

Developmental Educational Redesign: Increasing Time to Degree Completion

February 3, 2017

| Teleconference | Time | Registration Due Date |
|----------------|-----------|-----------------------|
| Webinar | 1-2:20 pm | January 24, 2017 |

Overview:

The Intensive Support Transitional Learning Community (ISTLC) is designed to close the academic achievement gap at the developmental educational level. Additionally, ISTLC aims to build and foster the skills necessary for students to transfer into credit level courses as they continue to matriculate.

This webinar will provide participants with a savvy way of redesigning developmental education programs at their institutions. The presenter will showcase how to connect developmental education courses to credit level courses, an idea that promises to strengthen the core academic skills and lessen time to degree completion. Participants will also learn how to create and structure a new course sequence called Intensive Support Transitional Learning Program (ISTLP). This program addresses colleges' focus on learning needs and college completion rates of students entering below the first level of developmental education courses in mathematics, reading, and writing.

Objectives:

- Create more sustained intellectual interaction among students and their teachers
- Define the concept term, Developmental Education
- Describe effective institutional practices based on recent research for using shared instructional learning communities
- Learn how to implement different modalities of instruction
- Understand the role of the professor, student, staff, and administrator in a successful learning community
- Utilize technology as a teaching and learning tool

Who should attend?

- Academic Affairs/advising/Instruction
- Career Services/Counselors
- Deans/Department Chairs and Developmental Educators
- Enrollment Management
- Faculty (full and part-time)
- First Year Experience Coordinators/ Retention Specialists
- Learning Resource Centers/Tutors
- Student Affairs/Two Year and Four Year Higher Educational Institutions

Completion: Retaining and Graduating Males of Color in One Year

March 24, 2017

| Teleconference | Time | Registration Due Date |
|----------------|-----------|-----------------------|
| Webinar | 1-2:20 pm | March 17, 2017 |

Overview:

A significant percentage of male students of color face substantial challenges when entering college. In order to increase the success and persistence of this student population, institutions need to develop and grow strong recruitment and on-campus programs that will give them the support they need to achieve their full potential.

This webinar will highlight the importance of collaborative partnerships between academic and student affairs in the design and implementation of learning communities. The presenter will review the different definitions of learning communities at JV Educational Consultants and at various higher education institutions, as well as explain why collaborative partnerships are essential for their development. The presenter will also describe a successful learning community called QUEST. QUEST is a structured learning community consisting of students taking two or more prescribed classes together and benefiting from active learning via academic coaching, mentoring, and collaborating with faculty in activities inside and outside the classroom. Participants will realize that to maximize the impact on student success for minority males; it is imperative that student affairs departments closely link their efforts with the institutional mission and strategic plan to ensure that the outcome of graduation is achievable.

Objectives:

- Define learning communities and their variations
- Create more sustained intellectual interaction among students and their teachers
- Describe effective institutional practices based on recent research for using shared learning communities
- Understand the role of the professor, student, staff, and administrator in a successful learning community

Who Should Attend?

- Academic Affairs/Advising/Instructional Affairs
- Career Services/Counselors/Retention Specialists
- Deans/Department Chairs/Developmental Educators
- Enrollment Management
- Faculty (full and part-time)
- First Year Experience Coordinators/Learning Resource Centers/Tutors
- Presidents/Student Affairs/Two and Four Year Higher Institutions

Enrollment Management Strategies for Community Colleges—A New Beginning

April 21, 2017

| Teleconference | Time | Registration Due Date |
|----------------|-----------|-----------------------|
| Webinar | 1-2:20 pm | April 14, 2017 |

Overview:

Over the past five years, high school student populations have been declining nationwide for a number of reasons. Community colleges have been recruiting and retaining students successfully for years. This session will review how to increase enrollment using refined strategies that will support retention as well as increase graduation rates.

Objectives:

- Define enrollment
- Conduct Enrollment SWOT Analysis
- Identify variables that lead to decline in enrollment
- Implementing the proactive strategies to increase enrollment, retention and graduation rates
- Revive Marketing to support increasing enrollment for a ten year period

Who Should Attend?

- Academic Affairs
- Admission Staff Leaders
- Deans/Department Chairs/Director of Admission
- Director of Retention
- Enrollment Management Leaders
- Institutional Advancement
- Marketing Leaders
- Presidents
- Social Media Marketing Team
- Student Affairs
- Two and Four Year Higher Institutions

Intrusive Academic Advising: The Tool to Use to Increase Student Success

May 19, 2017

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|----------------|-----------|-----------------------|
| Teleconference | Time | Registration Due Date |
| Webinar | 1-2:20 pm | May 12, 2017 |

Overview:

Intrusive advising means that higher educational institutions will link instructional faculty, academic advisors, counselors and others will take the initiative to reach out to students to offer advice, support and assistance, rather than waiting for students to seek help. Hence, intrusive academic advising expects that advisors will schedule meetings with their advisees at critical junctures, especially during the first-year of enrollment, following receipt of notifications of academic difficulty, planning academic programs, changing majors, etc. Intrusive advising does not mean “hand holding.” Certainly, it suggests that faculty, counselors, academic advisors and others are generally concerned for students’ academic progress as well as assist students to understand and utilize programs and services that can increase their success. Intrusive advising programs and advisors understand that many students, especially those who may be at greater risk for dropping out, often do not seek assistance in time for the assistance to have a positive impact on their progress.

Objectives:

- Create learning advising templates for student success
- Define Advising
- Document follow-up during advising
- Understand how to use engagement when advising students
- Identify first year students

Who Should Attend?

- Academic Affairs/Admission Staff Leaders
- Deans/Department Chairs
- Director of Admission
- Director of Retention
- Enrollment Management Leaders
- Institutional Advancement
- Marketing Leaders
- Presidents
- Social Media Marketing Team
- Student Affairs/Two and Four Year Higher Institutions

What Faculty Need to Know About Teaching Online: The Secret

June 23, 2017

| Teleconference | Time | Registration Due Date |
|----------------|-----------|-----------------------|
| Webinar | 1-2:20 pm | June 16, 2017 |

Overview:

This webinar is designed to provide practical tools to use in order to be a successful online instructor. In doing so, the facilitator will provide user-friendly techniques that can be implemented immediately to ensure that great teaching and learning will occur in the online class. Lastly, the facilitator will discuss a series of practical steps to use to create a learning culture that is engaging and stimulating—which is the “secret.”

Objectives:

- Conduct Online Instructional SWOT Analysis
- Define what is Online Teaching and Learning
- Knowledge of the Online Platform Format
- Organizing and Structuring the Course
- Providing Feedback to the Students by use of Technology
- Use of Time Management
- Use of Technology

Who Should Attend?

- Academic Affairs
- Admission Staff Leaders
- Deans/Department Chairs
- Director of Admission
- Director of Retention
- Enrollment Management Leaders
- Institutional Advancement
- Marketing Leaders
- Presidents
- Social Media Marketing Team
- Student Affairs
- Two and Four Year Higher Institutions

Writing Across the Academic Disciplines

June 23, 2017

| Teleconference | Time | Registration Due Date |
|----------------|-----------|-----------------------|
| Webinar | 1-2:20 pm | June 16, 2017 |

Overview:

This webinar is structured to introduce strategies that can integrate writing with course content for your discipline, and ways to develop writing prompts and rubrics to promote student success and to assess writing efficiently and effectively while keeping workload in balance.

Objectives:

- Create a writing culture in the class
- Guide students through the Writing Process
- Incorporate the use of the Online Writing Tutor with the writing learning tasks
- Utilize technology as a teaching and learning tool

Who should attend?

- Academic Affairs/Instruction
- Advising
- Career Services/Counselors
- Deans/Department Chairs
- Developmental Educators
- Faculty (full and part-time)
- First-Year Experience Coordinators
- Learning Resource Centers/Tutors
- Student Affairs
- Two and Four Year Higher Institutions