



What's **New**  
What's **Next**  
What's **Now**



# UPCEA 2015

## *West Region Conference*

September 30 - October 2

The Westin Long Beach  
Long Beach, CA





What's **New**

What's **Next**

What's **Now**

**Stay engaged and connected during the conference:**



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**Share** your experiences on Twitter with **#UPCEAWest**

**Join** the conversation on CORE, UPCEA's professional networking platform.

## **Welcome Message from Vicki**

Get ready for new and exciting developments at UPCEA West 2015!

Our national conference in Washington, D.C. commemorated the past 100 years in continuing education, offering us a chance to reflect on the changes that have occurred over the last century.

The founders of our association could only dream of the diverse technologies and educational pathways we currently enjoy. Now as we enter our second century, it is our responsibility to learn from the past and also plan for the future. That is why we are so excited about this year's West Region Conference.

### ***You spoke, we listened!***

Thanks to the feedback of our membership, we are enhancing our conference format this year with new talent, extra networking opportunities, mini-sessions and more! Join us to reflect on current issues affecting 21st century educators.

**Vicki Brannock**  
2015 West Region Chair  
UPCEA

# At-A-Glance Schedule



## Wednesday, September 30, 2015

10:00 - 11:00 am	Emerging Leader Orientation Session	Melbourne
11:00 am - 12:00 pm	Emerging Leader Facilitation Training Session	Melbourne
11:00 am - 12:00 pm	Newcomer's Welcome Session	Barcelona
12:00 - 1:00 pm	Welcome Luncheon/Meet and Greet	Centennial Ballroom B
1:00 - 1:30 pm	Exhibit Hall Open, Refreshment Break, Networking	Centennial Ballroom Foyer
1:30 - 2:30 pm	Concurrent Sessions I	Refer to program guide
2:30 - 2:45 pm	Continuing Conversations and Refreshment Break	Centennial Ballroom Foyer
2:45 - 3:45 pm	Concurrent Sessions II	Refer to program guide
3:45 - 4:00 pm	Exhibitor Showcase, Refreshment Break, Networking	Centennial Ballroom Foyer
4:00 - 5:00 pm	UPCEA Hallmarks of Excellence in Online Leadership: An Overview and Case Study	Centennial Ballroom B
5:00 - 6:15 pm	Opening Reception & Exhibitor Showcase	Centennial Ballroom Foyer
6:15 pm	Dinner on Your Own/Dinner Groups	

## Thursday, October 1, 2015

8:00 - 9:00 am	Networking Breakfast	Centennial Ballroom B
9:00 - 10:00 am	Keynote Speaker: Kathy Cuff	Centennial Ballroom B
10:00 - 10:45 am	Book Signing, Networking, Exhibitor Showcase	Centennial Ballroom Foyer
10:45 - 11:45 am	Concurrent Sessions III	Refer to program guide
11:45 am - 1:15 pm	2015 Awards Luncheon	Centennial Ballroom B
1:30 - 2:30 pm	Concurrent Sessions IV	Refer to program guide
2:30 - 3:15pm	Exhibitor Showcase, Refreshment Break, Networking	Centennial Ballroom Foyer
3:15 - 4:30 pm	4 Under 40	Centennial Ballroom B
4:30 - 5:00pm	Prize Drawing and Announcements	Centennial Ballroom B
5:30 pm	Reception (Hosted by CSULB College of Continuing and Professional Education)	Ocean Terrace East

## Friday, October 2, 2015

8:30 - 9:30 am	West Business Breakfast Meeting	Centennial Ballroom B
10:00 - 11:15 am	2015 Deans Panel - The Crucial Conversation	Centennial Ballroom B
11:15 am - 12:00 pm	Wrap Up and Grand Prize Drawing	Centennial Ballroom B
12:00 pm	Adjourn. See You Next Year!	

Download the UPCEA West Guidebook App for full schedule at

<http://guidebook.com/getit>

## Wednesday, September 30

10:00 am - 11:00 am (Melbourne)

Emerging Leader Orientation Session

11:00 am - 12:00 pm (Melbourne)

Emerging Leader Facilitation Training Session

11:00 am - 12:00 pm (Barcelona)

Newcomer's Welcome Session

12:00 - 1:00 pm (Centennial Ballroom B)

### Welcome Luncheon

1:00 - 1:30 pm (Centennial Ballroom Foyer)

Exhibit Hall Open/Refreshment Break

1:30 - 2:30 pm

Concurrent Sessions I

### From Dull to Dazzling: How to Engage Learners in Mandated Online Training

Location: Melbourne Online Management

**Deborah George** Instructional Design Strategist

#### Who Should Attend?

Curriculum Designers, Program Developers, Technical Specialists

**Description:** The typical person receiving mandatory training might not be engaged in the learning process. For these students, online training is an opportunity to "click through" the material so they can check the box "yes, I attended training." There's a challenge in designing learning experiences for students who do not want to learn or those who feel they already know the material, but are required to take a training class. According to research done by Keller and Suzuki (2008), it's possible to strategically design online experiences that promote learner motivation while supporting instructional goals. Features can be fun or even entertaining, but they won't promote learning unless they engage the learner in the instructional purpose and content.

Using an example from training mandated by the State of California, this presentation will take you through the front-end analysis and design decisions that keep learners engaged with a course throughout the required period of contact time. You'll learn how to apply learning theory and best practices to transform a dull training experience into a dazzling one.

#### Key Objectives:

- 4-step process to create visual story-based learning
- Receive a technical specifications template for online course design
- Discover how to transform boring content into a mentally engaging learning experience

### Making Your Application/Registration Process Work for Humans First, and Your Institution Second

Location: Barcelona Marketing/Enrollment

**Dan Bellone** Marketing Director  
California State University, East Bay

#### Guy Felder

Chief Strategist, Story + Structure

#### Who Should Attend?

Deans, Directors, Marketing Managers

**Description:** Last year California State University, East Bay created a new student experience for continuing education students. Using the principles of Human Centered Design Methodology, East Bay was able to generate immediate and impressive results. Inquiries rose over 700%. Yet the most important part of the student experience pre-classroom, had yet to be addressed: the critical transactions phase. Students were having to use an old system to pay for their courses in a way that didn't make sense and was setup for convenience to the University and not the students. Using Human Centered Design Methodology, in partnership with Story+Structure, learn how California State, East Bay built an in-house shopping cart solution that uses data from Salesforce and PeopleSoft to help students quickly find the courses they want and register/check out in a "shopping cart" experience. See first hand the impacts to student satisfaction, revenue, and other key indicators. And finally, leave knowing how to assess each phase of your customer acquisition process, find the pinch points and create a strategy to resolve them.

#### Key Objectives:

- Understand the critical nature of the "conversion point" as it relates to your overall enrollment marketing strategy.
- Learn how to evaluate each touch point in your enrollment marketing strategy and find pinch points or processes that are painful for the student customer.
- Create a strategy to lessen or alleviate those pain points resulting in higher conversions and more return on investment from your marketing and recruiting efforts.

### Educating Millennials or Being Educated by the Millennial?

Location: Casablanca Leadership and Strategy

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

#### Who Should Attend?

Deans, Directors, Marketing Managers

**Description:** Millennials are growing in workforce numbers and will play an even greater role in not only household decisions, but also in the workplace and in redefining cultural, political and technological values. They will reshape our economy and our education systems. This interactive session has been designed to provide the higher education leader and marketer with new data, trends, insights, updates and research on this growing and complex economic and political force of our society and how they will impact how we design and deliver education and knowledge to them.

### Mapping your Professional Ambition

Location: Centennial Ballroom B Other

**Jenni Murphy** Associate Dean  
College of Continuing Education, Sacramento State

**Hei Fok** Program Manager  
College of Continuing Education, Sacramento State

#### Who Should Attend?

Anyone interested in career planning and mapping for themselves or others

**Description:** The latest statistics project that the average person will make 5-7 career changes during their working life, not just job changes, career changes. Think for a second about how you ended up in continuing education... was it planned or happenstance? What do you see yourself doing next and why? How well does your resume actually speak to all you know and do? How comfortable are you with your career ambition? This is an interactive session geared at providing tools and techniques for career mapping. Participants will learn steps for deconstructing their work experience, categorizing their skills, and packaging their professional attributes in a way that aligns with employer needs and advertised positions. Participants are encouraged to bring examples of jobs they aspire to have soon or several years from now and their resume; however, it's not a pre-requisite.

#### Key Objectives:

- Step by step list for deconstructing professional experience
- An understanding of how to categorize skills and attributes for easy job matching
- Recommendations on how to clarify professional ambition

*\*WestTalk Sessions consist of two or three 15-minute mini-presentations delivered at the same location followed by an in-depth discussion.*

2:30 - 2:45 pm (Centennial Ballroom Foyer)  
Continuing Conversations and Refreshment Break

2:45 pm - 3:45 pm  
Concurrent Sessions II

## WESTTALK SESSIONS\*: MARKETING/ENROLLMENT

### Redesigning Your Website Around User Behavior: How In-Page Analytics Can Lead to Awesome Website Design

Centennial Ballroom B

**Brendan Babish**, Interim Manager of Communications,  
California State University, Fullerton

#### Who Should Attend?

Program Managers, Program Developers, Marketing Managers, Website Designers

**Description:** Content organization is one of the most vital aspects of website design, yet too often page layout is determined through internal politics and guesswork. This can lead to an attractive site where the content users want is hard to find. Thankfully, Google Analytics' In-Page Analytics tool provides clarity that removes the need for guessing (or politicking). In-Page Analytics makes it easy to determine what information your users are most interested in, and provides insight on how a website can best be designed around those interests. In this presentation, I will explain how In-Page Analytics works and how to use it to redesign your website around user behavior. I will also provide examples of how it has influenced several of our website redesigns, and the improved engagement we have seen as a result.

#### Key Objectives:

- Understand how to utilize In-Page Analytics to gauge visitor interest
- Insights from In-Page Analytics can influence everything from minor layout changes to wholesale homepage/website redesigns.
- In-Page Analytics lead to design/content changes in everything from print pieces to advertising to social media outreach.

## Optimizing Decision - Making through Effective Data Analysis

Centennial Ballroom B

**Erik Bansleben** Senior Director of Academic Programs  
University of Washington

**Description:** Universities have vast amounts of data that can aid strategic planning, policies, and decision-making, yet, the majority of it, remains unexplored. At the University of Washington Professional and Continuing Education, we are using data to help us make smart, informed decisions with regard to our educational programs. This talk will highlight a range of data analysis projects that are underway, from simple queries to more complex multivariate analyses, addressing questions related to pattern and prediction of enrollments, using finance data to inform portfolio expansion, exploring web traffic analytics to facilitate program design, investigating metrics such as instructor evaluation scores to enhance program quality and student retention, among several others. By sharing some of the questions and data sources we have leveraged, we hope to encourage other divisions to explore their own institutional data with the goal of optimizing programs to meet learning and career goals.

### Key Objectives:

- Data analyses do not have to be complex, and results can be used to support evidence-based decision making.
- Tools & techniques for data exploration & analysis.
- Working with multiple data sets can lead to new insights.

## Inspiring Change Through Strategic Planning: Developing a Strategic Plan That Guides Organizational Action

Location: Barcelona Leadership and Strategy

**Wayne Smutz** Dean of Continuing Education  
UCLA

### Who Should Attend?

Deans/Associate Deans, Directors, Leaders

**Description:** Upon becoming dean of UCLA Extension in October 2013, Dean Wayne Smutz sought to create a Strategic Plan that was actually used to guide the organization rather than sitting on the shelf. This session will describe not only how the plan will reshape UCLA Extension, but how its development

began the internal change process by being inclusive, transparent, and effectively communicated. Starting in January 2014, UCLA Extension leadership worked with an outside consultant, staff, instructors, advisory board members, and representatives from UCLA campus to define our new direction, casting a wide net for new ideas. We produced the plan in the form of a small, attractive booklet, giving stakeholders a common reference. We formally launched the Strategic Plan with a half-day all-staff retreat in January 2015. To monitor progress, we created an online dashboard for the Strategic Plan, which is updated by our Action Stewards at least once a month. All units in their budget preparation for the 2015-16 budget year were asked to link their budget priorities to the Strategic Plan.

### Key Objectives:

- Strategic planning can be a key element of an organizational change strategy – both the plan itself as well as the process used to create and make it available.
- Ensuring that a strategic plan is used means building in ways to ensure that it is used after it is finished and used by the whole organization, not just the leadership.
- A strategic plan can be a key tool in communicating to those outside your organization – the campus, the community – that your organization is changing in significant ways.

## WESTTALK SESSIONS\*: INTERNATIONAL

### Around the World From Your Office

Location: Casablanca

**Melem Sharpe** Manager

International Programs & Partnerships  
California State University, Fullerton

### Who Should Attend?

Program Managers, Program Developers,  
Procurement Divisions, International, Study-Abroad

**Description:** If you gravitate toward structure, manageable hours, lots of planning time and are thinking of going international with your programming, there may be a world of unexpected surprises waiting for you that you hadn't anticipated. Despite some of the very unique challenges that can exist working with international programs, the outcomes far exceed the "turbulence" resulting in culturally rich and diverse life-long learning opportunities that bring people together from all over the world.

*\*WestTalk Sessions consist of two or three 15-minute mini-presentations delivered at the same location followed by an in-depth discussion.*

This workshop is meant to provide meaningful lessons learned from one unit's journey in going global with their programming. The International Programs & Partnerships unit at Cal State Fullerton was created in response to a need for professional development & training programs for international delegations from all over the world – students to administrators. Three years ago, the unit became formalized and responsible for generating revenue. As we share with you our experience, learn about the types of program development opportunities that exist and how to navigate some of the interesting challenges that can appear when globalizing your programs.

**Key Objectives:**

- Develop an understanding of the opportunities and challenges that may exist in going global with your programming.
- Learn about the resources that can support you in developing programs for an international market.
- Learn about the type of infrastructure necessary to support global programming.

**Summer Study in London**

*Location: Casablanca*

**Balvinder Kumar**

Director of Academic Special Session Programs  
California State University, East Bay

**Description:** The experience one gains from international study abroad not only allows students to expose themselves to a new culture but also enables students to earn academic credit simultaneously. This session will cover the many steps involved in implementing an international study opportunity. Facilitators will share best practices and tips to minimize pitfalls and emphasize the need to involve all required university stakeholders from the point of inception.

**Key Objectives:**

- Make sure you have a super-supportive faculty member to spearhead
- Don't be afraid to venture out and abroad
- Make sure to include all relevant university stakeholders from the "get go"

**Internationalizing Distance Education: Courses that Engage Teachers and Learners**

*Location: Casablanca*

**Reed Scull** Associate Dean

The Outreach School, University of Wyoming

**Description:** Most universities are seeking to increase the number and quality of study abroad experiences available to students. Universities committed to the education of working adults face a special challenge. Can true internationalized experiences be possible for adults who can spend little or no time in traditional study abroad experiences? This session examines the confluence of two powerful trends in extended education field-- the growth in distance/online education and internationalization of higher education. These trends can be leveraged together to address the question of how place-bound adult learners can have global experiences that are truly engaging and authentic. A review of key instructional design programs, such as the State University of New York- COIL program [collaborative online international learning] and the East Carolina University Enhancing Global Understanding program will be offered. An example of a University of Wyoming course developed in partnership with the University of Iceland will be shared, and at least twenty minutes or more will be devoted to a roundtable exchange of programs offered by session participants.

**Key Objectives:**

- Participants will learn about instructional design programs that foster engagement of students and faculty.
- Examples of courses that allow international experiences for place-bound adult learners will be shared.
- One case study will be offered. An roundtable exchange of cases from session participants will be encouraged.

**The Program Lifecycle**

*Location: Melbourne* *Program Management*

**Ricardo Lorenzana** Director of Operations, Brandman University School of Extended Education

**Saralyn Smith**, Program Manager, Brandman University School of Extended Education

**Who Should Attend?**

Program managers / Program directors

**Description:** The volume of business and speed at which business is conducted are constant challenges for many schools of continuing education. As such, efficient program management often falls by the wayside, and those managing programs are often unable to step back from the weeds to properly assess a program's health. Program proposals may not be

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given a proper look at feasibility and sustainability or programs are allowed to continue though they don't make much economic sense. By looking at programs as having a finite lifecycle, schools of continuing education can organize programs by their phase in their lifecycle and identify the best times to make data driven decisions.

In this presentation, the Brandman University School of Extended Education will break down its model for the program lifecycle to understand the four main phases of a program's life. We will identify the natural places where questions about feasibility should be asked and answered before consciously moving a program from one phase to the next. By applying this lifecycle approach to both new and existing programs, the assessment of a program's health is built into a system that forces those who manage programs to step back from the weeds on a timely basis.

**Key Objectives:**

- Organize their programs into one of four main areas of its lifecycle
- Collect and understand data that is relevant to a program and its position in its lifecycle
- Make a data driven decision to keep or drop programs

**3:45 - 4:00 pm** (Centennial Ballroom Foyer)  
Exhibit Hall Open/Refreshment Break

**4:00 - 5:00 pm** (Centennial Ballroom B)  
**UPCEA Hallmarks of Excellence in Online Leadership: An Overview and Case Study**

This interactive session will present an overview of the UPCEA Hallmarks of Excellence in Online Leadership, and through facilitated discussion and case study, help position attendees to be leaders of strategic change on their campuses.

**Bob Hansen** UPCEA  
**Vickie Cook** University of Illinois-Springfield  
**Gerry Hanley** California State System and MERLOT

**5:00 - 6:15 pm** (Centennial Ballroom Foyer)  
Opening Reception & Exhibitor Showcase

**6:15 pm**  
Dinner on Your Own/Dinner Groups

## Thursday, October 1, 2015

**8:00 - 9:00 am** (Centennial Ballroom B)  
Networking Breakfast

**9:00 - 10:00 am** (Centennial Ballroom B)  
**Keynote Speaker: Kathy Cuff, Senior Consulting Partner, Ken Blanchard Companies**

Kathy will share ways to involve and influence your staff, faculty, and key stakeholders by:

- Understanding the impact of being a Servant Leader
- Share predictable concerns people have with change
- Deepen your relationships with your team members
- Create an action plan to put into action immediately
- And more!

**10:00 - 10:45 am** (Centennial Ballroom Foyer)  
Book Signing, Exhibitor Showcase

**10:45 - 11:45 am**  
Concurrent Sessions III

### WestTalk Sessions\*: Program Management

#### Exploring STEM in the World of Professional Development

Centennial Ballroom B

**Alicia Fan**, Program Developer at California State University Fullerton, University Extended Education

**Who Should Attend?**

Program Managers/Program Developers/Instructional Designers/Curriculum Developers

**Description:** When you are the Program Developer or Manager charged with developing a program in a highly complex topic but have zero expertise in that field, how do you wrap your head around it? Where do you start? Do non-credit certificates even have a place or value in a profession where Master's Degree and PhD are likely to be required? In this 15 minute session, the presenter explores and discusses these questions by sharing with participants the journey and struggle that took place in developing a non-credit certificate in Data Science.

**Key Objectives:**

- Where to begin when researching and developing programs around complex topics.
- The challenges and approaches in curriculum development.
- Is there a market for non-credit certificates? If so, how to identify the audience?

**\*WestTalk Sessions consist of two or three 15-minute mini-presentations delivered at the same location followed by an in-depth discussion.**



## Professional Fiduciary Management: The Evolution of a Top Grossing Non-Credit Certificate Program

Centennial Ballroom B Program Management

**Lauren Henderson** Program Developer  
University Extended Education, Cal State Fullerton

**Description:** You are probably asking yourself, what is professional fiduciary management? The definition, for a continuing education provider, is a long-running, top grossing non-credit certificate program. Although professional fiduciary management may not be a profession many people know, those within the industry need something we can provide: CEUs. In this workshop, participants will learn how to identify industry needs and how to build partnerships that will sustain a program. This includes discussing the timeline of a successful non-credit certificate program, the successes and difficulties along the way, and the lessons learned. Participants will also learn how to determine and provide what industry professionals need from professional development programs.

### Key Objectives:

- Learn how to cultivate and sustain relationships within the industry and professional associations to enhance program
- Identify areas of improvement within program through assessment, evaluation, and communication and create thoughtful solutions
- Develop strategies to increase the life of the program

## Is There a Drone in Your Future? The Perils and Promises of Creating a Cutting Edge Program

Centennial Ballroom B

**Charlene Ashton** Senior Program Manager  
Program Development, Cal Poly Pomona

**Description:** There are always issues when you develop new programs but it is even more difficult to be one of the first to launch a cutting-edge, controversial program that requires regulatory approval. In this session you will hear about how the College of the Extended University at Cal Poly Pomona was able to overcome objections to developing, marketing, and implementing the first California-based Unmanned Aerial Vehicle Operator Certificate Program. The presenters will talk about effective marketing methods, including using Eventbrite to ensure a successful information session, and how they used their advisory board to shorten the time between inception and implementation.

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### Key Objectives:

- How to overcome objections to developing and launching a cutting edge program
- How to use Eventbrite to Market new programs
- Effective use of your advisory board

## WESTTALK SESSIONS\*: ONLINE MANAGEMENT

### Promoting Instructor Community and Commitment to Strengthen Online Programs

Location: Barcelona

**Sarah Hendrix** Distance Learning Program Manager  
Extended University,  
Montana State University-Bozeman

### Who Should Attend?

Program management staff/Instructors/Management/ Instructional designer/Online Instructors  
**Description:** Distance Learning Program managers know that building community among students in online programs is important, but how do you build a sense of community among the instructors? Instructors develop class content and engage with the students in the online classroom, but how do you engage them in the bigger picture to develop an online program culture? Many online instructors tend to be non-tenure track faculty who may or may not easily identify with one program or department. This is particularly relevant for interdisciplinary programs, like Liberal Studies and also specialized programs, like Addiction Counseling where many instructors are non-tenure track instructors and are also based remotely. Some online programs at Montana State University - Bozeman have actively sought to build a sense of community and shared responsibility to students in the programs. Ways they have tried to do this include using incentives, such as providing class development money and working lunches; providing training and support, such as training courses, instructional design support and workshops; and by institutional recognition, such as online teaching awards.

### Key Objectives:

- Many online instructors are non-tenure track and some are also based remotely.
- Engaging online teaching faculty helps develop a sense of community in online programs.
- Incentives, workshops and training can help engage faculty.

## Strategies to Increase Student Engagement for Diverse Learners in Integrated Online Programs

*Location: Barcelona*

**Pratima Dutta** Director of Distance Learning  
Tseng College of Graduate, International,  
and Mid-Career Education, California State University  
Northridge

**Lauren Carris**, Assistant Dean for Program Development,  
California State University Northridge

**Description:** In this session, presenters will share asynchronous and synchronous approaches and strategies, vetted through research and practice, to increase student engagement in online courses. The engagement strategies presented will be couched within the context of online education programs specifically designed for continuing education and professional development. Student engagement is contextualized within an approach that maximizes the potential for learners to demonstrate learning (learner outcomes), apply learning to professional practice (transfer), and engage with their colleagues, peers, and faculty (interaction). The presentation will also delve into discussing challenges and opportunities that surface with increasingly diverse learner populations (students with varied learning abilities, with access to varied technologies and platforms, and from varied geographical locations). The presenters would also like to invite attendees to share alternative approaches, strategies, and considerations in order to enrich the discussion on student engagement in the field online learning.

### **Key Objectives:**

Attendees will learn how to...

- Design varied strategies for increasing student engagement.
- Emphasize access for diverse student populations in online educational environments.
- Create learning opportunities that lead to measurable outcomes, effective transfer, and substantial interaction.

## Partnerships with Academic Units - Whose Money is it Anyway?

*Location: Casablanca* *Leadership & Strategy*

**Clark Westmoreland** Assistant Vice Provost and Executive  
Director of Operations, University of Washington

**Patrice Miles** Assistant Dean, Business Operations  
Professional Education, Georgia Tech

**Bob Rude**, Assistant Dean  
UC Irvine Extension

### **Who should Attend?**

Any university or college faculty or administrative staff member interested or involved in creating win-win partnership agreements between academia and continuing education units

**Description:** Examples of the convoluted partner business relationships in place at university continuing education units - Ideas as to how old partnering and revenue sharing paradigms must evolve with the metamorphosis of continuing education - A chance to discuss with all attendees best practices surrounding partnership agreements and what works and what does not work

### **Key Objectives:**

- Examples of the convoluted partner business relationships in place at university continuing education units
- Ideas as to how old partnering and revenue sharing paradigms must evolve with the metamorphosis of continuing education -A chance to discuss with all attendees best practices surrounding partnership agreements and what works and what does not work

## Leveraging Government Sponsored International Programs

*Location: Melbourne* *International*

**Guido Krickx** Dean

College of Continuing Education, Sacramento State

**Christopher Mefford** Associate Director, Study Abroad @  
the Beach, California State University, Long Beach

### **Who Should Attend?**

Program managers responsible for international programs/Those interested in starting to host sponsored international groups

**Description:** Hosting international groups that come with state or government funding is a great way to create a vibrant and dynamic set of programs on your campus. Having such international groups can enrich the exposure of your students to new cultural and international dimensions. However there are important lessons to be learned and pitfalls to be avoided. Explore what type of projects exist, how to qualify them and how to avoid the traps. Presenters experienced with federally sponsored, government sponsored and other sponsored projects will share their experience.

### **Key Objectives:**

- Learn how to vet and secure government sponsored international groups
- How to avoid pitfalls with sponsored international groups
- Best practices with sponsored international groups

11:45 am - 1:15 pm (Centennial Ballroom B)

## 2015 Awards Luncheon

1:30 - 2:30 pm

Concurrent Sessions IV

### Strategies and Tactics to Grow Your CE Program

Location: Barcelona

Program Management

**Lynda Rogers** Dean of UCSC Extension and Executive Director, Scout from University of California, Extension, University of California, Santa Cruz

**Meni Sarris** Director of Continuing Education Strategic Services and Client Success, Jenzabar

#### Who Should Attend?

Any CE professionals looking to build or grow their programs

**Description:** Are you considering new programs? Looking for new strategies and methods to grow? As institutions are embracing new opportunities, continuing education and workforce development departments are becoming incubators for groundbreaking programs, many seeing unprecedented success. These innovative program offerings are becoming centers for perpetual return on investment for many higher education institutions. Join us to hear experiences and lessons learned along the way during exploration and deployment of innovative new programs.

#### Key Objectives:

- Knowledge of how a number of institutions have evaluated and implemented new successful programs
- Learn strategic and tactical methodology to developing new programs for your target audience based on research and market opportunities
- Innovative ideas that could be leveraged for your next new program

### Digital Badges; 21st Century Classroom, Changing the Face of Education

Location: Melbourne

Marketing/Enrollment

**Danielle Sadighi**, VP of Sales and Marketing, Sales and Marketing, American Medical Certification Association

**Wendy Evers** Executive Director of Program Development and Community Outreach California State University, San Marcos

#### Who Should Attend?

Instructors/Marketing Directors/Career Services/admissions/HR/Academic Dean/Credentialing Director/anyone at the schools that handles: marketing, advertising, social media, lesson plans

**Description:** Digital Badges are becoming an industry game changer in schools, organizations and all size companies around the world. Any organization that would like to recognize an individual's skills and/or achievements are understanding the value of issuing digital badges. A fun easy way to recognize someone achievement and increase their company branding effort.

#### Key Objectives:

The Participant will learn...

- Badge Benefits for Schools
- Badge Benefits in the Classroom
- Badge Life Cycle
- Who Else Uses Badges

### WESTTALK SESSIONS\*: LEADERSHIP & STRATEGY

#### Free Content: Pros and Cons of Open Educational Resources

Centennial Ballroom B

**Melissa Nakamura** Educational and Academic Support Specialist, Outreach College, University of Hawaii at Manoa

#### Who Should Attend?

Faculty instructors, project managers, program coordinators and instructional designers may be interested in learning more about open educational resources, but this session is open to all interested in learning more about OERs.

**Description:** The rising cost of attending postsecondary education creates challenges for many wanting to attend college. With postsecondary education institutions continuously pressured to lower the cost of attending college but maintain a high-level quality of education, implementing open educational resources (OER) may provide some solution to the rising cost. This session will explore what OERs are, the benefits as well as the challenges of implementing OERs in the classroom.

#### Key Objectives:

- OERs are free content available on the Internet and can be an option for institutions looking to cut cost to students.

\*WestTalk Sessions consist of two or three 15-minute mini-presentations delivered at the same location followed by an in-depth discussion.

- There are many benefits to implementing OER such as cost savings to the student, accessible to high-quality materials, collaboration of institutions in developing OERs and up-to-date information.
- While there are many benefits, institutions should be aware of some of the barriers associated with implementing OERs including little or no institutional policies in place for OER, language barriers in translating existing OERs into native language, technology divide, quality assurance and costs to implement OERs.

## Re-Imagining Your University's Educational Technology Culture

### Centennial Ballroom B

**Lindsay Freer** Program Manager, Academic Extension, University of Oregon

**Gregory Milton** Program Manager, Academic Extension, University of Oregon

**Description:** How might early adopters of educational technology promote a more progressive tech mindset amongst university leadership? Come play with us to find out! In 2014, the University of Oregon's continuing education unit partnered with the university's libraries to determine how better to connect faculty to educational technology resources scattered across a decentralized campus, as well as to collect improved information on what resources were available or still needed. The result was the Instructional Technology Referral Office, or InTRO—a new unit charged with managing complex faculty technology needs, conducting research on best practices, and generating data to inform improved policy decisions about e-learning.

In this workshop, the InTRO team will share the fruit of their first eighteen months of research, leading participants in an interactive game designed to help policy-makers identify their institution's strengths and weaknesses, as well as to engage in productive conversations about organizational change. The game takes each team of players through a wide range of possible organizational structures, then awards points for the most creative and useful remixes of these structures.

#### Key Objectives:

- Gaming is a means of managing challenging conversations about organizational structures, especially in resource-scarce environments or among staff invested in the status quo.

- Your unit's internal or external research efforts can be presented in creative ways that spark conversation, especially when combined with research from national organizations like UPCEA.
- Participants will receive access to a modifiable game set that can be put into play at their own college or university.

## A Community Collaboration Outreach, Engagement & Economic Development

### Location: Casablanca

**Regina Cash**, CSULB College of Continuing and Professional Education

**Amy Smith**, Long Beach City College

**Cynthia Bater**, Long Beach Unified School District

**April Barnes**, Long Beach Collaborative to Advance Linked Learning

**Description:** This session will discuss how Long Beach College Promise Partners, Long Beach Unified School District (LBUSD), Long Beach City College (LBCC), California State University Long Beach (CSULB) worked together to establish the Long Beach Collaborative to Advance Linked Learning (LBCALL); a "built for purpose" intermediary organization that supports and promotes college and career readiness and facilitates collaboration between businesses, schools, and employers to provide work-based learning opportunities and connecting activities that support young people transitioning to careers and further employment.

**Key Objectives:** Discussion will include efforts under way to align nonprofit organizations, workforce investment boards, businesses and educational institutions.

**2:30 - 3:15 pm** (Centennial Ballroom Foyer)

Exhibitor Showcase, Refreshment Break, Networking

**3:15 - 4:30 pm** (Centennial Ballroom B)

### 4 Under 40 Panel

A few of our association's emerging leaders will discuss what they believe the future has in store for online and continuing education. The panel will showcase emerging leaders from the region who are making contributions to the field of continuing education. The panelists will discuss their outlook for the continuing education profession and their own journey in leadership. This discussion will be an opportunity to reflect on the "Millennials in the Workplace" session from the previous day and a precursor to the highly anticipated Dean's Panel the following day.

**Moderator:**

**Jenni Murphy** Associate Dean  
College of Continuing Education, Sacramento State

**Panelist:**

**Alicia Fan** Program Developer  
University Extended Education, California State  
University, Fullerton

**Hei Fok** Program Manager  
College of Continuing Education, Sacramento State

**Ricardo Lorenzana** Director  
Extended Education Operations, Brandman University

**Kevin Vaughn** Associate Dean of Academic Affairs  
UCLA Extension

**4:30 - 5:00 pm** (Centennial Ballroom B)  
Raffle Prize Drawing

**5:30 pm** (Ocean Terrace East)  
Reception (Hosted by CSULB College of Continuing  
and Professional Education)

## Friday, October 2, 2015

**8:30 - 9:30 am** (Centennial Ballroom B)  
West Business Breakfast Meeting

**10:00-11:15 am** (Centennial Ballroom B)  
**2015 Deans Panel - The Crucial Conversation**

Continuing education deans are often looked to for anticipating and preparing for issues that will have immediate, short- and long-term impacts on the direction of their organizations. Some issues are manageable (e.g., budgets), while others are simply unavoidable (e.g., accreditation). A panel of CE leaders has been asked to identify and discuss the top challenges they anticipate for their organization and the field of CE in the next 3 years. They will also share what they believe are the necessary changes a CE unit must take on to stay relevant in a new era of lifelong learning.

**Moderator:**

**Vicki Brannock**, Senior Director of Programs.  
School of Extended Education, Brandman University  
Education

**Panelists:**

**Rovy Branon** Vice Provost  
University of Washington Educational Outreach

**Sandi Pershing** Dean  
Continuing Education, University of Utah

**Nancy Salzman** Dean  
School of Extended Education, Brandman University

**Wayne Smutz** Dean of Continuing Education University  
of California Los Angeles

**Sheila A. Thomas** Assistant Vice Chancellor, Self-Support  
Strategy and Partnerships/Dean Extended Education  
California State University.

**11:15 am - 12:00 pm** (Centennial Ballroom B)  
Grant Prize Drawing

**12:00 pm**  
Adjourn. See You Next Year!

## UPCEA 2015-16 West Regional Leadership

**Chair**

**Vicki Brannock**  
Brandman University  
[brannock@brandman.edu](mailto:brannock@brandman.edu)

**Chair Elect**

**Shelly Wang**  
California State University, Fullerton  
[slwang@fullerton.edu](mailto:slwang@fullerton.edu)

**Secretary**

**Robin Allen**  
University of Arizona  
[rrallen@email.arizona.edu](mailto:rrallen@email.arizona.edu)

**Treasurer**

**Melissa Nakamura**  
University of Hawaii  
[melissa.nakamura@hawaii.edu](mailto:melissa.nakamura@hawaii.edu)

**Regional Representative**

**Joe Miera**  
University of New Mexico  
[jmiera@unm.edu](mailto:jmiera@unm.edu)

**Membership Coordinator**

**Wendy Evers**  
California State University, San Marcos  
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# 2015 UPCEA West Regional Conference Planning Committee



**Tina Chang**  
*Emerging Leaders*  
University of Washington



**Deborah Chen**  
*Marketing*  
California State University,  
Sacramento



**Melissa Nakamura**  
*Awards*  
University of Hawaii



**Denelle Pankratz**  
*Newcomers*  
California State University,  
Fullerton



**LaNelda Rolley**  
*Events*  
University of Nevada,  
Las Vegas



**Saralyn Smith**  
*Conference Engagement*  
Brandman University



**Lalita Subramanian**  
*Emerging Leaders*  
University of Washington



**Kate White**  
*Concurrent Sessions*  
California State  
University, East Bay



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EDUCATION**

Dear Vicki,

Thank you for all your hard work as the 2015  
UPCEA West Region Chair. We appreciate you!

Sincerely,

The Brandman Team



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Institutional sponsors of the 2015 UPCEA West Region Conference make a vital contribution to our association by helping us provide this outstanding professional development opportunity for leaders in continuing education.

**Thank you for your sponsorship** – your generous contribution highlights your leadership in our association and helps keep costs down for the general membership, so that West Region institutions large and small can participate in the regional conference.

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*never stop learning<sup>sm</sup>*

Extended Learning

# Thank you!

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### Special Thanks

UPCEA West would like to thank Economic Modeling Specialists International for sponsoring the Newcomers Sessions.

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