



Making Connections at the Crossroads

UPCEA Central Region Conference

October 17-19, 2016

Omni Severin Hotel • Indianapolis, Indiana



UPCEA

Leaders in Professional, Continuing
and Online Education

At-a-Glance

Monday, October 17

Pre-Conference Leadership Academy

- 7:30 a.m. Pre-Conference Continental Breakfast
- 8:00 a.m. Pre-Conference Leadership Academy
- 11:30 a.m. Newcomer's Welcome and Orientation

Conference

- 12:00 p.m. Welcome Lunch (*Alice Warren*)
- 1:00 p.m. General Session I (*Robert Manuel*)
- 2:00 p.m. Dessert with Exhibitors
- 2:30 p.m. Concurrent Session I
- 3:30 p.m. General Session II (*Dewayne Matthews*)
- 4:45 p.m. Concurrent Session II
- 5:30 p.m. Vendor Social

Tuesday, October 18

- 7:30 a.m. Full Breakfast
- 8:00 a.m. Business Meeting
- 9:00 a.m. General Session III (*Camille Funk*)
- 10:15 a.m. Concurrent Session III
- 11:00 a.m. Break
- 11:30 a.m. Concurrent Session IV
- 12:30 p.m. Lunch (*Bob Hansen*)
- 1:30 p.m. Awards Recognition
- 2:30 p.m. Dessert with Exhibitors
- 3:00 p.m. Concurrent Session V

4:00 p.m. Walking Tour

5:00 p.m. University of Indianapolis Social

Wednesday, October 19

- 7:30 a.m. Full Breakfast
- 8:00am General Session IV (*Ray Schroeder*)
- 9:15 a.m. Concurrent Session VI
- 10:15 a.m. General Session V (*Jim Fong*)
- 11:15 a.m. Send-off (*Bob Hansen and Steve VandenAvond*)

PRESENTERS

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Brian Braido

Brian is currently a working professional and a student at Colorado State University-Global.

Samantha Brown

Sam began working for Regis University in 2004. As an Associate Director of the Online Consortium of Independent Colleges and Universities, she oversees the day-to-day operations and works with providers, members and students on a daily basis. Samantha graduated from Colorado State University with a BA in History.

Sheree Buikema

Sheree Buikema is an instructional designer at Purdue University. In addition to working with Krannert Weekend MBA faculty to hybridize their courses, she also assists faculty in redesigning their courses to foster student-centered learning through Purdue's IMPACT program. She has been designing programs and courses for over 10 years.

Jewel Coffman

Jewel Coffman, Director of the MU Conference Office, Continuing Education - University of Missouri Extension, has enjoyed a career in higher education leadership at the University of Missouri for 28 years. Jewel is a long-time member of UPCEA, currently serving as Chair, Central Region Nominating Committee and previously as regional secretary.

Cody Connor

Cody Connor is the Manager of Course Design and Development at Purdue University. He leads a team of twelve instructional designers who provide centralized instructional design service and collaborated with leadership across campus to envision, develop and grow University-wide faculty resources for teaching and learning.

Vickie Cook

Vickie Cook's work has been published in a variety of national educational publications. She was co-authored for UPCEA Hallmarks of Excellence in Online Leadership and leads the Hallmarks of Excellence Assessment team. Dr. Cook teaches online in the Masters of Arts in Education program at the University of Illinois Springfield.

Becky Copper-Glenz

Becky Copper-Glenz is the Associate Provost for Graduate and Continuing Education at Saint Xavier University and has over 15 years of experience serving as an administrator of online, graduate, adult and post-traditional programs. Dr. Copper-Glenz has a doctorate in education leadership from Saint Mary's University in Minnesota.

Stacy Cordell

During her tenure with Kansas University Professional and Continuing Education, Stacy has developed continuing education programs in the areas of law, business and sciences. With a background in workforce development and family business consulting, Stacy leads the team of program staff responsible for the development and management of online education, public short courses and academic conferences.

Lydell Cox

Lydell Cox, Administrative Specialist at Kansas State University Global Campus for Student and Faculty Services, specializes in providing administrative support to the Student and Faculty Services unit, supervising and managing unit call staff, coordinating virtual commencement and oversees mailings to future students.

Mitchell Farmer

Mitchell Farmer leads the implementation and management of Indiana University's online student services campus partner program, administered through separate and distinct multi-campus partnerships.

Mitchell's responsibilities include ensuring strategic alignment and management for the seamless and cohesive delivery of a suite of services in support of online students.

Chris Foley

Chris Foley is the Assistant Vice President and Director of Online Education for Indiana University. He has 19 years of experience working with student admissions and success data and analyzing how specific populations perform. Chris has presented nationally (including AIR, AACRAO, SEM, NAFSA) on issues related to online education, enrollment management, student engagement and student success.

Jim Fong

Jim Fong has more than twenty years of experience working as a marketer and researcher in the higher education community. Prior to founding UPCEA's Center for Research and Marketing Strategy, Jim worked as a higher education strategic marketing consultant and researcher for two firms and prior to that was the Director of Marketing, Research and Planning for Penn State Outreach. As a consultant, Jim worked with over a hundred different colleges and universities. While at Penn State, he was responsible for managing teams of marketing planners, competitive analysts, market researchers and enrollment management staff. Jim continues to teach graduate and undergraduate marketing and research classes for Drexel University, Penn State University, Duquesne University and Framingham State University. Jim holds an M.B.A., an M.S. in Applied Statistics and a B.S. in Mathematics, all from The University of Vermont.

Camille Funk

Camille Funk is the director of the eDesign Shop at the George Washington University. Prior to joining GW in 2012, she worked at TD Ameritrade and Brigham Young University's Independent Study program as an instructional designer, at a private school as an elementary school teacher, and has published two books. She received her Bachelor's

degree in Elementary Education from Brigham Young University and a Master's degree in International Education Development, with a minor in Curriculum and Teaching from Columbia University, Teachers College. In 2015, she started the Higher Education eDesign Association (HEeD) for instructional design and multimedia teams in higher education institutions throughout the country. In May 2016, HEeD merged with UPCEA to form UPCEA's eDesign Collaborative. She now serves as the director of the collaborative.

Kim Goldsberry

Kim Goldsberry has been the Open Enrollment Coordinator for Weatherhead Executive Education (WEE) since 2012. She is responsible for all open enrollment programming inquiries, sales, registrations and billing, as well as, supporting WEE signature programs. She also helps, plan, prepare and schedule the WEE Open Enrollment yearly catalog of programming.

Ilona Marie Hajdu

Ilona Marie Hajdu is the Associate Director for Administration and Compliance in the Office of Online Education at Indiana University. Ilona contributes to the strategic direction and leadership for all functional areas to the office, including collaborative academic course and program development, compliance, faculty development and resources, and student services.

Justine Hamilton

Justine manages planning, implementation and evaluation processes for workshops and events in her engineering, technical and professional development portfolio. She has also facilitated the development and content creation for new programs in Big Data and Leadership utilizing advisory committees and ideation workshops comprised of both internal and external members.

Bob Hansen

Dr. Robert J. Hansen has served as Chief Executive Officer of UPCEA since September 2010. He has led the century-old organization through dramatic changes since that time. He established the Center for Research and Marketing Strategy in 2011 and then established a number of initiatives targeting the association's unique role in online leadership and management under the umbrella of the Center for Online Leadership: the Summit for Online Leadership, the Online Leadership Roundtable for chief online learning officers, and the *UPCEA Hallmarks of Excellence in Online Leadership*, which were endorsed by several leading associations serving the C-suite and other organizations in the online space.

Hansen also presided over sweeping changes to the volunteer leadership structure of UPCEA, consolidating a wide variety of bodies into Networks aligned with specific areas of practice in the field of professional, continuing and online education. Since 2011, UPCEA has grown by 125%. UPCEA, the only organization in the field located in Washington, D.C., has also established itself as an important advocate for policy issues related to non-traditional and online learners.

Hansen previously served as Associate Provost for University Outreach at the University of Southern Maine, a regional public university located in Portland, Maine. Prior to that position, he spent six years at Saint Xavier University of Chicago, first as Assistant to the President & Secretary of the Corporation, and then as founding Executive Director of Orland Park Campus & Off-Campus Programs. Hansen also previously served as Assistant to the Governor for Education in the administration of former Illinois governor, Jim Edgar.

Hansen earned a B.S. in Psychology from the University of Illinois, an M.A. in English Language and Literature from the University of Michigan, and a Ph.D. in English from the University of Notre Dame.

Cherron Hoppes

Dr. Cherron Hoppes, who most recently served as Dean of Undergraduate Programs for Ageno School of Business at Golden Gate University, has experience in academic administration (enrollment management, post-traditional models and student services). She also consults for the Western Association of Schools and Colleges (WASC) Senior College and University Commission.

Kathleen Jagger

Dr. Kathleen Jagger has held numerous administrative and faculty positions at Thomas More College, Transylvania University, DePaw University, the Medical College of Ohio and Wright State University. In addition to her research and classroom leadership, she is experienced in developing new programs and growth initiatives, as well as services learning initiatives.

Athena Kennedy

Dr. Athena Kennedy is an Instructional Designer at Arizona State University where she oversees design and development of five online degree programs. She is on the faculty training and development team, and is the international instructional design liaison to UNSW in Sydney, Australia for the PLuS Alliance.

Kevin Knerr

Kevin Knerr serves as the Executive Director for Indiana University Conferences and has been in the academic meetings business for over 35 years. Kevin has served UPCEA in multiple positions as Chair of the region, regional Treasurer, and as a long serving member of the former national committee for the Conferences and Professional Programs community of practice.

Thad Laiche

Thad Laiche has over 15 years of continuing education management, project management and processing improvement experience. Thad joined Jenzabar in December 2015. He was previously the Director of Operations

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with Louisiana State University Continuing Education where he was responsible for enrollment services, operations support and testing services. Thad holds a MPA from LSU.

Durwin Long

Durwin A. Long, Ph.D., is the Executive Director of Student Services and Continuing Education at the University of Wisconsin-Eau Claire. He previously served as a continuing education leader at several institutions, and as the Assistant Dean for Executive Education at the University of St. Thomas in Minnesota.

Robin Lukes

Dr. Robin Lukes has been teaching in the Liberal Arts and Science Department at St. Catherine University since 1992. She teaches critical studies, human rights, power and social change and health justice. Dr. Lukes received her Doctor of Law Degree with high distinction from the University of Iowa.

Robert Manuel

Dr. Robert Manuel came to the University of Indianapolis in July 2012 from Georgetown University, where he was associate provost and dean of the School of Continuing Studies. As a higher education administrator, first at New York University and then at Georgetown, he has been recognized for his development and implementation of innovative academic programming—including graduate, undergraduate, online and customized educational programs.

Immediately after joining UIndy, Manuel spearheaded a comprehensive strategic planning process, **Vision 2030**. Some 32 initiatives were identified to drive the University toward excellence and distinction in three focal areas: (1) the student experience and engagement, (2) faculty/staff excellence, and (3) community involvement and engagement.

In his six years at Georgetown, Manuel revamped the university's only part-time bachelor's degree program, launched nine new master's degree programs and increased enrollments in all programs by more than 200 percent. His emphasis on connecting the academic environment with corporate, non-profit and

government organizations was the driving force behind the school's growth and success.

As dean of Continuing Studies, Manuel was responsible for the overall management of the school, including all academic programs, the creation and maintenance of faculty and student cultures, administrative and financial oversight, new program creation, and industry/government engagement. The school, one of eight degree-granting entities at Georgetown, enrolls more than 6,000 students across three locations—two in Washington, D.C., and one in Clarendon, VA.

As Georgetown's associate provost, Manuel was responsible for working with the leadership of the Center for Social Justice, Research and Teaching, the Diversity Action Council, the Veteran's Affairs initiative and the Senior Vice President for Research/Chief Technical Officer.

At New York University from 2000 to 2006, prior to Georgetown, Manuel served in the office of the Vice President for Enrollment Services, and also held the positions of Chief Information Officer, Assistant Dean and Clinical Associate Professor at NYU's School of Continuing and Professional Studies.

UIndy's new president recently completed a term on the editorial advisory board for the Continuing Higher Education Review, and was just appointed to a two-year term on the national advisory board of the University Professional & Continuing Education Association.

Manuel has a bachelor's degree in History and Political Science from Allegheny College, a master's degree in Higher Education Administration from Syracuse University and a doctorate in Higher Education Administration from New York University.

Dewayne Matthews

Dr. Dewayne Matthews is vice president of strategy development of Lumina Foundation. Matthews has served in a variety of higher education leadership roles, including Senior Adviser to the President and Vice President of the Education Commission of the States (ECS), Director of Programs and Services for the Western Interstate Commission for

Higher Education (WICHE), and Executive Director of the New Mexico Commission on Higher Education. He has been a legislative staff member, faculty member and university trustee, and has worked with higher education institutions in Mexico, Canada and Japan. He began his career as a first-grade teacher in Taos, N.M.

Dr. Matthews is a graduate of the University of New Mexico and earned a master's degree in bilingual education at New Mexico Highlands University in Las Vegas, N.M. He earned a doctorate in educational leadership and policy studies at Arizona State University and received an honorary doctor of humane letters from Marycrest International University.

Lee Maxey

Lee Maxey, CEO of MindMax, has served as CLO, COO and CEO through his career. He has extensive experience as a strategic consultant working in the area of marketing and enrollment management. His specialization is connecting higher-education partners to business proven methodologies.

Chris Nicholson

Chris Nicholson has over 20 years of experience in higher education enrollment, marketing and academic administration. In addition to his work at the University of Denver, he currently chairs UPCEA's Marketing, Enrollment and Student Services Network, and serves as an associate consultant with Ruffalo Noel Levitz.

Ashley Noll

Ashley Noll, Senior Administrative Specialist for the Kansas State University Global campus, provides support for the Academic and Professional Programs unit and Dean's Office. Ashley has been closely involved with online course quality at Kansas State University Global Campus, and currently serves on the UPCEA Central Region Planning Committee and as regional secretary.

Amy Pilcher

Amy is an instructor in leadership studies at Iowa State University. She has worked in distance education administration at ISU since 2011. Before coming to ISU, Amy worked in private industry and taught management skills at a local tech school.

Kelly Quintana

Kelly Quintana serves as the Program Coordinator for non-credit offerings in the School of Education and Human Services at Oakland University. Over the past year, she has coordinated over 25 workshops with nearly 650 attendees. Prior to joining Oakland University, Kelly served as an Event Planner.

Lisa Reeves

Lisa Reeves is the Executive Director for Outreach and Programs Services in the School of Education and Human Services at Oakland University. The office supports the school's academic departments by marketing and promoting its graduate programs and coordinating non-credit offerings. Ms. Reeves also served as the Assistant Dean and Finance Manager.

Judee Richardson

Judee works with faculty, staff and administrators on academic and policy development for competency-based education programs. She has a doctorate in psychology, evaluation certification, restorative justice certification and a 20+ year record of successful leadership in higher education, social justice, environmental stewardship, research measurement and data-informed, strategic decision-making.

Adam Samhuri

Adams received his B.Sc. in Civil Engineering from Brigham Young University. He earned his M.S. in Instructional Technology from Utah State University. Adam work with several professional companies as a Lead Instructional Designer and

Project Manager. Adam has taught face-to-face and online courses and delivered faculty training on multiple subjects.

Ray Schroeder

Ray Schroeder is Professor Emeritus, Associate Vice Chancellor for Online Learning at the University of Illinois Springfield and Director of the UPCEA Center for Online Leadership. Ray publishes five daily blogs on various aspects of news, research, and trends in technology-enhanced learning in higher education including the UPCEA daily blog. He is recipient of the A. Frank Mayadas Online Leadership Award. Ray also received the 2011 University of Illinois Distinguished Service Award. He is an inaugural Sloan Consortium Fellow; the 2012 Innovation Fellow for Digital Learning by the UPCEA; 2014 Illinois Council of Continuing Higher Education Past President's Award for Service; and most recently, the 2016 United States Distance Learning Association Hall of Fame Award, and the University of Wisconsin Mildred B. and Charles A. Wedemeyer Excellence in Distance Education Award 2016.

Sheila Schmitz

Dr. Sheila Schmitz is a Program Coordinator in the School of Professional Studies for Colorado State University-Global Campus. She holds a Ph.D. in Business, a Master of Social Work and a B.A. in Psychology.

Becky Takeda-Tinker

Becky Takeda-Tinker blends her passion for education with her experience in nonprofit governance and over 20 years of business leadership as the president of Colorado State University-Global Campus. Becky holds a Ph.D. in Organization and Management with a specialization in Leadership, with an M.B.A. in Finance and a B.A. in Economics.

Erica Vail

Erica Vail is an instructional designer at Purdue University. She holds an M.S.Ed. in Learning Design and Technology and has been working in online higher education since 2009. Before coming to Purdue, she was the Director of Educational Technology at Clarks Summit University in Northeast Pennsylvania.

Steve VandenAvond

Steve VandenAvond is the Vice President of Extended Learning and Community Engagement for Northern Michigan University. He previously served as Dean of Continuing Education and Outreach for the University of Wisconsin-Green Bay. Steve is a long-time member of UPCEA, currently serving as Central Region Chair.

Sharon Wavle

Sharon Wavle is the Associate Director of Decision Support and Reporting for the Office of Online Education at Indiana University. She is responsible for university-wide reporting and analysis of online education data. Sharon has presented her work in data management and business intelligence for online education nationally at Online Learning Consortium and Association for Institutional Research.

Alice Warren

Alice Warren has been at the McKimmon Center for Extension and Continuing Education employee for 37 years. She has served as the Vice Provost for the last 8 years, working her way up through the administrative ranks of the division since 1990. The division is comprised of 8 units, approximately 225 employees, and a budget of \$50M. She started with the division as a Continuing Education Specialist, providing program development and management for over 50 short courses and conferences in the Office of Professional Development. Alice was recently appointed as Interim Vice Provost for Outreach and Engagement and reports to the Sr. Vice Provost for

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Academic Outreach and Entrepreneurship and the Provost.

These days her time is spent working with the division leaders in identifying and creating educational solutions for constituents who call upon MCE&CE and NC State for professional development and continuing education. She works closely with campus colleagues in building partnerships and collaborative engagements with community entities and other educational institutions. She serves on numerous campus advisory committees and councils.

Alice has served UPCEA extensively at the regional and national level and UPCEA welcomed Alice as the association's 2015-16 President Elect during the 100th UPCEA Annual Conference. As President-Elect, Warren's priorities were focused on the association's membership: expanding it to include all types of educational institutions, agencies and entities; and continuing to engage and retain UPCEA's current members through robust regions and networks, dynamic conferences and webinars. Now as the 2016-2017 President, Alice chairs the Board of Directors and focuses on the current state and long-term sustainability of the association. She also travels the country and is UPCEA's chief ambassador. She has served in multiple leadership roles for UPCEA South, the former Outreach and Engagement Community of Practice (COP) and the Networks of Outreach, Engagement and Economic Development and Leadership and Strategy. She has worked on various national committees, including service as Chair of the 2014 Annual Conference Advisory Committee and Chair of the 2013 Awards and Recognitions for Excellence Committee. Alice was presented the 2014 Walton S. Bittner Service Citation for Outstanding Service to UPCEA at the Annual Conference in Miami.

She is a native of Dunn, NC with degrees from William Peace University, Campbell University and NC State University. She is married to Kim Warren and has a 22 year old daughter, Marisa, who graduated from Campbell University this past May. When not at work, Alice can be found attending athletic events at NC State

University. She enjoys time with family and friends at White Lake, NC, as well as reading, dancing, water skiing, snow skiing and NASCAR.

Kristina Wilson

Kristina Wilson, a Learning Designer, collaborates with faculty as an advocate for curricular excellence, innovation in technology, universal design for learning, and superior student engagement and experience. Follow Kristina on Twitter for Canvas tips, industry and university news, and live discussion at <https://twitter.com/knxnu>.

Networks:



Marketing, Enrollment, and Student Services



Outreach, Engagement, and Economic Development



Online Leadership and Design



Program Innovation



Small and Specialized Institutions



Leadership and Strategy

Monday, October 17 (Pre-Conference)

7:30 - 9:00 a.m. **Pre-Conference Continental Breakfast | Fisher – Mezzanine Level**

8:00 - 11:00 a.m. **Pre-Conference Leadership Academy | Fisher – Mezzanine Level**

This half-day workshop will provide an interactive learning experience that will introduce leadership theories and practical approaches to achieve effective leadership in higher education organizations. Participants will be exposed to the knowledge, skills and resources needed to be an effective leader. This is an opportunity to develop leadership skills, learn from others, develop relationships with others in your industry and discover ways to apply what you have learned to your everyday tasks.

Registrants will receive a hard copy of *The Leadership Challenge Workbook* by Kouzes and Posner, nationally renowned as a "hands-on guide for improving your ability to put into action the Five Practices of Exemplary Leadership model and become a leader who Models the Way, Inspires a Shared Vision, Challenges the Process, Enables Others to Act, and Encourages the Heart," workbook and other materials.

Participants of the pre-conference leadership academy will be invited to participate in additional trainings, webinars and activities throughout the year. There will also be the opportunity for participants to work on an identified and mutually-beneficial project. Participants who are involved with the projects are encouraged to submit these for presentation at regional and national conferences.

Learning Objectives



- Provide participants specific knowledge and skills needed for effective leadership.
- Create a learning environment that will lead to participant engagement in a learning community.
- Provide resources for creating leadership development plans, strategic planning, and other tools necessary for effective leadership.

Amy Pilcher, Iowa State University

Monday, October 17

11:30 - 12:00p.m. **Newcomer's Welcome and Orientation | Jennings Ballroom – Lower Level**

12:00 - 1:00p.m. **Welcome Lunch | Jennings Ballroom – Lower Level**



Alice will provide updates and give general remarks as UPCEA President to the Central Region.

Alice Warren, President, UPCEA and Vice Provost for Continuing Education, McKimmon Center for Extension and Continuing Education, North Carolina State University

1:00 - 2:00p.m. **General Session I | Jennings Ballroom – Lower Level**
General Session Reflection / Connection Time



Universities as Drivers of Economic Development, Innovation and Quality of Life
Universities are often viewed as the impetus for personal improvement—a new career, a higher paying job, personal growth. But when we look beyond the individual, we can see that universities are often the bedrock for society's advancement. Universities fuel economic growth through a more educated and highly trained workforce and push innovation through cutting-edge research, all of which in turn improve quality of life for many, if not all.

Dr. Robert Manuel, University of Indianapolis President

2:00 - 2:30p.m. **Dessert with Exhibitors | Circle Center – Mezzanine Level**

2:30 - 3:15p.m. **Concurrent Session I**

Meridian – Mezzanine Level

The Transformative Power of the Associate Degree Core and Competencies

CSI-St. Catherine's is an innovative program that focuses on improving access, time to completion and completion of degrees by eliminating developmental courses. These outcomes are achieved by infusing critical skills (originally covered in developmental courses) and online competencies into core courses, implementation of the RTW method, and comprehensive student reporting process. This interdisciplinary team approach brings faculty and staff together to develop and provide curricular and co-curricular support for adult learners. This presentation will cover the tools required and methodology and preliminary results of this program. There will be time after the presentation for Q&A and discussion.

This workshop is designed to allow participants to meet the following learning outcomes:

Fisher A – Mezzanine Level

A Primer on Strategic Enrollment Planning

Last year, a random post on CORE inquiring about enrollment planning ignited an outpouring of interest in strategic enrollment planning (SEP). Although contexts and needs varied among the many who responded to the post, the significant interest in the topic powerfully underscored the importance of further education on the topic.

This session is designed to be an introduction to strategic enrollment planning, and will provide an overview of the SEP approach, broad recommendations for how to approach the process, and general templates that can be used as frameworks for the process.

This workshop is designed to allow participants to meet the following learning outcomes:

Fisher B – Mezzanine Level

Change Management: How to Align Internal Stakeholders on New Growth Initiatives

Traditionally, student lifecycle functions have lived in silos across an institution's organizational structure. As higher education grows more competitive and complex, we are seeing more overlap in these functions to support the launch, growth and success of new programs, causing roles within the institution to evolve. Individuals and teams are transitioning, and there is an imperative need to work more collaboratively to reinforce the program growth goals of the institution and the teaching and learning objectives of faculty and students.

Additionally, innovation is spurring a new mindset in how programs are run and how student are supported. Partnership models are on the rise and outsourced program management is bringing about new opportunities to reallocate internal

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- Effectiveness of an interdisciplinary approach to developing a student success program.
- Using data to drive change.

Dr. Robin Lukes, St. Catherine University

- View several examples of SEPs and templates for strategic enrollment plans.
- View a template for an annual recruitment plan.
- Understand the rationale for strategic enrollment planning, and having several recommendations and resources for how to think about and start an SEP process.

Chris Nicholson, University of Denver University College

resources to minimize logistical tasks and be better directed to shape the teaching and learning experience.

With these adaptations in processes and operations, it's no wonder colleges and universities are under a tremendous amount of pressure to effectively manage change internally. With so many stakeholders (administrators, program leaders, faculty and more) and priorities across the student lifecycle, this can be a daunting assignment.

Join us as we dissect the roadmap to change management. We'll explore guiding principles and best practices when it comes to the cultural and operational considerations that will keep your institution advancing and progressing. We'll also review tactical plans that will allow your organization be more efficient, while effectively meeting the changing needs of students and delivering the best possible education experience.

This workshop is designed to meet the following outcomes:

- Attendees will have the opportunity to explore cultural and organizational best practices when it comes to change management. They will review the various stakeholders and their priorities so they can better align resources with improving the teaching and learning experience.

Dr. Cherron Hoppes, Helix Education; *Dr. Kathleen Jagger*, Thomas More College

3:30 - 4:30p.m.



General Session II | Jennings Ballroom – Lower Level General Session Reflection / Connection Time

Degree Completion and Goal 2025

The Lumina Foundation is committed to increasing the number of Americans with higher education credentials to 60 percent by 2025. Matthews will share his insights into this ambitious goal and how we can continue to improve degree completion rates nationwide.

Dr. Dewayne Matthews, Vice President of Strategy Development of Lumina Foundation

4:45 - 5:30p.m. **Concurrent Session II**

Meridian – Mezzanine Level

👉 Seamless Student Services: A Collaborative Approach to Supporting Online Students

The Office of Online Education (OOE) at Indiana University is a university-wide office charged with managing online education across seven distinct campuses. OOE is committed to a collaborative approach to serving students that optimizes scale, resources, reputation, and diversity of offerings by integrating online education into the broader culture of the university.

Building a sense of community is a key factor for online student satisfaction (Hornak, Akweks & Jeffs, 2010). Students expect to participate in a supportive online community with any and all services available at their convenience (Hughes, 2004). This presentation will begin with a general overview of online education in the context of Indiana University, a statewide university with seven distinct campuses enrolling over 107,000 students. With a goal to provide best-in-class, seamless services for online students, including new student orientation, coaching and mentoring, academic tutoring, career services, and assistance with student conduct and grievance issues, in late 2015 OOE turned its attention to leveraging the services, efficiencies and economies of scale already existing at our individual campuses.

The presentation will highlight how OOE operationalized a collaborative approach to providing student services by inviting campuses to respond to a request for proposal (RFP) that identified a suite of services needed to support online students, and established operating principles to ensure partnership success. The presentation will conclude with a discussion of the current state of the campus partner programs, including whether key performance indicators are being met, and the value of a collaborative approach for students and universities.

This workshop is designed to allow participants to meet the following learning outcomes:

- Identifying and leveraging support services for online students in a multi-campus public university system.
- The strengths and challenges of creating collaborative

Fisher A – Mezzanine Level

⚙️ Reinventing Extended Campus and Evening/Weekend Programs

Dr. Becky Copper-Glenz will provide a brief history of extended campus and evening/weekend programs in the U.S. and discuss challenges and opportunities currently facing these higher education divisions. The focus of this session is to review strategies used at various institutions to sustain and grow extended campus programs. Leadership and organizational structures, financial modules and program development processes will be highlighted from across institution types including 2-year colleges, for-profit universities, private and public universities.

This workshop is designed to allow participants to meet the following learning outcomes:

- Ideas for enrollment planning, marketing and recruitment of adult, extended campus, weekend/evening or post-traditional programs.
- Financial models and program development models used at other institutions to grow and sustain revenue.
- Examples of organizational structures that have helped support the growth and advancement of extended campus and evening/weekend programs.

Dr. Becky Cooper-Glenz, Saint Xavier University

Fisher B – Mezzanine Level

🔑 Operate Your Academic Unit Like a Business to Stay in Business

This is a nuts and bolts view of how a successful CE academic unit and a successful corporate learning leader have run their learning units for both business and academic success and sustainability.

As higher education continues to struggle with costs and to experiment with different delivery and business models, school of professional, continuing and lone education have often been on the front lines of innovation. With an entrepreneurial spirit and comparatively more agility, our schools are home to new program offerings as well as new pricing models. We can still benefit from implementing more finely-tuned business practices to not only run our operations more effectively but to also develop programs that better address market need.

This session combines a dialogue between heads of learning divisions in higher education and in the corporate world with audience participation. The dialogue is designed to walk the audience through challenges both experts experience in program development and marketing these “learning products” as well as evolving best practices around meeting these challenges. What can we learn from each other about ideating, budgeting, and running the business of marketing learning in increasingly competitive and decentralized environments?

Audience members are invited to share current challenges and solutions and to draw on the experience of our experts to address ongoing concerns.

This workshop is designed to allow participants to meet the following learning outcomes:

- Identify current operations, budgeting and programming challenges in the continuing education industry today, to contextualize these within the framework of their own institutions.
- Brainstorm way to apply proven business methodologies to address those challenges.

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partnerships with existing student support service offices, such as admissions, financial aid, career services, etc.

- Establishing key metrics for collaborative partnerships.

Ilona Marie Hajdu, Indiana University; Chris Foley, Indiana University; Mitchell Farmer, Indiana University

Lee Maxey, MindMax; *Judee Richardson*, University of Wisconsin-Extension

5:30 - 7:00p.m. **Vendor Social / Opening Reception | Circle Center – Mezzanine Level**

Networks:



Marketing, Enrollment, and Student Services



Outreach, Engagement, and Economic Development



Online Leadership and Design



Program Innovation



Small and Specialized Institutions



Leadership and Strategy

Tuesday, October 18

7:30 – 9:00a.m. **Full Breakfast | Governor’s Pre-Function Area – Lower Level** (next to ballroom)

8:00 - 9:00a.m. **Business Meeting | Jennings Ballroom – Lower Level**

9:00 - 10:00a.m. **General Session III | Jennings Ballroom – Lower Level**
General Session Reflection / Connection Time



What Senior Leaders Need to Know About Instructional Design

Have you ever wondered what goes into creating an online course development team? Or wondered what an instructional designer *does*? In this interactive session, panelists from three distinct institutional structures will discuss what administrators need to know about the role of an instructional designer, evolving personnel and team models, and nuances and trends in online education.

Camille Funk, Director, eDesign Collaborative, UPCEA and Director, eDesign Shop, George Washington University

10:15 - 11:00a.m. **Concurrent Session III**

Meridian – Mezzanine Level

Meeting the Accessibility Needs of Adult Students in Online Courses

Adult students have a higher incidence of disability and are less likely to seek accommodations than the general student population, so it is critical that we anticipate their needs, especially in online classes. Unfortunately, this is not the norm; it is typical for universities to avoid addressing accessibility unless legislation is brought against them. We need to change the narrative; appealing to and serving adult students with disabilities makes good business sense, and is simultaneously compliant and affordable. Plus, it’s just the right thing to do!

In this session, I will discuss the growing number of students with disabilities, the higher incidence of students with disabilities in online classes, and the benefits and challenges that online classes afford students with disabilities. Likewise, I will provide examples of accessibility considerations for online classes that can

Fisher A – Mezzanine Level

Novel Approaches to Program Development

Kansas State University and the University of Kansas will present novel approaches to program development. Each university has a different market to be served and a different process for developing new proposals. This presentation will explore two different approaches for program development which could be implemented at your institution.

Program Development from the Inside Out: An Idea Generation and Team-building Exercise How do you get staff to think about program development and bring ideas back to the team? How do you break down the process of program development into manageable pieces that can be approached by any staff person? Kansas State University implemented a fun, innovative activity loosely based on television’s “Shark Tank” where staff were challenged to develop a new program idea and present it to a team. Learn the process, benefits, challenges and outcomes and

Fisher B – Mezzanine Level

The Return on Investment Paradigm for Student Success

This presentation provided by Colorado State University-Global Campus (CSU-Global) provides unique perspectives on the pedagogy and services that the university incorporates into its student experience for engagement and retention through multiple points of return-on-investment.

For its bachelor’s and master’s degree programs, CSU-Global identifies and hires faculty members that combine academic excellence with real-world experience for both instruction and in-course workplace mentorship so students can seek insight and guidance of real-life application of what they are learning. CSU-Global course information and assignments also include Career Management learning outcomes; and discussions and assignments on academic theory application to the marketplace for a heightened understanding and a measurable ROI.

Degree completion for working adults can take many years. To help provide students

be made quickly but have a significant impact for students with disabilities.

Additionally, I will argue for integrating accessibility into the course development process, a topic I have discussed in multiple departmental blog posts, and will revisit in a forthcoming article in UPCEA Unbound. It is my hope that this presentation will serve as a starting point for conversations between concerned faculty, instructional designers and administrators who can affect change at a higher level.

This workshop is designed to allow participants to meet the following learning outcomes:

- Learn to anticipate the adult students' needs who have a higher incidence of disability and are less likely to seek accommodations.
- Learn what accessibility considerations can be made quickly and have a significant impact.
- Learn the development process which should begin with accessibility considerations, as retrofitting existing courses is not enough.

Kristina Wilson, Northwestern University

how you might implement a similar activity for your team.

Broadening Your Approach to Program Development: The University of Kansas, Professional & Continuing Education (PCE) staff moved to the Kansas City campus two years ago to focus on providing needed programming to the Kansas City market. We learned very quickly that what is needed is, well, everything! PCE worked with our Academic Program staff to develop a Science Manager Certification program that offers courses to those interested in credit as well as those interested in non-credit. This innovative new program had a rapid development timetable and staff utilized several key approaches that will be shared.

This workshop is designed to allow participants to meet the following learning outcomes:

- Learn a new approach for team-building and staff development while generating ideas for new programming.
- Learn how KU combined credit and non-credit offerings to meet the needs of a demanding work-force.

Ashley Noll, Kansas State University Global Campus; *Lydell Cox*, Kansas State University; *Stacy Cordell*, University of Kansas; *Justine Hamilton*, University of Kansas

with an ongoing sense of accomplishment, CSU-Global has recently Degree Optimization. This program ties course and degree program learning outcomes to industry-recognized skills, knowledge and abilities to help students understand and articulate to their employers and others, what they are acquiring during their time at CSU-Global. For incentives and motivational value, the program provides Awards of Completion certificates and LinkedIn endorsements that students can display and share.

CSU-Global also provides its students with a robust virtual Career Center. Unique to CSU-Global, the university provides incoming, active and alumni students with faculty Career Coaches that align with every degree program for one-on-one resume and cover letter review, interview assistance and counsel on career opportunities correlated to specific degree programs for an ROI leading to academic and marketplace student success.

This workshop is designed to allow participants to meet the following learning outcomes:

- The University engages its nontraditional students for bachelor's and master's degrees through its return-on-investment philosophy that links academic outcomes to workplace success.
- CSU-Global faculty are identified and hired with academic credentials and workplace expertise to facilitate academic theory application into the workplace.

Dr. Becky Takeda-Tinker, Colorado State University-Global Campus; *Dr. Sheila Schmitz*, Colorado State University-Global Campus; *Brian Braido*, Colorado State University-Global Campus

11:00 - 11:30a.m. **Break / Exhibitors | Circle Center – Mezzanine Level**

11:30 - 12:15p.m. **Concurrent Session IV**

Meridian – Mezzanine Level

📡 Launching a Newly Hybridized MBA Program

Purdue University's Krannert School of Management is currently hybridizing the Weekend MBA Program for working professionals. The first five courses are set to begin in fall 2016, and since advertising them as hybrid, the program has experienced a 50% enrollment increase which is assumed to be correlated to the added flexibility brought on by the new format. This session will focus on the planning and implementation of the hybridized degree program including gaining faculty buy-in, providing the structure for faculty support, developing consistent programmatic guidelines, developing metrics for success, and making use of the University's centrally-supported instructional designers. Instructional design strategies used in courses, inspired by the goal of cultivating an environment conducive to experiential learning, and how instructional designers capitalized on the hybrid learning format will be discussed. Emphasis will be on case-based learning, interactive online material, and providing a platform for students to share their knowledge transfer with one another in meaningful ways. Further, some of the support built for learners, including an online resource hub, will be showcased.

This workshop is designed to allow participants to meet the following learning outcomes:

- Identify strategies for faculty and student support in a new hybrid program.
- Identify methods for building a high-quality hybrid program.
- Discuss online instructional design approaches that cultivate experiential learning for working adults.

Erica Vail, Purdue University

Fisher A – Mezzanine Level

🗨️ Conference Talk: Conference Services Round Table Discussion

Session facilitators will share a brief description of their leadership and conference services operation. The majority of the session will allow for roundtable discussion/group sharing of topics which may include: unit reporting structure, staffing, funding model, revenue generation, e-commerce, technology use, facilities, as well as topics suggested by the session attendees. Our goal is to provide resource and networking opportunities for those responsible for, or have a relationship with conference operations.

Session facilitators will also compile a participant resource list for those who would like to participate in continued conference services dialogue post-conference.

This workshop is designed to allow participants to meet the following learning outcomes:

Networking opportunity for individuals who have a leadership role which includes conference services support or delivery, to share their best practices or ask questions of other institutions with similar responsibilities.

*Jewel Coffman, University of Missouri;
Kevin Knerr, Indiana University*

Fisher B – Mezzanine Level

🔑 Using Technology as an Interview Tool

Hiring practices have changed in higher education. To effectively hire strategically, new tools must be engaged. Many times initial or even second interviews are conducted via Skype rather than on the phone or in person. Based on a single Skype encounter, candidates are invited to campuses as finalists or may be removed from the potential hiring list. Understanding and developing the skills needed for effectively interviewing and effectively being interviewed via Skype is important for today's continuing education professionals. Attendees will participate in activities that will exemplify best practices and characteristics of using technology as an interview tool. Case-studies, video, and practical application will be used to share effective practices. Web-based tools will be shared to effectively utilize Skype and other web-based interfaces to successfully maneuver the interview process. Participants should bring their own mobile device (or devices) to use during the workshop.

This workshop is designed to allow participants to meet the following learning outcomes:

- Explore best practices in a web-based, technology dependent interview.
- Build skills in using Skype as an interview tool.
- Create strategies to successfully complete Skype interviews as an interviewee.

*Dr. Vickie Cook, University of Illinois
Springfield*

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UPCEA Central Region Conference Making Connections at the Crossroads

12:30 - 1:30p.m. **Lunch with UPCEA CEO Bob Hansen | Jennings Ballroom – Lower Level**



Remarks & Updates from Bob Hansen

Bob will provide updates and give general remarks as CEO of UPCEA to the Central Region.

Bob Hansen, CEO, UPCEA

1:30 – 2:30p.m. **Awards Recognition | Jennings Ballroom – Lower Level**

2:30 - 3:00p.m. **Dessert with Exhibitors | Circle Center – Mezzanine Level**

3:00 - 3:45p.m. **Concurrent Session V**

Meridian – Mezzanine Level

Engage and Grow Corporate Training for Continuing Education

Corporate partners are a valuable source of revenue and hold great upside potential. Modern employers are investing in workforce training, continuing education and professional development like never before. With so many higher education options, how do you impress potential clients and inspire loyalty in your current clients?

Hear from Kim Goldsberry from Case Western Reserve University's Weatherhead School of Management discuss how they have developed and grown a successful Affiliate Partnership program. Last year, more than 3,000 people representing almost 600 organizations took advantage of their portfolio of 70+ programs. Over 50% of their business comes from organizations in their Affiliate Partnership program.

See how to create a powerful educational experience and delight your corporate administrators. Customer-first technology for modern education can effectively support even the most complex corporate training programs.

This workshop is designed to allow participants to meet the following learning outcomes:

- Understanding of how and why to implement a robust corporate or affiliate training program.
- Steps to successfully build a corporate or affiliate training program.

Fisher A – Mezzanine Level

Fostering Innovation with Instructional Design – A Tale of Two Instructions

Purdue is at the forefront of innovation in delivering higher education, giving students access to some of the most effective and modern teaching and learning approaches. ASU is delivering online education with state-of-the-art technology and tools, designing innovative online learning experience with student success in mind. In this session you'll hear from team members from both of these institutions working to craft and implement these visions and the innovative instructional design models and programs they're using to create student centered learning environments for face-to-face, hybrid and online learning.

This workshop is designed to allow participants to meet the following learning outcomes:

- Understanding of how innovative models of instructional design are being used at large public institutions to enable learning in different modalities.
- How programs and incentives for faculty can be structured for the development of quality courses.

Cody Connor, Purdue University; Dr. Athena Kennedy, Arizona State University

Fisher B – Mezzanine Level

Change Leadership Ain't for Wimps

You can refer to Kotter all you want. By all means, bone-up on the Thomas-Kilmann Conflict Mode Instrument. All useful stuff, but the theories and the models won't tell you what it feels like to be a change leader on your campus. The goal of this workshop is to provide a practical perspective on change leadership during a time when enormous pressures are forcing universities to behave in completely new ways.

Why are so many campuses experiencing such significant change? Demographics. Changing educational preferences. Technology. Political hostility toward higher education. All are factors driving change at campuses across the country.

Within the last year, the University of Wisconsin System faced massive budget cuts combined with a tuition freeze compounded by political rhetoric about "lazy professors with jobs for life." Retirement incentives and layoffs ensued. With 20% fewer employees, UW-Eau Claire had to adapt – quickly – in ways that challenged existing organizational structures and work processes.

As a leader of a significant change initiative at UW-Eau Claire, I can share some lessons learned from a year in the trenches: Prepare to feel stressed. Expect to be a pariah (to some). Confront entrenched power. Recognize that the future isn't for everyone. Take chances. Expect to make mistakes, accept them and move on. Know that being a change agent doesn't come with a long-term contract.

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- Recognize tools and resources for effectiveness.

Kim Goldsberry, Case Western Reserve University; *Thad Laiche*, Jenzabar

Take care of yourself; no job is worth your health. Don't sacrifice your core values.

Change leadership may not be fun, but it will make a difference. This workshop is designed to allow participants to meet the following learning outcomes:

- What is driving the demand for change? We'll explore some macro forces that won't be going away anytime soon.
- Hear the change happening on one university campus. Get insights from UW-Eau Claire, a poster child for the types of change affecting many institutions.

Dr. Durwin A. Long, University of Wisconsin-Eau Claire

4:00 - 5:00p.m. **Walking Tour | Atrium Lobby – Severin Lobby Level**

5:00 - 7:00p.m. **University of Indianapolis Social | Circle Center – Mezzanine Level**

Wednesday, October 19

Networks:



Marketing, Enrollment, and Student Services



Outreach, Engagement, and Economic Development



Online Leadership and Design



Program Innovation



Small and Specialized Institutions



Leadership and Strategy

7:30 - 9:00a.m. **Full Breakfast | Governor's Pre-Function Area – Lower Level** (next to ballroom)

8:00 - 9:00a.m. **General Session IV | Jennings Ballroom – Lower Level**
General Session Reflection / Connection Time



Emerging Technologies for Professional, Continuing, and Online Education

Important new trends are emerging in online learning that will soon impact our continuing and professional education programs. Augmented reality; virtual reality; artificial intelligence and blockchain distribution architecture will alter the way in which we conceive, deliver and distribute credentialing for our online programs in the near future. This session will provide you with the background and resources to stay abreast of the development of these key technologies.

Ray Schroeder, University of Illinois-Springfield and UPCEA

9:15 – 10:00a.m. **Concurrent Session VI**

Meridian – Mezzanine Level

Debunking Online Quality Myths: Using Data to Evaluate Online Education

Faculty often perceive online education to be less rigorous and academically inferior to face-to-face instruction. However, students are increasingly choosing online classes to gain new degrees or complete those they are already pursuing. Colleges are expanding their online offerings to replace shrinking traditional student enrollments. Amidst this hunger for online education, faculty rightly ask: "Is online any good?"

Within the Office of Online Education (OOE) at Indiana University, significant levels of analyses to determine the effectiveness of online courses and programs form the basis of our data-driven approach to decision making for campus leadership. As a university-wide office, OOE has a unique opportunity to examine the impact of online education on various campus types: a national flagship institution, a research-intensive urban campus, and smaller teaching-focused regional campuses, making our

Fisher A – Mezzanine Level

Staying Relevant with Innovative Non-Credit Offerings and Partnerships

During a time when Schools of Education are seeing lower enrollments, the office of Outreach and Program Services (OPS) at Oakland University has extended its non-credit workshop offerings to provide additional professional development options to K-12 Educators. Through innovative collaborations and K-12 partnerships, these workshops provide a forum for educators to share knowledge and concerns about current topics in the classroom. Workshop offerings include current issues such as: Mindfulness, Restorative Practices and Enhancing Instruction with Technology in the Classroom. Nearly 630 educators attended non-credit workshops offered at Oakland University throughout the past year.

Educators are coming from various public and private school districts from across the Southeast Region of Michigan. Attendees indicated "the workshops are high quality, relevant,

Fisher B – Mezzanine Level

The Nuts & Bolts of Creating an Online Consortium

Many independent, not-for-profit institutions have limited resources and face stiff competition from for-profit institutions. Through partnership and collaboration, these institutions are able to expand course options for their respective students by utilizing quality courses offered by other like-minded institutions. During the session, we will review the blue print for creating the Online Consortium for Independent Colleges and Universities (OCICU). We will explore challenges, victories, and lessons learned.

This workshop is designed to allow participants to meet the following learning outcomes:

- There is another way to increase enrollments with a very modest investment.
- Collaborating in a consortium will augment your academic offerings to students with

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results applicable to many institutional types.

We consider three common myths regarding online education in this presentation. Using a “myth busters” approach, we present data from tableau dashboards and ask our audience to help us determine whether our findings “bust” these myths. Our myth busting will address online student demographics, measures of online student success (including retention and graduation rates), and online course completion rates.

We discuss how data and business intelligence tools can inform the campus community about the value and place of online education within larger discussions of enrollment management, enrollment growth, and student success. Attendees will be encouraged to share their experiences using data to evaluate online education and shape the future of their own institutions.

This workshop is designed to allow participants to meet the following learning outcomes:

- Online education is reaching well beyond the boundaries of graduate programs and part-time working students. Increasingly, traditional full-time campus students are choosing to integrate online classes into their on-campus schedules, taking more credit hours per semester, and demonstrating higher retention and graduation rates than students who don't take online classes.

Sharon Wavle, Indiana University;
Chris Foley, Indiana University

and affordable”. Other comments include “so many take aways from the session - the resources, activities, and thoughts; the workshop provided a sense of support and understanding”. These workshops are engaging educators in current practices, improving upon their classroom practice, and providing State Continuing Education Clock Hours (SCECHs). The non-credit workshops have strengthened the school's community engagement amongst educators and is helping the School of Education and Human Services to stay connected.

This workshop is designed to allow participants to meet the following learning outcomes:

- How to utilize non-credit workshops to stay relevant.
- How staying connected with your faculty enhances your credit base programs.

Lisa Reeves, Oakland University;
Kelly Quintana, Oakland University

virtually no financial or academic risk.

Adam Samhoury; Online Consortium of Independent Colleges and Universities;
Samantha Brown, Online Consortium of Independent Colleges and Universities

10:15 - 11:15a.m. **General Session V | Jennings Ballroom – Lower Level** **General Session Reflection / Connection Time**



Jobs of the Future and the Emergency of Alternative Credentials

A review of labor and other secondary data, including trend reports, employer surveys and futurist blogs, reveals major changes to job classifications and the identification of emerging professions. These changes span many industries ranging from healthcare to information technology to agriculture--among others. Some of these evolving professions may not require a traditional degree, while others may benefit from degree holders enhancing their education through an alternative credential. And while the degree remains the standard of higher education, colleges and universities need to make informed decisions regarding the role of alternative credentials in workforce education. This presentation and dialogue will identify these jobs of the future and the intersection of credentials needed for success.

Jim Fong, Director, Center for Research and Marketing Strategy, UPCEA

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11:15 - 11:30a.m. **Send-Off | Jennings Ballroom – Lower Level**

Bob Hansen, CEO, UPCEA

Steve VandenAvond, Northern Michigan University, Central Region Chair

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