



DETC

87th Annual Conference

April 14-16, 2013

The Intercontinental Mark Hopkins Hotel

San Francisco

April 15, 2013

Welcome to the Distance Education and Training Council's 87th Annual Conference! We're delighted you could join us here in San Francisco for what promises to be an informative and memorable meeting.

In an effort to increase the ease of communication and provide more options for the delivery of content, you can find electronic copies of the Annual Conference program on the meeting website. You also can visit the Annual Conference website to get more information on the presenters, follow along during sessions by viewing or downloading the handouts, fill out speaker evaluations—even take a look at the lunch menu. There's also a PDF version of the Conference program available for you to view and download to your phone or laptop.

Before the Conference starts, please take a few moments to familiarize yourself with the Intercontinental Mark Hopkins Hotel, the Conference Schedule, and the Conference Program:

On the following pages you'll find a list of all the meals served during the Conference and a one-page Conference-at-a-Glance schedule.

- All session materials are included in the Conference Program. Each blue sheet indicates the start of a new presentation. The first page displays the speaker's biographical information on the front and is lined for note taking on the back. When available, handouts follow the blue sheet. For sessions without printed handouts, electronic copies are available on the Conference website, at <http://www.detc.org/87thannualconference>. Any supplemental material from presenters is also available online.
- The last page of each session's materials is an evaluation form. You can use your laptop or smartphone to fill out evaluations online at <http://www.surveymonkey.com/s/87thannualconference>. If you prefer not to use the online evaluation forms, paper forms can be filled in and deposited in the marked boxes at the registration desk.
- The list of attendees is included at the end of the program. The list was current as of April 4th. A finalized list is available on the Conference website.

During the Conference, we encourage you to reach out to your fellow conferees, share both successes and failures, and say what's on your mind. By doing so you'll become a full participant in the learning process, and all of us will benefit from the increased interaction and sharing of ideas. I look forward to learning and sharing with you.

Thanks,

Mary A. Adams

Ms. Mary Adams
President, American Sentinel University
87th Annual Conference Chair

Meal Schedule

SUNDAY, April 14th

- 6:00 p.m. Welcome Reception & Dinner, **Peacock Court**
The Streets of San Francisco Experience
Fisherman's Wharf: Shrimp Martinis "Shaken, not Stirred", Crab Claw, Pacific Oyster Bar: Fresh Cold Water Oysters Served with Lemon Wedges, Cocktail Sauce and Champagne
The Mission: Corn Tortilla Chips with Salsa, Guacamole and Cheese Sauce, Grilled, Marinated Chicken and Skirt Steak Fajitas, Spanish Rice
Chinatown: Steamed Dim Sum, Fried Egg Rolls and Baked Pork Buns, Potstickers in Steaming Basket with Dipping Sauce, Peking Duck, Mu Shu Crepes with Hoisin Sauce, Chinatown Fried Rice
Ghirardelli Square: Variety of Truffles, Chocolate-Dipped Strawberries, and Petits Fours, Warm Bittersweet Chocolate Fondue with California Seasonal Fruits and Berries, Freshly Brewed Coffee, Decaf and Tea.

MONDAY, April 15th

- 7:30 a.m. Continental Breakfast, **Florentine/Garden Rooms**
Fruit and Cheese-Filled Danish, Croissants and Muffins, Assorted Individual Cold Cereal with Milk, Sliced Fresh Fruit, Hot Oatmeal served with Raisins, Ripe Bananas and Brown Sugar, Flakey Croissant filled with Scrambled Eggs, Smipped Chives, and Cheese, Creamery Butter and Fresh Preserves, and a selection of freshly squeezed fruit juices, Coffee, and Teas
- Noon Lunch, **Stanford/Harvard Rooms**
Oven-Roasted Tomato Bisque with Chive Creme Fraiche
Tarragon-Scented Roasted Free-Range Chicken Golden Chicken Jus, Potato Gratin and Seasonal Vegetables
Please Note, Dessert will be served during the afternoon breaks between sessions.

TUESDAY, April 16th

- 8:00 a.m. Continental Breakfast, **Florentine/Garden Rooms**
Fruit and Cheese-Filled Danish, Croissants and Muffins, Assorted Individual Cold Cereal with Milk, Sliced Fresh Fruit, Smoked Salmon with Mini Bagels, Cream Cheese, Capers and Onions, Fruit and Yogurt Parfait, Creamery Butter and Fresh Preserves, and a selection of freshly squeezed fruit juices, Coffee, and Teas
- Noon Lunch, **The Top of the Mark**
Arugula and Curly Endive Salad with Strawberries, Pine Nuts and Aged Balsamico Dressing
Grilled Chicken Supreme with Port Wine Cream Sauce, Creamy Potatoes and Glazed Vegetables
Oreo Cookie Cream Cake with Raspberry Coulis
- 6:00 p.m. Closing Reception & Banquet, **The Top of the Mark**
Arugula and Champagne Poached Pear Salad with Candied Walnuts, Goat Cheese and Raspberry Vinaigrette
Grilled Sashimi-Grade Ahi Tuna, Crispy Fried Maui Onion Rings, Wasabi Aioli and Micro Greens
Roasted Tenderloin of Beef and Butter Poached Lobster Tail, Roasted Garlic Potato Puree, Vegetable Bouquetiere, Pinot Noir Reduction
Death By Chocolate Dessert Buffet: Variety of Truffles, Chocolate-Dipped Strawberries and Petits Fours, Warm Bittersweet Chocolate Fondue with Seasonal California Fruits and Berries, Macarons, Homemade Chocolate Chip Cookies, Pretzel Rods, Marshmallows, and Pound Cake

Those who selected vegetarian meals during the registration process should use the placard they received at registration to ensure they receive the correct entrées.

Conference at a Glance

Note: All General Sessions during the Conference will take place in the The Room of the Dons.

SUNDAY, April 14th	
1:00 – 4:00 p.m.	Registration, Florentine/Garden Rooms
1:30 p.m.	Research and Educational Standards Subcommittee Meeting, Room of the Dons
3:00 p.m.	Business Standards Subcommittee Meeting, Room of the Dons
6:00 p.m.	Welcome Reception and Dinner, West Lobby Terrace/Peacock Court

MONDAY, April 15th		
7:30 a.m.	Continental Breakfast and Registration, Florentine/Garden Rooms	
8:00 – 8:15 a.m.	<i>Welcoming Remarks</i>	
8:15 – 9:15 a.m.	<i>Congress Colleges and Cliffs</i>	
9:30 – 10:30 a.m.	<i>The Future of Accreditation in a Time of Disruption and Challenge</i>	
10:45 – 11:45 a.m.	<i>MOOCs and their Impact on Distance Education</i>	
Noon – 1:15 p.m.	Lunch, Stanford/Harvard Rooms	
	An Afternoon of Concurrent Sessions	
	Track A: The Room of the Dons	Track B: California Room
1:30 – 2:30 p.m.	<i>Digital and Custom Course Materials: Reducing Costs with Tailored Content Strategies</i>	<i>Adapting to MOOCs: Necessary Policy Changes From an Industry Perspective</i>
2:45 – 3:45 p.m.	<i>Continued Dialogue on Outcomes Assessment</i>	<i>Considerations on Distance Education in California</i>
EVENING FREE		

TUESDAY, April 16th	
8:00 a.m.	Continental Breakfast and Registration, Florentine/Garden Rooms
9:00 – 10:00 a.m.	<i>Annual Business Meeting (For currently accredited institutions only.)</i>
10:15 – 11:00 a.m.	<i>Digital Evolution: Successfully Adapt Your Marketing Strategy</i>
11:15 a.m. – Noon	<i>Outstanding Graduates Tell Their Stories</i>
Noon – 1:30 p.m.	DETC Awards Luncheon, Top of the Mark
1:30 – 2:30 p.m.	<i>A Military Servicemembers Update</i>
2:45 – 3:45 p.m.	<i>DETC Staff Answers Your Questions About the Revised Standards, Policies and Procedures</i>
3:45 – 4:00 p.m.	<i>DETC Annual Conference Wrap-up</i>
6:00 p.m.	Closing Reception and Banquet, Top of the Mark

Schedule subject to change.



Colleges, Congress, and Cliffs

Monday, April 15, 2013

8:15 - 9:15 a.m.

Presented by:

Mr. Terry W. Hartle, American Council on Education

For more than a decade, Terry W. Hartle has directed ACE's comprehensive effort to engage federal policy makers on a broad range of issues including student aid, scientific research, government regulation, and tax policy. This work not only involves representation before the U.S. Congress, administrative agencies, and the federal courts, it increasingly includes work on state and local issues of national impact. Given ACE's historic role in coordinating the government relations efforts of some 60 associations in the Washington-based higher education community, Hartle is widely considered American higher education's most visible lobbyist.

Prior to joining the council in 1993, Hartle served for six years as education staff director for the Senate Committee on Labor and Human Resources, then chaired by Sen. Edward M. Kennedy. Prior to 1987, Hartle was director of social policy studies and resident fellow at the American Enterprise Institute, and a research scientist at the Educational Testing Service. Hartle is quoted widely in both the national and international media on higher education issues, has authored or co-authored numerous articles, books, and national studies, and contributes regular book reviews to *The Christian Science Monitor*.

Hartle received a doctorate in public policy from The George Washington University in 1982, a master's degree in public administration from the Maxwell School at Syracuse University in 1974, and a bachelor's degree in history (summa cum laude) from Hiram College in 1973. He was awarded an honorary doctor of laws degree by Northeastern University in 1994. He is a member of Phi Beta Kappa, the Garfield Society at Hiram College, and the Hiram College Athletic Hall of Fame.

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Congress, Colleges and Cliffs

Mr. Terry W. Hartle, American Council on Education

Please rate the following subjects:	Excellent	Good	Fair	Poor	Awful
1. The topic	①	②	③	④	⑤
2. Presenters' command of subject matter	①	②	③	④	⑤
3. The method of presentation	①	②	③	④	⑤
4. Usefulness of the information	①	②	③	④	⑤
5. Opportunity for questions and discussion	①	②	③	④	⑤
6. Audiovisuals as an aid to understanding the topic	①	②	③	④	⑤
7. Overall quality of the presentation	①	②	③	④	⑤
8. What was your favorite part of the presentation?					
9. What was your least favorite part?					
10. What is one thing you learned from this presentation?					
11. Would you like to see these speakers present at Future DETC Meetings (circle one)?					

Yes

No

Thank you for your cooperation in evaluating the speakers! Remember, you can visit <http://www.surveymonkey.com/s/87thannualconference> to complete electronic evaluations



The Future of Accreditation in a Time of Disruption and Challenge

Monday, April 15, 2013

9:30 - 10:30 a.m.

Presented by:

Mr. Ralph A. Wolff, Western Association of Schools and Colleges

Ralph A. Wolff, is retiring from his role as President of the Senior College Commission of the Western Association of Schools and Colleges (WASC), where he has been for 31 years, and as President since 1996. In that capacity, he has led WASC to the forefront of accreditation as an agent of public accountability and innovation. Under his leadership, WASC has received over \$4 million in grants to transform the accreditation process to an outcomes and learning based model, which has been in place since 2001. For this work, he received the Virginia B. Smith Award for Innovative Leadership. He has written and spoken internationally on the redefinition of quality in higher education, and the role of accreditation as an agent of change and institutional transformation. At the national level, he has been appointed to represent regional accreditation in negotiated rule making sessions held by the Department of Education in 2006, 2008 and 2010. He is currently leading another round of accreditation redesign at WASC that focuses on retention and graduation, defining degree outcomes more clearly, and opening the accrediting process to far greater transparency. At the same time, he is creating an internal structure to explore the changing ecology of higher education, and other emerging practices that are likely to change both higher education and accreditation.

Prior to joining WASC, Ralph was a founder of the Antioch School of Law in Washington DC; later he served as Associate Provost and Dean of the Graduate School of Education at Antioch College, in Yellow Springs, Ohio; and a law professor at the University of Dayton. A graduate of Tufts University, Ralph received his JD with honors from the National Law Center at George Washington University. Prior to becoming President of WASC, he also founded and directed for nearly 10 years the Institute for Creative Thinking, which focused on leadership and change. He is currently a Fellow of Meridian International, a global think tank, and a Fellow of the World Academy of Art and Science.

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The Future of Accreditation in a Time of Disruption and Challenge

Mr. Ralph A. Wolff, Western Association of Schools and Colleges

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|--|-----------|------|------|------|-------|
| 1. The topic | ① | ② | ③ | ④ | ⑤ |
| 2. Presenters' command of subject matter | ① | ② | ③ | ④ | ⑤ |
| 3. The method of presentation | ① | ② | ③ | ④ | ⑤ |
| 4. Usefulness of the information | ① | ② | ③ | ④ | ⑤ |
| 5. Opportunity for questions and discussion | ① | ② | ③ | ④ | ⑤ |
| 6. Audiovisuals as an aid to understanding the topic | ① | ② | ③ | ④ | ⑤ |
| 7. Overall quality of the presentation | ① | ② | ③ | ④ | ⑤ |
| 8. What was your favorite part of the presentation? | | | | | |
| 9. What was your least favorite part? | | | | | |
| 10. What is one thing you learned from this presentation? | | | | | |
| 11. Would you like to see these speakers present at Future DETC Meetings (circle one)? | | | | | |

Yes

No

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MOOCs and Their Impact on Distance Education

Monday, April 15, 2013

10:45 - 11:45 a.m.

Presented by:

Dr. Relly Brandman, Coursera

Dr. Relly Brandman is a senior member of the Course Operations team at Coursera. She works with universities all over the world to produce high-impact and engaging classes. Before coming to Coursera, Relly got her Ph.D. at Stanford University as part of the Folding@Home team and did her postdoctoral studies at UCSF building computational models of critical Tuberculosis enzymes.

She is an author on more than 10 scientific papers and patents. She has years of teaching experience in chemistry and computational biology, including curriculum design, hands-on workshops and coaching teachers. She is excited about her new adventure being part of a team bringing free, high quality education to anybody with an internet connection

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MOOCs and Their Impact on Distance Education

Ms. Relly Brandman, Coursera

- | Please rate the following subjects: | Excellent | Good | Fair | Poor | Awful |
|---|------------------|-------------|-------------|-------------|--------------|
| 1. The topic | ① | ② | ③ | ④ | ⑤ |
| 2. Presenter's command of subject matter | ① | ② | ③ | ④ | ⑤ |
| 3. The method of presentation | ① | ② | ③ | ④ | ⑤ |
| 4. Usefulness of the information | ① | ② | ③ | ④ | ⑤ |
| 5. Opportunity for questions and discussion | ① | ② | ③ | ④ | ⑤ |
| 6. Audiovisuals as an aid to understanding the topic | ① | ② | ③ | ④ | ⑤ |
| 7. Overall quality of the presentation | ① | ② | ③ | ④ | ⑤ |
| 8. What was your favorite part of the presentation? | | | | | |
| 9. What was your least favorite part? | | | | | |
| 10. What is one thing you learned from this presentation? | | | | | |
| 11. Would you like to see this speaker present at Future DETC Meetings (circle one)? | | | | | |

Yes

No

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An Afternoon of Concurrent Sessions

Monday, April 15, 2013

Track A: The Room of the Dons	Track B: California Room
<i>Digital and Custom Course Materials: Reducing Costs with Tailored Content Strategies</i> 1:30 - 2:30 p.m.	<i>Adapting to MOOCs: Necessary Policy Changes From an Industry Perspective</i> 1:30 - 2:30 p.m.
<i>Continued Dialogue on Outcomes Assessment</i> 2:45 - 3:45 p.m.	<i>Considerations on Distance Education in California</i> 2:45 - 3:45 p.m.

Each concurrent session will be offered once. Sessions in Track A will take place in the The Room of the Dons, and sessions in Track B will take place in the California room.

The day will end after the second round of concurrent sessions. If you aren't using the online speaker evaluations, please remember to deposit your completed paper evaluations in the boxes at the registration desk.

Enjoy the Free Evening, and remember to be back in the **The Room of the Dons** at nine o'clock tomorrow morning!



Digital and Custom Course Materials: Reducing Costs with Tailored Content Strategies

Monday, April 15, 2013

1:30 - 2:30 p.m.

Track A: The Room of the Dons

Presented by:

Mr. Andrew Herd, EDMAP

Mr. Andrew J. Herd serves as Co-founder and Vice President of ED MAP, an education resource company providing a number of the nation's private for-profit institutions with content and learning material solutions. Andrew is instrumental in procuring many of the programs and client institutions currently being served by ED MAP. His activities contribute to ED MAP's rapid growth and he continues to build upon an impressive network of contacts in the distance education community, with particularly robust links to many higher-ed textbook publishers. Andrew was educated at the British Institute of Management and the Royal Society of Arts.

Mr. Alan Hensley, Pearson Learning Solutions

Alan Hensley has served as Vice President, Director of National Accounts for Pearson Learning Solutions for the past eight years working with the largest private sector school groups in the United States. With over 25 years experience working within and alongside private sector schools as an administrator, consultant, and sales professional, he has consistently been able to identify client needs for unique educational content delivery modes and services to create engaging student experiences with increased academic outcomes.

Mr. Steve Wainwright, Bridgepoint Education

Steve Wainwright is Associate Vice President and Editor in Chief at Bridgepoint Education's Products division. During the last 3 1/2 years his editorial teams have worked with Ashford University to create high quality, cost effective online textbook solutions. He and his teams have developed more than 90 eTextbooks to date and continue expanding their offerings. Steve has more than 28 years of Higher Education textbook experience, working with several publishers primarily in editorial, media and sales positions.

Ms. Kate Bartell, ED MAP

Kate Bartell is the Executive Sales Director at ED MAP. Prior to joining ED MAP, Kate spent 10 years at McGraw-Hill, consulting with private sector colleges and universities. Kate has dedicated her career to helping colleges and universities roll out enterprise-level changes, with a specific focus on programmatic curriculum rollouts and digital migrations. Kate's understanding of the publishing industry, coupled with the fulfillment expertise of ED MAP, positions her to continue to help colleges and universities successfully meet their institutional objectives, while streamlining and simplifying the course materials process.



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PEARSON  THUZE


 ED MAP

Digital and Custom Course Materials: Reducing Costs with Tailored Content Strategies

Moderator

 Andrew Herd
Co-founder and VP ED MAP
 Chairman – London College of International Business Studies

Panelists

 Alan Hensley
Vice President, Director of National Accounts
Pearson Learning Solutions

THUZE Steve Wainwright
 Associate Vice President and Editor in Chief
Bridgepoint Education Products

 Kate Bartell
Executive Sales Director, ED MAP
 National Accounts Director, McGraw-Hill

44% believe technology allows them to produce higher quality work and makes them more productive

63% say technology is a key factor for school selection

64% agree technology elevates the level of teaching

ECAR 2011 & 2012 Study

74% believe textbook costs are excessive

47% wish their instructors used e-books more often

53% think their institution does a good job of offering textbooks for sale online

ECAR 2011 & 2012 Study

62% own a smart phone

75% agree technology helps them achieve their academic outcomes

69% of academic leaders believe online education is critical to the long-term strategy of their institution

63% believe tablets will replace textbooks in 5 years

ECAR 2011 & 2012 Study

70% estimated digital content available by 2015

“The publishing industry needs to do all it can to ensure that within 36 months, higher education in the U.S. will be completely digital”

-Brian Kibby, President McGraw-Hill Higher Education

“We believe that 50%+ of all Pearson content sales will be digital by 2015. We are prepared and hopeful for that percentage to be far higher”

-John Fallon, CEO Pearson

ECAR 2011 & 2012 Study

Academic Environment



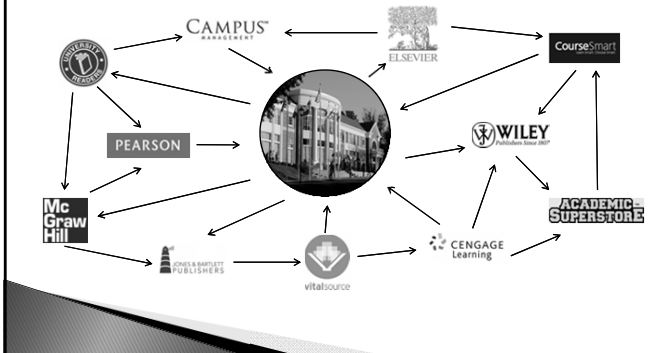
College tuition and textbook prices have increased more than **two times** the rate of inflation over the last two decades

Effect on Students

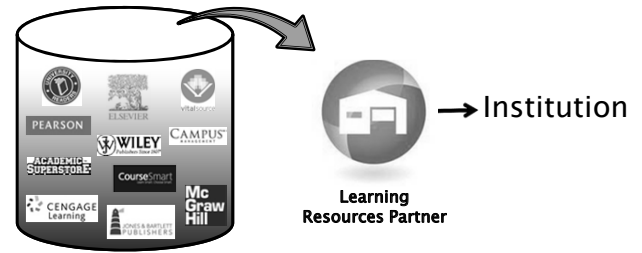
- Average undergraduate student loan debt is about \$25,000
- College tuition increases 8% per year
- Students report spending over \$1,100 on course materials every year
- Course materials are second highest college cost
- 97% of educators says course materials are critical to success
- 70% of students have not purchased a textbook due to excessive costs



Course Materials Environment



Simplify the Process



eBook Savings

- Experience shows eBooks cost 40-50% less than the print list price
- eCustom materials
- Shipping of print textbooks
- Institution-published materials (student handbook, course catalog, etc.)
- Course revision cycles
- Potential revenue share on eBooks or savings can be passed to students

Custom Content

- Less expensive, more pertinent materials
- Eliminate extraneous and non-specific content
- Learning resources partner works with all major publishers to create custom books for clients
- Better option than expensive, one-size-fits-all textbook
 - "It's a convenient way to have a concise and relevant textbook at an affordable price." *Kristy Cameron, Student (UCI)*

74% of students believe textbook costs are excessive (ECAR 2011 Study)

Custom Material Case Study

- University of Maryland University College (UMUC)
 - Introductory and intermediate algebra courses
 - Leveraged custom materials to increase retention and decrease attrition
 - Standardized course curriculum scope
 - Reduced variability of course content
 - Drop/Fail/Withdrawal rates dropped from 35% to 22% within one year of switching to customized materials

<http://dev.pearsonlearningsolutions.com/assets/downloads/pdfs/PCPBooklet4OKb.pdf>

Teaching Application Case Study

- Daytona Beach College
 - 50% students failed or dropped out of Elementary Algebra course
 - Needed to monitor progress to ensure academic success
 - Created interactive, animated online Numerics program
 - Included new lab structures, course outlines and a branded, custom textbook including day-by-day student lesson plans
 - Completion rate for Elementary Algebra increased by **21%**

http://learningsolutions.mhhe.com/contenido/DBC_DevMath_F.pdf

Contact Information

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- Kate Bartell
 - kbartell@edmap.com
 - (740) 583-4899



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*Digital and Custom Course Materials:
Reducing Costs with Tailored Content Strategies*

Mr. Andrew Herd, ED MAP

Mr. Alan Hensley, Pearson Learning Solutions

Mr. Steve Wainwright, Bridgepoint Education

Ms. Kate Bartell, ED MAP

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10. What is one thing you learned from this presentation?					
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Yes

No

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*Adapting to MOOCs:
Necessary Policy Changes From an Industry Perspective*

Monday, April 15, 2013

1:30-2:30 p.m.

Track B: California Room

Presented by:

Mr. Don Kassner, ProctorU, Inc.

Don Kassner is the President of ProctorU and the former President of Andrew Jackson University. Since 2007 Don has served as a business standards reviewer for the Distance Education and Training Council and has served on the accreditation review team for ten different institutions. Don taught economics and corporate finance at San Jose State University, where he earned his MA in economics.

In 2007 Don co-founded ProctorU in order to serve the students at Andrew Jackson University. The service was very well received and was launched commercially in 2009. Under Don's leadership, ProctorU now serves over 170 colleges and universities and proctors over 100,000 exams annually.



ProctorU

Adapting to MOOCs: Necessary Policy Changes From an Industry Perspective

Slide 1

Title Slide/introduction

Slide 2

Massive Open Online Courses are Beginning to Mature

The initial questions of legitimacy and return on the massive amounts of venture capital that have been injected into MOOC companies are being answered.

“A rigorous evaluation of these courses showed that they meet ACE’s standards for college credit recommendations,” ACE President Molly Corbett Broad said in a statement. “This is an important first step in ACE’s work to examine the long-term potential of MOOCs and whether this innovative new approach can engage students across the country and worldwide while helping raise degree completion, increasing learning productivity and deepening college curricula.”

http://articles.washingtonpost.com/2013-02-07/local/36958661_1_moocs-coursera-college-credit

Slide 3

The Ability to Earn Credit Through Completion of a MOOC, Allows MOOC-Providers to Build a Revenue Stream While Undercutting the Cost of Matriculation

“Students must pay fees to Coursera in the range of \$30 to \$99 for screening to authenticate their identities and an additional \$60 to \$90 to take online proctored exams. Those who pass a course would then pay a small fee, estimated at about \$20, to obtain a transcript from ACE.”

http://www.nytimes.com/2013/01/07/education/massive-open-online-courses-prove-popular-if-not-lucrative-yet.html?pagewanted=all&_r=0

The math here equates to approximately \$209 at the conservative end.

Slide 4

Massive Open Online Courses are Popular

“In August, four months after Daphne Koller and Andrew Ng started the online education company Coursera, its free college courses had drawn in a million users, *a faster launching than either Facebook or Twitter.*” [Emphasis added] – “Students Rush to Web Classes, but Profits May Be Much Later”

http://www.nytimes.com/2013/01/07/education/massive-open-online-courses-prove-popular-if-not-lucrative-yet.html?pagewanted=all&_r=0

Slide 5

MOOC Popularity Reflects Student Demand for Decreased Cost, Increased Access and More Flexibility

The end result of on-demand learning is the decentralization of intellectual capital. Movement away from colleges/universities to virtual networks means worldwide distribution and access. The recently acquired ability to gain credit through MOOCs offers students the ability to do so at a dramatically reduced cost versus matriculating.



ProctorU

Slide 6

MOOC Popularity, While Reflecting Student Attitudes, Can Also Be Disruptive

In what ways are MOOCs potentially disruptive to traditional institutions of higher learning?

Decentralization of intellectual capital - learning is moving into a virtual environment and away from the university

As credit-granting capabilities expand, MOOCs offer a cheaper substitute for students looking to further their education on their own terms at a lower cost than traditional routes

Slide 7

Colleges and University's Existing Programs Can Borrow Principles From MOOCs to Avoid Disruptive Effects

The appeal of MOOCs arises from their novel approach to addressing student demands for:

Increased Access to Quality Education

Flexibility in Location/Timing of When and Where Students Learn

Decreased Cost in Hard Economic Times

Slide 8

Flexibility/Accessibility Without Sacrificing Integrity – Online Proctoring

Students appreciate having the ability to complete assessments from any location with high-speed Internet. Cuts down on incidental expenses associated with traveling to and locating traditional testing centers.

Slide 9

Lowering Cost – The \$10,000 Dollar Degree

“Tallahassee, FL (AP) -November 26, 2012- Gov. Rick Scott wants Florida's community and state colleges to develop bargain four-year degrees costing no more than \$10,000.”

<http://www.wctv.tv/home/headlines/A-4-Year-Degree-for-Only-10000-Dollars-Impossible--180880471.html>

“Lawmakers in Texas are exploring affordable-education options for people under the financial hammer of the nation's exploding tuition rates. The most controversial option is a bachelor's degree for \$10,000, which would cover tuition costs and textbooks.”

<http://tsminteractive.com/texas-10000-dollar-degree-program/>

“California lawmaker's bill pushes college degree for \$10,000”

<http://www.sacbee.com/2013/01/03/5089069/california-lawmakers-bill-pushes.html#storylink=cpy>

Slide 10

Case Study – SJSU Team-Up With Udacity to Provide Credit for MOOC Completion

“This marks the first time that a broad and diverse range of students, not just matriculated students, will have access to online college classes for credit from an accredited university at a very affordable price of \$150 per course, about the same as a course at the California Community Colleges.”

Decreases strain on university resources, while at the same time incorporating something that is potentially disruptive into the institution's program objectives. Increases access for “underserved groups such as high school students who will earn college credit, waitlisted students at California Community



ProctorU

Colleges who would otherwise face out-of-state or private options, and members of the armed forces and veterans.”

<http://blogs.sjsu.edu/today/2013/sjsu-and-udacity-partnership/>

Slide 11

Conclusions

MOOCs are gaining in popularity. This is especially so as they address the questions of revenue generation and legitimacy that accompanied their initial rise. In addressing student demands for increased access, decreased cost and more flexibility in education, MOOCs present a viable alternative approach for potential students. If institutions do not also embrace these aspects, this phenomenon has the potential to be disruptive to the status quo in education. Educators and administrators, as in the case of San Jose State University, can embrace these qualities and methods of operation that can make MOOCs so attractive to learners. By instituting MOOCs in their own programs, increasing flexibility through online proctoring of assessments and offering low-cost alternatives to traditional matriculation, educators can off-set these disruptive effects

Slide 12

Q/A



DETC 87th Annual Conference

April 14-16, 2013

Adapting to MOOCs: Necessary Policy Changes From an Industry Perspective

Mr. Don Kassner, ProctorU, Inc.

Please rate the following subjects:	Excellent	Good	Fair	Poor	Awful
1. The topic	①	②	③	④	⑤
2. Presenter's command of subject matter	①	②	③	④	⑤
3. The method of presentation	①	②	③	④	⑤
4. Usefulness of the information	①	②	③	④	⑤
5. Opportunity for questions and discussion	①	②	③	④	⑤
6. Audiovisuals as an aid to understanding the topic	①	②	③	④	⑤
7. Overall quality of the presentation	①	②	③	④	⑤
8. What was your favorite part of the presentation?					
9. What was your least favorite part?					
10. What is one thing you learned from this presentation?					
11. Would you like to see this speaker present at Future DETC Meetings (circle one)?					
	Yes		No		

Thank you for your cooperation in evaluating the speakers! Remember, you can visit <http://www.surveymonkey.com/s/87thannualconference> to complete electronic evaluations



Continued Dialogue on Outcomes Assessment

Monday, April 15, 2013

2:45 - 3:45 p.m.

Track A: The Room of the Dons

Presented by:

Dr. Cindy Mathena, The University of St. Augustine for Health Sciences

Dr. Cindy Mathena has been teaching at the University of St. Augustine since January of 1998. She attended the Medical University of South Carolina and received her B.S. in Occupational Therapy. She received her M.S. in Health Administration from Old Dominion University and her PhD is in Educational Technology with an emphasis in on-line learning experiences through Walden University. Her dissertation was titled: "Effectiveness of Online Education for Physical and Occupational Therapy Curricula". Dr. Mathena is the Vice-President and Dean of Post Professional Studies. She serves as faculty in both entry-level and post-professional programs. Dr. Mathena enjoys a number of roles in her present position including oversight of distance education, compliance and regulation, Outcomes Assessment and Executive level leadership activities.

Dr. Karen Smith, Columbia Southern Education Group

Dr. Karen Smith serves as Associate Vice President for Institutional Research, External Compliance, and Accreditation for Columbia Southern Education Group. She has worked with Columbia Southern University for ten years, including service as a faculty member teaching Organizational Theory. An interdisciplinary professional, she has worked as a consultant to business and industry, university clients, and corporate groups with specializations in international comparative higher education, political economy, and university, government and industry partnerships, most recently with Raytheon Corporation. Her Ph.D. in Higher Education from Florida State University centered on the study of organizations with competitive division of labor, and prior training was in physiology, and Karen's research interests include international comparative higher education systems and the influence of foreign direct investment.

Ms. Susan Chiaramonte, Harrison Middleton University

Susan Chiaramonte is the Vice President of Academic Affairs for Harrison Middleton University. She has twelve years of higher education administrative and management experience within the field of distance education. She provides overall leadership on behalf of academic affairs, including management of daily university operations, student services, and admissions. She has extensive expertise in curriculum and development and has led the design, development, implementation and evaluation of innovative high school and university curriculum. She oversees procedural and academic compliance functions with all federal, state licensing and accrediting regulations. Ms. Chiaramonte earned an Associate of Arts in General Studies from Mesa Community College, Bachelor of Arts in Humanities from the College of the Humanities and Sciences, a Master of Arts in Jurisprudence from Harrison Middleton University, and an Executive Juris Doctor from Concord Law School.

Please Note: Handouts and additional materials for this presentation are available electronically in the online version of the Annual Conference Program. Visit www.detc.org/87thannualconference to view or download a copy!

C.14 Summary of Revisions

March 2013

- Schools no longer report completion rates for their top 10 degree courses. Instead, completion rates are reported on non-credit programs offered.
- The wording of the different numbers reported on the completion and graduation rate charts were revised.
- For completion rates, students still studying may be removed.
- For graduation rates, the students who can now be excluded from the “cohort” include students who have not completed three academic credits and students who are still studying (enrolled in a course or submitted course work in the last six months).
- For degree graduation rates, the cohort selection is driven by going back 150% of Normal time. Normal time is defined by the institutions catalog. Language borrowed from IPEDS instructions.
- The Commission reviews the completion and graduation rate data reported for accuracy, considers other industry data, and sets the benchmark.
- Revised Table B: Sample Outcomes Assessment Template for a Degree program.

Outcomes Assessment-Definitions and Terminology (from DETC Glossary and other sources)

The assessment community has “wrestled with” the difference between student learning outcomes and student learning objectives. The important piece here is the alignment back to program and institutional outcomes/objectives and that this alignment is clearly articulated.

The use of the terms objective or outcome may depend on the course relation to the program outcomes. Some courses, because they are not part of a program, may utilize objectives. Other institutions use objectives to describe what happens during the course, and outcomes to reflect what a student will look like upon completing a course or program. An outcome is typically specified knowledge, skill, ability, or attitude that a student has achieved as a result of taking a course or program. Outcomes may also be referred to as Learning Outcomes or Student Learning Outcomes (SLO's).

The terms below are defined. **The terms in red were recently adopted as part of the DETC Glossary.** Those terms in black were previously adopted as part of the DETC Glossary. **Those terms in blue are provided by the presenter.**

Institutional Goals

Goals (sometimes referred to as a Vision Statement) are broad, brief statements of intent that provide focus or vision for planning. They are non-specific, non-measurable, and usually cannot be definitively attained. Goals are a desired state one is seeking to attain. Goals are always in the future. For example, XYZ Institution will meet the educational needs of adult learners in the competitive field of healthcare.

Institutional Learning Outcomes (ILO's)

Institutional Learning Outcomes are meant to be a realistic target for the institution's graduates. ILO's present measurable outcomes. (1/13)

Program Learning Outcomes (PLO's) should answer the question “What will students know and be able to do after completing our program”? Emphasis should be placed on what the graduates should be able to do in the field upon graduation. (1/13)

Course Learning Outcomes (CLO's)

Course Learning Outcomes describe what learners should be able to know or do at the conclusion of a specific course (e.g., a 3-credit hour course). They include what the learner will not only be able to do, but also how well they can do it and under what conditions. CLOs support the mastery of PLOs. Outcomes are written in the active voice and use action verbs like “plan,” “write,” “conduct,” “produce,” rather than appreciate, understand or feel. Outcomes are precise, tangible, concrete, measurable, repeated over time, and can be validated. They provide measures of accountability for the instructional process. They answer the questions, WHO is going to do WHAT, WHEN, WHY (what will be demonstrated or achieved), under what conditions and TO WHAT STANDARD. (1/13)

Institutional Objectives

Institutional Objectives are meant to be a realistic target for the overall institution. Institutional objectives present measurable outcomes, which are sometimes referred to as Core Values. For example, an institutional objective may be to provide accessibility, flexibility and the use of appropriate technology in the delivery of its online programs and services. The institution could demonstrate that its

online programs were accessible by documenting the type of hardware, software, and Internet requirements are needed to access its learning platform or student portal.

Program Goal:

A short, concise, general statement of the overall purpose of a program. A program goal should point towards some long term effect, change, or purpose. It is usually not phrased in quantified terms. It should be sufficiently “definite” that it points clearly to the ensuring program.

Program Objective:

A specific—usually quantifiable—statement of the ultimate intended outcome of a prescribed learning program. It is a statement of measurable outcomes which can be used to determine program progress towards the program goal. Typically a program should have between five and 12 objectives, depending on the scope of the program. Roughly there should be at least one objective for each major component or discrete segment of the program. The objectives, when taken together, have the effect of achieving the overall program goals. There should be cohesion among the objectives, and the objectives should reflect the overall nature and balance of the program, and should address each of the program subsystems.

Instructional Objectives

(See also Course Objectives) Statements used to show different levels of learning. The most used hierarchy of learning was formulated by Bloom (known as Bloom’s Taxonomy). The hierarchy can be used to help formulate objectives. The levels begin with knowledge (is knowing specific facts, principles, etc.) become increasingly complex as you move up to comprehension (the ability to explain a point); application (using previously known facts to solve a problem); analysis (the ability to break a product apart into its requisite elements or logical components); synthesis (the ability to create something); and evaluation (the ability to judge quality). Here is helpful list of words that are used for different types of objectives:

Knowledge	Comprehensio	Application	Analysis	Synthesis	Evaluation
define	classify	apply	analyze	arrange	appraise
identify	describe	compute	appraise	assemble	assess
indicate	discuss	construct	calculate	collect	choose
know	explain	demonstrate	categorize	compose	compare
label	express	dramatize	compare	construct	contrast
list	identify	employ	contrast	create design	decide
memorize	locate	give examples	criticize	formulate	estimate
name	paraphrase	illustrate	debate	manage	evaluate
recall	recognize	interpret	determine	organize	grade
record	report	investigate	diagram	perform plan	judge
relate	restate	operate	differentiate	prepare	measure
repeat	review	organize	distinguish	produce	rate
select	suggest	practice	examine	propose set-	revise
underline	summarize	predict	experiment	up	score
	tell	schedule	inspect		select
	translate	shop	inventory		value
		sketch	question		
		translate	relate		
		use	solve		

Learning Objectives:

(See also Course Objectives) Statements that tell the student at the beginning of a lesson or course what he/she should be able to do as a result of completing the course or lesson materials. There are three parts to a good objective: 1) the performance, or what you expect the learner to be able to do; 2) the condition (if any) under which you expect the learning to take place; and 3) the criterion or standard of performance, indicated either in terms of time or accuracy. A good objective does not have to contain all three parts. Typically, learning objectives should contain action verbs so that the task or behavior can be measured. For example, explain, develop, record, state, describe, summarize, etc. See list under “Instructional Objectives.”

Course Objectives: Course objectives can be topical and describe what is occurring within the course, more measurable than a CLO, an objective may assist student in how to perform or work within the course whereas outcomes may prepare for mastery of the next step in a sequence leading to program completion.(1/13)

Institutional Research: The sum total of actions used to describe the educational, demographical, administrative and co-curricular activities of an institution. These descriptive metrics can be both quantitative and qualitative and are the data that drives the Institutional Effectiveness planning process. (1/13)

Institutional Effectiveness: a set of ongoing and systematically planned practices that include the evaluation of programs and services, the identification and measurement of outcomes across all institutional units (educational, administrative and co-curricular), and the use of institutional research results to inform decision-making. All of these activities take place with the purpose of improving programs, student, student success and institutional quality. (1/13)

Other Related Terms

Closing the Loop: Closing the loop” is an important step in the cycle of outcomes assessment. It is the process by which the institution uses evidence of student learning to gauge the effectiveness of the educational practices and methodologies, and to identify and implement strategies for improving student learning.

Programmatic Review Programmatic review typically a set of activities that allow a department/degree program or school determine how well students are successfully achieving program learning outcomes. Following a program review, departments or programs make any necessary changes to their curricula in order to augment student learning.

Curriculum Mapping is the process of mapping courses within a program to Program Learning Outcomes. The resulting “map” should indicate where (and at what level) the Program Learning Outcomes are being addressed within the individual courses. The process may involve a variety of formats and mechanisms for capturing the data but usually appears as a matrix or table.

Co-Curricular Assessment a plan and process for assessing those learning activities that take place outside of the classroom. Examples: service learning, leadership activities, community involvement, mentoring, etc

Educational Support Units and Administrative Support Units those departments not directly involved in teaching, but rather supporting the learning process. Examples may include student services, financial aid, HR, or IT. These units should have an assessment plan and measures of effectiveness that align with the Institutional Learning Outcomes of the school.

A Match, a Mint, a Cup of Coffee, and a Newspaper
Exceeding the Expectations of your Students through Outcomes Assessment
~Continued Dialogue on Outcomes Assessment – Susan Chiamonte~

Be Committed – Selection and Preparation for Use

Are the assessments currently being used providing the necessary information to improve current courses/programs and overall institutional processes?

- Review the appropriateness of the tool/assessment being used for the specific task – Do they address relevant questions to help you identify better questions to ask? Do they provide useful information?
- Review the availability of sufficient financial, personnel, and material resources – Do you have or can you obtain resources to effect changes based on results?

Are the assessments currently being used best suited to your purposes and guided by the mission, goals and objectives?

- Establish specific outcomes assessment and improvement goals. Take time to define the shared purpose of the outcomes you are trying to achieve (or the end result).
- When selecting appropriate assessments, consider the total demand on student time and attention, especially if implementing multiple assessments.
- Communicate with students about the issue, goal, and reason for improvement. Students need to know that their opinion matters and their feedback can institutional improvement.

Are the appropriate individuals at the school involved in the outcomes assessment process?

- Faculty, staff, administrators, and employees at each level should be involved in the outcomes assessment process.
- Establish specific individuals who are responsible for gathering and reporting outcomes assessment results.
- Establish regular meetings which focus on results, areas for immediate improvement, and a session to identify further areas for improvement and brainstorm solutions for achieving continuous outcomes assessment goals.

Be Intentional – Using Results Responsibly and Effectively

Is the data/information collected from the assessments an accurate reflection of students' and nonstudents' experience with your school?

- Representativeness: evaluate whether students reflect the school's target population? Do you represent to the public who you are as a school internally?
- Reliability: evaluate if the data/information collected was influenced by any non-typical factors that may have affected the responses.
- Validity: evaluate if the results support the conclusions and inferences that you derive from the data/information? Does the data/information collected support the established mission, goals, objectives, and target market?

How can the data/information collected be used for assessment and institutional improvements?

- As a group, evaluate the data/information presented and begin a constructive dialogue for continuous improvement. Change can be and should be discussed at all levels so all individuals within the school feel involved and are invested.
- As a group, determine the actions that need to be taken to bring about the desired change or improvement. Actions and strategies do not need to be overly elaborate, complex, or expensive. Sometimes big change can result from small or minor improvements using resources already available. Ensure that responsibility for each action or overall project is clearly designated.
- As a group, discuss any technical, financial, or physical limitations. Approach solutions in reality.
- Once the changes have been implemented document the expected time frame in which results should be received.
- As a group, carefully consider to whom the results and conclusions should apply.
- Demonstrate to students that their feedback mattered and improvements were made as a result.

Be Proactive – External and Internal Accountability

- Use data/information received to proactively and continuously improve your school. The purpose behind establishing and implementing a positive and proactive outcomes assessment plan is to provide the best quality education possible for students (student-focused). The sole purpose behind outcomes assessment is not accountability. In a successfully implemented outcomes assessment plan, meeting the required standards and regulations will automatically follow.
- Positive and negative results are both RESULTS. Do not shy away from reporting negative as well as positive results. Everyone has room for improvement.
- Changes can be either minor or major and positive results can be achieved through small improvements.
- Some of the best support for external accountability is the planning and improvement which is completed internally. Colleges and universities who proactively, seriously, and aggressively evaluate their programs and processes – and act on the data/information collected to improve those programs and processes – will obtain a rich body of evidence to support their claims of institutional effectiveness. This evidence is what can be used to demonstrate implementation of your Outcomes Assessment Plan as required in the DETC 2013 Annual Report.

Meeting DETC 2013 Annual Report Requirements

Annual Reporting of Continuous Improvement Results (added 1/13)

The DETC Annual Report (E.6. or E.7) asks DETC institution CEOs to initial that they have “formal written plans for regularly conducting student learning outcomes assessments and institution self-improvements.”

The Annual Report also requires institutions to document the activities or improvements which were made during the reporting year based directly on the results of their outcomes assessment efforts. These institutional changes or improvements can be minor or major, depending on the data collected.

(The new reporting requirements will act as a **sampling/demonstration** of improvements made at the institution during the reporting year. This new requirement is not meant or intended to be a collective report of all improvements.)

Sample Reporting Styles (list 2-4 results of your outcomes assessment efforts)

Example One: ABC College/University

- 1) **Problem:** In 2013, students’ comments established a pattern of struggles experienced in writing essays and the disparity in instructors’ expectations of successful course objective achievement. **Solution:** the college/university course rubric was reviewed and updated/edited to include the specific characteristics of writing assignments the instructor was expecting students to demonstrate in order to achieve the stated course objectives. Since making this improvement, there has been a 25% decrease in the number of essays returned to students for further editing and content changes resulting in a 16% increase in the course completion rate.

Example Two: XYZ College/University

What We Looked At	How We Assess It	What We Found	What It Means	What We’re Going to Do About It	What Happened, and What’s Next
<Object>	<Assessment Tool>	<Results>	<Interpretation>	<Action>	<Feedback>

Sample Table – Outcomes Assessment Template for a Degree Program

Degree Program: Master of Acquisition Management

Student Learning Outcome	Direct Measure/Assessment Method	Results
Demonstrate a knowledge of the core principles of acquisition management.	<ul style="list-style-type: none"> ➤ Course embedded assessments in acquisition management courses X-Assessment 2, course Y-Assessment 4 (case analysis, essays, problems) – faculty use rubric to access direct measures ➤ Comprehensive examination sections 1 & 2 – faculty use rubric to access direct measure 	<ul style="list-style-type: none"> ➤ In Course Y, Assessment 4, average rubric score of the criteria “Analysis” was “C-Level” or unsatisfactory. ➤ Comprehensive exam 2, essay questions 8-11 average rubric scores for criteria “Writing Mechanics” and Quality of Discussion” were in the “Needs Improvement” range.
<p>Use of Results for Improving Student Learning: Course Y to be revised to improve instructions and teaching that relate to improve student analysis skills. Components in courses C, E, and General Education Course A to be revised to improve instruction and feedback in areas for writing mechanics and quality of discussion.</p>		

Student Learning Outcome	Assessment Method	Results
Demonstrate knowledge of the various management functions directly related to leading and managing contracts and programs in the Federal Government.	<ul style="list-style-type: none"> ➤ Course embedded assessments in general management courses – average student evaluation of 80% minimum ➤ Comprehensive examination essays – minimum score of 80% ➤ End of program project – evaluation by faculty committee 	<ul style="list-style-type: none"> ➤ 90% of students exceed minimum requirement. ➤ 85% of students exceed minimum. Review indicates student problems in structuring essays. ➤ 90% of students exceed minimum.
<p>Use of Results for Improving Student Learning: Include additional instruction in structuring a graduate level essay. Revise existing rubrics and add to Student Handbook.</p>		

Student Learning Outcome	Assessment Method	Results
Explain the various aspects of the modern government acquisition environment.	<ul style="list-style-type: none"> ➤ Embedded assessments (essay, paper) in acquisition/contracting courses – average student evaluation of 80% minimum ➤ Comprehensive exam questions – minimum score of 80% ➤ Annual review of outcomes by faculty committee 	<ul style="list-style-type: none"> ➤ 95% of students exceed minimum. ➤ 90% of students exceed minimum. ➤ Possible need for certain exam questions to be revised.
<p>Use of Results for Improving Student Learning: Evaluate and possibly revise comprehensive examination questions.</p>		

Student Learning Outcome	Assessment Method	Results
Apply analytical skill in the research and solution of problems.	<ul style="list-style-type: none"> ➤ Course research papers – evaluation by faculty ➤ Embedded assessments (certain courses) – average student evaluation of 80% minimum ➤ Comprehensive examinations – case analysis section – minimum score of 80% ➤ End of program project – evaluation by faculty committee 	<ul style="list-style-type: none"> ➤ Inconsistent results in student projects. ➤ 95% of students exceeded minimum. ➤ 90% of students exceeded minimum. ➤ 90% of students exceed minimum, but results indicate need for improved instructions and rubric.
<p>Use of Results for Improving Student Learning: Revised project guidelines to include more detailed instructions on choosing topics, content of project proposals and project reports. Revised project rubric.</p>		

Student Learning Outcome	Assessment Method	Results
Demonstrate readiness for career advancement.	<ul style="list-style-type: none"> ➤ Analyze data from graduate surveys, employer surveys, and alumni surveys related to career advancement and compensation 	<ul style="list-style-type: none"> ➤ 92% of recent graduates who responded to the survey stated that their educational experience with AGU helped them to acquire job or work-related skills. ➤ 96% of alumni who responded to the survey stated that the educational experience with AGU helped them to acquire job or work-related skills. ➤ 96% of employers responding to the survey stated that they would recommend AGU programs to other personnel in their organization.
<p>Use of Results for Improving Student Learning: Analysis of means to increase survey responses.</p>		

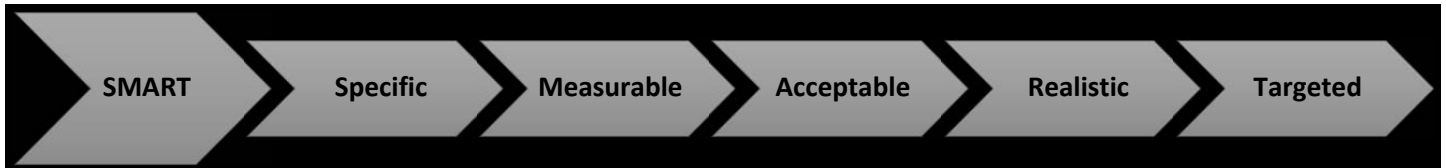
ACHIEVEMENT OF STUDENT LEARNING OUTCOMES

Continued Dialogue on Outcomes Assessment – Karen Smith, Columbia Southern Education Group

DETC THREE PILLARS OF OUTCOMES ASSESSMENT

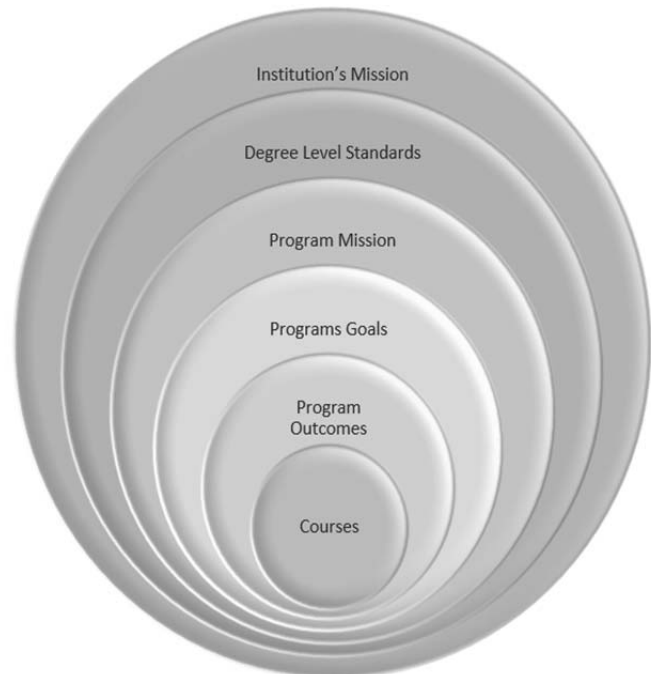
- **Achievement of Student Learning Outcomes**
 - Perceived Student Satisfaction
 - Completion/Graduation Rates

Student Learning Outcomes



S.M.A.R.T. – Specific, Measurable, Acceptable, Realistic and Targeted

Student learning outcomes (SLO), consist of observable behaviors and specific measurable skills, aptitudes, and values that students should exhibit which allow faculty to evaluate student achievement of the broader program goals. A good learning outcome should state what the students are expected to **do** after successfully completing the program. It should describe the knowledge, skills and dispositions that students are expected to gain as a result of their completion of the program. The outcomes should be realistic given the typical student who enters the program, the expected level of rigor in program courses, and the resources available to support student learning. - *adapted from OAPA UMass*



PLAN vs. ASSESSMENT

Program Outcomes Plan:

- Overall plan for a degree program.
- Blueprint for curriculum design and development.

Program Outcomes Assessment:

- Process for evaluating student mastery of program level learning outcomes.
- Indicates student readiness for performing competencies in the field.
- Deficiencies indicate needs for potential program and/or curriculum revisions.

ASSESSMENT CYCLES

- Program Outcomes Assessments should be conducted for each program and concentration per the assessment cycle indicated in the Program Outcomes Plan.

- Changes to the assessment cycle should be updated and documented in the Program Outcomes Assessment document. Update the cycle and document in Assessment History.

PLAN vs. ASSESSMENT

Program Outcomes Plan:

- Overall plan for a degree program.
- Blueprint for curriculum design and development.

Program Outcomes Assessment:

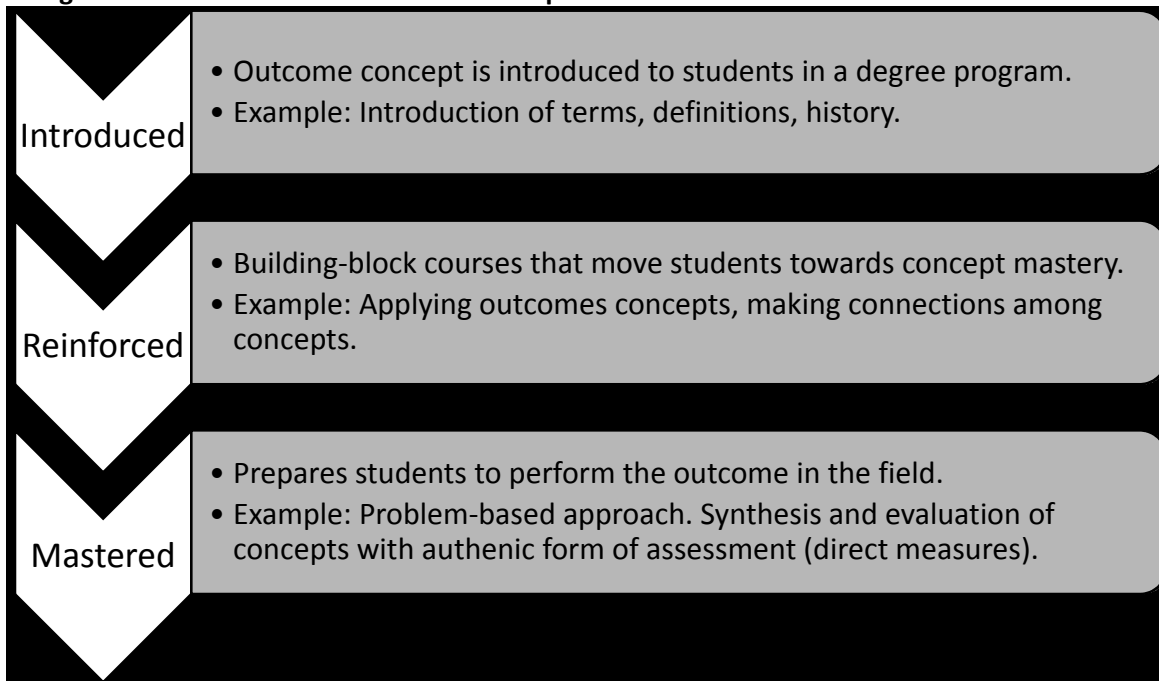
- Process for evaluating student mastery of program level learning outcomes.
- Indicates student readiness for performing competencies in the field.
- Deficiencies indicate needs for potential program and/or curriculum revisions.

DOCUMENTING PROGRAM OUTCOMES PLANS

Degree Level / Degree Level Guideline		
College Name	Program	
Program Mission		
Program Goals	Learning Outcomes	Direct Measures (If course embedded, include course and unit in which the outcome is located.)
A.	1. 2.	Outcome 1. Outcome 2.
B.		
C.		
Indirect Measures (Instrument Used)	Items Relevant to Program/Courses	Target Rate
1.		
2.		
Review Cycle		

THE CURRICULUM MAP

Designate the level at which the outcome is presented and measured:



DIRECT vs. INDIRECT MEASURES

DIRECT MEASURES	INDIRECT MEASURES
Require students to demonstrate knowledge and skills and provide data that directly measure achievement of expected outcomes.	Indirect assessment of student learning which measures student, graduate, or stakeholder satisfaction and impressions of educational experiences.
<ul style="list-style-type: none"> ▪ Capstone Course (or experience) ▪ Embedded Assessments ▪ Internship ▪ National Licensure, Certification, or Professional Exam ▪ Portfolio Assessment ▪ Pre/Post Test ▪ Standardized Examination ▪ Outside Assessor ▪ Thesis or Dissertation 	<ul style="list-style-type: none"> ▪ End of Course Survey ▪ Graduate and Alumni Survey ▪ Employer Survey ▪ Advisory Board Feedback ▪ Benchmarking Against Other Institutions

OUTCOMES ASSESSMENT TERMINOLOGY AND RESOURCES

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Actions Taken: Interventions already implemented to address gaps identified during the review and evaluation process. ▪ Actions to be Taken: Interventions that will be implemented to address gaps identified during the review and evaluation process. ▪ Advisory Board: Committee comprised of practitioners and faculty who convene annually to review the current curriculum and determine if it is still modern and applicable to the field. They also consider the trends of the various professions to suggest additional degree options or certificates valuable to students who are in, or will be entering, the current workforce. ▪ Benchmark: Review of comparable programs and institutions to establish best practices. ▪ CIP Codes: Classification of Instructional Programs. <ul style="list-style-type: none"> ○ http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55 ▪ Clock Hours / Carnegie Unit: DETC requires that each 3-credit-hour course consist of 135 clock hours (generally broken down into 45 hours of academic engagement and 90 hours of preparation). ▪ Closing the Loop: Completion of actions taken to address gaps identified during review and evaluation process. Closing the loop should include | <ul style="list-style-type: none"> ▪ Gainful Employment: Data supporting viability of programs regarding employment opportunities per field of study. ▪ General Education Outcomes: Learning outcomes embedded and measured within each degree program that focus on skills required for professional success in modern society. ▪ Graduation Rates: Percentage of students who enter a degree program and graduate within the average completion time as defined by institution. <ul style="list-style-type: none"> ○ Meets Standards: Graduation rate is within 15 points of the mean based on DETC's established cohort group for programs. ▪ Indirect Measure: Opinion and/or perceived attainment of a student learning outcome. ▪ Job Placement: Data supporting viability of programs regarding rate graduates' employment in their fields of study. ▪ Learning Outcome / Student Learning Outcome: Critical knowledge or skill that a program completer should be able to perform in the field. ▪ O*Net: Provides detailed descriptions of occupations. <ul style="list-style-type: none"> ○ http://www.onetonline.org/ |
|---|--|

an evaluation of the actions taken.

- **Degree Level Guidelines:** Statements of learning expectations for each degree level. Learning outcomes should generally align with these guidelines.
 - **Department of Labor (DoL) Indicators:** Data provided by the US Department of Labor relating to occupational outlooks, career guides, etc.
 - <http://www.dol.gov/>
 - **Direct Measure:** Assessment of student learning upon program completion that demonstrates achievement of expected outcomes.
- **Program Outcomes Assessment:** Annual assessment of learning outcomes at the program level.
 - Program Outcomes Assessment is a data source for a Program Review.
 - **Program Review:** Detailed evaluation of program.
 - **Program Review Schedule:** Cycle of program reviews.
 - **SOC Codes:** Standard Occupational Classification System.
 - <http://www.bls.gov/soc/>

Suggested Reference Materials

Council for Higher Education Accreditation (2003). *Statement of Mutual Responsibilities for Student Learning Outcomes: Accreditation, Institutions and Programs*. Washington, DC: Council for Higher Education Accreditation (CHEA). <http://www.chea.org/pdf/StmntStudentLearningOutcomes9-03.pdf>



DETC 87th Annual Conference

April 14-16, 2013

Continued Dialouge on Outcomes Assessment

Dr. Cindy Mathena, University of St. Augustine for Health Sciences

Dr. Karen Smith, Columbia Southern Education Group

Ms. Susan Chiaramonte, Harrison Middleton University

Please rate the following subjects:	Excellent	Good	Fair	Poor	Awful
1. The topic	①	②	③	④	⑤
2. Presenter's command of subject matter	①	②	③	④	⑤
3. The method of presentation	①	②	③	④	⑤
4. Usefulness of the information	①	②	③	④	⑤
5. Opportunity for questions and discussion	①	②	③	④	⑤
6. Audiovisuals as an aid to understanding the topic	①	②	③	④	⑤
7. Overall quality of the presentation	①	②	③	④	⑤
8. What was your favorite part of the presentation?					
9. What was your least favorite part?					
10. What is one thing you learned from this presentation?					
11. Would you like to see this speaker present at Future DETC Meetings (circle one)?					

Yes

No

Thank you for your cooperation in evaluating the speakers! Remember, you can visit <http://www.surveymonkey.com/s/87thannualconference> to complete electronic evaluations



Considerations on Distance Education in California

Monday, April 15, 2013

2:45 - 3:45 p.m.

Track B: California Room

Presented by:

**Mr. Robert Johnson, California Association
of Private Postsecondary Schools (CAPPS)**

Robert Johnson has been the Executive Director of the California Association of Private Postsecondary Schools (CAPPS) since 1998. Working with the CAPPS Board of Directors, Robert's responsibilities include representing, the CAPPS membership and private post secondary institutions in matters before the Governor, State Legislature and various regulatory bodies such as the Bureau for Private Postsecondary and Education (BPPE) and other regulatory Boards and Commissions in the State. He works closely with his membership is examining statutes and regulations that affect their daily operations and he provides compliance and legal advice when requested.

Robert also administers the Independent Coalition of Educators Political Action Committee (ICEPAC) fund and is heavily involved in the Legislative strategy in the sector. He is responsible for implementing sector capacity building programs, and spends much of his time interfacing with the media and, advising member schools on business and accrediting matters that may affect their institutional readiness. He also writes extensively on private career school issues in California.

Before assuming his position as Executive Director of CAPPS, Robert managed public sector programs in California at the City and County level. Robert has been an active member of the California State Bar Association since 1980 and has practiced law in a number of areas. He is considered one of the top experts on legal issues surrounding the California Private Postsecondary School sector of Higher Education.

Please Note: Handouts and additional materials for this presentation are available electronically in the online version of the Annual Conference Program. Visit www.detc.org/87thannualconference to view or download a copy!



DETC 87th Annual Conference

April 14-16, 2013

Considerations on Distance Education in California

**Mr. Robert Johnson, California Association of
Private Postsecondary Schools (CAPPS)**

Please rate the following subjects:	Excellent	Good	Fair	Poor	Awful
1. The topic	①	②	③	④	⑤
2. Presenter's command of subject matter	①	②	③	④	⑤
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9. What was your least favorite part?					
10. What is one thing you learned from this presentation?					
11. Would you like to see this speaker present at Future DETC Meetings (circle one)?	Yes	No			

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Digital Evolution: Successfully Adapt Your Marketing Strategy

Tuesday, April 16, 2013

10:15 - 11:00 a.m.

Presented by:

Mr. Jeremy Schoen, PlattForm Advertising

Mr. Jeremy Schoen has been a part of the PlattForm team since 2003. During his tenure at PlattForm, Mr. Schoen has worked his way up the ranks of the Client Services department, previously holding positions as an Account Coordinator, Account Executive, Senior Account Executive, Account Supervisor and Associate Director.

As the Regional Vice President of Sales and Marketing, his responsibilities include strategic planning to meet clients' goals and objectives. He also provides guidance, mentoring and management oversight to the Account Executives and Account Coordinators that work with clients on a day-to-day basis. Mr. Schoen received PlattForm's highest recognition, the SERVICE award, in 2007.

He received his Bachelor of Science in Marketing from Kansas State University.

Mr. Dave Slowik, Google

Mr. Dave Slowik is an Account Executive on Google's Education team. In this role, he focuses on working with marketers and business leaders to develop and execute digital media strategies across online search, display, video, mobile, and other digital platforms. With a focus on career education schools, Dave is immersed on the topic of distance education marketing every single day. He has been with Google in the Education industry for one year.

Prior to joining Google, Dave held various marketing and sales roles at Panasonic Company of North America, CDW, and Digium. Dave earned a BS degree from Miami (OH) University in 2004.

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Google
PlattForm

Digital Evolution: How To Successfully Adapt Your Marketing Strategy

Presenters:
 Dave Slowik, Education Account Executive, Google
 Jeremy Schoen, Regional Vice President, PlattForm
 DETC Annual Conference 2013

Google PlattForm

Consumers are hyper-informed.

78% of US Internet users go online to search for products & services

Online sources considered before making purchase

	18
	12
	10
	7

Source: "Online Product Research" Pew Research Center, 9/2010; Google Shopper Sciences, Zero Moment of Truth Study, 4/2011

Google Confidential and Proprietary 4

Google PlattForm

The Web has changed everything.

Google Confidential and Proprietary 2

Google PlattForm

Any screen will do.

Source: Morinsey, "The Young and the Digital," 2011, Emarketer 12/15/11.

Google Confidential and Proprietary 5

Google PlattForm

Everyone and everything is online.

Google Confidential and Proprietary 3

Google PlattForm

Choice and sharing accelerating

Google Confidential and Proprietary 6

Google PlattForm

Extraordinary is the new ordinary.

Google Confidential and Proprietary 7

Google PlattForm

But we're letting demand slip through the cracks

80% of Education search query paths end without a conversion.

Source: Compete, Inc U.S. Custom Education Study, Q3 2011

Google Confidential and Proprietary 10

Google PlattForm

Make the web work for you.

Make better decisions
by understanding your audience through unique data-driven insights.

Win moments that matter

Go bigger, faster

Google Confidential and Proprietary 8

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Understanding the Education Journey

Google Confidential and Proprietary 11

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The web is critical to admissions marketing

1 in 4

education researchers use online sources **exclusively**.

Source: Compete, Inc U.S. Custom Education Study, Q3 2011

Google Confidential and Proprietary 9

Google PlattForm

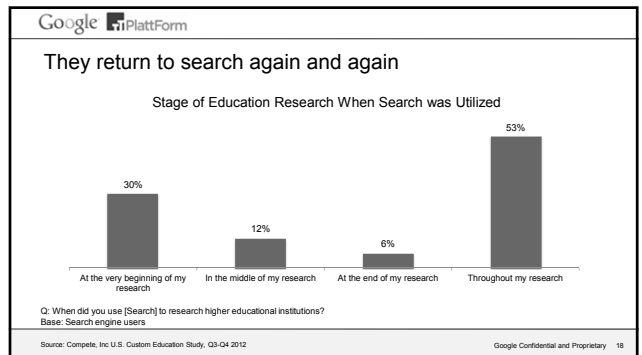
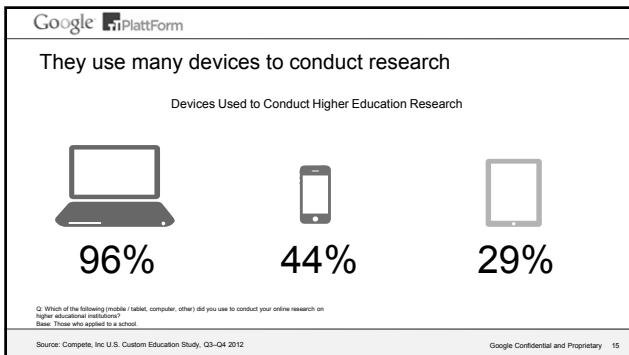
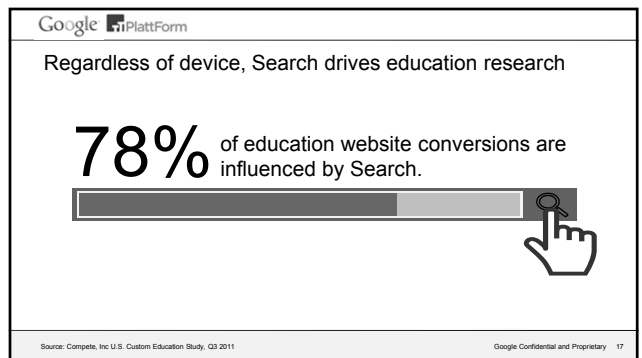
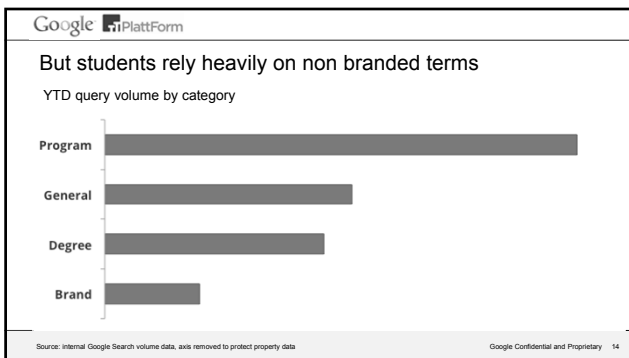
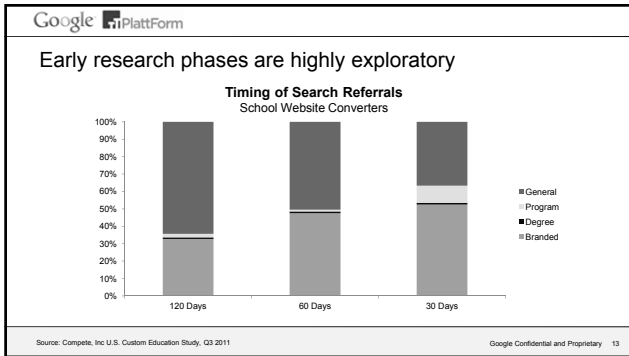
Education seekers embark early on

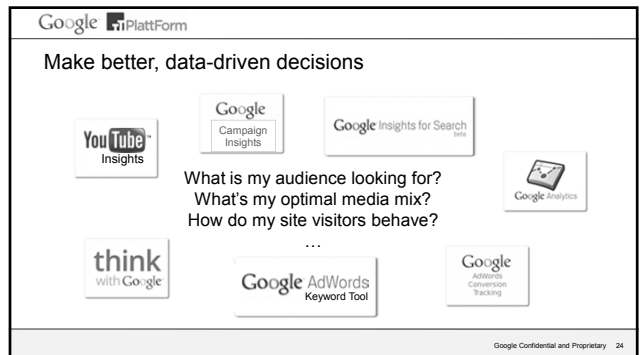
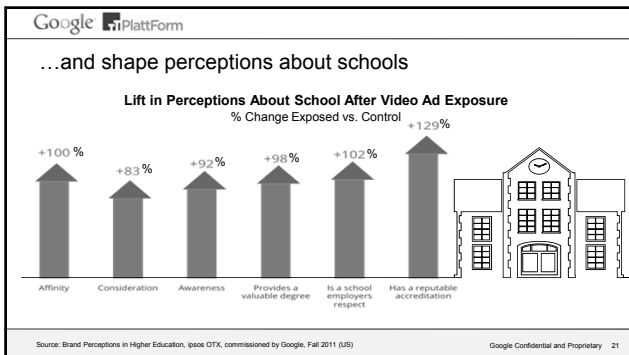
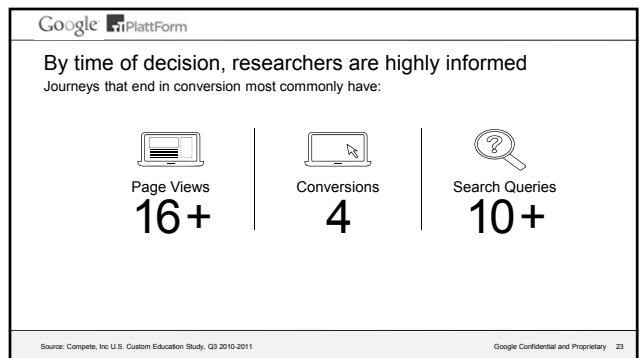
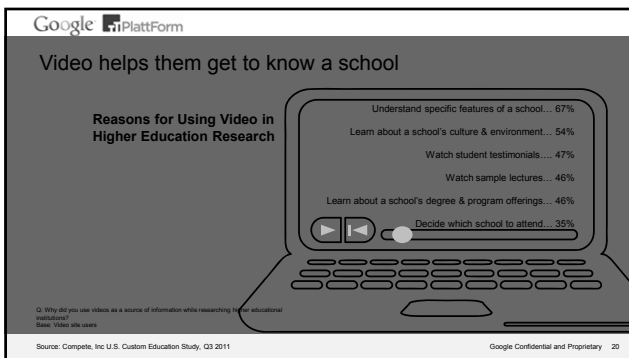
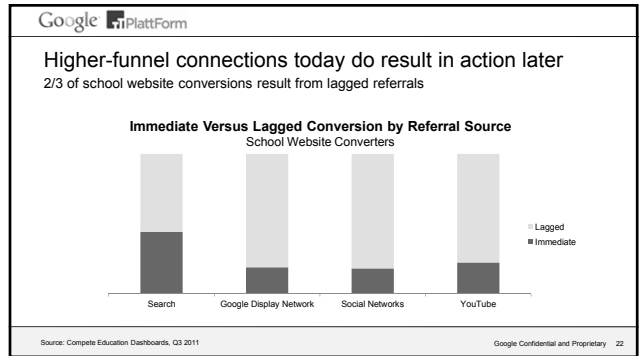
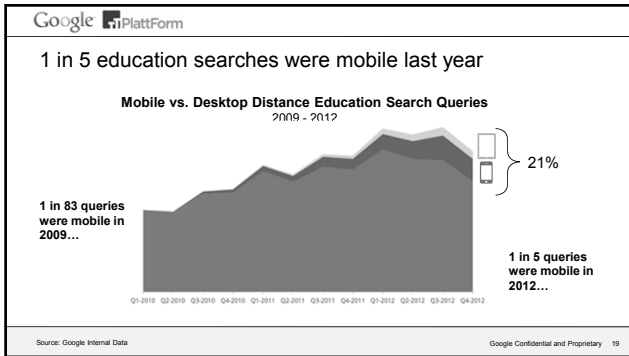
76% arrive at least **two weeks** prior to conversion


Time Interval	Percentage
90 Days	26%
60 Days	27%
30 Days	8%
3 Weeks	8%
2 Weeks	8%
Same Week	9%
Same Day	15%

Source: Compete Inc Education Clickstream Analysis, Q3 2011, Q3-Q4 2012
Percentages may not add up to 100% due to rounding.


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Google  PlattForm

Making the web work for you.




Make better decisions



Win moments that matter

by reaching the right people at the right time with the right message.



Go bigger, faster


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Google  PlattForm

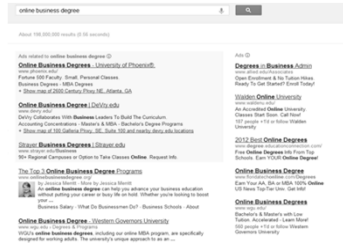
Do more showing than telling




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Every search is an opportunity to connect




Google Confidential and Proprietary 26

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Making the web work for you.



Make better decisions




Win moments that matter




Go bigger, faster

by tapping into new technologies to grow scale, efficiency, and impact


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Create new demand for your programs



Google Confidential and Proprietary 27

Google  PlattForm

Enhanced Campaigns: Powerful tools for a multi-device world

- Manage your bids across locations, times and devices – all within a single campaign.
- Smarter ads for varying consumer contexts.
- Advanced reports to measure new conversion types.

Google Confidential and Proprietary 30

It's easier to make progress on mega-ambitious goals than on less risky projects. The 1-sentence summary of how to change the world: work on something that is uncomfortably exciting.

Larry Page
Google CEO

Thank You

Make the web work for you.



Make better decisions



Win moments that matter



Go bigger, faster

5 tactical takeaways

- Capitalize on every search opportunity possible with both SEO and SEM
- Create demand for your schools and programs through new media platforms like display and online video
- Look ahead to the future of mobile and tablet by creating new experiences through those mediums
- Stay informed on the ever changing education market and online auction
- Innovate every chance you have



DETC 87th Annual Conference

April 14-16, 2013

Digital Evolution: Successfully Adapt Your Marketing Strategy

Mr. Jeremy Schoen, PlattForm Advertising
Mr. Dave Slowik, Google

Please rate the following subjects:	Excellent	Good	Fair	Poor	Awful
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Yes

No

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*Outstanding Graduates and Famous Alumni
Tell Their Stories*

Tuesday, April 16, 2013

11:15 a.m. - Noon

Featuring Presentations from five Outstanding Graduates:

Tracey Robbins (American College of Healthcare Sciences)

George Macomber (American Graduate University)

Julie Carter (Columbia Southern University)

Chrissy Hagan (Grantham University)

Alycia Darby (International Sports Sciences Association)

and two Famous Alumni:

Jane Thomas (American College of Healthcare Sciences)

Ken Lang (Columbia Southern University)



DETC 87th Annual Conference April 14-16, 2013

Outstanding Graduates and Famous Alumni Tell Their Story

DETC Outstanding Graduates and Famous Alumni

Please rate the following subjects:	Excellent	Good	Fair	Poor	Awful
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Yes

No

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A Military Servicemembers Update

Tuesday, April 16, 2013

1:30 - 2:30 p.m.

Presented by:

Dr. Kathryn Snead, Servicemembers Opportunity Colleges

Dr. Kathryn M. Snead (Kathy) serves as the President and Director of Servicemembers Opportunity Colleges (SOC), a consortium of national higher education associations and over 1900 institutional members. Prior to her appointment in SOC's senior leadership position in March 2004, Dr. Snead has served SOC in a number of capacities since 1995. Higher education and the military culture have been inseparable parts of Dr. Snead's professional career for over twenty-five years.

As the spouse of an Army careerist making frequent moves for military assignments, she has held administrative positions with the following colleges and universities: Armstrong Atlantic State University, Georgia Southern University, Leeward Community College, Syracuse University, and the University of Central Texas (now Texas A& M University-Central Texas).

Kathy earned a bachelor's degree with double major in Psychology and Anthropology from Wake Forest University, received her master's degree in Education with major in Counseling and College Student Personnel from the University of Georgia, and her doctorate in Higher Education Administration from Syracuse University.

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DETC 87th Annual Conference

April 14-16, 2013

A Military Servicemembers Update

Dr. Kathryn Snead, Servicemembers Opportunity Colleges (SOC)

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Yes

No

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*DETC Staff Answers Your Questions
About the Revised Standards, Policies and Procedures*

Tuesday, April 16, 2013
2:45-3:45 p.m.

Presented by:

Dr. Leah K. Matthews, Executive Director

Dr. Leah Matthews began serving as Executive Director of the Distance Education and Training Council in April 2013. Her background and experience are well matched to the mission of the Council that include extensive knowledge of accreditation in the U.S. and abroad, for-profit, career education, traditional higher education, as well as state and federal regulatory systems that relate to higher education. Dr. Matthews comes to DETC from her position as Vice President for Recognition Services at the Council for Higher Education Accreditation (CHEA), the national coordinating organization for higher education accrediting organizations. In that role, she managed the CHEA recognition process for sixty accreditors that provide regional, national and programmatic accreditation. Prior to working with CHEA, Dr. Matthews served nearly twelve years on the staff of the Accrediting Commission for Career Schools and Colleges, of which for seven years she held a senior leadership position. Dr. Matthews earned her PhD in Education with a concentration in Higher Education Policy from George Mason University, and while working as a civilian for the U.S. Army in Japan she earned a Master of Public Administration via distance education from the University of Oklahoma.

Ms. Sally Welch, Associate Director

Ms. Sally R. Welch is the Associate Director of DETC. Ms. Welch joined the DETC in 1974 as the Assistant to the Accrediting Program Coordinator. She became Director of Publications in 1976, in 1992 she was appointed Assistant Director, and in 2007 she was named Associate Director. Having worked in the field of distance education for more than 34 years, she has authored, coauthored, and edited numerous publications on distance education. She has given presentations on distance education before legislative committees, government agencies, other organizations and associations throughout the United States, including DETC conferences, workshops, and seminars. She works extensively with the DETC Research and Educational Committee in reviewing and updating the Accrediting Commission's standards, policies and procedures.

Ms. Nan Bayster Ridgeway, Director of Accreditation

Mrs. Nan Bayster Ridgeway joined the Distance Education and Training Council as the Director of Accreditation in August of 2005. As Director of Accreditation, Mrs. Ridgeway guides institutions through the process of initial and re-accreditation. She works to assure institutional compliance with the Commission's published educational and ethical business standards. Mrs. Ridgeway coordinates the work of hundreds of volunteer evaluators who assist the Commission in verifying the standards. Prior to joining the DETC, Mrs. Ridgeway served as an Accreditation Associate for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). She earned a B.S. in Family Studies from the University of Maryland, College Park, and a Master of Business Administration from Strayer University.

Update Sheet: Changes to the 2012 and 2013 *DETC Accreditation Handbook*

Changes adopted June 2012 – must be in compliance by January 1, 2013

Changes adopted October 2012 – must be in compliance January 1, 2013

Changes adopted January 2013 – must be in compliance by June 1, 2013

DETC members should study carefully the following new additions or revisions to the Accreditation Standards, Business Standards, and changes and additions to policies and procedures to ensure compliance by **the required date**. If your institution is scheduled for an on-site DETC review in 2013 or beyond, your institution will be checked for compliance with the standards, policies, and procedures below. The changed or additional language is in italic.

Standards

Standard IX. A. Financial Practices: The institution shows, by complete, comparative financial statements covering its two most recent fiscal years, that it is financially responsible and that it can meet its financial obligations to provide quality instruction and service to its students. (Financial statements must be *audited or reviewed* and prepared “in conformity with generally accepted accounting principles.”) The institution has budgeting processes that demonstrate the current and future budgets are sufficient to allow the institution to accomplish its mission and goals. *[Rev 1/13]*

V.B. Student Satisfaction: The institution *regularly collects evidence* that students are satisfied with the instructional and educational services provided *[Rev 8/11]* as described in C.14. *Policy on Student Achievement and Satisfaction.* *[Rev 6/12]*

V.C. Progress Through the Course/Program: The institution documents that students complete their studies at rates that compare favorably to those of courses/programs offered by similar DETC-accredited institutions. *The factors considered by the Commission in making this determination and any reporting requirements are outlined in C.14. Policy on Student Achievement and Satisfaction.* *[Rev 6/12]*

No Business Standards were changed in June 2012 or January 2013.

Summary of Changes to Policies and Procedures

C.1. Policy on Substantive Change and Notification: Major revision.

Adopted in June 2012: *The acquisition of a hybrid distance study resident training site at which the institution is conducting a teach-out for students of another institution that has ceased operating; (C.7.)*

C.2. Policy on Change of Mission, Goals, and Objectives: Added first paragraph. Revised “Action” section and added new requirements for a “Change of Mission/Goals/Objectives Report”; added the last three paragraphs. Adopted in June 2012: *The Accrediting Commission will review the Change of Mission/Goals/Objectives Report to decide if an on-site visit is required or if further reporting is necessary.*

C.3. Policy on Change of Ownership/Management: Major Revision. Added definitions section, added three paragraphs under “Actions,” added “If a new owner owns or operates other distance education institutions, those institutions must receive accreditation within 2 years of the change of ownership or accreditation may be withdrawn”; added “change of management notification” section, added what determines the effective date of

change of ownership for Commission, and “management” requirements; added “Change of Legal Status Notification” section. Also, adopted October 2012: Page 1, 2nd paragraph, #2, “Withdraw” was changed to “Deny.” Page 2, 3rd paragraph, the visit must take place 6 months for the sale or closing. Under Change of Ownership Notification Report, new paragraph; page 3, 3rd bullet, “Comprehensive description of any contemplated ...” added. Page 4, “The Change of Ownership Report must be submitted at least four weeks before the on-site visit” added. Under Change of Ownership Report, Standards II, III, and IV were added; Standard VI was revised; page 6, new item, Change of Control Notification was added.

C.5. Policy on Course/Program Approval: Major revision adopted January 2013.

C.6. Policy on Combination Distance Study-Resident Programs: Updated with changes to standards. In June 2012 added under Standard IV: *Describe how the institution would be able to implement a teach-plan if it were to cease operations. How would it accommodate students in finding other resident facilities to complete their studies? (6/12)*

C.7. Policy on Approval of New Combination Distance Study-Resident Programs or Training Sites: Revised and added a new application form (E.16). Deleted E.16. Application and changed date of submissions (1/13).

In June 2012 added number 19: *General description of how the institution would conduct a teach-out plan, including accommodating students in finding other resident facilities to complete their studies. (6/12)*

C.9. Policy on Degree Programs: Revised, added statement about how Commission applies standards, and added requirement for an advisory council under Standard I; added the institution must have policies and procedures for determining credit hours under “Curriculum”; added “Certificate Programs section”; revised definition of Credit Hour; added under “transfer of credit policies” that institution should include a list of institutions with which it has established articulation agreements with. In June 2012, added “that includes members not otherwise employed or contracted by your institution” to 2nd paragraph under Standard I.

- *editorial:* moved copy about faculty interaction and intellectual property rights to “Curriculum”
- Standard II. (Changed “doctoral-level” to “graduate-level”)
- Page 9: Standard VI: Qualifications and Duties of Owners, etc., added Standards VI. B and C. (6/12)
- alternatives to high school transcripts requirement – pages 10-11
- Page 11: Standard VII. Admission Practices (revised high school requirements and approved documentation (6/12)
- additions to admission requirements for non-English speaking applicants – pages 12-13
- In October 2012, page 11, under Standard VII: Admission Practices, the paragraph “For newly-accredited institutions seeking to admit their own pre-DETC accreditation graduates ...” was added.
- In October 2012, page 12, under Standard VII: Admission Practices, under Master’s Degree Programs, “Applicants for admission must possess at a minimum a Baccalaureate Degree” was revised.

In January 2013, the following changes were adopted to C.9.:

- Standard II. Programs Objectives: Pages 3, 7 and 9 – adding “research project”
- Standard IV. Student Support Services: page 9 – Program Administration (First Professional and Professional Doctoral) – “the administrator must hold an appropriate terminal degree ...
- Standard VI – Qualifications of Faculty: page 10 – Requiring relevant terminal degrees for faculty teaching Master’s programs; Page 11 – Exceptional cases
- Standard VI – Qualifications of Faculty: Page 11 – “The institution must have on its full-time staff prior to enrolling students, a Dean”

- Standard VII. Admissions: Page 12 – added “This also applies to vocational institutions that require a high school diploma or its equivalent for admission.”

Standard VII: Admissions Practices: added minimum B1 English proficiency level identified within the common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations – under “When Applicant’s Native Language is other than English”: (1/12) AND

Under Experiential Equivalent Credit – added institution must have published evaluation standards similar to CAEL’s and a qualified individual with experience to oversee evaluations of learning portfolios. Also added CAEL’s “Ten Standards for Assessing Learning.” (1/12)

C. 14. Policy on Student Achievement and Satisfaction: Added 3 new paragraphs on page 2 under “Outside independent assessments” stated institutions are expected to provide any data available to them that shows this outcome.

In June 2012: added “In order to make it statistically valid, there must be at least five institutions in the group.” Page 6, B. Student Satisfaction, added “The institution should receive at least a 30% response rate to its surveys.” Other minor edits.

In January 2013 – Major revision – see policy.

C.18. Policy on Annual Reports: Major revision. In June 2012, adopted “it must submit the appropriate *audited or reviewed* financial statements) on page 2 in 2nd bulletin item.

In June 2012, page 2, last paragraph “Analyzing Financial Information”, “or a deficit in” working Capital was added; and it must submit the appropriate “audited or reviewed” financial statement.

C.21. Policy on Required Institutions Documents: Page 1 – adding resumes and official transcripts of its instructors and an institutional verification mark or stamp that the original document was verified as an “official transcript” (1/13)

C.23. Policy on Credit Hour: New Policy.

C.24. Policy on Non-U.S. Institutions: added first paragraph (institutions outside of the United States must petition the Accrediting Commission and request that its application be accepted.

C.25. Policy on Change of Name: Major revision. In June 2012, “or adding a New Division” was added.

C.27. Policy on Teach-Out Plans: Addition of new Federal requirements. Revised, added “a statement that describes any additional charges/fees and notification to students about the charges/fees”

In June 2012, the following was added to the bottom of page 1: “*For institution’s offering hybrid programs (distance study and required face-to-face instruction) an explanation and evidence as to how the teach-out institution has the capacity to provide the students with instruction and services without requiring the students to move or travel substantial distances from the closing institution, and the adequacy of the teach-out institution’s facilities and equipment. (6/12)*” Also, in number 2 on page 2, the following was added: “*For hybrid programs, the teach-out institution must be near the closing institution so as to not require students to move or travel substantial distances. (6/12)*”

C.28. Policy on Petition and Waivers: New policy, details what needs to be in a petition or waiver to the Commission and when it may be granted.

C.29. Policy on Contracting for Educational Delivery: New Policy.

C.30. Policy on High Schools: (new Policy)

D.1.1. Actions Available to the Commission: Major revision. Added new Show Cause Action with definition. Added “good cause” and definition. Deleted option to be accredited with stipulations.

D.2. Appealing Commission’s Adverse Decision: Major revision; Revised, revised 2nd paragraph under “Appeals Panel” to clarify describe on qualifications of Appeals Panel members; added last sentence on page 1; and new “Timelines to Remedy Noncompliance” to page 2.

D.3. Notification and Information Sharing: Revised and changed name (was Notifying Agencies and Public of Commission’s Decision: clarified three options and added reporting requirements to the U.S. Secretary of Education, and clarified reporting actions when an institution resigns or voluntarily withdraws, or when accreditation lapses; added new section under “Scope of Public Information,” “Sharing Information with Government Entities and Other Accrediting Agencies” “Authorized Disclosure Information” “Public Disclosure of Accreditation Status” and “Correction of Misleading or Inaccurate Information”; added “as part of its Accreditation to page 2.

In June 2012, the following was added to the first paragraph: “Unless otherwise specified, the effective date of a Commission’s decision is the date on the letter notifying the institution of the Commission’s decision.”

D.4. Retention of Commission Files: Major revision to simplify.

In June 2012, the following was added to the first sentence: “in hard copy or electronic form”

D.5. Reviewing, Adopting, and Circulating Standards, Policies, and Procedures: Revised, renamed (was Adopting and Promulgating Standards, Policies, and Procedures); Revised section under “Origin of Standards, Policies and Procedures,” added new section under “Systematic Program Review” and “Process and Procedure for Adoption,” added numbers 3-7 under “Circulation of Accreditation Standards” section, and added new section under “Publications”

In June 2012, the following was added to page 3 (as the 4th paragraph): “Whenever the Commission determines that exigent circumstances exist that necessitate that a material change in the Commission’s standards, policies or procedures become final and effective immediately, it shall publish the change in final form without regard to the notice and comment procedures set forth in Procedure D.1. Interested parties will be afforded an opportunity to comment on the change as soon as practicable after it is published. All such comments will be considered by the Accrediting Commission. (6/12)”

D.8. Conflict of Interest Policy (New - was Standards of Ethics and Professionalism for Accreditation Participants): All new. Must be read and signed by any Accrediting Commissioner, Evaluator, Subject Specialist, Consultant, Administrative Staff, Appeals Panel Member, or DETC employee annually.

In June 2012, “relative” was replaced with “family member”

D.8.1. Conflict of Interest Disclosure Form: New. Must be read and signed by any Accrediting Commissioner, Evaluator, Subject Specialist, Consultant, Administrative Staff, Appeals Panel Member, before reviewing an institution.

In June 2012, “relative” was replaced with “family member”

D.9. Code of Conduct for On-Site Evaluators: New, must be read and signed for all evaluators before reviewing an institution.

D.10. Selection and Training of Commissioners: Revised, clarified make up of Commission; added procedures for selecting and training commissioner and “conflict of interest” requirement; and other revisions.

In June 2012, the following was added to paragraph 2: “the Executive Director first interviews the nominees to see if they are willing to perform the responsibilities required of Commissioners, including completing the training, time commitments, meeting dates, etc., and to make certain to identify any conflict of interests.” AND “Commissioners have the opportunity to interact with nominees as public commissioner candidates are invited to observe an Accrediting Commission meeting before the Commission votes on appointments.” Was added to paragraph 4.

D.11. Selection and Training of Evaluators: revised and renamed (was C.23. Policy on Selection and Training of Evaluators); added the new code of conduct requirement and conflict of Interest Disclosure Form; added new section on Conflict of Interest Policy; added “Each on-site committee will have an academic and administrative personnel represented” on page 1 and listed new guide (B.7.) on page 4.

D.12. Selection and Training of the Appeals Panel Members: New, procedures for selecting and training DETC Appeals Panel Members

D.13. Third-Party Comments: New, procedures for requesting, reviewing and acting on Third-Party Comments.

E.1. Fees: updated page 3 to reflect new applications.

E.2. Application for Accreditation: Revised, added “avocational” to selection of courses and programs offered; added “It also acknowledges that accreditation information may be shared with other accrediting agencies and government entities” to page 4.

In January 2013, added “Do you offer CEUs?”

E.5. Application for Course/Program Reviews (new – replaced Application for Doctoral Programs). This application form must be used when sending in courses/programs for review. – January 2013

E.6. Annual Report: Revised, added more requirements under Section I.; added “reported significant growth in the number of new enrollments” and “the programs receiving the largest percentage of growth” in Certified area; revised numbers 2, 3, and 6, under Section III; and added policy references under section VII.

In June 2012, the second paragraph under VI. Report on Financial Condition was revised to state: “If your institution shows a negative amount on lines 2, 4, or 5 for 2011, please submit the appropriate audited or reviewed financial statements no later than 90 days after the submission of the Annual Report. (Please refer to C.8. Policy on Annual Reports and C.10. Policy on Financial Statements.) (10/11)”

E.7. Annual Report with Title IV: Revised (same as above), and added statement on who is primary accreditor under section VI. And request for ECAR.

E.14. Application for Change of Ownership/Management: New, must be submitted at least 30 days before a change of ownership or management.

In October 2012, page 1, paragraph on “After a proposed change of ownership has been approved by DETC, ...” was added. New Titles and fill-ins were added for Change of Ownership; Change of Management; Change of Legal Status; and Change of Control.

E.15. Application for Change of Location or New Administrative Site: New form to accompany C.4. Policy on Change of Location or New Administrative Site

E.16. Application for New Combination Distance Study-Resident Programs or Training Sites: New form to accompany C.7. Policy on Approval of New Combination Distance Study-Resident Programs or Training Sites.

E.17. Glossary: In January 2013, changed name to E.16.

Evaluators Documents

Changed Letters to continue from AC Book

F. Rating Forms

G. Guides

H. Critical Documents

I. Miscellaneous (deleted 7. Q & A on Standard V – Outcomes Assessment)

J. Sample Reports

Templates – added list to AC book, pages vii-viii.

1/20/13



DETC 87th Annual Conference
April 14-16, 2013

DETC Staff Answers Your Questions
About the Revised Standards, Policies and Procedures

DETC Staff

Please rate the following subjects:

Excellent Good Fair Poor Awful

- | | | | | | |
|--|---|---|---|---|---|
| 1. The topic | ① | ② | ③ | ④ | ⑤ |
| 2. Presenter's command of subject matter | ① | ② | ③ | ④ | ⑤ |
| 3. The method of presentation | ① | ② | ③ | ④ | ⑤ |
| 4. Usefulness of the information | ① | ② | ③ | ④ | ⑤ |
| 5. Opportunity for questions and discussion | ① | ② | ③ | ④ | ⑤ |
| 6. Audiovisuals as an aid to understanding the topic | ① | ② | ③ | ④ | ⑤ |
| 7. Overall quality of the presentation | ① | ② | ③ | ④ | ⑤ |

8. What was your favorite part of the presentation?

9. What was your least favorite part?

10. What is one thing you learned from this presentation?

11. Would you like to see this speaker present at Future DETC Meetings (circle one)?

Yes

No

Thank you for your cooperation in evaluating the speakers! Remember, you can visit <http://www.surveymonkey.com/s/87thannualconference> to complete electronic evaluations



DETC 87th Annual Conference

April 14-16, 2013

Conference Evaluation Form

Please complete this evaluation with regard to the Annual Conference as a whole. Your honest feedback is the best way to improve future DETC meetings!

Please rate the Annual Conference in the following areas:

	Excellent	Good	Fair	Poor	Awful
1. Pre-Conference Information and mailings	①	②	③	④	⑤
2. The online meeting registration system	①	②	③	④	⑤
3. The online hotel reservation system	①	②	③	④	⑤
4. The Annual Conference website	①	②	③	④	⑤
5. The Annual Conference Program (spiral bound)	①	②	③	④	⑤
6. Quality of General Sessions	①	②	③	④	⑤
7. Time/Duration of General Sessions	①	②	③	④	⑤
8. Quality and variety of food	①	②	③	④	⑤
9. Your Overall Experience at the Annual Conference	①	②	③	④	⑤
10. What was your favorite part of the Annual Conference?					
11. What would you most like to change about the Annual Conference?					
12. What is something you've experienced at other events that you'd like to see implemented at future DETC Meetings					

Thank you for your cooperation in evaluating the Annual Conference! Remember, you can visit <http://www.surveymonkey.com/s/DETCAnnualConference> to complete an electronic evaluation!

April 16, 2013

Dear Colleagues and Friends,

Thank you for participating in the 87th Annual Conference of the Distance Education and Training Council. It has been a pleasure to be a part of this important convening of DETC where collectively, we address innovations and challenges in distance education for higher learning. Your attendance and participation are what makes the annual conference worthwhile.

We are grateful for the contributions of our outstanding Conference presenters who brought to the forefront the major issues affecting higher education and who offered important insights into how the higher education community needs to engage in addressing the challenges that lie ahead.

Rob Chalifoux is also to be commended for his exemplary work in planning and organizing the Annual Conference. His resourcefulness and careful attention to the details made for an extraordinary and memorable experience for all. Rob, thank you!

We hope that you will continue to participate in events that address topics that are important to DETC accreditation and the distance education community. Please join us for our Fall Workshop at the Windsor Court Hotel in New Orleans October 13–15, 2013.

Lastly, I want to thank Mike Lambert for his generous support and encouragement. Mike has done everything possible to assure a smooth transition for DETC. He is truly one of the most extraordinary leaders of our time in higher education accreditation. I am honored to be his successor and deeply grateful for his kindness and wisdom.

Yours sincerely,

A handwritten signature in black ink, reading "Leah K. Matthews". The signature is written in a cursive, flowing style with a long horizontal flourish extending to the right.

Leah K. Matthews
Executive Director
Distance Education and Training Council

Save the Date for DETC's Fall Workshop!



DETC Fall Workshop
October 13-15, 2013
The Windsor Court Hotel
New Orleans, LA

Save the date now to attend DETC's Fall Workshop this October at the beautiful Windsor Court Hotel in New Orleans!

Look for more information on the DETC website this summer!

DETC 87th Annual Conference



Registration List

Note: The included registration list is current as of April 4, 2012. A print or electronic copy of the final list will be available May 7th. To obtain a copy, please contact Rob Chalifoux, DETC's Director of Media and Events, by sending an e-mail to rob@detc.org.

Distance Education and Training Council

87th Annual DETC Conference

April 14-16, 2013 * The Intercontinental Mark Hopkins Hotel * San Francisco

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