## NASASPS 2018 Annual Conference
## Portland, Oregon
## Conference Agenda

**Sunday, April 22**

| | |
|---|---|
| 3:00 - 6:00 p.m. | **Conference Registration** |
| 3:30 - 4:30 p.m. | **NASASPS Board Meeting** |
| 4:30 - 5:30 p.m. | **NASASPS Committee Meetings** |
| 5:30 – 6:00 p.m. | **Reception for State Administrators and New Attendees** |
| 6:00 - 7:00 p.m. | **Opening Reception & Welcome** |

**Monday, April 23**

**8:00 a.m. - Noon**     **Registration**

**9:00 - 9:15 a.m.**     **Opening Remarks & Conference Welcome**

**9:15 - 10:15 a.m.**     **Washington Potpourri**
This session will provide an overview of the latest congressional and Department of Education activities that impact institutions of higher education.

**10:45 a.m. - Noon**     **Presentation of State Updates**
State regulators will give brief reports on new or pending changes to their state regulations or processes and also respond to questions.

**Noon - 1:30 p.m.**     **Welcome Luncheon**
Join us as we hear from a panel of former NASASPS presidents to learn more about the history of postsecondary education regulation and NASASPS.

**1:45 - 2:45 p.m.**     **Educating Edward: How Institutions, Accrediting Agencies and State Regulators Can Positively Impact the Student Experience**
Whether you're an institution, an accrediting agency or a regulator, it's likely that at one time or another, your sector was maligned by somebody. Institutions are accused of being more interested in turning a profit than educating students. Accrediting agencies are blamed for being poor stewards of failed institutions. And regulators can be villainized by both the institutions they regulate AND the students they are charged to protect. This moderator led panel focuses on ways in which institutions, accrediting agencies, and regulators help create an environment where the student is the ultimate winner.

| | |
|---|---|
| 3:00 - 4:00 p.m. | **The Distance Ed Question:  Measuring the Quality of Online Programs**<br>Post-secondary institutions have been offering distance education programming for decades, but many accreditors and state licensing agencies fear that their assessment methodologies may not adequately keep up with the delivery, instruction, and student success metrics needed to assure online institutional success.  In this dynamic, point/counterpoint discussion, the Associate Director of ACCSC and the Vice President of one of ACCSC's member schools will discuss the issues around delivering successful online programs and managing accreditation standards to track online success.<br>Discussion topics include:<br>• What are markers of quality online courses?<br>• What should accreditors and licensing agencies expect for student outcomes?<br>• What should agencies require for faculty and student interaction?<br>• What preparation should schools require of new enrollees of online programs?<br>• How can agencies measure whether online programs are successful? |
| 4:15 - 5:00 p.m. | **NASASPS Business Meeting** |

**Tuesday, April 24**

| | |
|---|---|
| 8:00 – 9:30 a.m. | **Breakfast Sessions:**<br>1. **Regulator, Accreditor and U.S. Department of Education Breakfast Meeting**<br><br>2. **Attendee Networking Breakfast**<br><br>3. **WCET/State Authorization Network (SAN) Member Breakfast Meeting** |
| 9:45 - 10:45 a.m. | **Concurrent Sessions:**<br>1. **A New Kind of Report Card: Tracking Private Career School Performance**<br>Each year, Washington's Workforce Board collects student-level records from over 300 private career schools, and analyzes data from community colleges and four-year colleges and universities, who want their programs evaluated for inclusion on the state's Eligible Training Provider List. This federally required list is pushed out through the Workforce Board's www.CareerBridge.wa.gov website, which provides a "report card" on the percentage of students who complete an education program, the employment rate and earnings of recent graduates, |

and the industry where they went to work. We will explain how we collect and process data, and communicate with schools and the public.

2.  **Let's Take the Lead in Bridging the Employability Skills Gap! But How?**
    In 1991, The US Dep. of Labor's SCANS Report was published identifying those skills needed to successfully enter and survive the workplace. Now, 26 years later, employers are identifying many of the same career readiness challenges as notated in 1991. This interactive session examines five key areas where our sector can lead the way in bridging the employability skills gap for our graduates while, at the same time, enhance institutional effectiveness and support our school's compliance requirements.

3.  **Make It Work! Student Tracking & Disclosures With Institutional Examples (SAN Session)**
    Institutions are required to comply with federal and state distance education regulations, professional licensure board requirements, Department of Defense MOU requirements, and SARA participating institutions must also comply with SARA policies. Not only are distance education regulations plentiful; but they change often, and institutional processes can be difficult to navigate.    In this session, attendees will learn through institutional examples how to develop strategies for student location tracking and for providing disclosures that communicate authorization, program, and licensure information to students while meeting regulatory requirements. SANsational award-winning institutions show how to make it work using websites and more.

11:00 a.m. - 12:00 p.m.    **Concurrent Sessions:**

1.  **Applying the Ethical Intent Matrix to For-Profit Institutions**
    A changing national political climate at the top and increasing global and alternative education opportunities put state governance and for-profit entities on a potential collision course. Academic corruption is an international phenomenon, yet little research exists in the area of for-profit institutional academic corruption. The Ethical Intent Matrix is proposed in this presentation, creating a framework for categorizing institutions to aid state regulators, students, and politicians. Contributor, Cheater, Imposter, and Fraudster institution types are identified and discussed from a state regulator standpoint. Consequences and suggested actions for each type are discussed using the Public Interest and Public Choice theories of economics.

2. **Legal Considerations Before Offering Online Programs in Foreign Countries**
   As enrollments in US higher education institutions level off or even decline, institutions are looking outside the US for students. US institutions are marketing and advertising and enrolling students into online programs. Although there are no US regulations governing these activities, many countries do have regulations and US institutions are not aware of the legal considerations. Considerations include authorization to operate, degree and license recognition in the country, consumer and data privacy laws, and tax implications for the student and institution. This session introduces participants to some concerns regarding international students in online programs and what to research before reaching beyond US borders.

3. **Use of Technology to Track Legislative and Regulatory Changes (SAN Session)**
   As a national institution with a large online student body, WGU's method of monitoring and commenting on legislative/regulatory changes suggests that policy makers need to consider how their policy changes may affect an individual's ability from becoming a contributing resident of that state due to additional regulatory burdens on program approvals and/or reciprocity of personnel certification/licensing. In this new technological age legislator need to be remained that education is no longer solely brick and mortar but nationwide. These legislators need to understand that this new generation of students can be a useful tool for them to fix employment shortages. By continuing to introduce potential burdensome regulations, these students with the qualifications these states with shortages require will go elsewhere. Legislators know need to focus on regulations that would attract these highly qualified individuals to their state for employment and allow those institutions that produce highly qualified graduates to operate there.

12:00 – 1:30 p.m.        **Lunch on Your Own**

1:30 – 2:30 p.m.         **Concurrent Sessions:**
1. **Competency-Based Education: The Basics, Myths, and Truths of CBE**
   Competency-Based Education (CBE) is in a resurgence period in American higher education. In this presentation, we will explore various models of CBE and the similarities and differences among them. Irrespective of model, all CBE programs have a shared essence: Academic programs which are increasingly time-fluid and prioritize student learning and the assessment of its demonstration. Additionally, this

presentation will explore Rasmussen College's multi-year process of building CBE systems, and the development of a unique faculty model which supports a student-paced learning environment.

2. **Navigating the Hurdles of Building a National Online Presence**
Embry-Riddle Aeronautical University will share best practices for starting or growing your online presence.  We will discuss how we have successfully navigated and aligned the intersecting and often conflicting regulatory environments of State Authorizations, Accreditation, Veteran's Administration, Title IV, and SEVIS.  We will also focus on how the regulatory environment has changed how we do business in regards to Online education- market programs, advise in certain states, etc.

3:00 – 4:00 p.m.

**Bridging the Gap Between Postsecondary Education Regulation and Professional Licensure**
The Council on Licensure, Enforcement and Regulation (CLEAR) will join NASASPS for a discussion on fostering collaboration between regulatory bodies. The session will also focus on helping institutions learn more about what they need to know about programs that aim to prepare students for entry to fields that require a professional or occupational license.

4:15 – 5:00 p.m.

**NASASPS Annual Meeting**
Open to all regular members of the association.

**WCET/State Authorization Network (SAN) Business Meeting**
Meeting for all WCET/SAN members to provide feedback about sessions and future planning.

**Wednesday, April 25**

9:00 – 10:00 a.m.

**The Price of Higher Education: An Issue and A Solution**
Teaching is an art and learning is a science. Conversely, teaching is a science and learning is an art. Neither is inherently costly, yet Americans annually spend ~$100B on the structure of education. This presentation looks at a reason for the rising costs of higher education and suggests a method for lowering that cost without compromising the educational quality (course content/student experience) or the educational product (an educated citizenry). Since the suggestion changes higher education policy, a call to action--asking attendees to speak against the presented reason for the rising costs--will be the culminating point of the presentation.

10:30 - 11:15 a.m.

**The New State Surveys:  The Evolution and Migration of the SHEEO Surveys**
NC-SARA and WCET-SAN have agreed to take over the maintenance of

the state authorization database that's currently on the SHEEO website.  This session will be an opportunity to inform regulators and interested parties of the timeline and steps that will occur during the transition from the current SHEEO Surveys to the NC-SARA and WCET-SAN sponsored State Surveys.  Included in the session will be an overview of a) the organization of the new State Surveys, b) the creation of reports built from the survey data, c) and our long range goal to include secretary of state and professional licensure information within this site.

11:15 a.m. – 12:00 p.m.     **SARA: What's new for 2018**
The first state joined SARA in 2014. The 49th State will soon join SARA. This panel will discuss the evolution of SARA policy over the past 4 years, and look at what the year ahead may bring. Discussion topics include: federal regulatory landscape, input from participants regarding policy and implementation of SARA, and what issues SARA expects to be challenging over the next several years.

12:00 p.m.                      **Conference Adjournment**