

**FACULTY RESOURCE NETWORK**  
**“DEFINING AND PROMOTING STUDENT SUCCESS”**

*Friday, November 21, 2008*

<b>Time</b>	<b>Event/Location</b>
7:30 a.m.	<b>Registration</b> Second Floor Foyer, Hilton Financial District
8:15-9:45 a.m.	<b>Special Committee on Best Practices of Mentoring</b> Hilton Financial District
9:45-10:45 a.m.	Breakout Sessions 1-3

**1. A First-Year Electronic Portfolio Curriculum:  
Student Learning and Institutional Measures**

Terry Bozeman, Spelman College  
Zandra Jordan, Spelman College  
Anne B. Warner, Spelman College

For more than 14 years Spelman College has administered a writing-across-the-curriculum portfolio assessment required for all first-year students. This session examines Spelman’s five-year transition from hard-copy to electronic portfolio assessment in the Chalk and Wire tool, ePortfolio2. This process creates tension between the focus on student learning and the effort to measure and report outcomes, a tension explored through an examination of institutional decision-making and stakeholders’ responses.

**2. Promoting Student Success Through Experiential Learning**

Ann Henderson, Southern A & M College  
Michael Rodriguez, Richard Stockton College of N.J.  
Marilyn Schaffer, University of Hartford  
Rebecca White, Marymount Manhattan College

This panel will present three compelling strategies for broadening and strengthening students’ capabilities and providing the opportunities they need to build meaningful lives and successful careers. The panel will include short presentations and a discussion on the following themes: Service Learning: Failing is Not an Option, Through the Prism of Portfolios: How Internships Shape the Educational and Career Aspirations of Students, and Using Technology to Prepare Students to Find Their Place in the Global Community.

### **3. Defining and Promoting Student Success Through the Dillard University Building Engagement and Attainment for Minority Students (BEAMS) Project**

Toya Barnes-Teamer, Dillard University  
Kevin Bastian, Dillard University  
Henrietta Harris, Dillard University  
Danneal Jones, Dillard University

As Dillard University continues to develop and refine its strategic plan under its new president, student success seems to be its underlying theme. To support the president's commitment to this critical issue, she has recently created a new Division of Student Success. The main responsibility of this Division is assessing and developing strategic initiatives for recruitment, retention, and completion (graduation) of its student body. With these goals in mind, the university BEAMS team has focused on a student integration model for success. Please join the team in discussing the opportunities and challenges to this type of model where student success becomes everybody's business.

**11:00 a.m.-12:00 p.m.**

#### **Breakout Sessions 4-7**

### **4. Multicultural Educational Issues: Research Focus on Theories, Models, and Strategies Involving Student Learning, Adjustment, and Success**

Luz O. Moreno, University of San Francisco  
Betty Taylor, University of San Francisco  
Roderick Waters, University of San Francisco  
Gregory V. Wolcott, University of San Francisco

The session focuses on some of the current research related to maximizing opportunity for student success in education. The presentations will address student learning and emotional development, student persistence and participation, student retention and violence prevention strategies and models that support student success, and progress in education, with particular emphasis on multicultural programs.

### **5. Competing for Excellence: Student Success Redefined**

Patricia M. Carey, New York University  
Carolyn Golden, Huston-Tillotson University  
Thai-Duong Tran, Huston-Tillotson University

Our capacity for reinventing ourselves, and our capacity for changing scripts (Berger 1966) suggest that we can also redefine student success. How do we assist "under-prepared" students in realizing their potential and reaching their personal goals? We discuss strategies, tools, and resources for admitting

and cultivating students who do not meet the standardized indices for success (e.g. SATs, GPA), but nonetheless succeed.

## **6. Critical Thinking and Active Learning: Keys to Student Retention and Success**

Andrea Montgomery, Tougaloo College  
Lori Murphy, Westchester Community College  
Marybeth Ruscica, St. John's University

With accountability now demanded from K-16, higher education faculty and administrators have responded by focusing on tools to achieve student retention and success. Research has found critical thinking through active learning to be an effective tool. This presentation will offer conceptual models for teaching using critical thinking, active learning demonstrations of teaching with critical thinking strategies, and data on retention and success rates using this method.

## **7. A Behavioral Approach to Student Learning: Assessment and Policies**

Maribel Huertas, University of Puerto Rico, Rio Piedras  
Beatriz Rivera, University of Puerto Rico, Rio Piedras  
Audrey Wolfson Latourette, Richard Stockton College of N.J.

This session will focus on student behavior and learning, and how the accreditation process and school's policies promote each attribute through program content and organizational governance. The session will also provide an overview of college and university policies regarding plagiarism, exploring plagiarism's historical and contemporary definition, along with interpretation, contrasts, repercussions and recommendations for policy formation.

1:00 p.m.

**Buses leave Hilton Financial District, depart for the University of San Francisco**

2:00-3:00 p.m.

**Welcome:**

Xavier Hall, University of San Francisco

Debra M. Szybinski, Executive Director, Faculty Resource Network  
Stephen A. Privett, S.J., President, University of San Francisco

**Keynote Address:** *The Classroom: The Foundation for Student Success*

**Speaker:** George Kuh  
Indiana University

3:15-4:15 p.m.

## **Breakout Sessions 8-12**

### **8. Working with the 'Whole' Student: Mentoring, Counseling the First Year Student, Teaching with Tools from Youth Culture**

Jeania Adams, Bergen Community College  
Donald Mitchell, Minnesota State University  
Sherrise Truesdale, Minnesota State University  
Jon A. Yasin, Bergen Community College

For many students of color, the monolithic Eurocentric culture at institutions can serve as a barrier to their educational goals. To assist these students in breaking down such barriers, mentoring, counseling and providing instruction in non-traditional ways to the institution often are vitally important for their academic success. Included in this panel discussion are reflections on the experiences of an African American male student and suggested ways of mentoring, counseling, and teaching students of color.

### **9. Urban Leadership: Service Learning Through an Interdisciplinary HIV/AIDS Course**

James Karagon, Marygrove College  
Donald Rizzo, Marygrove College  
Loretta Woodard, Marygrove College

Responding to increased rates of HIV/AIDS among African Americans, Marygrove College, an 80% African American institution located in Detroit, created an evidence-based interdisciplinary HIV/AIDS course taught by professors from biology, social work, and English. Through service learning, students engage college and high school students, older adults, and church members in small group discussions on lowering HIV/AIDS risks and in the process confront their own bias and prejudices in order to be more inclusive and less judgmental.

### **10. Strategizing for Success: Latina Empowerment and Black and Latino Male Achievement**

Susan Layden, Skidmore College  
Joshua Woodfork, Skidmore College

This presentation describes two initiatives aimed at strategically supporting students of color. Presenters discuss various components of their efforts and provide outcomes for student participants as well as other research findings related to identity, self-efficacy, and mentoring. Advice in building these programs and obstacles encountered are noted.

## **11. Faculty's Role in Student Success: Engagement in and outside of the Classroom**

Sylvia Carey-Butler, UNCF Institute for Capacity Building  
Clarissa Myrick-Harris, UNCF Institute for Capacity Building

The presenters will use data from the recent UNCF Enrollment Management Program's Comprehensive Assessment of Enrollment Management Practices as Private HBCUs and the UNCF Curriculum and Faculty Engagement Study to contextualize faculty engagement in student achievement and success. The challenges that have prohibited the institutionalization of faculty involvement in student retention will be addressed, including limited financial resources to conduct research with students, heavy course loads, and the absence of buy-in from institutional leadership. Examples from UNCF member institutions will be provided.

## **12. Critical Inquiry: A Comprehensive Strategy for Student Success**

Martha J. Bell, Brooklyn College  
Robert J. Kelly, Brooklyn College  
Sharona A. Levy, Brooklyn College

Faced with the problem of assisting educationally and economically disadvantaged students to achieve and flourish in a college with an award-winning core curriculum, Brooklyn College has developed comprehensive and successful strategies. The pedagogy evolved and matured under the auspices of three major U.S. Department of Education FIPSE Grants in which approximately forty colleges and universities ultimately participated, adapting aspects of the program on their campuses.

**4:30 p.m.-5:30 p.m.**

## **Breakout Sessions 13-17**

### **13. Defining Success: Students' Goals and Expectations of College**

Sonia V. Gonsalves, Richard Stockton College of N.J.  
Tim Haresign, Richard Stockton College of N.J.  
Ramya Vijaya, Richard Stockton College of N.J.

Presenters will describe and set in context self-report data from a one-year study of freshmen attitudes and opinions. They will offer explanations for the gradual but significant changes in the attitudes that the data show, and will present some interesting correlates with freshmen expectations of success and of failure in college.

#### **14. Crossing Borders and Discovering Home: Using Border Pedagogy Praxis to Cultivate Student Success**

Mary Grace Almandrez, University of San Francisco  
Evelyn Rodriguez, University of San Francisco  
Stephanie D. Sears, University of San Francisco

Drawing upon the Esther Madriz Living-Learning Community at the University of San Francisco, this panel illustrates the use of border pedagogy as a means for teaching social justice and cultivating student success. Through innovative classroom approaches and collaborative relationships between instructors, programs and departments, co-educators incorporate the theme of “Crossing Borders, Discovering Home” into the curricula, co-curricula, and living-learning experiences of the EMDS program. Panelists will share insights on border pedagogy, curriculum development, experiential education, transborder experiences, and residential learning.

#### **15. An Equation for Renewed Focus on Those Who Teach**

Rosemary Carroll Farley, Manhattan College  
Corine Fitzpatrick, Manhattan College  
Patrice Tiffany, Manhattan College

The most compelling approach to student success is through a renewed focus on those who teach and those who think they want to teach; our presentation will describe two programs developed at Manhattan College through collaborations with K-12 schools that share this focus. The first is a group of mathematics workshops that focus on how the teacher’s depth of mathematical understanding affects pedagogy, how technology affects the student’s depth of mathematical understanding and how each of the three is intrinsically connected to the other two. The second is an outreach program that serves a 6-12 school in providing mathematics tutoring while also exposing college students to working in inner city schools with the hope that they might become interested in teaching mathematics or science.

#### **16. Using Technology to Promote Student Success**

Terri Hall, Mount Saint Mary College  
Ludmila Smirnova, Mount Saint Mary College  
Mary Ann Trail, Richard Stockton College of N.J.

Electronics are embedded in today’s techno-savvy students’ way of life. The presenters will share the experience of reaching students in ways students will identify with. In two presentations, they will discuss a focused and aggressive approach to develop the information literacy skills of students enrolled in distributed education classes using the Wimba Live Classroom,

an interactive learning environment, and a productive use of the new Web 2.0 environments (included but not limited to Moodle, Elluminate, WiZiQ, wiki, blogging, etc.), where interaction, participation, and collaboration is the norm.

### **17. Title V and Improvement in Student Learning**

Freda McClean, Borough of Manhattan Community College  
Nidia Pulles-Linares, Borough of Manhattan Community College  
Erwin J. Wong, Borough of Manhattan Community College

The presentation will showcase how a Title V grant has supported BMCC in the inception, development and implementation of a comprehensive liberal arts advising program aimed at improving student retention for a diverse urban population. We will share with the audience our program's dynamic initiatives for the training of faculty advisors and mentors across the liberal arts in the developmental advising model and the strategies that are being used to encourage and connect advising and teaching on campus. Best practices and innovative ideas on how to build on the relationships between and among faculty advisors, mentors, and students will also be shared. Time will be allowed at the end of the session for questions, answers, and sharing of best practices at other institutions.

**5:30 – 6:30 p.m.**

**Reception:**

Commons Court, Fromm Hall, University of San Francisco

**6:30 p.m.**

**Buses leave University of San Francisco, depart for Hilton Financial District Hotel**

### **“DEFINING AND PROMOTING STUDENT SUCCESS”**

*Saturday, November 21, 2008*

**Time**

**Event/Location**

**8:00 a.m.**

**Buses leave Hilton Financial District for University of San Francisco**

**9:00-9:45 a.m.**

**Keynote Address:** *“Moving From Scientific Research to Education Research: What are the Questions? How Do We Answer Them? What Have We Learned?”*

**Speaker:** Diane Ebert-May  
Michigan State University

10:00-11:00 a.m.

## **Breakout Sessions 18-22**

### **18. Service Learning and the Freshman Seminar: Diversity and Cultural Awareness**

Michael Fassiotto, Chaminade University  
Richard Kido, Chaminade University  
Candice Sakuda, Chaminade University  
Wayne Tanna, Chaminade University

Numerous studies have demonstrated how service learning increases retention, provides for a better quality education, increases the relevancy of education to students, teaches positive values, leadership, citizenship and personal responsibility. Service learning in the freshman seminar course (CUH100) at Chaminade University has been used to increase our students' awareness of diversity as well as forging a stronger connection to peers, instructors and the community. The session will also show how the design and implementation of the course is enhanced through the working partnerships between and among faculty, academic administrators, student personnel administrators, and community organizations.

### **19. Tools for Enhancing Racial and Ethnic Sensitivity in Teacher Education Programs**

Brian Collins, New York University  
Kadidja Diallo, New York University  
Frank Pignatosi, New York University

A PowerPoint presentation will introduce the philosophical framework of the workshop, where we will also describe the educational community of the students, and share samples of student responses and data of workshop evaluations. We will provide survey instruments and questions and engage in an interactive discussion regarding the relevance of the data. There will be a short question and answer period at the conclusion of this presentation.

### **20. Cross-Institution Partnering for Student Success**

Michael Ennis-McMillan, Skidmore College  
Raisa Williams, Haverford College

If we take responsibility for student learning seriously, then we must work to collaborate across student and academic affairs. The view that student success is a shared responsibility is neither new nor revolutionary; however, it is a goal that many institutions have struggled to realize. At both Skidmore College and Haverford College, the attention to shared responsibility for student success has led to some innovative approaches to student advising and support: for all students, and perhaps even more

significantly, for those students our institutions deem to be at greater risk for failure. This panel presentation will provide symposium attendees with a detailed case study of each institution's collaboration in student and academic affairs, outcomes of this collaboration, and advising tools that can easily be adopted and/or tailored for use at other institutions. Additionally, attendees will also learn how a collaborative relationship across peer institutions can also help support student learning.

### **21. Visual Learning in Science Education: Strategies for Promoting Engagement and Understanding**

Trace Jordan, New York University  
Lynn Petrullo, College of New Rochelle

Visual learning is a central component of science education. The presenters will illustrate two different strategies that utilize visual representations to engage students in active learning and promote their understanding of scientific ideas. The first presentation will describe how students can produce their own animations using PowerPoint as a method to develop meaningful learning of biology concepts. The second presentation will examine the challenge of visualizing molecular structures in three dimensions and show how different teaching methods can be used to help students enhance their visualization skills.

### **22. Enhancing Student Achievement and Persistence through a Culture of Assessment that Emphasizes Student Engagement**

Phyllis Worthy Dawkins, Johnson C. Smith University  
Eugene Hermitte, Johnson C. Smith University  
Frank Parker, Johnson C. Smith University  
Debra Terrell, Johnson C. Smith University

This panel will discuss the process of coordinating institutional assessment to systematically transform teaching and learning, the role of technology in supporting a culture of assessment, and the importance of linking assessment with student engagement to enhance performance.

**11:15 a.m.-12:15 p.m.**

### **Breakout Sessions 23-27**

### **23. Inside the Pressure Cooker: First-Year Composition and Student Success**

Tom Henthorne, Pace University  
Elisabeth Piedmont-Marton, Southwestern University  
Dean Rader, University of San Francisco  
Jonathan Silverman, University of Massachusetts, Lowell

In this roundtable, former and current composition teachers and administrators discuss some of the concerns students and teachers of first-year composition face, as well as some of the possible remedies. They will address the broader questions dealing with development of skills that help to negotiate university life. They will also discuss some of their own strategies for ensuring success in writing classes.

#### **24. Two Summer Study Results: Defining Academic Success, Seeking Factors for Student Success, and Promoting African American Students' Academic Success**

Nan Li, Claflin University  
George Miller, Claflin University

Faculty members, administrators, parents and students have attempted to define and promote student success. The academic achievement of minority students has become a special area of national concern. This presentation discusses the promotion of success among African American students and provides teaching strategies for educators to work effectively with these students.

#### **25. Using Appreciative Advising to Reach Students in Academic Jeopardy**

Linette Fox, Johnson C. Smith University  
Stacey Sandeford-Lyons, Johnson C. Smith University

During the Spring 2008 semester, the coordinators of AES 111 (Academic Enhancement Seminar) used appreciative advising and active learning to maintain student engagement and course attendance. The presenters will share course outcomes and will also facilitate audience discussion on assisting students who are on academic probation.

#### **26. Using a Course Portfolio to Measure and Improve Student Learning**

Drew Chastain, Xavier University of Louisiana  
Paul Schafer, Xavier University of Louisiana

In this breakout session, we will present the course portfolio as an effective tool for improving student learning, provide attendees with a taste of the course portfolio workshop process, and invite discussion of the prospect of "measuring" student learning.

#### **27. Intentional Initiatives Designed for Student Success**

Allison A. Jerome, Chaminade University  
Curtis Washburn, Chaminade University

Chaminade University has developed initiatives to improve the academic and social engagement of our first-year students. The collaboration between Academic Affairs and Student Affairs has resulted in specific new offerings, such as the Summer Bridge Program, CUH 100: The First-Year Experience course, and the Day Undergraduate Steering Committee. This session will share our findings from the last seven years of development.

**12:30-1:30 p.m.**

**Plenary Panel:** *Diverse Perspectives on Student Success*

**Moderator:** Patrick Love, Dean of Student Success, Pace University

**Panelists:** Margarita Benitez, The Education Trust  
Marilee Bresciani, San Diego State University  
Bettye Parker Smith, Dillard University

**1:45-2:45 p.m.**

**Closing Reception**

**2:45 p.m.**

**Buses will depart for Hilton San Francisco Financial District Hotel**

\*\* A detailed program will be provided to you upon checking in with a Faculty Resource Network staff member.