



# 25<sup>th</sup> annual TASS

Teaching Academic Survival & Success

# conference

Sunday - Wednesday  
March 16-19, 2014  
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 25<sup>th</sup> annual Teaching Academic Survival and Success (TASS) Conference. It is an honor for Northern Essex Community College to be the sponsor of this important annual educational event.

Twenty-five years ago, the founders of TASS recognized that access to quality higher education, and the skills and resources needed to succeed in college are the most important things that we can provide our students—and our society.

That access and those skills and resources have never been more important than they are today. As a rapidly changing workforce demands more education and training, the cost of attending college continues to climb, and the needs of our students become more complex, educators on the front lines working with at-risk students need the forum that TASS provides to share their experiences, accomplishments, and insights.

I wish to thank Broward College for hosting this 25<sup>th</sup> annual conference. We value our relationship with BC, and appreciate all they do to welcome us to Fort Lauderdale, and to make this conference possible.

Above all, thank *you* for joining us this year. It is your talent, dedication and interest in teaching and learning from your colleagues here at TASS that allow our students to achieve academic success.

I hope you have a productive and relaxing time, meet new colleagues and enjoy the warm weather. I look forward to seeing each of you, and to learning all we can together.

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 25<sup>th</sup> 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,

J. David Armstrong, Jr.  
President  
Broward College

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

**W**elcome to the Twenty-Fifth 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, mathematics and science, technology, freshman success and other transitional experiences, multiculturalism, student support services, academic advising, career planning, program administration, special needs, 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](http://www.tassconference.org). TASS Executive Board will continue to explore ways to increase this conference's value for the participants.

## TASS EXECUTIVE BOARD

**Victoria Appatova**

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## TASS ADVISORY BOARD

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St. Edward's University

**Patricia Schade**

Northern Essex Community College

*Visit the TASS Conference Home Page at [www.tassconference.org](http://www.tassconference.org)*

# KEYNOTE SPEAKERS

## Dr. Arnold Mitchem

9:00-9:40 AM

Monday, March 17, 2014

Dr. Arnold L. Mitchem, the founding president of the Council for Opportunity in Education (COE), has been a voice for low-income, first-generation students, individuals with disabilities, adult learners, and veterans throughout his entire career.

Dr. Mitchem's knowledge of grassroots organizing and understanding of the political landscape at the local, national, and international level has propelled COE to become the "voice for college opportunity." He introduced the concept of "first-generation students" through his Congressional testimony in the late 1970s — and the term was incorporated into the Education Amendments of 1980.

Dr. Mitchem is a member of the Executive Committee of the European Access Network, a former trustee of the College Board, and past president of the Committee for Education Funding, a Washington, D.C.-based coalition of national education associations.

Dr. Mitchem was also the founding president of the Mid-America Association of Educational Opportunity Program Personnel (1974-1976) and the recipient of the Arturo Schomburg Distinguished Service Award from the Association for Equality and Excellence in Education, Inc. He is also the recipient of both the 2013 Award for Advocacy of Independent Higher Education from the National Association of Independent Colleges and Universities (NAICU) and the Hispanic Association of Colleges and Universities (HACU) Award of Excellence (2013).

Dr. Mitchem was awarded a Lifetime Achievement Award from the Hispanic Association of Colleges and Universities, and honorary doctorates from 10 universities. His writing has appeared in The Washington Post, The New York Times, The Chronicle of Higher Education, Forbes.com, The Huffington Post, and numerous other print and online publications.

# KEYNOTE SPEAKERS

## Dr. Lane Glenn

9:00-9:40 AM

Tuesday, March 18, 2014

Dr. Lane A. Glenn is president of Northern Essex Community College (NECC), with campuses in Haverhill and Lawrence, Massachusetts. Prior to his appointment, Dr. Glenn served as vice president of academic affairs at NECC.

Dr. Glenn is focused on student success and is passionate about finding ways to help students achieve their educational goals, especially students who are underprepared for college.

At Northern Essex, he has provided leadership for the college's involvement in *Achieving the Dream*, a national effort to help more community college students succeed, with a special focus on students of color and low income students.

As a researcher, author, and consultant for higher education professionals, businesses, and the social sectors, he has produced articles and workshops on topics ranging from behavioral styles and team building, to change management, strategic planning, academic master planning, student development at commuter colleges, male college student success, and leadership through storytelling.

Before he joined the Northern Essex staff he served as dean of academic and student services at Oakland Community College in Auburn Hills, Michigan; and on the faculty at Lansing Community College in Lansing, Michigan.

Dr. Glenn earned a Ph.D. from Michigan State University, a Master of Arts from Oklahoma State University, and a Bachelor of Arts from Northeastern State University.

He is proud to say he got his start at a community college: Rose State College in Midwest City, Oklahoma.



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# CONFERENCE SCHEDULE

*All meetings are held at the Embassy Suites Hotel, Ft. Lauderdale*

## **Sunday, March 16, 2014**

- 2:00 - 5:00 pm..... Pre-Conference Institute (*Room: Gulfstream A*)
- 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 17, 2014**

- 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 & Broward College (*Room: Grand Salon*)
- 9:00 - 9:40 am..... General Session: Keynote Speaker, Dr. Arnold Mitchem (*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 18, 2014**

- 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, Dr. Lane Glenn (*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

## **Wednesday, March 19, 2014**

- 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

*Sunday, March 16, 2014*

**2:00 PM – 5:00 PM, PRE-CONFERENCE INSTITUTE (PRE-REGISTERED PARTICIPANTS ONLY)**

*Patricia Schade, Northern Essex Community College, MA  
Cynthia Hicks, Chabot College, Hayward, CA  
Gulfstream A*

This workshop will introduce participants to the Reading Apprenticeship instructional framework, which helps faculty build on students' underestimated strengths as readers and problem solvers in discipline-specific academic literacies. Participants will engage in key Reading Apprenticeship routines and practice analyzing students' literacy skills.

*Monday, March 17, 2014*

**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 – 9:40 AM, Welcome by TASS & Broward College; Keynote Presentation**

*Grand Salon*

**KEYNOTE SPEAKER, DR. ARNOLD MITCHEM**

**Educational Opportunity in America: A Retrospective and Prospective Analysis**

American higher education's attempt to increase access and opportunity for success over the past four decades has been turbulent. Within this journey lie great accomplishments and the seeds for future failure. The current federal and state budgetary struggles, high student failure rates, and disclosures about college performance suggest many have been left behind. TRIO programs are a beacon of excellence that light the way into the future, they are models of success in a sea of failure. The challenge is to find the funding and strategies to do more of what TRIO does for more students. The road ahead is ripe with obstacles, which can be overcome if we leverage the success of the past while placing educational opportunity among the nation's highest priorities.

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

**M1. Pennywise and Pound Foolish: Can Colleges Afford to Continue to Rely on Part-Time Faculty?**

[Student Services]

*Catharine Curtis (graduate student), Central Piedmont Community College, NC  
Salon A*

This paper presentation will discuss the connection between part-time faculty and low student retention rates.

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

**M2. Using Program Data to Gain Campus Respectability and Additional Funding for YOUR Academic Support Unit**

[Administration; Institutional Research]

*John Foreman, The University of North Carolina at Greensboro, NC*

*Salon B*

Funding for academic support units is no longer a given. To reverse this trend, share your success outcomes with various campus constituencies, and from there barter for additional funding and support.

**M3. Soft Skills: The Bridge from College to Career**

[Transitional Experiences; Career Planning]

*Linda A. Desjardins, Northern Essex Community College, MA*

*Salon C*

We've given our students the skill set needed in their chosen field. But have we given them the tools they need to LAND that job? Here's how!

**M4. From Academic Survival to Personal Thriving**

[Freshmen Success; Student Services]

*Charlie Johnson, Indiana University Purdue University Indianapolis, IN*

*Tara Strong, Merrimack College*

*Salon D*

In this session participants will explore the paradigm shift in human development discourse that in education moves the student success conversation from traditional support and resources to one focused more broadly on well-being and human flourishing.

**M5. It's Not Rocket Science: When Faculty Help Students with Reading in Their Content Area, Students Do Better on Tests and in Their Writing Assignments**

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

*Patricia Schade, Northern Essex Community College, MA*

*Margaret Pothier, Northern Essex Community College, MA*

*Patricia Morrow, Northern Essex Community College, MA*

*Paul Cavan, Northern Essex Community College, MA*

*Emily Gonzalez, Northern Essex Community College, MA*

*Salon E*

Since 2009, faculty from various disciplines at Northern Essex Community College have learned Reading Apprenticeship strategies and implemented them in their classes. Initially a Staff and Faculty Inquiry Group, and more recently as an Achieving the Dream Strategy team, faculty from Criminal Justice, Dental Assisting, Biology, Anthropology, Business, and Composition have used Reading Apprenticeship strategies in their classes to improve student learning and create curricular change such as Accelerated Learning Programs (ALP). We'll explain our process and show you our results and then engage you in some Reading Apprenticeship activities that you can take back to your own classes and campus.

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

**M6. Engaging At-Risk Undergraduates Via Applied Classroom Technologies: Tools for Success**

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

*Doug Feldmann, Northern Kentucky University, KY*

*Gulfstream A*

This session will engage attendees in contemporary strategies in online learning for at-risk undergraduate students, including the presenter's actual online classroom at the university at which he teaches.

**M6. Gritty Lasagna: Developing Student Success Layer by Layer**

[Freshmen Success; Other]

*Laurie Noble, York Technical College, SC*

*Joyce Schlanger, York Technical College, SC*

*Gulfstream B*

Lasagna anyone! Our secret ingredient revealed through a systemic model offering a layered mind map for student success. Learn fun, quick activities for the classroom to develop student's emotional skills.

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

**M8. The Write Stuff, Incorporating Writing into the Freshman Curriculum**

[Writing]

*Beth Buckman, Drexel University LeBow College of Business, PA*

*Salon A*

Drexel University has enabled students to improve writing skills in all disciplines of study via Writing Intensive sections of freshman courses. These focused sections not only create better writers, but also encourage critical thinking and problem solving. They have been overwhelmingly successful for the freshman class.

**M9. Inclusive Coaching: Academic Coaching for Students with Disabilities**

[Student Services; Multiculturalism]

*Tara Petty, University of North Texas, TX*

*Salon B*

Academic coaching provides individualized attention to student's personal academic needs; however, the academic needs of students with disabilities may differ. Learn tips to best coach students with learning differences.

**M10. Finding Their Sweet Spot - Contextualizing the First Year Student Success Course**

[Achieving The Dream Colleges; Freshmen Success]

*Susan Delker, Community College of Baltimore County, MD*

*Salon C*

As an Achieving the Dream leader college CCBC instituted a mandatory first year student success course in the spring of 2010. We have examined the outcomes and are refining the curriculum for deeper engagement.

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

**M11. Online Tools and Resources for Transformative Teaching and Learning**

[Technology/Distance Learning]

*Dominique Charlotteaux, Broward College*

*Alex Medina (undergraduate student), Broward College, FL*

*Tiffany Islam (undergraduate student), Broward College, FL*

*Ashley Lawrence (undergraduate student), Broward College, FL*

*Salon D*

College instructors can transform their classroom practice using innovative, online tools and resources. This presentation will explore a variety of online tools and resources that enhance instruction and actively engage students in learning.

**M12. Improve Math Success: Integrate Math Study Skills into the Curriculum**

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

*Paul Nolting, State College of Florida, FL*

*Salon E*

Math success and course redesign are major concerns. Last fall the National Math Summit addressed these issues. This workshop focuses on the summit's major theme to improve math study skills and persistence

**M13. Anxiety and Learning: An Interdisciplinary Perspective**

[Mathematics and Science; Social Sciences/Humanities]

*Sarai Hedges, University of Cincinnati, OH*

*Harry Prats, University of Cincinnati, OH*

*Gulfstream A*

This presentation will help participants understand why students have anxiety when taking a statistics class as well how to address student anxiety in statistics and other classes. Results of a study on student anxiety will be presented. Discussion will focus on the study and how to relieve general anxiety in a classroom.

**M13. Where Do We Go from Here with Our African American Males? Let's Talk Success Strategies**

[Freshmen Success; Student Services]

*Adrienne Foster, West Los Angeles College, CA*

*Gulfstream B*

In spite of the negative media portrayal of African American males, the number of AA males in postsecondary educational institutions is steadily increasing. Come and see a video about West Los Angeles College's student success strategies focused on this population.

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

*Terra Room*

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

**M15. Staying the Course**

[Freshmen Success; Transitional Experiences]

*June Hall, Broward College, FL*

*Salon A*

Let's help students "stay the course" and be successful as incoming freshman so we can applaud them on graduation day.

**M16. Doctoral Study and Research in Developmental Education**

[Other; Technology/Distance Learning]

*Patrick Saxon, Sam Houston State University, TX*

*Salon B*

Recently, developmental education has advanced in terms of research, scholarship, and professional development opportunities. The presenter will discuss these advances and the Sam Houston State University fully online Developmental Education Doctoral Program. Participants will be polled for a graduate student research agenda and allowed time for discussion.

**M17. Loaves and Fishes: Low-Cost and No-Cost Solutions to Increasing Faculty and Student Engagement in Learning**

[Other]

*Eileen M. Herteis, Mount Allison University, Canada, NB*

*Salon C*

This session will introduce you to two successful programs at Mount Allison University: the (low-cost) Undergraduate Teaching Internship Program and the (no-cost) Teaching Triangles Program.

**M18. Content Area Literacy or Disciplinary Literacy: Do We Have to Choose?**

[Reading/Critical Thinking/Study Skills]

*Victoria Appatova, University of Cincinnati, OH*

*Salon D*

A dichotomy of content area literacy versus disciplinary literacy has been a focus of close attention of literacy theoreticians and practitioners for the past decade. This session will help the attendees navigate in either of the two directions, design their own disciplinary or content area literacy courses, develop a variety of course materials, and assess the effectiveness of such courses.

**M19. Preparing Students for Success in College, a Directive Approach**

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

*David Strickland, East Georgia State College, GA*

*Salon E*

This presentation describes a cost effective, personalized, and directive homegrown course and textbook that was required for all new students and designed to promote a culture of learning and academic success.

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

**M20. Tackling Student Info Illiteracy: Suggestions for Tutors and Instructors**

[Student Services; Writing]

*Catherine Burns, Broward College, FL*

*Gulfstream A*

Student issues can often be understood as shortcomings in information literacy (beyond lack of subject/content knowledge or skills). Assessments and interesting scenarios to identify illiteracy and strategies to mitigate by tutors will be reviewed and then tackled in group work.

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

**M21. Developmental Writers - From Underprepared to College Confident [Double Slot Presentation]**

[Writing; Freshmen Success]

*Cindy Gomez, Hodges University, FL*

*Salon A*

A developmental writing course is redesigned to address the specific skill set of underprepared writers, with the intent of also improving student retention. Results of the action research are shared.

**M22. The Big Ideas of Reading [Double Slot Presentation]**

[Reading/Critical Thinking/Study Skills]

*Lou Ann Sears, University of Pittsburgh at Greensburg, PA*

*Salon B*

This practical session will define the BIG IDEAS of reading and offer specific approaches for helping students become prepared, educated people.

**M23. Transitional Support for First Generation College Students: Generation Merrimack [Double Slot Presentation]**

[Transitional Experiences; Career Planning]

*Heather Maietta, Merrimack College, MA*

*Tia Roy (undergraduate student), Merrimack College, MA*

*Salon C*

This session is for anyone who works with, educates, or supports first generation (G1) college students. Session will highlight a successful transitional support program designed specifically for G1 students to help navigate their experience through college, as well as prepare them for post-college success.

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

**M24. Should I Stay or Should I Go? Focus Group on Retention [Focus Group]**

[Freshmen Success; Other]

*Sheri Goldstein, Palm Beach State College, FL*

*Sheamus Hunt, Palm Beach State College, FL*

*Salon D*

Learn what we did to engage new students in campus life at a commuter college. Share your ideas as we evaluate the process and develop best practices.

**M25. A Peer Mentor Program as a Pathway to Purpose [Focus Group]**

[Student Services; Freshmen Success]

*Christopher Barker, Grand Canyon University, AZ*

*Salon E*

This interactive presentation will demonstrate how to effectively launch and sustain a holistic peer mentor program aimed at supporting and empowering student survival and success.

**M26. Second Year Experience Program [Focus Group]**

[Transitional Experiences; Student Services]

*Valerie Rister, University of Kentucky, KY*

*Gulfstream A*

Study of the lack of motivation of Second Year Students specifically males at a four year institution. Planning and creating a program that aids in students remaining motivated, identifying a major, and retained into the third year. Additionally, looking at what factors reduce the possibility of this group being retained.



**Tuesday, March 18, 2014**

**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 – 9:40 AM, MORNING ANNOUNCEMENTS AND KEYNOTE PRESENTATION**

*Grand Salon*

**KEYNOTE SPEAKER, DR. LANE GLENN**

**Shift Happens: Top 10 Trends in Higher Education (and What They Mean for You and Your Students)**

If you are a teenager today, thinking about your *educational future*; an adult looking around you at the world of *work*; or a college educator doing your best to ensure your students' *survival and success*, change can be downright frightening, or wildly exhilarating, depending on your perspective.

A college degree has never been more important than it is right now, as employers everywhere demand more education and experience; and there have never been as many options for pursuing your education, from traditional classrooms to “MOOCs” with thousands of virtual students alongside you.

Yet for many, that degree has also never seemed harder to reach. The cost of college keeps climbing, along with expectations for performance, while everyone on campus—students, faculty, and staff alike—is doing “more with less” and wondering what tomorrow will bring.

When “shift happens,” will you be ready? The best way to manage change is to know what’s coming, and prepare for it, so in this keynote address Dr. Lane A. Glenn, President of Northern Essex Community College in Haverhill and Lawrence, Massachusetts, will share the “Top Ten Trends in Higher Education (and What They Mean for You and Your Students).”

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

**T1. Using Prezi as a Presentation Tool to Enhance Student Learning**

[Technology/Distance Learning]

*Wei Zha, University of Cincinnati, OH*

*Salon A*

This study explores the effect of a new presentation tool (Prezi) on student learning effectiveness. Prezi can help students explore a theory in a 3-dimensional manner and offer a panorama of a relationship between a primary theory and its sub-theories.

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

**T2. Failure is an Option: The Role of Failure in Student Success**

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

*Gregory Loving, University of Cincinnati Clermont College, OH*

*Phoebe Reeves, University of Cincinnati/Clermont College, OH*

*Salon B*

This workshop examines the psychology of failure from a student perspective and provides strategies in course design, course work, and grading methods to use failure as a platform for success.

**T3. Making Connections with Academic Survival Skills through a Guided Approach!**

[Freshmen Success]

*Gloria Lukusa-Barnett, Ferris State University, MI*

*Helen Woodman, Ferris State University, MI*

*Monica Frees, Ferris State University, MI*

*Salon C*

Making connections with academic survival guides for student success makes learning more efficient and more rewarding.

**T4. Flipping the Script - Moving from Teaching-Centered to Learning-Centered Classrooms**

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

*Carole Comarcho, Broward College, FL*

*Salon D*

The presenter will discuss why the learner-centered approach is increasingly being encouraged and how you can successfully move from being teacher-centered to learner-centered in your first year college courses.

**T5. Building a Scholarly Community of Developmental Readers**

[Reading/Critical Thinking/Study Skills; Writing]

*Deborah Kellner, University of Cincinnati, OH*

*Salon E*

This session describes the pedagogy for incorporating and creating reading research into developmental courses. Students engage in strategic reading of difficult text and initiate their own research project about reading.

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

**T6. Learning: Student in the Driver's Seat**

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

*Angela M. Reeves, Mott Community College, MI*

*Gulfstream A*

Incorporating five simple steps can create significant, measurable learner gains on standardized tests (utilized as pre and post-tests) and create an environment conducive to students assuming responsibility for their learning.

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

**T7. NOTE TO SELF: Practical Tools for Promoting Metacognition and Self-Advocacy for Students with LD/ADHD/ASD in the First Semester and Beyond**

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

*Rebecca Matte, Landmark College, VT*

*Salon A*

Self-advocacy and consistent use of academic strategies can be a challenge for students with LD/ADHD/ASD. This session will review Landmark College's First Year Seminar and the Strategies/Self Advocacy Portfolio and how these are used as a "NOTE TO SELF" to guide and motivate students in future semesters.

**T8. Faculty and the Sales Process: Working Effectively with Sales Professionals to Get the Best Resources for Your Classes**

[Administration; Other]

*Mark Hendrix, Palm Beach State College, FL*

*Salon B*

This seminar helps faculty members understand the sales process and gives them a plan to see their sales representatives as resources who can contribute to the products, prices and services that will influence teaching, learning and the overall student experience with the goal of empowering faculty members in this process.

**T9. L2L: An Institution's Commitment to the Culture of College Readiness**

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

*Samantha Purpora, Medaille College, NY*

*Connie Hanel, Medaille College, NY*

*Salon C*

Medaille College prepared and conducted a Learning to Learn Institute (L2L). This successful program was conducted the week before fall classes and it was available for all incoming freshman to better prepare them for college.

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

**T10. Financial Literacy for College Students**

[Student Services]

*Christine Smith, Ohio University, OH*

*Salon D*

This session will address the financial concerns of college students, who often have little understanding of basic money management skills. Issues to be discussed will include financial aid, debt, budgets, credit cards and more.

**T11. Creating and Sustaining Academic Success in Diverse Populations by Breaking with Tradition and Focusing on the Affective Domain of Learners and Educators-as-Learners**

[Institutional Research; Multiculturalism]

*Jeff Ershler, Keiser University, FL*

*Chris Stabile, Keiser University, FL*

*Salon E*

Learners and Educators-as-learners examination of core beliefs can lead to an epistemological break from a Traditional mindset about learning, virally fostering self-actualization, self-efficacy and academic and retention improvement across disciplines.

**T12. Career Exploration in the First-Year**

[Freshmen Success; Career Planning]

*Chris Zanowski, University of Wisconsin - Parkside, WI*

*Alfredo Sandoval-Flores, University of Wisconsin - Parkside, WI*

*Gulfstream A*

Learn about a second semester Career Exploration Course in the student's first-year experience, including a Career Coach component with upper-class students working as facilitators to engage teams of students in the career development process.

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

*Terra Room*

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

**T13. The Six-Word Short Story: A Creative Writing Exercise**

[Writing; Reading/Critical Thinking/Study Skills]

*Melissa Cueto, Keiser University, FL*

*Salon A*

This presentation will demonstrate how a simple creative writing exercise can improve student confidence, enhance analytical reading skills, and encourage students to consider audience and purpose in their written work.

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

**T14. Training Peer Learning Assistants to Be Effective**

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

*Kathleen Maceda, Keene State College, NH*

*Salon B*

This workshop presentation will demonstrate with audience hands-on application how using different strategies in new learning scenarios can help learning assistants be more effective in assisting their peers.

**T15. What Do Deaf Studies, Criminal Justice, Nursing and Business All Have in Common? Opportunities for Improved Transitional Learning through Faculty Collaboration!**

[Transitional Experiences; Career Planning]

*Marilyn Simon, University of Cincinnati/Blue Ash College, OH*

*Susan Bourke, University of Cincinnati, OH*

*Salon C*

This interactive presentation will look at opportunities for all educators to engage in interdisciplinary collaboration and transitional learning with the goal helping students meet employer expectations by bridging the gap among disciplines.

**T16. Building Resiliency with Family History**

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

*Rhoda Miller, Dowling College, NY*

*Salon D*

Knowledge of one's family history is associated with resiliency. This program will discuss that association and provide practical strategies for fostering family history knowledge in pre-college activities and first-year-experience courses.

**T17. Teaching Strategies that Optimize Student Learning**

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

*Lisa Liseno, Florida State University, FL*

*Salon E*

Successful instructors teach in ways that optimize student learning. This is especially important in classes devoted to teaching students how to learn, or academic success courses. This presentation will share teaching techniques that promote student learning. Use of analogies and interactive teaching strategies will be highlighted.

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

**T18. Enhancing College Readiness: Utilizing Academic and Social Integration in a Summer Bridge Program**

[Bridging the Gap Between High School and College; Freshmen Success]  
*Beverlyn Grace-Odeleye, East Stroudsburg University of Pennsylvania, PA*  
*Gulfstream A*

This presentation describes the implementation of an academic and social integrative summer bridge program design for underprepared students to enhance college readiness and academic success

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

**T19. Light the Fuse: Effectively Integrating Reading and Writing in the DVS Classroom [Panel]**

[Reading/Critical Thinking/Study Skills; Writing]  
*Tiffany Lofton, Horry Georgetown Technical College, SC*  
*Tonya Kram, Horry Georgetown Technical College, SC*  
*Salon A*

How do I integrate reading and writing in the DVS classroom? This presentation will focus on curriculum development and integrated teaching strategies in a combined reading and writing course.

**T20. Success Factors for At-Risk Math Students: An Appreciative Inquiry Study of Selected Broward College Students [Focus Group]**

[Mathematics and Science]  
*Oluyinka Tella, Broward College, FL*  
*Salon B*

This session will report and analyze the results of an appreciative inquiry study of 8 "at risk" Broward College students that progressed from math prep to calculus classes.

**T21. Memory Strategies in Academic Success Workshops [Double Slot Presentation]**

[Freshmen Success; Transitional Experiences]  
*Sheilagh Grills, Brandon University, Canada, MB*  
*Salon C*

This paper will outline how memory skills can be incorporated into academic success workshops, discuss the importance of transferable skills, and apply practical strategies for improving encoding, retention and retrieval of information.

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

**T22. Teaching by the Brain's Natural Learning Process [Double Slot Presentation]**

[Freshmen Success]

*Rita Smilkstein, North Seattle Community College + Western Washington University, WA*

*Salon D*

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.

**T23. Caught in the Web? Preparing Students for Online Learning [Panel]**

[Technology/Distance Learning; Freshmen Success]

*Richard Stackpole, University of Cincinnati, OH*

*Janis Walter, University of Cincinnati, OH*

*Emma Wright, University of Cincinnati, OH*

*Salon E*

Online learning has the potential to revolutionize higher education. However, most institutions offer these courses without properly assessing whether the student has the necessary skills and equipment for online learning. This session will assist the instructor in developing an online orientation to address the requisite issues to ensure student success.

**T24. Success First: Rethinking Academic Progress [Panel]**

[Transitional Experiences; Student Services]

*Clea Andreadis, Middlesex Community College, MA*

*Philip Sisson, Middlesex Community College, MA*

*Gail Lucozzi, Middlesex Community College, MA*

*Gulfstream A*

Middlesex Community College staff will discuss its redesigned academic progress process which is more consistent, less expensive, and according to preliminary data more effective than a traditional model.

**T25. Embedding Soft Skills into Course Curriculum: Preparing Students to be Successful in the Workplace by Practicing Soft Skills in the Classroom [Double Slot Presentation]**

[Other; Transitional Experiences]

*Mary Thomas, Midlands Technical College, SC*

*Rhonda Duncan, Midlands Technical College, SC*

*Gulfstream B*

This presentation will discuss ways soft skills are embedded into course content, allowing students to achieve academic success, accomplish their goals which are transferred into everyday life and the workplace.

**Wednesday, March 19, 2014**

**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. Lessons Learned: Developmental Reading Education Redesign**

[Reading/Critical Thinking/Study Skills]

*Amoy Reid, Broward College, FL*

*Salon B*

The developmental education reading redesign focuses on a student-centered learning environment using the reading workshop model. The redesigned course will enhance the quality of the course and student learning outcomes. The redesign includes the use of a modularized lab, based on a diagnostic assessment

**W2. Emotional Intelligence: Why Does It Matter?**

[Freshmen Success]

*Joseph Munoz, University of Texas at El Paso, TX*

*Cinthia Jimenez, University of Texas at El Paso, TX*

*Salon D*

Important self-management skills will be presented in this workshop that cover topics of emotional intelligence and how it can effectively be incorporated within a first year freshmen seminar course.

**W3. Putting Students First: Survey Says "Freshman Studies"**

[Freshmen Success; Student Services]

*Robin Cunningham, Seton Hall University, NJ*

*Majid Whitney, Seton Hall University, NJ*

*Salon E*

We will share our comprehensive approach to accommodating our freshman and transfer students as they acclimate to Seton Hall. Highlighted will be our three pronged award winning strategies: mentoring, peer leaders and Freshman Seminar instruction.



**10:00 AM – 10:45 AM, CONCURRENT SESSIONS****W4. Cultivating Critical Thinking Across the College**

[Reading/Critical Thinking/Study Skills]

*Barbara June Rodriguez, Broward College, FL**Renee Hosang-Alleyne, Broward College, FL**Laura Rambarose, Broward College, FL**Salon B*

Through examples and hands-on activities, this session discusses Broward College's conceptual framework to enhance student's critical thinking skills. The framework includes professional development, teaching and learning strategies, and outcomes-based assessment.

**W5. Student Success Courses: Instruments in Fostering Student Resilience**

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

*Sandy Holbrook, Southeast Kentucky Community and Technical College, KY**Salon D*

Freshmen success courses aim to prepare the underprepared, or even unprepared, but are we prepared as instructors for this challenging task? Freshmen success course instructors need recharged and the courses need reinvented to successfully prepare this new generation of students.

**W6. It's All About Relationship, Connecting With, Engaging and Supporting Students Who Don't Think They Need You**

[Achieving The Dream Colleges; Student Services]

*Teresa Parker, Sinclair Community College, OH**Salon E*

Academically underprepared, economically challenged students struggle to recognize or garner the resources available to succeed in college. Come and hear how 10 years of work with at-risk students has resulted in high retention and completion rates.

**11:00 PM – 11:45 PM, CONCURRENT SESSIONS****W7. Tailor-Made: Designing Curriculum to Enhance Learner Engagement and Improve New Student Retention**

[Freshmen Success; Other]

*Natasha Bryant, University of Phoenix, AZ**Stephanie Neuhring, University of Phoenix, AZ**Salon B*

Engagement is a prerequisite of new student achievement and retention. This presentation will examine a unique approach to curriculum design used to create a new introductory course sequence. Attendees will learn how, within their own institutions, similar strategies can be used to educate and improve student persistence.

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

**W8. Time is Money and Money is Time! It's a Call for Change in How We Decompose Study Skills for Student Success in a Redesigned Math Course**

[Mathematics and Science]

*Asha Hill, The Art Institute, CA*

*Salon D*

Do students in a redesigned math class have different study skills needs than students in traditional classes? If so, what can be offered to students who place below College Algebra? Moreover, how can these students get the skills they need to be successful in their math courses on their first attempt. This presentation gives an overview of one possible answer to these questions: a 4 credit course integrating math and skills, with online homework via MyFoundationsLab which is a complete online mastery-based resource for assessing and remediating college- and career-readiness skills in reading, writing, and mathematics.

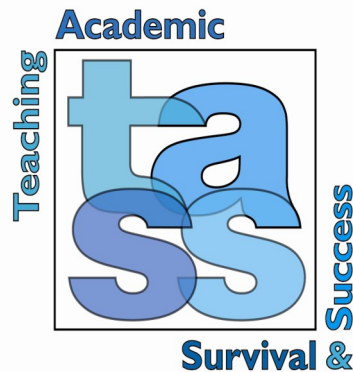
**W9. Strength-Based Career Advising: Enhancing the Success of Redeciding Students**

[Transitional Experiences; Career Planning ]

*Carrie McLean, North Carolina State University, NC*

*Salon E*

This presentation will provide an overview of the impact of changing majors on students' academic success and recommend a strength-based advising model that has enhanced the success of "redeciding" students.



## HONORING PROFESSIONAL EXCELLENCE: COLLEGE STUDENT SUCCESS

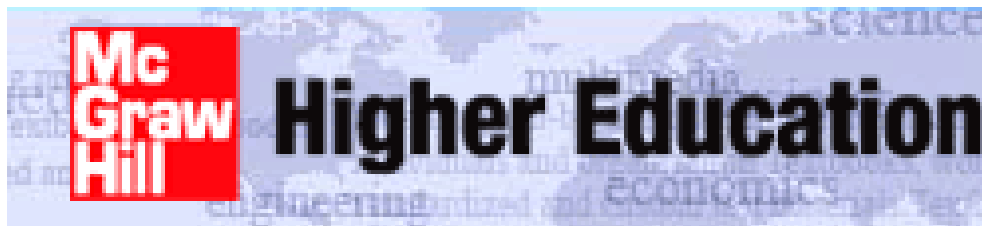
The Teaching Academic Survival and Success (TASS) Awards Committee is seeking nominations for three (3) awards to be presented at the 26<sup>th</sup> Annual Conference to be held in Fort Lauderdale, FL, March 15-18, 2015. The TASS conference highlights various techniques and teaching philosophies of educational specialists throughout the nation who have expertise in students' under-preparedness and success in college and beyond.

### We are seeking nominations for the following awards:

- 1. OUTSTANDING SERVICE IN THE FIELD OF STUDENTS' UNDER-PREPAREDNESS AND SUCCESS** is awarded to an individual who has contributed significantly through teaching, research, or other such public acts which have benefited students, broadened the knowledge base, and/or enhanced the reputation of college student success. **Submit application materials to Dr. Deborah Kellner at [deborah.kellner@uc.edu](mailto:deborah.kellner@uc.edu) by December 31, 2014.**
- 2. OUTSTANDING WRITING IN THE FIELD OF STUDENTS' UNDER-PREPAREDNESS AND SUCCESS** is awarded to an individual author who demonstrates superior ability in research and writing skills through published work. Writing to be considered for this award shall include articles in refereed journals or yearbooks, essays, monographs, and/or books published by non-vanity presses. **Submit application materials to Dr. Deborah Kellner at [deborah.kellner@uc.edu](mailto:deborah.kellner@uc.edu) by December 31, 2014.**
- 3. MC GRAW HILL GRADUATE STUDENT ANNUAL CONFERENCE SCHOLARSHIP** is intended to support the professional development of those associated with learning assistance and student success in postsecondary settings. The grant is awarded annually to assist with registration expenses associated with attending the TASS annual conference. **Submit application materials to Charlie Johnson at [chajohns@iupui.edu](mailto:chajohns@iupui.edu) by December 31, 2014.**

See application criteria at <http://tassconference.com/proposals.php>

# The Teaching Academic Survival Skills Conference thanks



**for their continued support.**

**A special thank you goes to the following  
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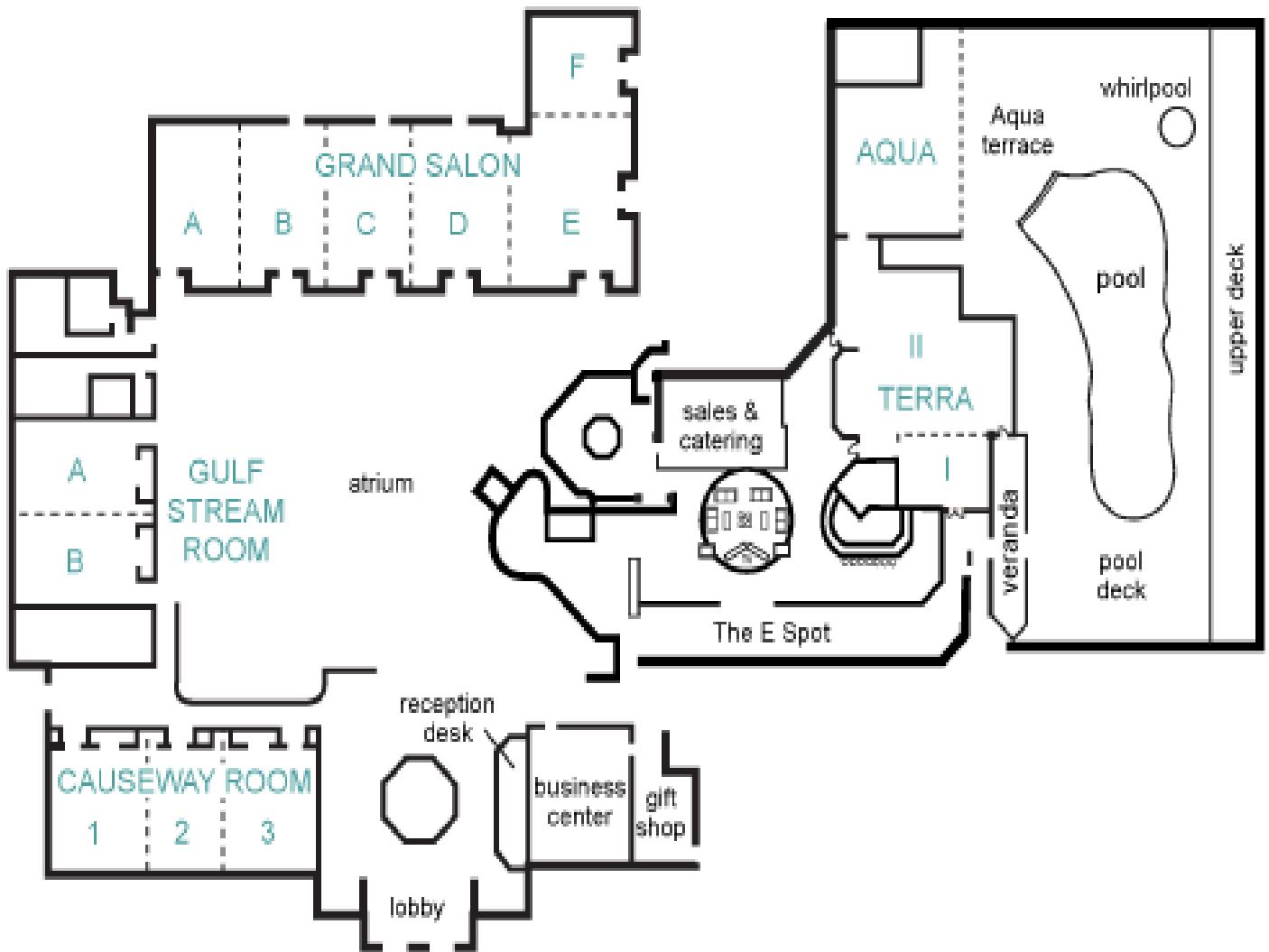
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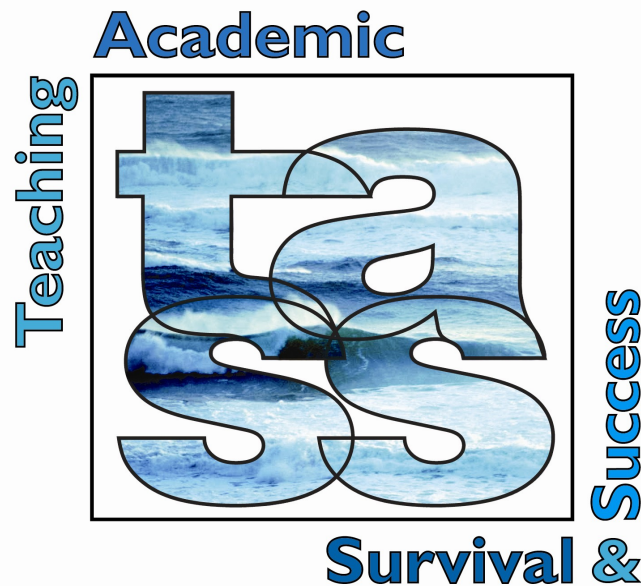
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# 25TH ANNUAL TASS CONFERENCE

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 and Success Conference.



**See you at the 26<sup>th</sup> Annual TASS Conference  
in Fort Lauderdale, FL, March 15-18, 2015!**

*Visit the TASS Conference Home Page at  
[www.tassconference.org](http://www.tassconference.org)*