

ACHE

66th Annual Meeting of the Association
for Continuing Higher Education



2004

The Network
of Leaders
for Lifelong
Learning

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2004
ACHE
Proceedings

Preface

The 2004 *Proceedings* of the Association for Continuing Higher Education are presented herein. These proceedings record the 66th Annual Meeting of ACHE held in Newport, Rhode Island. President Jerry Hickerson's theme for this annual meeting was, "Lifelong Learning: Crossing Bridges into New Territories." This theme asked us to examine the bridges that we build to diversity, articulation, research, degree completion, technology, and our organizational structure. When the meeting was complete we crossed the bridges from Newport with fresh ideas to improve our services to students and clients, new insights to advance our profession, and a commitment to share successful practices with the membership through conversation, research, publication, and other forms of networking.

Rich in history, culture, and breathtaking scenery, the seaport city of Newport, Rhode Island offered the best of New England for our meeting. Our venue of the impeccably renovated Newport Marriott, situated in the heart of historic downtown Newport, was within walking distance of harbor-side restaurants, wharfs and shops, and just minutes from the famous mansions.

Congratulations to Local Arrangements Chair Phil Sisson and his staff for the hospitality and Program Chair Ron Blankenstein and his committee for a dynamic and intellectually stimulating program.

Please accept these *Proceedings* of the Association for Continuing Higher Education's 66th Annual Meeting.

Irene T. Barrineau, Editor
ACHE Proceedings

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Part One: Addresses

Presidential-Elect Address

Designing Our Destiny: Creative Responses to Change in Continuing Higher Education

Presenter: President-Elect Pamela Murray, Mary Baldwin College

Our opening keynote speaker spoke of two lines of a poem by Amado Nervo that she requires all of her students to memorize. I asked her to write them down for me. They are:

*When I got to end of my long journey in life
I realized that I was the architect of my own destiny.*

That particularly resonated for me because it is the theme for 2005. Not the part about getting to end of life's journey, but the idea that we are the architects of our own destiny. Dr. Quintanilla spoke of this in the life of an individual. I would like to speak of it in the life of our profession. While I am speaking, you will be looking at architecture of Frank Lloyd Wright, whose building we will be meeting in next year, and who has provided the inspiration for the idea of next year's ACHE meeting.

We live in a time of rapid and constant change. Although as adult and continuing education professionals we are the people on the cutting edge of higher education, the people who often act as the agents of change, some of the recent developments in our field have been uncomfortable. You've heard—or experienced—the stories. Continuing education operations at major universities have been shut down, or decentralized, or turned into something that's not called continuing education any more.

At the same time, we continue to discover data which suggest that what we do is more important than ever before to our culture and economy. A summary of current trends that Roxanne Gonzales, Program Co-Chair for the 2005 meeting, prepared for us reveals these facts:

- In 1999, participation in adult education programming was 46% higher than it had been in 1991.
- The rise in participation is attributed to the national shift to an information-based economy, which means that to be employed in this economy requires more skills, and constant upgrading of skills.
- There is a strong positive correlation between education level and participation in adult programming—the more education adults receive, the more they want.

In addition:

According to a NCES study of undergraduate enrollment patterns conducted in 2002, 73% of all undergraduate students in the U.S. are in some way nontraditional. This means that one or more of these factors is present: they delay college enrollment beyond the year of high school graduation, attend part time for at least part of the academic year, work full time while enrolled, are financially independent for financial aid purposes, have dependents other than a spouse, are single parents, and/or have a GED rather than a high school diploma. In a sense, 73% of undergraduates are our people.

Urban studies theorist Richard Florida, author of *The Rise of the Creative Class*, notes that the university is the key institution of the Creative Economy he describes, and it is in the university's interactions with community—the work we do—that the critical factors of technology,

talent, and tolerance are brought into play. Florida has classified Madison, site of the 2005 conference, as the most creative community in American for its population size.

So while the field of adult and continuing education seems to be in some degree at risk, the need for our programs to continue and thrive seems to be greater than ever. How do we affirm our value in an environment that too often does not acknowledge it?

The theme for our 2005 meeting in Madison, Wisconsin is “Designing our Destiny: Creative Responses to Change in Continuing Higher Education.” Through our keynote and concurrent sessions next year, we hope to provide some reflections on and answers to the question of how we respond to these challenges. Throughout our proceedings we will try to refocus our definition of what it means to be an adult and continuing educator. We will revisit and reevaluate our root values as a profession. We will hone our skills at articulating our value to our institutions and communities and develop a proactive and reenergized response to the notion that our value has diminished. We will continue the process that our association has already begun of designing and executing longitudinal research that clarifies the social and economic value of continuing higher education to our communities and to the missions of our institutions. We will begin the process of redesigning and rebuilding a structure of continuing education that will take us far into the 21st century. We will set an agenda for our own future, and build the foundation from which we can adapt and respond to our continually shifting environment. We will, in fact, design and begin to build our own professional destiny.

In addition to the work that we will do in Madison next year, your association has already begun this work of restructuring our future.

- On October 11, Wayne Whelan, Michelle Shin and Vice President Phillip Greasley, met in Washington D.C. with leaders of 9 other adult and continuing education associations. The group achieved consensus that a reactivation of the Coalition of Lifelong Learning Organizations would be desirable, and a meeting has been scheduled for February to continue that process. In the meantime, ACHE will proceed immediately with a gathering of research reports and case studies on continuing education organization and reorganization, and make those resources available on our web site.
- Two new ACHE networks have been established during the past year. The Value Added network has been founded for the purpose of designing, studying, and disseminating ways for continuing education units to demonstrate empirically their value to their institutions and communities.
- The Community Outreach network is cooperating with UCEA’s Outreach and Engagement Community of Practice to develop a database to identify institutional higher education outreach and engagement efforts on a national and international basis.
- The Research Committee is conducting a survey to foster an empirical study documenting the value added by continuing education units to their respective institutions and stakeholders.

Next year when we meet in Madison we will be led by program co-chairs Roxanne Gonzales and Chris Dougherty and local arrangements chair Roger Maclean.

Madison is the birthplace of the “Wisconsin Idea” that the boundaries of the university are the boundaries of the state, and thus the effective birthplace of continuing education.

Madison is also the birthplace of Frank Lloyd Wright, the man who changed the face of modern architecture. We will be meeting in a magnificent lakeside building designed by him in the 1920’s and finally built in the 1990’s as a powerful symbol of effective adaptation to change.

Please consider bringing your own creative responses to change and presenting in Madison in 2005. The Call for Proposals is available at the 2005 Conference table, just across from the registration booth, and will be available after the conference at <http://www.ache2005.org> where you can do your whole submission electronically. All of you have Frank Lloyd Wright designed bookmarks on your tables with the conference logo and dates on the flip side.

We look forward to a challenging but exciting year. I look forward to serving as your president during the coming year, and to meeting many of you at your regional meetings. Frank Lloyd Wright himself once said, "Every great architect is-necessarily—a great poet. He must be a great original interpreter of his time, his day, his age." Please join us in Madison as we become the great architects and poets of continuing higher education.

General Session I

An Ongoing Challenge: Lifelong Learning

Presenter: Guadalupe Quintanilla, President, Cross-Cultural Communication Center of Houston

Dr. Quintanilla opened the conference on Sunday with a motivational keynote address. She provided an overview of the challenges she faced as a child and later as a wife and mother. As a nine-year-old child from Mexico, her lack of understanding of how to communicate in English labeled her as "retarded" in a school system in Texas. She chronicled her experiences as a child and later as a mother of three children. Her desire to help her children with schoolwork motivated her to become skilled not only in speaking English, but to also pursue an education. She recanted her journeys of how she went from being an elementary school dropout to a Ph.D. recipient. She shared with the audience how she went from being viewed as a retarded child, because of her inability to speak and understand English, to a world-renowned educator and speaker.

General Session II

Meeting the Rigors of the New Millennium: Creating Policies and Partnerships that Work

Presenter: Vernon H. Taylor, Head, Lifelong Learning, United States Marine Corps

Many people today look for an opportunity to become a part of this community, be it economical, educational, personal guidance and/or discipline. There is no test to become a member of this community. There is no SAT score that you need to achieve. No Miller Analogies, or GRE or GMAT requirement to stop you. All you needed is the desire... "to be all that you can be", honor, courage and commitment this is a community that believes: in order for one to be great, all must be great. We all have something to give and in turn we all must give. I chose the route of making sure all those that I meet and have met are aware of the educational opportunities that are available... that I can do whatever I need to enhance the availability of these opportunities.

Marine Corps Education History

The roots of lifelong learning in the US Marine Corps can be traced back to 1839 at the Marine barracks in Washington, DC, when the barracks commandant established a school for the

general education of band apprentices. One of its most famous students was John Philip Sousa, who gave great credit to this school for his academic and musical education. But the philosophical underpinnings of Marine Corps "general education" came from Josephus Daniels, the Secretary of the Navy, during the administration of President Woodrow Wilson, 1913-1921. It was Secretary Daniels who observed that many sailors and marines "were lacking in elementary education" and had spare time to remedy this deficiency. He was convinced that sailors and marines should not only have a chance to learn fundamental academic skills but also the skills of a trade. Beginning in 1914, Daniels had young officers teaching reading, writing, spelling, arithmetic, geography, and history to enlisted sailors and marines. Attendance for those who needed these subjects was compulsory. This effort became known as "Navy University Afloat." Daniels wrote: "My ambition as Secretary of the Navy is to make the Navy a great university, with college extension, and primary extension all on board ship. Every ship should be a school, and every officer a school master."

Major General John A. Lejeune, who observed its development and administration, was heavily influenced by Secretary Daniels. He was convinced, as the commander of Quantico Marine Base, that the best initiative to build and restore morale among the thousands of marines returning from Europe was to institute an extensive educational system that offered marines a chance to go to school. Schooling in his system would not be compulsory but voluntary. Lejeune hoped that marines would enlist and remain in the Marine Corps to better themselves, the Marine Corps standards would improve and ultimately the country would benefit from this endeavor. Thus Major General Lejeune is widely recognized as the most influential Marine Corps officer in developing general education activities in the Marine Corps. The plan announced at Quantico on November 21, 1919, was to be used by Marines to take part in opportunities provided in athletics, education or entertainment.

Honor, courage and commitment are words that link us to the Marine heroes of the past. Today's marines however, add "educated" to the words that describe who they are more than ever. Marines need to be smarter and better educated, utilizing a multitude of educational programs to improve their war fighting skills. Lifelong learning programs may not be core to Marine Corps war fighting, but they are vital core enablers that help prepare marines to meet the challenges of this technological age and the rigors of the ever-changing battlefield of the new millennium.

As you know, the United States is responding to a wide range of challenges across the globe, including fighting the long-term global war on terrorism, rebuilding Iraq. The ongoing global war on terrorism is different than any war America has ever fought, and the stakes are high. The Marine Corps' ability to be agile, flexible, and adaptable will continue to be necessary to the Nation's defense posture. I don't have to tell you, especially those of you that work on bases and stations with large troops deployments, that a significant part of the Marine Corps will remain deployed around the world, at sea, and ashore just as they have over the last 2 years. More than 75,000 marines have been deployed to the central command area for combat operations against Iraq.

What might happen next would be speculative, but it is unlikely that we will soon return to "normal" deployment levels. I do know we will still need to provide support to our marines and families, but we may have to be more creative and innovative in our delivery approach, just as the marine corps becomes more creative and innovative in the way it makes marines and wins battles and try to come home alive.

General Session III

The Learning Dialogues

Presenter: Mark David Milliron, President and CEO, League for Innovation in the Community College

Educators are wrestling with major trends, key issues, and rapid change. In this kind of environment, it's more important than ever to have thoughtful dialogues about issues that impact our daily work—and to do it in a way that can enliven our institutions. This session offered a set of key learning issues for dialogue surrounding learners, teaching, brain research, technology, creativity, democracy, and courage. The hope is these dialogues can help foster and ready education that engages, inspires, and prepares educators and students for the road ahead.

Learning and Learners:

- Demography and Destiny
 - “The Middle of Everywhere” by Mary Pipher
- Workforce Education
- Diversity
- Digital Divide
 - “growing up digital” by Don Tapscott
- Preparedness Divide
 - “Yes We Can!” by Robert H. McCabe
- Learning Swirl: College and Career Transitions Initiative
<http://www.league.org/league/projects/ccti/index.html>

Learning and Transitions

- Retirement Waves
- Reclaiming the Nobility of Teaching: “Practical Magic”
- Teachers, Reachers, and Leaders
- Employee Processes
 - Honoring the system
 - Honoring the past, while moving to the future
 - “Practical Magic” by John E. Roueche, Mark D. Milliron, and Suanne D. Roueche
 - “The Leadership Gap” by Dale F. Campbell
 - “ELI: Executive Leadership Institute”
http://www.league.org/league/conferences/eli/eli_main.htm

Learning and the Brain

- Brain Auto Pilots, Misfires, and End Runs
 - You arrive at work and can't remember a thing about the 30 minute drive you just took
 - You just finished your shower and realize you have no idea if you washed your hair or not
 - In a group of friends someone brings up a TV character and every member of the group can picture the face but can't remember the name—“collective brain disease”
 - You forget how to spell “thought” as you're writing a note—“it just doesn't look right!”
 - You have a hard time remembering someone's name...and you gave birth to them

- UCLA Research Institute <http://www.bri.ucla.edu/>
- “Brain Based Learning” by Eric Jensen
- “Mind Sculpture” by Ian Robertson
- “Making Connections: Teaching and the Human Brain” by Renate Nummela Caine and Geoffrey Caine
- “The Art of Changing The Brain” by James E. Zull

Learning and Technology

- Administrative Systems (CRM/LRM)
- Learning Management Systems
- Open Source Systems
- Courseware Repositories
 - “The Cluetrain Manifesto: The End of Business as Usual” by Christopher Locke, Rick Levine, Doc Searls, David Weinberger
 - <http://www.internet2.org/>
- You may need to balance IT
 - If you get a nervous tick after not checking your email for more than 12 hours
 - If you wake up at 3 am to go to the bathroom and on the way back to bed you check your email
 - If you can’t sit through an entire movie without having at least one device on your body beep or buzz

Learning and Technology

- “Connect” by Edward M Hallowell, MD
- “Human Moments: How to find Meaning and Love” by Edward M Hallowell, MD

Learning and Creativity

- Beauty, Art, Music
- “Rise of the Creative Class” by Richard Florida
- Learning is Creativity
- School for the Future
- Space, Time, Value

Learning and Democracy

The Challenge

- Hate, Terrorist, Political, Religions and Business Issues
- Ethics and Science
- “Lexus and Olive Tree” by Thomas L. Friedman
- Child Pornography

The Charge

- Liberal Arts
- Work/Learn Connections
- Civic Engagement
- Citizenship Education

Learning and Courage

- Courage to Engage Important Learning Dialogs
- Courage to Engage the Loud Voices
- Courage to Open Yourself to Students
- Courage to Pull the Weeds of Arrogance
- Courage to Stop “Violence”
- Courage to Learn

Part Two: Concurrent Sessions

Bridges To Integrating Education And Training Opportunities For Lifelong Learners

Presenter: Hope Gardina, St. Ambrose University

The traditional university's organizational structure has provided the image of ivory tower and pensive deliberation throughout time. With today's lifelong learner, the adult, the definition of traditional student is changing. Today's lifelong learner is the traditional student.

How are current university organizational structures reacting to the shifting demographics? How are they integrating the education and training opportunities that present themselves in the marketplace? Share ideas and hear how one institution has responded to these critical questions.

Proactive reinvention and structural realignment, coupled with partnerships, corporate universities and certificate programs are just a few of the creative tools available to help institutions integrate education and training opportunities in a changing marketplace.

What Has Changed?

Over the past 5 years, the fastest growing segment of our population has been in the baby boomer generation. The children of this generation are entering and exiting colleges and universities across the country in record numbers and we can anticipate this trend to continue until at least 2007. However, this generation is smaller than the baby boomer generation in numbers but has a voracious appetite for knowledge and information.

The X and Y generation that are in the workforce recognize that knowledge and information from training and education are what keeps them current, relevant, promotable and cutting edge. This group is returning for degree completion programs, advance degrees and training and development opportunities.

One of the fastest growing segments for our educational institutions is the continuing education and professional development area because business and industry is spending at the rate of \$58.7 billion in 2003 alone.

Structural Changes

Most universities have had a continuing education office on their campus for years. Traditionally, this office has dealt with adult (non-traditional) transfer students and fielded nominal training program requests that might not fit neatly into any other academic area.

Evolution of the typically academic structure has been occurring across colleges and universities in response to increasing demands of integration of programs. Our university has restructured in response to our adult student population to address this need for integration.

The College for Professional Studies grew from the Adult Education and Professional Development Division on July 1, 2003. The College is made up of three distinct departments: The Adult College Curriculum for Education and Leadership (ACCEL) which has all accelerated undergraduate and graduate programs; the Professional Development Department which has all corporate outreach initiatives for the University such as training, consulting and applied research

and ongoing continuing education initiatives; and the Distance Education Department which develops and works with faculty on web based initiatives.

Customer Focus

Because our adult students are also in the work force, their employers are also in need of professional development opportunities for their employees. These employers, in many cases, have dissolved their own in-house training groups and have outsourced their training and professional development requirements. Being close to the customer in the academic classroom enables our professional development department to cross sell training, to get the names of the decision makers in companies around our region and to learn about continuing education requirements that are new in the market place.

Our restructuring has enabled our college to grow our customer base, our customer satisfaction levels and our revenues. We are also developing new initiatives monthly as we continue to offer a number of long standing programs.

Paying attention to the adult market both at the academic and professional development/continuing education areas has proved a good move for our University during the past year and a half. This reorganization, refocus and journey has been exiting and challenging but has meant all programs have grown because of the synergy created.

A Research Agenda for the Association: Comments from the Membership

Presenters: Edna Wilson, Fairfield University and Chris Dougherty, University of Pennsylvania, Ray Campbell, Drexel University, and Lynn Penland, University of Evansville

At this tumultuous time in continuing higher education, it is critical for us to put more resources than ever before into the systematic gathering, interpreting, and dissemination of information. We need to learn all that can be learned about what works in continuing higher education. This session reports the preliminary findings of a survey of Association members asking for their opinion of the importance of many potential research topics.

The ACHE Research Committee initiated a research study to determine members' levels of interest in research on continuing higher education. The session reports on preliminary data gathered in a recent online survey to membership and includes pertinent information on research interests. The findings indicate members' levels of interest in a variety of areas including marketing, enrollment management, ethics, and outcomes assessment. Respondents commented on their levels of research interests in several program areas including accelerated degrees, prior learning assessment, distance learning, certificate programs and professional development. Other response areas included interest in types of students, i.e. older adult, students of ethnic and racial diversity. Levels of research interests also were determined for various technological applications, i.e. online course delivery and management, non-web based course delivery formats and hybrid or blended courses.

The session included a discussion on the design of the survey and provided suggestions to participants on how to create and administer a "user-friendly" instrument. The online survey resulted in a high response rate of 413 members. A comparative study of demographics revealed the survey sample to be representative of the ACHE member population. The following is an example of comparative data:

Type and size of institution:

<u>Respondents</u>	<u>Membership</u>
<i>type</i>	

60% *public*
 37% *private*
 3% *other*

63% *public*
 37% *private*

90% *four year*
 10% *two year*

83% *four year*
 10% *two year*
 7% *other*

size
 14% *2500 or less*
 21% *2501 – 5000*
 20% *5001-10000*
 44% *10000 plus*

22% *2500 or less*
 14% *2501-5000*
 20% *5001-10000*
 45% *10000 plus*

The survey findings indicated a strong interest in research among the ACHE membership. Responses, on a scale of one to five, were higher in interest in receiving research reports (3.66 mean value) than in conducting research (mean value 4.62). The following areas are the five highest areas of interest among those surveyed:

- enrollment demographics
- marketing
- online course delivery
- leadership

The presenters discussed how the survey results could be used by the ACHE leadership in strengthening the research agenda. The presenters stressed the need for further analysis and described plans to pursue additional studies related to the survey findings.

What is Most Important to Adult Students? Assuring Instructional Effectiveness

Presenter: Walter Pearson, Simpson College

The day-to-day work of administrators often distracts from the most important but less urgent tasks. A focus in enhancing instructional effectiveness can pay very large dividends. One primary reason for making academic quality a central task is that adult students say that instructional effectiveness is the most important factor in assessing the college experience. Each year, colleges and universities measure adult student opinion on a variety of topics using an instrument developed by the consulting firm Noel-Levitz. For the last five years “Instructional effectiveness” is at the top of the list for adult students in importance (Likert scale of 1-7).

Importance of “instructional effectiveness”

Year	4 year private	4 year public	2 year	Career and private
2001-2002	6.32	6.29	6.14	6.22

Adapted from http://www.noellelitz.com/pdfs/2003_SSI_Report.pdf

Instructional effectiveness is directly enhanced by supporting the induction of new faculty, helping the faculty to become skillful instructors of adults, monitoring teaching quality, and recognizing and rewarding superior performance. A solid system of induction for new faculty enables long-term success. Persistent and democratic faculty development sustains motivation and supports student achievement and satisfaction. Consistent monitoring and feedback helps

faculty through discouraging events and defends and conveys the importance of academic excellence. Recognition and appreciation enhance motivation and instructional effectiveness.

Lessons Learned

Induction of new faculty:

- make expectations clear
- build connection to experienced faculty
- provide practical resources

Faculty development:

- Persistent and democratic process
- Build in recognition and appreciation
 - Involve current faculty as leaders
 - Location, schedule and food connote respect
- Focus on practical ideas to address real problems
- Bring in current research

Monitor quality:

- Review all evaluation results
- Peer observation
- Debrief in problem classes
- Listen

Recognize and appreciate:

- Notes to superior performers
- Annual awards
- Holiday gifts
- Annual salary increase and expand benefits
- Promotion process with real rewards

For more details, email pearsonw@simpson.edu

The Role of Articulation in the Transfer Year Experience of Community College Students

Presenter: Dean Julian, University of Pittsburgh

"Transfer Shock" is a term used to describe the cultural adjustments experienced by transfer students who report that four-year universities have a different institutional culture than community colleges. This culture may be less personal, more research oriented and less student centered. Moreover, four-year universities often assume that transfer students do not need special assistance because they already have collegiate experience.

The "Transfer Shock" is usually followed by a "Transfer Dip," which is a drop in G.P.A. experienced by many transfer students during their first semester of the four-year institution. It should be noted that this initial drop in G.P.A. is typically followed in subsequent semesters by a return to the student's pre-transfer level of academic performance.

Learning Solutions and the College of General Studies (CGS) entered into a degree completion program articulation agreement to facilitate the transition year experience of local community college students to the University of Pittsburgh. The agreement was signed in April of 2004 with the four main campuses of the Community College of Allegheny County (CCAC) in southwestern Pennsylvania. This session will report on the progress of the initiative, chronicle the foundation work of pulling the stakeholders together to develop such a program, issues

concerning union contracts and language and its impact on the agreement, and provide participants with the tools to model similar articulation agreements at their own institutions.

The new articulation agreement with CCAC puts in place programs and services to address issues concerning transfer shock and to facilitate the transfer year experience of CCAC students to CGS.

The partnership will provide CCAC transfer students a single point of access to CGS innovative services and programs. CGS degree and certificate programs are geared to meet the current and future occupational demands of southwestern Pennsylvania in the fields of: communications, education, government, health care, and social/human services. The agreement will improve the educational and economic health of the region through long-term effects that will:

- Increase number of degrees conferred at the baccalaureate level while encouraging associate degree completion at CCAC;
- Minimize transfer shock through transfer year experience programs and services offered through the McCarl Center for Nontraditional Student Success;
- Increase minority student access to the University of Pittsburgh through CGS's degree and certificate programs;
- Increase minority student baccalaureate degree completion rates;
- Establish seamless credit transfer process for CCAC students matriculating to CGS;
- Augment current Bolvin Transfer Scholarship (\$1000) for CCAC students with CGS Supplemental Funds
- Enhance CCAC and CGS collaboration at all levels including: recruiters, transfer counselors, faculty advisors, department chairs, directors, deans, and senior administrators; and
- Manage future enrollments through joint recruiting and marketing efforts.

Leveraging Faculty Talent and Enthusiasm: Working within the College Environment

Presenter: Joan Lewis and William Harst, Alvernia College; Gerri Luke, Pennsylvania College of Technology and Jeff Brown, System Safety Group

Increasingly American colleges and universities are adopting models wherein traditional day programs and non-traditional evening and weekend programs, directed toward the adult learner are governed, managed and staffed by separate entities within the institution. This is occurring within an environment of increasing competition and greater institutional reliance on revenue generated by the delivery of programs to non-traditional learners.

This workshop focused on working effectively with full time faculty on college campuses to insure academic quality and maintain a collegial working relationship with divisions for continuing education. The increasing demand by full time faculty to engage in the continuing education efforts of colleges versus the need to respond quickly to increasing changes in market demands has resulted in some clashes within the academic environment. Strategies to work effectively with faculty while maintaining the ability to meet the changing needs of the market was explored, including case studies.

A model of separate governance offers significant advantages in terms of increased flexibility, enhanced responsiveness to market changes and greater ability to meet emerging demands. Highly qualified adjunct faculty members whose current professional experiences enrich the classroom are the mainstay of the continuing educational division. However, it is crucial that leadership in these continuing studies divisions leverage the expertise of full-time

faculty in the delivery of courses due to a number of important advantages. Included among these are:

- Significant classroom experience of full-time faculty
- Enhanced prestige for the program, division, and institution, of senior tenured faculty at the head of the classroom
- Gaining the support of new full-time faculty who see the full time faculty engage with non traditional students in these alternative formats
- Rewarding full-time faculty, often not within the ability of the chairperson within the traditional school, especially in various entrepreneurial endeavors
- Providing opportunities for full-time faculty to explore additional areas of studies through travel courses, special topics seminars and workshops for various audiences while providing additional sources of income.

Various strategies that engage full time and adjunct faculty in continuing studies that build and maintain relationships was examined. Included was information regarding opportunities for both the full-time and adjunct faculty to work together through informal social meetings, sharing of syllabi, observation of adjunct faculty by full time faculty to insure academic integrity and distribution of a handbook outlining college policies and procedure to insure consistency. The goal of these strategies is to maintain the academic integrity of all campus programs and to enhance the collegial relationship among various campus constituents.

In the first part of the workshop the presenters provided background on the process and outcomes of working effectively with full -time faculty in the creation of new programs, the delivery of existing programs and the enrichment of current programs including changes in format, location and time frames. The presenters used Alvernia College, a small Catholic professional college with a liberal arts base, as a case study for discussion. Strategies for building and maintaining relationship with full-time faculty was highlighted.

Ways of Knowing, a Quantitative Analysis of the Intersection between Women's Ways of Knowing and Perry's Scheme

Presenter: Carol Baron, Virginia Commonwealth University

This presentation reports findings from a quantitative study of the Belenky, Clinchy, Goldberger, and Tarule (1997) Women's Ways of Knowing Model and Perry's (1999) Scheme of Intellectual Development. The WWK Model, based on interviews with college women, describes six ways of knowing: Silence, Received Knowing, Subjective Knowing, Procedural Separate Knowing, Procedural Connected Knowing, and Constructed Knowing. Perry's Scheme, based on interviews with male Harvard undergraduates identifies five ways of knowing ranging from absolute dualism to dualism with some confusion to dualism with some uncertainty to relativism with some exceptions to relativism. These two theories generated significant discussion and research about ways of knowing structures, how the theories relate to each other, and whether the two theories are gender essential. Much of the previous research in this area was qualitative. Findings from this current quantitative study suggest that the two theories address different ways of knowing structures, and that neither theory is gender essential. The findings do, however, confirm that there are distinctly different ways of knowing structures.

Findings from this study are based on surveys completed by a diverse group of close to 500 students at an urban university and community college. The surveys include Likert statements, with six-point response categories, designed to measure each of the eleven positions

described by the WWK and Perry studies. These Likert statements were carefully culled from the existing research literature, rated for goodness of fit by independent raters, and pre-tested. In addition, the survey included semantic differential statements covering factors that other researchers believed were related to or might explain gender differences in previous findings. Also included in the survey were demographic factors.

The study used factor, correlational, and comparative analyses to explore the relationship between the two ways of knowing theories. Factor analysis resulted in eight components that reflect, but do not mimic the Perry Scheme and the WWK Model positions. Comparative analysis shows gender and other demographic differences for some ways of knowing, but not in the essentialist sense implied by the origin of the Perry Scheme and WWK Model theories. In short, the findings confirm the existence of a matrix of adult ways of knowing structures, suggest modifications to the Perry Scheme and WWK Model, and demonstrate that the two theories are largely independent of each other.

This presentation also discussed application of the study findings to facilitate teaching adult learners in online and in-person environments. Knowledge of the learner and teacher ways of knowing can foster respect and learning, as well as serve as a guide for developing teaching materials.

Belenky, M.F., Clinchy, B.H., Goldberger, N.R., and Tarule, J.M. (1997). *Women's ways of knowing: The development of self, voice, and mind*. NY: Basic Books, Inc.

Perry, W.G., Jr. (1999). *Forms of intellectual and ethical development in college years: A Scheme*. San Francisco: Jossey-Bass.

Accelerated Learning: A Bridge Too Far?

Presenters: M. Linda Martinak, Mt. Saint Mary's College and Susan D. Baker, University of Baltimore

Overview

A major trend in American higher education today is the changing undergraduate population, especially in terms of age. The traditional 18- to 22-year old undergraduates are giving way to non-traditional adult students. The non-traditional students have an average age of 33, have either work and/or life experience, and may be more expert in a subject area than their professors. Because of their experiences, they are able to contribute significantly to classroom learning, resulting in the professor taking on the new role of facilitator of learning in addition to teacher.

Non-traditional students have higher expectations of their educational programs and are more demanding of their classroom experiences. They bring a high degree of motivation and preparedness to their classes. Because the students typically have work or family responsibilities that keep them from being full time students, they are very time conscious. They want a part-time program that allows them to complete their degrees more quickly and with greater flexibility than they would find in a program with traditional 15-week courses.

Relevance: Does Shorter Mean Abridged?

Colleges that attempt to bridge the gap between the learning styles of the traditional and non-traditional student populations have developed delivery systems to specifically address the way that non-traditional learners master subject matter. Some characteristics of a non-traditional accelerated delivery system are a shorter "term" – such as five or eight weeks in length; longer class meetings – such as four hours; extensive before- and between-class preparation –

averaging 15 to 20 hours per week; and a professor who seldom lectures but instead facilitates classroom discussions that are built on students' experiences.

Professors and administrators whose only experience has been with traditional populations and delivery systems often question the quality of non-traditional courses and programs as well as the validity of different delivery modes. They also question whether in meeting the unique needs of nontraditional students, accelerated programs have gone too far. They ask if graduates of non-traditional programs deserve the same academic degree as graduates of traditional programs. To better serve an aging student population, professors and administrators must learn to examine other styles of learning with open minds.

Session Objectives

The session objectives were: 1) to familiarize participants with the accelerated delivery system; 2) to clarify misconceptions about the accelerated process; 3) to emphasize that shorter classes are not abridged in terms of learning and quality; and 4) to encourage participants to think about different delivery modes for different student populations.

Delivery

An introduction and overview was provided about the changing demographics and learning styles of undergraduate populations and characteristics of delivery systems that have been designed to meet the needs of non-traditional students. Also syllabi for three credit, five-week courses were shared.

Session participants received handouts of actual five-week courses and broke into small groups of 5-8 to discuss:

- Their own experiences with course formats;
- How they would adapt their own 15 week syllabi to five week syllabi;
- And to identify the two greatest strengths and weaknesses they see in non-traditional programs.

When the small groups reconvened, they used large group discussion to contrast the strengths and weaknesses identified by the breakout groups and drew on participants' and facilitators' experiences to address misconceptions about accelerated programs. Participants were encouraged to think about changes in their own delivery styles.

Back to the Future: Adult Student Demands Today and Tomorrow

Presenter: Carol B. Aslanian, Aslanian Group

If there is one societal pattern that can be projected into the future, and with good reason, it is that adult student enrollment will steadily increase. Adults have leaped forward, attaining new enrollment records every decade - and almost every year. Nothing seems to get in the way. The economy may falter, but adults keep learning. The economy may prosper, and adults still continue to learn. In good times and in bad times, in all regions of the country, among all types of adults, education seems to be the answer to some goal.

Since 1970, adult student enrollments have risen, have risen again, and, when it seems that they may have reached their peak, they have risen again, all at a time when high school graduation numbers were relatively flat. In fact, the data show that the number of older students in American higher education has been growing more rapidly than the number of younger students. Between 1970 and 2000, the number of younger students rose from 6.2 million to 8.7 million, a 41 percent increase. But the number of adult students grew from 2.4 million to 6.5 million, a 170 percent increase. Assuredly, the adult student has had a tremendous impact on higher education enrollment over the past few decades. Higher education is no longer an activity

one does during the traditional-age span of 18-22. It has become a lifelong endeavor for more and more Americans.

What does it take to attract adults to your campus?

In order to effectively market education to this sector of students, it is necessary to understand the characteristics and preferences of the typical adult student.

Personal Characteristics

Today, the typical (median) age of adult students is about 40. The adult student market continues to be dominated by women (about 65 percent). The preponderance of women is probably due to the fact that they more often view education as a means to an end and that their more frequent entry and re-entry into the labor market lead them to education for up-to-date skills and information.

Adult student populations are dominated by white Americans

Only 12 percent of adults students are members of minority groups, far too small in proportion to their numbers in the total population (about 30 percent) and far short of minority participation overall in higher education. Two-thirds of all adult students are married and are employed full time in professional positions. They have a median family income of close to \$50,000. Adult students are quite well educated. Among undergraduate adult students, more than 20 percent already have a four-year degree or graduate credentials.

Lifestyles

Adult students are 'active' in their communities--most often in cultural activities, followed by athletic, religious, and professional/career activities. Museum exhibitions, music events, sports, church or synagogue attendance, and events linked to their professional associations are the kinds of activities which attract them. They also engage in voluntary efforts. About 45 percent participate in health, education, and community projects to help others.

Adult students typically read a newspaper six days a week, three magazines a month, and 10 to 12 books (not school-related) yearly. They listen to the radio 7-8 hours a week and watch television 9 to 12 hours a week. About 30 percent use a fitness or recreation center regularly.

Adult students use computers

They typically spend more than 10 hours a week using a computer at work and more than 8 hours a week using a computer at home.

Transitions and Triggers Lead Adults Back to College

Adult life, especially adult life in the United States, is filled with transitions. Adulthood is not a time of stagnation or stability, at least in the early and middle years; instead it is a time of change. Life transitions set the stage for adult learning--they are the reasons for learning. The majority of these transitions are related to adults' career lives, 85 percent point to career transitions as their reasons for deciding to learn. Adults learn in order to change their careers, to advance in their careers, or to stay current and up-to-date in their present careers.

But something must happen in an adult's life to convert a latent learner into an active learner. Trigger events in an adult's life set the time to learn. Triggering events can be cataclysmic, such as a contested divorce, getting fired, or the death of a loved one. They can also be events such as the last child leaving for college, getting promoted to the next rung on a career ladder, or moving to a new town.

To understand the transitions and trigger events in the lives of your constituencies can provide many insights on how to appeal to them at certain times in their lives with certain programs of study.

Patterns of learning

The large majority of adult students (about 70 percent) enroll in degree programs. But the 30 percent who pursue individual courses (often for certificates and licensing requirements) will grow more in the future as adults become better educated and seek shorter, more intensive study on specific topics or skills.

Given that the majority of adult students are motivated to begin or return to college because of career transitions, it is not surprising that the types of degree programs in which they enroll and the types of individual courses they take are heavily oriented toward preparation for specific careers or employment. Among adults enrolled in degree programs, these five fields of study are most popular in the following order: business, education, health, engineering, and computers. Moreover, given their work and family responsibilities, it is not surprising that close to 70 percent of adults study on a part-time basis, typically taking one or two courses each term.

What do adults look for in a college?

Namely, quality and convenience. Thus, any college that wants to be attractive to adults must provide quality programs and faculty as well as convenient locations and schedules.

While 60 percent of adults take classes during weekday evenings, an impressive 40 percent take their courses during the day, most often in the mornings. Although half engage in courses of standard length (15 or 16 weeks), the other half take courses much shorter, typically 8-10 weeks in length. Finally, while 6 percent of adults enroll in weekend programs, many more want to do so but often cannot find the programs they want at this time.

Adults want to see the light at the end of the tunnel as they return to school. Accelerated or fast-track courses are increasingly desirable. One out of five adults take courses that require less time than usual. Among those who study for degrees, close to 20 percent are enrolled in accelerated degree programs.

In regard to services adults use on campus, what they want most is logistical and administrative ease as they move on and off campus. Convenient parking, availability of library resources, and use of computer labs are a few of the highly desirable services. While 3 out of 4 adults take their classes on the main campus, increasing proportions study at a branch campus or some other more accessible off-campus location. Most travel to class from home and 90 percent drive to class.

About 20 percent of adults engage in distance courses and this proportion will most likely increase in years ahead. Online distance courses are most often taken by adults, as well as preferred by adults. Consistent with the preference for online delivery, 90 percent of adults report having access to a computer for taking college courses at home and/or work.

In summary

Middle-aged white women are the dominant force among adult students. They lead very busy lives, juggling career and family roles. Their family incomes are higher than those of most other American households and they have high levels of education as they return to college where they are eager to raise those levels even further. They want degrees and other forms of academic recognition as credentials in order to advance their careers. As many as one-third find the time to take on full-time study, even though they are employed full time. They most often want to study in fields related to high demand employment opportunities and study almost as often in the evening as during the day. The scheduling of courses and the location of the campus are of the highest priority for adults as they choose colleges. They welcome fast-track programs and weekend classes, and are most willing to take on distance instruction if necessary.

Adult students have career goals that propel them back to the campus where they seek additional competencies to advance their careers, to change careers, or to keep up with their current jobs. All in all, adult students see education as a vehicle to success in moving from one status in life to another. Are you positioned to help them get there?

Note: Adult students in this editorial are defined as students 25 years of age or older. The information provided describes adult undergraduate and graduate students combined and is based on a national study of thousands of adult students, sponsored by the College Board and directed by the author.

Different not Deficient: A Model to Provide Adult Undergraduates With a Second Chance for a First Class Education

Presenters: Toni Ungaretti, Linda Cortex, John Baker, and Tom Crain, Johns Hopkins University

This session shared progress in the development of a model for adult undergraduate education that is responsive without sacrificing the quality of the educational experience. The Division of Undergraduate Studies in the School of Professional Studies in Business and Education at Johns Hopkins University provides undergraduate education for adults within a traditional university. It provides programs in interdisciplinary studies, business, and information systems. It is neither traditional education nor continuing education. Instead, it is a hybrid that attempts to combine the best of both to ensure the success of adult undergraduate students.

Common components of these programs include: standards-based content, extensive faculty development, cohort structures, proactive advising (preadmission to graduation), financial aid advocacy, supportive transfer processes, multiple program sites, community building, and accessible student services. Progress is continuously monitored through midterm feedback, course evaluations, and the newly implemented Undergraduate Experience Survey that is administered throughout the program and twice after graduation.

Standards and Learning Outcomes Based Instruction

The undergraduate programs are anchored in a strong liberal arts base that is guided by the Undergraduate Competencies. These competencies address communication, human relations, technology, critical thinking, problem solving, lifelong professional development, aesthetic appreciation, and global and historical perspective. The competencies are woven through both the general education courses and the content courses in the majors at the upper level.

An example of this is a writing and research scope and sequence that is integrated through all majors. The sequence extends through all content courses and is anchored with a beginning research and writing course, a midpoint professional writing course, and a final research capstone/senior project.

In addition, national standards from the appropriate professional organizations serve as the foundation of the upper level professional courses in the business and information systems programs. All courses have been or are in the process of being redesigned from a student learning outcomes perspective. Though this process began prior to the new Middle States Commission on Higher Education Standards, the review process informed and facilitated movement in this initiative.

Faculty Development

A systemic faculty development approach prepares and supports faculty, the majority of whom are adjuncts, in the instructional design, implementation, and revision process. Using *Understanding by Design* developed by Wiggins and McTighe (2001), the Director of Undergraduate Business and the Center for Teaching and Learning guided the faculty to redesign the entire undergraduate business curriculum from a standards and student learning outcomes perspective.

Lessons learned from this experience are shared at program and division faculty meetings. Faculty members are now better able to monitor student progress and adjust their teaching to better address student learning needs. Trained faculty members serve as resources to other programs as they move to this approach.

Cohort Programs and Multiple Campus Sites

The cohort structure provides adult students with a supportive learning community that enhances their chances of successful progress and completion in their program (94% graduation rate). The cohort consists of a group of students who earn their upper level 60 credits together in a 2 ½ year time frame according to a prescribed calendar that sets class times, location and content at the start of the program.

The cohort helps the adult learners schedule their home and work responsibilities, establish strong and long lasting relationships, and identify and clear an accessible path to completion of their degrees. From a program perspective, the cohort allows high-tech programs to make rapid changes in light of discipline/industry change. It also is an excellent vehicle for research projects such as an information literacy project with the information systems students. A new initiative is the piloting of a hybrid cohort with significant online instruction to examine the benefits to information systems students.

Student Advising and Support

The Division of Undergraduate Studies provides extensive and continuous advising from the point of student interest to beyond graduation. Students are advised as they attend other colleges and programs in preparation for their admittance to Hopkins. Adult students have regular and direct access to advisors, program director, and student services personnel to assist them in making progress toward their degree.

In addition to advising, student support services are available at all five campus locations. Services include financial aid, application, admission, billing, the bookstore, learning support, career services, and international student services. Of special note is the proactive approach of financial aid that has aggressively increased the availability of scholarship and loan funds to students, and attends information sessions to ensure that all students who need financial support are served.

Monitoring Progress

In addition to midterm feedback and course evaluations, a newly developed Undergraduate Experience Survey is being implemented to capture data on the effectiveness of the courses, experience, and support services in meeting student needs. The survey incorporates the newly adopted Middle States Commission on Higher Education Accreditation assessment oriented standards.

An indirect effect of this initiative is its positive impact on the impression of this population on the more traditional units within Hopkins. The stories of graduates' success, the contributions of adult undergraduate students to the processes, and the sharing of lessons learned in the review process enhanced the reputation, status, and inclusion of adult students in the Hopkins' community.

Next steps include the continuation of the process to map the scope and sequence of the competencies and standards through the adult undergraduate programs and to prepare and support faculty in this process. Also levels are being developed to more adequately judge achievement of the competencies. A formal study of the impact of the cohort approach is being conducted. The Undergraduate Experience Survey is being modified to be administered twice during the program, at graduation, and two-years and five-years after graduation. The processes to enhance the knowledge, skills, and dispositions of adult undergraduates and the refinement of mechanisms to assess success are continuous.

Keeping Your Bridge Standing in Turbulent Times: A Team Approach to Maintaining Structural Integrity

Presenters: Chris Edamala, Honour Moore, and Philip Moore, Holy Family University

Various tensions inevitably arise as Continuing Education units struggle to define their identity within traditional higher education institutions. It is this tension we call the “turbulent times,” and in our experience includes any factors—external or internal—which impede our basic charge of increasing access to higher education and promoting the university mission. “Keeping the bridge standing” is a useful metaphor for this charge, as CE units are faced with not only linking corporations, the community and the individual to the greater university culture, but also often expected to create and maintain the programs and systems to accomplish these goals. While CE units represent an increasing diversity of programs, governance structures and missions, we believe an emphasis on structural integrity, with ownership shared by participants, increases the success of the CE unit.

The CE bridge not only links non-traditional students to the university, but also hosts its own culture of learners. For many non-traditional students the CE unit is the university. In this way CE professionals often find themselves adapting traditional higher education models and practices to make them more appealing and efficient for those students outside the “normal” population served by the university schools and offices. This balance of program generation, university policy enforcement and student advocacy requires a flexibility to respond, an agility to navigate the university system, and an understanding of (and hopefully passion for) both traditional and non-traditional approaches to education.

In this environment CE units are faced with numerous challenges. As CE units are often marginalized within the university community, employee moral and commitment to innovation can waiver. An exaggerated attention to the bottom line not only influences the CE unit’s management decisions and actions, but appears to face a greater scrutiny than the traditional schools within the university. Typically relationships between the CE unit—acting on behalf of the individual student—and the university infrastructure (registrar, bookstore, billing, financial aid)—feeling over-whelmed or confused by the increased demands- are strained. The friction produces not only delays in response (which the CE hears about), but also internal gaps between idea and practice. As well, the CE unit must often negotiate for space, PR, and affirmation within a university already tested by shifting expectations and responsibilities.

To combat these potential “turbulent times,” we recommend an increased attention to the structural integrity of the CE unit. Participation beyond our normal roles as students, staff and faculty encourages the development of a CE unit culture. In our division, students serve on all committees (curriculum, business advisory and academic standards), and participate in faculty assessments and orientations. As well, student surveys at each stage of the learning process not only help us understand how they perceive their learning, but also allow us to include their voice in the ongoing dialogue between our division and the university. Adjunct faculty must also be kept involved outside the classroom. Besides workshops and training, we encourage our adjunct faculty in the development of new courses and a process of continual revision for existing courses. As for the staff, the division head must work to create internal PR for the good works of the unit, as well as promote individual professional development (ACHE, for example), and creative brainstorming time. The structural integrity also requires that all staff have agency within the unit. Cross training those at the front lines of student interaction advances the goal of serving students and also anticipates changes in program staff or architecture.

Through all the turbulence, CE units remain at the forefront of alternative education. We are not only responding to student demands, but anticipating future trends, desires and needs.

Our ability to maintain this bridge between non-traditional student and university community will dictate our relevance and vibrancy within our respective university communities. By sharing the burden of perceived and actual challenges across staff, faculty and student, we believe the bridge we create can withstand any turbulent times. Such structural integrity provides not only a signpost to divisional success, but a more efficient passageway to achieving our greater university mission of providing increased opportunities for students who for one reason or another have found themselves outside the reach of traditional higher education offerings.

Proven Standards for Quality in Continuing Education and Training

Presenter: Shanan Farmer, Member of the ACET Board

The International Association for Continuing Education and Training (IACET) is a non-profit organization committed to the development, interpretation, and dissemination of the standards, best practices, and ideals for quality continuing education programs. IACET members include businesses, trade associations, colleges, universities, and government agencies spanning the nation and globe. While IACET strives to set the highest standards for continuing educators, it is important to note that IACET itself is neither an educating body, nor can it guarantee the level of education provided by Authorized Providers. The IACET CEU represents approval of the educational process, not a guarantee of the educational product itself. These standards are universal; they do not vary across industries.

The IACET CEU

IACET developed the Continuing Education Unit (CEU) more than 30 years ago and remains the CEU's caretaker today. The IACET CEU is internationally recognized as a measure of quality in continuing education and training programs. Under IACET's care, the IACET CEU has evolved from a quantitative measure to a hallmark of quality training and instruction by responsible, qualified organizations. IACET has established a strong reputation for standards in continuing education – IACET CEUs are therefore widely accepted. While questions are best answered by those organizations awarding the IACET CEU, IACET tracks its acceptors and continually works to increase the list. Currently, IACET CEUs are recognized by numerous accreditation boards and professional societies.

IACET Membership

IACET membership exists on three levels, all of which carry significant benefits. While some of these are tangible items, perhaps the most important benefit lies in a member's ability to directly voice his or her opinions and influence the direction of continuing education and training. The Authorized Provider is the only membership category that can award the IACET CEU. To become an Authorized Provider (AP), you must complete the AP application process. APs possess the right to grant IACET CEUs, and they also maintain full voting rights, have the ability to serve on the Board of Directors, and enjoy numerous discounts.

The Individual membership is for any person who is interested in supporting the field of continuing education and training and who supports the mission and activities of the Association. Individual members have full voting rights but are prohibited from granting IACET CEUs.

The Organizational membership is for any group that is interested in continuing education and training and supports the mission and activities of the Association. Organizational members are allowed one voting representative. All those affiliated with the organization may receive various discounts. Organizational members are also prohibited from granting IACET CEUs.

Authorized Provider Process

IACET Authorized Providers (APs) are those organizations that have successfully completed a thorough application process and whose educational programs comply with the standards required by IACET. Only APs are approved to award IACET CEUs, and this list has grown to include more than 500 organizations. APs hail from a variety of industries and geographic regions, but these organizations recognize the importance of implementing quality continuing education programs. IACET's Criteria and Guidelines are specifically designed to ensure that an organization's continuing education and training practices adhere to strict standards of quality. Assembled by a National Task Force in 1968 and continually refined, the Criteria and Guidelines demand that educational providers apply well-defined programs and policies, which in turn enable them to generate quality offerings.

IACET's Criteria and Guidelines

The IACET CEU carries significant name recognition. This is made possible by an extensive application process, which reviews the organization's compliance with IACET's Criteria and Guidelines, a comprehensive set of standards that address every aspect of an applicant's educational structure. While the details of these guidelines adjust to meet changing educational methods and technologies, the basic principles have successfully guided educators for more than 30 years.

Included are:

Overall Organization

- Organizational structure
- Responsibility and control
- System for awarding the IACET CEU
- Environment conducive to learning environment

Program Development

- Needs identification
- Intended educational outcomes
- Appropriate personnel
- Content and instructional methods

Evaluation Activities

- Assessment of outcomes
- Evaluation methods

IACET prides itself on promoting quality and consistency in continuing education and training by setting strong procedural standards. The goals are to empower educators to implement effective programs, strengthen the workforce by establishing standards and advance educational programming through research, publications and workshops. If you have any questions, please email us at iacet@iacet.org or visit our website at www.iacet.org

The Impact of Gender in Distance Learning Courses

Presenters: Margie Martyn and Gerri Hura, Baldwin-Wallace College

Introduction

This presentation discussed how gender impacts student success in distance learning courses. With the increase in the number of female students participating in distance learning courses and programs, there is an ethical need to evaluate which educational methods and techniques have the greatest impact on student satisfaction and learning outcomes. The presenters discussed the recent literature on this topic and presented specific strategies for faculty and administrators of distance learning programs to employ.

General Gender Differences

In the past, gender was largely viewed as a social construct shaped by historical, cultural and psychological processes. These views became a “gender belief system,” which referred to the beliefs and opinions we had about males and females. This system also shaped how we perceive and evaluated others. A direct result of this belief system was stereotypes of men and women and the roles we assign to both (Basow, 1992). Stereotypes, while not embedded in cement, respond slowly to cultural changes. These stereotypes consist of personality traits, roles, occupations, and physical characteristics (Basow, 1992). While some traits are believed to be sex-linked (American males are more aggressive than women), there is also a belief that these traits are positional (power or status based) (Klenke, 1996, Macaulay, 1999). Other theories about gender stereotypes are that the stereotype just exaggerates traits or behaviors that truly exist at least at a minimal level (Basow, 1992).

Gender studies have found few differences in cognitive abilities of boys or girls. Both are found to have similar level of abilities; however, the differences appear when they are affected by other factors including mood, motivation, expectations and social factors (Basow, 1992). Higher scores or performance with verbal abilities or tasks have always been attributed to females, but in recent years the differences are negligible (one tenth of one standard deviation $d = .11$) (Hyde & Linn, 1988). In regards to analytical abilities there are also minimal differences between boys and girls. However differences in problem solving abilities appear in high school through college where boys out perform girls (Kimball, 1989). Recent research has shown that women are more likely to have language functions in both hemispheres of the brain, while men have these functions in their non-dominant hemisphere (Tingley, 1994).

Studies have shown that many of the traits males and females exhibit were formed during childhood based on how they were socialized by their parents. Parents have a tremendous influence by choosing tone of voice, choices of toys and games, environmental surrounds, and general treatment (Freeman, 1995, Tingley, 1994). Socialization practices directed at girls tended to foster proximity discourage independent problem solving, restricted exploration and discouraged active play (Block, 1984). This socialization is reinforced in school where girls tend to interact only with girls and boys only with other boys (Maccoby, 1990). These patterns are also exhibited in how children talk to one another. Girls tended to facilitate an ongoing conversation and to use reinforcers, usually positive, while boys tended to initiate conversations and to use verbal and non-verbal attention getters. These patterns appear to continue into adulthood (Klenke, 1994, Maccoby, 1990).

Women in conversations tend to ask more questions than male speakers and when they want to introduce a new topic, they were more successful when they introduced the topic by using questions (Macaulay, 1999). Coates (1996) found that women tended not to employ information seeking questions, but rather they used questions to develop relationships and friendships.

Gender and Learning

There is no difference in learning ability based on an early meta analysis of over 2000 studies by Maccoby and Jacklin in 1974. While there is no proven research to support that males are better learners or more adapt to use analytical reasoning, there may be differences in cognitive style or preferences for certain learning styles. Differences for males and females in learning may be based on learning styles, personal experience and self-concept rather than gender (Hayes & Flannery, 2002).

Gender Differences with Computers

The existence of sex difference in the domain of the computer has been continually documented. Research data repeatedly indicate that males show more favorable attitudes toward computers, perceive that computers will be a career asset, and demonstrate greater interest, participation, and computing tasks than females (Williams, 1993). However, more recent studies (Margolis, Fisher, & Miller, 2000; Jackson, Ervin, Gardner, & Schmidt, 2001) indicate that this trend is changing. While both sexes are both using computers equally, they are using them

differently. Females use email more than males, which is consistent with their stronger motive for interpersonal communication. Males use the Web more than females, consistent with their stronger motive for information.

In an interesting study by Brunner (1991), a group of men and women were asked to describe how they might pose for a formal portrait depicting their relationship to the technology instruments of their work. The women saw their technological instruments as people connectors, as communication and collaboration devices. The men tended to see them as extensions of their power over the physical universe. According to Luchetta (2000), the female students' interest in computer science was often articulated in terms of the broader societal context, while this connection was rarely expressed in most men's interviews.

Possible reasons for this gap will be addressed, including socialization, parent and or/teacher response, and computer marketing and manufacturing.

Instructional Design with Gender in Mind

Faculty members can design courses that leverage these gender differences. One type of computer-mediated communication, online threaded discussion can be used in a variety of ways to appeal to both sexes. In a recent study utilizing online threaded discussion (Martyn, 2003) students perceived greater faculty-student and student-student interaction, as well as increased final exam and project scores based on the use of this instructional tool. In a second study (Alstete & Beutell, 2004) discussion board performance was one of the strongest predictors of online course performance.

Preliminary results from a study at Pennsylvania State University indicated that online discussion may be an effective way to get introverted students to participate in discussions (Carnevale, 2003). Irvine (2000) found that online threaded discussion allows all students to participate equally regardless of race, ethnicity, gender, disabilities, and cognitive style or personality traits. As articulated by Burkett (2001):

Computer Mediated Communication (CMC) appears to be a great equalizer of communication offering a faceless, colorless, and genderless interface among participants in discussion. The absence of visual and auditory clues in CMC would seem to indicate the masking, if not obliteration, of race, ethnicity, and gender. After all, the participants seated at distant terminals are unable to see or hear each other to realize the biasing of skin color, vocal accents of ethnicity, or external manifestations of gender. (p. 2)

Discussion Board Strategies

Discussion boards can be designed to include both collaboration and information gathering to appeal to both sexes. In brainstorming and peer review discussion boards, students enter their ideas of how to approach the problem before seeing other students' ideas. The goal is to generate a range of alternatives before critiquing them. Online discussions are particularly useful because they allow the student to reflect on their own ideas before being influenced by peers.

Collaborative knowledge building activities can be integrated into discussion boards by providing an opportunity where innovative ideas emerge through a series of posting new insights, brainstorming, and reinterpretation. Group case studies are an example of this type of discussion board.

Science inquiry activities occur when students reflect on relationships within collected data. As part of this process, students make predictions, collect data, create principles to explain relationships within the data, and then engage in electronic discussions to refine the principles. Using an action learning approach allows students to deal with real problems within a team construct using questioning, reflection and guided facilitation (Marquardt & Kearsley, 1999).

Theory debate are discussion boards where students are engaged in argumentative discourse, making scientific claims, interpreting and critiquing evidence/data, and coordinate evidence with the claims being made.

Personal relevance discussion boards incorporate the specific personal and work experience that students can post in regard to theoretical concepts discussed in class. This “real world” perspective allows the students to understand the relevance of theoretical concepts and help to build community in the class. This type of learning supports a process that is created from reflections, analysis and creativity (Marquardt & Kearsley, 1999).

Quality Benchmarks

The other advantage of incorporating discussion boards is that it follows the quality benchmarks as articulated by Ohio Learning Network, The Sloan Foundation, and the Institute for Higher Education Policy which indicate that quality is measured by the increase in faculty-student and student-student interaction.

Conclusion

There is a need for more research on the impact of gender in distance learning courses. However, in the meantime, computer-mediated communication tools should be utilized to engage both sexes as well as to adhere to the quality benchmarks.

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The Black Box: Analyzing Historical Data With Modern Technology

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

The Golden Gate Bridge, The London Bridge, The Brooklyn Bridge are all structural landmarks that reveal the importance of history. The “Black Box” is similar to a bridge in structure because it is designed to provide continuous passage over an obstacle. Historical cost analysis can lead educators across the bridge to a brighter future in continuing education.

In the last 20 years, our organizational environment has undergone a major transition that is entirely changing the way we work, manage and learn. In the “old days” enrollment management facts and figures were handwritten and hand tabulated on white 3”x5” index cards and alphabetized in a black file box. Today, technology provides us better and faster information on a computerized spreadsheet report to use in the planning phase of programs. This “Black Box” report is ideal for examining history of enrollment, revenue, costs, trends, seasonality, lifecycles, cancellations, and percentages to predict and ensure future program financial success.

Conference participants discovered how easily you can apply criteria for measuring success. This report was based on the direct costing method and courses divided by old and new. The spreadsheet example of this analysis and the formulas to develop a history of participant’s own programs were examined. Which program variables needed changing, improving, moving, and removing to realize profit potential were determined.

Make technology work for you. This form of computerized information processing will bring more value to you and your staff. Focus on your winners, explore new audiences, try variations of topics and subjects related to your successful program, raise prices, change titles and find the keys to positioning your programs through the Black Box.

The Bridge to Higher Education Marketing – Will the Same Bridge Get Us to the Same Place?

Presenters: Paul Sable, Kutztown University and Paul Leese, DeSales University

This presentation addressed the challenges that higher education marketers face when advertising and promoting their programs. A synopsis of the internal and external environment was presented along with the question of whether or not continuing education can or should adopt more entrepreneurial, for-profit marketing tools. Specific marketing ‘buzz-words’ were highlighted and their appropriateness for use in higher education was discussed. Topics included:

- Integrated Marketing Communications (IMC),
- Database Marketing,
- Electronic Marketing (E-marketing),
- Branding,
- Customer Relationship Management,
- Marketing Metrics,
- Generational Marketing,
- One-to-One Marketing,
- Market Intervention Tactics,
- Permission Marketing,
- Viral Marketing, and
- Consultative Selling.

A more in-depth review of IMC, Branding and E-marketing was given by way of case studies of their use at DeSales University. A summary of DeSales' four and half year process that began with understanding the need and importance of IMC and Branding, designing a plan, implementing the plan, overcoming barriers and assessing the plan, was discussed.

A unique marketing approach to increase internal brand awareness among students, faculty, staff and administrators was also discussed. By capitalizing on the current DeSales marketing campaign, a unique promotional item (a globe superball), the global initiatives of the University and a week long celebration of international cultures, the DeSales marketing department was able to work with students, faculty, staff and administrators to develop a week of events that increased brand awareness and highlighted educational opportunities available to students.

To further explore new marketing approaches available to continuing education administrators, a few E-marketing concepts were reviewed. Specifically the use of weblogs, search engine marketing, and email marketing in higher education settings were presented. Pro's and con's of each were discussed.

The presentation ended with an encouragement for all continuing education marketers to constantly challenge the way they approach the marketing of their programs and to make themselves familiar with new techniques and tools that are available.

Conducting An Institutional Self-Assessment of Your Adult Learner - Now Is the Time!

Presenter: Thomas W. Fuhr, SUNY Potsdam

SUNY Potsdam is one of fourteen comprehensive "University Colleges" in the SUNY System. The institution is located in upstate New York, approximately 30 miles from the Canadian border, and currently enrolls 3500 undergraduate and 720 graduate students. Three Schools make up the institution, Arts and Sciences, Education and Professional Studies, and the Crane School of Music. Approximately 27% of the total enrollment for SUNY Potsdam is comprised of non-traditional students.

SUNY Potsdam undertook a comprehensive self-assessment of its adult learners during the 2003-2004 academic year. The three components of the self-study were: The Noel-Levitz Adult Student Priorities Survey; the CAEL Best Practices Institutional Self-Evaluation; and a one semester Problem Solving Honors course, titled Non-Traditionality on the SUNY Potsdam campus. The task force undertaking the self-study was co-chaired by the Director of Continuing Education and the Director of the Office of Institutional Effectiveness and included eight members (full and part-time faculty, library and instructional technology staff, as well as one full and one part-time non-traditional student).

The Noel-Levitz Priorities Survey provided student response data grouped into eight composite scales: Academic Effectiveness; Academic Services; Admissions and Financial Aid Effectiveness; Campus Climate; Instructional Effectiveness; Registration Effectiveness; Safety and Security; and Service Excellence. The Survey results were grouped into four major report sections: 1) a demographic summary; 2) three scale summary graphs; 3) an institutional summary; and 4) a summary items section. The Institutional Summary was presented in a matrix format pinpointing areas of: High Importance/Low Satisfaction requiring SUNY Potsdam's immediate attention; High Importance/High Satisfaction which showcased Potsdam's institutional strengths and will be utilized in future promotional materials; Low Importance/High Satisfaction

indicating possible areas that the institution can redirect its resources to areas of high importance; and Low Importance/Low Satisfaction which provided SUNY Potsdam an opportunity to examine areas that have low status with its students.

The CAEL Best Practices Institutional Self-Evaluation consisted of a workbook and focused on Eight Principles of Effective Practices: Outreach; Life and Career Planning; Financing; Assessment of Learning Outcomes; Teaching-Learning; Student Support; Technology; and Strategic Partnerships. Each principle was assigned to two task force members who collected data and conducted interviews using specific performance indicators provided in the CAEL workbook. For each performance indicator, either a “yes/no/unable to determine” response was required, as well as the unit/person at SUNY Potsdam responsible for that indicator, and evidence to support that particular response.

Each task force sub-committee prepared a summary report of their findings and a recommendations sections section. Among the key recommendations made were for: SUNY Potsdam to consider consolidating services to non-traditional and transfer students in one offices; to better coordinate all admissions outreach for non-traditional adult students, to include a sharing of funds and more targeting recruitment; to dramatically expand the institution’s course schedule to go beyond the “traditional” 10am to 2pm timeframe, and to include a significant acceleration of the development of asynchronous distance learning courses; to establish a College-wide policy and procedures on awarding credit for prior learning experiences; to improve advising especially focusing on better dissemination of general education and degree requirements; and to expand the current campus child care services to include longer hours of operation, accessibility during K-12 school system vacations and breaks, and ability to accept “walk-in” clients.

The third and final component of SUNY Potsdam’s institutional self-study was the one semester Honors Problem Solving course, titled “Nontraditionality on the SUNY Potsdam Campus.” The three components in this course were a thirty-four-item student survey, two open forums and visits/interviews with two area four-year institutions (one a four-year technical SUNY college, and the other a university in nearby Ottawa, Canada).

The demographic data from the survey showed several important findings, among which were that the average student commute was twenty-five miles one way, that 62% of the current students had transferred in from a two-year institution and that 12% had transferred in from a four-year institution. The students presented a comprehensive report of their findings and recommendations which was highlighted in the identification of five areas with the greatest gap between Level of Importance and Level of Satisfaction. The five areas were: Advising (faculty too busy and lack of proper guidance with graduation requirements); Scheduling of Courses (lack of evening sections, availability of courses in the major and not enough general education courses offered during the day and evening hours); Distance Learning (the lack of these courses in the current schedules); Affordability (especially for part-time students); and Parking (for daytime commuting students).

The Reclamation Project

Presenters: Dennis Montgomery and Michelle Woodhouse, Norfolk State University

The Reclamation Project is a special program designed to target a previously overlooked market—former Norfolk State University students who, for whatever the reason, did not complete the coursework necessary to obtain a degree. The program, as envisioned by Dr. Marie V. McDemmond, President of Norfolk State University, takes full advantage of technology while maintaining the academic integrity and intellectual rigor of the University.

In order to participate in the Reclamation Project a student must have been away from the University for more than five (5) years and twenty four (24) years of age or older. If the student's grade point average (GPA) upon leaving the University was less than a 2.0, the student must have taken and passed (with a minimum of a "C" grade) at least six (6) credit hours of academic work at an accredited college or university.

Several policies have been put into place to assist the student who returns through reclamation. The readmission process is streamlined and the application fee is waived. "Forgiveness" provides the returning student a "fresh start" GPA. Tuition is paid at the in-state rate regardless of residency. There is a fee for participation in the program.

Since students participating in the program are "nontraditional" (i.e. older working adults with families and other responsibilities) other services are provided through reclamation. These services include after hours consulting and advising, consultations at remote sites as well as campus, as well as troubleshooting problems related to registration and instruction.

Although the program is about four years old, it is growing and proving to be of great assistance to returning students.

Assessing and Accounting for Success: A Framework for the External Review of Continuing Higher Education

Presenters: Chris Dougherty, Rutgers University-Camden and Pat Lawler, Widener University

In an environment increasingly defined by external accreditation, especially field- or discipline-specific accreditation, college and university continuing educators lack a consistently applied framework or approach to the external evaluation of their programs. While schools of engineering, architecture and design, medicine, business, law, and many others possess clearly articulated frameworks for the evaluation of their performance, programs in continuing education lack similar bases for the external evaluation of program quality, resources, or design. Clearly the work of some organizations, the Council for Adult and Experiential Learning (CAEL) among them, have provided frameworks for assessing the impact of continuing education programs on students. One example is CAEL's Adult Learning Focused Institution inventory (Brauchle & Graham, 2004). In addition, regional accrediting associations also provide effective—albeit broad—standards for evaluating academic programs, and these can be applied to programs targeted for adult learners.

In order to facilitate the development of some baseline criteria for evaluating the effectiveness of continuing higher education programs, the presenters introduced a simple matrix of cells identifying institutional practices in continuing higher education on one axis and organizations that provided assessable standards for those practices on the other. The practices were identified by reviewing the committees and activities associated with ACHE and expanding them according to external standards articulated by regional accrediting associations. While the presenters found many categorical similarities to CAEL's ALFI standards, additional criteria focused on program or institutional level characteristics, whereas ALFI criteria tended to focus specifically on program impact on learners. These practices included student services, distance education, and accelerated programs. The external organization categories included regional accreditors, CE organizations, and government agencies among others.

The presenters introduced the assumptions underlying the study, and also provided the matrix to participants, with many of the "cells" of the matrix at least partially completed with examples of agencies or organizations that had articulated standards for specific areas of practice. Whenever possible, URLs were provided for those references. The remainder of the

session solicited responses from the group in attendance in order to expand the matrix to include a variety of resources for assessing institutional practice in continuing higher education. The presenters also assembled names of those attending, and plan on continuing the conversation regarding these standards via e-mail and web-based communication with those participants.

“But We Don’t Do That Here.” The 21st Century Model of the Multiversity

Presenters: Jan Asnicar, Baker University and Rebecca Henriksen, Apollo Group

In the 1960’s Clark Kerr introduced the concept of the multiversity – a university that could be as committed to teaching as it was to research. His suggestion set off a series of discussions and debates about the evolving role of the university and whether any compromise on the search for “new knowledge” as the driving force behind the university would change the value and purpose of the academy.

It appears as though challenging the status quo is often discussed and encouraged inside the classroom but less embraced by the academy when applied internally. Since the 1980’s adults have been returning to college campuses in record numbers. Meeting the needs of this nontraditional student has been challenging. Adults want information that promises some real life application; they want to be able to contrast what they are learning in a textbook with their experience; and they expect to be treated as a customer.

Of all of the expectations and experiences with adults the latter is the most challenging. Most colleges and universities are designed to move students through a pre-determined process at pre-selected locations in a pre-designed curriculum. This is not a customer-focused environment.

As a result many adults express frustration with their higher education experiences. In addition, many corporate stakeholders are experiencing the same frustration. This is illustrated when one reflects on the information reflected in a report by the National Center for Education Statistics:

...more than 500 institutions of higher education closed their doors in the past 10 years. At the same time corporate universities have grown exponentially to more than 2000 in comparison with the 3,600 accredited universities in the United States (Gunderson et al., 2004, p. 62).

In the 1990’s many corporations introduced and/or augmented internal universities that focused specifically on the information they felt was most relevant in the workplace. While some of the courses offered through corporate universities are skill-based courses, there are many others that encourage personal growth and provide that “ah ha” reaction.

Fortunately universities can find a place in the world of professionals especially if they offer programs specifically designed for adult students. Many have already have found their niche and provide educational opportunities to thousands of adults throughout the country. If examined carefully, there is one variable that is common to nearly all of these successful institutions and it lies at the core of the organization. That core is the governance structure of the institution.

Today there are many schools that are enjoying medium success with their adult programs. In many cases the degree programs and/or course offerings are static; the enrollment is stable; and there exists a pool of experienced, highly used adjunct or affiliate faculty. Changes occur infrequently and then only with a great amount of energy expended in maneuvering through

the process. Their changes necessary to be responsive to their customers/students are tied directly to the traditional campus faculty and the respective campus committees.

There are also some institutions that are continuing to “push the envelope” by introducing new courses and programs; by expanding geographically to meet the needs of a broader population segment; and by implementing new and different delivery methods. Often these institutions are still tied to the main campus governance structure, but they also have a strong visionary leader at the helm who uses their influence to keep things vibrant.

Finally there are a few institutions that have followed “the road less traveled.” These schools have acknowledged that they are as committed to the adult student population as they are to their traditional students; they have examined their current decision making structure and found it “wanting;” and they have done the hard work necessary to change the face of their school – preserving those important elements and introducing ones that will dramatically change who “they” (big institution) are to the outside world.

This presentation focused on two to three models of institutions that have made the stressful and courageous transition from a small, campus based university, to an institution that continues to have a thriving traditional campus while meeting the needs of various communities through adult programs. Included in this presentation was a “before and after” look at the governance structures; a review of the process that carried the university through these changes; and the challenges inherent in building the 21st century model of the “multiversity.”

The presentation also provided a national overview of the characteristics most often associated with those institutions that are committed to all of their various stakeholder groups including traditional and nontraditional students as well as community stakeholders.

Participants were encouraged to ask questions and discuss either the feasibility of such a step at their institution or what their experience was as they went through a similar process at their campus.

Life of a Program

Presenters: Nancy Krippel, Jim Harrington, Dudley Luck, and Kathleen Stinehard, Mary Baldwin College

1977-1980

The beginning of any new program in a traditional, residential college such as MBC brings both stresses and joys, especially when the new program involves the creation of a non-residential independent study program for adults. Developing this program caused the college to question its “sacred traditions” and its mission as a single-sex, residential college, but Mary Baldwin achieved its goal of creating this new program for several reasons.

First, fortunately, the national search for the first director did not produce a satisfactory candidate for the position, so it was offered to a current member of the faculty. Although this move was not part of the “grand plan” for program development, it turned out to be fortuitous for both the fledging program and the college as the first director was required to negotiate with every college office and to confront many of the existing college policies. Having a known and respected person as the first director proved to be the best outcome for the new program as she understood the culture, the climate and the community of Mary Baldwin. A newcomer to the college would, probably, have been viewed with distrust and skepticism. Mary Baldwin was in 1977, and to some extent still is, a close community with a deep and abiding commitment to its central mission as a liberal arts college for women.

Second, Mary Baldwin was a recipient of a Fund for Improvement of Postsecondary Education (FIPSE) Grant that contributed to the successful launch of the new program. The grant provided expertise and financial support for program start-up. MBC was one of five institutions beginning adult programs in 1977, so collaboration with other colleges and participating in faculty development opportunities were key aspects to bringing the new program to fruition.

1983-1992

The second director of the Adult Degree Program arrived at a time of tremendous growth. There were significant increases in enrollment, revenue, and staff. The program seemed, during these years, to achieve critical mass: it became simultaneously both a blessing and burden to the college. The revenue potential was a significant part of the college's annual budget planning. An increase in adult student numbers was an important strategy to offset declining enrollments in the residential program; however, increased numbers in ADP brought increased demands on every department of the college: business office, financial aid, academic affairs, registrar's office, etc. The needs of the adult students, many of whom lived and studied away from the main campus, began to influence campus life in unexpected ways. These developments transformed Mary Baldwin College.

These changes were not universally welcomed, nor were they always smoothly accomplished. Many of those tensions are still present on the campus, but it is fair to say that they are, in the main, dynamic tensions, and that the program continues to serve as an engine of growth, innovation, and diversity for the college.

1994-2003

The third director of the program held a new title as Associate Dean of the Adult Degree Program: an indication of the increasing prominence of the program in the life of the college. When she arrived, the program was growing dramatically and was beginning to buckle under its own weight. While the number of students had grown, the systems supporting those students were still highly individualized, and the college support units—financial aid, the business office, the career center, etc.—had not developed methods of dealing with adult students. It fell to the Associate Dean to work with the various offices to develop appropriate systems to undergird the expanding program.

Since the opening of the first regional office in 1982 to the last office in 2001, the program was experiencing significant growing pains. With the spread of the program geographically, it was time to develop methods of on-line instruction and advising; otherwise the program was in danger of being seen as (and, in fact, of actually being) antiquated. Bringing the program into the 20th century was the most important initiative of this period, and the Adult Degree Program led the college in utilizing technology in its delivery systems.

As a further demonstration of the importance of the program to the college, in 1999 the Associate Dean position was reclassified as Dean for Academic Outreach and given a place at Executive Staff.

2003-present

More changes for the program with another director who does not have director in her title. In an effort to bring together some of the disparate programs at the college, the title of the person responsible for the Adult Degree Program was changed to Dean of Adult and Graduate Studies. Creating a sense of community among the three programs is the first priority for the dean.

ADP is a healthy, mature, and successful program; however, the main question on the table is can the program grow even further? At a time of great change for the college as a whole, with a new president in place and an innovative strategic plan that calls for an increase in ADP enrollments of 25%, the faculty and the administration face the challenge of expanding hours

without diminishing services to students and, one hopes, without changing the essential nature of the program: an individual, flexible learning model that incorporates lots of personal attention.

Building Communication Bridges for the Adult Learner

Presenter: Ronald F. Smedley, Personal Strengths Publishing

Adult learners are unique, bringing with them a different focus and background than the traditional learner and, as such, so are the ways in which they learn, view themselves, and communicate within their personal and professional worlds. The way in which the adult learner communicates and interacts with others—including instructors and employers—can provide a critical bridge to ensuring their degree completion and/or successful growth within their employment, as well as enhancing more effective interpersonal relationships. The focus of this paper will be to share ways in which Relationship Awareness Theory (RA) works to build communication and relational bridges for both the adult learner and those with whom the adult learner interacts, whether it be in or outside the classroom environment.

Relationship Awareness (RA) Theory, created in the early 1970's by Dr. Elias Porter, is based on the concept that all behavior is purposive, with behavior patterns becoming the vehicle used to both bring about results, and/or confirm our sense of self worth. It is the purpose or motive behind the behavioral choice that is of central importance, not the behavior itself. People can display the same behavior for different reasons. For example, all people eat, yet display a variety of reasons or motives for eating; hunger, liking food, nutrition etc.. Understanding why a person responds as he/she does becomes a key concept in understanding how to communicate to the person in such a manner that they “hear” what is being said.

The theory was planned to help people organize their concepts of themselves others around four basic motivational patterns or value systems:

- wanting to be of genuine help to others,
- wanting to be assertive and focused while completing the task,
- wanting to be self-dependent as defined by one's principals and
- wanting the group, whoever they may be, to succeed.

RA Theory helps people to recognize that they can choose their behaviors to accommodate their underlying values while also taking into account the values of others. It is a dynamic and powerful way of looking at understanding self worth as an aid in building communication, trust, empathy, and effective, productive relationships. The focus of RA Theory is recognizing that in order to be effective in relationships of any type, one needs to communicate to the other person the “way he/she needs to hear it” (their motivational value system) not necessarily the “way you would want to share it”(your motivational value system).

What is Relationship Awareness?

Relationship Awareness is founded on four simple, yet profound premises:

1. We all do what we do because we want to feel good about ourselves. Therefore, our behaviors are driven by our motivation.
2. We tend to take two different approaches to life:
 - When we feel that things are going well,
And
 - When we feel that we are faced with opposition or conflict.
Behavior changes when we are in conflict.

3. A "personal weakness" is no more or no less than the overdoing or misapplying of a personal strength.
4. We naturally tend to perceive the behaviors of others through our own filters. This filter is known as our Motivational Value System™.

Relationship Awareness Theory is a Motivational Theory which addresses the motives that are behind everyday behavior when we are relating to others. It assumes that there is meaning behind all behavior. By shifting our focus from only looking at behavior to looking at the motive behind the behavior, we can gain a clearer understanding of ourselves and others.

In Relationship Awareness Theory we look at behavior in the following way:

- Behaviors are tools used to get some result or confirm our sense of self-worth. These tools are also used to ward off things we do not want.
- Motives come from our wish to feel a strong sense of self-worth or self-value.
- Our individual Motivational Value System is consistent throughout our life and underpins all of our behaviors.

Traditional writing about motivation describes motives as something that can be inspired in others. In Relationship Awareness Theory, motives are thought of as already present in every person and readily available to be tapped.

The Strength Deployment Inventory (SDI) is the key assessment tool used to introduce RA Theory to people. The SDI helps adults become aware of their characteristic patterns of relating to others, identifying how and why behavioral patterns vary with changing circumstances. It also provides insight in to what are the motivational patterns of others and how this understanding applies to all communication and relationships, both personal and professional.

The Bridge for Adult Learning

If process is the road to getting “there” and content is the subject matter within the discussion, displaying good process is when one hears the “intent” of what is being shared and it is equal to the “impact” of how it is received by the listener. The goal of good communication is for the listener to “get it” by the speaker sharing to his/her motivational values. This is one key to successful relationships, trust building and understanding what is being shared by anyone, including within an adult learning environment.

No matter the subject matter, a greater self-understanding and understanding of others self-worth can help the adult learner be more effective in the learning process. This insight can help a person align his/her motivational values with his/her personal areas of interest and career choices, coupled with gaining a greater understanding as to the “why” people respond as they do. Through this understanding, RA Theory grows internally to become a “value” v. another psychometric “program”, assisting a person in better managing their personal behavior so that he/she can be more effective in achieving desired educational, career, and personal goals.

Instructors knowing what makes their students “tick” and why the students respond as they do, can only promote greater growth and interaction within the classroom and beyond. A broader understanding of RA Theory can provide instructors greater insight into the diverse ways in which adult learners learn and communicate and help the instructor understand that different processes may be more effective in reaching different people.

Reinventing Retirement on the College Campus: The Life Options Concept

Presenters: Judy Goggin, Civic Ventures, and Dian Booth, Central Florida Community College and Christina Butler, Over 60 Learning

The *Life Options* initiative—recently renamed *Next Chapters*—has been developed by a non-profit organization in San Francisco called Civic Ventures. Led by CEO Marc Freedman (author of *Prime Time: How Baby Boomers Will Revolutionize Retirement and Transform America*, 1999), Civic Ventures works to transform the aging of America into a source of individual and societal renewal. Drawing upon the midlife research of Phyllis Moen of the University of Minnesota, Next Chapters recognizes that we are on the brink of a social revolution that involves the emergence of a new stage of life between midlife—typically focused on career and childrearing—and old age, traditionally marked by diminished social involvement and increasing frailty. This new stage of life is likely to span several decades and is characterized by general good health and an active, engaged lifestyle.

With the oldest Baby Boomers rapidly reaching age 60, tens of millions of Americans will soon be entering this stage of life. But because awareness of this new stage is relatively new and its contours are largely unknown, there is great uncertainty about how to best prepare for and get the most out of this phase in life. We lack the vocabulary to describe this new stage and few institutions are prepared to serve this population.

Moen's work clearly describes this period of life as one of transition. And New Chapters is specifically designed to help institutions develop innovative programs and services to assist midlifers, especially those approaching retirement, in making a successful transition to the next phase of their lives. The core components of a Civic Ventures New Chapters initiative include: life planning programs, meaningful engagement through employment and service, continued learning for enrichment and retooling, and connections to peers and the community. An asset-based approach, New Chapters emphasizes continued contributions to one's community as a central and vital element.

As creator of the concept, Civic Ventures has helped libraries, community colleges, community centers and grass roots organizations implement New Chapters projects in Cleveland, Phoenix, Chicago, Portland (OR), Allentown (PA), and several sites in the New York area. Columbus State Community College in Columbus, Ohio, has recently established a Lifelong Learning Institute as the first phase of a multi-phase New Chapters program to be modeled after the Pathways program at Central Florida Community College (CFCC).

CFCC, located in Ocala, Florida, is in a region with a larger than average elderly population. Twenty-four and a half percent of the county's population is made up of persons 65 years of age or older, compared to the state average of 17.6%. In order to better plan for this growing population, CFCC's Public Policy Institute recently conducted a Senior Issues Study. A community-based committee met 13 times over nine months, interviewing over 50 resource people. During the course of the study, the concept of the Pathways Center was discussed as a way to meet some of the community needs. An advisory group was established to help plan for such a center to be housed at CFCC and one or more community locations. From the group emerged a mission, vision and goals that focus on six key service components: life planning, health/wellness, lifelong learning, work opportunities, and volunteer service.

New Chapters clearly presents higher education with the opportunity to "cross bridges into new territory," adding to existing programming civic engagement, life planning, leadership development, intergenerational involvement, caregiving education, and spirituality development. Since boomers will undoubtedly reinvent retirement in their own image, they are likely to respond favorably to colleges and universities offering them innovative assistance. Civic Ventures and a small but growing network of New Chapters professionals and institutions are here to help.

You Gotta' Have Art: An Experiential Approach to Learning

Panelists: Susan Gately, Linda Kvamme, University of the Arts, Joseph Nairn, Rochester Institute of Technology, Lewis Shena and Marc Torick, Rhode Island School of Design

While schools of art, design and technology comprise but a slim minority of ACHE, they may offer the majority interesting lessons when it comes to instructional methodology. In short, studio art, design and technology instruction is almost completely a matter of experiential learning; there simply is no such thing as a lecture, nor is there much resort to textbook-based memorization and regurgitation. Art is a function of making and doing, and as such, learning is a palpable and measurable thing. A premium is placed on experimentation and conceptualization, and in the studio, students usually proceed at their own pace on a variety of specially-prepared exercises and at-home projects. Here, the instructor serves as facilitator, mentor and resource specialist, rarely as talking head.

Finally, in art and design classes, the critique takes on special prominence. A student is expected to explain his/her ideas in as cogent a manner as possible without generality or evident lack of purpose. For this reason, students whose primary mode of expression is visual, must learn to overcome their fear of verbalization. And given the importance of the portfolio, students must absorb how to present their work in an industry-specific way.

The statistics for today's art and design students are compatible with the research presented by Diana Oblinger in her keynote address at the ACHE International Conference in Charlottesville (November, 2003) concerning students in general:

- more than half of today's undergraduates are women
- 43% are 24 or older (i.e., of non-traditional college age)
- 80% are employed
- 39% are employed full-time

As for adult learners:

- 35% of undergraduates are adult learners
- 70% of all adult learners are female
- 38 is the median age of undergraduate adult learners
- 45% of adult learners are over 40 years of age
- 80% of adult learners are employed
- Perhaps more important, today's Net Generation learners are:
 - Digitally literate
 - Always on
 - Mobile
 - Experiential
 - Community-oriented

And their instructional preferences are for:

- Teams
- Technology
- Structure
- Engagement
- Experience
- Things that matter

Many colleges and universities are finding that the rising expectations of computer-literate constituents are difficult to meet because the traditional approaches to higher education turn this audience cold. Such students want immediacy, customization, choice and self-study options. They demand the new and exciting, the opportunity to learn more and better within a community of like-minded individuals along with the chance to show others what they can do and

to be heard. If this is not the description of a typical art/design/technology class, then we are surely in an alternate universe!

Most art/design/technology courses stress the development of analytic, creative and practical intelligence along with the mastery of discipline-specific tools. The acquisition of interpersonal skills is equally important as the student is compelled to communicate effectively, engage in open, productive dialogue, maintain good working relationships with others, work well in a team setting, provide feedback and negotiate a wide array of problems. In aggregate, the student art/design/technology student quickly learns to enunciate a strategic perspective, which involves seeing the “big picture,” understanding the forces involved, sensing change and identifying opportunities. The developing artist/designer is encouraged to see patterns, new alternatives and viable solutions to seemingly intractable problems. The entire purpose of the practical work as well as the “crits” is to get the student to make connections others do not see, analyze and evaluate ideas, make reasoned decisions and translate an idea into reality.

In sum, if what we are seeking to achieve in our classrooms is to produce goal-oriented individuals whose focus is on achieving positive, concrete results through well-thought-out decision-making and effective mastery of the tools of the trade, then look no further than your typical art/design/technology studio or lab. Ironically, if we look at Dr. Oblinger’s conclusions, she posits that the student of the future will expect in class:

- Immersive environments
- Experimentation and role playing
- Multi-sensorial stimulation
- Non-linearity
- Replayability
- Urgency
- Complexity
- Immediate feedback
- Active learning
- Experiential learning
- Problem-based learning
- Scaffolding

Again, our contention is that this kind of student as well as this kind of learning already exists in the art/design/technology studios and labs in your institution. Thus, the lessons learned in art/design/technology studios promise to transcend specific disciplines and prove relevant to the classroom of the future in any subject area.

Saturday FASTrack: Developing a hybrid degree completion program by combining old values with new technology to equal a successful approach to adult learning

Presenters: Marlys Rizzi and Graeme Armstrong, Simpson College

Research of adult learning programs has identified the most essential elements for successful programs. These include flexibility, affordability, quality and convenience. Adults also want a quality education with degree completion in the shortest possible time. These elements are not only used in the marketing strategy for the Simpson College adult learning program, but the later two have been elements of the success of the Saturday FASTrack program.

For more than ten years the option of attending classes on Saturdays was available to adult learning students. The attendance was at a steady, but low level. The shortcoming of the format was that it gave the students the opportunity to take only two classes per term. The length of time to complete a degree totally in the Saturday format was far too long.

Web-based learning was an alternative. The advantages of Web-based learning include the ability to deliver classes at any time to virtually any place. It uses many of the elements of CD Rom based learning, but can add the element of enhanced communication. Web-based learning also makes use of resources already on the Internet. However, the traditional attitudes of the Simpson faculty prevented totally web-based classes from being an option. Even though the advantages of web-based format were understood, they were not totally embraced. Adult learners express a need for the convenience of class schedules to fit around their work demands, but still want the personal interaction and relationship with their instructors. This is a challenge in itself. In theory, online classes are the solution for addressing the convenience. But in reality, online classes many times do not enable the student-professor relationship to flourish. Simpson's success has been built on a strong sense of community. Completion rates of totally online degree programs are very low compared to Simpson College's completion rates of face-to-face classes.

Keeping in mind the student's and faculty needs for quality and convenience, the hybrid Saturday *FASTrack* format was created. The approach combines professor-led classes and a rich web-based environment. WebCT was the software chosen to be utilized after trials with other products. By shifting to this format, the student could now complete up to twelve credits per term, attending every Saturday or 3-6 credits attending every other Saturday. The format enhances the student-professor relationship. Students meet with the professor face to face every other week and are in contact with the instructor and other students in a variety of activities on the web between sessions.

Immediate success of the hybrid approach was demonstrated by the dramatic increase in the student population after the first term. The registrations increased by 100 per cent and continue to draw more students. Students and professors both have embraced the new format. The Saturday *FASTrack* format has opened up potential student markets in a larger geographic radius than the traditional classes. Completion rates of classes are as high as the traditional format. Students are able to complete degrees in a timely manner.

We invite you to learn about all the challenges and successes of a progressive technological solution to a college with a traditional mind set. www.simpson.edu/saturday

Additional reading:

Joffiffie, A, Ritter, J, and Stevens, D (2001) *The Online Learning Handbook*, Kogan Page, London

Keegan, D (ed) (1993) *Theoretical Principles of Distance Learning*, Routledge, London

Mc Cormack, C and Jones, D (1998) *Building a Web-based Education System*, John Wiley, New York

Quality Online Teaching Experiences: Combining Technology and Tradition

Presenter: Sharon D. Barnes, Mary Baldwin College

This round table conversation focused on teaching with the Blackboard Classroom Management System to enhance teaching, learning, and scholarship. The presenter shared material derived from the following: five years of successful online teaching experience, participation in online teaching seminars and training sessions, and first-hand experience "from the other side of the PC" as an online graduate student at a research university.

The discussion looked beyond the online syllabus and examined ways to combine traditional teaching resources and technology. Actual examples from current online courses at Mary Baldwin College provided a model for the development of quality teaching practices based on a synthesis of traditional pedagogical techniques and modern technology. A brief presentation employed Camtasia software that allowed the presenter to cache actual examples from the online courses. Discussion Boards, assignments fostering scholarship, and established classroom management techniques served as focal points. This round table was of interest to administrators of continuing education programs and teaching faculty; it was designed for novice and intermediate participants.

The Virtual Bridge

Online learning is a valuable distance learning tool for students of all ages and promises to afford students effective learning opportunities in the future. The online learning classroom serves as a bridge to success by providing access to lifelong learning. The obstacles of time, space, scheduling, and location are no longer barriers for adult learners and working traditional age students. The ability to study anytime, anywhere, and anyplace helps to "level the playing field" and empowers students to reach their academic goals.

As indicated by the title of this presentation, faculty with traditional views and classroom experiences can flourish in the virtual environment. Quality of course content does not need to suffer in the online format. Pierce (2000) states, "in an online course, teachers can employ many traditional classroom active-learning strategies to encourage good thinking, engage students in the course content, and promote intellectual development" (p. 21). Online teaching is an exciting way to combine traditional teaching practices and technological innovations.

Round Table Objectives

- Participants will gain a better understanding of the value of online teaching and learning experiences for continuing education programs.
- The participants will take home some practical suggestions for the development of quality online courses that embrace traditional and modern techniques.
- This discussion will encourage administrators and teaching faculty to return to their institutions and initiate active dialogue among internal and external stakeholders on the topic of online learning and other technological innovations.

Suggested Discussion Topics

- Is it possible to communicate effectively in cyberspace?
- How can administrators promote online communication between students and faculty?
- What are some ways instructors can teach the development of quality research and scholarship skills via the online teaching/learning environment?
- Let's discuss the challenges of facilitating successful learning experiences for online classes consisting of both traditional and nontraditional age learners.
- Pros and cons of online teaching

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College Programs For Adult Inmates: The Post-Pell Grant Era

Presenter: Jonathan E. Messemer, The University of Georgia

When the U.S. federal government passed the *Violent Crime Control and Law Enforcement Act of 1994*, inmates were no longer permitted to receive Pell grant money to pay for college tuition while in prison. Many educators suggested that the ban on Pell grants for inmates would end most prison post-secondary education programs throughout the United States. After an extensive review of the literature, the researcher did not find one study that addressed the influence the ban on Pell grants had regarding inmate college programs. The purpose of this study was to determine if college programs for inmates existed, identify the level of college degree programs available to inmates, identify the source(s) of funding the college programs, and determine how numerous descriptive variables influenced the offering of college programs to inmates. The researcher mailed a questionnaire to the State Correctional Education Director in each of the 50 U.S. states. This study had a response rate of 90% (N=45).

The results from this study found that 25 states (55.6%) offered in-house college programs to inmates. Five states (11.1%) offered inmates only a certificate diploma, 5 states (11.1%) offered inmates only an associate's degree, and 15 states (33.3%) offered inmates a bachelor's degree or greater. This study found that many states utilized the following six sources of funding: (1) state and federal government, (2) corporations/organizations, (3) non-profit foundations, (4) colleges/universities, (5) prison budgets, and (6) some inmate support. The two most popular sources for funding the college programs for inmates include both the state and federal governments. However, the majority of the states utilized multiple funding sources.

Among the 25 states which provided college programs for inmates, this study found that 10 states (40.0%) used state appropriations, with eight of these states utilizing their own *State Youthful Offender Act*. The *Youthful Offender Act* is typically a state statute that provides funding for rehabilitation programs for inmates under the age of 25. This study also found that there are some Federal dollars available for inmates to use to pay for their college tuition in prison. Seventeen states (68.0%) used Federal grant money to support the inmate college programs. Among this group, nine states suggested that they utilized the *Carl D. Perkins Vocational and Applied Technology Education Act of 1998* to finance the college programs for inmates. Unlike the Federal Pell Grant system which distributed money to the inmate(s) directly, the Carl D. Perkins Act distributes funding to the prison or educational institution providing the educational programs. Therefore, it is up to the prison or educational institution to determine which inmate(s) is eligible to benefit from the federal funding. Numerous states suggested that their ability to utilize the Carl D. Perkins Act to fund the college programs for inmates is often dependent upon their states' own set of regulations. For example, if a state had legal statutes that prohibited Federal funds from going to pay for college tuition for inmates, then the state likely could not utilize the Carl D. Perkins Act.

Finally, this study sought to determine why some states offered college programs to inmates and why some states did not provide such programs. The researcher sought to correlate nine state structural characteristics with whether or not college programs are offered to its inmates. The nine state structural characteristics include: (1) population, (2) inmate population, (3) ratio between inmate population to state population, (4) annual expenditures per inmate, (5) minority rate, (6) rate of poverty, (7) high school graduation rate, (8) rate of people with a bachelor's degree or greater, and (9) rate of people with a master's degree or greater. This study suggests that the level of a state's population and the rate of higher education attained by the people who resided within that state were statistically significant factors in determining whether a state provided in-house college programs to inmates. The most important factor consisted of higher education attainment, with the rate of those citizens holding a master's degree or greater

being the most significant factor in determining which states will offer college programs to inmates. This finding left the researcher to conclude that inmate college programs were influenced primarily by the states' theoretical beliefs toward education. For example, those states with higher rates of post-secondary education attainment among its citizens were more likely to view education as important. Therefore, if states deem higher education as an important tool for career development and self-esteem building for its citizens, then these same states will likely view higher education as an important tool toward both career development and self rehabilitation of its state inmates.

Distance Learning and Accreditation--Where Are We?

Round Table Moderator: Shirley M. Adams, Charter Oak State College

The Round Table Discussion, "Distance Learning and Accreditation—Where Are We", explored the requirements of the regional accrediting associations and the Distance Education and Training Council, along with the "Best Practices" that were developed by the regional accrediting commissions based on work done by the Western Cooperative for Educational Telecommunications.

The "Best Practices" covers institutional context and commitment, curriculum and instruction, faculty support, student support and evaluation and assessment.

1. Electronically offered programs both support and extend the roles of educational institutions. Increasingly they are integral to academic organization, with growing implications for institutional infrastructure.
2. Methods change, but standards of quality endure. The important issues are not technical but curriculum-driven and pedagogical. Decisions about such matters are made by qualified professionals and focus on learning outcomes for an increasingly diverse student population.
3. Faculty roles are becoming increasingly diverse and reorganized. For example, the same person may not perform both the tasks of course development and direct instruction to students. Regardless of who performs which of these tasks, important issues are involved.
4. Colleges and universities have learned that the twenty-first century student is different, both demographically and geographically, from students of previous generations. These differences affect everything from admissions policy to library services. Reaching these students, and serving them appropriately, are major challenges to today's institutions.
5. Both the assessment of student achievement and the evaluation of the overall program take on added importance as new techniques evolve. (Taken from Best Practices for Electronically Offered Degree and Certificate Programs http://www.ncahigherlearningcommission.org/resources/electronic_degrees/. 10.04.2004)

Some of the regional accrediting agencies have separate standards for distance learning programs; others incorporate distance education within the standards. Regardless of the approach, colleges need to ensure that the distance learning programs/courses are equal in quality and offer the students the same support systems of on-campus programs.

The round table participants examined the standards and practices in the context of mission, quality, integrity, and institutional effectiveness. They shared how their institutions are fulfilling the standards and practices on their campuses and what outcome measures they are employing for assessment.

“Let Us Break Bread Together”: The George Washington Carver Teacher Education Program – A True Collaboration

Presenters: James Wright, Iowa State University, Walter Pearson and Graeme Armstrong, Simpson College

Background

The number of students of color in Iowa has doubled since 1986, however there has been no corresponding increase in minority teachers over that same period. So a group of innovative educators set out to address that issue by developing a teacher preparation program for non-traditional minority students, with the goal of increasing the number of teachers of color in the Des Moines area schools.

Collaboration

This program evolved into a collaboration of three institutions of higher learning; Iowa State University (a 4 year public research university), Simpson College (a 4 year private liberal arts college) and Des Moines Area Community College (a local 2 year public college).

The initial vision was to start cohort groups of 30 working adult students, enabling them to complete the complete teacher licensure in 5 years. It was anticipated that along the way they would graduate with an Associates degree from Des Moines Area Community College (DMACC) and a joint Bachelors degree from Iowa State University (ISU) and Simpson College.

Within the framework of the collaboration it was anticipated that DMACC would provide some of the courses for the completion of the Associates degree. Simpson College and ISU would provide all the courses leading to the joint Bachelor of Arts degree. All coursework was envisaged to take place downtown in Des Moines at the Higher Education Collaborative following a ten-week accelerated *FASTrack* model, requiring students to attend two evenings per week per ten-week term.

The ability to pledge to students that they would never pay more per month than the DMACC tuition rate, at that time \$79/credit hour, combined with other marketing strategies including radio, direct mail and e-mail developed interest in the program. Using an orientation program as a recruiting tool also helped develop the word of mouth advertising amongst prospective students.

Not only was the success of the program dependent on a strong collaborative effort from the three member institutions, but it also required strong recruiting partnerships within the local community, this included;

- Des Moines School District
- West Des Moines Schools
- College Fairs
- Asian Fair
- Latino Summit
- African American Leadership Coalition
- Sudanese Community
- Black Ministerial Alliance

Success

The success of these partnerships combined with the momentum generated by the other traditional marketing strategies enabled the first cohort of 27 students to assemble and start coursework in November of 2003.

Getting students to the starting point took a lot of background work, namely in the application process requiring any previous college transcripts to go to Simpson College. Advice and staffing needed to be made available to students for the completion of financial aid applications. Finally all prospective students were required to successfully interview with the Advisory Committee.

The joint admission form reflected the unique partner needs. Other areas that had to be addressed were; administering Financial Aid, attendance tracking, monitoring student progress, developing a single billing statement, a common academic transcript and the development of an orientation program.

At this present time the first cohort is currently completing its first year of studies. Due to a recent grant of used computers from ISU they are able to integrate technology into their learning and homework assignments. The second cohort is still forming with the program director eliciting the help of the first group to recruit for the second and succeeding groups, it is anticipated to start in Spring 2005.

Persistence

There are currently 25 of the original cohort still studying. Much of the credit for persistence and retention can be attributed to the following factors:

- Enhanced accessibility for non-traditional students due to lower tuition rates
- Availability of Financial Aid for all eligible students
- Professional on-site advising available
- Strong community support
- The successful orientation program which fostered a strong team cohort identity

Summary

The George Washington Carver Teacher Education Program is a model of how the collaborative process can come together to benefit not only students, but also the community. One reason it is successful, was through the vision of the collaborating institutions to try and remove as many barriers as possible to persistence for the non-traditional students. Through the concerted and combined efforts of Iowa State University, Simpson College and Des Moines Area Community College, retention of students in the program is helping toward the goal of increasing the number of teachers of color in the Des Moines area schools.

Bridges For Prior Learning Assessment: Using Bloom's Taxonomy To Help PLA Evaluators Apply Kolb's Model Of Learning

Presenter: Susan C. McNaught, George Fox University

This session focused on the use of Bloom's taxonomy as a support for traditional university faculty engaged in assessing prior learning. Traditional faculty have expertise in their content area and because of that, are often called upon to evaluate essays for non-traditional learners. While they have the content expertise, they may not share in the understanding of how prior learning assessment is done or even embrace the concept. They are more used to a teacher-centered, content-driven, preparatory structure. The problem we face is how to help our colleagues, who are called upon to evaluate prior learning, be more competent and more comfortable in their task.

Often Kolb's learning cycle model is used as a structure for essays written in order to gain life-learning credit. While Bloom may be familiar to faculty, Kolb's model may not be.

Evaluators need to understand Kolb and using Bloom' taxonomy can facilitate faculty understanding of how Kolb's model works as well as developing a comfort level with it.

The Kolb model is often used as a framework for life-learning essays. The model has both strengths and weaknesses.

Bloom's taxonomy is well recognized by educators. It is more of a cognitive hierarchy than a learning model, but both Kolb and Bloom have a matrix structure that have similarities.

Training evaluators is critical for the success of any prior learning assessment program. Faculty need to be able to embrace the concept of experiential learning and the required faculty shift in roles. Not all faculty will be able to do this.

Training needs to include an understanding of the standards applied. Faculty need to understand what to look for in essays—here is where Kolb and Bloom can support and frame the approach. Faculty need to know that they have support and adequate resources. For PLA to be successful, there must be administrative commitment. Faculty need to understand that there are built-in mechanisms for quality assurance—that experiential learning is different but as deep and as well founded as learning by traditional methods. And finally, they need to understand that experiential learning is different AND good—a difference that they can embrace as quality education.

A second part of training for faculty requires non-traditional faculty to acknowledge that teachers are learners. Our business is adult learning and our colleagues—PhD's and all—are adult learners. We must take them where they are, not where we want them to be. We must adhere to adult-learning principles and frame the work that we do with them in a way that is respectful of their understanding and of ours. It can be hard to teach one's peers. In some ways, it feels a bit arrogant to tell them what to do. On the other hand, we have a fantastic opportunity to dialogue about the learning-teaching process and to grow ourselves.

We need to think about the future of our endeavor. We need to ensure administrative support—PLA needs a systemic framework to be successful. PLA cannot be peripheral anymore. It truly needs to be part of the core educational mission of the institution. The institution must provide support services; what do we do with learners once they come through the door? How do we keep them? How do we serve them? We recognize that training for PLA is an on-going process. Changes in commitment or understanding will not happen overnight or probably even in big chunks—we need to be persistent and patient.

We need continued research. We need more understanding about the efficacy of our methods. We need deeper understanding of adult learners—some wonderful research into persistence is being conducted right now. We need to understand institutional issues—each time we change one process, how does it impact other processes? How do these changes impact our students? We need to discuss faculty development with our colleagues. Our IS the business of adult education—we are educating ourselves, our students, and also our colleagues.

Finally, we need to rethink the term “non-traditional.” Too often, we are described by what we aren't rather than by what we are or by what we do.

Each of us can and must serve as a bridge.

Corporate Bridges Are Not Made of Twine: Establishing a Well-Made Bridge over the Chasm for Viable Partnerships

Presenters: Roxanne M. Gonzales, Colorado State University and Doug Lynch, University of Pennsylvania

Partnerships are on the rise and are driven by external forces such as the knowledge economy, Just-In-Time education and training, a shift in skills needed by employers, the increasing use of technology to facilitate learning, the emergence of corporate universities, and a globalized workforce and marketplace. The unique mission of higher education, once held sacred and untouchable, is no longer, corporations have already expanded into the higher education realm. Higher education finds itself in a curious bind: in direct competition with the corporate sector for students, yet invited to collaborate. If an institution chooses to engage into a partnership what are the issues, are there best practices to follow, and how is a partnership accomplished? This workshop focused on these questions and is based on the book *Corporate-Higher Education Partnerships: Best Practices, Tools and Case Studies for Aligning Values* written by the presenters due out in spring 2005.

The workshop focused on best practices and issues related to partnership through an exploration of a case study. The overall goal of the session was to provide continuing education administrators with a solid approach in developing a successful partnership. The model provides a method to assist those interested in bringing together a company, business, or government agency, and a higher education institution into a partnership. The partnership model moves through the following stages: identifying need, conducting an environmental scan, making the first contact, development of details, conducting a pilot, and implementation of the partnership as a means to successful partnership. While we use the term stages, there is an implication that any process is dynamic and moves forward and back depending on the specific issues.

The model makes two assumptions: 1) institutions and the corporate partner consist of systems and, 2) there exists a potential for change to systems as a result of the process. The systems approach to organizations provides corporations and higher education with a framework in which all personnel and partners are involved in decision-making and creativity for the advancement of the partners (Senge, 1990). Keep in mind that organizations are not comprised of single departments or units that remain autonomous while pursuing the mission of the organization; rather they are a collection of interrelated subdivisions that function in a larger external system (Scott, 1981). The challenge in the development of a partnership is to bring both systems together in a manner which creates a relationship between the components that link them into a "conceptual assembly" - a system with an overarching organizing principle, mission, or goal for the partnership (Albrecht, 1983).

There may be changes as a result of the partnership to one or both of the partners. The concept of partnership is innovative and as a result one or more system of operation may be impacted, thus it is important to understand how to effectively deal with the potential changes. To ensure successful and permanent change, the partners must establish the major elements of teamwork, which include effective communication about the change across the organizations, a comprehensive understanding of both organization's culture, strong leadership that supports the change, clear goals as a result of the change, feedback on the change process, and an explanation of the motivation behind the change (Galpin, 1996; Kanter, Stein, & Jick, 1992; Morris & Raben, 1994; Scott, 1996). The better the partnership plan, the higher the rate of success.

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All Learning is Experiential: Implications for Practice

Presenter: Barry Sheckley, University of Connecticut

Empirical research supports the proposition that all learning is experiential: (1) In contrast to direct instruction, experiential methods produce superior results; (2) Learning is a dynamic process of transforming experience into knowledge. The proposition has two general implications for practice; (1) Experiential learning is enhanced by settings with certain features; (2) Individuals learn from experience best when they develop and enhance their ability to self-regulate their own learning.

In contrast to direct instruction, experiential methods produce superior results.

Research consistently underscores the value of experiential learning (see Sheckley, 2003 for a review). Experience, for example, is directly related to increases in job performance (e.g., meeting sales goals) (Sonnentag & Kleine, 2000), increases in teachers' performance (Garet, Birman, Porter, Desimone, & Herman, 1999), and positive evaluations of work samples (Quinones, Ford, & Teachout, 1995). In comparison to individuals who learned via direct instruction, individuals who learned via inductive, experiential methods: (a) had higher performance scores, reported lower mental effort to learn, and transferred their learning to a new situation in less time and with fewer trials (Tuovinen & Sweller, 1999); (b) used strategies that were more "efficient" in that they required far less work to isolate and solve a problem (Bibby & Payne, 1996); and (c) were better prepared to handle a complex problem situation because they understood and discerned between case specific and more abstract characteristics of domain knowledge (Demetriadis & Pombortsis, 1999).

Repeatedly research indicates that returns on classroom training—sessions that do not include an experiential component—are nominal. Although evaluations such as pre-post test scores indicate that individuals can gain information during classroom sessions (Murphy & Alexander, 2002), follow-up research indicates that only a small portion of this learning—usually on the order of 10% to 20%—ever transfers to use in extra-classroom settings (Baldwin & Ford, 1988; Ford & Weissbein, 1997). For example, Ford, Smith, et al (1998) found a statistically non-significant relationship between direct instruction and accomplishing a specific task. Related studies in the field of medicine indicate that medical students, despite extensive classroom training, do not perform well when presented with complex medical problems such as analysis of heart failure (Coulson, Feltovich, & Spiro, 1989), scrutiny of acid-base interactions (Myers, Feltovich, Coulson, Adami, & Spiro, 1990) or the diagnosis of disorders such as Lyme disease (Bakken, 2002). Another set of studies (Stark, Gruber, Renkl, & Mandl, 1998; Stark, Renkl, Gruber, & Mandl, 1998) concluded that sometimes knowledge acquired in classroom settings "does not help." In one study Stark and associates (1998) hypothesized that given the task of

using a computer simulation to manage a Jeans Manufacturing Company, Economics students who were about to graduate—learners who had a solid knowledge base in Economic theory—would outperform a group of Humanities students who had little or not knowledge of business theory. The hypothesis was not supported. Despite their lack of theoretical knowledge, the Humanities students performed as well on the simulation as did advanced Economics students.

To address the limitations of direct instruction and build on the power of experiential learning Feltovich, Spiro, and Coulson (1997) argue for having learners directly experience a wide variety of cases in which they “criss-cross” a domain of practice through involvement in real-world situations that are “ill-structured” (i.e., there is not a single best-case or consensual solution). Only through this experiential process, according to these authors, will individuals develop the cognitive flexibility that is required to apply knowledge skillfully in real-world situations—settings that do not match the discrete, static, sequential, mechanistic, homogeneous, linear, and one-dimensional concepts that characterize the core offerings of many classroom sessions. The research on the relationship between experience and learning is best summed up by the Noble Laureate Gerald Edelman as “doing is prior to understanding” (Edelman & Tononi, 2000, p. 207).

Experiential learning is a dynamic process

The dynamic, experience-based learning process begins with conscious attention to an event, a process initiated by what Damasio (1999, 2003) refers as a “change of body state.” Through a dynamic set of interactions among the 32 million neurons within the brain (Edelman & Tononi, 2000) this “experience”—in the form of a change in body state—can result in physiological changes at the neuronal level (LeDoux, 2002) that are preserved as durable and retrievable memory traces. These traces, in turn, are registries of the “content” that the mind uses when thinking, reasoning, and problem solving (Damasio, 1999; Edelman & Tononi, 2000) via a process referred to as “analogical mapping” (Holyoak & Thagard, 1997; Markham & Gentner, 2001). According to Gentner and Holyoak (1997) people reason about unfamiliar situations by reflecting on and “mapping” a set of structural relations from a familiar experience (the base) to a new domain or experience (the target) in a way that allows them to carry across inferences from the base to the target. These analogies, in turn, are categorized into abstract concepts and then integrated into “mental models”—structures Gentner (2002) defines as representations of “some domain or situation that supports understanding, reasoning, and prediction” (p. 9684). Such mental frameworks, according to Gentner (2002), provide an underlying structure to the beliefs and values individuals’ use when reasoning. Mental models, in turn, are enriched via direct rich “experiences” (see change of body state above) that result in a restructuring of knowledge into a more complex mental model that can be adapted to fit a variety of different situations (Ericsson & Charness, 1997; Sheckley & Keeton, 2001). Seifert, Patalano, et al (1997) argue that rich experiences play a critical role in the learning and the development of expertise since “these individual episodes...serve as a context of experience with which to evaluate and refine [abstract knowledge]” (p. 101). By tying abstract concepts to practice, learners develop flexible cognitive representations of the abstractions and weave this knowledge into webs of inter-related knowledge that can be readily assembled and reassembled to fit specific situations (Jacobsen & Spiro, 1994).

Implication: Design settings to enhance learning

The settings (environments) in which individuals use information (e.g., work settings) have a powerful influence on learning. In one study Sonnetag and Kleine (2000) found that increases in job performance were related directly to activities in the work setting (e.g., feedback, collaboration) that supported their learning. Similarly Di Bello(1997) reports that two months after an initial training session, individuals who worked in environments that allowed them to use knowledge, skills, and information adaptively in a number of different settings “exhibited these [new] strategies spontaneously and appeared to have replaced their old ways of doing the same problems with new approaches” (p. 171). In contrast, despite considerable practice with using knowledge in classroom sessions, individuals who did not have support in using new information in job settings defaulted to their old work practices (Di Bello, 1997). Raufaste, Eyrolle et al (1998)

found that radiologists who were most skilled analyzing x-ray films worked in settings that challenged them with complex cases and then required them to justify their diagnoses in an organized and explicit manner. A host of related studies that underscore the powerful role a setting plays in enhancing learning provide support for the strategy of placing individuals in experience-rich settings as a way to enhance their learning (Alper, Tjosvold, & Law, 1998; Ford, Quinones, Sego, & Sorra, 1992; Heslin & Latham, 2004; Ingersoll, 2001; Maurer, Mitchell, & Barbeite, 2002; Rouiller & Goldstein, 1993).

Implication: Help learners develop self-regulation skills

Ertmer and Newby (1996) characterize the “expert” learner as one who is strategic, self-regulated, and reflective. Such individuals have the capability to plan, monitor, and evaluate their own learning. Similarly Deci and Ryan (2000) argue that learning occurs best when individuals can exercise autonomy in their learning and thereby self-determine the activities they pursue in pursuit of the learning goals they set. In a path analysis, Ford et al. (1998) report a direct relationship between metacognitive skills (e.g., self-regulation) and learning outcomes. Related studies indicate that specific instructional practices are effective in helping learners develop the ability to self-regulate their own learning (Travers, Sheckley, & Bell, 2003).

Summary: Implications for practice

Sheckley and Keeton (2001) outline six practices for using experience to enhance learning: (1) Place individuals in settings where they will build a growing body of experience as a way to enhance current—and provide a basis for future—learning; (2) Encourage learners to reflect actively on accumulated experience; (3) Focus instruction on learning goals and build learners’ self-regulatory skills to achieve these goals; (4) Use the solving of current, genuine, personal problems as a focal point for study; (5) Provide a clear illustration of learning goals and a path to achieve them; (6) Use multiple forms of instruction (e.g., deliberate practice) to achieve learning goals most rapidly and effectively.

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Building Bridges for Education with Technology

Presenter: Mark Henry, HARRIS Corporation

Abstract

Information technology is recasting the process of most areas of our lives, providing powerful capabilities especially in education. The advent of digital television and radio provide possibilities for precise learning with rich interactive possibilities. This presentation demonstrated how datacasting provides adequate bandwidth to deliver educational materials to students' computers, allowing for additional options and the anywhere, anytime philosophy adults now demand.

Body

Information technology is reshaping and, in many cases, improving our lives, providing powerful new capabilities in areas such as education. Concurrently, learners have become more demanding in their need to access educational information anytime and anywhere. Fortunately, educators now have the tools to meet the demands of their learners. Educators also have the ability to deliver educational content to any user, regardless of the user's education level and socio-economic status.

The widespread availability of the Internet has made information accessible to a vast section of our society. This mechanism has given Universities, Corporations and other Educators the ability to deliver their educational material to whoever needs to receive it. Learning Management Systems (LMS) have been developed over the years and provide various ways of managing the dissemination of this information. These systems provide intuitive graphical user interfaces for quick and easy access to content.

The educational information is a very important part of the e-learning process, and getting this information to the user that really needs it is just as important. Research shows that educational content containing video, audio and graphics (also known as rich content) is more effective in learning than just text based content. This rich content, however, is considerably larger in size than its text based counterpart. Although the content type and size does not matter to most Learning Management Systems, the distribution mechanisms of this content do. Most LMS systems rely on the Internet, school, or corporate networks for content delivery. These networks typically cannot handle the exponential growth in bandwidth requirements due to the change in media type and size.

So what other options are available to an Educator? Digital television and radio provide some of the possibilities for precise learning with rich interactive possibilities. Additionally, satellite, fiber to the home, and other new wireless delivery mechanisms are in continuous deployment, providing Educators with varied distribution mechanisms.

An organization using some of these non-traditional delivery mechanisms is Edgenics, Incorporated. In their first phase, Edgenics will focus on the delivery of live interactive and file-based video programming to rural K-12 educators in the Southern Delta region of the United States. The creation of Edgenics' next-generation communication and collaboration solution is part of an \$11 million program funded by the U.S. Department of Agriculture (USDA) to extend continuing education to geographically isolated regions. The USDA-sponsored program serves 55 counties in Louisiana, Mississippi, and Arkansas and is designed to help teachers and teachers' assistants in rural areas achieve certification in math, science, foreign languages and other disciplines that would otherwise require intense in-class study. By enabling teachers to gain certification through media-rich distance learning, rural school districts can better retain their teaching staffs and help ensure students in the Delta receive the same quality instruction as those in metropolitan communities. In addition to serving academia, Edgenics' services are also available to students and give them the opportunity to take university-level courses and begin earning college credit while still in high school.

Part Three: Business Meeting and Appendices

Sixty-Six Annual Meeting Association for Continuing Higher Education October 30 -November 3, 2004 Newport, Rhode Island

Call to Order

President Jerry Hickerson called the Association's 66th annual meeting to order at 1:00 p.m. (EST), Sunday, October 31, 2004, at the Newport Marriott Hotel in Newport, Rhode Island. He called the business session to order at 10:45 a.m., Monday, November 1st, and recessed it at 11:45 a.m. He re-convened the session at 7:30 p.m., Tuesday, November 2nd. New president Pamela R. Murray adjourned the session at 10:00 p.m.

Minutes

President Hickerson introduced the Association officers and directors. Executive Vice President Michele D. Shinn asked for approval of the 2003 annual meeting minutes as published and distributed in the 2003 Proceedings. Regis Gilman's motion to approve the minutes passed.

Membership Report

Executive Vice President Shinn presented the membership report (Appendix A). The printed report was also distributed to the members present. Charles Hickox's motion to approve the report passed.

Financial Report

Executive Vice President Shinn presented the summary report of the Association's revenue, expenses, reserves, and fund balance as of August 31, 2004. A printed report (Appendix B) was distributed to the members present. Richard Marksbury's motion to approve the report passed.

Nominations and Elections

President Hickerson reported on the 2004 election procedure and results. Those elected were: president-elect, Philip Greasley; vice president, Skip Parks; directors-at-large (three-year terms), Roxanne Gonzales and John Yates.

Budget and Finance

Tom Fisher, Budget and Finance Chair, presented the proposed 2005 operations budget, noting that it was a conservative budget with no dues increases. Although operating costs continue to rise with inflation, the implementation of the online election, and online editions of "5 Minutes With ACHE" and the annual meeting Proceedings enabled ACHE to accrue considerable reductions in expenses. He reported that the Board of Directors had reviewed the budget and had endorsed it. He reported that for the 11th consecutive year the external audit management letter included no findings, exceptions or recommendations. Printed copies of the proposed budget were distributed to members present. (Appendix C) Walter Pearson's motion to adopt the budget passed.

Resolutions

Past president Scott Evenbeck presented special and memorial resolutions (Appendix D) and moved their approval. Motion passed.

President Hickerson called on those present to stand for a period of silent memorial remembrance of Craig Aramian, Linda Logan, and Abbie Smith.

Constitution and Bylaws

Nancy Gadbow, Chair of Constitution and Bylaws Committee, presented and moved amendments to provide for automatic succession of Vice President to President-Elect be accepted. Motion passed.

The Year in Review

President Hickerson gave a brief report on the Association's accomplishments during his presidency, including: a new committee and network were established: Educational Partners and Value-Added; approved future annual meeting site for 2009 – Philadelphia; began strategic dialogue with other organizations to foster an empirical study that documents the “value-added” that continuing education units accrue to their respective institutions and stakeholders; approved a new 3-year Strategic Plan for the Association; renamed the Association scholarship to the Wayne L. Whelan Scholarship; and established a partnership with the North American Association of Summer Sessions (NAASS).

Local Arrangements

Roger Maclean, representing the University of Wisconsin-Madison, host institution for the 67th annual meeting, made a presentation on Madison and its many scenic and historic attractions.

Awards

Walter Pearson, Chair of the Awards Committee, presided over the following recognitions at the Awards Banquet:

Board of Directors Service	Lisa Braverman Skip Parks
Merit Certificates	
Local Arrangements Chair	Phil Sisson
Program Chair	Ron Blankenstein
Editor of the <i>Journal of CHE</i>	Barbara Hanniford

Network Awards

Creative Use of Technology Award

Indiana University
“TALON Learning Objects Templates”

Duquesne University
“Learning-on-the-Go”

Bridgewater State College
“A Statewide Web-based Advanced Travel Planner for Access to Training and Employment”

Outstanding Services to Underserved Population Program Award

Lamar University
“Camp Empowerment Summer Enrichment Program”

Association Awards

Distinguished Credit Program

Suffolk County Community College
“Direct Services Professional Credit Program (DSPCP)”

Distinguished Non-Credit Program

Utah Valley State College
"Turning Point: Center for Personal and Career Development"

Emeritus

Charles Curry	Ronald Sundberg
Robert Stakes	Jim Vondrell

Special Recognition

Michael Shinagel

Meritorious Service

Patricia A. Lawler	Nancy Thomason
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Leadership

Wayne Whelan

Marlowe Froke Award

"Enhancing Self-Regulated Learning: A Comparison of Instructional Techniques"
Alexander Bell, Nan Travers, and Barry Sheckley

Crystal Marketing Award

East Carolina University
"Options"

Honorable Mention

University of Alabama
"Alabama—Cuba Week Conference"

University of Wisconsin-Milwaukee
"Solution Focused Brief Therapy (SFBT) Online"

Salute to Wayne Whelan

A special salute to outgoing Executive Vice President Wayne Whelan was celebrated with comments and gifts from past ACHE leadership and friends. Wayne is retiring after 11 years as ACHE Executive Vice President.

Transition of Presidency

Outgoing President Hickerson thanked ACHE members and leaders for their support, assistance, and hospitality during the year. He especially commended Ron Blankenstein and Phil Sisson for their diligent work on the annual meeting program and local arrangements. He called Pam Murray to the podium to accept the gavel and assume the presidency of the Association.

Following the "passing of the gavel" President Murray expressed the Association's appreciation for Past President Hickerson's leadership and service. As a token of appreciation for the support that the Winston-Salem State University gave Jerry—and ACHE—during 2003-2004, Pam presented a check for \$1000 to Jerry for the scholarship fund at the university. Pam then presented Jerry with a special presidential certificate and recognition gift from ACHE.

Adjournment

President Murray declared the 66th annual meeting "adjourned."

Appendix A

Membership Report

	9/30/03	New	Cancelled	9/30/04
Affiliate Class				
Institutions Represented	10	3	0	13
Individual Representatives	19	4	0	23
Institutional Class				
Institutions Represented	374	19	22	371
Individual Representatives	1462	NA	NA	1480
Professional Class				
Institutions Represented	295	NA	NA	311
Individual Members	394	129	120	413
Honorary Class				
Individual Members	24	3	0	27

Members in 46 states, the District of Columbia, and 8 foreign countries (Bermuda, Canada, Jamaica, Japan, Mexico, Puerto Rico, Scotland, and United Arab Emirates). 1943 individuals representing approximately 640 different institutions and organizations.

New Institutional Members

Bergen Community College – 3
 Colorado State University – 10
 Ferrum College – 5
 Iowa Wesleyan College – 8
 Luzerne County Community College – 4
 Norfolk State University – 5
 Savannah State University – 7
 UC Berkeley Extension – 9
 University of Wisconsin-Extension – 6
 Villa Julie College – 5

Cabrini College – 4
 Curry College – 1
 Idaho State University – 11
 Louisiana State University-Eunice – 7
 National Technological University – 1
 Rutgers University-Camden – 4
 Stanford University – 9
 University of Puerto Rico-Baymón – 7
 University of Wisconsin-Milwaukee – 6

Cancelled Institutional Members

Baker College of Jackson – 6
 Delaware State University – 5
 East Georgia University – 7
 Illinois State University – 6
 Livingstone College – 5
 Montclair State University – 3
 Rhode Island College – 1
 Texas Lutheran University – 7
 University of Alabama-Birmingham – 7
 University of South Carolina-Aiken – 7
 University of Texas-El Paso – 7

Columbia College-Chicago – 6
 Dominican University of California – 9
 Huntingdon College – 7
 Lesley University – 1
 Massachusetts Bay Comm College – 1
 Morgan Community College – 10
 Southern Methodist University – 7
 Troy State University-Dothan – 7
 University of Detroit Mercy – 6
 University of Texas-Arlington – 7
 Western Illinois University – 6

New Affiliate Members

American Management Association – 3
 August Enterprises – 8
 Gatlin Enterprises – 7

New Honorary Members

Dale Myers – 7
 Frank Santiago – 10
 James Vondrell – 6

<u>Region</u>	Members By Region		<u>Total</u>
	<u>Institutional/ Affiliate</u>	<u>Professional/ Honorary</u>	
Region 1	171/1	49/1	222
Region 2	71/1	14/2	88
Region 3	75/5	21/2	103
Region 4	166/0	45/3	214
Region 5	186/4	36/4	230
Region 6	115/0	49/3	167
Region 7	453/7	132/10	602
Region 8	125/2	26/1	154
Region 9	66/1	21/0	88
Region 10	27/2	9/1	39
Region 11	<u>25/0</u>	<u>11/0</u>	<u>36</u>
Total	480/23 1503	413/27 440	1943

Appendix B

Financial Status

Accounts As Of 8/04

Cash in Bank – Checking	\$ 9,243
Invested Reserves	<u>51,935</u>
Total	\$61,178

Fund Balances

Emergency	\$ 8,000
Development/Venture	327
Capital	2,000
Transition	<u>0</u>
Total Designated Reserves	10,327
Total Operating Reserves	<u>50,851</u>
Total	\$61,178

<u>Expenses</u>	2002 Budget	2002 Actual	2003 Budget	2003 Actual	2004 Budget	2004 8/31
Publications						
Newsletter	10,000	9,080	10,000	3,251	2,000	1,400
JCHE	16,000	21,678	16,500	17,088	18,000	13,468
Directory	12,000	11,662	5,500	425	425	425
Proceedings	5,000	6,172	500	500	500	500
Office Expenses						
Secretarial	39,750	44,478	39,750	36,922	39,750	25,197
Office Supplies	2,000	1,728	2,000	569	1,500	350
Printing/duplicating	1,500	1,354	1,500	1,425	1,500	620
Telephone	3,000	2,972	3,000	2,138	3,000	1,662
Postage	3,000	1,533	3,000	1,292	1,800	684
Computer Services	300	-0-	300	-0-	300	-0-

Accounting	6,475	6,425	6,500	6,625	7,500	6,520
Liability Insurance	1,800	1,883	1,800	1,997	1,800	-0-
Computer Operator	9,407	14,108	11,500	10,485	11,500	10,202
Miscellaneous	725	1,074	725	575	500	381
Travel						
General	1,800	4,157	1,800	5,642	2,500	-0-
Board Meetings	10,000	12,762	12,000	13,272	12,000	6,965
Presidential	5,000	5,917	5,000	6,828	6,000	5,895
Honorarium						
Executive VP	7,403	7,403	7,703	7,703	8,003	4,002
Administrative Exp						
Nominations/Elec	1,300	2,633	-0-	425	195	94
Research Committee	3,000	2,903	3,000	1,204	3,000	80
Annual Meeting						
Rec & Awards	2,200	2,175	2,200	1,613	2,200	-0-
Executive VP	400	115	400	-0-	400	-0-
Presidential	400	551	400	343	400	-0-
Administrative Chrgs	5,000	5,500	6,000	6,000	6,000	6,000
Replenish Dsg Resv	-0-	-0-	-0-	-0-	6,404	6,819
Regional Stipends	<u>7,300</u>	<u>9,100</u>	<u>7,400</u>	<u>2,600</u>	<u>7,500</u>	<u>3,000</u>
Total	155,260	177,669	148,478	128,922	145,177	94,264
Development Fund		18,051		5,117		4,673
Capital Fund		<u>1,680</u>		<u>-0-</u>		<u>-0-</u>
		197,400		134,039		98,937

Income Financial Summary

Income:	8/02	8/03	8/04
Institutional Dues	85,532	101,827	89,269
Professional Dues	15,440	14,995	16,350
Miscellaneous			
Publications	1,807	2,169	1,713
Application Fees	2,300	2,000	1,000
Other	2,825	1,650	2,114
Interest, Dividends, & Increase in Investment Value	7,225	2,736	2,943
Balance from Previous Annual Meeting	<u>7,700</u>	<u>737</u>	<u>18,996</u>
Total Income To Date	122,829	126,114	132,385
Expenses:	8/02	8/03	8/04
Publications			
Newsletter	6,471	2,651	1,400
JCHE	14,909	12,241	13,469
Directory	11,661	425	425
Proceedings	<u>6,172</u>	<u>500</u>	<u>500</u>
Total	39,213	15,817	15,793
Office Expenses			
Secretarial	23,899	20,885	25,197
Office Supplies	883	403	350
Printing & Duplicating	443	1,030	620
Telephone	2,184	1,475	1,662
Postage	1,125	1,112	684
Computer Service	-0-	-0-	-0-
Accounting	6,165	6,625	6,520
Insurance	-0-	-0-	-0-
Computer Operator	27,427	6,799	10,202

Miscellaneous	<u>535</u>	<u>397</u>	<u>381</u>
Total	42,661	38,726	45,616
Travel			
General	2,361	1,779	-0-
Board Meetings	12,762	13,272	6,965
Presidential	<u>5,917</u>	<u>6,828</u>	<u>5,895</u>
Total	21,040	21,879	12,860
Honorarium			
Executive Vice President	<u>33,702</u>	<u>3,852</u>	<u>4,002</u>
Total	3,702	3,852	4,002
Administrative Expenses			
Committees	23,633	195	174
Annual Meeting			
Recognition & Awards	-0-	1,204	-0-
Executive VP	-0-	-0-	-0-
Presidential	72	-0-	-0-
Administrative Charge	<u>5,500</u>	<u>6,000</u>	<u>6,000</u>
Total	9,205	7,399	6,174
Regional Stipends	<u>9,100</u>	<u>2,600</u>	<u>3,000</u>
Total	9,100	2,600	9,819
Grand Total	124,921	90,273	94,264

Appendix C

2004 Budget

Income:

Institutional Dues	104,000
Professional Dues	17,000
Miscellaneous	10,545
Interest, Dividends, and Increase in Investment Value	3,000
Annual Meeting Income	<u>10,455</u>
Total Income	145,000

Institutional Dues	\$260
Affiliate Dues	\$260
Additional Members	\$ 25
Professional Members	\$ 60
Journal Subscriptions	\$50/\$60

Expenses:

Publications	
Newsletter	2,000
JCHE	22,000
Directory	425
Proceedings	500
Office Expenses	
Secretarial	41,975
Office Supplies	1,500
Printing & Duplicating	1,500
Telephone	3,000
Postage	1,300
Computer Services	300

Accounting	7,500
Liability Insurance	2,000
Computer Operator	11,500
Miscellaneous	500
Travel	
General	2,500
Board Meetings	12,000
Presidential	6,000
Honorarium Executive	
Vice President	8,003
Administrative Expenses	
Committees	
Nominations/Elections	200
Research Committee	3,000
Annual Meeting	
Recognition and Awards	2,200
Executive Vice President	400
President	400
Administrative Charge	6,500
Replenish Designated Reserves	0
Regional Stipends	7,500
Total Expenses	145,000

Appendix D

Resolutions

BE IT RESOLVED that the Association in convention assembled express its congratulations and deep appreciation to Ron Blankenstein, Chair of the 2004 Program Committee, and his colleagues on the committee, for this helpful and timely conference. The theme, "Crossing Bridges into New Territories," through inspiring speakers, sessions, and workshops, has provided us with thoughtful insights and prospects for enhancing our work as continuing higher education professionals. Ron and his committee members have continued our tradition of excellence.

BE IT RESOLVED that the Association in convention assembled express its gratitude and appreciation to Phil Sisson of the Community College of Rhode Island, Local Arrangements Chair, for hosting this annual meeting in Newport, Rhode Island. Phil and his colleagues have gone the extra mile to provide perfect arrangements and details for our enjoyment in this historic and beautiful city.

BE IT RESOLVED that the Association in convention assembled acknowledge its profound appreciation to President Jerry Hickerson and to the Board of Directors for their outstanding leadership during the 2003-2004 year. Jerry's presidency and the contributions of the Board have added significantly to the leadership of the Association within the continuing higher education community. The strength of the Association and its membership is clear evidence of their excellent work.

BE IT RESOLVED that the Association in convention assembled, once again, acknowledge the outstanding service provided by Wayne Whelan as Executive Vice President and Irene Barrineau as Administrative Assistant and Office Manager of our home office. Through their attention to our needs, responsiveness to our requests, awareness of trends and issues, incorporation of effective electronic communication with the members, they continue to provide exceptional leadership and service to the Association. Be it further resolved that Wayne and

Irene be commended for their efforts in providing our excellent newsletter Five Minutes with ACHE.

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

BE IT RESOLVED that the Association in convention assembled express our deep appreciation to Irene Barrineau for her work as editor of the 2003 proceedings. We thank Irene for the thorough and excellent report of our 2003 meeting in Charlottesville, Virginia.

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

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

BE IT RESOLVED that the Association in convention assembled expresses its profound appreciation to Charles Curry for his many years of distinguished service to his profession and to his association.

BE IT RESOLVED that the Association in convention assembled expresses its profound appreciation to Ron Sundberg for his many years of distinguished service to his profession and to his association.

BE IT RESOLVED that the Association in convention assembled expresses its profound appreciation to Robert Stakes for his many years of distinguished service to his profession and to his association.

BE IT RESOLVED that the Association in convention assembled expresses its profound appreciation to Jim Vondrell for his many years of distinguished service to his profession and to his association.

Memorial Resolutions

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Craig Aramian, president of Aramian Associates and a professional member of our association.

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Dr. Linda Logan, Coordinator of Continuing Education at Savannah State University. She devoted her professional career promoting economic development through a broad range of courses and services marked by innovation, quality, diversity, and inclusiveness.

BE IT RESOLVED that the Association for Continuing Higher Education, in convention assembled, notes the remarkable contributions of Abbie Smith, most recently at the College of Charleston, and expresses its profound sympathy to her family and to her colleagues.

Special Resolution

WHEREAS, Wayne Whelan has served with distinction as Executive Vice President of the Association for Continuing Higher Education and

WHEREAS, Wayne Whelan has built on his earlier experience as Vice President, President-Elect, and President, and

WHEREAS, Wayne Whelan has played a key role in reshaping our work as an Association, moving toward a model of policy governance, and

WHEREAS, Wayne Whelan has played a key role in our understanding and articulation of our work as a network of leaders, and

WHEREAS, Wayne Whelan's long tenure and love for the Association in all aspects of our work is unparalleled in the history of our association, and

WHEREAS, Wayne Whelan is a friend and support to all members both new and continuing,

NOW THEREFORE, BE IT RESOLVED, in convention assembled, that this 66th Annual Meeting of the Association for Continuing Higher Education expresses its most profound appreciation to Wayne Whelan., and

BE IT ALSO RESOLVED, that the Association, in convention assembled, extends it warmest affection and thanks for your support of the Association to Carlton who is such a good friend to so many of us in ACHE and most especially to Wayne.

Appendix E

Awards Committee

In order to stimulate, encourage, and reward outstanding contributions to the advancement of continuing education, the Association has established awards or honors for different categories.

During the past year, the members of ACHE were invited to nominate individuals and/or programs for the 2004 Association and Network Awards. Strong participation from the membership resulted in a number of outstanding nominations. Members of the Awards Committee and leaders in each network reviewed each nomination and reported to the Board of Directors their recommendations for association awards or honors.

Walter Pearson, Simpson College, Chair

Appendix F

Nominations Committee

President Jerry Hickerson announced the results of the 2005 election for officers and directors-at-large:

President-Elect: Philip A. Greasley
Vice-President: Dennis "Skip" Parks
Directors-at-Large: Roxanne Gonzales and John Yates

Current President-Elect Pam Murray automatically assumed the Presidency at the Newport annual meeting.

Appendix G

Publications Committee

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

The Journal of Continuing Higher Education

Barbara Hanniford, Editor, was able to institute the perfect binding with the Winter 2003 issue. This improved the look of the Journal and made it easier to use. The Committee recommended that the new award for best article in the Journal each year be named for Marlowe Froke, the first Editor. If we were to sell our mailing list we should do so only to noncompetitive journals as per the Editor. We did not do a subscription campaign this year, but will consider a campaign for 2005.

Proceedings

This annual volume provides a summary of the discussions and papers presented at the annual meeting. Also included are minutes of business sessions and committee reports. It is produced by the Home Office and is available online via the ACHE web site. Not printing and mailing the Proceedings has meant cost savings for the Association.

Directory

The Directory is now online through the web site. Again, we have saved on printing and mailing costs.

ACHE Web Site

The web site continues to evolve. Improvements made this year include a Bulletin Board and Discussion Forum. The Committee recommends that we continually push members to the ACHE web site for maximum use.

Five Minutes With ACHE

Members are reminded via email when a new issue is available and can view it via email. They can also go to the web site and view current and previous issues. Requests are being made to regional and committee chairs to present timely information for the newsletter. We hope the newsletter will be continued under the new leadership. Thanks to Wayne for all the great issues he produced.

Committee Name

The recommended name change is: *Publications and Communications Committee*.
Membership

Appendix H

Council of Regional Chairs

ACHE Regional Chairs met by e-mail and conference calls throughout the year. Issues raised by chairs include:

- Best practices in regional programming
- How to achieve and maintain critical mass at the regional level
- How to increase attendance at regional meetings
- How ACHE regional and national/international leadership should interact and how they can best complement each other
- How to make new regional officers aware of a functioning network available to help them
- What is the charge from the national/international leadership to the regional leadership?
- What should regional leaders expect from the national/international leadership?

These topics will be discussed by the ACHE board and regional leadership at the Leadership Institute, scheduled for Saturday, October 30, from 3:00 to 5:00 p.m.

In support of this effort and to increase regional participation, the ACHE Executive Committee has approved a pilot grant of \$200 to each region to assist one person designated by the regional chair to attend the Leadership Institute.

Appendix I

Research Committee

This year has been a very exciting one for the members of the research committee. It has helped tremendously that our board liaison has served previously as an active member of our committee.

At the 2003 annual meeting, the discussion focused on how to be of service to the ACHE membership while promoting the research agenda. The committee decided to conduct a survey of the ACHE membership to determine the extent that research is of interest and the level of research activity by our members. The findings of the survey will be presented at the 2004 annual meeting. In addition, the committee anticipates that the findings will be helpful to future presidents in setting conference themes and to regional groups for identifying topics of interests for region meetings.

Solicitation and review of proposals continued during the past year. Three research grants were awarded and the results of the research will be presented at the 2005 Annual Meeting in Madison. No research reports are scheduled for the 2004 because no awards were made in 2003 due to budgetary concerns.

Announcements for the proposals were made through "Five Minutes," ACHE listserv, and other professional listserv groups. In addition, research committee members distributed announcements at a variety of professional meetings.

Appendix J

Accelerated Learning Network

The Accelerated Learning Network had a successful meeting at the 2003 Annual Meeting in Charlottesville, Virginia. There was a lot of good discussion involving all participants on the issues of accreditation, assessment, program start up issues, and program design.

While those in attendance expressed interest in being involved with a network listserv, in reality this was not successful. The busy lives that we all lead seem to make group communication difficult, if not impossible.

What has been successful are the many one-on-one conversations, either by telephone or email, with those interested in accelerated learning over the past year. Through these conversations we have managed to create linkages for a number of people with others in the field. Since accelerated learning means so many different things these individual contacts seem to be more useful than group discussions that may only benefit one or two people.

We hope that those interested in accelerated learning will attend the Network Meeting in Newport. We plan to ask those in attendance if there is any interest in some sort of accelerated mentorship program so that those interested in the field might find a resource person with experience in a successful program.

There are many current issues for those of us working with accelerated degree programs: program assessment, faculty development, the pros and cons of using adjunct faculty, establishing guidelines for program excellence, the idea of creating a program certification process, just to name a few.

Appendix K

Corporate Learning Network

The Corporate Learning Network met formally at the Charlottesville Annual Meeting and charged Roxanne Gonzalez and Doug Lynch with survey and research assignments that will be reported on in 2004-05.

The topic of Corporate Learning was taken up by Region 3 for their Spring 2004 meeting and was highly successful, with over 150 in attendance. The topics covered included the rationale for partnering with corporations, a policy review of work-based learning, and several sessions on the nuts and bolts of partnering to provide educational services to corporations.

Networking between member institutions is already taking shape, as the College for Lifelong Learning, a member of the University System of New Hampshire, and Rochester Institute of Technology, a private, New York based university, have partnered to deliver a joint program to a Celestica, Inc., a multinational contract manufacturer. In addition, Region IV has begun to explore the feasibility of jointly calling on Pennsylvania companies in order to provide services.

The CLL/RIT partnership draws on unique strengths of both institutions to deliver a program designed to meet specific corporate needs. Project managers Maureen Znoj, CLL, and Joseph Nairn, RIT, will participate in a Corporate Learning Roundtable: "Academic and Corporate Partnerships: Distance Learning Moves the Global Workforce to a Degree!"

Appendix L

Institution-Community Engagement Network

The network's mission is derived from guiding characteristics of engaged institutions, as described in the 1999 Kellogg Commission report, *Returning to Our Roots: The Engaged Institution* - i.e., institutions of higher education share a common belief that outreach education, community engagement and applied research are important components of excellence in higher education. The guiding principle for the network is to celebrate the contributions the universities have made to society, and to call upon the institutions and the communities to do more and to do it better.

Our vision for the network includes: 1) the conveners will solicit, via the listserv and "Five Minutes", volunteers to serve; 2) the Network will gather inputs and craft the Best Practices Institution-Community Engagement guidelines (in conjunction with UCEA - see below); 4) the Network will gather inputs and identify Institution-Community Engagement models; 5) ACHE will publish the guidelines and models via its website; and 6) the Network will present a session at the 2004 annual meeting.

The Association for Continuing Higher Education and the Outreach and Engagement Community of Practice have agreed to partner for the purpose of gathering information on best practices in Outreach and Engagement.

Appendix M

Instructional Technology & Distance Learning Network

The network has met quarterly via telephone conference calls. Agenda items have included discussion of the course management systems including open code products, learning objects, publisher's electronic content, availability of demo courses for distance learning programs, and a "round-the-room" discussion of developments in technology. The network is discussing how to better maintain its website.

Nine nominations were submitted for the Creative Use of Technology Award. Winners for this award have been determined. One was awarded in the non-credit arena and one in the credit arena. The names will be announced at conference. The information has been forwarded to the national awards committee.

Appendix N

Minority Affairs Network

The Minority Affairs network selected its first recipient of the *Minority Affairs Network Program Award*. The awards committee, chaired by Reggie Oxendine of the University of North Carolina at Pembroke, selected the program, *Camp Empowerment Summer Enrichment Program*, submitted by Dr. Richard Bothel of Lamar University.

Camp Empowerment provided leadership development for parents and youth who live in the StarCrest Apartments, a H.U.D. subsidized, low-income, residential complex in Beaumont, Texas and to other parents and youth from the West Oakland/Pear Orchard Community which has a population of approximately 8,500 citizens.

Camp Empowerment demonstrated that given leadership training and development, community leaders could:

- Clearly identify significant academic and personal social problems that needed corrective action.
- Develop a program to successfully and positively impact the problem.
- Form a coalition of community partners to assist in positively impacting the problem.
- Make significant improvement in the academic and spiritual growth and development of youth.
- Understand the importance of leadership at home in developing youth and
- succeed when they take responsibility for themselves and their community.

Appendix O

Older Adult Learning Network

The OAL Network meeting at the 2003 conference was attended by four members, three of whom were brand new to ACHE.

The veteran member described declining interest in the Network's award for innovative programming for older adults, leading to the decision not to sponsor the award in 2004.

New member Christina Butler agreed to serve as convenor for 2004, to contact members for input regarding new activities, and to encourage communication through ACHE's new bulletin board discussion forum. The latter met with little success in spite of much-appreciated encouragement from ACHE leadership.

The Network is sponsoring a session at the 2004 conference entitled "Reinventing Retirement on the College Campus: The Life Options Concept" and a Network meeting on November 1, 8:00-9:00 a.m. Designed to bring together those who are passionate about older adult learning, both of these activities are expected to generate new objectives for 2005.

Appendix P

Value-Add Network Report

Representatives from 9 organizations of Continuing and Adult Education Associations met in Washington, D.C., October 12, 2004, for the purpose of discussing collaboration on the development of a position paper on the "value-add" of continuing education, and how it could be documented and shared among the stakeholders of adult and continuing education. Attendees represented organizations that were former members of the Coalition of Lifelong Learning Organizations (COLLO). ACHE was a charter member of COLLO. Phil Greasley, Michele Shinn, and Wayne Whelan represented the Association.

Attendees agreed to begin an action project that would allow a re-constituted COLLO to act as advocate and provide a national voice to tell the story of the value of lifelong learning to different audiences. They determined that once all known information was collected, they could ascertain missing elements necessary to support lifelong learning when targeting special audiences. Members identified information, data, studies, reports, etc. supporting lifelong learning, adult and continuing education they would accumulate and send to a central repository.

There was consensus that such a project was desirable and would be mutually beneficial for constituencies of all organizations represented.

There was consensus to proceed with gathering data/reports from known sources with immediate linkages to the ACHE homepage. This will provide immediate access for ACHE's membership.

There was consensus to have a follow-up meeting on February 22, 2005, in Washington, D.C., at which time eight additional continuing and adult education organizations will be invited.

In summary, there was evidence of strong enthusiasm to continue with the "value-add" project.

Appendix Q

Program Committee

Philip J. Sisson, Community College of Rhode Island
Ron Blankenstein, College for Lifelong Learning
Irene Barrineau, ACHE Home Office
Pamela Collins, Eastern Illinois University
Daniel Dowdy, Mary Baldwin College
Regis Gilman, Appalachian State University
Roxanne Gonzales, Colorado State University
Beverly Henry, Northern Caribbean University
Jerry Hickerson, Winston-Salem State University
Pat Lawler, Widener University
Roger Maclean, University of Wisconsin-Madison
Pam Murray, Mary Baldwin College
Joseph Nairn, Rochester Institute of Technology
George Rogers, Indiana University of PA
Barbara Roseboro, Winston-Salem State University
Lewis Shena, Rhode Island School of Design
Ron Sundberg, Elmira College
Tish Szymurski, Neumann College
Edna Wilson, Fairfield University

Appendix R

Officers, 2003-2004

President
Jerry Hickerson, Winston-Salem State University

President-Elect
Pamela R. Murray, Mary Baldwin College

Vice President
Philip Greasley, University of Kentucky

Immediate Past President
Allen Varner, Indiana State University

Appendix S

Board of Directors

Lisa Braverman, SUNY at Farmingdale

Maureen Connolly, Wagner College
 Chris Dougherty, Philadelphia University
 Art Hoover, Eastern Michigan University
 Roger Maclean, University of Wisconsin-Madison
 Rick Osborn, East Tennessee State University
 Dennis "Skip" Parks, Cal Poly State University
 Mary Wargo, Quinnipiac University

Appendix T

Regional Chairs

Region I

Lewis Shena
 Rhode Island School of Design

Region II

Jeri O'Bryan
 SUNY/Morrisville

Region III

Nina Leonhardt
 Suffolk County Community College

Region IV

Jacqueline Seguin-Mandel
 Arcadia University

Region V

Bernadette Black
 University of Virginia

Region VI

Kristopher Krzyzanski
 Wayne State University

Region VII

Sallie Dunphy
 University of Alabama, Birmingham

Region VIII

Charles Hickox
 SE Oklahoma State University

Region IX

Clare Roby
 CSU-Chico

Region X

Lou Workman
 Southern Utah University

Region XI

Sandra Gladney
 University of Oregon

Appendix U

Roll of Past Presidents and Annual Meetings

<u>Year & Place</u>	<u>President</u>	<u>Institution</u>
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
2003 Charlottesville

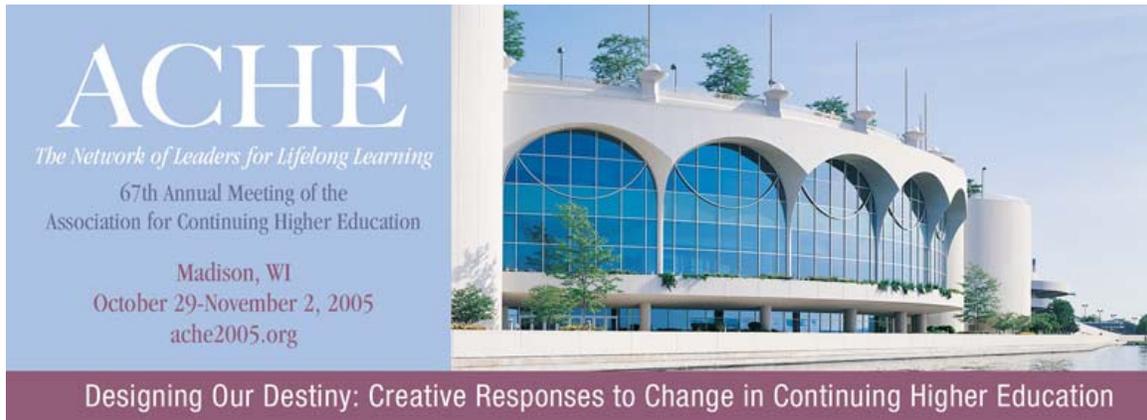
Robert Leiter
Allen Varner

University of Tennessee, Knoxville
Indiana State University

Appendix V

Citations for Leadership

<u>Year</u>	<u>Place</u>	<u>Recipient</u>
1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, DC	Edwin H. Spengler
1970	Montreal	Richard T. Deters, Daniel R. Lang
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters, Ernest E. McMahon
1974	New Orleans	(no award given)
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	(no award given)
1977	Montreal	(no award given)
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd
1980	Knoxville	(no award given)
1981	Los Angeles	MacNeil-Lehrer Report
1982	New Orleans	Joseph P. Goddard, Adele F. Robertson
1983	Dallas	(no award given)
1984	Boston	Grover Andrews
1985	Atlanta	(no award given)
1986	Philadelphia	Leslie S. Jacobson
1987	Indianapolis	Louis Phillips
1988	Salt Lake City	(no award given)
1989	Charleston	(no award given)
1990	Miami	(no award given)
1991	Seattle	Roger Hiemstra
1992	Milwaukee	(no award given)
1993	Jackson, MS	Sam C. Bills, Calvin L. Stockman
1994	Toronto	(no award given)
1995	Kansas City, MO	Robert Simerly
1996	Palm Springs	Clifford Baden, Morris Keeton
1997	University Park	Henry Spille
1998	Fort Worth, TX	(no award given)
1999	Cincinnati	Robert Kegan
2000	Myrtle Beach	K. Patricia Cross, Donna S. Queeney
2001	Vancouver	Stephen Brookfield
2004	Newport	Wayne Whelan



67th Annual Meeting

Madison, Wisconsin
October 29 – November 2, 2005

Hosted by: University of Wisconsin - Madison

<http://www.ache2005.org/>