WELCOME TO **ACHE** LAS VEGAS 2014

**WINNING TOGETHER:**
TEAMWORK MAKES THE DREAM WORK

**PROCEEDINGS**

The 2014 Proceedings of the Association for Continuing Higher Education encapsulate the professional presentations of the keynote sessions, flash sessions, concurrent sessions and business meeting of the Association's 76th Annual Conference. The conference was held October 27-29, 2014 at the Tropicana Hotel and Casino, Las Vegas, Nevada.

The program committee was co-chaired by Vicki Berling and Patti Spaniola. Following the theme provided by ACHE President Brian Van Horn, attendees investigated the possibilities of "Winning Together: Teamwork Makes the Dream Work." Additionally, attendees enjoyed the annual award presentations, innovative ideas and products from valued vendors, the rich environment and culture of Las Vegas, and networking with their colleagues.

Marthann Schulte, Editor

ACHE Proceedings – 2014

## PART ONE:  ADDRESSES

### GENERAL SESSION 1 AND KEYNOTE

President Brian Van Horn called the 76th Annual Conference and Meeting of the Association for Continuing and Higher Education to order at 8:00 am on Monday, October 27, 2014.  He welcomed all attendees to Las Vegas and to the conference location at the Tropicana Hotel and Casino.  President Van Horn also thanked the members of the conference planning committee.  Introduction of committee members were offered and acknowledged by the eager attendees.

Van Horn then called forward 2014 Conference Co-Chairs Vicki Berling and Patti Spaniola to share with the assembled more about the association's conference theme and program.

Bill Courtney was then introduced to provide the first keynote address entitled "Leadership: How to Go Against the Grain to Attain It".  According to "Coach" Courtney, football doesn't build character. It reveals character.  When Bill began volunteering to coach a losing local football team, neither he nor the players knew how far they would go, but their journey together became an inspiring lesson.  The players soon realized that Bill would not let them slide when it came to the fundamentals.  Not just in football, but in actions that count in the real world:  commitment, dedication, integrity.  The same traits that Bill encouraged of his players proved useful in his business success as well.  Having started a lumber business from his living room, Bill turned it into a $40 million enterprise that does business all over the world. Even when the recession hit, Courtney's business thrived.  "Walking the talk" of hard work, integrity, and dedication, he believes that if you do the right thing, profits will follow.

To do the right thing, Bill said that you need to get out of your comfort zone, deserve success, serve others, and outwork everyone else.  His discipline, combined with true caring, showed his team that true success isn't about trophies or awards on a shelf.  It's about living life by a set of values one can be proud of long after their days on the field are over.

Bill's comments on "getting out of your comfort zone" were fitting as a 'false' fire alarm in the hotel/conference center interrupted his address, requiring all members to leave the conference spaces briefly.  Nevertheless, the conference room refilled and the address soon continued with enthusiasm and questions from attendees.

Upon conclusion of Bill Courtney's keynote presentation, TinaMarie Coolidge, co-chair of Exhibitor Relations, stepped to the podium to thank all of the exhibitors and sponsors attending for their support of the association.  She encouraged all attendees to visit each exhibitor booth and get their 'Exhibitor Bingo' cards stamped to be entered into a drawing on the last day of the conference.  Finally, Day Chairs Amy Johnson and Nina Barbee came forward to share with the assembled the schedule of events that would be taking place during the conference.  President Van Horn returned to the podium and encouraged the assembled to attend the Veteran's Panel and Discussion, to be held at 9:50 a.m. that morning.  He then adjourned General Session One.

## GENERAL SESSION 2 AND KEYNOTE

General Session 2 convened at 9:00 am on Tuesday, October 28, 2014.  Day Chair Lisa Graves and President Van Horn introduced the keynote speaker, Joe M. Turner.  Mr. Turner, a magician and motivational speaker, inspired and motivated the group to think creatively about challenges and professional lives.  Attendees were encouraged to discover how thinking like a magician can unlock and unleash a team's creative problem solving potential and overcome obstacles that seem insurmountable.  Magicians approach problems in different ways to achieve what appear to be impossible results.  Where did this kind of thinking come from?  Why is it important?  Can others learn to approach problems with that kind of creativity?  What are the steps to rethinking the impossible in this situation?  Those questions formed the backbone of this interactive, fun and memorable keynote address, which was infused with a variety of slight-of-hand and illusion trickery.

Joe's corporate experience as a manager in Accenture's global change management practice included major projects at Delta Air Lines, Bellsouth, and Motorola.  Later, as Vice President of Associate Development at Bank of America, he continued with similar change management initiatives while part of an internal business practices integration division.  Throughout it all, Joe's focus was always on helping the people in organizations to become engaged and equipped to be successful in changing environments.

After the conclusion of Keynote Address 2, members separated to attend concurrent sessions.

## GENERAL SESSION 3 AND KEYNOTE

The conference was reconvened on Wednesday, October 29, 2014, at 9:00 a.m. by ACHE President Van Horn.  The keynote address for General Session 3 was provided by Ron Crouch and entitled "The New Realities for Lifelong Learning".  Ron presented statistics that supported the contention that the United States is undergoing a major demographic revolution, driven more by longevity rather than fertility.  Our younger workforce-age population is becoming more diverse but with limited growth.  The real population growth is in the older, mature workforce.  Many mature workers may find they will need to retool and retrain as retirement and economic realities force them to work longer in order to remain financially solvent.  The economy is changing for everyone, regardless of age, and the jobs of tomorrow will be very different from current jobs.  Another trend is that women appear to be preparing better for their work future than men.  This trend may dramatically alter future workforce demographics.  These were just some of the educational and workforce realities we will face in the years ahead.

Ron Crouch currently serves as Director of Research and Statistics for the Kentucky Education and Workforce Development Cabinet.  His background is in analyzing data and developing information in ways that enhance understanding and utilization and he has developed a national database that analyzes trends by Census regions and states.  His vocation is that of "knowledge dissemination" and he has been described as "a storyteller with numbers."

*Transition of Presidency*

Following the final set of concurrent sessions, attendees reassembled in the main ballroom for the conference closing ceremony.  ACHE 2014 President Brian Van Horn ascended the podium and formally passed the ACHE presidential duties to Regis Gilman.  Gilman thanked Van Horn, voiced her appreciation to the conference planning committee, thanked ACHE members for attending, and struck the gavel to officially bring the 76th Annual Conference and Meeting to a close.

*Adjournment*

President Gilman declared the 76th ACHE Annual Conference and Meeting adjourned at 12:00 p.m. on Wednesday, October 29, 2014.

## VETERANS PANEL AND DISCUSSION

Moderator:  Dr. Joseph T. Spaniola (University of West Florida, former Air Force Master Sergeant).

Panelists:  William Ide, Chief of Education and training at Nellis Air Force Base; Ed Godec, former Army Sergeant and graduate of The University of Oklahoma; and Chris Hammann, former Marine Corps Lance Corporal and current student at Northern Kentucky University.

Veterans and active-duty service members have been identified as important student populations.  They have been discussing their unique needs for many years.  But how are our CE units really doing at serving those who served?  This frank panel, featuring veterans from several eras and branches of service, provided insights to turn institutions good intentions into good practice.  Using the information from this session, professionals can better align and articulate the value of continuing higher education programs and services to support the broader work of the university and broader industry needs.

## PART TWO:  FLASH SESSIONS

### WORKFORCE DEVELOPMENT DREAM TEAM

PRESENTERS: REGINA CASH, CALIFORNIA STATE UNIVERSITY LONG BEACH; CHRISTINE IRION, CALIFORNIA STATE UNIVERSITY SACRAMENTO; JUSTIN CASSITY, CALIFORNIA STATE UNIVERSITY LOS ANGELES

In response to create formalized training that supports regional and national agendas, three California State University campuses, with strong track records of success in designing custom education for industry groups, partnered together and received grant funding to build a statewide Workforce Development Academy addressing the training needs of workforce development professionals. In this session, attendees learned how this team worked with stakeholders in the California workforce development community to create a dynamic curriculum that equipped staff to serve as engines of economic development.

### THE THEORY OF PLANNED BEHAVIOR AND RETENTION OF ADULT STUDENTS

PRESENTER: ANN M. SOLAN, STEVENSON UNIVERSITY

This presentation delineated the components of the Theory of Planned Behavior (Ajzen, 2006), a behavior model. Scenes from the film Educating Rita were highlighted to show practical application of theory. The presentation concluded with application to continuing higher education.

*The Theory of Planned Behavior Model*

Following is a visual depiction of the Theory of Planned Behavior (Ajzen, 2006) model:
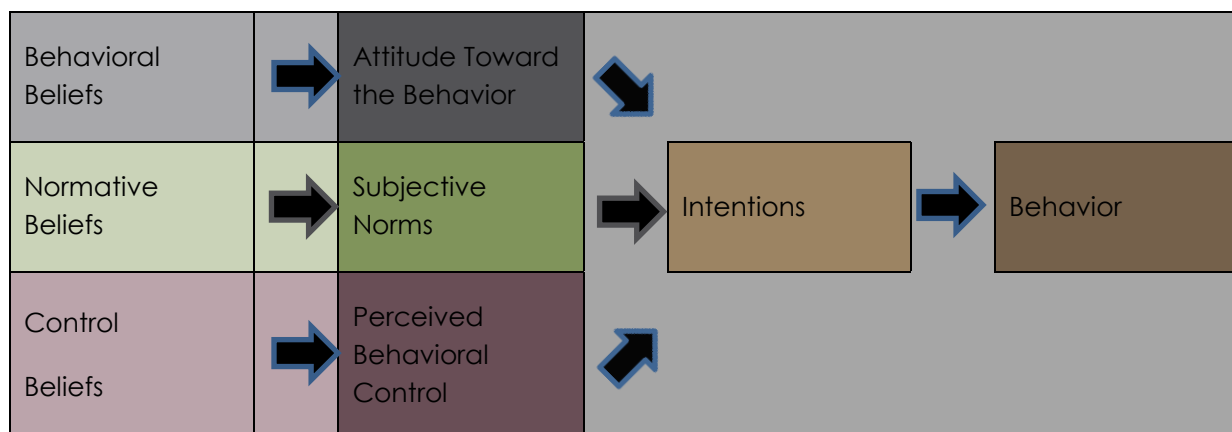


The Theory of Planned Behavior (TpB) suggests that a person's behavior is shaped by beliefs, attitudes, and intentions (Ajzen, 2006). For the purpose of the presentation, behavior was defined as persisting to an educational goal.

*The Theory of Planned Behavior Model with Application to the Film Educating Rita*

The 1982 film Educating Rita is about Rita, a 26-year-old hairdresser who desired to become educated, and Professor Frank Bryant, Rita's tutor.

According to Ajzen (n.d.), an individual has beliefs about the likely outcome of a behavior and has attitudes or evaluations of those beliefs. Rita believed education would lead to a more fulfilling life and she was willing to work hard because she valued the outcome. In addition, an individual has beliefs about the expected norms others have for them and subjective norms, the motivation the individual has to comply with the expectations of others. Rita's family expected her to start a family, not to go to school. Rita was not motivated to comply with those expectations and as a result her marriage dissolved. An individual also has beliefs about the presence of factors that may facilitate or impede performance of the behavior and perceptions about ability to perform the given behavior. Rita believed lack of family support was a factor, but she also believed the support of her professor and flat mate would help her. Early in the film Rita questioned her ability as a learner, but later in the film, she demonstrated increased confidence in her ability.

Perceived behavioral control is about self-efficacy, which Bandura (1994) said is developed via mastery experiences, vicarious experiences, social persuasion, and reducing people's stress reactions to their physiological states. The table below provides a few representative scenes from the film that depict Rita's self-efficacy building experiences.

| Self-Efficacy Building Factor | Representative Scenes from the Film Educating Rita |
|---|---|
| Mastery Experiences | Rita attending a Macbeth play and getting it. Rita attending summer school |
| Vicarious Experiences | Trish, Rita's flat mate, was an example of observational learning in terms of what not to do. |
| Social Persuasion | Dr. Bryant provided much encouragement to Rita throughout the film. |
| Physiological States | Rita was stressed over thinking she would not fit in at the dinner party and Dr. Bryant tried to help her relax. |

Intentions are the focal point of the TpB model. If intentions are of sufficient strength, people are expected to perform the intended behavior when the opportunity arises.

*Application to Continuing Higher Education*

Programs designed for adults should deliberately create opportunities for students to have mastery experiences, especially early in their program of study. Although we may not be able to change students' attitudes toward college or their motivation to comply with the expectations of others, we can infuse self-efficacy-building experiences throughout their program and thus help adult students persist to degree completion.

*References:*

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## TRANSFER PARTNERSHIPS, COMMUNITY COLLEGE COLLABORATIONS, AND TRANSFER STUDENT SERVICES

PRESENTERS:  APRIL RAINBOLT-SMITH, EAST TENNESSEE STATE UNIVERSITY; JENNIFER MICHELLE RICE, EAST TENNESSEE STATE UNIVERSITY

There is a great importance in having services to assist transfer students in preparing for transitioning to East Tennessee State University and completing their Bachelor's degree. Partnerships and collaboration with regional and state institutions are in place to help develop pathways to graduation for transfer students. Topics include information on transfer student services, articulation agreements, transfer pathways, social media marketing, orientation sessions, and more.

Presenters discussed the importance in having assistance in place for transfer students and helping those students prepare for transition from the community college to the four-year institution with a focus on partnerships and collaboration with the two-year institutions, with specific emphasis on departments and programs.  Also discussed was the Tennessee Promise and how those changes will affect transfer students across the state of Tennessee with regard to the Tennessee Transfer Pathways.  A good discussion was started on the importance of college visits and being present at the two-year institutions to answer transfer student questions regarding transfer.  Topics included information on transfer student

services, articulation agreements, transfer pathways, social media marketing, and orientation/transfer sessions.

## ENSURING ACADEMIC INTEGRITY WITH ONLINE PROCTORING

PRESENTER:  DAVE DUTRA, PROCTORU

This presentation informed attendees about methods used to reduce instances of academic dishonesty in distance education programs. Understanding the transition that occurs as students flock to online programs are paramount in producing, conducting, and invigilating online assessments. Attendees also learned about industry research and best practices.

At the conclusion of this presentation, session participants were able to:

- Recognize differences between identity authentication and attendance verification
- Employ anti-plagiarism tactics
- Identify the major sources of online plagiarism
- Develop secure exam structures
- Understand the key elements to creating a culture of academic integrity amongst administrators, students and faculty.

## THE SECRET TO FOSTERING ONLINE SUCCESS THROUGH SUPPORT SERVICES

PRESENTER:  REGINA DEWARD, NORTHERN KENTUCKY UNIVERSITY

This interactive presentation walked participants through the processes that support fully online learners in Northern Kentucky University's Online Learning Programs. Specifically, the session detailed how the staff helps new online learners transition into the online learning environment. Each participant gained a better understanding of the importance that coaching and mentoring play in the academic life cycle of the online learner. The session discussed the online learner orientation, various communication channels to build community, and related internal processes to gain learner satisfaction. The session highlighted innovative ways to motivate and support online learners.

## ADDRESSING THE CHALLENGES FACING NONTRADITIONAL STUDENTS AT A PUBLIC HISTORICALLY BLACK UNIVERSITY

PRESENTER: CARLOS WILSON, JACKSON STATE UNIVERSITY

The presence of adult students has increased on postsecondary campuses during recent years and there are several signs that a significant percentage of the undergraduate student body is composed of these "nontraditional" students. National Center for Education Statistics (NCES) (2009) data shows that 38% of the 18 million college students enrolled in 2007 were 25 years of age or older (NCES, 2009). Prior to 2000, the student population at postsecondary institutions had consisted of single, residential, full-time, and 18-24 year-old individuals (American Council on Education, 2006; McCraw & O'Malley, 1999). The traditional image of the college student is being confronted by a different reality. In the information-driven U.S. economy a college degree has become a progressively significant qualification in the market, both for new and currently employed persons in the workforce.

Many employed adults who are searching for success in the current financial climate are pursuing a postsecondary education in growing numbers, and they are facilitating a shift of a new majority amid undergraduate students at colleges throughout the United States. Adult students are acknowledged as part of a larger population characterized as nontraditional (Council for Adult and Experiential Learning (CAEL), 1999). Since the number of nontraditional students in higher education is rising, institutions will need to provide flexible instructional delivery systems to meet the demanding schedules of the working student (Chu & Hinton, 2001). According to Merriam (2008), adult learning theory is in a much different place than in 2001. Researchers such as Merriam began to recognize that there is more than just cognitive processing involved in adult learning.

In this time of economic hardship, a larger number of nontraditional students have begun to return to college to earn a degree. The changing needs of the labor market, desires to earn promotions, and needs for better paying jobs are factors that will play into this decision. Many of these adult learners will regrettably seek degrees in educational systems built for traditional students. It will often be beneficial to these students to choose a nontraditional path because they work, are heads of households, have children, and have responsibilities outside of their commitment to a degree-seeking program. Institutions of higher education do focus on the matriculation of traditional students; however, the needs of a nontraditional student differ from those of a traditional, 18-22 year-old. Unlike their younger counterparts, the nontraditional student is faced with more pressing life issues that could potentially stifle their college matriculation. Many institutions, especially urban higher education institutions, have students who come from an array of backgrounds. With urban universities existing in densely populated regions, there will be a need to be equipped to better serve the nontraditional populations that reside in the metropolitan areas.

Nearly 54 million of the nation's adults lack a college degree with 34 million having never attended college (Lumina, 2007). So, universities are presented with the option to modify the demographics of institutions of higher education. This study has revealed that these students, most of whom often attend school part-time, are a part of an increasingly changing demographic in American education, and those numbers are expected to increase. In

order to serve this population, the necessary support services must be in place. Supporting a nontraditional student leads to his or her successful matriculation in a higher level degree-seeking program. The success of these nontraditional students is important for their communities, families, and even to the health of the nation (Lumina, 2007).

This presentation was based on data collected as a result of a 2012 dissertation, "Factors Influencing the Selection of Course Delivery Methods by Nontraditional Students". The focus of the presentation was on the fourth research question: "What challenges do nontraditional students face when they decide to return to school?" The presenter shared the responses of the participants and then discussed some of the methods that were used to meet the needs of nontraditional students at a historically black college/university (HBCU) located in the southeastern region of the United States. Participants were invited to share similar experiences and strategies used at their respective institutions in a roundtable format and engaged in discussion focused on the areas of nontraditional students' advising needs, class scheduling, fiscal needs, and support services.

## ADULT LEARNERS, BLENDED LEARNING, AND THE LIBERAL ARTS

PRESENTER: DAVID RICHARD, ROLLINS COLLEGE

Although blended learning is widely embraced by public universities, its adoption within the liberal arts has been slower.  In the adult learning market, however, liberal arts schools must compete effectively using blended and distance learning pedagogies.  This presentation details how the adult evening program at Rollins College's Hamilton Holt School went from zero to 40 blended learning courses in one year.  A review of multiple sources of data suggested widespread student acceptance of the blended learning format, satisfaction with the overall quality and "challenge" of blended courses, and generally positive reactions.  Data from the most recent study examining the relationship between personality variables, aptitude, and blended learning evaluations was also presented.

## HOW TO SURVIVE CLIENT EXPECTATIONS: A MANIFESTO ON COMMUNICATION

PRESENTER:  KELLY BLACKWELL, UNIVERSITY OF WEST FLORIDA

Creating and following practices that operate to protect your brand within the framework of marketing your programs will go a long way in making sure that your image isn't compromised and that your clients are happy. Among those practices are the people that create them – the team. Session participants discussed how to work together towards the common goal of positioning your brand and maintaining a positive image so that you are seen as a creative leader and valuable marketing expert in your department. Process, evaluation, and assessment are key. Participants left this session with ideas to help inform a strategy of their own.

## AN UNLIKELY TEAM: A TALE OF CE AND ACADEMIC SENATE PARTNERSHIP

PRESENTERS: MIKE SCHRODER, CALIFORNIA STATE UNIVERSITY SAN MARCOS; JACQUELINE TRISCHMAN, CALIFORNIA STATE UNIVERSITY SAN MARCOS; SUZANNE LINGOLD, CALIFORNIA STATE UNIVERSITY SAN MARCOS

Together, leaders from California State University San Marcos Academic Senate and its continuing education division, Extended Learning, described how they have intentionally and strategically worked to transform the traditionally oppositional relationship into one of true collaboration. Fueled and supported by the President's directive to always approach opportunities and threats from a "University-First" or team perspective, CSUSM EL and Academic Senate partnered to: educate the campus community about the possibilities and advantages of self-support; create honest dialogue regarding concerns, fears and past challenges; and showcase current examples of self-support innovations and best practices. The partnership – with both informal and formal components including "roadshows", community forums, committee involvement, and activity sponsorships – began in 2011 and has resulted in significant increases in meaningful conversations, new collaborative initiatives and new program development. During this session, presenters detailed the evolution of the partnership, the strategies and tactics involved, and the tangible results.

## CONVERGING COLLABORATIONS FOR MEANINGFUL PROGRAM REVIEW

PRESENTERS: MARTHANN SCHULTE, PARK UNIVERSITY; KAY DENNIS, PARK UNIVERSITY

As regional accrediting agencies throughout the United States adopt continuous improvement models, institutions and programs should also seek assessment measures that show continuous progress. Today's adult learners seek educational opportunities that can be directly applied to their experience, career goals, and/or present work environments. Likewise, adult education programs seek to fully understand the effectiveness and impact of their work through systematic program review and assessment. With increasing pressure from external bodies to provide evidence of student learning, and with the need for learners to exhibit their competency development, the importance of demonstrating student learning becomes evident. In this session, the presenters shared data collection, from a programmatic level, which integrates reflective student videologs, student surveys, and assessment of learner competency development. These data driven synthesis activities not only measured competency development, but also shared a strategy for using program review from the student perspective. Using a collaborative and collective means to measure competency development throughout the program, students, and faculty connected to continually improve the learning and educational experience for all.

## FORMAL GOAL SETTING AND PERSISTENCE

PRESENTERS: DOROTHY WILLIAMS, REGIS UNIVERSITY; JILL CODDINGTON, REGIS UNIVERSITY; ROBERT COLLINS, REGIS UNIVERSITY

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## PART THREE:  CONCURRENT SESSIONS

### BLENDING BEST PRACTICES: SUCCESS IN TRANSITIONING FROM THE CLASSROOM TO ELEARNING

PRESENTER: AMY HYAMS, W.I.T.S

This presentation shared lessons learned and best practices for transitioning from the classroom to an eLearning environment. As part of the discussion, the presenters addressed reaching new markets of first-time online learners, lessons-learned about MOOCS, and best practices for the development and delivery of instruction in a blended learning environment that supports learning outcomes.

After attending this session participants were able to:

1. Explain the key determinants to consider when transitioning from ILT to an eLearning/blended environment
2. Identify five important elements to consider when developing a MOOC
3. Discuss the value and role of an online mentor to support students

### CAMPUS CONNECTIONS: BUILDING AN INTEGRATED TEAM AND PROVIDING INNOVATIVE SERVICE TO CONTINUING HIGHER EDUCATION HISPANIC LEARNERS

PRESENTER:  AMY BETH RELL, REGIS UNIVERSITY

When a partnership ends and a campus remains, how do you continue to serve post-traditional Hispanic learners?  In 1877, Regis University was founded in Las Vegas, New Mexico with the sole purpose of serving Hispanic students.  Today, this legacy continues. Regis University's Thornton Campus was constructed in 2011 with the purpose of serving degree-completion Hispanic students.  What began as the very innovative Dual Language program continues to evolve.  Once the partnership that initiated this campus and program ended in 2013, Regis University found it imperative to work together across departments as a team in order to serve this at-risk student population and ensure retention as well as graduation.  Presenters detailed the successes and challenges of such an undertaking.

The primary topics examined included a view of the campus from the lenses of programming and curriculum, marketing and recruitment, and advising/financial aid/support services. After a brief presentation that detailed how the campus functions and the curricula was offered, small-group break-out discussions based on the categories described above provided an interactive approach to engage the audience and an opportunity to analyze exemplary practices and areas for improvement.   Finally, the larger group came back together to discuss the conversations and to expand upon prospects for

implementation at attendees' home institutions.  Lessons learned along the way as well successes and challenges were emphasized.

## BUCPATH TO PAYOFF: CREATING A VISUAL MODEL FOR STUDENT SUCCESS

PRESENTERS: CARLA R. WARNER, EAST TENNESSEE STATE UNIVERSITY; AMY JOHNSON, EAST TENNESSEE STATE UNIVERSITY; JENNIFER RICE, EAST TENNESSEE STATE UNIVERSITY

This hands-on session started participants on the road to developing a visual guide for student success to use on their campuses. Students are often inundated with checklists without an overview of how landmark activities build each year. Focusing on these benchmark activities help students make the most of their college experience, both in and out of the classroom.  East Tennessee State University developed the "BucPath" as a big picture visual guide for students to use to build understanding of the full college experience. Working in small groups, participants discussed and received the tools to create a draft of individualized models for student success

## COLLABORATING FOR CHANGE: PROJECT BASED WORK TO CONNECT COMMUNITIES, COLLEAGUES, AND CLASSMATES

PRESENTERS: MARTHANN SCHULTE, PARK UNIVERSITY; KAY DENNIS, PARK UNIVERSITY

This session detailed the experience in which problem based learning (PBL) was used in an online graduate program to connect global communities, professionals in the field, and students in an adult education program. It detailed the collaborative knowledge sharing and creation that occurred, with evidence to the final products and ongoing partnerships created and sustained (even after the course concluded) which have benefited the communities, learners, and collaborative stakeholders involved. The session shared storytelling from faculty, students, and collaborative partners and discussed ways in which such adult collaborative learning models could be applied at other institutions.

While research demonstrates the positive and sustainable impact of Project-Based and Problem-Based Learning (PBL) on student retention, student learning outcomes, and student placement and career success following graduation (Weimer, 2009; Pawson, et al., 2006; Wilkerson, L. & Gijselaers, 1996; Major & Palmer, 2001), this model is applied primarily outside the United States and rarely used in the learning environment for which it is strongly suited – adult education. The integration of PBL uses real-world challenges from the field, in which adult education students work with external partners and collaborators, to consult on issues being faced in organizations, companies, and associations. This learning approach is ideal for adult, professional learners as it offers real life learning and the challenge of creating solutions for real organizations.  It offers the external partner free consulting from expert graduate students, and it establishes a connection to potential employers for students as well. Furthermore, it exposes the university to new organizations, which could lead to new

enrollments and potential funding sources and partnerships. The ACHE Home Office, Board of Directors, and Committee on Inclusiveness have directly benefited from past PBL partnerships with Adult Education master's degree students at Park University.

## FROM THREE-CREDIT COURSES TO CONTINUING EDUCATION: USING CREDIT COURSES TO DRIVE NON-CREDIT ENROLLMENTS

PRESENTER: TARA J. DRYER, UNIVERSITY OF ARKANSAS GLOBAL CAMPUS

This presentation included a discussion of the on and off-campus collaborative efforts that led to increased enrollments in non-credit courses. Who should you be partnering with and how can your institution leverage credit courses to support continuing education efforts? An in-depth look at the planned initiatives at the University of Arkansas Global Campus gave insight into the successes and challenges associated with various partnerships. Attendees had the opportunity to share ideas with others.

## PERCEPTIONS OF THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY AMONG ADULT LEARNERS

PRESENTER: YU-CHUN KUO, JACKSON STATE UNIVERSITY

The presentation included an investigation on African American adult learners' perceptions of utilizing Information and Communication Technologies (ICTs) as well as how the use of ICTs enhances adult learners' attitudes and motivation to learn in various learning environments. Integrating technology into teaching and learning has been a trend in the twenty-first century. Appropriate use of technology enhances cognitive student learning outcomes. It is necessary to identify the effectiveness of using technology for African-American adult learners and the challenges that have been encountered by the faculty and students in continuing education. This session provided an overview of different types of ICTs. Participants gained an understanding of the methods of applying ICTs and curriculum/instructional design issues among adult learners, especially for the minority students in the credit program.

## UNDERSTANDING "ONLINE COLLEGE STUDENTS 2014" FROM THE INSTITUTIONAL PERSPECTIVE: A DEEP DIVE INTO THE DATA

PRESENTERS: SCOTT JEFFE, EDUCATIONDYNAMICS; HEATHER L. CHAKIRIS, PENN STATE WORLD CAMPUS; STACY SNOW, UNIVERSITY OF MISSOURI - COLUMBIA

What are the motivations, decision making patterns, and priorities of today's online student? How do institutions meet those objectives? In this session, key data which surfaced in the

Online College Students 2014 national study (sponsored by The Learning House and Aslanian Market Research) was discussed by practitioners responsible for both the marketing processes and the student support processes that make their online programs a success. Online College Students 2014 is an annual survey of 1,500 students enrolled in fully online degree or certificate programs. This session sought to elaborate on key points of the survey from the institutional perspective, and was a follow up to a separate session in which the full array of findings were presented.

Among the findings that were discussed in detail were:

- More than half of today's online learners have enrolled in online study prior to their current program. They have experience and know what they want.
- More than 80 percent of undergraduate online learners enroll with previously earned credit. They want to have that credit accepted.
- More than 40 percent of online learners use prior learning assessment or portfolio/experiential assessment. They want to have their life experiences counted.
- There is a vast difference in the socio-economic status of online undergraduate and graduate students. They need to be handled differently.

In this session, Scott Jeffe moderated a discussion between Heather Chakiris, Penn State World Campus, and Stacy Snow, University of Missouri (Mizzou Online), about how the national data patterns play out at their institutions.

## EARLY INTERVENTION AND CHILDHOOD DEVELOPMENT

PRESENTERS: ROBIN PLUMB, SOUTHEASTERN OKLAHOMA STATE UNIVERSITY; JENI MAPLE, SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

The Bachelor of Science in Early Intervention and Child Development (EICD) at Southeastern Oklahoma State University was designed to meet the needs of child care workers, addressing state and regionally identified needs for highly qualified personnel in early intervention programs. The program's mission is to ensure that personnel have the necessary skills and knowledge to provide effective interventions to infants, toddlers, and young children. These interventions are derived from practices that have been determined through scientifically based research and experiences to be successful in serving these young children.

The program prepares candidates to become more effective child care providers, both in Oklahoma and north Texas. It provides candidates with the knowledge and skills aligned with the National Association for the Education of Young Children (NAEYC). The program incorporates courses that will provide candidates with the opportunity to complete "field-based," authentic assignments aligned to the NAEYC core propositions and standards.

The students in this program needed a nontraditional venue with which to complete their baccalaureate degree. They work full time and cannot attend class on a traditional

schedule. To make the program accessible to these students, it is available almost entirely online. The university program articulates with community colleges at both the AAS and AA degree level. DHS and the Oklahoma State Regents for Higher Education have recently awarded scholarships for students to complete the program. This presentation highlighted the development of the program from inception to the increased interest of child care workers. Positive outreach and transfer strategies, which led to program winning the ACHE Great Plains Region Exceptional Program award, were also discussed.

## BREAKING SILOS: PATHWAY TO INTEGRATE ACADEMICS AND SUPPORT SERVICES

PRESENTERS: PATRICE A. WHITLEY, NORTHWEST ARKANSAS COMMUNITY COLLEGE; ASHLEY BYRD, NORTHWEST ARKANSAS COMMUNITY COLLEGE

This presentation focused on improving, expanding, and delivering integrated instructional and student support service programs that promote student success. The goal of the session was to encourage faculty and staff to be more intentional about planning, implementing, and evaluating support programs that establish academic continuity across the college. The session provided direction on helping faculty and staff to engage in meaningful discussion about appropriate student and instructional resources as well as highlighted the development of mechanisms to maximize program efficiency. After the session, participants were able to provide specific strategies for working constructively and cooperatively to achieve and sustain a student-centered learning environment in order to evaluate and improve programs and courses to meet the needs of students.

## THE CHOREOGRAPHY OF COLLABORATION: A CASE FOR SUSTAINABLE ACADEMIC PARTNERSHIPS

PRESENTER: KRISTI WOODWORTH, NORTHEASTERN UNIVERSITY

In May 2013, Northeastern University launched its groundbreaking partnership with the Boston Ballet. Fusing the Ballet's aim to attract and retain a world-class dance force with the College of Professional Studies' mission to make world-class education accessible to motivated learners with complex lives, this partnership serves as an exemplary model of academia and the arts together advancing the future of human talent. Featured in the Boston Globe and The Chronicle of Higher Education, the initiative has garnered nationwide attention as a revolutionary partnership that enables dancers to earn undergraduate and graduate degrees in feasible timeframes through a unique blend of on-ground, online, hybrid, and experiential formats. Further, this highly successful program models the framework from which Northeastern establishes and cultivates all of its 30, and growing, partnerships.

Through the case of the Boston Ballet Education Program, this presentation showcased Northeastern University College of Professional Studies' partnership model rooted in academic synthesis, high touch service, program flexibility, and cohort support. Topics addressed included: (1) a tiered partnership assessment matrix for support services based on potential for enrollment, advancement, social impact, and program development, (2) methods of cross-functional collaboration for partnership activation, recruitment, academic connection, marketing, assessment, and overall sustainability, (3) blending of internal and external resources for partnership customization, and (4) strategies for boosting partnership visibility and facilitating innovative synergies across the College and beyond. Media and video content was used to further introduce attendees to the University's nationally recognized initiative with the Ballet, and participants left with transferable tips, tools, and resources for building partnership efficacy and sustainability, and for transcending traditional partnership pitfalls in higher education within their own institutions.

## CROSS-FUNCTIONAL TEAMS: A POSITIVE ILLUSTRATION OF ACADEMIC LEADERSHIP AND OPERATIONS

PRESENTERS: LEAH BEN-AMI, NORTHEASTERN UNIVERSITY; ERIN RAPP, NORTHEASTERN UNIVERSITY

Are you tired of the existing silos at your university? Ready to make a change? To run academic programs effectively, operations staff and academic leadership need to work together harmoniously in order to ensure a cohesive program delivery. Cross-functional teams can help achieve this by creating more efficient communication channels between advising, recruitment, admissions, financial aid, marketing, and academic leadership.

This session briefly covered Robert E. Kelley's theory of the dyadic relationship of leadership and followership in higher education, and how the Undergraduate Fast-Track programs at Northeastern University College of Professional Studies have benefited tremendously from the implementation of a cross-functional team and the cultivation of followership strategies by design.

Session participants were encouraged to collaborate on ideas about the concept of leadership versus followership within a team, and how to use cross-functional teams and other collaborative methods to work more effectively together.

## FRESH, ACTIONABLE PERSPECTIVES ON ADULT STUDENT ENROLLMENT AND SUCCESS

PRESENTER: SETH REYNOLDS-MOHLER, INSIDETRACK

This innovative flip session (materials in advance, facilitated discussion during session) engaged attendees in a lively conversation on enrollment and persistence in post-traditional

programs. Attendees received executive summaries from several innovative research projects in advance of the session, including a "secret shopping" analysis involving more than 220 for-profit and non-profit universities serving adult learners and an analysis of the correlation between adult student satisfaction measures and retention drawn from more than 1700 student records. These documents provided the backdrop for an interactive discussion on ways to grow enrollment and improve retention and adult student success. The session concluded with a break-out group exercise in which participants developed an action plan for taking what they had learned during the session and putting it to work upon return to their respective institutions.

InsideTrack's research team has found two key areas ripe with opportunity for institutions to make improvements within that can result in measurable headway towards achieving successful outcome (enrollment, persistence, graduation):

There is a gap between how well university leadership believes their admissions staff is performing when it comes to responsiveness to inquiries and comprehensiveness in providing prospects with the information to enable them to perform critical enrollment tasks and how well these departments are actually doing.

Student satisfaction surveys are underutilized and lack a systematic approach to addressing a student's feedback. In some cases, this is due to the complexity of the surveys, which can result in a) low response rates and b) complexities which make it difficult to correlate to outcomes (enrollment, retention, graduation). The session presenters have found that a New Promoter Score survey strongly correlates to persistence and thus can be strategically leveraged to target students most at risk of dropping if they don't receive intervention.

By surveying university leadership, it was found that:

- Leadership is confident their admissions staff responds to phone, email, and website form inquiries in less than one day (phone/email) and/or within one to two days (website form)
- Leadership believes their staff is very effective in how comprehensive their admissions staff is of informing prospective students on things like navigating the application process and the personal and financial commitments involved in enrolling in the program
- Most universities conduct some form of student experience survey every year to every three years
- The majority of programs take the satisfaction survey result into account when making decisions, yet few of them have a systematic approach for addressing each student's feedback.
- By methodically assessing the student experience with admissions departments of more than 200 universities through a "secret shopper" inquiry analysis, we found that:
- Adult programs struggle with non-responsiveness across all inquiry channels, especially website form
- Responses either happened in less than one day or greater than ten days

- If you are not talking to your students within the first day (or two days maximum), your competitors are
- Thirty-six percent of website form inquiries and 41% of email inquiries did not receive a response within ten days
- Ground programs are more responsive to website form inquiries than online
- Online programs are better overall in responsiveness/comprehensiveness
- Many programs fail to inform prospects of the commitments involved in earning a degree
- By cross-referencing a New Promoter Score (NPS) survey (that only asks one question, which results in higher response rates) with retention of greater than 1700 students, the presenters found that:
- Students with low NPS scores were more than two times less likely to return after leaving in term 2 or 3
- Promoters were more than three times more likely than Detractors to resume after stopping out
- NPS ratings offer a strong early indicator of potential attrition
- The key is collecting and acting on the data
- NPS ratings given by term one students correlate strongly with persistence
- The gap in retention and resumption between Promoters and Detractors is large
- There are methods for impacting NPS ratings

As an example, several of the presenter's clients have put in place programs to contact every single Detractor, resulting in dramatic, positive changes in operational effectiveness and the student experience.

## FIVE THINGS YOU SHOULD KNOW ABOUT COMPETENCY-BASED LEARNING

PRESENTERS: STEVE PAPPAGEORGE, DATAMARK/HELIX EDUCATION; KARI KOVAR, DATAMARK/HELIX EDUCATION

Individualized learning paths whereby students' progress from one activity to the next and one course to the next based on their demonstrated knowledge and aptitude can make education more affordable, efficient, and effective. It also can deliver learning outcomes that align with academic and financial objectives. Whether you are ready to jump into competency-based learning completely, or prefer a slow transition of one or more programs, session participants explored five must-know things concerning competency-based education including learning models, integration strategies, instructional design, course creation, and student support.

## FACILITATION STRATEGIES FOR THE ASYNCHRONOUS, LOW SOCIOECONOMIC ONLINE LEARNER

PRESENTERS: JENNIFER VARNEY, SOUTHERN NEW HAMPSHIRE UNIVERSITY; SHERRY KOLLMANN, SOUTHERN NEW HAMPSHIRE UNIVERSITY

This session demonstrated facilitation strategies that shed light on low socioeconomic adult learners in an asynchronous, online learning environment. The discussion was grounded in the self-determination theory, focusing on the three basic psychological needs (e.g., autonomy, relatedness, competence). The findings from each department who work directly with this student group provided a holistic perspective to the needs of these students, all which potentially caused a disruption to their learning. This session began to close the current gap in research on this emerging student demographic.

## LET'S WORK SOMETHING OUT: WINNING NEGOTIATIONS

PRESENTER: JULIE TATE, UNIVERSITY OF OKLAHOMA OUTREACH

Negotiating may not be listed in your job description but your life and career are affected by how well you negotiate. This seminar revealed key insights and best practices to bring the bigger picture into focus – successful negotiating must involve collaboration to find winning solutions for both parties. Session participants learned to prepare effectively for negotiations to improve outcomes: gather data, know your goals, develop a strategy, and anticipate the other party's needs and arguments. Takeaways included step by step strategies to turn negotiations into building blocks rather than stumbling blocks, to find winning solutions, create alliances, and resolve disputes.

## RETREAT TO ADVANCE: A RESIDENTIAL "COLLABORATORY" APPROACH TO PROGRAM REDESIGN

PRESENTERS: MARTHANN SCHULTE, PARK UNIVERSITY; KAY DENNIS, PARK UNIVERSITY

This session discussed program redesign through the implementation of a "collaboratory" in which geographically dispersed faculty convened an intensive week-long live-in workshop to redevelop program goals, competencies and courses.  Administrative needs, financial constraints, resource limitations, timeline requirements and uniting diverse stakeholders were all addressed to create a new, successful program to serve adult students.

## JCHE: WRITING BEST PRACTICES AND RESEARCH FOR PUBLICATION

PRESENTER: ROYCE ANN COLLINS, THE JOURNAL OF CONTINUING HIGHER EDUCATION & KANSAS STATE UNIVERSITY

The Journal of Continuing Higher Education (JCHE) is sponsored by ACHE and is an ideal professional journal to share research and best practices in the field of adult continuing higher education.   Continuing Education is expanding more than ever.  Distance education has become e-learning; continuous learning or lifelong learning is essential for career development. We have a national need for more Americans to earn a bachelor's degree. Historically, continuing education programs and departments have strategically served the adult learner in higher education when other departments did not care about this population.  Publications are the device to tell the continuing higher education story.

There are several key elements to keep in mind when writing for publication. To write your story of professional practice, program improvement or research with adult learners, first have a focus.  Brainstorm with other colleagues and collaborate on a story.  Second, have a copy of the journal's writing requirements.  Remember that "first draft" does not equal "final copy. "  Reread, re-write and refine the manuscript. Finally, ask another person who is well versed in writing or editing to look over the manuscript for grammar and punctuation. Review the final copy one last time to ensure it meets the journal's guidelines, then submit it to the editor.

An editor will check to make sure the manuscript meets the scope of the journal and let you know if perhaps another journal would be a better fit.  Rarely is a manuscript accepted on the first submission.  As an example, the presenter has submitted a manuscript three and four times before it was accepted for publication. The manuscript will be sent out to two or three blind reviewers who will review the manuscript and give feedback.  When you receive the feedback from the editor, first, do not panic.  Read through the suggestions and think about whether you can meet the requirements.  If you can, then re-write it and resubmit it by the deadline presented.  Editors do not like it when authors say they will meet a deadline, and then fail. Remember editors are trying to build issues for a journal and they are thinking about how to group different submissions for an issue.

Continuing Education professionals are the best people to tell their story.  We collect data all the time to improve programs.  Use the exciting data to share the important story of continuing education in the 21st century.

Check out the Journal of Continuing Higher Education (JCHE) online at http://www.acheinc.org/communications/publications.html  Log into the ACHE Community and read any article online.  If you have any questions, you can always contact the editor, Dr. Royce Ann Collins, at jcheeditor@ksu.edu.

## CORE COMPETENCIES: IMPLEMENTING COMPETENCY-BASED EDUCATION

PRESENTERS: NINA MOREL, LIPSCOMB UNIVERSITY; SUZANNE SAGER, LIPSCOMB UNIVERSITY

Lipscomb University's competency-based education program, CORE, is based on a proven competency-based model used by hundreds of organizations, including many Fortune 150 companies, over the past 30 years; it is a 'proven-by-employers model.' CORE utilizes behavioral- and project-based assessments, instead of standardized tests, ensuring students have the skills, not just know what the skills are.

## PATHWAYS TO NON-TRADITIONAL PARTNERSHIPS: INSTITUTIONS AND WORKFORCE DEVELOPMENT

PRESENTERS: SHEILA THOMAS, CALIFORNIA STATE UNIVERSITY SYSTEM; NANCY SALZMAN, BRANDMAN UNIVERSITY; MIKE SCHRODER, CALIFORNIA STATE UNIVERSITY SAN MARCOS; SUZANNE LINGOLD, CALIFORNIA STATE UNIVERSITY SAN MARCOS

Nontraditional partnerships, outside those we also enter into with content providers and marketing channels, can assist us in supporting students moving between institutions and organizations requiring workplace solutions to close employee gaps in applying new skill sets. These partnerships may have an initial expected outcome, but the strength of these partnerships is in the ability to continually assess strengths and opportunities and be open to trying new ways to partner together.

Several case studies were provided in order to demonstrate how these presenters have created and facilitated these non-traditional partnerships.  These include:

- A unique public-private partnership between CSU San Marcos at Temecula, a local developer, healthcare system, private corporation and the city of Temecula Redevelopment Agency and school district working together toward the creation of a regionally focused, off campus center providing community college pathway programs and other degree focused programming.
- The continuing exploration of possible partnership opportunities between the CSU system and Featherbone Communiversity.
- A partnership between the Skilled Trades Apprenticeship Program and CSU Long Beach to deliver online curriculum, program administration and on-the-job training initially as a pilot and then to be spun out to a larger audience of healthcare organizations.
- A marketing partnership between Brandman University and several CSU Extended Studies departments to co-market and co-brand HR programming held at all campuses.
- A Brandman-CSU partnership within which Brandman provides online general education courses to wrap around the core requirements of specific CSU online degree programs.

Entering into these types of partnerships which pair up "competitors" and include many levels of partners requires continuous communication and a willingness to be open to possibilities. It is not always clear where the partnership is headed; however, these examples demonstrated results which have been positive for all partners and the communities they support.

Attendees were provided with the opportunity to discuss the questions that should be considered before entering into these types of partnerships:

- Will my institution be open to a non-traditional partnership? Am I?
- Is the institution comfortable with an evolving, long-term partnership? Am I?
- How will we identify new partners?

## UNDERSTANDING THE ONLINE COLLEGE STUDENT: AN REVIEW OF THE DATA

PRESENTERS: DAVID CLINEFELTER, THE LEARNING HOUSE, INC.; CAROL ASLANIAN, ASLANIAN MARKET RESEARCH, EDUCATIONDYNAMICS

Dr. David Clinefelter, Chief Academic Officer of The Learning House, Inc., and Carol B. Aslanian, Senior Vice President of Aslanian Market Research, presented a summary of the results from the third annual Online College Students report. "Online College Students 2014" reports findings of a national survey of 1,500 prospective, current and recently graduated online students. The discussion included:

The most popular online field of study is business followed by nursing at the undergraduate level and education at the graduate level. An important trend emerging from the series of surveys is that institutions are offering more specialized fields of study as competition increases. For example, fully online degrees are being offered in narrow fields such as sign language, aeronautics, and real estate.

The two primary factors in choosing a university or college to attend online are reputation and price.

A shift in the demographic of online students is towards younger students. About one in five fully online students are traditional college age.

The most appealing marketing message to prospective students is high job placement rates. The traditional marketing messages of convenience and flexibility are becomimg less distinctive as competition increases.

Another emerging trend is that students are willing to attend schools physically located further from home to enroll in that school's online programs. The majority of online students attend institutions within 100 miles of their residence. However, larger percentages of students, especially graduate students, attend institutions further away.

When thinking of price, students prefer to know the cost per course or program rather than the cost per credit. While students are price conscious, the majority did not select the least expensive program available. There is a dynamic between quality and price that online providers need to address

The online college student is unique. Colleges building and offering online degree programs must understand their motives, preferred patterns of study, how they select programs and providers, their personal characteristics and a host of other factors to be successful in this increasingly competitive marketplace.

## SPIES, SOMMELIERS, AND COWBOYS: A UNIQUE APPROACH TO DESIGNING THEMATIC CLASSES USING COLLABORATIVE TECHNOLOGY

PRESENTERS: JULIA SHILDMYER-HEIGHWAY, CILC; J. PHILLIP APPLEGATE, UNIVERSITY OF TULSA

Imagine transporting students to incredible destinations around the world without being encumbered by cost, time, and travel limitations. A unique partnership between the University of Tulsa's Department of Lifelong Learning and the Center for Interactive Learning and Collaboration (CILC) made this possible for students enrolled in Tulsa's program. The presenters shared how they collaborated to create an innovate approach to designing thematic classes based on their adult students' interests. Using videoconferencing, each class session brought a dynamic guest speaker from National Parks, museums, zoos, and science centers around the world live into the classroom. Envision chatting with a retired CIA agent from the International Spy Museum or a curator from the Book Depository in the Behind the Scenes of the US Presidency class. Participants departed the session with resources and understanding how to replicate this process in their own institutions.

## GET UP, GET MOVING, GET CONNECTED: ENGAGING ONLINE AND BLENDED PE COURSES

PRESENTER: STEVEN PARK, BRIGHAM YOUNG UNIVERSITY

This workshop was designed to inform participants in using available online tools to enhance student engagement in PE courses. The group discussed pedagogically sound strategies to address standards regarding building communities of learners within an asynchronous course. Activities included discussion of solutions to challenges in the online learning environment, use of an online tool serving as an option to creating a community of learners in an asynchronous course, and some physical activity to stimulate the brain.

Session Learning Outcomes:

- Participants demonstrated competency in using a specified tool (MapMyFitness.com) to assist students in developing motor skills and movement patterns needed to perform a variety of physical activities.
- Participants learned how to use MapMyFitness (MMF) to create groups, make connections to the relationship between proper nutrition and personal health and fitness, and learned how MMF informs learners on training principles, while tracking physical activity on MMF site/app.
- Participants learned how students came to enhance the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction by using the MapMyFitness.com learning tool.
- Participants engaged in activities demonstrating how students used MMF to exhibit responsible personal and social behavior that respects self and others in physical activity settings.

## COMPETENCY-BASED EDUCATION AS A DISRUPTIVE INNOVATOR

PRESENTER: BONNIE J. COVELLI, UNIVERSITY OF ST. FRANCIS

*Summary:*
*Competency-based education is a current "buzz" topic in higher education due, in part, to large funders such as the Gates and Lumina Foundations supporting research and new models of education. Competency-based education places an emphasis on the assessment of learning outcomes. Learning is broken into individual competencies that students must demonstrate they have mastered. In some models, prior learning is converted from competencies to credit.*

The theory of disruptive innovation developed by Harvard University professor Clayton Christensen, "describes a process by which a product or service takes root initially in simple applications at the bottom of a market and then relentlessly moves up market, eventually displacing established competitors" (Christensen, 2014). Disruptive innovation revolutionizes an expensive, inconvenient and complicated industry to one that is more affordable, convenient and simple (Christensen & Horn, 2013). Is higher education expensive, inconvenient and complicated? Competency-based education can help make the industry more affordable, convenient and simple, if done correctly. Continuing education units, in particular, have the opportunity to drive the conversation due to the nature of working with non-traditional populations and entrepreneurial systems.

Competency-based education is not a new phenomenon. In the 1970's, the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) put forth grant support for innovators in prior learning assessment (PLA). Initiatives such as student portfolios for credit, College Level Examination Program (CLEP), American Council on Education (ACE) credit equivalents and the Military Assessment of Training for Civilian Hiring (MATCH) programs have been providing competency–based credit at institutions for some time. Some newer models go further by thinking outside the traditional credit hour box. For example, Western Governors University is exclusively competency-based where students

advance based on demonstrating mastery of content rather than credits. Therefore, the student has the ability to progress quickly depending on their prior learning. Southern New Hampshire University also evaluates direct assessment of learning not tied to the credit hour. The University of St. Francis in Joliet converts prior learning to credits using a portfolio process to measure competencies and also provides block credit for credentials such as military training.

There are numerous other examples of best practices in competency-based education. Continuing education managers are encouraged to view the topic through the lens of disruptive innovation and to think differently about how to apply the concept within their unit. For example, is there a technology enabler that can speed up a portfolio process? Is there a business model for prior learning assessment that can revolutionize the institution? Can prior learning assessment be moved from the advising office to the admissions office? How can students quickly advance through the process of education without losing the value and integrity of programs?

Competency-based education has the potential to add value to the adult education field. It is outcomes focused, provides benefits to the adult learner's emotional and cognitive connection to learning, and has the potential to lower the cost and time to attainment of a degree. Competency-based models also have the potential to disrupt our industry. However, as units of continuing education, we have the opportunity to participate in the disruption by promoting new models on our campuses.

*References*

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## DOUBLE DOWN WITH CREATIVE VENDOR PARTNERSHIPS

PRESENTERS: ERIC MCGEE, EDUCATIONAL TESTING CONSULTANTS; CINDY EHRESMAN, WESTERN KENTUCKY UNIVERSITY

Session attendees were encouraged to parlay their initial investment into a jackpot by maximizing the resources a vendor partnership can bring to their continuing education units. They were shown how to improve productivity and profitability despite budget cuts and reduced staffing through creative, outside-the-box programming. Western Kentucky University creatively customized their traditional on-campus test preparation programs to forge relationships and offer programs in non-traditional settings, both on-campus and in the community. Using this customization as an example, WKU and ETC representatives stimulated attendees to find new ways to increase the odds for success by improving existing partnerships and developing new relationships.

## REMOVING ROADBLOCKS AND BUILDING BRIDGES: STANDARDIZING AND ENHANCING PLA POLICY AND PRACTICE IN TENNESSEE THROUGH CONSENSUS

PRESENTERS: WILSON FINCH, TENNESSEE HIGHER EDUCATION COMMISSION; RICHARD L. IRWIN, UNIVERSITY OF MEMPHIS; GLORIA GAMMELL, UNIVERSITY OF TENNESSEE

Tennessee's public colleges and universities and state policymakers have sought to expand and enhance the state's prior learning assessment (PLA) offerings by standardizing PLA policy and practice and by removing barriers for adults. Through a voluntary statewide PLA Task Force of institutional and systems representatives, a set of comprehensive, statewide standards were developed.  At the center of the development and implementation of these standards was a conscious effort to build consensus from the bottom up and to reach out to key campus groups, leading to improved institutional and system acceptance of PLA.  This panel, made up of institutional, system, and state representatives, provided an opportunity for participants to learn about and to discuss the way in which consensus and buy-in around PLA were created and the specific compromises and solutions that were reached.

## SCHOOL'S OUT FOR SUMMER, NOW WHAT?: BUILDING A YOUTH PROGRAM THAT WORKS!

PRESENTER: MICHELLE MCMILLAN, UNIVERSITY OF WEST FLORIDA

It is no secret that students in grades K-12 are in need of a larger support system, a creative outlet, and more hands-on learning experiences. In 2005, the University of West Florida (UWF) Continuing Education department created Explore Summer Camps. This new academic-based summer camp program allowed our department the room to meet those needs of our community and more. This presentation focused on how we, as well as other continuing education departments, provided our communities' youth with the same dedication and investment that we offer our adult learners.

This presentation began with a discussion on the creation, evolution, and successes of Explore Summer Camps. In 2005, youth programs at our university were unorganized, decentralized, and in need of a transformation.  We discussed how we created our program as a way to align youth programs on campus to be more consistent and to have more of an impact on our community, as well as how we crafted a self-sustaining program with a budget that balances a high quality camp with affordable tuition prices. We also explained who our target audience is, and the various marketing techniques we have used to help increase enrollment. We talked about camp specifics including: camp length, times, instructors, staff, and more, and demonstrated how we've avoided the summertime blues by cultivating partnerships within our community.

In 2011, Explore Summer Camps was awarded both the ACHE South Distinguished Noncredit Program Award and the UPCEA South Outstanding Noncredit Program Award. We are currently gearing up for our 9th year as a steadily growing program. With this history, you can guess that, along with the successes we've shared, we've encountered some challenges as

well. We discussed how our program has met and overcome the challenges that have come our way. Finally, we concluded the presentation with feedback on how we plan to keep providing learning opportunities in our community by continuing to offer relevant, innovative youth programs, and some of the resources we use to continue that work.

## BUILDING THE CAREER COMPETENCIES OF THE CONTINUING HIGHER EDUCATION LEADER

PRESENTER: MARGARET BACHELER, PENN STATE BRANDYWINE

This presentation discussed dissertation research related to how professional development experiences can improve the career competencies of Continuing Higher Education Unit Leaders. In the American system of higher education, a Continuing Higher Education Unit Leader manages an administrative unit which offers educational programs to adult learners. To face the challenges brought forth by disruptive innovation, Continuing Higher Education Unit Leaders need to improve their career competencies in order to perform successfully in their professional role. Participation in professional development experiences are a common way to develop these career competencies. But the lack of common professional backgrounds combined with the marginalized role of continuing higher education in the American system of higher education, makes it difficult to develop effective professional development experiences for Continuing Higher Education Unit Leaders. To address this issue, a qualitative research study examined the professional development experiences of 10 Continuing Higher Education Unit Leaders to analyze their effectiveness on building career competencies. Utilizing the portraiture methodology, six themes emerged from the research study. These themes have been identified as Diversity of Career Journeys, Factors Influencing Participation in Professional Development Experiences, Reasons for Participation in Professional Development Experiences, Types of Professional Development Experiences, Gaps in Professional Development Experiences, and Strengths in Professional Development Experiences.

Discussion and analysis of these six themes formed the groundwork for a proposed competency-based professional development model to guide the future professional development experiences of Continuing Higher Education Unit Leaders. The format and content of the proposed competency-based professional development model would embody the key themes identified in the study. By addressing the Gaps in Professional Development Experiences, and capitalizing on the Strengths in Professional Development Experiences, this proposed competency-based professional development model would include components of theory, practice, and implementation. The program content would be drawn from the Strength in Content professional development experiences and seek to improve the knowledge-based and skill-based career competencies that emerged from the research findings such as relationship building, communication, and knowledge of budget planning, current adult learner needs, and distance education. The program format would be drawn from the Strength in Delivery professional development experiences, and would offer face-to-face, Small Group Gatherings held at an off-campus location. The format of

these face-to-face experiences would include a mixture of the following activities: sessions facilitated by individual speakers, breakout sessions for discussion, and ample time provided for informal networking opportunities. To provide continuous access to the professional support network, the face-to-face gatherings would be complemented by high quality Webinar experiences offered throughout the academic year. A key component of this proposed competency-based professional development model would be a one-to-one executive coaching or mentorship component to provide hands-on assessment of the learning transfer process. This proposed competency-based professional development model would also assist the Continuing Higher Education Unit Leaders with overcoming a resistant institutional climate. Program content of the proposed competency-based professional development model would include the opportunity for the Continuing Higher Education Unit Leaders to improve their career competency in negotiation skills.

## UP CLOSE AND PERSONAL WITH THE ONLINE ADULT LEARNER

PRESENTER: NATALIE NICKOL, NORTHERN KENTUCKY UNIVERSITY

This presentation highlighted the marketing strategies used in promoting online programs to prospective students at Northern Kentucky University (NKU), using multiple communication vehicles to create an up close and personal approach.  Through electronic communication, follow-up phone calls, and WebEx information meetings, prospective students gained a detailed understanding of what is offered and is expected in each online program at NKU. This session outlined the process used to entice new students to Online Learning.

## BIG DATA TEAMWORK: SUPPORTING DATA-INFORMED DECISIONS

PRESENTERS: MIKE SCHRODER, CALIFORNIA STATE UNIVERSITY SAN MARCOS; LAURA SEGALL, CALIFORNIA STATE UNIVERSITY SAN MARCOS; BROOKE JUDKINS, CALIFORNIA STATE UNIVERSITY SAN MARCOS, SUZANNE LINGOLD, CALIFORNIA STATE UNIVERSITY SAN MARCOS

Leaders from California State University San Marcos's continuing education unit described how they created a cross-functional team to serve as a Data Standing Committee to create and implement a big data strategic plan in order to be: proactive with regard to collecting, analyzing and reporting data; and strategic and forward-thinking regarding benchmarking and data sharing. Presenters described the structure and activities of the data team, its goals and objectives, and the accomplishments and outcomes to date. The session included samples of the team's work as takeaways, and allowed time for an interactive discussion/sharing of CE big data strategies.

## UTILIZING E-PORTFOLIOS FOR ADULT STUDENTS

PRESENTERS: DIANNA RUST, MIDDLE TENNESSEE STATE UNIVERSITY; LAYNE RAY BRYAN, MIDDLE TENNESSEE STATE UNIVERSITY

This session outlined how one institution implemented an e-Portfolio tool as part of their Adult Degree Completion Program. The e-Portfolio allows students to demonstrate their ability to effectively communicate the competencies they have achieved as part of their undergraduate study and other areas of their lives. Ultimately it provides the students with a promotional tool for prospective employers. The tool was demonstrated as well as suggestions for institutions considering e-Portfolios as part of prior learning assessment, capstone courses, etc.

## NON-TRADITIONAL STUDENT EXPECTATIONS AND THEIR IMPACT ON ONLINE FORMATIVE ASSESSMENTS

PRESENTERS: LINDSIE SCHOENACK, UNIVERSITY OF MARY; RENEE BOURDEAUX, NORTH DAKOTA STATE UNIVERSITY

Non-traditional students, requiring flexibility in delivery are a "new majority" in higher education.  Utilizing Expectancy Violations Theory (Burgoon, 1993; Burgoon & Hale, 1988) as a framework, the researchers identified both student expectations and enacted behaviors of faculty in online class environments. Interviews were conducted with 22 non-traditional students at two Midwestern universities – 1) a large land-grant institution and 2) a small Christian liberal arts institution. Through the research process, the co-investigators identified why non-traditional students enroll in online classes, the expectations they have regarding participation and communication, and their perception of effective and ineffective experiences in the online classroom. Expectancy Violations Theory allowed the researchers to align expected behaviors with enacted behaviors to further explore students lived experiences in online classes.

Using a thematic analysis (Gibbs, 2007), the data were broken down into common themes further clarifying online class experiences.  The researchers found that students expected faculty members to be "ready to go", to promptly communicate with students, and to make the students feel connected via the class. The aligned behaviors showed that students encountered more instances that did not meet their expected behaviors. Students reported that poor class management and pedagogical strategies such as not receiving feedback or getting too much classwork that just felt like busy work misaligned with their expectations and left students more frustrated from their online course experience.

What this exploratory study means for educators going forward is that institutions, faculty and staff must find a way to formatively assess roadblocks to learning (such as poor communication) before, during, and after an online course. In addition to the researcher findings, the interview protocol asked students for suggestions to make their online course experience even better. Helpful suggestions from students were: the instructor needs to

support students in all aspects of learning; online classes should be designed to optimize student time; online instructors should not only provide clear guidelines and instructions via multiple methods but they also should engage in more thoughtful course design such as personally recorded messages and videos. This exploratory work is intended to guide other researchers as they further explore how to improve the online learning experience.

## ENGAGING STUDENT RECRUITMENT AND REGISTRATION THROUGH WEB HOSTED TOOLS

PRESENTER: ERIK SHERMAN, AUGUSOFT, INC.

The Continuing and Professional Education market is ever changing and software tools are an important part of the changing landscape. Programs offering non-credit, certificate and workforce development curriculum need software that is full-featured, flexible, scalable and able to integrate with marketing and business intelligence tools. Making data driven decisions with these tools are critical to success.

This session introduced the concept of incorporating SaaS technology as a key member of your team. Session participants were shown how to let web-hosted tools work together with their human capital to engage student recruitment and registration to achieve that real results with a proven return on investment (ROI).

## TRAINING ADVISERS ONLINE: A TEAM WIN!

PRESENTERS: CINDYE RUDY, PENN STATE UNIVERSITY; JULIA GLOVER, PENN STATE UNIVERSITY

Penn State's World Campus future growth is expected to reach 45,000 students. This growth requires hiring new advisers and onboarding and developing staff in remote locations. The session presenters shared their new online adviser training program which prepares new advisers in a consistent manner, allowing them to develop skills at their own pace. The presenters demonstrated how they utilized the NACADA components for adviser training as a guideline for developing the program. Regardless of whether your campus setting is virtual or traditional, advisers work with students, utilize resources and collaborate with team members in an online world.

Participants learned how to use an online environment to develop advisers who are confident with skills, knowledge and online resources right from the start. Additionally, attendees left the session with a framework for training that is consistent and serves as a resource that is adaptable for use at their institutions.

## VIRTUAL CO-OP: A TRULY EXPERIENTIAL EXPERIENCE

PRESENTERS: JOSEPH GRIFFIN, NORTHEASTERN UNIVERSITY; DEE MASIELLO, NORTHEASTERN UNIVERSITY

This session revealed the work that Northeastern University's College of Professional Studies is doing to provide online, working students with professional development in the form of an experiential learning curriculum where they engage their current employer. The session focused on lessons learned from the six-month pilot project, including curriculum content and outcomes, online design and delivery (use of e-portfolio) and student and employer feedback. Included was discussion on course elements that promote skills for lifelong learning.

## A VETERAN DEGREE COMPLETION PROGRAM

PRESENTER:  GREGORY OCHOA, MOUNT ST. MARY'S UNIVERSITY

An overview of a Veteran Accelerated Degree Completion Program was shared, focusing on the unique needs of veteran learners and academic support provided to ensure success of degree attainment. Attendees learned the nuts and bolts of creating a Veteran degree completion program, understanding assessment practices used in this program, and discovering specialized support services based on the needs of Veteran learners. The presenter facilitated a Q&A discussion to stimulate mutual knowledge sharing.

## ORGANIZATIONAL STRUCTURE AND ADULT-FOCUSED PROGRAMS: A STUDENT-CENTERED APPROACH

PRESENTERS: HELENE CAUDILL, ST. EDWARD'S UNIVERSITY; LORI EGGLESTON, ST. EDWARD'S UNIVERSITY

Amidst the ever-changing landscape of higher education, many adult-focused programs which are part of a larger, traditional university setting are facing an identity crisis, one that often stems from an unclear and confusing organizational structure.  Those involved with post-traditional learners understand the importance of having the right organizational structure in place which includes a myriad of factors: the name of the school or division, its physical location, the portfolio of credit and non-credit program offerings, and whether to centralize or decentralize student services and staff resources. A benchmark review of over 25 programs suggests that the current structures are many and varied, and organizational designs among these institutions reveal a number of similarities and differences. Session participants gained a better understanding of the most common organizational structures in place and were provided with steps their programs might consider implementing to become a more effective and student-centered adult-focused program.

Amidst the ever-changing landscape of higher education, many adult-focused programs housed within traditional universities are facing an identity crisis, one that often stems from an unclear and confusing organizational structure. Those involved with post-traditional learners understand the importance of having the right organizational structure in place in order to attract and retain students.

Adult-focused programs must take into account a number of considerations including (but not limited to): leadership (dean versus director), faculty credentials (full-time versus adjunct), internal reporting, delivery formats (classroom, online, and/or hybrid), programs of study, the name of the school or division, physical location (with the main university or separate), the portfolio of credit and non-credit program offerings, approval of transfer credits, centralization or decentralization of student services and staff resources including career services, financial aid, advising, recruitment, admissions, and marketing. Moreover, should the school, college, or division include undergraduate, graduate, non-credit, and/or certificate offerings?

Because decision-makers are often outside the realm of the adult program, and because the various components are largely interdependent, those directly involved must be proactive and able to make appropriate recommendations based on the university's mission and branding, strategic plan, current organizational structures, and best practices (based on research).

When considering organizational structure, recommendations should also take into account not only faculty, staff, and students but also, on a larger scale, other university offices and programs (i.e. registrar, financial affairs, advancement, alumni relations, business office, instructional technology) which are also important stakeholders.

It is also important to research the organizational structures in similar programs, pinpoint what is and is not working within the current structure, and use internal data (i.e. student surveys) in order to make appropriate recommendations. There is certainly no "one size fits all" and what once worked may now be outdated or irrelevant.

## LEVERAGING HIGHER EDUCATION ALLIANCES: WORK SMARTER, NOT HARDER

PRESENTERS: BETH ROMANSKI, LEBANON VALLEY COLLEGE; ELIZABETH BUCHER, ELIZABETHTOWN COLLEGE

In 2010, a small group of continuing education enrollment representatives from regionally accredited colleges and universities in Central Pennsylvania decided that it was time to take a more strategic approach to adult recruitment. Rather than working individually to conduct outreach to employers to share information with their employees seeking professional development, the session presenters decided to break down those competitive walls and approached it with a group mentality. As a result, The Capital Area Consortium for Higher Education (CACHE) was formed. In essence, this innovative group successfully

managed to "work smarter, not harder" while both having fun and producing measureable results.

CACHE is a collaboration of regionally accredited higher education institutions within the (Pennsylvania) Capital Region. Partnering together to provide a wide range of professional development options, training opportunities, and degree and certificate programs for organizations and working adults, CACHE acts as a "one-stop resource" to the region's continuing educational needs to create a more educated and effective workforce.

CACHE was formed by member institutions of higher education for marketing and recruiting purposes, to serve as a single point of contact for all businesses, organizations, state agencies and others in the Capital Region. Members benefit through extended market outreach as all promote CACHE, extended recruiting by having marketing materials present at recruiting events member representatives are unable to attend, and mutual sharing of best practices in a collegial environment.

In addition to this core purpose, CACHE members benefit from sharing of ideas, challenges and best practices in a constantly evolving higher education landscape.  Having the support and perspective from a colleagues point of view opens up a new, transparent way of existing in this competitive space.

Since its inception, CACHE has developed a consortium logo, marketing materials, a formal employer outreach letter, official by-laws, an operating budget, shared online resources and a website.  Additionally, CACHE increased its presence at education fairs to include 23 events between the years of 2012-2014.  The members continued to increase their presence by working toward developing an online open house and planning a combined event to increase awareness in 2015.

Together, CACHE provides over one hundred distinctive program options.  Despite the vast differences in the member institutions, CACHE successfully managed to act as a unified entity.  Employers were thrilled with the fact that together, CACHE was able to bring a diverse range of educational opportunities to employees with a unified team approach.  Rather than competing for students, members listened to their needs and connected them with the right college or university.

## WEBSITE BENCHMARKING INITIATIVE ANNUAL REPORT

PRESENTER: NICOLE FOERSCHLER HORN, JMH CONSULTING, INC.

In 2011, ACHE and JMH kicked off a partnership to explore adult education websites that served non-traditional students. Now, three years later, JMH shared the key takeaways and trends that were gathered from the millions of website visits tracked in this initiative.

With more than two dozen participating institutions from across the US and Canada, the data set offers an unrivaled glimpse into the behavior of visitors to adult education websites. During the session, presenters shared the research results, interpreted them, and then

discussed how departments can apply these results to improve its operation using examples from participating sites.  These trends can impact how market programs are managed.

## EMPOWERED ORIENTATION FOR THE NON-TRADITIONAL STUDENT: SETTING YOUR STUDENTS UP FOR SUCCESS!

PRESENTERS:  BETTY TELFORD, SALEM COLLEGE; SUZANNE WILLIAMS, MOUNT ST. MARY'S COLLEGE

Returning adult students have a variety of educational backgrounds, skill sets, and personal and professional experiences. Creating a required comprehensive new student orientation program is essential to adult student success, retention, and degree completion. Presenters shared their experiences designing and implementing an effective new adult student orientation program that can be easily adapted and duplicated for use on other campuses.

## EFFECTIVE LEADERSHIP REQUIRES EFFECTIVE LEADERS

PRESENTER:  DAVID DONATHAN, ST. CATHARINE COLLEGE

Most administrators consider themselves strong leaders and disregard the critical differences between ineffective administration and management versus effective leadership. During this interactive workshop, participants assessed their leadership style and focus; discussed the differences between managers and leaders; assessed how effective leadership traits and behaviors are learned and practiced; and took away hints and tools for developing dynamic team synergism by putting into practices more effective leadership skills.

## NON-CREDIT WORKFORCE EDUCATION: FROM RED-HEADED STEPCHILD TO LEADER OF THE BAND!

PRESENTER:  JOSEPH LINCOLN COMBS, WALTERS STATE COMMUNITY COLLEGE

This session covered several key topics, such as:

- Growing training partnerships with business and industry
- Enhancing partnerships with credit faculty and administration
- Transitioning from registrations and tuition to sales and profits
- Becoming a vital resource for the success of your institution

## COMMUNITY PARTNERSHIPS: EXPLORING AND EXPANDING YOUR FACE TO FACE LEARNING OPPORTUNITIES

PRESENTERS: EDWARD A. HOWARD, VIRGINIA COMMONWEALTH UNIVERSITY; ELEANOR S. SHARP, VIRGINIA COMMONWEALTH UNIVERSITY

Session participants worked with peers to explore potential community partnerships for the delivery of face to face credit and non-credit professional development opportunities. Participants shared, explored, and documented a map and plan for the following: flexible financial models, potential community partners, mission alignment planning, curriculum models, marketing strategies, enrollment management considerations, and impact assessment approaches.

## LESSONS FOR LEADERS: SUCCESS BEGINS WITH A WINNING GAME PLAN

PRESENTER: SUSAN A. ELKINS, UNIVERSITY OF SOUTH CAROLINA – PALMETTO COLLEGE

In the words of basketball coaching legend John Wooden, "I deeply believe that the teacher and coach who has the ability to properly plan from both the daily and the long-range point of view has tremendously increased his possibility of success." Leaders in Continuing Higher Education, as well as in all organizations, 'tremendously increase their possibility of success' by beginning with a winning game plan. This session focused on creating a winning game plan as the relationship between leadership and strategic planning was emphasized, along with the impact of the two on successful results for organizations. The Baldrige Framework for Performance Excellence that links strategic planning to results was discussed, as well as leadership faces and frames involved in executing the game plan. As football coaching great Bear Bryant always said, "Have a plan for everything. A plan for practice, a plan for the game, a plan for being ahead, a plan for being behind... always have a plan for everything!"

## PART FOUR: ANNUAL BUSINESS MEETING

The conference reconvened on Tuesday, October 28 at 2:45 pm for ACHE's Annual Business Meeting. President Brian Van Horn recognized the association's Executive Committee and Board of Directors, as well as the ACHE Budget & Finance Committee member who would be giving the committee's report, Ruth Bettandorff, and the parliamentarian for the meeting, Marthann Schulte.

### MINUTES FROM THE PREVIOUS ANNUAL MEETING

President Van Horn asked Jim Pappas, Executive Vice President of ACHE, to present the minutes from the 2013 Annual Conference & Meeting. A motion to accept the minutes was made and seconded; the motion carried.

### MEMBERSHIP REPORT

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

THE ASSOCIATION FOR CONTINUING HIGHER EDUCATION
MEMBERSHIP REPORT
October 21, 2014

|  | 11/3/2013 | New | Cancelled | Returning | 10/20/2014 |
|---|---|---|---|---|---|
| **ORGANIZATIONAL CLASS** | | | | | |
| Organizations Represented | 9 | 4 | 3 | 6 | 10 |
| Organizational Members | 22 | | | | 15 |
| **INSTITUTIONAL CLASS** | | | | | |
| Institutions Represented | 164 | 13 | 34 | 131 | 144 |
| Individual Members | 1172 | | | | 978 |
| **PROFESSIONAL CLASS** | | | | | |
| Individual Members | 98 | | | | 76 |
| **HONORARY CLASS** | | | | | |
| Individual Members | 30 | | | | 29 |
| **1st TIMER/PROVISIONAL** | | | | | |
| Individual Members | 18 | | | | 13 |
| **STUDENT** | | | | | |
| Individual Members | 23 | | | | 27 |

RETIREE
Individual Members                                  10                                                              9

## NEW OR RETURNING INSTITUTIONAL MEMBERS

| | | | |
|---|---|---|---|
| Kennesaw State University | S | Lee University | S |
| Gwynedd Mercy College | MA | Midway College | S |
| University of Illinois at Springfield | GL | Newbury College | NE |
| Virginia Wesleyan College | MA | Argosy University | MA |
| California State University - Los Angeles | W | Agnes Scott College | S |
| University of Louisiana at Lafayette | S | Southern Illinois University Carbondale | GL |
| California State University - Sacramento | W | | |

## NEW ORGANIZATIONAL MEMBERS

| | | | |
|---|---|---|---|
| | | Foundation for Advanced Education in the | |
| Sparkroom | NEM | Sciences | MA |
| Entrinsik | MA | CampusCE | W |

## CANCELLED INSTITUTIONAL MEMBERS

| | | | |
|---|---|---|---|
| Baldwin Wallace University | GP | Southern Illinois University Edwardsville | GL |
| Capilano University | W | Southern Utah University | W |
| Concordia University Wisconsin | GL | Southwestern College | GP |
| Connors State College | GP | SUNY Empire State College | NE |
| Fairleigh Dickinson University – Metro Campus | NEM | Talladega College | S |
| Framingham State University | NE | The University of Montana | W |
| Franklin Pierce University | NE | University of Hawaii at Manoa | W |
| Granite State College | NE | University of Kansas | GP |
| Hofstra University | NEM | University of Maine | NE |
| Lewis University | GL | University of Maryland – University College | MA |
| Long Island University | NEM | University of Massachusetts Amherst | NE |
| Mount Washington College | NE | University of Missouri – St Louis | GP |
| National Graduate School | NE | University of North Carolina at Greensboro | MA |
| Onondaga Community College | NE | University of Virginia | MA |
| Providence College | NE | University of Wisconsin – Extension | GL |
| San Diego State University | W | Whitworth University | W |
| Southwestern College | W | Worcester State University | NE |

## CANCELLED ORGANIZATIONAL MEMBERS

| | |
|---|---|
| Augusoft, Inc | GP |
| Gatlin International, LLC | S |

ACHE MEMBERS BY REGION
As of
October 21, 2014

| REGION | INSTITUTIONAL/ ORGANIZATIONAL | PROFESSIONAL/ HONORARY/1st TIMERS | STUDENT/RETIREE | TOTAL |
|---|---|---|---|---|
| New England | 81/0 | 7/1/0 | 2/1 | 92 |
| Northeast | 43/0 | 7/4/0 | 1/0 | 52 |
| Northeast Metro | 67/1 | 11/1/0 | 1/1 | 82 |
| Mid-Atlantic | 198/3 | 11/5/0 | 2/1 | 215 |
| Great Lakes | 60/1 | 17/6/0 | 4/2 | 90 |
| South | 324/0 | 12/9/0 | 8/4 | 356 |
| Great Plains | 124/9 | 3/1/0 | 7/0 | 137 |
| West | 81/0 | 8/2/0 | 1/0 | 92 |
| TOTAL | 978/15 | 76/29/0 | 27/9 | 1134 |

ACHE 2014 INSTITUTIONAL DUES – TIERED STRUCTURE

2014 Institutional Membership Dues

Dues Tiers are based on an institution's student credit FTE (full time enrollment).  There is also a Large Staff Membership for CE unit administrators wishing to list up to 30 staff from their institution. All tier levels may have additional members added beyond their tier limits for $30 each.

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

## NOMINATIONS & ELECTIONS

President Van Horn then asked the chair of the Nominations & Elections Committee, David Grebel, to present the results of the 2014 elections to the assembled. Grebel thanked all who ran for leadership positions and then introduced the new vice president and members-at-large to membership:

Vice President: Clare Roby

Members-at-Large: Bill Boozang, Eric Bullard, and Dorothy Williams

President Van Horn returned to the podium and thanked those board members who had completed their terms of service – Ruth Bettandorff and Tim Sanford – for their ongoing support.  He then thanked David Grebel for his service and commitment to the association.

## BUDGET & FINANCE REPORT

Budget and Finance Committee Member Ruth Bettandorff presented the committee's report to the assembled. She recognized the members of the committee present. She noted that the committee had met prior to the conference and reviewed both the CY2014 budget as approved by the membership at the 2013 Annual Conference & Meeting in Lexington, Kentucky along with the actual income and expenses year-to-date. She said that most income and expenses closely align with the 2014 budget as approved.  In review of the 2014 budget, the following significant exceptions are observed as of the October 2014 financial report:

Decreased income of nearly $30,000 from dues paid to ACHE including:

- $22,434.15 from institutional dues.
- $2,345.83 from organizational dues.
- $1,360.00 from additional (institutional) members.
- $3,152.50 from professional dues.
- Decreased income of $283.50 from JCHE Royalties.

Increases in income include:

- Increased income of $765.05 from the ACHE jobs board subscriptions.
- Increased income of $299.99 from retiree and student dues.
- Increased carryover funds of $6,099.88 from the 2013 fiscal year.

Decreases in expenses include:

- Decreased expense of $969.02 for credit card fees.
- Decreased expense of $2,430.50 for presidential travel.

Increases in expenses include:

- Increased expense of $538.16 for the mid-year Board of Directors meeting.
- Increased expense of $1,750.00 for website development.
- Increased expense of $2,218.18 for miscellaneous expenses (which include bonuses paid to ACHE staff in lieu of salary increases as approved by the Board of Directors).

The Committee commended the leadership and members of the 2013 Planning Committee for the $43,684.97 in proceeds generated from the 2013 conference.  In light of overall income shortcomings and expense overages, the Committee also noted the continuing dependency on previous annual meeting proceeds to balance the Association budget.  The Association likely needed a multi-faceted approach to remain financially solvent.  As such, the Committee made following recommendations for the next fiscal year:

- Explore budget models that do not rely on projected revenue from the annual meetings.
- Recognize that association memberships may be less important to professionals, the budgeting process should continue to consider realistic dues projections.
- Explore other sources of non-recurring revenue.

Finally, the Committee called attention to the change in the Association's fiscal year calendar starting in 2015. The new budgetary fiscal year will change from a calendar-based year to an academic year (July 1-June 30) in order to align with the fiscal year used by the home office's host institution.  This change will assist the Association's goal of a seamless and transparent budget process.  As always, the Committee emphasized the importance of maintaining the high quality of member services in order to retain and attract new members. Ruth moved to accept the report and Susan Elkins seconded. Motion carried.


## CHANGES TO THE ACHE CONSTITUTION & BYLAWS

Tim Sanford, Chair of the ACHE Constitution & Bylaws Committee, stepped to the podium to present proposed changes to the Constitution & Bylaws of the association. He noted that most of the changes were minor and procedural. He said that the one major change would be a move away from a January 1-December 31 fiscal year to a July 1-June 30 fiscal year. This particular change was proposed in order to align the association's budget with the budget of the administrative home office. The proposed changes were as follows:

ACHE CONSTITUTION

*Article IV, Section 5:*

"In consultation with the Publications Committee, the President-Elect will name an individual to serve as Editor of the Proceedings, who will prepare the proceedings of the annual conference and meeting occurring during the presidential year."

Delete the words, "Publications Committee," and insert the words, "Executive Vice President."

This change is necessary because of Board action last fall in Lexington shifting responsibility for the Proceedings to the home office.

*Article VII:*

The fiscal year will begin on January 1 of each year. The dues will be payable when billed by the Executive Vice President.

Replace the first sentence with this sentence, "The fiscal year of the Association will correspond to the fiscal year of the administrative office." The second sentence remains as written.

This change is match the association's fiscal year with the fiscal year of the home office to make budget preparation more consistent.

ACHE BYLAWS

*Article 3, Section 9:*

The Editor of the Proceedings will be responsible for preparation of copy of the annual conference and meeting. The Editor of Proceedings will be responsible for publication and distribution of the Proceedings.

Replace the current wording with this sentence, "The Editor of the Proceedings will prepare the copy of the annual conference and meeting and will publish the Proceedings in accordance with Board Policy."

This change is proposed to give the Board more flexibility on distributing the Proceedings to members.

*Article 3, Section 11:*

A secretary will be employed by the Board of Directors under the supervision of the Executive Vice President. This person will record minutes of meetings, keep the financial records, and perform other tasks which may be assigned by the Board of Directors or Executive Vice President.

Delete the words, "A secretary," and insert the words, "An administrative staff member(s)."

This simple change reflects the fact that the home office member assigned such tasks may not be a "secretary."

*Article 7, Section 2:*

The committee will conduct the election via the Association's electronic membership access system. Institutional representatives, and professional, organizational, and honorary members in good standing on June 30 will be able to vote.

Replace the current first sentence with this new sentence, "The Committee will conduct the election via the Association's usual communication system." In the current second sentence, delete the words, "on June 30." Nothing is to be added instead.

These changes are intended to provide more flexibility for conducting elections in the future when new communication tools may be available. Removing the date of June 30 brings the bylaws into agreement with current practice since the elections are conducted in May.

Walt Pearson moved to accept all the changes to the ACHE Constitution & Bylaws. Fred Varnado seconded. Discussion: Will there be any change to when membership dues will be invoiced? There will not be any changes. Members will be billed for dues on a calendar-year basis, excepting those members who have requested to be billed in July of each year. No further discussion. Motion carried.

## JOURNAL OF CONTINUING HIGHER EDUCATION

Royce Ann Collins, Editor for the Journal of Continuing Higher Education (JCHE), stepped forward to provide a brief overview of the status of the Journal. She said that through aggressive efforts on the part of herself and the editorial board of ACHE, submissions to the Journal had increased 25% in the last year, thereby improving the quality of articles being published. She thanked the JCHE editorial board for their fine work and encouraged all of the assembled to submit manuscripts or recommend that others on their campuses submit.

## RESOLUTIONS

Chair of the ACHE Resolutions Committee stood to present the 2014 Resolutions as prepared by the Resolutions Committee.

BE IT RESOLVED that the Association in convention assembled expresses its congratulations and deep appreciation to Patti Spaniola of University of West Florida and Victoria Berling of Northern Kentucky University, co-chairs of the 2014 Planning Committee, and their colleagues on the committee (including call for proposal chairs Rick Osborn and Paula Hogard), for this timely and valuable conference. This year's conference, offered under the theme "Winning Together: Teamwork Makes the Dream Work", 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. Patti, Vicki, and the Planning Committee have continued the long tradition of excellent conference programs by offering us a rich and rewarding learning experience.

BE IT RESOLVED that the Association in convention assembled acknowledges its profound appreciation to President Brian Van Horn and to the Board of Directors for their outstanding leadership during the 2013-2014 year. Brian's presidency and the contributions of the Board

have added significantly to the leadership of the Association within the continuing higher education community. The strength of the Association and its membership is clear evidence of their excellent work, especially regarding the renewed focus on partnerships and collaboration across postsecondary institutions and professional associations that share a commitment to lifelong learning.

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

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

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

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

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

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

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

## CONCLUSION OF THE ANNUAL BUSINESS MEETING

President Van Horn returned to the podium and gave his remarks regarding his year as president of ACHE. He noted the highlights of the 2014 Annual Conference & Meeting and thanked all of the leadership and volunteers of ACHE for their dedication and hard work

over the preceding months. He talked about some of the initiatives that many dedicated committee volunteers had brought to fruition in 2014, including the Mentoring Program and the Summer of Leadership & Learning Webinar series. Van Horn then called for a motion to adjourn the 2014 ACHE Annual Business Meeting. Motion seconded and carried. Meeting adjourned at 3:20 p.m.

## PART FIVE:  ANNUAL LUNCHEON

President Van Horn resumed the conference on Tuesday, October 28, at 11:35 a.m. Van Horn welcomed past association presidents who were in attendance. He asked for a moment of silence and then lunch was served. As the assembled enjoyed their meal, ACHE Awards Chair Mary Bonhomme joined President Van Horn at the front of the room to begin the awards presentation. The awards for the 2014 Annual Conference & Meeting were as follows:

### AWARDS

INDIVIDUAL AWARDS:

| | |
|---|---|
| Leadership | Jeff Zacharakis |
| | Barbara Calhoun |
| Special Recognition | Jim Broomall |
| Rising Star | Kathryn Harth |

SCHOLARSHIPS AND GRANTS:

| | |
|---|---|
| Wayne L. Whelan Scholarship | Jennifer Gladis |

OUTSTANDING COMMUNICATION AWARDS:

| | |
|---|---|
| Marlowe Froke Outstanding Publication Award | Carol Kasworm |

"Paradoxical Understanding Regarding Adult Undergraduate Persistence" Volume 62, Issue 2 of the Journal of Continuing Higher Education

Crystal Marketing Award

Kennesaw State University - "Casino Night Scholarship Fundraiser"

PROGRAM AWARDS:

Distinguished Program Award – Credit

Kansas State University – "Academic Advising Program"

Distinguished Program Award – Non-Credit

Penn State Altoona – "It Was 50 Years Ago Today:  An International Beatles Celebration"

California State University San Marcos – "Environmental Leadership Academy"

Creative Use of Technology

       Kansas State University – "Virtual Open House"

       New England College of Business – "The Undergraduate Textbook Center"

Outstanding Services to Underserved Populations

       Kansas State University – "Go Teacher"

Older Adult Model Program Award

       Rollins College – "Rollins Center for Lifelong Learning – STARS (Senior TARS) Program"

       Kennesaw State University – "Osher Lifelong Learning Institute (OLLI)

## PART SIX:  COMMITTEE REPORTS

## AWARDS COMMITTEE

Report to the Board – 2014 year-end report

The awards ceremony was held at the annual conference. The call for the Awards was published in February. The established deadline for receipt of awards was May 15 although it was extended to allow for more submissions. In total, 27 submissions were received although none were submitted for Meritorious Service or Emeritus. Note the Marlow Froke award is handled by the Publications committee. Of those receiving awards, seven attended the conference while six other awards were accepted on behalf of the award winners.

The awards committee consisted of   Jeffery Alejandro (East Carolina University), Lisa O'Neal (Murray State University),  Jennifer McMenamin (Eastern University), Patricia McCanna (North Park University), Bill Boozang (Northeastern University) and Dave Stewart (Kansas State University,  board liaisons Dr. Brian Van Horn (Murray State University) and Dr. Robin Plumb (Southeastern Oklahoma State University) , chair Dr. Mary Bonhomme (Florida Institute of Technology),  with staff support provided by Ynez Henningsen.

The committee reviewed the criteria for all the awards but suggested no changes.

This will mark the end of my chairing the committee. I have appreciated the opportunity to serve in this capacity since 2009. Thanks to all the committee members who have made my work as awards committee chair a joy to undertake.

Submitted by Mary S. Bonhomme

## BUDGET AND FINANCE COMMITTEE

Report was given during Board Meeting and Annual Business Meeting.

## COMMITTEE ON INCLUSIVENESS

Submitted by Frederick E. Varnado, Chair

September 12, 2014

The Committee on Inclusiveness (COI) was heavily engaged in accomplishing the tasks of making ACHE the premier international Continuing Higher Association.  The committee members were:

Mentoring Committee - Chairperson Bill Boozang (Northeastern University); Dorothy Williams (Regis University); Nina Leonhardt (Suffolk County Community College); Amber Webber (Park University), and Immediate Past President David Grebel (Texas Christian University).

Accountability Committee - Chairperson Emily Lewis (Charter Oak State College); Jerelyn Hughes-Glenn (San Jacinto College); and Marthann Schulte (Park University).

Pathways-to-Leadership Committee - Chairperson Laura Ricke (Western Kentucky University); Tom Fuhr (SUNY at Postdam); Sandra Lozano (University of Houston); Pam Collins,  (Eastern Illinois University).

Other members include Eloy Chavez (Northeastern State University), Robyn Hulsart (Austin Peay State University), Jannette Knowles (New York Institute of Technology) and Kathy Yelton (Northern Kentucky University).

As noted in last year's Mid-year Report and at the November 2013 ACHE National Conference, COI's major focus in 2013-2014 was to pilot the ACHE Mentoring Program.  Since that time Bill Boozang and his team established the ACHE Mentor Program (see attachment) which outlines the definition, purpose, expectations for the mentor and the protégé, and a proposed topic calendar for mentors and protégés.  Under Bill's leadership, the ACHE Mentoring Committee (along with the support of regional directors and immediate past-president David Grebel) was able to establish a great pairing of mentors and protégés (see attachment). What was important about the pairing is the cross-section of ACHE regional members and across continuing education/professional development/leadership disciplines. Bill noted that the mentoring process was going well.  He briefed the status of the mentoring program at the ACHE South Regional Conference (April 2014) and at the ACHE West Regional Conference (October 2014).  An update of the mentoring program was presented during a session at the ACHE National Conference in October 2014.

The Pathways-to-Leadership Committee Chairperson Laura Ricke prepared and delivered the ACHE COI display board which was used to recruit members for the three COI committees. For her efforts, she was commended.  While at the National Conference in Lexington, her team met and discussed plans to help ACHE move forward in terms of leadership growth.   The committee was working to identify leadership opportunities and to define the skill sets that were required and developed those to meet the members' needs. Additionally, the committee members were consulting Regional Leaders to discuss ways to recognize and engage potential emerging leaders in ACHE.

In terms of ACHE Accountability Committee Chairperson Emily Lewis and her team discussed plans to help ACHE move forward in terms of accountability.  They looked at the national and regional levels to see where and how they were making ACHE more inclusive as it relates to the following items:

Looked at leadership positions:

- Considered the question related to the national and regions having the right person(s) in the right positions to get the job (work) done in a professional manner

- Looked at processes for committee appointments, nominations, awards, etc. related to:
- Ensuring that processes were open and accessible to all its members
- Appointments associated with gender, regional, institutional, etc. throughout the Association
- Remind ourselves and others in ACHE of what we were truly about
- Ensure that accountability was a true consideration to the breadth of those in our field
- Examine ways to increase regional participation

Emily was also serving on the Mentorship Committee as a mentor and will continue to be another voice for the COI.

Recommendations:

- Have the committee members discuss the ACHE COI mission, purpose, and value with their regional leadership and members
- Include the Mentoring Program as an agenda item at all regional and state-wide meetings

The next steps in the COI's plan of attack (action) will be to work to ensure that the mentors and protégés have meaningful mentorship experiences and that the three committees mutually support the ACHE in its upward and onward growth.

ACHE MENTOR PROGRAM

DEFINITION:

Mentorship – "relationship between a less experienced individual, the protégé, and a more experienced individual, the mentor" (Packard, 2003).

PURPOSE:

- Establish a long-term mentorship program that will increase the membership of ACHE by providing professional development for all members.
- Establish the Mentoring Program as a tangible benefit of ACHE membership for both mentors and protégés, assuring the long-term viability of ACHE as an influential entity in developing the future leadership of continuing higher education
- Develop a program that focuses on the needs of members along the continuum of Continuing Education professionals (i.e. ACHE members from entry-level, mid-level), as well as Institutional members (i.e. Deans, Director, and Regional Chairs).

Expectations for the mentor and the protégé:

- Willingness to create a safe, nonjudgmental environment with a focus on agreed upon learning goals and objectives.
- The conversation guide to include coaching, communication, goal setting, reflection and facilitation based on the protégés' career development.

- The mentor would also be expected to be available to the protégé for ad hoc questions or concerns in a sounding board capacity.
- The protégé should be prepared to explore and articulate career goals with the mentor, and to openly share objectives and expectations for participation.
- The protégé should take the initiative in working with the mentor.  Though the mentor is assuming the facilitator role, the protégé is expected to show a high degree of ownership in his or her personal and professional growth as a result of the relationship.

Proposed Topic Calendar for Mentor Program:

January

Introduction & Goals for the Year

Protégé career goals

Most effective ways of using mentor-protégé time

February

What does Continuing Education mean to you?

Your vision (and your role) in continuing education

Developing internal and external relationships

The CE Unit

The University

The Regional and National CE community

March

Measures of personal success

Professional

Education and enrichment

Personal

Recognizing your personal strengths and leveraging them for success (Leadership Inventory?)

April

The Value or professional and personal promotion (and contributing to the field)

Networking

Presentations and Participation in Professional Associations

Ways to get involved

Mentors facilitate protégés with three regional contacts for introduction; information interview on their roles and advice

ACHE involvement- Protégé sets goal for committee involvement

May

Roadmap for personal success

Reassess your initial professional goals

Professional development plan

Three summer goals to ensure personal success

September

Follow up on summer goals

Revision of the Professional Development Plan

Aspirational timeline for goal attainment

Wrap-up and reflection on mentoring experience

ACHE Mentors-Protégé Pairings

| Sharon D Barnes sbarnes@mbc.edu | Ilana Xinos ilana.xinos@sckans.edu |
|---|---|
| Pat Brown patricia.brown@sgsc.edu | Lindsie Schoenack lindsies@umary.edu |
| James K Broomall jbroom@udel.edu | Phil Applegate phil-applegate@utulsa.edu |
| Vance Burgess vburgess@uwf.edu | Maria Cherjovsky maria.cherjovsky@ucf.edu |
| Pamela J Collins pjcollins@eiu.edu | Andrew Honker ahonker@regis.edu |
| Susan Elkins selkins@mailbox.sc.edu | Sonya Faust sfaust@uoregon.edu |
| David Grebel d.grebel@tcu.edu | Chystine Whyte chrystine.whyte@uvu.edu |
| Emily Lewis elewis1@charteroak.edu | Leah Ben-Ami l.ben-ami@neu.edu |
| Julie Lovett j.n.lovett@tcu.edu | Elaine Boone booneg@etsu.edu |

| Linda S Osoinach | Lauren Nicoll |
|---|---|
| losoinac@udel.edu | l.nicoll@neu.edu |
| Tom Sabbagh | Laura Ennis |
| t.sabbagh@neu.edu | lennis@uoregon.edu |
| Timothy R Sanford | James Shamlee |
| tim_sanford@unc.edu | jshamlee@ccs.ua.edu |
| Neil Trotta | Christine Richardson |
| ntrotta@fisher.com | cwrichardson@casenovia.edu |

Respectfully submitted,

Frederick E. Varnado
I.M.P.A.C.T.
Individually Motivated People Attacking Challenges Together

## CONFERENCE PLANNING COMMITTEE

Presented to ACHE Board

Prepared October 9, 2014

Anticipation for the ACHE Annual Conference is mounting and the conference will be one of the best attended in the last five years. Following is a summary of planning activities as of October 9.

Registration:  257 people were registered on 9/29 and total registration of 275 is expected. The hotel contract has been extended two times to increase our room allotment to accommodate the demand, and alternative hotels have been identified in the case of overflow.

Exhibitors: As of 9/29, there were 19 exhibitors registered, generating $32,850 in revenue. This compares favorably to the 17 exhibitors specifically for ACHE at the 2013 conference in Lexington.

Budget: The conference expenses are well within budget. Based on the increased registration, it is expected that approximately $15,000-$20,000 will be returned to ACHE as conference proceeds.

Conference Schedule: ACHE-West is dovetailing their regional conference with the national conference on Sunday, October 26. Registration for the national conference opens on Sunday. The conference concludes at Noon on Wednesday, October 29. Following is a summary of key conference highlights:

General Sessions: This year's three general session presenters are a coach, a magician, and a statistician – surely something for everyone! In addition, there will be a veterans' panel presented to the general conference body.

Concurrent Sessions: Over the three days, there will be 21 concurrent presentations and 10 "flash" sessions. Flash sessions are 20-minute "mini" presentations meant to give attendees quick overviews on topics and the opportunity to hear more presentations overall.

First Timers:  As of September 29, 32% of all attendees (81 people) identified themselves as first-timers to an ACHE national conference. A special committee has been formed to connect with first-timers and help them assimilate into the organization. There will be special events for first-timers throughout the conference.

Fun'raising Events: In keeping with last year's successful activities to raise money for scholarships, Tuesday evening will feature Fun'raisin' events. Attendees will be able to sign up to learn gambling basics from the Tropicana staff (for a charge of $30), and a t-shirt swap.

Meet and Greet Luncheon: Monday's luncheon will feature an opportunity for attendees to meet new people through the "minglo" game.

Annual Awards Luncheon: Tuesday's luncheon will be our annual awards ceremony, to include an introduction of next year's national president and overview of next year's conference in St. Louis.

Mobile app: Participants will be able to stay informed about the conference through a mobile app.

Kinship Connection Board: Another networking opportunity this year will be the Kinship Connection Board, where members can answer "questions of the day" and connect with like-minded colleagues from across the country.

 Respectfully submitted,

Vicki Berling and Patti Spaniola
ACHE 2014 Conference Co-Chairs


## CONSTITUTION AND BYLAWS

The Constitution & Bylaws Committee is chaired by Tim Sanford with Marthann Schulte and Chris Rose as members.  This year we worked with the ACHE Central Office and the ACHE Board of Directors to propose some changes to the ACHE constitution & bylaws regarding:

1. changes in the duties of the Publications Committee,
2. changing the fiscal year of the Association,
3. changes in the way the annual Proceedings can be distributed to members,
4. a wording change for a staff title in the Central Office, and
5. the way in which annual elections of the Association are handled and their timing.

Tim Sanford, Chair
Marthann Schulte
Chris Rose

## COUNCIL OF REGIONAL LEADERSHIP

Nothing to report at this time

## JOURNAL OF CONTINUING HIGHER EDUCATION (JCHE)

Report from Editor to be presented during Annual Business Meeting

## MEMBERSHIP RECRUITMENT AND RETENTION COMMITTEE

October 2014

Submitted by

Dr. Sallie C. Dunphy, Membership Chair

Membership has two goals: retention and recruitment of members. A June study for this kind of membership drive was piloted working with the Home Office in defining a list of nonmembers and lapsed ones in the state of Alabama and surrounding states. We were able to learn more about these institutions, their continuing education situations and retain members.

At the Las Vegas 2014 meeting, a select number of regional officers will meet for the Membership Committee to brainstorm this study and other recruitment and retention ideas. One idea is to define a period of time for committee work following the renewal campaign with efforts targeted at new and lapsed members. With the support of the Home Office, institutions would be identified for contact; an email pitch sent with content, links, announcements, prorated fee data; follow up contact; and biweekly conference calls to discuss progress among the committee.

The recognized value of the membership is a key to retaining members. The ACHE meeting has a large number of "First Timers" attending this year. The international and regional conferences offer networking, education, sharing of expertise, leadership roles and volunteer opportunities. There is an opportunity for all members to build relationships with these newcomers who potentially could be an active committed member for ACHE.

Recruitment focusing on new or lapsed members is important to maintaining membership numbers and to counter any declines. Another approach to "Bringing a Friend" campaign in 2007 would be a "Member gets a Member" campaign with incentives for bringing in a new

member.  Incentives could be a drawing among those successful members for plane tickets, paid ACHE fees, etc.  Another means of reaching a new audience would be for each Region to host 1 non-member for the regional or annual meeting.

We want members to become and remain an active part of ACHE and recognize the value of membership. Regional officers are in a prime position to recruit and retain members in their states as they know their territory and its culture the best. There are many "chances" in Las Vegas for ACHE to win in membership!

## NOMINATIONS AND ELECTIONS COMMITTEE

October 26, 2014

The following served as members of the nominating committee:

David Grebel, Chair

Charles Hickox, past chair

Fred Varnado, chair of the inclusiveness committee

Charlee Lanis, former chair, ACHE Great Plains

Lee Glines, former chair, ACHE West

Terry Ratcliff, board liaison

This committee met by both conference call and email and worked with great diligence to complete a candidate pool for ACHE.  I am grateful to each of them for their work.

The following were elected by the ACHE membership to serve as officers and board members:

Vice President          Claire Roby

Director at Large       Bill Boozang

Director at Large       Dorothy Williams

Director at Large       Eric Bullard

## PAST PRESIDENTS' ADVISORY COUNCIL

Nothing to report at this time

## PUBLICATIONS & COMMUNICATIONS COMMITTEE

Report to be provided at Board of Directors Meeting

## RESEARCH COMMITTEE

Fall 2014

In the spring we discussed many questions which were posed and answered from the ACHE home office. A copy of this information can be reviewed at:
https://docs.google.com/document/d/1bLulWy-Mxi_pGSNvvoZUMpuJ0dJ6a5JKIQ8oJ5F9gpw/edit?usp=sharing

Due to funding constraints, the Alex Charter Research Grant will be postponed until next year, which will allow the money for such funding to grow for another year.

The research committee met this summer and communicated via email to draft and create two surveys for ACHE:

Survey for lapsed members

Survey on the prevalence of credit vs. non-credit programs among member institutions.

These surveys are available via the ACHE online survey tool and can be distributed for the ACHE home office at any time deemed necessary or appropriate by the leadership.

## RESOLUTIONS COMMITTEE

Report provided in Annual Business Meeting report

## APPENDIX A:  2014 OFFICERS

President:  Brian Van Horn, Murray State University

President-Elect:  Regis Gilman, Eastern Illinois University

Vice President:  Paula Hogard, Penn State University

Vice President-Elect:  Clare Roby, California State University Chico

Executive Vice President:  James P. Pappas, University of Oklahoma

Immediate Past President:  David Grebel, Texas Christian University

## APPENDIX B:  2014 BOARD OF DIRECTORS

Ruth Bettandorff; University of Georgia

Pamela Collins; Eastern Illinois University

Walter Pearson; Loyola University Chicago

Robin Plumb; Southeastern Oklahoma State University

Terry Ratcliff; University of Idaho

Tim Sanford; University of North Carolina – Chapel Hill

Marthann Schulte; Park University

## APPENDIX C: 2014 REGIONAL CHAIRS

New England Region: Neil Trotta; Fisher College

Northeast Region: Tom Fuhr, SUNY Potsdam

Northeast Metropolitan: Joyce Wellinger; Stony Brook University

MidAtlantic: Claudia Ward-Eller; Appalachian State University

Great Lakes: Brian Cole; Grand Valley State University

South: Lisa Graves; Louisiana State University

Great Plains: Nina Barbee; University of Oklahoma

West: Dorothy Williams; Regis University

## APPENDIX D:  2014 ACHE CONFERENCE PLANNING COMMITTEE

| | |
|---|---|
| President: | Brian Van Horn, Murray State University |
| Conference Co-Chairs: | Vicki Berling, Northern Kentucky University |
| | Patti Spaniola, University of West Florida |
| Presidential Aide: | Lisa O'Neal, Murray State University |
| Proposals & Program: | Paula Hogard, Penn State University |
| | Rick Osborn, East Tennessee State University |
| Exhibitor Relations: | TinaMarie Coolidge, Drexel University |
| | Tim McElroy, Northeastern Oklahoma State University |
| Budget: | Tammy McDaniel, Murray State University |
| | Janeen Winters, Murray State University |
| Contracts: | Julie Tate, University of Oklahoma |
| Day Chairs: | Amy Johnson, East Tennessee State University |
| | Nina Barbee, University of Oklahoma |
| | Fred Varnado, University of Southern Mississippi |
| | Lisa Graves, Louisiana State University |
| Evaluations: | Jonell Tobin, Morehead State University |
| | Amy Johnson, East Tennessee State University |
| First Timers Coordinators: | Michelle McMillan, University of West Florida |
| | Laura Ricke, Western Kentucky University |
| Hotel Liaison & Logistics: | Betsy John-Jennings, Northern Kentucky University |
| | Kristen Lovett, Northern Kentucky University |
| Social Media & Marketing: | Natalie Thurmond, Murray State University |
| | Kelsey Bourne, Murray State University |
| Website Design: | Rebekah Law, bekahLaw Productions |
| Photographer: | Las Vegas Photography and Video |
| Proceedings: | Marthann Schulte, Park University |

ACHE West Pre-Conference Planning Committee

Dorothy Williams, Chair, Regis University

Clare Roby, Past Chair, California State University – Chico

Eric Bullard, Chair-Elect, California State Univ – Los Angeles

Marie Friedemann, Secretary, Regis University

Lee Glines, Treasurer, Brigham Young University

Sara Villareal, California State University San Marcos

Regina Cash, California State University Long Beach

Mickey Baines, Fourth Dimension Partners

Alpha Sigma Lambda:     Pam Collins, Eastern Illinois University

ACHE Home Office:      James P. Pappas, Executive Vice President

Ynez Henningsen, Operations Manager & Executive Secretary

Stan Khrapak, Operations Associate & Graduate Assistant

## APPENDIX E: PAST PRESIDENTS AND ANNUAL MEETINGS

| Year and Place | President | Institution |
| --- | --- | --- |
| 1939 New York | Vincent H. Drufner | University of Cincinnati |
| 1940 Omaha | A. Caswell Ellis (acting for Drufner, deceased) | Cleveland College |
| 1941 Cleveland | A. Caswell Ellis | Cleveland College |
| 1942 Buffalo | George Sparks (acting for A.L.Boeck, resigned) | Georgia State University |
| 1943 Chicago | George Sparks | Georgia State University |
| 1944 Pittsburgh | Norman P. Auburn | University of Cincinnati |
| 1945 Philadelphia | Lewis Froman | University of Buffalo |
| 1946 New York | Henry C. Mills | University of Rochester |
| 1947 Minneapolis | F.W. Stamm | University of Louisville |
| 1948 New Orleans | Rollin B. Posey | Northwestern University |
| 1949 Cincinnati | Herbert Hunsaker | Cleveland College |
| 1950 Denver | Frank R. Neuffer | University of Cincinnati |
| 1951 Detroit | Robert A. Love | City College of New York |
| 1952 Atlanta | Cortell K. Holsapple | Texas Christian University |
| 1953 St. Louis | Henry Wirtenberger, S.J. | Cleveland College |
| 1954 Milwaukee | Willis H. Reals | Washington University |
| 1955 New Orleans | John P. Dyer | Tulane University |
| 1956 New York | George A. Parkinson | University of Wisconsin |
| 1957 Montreal | William H. Conley | Marquette University |
| 1958 Louisville | Alexander Charters | Syracuse University |
| 1959 Pittsburgh | Richard A. Mumma | Johns Hopkins University |
| 1960 San Francisco | Kenneth W. Riddle | Drexel University |
| 1961 Cleveland | Richard A. Matre | Loyola of Chicago |
| 1962 Miami | Daniel R. Lang | Northwestern University |
| 1963 Boston | Richard Deter, S.J. | Xavier University |
| 1964 St. Louis | Earnest S. Bradenburg | Drury College |
| 1965 Dallas | Ralph C. Kendall | University of Toledo |

| | | |
|---|---|---|
| 1966 Buffalo | Richard F. Berner | SUNY, Buffalo |
| 1967 New Orleans | Ernest E. McMahon | Rutgers University |
| 1968 San Francisco | William Huffman | University of Louisville |
| 1969 Washington DC | Raymond P. Witte | Loyola of New Orleans |
| 1970 Montreal | Clarence Thompson | Drake University |
| 1971 Des Moines | Joseph P. Goddard | University of Tennessee |
| 1972 New York | William T. Utley | University of Nebraska at Omaha |
| 1973 Chicago | Hyman Lichtenstein | Hofstra University |
| 1974 New Orleans | Carl H. Elliott | TriState University |
| 1975 Salt Lake City | Alban F. Varnado | University of New Orleans |
| 1976 Philadelphia | Richard Robbins | Johns Hopkins University |
| 1977 Montreal | William Barton | University of Tennessee |
| 1978 Fort Worth | James R. McBride | Canadian Bureau for Intn'l Educ |
| 1979 Toronto | Lewis C. Popham, III | SUNY, Oswego |
| 1980 Knoxville | Gail A. Nelcamp | University of Cincinnati |
| 1981 Los Angeles | Frank E. Funk | Syracuse University |
| 1982 New Orleans | Leslie S. Jacobson | Brooklyn College |
| 1983 Dallas | Louis E. Phillips | University of Georgia |
| 1984 Boston | Wayne L. Whelan | University of Tennessee at Knoxville |
| 1985 Atlanta | Frank Santiago | Brigham Young University |
| 1986 Philadelphia | Stanley J. Gwiazda | Drexel University |
| 1987 Indianapolis | Nicholas E. Kolb | Indiana University of Pennsylvania |
| 1988 Salt Lake City | Hal Salisbury | Trident Technical College |
| 1989 Charleston | Peter K. Mills | Nova University |
| 1990 Miami | John Michael Sweeney | Fairfield University |
| 1991 Seattle | Sam C. Bills | University of Tennessee at Knoxville |
| 1992 Milwaukee | Nancy F. Gadbow | Nova University |
| 1993 Jackson | Jan Jackson | CSU-San Bernardino |
| 1994 Toronto | James H. Vondrell | University of Cincinnati |
| 1995 Kansas City | Ronald D. Ray | South Carolina State University |
| 1996 Palm Springs | Norma R. Long | College of Notre Dame of Maryland |
| 1997 University Park | Paula E. Peinovich | Regents College |

| | | |
|---|---|---|
| 1998 Fort Worth | Dale K. Myers | Thomas More College |
| 1999 Cincinnati | Scott Evenbeck | IUPUI |
| 2000 Myrtle Beach | Patricia A. Lawler | Widener University |
| 2001 Vancouver | Nancy Thomason | East Central University |
| 2002 Birmingham | Robert Leiter | University of Tennessee, Knoxville |
| 2003 Charlottesville | Allen Varner | Indiana State University |
| 2004 Newport | Jerry Hickerson | Winston-Salem University |
| 2005 Madison | Pamela R. Murray | Mary Baldwin College |
| 2006 Los Angeles | Philip A. Greasley | University of Kentucky |
| 2007 Roanoke | Dennis "Skip" Parks | California Polytechnic State University |
| 2008 Nashville | Chris Dougherty | Rutgers University—Camden |
| 2009 Philadelphia | Rick Osborn | East Tennessee State University |
| 2010 Albuquerque | Roxanne Gonzales | Park University |
| 2011 Orlando | Tish Szymurski | Neumann University |
| 2012 Austin | Charles Hickox | Eastern Kentucky University |
| 2013 Lexington | David Grebel | Texas Christian University |

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