

Preliminary Program



*Hands Across the Curriculum
Partnerships for College Success*

*College Reading & Learning Association
Sharing the Best For Student Success!*

*CRLA 2011
44th ANNUAL CONFERENCE
NOVEMBER 9-12, 2011
SAN DIEGO, CALIFORNIA*

*Hyatt Regency Mission Bay
Spa and Marina-San Diego*

Details on THURSDAY, November 10, Concurrent Sessions ([click here](#))

10:15 am – 11:15am 1st Concurrent Session

1:30pm – 3:00pm 2nd Concurrent Session (90 min.)

3:15pm – 4:15pm 3rd Concurrent Session

4:30pm – 5:30pm 4th Concurrent Session

Details on FRIDAY, November 11, Concurrent Sessions ([click here](#))

9:45am – 10:45am 5th Concurrent Session

11:00am – 12:00pm 6th Concurrent Session

2:00pm – 3:00pm 7th Concurrent Session

3:15pm – 4:15pm 8th Concurrent Session

Details on SATURDAY, November 12, Concurrent Sessions ([click here](#))

8:00am – 9:30 am 9th Concurrent Session (90 min.)

THURSDAY'S CONCURRENT SESSIONS

1ST Concurrent Sessions (1-18) 10:15 am – 11:15 am

Session 1

Bay View I

Developmental Education in Community Colleges: Views from Inside Classrooms

Presenter: Norton Grubb, University of California, Berkeley

Dr. Grubb's keynote presentation will be followed with a concurrent session in which he and his research team from UCB will discuss innovative student success and developmental education initiatives in California.

Session 2

Bay View II

The Purpose-Driven Reader: Research-Based Curriculum for Developmental College Students

Presenter: Alison Kuehner, Ohlone College

Primary Strand: College Reading

Secondary Strand: Learning & Study Strategies

How to translate research into successful teaching? One logical answer is to focus on the purpose of reading, and then students can marshal the most effective strategies to accomplish their purpose. New and experienced teachers can benefit from this approach to creating research-based teaching units. Practical advice and handouts provided.

Session 3

Bay View III

Utilizing Experiential Learning in Statistical College Algebra

Presenter: Thersa Westbrook, Texas State University- San Marcos

Primary Strand: Mathematics

Secondary Strand: Research & Evaluation

This presentation gives mathematics faculty insight of a statistical college algebra curriculum. Using experiential learning, students bring their own data, create their own representations, analyze their data, and learn the abstract mathematics and statistical concepts.

Session 4

Mission I

Partnerships for Student Success: A Hawaiian Model

Presenters: Emily Nye, University of Hawaii, W. Oahu; Rosemary Woodruff, University of Hawaii, Manoa; Sarah Gilman, University of Hawaii, W. Oahu

Primary Strand: Learning & Study Strategies

Secondary Strand: Peer Assistance Programs

This presentation is intended for learning center professionals seeking best-practice ideas. It is also intended for administrators wishing to learn about innovative and cost effective models of academic support.

Session 5

Mission II

Presenting the CRLA Handbook for Training Peer Tutors and Mentors!

Presenters: Karen Agee, University of Northern Iowa; Russ Hodges, Texas State University; Jeanne Higbee, University of Minnesota - Twin Cities; Rick Sheets, Paradise Valley Community College; Diana Bell, University of Alabama in Huntsville; M.E. McWilliams, Stephen F. Austin State University

Primary Strand: Professional Development

Secondary Strand: Peer Assistance Programs

Hands down, the 100+ modules of the new handbook will enhance your training programs. Learn how the Media Advisory Board guided production of the handbook, and consider the role of the handbook's modules in CRLA's certification programs. Participants will also experience two outstanding training exercises from two module authors.

Session 6

Mission III

Course & Program Evaluation Using the 5 – Column Model

Presenters: John Cardenas, Mt. San Antonio College; Peter Beshay, Mt. San Antonio College

Primary Strand: Research & Evaluation

Secondary Strand: Learning Assistant Center Management

In these times of economic uncertainty, accountably has become a by-word. Beyond measuring grades, how do we really know we have succeeded in teaching the skills, abilities, and knowledge we set out to deliver in course syllabi and our program objectives? This session introduces the 5 – column model of evaluation. Two case studies are used as examples to demonstrate the effectiveness of the model. Instructors, administrators, and staff who are looking for new ways of assessment will benefit from this session.

Session 7

Mariner Point

Special Interest Group Meeting: Developmental/ Basic Writing

Presenters: To be named

Session 8

Crown Point

Special Interest Group Meeting: Mathematics

Presenters: To be named

9. *High Impact Practices*

Karon Mathews, Texas A&M University

This roundtable discussion will address the high-impact practices identified by George D. Kuh in his research commissioned by the AACU. The practices have been used widely and shown to be beneficial for college students from all backgrounds. All identified high-impact practices involve active learning. The discussion will focus on examples of the high-impact practices, institutional implementation, and assessment. The intended audience: any individual interested in active learning, high-impact techniques.

10. *The Reading/ESL Learning Community – Partners for Student Success*

Shirley Wachtel, Middlesex County College; Helena Swanicke, Middlesex County College; Iris Ramer, Middlesex County College

Traditionally, Developmental Reading and English as a Second Language programs have been considered separate entities. This presentation, intended for ESL and reading teachers (both veterans and new to the field), approaches the issue from diverse perspectives. Three college professors will discuss a proposed unique learning community that will be a combination of basic ESL strategies and expansive readings in popular culture in order to promote a common goal – student success.

11. *Linking Academic Reading and Study Skills to Content Area Instruction*

Michelle Duffy, Saddleback College

This presentation is intended for educational leaders who want to enhance student learning and success. The presenter will discuss how Saddleback College's Reading and Biological Sciences Departments came together with a vision, and crossed disciplines to identify, address, and help meet students' needs.

12. *Online Success: Technology across the Curriculum*

Bailey Smith, Mt. San Antonio College

Technology/Distance Learning SIG presents the many tools available for online success. Tutoring platforms, Skype, and other resources for students, instructors, and administrators will be discussed, as well as the latest hints and tips. Discover how easy it is to get online and get help from the Tech/DL SIG!

13. *Turning Academic Failure into Success: A Mentoring Program that Works!*

Shannon McNeal, Roanoke College

If you are a new administrator, or you have a mentoring program that needs new life, then you should learn about Roanoke College's RC Success Program. It all starts with a contract, a structured support program, and ends with academic SUCCESS 93% of the time.

Developing College Readiness through Reading across the Curriculum

Presenter: Jessica Bryant, Eastern Kentucky University

Primary Strand: College Reading

Second Strand: Learning & Study Strategies

This presentation, for reading faculty, tutors, and administrators, focuses on a college readiness accelerated course that involves reading across disciplines and helping students to achieve college readiness. The presenter will discuss the course, successes and challenges of this particular course model, and will engage the audience in small group discussions.

Session 15

Belmont

Improved Outcomes with Computer-Assisted Instruction for Remedial Education Students

Presenter: John Vassiliou, Miami Dade College

Primary Strand: Technology & Distance Learning

Secondary Strand: Research & Evaluation

Higher Education professionals will be exposed to statistical data and innovative tutoring approaches from a study at Miami Dade College, Kendall Campus, of students placed in remedial course(s) utilizing the Advancer Online aligned with college-readiness proficiencies.

Session 16

Conference Ctr. 202

Using Blogging to Increase Motivation in Reading Students

Presenters: Angela Henderson, Fullerton College; Mary Bogan, Fullerton College

Primary Strand: Technology & Distance Learning

Secondary Strand: College Reading

New and experienced teachers will learn how the presenters' experience using blogging in their classes has shown an increase in student motivation. The affective domain is addressed through self-reflective learning, creating a community of learners, and by allowing students to contribute to their learning in unique ways.

Session 17

Conference Ctr. 203

Global Skills for College Completion: Routines for Reflecting, Collaborating, Innovating

Presenters: Terry Shamblin, Monroe Community College; Rosemary Arca, Foothill College

Primary Strand: Professional Development

Secondary: Development/Basic Writing

GSCC engages reading, writing, and mathematics instructors in an online community dedicated to substantially increasing the success of developmental students. Reflective routines, including e-Portfolios and pedagogy circles, facilitate collaboration and innovation. This interactive presentation is intended for reading and writing teachers to talk about teaching practices with other classroom practitioners.

Session 18

Conference Ctr. 204

The Role of Mentor Tutors in Training and Supervision

Presenter: Rimi Marwah, University of Nevada, Las Vegas (UNLV)

Primary Strand: Learning Assistant Center Management

Secondary Strand: Peer Assistance Programs

Turing seasoned tutors into mentors has been an efficient and effective way to manage a tutoring program that has grown to over 4000 appointments a semester. This session will cover the history of why and how we started a mentoring program for tutors, mentor selection, and training

THURSDAY'S 2nd Concurrent Sessions (19-32) 1:30 pm – 3:00 pm

Session 19

Bay View I

A Toolbox for Collaboration in the Classroom

Presenter: Amber Kinonen, Bay College

Primary Strand: Learning & Study Strategies

This session will present strategies to improve student engagement through collaboration. The strategies focus on activity-based-learning to improve the classroom experience and sense of community, while making it more enjoyable for students and instructor

Session 20

Bay View II

Holistic Support that Promotes Student Learning

Presenters: Dorothy Osterholt, Landmark College; Sophie Lampard Dennis, Landmark College

Primary Strand: Learning Disabilities

Secondary Strand: Learning & Study Strategies

This session is for academic support professionals and disability service providers, and will illustrate how emotion, self-regulation, motivation, and skill attainment affect learning. We will share teaching tools that will enhance the instructor's understanding of adult learners and heighten sensitivity to factors that affect the learning process.

Session 21

Bay View III

Teaching in Between Reading and Writing

Presenter: Maggi Miller, Cengage Learning

Primary Strand: College Reading

Secondary: Developmental/Basic Writing

For many reasons, some schools have been experimenting with combining their reading and writing curriculum. The question of who should teach these courses and how they should be taught is becoming urgent. This session will explore some ways teachers can respond to this trend with strategies that teach in between.

Session 22

Mission I

From Theory to Practice: A Multisensory Approach to Tutor Training

Presenter: Tina Kondopoulos, Northeastern University

Primary Strand: Peer Assistance Programs

This presentation will demonstrate the use of situational videos and PowerPoint as tutor training tools. Participants will experience first-hand how to bridge theory and practice in a creative way, while also learning how to engage their tutors in the process.

Session 23

Mission II

Coaches Across the Curriculum: Addressing the Needs of Advanced Writers

Presenter: Melissa Thomas, University of Texas at San Antonio

Primary Strand: Graduate & Professional Student Success

Secondary Strand: Learning & Study Strategies

This interactive workshop will provide participants with a definition of academic coaching and strategies for coaching that can facilitate assisted learning with upper division and graduate students in their writing process.

Session 24

Mission III

Using a Developmental Education Best Practice Assessment to Plan and Fund Meaningful Professional Development

Presenters: Charmian Sperling, Middlesex Community College; Katherine German, Development Institute

Primary Strand: Professional Development

Secondary Strand: Research & Evaluation

The presenters will offer a model for conducting an institutional assessment of practices that most effectively contribute to student success; utilizing the results to engage faculty and staff in collaborating on carefully-considered professional development for increased student achievement and success; and underwriting costs by gaining support from key external funders. The session is for interested faculty, administrators, and professional development specialists.

Session 25

Mariner Point

Special Interest Group Meeting: Graduate & Professional Student Success

Presenter: Cynthia Carroll

The Graduate and Professional Student Success SIG is for all CRLA members who provide academic support to graduate and professional students. The focus of our SIG this year is to create an open communication forum for all academic support personnel who work with this population and develop professional development opportunities that are tailored to our specific student needs.

Session 26

Crown Point

Effective Research Guiding Pedagogy: One College's Developmental Literacy Program

Presenters: David C. Caverly, Texas State University- San Marcos; Eric J. Paulson, Texas State University- San Marcos; Sheila A. Nicholson, Texas State University- San Marcos

Primary Strand: College Reading

Secondary Strand: Research & Evaluation

Results of a study will be shared on the effectiveness of a developmental literacy program over 11 years following positive deviance theory. We will provide evidence of effective pedagogy based upon this research while avoiding the pitfalls of larger, macro-studies through our attention to student characteristics and local contexts.

Session 27

Palm I

Three Ways to Evaluate Your Program: Logic Model, SWOT Analysis and Action Plan, and Student Learning Outcomes

Presenter: Patricia Fullmer, Lincoln University

Primary Strand: Research & Evaluation

This workshop will introduce participants to three methods of program self-assessment: Logic model, SWOT Analysis and Action Plan, and Student Learning Outcomes. The facilitator will introduce each method and the participants will apply the method to their program using a graphic organizer. The interrelationship of the three methods will be discussed.

Session 28

Palm II

Tutoring - More with Less

Presenter: Joe Dulak, Saint Mary's University of Minnesota

Primary Strand: Peer Assistance Programs

Budgets are tight, responsibilities are increased, and yet we have to deliver effective and timely tutoring to assist with retention and student success. Here are some strategies, policies, and procedures I have implemented to assist with budget concerns, loss of staff, and tutoring at a small private Lasallian college. Once I share my ideas, I'd like to hear from you. If you're like me, you're always looking for new and better ways to do your job and deliver your service.

Session 29

Belmont

The NADE GUIDES: Best Practice for Program Evaluation and Improvement

Presenters: Gladys Shaw, University of Texas at El Paso; Linda Thompson, Harding University; Jennifer Ferguson, Cazenovia College

Primary Strand: Research & Evaluation

Secondary Strand: Professional Development

Better student outcomes depend on assessment, evaluation, and subsequent program improvements. This session will demonstrate how to use the *NADE Guides* to achieve those goals. This interactive presentation is appropriate for all professionals interested in improving their programs to achieve better student outcomes. Handouts will be provided.

Session 30

Conference Ctr. 202

Empowered Hands: Bridging Communication Gaps between Hearing Tutors & Deaf Students

Presenters: G.D. Poulton, South Texas College; Tammy Cepeda, South Texas College; Jim Walterhouse, South Texas College

Primary Strand: Learning Communities

Secondary Strand: Peer Assistance Programs

This session will present the processes of creating an ASL lab that supports students in the American Sign Language Interpreters and Developmental Writing programs. Our presentation will focus on two ASL tutor training in-services required of our tutor staff. We will describe how we plan training, collaborate with faculty from the ASL Interpreters Program for purposes of quality assurance, create and gather materials, and deliver content to the tutor staff.

Session 31

Conference Ctr. 203

Socratic Sessions: Strategies for Advanced-Level ESOL Success

Presenter: Helen Alexander, California State University, Fullerton

Primary Strand: ESOL

Secondary Strand: Graduate & Professional Student Success

This workshop for tutors and teachers of all disciplines examines the challenges upper-division and graduate ESOL students face when acclimating to American academic contexts. Emphasis shall be placed on metacognitive and critical thinking skills, and Socratic techniques shall be offered as ways to address these challenges in a tutoring session.

Session 32

Conference Ctr. 204

Using Concept Mapping as a Powerful Learning Tool

Presenter: Mark Walvoord, University of Oklahoma

Primary Strand: Brain Compatible Teaching/Learning

Secondary Strand: Learning & Study Strategies

Concept mapping is a powerful tool for learners and is rooted in the research fields of education and cognitive psychology. Instructors guide learners, individually or in small groups, through the construction and discussion of maps. These serve as tools in assessing student understanding, encouraging active learning, and increasing subject retention.

THURSDAY'S 3rd Concurrent Sessions (33-49) 3:15 pm – 4:15 pm

Session 33

Bay View I

Self-Directed Learning Development of First-Year Students

Presenters: Patricia Maher, University of South Florida; Jeffrey Hall, Ashford University

Primary Strand: Brain Compatible Teaching/Learning

Secondary Strand: Learning Communities

Can we intentionally help first-year students become more self-directed? Centered on the results of a correlation research study that examined self-directed learning characteristics of first-year college students, this presentation will be an opportunity for dialogue among the participants about the how the research results might support new ideas for practice.

Session 34

Bay View II

Program Evaluation 101: One Approach to Measuring Curriculum Efficacy in Developmental Reading

Presenter: Sonya Armstrong, Northern Illinois University

Primary Strand: Research & Evaluation

Secondary Strand: College Reading

The current push in developmental education is toward a more data-driven approach to curriculum and funding decisions. For administrators and practitioners alike, this has prompted the need for a crash course in program evaluation. This session will introduce one approach to measuring the efficacy of a developmental reading program.

Session 35

Bay View III

Try Learning Here: Using Viral Marketing to Promote Academic Services

Presenters: Jeffrey Banner, Arizona State University; Daniel Lacapa, Arizona State University; James Lewis, Arizona State University; Shannon Holland, Arizona State University

Primary Strand: Learning Assistant Center Management

Learning center managers sometimes struggle making students aware of the services we provide, and the old methods, including e-mail, do not always work well. This session will discuss the theory and use of non-conventional marketing techniques in building awareness of academic service on college campuses.

Session 36

Mission I

Use of Social Media in the College Classroom: Enhancement or Distraction?

Presenter: Karen Parrish, University of Alaska, Anchorage

Primary Strand: Learning Communities

Secondary Strand: Technology & Distance Learning

This presentation covers an introduction to a wide range of existing social media and the potential of these resources in enhancing the classroom community. Also included are the positive (and negative) impacts of social media as a means to create a cohesive, collaborative learning environment for both traditional classrooms and web-based courses. Designed for educators.

Session 37

Mission II

Collaborative Learning 2

Presenter: Nancy Mills, St. Cloud State University

Primary Strand: Professional Development

Secondary Strand: College Reading

How can faculty help each other design meaningful collaborative learning? Intended for teachers and faculty developers who are interested in fostering collaborative learning, this session will describe how nine teachers collaborated to implement collaborative learning across several subjects, including collaborative testing, projects, and activities.

Session 38

Mission III

Electronic Reading: Challenges, Implications, and Strategies for the Developmental Reader

Presenters: Victoria Williams, St. Cloud State University; Cari Kenner, St. Cloud State University

Primary Strand: College Reading

Secondary Strand: Technology & Distance Learning

Increasingly, college courses require the use of electronic text, yet traditional reading strategies often do not transfer to these mediums. The presenters will focus on current research, challenges, implications, and strategies for instructors to help developmental students better read electronic text.

Session 39

Mariner Point

Special Interest Group Meeting: Learning & Study Strategies

Presenter: James Barnes, University of California, Merced

Join us as we discuss current trends and research in the areas of learning and study strategies. We will also share goals for the coming year and brainstorm ways we can stay connected between conferences.

Session 40

Crown Point

Special Interest Group Meeting: Professional Development

Presenters: To be named

Sessions 41 - 44

Palm I

ROUNDTABLES**41. *Are they Ready for E-learning and How Can We Tell?***

Danhua Wang, Indiana University of Pennsylvania

This study examined students' readiness for online instruction amid its increasing availability. Collected data included students' learning behaviors observed in the classroom and an online learning program incorporated in the coursework. This presentation is intended to generate constructive discussions among those interested in expanding the classroom to the internet.

42. *Color-Coding Sentences to Improve Sentence Composition*

Katheryn McCoskey, Butler Community College

Participants will learn instructional strategies for color-coding essential parts of speech in simple, compound, and complex sentences and for coaching students to transfer information to sound written expression in their sentences. This roundtable session will be of interest to Developmental Education instructors of writing, reading, and study skills, as well as tutoring and learning assistance personnel.

43. *The Early College High School Initiative: The Road to College Success*

Nancy Dashesky, Westchester Community College

This session will discuss one model used to teach ninth grade students from an urban high school the skills they need to succeed in college. Taught at Westchester Community College, the College Prep course is designed to help students have a more successful high school experience and college experience while receiving college credit. Since success is often the result of specific behaviors, developing the right study skills are essential components to academic success.

44. *Providing Services 24/7: Restructuring How We Support Today's Students*

Valerie Kisiel, Innovative Educators; Kristen Seldon, Innovative Educators

It's time to do more with less. Learn innovative and cost-effective strategies that will help your students achieve their academic, personal, and career goals.

Session 45

Palm II

From Bueller to Beethoven: The Evolution of a Study Skills Presentation

Presenter: Michael Ruwe, University of North Carolina, Wilmington

Primary Strand: Learning & Study Strategies

Secondary Strand: Brain Compatible Teaching/ Learning

For four years I have conducted a “Study Skills” presentation for Freshman Seminar classes. I will trace the evolution of my presentation from 2007 to 2011. This will include a discussion of the following: the nature and relevance of study skills, critical thinking, college academic expectations, the freshman audience, and how to make study skills an active presentation.

Session 46

Belmont

Integration of Math and Literacy Skills in Developmental Curriculum

Presenter: Victoria Appatova, University of Cincinnati

Primary Strand: College Reading

Secondary Strand: Mathematics

This study demonstrates how an integrated curriculum in particular reading courses paired with mathematics; enhance developmental students’ academic performance, retention, motivation, and intellectual development. The presentation will provide faculty and administrators with methodologies for integrating math and literacy skills in developmental classes, developing a paired reading curriculum, and assessing paired reading courses.

Session 47

Conference Ctr. 202

Behind the Scenes at JCRL: The Review and Publication Process

Presenter: Diana Bell, University of Alabama in Huntsville

Primary Strand: Professional Development

Secondary Strand: Research & Evaluation

This presentation provides insight into the publication process for manuscripts submitted to the *Journal of College Reading and Learning*. Potential and seasoned authors will learn about the submission, acceptance, revision, and publishing processes. Participants will also understand the roll of editors, managing editors, and the editorial board.

Session 48

Conference Ctr. 203

Meeting the Learning-Disabled Student in the Town Square

Presenter: Caroline Le, Beacon College

Primary Strand: Learning Disabilities

Secondary Strand: Learning Assistant Center Management

It has been the experience of our learning-disabled students at Beacon College that they succeed not by observing from the margins, but by actively participating within the learning economy of the College. This presentation aims to show educators across the P-20 community how the Writing Center at Beacon College contributes to this partnership.

Session 49

Conference Ctr. 204

Presenters:

Primary Strand:

THURSDAYS 4th Concurrent Sessions (50-67) 4:30 pm – 5:30 pm

Session 50

Bay View I

Hands Across the Desktop: Virtual Partnerships Using Webinars

Presenters: Melissa Thomas, The University of Texas at San Antonio; Lori Saxby, University of Southern Indiana; Suzanne McCarthy, Centenary College; Sara Weertz, Angelo State University

Primary Strand: Professional Development

Secondary Strand: Technology & Distance Learning

We will begin with an explanation of online web-conferencing and basic elements before segueing into a demonstration of how this technology can improve not only communication between/amongst colleagues across the country but also provide important professional development.

Session 51

Bay View II

College Readiness Standards-Based Professional Development for ABE-to-DE Teachers: A Study

Presenters: Emily Payne, Texas State University- San Marcos; Mary Helen Martinez, Texas State University- San Marcos

Primary Strand: Professional Development

This presentation describes research on college readiness through the lens of professional development based on Texas College and Career Readiness Standards (CCRS) and the Cross Disciplinary Standards (CDS) for teachers who prepare adult students for college. The research question: Does CCRS and CDS-based professional development for postsecondary transition work?

Session 52

Bay View III

Using Technology in a Literacy Classroom to Promote Student Engagement

Presenters: JoAnne Greenbaum, California State University, Fullerton; Valerie Hannah, California State University, Fullerton and Fullerton College

Primary Strand: College Reading

Secondary Strand: Technology & Distance Learning

This session examines effective practices and activities in a student centered classroom. Active learning, through discussion and collaboration, is stressed using wikis, project based websites, and social media sites. Links to sample sites and specific classroom examples will be provided. This presentation is appropriate for literacy instructors in traditional classrooms, hybrid, and online class settings.

Session 53

Mission I

Reach Across the Curriculum for Math Study Skills

Presenter: Carolyn Hopper, Middle Tennessee State University

Primary Strand: Mathematics

Secondary Strand: Learning & Study Skills

The purpose of this session is to provide math instructors, tutors, and learning strategies instructors with an instrument to diagnose students, math study skills and to use that inventory as a bridge to examine some key factors necessary for optimal learning, interest, intent to remember, and basic background.

Session 54

Mission II

Hands Across Developmental Reading and Writing

Presenter: Janice Bellinghere, Grossmont College

Primary Strand: College Reading

Secondary Strand: Learning Communities

Developmental reading and writing instructors will see how to teach a book on the reading side and the writing side of a linked course in a learning community. I will use the novel *The Reader*, by Bernard Schlink, to give examples. Administrators will learn the value of offering learning communities at the developmental level on their campus.

Session 55

Mission III

Accelerated, FOCUSed, Delivery: Scaffolding and Partnering to Support Developmental Readers

Presenters: Sheila Nicholson, Texas State University- San Marcos; David Caverly, Texas State University- San Marcos; Janie Lopez, Texas State University- San Marcos; Michele Donnelly, Texas State University- San Marcos

Primary Strand: College Reading

Secondary Strand: Technology & Distance Learning

Learn how we adapted a successful, semester-long developmental reading class into a half-semester, hybrid class with instructional supports and, with the support of a demonstration grant, partnered with developmental mathematics and student support representatives from across the campus to assist our developmental reading students.

Session 56

Mariner Point

Special Interest Group Meeting: Brain Compatibility Teaching/Learning

Presenter: Charis Sawyer, Johnson County Community College

This informal session will feature sharing of best practices in brain compatible teaching, as well as resources for additional information. Copies of the latest newsletter and bibliography will be available.

Session 57

Crown Point

Special Interest Group Meeting: English Speakers of other Languages (ESOL)

Presenter: Leslie Connery, Harford Community College

ROUNDTABLES**58. *An Integrated Approach to Teaching Developmental Reading and Writing***

Thomas Kitchen, Berkeley College

The presentation is intended to report on and receive feedback regarding a newly-developed course that integrates two formerly separate courses, one developmental reading and one developmental writing. The intended audience are teachers and administrators, who can help us refine and may benefit from the ideas we have about the course.

59. *Get Your Act Together: Best Practices for Tutor Program Certification*

Christopher Glover, Long Beach City College

Old tutoring program administrators collect it; new ones inherit it. “It” is the “stuff” that just might have the makings of a CRLA-certified training program—if only you could get around to organizing it! Anyone looking to certify a training program is welcome to attend and participate.

60. *Problem Assistance Center Management*

Leslie Hargrove, Pima Community College- East Campus

Would you like help generating ideas for new tutor training sessions? This roundtable discussion will provide the venue to discuss approved CRLA tutor training topics and exchange ideas for how meaningful training sessions can be presented. Participants should bring any materials (handouts, exercises, etc.) that they have used in tutor training and would be willing to share with the group.

61. *Lessons Learned from Pairing Developmental Reading with Content Area Courses*

Diane Bosco, Suffolk County Community College; Dawn Tracy-Hanley, Suffolk County Community College

Using the paired course model of a learning community, two developmental reading professors reached across the curriculum, one to pair with Communication, the other with Psychology. The discussion will focus on what enhanced and what hindered success and is relevant to anyone teaching, planning, or evaluating a similar program.

62. *Tutoring without a Learning Center*

Laura Cruse, IIT Technical Institute, Omaha Campus

This roundtable session discusses classroom initiatives to encourage students to invest their time in tutoring sessions outside of class.

Session 63**Palm II*****Mirror, Mirror on the Wall, Let's Encourage Reflection for All***

Presenters: Kathryn Bartle Angus, California State University, Fullerton; Maureen Provenzano, California State University, Fullerton

Primary Strand: College Reading

Secondary Strand: Learning & Study Strategies

This session is designed for instructors who want to encourage their students to become reflective and metacognitively aware readers, writers, and thinkers. Presenters will provide and actively engage participants in instructional practices easily adapted for reading, writing, content area, and critical thinking classrooms.

Session 64

Belmont

EXCEL: A Cohort Model of Intervention

Presenters: Dana Jablonski, Georgia Institute of Technology; Eric J. Moschella, Georgia Institute of Technology; Eric Tack, Georgia Institute of Technology

Primary Strand: Learning & Study Strategies

Secondary Strand: Learning Assistant Center Management

This session will discuss the components of the EXCEL program including developmental, implementation, and assessment. EXCEL is an academic support program for underperforming first and second year students. The EXCEL Cohort seeks to provide students with personalized attention and customized success plans. This program is intended for all academic support professionals.

Session 65

Conference Ctr. 202

Designing an Academic Program

Presenter: Karen Hamman Sondheimer, Bloomsburg University of Pennsylvania

Primary Strand: Learning Assistant Center Management

This session, designed for administrators and learning center personnel, will provide an overview of the variety of different models of intervention for students on academic probation. An assessment of each model's strengths and weaknesses will allow professionals to determine the best fit for their individual institution.

Session 66

Conference Ctr. 203

Student as Partners: Hearing Student Voices through Focus Groups

Presenter: Dorothy Briggs, University of Arizona

Primary Strand: Learning Assistant Center Management

Secondary Strand: Research & Evaluation

Students are our partners. Do we hear their voices? Focus groups can be valuable tools for listening to students while assessing our programs. This presentation will give you the tools to set up and run reliable and valid focus groups.

Session 67

Conference Ctr. 204

Presenter:

Primary Strand:

FRIDAY'S 5TH Concurrent Sessions (68-86) 9:45 am – 10:45 am

Session 68

Bay View I

Using Peer Mentors to Promote Student Success in the First Year

Presenter: Jessica Smestad, Minot State University

Primary Strand: Peer Assistance Programs

Secondary Strand: Learning Communities

This session will focus on promoting student success in the first-year through the use of peer mentors. The roles and responsibilities of peer mentors, their effectiveness, and methods/activities for training will be discussed. This session is recommended for anyone who is interested in starting or enhancing peer assistance programs.

Session 69

Bay View II

Access and Remediation in Higher Education: Who Wins? Who Loses?

Presenters: Suzanne McEvoy, California State University, Los Angeles; Howard Masuda, California State University, Los Angeles

Primary Strand: Research & Evaluation

Changes in higher education remediation are being proposed or implemented because of decrease funding. Those involved with remediation will learn about the history of higher education remediation in the United States, recent views, current national trends, effects of remediation, remediation in the California State University system, and its future.

Session 70

Bay View III

A Curriculum Audit Toolbox: Instrumentation and Protocol for College Reading Alignment Studies

Presenters: Sonya Armstrong, Northern Illinois University; Joanne Kantner, Joliet Junior College; Norman Stahl, Northern Illinois University

Primary Strand: Research & Evaluation

Secondary Strand: College Reading

The current push in developmental education is toward a more data-driven approach to curriculum and funding decisions. This session will provide an overview of the protocol, including instrumentation, used in a recent community college reading audit. This session is intended for administrators and practitioners in developmental education who may be considering a similar audit.

Session 71

Mission I

Considering All Angles: A Long Journey to Require Reading

Presenters: Judi Salsburg Taylor, Monroe Community College; Terry Shamblin, Monroe Community College

Primary Strand: College Reading

Secondary Strand: Mathematics

In this interactive session, participants will travel a long, twisting, controversial road. The destination is adequately addressing students, reading needs, but the roadblocks are wide-spread misconceptions and the power of the status quo. This session is intended for reading faculty and administrators to discuss approaches, projects, and institutional practices that will help students read effectively across the disciplines.

Session 72

Mission II

Watching a New Learning Assistance Center Spread Its Wings

Presenter: Hyejeen Bardon, Century College

Primary Strand: Learning Assistant Center Management

Palomar College's Teaching and Learning Center (TLC) staff will discuss the operations of the center, focusing on the integration of academic and student services designed to help underprepared students be successful at college. This session will be of special interest to current and future learning center staff and administrators.

FRIDAY'S 5TH Concurrent Sessions (68-86) 9:45 am – 10:45 am

Session 73

Mission III

Humanities Critical Thinking Skills Rescue At-risk Graduate Health Science Students

Presenter: Bernard Grindel, Quinnipiac University

Primary Strand: Graduate & Professional Student Success

Health science students can present serious challenges to learning assistance professionals, who often possess human science backgrounds. This session will present theory to practice for using humanities-based critical thinking skills to help science students achieve their goals. The presentation includes advice for helping exam-takers and methods for discussing critical thinking.

Session 74

Mariner Point

Special Interest Group Meeting: Learning Disabilities

Presenters: To be named

Session 75

Crown Point

Special Interest Group Meeting: Technology and Distance Learning

Presenter: Dorothy Chase, College of Southern Nevada

eBooks are hot topics currently. We'll discuss the pros and cons of using eBooks, the possibility of not using textbooks at all, and other means of exposing our students to the material we need them to learn. In addition, we'll look at strands of learning theory that are united in successful online tutoring practice and measuring the real-world impact.

FRIDAY'S 5TH Concurrent Sessions (68-86) 9:45 am – 10:45 am

Sessions 76-81

Palm I

ROUNDTABLES

76. *Teaching International Students Skills for Success in an American University*

Kathy Lenz, California State University, Long Beach; Jennifer Luarca, California State University, Long Beach; Erik Jahner, California State University, Long Beach

A presentation and roundtable discussion on teaching international students skills for success in an American university led by two learning center program coordinators. Presentation is intended for people working with international students in a university setting who desire campus-wide collaboration with the primary goal of assisting international students.

77. *Whose Job Is It Anyway? Supporting Academically Disqualified Students*

Melinda Gunning, Fresno Pacific University; Fay Nielsen, Fresno Pacific University

The presenters share how a partnership of the Retention Office, Academic Support Center, and faculty work together to support students who have previously been disqualified. This roundtable presentation will provide many new ideas for advisors, academic support personnel, administrators, and others committed to supporting the struggling student.

78. *Build It and They Will Come*

Mary Jean Stanton, Mount Mercy University

This presentation is intended for teachers and administrators new to the field. Content will address Learning Center Development and Management, covering developing programs and delivering services to multiple student populations. I'll briefly tell my story of entering the profession by chance, and building our campus Academic Center for Excellence from the bottom up over a twenty year span, meeting the needs of students as they exist. We'll look at best practices and ongoing challenges as we've built several innovative programs under the umbrella of ACE.

79. *Serving Graduate Students in the Learning Center*

Melissa Thomas, University of Texas at San Antonio

This roundtable will allow us to explore how we can best expand our practices to serve graduate students who might seek services from a learning center. Discussion will center around adult learning theory and how to discuss the same topics (time management, writing, etc) but with a different approach.

80. *Creating a Reading Text for Nursing and Allied Health Care Students*

Deborah Churchill, St. Catherine University

In this roundtable presentation participants will learn about a unique collaborative approach to developing a custom-published reader which will be used by nursing and allied health care students to facilitate their reading proficiency in these rigorous academic programs. Participants will engage in a discussion of best practices for contextualizing reading instruction within an academic discipline. Ideas for effective partnerships with health care faculty will also be explored, and experiences with custom-published readers will be shared. Intended audience includes both experienced and new reading teachers.

81. *Run Silent Run Deep: The Power of Sustained Silent Reading in the Classroom*

Maria Griffith, Salt Lake Community College

Regular Sustained Silent Reading has a greater impact on student abilities, attitudes, and behavior than any other classroom instruction. Through active learning stations, participants will be taught how to implement a Sustained Silent Reading program in the classroom.

FRIDAY'S 5TH Concurrent Sessions (68-86) 9:45 am – 10:45 am

Session 82

Palm II

Reading Academic Textbooks: Preparation, Practices, and Reflection of Metacognitive Reading Strategies

Presenters: Deborah Kellner, University of Cincinnati

Primary Strand: College Reading

Secondary Strand: Learning & Study Strategies

This presentation will include a discussion of the preparation and practices for teaching the reading of academic textbooks to college developmental students. Attendees will learn ways to engage readers in expository material, generate ideas that build metacognitive awareness, help students read and process difficult language, and teach students to self monitor comprehension. The strategies discussed promote active engagement and increase comprehension.

Session 83

Belmont

The Alliance of Support Services and Learning Communities

Presenter: Joyce Stern, Nassau Community College

Primary Strand: Learning Communities

Learning communities (LCs) link two or more courses with a common cohort of students. In this workshop, participants will learn how to incorporate academic support services into the learning community paradigm in order to enhance student learning and success. This is a relevant session to all attendees since the effectiveness of an LC program depends on the participation of administrators, the LC coordinator, faculty, department chairs, and representation from the registrar, advisement, support services, and the library.

Session 84

Conference Ctr.202

Using the Maze Test to Capture Gains from Short-Term Fluency Interventions

Presenter: Omer Ari, Appalachian State University

Primary Strand: Research & Evaluation

Secondary Strand: College Reading

College readers were found to answer 40-80% of the questions on the Nelson-Denny Comprehension subtest without reading the passages. This raises serious questions about the reliability of data from standardized reading tests, which are widely used to make placement decisions by college reading teachers/tutors. More reliable measures are needed to make accurate placements. Data will be reported in favor of the maze test.

Session 85

Conference Ctr. 203

Helping Students Learn to Organize Text Information

Presenter: Diane Van Blerkom, University of Pittsburgh at Johnstown

Primary Strand: Learning & Study Strategies

Secondary Strand: College Reading

For many students, note taking involves just copying sentences out of the text. Without learning to organize information, students simply generate long lists of details under the headings from the text. In this session, I will demonstrate how to teach students to organize text information in a learning strategies class, give participants an opportunity to participate in a part of the actual classroom workshop, and provide handout materials for classroom use.

Session 86

Conference Ctr. 204

Culture, Collaboration and Composition: Action Research in "Mixed" Developmental Writing Classes

Presenters: Michael Keleher, Kennesaw State University; Pinder Naidu, Kennesaw State University

Primary Strand: Developmental/Basic Writing

Secondary Strand: Research & Evaluation

This presentation will describe an action research study of the impact of culturally-themed course content and collaborative learning on students in mixed (native and non-native speaker) developmental writing classes.

FRIDAY'S 6th Concurrent Sessions (87-104) 11:00 am – 12:00 pm

Session 87

Bay View I

Assessment Doesn't Have To Be a 4-Letter Word

Presenter: Lisa Johns, University of Texas at San Antonio

Primary Strand: Research & Evaluation

This workshop is intended for assessment newcomers. An introduction to methods used by the UTSA Tomas Rivera Center programs using descriptive statistics to evaluate program efficacy will be the focus. Participants will come away with ideas of how to develop assessment plans using student satisfaction, needs, demographics, and learning outcomes.

Session 88

Bay View II

One Book- One Conference

Presenter: Arden Hamer, Indiana University of Pennsylvania

Primary Strand: College Reading

Join in a facilitated discussion of *The Narcissism Epidemic*, co-authored by Saturday's keynote speaker Jean Twenge. We will look at the causes and symptoms of narcissism as described in the book, how it affects our children and students and our own experiences with students that relate to the topic.

Session 89

Bay View III

Cost of Developmental Education

Presenter: Patrick Saxon, Appalachian State University

Primary Strand: Research & Evaluation

The presenter will discuss the literature and discourse on the cost of developmental education. There will be descriptions of state and local cost accounting models. Participants will also be advised on constructing a model for calculating the instructional costs of developmental education at the institutional level.

Session 90

Mission I

CAS Assessment: Hands-On Program Evaluation Focused on Student Learning Outcomes

Presenter: Karen Agee, University of Northern Iowa

Primary Strand: Research & Evaluation

Secondary Strand: Professional Development

The Council for the Advancement of Standards in Higher Education (CAS), of which CRLA is a member, offers a set of student learning outcomes to guide program evaluation by learning professionals. Learn the six domains and 28 dimensions of CAS learning outcomes and identify new approaches to learning assessment.

Session 91

Mission II

The Tutor's Story of Becoming - Why Narrative Matters

Presenter: Michele Miyamoto, Humboldt State University

Primary Strand: Learning Assistant Center Management

Tutor development should include narrative reflective practice. This session is intended for tutor training developers. The presentation will include theoretical rationale and practical application examples of tutor training incorporating narrative reflection.

Session 92

Mission III

Learning Centers: Providing Hands Across Undergraduate and Graduate Programs!

Presenters: Saundra McGuire, Louisiana State University

Primary Strand: Peer Assistance Programs

Many graduate students experience difficulty with their courses even though they were very successful undergraduate students. These students often come to the campus learning center for assistance, but many centers serve only undergraduate students. Attendees will learn metacognitive tools and mentoring strategies that help graduate and professional student achieve excellence.

Session 93

Mariner Point

Special Interest Group Meeting: Learning Communities

Presenters: Rose Arszulowicz, Berkeley College

Session 94

Crown Point

Special Interest Group Meeting: College Reading

Presenters: Wally Barnes, Sam Houston State University; Ana Rojas-LeBouef, Sam Houston State University

Sessions 95-98

Palm I

ROUNDTABLES**95. *Winning Collaboratively- University of Southern Indiana Athletic Peer Coach Program***

Darrin Sorrells, University of Southern Indiana; Joe Loge, University of Southern Indiana

Information about the University of Southern Indiana's (USI) peer coach program for student athletes will be shared, specifically, selection of peer coaches and an overview of their roles. Examples of program collaborations within University Division and outside of the unit will be discussed.

96. *Tutoring Reluctant Writers: One University's Experience with Professional Program Majors*

Ronald Tulley, The University of Findlay; Stephanie Springer, The University of Findlay; Kelsey Radigan, The University of Findlay; Rachel Conley, The University of Findlay; Josiah Parkurst, The University of Findlay; Dylan Scott, The University of Findlay

This presentation spotlights The University of Findlay's writing center as it grapples to address the needs of its growing professional programs. We plan to illustrate that the challenges facing similar mid-size universities as they evolve can be addressed despite limited resources.

97. *A Writing Center's Campaign to Communicate its True Mission*

Marie Basche, Capital Community College; Jill Gray, Capital Community College; Kevin Lamkins, Capital Community College; Daniela Ragusa, Capital Community College

This roundtable discussion will cover some of the many challenges faced by Writing Center administrative staff and tutors in their attempts to address the unrealistic expectations of students and the surprising misconceptions of instructors with respect to the role and mission of a community college Writing Center. Panel members will discuss specific ideas on how to change a Writing Center's image on campus to more accurately reflect its true mission and create a more harmonious learning environment.

98. *Online or Face to Face: Let's Talk Tutoring*

Niki Schmauch, College of Coastal Georgia

The College of Coastal Georgia's new four year status transformed its academic landscape. Searching for innovative learning resources, Tutor.com, an online tutoring service, has proven an effective addition. This session explains the trials experienced by CCGA to provide students with the best tools to succeed in their academic careers.

Session 99

Palm II

The Why Trumps the What!

Presenter: Michael Curry, New River Community and Technical College

Primary Strand: Professional Development

This session is designed to introduce participants to the emerging field of axiological psychology and its relevance to the work of assisting at-risk and nontraditional learners in academic and career decisions. Participants will gain an understanding of the theoretical and practical approaches to academic advising, career counseling, and student support. Academic advisers, developmental instructors, career counselors, and others working within the general area of student support for at-risk and nontraditional learners will be given practical tools to address barriers that can otherwise cripple students in their pursuit of a better life.

Session 100

Belmont

Partnership and Create an Academic Success Peer-mentor Program

Presenters: Diane Eisenberg, Chapman University; Elizabeth Holfeldt, Chapman University

Primary Strand: Peer Assistance Programs

Secondary Strand: Learning & Study Strategies

This workshop is designed for Department and Learning and Tutoring Center Administrators, as well as professors, who strive to enhance student success. The workshop models how our Tutoring Center successfully worked in partnership with our Athletic Training Department to create a peer-tutor/mentor program. Upper division students in the program were trained to serve as academic tutors assisting freshmen students entering into a rigorous academic program through learning skills and study strategy sessions.

Session 101

Conference Ctr. 202

Developmental Education: A South African Perspective

Presenters: Gretchen Starks- Martin, St. Cloud State University & College of St. Benedict; Sarie Snyders, Nelson Mandela Metropolitan University; Liesl Smith, Nelson Mandela Metropolitan University

Primary Strand: Learning Assistant Center Management

Developmental education in South Africa will be presented from the perspective of a Fulbright Specialist project at Nelson Mandela Metropolitan University. Assessment, student support services, coursework, technology, and a U.S./NMMU cultural learning project will be shared as they "inform" practices for colleges in the U.S.

Session 102

Conference Ctr. 203

Fostering Leadership in Your Center: The Role of Master Tutors

Presenter: Nathalie Vega-Rhodes, San Jacinto College

Primary Strand: Learning Assistant Center Management

This session is intended for administrators of learning centers who have tutors that are interested in helping the center grow. Issues that will be discussed will be ideas for fostering leadership in individual centers and methods for encouraging tutor growth.

Session 103

Conference Ctr. 204

Math + Technology = Chocolate

Presenter: Melody Shipley, North Central Missouri College

Primary Strand: Mathematics

Secondary Strand: Technology & Distance Learning

By incorporating technology, birds will sing on demand, the sun will always shine, and conservatives and liberals will share the same viewpoint. OK, maybe not, but participants will learn how transitioning to technology really does improve classroom management and student learning and maybe create just enough extra time for chocolate.

Session 104

Bay View I

The Professional of Learning Specialists, A Canadian First Step

Presenters: Richard “Zack” Zajchowski, Camosun College

Primary Strand: Professional Development

Secondary Strand: Learning & Study Strategies

Learning specialists often use strategies drawn from the educational literature without explicit articulation of the theoretical foundations of these strategies. The need for an organized foundation of knowledge for the work of learning specialists, together with the need for a national voice to advocate for the professional work we do, has led us to create the Learning Specialists Association of Canada (LSAC). This workshop will overview how a national group can advance a canon of knowledge for the profession as a whole. Also, the history of LSAC’s creation and its long term goals will be briefly reviewed.

FRIDAY'S 7th Concurrent Sessions (105-120) 2:00 pm – 3:00 pm

Session 105

Bay View II

Literacy Practices in College Content Area Classrooms: Partners for Success

Presenter: Patricia Mulcahy-Ernt, University of Bridgeport

Primary Strand: College Reading

Secondary Strand: Learning & Study Strategies

How do college instructors promote learning in their classrooms and help students understand their assigned text readings? This workshop features several instructional strategies and shows how good literacy practices, partnered with content, promote successful classroom learning. Examples of typical college-level texts along with practical instructional strategies for text comprehension will be shared. (This workshop is intended for college teachers and tutors.)

Session 106

Bay View III

Increasing Reading Comprehension (Motivation!) Through the Use of Technology

Presenter: Jamie Caudill, Georgia Gwinnett College

Primary Strand: College Reading

From the use of song lyrics and novel discussion blogs to the use of YouTube videos and digital flashcards, we will demonstrate innovative and creative ways of enhancing approached to reading comprehension and vocabulary instruction. Both new and experiences teachers will find that these activities will enhance their reading curriculum.

Session 107

Mission I

College Readiness Continuity and Community: Middle School, High School, College

Presenters: Rich Radcliffe, Texas State University; Beth Bos, Texas State University

Primary Strand: Research & Evaluation

Secondary Strand: Multicultural Issues

This session presents strategies and findings from Year Six of our longitudinal study that builds college readiness among grades 6-12. The session engages grades 6-20 educators in aligning such 6-12 projects with developmental education programs and experiences, and discussing what makes middle school and high school students, college ready.

Session 108

Mission II

Holistic Integration of Learning Services Into Developmental and Introductory Courses

Presenters: Sheryl Bone, Kaplan University; Teresa Marie Kelly, Kaplan University; Elizabeth Kelly, Western Carolina University

Primary Strand: Learning & Study Strategies

Secondary Strand: Learning Communities

In this era of doing more with less, leveraging student support services is critical. Integrating these services into introductory courses through interdepartmental and interdisciplinary collaboration moves beyond "there is a writing center" or "go see the IT team" to getting students to use existing support as part their learning process.

Session 109

Mission III

Integrating Learning Style Theory with Tutor/Mentor Training

Presenter: Preston VanLoon, Iowa Wesleyan College

Primary Strand: Peer Assistance Programs

Secondary Strand: Brain Compatible Teaching

Through presentation, discussion, and handouts, participants will deepen their understanding of approaches to learning theory and its relevance for tutor and mentor training. In this interactive presentation, participants will also explore and identify specific strategies for integrating and applying learning style theory with the training provided to tutors and mentors using the VARK model.

Session 110

Mariner Point

Special Interest Group Meeting: Research and Evaluation

This year's Research and Evaluation SIG meeting will focus on research tools that can be used for pedagogical purposes. Dr. Eric J. Paulson, of Texas State University-San Marcos, will present on one such tool, a self-efficacy instrument. Follow-up discussion will include suggestions for other research-teaching tools.

Session 111

Crown Point

Special Interest Group Meeting: Learning Assistance Center Management

Presenters: Penny Turrentine, Pima Community College

Sessions 112-115

Palm I

ROUNDTABLES

112. *Expanding Circles of Influence: Lessons Leading to Awareness and Advocacy*

Sharon Bernthal, Delta College

When reading inspires transformational changes, even reluctant readers reconsider the value of reading in their lives. New and experienced teachers can adopt this best practice journey through civility reflections, effective living habits, societal challenges, service learning, global citizenship, and empowering civic engagement.

113. *What challenges are you facing in college reading? Let's talk!*

Betty Raper, Pulaski Technical College; Pat Pierce, Pulaski Technical College; Karen Jensen, Pulaski Technical College

This roundtable presentation will focus on the challenges facing college reading instructors. Various topics will be addressed including mandated legislation requiring clear exit standards and recommendations to move students through developmental courses at a faster pace. How are you addressing these challenges? Come share your success stories with your colleagues.

114. *First-Year Student Expectations of College and Predictors of Success*

Susan Dawkins, Indiana University of Pennsylvania; Parveen Ali, Indiana University of Pennsylvania

In this roundtable discussion, we will discuss the results of a qualitative study on first-year students' expectations of college and their perceptions of academic success. Conference participants will share their thoughts on the factors behind student success, comparing our own perspectives with those of the students in our study.

115. *The New England Peer Tutor Association: Hands Across The Region*

Laurie Hazard, Bryant University; Allen Bruehl, Assumption College

The New England Peer Tutor Association (NEPTA) is a professional organization designed expressly for and run by tutors. NEPTA supports a community of tutors through opportunities for networking, and for personal and professional development in the region. Attend this session to learn about forming a similar organization in your region.

Session 116

Palm II

Reading Scholars: Integrating Active Reading into Content-Specific Courses

Presenters: Elizabeth Yost - Hammer, Xavier University of Louisiana; Jason Todd, Xavier University of Louisiana

Primary Strand: College Reading

Secondary Strand: Professional Development

Xavier University of Louisiana implemented a campus-wide initiative to enhance active reading in our students. We will describe a program our faculty development center implemented to support this initiative utilizing discipline-based projects. Further, we will explore ways in which session participants (faculty, faculty developers) can incorporate parts of this initiative.

Session 117

Belmont

Using Students' Beliefs about Vocabulary as Tools for Instruction

Presenter: Michelle Andersen Francis, West Valley College

Primary Strand: College Reading

Secondary Strand: Learning & Study Strategies

Vocabulary instruction is typically dry and unimaginative, but it does not have to be. This interactive session, intended for new and experienced teachers, outlines the research on students' beliefs about vocabulary knowledge and acquisition, provides ideas for innovative vocabulary practice, and offers audience members the opportunity to share ideas for vocabulary instruction.

Session 118

Conference Ctr. 202

Building the Foundation Together: Social/Emotional Intelligence for Academic Success

Presenter: Suzanne Liff, Nassau Community College

Primary Strand: Professional Development

Secondary Strand: Learning & Study Strategies

This workshop actively explores the relationship between social and emotional intelligence and collegiate success; both scholarly and personal. Moving from theory to practice, six competencies of the SEI paradigm are applied to the teaching and learning process in developmental educational settings. Participants will collaborate to develop instructional strategies and supportive interventions that acknowledge and nurture the social/emotional underpinnings of student success.

Session 119

Conference Ctr. 203

The Kellogg Institute

Presenter: Denise de Ribert, Appalachian State University

Primary Strand: Research & Evaluation

Secondary Strand: Peer Assistance Programs

The Kellogg Institute presents an opportunity for developmental educators to immerse themselves in the theory and research of best practices during a 4-week summer residency on the campus of Appalachian State University. Learn more about the Kellogg Institute and the benefits of becoming a scholar practitioner.

Session 120

Conference Ctr. 204

Tutors Know How to Read, Right?

Presenters: Mason Tudor, West Kentucky Community and Technical College; Megan Dotson, West Kentucky Community and Technical College

Primary Strand: Peer Assistance Programs

Secondary Strand: College Reading

In this session, the presenters (tutor trainer and reading faculty) will detail a reading training curriculum for tutors and discuss implementation strategies. This session will be helpful for tutor trainers who want to enhance tutor training and faculty who want to be more involved in their learning assistance programs.

FRIDAY'S 8th Concurrent Sessions (121-137) 3:15 pm – 4:15 pm

Session 121

Bay View I

Universal Design and Supplemental Instruction: Increasing Access Through Support Services

Presenter: Elizabeth Hofeldt, Chapman University

Primary Strand: Professional Development

Secondary Strand: Learning Disabilities

Tutoring programs such as Supplemental Instruction (SI) can utilize Universal Design of Learning, making support services accessible to more students. This presentation provides an outline for tutor program administrators for training SI tutors in strategies for UDL. Participants will have an opportunity to engage in a hands-on simulation that illustrates the training.

Session 122

Bay View II

Building Student Resilience through the First Year Experience (FYE)

Presenter: Jack Truschel, East Stroudsburg University

Primary Strand: Graduate & Professional Student Success

Enhancing Student Retention can be accomplished through the use of a First Year Experience (FYE). This presentation will provide attendee with a brief description of a normed and reliable instrument which is easy to administer and activities used to enhance affective factors which contribute to persistence. Attendees will gain information activities which can enhance student hardiness (resilience) which in turn can impact academic retention.

Session 123

Bay View III

Transitioning College Reading to College Success through Learning Communities

Presenter: A. Yvette Myrick, The Community College of Baltimore County

Primary Strand: College Reading

Secondary Strand: Learning Communities

The workshop is intended for college reading faculty who want to create an effective learning community that is linked to a general education course. The workshop will cover lessons learned such as creating integrative assignments, managing hyper-bonding, and monitoring student progress from a college reading and sociology learning community.

Session 124

Mission I

Backwards Design: Applying an Innovative Approach to Developing Online Resources

Presenters: Amy Buechler – Steubing, Capella University; Siri Sorensen, Capella University

Primary Strand: Technology & Distance Learning

How do you develop online learning resources at your institution? We'll share the outcomes-based approach used to develop high-quality self-paced online learning resources at Capella University, highlight our new collection of online reading strategies resources, and assist participants in developing action plans for applying this process at their institution.

Session 125

Mission II

Encouraging College Literacy: Guided Strategies to Promote Students' Reading Skills and Engagement

Presenters: Sarah Smith, Texas Tech University; Stefanie Johnson, United States University

Primary Strand: College Reading

Secondary Strand: Learning & Study Strategies

This presentation, intended for teachers of all disciplines but especially in the humanities, identifies challenges college students encounter in their reading processes and introduces reading strategies to help students better comprehend and analyze texts by discussing the results of a survey on college students' reading habits in first-year composition courses.

Session 126

Mission III

Bringing the Three Dimensions of Lexical Competence into Play

Presenters: David Rothman, Queensborough Community College; Jilani Warsi, Queensborough Community College

Primary Strand: College Reading

Secondary Strand: Professional Development

The purpose of this presentation is to prove the efficacy of Henriksen's three dimensions of lexical competence to L2 vocabulary instruction. It is our belief that a focus on these dimensions can better facilitate vocabulary acquisition. The intended audience includes novice developmental reading instructors, program directors, administrators and reading tutors.

Session 127

Mariner Point

Special Interest Group Meeting: Peer Assistance Programs

Presenter: Terri Massie- Burrell, Towson University

Session 128

Crown Point

Special Interest Group Meeting: Multicultural Issues

Presenters: To be named

Sessions 129-132

Palm I

ROUNDTABLES

129. ***Sealing the Deal: Creating Buy-in Through Reading Partnerships Across Campus***

Lori Saxby, University of Southern Indiana; Patty Beagle, University of Southern Indiana

In order to promote reading across the curriculum, reading professionals need to develop and maintain partnerships in order to ensure buy-in. This presentation will highlight what we do on our campus to establish and maintain these partnerships and to encourage conversation with participants about successes and challenges they have encountered.

130. ***Working as a Team with other Learning Centers***

Laura Everett, University of Arizona; Sarah Holmes, University of Arizona

How can learning centers on the same or nearby campuses work together? In what ways could your learning center benefit from collaboration? Learn how three separate learning centers in three different units on the same campus collaborate.

131. ***Understanding Learning Cultures and Styles of Korean Adult Learners***

Hyejeen Bardon, Century College

As the student population in our school becomes increasingly diverse, many teachers need professional development to understand the needs, strengths, and interests of culturally and linguistically diverse learners. Designed for new and experienced instructors, this session will provide information that they can adapt to their colleges and universities.

132. ***Can you REALLY Teach Reading Online?***

Lisa Roberto, Kent State University

Can you REALLY teach reading online? We will explore this question through the review of current research and best practices for online instruction. Participants are highly encouraged to share their experience and/or ask questions concerning this topic. Anyone interested in online instruction should attend, including administrators, instructors, and tutors.

Session 133

Palm II

Fostering Critical Thinking and Self-Expression through Reading Projects

Presenters: Janet Jarrell, San Diego City College; Nadia Mandilawi, San Diego City College; Jennifer Boots, San Diego City College

Primary Strand: College Reading

Secondary Strand: ESOL

Engaging students in a culminating project after reading a full-length book is an important means of evaluation. Such projects also foster students' passion for reading. The presenters demonstrate various projects (from ESL to transfer-level) that invite reflection, analysis, and self-expression. Participants will interact and evaluate student learning. An extensive handout is provided

Session 134 Belmont
Vocabulary Acquisition in Struggling College Readers: Effects of Self Study of Academic Words vs. Print Exposure

Presenters: Omer Ari, Appalachian State University; Bobbi Faulkner, Caldwell County Schools

Primary Strand: Research & Evaluation

Secondary Strand: College Reading

This presentation will compare struggling college readers' gains in vocabulary knowledge from literacy interventions which involved either fluency training (repeated vs. wide reading) or vocabulary study. College reading teachers, tutors, and tutoring center staff will leave with an understanding of ways to improve vocabulary acquisition and reading.

Session 135 Conference Ctr. 202
An Ethnographic Study of Student Behavior in Open Math Labs

Presenters: Dayna Defeo, University of Alaska – Anchorage; Megan Gobeille, University of Alaska – Anchorage; David Wooten, University of Alaska – Anchorage

Primary Strand: Learning Assistance Center Management

Secondary Strand: Mathematics

This presentation is appropriate for tutors, teachers, and program administrators who manage or interact with students in open study or lab settings. The presenters share the results of an ethnographic study of student behavior and describe and classify different types of waiting patterns, distress and frustration behaviors, and question-asking techniques.

Session 136 Conference Ctr. 203
Bridging Reading Skills and Content: Read, Rock, and Roll

Presenter: Laurel Watt, Inver Hills Community College

Primary Strand: Learning Communities

Secondary Strand: College Reading

How do we encourage students to use textbook reading skills? Linked courses in learning communities help students apply the strategies. Intended for reading instructors interested in exploring paired courses, this session will examine integrated assignments in a Rock and Roll-themed learning community and opportunities for linked courses at participants' institutions.

Session 137 Conference Ctr. 204
Measuring the Effectiveness of Online Tutoring at Valdosta State University

Presenter: Chere Peguesse, Valdosta State University

Primary Strand: Technology & Distance Learning

Always problematic is assessing the effectiveness of tutoring, particularly tutoring online. My project closely analyzes tutoring transcripts for the rhetorical moves tutors make, and gathered demographic and class standing data to find out who uses online tutoring, how they use it, and if there's a connection to their GPAs. The focus of the project has been to increase the effectiveness of training for online tutoring environments, for any subject area. The target audience is administrators, trainers, teachers, and tutors interested in online tutoring.

SATURDAY'S 9th Concurrent Sessions (138-147) 8:00 am – 9:30 am

Session 138 Bay View I
Evolving Learning Communities from Themes to Inquiry Based Learning

Presenters: Larry Silva, Mt. San Antonio College; Susie Cevallos, Mt. San Antonio College

Primary Strand: Learning Communities

Secondary Strand: Brain Compatible Teaching

An exploration of the curricular evolution of learning communities, from using a theme to employing inquiry based learning. Participants will investigate and design ways to connect different curriculums from a developmental education perspective. Presenters will share the challenges and successes of their experiences of teaching reading courses within learning communities.

Session 139

Bay View II

Tutoring for Personal and Professional Development: A Study

Presenters: Dayna Defeo, University of Alaska Anchorage; Fawn Caparas, University of Alaska Anchorage

Primary Strand: Research & Evaluation

Secondary: Professional Development

This presentation is appropriate for tutors, trainers, and administrators who seek to emphasize tutor development as a fundamental objective of their mission. It shares the qualitative analysis of a study designed to better understand tutors' perceptions of development and meaning-making as they reflect on their work as writing center tutors.

Session 140

Mission I

Motivation and Procrastination: Teaching Self-Regulatory Behaviors Across The Curriculum

Presenters: Laurie Hazard, Bryant University

Primary Strand: Learning & Study Strategies

The key to achievement is mastery of self-regulatory behaviors. Without them, other strategies such as effective reading habits are rarely applied. Teaching content without addressing motivation and procrastination is futile. This session addresses challenges of teaching time management and combating procrastination offering concrete pedagogical tools to implement across the curriculum.

Session 141

Mission II

Creating Meaningful Writing through Project-Based Learning

Presenters: Sun Ezzell, Mt. San Antonio College; Julia Brett, University of California, Riverside

Primary Strand: Developmental/Basic Writing

How can we invite students to produce writing that is meaningful? In this session, we will share research supporting how Project-Based Learning can help students take ownership of their assignments, leading them to produce work they care about. We will share course plans that link a variety of assignments to students' individual projects, discuss assessment strategies, and offer samples of student work. Participants will have an opportunity to begin designing their own project-based units. This presentation is appropriate for teachers of all grade levels.

Session 142

Mission III

Tutoring Across Campuses and Beyond: An Online Tutoring Platforms Review

Presenters: Jeffrey Banner, Arizona State University; Ivette Chavez, Arizona State University; Amanda Fischer, Arizona State University

Primary Strand: Learning Assistant Center Management

Recently, Arizona State University has embarked on a mission to explore multiple platforms for online tutoring. This presentation will provide an overview of ASU's findings, the traditional/nontraditional products and software available as well as the strengths/weaknesses of each. Intended for a learning center and upper level administrator audience.

Session 143

Mariner Point

POST-CONFERENCE Session: Training for ITTPC Reviewers

SIGN-UP & PREP Required

Presenter: Rick Sheets, Paradise Valley Community College

Start time 7:30am

Primary Strand: Learning Assistant Center Management

Secondary Strand: Peer Assistance Programs

Special Meeting Time: 7:30-9:30am SIGN-UP & PREP REQUIRED. Reviewer Training Requirement must be met to attend. Before attending the training session be prepared to answer the three questions below.

1. Describe the differences of the three stages a program must go through for continuing certification.
2. Describe the differences in the requirements for tutors in the three levels of certification that ITTPC offers.
3. Describe expectations of ITTPC program reviewers, including what it takes to become a certified reviewer (see http://www.crla.net/ittpc/reviewer_levels.htm).

This a special session designed for those who run or are involved with a CRLA-certified program and are interested in becoming an ITTPC reviewer. Must meet Reviewer requirements. Prior web sign-up and prior preparation for the session REQUIRED. See http://www.crla.net/ittpc/reviewer_levels.htm. rick.sheets@crla.net

Session 144

Crown Point

Perspectives in Teaching and Tutoring Writing across the Curriculum

Presenters: Laura Symons, Piedmont Virginia Community College

Primary Strand: Developmental/Basic Writing

This three-part, interactive workshop for writing teachers, tutors, and WC administrators, addresses the use of metacognitive tools in writing across disciplines: 1. How the brain works in writing; 2. Methods for applying brain-compatible learning to teaching and tutoring the process; 3. Resources for collaboration in teaching and tutoring writing across disciplines.

Session 145

Palm I

iPad Applications for Reading Specialist: Individualizing Tutoring Instruction

Presenters: Laurel Borgia, Western Illinois University

Primary Strand: Technology & Distance Learning

This interactive workshop gives results of a research study, iPad applications for the reading specialist. Using demonstration mini-lessons on strategies using iPad applications in the areas of sight words, vocabulary, fluency, comprehension, and writing, attendees will become familiar with iPad applications that increase effectiveness and motivation of struggling readers. Audience: all

Session 146

Palm II

CRLA Certified Tutor Training: Creating Learner Outcomes

Presenters: Linda Russell, Minneapolis Community & Technical College; Laurel Watt, Inver Hills Community College

Primary Strand: Peer Assistance Programs

Aimed at tutor training professionals, this session will demonstrate how to create learner outcomes for the topics that CRLA requires for ITTPC certification. Outcomes will help you design more effective activities for your tutors. Participants will have time to create their own outcomes and will leave with a starter collection.

Session 147

Belmont

A Technology Toolbox

Presenters: Dorothy Chase, College of Southern Nevada- N2B

Primary Strand: Technology & Distance Learning

Introduction of several free, easy to use, web 2.0 applications to aid in reading and writing improvement. Also, the technology encourages collaboration. Some of the applications introduced are VoiceThread, Audacity, mindomo, Lexipedia, Timetoast, and Jing. Intended Audience: Anyone interested in using technology as a tool to aid instruction.