# APPLICATION FOR PROFESSIONAL DEVELOPMENT GRANT

**All questions must be completed to be considered for grant award.**

<table>
<thead>
<tr>
<th>Choose one:</th>
<th>Application Deadline Date: October 1, 2012 (i.e. October 1, February 1, or April 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Creative Activity</td>
<td>Date of Last PDG Award (Semester and Year awarded): N/A</td>
</tr>
<tr>
<td>[ ] Research Activity</td>
<td>Date of ATU Faculty Appointment (Semester and Year): July 2011</td>
</tr>
<tr>
<td>[ ] Professional Enhancement Activity</td>
<td></td>
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</tbody>
</table>

1. **Project Title:** Attracting and Retaining Students Utilizing an Accelerated Degree and Advising Based on Adult Learning

2. **Name of Principal Investigator/Project Director:** Mr. Jeff Aulgur

3. **School (abbrev):** CPSCO

4. **Department:** PS

5. **Campus Mail Address:** Lake Point BSB

6. **PI/PD Campus Phone:** 968-0318

7. **Amount Requested:** $1,111.68

8. **Total Cost of Project:** $1,111.68

9. **Will total funds awarded be expended by June 30th of the current fiscal year:** Yes [x] No

10. **If not, what is the total to be expended this fiscal year:** $NA

11. **What is the total to be carried over to the next fiscal year:** $NA (if approved by the VPAA)

12. **Project Completion Date:** 11/09/2012

13. **Travel Dates:** 11/06-11/09, 2012

14. **Does this project involve:**

   - [x] human subjects?
   - [x] animals/animal care facility?
   - [x] radioactive materials?
   - [x] hazardous materials?
   - biological agents or toxins restricted by the USA Patriot Act?
   - [x] copyright or patent potential?
   - [x] utilization of space not currently available to the PI/PD?
   - [x] the purchase of equipment/instrumentation/software currently available to the PI/PD?

**NOTE:** If the answer is “yes” to any of the above questions, the investigator must attach appropriate documentation of approval or justification for use/purchase.

**SIGNATURES**

**Department Contribution (if applicable):** $________________________

**Account Number:** __________________________

**Chairperson:** __________________________ **Date:** 9/27/2012

**School Contribution (if applicable):** $500

**Account Number:** 110000-235000-2000000-7000

**Dean:** __________________________ **Date:** 9/27/12

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**This Section to be completed by the Office of Academic Affairs**

Previous PDG Award final report received: Yes [ ] No [x]

PDC Committee Award Recommendation: Yes [x] No [ ]

PDC Committee Proposal Rank: ______ of ______ Total Proposals.

Recommendation of VPAA: Yes [ ] No [x] Recommendation of President: Yes [x] No [ ]

Award Date: __________________________
B. Restatement of the Professional Enhancement Activity

Adult students are the present and future of higher education, representing the majority of U.S. college students. They have different needs, and schools need new tools to help them succeed. For more than 35 years, the Council for Adult and Experiential Learning (CAEL) has addressed the adult students’ needs. The 2012 CAEL International Conference, “Open Doors – Unlock Opportunities,” has a stated focus of addressing the challenges of serving adult learners in a tough economy. I am the Department Head and tenure-track faculty for the Department of Professional Studies. I am requesting funding support to present the following accepted workshop at the 2012 CAEL International Conference: “Attracting and Retaining Students in an Online Degree Completion Program through Adult Learning Principles-Based Advising.”

C. Review of the Professional Enhancement Activity

Higher education continues to attract an increasing number of students who have not completed a baccalaureate degree. Within this framework, the Bachelor of Professional Studies degree was developed by Arkansas Tech University as a completer program. Enrollment increased from 247 students in 2010 to 810 students in the 2012 fall term (327%) by incorporating Malcolm Knowles’ core set of andragogical adult learning principles into recruitment, retention and advising efforts directed towards non-traditional higher-education students.

Outline of Session

I. Introduction

II. Overview of the Accelerated Degree Program at Arkansas Tech University

III. Presentation of the Six Principles of Andragogy

IV. The Role of the Advisor
V. Integration of the Six Principles of Andragogy into Student Advising

VI. Conclusion (To include Question and Answer session)

Presenting at the 2012 CAEL International Conference affords the opportunity to interact and engage with the academy community in a venue very relevant to the Bachelor of Professional Studies degree and the Accelerated Degree Program. The conference agenda, by nature, is focused on mechanisms and avenues to afford the adult learner enhanced opportunities to succeed. This presentation will enhance the presenter’s academic portfolio by engaging in a scholarly activity at the national level.

D. Summary of the Experience

The project was presented as a workshop presentation at the 2012 CAEL International Conference in Washington, D.C. on November 8, 2012. The PowerPoint presentation for the session is attached. Please also find attached the formal evaluation and assessment provided by CAEL for this presentation. The 2012 Overall CAEL Workshop Evaluation for my presentation was 1.5 on a Likert Scale, with 1 being the highest ranking and 5 the lowest ranking. The session was attended by approximately 50 individuals, with 36 participants completing the session evaluation. I presented a brief overview of the Accelerated Degree Program at Arkansas Tech University by utilizing the current website. Participants viewed the television commercial produced by the Sells Agency for the degree program. Many participants were impressed with the department’s growth over the previous two academic years. The student advising examples I provided to the room as a learning exercise generated significant, but healthy, debate among the participants. I learned from this experience there is a trend in a number of colleges and universities towards the type of advising we present in the Department of Professional Studies.
The developing term for this proactive advising approach is “coaching.” It is considered not much different than life coaching or career coaching, especially when applied to adult learners.

E. Conclusions and Recommendations

The CAEL facilitator for my session spoke to me after he had collected the evaluations and told me that he wanted me to know that he heard no less than four people leaving the room acknowledging my session was the best they had attended at the conference. One individual approached me after my session and delivered the same compliment to me. As an academic who studies adult learning theory and one who delivers instruction in a completely online environment, the opportunity to present, and to attend, this conference was an exceptional experience. It afforded not only provided an opportunity to learn from the leading experts in my field but it also provided an opportunity for me to present on a national stage.
Overall indicators

2012 CAEL Workshop Evaluation

Survey Results

Legend

Question text

Absolute Frequencies of answers

<table>
<thead>
<tr>
<th>Question text</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The workshop was interesting and stimulating.</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>The information met my expectations.</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>The material was well organized and clearly presented.</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>The speakers were responsive to the group's needs.</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>The information will be valuable to me.</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>The handouts (if any) will be valuable to me.</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>The audio visual materials (overheads, power point) were easy to understand.</td>
<td>22</td>
<td>0</td>
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</table>

n=No. of responses
av=Mean
md=Median
dev=Std. Dev.
abs.=Abstention

2012.11.15 Class Climate Evaluation
I would recommend this session to a colleague.

This session should be offered again.

Overall, I would describe this workshop as:
### Profile

**Subunit:** CAEL 2012 International Conference  
**Name of the instructor:** Jeff Aulgr  
**Name of the course:** Attracting and Retaining Students Utilizing an Accelerated Degree

Values used in the profile line: Mean

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### 2012 CAEL Workshop Evaluation

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
<th>n</th>
<th>av.</th>
<th>md</th>
<th>dev.</th>
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</thead>
<tbody>
<tr>
<td>The workshop was interesting and stimulating.</td>
<td></td>
<td></td>
<td>34</td>
<td>1.4</td>
<td>1.0</td>
<td>0.5</td>
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<tr>
<td>The information met my expectations.</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
<td>35</td>
<td>1.7</td>
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<tr>
<td>The material was well organized and clearly presented.</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
<td>34</td>
<td>1.4</td>
<td>1.0</td>
<td>0.6</td>
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<tr>
<td>The speakers were responsive to the group's needs.</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
<td>35</td>
<td>1.3</td>
<td>1.0</td>
<td>0.5</td>
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<tr>
<td>The information will be valuable to me.</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
<td>35</td>
<td>1.6</td>
<td>1.0</td>
<td>0.8</td>
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<tr>
<td>The handouts (if any) will be valuable to me.</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
<td>31</td>
<td>1.9</td>
<td>2.0</td>
<td>0.9</td>
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<tr>
<td>The audiovisual materials (overheads, power point) were easy to understand.</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
<td>34</td>
<td>1.4</td>
<td>1.0</td>
<td>0.5</td>
</tr>
<tr>
<td>I would recommend this session to a colleague.</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
<td>34</td>
<td>1.6</td>
<td>1.0</td>
<td>0.9</td>
</tr>
<tr>
<td>This session should be offered again.</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
<td>31</td>
<td>1.6</td>
<td>2.0</td>
<td>0.7</td>
</tr>
<tr>
<td>Overall, I would describe this workshop as:</td>
<td>Excellent</td>
<td>Poor</td>
<td>34</td>
<td>1.5</td>
<td>1.0</td>
<td>0.6</td>
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2012.11.15  
Class Climate Evaluation
Additional comments:

There was good information about adult learners, but most of the rest of the material was anecdotal issues regarding conflicts with the student department of the institution. There is clearly no institutional buy-in for the program. Amnestly, I feel really good about my own institution!!! Should have had more handouts.

Terrific presentation & group discussion. I took some ideas on how to market Adult programs. Love that you evaluate unofficial transcripts prior to applying for admission.

Excellent scenarios
Good discussion.

This was the best session I attended. There was engagement, dialog and humor. Very well done.

better as a workshop than roundtable

Very interesting and engaging.
all rooms should have tables in team - work more comfortable

Best presentation I've sat in! I wish there was a part two. 😊

Good interactive activities

Great session to hear what other schools hear/respond/experience, is similar to what I see. I am not alone 😊

Liked the student comment used in the activity - great insert.

Speaker's institution is very small & mine is very large so not all that applicable as a model, but well planned & presented.

Good conversation, but information was not new to me - my fault.
Jeff did an amazing job in this presentation.

Great presentation! I think the best workshop I've been to yet during this conference. Great info & very interactive. Loved it!

Just not relevant to my area.

Great applicable choice as well. Presentation loved the examples.

Excellent presenter — very engaging. I will use the hand-outs for an advisor training.

Good job! I liked the interactive group work + answering emails. Funny, relateable. Nice guy.

Jeff, how do you get away with saying what's on my mind and winning the day? When I try these concepts out on my boss, let's
Speaker was engaging
Brought good examples for discussion

Great presenter - engaging & passionate.
The content was a bit introductory (for me)
but I'd go to other things this person presented in a heartbeat.

My only complaint was that the title mentioned the Accelerated Degree component and I was hoping to hear more about it. But the info presented was terrific!

Discussion helpful but I would have preferred to have you complete your presentation first (or maybe you did?)

Great info!

Engaging & interesting instructor/presenter.
What issues would you like to see addressed at future workshops?

Collaboration. There are adult students who actually enjoy classes and still want to finish quickly and efficiently. Could roughen up those unfamiliar or implementing PLA - we're just getting started.

Powerpoint hand out.

Not in the workshops but I sure would like to have coffee breaks.

More workshops like this.

More handouts.

Competency based education trends.

I would like to have heard more information on accelerated programs.

Required reading prior to the workshop or required pre-work so we can take it further.
Russellville, Arkansas
Arkansas Tech University
Jeff Aulbur

Learning Principles
Advising Based on Adult
Accelerated Degree and
Utilizing an
Attracting and Retaining
Students Utilizing an
Why Am I Here?

- Holiday Inn
- Developmental Disabilities
- United States Army
- Workforce Development
- Professional Development Institute
Number of Graduates

- **ECE**
- **BPS**
- **BA-GS**

<table>
<thead>
<tr>
<th>Year</th>
<th>ECE</th>
<th>BPS</th>
<th>BA-GS</th>
<th>Total</th>
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<td>3</td>
<td>31</td>
<td>56</td>
</tr>
<tr>
<td>2008</td>
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<td>9</td>
<td>2</td>
<td>69</td>
<td>84</td>
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<tr>
<td><strong>Total</strong></td>
<td>69</td>
<td>2</td>
<td>46</td>
<td>364</td>
</tr>
</tbody>
</table>
Assumption One

- Adult Learners are Self Directed

- Need to be actively involved in the decisions that affect them

- Are capable of taking responsibility for themselves

- Resist situations in which they feel others are imposing their will upon them
Assumption Two

- *Adults Bring Experience*

- Individual experiences could negatively affect learning through preconceived notions about reality and habitual ways of thinking

- This reservoir of experience is the richest resource available to the adult
Assumption Three

- **Adults are Ready to Learn**

- Readiness to learn becomes oriented to the development of his/her social roles

- Learning is relevant to individual circumstances

- Combine the needs of learners and of society to assist with career planning and to identify gaps in the knowledge base
Assumption Four

* Adult Learners are Problem Oriented

* Are motivated to learn to the extent knowledge will help them in an objective manner

* Learning experiences should be structured around life situations and relevance to life goals versus subject matter
Assumption Five

- *Adults are Motivated to Learn by Internal Factors*

- Feel the pressure of external factors

- But are mostly driving by internal motivation, such as increasing self-esteem, self-actualization, or recognition.
Assumption Six

- *The Need to Know*

- Need to know the reason for learning something

- If this need is present, they will invest a considerable amount of personal resources to achieve the desired learning.
Practical Exercise

Practical Exercise

Students 1 - 3
DISCUSSION