****

****

June 13-14, 2018

**KICKOFF & KEYNOTE SPEAKERS**

****Marsha Danielson,** Vice President of Economic Development at South Central College (SCC), serves as an external connection to the College for business & industry, organizations, other colleges and universities, local, state, national and international government and non-governmental partners. Helping The VPOSP is an integral part of SCC’s leadership team, helping to fulfill SCC’s vision, mission, and goals, Danielson is charged with developing supportive broad-based, multi-sector, bi-partisan networks and partnerships in support of SCC.

Prior to joining SCC, Danielson worked in University Advancement for Minnesota State University, Mankato for 12 years. In addition, she served as the first Executive Director of the Greater Mankato Diversity Council.

Danielson currently serves in volunteer leadership roles for the Trans-Atlantic Technology and Training Alliance (TA3); National Coalition of Advanced Technology Centers; National Association of Manufacturers Manufacturing Institute; Minnesota Medical Manufacturing Partnership; Minnesota PIPELINE and the Minnesota State Advanced Manufacturing Center of Excellence | ATE Regional Center.

Danielson has a Bachelor’s Degree in Business Administration and Master’s Degree in Education Administration, both from Minnesota State University, Mankato.

 **Jenny Bloom, Ph.D.** joined the Department of Educational Leadership and Research Methodology at Florida Atlantic University in August 2015 as an Associate Professor and Coordinator of the Higher Education Leadership Master’s degree program. She previously served as a Clinical Professor and Director of the Master’s degree program in the Higher Education & Student Affairs Program housed in the Department of Educational Leadership and Policies at the University of South Carolina (USC) from August 2007 to August 2015. Prior to USC, she served as the Associate Dean for Student Affairs & the Medical Scholars Program at the University of Illinois College of Medicine at Urbana-Champaign. She earned her doctorate in Higher Education Administration from the University of Illinois at Urbana-Champaign in 1995.

Dr. Bloom is a co-founder of the Appreciative Advising and Appreciative Education movements. She established the annual Appreciative Advising Summer Institute, the Appreciative Education Conference, an on-line Appreciative Advising course, the process for Certifying Appreciative Advisers, and other exciting initiatives related to Appreciative Advising and Appreciative Education.

Dr. Bloom served as the 2007-08 President of the National Academic Advising Association (NACADA). She was named the 2015 FAU Graduate Academic Advisor of the Year by the FAU Graduate and Professional Student Association (GPSA) and the 2016 Advisor of the Year by FAU’s Chi Sigma Alpha Honor Society Chapter. She received the NACADA Outstanding Advising Administrator Award in 2005 and University of Illinois’ Campus Academic Professional Excellence Award in 2007. In 2008, she received the University of South Carolina’s Black Graduate Student Association’s Faculty Mentor Award. In 2011, she was named the Faculty Partner of the Year by the Division of Student Affairs and Academic Support at the University of South Carolina.

Dr. Bloom has co-authored six books, four book chapters, and 26 articles. She co-founded and serves as a section editor for the *Journal of Appreciative Education* (JAE). Dr. Bloom has delivered 30 webinars and 350+ presentations on her work at institutions and conferences across the globe.

**Welcome to the 2018 Adult Learner Institute!**

**We have categorized the breakout sessions into different tracks to help you select the sessions that best meet your personal and professional interests. This year’s tracks include:**

Advising & Student Services Collaboration & Outreach Credit for Prior Learning Diversity, Equity & Inclusion

Military & Veterans Teaching & Learning

**CONFERENCE AGENDA**

**Wednesday, June 13, 2018 Dakota County Technical College**

**8-8:45 a.m. Registration and Light Breakfast**

Dakota Room

**8:45-9 a.m. Welcome**

Dakota Room

**9-10 a.m. Kick Off Speaker**

Dakota Room

**Credit for Prior Learning: Mobilizing to Attract Adult Learners**

*Marsha Danielson, Vice President of Economic Development*

*South Central College*

Join us as we kick-off the Adult Learner Institute with Credit for Prior Learning (CPL) advice from someone who has been there. Learn about South Central College’s journey and the guiding principles and standards that enticed faculty involvement. Hear about the rewards and challenges of working with motivated adult learners. Participants will learn how to strengthen institutional efforts to attract and support the growing population of adult learners and gain valuable insights and best practices for how to advocate for CPL.  You will leave armed with the benefits of CPL from faculty, college, and community partner perspectives.

**10-10:10 a.m. Networking Break**

**10:10-11:10 a.m. Break Out Session 1**

1. **Keeping Up With the Kids ~ When Mom & Dad Go Back to College!**

*Lori Wynia, Assistant Director of Extended Learning & Academic Outreach*

*Southwest Minnesota State University*

Room: 2-104

What happens when Mom or Dad become first-generation college students at the same time that the kids do? How do we recruit and retain our adult learners? This presentation will focus on some best practices in areas of online advising, transfer evaluations, marketing and retention for the adult learners.

1. **Student Parents-Who They Are, Why They Matter, and What They Need to Succeed**

*Jean Dempsey, Coordinator, Student Parent Support Center*

*St. Cloud State University*

Room: 2-700

Attendees will gain a better understanding of who student parents are, their growing participation in higher education, the challenges they face, the support they need to be successful, and why their success is important. St. Cloud State University is a recipient of the Office of Higher Education Student Parent Support Initiative grant which provides resources and assistance to pregnant and parenting students. Services and ways in which SCSU assists pregnant and parenting students will be discussed. Come learn how you can help your students succeed.

1. **Engaged Students, Engaged Campus, Engaged Community: A Pathway for Student Veteran Success**

*Zac Mangas, Director of Veterans Resource Center*

*Jerry Bulisco, Associate Dean of Students*

*St. Cloud State University*

Room: 2-524

Military-connected students often face additional barriers to achieving student success. Challenges include attending school as non-traditional students, supporting dependents requiring additional income, experiencing stressors from military combat or training, and various other hurdles. Since 2006, St. Cloud State University, a regional midsize university with roughly 15,000 students, has been at the forefront of engaging close to 700 military-connected students each year. SCSU believes in taking a holistic approach to working with each. Challenges and successes will be shared.

1. **Faculty-Driven Credit for Prior Learning (CPL)**

*Marsha Danielson, Vice President Economic Development*

*Pete Neigebauer, Agribusiness Instructor*

*Tracy Murphy, Communication Studies Instructor*

*South Central College*

Room: 2-601

Learn the steps South Central College took to create a faculty-driven CPL policy and procedure. You will get several tangible tools including a credit for prior learning concept map, policy and procedure development framework; faculty professional development outlines, faculty assessment resources; and funding strategies. Participants will leave prepared to develop an action plan for introducing CPL options and gaining faculty support and involvement in CPL implementation.

**11:10-11:20 a.m. Networking Break**

**11:20-12:20 p.m. Breakout Session 2**

1. **A Triad of Trust: Advising, Mentoring, Instructing**

*Karen Gibson, Associate Professor& Graduate Program Coordinator University of Wisconsin-Oshkosh*

Room: 2-104

Come learn more about the advising role of the Graduate Program Coordinator for the Educational Leadership and Policy program. The flexibility of the program and the many opportunities it provides in K-12 settings, higher education, non-profits, civic and community organizations makes it a popular choice for students contemplating a graduate degree. It also means the program serves as a draw for those just completing an undergraduate program, as well as individuals who are returning to graduate school many years post-baccalaureate completion. The wide ranging spectrums of life experiences these students bring to the program make it impossible to use a one-size-fits-all advising approach. By incorporating the basic tenets of appreciate advising in conjunction with classroom practices that are not only meant to build leadership capacity but help all students find their voice, that age and experience gap proves to be a positive piece of the graduate experience for our students. Tried and true methods of assisting adult learners through graduate programming will be shared in this session. These methods focus on articulation of values, work-school-life balance, promotion of self-care and general reminders to breathe! Participants will be actively engaged in some of the same activities used in the program.

1. **Together We Learn**

*Sheina Marie Hawkins, Student*

*Dakota County Technical College*

Room: 2-700

Sheina Marie is a 56-year-old dyslexic, transgender woman who attends DCTC and studies in the web design program. She is very involved in the L.G.B.T.Q.+ community on and off-campus. She is also involved in supporting both the youth and the adult learners on campus. For 25 years of her life, she owned and operated a trucking company which truly had value in her life, and in 2010, she decided to sell the business. In 2011, after a 20-year struggle with gender identity disorder, she made the decision to be her true self- a transgender woman. Life as she knew it would present more challenges then she could ever imagine. In 2015, she was fired from her employer for coming out as a transgender woman. She decided to enroll at DCTC. Scared and alone with the new change, she was approached by an instructor at DCTC, and with his compassion, she knew she was in a good place and that this was her true beginning.

The goal of this presentation has three elements. First, what it’s like to be a returning adult learner at age 56 and the challenges faced. Second, sharing experiences of the day-to-day life on campus as a transgender woman. Third, where do we go from here to improve this shift in how the world is changing within our educational environment?

1. ***Why Do They Swear So Much?* And Other Questions We Ask About Our Military Students**

*Shannon Kasperson, Veterans Services Coordinator*

*Kristi Anthony, Student & VA Work Study*

*Century College*

Room: 2-524

Veterans and Service Members are not a “one size fits all” community. From their feelings about their service, to their political beliefs, to their academic backgrounds and abilities, they are diverse in what they bring to our campuses. Cultural competency surrounding this group is a must for any institution wanting to be “military friendly” in real and meaningful ways. Join us as we explore the nuances that come with serving the military student community. This presentation will focus on the unique challenges and opportunities service-members and veterans face while interacting with different offices on campus. Walk away from this session with a better idea of who these students really are, and how you can help them achieve their goals.

1. **The FlexPace Pathway: Reaching Working Adults**

*J.C. Turner, PhD., Director of Instructional Technology & Intellectual Property*

*Deb McManimon Ph.D., Business Faculty*

*Riverland Community College*

*Claudia Pragman, Ph.D., Management Faculty*

*Kathy Richie, Marketing & International Business Faculty*

*Minnesota State University- Mankato*

Room: 2-601

There are more than 900,000 working adults in Minnesota who are underemployed in fields such as retail and food service. But working fulltime leaves little time for classes, especially if work and course schedules clash. Without academic credentials, it is difficult for these individuals to advance their careers or move into a different field. Join us to learn how the FlexPace collaboration is providing students with a structured pathway to help them reach their educational and career goals. Participants will also examine which programs at their schools might lend themselves to an alternative, accelerated format to help reach this underserved population of potential students.

1. **Undergraduate Adult Learners in STEM - A Review with Recommendations**

*Julie Maxson, Director, Center for Faculty Development*

*Metropolitan State University*

Room: 2-603

This presentation presents two approaches to understanding best practices for Adult Learners in STEM courses and programs. Research that specifically addresses Adult Learners in STEM is in its infancy. The first approach to addressing this issue is an analysis of the intersections between research on Adult Learners and research on best practices for STEM education. Most notably, research on both Adult Learners and STEM learners stresses the importance of experiential education. Other issues important to both sets of learners include: identity development, connection of theoretical learning to relevant life experience, and constructed learning communities. These and other best practices for STEM education may require some adaptations for adult learners.   
  
The second approach in this presentation is a collection of commentary and recommendations from faculty who have taught both traditional and adult students in STEM subjects. An on-going goal of the presenter is the collection of additional insights from faculty with significant teaching experience in both traditional and adult-centered institutions. The presentation will address implications for Faculty Development. The session will include ample time for discussion and commentary by participants.

**12:20-1:30 p.m. Lunch & Industry Panel**

Dakota Room

*Andrea O’Brien, Recruiting Supervisor, Zeigler Cat*

*Annie Vore, Human Resources Representative, Shutterfly*

*Brenda Manning-Jensen, Customer Service Manager, Thomson Reuters*

*Dan Sjolseth, Owner and Founder, Superior Automotive*

*Mark Jacobs, Director, Workforce Center, Dakota County*

*Ruth Zephyr, IT Business Systems Analyst, Medtronic*

*Tim O’Neill, Regional Labor Market Analyst, Department of Employment and*

*Economic Development*

**1:30-1:40 p.m. Networking Break**

**1:40-2:40 p.m. Breakout Session 3**

1. **From Soft-Skills to 21st Century Skills, Why They Are Essential for Adult Learners in the New Economy**

*Michael Zdychnec, Education Services Manager*

*Twin Cities R!SE*

Room: 2-104

This is a discussion and review of the rapid changes occurring in the New Economy- and how adult learners (workforce, communities, social systems, and personal relations) must now possess a different set of skills to effectively navigate in this new environment. An overview of what is meant by New Economy and new sets of transferable skills employers expect in the workforce will be discussed. We’ll share how "soft skills" were nice to have- and why 21st Century Skills are must have. We’ll also talk about the ways a non-profit serving disadvantaged adults in the Twin Cities has integrated 21st Century Training concepts into its curriculum (building teams, enhancing critical thinking, intense self-awareness, building financial literacy, among others) and some of the results regarding engagement, participation, and completion in the programs.  
Based on the model discussed, we’ll provide several steps organizations can consider in developing their own 21st Century Training platform to meet the needs of adult learners, but more important, to provide the skills now necessary to function successfully in the New Economy.

1. **Using Adult Learning Principles to Build Trust with Marginalized Students**

*Tam Knapton, TRIO Advisor and Retention Specialist*

*Jamaica DelMar, Academic Advisor*

*Metropolitan State University*

Room: 2-700

Adult learners have different needs and expectations than “traditional” students who are enrolling right after high school.  Students from marginalized identities (i.e. students experiencing poverty or students of color) also have different needs and expectations while navigating the college environment.  These intersecting identities can make the college environment seem like just another system that is not meant for them.  Advisors play a key role in helping students be successful in their college journey.  However, advisors aren’t always equipped with the tools to best serve these populations of students.  During this presentation we will apply six main characteristics of adult learning to demonstrate how advisors can build trust with students who come from marginalized backgrounds.

1. **Charting the Future for CPL: A Minnesota State Approach**

*Mary Rothchild, Senior System Director, Workforce Development,*

*Pakou Yang, System Director of P-20 and College Readiness*

*Susan Carter, Interim Senior System Director, Research*

*Minnesota State*

Room: 2-524

The future for CPL in Minnesota State has never been brighter! Beginning with "Charting the Future," campus leaders have charted a course for system-wide adoption of new CPL policies and best student and business practices. This session will provide a framework to guide campuses on expanding CPL options for students and will describe how to advocate for CPL as a part of strategic enrollment management for adult learners.

1. **Quality Course Design for Effective Student Engagement**

*Roseann Wolak Ed.D., Lead Course/Program Developer*

*St. Cloud State University*

Room: 2-601

Research into effective online instruction supports two findings: 1) to be effective, online courses need active, collaborative learning and 2) strong instructor presence. Designed accordingly, the potential for online courses to be as good as face-to-face is there. The Community of Inquiry Model serves as the theoretical framework. Quality course design in D2L Brightspace frames the discussion. This session will cover adult student engagement and the many ways we can create authentic, meaningful learning activities for our students. It’s about connecting online and reaching all students.

1. **It May Hurt Your Heart, But Stop Telling Prospects How Good You Are!**

*Karen Adams, Corporate Marketing Director*

*Clinton Nemitz, Admission Specialist*

*University of Wisconsin-Platteville*

Room: 2-603

Do your communications try to sell your school to prospects? Do you take every opportunity to let them know how great you are?  
  
Today’s prospective students are looking for the school where they fit. They want to know they’ll belong there, so it’s critical that you present your information so that they can picture themselves there, clearly understand the benefits, address their fears, and realistically envision the success they could achieve.  
  
Learn how UW-Platteville’s Distance Learning Center uses a dynamic, content-focused communication plan to drive growing numbers into the recruitment funnel for their online degree programs. You’ll walk away with ideas to revamp your recruitment communication strategy, composition, and methods, allowing you to help your prospects find their best fit.

**2:40-2:50 p.m. Networking Break**

**2:50-3:50 p.m. Breakout Session 4**

1. **WOW! Thank You for Calling Me Back! Customer Service Strategies for Competing in a Crowded Marketplace**

*Michael Bilden, Assistant Dean for Adult Students*

*University of Wisconsin-River Falls*

Room: 2-104

Providing a high level of customer service is essential for attracting and retaining post-traditional, adult students. This presentation will provide insight into low-cost ways of increasing engagement and retention among prospective and current students that lead to high-quality, long-term positive experiences.

Understanding the traits of our students enable us to craft a customer service strategy that is respectful, engaging, timely and sustainable.  Focusing on that understanding and aligning it with the use of positive language, and accentuating the trivial, allows individuals and institutions to strengthen relationships.  We then have the ability to provide a high level of value that people feel is worth their investment of time and money.  
  
Adopting or updating a customer service strategy that is focused on providing an excellent experience helps to attack the perception of mediocre customer service that people may have come to expect.  By surprising your future and current clients with an increased level of service that they don’t expect to receive allows their engagement with your institution to increase.

1. **The "Big Hand" Classroom - Shaping Learning Communities in a Multicultural Environment**

*Harold Torrence, Ed.D., Business Management Faculty/Chief Diversity Officer*

*Dakota County Technical College*

Room: 2-700

In the last few years, Minnesotan educational institutions have seen important changes in student demographics, and thus our classrooms have become more multicultural. Therefore, a one-size-fits-all teaching model won’t necessarily meet students’ learning styles and expectations. In this presentation, you will be able to learn about practical experiences teaching in a multigenerational and multicultural classroom and using Accelerated Learning methodology and project-based learning.   
Dr. Harold Torrence humorously calls it the “Big Hand” classroom; a safe place where students feel free to be themselves to authentically celebrate their different perspectives.

In “The Big Hand” classroom, students increase their sense of belonging towards a social construction of knowledge. Adult learners quickly feel confident to share their experiences, and younger students benefit from listening to real stories and making meaningful connections between theory and practice.

The ultimate goal is to create true learning communities, where students can benefit learning from each other and fostering lasting relationships. Finally, the goal is to create better conditions to increase student success, since student retention starts and ends in the classroom.

1. **The Pitfalls of Blended/Hybrid, Online and Nonstandard Terms on Veteran Students**

*Robert Ahles, Education Specialist II*

*MN Department of Veterans Affairs*

Room: 2-524

GI Bill© Education Benefits can have unintended consequences of online, blended-hybrid courses, and nonstandard terms in the way they are paid out to service members. The way that you as faculty are presenting your classes could have a detrimental impact on those using GI Bill Education Benefits. These effects could lead to low enrollment. Attend this session to find out how to better serve veterans and current military students.

1. **Writing Doesn't Have to be Painful: the Joy to be Found in Writing**

*Ann Deiman-Thornton, Dean of Liberal Arts*

*Hilary Dahlman, Director of Academic & Learning Support/ Associate Dean*

*Inver Hills Community College*

Room: 2-601

Writing is an important skill that directly impacts a student's ability to be successful as a student. The first big writing assignment in college can be really daunting for adult learners who haven’t done academic writing in a long time. This workshop will examine how to support the inner writer in every student. Adult learners often lack confidence in their writing abilities. This session will address how educators can help adult learners overcome negative messaging they may have received about their writing in the past. We will discuss the best resources and forms of support for students that help improve overall writing skills. We will discuss ways students can make the most of a Writing Center session with professional tutors. We will look at assignments that will help in raising student's confidence, curiosity, and enjoyment of writing.

**3:50-4:15 p.m. Day 1 Wrap Up**

Dakota Room

**Thursday, June 14, 2018 Inver Hills Community College**

**8-8:45 a.m. Registration and Light Breakfast**

Fine Arts Lobby

**8:45-9 a.m. Welcome**

Theater

**9-12 p.m. Keynote Speaker**

Theater

**Appreciative Advising**

*Jennifer L. Bloom, Ed.D., Associate Professor and Coordinator, Higher Education Leadership Master’s Degree Program*

*Florida Atlantic University*

This hands-on workshop will focus on providing you with an overview of this exciting movement within the academic advising community called Appreciative Advising. The presentation is based on the book titled, *The Appreciative Advising Revolution*, which the presenter co-authored with Dr. Bryant Hutson and Dr. Ye He from the University of North Carolina at Greensboro. We will first define the terms academic advising and Appreciative Advising and look at the important role that advising plays in student success. The six phases of Appreciative Advising – Disarm, Discover, Dream, Design, Deliver, and Don’t Settle – will be defined. Participants will not only learn what each phase means, but they will also have the opportunity to learn specific techniques for implementing each of these phases.

**12-1:30 p.m. Lunch & Best Practices for Serving Adult Students Panel**

Fine Arts 165

*Catherine Swanson Davis, Business & Supervisory Management Instructor*

*Rochester Community and Technical College*

*Dale Porter, Alumni*

*Dakota County Technical College*

*Gina Sobania, Director of Military, Veteran, and Adult Learner Services*

*Minnesota State System Office*

*Judith Minning, Academic Advisor and Community Faculty*

*Metropolitan State University*

*Julio Vargas-Essex, Director of Admissions*

*Metropolitan State University*

*Sylvia Alexander-Sedey,**Partnership Liaison*

*Concordia University St. Paul*

**1:30-1:40 p.m. Networking Break**

**1:40-3:50 p.m. Faculty Workshop- Pre-Registration Required**

Fine Arts 140

**Mastery-Based Learning**

*Deb McManimon, Ph.D. Business Faculty*

*Riverland Community College*

By engaging in this hands-on, interactive workshop, you will learn how to use the Bright Space/D2L Competency tool. You will set up and link your assessment of course activities to course objectives and outcomes. In addition, the Competency tool will: 1) help you to build courses that align with best practice for Quality Matters course design, 2) be transferable to other courses, and 3) set you up for success to provide evidence of student learning for accreditation purposes.

**1:40-2:40 p.m. Breakout Session 5**

1. **Appreciative Advising: What Now? Ideas for Campus Integration**

*Jonathan O’Hara, Enrollment Advisor & Financial Aid Specialist*

*Dakota County Technical College*

Room: Fine Arts 190

Institutions are searching for positive ways to increase student retention and success rates. Appreciative Advising harnesses the power of the organizational development theory of Appreciative Inquiry and the positive psychology literature to provide a framework for increasing adviser and student success (Appreciative Advising, 2017). In this session we will go over the six phases of Appreciative Advising and provide tips/resources to utilize while working with students on campus.

1. **Integrating Military and Veteran Students: Creating a Supportive College Environment**

*Sue Flannigan, Veteran Services Coordinator*

*Brenda Landes, Counselor & VALOR (veteran's club) advisor*

*Milissa Troen, Counselor*

*Inver Hills Community College*

Room: Fine Arts 194

Over the last decade, Inver Hills has been nationally recognized as a military friendly college by multiple military publications and has historically had high retention of military/veteran students. During this session, participants will hear about the many services and resources provided to military students and their families. In addition, participants will be able to share their best practices and identify possibilities to bring back to their campuses.

1. **We're Different! What It Takes to Create a Model for Online at a Traditional Brick and Mortar Institution**

*Heather Dieterman, Assistant Director, Adult & Continuing Education*

*Shellie Nelson, Professor*

*Winona State University*

Room: Fine Arts 196

Winona State University (WSU) enrolls approximately 8,200 students and offers 96 degree programs. WSU has two physical locations and a handful of satellite campuses that primarily serve residential and commuter students from southeastern Minnesota and the tri-state area. In 2013, WSU launched the Healthcare Leadership & Administration (HLA) online bachelor completion program – the first of its kind at WSU, designed for incumbent healthcare workers. Over the course of the first few years, program administrators worked through a variety of hurdles and opportunities that would strengthen the program. The discoveries and innovations learned during this time laid the foundation necessary for future online program development and success. The presenters will share insights and tips for identifying the framework necessary for institutional change and learning when entering the online learning market.

1. **Financing Adult Learner Higher Education - Helping Students Remove Financial Barriers to Higher Education**

*Scott Roelke, Director of Financial Aid*

*Dakota County Technical College and Inver Hills Community College*

Room: Fine Arts 296

Adult Learners may face significant financial barriers when pursuing additional education. Good intentions and a commitment to an educational path may not be enough to allow a student to succeed. This session will present strategies and resources that students may employ to manage financial barriers and place the student on the best financial foundation possible for building their future.

**2:40-2:50 p.m. Networking Break**

**2:50-3:50 p.m. Breakout Session 6**

1. **Fostering a "Make it Count" State of Mind**

*Tom Bruflat, Pathway Advisor*

*St. Paul College*

Room: Fine Arts 190

In this interactive session, we’ll discuss programmatic and developmental approaches toward fostering the “Make it Count” state of mind – where an adult student’s level of confidence and determination are supported by financial peace of mind and mutual trust. Through a “flipped incentives” paradigm, we’ll focus on the value of appreciative advising and how institutions can earn the trust of adult students through adaptability, reasonable expectations, and student-centered practices. Attendees will leave with an increased awareness of, and responsiveness to, barriers that affect adult students and how to respond within current institutional processes and resources. They will also develop language and perspective to advocate for institutional change to better serve adult students. Audience members will have opportunities to contribute ideas, examples, and best practices to the conversation.

1. **Building Bridges to Access**

*Tam Knapton, TRIO Advisor and Retention Specialist*

*Kristin Jorenby, Director of Accessibility Resources*

*Metropolitan State University*

Room: Fine Arts 194

Asking for help can be hard. Asking for help as an adult learner with a disability is even more difficult. Adult learners with disabilities face different, and often additional, barriers and challenges that can impact their ability to ask for help and/or be successful in college. Depending on when students acquire their disability, they may have no idea that assistance and accommodations are even available. It is critical that advisors and student service providers, like TRIO and Accessibility Resources, work together to create a web of support and trust so the adult learners with disabilities feel welcome and supported. During this presentation we will touch on the barriers and challenges facing adult learners with disabilities and provide examples of how Accessibility Resources and TRIO have worked together to create a support network for these students.

1. **Winning Adult Learning Tactics for the Face-to-Face and Online Classroom**

*Catherine Davis, Supervisory Leadership Program Lead*

*Michon Rogers, Business Technology Faculty*

*Rochester Community and Technical College*

Room: Fine Arts 196

Developing learning activities based on adult learning principles is an effective way to reach adult learners. We know adult learners have knowledge to share and want

to be actively involved in their learning experience. In the traditional face-to-face classroom, adult learning activities are easier to develop and employ. Many adult learners choose to take online courses due to the flexibility of the medium. In the absence of seeing each other in person, you can create a similar interactive environment in your virtual classroom where students are an active participant in their learning. During this session, we will explore ways to incorporate active learning strategies based on adult learning principles in the face-to-face classroom and then how you adapt those activities to the online classroom. Focus will be on how to: address adult learner needs by allowing students to build on existing knowledge and experience; provide a wide range of activities to build on their knowledge and background; translate theory to real-life application of concepts; and, allow the student to be a partner in creating their learning experience.

1. **Understanding the Needs and Opportunities of Non-Traditional Students** *Nate Bostrom, Senior Partnership Liaison*

*Concordia University, Saint Paul*

*Nicole Coppersmith, Senior Enrollment and Transfer Counselor*

*St. Mary’s University*

Room: Fine Arts 296

This presentation will provide insights about and recommendations for non-traditional students who are seeking to navigate transferring among academic institutions en route to successful degree completion.

**3:50-4 p.m. Institute Wrap Up**

Theater

Dakota County Technical College and Inver Hills Community College would like to thank you for attending the 2018 Adult Learner Institute. We hope you have gained knowledge that you will be excited to take and spread throughout your respective places of work. Thank you to all who presented and shared your vast wealth of knowledge.

***Notes***

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Day 1 at Dakota County Technical College** | | | | |
| Time/Room | 2-104 | 2-700 | 2-524 | 2-601 | 2-603 |
| **8:45-10am** | **Welcome & Kickoff in Dakota Room** | | | | |
| **10:10-11:10am** | **Keeping Up With the Kids ~ When Mom & Dad Go Back to College!**  *Lori Wynia* | **Student Parents-Who They Are, Why They Matter, and What They Need to Succeed**  *Jean Dempsey* | **Engaged Students, Engaged Campus, Engaged Community: A Pathway for Student Veteran Success**  *Zac Mangas & Jerry Bulisco* | **Faculty-Driven Credit for Prior Learning (CPL)**  *Marsha Danielson, Pete Neigebauer & Tracy Murphy* |  |
| **11:20-12:20pm** | **A Triad of Trust: Advising, Mentoring, Instructing**  *Karen Gibson* | **Together We Learn**  *Sheina Marie Hawkins* | ***Why Do They Swear So Much?* And Other Questions We Ask About Our Military Students**  *Shannon Kasperson & Kristi Anthony* | **The FlexPace Pathway: Reaching Working Adults**  *J.C. Turner, Deb McManimon, Claudia Pragman & Kathy Richie* | **Undergraduate Adult Learners in STEM - A Review with Recommendations**  *Julie Maxson* |
| **12:20-1:30pm** | **Lunch & Industry Panel in Dakota Room** | | | | |
| **1:40-2:40pm** | **From Soft-Skills to 21st Century Skills, Why They Are Essential for Adult Learners in the New Economy**  *Michael Zdychnec* | **Using Adult Learning Principles to Build Trust with Marginalized Students**  *Tam Knapton & Jamaica DelMar* | **Charting the Future for CPL: A Minnesota State Approach**  *Mary Rothchild, Pakou Yang & Susan Carter* | **Quality Course Design for Effective Student Engagement**  *Roseann Wolak* | **It May Hurt Your Heart, But Stop Telling Prospects How Good You Are!**  *Karen Adams & Clinton Nemitz* |
| **2:50-3:50pm** | **WOW! Thank You for Calling Me Back! Customer Service Strategies for Competing in a Crowded Marketplace**  *Michael Bilden* | **The "Big Hand" Classroom - Shaping Learning Communities in a Multicultural Environment**  *Harold Torrence* | **The Pitfalls of Blended/Hybrid, Online and Nonstandard Terms on Veteran Students**  *Robert Ahles* | **Writing Doesn't Have to be Painful: the Joy to be Found in Writing**  *Ann Deiman-Thornton & Hilary Dahlman* |  |
| **3:50-4:15pm** | **Wrap Up in Dakota Room** | | | | |
|  | **Day 2 at Inver Hills Community College** | | | | |
| Time/Room | FA 190 | FA 194 | FA 196 | FA 296 | FA 140 |
| **8:45-12pm** | **Welcome & Keynote in Theater** | | | | |
| **12-1:30pm** | **Lunch & Best Practices for Serving Adult Students Panel in FA 165** | | | | |
| **1:40-2:40pm** | **Appreciative Advising: What Now? Ideas for Campus Integration**  *Jonathan O’Hara* | **Integrating Military and Veteran Students: Creating a Supportive College Environment**  *Sue Flannigan, Brenda Landes & Milissa Troen* | **We're Different! What It Takes to Create a Model for Online at a Traditional Brick and Mortar Institution**  *Heather Dieterman & Shellie Nelson* | **Financing Adult Learner Higher Education - Helping Students Remove Financial Barriers to Higher Education**  *Scott Roelke* | Pre-Registration Only:  **Mastery-Based Learning**  *Deb McManimon* |
| **2:50-3:50pm** | **Fostering a "Make it Count" State of Mind**  *Tom Bruflat* | **Building Bridges to Access**  *Tam Knapton & Kristin Jorenby* | **Winning Adult Learning Tactics for the Face-to-Face and Online Classroom**  *Catherine Davis & Michon Rogers* | **Understanding the Needs and Opportunities of Non-Traditional Students**  *Nate Bostrom & Nicole Coppersmith* |
| **3:50-4pm** | **Wrap Up in Theater** | | | | |

**Advising & Student Services Collaboration & Outreach Credit for Prior Learning Diversity, Equity & Inclusion Military & Veterans Teaching & Learning**