

2013 UPCEA Central Region Conference

Disruption 2.1: A Regional Perspective



*September 25-27, 2013
Minneapolis/St Paul, Minn.*



<http://conferences.upcea.edu/central/>

UPCEA Central Region Conference D2.1 – A Regional Perspective

Sept. 25-27, 2013 | Minneapolis/St. Paul, Minn.

At-a-glance

WEDNESDAY, SEPT. 25

- 10:30 a.m.-12 p.m. **Registration & Exhibits**
Great Lakes Ballroom Foyer
- 11-11:30 a.m. **Newcomers Session** | *Lake Calhoun Room*
- 12-1:30 p.m. **Lunch & Keynote Speaker**
Great Lakes Ballroom A-C
Disruptions and Opportunities for eLearning in Higher Education
- 1:45-3:15 p.m. **Concurrent Sessions**
Defining Your Institutions' Future in an Uncertain Present | *Lake Harriet Room*

An Analysis of Adult and Traditional Student Satisfaction in Online Courses | *Great Lakes Ballroom D*

Return to the U: Tips for Customizing Services for At-Risk Adult Learners | *Great Lakes Ballroom B*
- 3:15-3:45 p.m. **Break** | *Great Lakes Ballroom Foyer*
- 3:45-4:30 p.m. **Concurrent Sessions**
Maintaining Momentum: Sustaining Your Programs in Difficult Times | *Lake Harriet Room*

Developing an Online Educational Program and "Community of Practice" for Practitioners
Great Lakes Ballroom D

The Big Bang in Behavioral Health: How ObamaCare and other Disruptions are Creating Big Opportunities for Continuing Education
Great Lakes Ballroom B
- 4:30-5 p.m. **Executive Board Meeting** | *Board Room*

THURSDAY, SEPT. 26

- 8-8:30 a.m. **Continental Breakfast** | *Great Lakes Ballroom Foyer*
- 8:30-9:15 a.m. **Town Hall Meeting** | *Great Lakes Ballroom A-C*
- 9:30-10:15 a.m. **Concurrent Sessions**
An Ounce of Prevention, is Worth a Pound of Cure
Lake Harriet Room

Critical CE Trends: Demographic, Marketing, Occupational and Technology Shifts | *Lake Harriet Room*

International Collaboration in Continuing Engineering Education: Forming Partnerships To Break In To New Markets | *Great Lakes Ballroom B*
- 10:30-11:15 a.m. **Plenary Speaker** | *Great Lakes Ballroom A-C*
Driving Institutional Change: How Online Strategy is Creating 'Winners' and 'Losers,' What that Means for Traditional Continuing Education Units, and Why it Matters to UPCEA
- 11:30 a.m.-12:30 p.m. **Lunch & Awards** | *Lake Calhoun Room*
- 12:30-1:30 p.m. **Deans Panel** | *Lake Calhoun Room*
- 1:30-2 p.m. **Break** | *Great Lakes Ballroom Foyer*
- 2-3:30 p.m. **Concurrent Sessions**
The Rise of the Informed Consumer and Student Return on Investment | *Lake Harriet Room*

Transforming Correspondence Courses to Competency Based, Self-paced Program | *Great Lakes Ballroom D*

Development of an Online Reading Specialist Endorsement Program: Rigor, Relevance and Relationships | *Great Lakes Ballroom D*

Customization and Collaboration within a Corporation: Creating Leadership Development Opportunities | *Great Lakes Ballroom B*
- 4:30-6 p.m. **Social** | *Wells Fargo Museum, 6th St. & Marquette Ave. – Skyway Level*
- 6 p.m. **Enjoy the Twin Cities**

FRIDAY, SEPT. 27

- 7:30-8 a.m. **Breakfast Buffet** | *Great Lakes Ballroom A-C*
- 8-8:45 a.m. **Business Meeting** | *Great Lakes Ballroom A-C*
- 9-10:30 a.m. **Concurrent Sessions**
Building Adult Student Persistence | *Lake Harriet Room*

Launching a New Email Content Strategy for Post-Inquiry Prospects | *Great Lakes Ballroom D*

UPCEA Diversity & Inclusion Committee: An Opportunity for Input | *Great Lakes Ballroom D*

Success Strategies for Growing Your Corporate Business
Great Lakes Ballroom B
- 10:45-11:45 a.m. **Now What? Ideas to Implement Monday Morning**
Great Lakes Ballroom A-C



UPCEA

Leaders in Professional, Continuing
and Online Education



Karen Hanson

Senior Vice President for Academic Affairs and Provost Karen Hanson began her post at the University of Minnesota on February 1, 2012.

Provost Hanson's arrival at the University of Minnesota was a homecoming for her. She received her bachelor of arts, summa cum laude, in philosophy and mathematics here in 1970. She went on to earn both her master's and doctoral degrees in philosophy from Harvard University in 1980.

Prior to returning to Minnesota, Hanson served as provost at the Bloomington campus of Indiana University and executive vice president of that university from July 2007 to January 2012.

Provost Hanson's research interests are in the philosophy of mind, ethics and aesthetics, and American philosophy. She has published many articles and essays in these areas and is the author of the book *The Self Imagined: Philosophical Reflections on the Social Character of Psyche* and a co-editor of the book *Romantic Revolutions: Criticism and Theory*.

She has twice been elected to the executive committee of the Central Division of the American Philosophical Association (APA) and to the APA National Board of Officers. She served as chair of the APA board from 2004 to 2005. From 1993 to 1997, she served as the APA delegate to the American Council of Learned Societies (ACLS) and as a member of the ACLS Executive Committee.

Hanson has been an associate editor of the *Journal of Social Philosophy*, a member of the editorial board of *American Philosophical Quarterly* and a trustee for the American Society for Aesthetics. Her current editorial board memberships include *Notre Dame Philosophical Reviews* and *Cognitio*, and she is an officer of the board of the John Dewey Foundation and a member of the advisory board of the Peirce Edition Project.



Bob Hansen

Dr. Robert J. Hansen was named Chief Executive Officer of the University Professional & Continuing Education Association in September 2010. He previously served as Associate Provost for University Outreach at the University of Southern Maine. Prior to that position, he spent six years at Saint Xavier University of Chicago 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 an education policy aide in the administration of former Illinois governor, Jim Edgar.

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Speakers

Mary Angela Baker, MA, is the director of the Leadership Institute at St. Catherine University, the largest women's college in North America. In her position, Baker directs the research, design, implementation and marketing of leadership development programs for professional and entrepreneurial women. She represents St. Catherine at several outreach initiatives, connecting and collaborating with senior corporate executives from companies such as Wells Fargo, 3M, Medtronic, Cargill and General Mills.

Todd Bloom is chief academic officer with Hobsons. He earned a bachelor's degree in Elementary Education from Indiana University, a master of education degree from National-Louis University and a Ph.D. in educational leadership and policy studies from the University of Wisconsin-Madison.

Susan Borowick is departmental director in the College of Continuing Education, at the University of Minnesota. Susan's expertise is in instructional design and development, e-learning and blended solutions development, facilitation and project management.

Danielle N. Brown currently serves as the director of Continuing Education at Kansas State University Salina and is pursuing a Ph.D. in Student Affairs. She has been in higher education for five years serving in the roles of director, adviser, academic services coordinator, instructor and student club adviser. Her background also includes performance improvement and data management.

Soma Chakrabarti, Ph.D., is the director of the Center for Engineering and Interdisciplinary Professional Education (CEIPE) and the associate director of Continuing Education at the University of Kansas. She oversees the units of Aerospace Short Course Program, Engineering Technology and Engineering Management Certificate Programs, Engineering Conferences, and Bioengineering Short Courses.

Laurie Curtis, Ph.D., is the director of the Reading Specialist Program at Kansas State University where she teaches undergraduate and graduate literacy education courses. In addition to her teaching, her research interests include international literacy initiatives, brain-based literacy practices, and studying research-based interventions for struggling readers.

Amy Dooley is the manager of Continuing Education programs for the College of Arts & Sciences and the College of Fine Arts and Communication at the University of Missouri-St. Louis. Amy received her bachelor's degree from the University of Northern Iowa and M.A. in Educational Administration from Lindenwood University. Dooley has held positions including Youth Program Supervisor at the Memphis Zoo, Director of Conservation Education for the American National Fish and Wildlife Museum, and AmeriCorps Program Director and Volunteer Coordinator for the Nixa R-II School District.

Heather Dorr works in the College of Continuing Education at the University of Minnesota. She works with faculty at the University and professionals outside the University to plan continuing education programs, conferences, short courses, symposia, and online courses. She is also an M.Ed student in Learning Technologies, at the University of Minnesota.

Eric Dunker, Ph.D., is currently the director of MSU Denver's Extended Campus and oversees off campus degree completion programs, dual enrollment programs with community colleges, concurrent enrollment with high schools, and is responsible for new program development.

Jim Fong has more than 20 years working as a marketer and researcher in the higher education community. Prior to joining UPCEA's Center for Research and Consulting, Fong 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, Fong 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.

Zach Gredlics is a senior program manager of Program Development and In-House Courses in the Center for Engineering and Interdisciplinary Professional Education at the University of Kansas Continuing Education. He is responsible for developing new short course training programs in engineering, as well as coordinating all aspects of engineering short courses, including budgeting, procurement, content customization and legal framework. Zach has a BA from the University of Kansas, and an MBA in International Business from Baker University.

Deb Haan is Vice President - Director of Support at Wells Fargo Mortgage in Minneapolis, MN. She has been a Wells Fargo team member for more than 20 years and experienced several mergers. Haan serves as the chair of the Baby Boomer affinity group and is the Corporate Champion between Wells Fargo and St. Catherine University.

Brenda Harms, Ph.D., is an experienced higher education administrator with a diverse marketing and admissions background. Her perspective on higher education strategic

planning, marketing, and recruitment is strengthened by her extensive consulting experience with colleges and universities throughout the country who are focused on serving adult students in a more intentional way.

Rebecca Hawthorne, Ph.D. is the director for the graduate Organizational Leadership program at St. Catherine University. She is the author of the Minnesota Census of Women in Corporate Leadership which examines the percentage of women on the boards and in the executive suites of Minnesota's top 100 publicly traded companies.

Kim Kieras is the associate director of Recruitment and Enrollment Management at University of Chicago Graham School. Her areas of specialization include recruitment; admissions leadership; staff training and development; marketing; strategic planning; and organizational leadership. Kieras' contributions have been integral in the conceptualization, design and implementation of internal business models that bring focus on new approaches to student recruitment. In addition, Kieras has held key roles in the procurement and implementation of CRM technologies designed to introduce staff to admissions automation.

Walter Pearson began his role as dean for the School for Professional and Continuing Education at Lewis University in the Chicago region in March, 2011. In this role, he works with faculty and staff to deliver on the Lewis University commitment to working adults. Walter has been active as a researcher, author, and presenter on best practices in serving working adults. His topics include outreach, collaboration, prior learning assessment, sustaining academic quality, academic advising, and practices that support degree completion persistence. He was recently elected to the board of the Association for Continuing Higher Education.

Julie Rohovit, Ph.D., is the program director for the University of Minnesota's new Masters of Professional Studies in Integrated Behavioral Health and the Addiction Studies Certificate Programs. Rohovit was instrumental in designing and launching both programs. She is also the lead Principle Investigator for the Minnesota Center for Clinical and Research Innovation.

Gail Ruhland serves as the director of Corporate Education and Outreach in the Center for Continuing Studies. In her 12 years at SCSU, Gail has been committed to creating opportunities for professionals with credit and non-credit professional development programs. These programs have ranged from career exploration for "at risk" youth from the St. Cloud area to a week-long Leadership Institute for Law Enforcement officers throughout the Minnesota, South Dakota, North Dakota and Wisconsin states. Ruhland earned a bachelor of arts in business management and communication from Concordia College in St. Paul, a master's in business administration and doctorate of higher education administration from St. Cloud State University.

Erik Sherman is a SaaS consultant and Business Resource for Augusoft, Inc. A native of Austin, Minnesota, Erik is a graduate of University of Wisconsin-River Falls. Sherman has been partnering with higher education organizations for the past four years with a focus on Continuing & Corporate Education programs seeking a cloud-based solution for student enrollment and contract management.

Nancy Sayre, Ph.D., is the lead faculty member for MSU Denver's competency based education initiative. She is an Assistant Professor and the Assistant Chair for the department of Health Professions.

Karen Sibley is dean of Continuing Education at Brown with responsibility for executive and non-credit adult education, undergraduate summer session and pre-college summer, international and online programs. She thrives in the work of innovative program development, continuous improvement in student experience and academic outcomes, and collaboration within the workplace/University and beyond.

Christina Trombley has worked with adult students for the past 16 years in adult and continuing education. Currently as the director of the Adult Degree Program, she is responsible for two online degree programs in the Interdisciplinary Major and the associated services of a department that is designed for the adult student. While pursuing her doctorate in urban education, her research is focused on the leadership, administration, and operation of online programs in higher education.

Liz Turchin is the associate director of marketing at the University of Minnesota's College of Continuing Education. She chairs three cross-college Enrollment Management teams tasked with building deeper relationships with prospective students in order to guide them to the programs that meet their career and life needs.

Steve VandenAvond has worked in adult and continuing education for more than 15 years as a faculty member and administrator in both private/non-profit and public colleges and universities and has devoted his career to providing adult students with suitable access to higher education. VandenAvond received his doctorate in development psychology from Loyola University-Chicago, and has focused on finding ways to not only create adult friendly academic programs and services, but to cultivate meaningful and engaging relationships with adult students, even when they study at a distance.

UPCEA Central Region Conference

D2.1 – A Regional Perspective

Schedule

Wednesday, Sept 25

10:30 a.m.-12 p.m. Registration & Exhibits | *Great Lakes Ballroom Foyer*

11-11:30 a.m. Newcomers Session | *Lake Calhoun Room*

12-1:30 p.m. Lunch & Keynote Speaker | *Great Lakes Ballroom A-C*
Disruptions and Opportunities for eLearning in Higher Education
– *Karen Hanson, Provost, University of Minnesota*

1:45-3:15 p.m. Concurrent Sessions
Lake Harriet Room
Defining Your Institutions' Future in an Uncertain Present
– *Brenda Harms, Senior Vice-President, Converge Consulting; Kim Kieras, University of Chicago*

The future of adult serving institutions may look very different than the past; from the types of education offered, the delivery mode, marketing strategies, recruiting practices, and even perhaps the process for awarding credit. Everything seems to be up for discussion. The key question is where is your institution's opportunity and how will you capitalize on it? In this executive leadership session participants will engage in an interactive discussion of the disruptive state of higher education, their institution's reactions to it, and what it means for the future of higher education.

Great Lakes Ballroom D

An Analysis of Adult and Traditional Student Satisfaction in Online Courses
– *Christina Trombley, Director, Adult Degree Program, University of Wisconsin-Green Bay*

As online education has grown, public universities have used it as a way to reach a new marketplace of students, especially the growing number of adults who are seeking a degree or looking to change direction. While there are volumes of research on andragogy and adult learning theory, there is limited data and research on how it is applied in the online environment. The University of Wisconsin-Green Bay's Adult Degree Program has begun a mixed methods research approach to analyze the differences in course satisfaction between traditional and adult students in their online degree program. Quantitative analysis of student evaluations and qualitative research regarding faculty and student experience provide an introductory look at andragogy in the online classroom. This analysis provides answers to the question of whether adult students respond differently to various teaching methods, philosophies and frameworks in the online environment.

Great Lakes Ballroom B

Return To The U: Tips for Customizing Services for At-Risk Adult Learners

– *Steven VandenAvond, Associate Provost, Outreach and Adult Access, University of Wisconsin-Green Bay*

Given the increased necessity to tailor continuing education programs and services to the unique needs of adults, the division of Outreach and Adult Access at the University of Wisconsin-Green Bay developed a college re-entry program (Return to the U) which adapted and personalized re-entry services to adult students who left the University of Wisconsin System before degree completion. This session focuses on lessons learned from the Return to the U initiative, including practical tips on marketing and recruitment, admissions, enrollment, and retention. Particular attention is paid to the development of the SSI and the benefits of using a locally-normed, predictive instrument to assess adult student readiness for college-level online learning. In addition to helping adult students transition to college, when combined with a behavior-based early alert system, the SSI serves as a powerful tool for engaging and retaining adult learners.

3:15-3:45 p.m. Break | *Great Lakes Ballroom Foyer*

3:45-4:30 p.m. Concurrent Sessions

Lake Harriet Room

Maintaining Momentum: Sustaining Your Programs in Difficult Times

– *Amy Dooley, Program Manager, School of Professional & Continuing Studies, University of Missouri-St. Louis*

Challenge yourself and the way you think about your existing programs. This session will offer practical strategies and tools you can use to determine a program's viability and help you uncover new solutions and exciting opportunities. No matter what the roadblock, we'll clear the path, or forge new pathways, that will help to strengthen and sustain your programs.

Great Lakes Ballroom D

Developing an Online Educational Program and "Community of Practice" for Practitioners

– *Heather Dorr, Program Associate, College of Continuing Education, University of Minnesota; Sue Borowick, University of Minnesota*

Ecological restoration is increasingly relied on as a conservation strategy in Minnesota and the goal of the program is to improve success rates. Through a partnership with state agencies, the University of Minnesota established a cooperative to develop training opportunities for practicing restoration professionals. Five application-oriented courses were developed and are accessible statewide through a combination of online and field-based instruction. A "community of practice" for restoration professionals was developed, and currently has 185 members. However, establishing the community with engagement and interaction from members has been slow. The presentation will discuss lessons learned about the development of this curriculum and the educational opportunities, along with the

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Wednesday, Sept. 25 *continued*

struggles of establishing a community of practice for a new interdisciplinary audience.

Great Lakes Ballroom D

The Big Bang in Behavioral Health: How ObamaCare and other Disruptions are Creating Big Opportunities for Continuing Education

- Julie Rohovit, Program Director, Degree and Credit Programs, College of Continuing Education University of Minnesota

The Affordable Health Care Act is the biggest transformation to health care in decades. Next year, 10 million individuals with previously untreated co-occurring mental health and substance use disorders will be newly covered. However, there is substantial evidence that the current and emerging behavioral health workforce is not equipped in skills or in numbers to effectively respond to this seismic shift. Federal and State agencies have appealed for 'urgent attention' on this 'work force crisis.' This offers huge opportunities for continuing education. Tens of thousands of behavioral health providers need continuing education in co-occurring disorders and new degree programs are needed to effectively train emerging clinicians. Learn how the University of Minnesota is disrupting the training status quo with a pioneering program that merges mental health and addictions education into a single, comprehensive program that prepares students for today's clinical reality, and how this program has garnered enthusiastic support from key stakeholders.

4:30-5 p.m. **Executive Board Meeting** | Board Room

Thursday, Sept. 26

8-8:30 a.m. **Continental Breakfast** | Great Lakes Ballroom Foyer

8:30-9:15 a.m. **Town Hall Meeting** | Great Lakes Ballroom A-C
– Karen Sibley, Bob Hansen, Debbie Hagenmaier

9:30-10:15 a.m. **Concurrent Sessions**

Lake Harriet Room

An Ounce of Prevention, is Worth a Pound of Cure

– Danielle Brown, Director, Continuing Education, Kansas State University Salina

How do we connect students to our campus from a distance? How do we connect with non-traditional students who have not taken courses in many years, let alone virtually? Retention of students is vital to any program. Providing intensive services and mentoring students through their initial semesters will allow programs to remain ahead of retention instead of chasing it. Professionals in higher education can get caught up in the day-to-day monotony of guiding students through processes that become secondary in nature. We often times are fighting for students attention. This session explores providing succinct information to students as they enter institutions. Using traditional and emerging medias are explored as well as best practices in motivating student through words.

Great Lakes Ballroom D

Critical CE Trends: Demographic, Marketing, Occupational and Technology Shifts

– Jim Fong, UPCEA

Continuing education units continue to be on the frontlines of educational, technological and workforce innovation. In the last decade, many units invested into online infrastructures, staffing and marketing to meet the demands of a global and mobile-enabled workforce. However, in just the last few years, many of our units have been asked to address MOOC trends, generating new revenues, responding to increased competition, realigning our marketing departments, integrating CRM, developing new programs and supporting other initiatives. How can we better prepare ourselves for the next decade? This session will address changing demographics, anticipated technologies, innovative staffing and organizational changes and new approaches to marketing and CRM.

Great Lakes Ballroom B

International Collaboration in Continuing Engineering Education: Forming Partnerships To Break In To New Markets

– Zachary Gredlics, Senior Program Manager, Continuing Education, University of Kansas; Soma Chakrabarti, Frederick Pawlicki, University of Kansas

Continuing education departments are often tasked with the global expansion of professional programs, both to tap growing markets and to expand the footprint of their University. At times, breaking in to a new market can be difficult, with factors such as business and work environments, learning cultures, and local laws to contend with. As such, having a partner company

Schedule

or institution on the ground can be critical to the success of your continuing education programs. This presentation will focus on partnerships that the Center for Engineering and Interdisciplinary Professional Education (CEIPE) at the University of Kansas Continuing Education has entered into with two companies, resulting in the presentation of non-credit continuing engineering education courses in India and China. Aspects such as marketing and promotion, facility setup, and financial agreements will be discussed to provide ideas of how to break in to a new and potentially difficult market

10:30-11:15 a.m. Plenary Speaker | Great Lakes Ballroom A-C
Driving Institutional Change: How Online Strategy is Creating 'Winners' and 'Losers,' What that Means for Traditional Continuing Education Units, and Why it Matters to UPCEA
– Bob Hansen, UPCEA

11:30 a.m.-12:30 p.m. Lunch & Awards | Lake Calhoun Room

12:30-1:30 p.m. Deans Panel | Lake Calhoun Room
– Mary Nichols, University of Minnesota, Dawn Gaymer, Western Michigan University; Mary Niemiec, University of Nebraska; and Karen Sibley, Brown University

1:30-2 p.m. Break | Great Lakes Ballroom Foyer

2-3:30 p.m. Concurrent Sessions
Lake Harriet Room
The Rise of the Informed Consumer and Student Return on Investment
– Todd Bloom, Chief Academic Officer, Policy & Advocacy; Hobsons, Carl Stange, Winona State University

More than ever, postsecondary consumers are informed and empowered shoppers who will scrutinize the value of postsecondary education. What components contribute to a student return on investment (SROI) for higher education institutions? How can your institution leverage such a measure to help you stand apart from the competition and resonate with the students you intend to attract and enroll? We'll apply consumer research to the higher education setting, discussing what factors impact students' college decisions, including new financial information and planning tools as well as indicators of the long-term dividends of higher education. Participants will receive a framework for SROI calculation and will learn about and discuss components that comprise a student return on investment measure; learn strategies for leveraging SROI to support their work with student; and learn approaches to using SROI to attract and enroll students and to support student success.

Great Lakes Ballroom D
Transforming correspondence courses to competency based, self-paced programs
– Eric Dunker, Director, Extended Campus, Metropolitan State University of Denver; Nancy Sayre, Metro State University-Denver

Competency based, self-paced education is one of the most hotly discussed topics in higher education. Some think it is the wave of the future because of its potential to decrease time to completion and it's ability to reduce tuition costs.

Others fear that it causes too much disruption to the credit hour and could potentially diminish the traditional faculty role. Metropolitan State University of (MSU) Denver Extended Campus is currently in the process of developing 3 competency based, self-paced certificates for a Fall 2014 launch. This session will provide an overview of the current state of competency based programs in the US and will also discuss how the idea for MSU Denver's initiative was formulated. It will cover issues such as faculty and departmental buy-in, vendor considerations, creating the competencies and certificate topics, corporate outreach, and the creation of the business plan.

Great Lakes Ballroom D
Development of an Online Reading Specialist Endorsement Program: Rigor, Relevance, & Relationships
– Laurie Curtis, Assistant Professor, Director of the Reading Specialist Program, Curriculum & Instruction, Kansas State University

The six-course Reading Specialist Endorsement Program was designed to provide K-12 teachers with specific training in literacy theory, methods, and assessment and serves practicing teachers who are able to enroll in these courses while maintaining their teaching positions. The courses may be taken as an area of specialization within a Masters Degree in Curriculum & Instruction or as a stand-alone endorsement for those already holding a Master's degree. The program includes a distance delivered practicum experience allowing teachers to work 1 on 1 with struggling readers with full-time faculty observing practice and providing detailed feedback. Information regarding organization, content, differentiation, and provision of valuable feedback will be shared.

Great Lakes Ballroom B
Customization and Collaboration within a Corporation: Creating Leadership Development Opportunities
– Mary Angela Baker, Director, Leadership Institute, St. Catherine University; Rebecca Hawthorne, St. Catherine University; Deb Haan, Wells Fargo

Wells Fargo is a Fortune 100 corporation with more than 283,000 team members; an estimated 33% of those employees are baby boomers. How do you keep these valuable employees engaged, growing and enhancing their leadership skills? Wells Fargo has teamed up with St. Catherine University to create customized leadership development programs and graduate organizational leadership certificates. The two organizations work together to determine programs that best serve the educational and career needs of mid-career team members. This presentation will address employee engagement and career trends in mature professionals as well as how this relationship between corporate and academia has evolved.

4:30-6 p.m. Social
Wells Fargo Museum, 6th Street & Marquette Ave – Skyway Level

6 p.m. Enjoy the Twin Cities

UPCEA Central Region Conference

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Schedule

Friday, Sept. 27

7:30-8 a.m. Breakfast Buffet | Great Lakes Ballroom A-C

8-8:45 a.m. Business Meeting | Great Lakes Ballroom A-C

9-10:30 a.m. Concurrent Sessions

Lake Harriet Room

Building adult student persistence

– Walter Pearson, Dean, School for Professional and Continuing Education, Lewis University

With performance funding based on graduation rates a rising topic in the states, no unit that offers adult degree completion can afford to ignore the gap in persistence rates between adults and traditional students. This session will focus on the elements that make a difference in adult degree completion and a new Academy that is being developed within the North Central Association Higher Learning Commission to support institution-wide strategies to enhance student persistence.

Great Lakes Ballroom D

Launching a new email content strategy for post-inquiry prospects

– Liz Turchin, Associate Director of Marketing, College of Continuing Education – Marketing, University of Minnesota

To help adults find the program that best fits their needs, the University of Minnesota's College of Continuing Education tapped market research, upgraded lead capture techniques, mapped a new post-inquiry email content strategy, and leaned on CRM segmentation capabilities to deploy a personalized series of emails to prospective students. Each mobile-friendly email was designed to offer short, relevant information covering messages such as tips from former students, career services, career outlook, financing options, upcoming classes, and more. Like tiles in a mosaic, together they create a picture of the program experience for students. Staff members were assigned to manage relationships with prospects at various stages and email messages were crafted to help facilitate engagement with the appropriate staff member. Learn more about these emails, how their open and click-through rates compare to earlier efforts, and lessons learned during the course of re-imagining prospect engagement.

Great Lakes Ballroom D

UPCEA Diversity & Inclusion Committee: An Opportunity for Input

– Amy Heitzmen, Jim Fong, UPCEA

Founded in 1918, the American Council on Education has been a “disruptive innovator” since it began evaluating military training and corporate education some sixty years ago. More recently, ACE has provided support to individual institutions and state systems as adult educators explore ways to serve students through credit for prior learning (CPL). This session will give a general introduction to ACE and its review processes, followed by an update on ACE initiatives that help institutions and state systems build CPL strategies for their adult students.

Great Lakes Ballroom B

Success Strategies for Growing Your Corporate Business

– Erik Sherman, Augusoft, Inc.; Gail Ruhland, St. Cloud State University

Your Corporate Business programs require special strategies to grow and flourish. Making the right moves in the right order will minimize risk and burnout while you make your way to success. Get the essential tactics to get your program on track for growth and success, one step at a time, from someone who has taken a program from less than \$0 to \$4M.

10:45-11:45 a.m. Now What? Ideas to Implement Monday Morning | Great Lakes Ballroom A-C

