

**2005 Learning College Summit  
Expanded Program**

**Saturday, June 11, 2005**

Learning College Summit Workshops (additional fee required)

**8:00 a.m. – 4:00 p.m.      LENS: LEARNING EXCHANGE NETWORKS**  
ROOM: COURT H

New faculty across North America are learning together using the LENS (Learning Exchange Networks) materials, currently available through the League's iStream. These rich resources are supporting faculty development initiatives as well as helping to build learning communities among experienced faculty. This session is designed for faculty and professional development professionals who are currently using the LENS materials or are considering their use. A collaborative interactive approach will be used to explore models of delivery and innovative applications. Learning how to use the LENS materials is essential if you want to maximize their potential. Experienced LENS facilitators will host this session and work with participants to better understand and implement LENS on their campuses.

*Pat Hedley, Director, Centre for Learner Support  
Humber Institute of Technology and Advanced Learning (ON)*

**12:45 – 4:00 p.m.      THE COMMUNITY COLLEGE SURVEY OF  
ROOM: COURT I      STUDENT ENGAGEMENT (CCSSE)**

The CCSSE Workshop is an interactive session designed to examine effective ways to engage students. The session will include information about CCSSE's 2004 national results and the use of CCSSE benchmarks to support institutional decision making. The session also incorporates hands-on exercises tailored to focus on engagement strategies and concrete examples of colleges' programs and strategies that have been shown to promote student engagement and success. Results from the Community College Faculty Survey of Student Engagement (CCFSSE) also will be highlighted to offer information about faculty perceptions of student engagement.

*Arleen Arnsperger, Strategic Communications Consultant to CCSSE  
The University of Texas at Austin (TX)*



**4:30 – 5:30 p.m.**

**OPENING SESSION**

ROOM: COURT F

*Introduction*

Cynthia Wilson

Vice President, Learning and Research

League for Innovation in the Community College

*Welcome*

Vernon O. Crawley

President

Moraine Valley Community College

*Assessment and the Learning College*

Ronald L. Baker

Deputy Executive Director

Northwest Commission on Colleges and Universities

**5:30 – 6:30 p.m.**

**RECEPTION**

ROOM: COURT E

**Sunday, June 12, 2005**

**7:30 – 8:00 a.m.**

**CONTINENTAL BREAKFAST**

ROOM: COURT F

**8:00 – 9:15 a.m.**

**SYMPOSIUM: ORGANIZATIONAL CULTURE**

ROOM: COURT F

*Greetings and Introduction*

Maria Harper-Marinick, Acting Vice Chancellor for Academic Affairs,

Maricopa County Community College District

*Symposium*

Patricia Bauhs, Vice President for Institutional Advancement and

Executive Assistant to the President, Moraine Valley Community

College (IL)

Al Starr, Vice Chancellor for Learning and Student Development, The

Community College of Baltimore County (MD)

Moderator: Mary Kay Kickels, President, Paradise Valley Community

College (AZ)

9:30 – 10:45 a.m.

FORUMS: ORGANIZATIONAL CULTURE

**From Idea to Inspiration: Fostering Learning-Focused Communities on Campus**

ROOM: WINDSOR

It took President Barry nearly three years to sell the concept of a learning-focused community on the Quincy College campus. Using professional development, campus events, conference participation, and a distinctive mentoring system, he developed a blueprint for administrators and leaders who want to foster transformational change.

*Sean Barry, President and CEO*

*Thomas DeSantes, Vice President, Enrollment Management  
Quincy College (MA)*

**Living and Leading in a Learning-Centered College**

ROOM: PRINCE OF WALES

Participants will learn about how Paradise Valley Community College, one of Maricopa County Community College District's 10 colleges, has used systems thinking to inform its journey toward becoming a more learning-centered college. Specifically, participants will understand how the college prepared to recast the major systems in the college to support learning and how the transformation is being implemented and assessed.

*Bob Bendotti, Vice President, Academic Affairs*

*Jane Saldana-Talley, Vice President, Administrative Services  
Paradise Valley Community College (AZ)*

**The Journey Begins: Creating an Environment That Fosters Diversity**

ROOM: COURT J

In 2002, the president of Gateway Community and Technical College appointed a cultural diversity team to begin the process of implementing one of the core values of the college: dedication to diversity and accessibility. This session will include discussion of the mission and goals developed by the team, the roads they have taken thus far on their journey, and the impact on the organizational culture. The floor will be open to the audience for interactive discussion.

*Rebecca Moening, Associate Dean, Academic Affairs*

*Gateway Community and Technical College (KY)*



## **Humanities Dialogues and Organizational Culture**

ROOM: OXFORD

This session presents a model for a program that stimulates the institutional culture, advances faculty development, and enhances student learning. Milwaukee Area Technical College's Humanities Dialogues provide an open forum for discussing issues that, though their engagement may be beyond classroom topics, are an important part of students' educational development and success. Administrators and faculty alike will experience, hands on, the format that has successfully introduced the discussion and teaching of the sometimes controversial issues we all face in our public lives, in a forum that advances a culture of exploration and communication.

*Courtney Marlaire, Associate Dean, Liberal Arts and Sciences*

*Marcia Clarke-Yapi, Associate Dean, Liberal Arts and Sciences*

*Milwaukee Area Technical College (WI)*

## **Beneath the Veneer: Challenges in Learning-Centered Education**

ROOM: COURT H

Widespread adoption of the Learning Paradigm has stimulated learning-centered efforts in colleges around the country and beyond. While exemplary programs and best practices abound, there is much to be learned from exploring the underbelly of the learning paradigm – the challenges inherent in engaging in innovative if not transformative work. A faculty-student team from the Bailey Scholars Program at Michigan State University will describe issues that are beneath the veneer and propose strategies for addressing them.

*Frank Fear, Professor*

*Carole Robinson, Instructor*

*Tracy Kerchkof, Undergraduate*

*Bailey Scholars Program, Michigan State University (MI)*

## **Organizational Culture: If the Shoe Doesn't Fit, Don't Try to Wear It**

ROOM: WESTMONT

In any institution, organizational culture is an ever-changing phenomenon. Humber College's Lakeshore campus is experiencing a rare opportunity to shape its future culture. With so many factors influencing the change – the increasing size of the campus and student diversity, renovated buildings, staff retirements, new technology and programs – what can be done to shape the culture? With student



learning at the center, the presenter will challenge participants to share the experience and to make suggestions on what makes for good culture and how we may influence these changes.

*Ian Smith, Principal, Lakeshore Campus*

*Humber Institute of Technology and Advanced Learning (ON)*

**Student Achievement Through Customized Instruction:  
Creating a Culture of High Expectation**

ROOM: COURT I

While many people are supportive of the learning paradigm in theory, they may face challenges when it comes to implementation. Therefore, this session will describe one institution's success with creating an organizational culture supportive of such a dramatic change, introduce its plans for moving beyond the learning paradigm, and provide participants with a model for change that may be replicated by other institutions. If it has been a while since you felt passionate about your mission, or if you struggle to obtain credibility from others, then you will find this high-energy, student-achievement-driven, interactive presentation extremely helpful.

*Lee L. Taylor, Associate Dean of Academic Affairs for Instructional Design*

*Ronald Marcy, Division Chair, Natural Sciences and Mathematics  
Alabama Southern Community College (AL)*

**11:00 a.m. – 12:00 p.m.**

**CONVERSATIONS ABOUT LEARNING:  
ORGANIZATIONAL CULTURE**

*Team or individual time for reflection and conversation*

**12:00 – 1:00 p.m.**

**LUNCH**

ROOM: COURT F

**1:00 – 2:15 p.m.**

**SYMPOSIUM: STAFF RECRUITMENT AND  
DEVELOPMENT**

ROOM: COURT F

Allatia Harris, District Director of Faculty Development, Dallas County Community Colleges (TX)

Sylvia Jenkins, Dean, Academic Development and Learning Resources, Moraine Valley

Community College (IL)

Moderator: Mary Kay Kickels, President, Paradise Valley Community College (AZ)



2:30 – 3:45 p.m.

**FORUMS: STAFF RECRUITMENT AND  
DEVELOPMENT**

**Learning Fellows: Re-Engaging Our Faculty**

ROOM: COURT H

The Learning Fellows Program at Central Piedmont Community College is designed to find new ways to enhance learning by providing faculty with opportunities to pursue research with a clear benefit to the college, its students, and employees. Participants will learn about an innovative approach to promoting focused lifelong learning for college faculty. Administrators, professional development staff, and faculty will benefit from attending this session.

*Debbie Bouton, Associate Dean, Transformational Instructional Development*

*Central Piedmont Community College (NC)*

**First-Year Experience for New Faculty: Moving Into a New Role**

ROOM: WINDSOR

This presentation is designed for administrators and faculty who are considering offerings to assist new faculty members as they make the transition into a new teaching role. Specific program structure as well as program outcomes will be presented and discussed using the New Faculty Learning Community (NFLC) model developed at The Community College of Baltimore County. The presentation will include a PowerPoint presentation on the NFLC, a panel discussion by past and present NFLC participants addressing personal experiences with the NFLC sessions, mentoring, and the impact of the NFLC on teaching and professional development.

*Charlyn Cassady, Assistant Coordinator, Reading*  
*Nancy Zimmerman, Adjunct Faculty, Business Asst.*

*Dawn Pressley, Professor, Reading*  
*The Community College of Baltimore County (MD)*

**Employee Success: Developing an Organizational Culture Based on Learning**

ROOM: PRINCE OF WALES

Western Wisconsin Technical College's (WWTC) commitment to performance excellence and continuous quality improvement is demonstrated in its policies, programs, and practices. Believing people are the most important resource, WWTC abandoned the traditional performance appraisal process in 1992. In its place, the college has developed the Employee Success Policy (ESP), an alternative approach to performance improvement that emphasizes employee ownership of



personal and professional development. Adopting the ESP has positively affected the college's work systems, faculty and staff learning, motivation, well-being, and satisfaction, as well as the overall college climate and culture.

*Lee Rasch, President*

*Jerrilyn Brewer, Associate Vice President, Strategic Effectiveness  
Western Wisconsin Technical College (WI)*

### **LENs: A Tool for Developing Learning-Centered Faculty**

ROOM: OXFORD

Dallas County Community Colleges have been using LENs as a tool to engage faculty in discussions about what it means to be learning centered and how to make classrooms more learning centered. New and adjunct faculties from several colleges are participating in workshops that invite such questions as *How do I support learning? How do I assess student learning? How do I improve student learning?*

*Allatia Harris, District Director of Faculty Development  
Dallas County Community Colleges (TX)*

### **Recruitment and Development: Hiring and Orienting Learning-Centered Faculty**

ROOM: WESTMONT

With program growth and significant numbers of experienced faculty retiring, hundreds of new faculty have been recruited over the past two years at Humber College. Using learning-centered strategies and techniques designed to get the most out of candidates and the selection process, we think we have a working model. Once on board, new faculty participate in a comprehensive orientation program. Challenged by the needs of a diverse learning group, the college looked to the learners to shape the new program. Mandatory components became more flexible, and learners were provided with a WebCT platform to communicate with their colleagues. A modified version of open-space technology was used to create a learner-focused agenda, which is proving to be an innovative way to design curriculum and meet our learners' needs. Come and share your experiences and learn from our challenges. Share your thoughts on what works and what does not in your hiring and faculty-development programs.

*Deborah Dunbar, New Faculty Program Co-coordinator and Professor  
Christy Lihou, Consultant, Human Resources  
Humber Institute of Technology and Advanced Learning (ON)*



### **Setting the Sails for Success**

ROOM: COURT I

Participants will learn various strategies to increase student learning and achievement. In particular, student curriculum, course curriculum, and faculty-staff enhancement activities will be discussed. Student persistence and retention action plans will be shared. Any college personnel interested in enhancing student learning and success are encouraged to attend.

*Cristina Cardenas, Dean, Languages and Communication*

*Janis Innis, Assistant Professor of English*

*Galveston College (TX)*

### **Implementing a Faculty Requirement for Learning Outcomes Assessment**

ROOM: COURT J

The question, *How do institutions encourage more faculty to become involved in assessment of student learning outcomes?* is becoming increasingly important. The answer at Florida Community College at Jacksonville is, *"Require it!"* This session will describe FCCJ's new Learning Outcomes Enhancement Plan requirement for full-time faculty, the professional development program that was developed to support faculty and administrators in meeting this new requirement, and some initial lessons learned about how leaders in other institutions could make similar processes as useful, nonthreatening, and positive as possible.

*Deborah Morris, Director of Program Development, Workforce Education*

*Lynne Crosby, Director of Program Development, Liberal Arts  
Florida Community College at Jacksonville (FL)*

**4:00 – 5:00 p.m.**

**CONVERSATIONS ABOUT LEARNING: STAFF  
RECRUITMENT AND DEVELOPMENT**

*Team or individual time for reflection and  
conversation*

### **Monday, June 13, 2005**

**7:30 – 8:00 a.m.**

**CONTINENTAL BREAKFAST**

ROOM: COURT F

**8:00 – 9:15 a.m.**

**SYMPOSIUM: LEARNING OUTCOMES**

ROOM: COURT F



*The Midway Point*

Steve Helfgot, Vice Chancellor for Student Development and Community Affairs, Maricopa County Community College District (AZ)

*Symposium*

Rose Mince, Assistant to the Vice Chancellor for Learning and Student Development,

The Community College of Baltimore County (MD)

David Deitemyer, Director, Academic Assessment, Moraine Valley Community College (IL)

Moderator: Mary Kay Kickels, President, Paradise Valley Community College (AZ)

**9:30 – 10:45 a.m.**

**FORUMS: LEARNING OUTCOMES**

**Student Learning Outcomes: A River of Challenges**

ROOM: COURT H

A challenge for leadership facilitating change to the learning paradigm is engaging and empowering faculty to overcome the difficulties of outcomes assessment. Authentication of substantive change in learners requires the participation of faculty as content experts in the development and assessment of measurable learning outcomes. Learn how Central Arizona College identified and compared the values of its faculty and leadership with respect to learning outcomes, and how this information supports strategies to improve learning.

*Cathy Switzer Kemper, Chair, Natural Sciences*

*Tomball College, NHMCCD (TX)*

**Living and Loving Learning Outcomes**

ROOM: PRINCE OF WALES

Session participants will be informed of the process used by the faculty at Galveston College to identify learning outcomes for each course offered. The forms used to evaluate the course learning outcomes will also be shared with participants. The explanation of the database used to track the completion of the learning outcomes will also be presented.

*Cristina Cardenas, Dean, Languages and Communications*

*Janis Innis, Assistant Professor of English*

*Galveston College (TX)*



## **Surprising Insights From Documentation of Course Assessment of Student Learning Outcomes**

ROOM: COURT J

This session benefits faculty struggling with the process of documenting course assessments and using results to improve student learning outcomes. Participants will learn a four-column model approach that provides the course outcome to be assessed, the assessment method and criteria for success, a summary of the data collected from the assessments, and use of these results to assist students who are having difficulty in learning the required student outcomes.

*Ann Brandt-Williams, Psychology*  
*Jean Ann Abel, Dean, Instruction*  
*Stephen Williams, Biology*  
*Glendale Community College (AZ)*

## **From Assessment to Interventions to Improved Student Learning**

ROOM: WINDSOR

During this session, the five stages of the CCBC assessment process will be reviewed and applied to core competencies; general education program goals; and course, program, and institutional-level assessment initiatives. Focus will be directed toward interventions that have led to documented improvements in student learning. Presenters will share strategies participants can use to further assessment and enhance student learning at their colleges.

*Tara Ebersole, Assistant to the Vice Chancellor for Occupational Therapy*  
*Rose Mince, Assistant to the Vice Chancellor for Learning and Student Development*  
*Judy Blum, Coordinator, Occupational Therapy*  
*The Community College of Baltimore County (MD)*

## **Assessing General Education: A Perpetual Pilot Project**

ROOM: OXFORD

Oakton Community College has implemented a perpetual pilot project to assess general education learning outcomes since 1999. We will share descriptions and instruments for the multiple approaches used, present findings, and engage participants in a discussion of the realities of assessing learning outcomes in community colleges. Participants will learn about a concrete assessment approach that is



used, not just planned. We will also talk with candor about the realities of sustaining an assessment project over time. Anyone involved in assessment will benefit.

*Trudy Bers, Executive Director, Research*

*Irene Kovala, Vice President for Academic Affairs*

*Lynn Woodbury, Professor and Department Chair, English*

*Carol Bustamante, Associate Professor of English*

*Oakton Community College (IL)*

### **Using Outcomes Assessment to Promote Student Success in Entry-Level Courses**

ROOM: COURT I

The Arts and Sciences Division at Madison Area Technical College has initiated an entry-level course curriculum and assessment project to promote student success during the first 15 credits. This presentation will provide an overview of the entire six-part project and give particular attention to the course-level learning outcomes assessment component. Participants will learn about the process used to conduct course-level assessment and look at specific examples of how it has assisted faculty in efforts to deliver a quality curriculum in entry-level courses.

*Kate Grovergrys, Spanish Instructor*

*Jody Thrush, Dean of Arts and Sciences*

*Madison Area Technical College (WI)*

### **Pilot Projects for Program Assessment in Workforce Education**

ROOM: WESTMONT

Florida Community College at Jacksonville has taken a distinctive approach to promoting assessment in its workforce education programs by providing institutional funding for the creation of pilot projects. We hope to address issues such as student success and retention and to anticipate institutional, state, and regional directives for assessment by supporting our early adopters in creating models that will inform program assessment collegewide. We will share materials and results and welcome discussion with assessment specialists and program leaders to determine how the pilot-project approach may be useful in their context.

*Deborah Morris, Director of Program Development, Workforce Education*

*Jim Simpson, Associate Vice President, Workforce Education*

*Florida Community College at Jacksonville (FL)*



**11:00 a.m. – 12:00 p.m.**      **CONVERSATIONS ABOUT LEARNING:  
LEARNING OUTCOMES**  
*Team or individual time for reflection and  
conversation*

**12:00 – 1:00 p.m.**      **LUNCH**  
ROOM: COURT F

**1:00 – 2:15 p.m.**      **SYMPOSIUM: STUDENT ENGAGEMENT**  
ROOM: COURT F

Bettsey L. Barhorst, President, Madison Area Technical College (WI)  
Nancy Curé, Dean, Enrichment Programs and Services, Moraine Valley  
Community College (IL)  
Moderator: Mary Kay Kickels, President, Paradise Valley Community  
College (AZ)

**2:30 – 3:45 p.m.**      **FORUMS: STUDENT ENGAGEMENT**

**Engaging Campuses: Advancing Service Learning and Civic  
Engagement**

ROOM: COURT H

Two new national initiatives from Campus Compact and the Carnegie Foundation and two regional accrediting commissions, NCA and ACCJC/WASC, are providing institutions with support and direction in developing and documenting service learning and civic engagement. The presenter, an anthropologist, accreditation liaison officer for his campus, and senior faculty fellow for community colleges at Campus Compact, will provide immediately useful methodologies to advance and assess service learning and civic engagement at the institutional and individual stakeholder level.

*Robert Franco, Director, Planning and Grants  
Kapi'olani Community College (HI)*

**Student Engagement Stimulates Increased Student Learning  
and Organizational Outcomes**

ROOM: COURT I

Participants will learn simple strategies of student engagement via the curriculum design process to increase student learning outcomes. Classroom teachers will benefit most from this presentation, as its principles can be applied quickly to the lesson structure, while administrators may consider systematic introduction of these principles to their own schools. Participants are encouraged to bring brief



anecdotal or handout evidence to the session to share with colleagues ways they effectively use student engagement.

*David Lisker, Professor, ESL  
City College of San Francisco (CA)*

### **First-Year Experience Program at Moraine Valley Community College**

ROOM: WESTMONT

Moraine Valley's First-Year Experience Program is an example of a collegewide collaborative partnership to support student learning and development in higher education. Recognizing that the first year of college for students is a critical period with academic adjustment and social integration, the college incorporated intentional strategies through three intrusive components: mandatory college assessment, a new student orientation, and a one-credit-hour student success course, COL 101, College: Changes, Challenges, Choices. Participants will gain insights into our research findings and how collegewide partnerships can help to implement a program such as this one on their campus.

*Joann Wright, Assistant Dean, New Student Retention  
David Taylor, Department Chair for Counseling  
Randy Southard, Professor, Communication and Literature  
Moraine Valley Community College (IL)*

### **Multidisciplinary Approaches to Promote Successful Learning and Employment for Second Language At-Risk Learners**

ROOM: COURT J

This session will provide participants with an opportunity to explore the experiences of delivering an educational program to prepare non-native speakers of English for employment as entry-level health care workers. The pivotal role that language acquisition skills plays in instructional program delivery will provide workshop participants with an introduction to the social, economic, and cultural aspects of bilingualism and multilingualism in educational delivery at this level. Program delivery models from a government-sponsored national program, a two-year community college program, and a public two-year college/community partnership model will provide the context for the workshop presentation.

*Alda Preston, Associate Dean, Alternative Learning Division  
Madison Area Technical College (WI)  
Julia Liska, Program Advisor, Personal Support Training Program  
Humber Institute of Technology and Advanced Learning (ON)  
Yuanzhong Zhang, Faculty, College Prep Department*



*Miami Dade College North Campus (FL)*

**The Classroom: A Reality Show?**

ROOM: PRINCE OF WALES

Today's workplace demands workers who think critically and strategically to solve problems. The traditional learning model is no longer relevant to real student needs. Join other participants to witness how students in a technology-driven environment engage in meaningful learning and collaboration involving challenging and real-life tasks. This model classroom has received national and international recognition.

*Carol Weber, Professor, Business and Technology*

*Jacqueline Sanders, Assistant Provost*

*Mercer County Community College (NJ)*

**Looking Behind the Numbers and Using CCSSE to Practice Engagement**

ROOM: WINDSOR

This session will look behind the numbers of the Community College Survey of Student Engagement, an assessment tool focused on student learning, engagement, and retention in community colleges. Session participants will discuss creative and practical ways colleges can design educational experiences that are shown to effectively engage students.

*Arleen Arnsparger, Strategic Communications Consultant to CCSSE*

*Community College Survey of Student Engagement*

*The University of Texas at Austin (TX)*

**Powerful Physical Learning Environments Resulting From Aggressive Idea Exploration**

ROOM: OXFORD

The design of powerful new physical learning environments that support and enhance engaged learning activities must be developed by an aggressive idea exploration shared by a broad-based campus committee. Session participants will assume the role of a campus project committee and contribute their ideas to the development of an architectural design program for a Learning Success Center at a fictional community college. Discover how to effect a positive outcome for learning environments on your campus.

*Terry Hajduk, Principal, ARX Design (OH)*

*William Flynn, Managing Director, NCCET (CA)*

*Sponsored by Herman Miller, Inc.*



4:00 – 5:00 p.m.

**CONVERSATIONS ABOUT LEARNING:  
STUDENT ENGAGEMENT**

*Team or individual time for reflection and conversation*

**Tuesday, June 14, 2005**

7:30 – 8:00 a.m.

**COFFEE SERVICE**

ROOM: COURT F

8:00 – 9:00 a.m.

**SYMPOSIUM: TECHNOLOGY**

ROOM: COURT F

*Kenneth Moore, Vice President for Information Technology & Chief Information Officer, Sinclair*

*Community College (OH)*

*Deborah Z. Poropat, Professor and Department Chair, Information Management Systems and*

*Business, Moraine Valley Community College (IL)*

*Moderator: Mary Kay Kickels, President, Paradise Valley Community College (AZ)*

9:15 – 10:15 a.m.

**FORUMS: TECHNOLOGY**

**Linking IT Project Development to the Learning College's Mission**

ROOM: COURT H

Participants will have the opportunity to simulate the IT project approval processes used on Sinclair's campus. Participants will serve as project evaluators and will rank projects in response to verbal presentations by project champions. They will gain experience in using Sinclair's Project Priority Matrix, and they will have the opportunity to apply an IT governance structure in a real-case scenario. Those faced with the challenge of selecting and supporting IT development projects that directly support student learning would be the primary beneficiaries of this forum.

*Michael Burns, Director, Systems Development*

*Sinclair Community College (OH)*



### **Assessing Online Learning**

ROOM: WESTMONT

Examine techniques and tools that are helping educators assemble and manage the alignment puzzle in order to lay the groundwork for consistently high learning results. Learn about the process and tools used by the 16 Wisconsin Technical Colleges to develop comprehensive statewide curriculum for nursing and other disciplines. See how the alignment process links external standards to courses and competencies to simplify accreditation. Consider how alignment leads to learning-driven assessment.

*Judy Neill, Director, Worldwide Instructional Design*

*Terri Johnson, Learning Design Consultant, Worldwide Instructional Design*

*Wisconsin Technical College System Foundation (WI)*

### **Engaging Learners in the Online Environment**

ROOM: COURT I

To design an engaging online learning experience, it is necessary to create a learner-centered environment that effectively addresses the fears and concerns students have about online education.

Missing the in-class social interaction and lacking self-discipline are two main barriers for online students. Developing a strong online community and providing a highly structured environment are two success factors to keep learners engaged and coming back for more. Develop your own checklist to engage online learners by participating in a session designed to share proven techniques and tips in this innovative learning format.

*Guillermo Acosta, Professor, Business School*

*Humber Institute of Technology and Advanced Learning (ON)*

### **A Breakthrough Approach to Learning Outcomes Assessment**

ROOM: OXFORD

Two colleges will share their experiences of beginning to use a new, fundamental capability provided by clear academic processes and cutting-edge technology, namely to see the ongoing, cumulative picture of actual learning outcomes in ways only previously hinted at through learning portfolios, intended outcomes course mapping, showcased best practices, and anecdotal evidence.

*Brian Donohue-Lynch, Professor, Anthropology and Sociology  
Quinebaug Valley Community College (CT)*

*Dave Weber, Director of Marketing and Institutional Effectiveness*

*Leonard S. Goldfine, Director of Institutional Research*

*Rochester Community and Technical College (MN)*



### **Enhanced Student Learning: Pedagogy and Technology Unite**

ROOM: PRINCE OF WALES

This session focuses on the use of technology for teaching and learning with an emphasis on designing learning to help students learn more effectively. Historically, educators have sought to define quality in learning. Today, the powerful reach of online learning requires proof of that quality. This session will be useful to faculty and administrators interested in exploring how pedagogical integration of curriculum design, teaching strategies, and evaluation methods contributes to effective teaching and learning.

*Loretta Howard, Professor, SCLS*

*Sheidan Institute of Technology and Advanced Learning (ON)*

*Eleanor Pierre, Instructional Designer*

*University of Waterloo (ON)*

### **Tying Up Loose Ends: Strategic Planning Initiatives and Student Engagement**

ROOM: WINDSOR

The staff of the ATLAS Center for Excellence in Teaching and Learning at Wallace State-Hanceville will facilitate a discussion about our multifaceted approach to transforming learning and meeting strategic initiatives. From disaggregating data from CCSSE to examining our benchmark scores, we reveal the planning process that led us to revolutionary change. Our colleagues in teaching and learning, planning and assessment, and student support services will particularly benefit from our presentation.

*Mell Johnson, Associate Dean, ATLAS Center*

*Lynn Harris, Instructional Designer, ATLAS Center*

*Wallace State Community College (AL)*

### **Using Questions, Guided Notes, and Technology to Engage Students in Lectures**

ROOM: COURT J

To engage students in an introductory internet literacy class at Howard Community College, we are using Questions, Slide Shows, and Guided Notes for lectures. The lead instructor and an adjunct instructor will discuss the benefits and provide sample material. We also will present student evaluation data and our evaluation using criteria from the report, *Guided Notes: Improving the Effectiveness of Your Lectures*, by William L. Heward of Ohio State University.

*John Lafferty, Lead Instructor, Internet, Business and Computers*

*Marcia Shields, Adjunct Instructor, Business and Computers*



*Howard Community College (MD)*

**10:30 – 11:00 a.m.**

**CONVERSATIONS ABOUT LEARNING:  
TECHNOLOGY**

*Team or individual time for reflection and  
conversation*

**11:15 a.m. – 12:00 p.m. CLOSING SESSION**

*Introduction*

Mary Kay Kickels

President

Paradise Valley Community College (AZ)

*Continuing the Learning College Journey*

Sylvia Jenkins

Dean, Academic Development and Learning Resources

Moraine Valley Community College (IL)

*Evaluation*

Cynthia Wilson

Vice President, Learning and Research

League for Innovation in the Community College