

DENVER COLORADO

Partnerships: Innovation & Collaboration



81ST ANNUAL

ACHE

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

CONFERENCE

October 14 - 16, 2019

ACHE 2019 Exhibitors and Sponsors

President Level



Dean Level



Alpha Sigma Lambda



Outreach Level



Welcome from Your ACHE President



Dear Colleagues and Friends,

It is my honor to welcome you to the 81st Association for Continuing Higher Education (ACHE) Annual Conference and Meetings. The 2019 Planning Committee and I welcome you to Denver, Colorado to enjoy the mountains, the city, and an incredible conference with our ACHE community.

As the landscape of higher education continues to change, we, in continuing higher education, are still the hub of partnerships, innovation, and collaboration across many sectors. We absolutely remain committed to serve students at all levels with non-credit, technical, undergraduate and graduate programs, and new offerings.

The theme for Denver 2019 is ***Partnerships: Innovation and Collaboration***. We have four tracks this year which include:

Building for the Future: As higher education continues to transform, planning and strategizing for the future, responding to the needs of our past, present and future students while focusing on academic quality continues to be a driving force.

Disruption & Innovation: Higher education is facing the merging of several trends and forces including tuition costs, enrollments, and curriculum models. Responding to the changing needs within and outside of higher education is essential.

Leadership & Change: As we face the changes within education, leadership is still the foundation of development and growth in our sector.

Technology: Traditional and nontraditional educational programs continue to be impacted by the ever-changing use of technology.

From our keynotes, concurrent sessions and visiting with our exhibitors to our social time together from Fun'Raising and game night activities, our reception and more, we have this opportunity to share our knowledge with one another and continue our passion for higher education.

We have a wonderful opportunity to engage, reconnect, meet new people and continue to build on our *partnerships* to be innovative and collaborative and build for the future of higher education.

Sincerely,

Dorothy Williams, Ph.D.

2019 ACHE President

Purdue University Global

Welcome from Your ACHE Co-Chairs

Welcome to Colorful Colorado and the ACHE 2019 Annual Conference! We are delighted you are here to acquire new skills, participate in active learning opportunities, and catch up with friends and colleagues. For many of us, ACHE is home and we cherish the time we get to spend together.

If you are new to ACHE, you might wonder “What makes ACHE special and unique?”

*ACHE is an all-volunteer grass roots organization that provides opportunities to hone our leadership skills with unexpected colleagues (like Presidents of institutions!)

*Here we create a network of trusted colleagues we stay in touch with throughout the year. (Anytime we’ve posed a question to our ACHE colleagues, they answer within the hour. That’s fast!)

*Allow yourself the creative freedom to try new ideas you heard about at the conference. Partner with your ACHE colleagues to help you bring these new ideas to fruition at your institution. Later, you can present how those new endeavors worked out at the next regional or annual ACHE Conference.

*ACHE acts like your own Division. We know that Continuing Education is a totally different ballgame. We are expected to do it all and ACHE hones your skills so you can make your workplace more efficient.

ACHE is a welcoming organization where you can invest in yourself and your institution by developing relationships, exploring leadership opportunities, and discussing the latest innovations in higher education. Grow into the leader you strive to be.

We’re glad you’re here.



Patti Spaniola
University of West Florida



Amy Jordan
Loyola University Chicago

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Kristy Callihan-Monday Day Chair, Pikes Peak Community College

Leslie Brezina-Tuesday Day Chair, Regis University

April Bowen– Wednesday Day Chair, Clemson University

Digital Programming and Communication *OPEN*

Evaluations

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Exhibitors/Local Arrangements

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Regis Gilman, East Carolina University

FunRaising

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Nicolette Aduama, Northeastern University

Alex Read, California State University - Sacramento

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Marc Wilson, Southern New Hampshire University

Eloy Chavez, Northeastern State University

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Program Coordinator, Military Services & GoArmy
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**Associate Director of Career Development
and Employer Relations**

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Coordinator for Continuing Education

Delta State University

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Michael Patton

Pacific Oaks University

*Alaska, Arizona, California, Colorado,
Hawaii, Idaho, Montana, Nevada,
New Mexico, Oregon, Utah, Washington,
Wyoming, Alberta and British Columbia,
Asia, and Mexico*

ACHE Annual 2019

At-A-Glance

Saturday, October 12, 2019

5:00-6:00pm Conference Planning Committee Meeting
6:30pm Dinner as a Committee

Sunday, October 13, 2019

9:00-11:50am Board Meeting
9:00-11:50am ELI 2.0
12:00-12:50pm Leadership Luncheon
12:00-5:00pm Exhibitors Set up
1:00-4:00pm Regional Leadership
1:00-5:00pm Registration Open
6:30pm Dinner on Own

Monday, October 14, 2019

7:30-3:15pm Registration Open
8:00-3:30pm Exhibitors Open
8:00-8:50am Breakfast
8:00-8:50am First Timers Breakfast
9:00-9:30am Welcome
9:30-10:30am General Session - Keynote - Dr. Lance Bolton, President, Pikes Peak Community College
Dr. Joe Garcia, Chancellor, Colorado Community College System
10:30-11:00am Break
11:00-11:50am Concurrent Sessions I
12:00-1:00pm Meet and Greet Luncheon
1:15-2:05pm Concurrent Sessions II
2:15-3:15pm Leadership Panel
4:15 pm Fun'Raiser Activities
Evening On Your Own

Tuesday, October 15, 2019

8:00-3:30pm Registration Open
8:00-5:00pm Exhibitors Open
8:00-8:45am Committee Meetings
8:00-8:50am Breakfast
9:00-9:50am General Session - Keynote - Dr. Regina Lewis, Professor, Pikes Peak Community College
10:00-10:50am Concurrent Sessions III
11:00-12:00pm Concurrent Sessions IV
12:00-1:50pm Awards Luncheon & Business Meeting
2:00-3:20pm Concurrent Sessions V- Workshops
3:30-4:30pm Regional Breakouts
6:00pm Dinner Reception and Game Night

Wednesday, October 16, 2019

8:00-9:00am Breakfast
8:00-12:00 Exhibitors Open
9:00-9:50am General Session - Keynote - Mr. Amrit Ahluwalia, Managing Editor, *EvoLLLution*
10:00-10:50am Concurrent Sessions VI
11:00-12:00pm Closing General Session
12:30-3:30pm Board of Directors Meeting with Lunch

Monday October 14, Keynote

KEYNOTE

Dr. Lance Bolton

President Pikes Peak Community College



Dr. Lance Bolton, president of Pikes Peak Community College, brings a blend of academia and business leadership to the college. He joined PPCC in 2011 after serving as President of Northeastern Junior College (NJC), in Sterling, Colorado, for five years. Before working in higher education, his professional background included extensive experience in technical support and sales, as well as research and development for a Fortune 500 corporation.

During his tenure at PPCC, President Bolton has focused on student success and transformation. He has worked closely with faculty, staff and community leaders moving key initiatives forward such as a five-year strategic plan and yearly focus goals; a new vision statement: "Students Succeed at PPCC"; a focus on manufacturing and technical partnerships; and an unprecedented partnership with the other major colleges in the area (UCCS, CC and USAFA) focused on entrepreneurship.

Throughout his career, President Bolton has been an active community volunteer and board member for numerous non-profit organizations including the Colorado Springs Chamber and EDC, Pikes Peak Regional Council of the El Pomar Foundation, the Better Business Bureau Institute for Social Impact, Discover Goodwill and Atlas Preparatory School.

Dr. Bolton holds a doctorate in Food Science & Technology from the University of Georgia (1997), a master's degree in Food Science & Technology from the University of Georgia (1995) and a bachelor's degree in Accounting from the University of Georgia (1988).

An avid cyclist and outdoor enthusiast, President Bolton and his family love living in Colorado Springs because of its active outdoor lifestyle and strong sense of community.

Monday October 14, Keynote

KEYNOTE

Dr. Joe Garcia, Chancellor

Colorado Community College System



Joe Garcia is the President of the Colorado Community College System (CCCS). As CCCS President, Garcia leads the state's largest system of higher education, which serves 137,000 students annually at 13 colleges and 39 locations across Colorado.

Prior to his role at CCCS, Garcia served two years as President of the Western Interstate Commission for Higher Education ("WICHE"), an interstate compact created to provide access to, and improve the quality of, higher education opportunities for residents of the western United States.

From 2011 to 2016, he served as the Lt. Governor of Colorado and as the Executive Director of the Colorado Department of Higher Education. During his time as Lt. Governor, Garcia focused on increasing equity in outcomes for all students, particularly those from low income backgrounds and communities of color.

For nearly a decade, Garcia served as President at both a four-year and two-year institution. From 2006 to 2010, he was President of Colorado State University-Pueblo, which was named the 2008 Outstanding Member Institution by the Hispanic Association of Colleges and Universities. From 2001 to 2006, Garcia was President of Pikes Peak Community College, Colorado's second largest community college.

Garcia's previous public service positions included serving as a member of the Cabinet of Governor Roy Romer and as a White House appointee under President Bill Clinton. He was the first Hispanic partner in the 100-year history of Denver based Holme Roberts & Owen where he focused on public education law.

Tuesday October 15, 2019

KEYNOTE

Dr. Regina Lewis

Professor, Pikes Peak Community College



With 16 years of experience in leadership development, Dr. Regina Lewis has served diverse clientele, from executives to scholars, government agencies, educational institutions, and nonprofits. Through her travels, Regina has been immersed in many cultures both nationally and internationally, such as Asia, the Middle East, Europe, and across the United States. Regina is a consulting partner, national speaker, and director of ReginaSpeaking, LLC. In her role she has presented and facilitated widely on topics of diversity and inclusion, cross-cultural leveraging, strategic planning, executive speaking, interpersonal communication, personal professional development, media & public relations, social media communication, understanding and climbing out of poverty, and retention. Dr. Lewis holds a doctorate in Educational Leadership, Research and Policy, a Master of Arts in Communication, a Bachelor of Arts in Communication, and a Bachelor of Arts in Psychology, all from the University of Colorado at Colorado Springs.

Wednesday October 16, 2019

KEYNOTE

Mr. Amrit Ahluwalia

Managing Editor of The EvoLLLution



Since 2011, Amrit Ahluwalia has been the Managing Editor of The EvoLLLution, an online newspaper launched by Destiny Solutions focused on non-traditional higher education and the transforming postsecondary marketplace. Ahluwalia was part of the team that conceived of and launched The EvoLLLution.

The EvoLLLution, launched in January 2012, publishes the ideas of over 1800 contributors and attracts approximately 65,000 monthly visitors. The site publishes articles and interviews by some of the industry's leading thinkers at every level—from presidents and provosts to deans and directors to educators and students to employers and government officials and everyone in-between—from across the United States and around the world.

Ahluwalia works personally with every contributor at The EvoLLLution to produce the content that has supported the site's rise to becoming the top resource for non-traditional higher education. He regularly speaks on topics related to the changing higher education environment at conferences across Canada and the United States.

Ahluwalia earned his BA (Honors) in Political Studies from Queen's University and his MA in International Politics from McMaster University. He lives in Toronto, Ontario.

		Room Name
Saturday, October 12		
5-6pm	2019 Conference Planning Committee	
6:30pm	Planning Committee Dinner	
Sunday, October 13		
8-9am	Board of Directors breakfast	Pine
9-11:50am	ACHE Board of Directors Meeting	Pine
9-11:50am	ELI 2.0	Interlocken C
12-12:50pm	Leadership Luncheon	Pine
12:00pm	Exhibitors Set Up	Garden Foyer A/B
1-4pm	Regional Leadership	Pine
1-5pm	Registration Open	Centennial Foyer
6:30pm	Dinner on Own	
Monday, October 14		
7am-3:15pm	Meeting Registration Open	Centennial Foyer
8am-5pm	Exhibits Open	Garden Foyer A/B
8-8:50am	Breakfast	Interlocken A/B
8-8:50am	First Timers Breakfast	Private Dinning Room
9-9:30am	Welcome	Interlocken A/B
9-10:30am	General Session I / Keynote I Dr. Lance Bolton, President Pikes Peak Community College and Dr. Joe Garcia, Chancellor Colorado Community College System (CCCS)	Interlocken A/B
10:30-11am	Break	
11-11:50am	Concurrent Session I	
50 minutes	1.1 Essential Leadership Skills to Remain Relevant in a Changing Higher Education Environment Wendy Laing, NC State University In order to remain relevant in a changing landscape of continuing higher education, we must recruit and retain diverse and innovative leaders. This session will describe the skills needed for leaders to learn and master in order to ensure continued growth for instructor and employee development as well as student participation across multiple generations.	Interlocken C
	1.2 Overcoming Cognitive Dissonance: How Online Faculty Influence Student Success and Graduate Scholarship Dr. Brianna Parsons, University of New England, Concordia University Dr. Bill Boozang, Boston College, University of New England, Concordia University This presentation will discuss how online faculty who work with adult, online students promote graduate-level scholarship and writing, while overcoming issues known to plague adult learners. Professionals in their own fields, non-traditional graduate students often are not trained for research and scholarship and face difficult challenges as they work to design and create their own research and inquiry.	Birch

11-11:50am 1.3

Diversity and Inclusion - Making a Difference with an Enhanced Definition

Interlocken D

Dr. Eloy A. Chavez, Northeastern State University

Are colleges and universities making a difference in the workforce when it comes to diversity and inclusion? True leaders will ensure that their collegiate environment's support of diversity and inclusion are not simply words in the handbook – instead, they'll proactively work to create a more well-rounded team. Does the Millennial workforce have a different view of diversity and inclusion? This presentation outlines ways to effect a tangible, positive difference in a company culture through inclusive practices.

1.4 The Future Is Now

Aspen

Dr. Terry Ratcliff, Antioch University

Dr. Roxanne Gonzales, New Mexico Highlands University

Dr. David Grebel, Texas Christian University

Tomorrow's adult and continuing education leaders are here now - our current staff members. The ACHE Mentorship Program is dedicated to developing the future leadership of continuing higher education. The program focuses on the needs of ACHE 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, Directors, and Regional Chairs). Join our panel of past Mentors and Protégés as they explore their experiences in the program and how they have benefited from the experience. A description of the program and the application process for both Mentor and Protégé will also be presented.

1.5 I Have So Much Data, Now What?

Alder

Simone McGrath, Entrinsik

Tons of data flows into your office every day! It's easy enough to collect data in your system, but are you using data to your best advantage? What is your student demographic, has it changed, and where do those students live? Are they self-registering online or calling you? Should you market with direct mailings or emails? Is your department sustainable? Are your facilities at capacity? Which are the most popular courses? This presentation will share some KPI reports and dashboards that identify the most profitable courses, decide instantly whether it's a go or no-go, market to past participants and measure the effectiveness of your marketing against results. All this and reconciling financials sounds like a daunting task, but it doesn't have to be. Join Simone McGrath as she shows the benefits and ease of making quick data-driven decisions.

1.6 Unbundled OPM — Leveraging Institutional Strengths in a Flexible Partnership Model

Cedar

Troy Hargrove, Saint Louis University

Matt Lachey, Collegis Education

The higher education landscape is saturated with OPM vendor, and it is time to think differently about strategic revenue-growth partnerships. Seeking to expand the impact of its online programs, Saint Louis University will share why they selected Collegis Education as a strategic partner and the impact to date of their flexible, collaborative partnership model. Session topics include the following:

- How SLU approached their search for a collaborative partner outside of OPM vendors
- Steps to build an internal enrollment foundation through program strategy and differentiation, admissions augmentation, process optimization and digital marketing
- Breeding a culture of continued innovation and constant improvement
- The measurable impact within the first year of partnership

1.7 Parting the Red Sea: How Your Institution’s Authentic Personality Can Cut Through the Social Media Memescape Fir

Eric Page, Carnegie Dartlet

Everyone wants to “win” the internet—and the shortcuts to victory are fun and entertainment. If you “get it,” if you “internet” well, you’ll see instant results, raking in the clicks, likes, comments, and shares. Even the news media has gone all-in, delivering clickbait headlines and BuzzFeed-style stories in place of substance. But are these victories truly moving the needle? What happens when we step away from the herd of memes and emojis? Is there a better path to building institutional reputation—and creating meaningful human connections—online? This hands-on session will teach you how to stay true to your institution’s authentic personality on social media, differentiate yourself from your competition, and powerfully connect with the audiences that really matter.

1.8 Philadelphia Special Education Leaders of Tomorrow - Creating Tomorrow's Leaders Today Spruce

Dr. Janet M. Sloand, Drexel University

The Philadelphia Special Education Leaders of Tomorrow is a collaborative partnership between the School District of Philadelphia and Drexel University to develop special education teachers into special education leaders. The program has completed one cohort of 25 new special education leaders. This session will explore how and why the partnership between the school district and the university was created. The program framework and assessment strategies will be provided. The session will close with success stories of the students as well as a blueprint for replication.

12-1pm

Meet & Greet Lunch with presentation by sponsor SpurGC

Interlocken A/B

1:15-2:05pm

Concurrent Session II

50 minutes

2.1 When Atoms Collide to Create New Matter: Partnerships Among Unlikely “Atoms” Cedar

Dr. Roxanne Gonzales, New Mexico Highlands University

Dr. Virginia Padilla-Vigil, New Mexico Highlands University

New Mexico struggles with a persisting teacher shortage and underachievement of P-12 students. To address these challenges, an innovative approach was required to trigger the creation of new matter! Participants will explore the powerful outcomes that can evolve as a result of creative partnerships that allow for unlikely “atoms” to collide! Presenters will share the journey of the three partners: New Mexico Highlands University, the Pojoaque Valley School District, and the Los Alamos Laboratory as they engaged in mutually beneficial partnership to create a holistic and synergistic approach to educator preparation and professional development. Over a two year time period partners collectively developed a regional partnership school that provides comprehensive and sustained professional development for pre-service and in-service teachers. This session will be interactive prompting participants to reflect and explore ways to implement innovative partnerships that allow for the creation of new matter in their own institutions.

2.2 Reaching Different Audiences through Social Media

Fir

Melissa Rekos, Carnegie Dartlet

Continuing Education marketers face the challenge of communicating with multiple audiences who behave very differently online; therefore, they must promote and engage with each audience with a different effort and focus. Between high school students, parents, career changers, adult learners, and workforce training audiences, etc., there is a lot of ground to cover when strategizing and executing an effective social media campaign. In this session, we will discuss how social media is a great platform to reach and engage with all these audiences and accomplish a variety of different goals. We will break down the many social platforms, audience behaviors, capabilities within social networks, and best practices for social media marketing. Let's talk social!

2.3 Disruptive Innovation Through Partnership: Building a World-class Student Success Coach Program at BYU-Pathway Worldwide

Steve K. Thomas, BYU- Pathway Worldwide

Carrie Lockhart, Inside Track

Leaders from BYU-Pathway Worldwide will walk through how they disrupted standard practices and collaborated with an outside partner to build an innovative coaching program with the foundation to sustain it long-term.

2.4 Unlocking the Door to Degree Completion: Key Strategies to Transform the Returning Adult Student Experience

Birch

Tracy Robinson, The University of Memphis

Gini Beran, College Board

Michelle Horton, Complete Florida

Today's workforce includes millions of adults who started college and left with no credential. Inviting students back to finish what they started without fundamentally changing the student experience does not work. Discover the lessons learned from both the University of Memphis and Complete Florida's early Welcome Back campaigns that have resulted in a variety of best practices for degree completion that focus on accelerated and low-cost alternatives while maintaining academic quality. A key strategy in the Welcome Back process is to increase both access and equity to educational attainment by partnering with employers to identify their employees with the most need and putting systems in place to support student success.

2.5 Career Development for CE Professionals: Part One - Values and Vision

Interlocken C

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

Dr. Dianna Rust, Middle Tennessee State University

This two-part concurrent session is geared toward beginning professionals and faculty who want to map out a plan for career development. Career planning can help us reduce stress and increase our chances of achieving our goals. The focus of this first session is to begin thinking about our career values and our personal values. Participants will then begin shaping a personal vision statement so they may determine the "wildly important" aspects of their work. Participants will also learn more about the stress cycle and time management. In this first session participants will complete a Career Development Competency Assessment. Participants in Part One of this session are encouraged to return to part two later in the conference.

- 2.6 The Hopes and Limitations of Persuasion: Collaborating with Traditional Faculty to Build Adult Student Centered CLEP Policy** Aspen
- Anne Rapp, Lewis University
Dr. Cynthia Stevens, Lewis University
- For over 40 years, CLEP testing has been in practice within higher education. Even so, most traditional faculty are reticent to accept ACE recommended scores and to grant course equivalencies for these exams. This is evident in a review of CLEP policy at 26 universities, which demonstrates significant variability in scores and credit equivalencies set by traditional faculty. Moreover, most universities require higher scores than ACE recommends. This variability presents concerns for Prior Learning Assessment (PLA) programs and limits student opportunity. This workshop explores advocacy strategies for aligning CLEP policy with ACE recommendations so that institutions can better serve adult students.
- 2.7 Proven Continuing Education Organizational Models** Interlocken D
- Dr. Emmanuel Sarris, Virginia Tech
- An organization will only grow as far as its organization will allow. Take a real-life look at how an organization and its processes can be set up to ensure growth in your enrollment and revenue. It is not worth wasting time with obstacles you face internally when there are so many on the outside. Come learn how to streamline your team and your department.
- 2.8 Continuing Education's Role in Providing Alternative Credentials and their Growing Importance in the Workplace** Spruce
- Laura Z. Middleton, SPHR, Human Resource Certification Preparation, L.C.
- What are alternative credentials? Why might an individual want to obtain an alternative credential in addition to (or instead of) a degree? Why are alternative credentials becoming more important in the workplace? What role does continuing education play in providing and supporting alternative credentials? Please join us for a discussion addressing these questions.
- 2:15-3:15pm **Leadership Panel: Continuing Education and the Value Added to Leadership Positions** Interlocken A/B
- Ever wonder what your next career move is and how your work in continuing education will help get you to the next step? Join a panel of esteemed leaders in higher education and discover how one's experience is transferable to leadership roles.
- Dr. Lisa Braverman, Facilitator**
Dean and Assistant Professor Anthony J College of Professional Studies, FDU
- Panel Members:**
- Dr. Roxanne Gonzales**
Provost and Vice President for Academic Affairs New Mexico Highlands'
- Dr. Susan Elkins**
Chancellor, Palmetto College University of South Carolina
- Ms. Clare Van Ness**
Dean, California State University Chico
- Reverend James Burns**
President Saint Mary's University of Minnesota
- 4:15pm Fun Raising Events
Evening on your own

Tuesday, October 15		Room Name
8am-3:30pm	Meeting Registration Open	
8am-5pm	Exhibits Open	Garden Foyer A/B
8-8:50am	Committee Meetings	Centennial Foyer Cedar, Alder, Birch, Fir, Spruce
8-8:50am	Breakfast	Interlocken A/B
9-9:50am	General Session II / Keynote II Dr. Regina Lewis Professor Pikes Peak Community College	Interlocken A/B
10-10:50am	Concurrent Session III	
50 minutes	3.1 Creating Dynamic Community College Partnerships Designed for the Adult Learner Sherri Benedict, M.A., Cazenovia College Taylor Hodge, M.S. Ed., Cazenovia College Adult learners are continuously looking for flexible, convenient programs to further both their education and careers. In this session, participants will learn how to create successful and unique partnerships between community colleges and 4-year colleges or universities with the adult learner in mind. The type of partnerships that we will be discussing offer bachelor degree coursework on the community college campus. We will discuss ways to identify viable bachelor degree programs to offer, the research needed to identify sustainable community colleges to partner with, and the steps to creating a collaborative partnership. Participants will gain insight on both the successes and challenges our institution has faced. This session will not only be beneficial to the 4-year colleges and universities, but to the community colleges looking to offer alternative transfer opportunities. You will leave with ideas and examples on how to create dynamic partnerships on your campus!	Alder
	3.2 Building Bridges Across a University: Innovative Continuing Education Strategies for Military-Affiliated Students Dr. David A Bucci, East Carolina University Mrs. Jennifer Horne, MS, East Carolina University Dr. Amy Shannon, East Carolina University North Carolina is home to the third largest military population in the United States. East Carolina University (ECU), is uniquely and geographically positioned to help service members continue their higher education and prepare for promotion or post service careers. During this session, participants will learn about the challenges service members face while trying to continue their higher education and how ECU is addressing their needs. Participants will be informed about the current, multi-modal continuing education strategies taking place at ECU (e.g. BS in Industrial Technology degree, BS in University Studies degree, AMP-Up, and off-model programming). We will provide an overview of how these distinct programs work independently and collaboratively with one another to support the educational goals of the military-affiliated student and how these may be applied at other institutions. Participants will have the opportunity to discuss and explore their own initiatives and share through small working groups.	

3.3 Stackable Certificates in “Traditional” Graduate Programs

Interlocken D

Dr. Bonnie J. Covelli, University of St. Francis

Designing curriculum has its inherent challenges. Add in the “traditional governance” process within higher education and designing innovative curriculum presents additional challenges. In the University of St. Francis’s College of Business and Health Administration, we have re-designed four graduate programs that each provide “stackable certificates” for students. Each program allows students to begin in a certificate program that leads to a masters program. One of the programs provides for the students to earn three certificates that stack together for the masters degree. All of this has been achieved through the traditional governance process. This session will share the curriculum models and will discuss the process used to shepherd these models through the approval and implementation process.

3.4 Career Development for CE Professionals: Part Two – Goal-Setting and Professional Development

Interlocken C

Dr. Dianna Rust, Middle Tennessee State University (MTSU)

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

In part two of the Career Development for CE Professionals session, participants will use the results of the Career Development Competency Assessment to begin setting goals for their development. The presenters will explore goal setting and career development best practices and provide actionable suggestions for skill development through education/training and developmental experiences. Participants will begin to create a career development plan which aligns with their values and vision.

3.5 Working Smarter: Developing a Leadership Team that Promotes Innovation and Collaboration for Online Operations

Spruce

Dr. Sherry Chance, LeTourneau University

Dr. Melanie Roudkovski, LeTourneau University

The term "working smarter" produces thoughts of “balance” to one’s life, work, time, and resources. Adult, post-traditional students and online faculty seek balance with full-time job and family responsibilities and continuing education. What if working smarter at your institution started with creating a team focused on promoting innovation and collaboration for online operations? This presentation examines current literature and professional experiences to help participants to create a leadership team intent on innovation and collaboration to positively impact online teaching and operations. Throughout the presentation, participants will engage by setting goals and outcomes designed to specifically meet that purpose within their organization.

3.6 Fulfilling Our Institutional Promise

Birch

Christine Billings, University of Nebraska at Omaha

April Paschall, University of Nebraska at Omaha

Katie Sup Rezac, University of Nebraska at Omaha

As a metropolitan university, the University of Nebraska at Omaha (UNO) is committed to providing a quality, accessible higher education experience for students. Yet, with academic and credentialing requirements, some students are unable to complete their initial program of choice for a variety of reasons. Students who may not otherwise complete their course of study are able to reach their goal of degree attainment through the Bachelor of Multidisciplinary Studies (BMS). This session will share how our team fosters relationships with campus colleagues in order to refer students to the BMS program and, ultimately, our commitment to “fulfill our institutional promise” to educate students. Utilizing examples and data, we illustrate the impact of developing strong cross-campus relationships in order to meet our commitment to this promise.

3.7 The Future of Outsourced Online Education: Negotiating Revenue Sharing and Program Management Agreements with OPM's Aspen

Ben Kennedy, Managing Partner, Kennedy & Company

How have agreements and terms with OPMs changed for institutions working with OPMs? How do colleges within a University and System forge agreements for joint participation in the larger online enterprise? What do institutions of higher education need to consider when developing programming agreements where one entity (an OPM or institution) provides online program management services for the other? As Universities continue building their own in-house capabilities in online program delivery, new questions around revenue sharing, shared services, incentives, and governance have all arisen. This session explores the issues involved in the changing nature of these agreements and offers several recommendations on ways to align revenues, incentives, and governance for partners that seek to work together to offer online programming.

3.8 Low Budget High-Tech Cedar

Guy Felder, Spur Consulting Group

Stop overpaying for technology. Technology is more affordable than ever. The marketplace abounds with off-the-shelf solutions that can bring real value to your organization, helping you reach more students faster. So why are most CE units still paying large sums for registration systems, CRMs, and marketing automation? In this session we'll show you how to leverage technology products available to start-ups and lean organizations use to do everything you wish you could do and more at little cost. Some of the tools are even free.

11-11:50am
50 minutes

Concurrent Session IV

4.1 Invest In Self, Advance Your Future! Strategies for personal and professional development Spruce

Nicolette Aduama, Northeastern University

Whether you are just starting a career in higher education, mid-level, or considering a position change, professional development is a key part of the growth process. This interactive session will challenge attendees to assess their current skills, leverage unique opportunities, and develop an action plan that factors in change. The facilitator will also share her experience with ACHE's Emerging Leaders Institute which led to personal growth and professional advancement.

4.2 Issuing Digital Credentials and Badges For Non-Credit Training Programs Fir

Dr. Kim McNutt, California State University, Dominguez Hills

Jason Weaver, Parchment

California State University, Dominguez Hills explored issuing digital credentials for non-credit programs. After extensive research, the Extended Education unit elected to work with Parchment. The objective was to issue digital credentials easily accessed by the learner and easily shared on social media networks and to provide more in-depth details with the ability to mouse over an awarded badge icon to display metadata embedded within. The badge would include relevant course information, learning objectives and learning outcomes. The information could be accessed by an employer reviewing the submitted credential for a new hire, promotion or pay increase, revealing more data than a paper certificate can convey. The project to date as been successful, but it was not all "rainbows and unicorns." Learn how CSUDH worked with Parchment's technical team to bring the project to fruition through frequent communication and collaboration. The session will cover lessons learned, best practices and next steps.

4.3 Post 9/11 Veterans in Higher Education: A Narrative Description of Veteran Students' Perspectives of Institutional Services Interlocken D

Alicia Reddin, PhD, Veterans Upward Bound and Suffolk University

The purpose of this session is to examine and discuss the nature of experiences that contribute to the successful completion of a bachelor's degree by veteran students utilizing the Post 9/11 GI Bill. Special attention will be paid to the institutional services and support structures established by institutions of higher education and how they were used to aid veterans in the completion of their programs.

4.5 What are the Continuing Education Operational Models of the Future? Innovative Ideas that May Work Today but not Tomorrow and Learning to Adapt Cedar

Dr. Bonnie J. Covelli, University of St. Francis

Continuing education units come in many shapes and sizes, and the operational model is often built and rebuilt over time. The terms "centralized vs. de-centralized units" has also been a topic of conversation within continuing education for decades. On many campuses, this reality has ebbed and flowed along the spectrum and has shifted based on budget, market conditions, mission-driven directives, leadership preferences, and other data or (in some cases) non-data-driven decisions. If this is our past, what is our future? This session will share a brief case study of a small continuing education unit that cycled its operations between extremes over a twelve-year period. The session will then encourage dialogue on the advantages and disadvantages of various types of structures and where we collectively see the future of continuing higher education.

4.6 Email is King: Nurture and Convert Leads to Customers Through Personalized Email Automation Birch

Peter Ross, 829 Studios

Today's buyers want hyper-personalized and engaging content from companies they interact with at every touchpoint. Nurturing leads from the moment they initiate interest to when they make a purchase decision is imperative to increasing top-line growth. Although this is a shared sentiment in marketing these days, how does one effectively put this in place? When prioritizing marketing channels to elevate your agency's identity and facilitate a thoughtful lead to customer experience, email is king. According to Econsultancy, three-quarters of companies state that email offers excellent to good ROI while Campaign Monitor cites for every \$1 spent, email marketing generates \$38 in ROI. The moral of the story here is that if you aren't leveraging personalized email marketing, now is the time!

4.7 Determined to Graduate: How Active and Enrolled Nontraditional College Students Define Persistence and Success in an Accelerated Degree Completion Program Alder

Dr. Nereida Quiles-Wasserman, Concordia College-NY

The nontraditional college student (NTS) population seeking degree completion has increased consistently and significantly over the past three decades, becoming an important majority on college campuses throughout the United States. However, the NTS has various issues and concerns that serve as barriers to successful degree completion which include competing responsibilities, course scheduling, access to financial resources, full-time employment, past academic failures, and lack of self-confidence about academic achievement. This session presents unique and engaging doctoral research findings of NTS enrolled in an accelerated degree completion program. These adult students defined persistence and success in an accelerated degree completion program, shared their experiences of the program and how the institution's Accelerated Degree Programs (ADP) addresses the barriers nontraditional students encounter. By understanding the needs and motivation of NTS and how an accelerated degree program facilitates degree completion, colleges and universities could attract, retain, and graduate self-motivated adult learners seeking degree completion.

4.8 JCHE Writing and Research for Publication Aspen

Dr. Walter Pearson, Editor, Journal of Continuing Higher Education

The Journal of Continuing Higher Education (JCHE) is a forum for the reporting and exchange of information based on research, observations, and experience relevant to continuing higher education. Join JCHE Editor Dr. Walter Pearson for a discussion about writing for publication and how you can provide intellectual leadership to the field and support changes in professional practice.

12-1:50pm

Awards Luncheon & Business Meeting

Interlocken A/B

2-3:20pm

Concurrent Session V - Workshops

80 minutes

5.1 Victory Starts Here! USC Palmetto College and Ft. Jackson....Partnering for Soldier Success! Interlocken C

Dr. Susan A. Elkins, University of South Carolina Palmetto College

Mr. James E. Smith, Jr., JD, University of South Carolina Palmetto College

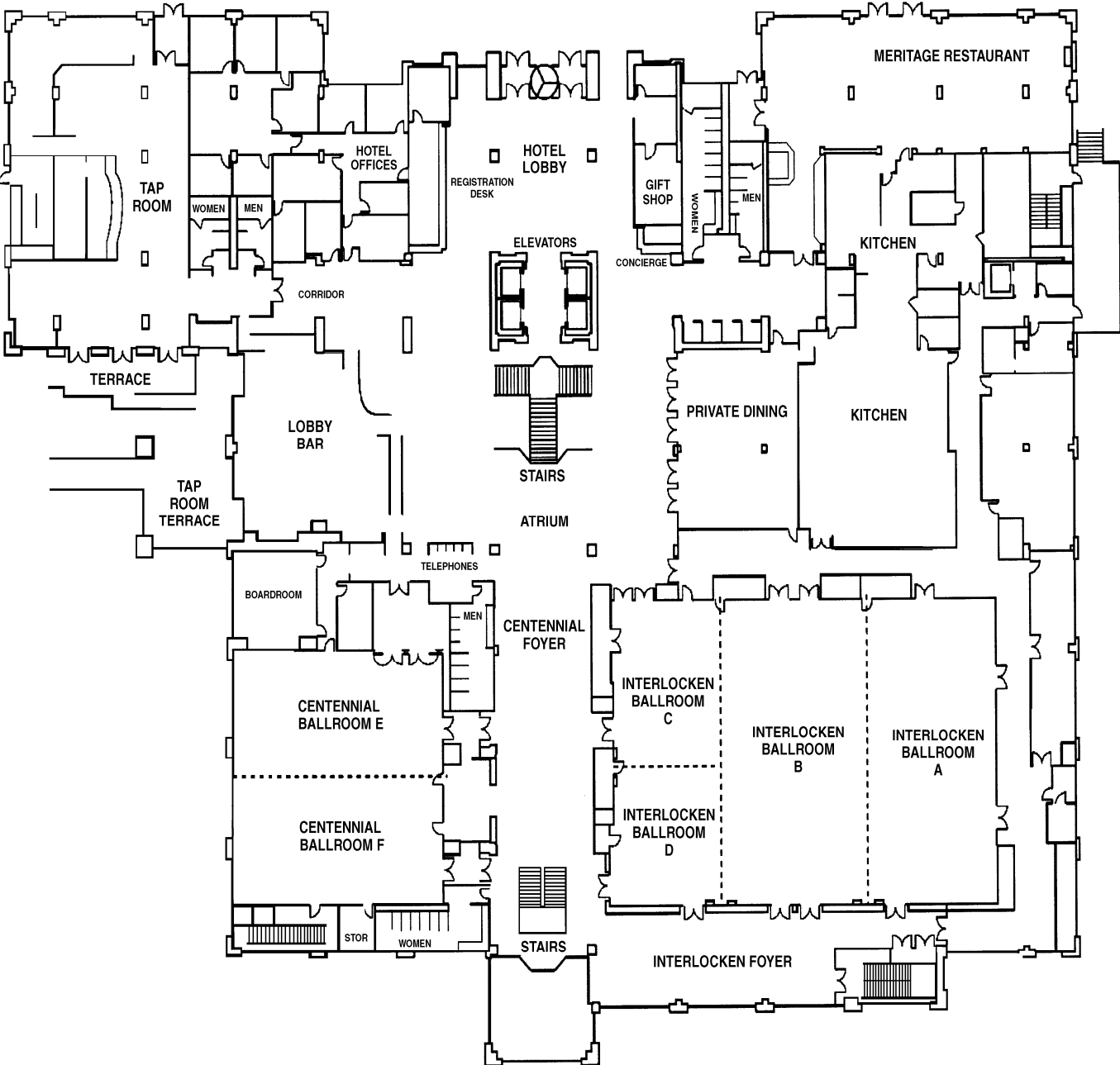
Ryan West, Palmetto College Graduate

Columbia, South Carolina, is home to Ft. Jackson, the largest army training post in the country, along with the University of South Carolina and its system innovation for off-campus and online delivery, Palmetto College. Learn how these two partners are collaborating to provide success for soldiers and their families through the development of new and innovative programs that prepare soldiers for the workforce once they complete their tour of duty. Key components of the partnership provide on-site delivery of courses at Ft. Jackson, along with online degree programs, with both a physical and virtual one-stop shop, meeting the educational and career development needs of soldiers. Columbia is known as the "Most Friendly Military Community in the Country" and the goal of this collaborative partnership is to make USC Palmetto College the "Most Military Friendly Educational Opportunity in the Country!"

5.2	AI, Machine Learning, and Robotics: Jobs and Higher Education	Birch
	<p>Dr. Walter S. Pearson, Loyola University Chicago Udayan Das, Loyola University Chicago</p> <p>The growth in artificial intelligence and robotics poses profound challenges and opportunities for society. In this workshop we will sample applications of artificial intelligence that are available for education, think together about the big trends that arise from artificial intelligence and robotics, learn which jobs are at risk and which will thrive, and spend some time thinking together on how we can organize education in the near future to best serve our students and society.</p>	
5.3	Leveraging Content Knowledge and Expertise to Expand an Academic Program's Impact and Opportunities	Interlocken D
	<p>Virginia C. Jones, MEd, Auburn University College of Education Mary J. Riley, MA, Auburn University College of Education, Department of Adult Education Dr. James G. Birdsong, Auburn University College of Liberal Arts</p> <p>This session will present an emerging conceptual framework of course-based "knowledge capital" and alternative credentialing that re-visualizes how for-credit course content and learning components might be re-leveraged to meet an expanding and increasingly diversified higher education market for alternative credit and non-credit learning. In Summer 2019, Auburn University's Department of Aviation begins a multi-year re-design of the Aviation Management program's core courses. As part of this initiative, the department will work with doctoral students in the College of Education's Department of Adult Education to explore and identify new opportunities and innovative strategies for leveraging the program's "knowledge capital" to better meet its outreach and continuing education mission. The collaborators will present and discuss the barriers and opportunities identified as they evaluated learning content for alternative credit and/or non-credit credentialing options such as stacked and micro-credentials, online certificates, nanodegrees and digital badges. Strategies and recommendations will be shared and an opportunity for session participants to apply these to their own institutional contexts will be provided. In addition, applicable continuing education models will be discussed.</p>	
5.4	Using the BE-EDGE Consulting Case Method to Increase Student Employability	Fir
	<p>Dr. Diletta Masiello, Boston College Dr. Julia Ivy, Northeastern University, D'Amore McKim School of Business</p> <p>The goal of this workshop is to share with the academic community the BE-EDGE instrument, which is built to enhance graduates' employability. The BE-EDGE method speaks directly to those standing at the threshold of change — whether the college student about to graduate with an advanced degree or the established professional seeking a new position — and to those (university professors, program directors and career centers) who are searching for ways to help graduates succeed after graduation. It provides students and faculty a clear framework for integrating a consulting case assignment into the personal strategy and job crafting efforts and helps administrators consider ways to embed the framework into curriculum to increase enrollments and meet placement goals.</p>	
5.5	Lifelong Learning on Tap: Connecting Great Ideas and Great People at Great Places	Spruce
	<p>Melissa A. Peraino, Grand Valley State University Kate VanDerKolk, Grand Valley State University</p> <p>Prospective students are doing their research, sometimes independently. It is difficult to attribute which marketing source drove them into your applicant funnel. It can also be difficult to engage these prospects in a voice-to-voice modality. These challenges should not discourage or terminate efforts to enroll the prospective student due to a lack of data, as this is the nature of the stealth applicant. Once stealth applicants have revealed themselves, it is critical to engage them and get them started quickly. We will review the top hurdles that prevent students from getting started and how to overcome those hurdles. Once they have started, we will run you through best practices to keep students from stopping out.</p>	
3:30-4:30pm	<p>Regional Meetings South: Interlocken C, Great Lakes: Interlocken D, Great Plains: Cedar, West: Alder, Northeast: Birch: , Mid-Atlantic: Fir</p>	
4:30-3:30pm	<p>ACHE Annual 2020 Conference Planning Meeting</p>	
6pm	<p>Dinner Reception</p>	
7:30pm	<p>Game Night</p>	
		<p>Spruce Pavilion/Lawn Pine</p>

Wednesday, October 16		Room Name
8am-12pm	Exhibits Open	Garden Foyer A /B
8:15-9am	Breakfast	Interlocken A/B
9-9:50am	General Session III - Keynote III Mr. Amrit Ahluwalia Managing Editor of The EvoLLLution	Interlocken A/B
10-10:50am 50 minutes	Concurrent Sessions VI	
	6.1 Waves of D.I.S.R.U.P.T.I.O.N Melessia D. Webb, EdD, MSN, RN, East Tennessee State University Tabitha L. Quillen, MSN, RN-BCm East Tennessee State University Innovation waves of disruption create healthy program outcomes. At the completion of this session, the participants will be able to identify how a focused curriculum revision utilizing accessibility, acceleration, and articulation can meet student educational needs for LPN to BSN degree completion.	Interlocken C
	6.2 Modeling Higher Education – Private Sector Partnerships: Extending the Reach of Institutional Values and Mission. Higher education is being challenged with increasing costs of delivering quality education, national competition invading local markets, increased fixed costs associated with campuses, and escalating expenses connected to security needs of open campuses and academic freedom. These costs are draining the funding that institutions rely on to sustain academic support centers and events promoting social and cultural cohesion of the higher education community. Increasingly, institutions are implementing technology to streamline services and adopting new policies to tighten decision-making. While these actions support the financial viability of institutions, there is a potential loss of cultural and academic functions which underpin values and mission. This session provides a new model for higher education to consider with respect to faculty development and support, most specifically for those adjunct and contract faculty who are key in serving students and integrating institution mission and values into the curriculum.	Interlocken D
	6.3 How to Lead in Higher Education's VUCA Environment Dr. Shelley E. Osagie, Thomas Jefferson University's School of Continuing & Professional Studies Leadership skillsets are evolving due to volatile, uncertain, complex, and ambiguous (VUCA) contexts in which we operate in the Higher Education environment today. These changes require leaders to alter their mindset and apply new methods and skills rather than using outdated concepts. The increasing complexity of the Higher Education environment, including rapid rates of change, globalization and cultural heterogeneity of the workforce, increasing access of information, improvement and expansion of technology, as well as application of technology into the work processes and procedures of higher education, will continue to demand leaders who possess expert, broad and deep cognitive capabilities. These include not only analytic skills such as logical reasoning, problem-solving, optimizing and planning, but also significant non-linear systems-based skills such as pattern recognition, novel idea generation, creativity, and multiple-agent coordination. Join this session and find out what skills are necessary to lead in today's Higher Education VUCA environment.	Fir
	6.4 Stealths, Starts & Stop-Outs Daria Tecco LaTorre, JD, Alvernia University Julie Delich, MS, Wiley Educational Services Prospective students are doing their research, sometimes independently. It is difficult to attribute which marketing source drove them into your applicant funnel. It can also be difficult to engage these prospects in a voice-to-voice modality. These challenges should not discourage or terminate efforts to enroll the prospective student due to a lack of data, as this is the nature of the stealth applicant. Once stealth applicants have revealed themselves, it is critical to engage them and get them started quickly. We will review the top hurdles that prevent students from getting started and how to overcome those hurdles. Once they have started, we will run you through best practices to keep students from stopping out.	Spruce
11am-12pm	Closing General Session - Keynote IV	Interlocken A/B
12:30-3:30pm	<i>ACHE Board of Directors Meeting</i>	Pine

Main Level



Garden Level

