Massachusetts Community College
Teaching, Learning & Student Development Conference

Education for All

April 7, 2017
Massasoit Community College
Brockton, Massachusetts
Dr. Marc Lamont Hill is one of the leading intellectual voices in the country.

He is currently the host of BET News and a political contributor for CNN. He is the former host of the nationally syndicated television show Our World With Black Enterprise and the inaugural host of Huff Post Live, as well as a former political contributor to Fox News Channel. An award-winning journalist, Dr. Hill has received numerous prestigious awards from the National Association of Black Journalists, GLAAD, and the International Academy of Digital Arts and Sciences.

Dr. Hill is Distinguished Professor of African American Studies at Morehouse College. Prior to that, he held positions at Columbia University and Temple University.

Since his days as a youth in Philadelphia, Dr. Hill has been a social justice activist and organizer. He is a founding board member of My5th, a non-profit organization devoted to educating youth about their legal rights and responsibilities. He is also a board member and organizer of the Philadelphia Student Union. Dr. Hill also works closely with the ACLU Drug Reform Project, focusing on drug informant policy. Over the past few years, he has actively worked on campaigns to end the death penalty and to release numerous political prisoners.

In 2011, Ebony Magazine named him one of America’s 100 most influential Black leaders.

Dr. Hill is the author or co-author of four books: the award-winning *Beats, Rhymes, and Classroom Life: Hip-Hop Pedagogy and the Politics of Identity; The Classroom and the Cell: Conversations on Black life in America; Nobody: America’s War on Its Vulnerable from Ferguson to Baltimore and Beyond* (July 2016); and *Gentrifier* (June 2016). He has also published two edited books: *Media, Learning, and Sites of Possibility; and Schooling Hip-Hop: New Directions in Hip-Hop Based Education*.

Trained as an anthropologist of education, Dr. Hill holds a Ph.D. (with distinction) from the University of Pennsylvania. His research focuses on the intersections between culture, politics, and education.
Teaching, Learning & Student Development Conference Agenda

April 7, 2017

7:30 – 8:30 a.m. Registration
Field House Lobby

8:45 – 9:00 a.m. Welcome Remarks and Introduction of Keynote Speaker
Fine Arts Building - Large Theater

9:00 – 10:00 a.m. Keynote Speaker, Marc Lamont Hill, Ph.D.
Fine Arts Building - Large Theater

10:15 – 11:00 a.m. Morning Breakout Sessions I
Buildings LA, B and T

11:15 a.m. – 12:00 p.m. Morning Breakout Sessions II
Buildings LA, B and T

12:15 – 1:15 p.m. Lunch
Field House Gymnasium

1:30 – 2:15 p.m. Afternoon Breakout Sessions
Buildings LA and T

Breakouts will be held in our Liberal Arts (LA), Business (B), and Technology (T) buildings. A map of the campus can be found on page 20.

Select Massasoit Visitors for WiFi access.
Open any browser and enter an email address to connect.
Morning Breakout Sessions I  
10:15 - 11:00 a.m.  

Using Electronic Whiteboards and the “Smart” Classroom  
T551  
Doug Wilkins  
Professor of CIS  
Greenfield Community College  
This workshop will examine uses for an Interactive Electronic Whiteboard (IEW) in a variety of disciplines to improve learning. Included will be use of Smart Notebook, PowerPoint and Word with an IEW; and other topics. Participants should bring a USB Flash drive for a video of the workshop at the end.

New Student Orientation at a Two-Year Institution - A Proactive Approach  
B222  
Debra Cohen  
Dean of Academic Advising  
Bristol Community College  
In this session, you will learn how Bristol Community College transitioned from an orientation model designed under student affairs to a model overseen by academic affairs. With this more traditional approach and academic viewpoint, administration found a more efficient and effective approach by tying in registration and increasing enrollment. The cumulative results from the change in model showed an overall increase in attendance to the Orientations.

Universal Design & ADA Compliance: How they Make a Positive Difference for ALL Learners  
B223  
Chris Daniele  
Coordinator of Instructional Technology  
MassBay Community College  
No need to be intimidated by buzzwords, incorporating some basic universal design principles and techniques is easier than you may think and will benefit more students than you might think. I’ve got a few tricks and tools that I learned and use, let me share them with you.

Cohort Learning to Promote Student Success  
B224  
Patty Kay  
Assistant Professor of Early Childhood Education  
Berkshire Community College  
Lauren Foss Goodman  
Director of the Center for Teaching and Learning  
Berkshire Community College  
Berkshire Community College is about to launch its first cohort program, a Liberal Arts degree in Early Childhood Education. Students will complete their degree as a group, taking one hybrid course at a time in 7-week modules. Learn about planning and logistics, the adult learning theory that informs cohort course redesign, and how you can implement a cohort program at your institution.
Locating Safe Spaces for Food Insecure Female Community College Students  
B225  
Shelley Errington Nicholson  
Director, Center for Civic Learning and Community Engagement  
Mount Wachusett Community College  
This presentation highlights the results of a study exploring how food insecurity is navigated by female community college students and the locating of spaces on campus to disclose food insecurity. The connection between food security, retention and success at community colleges will be discussed in this interactive session.

Using Games in the Classroom  
B326  
Lisa Heller Boragine  
Associate Professor of Communication  
Cape Cod Community College  
Games can build engagement and motivation in the classroom. But when and how should you use them? This workshop considers the pros and cons of gaming and gamification in the classroom and provides you with some potential activities to try on your own.

Helping Students Build Resiliency One Strength at a Time  
LA219  
Louise Hurwitz  
Director of Transition Programs  
Berkshire Community College  
Much of what helps students to be successful is about hard work and determination but success also depends on the student’s ability to be resilient after facing inevitable challenges in their academic life. One of the ways students can build their resiliency is through the discovery of their dominant strengths. In this workshop, participants will learn how to help students discover their dominant strengths and how to use them to overcome academic challenges.

Building and Sustaining Global Education Programs at Community Colleges  
B327  
Katherine DiMarca  
English Full Time Faculty  
Massasoit Community College  
Sara Goke  
English as a Second Language Full Time Faculty  
Massasoit Community College  
An introduction to building and sustaining global education programs, this session shares expertise from colleges with successful global education programs including study abroad and global studies certificate programs. The benefits of global education for community college students in regards to intercultural competence, leadership, and employability will be highlighted.

Scaling up Co-requisite Developmental English Offerings: Sharing the Work Being Done Across the Massachusetts Two-Year College System  
LA217  
Jean-Paul Nadeau  
Professor of English  
Bristol Community College  
This session will involve the sharing and discussion of research gathered relative to the use of co-requisite, developmental English courses across the fifteen Massachusetts two-year college system. Participants are encouraged to share their experiences with this model.
CC-BY 200 Level Microbiology Course for Healthcare Majors

B437
Hemant Chikarmane
Professor
Cape Cod Community College

Margrethe Serres
Adjunct Professor
Cape Cod Community College

We have developed a 200-level microbiology course suitable for students in healthcare programs, including a text and other resources. Supported by a GPSTEM grant, we are reorganizing and updating the material, and providing it under a CC-BY license. This workshop will demonstrate the modules, and how they can be adapted for local use.

MassBay’s STEM Mentor Program: Designing a Professional Mentor Program to Promote Students’ Academic and Career Success

LA221
Valerie Kapilow
Director, STEM Mentor Program
MassBay Community College

Wanda Gleason
Coordinator, STEM Mentor Program
MassBay Community College

In this program, participants will learn about the design and operation of MassBay Community College’s STEM Mentor Program which brings together STEM students and regional STEM employers in one-on-one mentoring relationships and provides substantive, skills-based programs and networking opportunities throughout the year.

STARS: Active and Collaborative Teaching

B546
Janet Brown-Sederberg, et al.
Professor
Massasoit Community College

“Tell me and I forget, teach me and I may remember, involve me and I learn.” - Benjamin Franklin.

Learn about the Massasoit Community College STARS initiative to increase active and collaborative learning in the classroom.

Undocu-What? Supporting Educational Dreams for Undocumented Students

LA222
Colleen Yee
Academic Advisor/Success Coach
Bunker Hill Community College

Mehegan Murphy
Academic Advisor/Success Coach
Bunker Hill Community College

There are currently between 7,000 and 13,000 undocumented students enrolled in college throughout the United States (Educators for Fair Consideration). This number may seem small but it’s hard to measure how many undocumented students are in college. This session will discuss the national and local landscape related to access to higher education for undocumented students as well as the challenges and barriers associated with success. The presenters will use their personal experience working with undocumented students at Bunker Hill Community College to share techniques that can be used to better support students. Data from student focus groups will also be shared to highlight personal stories, struggles and successes that undocumented students have faced along their journey to achieve their educational dreams.
Massachusetts Community Colleges Go Open OER Showcase and Faculty Panel
LA445
Susan Tashjian
Coordinator of Instructional Technology
Northern Essex Community College
Jody Carson
Assistant Professor of Early Childhood Education
Northern Essex Community College
Northern Essex Community College Faculty
A new statewide community college OER initiative kicked off this year in Massachusetts. Hear from faculty how it improves teaching, learning and collaboration statewide, while saving our students over $1 million dollars next year!

English Acceleration Inside and Out: Transforming the Co-requisite/Acceleration Model within the Department and Out in the Community
LA560
Laura Carty Barrett
Associate Professor of English
Bunker Hill Community College
Lee Santos Silva
Professor and Chair of English Department
Bunker Hill Community College
Lori A. Catallozzi
Dean of Humanities and Learning Communities
Bunker Hill Community College
This workshop explores Bunker Hill Community College’s English acceleration initiatives, including a proven co-requisite model that enables students to complete developmental and college English I in a single semester, and curricular alignment with area high schools and community-based organizations that enables incoming students to avoid developmental coursework and earn early college credits.

How Competency-Based Education Fits into the Higher Education Landscape
LA446
Kim Burns
Dean of Academic Innovations & Interim Dean of Professional Development
Northern Essex Community College
Ada Greenberg
CBE Learning Coach
Northern Essex Community College
Katie Mara
Academic Innovations Coordinator
Northern Essex Community College
Elle Yarborough
Professor of English and Academic Innovations Faculty Fellow
Northern Essex Community College
What is competency-based education and why is it getting so much attention? At the national level, the convergence of a desire to increase the number of Americans with college credentials and the advancement of instructional technologies has resulted in increased interest in providing education that separates learning from the constraints of time and space. Join us to learn of the Northern Essex competency-based education pilot, how this innovation is challenging assumptions and practices and the early outcomes for students and faculty.

Financial Aid and Retention – It’s Not Just About Pell
LA448
Alexis Fishbone
Director of Financial Aid
Northern Essex Community College
This presentation focuses on the successful work of our 3 very different gap/retention scholarship programs as well as our textbook lending library which removes the financial barriers that stand in the way of our lower and middle income socio-economic students completing their degree or certificate. Its success centers on the premise that by melding need and merit these students’ retention and graduation rates will increase.
Teaching Critical Thinking and Writing Through Active-Learning Strategies
T113
Kelly E. Keough
Adjunct Professor, Humanities
MassBay Community College
This workshop will illustrate and provide strategies to teach critical reading, thinking, and writing through hands-on, engaging individual and group activities and assignments. Students develop essential academic and workforce proficiencies as well as developing persuasive writing and video production skills.

Signature Speech: An Online Toolkit for Oral Presentation Assignments
T116
Gaelan Lee Benway
Professor of Sociology
Quinsigamond Community College
Tenisha Mincey
CAPS Advisor
Quinsigamond Community College
Kristie Proctor
Director of Disability Services
Quinsigamond Community College
Ruth Ronan
Coordinator of Instructional Technology & Assessment
Quinsigamond Community College
Members of a cross-functional team demonstrate a backward-designed oral presentation assignment frame, adaptable across courses, fields, and outcomes. They share the accompanying toolkit which includes rubrics, example assignments, and resource collections for faculty and students and explain how they used Blackboard to deliver this content to all faculty and staff.

How to Build Short Sims as Open Educational Resources
B111
Peter Shea
Director, Office of Professional Development
Middlesex Community College
Jim Grenier
Director of Online Education
MassBay Community College
This workshop will demonstrate how to create short sims using the open-source tool Twine. These sims then can be shared in an open educational resource repository.

Starting an Intercollegiate Athletics Program at Your Institution
T220
Derek Viveiros
Director of Athletics
Bristol Community College
If your institution has been giving thought to starting intercollegiate athletics, there are a few steps that you will need to take in order to determine what sports will benefit your students and how to become a member of the NJCAA, MCCAC, and Region XXI.

Financial Literacy through Collaborative Partnerships
T325
Charles Kaminski
Dean for Business, Science, Mathematics & Technology
Berkshire Community College
Mike Carren
Head of Strategic Philanthropy
Guardian Life Insurance
Financial Literacy is imperative for individuals of all ages. Collaborative partnerships within the community can make delivering that a reality. Exploration of where to start, how to proceed and what outcomes to expect.
**Cultivating Competencies through Faculty - Library - Writing Center Partnership**

*T221*

**Erin Harte**  
*Writing Center Coordinator*  
Massasoit Community College

**Erin McCoy**  
*Librarian*  
Massasoit Community College

The work of libraries and writing centers intersect in myriad ways, from instruction and support on plagiarism prevention, to finding, organizing and managing information, to supporting students and faculty with the integrated processes of writing and research. This workshop examines how triangulation of the curriculum and assignment design processes through faculty-library-writing center partnerships can help strengthen students’ competencies in written communication and information literacy and strengthens students’ content competencies. Our workshop uses the LEAP Value Rubrics as a foundation for identifying collaborative opportunities across and up the curriculum. We will also share some easy-to-integrate assignments designed from a collaborative perspective to help introduce threshold concepts and develop the habits and skills necessary for competency in writing and information literacy.

**Saving your Veteran Students Thousands of Dollars**

*T223*

**Bob Mayer**  
*Director of Veteran Services*  
Mount Wachusett Community College

It is all too easy for students using Post-9/11 GI Bill Benefits (Chapter 33) to inadvertently take steps that prove extremely costly. Utilizing training of students and staff as well as a little extra diligence, you can make an enormous financial difference in your veteran students’ academic experience.

**Will You Be My PAL – Integrating Peer Assisted Leaders into the Classroom**

*T222*

**Jane Lerner**  
*Supplemental Instruction Director/Title III Coordinator*  
Springfield Technical Community College

**Rick Greco**  
*Professor*  
Springfield Technical Community College

Working with Peer Assisted Leaders (PAL) within the classroom, faculty can offer academic support and assistance to all interested students. Additionally, PALs are trained to create learning opportunities in peer-led sessions that occur outside of class time. This interactive presentation will illustrate the necessary steps faculty can take to implement a PAL in their classrooms.

**Tiger Paw Turns 1! Successes and Challenges of Implementing an Early Alert System, and Future Goals for Early Alert at RCC**

*T324*

**Francine Rubin**  
*Director of Academic Support*  
Roxbury Community College

The Academic Advising Department at Roxbury Community College began implementing Pharos 360, an early alert system, during the Spring 2016 semester. This session reviews the implementation timeline, some noteworthy successes and challenges the Department faced throughout implementation, and the vision for Early Alert (“Tiger Paw”) at RCC in the future.
Conversations on Differences: Why We Stayed
LA559
Sue Boissoneault  
Dean for Disability Services  
Bristol Community College

Student Panel
The community college is accessible to a most diverse student population. Six students will share how their differences in ability, culture, race, gender, religious background and economic status affected their decisions to remain enrolled and persist in higher education. Students will share their individual experiences and challenges, that for many would have resulted in dropping out, but, instead motivated them to maximize college resources, tap into their personal grit and achieve academic success.

Morning Breakout Sessions II
11:15 a.m. - 12:00 p.m.

Integrating Success: A Transformative Model of Student Support Services
B223
Christian Reifsteck  
Director of Manufacturing Programs  
Mount Wachusett Community College

The Industry Readiness Training at Mount Wachusett Community College is a TAACCCT III, Advanced Manufacturing, Mechatronics, and Quality Consortium program funded by the Department of Labor. Students in this program receive intensive wrap-around services and success skills coursework, resulting in an integrated and highly replicable experience.

Peer Champions in the FYE Classrooms: A High-Impact Model for Student Engagement and Success
B222
Jo Mucci  
Director of First-Year Experience & Student Success  
Middlesex Community College

Benjamin Adoo  
Learning Engagement Specialist  
Middlesex Community College

Marja-Leena Bailey  
ELL Faculty  
Middlesex Community College

Ashli Ree, Lauren Ellis, Lorraine DiBona-Jones, Dianne Traynor and Peter Maskaluk  
FYE Faculty  
Middlesex Community College

Middlesex Community College supports High-Impact Practices, such as peer mentors in the classroom. Studies show that having student leaders assist in the classroom leads to better grades, persistence, retention and overall satisfaction among students and faculty. At MCC the peer mentors in the classroom are known as First-Year Champions. The presenters will demonstrate how Peer Champions are contributing to student engagement and success.
The Stress of Math: Effective Strategies
B225
Annette Guertin
Math Professor
Berkshire Community College
Lisa Mattila
College Counselor
Berkshire Community College

For many adults, taking a math course is daunting. Given this, math anxiety can significantly impair their success. A math professor and college counselor will share their collaborative work and strategies implemented at Berkshire.

Strategies for your Class with a Wide Range of Student Skills and Abilities
B326
Caralyn Zehnder
Professional Development Coordinator
Springfield Technical Community College

Have you ever taught a class that had students who already knew the material sitting next to students who struggled to read the textbook? In this workshop, you will discuss how to best teach a course like this and you will leave this workshop with usable strategies.

Classroom Civility (Trends and Best Practices)
B327
Lisa Coole
Associate Professor, Social Sciences
Massasoit Community College

This interactive workshop is geared towards faculty as a means of sharing effective strategies/best practices in maintaining civility in engaged classrooms. Special attention will be given to the challenges presented in classrooms with diverse student populations and appreciating the various interpretations of what it means to be "civil".

Integrating Virtual Lab Simulations and Mobile Apps into STEM Education
B437
Paul Kasili
Associate Professor
Bunker Hill Community College

This GPSTEM research project focuses on two areas of interest in STEM education; Virtual Lab Simulations (VLabS) and STEM-based mobile apps. Integrating these virtualized tools into the curriculum is one way to enhance STEM education and it provides students with opportunities for inquiry-based science learning outside of the lab.

Development of Reflection and Imagination Skills in Learning
B439
Farideh Oboodiat
Professor
MassBay, Massasoit & Roxbury Community Colleges

Presenter, a psychology faculty, introduces innovative strategies in advancing students’ deep-root learning through escalation of their imagination and reflection skills that are rooted in biopsychology of learning. These strategies should advance students’ skills in encoding; retaining and integrating newly acquired knowledge from different disciplines. Presenter introduces a “study and rewarding system” that helped students to perform fewer mistakes in multiple-choice testing.

The Perspectives of Learning and the Puzzles of Philosophy
B547
Daniel Soucy
Professor
Mount Wachusett Community College

Three interconnected components of philosophy are the clarification of concepts, justification of beliefs, and inquiry into the most general features of the world. Strategies of using visual representations to teach philosophy will be discussed; jigsaw puzzles to clarify worldviews, visual arguments for justification, and works of art to aid inquiry.
The Broader Benefits of Creating an Accessible Digital Campus to Support ALL Learners Toward Graduation, Transfer and Employment

LA219
Melba Acevedo
*Director, Instructional Technology and Online Learning*
Northern Essex Community College

Susan Martin
*Director of Learning Accommodations*
Northern Essex Community College

Lance Hidy
*Professor of Art & Accessible Media Specialist*
Northern Essex Community College

Minh Le
*Media Specialist*
Northern Essex Community College

Ensuring equitable access to NECC’s digital campus has been the goal of the Accessible Media Team at NECC for the past five years. The Accessible Media initiatives tie into NECC’s broader goals of increased retention and academic success. During this presentation, you will learn how working toward accessibility creates a leveled and inclusive learning environment that benefits all students.

Creating Authenticity in Experiential Learning

LA221
Patricia Hutchinson
*Program Coordinator of Hospitality and Recreation Management*
Quinsigamond Community College

Using the Hospitality Management program as a model, participants will work to design authentic experiential learning into their course pedagogy. This pedagogic approach can work in many courses to increase student commitment for his/her own learning and professional development.

Trauma and Academic Resilience: Implications for Understanding the Impact of Trauma on the Learning Brain

LA222
Jeanie Tietjen
*Associate Professor of English*
MassBay Community College

Community colleges know their students have been disproportionately exposed to adverse and potentially traumatic experiences: veterans returning from Iraq and Afghanistan, students and families displaced by political and social upheaval, by natural disasters, by domestic and community violence. What’s more, community college students encounter the challenges and opportunities higher education offers with fewer resources, often reflecting generations spent in the grip of systemic poverty. And while community college students represent resilience in many areas, the long-term, post-secondary academic impact of trauma and toxic stress has been largely overlooked. This presentation offers that looking at post-secondary student needs and ambitions through the lens of trauma promotes an understanding of student experiences, and that trauma-informed practices such as those serving K-12 students can be adapted to the postsecondary community. This session explores the neurobiology of trauma and the learning brain; academic and social-emotional impact per the learning environment; K-12 models that offer direction for post-secondary community college; and examples of trauma-informed classroom practices.

Undercover Professor: How Becoming a Student Helped Me Become a Better Teacher

LA445
Michael Cross
*Associate Professor*
Northern Essex Community College

After becoming a tenured professor of chemistry, Mike decided to go undercover as a student at his community college. While earning his Associate Degree in Liberal Arts he learned first-hand the challenges our students face.
Using Social Groups to Foster Community and Success for College Students on the Autism Spectrum

LA446
Anne Shore  
Coordinator of Disability Services  
Quinsigamond Community College

Kristie Proctor  
Director of Disability Services  
Quinsigamond Community College

This presentation provides information on the process of developing and facilitating a social group for students with autism, and how disability services were modified for students with autism. The presenters will discuss the perspectives and practices that contribute to student success, including increased verbal-reciprocity, public speaking and leadership skills.

Non-Intrusive Remote Engineering Instruction Using a Virtual Desktop Infrastructure

LA562
Fredrick Bsharah  
Associate Professor of Engineering  
Cape Cod Community College

Learn how students are able to interactively take engineering courses from remote locations without requiring the students at the remote locations to purchase, install, or maintain the complex software used in many engineering courses. Furthermore, students have 24/7 access to the course software regardless of location (on- or off-campus).

BHCC Cultural Institutes: Student Engagement through Innovative Cultural Sustainable Principles and Practices

LA448
Carlos Maynard  
Assistant Professor of Sociology  
Bunker Hill Community College

LaTasha Cooper-Sarpy  
Associate Professor of Sociology  
Bunker Hill Community College

Mizuho Arai  
Professor of Psychology  
Bunker Hill Community College

Aurora Bautista  
Professor of Anthropology  
Bunker Hill Community College

BHCC has been innovative in the development of various Cultural Institutes - the Museum of African American History, the Asian American Bridging Cultures, and the Latino Student Success Institute in collaboration with key stakeholders - in order to increase student engagement and develop our faculty and staff to aid in student success through teaching and learning. We hope that our strategies and practices will serve as a model for educators to consider or emulate on their campus.

Beyond Structure: A Shared Pedagogy for Student Success within the Accelerated Writing Context

T220
Drew Dunphy, Melissa Winchell and Leigh Bennett  
Professors of English  
Massasoit Community College

While the structure of accelerated writing programs may speed students' progress, effective pedagogy is ultimately essential to accelerated student learning. In this interactive workshop, three professors explore the common pedagogical approaches that have proven effective for their students and facilitate discussion about the challenges of teaching within the accelerated context.
Promote Creative Problem-Solving
By Moving Beyond Case Studies with “Problem Spaces”

B111
Linda M. Grisham
Executive Director of Student Success Initiatives
MassBay Community College

This session compares the academic benefits of Case Study assignments with Problem Case ones where students are given open-ended, real-world challenges to develop analytic and research skills. Students ask and research THEIR OWN QUESTIONS and can access a rich array of resources for the analysis and visualization of data.

Social Justice and the Reflective Practitioner: Dialogues for Deeper Engagement

T113
R. Arlene Vallie
Director of Learning Communities
Bunker Hill Community College

The BHCC Dialogue Series is a program of campus conversations in which an academic lens is applied to contemporary social justice issues impacting our communities and the lives of students, faculty and staff. During this session, participants will engage in one of the exercises from the Dialogue Series and identify opportunities to address these issues in the community college classroom.

Community College Co-Curricular Round Table

LA559
Alex Cotter
Mathematics Department Chair
Massasoit Community College

This session will feature a round table discussion focused on sharing co-curricular activities meant to engage high-achieving students, particularly in departments without their own programs.

Modularized Curriculum

T116
Marina Bograd
Faculty
MassBay Community College
Liz Watson
GPSTEM Project Manager
MassBay Community College

MassBay modularized curriculum within the advanced manufacturing program and found increased enrollment, increased completion rates, and increase in industry involvement.

Establishing a General Education Foundation for Transfer Students in STEM Disciplines

T221
Charles Kaminski
Dean for Business, Science, Mathematics & Technology
Berkshire Community College
Allison Little
Executive Director, STEM
Massachusetts Department of Higher Education

This session will present the work of the Commonwealth’s Exploring STEM Foundations for Transfer Students Committee in developing an alternative General Education curriculum for degree-seeking students in STEM programs intending to transfer to continue their studies.
Building Bridges with Early College – Traversing the Great Divide to Higher Education
T222
Jill Thornton
Dean of Strategic Partnerships
North Shore Community College
This session focuses on lessons learned from the launch of Early College at North Shore Community College. As we have evolved our model, we have developed a systemic program where students can earn up to 30 college credits by the time they graduate from high school – but not without fallout.

Successes and Challenges of a Proactive Advising Model
T223
Jennifer Puniello
Director of Pathways, GPSTEM Project Manager
Bristol Community College
Bette Barbosa
Academic Counselor, Special Programs Coordinator
Bristol Community College
Jade Vieira
Institutional Research, Planning, & Assessment, Staff Associate
Bristol Community College
Want proactive students? Learn how Bristol Community College is engaging General Studies students to stay on academic track, increase retention, and create informed learners.

The Third Dimension of Student Needs
T325
Steven Ozug
Vice President of Students, Preparedness and Compliance
Bristol Community College
This presentation will explore how such factors as food insecurity, finances, work, child care, housing and health issues are increasingly impacting student retention and success. We will also explore innovative strategies being implemented on some campuses that are helping to combat this problem.

Equip, Engage, Empower: An Innovative Approach to Minority Male Mentorship in Higher Education
B546
Jeff Joseph
Director of Minority Mentorship Programs and First Year Experience
Massasoit Community College
This session will examine the development and implementation of Massasoit Community College’s minority male-centered mentorship program, Ubuntu Scholars; highlighting its relationship to the historical and present context of minority male achievement in higher education. Discussion will also include a review of lessons learned and promising practices for building mentorship programs.

Assess Now - Retain Students Later
T324
Patricia Weisberger
Office of Disability Services Learning Specialist
Bristol Community College
In the light of declining student retention, learning specialists and specialized testing proctors share their insight into effective testing formats and the benefits of early, frequent, and accessible assessments.
Afternoon Breakout Sessions
1:30 - 2:15 p.m.

Using Technology to Flip the Composition Classroom
T113
William Berry
Professor of Language and Literature
Cape Cod Community College
Using an LMS (Learning Management System) such as Moodle to flip the classroom, students more effectively take responsibility for their learning and the classroom becomes a more effective place for exploration of ideas and application of course concepts.

Creating Pathways to Student Success Through International Service
T116
Shelley Errington Nicholson
Director, Center for Civic Learning and Community Engagement
Mount Wachusett Community College
Greg Clement
Associate Dean of Students
Mount Wachusett Community College
Engaged learning in the form of international service is an experience rarely offered to community college students. This session will focus on the unique benefits and challenges to implementing an international service program at a community college based on the experience of administrators at Mount Wachusett Community College. Through a case study model, challenges such as funding, liability, transportation and other concerns will be analyzed and discussed. Participants will have the opportunity to explore the possibility of creating an international service program on their own campuses through brainstorming challenges, assets and engaging in creative problem solving.

Melanie: A Case Study
T220
Cheryl Sclar
Academic Counselor
Bristol Community College
The case study will describe in detail the success of one young college student "Melanie." "Melanie" was a young, single mother with very little resources, who attended an alternative high school rather than dropping out of school. After earning her high school diploma she found housing in a new city (Fall River) and applied to Bristol Community College without a solid plan except to keep going in her education.

Mentoring for Success
T221
Kari Dupuis
Program Advisor, Human Services
Berkshire Community College
This presentation will focus on the crucial role of mentoring at community colleges. Participants will learn about the Mentoring for Success offered by the Osher Lifelong Learning Institute (OLLI) program at Berkshire Community College. We will explore what mentoring is, and how to implement a successful mentoring program for community college students.

Using Experiential Education for Increasing Student Engagement and Learning
T222
Kirsten Kortz
K-14 Education Development Director
Northern Essex Community College
This presentation will introduce the ways in which Northern Essex Community College faculty and students, working closely with Quarrybrook Experiential Education Center, have been integrating experiential learning, including field experiences, service learning, and internships for students, and Fellowships for faculty into the college semester to improve engagement.
Supporting Literacy in Accelerated Models of English with Reading Apprenticeship

T325

Trish Schade  
*Professor, Developmental English*  
Northern Essex Community College

Clare Thompson-Ostrander  
*Professor of Developmental English*  
Northern Essex Community College

Aaron Moreno  
*Assoc. Professor of Developmental English*  
Northern Essex Community College

Sara Codair  
*Adjunct Professor, Developmental English, and Writing Tutor*  
Northern Essex Community College

Margaret Glenn  
*Adjunct Professor, Developmental English, and Marketing*  
Northern Essex Community College

Faculty at Northern Essex Community College have successfully leveraged Reading Apprenticeship routines in accelerated models of Developmental English: ALP, the co-requisite model of Writing Fusion and Comp I and Integrated Reading and Writing. The reading strategies support student learning and accelerate students’ literacy in academic reading and writing.

Examining Acceleration and Pathways within Developmental Mathematics: A Faculty-Driven Model for Curricular Reform

T223

Sunny Kang  
*Developmental Mathematics Coordinator*  
Bunker Hill Community College

Bunker Hill Community College revised its developmental math curriculum in 2012 to improve student progression and completion. The reform shortened the sequence from three to two courses for non-STEM majors, created a new sequence for STEM students, and offered acceleration options. Elements critical to the reform include learner-centered teaching, integration of technology, attention to affective outcomes, and adoption of a growth mindset approach.

The research, design, and implementation of the new program directly resulted from strong collaboration between the faculty, staff, and administrators while being entirely faculty-driven. Both full-time and part-time faculty designed pathways that increase completion rates, instituted an acceleration policy, and designed effective learning environments through targeted classroom interventions. These reforms offer lessons on how to broadly engage faculty in a collaborative, inquiry-based, data-informed model for curricular change.

Participants will complete a pre-session reflection in which participants will be asked to reflect on challenges of broadly engaging faculty in developmental education curricular reform. Participants will also engage in a jigsaw exercise that models a professional development approach for broadly disseminating data and teaching faculty and staff to analyze it. There will also be an opportunity for a think-share and group brainstorm on addressing specific challenges to broadly engaging faculty in curricular reform work.

Reorganizing for Change: How to Integrate Technology to Create a Student Focused Enrollment Services Team

T324

Christina Wynn  
*Director of Marketing and Student Recruitment*  
Berkshire Community College

Attendees will learn how BCC used its Title III grant to re-imagine student services by integrating technology, reorganizing operations, and focusing on the student.
Lessons Learned from a Race Caucus Faculty Reading Group

T542
Charles T. Stephens
Coordinator for Career Planning and Placement
Berkshire Community College

Reading groups are used to reinforce an institution’s commitment to diversity and inclusion as well as strengthen collegial bonds by raising collective consciousness of institutional values structures. Engage in a reading group process taken by a diverse cast of participants who learned how to nurture more inclusive student spaces.

Open, Online & Engaging: OER for the Digital Classroom

LA446
Jody Carson
Assistant Professor of Early Childhood Education
Northern Essex Community College

Susan Tashjian
Coordinator of Instructional Technology
Northern Essex Community College

Andrea Milligan
Director, Center for Teaching, Learning and Innovation
North Shore Community College

Peter Shea
Director, Office of Professional Development
Middlesex Community College

Jim Grenier
Director of Online Education
MassBay Community College

This presentation explores why and how an instructor would use Open Educational Resources in their courses to engage and retain students. The presentation will identify the benefits, challenges and best practices for using OER/iOER; outline a process for implementation; and provide some faculty examples of OER from four community colleges.

Active Learning: Examining the Research and Developing an Activity

LA217
Stacy Evans
Professor of Sociology
Berkshire Community College

Active learning has the potential to increase learning gains, increase engagement, and decrease learning gaps. I introduced active learning activities to address persistent problems students had with the material. Bring your stickiest learning outcome and we will work on developing an activity to help improve student comprehension.

Simulation – Practice Makes Perfect, but on Simulation First

LA219
Martha DeSilva
Program Director, Respiratory Care Program
Massasoit Community College

This lecture will provide the learner with the ability to see how simulation both low and high can enhance learning complex issues into life long experiences. It will demonstrate methods that are currently used in the respiratory care program to promote learning and improve achievement in the program. Actual simulations and strategies will be presented and discussed.

The Student Experience: Planning and Evaluation

LA221
Tracy Morin
Campus Engagement and Wellness Programs Coordinator
Cape Cod Community College

Martha Mazeika
Instructional Designer for LifeMap
Bunker Hill Community College

We will help you evaluate the student experience at your college. We will discuss best practices in student affairs assessment and offer suggestions to design student experience evaluation framework for your campus.
Developing Critical Perspective
LA222
Brenda D’Alotto
Instructor
Massasoit Community College

When first-year students read about complex issues, they often interpret them from a single, narrow perspective, rather than grappling with the more complex ambiguities before them. This lesson raises student awareness of the inadequacies and potentially harmful outcomes of applying a “single story” in order to develop critical thinking in their writing.

PEACE: The Final Frontier
LA445
Julie Jodoin-Krauzyk
Disability Coordinator D/deaf Services
Bristol Community College

PEACE: The Final Frontier. These are the communication strategies you are asked to incorporate when a D/deaf student joins your classroom. Why not practice them today? You will find they enhance your teaching and improve student learning.
Registration, Breakfast & Lunch
FH - Field House

Keynote Address
FA - Fine Arts Building, Large Theater

Breakout Sessions
LA - Liberal Arts Building
T - Technology
B - Business

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