Colleges of Worcester Consortium

&

New England Faculty Development Consortium

Staying on Course through College!

Conference Program

November 16, 2012
College of the Holy Cross
Worcester, Massachusetts

Conference Overview

8:00	Continental Breakfast Service Begins
8:30 – 9:00	Conference Registration
9:00 – 9:15	Welcome and Introductions
9:15 – 10:30	Keynote Address
	Dr. Josipa Roksa
	Associate Professor of Sociology and Education, University of Virginia
	Special Advisor to the Provost
	Associate Director of the Center for Advanced Study of Teaching and
	Learning in Higher Education
10:45 – 11:40	Concurrent Session 1
11:45 – 12:45	Lunch
1:00 – 1:55	Concurrent Session 2
1:55 – 2:15	Break
2:15 – 3:10	Concurrent Session 3
3:10 – 4:30	Poster Session and Wine and Cheese Reception

9:00 – 9:15   Welcome and Introductions

Susan C. Wyckoff, Vice President for Academic Affairs, Colleges of Worcester Consortium.

Thomas Thibodeau, NEFDC President

Deborah Clark, NEFDC Vice President & Conference Chair

9:15 – 10:30   Keynote Address by Dr. Josipa Roksa

Recent research on the state of collegiate learning suggested that today's students are "academically adrift." Josipa Roksa, co-author with Richard Arum, of "Academically Adrift: Limited Learning on College Campuses" (University of Chicago Press, 2011), will speak about the research behind the book and suggest ways to address two disturbing trends: lack of focus on academic rigor at many colleges and universities and poor academic performance of many undergraduates.

Concurrent Session Planning Grid

10:45-11:40 -- Concurrent Session 1

Room 304	Room 320	Suite A—4th floor	Room 305	Room 328	Room 519
Empowering Learners and Leaders: WELL Program at Bay Path College	Improving Student Self-Regulation Skills	Data-Driven Faculty Development Focused on the Success of All Students	Activities that Promote Critical Thinking in the Classroom	Motivating and Engaging Students in Non-majors Courses	Guides On the Side: Peer Tutoring, Mentoring, and Retention

1:00-1:55 – Concurrent Session 2

Room 304	Room 320	Suite A—4th floor — Teaching Tips	Room 305	Room 328	Room 519 — Teaching Tips
Rigor, Retention and Responsibility: Setting an Early Course for Success	The Student Whisperer: Taming and Training the Millennial Mind	Critical Thinking, Complex Reasoning, Written Communication – Classroom Strategies & Tactics	Making Feedback and Grading More Natural Using Google Docs & Forms	Accessible Service Learning Projects in Humanities and Social Sciences Curriculum	Cultivating Student Solidarity & Engagement Using Peer Mentoring & First Exposure Learning
		Academic Milestones: Pathways to Increase Student Focus and Performance			The Importance of Personalized Learning and Teaching in Higher Education

1:55-2:15 – Break

2:15-3:10 – Concurrent Session 3

Room 304	Room 320	Suite A—4th floor	Room 305 — Teaching Tips	Room 328	Room 519
Guiding Students through Four Years: Lessons of a Model Program	Discussion Skills: Teaching the Art and Skill of Listening and Talking	Leading the Way to Degree Completion through Prior Learning Assessment	Engaging Students with a Cross-Disciplinary Digital Photo Journal Assignment	Academic Integrity: The Challenge, Consequences, and Solutions	Intensive Courses: Keeping Students on Track
			Choose to Be Changed: Teaching for Real Life		

3:10-4:30 – Poster Session and Wine and Cheese Reception   Suite B/C—4th floor

Room 304   **Empowering Learners & Leaders: WELL Program at Bay Path College**
Kristine E. Barnett – Bay Path College

To address myriad challenges that nudge students off course, Bay Path College created an innovative program to help undergraduate students navigate and maximize higher learning. As the backbone of the College's core curriculum, the Women as Empowered Learners & Leaders (WELL) program provides structure and enrichment for students post-acceptance through graduation. Through interdisciplinary academic experiences, developmental advising, an e-portfolio, and ongoing faculty participation and development, WELL aims to blur institutional silos, enhance rigor, retention, and student/faculty engagement. This interactive session will introduce participants to Bay Path's approach, promote dialogue, and encourage participants to consider similar program development at their institutions.

Room 320   **Improving Student Self-Regulation Skills**
Bill Searle, Heidi Fitzgerald, Teresa Foley, and Joseph Finckel – Asnuntuck Community College

Want to retain a few more students in class, or help more students succeed? If so, perhaps you want to participate in this highly interactive session. Together, we will explore what it means to be a self-regulating learner, discuss how improving student self-regulation skills increases retention, and develop practical approaches to helping students develop self-regulation skills. But, skills alone are not enough, we will also develop our own personal 'best home' approach for our efforts. Warning! Do not attend if you want to sit and text, tweet or nap! You will be writing, working in small groups and reflecting.

Suite A - 4th floor   **Data-Driven Faculty Development Focused on the Success of All Students**
Ann Brunjes and Sabrina Gentlewarrior – Bridgewater State University

Over the past six years, Bridgewater State University has engaged in high impact student success practices that have resulted in an increase in student retention and graduation rates. One of the strategies used to achieve this success has been data-driven faculty development focused on supporting the success of *all* students. This workshop will provide an overview of BSU's promising practices in faculty development, and support participants in using these practices to create a faculty development plan of action for supporting the success of students at their own institutions.

Room 305   **Activities that Promote Critical Thinking in the Classroom**
Deborah Finkelstein – Endicott College

This session targets faculty who want to improve critical thinking in their classrooms. In this session, participants will be exposed to activities that promote critical thinking, including debates, connecting classroom concepts with contemporary issues, narrative writing, improvisation, interviewing, observation, and student research. They will learn how to use these activities in their classes. These activities will also discuss questions that stimulate critical thinking. Handouts will be distributed to participants to expand on their learning experience.

Room 328 **Motivating and Engaging Students in Non-Major Courses**
David W. Parkin – Adelphi University
Andri L. Smith Quinnipiac University

Why should students spend time learning your subject, especially when they are majoring in something else? And once motivated, how will they master the material? We asked ourselves these questions as we designed a one-semester chemistry course for nursing majors. Health-related case studies motivate our students, and in-class guided inquiry activities provide a nurturing environment that allows them to begin to spend the time on task required to learn the material. We will describe our teaching philosophies and strategies and provide you the opportunity to create and discuss ways you could implement this approach in your own discipline.

Room 519 **Guides on the Side: Peer Tutoring, Mentoring, and Retention**
Kirsten Capeless, Sarah Card, Thomas Edwards, Benjamin Hubert, and Kylee Risinger – Thomas College

The Thomas College peer mentors will present an interactive session on utilizing a holistic approach with at-risk first year students. The holistic model of combining academic tutoring and peer mentoring to build an overall relationship with the at-risk student can greatly improve use of on-campus support services which leads to improved retention rate of a 20% increase on average. Session participants will be led by the peer mentors in a hands-on demonstration of how the model is implemented with first year students. The session will conclude with addressing questions and providing information for applying the concepts to other settings.

11:45 – 12:45 **Lunch**

Room 304   **Rigor, Retention and Responsibility: Setting an Early Course for Success**
Terry Novak, Jeanine Went – Johnson & Wales University

When success is expected and a path laid for that success, students respond. We believe that setting the course for earned success at the very beginning of the first year of college spurs students to continued success and leads to rigor, retention, and responsibility. In this session we will discuss two first-year programs at Johnson & Wales—the First-Year Experience (FYE) and the Collaborative Learning Program (CLP), a two-term first-year interdisciplinary learning community. We will invite participants to imagine how such programs may work on their campuses and to share programs and initiatives that have proven successful for their students.

Room 320   **The Student Whisperer: Taming and Training the Millennial Mind**
Denise Marchionda – Middlesex Community College

A successful meeting of the minds between student and instructor can be achieved through brain-based research and a highly structured, well-planned classroom protocol. In this session, participants can sit in desks as students, experience and examine effective classroom practices, and develop strategies to employ in their own courses to improve students' academic success, classroom behavior, and motivation.

Suite A - 4th floor   **Teaching Tip #1**   **1:00-1:25**
Critical Thinking, Complex Reasoning, Written Communication – Classroom Strategies & Tactics
Alison Poor-Donahue and Kathleen Driscoll – Mount Ida College

In Arum and Roksa's book Academically Adrift, students who take certain kinds of courses show significant gains in critical thinking, complex reasoning, and written communication. Courses need to have these three competencies: students should have more than 40 pages of reading per week, more than 20 pages of writing per semester, and professors need to have higher expectations. Our goals are to see that these competencies do not end with the completion of the first-year seminar course. Our intentions for this presentation are to give many strategies and tactics on how any course can incorporate these fundamental strategies.

Suite A - 4th floor   **Teaching Tip #2**   **1:30-1:55**
Academic Milestones: Pathways to Increase Student Focus and Performance
Michael Dunlop – Wentworth Institute of Technology

Providing a business management program that is meaningful, cohesive, and relevant are important factors aimed to prevent students from becoming academically adrift. An effective strategy to keep students on track, to enhance rigor, and to improve learning outcomes is through establishing annual academic milestones. Achieving these shorter term milestones, on the path to earning a four-year degree, will empower students to monitor their progress, to reflect on their experiences, and to plan for their futures. The ultimate goal is to increase academic performance on a standardized examination, as well as foster student synergy with academics and faculty.

Room 305   **Making Feedback and Grading More Natural Using Google Docs & Forms**
Roben Torosyan – Bridgewater State University
Joseph Lawrance – Wentworth Institute of Technology

Students often fail to learn from our feedback. Many won't even read feedback that's too long or untimely. Consequently, student misconceptions remain unaddressed. Using Google Docs & Forms, we can provide concise, timely feedback that engages students, and students can give anonymous feedback about our teaching. These free & simple apps let us survey what students know, see what they can do, get open-ended feedback on-the-spot, make feedback instantly visible, clarify misconceptions, and change track as necessary just in time. Whether you bring a computer or not, come see how to create ungraded quizzes, simple questionnaires and live activities yourself.

Room 328   **Accessible Service Learning Projects in Humanities and Social Sciences Curriculum**
Kristina Barger, Jackie Cornog, Brittanie Greco, Michael Grigelevich, Jeff Van Dreason – Benjamin Franklin Institute of Technology

Service learning is an excellent way to engage students and give back to the community. This presentation will discuss several service learning projects conducted in courses across a Humanities and Social Sciences department: Film and Society, Photography and the Human Condition, Contemporary Social Issues, Select Topics in Psychology, and Technical Communication. Students worked with community partners such as Boston Public Grade Schools, Pine Street Inn, Room to Grow, Castle Square Tenants Organization, and the Sancta Maria House.

Room 519   **Teaching Tip #1   1:00 – 1:25**
Cultivating Student Solidarity & Engagement Using Peer Mentoring & First Exposure Learning
Donna Ross and Ed Morgan – Mount Ida College

Faculty dedicate time and energy identifying and creating learning activities that captivate and keep student interest alive, both outside and within the classroom. This session illustrates the use of a Peer Mentoring group, first-exposure/flipping the classroom, and related in-class activities for helping students STAY ON COURSE THROUGH COLLEGE.

Room 519   **Teaching Tip #2   1:30-1:55**
The Importance of Personalized Learning and Teaching in Higher Education
Barbara Schwartz-Bechet – University of Maryland, University College

Implementation of personalization into teaching and learning is essential. Teachers must understand that the students who they teach are individuals affected by him or her, as well as the learning environment. Teachers need to nurture and value the imaginations of students, recognize moments that are important to them, value students as creative thinkers, learners, and problem solvers, and value thinking as well as outcomes, process as well as product. Personalization will be framed around these current issues: prescriptive and assessment driven curricula, the development of teaching strategies over the next ten years, and the continuing role and contribution of teachers.

1:55 – 2:15   **Break**

Room 304   **Guiding Students through Four Years: Lessons of a Model Program**
Jeffrey Halprin, Andrea Becker, and Bill Boffi – Nichols College

A decade-and-a-half ago, Nichols College expanded its no-credit-first-year-introduction-to-college course into four yearly one-credit courses designed to support students in meeting the changing challenges they faced. The Professional Development Program has provided students with timely information and support that they had previously got haphazardly. It provides opportunities for students to reflect on their academic life and their future. But there are continuing challenges: fights over the curriculum, staffing a course outside an academic department, and the reality of student's uneven development. Learn from our challenges and analyze your own.

Room 320   **Liscussion Skills: Teaching the Art and Skill of Listening and Talking**
Eric Matte – Landmark College

Helping students understand the implicit rules of listening and discussion is paramount for any successful classroom environment. In this session, the participants will be shown an activity that can be executed in any college classroom that demonstrates the various fundamental elements of quality classroom discussions. Additionally, follow-up activities and strategies will be offered to help individual students advance their own "Liscussion" skills.

Suite A - 4th floor   **Leading the Way to Degree Completion through Prior Learning Assessment**
Christopher Johnson – Endicott College and the Center for Lifelong Learning, American Council on Education
Terence Lynn – Greenfield Community College

Adult learners often bring college-level competencies to the classroom gained from other sources, such as workplace and military training, community experiences, and independent study. The application of their prior learning is a critical component to raising adult learners' postsecondary participation and attainment. Engaging academic leadership and faculty is a key element of increasing awareness and support of prior learning assessment (PLA) and moving PLA from the periphery to the center of institutional policy and practice.

Room 305   **Teaching Tip #1**   **2:15-2:40**
Engaging Students with a Cross-Disciplinary Digital Photo Journal Assignment
Lisa Carpino, Julienne Ugalde, and Joan-Beth Gow – Anna Marie College

As instructors, we are aware of our role in promoting student engagement in the classroom. To this end, we have developed a digital photo journal assignment as a pedagogical tool for experiential and active learning. This assignment creates a collaborative and student-centered classroom environment that can be flexibly adapted for many different disciplines. Students working on this project become vested in the learning process and ultimately produce a tangible product validating their learning experience. Participants in this workshop will take with them the necessary tools to implement a unique photo journal project in their own course.

Room 305   **Teaching Tip #2**   **2:45-3:10**
Choose to Be Changed: Teaching for Real Life
Kendy Hess – College of the Holy Cross

We all believe that the material we teach is important, not just for the classroom but for our students' real lives in the real world. I identify three hurdles to communicating this belief to our students and suggest ways to clear each one, including sample assignments that I have found helpful. I close by raising a concern: when we *fail* to clear these hurdles – out of concerns for professionalism, objectivity, or neutrality – we reinforce our students' suspicions that what we teach *doesn't* have anything to do with "real life." So why bother? It is crucial that we answer that question.

Room 328   **Academic Integrity: The Challenge, Consequences, and Solutions**
Marcel Beausoleil – Fitchburg State University

Academic integrity is an issue facing all institutions of higher education in the 21st Century and this has been exacerbated by the proliferation and accessibility of technology. This presentation will explore this issue examining the growth of cheating and why, student attitudes towards cheating, and effects and consequences for both students and the institution. Also to be discussed will be faculty and institutional roles in dealing with this problem and potential solutions will be offered including the integration of ethics throughout the curriculum. The Criminal Justice curriculum will be offered as a model for such integration.

Room 519   **Intensive Courses: Keeping Students on Track**
Thomas S. Edwards, Joseph Scozzafava, Pamela Thompson, and Katie Brown – Thomas College

Thomas College has successfully implemented two distinct programs employing intensive courses to support student retention. Session participants should develop an understanding of how Thomas College has employed intensive course offerings, of the student experience during intensive courses, and of how instructors plan and deliver their intensive courses. Session leaders include a student who participated in one of the intensive programs and two instructors who have delivered intensive general education courses (one philosophy, one humanities). The instructors will engage session participants through interactive demonstrations of teaching approaches they use to help keep their students and their courses on track.

Integrated College Life: Encouraging Personal Growth and Direction
Jessica Schwarzenbach – Independent Researcher
Paul M. W. Hackett – Emerson College

In *Academically Adrift,* the authors claim that colleges are failing to help students to develop critical abilities and reasoning skills. Instead, colleges are providing certificates for specific skills. In considering student life we are immediately faced with a two-part understanding of student experiences: those within and outside college. When thinking about academic rigor, challenge and performance, there is a tendency to concentrate upon in-college activities/life. This poster illustrates initial explorations and propositions regarding the possible effects this bifurcation has on learning and personal growth, and how a more cohesive college life may offer greater integration and direction for academically adrift students.

Exploring Students' Sense of Direction and Rootedness in College Life
Sydney Kirsten and Paul M. W. Hackett – Emerson College

It has been claimed that students may be "academically adrift": estranged from the learning situation and that college is not providing the academic experiences that result in critically thinking and reasoning students. This poster presents the results from unstructured phenomenological interviews with college students (n=6) about their educational and college life experiences. Responses were analyzed and emergent themes identified, which demonstrate feelings of being academically adrift; these in turn caused fear and stress. These themes are discussed as they inform the understanding of student feelings of being unanchored or lacking in direction, and how students cope with these emotions.

Understanding the Common Core State Standards and PARCC Assessment System
Susan Lane – Massachusetts Department of Higher Education
Christine Shaw – Salem State University

Massachusetts, along with 47 other states, has adapted the Common Core State Standards for ELA, literacy and mathematics. One of the key features of the standards is the anchors in career and college readiness. The strands are progressively linked and provide a building block by which students can progress. Paired with this, is the development of the PARCC assessment system. PARCC one of the two national groups, working on an assessment for Common Core Standards. The PARCC assessment is being designed to determine college readiness through a measurement of academic preparation in ELA, literacy and mathematics.

Re-Configuring the Syllabus

John Gallagher – Greenfield Community College, Quinsigamond Community College, and University of Massachusetts Amherst

This poster shows off easy ways to re-imagine the syllabus in an era when visual processing and computer programs enable easy and quick re-visioning of the traditional 8.5x11" black and white formatting. With a body of feedback from students and actual examples, this poster shows you how you can invigorate the syllabus for what is now a more visual era.

Studio Physics: No Student Left Unnoticed

Bradley Moser and James Vesenka – University of New England

The "studio" science classroom fuses laboratory and lecture components into a single learning environment with one instructor. Formal lecture is minimized, while emphasis is placed on small group learning - utilizing experiments, exercises, and discussion questions. At the University of New England (UNE), all physics instructors have adopted the studio environment. As each instructor primarily plays the role of "guide on the side" in a small classroom, at-risk students are easily identified, whereas in large lecture classrooms they remain unnoticed until too late. Early detection is the key to appropriate educational intervention.

Staying on Course: Keeping Graduate Students Motivated

Julie Skinner, Nancy Serrell, and Cindy Tobery – Dartmouth College

Graduate school is often a time when students narrow their focus. Opportunities that help develop the broader skills required for future faculty can provide a renewed sense of purpose. Through professional development programs at the Dartmouth Center for the Advancement of Learning (DCAL) and collaborations with the Office of Science and Technology Outreach, students receive training and experience in teaching and communication. We outline a few training programs, incorporating how that instruction has translated into successful public outreach activities for one student. The combined result has been better communication skills, greater motivation for research, and renewed enthusiasm for her subject.

SAVE THE DATE!
Friday, June 14, 2013

"Engaged Learning: Impacts and Implications"
NEFDC Spring Conference
Westford Conference Center, Westford, MA
Keynote address by Dr. John Saltmarsh

Dr. Saltmarsh, from the Department of Leadership in Education in the College of Education and Human Development at University of Massachusetts, Amherst, is also the co-director of the New England Resource Center for Higher Education (NERCHE). He will explore what happens to students when they are engaged as experiential learners in their local communities, and the implications for faculty practice and institutional changes needed to support this type of teaching.

The New England Faculty Development Consortium (NEFDC) was founded in 1998 as a not-for-profit, regional organization dedicated to enhancing the professional development of faculty and administrators committed to excellence in teaching and learning. The consortium membership includes individuals and institutions, and both private and public colleges and universities throughout New England and beyond.