Professor, Park University

Employers seek creative and agile professionals who can manage uncertainty and complexity. Yet today's education infrastructure and antiquated models for learning and development yield graduates who are ill-equipped for volatility. Continuous relevance despite constant change necessitates a major shift in paradigm and action. This interactive session examined one fully online Masters of Adult Education degree program that was completely redesigned to build collaboration, knowledge, and creative productivity.

THINK BIGGER, MOTIVATE BETTER! HOW EFFECTIVE PARTNERSHIPS INFLUENCE A MORE DIVERSE ACADEMIC COMMUNITY

Presenters: Dana Henson, Academic Advisor, SUNY Empire State College; Diana Hawkins, Academic Advisor, SUNY Empire State College

Today's admissions recruitment campaigns attract students from different locations, socioeconomic backgrounds, races, ages, and professional levels. Non-traditional institutions cater to a unique student populace, who often do not feel connected to traditional institutions. This session focused on basic theoretical perspectives and applied examples that would encourage a diverse, judgment-free college community that promotes partnerships within all departments that serve students.

DEVELOPING STRATEGIC PARTNERSHIPS AND AGREEMENTS TO INCREASE UNIVERSITY BUSINESS

Presenter: Julie Tate, Director, Contract Administration, University of Oklahoma

The federal government is consolidating contracts. Grant funds are being reduced, and many contracts are set aside strictly for small businesses. These trends breed fierce competition and add complexity to a university's ability to compete for grants and contracts. Universities that compete effectively adapt and create strategic partnerships. Additionally, they are prepared to act quickly to execute the necessary agreements to formalize relationships and to protect their institutions and their proprietary information.

This session covered the practical applications of establishing winning relationships and agreements to increase university business.

OBTAINING RESOURCES FOR GROWTH AND FISCAL VIABILITY

Presenter: Bill Duffy, Senior Vice President, Upper Iowa University

Obtaining resources to support program growth and fiscal viability for extended campus offerings remains a challenge for most institutions. This session provided suggestions and methods to obtain resources for credit and non-credit programs, centers, and online offerings by using the participant's institutional strategic plan, metrics for growth, and a concise budget analysis your CFO can understand and support. The session also identified numerous areas in extended campus offerings that are often overlooked by senior administrators when considering the institution's mission accomplishment and fiscal decisions.

WHEN OUTSOURCING MAKES SENSE, AND WHEN IT CAN EAT UP HALF OF YOUR REVENUE

Presenter: Jon Hazelgren, Regional Vice President, Business Development, Xerox

Delivering the highest possible level of service and creating efficiencies are critical to launching, managing, and growing your programs. Outsourcing can help you achieve both, but at what cost? When partnering to support the launch or growth of your continuing education online degree programs, there are key areas you should control and other important components your partner should own. Participants learned how to divide and conquer, enabling teams to do what they do best for effective support, more prospects, and students, while also protecting tuition revenue.

BROADCASTING VIDYO COURSES BETWEEN A MAIN CAMPUS AND A SATELLITE CAMPUS: LESSONS LEARNED, STUDENT AND FACULTY PERCEPTIONS

Presenters: Scott L. Howell, Director, BYU Salt Lake Center, Brigham Young University; Jeff E. Hoyt, Assistant to the Dean, Assessment, Brigham Young University

To provide a wider variety of course offerings at the branch campus, the director of the BYU Salt Lake Center experimented with Vidyo™ courses, broadcasting the courses taught by one instructor between the main campus and branch campus. Outcomes data, video and audio clips from students and faculty about their experience with the technology, pedagogy, concerns, and benefits were shared with participants in this session.

WHERE HAVE ALL THE GOOD MEN GONE? IMPLICATIONS FOR THE DEMISE OF
MALE ENROLLMENT ON COLLEGE CAMPUSES – A PANEL PRESENTATION AND
AUDIENCE REACTION

Presenters Stephen F. Gambescia, Assistant Dean of Academic Affairs, Drexel University, College of Nursing and Health Professions; Gail Heriot, Professor of Law, University of San Diego School of Law; Stephen L. DiPietro, Director of Operations for Learning Assessment and Evaluation, Drexel University, Office of the Provost

Delivering the highest level of service and creating efficiencies are critical to launching, managing, and growing programs. Outsourcing can help organizations achieve both, but at what cost? When partnering to support the launch or growth of continuing education online degree programs, there are key areas colleges should control and other important components the partner should own. Session presenters discussed how to divide and conquer, enabling teams to do what they do best so an organization can effectively support more prospects and students while also protecting tuition revenue.

SUCCESS BY DESIGN: DEVELOPING PROGRAMS TO SUPPORT ACADEMIC SUCCESS
FOR ADULT LEARNERS

Presenter: TinaMarie Coolidge, Assistant Director, Drexel University

The obstacles faced by adult learners during their pursuit of higher education are numerous and often result in attrition. These obstacles can range from a lack of familiarity with institutional processes, to decreased confidence, the challenge of returning or beginning academic endeavors, or even difficulty balancing aspects of self. Institutions can provide services and programs for adult learners to assist them in overcoming these obstacles. This session outlined the most common obstacles faced by adult learners and explored a program that has been created to provide students with the tools they need to succeed.

MY DEGREE MY WAY: DEVELOPING EFFECTIVE PRIOR LEARNING PROGRAMS

Presenters: Diana Hawkins, Academic Advisor, Empire State College; Dana Henson, Academic Advisor, Empire State College

Prior Learning Assessment is an agent of individuality within a student's academic program. It fuses personal and professional knowledge with academic courses and provides a well-rounded and student-focused college experience. When academic advisors partner with assessment professionals, the results can have a real impact on this unique student experience. Participants learned about the resources, processes, training needs, and administrative roles from experienced academic advisors in order to help students to feel more in control of their programs.

PART FOUR: ROUNDTABLES

A PROPERTY MANAGEMENT INDUSTRY ADVISORY BOARD AS AN ACADEMIC PARTNER: A CASE STUDY

Presenter: Ann M. Solan, Assistant Teaching Professor and Program Director, Drexel University

This session provided a case study of how a new program in an emerging academic field established an Industry Advisory Board (IAB). An IAB can form a sustainable, mutually beneficial partnership between academic programs and industry. During this session participants learned why IABs are important and how to start an IAB. The session closed with an exploration of how to apply the model at various institutions.

HOW TO DEVELOP AN ACCELERATED PROGRAM

Presenter: Dawn Spaar, Chairman 2012-2013, Council for Accelerated Programs (CAP) and Associate Dean, Elizabethtown College

This presentation provided valuable information on how a college or university can successfully offer both a traditional program and an adult degree program while incorporating in both the same mission and values, tailored to the different constituencies. Case studies from a private liberal arts college that had experienced multiple consecutive years of growth were shared. The session incorporated research and best practices through the Council for Accelerated Programs (CAP) to further inform participants of ways to run a successful accelerated program. The session also helped those institutions with accelerated programs to gain new ideas and strategies for additional programs.

UNDERSTANDING THE CAREER SERVICE NEEDS OF THE ADULT LEARNER POPULATION TO IMPROVE STUDENT SATISFACTION WITHIN ONLINE GRADUATE PROGRAMS

Presenters: Erin Gabriele, Co-op Compliance Coordinator, Drexel University; Frederick Loomis, Assistant Clinical Professor and Director of the MS in Higher Education program, Drexel University

Universities are looking to strengthen their individual programs and to ensure continued relevance in the higher education community. As the population of adult learners continues to increase throughout the world and as a sluggish economy is spurring growth in graduate enrollment, we must engage in meeting the professional development needs of the adult learner. This session focused on understanding the career service needs of the adult learner population and how to effectively integrate career resources and tools into

online adult education programs. The presenters shared a needs assessment of the MS in Higher Education program at Drexel University's School of Education, which highlighted services adult learners seek within course curricula and how to best deliver career development tools to increase student engagement and satisfaction.

POSITIONING PROFESSIONAL DANCERS FOR FUTURE CAREERS

Presenters: H. Ramsey Fowler, Coordinator, Dance and Humanities, St. Edward's University; Susan Gunn, Director, Center for Prior Learning Assessment, St. Edward's University; Danney Ursery, Professor of Philosophy, 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. Since the fall of 2010, it has offered the same in an electronic format to dancers of The Houston Ballet. This presentation focused on curriculum, recruiting, and management issues.

ORGANIZATIONAL INNOVATION: THE IMPACT OF COLLABORATIVE KNOWLEDGE SHARING

Presenters: Katerina Bohle-Carbonell, eLearning Researcher, Maastricht University; Amber Dailey-Hebert, Associate Professor, Park University

A European university supported a new approach for collaborative project funding that promotes innovation in two dimensions: content and process level. Participants were able to learn the results of a three-year project that involved all disciplinary schools of the institution using a collaborative bottom-up approach. The study explored the kinds of team learning and institutional learning that occurred and the implications the project had for future creative and collaborative endeavors at all universities.

HOW TO DISTRIBUTE YOUR IDEAS THROUGH PUBLICATION, CONFERENCES, AND PROFESSIONAL DEVELOPMENT

Presenter: Marthann Schulte, Coordinator of Online Faculty Evaluation, Park University

We all create excellent continuing education products for our jobs. Participants explored ways to share those products with more audiences. The session leader shared ideas and tangible strategies to turn work projects and programs into juried publications, conference presentations, and professional development sessions. Attendees were encouraged to share their ideas and to develop strategies to advance their work for national or local audiences.

CREDIT TO CREDENTIALS: MAPPING PATHWAYS TO POSTSECONDARY CREDENTIALS THROUGH PRIOR LEARNING

Presenters: Mary Beth Lakin, Director, College and University Partnerships, Center for Lifelong Learning, American Council on Education; Michele Spires, Interim Director, Program Evaluations, Center for Lifelong Learning, American Council on Education

Moving adult learners into and through postsecondary education continues to present a major challenge for higher education institutions as the nation strives to significantly increase its college completion rates, a goal it cannot reach without adult learners. The application of prior learning credits is a critical component to raising adult learners' participation and attainment. This session featured a discussion of the American Council on Education's national initiative, Credits to Credentials™, to boost and accelerate adult learners' postsecondary attainment through the application of prior learning. The presenters shared lessons emerging from collaborative efforts among higher education institutions, employers, and other organizations.

THE INTEGRATION OF TECHNOLOGY AND PEDAGOGY IN ONLINE COURSE TEACHING AND ONLINE COURSE DEVELOPMENT

Presenters: Mingsheng Dai, Director, Central Michigan University; Pei-Ju Liu, Instructional designer, Central Michigan University

Online teaching differs from instructing an in-seat class. Uploading teaching materials from a face-to-face course to an online course learning management system does not make for an effective online course. How do we make the mind transition? What technology tools can we embrace to enable us deliver an interactive, quality online course? Presenters demonstrated the integration of technology and pedagogy in online course development and online teaching.

COLLABORATORS FOR EXPERIENTIAL LEARNING

Presenter: Rich Parsells, Director, Master of Arts in College Student Development, St. Edward's University

Providing opportunities for experiential learning can be challenging as adult students have work and family obligations that can preclude their participation in learning activities outside of their class time commitment. This session highlighted successful collaborative arrangements that provided experiential learning opportunities for students enrolled in graduate programs. Using a case study approach, participants and presenters discussed and identified critical themes in how departments within this institution were identified and approached to develop such opportunities. Participants explored how the

challenges unique to working adults were incorporated into the design of these offerings and the usefulness of learning agreements and feedback systems for relational purposes.

INNOVATIONS IN ONLINE PROCTORING

Presenter: Denis Gravelle, Director of Continuing Education and Workforce Development, Humber College

Today, live online proctoring is evolving with the increased demand for distance education. The session helped participants understand how to create a seamless "at home" learning experience — from online learning to online exam writing. The presenter discussed how live online proctoring services can provide higher education institutions with the level of integrity that meets and exceeds typical examination requirements for students, faculty, and administration.

INITIATING AND IMPLEMENTING ACADEMIC PARTNERSHIPS WITH CORPORATIONS

Presenters: Ron Banks, Associate Director, Corporate Enrollment and Academic Services, Charter Oak State College; Nancy Taylor, Assistant Director of Corporate Recruitment and Alumni Relations, Charter Oak State College

How are successful academic partnerships between corporations and colleges initiated and implemented? Strategies and best practices were introduced briefly by the presenters, who then led a discussion of what participants find is working well on their own campuses. This brainstorming session provided participants with useful ideas that they can use to expand partnership programming at their home institutions.

PART FIVE: POSTER SESSIONS

LIVE LEARNING 2.0: SOCIAL LIVE KNOWLEDGE NETWORKS CAN IGNITE A “LIVE WIKIPEDIA”

Presenter: Shoham Nicolet, Co-Founder and CEO, Sookooroo

For live eLearning to take full advantage of the 2.0 era, it must break the teacher-student paradigm and shift to real social network models. The potential impact of such a network is dramatic. Not only can it ignite a truly dynamic and focused information hub, but it can also bring creativeness and innovation to new levels. This poster focused on online environments that could make this vision possible.

COLLABORATING TO CREATE CAREER PATHWAYS: AN INNOVATIVE APPROACH TO STACKABLE SKILLS

Presenters: Trenton Hightower, Special Assistant to the Vice Chancellor for Workforce Development Services, Virginia Community College System; Amy Hyams, Vice President of Educational Services, W.I.T.S.

Workforce development professionals continuously seek efficient and effective strategies for serving the unemployed and underemployed in our communities. The poster introduced an innovative and collaborative approach based on the concept of "stackable credentials." Discussed were models for creating career pathways by providing opportunities for students to develop "stackable skills." This collaborative approach brings together our educational institutions and industry leaders to not only help individuals gain credentials to make them employable, but also to expand their skill sets so they may enjoy successful and rewarding careers.

RECRUITING ONLINE STUDENTS: WHAT’S THE DIFFERENCE?

Presenter: Jon Hazelgren, Regional Vice President, Business Development, Xerox

Online student enrollments are surging as continuing education programs experience increased demand for online courses and programs. However, many institutions tend to approach the enrollment process for online students in much the same way as they do on-ground students, though there are several notable differences between the groups. In this presentation, Hazelgren addressed communication frequency, response times, marketing, institutional policies, and organizational infrastructure, to enable institutions to deliver an enrollment experience that is fast, efficient, and supportive.

PART SIX: MINUTES OF THE 2012 ANNUAL CONFERENCE & MEETING

GENERAL SESSION ONE AND KEYNOTE ONE

President Charles Hickox called the conference to order on November 12, 2012 at 8 a.m. In honor of Veterans Day, Dr. Eric Cunningham, an Army veteran, provided a historical perspective of the day and stated “We gave ours today so that you can have it tomorrow.” He then asked all veterans in the audience to stand and accept thanks and recognition. Robin Plumb introduced a member from the City Bureau of Austin to deliver a welcome to the city and provide an overview of the sights and sounds of Austin. Guests from other professional associations — the American Association of Adult Continuing Education, the Council on Accelerated Programs, and the Canadian Association of University Continuing Education — were welcomed. A surprise guest arrived on bicycle; incoming President David Grebel rode from his home town in Texas to Austin to raise money for the ACHE scholarship. He told tales of his trip that included chickens and dogs. Robin Plumb introduced the program committee co-chairs who then thanked the exhibitors for their support and encouraged attendees to stop by the booths to play bingo for a prize.

GENERAL SESSION TWO AND KEYNOTE TWO

The conference was reconvened on Tuesday, November 13, at 8:45 a.m. Dr. Charles Hickox opened the session and introduced the Day Chair, Dr. Dorothy Williams, who then introduced the keynote speaker, Dr. Peter Smith. After Dr. Smith presented, Dr. Williams made announcements and reminded attendees that the Annual Business Meeting of the association to be held that day was open to all.

ANNUAL BUSINESS MEETING

President Hickox convened the Annual Business Meeting of ACHE on Tuesday, November 13, at 12:00 p.m. He welcomed and thanked the participants for attending. He also introduced the executive committee of ACHE and board members before introducing Marthann Schulte, the parliamentarian for the meeting.

Minutes from the Previous Annual Meeting

President Hickox asked Jim Pappas, Executive Vice President of ACHE, to present the minutes from the last annual business meeting. A motion to accept the minutes was made and seconded; the motion carried.

Membership Report

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

	9/27/11	New	Cancelled	Returning	11/7/12
ORGANIZATIONAL CLASS					
Organizations Represented	11	2	3		10
Organizational Members	22				35
INSTITUTIONAL CLASS					
Institutions Represented	189	13	20		187
Individual Members	1100				1292
PROFESSIONAL CLASS					
Individual Members	121				117
HONORARY CLASS					
Individual Members	29				27
1st TIMER/PROVISIONAL					
Individual Members	20				12
STUDENT					
Individual Members	16				20
RETIREE					
Individual Members	8				8

NEW INSTITUTIONAL MEMBERS

Talladega College	S	National University	W
National Graduate School	NE	Dominican University	GL
New England College of Business	NE	Utah Valley University	W
University of Mary	GP	American Public University System	MA
Anna Maria College	NE	Whitworth University	W
Stetson University	MA	University of Hawaii at Manoa	W
University of New Haven	NE		

NEW ORGANIZATIONAL MEMBERS

Educational Opportunity Center	S	Alpha Sigma Lambda	GL
--------------------------------	---	--------------------	----

CANCELLED INSTITUTIONAL MEMBERS

California Polytechnic State	W	California University of Pennsylvania	MA
------------------------------	---	---------------------------------------	----

University-San Luis Obispo			
Chapman University	W	Columbus College of Art and Design	GL
CUNY Hostos Community College	NM	Fashion Institute of Technology	NM
High Point University	MA	Michigan State University	GL
Mississippi State University	S	Ohio University-Main Campus	GL
Saint Joseph's University	MA	Southern Illinois University Carbondale	GL
Texas Tech University	S	University of Tulsa	GP
West Chester University	MA	University of Arkansas – Fort Smith	S
CUNY Bronx Community College	NM	Furman University	S
Hampton University	MA	Longwood University	MA

CANCELLED ORGANIZATIONAL MEMBERS

Palazzi Florence Association for International Education	NM	Stamats Inc.	GP
WICHE			

Nominations & Elections

President Hickox thanked all who ran for leadership and then introduced the new vice president and members-at-large to membership:

Vice President: Regis Gilman

Members-at-Large: Pam Collins (returning), Walter Pearson, and Marthann Schulte

Hickox also thanked those moving off the board, Jeffery Alejandro and Paula Hogard, for their ongoing support.

Budget & Finance Report

Budget and Finance Committee Chair Dan Lavit presented his committee's report to the assembled. He let the group know the organization struggles to maintain members, resulting in difficult budget times; however, the home office functions at an efficient level. The committee recommended dues increases for the upcoming year at the following rates:

Institutional Membership: from \$510 to \$525

Organizational Membership: from \$510 to \$525

Professional Membership: from \$85 to \$90

Student Membership: from \$24 to \$25

Retiree Membership: from \$24 to \$25

**Association For Continuing Higher Education
Income and Expenses - Historical and Proposed 2013
As of October 31, 2012**

	<u>Dec-09</u>	<u>Dec-10</u>	<u>Dec-11</u>	<u>Sep-12</u>
ASSETS				
Invested Reserves	\$36,153	\$41,684	\$36,770	\$39,011

	2010		2011		2012		2013
	<u>Budget</u>	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>	<u>Budget</u>	<u>Projected</u>	<u>Proposed</u>
REVENUE							
Institutional & Organizational Dues	104,445	107,985	104,040	106,573	101,140	98,453	101,575
Professional, Retiree & Student Dues	8,480	8,828	9,758	10,561	9,264	9,009	10,815
Carryover from previous year	27,510	32,510	52,030	52,030	41,463	41,170	4,996
Educational Partnerships	7,500	9,500	5,000	0	2,500	0	0
Miscellaneous	2,050	6,946	7,150	10,622	1,500	3,334	1,500
Annual Meeting	<u>29,530</u>	<u>29,530</u>	<u>16,748</u>	<u>17,258</u>	<u>17,270</u>	<u>17,270</u>	<u>17,700</u>
TOTAL	\$179,515	\$195,299	\$194,726	\$197,043	\$173,137	\$169,237	\$136,586

RESTRICTED	<u>Dec-09</u>	<u>Dec-10</u>	<u>Dec-11</u>	<u>Oct-12</u>
FUND BALANCES				
Transition	0	5,000	5,000	5,000
Emergency	8,000	6,000	6,000	6,000
Capital	2,000	2,000	2,000	2,000
Development/Venture	-2,045	0	0	0
Salary	<u>0</u>	<u>7,000</u>	<u>7,000</u>	<u>7,000</u>
TOTAL	\$7,955	\$20,000	\$20,000	\$20,000

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u> <u>Proposed</u>
Institutional/Organizational Dues	\$495	\$495	\$510	\$510	\$525
Professional	\$80	\$80	\$85	\$85	\$90
Student Dues	\$0	\$24	\$24	\$24	\$25
Retiree Dues	\$0	\$24	\$24	\$24	\$25

EXPENSES	2010		2011		2012		2013
	<u>Budget</u>	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>	<u>Budget</u>	<u>Projected</u>	<u>Proposed</u>

Annual and Board Meeting Expenses

Midyear Board Meeting	1,586	1,586	2,000	1,879	1,800	1,697	0
Recognition & Awards	1,200	0	1,000	844	900	669	850

Grants and Scholarships

Grad Student Conf Scholarship (\$1500 for 1)	1,500	0	0	1,500	0	0	0
Minigrants (\$1500 ea)	0	0	0	1,500	0	0	0
Regional Stipends/Grants	5,000	1,875	5,000	0	0	0	0
Research Grant (\$1500 ea)	3,000	3,000	3,000	2,500	0	0	0
Wayne Whelan (\$1500 ea)	1,500	1,500	1,500	1,500	0	0	0

Honoraria

Executive VP	9,350	7,013	9,724	9,724	9,724	9,724	9,724
Newsletter	2,022	1,900	2,080	2,080	2,080	2,080	2,080
Proceedings	562	281	584	584	584	584	584

Office Expenses

Accounting	6,000	5,900	5,750	0	5,750	5,200	5,500
Admin Assistant	23,992	23,992	34,420	34,420	37,466	38,391	19,468
Administrative Charges	7,000	5,250	7,000	7,000	7,000	7,000	7,000
Bank Fees	23	106	25	163	25	69	50
Computer Services	300	225	300	300	300	300	300
Credit Card Expenses	4,500	4,761	4,500	4,244	4,500	4,200	3,000
Home Office Manager	50,547	50,547	51,663	51,623	53,625	53,937	54,469
Liability Insurance	2,000	1,641	2,000	1,641	1,700	1,641	1,641
Miscellaneous	300	187	200	708	200	60	100
Office Supplies	900	747	1,290	1,333	1,300	1,000	1,000
Postage	600	750	1,000	1,000	1,000	1,000	1,000
Printing/duplicating	1,000	450	600	600	600	600	600
Telephone	2,300	2,176	1,975	1,917	1,910	1,730	1,915

Publications

JCHE	16,364	13,747	15,150	16,600	23,328	17,496	16,800
Directory (ACHE Community)	2,924	2,924	3,061	3,061	3,347	3,181	6,000

Travel

Board Meetings	6,000	5,434	5,500	4,547	5,000	2,908	0
Home Office	1,000	1,294	1,300	4,051	2,500	2,500	1,500
Presidential	4,000	1,188	3,500	3,521	3,000	3,513	3,000

Total Expenses	\$155,470	\$138,474	\$164,121	\$158,841	\$167,639	\$159,481	\$136,581
-----------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------

Lavit asked for a motion to approve the 2012 budget, including the dues increases. Said motion was made and seconded. There was no discussion, and the motion carried.

Resolutions

President Hickox asked ACHE Resolutions Chair Chris Dougherty to come forward to present the resolutions for 2012. Dougherty 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 carried.

Resolutions Committee Report

Submitted November 6, 2012

BE IT RESOLVED that the Association in convention assembled expresses its congratulations and deep appreciation to Rich Boyle of Eastern Kentucky University and Paula Hogard of Penn State University, co-chairs of the 2012 Program Committee, and their colleagues on the committee, for this timely and valuable conference. This year's conference, offered under the theme *Collaboration and Partnership: Our Keys to the Future*, engages diverse speakers, sessions, and workshops and provides an array of new ideas, approaches, and resources that will enable continuing higher education professionals to cultivate sustained change at their institutions and in their communities. Rich, Paula, and the Program Committee have continued the long tradition of excellent conference programs by offering us a rich and rewarding learning experience.

BE IT RESOLVED that the Association in convention assembled acknowledges its profound appreciation to President Charles Hickox and to the Board of Directors for their outstanding leadership during the 2011-2012 year. Charles's presidency and the contributions of the Board have added significantly to the leadership of the Association within the continuing higher education community. The strength of the Association and its membership is clear evidence of their excellent work, especially regarding the renewed focus on partnerships and collaboration across postsecondary institutions and professional associations that share a commitment to lifelong learning.

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

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

BE IT RESOLVED that the Association in convention assembled bids fond farewell to and acknowledges the service provided by Rebekah Law for her work on the 2012 Conference Website and for her work with the Association on behalf of the home office.

BE IT RESOLVED that the Association in convention assembled welcomes Tarra Walker to the home office and the Association and extends its appreciation for her work on behalf of ACHE.

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

BE IT RESOLVED that the Association in convention assembled expresses our deep appreciation to Pam Collins for her work as the editor of the 2011 proceedings. We thank Pam for the thorough and excellent report of our meeting in Orlando, Florida.

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

BE IT RESOLVED that the Association in convention assembled commends our committees, particularly as the activity of our members increases with new and revitalized initiatives, addressing issues and identifying best practices for enhancing the profession and student learning.

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

BE IT RESOLVED that the Association in convention assembled notes the retirement of Lewis Shena. Lew, who served ACHE in a range of capacities including Region Chair and Board Member, provided leadership in programming at both Thomas Edison State College and the Rhode Island School of Design. We note his accomplishments, and wish him well.

Conclusion of Annual Business Meeting

President Hickox called for adjournment of the ACHE Annual Business Meeting at 12:30 p.m.

ANNUAL LUNCHEON

President Hickox resumed the conference on Tuesday, November 13, at 12:30 p.m. He asked for a moment of silence and then lunch was served. As the assembled enjoyed their meal, conference co-chair Rich Boyle and ACHE Awards Chair Mary Bonhomme joined President Hickox at the front of the room to begin the awards presentation. The awards presentation for the 2012 Annual Conference & Meeting was as follows:

2012 AWARDS

Leadership Award

John G. LaBrie

Special Recognition Award

Virginia Moxley

Crystal Marketing Award

Northeastern University College of Professional Studies
Northeastern University Spring 2012 Graduation

Marlowe Froke Outstanding Publication Award

Tim Sullivan and Emily Richardson
“Living the Plan: Strategic Planning Aligned with Practice and Assessment”

Distinguished Program Award - Credit

Northern Kentucky University
Learning Through Military Leadership

Regis University
Jesuit Commons —Higher Education at the Margins

Distinguished Program Award - Non-Credit

Kansas State University
Grain Elevator and Processing Society (GEAPS) - Kansas State University Grain and Biorefinery Operations Program

Oklahoma State University
International Conference on Innovation and Entrepreneurship in Health

Creative Use of Technology

Western Carolina University
Online Collaborative Learning Beyond Course Registration

Regis University
Passport to Course Development

Outstanding Services to Underserved Populations

Northeastern University
Foundation Year

President Hickox returned to the podium to present his year in review and introduced David Grebel, President-Elect, to give his incoming presidential address. Grebel presented Hickox with a certificate and gift in thanks for his service and leadership as President of ACHE. Grebel then asked ACHE 2013 Conference Chair Clare Roby and Henry Merrill and Linda Morris from ACHE to come forward to promote the 2013 ACHE Annual Conference & Meeting, to be held in Lexington, Kentucky.

Day Chair Dorothy Williams then returned to the podium to provide additional conference announcements, including mention of the 3rd Annual Leadership Symposium to begin at 4:00 p.m.

GENERAL SESSION THREE AND KEYNOTE THREE

The conference was reconvened on Wednesday, November 14, at 9:15 a.m. by President Hickox. He then introduced keynote speaker Aaron Thompson, Senior Vice President of Academic Affairs at the Kentucky Council on Postsecondary Education and a Professor of Sociology in the Department of Educational Leadership and Policy Studies at Eastern Kentucky University.

TRANSITION OF PRESIDENCY

Outgoing President Charles Hickox thanked ACHE members and leaders for their support, assistance, and hospitality during the year. He called David Grebel to the podium to accept the gavel and assume the presidency of the Association. Following the “passing of the gavel,” President Grebel expressed his and the Association’s appreciation for Hickox’s leadership, service, and commitment.

ADJOURNMENT

President Grebel declared the 74th ACHE Annual Conference and Meeting adjourned at 10:15 a.m. on Wednesday, November 14.

PART SEVEN: ADDITIONAL COMMITTEE REPORTS

CONSTITUTION AND BYLAWS

To: ACHE Board of Directors

From: Dr. Regis M. Gilman, Chair Constitution and Bylaws Committee
Dr. Timothy R. Sanford, Dr. Marthann Schulte, Members

RE: Constitution and By-Laws Committee Report

Date: November 2, 2012

The committee is pleased to report that no action on the ACHE Constitution and Bylaws document is pending or appears required at this time. The scheduled review of the Committee's charge was completed for the Mid-Year meeting of the ACHE Board of Directors. No changes are recommended at this time.

Should action be recommended by the Board, we stand ready to attend to those actions with notification to membership.

MEMBERSHIP RECRUITMENT AND RETENTION

Submitted by Dr. Sallie C. Dunphy, Membership Chair

As Membership Chair, I have participated in the Executive Committee and monthly conference calls to discuss membership.

As of October, membership renewals for 2012 are down as is overall dues collection compared to 2011. Renewal revenue for Institutional (208), Organizational (5), and Professional (162) membership has decreased when compared to 2011. Revenue increases include Additional Members, Retiree and Student categories. Including additional members in our enrollment will provide more members to the organization. The home office and the regional and national leadership have put great effort into member renewal and recruitment. ACHE has added 14 new member institutions, but has lost 18 institutions.

Conference attendance is important to the revenue stream and supports the camaraderie in a network of ACHE colleagues. New participation options will be available at the 2012 annual conference. This cost-effective method is a new virtual participation. There will be video streaming of live sessions through Mediasite, a webcasting platform. The fee for member and non-member institutions and individuals is reasonable and allows involvement of those persons who cannot travel to the meeting. Other membership changes to enhance participation include collaboration with other organizations to co-host the 2013 annual conference.

The ACHE Standard Operating Procedures required a review of the Membership Recruitment and Retention Committee in early 2012. A report was provided to the Board for formal review that addressed the committee's purpose, goals, and activities. Strategies to grow and maintain membership have been discussed.

An interesting project would be a creative study or task force of the entire organizational structure, leadership, committees, and media to better recruit, involve, and serve membership. A modification to the configuration of the ACHE alignment — whether additions, deletions, or changes to various areas — could possibly streamline responsibilities, tasks, and the association as a whole. The results could produce productive changes for staying relevant to members.

PUBLICATIONS

Annual Report 2012

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 to make recommendations to ACHE's Board of Directors regarding the format, content, design, frequency, and appropriateness of each.

The Journal of Continuing Higher Education

Jim Broomall of the University of Delaware will soon begin his third year as our editor. We thank Jim for his service to ACHE and for overseeing one of the best journals in our profession.

This year Jim expanded the Editorial Board membership by three people with concurrence from our Committee. This request was made because of the continuing challenge of Editorial Board members returning their reviews in a timely fashion.

Recently Jim asked if we had a manuscript retention policy. We do not, so we are in the process of developing a policy which will take into consideration space needs and electronic retention methods.

Proceedings

This document summarizes the annual meeting/conference. It provides a summary of the discussions and papers presented at the annual meeting. It also includes the minutes of business sessions and committee reports. It is available online. Its production is handled by the home office.

Five Minutes with ACHE

This is our association newsletter, delivered online for the convenience of members. It has been greatly improved in the last three years by the home office and is filled with current information about ACHE, our profession, our regions, and our officers and directors.

ACHE Website

The ACHE website presents a wealth of information about the Association to members and others. It has a member community and links to social media such as Facebook and Twitter. We should do everything we can to “push” members to the website. We commend the home office for the improvements it has made to the site in the last three years.

Projects/Programs

In the coming year we need to work on a project that would increase the number of quality manuscripts received by the journal editor. This has been a major challenge for many years. We also need to look at what we can do to expand membership on our committee by making members more aware of the committee, explaining our charge, and how membership can lead to other leadership positions.

Submitted by: Robert J. DeRoche, Chair (10-29-12)

Members: B. Boozang, Co-Chair, C. Roby, B. Hanniford, J. Broomall, P. J. Collins, J. Jerman, W. Hine, B. Million, L. Lee, A. Paschall, R Sundberg , B. Million, J. Pappas (*ex officio*)

RESEARCH

Research Committee Report April – 2012

Committee Members:

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

The ACHE Research committee has engaged in the following:

- Reviewed the ACHE membership survey results and held a meeting to discuss the results.
- The committee compiled a document (p. 2-3) of recommendations and considerations related to the ACHE membership survey results.

- The committee shared these recommendations with the committee chair of the Inclusiveness committee, to be shared with other implementers of the survey.
- During preparation for the 2012 Grant Application Process, the committee was informed that the grants would not be funded this year. Therefore, the committee met to discuss ways that the research committee scope and function could be expanded to serve the organization in new capacities. Those recommendations are included in this document.

2011-2012 Research Committee

Reflections & Recommendations: Membership Survey Results

Demographics:

- Upon initial review of the demographic information, there is a tendency to focus on the need to recruit younger and more diverse members. However, our committee discussed the need to also consider the percentage of such groups who are actively involved in the profession as a whole. To consider reviewing the Chronicle of Higher Education's nationwide statistical demographics in comparison to the ACHE survey (trying to analyzing it proportionally). And rather than focusing on specific target populations for recruitment, to instead focus on ways we can add value to the AHCE Association that can attract all professionals (regardless of demographics).
- It might be helpful to reach out to younger members in leadership tracks to gain their perspective.
- The more senior members of the profession are not retiring as early as in former times, and we should include their perspectives and opportunities for mentoring and recruiting new members to ACHE.
- It would be helpful to review our process for recruiting/retaining membership and how consistent it is. How are we inviting new members to participate---personal contact via area coordinator?

Specialization:

- For future surveys, we would recommend expanding the list (on page 3) of current areas of specialty to include a more robust selection, and to make it possible for selection of multiple specialties.
- Based on survey results, we noticed a lot of interest in non-credit programming and courses; therefore, we need to make sure we provide resources and extensive conference tracks on such topics.

Committee Membership:

- The survey indicated that members' level of service on ACHE committees was low. Efforts should be made to recruit new and established members to participate in such committees and to form new committees to assist the organization.
- How do we currently welcome or engage new members?
- It would be helpful to have a centralized approach in which new members are welcomed and asked to check which committee(s) they might be interested in serving on; that information is shared with the chair(s), and the committee chair contacts the member to invite them directly.

Member Satisfaction:

- There are two ways to look at the results of membership satisfaction: focusing on areas that need improvement, or enhancing the things we are doing well. We recommend addressing no more than 2-3 overarching areas to improve the ACHE organization and have included our recommendations below.

RECOMMENDATION #1:

Expand the reach of ACHE.

- We recommend exploring other forms of social networking, webinars, LinkedIn, Facebook, etc. to provide other ways of staying connected throughout the year beyond just the annual or regional conferences. We should look for a few new ways to interact and engage with the professional networks that are so highly valued in ACHE.
- Such an effort requires considerable time and knowledge that does not link into any existing ACHE committee structures. Therefore, we recommend creating a new committee for "ACHE Outreach." This committee would work to establish a virtual presence.
- Some recommendations for this committee include:
 - Having each regional conference select and award one outstanding presenter, and having this presenter conduct a webinar to share their work with the nationwide ACHE membership.
 - Each region would be represented and more knowledge sharing could occur on a larger scale within the ACHE community. It could also boost the professional development recognition for the honored presenters and regional award winners for best presentation.

RECOMMENDATION #2:

Review the annual conference programming needs.

- We recommend using the results of this survey to look at what we are providing, to whom, and whether it is representative of who is attending (i.e., those seeking non-credit programming, etc.).
- We recommend reviewing the programming offered for new membership (i.e. some of the basic information related to programming, etc.) and programming which is needed to attract seasoned members of ACHE (i.e. how discussion on how various regions prepare strategically for the next year, etc.) to ensure a nice mix of both.

APPENDIX A: OFFICERS, 2011-2012

President: Charles R. Hickox, Dean, Continuing Education and Outreach
Eastern Kentucky University

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

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

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

Immediate Past President: Tish Szymurski, Chief Learning Officer
Graduate! Network

APPENDIX B: BOARD OF DIRECTORS

Jeffery Alejandro, East Carolina University

Ruth Bettendorff, University of Georgia

Pamela Collins, Eastern Illinois University

Eric Cunningham, Columbia College

Paula Hogard, The Pennsylvania State University

Clare Roby, California State University-Chico

Tim Sanford, University of North Carolina – Chapel Hill

Judy Stang, Springfield College

APPENDIX C: REGIONAL CHAIRS

New England: Bill Boozang, Northeastern University

Northeast: Tom Fuhr (acting chair), SUNY at Potsdam

Northeast Metropolitan: Maureen Behr, Essex County College

MidAtlantic: Renee Cook, Appalachian State University

Great Lakes: (vacant)

South: Amy Johnson, East Tennessee State University

Great Plains: Tim McElroy, Northeastern State University

West: Chrystine Whyte, Utah Valley University

APPENDIX D: 2012 ACHE PROGRAM PLANNING COMMITTEE

CONFERENCE

Conference Program Co-Chair: Rich Boyle, Eastern Kentucky University
Conference Program Co-Chair: Paula Hogard, The Pennsylvania State University
Finance Co-Chair: David Grebel, Texas Christian University
Finance Co-Chair: Amy Johnson, East Tennessee State University
Technology Chair: Rick Osborn, East Tennessee State University
Social Media: Jeff Roby, University of Oklahoma
Proceedings Editor: Roxanne Gonzales, Regis University
Hotel Liaison: Jill Price, Eastern Kentucky University
Hotel Liaison: Caelin Scott, Eastern Kentucky University

PROPOSALS

Eric Cunningham, Columbia College
Pam Collins, Eastern Illinois University

EXHIBITOR RELATIONS

Regis Gilman, Western Carolina University
Margaret Moreland, Eastern Kentucky University
Terry Ratcliff, Whitworth University

DAY CHAIRS

Eric Cunningham, Columbia College
Amy Johnson, East Tennessee State University
Robin Plumb, Southeastern Oklahoma State University
Dorothy Williams, Regis University

ALPHA SIGMA LAMBDA

Pam Collins, Eastern Illinois University

HOME OFFICE

James P. Pappas, Executive Vice President
Ynez Walske, Home Office Operations Manager
Tarra Walker, Home Office Membership & Marketing

APPENDIX E: PAST PRESIDENTS AND ANNUAL MEETINGS

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

1961 Cleveland	Richard A. Matre	Loyola of Chicago
1962 Miami	Daniel R. Lang	Northwestern University
1963 Boston	Richard Deter, S.J.	Xavier University
1964 St. Louis	Earnest S. Bradenburg	Drury College
1965 Dallas	Ralph C. Kendall	University of Toledo
1966 Buffalo	Richard F. Berner	SUNY, Buffalo
1967 New Orleans	Ernest E. McMahon	Rutgers University
1968 San Francisco	William Huffman	University of Louisville
1969 Washington DC	Raymond P. Witte	Loyola of New Orleans
1970 Montreal	Clarence Thompson	Drake University
1971 Des Moines	Joseph P. Goddard	University of Tennessee
1972 New York	William T. Utley	University of Nebraska at Omaha
1973 Chicago	Hyman Lichtenstein	Hofstra University
1974 New Orleans	Carl H. Elliott	TriState University
1975 Salt Lake City	Alban F. Varnado	University of New Orleans
1976 Philadelphia	Richard Robbins	Johns Hopkins University
1977 Montreal	William Barton	University of Tennessee
1978 Fort Worth	James R. McBride	Canadian Bureau for Intn'l Educ
1979 Toronto	Lewis C. Popham, III	SUNY, Oswego
1980 Knoxville	Gail A. Nelcamp	University of Cincinnati
1981 Los Angeles	Frank E. Funk	Syracuse University
1982 New Orleans	Leslie S. Jacobson	Brooklyn College
1983 Dallas	Louis E. Phillips	University of Georgia
1984 Boston	Wayne L. Whelan	University of Tennessee at Knoxville
1985 Atlanta	Frank Santiago	Brigham Young University
1986 Philadelphia	Stanley J. Gwiazda	Drexel University

1987 Indianapolis	Nicholas E. Kolb	Indiana University of Pennsylvania
1988 Salt Lake City	Hal Salisbury	Trident Technical College
1989 Charleston	Peter K. Mills	Nova University
1990 Miami	John Michael Sweeney	Fairfield University
1991 Seattle	Sam C. Bills	University of Tennessee at Knoxville
1992 Milwaukee	Nancy F. Gadbow	Nova University
1993 Jackson	Jan Jackson	CSU-San Bernardino
1994 Toronto	James H. Vondrell	University of Cincinnati
1995 Kansas City	Ronald D. Ray	South Carolina State University
1996 Palm Springs	Norma R. Long	College of Notre Dame of Maryland
1997 University Park	Paula E. Peinovich	Regents College
1998 Fort Worth	Dale K. Myers	Thomas More College
1999 Cincinnati	Scott Evenbeck	IUPUI
2000 Myrtle Beach	Patricia A. Lawler	Widener University
2001 Vancouver	Nancy Thomason	East Central University
2002 Birmingham	Robert Leiter	University of Tennessee, Knoxville
2003 Charlottesville	Allen Varner	Indiana State University
2004 Newport	Jerry Hickerson	Winston-Salem University
2005 Madison	Pamela R. Murray	Mary Baldwin College
2006 Los Angeles	Philip A. Greasley	University of Kentucky
2007 Roanoke	Dennis “Skip” Parks	California Polytechnic State University
2008 Nashville	Chris Dougherty	Rutgers University—Camden
2009 Philadelphia	Rick Osborn	East Tennessee State University
2010 Albuquerque	Roxanne Gonzales	Park University
2011 Orlando	Tish Szymurski	Neumann University

