

# BEYOND THE IVORY TOWER

COCE ACADEMIC REPORT 2016-17

Southern  
New Hampshire  
University

2  
5  
1  
5



## Welcome

This year it was abundantly clear to the COCE Academics team that leadership and innovation in the higher education space is as much about unlearning as it is about learning. Yes, we continued our work in mastering learning science and analyzing how new technologies impacted the learning experience for our students. But equally important was the ongoing work of deprogramming our ways of thinking at every level.

At the individual level this meant unlearning many of the ways that we had navigated our learning experience. This included an acknowledgment that in many cases learning for students occurs in spite of us rather than because of us. Many of you will recall that while your teachers stood in front of the classroom and lectured for hours, the real learning and “aha!” moments often happened in smaller study groups or when struggling with the material alone late at night. Advocates for flipped and hybrid classrooms inherently acknowledge this as well — that we may not be making the best use of our students’ limited time by requiring them to sit through an experience that caters to the average student and, as Dr. Todd Rose notes in “The End of Average,” ultimately ends up serving no one.

Our students learn far more outside of our classrooms than they do inside them, and most of life’s lessons do not come through formal instruction but rather through analysis, reflection and communication. While we continue to expect transformation and further self-actualization throughout our adult students’ experiences with us, we recognize that the assumptions we make about outcomes for traditional students are not appropriate. This is why we reimagined the General Education program and asked our faculty across the nation to reflect on every aspect of the learning experience and help us continue to design the most effective curriculum for clearly communicated and measurable outcomes.

This unlearning also has been happening at the institutional level, where we are working to stop thinking of the degree as the only credential with any currency. Regardless of your political leanings, one thing is clear:

There is a growing chorus of adult Americans who feel unheard as their jobs vanish. They need a solution that does not involve traditional all-day classroom models, as they now have families to provide for and support. Many of them already have a degree in some field, just not one for which jobs are readily available. How do we create a learning experience for them so they can move forward?

Those who educate our students in the college environments do so not just so that students can get a raise or a promotion. The transformative power of education often leads to those things, but at its core the transformation occurs within the individual and the society when the individual is better equipped to act as a citizen. Empowering the diverse voices and perspectives of all individuals to be heard is important because they can contribute to the human experience and change society as much as experts in the field.

That is at the core of our mission, culture and vision here at SNHU — empowering people to manifest new things to the world. In the following pages you will read about our efforts to get beyond traditional thinking and assumptions about how students learn. You will find our attempts to unlearn when it is appropriate and to reimagine the student learning experience. We constantly caution the team against groupthink and also against letting whatever innovations or solutions we come up with today inhibit us from critically re-examining them tomorrow, as the work we do is an unending journey toward an aspirational destination.

Thank you for joining us on this journey. Your efforts, seen and unseen, are the key to our progress. We look forward to moving further together in this next year with you.

A handwritten signature in blue ink, reading "Greg W. Fowler". The signature is fluid and cursive, with the first name "Greg" being the most prominent.

Dr. Gregory W. Fowler  
Chief Academic Officer  
College of Online and Continuing Education  
Southern New Hampshire University



## A Leader in Every Seat

The COCE Academics team participated last summer in an annual meeting focused on trends in higher education, learning science, learning models and much more. A primary focus was on developing leadership at every level — or “putting a leader in every seat.”

Watch A Leader in Every Seat Part 1 and Part 2:



<https://youtu.be/OG4txgmR1eM>



<https://youtu.be/fm-l01AaQq4>



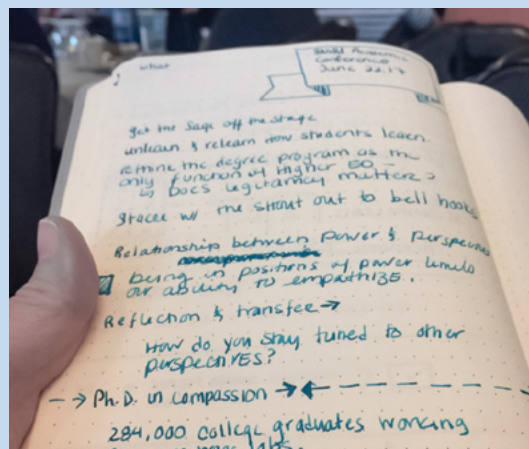
SNHU President Dr. Paul LeBlanc



Retreat speaker Dr. Diana G. Oblinger,  
president emerita of EDUCAUSE



Chief Academic Officer Dr. Gregory W. Fowler



Taking notes



## Divining the Data

By Dr. Sheryl Phillips, Vice President of Academic Programs

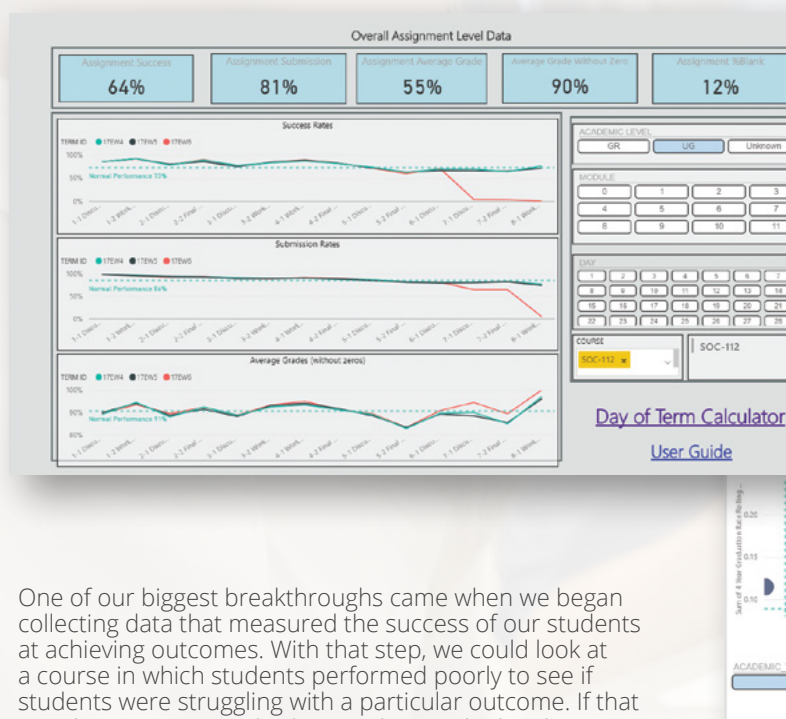
One of our key values is using data to inform our strategy, decisions and actions. Understanding and having access to data help us ensure we are providing the best experience possible for our students. However, making sense of all of the data and using it wisely has been an evolving process.

Five years ago our understanding and use of data in Academics was fairly rudimentary. We then had more than 40 different academic reports and now have more than 80. How do we make sense of it all?

Initially, our reports were almost all large Excel spreadsheets with many different data fields. The data fields were not named in a recognizable fashion and often the variables were indecipherable. What did +1 or +0 mean in a field named Student Status? We didn't always know and, once we figured it out, training new staff to use the data was a challenge. Not only was it difficult to understand all of the fields, but to get at the data in a meaningful way, we needed to be pivot table wizards. Being pivot table experts is not in the skill set of many academics, but we learned.

The problem was that constantly manipulating data took a significant amount of time and pulled us away from focusing on student success and our faculty and curricula. To mitigate this, we hired staff who manipulated the huge spreadsheets for us. With their help, we eventually began to understand what data we had and organize it in a standardized manner so that at least we were all looking at the same data in the same way. We were able to obtain information about the size of our courses, the number of course sections, student success, student enrollment, student submissions of assignments, retention and graduation. But although we could see and organize data more efficiently, we could not answer "so what?" or "why?" We are now beginning to reach those answers.

Over the past several years, we have been firmly grounded in descriptive analytics. That means we got good at looking at what happened after the fact. We can look at trends over the years in student success in courses, we can see in what programs our retention is better or worse, and we can see what assignments students struggle with. We have begun to move from just describing what has happened to beginning to predict what could happen (predictive analytics) and how to act on certain data (prescriptive analytics).



One of our biggest breakthroughs came when we began collecting data that measured the success of our students at achieving outcomes. With that step, we could look at a course in which students performed poorly to see if students were struggling with a particular outcome. If that was the case, we now had somewhere to look to begin to answer why. If further research showed that the outcome was not well supported in the course or a rubric was poorly written, we could take action to improve the course in a way clearly supported by our data rather than simply acting on assumptions and an informed guess.

Most recently we have taken another step toward predictive and prescriptive analytics. Once we simplified and standardized our key data reports, we realized that we had outgrown the need to have full-time staff assigned to manipulating those giant data spreadsheets. Instead, we took the most data-savvy individuals and created an academic data analytics team to continue to help us become more sophisticated in our data usage. Over the past year the team has simplified our data reports and consolidated the key data into graphic dashboards using data modeling software. Now with a click we can get at the data we need; goodbye, Excel spreadsheets. In fact, we will be retiring a majority of the 80-plus spreadsheets we have.



**One of our key values is using data to inform our strategy, decisions and actions.**

## Advisory Boards

Our mission calls on us to relentlessly challenge the status quo in our development of high-quality academic programs. To answer this call, our academic teams must have sight lines that extend outside of the university and into the emerging horizons of our respective fields.

The input of industry professionals is critical to creating high-quality programs and student learning experiences. We regularly convene standing advisory boards and advisory boards specific to the program review process to gain this external perspective from industry professionals and benefit from the expertise and skill sets they bring.

Departments such as STEM and Healthcare have well-established standing advisory boards that meet twice a year to assess program curricula in reference to evolving industry trends. Our boards include representatives from the American Nurses Association and the Norris Cotton Cancer Center as well as executives in the fields of research and development, bioscience, system engineering and technology development.

In addition, every department assembles external advisory boards as part of the program review process, a thorough and ongoing review of each program that is essential to fulfilling our regional accreditation requirements. We emphasize incorporating their feedback into curricular and programmatic development, such as working with publishing professionals and award-winning writers to develop our new online MFA program. Other examples have included industry professionals from NASA, CBS Radio, The Ohio State University, Esquire Magazine, Digitas Health, the New Hampshire Board of Nursing, CharmLab, the Georgia Institute of Technology and Publishers Weekly.

A welcome side effect of working with advisory boards is partnering with high-level employers and organizations that develop a vested interest in the success of our programs, which can open unique career-related opportunities to our students.

Our advisory boards keep us on the cutting edge of our disciplines while ensuring that our students graduate with the knowledge and skills they will need to lead in their chosen careers.



In addition, in concert with our college-wide data analytics group, we have begun to analyze data in ways that not only answer the “why” questions but point us toward actions we can take to mitigate problems. It has been an evolution and is still evolving. As we implement new software, especially a new learning management system, and our new vice president of Data Analytics moves forward, we expect this evolution to accelerate.

We hope sometime soon to be able to tell an instructor which students may struggle in a specific course in a specific assignment and recommend actions to take to support that student. When we get to the level where we can confidently support individual students and improve curricula based on reliable, actionable data, we will be where want to be. We are not there yet, but we are heading in the right direction.



## A Shared Commitment

*By Brandi Lyn Hoyt, Associate Vice President of  
Scheduling and Faculty Recruitment*

The College of Online and Continuing Education has developed a reputation for being more demanding of faculty than other institutions, but also more rewarding.

We have high expectations of our online faculty and seek and expect the best for our mission. At our core we are committed to student success and we cannot meet that unwavering commitment to students without highly qualified and highly dedicated faculty.

### **Rigorously Selective**

We are part of a rapidly growing organization and there is a continuous need to increase our faculty base, yet we refuse to compromise. In the past 12 months we hired less than 3 percent of our 27,000 applicants.

Faculty selection begins with a rigorous recruitment process. On average it will take a faculty applicant four months to move from the application stage to a first teaching assignment. We think a lot about this process and revise it frequently. The goal of the faculty recruitment team is to select the top applicants and move them through the recruitment and hiring process, which includes intentionally narrowing the applicant pool to those whose talents best align with our mission.

We look for quality faculty with a unique blend of academic credentials, industry experience and teaching experience, but equally important are personality, passion for learning and an intrinsic motivation driven by seeing students achieving their educational goals.

***I sincerely love working with SNHU – the dynamic, responsive culture supportive of everyone, students and faculty alike, make this an excellent place to work.***

***I continue to be impressed by SNHU's efforts for adjunct faculty – I don't ever feel alone or as if I can't get help/assistance/information if I need it. It's a pleasure working for the university.***

***SNHU has been, by FAR, my favorite university to work for. I love the faculty support, the student support and the amazing communication. I love SNHU!***

***I have taught here for quite a while and at many other schools. The attitude of everyone at SNHU is outstanding. This is a great place.***



## Without successful and satisfied faculty, we will not have successful and satisfied students.

Our selection process is intense. Throughout each stage the recruitment team is looking for those individuals who meet our expectations with regard to tone and disposition, mission and brand alignment, commitment level, academic qualifications, technical proficiency and teaching pedagogy. Those who move forward then are reviewed by the academic associate dean, who makes the hiring decision. Upon dean approval the faculty candidate must pass a three-week training program before being hired and scheduled to teach.

The process is time consuming and demanding, and some applicants drop out along the way. We know we are not the right fit for everyone. We want faculty who see our vision, believe in our mission and are ready to change lives.

### Also Rewarding

Why do faculty from around the U.S. want to teach online for Southern New Hampshire University? In most cases I believe it is our commitment to our faculty and their success. We value culture and we recognize that our faculty are critical to our team. Without successful and satisfied faculty, we will not have successful and satisfied students.

We deliberately focus on the faculty experience and look for opportunities to increase engagement, support and commitment. This starts with transparency and communication. Our chief academic officer is focused on keeping faculty informed about the next evolution of education and SNHU's direction within that landscape. Faculty from around the nation are encouraged to virtually attend quarterly faculty meetings with our CAO as well as bring questions, comments and concerns to their regular department meetings with deans and executive directors.

### Ongoing Development

The Center for Online Learning and Training continues to offer high-quality, relevant and timely faculty training. This team is intensely focused on ensuring our faculty stay current with best practices and continue to improve their skills in teaching, student engagement and academic technology. COLT is also dedicated to faculty support and has designed a team lead model that ensures every person teaching an online course has a dedicated team lead to rely on for support, assistance and coaching.

It is important that we recognize those who teach consistently and dedicate a portion of their lives to the success of our students. When faculty have taught 15 sections for us, they automatically receive a length-of-service pay increase and qualify for a tuition benefit allowing them to enroll for up to four COCE courses per year, tuition free. Faculty are also able to apply for a dependent care scholarship for children under the age of 24. Once faculty reach the 25 sections mark, they receive a second length-of-service pay increase and qualify for external professional development funding. All faculty are eligible to receive financial assistance during times of financial duress or emergency through our SNHU Cares Fund.

### Faculty Scheduling

We have more than 5,000 online faculty teaching roughly 20,000 sections per year. Because course scheduling is driven by student enrollment patterns, we do make changes to the schedule.

Our faculty scheduling team recognizes that our faculty work hard, love teaching and often want to teach more. We are committed to continuously improving and finding ways to increase stability in faculty assignments. This year we implemented an availability form on the faculty portal so faculty can tell us when they are available and how many sections per term (one or two) they would like to teach. This information is incredibly useful in helping the faculty scheduling team ensure that assignments are offered to those who want them when they want them.

We have also started scheduling faculty for multiple terms in advance. This is an evolving initiative as it is heavily reliant on changing course offerings. We recognize that for faculty the ability to plan assignments in advance is important and we will continue to offer this assignment option to more faculty as we move forward. If you commit to us, we will commit to you!



## Business: Meeting Market Demand

*By Dr. Bruce Stetar, Executive Director of Business*

Employers now realize that their employees need to keep learning through their entire careers, not just at the beginning, and are turning to higher education institutions to provide those educational experiences. They want their employees to be able to access “just-in-time” education and training that will enable them to upgrade their skills to face new challenges in a rapidly evolving business environment.

In response, the Business Department has been working over the last year to complete the merging of the previous undergraduate and graduate business teams into one unit. This merger was done to better enable the entire team to focus on the business programs as being a cohesive flow of study that could take a student from an associate degree to, potentially, a doctoral program, and to look at that course of study as one continuous path from which a student can enter, leave and re-enter when they need to upgrade their skills and knowledge to match their career path.

The team envisions a lifelong partnership in which students continue to return to COCE every time they need an upgrade – rather than a “one and done” mentality which surrounds a student completing an identified degree. There would be no Business “alumni” but rather “students who are not currently studying.”

As a first step to achieving this, Business has implemented 4+1 structures in marketing, accounting and finance that enable students to earn an undergraduate and a graduate degree in five years by moving seamlessly from one to the other in a shorter time frame. This continuous flow of study will also include the flexibility to build in other forms of credentialing, such as micro-credentials, which are also stackable and can add up to a more encompassing, traditional credential, such as a degree.

Employers are now stating that they do not always need employees with full degrees but rather with specific sets of applicable skills and knowledge in identified areas. The most obvious place to start with the development of micro-credentials is in programs where we have a solid alignment with an existing industry-approved body of knowledge, such as human resource management, project management, financial planning and accounting.

### Mapping Learning Outcomes

Over the last five to 10 years there has also been a growing demand from higher education stakeholders – especially the government – for institutions to be able to prove that their students are achieving the learning outcomes for their course of study. To meet that need, COCE has been working to establish student learning outcomes in all programs and courses and mapping them to accompanying assessments, thus enabling the measurement of student achievement of learning outcomes.

This process produces what is referred to as Student Learning Data, and it is enabling the Business team to move away from using “student success” scores as the primary measure of student achievement. SLD allows the Business team to go below the program outcome level to the critical elements that make up each outcome and determine the specific concepts and theories with which students struggle. This in turn allows for much more targeted and specific actions to be taken in the adjustment of the delivery or the design of the courses, resulting in a much higher probability of success.

## PROFESSIONAL CERTIFICATIONS

Professional certifications are growing in importance in the industry. Granted by professional associations, these certifications act as an industry-standard indicator of a current or potential employee’s technical prowess and are now listed as “must haves” in many job ads.

To keep pace with this demand and help students prepare for professional certification exams, the business team has increased the alignment of content in a number of its programs to industry-recognized professional bodies of knowledge. Key professional associations the team worked with this year include the Florida State Accounting Board, the Certified Professional Accounting Board, the Certified Management Accountant Board, the Certified Financial Planning Board, the Project Management Institute (PMI), the Society of Human Resource Management and the American Marketing Association. These alignments also make these discipline areas excellent candidates for future micro-credential developments.





SLD for business courses at the undergraduate level show 71 percent of students achieving all of their course outcomes, while 86 percent achieve at least 75 percent of their course outcomes. In turn, 71 percent of graduate students achieve all of their course outcomes, while 82 percent achieve 75 percent of their outcomes.

## Driving Student Success

All of the above, as well as a host of other initiatives, are helping to steadily drive and maintain student success. Business has met or exceeded its student success range targets (81 percent to 83 percent for graduate and 78 percent to 79 percent for undergraduate) for more than eight terms. Both graduate and undergraduate programs have recorded their highest ever student success percentages in recent terms, often exceeding the set target ranges.

Use of the SLD and initiatives such as accounting program YouTube channels and Student Orientations, an Organization Leadership course re-launch, the Café Connection pilot project and the MBA course overview videos, and the alignment of course content to selected industry-standardized bodies of knowledge has helped produce these steadily increasing success rates.

In addition, improved data analysis, both during and after each term, increased faculty contact/training and improved course development skills have aided in the improvements. These increases have been small, 1 percent to 2 percent over the last two years, but across our large base of business students these increases are significant, steady and maintainable.

## STANDARDIZED ASSESSMENTS

In its quest to increase applicability of academic content in the real world while also producing usable data and measuring the achievement of program learning outcomes, the business team has implemented several external standardized assessment tools.

The first, the CAPSIM Business Simulation, has been launched as a capstone project in the undergraduate Business Core. CAPSIM provides a simulated business environment in which teams of students compete against one another to run a company through a number of yearly reporting cycles, making decisions along the way in various areas of the business. Teams are scored on their results and individual students are then tested to determine the knowledge gained through the experience.

The second was the implementation of a pre- and post-test scenario using the Peregrine Standardized Accounting exams in the M.S. in Accounting program. Peregrine provides a set of customizable standardized tests that are aligned to the Accreditation Council for Business Schools and Programs Core Professional Components and to an institution's student learning outcomes. Administering pre- and post-tests enables an institution to determine student progress throughout a program of study.

The data from both of these assessment devices helps Business determine how much students learn in relation to the program learning outcomes during their course of study, as well as how they compare to students from other schools using the same assessments.



## Pioneering in the Online Liberal Arts

*By Dr. Ruth A.H. Lahti, Executive Director of Liberal Arts*

The liberal arts are coming alive online in unique ways at SNHU. Long outdated is the stereotypical image of a lone bookworm buried in a dusty corner of the university library. Instead, our liberal arts students are engaged in lively online communities where they read, write and create in ways that nurture their passions and build practical skills for their careers.

We believe that creating wider access to the kinds of enduring and creative skills cultivated within liberal arts programs is critical to SNHU's mission of transforming students' lives. The wide spectrum of programs we offer in our Liberal Arts department ranges from the more traditional offerings such as literature and history to more applied arts programs such as game art, graphic design and creative writing.

Two examples that demonstrate how we strive to bring the liberal arts online in groundbreaking ways are our digital photography programs and our writing across the curriculum initiative.

### Digital Photography Online

We were proud to launch in 2016 the first nonprofit, affordable and fully online digital photography degrees. Our associate and bachelor's degrees in Digital Photography expand access to education for students who previously had the option to enroll online only in extremely expensive programs at for-profit institutions. We also aim to make the cost of equipment manageable, bundling the equipment students need, such as cameras and lighting, and offering them through our bookstore, which greatly assists students who rely on financial aid.



Digital photography student Anne Nettles' "Reaching."



## Creating wider access to the skills cultivated within liberal arts programs is critical to our mission.

Students develop a professional portfolio that will help them advance their careers, and take practical classes such as Photographic Practice in the Digital Age and The Business of Photography. Students achieve a degree grounded in the liberal arts, equipping them with skills in critical thinking, oral and written communication, and quantitative reasoning. They leave our program prepared to excel in their photography careers as well as to engage as global citizens in the wider world around them.

A year since launch, we are thrilled to see that student interest in the program has well exceeded our initial projections and, more importantly, that students are succeeding in these courses and are well on their way to graduation.

### Writing Across the Curriculum Online

A unique project we will continue this year is bringing the writing across the curriculum movement into the online space in an initiative we call WriteScape. Originating on campuses in the 1970s, the WAC movement frames students' acquisition of writing skills as a learning process that extends throughout the student lifecycle; this counters the reductive view that students will learn everything they need to know about writing for college and careers in a first-year composition course.

Understanding writing in this way helps us develop curricula more supportive of students' writing skills at progressive levels and also helps us empower faculty members in every program to address student-writing challenges. However, these WAC movements have largely relied upon face-to-face faculty workshops and have not been undertaken in a comprehensive way in online programs; translating this movement to the online space has required us to rethink the available WAC models.

We have designed our WriteScape initiative to include four major stages:

- A detailed mapping and assessment of our curriculum informed by the Association of American Colleges & Universities' standards for writing, reading and information literacy
- The development of faculty and curricular resources to address gaps and areas where data reveal student struggle
- A series of program-specific faculty workshops in which we will use our findings to support faculty in teaching writing in their disciplines
- The adoption of external, industry-relevant measures through which we can continuously assess our students' acquisition of writing skills at key points during their college careers

In the online environment, so much of our students' engagement relies on intensive reading and writing, which we can often take for granted. Our major goals in WriteScape are to surface these writing demands and nurture a university culture of writing that helps students flourish in this online educational environment. This support of writing cultivates student skills that are relevant far beyond the classroom, equipping them with lifelong communication skills applicable not only to their specific disciplines but also to their everyday lives and careers.

These types of student programs and faculty support initiatives exemplify how SNHU strives to innovate on a national scale in the liberal arts, and the student demand for these online programs testifies to how the liberal arts retain their value in a digital age. Indeed, when we take a look at the national averages for student enrollments in liberal arts programs, student numbers are declining at many universities while our student numbers show healthy growth.

We believe the partnering of passion and practicality is the engine of our success: we nurture students' creativity and self-expression while also clearly articulating how our liberal arts programs develop the skills most sought by employers.



# Meeting Demand: Health Professions

*By Dr. Jan Wyatt, Executive Director of Nursing  
& Health Professions*

The future of the healthcare industry is complex and changing, as we see not only growth in demand for healthcare services as the result of an aging population but also myriad other issues such as access and affordability.

These include the potential repeal and replacement of the Affordable Care Act or “Obamacare;” the Institute of Medicine’s projection of a 3.5 million provider deficit by the year 2030; emerging public health issues nationally and globally, in major economies such as China and India; and the growing need for healthcare providers to understand and serve increasingly diverse populations of patients and employees. As a result, we are seeing the need for healthcare workers who are adept at leading organizational functions, therefore refocusing the need for interdisciplinary education in fields such as business.

To understand the true impact of what healthcare workers do, we have to look at the lives affected by the effort of those workers. For example, the World Health Organization, in its [report on global health conditions](#), stated that in 2015 over 16,000 children under the age of five died daily as a result of their poor living conditions, combined with a lack of access to lifesaving interventions. In the United States we see an aging population driving the healthcare provider deficit and increased demand for specific types of services. This shift in demography also highlights the need for the provision of interdisciplinary team-based care due to the complexity of the healthcare needs of our elderly population.

The Nursing & Health Professions programs at SNHU are among the fastest-growing programs at the institution, as we prepare students to fill the employment needs of the healthcare industry. Our programs are interdisciplinary in nature and prepare students to become leaders in their fields while providing them with the team-based view into the provision of care.

Our first-in-the-nation Master of Science in Nursing focusing on Patient Safety and Quality prepares nurses for their emerging roles and the rising demands within healthcare, including the improvement of patient outcomes through quality, cost and resource efficiencies. In 2017 we launched our Master of Science in Public Health concentrating in Global Health in response to the need for public health workers to provide healthcare support across international borders.

But the Nursing & Health Professions team believes it must go beyond just developing and delivering high-quality programs. We believe it is our duty to improve collaboration and facilitate discussions about issues facing the healthcare industry, as those issues will affect the lives of our graduates, their families and their patients. For example, we are partnering with Spaulding Rehabilitation Network and Partners Healthcare to develop pathways for registered nurses to earn their bachelor’s degrees in nursing along with professional development opportunities. We are working with the American Nurses Association on several initiatives, including delivering credit-bearing continuing education units to its more than 350,000 member nurses. We have engaged with Dartmouth Hospital and the New Hampshire Action Coalition to host the 2018 Diversity Summit, dealing with the emergence and needs of Latinas in healthcare.

The NHP team has provided sponsorship at several healthcare events, including the Magnet Conference in October 2016, The New Hampshire Nurses Association annual conference in January 2017, New Hampshire Health Information Management Association conferences in September 2016 and May 2017, the New Hampshire Department of Public Health Services and the Centers for Disease Control public health training session in May 2017, and the First New England ADHD Conference (along with the Social Sciences and Counseling teams) in June 2017.

## AFFORDABLE CARE

According to The Heritage Foundation, the Affordable Care Act was expected to provide health insurance coverage to 30 million previously uninsured Americans. Along with the positive aspects of the legislation came several negative outcomes, including more dramatic healthcare worker shortages, increased paperwork requirements, heavy cost burdens on health insurance companies, increasing premiums and decreased patient satisfaction. The gap that exists between the benefits and the costs of the ACA has made health insurance reform one of the key topics being discussed in the U.S. today.



## The Nursing & Health Professions programs at SNHU are among the fastest-growing programs at the institution.

As team NHP continues to focus on its vision to be the leader in online healthcare education, we not only will build the programs that support the needs students and of employers, we will seek to become collaborative thought leaders who are engaged in building solutions to the challenges of today's and tomorrow's healthcare industry.

### INCREASED NEED

The Elderly Workforce Alliance predicts that by the year 2030, adults over age 65 will comprise 20 percent of the U.S. population, up 7 percent from 2013. When combined with the fact that 90 percent of that population has at least one chronic condition (diabetes, heart disease, hypertension, arthritis, etc.), we see two of the key drivers in the increased need for healthcare service providers.





# Supporting Success

By Amy Stevens, Vice President of Academic Resources and Communication, and Tracey Osborne, Associate Vice President of Academic Resources

Two comments have stuck with me over the years, shaping decisions at certain critical points in our development and helping us challenge the conventional wisdom that sometimes prevent academics from doing the right thing.

"You tell me, do I buy your stupid \$300 textbook or do I put oil in my tank for a cold New England winter?" one student asked.

After telling the student to buy the oil, I began to question many of the assumptions we make about student resource purchases. While we continue to drive down costs (a resource for that same class now costs \$75), we had to expand our expectations for the learning resources we chose. Now when our Learning Resources research advisors source material, we go beyond price and learning outcome coverage to engage partners around desired student learning experiences. We've worked with vendors to lead the way on data analytics, accessibility and information security guarantees.

**Our average cost for course resources: \$84.20**

Our partnerships have broken new ground in how we think about the science of teaching and learning and about deploying resources. These partnerships also led to saving students nearly \$4 million for the 2016-2017 academic year. We will continue to keep the student at the center of the experience and make sure that we live up to our mission of making education accessible for all.

While that first problem had a relatively easy solution, the second was more heartbreaking and complex to solve. When asked if she had used our Online Writing Center for her first major paper as a new college student, a student replied, "No, maybe next term I'll work up the courage to make an appointment."

**We operate 14 learning communities with more than 33,000 participants.**

Our OWC coaches may be the most gentle human beings on the planet, but we can't whisper in each student's ear, "Trust me, they are kind and gentle and just waiting for you to call." However, we could question the assumptions we made about the support we provide, how we provide it, and how to change the path students take to get it. In the past year, we introduced three critical components to make it easier for students to access support — hopefully without having to muster up the level of courage one would expect for something like skydiving.

- **Embedded Rubric Feedback** — One of the opportunities we noticed early on was that we needed to increase the collaboration between our faculty and our Academic Support Services, making sure faculty knew the right resource to refer students to and when to refer them. By working with our associate deans of faculty, we created rubric feedback that faculty could include in their comments to students that directed students to specific resources that could help with the competency they were struggling with. We found this empowered the faculty and increased student traffic early in the term, when we had the most time to work with the student.
- **Learning Communities** — Imagine getting frustrated by a concept you don't understand or an assignment prompt you need a safe space to play with before posting. Click over to our Learning Communities and you now are in a chat forum where you see another student has asked the same question and another student chimed in with an answer, or a learning community facilitator has pointed to a resource that enables you to consider the challenge a bit differently.

**Thanks to our partnerships with publishers and the bookstore, we saved our students nearly \$4 million in the 2016-2017 academic year.**

# The learning community helps the student to feel they aren't alone with their questions and are part of a community invested in their success.

This non-evaluative space has provided the perfect “safe space” for students who may be looking for support, but aren't ready to raise their hand. The learning community helps the student to feel they aren't alone with their questions and are part of a community invested in their success.

- Peer Tutoring – Located within the learning community, peer tutors do several jobs. They monitor the learning community, help students work through issues, and host individual and group tutoring sessions. Our peer tutors are often fellow first-generation students who were successful in the course or program and are now giving back, gaining valuable coaching skills and staying engaged with SNHU.

We credit these three changes with the sudden increase in students seeking support resources last year and our ability to support that surge. We know that successful students seek out support and that every student has the opportunity to be successful. This will continue to drive the work the team does during the next academic year.

## ONLINE ACCESSIBILITY CENTER

The Disability Resource Center is now the Online Accessibility Center. The new name better reflects the center's mission, is more inclusive and aligns better to services offered. Services, personnel and hours of operation remain the same.

This change will lessen the stigma that may prevent students with disabilities and those without (such as active-duty military students who experience accessibility issues) from contacting the office. The new name will help promote an informed and inclusive online environment for diverse learners.

## Honored for Excellence

Southern New Hampshire University was awarded the 21st Century Distance Learning Award for Excellence in Online Technology by the United States Distance Learning Association at the 2017 national conference last spring.

“As a premier organization for the entire distance learning profession, we are honoring Southern New Hampshire University as a leader in the industry,” said Dr. John G. Flores, executive director of USDLA. “SNHU has raised the bar of excellence and we are truly honored by SNHU's contributions within all distance learning constituencies.”

The USDLA Awards were created to acknowledge major accomplishments in distance learning and to highlight those distance learning instructors, programs and professionals who have achieved and demonstrated extraordinary results through the use of online, videoconferencing, satellite and blended-learning delivery technologies.



“SNHU has been working to expand access to high-quality, affordable higher education for more than 80 years, and we are thrilled to be recognized by the USDLA for our steadfast dedication to this mission,” said COCE Executive Vice President Amelia Manning. “We are so fortunate to witness every day the transformative power of online education and how it helps people of all ages, and from all walks of life, achieve their dreams of earning a college degree.”

The prestigious International Awards are presented annually to organizations and individuals engaged in the development and delivery of distance learning programs.

“This year's USDLA Award recipient, Southern New Hampshire University, represents the finest examples of online courses, best practices and leadership in our field. We are so very proud and excited to be able to recognize this level of excellence,” said USDLA President Ken Conn.





## Evolving as a Team

*By Dr. Jennifer S. Batchelor, Assistant Vice President of Academic Programs*

Over the past year the continued evolution of our academic teams has been incredible.

We began the year by envisioning how to take our business to the next level. In Academics, we knew we had to take a deeper look into how we could further improve the student experience and challenge our teams. We considered how to utilize different tools and platforms, improve the program and course development process, and increase faculty engagement and community.

We also needed to continue to support, grow and evolve our teams. The next evolution of the student experience would be largely due to our academic teams' ability to unlearn what they knew wasn't working, rethink how they approached their daily activities to be more efficient, and navigate the organizational landscape with ease. We wanted to provide opportunities for the teams to learn more about the business side of COCE and effectively prepare them for unforeseen changes as we moved forward with our strategic initiatives. To do this, we created a yearlong program focused on change management, leadership and business.

### Developing Our Teams

The intended audience for the yearlong program was academic deans in COCE Academics. The deans take on many roles, including working with faculty team leads and faculty and collaborating with the Academics, Advising, Career, Marketing and Admission teams to develop and oversee programs and courses. It is important that these individuals continue to grow and evolve so they may lead within COCE and across SNHU strategically and operationally.

We used an external group to set the tone and begin interweaving our focus on leadership competencies, change management principles, communication and problem solving.

### Learning and Unlearning

We originally designed the program from a team and organizational level, but shifted our approach to include a multilevel perspective.

We created space for individuals to unlearn certain ways of thinking to help us transform our organization and move us closer to more innovative models of teaching and learning. This in turn improved the student experience and increased faculty engagement and community.

In the end, the program was a balance between soft and hard skills that ranged from social and emotional intelligence, coaching, ownership, accountability and shaping one's professional brand to finance, portfolio management and understanding SNHU as a business. Deans tackled different scenarios to challenge themselves in ways that would not only impact them as individuals but also positively impact our students, faculty, teams and the overall organization.

### A Successful Journey

We created a learning environment that was engaging, relevant and focused on individual, team and organizational needs and have sustained the momentum by offering additional sessions with external experts on emotional intelligence and providing opportunities to complete a coaching certification.

While we faced challenges throughout the creation, development and delivery of the program, including limited time and resources and balancing the learning experience for onsite and remote deans, we can see the transformation within individuals and their ability to move themselves and the organization forward.

**We created a learning environment that was engaging, relevant and focused on the individual.**



# Faculty Development

*By Michael Chandler, Assistant Vice President of Faculty Development and Assessment*

It would be difficult to overstate the importance and impact of our adjunct faculty on our mission, and one way we demonstrate our appreciation and commitment to them is by providing meaningful professional development opportunities.

This not only helps ensure we have the very best faculty in the classroom, but also plays a vital role in retaining the talent our students deserve.

Once faculty have completed our onboarding courses, additional self-paced training and development opportunities focused on specific instructional practices and technical proficiencies are available. They also are invited to live informational webinar sessions to help them develop as a members of the adjunct community, participate in Q&As, and hone in on best practices in critical areas such as providing feedback, crafting announcements, and engaging with and motivating students. We regularly highlight some of the most impactful strategies and best practices of our top faculty through our faculty and team lead "Spotlight Series."

New training opportunities are developed based on analytics — understanding where general areas for improvement exist and working to bolster knowledge based on trends and needs. Associate deans are also able to point their faculty to modules within our extensive, growing catalog of offerings to answer questions, focus on a particular problem area or develop a skill.

In addition to our planned training and development opportunities, it is vital that we respond quickly to the needs of our faculty, just as they respond to and support students. Our experienced faculty trainers provide accurate responses rapidly and connect faculty to resources across the institution.

**It is vital that we respond quickly to the needs of our faculty, just as they respond to and support students.**

## New Team Lead Model

COCE recently rolled out a new model designed to improve the evaluation process, strengthen dean-faculty relationships, empower team leads to focus energy on faculty who need the most assistance, and improve consistency and behind-the-scenes efficiency.

In response to faculty feedback, faculty evaluation will become more targeted. Rather than evaluating every instructor in every section every term, we will differentiate our efforts, with newer faculty and those

who have demonstrated a need for additional coaching being evaluated term by term. Faculty who have consistently demonstrated a high level of performance will be evaluated annually.

More consistent expectations and communication will result from shifting oversight of team leads from individual associate deans to the Center for Online Learning and Teaching (COLT).



## Faculty Awards

Last spring SNHU established the COCE Award for Outstanding Instruction to recognize the exceptional efforts of our adjunct faculty as they work to create the best learning experience for our students. One instructor was honored with this achievement from each of the seven curricular units and out of the more than 4,700 faculty teaching online with us this year.

"I was very honored," said education instructor Andrea White. "My number one goal is always my students and making sure they understand the material in an engaging and supportive way, and I am so glad that SNHU recognizes that this is what they want to see displayed in their instructors. When you have a place where everyone has the same goal, amazing things happen, and that is evident here at SNHU!"

### This year's recipients were:

**Tonya Brown**, Social Sciences

**Sherri Jenkins**, Business

**Andrea White**, Education

**Ilanit Helfand**, STEM

**Jessi Bacho**, Liberal Arts

**Nicole Kirksey**, FYE & General Education

**Janice Buck**, Nursing & Healthcare Professions

Award recipients received \$1,000 and joined the Academics team in Manchester, New Hampshire, from June 19 to June 21. Their visit included an awards luncheon, tours of campus and the College of Online and Continuing Education, and events with COCE leadership, including a New Hampshire Fisher Cats game.

## Faculty Communities

SNHUconnect Faculty & Staff is a dynamic, virtual community for online faculty, team leads and staff that allows for greater flexibility in communication and collaboration. Participation in SNHUconnect helps build community, increase collaboration, expand connections across the larger academic unit (including faculty, team leads, associate deans and executive directors) and broaden support.

Crowdsourcing questions, engaging with peers and sharing information will become easier and faster in SNHUconnect, a social platform designed to improve the community experience once housed in Blackboard Team Shells. These new Faculty Communities enable faculty to engage with more of their peers in a seamless, collaborative, mobile-friendly space.

### Faculty are already embracing the new tool:

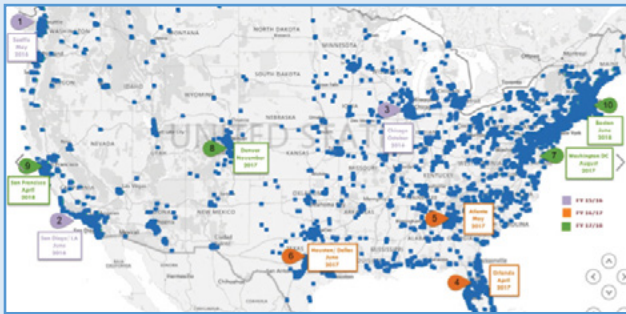
**"I think I've had more meaningful communication on here in three weeks than I've had in some entire semesters using the Team Shells."**

**"This looks great!!! I'm excited to try this in the upcoming term; I think having access to a larger community of folks will be beneficial. I like the idea of being part of a community permanently, as opposed to having it change every term."**



## Faculty Summits

The Center for Online Learning and Teaching collaborates with the associate deans to host Faculty Summits across the country. These events are designed to connect faculty within their communities and demonstrate our appreciation for all they do. The summits also enable us to hear firsthand about the faculty experience. The engagement and collaboration has facilitated change across our institution, including changes in our performance evaluation process and course design.



### RECENT SUMMITS:

April – Winter Garden, Florida

May – Atlanta, Georgia

June – Houston, Texas; Dallas, Texas

August – Alexandria, Virginia







## New Learning Models @SNHU

*By Dr. Sasha Thackaberry, Assistant Vice President of Academic Technology and New Learning Models*

As SNHU looks to the future of education, there is a wide and promising horizon of opportunity to redesign learning around the individual. This next evolution seeks to improve the learner experience through personalized pathways to a micro-credential, stackable certificate or degree.

New learning models (NLMs) are defined as learning experiences for students that are distinct from traditional educational formats, including face-to-face and traditional online programs. Though sometimes they are reinventions of existing models, such as competency-based education, NLMs are emerging educational models that place the learner at the center of the learning experience.

At COCE, any new learning model takes into consideration four critical interactive and interdependent components:

- Curricular and instructional design
- Faculty and academic support
- Fiscal sustainability
- Technical scalability

Each of these components needs to be addressed in order to create innovative educational models that are built around the learner and meet SNHU's mission of access and success.

### Modularization

One of the larger initiatives that will have wide-ranging impact structurally and conceptually for new learning models is modularization.

In COCE, modules are discrete educational units that are small and can be reconfigured, stacked and recombined in multiple ways to accommodate a diverse set of educational experiences that can be personalized to the learner.

Modularization is the restructuring of the learning environment and curricular structure to support the reusability of smaller, more "chunked" learning experiences. These self-contained learning experiences can be combined into individual credit-based learning experiences or course-based learning experiences. They can be deployed in different ways to support a variety of learning modalities as well as faculty and support models.

Modularization is one piece of the new learning model puzzle. Modules will enable and support the design and delivery of a variety of learning models across modalities. Learning should be delivered in a mechanism that best

supports the learner, whether online, face-to-face, hybrid, hyflex, just-in-time, short courses, large closed online courses or any combination thereof.

Any new learning models are developed with a watchful eye on the Guiding Principles of the Student Experience. The student experience is the North Star of this new concept; it describes how we intend to have students interact with SNHU throughout their educational paths.

The Guiding Principles are:

- **Relevant** to student-driven goals across multiple educational attainment levels, from micro-credentials to degrees awarded at the associate, bachelor's, master's and doctoral levels.
- **Engagement-driven**, with engagement with the SNHU community and fellow students, faculty and content prioritized as an intentional strategy to increase student retention and graduation.
- **Accessible** on two primary levels, both committed to educating students underserved by traditional campus-based programs and to providing accessible content and engagement for students of differing abilities.
- **Personalized**, with the student at the center of the educational experience, supported by advising experiences and course modality that is appropriate to the student.
- **Academically excellent**, with high-quality courses, programs and micro-learning opportunities across modalities.
- **Supported by intuitive, consumer-grade technology and a robust infrastructure** for both technology systems and data analysis so students are connected to the right information and experiences when they need them, in an effective and engaging manner.

As there are significant dependencies between new learning models and technology, every effort is being made to ensure that the systems are available to support the student learning experience. Though many legacy systems persist throughout higher education institutions, addressing functionality gaps, in particular with regard to system configurability and mobile access, will further support this new paradigm.

Learning should be available to learners wherever and whenever they have space and time. In the new economy, the ability to learn continuously is critical to our students' success. Which is, at its core, the business we're in together.





# Flexibility Is Key with CBE Model

*By Julie-ann Edwards, Director of CBE Academic Programs*

COCE's competency-based education direct-assessment program meets the needs of adult learners as well as workforce managers. It offers an alternative learning model with multiple strengths, including: affordability, a highly flexible schedule perfectly suited for working adults, robust feedback, and a design that builds student persistence applicable in school, on the job and in their daily lives.

How do students feel about participation in the program? Recent CFA graduate Sarah Fey described the key advantage of flexibility and how it helped her through. "I got sick about a month ago and when I was sick I kept thinking, 'What if I had to be in school right now? What if I had a paper that had to be in?' With this structure, that stress is completely eliminated. The structure of this is just perfect for people who are working adults," she said.

In a recent survey of students in the program, 95 percent of respondents indicated they are satisfied with the program and 91 percent rated the program a good value.

The demand for a low-cost, high-quality, accredited model is met through this CBE program in three ways. The all-in cost to students is \$3,000 per year, including all resource materials, and is paid or reimbursed by most students' employers' existing tuition assistance plans. The program also is eligible for federal financial aid. The result of this design is that most students expect to graduate with no debt at all.

Another key differentiator is the exceptional freedom for students to learn at their own pace without weekly traditional course deadlines, enabling them to take breaks when "life happens," a big project takes off at work, or even when they want to take a vacation. The importance of this flexibility cannot be understated for a program comprised of mostly working adults with families.

In this direct assessment model, students learn about topics through curated resources, complete defined project deliverables, and then submit the projects for evaluation against a predefined, known rubric. A reviewer, who is an educator with an advanced degree plus real-world experience in the field, provides a "fast, fair and friendly evaluation" within 48 hours of submission. Written feedback accompanying the rubric evaluation is robust, providing specific, actionable direction and encouragement.

Students can communicate with their reviewer to work through anything with which they are struggling. This feedback approach is so influential to student satisfaction and success that students rate their experience with a reviewer, on average, as 5.5 out of 6 after completing a project.

Building "grit" is part and parcel of the program design. This mastery model does not leave room for earning a C and then moving on to new content. Success in this program means engaging and re-engaging with material until students demonstrate mastery of the competencies.

Employer partners also feel CFA has been a good investment for their businesses. SNHU asked 120 partners to compare their employees who are students in the program to those employees not in the program. Employer partners reported that the program was a terrific employee retention tool, with 100 percent indicating their employees were as likely or much more likely to be retained. Another 43 percent indicated employees in the program had better work attendance records, and 53 percent felt their entire workforce was "more" or "much more" satisfied since the program began being offered.

Finally, the relevancy of the curriculum is evident. One vice president of human resources said, "Our employees learn something and can then immediately use it. It's a positive for the business and the student."

**Employer partners reported higher employee satisfaction and better attendance since introducing the program.**



## An Accreditation Culture

*By Jim Dehner, Senior Director of Accreditation and Academic Quality*

The College of Online and Continuing Education's culture embodies self-reflection, taking pride in the passion for what we do as an institution, and holding ourselves accountable for results that support transforming lives through educational opportunities. Our commitment is directly related to accreditation efforts and allows for a process of reflection on institutional balance and alignment across university functions.

This provides opportunity within our culture for continuous improvement to measure our operational and instructional functions against accreditor standards — which is the spirit of any accreditation review process. Within any accreditation process, accreditors not only assess operations and instructional functions in areas such as quality of academic programs; review of procedures and governance; and incorporation of faculty, staff and student voices in decision-making. They also will instinctively test and purposively probe to determine whether an institution has established a culture of continuous improvement.

Culture is no doubt a major factor in whether an institution is successful as an industry leader or whether it will remain reactive to its environment. When a culture is centered on continuous improvement, it positions the institution for change and transformation as an innovative and competitive industry leader.

As COCE employees we see our collective accomplishments as an institution and how this impacts the lives of the student population we serve. As we embrace challenges to serve an expanding student population while taking pride and enjoyment in all that we strive to accomplish in higher education, our goal to improve each and every day is directly aligned with our commitment to accreditation. The continuous improvement model our culture embodies and the spirit of accreditation allows for being positioned as a leader that always strives to be better.

We are in the period of self-reflection leading up to the completion of our periodic self study for the New England Association of Schools and Colleges. As culture shapes the behaviors of an organization and the way in which it achieves its goals, this accreditation cycle will offer opportunities to enhance the work we do to provide an affordable, accessible, and quality education. We are proud of our professional accreditations and looking forward to the upcoming NEASC review to demonstrate our level of quality and our continuous improvement model.



*Our relationship with ACBSP has helped to embed a mindset of continuous quality improvement in everything we do. We have used the ACBSP standard on student learning assessment to ensure quality assurance by using it as the anchor point for our work in assessing student program learning outcome achievement. We also use the ACBSP standards to drive our minimum faculty qualifications policies, our stakeholder satisfaction processes and our curriculum development frameworks.*

**Dr. Bruce Stetar,**  
*Executive Director of Business*



*A process to ensure ongoing evaluation against nursing professional standards and guidelines ensures that accredited nursing programs are achieving their mission, goals and outcomes. The nursing faculty utilize a systematic process for evaluation of meeting benchmarks as outlined in our master evaluation plan. This evaluation process is implemented consistently and data inform decision making and continuous improvement efforts so that our BSN and MSN programs exemplify excellence.*

**Dr. Sherrie Palmieri,**  
*Chief Nursing Administrator*

**When a culture is centered on continuous improvement, it positions the institution for change and transformation.**



## PROGRAMMATIC ACCREDITATION

Accreditation Board for Engineering and Technology\*

Accreditation Council for Business Schools and Programs

Commission on Accreditation for Health Informatics and Information Management Education\*

Council on Education for Public Health\*

Global Accreditation Center for Project Management Education Programs

Professional Science Master's

Council for Accreditation of Counseling and Related Educational Programs\*

Council for the Accreditation of Educator Preparation\*

Commission on Collegiate Nursing Education

Society for Human Resource Management



## REGIONAL ACCREDITATION

New England Association of Schools and Colleges



\* pursuing



*Working with our accreditors is not just a set of tasks to treat the process as a compliance assignment, it is a positive dialogue to engage around the innovative ways in which institutions such as SNHU fulfill their missions.*

**Amy Stevens, Vice President  
Academic Resources and  
Communication**



*The MA in Clinical Mental Health Counseling Program ensures quality assurance when seeking CACREP accreditation by utilizing a backwards course design approach to develop courses from accreditation standards and appropriate course visions that are inclusive of aligned course, program and accreditation standards in each course and across the entire program.*

**Dr. Franc Hudspeth,  
Associate Dean of Counseling**





## Beyond Read, Write, Discuss

*By Dr. Marc Wilson, Executive Director of Counseling*

The new M.A. in Counseling program represents a number of firsts for COCE, including the integration of interactive video and the fact that it is a 60-credit, pre-licensure degree program. However, what really makes the program unique is that twice during their programs, students will meet with faculty and their cohorts for weeklong, in-person residencies.

Why would an online program require its students, most of whom specifically chose an online program because they have busy lives that make it difficult to attend face-to-face classes, to participate in two in-person residencies? The answer is both simple and subtle.

At the most basic level, the accrediting body expects that the program's graduates are a "good fit" for the counseling profession. This means not only that they have demonstrated the requisite level of basic counseling skills but also that they possess the personal dispositions that are necessary to be effective and ethical counselors. Although the video-based and virtual learning environment affords us the opportunity to have students practice counseling skills, it is only by meeting personally with students that we can feel confident in our assessment of their skills and dispositions and thus determine if they are ready to begin working with actual clients.

The subtler reason we hold residencies concerns the developmental nature of counselor training. The residencies, which are embedded within 10-week online courses, are opportunities for students to practice the skills firsthand and gain a feel for what it is like to do counseling and receive feedback to help them master these skills. Since they practice on each other, they also have the experience of feeling what it is like to be a client.

The residencies are a kind of crucible in which students begin the process of transitioning from learning to becoming. The residency experience provides a safe space that captures the ethos of the counseling process and enables students to develop insight and awareness about how their personalities will impact their work.

Despite some initial resistance and anxiety on the part of some students, the sentiments expressed by students demonstrate how well the experience creates a sense of cohesiveness and deepens their feeling of belonging to the program and the profession.



**"I was not a willing participant of residency ... Once I decided to give it a chance, be vulnerable, the magic happened."**

**– Christine Bell, Student**



# The Growth of Clinical Mental Health Counseling

*By Dr. Franc Hudspeth, Associate Dean of Counseling*

As the counseling profession evolved, the scope of practice for counselors changed and led to the terms mental health counselor and, today, clinical mental health counselor. Much of the evolution of counseling is paralleled by changes in examination requirements through the National Board for Certified Counselors and changes in educational requirements. As such, counseling has solidified its place in the mental health family and thus become a desired and growing profession.

In 2005, the American Counseling Association introduced its 20/20: Vision for the Future Counseling initiative in part to arrive at a unified definition of counseling and to pave the path for licensure portability. This path was recently realized and publicized as The National Counselor Licensure Endorsement Process and is endorsed by the American Mental Health Counselors Association, the American Association of State Licensing Boards, the Association for Counselor Education and Supervision, and more.

An increased demand for mental health counselors is attributed to a greater awareness of help for and resources to combat mental health issues, growing populations in need of mental health services, increased insurance coverage of mental health services, laws that require employers and/or insurance providers to cover mental health as part of primary coverage, and changes in the scope of practice of mental health counselors. Laws such as the Mental Health Parity and Addiction Equity Act of 2008 and the Patient Protection and Affordable Care Act of 2010 support the need for mental health services.

**“The residency week was such a strong validation to my path, to who I want to be.”**

**– Fatma Ouled Salem, Student**







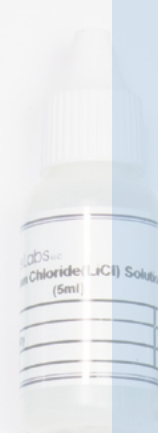
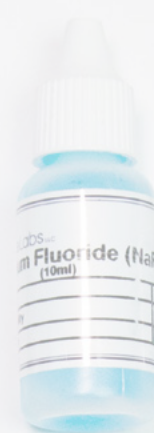
# Teaching Science Online

*By Kelly Thrippleton-Hunter, STEM Lead Faculty*

Challenges can exist when teaching science in the online environment, such as the lack of a physical lab space, access to lab equipment and materials, a student's geographical location, and safety and liability issues. But these challenges also open the door for unique and exciting opportunities.

We have had to rethink how to teach science online and have overcome these challenges by providing real-world applications and experiences through the use of scientific cases studies that use real-world data and problem-based learning, and the use of relevant tools and technologies.

In our lab courses, our students are provided with science kits that contain all lab and safety equipment and materials needed to complete their experiments, such as a hand lens, copper, glass and streak plates, a steel nail, and a variety of minerals for a mineral identification lab. These lab kits enable our students to experience hands-on science investigation. We also use technology to accomplish authentic science learning through lab simulations, such as those in which students adjust conditions to test the roles of various environmental and geological factors involved in triggering earthquakes, landslides and volcanic eruptions.



Our science courses are taught by industry experts with subject-matter expertise ranging from astronomy to zoology and everything in between. These talented and passionate professionals bring the science coursework to life and seamlessly incorporate relevancy into the virtual classroom, enriching the learning experience for our students.

Authentic projects have students look into real-world problems, such as a particular environmental issue, and propose solutions and make management decisions based on experimentation, data, reproducible results, analyses and evidence-based conclusions. Together, these projects help our students not only learn about how the natural world works, but enable them to build a portfolio that highlights the 21st-century skills and experiences they have gained.

Over the last year, the development and implementation of experiential learning courses have come to fruition. Experiential learning offers students the opportunity to learn through reflection and gain hands-on experience through student-designed field projects, grant writing, citizen science, interdisciplinary connections and the opportunity to earn credit pursuing industry-related certifications and licensures.



## **We continue seeking ways to provide our students with hands-on, relevant, real-world experiences.**



In these experiential learning courses, students have the opportunity to write a grant proposal for an organization, gaining grant-writing skills in an authentic, real-world context while building their professional network, or immerse themselves in the field, where skills in experimentation, data collection and analysis are refined. Students also have the opportunity to participate in a global “bioblitz” or even work toward acquiring a relevant licensure, certification or workforce credential.

We continue seeking ways to provide our students with hands-on, relevant, real-world experiences. As such, we are currently in the process of some exciting collaborations with the University Campus and its arboretum involving the creation of environmental sensors, environmental data collection and data analytics.





# Advancing Technology Literacy

*By Dr. Gwen Britton, Executive Director of STEM*

As technology continues to morph and change, the jobs available will also continue to morph and change. New ways of teaching and learning will need to be created to meet the ever-changing demands.

As teaching and learning changes, we will no longer simply validate an individual's competence after they have completed a set number of years of schooling. Associate degrees, bachelor's degrees and master's degrees likely won't go away; however, different forms of recognizing competency will and are emerging. It no longer makes sense to credential people only in denominations of degrees, but it does make sense to recognize competency in technical skills and abilities.

Stackable credentials, badging and micro-credentials are all new ways of thinking about validating competence and providing pathways to success for people who otherwise weren't able to work in technical areas. For example, many higher education institutions require calculus as an "entrance" point for many STEM fields. What about those people who weren't able to get through calculus in high school, or came from an education system where calculus wasn't an option?

Access to the tools and technologies needed for many of these jobs is also an issue. BYOD (bring your own device) is the norm today. If an internet connection is available, you can and should be able to bring your own device to get the information you need in the format your device can handle. This, too, has changed up the ability of more people to get retrained in different STEM areas.

Economists are predicting the loss of many jobs as a result of ever-advancing technology. In recent history, technology

has done the opposite, creating more jobs than it has replaced. Technology will continue to do both — create some jobs and replace others. And some jobs won't go away but will change, requiring new approaches to training.

For example, self-driving trucks may change the role of a truck driver, but not necessarily eliminate truck drivers. They may also change the "learning path" for truck drivers. There are at least two companies already in the business of self-driving trucks. One company, Daimler and Peloton Technology, has devised a model whereby a single "lead truck" uses cloud-based technology to control the trucks following — like a "truck train" of sorts. The impact this new way of operating has on truck drivers is enormous. The amount of data the self-driving trucks generate will be huge. The "learning" the trucks will do, using artificial intelligence, will require human intervention and correction to help the trucks learn and be smarter. Truck drivers will need to learn new ways to access and analyze that information to be successful at their jobs.

Truck drivers will need continuous education and new skills, including developing technological literacy. Many truck drivers don't have the mathematical or technical backgrounds to be able to do some of the things they might be required to do as a result of the shift in the trucking industry. This calls for a change in the way truck drivers are educated. Drivers would not only need to be trained to manually operate the trucks (should the technology fail), but also on how to navigate the technology controlling the trucks. Yet they are on the road more than they are not and need the opportunity to learn new skills to transition from the current role of a truck driver to a technologically enhanced new role.

SNHU's STEM programs are 100 percent online and accessible from any device anywhere with an internet connection. We provide strong student support, authentic learning experiences, and programs that will help students plug the holes in their knowledge and skills. There are three ways SNHU has positioned itself to be a leader in retraining for many of these newly emerging jobs. First is by providing different ways of validating competence by offering stackable credentials. Second is by introducing pathways programs that enable students to grow skills in areas where they may have previously lacked competence. Third is providing a means for cloud-based access to the technological environments they will be using on the job.







Our new Pathways to Math Success program was designed specifically for students who may not have been successful in math in the past and need to build their quantitative literacy skills. Students are enrolled in the Pathways to Math Success program in their first term, during which they take an adaptive math assessment that helps determine their current level of quantitative proficiency. The adaptive assessment provides coaching and upskilling. Once students have completed the program, they will be guided to the appropriate math course in a series of courses. This enables us to meet new students where they are and guide them to where they need to be.

SNHU also is in the process of developing a robust, state-of-the-art STEM Online Lab Environment (SOLE). SOLE will provide cloud-based access to the enterprise-level tools students will use as part of their STEM programs. For example, students learn how to use programming languages such as C++, Python and Java. The SOLE environment will provide a “two-way” mirror experience so instructors can see what the students are working on or having challenges with and provide support as needed. Students also will be able to gain access to enterprise-level tools as part of their training. For example, database administration students will be able to download, configure and administer their systems as if they were actually administering an enterprise-level system.

We have the first iteration of SOLE up and running now. Tools available to students today include a virtual desktop environment as well as web-based integrated development environments (IDE) used in our computer science, programming and web development courses as well as mini-cyber ranges used in our cybersecurity courses.

SNHU has the opportunity and ability to help upskill many other changing roles. In our information technology, data analytics, game programming and computer science programs, students are introduced to technology in a scaffolded fashion, enabling those with little or no technology experience to gain competence and grow their skill level from nothing to professional by the end of their program.

SNHU is committed to helping transition individuals whose job roles will change as a result of ever-advancing technology. For those that come to the table with little or no technology or quantitative literacy skills, we have created pathways to help them achieve success. We can meet those with a bit more experience and competence where they are and help them accelerate through their programs to get them to where they need to be faster. We are committed to helping our students transform their lives through education.

**SNHU is committed to helping transition individuals whose job roles will change as a result of ever-advancing technology.**





## Social Sciences & Education

*By Dr. Jan Wyatt, Executive Director of Education and Social Sciences*

Society presents us with an ever-increasing set of challenges that requires us to rethink how we interact with the world around us. Every day we bear witness to a U.S. political system that is under siege from the left and right, the disgruntled and disenfranchised middle and lower classes, and foreign influencers.

We now live in a society that has to fundamentally change the way it responds to clear and present threats to our safety and ways of life, including terrorism, cybercrime, the substance abuse epidemic and environmental change.

While dealing with this wide array of issues, we also see increases in the number of Americans with mental health conditions. Mental Health America reported that one in five Americans have mental health conditions, with 56 percent not having access to the care that they need. We saw a rise in conditions such as Attention Deficit Hyperactivity Disorder (ADHD) with 11 percent of American children diagnosed in 2011, a 42 percent increase over the previous 8 years, and an anticipated 12.9 percent of adult American men and 4.9 percent of adult American women expected to be diagnosed.

Issues such as these present to us the need for finding effective ways to educate and train increasingly diverse groups of students and professionals to help integrate them into a rapidly evolving workforce, while also improving relations and reducing inequalities.

The COCE Social Sciences and Education team sees these societal trends and recognizes the need to adapt as society evolves. Our master's degree in political science prepares

students to promote positive changes to policy and gain an understanding of political systems and ideologies. We are seeking to make our B.S. in Criminal Justice even more focused on issues such as ethics in policing. We address the needs of learners with disorders such as ADHD as we develop our ADHD concentration in the Master of Education in Curriculum and Instruction program, which teaches teachers how to develop curricula with students with special needs in mind.

While we build these programs we will also include opportunities for learners to achieve [stackable credentials](#) to build verifiable expertise in a specific area within the field while adding value to their conferred degrees. We include a strong focus on the “soft” skills such as critical thinking, emotional intelligence, ethical reasoning and problem solving that will help our students succeed in and prepare to interact in a diverse workplace. We not only teach these skills in their courses, we provide opportunities to apply those skills using initiatives such as “Cold Case,” in which teams of select students have the opportunity to work together to investigate and potentially solve a real unsolved crime.

We are undertaking efforts to reach beyond the online classroom, to engage in solution-building discussions directly with external agencies. For example, the department sponsored and supported the First New England ADHD Conference (along with the Nursing & Health Professions and Counseling teams) in June 2017. This conference brought together more than 200 psychiatrists, psychologists, social workers and others focused on solutions for treating ADHD. We also are developing

We continue to see other societal inequalities, such as the 21 percent wage gap between men and women in the workforce despite a 57 percent participation rate by women and a higher percentage of women age 25 and older who have college degrees (40.7 percent versus 36.4 percent of men) who have college degrees.

*U.S. Department of Labor Women's Bureau*

Increasing violence, aging, ethnic strife and global warming – these problems present the often misunderstood social sciences with a chance to prove their worth. ... How to make cities more harmonious, reduce crime rates, improve welfare, overcome racism, increase our wealth – this is the stuff of social sciences. The trouble is that the findings of social sciences are often dismissed as being too theoretical, too ambitious or too unpalatable.

*Jean-Eric Aubert, former program manager at The World Bank and Organization for Economic Cooperation and Development (OECD)*



plans for hosting seminars and training workshops in collaboration with external law enforcement agencies to provide improved education around the diversity-related issues that are impacting society today.

As educators within the field of social sciences and education, we view our responsibility as inclusive of, but greater than, helping students succeed in courses and graduate. We believe it is our mission to empower and support students in transforming their lives and the lives of those around them, as those students then move forward to impact the many challenges shaping society around us. We also believe that this mission requires us to directly intervene as we seek to better understand society.

**Society presents us with an ever-increasing set of challenges that requires us to rethink how we interact with the world around us.**

Forty-eight percent of Americans believe that race relations remain “generally bad” and issues such as race equality in policing continue to be one of the contentious issues facing our system of justice.

*Pew Research Center*

## TEACHING THE TEACHERS

As stated by former President Barack Obama, “America’s future depends on its teachers.” Today’s teachers need to understand the importance of student-driven learning and their roles as guides in 21st-century learning. The days of asking, “What do I want my students to learn?” are transforming into “How do I develop my students’ cognitive abilities, aligning with their interests, so they create their learning?” In the education programs at COCE, we challenge this traditional mindset through exposure to guided inquiry, project-based learning and data-driven decision making, hence supporting a better future.





## In the Stacks The Changing Role of the Library

By Brian Ryckman, eLearning Librarian

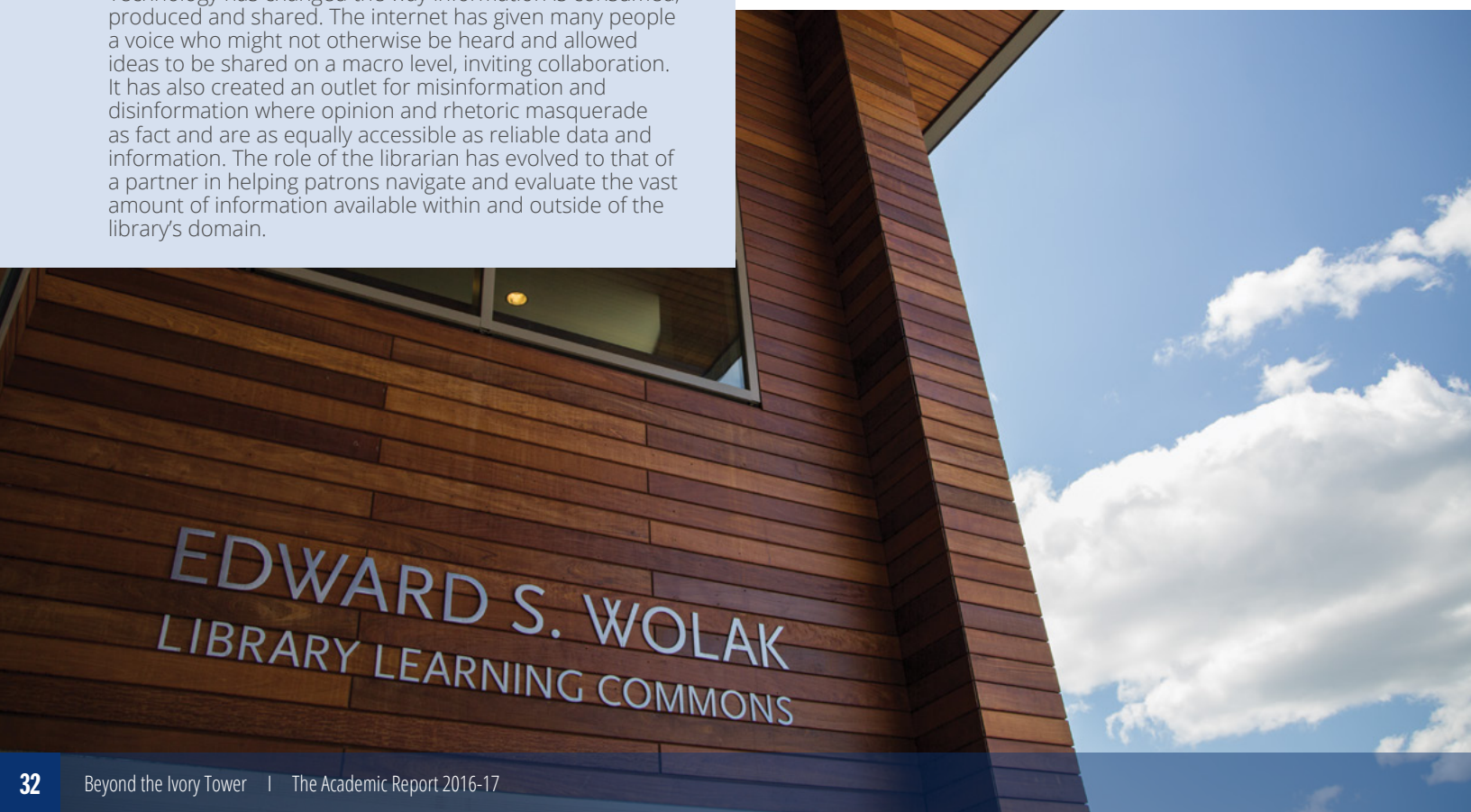
If you have visited SNHU's Shapiro Library, you were probably struck by the open environment, the coffee bar situated near the fireplace, the comfortable seating and the high-top tables. The Innovation Lab & Makerspace offers 3-D printing, a laser cutter and engraver, sewing machines, and all manner of crafting and electronics.

Beyond these amenities you may have noticed something different from the traditional idea of a library – the book collection. With the majority of the Shapiro print book collection situated on the third floor, the library has dedicated the majority of its physical space and purpose to supporting collaboration through group study areas, facilities where students can practice presentations and work on projects, and areas for individual study space.

With collections moving online, the Shapiro Library is able to create an atmosphere that reflects the evolving nature of how patrons interact with information. Whereas the library was once a place of passive consumption of information, there is now a shift toward creation and diffusion. Technology has changed the way information is consumed, produced and shared. The internet has given many people a voice who might not otherwise be heard and allowed ideas to be shared on a macro level, inviting collaboration. It has also created an outlet for misinformation and disinformation where opinion and rhetoric masquerade as fact and are as equally accessible as reliable data and information. The role of the librarian has evolved to that of a partner in helping patrons navigate and evaluate the vast amount of information available within and outside of the library's domain.

This shift is further evidenced by the Association for College and Research Libraries' (ACRL) [Standards for Information Literacy](#), which have been updated to reflect the expectations of what it means to be a savvy consumer and ethical creator of information. While barriers to accessing information diminish, the SNHU library team partners with course design teams, faculty and other departments to ensure our students graduate SNHU with adaptable and transferrable knowledge. We seek to meet students at their point of need by being incorporated into their online courses and through SNHUConnect and other social media. The Shapiro Library serves all units of the university and we are committed to working with you to help our students succeed.

We at the Shapiro Library see this transformation mirroring the modern curricula that we support. No longer is the product of education a graduate repeating language memorized from a textbook, but one who thinks critically and analytically about information and is able to extract and adapt those experiences to create something meaningful and personal.







## Planning Programs

*By Charlie Kreitzer, Director of Program Planning*

Our focus is on providing our students with the skills necessary to achieve their goals through a holistic curriculum framework that intentionally connects both recognized bodies of knowledge and employer-identified skills. Merging these standards frames our program design and course development.

To achieve this union, the program design process is positioned to identify the core concepts and skills students need to master. The contextual information for program design – in essence, how we facilitate the creation of curriculum structures is deliberately guided – represents the integration of feedback from stakeholders across the university, market research and the desired learning experiences critical for student success, defined by faculty and subject-matter experts from the field.

This feedback is used to guide the design and development of any new or revised program through both face-to-face

and remote working sessions. Over the last year, beginning with the redesign of the M.Ed. in Curriculum and Instruction, significant changes to the process have allowed for a more focused and intentional design process that highlights the interaction and cohesion between knowledge, skills, abilities and dispositions that together determine how any program should be experienced by our students.

As programs become increasingly complex, the need for strong communication and project management throughout the process has never been greater. We emphasize cross-functional collaboration to ensure that all of the necessary pieces, from the tools and technologies necessary to provide an authentic experience in cybersecurity to the complex accreditation requirements in clinical mental health counseling, for example, are appropriate, relevant and integrated throughout the program.





## The Challenge

By Anthony Siciliano, Executive Director of General Education

The General Education program at SNHU's College of Online and Continuing Education supports more than 12,000 undergraduate students every term. Our challenge is to provide them with an intentional and relevant pathway through the General Education curriculum, including resources and support that provide effective academic preparation for the rigor of their upper-division program requirements and skill building to help them meet their personal and professional goals.

In the United States, undergraduate students who enter college seeking higher education credentials are not graduating at high enough rates, leaving many students with student loan debt and nothing to show for their efforts and risk. The U.S. Department of Education highlights the importance of a postsecondary credential with the following statistics:

- College graduates with a bachelor's degree typically earn 66 percent more than those with only a high school diploma and are far less likely to face unemployment.
- Over the course of a lifetime, the average worker with a bachelor's degree will earn approximately \$1 million more than a worker without a postsecondary education.

- By 2020, an estimated two-thirds of job openings will require postsecondary education or training.

A second major challenge is that many graduates are leaving colleges and universities underprepared for entering the workforce, lacking the skills, knowledge, dispositions and abilities needed to immediately contribute to a rapidly changing global workforce.

It is our goal to address both of these issues by helping make the road to undergraduate degree completion as accessible as possible for students who put in the work and graduating students with both the hard and soft skills needed to immediately impact their communities.

### General Education for the Real World

The statistical data highlighting the skills gap trend is all too familiar within higher education circles. In 2016, the online benefits and compensation information company, PayScale, surveyed 63,924 managers and 14,167 recent graduates for the skills they feel are important for employees to have to become immediate contributors to their company, community, and society. PayScale's report shows recent graduates are lacking in certain skills:

	Hard/Soft Skill	% of Managers Who Feel New Grads Lack Skill
Hard	Writing proficiency	44%
	Public speaking	39%
	Data analysis (Excel, Tableau, Python, R, etc.)	36%
	Industry-specific software (Salesforce, CAD, QuickBooks, etc.)	34%
	Mathematics	19%
	Design	14%
	Coding/computer programming	12%
	Foreign language proficiency	11%
	SEO/SEM marketing	7%
Soft	Critical thinking/problem solving	60%
	Attention to detail	56%
	Communication	46%
	Ownership	44%
	Leadership	44%
	Interpersonal skills/teamwork	36%
	Grit	25%
	Curiosity	16%

Source: PayScale 2016 Workforce-Skills Preparedness Report

## General Education Foundation (15 cr)

- SNHU 107 Success Strategies for Online Learning (3 cr)
- IDS 100: Perspectives in the Liberal Arts (3 cr)
- ENG 122 English Composition I (3 cr)
- Eng 123 English Composition II (3 cr)
- Foundation Level Math Requirement (3 cr)

## General Education Exploration (24 cr)

- HUM 100 Humanities Perspectives (3 cr)
- HUM 200 Humanities Application (3 cr)
- SCS 100 Social Science Perspectives (3 cr)
- SCS 200 Social Science Application (3 cr)
- SCI 100 Natural Science Perspectives (3 cr)
- SCI 200 Natural Science Application (3 cr)
- HIS 100 History Perspectives (3 cr)
- HIS 200 History Application (3 cr)

## General Education Integration (6 cr)

**Students choose ONE of the following 3-credit General Education Courses plus one FREE elective:**

- IDS 400 Diversity (3 cr)
- IDS 401 Global Society (3 cr)
- IDS 402 Wellness (3 cr)
- IDS 403 Preparing for the Future (3 cr)
- IDS 404 Popular Culture (3 cr)
- Free Elective (3 cr)

**45 Credits Total**

The vision of COCE's department of General Education is to revolutionize the way students learn and to apply knowledge gained through studying the general education curriculum to both their academic program work and everyday practical applications. The goal is not to just provide students with the opportunity to become well-rounded individuals, but to teach students how to make sense of the world around them through humanistic, empirical, social scientific and historical perspectives and develop strategies and solutions for professionally relevant problems.

### Academic Pathways – Guiding Students to Success

During the 2016-2017 academic year COCE revised the General Education Program framework to provide structure and meaning for our adult learner demographic. Most college general education programs cater toward the traditional college student aged 18 to 22 years old and ask them to select courses "a la carte," meaning students take one course from this discipline, one from that discipline, with no real connection to each other nor to their program-



**Dr. Priscilla Hobbs**  
Humanities Associate Dean

## HUMANITIES

The humanities are the collective library of human creativity. Through the lens of an artist, author, musician or thinker, we give expression to the intangible elements of the human experience to better understand our role in our communities, our professional spheres and as citizens of the world.

Because they are artifacts of deeply rooted narratives, the humanities become the vessels of meaning and agents of change. By interacting with them, we develop our values and beliefs.



level course work. At COCE the majority of our student demographic is adult learners who seek transparency with both course expectations (outcomes) and relevance to their degree program and career goals. Our prescribed academic pathway promotes an intentional scaffolding toward the mastery of essential core skills and provides a solid base toward students' upper-division studies.

The 45 credits that make up the General Education Program requirements are split into three major areas: Foundation, Exploration and Integration.

The 15-credit Foundation area includes our Foundation English and math courses as well as our university orientation to online learning course, SNHU 107. A new addition for 2017-2018 is IDS 100 Perspectives in the Liberal Arts. This course will serve as the basis for gaining skills in information literacy and will bridge the gap to the English courses and the 100-level General Education Exploration courses.

The majority of changes to our General Education Program took shape in the 24 credits that make up the Exploration section. The 100-level courses in humanities, history, social science and science are a new prescribed pathway that introduces students to these lenses, or perspectives, for investigating topical issues and evaluating opposing viewpoints. In the 200-level courses, students apply humanistic, social scientific, empirical and historical lenses to current and engaging problems to develop the soft skills of critical thinking, problem solving, better communication and collaboration.

Within the six credits that make up the Integration area, students complete their 400-level seminar course, the "capstone" to the General Education Program. These courses are taught from an interdisciplinary standpoint and bring the various lenses of inquiry together, allowing students to discuss and reflect on the course theme using multiple perspectives.



**Dr. Jan Wyatt**  
Executive Director of  
Social Science

## SOCIAL SCIENCE

Organizations, cultures and institutions are comprised of people with myriad experiences, much like our students. It is critical to understand which variables impact human behavior at the individual and group levels in order to navigate various types of situations effectively, whether within large organizations or between two people.

## Benefits of Guided Academic Pathways

- Clear roadmaps to student benchmarks and intentional end goals
- Easily understandable "whole program" approach to requirements and scheduling
- Proactive academic planning with support from Advising, Enrollment Support Services, Admissions, SNHU Career, etc.
- Curriculum redesigned as relevant skills-building with "on ramp" to program of study and career goals
- Progress tracking, regular feedback, and intensive faculty training and support emphasized

# The effect of providing our students a guided academic pathway is that they will discover intentional relevance in their undergraduate coursework.

By asking our students to study these lenses, or worldviews, we intend to equip them with lifelong skills that enable them to interact through these lenses, make sense of the world and information around them, and analyze interdisciplinary connections within different modes of thought. This work is crucial for students to have a transformative college experience that fosters personal growth, encourages proactive engagement in their academic studies, allows for planning for their professional careers and promotes giving back to their communities.

The effect of providing our students a guided academic pathway is that they will discover intentional relevance in their undergraduate general education coursework; experience integrative learning opportunities that put their learning front and center with frequent, smaller knowledge checks to assess understanding of the course materials and concepts; and practice problem-based, creative ways for building skills to help them in their later academic work.

## Core Skills

Within the structure of the General Education academic pathway, students demonstrate mastery of essential core skills embedded in the general education curriculum. For 2017-2018, the General Education and First Year Experience departments will embark on the Core Skills initiative, which includes mapping and tagging benchmarks of these core skills for 100-, 200-, 300- and 400-level courses to General Education course and program outcomes. The following are the core skills identified as necessary through partnership with the Associate of American Colleges and Universities and their associated Liberal Arts and America's Promise (LEAP) initiative:

The AACU partnership provides COCE with outside validation and an established framework from which we ground our curriculum in sound pedagogy and structure. The project also enables us to identify gaps as we improve our curriculum and to move into developing other personalized learning experiences, such as modular, competency-based models and micro-credentialing.





## Why History

*By Dr. Gregory W. Fowler, Chief Academic Officer*

The humanities, social sciences and natural sciences are encompassing views that clearly fall into the comprehensive knowledge we expect any college graduate to demonstrate mastery of, but history seems to “not fit.”

We tagged history specifically for two reasons. First, history does not fit neatly into any of the three major worldviews. It is important to note that history has both a humanities aspect (the study of narrative as created by an author with a bias) and a social scientific aspect (the study of cultures and organizations and how they interact with each other). Applying historical skills requires an ability to not only consider varying perspectives of events, but to situate oneself in those events and consider alternative narratives and how those narratives might, in turn, influence the interactions of others and our own.

Related to that is the second reason studying history is uniquely important: to gain the ability to consider one’s own history, including not only the actions of one’s ancestors but also the decisions one makes based upon the narrative we tell ourselves. When reviewing that narrative and considering how others might narrate our history, we engage in one of the highest pursuits of the educated mind — self-reflection — and hopefully adjust our actions so we may better tell the story of our lives that we want others to remember.



## Looking Ahead

Included in the department's 2017-2018 goals is creating stronger working relationships with institutions such as the Association of American Colleges and Universities and the Association for General and Liberal Studies.

The department is also realizing several high-profile initiatives to help improve the student experience. These include the implementation of General Education introductory videos across the curriculum to communicate the relevance and importance of these courses to both faculty and students as well as setting the groundwork for advances in our LMS technology, which will allow COCE the ability to use high-impact ePortfolio tools within our General Education course curriculum. These and other projects align to our shared goal of providing students with a best-of-class student experience in their undergraduate General Education Program that is meaningful to our students' lives and ability to give back to society and their communities.



**Jill Nugent**  
Science Associate Dean

## SCIENCE

The goal is to foster scientific literacy across the natural sciences, promote awareness of how the natural world works, cultivate scientific process skills and acquire experience in viewing the natural world through the lens of scientific evidence. Students explore the natural sciences, gain an understanding of the scientific process and develop skills to help them determine whether information presented as scientific is reliable and accurate. They gain an understanding of scientific research, experimentation and why reproducible results are important; conduct a research investigation of their own; explore an issue within the natural sciences; and learn to communicate that information and their findings to an audience of their peers. These courses not only help students see the relevancy of science in their own lives, but have a lasting impact on the way that they look at the world around them.



**Mark Gruen**  
Engineering Associate Dean

## MATH

In a world full of data, numbers and statistics, it is more important than ever that students understand the role that mathematics plays in their lives and decisions.

In MAT 125 Quantitative Analysis, students utilize mathematical concepts to inform their process of solving real-world problems. One problem students tackle is how to compare job offers in different locations. How do different salary and benefit packages compare depending on the cost of living in each location? How will they use this information to make the best decision regarding which job to accept? Through solving these real-world problems, students work at strengthening their fundamental numeracy and develop a perspective of math as a part of their decision-making process.





## Quality in Learning Design

*By Jaymes Myers, Assistant Vice President  
of Learning Science and Assessment*

Quality has always been at the center of Southern New Hampshire University's instructional design, assessment and course production teams' work. Whether they are using a robust set of editorial standards applied to each course blueprint or carefully vetting with a qualified subject-matter expert precise criteria in our evaluation rubrics, the teams involved in course design and development pride themselves on ensuring our courses are appropriately rigorous, supportive of students and faculty, and delivered under careful editorial review.

Beyond our normal operational work, we launched a number of key initiatives in the past year to further enhance our quality efforts and realign our work with nationally vetted standards in course and program design. These included a review of leading quality rubrics in the field that involved an analysis including but not limited to the following frameworks:

- Quality Matters Higher Education Rubric, 5th Edition
- Online Learning Consortium's Quality Scorecard
- iNACOL National Standards for Quality Online Courses
- Essential Quality Standards 2.0, eCampus Alberta
- Blackboard Exemplary Course Rubric

While Quality Matters is the leading organization focusing quality standards for online course and program design, we broadened our analysis to ensure that we understood common themes across quality standards and differentiating factors that should drive future decision making for SNHU's course design, and that we could stay agile in our quality frameworks as our model transforms to meet next-generation needs. This allows us to stay aligned with these standards but not restricted by any one organization's inevitable bias.

### **We used multiple frameworks to analyze rubrics for quality assurance:**

- ▶ **Quality Matters Higher Education Rubric, 5th Edition**
- ▶ **Online Learning Consortium's Quality Scorecard**
- ▶ **iNACOL National Standards for Quality Online Courses**
- ▶ **Essential Quality Standards 2.0, eCampus Alberta**
- ▶ **Blackboard Exemplary Course Rubric**

Based on our review of these organizations' standards, we compiled a new set of benchmarks to be used by instructional designers in the conceptualization, design and post-build stages of our course development process. These benchmarks involved analyzing some of the following characteristics:

- Quality and alignment of course-level outcomes
- Scaffolding and sequencing of module objectives and learning activities
- Use of active learning, formative assessment and transitional narratives in the learning path
- Explicit purpose and alignment of learning resources and content
- Clarity in evaluation criteria and grading
- Deliberate, careful and purposeful use of peer-to-peer engagement
- Elements of effective user experience design (navigation, iconography, use of visual space, multimedia design)
- Universal design for learning (multiple formats, accessibility, bias-free language)

Additionally we surveyed and interviewed more than 160 faculty members teaching in more than 40 of our high-enrolled undergraduate and graduate courses around elements of course design and the quality of the course content/resources. The results of the survey revealed that overall our faculty "agree" or "strongly agree" that elements of course design are effective, relevant and/or current in meeting our students' needs.

In early 2018 we will deploy a survey to faculty teaching select courses that are being redesigned or were recently launched to ensure they have considerable input into enhancements and changes in our curricula.

Finally, 30 instructional designers and course production content architects attended and completed the Quality Matters "Applying the Quality Matters Rubrics" training, which has enhanced their understanding of quality design in their own work.

The results of these efforts have provided a much more precise look into the elements of our course design architecture and learning experience that we can continue to improve. As we look to the future of our course design, we will continue to keep three major aspects of quality in mind: instructional quality, academic quality and user experience design.

## We will continue to keep three major aspects of quality in mind: instructional quality, academic quality and user experience design.



## Learning Engineering

For many online educational institutions, instructional designers have long served the role of instructional technologists and multimedia specialists. They will often translate content produced for face-to-face instruction by a qualified faculty member and reproduce lecture slides, notes and quizzes in multimedia form to be hosted inside the institution's learning management system.

This process relies heavily on a "sage" faculty member to produce learning content and for the instructional designer to serve up this content in an accessible manner for online; however, in most instances the learning experience has largely been undisturbed or transformed. Learners experience content in a direct instruction manner and the learning environment serves as a gradebook, a boring discussion forum and a list of assignments and instructions.

The role of instructional design, assessment development and curriculum design at SNHU has always been in the

interest of disrupting the top-down educational experience by centering learner needs and assessment of learning at the heart of our design. Over the past few years, our instructional and curriculum designers have focused on:

- Developing measurable, reliable and industry-relevant learning outcomes at all levels of learning (program, course, module).
- Leveraging industry-leading learning resources and technology to support learning and student engagement.
- Designing authentic and reliable assessments of learning to ensure students have met learning outcomes and can identify areas of improvement.
- Ensuring learning design accounts for the vast array of learning and accessibility needs of our students.

This has produced for us high-quality learning experiences that allow for scalable, high-touch and accessible learning design. However, we have also learned key lessons that set the stage for the next generation of online learning and instruction:

- Assessment of learning is not the same thing as assessment for learning, and too great a focus on summative assessments places risk on supporting learners across the lifecycle of their course of study. Therefore, a greater focus on immediate, frequent and well-scaffolded formative (practice) assessment is needed.
- Learners operate and are engaged in multiple contexts that impact their engagement and participation. We need to ensure that we focus on learning experience design to allow for more student control in their learning pathway (i.e., adaptive learning, choose-your-own-adventure options for students, self-assessments and diagnostics, etc.)
- Data analytics should inform all of our work. We need more integrated, holistic and transparent sources of data across the lifecycle of student learning, not just at the summative assessment.

We are therefore shifting to the concept of "learning engineering" focused on the confluence of learning science, data analytics and learning experience design. Our learning engineers (instructional designers, product managers, curriculum designers, and curriculum and assessment analysts) are rethinking the learning experience as both a product (that requires us to think holistically about the learners who experience that product) and as a problem to be researched (bringing in more of the "science" of learning science through testing, iteration and data analysis).





# The Undergraduate Experience

*By Matthew Belanger, Assistant Vice President, Academic Operations and First Year Experience*

Over the last four years the team here at SNHU has been developing what [Patrick Pluscht](#) of the United States Distance Learning Association called one of the most comprehensive First Year Experience programs. This is for good reason, as we serve an increasingly diverse and at-risk student population and the first year is the most critical time for new learners.

Our first-year program, supported by a partnership with student affairs (admission, academic advising, career advising, financial services), includes one of the largest orientation programs in the country, student success courses, personalized advising services, learning readiness assessments, a plethora of academic and social support services, a more relevant General Education program, and streamlined academic pathways.

While still focusing on the critical first year, we must also start to understand the comprehensive student experience — from first to senior year and beyond. We have to think beyond the sequence of courses and more about the developmental needs, experiences, skills, support systems and outcomes we expect (and employers seek) from our students and graduates.

The following framework is a starting point and outlines the purpose, skills and experiences we expect students to have at each stage of their academic journey.

## Establishing Behaviors, Building a Foundation

The first year is about establishing (or breaking) academic behaviors and building a strong foundation for long-term academic success. [A report](#) published by the National Student Clearinghouse Research Center shows that, of first-time students who started in fall of 2012, only 68.7 percent were enrolled at any institution a year later (persistence) and only 58 percent were enrolled at the same institution (retention). This means three in 10 students will not return for the second year of learning anywhere and one in nine will return to college at another institution. This number is higher for distance learners.

At SNHU we emphasize introducing students to college-level work, the learning environment, online learning and more. At the same time, we must remember the role the first year plays in the larger picture and focus on academic and career skill development from the very beginning.

A 2016 survey of 63,924 managers and 14,167 recent graduates found that employers feel new grads lack skills in oral and verbal communication, quantitative reasoning, critical thinking, interpersonal skills and more, all of which new employees need to be immediate contributors to their companies, communities and society.

To address this, we have made use of the Association of American Colleges and Universities LEAP standards in evaluating our curriculum to define and structure core skills to align with institutional outcomes. The skills are intentionally built throughout and extend beyond the first year and are the foundation for the general education curriculum and student academic success.

From a support perspective, the focus during the first year is on establishing successful behaviors and developing meaningful relationships with peers, faculty and staff. Support services are proactive and built into the learning experience, and opportunities to engage with peers are plentiful. Academic advisors are more proactive, focusing on the developmental needs of new learners, and faculty are keenly aware of the learning needs and prior experiences students bring to their classrooms.

## The Middle Years: Developing Skills & Experiences

Entering the middle years, the focus remains on retention but expands to engagement, satisfaction and career preparation. While the first year tends to focus on general education, the middle years are designed to provide students with additional skills, knowledge and experiences in their specific fields of study. Students dive deeply into their programs to gain confidence in their degrees and career choices and to start networking and demonstrating the acquisition of knowledge. The middle years are critical to exploration and validation.

During the middle years, it's common to focus on career planning, building a professional network, conducting relevant research and gaining meaningful experiential learning opportunities. These may be in the form of formal internships or course-based experiential learning, or more informal shadowing opportunities that the university supports and helps facilitate through career services. Doing so enables course-based experiences to connect to real-world situations. During these years it's also common to engage alumni to serve as a professional and personal mentors.

# We have to think beyond the sequence of courses and more about the developmental needs, experiences, skills, support systems and outcomes from our students.

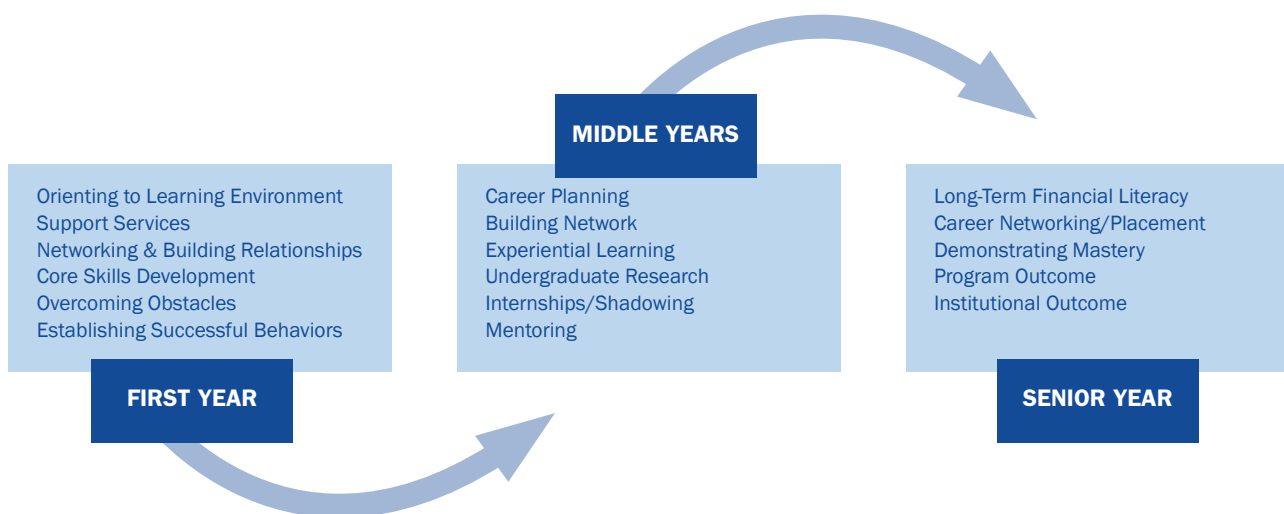
Support during the middle years is still proactive and robust but also encourages student ownership of learning and success. Developing community and relationships tends to focus on those within specific degree programs with peers and faculty.

## Senior Year: Pulling It Together

The senior year, or capstone year, is a critical culminating experience for students, faculty, administration and the university overall. For students, the focus must be on ensuring that their course-based and experiential learning experiences can be translated to the workforce. Many students are focused on ensuring they've met the requirements to graduate (very important) but it's also extremely important that they've acquired, and can employ, the soft skills (institutional outcomes) that employers seek but often report a lack of in recent graduates. These include critical thinking, effective communication, problem solving and even things as basic as showing up to an interview on time. In addition, focus must be placed on ensuring that students have a means of presenting their qualifications.

For the institution, this is the final opportunity to make sure that students who are graduating have our stamp of approval. With students transferring schools frequently, it's important that institutions and administrators ensure that students are able to demonstrate the high levels of competence that will translate to success in the workplace. Institutions need to be focused on the effectiveness and success of their graduates, not just placement rates. SNHU allows students to transfer in up to 90 credits, so our students come to us with different levels of course work, knowledge and experience. It is our job to make sure that no matter how they entered, when they leave, all of our graduates are able to demonstrate the skill sets and competencies our programs require.

This is only the beginning of our work on this. As our CAO says, this is a race with no finish. We owe it to our students, faculty, staff, graduates and employers to ensure that our student experience is intentional and that students are gaining the knowledge, skills, abilities and dispositions to make a difference. After all, our success is measured by the success of our students.



# Academically Speaking

The Academically Speaking@SNHU blog provides a forum for us to focus on timely and timeless higher education topics.

"We talk about everything from the tools we use to the assumptions we make about learning science," said Chief Academic Officer Dr. Gregory Fowler. "The internal existential conversations about mirroring, norming, outcomes and assessment, education models, technology applications and so much more drive us to maintain flexibility and pursue innovation."

Below are some highlights from the last year:

**The blog  
has had more  
than 35,000 visits  
since launching in  
January 2016.**



### Keeping the Student in Play

*By Dr. Michelle Caron, Associate Dean of Business*

Student engagement is at the heart of student retention, and our faculty play a vital role. In part 1 of this two-part series, I detailed shared characteristics of online students and stressed the importance of getting to know them from day 1 and of connecting them to real-world application in their chosen fields of study. Part 2 focuses on identifying and assisting at-risk students while leveraging internal stakeholders to promote student persistence and consistent success. 'Tis the season for football: Let's continue focusing on ways we can keep our students "in play."



### 10 Things I Know About You, Higher Education

*By Dr. Gregory Fowler, CAO*

We are often asked about the lessons we have learned or the advice we would give about our experiences. Here are some of the key topics that seem to come up in our dialogues when our team presents at conferences or networks at events.





## Does AI Fit in Real Ed?

*By Benjamin Emery, Director of eLearning Environments, and Joshua Heyman, Outcomes and Assessment Specialist*

At COCE, we are committed to helping students succeed and creating positive learning experiences for both our students and instructors. Part of that is exploring available research and technology that supports students and allows instructors more teaching flexibility. Artificial intelligence (AI) stands out as an intriguing and rapidly advancing field that has numerous applications.



## 7 Considerations for Potential Faculty

*By Laura Sullivan, Assistant Vice President of Faculty Recruitment*

It's not all about the pedigree; faculty behaviors are the key. We are very fortunate that the College of Online and Continuing Education receives more than 100 adjunct faculty applications a day. Determining the exemplar candidates is my department's mission. So what are we looking for? Here are our top considerations when reviewing faculty applicants.



## The Future of Education Is Open

*By Keisha Sheedy, Megan North and Allison Davis, Learning Resources*

The open educational resources movement was born out of the longstanding problem of affordability with regard to learning resources. Many would agree that requiring students to purchase multiple texts for a single course is not ideal, yet there is rarely a single resource that would be capable of reaching all students across levels of ability.



## Online Non-Directive Peer Tutoring

*By Elizabeth Bonin, Director of Academic Support, and Amy Stevens, Vice President of Academic Resources and Communication*

One of the paradoxes in higher education shows students who are confident and competent seek academic support more than the students who need help the most. For students who struggle with prerequisite skills, knowledge and abilities, asking for help from authorities such as instructors and university administrators may lie far outside of their comfort zones.

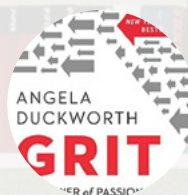


# Developing Leadership in Academic Operations

*By Mary Higgins, Assistant Vice President of Communications*

COCE Academics is committed to preparing our team to lead and thrive as changes occur within higher education. This year a cohort of our directors and managers completed a six-month Academic Operations leadership program to increase their knowledge of COCE departments, leadership strategies, and higher education challenges and opportunities.

Throughout the program the teams presented key ideas from leadership books listed below. Additionally, senior leaders across SNHU met with the cohort to share their experiences leading teams. Below are takeaways from the program participants.



### "Grit"

"Grit is one of the most important elements of being successful — whether in classes, on the job or other relationships. Our own data shows that being tenaciously persistent significantly increases the probability that students will be successful in their studies. Learning grit in their studies will help them be successful in their careers."

*Associate Dean of STEM David Numme*



### "The Ideal Team"

"The three essential virtues of ideal team players are humility (lacking excessive ego while still recognizing one's self-worth), hunger/drive (possessing a desire to learn more, gain more, offer more, etc.), and smarts ('people smarts' — possessing good judgment and intuition with people and group situations and knowing how to deal with others in the most effective way). It is important for individuals to possess all three attributes; however, the most vital of these is humility. Teams of humble, hungry and smart people quickly overcome dysfunction and are best able to operate as a cohesive unit, maximizing their impact on departments and businesses/institutions as a whole."

*Faculty Training and Development Facilitator Danyelle Stuckart*





## **"HBR Guide to Managing Up and Across"**

"Managing up and across are practices central to growing one's brand as a leader in the workplace, and they require the emotional intelligence to understand how to leverage one's time, talents and communications to build trusting and mutually beneficial relationships with bosses and colleagues."

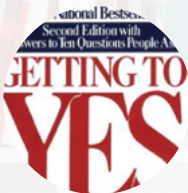
*Curriculum Designer Team Lead  
Matthew DiPirro*



## **"Start With Why"**

"Great organizations and leaders maintain focus on their 'why' — a driving purpose, cause or belief — year after year. They stay true to their 'why' while holding themselves accountable to how they do it and what they do as tangible proof of what they believe. When the 'why' is clear, others will be drawn to it and desire to become part of something bigger than themselves."

*Assistant Director of Assessment  
Calibration Lisa Desruisseaux*



## **"Getting to Yes"**

"When negotiating, people tend to use a strategy known as positional bargaining — haggling would be an example. However, through following the steps of principled negotiation, parties looking to compromise can more efficiently arrive at a mutually beneficial outcome."

*Project Manager Mikhaila Schaefer*



## **"An Everyone Culture"**

"Deliberately developmental organizations embrace what research tells us about adult mental development to transform the workplace into an incubator of continuous improvement."

*eLearning Facilitator Cat Flynn*



## **"Daring Greatly"**

"In order for our work to be fulfilling and meaningful, we need to commit to showing up and letting ourselves be seen as we are in that moment. There are personal and community obstacles to being this vulnerable. It is our responsibility to create an environment in which people feel comfortable being present and seen."

*Instructional Designer Katie Rector*



## **"Thanks for the Feedback"**

"Three types of triggers derail the intent of feedback: truth, relationship and identity triggers. To truly gain insight from feedback reestablish the initial purpose of the conversation and stay focused before moving onto another topic."

*Director of Academic Support  
Elizabeth Bonin*



## Class Notes

*COCE Academics publications, presentations, awards and accomplishments of the last year*

**Dr. Michelle Alvarez**, associate dean, Social Sciences, received a Career Achievement Award from the School Social Work Association of America.

**Dr. Michelle Alvarez**, associate dean, Social Sciences, published "Functional behavioral assessment" in Encyclopedia of Social Work.

**Dr. Michelle Alvarez**, associate dean, Social Sciences, published "Chapter 1: School Social Work: National Perspectives on Practice in School" in School Social Work: National Perspectives on Practice in Schools, in 2017.

**Laura Beaudoin**, clinical placement facilitator, is certified as an Experienced Educator for the state of New Hampshire, with an endorsement in English. She is the Hopkinton, New Hampshire, school clerk and a Hopkinton rotarian.

**Matthew Belanger**, assistant vice president of Academic Operations & First Year Experience presented "Online First Year Experience Best Practices" and co-presented "Data-Driven Support Services" at Pearson Cite in Amelia Island, Florida, in February 2016. He was joined by **Amy Stevens**, vice president of Academic Resources and Communication, and **Jaymes Myers**, assistant vice president of Learning Science and Assessment.

**Matthew Belanger**, assistant vice president of Academic Operations and First & Senior Year Experience, was named one of the Top 30 Technologists, Transformers & Trailblazers by the Center for Digital Education in September 2017.

**Kirstin Bibbiani**, academic process manager, co-presented "Familiar Faces: An Innovative Approach to Promoting Persistence in an Online Academic Program" at the Online Learning Consortium Innovate Conference in New Orleans, Louisiana, in April 2017.

**Dr. Denise Bisaillon**, associate dean, Health Professions, co-presented with Craig Saltmarsh of the NH Division of Public Health Services at a training for infectious disease specialists.

**Dr. Kim Blanchette**, senior associate dean, Business, participated in an ACBSP site evaluation visit.

**Elizabeth Bonin**, director of Academic Support Services, completed a certificate program at Landmark College Summer Institute in June 2017.

**Dr. Gwen Britton**, executive director of STEM, serves as Secretary for the board of directors at Med-U.org.

**Dr. Gwen Britton**, executive director of STEM, led a session at The Community College Cyber Summit (3CS) — Strengthening Our Cyber IQ entitled: "Experiential Learning Online — How to create opportunities for students to add to their resume" in June 2017.



*Dr. Gwen Britton*





*Dr. Nick Carte*

**Willem Brooke-deBock**, associate dean, Healthcare Administration, co-presented "Familiar Faces: An Innovative Approach to Promoting Persistence in an Online Academic Program" at the Online Learning Consortium Innovate Conference in New Orleans, Louisiana, in April 2017.

**Dr. Karen Brooks**, faculty lead, Nursing, published "There is No Such Thing as a Novice Licensed Nurse" in 2017 and "Nursing Liability and HIPAA Ex-Parte Discussions," "FAQ: Nursing Liability and Interprofessional Communications" and "FAQ: Nursing Liability" in 2016 in *The New Mexico Nurse*.

**Dr. Karen Brooks**, faculty lead, Nursing, was a graduate nursing curriculum consultant for Becker College in November 2016.

**Dr. Joe Cappa**, executive director of Business, became ACBSP Region 1 co-chair in June 2017, was selected as incoming chair of the Council of Regional Chairs for ACBSP and is a member of the ACBSP board of directors. He participated in two ACBSP site evaluation visits in 2016-2017.

**Dr. Joe Cappa**, executive director of Business, published "The Future of the Undergraduate Business Degree" in the ACBSP Blog in April 2017.

**Dr. Michelle Caron**, associate dean, Business, participated in an ACBSP site evaluation visit in 2016-2017. Katie Carpen, faculty lead, Business, earned her Robbins-Mandanes Strategic Intervention Coach Certification.

**Dr. Nick Carte**, faculty lead, Nursing, is a board member for the Rural Nurse Organization.

**Dr. Nick Carte**, faculty lead, Nursing, published "Best practices: Is NPO status always the best option?" and "Rural Nurses: Seeking CEU's: Are there more options out there?" in *The Rural Nurse Organization*.

**Laura Chase**, lab facilitator, STEM, earned her M.S. in IT with a concentration in Web Design in June 2017.

**Dr. Toni Clayton**, associate dean, Healthcare Administration, is a member of the Healthcare Financial Management Association, the American College of Healthcare Executives and the Society for College and University Planning, North Central Region.

**Barbara Cliff**, assessment team lead, Healthcare, co-presented "The Future of the Affordable Care Act (ACA): Repair or Replace" at the Saint Joseph's University Health Administration Student Association in March 2017.

**Dr. Damion Cummins**, clinical faculty, Counseling, received his New Hampshire Clinical Mental Health Counselor license in January 2017.

**Dr. Damion Cummins**, clinical faculty, Counseling, co-led the "Advanced Supervision Workshop" for New Hampshire certification as a clinical counseling supervisor in Lee, New Hampshire, in September 2017.



*Dr. Danion Cummins*





*Dr. Priscilla Hobbs*

**Dr. Damion Cummins**, clinical faculty, Counseling, is a member of the New Hampshire Mental Health Counselors' Association and serves on the Professional Development Committee.

**Dr. Jeffrey Czarnec**, associate dean, Criminal Justice and Social Sciences, is a criminal justice consultant for WGBH Television and WLMW Radio.

**Dr. Jeffrey Czarnec**, associate dean, Criminal Justice and Social Sciences, published "Creating Clarity to Enhance Understanding" on EvoLLLution in April 2017.

**Dr. Jeffrey Czarnec**, associate dean, Criminal Justice and Social Sciences, presented "What's all the noise: factors inhibiting reading" at the Academy of Criminal Justice Sciences National Conference in March 2017.

**Kristi Dalby**, faculty lead, Nursing, is a Certified Nurse Educator through the National League for Nursing.

**Kristi Dalby**, faculty lead, Nursing, is a member of Sigma Theta Tau.

**Laura Dennison**, content editor, earned her MFA in Creative Nonfiction Writing in June 2017.

**Dr. Lisa Desruisseaux**, assistant director of Assessment Calibration, received her Ed.D. in Educational Leadership from Southern New Hampshire University in May 2017.

**Alaa Dhahir**, academic technology support analyst, earned his M.S. in Justice Studies with a concentration in Cyber Security in May 2017.

**Matt DiPirro**, assistant director of Curriculum Design, received his M.A. in English from Southern New Hampshire University in November 2016.

**John Dudley**, senior academic technology support analyst, earned his MBA with a concentration in IT Management in July 2017.

**Cat Flynn**, assistant director of Instructional Design Quality and Continuous Improvement, was accepted to present "Under Construction: Building a Foundation of Instructional Design through Professional Development" at the OLC Accelerate Conference in November 2017.

**Dr. Gregory W. Fowler**, chief academic officer, published "Avoiding Icebergs on Higher Ed's Big Data Seas" on EvoLLLution in March 2017.

**Dr. Gregory W. Fowler**, chief academic officer, published "Avoiding Icebergs on Higher Ed's Big Data Seas" in March 2017 and "Communication and Respect: Establishing an Environment for Innovation to Flourish" in August 2017 on EvoLLLution.

**Lyndsay Goss**, faculty lead, Nursing, is a member of the New Hampshire Public Health Association and the New Hampshire Nurses Association.

**Dr. Earl Grey**, clinical faculty lead, Counseling, published a book review: about "Body Blame" by Bryanna Heartley in The Journal of EMDR Practice and Research.

**Dr. Earl Grey**, clinical faculty lead, Counseling, published a book chapter "Sex Assignment, Gender Assignment, and Affectional Orientation" in Cultural Competence and Healing Culturally Based Trauma with EMDR Therapy.

**Amanda Groves**, faculty lead, and Kelly Gump, goal mentor, presented to a community of military spouses via Next Gen Milspouse about alternative careers for educators.

**Molly Gutschow**, content editor, received the Poynter ACES Certificate in Editing in June 2017.

**Katy Hamilton**, assistant director/product manager of Instructional Design presented "The Curriculum Paradigm" at the Beyond IQ Conference in April 2017.

**Katy Hamilton**, assistant director/product manager of Instructional Design earned second place in the Manchester Regional 3-minute Fiction Slam in February 2017 as part of the New Hampshire Writers' Project.

**Dr. Priscilla Hobbs**, associate dean, General Education and Interdisciplinary Studies, presented "Unbraiding Rapunzel's Hair: Hair and the Myth of the Kore in Disney's Tangled" at the Northeast Popular Culture Association Regional Conference in Keene, New Hampshire, in October 2016.

**Dr. Priscilla Hobbs**, associate dean, General Education and Interdisciplinary Studies, published "Virtual Hyperrealities: Redefining the Real World for the Hungry Imagination Through Digital Media" in Depth Psychology and the Digital Age, Depth Insights, in 2016.

**Dr. Priscilla Hobbs**, associate dean, General Education and Interdisciplinary Studies, served as a panelist and presenter for the Depth Psychology and the Digital Age webinar in 2017.

**Dr. Priscilla Hobbs**, associate dean, General Education and Interdisciplinary Studies, presented "Finding Demeter: Re-Imagining the Myth of Motherhood for Millennials" at the Association of the Study of Women in Mythology Conference in Philadelphia, Pennsylvania, in March 2017.

**Dr. Priscilla Hobbs**, associate dean, General Education and Interdisciplinary Studies, presented "From Persephone to Demeter: Mad Men's Betty Draper as Archetypal American Mother" at the PCA/ACA National Conference in San Diego, California, in April 2017.

**Vanessa Holmes**, assessment team lead, was named editorial board member for the Journal of Human Services: Training, Research, and Practice at Stephen F. Austin State University.

**Dr. Franc Hudspeth**, associate dean, Counseling, published "Supporting the mission of International Journal of Play Therapy through manuscripts about play therapy ethics, assessment, supervision, and application" in the International Journal of Play Therapy in 2016.

**Dr. Franc Hudspeth**, associate dean, Counseling, co-authored a chapter, "Expressive family counseling," with K. Burks & K. Bowden that will appear in Degges-White & Davis, Integrating the expressive arts into counseling practice: Theory-based interventions.



*Dr. Franc Hudspeth*

**Dr. Franc Hudspeth**, associate dean, Counseling, co-authored "Culturally responsive play therapy with Somali refugees" with T. Killian and B. Cardona, published in the International Journal of Play Therapy in 2017.

**Dr. Franc Hudspeth**, associate dean, Counseling, gave a keynote address, "All you need to know about distance supervision" at the pre-conference learning institute at the Mississippi Counseling Association Convention in Biloxi, Mississippi, in November 2016.

**Dr. Franc Hudspeth**, associate dean, Counseling, presented two full-day workshops, "Addressing bullying from a complex trauma perspective by utilizing neurobiologically informed play therapy" and "Blending neuroscience and creativity to address emotional dysregulation in children and adolescents," at the Georgia Association for Play Therapy Annual Conference in Atlanta, Georgia, in March 2017.

**Dr. Franc Hudspeth**, associate dean, Counseling, presented a full-day workshop, "The medication-maltreatment collision: Psychopharmacology and neurobiology for play therapists," at the Washington Association for Play Therapy Annual Conference in Seattle, Washington, in March 2017.

**Dr. Franc Hudspeth**, associate dean, Counseling, presented "Ethical internet-based, distance supervision" and "Neuroethical implications in counselor education and practice" at the Law and Ethics in Counseling Conference in New Orleans, Louisiana, in February 2017.

**Dr. Franc Hudspeth**, associate dean, Counseling, presented "Neuroethical implications of utilizing creativity in counseling" at the American Counseling Association Conference and Expo in San Francisco, California, in March 2017.

**Dr. Franc Hudspeth**, associate dean, Counseling, co-presented with E. Burgin "Navigating ethical dilemmas when working with military families" at the American Counseling Association Conference and Expo in San Francisco, California, in March 2017.

**Dr. Franc Hudspeth**, associate dean, Counseling, served as a conference proposal reviewer for the Association for Play Therapy 2017 National Conference and the Association for Counselor Education & Supervision 2017 National Conference and as an Awards Committee reviewer for the Association for Creativity in Counseling.

**Dr. Franc Hudspeth**, associate dean, Counseling, is a member of the Association for Play Therapy and serves as the Chair of the Foundation Board of Directors and a Conference Program Committee member, a Board of Directors Nominations Committee member and an Awards of Excellence Committee member.

**Dr. Franc Hudspeth**, associate dean, Counseling, serves as the secretary of the board for the Association for Creativity in Counseling.

**Dr. Jennifer Johnson**, associate dean, Nursing, chaired the New Hampshire Nurses Association Commission on Nursing Practice.

**Dr. Jennifer Johnson**, associate dean, Nursing, organized the Annual Student Conference and Spotlight on Nursing Today a Continuing Education Session and presented sessions on "Challenging the Stigma of Substance Use Disorders," "Therapeutic Cannabis 101 in New Hampshire" and "Taking Aim: Educating Healthcare Professionals in Firearms Injury Prevention."

**Timothy Kerber**, assistant director of Learning Resources, was awarded a Master of Art by Research degree from the University of Birmingham for his thesis, "The Vocabulary of Acting: A study of the Stanislavski 'system' in modern American practice."

**Dr. Evan Kropp**, associate dean, Communication and Philosophy, presented "Class or Club? What's the Best Way to Run Your Student News?" and "Teaching Screenwriting for Tomorrow's Media" at the Broadcast Education Association's Annual Convention in Las Vegas, Nevada, in April 2017.

**Dr. Evan Kropp**, associate dean, Communication and Philosophy, was re-elected co-chair of BEA's Student Screenwriting Competition.

**Dr. Thomas Leary IV**, manager of instructional design quality, received his Ed.D. from Northeastern University in May 2017.



*Dr. Evan Kropp*



*Dr. Christopher Lee*

**Dr. Thomas Leary IV**, manager of instructional design quality, published "What's My Grade: Why Students Need to Understand Learning and Assessment" on EvoLLLution in August 2017.

**Dr. Christopher Lee**, faculty lead, Literature, published two articles addressing the confluence of sociology, politics and fashion: "Maslow and Menswear" and "Casual: A Need for Definition."

**Dr. Barbara Lesniak**, associate dean, Social Science and Education, was a quoted expert in "20 Expert Tips for Dating After Divorce" in Redbook in January 2017.

**Emily McCarron**, instructional designer, received her M.A. in Instructional Design and Technology from Southern New Hampshire University in October 2017.

**Natalia Mejia-Escobar**, instructional designer, was accepted to present on instructional design practices at the International Conference on Educational Innovation in Mexico City in December 2017.

**Margaret Moriarty-Litz**, associate dean, Nursing, is a certified Nurse Educator through the National League for Nursing.

**Margaret Moriarty-Litz**, associate dean, Nursing, is a member of Sigma Theta Tau International-Epsilon Tau At-Large chapter.



**Anthony Munoz**, multimedia specialist, earned his M.A. in Communication in January 2017.

**Dr. Ruth Murray**, associate dean, Business, presented "Student Success Using Student Learning Data" and participated in the ACBSP Site Evaluator Training at the ACBSP Annual Conference in Anaheim, California, in June 2017.

**Jaymes Myers**, assistant vice president of Learning Science and Assessment, co-presented on a panel for innovative instructional design strategies at the WICHE Cooperative for Educational Technologies (WCET) conference in November 2016.

**Lauren Nazzaro**, senior director of Learning Engineering and Product Development, was accepted into the OLC and Penn State's Institute for Emerging Leadership in Online Learning in April 2017.

**Dr. Sherrie Palmieri**, chief nurse administrator, served as a 2017 program evaluator for the Commission on Collegiate Nursing Education.

**Dr. Sherrie Palmieri**, chief nurse administrator, participated in Health Policy Days and Advocacy Efforts for the Commission of Government Affairs for New Hampshire Nursing Association, served on the New Hampshire Nursing Association Annual Student Conference Planning Committee and participated on the Task Force for American Nurses Association.



*Erin Perry-Schreier*

**Dr. Sherrie Palmieri**, chief nurse administrator, co-authored "Gerontological Nursing Certification Review Course" for the American Nurses Association.

**Erin Perry-Schreier**, assistant director of Academic Support Services, completed certificate programs at Case Western Reserve University in April 2017, the Playing Big Program with Tara Mohr in May 2017 and the Landmark College Summer Institute in June 2017.

**Dr. Stacey Reicherzer**, clinical faculty, Counseling, presented "Transgender Mental Health Care 3.0: Therapeutic Interventions with the Gender-Diverse," an all-day workshop for Mental Health Resource Education in Medford, Oregon, in September 2017.

**Dr. Stacey Reicherzer**, clinical faculty, Counseling, maintains an active blog at her website, [www.drstacey.com](http://www.drstacey.com). Articles include, "Embarking on the Hero's Journey" (May 2017), "Kicking the Habit of Emotional Manipulation" (March 2017) and "Six Tips for Overcoming Anxiety at Business Conferences" (January 2017).

**Dr. Jessica Rogers**, faculty lead, Business, was awarded her doctoral degree.

**Dr. Sherry Roper**, faculty lead, Nursing, completed online courses/training in "Caring for LGBTQ Youth in Clinical Settings;" "Improving Health Care for Transgender People;" and "Providing Quality Care to Lesbian, Gay, Bisexual, and Transgender Patients: An Introduction to Staff Training," sponsored by the National LGBT Health Education Center.



*Margaret Moriarty-Litz*

**Dr. Stacey Rosenberg**, faculty lead, Nursing, is a Sigma Theta Tau International Honor Society Community of Interest Facilitator in the Circle for Community Health/Public Health.

**Dr. Stacey Rosenberg**, faculty lead, Nursing, served as a test item writer for the National League of Nursing Nurse Educator certification exam.

**Adam Rourke**, assistant director/product manager of Instructional Design, received his M.A. in English and Creative Writing from SNHU in November 2016.

**Linda Ruest** and **Adam Rourke**, assistant directors/product managers of Instructional Design, received their Level 1 Gamification Apprentice Certifications from Sentitia Games as part of the Serious Play Conference in July 2017.

**Kim Salgado**, associate dean, Business, presented "Student Success using Student Learning Data" and participated in Site Evaluator Training at the ACBSP Annual Conference in Anaheim, California, in June 2017.

**Dr. Sonique Sailsman**, faculty lead, Nursing, graduated with honors with her Ph.D. in Nursing Education. Her dissertation topic, "Understanding the Experiences of ESL RN-BSN nursing students in online learning environment," was accepted for publication in Nursing Educator Perspective.

**Anthony Siciliano**, executive director of General Education, exhibited artwork in the show EnLIGHTened at the Central Michigan University Art Gallery in Mt. Pleasant, Michigan, in November 2016.



*Journey, 2017, © Anthony Siciliano*



*Here, There, and Everywhere, 2017, © Anthony Siciliano*

**Anthony Siciliano**, executive director of General Education, exhibited artwork in the show At the Intersection of Memory and Conjecture at Northlight Gallery in Phoenix, Arizona, in March 2017.

**Anthony Siciliano**, executive director of General Education, exhibited artwork in the 93rd annual Spring Salon show at the Springville Museum of Art in Springville, Utah, in May 2017.

**Anthony Siciliano**, executive director of General Education, published "Anthony Siciliano: Selected Work 1999-2016" as part of the exhibition Phenomenal Allegories at Art Access Gallery in Salt Lake City, Utah, in June 2017.

**Dr. Bruce Stetar**, senior executive director of Business, served on the ACBSP Board of Directors, the Accreditation Governance Board and the Bac/Grad Board of Commissioners and participated in an ACBSP site evaluation in 2016-2017.

**Dr. Bruce Stetar**, senior executive director of Business, contributed to an article by Jennifer Schiff, "6 essentials of a good business plan" for CIO.com in October 2016.

**Dr. Bruce Stetar**, senior executive director of Business, presented "Student Learning Outcomes Assessment" at the ACBSP Region 1 Conference in New York, New York, in October 2016.

**Dr. Bruce Stetar**, senior executive director of Business, participated in a panel discussion on "Graduate Study Options" at an Americorp Vista event in Manchester, New Hampshire, in June 2017.

**Dr. Bruce Stetar**, senior executive director of Business presented on "Public Data Reporting Requirements" at the ACBSP Annual Conference in Anaheim, California, in June 2017.

**Amy Stevens**, vice president of Academic Resources and Communication, presented at the Women in New Hampshire Higher Education Conference in Concord, New Hampshire, in May 2017.

**Dr. Daniel Tanguay**, associate dean, Education, is an advisory board member for the Corrections Special School District in New Hampshire and a member of the Association for Supervision and Curriculum Development.

**Dr. Sasha Thackaberry**, assistant vice president of Academic Technology and New Learning Models, earned her Ph.D. in higher education administration from Kent State University. The topic of her dissertation was "Competency-Based Education Models: An Emerging Taxonomy."

**Dr. Sasha Thackaberry**, assistant vice president of Academic Technology and New Learning Models, published "The Next Big Thing in CBE Isn't a Program Model" in *EvoLLLution* in October 2016 and "Mission Driven, Common Challenges" in *EDUCAUSE Review* in March 2017.

**Dr. Sasha Thackaberry**, assistant vice president of Academic Technology and New Learning Models, presented "Leaning In With Effective Social Media Use" at New Hampshire Women in Higher Education Leadership Conference in New London, New Hampshire, in October 2016.

**Dr. Kelly Thrippleton-Hunter**, faculty lead, Science, had a manuscript accepted for publication in *Science Education and Civic Engagement: An International Journal*, entitled, "Experiential Learning in the 21st century: Service Learning and Civic Engagement Opportunities in the Online Science Classroom."

**Pamela Varhol**, associate dean of Health Information Management is the president elect of the New Hampshire Health Information Management Association for 2017-2018 and the director of Programs and Education for New Hampshire Health Information Management Association for 2016-2017.

**Dr. Jennifer Varney**, senior associate dean, Business, participated in two ACBSP site evaluation visits and mentored one peer institution in 2016-2017.

**Dr. Jennifer Varney**, senior associate dean, Business, presented "Putting Synchronous Back into Asynchronous, Online Classes" at the 2016 ACHE National Conference.

**Dr. Jennifer Varney**, senior associate dean, Business, was awarded her doctoral degree in November 2016.

**Helena Wahlstrom**, assistant director of Course Production, earned her M.A. in Communication in December 2016.

**Lynn Ward**, associate dean of Health Information Management, is a member of American Health Information Management Association Council for Excellence in Education and its curricular improvement workgroup.

**Lynn Ward**, associate dean of Health Information Management, is a member of HIM Reimagined.

**Brandon Wilber**, academic technology support analyst, earned his M.S. in Information Technology in July 2017.

**Dr. Marc Wilson**, executive director of Counseling, co-presented a workshop, "Developing an online faculty evaluation model to foster program success," at the Association for Continuing Higher Education Annual National Conference in New Orleans, Louisiana, in October 2016.

**Dr. Marc Wilson**, executive director of Counseling, presented a session, "Assessing & Enhancing Online Faculty Performance" at the Association for Continuing Higher Education, South Region Annual Conference in Memphis, Tennessee, in April 2017.

**Dr. Marc Wilson**, executive director of Counseling, is the editor of the Association for Continuing Higher Education National Conference and Meeting Proceedings.

**Dr. Marc Wilson**, executive director of Counseling, served as a site team evaluator for the New England Association of Schools and Colleges.

**Dr. Jan Wyatt**, senior executive director of Nursing, Health Professions, Social Sciences & Education, co-presented "Familiar Faces: An Innovative Approach to Promoting Persistence in an Online Academic Program" at the Online Learning Consortium Innovate Conference in New Orleans, Louisiana, in April 2017.

**Dr. Jan Wyatt**, senior executive director of Nursing, Health Professions, Social Sciences & Education, was an NEASC evaluator: Charter Oak State College, comprehensive visit in November 2016.



*Dr. Jennifer Varney*



A low-angle photograph of a red brick building with white-framed windows. A dark blue banner hangs from a black ornate lamp post on the left side of the building. The banner features the Southern New Hampshire University logo, which includes a stylized yellow leaf icon above the university's name. The sky is a clear, bright blue.

*Southern New Hampshire University*

# Our Mission

We exist to make high-quality education accessible and affordable for all. Through our innovative culture and unwavering commitment to student success, we empower students to transform their lives and the lives of those around them.