

23rd annual taas

Teaching Academic Success Skills conference

Sunday - Wednesday
March 18 - 21, 2012
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 23rd annual Teaching Academic Survival Skills (TASS) Conference. It is an honor for the 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 23rd 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 black ink, appearing to read 'Lane A. Glenn'.

Lane A. Glenn
President



Office of the President
Willis Holcombe Center
111 East Las Olas Boulevard, Fort Lauderdale, FL 33301
Phone: 954-201-7401/Fax 954-201-7357

March 2012

The faculty and staff of Broward College join me in welcoming Teaching Academic Survival Skills' 23rd annual conference to Fort Lauderdale. We extend our best wishes for a productive and stimulating conference.

Broward College serves over 66,000 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 again 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,

A handwritten signature in black ink that reads "J. David Armstrong, Jr." in a cursive script.

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, Former President of Northern Essex Community College, championed the cause of TASS. As a result of his contributions and those of David Kelley, Retired 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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David Jones
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University of Indianapolis

Molly Minus
St. Edward's University

Patricia Schade
Northern Essex Community College

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

KEYNOTE SPEAKERS

Suzanne Walsh

9:00-9:40 AM

Monday, March 19, 2012

Suzanne Walsh is a senior program officer at the Bill and Melinda Gates Foundation where she leads the Foundation's developmental education and new models strategies.

Before joining Gates, Suzanne worked at two other foundations: The Lumina Foundation for Education in Indianapolis where she managed the *Making Opportunity Affordable* initiative, which was aimed at increasing college productivity by bringing about fundamental change in the way higher education does business; and The Heinz Endowments in Pittsburgh where her diverse portfolio included community colleges, universities, workforce development, tech commercialization and transfer, city/county consolidation, immigration and regional economic development.

Her path into the field of philanthropy was circuitous, however. At Oklahoma Indian Legal Services in the late 1990s, Suzanne provided pro bono legal services to low-income Native Americans living in the western region of Oklahoma. Later, Suzanne joined Cuyahoga Community College in Cleveland. At the college, she was responsible for developing new programs and linking the college's workforce and economic development activities to the needs of the Northeast Ohio business community. In 2002, she was selected to as a distinguished German Marshall Fellow (one of 38 young American leaders). As a fellow, she traveled to Belgium, The Netherlands, Germany, Italy and Romania to improve transatlantic relations between the United States and the European Union, with a focus on economic development.

Suzanne has her juris doctorate and masters in social work from Case Western Reserve University, a bachelor's of science from Cornell University, and an associate's degree in applied science from Hudson Valley Community College. She is a member of the Grantmakers for Effective Organizations board.

KEYNOTE SPEAKERS

Donna Yena

9:00-9:40 AM

Tuesday, March 20, 2011

Donna Yena's experience spans more than thirty years in career services and experiential education. Donna shares her experience and advice with students, faculty and career services teams in her textbook, *Career Directions: The Path to Your Ideal Career* and the *Career Directions Handbook*, now in fifth edition with McGraw-Hill.

Donna's experience includes manager, instructor and curriculum designer as Vice President of Career Services, Vice President of Career Services and Alumni Relations and Vice President of Employer Relations at Johnson and Wales University. The University's total enrollment is 16,000 across four campuses which offer four year degrees in business and hospitality management and two and four year degrees in culinary arts.

Yena implemented and led a series of career management education courses for students at Johnson and Wales, while responsible for experiential education programs for more than 4,000 students at four campuses.

Yena is one of the University's certified DACUM (Developing a Curriculum) facilitators.

For thirty consecutive years, 98% of Johnson and Wales University graduates were employed within sixty days of graduation, under Yena's leadership.

Professional memberships include board member with The World Association of Cooperative Education and member of the Society for Human Resource Management, the National Association of Colleges and Employers and the Women's Foodservice Forum.

As a nationally recognized speaker on career services, job placement, experiential education and student success, Donna has served as career association keynote speaker and leads seminars, workshops and in-service training for school professionals and their students across the country.

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 19, 2012

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

Monday, March 20, 2012

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 and Broward College Provost,
Linda Howdyshell (*Room: Grand Salon*)
9:00 - 9:40 am..... General Session: Keynote Speaker, Suzanne Walsh (*Room: Grand Salon*)
10:00 - 11:45 am... Concurrent Sessions
12:00 - 1:00 pm..... Lunch provided by TASS (*Atrium*)
1:00 - 2:45 pm..... Concurrent Sessions
3:00 - 4:30 pm..... Focus Groups and Panels

Tuesday, March 21, 2012

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, Donna Yena (*Room: Grand Salon*)
10:00 - 11:45 am... Concurrent Sessions
12:00 - 1:00 pm..... Lunch provided by TASS (*Atrium*)
1:00 - 3:45 pm..... Concurrent Sessions
4:00 - 5:30 pm..... Focus Groups and Panels

Wednesday, March 22, 2012

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 - 11:45 am..... Concurrent Sessions and Panels

PROGRAM DETAILS

Monday, March 19, 2012

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 and Broward College Provost, Linda Howdysell

Grand Salon

9:00 AM – 9:40 AM, KEYNOTE SPEAKER, SUZANNE WALSH

Grand Salon

10:00 AM – 10:45 AM, CONCURRENT SESSIONS

Internships: A Collaborative Investment for Profit

[Career Planning]

Peggy Quinn, The University of Memphis

Salon A

The interactive workshop will demonstrate the value of internships through research, testimonials, guidelines, and shared experiences. Participants will engage in dialogue to develop "best practices" for profitable internship investments.

College Success, Achieving the Dream, and Strengths

[Freshman Success; Reading/Critical Thinking/Study Skills]

Patricia Schade, Northern Essex Community College

Ellen Grondine, Northern Essex Community College

Salon B

As part of the Achieving the Dream Initiative, Northern Essex CC piloted a new kind of College Success Seminar. We'll share our results and how we have combined study skills with strengths.

10:00 AM – 10:45 AM, CONCURRENT SESSIONS, CONT.

"Meeting" Needs: Embedding Meeting Management/Behavior and Oral Communications Skills into Existing Classes

[Best Practices/Core Competency]

Linda A. Desjardins, Northern Essex Community College

Salon C

Don't call it a class; call it a meeting. Then run it like one. This session will explain why, demonstrate the "meeting" strategy, and provide nuts-and-bolts hand outs: "How to Chair a Meeting" and "Participants' Responsibilities." Be prepared to participate!

Reading Strategies for College and Beyond

[Reading/Critical Thinking/Study Skills; Writing]

Deborah Kellner, University of Cincinnati

Salon D

This session will include the preparation and practices for reading academic textbooks. Attendees will learn self directed strategies that turn the disinterested reader into an engaged successful learner.

Building Community and Empathy

[Transitional Experiences; Multiculturalism]

Sharon Ferrett, Humboldt State University

Sarah Pennisi, Humboldt County Schools

Salon E

This session will look at ways that our academic community can create a greater sense of belonging and support authenticity, empathy, and wholeness. The main question that will guide this session is, "What can faculty, administrators, staff and students do to create a sense of community, celebrate differences and help each other explore their authenticity?"

Using an SI Writing Lab to build English Skills

[Writing]

Cindy Gomez, Hodges University

Gulfstream A

How and Why a SI Writing Lab Works: Using a open lab environment to build academic writing skills necessary for college success. Faculty facilitation makes a difference.

11:00 AM – 11:45AM, CONCURRENT SESSIONS

Engaging At Risk, First-Year Students with Project Success: A First Year Learning Community

[Student Services; Best Practices/Core Competency]

Alfredo Sandoval-Flores, University of Wisconsin-Parkside

Amy Castelic, University of Wisconsin-Parkside

Christopher Zanowski, University of Wisconsin-Parkside

Salon A

Project Success is the Student Support Services TRIO First-Year Structured Learning Community Experience used to link at-risk students, subject areas, peer mentors, peer tutors, instructors from multiple courses, service learning, and advisors into a single community of learners for the purposes of developing basic skills and participating in the benefits of a collaborative learning environment.

Want Better Student Writers? Get them to do the Reading!

[Reading/Critical Thinking/Study Skills; Writing]

Patricia Schade, Northern Essex Community College

Bill Zannini, Northern Essex Community College

Paul Cavan, Northern Essex Community College

Salon B

It's not surprising that students who understand what they are reading write better essays, and have a higher level of engagement. We'll share some simple strategies to enhance reading comprehension and improve writing.

Knowing Your GPS Coordinates (General Positioning as a Student): Utilizing Social and Academic Strategies to Help Students Navigate Their Academic Journeys.

[Bridging the Gap Between High School and College]

Robin L. Cunningham, Seton Hall University

Majid Whitney, Seton Hall University

Salon C

This presentation will highlight Seton Hall University's S.H.A.R.P. mentoring approach. College personnel will be provided with practical techniques to assist at risk students in their transition from high school to college and successful "navigation" of their college careers.

Utilizing Multicultural Dispositions to Prepare Culturally Competent Teachers

[Multiculturalism; Social Sciences/Humanities]

Franklin Thompson, University of Nebraska at Omaha

Salon D

This presentation will discuss the pros and cons of the dispositions movement in teacher education, as well as the development of two assessment tools developed by the presenter to help prepare teachers to be culturally competent.

11:00 AM – 11:45AM, CONCURRENT SESSIONS, CONT.

Intellectual and Cultural Transitions of Underserved Students

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

Charlie Johnson, Indiana University-Purdue University Indianapolis

Salon E

This collaborative session will explore ideas for providing support and challenge to underserved students to embrace their own intellectual journey as well as successfully navigate identity and acculturation at middle class institutions.

Building Success: Cohorts for Developmental Reading and Writing Students

[Freshmen Success; Reading/Critical Thinking/Study Skills]

Jacqueline Peña, Miami Dade College

Adam Porro, Miami Dade College

Gulfstream A

The PACE (Pathway to Academic Confidence and Excellence) program focuses on cognitive and non-cognitive success factors in a structured cohort setting for developmental reading and writing students. We will discuss the program structure, student performance, and lessons learned.

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

Atrium

1:00 PM – 1:45 PM, CONCURRENT SESSIONS

LEARN: Leading and Energizing African American Students to Research and Knowledge

[Bridging the Gap Between High School and College; Freshmen Success]

Adrienne Foster, West Los Angeles College

Salon A

The LEARN project at West Los Angeles College which addresses the needs of African American students will be presented and discussed. Highlights of the Project will focus on the research about learning styles and the need to develop faculty learning communities to help meet the needs of students of color.

All About IT: Interactive Tablet PCs in STEM

[Mathematics and Science; Technology/Distance Learning]

Cathy Lysy, Boston University

Carla Romney, Boston University

Salon B

This use of tablet PCs to promote student engagement in introductory mathematics classes (face-to-face and distance learning) will be discussed. Testimonials will be highlighted.

1:00 PM – 1:45 PM, CONCURRENT SESSIONS, CONT.

Teacher Beliefs and Practices in Preparing ESLs for College Academic Writing

[ESL; Writing]

Ting Xiao, University of Cincinnati

Salon C

Academic writing skills are crucial for college ESLs' academic success. What do teachers believe is important in ESL writing? How do their beliefs impact their instructional practices? How do these practices prepare students for effective academic writing?

Effective Communication in the Language of Mathematics: How Does it Help Math Students?

[Reading/Critical Thinking/Study Skills; Mathematics and Science]

Victoria Appatova, University of Cincinnati

Salon D

This study demonstrates how integrated learning of basic math and literacy skills, including reading, writing, and oral communication, enhance developmental students' academic performance, retention, motivation, and intellectual development.

Helping Underserved College Students Find Academic Hope and Purpose

[Freshmen Success; Transitional Experiences]

Charlie Johnson, Indiana University-Purdue University Indianapolis

Salon E

It is transformative for students to discover their uniqueness and embrace the idea that their existential task is to give that uniqueness to the world. This collaborative session will explore how educators can help students stretch toward fully utilizing their positive core.

Humor's Impact on Learning

[Writing]

Eldo Osaitile, Volunteer State Community College

Gulfstream A

Research shows that humor impacts learning. Humor's role in the classroom, the benefits of humor, the types to avoid, and strategies for infusing humor in the classroom will be presented.

2:00 PM – 2:45 PM, CONCURRENT SESSIONS

Father Guido Sarducci Channels Henry Adams

[Reading/Critical Thinking/Study Skills]

Barb Thompson, Columbus State Community College

Salon A

Taking a cue from our students, who are so connected to technology, we can make literature more enjoyable and relevant if we use media in creative ways.

2:00 PM – 2:45 PM, CONCURRENT SESSIONS, CONT.

The Four-Year Tribal College Experience and Its Impact on American Indian Students and Their Return to Their Reservation Communities as Graduates: A Study in Culturally-Based Education.

[Student Services ; Best Practices/Core Competency]

Chris Zanowski, University of Wisconsin-Parkside

Salon B

The study seeks to understand the factors contributing to American Indian student success at the bachelors' degree level which also translates into positive impacts on the reservation community. The study includes use of a multi-case, limited life history of participants representing three four-year tribal colleges. Audience members will give voice to interviewees' first hand experience.

Teaching Speaking and Listening Skills through Debate

[ESL; Multiculturalism]

Rimma Foltzer, University of Cincinnati

Jessica Braine, University of Cincinnati

Salon C

Instructors of intermediate to advanced ESL students can address specific challenges Asian international students face in regards to speaking and listening competencies in US institutions through teaching debate.

Multicultural Best Practices: Moving Beyond Feel-Good Education

[Multiculturalism; Social Sciences/Humanities]

Franklin Thompson, University of Nebraska at Omaha

Salon D

This presentation will discuss multicultural teaching strategies and techniques that explain high ratings on traditional end-of-semester teacher evaluations by students, as well as two multicultural assessment tools developed by the presenter.

Connecting & Advancing Through Technology

[Technology/Distance Learning; Bridging the Gap Between High School and College]

Tallie Gainer III, Triple A Educational Services

Salon E

Technology and innovation is a way to provide quality service on a limited budget. Educators must explore the awesome possibilities of technology and how it is affecting the next generation of students.

3:00 PM – 4:30 PM, FOCUS GROUPS AND PANELS

It Takes A Village - A Team Approach in Assisting First Generation Students to Succeed [Panel]

[Transitional Experience; Freshmen Success]

Janis Walter, University of Cincinnati

Richard Stackpole, University of Cincinnati

Susan Bourke, University of Cincinnati

Sara Piepho, University of Cincinnati

Marilyn Simon, University of Cincinnati

Salon A

First generation students present unique issues in education which may prevent them from succeeding. Our panel of faculty, advisors and administrators discuss issues, methods and practices including data mining for dealing successfully with first generation students. Join our panel to hear our "It Takes a Village" approach.

ESL Writers: How Long to Freshman Composition? [Panel]

[ESL; Writing]

Mary Benedetti, University of Cincinnati

Ting Xiao, University of Cincinnati

Anita Szabo, University of Cincinnati

Wenonoa Spivak, University of Cincinnati

Salon B

What are the characteristics of ESL writing that can help us predict how many terms of ESL instruction a student will need to adequately prepare for Freshman Composition?

They Aren't Your Father's Students! [Focus Group]

[Best Practices/Core Competency]

Linda Howdyshell, Broward College

Salon C

Students today learn differently than most of the Baby Boomer teachers. This session will provide strategies for techno-generation students to be more successful.

Tuesday, March 21, 2012

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, DONNA YENA

Grand Salon

10:00 AM – 10:45 AM, CONCURRENT SESSIONS

Connecting and Communicating: Professional Networking Across the High School-College Divide

[Bridging the Gap Between High School and College]

Jane Arnold, SUNY Adirondack (Adirondack Community College)

Salon A

The English Division of SUNY-Adirondack hosts an annual symposium for local high school teachers, providing a mix of activities, including presentations, workshops, panel discussions, and a networking lunch. Our communication also helps local students ease the high school-to-college transition.

A Relationship Based Approach to Teaching

[Freshmen Success]

Natasha Bryant, University of Phoenix, South Florida Campus

Salon B

Mastering the relationship management domain of emotional intelligence provides a new approach to teaching, which can be used to enhance the student's first year experience. Holistic teaching strategies benefit the learning experience.

Helping Students Find Value in the Use of Study Skills and Learning Strategies

[Reading/Critical Thinking/Study Skills]

Kevin O'Connor, Providence College

Salon C

This session will focus on helping students connect self-awareness and the use of study skills and learning strategies with personal academic success.

10:00 AM – 10:45 AM, CONCURRENT SESSIONS, CONT.

Interactive Strategies that Enhance the Instruction of Multicultural Education

[Multiculturalism; Social Sciences/Humanities]

Franklin Thompson, University of Nebraska at Omaha

Salon D

This workshop examines various interactive strategies aimed at getting students to make a head-to-heart connection when studying diversity education. The goal is to provide suggestions for supplementing a traditional lecture-only approach. It will benefit educators who wish to encourage students to become reflective learners.

Now THAT'S What I Call Business!

[Career Planning]

Sue Epstein, Drexel University

Dana D'Angelo, Drexel University

Salon E

Drexel University has expanded the Business program to include specific, interest-based electives. Students are finding that there are many more career opportunities than what the textbook covers! We will share best practices for incorporating these electives.

Student Learning Disabilities Across Ohio and In the Classroom: Preliminary Findings

[Student Services; Mathematics and Science]

Sarai Hedges, University of Cincinnati

Gulfstream A

Learn about student learning disabilities in Ohio colleges and universities and majors selected among these students at one university. Implications for support services and teachers of quantitative reasoning will be discussed.

11:00 – 11:45 AM, CONCURRENT SESSIONS

iTeach with iPad

[Technology/Distance Learning; Writing]

Lori Witkovich, College of Central Florida

Brandy Currie, College of Central Florida

Salon A

This presentation focuses on the use of an iPad in the college classroom. Tablet use has been proven to engage students and create a more interactive atmosphere in the classroom.

11:00 AM – 11:45 AM, CONCURRENT SESSIONS, CONT.

Negotiating Identity in the First Year Seminar: One Campus Responds

[Freshmen Success]

Mark Garth, Roxbury Community College

E. Ryan Clavelli, Roxbury Community College

Salon B

Roxbury Community College's first year seminar course, The College Experience, provides an orientation and a forum for career exploration, advising, and development of essential study, interpersonal, and critical thinking skills. It affords students an opportunity to read, discuss, and learn by organizing work around a space where education, values, and life-long learning invoke specific training and dispositions that lead to student success.

Multiple Methods of Teaching-Freshmen Success Course

[Best Practices/Core Competency]

Joseph Munoz, The University of Texas at El Paso

Haydee Saucedo, The University of Texas at El Paso

Salon D

How to use a variety of teaching methods to engage first year freshmen into the learning process. In addition, sharing ideas on how learning can be fun, exciting, and incorporating learning activities that reinforce learning objectives.

Creating a Template Senior Capstone Course

[Career Planning; Transitional Experiences]

Sharon Ferrett, Humboldt State University

Salon E

This session will look at ways that we can help students prepare for the transition from college to the world of work or graduate school. Capstone courses are becoming a means to help students reflect upon their college education, synthesize their experiences, prepare for the world or work or transition into graduate school. We will discuss various components of a successful capstone course that could be used as a template for a variety of courses.

11:00 AM – 11:45 AM, CONCURRENT SESSIONS, CONT.

Connecting Students Through Service: A Meaningful Experience

[Freshmen Success]

Aiesha Motley, Akron University

Gulfstream A

This session will explore a pilot program at the University of Akron sponsored by the Office of Multicultural Development, which requires that all first year students enrolled in the Passage Multicultural Learning Community participate in a service learning group project. This project allows students an opportunity to actively engage in service with nonprofit organizations in the local community.

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

Atrium

1:00 PM – 1:45 PM, CONCURRENT SESSIONS

Teaching with Mindfulness The Zen Buddhist Way

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

Kathleen Bishop, Broward College

Salon A

Learning is a process of awakening the inner wisdom through various techniques that are applied throughout the learning process. This presentation provides a road map using mindfulness, simplicity, compassion, and connectedness.

Techniques for teaching the 2 step process of critical thinking using current event videos and readings

[Reading/Critical Thinking; Study Skills]

Lisa Liseno, Florida State University

Salon B

Teaching critical thinking skills outside a formal critical thinking course is important, but challenging. This session provides ideas for teaching college students these skills in a concise, yet stimulating way.

Throwing Shakespeare out of the Classroom

[Reading/Critical Thinking]

Richard Reiss, Kent State University/Glenville State College

Salon C

This is a new approach to teaching the works of William Shakespeare through performance. This is a hands on performance based method I call "Cultural Kinesthetics."

1:00 PM – 1:45 PM, CONCURRENT SESSIONS, CONT.

Supporting Multicultural College Students: What's the Recipe for Success?

[Freshmen Success; Multiculturalism]

Aiesha Motley, University of Akron

Ronda Williams, University of Akron

Salon D

This presentation will explore a commonly addressed issue in higher education. How do we retain multicultural students and how can we get these students connected on our campuses? The presentation will specifically look at retention rates for multicultural students across the board and a statistical breakdown according to campus type. These best practices include learning communities, academic progress/advising, peer mentoring and service learning which help keep students connected and ultimately matriculate at a higher rate.

Promoting Critical Thinking Skills in Mathematics

[Mathematics and Science]

Linda Clark, Middle Tennessee State University

Salon E

Critical thinking and problem solving are skills that are required in all college subjects and that students will continue to use throughout their lives. Mathematics courses provide excellent opportunities for students to develop critical thinking and problem solving skills. This can be challenging for those teaching students in entry and lower-level mathematics courses. In this interactive session the presenter will discuss various problem-solving strategies and provide activities that demonstrate opportunities to use critical thinking and problem-solving skills in the classroom. Participants will be asked to participate in a discussion and share methods and problems that they use in their classrooms while teaching.

2:00 PM – 2:45 PM, CONCURRENT SESSIONS

Web 2.0: Tools for Engaging Today's Students

[Technology/Distance Learning]

Dominique Charlotteaux, Broward College

Valda Garcia-Barbon, Broward College

William Reynolds, Broward College

Ashley Smiley, Broward College

Salon A

College instructors can actively engage today's students by infusing Web 2.0 tools in teaching and learning. This presentation will explore how Web 2.0 tools positively impact students' level of engagement with learning. It will also showcase some of the best Web 2.0 tools available to instructors.

2:00 PM – 2:45 PM, CONCURRENT SESSIONS, CONT.

Technology-Enhanced Mentoring

[Technology/Distance Learning]

David Lewis, Nova Southeastern University

Michelle Tenam-Zemach, Nova Southeastern University

Salon B

This session discusses the advantages and disadvantages of mentoring via Elluminate. This approach supports procedural learning in a computer environment. A demonstration will be presented.

Optimizing & Automating Your Center Services & Data [Exhibitor's Presentation]

[Administration; Student Services]

Mary Oberhelman, Engineerica Systems, Inc.

Salon C

Engineerica Systems, Inc. creator of AccuTrack & Accudemia, presents cutting edge, automated center management software! We continually set the standard in educational center management systems! Web appointment scheduling for maximum system access! Easily report on specific groups of students! www.AccuTrack.org or www.Accudemia.com

Greater Emotional Intelligence = Greater Success for FTIC Students

[Freshmen Success; Bridging the Gap Between High School and College]

Joyce Walsh-Portillo, Broward College

Salon D

Even "smart" students need emotional intelligence to thrive in the environment of higher education. This presentation will demonstrate how FTIC students can benefit from basic emotional intelligence skills.

Circles of Knowledge and Understanding: How to Adapt Literature Circles for College Reading and Writing Classes.

[Reading/Critical Thinking/Study Skills; Writing]

Shirley Kahlert, UC Merced/Merced College

Salon E

Drawing from work by the Carnegie Center for the Advancement of Teaching, West Ed Reading Apprenticeship, and education scholars Patricia Cross and Patricia Hutchings, the Analytic Circle activity adapts the successful techniques of the popular high school and primary school literature circles for college reading and writing classes. In a literature circle, students take on the roles of discussion director, word watcher, comparer, illustrator, summarizer, and illuminator. In an Analytic Circle, these roles take on a more academic focus: discussion direction, key word indexer, summarizer, evidence researcher, and comparer.

3:00 PM – 3:45 PM, CONCURRENT SESSIONS

Free Software Tools for Educators

[Technology/Distance Learning]

Robert McWilliams, Bishop State Community College

Salon A

Discover the many free, but little known technology tools available for the benefit of faculty, staff, and students. Over 20 tools will be presented covering Office Productivity, Survey, File Conversation, Image & Audio Editors and Utility Programs.

Going the Extra Mile: How to Run a Successful Academic Coaching Program

[Student Services; Transitional Experiences]

Juliann Abercrombie, The Catholic University of America

Marcel Brown, The Catholic University of America

Salon B

The Center for Academic Success at The Catholic University of America has developed a unique and impactful Academic Coaching and Assessment program to reach at-risk students through persistent intervention mechanisms and intrusive advising techniques. Our program has proved to be a major contributor in helping students persist and progress through graduation.

Using Learning Communities to Empower African American, Latino, and LGBTQ Students

[Multiculturalism; Freshmen Success]

Lee Santos Silva, Bunker Hill Community College

Lloyd Sheldon Johnson, Bunker Hill Community College

Salon C

Presenters will share techniques developed in Learning Communities that address African American, Latino, and LGBTQ students. Participants will develop techniques and leave with a concrete approaches to use in their own classrooms.

Scaling Up at CCBC: Going Above and Beyond with an Academic Success Course

[Freshmen Success; Transitional Experiences]

Susan Delker, The Community College of Baltimore County

Salon D

In this session administrators and faculty will learn how CCBC has reframed and implemented the way we approach preparing our students for college success. The creation of a mandatory 1 credit course to help prepare all students academically and socially for the challenges of college is a unique and scalable approach touching a significant majority of our students. Participants will hear about the collaborative development process, the creation of the financial literacy component, the implementation of the special sections for African American males, and development of customized health professions sections. Challenges, the solutions, and outcomes will be presented.

3:00 PM – 3:45 PM, CONCURRENT SESSIONS, CONT.

A Multilevel Study on Public High School Graduates, their High School Environments and Persistence at a Community College

[Bridging the Gap Between High School and College; Mathematics and Science]

Avis Proctor, Broward College

Salon E

Secondary students' math course-taking patterns and their high school characteristics are explored to determine relationships with Associate degree attainment or continuous enrollment at a community college.

How to Empower Students through Effective Peer-to-peer Interventions

[Best Practices/Core Competency]

Denise Brown, Broward College

Lisa Bernstein, Broward College

Hasaan Mclain, Broward College

Weslyshi Saint Angie, Florissa Everett, Leroy 'Ironman' White, Doniel Saint Ange, and James Jones, Broward College

Gulfstream A

Join us to learn how a student-generated wellness program reaches out to students on campus. Their goal is health. Their strategies are rooted in peer empowerment and professional growth.

4:00 PM – 5:30 PM, FOCUS GROUPS AND PANELS

A Tonic for Staying the Course: Advising Strategies for Family Breadwinners [Focus Group]

[Student Services]

Sandra Seay, East Carolina University

Salon A

The focus of this interactive session is on information and information delivery strategies especially relevant for the retention of students who are family breadwinners in addition to often being first-generation.

Active Chemistry, the Invisible Career- Engaging Pre-K to Ph.D. Minds [Focus Group]

[Technology/Distance Learning; Bridging the Gap Between High School and College]

Ellafe Cockcroft, Broward College

Salon B

Active Chemistry, the Invisible Career - Recapturing Pre-K to Ph.D. Minds addresses the issue that many individuals do not know that "Chemistry is Everywhere" and what impact it has on our quality of life, activities of daily living, economy, and security of our nation. Active learning in Chemistry can be shown to be in the front lines to engage pre-K to Ph.D. students as a better way of learning math and science and prepare students for the much needed medical, allied health science, or engineering education.

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

WKU Peer Mentoring: Engaging the Spirit [Panel]

[Bridging the Gap Between High School and College]

Jim Fulkerson, Western Kentucky University

Jacob Decker, Calli Miller, and Le Anh, Western Kentucky University

Salon C

Mentoring is a powerful way to advance learning. Research indicates first-year student interactions with upper class mentors increase academic, personal and social skills as well as graduation rates. Let us (Director/mentors) share our experiences in building a successful mentoring program.

Wednesday, March 21, 2012

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 – 9:45 AM, CONCURRENT SESSIONS

Taking the Distance Out of Distance Learning

[Mathematics and Science; Technology/Distance Learning]

Joan Raines, Middle Tennessee State University

Lawanna Fisher, Middle Tennessee State University

Salon A

Participants will examine technologies including videos and pencasts that can be used in mathematics. They will see examples of these technologies and discuss ways to incorporate them into their courses.

Reading or Math: Which Should Be First for Developmental Students?

[Mathematics and Science; Reading/Critical Thinking]

Marcial Echenique, Broward College

Salon B

The order in which math and reading course are taken by college students have is a critical success factor for developmental students. This presentation will evaluate the policies implemented at Broward College.

Writing in 3-D, The All-American Essay, and The Soul of the Essay: Catholic University's Suite of Writing-Skills Survival Workshops

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

Marcel Brown, The Catholic University of America

Juliann Abercrombie, The Catholic University of America

Salon E

Catholic University's writing-skills workshops have been crafted to deliver discrete, 50-minute sessions in a fast-paced, engaging, multi-media, humanities-based, interdisciplinary survey of writing concepts and their analogies in arts and sciences.

10:00 AM – 10:45 AM, CONCURRENT SESSIONS

Electric Reams

[Writing; Technology/Distance Learning]

Nandan Choksi, Broward College

Salon A

The way writing is taught must reflect the way in which it is used in the 21st century. The idea of a standard writing paradigm should be replaced with a curriculum and teaching methodology that reflects current pedagogical and market realities.

Weekly Lesson Pages: How to Develop and Structure Your Online Course

[Technology/Distance Learning]

Michelle Tenam-Zemach, Nova Southeastern University

David Lewis, Nova Southeastern University

Salon B

This presentation will offer participants an effective and meaningful approach to developing and structuring their e-learning course. A series of example weekly lesson pages will be reviewed.

My Word is Bond: Using Learning Contracts to Set Academic and Personal Goals

[Freshmen Success]

Sycora Wilson-James, The University of Texas at El Paso

Salon C

Getting students to set academic and personal goals during their first semester of college is a challenge. A Learning Contract is a tool that helps students set and achieve goals. participated in for Fall 2011.

10:00 AM – 11:30 AM, PANEL PRESENTATION

Lessons Learned: A Right Start to Finishing What You Start!

[Student Services]

Amoy Reid, Broward College

Carole Comarcho, Broward College

Sherrie Sacharow, Broward College

Jennifer Solley, Broward College

Michael Newman, Broward College

Dorothy Fahrner-Sterrett, Broward College

Salon D

This presentation will discuss the lessons learned from the Faculty Advisor program sponsored by the Student Affairs Programs and Services Council (SAPSC) that the students and faculty members participated in for Fall 2011.

11:00 AM – 11:45 AM, CONCURRENT SESSIONS

Academic Success Program: Regaining Good Standing

[Freshmen Success; Student Services]

Shannon Sawyer , University of North Texas

Salon B

The Academic Success Program is a mandatory, ninety-minute workshop for UNT students on Academic Alert (CGPA below 2.0). Using this model, I discuss ways other campuses may implement successful intervention programs for their students.

“If you don’t have the time to read, you don’t have the time or the tools to write.” - Stephen King

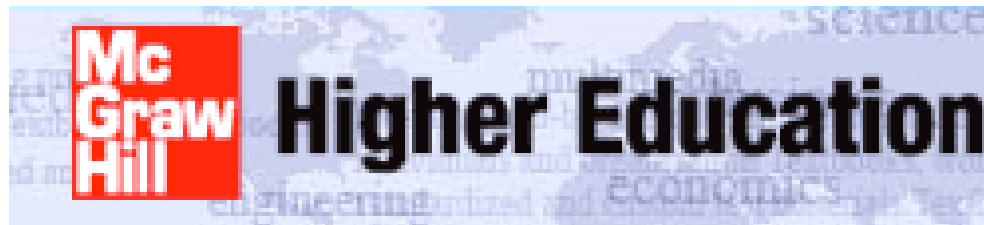
[Reading/Critical Thinking/Study Skills; Writing]

Laurie Bauer , University of Cincinnati

Salon C

This presentation will discuss a reading course designed to increase the comprehension of literary and informational texts. Strategies that focus on the reading and writing connection will be discussed and are essential in becoming proficient in both academic areas.

The Teaching Academic Survival Skills Conference thanks



for their continued support.



**A special thank you goes to the following
exhibitors and sponsors.**



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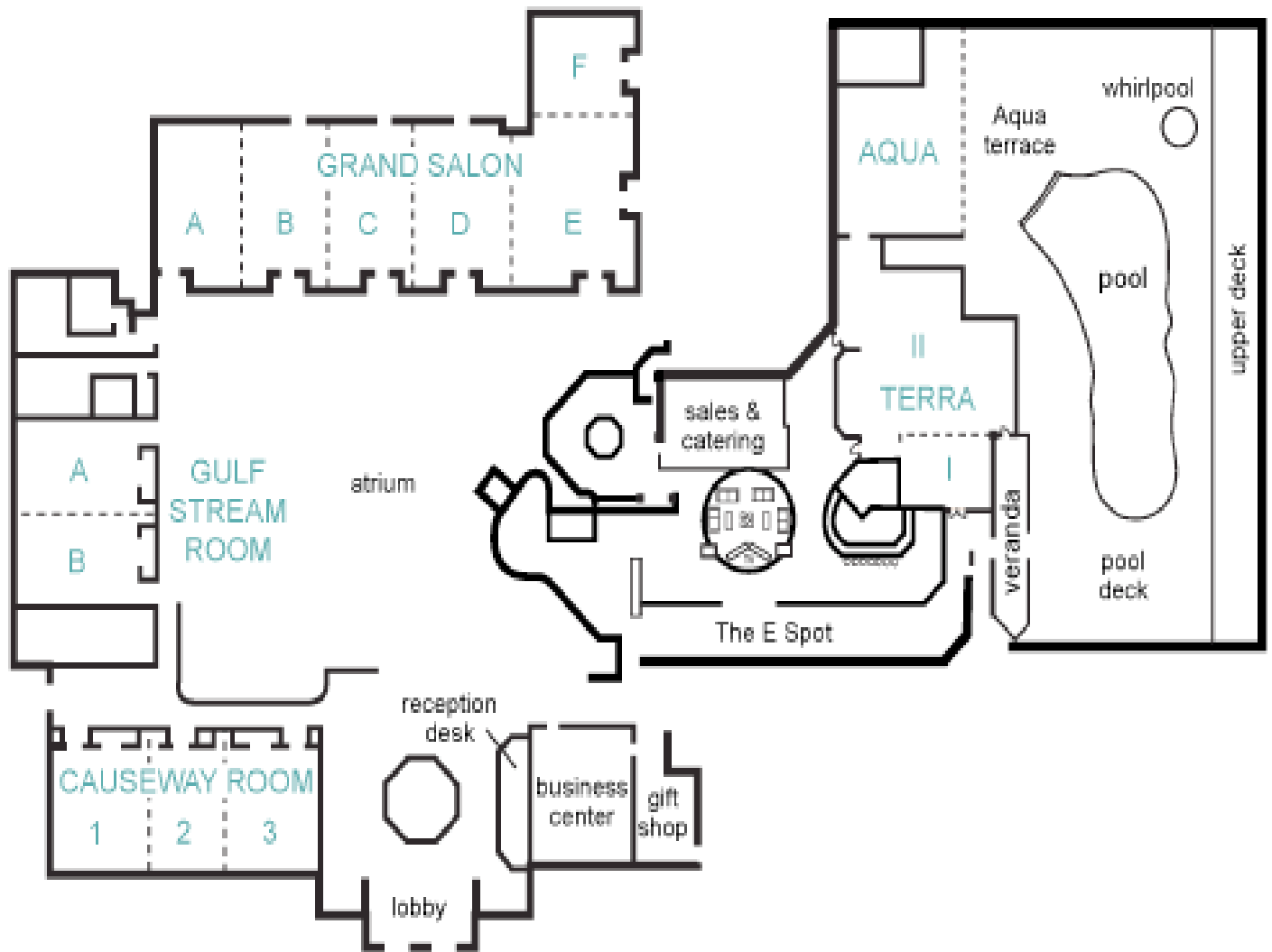
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23RD ANNUAL TASS CONFERENCE

Thank you to **Northern Essex Community College** and **President Lane Glenn** for their sponsorship and support and **Broward College** for their generosity and support of the Teaching Academic Survival Skills Conference.

