



22nd annual tass

Teaching Academic Survival Skills

conference

Sunday - Wednesday
March 20 - 23, 2011
Embassy Suites Hotel
Fort Lauderdale, Florida

This conference is sponsored by
Northern Essex Community College, Haverhill, MA

Hosted by Broward College, Fort Lauderdale, FL



MEMORANDUM

From the Office of the President

Welcome to the 22nd annual Teaching Academic Survival Skills (TASS) Conference. It is an honor for Northern Essex Community College to be the sponsor of this important educational event.

The teaching of academic survival skills is one of the most important things that colleges do today. Access to higher education is one of the keys to an individual's future. The founders of TASS felt there was a need for college educators working with at-risk students to have a forum for sharing their experiences, successes, and insights in working with these students.

Without the talent and commitment of the educators attending this conference, "access" would be a hollow term. It is your dedication and continuous search for professional development that allow our students to achieve academic success.

I wish to thank Broward College for hosting the 22nd annual TASS conference. We value this relationship and look forward to working with Broward College in the future.

Lastly, I wish each of you a productive and relaxing time in Ft. Lauderdale. Enjoy the TASS conference, meet new colleagues and enjoy the warm weather. I look forward to seeing each of you at the TASS conference.

Regards,

A handwritten signature in cursive script that reads 'David Hartleb'.

David F. Hartleb
President



Office of the President
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**A. HUGH ADAMS
CENTRAL CAMPUS**
3501 S.W. Davie Road
Davie, FL 33314

NORTH CAMPUS
1000 Coconut Creek Blvd.
Coconut Creek, FL 33066

**JUDSON A. SAMUELS
SOUTH CAMPUS**
7200 Hollywood/Pines Blvd.
Pembroke Pines, FL 33024

PINES CENTER
16957 Sheridan St.
Pembroke Pines, FL 33331

WESTON CENTER
4205 Bonaventure Blvd.
Weston, FL 33332

**MIRAMAR AUTOMOTIVE/
MARINE CENTER**
7451 Riviera Blvd.
Miramar, FL 33023

MIRAMAR TOWN CENTER
2050 Civic Center Place
Miramar, FL 33025

TIGERTAIL LAKE CENTER
580 Gulfstream Way
Dania Beach, FL 33004

I, along with the faculty and staff of Broward College, would like to welcome Teaching Academic Survival Skills' 22nd annual conference to sunny Fort Lauderdale. We extend our best wishes for a productive and stimulating conference.

Broward College serves over 65,000 students annually, offering bachelor's degree programs in specialized fields as well as associate in arts, associate in science and associate in applied science degrees and certificate programs. We look forward to sharing information with you about our exemplary programs designed to help underprepared freshmen thrive in the college environment.

Broward College is proud to partner with TASS as the conference's local host and look forward to a long partnership with the TASS conference.

We hope you enjoy your stay in Fort Lauderdale and take advantage of some of the wonderful cultural and recreational opportunities the area offers.

Sincerely,

J. David Armstrong, Jr.
President
Broward College

Welcome to the Twenty-Second Annual Teaching Academic Survival Skills (TASS) Conference sponsored by Northern Essex Community College (NECC). This year the conference host is Broward College (BC) in Ft. Lauderdale, Florida. Breakfast, lunch and all presentations will be held at the Embassy Suites Hotel in Ft. Lauderdale. If you have any questions, please check with the registration table.

TASS CONFERENCE HISTORY

The Teaching Academic Survival Skills (TASS) Conference was the brainchild of Professors James Harter and Terry Bullock at the University of Cincinnati. They felt there was a need for college educators working with at-risk students to have a forum for sharing their experiences, successes, and insights in working with these students. With help and encouragement from a number of individuals from the University College and the College of Evening and Continuing Education, including Dean David Hartleb and Professor Harry Prats we were able to secure funds to initiate the conferences. Northern Essex Community College joined the University of Cincinnati as a co-sponsor of TASS in 1999 and in 2004 took over as the sole sponsor. Once again, David Hartleb, now President of Northern Essex Community College, championed the cause of TASS. As a result of his contributions and those of David Kelley, Dean at Northern Essex Community College, the TASS conference has continued to flourish.

Over the years, the TASS conference has had a variety of sessions where presenters describe methods they have used to help students succeed. The session categories include: Administration, Best Practices/Core Competency, Bridging the Gap Between High School and College, ESL, Mathematics and Science, Reading/Critical Thinking, Student Services (Advising, Counseling, TRIO, etc.), Study Skills, Technology/Distance Learning, Writing, and other areas. Evaluations from participants have indicated that the hands-on approach used by presenters gave them a wealth of ideas, strategies, and materials to take back to their respective institutions.

We continue to publish conference information on our home page at www.tassconference.org. The conference committee will continue to explore ways to increase its value for you.



TASS EXECUTIVE BOARD

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University of Indianapolis

Molly Minus
St. Edwards University

Patricia Schade
Northern Essex Community College

Visit the TASS Conference Home Page at www.tassconference.org

KEYNOTE SPEAKERS

J. David Armstrong, Jr.

9:00-9:40 AM

Monday, March 21, 2011

J. David Armstrong, Jr. brings more than 20 years of experience as a leader in higher education and economic development to his presidency at Broward College.

As the fifth president of Broward College, he leads a diverse, learning-centered community enrolling more than 60,000 students annually. Under President Armstrong's leadership, the College has moved from a traditional community college to an institution that continues to offer two-year degree and career certificate programs to students who wish to directly enter the workforce or continue their higher education in baccalaureate programs, to one that also offers baccalaureate programs in targeted areas. Currently, Broward College's baccalaureate programs are in teacher education, but the College is approved to begin offering new programs in 2010 in supervision and management, information technology, and nursing, all areas that will provide great career options for students and support Broward business and industry.

Prior to joining Broward College, President Armstrong was chancellor of the Community College System. While chancellor, he increased access to postsecondary education, secured equitable funding for community colleges from the Florida Legislature and formed numerous partnerships with major business organizations such as Enterprise Florida, Workforce Florida, Florida Chamber of Commerce and the Council of 100. Under his leadership, community colleges began developing bachelor's degree programs targeted to high-demand, critical shortage areas in Florida's workforce.



KEYNOTE SPEAKERS

Diane K. Troyer

1:00-1:40 PM

Monday, March 21, 2011

Dr. Diane K. Troyer, our Monday keynote speaker, recently retired from her position as Senior Program Officer for the Bill and Melinda Gates Foundation.

Dr. Troyer was appointed as founding president of Cy-Fair College (now Lone Star College-CyFair) in October 2000. In this role, she led the planning, design, construction, and implementation of the first college to be developed in the twenty-first century. Opened in fall 2003, the college now serves more than 12,000 students. Under Dr. Troyer's leadership, Lone Star College-CyFair has become a national model for innovation, community responsiveness, and collaboration, with a unique learning signature dedicated to learning engagement for each student. The college has developed a rich array of learning strategies and support systems to support student success.

Dr. Troyer has served on a number of national professional organizations, including the board and executive committee of the American Association of Community Colleges and the international advisory board of The Chair Academy. She served as president of the National Council for Occupational Education and was recognized by NCOE with the John F. Grede Board Service Award in 2001. She received the Shirley B. Gordon Award of Distinction from Phi Theta Kappa in 2004 and has been inducted into the El Paso, Texas, Women's Hall of Fame. Her community dedication includes service to numerous community organizations, and she received Cy-Fair Independent School District's Friend of Education Award in 2004.

Dr. Troyer received her doctorate in community college administration from the Community College Leadership Program at the University of Texas at Austin, where she was recognized as an Outstanding Graduate in 1997. She also holds a Master's in health education from the University of Texas at El Paso and a Bachelor's in dental hygiene from the University of Nebraska. Prior to becoming the founding president of Cy-Fair College, Dr. Troyer was president of NHMCCD's Tomball College in Tomball, Texas, vice president of instructional and student affairs at Harford Community College in Maryland, and faculty member and administrator at El Paso Community College.

KEYNOTE SPEAKERS

Andrea Goldstein

9:00-9:40 AM

Tuesday, March 22, 2011

Andrea Goldstein holds a Bachelor's degree in Psychology and a Bachelor's degree in History. She also has a certification in education and has taught middle school and high school. She has a Master's degree in Mental Health Counseling and a Master's degree in Psychology. She has a PhD in clinical psychology with a specialization in Forensics and Neuro-Psychology. Teaching at the University level, she has also created programs in Strategies for Success, Business Management, Criminal Justice, and Psychology for career schools. She has taught online and on-campus in multiple disciplines. Dr. Goldstein has been offering workshops to faculty for many years to help incorporate best teaching practices into their classrooms. Additionally, she has worked as a college evaluator for regional accreditation (SACS) and national accreditation (ACICS).

Andrea Goldstein has spoken all over the country on such topics as creativity and motivation in the classroom; peer to peer programs, teaching techniques for adult learners, motivating yourself and others, conflict resolution, technology in the classroom, critical thinking and problem solving, strategies for student success, future trends in education, creative concepts for teaching and learning, goal achievement, learning styles, personality styles, millennial students, best practices for classroom and online teaching, retention and persistence, active and passive learning, and faculty scholarship.



CONFERENCE SCHEDULE

*This is an abbreviated program schedule.
A complete listing of presentations and concurrent sessions follows.
All meetings are held at the Embassy Suites Hotel, Ft. Lauderdale*

Sunday, March 20, 2011

- 1:00 - 3:00 pm..... TASS Advisory Board Meeting
- 5:00 - 7:30 pm..... Registration at the Embassy Suites
- 5:30 - 7:30 pm..... Reception at the Embassy Suites (*Room: Causeway*)
- 6:15 - 6:45 pm..... Welcome Address and Conference Announcements

Monday, March 21, 2011

- 6:00 - 8:30 am..... Complimentary breakfast for those staying at the Embassy Suites
- 8:00 - 3:00 pm..... Registration at the Embassy Suites
- 8:00 - 8:15 am..... Technology Lessons for Presenters (*Room: Gulfstream A*)
- 8:30 - 9:00 am..... General Session: Welcome by TASS (*Room: Grand Salon*)
- 9:00 - 9:40 am..... General Session: Keynote Speaker, J. David Armstrong, Jr. (*Room: Grand Salon*)
- 10:00 - 11:50 am... Concurrent Sessions
- 12:00 - 1:00 pm.....Lunch provided by TASS (*Atrium*)
- 1:00 - 1:40 pm.....General Session: Keynote Speaker, Diane K. Troyer (*Room: Grand Salon*)
- 2:00 - 4:30 pm..... Concurrent Sessions and Panels

Tuesday, March 22, 2011

- 6:00 - 8:30 am..... Complimentary breakfast for those staying at the Embassy Suites
- 8:00 - 3:00 pm..... Registration at the Embassy Suites
- 8:00 - 8:15 am..... Technology Lessons for Presenters (*Room: Gulfstream A*)
- 8:45 - 9:00 am..... General Session: Morning Announcements (*Room: Grand Salon*)
- 9:00 - 9:40 am..... General Session: Keynote Speaker, Andrea Goldstein (*Room: Grand Salon*)
- 10:00 - 11:50 am... Concurrent Sessions
- 12:00 - 1:00 pm.....Lunch provided by TASS (*Atrium*)
- 1:00 - 3:50 pm..... Concurrent Sessions
- 4:00 - 5:30 pm..... Focus Groups

Wednesday, March 23, 2011

- 6:00 - 8:30 am..... Complimentary breakfast for those staying at the Embassy Suites
- 8:00 - 10:00 am..... Registration at the Embassy Suites
- 8:30 - 8:45 am..... General Session: Morning Announcements (*Room: Grand Salon*)
- 9:00 - 11:50 am..... Concurrent Sessions

PROGRAM DETAILS

Monday, March 21, 2011

6:00 AM – 8:30 AM, COMPLIMENTARY BREAKFAST FOR THOSE STAYING AT THE EMBASSY SUITES

8:00 AM – 3:00 PM, REGISTRATION AT THE EMBASSY SUITES

8:00 AM – 8:15 AM, TECHNOLOGY LESSONS FOR PRESENTERS

Gulfstream A

8:30 AM – 9:00 AM, WELCOME BY TASS

Grand Salon

9:00 AM – 9:40 AM, KEYNOTE SPEAKER, J. DAVID ARMSTRONG, JR.

Grand Salon

10:00 AM – 10:50 AM, CONCURRENT SESSIONS

Thinking Big: An Academic Success Course for all Students

[Administration]

Susan Delker, The Community College of Baltimore County

Salon A

In this session, administrators and faculty will learn how The Community College of Baltimore County has reframed the way we approach preparing our students for college success. A mandatory 1 credit course has been implemented to touch a significant majority of our students.

I'm Listening! I'm Listening!

[Best Practices/Core Competency]

Linda A. Desjardins, Northern Essex Community College

Salon B

We provide students all sorts of study skill strategies and coping mechanisms to facilitate learning. But are we neglecting the key skill, the base for most of the others? LISTENING?

Monday

TASS 2011

10:00 AM – 10:50 AM, CONCURRENT SESSIONS, CONT.

WAKE UP - Tips & Tricks for Keeping your Students Engaged, Interested...and Even Awake in Your Classroom

[Best Practices/Core Competency]

Chris Finnin, Drexel University's LeBow College of Business

Dana D'Angelo, Drexel University's LeBow College of Business

Salon C

Are your students more concerned with texting or sleeping than being engaged in your class? We will give you tips you can use right away to keep your students AWAKE.

Strategies for Math Success

[Mathematics and Science]

Joanne Manville, Bunker Hill Community College

Salon D

Curriculum materials introduce students to effective math learning strategies and facilitate conceptual understanding of arithmetic and algebra topics. Approaches include modeling, activity-based instruction and collaborative learning.

Peer Mentors: Roles and Results

[Student Services (Advising, Counseling, TRIO, etc.)]

Elizabeth Haran, Salem State University

Salon E

This study examines the value of a peer mentoring program, instituted in a school of business, Fall '09 and studied over three semesters. Results were overwhelmingly positive.

Getting Around Stumbling Blocks: A Differentiated Approach to Teaching Literature

[Bridging the Gap Between High School and College; Reading/Critical Thinking]

Patricia Smith, Clayton State University

Gulfstream A

In this interactive presentation, participants follow the presenter through an American Literature I semester-view, exploring ways to advance reading and learning through differentiation of classroom strategies.

11:00 AM – 11:50 AM, CONCURRENT SESSIONS

FOCUS on Reading

[Reading/Critical Thinking; Bridging the Gap Between High School and College]

Barbara Thompson, University of Memphis

Lorie Hutson, University of Memphis

Salon A

Reading skills for all students are a key component for college success. One University's attempt to reinforce reading skills in students enrolled in our First Year Seminar course, ACAD 1100 will be discussed.

11:00 AM – 11:50 AM, CONCURRENT SESSIONS, CONT.

Teaching the Teacher: Mentoring New Faculty

[Best Practices/Core Competency]

Roger Wright, University of Cincinnati

Salon B

Examines strategies for working with graduate and teaching assistants, adjunct instructors and new faculty as they traverse the treacherous terrain of the undergraduate classroom.

Tic-Tac-Total Engagement in the Classroom

[Best Practices/Core Competency; Bridging the Gap Between High School and College]

Sue Epstein, Drexel University

Jodi Cataline, Drexel University

Salon C

Finding new ways to keep students inspired and engaged in the classroom is challenging. Through the use of games and simulations students can apply teamwork and strategy skills to become active learners.

Interactive Teaching Techniques for Diversity Education

[Best Practices/Core Competency; Social Sciences/Humanities]

Franklin Thompson, University of Nebraska at Omaha

Salon D

This interactive session is the companion piece to a paper presentation by the presenter in his attempt to make multicultural education more than just a feel-good, academic exercise.

Community Service + Algebra Courses + Applications = Enhanced Learning

[Mathematics and Science; Best Practices/Core Competency]

Denise Wilkinson, Virginia Wesleyan College

Salon E

What happens when a community service component is integrated into an applications-based algebra course? The presenter will share the format of the course, related lab exercises, and feedback from students who participated in the course.

Bridge to Success: College Survival for At-Risk Freshmen

[Study Skills; Mathematics and Science]

Barbara Wolfe, University of Hartford, Hillyer College

Frank Dello Iacono, University of Hartford, Hillyer College

Gulfstream A

The University of Hartford launched a summer bridge program to develop performance and interpersonal skills, build community, and enhance students' mathematics confidence.

Monday

TASS 2011

12:00 PM – 1:00 PM, LUNCH PROVIDED BY TASS

Atrium

1:00 PM – 1:40 PM, KEYNOTE SPEAKER, DIANE TROYER

Grand Salon

2:00 PM – 2:50 PM, CONCURRENT SESSIONS

"It's All About ME": Self-Assessment in a Freshman Orientation Course

[Writing; Bridging the Gap Between High School and College]

Barb Thompson, Columbus State Community College

Salon A

In Columbus State's Freshman Seminar course, students are provided with writing assignments and tools that help them build on their strengths and encourage self-discovery.

"Where's My Other Shoe?" How History of Literacy Can Provide Balance for Our Work

[Other]

Lou Ann Sears, University of Pittsburgh at Greensburg

Salon B

Within the context of history of literacy, this session will address changing expectations that teachers face, at-risk students, and ways we can increase students' success.

Effect of the Mini-SQ3R Reading Technique for Critical Thinking

[Best Practices/Core Competency; Reading/Critical Thinking]

Jeanie Manning, Missouri Western State University

Salon C

This program will begin with a 40-50 minute demonstration of the Mini-SQ3R Reading Technique as performed in the classroom with the addition of pedagogy throughout. Research data will be offered, followed by questions/discussion.

Just the FACTSS: Faculty, Advising, Community and Technology Support STEM Success

[Mathematics and Science]

Carla Romney, Boston University

Cathy Lysy, Boston University

Salon D

This session will demonstrate the use of tablet PCs to enhance academic success in STEM and discuss SEP's integrated approach to teaching and academic advising.

2:00 PM – 2:50 PM, CONCURRENT SESSIONS, CONT.

A Conversation with Diane Troyer of the Bill and Melinda Gates Foundation

Diane Troyer

Salon E

Diane will discuss the Gates Foundation initiatives' and her vision of the future areas of need associated with academic survival skills. She will also hold a question and answer period regarding the initiatives.

Integrated Curriculum for Marginally Prepared Students: Effective Reading and Study Skills Courses Paired with Content Areas

[Reading/Critical Thinking; Study Skills]

Victoria Appatova, University of Cincinnati/Clermont College

Harry Prats, University of Cincinnati

Gulfstream A

The focus of this presentation is integrated curriculum as a powerful method to intensify marginally prepared student learning. The study demonstrates how linked courses, in particular reading and learning strategies classes paired with other content areas, enrich and enhance academic performance.

3:00 PM – 4:30 PM, PANELS AND CONCURRENT SESSIONS

Panel Presentation: Researching, Developing, and Delivering ESL Support Services

[ESL]

Mary Benedetti, University of Cincinnati

Anita Szabo, University of Cincinnati

Leticia Barajas, University of Cincinnati

Yukiko Nishida, University of Cincinnati

Ting Xiao, University of Cincinnati

Salon A

International and immigrant students in higher education often need substantial support. The presenters will discuss the process of developing support services for undergraduate and graduate ESL students from needs analysis to program delivery. Participants will be asked to consider how to apply the information presented in their own contexts.

3:00 PM – 4:30 PM, PANELS AND CONCURRENT SESSIONS, CONT.

Panel Presentation: Embedding Survival Skills in Discipline-Specific Courses

[Other]

Janice Jake, Midlands Technical College

Mary Thomas, Midlands Technical College

Rhonda Duncan, Midlands Technical College

Darlene Anderson, Midlands Technical College

Salon B

Panelists will illustrate how academic success competencies are being infused in entry-level courses taught as classroom learning communities as part of the New Student Experience at Midlands Technical College.

Panel Presentation: How Learning Communities Get Their Groove Back

[Best Practices/Core Competency]

Patricia Schade, Northern Essex Community College

Joanna Fortna, Northern Essex Community College

Barbara Stachniewicz, Northern Essex Community College

Salon C

Learn how to broaden the reach of your own learning communities by creating integrated assignments based on shared student learning outcomes. We'll share examples of our integrated assignments and you can create some too.

Paper Presentation: The Now and Future of Paired Reading and Writing: The I-BEST Program

[Best Practices/Core Competency]

Terry Bullock, University of Cincinnati

Crystal Ashley, South Puget Sound Community College

Annamary Fitzgerald, South Puget Sound Community College

Shannon Klassel, South Puget Sound Community College

Salon D

This session will examine how Washington State's I-BEST program (Integrated Basic Education and Skills Training) assists Adult Basic Ed and ESL students to succeed in one of three certificate tracks. We will see how having a mentor teacher helps them with the reading, math and writing tasks required to succeed in their college-level coursework.

Paper Presentation: Multicultural Dispositions, Student Self-Assessment, and Best Practices

[Best Practices/Core Competency; Social Sciences/Humanities]

Franklin Thompson, University of Nebraska at Omaha

Salon E

This workshop will set out to prove that meaningful multicultural education will not occur by happenstance, but rather by our critical efforts to properly instruct and inform.

3:00 PM – 3:50 PM, CONCURRENT SESSIONS, CONT.

Preparing Students for the World of Work: Civility and Appreciation of Diversity

[Best Practices/Core Competency; Bridging the Gap Between High School and College]

Marilyn Simon, University of Cincinnati/RWC

Susan Bourke, University of Cincinnati

Gulfstream A

In efforts to prepare students with the disciplinary skills to succeed in their careers, their ability to identify and appropriately respond to the incivility of Bullying and Harassment may be overestimated. This session will discuss these topics with relation to the appreciation of diversity and student success.

Tuesday, March 22, 2011

6:00 AM – 8:30 AM, COMPLIMENTARY BREAKFAST FOR THOSE STAYING AT THE EMBASSY SUITES

8:00 AM – 3:00 PM, REGISTRATION AT THE EMBASSY SUITES

8:00 AM – 8:15 AM, TECHNOLOGY LESSONS FOR PRESENTERS

Gulfstream A

8:45 AM – 9:00 AM, MORNING ANNOUNCEMENTS

Grand Salon

9:00 AM – 9:40 AM, KEYNOTE SPEAKER, ANDREA GOLDSTEIN

Grand Salon

10:00 AM – 10:50 AM, CONCURRENT SESSIONS

Odes Across Disciplines

[Best Practices/Core Competency]

Kathleen Dunn, Kent State University

Salon A

This session will actively engage the attendees in a workshop that uses odes to illustrate how the genre can be used in different disciplines for different purposes.

You're Smarter Than You Think: The Essential Qualities of Peak Performing Students

[Study Skills; Reading/Critical Thinking]

Sharon Ferrett, Humboldt State University

Salon B

Succeeding in college (and life) requires more than high IQ, talent, ability or test scores. Really successful students know the importance of emotional intelligence. This workshop will present strategies and exercises for instructors and advisors who want to teach social and emotional learning competencies and create a classroom climate that is truly inspirational.

Using Inspiration Software as a Reading Comprehension and Study Tool

[Reading/Critical Thinking; Technology/Distance Learning]

Norma Willingham, Landmark College

Salon C

Many teachers are familiar with using Inspiration mapping software as a tool for writing. In this workshop you will learn basic Inspiration skills and explore ways in which Inspiration can be used as a note-taking tool, a tool to visually represent what is being learned, and as a study guide.

10:00 AM – 10:50 AM, CONCURRENT SESSIONS, CONT.

Student Success: Faculty and Student Services Collaboration

[Student Services (Advising, Counseling, TRIO, etc.)]

Janis Walter, University of Cincinnati

Richard Stackpole, University of Cincinnati

Salon D

Student dropouts. Low graduation rates. High transfer rates. Attrition of minority students. Stop the downward spiral with the execution of these successful initiatives that will bolster retention and graduation rates.

Teaching Beneath the Surface: Reaching Unmotivated First Generation and Low-Income Student Populations in the Classroom

[Best Practices/Core Competency]

Jeff Walton, Paul Smith's College

Courtney Walton, Paul Smith's College

Salon E

An informational and reflective presentation that considers common misconceptions about unmotivated and underperforming students, and offers basic classroom strategies for developing academic success among low-income, first generation student populations.

11:00 – 11:50 AM, CONCURRENT SESSIONS

Lessons Learned from My Foundations Lab

[Best Practices/Core Competency; Technology/Distance Learning]

Linda Edington, AIU

Fabian Cone, American InterContinental University

Salon A

The American InterContinental University has been addressing the under prepared college skill level for incoming students with the use of My Foundations Lab in a ground and online UNIV103 course for the past year. This workshop will discuss the decision to use and outcomes of this electronic resource to improve students' English and Math skills.

Examining Success Narratives: Complicating the Story of Smartness, Hardwork, and Deferred Gratification

[Best Practices/Core Competency]

Charlie Johnson, Indiana University - Purdue University Indianapolis

Salon B

Where does success come from? Is it merely the product of intelligence and hard work or is there more to the story? This interactive session will explore the complexity of success and examine implications for supporting the success of students from underserved backgrounds.

11:00 AM – 11:50 AM, CONCURRENT SESSIONS, CONT.

"The Ghost of Robert Hutchins Comes to Comp 101"

[Reading/Critical Thinking]

Linda Walvoord, University of Cincinnati/Clermont College

Salon D

An essay by Robert Hutchins, departed president of the University of Chicago in the McCarthy era, though a voice from the grave of 60 years ago, can particularly stir and startle marginal college students toward understanding critical thinking and its free exercise as a key to a strong society.

Disappearing Students, Invisible Teachers: Keeping (Dis-em)Bodies in the Seats of the Virtual Classroom

[Technology/Distance Learning]

Joseph Bodzioc, Clarion University of PA

Christopher McCarrick, Clarion University

Salon E

As more and more traditional students take online classes, how do we keep these students engaged with and "present" in these classes?

12:00 PM – 1:00 PM, LUNCH PROVIDED BY TASS

Atrium

1:00 PM – 1:50 PM, CONCURRENT SESSIONS

How to Determine Exemplary Practices and Student Services in TRIO Programs

[Best Practices/Core Competency; Student Services (Advising, Counseling, TRIO, etc.)]

Josefina Hernandez, Pontifical Catholic University of Puerto Rico

Salon A

In the field of education we acknowledge the need of accountability. CAS Standards for TRIO Programs provide the tools not only for assessing practice and delivery of services to students but also assists in the validation of such practices. Guidance will be provided on how to get started and involve your staff in the process.

"When Life is Hard, You Have to Change"

[Best Practices/Core Competency; Student Services (Advising, Counseling, TRIO, etc.)]

Charlie Johnson, Indiana University - Purdue University Indianapolis

Salon B

Do you have students who have one foot on the gas and one firmly on the brake? This session will introduce scholarship on self-regulation and change. Participants will share stories and insight on why change is so hard and develop strategies for teaching students to harness the power of positive psychology to make growth-oriented and lasting changes that lead to success .

1:00 PM – 1:50 PM, CONCURRENT SESSIONS, CONT.

Survival Strategies, Budget Cuts, and More Students - How Do We All Succeed?

[Administration; Study Skills]

Karon Mathews, Texas A&M University

Betty Milburn, Texas A&M University

Salon C

How do we survive in an environment where the student population increases thus requiring more programs and services to ensure academic success? Join us as we share our strategies at Texas A&M for surviving the budget cuts and for helping students survive academically.

Using Social Media to Create Your Brand

[Technology/Distance Learning]

Cherie Hagen, Northern Essex Community College

Salon D

A discussion of Social Media Dos and Don'ts geared toward helping students as well as professionals avoid social media blunders that may damage reputations and careers.

2:00 PM – 2:50 PM, CONCURRENT SESSIONS

Creative Plagiarism Pedagogy

[Best Practices/Core Competency; Writing]

Gregory Loving, University of Cincinnati Clermont College

Salon A

This workshop provides strategies for 1) educating students about plagiarism, 2) designing curriculum to make plagiarism more difficult, and 3) using instances of plagiarism as teaching moments in the classroom.

"Commitment to Learning"

[Best Practices/Core Competency; Bridging the Gap Between High School and College]

Lucinda Schweller, Sinclair Community College

Salon B

Are your students "committed to learning"? What does that mean to you and what does that mean to your students? How does it impact your teaching and the student's learning?

Bridging the Gap from HS Writing to College Writing

[Bridging the Gap Between High School and College; Writing]

Susan Guiher, Ashland University

Suzanne Salvo, Ashland University

Salon C

Ashland University's Writing Center and Classroom Support Directors will illustrate how collaboration with peer tutors in a Writing Lab setting bridges the transition from HS to college writing and improves retention.

2:00 PM – 2:50 PM, CONCURRENT SESSIONS, CONT.

Still Hung Up on Workload in Terms of Hours of Teaching? How About Getting Recognition for All Aspects of the Work it Takes to Run a Program?

[Administration]

Ellen Wilson, Northern Alberta Institute of Technology (NAIT)

Salon D

The Blueprint for Workload Assignment processes to identify the commitments and/or responsibilities and work performed, which in turn will enable a more comprehensive yearly planning of workload.

Promoting Student Engagement with the Course, Text, and Tests

[Reading/Critical Thinking; Study Skills]

Gary Kay, Broward College

Salon E

In the first part of this lecture/workshop we will explore practical, effective strategies to help students create personal connections with their professors and classmates. In the second part we will discuss methods to help students become engaged academically and imaginatively with required textbooks, tests, and assignments. The presenter will offer suggestions based on his own and colleagues' experiences and solicit ideas from the participants.

3:00 PM – 3:50 PM, CONCURRENT SESSIONS

Do we really DO what we Say or Just Say what we Do?

[Best Practices/Core Competency; Reading/Critical Thinking]

Dr. Rosemary Radziewich, Southwest Nova

Salon A

What really are your attitudes about teaching literacy/reading across content areas? Participate in a attitude assessment and get your answer to the question -Do you think as you say or say what you think in teaching literacy across content areas?

How to Build Effective Rubrics: Why it Matters!

[Other]

Michelle Tenam-Zemach, Nova Southeastern University

Erika Raitan-Weiss, Nova Southeastern University & Broward College

Salon B

This workshop shares the steps and processes of developing effective and reliable rubrics. Teachers will learn how to generate and utilize rubrics to enhance their instruction and students' understanding of the content.

3:00 PM – 3:50 PM, CONCURRENT SESSIONS, CONT.

Teaching Civility: Managing Disruptive Classroom Behaviors

[Bridging the Gap Between High School and College]

J. L. Kemp, McKendree University

Salon C

If a student is disruptive in the classroom, then s/he is less likely to graduate from high school or attend college. This session will provide teachers with a cognitive restructure on how to manage disruptive classroom behaviors to prepare students to become productive members of society.

Emotional Intelligence: The Big Gender Divide

[Student Services (Advising, Counseling, TRIO, etc.); Best Practices/Core Competency]

Tina Kondopoulos, Northeastern University

Lynn Dornink, Northeastern University

Salon D

Are females succeeding at a greater rate than males in college? Experts who study trends in higher education say yes. This presentation examines the key role emotional intelligence plays in this gender divide, and offers ways to bridge the male-female achievement gap through intrusive advising, mentoring, tutoring, and modeling and coaching.

The Genius in All of Us Workshop

[Best Practices/Core Competency]

Charlie Johnson, Indiana University - Purdue University Indianapolis

Sharon Ferrett, Humboldt State University

Salon E

This session will provide a collaborative, hands-on opportunity to reflect on and apply concepts introduced in Ferrett's "You're Smarter Than You Think" session and Johnson's "When Life is Hard You Have to Change" session using an adaptation of the Appreciative Inquiry model.

4:00 PM – 5:30 PM, FOCUS GROUPS

Focus Group: The Sandwich-Paragraph to the 5 Paragraph Essay & Beyond-Adapting Writing Skills

[Best Practices/Core Competency; Writing]

Stephanie Daniels, V J and Angela Skutt Catholic High School

Salon A

Anyone who can make a sandwich can write effectively. Students can use this virtual activity to internalize the writing process allowing them to communicate utilizing basic paragraphs, essays, and papers.

4:00 PM – 5:30 PM, FOCUS GROUPS, CONT.

Focus Group: Shoveling Shovelware: No Distance "Dumping" Allowed

[Technology/Distance Learning]

Erika Raitan-Weiss, Nova Southeastern University & Broward College

Michelle Tenam-Zemach, Nova Southeastern University

Salon B

Shoveling shovelware is a hands-on workshop that addresses the U-T-M model - an organizational framework, which is used in effective distance-learning programs to support teaching and learning success.

Focus Group: Success Strategies for the Emotionally Challenged Student

[Best Practices/Core Competency; Student Services (Advising, Counseling, TRIO, etc.)]

Joy Vaughan, Broward College

Salon C

This workshop offers small group discussion and practical tutoring/teaching strategies to assist professors to better meet the needs of the emotionally challenged student. Participants will learn how to incorporate methods and strategies geared towards their students' learning style to assist them in being successful in college.

Focus Group: What About Me Now? The LD Student of Color Enters College

[Student Services (Advising, Counseling, TRIO, etc.); Bridging the Gap Between High School and College]

Adrienne Foster, Ph.D., West Los Angeles College

Salon D

The major question that will be addressed in this session is: What characteristics are associated with decisions about eligibility for students with learning disabilities in postsecondary institutions? The findings are especially important for high school transition students as they consider colleges. Issues of why high school transition is important for students with learning disabilities will be discussed. The transition from high school to college for students with learning disabilities as well as other disabilities is complicated by going from an entitlement legislative program to those of services that are governed by eligibility mandates.

Wednesday, March 23, 2011

6:00 AM – 8:30 AM, COMPLIMENTARY BREAKFAST FOR THOSE STAYING AT THE EMBASSY SUITES

8:00 AM – 10:00 AM, REGISTRATION AT THE EMBASSY SUITES

8:30 AM – 8:45 AM, MORNING ANNOUNCEMENTS

Grand Salon

9:00 AM – 9:50 AM, CONCURRENT SESSIONS

Mandatory Tutoring: Meet Your Academic Personal Trainer

[Study Skills; Reading/Critical Thinking]

Shawn Bixler, The University of Akron

Salon A

The implementation of a mandatory small group tutoring program has resulted in notably improved success and retention rates. Come see how it was done and if it can work for you!

Teaching Empathy and Resiliency

[Best Practices/Core Competency]

Sarah Pennisi, Arcata Elementary School

Salon B

Where does empathy come from? Is it a trait one is born with or can it be developed, encouraged, and fostered? This interactive session will explore the complexity of empathy, how to acknowledge and reduce bullying and examine hands on exercises for fostering empathy, kindness and sensitivity.

Asking Students to Create Their Own Editing Handbooks for English Classes and Beyond

[Writing]

Thomas Dinsmore, UC Clermont College

Salon D

This session details a class project in which students develop their own editing handbooks from their own writing.

Hispanic Males in Foundational Courses: The Target of A SFIG

[Best Practices/Core Competency; Social Sciences/Humanities]

Charles Diggs, Northern Essex Community College

Jorge Santiago, Northern Essex Community College

Salon E

The development of a Staff Faculty Inquiry Group (SFIG) that targets Hispanic males in Foundational courses; highlights a "cultural cleavage" that expresses itself in ways that impede successful completion rates.

10:00 AM – 10:50 AM, CONCURRENT SESSIONS

Engaging Students in Learning Studios

[Technology/Distance Learning]

Dominique Charlotteaux, Broward College

Salon B

All students can become engaged in their educational process when taught in a learning studio! This presentation will explore how the learning studio environment impacts students' level of engagement with learning. It will also showcase best practices for teaching today's students.

First Year Read Program and Its Integration into College Reading

[Reading/Critical Thinking]

Linda Gubbe, The University of Toledo

Susan Modarai, The University of Toledo

Salon C

The presenters will give an overview of the First Year Read Program at their institution and share ways the yearly book selection has been utilized in a developmental reading course.

Help for Returning At-risk Students

[Best Practices/Core Competency; Administration]

La-Juan Stout, Lee University

Salon D

At-risk freshman receive plenty of help, but what about returning at-risk students? Two courses developed specifically for at-risk sophomores and at-risk juniors will be discussed.

11:00 AM – 11:50 AM, CONCURRENT SESSIONS

The Lost Art of Reflection: Fostering Student Meta-Cognition

[Study Skills; Reading/Critical Thinking]

Chris Stabile, Keiser University

Salon A

Why is reflection essential to student success? This session will focus on several meta-cognitive strategies to assist students in becoming more mindful about their learning.

Changing the Paradigm: Reaching the Academic Struggling or Marginally Prepared Student Through a High-Interest Academic Intervention Program (AIP).

[Best Practices/Core Competency; Student Services (Advising, Counseling, TRIO, etc.)]

Rosalind Reaves, Oakland Community College

Salon B

This interactive session explores the development of Academic Intervention Program (AIP), an online academic recovery and enrichment course targeting the academically marginal, "at-risk" student.

11:00 AM – 11:50 AM, CONCURRENT SESSIONS, CONT.

Teaching Critical Thinking in the First Year Orientation Course

[Reading/Critical Thinking]

Donna Burton, North Carolina State University

Salon C

Is it possible to teach critical thinking in an orientation course? This session will show you two active learning techniques that help students develop critical thinking abilities.

Caviar Tastes on a Bologna Budget

[Other]

Trellis Morgan, The University of Memphis

Salon D

Many students declare highly competitive majors, but does this mean they'll be successful? We'll explore their characteristics and a program developed for those hoping to enter our competitive nursing school.

The Teaching Academic Survival Skills Conference thanks



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