

28th annual taas

Teaching Academic Survival & Success conference

Sunday - Wednesday
March 19-22, 2017
Riverside 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 28th 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.

More than twenty-eight 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 28th 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.

And a very special thanks to Dr. Terry Bullock, a co-founder of TASS, a teacher and scholar of international acclaim, and a friend to us all, who is on his way to a well-earned retirement (after keynoting this year and sharing some reflections on his accomplished career).

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



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J. David Armstrong, Jr.

March 2017

The faculty and staff of Broward College join me in welcoming the Teaching Academic Survival and Success 28th Annual conference to Fort Lauderdale. We extend our best wishes for a productive and stimulating conference.

Broward College serves over 63,000 students who choose from eight career pathways leading toward certificate programs, associates and baccalaureate degrees. In 2017 we were once again named as one of the nation's Top 10 community colleges by the Aspen Institute College Excellence Program. 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.

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

*J. David Armstrong, Jr. President
Broward College*

Welcome to the Twenty-Eighth Annual Teaching Academic Survival and Success (TASS) Conference sponsored by Northern Essex Community College (NECC) and hosted by Broward College (BC) in Ft. Lauderdale, Florida. Registration, breakfast, lunch and all presentations will be held at the Riverside Hotel in Ft. Lauderdale.

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, freshmen 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. TASS Executive Board will continue to explore ways to increase this conference's value for the participants.

Dr. Terry Bullock, one of the founders of TASS, has recently announced his retirement. Dr. Bullock will deliver a keynote address on Tuesday, March 21, 2017 (9:00-9:40 AM). Do not miss this wonderful opportunity to hear a nationally recognized scholar and understand TASS' history and its contribution to the field of student success.

TASS EXECUTIVE BOARD

Victoria Appatova

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TASS ADVISORY BOARD

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Laura Soldner

Northern Michigan University

Majid Whitney

Seton Hall University

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

Keynote Speakers

Sherri Messersmith

9:00 - 9:40 AM • MONDAY, MARCH 20, 2017

Sherri Messersmith earned a BS in the Teaching of Mathematics and an MS in Applied Math at the University of Illinois at Urbana-Champaign and stayed on at the university to teach and coordinate large lecture sections of undergraduate math courses. Additionally, she was a coordinator in the University's Summer Bridge Program for at-risk students from inner-city Chicago and East St. Louis. Sherri has over 25 years of experience teaching developmental math through the Calculus sequence at the high school, community college, and university levels including 17 years at the College of DuPage, a community college of approximately 33,000 students in suburban Chicago. She has served as the Chair of the Developmental Math Committee as well the Beginning Algebra Final Exam Committee and has coordinated and taught in a Summer Bridge Program for at-risk students from inner-city Chicago and East St. Louis. Sherri is the author of 11 Developmental Math texts and has always been a firm believer in helping students acquire student success skills in every math course she teaches. She is very excited to have teamed up with Dr. Robert Feldman to incorporate student success skills in their latest Math with P.O.W.E.R. Learning series.

Dr. Terry Bullock

9:00 - 9:40 AM • TUESDAY, MARCH 21, 2017

Dr. Terry Bullock was the first person in his family to achieve not only a college degree but a doctorate in education. A quick summation of his professional and academic achievements show the following: six books, approximately fifty journal publications, a like number of conference presentations, and thirty two years in the field of education. He states that his biggest accomplishments are co-founding TASS and developing the paired reading curriculum. His twenty years of research showed that students in paired reading courses did better than their non-paired peers in terms of their content course grade as well as their overall GPA. His book "Tools for Learning" (1990) was so successful in its debut in the United States that it was eventually reprinted in Spanish. In addition to his teaching duties, Professor Bullock coordinated the Developmental Reading Program and then served as Associate Dean of the University College at the University of Cincinnati. Dr. Bullock was President of the American Reading Forum and Chair of the College Literacy and Learning Special Interest Group of the International Literacy Association. He retired as Professor Emeritus in Reading and Critical Thinking in the College of Education and the College of Applied Science at the University of Cincinnati.

CONFERENCE SCHEDULE OVERVIEW

All meetings are held at the Riverside Hotel, Ft. Lauderdale

1st Floor Conference Rooms: Sagamore

8th Floor Conference Rooms: Abeona, Merritt, New River A & B, Himmarshee A & B

Sunday, March 19, 2017

2:00 pm - 5:00 pm.....Pre-conference institutes (*New River A*)

5:30 pm - 7:00 pm.....Registration and reception at the Riverside Hotel

Welcome address, awards and conference announcements

(8th Floor East Balcony)*

Monday, March 20, 2017

7:00 am - 8:30 am.....Complimentary breakfast for those staying at the Riverside Hotel

(8th Floor East Balcony)*

8:00 am - 3:00 pm.....Registration at the Riverside Hotel (*8th Floor*)

8:00 am - 8:15 am.....Technology lessons for presenters (*Abeona*)

8:30 am - 9:40 am.....General session: Welcome by TASS & Broward College;

Keynote speaker, Sherri Messersmith (*Himmarshee*)

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

11:45 am - 1:00 pm.....Lunch provided by TASS (*8th Floor East Balcony**)

1:00 pm - 4:45 pm.....Concurrent sessions

5:00 pm - 6:00 pm.....Reception (*8th Floor East Balcony**)

Tuesday, March 21, 2017

7:00 am - 8:30 am.....Complimentary breakfast for those staying at the Riverside Hotel

(8th Floor East Balcony)*

8:00 am - 3:00 pm.....Registration at the Riverside Hotel (*8th Floor*)

8:00 am - 8:15 am.....Technology lessons for presenters (*Abeona*)

8:45 am - 9:40 am.....General session: Morning announcements;

Keynote speaker, Dr. Terry Bullock (*Himmarshee*)

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

11:45 am - 1:00 pm.....Lunch provided by TASS (*8th Floor East Balcony**)

1:00 pm - 4:45 pm.....Concurrent sessions

5:00 pm - 6:00 pm.....Reception (*8th Floor East Balcony**)

Wednesday, March 22, 2017

7:00 am - 8:30 am.....Complimentary breakfast for those staying at the Riverside Hotel
(8th Floor East Balcony*)

8:00 am - 10 am.....Registration at the Riverside Hotel (8th Floor)

8:30 am - 8:45 am.....General session: Conference concluding remarks (*Himmarshee*)

9:00 am - 11:45 am.....Concurrent sessions and Wednesday Workshops

**weather permitting*

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For additional information regarding our annual conference, please visit our Facebook page at <https://www.facebook.com/TASS2017/>. We are encouraging conference participants to take as many pictures as possible and post them on Social Media to share their experiences. Please use the following hashtag: **#TASS2k17** (Facebook, Twitter, and Instagram). Thank you again for your participation. We look forward to documenting our annual meetings.

Continuing Professional Education Credits Now Available at TASS

Earn CPE credits for qualifying sessions at TASS 2017

Delivery Method: Group - Live

Level: Basic (no prerequisites or advanced preparation required)

Information for qualifying sessions will be available at check-in; completed forms of attended sessions will be evaluated and processed through Drexel University's LeBow College of Business, and certificates will be sent to attendees post-TASS conference via email.

LeBow College of Business, Division of Drexel University, is registered with the National Association of State Boards of Accountancy (NASBA) as a sponsor of continuing professional education on the National Registry of CPE Sponsors. State boards of accountancy have final authority on the acceptance of individual courses for CPE credit. Complaints regarding registered sponsors may be submitted to the National Registry of CPE Sponsors through its website: www.learningmarket.org<<http://www.learningmarket.org>>.

Educators who are required to earn PDPs (professional development points) can convert CEUs to PDPs, but requirements do vary by state, so please visit your state's Department of Education website for more details.

PROGRAM DETAILS

Monday, March 20, 2017

7:00 AM – 8:30 AM, COMPLIMENTARY BREAKFAST FOR THOSE STAYING AT THE RIVERSIDE HOTEL (*8th Floor East Balcony**)

8:00 AM – 3:00 PM, REGISTRATION AT THE RIVERSIDE HOTEL (*8th Floor*)

8:00 AM – 8:15 AM, TECHNOLOGY LESSONS FOR PRESENTERS (*Abeona*)

8:30 AM – 9:40 AM, Himmarshee Ballroom

Welcome by TASS & Broward College; Keynote Presentation

KEYNOTE SPEAKER: SHERRI MESSERSMITH

Increasing Student Success:

Improving the Transition to College and Teaching Study Skills in Any Classroom

No matter what we teach, many of our students come to us lacking the skills needed to succeed in college. In fact, no matter what we teach, many of those deficiencies are the same! So what can we do? Sherri will share her insight into students' expectations vs. *our* expectations then share how to help students succeed by explicitly addressing these disparate expectations, improving students' basic skills, and teaching study skills in *any* classroom using the P.O.W.E.R. Learning Framework which gives students a framework for success in college *and* in life. Participants will leave with activities suitable for use in *any* classroom.

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

M1. Abeona

Beating the Barrier! Student Support Services Tutoring the Barrier Courses

[Student Services]

Valerie Rister, University of Kentucky, Lexington, KY (graduate student)

This study examines the impact of peer to peer tutoring in relation to first generation college students taking barrier courses in math and science.

M2. Merritt

Tech It Up a Level!

[Technology/Online Education]

Dawn Lopez, Johnson & Wales University, Charlotte, NC

Hands-on and inter-active, this session will introduce and demonstrate 3 specific communication and feedback tools that can be used in and out of the classroom!

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

M3. Sagamore

Humor to Enhance Various Leadership Styles in Higher Education Administration

[Leadership]

Beverlyn Grace-Odeleye, Ph.D, East Stroudsburg University of Pennsylvania, East Stroudsburg, PA
Virginia Reiner, Drew University, Madison, NJ

This presentation examines the literature on incorporating humor into leadership styles of higher education professionals providing academic services and the organizational benefits of humor in leadership.

M4. New River A

Was it Something I said? Exploring Teacher Talk During Writing Conferences

[Writing; Adult Learners]

Ryan Myers, University of Cincinnati, OH (graduate student)

This presentation highlights the findings from three teacher-student writing conferences. The teacher's self-perception and actions are clearly disparate.

M5. New River B

I Never Got Below An A in High School So Why Am I Struggling in College

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

Josie Adamo, Buffalo State College, Buffalo, NY

This presentation will emphasize the importance of bringing, to the first year student, an awareness of non-academic variables and their contribution to ones' success, both academic and personally.

10:00 AM – 11:30 AM, CONCURRENT SESSIONS (90-MIN)

M6. Himmarshee A

Learning Ramps: Practical Strategies for Universal Design in Teaching

[Students with Disabilities; Adult Learners]

Nina G., Los Medanos College, Oakland, CA

Through hands-on activities, discussion, storytelling and even audience participation in an interpretive dance, participants will have a better understanding of disability issues and Universal Design and be able to apply the concept to their everyday work.

10:00 AM – 11:30 AM, CONCURRENT SESSIONS (90-MIN), CONT.

M7. *Himmarshee B*

Library Skills + Technology + Gaming + Course Material = Better Prepared Students

[Reading/Critical Thinking/Study Skills; Technology/Online Education]

Monica Frees, Ferris State University, Big Rapids, MI

Kristen Motz, Ferris State University, Big Rapids, MI

Kristin Conley, Ferris State University, Big Rapids, MI

Change your classroom dynamic into one that embraces technology & gaming. Reading Instructors and a Librarian transformed an outdated class into a relevant and engaging course for today's digital students.

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

M8. *Abeona*

Effective Learning Environment and its Transformation in a New Technological Era

[Adult Learners]

Victoria Appatova, University of Cincinnati, OH

Laura Mendez Ortiz, University of Cincinnati, OH (undergraduate student)

This focus group will provide an opportunity to get involved in the international Effective Learning Environments research project. Its goal is to assess learning environments and students' expectations from academia and themselves.

M9. *Meritt*

Communicating Difference

[Diversity, Multiculturalism]

Andre Robinson, Bunker Hill Community College, Charlestown, MA

Lee Santos Silva, Bunker Hill Community College, Charlestown, MA

Lloyd Sheldon Johnson, Bunker Hill Community College, Charlestown, MA

Particularly pertinent to the current political climate, the presenters will share how they have enabled students to reflect on their experiences and develop lifelong learning goals while engaging in "difficult" dialogues.

M10. *Sagamore*

Ingredients of An Effective Class: Evidence Based? Effective, Meaningful Learning Research? Pre- and Post-Testing?

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

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

Considering evidence based, effective, meaningful Learning Research, real world preparation and identifying students' progress through pre-and post-testing? Learn about real results and practice strategies you can apply in your classes!

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

M11. *New River A*

Obstacle Free! Building a Successful Academic Bridge Program for Appalachian (and Other At-Risk) Students

[Freshmen Success; Student Services]

Lesley Dorhout, University of Cincinnati Clermont College, Batavia, Ohio

Niconia Gamm, University of Cincinnati Clermont College, Batavia, Ohio

The structure, successes and struggles of building a bridge program for a diverse student group will be shared. Group discussion allows participants to apply aspects to their individual settings.

M12. *New River B*

First Generation College Students' Self-Perception as Writers

[Writing]

Valerie Rister, University of Kentucky, Lexington, KY (graduate student)

This presentation will focus on first generation college students' self - perception as writers and the impact it has on their academic success.

11:45 AM – 1:00 PM, LUNCH PROVIDED BY TASS

8th Floor East Balcony*

Attention graduate students: look for a table marked "Graduate Students"; participate in discussion facilitated by Dr. Deborah Kellner

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

M13. *Abeona*

Student Success and Retention: Focusing on the Ends of the Under-preparedness Continuum

[Freshmen Success]

Martha Daniels, Kent State University-Stark, Canton, OH

Under-prepared students fall into a wide range of needs. Two new programs address the two ends, with the intention of strengthening academic success for all students.

M14. *Merritt*

Formative Assessment and College Writing: Can Learning Analytics Inform Instructional Approaches?

[Writing; Technology/ Online Education]

Edward Lehner, Bronx Community College, Bronx, NY

This research determined an association between students' completion of formative assessments and their meeting of course-level benchmarks, as measured by rubrics evaluating critical reasoning and analysis, organization, and language use. This research's data science framework provides a template for increased data collection and future composition scholarship.

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

M15. Sagamore

The Remediation Quagmire: Can Developmental Math Students Bypass a Remedial Math Class and Still be Successful?

[Freshmen Success; Mathematics and Science]

Ruth Roberman, South University, Brandon, FL

Research shows that remedial college students are at greater risk of not graduating than students who enter directly into for-credit courses, yet, bypassing these developmental courses may be risky. How can administrators and instructors determine what is best for their institution?

M16. New River A

Whatever Works: Two Universities' Retention Programs Reflect Diverse Needs of Student Populations

[Transitional Experiences; Freshmen Success]

Virginia Reiner, Drew University, Madison, New Jersey

Beverlyn Grace-Odeleye, East Stroudsburg University of Pennsylvania, East Stroudsburg, PA

Examples of retention initiatives implemented at a public and private university illustrate the variety and scope of programs designed to meet the unique needs of each institution's student population.

M17. New River B

"I Thought Online Learning Meant NOT Having to Talk in Class!": Helping Introverted Students Survive and Succeed in the Online Classroom

[Freshmen Success; Technology/Online Education]

Donna Nalley, South University Online, Tallahassee, FL

The best online courses encourage student engagement in vibrant learning communities, but how do introverts navigate these experiences designed to strengthen communication skills, build community, and prepare for future careers?

1:00 PM – 2:30 PM, CONCURRENT SESSIONS (90-MIN)

M18. Himmarshee A

Disability Services: We Can All Make a Difference

[Students with Disabilities]

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

Regardless of our job titles, disability services touch all of us. We all have a chance to make a difference.

1:00 PM – 2:30 PM, CONCURRENT SESSIONS (90-MIN), CONT.

M19. Himmarshee B

Experiences in Nature: Improving Math and Science Learning Through Experiential Teaching and Learning

[Mathematics and Science; Other]

Kirsten Kortz, Northern Essex Community College - Quarrybrook, Somerville, MA

Jason Wyda,, Quarrybrook Outdoor Learning Center, Windham, NH

This session will discuss and demonstrate experiential learning strategies for K-14 student success in math and science as utilized by Quarrybrook Outdoor Learning Center and Northern Essex Community College.

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

M20. Abeona

Teaching the English 102 Research Paper in Three Easy Steps

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

Richard Baker, Adams State University, Alamosa, CO

This session will present three unique assignments to teach second semester freshmen how to write a solid research paper in three easy steps. They are titled "The Critical Ethnic Paper", "The Birthday Assignment", and "The Step-by-Step Research Paper".

M21. Merritt

Perceptions & Misperceptions: Poverty's Impact on College Readiness

[Transitional Experiences; Student Services]

Thomas Noonan, Catholic Memorial High School, Waukesha, WI

Michael Derrick, Seton Catholic Schools, Milwaukee, WI

Poverty cuts across a number of conditions first generation college students face beyond financial. This session explores how poverty impacts student preparedness and provides ideas for how colleges may respond.

M22. Sagamore

Generational Diversity - The Struggle is Real!

[Diversity]

Dawn Lopez, Johnson & Wales University, Charlotte, NC

Is it your imagination, or do college students get younger and younger every year? We will engage in several hands-on activities to demonstrate that baby boomers think and act differently than individuals from Generation X, and Millennials.

M23. New River A

Arming Provisional Students with Strategies for Success

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

Michelle Cefaratti, Medaille College, Buffalo, NY

A look into the strategies that enable provisional freshmen to improve reading skills and comprehension of college- level texts in remedial courses and beyond.

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

M24. *New River B*

Improving Teaching, Learning, and Collaboration through the Open Educational Resources Initiative
[Technology/Online Education; Other]

Jody Carson, Northern Essex Community College, Haverhill, MA

Sue Tashjian,, Northern Essex Community College, Haverhill, MA

A new statewide community college OER initiative kicked off this year in Massachusetts. Hear how it improves teaching, learning, and collaboration statewide, while saving our students over one million dollars next year.

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

M25. *Abeona*

Facilitated Study Groups - An Alternative Method for Providing Academic Support

[Student Services]

Jacqueline Saarenas, Seattle University, Seattle, WA

Seattle University's Learning Assistance Programs office created the Facilitated Study Groups program to foster an intentional, collaborative and communal method for providing subject specific support for college students.

M26. *Merritt*

The Unmotivated Student and Under Motivated Student

[Other]

Charles Alexander, San Diego Miramar College, San Diego, CA

This presentation will focus on teaching unmotivated and under motivated college students reach their full potential and create an effective mindset in order to face the academic and social challenges of today.

M27. *Sagamore*

Socio-Economic, Cultural, and Financial Challenges, Perceptions and Expectations Impacting Student Success, Achievement Attitudes, and Degree Completion

[Other]

Vanessa Bates, North Shore Community College, Lynn, MA

This session will explore relative influences and interactions of demographic and student perception variables that have an impact on the students' persistence, academic achievement, and graduation rate for low-income students.

M28. *New River A*

The Importance of Scaffolding for ESL/EFL Learners

[ESL; Writing]

Z.Z. Lehmborg, Northern Michigan University, Marquette, MI

This presentation will focus on scaffolding strategies for ESL/EFL students. The presenter will discuss assignments that lead students through a process of joint problem-solving between a teacher and a student.

3:00 PM – 4:30 PM, CONCURRENT SESSIONS (90-MIN)

M29. New River B

Dare to Challenge Students' Default Metacognitive Reading Strategies

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

Sandy Lawrence, Georgia State University, Atlanta, GA (graduate student)

Nannette Commander, Georgia State University, Atlanta, GA

Presenters will share findings on the use of metacognitive reading strategies in college students, will facilitate an interactive discussion, and will provide suggestions and resources participants can put into practice.

M30. Himmarshee A

Cultural Roadblocks to Academic Success

[Multiculturalism; Diversity]

Cindy Gomez, Hodges University, Naples, FL

This presentation will provide insights into the challenges that second language/international students have when stepping into an "American" college classroom for the first time.

M31. Himmarshee B

How Do We Talk About Screen Addiction with Adult Learners?

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

Focus Group

Jenny Marcus, Truman State University, Kirksville, MO

This is a focus group designed to explore the question of how to address internet addiction with our students, resulting in a draft of useful ideas.

5:00 pm - 6:00 pm, Reception

8th Floor East Balcony*

**weather permitting*

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8:00 AM – 3:00 PM, REGISTRATION AT THE RIVERSIDE HOTEL (*8th Floor*)

8:00 AM – 8:15 AM, TECHNOLOGY LESSONS FOR PRESENTERS (*Abeona*)

8:45 AM – 9:40 AM, Himmarshee Ballroom

MORNING ANNOUNCEMENTS AND KEYNOTE PRESENTATION

KEYNOTE SPEAKER: TERRY BULLOCK

TASS from A to Z or Alvin Granowski to Zeke and everything in between.

This presentation will examine the history of TASS including its challenges and successes in the broader context of the history of developmental education in this country. The presenter will also share his vision on where does TASS go from here.

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

T1. Abeona

The Academic Library and New Student Orientation: Redefining Roles

[Freshmen Success; Transitional Experiences]

Mike Hearn, Northern Essex Community College, Haverhill, MA

Susan Leonardi, Northern Essex Community College, Haverhill, MA

Laura Mondt, Northern Essex Community College, Haverhill, MA

The college library is positioned to be a significant participant in new student orientations. By identifying areas of student need, the library can impact the success of new students as they transition to college.

T2. Merritt

Students Under Pressure: How College Student Mental Health Trends are affecting student success

[Student Services; Freshmen Success]

Ellen Zimmerman, McHenry College, Crystal Lake, IL

A new national survey of freshmen found that 50 percent of students reported feeling stressed most or all of the time, which is a barrier to academic success.

T3. Sagamore

iPads: The Future of Assistive Technology

[Technology/Online Education; Students with Disabilities]

Meg Baronian, Landmark College, Brattleboro, VT

Norma Willingham, Landmark College, Brattleboro, VT

We will demonstrate iPad Apps that offer support to students who learn differently including text-readers, voice-recognition, tools for writing, note-taking, mind-mapping, organizing, and studying. Bring your iPad (or not).

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

T4. *New River A*

Fast Forward Program: Resetting Academic Culture, Fall Bridge

[Bridging the Gap Between High School and College]

Nicole Battaglia, Seton Hall University, South Orange, NJ

Jacqueline DeBenedetto, Seton Hall University, South Orange, NJ

Through examining the newly implemented fall bridge program we will discuss the implications for practice to assist academically underprepared students excel in their collegiate careers.

T5. *New River B*

Got Compassion?

[Other; Student Services]

Sheri Goldstein, Palm Beach State College - Boca Raton Campus, Boca Raton, FL

Jeannie Hoban, Palm Beach State College, Lake Worth, FL

How prepared is your institution to meet the needs of the campus and surrounding community in a compassionate and caring manner? Learn how Palm Beach State College formed a Compassionate College Committee to respond to all stages of events (before, during, and after). Events discussed include: mental health issues, death, severe weather related events and mass terrorism.

10:00 AM – 11:30 AM, CONCURRENT SESSIONS (90-MIN)

T6. *Himmarshee A*

Deconstructing Plagiarism

[Writing]

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

Let's deconstruct plagiarism and use it as a TEACHABLE MOMENT.

T7. *Himmarshee B*

Tutoring Anywhere: A Virtual Approach to Academic Support

[Student Services; Technology/Online Education]

Natalie Keiser, Berkeley College, White Plains, NJ

This presentation will focus on how Tutoring Centers in higher education institutions can provide academic support to both online and onsite students in a digital but interactive way. If possible, please bring your laptops to this presentation for an interactive activity.

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

T8. Abeona

The First Day and Beyond: Icebreakers and their Connection to Student Success

[Other; Freshmen Success]

Denise Wilkinson, Virginia Wesleyan College, Norfolk, VA

The presenter will discuss the significance of social cohesion and its relationship to student performance and success through the use of ongoing icebreakers throughout the semester. Relevant community-building activities that can be integrated into a class will be shared.

T9. Merritt

Scholarship in Developmental Education - SHSU's Fully Online DevEd Ed.D. Program

[Administration; Leadership]

Patrick Saxon, Sam Houston State University, Huntsville, TX

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 allowed time for discussion.

T10. Sagamore

Bridging the Gap: Transition Services for Students with Disabilities

[Bridging the Gap Between High School and College; Students with Disabilities]

Holly McKee, Kellogg Community College, Battle Creek, MI

Cindy Lingbeek, Kellogg Community College, Battle Creek, MI

This session will offer concrete examples of how one community college assists students with disabilities during the transition from high school to college.

T11. New River A

Blogging for an "A": Using Social Media to Encourage Student Engagement

[Technology/Online Education; Freshmen Success]

Jacqueline DeBenedetto, Seton Hall University, South Orange, NJ

Nicole Battaglia, Seton Hall University, South Orange, NJ

Through exploring the positive effects of using technology in the classroom to enhance the experience of freshmen, we will discuss the importance of the ePortfolio and its effect on retention.

T12. New River B

Should I Stay or Should I Go?

[Student Services; Career Planning]

Sandra Jakubow, Palm Beach State College, Boca Raton, FL

Sheri Goldstein, Palm Beach State College, Boca Raton, FL

Elizabeth Caulfield, Palm Beach State College, Boca Raton, FL

Learn about a new collaborative new approach that is the implementation stage at the Boca Raton campus of Palm Beach State College in an effort to increase student completion and reduce time to degree. Share your ideas as we present the process and develop best practices.

11:45 AM – 1:00 PM, LUNCH PROVIDED BY TASS

*8th Floor East Balcony**

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

T13. *Abeona*

Writing to Exhale: What First-Year College Students Want Us to Know About Writing Instruction

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

Lori Howe, University of Wyoming, Laramie, WY

This presentation synthesizes the research on categories of student need for first-year writing students. It also discusses the intersection of those categories and what a FYS class of students revealed during a 2016 study as their primary wants and needs from FY writing instruction.

T14. *Merritt*

Is 2 Really Less Than 3? Active Research in Introductory Algebra

[Adult Learners; Freshmen Success]

Lesley Dorhout, University of Cincinnati Clermont College, Batavia, OH

Teri Rysz, University of Cincinnati Clermont College, Batavia, OH

Math courses have proven challenging and are often avoided by under-prepared students. This session shares quantitative and qualitative data gleaned through a comparison of a 2 day versus 3 day/week class.

T15. *Sagamore*

Safety (and Success) in Numbers: Effective Small Group Communication and Problem Solving

[Freshmen Success; Other]

Kimberly Kilpatrick, University of Texas at El Paso, El Paso, Texas

Encouraging our students to actively participate in group/team activities and projects can enable them to develop valuable effective communication skills that can be applied to the classroom and well beyond.

T16. *New River A*

Advising the Disadvantaged: Examining the Differences Between Advising Models When Helping Prescribed STEAM Students Reach Their Academic Goals

[Student Services]

Darnell Towns, Middle Tennessee State University, Murfreesboro, TN (graduate student)

This presentation will explore the outcomes of students who enter college with deficiencies in the math subject area. In particular, the focus will be on students in a college composed of science, technology, engineering, agriculture, and mathematics majors.

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

T17. *New River B*

Theory to Practice: Implementing Multimodalities for Deep Learning in the IRW Classroom

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

Amarilis Castillo, Texas State University, Round Rock, TX (graduate student)

The presenter will demonstrate practices that encourage deep learning in the integrated reading and writing classroom to emphasize the role of the class as foundation for success across academic disciplines.

1:00 PM – 2:30 PM, CONCURRENT SESSIONS (90-MIN)

T18. *Himmarshee A*

Incentivizing Habits of Academic Survival

[Freshmen Success; Student Services]

Focus Group

Raynard Ross, Grand Rapids Community College, Grand Rapids, MI

Travis Steffens, Grand Rapids Community College, Grand Rapids, MI

Christopher Sain, Grand Rapids Community College, Grand Rapids, MI

Focus group discussion for student service personnel who recognize the impact of support services on the Academic Survival of individual students and the graduation rates of their institution.

T19. *Himmarshee B*

Your Shirt's on Backwards: Metacognition and the Dunning-Kruger Effect in the Classroom

[Reading/Critical Thinking/Study Skills; Institutional Research]

Focus Group

Dan Berkenkemper, Liberty University, Lynchburg, VA

This presentation will examine the Dunning-Kruger Effect and explain the important implications of teaching metacognition in the classroom.

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

T20. *Abeona*

Identifying Issues Related to Graduate Student Enrollment Trends by Examining Graduate Student Perspectives at a Historically Black College and University

[Student Services; Adult Learners]

Danielle Towns-Belton, Tennessee State University, Antioch, TN (graduate student)

This session will focus on gauging graduate student perspectives across multiple disciplines in an effort to improve retention at a publicly funded historically black college and university in the state of Tennessee.

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

T21. Merritt

Community College Leadership and Developmental Education

[Administration; Leadership]

Nicholas Vick, Pitt Community College, Winterville, NC

Have you ever wondered what community college presidents think about developmental education? In this presentation, results from a qualitative study will be shared. Participants will have an opportunity to reflect on the value of leadership and administration relative to academic success.

T22. Sagamore

PAL Mentors Making a Difference in Composition I Classes

[Freshmen Success]

Karen Ryan, Florida Gulf Coast University, Fort Myers, FL

Catherine Gorman, Florida Gulf Coast University, Fort Myers, FL

This session will address the successes and challenges of the Peer Academic Leaders (PAL) mentor program in a Composition I course and provide strategies for administrators and faculty to implement similar programs in a university setting.

T23. New River A

Mental Illness, Stigma, and Self-Disclosure in College Students

[Students with Disabilities; Diversity]

Ren VanderLind, Texas State University, San Marcos, TX (graduate student)

This presentation will address the experiences of two college students with mental illness. It will cover what educators can do to create more welcoming classroom environments in which students feel safe self-disclosing when seeking help.

T24. New River B

Don't Throw the Book at Them: Get Rid of Your Textbook and Embrace a More Dynamic Classroom

[Reading/Critical Thinking/Study Skills; Writing]

C. Phoebe Reeves, University of Cincinnati, Clermont College, Batavia, OH

Affordable, accessible, engaging: popular nonfiction can replace expensive developmental writing textbooks and improve student learning. Leave the textbook behind; come discover the benefits of teaching with a full-length nonfiction book.

3:00 PM – 4:30 PM, CONCURRENT SESSIONS (90-MIN)

T25. Abeona

Students: It's Time to Drive Your C.A.R.S!* (*Confidence in Achieving and Reaching Success!)

[Freshmen Success; Student Services]

Helen Marie Harmon, Indiana University Northwest, Gary, IN

Engaging and interactive activities to "REV UP" academic confidence for first-year university students, including motivation to help them GO; guidance through the DETOURS; and navigational assistance when they need to SLOW DOWN or CHANGE DIRECTION!

3:00 PM – 4:30 PM, CONCURRENT SESSIONS (90-MIN), CONT.

T26. Merritt

Transfer of Knowledge and 21st Century Skillset from a Student Success Center for Freshmen Success

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

Dilnoza Khasilova, University of Wyoming, Laramie, WY (graduate student)

The presenter will demonstrate practical approaches to engaging early college students in readiness and success, and offers audience participants' knowledge and activities they may use in their own diverse and often multilingual classrooms.

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

T27. New River A

The Perceptions of 8th Grade Students on their Student-Teacher Relationships and its Impact on their Attitude Towards School: A Mixed Methods Analysis

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

Samantha Lemus-Martinez, Barry University, Lauderhill, FL (graduate student)

This mixed methods study illuminates how student's perceptions of the relationships they have with their teachers influences their attitude towards attending school. As 8th graders, their final year in middle school, is quintessential to motivating and encouraging them to continue pursuing their education beyond 12th grade.

T28. New River B

Soft Skill Assessment

[Transitional Experiences]

Gail Ali, University of Phoenix, Miramar, FL

This presentation reviews the soft skills gap and results of a pilot study between middle schoolers, different levels of undergraduate students, and interns.

T29. Himmarshee B

Academic Coaching: It's More Than Just Study Skills

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

Marisa Gossett, Texas A&M University, College Station, TX

Reba Stahr, Texas A&M University, College Station, TX

Academic coaching has become an important asset on our campus since its introduction four years ago. This session will focus on what we have learned as full-time academic coaches through our successes and failures, as well as ways to balance working with a large population of mandatory student referrals and those seeking assistance on their own.

5:00 pm - 6:00 pm, Reception

8th Floor East Balcony*

**weather permitting*

Wednesday, March 22, 2017

7:00 AM – 8:30 AM, COMPLIMENTARY BREAKFAST FOR THOSE STAYING AT THE RIVERSIDE HOTEL (8th Floor East Balcony*)

8:00 AM – 10:00 PM, REGISTRATION AT THE RIVERSIDE HOTEL (8th Floor)

8:30 AM – 8:45 AM, GENERAL SESSION: CONFERENCE CONCLUDING REMARKS (Himmarshee)

9:00 AM – 9:45 AM, CONCURRENT SESSIONS

W1. Abeona

Watch Your Language.

[Mathematics and Science]

Gene Klein, Keiser University, Deerfield Beach, FL

A link between the failure rate for developmental mathematics and hidden language components in the developmental mathematics curriculum is examined. Interventions which reframe math concepts into language concepts are explored.

W2. Merritt

Engaging Students with Educational Apps

[Technology/ Online Education]

Dominique Charlotteaux, Broward College, FL

Emily Sarmiento, Broward College, FL (undergraduate student)

Chloe Behar, Broward College, FL (undergraduate student)

Mellissa Walton, Broward College, FL (undergraduate student)

College instructors can actively engage students in their learning process by implementing educational apps in classroom activities. This presentation will explore how educational apps positively impact students' level of engagement with learning and showcase some of the educational apps available to instructors.

W3. New River A

Cultivating Critical Literacy Skills for the Adult Linguistically Diverse Learner using Culturally Responsive Pedagogy

[Reading/Critical Thinking/Study Skills]

Kaemanje Thomas, Bronx Community College, Bronx, NY

This presentation explores the use of culturally relevant strategies in developmental college level reading courses. It integrates the use of Malcolm Knowles, theory of Andragogy and examines how current instructional practices undermine the role of the Linguistically Diverse students during learning process.

9:00 AM – 12:00 PM, Wednesday Workshops– Invited Presentations (3 hours)

W4. *New River B*

Developing Reading Resiliency for College Textbooks

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

Deborah Kellner, University of Cincinnati, Cincinnati, OH

Attendees will explore issues relevant to strategic reading and resiliency across disciplines. Research, approaches, and hands-on practice utilizing multiple strategies will be shared to draw attention to disciplinary differences and the importance of metacognitive awareness.

W5. *Himmarsee A*

Written Reflection: A Tool to Help Students Take Control of Their Learning

[Writing]

Kristin Conley, Ferris State University, Big Rapids, MI

Monica Frees, Ferris State University, Big Rapids, MI

Dave McCall, Ferris State University, Big Rapids, MI

Deedee Stakley, Ferris State University, Big Rapids, MI

Become a facilitator of consciousness, critical thinking, and self-efficacy as you help students understand the power of questioning. Create a classroom environment that embraces 21st century technology, writing, and reflection while still focusing on helping students take time to grow and become better prepared for college success.

W6. *Himmarsee B*

Navigating the Language of Math: Using Active Reading Strategies

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

Ann Wolf, New Mexico Highlands University, Belen, NM

This workshop will focus on the connections that can be applied between literacy and mathematics. The presenter will share some strategies to help students become successful readers in a math course. Included will be active reading strategies for instructors and tutors to experience these in the math discipline.

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

W7. *Abeona*

Online Academic Support Options for Underprepared College Students

[Student Services]

Elizabeth Caulfield, Palm Beach State College, Boca Raton, FL

Helena Zacharis, Palm Beach State College, Boca Raton, FL

Debra-Anne Singleton, Palm Beach State College, Boca Raton, FL

Managers of academic support centers at Palm Beach State College will discuss the benefits and challenges of implementing online support services to supplement face-to-face support for underprepared college students.

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

W8. Merritt

Study Of Worked Examples Before Traditional Problem Solving Practice

[Freshmen Success; Mathematics and Science]

Dean Loring, Broward College, FL

Study of worked examples before traditional problem solving practice can increase learning and transfer of skill for some students compared to traditional practice alone.

W9. New River A

Success for Minority Males: From A Wellness Perspective

[Diversity; Freshmen Success]

Omar DeShazor, Broward College, FL

A body of research highlights the non-success of minority males in several different areas of their lives as it relates to total wellness. The audience will gain an understanding of how success is defined, learn how to develop their life's vision & purpose, recognize & create opportunities to be successful, gain insight on how to prepare for success, learn how success manifest in one's life, and receive a take-home assignment to ensure specific tasks are executed to ensure their success.

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

W10. Abeona

Year 2: Broward College's Summer Leadership Institute for High School Boys

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

Billy P. Jones, Broward College--South Campus, Miramar, FL

In its second year, Broward College's Pre-College Summer Leadership Institute for high school boys (PSLI) promotes leadership development, college connections, and career readiness. Learn more about this exciting program.

W11. Merritt

Mathematics and Reading

[Mathematics and Science; Other]

Vochita Mihai, Medaille College, Buffalo, NY

This presentation is about understanding word-problems and mathematical concepts in an algebra course using reading methods and other non-traditional methods. One example of non-traditional method will be presented, how different reading strategies influence the approach of solving algebra problems, and interesting mathematical questions will be shared with the audience.

W12. New River A

Examining Critical Literacy and the College Reading Classroom

[ESL; Reading/Critical Thinking/Study Skills]

Edward Lehner, Bronx Community College, Bronx, NY

This study establishes a quantitative rationale for using critical literacy and establishes the practice as a highly effective method of instruction for community college developmental reading courses.



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 **29th Annual Conference to be held in Fort Lauderdale, FL, April 8-11, 2018**. 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:

- HARRY PRATS AWARD FOR 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 Deborah Kellner at deborah.kellner@uc.edu by December 1, 2017.*
- 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 year-books, essays, monographs, and/or books published by non-vanity presses. *Submit application materials to Deborah Kellner at deborah.kellner@uc.edu by December 1, 2017.*
- MCGRAW 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 Deborah Kellner at deborah.kellner@uc.edu by December 1, 2017.*

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

TASS Conference thanks:



Innovative Educators

Supporting Academic & Professional Growth In Higher Ed



Special Thanks to the Following for their Work with TASS

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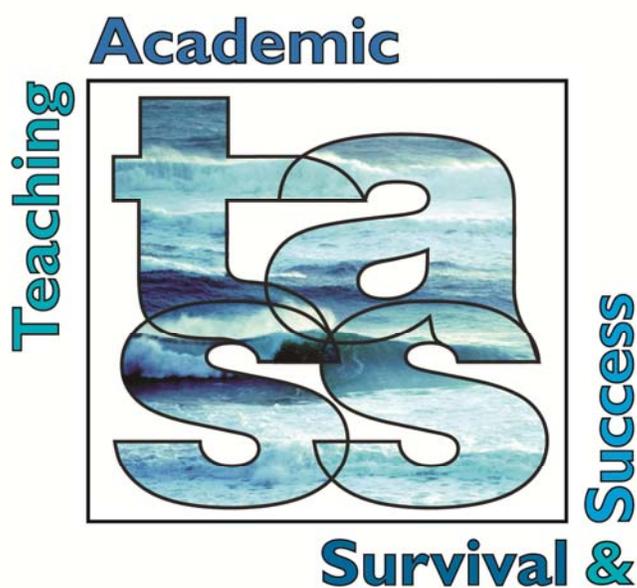
Music

Phoebe Reeves

Greg Loving

28TH 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 29th Annual TASS Conference
in Fort Lauderdale, FL, April 8-11, 2018!**

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