



## **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.



**Jeff Aulgur**  
 Attracting and Retaining Students Utilizing an Accelerated Degree  
 No. of responses = 36

Overall indicators

2012 CAEL Workshop Evaluation



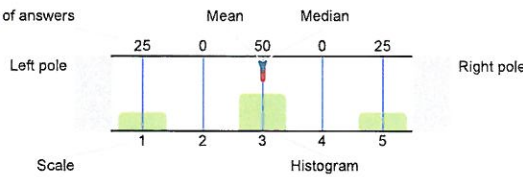
av.=1.5  
 dev.=0.7

Survey Results

Legend

Question text

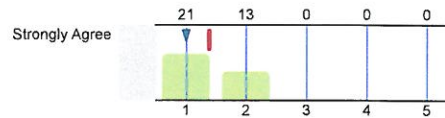
Absolute Frequencies of answers



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

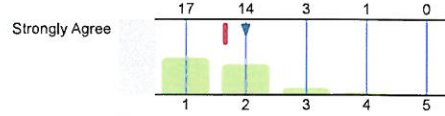
2012 CAEL Workshop Evaluation

The workshop was interesting and stimulating.



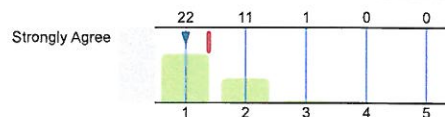
Strongly Disagree n=34  
 av.=1.4  
 md=1  
 dev.=0.5

The information met my expectations.



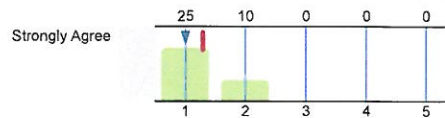
Strongly Disagree n=35  
 av.=1.7  
 md=2  
 dev.=0.8

The material was well organized and clearly presented.



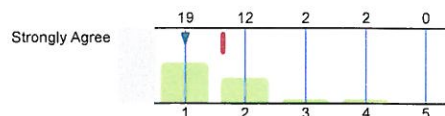
Strongly Disagree n=34  
 av.=1.4  
 md=1  
 dev.=0.6

The speakers were responsive to the group's needs.



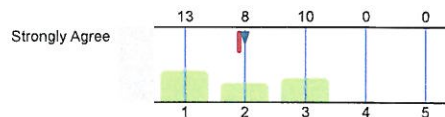
Strongly Disagree n=35  
 av.=1.3  
 md=1  
 dev.=0.5

The information will be valuable to me.



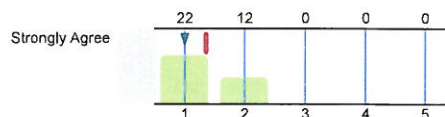
Strongly Disagree n=35  
 av.=1.6  
 md=1  
 dev.=0.8

The handouts (if any) will be valuable to me.



Strongly Disagree n=31  
 av.=1.9  
 md=2  
 dev.=0.9

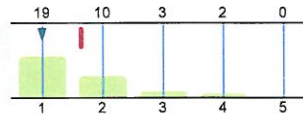
The audio visual materials (overheads, power point) were easy to understand.



Strongly Disagree n=34  
 av.=1.4  
 md=1  
 dev.=0.5

I would recommend this session to a colleague.

Strongly Agree

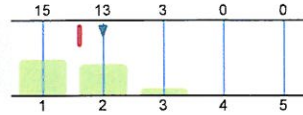


Strongly Disagree

n=34  
av.=1.6  
md=1  
dev.=0.9

This session should be offered again.

Strongly Agree

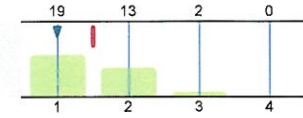


Strongly Disagree

n=31  
av.=1.6  
md=2  
dev.=0.7

Overall, I would describe this workshop as:

Excellent



Poor

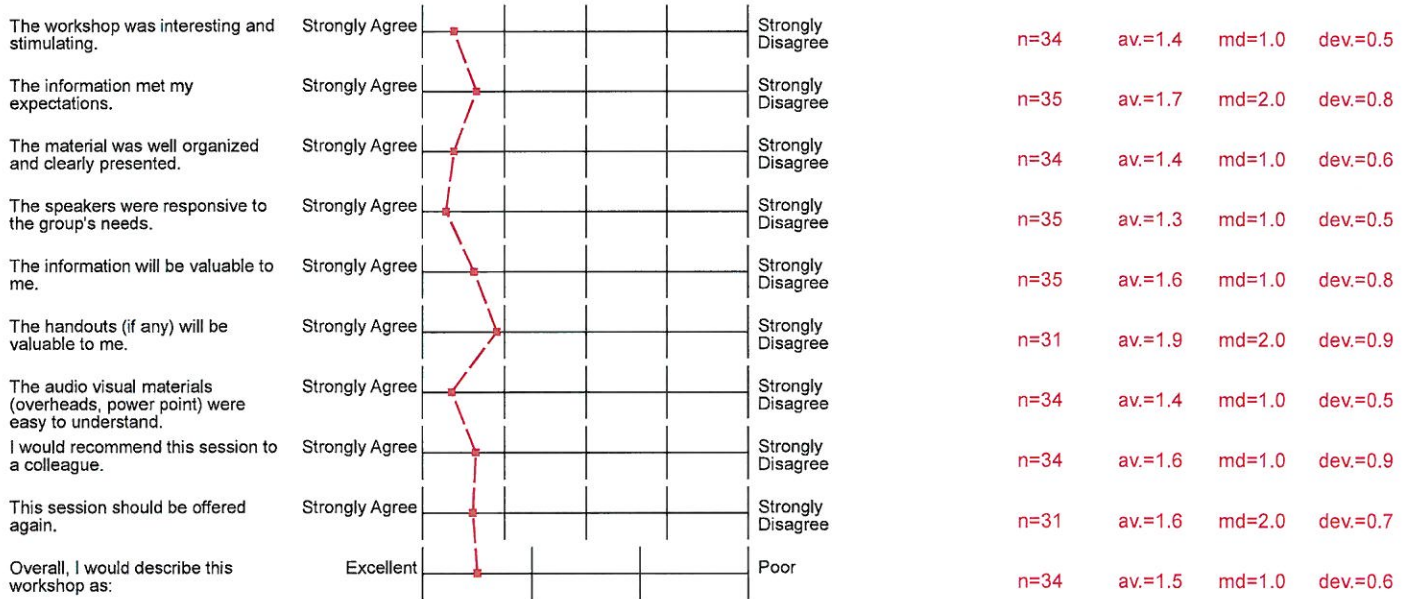
n=34  
av.=1.5  
md=1  
dev.=0.6

# Profile

Subunit: CAEL 2012 International Conference  
 Name of the instructor: Jeff Aulgur  
 Name of the course: Attracting and Retaining Students Utilizing an Accelerated Degree  
 (Name of the survey)

Values used in the profile line: Mean

## 2012 CAEL Workshop Evaluation





## Comments Report

## 2012 CAEL Workshop Evaluation

## Additional comments:

There was good information about adult learners, but most of the rest of the material was anecdotal issues ~~not~~ regarding conflicts with the other departments of the institution. There is clearly no institutional buy-in for the program. Honestly, 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 them - much more comfortable

Best presentation i've sat in! 1. wise 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 comments used in the activity.  
Grant Praunter.

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 and Good Presentation.  
Loves the examples

excellent presenter - very engaging  
I will use the hand-outs for an  
advisor training

Good Work. I liked the interaction (group Work) + receiving  
emails  
funny, relatable. 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  
just say that "results may vary" -----

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.

Majority complaint was that the title mentioned the  
~~Advanced~~ Accelerated Degree component and I was  
hoping to hear more about. 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 + still want to finish quickly + efficiently (could round) Break up those unfamiliar or implementing PLA - were just getting started

Powerpoint hand out.

not @ the workshops - but I sure would like there to be cookies or something at the coffee breaks.

More 'workshop' like this.


more handouts!

~~to~~

Competency based education trends.

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

required reading prior to the workshop or required prep work so we can take it further



# Attracting and Retaining Students Utilizing an Accelerated Degree and Advising Based on Adult Learning Principles

Jeff Aulgur

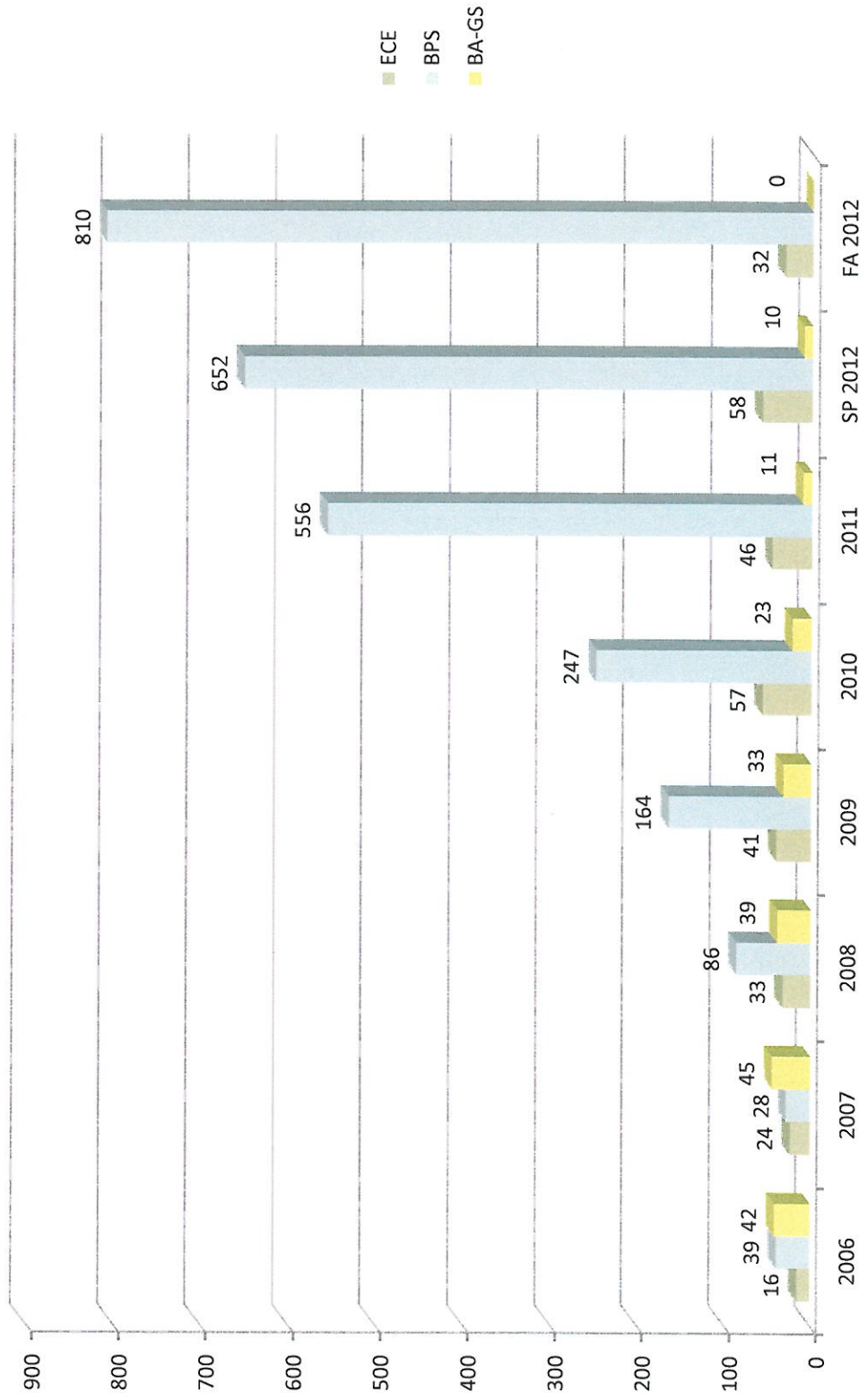
Arkansas Tech University

Russellville, Arkansas

# Why Am I Here?

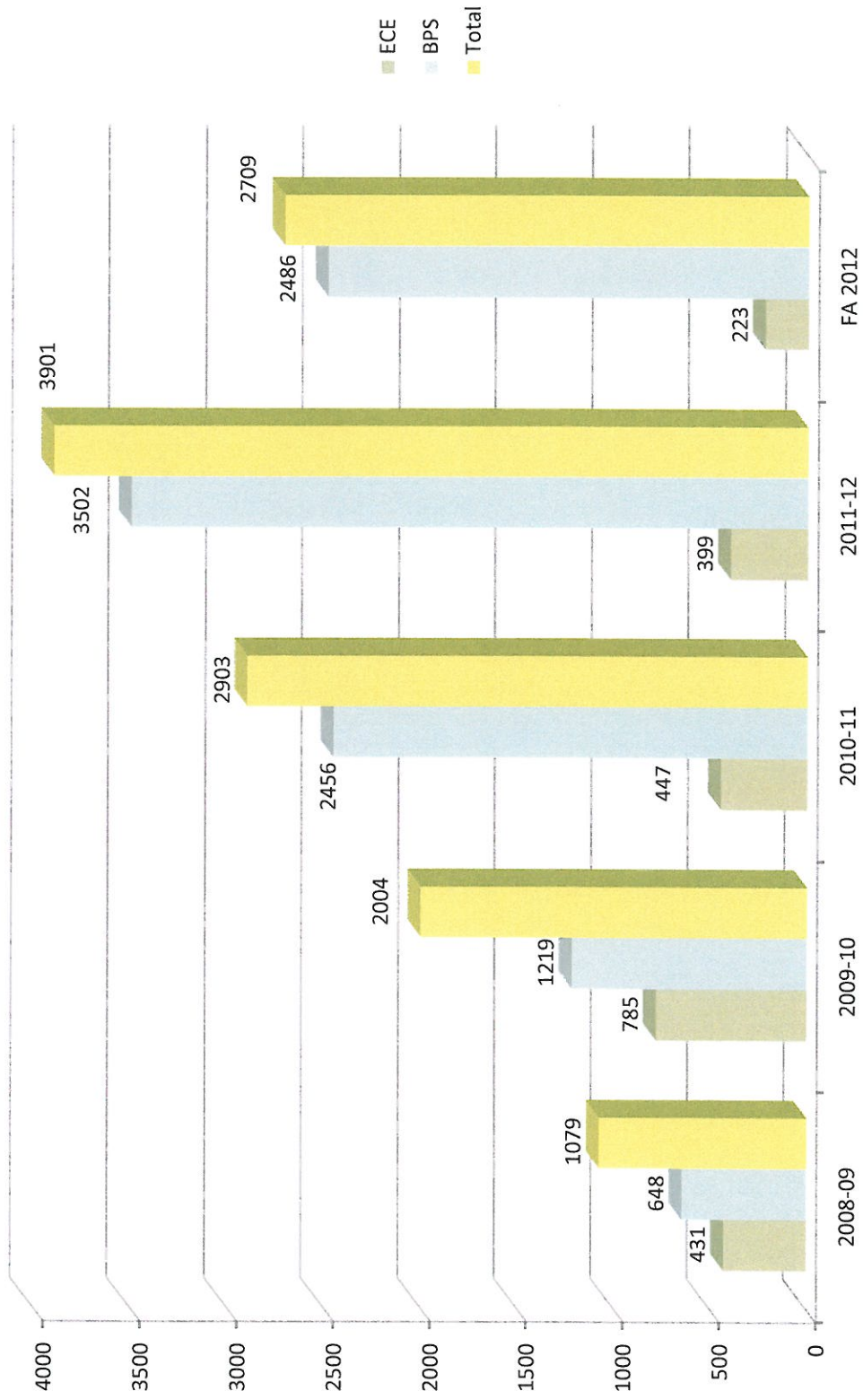
- Holiday Inn
- Developmental Disabilities
- United States Army
- Workforce Development
- Professional Development Institute

# Students Enrolled

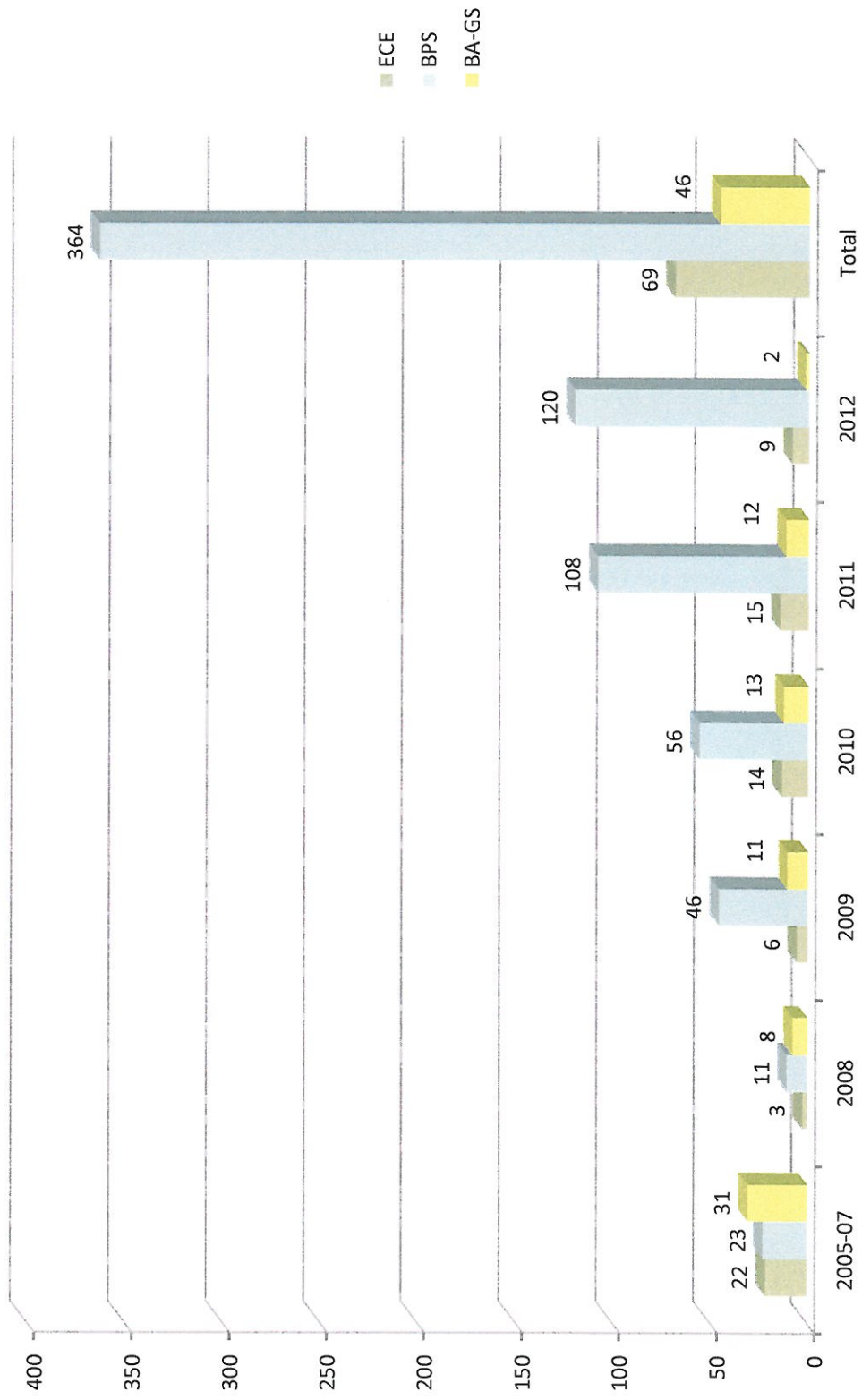




# School Semester Credit Hours



# Number of Graduates



# 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