2nd Annual New England Conference for Student Success
Conference Program

MORNING SESSIONS

Room 101 Warm Rooms in a Cold House: Campus Environments for Student Success

Patricia Cardoso, Assistant Dean of Students, UMass Amherst
Gerardo Blanco Ramirez, Doctoral Candidate, Educational Policy and Leadership, UMass Amherst

Participants will engage with findings and implications of two research projects that explore environments promoting academic and personal success among students of color in a Predominantly White Institution (PWI). These environments can be described as cultural counterspaces that, like the warm room in a cold house, provide alternative opportunities for students of color to be comfortable and supported within an otherwise challenging campus environment. Participants will identify key concepts, programs, and practices that promote the success of underrepresented students.

Room 162 *FEATURED SESSION* Secrets of a Successful Transfer: Undergraduate Student Panel

Moderator: Hedley Freake, Professor of Nutritional Sciences, University of Connecticut

This session will feature four undergraduates from around New England who have made the transition from a community college to a BA institution. The students will share insights on academics, student life, and support drawn from their own successful transfer stories.

Room 163 *FEATURED SESSION* Integrative Knowledge and Learning: Theory, Research & Practice

Melissa Peet, Director for the Integrative Learning and MPortfolio Initiative, University of Michigan

How do students learn to translate knowledge gained from their coursework into real-life situations and develop the skills they will need to effectively respond to a world of constant change? This session explores how the Integrative Knowledge Portfolio Process supports students to connect, reflect on and apply the different types of knowledge, skills and capacities they've gained from academic and other contexts. Dr. Peet will provide an overview of a series of innovative learning methods that support integrative knowledge and present research that demonstrates the effectiveness of these methods on both educators and students. (NOTE: This session will repeat during the early afternoon block.)

Room 165 From Grave to Cradle: How One College Brought FYE Back to Life

Dave Ferreira, Director of Learning Initiatives, Three Rivers Community College
Matthew Liscum, Counselor, Counseling and Student Development, Three Rivers Community College

Five years ago, Three Rivers Community College removed the First Year Experience (FYE) course from their plans of study and relegated it to academic ambiguity. The college recently brought back FYE as a 3-credit, required course for most associate degree programs. This hands-on workshop will outline FYE's evolution and ongoing challenges. Participants will engage in a number of activities to identify steps that can be taken at their institution to establish, re-establish, or strengthen their FYE course.

Room 168 Evolution of Successful Learning Communities

Mara Sidman, Student Services Specialist, College of Management, UMass Boston
Lindsay Bruce, Student Success Advisor, College of Science and Mathematics, UMass Boston
Janine Bradley, Administrative Assistant for the CLA Initiatives Office, UMass Boston

This session will explore how one large university is approaching the issue of retention and student success through smaller scale efforts in 3 of its colleges. The College of Science and Mathematics, the College of Liberal Arts and the College of Management each have learning communities geared toward student support to help them stay on track for graduation. The presenter will share basic structural design of learning communities as well specific elements of the three different. Participants will have the opportunity to develop an outline for a learning community on their own campus.

MORNING SESSIONS CONT…

Room 174 Reflection and Connection: Integrating the Undergraduate Experience

Maureen Mahoney, Dean of Smith College
Kate Queeney, Professor of Chemistry, Smith College
Jessica Bacal, Director, Center of Work and Life, Smith College
Stacie Hagenbaugh, Director, Career Development Office, Smith College

Smith College is rethinking the undergraduate curriculum with a new emphasis on depth and integration. In this session, faculty and student-life professionals from Smith College will explain their goals and describe programs that incorporate reflection across the curriculum and co-curriculum, which is central to this vision. Preliminary assessment results for some programs will be included. Attendees will try sample reflection exercises and discuss possible applications to their own institutions.

Room 811 *FEATURED SESSION* Creating State Policy to Boost College Completion

Francesca Purcell, Massachusetts Associate Commissioner for Academic and P-16 Policy

This past June, the Massachusetts Board of Higher Education unanimously accepted the Vision Project's final report to guide the state's efforts to increase student graduation and success rates, to reduce achievement gaps, and to ensure that the Massachusetts system of public higher education leads the nation in student success. In this participatory session, participants will learn about the processes of developing state policy focused on student success and be invited to provide feedback on the report's findings and direction.

Room 805 Increasing Student Veteran Success in the Post 9-11 GI Bill Era

David Vacchi, UMass Amherst Doctoral Student, Educational Policy and Leadership

Today, student veterans may not be getting the support they need to succeed when compared to their non-veteran peers. This presentation offers simple, low- or no-cost solutions for veteran success. Understanding the experiences and addressing the needs of student veterans is the first step towards making campuses more veteran-friendly.

EARLY AFTERNOON SESSIONS

Room 101 Project Compass: A Model for Transforming Campuses for Underserved Student Success

Glenn Gabbard, Director Project Compass, New England Resource Center for Higher Education
Heather Bouchey, Director, Center for Rural Students, Lyndon State College
Raymond Rice, Chair, Arts and Sciences, University of Maine at Presque Isle
Sabrina Gentlewarrior, Director, Office of Institutional Diversity, Bridgewater State University
Carmen Cid, Dean, School of Arts and Sciences, Eastern Connecticut State University

Funded by the Nellie Mae Education Foundation, Project Compass is a multi-campus, multi-year initiative. It supports four public, four-year colleges engaged in institution-level change essential to expanding, sustaining, and integrating rigorous, evidence-based efforts to retain underserved students. Presenters will discuss the development of campus-based communities of practice; the development of dynamic logic models assuring measurable outcomes; the formation of a cross-campus learning community; and the uniquely engaged, collaborative role established between the Foundation's intermediary and funded campuses. They will also share formative findings. Participants will engage in a collaborative learning activity that applies the structure and underlying principles of the initiative to their home campuses. Discussion will include resources, questions, and promising practices for institutionalizing sustainable approaches to underserved student success.

EARLY AFTERNOON SESSIONS CONT…

Room 162 The Military: Critical First Year College Experience Learning Community Seminar

Kathleen B. O'Neill, Coordinator of the Veteran Center, Bunker Hill Community College
Wick Sloane, English, Bunker Hill Community College

Military troops are returning from combat and entering colleges that may not be prepared to help them succeed. This workshop will use digital stories to illustrate a course developed by Bunker Hill Community College with the goal of fostering college and lifelong success among veterans.

Room 163 *FEATURED SESSION* Integrative Knowledge and Learning: Theory, Research & Practice

Melissa Peet, Director for the Integrative Learning and MPortfolio Initiative, University of Michigan

How do students learn to translate knowledge gained from their coursework into real-life situations and develop the skills they will need to effectively respond to a world of constant change? This session explores how the Integrative Knowledge Portfolio Process supports students to connect, reflect on and apply the different types of knowledge, skills and capacities they've gained from academic and other contexts. Dr. Peet will provide an overview of a series of innovative learning methods that support integrative knowledge and present research that demonstrates the effectiveness of these methods on both educators and students. (NOTE: This is a repeat of the morning session.)

Room 165 The Best of Both Worlds: 2-Year & 4-Year Institution Partnerships for Student Success

Jack Mino, Professor of Psychology, Holyoke Community College
Scott Auerbach, Professor of Chemistry, UMass Amherst

How can two- and four-year institutions partner to promote student success? This presentation features the collaboration between the Integrated Concentration in Science Program or iCONS at UMASS-Amherst and the Learning Communities Program at Holyoke Community College. Moving beyond transfer agreements, this NSF grant collaboration is located in the classroom and includes both curricular and pedagogical elements such as problem-based learning, hands-on labs, and interdisciplinary team-teaching in the field of integrative science. Participants will be encouraged to share their experiences highlighting the opportunities and challenges of classroom based inter-institutional collaborations.

Room 168 *Prescription for Success: Using ePortfolio to Job Prep Non-traditional Students*

Patricia M. Burke, Assistant Professor of Nursing, Queensborough Community College
Carol Soto, Associate Professor of Nursing, Queensborough Community College
Georgina Colalillo, Associate Professor of Nursing, Queensborough Community College

This session will describe the Prescription for Success program; a model to integrate three high impact strategies. Using ePortfolio, the program encompasses Writing across the Curriculum and Service Learning in a community college. The overall goal is to improve students' information literacy, technology and writing skills in a pre-licensure associate degree program. Focused on making student learning visible, the program has developed a multilayered, multipronged approach to enhance student learning and prepare them to compete in the 21st century job market. This presentation will provide an overview of the integrative curriculum with both student and faculty workshops.

Room 174 Peer Mentoring in the First Year: Perspectives on Student Success

Liya N. Escalera, Assistant Director of Learning Communities, Bunker Hill Community College
Khaled Abukhidejeh, Assistant Professor of Mathematics, Bunker Hill Community College
Lynne Benson, Adjunct Professor of Behavioral Science, Bunker Hill Community College
Keisha LaRosa, Peer Mentor, Bunker Hill Community College

National research has demonstrated that integrating peer mentors into first-year seminars positively impacts student retention and success. This session will review national literature and trends in peer mentoring in the first year experience, as well as, provide the model utilized in the Learning Community Peer Mentor program at Bunker Hill Community College. Student, faculty and administrative

perspectives will be represented in an interactive conversation where participants will be encouraged to apply best practices in peer mentoring to challenges faced by first year students on their campuses.

EARLY AFTERNOON SESSIONS CONT…

Room 805 Transfer Students: How 2- and 4-Year institutions Can Learn From Each Other

Mary T. Grassetti, EdD Assistant Professor Education Department, Framingham State University
Allia Matta, Assistant Professor, Holyoke Community College

Facilitators will share their experience designing and co-teaching an interdisciplinary learning community (LC) for first-year transfer students at Holyoke Community College. By coupling English 101 with Education 100, the goal was to develop students' abilities to read, write, and think critically about social justice issues in education. Students were challenged to wrestle with and address traditions of American education, such as deficit education and cultural privilege, to form analytical perspectives based on critical inquiry into American schools and schooling. The facilitators of this session will share the far-reaching effects of the learning community experience and will stimulate conversation related to designing learning communities between 2- and 4-year institutions in an effort to enrich the transfer process.

LATE AFTERNOON SESSIONS

Room 101 Data-Driven Transformative Change For Student Success

Carmen R. Cid, Dean, School of Arts and Sciences, Eastern Connecticut State University
Margaret E. Martin, Professor of Social Work, Eastern Connecticut State University

This session will provide participants with substantive information about how a data-driven, transformational change model for student success has been implemented over the past four years. The process of changing organizations of higher education requires a careful understanding of cultural elements, interactive systems, leadership and human support. Facilitators will first present the change model, along with a detailed assessment rubric, and then lead a small group activity to begin developing data-driven action plans for their respective organizations.

Room 162 Understanding the Transitional Needs of Transfer Students: A Mixed Methods Study

Kelly Gray, Undergraduate Success Coordinator, CHFA Advising Center, UMass Amherst
Kait Nagi, Graduate Student, Higher Education Administration, UMass Amherst

Transition to college is challenging for many students. New Student Orientations, First-Year Seminars, Living-Learning Communities and other initiatives are designed to support students during this time but sometimes transfer students are left out of the process. This session will review findings from a recent mixed-methods study designed to better understand how transfer students perceived their academic transition into a new institution. Intended audience: those with a novice to intermediate understanding of the transfer student experience. Takeaways: ideas and resources to create programming on other campuses.

Room 163 Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement

Alicia D'Oyley, Coordinator of Advising, Middlesex Community College (MCC)
Patricia Bruno, Associate Dean Academic, Career, and Transfer Center, MCC
Danijela Jackson, Academic Counselor, Veteran's Certifying Official, Academic Alert Advisor, MCC
Jessica Henry, Institution Academic Counselor, and Academic Alert Program Advisor, MCC

In July 2008, Middlesex Community College (MCC) received a five-year, $2.3 million Title III grant to develop Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement (SFS). This comprehensive, integrated campus-wide initiative involved reform of curriculum and advising through a variety of strategies and activities. This session will discuss how the program provides ongoing training, redesigned curriculum, and enhanced academic advising for faculty and staff. Facilitators will also describe how students use interactive learning tools and workshops to acquire core student success skills, such as, critical thinking, communication, collaboration, organization, and self-assessment.

LATE AFTERNOON SESSIONS CONT…

Room 165 ASSIST: Mental Health and Disability Resources for Faculty and Staff

Melinda Stoops, Dean of Students, Framingham State University
LaDonna Bridges, Director, Academic Support, Framingham State University
Paul Welch, Director, Counseling Center, Framingham State University

Students with learning, psychiatric, sensory, or medical disabilities are presenting in increased numbers on college campuses, leaving many faculty and staff unsure of how best serve them. Ongoing communication and collaboration between Student and Academic Affairs is essential for a successful student outcome. This program will describe the development of ASSIST (Academic Support and Success Initiative to keep Students on Track), an online site designed to share mental health/disability information and promote discussion among constituencies across the campus community.

Room 168 Using Logic Models in Faculty/Staff Collaboration for First-Year Learning Outcomes

Jonathan S. Lewis, M.S.Ed. Associate Director for Student Success, Wheelock College

Drawing up learning outcomes that actually influence the curriculum requires a thoughtful, collaborative process. Beginning with an institutional priority to "develop core competencies … to enhance students' pathways for success," a student success administrator at Wheelock College worked closely with faculty throughout Spring 2011 and developed a comprehensive list of curricular and co-curricular outcomes for all first-year students. The use of a logic model was incredibly helpful in articulating to a wide range of stakeholders the specific rationale, strategies, and desired results of this project. After a brief discussion of the specific outcomes and process at Wheelock, participants in this workshop will draft and edit a "theory of change" logic model for learning outcome development on their home campuses. The goal of this workshop is to prepare participants with a strategy to kick-start this process with a department chair or senior administrator following the conference.

Room 174 Empowering Diverse Students Through Learning Communities

Lori A. Catallozzi, Dean of Humanities and Learning Communities, Bunker Hill Community College
Lloyd Sheldon Johnson, Professor of Behavioral Sciences, Bunker Hill Community College
Lee Santos Silva, Professor of English, Bunker Hill Community College

Over the past decade, Bunker Hill Community College (BHCC) has earned a national reputation for its accomplishments in creating successful learning environments for its students. The College's Learning Communities are the cornerstone of a comprehensive student success agenda that has resulted in a 28% increase since 2003 in fall-to-fall retention, a key indicator of progress toward degree completion. Most notable is the college-wide increase in retention for students of color, who represent nearly 60% of BHCC's enrollment. This session explores two Learning Communities that are providing a rich learning experience for BHCC's diverse population.

Room 805 *FEATURED SESSION* The Power of Research-Based STEM Education

Bruce Jackson, Professor of Biotechnology and Forensic DNA Science, MassBay Community College

All seventeen Goldwater Awardees of the MassBay's Biotechnology program were either former high-school dropouts, single mothers, chronically unemployed, living at or below the poverty line or formerly homeless. This session will demonstrate the power of research-based undergraduate curriculums and the transforming nature of research on nontraditional scholars.

LATE AFTERNOON SESSIONS CONT…

Room 811 Mission Accomplished: Community College Advisors Join Forces

Diane O'Hearn, Academic Coordinator, Greenfield Community College
Julie Shaw-MacDougall, Coordinator of Special Programs, Greenfield Community College
Linda Scott, Director of Advising, Holyoke Community College
Karen Costa, Director or Student Success, Mount Wachusett Community College
Debra Boucher, Assistant Director of Advising, Mount Wachusett Community College

In this session, you will learn how a small group of community college advising professionals came together over coffee & pastries to create a statewide collaborative effort that is striving to deliver effective advising on all our campuses. Participants will share best practices through active group dialogue following the presentation. Find out more how to become part of a movement that celebrates the uniqueness of community colleges and generates pivotal ideas on how you can support student success within and between colleagues. You will leave this session with a renewed sense of support and resources for your student success work. Although this session focuses on a community college initiative, it is open to everyone.

POSTER SESSIONS

(Campus Center Concourse during the Wine & Cheese Social)

Implementing Service Learning: From Nutrition Education into Student Action

Alicia Sinclair, Associate Professor, Queensborough Community College
Dr. Lana Zinger, Associate Professor, Queensborough Community College
Dr. Andrea Salis, Assistant Professor, Queensborough Community College

Service Learning is a pedagogy that integrates classroom instruction with community service, focusing on critical thinking and civic responsibility. Through a federal Department of Health and Human Services grant, nutrition students were taken on a supermarket tour and shown how to grocery shop according to dietary guidelines. Students then went out into the campus community and shared skills they had learned. As a result of this project, students reported improved nutrition knowledge and confidence.

Secondary-Postsecondary Curriculum Alignment for Incoming College Freshmen

Julie Hannum, Secondary Postsecondary Linkage Coordinator, Berkshire Community College (BCC)
Chantal Rhind, Mathematics Professor and Developmental Math Coordinator, BCC

Berkshire Community College administers Accuplacer testing to all local high school juniors and is now entering its fourth year working on secondary-postsecondary mathematics curriculum alignment with local high school teachers. Discussion to include alignment processes, the results of a Community College Leadership Academy project examining statewide efforts, and a pilot utilizing MyMathTest in high school math classes.

Child Care Tuition Assistance for Student Parents Makes Graduation Possible

Maryanne Gallagher, Director Early Education and Family Resources, UMass Amherst
Joanne Levenson, Director Office of Family Resources, UMass Amherst

Parents of dependent children make up nearly a quarter (3.9 million) of the undergraduate students in the United States and face many unique challenges to reaching graduation, including obtaining affordable, high-quality child care. Participants will learn about the array of child care tuition assistance programs offered at UMass Amherst, discuss creative initiatives, and identify strategies for implementation at their campuses.

POSTER SESSIONS CONT…

Exam-Prep Speed Dating

Lisa A. Sheldon, Adjunct Faculty, Greenfield Community College

Take the drudgery out of exam review using fun and exciting methodology borrowed from Speed Dating. Designed to enhance peer-to-peer learning in a noncompetitive environment, this formalized interaction process encourages students to dialogue with their peers in quick, 3-minute segments.

STREAMS: Improving Student Success in STEM at Bridgewater State University

Thomas P. Kling, Physics Department, Bridgewater State University
Jeffrey Williams, Physics Department, Bridgewater State University
Jennifer Mendell, Biology Department, Bridgewater State University
Stephen Waratuke, Chemistry Department, Bridgewater State University
Matthew Salomone, Mathematics Department, Bridgewater State University

STREAMS, an NSF-STEP grant held by Bridgewater State University, implements best-practice approaches to increasing the number of STEM graduates. STREAMS interventions include a summer bridge program, a mentoring program, curricular changes promoting inquiry-based teaching, Structured Learning Assistance in gateway courses, a Residential Learning Community, and better transfer student advising and articulation. This presentation will focus on the assessment strategies that encourage curricular change and evidence of increased student success in science and math at Bridgewater.

Moving Towards Purposeful Training of Student Group Advisors

Dawn Rendell, Leadership Education Specialist, Residence Life, UMass Amherst

The presentation will focus on best practices for training student organization advisor. In addition, the research design will be shared as a resource to other campuses looking to design training programs targeted at their populations. Participants will be encouraged to participate in a discussion about best practices on their campuses that contribute to the growth and success of student leaders.