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**LATE
SUMMER
2004**
volume 3

CONTINUING EDUCATION: Why some programs fare better than others

by Alana Klein

Adult learners have become more discriminating about choosing their continuing ed programs than ever before, and that's because now, they can be. Today, the options are abundant; adult students can have their pick of distance education and hybrid programs (specially designed to make education more accessible for even the busiest of adults), as well as choose from no end of traditional brick-and-mortar programs, continuously restructured to meet students' ever-changing needs. Then too, in an effort to compete with both the for-profits and the online programs from brick and mortars, many traditional IHEs have reformatted their on-campus curricula, offering new class schedules and times, opening satellite branches to reach new cohorts of students, and implementing fast-track certificate programs to minimize class time for busy learners. But with the endless options bombarding targeted adults everywhere, how can purveyors of continuing ed offerings maximize the potential of those programs, and keep them from the crash and burn that so often accompanies offerings not well planned, timed, or tracked? We recently sat down with Stamatis Communications' Bob Sevier, to look at the types of continuing ed programs that succeed after launch, and those that don't—and to find out why.

Interviewer: What qualities make for a successful continuing ed program?

Bob Sevier: Those schools that employ the speed-to-market philosophy are the most successful, especially in the virtual education world. As an example, an efficient way to handle an online

continuing ed program is to take a few weeks to create a program, bring it online, offer it for as long as it makes sense to, and then kill it. Schools need to be wired to the economy and get in touch with local employers and ask them: "How can our college help your business and your employees?"

Also, it's a good idea to be in touch with the local political and economic movers and shakers to see what the job needs are in your community.

How have the different mediums of education—distance ed, hybrid ed, fast-track learning—changed the landscape of continuing ed?

Historically, colleges have always defined academic quality as "seat time"—the amount of time a student spends in his seat, in front of faculty. This is clearly no longer the case, as evidenced by certificate, fast track, and online learning programs, especially. It's all about getting from A to Z.

How has the adult learner changed over the years?

There have always been busy adults. But now they're even busier. When I went to college, that's all I did: attend college. Now going to college is what we do in addition to being married, holding down a job, fixing up a car, etc. We've become so used to drive-up windows and instant gratification. There's a need for speed and there's a lot of data that suggests that a degree offered over a short time rather than a long time, is very helpful for these students.

Certainly, fast track or accelerated certificate
continued on page 8

Help adults listen and take better notes

While it is expected that students (adult or otherwise) come to a college or university with the ability to take a good set of notes, this is not always the case. Their previous learning environment may not have demanded it, so good listening and note-taking skills may need to be developed. Here are ideas to consider.

TRY being a positive, active listener.

HOW? Sit down front and do not read or talk. Pay particular attention during the second 20 minutes (when you tend to lose it) and to the last minutes when a summary might be given or conclusions drawn.

TRY being a positive, active learner.

HOW? Come to class with an interest in the material and with questions to be answered. You can develop these by thinking about and anticipating the lecture and by pre-reading the text. (The latter is helpful if you find yourself having difficulty keeping up with the material.)

TRY getting accurate notes, with special attention to the main ideas.

WHY? There may be an overhead; if so, get that material down. In addition, look for points

of emphasis—from the prof's verbal language, body language, or careful reading of his notes. If you still feel you're missing the main points, try showing your notes to a classmate or to the professor.

TRY leaving lots of space between ideas.

WHY? Because you want lots of room to continue to add notes in your own words; this will help you learn the material on a deeper level by integrating it with what you already know. Also, the extra space will make it easier for you to find material when you are studying.

TRY going over new notes—10 minutes for each class—within 24 hours.

WHY? Because you lose 50 to 80 percent of the material if you don't.

TRY setting your notes up so you can study effectively from them.

HOW? Leave wide left margins to write questions from which to study your notes. Leave the back of the page blank, so you can fold the page, cover the notes, and answer the questions when studying.

Source:
<http://www.adm.uwaterloo.ca/infocs/Study/listening.html>

CONSULTANT'S

OPINION

by Sharon
 Luhring,
 membership
 services
 consultant

At the last board meeting in July, the seven state representatives received the MVAEA 2004 Membership Directory. Thank you, state representatives, for pitching in! I hope each member has received a directory already. If you have yet to receive it, either contact your state representative directly or let me know.

Within the directory, we apologize for the inadvertent error in a couple of cities not being capitalized. There are also a few other corrections to bring to your attention.

- Michelle Hanson's e-mail address should be mhanson@marshallschools.com. (The c and h in school are reversed in

the directory listing....sorry, Michelle!)

- Harlan Copeland has contacted regarding a change in his street address. It is now 2250 Luther Place #209. The rest of his address remains the same.
- Greg Nolting reports a new e-mail address. He may now be reached at gnolting@marshallschools.com.

If you need to make changes to your name, address, phone, fax, or e-mail address, please contact me so the information can be updated.

p.s. Please note my e-mail address has also changed! It is now sluhring@myclearwave.net.

From the President

It's time to start again!



by *Evan Bensley*
(Iowa), MVAEA
president

The unusually cool temperatures in August reminded me that fall is close at hand. Another sign of fall is by looking around my office. I have stacks of material for various classes that have begun. It's time to tackle another school year.

The MVAEA Board enjoyed its meeting in July. The meeting was held on the campus of Iowa State University in Ames, Iowa. While on campus, we toured the MVAEA historical archives at the university library. The guide showed us the great lengths they go to protect paper and other historical works before they are cataloged and placed in the archives.

For example, we were led to a door that resembles something you might see on a submarine. Near the door was a set of gauges that continuously monitored the humidity level and temperature inside the sealed room.

Once inside, we were amazed at the vastness of the room. There were rolling metal shelves that reached to the ceiling, each containing rare books, manuscripts, and files pertaining to education and other topics. I noticed one shelf contained the centennial books of virtually every Iowa town that I could name, forever preserved in the archives.

We were taken to the shelf that contained the MVAEA historical records. We found a few file boxes containing records of the Association dating back to the inception of the organization in 1938. What a wealth of information these documents contain!

The Iowa State University archives location continues to receive a copy of the *MVAEA Happenings* newsletter and annual conference information each year. MVAEA Historian Joe Mildrexler is currently updating the 2004 MVAEA Historical Record. It will be available to all participants at the 2005 Conference in Overland Park, Kansas.

Well, it's time to get busy making more copies to add to my stacks of course work. Enjoy the 2004-05 school year, and don't forget to schedule time away in Overland Park, Kansas, for the MVAEA conference. I'll see you there March 16-18, 2005!

POSTSCRIPT FROM EVAN

If you have time to do a little research, you may want to check out the magazine entitled, *Adult Learning*. The Fall 1998, Volume 10, Number 1 issue contains the *Agenda for the Future on Adult Education*. This manuscript contains much information regarding the direction adult education is going. I consider it an important document for every person involved with adult education.

MVAEA members: Put on your thinking caps!

by *Terry Ramig* (Nebraska), MVAEA past
president

Each year MVAEA recognizes an individual within our seven-state region who has served MVAEA with distinction of achievements. This award is known as the Founders Award, and it is given each year at our annual MVAEA conference.

Qualifications for the recipient of this award include a record of notable accomplish-

ment in his/her field, a record of outstanding service to MVAEA (i.e. participation in annual conference programs, service on the executive board and/or committees, etc.), and record of active and consistent professional support through MVAEA membership.

The call for nominations of this award will come later this year, but now is the time to be thinking of that certain someone you feel deserves to be nominated for the Founders Award.

DO YOU NEED SOME MONEY???

Apply for the 2004–05 MVAEA Development Award

by Michelle Hanson (Missouri), Development Committee chairperson

The due date to apply for the 2004-05 MVAEA Development Award is fast approaching. If you have a new and innovative project or research you are conducting in an area related to adult education, make sure to apply.

JUDGING CRITERIA

When submitting your application, please respond to these seven key criteria:

- Description of the activity
- The purpose of the activity
- How the activity is to be implemented
- The need for the impact of the activity on adult education practices
- The anticipated outcome of the activity
- A general description of the budget
- Any innovative aspects of the activity

Each item of the criteria is judged on a five-point scale. Applications will be judged by a panel of your peers on a point system based on the seven criteria. The application earning the highest number of points receives the grant.

EXPECTATIONS

The award winner will present at the next MVAEA conference and present a brief description of the project and submit an article to *Happenings in the Valley*. One copy of the final project is to be presented to each of the

Association's state representatives. At the end of the project year, a check will be sent based on a reimbursement form submitted to the Development Committee chair, which is then forwarded to the IALL Treasurer for payment.

ELIGIBLE EXPENSES

Allowable expenses include materials and resources needed to carry out the project, materials to reproduce the final project, and travel to and from the next conference.

Upon completion of the project, the winner will need to disseminate the knowledge gained to other MVAEA members through an article for the MVAEA newsletter, a project paper for the archives, and a presentation at the 2006 annual MVAEA conference.

DEADLINES AND OTHER DETAILS

Applications are due **Feb. 1, 2005**. The award recipient will be announced at the March conference in Overland Park, Kansas, on March 16-18, 2005. *Only MVAEA members are eligible; all applicants are encouraged to attend the conference.* The recipient will have until MVAEA's 2006 spring conference to complete the funded project.

If you are interested in applying, please submit an application found in this newsletter or at www.mvaea.com. If you have questions, contact Michelle Hanson at 660-886-6958 or mhanson@marshallschools.com.

When evaluating potential Development Fund recipients, emphasis is placed on projects that are new, innovative, practical, replicable, and/or just plain good for adult education. They may address professional development, program administration, classroom applications, or any other adult education concerns.

PAST PROJECTS funded have included...

Monographs on Adult Learning in Minnesota
Incorporating Adult Literacy Skills with Movement Therapy
Adult Special Needs in a Rural Setting
Adult Education Video Production
The Enabling Professional
Monograph: Indian Adult Education
LD Information Brochure
Empowering Your Staff: Leadership on the Reservation

ESL Drivers Tutoring Aids
Effective Teaching Inquiry
Literacy & Oprah Reading in Reality Book Club
Teach the fx-260 for the GED Math Test 2002
Study Proposing Education on Citizenship Through Internet Accessible Locations
Literacy Central
Caring Non-Custodial Fathers: Enhancing Father-Child Relationships
Spanish Newspaper: *El Herald*

Development Fund Application Form

CONDITIONS OF AWARD

- This 2004-05 Development Fund Award will be announced at the annual MVAEA conference in Overland Park, Kansas, on March 16-18, 2005.
- Each recipient will have up to one year to complete his/her project and will receive up to \$1,500 for expenses upon submission of an itemized statement at the conclusion of the project.
- A summary narrative, findings or conclusions, and any handouts or created materials will be submitted to the MVAEA Board for review and shall henceforth become the property of MVAEA.
- A short article summarizing the project will be submitted to *Happenings in the Valley* for publication.
- Recipient will submit a proposal to present a session about the project at the following MVAEA annual spring conference.
- Recipient must be a 2004-05 member of MVAEA and continue membership in the Association through 2006.

APPLICATION REQUIREMENTS

The application shall consist of the completed form below and a brief description or discussion of the following elements:

- Description of the activity
- The purpose of the activity
- How the activity is to be implemented
- The need for the impact of the activity on adult education practices
- The anticipated outcome of the activity
- A general description of the budget
- Any innovative aspects of the activity

ADDITIONAL INFORMATION

To apply for the Development Fund Award, or to learn more, please contact: Michelle Hanson, MVAEA Development Committee chairperson, by phone at 660-886-6958, by fax at 660-886-3092, or via e-mail at mhanson@marshallschools.com.

DEADLINE

Please return completed application form by **Feb. 1, 2005**, to: Michelle Hanson, 900 West Vest, Marshall MO 65340.

Title of Project _____

Location of Project _____

Applicant Name _____

Organization/Institution _____

Address _____

City, State, Zip _____

Phone (Work) _____ **(Home)** _____

E-mail Address _____

Information for Second Applicant (if applicable)

Applicant Name _____

Organization/Institution _____

Address _____

City, State, Zip _____

Phone (Work) _____ **(Home)** _____

E-mail Address _____

Please attach 1-2 sheets in response to the application requirements appearing above.



STATE NEWS

NORTH DAKOTA

www.dpi.state.nd.us/adulted/index.shtm

submitted by Deb Cisco

North Dakota is taking GED preparation online with a new course titled "GED via the Internet." Beginning this fall, students will be able to study for the GED at their convenience by logging on to the Web site set up specifically for this class. The program was piloted during the last school year in the northwestern part of the state and has had a couple of students complete their studies. Beginning in September, this course will go statewide.

GED via video conferencing is also coming to a few of the centers in North Dakota this fall. Minot and Bismarck Adult Learning centers will be working with other area schools to offer GED classes in the evening through the statewide video system. Please watch for more details on this new program.

On August 12-13, about 40 staff members attended a **Summer Institute** in Bismarck to prepare for returning to work this fall. The time was spent learning the Student Information Management System and the North Dakota Manual for Accountability and State Standards.

Motivating the Motivators (M & M) will be held September 15-17 in Minot. This is the fall conference for the North Dakota Adult Basic and Secondary Educators Association (NDABSE). The conference will offer time for learning and networking with others.

WHY NOT...

Tell a friend or colleague about the benefits of joining Missouri Valley Adult Education Association? There's a membership application form on the last page of this newsletter.

To learn more about our seven-state organization, visit www.mvaea.com.

MINNESOTA

www.mnmacae.org

submitted by Diana Cohen, Ed.D.

Minnesota is preparing for the annual fall conference on Nov. 4-5, 2004.

At the MACAE fall conference, adult educators gather to network with other professionals, discuss current issue and develop professional skills. The Thursday evening preconference and Friday program will be held at the University of St. Thomas on its campus in downtown Minneapolis.

On behalf of the MACAE board, I welcome you to join us at the conference. In addition to the conference programs, you can ride the new light-rail train, visit the Mall of America or shop at the IKEA store adjacent to the Mall of America.

For information about attending or presenting at the conference, check the MACAE Web site: MNMACAE.org. You may also contact me directly at dicohen@stthomas.edu.

MISSOURI

www.maacce.org/

submitted by Michelle Hanson

Missouri held its 2004 summer conference at Tan-Tar-A Resort at the Lake of the Ozarks on June 16-18. The theme of this year's conference was "Worlds to Share at the 2004 MAACCE Fair." With over 300 attendees, the conference was filled with good times and great sessions.

Following the conference on June 18, the state association's old and new board met. The board has been approached to host the 2008 COABE conference, and it has decided to submit a bid. Plans are already underway to plan a fun and successful conference for the upcoming year. Mark

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your calendars for June 22-24, 2005, and plan to attend Missouri's 2005 conference and enjoy a summer trip to Tan-Tar-A Resort in the beautiful Lake of the Ozarks.

IOWA

www.iowall.org

submitted by Connie Glandon, Conference Planning Committee chair and president-elect of the Iowa Association for Lifelong Learning

The Iowa Association for Lifelong Learning annual fall conference is set for Oct. 13-15 at the Four Point Sheraton by the airport in Des Moines, Iowa.

The Conference Planning Committee has been working very hard to make sure the conference has something for everyone. There will be concurrent sessions of interest to everyone as well as exceptional preconference, keynote, and capstone speakers. Of course there will be time for networking, good food, and lots of fun. For more information, check out our Web site at www.iowall.org.

submitted by Dale Amunson

Three very wonderful opportunities occurred for IALL this past spring.

The first opportunity was that IALL hosted the annual spring conference for the Missouri Valley Adult Education Association. The theme was: *Embark on a Learning Expedition*, which was centered on the Lewis & Clark expedition observance. The Kansas hospitality reception, for example, was held at the Lewis & Clark Interpretive Center on the edge of the Missouri River in Sioux City.

The conference included a variety of 20 concurrent workshops conducted by a wide range of presenters—including many IALL members that attended the conference. IALL member Kathy Peterson presented the capstone address on the topic of "Leaving a Legacy."

Based on the evaluations, attendees not

only enjoyed the conference, but they also enjoyed the conference facilities in Sioux City and various activities connected with the conference. If you couldn't attend, you missed an excellent conference overall.

At the beginning of this article, I mentioned *three* opportunities that IALL encountered this spring. The second opportunity was that the Iowa Association for Lifelong Learning also was the recipient of half the MVAEA annual conference registration profit. There were 110 people registered for the conference and IALL, as the host, benefited from this large attendance. The total amount was \$2,179.64. This was IALL's share of the net revenue (profit) from the conference; this income goes to enrich the general operating fund for IALL.

Congratulations to Barb Eisenmenger and the staff of North Iowa Area Community College for handling conference registration and membership fee collection for the MVAEA annual conference. They also developed and mailed the conference registration brochure, developed the nametags, and paid all the bills. Congratulations for a job well done.

The third opportunity was that IALL received \$131.25 in proceeds from the conference silent auction. This money will benefit the Development Fund for IALL. Each state receives half of the total proceeds that their silent auction items generate in income to the MVAEA silent auction.

KANSAS

www.thekaea.org

NEBRASKA

www.acean.org

SOUTH DAKOTA

www.sdall.org

MVAEA

Happenings in the Valley is published by the Missouri Valley Adult Education Association to provide news, information, and assistance to those interested in continuing education and lifelong learning.

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(effective mid-July)

What are the keys to success in continuing education?

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programs are gaining popularity. But there's some controversy as to how they are perceived by employers. Why is this?

The schools that don't offer them are critical of those that do. But most students are well served by accelerated programs. From an employer's perspective, it takes better, more dedicated, and efficient students to go through faster programs. So in some respect, students who graduate these programs are better off than students who go about certificate programs the traditional way. Everyone and his brother has accelerated MBA programs and there has always been a discussion about creating a three-year bachelor's degree. Fast tracking is nothing new, but new technology gives us more opportunities to do it.

When it comes to choosing a continuing education course or program, are students influenced by institutional brand, or do they see the course or program as a commodity?

They're concerned with a number of variables, but if a prestigious program costs the same as one that lacks the same prestige, the student will opt for the prestigious one. Still, if XYZ community college is charging \$49 a course versus the private down the street that charges \$99, there's a big incentive to choose the cheaper program. Brand is not the be-all for schools involved in continuing education programs. But keep this in mind: If your school does not have the branding prestige, your programs need to be less expensive, more flexible, more convenient, and you must offer programs faster. If you don't win on the brand perspective, you'd better win on price, content, and better marketing. If your local community college can bring a program to market in weeks, and it takes a private six months to come up with a similar program, the private is going to lose out. The first to market gets the students.

How has marketing these continuing ed programs changed?

E-marketing is huge. Schools are buying response or compiled e-mail and address lists of prospective students who fit a certain profile. Another

approach is to send out e-mails to adults, allowing them to get a free evaluation of their current academic record and calculate how many hours they need, to get a degree. This has a real value for students, but also for a college, because that institution has the names and e-mail addresses of those truly interested in a continuing ed program.

Some schools are licensing their certificate programs to other universities and even businesses, generating extra revenue and recognition. Is this a smart move?

Community colleges have been doing this for years. They tape lectures and sell videotapes to four-year schools. You may get some short-term revenue from licensing, but over a long period, you undermine your ability to attract students to your own university, and you undermine your brand. If any school or business can get the recognition of offering a Boston University certificate, then what happens to the exclusivity of a BU education? As it is, it's becoming less common for a student to have a degree from one place. Students now have to create academic portfolios to display all of the different courses they've taken at different institutions.

With all the competition, how can continuing ed programs stand out from one another?

As we've discussed, there are two types of programs: commodity programs that are bought and sold on price and convenience, and programs that are brand buys like a Stanford or NYU program. As a result, good continuing ed programs are going to have to get better, because students are going to be more discriminatory. And the schools that are in it just for the money are going to find themselves run over by those committed to their students and their school's mission and vision. Schools need to talk to their students, survey them, and, importantly, talk to those people who inquired about the program but didn't enroll. And for those who enrolled, find out what more you could do for them. You could also conduct a blind survey by calling up 500 adults and asking them if they have any education needs that haven't been met.

reprinted
from
**University
Business Daily
e-News, a
free online
newsletter
published by
University
Business
magazine**

[www.university
business.com](http://www.universitybusiness.com)

Once again in this issue, several Web sites (those flagged with a *) appear courtesy of Jim Lightbody, MVAEA's former newsletter editor and the source of inspiration for the *Adult Perspectives* (see page 2). Thank you, Jim, for your efforts!

<http://ctls.concordia.ca/resources/howstudentslearn.shtml#Evaluation%20of%20learning>

*Check out this site for a great collection of links and resources for teachers and administrators in virtually all areas of education

<http://amby.com/educate/learning.html>

*This site features resources (most with links) for teachers, administrators, and students. You'll find information on learning styles and study skills you can use or pass along to others!

<http://www.netteach.com/news/archives.html>

*Explore this forum for discussion among those working in the field of continuing education and all those using the Internet and other new technology to promote lifelong learning.

<http://literacy.kent.edu/cra/>

*This is the site of Adult Learning Division, which is a branch of the College Reading Association—a professional organization devoted to fostering and promoting teaching and learning processes related to literacy at all

levels. Adult Learning Division focuses on the adult reader and adult literacy programs such as ABE, GED, workplace and family literacy.

<http://www.opkansas.org/>

You'll appreciate this site, which highlights opportunities and resources in Overland Park, Kansas—the site of the 2005 MVAEA spring conference. Click on the "Visitor" link to explore the many cultural and recreational experiences you can enjoy in area, including the botanical gardens and an arboretum.

<http://www.state.ks.us/>

Use this site to learn more about Kansas—the host state for the upcoming 2005 MVAEA spring conference. You can access a wealth of valuable information, including maps!

ON THE WEB

resources you can put to work right now

Coming Soon

MVAEA Board Meeting

October 2004 in Sioux City, Iowa

Deadline for the next issue of *Happenings in the Valley*

November 15, 2004

MVAEA Leadership Academy

March 16, 2005, in Overland Park, Kansas

MVAEA Annual Conference

March 17-18, 2005, in Overland Park, Kansas

Missouri Valley Adult Education Association – Membership Application

Membership Category (check one)

Individual (\$35) Life (\$300) Student (\$15) Retiree (\$15) Institutional* (\$120)

*For institutional membership, please attach a list of up to four persons who will be part of the membership.

New Renewal

Name _____ Title _____

Organization _____

Organization Address _____

City, State, Zip _____

Phone _____ Fax _____ E-mail _____

Please submit form and dues, payable to MVAEA, to Sharon Luhning (please see page 7 for contact information).