



3rd Annual Conference

SHARED GOVERNANCE & STUDENT SUCCESS

2017

Connecticut State College & University System

Building a Better Connecticut in an Era of Fiscal Uncertainty

Hosted by



*Sponsored by the Faculty Advisory Committee (FAC)
to the Board of Regents for Higher Education*

WELCOME

Welcome to the third annual Faculty Advisory Committee (FAC) Conference on Shared Governance and Student Success!

The Conference Committee has worked diligently, under the exemplary leadership of Meg Leake, a member of the FAC representing CCSU. The group includes FAC members, CCSU faculty and staff, and others from within the CSCU system.

Thank you to the financial support of the CSCU under President Mark Ojakian, and our contributing unions AAUP, SUOAF, and 4Cs, we were able to present the keynote speaker, Sara Goldrick-Rab. There are fascinating workshops that showcase the exciting work being done by our colleagues and opportunities to discuss the critical issues facing our system.

We hope you will have a productive and enjoyable day, participating in the formal events and spending time in great company as well.

Barbara Richards, HCC, Chair, FAC and Stephen Adair, CCSU, Vice-chair, FAC

CONFERENCE SCHEDULE SUMMARY

8:00 - 8:45AM -- BREAKFAST/REGISTRATION ---ALUMNI HALL

9:00-9:15AM -- WELCOME---ALUMNI HALL

9:15-10:15AM -- BOR AWARDS PRESENTATIONS---ALUMNI HALL

10:25-11:15AM -- BREAK OUT SESSION I

11:25AM-12:15PM -- BREAK OUT SESSION II

12:15-1:00PM -- LUNCH---ALUMNI HALL

1:00-2:00PM -- KEYNOTE SPEAKER---ALUMNI HALL

2:10-2:40PM -- BREAK OUT SESSION III

2:50-3:50PM -- STUDENT PANEL---ALUMNI HALL

BREAK OUT SESSION LOCATIONS OUTLINE ON NEXT PAGE

BREAK OUT SESSIONS

Session I	10:25 -- 11:15am	Room
1. Recent Developments in the CSCU system.....		Bellin
2. Building STEM Meta-Majors: A Decision Guide for Community Colleges.....		Philbrick
3. Using Free and Low Cost Mobile and Online Technology to Engage Students Outside of the Classroom.....		CANCELED
4. Academic Adventures in Paradise: Faculty-Led, Short Courses Abroad in Guatemala.....		Carlton
5A. Accountability among Baccalaureate Nursing Students: Definitions, Perceptions & Engagement.....		Sprague
5B. Impact of Service Learning on Intercultural Sensitivity of Nursing Students.....		Sprague
6. The City as Campus: Engaging Students with Coursework, Classmates, and Community.....		1849 Room
7. The State of Open in Connecticut.....		Camp
8. The Intersectionality of our Students. Exploring the developmental and identity milestones of our students.....		Mezzanine
9. The Non-Academic Trifecta Underlying Student Success.....		Blue and White
10. 'Movin' on Up' & Increasing College Readiness Skills in English: GCC Collaboration w/New Haven HS.....		Clocktower
11. Enhancing Work and Engagement Through Mutually Beneficial University Partnerships.....		Mosaic Center

Session II	11:25am -- 12:15pm	Room
12. Growth Prospects of Fragile Economies Emerging from the Financial Crisis of 2008: Greece/Puerto Rico.....		Bellin
13. Implementing Guided Pathways to Success (GPS) at Three Rivers Community College.....		Philbrick
14. P20 WIN: What is it? How is CSCU involved, and how can it be used?.....		Sprague
15. Writing the Constitution: An Inclusive Approach to Shared Governance Redesign at HCC.....		Semesters
16. Finding the Grit to Succeed.....		Carlton
17A. Facilitation of intercollegiate electives, allowing 1 instructor to teach students from multiple schools.....		1849 Room
17B. Crossing Borders, Building Bridges: Boosting Retention and Student Success Through Interdisciplinary Studies.....		1849 Room
18. Success Central: Addressing the persistence and experience of African-American and Latino college students.....		Camp
19. Intergenerational Service-Learning: Building Community Partnerships to Engage Students and Reduce Ageism.....		Mezzanine
20. Exploring the benefits and challenges of developing a learning community.....		Blue and White
21. Transferring tools for accessibility to the general student population.....		Clocktower
22. The multiple dimensions of students' success: The case for volunteering in the community.....		Mosaic Center

Session III	2:10 -- 2:40pm	Room
23. No Walls Here: Assisting our Undocumented Students.....		Bellin
24. Developing Information-Literate Writers: Teaching Habits of Mind Shared by Librarians and Composition Faculty.....		Philbrick
25. International Students' Persistence in U.S Universities.....		Semesters
26. Peer Advising: Developing a Student-Focused Connection to Your Campus.....		Sprague
27. In Search of Diversity.....		Carlton
28. The Benefits of Taekwondo Training for Undergraduate Students at SCSU.....		1849 Room
29. Integrating English Language Learners into the Mainstream Classroom.....		Camp
30. CUEING: Strategy for Engaging Student Interaction with Text.....		Mezzanine
31. Embedded and Drop-In Tutoring: Promoting Student Engagement in Developmental Math Courses.....		Blue and White
32. Universal Design for Learning: An evidence-based framework.....		Clocktower
33. Achievement Gap Among Latino Students at CCSU.....		Mosaic Center

BREAK OUT SESSION I

Session I.1 Room--Bellin

Recent Developments in the CSCU system

Barbara Richards, Housatonic Community College, Stephen Adair, Central Connecticut State University; and other Faculty Advisory Committee (FAC) Members

The presenters in this session will be the members of the Faculty Advisory Committee. We will give a 20-minute presentation about our view of what has been happening at the BOR and the CSCU system office, including the BOR's Proposal for a system-wide code of conduct. The remaining time will be devoted to questions and open discussion among all present.

Session I.2 Room--Philbrick

Building STEM Meta-Majors: A Decision Guide for Community Colleges

Alexandra Waugh, Jobs for the Future; Jodi Calvert, Three Rivers Community College

Building meta-majors is a core element of guided pathways reform efforts. It is also a relatively new concept, and interested colleges are looking for support and direction. To address this gap in the field, Jobs for the Future and Achieving the Dream, Inc. worked with college partners in the Middle-Skill STEM Pathways Initiative to develop a decision guide that supports colleges as they build meta-majors that launch students into strong, efficient pathways that guide them to completion. In this session, JFF will share the decision guide and examples of implementation across the country. The session will feature Three Rivers Community College's efforts to design and implement meta-majors on their campus as part of the Guided Pathways to Success work.

Session I.3 Room--Semesters

Using Free and Low Cost Mobile and Online Technology to Engage Students Outside of the Classroom

Roberta Prior, Gateway Community College; Lucia Bergeron, Gateway Community College; Anissa F. [unclear], Gateway Community College

This session will discuss the use of mobile and online technology to engage student leaders, new student leaders, and Leadership Programs at Gateway Community College. The session will explore how mobile and online technology to engage student leaders, new student leaders, and Leadership Programs at Gateway Community College. In addition to featuring technology that the college uses to promote opportunities to students and to encourage efficient communication among office staff, participants will leave with a comprehensive list of free online applications to maximize efficiency in the workplace. The session's co-presenters include student employees in the Activities Office who are responsible for the implementation of the technology daily and will discuss how technology has enhanced our ability to reach students beyond the walls of the campus.

Canceled

Session I.4 Room--Carlton

Academic Adventures in Paradise: Faculty-Led, Short Courses Abroad in Guatemala

Kara Faraclas, Southern Connecticut State University; Dr. William Faraclas, Southern Connecticut State University

In today's globally interconnected world, students without international exposure are at a noticeable disadvantage. While spending a semester abroad is not possible for many students, faculty-led, short courses abroad provide a valuable, life-changing alternative. A review of the objectives, structure, and high-impact learning activities of two courses taught simultaneously in Guatemala—one in special education, the other in public health—will demonstrate the academic effectiveness of an experiential-learning model conducted in a field-school setting. Learn how contact with cultural informants and social institutions, and examination of social, cultural, environmental, economic and political forces in another country teach students about their academic disciplines, as well as about diversity, culture, effects of poverty, power of community, commonalities of humanity and personal strength.

Session I.5 Room--Sprague---COMBINED SESSIONS (A & B)

Session A: Accountability among Baccalaureate Nursing Students: Definitions, Perceptions and Engagement Practices of Accountability

Jennifer Ort, Western Connecticut State University

The purpose of this study was to explore, describe, and define student perceptions of accountability. Study findings suggested students understood the importance of accountability but were unable to verbalize a definition. Understanding student accountability is imperative because new nurses are expected to accept accountability when entering the workforce.

Session B: Impact of Service Learning on Intercultural Sensitivity of Nursing Students

Leona Konieczny, Central Connecticut State University; Catherine Thomas, Central Connecticut State University

Service learning is an educational strategy to develop intercultural sensitivity. Nursing students benefit from the privilege of caring for persons from diverse cultures. Social awareness and making significant social contribution are part of the mission of the department of nursing and the university. This descriptive quantitative study examines the impact of a service learning experience in Appalachia during a mobile medical clinic on intercultural sensitivity. The affective dimension of intercultural communication competence was measured by the Intercultural Sensitivity Scale (ISS). Study findings demonstrate an impact on interaction engagement and interaction attentiveness for the study participants. Human Studies Council (IRB) approved the study. Appalachia has distinct cultural differences related to geographic and socioeconomic factors.

Session I.6 Room--1849 Room

The City as Campus: Engaging Students with Coursework, Classmates, and Community

Jeffrey Partridge, Capital Community College; Ron Glaz, Capital Community College; John Lagosz, Capital Community College; Carl Guerriere, Capital Community College; Minati Roychoudhuri, Capital Community College; Ira Hessmer, Capital Community College; Marcus Lawson, Capital Community College

This panel discusses student engagement in the context of place-based methodology, a pedagogy that has gained traction at Capital Community College through the Hartford Heritage Project. Since implementing the project with a National Endowment for the Humanities grant in 2011, the list of faculty incorporating local resources in their curricula has grown significantly. In the past academic year, over 2,000 members of the CCC community (60% of the college population) experienced museums, theater, and other community resources in academic courses. The panel will introduce the concept of place-based education and the genesis of the Hartford Heritage Project and faculty members from various disciplines will share their experiences and their assessment of the impact of place-based methods on student engagement.

Session I.7 Room--Camp

The State of Open in Connecticut

Kevin Corcoran, Charter Oak State College

This session will provide an overview of the faculty and student benefits of Open Education Resources as well as current efforts underway within the CSCU system. The presenter was co-chair of the State's Open Source Textbook Task Force and will discuss the efforts and findings of the legislative task force as well as future OER opportunities within the CSCU system. Attendees will leave with a sense of what they need to know to prepare for and support the adoption of OER at their institutions.

Session I.8 Room--Mezzanine

The Intersectionality of our Students. Exploring the developmental and identity milestones of our students

Jacqueline Evans Phillips, Three Rivers Community College

This workshop will explore the developmental and multiple identity milestones of our students as they navigate through college. During this workshop, we will explore the intersectionality of race, gender, class, disability, ethnic and sexual identities and how they interplay towards the student's experience. Such an understanding will enable us as educators to better understand the needs of our students as we continue to create avenues for success on our campus.

Session I.9 Room--Blue and White

The Non-Academic Trifecta Underlying Student Success

Marianne Fallon, Central Connecticut State University

The achievement gap remains a persistent problem in higher education. As educators, we tend to focus on building students' academic skills, but recent research points to three non-academic factors that underlie student success: Developing a sense of purpose and belonging, cultivating a growth mindset, and nurturing character strengths. In this workshop, you will learn about compelling research that demonstrates how building these non-academic factors promotes student success, particularly for under performing students. You will also learn evidence-based, simple andrological techniques that could play a pivotal role in your students' eventual success.

Session I.10 Room--Clocktower

'Movin' on Up' and Increasing College Readiness Skills in English: Gateway's Collaboration with New Haven High Schools

Elizabeth Keefe, Gateway Community College; Kate Babbitt, Gateway Community College

In 2014, Gateway Community College began a two-part intervention/collaboration plan in New Haven Public High Schools to increase high school seniors' college readiness, and our Developmental English course (ENG 066) has been offered to select seniors. Gateway's CAS English faculty offers professional development to high school teachers that includes a portfolio scoring workshop and training on the scholarship, or college readiness, component of the course.

Session I.11 Room--Mosaic Center

Enhancing Work and Engagement Through Mutually Beneficial University Partnerships

Hannah Hurwitz, Central Connecticut State University; Aileen Keays Yeager, Central Connecticut State University; Olga Petkova, Central Connecticut State University; Rati Kumar, Central Connecticut State University; Nayab Rani, Central Connecticut State University; Alexis Debrosse, Central Connecticut State University

The Connecticut Children with Incarcerated Parents (CIP) Initiative, part of the Institute for Municipal & Regional Policy (IMRP), is housed at CCSU. Thus, working in partnership with faculty and providing students with learning opportunities are deeply embedded in our mission. In April, the CIP Initiative will have recently returned from an international CIP conference in New Zealand where we will have presented on how the research and innovation our initiative exhibits are bolstered by collaboration and partnership with University members. Our presentation will focus on the unique and engaging learning opportunities we provide students and faculty. Faculty members and students will co-present, giving first-hand accounts of how working with us has impacted their learning/teaching.

BREAK OUT SESSION II

Session II.12 Room--Bellin

Growth Prospects of Fragile Economies Emerging from the Financial Crisis of 2008: Greece/Puerto Rico

Zulma Toro, Central Connecticut State University; Dimitrios Pachis, Eastern Connecticut State University

The world financial crisis that originated in the US in 2008 dealt severe long term blows to national economies across the world, especially to structurally weak economies which in recent decades relied on debt to support their economic growth. Nine years after the start of the financial crisis, the prospects of the economies of Greece and Puerto Rico to enter a path of sustainable development remain uncertain, as investments in physical capital, employment and incomes have collapsed. Even more dangerous for these economies is the almost irreversible losses in human capital through the outward migration of scores of educated young people, and the overall decline in investment in higher education.

Session II.13 Room--Philbrick

Implementing Guided Pathways to Success (GPS) at Three Rivers Community College

Laura Qin, Three Rivers Community College; Jodi Calvert, Three Rivers Community College; Fionnuala Darby-Hudgens, Three Rivers Community College; Christine Languth, Three Rivers Community College; Laura Qin, Three Rivers Community College; Heidi Zenie, Three Rivers Community College

Seeking to better guide and support students to reach their educational goals, Three Rivers Community College began to implement an integrated academic and student support approach based on the national Guided Pathways to Success (GPS) model. A multifaceted approach, GPS utilizes best practices: Structured On boarding Process, Areas of Interest, Academic Maps, Structured Schedules, Intrusive Advising, and Workforce Connection. This presentation will highlight our implementation process to date, discuss the challenges we have faced, share some initial success stories, and discuss the next steps. It is intended to spark conversations on whether GPS is the right approach for your campus, as well as how to garner senior leadership, faculty, and staff buy-in in planning and embarking on the process.

Session II.14 Room--Sprague

P20 WIN: What is it? How is CSCU involved, and how can it be used?

Jan Kiehne, CSCU System Office

Connecticut's Preschool through Twenty & Workforce Information Network (P20 WIN) is Connecticut's inter-agency collaboration that enables the linkage of education and workforce data for the purpose of auditing and evaluating publicly funded education programs. Attendees will learn how P20 WIN is structured, what it can be used for, how it has already been used and the process for tapping into this resource.

Writing the Constitution: An Inclusive Approach to Shared Governance Redesign at Housatonic Community College

Eleanor Bloom, Housatonic Community College; Greg DeSantis, Housatonic Community College; Barbara Richards, Housatonic Community College; Sandra Barnes, Housatonic Community College; Esther Watstein, Housatonic Community College; Joe Jenecaro, Housatonic Community College; Dr. Michael Brown, Housatonic Community College

A Panel of Shared Governance Task Force members share key process elements of re-examining shared governance on their campus that has resulted in a new governance document: Housatonic Community College Foundations of Shared Governance. Topics include:

1. College-wide call to action by a new president, resulting in a diverse group of committee members
2. Research and background information gathering
3. Studying the “old” college meeting model, piloting and revising to a new model
4. Writing the document
5. The approval process

ANNOUNCING: THE CSCU SHARED GOVERNANCE AWARD

Consonant with the mission, vision and goals of the CSCU System, the Board of Regents (BOR) and the Faculty Advisory Council (FAC) recognize the importance of administration, faculty, staff, and student cooperation in contributing to the advancement of shared governance in the CSCU institutions. Shared governance is defined as communication, collaboration, and mutual accountability between administration, faculty, staff, and students which advances excellence in the operation of CSCU institutions. The CSCU Shared Governance Award was jointly established by the Board of Regents and the Faculty Advisory Committee as an annual recognition of an individual CSCU college or university’s outstanding contribution to CSCU shared governance, the dual advancement of the mission and goals of the individual institution, and the mission, vision, and goals of the Connecticut State Colleges & Universities. The award will be jointly conferred at the Faculty Advisory Committee’s 2018 Shared Governance and Student Success Conference.

Session II.16 Room--Carlton

Finding the Grit to Succeed

Susan Dichter, Northwestern Community College; Laura McCarthy, Northwestern Community College; Jess Tessman, Northwestern Community College; Lisselot Rodriguez, Northwestern Community College; Eddie Martinez, Northwestern Community College

Complementing the mission of NCCC, the Team Success Scholars program is devoted to facilitating student success through intentional guidance and support throughout their educational journey. Students engage in a holistic program of academic support, team-building, co-curricular activities, personal and professional growth, employment, internships, and civic engagement. Failures are viewed as learning moments, encouraging accountability and self-resolution; ultimately finding the grit to succeed. Students develop confidence, hone lifelong skills at balancing academic, work and personal responsibilities, demonstrate financial literacy, and are viewed as leaders in the campus community. Job credentials are secured along their journey to a college degree. The program is funded by the Workforce Innovation and Opportunities Act (WIOA), administered through the Northwest Regional Workforce Investment Board (NRWIB).

Session II.17 Room--1849 Room---COMBINED SESSIONS (A & B)

Session A: Facilitation of intercollegiate electives, allowing one instructor to teach a section composed of students from multiple schools

Mike Roer, Gateway Community College; Rose Luglio, Gateway Community College; Pam Pirog, Housatonic Community College; Theresa Janeczek, Manchester Community College

PROBLEM. Many schools would like to offer enrichment courses, but students are unlikely to register for (or advisers recommend) an unknown. First time offerings of electives often fail to generate sufficient enrollment to run.

SOLUTION. This Spring one professor is teaching a class of one section from each of two schools. The sections will be consolidated within Blackboard. (Each schools was unable to enroll the minimum number of students for the class to run.) The interdisciplinary/intercollegiate hybrid course in entrepreneurship is team taught and has received rave reviews from students and professors.

SIGNIFICANCE. This “Shared Governance” model will allow a richer array of courses in any discipline--to recruit and retain more students in an increasingly competitive environment.

Session B: Crossing Borders, Building Bridges: Boosting Retention and Student Success Through Interdisciplinary Studies

Rob Nelson, Housatonic Community College

How can we as educators design courses that adhere to BOR guidelines while offering topical and flexible subject matter that will spark student engagement? One clear answer is interdisciplinary course work.

Session II.18 Room--Camp

Success Central: Addressing the persistence and experience of African-American and Latino college students

Reginald Simmons, Central Connecticut State University; Awilda Reasco, Central Connecticut State University

The racial and ethnic diversity of the CCSU student body has increased substantially over the past 10 years. However, the graduation rates of the two largest non-White racial/ethnic groups, African-American and Latino students, are substantially lower than the average graduation rate of the entire student body. This presentation will provide an update on the outcomes of Success Central, a peer-mentoring intervention developed to address this disparity in student success.

Session II.19 Room--Mezzanine

Intergenerational Service-Learning: Building Community Partnerships to Engage Students and Reduce Ageism

Carrie Andreolletti, Central Connecticut State University; Andrea June, Central Connecticut State University

Emerging demographic shifts in Connecticut translate into a demand for an educated work-force ready to meet the needs of our aging population. Yet, ageism is well-documented and negative stereotypes about older adults may discourage students from even considering a career in aging. This presentation will highlight the value of intergenerational service-learning for engaging students and community partners in a mutually beneficial program. We will discuss our brief, intergenerational service-learning program called WISE (Working Together: Intergenerational Student/Senior Exchange), which brings together college students and assisted living residents in the context of a college class. Our research has shown that participation in WISE benefits participants by reducing ageist attitudes in students and increasing feelings of generativity and well-being in older adults.

Session II.20 Room--Blue and White

Exploring the benefits and challenges of developing a learning community

Eunice Matthews, Eastern Connecticut State University

For the past 14 years, the social work program at Eastern Connecticut State University has adopted a cohort model/learning community approach to curriculum development and program structure. The social work program has experienced a great deal of success with this model evidenced by a number of positive educational outcomes such as; retention and graduation rates, vertical and horizontal integration of curriculum, student satisfaction, student faculty relationships, and post graduate outcomes. This session will share with participants the how and why of adopting this model based on the experiences of the social work program.

Session II.21 Room--Clocktower

Transferring tools for accessibility to the general student population

Goldie Adele, Southern Connecticut State University; Bo Zamfir, Director, Southern Connecticut State University

There has been a fast-paced growth in the types of assistive technology, ADA-approved accommodations, and support services for students with disabilities. These technologies and service-skills have advanced, and have been successful in assisting college students succeed. These technologies and service-skills can also be applied to the general student population in order to help them succeed in and out of the classroom. This presentation will discuss the technology and service-skill advancements, successes, and its application to the general student population

Session II.22 Room--Mosaic Center

The multiple dimensions of students' success: The case for volunteering in the community.

Nicolas Simon, Eastern Connecticut State University; Kim Silcox, Eastern Connecticut State University; Jasmine Carvalho, Eastern Connecticut State University

Eastern, as a Public Liberal Arts University is committed to civic engagement and created the Center for Community Engagement (CCE) to promote this civic mission. This presentation will discuss the success of students who volunteer in the community using a multidimensional approach. Most of the time, success is defined in term of academic success including GPA or retention to assess the result. To present the full story of success, we will include other individual and collective indicators including commitment to Liberal Arts, career clarification and focus, Inclusion, and Local Engagement. These different aspects of success will be presented from the different social locations of a student, a professor, and the director of the CCE.

LUNCH

PAYING THE PRICE

College Costs, Financial Aid, and the Betrayal of the American Dream

Dr Goldrick-Rab proves in damning detail why the assumption that if a young person works hard enough, they'll be able to get a college degree and be on the path to a good life is painfully untrue today. Quite simply, college is currently far too expensive for many people, and the confusing mix of federal, state, institutional, and private financial aid leaves countless students without the resources they need to pay for it. Drawing on an unprecedented study of 3,000 young adults who entered public colleges and universities in Wisconsin in 2008 with the support of federal aid and Pell Grants, Dr. Goldrick-Rab reveals the devastating effect of these shortfalls. She doesn't merely identify the problem and its causes, she also lays out a number of possible solutions, including a public sector-focused "first degree free" program.



Sara Goldrick-Rab

is Professor of Higher Education Policy &

Sociology at Temple University, and Founder of the Wisconsin HOPE Lab, the nation's only translational research laboratory seeking ways to make college more affordable. She is the recipient of the William T. Grant Foundation's Faculty Scholars Award and the American Educational Research Association's Early Career Award, and in 2016 POLITICO magazine named her one of the top 50 people shaping American politics. Her latest book, *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American*

Dream, is an Amazon best-seller, and has been featured on The Daily Show with Trevor Noah, the New York Review of Books, and CSPAN's Book TV, among other venues.

Keynote

“DR. GODRICK-RAB WILL BE AVAILABLE FOR BOOK SIGNING IMMEDIATELY FOLLOWING HER KEYNOTE ADDRESS.”

BREAK OUT SESSION III

Session III.23 Room - Bellin

No Walls Here: Assisting our Undocumented Students

Caitlin Pereira, Southern Connecticut State University; Dr. Helen Marx, Southern Connecticut State University; Maggie Kinsella-Shaw, Southern Connecticut State University; Tashi Sanchez-Llaury, Southern Connecticut State University

In this time of political uncertainty, the undocumented students on our campuses may feel more alone than ever. It is critical that as educators, we are aware of the barriers they face, and the ways we can help them overcome these obstacles. Please join us to review important information pertaining to undocumented citizens, the policies that are currently impacting our undocumented students, and how we can best be allies.

Session III.24 Room--Philbrick

Developing Information-Literate Writers: Teaching Habits of Mind Shared by Librarians and Composition Faculty

Elizabeth Brewer, Central Connecticut State University; Martha Kruy, Central Connecticut State University

This panel details a faculty-librarian partnership designed to teach information literacy and writing skills that help students transition from their first year of college to their general education and major coursework. We share details on an embedded librarian model we designed to support students doing research in multiple first-year composition classes, and we share direct and indirect data on our students' information literacy skills demonstrated through their research papers and their evaluations of the embedded librarian support.

Session III.25 Room--Semesters

International Students' Persistence in U.S Universities

Hazza Abu Rabia, Central Connecticut State University

My paper explored the factors that enhance international students' persistence and facilitate their academic and cultural adjustments at postsecondary institutions in the United States. The sample for this study consisted of international students from the Middle East and North Africa; Saudi Arabia, Kuwait, Oman, Syria, UAE, Iraq, Egypt, and Jordan. In-depth, one-on-one interviews with 16 international students enrolled at two universities in the Northeast of the United States were conducted. The findings revealed that the most prevalent factors that assisted international students cope with emerging challenges and persist as they complete their studies were student success centers, supportive faculty, sufficient time, friendship support, family support, and extracurricular activities.

Session III.26 Room--Sprague

Peer Advising: Developing a Student-Focused Connection to Your Campus

Laura Minor, Central Connecticut State University; Mary Horan, Central Connecticut State University

Over the past five years, the Arts and Sciences Advising Place (ASAP) in CCSU's College of Liberal Arts and Social Sciences has implemented a vital Peer Advising program, which recruits, trains, and oversees upper-class students pursuing majors in the liberal arts and social sciences. Peer Advisors connect the work of the advising center to the student body and faculty, and assist in the advising and registration of over 400 new transfer students a year. Presenters will share successes, challenges, and visions for improving the model, with time for questions and an exchange of ideas for replicating the model in other contexts.

Session III.27 Room--Carlton

In Search of Diversity

Minati Roychoudhuri, Capital Community College

“Diversity is taking on a broader meaning to include the sociocultural experience of people of different genders, social classes, religious and spiritual beliefs, sexual orientations, and physical and mental abilities.” (NASW 2001 P.8). I set out to create a theme based, diversity centered syllabus incorporating readings from different cultural backgrounds, using audio and video teaching modes, using place based learning and some of the Hartford Heritage concepts such as “One Play.” The students related and identified with their life situations, to the events happening around them and the world. As the traditional classroom changes with students from multiethnic background, I strongly believe that this connection of student learning with their cultural practices is the key to the student success.

Session III.28 Room--1849 Room

The Benefits of Taekwondo Training for Undergraduate Students at SCSU

Kimberly Petrovic, Southern Connecticut State University

Students are stressed. They may not know how to redirect stressful energy, instead turning to harmful activities (e.g., alcohol/drug use, overeating, violence) as coping mechanisms. This research highlights ways in which training in the Korean martial art of Taekwondo benefits undergraduate (UG) students in dealing with stress. This innovative approach to learning and stress management allows UG students from across disciplines at SCSU achieve an increased sense of emotional balance and overall well-being in body, mind and spirit. Insights from higher education, human development and psychology, nursing, and the art, philosophy and sport of Taekwondo contribute to student success. Consequently, students learn to use Taekwondo training to overcome stress, thereby improving upon health and well-being now and after graduation.

Session III.29 Room--Camp

Integrating English Language Learners into the Mainstream Classroom

Lauren O'Leary, Gateway Community College

This workshop will present 10 useful and effective strategies for supporting ESL/ELL students in mainstream classrooms. These tips will allow instructors who often teach in very diverse classroom settings to feel more comfortable communicating with and fielding the needs of students to whom English is a second (or third) language. This session will explore some of the most common problems and concerns encountered by both instructors and ESL students, focus on successful inclusive classroom practices, discuss simple techniques to modify/prepare assignments, and highlight current resources that instructors may find useful in creating a comfortable and engaging learning environment that fosters student success.

Session III.30 Room--Mezzanine

CUEING: Strategy for Engaging Student Interaction with Text

*Louise Polistena-D*Agosto, Tunxis Community College*

Skip the pre-made questions at the end of the chapter and use students own questions as a measure of understanding. Learn how to integrate a practical reading, writing, thinking strategy that applies to all contents without extra work for the instructor (not that we don't love our work). The strategy has effectively been integrated in writing, history, philosophy, and science courses with students of varied abilities. Bring a sample reading used in your own course to see how to apply strategy yourself.

Session III.31 Room-Blue and White

Embedded and Drop-In Tutoring: Promoting Student Engagement in Developmental Math Courses

Michelle Breaker, Gateway Community College; Amanda Sweeney, Gateway Community College, Rachael Schettenhelm, Gateway Community College

With the passage of PA12-40, Gateway Community College's CAS Department designed a 6-credit Math 085 course which incorporates an embedded tutor into the classroom. The CAS Department also worked with the Center for Educational Studies (CES) to develop a comprehensive drop-in tutoring service. We will discuss the implementation of these services, including scheduling, training, and data collection. We will also discuss the role of the embedded tutor in the classroom and how their use has promoted student engagement.

Session III.32 Room--Clocktower

Universal Design for Learning: An evidence-based framework for improving pedagogy and student engagement in the college classroom

Megan Mackey, Central Connecticut State University; Joan Nicoll-Senft, Ph.D., Central Connecticut State University

In this session, presenters will define Universal Design for Learning (UDL) and provide examples of UDL applications in higher education. Participants will learn how to apply the three principles of UDL: Engagement, Representation, and Action and Expression in their higher education classes.

Achievement Gap Among Latino Students at CCSU

José Carlos del Ama, Central Connecticut State University; Yaci Moni, Central Connecticut State University

This study investigated factors associated with academic performance indicators. Specifically, this study focused on the effect of acculturation on school attitude, effort, and educational values in a representative sample of Latino undergraduate students at CCSU. Findings suggest that integration acculturation strategies are more likely to produce a more positive school attitude and higher levels of school effort and educational values. Assimilated students tend to score lower in these three school performance indicators. Our study highlights the importance fostering and promoting biculturalism. Finally, the paper also discusses possible strategies that could be adopted to assist students who may be facing academic difficulties related to acculturation.

STUDENT PANEL

The mission of the Connecticut State Colleges & Universities is to “contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs [in]... learning environments [that] transform students and facilitate an ever increasing number of individuals to achieve their personal and career goals.” There is no greater satisfaction for the faculty, staff and administration of our system than to see our students succeed academically, go out into the world as effective, constructive members of society, and lead fulfilling lives. Achieving academic success comes with challenges, sacrifices and hard work. In this concluding session of today’s conference, a panel of students and alumni will describe their experiences in our system and highlight relationships that made a difference in their academic journeys.



David Jaimes from Hartford was admitted into Eastern Connecticut State University's Dual College Initiative program that allowed him to start his college career at Quinebaug Valley Community College. After achieving the program's required academic standing, he was granted full admission to Eastern, where he is Treasurer of the Organization of Latin American Students. A first-generation student, David is now a senior, who will graduate in May with a Business Administration degree with a concentration in International Business.



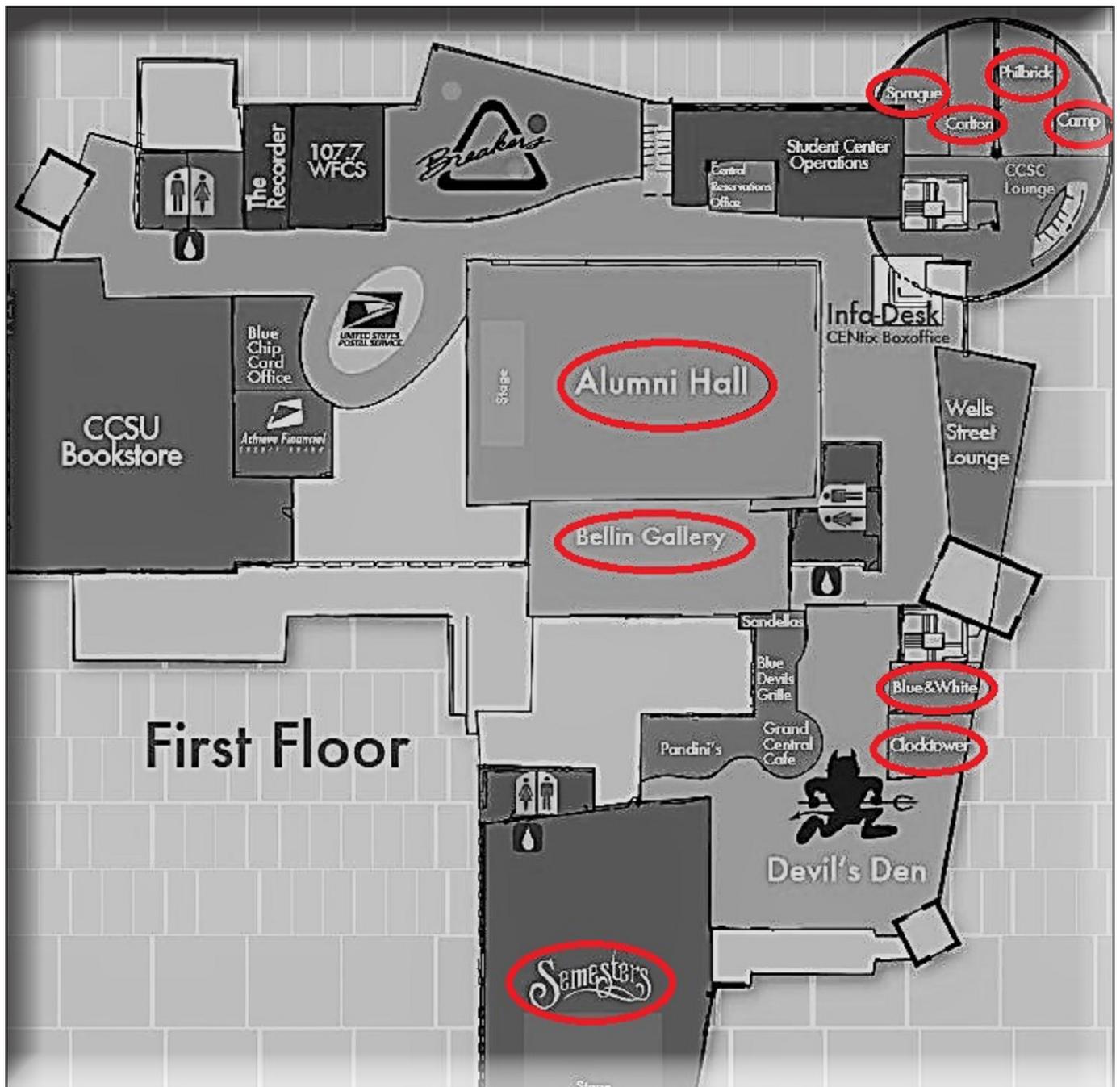
Sharyn Lopez, of Hartford, attended Central CT State University where she earned a BS degree in Spanish. She returned and completed a MS degree in Marriage and Family Therapy. As an undergraduate she was president of the Latin American Student Organization and founded a chapter of Hermandad de Sigma Iota Alpha, Inc. Currently, she's pursuing state licensure and interning at Youth Challenge, Inc. Sharyn is employed as a Patient Relations Representative at CT Children's Medical Center.

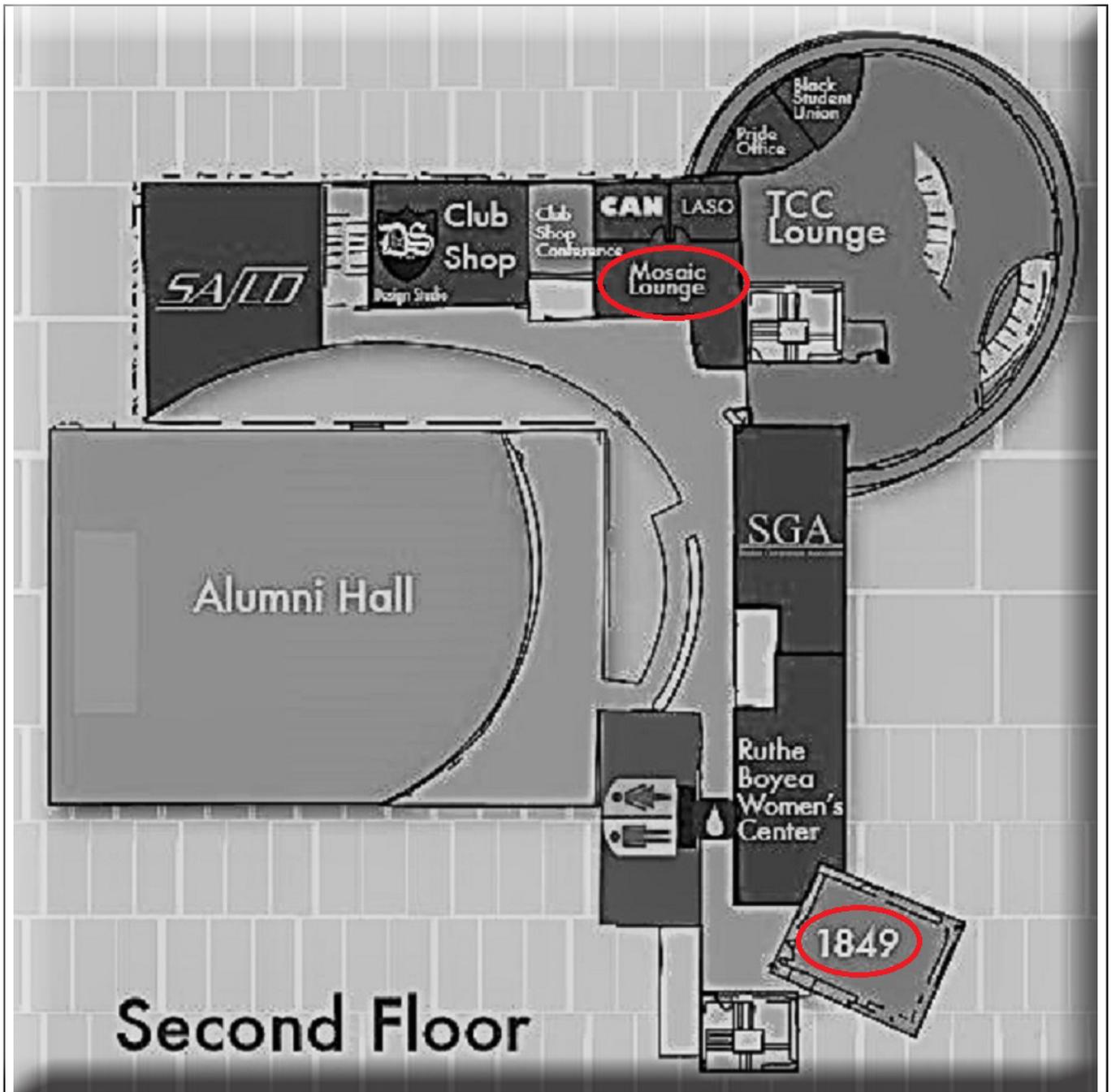


Gordon Plouffe, of Manchester, graduated from Manchester Community College with an AS degree in Business Office Technology in May 2016. While a student, Gordon found a passion for advocacy and service to his fellow students. He currently is an AmeriCorps VISTA volunteer with the CT Food Justice Project, serving the MCC “Cougar Pantry,” a vital asset to students. At the end of his service year, Gordon will pursue a bachelor’s degree with the aid of an AmeriCorps educational grant.



Linda Griffin West of East Hartford attended Charter Oak State College, where she earned a BS degree with honors in 2016. She is now enrolled in the COSC Master of Science program in Organizational Effectiveness and Leadership, in the “Nonprofit” concentration. A US Army veteran, who is employed at the University of Connecticut, Linda is President of the COSC Student Government Association.





SPECIAL THANKS

Mark Ojakian, President Connecticut State College & Universities

Dr. Jane Gates, Provost & Senior VP for Academic and Student Affairs, CSCU

Dr. Alice Pritchard, Chief of Staff, CSCU

Judy Nosal, Administrative Assistant to President Ojakian

Dr. Zulma Toro, President CCSU

Dr. Estela Lopez, former Provost and Senior VP of Academic and Student Affairs

John Denner, Digital Arts & Multimedia Designer MxCC

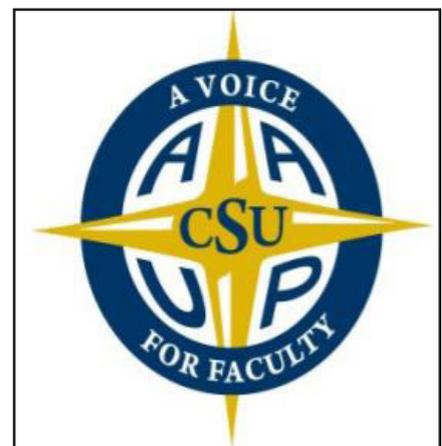
Rick Eriksen, Professor of Digital Arts & Multimedia MxCC

Amie Fanning, Publications Services Coordinator GCC

Academic Success Coaches of The Learning Center CCSU

Student Employees, Graduate Interns and Professional Staff, The Student Center

THANKS TO OUR CONTRIBUTORS



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SAVE THE DATE:

APRIL 13, 2018

FAC CONFERENCE AT SCSU

“We are pleased to announce that next year’s FAC Conference on Shared Governance and Student Success will be held at Southern Connecticut State University in New Haven. Please mark your calendar for Friday, April 13, 2018, and begin to plan your presentations for next year!”



**“Thank you for attending.
Please be on the lookout for the
conference evaluation, which will
be emailed in the next week. We
look forward to receiving your
feedback.”**

FAC