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The Association for Non-Traditional Students in Higher Education at

Embassy Suites & Convention by Hilton Orlando Lake Buena Vista South

THE COUNTRY’S ONLY NON-TRADITIONAL STUDENT-FOCUSED CONFERENCE

Conference Program
Our mission
To provide scholarship opportunities, academic resources, and motivational support for non-traditional students, and to celebrate, and to build on the network of faculty, administrators, and advisors that work with and inspire non-traditional students to succeed.

Founded in 1997, The Association for Non-Traditional Students in Higher Education (ANTSHE) and its affiliated colleges, universities, and nontraditional students share a focus on providing key resources, research, and support for faculty and adult students at colleges and universities across the country. ANTSHE believes that adult learners reach a higher level of success and completion of their degree programs when they have the support of faculty, administrators, advisors, and other members of their informal support network (i.e., friends, family, colleagues, etc.). As a part of the informal support network, ANTSHE’s leadership works with administrators, advisors, faculty and other leaders in higher education to address key factors involving nontraditional students, providing support for these networks to help them to be able to better support adult learners at their colleges and universities. Specifically, the organization:

- Provides publishing opportunities with our publications.
- Creates and participates in a variety of outreach programs focusing on nontraditional student success.
- Provides resources for academic professionals and students to help aide in their success.
- Holds annual conferences to raise money in support of the ANTSHE Scholarship Program, which provides scholarships for nontraditional students.
- Assistance to administrators and faculty members in improving and assessing the adult programs at their institutions.
- ANTSHE also provides information on the importance of programs that support adult students to state legislatures, private foundations, and government agencies.

ANTSHE welcomes academic professionals and nontraditional students from all types of academic institutions.

The Association for Non-Traditional Students in Higher Education is a national 501(c)(3) non-profit educational organization. ANTSHE is governed by a Board of Directors and an Executive Director. Executive Officers who act in a variety of supportive roles are elected by members by nomination. ANTSHE is an organization whose principal support comes from its dues-paying individual and institutional members. Most of our institutional members are private, public, and for-profit colleges and universities, with programs designed to help nontraditional students succeed in achieving their degree goals.

Not a member yet? Visit www.myantshe.org/membership and click on "Join ANTSHE"

Current members: Share your ANTSHE conference pictures and experience with others, use #antshe2019 when posting to social media! Show your ANTSHE pride by sharing your experiences at the conference with other colleagues, friends, and nontraditional students! Don't forget to share your pictures and experience on LinkedIn and other social media outlets.
Welcome to the ANTSHE Conference 2019

Dear ANTSHE Conference Attendees,

It is with great pleasure that I welcome you to sunny Orlando, Florida for our 22nd Annual ANTSHE Conference. This conference promises to be our biggest and most engaging experience to date, with nearly 100 colleges, universities, and organizations being represented, over 60 sessions, an Academic Leadership Discussion Forum, and amazing Keynote Speakers focusing on our conference theme of “Restructuring Higher Education for the Future, Transforming the Traditional College into the Non-Traditional College”. The topics for this year’s conference address issues in the areas of prior learning, innovation in the classroom, adult learner success factors, Veteran’s challenges, academic disparities, admissions and mentoring opportunities, equity in higher education and so much more. Our conference literally has something for everyone, not to mention a wealth of networking opportunities.

As the President of ANTSHE, I am very fortunate to work with some very talented individuals and Board Members to help make this Conference the wonderful experience that it is. I thank each of them for their assistance in making the ANTSHE Conference possible.

In closing, I welcome you to Orlando! After a long hard winter, this city is just what we all need to kick off the beginning of a new initiative campaign for the adult learner...accessibility and support/guidance for their academic journey. Please enjoy our Conference, I look forward to personally meeting each and everyone of you during the conference and if you have any questions, do not hesitate to ask any of the ANTSHE Board of Directors or myself.

Kind Regards,
Dr. R. Lee Viar IV
President of ANTSHE

ANTSHE Board and Volunteers

Dr. R. Lee Viar IV - President
president@antsheboardofdirectors.org

R. Todd Powell - Vice President
vicepresident@antsheboardofdirectors.org

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Research and Development
Dr. John Sheuring, Director of Research & Development, drd@antsheboardofdirectors.org

Contact ANTSHE
301-991-2222
www.myantshe.org
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<tr>
<th>Time</th>
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<td>7:30am - 5:00pm</td>
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<td></td>
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<td>Speakers: Dr. Katherine Aquino, Rosemary Osso, Dr. Pamela Jimenez,</td>
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<td>Manhattan College</td>
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<td>Military-Connected Students in Oklahoma Higher Education: An Examination</td>
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<td>of the 9-Year Effects of the Post-9/11 G.I. Bill - Speaker: Bradley</td>
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<td>Ward, Oklahoma Department of Veteran Affairs/Texas Tech University</td>
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<td>“So, Tell Me All About You”: Improving Engagement With Post-</td>
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<td>Traditional Students via Curated Questions and Contact Choices -</td>
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<td>Speaker: Tracey M Wofford, Ph.D., Mercer University, Tift College</td>
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<td>: Dr. Diane Wright, Valdosta State University</td>
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<td>Weaving Technology into the Fabric of Higher Education: A Personal</td>
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<td>View from the Breenau Perspective - Speaker: Mary Johnson, Breenau</td>
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<td>10:30am - 11:30am</td>
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<td>11:30am - 12:20pm</td>
<td>Concurrent Breakout Session</td>
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<td>Bias Against Non-traditional Students - Speaker: Mrs Maisaa Alahmadi,</td>
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<td>Morgan State University</td>
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<td>Teaching Truth &amp; Care to the Ethnically-Diverse Adult Student:</td>
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<td>Challenges: Transforming Teaching Practice - Speaker: Dr. Laura Hubbard,</td>
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<td>Curry College</td>
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<td>Techniques that can be used to assist faculty in transitioning teaching</td>
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<td>methods from professor-centered to dynamic and engaging student-focused</td>
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<td>online environments - Speaker: Dr. Charles Hann, Wingate University</td>
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<td>“Real Talk On Adult Education” - Speaker: Kimberly Ann Harris, The</td>
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<td>Catholic University of America</td>
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<td>12:30pm - 2:00pm</td>
<td>Alpha Sigma Lambda Honor Society Sponsored Keynote Luncheon: Pulitzer</td>
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<td>Prize-Winner David Vise</td>
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<td>2:15pm - 3:10pm</td>
<td>Concurrent Breakout Session</td>
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<td>Adult Students Need Mentors Too: Bringing the Faculty Mentor Experience</td>
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<td>to Adult Students in Online Programs - Speaker: Dr. Jeremy Schwemh</td>
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<td>and Jennifer Saxton, M.S., Arkansas Tech University</td>
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<td>Building Successful Academic/Employer Partnerships - Speaker: Dr.</td>
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<td>Tricia Berry, Purdue University Global</td>
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<td>Innovative Practices in Prior Learning Assessment (PLA)/Credit for Prior</td>
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<td>Learning (CPL) - Speakers: Drs. Millard Juzette Bingham, Gloria Smith,</td>
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<td>and Carlos Wilson, Jackson State University</td>
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<td>Using competency based education for non-traditional students - Speaker</td>
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<td>: JeVaughn Jones, Lynn University</td>
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<td>5 Keys to Nontraditional Student Success - Speaker: Shannon Brumfield,</td>
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<td>Nontraditional Honors Student, Strayer University</td>
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<tr>
<td>3:25pm - 4:15pm</td>
<td>Keynote Speaker: Steve Pruett, Director of Graduate and Online</td>
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<td>Admission, Lynn University</td>
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<td>5:00pm - 6:30pm</td>
<td>Presidents Networking Reception</td>
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### 2019 ANTSHE Conference At-A-Glance

#### Friday, 5 April

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<th>Time</th>
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<tr>
<td>8:30am - 5:00pm</td>
<td>Registration Open</td>
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<tr>
<td>8:30am - 8:45am</td>
<td>Morning Warm Up (kick start the day, prizes, Q&amp;A)</td>
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<td>9:00am - 5:00pm</td>
<td>Silent Auction Hub Center</td>
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**Concurrent Breakout Session**

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<th>Time</th>
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<tr>
<td>9:45am - 10:45am</td>
<td>Keynote Speakers: Dr. Robert Hill, Professor Emeritus (Nova Southeastern University) and Dr. Maria Gambuzza, Assistant Vice-Provost, Academics (Strayer University)</td>
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<tr>
<td>11:00am-11:50am</td>
<td>The Application of Andragogical Principles to Better Understand Nontraditional Online Learners Speaker: Dr. Wendy Conaway, Ashford University, Technology for Lifelong Learning: Engaging adult learners both in and out of the classroom Speaker: Darby Munroe, Trauma Informed Solutions, Indian River State College, and Nova Southeastern University, An Analysis of Adult Degree Completion Programs: Best Practices and Impact Speakers: Drs. Millard Juette Bingham and Jie Ke, Jackson State University, Managing conflict online...or online conflict? Speaker: Dr. Tricia Berry, Purdue University Global, The Unspoken Silence Speaker: Dr. John D Sheuring, Wake Technical Community College</td>
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<tr>
<td>12:00pm - 1:30pm</td>
<td>Purdue Global University Sponsored Luncheon with Keynote Speaker: Dr. Aaron Thompson, President, Kentucky Council on Postsecondary Education</td>
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<tr>
<td>1:40pm-2:30pm</td>
<td>&quot;Battle Scars&quot; - Is Higher Education Missing the Boat in Serves Veterans and those Injured? Speaker: Dr Caroline Westerhof, Colorado Technical University and Benedictine University, Roadmap Career Connection in the Classroom Speakers: Dr. Melissa A Goodson, and Andrea Chartier, The College of St. Scholastica, The Value of Community: Creating Non-Traditional Student Campus Organizations Speaker: Glynis Boyd Hughes, Founder/President, Retro Rats, Virginia Commonwealth University, Becoming a Student-Ready Institution for Students Experiencing Financial Insecurity Speakers: Dr. Jan Lloyd-Lesley, Keren Rohena, and Amy Geist, NASPA - Student Affairs Administrators in Higher Education, Developing a Community of Learning at a Distance - Speakers: Dr. Ruby Cain, Lamaiya Lancaster, Molly McGuire, Ball State University</td>
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<tr>
<td>2:45pm-4:15pm</td>
<td>Plenary Session: Academic Leadership Panel Discussion with Guest Moderator Dr. Robert Hill, Professor Emeritus (Nova Southeastern University).</td>
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<td>4:30pm</td>
<td>Silent Auction Closes (Silent auction items must be picked up by the end of the conference on Saturday)</td>
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<td>5:00pm-6:30pm</td>
<td>Painting Party (must sign up in advance by selecting this option when registering for the conference. No additional cost, included with full conference registration. No experience necessary [instructor led])</td>
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<td>9:45am - 10:45am</td>
<td>Poster Presentations (Students are encouraged to present their research to gain insight, and gather additional resources, etc.). 50/50 Winner Announced (must be present to win)</td>
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<td>1:40pm - 2:30pm</td>
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<td>2:40pm - 3:40pm</td>
<td>Closing Keynote Speaker: Dr. Elmore Lowery, Dean of College and Career Readiness at Fayetteville Technical Community College</td>
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<td>3:40pm - 4:00pm</td>
<td>Closing Ceremony, Awards and Scholarships (Winner of the $500 Visa gift card announced, must be present to win).</td>
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<tr>
<td>5:00pm</td>
<td>Complimentary Shuttle to Disney Springs! Don’t forget your free coupon booklet and ANTSHE Discounts</td>
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If you believe you can go anywhere ... you're LYNN

Go further in your life, your career and your community with a graduate degree or online bachelor's degree from Lynn University. Learn without limits with iPad®-powered learning. Save time and money with accelerated programs and affordable tuition.
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<td>8:00 am</td>
<td>Welcome: ANTSHE President &amp; Opening Remarks (Palms Ballroom)</td>
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<tr>
<td>9:00 am</td>
<td>Silent Auction Opens (Palms Ballroom)</td>
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**8:40 am**

The Value-Based Model for Student Veteran Success *(Cypress 1)*
Marc Barker (Director) and Tim Weddington (Program Coordinator), Adult Learner and Veteran Services, Colorado State University

Driven both by institutional challenges in serving student veterans and recent data on successful programming, interventions, and engagement, Colorado State University developed a value-based, community-oriented model for co-curricular student services and support. This paradigm re-contextualizes the ‘problems’ of student veterans as manageable barriers to success mitigated by the diverse cultural characteristics, experience, and skills they add to post-secondary environments. In this presentation, we will discuss our current engagement philosophy, programming, and intervention models. Also, we will share specific successes and challenges, identify areas for improvement, and address typical constraints affecting success for both veteran-serving higher education professionals and students in areas such as academic performance, functional transitions into civilian life, cognitive dissonance in social and cultural civilian settings, and physical/mental health.

Taking the Creative Leap in Your Courseroom *(Cypress 2)*
Molly Molnar, Ashford University

Learn how to leverage different technologies to bring your online courseroom to life. Increase student engagement and success through the use of videos, social media, and futuristic technology (what is coming next!). Take the reins in your classroom as you become the creator and visionary to successfully increase student learning, satisfaction, and End of Course Survey results through the targeted use of digital tools and technology. Through the use of visuals, demonstrations, self-study techniques, in class learning, on the job training, contextualization, and illustration will move students to see their learning through a practical, 21st century lens. Join us and take away your own novel ways to engage your students.

“E-dragogy”: Best Practices in Blended Education for Adult Learners *(Cypress 3)*
Dr. Katherine C. Aquino, Faculty & Quality Assurance Coordinator, Rosemary Osso, Assistant Dean, SCPS and Dr. Pamela Jimenez, Director of the Camino Program, Manhattan College

This presentation details identified best practices for improved blended program delivery, as well as explores the role technology has in student engagement and student-faculty collaboration. Moreover, this presentation addresses key stakeholders, including the role of student buy-in, in the blended learning development process for system-wide change to occur.
8:40 am  Military-Connected Students in Oklahoma Higher Education: An Examination of the 9-Year Effects of the Post 9/11 G.I. Bill (Cypress 4)
Bradley Ward, Oklahoma Department of Veteran Affairs/Texas Tech University
Over the last decade, the Post 9/11 G.I. Bill has been advanced at both the state and federal levels to support military-connected students in higher education. An emerging body of research from the Oklahoma System of Higher Education begins to shed light on the benefit’s 9-year impact within Oklahoma higher education and the academic performance measures of military-connected students. The first state-level study of its kind provides data over the academic performances, enrollment, transfer, revenue and additional data that disproves misconceptions regarding veterans in higher education. This session is designed to stimulate support and collaboration on serving military-connected students in higher education through research-based insights.

“So, Tell Me All About You”: Improving Engagement With Post-Traditional Students via Curated Questions and Contact Choices (Cypress 5)
Tracey M Wofford, Ph.D., Mercer University, Tift College of Education
This presentation will describe how post-traditional recruiting and admissions teams can transform initial contact strategies and communications plans to improve engagement, qualifying, and appointment-setting with adult learner prospects. Attendees will learn how providing curated questions and contact choices can consistently keep overall inquiry-enrollment conversion percentages above the national average.

9:40 am  Hear My Voice and the Voices of Those I Teach: A Critical Perspective on Migrant Education, Change Agency, and Postsecondary Options (Cypress 1)
Dr. Ingrid Bynes, HCPS
In this session, educational stakeholders and nontraditional students will learn more about the Migrant Education Program (MEP), its student population, and the specific challenges they face in high school before pursuing postsecondary education. A study on the role and lived experiences of MEP teachers will be covered to reveal essential information to help higher education professionals advocate for MEP students and themselves. Additionally, the talk is meant to empower, educate, and enrich any stakeholder who influences nontraditional students to pursue postsecondary options. The goal of this presentation is to reinforce how those working with nontraditional students can do the same as secondary MEP teachers: Positively affect their school culture, classrooms, and community.

Teaching and Learning with Loom in the Online Classroom (Cypress 2)
Dr. Priscilla Bamba
The written word is powerful as feedback on assignments, but it by no means accommodates all learning styles (kinesthetic, auditory, or visual) like Loom. It impacts the way to contact and engage students. It helps them with figuring out feedback much faster as well as why and how to make changes to their work. It also helps instructors by cutting the time and energy involved in grading. It is a free tool that has a secure storage site. End-of-course student surveys have shown improvement for this instructor, and student success rates have also improved in the classes in which Loom is used as a feedback tool.
9:40 am  Mentor to Success (Cypress 3)  
*Felicia Young, Higher Minds of Education, LLC*  
This presentation will focus on mentoring adult learners. Mentor to Success will focus on providing students with a road map of how to succeed in their real lives. Mentoring is not something one thinks of when adult education is discussed. However, mentoring is necessary for future success.

Selecting, Designing, and Developing Active Learning Methods (Cypress 4)  
*Dr. Diane Wright*  
Presenter will share how to use active learning methods and engage all learners in order to increase retention and build understanding of course content. In this session, we will discuss what active learning is and why it’s so much more effective than other teaching methods. We will also review examples of active learning in practice, complete with actionable tips for implementing active learning in the classroom.

Weaving Technology into the Fabric of Higher Education: A Personal View from the Brenau Perspective (Cypress 5)  
*Mary Johnson, Brenau University*  
This presentation will discuss how Brenau University uses existing services such as the LMS, CRM, SIS and Video Conferencing systems to connect and engage adult students, regardless of location/platform and improve adult student retention, even with non-integrated systems. We will share ways to include adult students into the culture and fabric of the historic institution while providing our successes and learning experiences by using current institutional technology.

10:30 am  Sponsor/Exhibitor Showcase Cypress Hallway

11:30 am  Bias Against Non-traditional Students (Cypress 1)  
*Mrs Maisaa Alahmadi*  
In the United States, the percentage of non-traditional students (students older than 25 years old) who are in colleges and universities is around 47 percent (Pelletier, 2010). Faculty members should put in their consideration this percentage while developing the classes curriculum, teaching methods, and assessments and tests. In reality, many faculties did not do that; thus, there is a bias in the tests they use for these students. This study focuses on the statistical procedures to ensure the fairness of assessments. In addition, it discusses the strengths and limitations of using these methods.
11:30 am  Teaching Truth & Care to the Ethnically-Diverse Adult Student: Culturally-Responsible Instruction (Cypress 2)
Dr. Janet Barber
The presenter is a behavioral social scientist, professor, and higher education administrative leader. She researches, writes, and teaches in the area of cultural andragogy (adult pedagogy), positive psychology and mindfulness. She shares stories of diversity and teaching and how students experience the classroom differently. Dr. Barber looks at the multiplicity and complexity of being able to teach from desk to desk, student to student. Culturally-responsive teachers and professors must be quick witted and above average critical thinkers. Your EQ must be intact and your Ear-Q must be a strong equally important contender. Where’s your skill set? How do you utilize these skill sets in the higher education classroom with students of diverse backgrounds? Come learn and practice. How to help our non-traditional students from diverse cultures and backgrounds will be discussed. The presentation will also teach strategy and principals of culturally-responsive instruction, the necessity of positvity, and brief mindfulness techniques.

Listening to Adult Students with ADHD and Co-existing Mental Health Challenges: Transforming Teaching Practice (Cypress 3)
Laura Hubbard, Ph.D., Curry College
In this new qualitative research study, adult college students with ADHD and co-occurring psychiatric disorders detailed their experiences managing mental health challenges while negotiating their academic lives. Qualitative interviews provided study participants the space to communicate their unique needs and their views on academic practices that better supported their learning. The participants initiated this study because of their desire to deepen the understanding of professors and college administrators regarding the mental health challenges these students faced in a college environment.

Techniques that can be used to assist faculty in transitioning teaching methods from professor-centered to dynamic and engaging student-focused online environments (Cypress 4)
Dr. Charlesa Hann, Wingate University
The push toward more inclusion of online courses in college programs creates a need for modifying teaching methods. Adults in the Generation X and Baby Boomer generation report a preference for the professor-student interaction of face-to-face courses. However, the traditional face-to-face lecture format of content delivery in the classroom is not good practice for the online environment. The computer is an active medium that should be used to engage students in the course content through discussion and active participation. This presentation will discuss techniques that can be used to assist faculty in transitioning teaching methods from professor-led to dynamic and engaging student-focused online environments.

"Real Talk On Adult Education" (Cypress 5)
Kimberly Ann Harris, The Catholic University of America
Topic of discussion will give insight on the day-to-day struggles of an adult student and what are the best practices in overcoming personal challenges to succeed in the classroom. In this session the audience will get the students prospective on how they created time management, organizational and communication skills to enhance their learning experience. This session will also focus on the financial challenges of being an adult student, and the creative methods that non traditional students must put into place in order to help them achieve their educational goals. There will be a 15 minute Q&A towards the end of this session.
2:15 pm  
**Adult Students Need Mentors Too: Bringing the Faculty Mentor Experience to Adult Students in Online Programs (Cypress 1)**
*Dr. Jeremy Schwehm and Jennifer Saxton, M.S., Arkansas Tech University*

The faculty-student mentoring experience provides a connection to the University for students and has shown to improve student outcomes. That connection can be difficult to attain for adult students in an online program and institutional efforts in the form of mentoring are rarely focused on the adult, online student population. The purpose of this focus group is to introduce the faculty mentor program established at Arkansas Tech University specifically developed for adult students in online programs. Attendees will learn about how the program was established, including successes and opportunities for improvement, provide feedback on research data regarding outcomes, brainstorm on ways to improve the program, and plan for how a similar program might be implemented at their institution.

2:15 pm  
**Building Successful Academic/Employer Partnerships (Cypress 2)**
*Dr. Tricia Berry, Purdue University Global*

Working with non-traditional students requires the use of non-traditional approaches. Similarly, human resources departments that are unable to fill critical positions within their organization often find themselves looking for non-traditional solutions to hiring practices. What if college and university programs stepped into help meet the needs of both groups? Join this session to learn how Purdue University Global (PG) has been partnering with healthcare organizations to help them develop internal employees for roles that are difficult to fill. This interactive discussion will present a summary of the partnership process and describe how the academic program is customized to meet the needs of the employer. The presentation will also discuss lessons learned and success stories from University-employer partnerships.

2:15 pm  
**Innovative Practices in Prior Learning Assessment (PLA)/Credit for Prior Learning (CPL) (Cypress 3)**
*Drs. Millard Juette Bingham, Gloria Smith, and Carlos Wilson*

This session will focus upon the latest best practices that are being utilized at various institutions in regards to prior learning assessment. The guidelines developed by the two national associations whose member institutions are directly involved in the transfer and award of postsecondary academic credit, the American Association of Collegiate Registrars and Admissions Officers and the Council for Higher Education Accreditation, along with the American Council on Education (ACE), which makes credit recommendations for learning gained outside of traditional college classrooms, will be discussed (ACENET, 2017).
2:15 pm  Using competency based education for non-traditional students (Cypress 4)
JeVaughn Jones, Lynn University
Competency-Based Education is a learning model that focuses on the mastery level of a student. Students come in variants walks of life; life skills can equal mastery levels of knowledge in many courses. This session will enhance awareness of competency-based education and show varied ways of applying this methodology to improve retention of non-traditional students.

5 Keys to Nontraditional Student Success (Cypress 5)
Shannon Brumfield, Nontraditional Honors Student, Strayer University.
As students, we could not do this without your support. The adage “it takes a village” could not be truer than for non-traditional learners. With work and home life already pulling from all sides, we decided to go to school. The fact that you’re here as part of this honors ceremony shows not only that you are committed to your education, but it also shows your family is committed to helping you through this process.
We are all on a journey. For whatever reason you decided to pursue your degree, somewhere along the way you decided you wanted grow; educationally, financially, personally, or even emotionally. You wanted a better position, or even a better job. You wanted to show your children you can do this. You wanted to be proud of yourself. At least, these are some of the reasons I returned to school.

3:25 pm  Keynote Speaker: Steve Pruitt, Director of Graduate and Online Admission, Lynn University (Palms Ballroom)

5:00 pm - 6:30 pm  President's Networking Reception (Palms Ballroom)
### PERSONAL PLANNER FOR THURSDAY

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<td>8:30 am</td>
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<td>Morning Warm Up (kick start the day, prizes, Q&amp;A) (Palms Ballroom)</td>
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<td>Silent Auction Opens (Palms Ballroom)</td>
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| 8:45 am| **New Practices to Increase Academic Success of AAPI Immigrants & Refugees** *(Cypress 1)*  
*Phoumy Sayavong, Ph.D., Berkeley City College*  
Learn about the most up-to-date academic challenges facing new immigrants and refugees; Understand systemic change to improve the academic outcomes for ESL students; Implement effective teaching and student support strategies for ESL students. Often immigrants and refugees end up in the U.S. with limited resources and few readily transferable skills which forces them into low-wage, mostly manual labor jobs and traps families in low-income neighborhoods. Laney College’s Asian American Native American Pacific Islander Serving Institution (AANAPISI) Program uses innovative strategies to address the gaps in retention and success of English language learning (ELL), AAPI immigrants who are seeking technical skills certificates, degrees and transfer pathways to universities. |
| 8:45 am| **Adult Learner Focused CBE – The WGU Model of 360-degree Student Support and Program Relevancy** *(Cypress 2)*  
*Dr. Elke M. Leeds*  
Today’s students need flexibility. Many are working parents, veterans, career changers and adults seeking to enhance their careers. To keep pace with the ever-evolving career landscape, it’s imperative higher ed institutions explore new strategies to support students as they work to achieve their educational and career goals. This session explores the need to transform the online student experience from a one-size-fits all model into one that offers more specialization within degree programs, targets unique learning and support needs, and helps students focus on what they need to learn, rather than on what they’ve already mastered. WGU’s CBE model is delivering on its promise of career and social mobility through customized student support and a program relevancy framework. |
| 8:45 am| **The Future of Academic Failure and Campus Violence: The Coddling of America** *(Cypress 3)*  
*Javier Aguirre, BA, M.ED*  
There is a notable imbalance between reported successes of the educational system and the actual societal results. The journey from ESEA to No Child Left Behind has seen changes in curriculum, increased efforts at youth counseling, euphemistic distinctions between learning styles and teaching styles, and supposed innovations in teacher and administrative coaching. This paper takes an approach of identifying possible interventions that encourage strong positive changes, not immediately but in opposition of the American mentality of wanting instant results. Short term effects will be seen within 3-5 years, and the long-term results will be seen in the next 10 years. The investment covers Human Capital gains, not remodeling of infrastructure. |
8:45 am  Check Your Ish at the Door: Inclusive Practices For Educating the Adult Learner (Cypress 4)
Riketta Franklin, The University of Kentucky
The presenter will provide opportunities throughout the presentation for the audience to interact through guided research-based discussion related to how their institutions can include and support adult learners, especially those students of marginalized identities. The presenter will utilize open-ended questions to give members the opportunity to share professional and personal experiences. Program participants will recognize their own cognitive biases, develop techniques to overcome their biases, and be provided with the resources needed to further educate themselves and their colleagues. Participants will also have the opportunity to explore strategies for creating inclusive spaces and supporting adult learners through the challenges of cognitive biases incorporated within instruction.

The Bombing of American Government: A Qualitative Phenomenological Study of Student Veteran’s Academic Performance in POLS 1101-American Government (Cypress 5)
Wendy Anderson, University of Georgia
As an academic advisor I personally noticed a trend among student veteran that I advise and their academic performance in POLS 1101 – American Government class. Many of my student veterans are very good students and earn mostly A’s and B’s. However, I noticed that their grades in POLS 1101 were much lower, and in many cases failing compared to the grades they made in their other classes. I became curious if this was a trend that was only on my campus or was it a common problem. After speaking with many of my colleagues around the United States, I learned that they too were experiencing the same issue with their student veterans. Given that this issue seemed to be happening all over the country, I decided to conduct a qualitative phenomenological study to determine what student veterans’ lived experiences were in their American Government classes, and why those experiences challenged them to the point of making lower grades than the grades in the rest of their classes. I will present my study in detail.

9:45 am  Keynote Speakers: Dr. Robert Hill, Professor Emeritus (Nova Southeastern University) and Dr. Maria Gambuzza, Assistant Vice-Provost, Academics (Strayer University) (Palms Ballroom)

11:00 am  The Application of Andragogical Principles to Better Understand Nontraditional Online Learners (Cypress 1)
Dr. Wendy Conaway, Ashford University
This session will introduce the principles of Andragogy as posited by Malcolm Knowles and relate them to nontraditional learners in the online environment. Understanding how the principles motivate and shape to teaching and learning. Participants will be invited to share ways in which principles can be applied to create a dynamic learning environment and support nontraditional online students.
11:00 am  
**Technology for Lifelong Learning: Engaging adult learners both in and out of the classroom (Cypress 2)**  
*Darby Munroe, Trauma Informed Solutions, Indian River State College, and Nova Southeastern University*

Technology for Lifelong Learning will cover different ways educators can engage adult learners with technology for success both in and outside the classroom. Topics discussed will include learning and feedback, organization and productivity, motivation styles, professional branding and career development. The goal is to brainstorm ways students can learn and use tools and systems in class that they can benefit from in their personal and professional lives.

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**An Analysis of Adult Degree Completion Programs: Best Practices and Impact (Cypress 3)**  
*Drs. Millard Juette Bingham and Jie Ke, Jackson State University*

This session will discuss adult degree completion programs and their impact upon nontraditional student success. In particular, (1) lessons learned regarding strengths and weaknesses of programs; (2) exemplary principles of good practice; (3) the impact of the programs on the broader educational activities of institutional providers and the higher education community in general.

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**Managing conflict online...or online conflict? (Cypress 4)**  
*Dr. Tricia Berry, Purdue University Global*

Relationships in the online environment are very different from those in a face to face classroom. Communication errors are more likely in the online environment. Individuals also tend to feel more anonymous and may be more likely to say things they may not say in a face to face environment. This session will explore research related to managing conflict within the online environment in order to establish a framework for developing a toolbox of techniques that can be applied both in and outside of the classroom. Participants will examine case studies and work together as a group to craft responses/solutions.

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**The Unspoken Silence (Cypress 5)**  
*Dr. John D. Sheuring, Wake Technical Community College*

The nontraditional student today is faced with more challenges than a typical student who transitions from high school into a college or university. The complexities that are part of a nontraditional student’s life is fraught with many different issues that can push them into removing themselves from school. With families, work, mental and physical health being some of the largest of concerns for nontraditional students, the need to address each of these complexities is critical to the success of nontraditional student. One of the key issues out of the four addressed is mental health. With the steady increase in military veterans returning back to a civilian environment, individuals who have found themselves out of resources which require them to gain new knowledge to face an ever growing population to compete in a work force that is becoming far more technology based and for families who have had either a job loss, loss of a loved one or for separation and divorces; we are in need of new ideas to help address the staggering increase in mental disorders that have come about from challenges that were not foreseen in the past.
"Battle Scars" - Is Higher Education Missing the Boat in Serving Veterans and those Injured? Speaker (Cypress 1)
Dr Caroline Westerhof, Colorado Technical University and Benedictine University

As the President determines that soldiers are to be returned to civilian life, many higher education institutions are not prepared for the emotional, physical, challenging actions these students face. Many faculty are not informed that some students may need personalized attention and that such faculty need sensitivity training. We also know some institutions have special programs; others have not, and the veterans are left to "wander" through their coursework. Some are terribly injured, and though they want to take advantage of federal educational benefits, they do not know how or think they cannot. Many higher education personnel do not know or have not been told how to handle the culture shocks that arise." With more veterans seeking to enroll, universities have a responsibility to ensure the success of returning veterans. Veteran success in institutions of higher education needs to be emphasized. Retention statistics need to be officially kept. Employment searches need to be meaningful and tracked. With benefits from the GI Bill, higher educational institutions have the ultimate responsibility of caring, tracking success, following through on each person's progress. It is not enough to enroll a veteran. The institution has the ultimate responsibility of achieving positive growth for the veteran once they enroll him or her into their bank of students.

Roadmap Career Connection in the Classroom (Cypress 2)
Dr. Melissa A Goodson and Andrea Chartier The College of St. Scholastica

It is necessary for faculty members to find data that can inform his or her teaching methods and collaboratively explore continuous improvement of curriculum in academic programming with other staff members. This session will share practical tips for staff and faculty in connecting skills, experience and learning with the career exploration process inside and outside of the classroom. There will also be opportunity for audience feedback and sharing as we discuss a best practice model for our small private institution in collecting data, developing a road map by program major and implementing it in an academic department.

The Value of Community: Creating Non-Traditional Student Campus Organizations (Cypress 3)
Glynis Boyd Hughes

A meaningful collegiate experience for non-traditional students (NTS) has several components, from engaged professors to accessible learning supports. One of the most important aspects of this experience is the NTS' need for community, the sense of belonging influencing everything from student participation on campus to being a supportive member of alumni after graduation. Due to factors such as full-time work and family commitments, NTS may not connect as easily with the campus community when student activities and resources are typically designed for and targeted to the needs and interests of the traditional student. We will examine how being in community supports NTS success overall, ensuring their needs and interests are addressed, and engaging this unique group of students.
Conference Agenda

1:40 pm  Becoming a Student-Ready Institution for Students Experiencing Financial Insecurity (Cypress 4)
Dr. Jan Lloyd-Lesley, Seminole State College of Florida, Keren Rohena, Heart of Florida United Way, and Amy Geist, NASPA - Student Affairs Administrators in Higher Education
Institutions across the country cultivate campus and community partnerships to remove or reduce barriers for students. Financial insecurity is a reality for students who may be adult learners, veterans, parents, first-generation, or low-income. Institutions must become student-ready, rather than expecting students to be college-ready. Presenters will share about Destination Graduation (Seminole State College of Florida and Heart of Florida United Way resource of Emergency Persistence funding to address a financial crisis), and www.StudentARC.org (examples of institutional emergency aid efforts and resources to assist institutions in implementing aid). Participants will identify on- and off-campus partners and begin to chart a path forward as a non-traditional college that is student-ready.

Developing a Community of Learning at a Distance (Cypress 5)
Dr. Ruby Cain, Lamaiya Lancaster, Molly McGuire, Ball State University
As the transition from classroom to online delivery of adult and community education continues, online group and problem-based learning becomes a more critical necessity. Challenges are presented along with strategies for successful online group engagement, combining collaborative and critical emancipatory inquiry with community development theory.

2:40 pm  ANTSHE Drop-In Center (Cypress Patio)

2:45 pm  Plenary Session: Academic Leadership Panel Discussion with special guest panelists and moderated by Dr. Robert Hill, Professor Emeritus (Nova Southeastern University) (Palms Ballroom)

4:30 pm  Silent Auction Closes (Silent auction items must be picked up by the end of the conference on Saturday) (Palms Ballroom)

5:00 pm  Painting Party (must sign up in advance by selecting this option when registering for the conference. No additional cost, included with full conference registration. No experience necessary [instructor led]) Only RSVP’d guests. No onsite registration available for this event. (Palms Ballroom)
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8:45 am  The "Pathway" to Academic Success: The Role of Supplemental Instructional in the Camino Program (Cypress 1)
Dr. Katherine Aquino, Rosemary Osso, and Dr. Pamela Jimenez, Manhattan College
For the Camino student taking non-remedial English classes, the use of supplemental instruction (SI) assists to decrease the rate of attrition and offer the academic support necessary for retention. The use of SI provides tutor-led sessions for students to compare notes, discuss readings and concepts, and solve difficult problems. Holistically, research indicates that students develop critical thinking and reasoning skills through the SI approach to learning. This presentation presents a case study of SI within a nontraditional academic program and provides best practices on how to incorporate SI for the nontraditional student.

Moving from Panic to Purpose: Responding to Changes in Your Career (Cypress 2)
Amy Waringer, Lead at any Level, LLC
Your industry is changing more rapidly than ever before, bringing a barrage of discussions about disruption, agility, and resilience. Professionals who adapt quickly can seize new opportunities and manage their careers. This session will introduce various models for understanding personal and organizational change, as well as techniques for identifying and overcoming fear, resistance, and uncertainty. Participants will work through a guided exercise to prepare for a current or imminent change, and leave with an action plan that puts them in the driver’s seat.

Faculty/Student Mentoring Program (Cypress 3)
Tara Canfield, WSU Campus of Applied Sciences and Technology
During this session we will explore a formal faculty/student mentoring program that supports students who have been on financial aid or academic suspension. We will discuss the logistics, interventions, post semester data, and the future blueprint for growth and success. Learning Outcomes: 1. Identify the challenges for students who have been on financial aid or academic suspension. 2. Learn how to develop a formal faculty/student mentoring program. 3. Learn how to create a blueprint for future growth and success.

Restructuring the Path to Graduation with Credit for Prior Learning (Cypress 4)
Tracy Robinson, The University of Memphis
Recruiting adult students to higher education is not for the faint of heart, and retaining them to graduation is an even bigger task. With all the things that need to be juggled by this population, finishing the degree often drops to the bottom of the list. This presentation will describe the Finish Line Program, a degree completion initiative that was launched in fall 2013 at the University of Memphis to reach adult students who stopped attending just shy of earning their degree. To date, 575 students have graduated and more than 250 students are currently in various stages of degree completion plans. Over 70% of the credit hours generated through the program are awarded through Credit for Prior Learning (CPL) which reduce cost and time to degree.
8:45 am  PTSD in Higher Ed: How it affects learning and behavior (Cypress 5)
Darby Munroe, Trauma Informed Solutions, Indian River State College, and Nova Southeastern University
PTSD in Higher Ed will explore how PTSD affects learning and behavior. Neuroscience shows how trauma changes the brain. Students with PTSD may learn differently and have somatic responses in and out of the classroom making traditional classroom expectations unrealistic. Participants will learn how to recognize symptoms and make accommodations that can help all students.

9:45 am  Poster Presentations (Palms Ballroom)

Pathway Programs: A Framework for Non-Traditional Students
Dr. Kenneth Ott and Dr. Lynda Dee Davis Ott, Valdosta State University
This Presentation will provide an overview of the pathways programs at Valdosta State University. Specifically this session will focus on the pathway program initiative for non-traditional students. The ability to continue ones educational development may be a unique challenge for non-traditional students. Pathway programs and articulation agreements have come to the forefront of many colleges in the United States and specifically in the state of Georgia. Many universities in the state of Georgia now have articulation agreements with many of the technical colleges in the state. Valdosta State University has signed agreements with almost all technical colleges in the state. Highlighting these agreements are the pathways programs.

Towards Creating an Inclusive Campus Environment for Both Non-Traditional and Traditional Students
Lauren Remenick Maroon, University of Central Florida
Standardized tests are constantly evaluated to check for bias that may affect the students’ score, because testing bias would produce a score that does not represent students’ true knowledge. I propose we do the same with college campuses. Colleges and universities should continually evaluate the campus and learning environment to ensure that it allows all students to thrive equally. It should remove any component that is biased towards helping some students and hindering other students. In this poster session I review current literature on campus fit and cultural congruence for non-traditional students, propose a new way to evaluate college campuses, and discuss how colleges and universities might increase their support for all students.

The Three Prevailing Myths of Online Education for the Adult Learner
Dr. R. Lee Viar IV, ANTSHE President
We live in a society of virtual reality and a proliferation of social media where myth and reality are often blurred or even forgotten. The myths that still permeate our society regarding online education and the adult learner are either outdated or based upon fear of the unaware. This poster session will examine three of the prevailing myths of online education and the adult learner and subsequently, debunk these myths.
11:00 am  Bringing awareness on Mental Health issues that many Afro and Latino immigrants face due to lack of information and misconceptions surrounding Mental Health (Cypress 1)

*Mrs. Agata Domond, Domond Leadership Institute and Domond Immigrant Adult Learning Center*

Bringing awareness to Mental Health issues facing Afro and Latino immigrant students. Provide support strategies for educators to facilitate discussions and improve learning environments. An interactive dialogue focus on my personal path living with Clinical Depression and journey to recovery. Highlighting the signs and symptoms of depression. Creating an atmosphere to discuss mental health and decreasing the stigma in adult learners. Using steps in "Breaking through Clinical Depression - Journey To Greatness" to gain insight on how recovery is possible.

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**A self-awareness personality can help educators better relate to non-traditional students (Cypress 2)**

*Lori Huertas*

Non-traditional students have different learning styles that are reflected in different academic strengths, weaknesses, skills, and interests. Given the almost unlimited variety of job descriptions within different college majors, it is safe to say that students with every possible learning style have the potential to succeed. Understanding learning style differences is an important step in designing balanced instruction that is effective for all students.

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**Complete 2 Compete Year One: Implementation, Lessons Learned, and Successes of an Adult Degree Completion Initiative (Cypress 3)**

*Drs. Carlos Wilson, Millard Juette Bingham, and Gloria Smith, Jackson State University*

This presentation will provide an overview of Complete 2 Compete (C2C), which is a statewide program focused on encouraging Mississippi adults who have completed some college, but no degree, to return to college and complete the requirements necessary to earn their degrees. We will discuss the benefits of this program, discuss how it has been implemented, and share the successes of the Jackson State University program specifically.

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**A Study in Persistence: The weekend college student experience (Cypress 4)**

*Dr. Ellen C. Miller*

With older students being the new majority on campus today, it is imperative to understand the experience of adult learners who decide to return to school to complete their degree. The reasons for this surge of older students enrolling in undergraduate degree programs include the need for a more educated workforce as well as the national initiative of increasing college degree completion. This qualitative study examined the experiences of graduates of a specialized adult degree program and the ultimate impact it had on their lives.
The 8 Keys to Veterans’ Success (Cypress 5)

Dr. Bryan Forsyth

Over the next several years, the number of service members transitioning from military life to civilian life (as veterans) is expected to increase significantly. A growing number of these veterans will be enrolling at America’s colleges and universities as they seek to become career-ready and improve their future prospects for employment. For these veterans, access to higher education is important, but it is not enough; we must help our veterans obtain a degree, certificate, or license. These credentials are valued by employers and serve as a key milestone to future career success. America’s colleges and universities play a critical role in ensuring that veterans have access to high-quality educational experiences and post secondary opportunities. The 8 Keys to Veterans’ Success (8 Keys) highlight specific ways that colleges and universities can support veterans as they pursue their education and employment goals.

Pinnacle Honor Society Sponsored Lunch - Nontrad Student Panel Discussion with Guest Moderator Dr. John Bannister (Palms Ballroom)

The Problem in Our Textbooks: Encouraging Simplified Grammar

(Cypress 1)

Mandie Bauer

This workshop focuses on breaking down and simplifying the overly-complicated grammar explanations found in ESL textbooks, especially in the integrated skills. The objective of this workshop is to prove that grammar struggles in the classroom stem from a lack of foundational knowledge often assumed every student has. Our students come from different educational backgrounds, yet they sit in a classroom together with the same materials, which assume students have the same understanding of the language and use the same vocabulary to express it. This workshop asks attendees to look at specific grammar examples and discuss methods to effectively teach them. Placing a student in a specific level of English is not good enough. We need to do our best to ensure that they are also on the same page.

The Language Misnomer: Traditional versus Nontraditional: Reality?

(Cypress 2)

Dr Caroline Westerhof, Colorado Technical University and Benedictine University

What is the new normal in higher education? Most enrollees are over 18 years old; some are in their seventies and eighties. Very few high school students are jumping immediately into higher education. Some may take a course or two, hopefully working towards a degree; some may seek a certificate so they can be employed as quickly as possible. The traditional student, labeling as such, is diminishing. Students, over 18, are physically considered “adults.” It is all in the definition - we need to change our academic language -let us call “a spade, a spade.” Adult higher education is where it is today... Higher education is an interrelated interwoven experience in continuity and purpose. The realization of that truth, and its long-range purpose is “Adult Higher Education.” Let us not segregate our academic truths with language that colors negatively the positive learning, personal environments. within adult higher education.
Conference Agenda

1:40 pm Activity-based Learning in Online Education (Cypress 3)
Dr. David G. Glidden, Dr. Bryan Forsyth, Dr. Trenessa Williams, and Dr. Renee Brent Hotchkiss, Colorado Technical University
This presentation focuses on activity-based learning in an online teaching environment. It will discuss the benefits of activity-based learning and its linkage to critical thinking. Samples of activities used in classes will be shared with attendees. Participants will have the opportunity to gain knowledge from these examples and to brainstorm activity-based learning approaches for their own classrooms. Activity-based learning utilizes student-driven activities such as interactive dialogue, simulations, role plays, games, and other similar techniques to lead students through the learning process.

Holistic Approach to Working with Military Students (Cypress 4)
Molly Molnar and Ashley Kirwan, Ashford University
The presentation will cover how to best support military students both within and outside the online classroom. You will leave with a comprehensive overview of the current resources that your organization might offer to service members and their families as a military friendly institution. The presentation will offer real student scenarios with ideas on how to approach each one based on best practice. We will also provide practical tools and unique ideas to support our military community by leveraging outside resources and incorporating instructional best practices.

Untapped Leadership: New Strategies That Improve Faculty Engagement of Non-Traditional Learners (Cypress 5)
Dr. Michael Parsons
2019 - a watershed year? Two intersecting issues make it likely that higher education faculty have a unique opportunity to improve their leadership in aiding non-traditional learners. First, the League for Innovation in Community Colleges released the results of a survey indicating that non-traditional learners are becoming the majority in community colleges. The league provides a series of strategies designed to aid faculty in increasing learner success. Concurrently, the Association of educating the “whole student.” These articles reinforce the need for change that meets the needs of a changing clientele.

2:40 pm Closing Keynote: Elmore Lowery, Fayetteville Technical Community College (Palms Ballroom)

3:40 pm Closing Ceremony including: Awards, Scholarships, and Announcement of Jackpot Winner $500 Visa Gift Card (must be present to win)! (Palms Ballroom)

5:00 pm Complimentary Shuttle to Disney Springs! Don’t forget your free coupon booklet and ANTSHE Discounts

Thank you for attending the ANTSHE Conference! We hope to see you again next year!
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<tr>
<td>12:00pm - 1:30pm</td>
<td>Pinnacle Honor Society Sponsored Luncheon with Student Panel Discussion</td>
<td>Palms Ballroom</td>
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<td>1:40pm-2:30pm</td>
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<td>2:40pm - 3:40pm</td>
<td>Closing Keynote Speaker: Dr. Elmore Lowery, Fayetteville Technical Community College</td>
<td>Palms Ballroom</td>
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<td>3:40pm - 4:00pm</td>
<td>Closing Ceremony: Awards, Scholarships and (winner of $500 Visa card)</td>
<td>Palms Ballroom</td>
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<tr>
<td>5:00pm</td>
<td>ANTSHE Sponsored shuttle to Disney Springs</td>
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NOTES:
First in Scholarship and Leadership

Alpha Sigma Lambda Honor Society

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8:40 am  ▶  Session 1
The Value-Based Model for Student Veteran Success

Marc Barker (Director) and Tim Weddington (Program Coordinator), Adult Learner and Veteran Services, Colorado State University

In this presentation, we will discuss our current engagement philosophy, programming, and intervention models. Also, we will share specific successes and challenges, identify areas for improvement, and address typical constraints affecting success for both veteran-serving higher education professionals and students in areas such as academic performance, functional transitions into civilian life, cognitive dissonance in social and cultural civilian settings, and physical/mental health.

Marc Barker is the Director of both the Adult Learner & Veteran Services and Veteran’s Educational Benefit offices at Colorado State University in Fort Collins, Colorado. Marc is a former President of the National Association of Veteran Program Administrators (NAVPA). Previously, he served as the organization’s National Legislative Director.

Tim Weddington is the Program Coordinator for the Adult Learner & Veteran Services (ALVS) office and Finance Manager for SALUTE Veterans National Honor Society at Colorado State University (CSU). He worked in the Healthcare and Software sectors for 17 years as a software developer, consultant, project manager, and sales executive.

8:40 am  ▶  Session 1
Taking the Creative Leap in Your Coursrooom

Molly Molnar, Ashford University

Learn how to leverage different technologies to bring your online courseroom to life. Increase student engagement and success through the use of videos, social media, and futuristic technology (what is coming next!). Take the reins in your classroom as you become the creator and visionary to successfully increase student learning, satisfaction, and End of Course Survey results through the targeted use of digital tools and technology. Through the use of visuals, demonstrations, self-study techniques, in class learning, on the job training, contextualization, and illustration will move students to see their learning through a practical 21st century lens. Join us and take away your own novel ways to engage your students.

Molly Molnar joined Ashford University in 2010 and is currently the Lead Faculty member within the Division of General Education. She focuses her efforts on high needs and at risk populations.
My Takeaways

8:40 am ▶ Session 1

“E-ndragogy”: Best Practices in Blended Education for Adult Learners

Dr. Katherine C. Aquino, Faculty & Quality Assurance Coordinator, Rosemary Osso, Assistant Dean, SCPS and Dr. Pamela Jimenez, Director of the Camino Program, Manhattan College

This presentation details identified best practices for improved blended program delivery, as well as explores the role technology has in student engagement and student-faculty collaboration. Moreover, this presentation addresses key stakeholders, including the role of student buy-in, in the blended learning development process for system-wide change to occur.

Katherine C. Aquino holds a BS in psychology, MA in school psychology, and a PhD in higher education policy. Her research interests include the socio-academic transitioning into and throughout postsecondary education.

Rosemary Osso holds a BS in psychology, MA in organizational leadership. Rosemary serves as a faculty member and assistant dean in the School of Continuing and Professional Studies at Manhattan.

Dr. Pamela Jimenez is the Director of the Camino Program at Manhattan College.

8:40 am ▶ Session 1

Military-Connected Students in Oklahoma Higher Education: An Examination of the 9-Year Effects of the Post 9/11 G.I. Bill

Bradley Ward, Oklahoma Department of Veteran Affairs/Texas Tech University

Over the last decade, the Post 9/11 G.I. Bill has been advanced at both the state and federal levels to support military-connected students in higher education. An emerging body of research from the Oklahoma System of Higher Education begins to shed light on the benefit’s 9-year impact within Oklahoma higher education and the academic performance measures of military-connected students. The first state-level study of its kind provides data over the academic performances, enrollment, transfer, revenue and additional data that disproves misconceptions regarding veterans in higher education. This session is designed to stimulate support and collaboration on serving military-connected students in higher education through research-based insights.

Bradley Ward is a three-time recipient of the Oklahoma 30 under 30 Award for his work serving veterans in higher education. He is currently pursuing his doctorate in Educational Leadership and Policy Studies from Texas Tech University.
8:40 am ■ Session 1
“So, Tell Me All About You”: Improving Engagement With Post-Traditional Students via Curated Questions and Contact Choices
Tracey M Wofford, Ph.D., Mercer University, Tift College of Education

This presentation will describe how post-traditional recruiting and admissions teams can transform initial contact strategies and communications plans to improve engagement, qualifying, and appointment-setting with adult learner prospects. Attendees will learn how providing curated questions and contact choices can consistently keep overall inquiry-enrollment conversion percentages above the national average.

Tracey Wofford, Ph.D., is a veteran of postsecondary enrollment management. Dr. Wofford is Director of Graduate Admissions and adjunct faculty at Mercer University with formal education in organization leadership.

9:40 am ■ Session 2
Hear My Voice and the Voices of Those I Teach: A Critical Perspective on Migrant Education, Change Agency, and Postsecondary Options
Dr. Ingrid Bynes, HCPS

In this session, educational stakeholders and nontraditional students will learn more about the Migrant Education Program (MEP), its student population, and the specific challenges they face in high school before pursuing postsecondary education. A study on the role and lived experiences of MEP teachers will be covered to reveal essential information to help higher education professionals advocate for MEP students and themselves. Additionally, the talk is meant to empower, educate, and enrich any stakeholder who influences nontraditional students to pursue postsecondary options. The goal of this presentation is to reinforce how those working with nontraditional students can do the same as secondary MEP teachers: Positively affect their school culture, classrooms, and community.

Dr. Ingrid Bynes holds an Ed.D. in Organizational Leadership from Nova Southeastern University. With a passion for working with underserved populations, she has experience teaching migrant students, juvenile males, special education, and adult learners.
My Takeaways

9:40 am ■ Session 2
Teaching and Learning with Loom in the Online Classroom
Dr. Priscilla Bamba

The written word is powerful as feedback on assignments, but it by no means accommodates all learning styles (kinesthetic, auditory, or visual) like Loom. It impacts the way to contact and engage students. It helps them with figuring out feedback much faster as well as why and how to make changes to their work. It also helps instructors by cutting the time and energy involved in grading. It is a free tool that has a secure storage site. End-of-course student surveys have shown improvement for this instructor, and student success rates have also improved in the classes in which Loom is used as a feedback tool.

Dr. Priscilla Bamba is originally from Kentucky and has 40 years of experience in teaching at the college and university level. She holds a Doctorate in Educational Leadership: Curriculum and Instruction as well as both a Masters and Bachelor’s in English.

9:40 am ■ Session 2
Mentor to Success
Felicia Young, Higher Minds of Education, LLC

This presentation will focus on mentoring adult learners. Mentor to Success will focus on providing students with a road map of how to succeed in their real lives. Mentoring is not something one thinks of when adult education is discussed. However, mentoring is necessary for future success.

Felicia D. Young is the founder of Higher Minds of Education LLC. She received her B.A. from Dillard University and her M.Ed. from Northeastern University. She has been in the higher education industry for over ten (10) years.
9:40 am  Session 2
Selecting, Designing, and Developing Active Learning Methods
*Dr. Diane Wright*

Presenter will share how to use active learning methods and engage all learners in order to increase retention and build understanding of course content. In this session, we will discuss what active learning is and why it’s so much more effective than other teaching methods. We will also review examples of active learning in practice, complete with actionable tips for implementing active learning in the classroom.

*Dr. Diane Wright* is an Assistant Professor in the Department of Adult and Career Education at Valdosta State University. Her research interests are focused on using active learning strategies in online courses.

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9:40 am  Session 2
Weaving Technology into the Fabric of Higher Education: A Personal View from the Brenau Perspective
*Mary Johnson, Brenau University*

This presentation will discuss how Brenau University uses existing services such as the LMS, CRM, SIS and Video Conferencing systems to connect and engage adult students, regardless of location/platform and improve adult student retention, even with non-integrated systems. We will share ways to include adult students into the culture and fabric of the historic institution while providing our successes and learning experiences by using current institutional technology.

*Mary Johnson* currently serves as the instructional designer at Brenau University. She has worked in higher education for 10 years where she has experience in faculty training and student engagement. Mary holds an MBA from Brenau University and a Bachelor of Arts in Organizational Leadership. In addition to discovering new methods for student engagement through technology, Mary is interested in creating more challenging course content to combat student cheating and increasing the quality and rigor in the realm of online education.
My Takeaways

11:30 am  ■  Session 3
Bias Against Non-traditional Students
*Mrs Maisaa Alahmadi*

In the United States, the percentage of non-traditional students (students older than 25 years old) who are in colleges and universities is around 47 percent (Pelletier, 2010). Faculty members should put in their consideration this percentage while developing the class curriculum, teaching methods, and assessments and tests. In reality, many faculties did not do that; thus, there is a bias in the tests they use for these students. This study focuses on the statistical procedures to ensure the fairness of assessments. In addition, it discusses the strengths and limitations of using these methods.

*Mrs Maisaa Alahmadi* is a doctoral candidate at the Psychometrics Program, Morgan State University.

11:30 am  ■  Session 3
Teaching Truth & Care to the Ethnically-Diverse Adult Student: Culturally-Responsible Instruction
*Dr. Janet Barber*

The presenter is a behavioral social scientist, professor, and higher education administrative leader. She researches, writes, and teaches in the area of cultural andragogy (adult pedagogy), positive psychology and mindfulness. She shares stories of diversity and teaching and how students experience the classroom differently. Dr. Barber looks at the multiplicity and complexity of being able to teach from desk to desk, student to student. Culturally-responsive teachers and professors must be quick witted and above average critical thinkers. Your EQ must be intact and your Ear-Q must be a strong equally important contender. Where’s your skill set? How do you utilize these skill sets in the higher education classroom with students of diverse backgrounds?

Come learn and practice. How to help our non-traditional students from diverse cultures and backgrounds will be discussed. The presentation will also teach strategy and principals of culturally-responsive instruction, the necessity of positivity, and brief mindfulness techniques.
11:30 am  ■  Session 3
Listening to Adult Students with ADHD and Co-existing Mental Health Challenges: Transforming Teaching Practice
Laura Hubbard, Ph.D., Curry College

In this new qualitative research study, adult college students with ADHD and co-occurring psychiatric disorders detailed their experiences managing mental health challenges while negotiating their academic lives. Qualitative interviews provided study participants the space to communicate their unique needs and their views on academic practices that better supported their learning. The participants initiated this study because of their desire to deepen the understanding of professors and college administrators regarding the mental health challenges these students faced in a college environment.

Dr. Laura Hubbard has 25 years of experience working with adult college students with learning disabilities, attention deficits, and comorbid psychiatric disorders. She is a professor and coordinator of the Adult Center at PAL, Curry College, Milton, MA.

11:30 am  ■  Session 3
Techniques that can be used to assist faculty in transitioning teaching methods from professor-centered to dynamic and engaging student-focused online environments
Dr. Charlesa Hann, Wingate University

The push toward more inclusion of online courses in college programs creates a need for modifying teaching methods. Adults in the Generation X and Baby Boomer generation report a preference for the professor-student interaction of face-to-face courses. However, the traditional face-to-face lecture format of content delivery in the classroom is not good practice for the online environment. The computer is an active medium that should be used to engage students in the course content through discussion and active participation. This presentation will discuss techniques that can be used to assist faculty in transitioning teaching methods from professor-led to dynamic and engaging student-focused online environments.

Dr. Charlesa Hann is the director of the Adult Bachelor’s Degree Program and interim director of Graduate Education Programs at Wingate University.
My Takeaways

11:30 am  Session 3
"Real Talk On Adult Education"
Kimberly Ann Harris, The Catholic University of America

Topic of discussion will give insight on the day-to-day struggles of an adult student and what are the best practices in overcoming personal challenges to succeed in the classroom. In this session the audience will get the students prospective on how they created time management, organizational and communication skills to enhance their learning experience. This session will also focus on the financial challenges of being an adult student, and the creative methods that non-traditional students must put into place in order to help them achieve their educational goals. There will be a 15 minute Q&A towards the end of this session.

12:30 pm  Keynote Luncheon
David A. Vise, Executive Director
Modern States Education Alliance

Vise will detail how Modern States helps put a college degree in reach for non-traditional learners looking to benefit from effective and inexpensive educational resources. This discussion will focus on how non-traditional learners can save time and money through Modern States, which offers students a way to earn college credit for free. The program prepares students for the College Level Examination Program (CLEP) tests, the Collège Board’s best-kept secret despite being accepted for credit at more than 2,900 colleges and universities. Attendees will learn how students of all ages, income levels and backgrounds are benefiting from the program. Since its launch in fall 2017, more than 120,000 learners have registered at ModernStates.org. The session will also illustrate how administrators at colleges and universities across the country are using Modern States and CLEP as a resource for non-traditional students.

David A. Vise serves as the executive director of Modern States’ “Freshman Year for Free” a philanthropy dedicated to making college more accessible and affordable for everyone. He is also a senior advisor to New Mountain Capital, a New York-based investment firm.

Sponsored by: Alpha Sigma Lambda Honor Society
2:15 pm  ■  Session 4
Adult Students Need Mentors Too: Bringing the Faculty Mentor Experience to Adult Students in Online Programs
Dr. Jeremy Schwehm and Jennifer Saxton, M.S., Arkansas Tech University

The faculty-student mentoring experience provides a connection to the University for students and has shown to improve student outcomes. That connection can be difficult to attain for adult students in an online program and institutional efforts in the form of mentoring are rarely focused on the adult, online student population. The purpose of this focus group is to introduce the faculty mentor program established at Arkansas Tech University specifically developed for adult students in online programs. Attendees will learn about how the program was established, including successes and opportunities for improvement, provide feedback on research data regarding outcomes, brainstorm on ways to improve the program, and plan for how a similar program might be implemented at their institution.

Dr. Schwehm is an Associate Professor of Professional Studies at Arkansas Tech University and teaches in the Bachelor of Professional Studies Program, an online degree completion program for adult students.

Jennifer Saxton is an Instructor of Professional Studies at Arkansas Tech University and teaches in the Bachelor of Professional Studies Program, an online degree completion program for adult students.

2:15 pm  ■  Session 4
Building Successful Academic/Employer Partnerships
Dr. Tricia Berry, Purdue University Global

Working with non-traditional students requires the use of non-traditional approaches. Similarly, human resources departments that are unable to fill critical positions within their organization often find themselves looking for non-traditional solutions to hiring practices. What if college and university programs stepped into help meet the needs of both groups? Join this session to learn how Purdue University Global (PG) has been partnering with healthcare organizations to help them develop internal employees for roles that are difficult to fill. This interactive discussion will present a summary of the partnership process and describe how the academic program is customized to meet the needs of the employer. The presentation will also discuss lessons learned and success stories from University-employer partnerships.

Tricia Berry is the Associate Dean and Director of Clinical and Practicum Programs for Purdue University Global. She hold a PhD in Organizational Leadership, a Master of Arts in Teaching and Learning, and is a Registered Occupational Therapist.
My Takeaways

2:15 pm ■ Session 4
Innovative Practices in Prior Learning Assessment (PLA)/Credit for Prior Learning (CPL)
Drs. Millard Juette Bingham, Gloria Smith, and Carlos Wilson

This session will focus upon the latest best practices that are being utilized at various institutions in regards to prior learning assessment. The guidelines developed by the two national associations whose member institutions are directly involved in the transfer and award of postsecondary academic credit, the American Association of Collegiate Registrars and Admissions Officers and the Council for Higher Education Accreditation, along with the American Council on Education (ACE), which makes credit recommendations for learning gained outside of traditional college classrooms, will be discussed (ACENET, 2017).

Dr. Millard Juette Bingham currently serves as Interim Associate Dean of the College of Education and Human Development and previously, served as Director of the School of Lifelong Learning.

Dr. Gloria Smith is the Director of Student Support Services and Assistant Professor of interdisciplinary studies in the College of Education and Human Development, School of Lifelong Learning.

In July of 2015, Dr. Carlos Wilson was appointed as the Interim Director of the School of Lifelong Learning at Jackson State University.

2:15 pm ■ Session 4
Using competency based education for non-traditional students
JeVaughn Jones, Lynn University

Competency-Based Education is a learning model that focuses on the mastery level of a student. Students come in variants walks of life; life skills can equal mastery levels of knowledge in many courses. This session will enhance awareness of competency-based education and show varied ways of applying this methodology to improve retention of non-traditional students.

JeVaughn Jones is an experienced educator with leadership and development skills in both education and business. I currently hold a Master of Science degree in Education, Media Design and Technology and a Master of Science in Media Management.
My Takeaways

2:15 pm  ■  Session 4

5 Keys to Nontraditional Student Success
Shannon Brumfield, Nontraditional Honors Student, Strayer University

The adage “it takes a village” could not be truer than for non-traditional learners. We are all on a journey. For whatever reason you decided to pursue your degree, somewhere along the way you decided you wanted growth; educationally, financially, personally, or even emotionally. You wanted a better position, or even a better job. You wanted to show your children you can do this. You wanted to be proud of yourself. At least, these are some of the reasons I returned to school. I am going to discuss five keys to continue your success.

Shannon Brumfield is a homeschool mom of three boys, aged 23, 12, and 9, and she resides in Blairsville, GA. Shannon is a senior at Strayer University pursuing a BBA in Project Management, where she is part of the Honors Program. She has maintained a 4.0 GPA and has been on the President’s List since her second quarter. Along with her academic career, Shannon is a Strayer Ambassador and is active in several of Strayer’s pilot organizations including the President’s Office Student Council and the new Peer-to-Peer Mentoring program. She is the President of the Strayer Chapter of the Golden Key International Honor Society, as well as a member of the Alpha Sigma Lambda, Alpha Chi, and the Society for Collegiate Leadership and Achievement national honor societies.

3:25 pm  ■  Keynote Speaker

Non-Traditional Pathways to Baccalaureate and Master’s degree outcomes
Steve Pruitt, Lynn University

Steve will discuss options for students to pursue and complete Baccalaureate and/or Master’s degrees via pathways designed for adult students in a busy world. Non-traditional students appreciate educational opportunities that take into consideration their numerous obligations and distractions that would otherwise prevent them from completing their education. He will discuss how Lynn University partners with employers to provided pathways for their employees, and a success story. Sherry Herrmann of Nautique boat company, will be presented are part of the discussion.

Steve Pruitt is the Director of Graduate and Online Admission at Lynn University. He primarily oversees the recruitment of non-traditional adult students seeking career advancement by completing a bachelor’s, master’s or doctorate degree. Pruitt holds an MBA from Lynn University in Boca Raton, Florida and a bachelor’s degree in computer science from North Central College in Naperville, Illinois. Prior to joining Lynn, Pruitt spent over 20 years in technology leadership roles with companies such as AT&T, IBM, Motorola and Hewlett-Packard. Contact Pruitt at +1 561-237-7834 or spruitt@lynn.edu.
You're Invited!

Personal Invitation for Conference Attendees

PRESIDENT'S NETWORKING RECEPTION

April 4, 2019

5:00pm - 6:30pm

Location: Embassy Suites & Convention by Hilton Orlando Lake Buena Vista South

You are invited as my guest to attend our President’s Networking Reception on April 4th between 5pm-6:30pm. There is no charge for this event and all we ask you to do is register for the conference in advance so that we know you will be attending.

Our President’s Networking Reception is for all ANTSHE 2019 conference attendees and will enable you to network with other ANTSHE members, and attendees, meet our ANTSHE board members, and to get your feedback and guidance on how we’re doing, what you think we can do better, and find ways to encourage increased participation by our members (attending events, volunteering, etc.). I hope you can attend and look forward to hearing your comments.

Thanks and best,

Dr. Lee Viar
President

Association for Non-Traditional Students in Higher Education (ANTSHE)

"Together we can make a difference!"
My Takeaways - Day Two

8:45am ■ Session 1
New Practices to Increase Academic Success of AAPI Immigrants & Refugees
Phoumy Sayavong, Ph.D. and Mildred Lewis, Berkeley City College

Learn about the most up-to-date academic challenges facing new immigrants and refugees; Understand systemic change to improve the academic outcomes for ESL students; Implement effective teaching and student support strategies for ESL students. Often immigrants and refugees end up in the U.S. with limited resources and few readily transferable skills which forces them into low-wage, mostly manual labor jobs and traps families in low-income neighborhoods. Laney College’s Asian American Native American Pacific Islander Serving Institution (AANAPISI) Program uses innovative strategies to address the gaps in retention and success of English language learning (ELL), AAPI immigrants who are seeking technical skills certificates, degrees and transfer pathways to universities.

8:45 am ■ Session 1
Adult Learner Focused CBE – The WGU Model of 360-degree Student Support and Program Relevancy
Dr. Elke M. Leeds, Western Governors University

Today’s students need flexibility. Many are working parents, veterans, career changers and adults seeking to enhance their careers. To keep pace with the ever-evolving career landscape, it’s imperative higher ed institutions explore new strategies to support students as they work to achieve their educational and career goals. This session explores the need to transform the online student experience from a one-size-fits all model into one that offers more specialization within degree programs, targets unique learning and support needs, and helps students focus on what they need to learn, rather than on what they’ve already mastered. WGU’s CBE model is delivering on its promise of career and social mobility through customized student support and a program relevancy framework.

Dr. Elke Leeds is the Academic Vice President of the Western Governors University College of Information Technology where she leads program strategy for over 20,000 students with the goal of supporting their path to graduation.
My Takeaways

8:45am | Session 1

The Future of Academic Failure and Campus Violence: The Coddling of America
Javier Aguirre, BA, M.ED

There is a notable imbalance between reported successes of the educational system and the actual societal results. The journey from ESEA to No Child Left Behind has seen changes in curriculum, increased efforts at youth counseling, euphemistic distinctions between learning styles and teaching styles, and supposed innovations in teacher and administrative coaching. This paper takes an approach of identifying possible interventions that encourage strong positive changes, not immediately but in opposition of the American mentality of wanting instant results. Short term effects will be seen within 3-5 years, and the long-term results will be seen in the next 10 years. The investment covers Human Capital gains, not remodeling of infrastructure.

Mr. Aguirre has a Bachelors Degree in Public Policy, and a Masters in Educational Evaluation and Assessment. He has over 40 years in education as a teacher and an administrator. He is the developer of the Aguirre Model for schools, is a community activist and advocate. He is also a published author.

8:45 am | Session 1

Check Your Ish at the Door: Inclusive Practices For Educating the Adult Learner
Rikketta Franklin, The University of Kentucky

The presenter will provide opportunities throughout the presentation for the audience to interact through guided research-based discussion related to how their institutions can include and support adult learners, especially those students of marginalized identities. The presenter will utilize open-ended questions to give members the opportunity to share professional and personal experiences. Program participants will recognize their own cognitive biases, develop techniques to overcome their biases, and be provided with the resources needed to further educate themselves and their colleagues. Participants will also have the opportunity to explore strategies for creating inclusive spaces and supporting adult learners through the challenges of cognitive biases incorporated within instruction.

Rikketta Franklin serves as a Resident Director with the University of Kentucky. In her capacity as Resident Director, Rikketta works with the First-Generation Living Learning Program to coordinate specialized programming and to create a supportive community that focuses on helping students to lead productive lives. In collaboration with the First Generation Community and TRiO, Rikketta is developing a curriculum to create a Second Year Experience for the first-generation college student at the University of Kentucky.
My Takeaways

8:45 am  ■  Session 1

The Bombing of American Government: A Qualitative Phenomenological Study of Student Veteran’s Academic Performance in POLS 1101 – American Government

Wendy Anderson, University of Georgia

As an academic advisor I personally noticed a trend among student veteran that I advise and their academic performance in POLS 1101 – American Government class. Many of my student veterans are very good students and earn mostly A’s and B’s. However, I noticed that their grades in POLS 1101 were much lower, and in many cases failing compared to the grades they made in their other classes. I became curious if this was a trend that was only on my campus or was it a common problem. After speaking with many of my colleagues around the United States, I learned that they too were experiencing the same issue with their student veterans. Given that this issue seemed to be happening all over the country, I decided to conduct a qualitative phenomenological study to determine what student veterans’ lived experiences were in their American Government classes, and why those experiences challenged them to the point of making lower grades than the grades in the rest of their classes. I will present my study in detail.

Wendy Anderson has over 11 years of experience working in higher education and has a passion for mentoring, advising, and teaching non-traditional students and student veterans.

9:45 am  ■  Keynote Speaker

Want to Succeed in the Adult Learner Market? Stop Chasing the Next 'Big Thing' and Rededicate Your Institution to the Scholarship of Teaching and Learning

Dr. Robert Hill, Professor Emeritus (Nova Southeastern University) and Dr. Maria Gambuzza, Assistant Vice-Provost, Academics (Strayer University)

In today’s private colleges and universities, especially those that are primarily tuition-driven, it is not acceptable to shortchange students. Administrators are starting to see that faculty are an important part of the overall enrollment management strategy as the quality of teaching can surely affect student success and retention. Wilbert McKeachie in his seminal book on college teaching wrote, “The great thing about teaching is that there is always more to learn... As we improve, our students respond more positively, and their increased interest and enthusiasm sparks us to even more effort and enjoyment... And as we gain additional skill and assurance, our relations with students become more satisfying.” Hear from two seasoned educators on how you can readily adopt these “best practices” at your college.

Dr. Maria E. Gambuzza is an energetic educator, a higher education leader, and a mindful leadership mentor. She serves as Assistant Vice-Provost, Academics at Strayer University.

Dr. Robert Hill, Professor Emeritus – Nova Southeastern University (NSU) education consultant – has over 35 years of experience as a K-12 teacher, college professor, and higher education administrator.
My Takeaways

11:00 am  ■  Session 2
The Application of Andragogical Principles to Better Understand Nontraditional Online Learners

Dr. Wendy Conaway, Ashford University

This session will introduce the principles of Andragogy as posited by Malcolm Knowles and relate them to nontraditional learners in the online environment. Understanding how the principles motivate and shape student behavior will help instructors develop curriculum and approaches to teaching and learning. Participants will be invited to share ways in which principles can be applied to create a dynamic learning environment and support nontraditional online students.

Dr. Wendy Conaway is an Assistant Professor in the Division of Education at Ashford University. She earned her Masters from OLLU and PhD from Walden University. She lives in Houston, Texas.

11:00 am  ■  Session 2
Technology for Lifelong Learning: Engaging adult learners both in and out of the classroom
Darby Munroe, Trauma Informed Solutions, Indian River State College, and Nova Southeastern University

Technology for Lifelong Learning will cover different ways educators can engage adult learners with technology for success both in and outside the classroom. Topics discussed will include learning and feedback, organization and productivity, motivation styles, professional branding and career development. The goal is to brainstorm ways students can learn and use tools and systems in class that they can benefit from in their personal and professional lives.

Darby Munroe is a current PhD student at Nova Southeastern University in the Conflict Resolution and Analysis program. She has several graduate degrees in education that focus on at risk youth, and how childhood trauma affects learning and behavior.
My Takeaways

11:00 am ■ Session 2
An Analysis of Adult Degree Completion Programs: Best Practices and Impact
Drs. Millard Juette Bingham and Jie Ke, Jackson State University

This session will discuss adult degree completion programs and their impact upon nontraditional student success. In particular, (1) lessons learned regarding strengths and weaknesses of programs; (2) exemplary principles of good practice; (3) the impact of the programs on the broader educational activities of institutional providers and the higher education community in general.

Dr. Millard Juette Bingham currently serves as Interim Associate Dean of the College of Education and Human Development and previously, served as Director of the School of Lifelong Learning.

Dr. Ke obtained her Ph.D. in Human Resource Development from Texas A&M University and MBA from EDHEC in France. She is an Assistant Professor of Human Resource Development in the College of Education. Her research interests include Evaluation and Assessment.

11:00 am ■ Session 2
Managing conflict online...or online conflict?
Dr. Tricia Berry, Purdue University Global

Relationships in the online environment are very different from those in a face to face classroom. Communication errors are more likely in the online environment. Individuals also tend to feel more anonymous and may be more likely to say things they may not say in a face to face environment. This session will explore research related to managing conflict within the online environment in order to establish a framework for developing a toolbox of techniques that can be applied both in and outside of the classroom. Participants will examine case studies and work together as a group to craft responses/solutions.

Tricia Berry is the Associate Dean and Director of Clinical and Practicum Programs for Purdue University Global. She hold a PhD in Organizational Leadership, a Master of Arts in Teaching and Learning, and is a Registered Occupational Therapist.
My Takeaways

11:00 am  ■ Session 2
The Unspoken Silence
Dr. John D Sheuring, Wake Technical Community College

The nontraditional student today is faced with more challenges than a typical student who transitions from high school into a college or university. The complexities that are part of a nontraditional student’s life is fraught with many different issues that can push them into removing themselves from school. With families, work, mental and physical health being some of the largest concerns for nontraditional students, the need to address each of these complexities is critical to the success of nontraditional student. One of the key issues out of the four addressed is mental health. With the steady increase in military veterans returning back to a civilian environment, individuals who have found themselves out of resources which require them to gain new knowledge to face an ever growing population to compete in a work force that is becoming far more technology based and for families who have had either a job loss, loss of a loved one or for separation and divorces; we are in need of new ideas to help address the staggering increase in mental disorders that have come about from challenges that were not foreseen in the past.

Dr. John D. Sheuring is a full-time Instructor at Wake Technical Community College, Lead Instructor for the Information Technology Cybersecurity Program, and an instructor at North Wake College and Career School.

12:00 pm  ■ Keynote Luncheon

Dr. Aaron Thompson, President, Kentucky Council on Postsecondary Education
(Keynote Speaker and Academic Leadership Panelist)

Dr. Aaron Thompson is a nationally recognized leader in higher education with a focus on policy, student success and organizational leadership and design. He was named president of the Council in October 2018, following the retirement of Robert L. King. He came to the Council in 2009 from Eastern Kentucky University, where he held a variety of leadership positions, including associate vice president for academic affairs, university programs. In May 2016, he left the Council to serve as interim president for Kentucky State University and returned to the Council in summer 2017.

Sponsored by Purdue University Global
My Takeaways

1:40 pm ■ Session 3
"Battle Scars" - Is Higher Education Missing the Boat in Serving Veterans and Those Injured?
Dr. Caroline Westerhof, Colorado Technical University and Benedictine University

As the President determines that soldiers are to be returned to civilian life, many higher education institutions are not prepared for the emotional, physical, challenging actions these students face. Many faculty are not informed that some students may need personalized attention and that such faculty need sensitivity training. We also know some institutions have special programs; others have not, and the veterans are left to "wander" through their coursework. Some are terribly injured, and though they want to take advantage of federal educational benefits, they do not know how or think they cannot. Many higher education personnel do not know or have not been told how to handle the culture shocks that arise." With more veterans seeking to enroll, universities have a responsibility to ensure the success of returning veterans. Veteran success in institutions of higher education needs to be emphasized. Retention statistics need to be officially kept. Employment searches need to be meaningful and tracked. With benefits from the GI Bill, higher educational institutions have the ultimate responsibility of caring, tracking success, following through on each person's progress.

Dr. Caroline Westerhof has been an online adjunct professor for several universities across the United States. Her students participate from all parts of the world, including Afghanistan, Iraq, Qatar, Ghana.

1:40 pm ■ Session 3
Roadmap Career Connection in the Classroom
Dr. Melissa A Goodson and Andrea Chartier The College of St. Scholastica

It is necessary for faculty members to find data that can inform his or her teaching methods and collaboratively explore continuous improvement of curriculum in academic programming with other staff members. This session will share practical tips for staff and faculty in connecting skills, experience and learning with the career exploration process inside and outside of the classroom. There will also be an opportunity for audience feedback and sharing as we discuss a best practice model for our small private institution in collecting data, developing a road map by program major and implementing it in an academic department.

Dr. Melissa Goodson is an Assistant Professor of Marketing and Business Management at The College of St. Scholastica. Research project: Understand the Twin Cities metropolitan market for skills/jobs in Organization Development (OD jobs study).

Andrea Chartier, The College of St. Scholastica
My Takeaways

1:40 pm ■ Session 3
The Value of Community: Creating Non-Traditional Student Campus Organizations
Glynis Boyd Hughes, Founder/President, Retro Rams, Virginia Commonwealth University

A meaningful collegiate experience for non-traditional students (NTS) has several components, from engaged professors to accessible learning supports. One of the most important aspects of this experience is the NTS' need for community, the sense of belonging influencing everything from student participation on campus to being a supportive member of alumni after graduation. Due to factors such as full-time work and family commitments, NTS may not connect as easily with the campus community when student activities and resources are typically designed for and targeted to the needs and interests of the traditional student. We will examine how being in community supports NTS success overall, ensuring their needs and interests are addressed, and engaging this unique group of students.

Glynis Boyd Hughes is an encore student, returning to Virginia Commonwealth University (VCU) in August 2017, after a 20-year hiatus to resume studies towards completion of an undergraduate program in English, adding a Gender, Sexuality, and Women’s Minor.

1:40 pm ■ Session 3
Becoming a Student-Ready Institution for Students Experiencing Financial Insecurity
Dr. Jan Lloyd-Lesley, Seminole State College of Florida, Keren Rohena, Heart of Florida United Way, and Amy Geist, NASPA - Student Affairs Administrators in Higher Education

Institutions across the country cultivate campus and community partnerships to remove or reduce barriers for students. Financial insecurity is a reality for students who may be adult learners, veterans, parents, first-generation, or low-income. Institutions must become student-ready, rather than expecting students to be college-ready. Presenters will share about Destination Graduation (Seminole State College of Florida and Heart of Florida United Way resource of Emergency Persistence funding to address a financial crisis), and www.StudentARC.org (examples of institutional emergency aid efforts and resources to assist institutions in implementing aid).

Jan Lloyd-Lesley serves as Associate Vice President for Student Development at Seminole State College of Florida.

Amy Geist serves as the Director of Strategic Initiatives at NASPA, leading the development and direction of www.StudentARC.org, sharing about institutional efforts around emergency aid resource.

Keren Rohena serves as Emergency Assistance Programs Manager for the Heart of Florida United Way.
My Takeaways

1:40 pm ▶ Session 3
Developing a Community of Learning at a Distance
Dr. Ruby Cain, Lamaiya Lancaster, Molly McGuire, Ball State University

As the transition from classroom to online delivery of adult and community education continues, online group and problem-based learning becomes a more critical necessity. Challenges are presented along with strategies for successful online group engagement, combining collaborative and critical emancipatory inquiry with community development theory.

Dr. Ruby Cain is Associate Professor of Practice, Adult and Community Education; Director, M.A. degree programs in Adult and Community Education and Executive Development for Public Service; and Director, Graduate Certificates in Adult Education and in Community Education for the Department of Educational Studies, Ball State University; and Director, It Is Well With My Soul (community program focused on racial healing and equity).

Lamaiya Lancaster received diverse dance training in traditional and cultural disciplines at San Diego School for Creative & Performing Arts and Fort Wayne Dance Collective and earned her B.A. in Cultural Studies, M.A. in Adult/Community Education and Executive Development for Public Service.

Ms. Molly McGuire is currently a graduate student in the M.A. degree program at Ball State University.

2:45 pm ▶ Plenary Session
Academic Leadership Panel
Moderator - Dr. Robert Hill, Professor Emeritus (Nova Southeastern University)

Academic Leadership Panelists:

Dr. Aaron Thompson is a nationally recognized leader in higher education with a focus on policy, student success and organizational leadership and design. He was named president of the Council in October 2018, following the retirement of Robert L. King.

Dr. Elke Leeds is the Academic Vice President of the Western Governors University College of Information Technology where she leads program strategy for over 20,000 students with the goal of supporting their path to graduation.

Dr. Keith Smith became the first Dean of Purdue Global’s (formerly Kaplan University’s) School of Health Sciences in 2007. He later served as vice provost of the University and returned to the School of Health Sciences where he currently serves as Vice President and Dean.

Dr. Luz Randolph is responsible for the university-wide fundraising efforts for Diversity Initiatives at the University of South Florida.
8:45 am ■ Session 1
Moving from Panic to Purpose: Responding to Changes in Your Career
Amy Waninger, Lead at any Level, LLC

Your industry is changing more rapidly than ever before, bringing a barrage of discussions about disruption, agility, and resilience. Professionals who adapt quickly can seize new opportunities and manage their careers. This session will introduce various models for understanding personal and organizational change, as well as techniques for identifying and overcoming fear, resistance, and uncertainty. Participants will work through a guided exercise to prepare for a current or imminent change, and leave with an action plan that puts them in the driver’s seat.

Amy C. Waninger works with organizations that want to build diverse leadership pipelines. She is the author of Network Beyond Bias: Making Diversity a Competitive Advantage for Your Career and Network Like a CHAMP Networking Activity Journal.
My Takeaways - Day Three

8:45 am  ■ Session 1
Faculty Mentors and How They Can Help Suspended Students
Tara Canfield, WSU Campus of Applied Sciences and Technology

While there is much research validating the effectiveness of informal faculty/student mentoring, structured mentoring programs can also be effective. During this session we will explore a formal faculty/student mentoring program that supports students who have been on financial aid or academic suspension. The challenges that students on suspension encounter will be discussed, in addition to the logistics, interventions, post semester data, and the future blueprint for growth and success of the program.

Tara Canfield-Weber is the Dean, Academic Engagement and Outreach, at WSU Campus of Applied Sciences and Technology. In this role she provides leadership for the library, testing, and tutoring services, while also guiding the English and math departments.

8:45 am  ■ Session 1
Restructuring the Path to Graduation with Credit for Prior Learning
Tracy Robinson, Interim Director, Center for Academic Retention and Enrichment Services, University of Memphis

Recruiting adult students to higher education is not for the faint of heart, and retaining them to graduation is an even bigger task. With all the things that need to be juggled by this population, finishing the degree often drops to the bottom of the list. This presentation will describe the Finish Line Program, a degree completion initiative that was launched in fall 2013 at the University of Memphis to reach adult students who stopped attending just shy of earning their degree. To date, 575 students have graduated and more than 250 students are currently in various stages of degree completion plans. Over 70% of the credit hours generated through the program are awarded through Credit for Prior Learning (CPL) which reduce cost and time to degree.

Tracy Robinson serves as Director of Innovative Academic Initiatives at the University of Memphis coordinating credit for prior learning and directing the Finish Line Program, a degree completion initiative that re-recruits students who earned at least 90 or more credit hours but have regrettably had to abandon their dreams of completing a college degree.
8:45 am  ▶ Session 1
PTSD in Higher Ed: How it affects learning and behavior
*Darby Munroe, Trauma Informed Solutions, Indian River State College, and Nova Southeastern University*

PTSD in Higher Ed will explore how PTSD affects learning and behavior. Neuroscience shows how trauma changes the brain. Students with PTSD may learn differently and have somatic responses in and out of the classroom making traditional classroom expectations unrealistic. Participants will learn how to recognize symptoms and make accommodations that can help all students.

*Darby Munroe* is a current PhD student at Nova Southeastern University in the Conflict Resolution and Analysis program. She has several graduate degrees in education that focus on at risk youth, and how childhood trauma affects learning and behavior.

9:45 am  ▶ Poster Session
Pathway Programs: A Framework for Non-Traditional Students
*Dr. Kenneth Ott and Dr. Lynda Dee Davis Ott, Valdosta State University*

This Presentation will provide an overview of the pathways programs at Valdosta State University. Specifically this session will focus on the pathway program initiative for non-traditional students. The ability to continue ones educational development may be a unique challenge for non-traditional students. Pathway programs and articulation agreements have come to the forefront of many colleges in the United States and specifically in the state of Georgia. Many universities in the state of Georgia now have articulation agreements with many of the technical colleges in the state. Valdosta State University has signed agreements with almost all technical colleges in the state. Highlighting these agreements are the pathways programs.

*Dr. Kenny Ott* is a Professor of Adult and Career Education at Valdosta State University in Valdosta Georgia. He holds a B. M. E. and a M. Ed. from the University of Central Oklahoma. He also holds a Ed. D. in Occupational and Adult Education.

*Dr. Lynda Dee Davis Ott* is an Assistant Professor of Nursing at Valdosta State University. She also holds a Doctorate of Nursing Practice from the University of Southern Alabama.
9:45 am  ▶ Poster Session
Towards Creating an Inclusive Campus Environment for Both Non-Traditional and Traditional Students
Lauren Remenick Maroon, University of Central Florida

Standardized tests are constantly evaluated to check for bias that may affect the students’ score, because testing bias would produce a score that does not represent students’ true knowledge. I propose we do the same with college campuses. Colleges and universities should continually evaluate the campus and learning environment to ensure that it allows all students to thrive equally. It should remove any component that is biased towards helping some students and hindering other students. In this poster session I review current literature on campus fit and cultural congruence for non-traditional students, propose a new way to evaluate college campuses, and discuss how colleges and universities might increase their support for all students.

Lauren Remenick Maroon is a research assistant and doctoral student in the PhD Higher Education and Policy Studies program at University of Central Florida. Lauren’s research interests include nontraditional students, adult learners, and student services.

9:45 am  ▶ Poster Session
The Three Prevailing Myths of Online Education for the Adult Learner
Dr. R. Lee Viar IV, ANTSHE President

We live in a society of virtual reality and a proliferation of social media where myth and reality are often blurred or even forgotten. The myths that still permeate our society regarding online education and the adult learner are either outdated or based upon fear of the unaware. This poster session will examine three of the prevailing myths of online education and the adult learner and subsequently, debunk these myths.

Dr. R. Lee Viar IV is a Professor, Author of The Nontraditional Learner’s Guide to Success, Certified Post-Secondary Instructor and President of the Association for Non-Traditional Students in Higher Education (ANTSHE). Dr. Viar has helped adult learners, non-traditional students, and academic professionals of all economic backgrounds to achieve academic, professional, and personal success. As an expert in post-secondary adult education and training, over the past two decades, he has trained professionals, adult learners and non-traditional students who are educators, students, leaders in academia, student advisers, and school administrators. Dr. Viar has helped to establish, build and improve adult learner programs at colleges and universities across the country, offering strategies and guiding educators and administrators in order to successfully raise adult student achievement and completion rates.
My Takeaways - Day Three

9:45 am  ▪ Poster Session

Additional Poster Presentations

11:00 am  ▪ Session 2

**Bringing awareness on Mental Health issues that many Afro and Latino immigrants face due to lack of information and misconceptions surrounding Mental Health**

*Mrs. Agata Domond, Domond Leadership Institute and Domond Immigrant Adult Learning Center*

Bringing awareness to Mental Health issues facing Afro and Latino immigrant students. Provide support strategies for educators to facilitate discussions and improve learning environments. An interactive dialogue focus on my personal path living with Clinical Depression and journey to recovery. Highlighting the signs and symptoms of depression. Creating an atmosphere to discuss mental health and decreasing the stigma in adult learners. Using steps in "Breaking through Clinical Depression - Journey To Greatness" to gain insight on how recovery is possible.

**Agata Domond** is the CEO of Domond Leadership Institute and Founder of non-profit organization Domond Immigrant Adult Learning Center (501c3). As a Certified Coach, Speaker & Trainer she specializes in Executive Presence for Women, Leadership Development.
My Takeaways - Day Three

11:00 am ▪ Session 2
A self-awareness personality can help educators better relate to non-traditional students

Lori Huertas

Non-traditional students have different learning styles that are reflected in different academic strengths, weaknesses, skills, and interests. Given the almost unlimited variety of job descriptions within different college majors, it is safe to say that students with every possible learning style have the potential to succeed. Understanding learning style differences is an important step in designing balanced instruction that is effective for all students.

Lori Huertas I was born in New York and raised in Puerto Rico. My BS degree in Interdisciplinary Studies focused on International Business. The internship included travel to more than 6 countries in Latin America. My MS degree in Counseling Psych.

11:00 am ▪ Session 2
Complete 2 Compete Year One: Implementation, Lessons Learned, and Successes of an Adult Degree Completion Initiative

Drs. Carlos Wilson, Millard Juette Bingham, and Gloria Smith, Jackson State University

This presentation will provide an overview of Complete 2 Compete (C2C), which is a statewide program focused on encouraging Mississippi adults who have completed some college, but no degree, to return to college and complete the requirements necessary to earn their degrees. We will discuss the benefits of this program, discuss how it has been implemented, and share the successes of the Jackson State University program specifically.

In July of 2015, Dr. Carlos Wilson was appointed as the Interim Director of the School of Lifelong Learning at Jackson State University.

Dr. Millard Juette Bingham currently serves as Interim Associate Dean of the College of Education and Human Development and previously, served as Director of the School of Lifelong Learning.

Dr. Gloria Smith is the Director of Student Support Services and Assistant Professor of interdisciplinary studies in the College of Education and Human Development, School of Lifelong Learning.
11:00 am ▶ Session 2

**A Study in Persistence: The weekend college student experience**

*Dr. Ellen C. Miller, Hofstra University*

With older students being the new majority on campus today, it is imperative to understand the experience of adult learners who decide to return to school to complete their degree. The reasons for this surge of older students enrolling in undergraduate degree programs include the need for a more educated workforce as well as the national initiative of increasing college degree completion. This qualitative study examined the experiences of graduates of a specialized adult degree program and the ultimate impact it had on their lives.

[Image of Dr. Ellen C. Miller]

Dr. Ellen C. Miller is the Associate Dean & Pre-Health Advisor at Hofstra University. With over 30 years of experience, Dr. Ellen Curcuro Miller has been recognized as a leader among her peers in the field of higher education and as such has been asked to speak across the country at numerous venues and national conferences.

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11:00 am ▶ Session 2

**The 8 Keys to Veterans’ Success**

*Dr. Bryan Forsyth, Colorado Technical University, ANTSHE Veteran’s Officer*

Over the next several years, the number of service members transitioning from military life to civilian life (as veterans) is expected to increase significantly. A growing number of these veterans will be enrolling at America’s colleges and universities as they seek to become career-ready and improve their future prospects for employment. For these veterans, access to higher education is important, but it is not enough; we must help our veterans obtain a degree, certificate, or license. These credentials are valued by employers and serve as a key milestone to future career success. America’s colleges and universities play a critical role in ensuring that veterans have access to high-quality educational experiences and post-secondary opportunities. The 8 Keys to Veterans’ Success (8 Keys) highlight specific ways that colleges and universities can support veterans as they pursue their education and employment goals.

[Image of Dr. Bryan Forsyth]

Dr. Bryan Forsyth is a Lead Business Faculty with Colorado Technical University in the College of Business and Management. Bryan has been a professional in the training and development/education arena for approximately 30 years.
My Takeaways - Day Three

12:00 pm ■ Keynote Luncheon

Nontraditional Student Panel Discussion with Guest Moderator Dr. John Bannister, Johnson C. Smith University

Dr. John Bannister, Johnson C. Smith University and ANTSHE Scholarship Officer, will moderate a panel of nontraditional students who will join us for an open mic discussion about their experiences and will answer your questions in order to help you and your university/organization better understand the needs of nontraditional students and gain insights.

Sponsored by:
Pinnacle & Spire Honor Societies
(recognizing nontraditional honors students at 2yr. and 4yr. colleges/universities)

www.pinnaclespire.org

1:40 pm ■ Session 3

The Problem in Our Textbooks: Encouraging Simplified Grammar
Mandie Bauer, ASC English

This workshop focuses on breaking down and simplifying the overly-complicated grammar explanations found in ESL textbooks, especially in the integrated skills. The objective of this workshop is to prove that grammar struggles in the classroom stem from a lack of foundational knowledge often assumed every student has. Our students come from different educational backgrounds, yet they sit in a classroom together with the same materials, which assume students have the same understanding of the language and use the same vocabulary to express it. This workshop asks attendees to look at specific grammar examples and discuss methods to effectively teach them. Placing a student in a specific level of English is not good enough. We need to do our best to ensure that they are also on the same page.

Mandie Bauer is an instructor at ASC English, a private ESL school for adults in Boston, MA. She specializes in grammar, academic writing, and standardized test prep.
1:40 pm ■ Session 3
The Language Misnomer: Traditional versus Nontraditional: Reality?
Dr. Caroline Westerhof, Colorado Technical University and Benedictine University

What is the new normal in higher education? Most enrollees are over 18 years old; some are in their seventies and eighties. Very few high school students are jumping immediately into higher education. Some may take a course or two, hopefully working towards a degree; some may seek a certificate so they can be employed as quickly as possible. The traditional student, labeling as such, is diminishing. Students, over 18, are physically considered "adults." It is all in the definition - we need to change our academic language -let us call "a spade, a spade". Adult higher education is where it is today... Higher education is an interrelated interwoven experience in continuity and purpose. The realization of that truth, and its long-range purpose is "Adult Higher Education." Let us not segregate our academic truths with language that colors negatively the positive learning, personal environments within adult higher education.

Dr. Caroline Westerhof has been an online adjunct professor for several universities across the United States. Her students participate from all parts of the world, including Afghanistan, Iraq, Qatar, Ghana.

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1:40 pm ■ Session 3
Activity-based Learning in Online Education
Dr. David G. Gliddon, Dr. Bryan Forsyth, Dr. Trenessa Williams, and Dr. Renee Brent Hotchkiss, Colorado Technical University

This presentation focuses on activity-based learning in an online teaching environment. It will discuss the benefits of activity-based learning and its linkage to critical thinking. Samples of activities used in classes will be shared with attendees. Participants will have the opportunity to gain knowledge from these examples and to brainstorm activity-based learning approaches for their own classrooms. Activity-based learning utilizes student-driven activities such as interactive dialogue, simulations, role plays, games, and other similar techniques to lead students through the learning process.

Dr. David Gliddon is a Lead Faculty, Colorado Technical University

Dr. Trenessa Williams is a Lead Faculty, Colorado Technical University

Dr. Renee Brent Hotchkiss is a Lead Faculty, Colorado Technical University

Dr. Bryan Forsyth is a Lead Business Faculty with Colorado Technical University in the College of Business and Management. Bryan has been a professional in the training and development/education arena for approximately 30 years.
1:40 pm  ■  Session 3

Untapped Leadership: New Strategies That Improve Faculty Engagement of Non-Traditional Learners

Dr. Michael Parsons, Visiting Professor, Community College Leadership doctoral program, Morgan State University

2019 - a watershed year? Two intersecting issues make it likely that higher education faculty have a unique opportunity to improve their leadership in aiding non-traditional learners. First, the League for Innovation in Community Colleges released the results of a survey indicating that non-traditional learners are becoming the majority in community colleges. The league provides a series of strategies designed to aid faculty in increasing learner success. Concurrently, the Association of Educating the ‘whole student.’ These articles reinforce the need for change that meets the needs of a changing clientele. The presenter (?) will engage the participants in learning a design including identity, belonging, mattering and resiliency that prepare them to adapt to new clients. Finally, the activity will conclude with an assessment of individual resilience as a strategy for change management will engage the participants is.

Dr. Michael Parsons has over fifty years of leadership in the community college field. Areas of expertise include: instructional design, assessment, community development, and student engagement. He has published two books, edited three collections and published over twenty juried articles.

2:40 pm  ■  Closing Keynote Speaker

Dr. Elmore Lowery, Dean of College and Career Readiness Programs at Fayetteville Technical Community College

Dr. Elmore Lowery is the Dean of College and Career Readiness Programs at Fayetteville Technical Community College. He leads, trains, develops, and creates strategic planning for the program. He is a transformational leader that is innovative, entrepreneurial driven, motivating, and highly committed to his passion. In his position, Dr. Lowery has secured a $3.9 million dollar Block Grant for College and Career Readiness, and the passing rate for the College and Career Readiness programs at Fort Bragg is ranked #1 nationally.

Since his time at FTCC, Dr. Lowery has increased completion and performance measures from 34% to 41% in the College and Career Readiness program. His department’s graduation and completion rates have increased by 77%, with a retention rate increase from 67% to 98%. Dr. Lowery has established academic pathways/trades for low performing and at-risk students.
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ABOUT THE CONFERENCE PROGRAM

This program is designed to be used as a resource so that you may be able to address any challenges that you might have as a non-traditional student or for your non-traditional student program. It is our hope that you will be able to utilize what you will learn in the sessions, keynote speakers, and taking notes from conversations with your peers in your work or at your home campus. This program is designed with a takeaways section for each session. Use the notes section to capture ideas that you want to take back to your campus, names of contacts that you feel would benefit your organization, or write down questions that you would like to ask someone else in attendance at the conference. This is a great area to post your reflections, thoughts, and questions that you can refer back to at a later date.

CONFERENCE PARTICIPANTS
ANTSHE conference participants come from across the United States from many colleges/universities, and from different areas of academia. A full list of colleges, universities, and organizations attending the 2019 ANTSHE Conference can be found on the ANTSHE website at www.myantshe.org/2019Conference. A more detailed list of keynote speakers, special event and concurrent speakers is provided throughout this learning journal.

MEETINGS
Members of ANTSHE’s Board of Directors are elected or appointed officials that oversee the activities of the organization to include fundraising, scholarships, the ANTSHE conference, research, publications, and membership. Members of ANTSHE’s Board meet annually, prior to the start of the conference.

•ANTSHE Board Dinner/Meeting
  Wednesday, April 3, 2019, 6pm-8pm

VOLUNTEERS
ANTSHE relies on its volunteers to provide assistance to the organization and help it to achieve its primary goal of serving the needs of nontraditional students and academic professionals. Currently, all of ANTSHE’s board members, researchers, and Academic Advisory Board are volunteer positions. Professionals from varying fields of academia volunteer their time to make the organization the success that it is today. Our volunteers have a passion for education and for helping nontraditional students achieve academic success. If you are interested in becoming a volunteer for ANTSHE, http://www.myantshe.org/volunteers.

ANTSHE RESOURCE CENTER
The ANTSHE Registration Desk doubles as our Resource Center. Any changes in the conference schedule, job postings, events, and additional information can be found at the resource center. As an attendee of the ANTSHE Conference, we welcome any job openings, information or events that you would like us to share with other attendees. An ANTSHE Board Member will be available at the ANTSHE Resource Center at set times throughout the conferences.

-Submit your conference evaluation: At the close of each conference day, we ask that you complete the evaluation form provided to you that morning and drop it in the "Conference Evaluation Forms" drop box located at the ANTSHE Resource Center (Registration Desk). Please complete your evaluation so that we may learn ways to improve on our conferences in the future.
DID YOU KNOW?

Fundraising events are held during the conference that directly support the ANTSHE Scholarship Program. Proceeds raised during the silent auction, 50/50, or raffles go directly towards the scholarship fund. Funds that are received as a result of these events help to pay for tuition for nontraditional students and are paid directly to the students’ colleges/universities.

Throughout the conference you will have the opportunity to purchase 50/50 tickets. At the close of the conference on Saturday, April 6, the amount of money raised will be revealed and a ticket will be drawn randomly. The winner will receive half of the total money raised during the 50/50 event.

SILENT AUCTION

The Silent Auction will be available for viewing at the open of the conference and will remain open until the end of the day on Friday. Silent auction items can be found in the back of the main conference room, the Palms Ballroom. Bid sheets are located in front of each of the auction items on the tables. Some items may have a minimum bid. Winners may choose to either have the items shipped at their expense, or will need to pick up the items before the close of the conference at the ANTSHE Resource Center. We ask that you peruse the auction items.

Silent Auction Hours

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<td>8:00AM-5:00PM</td>
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ANTSHE STORE

The ANTSHE Store will be open to conference attendees each day of the conference at various times throughout the day. A schedule of hours is posted at the ANTSHE Store. Visit the ANTSHE store for the latest in ANTSHE-wear and merchandise. See our new "ANTSHE Conference 2019" T-Shirts. Proceeds from the ANTSHE Store go towards the Scholarship Fund and to support organizational marketing and website maintenance. Purchases can be made at www.antshestore.com.
ANTSHE AWARDS

ANTSHE presents awards on an annual basis to members who are deserving of recognition for their contributions and work to help nontraditional students. Awards are given by nomination and are presented to recipients at our annual conference each year. Nominees are invited to attend the ANTSHE Conference but do not have to be present to receive the award.

The President’s Award
The recipient of the President’s Award, established in 2013, is selected by ANTSHE’s President and recognizes significant contributions to their local nontraditional student organization and serves as an inspiration to other ANTSHE members. Do you know someone who is deserving of the President's Award?

Brick Award
The ANTSHE “Brick Award”, was established in 2005 and is an award that recognizes and honors those students or professional members who work “behind the scenes” to assist their respective organizations and “goes above and beyond” to support non-traditional students. This Brick Award is for someone who is the “foundation” for their group.

Nonrad Military Service Award
The ANTSHE "Nonrad Military Service Award (formerly the “National Treasure Award” ) is presented to a nontraditional student who has served or is currently serving in a branch of the Armed Forces. The nontraditional military student must be enrolled in an accredited college/university. This award recognizes a student who demonstrates the drive and perseverance to pursue a degree while serving in one or more branches of the military.

ANTSHE Annual Student Recognition Award
ANTSHE's Annual Student Recognition Award is presented to the most active and vibrant student organization on campus throughout the year and especially during annual Non-Traditional Student Week in November. The size of the student organization is not important, rather, it is the energy and drive of the person or organization to help the non-traditional student to succeed that is rewarded.

Award for "Outstanding Foundation & Leadership for Nontrads" (formerly the Nonrad Student-Friendly Award)
ANTSHE is proud to announce a new award that will be presented beginning this year. The award is the former "Nonrad Student-Friendly Award." This award is presented to a college or university adult learner program for their outstanding support for nontraditional students. The winner of this award provides the foundation and leadership needed for nontrad success, through resources, programs, tools, motivation, support, and a conducive learning environment that encourages learning and educational success. This award aligns with ANTSHE’s mission to provide motivation and support not only to nontraditional students but also the colleges/universities, and the people who support them in various ways.
ANTSHE SCHOLARSHIPS

The purpose of ANTSHE Scholarships is to assist nontraditional students in their college education. ANTSHE awards scholarships in varying amounts each academic year. Applicants must be enrolled in an accredited college or university. For over 21 years, the Association for Non-Traditional Students in Higher Education has been awarding scholarships to motivated and committed non-traditional student members of the organization. In addition to the scholarships awarded March 2018 at the annual conference, ANTSHE has awarded over $100,000 in scholarships. In fact, more than 55% of the scholarship awarded to non-traditional students were members of a non-traditional student organization or adult learning program at one of ANTSHE's institutional member colleges or universities. Others were student members of ANTSHE who not only had access to ANTSHE scholarships, but also were able to strengthen their personal and professional career goals through professional development, presenting and/or attending ANTSHE Conferences, and having access to leaders in higher education who may have a direct impact on their education and networking opportunities. Not to mention, having an informal support network to provide support and motivation when needed. A special Thanks to our ANTSHE members! It is because of our ANTSHE members and those who attend our annual conference, that we are able to fund the scholarship program. Because ANTSHE is a nonprofit 501(c)(3) organization, and more importantly an ALL-volunteer organization, all of the proceeds from membership dues goes towards funding the scholarship fund, as well as, pay for maintaining our website www.myantshe.org and promotional materials. Consider making a donation to ANTSHE in support of the scholarship program. Visit www.myantshe.org/donate to make a tax deductible donation today. We appreciate your support!

The Barry Gilmore Scholarship for "You!!"

This year in place of the Founders Scholarship, in memory of Mr. Barry Gilmore, a beloved friend, colleague, and ANTSHE Director of Community Relations, we are awarding an ANTSHE scholarship in his honor. Mr. Gilmore "Barry" passed away unexpectedly on September 12, 2018. He was a true advocate for adult learners and worked to create programs designed to meet the needs specifically of nontraditional students in his work as the Student Life Coordinator with Central Piedmont Community College. Barry was a mainstay at ANTSHE Conferences and we always looked forward to his positive energy and charming wit. He will be greatly missed!

POSTER SESSIONS

Poster sessions allow participants to share useful information and speak with conference attendees one-on-one. The poster session is an opportunity to network with other academic professionals and organizations and offers a great way to visually see what other organizations have to offer. We are pleased to have several well-designed poster presentations on display during the conference. The Poster Session will be held at a specified time as outlined in the course program and will give presenters an adequate amount of time and space to highlight their work. Poster presentations should provide a visual display of the main components of your topic or areas of research. Receive instant feedback on your work. No need to worry about formal presentation or preparation for presenting at the conference if your poster is prepared in advance. We are pleased to have several well-designed poster presentations on display during the conference.
Publishing Opportunities

Each year ANTSHE publishes a peer-reviewed journal called *The Nontrad Journal* and an e-newsletter called the ANTSHE inquirer. Presenters at the ANTSHE Conference are invited to submit their presentations in written format to be published in both of these publications. There is no charge for submitting an article for *The Nontrad Journal* or ANTSHE inquirer. In order to be considered for publication, presenters must submit their electronic copy of their presentation no later than June 28, 2019 to Lori at communications@antsheboardofdirectors.org. Article submission guidelines can be found at www.myantshe.org/publications. The Nontrad Journal is published each fall.

Publication of Presentations

ANTSHE will publish works presented at the conference on the ANTSHE website. If you decide to share your works and research with ANTSHE members, please forward a copy of your presentation to Lori at communications@antsheboardofdirectors.org. If you have other academic research that you would like to share with ANTSHE members, please email the copy to be uploaded to the ANTSHE Website. Presentations will be uploaded to the ANTSHE website within 30 days of the conference end. If you are interested in sharing your research or academic presentation with other ANTSHE members, please contact Lori Viar at communications@antsheboardofdirectors.org.

Entertainment & Events

*President's Reception*
Thursday, April 4, 2019 | 5:00 PM–6:30 PM
Palms Ballroom

Enjoy beverages and heavy hor d'oeuvres as you meet members of the ANTSHE Board of Directors, friends, and colleagues, and network with other conference attendees. Bring your business cards!

*ANTSHE Painting Party* *
Friday, April 5, 2019 | 5:00 PM – 6:30 PM
Palms Ballroom

At the ANTSHE Painting Party, you will have the exciting opportunity to try your hand at painting. Painting parties are all the rage, and we will be hosting a painting party just for you! All skill levels are welcome and NO experience is required. Don't know how to paint? Have no fear, your painting instructor will guide you step-by-step through the process of painting your very own cherished keepsake, something to remember your visit to Orlando, Florida and the ANTSHE Conference by. Immerse yourself into art to create a beautiful painting focusing on Orlando.

- No experience necessary
- No supplies needed, ANTSHE will provide everything you need, including: brushes, paints, a canvas, and easel will be waiting at your table. (Aprons will be provided, but there are no guarantees so consider wearing an old t-shirt)
*Only RSVP guests admitted, sorry no on-site registration.*
ENTERTAINMENT & EVENTS (Continued)

Trip to Disney Springs! ANTSHE Sponsored Shuttle

FREE Shuttle at 5:00pm (FREE Return shuttle provided at scheduled times throughout the evening).

Saturday, April 6, 2019 | 5:00 PM

Relax and wind down at Disney Springs! ANTSHE will provide a complimentary shuttle to Disney Springs and shuttle back to the Hotel & Convention/ANTSHE Conference location with various scheduled leave times throughout the evening to allow you to stay as long or as little as you want.

Trip to Disney Springs (Transportation Provided)! Welcome to Disney Springs—a truly amazing place featuring an eclectic mix of unique boutiques, one-of-a-kind eateries and jaw-dropping entertainment that will have you wondering where the day went. Shopping: Wander through vibrant walkways and uncover fashionable finds inside more than 50 brand name and Disney-themed shops, boutiques and kiosks. Dining: Savor a variety of culinary delights among a collection of waterside cafes, world-class restaurants and quick-service counters. Entertainment: Discover a host of fun-filled experiences, from smile-inducing specialty acts and diverse music to world-renowned shows with breathtaking talent. Springtime at Disney Springs: It’s the perfect time of year to embrace fresh fashion, invigorating flavors and fun surprises. Visit Disney Springs: https://www.disneysprings.com/

CLOSING CEREMONY & PRESENTATION OF AWARDS

Saturday, April 6, 2019, 3:40 PM - 4:00 PM

Join us for the official closing ceremony and presentation of the ANTSHE Awards and scholarships. We will also reveal the winner of the $500 Visa gift card and the location of the 21st ANTSHE Conference 2019!
Pinnacle & Spire Honor Society

Pinnacle recognizes nontraditional students enrolled in 4-year degree programs for reaching this peak of their academic careers. Pinnacle issues charters to accredited colleges and universities which, in turn, select outstanding adult and other non-traditional seniors and “rising seniors” for recognition at the local and national level. Spire is the most important national honor society for non-traditional students enrolled in 2-year academic programs. Spire was founded for the purpose of recognizing the unique achievements of adult and other non-traditional students enrolled in Associates Degree programs.

Pinnacle & Spire Chartered Institutions are committed to building a foundation for success for their nontraditional students. Starting a Pinnacle and/or Spire Honor Society charters can have an positive impact on your campus. This is a great opportunity for you to stand out, and a great compliment to your adult learner program. Don’t just say you support nontraditional students, show that you support nontraditional students by becoming a Pinnacle and/or Spire Honor Society Chartered Institution today!

“

I’m a single mother, administrative assistant, first-generation college student, and a proud, Pinnacle honors graduate, 4.0 GPA.

- Great opportunity to recognize your nontraditional honors students!
- No cost for Institutions for creating and maintaining a Pinnacle and/or Spire Chapter
- Easy to Apply for a Charter
- Design your own Nontraditional Student Honors Society on your campus, or simply choose to select honors students for recognition.
- Inductees will receive items for graduation, including an official acceptance letter, Honors Certificate, Honors cord, lapel pin, digital badge, and diploma seal.

Visit: www.pinnaclespire.org for more information
301-991-2222
ANTSHE Conference 2019

EXHIBITORS

Association for Nontraditional Students in Higher Education (ANTSHE): ANTSHE is an organization that exists for the betterment and furthering the educational journey of our members who are students. We strive to provide support for our academic professionals to be able to better facilitate the classroom experience of our student membership. ANTSHE provides support for our members to continue their education with the help of our networks, scholarships, academic opportunities, and the chance to publish in an established peer reviewed journal. ANTSHE is an all-inclusive organization firmly focused on the academic persistence of our members and professional development of our academic members. www.myantshe.org

Alpha Sigma Lambda is an honor society which partners with colleges and universities to celebrate the scholarship and leadership of adult students in higher education. ASL is devoted to the advancement of scholarship and recognition of nontraditional students continuing their education. https://www.alphasigmalambda.org/

Ball State University Department of Educational Studies
Ball State University has been recognized as a top college for teacher education. The Online College Database's new ranking, "Top Colleges in Indiana Shaping the Next Generation," honors the post-secondary institutions in the state that graduated the most education and teaching professionals in 2012. The nuts and bolts of learning at all levels—that’s our focus in Ball State’s Department of Educational Studies. Our students arrive with widely varied interests and goals for teaching others and improving the business of education. They leave well-equipped to make a difference. Our academic offerings are as diverse as the passions that our students bring. Our programs range from undergraduate majors to masters and doctoral degrees, with several certifications on the menu as well.

Pinnacle & Spire Honor Societies
Pinnacle (4-year degree programs) and Spire (2-year degree programs) are honor societies that recognize non-traditional students. Pinnacle and Spire honorees can be found in every corner of our nation. Pinnacle & Spire Chartered Institutions are committed to building a foundation for success for their nontraditional students. Starting a Pinnacle and/or Spire Honor Society charters can have an positive impact on your campus. This is a great opportunity for you to stand out, and a great compliment to your adult learner program. Don't just say you support nontraditional students, show that you support nontraditional students by becoming a Pinnacle and/or Spire Honor Society Chartered Institution today! www.pinnaclespire.org

Lynn University
Lynn University’s small size and fearless people let us do things the big schools only wish they could. Experience boundless classrooms with iPad-powered learning. Connect with potential employers as early as your first semester. Gain a global mindset with peers from around the world. Graduate at warp speed with accelerated degree programs. https://www.lynne.edu/

Purdue University Global
This is innovation. This is extreme personalization. This is a world-class education that's tailored to the unique needs of working adults. Now you can earn a degree from an accredited online university that is part of the respected Purdue University system. Our innovative approach to teaching and modern curriculum give you the skills you need to make an immediate impact on your career—and the edge to conquer whatever comes next. Because this is education designed for you. This is Purdue Global. https://www.purdueglobal.edu/
ANTSHE Conference 2019

SILENT AUCTION CONTRIBUTORS

A special Thank You to the individuals and organizations who have made donations to the ANTSHE Silent Auction. Proceeds from the Silent Auction help to fund the ANTSHE Scholarship Program. We hope that you will take a moment to peruse the items in our Silent Auction and consider placing a bid on any items of interest. Remember, any bid that you make can be viewed as having a direct impact on a nontraditional student in the way of a donation to the scholarship fund. Thank you for your support of the Silent Auction. The following individuals and organizations have generously donated items in support of ANTSHE and the Silent Auction.

-The Robert Irvine Foundation
-The Gary Sines Foundation
-Cory Booker
-Mitch Albom
-Coach Joe Gibbs
-Ashley Viar
-Miami Dolphins
-Jacksonville Jaguars
-Santana Moss (former NFL player)
-Walt Disney World
-ANTSHE
Lynn University’s small size and fearless people let us do things the big schools only wish they could. Experience boundless classrooms with iPad-powered learning. Connect with potential employers as early as your first semester. Gain a global mindset with peers from around the world. Graduate at warp speed with accelerated degree programs.

Pinnacle (4-year degree programs) and Spire (2-year degree programs) are honor societies that recognize non-traditional students. With over 150 chartered institutions on more than 175 campuses, Pinnacle and Spire honorees can be found in every corner of our nation. Pinnacle & Spire Chartered Institutions are committed to building a foundation for success for their nontraditional students. Starting a Pinnacle and/or Spire Honor Society charters can have an positive impact on your campus. This is a great opportunity for you to stand out, and a great compliment to your adult learner program. Don’t just say you support nontraditional students, show that you support nontraditional students by becoming a Pinnacle and/or Spire Honor Society Chartered Institution today!

This is innovation. This is extreme personalization. This is a world-class education that’s tailored to the unique needs of working adults. Now you can earn a degree from an accredited online university that is part of the respected Purdue University system. Our innovative approach to teaching and modern curriculum give you the skills you need to make an immediate impact on your career—and the edge to conquer whatever comes next. Because this is education designed for you. This is Purdue Global.

Propelled by an innovative, immersive approach to education and guided by clear and enduring values, Ball State University is on the minds and in the hearts of every potential student, elected official, and community leader. We are a source of pride for alumni and our community. Our New Brand "We Fly" is part of an inspiring new campaign to reflect who we are and what we do at Ball State University.
Alpha Sigma Lambda’s aim is to recognize the special achievements of adults who accomplish academic excellence while facing competing interests of home and work. Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student’s career. By so doing, this Society encourages many students to continue toward and to earn associate and baccalaureate degrees. Through leadership born of effort, both scholastically and fraternally, Alpha Sigma Lambda inspires its candidates to give of their strengths to their fellow students and communities through their academic achievements. To the newcomer in higher education, Alpha Sigma Lambda stands as an inspiration to scholastic growth and an invitation to associate with similarly motivated students.

ACE is the major coordinating body for the nation’s colleges and universities. We represent nearly 1,800 college and university presidents and the executives at related associations, and are the only major higher education association to represent all types of U.S. accredited, degree-granting institutions: two-year and four-year, public and private. Our strength lies in our loyal and diverse base of member institutions, 75 percent of which have been with ACE for over 10 years. That loyalty stands as a testament to the value derived from membership. We convene representatives from all sectors to collectively tackle the toughest higher education challenges, with a focus on improving access and preparing every student to succeed.
David A. Vise serves as the executive director of Modern States’ “Freshman Year for Free,” a philanthropy dedicated to making college more accessible and affordable for all. He is also a senior advisor to New Mountain Capital, a New York-based investment firm.

A Pulitzer Prize-winner, Vise spent more than 20 years as a reporter at The Washington Post. He has authored or co-authored four books, including “The Google Story”, a national bestseller published in more than two dozen languages.

Vise received his MBA from The Wharton School of the University of Pennsylvania, where he is included on a list of 125 most influential alumni. The School also honored him with The Joseph Wharton Award for career achievement and community service. Vise studied at the London School of Economics and holds an honorary doctorate of literary letters from Cumberland University.

A past president of Washington Hebrew Congregation, Vise was a member of the first delegation of liberal Jews to meet with the Vatican. He is a first-generation American whose parents escaped Nazi Germany. Vise is married to his wife, Lori, an education consultant who focuses on college planning for high school students with learning differences. They have two daughters.

Topics: Innovative online programs making college more accessible for non-traditional students, why alternative pathways to college are needed and Modern States and the CLEP exam as a resource for non-traditional students.

Sponsored by:

Alpha Sigma Lambda Honor Society

Instagram, LinkedIn, Facebook, AESLHonorSociety
For the past eight years, Steve Pruitt has served as Director of Graduate and Online Admission at Lynn University. In this role, Pruitt primarily oversees the recruitment of non-traditional adult students seeking career advancement by completing a bachelor’s, master’s or doctorate degree.

Pruitt holds an MBA from Lynn University in Boca Raton, Florida and a bachelor’s degree in computer science from North Central College in Naperville, Illinois. Prior to joining Lynn, Pruitt spent over 20 years in technology leadership roles with companies such as AT&T, IBM, Motorola and Hewlett-Packard.

Pruitt most often enrolls working professionals or those in career transition. These individuals have busy schedules and require the flexibility and convenience of evening or online classes, which Lynn provides.

As part of his student outreach, Pruitt connects with businesses and organizations throughout South Florida and beyond, offering Lynn’s unique educational opportunities to employees of these organizations. Lynn offers a 20% tuition discount to employees of its organizational partners, and a 10% discount to adult family members of its partner employees. Human resource professionals seeking education opportunities for employees of their organization, or individuals seeking career advancement through education, may contact Pruitt at +1 561-237-7834 or spruitt@lynn.edu.
Keynote Speakers 2019

Dr. Robert Hill

Professor Emeritus – Nova Southeastern University (NSU) & Education Consultant

(Keynote Speaker and Academic Leadership Panel Moderator)

Friday, April 5 - 9:45 AM

Dr. Hill has over 35 years of experience as a K-12 teacher, college professor, and higher education administrator. He previously served as a full-time associate professor of higher education leadership at NSU’s Abraham S. Fischler College of Education where he taught live, blended, and online graduate classes. He also served as an online field associate and a dissertation advisor. He has been the Co-PI on a National Science Foundation Grant, and has been awarded faculty research grants at two different private universities. He is passionate about students and learning. His current research focus is on the professoriate & shared governance, and free speech & civility on campus.

Dr. Hill started his education career by teaching high school English in the public school system for ten years, before turning to postsecondary education. In addition to serving as a faculty member and graduate advisor for over a decade, Dr. Hill has served higher education as a director of student services; associate dean; coordinator of a Title III- Funded Academic Support Center; academic advisor; coordinator of student teaching; faculty advisor; department chair; and doctoral enrollment counselor for twenty-five years at different private colleges & universities. He is a member of the Association for the Study of Higher Education [ASHE], and the American Association of University Administrators [AAUA] (on the board of directors and is on the editorial board for the Journal of Higher Education Management). He is a current reviewer for the Journal for the Study of Postsecondary and Tertiary Education, and he is a peer reviewer/evaluator with the Middle States Commission on Higher Education (MSCHE).

He has presented at numerous regional and national conferences, and he has published articles on both academic affairs- and student affairs-related topics. Hill holds a BAE in English education from the University of Florida, a M.Ed. in educational administration and supervision from the University of South Florida, and an Ed.D. in higher education administration from Nova Southeastern University.
Keynote Speakers 2019

Dr. Maria Gambuzza

Assistant Vice-Provost, Academics at Strayer University
Friday, April 5 - 9:45 AM

Dr. Maria E. Gambuzza is an energetic educator, a higher education leader, and a mindful leadership mentor.

Currently, Dr. Gambuzza serves as Assistant Vice-Provost, Academics at Strayer University. Her latest area of research explores the principles of mindfulness and positive psychology applied to leadership to fostering meaningful human connections, at work, at home, and in the classroom.

As a faculty, Dr. Gambuzza embraces a sincere passion for teaching and profound commitment to her students’ success. She cares about those who believe in education as the efficient path to success in life. The concepts of active learning and collaboration are central to her philosophy of education. As a leader, Dr. Gambuzza manages a team of more than 100 faculty with a feed-forward mindset to promote high-performance habits and excellence. As a mindful leadership mentor, Dr. Gambuzza has been invited to present her research work at Airbus Group, Navarro Pharmacy, Strayer University, Johnson and Wales University, University of Carabobo (Venezuela), the Leadership in Higher Education Conference, the Associate for Nontraditional Students in Higher Education, and B&F Heineken Group (Spain).

Dr. Gambuzza earned a Doctor of Education degree with a dual concentration in Higher Education Leadership and Human Resources Development from Nova Southeastern University, a Master of Business Administration from University of Phoenix, and a Bachelor degree in Human Resources Management from University of Carabobo-Venezuela. Her most recent academic achievement is a Certification in Positive Psychology from the University of North Carolina, Chapel Hill.
Dr. Aaron Thompson

President, Kentucky Council on Postsecondary Education
(Keynote Speaker and Academic Leadership Panelist)
Friday, April 5 - 12:00 PM

Aaron Thompson is a nationally recognized leader in higher education with a focus on policy, student success and organizational leadership and design. He was named president of the Council in October 2018, following the retirement of Robert L. King. He came to the Council in 2009 from Eastern Kentucky University, where he held a variety of leadership positions, including associate vice president for academic affairs, university programs. In May 2016, he left the Council to serve as interim president for Kentucky State University and returned to the Council in summer 2017.

His leadership experience spans 27 years across higher education, business and numerous non-profit boards. Thompson has researched, taught and consulted in areas of diversity, leadership, ethics, multicultural families, race and ethnic relations, student success, first-year students, retention, cultural competence and organizational design throughout his career.

As a highly sought after national speaker, Thompson has presented more than 800 workshops, seminars and invited lectures in areas of race and gender diversity, living an unbiased life, overcoming obstacles to gain success, creating a school environment for academic success, cultural competence, workplace interaction, leadership, organizational goal setting, building relationships, the first-year seminar, and a variety of other topics. He continues to serve as a consultant to educational institutions (elementary, secondary and postsecondary), corporations, non-profit organizations, police departments and other governmental agencies.

Thompson has published more than 30 publications and numerous research and peer reviewed presentations. He has authored or co-authored the following books: Changing Student Culture from the Ground Up, The Sociological Outlook, Infusing Diversity and Cultural Competence into Teacher Education, Peer to Peer Leadership: Changing Student Culture from the Ground Up. He also co-authored Thriving in College and Beyond: Research-Based Strategies for Academic Success, Thriving in the Community College and Beyond: Research-Based Strategies for Academic Success and Personal Development, Diversity and the College Experience, Focus on Success and Black Men and Divorce.

Sponsored by:

Purdue University Global
Dr. Elmore Lowery is the Dean of College and Career Readiness Programs at Fayetteville Technical Community College. He leads, trains, develops, and creates strategic planning for the program. He is a transformational leader that is innovative, entrepreneurial driven, motivating, and highly committed to his passion. In his position, Dr. Lowery has secured a 3.9 million dollar Block Grant for College and Career Readiness, and the passing rate for the College and Career Readiness programs at Fort Bragg is ranked #1 nationally.

Since his time at FTCC, Dr. Lowery has increased completion and performance measures from 34% to 41% in the College and Career Readiness program. His department’s graduation and completion rates have increased by 77%, with a retention rate increase from 67% to 98%. Dr. Lowery has established academic pathways/trades for low performing and at-risk students.

Dr. Lowery has dedicated himself within the community he serves by establishing collaborative partnerships with private business owners to prepare students for transition into the workforce by starting new academic and workforce development programs, working with college foundations and fundraising activities. He also established strategic partnerships with Fayetteville Cumberland County Human Relations Commission and other local agencies to assist financially disenfranchised students in obtaining food, clothing, academic tutoring, and employment resources.

Dr. Lowery has created and cultivated an atmosphere of respect, trust, integrity, and relevancy within his department.
Panel Moderator

**Dr. Robert Hill**  
Professor Emeritus – Nova Southeastern University (NSU)  
& Education Consultant  
**Friday, April 5 - 2:45 PM**  
(see bio under the Keynote Speaker section)

Panelists

**Dr. Aaron Thompson**  
President, Kentucky Council on Postsecondary Education  
(see bio under the Keynote Speaker section)

**Dr. Elke Leeds**  
Academic Vice President of the College of Information Technology at Western Governors University (WGU)  
Dr. Leeds is the Academic Vice President of the College of Information Technology at Western Governors University (WGU). As VP, Elke sets the strategic direction for the College of IT’s vision and portfolio of programs. She provides college-level leadership, direction, and focus for industry partnerships, new learning models, comprehensive reviews of program quality, admissions requirements, curriculum, and content. She serves as chief public voice for the college for both internal and external audiences, and she has ultimate accountability for business strategy, its associated profit and loss, and the viability (financial, academic, and professional) of each IT degree program.

**Dr. Keith Smith**  
Dean of Purdue Global’s (formerly Kaplan University’s) School of Health Sciences  
Keith Smith became the first Dean of Purdue Global’s (formerly Kaplan University’s) School of Health Sciences in 2007. He later served as vice provost of the University and returned to the School of Health Sciences where he currently serves as Vice President and Dean. Highlights of his tenure include development of groundbreaking hybrid clinical programs, a unique military-only associate’s degree, and innovative 3+1 bachelor’s degree programs geared toward community college partnerships.

**Dr. Luz Randolph**  
Assistant Director of Development Diversity Initiatives  
Dr. Randolph is responsible for the university-wide fundraising efforts for Diversity Initiatives at the University of South Florida. She works collaboratively with the Black Leadership Network, the African American Advisory Committee, the Latin Community Advisory Committee, the Committee on Issues of Sexual Orientation & Gender Identity, and Student Disability Services to identify goals and needs for each program.
The ANTSHE Conference 2019 T-Shirt is Now Available!

Visit the online ANTSHE store at www.antshestore.com

Show your ANTSHE pride and support a great organization all at the same time!

Save 25%

Use coupon code antshe2019 to save 25% off your entire order. Additional colors are available, only at the online ANTSHE Store. Thank you for your support of the Association for Non-Traditional Students in Higher Education.

Proceeds from your purchase support the ANTSHE Scholarship fund. Expires 4/11/2019

The Nontraditional Learner's Guide to Success

Creating an Informal Support Network

Special ANTSHE Conference Price

$15

Get your copy today at the ANTSHE Table!
Information about the 2020 Conference will be available soon!

Pre-Register at the ANTSHE Registration Desk during the ANTSHE Conference for a Special Discounted Rate not available to the public or after April 6, 2019!

www.myantshe.org
ANTSHE Conference Evaluations 2019

Please take a moment to provide your feedback on the ANTSHE Conference speakers, events, and overall conference experience.

A Conference Evaluation Form is located inside this program. Please drop your Conference Evaluation Forms in the box located at the ANTSHE Resource Center (registration desk). We look forward to your feedback.

Thank you!

www.myantshe.org
(301) 991-2222