Welcome to the 2015 Roundtable on Academic Support

Friday, March 6, 2015

Hosted by the Academic Support Center, Carleton College

The Weitz Center for Creativity

**round table**: An assembly of people with a common interest; *spec.* an assembly of people for a conference or discussions at which all participants are accorded equal status. (OED online)
We’re Happy You’re Here!

Roundtable ’15 Organizers
The Carleton Academic Support Center: Kathy Evertz (cell: 651-600-8649), Renata Fitzpatrick (cell: 612-747-9385), Russ Petricka (507-645-8469), Chavonna Savage-Clowney (313-410-9595), and Erik Warren. Call or text us during the Roundtable if you need anything!

And all of you who filled out the initial survey that asked for your topics and discussion questions!

Special Acknowledgement
Peder Bolstad, for organizing so many successful and enjoyable Roundtables over the years

Thanks Also to...
Cathy Carlson, Asst. Dean of Students, Carleton College, for saying “yes” to the idea of our hosting the event
Connie Ford, Hamline University (former St. Olaf College), for generously offering to share her experience and guidance
BreAne Hampsher, Office Coordinator, Academic Support Center, St. Olaf College, for sending us the to-do list and lending us the nametags
Noel Ponder, Campus Scheduling Coordinator, Carleton College, for scheduling all the rooms and spaces in the Weitz Center

The Swag Table and Door-Prize Drawing
Got swag? Want to show off your office or institution’s spirit or identity? Bring your department, college or university swag! That can include anything from pens, key chains, cups, backpacks, apparel, Frisbees, cups, notepads, flash drives, stress balls, candy…. You get the gist. Bring anything that has your department or school logo, emblem, or anything special or unique to your department or institution (or even other departments at your school). Everyone can look at your swag throughout the day, and at the very end, we’ll have a drawing, and everything on the swag table will be given away as door prizes!

Handouts, Flyers and Brochures Advertising Your Services, Etc.
We’ll also have space where participants can leave handouts and share copies of the marketing materials they use to advertise and promote their services and programs. Whatever you bring will be free for the taking by participants. This is a great place to harvest ideas from our peers!

Technology in the Breakout Session Rooms
Most rooms are equipped with a computer and video projector, touch-screen control system, etc. If you’re in a session and want to use this technology, and you’re not from Carleton, log in by using this information:

- username: friend
- password: oscar

Connecting to Carleton’s Guest Wireless Network
Step 1: Register Your Device
- Select the “Carleton Guest” wireless network
- Open a web browser
- Direct your browser to: connect.carleton.edu
- Click on the link “Please sign up for guest access”
Enter the requested details on the Guest Registration form (Note: Please do not include the “f” or “9” before your area code)

**Step 2: Confirm Your Registration (Choose either SMS/Text or Email)**

**To register by SMS / text message on your phone**
To receive your registration PIN via text message, click “Register by SMS”
- You should receive a text within one minute
- Enter the 5-digit PIN you received in the text
- Your network registration will be verified and access granted. If prompted, you may need to restart your wireless to pick up the new connection

**To register by email**
To receive your registration PIN via email, click “Register by email”
- You will now be granted 2 hours of temporary access to the network in order to access your email. If prompted, you may need to restart your wireless to pick up the new connection
- Access your email account
- Click on the verification link included in your email
- You will be taken to a page that will confirm your registration

**Suggestions for Breakout Session Facilitators**
The discussion questions listed below each session title came to us from those of you who filled out our initial survey, in which we solicited topic ideas, discussion questions, etc. Thank you!
- Ask the roundtable participants to briefly introduce themselves.
- With the group, review the questions and ask for any additional questions people would like to discuss.
- Ask if any of the participants brought “Show and Tell” items.
- As a group, determine which questions you’ll discuss first, second, etc. Decide as a group when to have “Show and Tell,” if anyone brings something.
- Have fun!

**The Roundtable Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 236 (Larson Family Meeting Room)</th>
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<tbody>
<tr>
<td>8:30-9:00 a.m.</td>
<td>Pick up your nametag and conference program</td>
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<td>Enjoy some breakfast goodies (coffee, tea, muffins, etc.)</td>
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<td>Drop off your giveaways at the swag table</td>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9:00-9:30 a.m.</td>
<td>Conference logistics (Kathy Evertz, Carleton College)</td>
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<td>Welcome (Hudlin Wagner, VP for Student Development and Dean of Students, Carleton College)</td>
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<th>Time</th>
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<tr>
<td>9:30-9:45 a.m.</td>
<td>Coffee &amp; snack break</td>
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9:45-10:45 a.m.  Breakout Session I

Retention, At-Risk Students and Students on Probation  Room 131
Facilitator: Lisa Nordeen, Hamline University
- “Show and Tell”
- What successes have you had in providing programming for conditional admits?
- What are the best practices in retention? What challenges remain?
- How does your institution support students with low ACT scores?
- How have you marketed academic success coaching at your school?
- Your question here:

Disability Services Administration and Staffing  Room 236 (Larson Family Meeting Room)
Facilitator: Kelly Beck, Wartburg College
- “Show and Tell”
- What are the legal risks or grey areas?
- What are your processes for documentation and record-keeping?
- How do you manage confidentiality?
- What is the appropriate role for student workers in disability services?
- Your question here:

Assessing Our Effectiveness  Room 136
Facilitator: Siri Sorensen, Capella University
- “Show and tell”
- How do we assess program effectiveness?
- How do others at your institutions want you to assess program effectiveness?
- For what purposes do you assess your program?
- Who’s the audience/who are the audiences for your assessment?
- Your question here:

International Students  Room 231
Facilitator: Laura Stelter, Shattuck-St. Mary’s School
- “Show and Tell”
- What successes has your institution had in welcoming and supporting international students? How did those successes come about?
- How do you help international students make connections with other students?
- What other kinds of support do you offer international students and/or the faculty who teach them?
- How has English learner support changed at your institution? What changes are you still hoping for, and why?
- What are the top three resources that you would recommend to colleagues who are learning how to support English learners?
- Your question here:
**Academic Support Center Structures**

**Room 235 (Class of 1960 Interactive Classroom)**

**Facilitator:** Joe Dulak, St. Mary’s University of Minnesota

- “Show and Tell”
- How is academic support structured at your institution? Is that structure effective? (For whom is it effective?)
- What changes to support center structures are you seeing, experiencing, or anticipating? How are you responding?
- Your question here:

**Just for Program Assistants**

**Room 146 (Learning and Teaching Center [LTC] Library)**

**Facilitator:** Erik Warren, Carleton College

- “Show and Tell”
- Managing students who work for your center: how do you do it successfully?
- What else should program assistants be trained to do (e.g., mental health first aid, Title IX, tutoring)?
- What are the toughest issues a program assistant faces (e.g., student workers, campus politics, keeping everything organized, parents, etc.)
- Your question here:

**Supporting Students in Math and Science**

**Room 008 (Museum Classroom)**

**Facilitator:** Stephanie Alden, Macalester College

- “Show and Tell”
- How is your institution dealing with the increased emphasis on STEM programs, and how is that affecting your math and/or science support programs and services?
- Who has used supplemental instruction for science courses? (How) has it worked?
- How does your institution effectively assess and address underprepared math students?
- How do you obtain and maintain departmental support?
- How do you effectively use interactive technologies?
- Your question here:

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**10:45 a.m.-11:00 a.m. Break Room 236 (Larson Family Meeting Room)**

**11:00 a.m.-12:00 p.m. Breakout Session II**

**Mental Health and Academic Support**

**Room 146 (Learning and Teaching Center [LTC] Library)**

**Facilitator:** Keri Asp, Carleton College

- “Show and Tell”
- (How) does your department support students who are in a mental health crisis?
- How do you prepare academic support center staff to deal with students in crisis?
- Your question here:
Motivation and Mindsets  
Room 131
Facilitator: Susannah Shmurak, Carleton College

• “Show and Tell”
• How do mindsets affect motivation? How can we help students develop more productive mindsets?
• How can we motivate students to seek academic support?
• What do students say about why they do or do not come to consult with us?
• Your question here:

Disability Resources for Specific Conditions  
Room 236 (Larson Family Meeting Room)
Co-Facilitators: Susan Bies and Billie Streufert, Augustana College

• “Show and Tell”
• How do you work with and support students who have concussions/mild TBI? What are the best practices?
• What services do you provide for students on the autism spectrum? What are the best practices?
• How do you effectively support students with short-term disabilities?
• Your question here:

Undergraduate and Graduate Adult Students  
Room 136
Facilitator: Molly Wickam, Bethel University

• “Show and Tell”
• How do the needs of adult undergraduate and graduate students differ from those aged 18-22?
• What partnerships have you developed with other units at your institution to meet the needs of adult students?
• How have you structured academic support for older students?
• Your question here:

Writing Centers and Libraries:  
Room 008
Co-Location and/or Collaboration (Museum Classroom)
Facilitator: Renata Fitzpatrick and Susan Hoang, Carleton College

• “Show and Tell”
• How have your writing centers and libraries collaborated to create a new understanding of writing and research as interrelated?
• Your question here:

Academic Support Centers Collaborations with Other Campus Units  
Room 231
Facilitator: any volunteers?

• “Show and Tell”
• How have you successfully collaborated with other units on your campus, such as advising, the career center, multi- or intercultural services, TRIO, etc.?
• Your question here:

Undergraduate and Graduate Adult Students  
Room 136
Facilitator: Molly Wickam, Bethel University
Technology
Facilitator: Becky Graham, Macalester College

- “Show and Tell”
- What innovations have you taken advantage of to do more with less in academic support?
- Do you offer online academic support? How do you make it work?
- What are some advantages of online support? What are the disadvantages?
- What tools and pedagogical principles guide the use of technology in providing academic support?
- How do you use Kurzweil and Dragon Naturally Speaking in your centers?
- Your question here:

12:00 p.m.-1:30 p.m.
Room 236 (Larson Family Meeting Room)

- Lunch buffet begins at 12:00 p.m.

1:45-2:45 p.m. Breakout Session III

Disability Services: Collaborations and Referrals Room 236 (Larson Family Meeting Room)
Facilitator: Kimberly Schumann, University of St. Thomas

- “Show and Tell”
- How does or could Disability Services at your institution collaborate with offices responsible for diversity?
- Do you have an ADA advisory committee that has worked to incorporate disabilities into the campus definition of diversity?
- How do you reach out to parents and families when students with disabilities come to campus (or think of attending your institution)?
- How do you facilitate the transition from high school to college for students with disabilities?
- To what extent are mental health concerns shaping disability services?
- How do disability service providers get the support they need to effectively deal with ever-growing mental health concerns?
- Your question here:

Marketing Your Programs and Services to a Variety of Constituents Room 231
Facilitator: Melanie Cashin, Minnesota State University, Mankato

- “Show and Tell”
- How do you market your services in ways that both students and faculty respond to?
- What successes have you had in overcoming misperceptions of what you do (e.g., that support is remedial, that writing centers proofread papers, etc.)?
- What successes have you had in managing expectations of different constituents?
- What successes have you had in setting up a referral system for faculty?
- What has worked to increase student use of your services and programs? What hasn’t?
- Your question here:
Underprepared, First-Generation, and Domestic Multilingual Students  Room 146
Facilitator: Ruth Nelson, Bethel University
- “Show and Tell”
- Is it accurate or reductive to assume these diverse students face similar challenges?
- How does your institution support underprepared students? First-gen students? Domestic multilingual students?
- What interventions (e.g., summer bridge programs) have succeeded, and what challenges remain?
- Your question here:

Universal Design and Assistive Technologies  Room 235 (Class of 1960 Interactive Classroom)
Facilitator: Heidi Marshall, Minneapolis College of Art and Design
- “Show and tell”
- What principles of universal design inform your use of assistive technologies?
- (How) have assistive technologies become mainstreamed at your institution?
- Your question here:

Ways of Supporting Writers  Room 131
Facilitator: Thelma Obah, St. Catherine University
- “Show and Tell”
- Do you provide online and/or face-to-face sessions? How do those methods compare? What is lost and what is gained when institutions use online writing consultations?
- What are the best practices in online writing consulting?
- What have you found particularly effective in training students to work with other students? What have been the challenges?
- Does support for multilingual students differ from what is provided for native-English speakers?
- Your question here:

Advising  Room 136
Facilitator: Margo Druschel, Gustavus Adolphus College
- “Show and Tell”
- How does your institution provide advising to students?
- How are advisors educated or prepared for their role?
- What theoretical models for advising (e.g., strengths-based, etc.) have you found useful?
- Your question here:

2:45 p.m.-3:00 p.m.  Break  Room 236 (Larson Family Meeting Room)
- Beverages and snacks
3:00 p.m.-3:30 p.m.  Room 236 (Larson Family Meeting Room)

A Roundtable on the Future of the Roundtable
  • Who’d like to host next year’s Roundtable?
  • Date in 2016?

Drawing for Swag Bag Door Prizes

Quick Evaluation/Assessment for Next Year’s Host

3:30-whenever  Tours of Carleton’s Writing Center and Math Skills Center