March 1, 2019

Welcome to the 30th 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 thirty 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 resources have never been more important than they are today. The entire landscape of higher education, and particularly how we deliver academic survival and success skills, is radically changing, as the workforce demands more education and training, the cost of attending college continues to climb, the needs of our students become more complex, and colleges, districts, and entire states are challenging fundamental notions about whether and how underprepared students should be supported, and learn to thrive.

At a time like this, 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 30th 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.

I look forward to providing one of the keynote addresses during the conference, and a very special thank you to our other keynote speaker: Dr. Norman Stahl, Professor Emeritus of Literacy Education at Northern Illinois University. I am eager to hear Dr. Stahl’s reflective remarks on literacy research in higher education.

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

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

Regards,

Lane A. Glenn
President
Welcome to the 30th 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 NECC Dean David Kelley (joined the TASS Executive Board in 1998), Dr. Victoria Appatova at the University of Cincinnati (joined the Executive Board in 2004), Dr. William Heineman at NECC (joined the Executive Board in 2012), Dr. Molly Minus at St. Edward’s University (joined the Executive Board in 2017) 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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Visit the TASS Conference Home Page at www.tassconference.org
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Virginia Wesleyan University

Ann Wolf  
New Mexico Highlands University

Visit the TASS Conference Home Page at www.tassconference.org
Dr. Norman Stahl

Monday • 8:30 AM

Norman Stahl received his Ph.D. from the University of Pittsburgh. Currently, he is Professor Emeritus of Literacy Education at Northern Illinois University.

Dr. Stahl has authored or co-authored over 125 publications. His articles appeared in Journal of Literacy Research, Reading Research and Instruction, the Reading Teacher, Journal of Adolescent and Adult Literacy, Reading Psychology, Journal of Developmental Education, Journal of College Reading and Learning, and Qualitative Inquiry. He is co-editor of Teaching Developmental Reading and Teaching Study Strategies in Developmental Education. He was co-author of Languages of the Disciplines.

Norm has served as the President of the Association of Literacy Educators and Researchers, the Literacy Research Association, the College Reading and Learning Association, and the History of Reading SIG of the International Literacy Association. He also served as Chair of the Board of Directors of the American Reading Forum.

He is a Fellow of the Council of Learning Assistance and Developmental Education Associations, and in 2017 he was inducted into the Reading Hall of Fame. Furthermore, he has been awarded the A.B. Herr Award, the CRLA Distinguished Research Award, the Albert J. Kingston Award, the Robert Griffin Award, the CRLA Golden Anniversary Award, and the CLL/SIG Outstanding Service to the Field of College Literacy and Learning Award as well as its Distinguished Research Award. Along with his colleagues, Norm has authored the outstanding article of the year for JCRL, JDE (twice), and the RTDE.
Dr. Lane Glenn  
*Tuesday • 8:45 AM*

Dr. Lane A. Glenn is President of Northern Essex Community College (NECC), with campuses in Haverhill and Lawrence, Massachusetts. He is the visionary and founding board chair for the “Lawrence Partnership,” a coalition of businesses and organizations committed to economic development in the city of Lawrence.

Dr. Glenn is focused on student success and is passionate about finding ways to help students achieve their educational goals, especially students who are underprepared for college. In addition, he is a strong advocate for colleges and universities as engines of economic and workforce development—particularly in Massachusetts Gateway Cities.

As a researcher, author and consultant, Dr. Glenn has helped advance community colleges through his involvement on numerous regional and national boards. He is the chairman of the Massachusetts Department of Higher Education’s Task Force on Statewide Assessment; was appointed to the STEM Advisory Council by the Massachusetts governor; and chairs the International Advisory Board of the Chair Academy, an organization that provides leadership development programs for college and university leaders around the world.

Dr. Glenn has been described as “optimistic thought leader” who actively promotes the community college mission in a number of publications, on social media, and through his blog, “Running the Campus.” In 2018, he was named the “Pacesetter of the Year” for his higher ed advocacy efforts by the National Council for Marketing and Public Relations.
**INVITED SPEAKERS**

**Rona F. Flippo**, Professor of Education at the University of Massachusetts Boston, is author of 19 books including: *Reading: Great Themes in Education* (2017); *Studying and Learning in a High Stakes World: Making Tests Work for Teachers* (2015); *Assessing Readers* (2014); and *Handbook of College Reading and Study Strategy Research* (3rd ed., 2018). She has also published over 100 articles/chapters, served on several professional association editorial and director boards, most recently the International Literacy Association Board of Directors (2012-2015) and served as Vice President of the Association of Literacy Educators and Researchers.

**Leonard Geddes** formerly served as the Associate Dean of Co-Curricular Programs and Director of the Learning Commons at Lenoir-Rhyne University, where he developed several high-impact programs that improved student learning and academic performance. He is currently an associate faculty member of the National Center for Developmental Education. Mr. Geddes’ expertise in metacognition and student learning has contributed to measurable success in learning support programs. His work encompasses tutoring, student-athlete success initiatives, academic coaching, supplemental instruction programs, and first-year and transition programs. Mr. Geddes developed The LearnWell Projects as a platform to provide practical, research-based support for colleges and universities.
**Wednesday Workshop**

**Presenters**

**Paula Owens** is a criminal justice faculty member for the Department of Pamplin College of Arts, Humanities and Social Sciences at Augusta University. She is also a Program Coordinator for the Academic Success Center in the Office of Academic and Faculty Affairs. She created and oversees the mentoring program for student athletes. She earned a Masters in Criminal Justice from Boston University and is currently working on her Doctorate in Criminology.

**Dr. Dominique Charlotteaux** is a Senior Professor of Education and Psychology at Broward College. She has been with the college since 2001 training K-12 teachers. She has extensive experience implementing flipped classroom pedagogy, active learning strategies, and innovative technology tools in all her courses.

**Dr. Isis Silva** is an Associate Professor of Education at Broward College. She has experience implementing flipped pedagogy and recently conducted research in this area. She holds a Masters in Reading Education and an Educational Specialist degree in Educational Leadership from Florida International University and an Ed.D. with a concentration in Reading from Nova Southeastern University.

**Susan Fletcher** is currently the assistant director for academic skills instruction for the Academic Achievement Center, Ohio University’s academic support center. She directs learning strategies courses, supervises a team of adjuncts and graduate students. She and her co-director, recently launched the Academic Coaching program that serves over 300 students per semester.
**Conference Schedule Overview**

All meetings are held at the Riverside Hotel, Fort Lauderdale (8th floor)

**Saturday April 6, 2019**

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

**Sunday April 7, 2019**

5:30 PM – 7:00 PM: Registration and Reception at the Riverside Hotel
Welcome Address and Conference Announcements

**Monday, April 8, 2019**

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 & Conference Announcements, Keynote Speaker: Dr. Norman Stahl (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 (New River A)

1:00 PM – 4:45 PM: Concurrent sessions

5:00 PM – 6:00 PM: Reception (8th Floor East Balcony)

**Tuesday, April 9, 2019**

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. Lane Glenn (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 10, 2019

7:00 AM – 8:30 AM: Complimentary breakfast for those staying at the Riverside Hotel (8th Floor East Balcony)

8:00 AM – 10:00 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 & Wednesday Workshops

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For additional information regarding our annual conference, please visit our Facebook page at https://www.facebook.com/TASS2019/. 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: #TASS2k19 (Facebook, Twitter, and Instagram). Thank you again for your participation. We look forward to documenting our annual meetings.

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CPE (Continuing Professional Education) Credits Now Available at TASS

Earn CPE credits for qualifying sessions at TASS 2019

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.

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.
Monday, April 8, 2019

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, Welcome by TASS & Broward College; Keynote Presentation (Himmarshee Ballroom)

Keynote Speaker: Dr. Norman Stahl

After the Reform Era: A Path Forward for Academic Support Pedagogy

All fields go through periodic cycles of well accepted praxis followed by reform, which then defines praxis for a new era to be followed by still another period of reform. Such has certainly been the case for postsecondary academic support pedagogy across the past 120 years. Over the past decade reform in programmatic design, curriculum, and instruction has swept across the fields of developmental education and learning assistance. This keynote continues the discussion on how to re-claim, re-invent, and even re-reform our fields so as to preserve that which was proven praxis while embracing reform or as likely re-discovered practices for the upcoming decade.

10:00 AM – 10:45 AM, Concurrent Sessions

M1. Abeona

Building Your Advising Team with Faculty (A Collaborative Process)
[Technology/Online Education, Adult Learners]
Donald DeSormoux, Keiser University, Oakland Park, FL

Research indicates that a central advising practice is a positive way to increase student retention and overall success rates. Come join me to discuss collaborative methods of a faculty-driven support team for academic advisement success.
10:00 AM – 10:45 AM, Concurrent Sessions, cont.

M2. Merritt
Scaffolding Interdisciplinary Inquiry into the First-Year Seminar
[Freshmen Success, Bridging the Gap Between High School and College]
Lori Howe, University of Wyoming, Laramie, WY
I explain my process of developing and piloting a condensed, interdisciplinary summer bridge FYS and present some results of this team-based, problem-based learning platform.

M3. New River A
Success Strategies for Culturally Diverse Students
[ESL, Diversity]
Victoria Noorzai, Broward College, Fort Lauderdale, FL
Alexandra Mason, Broward College, Fort Lauderdale, FL
Zorina Sattaur, Broward College, Fort Lauderdale, FL
This workshop will help audience recognize the challenges ESL students face in mainstream classes and identify strategies to ensure student success through cultural sensitivity and innovation.

M4. New River B
Supporting Those Who Support
[Student Services, Other]
Lynn Dornink, Northeastern University, Boston, MA
Sally Solomon, Northeastern University, Boston, MA
Working with at-risk students is improved when faculty/staff share best practices in a "persistence network" model.

10:00 AM – 11:30 AM, Concurrent Sessions (90-min)

M5. Himmarshee A
Focus Group: What Do You Do in the IRW Classroom to Lead Your Students to Success?
[Reading and Learning Strategies, Writing]
Ren VanderLind, College of Southern Maryland, Waldorf, MD
My community college is planning to pilot a section of Integrated Reading and Writing in the fall to replace our separate reading and writing courses, and I would love to hear your ideas and know what you do on your campus. If you teach IRW, please come and share your wisdom!
M6. Himmarshee B  INVITED PRESENTATION

Trench Data: Data That Matters About Students Who Matter
[Administration, Achieving The Dream Colleges]
Leonard Geddes, The LearnWell Projects, Hickory, NC

We have discovered higher education gold, and we would like to share it with you in this session! Learn how Trench Data can solve all of your academic-related challenges.

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

M7. Abeona
Exploring the Community College Student Athlete Experience
[Transitional Experiences, Student Services]
Keana Roberts, Broward College, Fort Lauderdale, FL

High school student athletes dream of attending a Division I university. However, various circumstances can affect their eligibility, causing them to start at a community college or junior college. The purpose of this presentation will be to present the experiences of 10 student athletes at the community college level who are seeking to transition to 4-year athletic programs.

M8. Merritt
Can Game Theory Be Used to Increase Writing Center Efficiency?
[Student Services, Writing]
Gene Klein, Broward College, Fort Lauderdale, FL
Michael Record, Keiser University, Fort Lauderdale, FL

Authors of a theoretical paper explore the possibility that student overconfidence may be why some under-prepared writers stay away from the writing center while more capable students come for help.
M9. New River A
Asking the Right Question: Effective Questioning Techniques for Underprepared Mathematics Students
[Freshmen Success, Mathematics and Science]
Ruth Roberman, South University, Madison, AL
Students typically enter college math courses expecting to memorize facts and repeat them back on tests. This does not lead to long-term retention, which can then lead to failure to remember and apply the material in future courses. How can instructors apply questioning techniques to increase retention?

M10. New River B
Strategies to Improve Success for Online Math Students
[Technology/Online Education]
Fitzroy Farquharson, Valencia College, Orlando, FL
The session will explore the characteristics of a good online student, how to identify at-risk characteristics that affect students' success, along with strategies to improve online math courses success.

11:45 AM – 1:00 PM, Lunch provided by TASS (8th Floor East Balcony)
Attention Proposal Reviewers: participate in discussion facilitated by Dr. Molly Minus in New River A.

1:00 PM – 1:45 PM, Concurrent Sessions
M11. Abeona
Technology Tools for Threaded Discussions
[Technology/Online Education]
Aaron Marmorstein, DeVry University, Phoenix, AZ
Threaded discussions are a common component of online and blended courses. This presentation examines technology available to conduct threaded discussions beyond the traditional text based methods.
M12. Merritt
The Role of Trauma in Academic Performance
[Reading and Learning Strategies, Writing]
Deborah Kellner, University of Cincinnati, Cincinnati, OH
Without question, we have students who have been victims of trauma. This session discusses the ramifications of trauma exposure and examines its manifestation in academic performance.

M13. New River A
Best Practices for an Academic Success Coaching Program
[Freshmen Success, Administration]
Elisa Pearson, Barry University, Miami Shores, FL
Lisa Diaz, Barry University, Miami Shores, FL
Francesca Muro, Barry University, Miami Shores, FL
Joyce Varela, Barry University, Miami Shores, FL
Through the lens of practitioners and a university administrator, academic coaches and their program director model and evaluate best practices for developing, enhancing, and executing an academic success coaching/advising hybrid model used to support at-risk, first-year students, and share strategies and insights gained from the implementation of the first year of this unique program.

M14. New River B
Teaching Research in the Developmental Writing Classroom using Social Justice as a Lens
[Writing]
Ren VanderLind, College of Southern Maryland, Waldorf, MD
Do you want to help prepare your developmental writers for college-level composition? Try teaching research writing with a twist: have students research areas of social justice in their major. This presentation will address how to scaffold effectively to teach this kind of writing in the developmental classroom and include student reflections on their work.
1:00 PM – 2:30 PM, CONCURRENT SESSIONS (90-MIN)

M15. Himmarshee A
‘No Ideas but in Things’: Grit Curriculum for Students in Poor Academic Standing
[Student Services, Transitional Experiences]
Patti See, University of Wisconsin, Eau Claire, WI
Discuss successes/challenges of the “Grit Movement” and see one instructor’s creative “teaching for grit” assignments for at-risk students: Motivating Artifact, Inquiry Notebook, Grit Video, to name a few.

M16. Himmarshee B
Following Breadcrumbs: Using WebQuests to Support Academic Reading
[Focus Group]
[Reading and Learning Strategies, Disciplinary Literacy]
Ann Wolf, New Mexico Highlands University, Belen, NM
This session will describe how to create a webquest that will guide student learning while reading online academic text. This support strategy can provide suggestions for successful comprehension.

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

M17. Abeona
Multimodal Approaches for Using Film in the College Composition Classroom
[Writing]
Blake Vanderlind, College of Southern Maryland, Waldorf, MD
Come see how using film can spark critical thinking in your students, from developmental to technical writing courses. Practical applications will be discussed for rhetoric, technical writing, and developmental writing.

M18. Merritt
Intellectual Development vs. Intellectual Gentrification: The Key to Having Minority Students Feeling Determined Rather Than Deflated
[Diversity, Multiculturalism]
Rudy Jean-Bart, Broward College, Fort Lauderdale, FL
This interactive session will discuss how professors can better collaborate with minority students in developing a learning environment that empowers and recognizes a minority student’s intellectual capability.
M20. New River B

Accessibility: Helping Students Get the Most out of Online Content
[Technology/Online Education, Reading and Learning Strategies]
Dawn Lopez, Johnson & Wales University, Charlotte, NC

Educators have a legal, ethical, and educational incentive to design online course content with all students in mind. Using ADA-compliant practices and techniques help students of all abilities maximize the benefits of posted materials and resources. At this session, you will learn techniques to increase compliance and user-friendliness, including: * Alt-tags for images * Sub-titles and closed captioning on video content * Appropriate color-combinations

3:00 PM – 3:45 PM, Concurrent Sessions

M21. Abeona

Teaching ELLs in Content-Area University Classrooms
[ESL]
Olena Drozd, Barry University, Miami Shores, FL

This session presents findings from a study that explored experiences of five university professors teaching English language learners (ELLs) in the first-year general education courses.
3:00 PM – 3:45 PM, Concurrent Sessions, cont.

M22. Merritt

Engaging and Retaining the Gen X Student

[Freshmen Success, Technology/Online Education]

Gail Ali, University of Phoenix, Miramar, FL

With deteriorating retention rates in online programs being occupied by Generation Z students, how can those responsible for curriculum development and its delivery be effective with this generation and raise performance levels? This presentation explores engagement methods to enhance online retention in academia by addressing the nuances of the Generation Z student.

M23. New River A

I Hate (Love) Highlighting

[Reading and Learning Strategies]

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

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

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

Highlighting correctly can be a powerful part of an active reading strategy. Learn how highlighting can support comprehension, analysis, research, even creative writing for teachers and tutors. Student materials will be provided.
3:00 PM – 3:45 PM, Concurrent Sessions, cont.

M24 & M25. New River B (Flash Presentations)

M24. The Transfer Experience at Seton Hall: An Institutional Response (3:00-3:15 PM)
[Transitional Experiences, Other]
Thomas Conte, Seton Hall University, South Orange, NJ
This presentation will share curriculum development, class structure, and student feedback of a newly designed class developed for transfer students who entered with more than 30 credits.

M25. Building Teacher Preparation Programs that Attract and Facilitate the Transition of Sustainable Second-Career Teachers (3:15-3:30 PM)
[Transitional Experiences, Graduate Student Perspectives]
Ramona Hall, Cameron University, Lawton, OK
This presentation will discuss how, according to the literature, teacher preparation programs can acknowledge the unique characteristics of individuals who are pursuing a graduate education degree and teacher certification, thereby making their orientation and transition from the former to the new-found career virtually seamless. The goals of this presentation include identifying ways teacher preparation programs can use this information to facilitate the successful recruitment, orientation, retention, and transition of this growing student population.

M24 and M25 Flash Presentation discussion (3:30-3:45 PM)

3:00 PM – 4:30 PM, Concurrent Sessions (90-min)

M26. Himmarshee A
Defining Prepared - Envisioning the Success Freshman [Focus Group]
[Freshmen Success, Bridging the Gap Between High School and College]
Cindy Gomez, Lely High School, Naples, FL
This focus group of secondary and higher education professionals will be engaged in the discussion of the question: Is there a difference between a student who successfully completes high school and one who is academically prepared for college?
4:00 PM – 4:45 PM, Concurrent Sessions

M27. Abeona
Corequisite Education: Killing off Dev Ed Mathematics To Help Student Succeed
[Mathematics and Science]
John McColgan, Roxbury Community College, Roxbury Crossing, MA
Cecile Regner, Roxbury Community College, Roxbury Crossing, MA

In Spring 2016, the Faculty and Administration of Roxbury Community College began piloting coreq math classes in hopes of improving student success. Now, we have completely eliminated dev ed math classes. Come find out how and why!

5:00 PM – 6:00 PM, Reception (8th Floor East Balcony)
Tuesday, April 9, 2019

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, Morning Announcements; Keynote Presentation (Himmarshee Ballroom)

Keynote Speaker: Dr. Lane Glenn

Next Gen Strategies for Developmental Educators

Developmental educators are the Herculean heroes of higher education, lifting up the lives of millions of the most at-risk, disadvantaged, and often underprepared students on college and university campuses across the country. They are also in the spotlight (or the bullseye) of some of our nation’s most radical and far-reaching educational policy changes in more than a generation.

Even as colleges and entire state higher education systems seek to restructure, reduce or even remove “remedial” coursework from campuses, those millions of students still need the teaching, support, and compassion that developmental educators are uniquely qualified to provide. In this keynote presentation, Dr. Glenn will share some promising “Next Gen” strategies for campus heroes everywhere.

10:00 AM – 10:45 AM, Concurrent Sessions

T1. Abeona

I Got Schooled: My First Year…as an Academic Coach

[Student Services, Leadership]

Elisa Pearson, Barry University, Miami Shores, FL
Lisa Diaz, Barry University, Miami Shores, FL
Francesca Muro, Barry University, Miami Shores, FL
Joyce Varela, Barry University, Miami Shores, FL

Academic success coaches will present the Metacognitive Collaborative Action Model (MCAM) for Academic Coaching in the context of being new coaches supporting first-year, at-risk students, and will share best practices for academic coaching grounded in this model.
10:00 AM – 10:45 AM, Concurrent Sessions, Cont.

T2. Merritt
A First-Year Seminar: A Dumping Ground or a Playground for Future Leaders?
[Student Services, Freshmen Success]
Teal Golden, Drexel University, Philadelphia, PA
Incorporating student leaders into a course facilitates freshmen success and increased upperclassmen engagement. Attendees will learn best practices in curriculum development for a course taught by advisors and student leaders.

T3. New River A
Flipping Peer Review: Using Online Tutoring to Spur Revisions
[Writing, Technology/Online Education]
Ren VanderLind, College of Southern Maryland, Waldorf, MD
Ever wonder if your students use feedback from peer review? This session will address an alternative to this system involving using an online tutoring service, asking students to reflect on how they will implement the suggested changes, and whether they prefer this system to the standard workshop.

T4. New River B
Collaborating with Faculty to Promote Disciplinary Literacy Strategies
[Disciplinary Literacy, Reading and Learning Strategies]
Deborah Kellner, University of Cincinnati, Cincinnati, OH
As institutions scrutinize the success of developmental courses, a focus on what we teach and why we teach it must remain front and center. This presentation highlights the importance of collaborating with disciplinary faculty to promote a variety of literacy strategies that are transferable with any discipline.

10:00 AM – 11:30 AM, Concurrent Sessions (90-min)

T5. Himmarshee A
Decoding Student Behaviors [Focus Group]
[Freshmen Success, Other]
Monica Frees, Ferris State University, Big Rapids, MI
Do your students not seem to be paying attention? Maybe, they are texting, listening to music or even leaving the classroom. We will explore approaches to improve student engagement.
10:00 AM – 11:30 AM, Concurrent Sessions (90-min), cont.

**T6. Himmarshee B**

Stop Tripping! Life Skills, Academic & Job Readiness Boot Camp

[Focus Group]

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

James Bryson, New Millennium Institute, East Peoria, IL

Discover a successful boot camp that helps at-risk high school seniors to understand their self-handicapping mindsets and how to overcome it. The presentation shares program model, strategies, tools and results.

11:00 AM – 11:45 AM, Concurrent Sessions

**T7. Abeona**

Understanding the Experiences of First-Generation Doctoral Students

[Graduate Student Perspectives]

Natalie Aleman, Berkeley College, White Plains, NY

Higher education institutions need to better understand the experiences of first-generation graduate students enrolled in doctoral programs in order to evaluate and assess how to best support this population.

**T8. Merritt**

Synchronizing Services for Student Success: Cross-Departmental Collaboration

[Student Services, Other]

Holly McKee, Kellogg Community College, Battle Creek, MI

Cindy Lingbeek, Kellogg Community College, Battle Creek, MI

The presenters will share examples of synchronized and collaborative cross-departmental efforts designed to enhance student success and retention at Kellogg Community College. This interactive session will allow participants to brainstorm how these programs and services may be replicated on their campuses, as well as share examples of their own collaborative efforts with other participants.
T9. New River A  INVITED PRESENTATION
A Review of Study and Learning Research Topics with a Focus on Test Preparation and Test Taking Strategies
[Reading and Learning Strategies]
Rona F. Flippo, University of Massachusetts, Boston, MA
Victoria Appatova, University of Cincinnati Clermont College, Cincinnati, OH
This Invited Session provides a review of the research and current topics for those who specialize in work with pre-college, college, and other postsecondary students’ study, learning, and literacy instruction programs. The presenters will share an overview of practical research findings and implications, with a particular focus on test preparation and test taking strategies that could inform future practice and instruction in the field.

T10. New River B
Helping English Language Learners in your Classes
[ESL; Multiculturalism]
Caroline Webb, Broward College, Fort Lauderdale, FL
In this presentation, participants will develop an understanding of the second language learning process and learn strategies to make their teaching more accessible to second language learners.

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
T11. Abeona
Writing the Script: Improvisation as an Essential Student Success and Life Skill
[Freshmen Success: Bridging the Gap Between High School and College]
Antonia Sheel, Roxbury Community College, Roxbury Crossing, MA
Many first-generation students come to college without a “script” on how to succeed. Gaining improvisational skills, Bridging skills can help them overcome challenges. This presentation highlights insights gained from exploring this concept.
T12. Merritt

Models of Success for the So-Called "UNDERserved, UNDERprepared, and UNDERrepresented" Community College Student

[Diversity, Freshmen Success]
Lee Santos Silva, Bunker Hill Community College, Boston, MA
Lloyd Sheldon Johnson, Bunker Hill Community College, Boston, MA

Successful programs that include (1) administrative and staff support, (2) evidence-based classroom strategies that produce results, (3) inclusive pedagogies that include a social justice perspective, and (4) skills-building for students in key and critical learning areas have been national attention because they produce students who achieve and succeed. This presentation will provide participants with the tools they need to design and implement innovative programs for student success.

T13. New River A

Reform, Research, and Graduate Study: SHSU Doctoral Program in Developmental Education Administration

[Leadership, Graduate Student Perspectives]
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.
T14 & T15. New River B (Flash Presentations)

T14. Connecting the Dots: Turning Theory into Application (1:00-1:15 PM)
[Reading and Learning Strategies, Student Services]
Denise Green, Liberty University, Lynchburg, VA
Lori Roach, Liberty University, Lynchburg, VA

Helping students "connect the dots," our Liberty University Academic Success Center is bridging the gap between study skills theory and actual application with a new course called ASCS 103.

T15. Contextualizing: Making One Course Relevant to All (1:15-1:30 PM)
[Freshmen Success, Disciplinary Literacy]
Stephanie Etter, Broward College, Fort Lauderdale, FL
Sherry Cox, Broward College, Fort Lauderdale, FL

Overview and discussion of a recent effort to contextualize a computer literacy course so students from any discipline can complete discipline related assignments early in their academic career.

T14 and T15 Flash Presentation discussion (1:30-1:45 PM)

T16. Himmarshee A
How to Create, Manage and Grade Active-Learning Activities
[Technology/Online Education]
Mary Jean Clapp, New England Institute of Technology, East Greenwich, RI

Student-centered educational models based on activities have direct implications for students, faculty, administration and stakeholders of every institution. This presentation will share descriptions and implementations of various active-learning strategies to include team-based learning.

T17. Himmarshee B
Who Likes Confrontation? Managing Difficult Conversations
[Leadership, Student Services]
Deborah London, Massachusetts Bay Community College, Wellesley Hills, MA

An interactive presentation on how to manage difficult and uncomfortable conversations with colleagues, supervisors, subordinates, and students.
T18. Abeona
Listening to Self and Listening to Others: Enhancing Effective Communication Skills
[Freshmen Success, Other]
Kimberly Kilpatrick, University of Texas at El Paso, El Paso, TX
Effective listening skills are fundamental in human communication. Helping our students by encouraging them to practice active listening techniques will benefit them in every facet of their lives.

T19. Merritt
Sense of Identity, Perceived Academic Resilience, and Experiences of Stigmatization in College Students with Mental Illness
[Diversity, Students with Disabilities]
Ren VanderLind, College of Southern Maryland, Waldorf, MD
This presentation focuses on college students with mental illness in identity, stigma, and academic resilience. Findings from this study will be disseminated with the goal of identifying how to provide supports.

T20. New River A
Wrap Around Care is Essential! Learn to Launch and Sustain a Student Food Pantry with No Initial Funding
[Student Services, Other]
Sarah Garman, Miami Dade College, Miami, FL
Food insecurity is on the rise on college and university campuses and can be an obstacle to student success and retention. This workshop will share strategies to enable TASS attendees to launch and sustain a student food pantry without initial grant money.
2:00 PM – 2:45 PM, Concurrent Sessions, cont.

T21. New River B

SPARK Reading across the Curriculum
[Reading and Learning Strategies]
Amoy Reid, Broward College, Fort Lauderdale, FL
Jennifer Solley, Broward College, Fort Lauderdale, FL
Stacey Stember, Broward College, Fort Lauderdale, FL

Reading is fundamental. It is an integral part of everything that we do in college and life. Reading faculty collaborated to create a dynamic project to SPARK the change in how reading is approached across the curriculum. We designed cross disciplinary lessons that focus on the theme of “Everyday Heroes” while addressing the various learning styles in the classroom.

3:00 PM – 3:45 PM, Concurrent Sessions

T22. Abeona

Improving Retention & Success via "Behavioral Modification"
[Technology/Online Education, Mathematics and Science]
Pascal Roubides, Broward College, Fort Lauderdale, FL

This proposal is to present an overview and preliminary results from a research study on online gateway math course academic achievement based on a study of studying the effect of identifying and remediating at-risk students enrolled in online sections of Intermediate Algebra courses offered at a large public state college in south Florida by addressing gaps in self-regulatory skills deemed necessary for success in the online environment.

T23. Merritt

Using a Professional Mindset as a Gateway to Success
(Institutional Research, Freshmen Success)
Kristin Conley, Big Rapids, MI
Heather Pavletic, Big Rapids, MI
Lauren Cavner Williams (graduate student), Big Rapids, MI

This session will explore how integrating community, accountability, and, most importantly, an Oz-inspired professional mindset is helping under-prepared students succeed in math, English, and reading.
T24 & T25. New River A (Flash Presentations)

T24. Benefits of Mandatory Writing Tutorials (3:00-3:15 PM)
[Student Services, Writing]
Z. Z. Lehmberg, Northern Michigan University, Marquette, MI
This presentation will discuss some of the benefits of mandatory writing tutorials for students who struggle with writing.

T25. Teaching Writing and Critical Thinking to Underprepared Students via Fairy Tales (3:15-3:30PM)
[Writing, Other]
Savena Budhu Barajas, Broward College, Fort Lauderdale, FL
Michelle Wagner, Broward College, Fort Lauderdale, FL
Our presentation will focus on effective teaching strategies using fairy tales that engage students in conversations that result in critical thinking and writing.

T24 and T25 Flash Presentation discussion (3:30-3:45 PM)

T26. New River B
Developing and Promoting a Peer Mentoring Program for First Year College Students
[Freshmen Success, Student Services]
Kara Woehler, Wayne State College, Wayne, NE
College is a big step for many students, and is a different experience from high school. Offering a Peer Mentor program for first year students can and will drastically improve their chances of persistence, good academic standing and eventually graduation at your institution.

3:00 PM – 4:30 PM, Concurrent Sessions (90-min)

T27. Himmarshee A
An Intrusive Model for College Success
[Bridging the Gap Between High School and College, Student Services]
Kimberly Smith, DePaul Cristo Rey High School, Cincinnati, OH
Larisa Wright, DePaul Cristo Rey High School, Cincinnati, OH
The presenters will discuss how an intrusive college counseling model enables economically disadvantaged and first generation students how to navigate the college process and to obtain a college degree.
3:00 PM – 4:30 PM, CONCURRENT SESSIONS (90-MIN), CONT.

T28. Himmarshee B
Establishing an Executive Presence with Authenticity
[Leadership, Diversity]
Akisha Holland, Maricopa County Community College District, Phoenix, AZ
An innovative effort to guide professionals and students through stagnating issues of leadership through storytelling and dialogue.

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

T29. Abeona
Freshman Student-Athlete Success: A Guided Study Hall & Positive Peer Modeling Program
[Freshmen Success, Bridging the Gap Between High School and College]
Noah Bowman, Maryville College, Louisville, TN
The presenter will discuss the benefits, challenges, logistics, and student scholar/academic mentor training required to operate an effective student-led/staff supervised guided study/positive peer modeling program for 1st year college student-athletes.

T30. New River B
Promoting Student Engagement in Science and Math by Incorporating Student Created Videos
[Mathematics and Science, Technology/Online Education]
Natalia Darling, University of Cincinnati Blue Ash College, Cincinnati, OH
Thomas Stringfield, University of Cincinnati Blue Ash College, Cincinnati, OH
This presentation explores student-created videos to provide alternative assessments and engage students with mathematics, chemistry and physics content. Specific activities applicable to mathematics and science will be shared.

5:00 PM – 6:00 PM, Reception (8th Floor East Balcony)
Wednesday, April 10, 2019

7:00 AM – 8:30 AM, Complimentary Breakfast For Those Staying at the Riverside Hotel (8th Floor East Balcony)

8:00 AM – 10:00 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, Wednesday Workshops—Invited Presentations

W1. Abeona
Teach Back: Student Centered Learning and Metacognitive Strategies
[Bridging the Gap Between High School and College, Freshmen Success]
Paula Owens, Augusta University, Augusta, GA
An innovative strategic effort to guide Generation Z students to reach their full academic potential. This double time slot paper presentation demonstrates the process from beginning to end.

W2. Merritt
Engaging 21st Century Tech-Savvy Learners
[Technology/Online Education]
Dominique Charlotteaux, Broward College, Fort Lauderdale, FL
Isis Silva, Broward College, Fort Lauderdale, FL
Today’s 21st century tech savvy learners can be actively engaged in learning via innovative teaching techniques. The presentation will introduce participants to a variety of active learning strategies and technology tools that promote engagement, collaboration, and critical thinking.

W3. New River B
Experimenting with Study Strategies: Putting Theory to Practice
[Freshmen Success, Reading and Learning Strategies]
Susan Fletcher, Ohio University, Athens, OH
The presenter will share a summative project for a study strategies course in which students design and conduct their own experiment to test their adoption of a specific study strategy.
"Just Give me the Facts": Persuasion through Bias

Isabel Rodriguez-Dehmer, Miami Dade College, Miami, FL

With the increase use of sensationalized journalism, personal blogs, social media, and direct access to newsmakers, opinion is masked by marginal facts. Distinguishing the motivation beneath the words is a key player in identifying propaganda and bias. In this workshop, we will identify types of propaganda, analyze bias, and reflect on the impact.

Learning Strategies as a means to Community College Success

Valerie Mann, Johnson County Community College, Overland Park, KS

Learning how to learn has dramatic effects on first time community college student outcomes. 30 years of experience and repeated studies have yielded best practices and favorable results; come learn from our successes, as well as our struggles!

21st Century Human Resource Skills for 21st Century Organizations

Anibal Nieves-Vazquez, Broward College, Fort Lauderdale, FL

What are the 21st century human resource skills that need to match the 21st century organizations? Learn about strategies for facilitating 21st century human resource skills to our students.
AWARDS FOR 2020 CONFERENCE

Harry Prats Award
For Outstanding Service in the Field of Students’ Under-Preparedness and Success
2020 Conference – Ft. Lauderdale, FL
Awarded to an individual who has contributed significantly through teaching, research, or other such public acts that have benefited students, broadened the knowledge base, and/or enhanced the reputation of college student success.

Outstanding Writing Award
In the Field of Students’ Under-Preparedness and Success
2020 Conference – Ft. Lauderdale, FL
Awarded to an individual author who demonstrates superior ability in research and writing skills through published work. Writing considered for this award shall include articles in refereed journals or yearbooks, essays, monographs, and/or books published by non-vanity presses.

Outstanding Dissertation of the Year
In the Field of Students’ Under-Preparedness and Success
2020 Conference – Ft. Lauderdale, FL
Awarded to an individual who completes, within the biennium, a doctoral dissertation demonstrating superior ability in research and writing in the field of students’ under-preparedness and success in college. This prestigious award winner will be announced at the opening conference ceremony.

Graduate Student Annual Conference Scholarship
2020 Conference – Ft. Lauderdale, FL
Presented to selected TASS attendees who are pursuing graduate education at either the Master’s, Ph.D., or Ed.D. level, this grant provides selected individuals whose inquiry is related to themes of success for underprepared and underserved students an opportunity to attend the 31st Annual Teaching Academic Survival and Success Conference in Ft. Lauderdale, FL. The scholarship will cover the cost of the registration fee to attend the conference.

Application deadline: January 31, 2020. See http://tassconference.org/proposals.php for details or contact deborah.kellner@uc.edu
SPECIAL THANKS TO THE FOLLOWING FOR THEIR WORK WITH TASS:

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