

DEVELOPMENTAL EDUCATION AND STUDENT SUCCESS CONFERENCE

Schedule at a Glance

Wednesday • February 15, 2012

REGISTRATION *Grand Atrium* 11:00- 12:15 p.m.

LUNCH *Town Square Ballroom* 12:15- 1:00 p.m.

WELCOME and INTRODUCTIONS *Town Square Ballroom* 12:15- 1:00 p.m.

Larry Litecky, senior advisor to the vice chancellor for academic and student affairs
Steven Rosenstone, chancellor
Douglas Knowlton, vice chancellor for academic & student affairs
Whitney Stewart Harris, executive director for diversity and multiculturalism

CONCURRENT SESSIONS *See attached for listing** 1:00- 1:50 p.m.

CONCURRENT SESSIONS *See attached for listing** 2:00- 2:50 p.m.

CONCURRENT SESSIONS *See attached for listing** 3:00- 3:50 p.m.

**Rooms highlighted in yellow are located in the system office. Meet in the Grand Atrium to be escorted to the meeting room.*

INDIVIDUAL CAMPUS TEAM TIME *Town Square Ballroom and Grand Atrium* 4:00- 4:50 p.m.

Campus leaders will use this opportunity to facilitate a conversation with their team members framed on the prompting questions from the *MnSCU Individual Campus Team Activity for Promoting Conversations to Promote Scaling of Promising Practices at the Developmental Education and Student Success Conference* document. Each campus is asked to choose a team facilitator, recorder, and speaker to capture the essence of your discussion in writing and to prepare for campus presentation time between 1:45-3:00 on February 16 during the small group inter-campus time.

Table tents with your college/university name will be placed on the tables in the Grand Atrium and Town Square Ballroom. For your specific campus location, please refer to the diagram in your folder.

DEVELOPMENTAL EDUCATION AND STUDENT SUCCESS CONFERENCE

Schedule at a Glance

Thursday • February 16, 2012

REGISTRATION *Grand Atrium* 7:30- 8:00 a.m.

CONTINENTAL BREAKFAST *Town Square Ballroom* 7:30- 9:00 a.m.

PLENARY SESSION *Town Square Ballroom* 8:30- 9:30 a.m.

High Impact Practices that Lead to Student Success

Jillian Kinzie, Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute, Indiana University Bloomington

CONCURRENT SESSIONS *See attached for listing** 9:45- 10:30 a.m.

CONCURRENT SESSIONS *See attached for listing** 10:45- 11:30 a.m.

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LUNCH *Grand Atrium* 11:45- 12:30 p.m.

INDIVIDUAL CAMPUS TEAM TIME 12:30- 1:30 p.m.

Campus leaders will use this opportunity to facilitate a conversation with their team members framed on the prompting questions from the *MnSCU Individual Campus Team Activity for Promoting Conversations to Promote Scaling of Promising Practices at the Developmental Education and Student Success Conference* document. Each campus is asked to choose a team facilitator, recorder, and speaker to capture the essence of your discussion in writing and to prepare for campus presentation time between 1:45-3:00 on February 16 during the small group inter-campus time.

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SMALL GROUP INTER-CAMPUS TIME *See attached listing for your campus location* 1:45- 3:00 p.m.

CONCLUDING REMARKS & NEXT STEPS *Town Square Ballroom* 3:15- 3:45 p.m.

Steven Rosenstone, chancellor

Douglas Knowlton, vice chancellor for academic & student affairs

Using Data to Improve Developmental Education**Phalen Suite***Craig Schoenecker - System office*

The presentation will provide a profile of developmental education at the Minnesota State Colleges and Universities, including trends in enrollment and course offerings. Patterns of developmental course taking by underrepresented student populations and patterns of persistence and completion based on developmental course taking will be addressed.

Using Undergraduate Learning Assistants (ULAs) in Large Sections of Math Classes**Mears Suite***Sandra Johnson, Stacy Martig, and Scott Athey - St. Cloud State University*

The session will spotlight the various academic support models piloted at St. Cloud State University. We will discuss student success statistics and answer questions about using ULAs in teaching large sections of introductory and developmental level math classes.

The Scaling of MCTC's First Year Experience Program**Ballroom A***Hope Doerner and Cory Woosley - Minneapolis Community and Technical College*

The presenters will discuss how MCTC is integrating the GPS LifePlan into the Strategies for College Success Course. By focusing on the five life plans, students are able to look at how all aspects of their life flow together for a successful college experience.

ACCUPLACER Diagnostics and MyFoundationsLab**Rice Suite***Kathie Montognese - College Board; David Miller - South Central College; and Angel Heglund - Hennepin Technical College*

South Central College and Hennepin Technical College are currently piloting ACCUPLACER's expanded New Vision, which includes diagnostics, online intervention, and a math placement test customized for MnSCU. We will provide an overview of ACCUPLACER/MyFoundationsLab, a new integrated diagnostics and intervention partnership with Pearson's MyFoundationsLab, and share the model used and preliminary data from the pilot.

What's on the Cutting Edge in Developmental Education?**Ballroom B***Karen Hynick - System office*

This session will engage audience members in recent research trends in developmental education and seek feedback from constituents on topics including: the pros and cons of setting a cut score floor, transferability of developmental education credits and continuing efforts to build better alignment with K-12 partners in addressing college readiness while students are still in high school.

Metro Baccalaureate Programming**Conference Rooms 3304***Leslie Mercer - System office***System office**

The target audience for this session is the chief academic officers of the Metro-Alliance campuses and all university provosts, to continue to engage in planning expanded baccalaureate education for students in the metropolitan Twin Cities area.

A Pathway to Success**Ballroom A***Kathy Blake, Kelley McCalla and Katie Smeija - Central Lakes College*

This session looks at Central Lakes College's three-pronged approach to improving the success of all students while saving them time and money. Reading: Linking Reading I to On-Course and better decision making. Math: Implementation of a computer-based modular math lab for developmental students and the creation of a Math-Pathways option to move students more quickly to successful completion of their college-level math requirement. Student Support: Development of niche College and Career Student Courses and the rollout of a new Learning Commons that links a Library and Research Center, Tutoring and Students Support Services, and Faculty-Based Instructional Support linked together in one place in one room.

Foundations for Growth: Key Aspects of the Tutoring Services Program at Winona State University**Ballroom B***Jillian Quandt - Winona State University*

In the past decade the Winona State University Tutoring Services program has undergone a dramatic redesign and expansion of their academic assistance programs resulting in a 30 fold increase in the number of student contact hours. Five key aspects of these changes will be discussed: 1) implementing a more flexible and cost-effective model of providing academic assistance; 2) implementing a Supplemental Instruction program; 3) emphasizing customer service; 4) building collaborations with programs across campus (including the Trio Student Support Services program) to efficiently share resources and serve a wider variety of students; and 5) effectively using data to make timely decisions. Attendees will receive handouts detailing questions to ask and steps to take when considering how each of these aspects could be implemented or expanded at their institution.

On Course Campus Model**Mears Suite***Matthew Simoneau and Milissa Troen - Inver Hills Community College*

Join us as we share our experience using *On Course* student success strategies at Inver Hills Community College. *On Course* is a dynamic and unique approach to helping students transition to college by actively engaging them. We will share why we chose *On Course*, how we have garnered college-wide support, and how it has become infused into our campus culture. In addition, we will share information about another college success course designed for students who are not ready to fully benefit from *On Course*.

Integrating MyMathLab to Improve Math Success**Rice Suite***Kristin Pueringer, Francois Nguyen and Linda Kingston - Saint Paul College*

This session will cover the redesign of developmental math courses at Saint Paul College through the integration of MyMathLab into lecture and learning activities. We will discuss the importance of students' working and engaging with the online tools and resources available in MyMathLab in both an independent and collaborative manner and how this tool can maximize student learning potentials.

Building Bridges to Adult Career Pathways – The FastTRAC Way**Phalen Suite**

*Judy Mortrude - Minnesota Department of Employment and Economic Development;
Muriel Kruggel - Hennepin Technical College; and Kathleen O'Neill - Osseo Adult Basic Education*

Minnesota FastTRAC is an adult career pathway initiative that partners across Minnesota State Colleges and Universities, Minnesota Department of Education - Adult Basic Education, Minnesota Department of Human Services, Workforce Development and community-based organizations to make systemic changes that improve outcomes for low-wage, educationally underprepared adults seeking career pathway education and career pathway employment. Part of the Joyce Foundation Shifting Gears Initiative, FastTRAC builds adult career pathways along an educational continuum, from foundational preparation to stackable credentials. FastTRAC includes bridge and integrated courses. In the integrated model, adult basic education and MnSCU instructors work together to create better results for students. Join us to hear from state and local practitioners about the challenges and opportunities presented by adult career pathway work.

Riverland Community College Readiness Program – Pulling the Puzzle Pieces Together**Conf. Room 3306****System office**

Maryann Bush, Melissa Siebke, Jan Waller and Tricia Whalen - Riverland Community College

We will discuss Riverland's commitment to building a more formal and substantial college-readiness program that offers students a structure that optimizes their success. The program pledges to make students feel welcome and to encourage pursuit of their goals. The guiding principles focus on completion of students' goals by fostering early success; retention; and coordinating and integrating services and initiatives to better leverage resources – both time and money. The measurable teaching and learning outcomes will be access for underprepared students; students' progression; students' retention; and students' completion.

ALEKS® (Assessment and LEarning in Knowledge Spaces)**Conf. Room 3304****System office**

Mark Ahrens - Normandale Community College; Adam Krenelka and Jenni Swenson - Anoka-Ramsey Community College; Chuck Paulson and Scott Storla – Minneapolis Community & Technical College

Over the last few years, Anoka-Ramsey Community College, Rochester Community and Technical College, Minneapolis Community and Technical College and Normandale Community College have incorporated ALEKS® (Assessment and LEarning in Knowledge Spaces) software into their developmental education courses. ALEKS® uses a unique system of initial and on-going automatic assessment that both reinforces concepts and facilitates a simple process by which faculty can create a mastery-based, modularized curriculum. ALEKS® also provides a learner analytic - dashboard that displays progress variables at the student, class section and course level. Join us for a discussion of what is working, potential improvements, and best practices for implementing ALEKS® at your institution.

Developmental English Redesign at Fond du Lac Tribal and Community College, 2009 – Present**Mears Suite***Anna Fellego - Fond du Lac Tribal and Community College*

In 2008, the English department at Fond du Lac Tribal and Community renamed and split its one developmental English course into two separate eight-week courses, with placement based on ACCUPLACER scores of 0-65 and 66-85. This change of focus coupled with an accelerated timeframe has yielded a 13 - 14 percent increase in students completing developmental English with a grade of A-C; reduced F, FN, and I grades by 8-10 percent; and reduced withdrawals by 6 – 10 percent. This is a relatively simple promising practice to implement.

Tutors Linked to Classes (TLC) at Century College**Ballroom A***Andrea Rystrom, Keith Hagen and Jackie Reichter - Century College*

The Tutors Linked to Classes (TLC) Program at Century College gives a new twist to the popular Supplemental Instruction Model known in higher education for increasing student retention and success. Century has adapted the SI model to take into account the extremely busy lives of students and the fact that many of the students, who need tutoring help most, do not seek tutoring outside of the classroom. The TLC Program brings the peer tutor to the student while they are in class. TLC Leaders also meet with students for group study sessions and individual tutoring outside of the class, but the greatest impact has been in the classroom.

Cooperative Learning Models for Developmental Learners**Rice Suite***John Heinrichs, Amy Freitag and Ben Druskin - Minneapolis Community and Technical College*

A number of collaborative learning models are reported to increase student persistence towards graduation. The Minneapolis Community and Technical College Learning Center has reviewed the national models and implemented a mix of programs with developmental learners. Staff from the Learning Center will describe how their peer-learning models - Supplemental Instruction, Tutors Linked to Courses, College Ready Academy - have benefited students enrolled in developmental courses.

Using Strengths to Enhance Competencies among Developmental Writers**Ballroom B***Elena Favela, Diana Ostrander and Steve Jakska - Anoka Technical College*

Students can lead more successful and self-directed lives, empowered with the knowledge of their talents and how to apply them. Since fall 2010, Anoka Technical College has been developing strategies to create a culture of learning based on this belief, through the use of Gallup StrengthsQuest tools and resources, and the mentorship of Mark Pogue, a consultant with the Gallup Organization. We will talk about the activities and initiatives taking place around Strengths at Anoka Technical College, and their impact throughout campus and in particular on developmental writing students. We will provide specific examples of how StrengthsQuest is being implemented in developmental curriculum and via the services of our new Student Success Center.

NOTE: Program participants will each receive a free StrengthsQuest code, donated by the Gallup Organization, and a customized report that lists your top-five talent themes, along with action items for development and suggestions about using your talents to achieve academic, career, and personal success.

Redesigning Developmental Math at Itasca Community College**Conf. Room 3304***Barbara McDonald - Itasca Community College***System office**

Itasca Community College will present two emerging promising practice models for developmental math: STEM Learning Community Model and Block Scheduling Model. Presenters will discuss why the models evolved and how data was used to drive change and improvements.

Accelerating Developmental Math in Rochester**Conf. Room 3306***Sarah Endel, Daniel Froelich and David Atwood - Rochester Community and Technical College***System office**

Since 2010, Rochester Community and Technical College has offered a pilot course that allows the option to accelerate through pre-algebra, beginning algebra, and intermediate algebra. The student outcomes for this course along with some of the pros and cons of such an offering will be discussed in this presentation.

Continuum of Service: Multi-Lingual Learners**Phalen Suite***Julie Condon - St. Cloud State University; Patrick Dunham - St. Cloud Technical and Community College; Matthew Zook - ISD 742 Adult Basic Education; and Margaret Patridge- ISD 742 Adult Basic Education*

Members of the St. Cloud metro region's English Language Learners teaching community will address the continuum of need of English language learners in St. Cloud and how they coordinate referral and share information among their programs and others.

INDIVIDUAL CAMPUS TEAM TIME**February 15****4:00 p.m.**

Campus leaders will use this opportunity to facilitate a conversation with their team members framed on the prompting questions from the *MnSCU Individual Campus Team Activity for Promoting Conversations to Promote Scaling of Promising Practices at the Developmental Education and Student Success Conference* document. Each campus is asked to choose a team facilitator, recorder, and speaker to capture the essence of your discussion in writing and to prepare for campus presentation time between 1:45-3:00 on February 16 during the small group inter-campus time.

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Using NSSE & CCSSE to Improve Success for All Students**Phalen Suite***Jillian Kinzie - Center for Post-Secondary Research, Indiana University*

Student engagement in educationally purposeful activities improves learning and success for all students. This is particularly true for historically underrepresented students in higher education. How might institutions use their National Survey of Student Engagement and Community College Survey of Student Engagement (NSSE and CCSSE) results to shed light on students' access to and experiences in high-impact practices and other vital aspects of undergraduate education, and then use what they learn to support all students?

Expanding Academic Support Services**Mears Suite***Joe Crowe and Matthew Thrasher - North Hennepin Community College*

The presentation will focus on Supporting/Supplemental Instruction and online tutoring at North Hennepin Community College. We will share some of the strategies being used by North Hennepin's tutoring programs to promote student success and engagement in the classroom, including the use of peer tutors in the classroom, online tutoring via Smarthinking, and an initiative with the MnSCU tutoring workgroup to develop a curriculum to train peer tutors to work with students in an online setting.

Are You Engaged?**Ballroom A***Jodi Bantley, Evelyn Rolloff and Victor B. Cole - Metropolitan State University*

National studies indicate that community-engaged learning strategies are a promising best practice for student retention and success. Metropolitan State University's model, the Circle of Engagement, is used as a campus-wide framework to deepen multiple approaches to engaged learning. The nationally recognized Center for Community-Based Learning will lead this interactive workshop, inviting participants to begin to inventory active learning strategies on their own campus and visualize ways to more fully develop those opportunities for students' success.

Undergraduate Research**Ballroom B***Jay Brown - Southwest Minnesota State University*

Professor Jay Brown has fostered an undergraduate chemistry research group at Southwest Minnesota State University since August, 1997. The group has published results in peer-reviewed chemistry journals. The students have presented their work at poster sessions held during spring national meetings of the American Chemical Society. This presentation outlines the development of the group, mentoring model, student retention and learning statistics, undergraduate research grants, challenges to overcome, and how to connect these activities to the five criteria outlined in Article 22 of the IFO Master Agreement with MnSCU.

Century College—Bridge to Success**Rice Suite***Ron Anderson and Kathy Matel - Century College*

The Century College Bridge to Success Program represents a comprehensive approach to serving developmental students. Built upon national promising practices, these student success initiatives draw on proven practices emerging from *Achieving the Dream*. Major components are the New Student Seminar, faculty advising, tutors-linked-to-classes, Read Right, and learning communities. A cornerstone of our efforts is the intentional focus on identifying achievement gaps among student groups and creating interventions aimed at eliminating those gaps. This places equity at the heart of our student success efforts.

Center for College Readiness**Mears Suite***Paul Drange, Paul Carney, Jill Abbott and Kathy Brock - Minnesota State Community & Technical College*

The Center for College Readiness (CCR) provides services that connect underrepresented and under-prepared students, their teachers and college faculty members to promote college readiness by establishing and cultivating a support structure and programming for skills development in reading, writing, and math. Specific programs under the CCR umbrella include Ready or Not Writing, Step Write Up, Ready or Not Reading, and Ready or Not Math.

Session participants will gain a detailed understanding of the Ready or Not Writing, Step Write Up, and Ready or Not Reading programs and will learn how the CCR is collaborating with several MnSCU colleges to deliver these programs to MN high schools. Participants will discuss the possibilities for collaboration with their institutions and their partner high schools. Participants will also have an opportunity to provide input regarding the beginning stages of a project that will involve using the CCR programs to increase the success of college students enrolled in developmental coursework.

Itasca FastTRAC*Janeen Kleffman - Itasca Community College***Conf. Room 3304**
System office

The presentation features the FastTRAC program at Itasca Community College called START (Student Transition and Academic Readiness Track). The presentation will include a mix of video clips of student testimonials and a description of program design, with time for questions and answers. The presentation takes a look at students over a three-year period. The START program targets people in poverty, 25-years-old and older, unemployed, with little or no college education.

Math Centers Building Success at St. Cloud State University**Ballroom B***Stacy Martig and Stephanie Houdek - St. Cloud State University*

The Mathematical Skills Center (MSC) serves as a bridge for under-prepared students as they ready to enter into regular university mathematics courses. The MSC is committed to providing an environment that will foster the learning of mathematics through a comprehensive and coordinated program of assessment, instruction, support, and referral services.

Globalize your Classroom through Service Learning Locally and Abroad**Ballroom A***Lori Halverson-Wente - Rochester Community and Technical College*

Learn how to globalize your classroom by incorporating local and international service-learning projects into your class. This session will provide you with online resources, curricular ideas, assessment tools, and international contacts to help you globalize your classroom. Using RCTC's internationally and nationally award-winning Cambodia Service Learning Trip as a model, you will learn how to incorporate service learning into your online, traditional and study abroad courses.

Developing Student Success Strategies: Undergraduate Research**Rice Suite***Craig Longtine - North Hennepin Community College*

Undergraduate research is associated with a wide range of positive benefits for students. Many studies have summarized the critical role undergraduate research plays in advancing student learning and students' pursuit of advanced education, increasing retention and likelihood of earning a degree, and specifically in retaining students in fields in which they are historically underrepresented. It is as much a matter of effective teaching and learning as it is a matter of research and scholarship. When students at two-year colleges do not have opportunities for research early in their academic careers, they miss out on these well-established benefits. Nationally, two-year colleges are engaged in undergraduate research using a wide variety of models, which will be the focus of the presentation.

Building a Culture of Integrative Learning: How a Learning Community Program Can Successfully Embed Institutional Goals**Phalen Suite***Lisa DuRose, Laura Funke, Woubejig Shiferaw - Inver Hills Community College*

Since re-starting its learning community program in 2005, Inver Hills Community College has implemented successful and innovative strategies for enhancing the various learning needs of its students, from ESL and developmental learners to adult and career-path students. We will discuss how the program: effectively prepares developmental and multilingual learners by integrating college-level content courses with developmental reading and writing courses and how it lays the foundation for multidisciplinary knowledge. We will also describe our monthly professional development workshops and on-going discussions of integrative learning.

INDIVIDUAL CAMPUS TEAM TIME**February 16****12:30 p.m.**

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Facilitator - Denise Roseland (McCormick Room/System office)

- Anoka Technical College
- Dakota County Technical College
- Hennepin Technical College

Facilitator - Ginny Karbowski (Mears Suite)

- MN State College-SE Technical
- Northwest Technical College
- Pine Technical College

Facilitator - Debra Hsu (Ballroom A)

- Vermilion Community College
- Rainy River Community College
- Fond du Lac Tribal & Community College
- Hibbing Community College
- Itasca Community College
- Central Lakes College
- Lake Superior College

Facilitator - Eva Scates-Winston (Rice Suite)

- Anoka-Ramsey Community College
- Inver Hills Community College
- Normandale Community College
- North Hennepin Community College

Facilitator - Karen Hynick (Conf. Room 3304/System office)

- Minnesota State University Moorhead
- Minnesota State University, Mankato
- St. Cloud State University

Facilitator - JoAnn Simser (Ballroom B)

- Alexandria Technical & Community College
- Mesabi Range Community & Technical College
- Northland Community & Technical College
- Ridgewater College

Facilitator - Louise DiCesare (Phalen Suite)

- Riverland Community College
- MN West Community & Technical College
- MN State Community & Technical College
- St. Cloud Technical & Community College

Facilitator - Jaime Simonsen (World Trade Room/System office)

- Minneapolis Community & Technical College
- Saint Paul College
- Century College
- Rochester Community and Technical College
- South Central College

Facilitator - Lynda Milne (Conf. Room 3306/System office)

- Metropolitan State University
- Bemidji State University
- Southwest Minnesota State University
- Winona State University

Special Thanks

Karen Hynick

System Director for College Transitions, for the vision and development of this conference program;

Tim Price

Deputy to the Vice Chancellor for Academic and Student Affairs, for the behind-the-scenes coordination to make this event possible;

Anne Stowell

Administrative Assistant for Academic and Student Affairs, for her time, effort and overall administrative support to all of the conference organizers and participants;

And the many others whose energy, dedication, and quiet efforts made this event possible.