

# Thursday, February 26, 2009

## Concurrent Session A

8:00 a.m. – 9:15 a.m.

**A-1** Strand: Professional Development  
**Title:** Breakfast with Hunter  
**Presenter:** Dr. Hunter Boylan

This ticketed breakfast allows participants to discuss current issues in the field of Developmental Education with Dr. Hunter Boylan, Director of the National Center for Developmental Education.

**Victoria B**

**A-1**

**Colloquium**

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**A-2** Strands: Administration, Research, Learning Strategies  
**Title:** Career Advancement Program: From Factory Worker to Life Long Learner Learning Strategies  
**Presenters:** Linda Spoelman, Grand Rapids Community College  
George Waite, Grand Rapids Community College

The Career Advancement Program is a partnership between a state workforce development agency, a community college School of Workforce Development, and a Developmental Studies program. In 16 weeks, displaced factory workers gain the academic and soft skills they will need to be college ready. Presenters will share program design and preliminary research findings.

**Pinehurst**

**A-2**

**Paper**

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**A-3** Strands: Computers/Technology, Assessment  
**Title:** Developmental Education at a Distance: A Comparison of Six Colleges' Approach  
**Presenters:** Bennie Lowery, Grambling State University  
Joanie DeForest, San Jacinto College South  
Tracey Mattson, Radford University  
Angela Huettl, Indiana University South Bend

Qualitative research methods were used to explore the steadily increasing delivery of Developmental Education courses using distance education technologies. Findings included data on institutional rationale, process, faculty issues, student selection and assessment, and important “success factors” such as retention, satisfaction, and achievement.

**Turnberry**

**A-3**

**Paper with Round Table Session**

# Thursday, February 26, 2009

**A-4** Strands: Diversity Issues, Reading  
**Title:** **Teaching Lost Males: Strategies to Reach the Neglected**  
**Presenters:** **Joyce Goldstein, Okaloosa-Walton College**  
**Deborah Fontaine, Okaloosa-Walton College**  
**Suzanne Johnson, Okaloosa-Walton College**  
**Iris Strunc, Okaloosa-Walton College**

This interactive session, based on empirical research, will provide practical, scaffolded, strategies grounded in learning styles that can impact developmental male students' affective and metacognitive abilities. Presenters will model a variety of student-centered learning strategies that can become catalysts to building self-efficacy and autonomy among unsuccessful male students.

**Cedar C**

**A-4**

**Workshop**

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**A-5** Strands: Learning Strategies, Computers/Technology  
**Title:** **Transforming Technology and Cultural Literacy to Academic Literacy**  
**Presenters:** **Beth Ervin, Sierra College**

The presenter will demonstrate how various strategies can be used to link a student's cultural and technological literacy to academic literacy. She will explain how she uses her students' knowledge of text-messaging language, MySpace, iPods, email, and even TV remotes to help them develop the academic language, strategies, and skills necessary for success.

**Oak A**

**A-5**

**Demonstration**

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**A-6** Strands: Learning Strategies, Literacy, Writing  
**Title:** **Confronting the Trauma Sensitive Literate Actions of Developmental Students**  
**Presenters:** **Deborah Kellner, University of Cincinnati**

This presentation will discuss the practice of journaling and its relevancy for developmental students who often present their own issues within the classroom setting. These issues can include poverty, death of a family member, single-parenting responsibilities, abuse, natural disasters, and/or family members sent to war. This session will address literacy tools as a solace for those who suffer silently.

**Oak B**

**A-6**

**Demonstration**

# Thursday, February 26, 2009

**A-7** Strands: Learning Strategies, Literacy, Reading  
**Title:** **Internalizing Classroom Learning: Engaging the Developmental Student**  
**Presenters:** **Marian Yoder, Harrisburg Area Community College**

Reading instruction techniques that engage students will be presented. Developmental students have demonstrated improved ability to comprehend, apply, analyze, and synthesize what they read when actively involved with these activities. Side benefits include self-confidence, eagerness to attend class, a sense of belonging, and a joy in learning.

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**Oak C** **A-7** **Demonstration**

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**A-8** Strands: Math, Computers/Technology  
**Title:** **Breaking News! Students Actually Do Their Algebra Homework**  
**Presenters:** **Ria Thomas, Southwestern Michigan College**  
**Annette Magyar, Southwestern Michigan College**

**Vendor-Sponsored: Hawkes Learning System**

Take your Elementary Algebra course and enhance mastery and retention by incorporating a computerized learning system for outside-of-class work. Participants will receive step-by-step explanation on combining a computerized homework-mastery component with their current classroom format. A CD of materials will be given to each participant.

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**Cedar A** **A-8** **Demonstration**

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**A-9** Strands: Math, Computers/Technology  
**Title:** **Enhancing the Learning Experience for Millennial Developmental Math Students**  
**Presenters:** **Denise Wilkinson, Virginia Wesleyan College**

The values and needs of today's college students have changed. It is important that developmental mathematics educators recognize these changing students in their classrooms and develop strategies to address their needs. The presenter will discuss the Millennial developmental mathematics student, implications in the classroom and best practices and activities that address these needs.

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**Cedar B** **A-9** **Paper**

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# Thursday, February 26, 2009

**A-10** Strands: Learning Strategies, Cognitive Issues  
**Title:** **The Individualized Education of a College Student**  
**Presenter:** **Jessica Whitmore, Northeast Alabama Community College**

“The Individualized Education of a College Student” will be a workshop focused on how instructors can formulate a more individually driven method of instruction, delivery, and assessment in developmental English courses; however, the strategies/activities can be easily adapted to fit across the curriculum. The workshop will consist of a short presentation of the theoretical framework of strategies followed by an interactive session/discussion to adapt the strategies for the diverse college student.

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**Sandpiper** **A-10** **Workshop**

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**A-11** Strand: Tutoring  
**Title:** **Examining the First Year Student: Providing an Adaptive Learning Experience**  
**Presenters:** **Jack Truschel, East Stroudsburg University**

This presentation will focus on the students who attend a regional, comprehensive state university who are noted as at-risk (undeclared) and were required to attend an adaptive (3-credit), First Year Experience course. The students were given several assignments throughout the semester in order to determine their personality traits, adaptability to college, procrastination level, and study skills level. The presentation will provide a snapshot of the Millennial Student with quantitative results provided. The presenter will provide all attendees with a copy of the assessment instrument and an opportunity to join this research project.

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**Augusta** **A-11** **Workshop**

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**A-12** Strands: Reading, Literacy, Professional Development  
**Title:** **Campus and Community Book Discussion Groups**  
**Presenters:** **Arden B. Hamer, Indiana University of Pennsylvania**

One way to promote reading on campus and in the community is through a university based book discussion group. This presentation will describe an established university group that draws members from a variety of areas. Book lists, discussion guides, selection criteria, and the organizational process will be shared.

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**Colony A** **A-12** **Demonstration**

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# Thursday, February 26, 2009

**A-13** Strands: Research, Graduate Student Issues  
**Title:** **Avoiding the Most Common APA Mistakes**  
**Presenters:** **William White, Grambling State University**  
**Olatunde Ogunyemi, Grambling State University**

Do you have trouble navigating through the APA manual to figure how to correctly handle references, select the right levels of heading, or how to format your documents correctly? The purpose of this interactive session is to present tips on avoiding the most common APA mistakes and how to spot and fix them if you make them.

**Arrowhead**

**A-13**

**Workshop**

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**A-14** Strands: Learning Strategies, Computers/Technology  
**Title:** **The Perils of PowerPoint: Technology and Active Learning**  
**Presenters:** **Judith Krauss, St. John's University**  
**Lori Murphy, Westchester Community College**  
**MaryBeth Ruscica, St. John's University**

In a survey, students reported PowerPoint had limited effectiveness in enhancing their learning; they preferred active learning over "bad" technology. This date, and demonstrations of "good" and "bad" PowerPoint, will be followed by attendees' participating in evaluating PowerPoint, writing PowerPoint content, and most importantly, contrasting PowerPoint with active learning tasks.

**Colony B**

**A-14**

**Demonstration**

# Thursday, February 26, 2009

## Concurrent Session B

11:30 a.m. – 12:45 p.m.

**B-1** Strands: Administration  
**Title:** How to Make the Case for Developmental Education to Your President  
**Presenters:** Dr. Sanford Shugart, Valencia Community College

Dr. Shugart, President of Valencia Community College, will offer suggestions and discuss strategies for working with college presidents. Dr. Shugart brings many years of experience in several states to this topic of special interest to all developmental educators and learning assistance professionals.

**Auditorium II**

**B-1**

**Workshop**

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**B-2** Strands: Adjunct Issues, Professional Development  
**Title:** Adjunction Junction, What's Your Function? Effectively "Hooking Up" Adjuncts to Enhance Departmental Effectiveness  
**Presenters:** Dustin Sharp, Pitt Community College  
Edwin Franklin, Pitt Community College  
Regina Garcia, Pitt Community College  
Becky Knapp, Pitt Community College  
Jennifer Leigh, Pitt Community College  
Glynis Mullins, Pitt Community College  
Sallie Stone, Pitt Community College  
Elizabeth Turnage, Pitt Community College  
Cheri White, Pitt Community College  
William White, Pitt Community College

All aboard! Come witness scenarios of effective and ineffective ways to address adjunct concerns. Presenters will share experiences, suggestions, and handouts of ideas that are successful and currently being implemented. This presentation will help all "get on track" for the purposes of developing instructional consistency and departmental cohesiveness.

**Sandpiper**

**B-2**

**Demonstration**

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**B-3** Strands: Counseling, Legislative Issues, General Interest  
**Title:** Enhancing Student Excellence in Developmental Coursework Through Academic Advising  
**Presenters:** Paul Fowler, Louisiana State University at Eunice

This presentation details how Louisiana State University at Eunice's Pathways to Success, a 2008 National Academic Advising Association Outstanding Award Winning Program, utilizes academic advising and a first year orientation program coupled with developmental coursework to increase student success. Theories of academic advising and student intervention methods will be discussed.

**Tanglewood**

**B-3**

**Paper**

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# Thursday, February 26, 2009

**B-4** Strands: Assessment, Mathematics, Administration  
**Title:** Which Bloomin' Math Course is Right? National Placement Practices  
**Presenters:** K.D. Taylor, Utah Valley University  
John Close, Salt Lake Community College  
Christina Gundlach, Eastern Connecticut State University  
Keith White, Utah Valley University  
Marva Lucas, Middle Tennessee State University  
Victoria Wacek, Ivy Tech Community College  
Michael Chandler, University of New Hampshire  
Avijit Kar, Abraham Baldwin Agricultural College  
Robert E. Moore, Missouri Western State University  
Donna Saye, Georgia Southern University

## SPIN-Sponsored: Mathematics

Members of the Math SPIN group present a bouquet of national survey results of testing and placement practices, cut scores, and curricular offerings for developmental courses through College Algebra at a colorful array of institutions, including two-year and four-year public and private colleges and universities. How well is everything working?

**Tidewater**

**B-4**

**Paper**

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**B-5** Strands: Partners in Education  
**Title:** The Case for Collaboration  
**Presenters:** Louanne Lundgren, Central New Mexico Community College  
Greta Berry, Central New Mexico Community College  
Ann Lynn Hall, Central New Mexico Community College  
Don Lauser, Central New Mexico Community College  
Penny Mortier, Central New Mexico Community College  
Paul Pasceralla, Central New Mexico Community College  
Lis Turkheimer, Central New Mexico Community College  
Gerry McBroom, Central New Mexico Community College

The presenters will discuss how bringing Adult Basic Education and Developmental programs together create a synergistic effect by combining the resources and expertise of the two units who share common values and philosophy. Topics will include structure, faculty and curricula, learning assistance and student recognition and support.

**Pinehurst**

**B-5**

**Workshop**

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**B-6** Strands: Certification Council, Assessment, Research  
**Title:** Overview of NADE Certification  
**Presenters:** Valerie Hampson, Sandhills Community College  
Lisa Putnam Cole, Heartland Community College

Are you curious about NADE Certification but not sure you want to attend a full Training Institute? Attend this session to discover why NADE offers certification, how the process began, the criteria for program eligibility, and the steps in the NADE Certification process.

# Thursday, February 26, 2009

Victoria C

B-6

Demonstration

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**B-7** Strands: Cognition, Learning Strategies, Research  
**Title:** **Factors that Influence Achievement and Self-Efficacy in Developmental Students**  
**Presenters:** **Caroline Seefchak, Barry University**

Developmental students who have knowledge of their learning style preferences and their individual intelligences have stronger self-efficacy and success than those who do not. Data in this study show how students' individual knowledge of how they learn can directly affect their self-efficacy as students and their overall achievement in college.

Pebble Beach

B-7

Paper

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**B-8** Strands: Computer Technology, General Interest  
**Title:** **Fear Not, Facebook! Encouraging Quality Academic Online Discussion**  
**Presenters:** **Victoria Williams, St. Cloud State University**  
**Cari Kenner, St. Cloud State University**

The Academic Learning Center at St. Cloud State University utilizes online discussions in its online and traditional developmental classes to build community and give reticent students an additional outlet for expression. The presenters will provide examples of online discussion assignments that promote meaningful student participation and describe successful assessment strategies.

Colony C

B-8

Demonstration

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**B-9** Strands: Diversity Issues, General Interest, Learning Strategies  
**Title:** **Developmental Education Makeover Accelerates Underprepared Students to Readiness**  
**Presenters:** **James Gray, Community College of Aurora**

This presentation will share the Community College of Aurora's successful 3-year experience in transforming its Developmental Education classes. With a largely adjunct faculty, CCA's essentially traditional format was modernized to integrate multifaceted approaches to learning and to incorporate several computer programs to better meet extensive and diverse student needs.

Turnberry

B-9

Paper

# Thursday, February 26, 2009

**B-10** Strands: General Interest, Professional Development  
**Title:** **Pardon the Interruptions: Learning is Still in Progress**  
**Presenters:** **Rudy Johnson, Central Piedmont Community College**

As teachers, we have the power to change the world and make it a better place to live, but where do we get that power and how do we maintain that power when so much is going on around us? Let's face it; cell phones, iPods, and random conversations are just a few among many "interruptions" that have invaded our classrooms. For some, these can be minor "distractions" to the learning environment, yet others can become completely "unplugged." In this session, we will discuss the importance of staying connected to the love and joy of teaching (our power source) in order to remain positively charged during challenging times in the classroom.

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**Oak A** **B-10** **Workshop**

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**B-11** Strands: Learning Strategies, Mathematics, Assessment  
**Title:** **Equipping Students with a Road Map to Success**  
**Presenters:** **Edie Carter, Amarillo College**  
**Gretta Johnson, Amarillo College**

Many students entering college today need assistance in planning the path they will travel as they pursue higher education opportunities. Equip your students with the tools they will need and a map to reach their destination. Tools include study strategies, testing techniques, time-management, organizational ideas, and note-taking tips.

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**Oak B** **B-11** **Colloquium**

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**B-12** Strands: Learning Strategies, Mathematics  
**Title:** **Study Skills for Developmental Math Classrooms**  
**Presenters:** **Alan Bass, San Diego Mesa College**  
**George Woodbury, College of the Sequoias**

The need for a study skills component to Developmental Math courses is becoming more and more obvious. The presenters will discuss ways to incorporate study skills into the classroom and attendees will play the role of students to help demonstrate the efficacy of study skills techniques.

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**Oak C** **B-12** **Workshop**

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**B-13** Strands: Mathematics, Cognition, Learning Strategies  
**Title:** **Motivating Math Students to Choose Success**  
**Presenters:** **Kathryn Van Wagoner, Utah Valley University**  
**Keith White, Utah Valley University**

Success in mathematics is dependent on student behavior. The successful math educator helps students develop the motivation to work hard enough to be successful. The presentation will include data related to student attitudes, behaviors and outcomes, and ideas for activities that develop motivation in students. Come share your ideas, too.

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**Cedar A** **B-13** **Paper**

# Thursday, February 26, 2009

**B-14** Strands: Mathematics, Computers, Research  
**Title:** **Cooperative Learning and Computer Assisted Instruction: Do They Work?**  
**Presenter:** **Kathy Griffin, Art Institute of Pittsburgh**

This study investigated mathematics achievement scores between students working in cooperative learning groups using computer-assisted instruction and students working alone using computer-assisted instruction in a post-secondary Developmental Mathematics class. The study further examined students' attitudes toward cooperative learning and their confidence in the subject matter.

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**Cedar B** **B-14** **Workshop**

**B-15** Strands: Reading, General Interest  
**Title:** **Responsive Teaching Approaches in Developmental Reading/Writing Classrooms**  
**Presenter:** **Negar Farakish, Teachers College, Columbia University**

The presenter will discuss responsive teaching approaches of some experienced community college developmental reading/writing instructors credited with teaching success. The presentation will focus on these instructors' use of assessment strategies, attention to students; various ways of learning reading/writing skills, and integration of students' prior knowledge, skills, and interests into instruction.

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**Colony A** **B-15** **Paper**

**B-16** Strands: Research, Assessment, Administration  
**Title:** **Developing and Implementing a Developmental Education Evaluation Plan**  
**Presenters:** **David Haiduc, Cuyahoga Community College**  
**David Topor, Cuyahoga Community College**

The impact of Developmental Education programs has been the focus of interest and scrutiny on various levels throughout the country over the last few years. While some of the reports have been positive, many forecast a disappointing future for students that require Developmental coursework. These claims need to be refuted with solid evidence! The presenters will address the issue of developing such evidence in the context of reviewing Cuyahoga Community College's five-year Developmental Education Evaluation Plan.

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**Cedar C** **B-16** **Colloquium**

# Thursday, February 26, 2009

**B-17** Strands: Tutoring Centers, Assessment, Research/Evaluation  
**Title:** Peer Reviews of Learning Center Services  
**Presenters:** Dianne F. Clark, Indiana University-Purdue University Fort Wayne  
Barbara Jane Ehle, Indiana University-Purdue University Fort Wayne  
David Reedy, Rhodes State College  
Mary Arnold Schwartz, Indiana University-Purdue University Fort Wayne

Teams from three Midwestern institutions visited one another's campuses to assess how services of the learning centers were perceived by interviewing administrators, faculty, and students. Results were analyzed and presented as part of each campus visit. Information about how to conduct similar peer reviews and potential benefits will be presented.

**Augusta**

**B-17**

**Paper**

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**B-18** Strands: Writing, Learning Strategies, Literacy  
**Title:** Making Connections: Preparing Developmental Writers for College English  
**Presenters:** Gwendolyn Kane, Raritan Valley Community College  
Ronald Tyson, Raritan Valley Community College  
Brian Zaleski, Raritan Valley Community College

The presenters will discuss the rationale, practice and predicted outcomes of combining the use of fiction, non-fiction, and film as a method for preparing Developmental students for the expectations and demands of a mainstream credit-bearing composition course.

**Colony B**

**B-18**

**Paper**

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**B-19** Strands: Writing  
**Title:** The McDonald's Essay: Serving Up Unity and Focus  
**Presenters:** Wayne Johnson, Odessa College

The presenters will discuss the rationale, practice and predicted outcomes of combining the use of fiction, non-fiction, and film as a method for preparing Developmental students for the expectations and demands of a mainstream credit-bearing composition course.

**Meadowbrook**

**B-19**

**Demonstration**

# Thursday, February 26, 2009

## Concurrent Session C

1:00 p.m. – 2:15 p.m.

**C-1** Strands: Assessment, Research/Evaluation, Learning Strategies  
**Title:** **Cognitive and Motivational Factors Affecting Student Achievement and Retention**  
**Presenters:** **Claire Ellen Weinstein, University of Texas at Austin**

As part of the Community College Longitudinal Research Study (CCLR), 2,000 students entering San Antonio College in the Fall 2007 semester completed a battery of entry measures focusing on demographics, strategic learning strategies, aspects of motivation, and help-seeking. The relationships among these variables and achievement and retention will be discussed.

**Blue Ash** **C-1** **Paper**

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**C-2** Strands: Assessment  
**Title:** **Using Standards to Nurture Blooms in Learning Assistance Programs**  
**Presenter:** **Margaret Hay, Southwestern Michigan College; NADE Representative to the Council on Academic Standards (CAS) in Higher Education**

The presenter will discuss the ways in which the Council for the Advancement of Standards in Higher Education can be accessed to help directors of learning assistance centers to assess their programs. This presentation will include an overall introduction to CAS and a discussion about standards specifically designed for Learning Assistance Programs.

**Turnberry** **C-2** **Demonstration**

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**C-3** Strands: Certification Council, Assessment, Administration  
**Title:** **Best Practice: Using the *NADE Self-Evaluation Guides***  
**Presenters:** **Susan Clark-Thayer, Associate Dean Emeritus - Suffolk University**  
**Gladys R. Shaw, University of Texas - El Paso**  
**Lisa Putnam Cole, Heartland Community College**  
**Linda R. Thompson, Harding University**  
**David Arendale, University of Minnesota-Twin Cities**  
**Jennifer Ferguson, Cazenovia College**

Better student outcomes depend on a continuous cycle of assessment, evaluation and subsequent program improvements. This session will showcase the new edition of the *NADE Self-Evaluation Guides to Best Practice in Academic Support Programs*, demonstrating how to use the *Guides* for improving programs and student outcomes, using an interactive format. The session is appropriate for all professionals who have not yet used the *Guides* or who wish to compare the new version of the *Guides* with the old. Handouts will be provided.

**Victoria C** **C-3** **Workshop**

# Thursday, February 26, 2009

**C-4** Strands: Cognition, Learning Strategies, Writing  
**Title:** Students "Learning" to Serve: Not a "Basic" Undertaking  
**Presenters:** Gwenn Eldridge, Ivy Tech Community College

This presentation will explore research about the readiness and effectiveness of developmental writers and service learning. It also will share insights gained from the writing experiences of the presenter's students who worked with service agencies to produce meaningful writing projects.

**Colony C** **C-4** **Workshop**

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**C-5** Strands: Computers, Learning Strategies, General Interest  
**Title:** Creating Webquest Lessons to Integrate Technology Into the Classroom  
**Presenters:** Jo Ann Tong, University of Wisconsin

Webquest is a learning activity based on inquiry and constructivism using technology. Learn the benefits of using a Webquest in the classroom and the essential components for creating the activity. View model Webquests which use interdisciplinary teaching. The models are perfect for paired or CBL courses and freshman seminars.

**Tanglewood** **C-5** **Demonstration**

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**C-6** Strands: Computers, Learning Strategies, Research/Evaluation  
**Title:** Effects of Algebrator Software in Developmental Mathematics  
**Presenters:** Debra Ward, Texas State University-San Marcos  
Theresa Westbrook, Texas State University-San Marcos  
Joshua Goodson, Texas State University-San Marcos

The presentation will include a demonstration of the mathematical software Algebrator, orientation to the software, sample lesson plans, suggestions for implementation, and a question and answer period. The purpose of the discussion is to provide participants with suggestions and examples for implementing Algebrator into the developmental mathematics classroom.

**Tidewater** **C-6** **Paper**

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**C-7** Strands: Learning Strategies, English as a Second Language, Literacy  
**Title:** In-Class Learning Teams: An Alternative to Learning  
**Presenters:** Karen Taylor, Belmont Technical College

Learning communities are considered a "best practice" in Developmental Education, but are not achievable in some courses or colleges. An alternative is "In-Class Learning Teams," which are permanent, cooperative student groups that greatly enhance student learning. This powerful strategy promotes student success in developmental courses at Belmont Technical College.

**Oak A** **C-7** **Demonstration**

# Thursday, February 26, 2009

**C-8** Strands: Learning Strategies, Mathematics/Science  
**Title:** **Improving Grades, Comprehension, and Interest in Developmental Math Courses**  
**Presenters:** **Paola Di Muro, Brandon University**

In this session, the presenter will share some simple but effective methods of instruction that will result in deeper comprehension of the concepts, improved student attitude, and growing awareness of effective study strategies for Developmental Math students. Specific examples will be given for topics of interest and discussion will follow.

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**Oak B** **C-8** **Paper**

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**C-9** Strands: Learning Strategies, Mathematics, Research  
**Title:** **Students' Study Habits for Mathematics: A Research Project**  
**Presenters:** **Annette Williams, Middle Tennessee State University**  
**Linda Clark, Middle Tennessee State University**

The presenters will discuss the results of a research project on students' study habits in transitional mathematics courses. Students kept a study journal and were interviewed. The goal of the project was to identify study habits that are effective by correlating study habits to test scores.

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**Oak C** **C-9** **Paper**

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**C-10** Strands: Math, Special Needs/ADA, TRIO  
**Title:** **Students Repeating Math Courses: Ways to Help Them Pass?**  
**Presenters:** **Paul Nolting, Manatee Community College**

This presentation focuses first on the reasons students continue to repeat math courses. Second, participants will explore the success of enhanced math courses just for repeaters and high risk students. Third, participants will discuss and then practice instructional strategies such as multimodality instruction and math study skills.

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**Cedar A** **C-10** **Workshop**

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**C-11** Strands: Math  
**Title:** **Active Learning Projects for First-Year Mathematics**  
**Presenters:** **Jennifer Dooley, Middle Tennessee State University**  
**Vivian Alley, Middle Tennessee State University**  
**Frederick Belton, Middle Tennessee State University**  
**Lawanna FisherMiddle, Tennessee State University**

Believing that active learning can enhance the student experience in the mathematics classroom, the presenters have developed special projects than can be used in first-year mathematics classes. They will share these projects and discuss strategies for implementing and grading these activities.

# Thursday, February 26, 2009

Cedar B

C-11

Paper

C-12

Strands: Math, Learning Strategies

**Title:** Teaching Study Strategies for Developmental Math

**Presenters:** Carol Thiesen, St. Cloud State University  
Deborah Biorn, St. Cloud State University

The presenters will demonstrate the collaboration of teaching study strategies to developmental math students. The Academic Learning Center professor introduces and the math professor reinforces math-oriented study strategies. The presenters will provide statistics to show comparisons between experimental and control class sections. Input, feedback, and participation from conference participants will be encouraged.

Cedar C

C-12

Paper

C-13

Strands: Professional Development, Adjunct Issues, Research

**Title:** Generating Success - Aligning the Curriculum

**Presenters:** Tammy Bishop, Wayne Community College

Are you sure all students are learning the same information? How do you make sure all instructors are teaching the required material? Wayne Community College found answers to these questions by aligning the math curriculum. Find out what they did and the results of their findings.

Sandpiper

C-13

Round Table Discussion

C-14

Strands: Reading, Literacy

**Title:** Reinventing Reading Courses with Newspaper-based Instruction

**Presenters:** Julie Parslow, *USA Today*  
Debby Dodge, *USA Today*

In this interactive session, instructors will learn how to reinvent their reading courses by using the newspaper to advance students' literacy and prepare them for state basic skills exit exams. Participants will use a number of innovative, active reading strategies with the newspaper to improve reading comprehension, support analytical thinking skills and transfer these skills to content area materials.

**Vendor sponsored:** *USA Today*

Colony A

C-14

Workshop

# Thursday, February 26, 2009

**C-15** Strands: Research, Administration, Diversity Issues  
**Title:** **Research Studies Linking the 6-16 Pipeline for Developmental Reading**  
**Presenters:** **Emily Payne, Texas State University-San Marcos**  
**David Caverly, Texas State University-San Marcos**

Three research studies will be presented: What are the Transition Trends of English Language Learners from Middle/Secondary School to Higher Education?; Is Centralized or De-Centralized Developmental Reading More Effective?; How Well Are Developmental Reading Faculty Prepared? Each of these papers will review conclusions, draw implications, and interact with the audience.

**Arrowhead**

**C-15**

**Colloquium**

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**C-16** Strands: Research, Administration, General Interest  
**Title:** **Research Mentorship and Internship Programs for Previously Disadvantaged Groups**  
**Presenter:** **Thobeka Vuyelwa Mda, Human Sciences Research Council, South Africa**

The paper explores the practice of internships in research institutes/organizations in South Africa whereby the Master's and Doctoral students are mentored by senior staff at the research institutes as one of the interventions to address the national imperative to increase throughput rates of students in research degrees.

**Pebble Beach**

**C-16**

**Paper**

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**C-17** Strands: Research  
**Title:** **The Impact of Developmental Education on Community College Student Persistence**  
**Presenters:** **Renea Fike, University of the Incarnate Word**  
**David Fike, Texas Tech University Health Sciences Center**

This presentation is based on a study that analyzed predictors of fall-to-spring and fall-to-fall retention for 9,200 first-time-in-college students who enrolled in a community college over a four-year period. Findings highlight the impact of Developmental Education programs and Internet-based courses on student persistence. Additional predictors include financial aid, parents' education, the number of semester hours enrolled in and dropped during the first fall semester, and participation in the Student Support Services program.

**Pinehurst**

**C-17**

**Paper**

# Thursday, February 26, 2009

**C-18** Strands: Professional Development  
**Title:** **The Kellogg Experience: Connecting Practitioners and Research**  
**Presenter:** **Denise de Ribert, Director, Kellogg Institute, National Center for Developmental Education, Appalachian State University**

For thirty years, the Kellogg Institute has presented an opportunity for developmental educators to immerse themselves in the theory and research of best practices in Developmental Education. Learn more about the Kellogg Institute: how it creates an environment of living and learning together and how it promotes a professional network of scholar practitioners.

**Augusta**

**C-18**

**Workshop**

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**C-19** Strands: Tutoring, General Interest, Partners in Education  
**Title:** **Arizona's Strategic Retention Master Plan: Heaven and Hell: Part 1**  
**Presenters:** **Glenda Wilkes, University of Arizona**  
**Lynne M. Tronsdal, University of Arizona**  
**Michelle Woodward, University of Arizona**  
**Meghan O'Donnell, University of Arizona**

This session gives an overview of Arizona's retention plan, including the historical context, our process model, our timeline for our 13 initiatives, and where we are and where we're going. Four specific projects are introduced with "how-to" specifics for duplication. Detailed handouts will be provided. This is Part I of a three-part presentation. Sessions D-18 and E-16 are continuations of this discussion.

**Meadowbrook**

**C-19**

**Colloquium**

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**C-20** Strands: Writing, Tutoring Centers, General Interest  
**Title:** **Developmental Writing Instructors' Inquiry Into Writing Across the Curriculum**  
**Presenters:** **Jinhao Wang, South Texas College**  
**Karen Amitano, South Texas College**  
**Virginia Norquest, South Texas College**  
**Jose Perez, South Texas College**  
**Michael Scales, South Texas College**

This presentation will report on an experimental study investigating the effect of Developmental Writing instructors' intervention on student writing in the specific disciplines. Students' writing challenges as perceived by the students and the writing instructors will also be reported. Implications of the findings will be discussed.

**Colony B**

**C-20**

**Paper**

# Thursday, February 26, 2009

**Concurrent Session D**

**2:30 p.m. – 3:45 p.m.**

**D-1** Strands: Assessment  
**Title:** Assessing Tutoring Support Centers: Key Principles and Positive Outcomes  
**Presenters:** Maureen Andrade, Utah Valley University  
Leigh Ann Copas, Utah Valley University  
Pat Nelson, Utah Valley University  
Wendy Simmerman, Utah Valley University  
Kathy VanWagoner, Utah Valley University

This session examines the assessment process from the perspectives of an associate dean and the managers of a writing center, math lab, discipline-based peer tutoring program, and learning strategies center. Presenters will introduce key assessment principles and tools and share how assessment results in improved services and student learning.

**Tidewater** **D-1** **Demonstration**

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**D-2** Strands: Integration of Basic Skills  
**Title:** Money Education to Enhance Family-Life Survival Skills  
**Presenter:** Ronaele R.R. Whittington, University of Hawaii at Manoa

An online, money education site promotes reading accuracy, basic computation, consumer literacy, and resource management. Workshop participants will review the MoneyEd assignment, explore twelve worksheets, complete the four most problematic to undergraduate students, and discuss methods to enhance learning. The presenter will describe five years of successes and challenges.

**Pinehurst** **D-2** **Workshop**

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**D-3** Strands: Computers  
**Title:** "Do Clickers Push the Same Button as Personal Technologies?"  
**Presenters:** Michelle A. Miller, The University of Akron

Instructors of developmental students are aware of students' attachment to personal technologies (such as cell phones and social networking). This presenter's dissertation research, including survey results and case study data from her Basic Writing classes, investigates the possibility that "clicker" lessons may "push the same buttons" as personal technologies.

**Tanglewood** **D-3** **Demonstration**

# Thursday, February 26, 2009

**D-4** Strand: Cognition  
**Title:** Assessing the Relationship Between Developmental Students' Different Cognitive Styles  
**Presenters:** Robert Harper, North Texas Community College  
Olatunde Ogunyemi, Grambling State University

The purpose of this study was to assess the relationship among developmental students' different cognitive styles, computer attitudes, learning behaviors, and motivation in computer-assisted instruction (CAI) courses. Four instruments—Group Embedded Figures Test (GEFT), computer Attitude Scale (CAS), Motivated Strategies for Learning Questionnaire (MSLQ)—and a demographic survey were administered to collect the data.

**Pebble Beach** **D-4** **Paper**

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**D-5** Strands: General Issues  
**Title:** Transformation in Developmental Education: An Urban College Case Study  
**Presenters:** Mary Ann Affleck, Capital Community College  
C. Raymond Hughes, Capital Community College

With mounting evidence of ineffectiveness, Capital Community College needed to change its Developmental Education Program. This session chronicles Capital's journey from a few courses to an integrated, centralized program. The presentation describes the conceptual framework based on transformative learning and research methods and findings related to faculty development and classroom innovation.

**Cedar C** **D-5** **Workshop**

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**D-6** Strands: Learning Strategies  
**Title:** Diversity and the Brain  
**Presenters:** Janet Zadina, Tulane University

A cognitive neuroscientist explores education's impact on neuroplasticity. See brain scans of how the brain is changed by culture, language, experience, and education and consider the implications for each learner's success. Through Power Point illustrations, simulation, video, and interactions, this important information is presented in an understandable and entertaining style.

**Oak A** **D-6** **Workshop**

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**D-7** Strands: Learning Strategies  
**Title:** Reading Strategies: Using Games to Review  
**Presenters:** Denise Finstad, Northern State University

Using instructional games to assist as a review before assessments is one strategy used to increase motivation, efficacy, and student feedback on specific content area skills. Identifying games for college classrooms and discussing game components provided through research identified to make games beneficial for students and teachers are key points of the session.

**Oak B** **D-7** **Workshop**

# Thursday, February 26, 2009

**D-8** Strands: Learning Strategies, Partners in Education  
**Title:** **The Experience of GED Completers in Developmental Studies**  
**Presenters:** **Hal Beder, Rutgers University**  
**Marian Eberly, Raritan Valley Community College**

This presentation will use data analyzed from the National Postsecondary Student Aid Survey (NPSAS) and the Beginning Postsecondary Survey (BPS) to show how GED completers differ from traditional high school graduates in ways that indicate learning and support needs. It will also compare the success of GED completers in developmental skills to traditional high school graduates and make recommendations about how GED completers might be served better.

**Oak C** **D-8** **Demonstration**

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**D-9** Strands: Mathematics  
**Title:** **The Art of Problem Solving: Critical Thinking in Math**  
**Presenters:** **Nancy J. McCormick, Middle Tennessee State University**  
**Linda Clark, Middle Tennessee State University**

In this interactive session, the presenters will discuss various problem solving strategies and will provide activities that demonstrate opportunities to utilize critical thinking and problem solving skills in the classroom. Participants will work in groups using critical thinking and problem solving skills to analyze and solve a variety of problems.

**Cedar A** **D-9** **Demonstration**

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**D-10** Strands: Mathematics  
**Title:** **Thinking and Writing about Mathematics**  
**Presenters:** **Tara Diehl, Bloomsburg University of Pennsylvania**

The presenter will demonstrate how her students work together to create a study guide for all exams. The class works in cooperative groups of five critiquing one another's work. The information is then compiled by the instructor into a study guide for each student.

**Cedar B** **D-10** **Demonstration**

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**D-11** Strands: Professional Development  
**Title:** **Coaching Skills for Developmental Educators**  
**Presenters:** **Carol J. Carter, Lifebound, LLC**

Working from Art Costa's model of Cognitive Coaching, this session explores what academic coaching is and how it helps tutors, teachers, advisors, and administrators to reach that balance of both a personal and professional connection with students.

**Sandpiper** **D-11** **Workshop**

# Thursday, February 26, 2009

**D-12** Strand: Professional Development  
**Title:** **Considering Increased Involvement? Dialogue with the NADE Executive Board**  
**Presenters:** **NADE Executive Board**

Learn about NADE service/leadership opportunities and talk informally with the officers. The Executive Board will discuss how to become involved through committees, SPINs, presentations, holding national or chapter office, and other ways to serve our national organization. This session will offer an opportunity for participants to provide input directly to the NADE team!

**Turnberry** **D-12** **Discussion**

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**D-13** Strand: Professional Development  
**Title:** **When Calgon Just Isn't Enough...Redefining Ourselves as Faculty**  
**Presenter:** **Meredith Higgs, Middle Tennessee State University**

Are you "still standing" but growing weary? Are you committed to providing quality higher education but are feeling "frayed" at the edges? This interactive presentation will provide opportunities to "think, pair, share" ideas on faculty rejuvenation along with a look at applicable research. Be prepared to redefine your faculty role!

**Victoria B** **D-13** **Workshop**

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**D-14** Strands: Graduate Students, International Issues  
**Title:** **Leadership Development Outcomes for Facilitators of Peer Learning Groups**  
**Presenter:** **David Arendale, University of Minnesota-Twin Cities**

Peer facilitators of small learning groups benefit greatly from their experiences. Meta analysis of previous research studies including one at the University of Minnesota reveals a sophisticated leadership development model for the facilitators. This presentation discusses this model and its potential impact on recruitment and training of these student paraprofessionals.

**Colony A** **D-14** **Paper**

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**D-15** Strands: Assessment, Research/Evaluation  
**Title:** **Tapping and Tracking High-Risk Students' Potential**  
**Presenter:** **Jan Norton, University of Wisconsin Oshkosh**

Summer bridge programs for high-risk students attempt to provide incoming freshmen with solid foundations for college success. But how is success defined for underprepared students, and what elements lead to that success? This session will review some common bridge elements and evaluate the progress of students in a pilot program.

**Colony B** **D-15** **Paper**

# Thursday, February 26, 2009

**D-16**

Strands: Writing

**Title:** Using Criterion to Teach Developmental Writing

**Presenter:** Sara E. Kuhn, Chattanooga State Technical Community College

A year's experience in some classes with ETS' Criterion, a web-based writing evaluation service using automated technologies, has convinced Chattanooga State that the use of Criterion will improve independent revision and editing by students as well as save teachers time. The presenter will demonstrate how the product is used by Developmental Writing students.

**Vendor-Sponsored Session: ETS**

**Arrowhead A**

**D-16**

**Demonstration**

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**D-17**

Strands: Research

**Title:** Intensive Summer Programs: A New Way to Start College

**Presenter:** Elisabeth Barnett, Teachers College, Columbia University

Texas's Intensive Summer Programs offer traditionally underserved students an opportunity to enter college without the need for remediation. The National Center for Postsecondary Research documented these programs during the summer of 2008 and will present an overview of their vision, design features, and initial student outcomes.

**Victoria C**

**D-17**

**Workshop**

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**D-18**

Strands: Tutoring

**Title:** Arizona's Strategic Retention Master Plan: Heaven and Hell: Part 2, Math and University Learning Center

**Presenters:** Glenda Wilkes, University of Arizona  
Lynne M. Tronsdal, University of Arizona  
Michelle Woodward, University of Arizona  
Meghan O'Donnell

This session continues the overview of Arizona's retention plan, including the historical context, our process model, our timeline for our 13 initiatives, and where we are and where we're going. Four specific projects are introduced with "how-to" specifics for duplication. Detailed handouts will be provided. The third part of the presentation will be Session E-16.

**Meadowbrook**

**D-18**

**Colloquium**

# Thursday, February 26, 2009

**D-19** Strands: Tutoring Centers  
**Title:** **Online Tutoring: Support in Cyberspace**  
**Presenters:** **Sharon Ishiki Hendriksen, Northampton Community College**  
**John Bednar, Northampton Community College**

Online students deserve access to the same academic support available to on-campus students. The presenters will discuss the history of distance tutoring at their institution, the growth of online support for distance students through Elluminate Live!<sup>TM</sup>, and the successes and pitfalls their Learning Center has experienced in cyberspace.

**Augusta**

**D-19**

**Demonstration**

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**D-20** Strands: Writing  
**Title:** **Setting Students Up For Success**  
**Presenters:** **Ali Mageehon, New Mexico State University-Albuquerque**

This session will present a series of classroom assignments that the instructor uses in her Developmental Writing class. The assignments are set up so that the students begin the class by envisioning their futures through a short graduation essay and continue into a guided research paper for a future career.

**Colony C**

**D-20**

**Workshop**

# Thursday, February 26, 2009

## Concurrent Session E

4:00 p.m. – 5:15 p.m.

**E-1** Strands: Assessment, Research/Evaluation  
**Title:** **Accuplacer, North Carolina Validation, Cut Scores , and Possibilities**  
**Presenters:** **Brad Bostian, Central Piedmont Community College**  
**Matt Bruining, Central Piedmont Community College**

This presentation outlines North Carolina Community College System's placement testing validation study. As an overview of statewide placement testing with ACCUPLACER (and ASSET/COMPASS), it explains how the current cut scores are determined, changes and improvements that might still be needed, and recent research into the effects of avoiding developmental placement.

**Cedar B** **E-1** **Paper**

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**E-2** Strands: Partners in Education, Administration, General Interest  
**Title:** **Making the Connection: From GED to Degree**  
**Presenters:** **Jessica Armstrong, Ivy Tech Community College**  
**Sharon Bone, Ivy Tech Community College**  
**Todd DeLey, Hilltop Learning Center**  
**Betsy Delgado, Hilltop Learning Center**

This session will explore partnerships between adult education programs and post-secondary institutions to create seamless transitions to college. The session will explain a partnership currently in place to move students through the process of obtaining a GED and then academically preparing for and enrolling in college courses.

**Tidewater** **E-2** **Colloquium**

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**E-3** Strands: Cognition/Learning Theory  
**Title:** **Reading Instruction Aligned with a Theory of Cognition/Learning Theory**  
**Presenter:** **Lynn Flowers, Lindamood-Bell Learning Processes**

Current cognitive research reveals differences in how the brain perceives, classifies, and organizes incoming sensory information for language, which can impede the cognitive acts of reading, spelling, and comprehension. *Concept imagery* and *symbol imagery* are the sensory-cognitive functions that underlie language processing and can be developed to close the achievement gap for thousands.

**Pebble Beach** **E-3** **Demonstration**

# Thursday, February 26, 2009

**E-4** Strands: Computers/Technology  
**Title:** **Sirius: Developing Star Students**  
**Presenters:** **Patty Levine-Brown, Florida Community College at Jacksonville**  
**Bill Ganza, Florida Community College at Jacksonville**

A course development collaboration between Florida Community College at Jacksonville and McGraw-Hill Learning Solutions, Sirius delivers instruction to increase student retention in developmental courses. In this session, the presenters will inform the audience about SIRIUS as well as demonstrate some creative, interactive, technology-enhanced developmental courses—designed to create star students.

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**Pinehurst** **E-4** **Demonstration**

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**E-5** Strands: Learning Strategies, Cognition/Learning Theory, Tutoring Centers  
**Title:** **A Developmental Approach to Undergraduate Content Area Curriculum**  
**Presenters:** **Jady Piper, National-Louis University**  
**Elke Kleisch, National-Louis University**  
**Laura Bauer, National-Louis University**

To assist students in reaching their academic and professional goals, NLU has integrated developmental skills work into several content-area courses. This enhancement is delivered in class and integrated into the course by using course materials to support students in areas of academic skills. The presentation will discuss the project in its full spectrum.

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**Oak A** **E-5** **Paper**

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**E-6** Strands: Learning Strategies, Mathematics/Science  
**Title:** **Self Regulation and Success in Developmental and Non-Developmental Math Courses**  
**Presenters:** **Connie Broussard, University of Louisiana, Lafayette**  
**Olatunde Ogunyemi, Grambling State University**

The purpose of this study was to investigate the predictive relationship of self-regulated learning components (self-efficacy, learning goal orientation, metacognition, and effort regulation) on academic success (C or better) of developmental and non-developmental mathematics students. The study also compared the metacognition and effort regulation of Developmental Mathematics students with those of non-Developmental Mathematics students.

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**Oak B** **E-6** **Paper**

# Thursday, February 26, 2009

**E-7** Strands: Mathematics/Science, Adjunct Issues, Diversity Issues  
**Title:** Really, When Am I Ever Going to See Math?  
**Presenter:** Diane Martling, William Rainey Harper College

Students never see mathematics as relevant to the real world. Participants will explore three collaborative activities/projects highlighting fractions/ratio & proportions with some real world applications, typical topics in a basic math/pre-algebra course.

**Cedar A** **E-7** **Workshop**

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**E-8** Strands: Mathematics/Science, Learning Strategies  
**Title:** The 2537 Rule  
**Presenters:** Julia Kim, The College for the Business of Fashion  
JaeKi Lee, The College for the Business of Fashion

*The 2537 Rule* is based on the combination between Korean and American methods. One of the benefits of using *The 2537 Rule* is the fact that students will get strong skills in essential mathematics in addition to addition, subtraction, multiplication, and division.

**Cedar C** **E-8** **Demonstration**

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**E-9** Strands: Partners in Education  
**Title:** Partnerships to Assist Low-Skilled Adults Succeed in College  
**Presenters:** Barbara S. Bonham, Appalachian State University  
Pat Phillips, Davidson Community College

This session features a discussion of several innovative community college programs involving partnerships between Developmental Education, Adult Basic Education, Workforce Education, and occupational and/or technical degree programs. A summary of the advantages of greater collaboration between these areas will be discussed. Highlights of successful strategies used in these collaborations will be presented with opportunity for participants' involvement in the discussion. State and national projects supporting these programs, as well as related resources, will be provided.

**Tanglewood** **E-9** **Demonstration**

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**E-10** Strands: Adjunct Issues, Cognition, Learning Strategies  
**Title:** Unleashing Cesar Millan in the College Classroom  
**Presenters:** Carolyn Mello, Lamar State College-Orange

What do people and dogs have in common? They are both trainable. . .well, mostly. The problem is that many classrooms are not conducive to positive relationships. Instead, they employ that old "gotcha" approach where the only feedback is catching students doing something wrong. "Gotcha" can be the result of programs focusing on fixing problems. While focusing on the mistake, we inadvertently reinforce what we do not want to happen.

**Sandpiper** **E-10** **Workshop**

# Thursday, February 26, 2009

**E-11** Strands: Reading, Partners in Education, Writing  
**Title:** **Integrating Information Literacy with the Reading of Popular Fiction**  
**Presenters:** **Marty Frailey, Pima Community College**  
**Mary Stout, Pima Community College**  
**Soozie Hazan, Pima Community College**

The presenters will model a project which integrates information literacy with the use of popular fiction. The framework of collaboration is adaptable to diverse works of literature and a variety of teaching situations. Presenters will provide copies of our class plan, student handouts, grading rubrics, and samples of student work.

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**Colony A** **E-11** **Demonstration**

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**E-12** Strands: Reading, Learning Strategies Reading  
**Title:** **Interdisciplinary Reading Strategies: What Your Students Need to Succeed**  
**Presenter:** **Dawn Brickey, Charleston Southern University**

While students know how to read, they do not have much reading savvy, primarily because they do not seem to understand that all written material is not read the same way. This seminar will provide strategies instructors can teach students to demonstrate how to read textbooks in the historically difficult disciplines.

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**Colony C** **E-12** **Demonstration**

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**E-13** Strands: Research, Computers/Technology  
**Title:** **A Multivariable Approach to Improve High Risk Student Success**  
**Presenters:** **Carolyn Byrd, Patrick Henry Community College**  
**Kevin Shropshire, Virginia Polytechnical Institute and State University**

A single factor alone does not prevent a student from being successful. Educators must realize two important facts: (1) a lack of student success is a multidimensional problem and (2) predictors of student success are time dependent. The presenters will demonstrate how a survival analysis model can predict student success and influence academic interventions.

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**Arrowhead** **E-13** **Workshop**

# Thursday, February 26, 2009

**E-14** Strands: Tutoring Centers, General Interest, Writing  
**Title:** **Peer Mentors: Helping Our Developmental Students Bloom as Individuals**  
**Presenters:** **Louanne Lundgren, Central New Mexico Community College**  
**Greta Berry, Central New Mexico Community College**  
**Ann Lynn Hall, Central New Mexico Community College**  
**Don Lauser, Central New Mexico Community College**  
**Penny Mortier, Central New Mexico Community College**  
**Paul Pasceralla, Central New Mexico Community College**  
**Lis Turkheimer, Central New Mexico Community College**  
**Gerry McBroom, Central New Mexico Community College**

Peer mentors placed in classrooms with Developmental students serve as teaching assistants, model students, and friends. Having a Peer Mentor in the classroom also creates opportunities for students to connect with upperclassmen, while increasing student retention and success rates. Participants will receive tutoring materials and rubrics for composition courses.

**Oak C** **E-14** **Paper**

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**E-15** Strands: Tutoring Centers, Assessment  
**Title:** **Interdisciplinary Reading Strategies: What Your Students Need to Succeed**  
**Presenters:** **Matt Schumacher, Eastern Kentucky University**  
**Sue Cain, Eastern Kentucky University**

One of the primary components of Developmental Education is tutoring. Studies have shown that tutoring in the basic skill areas such as reading, English, and mathematics have been found to contribute to student success in those courses as well as improve the retention of students. This presentation will demonstrate the effectiveness of tutoring on pass rates and retention of new freshmen at Eastern Kentucky University.

**Augusta** **E-15** **Paper**

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**E-16** Strands: Tutoring Centers  
**Title:** **Arizona's Strategic Retention Master Plan: Heaven and Hell: Part 3, Summer Bridge Program**  
**Presenters:** **Glenda Wilkes, University of Arizona**  
**Lynne M. Tronsdal, University of Arizona**  
**Michelle Woodward, University of Arizona**  
**Meghan O'Donnell**

This session continues the overview of Arizona's retention plan, including the historical context, our process model, our timeline for our 13 initiatives, and where we are and where we're going. Four specific projects are introduced with "how-to" specifics for duplication. Detailed handouts will be provided.

**Meadowbrook** **E-16** **Colloquium**

# Thursday, February 26, 2009

**E-17** Strands: Writing, Cognition/Learning Theory, Computers/Technology  
**Title:** **Digital Storytelling: Powerful Student Engagement with Multiple Benefits**  
**Presenters:** Kay Gregory, Catawba Valley Community College  
Joyce Steelman, Catawba Valley Community College

Digital storytelling uses affordable software to craft powerful multimedia presentations of student writing. Students create 3 – 4 minute movies with images, voiceovers, and music. This project reinforces critical thinking skills and the important of purpose, audience, and voice. Come see the results on the big screen! (Bring your own popcorn!)

**Colony B**

**E-17**

**Demonstration**

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**E-18** Strands: Professional Development, International Issues  
**Title:** **Learning About Teaching and Learning**  
**Presenter:** **Jim Bradley, University of Stirling, Stirling, Scotland**

The purpose of this paper is to examine the delivery of Developmental Education in the United States and consider whether there are lessons to be learned for the UK and Europe and patterns of activity to be shared with respect to the development of adult educators. The research focuses on the Training and Certification of Developmental Educators offered by the Kellogg Institute at Appalachian State University. Alongside this study, we will look to work with colleagues in the United States to exchange experiences with the intention of contributing to adult education practices in the United States

**Turnberry**

**E-18**

**Demonstration**

# Thursday, February 26, 2009

## Concurrent Session F

5:30 p.m. – 6:45 p.m.

**F-1** Strands: Computers/Technology, Cognition/Learning  
**Title:** **What Are Students Doing on Their Laptops During Class?**  
**Presenters:** **Jodi Patrick Holschuh, University of Georgia**  
**Douglas Holschuh, Piedmont College**

This presentation reports on the use of laptop computers in large-lecture undergraduate courses. Results indicate that the majority of students were not on task during lecture. However, several teaching activities served to bring students back to task. We present the results of the research along with suggestions for teaching and learning.

**Tidewater** **F-1** **Paper**

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**F-2** **SESSION CANCELLED**

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**F-3** Strands: Diversity, Partners in Education  
**Title:** **Student Retention Through Collaborative Advising**  
**Presenter:** **Misa Terahira Lawrence, United States Air Force Academy**

How can your school get instructors, athletic coaches, and academic advisors working together to help students who are minorities and recruited athletes, indeed to help all of your students, especially those who are at-risk? Through a collaborative advising program! Find out how to pump life into your student retention efforts.

**Colony C** **F-3** **Paper**

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**F-4** Strands: Professional Development  
**Title:** **What Does the Print Media Say About Us? A Report of Newspaper Reporting on Developmental Education**  
**Presenters:** **Dr. Hunter Boylan, National Center for Developmental Education**  
**D. Patrick Saxon, National Center for Developmental Education**

This session reports findings from a review of newspaper articles on developmental education appearing in the nation's 25 largest papers between 2002 and 2007. It describes how newspapers report on developmental education and what they say about it, pro and con. The presentation also suggests ways of presenting our message to the media.

**Guilford Ballroom E** **F-4** **Paper**

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# Thursday, February 26, 2009

**F-5** Strands: Learning Strategies, Administration, Assessment  
**Title:** **Exploring Fundamental Relationships Between Placement Scores, Remediation and Graduation**  
**Presenter:** **Reuben Ternes, Ivy Tech Community College**

This presentation outlines how one community college's placement scores are related to graduation rates, and how remediation moderates those rates. It gives a broad overview of how data on interventions relating to developmental education can be analyzed, with a particular emphasis on regression discontinuity design.

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**Oak A** **F-5** **Paper**

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**F-6** Strands: Learning Strategies, General Interest  
**Title:** **Calibrating Cognitive Machinery and Teaching Strategies to Help First-Year Students Get in Gear**  
**Presenter:** **Constance Staley, University of Colorado-Colorado Springs**

According to research, today's first-year college students are overconfident (with fragile self-esteem), disengaged, and often lacking in educational focus. This session will focus on specific teaching strategies to help students engage and get in gear, academically. Participants will receive practical materials to enhance first-year teaching at their home institutions.

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**Oak C** **F-6** **Paper**

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**F-7** Strands: Mathematics/Science  
**Title:** **Simplifying the Difficult: Start With the Basic Skills**  
**Presenter:** **Sherri Messersmith, College of DuPage**

Students find some algebra topics more difficult to learn than others. Solving formulas for a specific variable, rational expressions, and simplifying radicals are some examples. The presenter will share techniques for teaching these, and other, "hard" topics by emphasizing basic skills and building up to the new, more difficult concepts.

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**Cedar A** **F-7** **Demonstration**

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**F-8** Strands: Math, Administration, Learning Strategies  
**Title:** **The Mandatory Workshop in Developmental Mathematics**  
**Presenter:** **Heather Allen, Paris Junior College**  
**Pamela Webster, Texas A & M University-Commerce**

Our institution implemented a mandatory workshop attached to the Intermediate Algebra class. These workshops are loosely based on the Supplemental Instruction model. This presentation will include findings from a three-year study of these workshops, including student responses and pass rates.

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**Cedar B** **F-8** **Paper**

# Thursday, February 26, 2009

**F-9** Strands: Professional Development  
**Title:** Making a Conference Bloom  
**Presenters:** NADE Board  
Joyce Adams, NADE Vice-President, Facilitator

Former NADE Vice Presidents, former conference co-chairs, current conference co-chairs, and future co-chairs, chapter officers, or anyone interested in planning a conference can join the NDE Board in a focus session to improve national and state conferences. The information shared will guide the Board in developing future conference plans.

**Tanglewood** **F-9** **Panel**

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**F-10** **SESSION CANCELLED**

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**F-11** Strands: Research, Math, Computers  
**Title:** Using Computer Algebra Systems in a Developmental Algebra Course  
**Presenters:** Jonathan Harper, Minnesota State University, Mankato  
John Savage, Minnesota State University, Mankato

Technology is becoming increasingly commonplace in everyday life, including the classroom. The research project discussed in this presentation involved redesigning an introductory algebra curriculum to include daily Computer Algebra System activities. Examples of these activities will be shown along with the instructor's and students' perspectives of their use.

**Arrowhead** **F-11** **Paper**

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**F-12** Strands: Research, Assessment, General Interest  
**Title:** Writing Effective Professional Papers Using Rhetorical Devices  
**Presenters:** William White, Grambling State University  
Olatunde Ogunyemi, Grambling State University

Do you have trouble navigating through the APA manual to figure how to correctly handle references, select the right levels of heading, or how to format your documents correctly? The purpose of this interactive session is to present tips on avoiding the most common APA mistakes and how to spot and fix them if you make them.

**Pinehurst** **F-12** **Workshop**

# Thursday, February 26, 2009

**F-13** Strands: Tutoring, Administration, Math  
**Title:** **Developing Online Adult Learners: A Comprehensive Academic Support Model**  
**Presenters:** **Christopher Fields, Franklin University**  
**Heather Sherman, Franklin University**

This session will provide participants with a roadmap to use in developing a multidisciplinary online tutoring program with a particular focus on the adult learner. The presenters will demonstrate the requisite steps used to create the program, obtain faculty buy-in, evaluate technological needs, measure program effectiveness and implement changes.

**Oak B**

**F-13**

**Workshop**

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**F-14** Strands: Writing, Assessment  
**Title:** **Fair and Consistent: Group Grading of Exit Level Essays**  
**Presenters:** **Caryn Newburger, Austin Community College-Riverside**  
**Frank Cronin, Austin Community College-Riverside**

The most important responsibility of Developmental Writing instructors is to ensure that their students are completely prepared for English composition courses. This presentation will show how Austin Community College's Developmental Writing program's group grading not only ensures this but also guarantees consistent grading by all of its teachers throughout the semester.

**Colony B**

**F-14**

**Workshop**