Welcome to the 26th 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-five years ago, the founders of TASS recognized that access to quality higher education, and the skills and resources needed to succeed in college are the most important things that we can provide our students—and our society.

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

I wish to thank Broward College for hosting this 26th annual conference. We value our relationship with BC, and appreciate all they do to welcome us to Fort Lauderdale, and to make this conference possible.

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

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

Regards,

Lane A. Glenn
President
March 2015

The faculty and staff of Broward College join me in welcoming Teaching Academic Survival and Success 26th annual conference to Fort Lauderdale. We extend our best wishes for a productive and stimulating conference.

Broward College serves over 68,000 students annually, offering bachelor’s degree programs in specialized fields as well as associate in arts, associate in science and associate in applied science degrees and certificate programs. We were named one of the Top 10 colleges by the Aspen Institute. We look forward to sharing information with you about our exemplary programs designed to help underprepared freshmen thrive in the college environment.

Broward College is proud to again partner with TASS as the conference’s local host and look forward to a long partnership with the TASS conference.

We hope you enjoy your stay in Fort Lauderdale and take advantage of some of the wonderful cultural and recreational opportunities the area offers.

Sincerely,

J. David Armstrong, Jr.    Dr. Linda Howdyshell
President          College Provost and Sr. Vice President
Broward College                  for Academics and Student Success
Welcome to the Twenty-Sixth Annual Teaching Academic Survival and Success (TASS) Conference sponsored by Northern Essex Community College (NECC). This year the conference host is Broward College (BC) in Ft. Lauderdale, Florida. Breakfast, lunch and all presentations will be held at the Riverside Hotel in Ft. Lauderdale. If you have any questions, please check with the registration table.

**TASS Conference History**

The TASS Conference was the creation of Dr. James Harter and Dr. Terry Bullock at the University of Cincinnati. They felt there was a need for college educators working with at-risk students to have a forum for sharing their experiences, successes, and insights in working with these students. With help and encouragement from David Hartleb, the former Dean at the University of Cincinnati, and Professor Harry Prats, University of Cincinnati, we were able to secure funds to initiate the conference. David Hartleb, now the retired President of Northern Essex Community College (NECC), once again championed the cause of TASS through NECC. As a result of his contributions and those of retired Dean David Kelley (NECC), who joined the TASS Executive Board in 1998, Dr. Victoria Appatova from the University of Cincinnati, who joined the Executive Board in 2004, and our Advisory Board, the TASS Conference has continued to grow and flourish. We thank the hundreds of educators who have shared their wisdom over the years and provided strategies to help make the dreams of college students come true.

Over the years, the TASS conference has had a variety of sessions where presenters, using a workshop approach, describe methods they have used to help students succeed in various academic areas such as reading, study skills, writing, mathematics and science, technology, 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.
TASS EXECUTIVE BOARD

Victoria Appatova  
University of Cincinnati  
victoria.appatova@uc.edu

Terry Bullock  
University of Cincinnati  
terry.bullock@uc.edu

David Hartleb  
Northern Essex Community College  
dhartleb@necc.mass.edu

William Heineman  
Northern Essex Community College  
weineman@necc.mass.edu

David Kelley  
Northern Essex Community College  
dkelley@necc.mass.edu

Harry Prats  
University of Cincinnati  
harry.prats@uc.edu

TASS ADVISORY BOARD

Dana D’Angelo  
Drexel University

Charles Diggs  
Roxbury Community College

Lane Glenn  
Northern Essex Community College

Charlie Johnson  
Indiana University-Purdue University Indianapolis

Deborah Kellner  
University of Cincinnati

Molly Minus  
St. Edward’s University

Patricia Schade  
Northern Essex Community College

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

Dr. Paul Markham
9:00 - 9:40 AM • MONDAY, MARCH 16, 2015

Paul N. Markham is a Program Officer at the Bill & Melinda Gates Foundation working in the U.S. Programs, Postsecondary Success group. The goal of his team is to strengthen American higher education’s ability to both offer accessible, high quality, and affordable postsecondary education and to provide the necessary supports to ensure that students complete their programs of study on time. Before joining the Foundation, Paul’s primary work in higher education involved building public engagement infrastructures to strengthen student learning and to address shared economic, social, and environmental problems. Most recently, he was Director of Community Partnerships & Engagement and Associate Professor of Education at the University of Washington Bothell.

Dr. Matthew Reed
9:00 - 9:40 AM • TUESDAY, MARCH 17, 2015

Dr. Matthew Reed is the Vice President for Academic Affairs at Holyoke Community College. He is also the author of the InsideHigherEd blog "Confessions of a Community College Dean," and of the book "Confessions of a Community College Administrator" (Jossey-Bass, 2013). Previously, he was the Division Dean of Liberal Arts at the County College of Morris, in New Jersey. He has also worked in the for-profit sector, at DeVry, in both faculty and administrative roles. He has taught at Rutgers, DeVry, Kean, and the County College of Morris. He has a doctorate in political science from Rutgers University, and a bachelor's in political science from Williams College.
CONFERENCE SCHEDULE OVERVIEW

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

1st Floor Conference Rooms: Champ Carr
8th Floor Conference Rooms: Abeona, Merritt, New River A & B, Himmarshee A & B

Sunday, March 15, 2015
2:00 pm - 5:00 pm.......Pre-conference institute (New River A)
5:30 pm - 7:00 pm.......Registration and reception at the Riverside Hotel
   Welcome address, awards and conference announcements
   (8th Floor East Balcony*)

Monday, March 16, 2015
7:00 am - 8:00 am......Complimentary breakfast for those staying at the Riverside Hotel
   (8th Floor East Balcony*)
8:00 am - 2:30 pm.......Registration at the Riverside Hotel (8th Floor)
8:00 am - 8:15 am.......Technology lessons for presenters (Abeona)
8:30 am - 9:00 am.......General session: Welcome by TASS & Broward College (Himmarshee)
9:00 am - 9:40 am.......General session: Keynote speaker, Dr. Paul Markham (Himmarshee)
10:00 am - 11:45 am.. Concurrent sessions
12:00 pm - 1:00 pm....Lunch provided by TASS (8th Floor East Balcony*)
1:30 pm - 2:15 pm......Concurrent sessions
2:30 pm - 4:00 pm.......Focus groups, panels, and double-slot sessions
5:30 pm - 6:30 pm.......Reception (8th Floor East Balcony*)

Tuesday, March 17, 2015
7:00 am - 8:00 am......Complimentary breakfast for those staying at the Riverside Hotel
   (8th Floor East Balcony*)
8:00 am - 1:30 pm.......Registration at the Riverside Hotel (8th Floor)
8:00 am - 8:15 am.......Technology lessons for presenters (Abeona)
8:45 am - 9:00 am.......General session: Morning announcements (Himmarshee)
9:00 am - 9:40 am.......General session: Keynote speaker, Dr. Matthew Reed (Himmarshee)
10:00 am - 11:45 am.. Concurrent sessions
12:00 pm - 1:00 pm....Lunch provided by TASS (8th Floor East Balcony*)
1:30 pm - 3:00 pm.......Focus groups, panels, and double-slot sessions
5:30 pm - 6:30 pm.......Reception (8th Floor East Balcony*)
Wednesday, March 18, 2015

7:00 am - 8:00 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: Morning announcements (Himmarshee)

9:00 am - 11:45 am.....Concurrent sessions

*weather permitting
PROGRAM DETAILS

Sunday, March 15, 2015

2:00 pm – 5:00 pm, Pre-Conference Institute (Pre-registered Participants Only)
Engaging Students in Critical Literacy Using Reading Apprenticeship
Patricia Schade, Northern Essex Community College, MA
New River A
This workshop will introduce participants to the Reading Apprenticeship instructional framework, which helps faculty build on students’ underestimated strengths as readers and problem solvers in discipline-specific academic literacies. Participants will engage in key Reading Apprenticeship routines and practice analyzing students’ literacy skills.

Monday, March 16, 2015

7:00 am – 8:00 am, Complimentary Breakfast for Those Staying at the Riverside Hotel (8th Floor East Balcony*)
8:00 am – 2:30 pm, Registration at the Riverside Hotel (8th Floor)
8:00 am – 8:15 am, Technology Lessons for Presenters (Abeona)

*weather permitting

8:30 am – 9:40 am, Welcome by TASS & Broward College; Keynote Presentation
Himmarshee

Keynote Speaker, Dr. Paul Markham
New Approaches to Old Problems: The role of “Guided Pathways” in Student Success

Remediation is not a new problem, but as the higher education access agenda has grown over the past few decades, the challenge of retaining underprepared students has garnered national attention. This challenge led to a system of developmental education, which is the product of a generation of dedicated faculty and staff working to assure the “survival” of our most disadvantaged students; however, dev ed has come under fire in recent times as a striking few students who enter developmental education sequences go on to complete a program of study. In this keynote session, Paul Markham, will discuss the imperative of our institutions to address the needs of the “whole student” by providing meaningful academic and student support pathways for students along their higher education journey.
10:00 AM – 10:45 AM, CONCURRENT SESSIONS

M1. The Role of "Accountability Partners" in the Tutoring Experience
[Student Services; Reading/Critical Thinking/Study Skills]
Lou Ann Sears, University of Pittsburgh at Greensburg, PA
Abeona
Using the Association for the Tutoring Profession's Code of Ethics and 22 other sources, session will outline the 3 roles of "Accountability Partners" in the tutoring experience.

M2. Experiential + Engagement + Algebra Courses = Effective Student Learning
[Mathematics and Science]
Denise Wilkinson, Virginia Wesleyan College, VA
Merritt
An algebra course was enhanced to incorporate lab exercises that foster student engagement and learning through experiential activities both in and outside of the classroom. Background, format and hands-on activities will be shared.

M3. Teaching and Learning Critical Success Skills
[Bridging the Gap Between High School and College; Freshmen Success]
Steve Heisler, Rutgers University, NJ
New River A
This sessions will examine how parents, teachers and advisers can employ a facilitative approach to helping students develop the language of positive self-direction that is key to creating habits of success.

M4. There’s No Place Like Home: Follow the Yellow Brick Road to Success for At-risk International Students
[Transitional Experiences; Student Services]
Mary Culkin, St. Edward’s University, TX
Kathy Jackson, St. Edward’s University, TX
New River B
Journey with us as we share the blueprint of how a small liberal arts university quickly embraced the influx of at-risk international students. This presentation is ideal for student support professionals.

M5. Assessment Practices: Bridging the Gap between High School and Higher Ed
[Bridging the Gap Between High School and College; Freshmen Success]
Deborah Posner, Broward College, FL
Champ Carr (1st Floor)
We will discuss how strategically aligned and applied assessment practices between high schools and higher education institutions can effectively reduce remediation and improve college transition, retention, and long-term student success.
10:00 AM – 10:45 AM, CONCURRENT SESSIONS, CONT.

M6. What is a Faculty Assistant? (And Why You Want One)!
[Student Services; Administration]
Nancy Lee Harnden, Bentley University, MA

Himmarshee A
- How do undergraduate faculty assistants differ from graduate teaching assistants? What are the benefits to professors, assistants, and students? How do I hire, train, assign, and coordinate faculty assistants?

M7. Speed Learning for Internship Orientation
[Career Planning; Other]
Peggy Quinn, The University of Memphis, TN

Himmarshee B
- This presentation will use an interactive approach to share guidelines for communicating an intern protocol. Handouts, intern feedback and speed learning will be highlighted. There will be a follow up discussion regarding resources for intern orientation.

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

M8. Using a Test of Metacognitive Reading Strategies and Making Pedagogical Choices for International College Freshmen
[Freshmen Success; Reading/Critical Thinking/Study Skills]
Judy Leavell, St. Edward's University, TX
David Hollier, St. Edward's University, TX
Abeona
- The presentation will demonstrate activities for accelerating undergraduate English-speaking and Arabic-ESL students' academic growth through use of a Survey of Reading Strategies, linked classes, content vocabulary support and peer mentors.

M9. Academic Survival Success - Sink or Swim?
[Reading/Critical Thinking/Study Skills; Freshmen Success]
Gloria Barnett, Ferris State University, MI
Christine Conley-Sowels, Ferris State University, MI
Monica Frees, Ferris State University, MI
Meritt
- This interactive workshop will provide participants with various tools and a structured plan to promote students engagement in reading, critical thinking and study skills.

M10. Technology Disengagement to Effective Face-to-Face Communication in the Classroom.
[Freshmen Success]
Kimberly Kilpatrick, University of Texas at El Paso, TX
New River A
- "No texting in class", a common instruction, but then what? Encouraging our students to concentrate on developing an array of effective communication skills (without technology) is this session's focus.
11:00 AM – 11:45AM, CONCURRENT SESSIONS, cont.

M11. Broad Based Collaboration + Unique Pedagogy = A Promising Learning Community for Students who Place into Developmental Math & English
[Transitional Experiences; Freshmen Success]
Adriane W Hutchinson, McHenry County College, IL
New River B
Learn about Connect2, a developmental education learning community, at McHenry County College focused on the increased retention, persistence, success, and engagement of students who place into developmental English and mathematics.

[Reading/Critical Thinking/Study Skills; Writing]
James Stoner, University of Wisconsin-Milwaukee, WI
Champ Carr (1st Floor)
This presentation examines the interconnected relationship between reading, writing and thinking and presents teaching and learning strategies and practices that have been researched and compiled into a manual.

[Freshmen Success; Student Services]
Fernando Perez, East Strousburg University, PA
Himmarshee A
This presentation will focus on helping students learn the importance of acquiring knowledge and organizing the resources available to them to enhance persistence toward graduation and other goals they have set.

[Writing; Transitional Experiences]
Wendy Farkas, Northern Michigan University, MI
Josh Brewer, Northern Michigan University, MI (graduate student)
Himmarshee B
Presenters will explain the role of digital portfolios in transitioning developmental students into a postsecondary learning environment. Organization and Web 2.0 digital portfolio platforms will be emphasized.

12:00 PM – 1:00 PM, LUNCH PROVIDED BY TASS
8th Floor East Balcony*

*weather permitting
1:30 PM – 2:15 PM, CONCURRENT SESSIONS.

M15. Research Study Results - Effectuating a Learning State for Mathematics: A Comparative Study of Five Treatments
[Freshmen Success; Mathematics and Science]
Michael Vislocky, University of Cincinnati, OH
Merritt
Mathematics is a major barrier to student success due to lack of adequate preparation for college and high anxiety. The purpose of this research study is to determine which treatments have a significant effect on math performance and emotional state in developmental/high school math.

M16. Come Together: Partnering for Student Success
[Freshmen Success; Bridging the Gap Between High School and College]
Leigh Gillis, Saint Mary’s University, NS
Susan Joudrey, Saint Mary’s University, NS
New River A
Attendees will learn about LEAP, a first-year program that blends academic preparedness with student support through learning communities. Situated in the teaching and learning centre, LEAP benefits from cross-campus partnerships and collaboration.

M17. Teaching the Way They Learn: Best Practices for Engaging Students with LD, ADHD, and Everyone in Between
[Student Services; Other]
Madalay Fleming, Barry University, FL
New River B
This interactive session will allow participants to experience firsthand what it feels like to have LD and ADHD plus learn useful practices to incorporate in the classroom.

M18. Re-Establishing the Signposts: Information Literacy as a Critical Thinking Skill
[Reading/Critical Thinking/Study Skills; Technology/Distance Learning]
Mike Hearn, Northern Essex Community College, MA
Jennifer Fielding, Northern Essex Community College, MA
Champ Carr (1st Floor)
Digital culture provides scarce guidance on navigating and evaluating information at a time when these skills are crucial for success in college and beyond. Discuss information literacy in the curriculum and strategies for student engagement.

M19. Some Algebra Problems Solved Using Non-traditional Methods
[Mathematics and Science; Freshmen Success]
Vochita Mihai, Medaille College, NY
Himarshee A
This presentation is about solving some algebra problems using non-traditional methods. One example of non-traditional method will be presented and some algebra problems and interesting mathematical questions will be shared with the audience.
1:30 PM – 2:15 PM, CONCURRENT SESSIONS, CONT.

M20. Owning It: How to Provide Critical Student Feedback in Developmental Education to Foster Student Metacognition
[Reading/Critical Thinking/Study Skills; Writing]
Elisa Pearson, Barry University, FL
Himarshee B
Explore examples of critical student feedback in writing whereby teachers provide students with focused criticism about how the student is learning and how these practices promote student self-regulation and monitoring.

2:30 PM – 4:00 PM, FOCUS GROUPS, PANELS, AND DOUBLE-SLOT PRESENTATIONS

M21. Bridging the Gap Between High School and College [Double Slot Presentation]
[Bridging the Gap Between High School and College; Freshmen Success]
James Stoner, University of Wisconsin-Milwaukee, WI
Abeona
University of Wisconsin-Milwaukee’s “Bridge” program assists underprepared students to transition from high school to college. This presentation will discuss its current iteration, admissions criteria, policies, components, design, and “best practices”.

M22. The High School to College Transition: Strategies emphasizing Reflection, Language, and Identity [Double Slot Presentation]
[Bridging the Gap Between High School and College; Freshmen Success]
Amanda Greenwell, University of Saint Joseph, CT
Merritt
Experience three representative activities/teaching strategies--drawing on three different theories/models--to use with incoming first year students who are considered academically at risk.

M23. Guiding Students On Academic Dismissal [Focus Group]
[Student Services; Transitional Experiences]
Barbara Miccio, East Stroudsburg University, PA
New River A
Students on academic dismissal must appeal to a committee in order to be readmitted. This can become a very volatile and precarious situation. Discussion will deal with safe and effective ways in dealing with these students.

M24. How to Get out of the Literary Box [Double Slot Presentation]
[Reading/Critical Thinking/Study Skills]
Shelly Millender, Lawson State Community College, AL
New River B
The presentation will examine the power of using paradigm analysis to foster deeper discussion in the college classroom. The presentation will explore using different educational theories as a lenses for systematic evaluation of course material.
2:30 PM – 4:00 PM, FOCUS GROUPS, PANELS, AND DOUBLE-SLOT PRESENTATIONS, CONT.

M25. The Necessity of Descriptive Grammar and General Linguistics in Freshmen Composition [Panel Presentation]
[Writing; Bridging the Gap Between High School and College]
Jerrole “Jerry” Hosler, Northern Michigan University, MI (graduate student)
Sofie Harsha, Northern Michigan University, MI (graduate student)
Caleb Nelson, Northern Michigan University, MI (graduate student)
Champ Carr (1st Floor)

By stressing competence in grammar as opposed to just performance in grammar, students benefit by learning the function of language and linguistics, which enhances their reading and writing of texts.

M26. Sharing Strategies that Work: Adapting First-Year Writing Assignments to Encourage Student Academic Confidence and Success [Panel Presentation]
[Freshmen Success; Writing]
Donna Nalley, South University (Online)
Jennifer Ferraro, South University (Online)
John Breedlove, South University (Online)

Himmarshee A

Learn about research-based, innovative practices for retaining and supporting students through the strategic revision of assignments in first-year writing courses; participate in hands-on practice and discussion; leave with next-step materials.

M27. Crash Course: Using "Collegial Collisions" to Create Comprehensive First-Year Seminars  [Double Slot Presentation]
[Freshmen Success; Transitional Experiences]
Majid Whitney, Seton Hall University, NJ
Brandon Larmore, Seton Hall University, NJ

Himmarshee B

This session invites participants to discuss the essential components of a comprehensive First-Year seminar. Strategies to utilize “collegial collisions” in the creation of a model First-Year seminar will be highlighted.

5:30 pm - 6:30 pm, Reception
8th Floor East Balcony*

*weather permitting
**Tuesday, March 17, 2015**

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

8:00 AM – 1:30 PM, **Registration at the Riverside Hotel** *(8th Floor)*

8:00 AM – 8:15 AM, **Technology Lessons for Presenters** *(Abeona)*

*weather permitting

8:45 AM – 9:40 AM, **Morning Announcements and Keynote Presentation**

*Himmarshee*

**Keynote Speaker, Dr. Matthew Reed**

The Art of the Possible: Making Student Success Real

Politics is the art of the possible. The same could be said of administration. The literature on ways to improve student success is broad and deep. Most of us know what we should be doing, given the resources and the discretion. But resources are always tight, competing agendas often defeat each other, and devils lurk reliably in the details. Drawing on both the national discussion of student success and years of direct experience, Dr. Reed will focus on tactics and measures that worked on the ground. Given limited dollars, complicated work rules, and heterogeneous student bodies, it’s still possible to move forward. You’ll hear a candid discussion of happy accidents, false starts, political negotiations, major successes, and the need for humility in the face of it all.

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

**T1. Reading Strategies, Participation, Formality, and Super Heroes: Using the Composition Classroom to Aid Student Success in Higher Education.**

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

*Emily Suess, Northern Michigan University, MI (graduate student)*

*Cameron Contois, Northern Michigan University, MI*

*Ania Payne, Northern Michigan University, MI (graduate student)*

*Michael Giddings, Northern Michigan University, MI (graduate student)*

*Merritt*

In this session, participants will receive techniques, activities, and assignments to implement in introductory college courses to prepare students to read and think critically, participate, and establish goals in order to succeed in the college classroom.
10:00 AM – 10:45 AM, CONCURRENT SESSIONS, CONT.

T2. Engaging Readers' Intellect and Affect: New Approaches to Reader Response
[Reading/Critical Thinking/Study Skills; Writing]
Laura Soldner, Northern Michigan University, MI
New River A
In this session, participants will gain several new approaches to reader response that they can adapt immediately for their own classroom use. Copies of assignments and sample student work will be shared.

T3. Transitioning to College Literacy With Help From Hip Hop-Scholarly Texts
[Bridging the Gap Between High School and College]
Pam Hollander, Worcester State University, WA
New River B
This proposal will examine the use of hybrid hip hop textbooks to assist students making the transition from high school to college.

T4. SHSU Fully Online DevEd Ed.D. Program and Research in Developmental Education
[Administration; Technology/Distance Learning]
Patrick Saxon, Sam Houston State University, TX
Nicholas Vick, Sam Houston State University, TX (doctoral student)
Champ Carr (1st Floor)
Recently, developmental education has advanced in terms of research, scholarship, and professional development opportunities. The presenter will discuss these advances and the Sam Houston State University fully online Developmental Education Doctoral Program. Participants will be allowed time for discussion.

T5. Basic Skills and Beyond: Reimagining the First-Year Experience Program
[Freshmen Success; Bridging the Gap]
Dani Wilson, Fullerton College, CA
Kristine Nikkho, Fullerton College, CA
Bridget Kominnek, Fullerton College, CA
Himmarshee A
Increase freshmen success on your campus by learning about how a basic skills first-year experience intervention is scaling up both its program and its practices.

T6. Reading, Academics and Athletics: Conceptualizations of Literacy by Male College Football Student-Athletes
[Reading/Critical Thinking/Study Skills; Transitional Experiences]
Pamela Segal, Townson University, MD
Himmarshee B
This study looks at college football student-athletes' conceptualization of the academic and athletic literacies in which they participate. The participants demonstrate unique insight into literacy on and off the field.
**11:00 AM – 11:45 AM, CONCURRENT SESSIONS**

**T7. Linking Technology to Increased Student Success**  
[Freshmen Success; Technology/Distance Learning]  
*Paola Di Muro, Brandon University, MB*  
*Merritt*  
This presentation will focus on how technology in the form of instructor-created video-clips increases student success. A short video-clip demonstration will precede a group discussion on possible uses in your educational setting.

**T8. Creating an Active Learning Environment**  
[Technology/Distance Learning; Transitional Experiences]  
*Gloria Barnett, Ferris State University, MI*  
*Christine Conley-Sowels, Ferris State University, MI*  
*New River A*  
This interactive workshop will demonstrate the use of a "Learn Lab" which helps teachers facilitate effective teaching, student engagement, and collaborative learning of academic survival success.

**T9. Questioning - a Transferable Skill Across Disciplines**  
[Reading/Critical Thinking/Study Skills; Writing]  
*Deborah Kellner, University of Cincinnati, OH*  
*New River B*  
This session provides an exchange of ideas regarding the practice of questioning to promote reading comprehension. Research and hands-on activities using this transferable skill across disciplines will be introduced.

**T10. What Do Your Students Get out of Tutoring and SI?**  
[Student Services]  
*William Cheek, Austin Community College, TX*  
*Mary Gilmer, Austin Community College, TX*  
*Champ Carr (1st Floor)*  
Supplemental Instruction and tutoring are both successful. We explore how these programs coordinate to enhance student success. Working together, we consider how to get more students to these voluntary programs.
11:00 AM – 11:45AM, CONCURRENT SESSIONS, CONT.

T11. How To Develop Cultural Competence with College Students
[Multiculturalism]
Patricia Reynolds, Neumann University, PA

Himmarshee A
College students need to develop cultural competence in order to effectively deal with the people in today's workplace. This session presents course strategies which can be used to develop cultural competence.

T12. Successful Online Course Design: Creating a Sense of Visual Presence and Immediacy
[Technology/Distance Learning; Student Services]
Wei Zha, University of Cincinnati, OH

Himmarshee B
The presentation demonstrates a practitioner-based online course model that successfully makes students online learning experience straightforward and easy going, and promotes student engagement and student-instructor interaction.

12:00 PM – 1:00 PM, LUNCH PROVIDED BY TASS
8th Floor East Balcony*
*weather permitting

1:30 – 3:00 PM, FOCUS GROUPS, PANELS, AND DOUBLE-SLOT PRESENTATIONS

[Freshmen Success; Bridging the Gap Between High School and College]
Jonathon Vieker, Truman State University, MO
Mike Bolle, Truman State University, MO
Andrea Maag, Truman State University, MO
Ted Frushour, Truman State University, MO
Marcy Graham, Truman State University, MO
Debbie Nothdurft, Truman State University, MO
Abeona

Academic advisors from Truman State University present our study skills course for at-risk students. We’ll provide syllabi and instructional materials including sample activities, assignments, and examples of student work. Discussion encouraged!
1:30 PM – 3:00 PM, Focus Groups, Panels, and Double-Slot Presentations, cont.

T14. Where Do We Go from Here? [Panel Presentation]
[Bridging the Gap Between High School and College; Freshmen Success]
LaVell Harris, University of Akron, OH
Aiesha Motley, University of Akron, OH
Merritt
We will be reviewing the techniques that are used in the retention efforts for "College Ready", Academic Scholars and "Underrepresented" students across campus. We will discuss these techniques and the data that seems to support our efforts when it comes to retention. There are common threads that bind these student groups together.

T15. Resistance, Transformation, and Identity [Double Slot Presentation]
[Freshmen Success; Writing]
Lori Howe, University of Wyoming, WY (doctoral student)
New River A
This session offers an introduction to the research and models a hands-on creative writing workshop for teachers of at-risk college DEV, Composition, and Literature students, to turn resistance into empowerment and success.

T16. The Often-Overlooked Benefits of “Productive Struggle” in the Reading Classroom [Panel Presentation]
[Reading/Critical Thinking/Study Skills]
Justina Hautamaki, Northern Michigan University, MI
Susan Hornbogen, Northern Michigan University, MI
Linda Sirois, Northern Michigan University, MI
New River B
Participants will experience what it means to struggle with understanding text and will receive information and materials about how “productive struggle” is a necessary process for learning readers.

T17. How to Survive College [Double Slot Presentation]
[Reading/Critical Thinking/Study Skills]
Tara Schmidt, University of Wisconsin– Whitewater, WI
Kristine Yesback, University of Wisconsin– Whitewater, WI
Champ Carr (1st Floor)
College is demanding on both students' time and skills. This presentation will explain tools for succeeding in any college classroom.
1:30 PM – 3:00 PM, Focus Groups, Panels, and Double-Slot Presentations, cont.

T18. Engaging Faculty in Conversations around Data and Academic Success [Panel Presentation]
[Reading/Critical Thinking/Study Skills; Institutional Research]
Barbara Rodriguez, Broward College, FL
Deborah Posner, Broward College, FL
Nathalie Franco, Broward College, FL
Himmarshee A
Broward College has created an environment to familiarize faculty with data they find relevant to the teaching and learning of critical thinking skills while making the connection to academic success.

T19. It's Not You, It's Me: Grading Biases and How to Address Them [Double Slot Presentation]
[Other]
Phoebe Reeves, University of Cincinnati/Clermont College, OH
Gregory Loving, University of Cincinnati/Clermont College, OH
Himmarshee B
Relational and environmental factors affect grading in dramatic ways. This seminar demonstrates grading biases and presents strategies for teachers to mitigate these biases in their work.

5:30 pm - 6:30 pm, Reception
8th Floor East Balcony*
*weather permitting
**Wednesday, March 18, 2015**

7:00 AM – 8:00 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: Morning Announcements** (Himmarshee)

*weather permitting

**9:00 AM – 9:45 AM, Concurrent Sessions**

**W1. Does Remediation Work? Developing a Summer Bridge Program for First Year Students**
[Transitional Experiences; Bridging the Gap Between High School and College]

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

This presentation will describe an innovative programmatic approach and outcome of a summer bridge program for under-prepared at-risk first year students to enhance academic success and persistence.

**W2. Working Towards Minority Male Success**
[Achieving the Dream Colleges; Freshmen Success]

*Loretta Ovueraye-Adoghe, Miami Dade College, FL New River A*

Academicians often complain about the disappearance of the minority male in colleges despite the success of their majority peers using the same tools. This presentation will discuss how some minority males have defeated the odds and become successful. Attendees will learn strategies the study participants have used at their college. Strategies on how these same tools can be applied at any institution will also be discussed.

**W3. 3 Unforgettable Memory Techniques**
[Reading/Critical Thinking/Study Skills]

*Stephen Berard, Bemidji State University, MN New River B*

This hands-on presentation will cover the Keyword Method, the Acrostic Technique, and the Rhyme Key Method - mnemonic devices that help students reduce study time, test anxiety, and poor test performance.
10:00 AM – 10:45 AM, CONCURRENT SESSIONS

W4. Fixing the Leaky STEM Pipeline Through Innovative Teaching and Teacher Preparation
[Mathematics and Science; Administration]
Martha Day, Western Kentucky University, KY
C. Bennett Johnson, Southern High School, Jefferson County, KY
Courtney Ati, Southern High School, Jefferson County, KY
Merritt
The inquiry-based teaching pedagogy in this innovative STEM teacher preparation model attracts secondary students to STEM disciplines and develop skill sets which enable students to persist in the STEM disciplines.

W5. Success Coaches: A Program to Help Under-Prepared Students Improve Basic Study Skills Necessary for College Success
[Student Services; Other]
Shelley Yentes, University of Nebraska at Kearney, NE
New River A
Success Coaches are non-subject-specific tutors. Besides examining the value of a Success Coach Program, this presentation outlines some basic blueprints for its creation and some early outcomes.

W6. Reinventing Early Student Engagement for Digital Natives with 3D printing
[Mathematics and Science; Freshmen Success]
Ellafe Cockroft, Broward College, FL
New River B
Enhanced early student engagement for under-represented minorities and developmental education students using 3D printing as a Tool to fabricate matter. Positive correlation using NSSE standards from chemistry for the allied health sciences, general and organic chemistry service-learning courses.

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

W7. Supporting Students with Disabilities in Making the Transition to College
[Transitional Experiences; Freshmen Success]
Pascuala Herrera, Harper College, IL
Debbie Franzen, Harper College, IL
New River A
Students entering college all have transition challenges such as adjusting to a new school and managing new expectations. Harper College programs support students with disabilities through this experience.
W8. Student Engagement Techniques: Stepping Stones to Success

[Other]

Dominique Charlotteaux, Broward College, FL
Ashley Lawrence, Broward College, FL (undergraduate student)
Alex Medina, Broward College, FL (undergraduate student)

New River B

This presentation will explore how student engagement techniques impact students' participation and academic performance in college courses. There will also be various student engagement techniques showcased that are available to college professors.
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 27th Annual Conference to be held in Fort Lauderdale, FL, March 20-23, 2016. The TASS conference highlights various techniques and teaching philosophies of educational specialists throughout the nation who have expertise in students’ under-preparedness and success in college and beyond.

We are seeking nominations for the following awards:

1. **Outstanding Service in the Field of Students’ Under-Preparedness and Success** is awarded to an individual who has contributed significantly through teaching, research, or other such public acts which have benefited students, broadened the knowledge base, and/or enhanced the reputation of college student success. Submit application materials to Deborah Kellner at deborah.kellner@uc.edu by December 31, 2015.

2. **Outstanding Writing in the Field of Students’ Under-Preparedness and Success** is awarded to an individual author who demonstrates superior ability in research and writing skills through published work. Writing to be considered for this award shall include articles in refereed journals or yearbooks, essays, monographs, and/or books published by non-vanity presses. Submit application materials to Deborah Kellner at deborah.kellner@uc.edu by December 31, 2015.

3. **McGraw Hill Graduate Student Annual Conference Scholarship** is intended to support the professional development of those associated with learning assistance and student success in postsecondary settings. The grant is awarded annually to assist with registration expenses associated with attending the TASS annual conference. Submit application materials to Charlie Johnson at cha-johns@iupui.edu by December 31, 2015.

See application criteria at http://tassconference.com/proposals.php
TASS Conference thanks:

McGraw Hill

Higher Education

Drexel University

LeBow

Center for Teaching Excellence

Learn Here, Lead Anywhere

Townsend Press

...Helping you help students learn.

BVT Publishing®

Better textbooks, better prices

CIVITAS Learning
Special Thanks to the Following for their Work with TASS

TASS Advisory Board

Northern Essex Community College
Sharon McDermot, Administrative Support
Susan Stehfest, Program Cover Design

Broward College
Pat Senior, Assoc. Vice President, Teaching, Learning & Technology
Joshua Esnard, Coordinator, Training & Development
Wendy Varela, Coordinator, Professional Development

Lorne Cleaver, Chief Technology & Operations
Dave Peters, Campus Technology Officer
Brian Kingston, Assistant Director, Tech Support IT
Therveland Derosier, Senior Campus Technology Specialist

TASS Proposal Review Committee
Linda Clark    Susan Epstein    Sarai Hedges
Molly Minus    Harry Prats     Ruth Sawyers
Lou Ann Sears  Marilyn Simon

Terry Bullock, Chair    Victoria Appatova, Asst. Chair

TASS Graduate Student Scholarship Committee
Charles Johnson    Terry Bullock