

A nighttime photograph of a city street with palm trees and lights, serving as the background for the conference poster. The scene is illuminated by streetlights and building lights, creating a vibrant urban atmosphere.

29th annual
TASS

Teaching Academic Survival & Success

conference

Sunday - Wednesday
April 8-11, 2018
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 29th 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-nine 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 want to thank Broward College for hosting this 29th 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.

A very special thank you to our two keynote speakers: Dr. Avis Proctor, Vice President for Academic Affairs at Broward College and David Hartleb, retired President of Northern Essex Community College and current leadership coach for Achieving the Dream. We look forward to their reflective remarks on best practices in student success and the future higher education landscape.

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



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

J. David Armstrong, Jr.

April 2018

The faculty and staff of Broward College join me in welcoming the Teaching Academic Survival and Success 29th 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 ranked 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.

Sincerely,

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

Welcome to the 29th Annual Teaching Academic Survival and Success (TASS) Conference sponsored by Northern Essex Community College (NECC) and hosted by Broward College (BC) in Fort Lauderdale, Florida. Registration, breakfast, lunch and all presentations will be held at the Riverside Hotel in Fort 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 that there was a need for college educators working with at-risk students to have a forum for sharing their experiences, successes, and insights. 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.

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Seton Hall University

Denise Wilkinson

Virginia Wesleyan University

Ann Wolf

New Mexico Highlands University

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

Keynote Speakers

Dr. Avis Proctor

9:00 - 9:40 AM • MONDAY, APRIL 9, 2018

Dr. Avis Proctor serves as Broward College's Vice President for Academic Affairs and North Campus President. As a higher education scholar, Dr. Proctor contributes to the professional discourse on leadership, research-based instructional strategies, progressive administrative practices, and strategic community engagement. She has provided collaborative leadership for early childhood education, dual enrollment, college readiness initiatives, and professional development for current and future mathematics and science teachers. She cultivates building the STEM pipeline for underrepresented groups. Dr. Proctor has a great appreciation for the arts and community service and recognizes their transformative power. She currently serves as a board member of Junior Achievement of South Florida @ Broward College, Greater Pompano Beach Chamber of Commerce, and the Greater Fort Lauderdale Alliance. A 2012 graduate of the Florida Department of Education's Chancellor's Leadership Seminar, Dr. Proctor was recognized as one of the 50 Most Powerful Black Professionals in Business and Industry for Broward County in 2014 and also received the 2015 Community Servant Award from the American Society for Public Administration South Florida Chapter. She earned her Bachelor of Science degree in Mathematics Education from Florida A&M University, a Master of Science in Teaching Mathematics from Florida Atlantic University, and her Doctorate in Higher Education from Florida International University.



David Hartleb

9:00 - 9:40 AM • TUESDAY, APRIL 10, 2018

Following his retirement as a college president, David Hartleb has served as a Leadership Coach for Achieving the Dream, Inc. He has worked with eighteen colleges in thirteen different states over more than six years. He also works as the Leadership Coach Advisor and Liaison for ATD. Achieving the Dream is a national non-profit organization with a network of over 220 colleges. The mission of ATD is "to achieve sustainable institutional transformation through sharing knowledge, innovative solutions and effective practices and policies leading to improved outcomes for all students." The focus of Leadership Coaching is to improve the completion rate for students, especially students of color and low income. David Hartleb served as President of Northern Essex Community College in Massachusetts for over fifteen years. He focused on increasing access to low income and minority students, in part by having the Lawrence Campus designated as an Hispanic-Serving Institution (HSI). Under his leadership the college won designation as an Achieving the Dream college in 2007 and in 2011 was awarded Leader College status. Also, he was a champion of Appreciative Inquiry which is a positive, strengths-based process used in management and planning which helped transform the culture at the college.

Prior to moving to Northern Essex Community College, Hartleb worked for twenty-seven years at the University of Cincinnati as a professor, Dean and Vice President.



CONFERENCE SCHEDULE OVERVIEW

All meetings are held at the Riverside Hotel, Fort Lauderdale

1st Floor Conference Rooms: Sagamore

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

Saturday, April 7, 2018

4:00 pm – 6:00 pm.....TASS Executive and Advisory Board meeting (by invitation only) (*Las Olas Boardroom*)

Sunday, April 8, 2018

5:30 pm - 7:00 pm.....Registration and reception at the Riverside Hotel
Welcome address, awards and conference announcements
(*8th Floor East Balcony**)

Monday, April 9, 2018

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, Dr. Avis Proctor (*Himmarshee*)

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

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

12:00 pm – 1:00 pm....Proposal Reviewer Lunch meeting (*8th Floor East Balcony**)

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

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

Tuesday, April 10, 2018

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, David Hartleb (*Himmarshee*)

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

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

12:00 pm – 1:00 pm....Graduate Student Task Force Lunch meeting (*8th Floor East Balcony**)

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

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

Wednesday, April 11, 2018

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

**weather permitting*

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For additional information regarding our annual conference, please visit our Facebook page at <https://www.facebook.com/TASS2018/>. 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: **#TASS2k18** (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 2018

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 CPEs to PDPs, but requirements do vary by state, so please visit your state's Department of Education website for more details.

PROGRAM DETAILS

Monday, April 9, 2018

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: DR. AVIS PROCTOR

Transforming the Student Success Agenda via Pathway Communities at Broward College.

In this session, participants will learn how Broward College (BC) shifted the institution's organizational structure and culture and its approach to transforming the student experience. A guiding framework will be shared on the following domains:

1. National Initiatives Involvement
2. Weekly Accountability Efforts and Data-driven Decision Making
3. Academic Innovations in Program Mapping
4. Enrollment, Retention, Completion, and Placement Strategies
5. Pathway Communities Reorganization.

As a minority-majority institution, BC has increasingly elevated its focus on student success and has redoubled its efforts over the last few years to close achievement gaps. BC has created opportunities to “meet students where they are” and take them on a supportive journey to completing their academic and career goals.

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

M1. Abeona

Diversity and Connection: Developing and Utilizing Ethical Emotive Criticism for Literature and Writing
[Reading/Critical Thinking/Study Skills; Diversity]

Cassandra Fetters, University of Cincinnati Clermont College, Batavia, OH

This paper discusses using “ethical emotive literary criticism” in the literature classroom. This pedagogical theory assists students from rural Ohio in developing the critical thinking skills necessary to understand texts from ethnic American writers and to develop those understandings into synthesized writings that seek to expose universal themes.

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

M2. Merritt

Creating Global Scholars

[Multiculturalism]

Barbara Stachniewicz, Northern Essex Community College, Haverhill, MA

Marcy Yeager, Northern Essex Community College, Haverhill, MA

Patricia Schade, Northern Essex Community College, Haverhill, MA

Stephen Russell, Northern Essex Community College, Haverhill, MA

This presentation will discuss ways to internationalize curriculum. NECC's Global Scholars Program and One Geographic Region project help students, faculty and staff become more understanding of diversity, global interdependence, and equity.

M3. Sagamore

How Teaching Writing Should Be Different: Operationalizing Student Microengagement

[Technology/Online Education; ESL]

Edward Lehner, Bronx Community College, Bronx, NY

Tonya Johnson, Bronx Community College, Bronx, NY

The results suggest that repeatable online formative assessments are an effective way to increase student writing achievement, particularly in populations with widely varying abilities and inclined to struggle with college-level composition. Future research is needed to determine predictive relationships among these significantly correlated pairs.

M4. New River A

Seizing the Moment - Utilizing Instant Feedback Surveys to Enhance Responsiveness in Tutoring Centers.

[Student Services; Administration]

Brandon Larmore, Seton Hall University, South Orange, NJ

This presentation will show participants the benefits of implementing immediate post-session surveys in their academic support area. These quick surveys allow for the rapid review and enhancement of center services.

M5. New River B

Engineering Transfer Student Success: How to Help Transfer Students Succeed from Start to Finish

[Student Services; Other]

LaTrista Funches, Texas A&M University, College Station, TX

Learn how to engineer transfer students as experienced academic advisors from a four-year university present effective ways to claim, retain, and graduate transfer students in this interactive paper presentation.

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

M6. *Himmarsee A*

The Big Ideas of Writing

[Writing]

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

This 2-part session exploring the 3 phases of the journey of the writer--Preparation for the Journey, Journey, and Ownership--is relevant for writing teachers and writers.

M7. *Himmarsee B*

Ready, Set, Success! Helping students with Strategies for Success!

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

Jennifer Haber, St. Petersburg College, St. Petersburg, FL

Heather Roberson, St. Petersburg College, St. Petersburg, FL

Melanie Paden, St. Petersburg College, St. Petersburg, FL

Carol Weideman, St. Petersburg College, St. Petersburg, FL

Michael Crews, St. Petersburg College, St. Petersburg, FL

Judith MacDonald, St. Petersburg College, St. Petersburg, FL

Ready, Set, Succeed! is a program that provides students strategies to strengthen their self-efficacy, help them understand how they learn best, and use those strategies to persist and complete their academic goals.

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

M8. *Abeona*

Our Experience with Supplemental Instruction: Its Impact on Student Learning and Retention

[Achieving The Dream Colleges; Leadership]

Ethel Schuster, Northern Essex Community College, Haverhill, MA

Supplemental Instruction (SI) provide students with the opportunity to build relationships and cohorts. The SI leaders guide them through course topics, and to better adapt to the college classroom environment.

M9. *Merritt*

Making the Connection in Your Math Class: From Content to Context to Student Success

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

Denise Wilkinson, Virginia Wesleyan University, Virginia Beach, VA

The presenter will discuss the benefits of incorporating experientially relevant activities into math courses to help students connect content to context. Sample activities that can be integrated into a course will be shared.

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

M10. Sagamore

How Mental Health Affects Student Learning

[Diversity; Students with Disabilities]

Ren VanderLind, Texas State University, San Marcos, TX

Literature demonstrates a connection between learning and academic persistence in college students with mental illness or mental health concerns. This presentation will explicate the current literature and draw connections between mental health and learner characteristics.

M11. New River A

Developmental Reading Goes Hybrid: Examining Coursework and Outcomes in a Hybrid Developmental Reading Course

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

Toni Hernen, Bronx Community College, Bronx, NY

Developmental reading programs throughout The City University of New York have struggled to find effective strategies to engage and enhance student learning. This study examines the outcomes of a hybrid developmental reading course and the motivation it has on student learning.

M12. New River B

Changing the Narrative on College Readiness: The Value of High School and College Teacher Collaboration

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

Susan Fletcher, Ohio University, Athens, OH

Kathy Pittman, Ohio University, Athens, OH

This presentation invites participants to consider how high school and college faculty and administrations can work together toward the goal of college readiness through collaborative activity.

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

8th Floor East Balcony*

Attention Proposal Reviewers: look for a table marked "Proposal Reviewer Lunch Meeting"; participate in discussion facilitated by Dr. Molly Minus

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

M13. Abeona

Strategies to Meet the Unique Needs of ESL Learners

[ESL; Diversity]

Katya Pizarro, Broward College, Fort Lauderdale, FL

This presentation clarifies second language acquisition, teaching diversity, ESL programs, and ESL methodology to improve administrative leaders and the teaching effectiveness of educators. The presentation's approach would be using ESL instruction strategies and resources correctly.

M14. Merritt

C-TECH Pathways: High School and College Digital Design Collaboration for Workforce Preparation and College Success

[Bridging the Gap Between High School and College; Career Planning]

Jacqueline Pena, Miami Dade College, Miami, FL

Harold Silva, Miami Dade College, Miami, FL

The Miami C-Tech Pathways Program engaged digital media high school students in college-level courses, digital design projects, and industry certifications with the goal of enhancing student transition and success at the College and workforce preparation.

M15. Sagamore

Procrastination: The Thief of Academic Success

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

Zeina Ghoul, Wayne State University, Detroit, MI

Procrastination has an array of negative effects on academic performance. In this interactive session, attendees will learn about current evidence-based techniques to help university students manage procrastination and increase self-regulation.

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

M16 and M17. *New River A* (FLASH PRESENTATIONS)

M16. Placing Course-Embedded Writing Tutors into First-Year Composition Courses: Overview and Results (1:00 pm -1:15 pm)

[Writing; Freshmen Success]

Kevin Dvorak, Nova Southeastern University, Fort Lauderdale, FL

Shanti Bruce, Nova Southeastern University, Fort Lauderdale, FL

This flash presentation will provide participants with an understanding of how writing fellows and course-embedded writing tutoring programs can have a positive impact on first-year composition students.

M17. Group Assignments: Why Professors Love Them and Students Hate Them (1:15 pm -1:30 pm)

[Writing]

Maria Reid, Broward College, Fort Lauderdale, FL

Using group assignments in online classes to increase written assignments without increasing faculty work load: This session covers the advantages and disadvantages of using team based assignments in fully online classes. By the end of the session, you will be able to use groups to fulfill course objectives and create groups with different tools on two different LMS (Blackboard and Canvas). The session will also presents different strategies to effectively manage common group problems.

M16 and M17 Flash Presentation discussion (1:30 pm -1:45 pm)

M18 and M19. *New River B* (FLASH PRESENTATIONS)

M18. Building the Prison-to-School Pipeline at Broward College (1:00 pm -1:15 pm)

[Transitional Experiences; Institutional Research]

Lucas Harriman, Broward College, Fort Lauderdale, FL

This flash presentation will use research in prison education programs to suggest ways community colleges can more effectively transition students from incarceration to a terminal degree or certification.

M19. Polyparadigm Competency-focused Learning in Online Mathematics Curriculum (1:15 pm -1:30 pm)

[Mathematics and Science; Technology/Online Education]

Pascal Roubides, Broward College, Fort Lauderdale, FL

Seeking evidence of differences in academic performance between traditional online mathematics College Algebra courses at the post-secondary level of education and equivalent online courses based on a polyparadigm model of delivery structured around a hybrid competency-based learning approach.

M18 and M19 Flash Presentation discussion (1:30 pm -1:45 pm)

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

M20. Himmarshee A

Building Bridges, Building Relationships

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

Linda Coleman, Villanova University, Villanova, PA

Lauren Ward, Villanova University, Villanova, PA

Personal relationships can be powerful and transformative. Learn how a summer bridge program established sustained personal connections between underrepresented freshmen and faculty, staff and current students, promoting persistence and success.

M21. Himmarshee B

Teach Student Success Skills in Your Math Class

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

Nathalie Vega-Rhodes, Lone Star College - Kingwood, Kingwood, TX

Sherri Messersmith, College of DuPage, Glen Ellyn, IL

Learn how to use Dr. Robert Feldman's research-based P.O.W.E.R. framework to teach student success skills as students are learning mathematics. The presenters will use (and share) materials written specifically for college math classrooms.

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

M22. Abeona

Building Reading Skills in any Discipline with Questioning

[Reading/Critical Thinking/Study Skills; Adult Learners]

Deborah Kellner, University of Cincinnati, Cincinnati, OH

This session provides a repertoire of ideas regarding the practice of questioning to promote critical reading and comprehension across disciplines. Research and hands-on activities using this transferable skill will be introduced.

M23. Merritt

Transforming Student Trauma Narratives into Future Stories of Hope

[Writing; Freshmen Success]

Donna Nalley, South University Online, Tallahassee, FL

We tell stories to make sense of experience. Narratives help students work through challenging events, create new meaning, and change their mindset. Discuss practical ideas for using the writing process to help students take control of their narratives, and participate in hands-on practice.

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

M24. Sagamore

Shared Students, Struggles, and Solutions

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

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

Amy Simerly, University of Cincinnati Clermont College, Batavia, OH

A newly designed joint effort to guide at-risk student through common transitioning issues experienced success through its first year. This presentation shares pragmatics and results of the program.

M25. New River A

Getting In Kahoots With Your Students!

[Technology/Online Education]

Dawn Lopez, Johnson & Wales University, Providence, RI

In this interactive session, you won't just learn about a new, innovative and FREE tool to use in your classroom - you will actually create an account and leave the session with a tool that you can use in your very next class meeting!

M26. New River B

Put Me in Coach! How Academic Success Coaching Keeps Students in the Game

[Student Services; Other]

Donna Bertolino, Northern Essex Community College, Haverhill, MA

Linda Giampa, Northern Essex Community College, Haverhill, MA

This presentation will focus on past, present and future strategies of our Academic Success Coaching program.

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

M27. Abeona

Practical Writing in Freshmen Seminar Courses

[Writing; Freshmen Success]

Joseph Cunningham, University of Cincinnati, Cincinnati, OH

This presentation will discuss how a writing center was integrated into a FYE course and how practical writing experiences enabled students to develop skills while connecting to center services.

M28. Merritt

The Impact of Perceptions & Biases on Student Services

[Diversity]

Holly McKee, Kellogg Community College, Battle Creek, MI

Cindy Lingbeek, Kellogg Community College, Battle Creek, MI

This session will critically examine how individual perceptions and biases affect our work with students. This interactive session will allow for personal reflection and group conversation regarding word choices and the impact they have on diverse student populations.

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

M29. Sagamore

Integrating Reading, Writing, and Language Skills for Pre-credit Level ESL College Students

[ESL]

Constance Farley, Montgomery College, Westminster, MD

Robert Ciapetta, Montgomery College, Westminster, MD

The session focuses on the power and flexibility of a holistic teaching approach that integrates reading, writing, and language skills in the pre-college credit level ESL classroom. There will be many examples and materials to share in this interactive presentation.

M30. New River A

First to Finish: First-Generation Support Initiatives

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

Nicole Battaglia, Seton Hall University, South Orange, NJ

Brittany White, Seton Hall University, South Orange, NJ

Emphasizing academic support, social integration, and financial literacy, presentation will review initiatives including summer bridge programs, academic coaching, and scholarship opportunities for first-generation students to help educators support this at-risk population.

M31. New River B

Smart Track to Success - Transitioning Adults to College and Online Learning

[Transitional Experiences; Adult Learners]

Michelle Wiley, Penn State World Campus, University Park, PA

The World Campus Smart Track to Success program supports adult students in their academic journey to degree attainment. Smart Track to Success focuses on providing both financial and academic support to enhance student study skills, knowledge of technology, career and financial planning, and community engagement.

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

M32. Himmarshee A

Creating Soft Failures and Other Innovative Strategies to Help Students Learn to Succeed

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

Dave McCall, Ferris State University, Big Rapids, MI

Kristin Conley, Ferris State University, Big Rapids, MI

Monica Frees, Ferris State University, Big Rapids, MI

Teaching students to succeed can be an uphill battle, especially when they do not believe they need the help. Join us to discuss new approaches and share in best practices.

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

M33. Himmarshee B

Extreme Course Makeover

[Technology/Online Education]

Audra Pickett, Colorado Community College Online, Denver, CO

Intuitive course design is essential for helping students navigate their online course. Come and learn about CCCOnline's Master Course Template, as well as how we use Quality Matters standards to guide our course development process.

4:00 PM – 4:45 PM, CONCURRENT SESSIONS

M34. Merritt

How to Prevent Yourself from Being on Academic Probation: What My Students Taught Me about Agency and Success

[Freshmen Success; Transitional Experiences]

Beth Virtanen, South University Online, Lanse, MI

By facilitating students' exploration of solutions to their academic probation, we found, together, that their agency and drive to succeed are the most powerful means for promoting their success.

M35. New River A

Learning Tech and Strats from Millennials

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

Dominique Charlotteaux, Broward College, Fort Lauderdale, FL

Shabana Ali, Broward College, Fort Lauderdale, FL

William Roller, Broward College, Fort Lauderdale, FL

College instructors can bridge the gap to effectively teach millennials and empower them for success. The presentation will explore active learning strategies and technology tools that promote student engagement and support a growth mindset, as well as more "grit".

5:00 pm - 6:00 pm, Reception

8th Floor East Balcony*

**weather permitting*

Tuesday, April 10, 2018

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, *Himmarshee Ballroom*

MORNING ANNOUNCEMENTS AND KEYNOTE PRESENTATION

KEYNOTE SPEAKER: DAVID HARTLEB

Student Success: Essential Ingredients

The presenter will explain eight essential conditions required for any institution of higher education to increase student success and sustain that improvement over a number of years. These conditions are endorsed by ten prominent national organizations. He will then focus on three of those conditions: use of data, equity, and teaching and learning. He will offer real life examples and real data to illustrate the application of the conditions. He will also suggest additional resources for those who want to dive more deeply into these topics.

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

T1. *Abeona*

A Children's Book: What Can It Teach the Underprepared College Student About Critical Thinking, Self-Directed Learning, and Reflection Skills?

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

Kathy Pittman, Ohio University, Athens, OH

Susan Fletcher, Ohio University, Athens, OH

The underprepared college student often expresses a dislike for reading. As educators, we are constantly looking for teaching ideas that build our students' reading skills, critical thinking skills, self-directed learning, and reflection skills. So how can a children's book help?

T2. *Merritt*

Speakeasy: Supporting Students in Their Public Speaking and Presentation Skills

[Student Services; Other]

Natalie Aleman, Berkeley College, Brooklyn, NY

The purpose of this presentation is to demonstrate a way in which college support staff can better support students with their public speaking and presentation skills.

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

T3. Sagamore

Introduction to College through the Peer Institute for Educational Excellence

[Freshmen Success]

Evelyn Rodriguez, Miami Dade College, Miami, FL

Jacqueline Pena, Miami Dade College, Miami, FL

The Peer Institute for Educational Excellence (PIEE) program engages students during their first year of college. Implementation strategies, data, program outcomes, challenges and program successes will be shared.

T4. New River A

Accelerating Opportunity Kentucky – Helping GED Students Fast Track to College and Beyond

[Adult Learners; Career Planning]

Chrisha Spears, Ashland Community & Technical College, Ashland, KY

Karen Coburn, Ashland Community & Technical College, Ashland, KY

By 2018, more than half of all Kentucky jobs will require more than a high school diploma. Accelerating Opportunity Kentucky (AOKY) will help GED seeking students earn their GED while enrolled in credit-bearing college courses that are aligned with in-demand career pathways. Students are able to accelerate their potential by earning their GED and college certificates at the same time. Students can then enter the workforce or pursue further certificates, diplomas, and degrees.

T5. New River B

FAKE NEWS: Using Media Trends to Teach Practical Information Literacy

[Other; Reading/Critical Thinking/Study Skills]

Cristy Moran, Broward College, Fort Lauderdale, FL

Victor Lawrence, Broward College, Fort Lauderdale, FL

Learn how to use FAKE NEWS and other current media trends to engage students and teach critical thinking and information literacy in any setting through hands-on, fun, and practical activities.

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

T6. Himmarshee A

Teaching Autoethnography and Duoethnography in the Literacy Classroom to Increase Student Development

[Reading/Critical Thinking/Study Skills; Writing]

Ren VanderLind, Texas State University, San Marcos, TX

Attendees will learn about using qualitative methodologies in the literacy classroom. These methodologies lead to introspection and other areas for student development. Practical applications will be explored in an activity.

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

T7. *Himmarsee B*

Weaving Web Stories: Using Online Platforms to Help Students Transition from College to Career
[Technology/Online Education; Career Planning]

Kathleen Hartman, Kutztown University, Kutztown, PA

Attendees in this interactive session will learn how a senior seminar became technology-based to help students define career goals, learn workplace skills, and present themselves professionally on online-platforms.

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

T8. *Abeona*

CREATE: an appreciative model for teaching first-year students

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

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

Integrating appreciation into our interactions with students builds a relationship based on curiosity and interest. Using Appreciative Education as a framework for delivering high-quality education this presentation will provide one instructors application of the appreciative education approach to teaching a first-year seminar.

T9. *Merritt*

Building Partnerships Between High Schools and Community Colleges

[Bridging the Gap Between High School and College]

Megan Hughes, Prairie State College, Chicago Heights, IL

During this session, we share how faculty at one community college worked to build partnerships with high school faculty including how we developed those partnerships and what we have learned.

T10. *Sagamore*

Undecided vs. Pre-Major: What's the Difference and How Can We Help?

[Student Services; Transitional Experiences]

Jacqueline DeBenedetto, Seton Hall University, South Orange, NJ

Undecided and Pre-Major students often feel alienated and detached from their institution. This presentation will discuss advising and teaching strategies educators can use to support and retain this at-risk population.

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

T11. *New River A*

Research, Reform, and Graduate Study in Developmental Education: SHSU's Fully Online Developmental Education Doctoral Program

[Administration; Technology/Online Education]

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 current trends and research in the field.

Doctoral study, contributing to the research base, and in particular, a description of graduate study in the Sam Houston State University fully online Developmental Education Doctoral Program will be offered. Participants will be allowed time for discussion and questions regarding any of the topics covered.

T12. *New River B*

Film and Identity Transformation in the First-Year Writing Classroom: An Existential Phenomenology

[Freshmen Success; Writing]

Lori Howe, University of Wyoming, Laramie, WY

This presentation explores the results of a qualitative study using film analysis and identity exploration to help conditionally enrolled first-year writing students explore their own emerging identities as college students, scaffolding confidence, skills, and persistence.

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

8th Floor East Balcony*

Attention Graduate Students: look for a table marked "Graduate Student Lunch Meeting"; participate in discussion facilitated by Dr. Patrick Saxon

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

T13. *Abeona*

Developing Background Knowledge to Improve Comprehension

[Reading/Critical Thinking/Study Skills]

Laurie Bauer, University of Cincinnati Blue Ash College, Blue Ash, OH

This presentation focuses on the importance of developing background knowledge before completing a reading assignment. Instructional methods for developing background knowledge as well as student examples and reflections will be discussed.

T14. *Merritt*

Peer Advisers: "Not All Heroes Wear Capes" Ours Wear Polos

[Freshmen Success]

Nicole Battaglia, Seton Hall University, South Orange, NJ

Presentation will review the positive impact Peer Advisers have on first-year students. Will also include how to develop a rigorous training program and how to connect first-year students to success.

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

T15. Sagamore

What's So Hard About Soft Skills?

[Transitional Experiences; Career Planning]

Gail Ali, University of Phoenix, Miramar, FL

Bridging the gap of workforce skills and employers needs is made difficult by the complexity of the acquisition of soft skills or employability skills and its evaluation by employers.

T16. New River A

Reaching Students Where They Live

[Student Services; Other]

Kim Utschig, Portland State University, Portland, OR

This presentation will discuss field-wide trends at the intersection of residential life and student support services, using Portland State's University Success program as a case study to understand how to leverage residential support for upper-division students who are on Academic Warning or Academic Probation.

T17. New River B

Integrating Students' Career Pathways to Sequencing Writing Assignments in English for Academic Purposes Classes

[ESL; Writing]

Lourdes Albo-Beyda, Broward College, Fort Lauderdale, FL

Darenda Borgers, Broward College, Fort Lauderdale, FL

This presentation will demonstrate using sequencing writing assignments related to students' career pathways in an EAP1540C class to improve students' writing and career knowledge and enhance their college readiness.

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

T18. Himmarshee A

Strategies for Under-prepared Students in College Math

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

Patrick Bentley, Ferris State University, Big Rapids, MI

Erin Burke, Ferris State University, Big Rapids, MI

Helping under-prepared students take an active role in the success of their college-level math courses by incorporating student-centered strategies that help students identify prior knowledge gaps, assess the progress of their learning throughout the semester, and, finally, by creating clear expectations of the reading, writing, modeling, and collaboration involved with students success.

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

T19. *Himmarshee B*

It's Not How Smart You Are; It's How You Are Smart: Using MI Theory to Engage Adult Learners

[Adult Learners; Freshmen Success]

Deirdre Budzyna, Northern Essex Community College, Haverhill, MA

Doris Buckley, Northern Essex Community College, Haverhill, MA

Learn how to utilize Howard Gardner's Multiple Intelligence Theory to meet the needs of all your students. Strategize effective techniques to engage your students.

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

T20. *Abeona*

Addressing Students' Negative Perceptions in the Statistics Classroom

[Mathematics and Science]

Sarai Hedges, University of Cincinnati, Cincinnati, OH

Is it possible for students to like statistics? Participants will come away from this session with strategies to improve students' attitudes for similarly challenging and dreaded college courses.

T21. *Merritt*

ASAP - Building Academic Skills for College Success

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

Cindy Gomez, Hodges University, Naples, FL

Adult students face a variety of challenges when attempting college coursework for the first time. Many of these students lack skills necessary for college success. Hodges University designed a course, ASAP, to address many of those needs.

T22. *Sagamore*

What's the Matter with Your Gray Matter? How Stress and Negative Emotions Impact Learning

[Reading/Critical Thinking/Study Skills]

Jenny Box, Mississippi University for Women, Columbus, MS

Neuroscience demonstrates the connection between stressors/negative emotions and learning/memory. In this interactive session, learn how to simplify the science so students understand it and leave with classroom activities to teach these concepts and healthy coping strategies.

T23. *New River A*

It's In the Text! Is It in Your Head?: SQ3R

[Reading/Critical Thinking/Study Skills]

Isis Silva, Broward College, Fort Lauderdale, FL

Eileen Santiago, Broward College, Fort Lauderdale, FL

During this interactive, hands-on session you will be equipped with the necessary information to get your students actively involved during their course readings. Background and research to support the effectiveness of the SQ3R reading/critical thinking/study skill strategy will persuade you to try it out next term.

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

T24. *New River B*

Comprehensive Academic Support

[Student Services; Administration]

Nicholas Vick, Pitt Community College, Winterville, NC

Community colleges strive to provide academic support to students to help them be successful. Attend this session to learn about the comprehensive academic support program (winner of the 2017 NC Learning Center of the Year Award) offered at Pitt Community College.

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

T25. *Abeona*

Rescuing the “Drowning” Student: A Comprehensive Approach for Helping College Students Achieve Academic Success

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

Orlando Lobaina, Liberty University, Lynchburg, VA

Ralph Jernigan, Liberty University, Lynchburg, VA

This presentation will provide a brief overview for success courses to help students who have been accepted on academic caution and/or students who are placed on academic warning or probation. These courses are designed for mentoring and accountability: a mentoring course for freshmen, as well as a study skills theory course, an application course and an accountability/planning course for college students having academic difficulty.

T26. *Merritt*

Recovery to Success

[Student Services; Freshmen Success]

Amber Racchini, Indiana University of Pennsylvania, Indiana, PA

Meghan Erwin, Indiana University of Pennsylvania, Indiana, PA

Indiana University of Pennsylvania's Academic Recovery Program utilizes an intrusive advising approach to help students reach their short and long-term goals. Learn a new way to help your students on academic probation navigate the road to recovery.

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

T27. Sagamore

Mnemonic Devices: Essential Gizmos for the Testing Toolbox

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

Stephen Berard, Bemidji State University, Bemidji, MN

Students lacking test preparation skills often underperform on exams, even after hours of diligent study. Teaching mnemonic devices to at-risk students provides a testing edge they may be missing. Memory techniques are not only a key ingredient to a "study smarter, not longer" approach to test preparation, they also help students earn better grades. This hands-on presentation will cover the Keyword Method, the Acrostic Technique, and the Rhyme Key Method, as well as effective and engaging ways to teach these mnemonic devices to your students.

T28. New River B

This Is Boring: Engaging with Disengagement in the Classroom or Tutoring Session

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

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

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

What's happening when students don't do classwork "because it's boring"? Come explore the student experience of boredom as defense mechanism and learn to help students apply a deeper work ethic.

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

T29. Himmarshee A

Thriving at Roxbury Community College & Beyond: The OER Initiative

[Freshmen Success; Achieving The Dream Colleges]

Loretta Minor, Roxbury Community College, Roxbury Crossing, MA

Jennie Thrash-Crichlow, Roxbury Community College, Roxbury Crossing, MA

In the fall of 2016, the Massachusetts Community Colleges Go Open Statewide Initiative provided grant funding to faculty across the state to create or adapt Open Education Resources (OER) for use in the classroom. With support from this initiative and the Roxbury Community College (RCC) Administration, four faculty worked together to adapt an OER textbook for use in ACS 102: The College Experience, a three-credit course required for completion of all degree and certificate programs. Three of the faculty participants are full-time staff in Academic Advising, Transfer Services, and the Library, and the fourth is an adjunct instructor in the Liberal Arts.

T30. Himmarshee B

Welcome to the Reef . . . Starfish at Cumberland County College

[Student Services; Freshmen Success]

Kellie Slade, Cumberland County College, Vineland, NJ

Renee Post, Cumberland County College, Vineland, NJ

Starfish, a tool for student success and retention provides a tri-fecta approach for direct communication, intensive support, and intrusive advisement through a collaborative partnership between Academic Affairs and Student Services.

4:00 PM – 4:45 PM, CONCURRENT SESSIONS

T31. Merritt

EVERYBODY IS IN THE ROOM! Inclusive Teaching Strategies for Dual-Enrollment Students, English Language Learners, Students with Disabilities, and First-Semester College Students

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

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

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

This interactive and participatory presentation focuses on empowering classroom strategies that can be used in institutions where students often arrive with limited skills in key and critical academic areas.

5:00 pm - 6:00 pm, Reception

8th Floor East Balcony*

**weather permitting*

Wednesday, April 11, 2018

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

W1. Abeona

Reviewing the Basics While Teaching Beginning and Intermediate Algebra

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

Sherri Messersmith, College of DuPage, Glen Ellyn, IL

Many students are unsuccessful in algebra courses because of weak prerequisite skills. In this session you will participate in activities that can be done in class in five minutes or less that will strengthen students' basic skills and improve their chances of mastering course content. We will focus mostly on reviewing basic math skills but will also include activities to help students learn success skills such as how to be better time managers, how to effectively do math homework, and how to study for a math test.

Sherri Messersmith 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 15 Developmental Math textbooks and has always been a firm believer in helping students acquire student success skills in every math course she teaches. She has teamed up with Dr. Robert Feldman and new coauthor Nathalie Vega-Rhodes to incorporate student success skills in their Math with P.O.W.E.R. Learning textbook series.

W2. Merritt

Using Reading Strategies to Support Learning from Multiple Texts

[Reading/Critical Thinking/Study Skills]

Ann Wolf, New Mexico Highlands University, Belen, NM

This presentation will help faculty in all disciplines learn a variety of reading strategies that can be easily incorporated into course assignments. Participants will experience many of the strategies.

Ann Wolf is an Assistant Professor of Curriculum and Instruction at New Mexico Highlands University. She is the past president of the College Reading and Learning Association (CRLA) and a reviewer for the Journal of College Reading and Learning and the Journal of College Literacy and Learning. Ann has been an Associate Professor in higher education since 2004 and has published articles in many peer-reviewed professional journals. She was awarded the Robert Griffin Award for Long and Outstanding Service to the College Reading and Learning Association in 2013. Ann has a doctorate in Literacy from the University of Northern Colorado and a master's degree in Reading from Syracuse University. She has taught college reading, developmental reading, teacher preparation reading courses, graduate reading and college success courses for over twenty-five years at both two-year and four-year colleges. She has been a presenter at state, regional, and national conferences on various reading/literacy and college success topics.

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

W3. New River A

College Undergraduate Success Program (CUSP): Transitioning First-Time Freshmen to College

[Freshmen Success; Transitional Experiences]

Kristen Lawson, Bronx Community College, Bronx, NY

Developmental Studies offers a one-week program prior to fall enrollment called CUSP (College Undergraduate Success Program). The purpose is to help incoming freshmen make a successful transition to college.

W4. Himmarshee B

Academic Mentoring for Freshmen Success: Tapping into the Dominant Operating Student Paradigm

[Freshmen Success; Leadership]

Noah Bowman, Maryville College, Maryville, TN

This presentation highlights the benefits of a proven and effective academic mentor training program/course geared towards first year freshmen scholars of a given college or university. Overall benefits: increased student study culture, retention, student profile, CUM GPA.

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

W5. New River B

Let's Be Serious: Writing and Reading Aloud Activities

[Writing; Reading/Critical Thinking/Study Skills]

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

This presentation will discuss how reading aloud activities can help students improve their writing skills.

W6. Himmarshee B

Using Game Theory to Analyze Peer Assessment

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

Gene Klein, Broward College, Fort Lauderdale, FL

A novel approach to understanding peer assessment through the use of game theory.



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 **30th Annual Conference to be held in Fort Lauderdale, FL, April 7-10, 2019**. 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, 2018.**
- 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, 2018.**
- GRADUATE STUDENT 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, 2018.**

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

TASS Conference thanks:



Townsend Press

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Special Thanks to the Following for their Work with TASS

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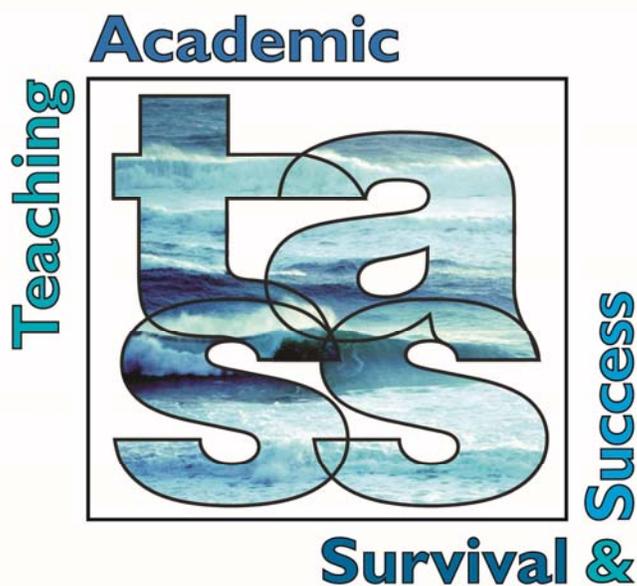
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Phoebe Reeves

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29TH 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 30th Annual TASS Conference
in Fort Lauderdale, FL, April 7-10, 2019!**

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