in the Connecticut State College & University System

Sponsored by the Faculty Advisory Committee to the CSCU Board of Regents for Higher Education.

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Connecticut State Colleges & Universities
Board of Regents for Higher Education
Welcome

Welcome to the Second Annual system-wide conference on Shared Governance and Student Success organized by the Faculty Advisory Committee to the Board of Regents with the support of the system office and the BOR. The conference will feature presentations by more than 60 faculty and administrators from ten Connecticut Community Colleges, the four state universities, Charter Oak State College, and the CSCU system office. The presentations will focus on educational initiatives and innovative support services that promote student success and shared governance. We believe that the realization of shared governance is necessary to maintain an engaged and creative professionalism and serves as an essential condition for sustaining quality higher education.

Conference Schedule Summary

8:00-9:00  Breakfast and registration
9:00-9:15  Welcoming remarks: FAC Vice Chair, Barbara Richards, President Broadie
9:25-10:25 Breakout session one (60)
10:35-11:20 Breakout session two (45)
11:30-12:15 Breakout session three (45)
12:15-1:10  Lunch
1:10-2:10  Keynote introduction: FAC Chair, Stephen Adair, President Ojakian and keynote speaker Thomas Bailey
2:20-3:20  Breakout session four (60)
3:30-4:30  Closing session
Connecticut State Colleges and Universities

Breakfast and Registration: 8:00-9:00, Beacon Hall Events Center, Room 214
Welcoming Remarks: 9:00-9:15, Beacon Hall Events Center, Room 214
Welcoming remarks from Vice-Chair of the Faculty Advisory Committee to the Board of Regents and Housatonic Community College Professor, Barbara Richards
Welcoming remarks from Housatonic Community College President, Paul Broadie II

Stephen Adair
Chair, Faculty Advisory Committee to the Board of Regents and Central Connecticut State University Professor

Morning Breakout Session Period I: 9:25-10:25

Session 1:
Research on Statewide Developmental Education Reform: Challenges and Opportunities with Implementation

Lead Presenters:
Maria S. Cormier, Senior Research Associate, Community College Research Center
Jessica Brathwaite, Postdoctoral Research Associate, Community College Research Center

Room: Beacon Hall 135

Synopsis:
Across the country, states are engaged in various efforts to redesign developmental education. This presentation will address challenges and opportunities associated with statewide developmental education redesigns by drawing on data collected from the Analysis of Statewide Developmental Education Reform (ASDER) project. We will focus on the faculty supports and resources needed to do this type of work.

Session 2:
The Institute for Student Success – Access, Retention & Graduation

Lead Presenter:
Leo Lachut, University of Connecticut

Room: Beacon Hall 131

Synopsis:
The Institute for Student Success, within Undergraduate Education and Instruction, was created with the goal of providing undergraduate students with the tools for success and to be a tutoring, teaching, learning focal point of undergraduate activities. Utilizing High Impact Practices and Innovative programming the ISS provides academic advising and support, transition assistance, and enrichment opportunities to middle school, high school and college students. ISS consists of three units: 1. The Academic Center for Exploratory Students (ACES) 2. Center for Academic Programs (CAP) 3. First Year Programs and Learning Communities (FYP & LC)

Session 3:
Transfer and Articulation Policy: It’s Here!: Getting Ready for Fall 2016

Lead Presenter:
Candace Barrington, Board of Regents
Ken Klucnik, Board of Regents
Deborah Weiss, Southern Connecticut State University
Lauren Doninger, Gateway Community College

Room: Beacon Hall 125

Synopsis:
We will introduce TAP’s new web portal, as well as the marketing material for the 11 TAP pathways that will be available to community college students Fall 2016.
Session 4:
The Year of Transform 2020: Faculty/Staff Leadership, No Confidence Votes, and Future Implications

Lead Presenters:
Barbara Richards, Housatonic Community College
William Faraclas, Southern Connecticut State University

Room: Beacon Hall 273

Synopsis:
In 2012, The Connecticut State Universities and Connecticut Community Colleges were merged into the Connecticut State Colleges and Universities (CSCU) system. A series of false starts among senior system leadership placed the integrity of the system and its individual institutions at risk. Concern generated among the faculties of the various campuses led to activity by existing faculty and staff leadership groups and formation of new ones. Their coordinated efforts altered the direction of the system and resulted in leadership change.

This session will review the development and impact of faculty and staff leadership groups including the Faculty Advisory Committee, with attention to its meeting of November 14, 2014, in which the group voted NOT to endorse the Transform plan “in its current form”. It will conclude with the Board of Regents meeting of May 21, 2015, at which the votes of no confidence in President Gray were presented. Besides the two moderators, other invited leaders of the faculty and staff groups involved will speak of their personal participation in these events. The groups to be discussed are: Faculty Advisory Committee to the Board of Regents for Higher Education (FAC); CSU Leadership Group (CSU/FLG); Community College Governance Assembly (CCGA); the faculty/staff caucus of the Transform Steering Committee (TSC).

Session 5:
Attract, Engage, Retain, & Convert: Non-themed Learning Communities @ Manchester Community College

Lead Presenter:
Amanda MacTaggart, Manchester Community College

Room: Beacon Hall 271

Synopsis:
Manchester Community College (MCC) is a public two-year non-profit institution within the Connecticut State Colleges and Universities CSCU system that enrolls more than 6,500 undergraduate students per semester. Beginning in 2015, non-themed learning communities (LC) were developed to create community, increase grit (persistence), and reduce the current time/number of attempts it takes entry year students to progress to college-level courses. FIRST scholars, is an interdisciplinary learning community that connects first-year experience (FYE) courses and developmental English and/or Math courses, dedicated teaching and advising staff, and rich cultural, social, and experiential opportunities to support student success across their entry-year. This session will explore the LC model as it has been designed and implemented at MCC, provide an overview of the five-year strategic plan, share insights and practices critical to the foundation and success of the model from instructional and advising perspectives, and provide participants with the necessary information and framework for implementation on their campuses.

Session 6:
Education is Open for Business

Lead Presenter:
Kevin Corcoran, Connecticut Distance Learning Consortium

Room: Beacon Hall 269

Synopsis:
This is an introduction to using Open Education Resources (OER) and how it can benefit both faculty and students. The session will show what types of resources are available, how the licensing and permissions aspect of OER works, and what efforts are being done on a local, regional and federal level.
Session 7:  
Help Students Connect: True Stories, Told Live, Any Class

Lead Presenter:  
Deborah Pagnotta, Norwalk Community College  
Room: Beacon Hall 133

Synopsis:  
This session will briefly examine the reasons, neuroscience and utility of developing student storytelling skills, then demonstrate the basic steps in teaching students how to choose, craft and deliver relevant stories. Problem? Student academic success depends heavily on each student’s perception of human connection to faculty, other students and community. But connection, which flows from effective interpersonal communication, is difficult, complex and downright messy. Students may spend an entire semester not interacting with fellow students or even with their professors - or interacting only superficially. Solution? Faculty helping students choose, craft and use their own true stories, told live in class, to create swift, lasting, and authentic perception and reality of human connection with other members of the college community. This tool can be used in every subject. In fact, the more this tool is embedded in the student experience, and infused throughout the college community, the more effective it will be in supporting connections.  

Whom does it help? Students and faculty of all pedagogical persuasions, backgrounds, experiences and demographics.  

Why does storytelling work so effectively: Neuroscience now confirms what the best communicators have known for many centuries: certain types of stories cause both the speaker and listeners to release oxytocin, support “neural coupling” (brain wave synchronization), and implicate the “theory of mind” (concept that other people may think differently than one’s self). The best communicators make storytelling seem an art. But it is an eminently learnable - and teachable - skill. Take this hour to learn this powerful skill. Participant takeaway? A white paper on the mechanics of crafting a “sticky” and connective transformational story.

Two 30-Minute Sessions:

Session 8:  
PLA Audit Tool

Lead Presenter:  
Linda Wilder, Charter Oak State College  
Room: Beacon Hall 134

Synopsis:  
Charter Oak State College, with Breakthrough Models Incubator funding presented by EDUCAUSE and generously funded by the Bill & Melinda Gates Foundation, has developed a Prior Learning Assessment (PLA) audit tool. The intent of the tool is to help students and prospective students learn more about PLA and the opportunities for credit available to them due to their particular sets of experiences. Students can use PLA pathways to earn credit for what they already know, saving time and money while completing their degrees, but many are not fully aware of the opportunities. Through use of the tool, students and their advisors will receive a report with their potential PLA opportunities, including the credits available from our Connecticut Credit Assessment Program (CCAP) reviews of programs and credentials. We have embedded an eLearning component with basic instruction on PLA and links to PLA videos with interviews of professionals and students who have used PLA. The tool will be on our website and available as an Open Educational Resource (OER). Our goal is to increase awareness and understanding of PLA, enhance educational planning, and reduce missed potential PLA opportunities.

AND
Session 9: Assessment Rubrics for the Introductory Course and the Capstone Course

Lead Presenter:
Richard A. Gerber, Charter Oak State College

Synopsis:
Charter Oak State College has been developing a set of rubrics to assess the quality of final projects within the required capstone courses in each concentration or major. Faculty of the college’s Assessment Committee examine projects -- student and instructor names omitted -- for (1) Content Mastery, (2) Critical Thinking and (3) Senior Level Writing. Sub-categories within these three elements are particularly assessed: “Reflected proficiency in the terminology and language appropriate to the major/concentration” as example within the Content section. Projects are ultimately scored as High Pass, Pass or Fail. The Assessment Committee has recommended trying out this rubric to examine its efficacy. More recently there has been attention to creating an analogous rubric for the introductory course — The Cornerstone course [IDS 101] that all Charter Oak students are required to take, regardless of their accumulated credits toward graduation. This rubric would be nearly identical with the Capstone document, with minimal adjustments appropriate to introductory courses. The combination of the Cornerstone rubric and the Capstone rubric would permit COSC faculty and administrators to examine the knowledge and skills students possess at the outset of their Charter Oak journey and again at the conclusion of it. The session would describe and analyze the development, revision and current status of the rubrics. Comments and queries from attendees would follow.

Morning Breakout Session Period II: 10:35-11:20

Session 10: Success Starts With Knowing Your Students

Lead Presenter:
Elsa Núñez, President, Eastern Connecticut State University

Room: Beacon Hall 135

Synopsis:
In 2012, The Education Trust found that Eastern had had the largest improvement in the graduation rates of Hispanic students of any public four-year institution in the country. This did not happen by chance, nor did it happen overnight. Using U.S. Department of Education Title III grant funds, as well as a three-year grant from the Nellie Mae Foundation, Eastern began refining and enhancing its Student Success Model in 2008. The grant funds allowed Eastern to look carefully at the needs of at-risk, underrepresented, first-generation, and minority students. The University opened an Academic Services Center that includes peer tutoring, supplementary instruction, Math/Writing Centers, and other academic support. Professional advisors were hired; an early warning system for students at-risk of poor academic performance; and other support systems were put into place. Perhaps the key was the creation of a predictive data collection/analytics model that used factors ranging from family income to high school GPA, from Pell eligibility to declared/undeclared status, to evaluate a student’s academic potential and assign them to an advising cohort. A four-quadrant “Target Advising Cohort” model was developed, with TAC Quadrant 1 being the most at-risk, and TAC Quadrant 4 being the most academically prepared. TAC 1 students receive intensive academic support; TAC 2 students receive tutoring as needed; TAC 3 students are engaged through student club, mentor programs, and other networking opportunities; and TAC 4 students are monitored using Grades First and other means to monitor progress. Over time, the predictive model has been shown to provide faculty and staff with effective measures to target resource investments and strategic programming. Analysis has shown improved GPA, retention rates, and graduate rates for TAC 1 and TAC 2 students receiving intensive academic support and tutoring services. In addition, our systematic approach has benefited all students, regardless of these level of academic preparedness.
Session 11:
How well are your veterans adjusting to college

Lead Presenter:
Sharon Young, Western Connecticut State University

Room: Beacon Hall 131

Synopsis:
There are over one million military-connected individuals using their GI bill benefits to attend colleges across the country (Department of Veterans Affairs, 2013). Colleges have responded to the influx of student veterans and military-connected students by developing various programs and services to address their needs. How do we know how well our veterans are doing? A Veterans Adjustment to College (VAC) scale has been developed to help campus leaders better understand how veterans feel connected and supported on campus. This brief scale is easy to administer and is useful in flagging veterans who might be struggling in their change of career from soldier to student. The workshop will explore adjustment issues experienced by many military-connected students using data from presenter’s 2015 study of student veterans. Uses and implementation of the VAC scale will also be discussed.

Session 12:
Holistic Student Success: Collaborative Programming to Address Mental, Physical, and Academic Wellbeing Throughout the Student Life Cycle

Lead Presenters:
Emily Rosenthal, Southern Connecticut State University
Katie De Oliveira, Southern Connecticut State University

Room: Beacon Hall 125

Synopsis:
Student support offices on campus work independently most of the time, even though many are trying to reach the same cohort of students and are working toward the same overarching goal of student success. With the implementation of the Holistic Student Success Collaborative at Southern, student support programming at SCSU will become more integrated, reaching a wider group of students who can benefit from hearing several related messages (e.g. stress management, anxiety, study skills, financial tips) within a series of themed and holistic workshops. SCSU has launched a multi-disciplinary Holistic Student Success Collaborative to provide integrated student support programming. Coordinated and centralized programming brings adjacent offices together to reach student more efficiently, while embedding messages about health and wellness into academic success programming. Coordinated workshops focus on themes throughout the student life cycle. Holistic workshops that address challenges when students are most likely to experience stress can help them achieve balance and success across several areas.

Session 13:
Feeding Student Success

Lead Presenter:
Shannon McAvoy, Norwalk Community College

Room: Beacon Hall 273

Synopsis:
Top Ramen, again? Obtaining an adequate food supply is often a major component of the financial stress that students bear. Research has shown that the rates of food-insecure community college students exceed the national average -- which has a negative effect on student GPA, levels of energy, and concentration. And while there are community resources available, it may be difficult to access them due to transportation, scheduling or they simply are not able to accommodate students. Norwalk Community College opened The Pantry @NCC February 2015. With food insecurity increasingly becoming an issue on college and university campuses across the country, starting an on-campus pantry can alleviate the barriers and challenges associated with food insecurity and hunger so students can remain in school, and ultimately, earn their degrees. #FeedingStudentSuccess
**Session 14:**
*A Panel Discussion on Dollars & Sense with Open Educational Resources (OER)*

**Lead Presenter:**
Marina Philips, Housatonic Community College

**Room:** Beacon Hall 271

**Synopsis:**
The goal of this panel discussion is to create awareness of, and to share our experiences with, affordable alternative course materials and resources for faculty and students.

**Session 15:**
*FYE & the Library: Assessment in Action for First-Year Information Literacy*

**Lead Presenter:**
Jaime Hammond, Naugatuck Valley Community College

**Room:** Beacon Hall 269

**Synopsis:**
In 2014-15, the Naugatuck Valley Community College Library applied for and was accepted into a national assessment program sponsored by the Association of College and Research Libraries (ACRL) and the Institute of Library and Museum Studies (IMLS). Research design included a programmatic integration of information literacy skill assessment into the First Year Experience. Assessment scores were linked with student data provided by the IR Office, including age, gender, GPA, retention status, and high school. Results showed that the majority of students increased their information literacy knowledge, with an average increase of 19.22 percentage points. Furthermore, by dividing the students into four “cohorts” based on scoring patterns, results could be translated into meaningful data that provided insight into several target populations. Additionally, librarians will provide updates on several outreach and instruction projects which developed out of the assessment results, including an ongoing collaboration with the area’s urban public high schools.

**Session 16:**
*Student Success for Non-Credit Certificate Students*

**Lead Presenter:**
Kristina Testa-Buzzee, Norwalk Community College

**Room:** Beacon Hall 133

**Synopsis:**
What does success look like for a student in a workforce development program? Does your campus embrace non-credit student success the same way it does for credit degree seeking students? Are there really any differences between the needs of students in credit vs non-credit workforce programs? These questions and more will be explored in this session. Participants will explore what Community Colleges can do to foster student success for students in non-credit certificate workforce development programs. A review of current student demographics, current programs and regional and national best practices as well as current trends in workforce development will help shape the conversation.
Session 17:
The Arts as a Process to Promote Success in the Science of Nursing

Lead Presenter:
Leona Konieczny, Central Connecticut State University

Room: Beacon Hall 134

Synopsis:
Innovation teaching and assessments incorporating the humanities are used to engage students beginning their education in the nursing program. Art and music are used to reinforce nursing concepts and to promote application of knowledge. This proposal discusses how art and music is used by the faculty to teach concepts and used by students to demonstrate the ability to apply nursing concepts. Students in the first semester take a health assessment and physical examination course. Students tour the local art museum with course faculty as facilitator. The students examine selected works of sculpture, painting, and photography to identify physical assessment findings. Students work together to improve the skill of inspection which is part of physical assessment. They share information about the art to discuss rationales for their clinical observations. Based on the observations from the art work, students then develop nursing diagnoses. Students compare the subject in the art with the expected physical and psychological development. In the second semester, students develop a teaching brochure about safety in the care of older adults. Students incorporate visual images to engage the older adult and/or caregiver. Music is used to teach the concept of endocrine imbalances. For example, this faculty member uses heavy metal music to teach about hyperthyroidism. Conversely, very slow instrumental music is used to teach about hypothyroidism. During the second semester, students are educated on music and memory. A writing assignment involves music and memory. Students are assigned to interview an older adult about three or four favorite songs or musical artists that they remember from adolescent or younger adult years. The students write about the older adult's reflection. Then students write about their three or four favorite songs or artists and include self-reflection. Caring is at the essence of nursing. Art and music do much more than support the teaching of nursing. The process of appreciating art and music develops the nursing student and develops understanding of persons in their care.

Morning Breakout Session Period III: 11:30-12:15

Session 18:
From Access to Opportunity: Improving Retention of Low Income Students

Lead Presenter:
Alana Wiens, Housatonic Community College

Room: Beacon Hall 135

Synopsis:
Our low income students are among the most vulnerable in our system. Often they are first generation students and are balancing jobs, family and college, while trying to successfully graduate and move into careers with a sustaining wage. Their financial situation makes working a necessity and a part-time college schedule look attractive. We know from national and local data that these students have the low retention rates. Housatonic Community College has launched an innovative program, the Family Economic Security Program (FESP), to increase retention for these students and plot a path to a career with a family sustaining wage. Early semesters show promising results and lessons that can be used to better understand low income students and help them succeed in college. This presentation will look at the interventions at the college, program, and individual levels used by FESP, including the behind the scenes networks with college departments, and those successful nationally to increase retention for low income students. Some of these will include success coaching, benefit screening, student advocates, emergency funding, and career planning. Participants will be given the opportunity to assess how their campus is doing in working with low income students by using nationally recognized tools to help plan for improvements. (FESP is made possible [in part] by the Fairfield County’s Community Foundation Fund for Women and Girls and the Housatonic Community College Foundation.)

Three 15-Minute Sessions:
Session 19:
First Generation College Students Success Stories at ECSU or How to use your social capital to navigate higher education

Lead Presenter:
Nicolas Simon, Eastern Connecticut State University

Room: Beacon Hall 131

AND

Session 20:
Autoethnography of a Latina First Generation College Student

Lead Presenter:
Raquel Estrella, Student, Eastern Connecticut State University

Combined Synopsis for ECSU Presentations:
First Generation College Students represent the new population of college students on American campus today. Despite representing the new majority, they are compared to students whose parents graduated from college. This comparison unfortunately represents FGS in term of possessing a deficit and in turn negatively affects institutional actors and students themselves in term of access, retention, and graduation from American colleges.
This presentation will encompass some of the successful stories of FGS registered at Eastern Connecticut State University. I will describe how they used their social capital, or support network, to navigate their experience in higher education.
The first objective of this presentation is to place the FGS within an asset model in order to more accurately examine the composition of this group of college students, especially low income students, and students of color. The second objective is to suggest the development of policies that can promote the success of students who are perceived as possessing less than other college students.

AND

Session 21:
Perception of self as minority among young adults in a college setting: How does it transgress into academic success or failure

Lead Presenter:
Heather R. Rodriguez, Central Connecticut State University

Synopsis:
Qualitative data was gathered from students in nine focus groups that took place from May 2014 to November 2014. Focus group participants were recruited through purposive sampling procedures. Participants included students listed as currently registered students who identified as being part of a minority group. The purpose of the focus groups was to learn about the educational experiences of minority students at CCSU. All focus groups were audio recorded, transcribed and coded using ATLAS.ti software. Focus groups lasted 2-3 hours. Students were asked four questions related to factors that contribute to or hinder their academic success. One of the main themes that emerged was on the role that self-concept played on academic self-efficacy, or belief in abilities to be successful in academics. Findings from this thematic analysis on the self-concept reveal how important it is to acknowledge changing demographics of the college student population and the need to re-conceptualize how academia and teaching is structured in ways to meet needs of current and future student populations.
Session 22:  
Moving Ahead! English Boot Camps and Retention Programs at Gateway Community College

Lead Presenters:  
Elizabeth H. Keefe, Gateway Community College  
Catherine (Kate) Babbitt, Gateway Community College

Room: Beacon Hall 125

Synopsis:  
Our session will provide information about Gateway’s efforts to retain students and move them through developmental English successfully. English Boot Camps, intensive three-week non-credit reading and writing courses, have been offered at Gateway since spring 2013. These sessions have met with success, enabling many students to place in higher levels of English while giving them the confidence to succeed. Our 15-week credited course, College Reading, Writing and Scholarship (ENG *066), offers intensive instruction in grammar skills, essay writing, and reading comprehension. This course also offers seminars on study skills, time management, and many other self-efficacy skills that college students need to not only survive, but thrive! We will share best practices, teaching tips, evaluation methods, and success rates for these new programs.

Session 23:  
Supplemental Instruction at SCSU: A Preliminary Report

Lead Presenter:  
Therese Bennett, Southern Connecticut State University

Room: Beacon Hall 273

Synopsis:  
In this presentation, we will give a brief introduction to Supplemental Instruction (SI) and national data that shows how it impacts student success across many disciplines. In particular, we will discuss the Spring 2016 pilot of SI by the SCSU Mathematics Department and the Academic Success Center, and we will share initial data findings and the challenges that we have faced in the implementation. Finally, we will discuss our future plans for SI at Southern and hope to have time for questions and creative ideas from the audience.

Session 24:  
Helping Students Help Themselves: Inspiring Students to Become Strategic Learners

Lead Presenter:  
Samantha Palombizio, Northwestern Connecticut Community College  
Phillip Burnham, Manchester Community College

Room: Beacon Hall 271

Synopsis:  
Sometimes students get stuck in the learning process. They cannot find the right strategy to move to the next level in their educational development. Sometimes they lack information, they lose focus or they are unable to clarify their goals. Sometimes they are unaware of resources that will help them make progress. When students are unable to move forward academically, an Academic Coach can help them discover the steps they need to overcome obstacles in order to effectively realize their dreams. The Model of Strategic Learning developed by Dr. Claire Ellen Weinstein as the framework for an Academic Coaching session. The Model of Strategic Learning (Weinstein, Tomberlin & Kim, 2004) provides an understanding of the college academic environment, the interaction of a student’s skill, will, and self-regulation on learning, and individual learning differences that contribute to academic success. This presentation will include an explanation of the Model of Strategic Learning and an overview of an Academic Coaching session. In addition, study strategies will be shared, which can be custom tailored to meet an individual student’s needs based on identified areas of improvement on the Model of Strategic Learning. Participants will have the opportunity to review a student case study in order to determine which study strategies to use in an Academic Coaching session.
Session 25:
Student Success

Lead Presenter:
Emily Lewis, Charter Oak State College

Room: Beacon Hall 269

Synopsis:
This presentation will introduce six course redesign models that can be used to improve student achievement. Emphasis will be placed on the course redesign process that includes selecting the course, identifying the course redesign model, and redesigning the curriculum. Other information that will be presented focuses on the outcomes and challenges associated with implementing a fully online course redesign model.

Session 26:
Collaboration, Innovation, and Shared Governance: A System-Wide Approach to Associate Degree Nursing Education

Lead Presenters:
Linda Perfetto, BOR
Sarah White, BOR

Room: Beacon Hall 133

Synopsis:
Participants will learn about the infrastructure of the Connecticut Community College Nursing Program (CT-CCNP) as a system-wide approach to associate degree nursing education. The benefits of shared collaboration among faculty, staff, nursing program and system leaders will be shared from the perspectives of the Director of System Nursing Curricular Operations and the Nursing Admissions Specialist, both BOR employees. Benefits to students, prospective students and the citizens of Connecticut will be a focus.

Session 27:
Leveraging Assets for Innovation

Lead Presenter:
Eric Gribin, Tunxis Community College

Room: Beacon Hall 134

Synopsis:
Innovation can happen at many levels. Come hear how the new Energy Management AAS Degree Program at Tunxis Community College is innovating for the benefit of students, college campus facilities and college enrollment. Learn how the program is leveraging the assets of the ConnSCU College of Technology.

Lunch: 12:15-1:10, Beacon Hall Events Center, Room 214

Keynote Introduction and Address: 1:10-2:10, Beacon Hall Events Center, Room 214
Introduction and welcome from Chair of the Faculty Advisory Committee to the Board of Regents and Central Connecticut State University Professor, Stephen Adair

Introduction and welcome from Connecticut State Colleges and Universities President, Mark Ojakian
**Keynote Speaker, Dr. Thomas Bailey**

Thomas Bailey is the George and Abby O’Neill Professor of Economics and Education at Teachers College, Columbia University. He is also Director of the Community College Research Center (CCRC) and two National Centers funded by grants from the Institute for Education Sciences: the Center for Analysis of Postsecondary Education and Employment (CAPSEE), established in 2011, and Center for the Analysis of Postsecondary Readiness (CAPR), established in 2014. Along with Shanna Smith Jaggars and Davis Jenkins, he wrote Redesigning America’s Community Colleges: A Clearer Path to Student Success, published by Harvard University Press. An AERA Fellow and member of the National Academy of Education, Professor Bailey holds a PhD from MIT with specialties in education, labor economics, and econometrics.

**Afternoon Breakout Session Period: 2:20-3:20**

**Session 28:**
**Why has the price charged to students in public higher education in Connecticut been increasing faster than inflation?**

**Lead Presenter:**
Bill Cibes, Chancellor Emeritus, Connecticut State University System

**Room:** Beacon Hall 135

**Synopsis:**
No, it’s not because of an explosion in the number of administrators, or a bloated system office. Or inefficient use of faculty time. Or failure to implement labor-saving innovations.

Believing that reasons such as these are the causes of tuition increases, however, can lead to “solutions” which can severely undermine the quality of education on which the future is built.

I plan to explore other more plausible reasons for tuition and fee increases, including, most notably, the “cost disease of personal services,” sometimes better known as “Baumol’s cost disease.”

**Session 29:**
**Transitional Strategies: Student Success Initiatives and Community Partnerships**

**Lead Presenter:**
Donna Bontatibus, Middlesex Community College

**Room:** Beacon Hall 131

**Synopsis:**
Since 2013, Middlesex Community College has been offering Fast Track Math and English noncredit workshops for students who place at the Developmental Level. Because of the demand, the workshops have evolved from one or two summer offerings to a half dozen summer offerings in both Math and English—with demand continuing to grow. With the Transitional Strategies Funding with Adult Education providers, MxCC has been able to expand to off-campus sites with small cohorts of students in Middletown, Meriden, and Wallingford. However, as with many new initiatives, some challenges arise. These challenges, though, can be overcome with the focus on student success.
**Session 30:**  
**Assessment of Student Learning Outcomes: Potentials for Collaborative Engagement**

**Lead Presenter:**  
Arthur Poole, System Office/Office of the Provost

**Room:** Beacon Hall 125

**Synopsis:**  
Seven CSCU institutions participated in the pilot study of the Multi-State Collaborative to Advance Learning Outcomes Assessment, with a total of 59 institutions from nine states. During the pilot, college faculty independently evaluated and scored more than 7,000 samples of student work produced for course assignments in students' regular courses. Assignments from over 1000 faculty members from all types of colleges and universities were assessed using the VALUE rubrics developed by the Association of American Colleges and Universities for quantitative reasoning, critical thinking, and written communications - three of the most important areas that students must master to be successful in society and in the workplace.

**Session 31:**  
**Making a Difference in Retention Through Student Engagement: A Connecticut College Access and Success Program Strategic Plan (ConnCAS)**

**Lead Presenters:**  
Edward A. Derr, Three Rivers Community College  
Jacqueline Phillips, Three Rivers Community College  
Nicole Almonte, Student, Three Rivers Community College  
Kaeshla Vega, Student, Three Rivers Community College

**Room:** Beacon Hall 273

**Synopsis:**  
The Three Rivers Community College Access and Success Student Engagement Program is a part of the Office of Higher Education's Connecticut College Access and Success Program (ConnCAS). This Student Access and Success Program Workshop is focused on providing strategies to support first generation, low income and non-traditional students to successfully enhance student retention and graduation rates. The Workshop will place an emphasis and focus on advising students on guided pathways towards an Associate Degree leading to a career or enrolling in the proper courses that transfer to a four-year educational institution. In addition, support services will be highlighted such as designated tutoring, Student Town Hall Meetings, study groups, skills workshops, and multicultural awareness. The crucial foundation of the Access and Success Program is student engagement. Community Colleges are by nature commuter schools. However, students are more successful when they become engaged in student-based activities on-campus. Students in the TRCC Access and Success Program engage in work study jobs as Admissions-Welcome Center Student Ambassadors, operating the Food Pantry, monitoring the Access and Success Program Student Study Center and as assistants in the Counseling Center, the Technology Division, and to assist Faculty. We also have internships with Community Organizations and with State Political leaders such as Representative Joseph Courtney. In addition, our students are engaged as officers in the college student clubs, as volunteers to help raise money for local soup kitchens and food pantries, and in Community Forums on various social issues such as racial and gender inequality, domestic abuse, gang violence, and the political mobilization of our young future leaders. Access and Success Program staff, faculty, and students will lead participants in a workshop to help create strategies to foster and build student engagement within institutions of higher learning, especially community colleges where students traditionally commute and leave directly after classes are concluded. This workshop on student engagement is an important aspect of student retention and success toward graduation.
Session 32:
Success Central Initiative: Initial Outcomes of an intervention addressing the success of Latino and African-American College Students

Lead Presenter:
Reginald Simmons, Central Connecticut State University

Room: Beacon Hall 271

Synopsis:
This session will present the development and implementation of an innovative and collaborative university-based approach to supporting the success of African-American and Latino college students. The pilot initiative trained and supervised junior and senior African-American and Latino students to mentor sophomore African-American and Latino students using evidence based Success Coaching. The audience will learn how the initiative was funded and implemented, as well as preliminary outcomes. Additionally, mentors will share their own experience with the audience.

Session 33:
Redefining student success through narrative

Lead Presenter:
Jay Brower, Western Connecticut State University

Room: Beacon Hall 269

Synopsis:
The enterprise of higher education is stifled by a narrow, acontextual understanding of success. Ideal benchmarks for the retention and graduation of students dominate the conversation in a way that supplants the process with the product, and diminishes teaching and learning in favor of simplistic outcomes. Much more complicated—and important—to understanding the success of our students are the varied circumstances, life experience, and goals they bring to the classrooms of the Connecticut State Colleges and Universities. Stories of struggle and joy, effort, determination, and faltering, and most of all learning, are, more often then not, left out of the abstract conversations that legislate and manage how Connecticut students will experience higher education. This roundtable session will solicit attendee's contribution of student success stories. The goal will be to develop a rich, narrative-based conversation about the broad range of students we serve, and the varied forms that success takes on for them. Every faculty and staff member who works closely with students can identify at least one that fits a mold of success different from the traditional college experience. Please join us and share one. Participants will be asked to identify themselves and their institution, share a story about one student using only that person's first name or a pseudonym, and limit their contribution to three minutes. With remaining time, discussion will ensue concerning how the practical lessons of diverse student experiences of success may be brought into larger, system-wide and legislative conversations.

Session 34:
Connecticut Community College transfer student success at Connecticut State Universities and UConn

Lead Presenter:
John Mullane, Gateway Community College

Room: Beacon Hall 133

Synopsis:
This session will present research showing the success of Connecticut Community College transfer students at Connecticut State Universities and UConn. The presenter has authored two studies on transfer students that have been widely covered in Connecticut and national media outlets. Over 1/3 of all college students will transfer at least once before completing a bachelor's degree, in Connecticut there is a high rate of student transfer activity throughout our Community College
and State University System. The session will also discuss the largest barrier to the success of a transfer student which is losing credits when transferring from a community college to a four-year school. Because 80% of students transfer before completing an associate's degree the session will discuss policies and best practices that can help to increase the enrollment, retention and success of students throughout the Connecticut State Colleges and Universities system.

Two 30-Minute Sessions:

Session 35: Social Supports for Single-Parent Nursing Students that Buffer College-Related Stress and Foster Academic Success

Lead Presenter: Dawn R. Bunting, Capital Community College

Room: Beacon Hall 134

Synopsis: The purpose of this session will be to discuss an exploratory case study that elicited participants' descriptions of the stressors experienced as a result of being a single-parent community college nursing student and the types and sources of support that were helpful in buffering their college-related stress and fostering their academic success. A mixed methods approach was used to collect data to help answer the research question. Single-parent students from four colleges that are part of a state-wide community college nursing program participated in the study. Findings, conclusions, and recommendations for practice and future research will be presented.

AND

Session 36: Inclusion of Research by BSN Students in the SCSU Social Justice Week: An Innovative Approach to Nursing Education and Its Application to Humanity

Lead Presenter: Kimberly Petrovic, Southern Connecticut State University

Synopsis: Perhaps without realizing it, nurses advocate for human rights and issues pertaining to social justice, including access to healthcare as well as dignified and equitable treatment while in the healthcare system. During the Fall 2015 semester, my students in the 433W nursing course (on health, theory and the family) and I collaborated and presented ideas from the research papers of each student as part of the Social Justice Week events at Southern Connecticut State University. Speaking in front of an audience from across campus, my students discussed topics ranging from the effects of culture on diabetes mellitus to the care of transgender individuals. The presentations were well-received and allowed BSN students to advocate for others. The presentations also encouraged the students to teach from their growing levels of expertise as they prepare to become RNs in the near future. During this conference session, we will review ways in which to incorporate student-related projects and research into the academic year so as to contribute to student success in ways that are innovative and progressive while making use of resources already available to both faculty and students.

Closing Session: A New Day – Ideas for a Collaborative Future in the CSCU 3:30-4:30

Beacon Hall Events Center, Room 214

Hosted by Board of Regents Member and Chair, Academic and Student Affairs Committee, Merle Harris
Special Thanks

Mark Ojakian, President
Connecticut State Colleges and Universities

Dr. Alice Pritchard, Chief of Staff
Connecticut State Colleges and Universities

Dr. Estela Lopez, Interim Provost & Senior Vice President of Academic and Student Affairs
Connecticut State Colleges and Universities

Dr. Paul Broadie II, President
Housatonic Community College

Dr. David Levinson, Vice President for Community Colleges and President Norwalk Community College
Connecticut State Colleges and Universities

Dr. Elsa Núñez, Vice President for State Universities and President, Eastern Connecticut State University
Connecticut State Colleges and Universities

Ernestine Weaver, Counsel
Connecticut State Colleges and Universities

Ralph Tyler, Emeritus Dean of Administration
Housatonic Community College

Teresa Oravetz, Interim Dean of Administration
Housatonic Community College

Bryan Bonina, Graphics Specialist (Logos)
Tunxis Community College

Megan Cacioppo, Advertising and Creative Services
Housatonic Community College

Camilla Costantini, Executive Assistant to the President
Housatonic Community College

Christina Dancy, Events Scheduler
Housatonic Community College

Allen Gales, Publications and Graphics Associate (Program)
Gateway Community College

Master Sergeant Chris Gough
Housatonic Community College

Michael Kozlowski, Director of Strategic Initiatives
Connecticut State Colleges and Universities

Jamicia Lackey, Outreach Activities Assistant
Gateway Community College

Maribel La Luz, Director of Communications
Connecticut State Colleges and Universities

Dennis Minella, Building Superintendent
Housatonic Community College
Josephine Pelaggi, Administrative Assistant
Housatonic Community College

Dr. Shirley Zajdel, Chairperson of the Mathematics/Science Department
Housatonic Community College

Student Employees in the Office of Student Activities and Leadership Programs
Gateway Community College

Conference Student Volunteers
Housatonic Community College, Gateway Community College and Tunxis Community College

Second Annual Faculty Advisory Committee to the Board of Regents
Conference Committee Members

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Tunxis Community College

Gregory DeSantis, Co-chair, Assoc. Director of Financial Aid
Housatonic Community College

Stephen Adair, Professor of Sociology
Central Connecticut State University

T.J. Barber, Director of Student Activities
Manchester Community College

Ada Carbone, Administrative Assistant
Housatonic Community College

Saulo Colón, Professor of Sociology
Housatonic Community College

Matthew Dunne, Professor of History and Political Science
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Ryan Farrington, Director of Media Services and Education Technology Specialist
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Myrna Garcia-Bowen, Director, Office of Transfer and Acad. Articulations
Central Connecticut State University

Linda Larkin, Director of Academic Services
Charter Oak State College

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Rebecca Rodríguez, Assistant Director of Admissions
Housatonic Community College

Barbara Richards, Professor of Sociology
Housatonic Community College

Sandra Vitale, Associate Director of Financial Aid
Tunxis Community College
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Break Out Sessions

9:25am – 10:25am
Research on Statewide Developmental Education Reform: Challenges and Opportunities with Implementation  Beacon Hall 135
The Institute for Student Success – Access, Retention & Graduation  Beacon Hall 131
Transfer and Articulation Policy: It’s Here! Getting Ready for Fall 2016  Beacon Hall 125
The Year of Transform 2020: Faculty/Staff Leadership, No Confidence Votes, and Future Implications  Beacon Hall 273
Attract, Engage, Retain, & Convert: Non-themed Learning Communities @ Manchester Community College  Beacon Hall 271
Education is Open for Business  Beacon Hall 269
Help Students Connect: True Stories, Told Live, Any Class  Beacon Hall 133
PLA Audit Tool & Assessment Rubrics for the Introductory Course and the Capstone Course (Two 30-Minute Sessions)  Beacon Hall 134

10:35am – 11:20am
• Success Starts With Knowing Your Students  Beacon Hall 135
• How Well Are Your Veterans Adjusting to College  Beacon Hall 131
• Holistic Student Success: Collaborative Programming to Address Mental, Physical, and Academic Wellbeing throughout the Student Life Cycle  Beacon Hall 125
• Feeding Student Success  Beacon Hall 273
• A Panel Discussion on Dollars & Sense with Open Educational Resources (OER)  Beacon Hall 271
• FYE & the Library: Assessment in Action for First-Year Information Literacy  Beacon Hall 269
• Student Success for Non-Credit Certificate Students  Beacon Hall 133
• The Arts as a Process to Promote Success in the Science of Nursing  Beacon Hall 134

11:30am - 12:15pm
• From Access to Opportunity: Improving Retention of Low Income Students  Beacon Hall 135
• First Generation College Students Success Stories at ECSU or How to Use your Social Capital to Navigate Higher Education  Beacon Hall 131
  Autoethnography of a Latina First Generation College Student & Perception of Self as Minority Among Young Adults in a College Setting: How Does it Transgress into Academic Success or Failure? (Three 15-Minute Sessions)  Beacon Hall 131
• Moving Ahead! English Boot Camps and Retention Programs at Gateway Community College  Beacon Hall 125
• Supplemental Instruction at SCSU: A Preliminary Report  Beacon Hall 273
• Helping Students Help Themselves: Inspiring Students to Become Strategic Learners  Beacon Hall 271
• Student Success  Beacon Hall 269
• Collaboration, Innovation, and Shared Governance: A System-Wide Approach to Associate Degree Nursing Education  Beacon Hall 133
• Leveraging Assets for Innovation  Beacon Hall 134

2:20pm – 3:20pm
• Why Has the Price Charged to Students in Public Higher Education in Connecticut Been Increasing Faster Than Inflation?  Beacon Hall 135
• Transitional Strategies: Student Success Initiatives and Community Partnerships  Beacon Hall 131
• Assessment of Student Learning Outcomes: Potentials for Collaborative Engagement  Beacon Hall 125
• Making a Difference in Retention through Student Engagement: A Connecticut College Access and Success Program Strategic Plan (ConnCAS)  Beacon Hall 273
• Success Central Initiative: Initial Outcomes of an Intervention Addressing the Success of Latino and African-American College Students  Beacon Hall 271
• Redefining Student Success Through Narrative  Beacon Hall 269
• Connecticut Community College Transfer Student Success at Connecticut State Universities and UConn  Beacon Hall 133
• Social Supports for Single-Parent Nursing Students that Buffer College-Related Stress and Foster Academic Success & Inclusion of Research by BSN Students in the SCSU Social Justice Week: An Innovative Approach to Nursing Education and Its Application to Humanity (Two 30-Minute Sessions)  Beacon Hall 134