



# 21<sup>st</sup> annual taas

## Teaching Academic Survival Skills conference

Sunday - Wednesday

March 21 - 24, 2010

Embassy Suites Hotel

Fort Lauderdale, Florida

This conference is sponsored by  
Northern Essex Community College,  
Haverhill, MA

Hosted by Broward College,  
Fort Lauderdale, Florida





## MEMORANDUM

From the Office of the President

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Welcome to the 21<sup>st</sup> annual Teaching Academic Survival Skills (TASS) Conference. It is an honor for the Northern Essex Community College to be the sponsor of this important educational event.

The teaching of academic survival skills is one of the most important things that colleges do today. Access to higher education is one of the keys to an individual's future. The founders of TASS 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.

Without the talent and commitment of the educators attending this conference, "access" would be a hollow term. It is your dedication and continuous search for professional development that allow our students to achieve academic success.

I wish to thank Broward College for hosting the 21<sup>st</sup> Annual TASS conference. We value this relationship and look forward to working with Broward College in the future.

Lastly, I wish each of you a productive and relaxing time in Ft. Lauderdale. Enjoy the TASS conference, meet new colleagues and enjoy the warm weather. I look forward to seeing each of you at the TASS conference.

Regards,

A handwritten signature in cursive script that reads "David Hartleb".

David F. Hartleb  
President



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[www.broward.edu](http://www.broward.edu)

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**A. HUGH ADAMS  
CENTRAL CAMPUS**  
3501 S.W. Davie Road  
Davie, FL 33314

**NORTH CAMPUS**  
1000 Coconut Creek Blvd.  
Coconut Creek, FL 33066

**JUDSON A. SAMUELS  
SOUTH CAMPUS**  
7200 Hollywood/Pines Blvd.  
Pembroke Pines, FL 33024

**PINES CENTER**  
16957 Sheridan St.  
Pembroke Pines, FL 33331

**WESTON CENTER**  
4205 Bonaventure Blvd.  
Weston, FL 33332

**MIRAMAR AUTOMOTIVE/  
MARINE CENTER**  
7451 Riviera Blvd.  
Miramar, FL 33023

**MIRAMAR TOWN CENTER**  
2050 Civic Center Place  
Miramar, FL 33025

**TIGERTAIL LAKE CENTER**  
580 Gulfstream Way  
Dania Beach, FL 33004

March 21, 2010

I, along with the faculty and staff of Broward College, would like to welcome Teaching Academic Survival Skills' 21<sup>st</sup> annual conference to sunny Fort Lauderdale. We extend our best wishes for a productive and stimulating conference.

Broward College serves about 60,000 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 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 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 Twenty-First Annual Teaching Academic Survival Skills (TASS) Conference sponsored by Northern Essex Community College (NECC). This year the conference host is Broward College (BC) in Ft. Lauderdale, Florida. Breakfast, lunch and all presentations will be held at the Embassy Suites Hotel in Ft. Lauderdale. If you have any questions, please check with the registration table.

### **TASS CONFERENCE HISTORY**

The Teaching Academic Survival Skills (TASS) Conference was the brainchild of Professors James Harter and 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 a number of individuals from the University College and the College of Evening and Continuing Education, including Dean David Hartleb and Professor Harry Prats we were able to secure funds to initiate the conferences. Northern Essex Community College joined the University of Cincinnati as a co-sponsor of TASS in 1999 and in 2004 took over as the sole sponsor. Once again, David Hartleb, now President of Northern Essex Community College, championed the cause of TASS. As a result of his contributions and those of David Kelley, Dean at Northern Essex Community College, the TASS conference has continued to flourish.

Over the years, the TASS conference has had a variety of sessions where presenters describe methods they have used to help students succeed. The session categories include: Administration, Best Practices/Core Competency, Bridging the Gap Between High School and College, ESL, Mathematics and Science, Reading/Critical Thinking, Student Services (Advising, Counseling, TRIO, etc.), Study Skills, Technology/Distance Learning, Writing, and other areas. Evaluations from participants have indicated that the hands-on approach used by presenters gave them a wealth of ideas, strategies, and materials to take back to their respective institutions.

We continue to publish conference information on our home page at [www.tassconference.org](http://www.tassconference.org). The conference committee will continue to explore ways to increase its value for you.



## TASS EXECUTIVE BOARD

**Victoria Appatova**

University of Cincinnati  
*victoria.appatova@uc.edu*

**Terry Bullock**

University of Cincinnati  
*terry.bullock@uc.edu*

**David Kelley**

Northern Essex Community College  
*dkelley@necc.mass.edu*

**Harry Prats**

University of Cincinnati  
*harry.prats@uc.edu*

## TASS ADVISORY BOARD

**Crystal Ashley**

South Puget Sound Community College

**Charles Diggs**

Northern Essex Community College

**Lane Glenn**

Northern Essex Community College

**Howard Green**

Fingerlakes Community College

**Charlie Johnson**

Indiana University-Purdue University Indianapolis

**David Jones**

Indiana University Purdue  
University of Indianapolis

**Molly Minus**

St. Edwards University

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Canada Millennium Scholarship Foundation

**Patricia Schade**

Northern Essex Community College

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

# KEYNOTE SPEAKERS

## David Hartleb

9:00-9:40 AM

Monday, March 22, 2010

Since Dr. David Hartleb was named president in 1996, Northern Essex Community College has experienced significant enrollment growth, especially among minorities.

During his tenure, his key priority has been to develop programs and services that increase access to higher education with a focus on low income and minority students. He also has worked hard to create a college culture where every student is supported and encouraged to meet their goals. In 2007 the college won the designation as an Achieving the Dream College. Along with other community colleges around the country the focus is to improve the retention and graduation rates of all students, especially low income and minority students.

Dr. Hartleb has been a champion of Appreciative Inquiry, which is a positive, strengths based process used in management and planning at the college.

Hartleb serves on numerous local, state, and national boards that includes the Strategic Horizon project at the Center for Community College Development, the Institute for Community College Development at Cornell, the Massachusetts Workforce Investment Board, the Massachusetts Goddard Council to promote STEM programs and the New England, New York and Islands Regional Education Laboratory to promote the practice of new, research based methods to improve educational practices.

Prior to coming to Northern Essex, President Hartleb spent over 27 years at the University of Cincinnati, the first 12 as a Professor of History. He then became an academic administrator. During his last four years, he served as the Vice President and Provost for Access and Outreach Education.



# KEYNOTE SPEAKERS

## Cynthia Wallace

9:00-9:40 AM

Tuesday, March 23, 2010

Sponsored by McGraw-Hill Higher Education

Cindy Wallace has served as the Vice Chancellor for Student Development at Appalachian State University since 2004. She came to Appalachian state in 1984 as coordinator of the federally funded Student Support Services program. Subsequently, she directed the Learning Assistance program from 1997-2001 and served as the Associate Vice Chancellor for Enrollment Services from 2002-2004. Wallace was instrumental in starting the nationally recognized freshman seminar program on the Appalachian State campus in 1987 and has been a dedicated faculty member of the course. She co-authored an instructor's manual to accompany Robert Feldman's textbook *P.O.W.E.R. Learning: Strategies for Success in College and Life* published by McGraw-Hill. Wallace possesses a bachelor's degree in history and English from Baylor University, as well as a master's degree in teaching and history from the University of North Carolina at Chapel Hill. Prior to joining Appalachian State, Wallace was the Assistant Director of the Liberal Arts Advising Center at the University of Tennessee at Knoxville.



# KEYNOTE SPEAKERS

## Mark Pogue

1:00-1:40 PM

Tuesday, March 23, 2010

Sponsored by Gallup, Inc.

Mark Pogue is the Vice President of the Education Practice of Gallup Inc. His mission is to create a world where all students of any age lead successful and self-directed lives, empowered with the knowledge of their talents and how to apply them. For the past eight years, Pogue has been a consultant and speaker to higher education institutions, K-12 school districts and Fortune organizations including Toyota, Wells Fargo and Cargill on building strengths-based organizations.

Pogue led in the design and creation of StrengthsQuest and continues to direct the project worldwide. StrengthsQuest, a campus-based human development and engagement program, is designed to help students, staff, and faculty identify and apply their strengths. Since its inception, there have been over 500,000 participants in StrengthsQuest programs in a wide range of settings on more than 400 campuses.

Pogue has shared his message of moving from strengths to thousands of educators and students at more than 250 campuses and national conferences. He concentrates his work on public and private, secular and non-secular community colleges and universities across the country.

Pogue earned his bachelor's degree in management science from Oklahoma State University and a graduate degree at the University of Nebraska. He and his wife, Jami, live in Minneapolis with their two daughters, Paige and Reilly.



# CONFERENCE SCHEDULE

*This is an abbreviated program schedule.  
A complete listing of presentations and concurrent sessions follows.  
All meetings are held at the Embassy Suites Hotel, Ft. Lauderdale*

## **Sunday, March 21, 2010**

- 1:00 - 3:00 pm..... TASS Advisory Board Meeting
- 5:00 - 7:30 pm..... Registration at the Embassy Suites
- 5:30 - 7:30 pm..... Reception at the Embassy Suites (*Room: Causeway*)
- 6:15 - 6:45 pm..... Welcome Address and Conference Announcements

## **Monday, March 22, 2010**

- 6:00 - 8:30 am..... Complimentary breakfast for those staying at the Embassy Suites
- 8:00 - 3:00 pm..... Registration at the Embassy Suites
- 8:00 - 8:15 am..... Technology Lessons for Presenters (*Room: Gulfstream A*)
- 8:30 - 9:00 am..... General Session: Welcome by TASS and Broward College (*Room: Grand Salon*)
- 9:00 - 9:40 am..... General Session: Keynote Speaker, David Hartleb (*Room: Grand Salon*)
- 10:00 - 11:50 am... Concurrent Sessions
- 12:00 - 1:00 pm..... Lunch provided by TASS (*Atrium*)
- 1:00 - 4:30 pm..... Concurrent Sessions
- 4:45 - 5:15 pm..... Special General Session: Hunter Boylan (*Room: Grand Salon*)

## **Tuesday, March 23, 2010**

- 6:00 - 8:30 am..... Complimentary breakfast for those staying at the Embassy Suites
- 8:00 - 3:00 pm..... Registration at the Embassy Suites
- 8:00 - 8:15 am..... Technology Lessons for Presenters (*Room: Gulfstream A*)
- 8:45 - 9:00 am..... General Session: Morning Announcements (*Room: Grand Salon*)
- 9:00 - 9:40 am..... General Session: Keynote Speaker, Cindy Wallace (*Room: Grand Salon*)
- 10:00 - 11:50 am... Concurrent Sessions
- 12:00 - 1:00 pm..... Lunch provided by TASS (*Atrium*)
- 1:00 - 1:40 pm..... General Session: Keynote Speaker, Mark Pogue (*Room: Grand Salon*)
- 2:00 - 4:50 pm..... Concurrent Sessions
- 5:00 - 5:30 pm..... Focus Groups

## **Wednesday, March 24, 2010**

- 6:00 - 8:30 am..... Complimentary breakfast for those staying at the Embassy Suites
- 8:00 - 10:00 am..... Registration at the Embassy Suites
- 8:30 - 8:45 am..... General Session: Morning Announcements (*Room: Grand Salon*)
- 9:00 - 11:50 am..... Concurrent Sessions

# PROGRAM DETAILS

*Monday, March 22, 2010*

## **KEYNOTE SPEAKER: DAVID HARTLEB, 9:00 - 9:40 AM**

### **Developmental Education — How Are We Doing?**

*Grand Salon*

As an Achieving the Dream College, Northern Essex Community College has taken a close look at the data. Students who take developmental education classes have a low likelihood of earning an associate degree. What are the implications? What might we do?

## **CONCURRENT SESSIONS, 10:00 – 10:50 AM**

### **Developing an Academic Honesty Program that Works!**

[Study Skills; Best Practices/Core Competency]

*Jann Weitzel, Lindenwood University*

*Salon A*

Academic honesty is the foundation of any educational institution, and students, professors, and administrators have a responsibility to uphold the honor of the institution by acting truthfully in all situations. The presenter will share a 5-year old program that has resulted in a more ethical educational environment.

### **Using Technology to Engage Students in Mathematics [Mathematics and Science]**

*Linda Clark, Middle Tennessee State University*

*Joan Raines, Middle Tennessee State University*

*Salon B*

In this interactive session the presenters will discuss methods of incorporating different technologies into the teaching and learning of mathematics. Participants will explore how to use technology to facilitate teaching concepts, check solutions, provide practice, and to review.

### **Best Practices & Successful Learning Strategies for Students with Disabilities [Student Services]**

*Joy Vaughan, Broward College*

*Salon C*

This workshop is designed for faculty and professionals who want to learn how to assist students with disabilities in being successful in college. This interactive workshop will provide participants with an overview of the top five disabilities, an opportunity to learn what to expect from these individuals, best practices and strategies to having them be successful in college.

**CONCURRENT SESSIONS, CONT., 10:00 – 10:50 AM**

**Promoting Student Success for Today's Millennial College Freshman**

[Best Practices/Core Competency]

*Denise Wilkinson, Virginia Wesleyan College*

*Salon D*

The presenter will discuss the characteristics and needs of today's Millennial college freshmen. College-wide student success programs and best practices in the classroom that address these needs will be presented.

**Best Practices in Using Assistive Technology with College Students**

[Technology/Distance Learning; Study Skills]

*Norma Willingham, Landmark College*

*Salon E*

Workshop participants will recognize the importance of assistive technology strategies for improving student learning and enhancing effective instructional practices; reflect on ways instruction and assessment can incorporate assistive technology, review available assistive technologies, and view examples of ways technology can assist student learning and teacher effectiveness.

**Transformative Learning: Inquiry and Intergroup Dialogue [Reading/Critical Thinking]**

*Charlie Johnson, Indiana University Purdue University Indianapolis*

*Salon F*

In this session participants will be introduced to a course on life transitions that pairs nontraditional scholarship recipients with formerly incarcerated students who work together to deepen discourse and transform their ways of thinking about self and other.

**Collaborative Teaching for At-Risk Students**

[Bridging the Gap Between High School and College; Best Practices/Core Competency]

*Dotti Osterholt, Landmark College*

*Katherine Barratt, Landmark College*

*Gulfstream A*

For those working with high risk students transitioning from high school to college, the collaborative-centered approach provides additional support and addresses the social pragmatic skills needed in college.

**CONCURRENT SESSIONS, 11:00 – 11:50 AM**

**FYE: It's a culture, not a course [Study Skills; Best Practices/Core Competency]**

*Anita Ward French, Great Bay Community College*

*Salon A*

This presentation will look at how Great Bay Community College took the FYE: First Year Experience idea and transformed a college culture to FYE: For Your Education, a support program for ALL students.

**CONCURRENT SESSIONS, CONT., 11:00 – 11:50 AM**

**Supporting ESL Students in Our Classrooms: Examining the Issues and Exploring Best Practices**

[ESL]

*Diane Picciani, Delaware County Community College*

*Salon B*

What are the most pressing challenges facing ESL students? What are the best practices educators can follow? Participants will explore the factors affecting the successful education of ESL students through the use of case studies, video clips, and small group activities.

**For the Love of Reading** [Reading/Critical Thinking]

*Marilyn Bossmann, University of Cincinnati*

*Patricia Houston, University of Cincinnati*

*Salon C*

This presentation will provide results from a survey conducted to examine trends about the self-selected reading habits and attitudes of transitional students at one university and explore how these findings can help other universities establish the notion and practice of "reading for the sake of reading" among college students.

**Supplemental Instruction: "Why do I need to go, and what is in it for me?"** [Student Services; Bridging the Gap Between High School and College]

*Kenneth Hunt, Delaware State University*

*Salon D*

A look into the Supplemental Instruction program at Delaware State University and its role in helping conditionally and regularly admitted students achieve in higher education.

**Giving Out and Getting Back (More!)** [Other]

*Linda A. Desjardins, Northern Essex Community College (Haverhill)*

*Salon E*

Incorporating Community Service as an across-the curriculum course requirement is a daunting undertaking; however, it yields benefits far beyond what might ever be anticipated. Here's why.

**Coaching Resiliency: Helping Students Bounce Back from Adversity**

[Best Practices/Core Competency; Student Services]

*Charlie Johnson, Indiana University Purdue University Indianapolis*

*Salon F*

Why do some students readily bounce back from adversity and others shrink from it and then disappear in defeat? This interactive session will explore the promise and limits of teaching resiliency, especially to lower-income, first-generation college students.

**CONCURRENT SESSIONS, CONT., 11:00 – 11:50 AM**

**Rules of Engagement: Fostering the Successful Transition from High School to College -**

**Rule # 1 - Don't Let School Get in the Way of Your Education**

[Bridging the Gap Between High School and College]

*Robin Cunningham, Seton Hall University*

*Majid Whitney, Seton Hall University*

*Gulfstream A*

Our students come from high school not understanding the importance of their social skills in their college experience. As professionals in Higher Education, we must provide students with the skills to master the rules of engagement in and out of their classrooms.

**LUNCH PROVIDED BY TASS (ATRIUM), 12:00 - 1:00 PM**

**CONCURRENT SESSIONS, 1:00 – 1:50 PM**

**The GASSS Project: Helping First-Year ESL Students "Get Acquainted with Student Support Services"** [ESL; Bridging the Gap Between High School and College]

*Carol Ochsner, University of Nebraska—Lincoln*

*Salon A*

Students hone a variety of academic skills to explore, describe, analyze, and evaluate a campus service in order to prepare both an essay and a presentation about the service.

**Interactive Teaching and Advising Support STEM Success**

[Mathematics and Science; Best Practices/Core Competency]

*Carla Romney, Boston University*

*Cathy Lysy, Boston University*

*Salon B*

The session will demonstrate the use of tablet PCs to enhance academic success in STEM and discuss SEP's integrated approach to teaching and academic advising.

**A Curriculum Partnership for Campus-wide Reading and First Year Experience**

[Reading/Critical Thinking; Best Practices/Core Competency]

*Peggy Quinn, University of Memphis*

*Patsy Krech, University of Memphis*

*Salon C*

This interactive presentation will demonstrate methods for pairing a campus reading initiative with a first-year experience course, incorporating reading, critical thinking, technology, and community building skills.

### **CONCURRENT SESSIONS, CONT., 1:00 – 1:50 PM**

#### **Dealing with Culture Shock: From Teaching to Learning** [Other; Best Practices/Core Competency]

*Kay Pulley, Trinity Valley Community College*

*Salon D*

A discussion will wrap around one institution's quest to get faculty buy-in for a cultural change from the teaching to the learning paradigm including establishing a successful professional development program.

#### **Peak Performance in the Classroom: Focus on Success**

[Best Practices/Core Competency; Study Skills]

*Sharon Ferrett, Humboldt State University*

*Salon E*

Effective teaching requires more than a college degree, talent, ability or high IQ. To be effective, instructors must understand the importance of emotional intelligence. Classroom management involves understanding how team work, attitude, motivation and discipline affect learning. Emphasis will be on group discussion. The focus will be on success.

#### **Go Wild! Growing Wildflowers with Math** [Mathematics and Science]

*Dr. Genevieve C. Chung, Broward College*

*Lizette Foley, Broward College*

*Salon F*

Discover how Broward College utilized native Florida wildflowers to help students apply elementary algebra concepts in a Math/Botany Learning Community. Pre and post quantitative and qualitative data collected.

#### **An Interdisciplinary Approach to Integrating First-Year Experience (FYE) Into a Core Course within a Student's Discipline** [Best Practices/Core Competency]

*Marilyn Simon, University of Cincinnati, Blue Ash*

*Susan Bourke, University of Cincinnati*

*Gulfstream A*

An alternative to offering an independent First-Year Experience (FYE) course is to incorporate similar components into required, core courses. The key to success is to prioritize appropriate topics to be covered, considering participants' college/program needs.

### **CONCURRENT SESSIONS, 2:00 – 2:50 PM**

#### **Looping Into English Composition I** [Writing]

*Clare Thompson-Ostrander, Northern Essex Community College (Lawrence)*

*Salon A*

Based on two years of research with the educational concept of looping, this presentation shows how looping increases academic performance and retention for developmental students transitioning into college-level courses.

**CONCURRENT SESSIONS, CONT., 2:00 – 2:50 PM**

**Majors & Careers Exploration: Assisting First-Year Underprepared Students' Successful Connection and Transition in College** [Student Services; Bridging the Gap Between High School and College]

*Deborah Moffatt, University of Cincinnati*

*Anthony McCloud, University of Cincinnati*

*Salon B*

Explore with us, a majors/careers project that uses a multidisciplinary and interdepartmental approach to assist first-year underprepared students to successfully plan their next steps, and integrate into the college community.

**Why Are Student Workers Important to the Success of Academic Skills Areas?**

[Administration; Student Services]

*John Foreman, University of North Carolina at Greensboro*

*Salon C*

To foster institutional retention it is critical to develop a method for securing skilled student workers. This demonstration will provide strategies for the recruitment, training, and supervision of these workers. It will also provide examples of how students help students to persist and graduate.

**"But I'm just not a good test taker..." Simple strategies to guide students toward effective learning and test preparation** [Study Skills]

*Rebecca Kuhn, Cedarville University*

*Salon D*

Want to help your students debunk test taking myths? In this session you will learn to analyze students' test preparation and test answers to help them discover skills and strategies that will work for them on their next exam! Practical ideas, handouts, and door prizes, too.

**A Validation Based Model of Student Success** [Best Practices/Core Competency]

*Dr. Teresa Kriley, Donnelly College*

*Salon E*

This presentation will provide an overview of Donnelly College's innovative preparatory education program and the unique components that provide validation for under-prepared, at-risk students.

### **CONCURRENT SESSIONS, CONT., 2:00 – 2:50 PM**

#### **Project Success: A first-year learning community for first-generation students — highlights program evolution, summer bridge, a Critical Thinking course, & specific support for developmental skills**

[Bridging the Gap Between High School and College; Student Services]

*Chris Zanowski, University of Wisconsin, Parkside*

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

*Salon F*

The learning community involves extended class time assigned to the developmental courses (composition, reading, essential math skills, elementary algebra) and College Algebra, with the instructor and in most cases a peer-tutor. The community is supported through the work of the instructors and the advisors assigned to the students and through a Critical Thinking course. This learning community has demonstrated very positive results with this high-risk student population. Learn how to put together this experience for students including working through all the challenges presented from beginning to end.

### **CONCURRENT SESSIONS, 3:00 – 4:30 PM**

#### **Panel Presentation: “Increasing Access to Comprehension for College Students”**

[Study Skills; Reading/Critical Thinking]

*Sophie Dennis, Landmark College*

*Debbie Gassaway-Hayward, Landmark College*

*Norma Willingham, Landmark College*

*Salon A*

Active reading enhances access to comprehension. This panel will introduce the steps of an active reading process and explain how this process applies to different college student profiles.

#### **Panel Presentation: “Leaping the Gap: Pioneering a High School to College Learning Community”**

[Bridging the Gap Between High School and College]

*Mary Sheehan, Northern Essex Community College (Lawrence)*

*Brett Twombly, Amesbury High School*

*Melissa Juchniewicz, Northern Essex Community College (Lawrence)*

*Sue Grolnic, Northern Essex Community College (Lawrence)*

*Barbara Stachniewicz, Northern Essex Community College (Lawrence)*

*Salon B*

This pilot program tackles the problem of transforming typical high school sophomores into successful motivated college students. This panel presentation will offer suggestions on curriculum mapping, learning goals, and team teaching, as well as strategies to avoid the possible pit-falls in dealing with 15-year old college students in a high school setting.

**CONCURRENT SESSIONS, CONT., 3:00 – 4:30 PM**

**Enhancing Composition With Simplex: Applied Creative Problem Solving**

[Writing; Best Practices/Core Competency]

*Amy Abafo, University of Cincinnati*

*Salon C*

Simplex Applied Creativity is currently a model of creative problem solving that can be infused into the classroom as a critical thinking and problem-solving tool for learning.

**Panel Presentation: “Everything You Always Wanted to Know about Paired Classes: Research and Best Practices”** [Best Practices/Core Competency; Reading/Critical Thinking]

*Terry Bullock, University of Cincinnati*

*Victoria Appatova, University of Cincinnati*

*Harry Prats, University of Cincinnati*

*Salon D*

The objective of this panel presentation is to demonstrate how reading and study skills courses paired with various content areas enhance undergraduate student learning. Research on the effectiveness of paired courses has demonstrated better student academic results, retention, involvement, motivation, and intellectual development. This panel will present the history of teaching undergraduate paired classes at the University of Cincinnati, research data demonstrating the effectiveness of the paired reading concept, and best teaching practices.

**\*\*Teaching and Tutoring Academic Writing Skills through Creative Directed Learning Activities**

[Writing; ESL]

*Kevin Dvorak, St. Thomas University*

*Salon F*

This presentation will demonstrate creative, writing-based Directed Learning Activities (DLAs) designed to teach/tutor student-writers specific academic skills that will enhance their college careers.

**\*\*Session runs 3:00 - 3:50PM**

**SPECIAL GENERAL SESSION: HUNTER BOYLAN, 4:45 - 5:15 PM**

*Director of the National Center for Developmental Education, Appalachian State University*

**Providing more effective support services and making them matter to decision makers**

*Grand Salon*

This plenary address describes the most current research-based techniques for enhancing the effectiveness of academic support services. Techniques such as targeted interventions, data based decision making, affective assessment, strategic learning, and focused staff training will be discussed. The address will also describe techniques for providing systematic information to campus decision makers in order to generate support for our programs.

**Tuesday, March 23, 2010**

**KEYNOTE SPEAKER: CINDY WALLACE, 9:00 - 9:40 AM**

***The Ever-Evolving, Always Responding World of Student Success:  
What is the same, what is different--how do we prepare for the future?***

*Grand Salon*

Campuses across the country have experimented with freshman seminar courses to meet the needs of students on their campus. What have we learned about the success of these courses? What are the dynamics that drove change in course content, student and faculty recruitment, campus engagement, faculty orientation, training and support and course assessment? We will reflect on the forces which exist on participant campuses that might influence the direction of their own student success efforts and how they can ensure that no matter the change, students will succeed.

**CONCURRENT SESSIONS, 10:00 – 10:50 AM**

**Building a Learning Community that Makes a Difference: The Early College High School Initiative —  
The development of a Medical Learning Community with Crispus Attucks Medical Magnet High School**  
[Bridging the Gap Between High School and College]

*J.R. Russell, Indiana University Purdue University Indianapolis*

*Salon A*

This presentation will: 1. Define early college and discuss implications of this endeavor. 2. Explain the components of a learning community and its role in transition from high school to college. 3. Explain the focus of early college entrance instruction and first-year competencies related to the success of high school students enrolled in on-campus courses. 4. Discuss the Facilitation and institutionalization of the relationship between CAMMHS and IUPUI 5. Discuss the expansion of student opportunities for early college while contributing to the economic viability of the Indianapolis urban community. 6. The development of this learning community, educational goals and objectives, along with lessons learned will be shared with participants. 7. Assessment of this innovative program will be shared along with future early college plans.

**Getting to Post-Secondary Education**

[Student Services (Advising, Counseling, TRIO, etc.); Best Practices/Core Competency]

*Adela Colhon, YMCA, Canada*

*Dan Wise, YMCA, Canada*

*Salon B*

This presentation will provide an overview of best practices and successes of the You Can Go program, a YMCA national service delivery initiative for the purpose of creating awareness about post-secondary education for underrepresented students in Canada.

**CONCURRENT SESSIONS, CONT., 10:00 – 10:50 AM**

**Let Your Rubric Do the Talking**

[Best Practices/Core Competency]

*Barb Thompson, Columbus State Community College*

*Salon C*

This session is intended for instructors in any discipline who want to learn how to construct and use a rubric to assess student work.

**Lip Service: The Importance of Oral Communication in the First Year Experience (and forever after!)**

[Best Practices/Core Competency; Social Sciences/Humanities]

*Susan Winters, University of Cincinnati*

*Salon D*

This presentation will showcase a course called Communication for College and Career which introduces students to basic oral communication skills such as pronunciation and articulation, listening, and interpersonal communication from a unique perspective using technology, media and in class presentations.

**Surviving the First Semester of College [Other]**

*Nejla Camponeschi, Hartwick College*

*Salon E*

Summary of Presentation - Children In War, a timely and innovative course, helps students grapple with conflicts facing them in the modern world. The course is designed to investigate writers' and filmmakers' treatment of children who live through modern war, deepen the sensibilities of young adults to the pains and triumphs of children in wartime, develop an awareness and appreciation of our diverse world, develop critical thinking, oral, and writing skills, improve students' knowledge of research skills and methods, practices collaborative learning techniques, and expand students' knowledge of technology. The course promotes student success skills and strategies to better prepare them for the college experience.

**The Joy of Math [Mathematics and Science; Reading/Critical Thinking]**

*Stephen Proietti, Northern Essex Community College (Lawrence)*

*Kathy Proietti, Northern Essex Community College (Lawrence)*

*Salon F*

How many times have you heard a student say, "Why do I need this? I'll never use it!" We have found a way to unlock the mystery of why they need math and how often they will use it. With lessons and critical thinking "brain teasers" tied into their everyday lives, we are able to enlighten students to the "joys" of math and demonstrate to them how to "appreciate" and be able to make use of math in ways they never thought possible. In addition, we will create an "ambience" of can do in the classroom as we use lessons from the popular TV show Numb3rs to further enhance their desire to understand and apply math skills to solve mysteries.

### **CONCURRENT SESSIONS, CONT., 10:00 – 10:50 AM**

#### **The Engagement-Getting Students to Say YES! [Student Services (Advising, Counseling, TRIO, etc.)]**

*Dana D'Angelo, LeBow College of Business, Drexel University*

*Jackie McCurdy, LeBow College of Business, Drexel University*

*Gulfstream A*

"Engagement" is the beginning of a life-long relationship. Engaging students requires creativity, planning and resources-but the payoff's big! Let's look at improving student connectivity through unique and successful programs.

### **CONCURRENT SESSIONS, 11:00 – 11:50 AM**

#### **Staff and Faculty Inquiry Group: Reading for Understanding**

[Reading/Critical Thinking; Best Practices/Core Competency]

*Patricia Schade, Northern Essex Community College*

*Marcy Vozzella, Northern Essex Community College*

*Clare Thompson-Ostrander, Northern Essex Community College*

*Ann Grandmaison, Northern Essex Community College*

*Salon A*

Staff and faculty Inquiry is an ongoing professional development process by which teachers, tutors, and staff identify and investigate questions about students' learning in a collaborative setting.

#### **Digital Life: "The Magic of Gizmos & Gadgets for All" [Technology/Distance Learning]**

*Kathy Proietti, Northern Essex Community College (Lawrence)*

*Ethel Schuster, Northern Essex Community College (Haverhill)*

*Salon B*

Imagine being able to play with cool gadgets! With a set of cool gadgets that include GPS's, small computers, a pen to scan text to take notes and a virtual keyboard we have "turned-on" our students to explore the technologies behind them. Our students in mathematics classes have used the GPS in their measurements and angles to perform distance computations. A group of high school students recorded music and text using the FlyPen while another "played" with the XO and the Asus eePC. A wireless keyboard makes any classroom a computer room when the keyboard can be passed from one student to another while projecting the output onto a screen at the front of the class! When the students do not want to leave the classroom after 3 hours, we know we've woken their interest!!

#### **The Structure and Effectiveness of a One-Week Early Entrance Experience for Freshmen**

[Bridging the Gap Between High School and College]

*Carmy Carranza, Indiana University of Pennsylvania*

*Salon C*

This session will describe the structure and effectiveness of a 1-week early entrance experience for freshmen called (CUSP: College Undergraduate Success Program) that includes a 1-credit course in Introduction to Higher Education plus a series of related workshops and activities.

**CONCURRENT SESSIONS, CONT., 11:00 – 11:50 AM**

**"Putting a Square-Peg in a Rectangle Hole: Collaboration Towards a Shared Mission"<sup>2</sup>**

[Student Services (Advising, Counseling, TRIO, etc.)]

*Mike Hearn, Northern Essex Community College (Lawrence)*

*Salon D*

Tutoring services within the library gives participants a learning-centered environment in which to interact, and the library realizes increased traffic and awareness. Adequate consideration must be given to competing needs.

**The Power of Three: Triangulation Between Faculty, Students, and Tutors**

[Best Practices/Core Competency; Writing]

*Tina Kondopoulos, Northeastern University*

*Lynn Dornink, Northeastern University*

*Salon E*

This presentation explores strategies for strengthening the triangulation of the relationship between faculty, students and tutors by: 1) setting up an incentive structure, 2) incorporating tutoring into the freshman writing curriculum, and 3) using technology to improve the flow of communication between all parties involved.

**Facilitating Successful Transition of Biology and STEM Majors**

[Study Skills; Mathematics and Science]

*Betty Milburn, Texas A&M University*

*Timothy Scott, Texas A&M University - College of Science*

*Salon F*

Freshmen first generation college students majoring in biology and first semester STEM transfer students experience similar transition issues. This presentation describes two programs designed to facilitate successful transition.

**University Seminar-Not Just for Freshmen Anymore**

[Best Practices/Core Competency; Bridging the Gap Between High School and College]

*Jackie McCurdy, LeBow College of Business, Drexel University*

*Dana D'Angelo, LeBow College of Business, Drexel University*

*Gulfstream A*

University Seminar courses traditionally focus on first year students. A unique two-part delivery, at the beginning and end of the curriculum, focuses on integrated career planning and uses electronic portfolios.

**LUNCH PROVIDED BY TASS (ATRIUM), 12:00 - 1:00 PM**

**KEYNOTE SPEAKER: MARK POGUE, 1:00 - 1:40 PM**

***Is Every Student Talented?***

*Grand Salon*

Are you talented? Are your students talented? When we hear the word talent, it immediately conjures up images of athletes, artists and performers... the special people. However, with Strengths-Quest, an educational approach advocated by Mark Pogue, everyone is talented. Everyone possesses innate qualities that, with practice, uniquely equip us to be great at something. The challenges for many students are 1. Realizing they are talented, 2. Understanding how to apply that talent to achieve their own personal educational goals, and 3. Overcoming a paradigm that insists we should spend the majority of our time focusing on our weaknesses to be successful.

During Marks' presentation, you will be introduced to a strengths-based approach to your own development and the development of your students. Grounded in Positive Psychology and the Clifton StrengthsFinder, StrengthsQuest has helped more than 500,000 people at 400 schools and universities achieve academic, career, and personal success.

**CONCURRENT SESSIONS, 2:00 – 2:50 PM**

**Using the Expeditionary Learning Model in the College Classroom [Other]**

*Lori Power, University of New England*

*Salon A*

This presentation will demonstrate how social constructivist learning theory and the expeditionary learning model can be used in the college classroom to create an active learning environment that engages students.

**Helping Brains to "BLOOM" in a First-Year Experience Hybrid Course**

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

*Margaret Garroway, Howard Community College*

*Sandy Mallare, Howard Community College*

*Salon B*

First-Year Experience Faculty invite you to an interactive session to plant seeds for using the revised Bloom's taxonomy in a hybrid format and give you the opportunity to grow your own strategies. No fertilizer!

**Staying on Course Program [Student Services (Advising, Counseling, TRIO, etc.); Study Skills]**

*Jean Gilroy, Delaware State University*

*Salon C*

The Staying on Course Program is mandatory at Delaware State University for students on academic probation. Two separate classes are involved and will be discussed in detail.

**CONCURRENT SESSIONS, CONT., 2:00 – 2:50 PM**

**Exploring Your Strengths** [Best Practices/Core Competency]

*Mark Pogue, Gallup Inc.*

*Salon D*

This session will build on the keynote presentation by Mark on strengths-based development. The session will provide individual developmental opportunities for participants specific to their strengths profile.

**\*\*Antarctica Redux: How Shackleton's Adventures Can Motivate Your Most At-Risk Students**

[Reading; Best Practices/Core Competency]

*Terry Bullock, University of Cincinnati*

*Salon E*

Antarctica Redux: How Shackleton's Adventures Can Motivate Your Most At-Risk Students

**\*\*Session runs 2:00 - 3:50PM**

**CONCURRENT SESSIONS, 3:00 – 3:50 PM**

**Supplemental Instruction: Using Study Skills to help Students Succeed**

[Study Skills; Best Practices/Core Competency]

*Mary Gilmer, Austin Community College*

*William Cheek, Austin Community College*

*Salon A*

Supplemental Instruction (SI) at Austin Community College focuses on teaching study skills to help students succeed academically. An interactive demonstration will model how these skills are learned through SI. Adaptation of the SI model for courses with lower enrollments will be discussed.

**Life Lists: Tools for Growth and Development**

[Student Services (Advising, Counseling, TRIO, etc.); Bridging the Gap Between High School and College]

*Matthew Lambert, Jefferson Community College*

*Salon B*

This presentation will address the developmental and therapeutic applications of Life Lists. Life Lists establish a framework for realizing and maximizing on the important connection between life (and educational) experience and personal growth.

**Space On Earth - A Learning Community**

[Mathematics and Science; Writing]

*Joanna Fortna, Northern Essex Community College (Lawrence)*

*Jim Sullivan, Northern Essex Community College (Lawrence)*

*Marcy Vozzella, Northern Essex Community College (Lawrence)*

*Salon C*

A freshmen learning community combines English Composition, Intermediate Algebra and Environmental Issues, a lab science, to create a rich opportunity for students to build skills and focus on the environment.

**CONCURRENT SESSIONS, CONT., 3:00 – 3:50 PM**

**Memory Techniques For Fun and Effective Learning** [Study Skills; Best Practices/Core Competency]

*Fred Chrisman, Shawnee State University*

*Salon D*

What survival skill is more important than how to learn and remember? Let me show you simple memory techniques that will really make a difference for your students

**CONCURRENT SESSIONS, 4:00 – 4:50 PM**

**Rethinking Advising in Postsecondary Education: Build it and They Will Come-Not!**

[Student Services (Advising, Counseling, TRIO, etc.); Bridging the Gap Between High School and College]

*Peter Dietsche, University of Toronto*

*Salon A*

While community colleges and universities in the U.S. and Canada have invested heavily in services for students, institutional data show very low levels of use. This paper will report on a study of services use by 50,000 students in Ontario colleges.

**Efficacy of Cooperative Learning Strategies on the Reading Comprehension Level and Retention of Developmental Reading Students Enrolled at a Large Suburban Community College**

[Reading/Critical Thinking; Study Skills]

*Constance Farley, Montgomery College*

*Salon B*

Presentation on two pre-dissertation pilot studies examining the efficacy of cooperative learning techniques for developmental reading students at a large community college near Washington, D.C. Includes highlights of the background research, planning, implementation, and results.

**“He's a great professor, but...”: What We Think We Know About Student Perceptions, But Often Don't**

[Best Practices/Core Competency]

*Henrik Eger, Delaware County Community College*

*Salon C*

Even some of the most experienced college professors may be surprised by the discrepancy between how they evaluate their own pedagogy and how students perceive and judge the teaching.

**Billy Joel answers the question: Why read your textbook before class?**

[Study Skills; Best Practices/Core Competency]

*Barbara Jenista, Cedarville University*

*Salon D*

"The professor tests on class notes, why read the textbook?" This fun, interactive workshop is a multi-media way to prove to students the importance of reading texts before the lectures.

**FOCUS GROUPS, 5:00 – 5:30 PM**

**“Testing in Developmental Education” Focus Group**

*Elizabeth M. Hastings, Middlesex Community College  
Salon D*

In the fifteen member MA Community College system, an average of 66% of entering students tested into at least one developmental course. Research has shown that students in developmental courses have a higher attrition rate than those who test in at college level. The focus of this group is to examine the pre-test and testing process with the goal of sharing ideas for increasing student college level placement.

Being pro-active prior to the testing process can increase the levels of student success. With factual information as to the testing process, review methods prior to testing, and a somber look at the consequences of low scores, a student has the preparatory tools to perform at their personal best in the testing.

Faculty and staff witness the consequences of poor performance in the developmental testing on a regular basis. Our hope during this focus group is that the experienced participants will share how they prepare students for placement, how they get the word out to students and how successful they are with their activities.

**McGraw Hill Focus Group: “First-Year Seminar Challenges and Solutions”**

*Salon E*

Meet Author, Teacher, and Conference Speaker, Sharon Ferrett, to discuss issues and solutions for helping students succeed in their first year. Whether you offer a student success course or first-year seminar, or if you’re wondering if one would be right for your institution, please join us to discuss common challenges and solutions, learn from each other, and discover solutions.



**Wednesday, March 24, 2010**

**CONCURRENT SESSIONS, 9:00 – 9:50 AM**

**Student Learning Outcomes Assessment for Academic Support Centers**

[Best Practices/Core Competency; Administration]

*Danielle Saad, Alvernia University*

*Salon A*

This interactive session covers how to create a student learning outcomes assessment plan for an academic support center, including learning outcome goals, timelines, and multiple assessment instruments.

**Teaching textbook reading strategies that really work**

[Reading/Critical Thinking; Study Skills]

*Deborah Kellner, University of Cincinnati*

*Salon B*

This session presents the specifics of a college developmental reading academic textbooks' course. It includes the challenges that college students face as they use textbooks, the reading and learning strategies themselves, and the necessary cognitive processes for continued practice.

**Let Your Students be BOARD! [Study Skills]**

*Jana Bernhardt, Central Florida Community College*

*Salon C*

This fun and interactive workshop will feature ways to use 5 different board games as tools to promote student centered learning. Participants will engage in active learning and will take with them adaptable strategies to use these games with any discipline

**PHCC's "Retention To Completion Project": Raising the Bar on Retention, Transfer, and Graduation Rates [Student Services (Advising, Counseling, TRIO, etc.)]**

*Jeff Porter, Patrick Henry Community College*

*Salon D*

The presentation describes the design, development, implementation, and outcomes of a comprehensive retention model initiated in 2004 at Patrick Henry Community College. Highlighted project accomplishments of this model include significant increases in the transfer and graduation rates.

**The Multiple Pathways Model: Using Brain Research to Orchestrate Learning**

[Best Practices/Core Competency; Study Skills]

*Janet Zadina, Tulane University School of Medicine*

*Salon E*

We think of learning pathways as visual, auditory, and kinesthetic. However, there are multiple pathways in the brain that enhance learning. Discover exciting pathways that will energize instruction.

## Wednesday

TASS 2010

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### **CONCURRENT SESSIONS, CONT., 9:00 – 9:50 AM**

#### **Bloggng and Social Network Software as Teaching Tools** [Technology/Distance Learning]

*Ken Langer, Northern Essex Community College (Lawrence)*

*Salon F*

Does it seem like all your students ever do is spend all their time on Facebook and online blogs? Instead of feeling defeated, learn to use these tools to reach out to your students and supplement your teaching.

### **CONCURRENT SESSIONS, 10:00 – 10:50 AM**

#### **Bridging the Gap: Teaching GED Students Academic, Survival, and Employment Skills.**

[Best Practices/Core Competency; Bridging the Gap Between High School and College]

*Dr. Igor Marder, Antelope Valley College*

*Salon A*

Presenter describes several key components of the GED program that resulted in vibrant linked curriculum and significant increase in transitioning students from GED to college courses and employment.

#### **The College Achievement Program**

[Student Services (Advising, Counseling, TRIO, etc.); Best Practices/Core Competency]

*Joy Klotz, Mount Mary College*

*Salon B*

Can conditionally admitted students find academic success in their first year? This presentation is an overview of the Mount Mary College, College Achievement Program's success, including quantitative and qualitative data.

#### **College Readiness: Bridging the Gap Between High School and College**

[Bridging the Gap Between High School and College]

*Donna Bertolino, Northern Essex Community College (Lawrence)*

*Janice Rogers, Northern Essex Community College (Lawrence)*

*Salon C*

Representatives from Northern Essex Community College will discuss collaborations with local high schools to address College Readiness. Topics of discussion will include the trend in developmental placements, partnerships with high schools, early assessments, and curriculum alignment.

#### **Metacognitive Awareness: Enhancing Reading Skills and Comprehension**

[Reading/Critical Thinking; Best Practices/Core Competency]

*Laurie Bauer, University of Cincinnati*

*Salon D*

This presentation addresses current issues surrounding strategy use in postsecondary reading instruction with a focus on expanding current beliefs on what is included in an appropriate and effective reading strategy at this level. Emphasis will be placed on strategies that aid in making the students' metacognitively aware of their reading and the strategies that they use or fail to use throughout this process.

**CONCURRENT SESSIONS, CONT., 10:00 – 10:50 AM****The Multiple Pathways Model: Using Brain Research to Orchestrate Learning**

\*\*repeat of 9:00 - 9:50 am session

[Best Practices/Core Competency; Study Skills]

*Janet Zadina, Tulane University School of Medicine*

*Salon E*

We think of learning pathways as visual, auditory, and kinesthetic. However, there are multiple pathways in the brain that enhance learning. Discover exciting pathways that will energize instruction.

**CONCURRENT SESSIONS, 11:00 – 11:50 AM****The Excellent Student in an Open Admissions Classroom: A Lost Cause?**

[Best Practices/Core Competency]

*Gregory Loving, University of Cincinnati Clermont College*

*Salon A*

This workshop will share ideas about how to develop the skills of excellent students while at the same time bringing along the skills of underprepared students in the same classroom.

**Helping Students Be Successful: How an Adjunct Paired Class Enables Students to Begin Their Career Path**

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

*Gretchen Cupp, Yuba College*

*Salon B*

This session is for instructors who want to design adjunct paired classes. I will discuss relevant literature, topics covered in class, and present shortcuts, pitfalls, and my research results.

**The ultimate head fake - what students can learn from reading a national bestseller, *The Last Lecture*, by Randy Pausch with Jeffrey Zaslow**

[Reading/Critical Thinking; Best Practices/Core Competency]

*Lori Witkovich, Adirondack Community College*

*Salon E*

Do you want a hook to engage your under-prepared college students? Try reading the national bestseller, *The Last Lecture*, by Randy Pausch with Jeffrey Zaslow with your students. This interactive presentation will provide the attendee with the tools needed to successfully read and discuss this book in a college freshman seminar.

The Teaching Academic Survival  
Skills Conference  
thanks

**MCGRAW-HILL EDUCATION**  
for their continued support.



Many thanks to Gallup, Inc. for their contribution to this  
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# 21ST ANNUAL TASS CONFERENCE

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