

Strategic Plan – Team #5
Minutes April 20, 2011

Present: Maria Kohnke, Gina La Monica, George Corbin and Tom Hoener

Discussed the following items to be included in the updated document:

1. Focus on placing Adult Students “center” to all decisions relating to academics, support services, and retention. Or put another way, focus on what ADEP students need versus only giving them what we offer.
 - Mandated faculty training that prepares them for the accelerated format and the differences between traditional and adult learning.
 - Offer discussions and evidence that supports the notion that there are more than one path to the same academic goal.
 - Offer support services, such as Child Care and tutoring for the children of the ADEP students.
 - Ensure other support offices across campus are available in the way and time ADEP students need assistance. For example, not only focus on hours of operation, but consider attitudes toward Adult Learners and how that impacts service.
 - Link enrollment and retention related issues to offering the appropriate type and level of support to ADEP students.
2. Create a concrete ADEP, Mission and Vision that can lead to particular academic and enrollment objectives. By focusing on what we want the program to be, we can translate this goal to how we market to prospects and decide what audiences we want in the program.
3. Address quality perception issues and create a stronger and more cohesive academic support structure within the ADEP program.
 - Determine a process that identifies the appropriate ratio of full-time to adjunct faculty being used in the program.
 - ADEP students report they find faculty who actually work in the field are most inspiring and helpful.
 - Ensure quality and continuity in the Program and academic disciplines by having 2-3 fulltime faculty appointed to teach and represent their areas, e.g. School of Management and Psychology. These faculty members could be used to coach adjuncts and support the ADEP director in academic matters.
 - Track how many ADEP students go to Graduate School.
 - Engage traditional undergrad faculty about their concerns about the quality of the ADEP program and offer evidence that suggests ADEP graduates are as academically prepared as the traditional undergraduates.
 - Consider increasing GPA requirements to enter the program.

Minutes submitted by Tom Hoener