

ACHE New England Spring 2006 Professional Development Day

ACHE New England held its Spring 2006 Professional Development Day on Friday, April 7, from 8:30 a.m. to 3:30 p.m. at Dean College in Franklin, Massachusetts. The theme this year was **“Measure for Measure: Assessing the Past and Gauging the Future”**.

The goal of our one-day professional development day was to address the topic of assessment from different perspectives and areas. Here are descriptions of the speakers, topics, and sessions:

Keynote Address:

Robert Froh

**Associate Director, Commission on Institutes of Higher Education
New England Association of Schools and Colleges**

Title: New Measures for New Realities: How NEASC Can Help You Assess Student Learning

Keeping up with the rapid pace of societal changes with their myriad effects on continuing higher education in America requires a continual assessment and re-evaluation of our operational processes, even the basic assumptions upon which we base our educational philosophies.

Founded in 1885, the New England Association of Schools & Colleges, Inc. (NEASC), is the nation's oldest regional accrediting association. Its mission, simply put, is the establishment and maintenance of high standards for all levels of education, from pre-K to the doctoral level. Dr. Froh joins us to describe how the accreditation process NEASC has developed over the years serves as a major vehicle for on-going assessment that can and should be used to bring about improvements in student learning. While institutions currently or soon to undergo accreditation from NEASC stand to gain immeasurably from this presentation, the emphasis is broadly enough conceived so as to prove beneficial to any institution, no matter where it stands in the accreditation cycle.

Professional Profile: Robert C. Froh

Dr. Froh joined the staff of the Commission on Institutions of Higher Education at NEASC in January of 2001. He has responsibility for the following roles:

- Supporting the Commission and member institutions in framing expectations and support for institutional effectiveness and drafting action letters
- Supporting fifth-year interim reports through workshops and campus visits
- Implementing fall and spring institutional effectiveness and assessment workshops, the CIHE Self Study Workshop, the NEASC Annual Meeting sessions for the Commission on Institutions of Higher Education (CIHE), and many campus based presentations in addition to the presentation of institutional effectiveness material posted on the NEASC web site
- Leading collaborative projects among institutions designed to strengthen support for institutional effectiveness and assessment, many of which projects receive funding support from private foundations (i.e. Davis Educational Foundation, the Mellon Foundation, PEW Charitable Trusts, and the Teagle Foundation). Such projects have focused on: enabling faculty investment in assessment—with funded support directed toward selective liberal arts colleges, developing institutional assessment portfolios, improving the use of financial indicators to communicate institutional strengths and challenges, and strengthening pathways to and through higher education

Before NEASC, Dr. Froh was Director of Assessment at the Center for Teaching Learning and Writing at Duke University from 1995-2000 and Associate Director of Evaluation at the Center for Instructional Development at Syracuse University from 1980-1995. In these positions, he worked within undergraduate, graduate, and medical and professional education contexts to support both the assessment of teaching and learning and faculty and graduate student development. Dr. Froh earned his Ph.D. in Measurement and Statistics at the University of Chicago where his mentors were Dr. Benjamin Wright, Dr. Mihaly Csikszentmihalyi, and Dr. Benjamin Bloom. For further information on Dr. Froh's scholarship and publications, see the handout in your welcome folder.

Concurrent Session #1A
Sean R. Gallagher,
Senior Analyst, Eduventures

Title: Learning from Current Students: Assessing Adult Learner's Preferences and Perceptions of Value

This presentation shares some of the key high-level findings from a recent Eduventures CPE survey of nearly 9,000 currently enrolled continuing and professional education students regarding their experiences and decision-making. The session highlights the elements of competitive positioning that lead to student prioritization (e.g., location, reputation, quality) when selecting the institution where students ultimately enroll. Gallagher also addresses such variables as students' overall perception of value relative to the cost of CE, and the improvements and enhancements that students recommend CE units make to improve their experiences. By gaining a better understanding of national trends in student preferences and perceptions of value, CE leaders find themselves in possession of concrete tools to improve their student services, enhance the positioning of their course and program offerings, and contribute to the refinement of marketing, retention, and customer service strategies.

Professional Profile: Sean R. Gallagher

Sean Gallagher is a senior analyst in Eduventures' Continuing and Professional Education (CPE) Research Program. Eduventures is a Boston-based research firm and consultancy serving the education market, and Gallagher is responsible for managing large-scale research projects undertaken on behalf of the CPE program's nearly 70 college and university members.

Gallagher is a noted expert on topics such as online education, marketing and competitive strategy in education markets, and trends in adult learning and higher education curriculum; indeed, he has authored or co-authored more than 100 in-depth research reports and briefs on these topics. Gallagher has also been a frequent speaker at numerous higher education conferences, and his research and analysis are often cited in leading media outlets such as The New York Times, The Wall Street Journal, The Chronicle of Higher Education, and CBS Television.

Prior to joining Eduventures in 2000, Gallagher worked in the technology practice of the public relations firm, Manning Selvage & Lee; as a systems analyst and network administrator at Union International Systems; and as the principal and founder of Cranberry Systems, a technology consulting firm that he founded in 1995. Gallagher holds an M.B.A. from Ellis College of the New York Institute of Technology, and a B.S. in Marketing from Northeastern University, where he graduated magna cum laude and was elected to Beta Gamma Sigma.

Concurrent Session 1B
Ray Guillette,
Adjunct Faculty, Emmanuel College

Title: Selection & Assessment of Adjunct Faculties

One of the most important assessment tools available to continuing education units is the student-completed faculty evaluation form. Unfortunately, when CE leaders find out about serious faculty deficiencies after a class is over, the damage has already been done with the following negative ramifications: student learning has suffered, retention drops off, and students register extreme dissatisfaction with the program(s) in question. This phenomenon is only made worse when CE units turn to adjuncts from the industry/corporate sector as their primary faculty and leave these relative novices (as

regards teaching) unsupervised. In this session, Guillette addresses ways in which a structured faculty selection process can provide a pro-active approach to faculty assessment to help assure the hiring of high quality faculty even before they enter the classroom, thus improving student outcomes.

Professional Profile: Ray Guillette

Raymond Guillette is currently Assistant Dean for Graduate Education at Bridgewater State College. Prior to his position at Bridgewater State College, Guillette served as Director of Continuing Studies for Brandeis University, Director of Corporate Education and Off-Campus Programs for Curry College and Dean of Enrollment Management for Anna Maria College. In addition to his administrative duties, Guillette is on the adjunct faculty of Emmanuel College where he teaches in both their undergraduate and graduate degree business programs serving adult learners teaching both management and marketing courses. Ray serves as a member of the Graduate and Professional Programs Faculty Assessment Team working with others to assess individuals seeking to teach for the college on a part-time basis. He has been a member of ACHE New England since 1998, serving on the Professional Development Day Planning Committee (2001-2005), as Chair of the Nominating Committee (2003-2004), as Chair-Elect (2004-2005) and as Region 1 Chair (2005-2006). Guillette holds an M.B.A. from Anna Maria College and is a doctoral candidate in Higher Education Leadership and Administration at Johnson & Wales University.

Concurrent Session 1C

**Dr. James Kilmurray,
University of Phoenix, Greater Boston Campus**

Title: The Adult Working Student: Outcome Assessment at the University of Phoenix

This session, presented by a representative of the University of Phoenix, concerns the adult working student and falls within the broader area of outcome assessment. More particularly, the focus is on the work the University of Phoenix is currently doing within its University College on standards & rubric-based assessment. However, it is important to note that true expertise in the assessment area is difficult to find, and as a consequence, attendees at this session will be asked to pool their collective wisdom and experience to arrive at general principles most institutions – be they public or private, small or large, proprietary or non-profit – will find beneficial. In the process, participants will be introduced to the University of Phoenix's so-called FlexNet delivery mode (or "online education with class") since it blends both classroom and online delivery. Participants are encouraged to bring in questions and draw connections between how their institution handles assessment and the manner in which the University of Phoenix goes about that complex task.

Professional Profile: James Kilmurray

Dr. James Kilmurray has been teaching for the University of Phoenix for approximately five years, starting in 2001 at UOP Online teaching Adult Learning Theory in the Graduate College of Education. He subsequently moved to working "on ground" with the Greater Boston Campus in 2003 where he teaches introductory courses for University College (UC). In 2004, Kilmurray accepted the position of College Campus Chair for University College, making him responsible for managing the quality of the UC curriculum of courses in addition to recruiting, certifying and developing the UC faculty. Prior to joining UOP, Dr. Kilmurray was an adjunct faculty member at both Boston University and University of Massachusetts at Boston.

Dr. Kilmurray has a fifteen-year history in Corporate Education within the high technology industry in Massachusetts as both Corporate Program Manager for the Learning Effectiveness Program at Digital Equipment Corporation (now H.P.), and as the founder of Education On-Line (EdOL), a Boston-based Educational Research and Development Company specializing in online education and training.

Dr. Kilmurray earned a Doctorate in Education from the Harvard Graduate School of Education where he specialized in adult self-directed learning and evaluation research. His field of specialty is Adult Learning Theory and he still works as a contributing author to books written about this subject.

Concurrent Session 2A
Ida Lamothe
Associate Dean, School of Professional and Continuing Studies
Dean College

Title: Model(s) for Reporting Continuing Education Retention Data

How does your continuing education division report retention data? At the, many of our students begin their course work only to realize that they need to take a break the following semester. Some return the next year while others do not. Indeed, some need to take only one course to complete a certificate program and never intend to matriculate. How do we account for such a diverse group of students? Or better yet, can we say with any degree of certainty exactly how many students we have?

School for Professional and Continuing Studies attempted to use a cohort model used by Dean College for reporting undergraduate retention, but seriously missed the mark in the process of doing so. When we attempted to analyze the data, the resulting statistics simply did not make sense, making us wonder if this model has any merit in a continuing education context. Some administrators at Dean College insist that the model can be modified to accurately reflect and report retention rates and ratios. Others do say the opposite.

In addition to reviewing Dean's models for reporting retention, we turn to participants to discover what is working (or not) at their home institutions. How, we wonder, do continuing education divisions accurately report retention data? What are the models currently being used and who has successfully implemented a reporting system that captures reliable and valid data.

Professional Profile: Ida Lamothe

Ms. Lamothe brings to her work 29 years of experience with adult and non-traditional students in continuing education units both at Bryant University and Dean College. During her 17 years at Dean, she has held the position of Assistant Dean, Director of Academic Advsing and Academic Advisor. Additionally, she serves on the college's Curriculum Committee, Academic Standards Committee, Commencement Committee and Honors and Awards Committee.

Ms. Lamothe has been honored by Dean College with the A. Elizabeth Walsh Staff Loyalty Award and with the Alumni Association's Honorary Alumna Award. She has been a National Councilor for Dean College's Delta Beta Chapter of Alpha Sigma Lambda National Honor Society.

Ms. Lamothe holds degrees from Johnson & Wales University and Providence College.

Concurrent Session 2B
Dr. Roxanne M. Gonzales
Assistant Professor / Online Instructor Evaluator
Park University, School for Online Learning
Maureen Znoj
Learner Services and Online Degree Coordinator, Granite State College

Title: Ensuring Quality Assessment of Prior Learning

Prior learning assessment, the granting of college credit for knowledge gained as a result of prior experiential or non-collegiate sponsored learning, can be awarded for experience/training which is demonstrably comparable to institutionally provided learning experiences in depth, breadth, and quality. This session explores options and policy related issues on how institutions can assess prior learning while maintaining the institutional academic integrity of its programs and meeting student needs.

Professional Profile: Dr. Roxanne M. Gonzales:

Dr. Gonzales is an Assistant Professor in the MED Adult Education (online) program, Online Instructor Evaluator, and Course Developer, all at Park University. She has worked in the field of adult education and training for over twenty-two years, serving as faculty and administrator in the U.S., England, and Germany, in continuing higher education programs focused on adult learners, federally funded programs that serve first-generation and low income learners, and military education and training. Her research interests include access and barriers to underrepresented adult populations, military education environments, assessment of learning, and alternative programming for adult learners. Dr. Gonzales received her doctorate from the University of Massachusetts Boston in Higher Education Administration.

Professional Profile: Maureen Znoj

Maureen Znoj is a Learner Services and Online Degree Coordinator at Granite State College in Manchester, NH. In addition to academic advising, Ms. Znoj is an adjunct faculty member who teaches in the traditional classroom as well in the online environment. As for the latter, she has developed an online course that helps students to design a degree by exploring and utilizing prior learning experiences. Ms. Znoj has worked with hundreds of students to help them receive recognition for their professional experiences and translate such experience into college credit. Ms. Znoj holds a Masters degree in Education with a focus in Adult Learning and Leadership. She is currently pursuing a Certificate in Graduate Studies with a doctoral strand in Curriculum Design.

Concurrent Session 2C**Marguerite J. Dennis****Vice President for Enrollment and International Programs****Suffolk University****Title: How Future Trends in U.S. Higher Education Affect Continuing Education**

By 2012, higher education enrollment will be nearly 18 million, private institution students alone, a jump of 16 percent over that of today. With this expansion and diversification of the student base will come an equally explosive expansion in the number and diversity of higher education providers as well. The impact of this level of fluctuation on continuing higher education, especially as more and more students fall into the "non-traditional" category, will amount to nothing short of a sea change in how we manage our departments and programs. In this overview of current trends in the continuing education landscape, we look at the data available to us for hints as to what the future will look like.

In her discussion, Ms. Dennis will try to help us make sense of what is in store for us over the next 10 years.

Professional Profile: Marguerite J. Dennis

Marguerite J. Dennis has been serving as Vice President for Enrollment and International Programs for Suffolk University in Boston, MA since 2001. Prior to that, she also worked at Suffolk University as Vice President for Development and Enrollment (1996-2001) and Dean of Enrollment and Retention Management (1991-1995). Additionally, Ms. Dennis served as Associate Dean of Student Services (1978-1988) and Director of Financial Aid (1975-1978) for Georgetown University School of Dentistry. In the non-academic arena, Ms. Dennis spent ten years (1978-1988) as a consultant for the Bureau of Health Manpower, part of the Department of Health and Human Services in Washington, D.C.

Ms. Dennis earned both her Bachelor of Arts in History and Master of Arts in African History from St. John's University. Beyond that, she earned a Certificate of Professional Studies from Georgetown University and successfully completed an Executive Women's Training Program at the Center for Creative Leadership in Greensboro, NC.

Among her many career highlights, Ms. Dennis points to:

- Increasing enrollment at Suffolk University from 1989 to 2005 by 92%.
- Increased the enrollment of international students at Suffolk University from 1989 to 2005 by 2500%.
- Establishing a Suffolk University Campus in Madrid, Spain in 1995.
- Establishing a Suffolk University Campus in Senegal, Dakar in 2001.
- Creating and implementing a successful retention management program.
- Organizing and completing Suffolk University's Capital Campaign 1996-2001.
- Serving as a consultant to over 100 colleges and universities on establishing enrollment and retention management programs.
- Conducting seminars for the Department of State on trends in higher education.

Finally, Ms. Dennis is well represented as a writer, speaker and thinker and has written twenty one publications, including: A Practical Guide to Enrollment and Retention Management in Higher Education, Trends in Higher Education, Barron's Complete College Financing Guide and An Insider's Guide to Selecting a College or University. A list of her extensive presentations can be found in your welcome folder.

Concluding Discussion

**Dr. Greg Gardiner,
Professor of Speech Communication, Rollins College**

Title: Assessment in Action: College Students' Memories of Their Best (and Worst) Professors

A number of studies (Lowman, 1984; Eble, 1985; Chickering and Gamson, 1987; Marsh and Overall, 1990; Light, 1992; and Carson, 1995) have indicated that students perceive college professors as effective if they: 1) love the subject they teach; 2) respect and like their students; and 3) are committed to, and skillful in, connecting their subject matter and their students.

The ongoing, qualitative study that serves as the foundation for this presentation, replicates a 1995 study by Barbara H. Carson in which she asked alumni of Rollins College to remember specific behaviors linked with their best professors' pedagogical successes and their worst professors' pedagogical failures. Dr. Gardiner and his colleagues at Rollins College wanted to find out if alumni measured in 2006 felt similarly about the behaviors of their best and worst professors. Their resulting study also sought to determine if the memories of continuing education alumni were similar to the memories of alumni who were of traditional age when they were in college. In contrast, the Carson (1995) study only measured the memories of alumni who had been traditional-age college students.

This presentation examines and discusses specific conclusions of the ongoing study as they relate to college instructional and assessment issues. Attendees can then apply these findings to the realities on their own campuses.

Professional Profile: Dr. Greg Gardiner

Dr. Greg Gardiner has been a Professor of Speech Communication at Rollins College in Florida from 1985 to the present. In 1988 he assumed the position of Chair of the Department of Communication, continuing in that role until 2005. Other positions at Rollins include a tour of duty as Director of the Organizational Communication Program, (1988-present) and Director of the Master of Arts in Corporate Communication and Technology Program (1998-2005)

Dr. Gardiner earned his Bachelor of Arts from Bowling Green State University with majors in Speech Communication and English. He also earned both his Master of Arts in Rhetoric and Communication Theory and his Doctor of Philosophy degree in Rhetoric and Communication Theory from that institution.

Among Dr. Gardiner's many books and publications are:

· Gardner, Greg H., editor, *Activities in Interpersonal Communication*. New York. Bedford/St. Martin publication date, 2006

· Gardner, Greg H., and Wallace V. Schmidt. *Business and Professional Communication: Managing Information in an Information Age*. Cincinnati, OH: South-Western Publishing Company, Inc. 1995.

· Gardner, Greg H., Raymond E. Nadeau, and Carol Jablonski. *Speaking Effectively in Public Settings: A Modern Rhetoric with a Traditional Base*. New York: The University Press, 1993.

A more detailed list can be found in your welcome folder.

Among Dr. Gardiner's honors and awards are:

· The Walter E. Barden Distinguished Teaching Award as Outstanding Professor of the Year, Rollins College, 1997

· National Council, American Management Association, Faculty Representative, 1997

· The Hugh McKean Award (including \$10,000 grant), Rollins College, 1996.

· Arthur Vining Davis Fellowship Award Recipient presented to the Three Most Outstanding Professors at Rollins College, Rollins College, 1995.

· Orlando Area Chapter, Florida Public Relations Association, President, 1995.