STUDENT SUCCESS SUMMIT
July 14-15, 2015
Hyatt Regency Lost Pines Resort
Cedar Creek, TX
Breakout Session Descriptions

Tuesday, July 14

1:30 p.m.-2:30	Breakout Session I
Ranger	**RGV FOCUS: Leaders Working Together to Increase Latino Educational Attainment** Luzelma Canales, Ph.D., Executive Director, RGV Focus, a collaboration with Educate Texas In 2012, the Rio Grande Valley (RGV) Collective Impact initiative, now RGV FOCUS, launched to transform Latino college readiness, access, and success across the four-county region. Initially founded by a group of district superintendents and higher education presidents, the collaborative has grown to include educators, nonprofits, community groups, funders, and business and civic leaders dedicate to making major, systemic improvements to educational and career attainment in the RGV. RGV FOCUS works to strengthen each step of the educational pipeline, better connecting the pipeline, and aligning community resources to provide the supports learners need to succeed throughout high school and postsecondary in order to purse a meaningful career in the RGV and beyond. This session will include a description of mission, goals and student success outcomes that have been adopted across the four-county region by the cross-sector leadership of RGV FOCUS. It will also include a detailed description of the regional strategies that have been developed and implemented in the last two years to increase student success outcomes. Participants will also receive copies of the Baseline and Community Reports for the RGV.
Milam's Colony	**Developing Pathways: Planning for Student Success** Susan Thomason, Ph.D., Director of Instructional Development, Austin Community College The accountability movements of our time and flat-line funding fueled by state budget cuts have placed a variety of challenges on the doorstep of community colleges and some universities around the country. In addition to limited resources, some institutions now face declining enrollments, increasing operation costs and greater competition for external funding. As we struggle to redefine priorities and establish new student-centered strategies to address completion, retention and success rates, it is clear that institutions have to do a better job of integrating planning and proposed solutions across all departments. One strategy that has serves as a key planning tool is process mapping. A turnkey solution for the integration of processes, projects and personnel, process mapping also serves to clarify needs and identify critical priorities that address common goals for superior student pathways that ensure access and improve success. Participants in this session will have an opportunity employ process mapping techniques and strategies.

Austin Colony	**SIT for Success: Sharing TWU's Supplemental Instruction and Tutoring Model**
	Texas Woman's University
	  o Bev Carlsen-Landy, Ph.D., Coordinator, Supplemental Instruction and Tutoring
	  o Don Edwards, Ph.D., Professor and Chair, Department of Mathematics & Computer Science
	
	This session will be an opportunity to learn about the implementation and successes of TWU's hybrid, mandatory supplemental instruction and tutoring (SIT) model. We will also preview the CSSP Toolkit which is designed to serve as a guide for implementing your own supplemental instruction program.

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Texas Higher Education
Coordinating Board

Navarro Y Bangs	**Supplemental Instruction at UTSA: Student Success through Effective, Peer-facilitated, Collaborative Learning Study Groups for High Enrollment, Historically Difficult Courses** The University of Texas at San Antonio o Margaret Floyd, Director of Supplemental Instruction This presentation offers an overview of effective practices for administering a successful large scale Supplemental Instruction (SI) program. As a model of academic support, SI represents a structured approach for promoting peer-to-peer collaborative learning on campus while infusing study groups into the culture of a college or university. The SI program at UTSA has successfully grown since the 1996 pilot to currently employ 150 students who serve as SI leaders supporting approximately 40 courses within 18 different discipline areas. With fifteen years of experience administering a large scale SI program, the UTSA Director of Supplemental Instruction will focus this presentation on four key administrative basics of a successful SI program: (1) demonstrating positive impact on student success through effective program evaluation, (2) funding and strategic resource allocation, (3) recruiting, training and supervising student employees, and (4) effective campus partnerships with faculty and administration. Administrators and faculty interested in learning about SI or peer assisted support programs will gain invaluable knowledge as well as practical tools for implementing new peer-to-peer learning assistance programs or expanding an existing programs.
2:45 p.m.-3:45	**Breakout Session II**
Ranger	**Community College as a Winning Strategy for Improving the Education of Black and Brown Male Students** Tarrant County College o Larry Rideaux, Jr. Ed.D., Vice President of Student Development Services o Kiesha R. Shelton, Ph.D., Coordinator, Special Services o Freddie Sandifer, Jr., Coordinator of Student Success, Men of Color Program This presentation will make a case for the need to focus on ACCESS AND SUCCESS for Black and Brown male students. In addition, we will explain why community colleges are in the BEST position to respond to their educational needs and discuss a research model that clarifies facets of the Student Experience. Finally, we will clarify who succeeds and who struggles in post-secondary education along with discussing Tarrant County College interventions that focus on Student Success and Completion.
Milam's Colony	**How to Transform Teaching…with Learning** The University of Texas At Austin o Julie Schell, Ph.D., Director of OnRamps and Strategic Initiatives, Clinical Assistant Professor, Program in Higher Education Leadership The ability to take what is learned in classrooms and apply it within new contexts is the most important skill for 21st century learners. Transfer of learning is the heart of innovation and the core purpose of any educational system. No matter if you are a teacher, an administrator, or policymaker, no matter where in the world you reside and no matter what you teach, this mission of education does not drift. Unfortunately, by the time students arrive at university, after more than 11,000 hours of compulsory schooling, they still have difficulty transferring knowledge across contexts. This is a sign that their learning is situated, rather than flexible. Transfer of learning is also a difficult skill to teach. In this session, Dr. Julie Schell will provide an overview of different types of transfer of learning and present several practical strategies for teaching for transfer.

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Austin Colony	**TransitionTX: A Texas-sized Collaboration** Amarillo College ○ Lana Jackson, Ph.D., First Year Experience Chair & Professor ○ Ann Fry, Ph.D., K-16 Project Liaison ○ Edie Carter, Developmental Math Coordinator & Professor ○ Karen White, Assistant Professor, Mathematics Join the discussion of how 5 Texas community colleges/districts found common ground to engage and enhance student success initiatives. Funded by a grant from the co-board, TransitionTX allowed these institutions to learn from one another as they engaged in professional development activities focused on improving first-year seminar instructor training, peer mentor/tutor training, and a calling program implementation.
Navarro Y Bangs	**Implementing Transparency, Motivation and Learning Strategies Interventions in Freshman Barrier Science Courses** University of Houston-Downtown ○ Adriana Visbal, Ph.D., Lecturer, Department of Natural Sciences ○ Eszter Trufan, Assistant Professor of Chemistry The goal of this breakout session is to discuss and model several strategies implemented in re-designed freshman chemistry and biology courses at University of Houston-Downtown (UHD) with the goal of increasing student retention and success. We will discuss how we incorporated learning strategies into lecture and discuss our participation in AAC&U's Transparency and Problem-Based Learning Project as well. We will provide specific examples and share some student and faculty feedback as well.

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WEDNESDAY, JULY 15	
9:30 a.m.-10:30 a.m.	**Breakout Sessions III**
Ranger	**Implementing an Integrated, Comprehensive Academic Support Initiative for First-Year Students** Texas Southern University o John Robinson, J.D., MBA, Executive Director, Student Academic Enhancement Services This presentation offers a paradigm for planning and implementing an integrated, comprehensive academic support initiative for first-year students. The presenter will identify key components in an integrated academic support initiative and offer strategies for the successful implementation of these components. The presenter will also suggest techniques for effectively assessing and evaluating academic support initiatives.
Milam's Colony	**Design for Completion: A College-Wide Transformation Leading to Record Student Achievement and Graduation** Odessa College o Don Wood, Ph.D., Vice President for Institutional Effectiveness The results from Odessa College's *Design for Completion* model program that has transformed the college-going, college-completion behavior of the entire student body will be presented. Over the past four years the interlocking features of this wraparound support model have led to class completion rates of more than 94% for First Time in College students, to student success rates ("C" or better) greater than 73% for all ethnic groups and to an unprecedented 67% increase in unduplicated student graduations.
Austin Colony	**Project Xtreme Academic Makeover- Renovation and Redesign of Gateway Courses** North Central Texas College o Amy Klohn, QEP Coordinator o Mary Martinson, Director of Student Success o Tracy Fleniken, Director of Counseling & Testing o Crystal Wright, Chair, History, Humanities, Philosophy Department Three core courses produced the greatest number of students receiving a "D, F or W": US History 1301, Composition I, and College Algebra at our institution. To better serve students, gateway courses were renovated and re-designed as part of the "Project Xtreme" initiative to include key contextual academic behaviors and skills. These renovated courses facilitate students' integration and application of college readiness and study skills, by embedding academic contextual skills and structured academic support activities into course curriculum. We have created an online "Tool-Kit" with resources and elements from the project, for faculty and staff in the areas of student success and engagement that will be shared in the session. This presentation will also address the "construction" and implementation of these elements and the challenges for implementing these initiatives as observed by the "building crew" during the project.

Navarro Y Bangs	**How to Help People Remember What They Learn** The University of Texas At Austin ○ Julie Schell, Ph.D., Director of OnRamps and Strategic Initiatives, Clinical Assistant Professor, Program in Higher Education Leadership Why don't students remember what they learn, even when they study hard? How can we help students boost their memory powers to increase their success in college classrooms? In this session, we will review the current science on memory and learning. We will engage in hands-on practice with easy to implement, research-based strategies for helping people remember what they learn in educational settings. After this session, participants will be able make the most important things for students to learn stick.
10:45 a.m.-11:45 a.m.	**Breakout Session IV**
Ranger	**Mainstreaming: Paddling Quickly to Successfully Accelerate Students** Texas Higher Education Coordinating Board ○ Suzanne Morales-Vale, Ph.D., Director, Developmental and Adult Education ○ Terri Daniels, Assistant Director, Developmental Education San Jacinto College ○ Amy Axtell, Professor, College Preparatory This session will provide an overview of mainstreaming, including definition, requirements, and relevant research. Participants will also engage in discussion about placement into mainstreaming. The session will also illustrate how to build accelerated mainstreaming curriculum for underprepared students. Learn and experience the co-requisite, concurrent and innovative models San Jacinto College has been able to implement in response to the changing dynamic in higher education at community colleges.
Milam's Colony	**Improving Student Success in Large Gateway Science Courses with Peer Learning Assistants** The University of Texas Austin ○ Cynthia LaBrake, Ph.D., Senior Lecturer and Provost Teaching Fellow ○ David Vanden Bout, Ph.D., Professor and Associate Dean of College of Natural Sciences A university wide Course Transformation Program was initiated at the University of Texas Austin in Fall 2010. The Program was launched to support efforts to help the traditional lower division gate keeper courses to move from standard lecture based content delivery to adopt modern multi-modal teaching practices. The goal of the Program was to increase student success in the course and help to insure persistence to degree. General Chemistry was one of the courses selected for the transformation program. The program provided a three year grant by which the curriculum was updated, a substantial amount of digital resources were created and made available to all students taking the course and faculty teaching the course, a team teaching approach across all 9 sections of the course was adopted, and a peer learning assistant program was developed to support active learning in the large stadium seating type sections. In this session, we will briefly outline and demonstrate some of the resources that were created to support active student learning in general chemistry with special emphasis on institutional changes that are necessary to sustain such efforts. Additionally, we elaborate on the details of the newly created peer learning assistant program (PLA program), in particular the curriculum, the impact on the students serving as the Peer Learning Assistants, and the impact on the faculty teaching and students taking the General Chemistry course.

Austin Colony	**Texas A&M International University Supplemental Instruction Model: A Model for Course Success** Texas A&M International University o Conchita Hickey, Ph.D., Dean of University College o Elizabeth Mata, Coordinator of Supplemental Instruction In 2007, TAMIU University College University Learning Center (ULC) initiated its Supplemental Instruction Program in response to a high DFW rate in College Algebra. As a response to the problem, the ULC initiated a collaborative effort with the College Algebra department which piloted TAMIU's adapted version of the University of Missouri-Kansas City (UMKC) SI model. The lack of additional resources to respond to the problem led to the adaptation of the UMKC SI model to fit TAMIU's needs. Customized to TAMIU's resource availability and need, it has proven to be successful and sustainable. What started with 6 sections of College Algebra has evolved into a program that now services over 25 subject areas, with over 50 sessions.
Navarro Y Bangs	**Learning Frameworks Course Transformation: Re-thinking How Students Learn How to Learn in the 21st Century** The University of Texas at Austin o Joshua Walker, Ph.D., Interim Director, Faculty Development & Learning Design & Instructional Designer/Learning Sciences Consultant Higher education in the 21st Century must make higher demands of its students just as it must meet higher demands by the students. There is more to learn now than ever before and still more ways to use what is learned; there are also more ways to learn as well as more ways to be distracted or derailed from learning. What will be the best way to educate, equip, and energize students with the knowledge, skills, and dispositions they need to navigate the academic and professional landscape as lifelong learners? In this interactive session, participants will identify the opportunities and challenges facing college students today, analyze an authentic case of a Learning Strategies course getting an extreme makeover this summer, and brainstorm adaptive solutions that can be implemented at their respective institutions.