

MidAtlantic Spring 2017 Descriptions of Concurrent Sessions and Workshops

Thursday April 6

10:15 a.m. - 11:15 a.m. Concurrent Sessions A

A1. Adult Learning Theory and Practice (Harrison)

Laura Pope, Mary Skipper, & Ann Solan, Adjunct Instructors and Associate Dean, Stevenson University

Starting in fall 2016, all undergraduate students enrolled in Stevenson University's School of Graduate and Professional Studies online and blended programs have been required to take a course called GPS 200 "Adult Learning Theory & Practice". GPS 200 helps adult learners, especially those who are returning to school after a gap, to gain confidence that they can complete their degree successfully and in a timely manner. Four pillars support the structure of GPS 200 as a vehicle for student success: theory, narrative, application, and research/writing. During this interactive session, the presenters will discuss each pillar, will share lessons learned, and will share course performance metrics using data and information from the first two semesters that GPS 200 has been offered.

A2. Collaboration Supporting Veterans (Mason)

Teri Beasley, Regional Director, Charlottesville Regional Center, Mary Baldwin University & Jackie Fisher, Piedmont Virginia Community College

Teri Beasley from Mary Baldwin University has begun working with Jackie Fisher and the student veterans at PVCC to ease the transition to Mary Baldwin. Student veterans who elect to attend Mary Baldwin receive face to face pre-advising while still working on their associates degree at PVCC. Student veterans rely on Jackie for academic advising, certification of benefits, and college advice. Teri provides academic advising, career exploration and information designed to make the transition to MBU easier for student veterans. The comprehensive face to face advising from PVCC and MBU is designed to help the student veteran finish a four year degree as quickly as possible by removing barriers to success.

Topics:

Quick history of student veterans at a national level and state level

What makes a veteran friendly campus

How a student veteran uses benefits at two institutions

B1. Best Practices for Quality Programs “Where They Are” (Harrison)

Diane Chamberlin, Director of Enrollment Management, Penn State University-Mont Alto Campus

Penn State Mont Alto Campus delivers very successful degree programs at three local employer sites and will graduate its first cohort of students in May 2017. This session will explore lessons learned that have led to best practices in the ‘onsite degree delivery model’ including but not limited to navigating unfriendly university and corporate policy, securing champion program partners in the employer’s human relations department, anticipating adult students’ needs, and building a “customer support” network on your campus. In short, we will answer the question “what does a successful onsite program look like?”

B2. International Student Participation in Post-Secondary English Language Programs (Mason)

Valeriana Colon, Virginia Commonwealth University

Post-secondary English language education is a growing industry in the United States. While there has been considerable research on international student mobility in higher education, there is limited research on the populations’ participation in US English language programs (ELPs). This presentation describes the characteristics of international student enrollment in US postsecondary ELPs; the relationship between international student enrollment in US post-secondary ELPs and general higher education enrollment; the relationship between overall international student enrollment in US post-secondary ELPs and enrollment in public and private ELPs; and the relationship between international student enrollment in and completion of US post-secondary ELPs by country of origin. From this presentation, educators can reflect on the form and function of English language programs.

1:45 p.m.-2:45p.m.

Concurrent Session C

C1. Student Success Coaching in Adult Online Higher Education (Harrison)

Kimberly Moore, Student Success Coach-Enrollment Services, Stevenson University School of Graduate and Professional Studies

Adult online learners have many competing priorities ranging from full time jobs, to raising families, and everything in between. Additionally, they are often returning to their education following a long hiatus. The Student Success Coach model was implemented at Stevenson University School of Graduate and Professional Studies approximately 15 months ago, resulting in several improvements in retention and student success rates, in addition to increased enrollments and stronger collaboration with faculty.

C2. The Career Pathways Landscape: Lower Barriers and Improve Prospects (Mason)

Marthann Schulte, PhD., Academic Strategist, Pearson Online Learning Services

Career pathways is the collective term for a workforce development strategy to support workers as they transition from education into jobs. As workers mature, career pathways provide opportunities to improve skills, obtain new credentials and therefore change or advance into new employment. Finding ways to seamlessly and efficiently integrate career pathways requires unique partnerships between academia, companies, and government and education service providers. This session will provide background information for career pathways and will then advance the discussion to practical and actionable steps that institutions can take to improve student certificate, credential, and degree pursuits.

Friday April 7

8:45 a.m.-9:30 a.m.

Roundtables

R1. Using Peer-Review Writing Workshops to Engage Online Learners (Harrison)

Laura Pope, Mary Skipper, & Ann Solan, Adjunct Instructors and Associate Dean, Stevenson University

Starting in fall 2016, all undergraduate students enrolled in Stevenson University's School of Graduate and Professional Studies' online and blended programs have been required to take a 200-level writing intensive course called "Adult Learning Theory & Practice." GPS 200 helps adult learners, especially those who are returning to school after a hiatus, to gain confidence that they can complete their degree successfully and in a timely manner. Feedback from students about the peer-review writing workshop experience will be shared with roundtable participants.

R2. To be determined (Mason)

9:30 a.m.-10:30a.m.

Workshops

W1. Maxed Out: The Examination of Students Who Dropout after Taking on Too Much Student Loan Debt

Felicia Meekins, M.Ed., Enrollment Advisor, Albright College Accelerated Degree Programs

This workshop supports admission counselors and academic advisors in identifying and supporting returning adult students with aggregate loan issues-those students who reach or are close to borrowing their maximum loan eligibility. This session will provide strategies to identify potential at-risk students, share specific strategies implemented via Albright College's Accelerated Degree Programs, and concludes with a discussion of best practices in supporting all students who may be at-risk for aggregate loan issues.

W2. Building a Faculty Coaching Model for Student Retention (Mason)

Mario Jackson, Strayer University

With increasing scrutiny being placed on colleges and universities to improve graduation rates, higher education institutions face the formidable task of developing retention strategies that meet institutional targets and goals for completion. The objective of this interactive workshop is to identify a process for developing a faculty coaching model that facilitates student retention and degree completion. The workshop will explore the following: selecting a theoretical framework, identifying features of the coaching model, and integrating the model into practice. Upon completion of the workshop, participants will learn the basic skills required to implement faculty coaching at their institutions. Finally, implications for faculty development programming and student retention will be discussed.