Welcome to the 2018 Adult Student Recruitment and Retention Conference!

On behalf of the University of Wisconsin Oshkosh, welcome to Madison. We have assembled an information-packed agenda, filled with topics and ideas that will help you grow in the areas of recruitment, retention, and the policy and instruction of adult learners. We hope you enjoy the variety of speakers, who bring personal experiences and engaging perspectives from the ever-evolving environment in which we work. We hope you will return to work invigorated, enthused, and prepared to share innovative strategies for engaging adult populations on your campus!

This year’s tracks include:

- **R** Recruitment
- **R** Retention
- **PI** Policy and Instruction

Select the tracks that best meet your personal and professional interests. Please take advantage of opportunities to network and share ideas throughout the conference.

**Conference Agenda**

**MONDAY, MARCH 5, 2018**

8–9:30 a.m.  Registration and Breakfast Buffet—Capitol Ballroom

9:30–10:45 a.m.  Welcome and Keynote Presentation

*Capitol Ballroom*

**The Future of Adult Education—Scott Campbell, Ph.D., Vice President for Higher Education, Council for Adult and Experiential Learning (CAEL)**

The post-secondary experience has been a youth-centric phase of life, but the stereotypical full-time student who lives on campus is an ever-decreasing percentage of the entire postsecondary population. Due to the demands of an increasingly competitive world, every year, millions of adult Americans make the decision to go back to college to earn the degrees they need to advance their lives. Many of today’s college students are older and balance college with family and work demands. In many cases, that means they can only pursue their studies part-time. Just as the demographics of students have changed, so have the challenges that colleges and universities face. Performance funding, data tracking that does not include part-time students, and the unavailability of financial aid for these learners are just a few of the pain points post-secondary institutions face. The Council for Adult and Experiential Learning (CAEL) has been advocating and innovating on behalf of adult learners. Join Dr. Scott Campbell as he talks about the road ahead, opportunities to meet the challenges and ensure adult student success.

10:45–11 a.m.  Networking Break
11 a.m.–Noon  Sectional Presentations

1. Streamlining Admission Processes: Focus on the Applicant, not the Application—Katie Wayne, Assistant Director of Graduate, Extended and Online Admissions, and Chad Oppelt, Assistant Director of Graduate, Extended and Online Admissions, The College of St. Scholastica

The College of St. Scholastica (CSS) is an independent private college with seven locations across Minnesota, including the main campus in Duluth. Enrollment at CSS has grown from 2,200 to over 4,000 in the last decade, due in part, to our commitment to making high-quality education available online and through convenient evening and weekend formats. Learn how the Graduate/Extended/Online Studies Admission Office has taken steps in the past seven years to streamline the application process resulting in increased efficiencies, cost savings and a more customer-friendly process for the applicant.

2. Planting the Seed for STEM Master Scholars—Lori Wedig, Associate Outreach Specialist, UW-Platteville

Nontraditional students have many demands for their time – work, family and their education. With juggling the work/life-education balance, it can help to have a support system available to empower these students. A National Science Foundation grant aided in the creation of an online peer mentoring program. The nontraditional students at UW-Platteville have found great success with the help of their advisor, peer mentor, and champion. This session will explain the role of each leg of the support system and the success the students have found.

3. Learning Interactions: Using Principles of Adult Learning in Advising—Cheryl Baldwin, Assistant Professor of Administrative Leadership, UW-Milwaukee

In the interactional moment, whether face-to-face or electronically mediated, the advisor-as-adult educator elicits, interprets and responds to the internal beliefs and meaning constructions of adult learners. This session explores the interactional moment and three big ideas of adult learning for fostering advising as a learning conversation. Participants explore the relationship between an advisor’s developmental disposition and qualities of meaningful adult learning. Second, the complex nature of adult beliefs and key principles of constructivist teaching and learning are examined to gain insight into an adult learner’s meaning perspectives. Then, the teaching practice of embedded formative assessment is used to guide advisors on real-time, continuous revisions of instruction.

Noon–1:30 p.m.  Lunch and Keynote Presentation

Retention Begins in the Classroom: Perspectives of an Administrator and Faculty Member—Kenn Skorupa, Administrator and Adjunct Faculty, DePaul University School for New Learning

Much of the focus of retention efforts has to do with getting students into programs and the external forces that create difficulties for them to complete their studies. Just as important to retention is the curriculum and the how courses are organized and administered to promote student success. While it is difficult for staff and administrators to influence what faculty do in the classroom or online, there are things we can do to help them understand the unique needs of adult students and how to engage them.

In addition to helping students navigate university systems, educating them about the curriculum and how to prioritize their registrations based on course content and workload can make all the difference for students. The bottom line is that doing well in courses is a strong motivator for adult students which impacts retention. This presentation offers insights into adult learners’ experience in the classroom and how student services staff from advising, admissions, financial aid and others can benefit from understanding this experience.

1:30–1:45 p.m.  Networking Break

1:45–2:45 p.m.  Sectional Presentations
4. Building a Successful Adult Marketing Campaign From Start to Finish!—
Katie Glass, Marketing Specialist and PIO; Holly Miller, Dean of Students; and Kim Maier, Director of Alternative Delivery, Southwest Wisconsin Technical College

Developing a marketing campaign that is unique, on trend and well-received can be expensive and hard. Getting buy-in from leadership and other campus units can be even harder. This session will walk through the steps taken by Southwest Wisconsin Technical College to create the college’s adult marketing campaign.

Led by a task force composed of individuals across campus and implemented by a small, four-person marketing team, Southwest Tech was able to achieve their adult recruitment goals. Southwest Tech will give you easy to implement, actionable tools to take your adult marketing efforts to a whole new level.

5. Ten Principles for Effectively Serving Adults; Catalyst for Change—
Scott Campbell, Ph.D., Vice President for Higher Education, Council for Adult and Experiential Learning (CAEL)

The Ten Principles for Effectively Serving Adults can be a catalyst for increasing adult student engagement and meeting the enrollment, persistence and graduation challenges every college and university faces. Institutions need to create a systematic approach to working with their population of adult learners while also recognizing and building on the values, experience, and understanding of the institution’s staff and faculty. Participants will look at ways to serve a varied audience of adult learners, including discussing research on why adult students decide to enroll, methods for developing and delivering innovative assessment practices, and models for institutional data tracking and reporting, as well as how specific institutions have deployed various methods to increase adult student success.

6. Using CareerLocker as a Career Advising Resource—Ann Fillback Watt, Associate Director of Career Information Systems; and Amy Rivera, Sales and Training, Outreach Specialist, Center on Education and Work, UW-Madison

CareerLocker© is an online career information system, which helps people with career awareness, exploration, and planning. Case studies will provide a context for the utility of CareerLocker when working with students. For instance: a formal assessment—the Personal Globe Inventory—a Holland based instrument, will be discussed in light of how people can understand their interests in various career-related tasks. A second assessment—an informal assessment—The Career Family Tree, will be explored as a method of supporting people’s understanding of their career interests and development in terms of family history, support and difficulties. A demonstration of the site will be provided.

2:45–3 p.m.  Networking Break and Snack
3–4 p.m.  Sectional Presentations

7. Recruiting Adult Learners and Graduate Students: Strategies and Ideas—
Jim Callinan, Director of Admission, St. Mary’s University of Minnesota

How do we achieve enrollment growth in this competitive market? There are a variety of ways that institutions approach the answer to this question. In this session, participants will learn about ideas and have the opportunity to discuss effective strategies and share best practices on how to recruit adult students. Personalizing the enrollment process through strategic communication, the alignment between admissions and marketing, and ways to utilize enrollment data will be among the key topics discussed.

8. Strategies to Work with At-Risk Students at a Distance—Heidi Hawk, Advisor and Outreach Specialist, UW-Platteville Distance Learning Center

Working with at-risk students can be challenging for advisors. This session will go over one approach UW-Platteville is using for working with their probation and at-risk student populations. Some of the strategies include one centralized supplementary advisor, tools to use with at-risk populations, a sample communication plan, academic success planning, and how to track the students and their progression through their programs. There will be discussion about different technologies used for tracking and retention efforts (such as SmarterMeasures, GoogleDocs, PeopleSoft, and LMS systems).
9. Effectively Serving Adult Learners through Cross-Functional Teams—
Barry Nickerson, ALFI Product and Business Development Manager, Council for Adult and Experiential Learning (CAEL)

CAEL strives to create meaningful learning, credentials and work for every adult. As part of that work, we offer services to help institutions of higher education align their services and activities (including instruction) to best serve the nontraditional adult learner.

CAEL has identified nine “Principles for Effectively Serving Adult Learners.” From technology to transitions, CAEL measures how institutions serve their adult learners through its Adult Learning Focused Institution (ALFI) Toolkit, then helps coach the institutions on how to align practices across departments to serve adult learners as a cross-functional team. In this presentation, we will examine real-world examples and engage in role play.

TUESDAY, MARCH 6, 2018

7:15–8:15 a.m.  Breakfast Buffet—Capitol Ballroom
8:15–9:15 a.m.  Sectional Presentations

10. Creating Pathways to Success for Adult Learners through CPL and Transfer Initiatives—Jan Pomeroy, Adult Transition Coordinator, and Abbey Soldner, Academic Advisor and Transfer Specialist, Anoka-Ramsey Community College

This session will focus on the impact of awarding Credit for Prior Learning (CPL) to adult students leading to transferability and academic success. Minnesota State’s Transfer Pathways gives students a clear academic path by offering junior status to a parallel baccalaureate degree without the need for course-by-course equivalency review at admissions to a Minnesota State University. Institutions are using the pathway to baccalaureate degree to ensure minimum competency and course requirements are met at the associate degree level. A degree map indicates what courses are recommended to be taken when. This removes confusion for pre-requisite requirements and can better guide a student to be able to complete a pathway. Come away with ideas on how you can help adult students think ahead and dream bigger.

11. Your Emails are Pointless! How to utilize objective-driven messages for effective communication—Brandon Pannier, Associate Director of Advising and Recruitment, UW Oshkosh Division of Online and Continuing Education

Universities inundate students with emails that range from light-hearted and mundane, to probation-threatening important. Often, important information is lost within the deluge of bulletins. The importance of purpose and stated objectives within messaging can help students filter and separate cumbersome information. This presentation will offer simple strategies for providing students with objective-driven messages.

12. Student Resource Lounge: Facilitating Student Connectedness in a Distance Learning Context—Carolyn Stegmann, Student Services Manager, and Christy Swartz, Student Success Coach, UW-Extension

As the adult learner population continues to rise, higher education institutions are seeking new and innovative ways to support nontraditional learners. By proactively providing adult learners with convenient access to a wide variety of support resources, students can self-serve based on their individual needs. Come learn how the Student Services team within UW-Extension’s division of Continuing Education, Outreach, and E-Learning has implemented an online resource lounge that provides students with an efficient platform to connect to resources and to each other throughout their academic journey.
9:15–9:30 a.m. Networking Break

9:30–10:30 a.m. Sectional Presentations

**Private Dining Room**

**13. It Might Hurt Your Heart, But Stop Telling Prospects How Great You Are!**—Karen Adams, Corporate Marketing Director, and Clinton Nemitz, Lead Recruiter, UW-Platteville Distance Learning Center

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 uses a dynamic, content-focused communication plan to drive growing numbers into the recruitment funnel for their online degree programs.

**University Room CD**

**14. The Proactive/Intrusive Evolution in Retention**—Joseph Murray, Assistant Dean of Undergraduate Studies and University Advising Services, Florida Atlantic University

The days of waiting for students to come to us have ended. Given the national trend toward performance-based funding, result-orientated retention outreach and the goal to increase graduation rates are now critical outcomes for today’s student success efforts. How can offices think and act proactively to support our students, especially our “at-risk” adult student populations? This session will be a dialog exploring proactive/intrusive retention strategies, critical outreach points and best practices. A Comprehensive Retention Gap Analysis will be shared as an example of a cornerstone process to prioritize and guide this effort.

**University Room AB**

**15. Recruiting and Retaining Diverse Students in our Current Climate**—Sylvia Carey-Butler, Ph.D., Associate Vice Chancellor, Academic Support of Inclusive Excellence, UW Oshkosh

Institutions that want to stay competitive when recruiting adult students of color need to focus on how they recruit those students. Institutions must also understand the shifting demographics and expand how and where they recruit students and course delivery methods to ensure they achieve their recruitment, retention and graduation goals. Additionally, a great deal of thought and attention needs to be given to the campus environment, which often impacts a student’s decision to stay or leave an institution. This session will address some of the issues we face in recruiting and retaining diverse students and will provide you with promising practices that can assist you in their recruitment and retention efforts.

10:30–10:45 a.m. Networking Break

10:45 a.m.–Noon Keynote Presentation and Closing

**Capitol Ballroom**

**Don’t Forget the Coffee: Supporting Student Success with Appreciative Advising**—Joseph Murray, Assistant Dean of Undergraduate Studies and University Advising Services, Florida Atlantic University

This interactive presentation will equip academic advisors, student services and support staff with the tools to utilize and implement the six phases of the Appreciative Advising framework with the students you serve. “Nontraditional” students often do not feel their voices are heard during their collegiate experience. Institutional barriers can become insurmountable for students. Appreciative Advising is a strength-based approach that is both structured and flexible. The Appreciative Advising model will be introduced including all six stages (DISARM, DISCOVER, DREAM, DESIGN, DELIVER, DON’T SETTLE). The model will be explored through several different views including direct student conversations, group and on-line examples and from the student’s perspective. Come see how this sort of personal connection and structured support is vital for recruiting and retaining students! This session will be engaging, informative and entertaining and will contain information that can be immediately applied to your work with students.
KEYNOTE SPEAKERS

Scott Campbell is the Vice President for Higher Education at the Council for Adult and Experiential Learning (CAEL). His particular focus is on working with higher education institutions to help them become more responsive to the unique and changing needs of adult learners. He and his team are responsible for the implementation of prior learning assessment (PLA) and competency based education (CBE) projects at individual colleges and institutions, as well as statewide systems and associations, in order to meet the goals of increased enrollment, persistence and graduation for adult students nationwide.

Prior to joining CAEL, Campbell worked as the Dean of the School of Graduate and Professional Studies at Edgewood College. He also served as the Executive Director for Partnership Development at Regis University, New Ventures, and as the Director of Student Activities at Regis University. Campbell completed his B.A. at the University of Oklahoma in 1991. He received his M.A. in Higher Education Administration from the University of Missouri-Kansas City in 1996. In 2005, he completed his Ph.D. in Higher Education and Student Affairs Leadership at the University of Northern Colorado.

Kenn Skorupa has been an administrator and adjunct faculty member at the School for New Learning (SNL)–DePaul University’s college for adult learners—for over 25 years. As the Director of Joint Degree Programs at SNL, he collaborates with faculty and administration in several DePaul colleges and university departments to develop curriculum, academic policy and administrative procedures for the SNL joint degree programs. Skorupa has also designed and taught courses for SNL students on topics ranging from human behavior to cognitive psychology, self-exploration, gender issues, aging, and computer science.

He has taught courses in several different formats including in the classroom, online, hybrid and through interactive video. He has served as the Chair of the Adult Learner Commission in the National Academic Advising Association (NACADA) organization and has presented at NACADA national conferences on subjects related to adult learners. He has also presented at Men’s conferences around the country addressing gender issues related to men’s experience. Skorupa has a BA in Psychology from the University of Illinois at Chicago and a M.Ed. from Loyola University of Chicago.

Joe Murray, MSHR, is currently the Assistant Dean; Undergraduate Studies, University Advising Services at Florida Atlantic University. Prior to joining the FAU team, Murray served as the Director for Academic Advising and Retention Services at Miami (OH) University’s Hamilton Campus for 22 years. He earned both Bachelor of Science in Engineering and Master of Science in Human Resource Management degrees from Purdue University. He has helped to develop and refine the Appreciative Advising Inventory and has been part of a national task force aimed at advancing the concept of Appreciative Advising. In addition to teaching the Appreciative model to professional and faculty advisors, Murray has provided multiple training workshops and retreats to deliver the model from a customer service and employee management perspective. Murray has adapted the framework to all offices across campus. Examples include: Financial Aid, Admissions, Registration, Student Recruitment, International Student Services, Residence Life including the student RA’s, Library support personnel, Disability Services, Student Ambassadors and other student groups, Testing, Career Services, and Student Life. Murray specializes in supporting and encouraging cultural change within higher education institutions. Most recently, he served on the faculty for the 2011-2017 Appreciative Advising Institutes. He is a certified Appreciative Adviser.
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