

## About the Keynote Presenter

**Matthew R. Pellish, EdM**, is a Director of Member Education and a national meeting speaker with the research programs of the Education Advisory Board. In this capacity, he is responsible for the communication and delivery of strategic and custom research. Previously, Mr. Pellish served in The Advisory Board Company's member services division, establishing foundational relationships with the executive administration of new member institutions and responding to member priorities through frontline service planning.

Prior to joining the Advisory Board, Mr. Pellish's professional and educational endeavors were focused throughout higher education. Most recently, he served as director of continuing education at Wheelock College in Boston, Massachusetts, founding the new division with unique models for curriculum delivery and business and revenue generation, as well as marketing and student recruitment. At Cambridge College in Cambridge, Massachusetts, Mr. Pellish served the education of non-traditional students through several divisions including policy, research, communications, international programs, the doctor of education program, and as an adjunct faculty member in undergraduate programs. He has direct experience in executive administration.

Mr. Pellish received his master's degree in education with a focus on higher education from Harvard University.

This event is sponsored by the **Provost's Office** and the **Markwood**

**CETL**  
Center for Excellence in Teaching and Learning

# Let's Keep Our Students at UNIVERSITY of WISCONSIN !!

# Superior

Wednesday, August 29, 2012

## Fall Enhancement Day Program

### on Student Success and Retention

#### 8:00-8:30 a.m. WELCOME:

Coffee & Tea , Social Networking and  
"Learning More About UW-Superior" videos  
in **Yellowjacket Union Great Room**

### PROGRAM HIGHLIGHTS

#### 8:30-10:30 a.m.: ENHANCEMENT DAY

##### OPENING PRESENTATION

"Keeping OUR Students: Student Success and Retention Alive at UW-Superior"

in **Yellowjacket Union Great Room**



This session features keynote speaker **Matthew Pellish**, Director of Strategic Research at the Educational Advisory Board (EAB) in Washington DC, who will share evidence based cutting edge research on effective strategies for retaining our students and fostering student success. Matthew speaks at national venues regularly on this topic. UW-Superior is a member institution with the Education Advisory Board. A short video will introduce the event, and there will also be discussion opportunities.

(Design team: Academic Advisement Committee, Retention and Enrollment Management committee, Access2Success Team members)

#### 12:00-1:20 p.m.: GENERAL EDUCATION

**COMMONS** (All General Education Course Instructors invited; *RSVP required for luncheon*)

in **Yellowjacket Union Great Room**

Follow-Up Session of General Education session from June 2012 . . . sharing your best teaching and learning practices in general education courses . . . brief overview on best teaching/learning practices and table discussions with meal to share best practices, syllabi and course assignments.

#### 1:30-3:00 p.m.: MEGA-COMMITTEE MEETING

with Matthew Pellish

in **Yellowjacket Union Room 204**

*by Provost's invitation* for retention-related teams/committees, including: Continuous Improvement Planning Team, Student Retention and Enrollment Committee, Undergraduate Academic Advisement Committee, Enrollment Services Team, Campus Life Leadership, Department Chairs, Chancellor's Cabinet and Provost's Leadership Team.

#### 10:45 a.m.-12:00 p.m.: 1<sup>st</sup> Breakout Sessions

(See [page 2](#) for option descriptions)

#### 1:30 - 2:45 p.m.: 2<sup>nd</sup> Breakout Sessions

(See [page 3](#) for option descriptions)

#### 3:00 - 4:15 p.m.: 3<sup>rd</sup> Breakout Sessions

(See [page 4](#) for option descriptions)

## 10:45 a.m.-12:00 p.m. 1<sup>st</sup> Breakout Sessions

### 1-A: “Reaching Farther: Strategies for Effectively Engaging Our Students” in Swenson Room 2034 (Educ Leadership Lab)

Join the UW-Superior Counseling Faculty for a deeper look at student engagement. Drawing on their combined decades of clinical experience and people-helping, Carol, John and Terry will guide an incisive and interactive discussion on creating solid, trusting relationships with our students. This presentation will examine three levels of engagement: (1) **Connecting**: How can we more effectively connect with our students at a deeper level such that we can become a trusted voice and safe listening ear? (2) **Communicating**: Once connection have been made, how can we more effectively communicate with our students in an ongoing, vital, two-way dialogue? And (3) **Catching**: within the context of these relationships, how can we “catch” early warning signs that a student may be experiencing personal difficulties and then act to assure the student’s well-being? Session will include fun interactive components.

PRESENTERS: Carol Hulce (PhD),



John Paul (PhD) and Terry McGlasson (PhD) from the Guidance and Counseling Program in the Educational Leadership Department.



TARGET AUDIENCE: All faculty, adjuncts, lecturers, administrators, academic staff and classified staff.

### 1-B: “Retention, Students and The Buzz” in Yellowjacket Union Room 202

We need to get comfortable with asking students about their alcohol use in the same way we would ask them about other potential barriers to academic success. This session will present options and generate ideas on making these questions standard operating procedures within the classroom or office.



PRESENTER: Dawn Schulze, Coordinator of Student Health & Counseling

TARGET AUDIENCE: All campus community members that interact with students including supervisors, staff, faculty

### 1-C: “Fostering Engagement and Building Connections: Ideas You Can Start Using Next Week” in Yellowjacket Union Room 204

Whether teaching a General Education course, athletics, advanced biology, or student leadership, we make assumptions about student learning and our own presentation of materials. These assumptions often interfere with our developing student engagement and building connections. In this session, we will consider some specific ways to gain engagement and that also build connections that are handy and relevant. Your own useful tips are welcomed and can be integrated into the master list.

PRESENTER: Suzanne C. Griffith, Professor of Educational Psychology, Department of Educational Leadership



TARGET AUDIENCE: Educators on campus in the broadest sense . . . all of us who help students learn about academics and life!  
General Education instructors RECOMMENDED  
SESSION PRIOR TO NOON GENERAL EDUCATION COMMONS

### 1-D: “Opening the Pathways: Myths and Realities Concerning Prior Learning Assessment at UW-Superior” in Yellowjacket Union Room 201

This session will help inform and clarify campus retention efforts concerning Prior Learning Assessment (PLA). We’ll discuss what PLA is and is not, persisting myths concerning these credit-seeking processes, and realities pertaining to those myths. Thoughtful and accurate consideration is essential to understanding and further integrating this important process into campus programs and offices. Therefore, the session will include ample time for Q & A.



FEATURING: Diane Treisk, Educational Attainment Project Coordinator, Office of Academic and Student Affairs, University of Wisconsin System.



PRESENTERS: Keith Berry, Faculty Fellow, Prior Learning Assessment, Assoc..Professor, Communicating Arts;



Chris Cherry, Director of Advising;  
Christina Kline, Outreach Program Manager, Distance Learning Center;



Rhoda Robinson, Pilot Grant Manager, Prior Learning Assessment, Associate Dean of Academic Affairs.



TARGET AUDIENCE: administration, faculty, academic teaching staff and academic advisors;  
*Recommend attendance at PLA sessions: 2C,3D*

**12:00-1:20 p.m.: GENERAL EDUCATION COMMONS and Luncheon** (by RSVP from invited General Education Course Instructors and staff)  
in **Yellowjacket Union Great Room**  
(see details on [cover page](#))

**1:30-3:00 p.m. MEGA-COMMITTEE MEETING** with Matthew Pellish (by invitation for retention-related committees/teams) in **Yellowjacket Union Room 204** (see details on the [cover page](#))

## 1:30 - 2:40 p.m. 2<sup>nd</sup> Breakout Sessions

### 2-A: “Using Technology Tools In and Out of the Classroom to Engage & Retain Students” in **Swenson Room 2034** (Educ Leadership Lab)

Members of the Information and Instructional Technology Services Council (IITS) Teaching and Learning Team will review data and sources that show technology can be used to engage students and increase retention. Joe Kmiecch will introduce the group and show some key findings in the Edu-cause Survey of Students Use of Technology. Then, drawing on Vincent Tinto’s theory of academic and social integration, Carolyn Caffrey Gardner will discuss retention strategies in the classroom and how technology can be used to foster student engagement and retention. Stacy Leno and Tom Tu will highlight the recent up-grade of Learn@UW-Superior to version 10, which features some major changes to the look and functioning of the system. They will show how the new features should make teaching, and the students' learning experience, more effective. Karen Plass will showcase how the Distance Learning Center is using technology to foster engagement and retention with students who take online courses from a distance.

2-A PRESENTERS: Joe Kmiecch,  
Chair IITS Teaching & Learning Team,  
Director of Technology Support Services;



Carolyn Caffrey Gardner,  
Instruction & Reference Librarian/  
Assistant Professor of Library Science;



Stacy Leno,  
Learn@UWSuperior Administrator,  
Technology Services;



Karen Plass,  
Instructional Program Manager  
& Advisor, Distance Learning;



Tom Tu,  
Instructional Designer, Distance Learning



TARGET AUDIENCE: All campus members using technology with teaching of students

### 2-B: “Prospective Students’ Campus Visit: Help Tell Our UW-Superior Story” in **Yellowjacket Union Room 202**

Every year we have hundreds of prospective students and their family members visit campus to hear our UW Superior story. This session will help you understand what is involved in the campus visit and how you can help us assist in sharing our story. Research continues to show how important the campus visit is in a students’ decision to attend, especially their interaction with faculty. This will be an interactive session that will help us identify stories that we can share with visitors and brainstorm ways we can get more faculty and staff involved in the visits.

PRESENTERS: Tonya Roth,  
Director of Admissions;



Jordan Appicelli  
Campus Visit Coordinator



TARGET AUDIENCE: all campus community members . . . we all have a role in helping recruit students to UW-Superior.

### 2-C: “Charting the Learning, Accelerating Degree Completion: Understanding the Portfolio Pathway Option for Prior Learning Assessment”

in **Yellowjacket Union Room 201**

A key and under-utilized option for students who seek prior learning credits is the portfolio option. This pathway enables students with prior learning outside of an accredited university setting, to seek credits by documenting that learning through a focused and extensive portfolio-building process. Although our campus has worked with this option for some time, many remain either unaware or unfamiliar with the process, including what it is and is not. This session will provide a focused overview on the portfolio pathway for PLA, sample portfolios (effective and ineffective), and ample time for Q & A.

PRESENTERS: Diane Treisk,  
Educational Attainment Project  
Coordinator, Office of Academic and  
Student Affairs, University of Wisconsin System;



Keith Berry, Faculty Fellow,  
Prior Learning Assessment, Associate  
Professor, Communicating Arts;



Chris Cherry,  
Director of Advising;



Christina Kline, Instructor,  
IDS 298 (Portfolio Development), Outreach Program Manager,  
Distance Learning Center;



Rhoda Robinson,  
Prior Learning Assessment  
Pilot Grant Manager,  
Associate Dean of Academic Affairs.



TARGET AUDIENCE: See Session 1-D;  
Session linked to PLA Sessions 1-D & 3-D

## 3:00 - 4:15 p.m. 3<sup>rd</sup> Breakout Session

### 3-A: “Retention Through Teaching: Engaging Students with Technologies” in Swenson Hall Room 2035 (Educ Leadership Lab)

This panel session will present a range of digital technologies available at little to no cost. The panelists will situate such technologies within the critical discussions of their fields, as well as demonstrate how they have incorporated the technologies into their courses. Additionally, the panelists hope to help interested teachers overcome the first obstacle in incorporating a new technology by inviting participants to bring their laptops and engage in a hands-on “how to” session of locating and/or downloading technologies that can engage students and motivate retention. Technologies to be discussed include Skype with Lynn Goerdt, Multimodality in an online course with Jamie White-Farnham and technology integration theory and practices with Mary Churchill.

PRESENTERS: Lynn Amerman Goerdt,  
Assistant Professor, Social Work;



 Jamie White-Farnham,  
Assistant Professor & Writing  
Coordinator, Writing and  
Library Science;

Mary Churchill,  
Assistant Professor,  
Educational Leadership



TARGET AUDIENCE: educators on campus who  
teach students

### 3-B: “Working with Students with Asperger Syndrome ” in YU Room 202

Aspergers Disorder is a mental health disorder that falls within the Autism Spectrum Disorders. Students diagnosed with Aspergers have many challenges to overcome in order to succeed in higher education. Likewise, the entire campus has many challenges to overcome if we are to be successful in providing services to our Aspergers’ students. This presentation will highlight problem areas facing the Aspergers student in order to create campus awareness, facilitate sensitivity and understanding for everyone.

PRESENTER: Dawn Schulze, Coordinator  
of Student Health & Counseling



TARGET AUDIENCE: all campus  
community members

### 3:-C: “Retention 101: Ten Trusty Tips” in YU Room 204

Ten best practices for retaining students will be presented. These include creative ways to learn and use students’ names early and often; suggestions for helping students connect what they are learning in our classes with their previous experiences as well as what they are learning in other classes; strategies for making our curricula real-world applicable; ways to maintain individual relationships with students by consistently being available both in and out of the classroom; and approaches to checking with students who abruptly stop attending our classes. Our students need to feel like people, not numbers; to have a voice in the classroom; to feel their instructors are accessible, approachable, and available; and to be challenged by real-world curricula that will help them to develop into well-rounded professionals, citizens, and individuals. This session will discuss why we have trouble retaining students, offer ten

best retention practices, and include time for  
group discussion.

PRESENTER: Heather McGrew,  
Senior Lecturer,  
Writing and Library Science



TARGET AUDIENCE: faculty and academic  
teaching staff

### 3-D: “Stories from the Pathways: Successful Prior Learning Assessment and the Differences Made” in YU Room 201

Human beings live through narrative, or stories that guide and help us (re)imagine the experiences cultivating our complex lives. Drawing off the power of story, this session provides attendees with first-hand accounts of experiences in which students have benefited meaningfully as a result of Prior Learning Assessment. We will hear from students and faculty/staff who personally recall their experiences in ways that stress the importance of this process. Q&A will follow presentations. As time permits, session presenters and attendees will work to build a synthesis of shared and idiosyncratic aspects of the stories we witness, to make public to campus at a later date.

PRESENTERS: The presenters from the PLA track  
[sessions 1D](#) and 2C will be joined by:



Tom Fennessey, Director,  
Facilities Management;

Peter Nordgren,  
Interim Associate Vice Chancellor for  
Academic Affairs and Outreach;



TARGET AUDIENCE: See session 1-D; Session  
linked to 1D and 2C PLA track sessions.