

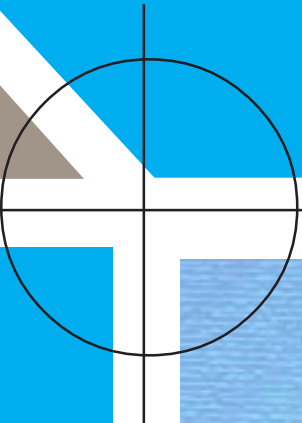


Seattle

DETC 80th Annual Conference • April 9-11, 2006 • Fairmont Olympic Hotel

Report on 80th Annual Conference

dangerous opportunities before us



CONFERENCE SUMMARY

The following is a summary of the sessions given at the DETC 80th Annual Conference, April 9-11, 2006 at the Fairmont Olympic Hotel in Seattle, Washington. Twelve speakers presented sessions on a wide variety of topics centered on the Conference theme of “Dangerous Opportunities Before Us.” Our thanks to the speakers and the 18 sponsors, and to the more than 140 people who attended the Conference. Our special thanks to Dorene Petersen, President and Founder of the Australasian College of Health Sciences in Portland, Oregon for chairing the Conference.



Dorene Petersen

MONDAY, April 10th

Accreditation and Anxiety: Pressure and Politics

by Dr. Judith Easton, President, Council for Higher Education
Accreditation

The good news about accreditation is that it is “the issue” in higher education right now. The bad news is that accreditation is in a difficult position, beset by a number of negative perceptions, whether warranted or not. We are experiencing a patch of anxiety about accreditation that, while not unique, is disquieting.

The negative perceptions are coming from at least five sources. These include the Congress of the United States as members work toward reauthorization of the Higher Education Act. While we may emerge reasonably well from this reauthorization, there will be, nonetheless, a significant federalizing of accreditation, moving us from the partnership role with government that we created in the 1950s to more of a subcontractor role in the early 21st century.

Another source is the executive branch of the federal government, particularly the Department of Education and the Secretary of Education’s Commission on the Future of Higher Education. While it is valuable that the commission has spent some time on accreditation, almost all of its public conversation has been critical—calling for more accountability, transparency, an end to accreditation’s “secretiveness” and additional academic rigor.

Yet another source of negative perception has been the press, focusing a good deal of late on degree mills, accreditation



Judith Easton and Mike Lambert

Higher education institutions are generally supportive of accreditation, but sometimes appear negative when college and university leaders seem more concerned that accreditation serve primarily as a means to stave off more governmental control, paying less attention to accreditation as a robust accountability intervention.

mills, unsavory recruitment and marketing practices—and the alleged failure of accrediting organizations to deal with these problems.

Higher education institutions generally are supportive of accreditation, but sometimes appear negative when college and university leaders seem more concerned that accreditation serve primarily as a means to stave off more governmental control, paying less attention to accreditation as a robust accountability intervention.

Finally, the very structure of accreditation itself creates tensions among the different types of organizations that can play out in a negative way. The transfer of credit issue related to passage of the House of Representatives' bill on reauthorization of the Higher Education Act (HR 609) is one example. Here, unfortunately, regional accreditation was pitted against other forms of institutional accreditation (for-profit and faith-based) with regard to student mobility.

Reasons for the Anxiety: While it is difficult to pinpoint specific causes for this difficult patch for accreditation, several factors are likely contributors to the situation.

First, there are, independent of accreditation, serious public doubts about any self-regulatory system. We know that accreditation is a powerful example of successful self-regulation, but it is no longer easy to convince the public.

Second, there appears to be a sense among politicians and the public that “harder-edged” accountability in higher education—exemplified by, e.g., full transparency and quantitative data—is, without question, a public good and that the failure to demonstrate this type of accountability is cause for suspicion.

Third, politicians and the press are not persuaded accreditation represents this harder-edged accountability.

Fourth, whether justified or not, politicians and the press question whether accreditation is an asset for the most rapidly growing and influential sector of higher education—for-profit and often publicly traded higher education institutions.

What to Do: While various responses may be appropriate for different types of accreditation, DETC and other accrediting organizations that focus particularly on the for-profit sector might especially benefit from:

- Emphasizing the added value of for-profit accreditation to the public and to political leaders;

- Making sure that the public and political leaders are informed about the extent to which for-profit accreditors address the harder-edged accountability issues; and
- Informing the public and political leaders about how for-profit higher education serves the public interest, especially as the front line against degree mills and accreditation mills—dubious providers of higher education and accreditation that would undermine the value of higher education to students and the public.

Accreditation and anxiety are not strangers. The challenge for accreditation is to put the anxiety to good use. The politics and pressure are catalysts to strengthen accreditation and the fine work that we do.

Voluntary Education in the Military

by Dr. Jeffrey Cropsey, Director, Defense Activity for Non-Traditional Educational Support (DANTES)

A brief overview of DANTES programs and how they relate to the mission of the Department of Defense Voluntary Education Program.

Major trends in DoD Education are joint programs, cost containment or reduction, automation of functions, reductions in staffing levels, support of occupational specialties, critical language courses, increased educational programs for deployed Servicemembers, special programs for spouses and the severely wounded Servicemember. DANTES is continuing to support the DoD mission through the provision of programs in support of these trends.

DANTES helps to fulfill their missions through various tools. Some of these are:

- The MCNet is the Military Counselor Network, which is an electronic e-mail list used as a networking tool. It links education center counselors throughout the world for discussions and sharing of resources regarding education issues of service members.
- A new video entitled, “A Matter of Degree” was created to inform service members of various types of academic degrees available, what accreditation means and who offers it, and to tell them about the roles of ACE and SOC. The video is less than 10 minutes long and it has had great success.
- Several Distance Learning Catalogs are available online and on CD ROMs.



Jeff Cropsey

- SOC and ACE guides are available from <http://www.soc.aascu.org> and <http://www.militaryguides.acenet.edu>.
- Distance learning formats are evolving to now include PDAs and iPods.

Other initiatives covered were critical foreign languages, Microsoft Certification Exams, FAA testing, Partnerships with national test centers, new options to Access CLEP, On-Campus Status Reports, On-Base Status Reports, New SAT/ACT options, eCBT Paper-Based Testing, Troops to Teachers, Spouse to Teachers. Dr. Cropsey concluded by inviting everyone to attend the DoD Worldwide Education Symposium, July 17-21, 2006. For more information, please visit www.dantes.doded.mil.

Online Learning Today: What is Working and What is Not!

by Dr. Farhad Saba, Professor of Educational Technology, San Diego State University



Fred Saba

Today, at San Diego State University, we offer a Masters program in Educational Technology, which is entirely online. Recently, we have been authorized to offer a doctoral program in educational leadership. This new program is in development right now and is expected to be offered online entirely.

My research and teaching is focused on theory building in distance education, and applying system dynamics to develop new instructional design principles that are relevant to today's media environment. These principles enable educators and trainers to offer:

- Rapid dynamic instructional development,
- Responding dynamically to individual learners, and
- Just-in-time-training.

In 1995, to respond to some of the questions that our alumni had about distance education, I started a Web site to present news and information about the field. It attracted advertising and eventually became a resource not only to students but also to many professionals in the U.S. and around the world. Distance-Educator.Com is a starting point for you. It offer you links to everything related to distance education and e-Learning including research-based articles, news, and industry reports. We also offer services such as:

- Creating and hosting online courses;
- Consulting (Strategy, management, instructional design, implementation, evaluation); and

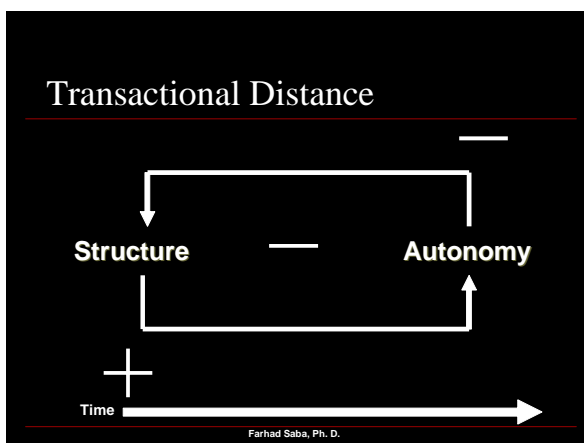
- A database of professionals in distance education and e-Learning.

The World Wide Web: In teaching and at Distance-Educator.Com, like most of you, I have used the World Wide Web. The Web until recently has been a read-only medium. However, a new generation of software and online services that have become to be known as Web 2.0 are making the Web a read-write medium. Students will be able to read instructional information, but will also be able to contribute through the Web and present their responses, assignments, etc.

Transactional Distance: Let me explain the theoretical underpinning of this shift in technology. Distance in education has been defined as the geographic separation of the learner and the instructor. The theoretical work of Dr. Michael G. Moore, founder of the Center for the Study of Distance Education at Pennsylvania State University added to this definition a psychological distance or transactional distance. My research, which is based on Dr. Moore's theoretical framework, experimentally verified transactional distance as a function of two variables: 1. Structure or the control that the instructor or an instructional organization brings to teaching and learning, and 2. Autonomy, which is desired by the learner to make his/her education as relevant to his or her perceived needs. Structure represents the discipline; it is predetermined, and offered through static media such as print, the Web, CDs, or other similar media. Autonomy on the other hand is demanded by the learner for convenience, mobility and dynamic responsiveness to his or her individual differences; tolerance for independence; and learning preference.

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Autonomy is offered by two-way communication media. The causal loop diagram below shows the inverse relation between structure and autonomy.



There is no inherent value in offering more autonomy or structure. The dynamic is determined by requirements of the subject matter, as well as other variables such as prior knowledge of a learner about the subject matter. More prior knowledge, for example, may require less structure.

Media Technologies: To strike the right balance, between structure and autonomy for my students, I have used a variety of new and not-so-new but effective media. While *e-mail* has proved to be effective in offering immediate responses to students, a *listserv* is good for learner-learner communication and building a community among them. This community building has pedagogical value. But, can also be useful for marketing purposes among the alumni.

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Threaded discussion forums are the next level in complexity. Students in my courses are assigned to read a textbook, usually one chapter per week. They are assigned to post their take on the chapter in a discussion forum, but perhaps more importantly, their questions about the chapter as well. Their questions, in both my classroom as well as online courses become the subject of my lecture. Therefore, I am offering autonomy to students to set the agenda for each class period by responding to their needs.

Learning management systems (LMS) are also widely used both the private sector training, as well as k-12, and higher public education. They are essentially databases that hold instructional and course management information. Proprietary LMSs, such as Blackboard and eCollege are proven to be expensive to retain. Therefore, public institutions have started to look at open source software such as Moodle that is very popular among our students who teach in K-12 environments. From early on, at Distance-Educator.Com, we created our own course development environment using open source technology. I have been using our own solution, eClass Portal, for years in my courses, and we have made it available to other users as well.

Desktop conferencing: In recent months, we have also used Breeze, by Adobe/Macromedia, which offers multipoint audio, video, and text communication, in addition to other capabilities, such as screen sharing, file sharing, and white boarding. Similar to Elluminate, WebEx, Centra, and Horizon-Wimba, most of our faculty use Breeze for their online teaching. It has proven to be a very effective medium.

Blogs and wikies, are essentially web-based environments which offer more opportunities for students to express themselves, and communicate their creativity with the instructor. While blogs are usually controlled by one author, wikies are open to many for contributing and editing. And, therein lies their strength and weakness as well.

Podcasts also have become very popular recently on our campus, as well as other universities, for distributing faculty lectures to the point that many students have questioned the reason for going to class. I believe, however, podcasting is in its infancy. It is a promising medium that has to find its particular format like radio did.

So, are these media new bottles containing old wines, or are they offering a significant difference? I think the answer to this question has two parts:

1. Some of these media, depending on your particular need and requirement, offer genuine convenience and flexibility to the student, thus, ushering in a new era in education in which you, as educators, can strike the right balance between structure and autonomy for each individual learner.
2. The appropriate way of looking at them, in the final analysis, is from a marketing perspective. One must ask, if they offer a new market before investing in them.

Dangerous Opportunities Before Us

by Michael P. Lambert, DETC Executive Director

Mr. Lambert gave a brief welcoming address to the Conference at lunch Monday. He talked about the Conference theme, “Dangerous Opportunities Before Us. He said the juxtaposition of these two words accurately describes the challenges facing DETC institutions today. On one hand, we are faced with incredible new opportunities for growth and success, but on the other hand, many of these seemingly attractive opportunities come with a high price and possible negative impact.

He gave several examples of the challenges and opportunities that, like the proverbial iceberg, hold dangers beneath the surface:

- Title IV Federal Student Aid is a clear opportunity for us, but holds many hidden dangers for schools.
- Military tuition assistance is a clear opportunity, but over-dependence on it for the major or sole source of revenue can imperil an institution if there is an unexpected funding shortfall or policy change by the Department of Defense.
- Partnerships with foreign institutions are on the rise, but history teaches that things can go wrong quickly when you are not on the scene to monitor developments on a daily basis.



Mike Lambert

The new technology holds great promise, but also can hobble an institution by tying it to an outmoded delivery system if poor choices are made.

Mr. Lambert conclude that, by intensive and continuous and relentless internal strategic thinking and planning, an institution can make the optimal choices on which opportunities hold the most promise and a manageable risk.

The strategic plan is not nearly so important; but the process of continuous strategic planning is absolutely vital.

TUESDAY, April 11th

Reaching the Federal Training Market

by Dr. Jerry Ice, CEO/President, and Dr. Sharon Fratta-Hill, Dean,
Information Technology, Graduate School, USDA

The current federal workforce now stands at 1.85 million. According to the Office of Personnel Management, the “typical fed” is 47 years old, has served in government for 17 years, holds a white-collar job under the General Schedule pay system and earns more than \$60,000. OPM’s snapshot of the workforce shows that 42% holds a bachelor’s degree or higher, 56% are men, 32% are minorities, and 67% are covered by the Federal Employees Retirement System.

The position of office secretary topped the list of jobs disappearing from government agencies. Secretarial jobs dropped almost 16% over a two-year period in 2004. The composition job categories required by the federal government will continue to change.



Jerry Ice and Sharon Fratta-Hill

Government now is being transformed. The three significant trends that are now reshaping government are: 1. Changing rules, 2. Emphasizing performance; 3. Improving service delivery. In Trend One, reform of the federal civil service system has become a major national issue. A major issue is the amount of managerial flexibility given to federal agencies in the areas of hiring, firing, promoting, moving, and retaining federal civil servants. A second major trend involves the increased emphasis on performance throughout government.

The Government Performance and Results Act created a statutory framework for organizational accountability in the performance of missions and programs by requiring departments and agencies to create longer-term strategic plans, developing annual performance plans, and report annually on their performance against these plans. Trend Three is a focus on improving service delivery. In early 2001, OMB created a task force to sort through more than 1200 on-going e-government initiatives and develop an overall government strategy. The task force has now designated 24 initiatives to be the priority pilots and is linking together these projects and others through broader federal enterprise architecture.

Training organizations planning to enter the federal training market will need to be able to respond quickly to the service and training needs of agencies and departments. Faculty must be knowledgeable and have federal experience base for the area they are teaching. Training organizations should seriously consider making the effort to be on the general service administration schedules—such as schedule 69 (instructor-led courses) and MOBIS. Earning a degree by employees is not a high funding priority within government. Completing training that enhances performance, avoids complaints, and moves the department/agency towards meeting the President's Management Agenda are major reasons for funding training programs.

One of the items on the PMA is the Enterprise Architecture initiative. There are five components to this program which provide an example of how other mandates, such as the Paperwork Elimination Act, have molded all initiatives. The PRM (performance reference model) is an EA component that provides a framework to measure the performance of major information technology investments. Software such as SAS or balanced scorecard interfaces are used to collect data to measure how well the agency is matching its IT allocations to its business agenda. The BRM (business reference model) is a framework that describes the business operation of the government, independent of the agencies that perform them. This is called a Line of Business (LoB) approach. Mandating computer security training for all government employees would be an example of a BRM. The SRM (Service Component Business Model) addresses how data should be shared, how communication with clients should take place and how forms should be processed (form management). The DRM (data reference model) enables agencies to describe the type of interaction they have with citizens. Agencies are being forced to measure how effectively they meet client needs and this allows them to evaluate and improve the accessibility of the data they offer to the public. The fifth framework, TRM is used to categorize technical standards used to build and integrate systems. This will allow government agencies to better share data on platforms that are not software specific. Agencies are willing to spend training dollars to help their employees understand and implement these programs.

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Significant changes are underway to government—in human capital, competitive sourcing, financial performance, e-government, and budget and performance. Training organizations with a capability in these areas are able to reap great return on the investment.

There are several practical steps one can take to find business opportunities in the federal market. Try joining the Training Officers Council and begin networking with federal employees who are allocating training funds in federal agencies. Check the federal Bizops Web site (www.fedbizops.gov) weekly and respond to any RFPs for which you might be able to provide services. Participate in egov conferences or special interest exhibitions such as FOSE to brand your institution and develop a federal mailing list. It is always helpful if you can find an experienced vendor that offers services that are compatible with your training. If you are selling IT training, then find a hardware vendor to partner with. Knowing where equipment has been sold always gives an insight to where training would be needed. Always keep abreast of what is coming out of the offices of OMB and OPM. New changes in law and initiatives offer opportunities for training and smaller schools may be able to respond more quickly to changing needs than larger training organizations. Very few trainers have currently entered the online market. There will be an array of training needs in the coming years. Position your institution so that you can take advantage of these opportunities.



Ted Lehne

Forging Strong Training Partnerships with Corporate America

by Ted Lehne, Acting General Manager, Learning Strategy, Delta U, and Corporate Training, Delta Airlines

Colleges and universities often have looked at corporations as customers and corporate America has often looked at the academic community as providers of education. While those role descriptions are accurate, they overlook significant opportunities. This session explores what a new relationship can mean for both.

The process of forging a new training partnership should begin with some self-evaluation. What are your objectives for the partnership? Are you seeking to sell courses, build intellectual relationships, engage in cooperative research or seek students? If you have several objectives, how would you prioritize them?

Then you need to think about what you would bring to a partnership. How would a corporation benefit from a relationship with your institution? Would you help them reduce costs for the company, reduce educational costs for employees, make more courses available to them, provide academic expertise,

customize courses to fit their needs, or in general help support the corporation's commitment to its employees' lifelong learning?

There are several different types of partnerships. In one, you sell courses to the corporation. Courses can be offered at your institution, at the company or online. Courses can meet training objectives or supplement training.

The principal benefit of another kind of partnership is to allow access to the company's employees. You may have a presence on the company's Web site, attend education fairs, distribute educational materials, blast e-mails (with permission), conduct lunch, and learn sessions or have an actual office on company property.

Another partnership can be principally collaborative. You and the company may focus on scientific research, new uses of technology, best practices in business, internships, exchanging speakers or serving on advisory boards.

Delta Air Lines has a limited number of academic partnerships with the partners selected to meet corporate objectives. The number of partners is limited to maximize the benefit to the partners so they can provide significant benefit to Delta's employees. Delta's academic partners also must be willing to consider ACE Credit recommendations and to engage in marketing to employees.

Strong partnerships with corporate America are based on a clear understanding of the needs of both parties and how they can be best met by the right relationship. In marketing terms, define your target market, define your product and develop a strategy for building an enduring relationship.

Latest Trends in Internet Marketing

by Paul Epstein, Founder and President, High Voltage Interactive

The Internet offers myriad opportunities for college marketers to reach their targeted audiences, but how do marketers analyze these opportunities and understand which are the most effective for achieving their goals? Which technologies will help them break through the ad noise and boost their enrollments while controlling costs?

Internet recruitment marketing is an increasingly competitive market space in which more and more schools are vying for the same online ad inventory. Lead costs are being driven up in part by this increasing competitiveness but also due to the multi-level marketing structure that has been caused by the

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Paul Epstein

There are several new technologies available in the marketplace and new trends being identified that can help a distance education institution rise above the competition and communicate effectively with their core audience.

popular Cost-Per-Lead pricing system, in which many vendors can end up sharing in a single lead's delivery. We are also seeing more and more publishers wanting to establish themselves as experts in online education, though few of them truly understand how to communicate with the prospective student audience. However, there are several new technologies available in the marketplace and new trends being identified that can help a distance education institution rise above the competition and communicate effectively with their core audience.

For instance, blogging—an outcome of the “Consumer Generated Media” trend overtaking the Internet—is becoming a popular tool employed by many schools. The most common recruitment application of blogs is to ask a handful of students to maintain a blog journaling their daily life. This effort helps prospective students get a first hand look at what the student experience is like at a particular school.

Podcasting is also catching on as an effective recruitment and marketing technology. One strategy in use is to offer samples of course lectures available as a podcast download, enabling prospects to get a feel for what the school's lectures are like. Another strategy is to try advertising on other podcasts (in much the same way a school might advertise on a radio program) that reach a school's core audience.

One good way to produce outstanding advertising creatively that captures user's attention and engages them with your brand is to incorporate elements of rich media. Rich-media advertising consists of any type of interactive media that exhibits dynamic motion and takes advantage of enhanced sensory features such as video, audio or animation. For instance, many schools are creating downloadable videos that describe how their distance education programs work, or they make their advertisements really stand out by building them with Flash, Java or other rich-media technologies.

To help generate inbound phone calls and reduce the lag time between a form submission and actual phone contact with an enrollment advisor, some schools have begun turning to a recent technology known as click-to-call. This service allows interested prospects to fill out a form on a Web site, landing page or e-mail and request a phone call from an enrollment advisor right away. They also can choose to dial a dynamically generated toll free phone that can be embedded in any online vehicle. Studies show that offering click-to-call on a company's Web site can reduce site abandonment by as much as 22 to 25%.

Instant Messenger is another vehicle aimed at streamlining the communications process between interested prospects and enrollment advisors.

IM is an extremely popular communications tool with the prospective student crowd, and by offering a “Live Chat” option on their Web sites, schools are finding that they can help answer questions from prospects that might otherwise become frustrated and leave. IM also helps higher education institutions cut back on their phone bills by offering this lower-cost communication channel as an alternative.

There is a fundamental shift taking place in Internet advertising right now, and these are just a few of the trends and technologies shaping the direction of online student recruitment and enrollment marketing. The way consumers are accessing and interacting with information is changing dramatically, as they are taking more control of their Internet experiences. Those institutions that can connect with consumers intelligently and innovatively will reap the rewards of their efforts, while those who cannot do so will be left behind in this increasingly competitive market.

Creating a New Agenda for Lifelong Learning

by Susan Porter Robinson, Vice President for Lifelong Learning,
American Council on Education

Higher education leaders today already understand that lifelong learning requires a new agenda. However, the need for diversity—in far-ranging ways—can be overwhelming, as any agenda should recognize the expanding mosaic of learner groups on college campuses and in online programs.

Adult students today, inadequately classified as 25 and older, comprise 38% of the enrolled student body. Overall, more women (56%) are enrolled than men (44%), and women comprise 60% of enrolled adult learners. Generally, adult students are financially independent; have delayed college entry after high school; and attend college classes part-time while working full-time. Adult learner populations also include single parents and students who have earned a GED or other high school equivalency credential.

Those trends alone connote drastic changes in the last two decades. In fact, author Lee Bash describes adult learners as one of the greatest change agents in higher education today. Meanwhile, as adults have been taking up more space, their own race, ethnicity, age, and gender are changing. While higher education is thereby enriched, it also is challenged. To focus on race and ethnicity alone, increasing adult postsecondary populations across ethnicities range from 37 percent of the number of White students to 51 percent of American Indians. African-American **adult** students also make up half of the African-American postsecondary population while Hispanic and Asian-



Susan Porter Robinson

With growth flattening in the next years, distance education is moving from the frontier days and a period of intense competition to the age of branding.

American adult learners are 39 and 35 percent, respectively. In brief, more of our adult students are minorities whose needs are sometimes met, but often not. Look at their retention rates.

Add to this diversity the need to meet changing workforce demands. Forty-six percent of the adult population is enrolled in a postsecondary education program and the largest single group, 24 percent take work-related courses. But where are they taking them? Business and industry provide 51 percent of work-related instruction, and postsecondary institutions **only 21 percent**. This poses one of many questions: What can DETC schools do to garner more of this market? It's true that online learning offers great potential for educating the workforce and is certainly realizing part of that. Looking at the big picture, most public institutions now provide online learning courses and there has been a 35.1% growth of online learners with more than 2.3 million students taking at least one online course.

But as Peter Stokes of *Eduventures* notes, with growth flattening in the next years, distance education is moving from the frontier days and a period of intense competition to the age of branding. Online programs must now reach "new" audiences and identify specific groups of adult learners whom they could better serve. Three such groups—Hispanic, male, and older or Third Age learners—are prime opportunities for DETC institutions.

The fastest growing student group in K-12 is Hispanic. It is also the largest minority in the workforce—and the least likely to participate in work-related instruction. Further, as the Hispanic population in the U.S. increases, so does the White-Hispanic postsecondary gap: from 16 percent in 1974 to 26 percent in 2003. And unfortunately, Hispanic males belong to the only group with declining postsecondary participation rates. This, of course, can be attributed to the increase in Hispanic immigration in the last years which, of itself, will lower the percentages of educated adults. Of special note to online program providers is the lower use of online learning among HSI (Hispanic Serving Institutions) undergraduates than other students—with an opposite corollary that Hispanics are the fastest growing group of Internet users, especially in the areas of entertainment, consumer goods, and auto purchases. So they're online and an excellent market for online learning.

And then there's the male population. Decreasing from 58 percent of the undergraduate population in 1975 to 44 percent in 2005, men are at risk for a number of reasons. Online programs must thus offer concrete reasons for enrollment, with clear connections to work and wages and multiple success stories from their male peers.

Finally, with many more adults expected to live into their nineties, this century has ushered in the “third age” of lifelong learning. To better meet their needs, online providers must learn more about the triggers for change and life transitions for mature learners as well as changing trends in work, retirement, and personal fulfillment. Such third-age programs might include hybrid programs that emphasize new competencies, mentoring roles, sharing expertise, social interaction, and collaborative projects.

In all, DETC leaders have many moving markets with which to enrich their schools and student bodies. We live in exhilarating times!

Staffing and Organizing for Title IV

by Gary Rohmann, Executive Vice President, Business Development,
Student Loan Express

During this session, the topic covered the “A-to-Z” of setting up a complete on-line financial aid solution for distance education learning students. Attendees learned the advantages of a virtual student aid office including low capital cost for set up, fast cash flow management during program implementation while meeting all DOE compliance standards. In addition, attendees learned how the flexibility of an online financial aid office when partnered with an industry expert can be a seamless and painless implementation.

In administering Title IV student financial aid programs, school owners as well as management must be aware and prepared to successfully manage the Title IV regulatory requirements including the following, must:

- designate capable person
- meet technological minimums
- provide counseling
- have consumer reporting activities
- manage the participation agreements

The Student Loan Xpress Virtual Office Suite offers front end processing opportunities, as well as banking office processing services. The professional services provided would include:

- set up the connections to all of the DOE databases for managing the federal financial aid application process and packaging process;
- set up and manage the online awarding process;
- set and manage the online federal student loan application process;
- and



Gary Rohmann

- manage the cash management process for the Pell Grant and Stafford Loan Programs.

In summary, the services offered by Student Loan Xpress encompasses the following:

- acts as your financial aid back office providing all of the necessary operational activities to support distance education students who are interested in using financial aid to pay for their experience;
- The technical and operational expertise which you don't need to budget;
- As one of the leading providers of student loans, SLX can seamlessly integrate the loan process into this process so that the students get top notch processing along with a competitive loan product; and
- Ensures compliance with the knowledge of the programs so that you are assured of a compliant and world-class service experience.

For more information, please contact Gary Rohmann at gary.rohmann@SLXpress.com or call 888-290-7986.

The Way Ahead—GoArmyEd

by L. Dian Stoskopf, Director of Education, Headquarters, Army Continuing Education System (ACES) and Kelley Mustion



Dian Stoskopf

Ms. Stoskopf Director of Education, Headquarters Army Continuing Education System (ACES) presented, “The Way Ahead—GoArmyEd.” Ms. Stoskopf began the session with the background on the ACES mission/vision and explained the recent manpower cuts to ACES. She then discussed Centralized Tuition Assistance Management (CTAM) and the development of GoArmyEd. She explained that GoArmyEd is an automated solution providing CTAM and greater access for Soldiers to ACES postsecondary programs and the ability for Soldiers to request tuition assistance (TA) online 24/7 regardless of geographic location. She provided an overview of the system and current status which includes 86 colleges and universities that will process up-front TA for Soldiers electronically.

Ms. Stoskopf provided information on school participation and benefits to academic providers. A power point presentation was used to discuss topics with the schools and included: actions needed to be completed by the schools interested in participating in GoArmyEd, the timelines, communications, and technical requirements. She opened the floor for comments and issues from the schools. There were two school reps from GoArmyEd Letter of Instruction

(LOI) schools present who shared very positive comments on the launch of GoArmyEd—Grantham University and American Military University.

Questions were asked concerning the list of non-LOI schools in the GoArmyEd portal and the TA reimbursement process which applies to non-LOI schools. It was explained all schools which had processed TA with the Army are listed in the portal and explained the TA reimbursement form and process for Soldiers attending a non-LOI school. Schools also inquired as to how they can receive the LOI. It was explained that an announcement will be posted to fedbizopps.gov and schools were advised to check this web site for specific information and instructions during the end of May through June timeframe. The announcement will also be published in the *Chronicle of Higher Education* and the audience was asked for suggestions of other resources to help communicate the information. The suggestion was made to post to the DETC Web site.



Kelley Mustion

Ms. Stoskopf emphasized Army education programs are based on needs assessment and there are costs involved for both Army and the school to create the automated processes and interfaces necessary. Every effort will be made to assist schools in completing the requirements for onboarding but Ms. Stoskopf clarified that Army will not continue to pay to onboard schools if schools are simply not able to meet milestones. No exact number of attempts was given, since it depends on the readiness of the school to attain the milestones and will be assessed school by school.

Ms. Stoskopf closed the session announcing the successful launch of GoArmyEd on April 1, 2006 and announcing that 3,000 new accounts were created by Soldiers and 4,000 course enrollments occurred during the first week. Over 1,000 degree plans are available and over 20,000 courses for Soldiers to choose from and the list grows each day.

Kelley answered several questions from the attendees.

Update on Title IV and HEA

by Sharon H. Bob, Ph.D., Higher Education Specialist on Policy and Regulations, Powers Plyles Sutter and Verville PC

Where are We in the Reauthorization of the *Higher Education Act*? The road to reauthorization of the Higher Education Act has been a long haul. The Senate Committee on Health, Education, Labor and Pensions (HELP) passed its version on September 8, 2005. Those components of S. 1614, *the Higher*

Education Amendments of 2005, which had budgetary impact were folded into the *Higher Education Reconciliation Act of 2005*.

The *Higher Education Reconciliation Act* was signed into law February 8, 2006 (P.L. 109-171), which saved \$39.6 billion over the next five years. Of the savings, about a third or \$11.9 billion came from savings generated by changes in the student loan programs. Included in the bill was the removal from the calculation of the 50 percent rules for courses and students in courses offered by telecommunications effective July 1, 2006. This exclusion from the 50 percent rule for telecommunications courses is only true if the accrediting agency that accredits the school has distance education in its scope.

The Department is in the process of developing a Dear Colleague letter describing the changes made to the *Higher Education Act* with the enactment of the *Higher Education Reconciliation Act*. Because the implementation date of many of the provisions is July 1, 2006, the Department will not be holding negotiated rulemaking nor issuing notices of proposed rulemaking.

On March 30, 2006, the House of Representatives approved, by a vote of 221 to 199, H.R. 609, the *College Access and Opportunity Act*, which would reauthorize the *Higher Education Act*. The vote was generally along party lines with 18 Republicans opposed to the final bill and 14 Democrats supporting its final passage.

Speaking on the floor of the House on the day of the vote, House Education and the Workforce Chairman Howard “Buck” McKeon (R-CA) acknowledged he had had to compromise on some of the bill’s most controversial provisions to ensure its passage. Under an amendment sponsored by Congressmen Mark Souder (R-IN) and Timothy H. Bishop (D-NY), the provision that would have required institutions to not deny the transfer of credit based on the sending institution’s accrediting agency was significantly modified. Many higher education representatives opposed the amendment asserting that the federal government should not dictate what kind of transfer of credit policy an institution must have. The Souder-Bishop amendment would require colleges to publicly disclose their transfer policies and inform their accreditors, during their periodic reviews, whether they routinely deny credits from transfer students based solely on the accreditation of the institution at which the credits were earned.

In addition, the House agreed to strike from the bill a proposal that would have allowed states to accredit institutions of higher education. The House also voted to weaken the provisions designed to encourage colleges and schools to limit their tuition and fee increases. The McKeon Manager’s Amendment

“The new realities of an increasingly competitive global economy have made a college education more necessary than ever before. Unfortunately, even with historic levels of federal funding for higher education, the dream of getting a college education continues to elude many low- and middle-income Americans. This bill takes a huge step toward making that dream a reality.”

- Howard “Buck” McKeon (R-CA)

removed a provision that would have the Department of Education's Office of Inspector General investigate schools that are rapidly raising tuition and fees in consecutive years. Many higher education associations objected to the original provisions because they were perceived as establishing inappropriate federal control over colleges' responsibility to set tuition and fees.

Mr. McKeon provided the following remarks in a press release following the bill's passage:

"The new realities of an increasingly competitive global economy have made a college education more necessary than ever before. Unfortunately, even with historic levels of federal funding for higher education, the dream of getting a college education continues to elude many low- and middle-income Americans. This bill takes a huge step toward making that dream a reality."

House Majority Leader John Boehner (R-OH) praised the House passage of H.R. 609, stating:

"This important bill opens the door of economic opportunity to even more Americans looking to attend college and achieve the American dream. Expanding college access to low- and middle-income students is a top Republican priority and this measure goes a long way toward accomplishing that goal." He also said that it was "unfortunate that Democratic leaders would use strong-arm tactics to badger their members into opposing these common-sense reforms because election year politics is more important."

Mr. Boehner's press release cited some of the many reforms in H.R. 609:

- Strengthening Pell Grants, student aid, student access, and minority serving institutions;
- Reducing red tape for students and graduates;
- Removing barriers for non-traditional students;
- Empowering consumers with more transparency in college costs and accreditation;
- Repealing duplicative, expired, and/or unnecessary programs;
- Establishing an Academic Bill of Rights;
- Safeguarding the privacy of students;
- Promoting merit-based pay for teachers; and
- Demanding accountability in federal college access programs.



Sharon Bob

On March 30, 2006, Congressman George Miller (D-CA) issued the following response to the approval of H.R. 609:

“Just last month, Republicans cut \$12 billion from the federal student aid programs in the largest raid on aid in history,” said Miller. “And today, they missed an important opportunity to make college more affordable. Americans need help paying for College, but they’re not getting any from this Congress. The Democratic legislation would have made a down payment on real college affordability.”

H.R. 609 would also create a single definition of institution of higher education. It would also move the 90/10 rule that requires an institution to receive more than 10 percent of its revenues from resources other than Title IV funds out of the definition of a Proprietary Institution of Higher Education and instead become a Program Participation Agreement requirement that would apply to all institutions- for-profit, non-profit, and public.

H.R. 609 would also create a single definition of institution of higher education. It would also move the 90/10 rule that requires an institution to receive more than 10 percent of its revenues from resources other than Title IV funds out of the definition of a Proprietary Institution of Higher Education and instead become a Program Participation Agreement requirement that would apply to all institutions- for-profit, non-profit, and public. The House bill would also require more disclosures to students and families particularly in terms of tuition and fee costs and disclosures of the school’s transfer credit policy. Finally, the burden of ensuring that schools provide a quality program using distance education would rest with the accrediting agencies.

Now that the House has passed their version of the reauthorization of the *Higher Education Act*, when will the Senate take up its version? We don’t know. While Senator Mike Enzi (R-WY), Chairman of the Senate Committee on Health, Education, Labor and Pensions, is interested in seeing his bill being approved by the Senate, it is up to Senate Majority Leader Bill Frist (R-TN) to schedule the bill for floor debate and that has not happened as yet. The *Higher Education Act*, which was extended to June 30, 2006, on April 1, 2006, could be extended again until next year. Or, it could suddenly pass the Senate and reach conference agreement. However, the likelihood of the Senate passing the bill and the Senate and House reaching agreement is slim.

What can DETC schools do now? Schools that offer their programs through telecommunications will be able to apply to the Department of Education to participate in Title IV programs. DETC schools will need to be visited first by DETC before applying to the Department.

Schools need to keep in mind the differences between correspondence and telecommunications. Correspondence courses are still subject to the 50 percent rules. The definitions are as follows:

34 CFR 600.2 Definitions. “*Correspondence course*” as —
(1) A “home study” course provided by an institution under which the institution provides instructional materials, including examinations on the

materials, to students who are not physically attending classes at the institution. When students complete a portion of the instructional materials, the students take the examinations that relate to that portion of the materials, and return the examinations to the institution for grading.

(2) A home study course that provides instruction in whole or in part through the use of video cassettes or video discs in an award year is a correspondence course unless the institution also delivers the instruction on the cassette or disc to students physically attending classes at the institution during the same award year.”

(3) [This subsection will likely be removed because it defines a telecommunications course as a correspondence course if the sum of the courses equals or exceeds 50 percent.]

(4) If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course.”

“Telecommunications course. A course offered in an award year principally through the use of television, audio, or computer transmission, including open broadcast, closed circuit, cable, microwave, or satellite, audit conferencing, computer conferencing, or video cassettes or discs. The term does not include a course that is delivered using video cassettes or disc recordings unless that course is delivered to students physically attending classes at an institution providing the course during the same award year. If the course does not qualify as a telecommunications course it is considered to be a ‘correspondence course,’ as provided in the definition of correspondence course.”

It should be noted it is very likely that these definitions will be modified in the future. It is very possible the Department could include new definitions in the interim final regulations to be published soon.

It should be noted it is very likely that these definitions will be modified in the future. It is very possible the Department could include new definitions in the interim final regulations to be published soon. In its *Third Report to Congress on the Distance Education Demonstration Program*, the Department of Education proposed changes to the definition of a “telecommunications course” to include the use of technologies that support “regular and substantive interaction between these students and the instructor, either synchronously or asynchronously.” “Quality standards for electronically-delivered education emphasizes the importance of interaction between the instructor and the student.” The Department noted in its report that it is concerned that the current definition of a “telecommunications course” could allow a correspondence school to qualify for full participation in the Federal student assistance programs and it strongly recommends modifying the current definitions.

THANKS TO OUR SPONSORS



The DETC sends a warm note of thanks to the following sponsors for helping to support the Conference:

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American Sentinel University, Mary Adams, President

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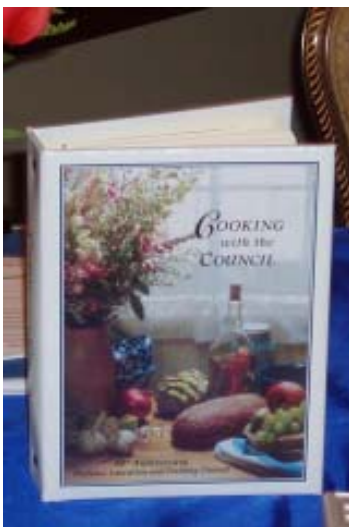
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Southwest University, Grayce Lee, Director of Education

Weston Distance Learning, Ann Rohr, President

World College, J. Randall Drinko, President



A SPECIAL THANKS

Dr. David Curd, President of College of the Humanities and Sciences, Harrison Middleton University, and Jessica Williams, collected more than 350 recipes from DETC staff, institutions, and friends. He donated copies of “Cooking with the Council” to everyone who attended the Conference, and everyone who submitted recipes. Thanks, Dave!



David Curd and Jessica Williams

DETC AWARDS

Person of the Year Award: Presented to Dr. Robert G. Mayes, Sr.

This award is given to individuals within the distance education field who have made outstanding and permanent contributions over the years.

Dr. Robert Mayes, Sr. was President of Columbia Southern University in Orange Beach, AL. Bob founded CSU in 1993, and he was instrumental in getting CSU accredited by DETC in January 2001. Under his leadership, the University grew from offering one certificate program to offering 15 undergraduate and graduate degrees program to more than 10,000 students. Sadly, Bob died of a respiratory illness on September 26, 2005.

Bob was raised in Jonesville, Louisiana, where he was an All-American Football player at Block High School. He was a Vietnam Veteran and a recognized leader in the field of online learning. He was active in the Alabama Gulf Coast Area Chamber of Commerce and was a board member for the American Heart Association, Art for Heart fundraiser.

Bob had more than 35 years' experience operating various businesses successfully as Chief Executive Officer. He wrote training manuals for use in distance education that are used throughout the Environmental and Safety profession. He taught Environmental and Safety courses to more than 10,000 employees at various companies throughout the United States. In addition to founding CSU, Bob also founded an environmental and safety consulting company, a finance company and an insurance company. He was President of WRBE Radio, Chapter President of the Jaycees, and Former State Vice President of Texas Jaycees.

Bob was a strong supporter of DETC, and he was an active member. He chaired the 2004 DETC Distance Education Workshop at Notre Dame, and he was a member of the DETC Business Standards Committee, and the Finance and Budget Committee. He was a devoted family man and a Christian. His contributions to the DETC and the field of distance education merit Bob *DETC's Person of the Year Award*.



(From Left) Chantel Cooley, Bob's daughter, Minnie Mayes, wife, and Robert Mayes, Jr., accept the Person of the Year Award for Bob Mayes.



David W. Curd

Distinguished Recognition Award: Presented to Dr. David W. Curd

This award is given to individuals for their outstanding work on special projects that have contributed to the advancement of distance education.

Dr. David W. Curd is the President of College of the Humanities and Sciences Harrison Middleton University. He also serves as the President of the Humanities and Sciences Academy, an adult distance learning high school. He has recently was appointed as a Commissioner of the Arizona Commission on Postsecondary Education and as a member of the Governor's P-20 Council of Arizona. He also serves as a Director of the Great Books Foundation in Chicago. He has held numerous positions in the education field, including Superintendent of Schools, Director of Research and Program Development and Teacher. Dave was elected to the DETC Accrediting Commission in 2005. He earned a Doctor of Education and Bachelor of Arts in Education from Arizona State University. He also earned a Doctor of Jurisprudence from Drake University. Dave was elected to the DETC Accrediting Commission in 2005.

In addition to his many academic credentials, Dave has received numerous awards and decorations while he served in the U.S. Army during the Vietnam War, including the Bronze Star. Dave has 20 years of experience in developing academic programs including elementary, secondary, postsecondary and required subject areas from foreign languages to vocational education. Dave was instrumental in creating the DETC 80th Anniversary "Cooking with the Council" cookbook. For his outstanding contributions to DETC, Dave merits the *DETC Distinguished Recognition Award*.

Distance Education Award: Presented to Honorable Guy A. Vander Jagt

This award is given to individuals primarily outside the distance education field who have distinguished themselves for outstanding contributions and service to distance education.

(He was not at the Conference) Mr. Vander Jagt joined the DETC team to represent us before Congress during the period of reauthorizing the HEA.

A close friend of John D. Drinko, Chairman of Cleveland Institute of Electronics, Guy joined the DC Law Firm of Baker & Hostetler after a brilliant 14-term career as a Congressman from Michigan. He rose in stature with every year he was in Congress.

From the period of August 2003 through August 2005, Guy worked behind the scenes on Capitol Hill, visiting more than a dozen Members of Congress and their staffs on behalf of DETC. No door was closed to him, especially on the Majority side. He was enthusiastically welcomed everywhere he went on our behalf, and was an effective spokesperson for DETC. DETC had no PAC, and gave out no political contributions. We had something better: Congressman Guy Vander Jagt to help us tell the story.

Because of his outstanding efforts over this two-year period, the Committee leaders on both sides of the Hill strongly supported the DETC position.

On February 8th, the 50% rule was set aside. As a result, millions of future DETC students will one day be able to get federal assistance for fulfilling their dream of a first class education. And they should thank, among others, Guy A. Vander Jagt. For his outstanding contributions to the field of distance education, Mr. Guy Vander Jagt merits *DETC's Distance Education Award*.

Distinguished Service Award: Presented to Marie Sirney

This award is given to individuals for their special outstanding service that has enhanced the image of distance education or significantly furthered the work of the DETC.

Ms. Marie Sirney has been a member of the staff of the American Graduate University since 1973. During her tenure she has served in varying roles—as Director of Research, Director of Distance Education Development, and most recently as Vice President of Administration and Accreditation. In that capacity she oversees admission procedures, dissemination of research for the faculty and students, registration activities, outcomes assessment, and day-to-day school administration. Marie received her Bachelor of Arts degree in Sociology and Political Science from Whittier College; has a lifetime California State Secondary Teaching Credential; and a Master of Science degree in Library Science from California State University at Fullerton.

Marie has been an outstanding supporter of the DETC. She has served on DETC's Research and Educational Standards Committee since her institution was first accredited in 1998, and she has been Chair the DETC Awards and Recognition Committee since 2003. She wrote a chapter in DETC's 2004 *DETC Course Development Handbook* on "Instructional Development for the Distance Educator." She spoke at DETC's Distance Education Workshop at



(From Left) Mike Lambert, Marie Sirney and Sally Welch



Notre Dame in 2000, 2002, and 2004. She Chaired the DETC Education Directors Seminar in 2001 in Kansas City, during 9/11—where she did an outstanding job keeping the meeting running going when all eyes were glued to the TV—for anyone attending that meeting, it is one we will never forget. She also also served as an Evaluator and Chair on numerous DETC Accrediting Committees. Through it all, Marie kept us going! Marie exhibited excellent leadership in leading the way with DETC’s Outcomes Assessment Program. For her numerous outstanding achievements on behalf of DETC over many years, Marie Sirney merits *DETC’s Distinguished Service Award*.

OUTSTANDING GRADUATES HONORED

Six of DETC’s 2006 Outstanding Graduates were also honored at Tuesday’s Awards Luncheon. A total of 33 outstanding graduates and five famous alumni from DETC institutions were honored this year. The booklet, DETC’s Outstanding Graduates and Famous Alumni is available from the DETC (202-234-5100) or DETC’s Web site at www.detc.org.



Back row, from left: Victoria Brown, graduate of American Sentinel University; Jamie A. Gauthier, graduate of Columbia Southern University; Dana Coberly, graduate of Independence University; Albert Cacace, graduate of Aspen University. Front row, from left: Lori Ritchie, graduate of American Graduate University, and Susan Bailey, graduate of Grantham University.

DETC EVENTS

Mark your calendars now for the following DETC events:

Accrediting Commission Meeting

June 2-3, 2006

DETC High School Seminar

June 27-28, 2006, Bloomsburg Regional Technology Center,
Bloomsburg, PA

Distance Education Workshop

October 17-18, 2006, Center for Continuing Education, University of
Notre Dame, Notre Dame, IN

Accrediting Commission Meeting

January 12-13, 2007

81st Annual Conference

April 15-17, 2007, Omni Tucson National Golf Resort and Spa, Tucson,
AZ

Accrediting Commission Meeting

June 8-9, 2007

DETC Fall Workshop

October 14-16, 2007, Rancho Bernardo Inn, San Diego, CA

Accreditation Seminar

October 17, 2007, Rancho Bernardo Inn, San Diego, CA

Accrediting Commission Meeting

January 11-12, 2008

82nd Annual Conference

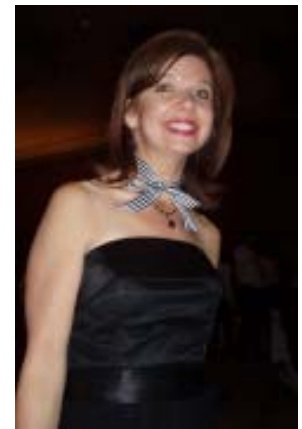
April 13-15, 2008, Fairmont Copley Plaza, Boston, MA

Accrediting Commission Meeting

June 5-6, 2008

Distance Education Workshop

October 2008, TBA, University of Notre Dame







FAIRMONT OLYMPIC HOTEL

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