



Engaged Student Learning: An Afternoon with Dr. Vincent Tinto

**Tuesday, March 24
Student Union Ballroom**

Dr. Tinto is a Distinguished University Professor Emeritus at Syracuse University and the former Chair of the Higher Education Program. He has carried out research and has written extensively on higher education, particularly on student success and retention. His book, *Leaving College*, is considered the benchmark by which student retention in higher education is judged. His most recent book, *Completing College*, points to the classroom as the center of student education and life, and therefore the primary target for institutional action.

His recent awards include the 2015 Harry S. Truman Award by the American Association of Community Colleges, the Council of Educational Opportunity Walter O. Mason 2012 Award for his work on the retention of low income students, the Council of Independent Colleges 2008 Academic Leadership Award, the National Institute for Staff Development International 2008 Leadership Award and he was named Distinguished Fellow in the Council of Learning Assistance and Developmental Education Associations. He has some 50 notable publications to his credit, including books, research reports, and journal articles, and has lectured across the world.

Dr. Tinto received his B.S. from Fordham in Physics and Philosophy, his M.S. from Rensselaer Polytechnic Institute in Physics and Mathematics, and his Ph.D. from the University of Chicago in Education and Sociology.

Summit Itinerary

12:30 p.m.—1:00 p.m.	Registration & Check-In	Ballroom
1:00 p.m.—1:15 p.m.	Welcome, <i>Dr. James Henderson</i>	Ballroom
1:15 p.m.—2:15 p.m.	Keynote Speaker, <i>Dr. Tinto</i>	Ballroom
2:15 p.m.—2:30 p.m.	Questions and Answers	Ballroom
2:40 p.m.—3:20 p.m.	Concurrent Sessions I	
3:20 p.m.—3:30 p.m.	Break	Student Union
3:30 p.m.—4:10 p.m.	Concurrent Sessions II	
4:15 p.m.—4:45 p.m.	Closing	Ballroom

Concurrent Session I				
Panel	Presentation	Presenter	Description	Room
Nurturing Beginnings	A Pedagogy Focused on the Site of Learning: the Student	Hector LaSala <i>Arts</i>	A student-centered pedagogy that promotes self-reflection, collaboration and civic engagement.	209A Forum
	Dangerous Games	John Laudun <i>Liberal Arts</i>	A discussion about the usefulness of exhausting a text or topic as a way to begin thinking.	
Distance Learning	Achieving a Successful Online STEM Class	Christy Sue Langley, Julie Roy, & Andrea Leonard <i>Sciences</i>	Retention with different types of audiences, communications, and assessments for STEM courses.	207 Pelican Room
Flipping the Classroom	Undergraduate Students' Experiences with Recorded Lectures	Sebnem Cilesiz <i>Education</i>	Research results on students' experiences with recorded lectures as substitutes for face-to-face instruction.	208 River Room
Large Lecture	Increasing Student Engagement in Lecture Classes	Patricia Mire <i>Sciences</i>	Learning activities to physically and mentally engage diverse students in lecture classes.	210 Magnolia Room
Decolonizing the Classroom	Decolonizing the Classroom	Dana Stachowiak <i>Education</i>	Interactive session about methods for building critical consciousness in students.	211 Bayou Room
Retention Strategies	Engagement Leads to Retention	Kathleen Wilson <i>Nursing</i>	Types of engagement used and methods of follow-up.	212 Shadows Room
	Peer Mentoring and Creating Student to Student Connections	Rick Swanson & Ryan Teten <i>Liberal Arts</i>	This presentation looks at the integration of students into lower level classes as peer mentors.	

Concurrent Session I cont.				
Lightning Round	Curriculum Continuity: A System to Increase Rates of Graduation and Retention	Tom Pesacreata <i>Sciences</i>	Our educational process needs curriculum continuity from high school to and through college.	209B Forum
	Active Learning Modules for Engineering Hydrology Education	Emad Habib <i>Engineering</i>	Present experiences in developing active learning modules in Hydrology in an ongoing NSF project.	
	The Impact of Expectations on Student Engagement	Colleen Schwarz, & Zhiwei Zhu <i>Business</i>	A discussion of a study we conducted to determine the impact of expectations on student engagement.	

Concurrent Session II				
Active Learning	Hook, Line, and Thinker: Grabbing Student Interest on Day One	Daniel Wellman, <i>Sciences</i> & Jessica S. Pearce,	We will share several strategies that can be used to make an effective first-day presentation.	209A Forum
	Making History Alive: Public History Assignments for Entry-Level Courses	Thomas Cauvin, <i>Liberal Arts</i>	Can hands-on activities make history courses more engaging for students?	
Bring Your Own Device	Engaging Devices: An Interactive Student Perspective	Ami Stearns, Sheri Lazare, Elizabeth Bobo, <i>Liberal Arts</i> & Gina Sorci, <i>Sciences</i>	Use Moodle, mobile devices, and online techniques to create interactive learning and engagement.	207 Pelican Room
Gaming	Enhancing Retention and Class Participation Through Interactive Gaming Technologies	Kendra Weeks <i>Arts</i>	Demonstrates the use of computer games to increase student engagement/retention in large classes.	208 River Room
	Motivation Through Gamification	Mike Williams <i>OFYE</i>	Gamification is the process of utilizing game elements to increase motivation and engagement.	
	Life on an Island	Diane Fisher <i>Sciences</i>	A virtual island gives students the opportunity to sample, perform an experiment and collect data.	
Technology in the Classroom	Translation of Online Teaching Technology to Face-To-Face Teaching	Whitney Storey <i>Liberal Arts</i>	Translating the use of tools from the online teaching environment to the face-to-face classroom.	210 Magnolia Room
Effective Teaching Strategies	Using Cognitive Theory to Develop Effective Teaching Strategies	Brooke Breaux <i>Liberal Arts</i>	Discover how cognitive principles can improve your lectures and the way your students learn.	211 Bayou Room
Assessment	Triangulation of Program Data for Optimization of Nursing Student Success	Deedra Harrington & Susan Randol <i>Nursing</i>	Review student performance measures, faculty improvement initiatives and program outcomes.	212 Shadows Room
	Assessing Student Performance through a Capstone Project	Kathleen Wilson & Debra White <i>Nursing</i>	Evaluation methods to assess grasp of major concepts in a program of instruction.	

Concurrent Session II cont.				
Lightning Round	Acceptance and Commitment Training: Making Space for At-Risk College Students	Emily Sandoz <i>Liberal Arts</i>	Introduction to ACT, a mindfulness and values-based intervention approach, for at-risk students.	209B Forum
	What Do Modern Language Students Think?	Richard Winters & Francisco Garcia-Rubio, <i>Liberal Arts</i>	Reevaluating the major for the needs of students and the demands of the job market.	
	Online Dual Enrollment College Algebra and Retention	Mary Lou Jumonville, <i>Sciences & Amanda Doyle, University Connection</i>	We will look at the data from past and current high school dual enrollment College Algebra students.	

The Engaged Student Learning Summit was organized by the University Retention Committee with leadership from the Academic Success Center and the Office of First-Year Experience. The Academic Success Center provides academic counseling, advising, tutoring, student success workshops, and retention services. The Office of First-Year Experience provides support to first year students through UNIV 100, peer mentoring, living and learning communities, and student involvement through community service.

University Retention Committee

Claire Arabie	Dana Bekurs
Kimberly Broussard	Aimee Bullinger
Ellen Cook	Pearson Cross
Bobbie DeCuir	Luke Dowden
Lucy Gammon	Bette Harris, Chair
James Henderson	James Kimball
Lauren Landry	Heidie Lindsey
Lisa Lord	Robert McKinney
Lana Rodriguez	Geoffrey Stewart

Academic Success Center

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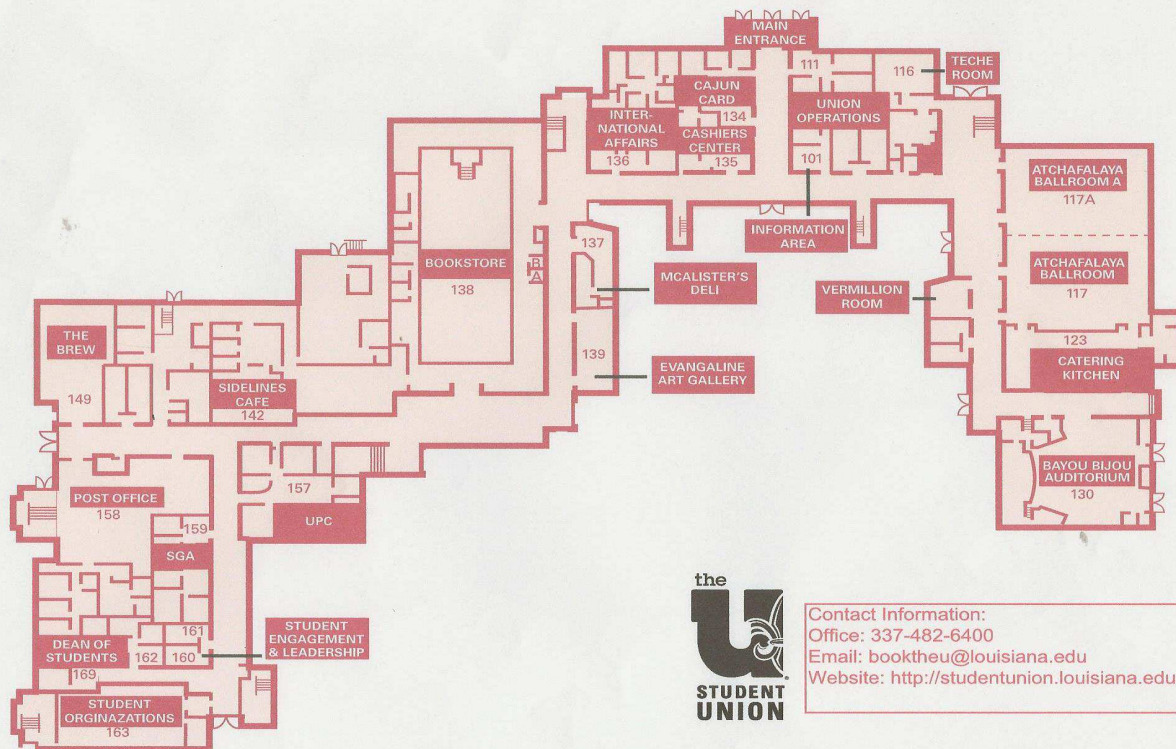
Office of First-Year Experience

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