

<b>ISLOs</b>	<p><b>All-College Spring 2012 Professional Day</b></p> <p><b>Everyone Teaches, Everyone Learns: Integrating the ISLOs Throughout the College Experience and Workplace</b></p> <p><b>Thursday, March 29, 2012</b>  <b>8:00 a.m. – 4:00 p.m. – Lowell, MA</b>  <b>P R O G R A M</b></p>
<b>8:00 – 8:50 a.m.</b>	<b>Optional Wellness Activity: Sunny Side Up – YOGA for Beginners</b>
<b>8:30 - 9:00 a.m.</b>	<p><b>Coffee and Conversation</b></p> <ul style="list-style-type: none"> <li>- Main Ballroom</li> <li>- UMass Lowell Conference Center</li> </ul>
	<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>- Mary Anne Dean, Dean, Resource and Leadership Development</li> </ul>
<b>9:05 - 9:15 a.m.</b>	<p><b>Opening Remarks</b></p> <ul style="list-style-type: none"> <li>- Carole A. Cowan, President</li> </ul>
<b>9:15 - 9:25 a.m.</b>	<p><b>ISLOs: The Role We All Play in Preparing Our Students for Their Futures</b></p> <ul style="list-style-type: none"> <li>- Philip J. Sisson, Provost and Vice President of Academic and Student Affairs</li> </ul>
<b>9:30 – 10:15 a.m.</b>	<p><b>Keynote Address</b></p> <p><b>Learning across The College: Here, There, and Everywhere</b></p> <ul style="list-style-type: none"> <li>- Peggy L. Maki, Assessment Consultant to the Advancing Massachusetts Culture of Assessment (AMCOA) Project</li> </ul>
<b>10:30 – 11:20 a.m.</b>	<b>Fifty-Minute Workshops – Concurrent Session I</b>
<b>11:30 – 12:20 p.m.</b>	<b>Fifty-Minute Workshops - Concurrent Session II</b>
<b>12:30 – 1:45 p.m.</b>	<b>Lunch - Main Ballroom, UMass Lowell Conference Center</b>
<b>1:20 – 1:50 p.m.</b>	<b>Optional Wellness Activity: Meditation Session</b>
<b>2:00 – 4:00 p.m.</b>	<p><b>Division, Department and Area Meetings</b></p> <p>Locations to be announced</p>
<b>4:00 - 5:30 p.m.</b>	<b>Optional Wellness Activity: Let’s Go Bowling! Seriously!</b>

# ISLOS

## Support Staff Professional Day Thursday, March 29, 2012

This Professional Day includes opportunities for support staff to participate in activities offered throughout the day, as well as to participate in special sessions designed just for them by the Support Staff Professional Day Planning Committee. Below is an overview of the complete Support Staff Professional Day Program.

(Note \*Asterisk indicates activities designed especially for Support Staff only)

**Important Registration Information:** Everyone is asked to register in advance. Please complete the online registration form, selecting **Inside Stories of a Writer's World with Jean Trounstone** as your first Concurrent Session workshop.

8:00 – 8:50 a.m.	<b>Optional Wellness Activity: Sunny Side Up – YOGA for Beginners</b>
8:30 - 9:00 a.m.	<b>Coffee and Conversation</b> -UMass Lowell Conference Center Main Ballroom
9:05 - 10:15 a.m.	<b>Opening Remarks and Keynote Address</b>
10:30 – 11:20 a.m.	<p><b>Concurrent Session I Workshop for Support Staff*</b></p> <p><b><u>Inside Stories of a Writer's World with Jean Trounstone</u></b>      <b>Assembly Room</b></p> <p>Behind every book, there is an “inside story” that is rarely apparent in the book, itself. Join MCC author Jean Trounstone to learn what motivates an author; discover how a book gets on the page; consider the way a writer reads; and get the scoop on the good, bad, and ugly about publishing.</p>
11:30 – 12:20 p.m.	<b>Concurrent Session II Workshops:</b> Choose any workshop - See descriptions
12:30 – 1:45 p.m.	<b>Lunch</b> -UMass Lowell Conference Center Main Ballroom
1:20 – 1:50 p.m.	<b>Optional Wellness Activity: Meditation Session</b>
2:00 – 4:00 p.m.	<p><b>Service Learning/Civic Engagement Activity for Support Staff*</b></p> <p><b>Home of the Brave Quilt Project</b>      Upper Cafeteria - Lowell City Campus</p> <p>The Lowell Quilt Museum is collaborating with the Massachusetts Chapter of Home of the Brave Quilts, a non-partisan group of dedicated volunteers providing comfort quilts to grieving families of our fallen soldiers who served in Iraq and Afghanistan. MCC support staff will work on some of the quilts through completing a block and/or assembling blocks and quilt tops. Everything will be provided for your use -- kits with pre-cut fabrics, sewing supplies and sewing machines. For a photo of the quilts, see <a href="http://www.homeofthebravequilts.com">www.homeofthebravequilts.com</a>.</p>
4:00 - 5:30 p.m.	<b>Optional Wellness Activity: Let's Go Bowling! Seriously!</b>



## Biographical Summary: Peggy L. Maki

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**Peggy L. Maki** is a higher education consultant who specializes in assisting undergraduate and graduate colleges and universities, higher education boards, higher education organizations, and disciplinary organizations integrate assessment of student learning into educational practices, processes and structures. Her work also focuses on assessment within the context of accreditors' expectations for institutional effectiveness. She serves as Assessment Field Editor at Stylus Publishing, LLC; serves on several editorial advisory boards for assessment publications; and recently served on the national advisory board for AAC&U's VALUE PROJECT: Valid Assessment of Learning in Undergraduate Education. She has served as assessment consultant and workshop leader for: (1) the Carnegie Foundation's Integrated Learning Project; (2) a Teagle grant awarded to consortia of colleges and universities across the United States; (3) a Mellon grant awarded to Appalachian colleges and universities focused on assessing students' learning in mathematics, the sciences, and writing. For three years she served as sole consultant to the Rhode Island Board of Governors for Higher Education and its public higher education institutions under a multi-year assessment project. Currently, she serves as: (1) consultant under an NIH multi-year grant awarded to New Mexico State University for undergraduate and graduate programs that prepare historically under-represented students in the biomedical sciences; (2) assessment advisor to faculty teaching in STEM fields under a three-year NSF grant awarded to PKAL; and (3) appointed by the Commissioner of Higher Education in Massachusetts, serves as the State's assessment consultant to assist institutions build their assessment capacity and to develop a statewide system of reporting student achievement based on scoring students' authentic, performance-based work—a model that could serve as an alternative to the current use of standardized tests as the sole source of accountability in states.

Formerly, Senior Scholar and Director of Assessment at the American Association for Higher Education (AAHE), she has served as Associate Director of the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, Inc., New England's regional accrediting body; Vice President, Academic Dean, Dean of Faculty, and Professor of English, Bradford College, MA; Chair of English, Theatre Arts, and Communication, Associate Professor of English, and Dean of Continuing Education, Arcadia University, PA. She is a recipient of a national teaching award, the Lindback Award for Distinguished Teaching, has given several honorary lectureships at colleges and universities for her work in assessment, and is a frequent keynote speaker at national and international assessment conferences. She has conducted over 460 workshops and keynote addresses on assessment both in the U.S. and abroad and frequently publishes articles on assessment. Her handbook on assessment, *Assessing for Learning: Building a Sustainable Commitment across the Institution*, was published in 2004, by Stylus Publishing, LLC. In late 2007 Stylus published her co-edited book, *The Assessment of Doctoral Education*. In late 2010, her second edition of *Assessing for Learning*, now a bestseller in higher education, was published by Stylus Publishing, as well as her edited collection of faculty perspectives on and experiences with assessment, *Coming to Terms with Assessment*.

## Keynote Address

### **Learning across the College: Here, There, and Everywhere**

**Peggy L. Maki**

**Assessment Consultant to the Advancing Massachusetts  
Culture of Assessment (AMCOA) Project**

Drawing on your own learning experiences and research on how humans learn, this interactive session will position you to identify your role in educating Middlesex Community College students. More than an aggregation of credits at a college, learning is a journey. Along that journey the College offers multiple and diverse opportunities for students to practice and reflect on their learning and even rethink long-held beliefs or patterns of being. Be prepared to identify your educational role within the context of your expertise, program, or service.

## **Professional Day Program At-A-Glance**

Excel document to be embedded!

# Spring 2012 Professional Day

## Workshops and Other Activities



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### 8:00 – 8:50 a.m. Optional Wellness Activity

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#### **Sunny Side Up – YOGA for Beginners**

**LC G08**

Start the day off right - join us for this free 50-minute YOGA class and find out what all the YOGA buzz is about! Designed especially for beginners, this class will teach the basics of YOGA and will leave you feeling refreshed and ready for the day ahead. Mats will be provided, but participants are asked to bring comfortable clothes and a towel. Whether you have never experienced YOGA, or can't get enough of it, we welcome you to this session. Your personal wellness is important, and this is a great way to take care of yourself – mind and body alike. We hope to see you there! *Diane Eastwood, Serenity Yoga Center*

#### **Outcomes:**

Develop an increased understanding of YOGA and improved awareness about physical and mental selves  
Feel immediate, positive effects of YOGA and be inspired to incorporate YOGA into your life on a more regular basis

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### 10:30 – 11:20 a.m. Concurrent Session I Workshops

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#### **Connecting the Dots: Gen Ed, ISLOs and Major Initiatives**

**LF 205**

General Education Revision... ISLOs... Vision Project... High Impact Practices... Student Success Initiatives... Workforce Development... LEAP... AMCOA... AAC&U Roadmap Project.

This session will provide a “5000 foot view” of current major initiatives at MCC— how they are connected, why they are important and what they mean for the future of the college. **Note:** This workshop is repeated in Concurrent Session II. *Philip Sisson, Provost and Vice President of Academic and Student Affairs*

#### **Outcomes:**

Deeper understanding of why MCC ISLOs are important to major initiatives  
Broader understanding of the consistency/connection of current initiatives



#### **The Social Change Model of Leadership**

**LF 204**

The Social Change Model is the most common leadership model used on college campuses and has been integrated at MCC this year through a variety of avenues. This model is being used in the Center for Community and Engagement for the Junior Leaders Program, IDS-Leadership Class, and other newly created programs. The Social Change Model approach to leadership demonstrates positive change through the individual, group and community based on a value system. There are seven values integrated through the individual, group and community. The values are: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship. This model is being implemented at MCC because it embraces all the ISLOs. As part of the workshop, one or more activities used in the Leadership Course as well as the Junior Leaders program will be demonstrated with the participants. Additionally, participants will discuss different ways the model can be infused in your own programs or classes to develop student leadership. *Melissa Chaves Welch, Director of Leadership Development and Student Activities; Shelli Demarkles, Part-time Humanities Faculty; Paula Dias, Learning Engagement Specialist; and a Peer Mentor from the Leadership Class*

#### **Outcome:**

Understanding of how the Social Change leadership model supports the ISLOs



### **Coming Full Circle: How Advising Integrates the ISLOs to Support Student Success** **LF 214**

At this session, we will discuss how ISLOs are not only embedded in curriculum, but are also an integral part of the advising process. Facilitators will describe how the redesigned developmental advising model has shifted the focus from a prescriptive style of advising to a model that helps students become more independent learners. Students now use interactive learning tools and attend workshops to acquire and practice the ISLOs. This process helps students to become more engaged in their educational plan and gives them more explicit responsibility for their choices. *Danijela Jackson, Academic Counselor and Lauren Ellis, Academic and Career Counselor*

#### **Outcomes:**

Understanding of how ISLOs are taught throughout the entire advising cycle  
Determining the effectiveness of the process



### **Diverse by Design** **LF 206**

Join this interactive workshop to discover the myriad of programs which support our diverse student populations. Learn how to build a partnership with the International and Multicultural Office to support the integration of one or more ISLOs into your courses and to enhance student experiences. *Pat Demaras, Assistant Dean of International and Multicultural Affairs; Maryanne Mungovan, Director of Multicultural and Veterans Affairs; Tooch Van, International Student Advisor; Genevieve Green, Multicultural Specialist; Ashley Borda, AmeriCorps\*VISTA, MAPP Specialist; and Maria McDuffie, UMass Lowell Intern*

#### **Outcomes:**

Increased understanding of resources and how the International and Multicultural Office can support all six ISLOs and your course curriculum



### **Supplemental Instruction (SI) Information Session** **LC 406B**

Did you know that by incorporating Supplemental Instruction (SI) you can improve student success in your classroom while developing critical thinking, oral communication and personal and professional development skills of SI leaders? SI is an academic assistance program that utilizes peer-facilitated study sessions. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by “SI leaders,” students who have previously done well in the course and who attend all class lectures, take notes, and act as model students. The SI Program helps to improve student learning by reinforcing study skills and creating more time on task. SI leaders reinforce their content skills while participating and benefitting from the SI experience and training. Learn what we are already doing on campus and future possibilities. *Jo Mucci, Director of Academic Support and Tutoring, Noreen McGinness, Academic Support Learning Technologies Coordinator; Marie Caruso, Academic Support Coordinator; and Audrey Frater, Coordinator of the Online Success Coaching*

#### **Outcome:**

Understanding of how Supplemental Instruction reinforces ISLOs and increases student success



### **Jumpstart at MCC - Working Toward the Day Every Child in America Enters School Prepared to Succeed** **LF 219**

Jumpstart is a national early education organization that helps children develop the language and literacy skills they need to be successful in school, setting them on a path to close the achievement gap before it is too late. Please join MCC students who serve as Jumpstart Team Leaders and Corps members to hear about the Jumpstart pilot model for community colleges. Corps members will showcase their experiences

as leaders in the classroom. Through their Jumpstart training, MCC Corps members are placed in community child care centers to assist in delivering a carefully designed curriculum that builds key language and literacy skills children need to succeed. With a goal of helping children develop skills they need to be ready to start school and setting them on a path for lifelong success, this presentation will demonstrate the ways ISLOs are integrated with student community engagement. *Sheri Denk, Center for Community Engagement Coordinator; Melissa Chandonnet, MCC Jumpstart Manager; and MCC student Jumpstart Corp members*

**Outcomes:**

- Understanding of community need for Jumpstart
- Familiarity with how Jumpstart works and how to support recruitment
- Familiarity with the ways ISLOs are integrated with community partners



**LF 213**

**Using ePortfolios in GenEd Courses to Capture Student Learning and Reflection of Institutional Student Learning Outcomes**

Salt Lake Community College (SLCC), a fellow Roadmap community college, has implemented an eportfolio initiative as a way for students to make sense of General Education and share their learning experiences with friends, family, and scholarship committees. It is now a SLCC requirement in all General Education courses for students to post in their ePortfolio at least one “signature assignment” as assigned by the faculty member. A “signature assignment” is one that addresses two or more of the college-wide student learning outcomes, constitutes a “real-world” application of knowledge, and is accompanied by some reflective writing. Faculty—individually or in departments—design their own signature assignments. SLCC’s goal is using eportfolios to “improve student learning, help students see Gen Ed as more than just a list of courses to ‘get out of the way,’ engage students in their learning, and help them to be more intentional about meeting college-wide learning outcomes.” Attendees will view and discuss examples of “signature assignments.” *David Hubert, Professor of Political Science and ePortfolio Director, SLCC and Kati Lewis, ePortfolio Coordinator and Adjunct English Faculty, SLCC*

**Outcome:**

Visualize how eportfolios might be used with students to capture their demonstration and reflection related to their development of the ISLOs



**LF-Assembly Room**

**Special Presentation for Support Staff: Inside Stories of a Writer’s World with Jean Trounstone**

Behind every book, there is an “inside story” that is rarely apparent in the book, itself. Join MCC author Jean Trounstone to learn what motivates an author; discover how a book gets on the page; consider the way a writer reads; and get the scoop on the good, bad, and ugly of publishing. *Jean Trounstone, Professor of Humanities*

**Outcome:**

Increased understanding of the writing and publication process



**Micro-lecturing the Technical Topics and Beyond**

**LC 103**

In this interactive workshop, you’ll learn how to lecture on a broad topic in 20 minutes, while keeping the audience interested and motivated. Elements of a strong lecture, such as introduction, body, and conclusion will be explained and demonstrated, as well as presentation techniques, vantage points, PowerPoint, voice modulation, and connecting with the audience. Sample lectures in physics and computer science will be presented, and participants will be able to evaluate and discuss the elements of the lecture. *Moe Moghimi, Professor, Computer Science, Networking and Technology*

**Outcome:**

Ability to organize, deliver, and evaluate a Micro-lecture





### **Rhetorical Simulations: Teaching Writing with Interactive Technology**

**LF Kerouac**

In order to write effectively, writers must consider their purpose for writing, their audience, and the context in which they are writing. This requires reflection and careful decision-making. Learning to think rhetorically is one of the most challenging tasks college students face. Last summer, Jim Grenier and Peter Shea created an online resource called “rhetorical simulations” that helps students practice the thinking skills necessary for effective writing. In this workshop, they will demonstrate how to use this tool with students to promote the development of college-level writing skills and critical thinking ability. *Peter Shea, Curriculum Specialist and Pedagogical Designer and James Grenier, Part-time Faculty, Business and Communications*

#### **Outcomes:**

Ability to use rhetorical simulations to promote critical thinking and writing skills

Development of ideas for using rhetorical simulations to promote course content and ISLOs



### **Embedding Critical Thinking in Course Redesign: A Faculty Perspective**

**LC 104**

MCC’s Strategies for Success program has promoted five core student success skills, primarily through course redesign and the development of curriculum guidebooks. One of the core student success skills is the ISLO Critical Thinking. Learn how three faculty have implemented critical thinking activities in their redesigned courses, the challenges they faced, and how they addressed them. *Ellen Nichols, Chair of English Department; Lucy Ogburn, Professor of Sociology; and Binnur Ercem, Professor of Sociology*

#### **Outcomes:**

Acquire specific strategies for embedding critical thinking teaching

Acquire understanding of challenges involved in implementing and assessing critical thinking activities



### **Energizing the Entrepreneurial Spirit in Higher Education: The Merrimack Valley Sandbox Campus Catalyst Case Study**

**LC 102**

Learn how the Merrimack Valley Sandbox in partnership with the University of Massachusetts, Lowell, Merrimack College, Northern Essex Community College and Middlesex Community College is creating a new culture of entrepreneurialism across the campuses of these Merrimack Valley higher education institutions through the Campus Catalyst Program. Students at these institutions are encouraged to identify a need or opportunity on their campus or community and experiment with a creative and entrepreneurial solution- whether it’s a product, service or a for-profit venture. Campus Catalyst is a program that accepts and encourages students to experience trying out their ideas. *Judith Hogan, Dean of Business, Education and Public Service; Janin Duran, Program Associate for the Merrimack Valley Sandbox; Lianna Kushi, Program Associate for the Merrimack Valley Sandbox; and two Campus Catalyst students*

#### **Outcomes:**

Learn from current Campus Catalyst students how this initiative has empowered them as students, leaders and emerging professionals

Learn how Campus Catalyst can offer a new informative twist for current course curriculum



### **Quantitative Literacy – It’s not Just for Math Classes! Integrating Quantitative Literacy into Liberal Arts Courses**

**LF 203**

In our Math Modeling for Liberal Arts course (MAT120) we incorporate a number of the ISLOs throughout *all* of the topics in the course, including Written and Oral Communication, Critical Thinking, and Quantitative Literacy. Our panel of math faculty will share with you how we do this and how quantitative literacy can be infused into a liberal arts course whether it be art, literature, music, history, psychology or any other liberal arts course. A brainstorming session will generate suggestions for

participants from many different disciplines. *Carol Henry, Professor of Mathematics; Bert Engvall, Assistant Professor of Mathematics; and Beth Fraser, Professor of Mathematics*

**Outcomes:**

Understanding of how Quantitative Literacy can be infused into a non-math Liberal Arts courses  
Understanding of how ISLOs, besides the “obvious” Quantitative Literacy ISLO, can be incorporated into the design of a mathematics course



**Exploring the Social Responsibility ISLO through SoTL**

**LF 220**

The MCC SoTL Group (formerly known as Carnegie) is working with research librarian Ellen Royalty to support project teams which will design, implement and assess projects that infuse ISLOs into their courses. The first project team is researching the Social Responsibility ISLO. Come to this information session to learn how the process works and how you can get involved in action research in your courses. *Sally Quast, Professor of Chemistry and Cathy McCarron, Professor of English*

**Outcomes:**

Understanding of how action research can assist in infusing an ISLO into a course(s)



**Beyond Accreditation: Assessing Student Learning for Quality Improvement**

**LC 114**

Nursing programs are required by Board of Nursing regulations and accreditation standards to annually assess and report on student achievement of specific program outcomes (graduation rates, licensure pass rates, employment and program satisfaction). With a greater emphasis on assessment of student achievement of institutional student learning outcomes (ISLOs) at the college, the nursing faculty at MCC focused on collaboratively looking at student work to gain a clearer sense of what and how the students are learning with regards to personal and professional development – assessment for improvement rather than solely for accountability purposes. In this presentation and discussion, learn how faculty worked together to assess several student artifacts and use the results to help students more clearly identify their own development. *Katherine Gehly, Assistant Dean for Nursing; Sandra Shapiro, Assistant Professor of Nursing; Cassie DelCheccolo, Assistant Professor of Nursing; Kathy Scully, Professor of Nursing*

**Outcomes:**

Identify a collaborative model for assessing student work for quality improvement  
Develop rubrics to determine level of achievement of ISLO being assessed  
Identify 2-3 curricula changes that can assist students in identifying their own personal and professional growth



**Come Learn About Stuff: 4 Web 2.0 Tools You Should Be Using**

**LC 115**

Back by popular demand! This workshop will demonstrate four Web 2.0 tools that will allow you to bring some CLAS to your class. Create more interesting presentations which are created, edited, and stored on the Internet. Learn how to: use Google to conduct online office hours and live small group discussions; access your bookmarks on any computer, and be able share them, comment on them and get new ones with your class; and store all your course files in the cloud for free (up to 5GB), making your Blackboard courses smaller. *Sanford Arbogast, Academic Technology Analyst*

**Outcomes:**

Use Web 2.0 storage and presentation in your classes  
Create social learning opportunities for your students



**Microsoft Outlook: Beyond the Inbox – Part 1**

**LC 118**

**Note:** *Microsoft Outlook Part II will be offered during the second concurrent session. You may choose to take Part I and II, or to take only Part I or only Part II.*

This session introduces users to some of the time saving and collaborative features of Microsoft Outlook version 2010. You will be able to change the way you view messages in your mailbox, manage your

calendar, schedule meetings with others, respond to meeting requests, enter recurring events, share your calendar, create and track tasks, assign tasks to others, and use the Out of Office Assistant. *Ellen Ricca, Web Application Support Manager*

**Outcomes:**

Ability to use new features in Outlook 2010, beyond simply sending and receiving e-mail  
Increased ability to collaborate among workgroups



**Search Committee Training**

**LF 310/Court Room**

Finding amazing talent is one of the most important responsibilities we share. This search committee training will help ensure that you are using the best practices for conducting a search, while minimizing legal risk, bias, and cognitive errors. Serving on a search committee is a wonderful professional development opportunity, and all search committee members must have this training before serving.

*Judith Wong, Associate Director of Human Resources and Darcy Orellana, Assistant Director of Human Resources/Affirmative Action Officer*

**Outcomes:**

Knowledge about the current MCC Hiring Policy and Procedures  
Knowledge about legal risks, bias and cognitive errors

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**11:30 – 12:20 p.m. Concurrent Session II**

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**LF 310/Court Room**

**Articulating Learning Outcome Statements for Your Department, Program, or Service: Public Statements of What You Expect Students to Demonstrate**

Within the context of Middlesex Community College's institutional expectations for student learning, in this workshop we will apply strategies for writing learning outcome statements. These public statements describe what you expect students to demonstrate, represent, produce or be able to do as a direct result of your learning experiences. Developed for all programs, services, and departments, these outcome statements—when shared with students upon matriculation—orient students to the landscape of learning opportunities the College offers inside and outside of the classroom. *Peggy Maki, Assessment Consultant to the Advancing Massachusetts Culture of Assessment (AMCOA) Project*

**Outcome:**

Understanding strategies for writing learning outcome statements



**Connecting the Dots: Gen Ed, ISLOs and Major Initiatives**

**LF 205**

General Education Revision... ISLOs... Vision Project... High Impact Practices... Student Success Initiatives... Workforce Development... LEAP... AMCOA... AAC&U Roadmap Project. This session will provide a "5000 foot view" of current major initiatives at MCC— how they are connected, why they are important and what they mean for the future of the College. **Note:** This workshop is also offered in Concurrent Session I. *Philip Sisson, Provost and Vice President of Academic and Student Affairs*

**Outcomes:**

Deeper understanding of why MCC ISLOs are important to major initiatives  
Broader understanding of the consistency/connection of current initiatives



**LF 204**

**First Year Experience: Coming Full Circle with the MCC Institutional Student Learning Outcomes**

The First Year Experience (FYE) instructors will host a roundtable discussion on how they have incorporated the MCC ISLOs into the IDS-101 courses this semester. Each instructor will describe her individual approach to sharing the ISLOs with the students and helping the students to identify the ISLOs that are the focus of each of their courses. It is the expectation of the FYE instructors that students completing the IDS 101 courses will identify and describe each of the ISLOs and will be able to match

the ISLOs with the various activities in their courses. *Pat Bruno, Associate Dean of Advising; Faith MacElliott, Learning Specialist, TRIO Program for Student Achievement; Angela Rios, Academic Counselor; Kaitlynn Malinowski, Career Counselor; Jillian Haley, Assistant Director of Admissions*

**Outcomes:**

Understanding of ways that the ISLOs have been incorporated into the First Year Experience courses  
Ability to identify three ideas for incorporating ISLOs into a department, course or program offering



**LF 213**

**EPortfolios: Helping Students Connect Curricular/Co-curricular Learning Experiences to Larger or Student Learning Goals**

Salt Lake Community College (SLCC), a fellow Roadmap community college, has implemented an eportfolio initiative as a way for students to make sense of General Education and share their learning experiences with friends, family, and scholarship committees. SLCC eportfolios allow students to document their goals and co-curricular activities as well as to post to their resume. Eportfolios also provide a great way for SLCC to know how well its students are meeting learning outcomes essential to their career and personal success. Since students can share their ePortfolios with whomever they chose, it is an exciting way for them to “show off” to the rest of the world. SLCC has developed an ePortfolio template for their students that includes, at a minimum, the following sub-headings: Welcome, My Goals, General Education, Learning Outside the Classroom, and Resume. In this workshop, you will see eportfolio examples and also learn about the entire process. *David Hubert, SLCC Political Science Professor and ePortfolio Director and Kati Lewis, SLCC ePortfolio Coordinator and Adjunct English Faculty*

**Outcomes:**

Learn how portfolios may be used with students participating in curricular and co-curricular learning experiences to capture student demonstration and reflection related to their development and goals



**LF 206**

**Resources for Integrating Writing, Critical Thinking and Personal and Professional Learning Experiences in Your Courses**

This interactive presentation will look at how institutional and departmental assessment of ISLOs at Middlesex Community College have resulted in revision of pedagogy and redesigned curricula that embeds student success behaviors and writing skills in three innovative educational practices: an interdisciplinary Writing Coach initiative, a vertical teaming partnership with local high schools, and an Accelerated Learning Program (ALP) pilot, which mainstreams developmental writing students in Comp I courses. Take-aways include practical guidelines to implement these initiatives and examples of student assignments that assess critical thinking as well as personal responsibility and affective behavior. *Kelsey Hellwig, Assistant Professor of English and Stanley Hitron, Professor of English and Chairperson of Philosophy and General Humanities*

**Outcomes:**

Understanding of Writing Coaches Services  
Examples of learning materials that promote development of ISLOs  
Understanding of how assessment can be built into learning activities



**Toastmaster Techniques: Getting Conversation Going in your Classroom**

**LF 214**

Learn how to incorporate public speaking into your classroom to create discussion, creative thinking, ease of public speaking, speaking “on your feet” and poise in front of an audience, just to name a few! This panel of current MCC members of Toastmasters International will offer an abundance of techniques to engage students and help them become better speakers. *Mary-Jo Griffin, Director of Public Affairs; Donna Corbin, Administrative Assistant, President’s Office; Judith Burke, Dean of Corporate and Community Education and Training; Jonathan Crockett, Coordinator of Fitness, Recreation and Student*

*Activities; Marci Barnes, Program Manager, Community Education and Training; Colleen Winn, Director of TRIO Program and GEAR-UP Massachusetts; and Deborah Linnehan, Middle School Site Coordinator, Education Talent Search Program*

**Outcome:**

Strategies for encouraging student oral communication/public speaking skills



**Assistive Technology in the College Setting**

**LC 104**

This session will introduce the different types of adaptive software the college provides to meet the needs of our diverse student population. We will explore a comprehensive literacy program called Read & Write GOLD that allows students to access any curriculum and complete reading, writing and research assignments. Read & Write GOLD integrates well with familiar applications, including Microsoft Word and Internet Explorer. *Kevin Doherty, EDP System Analyst*

**Outcome:**

Increased awareness of what learning technologies are available at MCC



**LF Kerouac**

**But I Thought My Students Learned That in Comp. 1! -- Integrating Information Literacy Skills into General Education Courses**

Faculty across the college have been partnering with librarians to get better results in their research-related assignments. In this workshop, we'll focus on teaching conceptual and transferable information literacy skills using activities that provide hands-on as well as minds-on experiences, and we'll show you how a class session with a librarian can guide your students toward the goal of thinking critically about information. By helping students find, use, and evaluate information, we help students to refine critical thinking and information literacy skills that are as relevant to biology as they are to English classes. You will choose from a number of active learning exercises to help engage your students with learning the information literacy skills they will need to succeed in your course and beyond. *MaryAnn Niles, Assistant Dean of Library Services; Yolanda Hollingsworth, Coordinator of Library Services, Lowell Campus and Ellen Royalty, Coordinator of Library Services, Bedford Campus*

**Outcomes:**

Understanding of how basic information literacy skills are relevant to course content and essential to students' success

Ideas for assignments and activities supporting this ISLO that can be adapted to any course



**Using Reflection to Promote Content Understanding and ISLOs**

**LF 219**

Reflecting is an important part of learning and a means to metacognitive development. Through reflection students think about what they did, how they did it and why, what they learned, and how their knowledge and skills developed. Reflection can also aid in developing connections across disciplines and life experiences. Reflective assignments correctly done will provide a means to assess student achievement of ISLOs. Separate reflection assignments do not need to be done for each ISLO, as reflective activities will likely address a variety of outcomes simultaneously. In this workshop we will share ideas and activities on how reflection and reflective practice can create effective learning habits that will last a lifetime. *Noreen McGinness, Academic Support Learning Technologies Coordinator and Peter Shea, Curriculum Specialist and Pedagogical Designer*

**Outcomes:**

Understanding of the role of metacognition to improve learning habits

Strategies for assessing content and ISLO development through reflective activities



### **Team-Based Learning in Action**

**LC 101**

Come to this Team-Based Learning session (TBL) and explore and experience how you can use TBL in your classes. You will also see how your colleagues are using this exciting process in each of their varied disciplines. This method employs important college success skills: critical thinking, collaboration, communication, organization, and self-assessment. *Heloisa DaCunha, Assistant Professor of Criminal Justice; Carrie Finestone, Reading Coordinator, Associate Professor of English; and Maureen Wilcinski, Part-time Professor of Business*

#### **Outcomes:**

Understanding of how TBL increases student engagement with the text, collaboration within teams, and assessment of their learning and the process

Understanding of how team-based learning makes learning fun



**LC 115**

### **Bricks & Mortar & People: Facilities Management Strategy That Supports Teaching & Learning**

This workshop will focus on three critical components of Facilities Management (FM): *Supporting the Organizational Vision Investment* in buildings, infrastructure, and capital assets needs to fit into the vision of the client organization that an FM team serves. This requires sound management, strong leadership, and CRITICAL THINKING. *Sustainability* - As the stewards of energy and waste control for an organization, FM needs to take a leadership role in providing methodologies for reducing energy consumption and by-products that harm our environment. SOCIAL RESPONSIBILITY is a major underpinning of a sound FM strategy. *Organizational Development* - How an FM department forms its team to best serve its clients involves a thoughtful assessment of skills within the department and providing both academic and experiential opportunities for FM employee growth. Because it possesses a plethora of engineering, administrative, and management expertise, FM can help to contribute to a culture of PROFESSIONAL DEVELOPMENT by sharing its knowledge and expertise. *Matthew Sepe, Dean of Facilities Management*

#### **Outcomes:**

Understanding of Facilities Management as a profession and how it works at MCC

Deeper knowledge of some of the visible and not so visible strategies and initiatives that MCC Facilities Management is driving to help support the College's mission.



### **Resources for Veterans Support**

**LC 103**

Learn how you can provide support to the many veterans enrolling at MCC. Topics include: strategies for assisting veterans to adjust to college life; how and where a student veteran should start at MCC; special counseling services for MCC veterans; and the criteria for veterans to qualify for education benefits and the process for obtaining these benefits. *Maryanne Mungovan, Director of Multicultural and Veterans Affairs; Richard Repucci, Coordinator of the Veterans Resource Center; Celina Dugas, Supported Education Specialist, Bedford VA; Pat Hunt, Certifying Agent and Academic Advisor; and Robert Fera, Professor of Psychology, Coordinator of Human Services*

#### **Outcomes:**

Learning accurate information regarding services for veterans on campus

Increased knowledge of concerns unique to veterans



### **Using Service-Learning to Embed the ISLOs in Your Course**

**LC 102**

The MCC Service-Learning program provides faculty with a unique platform to reinforce the ISLOs and evaluate their students' achievement of them. Service-learning contains qualities that are at the juncture of the Critical Thinking, Social Responsibility and Personal and Professional Development ISLOs. Faculty who traditionally use tests and quizzes as assessment tools are finding they get a more comprehensive picture of student learning when they effectively implement and assess the service-learning experience. A panel of service-learning faculty will provide examples of how they assess educational outcomes for

student learning through the pedagogy of service-learning and how they use service-learning to support and reinforce the college's ISLOs. The panel will also share how reflection is used in their courses to link the service and learning as well as to foster critical thinking, social responsibility and personal and professional development. *Cynthia Lynch, Coordinator of Service-Learning; Sally Quast, Professor of Chemistry; and Jane Z. Murphy, Professor of Education*

**Outcomes:**

Recognition of how service-learning supports the ISLOs as well as promotes active/ authentic learning  
Learn valuable reflective strategies and practices that foster critical thinking, social responsibility, and personal and professional development



LF 203

**Teaching Quantitative Literacy and Critical Thinking through the Use of Interactive Learning Technologies**

Learn about highly-interactive online modules that enable students to apply and practice their knowledge of statistics-based research methods. This presentation will highlight how this interactive learning tool was designed, how it is being used by students to further their understanding of statistics-based research methods, and what feedback has been received from students. *Linda Dart-Kathios, Professor of Mathematics*

**Outcomes:**

Understanding of how basic learning simulations can promote critical thinking and quantitative literacy  
Understanding of how basic learning simulations can enhance student engagement



**iRespect: How NCBI Meets the Multicultural/Global Literacy ISLO**

LF 220

Explore how the National Coalition Building Institute (NCBI) program at Middlesex can be used to promote student and employee engagement. When "iRespect" workshops are embedded in courses or professional development opportunities, participants interact with faculty, staff and peers over substantive diversity, equity and inclusion matters. Participants gain deeper understanding of themselves and others through interactive and reflective activities aimed at improving inter-group relations, reducing discrimination, and appreciating differences. *Darcy Orellana, NCBI Campus Coordinator, Assistant Director, Human Resources/Affirmative Action Officer, Vikki Caron, NCBI Campus Team Member, TRIO Counselor and Tooch Van, NCBI Campus Team Member, International Student Advisor*

**Outcomes:**

Ability to describe the MCC NCBI program  
Understanding of how an NCBI "iRespect" workshop fits into a course or professional development plan



**Showing Appreciation in the Workplace**

LC 209

Based on bestselling author Dr. Gary Chapman's five languages of appreciation, we will explore the ways that you feel most appreciated and valued at work and how to show appreciation to those around you. We will explore five appreciation languages and learn to communicate and appreciate more effectively. This workshop can help to bring you closer to those around you by identifying and practicing how to show appreciation in a language that will be understood by each individual with whom you connect. This personal and professional development opportunity will bring appreciation to a new level. *Ann Buskey, Director of TRIO Programs and Services*

**Outcomes:**

Understanding of the five languages of appreciation and identification of the ways that they can be applied at work  
Practice in showing appreciation in the five languages



### **Microsoft Outlook: Beyond the Inbox – Part II**

**LC 118**

**Note:** *It is not necessary to have attended Part I to attend this session.* This workshop introduces users to some of the advanced features of Microsoft Outlook version 2010. You will learn how to set 'Rules' for mail messages, manage the size of your mailbox using archiving, and synchronize your mail, calendar, and contacts with your mobile device. *Pramod Bhardwaj, Manager of Network Applications*

#### **Outcomes:**

Ability to use new features in Outlook 2010, beyond simply sending and receiving e-mail  
Ability to manage email efficiently

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### **1:20 – 1:50 p.m. Optional Meditation Session**

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### **Mid-Day Meditation Session**

**LC G08**

Clear out the mental cobwebs in this relaxing, refreshing, highly beneficial meditation session. Open to all levels of experience, this 30-minute experiential session will introduce participants to the practice of mindful meditation. Meditation can help to clear your mind, help you focus, improve your awareness of your body and mind, increase overall relaxation, deepen your breathing, calm your nerves, inspire creative thought, and help you to feel more grounded, both physically and mentally. If this sounds appealing, we hope you will join us! *Robert Fera, Professor of Psychology and Coordinator of Human Services*

#### **Outcomes**

Increased understanding of mindful meditation and how to increase personal awareness  
Experiencing the immediate, positive effects of meditation  
Becoming inspired to incorporate meditation into your life on a more regular basis

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### **2:00 – 4:00 p.m. Division, Department and Area Meetings**

#### **Support Staff Civic Engagement/Service Learning Activity**

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Meetings: Locations to be announced

Support Staff Activity: Upper Cafeteria – Lowell City Campus

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### **4:00 – 5:30 p.m. Optional Wellness Activity**

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### **Let's Go Bowling! Seriously!**

**Meet at 4:00 p.m. at LC G08**

Once Professional Day officially ends, you can go home to your domestic chores, or back to your office to embrace your long “to do” list. If that sounds like fun to you, read no further. But if you'd like a refreshing alternative, please read more. Yes?? I invite you to grab your favorite colleague (or 4) and sign up together for this great social, team-building, recreational, field trip opportunity! No bowling experience necessary – all you need is your sense of adventure, your sense of humor, and an appreciation for life. Transportation (optional) will be provided to Brunswick Zone – less than 10 minutes from campus. This bowling adventure includes shoe rentals and two games of 10-pin (big ball) bowling. Whether you are serious about bowling, have never bowled before, or just want to sip a Coke and hang out with a gaggle of great colleagues, we hope you will join us! **FREE for the first 20** – additional participants must pay \$7.50 per person. *Jonathan Crockett, Coordinator of Athletics, Health and Wellness*

#### **Outcomes**

Enjoying an off-campus social and recreational experience with colleagues and recognizing the benefits



**All-College Fall Professional Day**  
**Everyone Teaches, Everyone Learns: Integrating the ISLOs**  
**Throughout the College Experience and Workplace**

**THE OFFICE OF PROFESSIONAL AND INSTRUCTIONAL DEVELOPMENT THANKS:**

**Keynote Speaker:** Peggy L. Maki, Assessment Consultant to the Advancing Massachusetts Culture of Assessment (AMCOA) Project

**Ellen Ricca**, Web Application Support Manager, for facilitating the online posting of the Professional Day Program and advance registration.

**All faculty and staff** who presented workshops (*See the program sessions for names*)

**MCC Bookstore, Fitness Center, Theatre Department and Public Affairs Office** for donations towards the raffle.

**Professional Day Committee Members** for their assistance in planning the program.

- Jeanne Baron, Staff Assistant, Administration and Finance
- Ann Buskey, Director, TRIO Programs
- Cassie DelCheccolo, Professor of Nursing
- Paula Dias, Student Engagement Specialist
- Jeff Durand, EDP Systems Analyst
- Vincent Funaro, Associate Dean, Enrollment Services
- Phyllis Gleason, Associate Dean of Professional and Instructional Development
- Mary-Jo Griffin, Director, Outreach and Development, Public Affairs
- Danijela Jackson, Enrollment Advisor, Title III, Strategies for Success
- Ellen Ricca, Web Application Support Manager
- Shirley Salamone, Staff Assistant, Enrollment Services, Research and Planning
- Judith Wong, Associate Director, Human Resources

**Gail Desrochers** and **Phyllis Worth** for staff support.

**Support Staff Committee Members**

- Mayda Arzuaga, Administrative Assistant, TRIO-Student Success Program
- Jeanne Barron, Staff Assistant, Administration and Finance
- Donna Corbin, Executive Administrative Assistant
- Betty-Jean DiGangi, Administrative Assistant, Facilities Management, Bedford
- Susan Fitzpatrick, Administrative Assistant, Facilities Management, Bedford
- Florence Grieco, Administrative Assistant II, Humanities
- Maureen Hudson, Purchasing Coordinator
- Christine Lindsey, Administrative Assistant, Community Education and Training
- Judith Magnan, Staff Assistant to the Associate Provost
- Judy Murphy, Administrative Assistant II, Business, Education and Public Service
- Kathryn Pileeki, Administrative Assistant II, Health and STEM
- Nancy Sullivan, Staff Assistant to the Provost
- Phyllis Worth, Administrative Assistant II, Professional and Instructional Development
- Walter Zabierek, Systems Analyst II

