Keynote Speaker: Nikolas Huot, Strategy Director, Complete College America

The Momentum Year
In this year’s keynote address, Nikolas Huot will share examples and present new evidence from around the country on the key efforts that increase new students’ success. These “momentum year” components include building student awareness of the 15/semester 30/year credit enrollment needed for on-time completion; using degree maps and data-driven proactive advising strategies; fostering students’ sense of purpose and choice of degree; and developing students’ “productive academic mindset.”

About Our Speaker
Prior to joining Complete College America, Nikolas worked as the Associate Director for First-Year and Transition Programs with the Office of Student Success at Georgia State University, where over the past decade the graduation rate has risen by 23 points. In this role, he coordinated, assessed, and scaled all success and retention initiatives for incoming first-year students, including learning communities, structured schedules, summer bridge, peer mentors, first-year seminar, and first-generation students. As Nikolas writes in a recent blog post about his own path to becoming an English major as a first-generation, low-income, and native French speaker, guidance is critical to ensuring students make progress to complete a degree.

Retreat Schedule Overview
9:00 Arrival, coffee, informal networking
9:30 Welcome and Keynote: The Momentum Year
11:00 Morning Concurrent Sessions: “Momentum Year” Pieces
12:00 Lunch and Update from the Chancellor
12:45 – 1:30 Plenary Discussion: Putting the Momentum Year Pieces Together
1:45-2:45 Afternoon Concurrent Sessions
2:45 – 3:00 Closing Evaluation

All Day Canvas Drop-In Clinic at the Academic Retreat
Stop by for one-on-one assistance from Canvas Transition Team members, whether you are just getting started with Canvas, have questions about working with your converted Moodle courses in Canvas, or would like to see demonstrations of Canvas’s features.

RSVP Now: Summer Canvas Training June 13th 12:30-4:30 in Montpelier
Looking for dedicated quiet time and personal assistance with a Canvas trainer this summer? RSVP to yasmine.ziesler@vsc.edu
START TO FINISH ACROSS THE VSCS
An “Unconference”
Facilitated by Gretchen DeHart (CCV) and Sara Kinerson (NVU)
What is at the top of your mind and experience with this past year’s Start to Finish efforts to increase student credit attainment to 15/semester or 30/year at your institution? What are the challenges you see? What is working well? Join members of the VSCS Start to Finish Team in a participant-driven “unconference” exploration of topics to be determined by the group.

“ON PLAN” PROACTIVE ADVISING
From On-time Graduation Maps to Leveraging Student Success Indicator Data
Facilitated by Dr. Kathleen Brinegar (NVU), with guest presenters Nikolas Huot and Dr. Joshua Powers, VPAA for Student Success, Indiana State University
Across the VSCS, there have been new efforts to develop clear degree maps to guide students’ course-taking choices in support of on-time/on-plan graduation. Participants will reflect on current use of degree maps at their own institutions and learn how Indiana State University and Georgia State University used these tools and developed related indicators to facilitate proactive outreach to “off map” students and significantly increase retention and graduation rates.

PURPOSEFUL CHOICE & EXPERIENCES
Roundtable Discussion: Engaging First-Year Students in Team-Based Projects In and Out of the Classroom
Discussion facilitated by James Noyes and Stephanie Giese, NVU
The purpose of this roundtable discussion is to share ideas about how we as educators, programs leaders, and institutions are engaging our first-year students both in and out of the classroom. The Chronicle of Higher Education recently published a story about the University of New Hampshire’s First-Year Innovation and Research Experience (FIRE) which highlights some interesting ways in which the school connects incoming students to their peers, faculty mentors, and alumni to create a strong early institutional bond and support system. How might we create a program that not only supports first-year students in and out of the classroom, but also prepares them for their next steps as they progress through our respective programs, ideally via a central team-based project that reflects a challenge facing the industry or field they will be entering? Please join to share your thoughts, successes, and offer insight that might benefit all of us!

PRODUCTIVE ACADEMIC MINDSET
Building a Productive Academic Mindset
Dr. Anita Long, EMC² Project Director, Dr. Daisy McCoy (NVU), Dr. Gillian Galle (CU), and Rachel Repstad (VTC)
Using an interactive approach to model growth mindset principles, this presentation will provide participants an opportunity to engage in growth mindset and productive struggle. Participants will draft a “hook” activity and sketch a unit lesson for content learning in their own course. The model is based on a new math course co-designed this year by VSCS math faculty, Essential Math for College and Careers (EMC²), that will be piloted in Vermont high schools this fall. The course is designed to prepare students to be ready to be successful in college-level math courses at the VSCS, in part by supporting students’ “productive struggle” leading to a growth mindset.
Afternoon Plenary Session 12:45 – 1:30

The Momentum Year: Putting the Pieces Together
Facilitated by Nikolas Huot

Each institution in the VSCS has taken important steps to increase student success in recent years. The greatest impact will come from achieving a comprehensive approach appropriate to each institution. In a discussion led by Nikolas Huot, we’ll review together the most significant points of progress and identify the most fruitful new areas of effort for the coming year.

Afternoon Concurrent Sessions 1:45-2:45

Canvas Showcase
Sponsored by VSC-Teaching & Learning Technologies Group. Presenters Sarah Chambers (CU), Ted Pappadopoulos (CCV), and Jeremy Vaughn (CCV)

The Canvas Showcase session will highlight many of the useful tools and resources in Canvas—leveraging Modules to create a consistent flow through a course, creating assignments with multiple student groups, and mobile apps for faculty and students. The Showcase will provide a wide view of an instructor’s course, intentional choices for displaying course content, and explore how this is received and interpreted by students.

Developing and Sustaining Integrative Learning
Presented by the Castleton Integrative Learning Committee: Rich Clark, Christopher Boettcher, Angela Brande, Dennis Proulx, Patricia van der Spuy, and Phil Whitman

In 2016, Castleton University was awarded a three-year grant from the Davis Educational Foundation to enhance integrative learning on our campus. In pursuit of this effort, we established the Integrative Learning (IL) Steering Committee to move this work forward. After three years of study, the IL Steering Committee will reflect on the following aspects of our grant project: (a) a review of scholarly work and campus-wide self-study that explores the impact of integrative learning and best practices; (b) the process we employed to be inclusive of faculty and staff and the backward design to suggest curriculum changes; and (c) an account of the work of our three sub-groups to sustain integrative learning on our campus, including building a center for teaching and learning, developing an integrative-learning pathway through the curriculum, and integrating the curriculum with co-curricular learning.

Lovely, Dark, and Deep:
The Vital Role that Compelling Humanities Courses Play in Retention
Collin Lee (CCV) and Philip Crossman (CCV)

The main objective of this workshop is to focus some attention on what can be vital but often neglected parts of student retention, namely the minds, imaginations, and hearts of students in Humanities related classes. The workshop will serve as a catalyst for discussion between faculty who teach “career oriented courses” and those who teach “career related” and “totally career unrelated” courses about what gives the study of Humanities in general and experiences in specific Humanities courses in particular “retention value.”

Suiting Up: Lessons for the Classroom from a Professional Business Environment
Cindy Hill, Esq. (CCV)

Dress your course for success by applying fundamentals of business communication and project administration to your classroom. Learn how handshakes, agendas, and course roadmaps help generate an atmosphere of respect and professionalism and boost your students' sense of self-worth and responsibility for learning.