



2017 Conference Schedule (subject to change)

- Registration and breakfast..... 7:30 a.m. - 8:20 a.m.
- Welcome and keynote address..... 8:20 a.m. - 9:20 a.m.
- Session A (30 minutes)..... 9:30 a.m. – 10 a.m.
- Session B (45 minutes) 10:10 a.m. - 10:55 a.m.
- Session C (45 minutes) 11:05 a.m. - 11:50 a.m.
- Session D (30 minutes) noon - 12:30 p.m.
- Lunch and awards..... 12:30 p.m. - 2:30 p.m.

Poster Sessions in the CLI (during Session B)

Using a Common Reading Program to Unify Disciplines - Casandra Sweeney (Tri-C Eastern) and John Rasel (Tri-C Eastern)

Shares Tri-C’s Common Reading Program’s many resources designed to provide cross-disciplinary interactions with the text.

Using Hands-On Learning to Promote Completion - Kay Koeninger (Sinclair) and Robert Coates (Sinclair)

Ideas for integrating hands-on activities into a course to promote student completion.

Making the Connection: Growth Mindset and Math Success - Kessandra J. Jackson (Tri-C) and Pamela Regrut (Tri-C)

Through dynamic collaborations, growth mindset and grit, the Metro Center for Learning Excellence (CLE) at Tri-C supports math faculty with resources to close achievement gaps.

Using PowerPoint Jeopardy in the Classroom - Gerry Nemeth (Tri-C)

Learn how easy it is to use PowerPoint Jeopardy games to enhance the classroom experience no matter what subject you teach.

Session A (30 minutes)

9:30 a.m. – 10 a.m.

Wasted on the Way (roundtable)

William Cunion (Tri-C Eastern)

How community colleges should respond to the most recent updates to the statewide pathway project.

Writing Pedagogy for Success of Students of Color

Karin Hooks (Lorain County) and Jewon Woo (Lorain County)

How to help students of color in the college composition classroom by inventing it as a site where they can (re)form identities.

myPassport to Completion: Lakeland's Guided Pathway to Student Success

Rick Amster (Lakeland) and Nora Gee (Lakeland)

Lakeland's comprehensive four-step counseling and advising plan for academic success to help students complete their academic and personal goals.

Using Minimum Behavior Expectations as a Tool for Student Completion (roundtable)

Gwendolyn Helton (Sinclair) and Sheryl Gould (Sinclair)

Learn to monitor, measure and manage challenging student behaviors.

Automotive Technology: A STEM Program Full of Future Opportunities

Kathleen McCarthy (Tri-C)

The automotive technology program at Tri-C provides students with an industry credential of a short-term certificate, leading to a one-year certificate, leading to an AAS.

Flipping the Classroom to Engage the Millennial Learner

Mary Grady (Lorain)

Using gaming, case studies and simulations to engage the auditory and visual learning needs of the millennial generation.

Session A (cont'd)

A New Focus: Revising Pedagogical Practices in B&W Darkroom Photography I to Encourage Program Completion

Kelly Joslin (Sinclair)

Examines how changes in pedagogical practices in a gateway Black & White Photography I course helped students master requisite skills to ensure course completion and encourage certificate completion.

Four Campuses, One Instructor, Thirty Students—Success!

Mardy R. Chaplin (Tri-C)

Is distance an impediment for course or degree completion for your students? Are distance-learning courses not the answer? Then synchronous instruction by an instructor to multiple campuses through WebEx technology may be for you.

Project Implicit and Effective Teaching

Ritu Sharma (Case Western)

Effective ways to incorporate Harvard University's Project Implicit and ensure productive, as well as, individualized teaching.

Pathway to STEM

Lisa Mavar Stanich (Lakeland)

How Lakeland uses the OSGC Bridge Mentoring Grant to prepare and encourage students to be successful in their STEM degree programs.

Sustaining Student Success Beyond the First Year: Extending Completion Efforts with a Program-Year Seminar

Kris Walz (Tri-C)

Proposes the concept of a seminar that students would take once they are admitted into their program of study.

College Students Get Excited About Whiskey: The Pseudo-Accidental Creation of a Thriving Independent Student Research Program

Regan L. Silvestri (Lorain County)

How a student independent research program can successfully be implemented at a two-year college—from inception, to involvement, to funding and sustainability—and how it has engaged and captivated students.

Session B (45 minutes)

10:10 a.m. – 10:55 a.m.

The Power and Ease of Transfer Through University Partnerships on Community College Campuses

John R. Crooks (Lorain County), Kristina Willey (Lakeland), Douglas J. Bird (Lake Erie) and Dennis Morawski (Youngstown State)

The university partnership programs at Lakeland and Lorain County allow students to complete bachelor's and master's degrees on their campuses.

Teaching Goldfish to Climb Trees

Connie Roberts (Central Ohio) and Scott Trainer (Central Ohio)

A rounded view of obstacles students may face based on less-than-optimal childhood factors and perspectives that may aid in steering these students toward more productive futures.

Cross-divisional Partnerships: Leveraging Instructional Design in Student Affairs

Marisa Vernon (Tri-C Westshore), Danielle Budzick (Tri-C Westshore) and Amanda Fronck (Tri-C Westshore)

Learn how partnering with an instructional designer can lead to unique and applicable professional development opportunities for your student affairs team.

Get Their Attention: First Day Tips and Commitment (Roundtable)

Amanda Hayden (Sinclair) and Kent I. Zimmerman (Sinclair)

The roundtable discussion will focus on two specific activities that will engage your students on Day One. To enhance course completion, the conversation portion will focus on the development of a contract between your students and you, the faculty member.

Using Orientation to Enhance Completion

Carolyn Reno (Sinclair) and Mary Beth Brown (Sinclair)

A specialized health sciences orientation helps students understand the demands of the health sciences program, allowing them to make the best decisions that will lead to completion.

Throw the Highlighters Away! How to Get Your Students to REALLY Read Your Course Materials

Brad Lipinski (Tri-C), Brenda Boshela (Tri-C) and Courtney Kelley

Provides the tools and skills necessary to get your students actively reading your course materials.

Session B (cont'd)

Building a Retention-based Process for Completion

Chad Weirick (COTC), Robi Rhodes (COTC) and Patrick Courtney (COTC)

Encouraging students to achieve and complete by emphasizing retention.

Student-Made Videos: A Teaching Tool to Enhance Creativity

Rhea Busick (Rhodes State), Cheryl Grant (Rhodes State), Steve Edgehouse (Stark State) and Melissa Askren Edgehouse (Mount Union)

Employing student-made videos both as a teaching and learning tool and means of encouraging creativity in face-to-face, blended and online classes.

OneRecord: Transforming the Student Experience

Kris Walz (Tri-C), Standish Stewart (Tri-C), Terri Pope (Tri-C) and Jerry Hourigan (Tri-C)

This data aggregation system has been created with the sole purpose of improving the student experience with the goal of increasing student persistence and completion rates.

Developing New Pathways to Completion in Lorain County's Writing Program

Clementine Compton (Lorain County), Patricia Mack (Lorain County) and Justin Sevenker (Lorain County)

Reports on Lorain County's efforts to implement a writing course sequence (including a co-requisite component) that provides the foundational instruction students require while also accelerating their progress toward completion.

Empowering Faculty to Use Learner-Centered Teaching in the Classroom

Stacey S. Souther (Tri-C Eastern), Sarah Greywitt (Tri-C Eastern), Bridget Kriner (Tri-C Eastern) and Kristina Ambrosia-Conn (Tri-C Eastern)

Learn how one community college is creating faculty learning communities to foster engaged learning strategies with an eye toward student success and completion.

Session C (45 minutes)

11:05 a.m. – 11:50 a.m.

Delivery Modalities, Course Lengths, and Their Relationship to Student Success (Roundtable)

Ram Veerapaneni (BGSU Firelands), Nadine Cichy (Sinclair), Sandra L. Specht (Sinclair), Faheem Curtis-Khidr (Sinclair), & Chuck Freeland (Sinclair)

This roundtable discussion will explore how different course modalities and course lengths impact student attitudes and success rates in a variety of courses.

Reframing the Learning Landscape: Project-based Learning as a Pathway to Completion

Nathan Crook (OSU ATI), D.R. Elder (OSU ATI), Victor Ujor (OSU ATI) and Eric Williams (OSU ATI)

OSU ATI faculty explain how they organize their teaching-learning style using project-based learning (PBL) as a pathway to completion of assignments, units and courses.

(re)Imaginings: Classroom Content to Co-Curricular

Bridget Kriner (Tri-C Eastern) and Kristina Ambrosia-Conn (Tri-C Eastern)

Explores the development of (re)imaginings, a creative co-curricular event for the college wide common reading text that inspires students to translate a text into the creative medium of their choice.

Is This for Real? Teaching Students to be Critical Consumers of Information in the Era of “Fake News” (Roundtable)

Emily Szymanski (Lakeland) and Megan Mamolen (Lakeland)

Participants will discuss innovative ways to teach community college students how to evaluate and fact-check information online, focusing on fake news.

Pathway to Completion and Beginnings for Developmental Reading/Writing Students

Joyce A. Barnes (Sinclair) and Felicia Monroe (Sinclair)

Discusses the Pathways 2.0 initiative at Sinclair Community College as it relates to students in two developmental courses: Integrated Reading and Writing I and II.

Encouraging Personal Accountability in Student Success

Pat Schultz (Ohio Technical College) and Maria Shine Stewart (Tri-C Eastern)

Presenters will outline a four-point personal accountability model that will guide students in their choices, behaviors and actions leading to academic success.

Session C (cont'd)

Engaging Students through Meaningful Online Interactions

Michele Hampton-Pickett (Tri-C Eastern) & Kara Vara (Tri-C)

Using interactive activities, rich media content and social interactions to engage students and promote success in online or blended environments.

Studio 101: Using Space as a Positive Disruption in Teaching and Learning

Brian P. Hall (Tri-C), Brenda Boshela (Tri-C) and Lindsay Milam (Tri-C)

Explores how space and the faculty's creative use of space is an essential pathway for students to become critical thinkers and creative leaders.

Interprofessional Education in Two-year Health Programs

Jennifer Barr (Lakeland), Kathryn Ertter (Lakeland) and Catherine Kenny (Lakeland)

How interprofessional education and collaboration is introduced to students in the nursing and allied health programs at Lakeland, including the results from the past three years and the future of the project.

Adjunct Faculty Engagement: From Classroom to Conference

Danielle Budzick (Tri-C Westshore), Karen Cross-Hatten (Tri-C), Leslie Gusching (Tri-C Westshore), Dwayne Kenney (Tri-C Eastern), Barbara Pitrone (Tri-C Eastern) and Belinda Richardson (Tri-C)

How Tri-C expands engagement and dialogue with adjunct faculty through an annual adjunct faculty conference.

The Power and Importance of Engagement on a Community College: A Student Senate that Includes University Partnership and Early College Students

Selina Gaddis (Lorain), John Crooks (Lorain) and two Lorain student leaders: Alexandra Moen and Carson Moen

Explains the activities of student senate over the past few years, the record of success of student senators and how student senators have completed associate and bachelor's degrees and are even pursuing graduate degrees.

Ohio ASAP-R: Removing Barriers to Degree Completion

Miria Batig (Tri-C Western), Nicole Benkalowycz (Tri-C Western), Angela Roberson (Tri-C Western) and Katrina Rugless (Cincinnati State)

Ohio ASAP-R is a program at three Ohio community colleges that was designed to build relationships with students and provide personalized wrap-around academic and financial assistance to remove obstacles.

Session D (30 minutes)

noon – 12:30 p.m.

Using Early Alert Intervention as a Pathway to Successful Completion

Calli Mango (Tri-C)

Discover how faculty can use early alerts to aid in increased retention and promote overall success and completion for their at-risk students.

Fight or Flight: The Impact of Microaggressions and Stereotype Threat on Student Success

Martina Sharp-Grier (Stark State) and Annissa Langworthy (Stark State)

Explains how student behaviors may be understood as cognitive and physiological stress responses to strain initiated by microaggressions, which ultimately impair the ability to learn and persist when academic challenges arise.

Cross-disciplinary Collaborations Geared Toward Student Success (roundtable)

Faheem Curtis-Khidr (Sinclair) and Angela Fernandez (Sinclair)

How career communities can help increase student completion rates.

From Combat to Classroom: Clearing the Pathway to Military Student Success

Kelly Webb Bronstrup (Akron)

Provides facts and statistics pertaining to the military student population and tips on how to help military students succeed.

Successfully Teaching the High School Students in Your College Courses

Donna Feldman (Tri-C)

An overview of the development level and expectations of secondary students enrolled in higher education through College Credit Plus.

Session D (cont'd)

Creating Interactive Video Lectures

Debbie L. Lozano (Lakeland CC)

Demonstrates the theory, hardware and software used to create interactive lecture videos.

Sharing Healthy Living in the Classroom

Sabrina Cali (Tri-C Western), winner of the 2016 OATYC Teaching Grant

College and elementary students work together to learn about gardening and health.

Learning Strategy Sessions: Teach Students the Tools to Succeed and Persist

Beth Albrecht (Stark State)

Provides tools to improve student learning, completion of courses and completion of programs, based on the work of Dr. Sandra McGuire.

Is Online Learning Part of Your Pathway? On-demand Orientation to Online Learning Helps Students Decide

Christina Schwiebert (Northwest State) and Lana Snider (Northwest State)

Northwest State uses an on-demand orientation to online learning to show students what success in online learning requires and help them decide if online courses should be part of their pathway.

Real World Writing

Keith Manos (Lakeland)

Provides engaging strategies that include multigenre lessons, diagnostics, collaborative learning and assessments, exposing participants to a best-practices, research-oriented approach to teaching, focusing on engagement and accountability.

Assessment Practices That Support Student Success

Chandra D. Arthur (Tri-C)

Learn how the rubric can provide faculty the flexibility to design complex assignments while maintaining effective methods of assessment.

Keynote Speaker

Peter C. Brown

Peter C. Brown is a best-selling writer and novelist living in St. Paul, Minnesota, who retired at age 50 from a career as a planning and marketing communications consultant to corporations.

Brown is lead author of *Make it Stick, the Science of Successful Learning* (Harvard University Press, 2014), which he wrote with two cognitive scientists at Washington University in St. Louis, Henry L. Roediger and Mark A. McDaniel.

Make it Stick has been internationally acclaimed for changing the way we understand learning.

- James Lang, in *The Chronicle of Higher Education*, called it “the single best work I have encountered on recent findings about the human brain and how we learn.”
- The education writer Annie Murphy Paul said, “If I could, I would assign all professors charged with teaching undergraduates one book: *Make It Stick*. Every educator—and parent, and student and professional—ought to have it on their own personal syllabus.”
- Hazel Christie, in [London] *Times Higher Education*, wrote, “This is a rich and resonant book and a pleasurable read that will leave you pondering the processes through which you acquire new knowledge and skills.”

Brown and his wife, Ellen, have a home in a small Minnesota river town, named for the Dakota Indian chief Wapasha, where they paddle at dusk through the vast backwaters of the Upper Mississippi National Wildlife Refuge. It was there in Wabasha, through a series of conversations between Brown and his brother-in-law Henry Roediger, that the idea for *Make it Stick* was hatched.