



THE ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS PRESENTS

Workforce Skills Reality Check: A Panel Discussion

Monday, December 5, 2011

3:15 p.m. **Attendee Registration**

3:30 p.m. **Welcome and Opening Remarks**

Jeanne Herrmann

Chief Operating Officer, Globe University/Minnesota School of Business

3:35 p.m. **Presentation of Research Findings**

Brent McGoldrick

Senior Vice President, FTI Consulting

3:50 p.m. **Keynote Address**

Congresswoman Virginia Foxx (R-NC)

Chair, U.S. House of Representatives Subcommittee on Higher Education and Workforce Training

4:00 p.m. **Panel Discussion and Q&A**

Moderated by Daniel de Visé

Higher Education Reporter, *The Washington Post*

Domenic Giandomenico
Director of Education and Workforce Programs, U.S. Chamber of Commerce

Paul Gore
National Advisory Board, National Resource Center for the First-Year Experience

Andrew Kaplan
Coalition for Educational Success

Edward H. Levine
President, Neumont University

Julie Margetta Morgan
Policy Analyst, Center for American Progress

5:00 p.m. **Program Concludes**

Keynote



Congresswoman Virginia Foxx (R-NC)
| Chair, U.S. House of Representatives
Subcommittee on Higher Education
and Workforce Training

Congresswoman Virginia Foxx was reelected to her fourth term to represent North Carolina's Fifth District in the United States House of Representatives in November 2010. During her first three terms, Rep. Foxx established herself as a champion of conservative values and helped lead the national movements to reduce federal government spending and increase accountability within the federal government.

Congresswoman Foxx currently chairs the House subcommittee on Higher Education. She also serves on the powerful House Committees on Rules. The Rules Committee determines what legislation comes to the floor of the House and what amendments will be allowed during floor debate.

Rep. Foxx is a graduate of the University of North Carolina at Chapel Hill where she received her A.B. degree in English and M.A.C.T. in Sociology. She earned her Ed.D. in Curriculum and Teaching/Higher Education from UNC-Greensboro.

Rep. Foxx began her career as a secretary and research assistant at UNC-Chapel Hill. She taught at Caldwell Community College, was a sociology instructor at Appalachian State University and held several administrative positions at ASU, including Assistant Dean of the General College. Rep. Foxx also served as Deputy Secretary for Management in the N.C. Department of Administration for Governor Jim Martin. Prior to her election to the Senate in 1994, she served as President and later a consultant at Mayland Community College from 1987-1994.

At Mayland Community College, Congresswoman Foxx implemented several nationally recognized programs including a curriculum evaluation program which has been adopted by major universities. In another major success, she raised over \$1 million in private funds for an on-campus, state-of-the-art child development center built by prison inmates. At ASU she implemented a model orientation/academic advising program which is still in existence.

Panel



Domenic Giandomenico | Director of Education and Workforce Programs, U.S. Chamber of Commerce

As Director of Education and Workforce Programs for the U.S. Chamber of Commerce's Institute for a Competitive Workforce (ICW), Domenic Giandomenico helps guide ICW policy on education and workforce issues, including career technical education, digital skills literacy, elementary and secondary education, and the aging of our workforce. He works closely with members of the U.S. Chamber of Commerce and business leaders across the nation in promoting the voice of business in education reform.

Prior to joining the U.S. Chamber, Mr. Giandomenico served as Director of Government Relations for the National Association of State Directors of Career Technical Education Consortium (CTE). During his time there, he successfully guided the organization and its members through the reauthorization and implementation of the Carl D. Perkins Career and Technical Education Act in 2006. He also formed policy and legislation on behalf of the organization on a host of secondary and postsecondary education and workforce development issues. While at FBA, Inc., Mr. Giandomenico assisted the efforts of research universities, non-profit health care organizations, high performance computing centers, and municipalities in securing federal funding through competitive and congressionally directed grants. He has also spent time on Capitol Hill, in the office of Representative James P. McGovern.



Paul Gore, Ph.D. | Student Success Special Projects Coordinator and Director of Institutional Analysis, University of Utah

Paul A. Gore, Ph.D. is the student success special projects coordinator and director of institutional analysis at the University of Utah. Additionally, he serves as an associate professor in the Department of Educational Psychology. He earned his bachelor's degree from Saint Louis University, his master's degrees the University of New Orleans and Northeastern Illinois University, and his Ph.D. in counseling psychology from Loyola University.

Prior to moving to the University of Utah, Dr. Gore served as the director of the Career Transitions Research Department at ACT, Inc., and as the co-director of the Freshman Seminar Program at Southern Illinois University. He is a widely published author, with articles appearing in the *International Journal for Educational and Vocational Guidance*, *The Career Development Quarterly*, *Research in Higher Education*, and *The Journal of the First-Year Experience and Students in Transition*.

He also co-edited *Students in Transition: Research and Practice in Career Development* and edited *Facilitating the Career Development of Students in Transition*, and has contributed multiple book chapters on first-year and sophomore student success, academic advising, and career development. He is the current editor of *The Journal of the First-Year Experience and Students in Transition*.

Dr. Gore's research and consultation focus on non-cognitive and motivational aspects of academic and career success and transition. He regularly consults with secondary and post-secondary institutions in developing and evaluating student success programs, and is currently directing two national demonstration projects on the use of data-driven student success programs.



Andrew Kaplan | Coalition for Educational Success

Andy Kaplan is a General Partner of Quad Partners, a private equity firm focused exclusively on investments in the education and training industry. Quad, based in New York City with an office in California, was founded in 2000 and currently manages over \$400 million of capital from leading institutional investors. Quad's portfolio consists of pre-schools, elementary schools, vocational colleges, curriculum providers and educational consulting companies. It currently holds interests in over 80 vocational colleges across the country and is a founding member of the Coalition for Educational Success, a career college organization that includes many of the nation's leading career colleges. The Coalition advocates for policies that support wider access to higher education, particularly for non-traditional students including full-time workers, workforce returners, working parents, minorities and veterans.

Previously, Andy was a Vice President of Kaplan Inc., the education division of *The Washington Post*, and a director of the educational technology division of Scholastic. He holds an MBA from New York University's Stern Business School and a BA in computer science from Brandeis University.



Edward H. Levine | President, Neumont University

Edward H. Levine is President and Chief Executive Officer of Neumont University, an institution that grants bachelor's and master's degrees in Computer Science and related fields. Prior to assuming the presidency of Neumont, Mr. Levine served as the Chief Strategy Officer at Johnson & Wales University. He has also served as a Trustee, Executive Committee member, and Treasurer of the Rhode Island School of Design.

Mr. Levine's curriculum vitae include experience founding, building, and growing consumer product and business service organizations. He is the author of *Deep Branding on the Internet* (Prima Publishing, 2001), and has been awarded utility patents and trademarks by the United States Patent and Trademark Office. Mr. Levine serves as a member on several Boards of Directors.



Julie Margetta Morgan | Policy Analyst, Center for American Progress

Julie Margetta Morgan is a Policy Analyst with the Postsecondary Education Program at American Progress. Prior to joining CAP, she worked as an adjunct faculty member and teaching assistant at Boston College while completing a doctoral program in higher education policy. Ms. Morgan's research and publications focus on how federal law affects educational opportunity and access to higher education. Her interest in these issues stems from her experiences helping low-income students find career opportunities and postsecondary credentials as program coordinator for the Pathways to Success program in New Bedford, Massachusetts.

Ms. Morgan holds a Ph.D. in higher education from Boston College, a J.D. from Boston College Law School, and a B.A. in philosophy from the College of William and Mary.

Moderator



Daniel de Visé | Higher Education Reporter, *The Washington Post*

Daniel de Visé is higher education reporter at *The Washington Post* and author of the College Inc. blog. He has worked as a journalist for 20 years, including stints at the *Boca Raton News*, *Long Beach Press-Telegram*, *San Diego Union Tribune* and *Miami Herald*.

Mr. de Visé is a graduate of Wesleyan and Northwestern Universities.



About the Accrediting Council for Independent Colleges and Schools

Founded in 1912, the Accrediting Council for Independent Colleges and Schools (ACICS) is one of the most respected and longest established national accreditors of academic institutions in the United States. It is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). ACICS accredits more than 800 private post-secondary institutions offering certificates or diplomas, as well as institutions offering associate's, bachelor's, and master's degrees in programs designed to educate students for professional, technical, or occupational degrees. For more information, please visit www.ACICS.org.

About the ACICS Centennial

ACICS has been advancing excellence in education since 1912, and has proudly served a leading role in helping students gain access to education. During this Centennial celebration, ACICS and its schools will:

- Celebrate the history of ACICS and its contributions to higher education in the United States and abroad.
- Recognize the evolution of the agency over time in order to remain responsive to education trends.
- Educate external constituencies on the agency's long, rich legacy of quality, integrity, strength and stability.

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