

Reaching Out to the Adult Learner

October 11, 2016, 9 am-3 pm

Helena, Holiday Inn Downtown, 22 N. Last Chance Gulch

AGENDA	<i>All morning sessions will be held in the Ballroom</i>
8:00-9:00 am	Continental Breakfast
9:00-9:15 am	Welcome-Deputy Commissioner John E. Cech
	Opening Remarks-Commissioner Clay Christian
9:15-10:15 am	Making a Difference: Talking About Adult Students in the Right Way and Taking Action-Dr. Perry Rettig
10:15-10:30 am	Break
10:30-11:30 am	How the Adult Brain Learns: Implications for Teaching Post-Traditional Learners-Dr. Allison Friederichs
11:30-11:45 am	Box Lunch – time for a quick break, grab box lunch and return for panel session
11:45 am-12:25 pm	From the Horse’s Mouth: Considering Needs and Wants of Adult Students (panel)-Mr. Mike Schulz, facilitator

AFTERNOON BREAKOUT SESSIONS

Time	Ballroom	Elkhorn A	Elkhorn B	Rimini
12:30-1:10 pm	Neuroandragogy & Curriculum-Friederichs	Transformative Online Education - Maclean & Squires	Advising the Returning Adult Student-Williams	Job Projections & Higher Education in Montana-Rose
1:15-1:55 pm	Supporting the Adult Learner: MSU’s “Return to Learn” Program-Beck, Cuthill & Hamburg	Providing Academic Support for Adult Learners-Baumann	Teaching for Transfer & Student Success-Barber	The Diversity of Student Ability-Campbell
2:00-2:40 pm	Supporting Adult Students Prior to College-Berg & Williams	Transformative Online Education - Maclean & Squires	Teaching for Transfer & Student Success-Barber	Creating Adult Education Partnerships That Work-Frost & Hickey
2:45-3:00 pm	Wrap-Up, Evaluations & Goodbye!			

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Our Keynote Presentations

Making a Difference: Talking About Adult Students in the Right Way and Taking Action

Nontraditional students are not monolithic beings. Our responses to meet their needs must not be monolithic either. Our interactive session will discuss both traditional and nontraditional students and move on to consider conceptual models that might help our students become more engaged in their college experience. Dr. Rettig will also share his experiences in developing retention efforts for all students.



Dr. Perry Rettig serves as Vice President for Academic Affairs at Piedmont College in Demorest, Georgia. He provides leadership of the four academic schools, as well as the support units of the offices of the Registrar, Financial Aid, Undergraduate and Graduate Admissions, and the Library. Further, the division of Student Affairs reports to him. A great deal of his focus continues to center on recruitment and retention of both traditional and non-traditional student populations unique to both the residential campus in Demorest and the commuter campus in Athens. Author of three books and dozens of articles, Rettig has presented his ideas on school reform to both national and international audiences.

How the Adult Brain Learns: Implications for Teaching Post-Traditional Learners

As adult learners now make up the majority of U.S. students, it is more important than ever for educators who administer and teach in post-traditional programs to understand how the adult brain learns. Our interactive session examines how the adult brain learns and offers suggestions for faculty in post-traditional programs to capitalize on this knowledge to maximize the effectiveness of their teaching. Dr. Friederichs will offer both theoretical underpinnings and practical tips for brain-based teaching.



Dr. Allison Friederichs serves as the Associate Dean for Academic Affairs and an assistant teaching professor at the University of Denver's college of professional and continuing studies, University College. Allison has taught communication courses for seventeen years, has earned University College's Master Teacher designation for continued professional development, and works as a curriculum design consultant. Allison engages in research and public speaking in the area of what we know about how the adult brain learns, and the implications of that knowledge on teaching and curriculum development.

In addition to her role in academia, Allison is a communication consultant, providing training across sectors from government to small businesses in areas such as how the adult brain learns for trainers, communication skills, and business writing. Allison is a member of the Women's Leadership Council of the University of Denver, and she serves her community by serving on the board of directors for Freedom Services Dogs of America

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Our Adult Student Panel

From the Horse's Mouth: Considering the Needs and Wants of Adult Students

Panel Participants:

Alex Butler-I am a junior at the University of Montana. I'm currently seeking a double major in Philosophy and Economics. Before I came to the University I was in the Army for six years; deploying multiple times and attending several schools along the way. I don't work during the school year, but I'm in the Montana National Guard and hold a position at Spectrum Window Cleaning which I work at during the summer.

Elizabeth Engebretson-I am a senior at the University of Montana, majoring in Political Science with an emphasis in American Politics and a minor in Military Science. Ever since I was little I grow up in a very political household. I had an active part in rallies, volunteering for candidates, listening to talk shows and discussing issues around the table at dinner. I believe in public service and find myself driven to serve my country. This drive is why I enlisted at 17. Along with my service in the Army I plan to pursue a lifelong career in public service. In May I will commission as Second Lieutenant in the US Army. Shortly thereafter, my husband and I will report to my first duty station. After my three year contract is up I plan on attending Law School and settling into a public administration position until I eventually transition into politics.

Peter Gilbert-I attended Highlands College of Montana Tech, where I earned an Associate of Applied Science in Metals Fabrication in conjunction with the Rev Up grant. I now work for Boeing in Helena. I am a veteran.

Tiffany Grundel-My name is Tiffany Grundel. I am a graduate of Great Falls MSU 2016, receiving my Associates of Science/Arts. I have since started at the University of Great Falls, working toward my undergraduate degree in wildlife biology. I am married to my husband Bodie, and we have two little boys. I plan on seeking a career with a local state/federal conservation agency, or continue on with research in my field.

Jen Oaks-I am currently attending Great Falls College MSU. I am working on my Associate of Arts and Associate of Sciences degrees. I plan on graduating in the spring of 2017 and will continue on to UGF to pursue my Bachelor's degree in wildlife biology. I am a single mother of two, a sixteen year old son and a twenty-three year old daughter. I work as a tutor on campus, I am currently the Vice President of our STEM club, and I work as a waitress part-time

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Tiffany Sturdevant-My name is Tiffany Sturdevant and I am currently a student at Helena College in the Nursing Program. I graduated from the University of Montana in 2005 with a Bachelor of Arts degree in Social Work. I worked for one year as a Youth Case Manager upon college graduation and then in 2006 started work as a Child Protection Specialist with the Child and Family Services Division of the Department of Health and Human Services for the State of Montana. In the spring of 2015, two months after the passing of my mother, I decided to leave my career and go back to school to be a nurse. I spent one year doing pre-requisites and started the Nursing Program in August 2016. It is my goal to receive my Associate of Science degree in Nursing and I plan to get my RN in May 2018. I will likely continue on to get my BSN through an online program. I have worked for the Lewis and Clark County Attorney's Office throughout my recent schooling, very part time, ranging from 20 hours per week during my pre-reqs to now approximately 5 to 10 hours a week due to school being my priority.

Panel Facilitator:

Mike Schulz-I am the library director at the Carson Library of the University of Montana Western and an associate professor of education in the University of Montana System K-12 library media program. Previous to Montana Western I started teaching high school in 1979, was a library administrator for a school district in central California, an academic librarian in London, England and for the Semester at Sea program. I have Bachelors of Science in Secondary Education with majors in English and Social Science and a minor in Library Science, master's degrees in Library Science and Education. In my career I have been lucky to teach all grade levels from Pre-K through graduate school and work in all library types including school, public, academic and special.

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Afternoon Breakout Sessions and Presenters

Neuroandragogy and Curriculum: The Intersection of Knowledge of How the Adult Brain Learns and Curriculum Development-With adult learners now the majority learner in the U.S., it is incumbent upon administrators and faculty who teach adults to understand how adults learn. Neuroandragogy (the science of adult learning) is briefly explored. Building on Dr. Friederich's morning keynote presentation and discussion, this session centers around utilizing knowledge about how the adult brain learns with considerations around shaping curricula.

Presenter-Allison Friederichs (See bio under Keynote Presentations and Speakers.)

Transformative Online Education: Are Adults Being Served?-A number of researchers have held that education should be transformative (Mezirow, 1991; Boyd, 1991; Taylor, 2007). Given the prominence of and increasing demand for online education among higher education institutions, this session will address how well we are constructing potentially transformative learning experiences for adult online learners through institutional and programmatic supports. After reviewing the landscape for adult online learners at the University of Montana, the session will open to a consideration of strategies and supports that other institutions are employing. Participants will also be encouraged to discuss working solutions at their own institutions.

Presenters-Roger Maclean and Robert Squires

Roger Maclean currently serves as Dean of the School of Extended and Lifelong Learning (SELL) at the University of Montana. Roger received his B.S. in Management from Purdue University and his M.Ed. and D.Ed. in Adult Education from Penn State University. Previously he served as Executive Director of Educational Outreach at Southern Illinois University Edwardsville and as Associate Dean in the Division of Continuing Studies at the University of Wisconsin-Madison. Roger has expertise serving adult learners, online education, professional development programs, and creating and implementing new business models.

Robert Squires is the Director of Instructional Design and Technical Support at the University of Montana. His interests and expertise lie in online education and instructional design, and he has presented workshops nationally and internationally on the use of technology in support of learning. In his role at UM, Robert oversees the collaborative development of all new online and blended programs and courses. He is currently an Ed.D. candidate in Curriculum and Instruction, with a focus on investigating the design of K9-12 online credit recovery courses to provide learners the greatest opportunity for success.

Advising the Returning Adult Student-You will review factors related to adult learning and examine suggestions of ways to facilitate adult learning. Engage in a discussion on what you can do to enhance the advising experience of returning adult students.

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Presenter-Katherine Williams

Dr. Williams is a professor and faculty advisor in the Community Leadership program at Montana State University Northern, a bachelor's degree program in which approximately 80% of the students are of nontraditional age and in which an increasing proportion are online degree completers. A former Student Support Services director, Williams has a Master's degree in Higher Education Administration and a doctorate in Adult and Community Education. Williams' doctoral dissertation focused on the college adjustment process of conditionally admitted adult students.

Job Projections and Higher Education in Montana-With Montana anticipating a worker shortage in the upcoming years, and with the costs of education continuing to escalate, the Montana Department of Labor and Industry (DLI) and the Office of the Commissioner of Higher Education (OCHE) have joined forces to share data and create analytics that can be used by our state's community colleges to ensure that our workforce training systems are aligned with our economic needs. Utilizing this data will help students progress through educational programs and join the labor market quickly and efficiently, saving money for students, employers, and taxpayers.

Presenter-Erik Rose

Erik Rose serves as Compliance and Workforce Data Analyst. As the Methods of Administration Coordinator, Erik acts as the states lead civil rights compliance officer for postsecondary career and technical institutions. He is also the Workforce Information Officer for the Rev Up grant and provides general data analysis for the Montana University System. He grew up fishing and hunting in Seeley Lake and graduated from The University of Montana with a degree in Business Management. During his time as a university student, he was a Resident Assistant, ASUM Senator, Homecoming Ambassador, and was involved in many student groups and committees. Erik spent 4 years on the JET Program teaching English and promoting cultural awareness in Montana's sister state of Kumamoto, Japan.

Supporting the Adult Learner through MSU – Bozeman's Return to Learn Initiative-Reaching Montana's stated goal of increasing degree attainment to 60% of Montana's population will require identification and support for the adult learner. One method to rapidly advance this effort is to engage former students who have not completed a degree to Return-to-Learn. Now in our third year, MSU-Bozeman has made investments to identify, invite, and support the adult learner. During this session we will discuss our method, challenges/opportunities, and plans for next steps.

Presenters-Carina Beck, Marilyn Cuthill & Keith Hamburg

Carina Beck has served at MSU for the past 20 years in various capacities, most recently as the Director of the Allen Yarnell Center for Student Success. In her role, Carina oversees the Office of Student Success; Career, Internship & Student Employment Services; Office of Financial Education; Return-to-Learn and the newly inaugurated Hilleman Scholars Program. Carina earned her Doctorate in Education from MSU – Bozeman and Master and Bachelor degrees in Organizational Communication from The University of Montana – Missoula.

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Return to Learn Program Manager, Marilyn Cuthill, received a B.S. degree in Wildlife Ecology and a M.S. in Education, both from Montana State University. Marilyn has spent her professional career in business, biological research and developing educational ecology programs in Mongolia and the Greater Yellowstone Ecosystem. It is with sincere conviction that Marilyn aspires to assist students in achieving their academic and personal goals

Office of Financial Education, Program Manager, Keith Hamburg received his B.A. in Communications from Winona State University. As a business owner and entrepreneur for 20 years, Keith is leveraging his background and passion to advance the Financial Education Office at Montana State University – Bozeman.

Providing Academic Support: What to Consider When Serving Adult Learners-Providing tutoring and learning support services has been shown to improve the retention and completion rates of all students. For the adult learner, the ability to take advantage of these services is often complicated by other responsibilities and outside factors. In this session, we will explore those challenges and focus on strategies specifically developed to reach this population.

Presenter-Sandra Baumann

Sandy has been with Great Falls College for five years, and has loved every minute of it! Currently, she serves as the director of tutoring services and the Native American Enrichment Center, as well as coordinator for the student success and foundations of teaching courses on campus. In her free time, she also teaches courses for Great Falls College as an adjunct instructor. Sandy is a proud graduate of Montana State University, and has her master's degree from MSU Billings. She is currently pursuing a Doctorate of Education through MSU focusing her studies on student retention and educationally effective practices.

Teaching for Transfer and Student Success: Metacognitive Reflections in the Classroom-Non-traditional students often struggle with returning to the classroom because the connections between their previous experiences and classroom content and contexts are not always visible. Additionally, all students can misinterpret steep learning curves and personal struggles with adjusting to the expectations and pace of college coursework as failure – misunderstanding how “failure” is a part of learning. Finally, students exclusively trained in procedural skills in the classroom often “fail” to transfer these skills to new classes or professional contexts. This session will cover reflective activities that can help students to make their own learning process visible, increasing their persistence and transfer of skills.

Presenter-Joy Barber

Joy Barber is starting her ninth year of teaching college-level writing, her sixth at City College. She currently teaches academic, business and technical writing and has previous experience teaching TESL as an AmeriCorps volunteer. She also helps facilitate MSUB's summer graduate certificate program, Teaching Creative and Expository Writing. She grew up in Anaconda and possesses a B.A. from Pacific Lutheran University and an M.A. from Western Washington University.

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The Diversity of Student Ability: Disabilities in the Classroom-Special needs are often seen as obstacles to a student's learning; however, by changing our mindset and seeing our pedagogy differently will allow us to teach *all* students more successfully. Through small group discussions about the learning challenges of our students, we will build empathy and understanding of our students' challenges. Based on current neuroscience research on how we learn, strategies to incorporate universal design into curriculum will be discussed. Time and support will also be given for participants to rethink areas of their curriculum to address needs of all learners.

Presenter-Kyndra Elizabeth Campbell

Student-centered teaching is at the heart of my pedagogy. This is my eighth year teaching writing to college students. At The University of Montana, Missoula I earned my MA in English and my Montana Secondary Teaching Certificate. I have taught in Elementary and Secondary classrooms in various capacities. The majority of my teaching experience is with Developmental Education, as I have been teaching for Gallatin College for six years and have been directing the Developmental Writing Program for three years.

Supporting Adult Students Prior to College-Finding adult students who are interested in attending college can be challenging, but providing services that attract and support adult students is a game changer. We will discuss some of the strategies Gallatin College MSU has incorporated into their student success initiative over the past few years that have helped engage and support students before the first day of class.

Presenters-Nicole Berg and Amy Williams

Nicole Berg began her career in higher education in 1999, when she started work in the Admissions Office at Carroll College as a work study student. Since then she has worked in various student service positions at Carroll College, Montana State University and now Gallatin College MSU. As part of the leadership team at a rapidly growing two-year college in Montana, her work has focused on reaching out to and serving non-traditional students. Nicole has a Bachelor's degree in International Relations from Carroll College and a Master's degree in Adult and Higher Education from MSU.

Mrs. Amy Williams has been with the Office of the Commissioner of Higher Education since 2014 managing two programs that give students an early start on college and career, Dual Enrollment and Big Sky Pathways. Prior to joining OCHE, Mrs. Williams oversaw Big Sky Pathways and Dual Enrollment for Gallatin College. Mrs. Williams comes from a research science and STEM education background. She spent 11 years in secondary education and STEM education consulting and has won national awards for her work in both areas. She has also worked as a research scientist in the geosciences across the intermountain west. She holds a B.S. in Earth Sciences from Montana State and a M.S. in Geology from UC Santa Barbara.

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It's All About the Student: Creating Adult Education Partnerships that Work-This session will provide information on obstacles adult learners face transitioning from Adult Education to college and provide several solutions that have been implemented through a partnership between Great Falls Adult Education and Great Falls College MSU. To smooth the transition for students, this collaboration has resulted in multiple innovative practices as no charge/no credit classes for students caught between Adult Education and college-level work, co-enrollment opportunities, student success classes, and the integration of Adult Education into the college campus.

Presenters-Leanne Frost and Tammie Hickey

Leanne Frost has more than 10 years of experience working with adult learners, having taught developmental writing and reading classes at Montana State University-Billings and overseeing the developmental and general education classes at Great Falls College MSU. She holds a Master's in Education and a Master's in Reading from MSU-Billings and is working on her doctorate in Adult Learning and Higher Education from MSU.

Tammie Hickey has over 25 years of professional experience in the business and education field. She is the Program Coordinator and Pathway Advisor for the Great Falls Adult Education Center where she has taught all leveled classes for the past 6 years. Tammie holds a Master of Education in Adult Learning and will be starting on her doctorate in the spring.