Welcome

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Center for Business and Industry (BI Building)

**Floor Plans and Room Assignments**

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**Main Level**

**Room 101**

Session One: Turning Technologies - Interactive Learning Environments

Session Two: Creative Ideas to Assist Student Learning

Session Three: Graphic Organizers

Session Four: Using Current Issues in Science to Enhance First-Year Students’ Critical Reading and Thinking Skills

**Room 102**

Session One: Using Intensive Math Review Courses to Improve Placement

Session Two: Promoting Career Exploration: A Strategy for Enhancing Career Readiness Among First-Year Students

Session Three: All Math Software is not Created Equal: What’s the Difference?

Session Four: Tablet PC in the Math Classroom and Online

Need to check your e-mail or web site? Visit the ST Building, Room 101, any time after Session One.
Room 113

Session One
Leading Change Through the Lens of Student Success:
Learning Communities at CSM

Session Two
Changing online classes with Adobe Acrobat Connect Pro

Session Three
Demonstration Using TVnima for Creating Multimedia Presentations

Session Four
Web 2.0 Technologies for Online Classroom Learning

Room 113E

Session One
Allies Mentoring Program—Allowing Students to Help Other Students

Session Two
Best Practices for Student Success in Online Classes

Session Three
Round Table Discussion of Student Preparedness

Session Four
Reflections on Incorporating Service-Learning Into Courses

Room 124

Session One
Adjunct Strategies to Foster Student Success

Session Two
Essay Writing: Effective Teaching Strategies and Student Activities

Session Three
Shout it Out: Using Event Planning to Stimulate and Showcase Student Achievement

Session Four
Supporting and Preparing Midlife Adults for College

Room 201

Session Two
Is Education Informational or Ethical?

Room 214

Session One
Teaching Strategies for Online Health Care Courses

Session Two
Teaching Language Online: Balancing An Understanding of the Online Learner with Course Design

Session Three
Promoting Success in First-Year Nursing Students

Francis P. Chiaramonte, M.D. Center for Science and Technology (ST Building)

One presentation in Session One will be in the Francis P. Chiaramonte, M.D. Center for Science and Technology (ST Building). Please follow the directional signs to the ST Building. Room 101 is located on the main floor at the far end of the atrium.

Room 101

Session One
Enhancing Student Learning with PowerPoint (Everything You Know about PowerPoint is Wrong!)
If you need assistance, look for conference attendants wearing the green “Ask Me” name badges.

**CONFERENCE AGENDA**

8:30 – 9 a.m. Continental Breakfast

9 – 9:45 a.m. Keynote Speaker

10 – 11 a.m. Session One

11:15 a.m. – 12:15 p.m. Session Two

12:15 – 1 p.m. Lunch

1:15 – 2:15 p.m. Session Three

2:30 – 3:30 p.m. Session Four

*Please return your badge at the registration table while you check to see if you won a door prize.*

**KEYNOTE SPEAKER**

9 – 9:45 a.m.

**Dr. Ron Legon**  
*Executive Director of Quality Matters*

Dr. Ron Legon is currently the Executive Director of Quality Matters (QM). In this role, he is responsible for strategic planning and academic policy, maintains relationships with current and potential partner organizations, and represents QM on a national level. Dr. Legon is Provost Emeritus of the University of Baltimore (UB), where he served as provost from 1992 to 2003. He also served as Director of the MBNA e-Learning Center at UB, which launched the first AACSB accredited fully online MBA program in 1998. Over the past 40 years, Dr. Legon has taught history and humanities at Brooklyn College, the University of Illinois at Chicago, the University of Chicago, and most recently, at UB where he teaches online, hybrid, and face-to-face courses.

**CONFERENCE TRACKS**

- Teaching Approaches & Strategies
- Student Preparedness
- Technology
- General Interest

**CONFERENCE SPONSORS**

The College of Southern Maryland would like to thank this year’s sponsors for their support. Please take a moment to visit their booths in the Center for Business and Industry, rooms 103 and 104.

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*Promoting Student Success*

Need to check your e-mail or web site? Visit the ST Building, Room 101, any time after Session One.
SESSION ONE
10 – 11 a.m.

Note: All sessions are being held in the Center for Business and Industry (BI Building) unless otherwise noted.

Using Intensive Math Review Courses to Improve Placement (Room 102)
Bill Coe, Professor, Montgomery College
Getting students placed at the right level to give them the best chance for success is often a difficult process. Whether they are placed too high or too low, they waste time and money. At Montgomery College, we offer two fast-paced, intensive review courses that provide students with the opportunity to place at a higher level than they might otherwise be qualified for. In our ninth year of offering these courses, we have found that two-thirds of the students place at a higher level.

Enhancing Student Learning with PowerPoint (Everything You Know about PowerPoint is Wrong!) (This session will be held in the Francis P. Chiaramonte, M.D. Center for Science and Technology—ST Building, Room 101)
John Wilson, Professor, College of Southern Maryland
Many use PowerPoint in the classroom, but most presentations actually inhibit student learning. Review recent research on PowerPoint and learning and see how to use this information to craft a presentation that will enhance student learning and retention of information. In this hands-on workshop, participants will actually build a presentation using these techniques.

Allies Mentoring Program—Allowing Students to Help Other Students (Room 113E)
Shelley Hintz, Coordinator of Student Engagement, University of Maryland University College
The University of Maryland University College’s Allies Mentoring Program is unique in that the mentors and mentees never actually meet each other physically, but instead communicate through e-mail, phone, and instant messenger. The Allies Mentoring Program matches current students and alumni with less experienced students. Throughout the semester, the mentors regularly contact their mentees with tips for academic success, to encourage their mentees, to answer questions, to share experiences, and to be their peer. The goal of the program is to help new students be successful academically. In addition, the program allows students to give back to the university and to find a way to volunteer their time despite their busy lives.

Turning Technologies - Interactive Learning Environments (Room 101)
Elizabeth McConnell, Turning Technologies
Engage and quickly assess your students with student response. Turning Technologies’ educational solutions can help turn any lecture into an active and engaging learning environment. Learn to use student response in ANY environment. Students can submit answers through Response Card Clickers, cell phones, and laptops/desktops.

From U2 to YouTube — Low Cost Techniques to Enhance Classroom Learning (Room 009)
Ron Krug, Associate Professor, Allegany College of Maryland
This interactive workshop will explore innovative, learner-centered classroom techniques used to stimulate student learning and skills development. A wide range of techniques will be covered, including problem-based learning, team-based learning, and use of mnemonics. These techniques do not require a large investment in classroom technology and can be applied liberally among subject areas. Participants are strongly encouraged to share examples of inexpensive pedagogical methods they have used to foster student learning.

Teaching Strategies for Online Health Care Courses (Room 214)
Rose Miller, Professor, College of Southern Maryland
Come learn how to keep your students’ interest while learning online. Learn how to apply everyday activities as learning assessments and evaluation tools. Course disciplines will include: ethics, medical terminology, pharmacology, health information, and nursing.

Leading Change Through the Lens of Student Success: Learning Communities at the College of Southern Maryland (Room 113)
Dr. Irvin Clark, Director of Student Services; Jody Simpson, Academic Advisor; Debra Wyvill, Professor, Social Sciences—all from the College of Southern Maryland Prince Frederick Campus
Learning communities are an effective strategy for promoting student success through collaboration between academic and student affairs. Over 80% of the students who participated in the learning community program during the fall 2008 semester successfully completed the program. This presentation highlights the key concepts, strategies and lessons learned for linking and aligning students’ learning experiences to ensure their academic and personal success. Finally, the presenters will introduce a framework for leading change that faculty, staff, and administrators can use as a guide to developing an innovative initiative such as a learning community.

Adjunct Strategies to Foster Student Success (Room 124)
Brent Burdick, Adjunct Faculty, College of Southern Maryland
This session will provide participants with strategies that adjunct faculty can employ to promote student success in the classroom. Participants will examine how adjuncts can capitalize on strategic mileposts within their course to help foster student success. Discussions will include managing the first class session, first graded assignment, and mid-term; providing timely and meaningful feedback to students; being available to students outside the classroom; and understanding different learning styles. Participants will also discuss ideas for student engagement in the learning process.

www.dlf.csmd.edu/studentsuccess
SESSION TWO
11:15 a.m. – 12:15 p.m.

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Promoting Career Exploration: A Strategy for Enhancing Career Readiness Among First-Year Students (Room 102)
Paul Martin, Career Counselor, Howard Community College; Ann Kukulies, Career Assistant, Howard Community College

The presentation will describe a workshop developed by the Counseling and Career Services office at Howard Community College to inform incoming freshman about the career planning process and encourage them to begin career planning in their first year of college. It is presented as part of the college’s pre-registration activities conducted by the admissions and advising staff. The workshop consists of (1) a brief overview of the career planning process, (2) a discussion of why career planning is a key component of one’s college education, (3) a short interest assessment based on John Holland’s RIASEC model, and (4) an interactive career exploration exercise to highlight the importance of researching careers before choosing a major/career.

Essay Writing: Effective Teaching Strategies and Student Activities (Room 124)
Barbara Johnson, Associate Professor, College of Southern Maryland; Cynthia Z. Wright, Adjunct Faculty, College of Southern Maryland

This presentation is primarily aimed at Languages and Literature instructors who teach introductory level writing courses. Effective essay writing is a critical skill for college students, and there are various approaches to teaching solid essay writing. Among the topics covered in this presentation are development of critical thinking skills, order and progression of types of essays taught, and student activities that enhance comprehension and retention of components of skilled essay writing.

Is Education Informational or Ethical? (Room 201)
Theodore F. Grant, Adjunct Faculty, College of Southern Maryland

This workshop will examine the conflict between student expectations that education is the absorption of information and the realities of process learning we experience in group psychotherapy. An introductory college class of psychology in the United States worked with interactive group methodology from the idea that the mind is the main “organ” able to perceive and understand the dimension of time in human relationships. Our experiences will be anecdotally presented and a theoretical narrative formulated to guide other users of this method. Transcultural issues involving changes in educational philosophy related to the separation of America from Europe will be discussed.

Creative Ideas to Assist Student Learning (Room 101)
Ewa Gorski, Associate Professor, Community College of Baltimore County at Catonsville; Ellen Lathrop-Davis, Assistant Professor, Community College of Baltimore County at Catonsville; Steve Kahrhel, Assistant Professor, Community College of Baltimore County at Catonsville

This interactive workshop will focus on creative teaching tools designed to assist student learning. These include a variety of concept mapping activities such as electronic concept map software, concept map cards, and whole-class kinesthetic concept maps.

Best Practices for Student Success in Online Classes (Room 113E)
Panel Presentation: Dr. Susan Biro, Director of Distance Education, Carroll Community College; Jean Runyon, Virtual Campus Dean, Anne Arundel Community College; Dr. Sue Suhocz, Chair of Distance Learning and Faculty Development, College of Southern Maryland; Dr. Bill Comey, Vice President, Student and Instructional Support Services, College of Southern Maryland

This panel will answer questions about student success programs, discuss the measures of student success that can be applied to online courses, and offer opportunities for the audience to share their best practices.

Teaching Language Online: Balancing An Understanding of the Online Learner with Course Design (Room 214)
Carolin McManus, Professor, College of Southern Maryland

This presentation examines the sociocultural aspects of the subgroup of online learners of Spanish, considers elements of best practices in multimodality computer-mediated second language acquisition (SLA), and juxtaposes the ideal online language experience with the limitations of practical application.

Research-Proven Online Tutoring with SMARTTHINKING (Room 009)
Ed Neelley, SMARTTHINKING

Psychologists and education researchers have found that one-on-one tutoring increases student performance across disciplines, improving grades, persistence in class, and retention in college. This session will discuss implementation of SMARTTHINKING Online Tutoring to better support faculty and students with live, online tutoring.

Changing Online Classes with Adobe Acrobat Connect Pro (Room 113)
Patrick Koster, Senior Solutions Engineer, Adobe Systems

Learn how Adobe Acrobat Connect Pro is changing online classrooms and meetings. Built on Adobe Flash technology, Connect Pro allows you to deliver a rich, engaging experience complete with audio, video, interactivity, chat, polling questions, audience feedback, white boards, breakout rooms, and more.

Need to check your e-mail or web site? Visit the ST Building, Room 101, any time after Session One.
LUNCH
12:15 – 1 p.m. (Room 113/113E)

SESSION THREE
1:15 – 2:15 p.m.

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All Math Software is not Created Equal: What’s the Difference? (Room 102)
Abby McBride, Hawkes Learning Systems
The use of technology has become increasingly implemented in Mathematics courses, but what makes one software system different from another? Hawkes Learning Systems (HLS) is a unique program that is proven to be more effective than the rest in improving student performance. Discover how HLS’s differences make it the perfect solution for student success!

Round Table Discussion of Student Preparedness (Room 113E)
Elizabeth Mulherrin, Academic Director, University of Maryland University College; Lisa Zimmerelli, Director of the Effective Writing Center, University of Maryland University College; Brandy Whitlock, Instructional Librarian, Anne Arundel Community College
In this roundtable discussion, participants will explore the topic of student preparedness for college level work by considering where many entering students actually are when they begin college, not where we think they should be or where faculty expect them to be. In order to better support student success in the critical academic areas of research and writing, we see a need to realign our expectations with current realities by considering some key questions.

Promoting Success in First-Year Nursing Students (Room 214)
Kathleen M. Martin, DNP, RN, Associate Professor, Frederick Community College
The presenter will briefly describe the results of her research into the correlation between certain characteristics of Frederick Community College nursing students and their ability to predict success in the first-year of the nursing program. There will be a thorough description of interventions that are recommended to increase nursing student retention. The strategies are based on a review of the nursing and higher education literature. Several of the interventions have been successfully implemented at Frederick Community College.

Freely Speaking: A Celebration of Freedom of Expression (Room 009)
Frank Potter, ACT, Inc.
The Student Readiness Inventory (SRI) is a new assessment from ACT that helps postsecondary educators evaluate students’ psycho social and study skill attributes, determine their levels of academic risk, and apply specific interventions to help them persist in their studies and achieve academic success.

Shout it Out: Using Event Planning to Stimulate and Showcase Student Achievement (Room 124)
Cynthia L. Bascom, Associate Professor, Bluefield College
Public relations strategies can be effective in inspiring student excitement and spreading news of student achievement throughout the college campus and throughout the local community. Freely Speaking: A Celebration of Freedom of Expression is an example of a unique and compelling event that integrates student learning with college promotional efforts. Freely Speaking was inspired by London’s Speakers Corner, an eccentric attraction for more than 150 years. Bluefield College created its own version of Speakers Corner to give talented speech, art, and music students an additional platform for expression, to bring the college community together for a fun and edifying event, to serve as a fund-rasing event for a worthy cause, and to exhibit student accomplishments to the local community.

Demonstration Using TVnima for Creating Multimedia Presentations (Room 113)
Towanda Jones, Instructional Support Specialist, University of Maryland University College; Sharon Huston, Instructional Support Specialist, University of Maryland University College
TVnima is a Web-base 3D application that provides the elements to create 3D Avatars that are able to present multimedia objects in a variety of scenes. The Avatars in TVnima add a “human” realistic element to a virtual presentation. This technology is effective for enhancing multimedia presentations in the online learning environment.

Graphic Organizers (Room 101)
Dr. George F. Spiegel, Jr., College of Southern Maryland
Students learn better if they organize information before attempting to learn it. However, many students come to college lacking the skills to organize knowledge. This presentation/workshop outlines methods to help students recognize the common text or prose structures (structural knowledge) in text and the usefulness of student-generated adjunct aids (post-reading graphic organizers) that build on structural knowledge.

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SESSION FOUR
2:30 – 3:30 p.m.

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Web 2.0 Technologies for Online Classroom Learning (Room 113)
Dr. Les Pang, Program Director and Professor, University of Maryland University College
In this presentation, participants will learn effective means for actively engaging with students using Web 2.0 tools, including classroom examples that provide valuable tools for instructors. Instructors will also learn the benefits and drawbacks of a variety of Web 2.0 tools, based on real classroom experiences.

Using Current Issues in Science to Enhance First-Year Students’ Critical Reading and Thinking Skills (Room 101)
Karen Adams, Associate Professor and Chair of Mathematics, Wilson College
PEMDAS (Parentheses, Exponents, Multiplication and Division, and Addition and Subtraction) and FOIL (First, Outside, Inside, Last) are examples of mnemonic devices recognized to facilitate student learning. However, upper level mathematics such as calculus doesn’t readily benefit from these more procedural hints. Some calculus texts provide lists of strategies that are often either too long or beyond the level of understanding to help the student. “Poor Freshmen Know Every Derivative” is a tool that provides targeted help in one of differential calculus’ most difficult topics for students—related rates. The leading characters in the title represent a series of tasks (draw a Picture, identify what is to be Found, write what is Known, construct an Equation, and take the Derivative) that lead the student in a positive direction toward the solution. The presenter will demonstrate this method.

Supporting and Preparing Midlife Adults for College (Room 124)
Dr. Sabrina Marschall, Assistant Dean, Center for Student Success, University of Maryland University College; Dr. Megan Hurley, Lecturer, University of Maryland, College Park
A college career, at any age, is a transition. When this transition occurs in midlife, there are unique extraneous factors that impact student success. Midlife adults find themselves “sandwiched” between the needs of their children and aging parents. This presentation will define middle adulthood and its characteristics and describe how transition theory can help students be prepared, persistent, and successful adult college students.

Reflections on Incorporating Service-Learning Into Courses (Room 113E)
College of Southern Maryland Panel:
Sarah Merranko, Associate Professor and Chair, Service Learning and Civic Engagement; Judith Allen Leventhal, Professor, Languages and Literature; Debra Wyvill, Professor, Social Sciences; Ronda Jacobs, Adjunct Professor, Biological Sciences; Michelle Simpson, Professor, Communication
This workshop explores the concept of purposeful service-learning and provides examples of how professors can shape projects to meet both the learning objectives of the course, as well as help students develop the knowledge, skills, and values necessary to be effective citizens. The panelist will discuss both “best practices” and “things to consider” when developing a course that utilizes service-learning. This session is for novice or advanced service-learning practitioners. The panel presenters participated in a college-sponsored, service-learning, faculty development program in the 2008-2009 academic year.

TRANSFERgalicious: Putting the Fun in Student Transfer (Room 009)
James Spence, Coordinator of Transfer Evaluation and Articulation, College of Southern Maryland
The successful seamless transition of students from the two-year to the four-year institution is one of the primary roles of Transfer Services at any community college. This session showcases the innovative activities that the College of Southern Maryland Transfer Services is doing to assure a smooth transfer for its students. The session will focus on the Transfer Services web site, TRANSFERmation Help Desk, Transfer Fridays Tour, the Transfer Recognition Ceremony, and other activities.

Tablet PC in the Math Classroom and Online (Room 102)
Liz Rourke, Professor, College of Southern Maryland
There is a whole new way to teach out there. The days of the chalkboard and paper and pencil are being phased out. In this presentation, the Tablet PC and various software utilities will be demonstrated as to how they are used in as well as outside of the classroom. Learn how to teach in the technological world of today.

Please recycle your name badge and grab a snack before you leave.

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