



24th annual TASS

Teaching Academic Survival & Success

conference

Sunday - Wednesday

March 17 - 20, 2013

Embassy Suites Hotel

Fort Lauderdale, Florida

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

Hosted by Broward College
Fort Lauderdale, FL

Welcome to the 24th annual Teaching Academic Survival and Success (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 24th 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,



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 2013

The faculty and staff of Broward College join me in welcoming Teaching Academic Survival and Success 24th annual conference to Fort Lauderdale. We extend our best wishes for a productive and stimulating conference.

Broward College serves over 67,000 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 were named one of the Top 10 colleges by the Aspen Institute. 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 style.

J. David Armstrong, Jr.
President
Broward College

A handwritten signature in black ink that reads "Linda Howdysell Ph.D." in a cursive style.

Dr. Linda Howdysell
College Provost and Sr. Vice President
for Academics and Student Success

Welcome to the Twenty-Forth Annual Teaching Academic Survival and Success (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 TASS Conference was the creation of Dr. James Harter and Dr. 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 David Hartleb, the former Dean at the University of Cincinnati, and Professor Harry Prats, University of Cincinnati, we were able to secure funds to initiate the conference. David Hartleb, now the retired President of Northern Essex Community College (NECC), once again championed the cause of TASS through NECC. As a result of his contributions and those of retired Dean David Kelley (NECC), who joined the TASS Executive Board in 1998, Dr. Victoria Appatova from the University of Cincinnati, who joined the Executive Board in 2004, and our Advisory Board, the TASS Conference has continued to grow and flourish. We thank the hundreds of educators who have shared their wisdom over the years and provided strategies to help make the dreams of college students come true.

Over the years, the TASS conference has had a variety of sessions where presenters, using a workshop approach, describe methods they have used to help students succeed in various academic areas such as reading, study skills, writing, math, technology, freshman orientation and other transitional experiences, multiculturalism on college campuses, student support services, academic advising, career planning, program administration, special needs (ESL, LD), as well as preparing high school students for college. Conference evaluations have indicated that each participant can come away with a wealth of practical 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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TASS ADVISORY BOARD

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Molly Minus

St. Edward's University

Patricia Schade

Northern Essex Community College

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

KEYNOTE SPEAKERS

Robert Feldman

9:00-9:40 AM

Monday, March 18, 2013

Robert S. Feldman, Ph.D., is a national authority on first-year college students and retention. He is author of the best-selling P.O.W.E.R. Learning: Strategies for Success in College and Life, 5/e, and P.O.W.E.R. Learning and Your Life (1/e), published by McGraw-Hill, as well as Psychology and Your Life (1/e), Understanding Psychology (10/e), and Essentials of Understanding Psychology (9/e). He also edited The First Year of College, which examines the best practices that lead to student success. His central philosophy as an educator is that good students are made, not born.

Feldman is Professor of Psychology and Dean of the College of Social and Behavioral Sciences at the University of Massachusetts Amherst and Director of the POWER-UP FOR COLLEGE SUCCESS program for first-year students. He is recipient of the College Outstanding Teacher Award.

A Fellow of the American Psychological Association and the Association for Psychological Science, Feldman received a B.A. with High Honors from Wesleyan University and an M.S. and Ph.D. from the University of Wisconsin-Madison. He was a winner of a Fulbright Senior Research Scholar and Lecturer award and has written more than 200 books, book chapters, and articles. His books have been translated into numerous languages including Spanish, German, Dutch, Portuguese, French, Italian, Chinese, Korean, and Japanese. His work has been supported by grants from the National Institute of Mental Health and the National Institute on Disabilities and Rehabilitation Research. He is on the Board of Directors and is President-Elect of the Federation of Associations for Behavioral and Brain Sciences Foundation.

KEYNOTE SPEAKERS

John Bryan

9:00-9:40 AM

Tuesday, March 19, 2013

John G. Bryan is Associate Provost for Academic Personnel at the University of Massachusetts Amherst. Previously he was Vice Provost for Academic Personnel at the University of Cincinnati, where he also served as a faculty member from 1989 through 2012. From 1997 to 2003, he was dean of University College, an open-admissions unit on the main campus and, at the time, the second largest of UC's colleges. He served for three years as associate dean of UC's McMicken College of Arts & Sciences and from 2007 to 2009 directed the Preparing Future Faculty Program, in which he taught courses on teaching effectiveness and on the academic job search for the last decade. Bryan teaches professional writing at the upper-division and graduate levels but got his start teaching developmental and first-year courses in composition. His first developmental teaching experience as a TA came in the summer of 1976 when he offered scholarship athletes a course in "Sentences & Paragraphs." Bryan holds degrees from Notre Dame, Southern Mississippi, and Denver.

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 17, 2013

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 18, 2013

6:00 - 8:30 am..... Complimentary breakfast for those staying at the Embassy Suites

8:00 - 2:00 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 (*Room: Grand Salon*)

9:00 - 9:40 am..... General Session: Keynote Speaker, Robert Feldman (*Room: Grand Salon*)

10:00 - 11:45 am... Concurrent Sessions

12:00 - 1:00 pm.....Lunch provided by TASS (*Terra Room*)

1:00 - 1:45 pm.....Concurrent Sessions

2:00 - 3:30 pm..... Focus Groups, Panels, and Double-Slot Sessions

Tuesday, March 19, 2013

6:00 - 8:30 am..... Complimentary breakfast for those staying at the Embassy Suites

8:00 - 2:00 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, John Bryan (*Room: Grand Salon*)

10:00 - 11:45 am... Concurrent Sessions

12:00 - 1:00 pm.....Lunch provided by TASS (*Terra Room*)

1:00 - 2:45 pm..... Concurrent Sessions

Wednesday, March 20, 2013

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

PROGRAM DETAILS

Monday, March 18, 2013

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

8:00 AM – 2:00 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

Grand Salon

9:00 AM – 9:40 AM, KEYNOTE SPEAKER, ROBERT FELDMAN

Net Generation Students: Who They Are, Why They Are Different, and Teaching Strategies that Work for Them.

Grand Salon

Are today's students different in some fundamental ways from prior generations of students? Do their extensive experiences with technology, texting, Twittering, and multi-tasking make them perceive the world, and even think about it, in ways that are dissimilar from earlier students? Based on a growing body of research, we will consider the issue of who Net Generation students are and how that impacts the nature of student engagement and student success. We'll discuss effective teaching strategies for engaging Net Generation students, examining the use of innovative, impactful (and low-cost) technologies that can be incorporated into the classroom. The session will center on practical changes that instructors can make in their classes to respond to Net Generation students and prepare them for careers and lifelong learning.

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

M1. You Teach Statistics? Oh, I Hated that Class! Student Attitude & Its Relationship to Success in Statistics

[Mathematics and Science]

Sarai Hedges, University of Cincinnati

Salon A

In this presentation participants will learn the latest research in statistics education on how student attitudes relate to success in statistics. Results of a recent study of attitudes in a large introductory statistics class will also be shared.

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

M2. Academic Success with Free Assistive Technology Tools

[Technology/Distance Learning; Reading/Critical Thinking/Study Skills]

Norma Willingham, Landmark College

Salon B

Participants will be shown free on-line assistive technology applications that can improve the efficiency and accuracy of students and meet UDI goals, including text-readers, mind-mapping, flashcards, annotation, and organizational tools.

M3. Active Reading for College Students: An Interdisciplinary Partnership

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

Ruth Copp, Saginaw Valley State University

Ruth Sawyers, Saginaw Valley State University

Daniel Villiare, Saginaw Valley State University

Salon C

This presentation identifies key factors to consider when developing interdisciplinary partnerships between content areas and reading/study strategy programs to support successful transition of high school students to college.

M4. Unraveling the Mystery of Gerunds and Infinitives for Your Students: Tips for Non-English Teachers

[Writing; ESL]

Steven Lund, Arizona Western College

Salon D

Gerunds and infinitives are a common source for errors among students using English as a second language. Come and discover some simple rules and tips to share with your students.

M5. Musical Chairs - a Second One Makes More Winners

[Career Planning; Student Services]

Dana D'Angelo, Drexel University

Salon E

Another way to consider what a "peer mentor" represents is to recognize they are, in fact, "second chair leaders", providing leadership growth opportunities for mentors, as well as traditional mentoring benefits to new students and faculty support. Research results support that perceptions among peer mentors, their mentees and supervising faculty vary, and that much can be learned with a shift in program focus.

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

M6. A Dream Deferred: Access and Success for African American Students in Community Colleges

[Freshmen Success; Multiculturalism]

Adrienne Foster, West Los Angeles College

Gulfstream A

This session will introduce participants to the West Los Angeles College LEARN Project directed at African American male students to help with furthering the transfer goal for these students. This Project uses mentoring, workshops and engaging the faculty in a learning community directed specially at the learning styles of African American male students.

M7. The SWAT Team: Learning Centers and Student Success

[Student Services]

Amy Abafo, University of Cincinnati Clermont College

Gulfstream B

Since learning centers play a key role in student support and success, this presentation will share specific strategies for increasing the quality of such academic support services.

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

M8. The Use of Motivational Interviewing with Students on Academic Probation

[Student Services; Other]

Kathryn Bye, Ferrum College

Salon A

Discusses using Motivational Interviewing with students on Academic Probation. Focuses on modifying Motivational Interviewing tools for use in the academic setting.

M9. Disciplinary Literacy in the Realm of Developmental Math

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

Victoria Appatova, Ferrum College

Salon B

This presentation will demonstrate how mastering the language of mathematics (reading, writing, listening and speaking components) leads to students' success in developmental math. It will provide methodologies for integrating math and literacy skills in developmental courses.

M10. Promoting Freshmen Success through Paired First Year Seminars

[Freshmen Success; Administration]

Denise Wilkinson, Virginia Wesleyan College

Rebecca Hooker, Virginia Wesleyan College

Salon C

The presenter will discuss the changes in a First Year Experience program that was revamped to enhance freshmen success by pairing FYE courses with content courses. Hands-on classroom activities, format and program evaluation will be shared.

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

M11. Plagiarism, cheating, collusion, and more: What faculty can do to address the root causes of academic dishonesty in their classrooms?

[Other]

Alexandra Escobar, University of Phoenix

Richard Dettling, University of Phoenix

Salon D

How often have your students plagiarized assignments or cheated on tests? Why are students engaging in these behaviors and what can be done? By sharing seminal research and best practices, faculty will leave the session empowered to look at academic integrity holistically to help contribute to a culture of academic integrity in the classroom and campus.

M12. A Math Summer Bridge to Success

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

Carol Gleichsner, Edinboro University

Salon E

This presentation will describe a Math Summer Bridge Pilot that although small, demonstrated positive results, moving 50% of the participants out of remediation for their first semester.

M13. Use Your Emotional Intelligence to Engage Students

[Freshmen Success]

Joyce Walsh-Portillo, Broward College

Gulfstream A

Using emotional intelligence helps create an atmosphere that is more conducive for learning. Working in small groups, guided by the presenter, participants will share strategies to help foster greater student engagement.

M14. Facilitating an Academic Anonymous Group for College Students

[Student Services; Reading/Critical Thinking/Study Skills]

Sarah Ou-Young, Texas A&M University

Michelle Thomas, Texas A&M University

Gulfstream B

Presenters will share how academic performance can be improved through student participation in a psycho-educational group that provides study skills training, support and accountability.

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

Terra Room

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

M15. Supporting Multicultural Students: What's the Recipe for Success?

[Multiculturalism; Freshmen Success]

Aiesha Motley, The University of Akron

Salon A

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. The presentation will allow participants to openly discuss some of the retention challenges they face on their respective campuses and introduce some of the best practices used at The University of Akron's Office of Multicultural Development. 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.

M16. Experiential Learning

[Mathematics and Science]

Mansoor Vejdani, University of Cincinnati

Salon B

Experiential Learning is the process of actively engage students in learning. It is not a new idea or strategy; it goes back to Socrates more that 2500 years ago. "Socrates dialogue tried to bring forth from his followers a truth he believed they already possessed." Showing a power point presentations and an example of Experiential Learning, the participants learn a mathematical concept, solving quadratic equation, by hands on, discussions and manipulatives.

M17. Foundations for Growth: Key Aspects to the Success of our Academic Assistance Program

[Student Services; Administration]

Jillian Quandt, Winona State University

Salon C

Come learn how one academic assistance program now serves as many students in a single day as it used to in a whole year by implementing five keys to success.

M18. Academic Discipline: Nitty Gritty Principles for Practice from a Faculty Perspective

[Other]

Stephanie Turner, University of Alabama

Salon D

This is a discussion of guiding principles for practice for faculty pertaining to higher education academic discipline. The balancing act between student rights and academic discipline is a source of concern for many higher education administrators. The objectives of this presentation are to: 1) share specific court cases from higher education that have challenged academic discipline decisions, and 2) Discuss guiding principles that all educations can utilize.

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

M19. Teaching the Way the Brain Naturally Learns

[Freshmen Success; Other]

Rita Smilkstein, North Seattle Community College

Salon E

This interactive stimulating session will focus on research-based, classroom-proven strategies for developing and implementing curricula that make it possible for underprepared students to be motivated, engaged, successful learners.

M20. 59 Components of Successful Tutor Training (all subjects) and Freshman Instruction for All Students

[Freshmen Success; Transitional Experiences]

Lou Ann Sears, University of Pittsburgh at Greensburg

Gulfstream A

This session addressing 59 components of successful tutor training (all subjects) and freshmen instruction for all students is applicable to learning center directors, tutor trainers, tutors, and college-level instructors.

2:00 PM – 3:30 PM, FOCUS GROUPS, PANELS, AND DOUBLE-SLOT PRESENTATIONS

M21. Using Developmental Research to Teach Reading and Writing in Content Areas [Double Slot Presentation]

[Reading/Critical Thinking/Study Skills; Writing]

Deborah Kellner, University of Cincinnati

Salon A

This session presents academic developmental research articles useful in teaching reading and writing in the content areas. These articles can challenge students to practice their skills while building metacognitive awareness.

M22. Empowerment, Encouragement, and Excellence in Every Classroom [Double Slot Presentation]

[Other]

Ahkeelah Lamb, Walden University

Salon B

Participants will be challenged to reexamine traditionally-held assumptions about behaviors that students bring with them to the classroom and will be asked to make adjustments to their educational philosophies based on this paradigm shift. During the presentation we will role play different scenarios that may occur inside the classroom.

2:00 PM – 3:30 PM, FOCUS GROUPS, PANELS, AND DOUBLE-SLOT PRESENTATIONS, CONT.

M23. Fresh Ideas for Freshman Year Experience [Double Slot Presentation]

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

Linda Long, University of Cincinnati

Richard Long, Jr., University of Cincinnati

Salon C

Learn about FYE courses where students develop critical thinking, decision making, and problem solving skills in a group format beneficial to student and future employee success.

M24. How to Turn Difficult and Emotional Interactions with Students into Priceless Teaching Opportunities [Panel]

[Achieving The Dream]

David Pecoraro, Vanguard University

Daniel de Roulet, Irvine Valley College

Bonni Stachowiak, Vanguard University

Salon D

This panel addresses situations containing expressions of heightened emotions can throw the professor off-guard and into unknown territory. Learn how to handle these moments professionally and create life changing results for students.

M25. Fostering Energetic and Engaged Learners Inside Our Classroom [Focus Group]

[Other]

James Van Allan, Keiser University

Salon E

This will be a "Best Practices" brainstorming session for a number of different fields that try to determine the most effective and engaging ways to present material and encourage students to find the material relevant. The idea behind this focus group is to bring together passionate, driven, and innovative instructors who go beyond straight lecture and use collaborative learning activities and practical experiences to help students succeed in their classes. One of the main goals of this workshop is to provide a forum to spread best teaching practices for a variety of fields. Another hope is that instructors will become inspired after they leave the focus group and decide to change their outlook on teaching to match the current learning trends of our generation.

M26. Innovative solutions to invisible barriers: serving and supporting former foster youth and first-generation college students [Double Slot Presentation]

[Transitional Experiences; Bridging the Gap Between High School and College]

Annie Schellinger, University of Cincinnati

Christina Black, University of Cincinnati

Gulfstream A

Attendees will become familiar with the research-based practices of the Higher Education Mentoring Initiative and Gen-1 Theme House at the University of Cincinnati, programs that serve foster care youth and first-generation, Pell-eligible college students.

Tuesday, March 19, 2013

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

8:00 AM – 2:00 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, JOHN BRYAN

When the higher education bubble bursts, will developmental programs save us all?

Grand Salon

Over the last quarter century, many public universities have entered a kind of academic arms race, competing with each other and with elite private universities to enhance their status and rankings. One effect has been the deflection of underprepared students toward community and four-year colleges. That deflection was financially feasible when federal spending on research was growing, state economies were strong, financial aid was plentiful, a demographic bulge supplied plentiful enrollments, jobs for graduates were plentiful, and college was as certain an investment as buying a house. All that has changed. For developmental programs, that may just prove to be good news.

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

T1. Active Learning: Strategies for Engaging Today's Students

[Technology/Distance Learning]

Dominique Charlotteaux, Broward College

Undergraduate students: Alex Medina, Andre Reid, Greg Mills, Prisca Raymond,

Samantha Perry, and Stephanie Zapata

Salon A

College instructors can engage today's students by implementing active learning strategies. This presentation will explore how active learning positively impacts students' level of engagement with college courses. It will also showcase some of the active learning strategies and tools available to instructors.

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

T2. Motivating Students Toward Learning Success

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

Lori Saxby, University of Southern Indiana

Pat Flake, University of Southern Indiana

Salon B

Through a sharing of current research, characteristics that contribute to student motivation will be discussed, and effective teaching strategies will be explored to help motivate students toward learning success.

T3. Reading and First Year Experience Seminars: How two Community Colleges have infused their FYE programs with Reading Apprenticeship (Part 1 of 2)

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

Patricia Schade, Northern Essex Community College

Nika Hogan, Pasadena City College

Salon C

Two professors, one from California and one from Massachusetts, will share how their FYE programs have infused a focus on reading into their seminars and professional learning for successful results. We will reveal our process of including a thoughtful and collaborative reading process approach into our FYE classes and faculty workshops. Next, participants will have the opportunity to engage in one of the strategies used by both colleges.

T4. Bringing the world to your students: educational travel opportunities for faculty

[Multiculturalism]

Steven Lund, Arizona Western College

Salon D

The presenter will share his experience as a participant in educational travel programs in the U.S. and abroad. Discussions will include opportunities through Fulbright and the National Endowment for the Humanities.

T5. The Role of Emotions in Effectuating a Learning State

[Mathematics and Science; Achieving The Dream]

Michael Vislocky, University of Cincinnati

Salon E

The role of emotions and how to use them to effectuate a learning state will be described. The scientific basis will be presented followed by opportunities for attendees apply this process and give feedback.

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

T6. Internships - A Partnership for Profit

[Career Planning]

Peggy Quinn, The University of Memphis

Kathy Tuberville, The University of Memphis

Gulfstream 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.

T7. Oh No! Participation is Worth 20% of My Grade

[Other]

Kevin O'Connor, Providence College

Gulfstream B

Many students have difficulty participating in class. This session discusses participation barriers and demonstrates techniques that may easily be used to promote active engagement of all students in a course.

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

T8. Tutorial Learning Aids: Do They Enhance Mathematics Learning Outcomes?

[Mathematics and Science; Technology/Distance Learning]

Linda Clark, Middle Tennessee State University

Joan Raines, Middle Tennessee State University

Salon A

Results of research conducted with an introductory college mathematics course of at-risk students which used textbook-based computer courseware to complete homework will be shared with attendees. Presenters will engage the audience in discussions regarding these results and the use of tutorial learning aids when doing homework online.

T9. Under-prepared but not the Underdog: Cultivating an Environment for Student Success

[Freshmen Success; Student Services]

Sandra Calvert, Ohio Northern University

Salon B

This presentation identifies successful program strategies based on Astin's I-E-O Model to provide guidance and direction to under-prepared students interested in becoming early and middle childhood teachers.

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

T10. FYE Experience: Valuing Student Voices in Reading: Using Talk to Text, a Reading Strategy Proven Successful in Two Community Colleges (Part 2 of 2)

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

Patricia Schade, Northern Essex Community College

Nika Hogan, Pasadena City College

Salon C

One of the challenges students face is tackling the reading required for college. Two college professors, from California and from Massachusetts, will share a successful reading strategy used in their FYE programs. Participants will have the opportunity to see student samples of talk to text and to engage in the activity themselves.

T11. Teaching Survival Skills to Adult Learners

[Achieving The Dream; Reading/Critical Thinking/Study Skills]

Sue Zientara, Trinity Christian College

Salon D

Returning adult students meet many challenges as they return to college. This presentation is designed to arm college professors and learning center administrators to the differing survival skills that are necessary to teach and/or review when working with adult learners.

T12. Integrative and Contemplative Approaches to Teaching and Learning

[Other; Freshmen Success]

Charlie Johnson, Indiana University-Purdue University of Indianapolis

Salon E

Why connect the inner lives of students and the experiment of living with course content? What is made possible by helping students open their minds and soften their hearts? This session invites participants to integrate life's journey with all its uncertainty into educational practice.

T13. Reading-to-Learn: Each to Her Own

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

Karen Becker, Youngstown State University

Gulfstream A

Reading-to-learn in college requires metacognition. Metacognition is "thinking about thinking." In this session we will review and practice the unique metacognition strategies "good readers" claim they use and the skills "developing readers" can learn or brush up.

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

Terra Room

1:00 PM – 2:30 PM, Double Slot Presentations (ALSO SEE 1:00-1:45PM CONCURRENT SESSIONS BELOW)

T14. Maximizing Academic Success Through Habit Development Using Evidence Based Practices For Faculty And Students

[Reading/Critical Thinking/Study Skills; Other]

Jeff Ershler, Keiser University

Chris Stabile, Keiser University

Salon B

Participants will evaluate and synthesize the methodologies used by students and faculty that have transformed a critical thinking centered academic culture by utilizing evidence based teaching and learning strategies.

T15. Implementing Leading-Edge Technologies: MAP-Works at Mount Ida College

[Freshmen Success; Technology/Distance Learning]

Stephanie Bragg, Mount Ida College

Salon E

With a combination of technology and personal outreach, MAP-Works allows Mount Ida College to create a comprehensive picture of the first-year class and streamline interventions for the at-risk population.

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

T16. Ingredients Matter: The Recipe for a 5 Star Summer Bridge Program

[Transitional Experiences; Freshmen Success]

Robin Cunningham, Seton Hall University

Majid Whitney, Seton Hall University

Salon A

Seton Hall's Pathways to Nursing Program uses the same recipe for success as a five star restaurant: service, courses and atmosphere, to help students gain admission to the College of Nursing.

T17. Memorization & Learning: The Distinction that Serves as the Cornerstone for Preparing Students for College Level Success

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

Lisa Liseno, Florida State University

Salon C

Students are often mystified as to why study strategies they used in high school do not work in college. Oftentimes these strategies are geared towards memorization, which is only the first step to deep level learning. This session will show how the distinction between memorization and learning can be used to frame a college success course and emphasize the importance of acquiring deep level learning techniques.

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

T18. Bridging the Virtual Gap with eJournals

[Technology/Distance Learning; Writing]

Donna Nalley, South University Online

Salon D

Attendees will learn about building community in the online classroom through the use of eJournals and will take away successful strategies for empowering and connecting with our most at-risk students .

T19. Orchestrating Synergy of Co-requisite Classes

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

Judy Leavell, St. Edward's University.

Gulfstream A

The presentation will describe an evolved system of co-requisite courses tied to an academically challenging lecture class. Faculty and interns of the co-requisite classes attend the lecture portion and use that authentic content to plan for freshman student engagement and long term gains. All members of the team (lecturers, writing faculty, reading faculty and interns) meet monthly to discuss how the semester is proceeding. Having a coordinated system of support classes tied to a challenging credit bearing course is a design believed to illustrate best practice. Issues of assessments used for placement and advising guidelines will be discussed with audience response sought. Examples of connecting co-requisite course skill sets with the lecture content and assignments will be shared.

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

T20. "SCREAM": Support Creativity Reflection Enthusiasm For All Mathematics

[Mathematics and Science; Technology/Distance Learning]

Asha Hill, Georgia Highlands College

Salon A

If you have yet to learn how to use Google Apps in Education, it's time to learn what is behind the scenes now! Come discuss how powerful some of the coolest Math tools behind Web 2.0 and Google Apps can be used as a tool for motivation and a vehicle for increasing student achievement. .

T21. Using Immediate Feedback to Deepen Student Learning

[Freshmen Success]

Donna Burton, North Carolina State University

Salon C

Students often do not grasp important concepts presented in lecture format because they are not asked to apply the knowledge being presented; they are also not able to receive immediate feedback on such efforts. Two in-class strategies that can provide feedback to students are knowledge surveys and brief case studies. Session attendees will be given the opportunity to practice the strategies and take away ideas for adapting them for their own classrooms.

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

T22. Magic Number Seven: Seven Principles for Good Practice in Undergraduate Education

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

Barbara Wolfe, University of Hartford, Hillyer College

Salon D

Let's make magic by understanding and applying Chickering and Gamson's seven principles. Expect to participate actively in this session since the principles include cooperation among students and active learning techniques.

T23. Recruit, Train, and Assess your Peer Coaches

[Other; Freshmen Success]

Mary Xiong, University of Wisconsin - Parkside

Alfredo Sandoval-Flores, University of Wisconsin - Parkside

Amy Castelic, University of Wisconsin - Parkside

Gulfstream A

This session will give a detailed overview of development provided to peer-coaches who focus on college retention. Competencies, assessments, and materials will be shared to detail the hybrid training approach.

Wednesday, March 20, 2013

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

W1. From Blah to Aha: The Effective Use of Portfolios in Student Life Skills

[Reading/Critical Thinking/Study Skills]

Amoy Reid, Broward College

Carole Comarcho, Broward College

Salon C

The presenters will show how authentic assessment, in this case, portfolios enhance the learning experience and addresses the learning outcomes of the student life skills course. In this new era of performance assessment related to the monitoring of students' mastery of a learning outcomes, portfolios can enhance the assessment process by revealing a range of skills and understandings (1) students' perspectives; (2) support instructional goals; (3) reflect change and growth over a period of time; (4) encourage student, and teacher reflection; (5) and provide for continuity in education from one year to the next.

W2. The Broward College Academy for Excellence: What has developmental students so excited about learning?

[Freshmen Success; Transitional Experiences]

Mary Di Stefano Diaz, Broward College

Joy Vaughan, Broward College

Vernon Jones, Broward College

Salon D

BCAE faculty will share a proven model of behavioral change that positions at-risk freshman students for college-level academic success and retention at Broward College.

W3. Making On-line Chats Work for You: The Bloom's Taxonomy Approach to Learning Through Chatting

[Technology/Distance Learning]

Patricia Smith, Clayton State University

Salon E

This interactive presentation is geared towards promoting effective chat discussions. Through use of Bloom's Taxonomy, participants will develop strategies to enhance critical thinking about content in on-line chats. .

10:00 AM – 10:45 AM, CONCURRENT SESSIONS**W4. Designing Performance Tasks to Engage Student Learning**

[Reading/Critical Thinking/Study Skills]

Chris Zanowski, University of Wisconsin-Parkside

Alfredo Sandoval-Flores, University of Wisconsin-Parkside

Amy Castelic, University of Wisconsin-Parkside

Salon C

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.

W5. The Inside Scoop* (*FOCUS GROUP: 10:00am—11:30am)

[Freshmen Success; Student Services]

Sheri Goldstein, Palm Beach State College

Shannon Whitman, Palm Beach State College

Salon D

Explore the utilization of focus groups to engage first-year students in discussions regarding their needs and expectations for College life and sharing information about services available to meet those needs.

W6. Back to the BASICS (Bolstering Attrition Strategies & Increasing College Success)

[Freshmen Success]

Jennifer Trujillo, Fordham University

Roosevelt Smith, Fordham University

Salon E

This presentation will raise fruitful dialogue on underrepresented student retention, with an aim to explore diverse perspectives and collectively develop effective strategies.

11:00 PM – 11:45 PM, CONCURRENT SESSIONS**W7. The Teacher as Coach: Applying Six Principles of Andragogy to Create Approach Goals**

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

Jeannette Sullivan, Palm Beach State College

Salon B

Use the values of executive coaching in the classroom to make the principles of andragogy, such as respect, experience, and the need for relevance, to work for you. Incorporating some coaching values and tactics can help turn the six principles of andragogy into workable strategies for teachers of first year experience courses. Asking, rather than telling, will be illustrated within the coaching construct to create approach goals from learning outcomes related to Student Life Skills. These goals are likely to invigorate intrinsic motivation and self-directed learning.

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

W8. Orientation + Life Career Planning = A formula for TRIO student success!

[Student Services; Freshmen Success]

Sarah Young, Bemidji State University

Crystal Cleven, Bemidji State University

Salon C

This TRIO program's retention rate of "at-risk" freshmen is consistently higher than their Universities overall retention rate. Learn how our Orientation and Career courses may work to increase retention on your campus. Audience members will have the opportunity to participate in hands-on activities used in each classroom setting. Retention data will be shared.

W9. The Deep Learning Academic Success Trilogy for Freshmen

[Freshmen Success]

Karen Marie Walker, Southern Virginia University

Salon E

The Deep Learning Academic Success Freshman Seminar features three sessions of immersion in teachings which assist freshmen in strengthening self-management skills and understanding how knowledge is created and deeply learned.



Coming this summer from Van-Griner
Publishing, the 3rd edition of
The Art and Science of Quality Learning
by Dr. Karen Becker

Designed for reading, study skills or orientation courses, this proven book deftly integrates exercises, activities and journals into an approach that focuses on what a student needs to know to navigate a college curriculum. The author, an instructor and coordinator of a college success program, has developed an innovative four-phase process that enhances understanding called MAPS:

Main idea
Author's approach
Purpose
Structure

Outlined for every module, MAPS has helped thousands of college students improve their reading and study skills, while also helping them become better problem solvers.

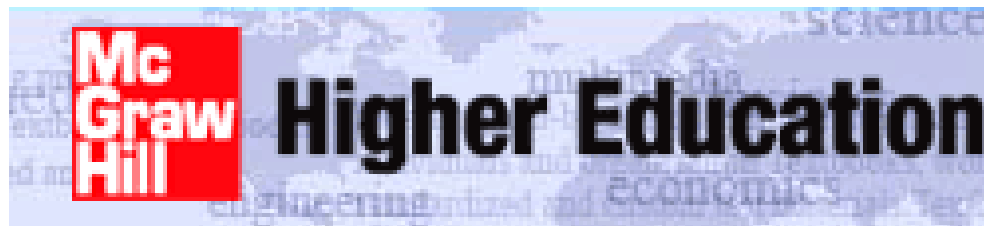
This student-focused edition includes:

- Current readings chosen by the author to compliment key in-text concepts
- Student examples are integrated into the text for a more relevant learning process
- A custom design that allows for content to be added or removed

Request a copy of the book by calling:
419-733-7951

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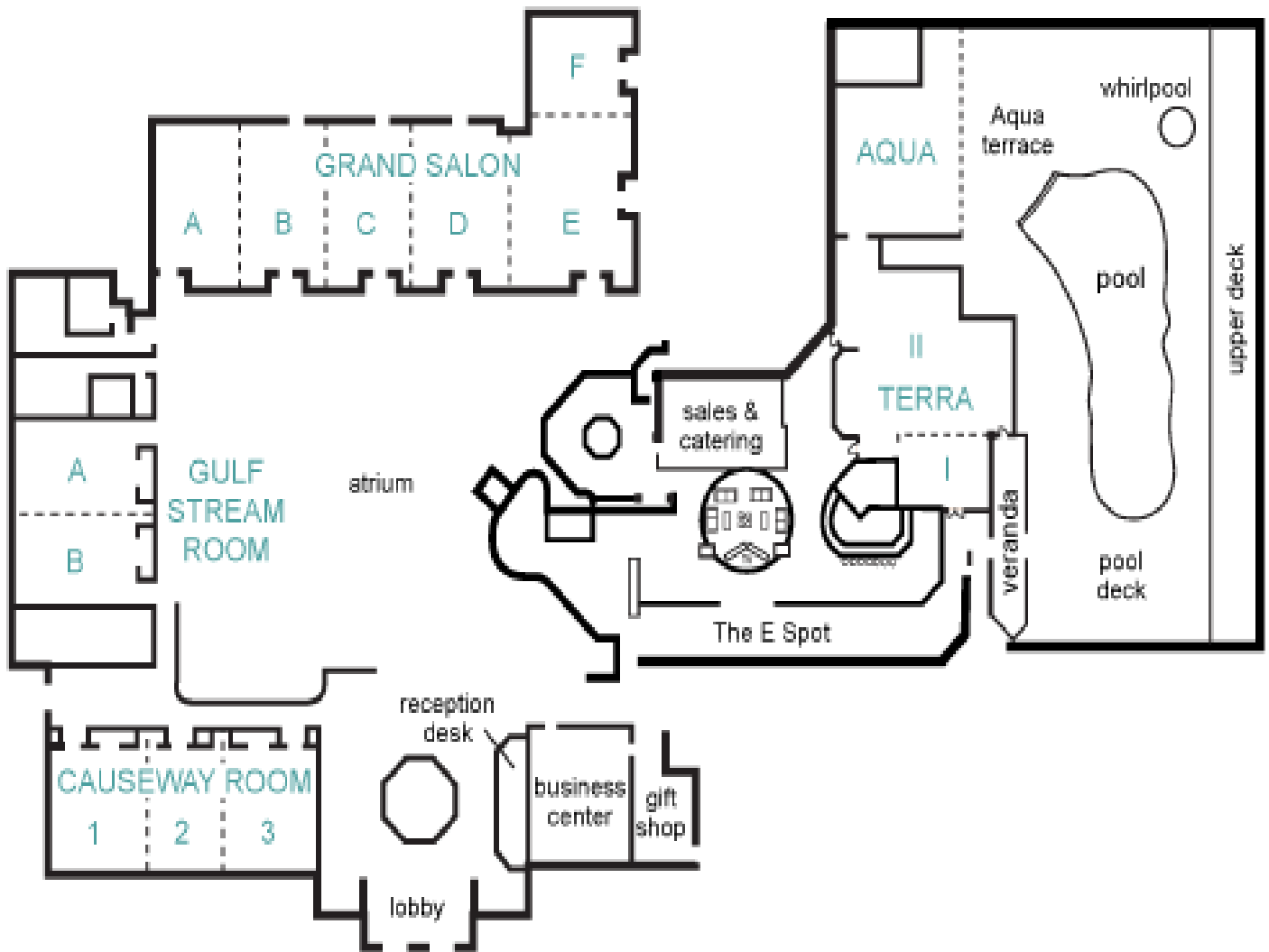
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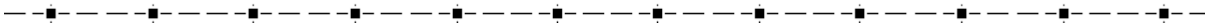
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EMBASSY SUITES FT LAUDERDALE - 17th STREET CAUSEWAY MAIN LEVEL





The TASS Conference lost one of its founding members last year. Dr. James Harter, a psychology professor at the University of Cincinnati, championed the idea of having a conference dedicated to sharing strategies, programs and initiatives that could better serve freshmen college students. He put together the original proposal for the TASS conference. His inspiration and guidance helped to propel TASS in becoming a national conference. We will greatly miss our friend and colleague who devoted much of his professional life to helping young men and women reach their goal of achieving a college education.



24TH 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.

