

**Updated 8/28/08**

**WEDNESDAY, SEPTEMBER 24TH**

**Conference Registration** 8:00am – 7:00pm **Ponce de Leon Foyer**

**Utuado Campus Site Visit** 1:00pm – 6:00pm

**Opening Gala Reception** 8:00pm – 11:00pm **Brisas del Mar**

National Center for Developmental Education 30 Years of Service  
Celebration, **Sponsored by Cengage Learning: TeamUP - Faculty  
Programs**

**Exhibitor Setup** 8:00pm – 12:00am **Ponce de Leon (Foyer/C)**

**THURSDAY, SEPTEMBER 25TH**

**Exhibit Grand Opening/Ribbon Cutting** 7:30am **Ponce de Leon Foyer**

**Continental Breakfast** 7:30 – 8:30am (exhibit area)

**Conference Registration** 7:30am – 4:00pm **Ponce de Leon Foyer**

**Exhibits Open** 7:30am – 6:00pm **Ponce de Leon (Foyer/C)**

**Opening General Session** 8:30 – 10:00am **Ponce de Leon A**  
**With Ansley A. Abraham** Director, SREB-State Doctoral Scholars  
Program  
From Developmental Education to the Ph.D.: A Trajectory for Diversity

**Concurrent Sessions** 10:15am – 11:45am (90 min.)

**Lunch on your own**

**Concurrent Sessions** 1:15pm – 2:15pm (60 min)  
2:30pm – 3:30pm (60 min)

3:45pm – 4:45pm (60 min)

**Poster Sessions** 5:15pm – 6:45pm **Ponce de Leon B**

## **FRIDAY, SEPTEMBER 26TH**

**Exhibits** 7:30am – 1pm **Ponce de Leon (Foyer/C)**

**Conference Registration** 7:30am – 4:00pm **Ponce de Leon Foyer**

**Continental Breakfast** 7:30am – 8:30am (exhibit area)

**Concurrent Sessions** 8:45am – 9:45am (60 min)  
10:00am – 11:00am (60 min)  
11:15am – 12:15pm (60 min)

**Ticketed Keynote Lunch Session** 12:30pm – 2:00pm **Ponce de Leon A**  
**With Claire Ellen Weinstein** Professor of Educational Psychology and  
Director, Cognitive Learning Strategies Program, University of Texas at  
Austin  
Defining College Readiness for the 21st Century

**Concurrent Sessions** 2:15pm – 3:15pm (60 min)  
3:30pm – 5:00pm (90 min)

## **SATURDAY, SEPTEMBER 27<sup>TH</sup>**

**Conference Registration** 7:30am – 2:00pm **Ponce de Leon Foyer**

**Plenary Address** 8:00 – 8:30am **Ponce de Leon A**  
**With Hunter R. Boylan** Director, National Center for Developmental  
Education  
How Research Contributes to Access and Opportunity Around the World

**Concurrent Sessions** 8:45am – 9:45am (60 min)  
10:00am – 11:30am (90 min)

**Ticketed Research Agenda Brainstorming Brunch** 11:45am – 1:45pm  
**Ponce de Leon C**  
**With Hunter Boylan and Claire Ellen Weinstein**

**Adjourn**

## **PRECONFERENCE INSTITUTES**

**Wednesday, September 24**

**9:00-12:00 noon**

Laguna 1

**International Best Practices in Peer Cooperative Learning Models**

David Arendale

Miramar 1

**Brain-Compatible Teaching for Student Engagement, Empowerment, and Success**

Rita Smilkstein

**1:30 – 4:30pm**

Miramar 1

**Research-Based Best Practices in Teaching Reading**

David Caverly

**9:00 am – 4:30 pm (THIS SESSION RUNS ALL DAY)**

Miramar 2

**NADE Certification Institute**

Jennifer Ferguson and Jane Neuburger

Lisa Cole, Linda Thompson, Gladys Shaw, and Karen Patty-Graham

## **POSTCONFERENCE INSTITUTE**

**Saturday, September 27**

**2:00-5:00pm**

Horizonte

**Meeting the Diverse Needs of Developmental Mathematics Students: Challenges, Research, and Practices**

Barbara S. Bonham and Hildreth Davis

**THURSDAY, SEPTEMBER 25TH**

**Exhibit Grand Opening/Ribbon Cutting 7:30am Ponce de Leon Foyer**

**Exhibits Open** 7:30am – 6:00pm **Ponce de Leon (Foyer/C)**

**Continental Breakfast** 7:30am – 8:30am (exhibit area)

**Opening General Session** 8:30 – 10:00am **Ponce de Leon A**  
**With Ansley A. Abraham** Director, SREB-State Doctoral Scholars  
Program  
From Developmental Education to the Ph.D.: A Trajectory for Diversity

**Poster Sessions** 5:15pm – 6:45pm **(Ponce de Leon B)**

## **CONCURRENT SESSIONS**

**Thursday, September 25**

**10:15-11:45 am**

Board Room 2

**Transitioning Adult GED Recipients to Enrollment in Community College**  
Hal Beder, Rutgers University, Marian Eberly, Raritan Valley Community College

Using a descriptive analysis of NPSAS and BPS data, this presentation focuses on the transition of GED recipients to community colleges and the implications for developmental skills education.

Brisas del Mar

**Stopping the Cycle of Math Failure for Students**  
Anita T. Gliniecki and Sheila Anderson, Housatonic Community College

Students said and Housatonic Community College data showed that math is the greatest barrier to student success and degree attainment. This session reports the results of teaching developmental math courses since spring semester 2006 in an open entry/open exit format with multiple points of enrollment during the semester.

Almendros

**College & Career Readiness**  
Denise Crews, Julia Schroeder, and Mabel Hayes, John A. Logan College  
Elaine Johnson, Illinois Community College Board

Increased college readiness reduces the need for remediation, lowers educational costs, shortens time-to-degree, and increases the overall success rate of Illinois college students. Come join us and let us share what can be accomplished when state agencies, community colleges, and high schools work together to create readiness prescriptions for students.

Horizonte

**The Effectiveness of Tutoring as Requirement in Developmental Courses**

Peter T. Kyper, West Chester University

This session presents the successful practice of required tutoring combined with developmental/basic skills courses, as supported by 7 years of data. Emphasis will be on ways to implement this approach to achieve similar positive results.

Ponce de Leon B

**An Oral History Approach to Studying Access in Higher Education**

Martha Casazza, National-Louis University

Two researchers will share both the process and the outcomes of the oral history research they conducted to collect stories about how underprepared students succeed in higher education. From dozens of interviews conducted and taped over a period of several years, four themes emerged to inform future practice.

Royal Room

**Kennesaw State University's Early Start Bridge Academy: Connecting Mathematics Self-Efficacy with Academic Success and Retention**

Pinder Naidu, Kathy Matthews, Robert Birrell, Tonya Jones, Becky Casey and Ralph J. Rascati, Kennesaw State University

This session presents early data on the effectiveness of the Early Start Bridge Academy (ESBA) pilot for developmental mathematics students. Presenters also review the scholarship that informed the creation of the ESBA and demonstrate the adaptive instructional strategies used to improve students' mathematical skills set and mathematics self-efficacy.

Board Room 1

**Metaphor Analysis: An Investigational Tool for Postsecondary Developmental Literacy Research**

Sonya L. Armstrong, Northern Illinois University

This session will introduce metaphor analysis as a research methodology for postsecondary developmental literacy scholarship. Using as a frame a dissertation-level study that investigated first-year college students' conceptualizations of academic literacy in developmental contexts, this session will outline the theory and methodology relevant to metaphor research.

Condado Room

**Adult Learners: Graduate Education for All**

Rosalina Burgos, Cambridge College Puerto Rico Regional Center

Cambridge College Puerto Rico Regional Center has developed an academic, graduate program to address the needs of working adults, who may not have the opportunity or skills and knowledge to succeed before in graduate school. The school model provides academic and administrative support to ensure learning, understanding, and academic success.

Miramar 1 *Invited Presenter*

**Research Studies Linking the 6-16 Pipeline for Developmental Reading**

David C. Caverly, Emily Miller Payne, Jennifer Battle, Carol L. Delaney, Texas State University San Marcos

Presented are three research studies: 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 methodology, conclusions, draw implications, and interact with the audience.

Miramar 2

**Student Perspectives on Reading Motivation and Engagement**

Beth Holmberg and Gohar Farahani, Frederick Community College

Increasingly, college educators are expressing their concerns about student motivation and engagement in reading. Presenters will review recent research, describe results from a study of reading motivation among community college students, and involve participants in discussion of how instructional practices in developmental education may promote higher levels of reading engagement.

**Thursday, September 25**

**1:15-2:15**

Brisas del Mar

**How Traditional Developmental Delivery Systems May Impede Student Progress**

Reuben Ternes, Ivy Tech Community College

Mathematical modeling is a useful and often underused tool that can greatly improve our understanding of student behavior. Modeling using data from 23,000 students shows how traditional remedial delivery systems can impede student progress. Implications and methods to improve the delivery of remedial and developmental courses are discussed.

Almendros

**Jump Start to College: A College Readiness Reach-Back Model**

Melissa O'Connor and Sandra Hynick, Minneapolis Community and Technical College

This model is an innovative partnership between MCTC and Minneapolis Public Schools that increases the college readiness for high school graduates through expanded outreach to K-12, early assessment testing of students and completion of developmental curriculum during the senior year of high school.

Horizonte

**Developing a Research Based Peer Tutoring Program**

Preston VanLoon, Iowa Wesleyan College

Peer-tutoring programs have a positive effect in the lives of students and academic institutions with limited budgets, staffing, and resources. In this session, participants will explore the research implications, benefits, and effective strategies associated with development of a research based peer tutoring program and the training of peer tutors.

Ponce de Leon A

**One Way is Not the Only Way: Program Options for Developmental Students**

Juliet K. Scherer and Christine E. Carter, Saint Louis Community College Meramec

Developmental reading faculty from St. Louis Community College will present research findings that demonstrate the low success rate experienced by some developmental students at their institution in establishing reading proficiency. As a result of this low success rate, students who cannot pass base-level developmental courses after repeated attempts seem highly unlikely to qualify for enrollment in college-level courses by moving through the developmental sequence in the future. Participate in a brainstorming session about options for students who, unable to exit the developmental sequence and qualify for college-level courses, repeatedly re-enroll in developmental courses without making appreciable progress. Based on their research, the presenters will provide information on several existing community college programs that specifically address this developmental student population and outline the recent program built by St. Louis Community College in response.

Ponce de Leon B *Invited Presenter*

**Underprepared Students in 19th Century Land Grant Colleges**

William G. White, Jr., Grambling State University

The presenter will chronicle the admission of underprepared students to land-grant colleges in the 19th century, discuss the number of such students, describe college preparatory programs created to serve them, and describe the modification and termination of most preparatory programs by the beginning of the 20th century.

Royal Room

**Student Peer Mentoring and Its Effects on Student Success and Retention**

Richard Mosholder, Marinda Ashman, Christopher Goslin, and Lisa Lambert, Utah Valley University

Utah Valley University funded an empirical study, "Determining the effects of peer mentors in a college success studies curriculum on student retention and academic success." This session will summarize UVU's UV Mentor Program, the research and results, and provide suggestions on using the data to improve mentoring on campus.

Board Room 1

**Digital Feedback for Developing Writers**

Li-Lee Tunceren, St. Petersburg College

As web-enhanced and online writing courses become the norm, digital feedback increases in importance. Students must be taught to interpret and apply feedback from multiple sources and modes of delivery. The presenter will share effective strategies for incorporating synchronous and asynchronous electronic feedback in community college developmental writing and English as a second language classes.

Board Room 2

Invited Presenter

**Questions and Answers about Student Testing and Placement**

Ed Morante, College of the Desert

This is an availability session with one of the leading experts in testing and assessment in the United States. He has worked in test development and administration and consulted in a variety of student assessment programs. Dr. Morante will answer questions about current trends in student assessment, assessment instruments, and advising and placement. Attendance limited to 20.

Condado Room

**Closing the Achievement Gap for Pre-College Students**

DeBorah Green Zackery, Dunwoody College of Technology

Effective reading and writing strategies used to close the achievement gap for beginning college students are demonstrated and illustrated with student work samples. Results of a two year reading and writing intervention program that facilitated the efforts of college students to complete a technical education programs are shared.

Miramar 1

**Accelerated Courses: A Study of Student Perceptions of Effectiveness**

Emily Miller Payne, Texas State University San Marcos

The presenter will share research on student perceptions of accelerated learning in two sections of an undergraduate and two sections of a graduate course. The qualitative method research explores students' perceptions of the effectiveness of earning college credit in accelerated versions of existing courses in education and communication.

## **Thursday, September 25**

### **2:30-3:30**

Brisas del Mar

#### **Jump Starting your Research in Learning Assistance and Developmental Education**

Johanna Dvorak, University of Wisconsin Milwaukee

Need more information at the state level about learning assistance and developmental education programs? In this session, the presenter will share findings by the NADE Research Committee collected in a state-by-state database.

Almendros

#### **To Click or Not to Click, That is the Question**

Ann Palmer, Austin Community College

The presentation describes an experiment to evaluate the use of the Classroom Participation System (CPS) in a college developmental reading course. It covers a review of the literature, a description of methods and suggestions for research on CPS. Attendees use the CPS clickers to answer questions posed by the presenter.

Horizonte

#### **Supporting the American Dream: Immigrant Students in Developmental Education**

Jane Elizabeth Pizzolato, Prema Chaudhari, Sherrell Hicklen, University of Pittsburgh

Tu Lien Kim Nguyen, University of California Los Angeles

Often immigrant students are struggling with different family tensions than some of their other peers in developmental education, and have the additional obstacle of English language learning. This interactive presentation examines data on immigrant developmental education students and should clarify the types of practices that might help these students be successful.

Ponce de Leon A

#### **Just Passin': The Words We Use for the Students We Teach**

Brenda Tuberville, University of Texas at Tyler

“Sticks and stones may break my bones” – but the words we use to describe our students and the work we do with them *can* hurt them. My research has shown me that, contrary to this old dictum, what we say to students and about students (and about the enterprise of

developmental education as a whole) can have a great effect on students and on how others view what we do. In conversations with both developmental writing students and developmental education administrators, I found that words carry some very destructive connotations; this session looks at some of those words and the connotations that they carry.

Ponce de Leon B

**Developmental Students' Perceptions of Unsuccessful and Successful Mathematics Learning**

Laurel Howard, Utah Valley University

What do developmental mathematics students say are the reasons they are successful now, when they previously were unsuccessful? Their answers may surprise you. Come and see the results of a study where students were interviewed and also observed in their classrooms. These results may change how you engage your students.

Royal Room

**The Categorization of English and Reading Placement Scores to Examine Course Success and Retention Rates**

Natasha A. Miller and Nicole Baird, Community College of Baltimore County

This study was conducted in conjunction with the Learning Assistance Coordinator to examine the impact of categorizing placement scores on student success in developmental English and Reading courses and the subsequent retention rates. The results indicate that high scorers successfully completed both courses at a higher rate than lower scorers.

Condado Room

*Invited Session*

**Preview of the NADE SELF-EVALUATION GUIDES**

Jennifer Ferguson, Cazenovia College

Jane Neuburger, Syracuse University

Gladys Shaw, University of Texas at El Paso

This session will preview the soon to be published: NADE SELF-EVALUATION GUIDES TO BEST PRACTICE IN ACADEMIC SUPPORT PROGRAMS. This new publication reflects an update of a compendium of best practices in the fields of developmental education and learning assistance and offers a self-evaluation tool to use in assessing these programs.

Board Room 1

**Using Developmental Education Approaches to Transition School Paraprofessionals Into 4-Year College Degrees: Challenges And Opportunities**

Jorgelina Abbate-Vaughn and Patricia Paugh, University of Massachusetts Boston

MaryLu Love, Institute for Community Inclusion

This study investigated strengths and needs experienced by seasoned early childhood paraprofessionals who hold associate degrees when pursuing baccalaureate degrees with teaching licensure. Practice-savvy early care workers exhibited a variety of academic needs as non-traditional college students. Available supports and areas for development within a public, urban university were identified. The study links well with the conference's theme in its description of a developmentally appropriate sequence for older students from diverse cultural and linguistic backgrounds.

Board Room 2          Invited Presenter

**Questions and Answers about Student Testing and Placement**

Ed Morante, College of the Desert

This is the second availability session with one of the leading experts in testing and assessment in the United States. He has worked in test development and administration and consulted in a variety of student assessment programs. Dr. Morante will answer questions about current trends in student assessment, assessment instruments, and advising and placement. Attendance limited to 20.

Miramar 1

**The Writing Center and Developmental Writing: Making Connections for Students and Teachers**

Beth Carroll, Appalachian State University

This presentation focuses on relationships between writing centers and developmental writing programs, specifically inquiring into pedagogies that support developmental writers and the preparation of developmental writing teachers in a writing center context. Session participants will consider how to adapt results from this study to their local, institutional contexts.

**Thursday, September 25**

**3:45-4:45**

Brisas del Mar

**Academic Support Equals Academic Success**

Beverlyn Grace-Odeleye, Germain Francois, and David Rheinheimer, East Stroudsburg University

The purpose of this presentation is to inform session participants of the results of research on the academic performance of at-risk students from an equal opportunity program in Pennsylvania. The variables in the student sample include measures of academic performance, whether or not the students were tutored and how often they requested tutoring, whether or not the students graduated, the number of years in college, gender, and total credits earned toward graduation.

Almendros

**Keys to the Community: Issues of Access and Identity for Basic Writers and ESL Students**

Deborah Marrott and Allison McMurtrey, Utah Valley University

This presentation compares studies of Basic Writers and ESL students which indicate that students' definitions of literacy both afford and constrain their identities and access within higher education. Study implications suggest that educators who recognize the impact of subject positioning are better able to help students navigate their new community.

Horizonte *National Association for Developmental Education Sponsored Session*  
**NADE's Supporting Role in Research and Professional Development**

Rosemary M. Karr, Collin College

Karen Patty-Graham, Southern Illinois University Edwardsville

Learn about the National Association for Developmental Education (NADE): memberships, certifications, awards, chapter development, and leadership opportunities while talking informally regarding current trends in Developmental Education. Members of the NADE Executive Board will discuss how to become involved, issues, and other ways to serve. This will be an opportunity to provide input directly to the NADE Executive team!

Ponce de Leon A *Invited Presenter*

*College Reading and Learning Association Sponsored Presentation*

**Conditionally Admitted Freshmen: A Longitudinal Study on Academic Achievement and Retention**

Russ Hodges and Carol Dochen, Texas State University San Marcos

Special advising paired with university seminar and learning framework courses provide a winning combination for academic success/retention of high-risk university freshmen. Presenters will trace the program's evolution and provide longitudinal analyses of academic achievement and retention for targeted freshmen compared with conditionally admitted freshmen not participating in this program.

Royal Room *International Session*

**Analyzing the English Language Demands of College Programs**

Blanche Kingdon and Catherine Lewis, Red River College

This presentation will outline the process developed by Red River College in Winnipeg, Canada for analyzing (benchmarking) the English language demands of college programs. The process is used to identify appropriate entry-level language proficiency levels for English as an additional language (EAL) learners seeking entry into applied college programs.

Board Room 1

### **The Potential for Utilizing Mobile Phones as a Study Aid for University Lectures**

Tadashi Misono and Kanji Akahori, Tokyo Institute of Technology

This presentation addresses two experiments in Japan. The first is the use of mobile phones for promoting class attendance. The second is about viewing notes from the digital pens on mobile phones. As a result, mobile phones were identified as an effective tool for managing homework.

Condado Room

### **Effects of Work Experiences on Undergraduate Peer Educators**

Sally Lipsky and Arden Hamer, Indiana University of Pennsylvania

Presenters will share a qualitative research study examining the effects of the paid work experience-academic, personal, and professional/career-for undergraduate peer educators. Results will be discussed in the context of implications for participants' institutions, as well as improved practices and additional research.

Miramar 1

### **Building Campus Support for Developmental Education**

John Bruni, Barbara Burch, Dennis George, Sherry Reid, Sally Kuhlenschmidt, and Michelle Jackson, Western Kentucky University

The objective of the present session is to present a model for building campus-wide support for developmental education programs. Session participants will be provided a summary of the elements of successful program building, experience the model in action, and be afforded the opportunity to seek solutions for their own schools.

## **POSTER SESSIONS**

### **Thursday, September 25**

**5:15-6:45**

Ponce de Leon B

### **Case Study: Developmental Education Research-Based Best Practices Implemented at Georgia Military College and Effects on Student Learning**

Karen Jarrell, Georgia Military College

### **Development and Initial Validation of the William-Proctor Cultural Competence Scale: Assessment for Youth Development Professionals and Paraprofessionals**

Bonita Williams, Virginia Polytechnic Institute and State University

### **EDUC 1300: A Bypass to Developmental Reading and Writing?**

Kizuwanda G. Grant, Mountain View College DCCCD

**Globalization of Higher Education: It's Implications in Mauritius**

Kiran Odit-Dookhan and M. P. Odit, University of Technology, Mauritius

**IGNITE for Learning; A Brain-Based Learning Theory Instruction Model**

Abreena Tompkins, Surry Community College

**Increasing Minority Student Success**

Joan Williams, University of North Alabama

**Ingenious Test Review Session in a Developmental Mathematics Classroom**

Gowribalan Vamadeva, University of Cincinnati

**The Kellogg Institute: Thirty Years of Improving Practice in the Field**

Denise deRibert, National Center for Developmental Education

**Multicultural Teacher Dispositions, Student Self-Assessment, and Best Practices**

Franklin Titus Thompson, University of Nebraska Omaha

**Six Step Process for Incorporating Interdependent and Independent Learning Strategies**

LaRonna Schroeter, Mesa State College

**Standardized Reporting of Student Outcomes: Developing a Database of Student Success.**

Keith White, Utah Valley State College

**The Personal Annual Report: A Chronicle of Experiential Growth and a Tool for Self-Improvement**

Matt Lambert, Jefferson Community College

**Using Technology to Integrate Math with Other Disciplines**

Jo Ann Tong, University of Wisconsin

**Utilizing Cloze Exercises in English Instruction**

Larry J. LoMaglio, Rochester Institute of Technology

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**Ticketed Keynote Lunch Session 12:30pm – 2:00pm Ponce de Leon A**  
**With Claire Ellen Weinstein** Professor of Educational Psychology and  
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## **CONCURRENT SESSIONS**

**Friday, September 26**

**8:45-9:45**

Brisas del Mar

**Enhancing College Learning: Integrating Supplemental Instruction with a Paired Study Strategy Course**

Johanna Dvorak, University of Wisconsin Milwaukee

This study was funded by a University of Wisconsin-System grant to determine the impact of Supplemental Instruction on students' academic progress in an Anatomy and Physiology course. This presentation will focus on the methods used in the study, its outcomes, and impact, particularly on first-year students.

Almendros

**Improving Success Rates in Developmental Writing: Accelerated Learning**

Donna McKusick, Peter Adams, Cheryl Scott, and Mark McColloch, Community College of Baltimore County

At this session, those concerned about the low success rates nationwide for students placed in developmental courses will learn about a pilot program at the Community College Baltimore County that accelerates developmental students' progress by placing them directly into credit English courses while providing a companion course to support them in that course. The coordinator of the program and several faculty members teaching in it will describe the program, report on early results, and invite discussion of the approach.

Horizonte

**A Cross-Case Study of Three Exemplary Developmental English Instructors**

Susannah M. Givens, Northern Virginia Community College Manassas Campus

This interactive session will feature the results, conclusions, and implications from a semester-long, qualitative study of three exemplary developmental English instructors and emphasize effective practice and factors that shape teaching practices. Participants will be able to identify results that apply to their own teaching practices and institutional settings.

Ponce de Leon A

**A Comprehensive Cost/Benefit Model for a Transformed Learning Center**

Frank Albritton and Alejandro Gallard, Seminole Community College

Proposal documents the success of a transformed learning center and attempts to develop a model which can quantify the benefits of this success and be used for quantifying the success of any quantifiable investment in developmental education both at the originating college and other colleges interested in evaluating the investment in developmental education.

Royal Room *International Session*

**Raising the Standards: Building Literacy Capability Across the Institution**

Jane Terrell, Tertiary Education Commission, New Zealand

This presentation focuses upon interim results of an evaluation of a professional development initiative begun in January 2008. This initiative brought together tutors and managers from different disciplines in eleven institution-based learning communities focusing upon the deliberate embedding of literacy and numeracy strategies in their programs and policies.

Board Room 1

**The Passion Principle: Using Passion to Motivate Student Learning**

Libby Roeger, Harry S. Truman College

This session examines the research relating to passion and learning. It considers how passion may be created in developmental learners and utilized to improve learning.

Condado Room

**Mobile Advising: It's a Jungle Out There**

Sonya Prince, Chache Franklin, and Eric Taylor, San Jacinto College

This session will explore opportunities for retention specialists and/or advisors to guide and advise students through mobile advising on college campuses. Presenters will discuss and participants will learn real world situations that demonstrate how mobile advising can benefit student engagement. This session will be interactive and participatory.

Laguna 1

**The Personal Approach in Teaching Mathematics**

Rachid Ait Maalem Lahcen, Bethune Cookman College

Discover a new method of teaching mathematics to the developmental student with a uniquely personal approach. This particular technique is a result of coupling personal training tactics with mathematics education and focuses on deepening the relationship between instructors and students, in order to teach and learn in ways that promote great

achievements. Learn how this style of teaching has revealed many positive benefits and resulted in higher attendance and success rates in the developmental classroom.

Miramar 1     *Association for the Tutoring Profession Sponsored Presentation*  
**Development of a Retention Instrument**

Jack Truschel and Germain Francois, East Stroudsburg University

This presentation will focus on successful methods used to assist students in persisting to graduation. The presentation will review the current theoretical models related to retention and will discuss a method to target services for students. Discussion on the development of a highly reliable instrument will be discussed, forms will be presented, tracking computerized systems will be discussed and PowerPoint materials will be shared with those attending the session.

Miramar 2

**From Research to Publication: Time-Saving Technologies for Researchers**

Joey Figueroa, Thomson Reuters Research Software

How researchers work is as important as their results. Discover desktop and Web-based research tools that are designed to fit into the researcher's workflow, saving you time on research projects and increasing accuracy in writing and publishing.

**Friday, September 26**  
**10:00-11:00**

Brisas del Mar     *Invited Presenter*

**Connecting the Dots: Students' Self-Evaluation and Self-Regulated Learning**

Michele L. Simpson, University of Georgia

Using Zimmerman's theory of self-regulated learning, the presenter will discuss two different case studies that examined the role of self-evaluation in students' achievement. Both studies suggested that self-evaluative practice takes a sustained period of time to be internalized by students, but can be taught using a variety of activities.

Almendros

**Motivation and Possible Selves in At Risk College Students**

Rosemarie Woodruff, University of Hawaii Manoa Campus

Possible selves, an aspect of self-concept that has a future orientation, can play a major role in motivating one to carry out what needs to be done. Research that examined the role of possible selves in relation to motivation in a group of first-year students in a special program for underrepresented minorities will be presented. Results of this research on academic motivation generated various categories of possible selves that influenced

motivation, and suggested factors that influence the degree to which a possible self leads to execution of behavior.

Horizonte

**Are Academic Skills Enough? The Importance Of Cognitive Skills For Adolescents To Reach Their Future Aspirations And Achieve Academically**

Elizabeth Levine Brown, Sharika Bhattacharya, and Jane Pizzolato,  
University of Pittsburgh

Cognitive skills are essential developmental skills that strongly influence academic performance. Arguably, these skills are important for development of a holistic learner, particularly students from under resourced environments. This session stresses the importance of redesigning and implementing new curriculums for higher education remediation classes that incorporates teaching developmental skills for greater academic outcomes.

Ponce de Leon A

**Research in Developmental Education: Still in Need of Improvement**

George Olson, Appalachian State University

An evaluation of the published research in developmental education over the past eight years reveals that the quality of the research has improved little over that published over the previous two decades. Flaws are highlighted and suggestions for improving the research are provided.

Ponce de Leon B

**A Meta-analysis of the Effectiveness of the Supplemental Instruction Model and Program**

Wilton A. Barham and Reubenson Wanjohi, Grambling State University

This is a meta-analysis of the Supplemental Instruction (SI) program to determine its effectiveness by using the statistical measures of effect sizes, analysis of the main effects of specific variables.

Royal Room *Invited Presenter*

***International Session***

**That's History. So What?**

Rudolf Egger, University of Graz, Austria

This project is an attempt to connect the approaches in biographical research with the processes of social transformation in Kosovo. It tries to bring theoretical issues and approaches from oral and life history work into adult education research and practice.

Board Room 1

## **New Approaches for Teaching Personality**

Craig Gruber, American University

This session will explore a new theoretical framework so that teachers and counselors can have a profound and dynamic new insight as to how students learn and progress. The session focuses on this new and innovative dynamic systems theoretical framework for examining decision making and educational progress target populations.

Condado Room

## **Distance Education and Equal Opportunities: Learning Math in Rural Alaska**

Sandra Wildfeuer, University of Alaska Fairbanks Interior-Aleutians Campus

Gather skills to address the challenges of inspiring students in remote areas, like rural Alaska, to learn and like learning mathematics! Results of a study of the effectiveness of distance delivered developmental courses at the University of Alaska Fairbanks will be shared.

Miramar 1

## **A Place to Hide, A Place to Be Known: Clicker Lessons in Basic Writing**

Michelle A. Miller, University of Akron

The objective of this case study is to discover how basic writers use and view lessons using personal response devices ("clickers") and how their experiences with their previous English class and with personal technologies (cell phones, etc.) inform their experiences with clicker lessons.

Miramar 2

## **We Meet How Long! (Class Schedule Format and Academic Achievement)**

Jim Pettersson, Utah Valley University

The proper planning and scheduling of classes to allow for more effective and efficient use of time has the potential to significantly influence the academic achievement of students. This presentation discusses how class schedule format, as defined by length of instructional time and frequency of class session, impacts student achievement.

Laguna 1

## **Mind Benders and Soul Searches**

Elizabeth Lynn Blanton-Mitze and Sandra Offiah-Hawkins, Daytona Beach College

This session presents the process for creating a successful developmental reading and writing learning community at Daytona Beach College. Through the infusion of intellectually stimulating materials into the course content, students in the class became active learners who were motivated to succeed with a 98% passing/retention rate.

## **Friday, September 26**

### **11:15-12:15**

Brisas del Mar

#### **Factors that Influence Self-Efficacy and Achievement in Developmental Students**

Caroline Seefchak and Kelley Walters, Barry University

A presentation of a study, the results of which substantiate that programs at colleges and universities that incorporate cognitive and organizational teaching successfully foster the self-efficacy that underprepared students need to succeed. At this interactive presentation, participants will receive research-tested materials to use at their own institutions.

Almendros

#### **The First-Year University Transition Experience of Developmental Education Students**

Angela Spaulding and Eddie Henderson, West Texas A&M University

Developmental education students, at a regional, liberal arts university in the heart of the Texas Panhandle, were asked to complete the Developmental Education Impact Survey. The findings have significance for universities who are seeking to meet the needs of first-year students who have developmental needs.

Horizonte

#### **Basic Skills' Development Program of the University of Puerto Rico at Utuado for Non-Access Students**

Wanda L. Camara Candelaria, University of Puerto Rico at Utuado

The Basic Skills' Development Program (BSDP) of the University of Puerto Rico at Utuado attends the needs of first-year incoming students while offering them potential opportunities for growth and strengthening of their basic skills. Strengthening is appraised through the students' successful completion of the basic courses of their academic programs, and their persistence into the second year.

Ponce de Leon A

#### **Referral and Eligibility Issues in California Community Colleges**

Adrienne Foster, West Los Angeles College

This presentation will enable participants to understand how important it is for faculty to help with the referral of students with learning disabilities to disabled students services at their campuses. The accommodations extended to these students can be the difference in their success with their educational goals.

Ponce de Leon B

#### **Faculty's Perception of Distance Education Assessment: An Exploratory Study**

Bennie R. Lowery and Lorna Harrison, Grambling State University

Survey research that explored faculty perceptions of assessment (especially cheating and alternative techniques) in online and traditional college courses.

Royal Room

**Contextualized Learning and Content Literacy in a Learning Community**

Mary Poole and Andrea Deal, Madisonville Community College

"Is it possible for developmental reading students, with proper support and assistance, to outperform their non-developmental peers in an Anatomy & Physiology class? Come see how MCC faculty created a fully integrated learning community consisting of three courses (Developmental Reading, Study Strategies, Anatomy and Physiology) to explore this question."

Board Room 1

**Project SUCCEED: First Steps in Mentoring Developmental Reading and Writing Students for Improving Persistence Outcomes**

Cynthia Calhoun and Kenny Yarbrough, Southwest Tennessee Community College

Using student mentors to support developmental studies reading and writing students may be an intervention method that will not only have the potential for improving persistence rates in these courses, but also provide rich data from qualitative methods about the personal challenges students bring to the college and their experiences during their first year.

Condado Room

**The Beneficial Role of a Mathematics Tutoring Lab in Helping Under-Prepared Students**

Brian J. Hunt, Johnson C. Smith University

We discuss the beneficial role of a mathematics tutoring lab in helping under-prepared students build the foundational skills necessary to be successful in a college-level mathematics course. We also describe a recent study and discuss how we have used the results to implement programs to help develop these skills.

Laguna 1

**Digital Storytelling: Powerful Student Engagement with Multiple Learning Outcomes**

Kay H. Gregory, 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 importance of purpose, audience, and voice. Come see the results on the big screen! (Bring your own popcorn!)

Miramar 1

**Anchoring an At-Risk Community with SI**

Gen M. Ramirez and Deborah Hann, California State University, Long Beach

In an effort to stem freshman attrition correlated with developmental math, the learning center incorporated a GE lecture with an SI class into a new learning community for at-risk freshmen. With SI Leaders assuming somewhat broadened roles toward their students, participants' success and persistence rates improved significantly compared with those of peers and predecessors.

Miramar 2

**Transfer Students: Exploring Academic Success and Transition Issues at the Receiving University**

Linda M. Clark, Middle Tennessee State University

The presenter will discuss research about the academic success of transfer students, some issues transfer students face while transitioning to the four-year university, and initiatives to facilitate transfer student transition employed by the Office of Transfer Student Services at Middle Tennessee State University. While the discussion will include students who transfer between four-year institutions, it will focus primarily on students who transfer from a community college to a university.

**Friday, September 26  
2:15-3:15**

Brisas del Mar

**Effective Learning Environment (ELE): What Do Developmental Students Expect from Academia and Themselves?**

Victoria Appatova and Harry J. Prats, University of Cincinnati

This session introduces a novel theoretical concept of Effective Learning Environments (ELE), prioritizes components constituting ELE from the perspective of developmental students, as well as analyzes developmental students' expectations of higher education and their own role in their success in academia.

Almendros

**Transitioning Adult ESL Students into Postsecondary Education: What is the Role of Developmental Education?**

Anestine Hector-Mason, American Institutes for Research

This presentation includes a discussion of research, instructional models, and programs related to transitioning ABE-ESL students into developmental reading and writing programs. Participants will engage in active discussions about best practices in transitioning students into developmental reading and writing, and receive literature related to the topic.

Horizonte

**The Interaction of Developmental Education, Family Support, and Friend Support in the Persistence Process**

Jane Elizabeth Pizzolato, Prema Chaudhari, Sherrell Hicklen, and Betsy Levine Brown, University of Pittsburgh

This presentation assesses the relative contributions of three social contexts—developmental education support programs, families, and friends—and to what extent they interact to influence student persistence. We use four indicators of persistence: achievement orientation (a composite of achievement motivation and GPA), conflict management, sense of belonging, and autonomy.

Ponce de Leon B

**Learning Communities: Emerging Findings on a Promising Strategy**

Sue Scrivener and Kate Gualtieri, MDRC

Learning communities are a promising strategy for increasing student success, but rigorous research on them is limited. MDRC is conducting two random assignment studies of learning communities for developmental education students, representing an array of curricular and pedagogical approaches. This presentation will share the studies' results to date.

Royal Room *Invited Presenter*

**Pioneers of College Reading**

Norman A. Stahl, Northern Illinois University

Before there was a field of college reading there was reading in the college. This presentation examines three works from the prehistory of the college reading movement: 1. *The Improvement of the Mind* (Issac Watts, 1741). 2. *The Student's Manual* (John Todd, 1835). 3. *Books and Reading* (Noah Porter, 1871).

Condado Room *International Session*

**Developmental Education at its Grassroots: Changing the Teaching**

Darius Borovic-Ivanov and Mihaela Raducea, Western University of Timisoara, Romania

This study is centered on innovative ways of implementation teaching and learning strategies based on developmental education models in social studies increases the access

of all students to the social studies curriculum. It is ongoing research about innovative ways to implement empowering teaching models based in Romania.

Laguna 1 *Invited Presenter*

**My Life Matters Too**

Nwachi Tafari, Guilford Technical Community College

The workshop presents some of the theories concerning the African American male learner. Moreover, participants will explore ways to “validate” African-American learners as well as ways to improve their success.

Board Room 1

**"Mirror, Mirror on the Wall" Reflections on Portfolio Assessment**

Marie Ulmen, Geri Gutwein, and Linda Mininger, Harrisburg Area Community College

Portfolio assessment is a valuable tool in evaluating student growth and learning as well as course effectiveness in the developmental reading classroom. This presentation will describe a qualitative study in portfolio assessment over a 15-week semester in three different instructor’s classrooms. Analysis of individual as well as collective findings from the portfolio study will be discussed.

Miramar 1

**Using Research to Create Collaborative Partnerships to Benefit Developmental Students**

Linda McLintock, Ashley Finelli, and Canice Graziano, Germanna Community College

When educators collaborate, they can more effectively meet the needs of the students they serve. Session participants will receive both an overview of how research informs the on-going process of creating a developmental education program and a partnership between the college and area high schools. Open discussion will follow.

Miramar 2

**Research Results of a Redesigned Mathematics Curriculum for Underprepared College Students**

Marva S. Lucas and Nancy McCormick, Middle Tennessee State University

A comprehensive, coeducational, tax-supported University began a redesign of its developmental courses to satisfy strategic planning objectives of its state governing board. This session provides results of the pilot year of the redesign initiative which included transforming former developmental mathematics courses into "prescribed" sections of two general education mathematics courses.

**Friday, September 26**

**3:30-4:45**

Brisas del Mar

**Developmental Math Students Five Years Later: Where Are They?**

Elizabeth Shearn and William Schildknecht, University of Maryland

This presentation includes the findings of a five-year study on an innovative Developmental Math Program in a Research Institution. Demographics include students' math placement, math background including time since taking math and content, gender, and race. Their success in the credited math course and graduation rates will be discussed .

Almendros

**From Adult Education to College: Adults in Transition**

Cynthia Zafft, National College Transition Network

According to a study of adult transition models by the National College Transition Network, transitions services that address academic and college-readiness gaps can make a difference for students coming from adult education. At all points in this study, developmental education played a pivotal role in connecting across systems yet the road was not necessarily easy - requiring adult and developmental educators and administrators work together, often for the first time.

Horizonte

**Start Right: Closing the Achievement Gaps**

Julie M. Phelps and Jennifer McCormick, Valencia Community College

This session will describe how Valencia Community College used the data that focused on First Time in College (FTIC) students to develop a strategic plan for Valencia students to Start Right. The presenters will share how the Start Right Plan continues to shape Valencia's learning community seven years after implementation.

Ponce de Leon A

**A Placement Pickle: Sour Results from COMPASS and ASSET**

Pamela Womack, Lone Star College-Tomball,

Sharon Miller, Lone Star College-CyFair

Utilizing data from four freshmen student cohorts, Lone Star College System conducted a correlational study to assess the effectiveness of assessment and placement in Developmental and credit English courses based on ASSET and COMPASS test scores. Disconcerting research findings have prompted LSCS to institute changes in the placement process.

Ponce de Leon B

**The Intersection of Policy and Practice: A Conversation Between Practitioners and Researchers**

Tara Parker, University of Massachusetts Boston  
Christine Kelly-Kleese, Durham Technical Community College  
Leticia T. Bustillos, Loyola Marymount University  
Laurie Bartell Behringer and Kamilah Briscoe, New York University

This interactive session brings higher education and developmental education scholars together for a unique discussion organized around 5 thematic questions concerning policy, faculty, instruction, outcomes, and social responsibility.

Royal Room

**Restructuring Curriculum for the Promise of Access: An Innovative and Successful Approach for Accelerating Students Traditionally Placed in Developmental Courses**  
Linda Best, Kean University

In this interactive session, participants will study one institution's restructuring of developmental education in order to examine their own successes and concerns about topics in the field. The session's broad framework is the concept of access and its promises; specific content includes evidence from course structures that facilitate student success.

Board Room 1

**Writing that Matters: Techniques for the Developmental Student**  
Robin Ozz, Phoenix College

When students care about what they write, the content and the quality of their writing improves along with their self-motivation and self-esteem. This workshop will give specific, research-based strategies that produce authentic, self-empowering, and mechanically correct writing.

Condado Room

**Teaching Lost Males: Strategies to Reach the Academically In Crisis Neglected Males in Developmental Classes**  
Iris Strunc, Joyce Goldstein, Suzanne Johnson, Suzanne Wood, and Deborah Fontaine,  
Okaloosa-Walton College

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

Laguna 1

**"The Purple Slip": Adapting to Change and Overcoming Anxieties and Challenges While Reorganizing Learning Support Services**

Sharon Silverman, Julie Redmond, Gena Flynn, and Jamie Kach, Columbia College Chicago

The challenges and anxieties of organizing separate learning support services into a new organization called a Learning Studio will be presented. In a panel discussion, research on the change process and content of interviews with the stakeholders will be shared. A program development model will be communicated for best practice.

Miramar 1

**Changing the Rhythm: An Institution Gets in Step to Solve the Math Problem**

K. D. Taylor, Utah Valley University

When the president of UVSC kept getting complaints about how hard the math courses were, and advisors suggested students take math elsewhere, it was time for change. A Math Task Force was formed, used data and innovation to make reforms. Learn results and discuss approaches to solving institutional math problems.

Miramar 2

**Enhancing Student Success Through Assessment and Data**

Bronte Miller and Jandy Sharpe, Patrick Henry Community College

This presentation focuses on assessment strategies and specific methods a small community college with limited research staff effectively gathers and uses data to enhance student success. The presenters will show how assessment results have been routinely used to improve developmental education at Patrick Henry Community College.

**SATURDAY, SEPTEMBER 27<sup>TH</sup>**

**Continental Breakfast**            7:30am – 8:00am            **Ponce de Leon Foyer**

**Plenary Address**                    8:00 – 8:30am            **Ponce de Leon A**  
**With Hunter R. Boylan**            Director, National Center for Developmental  
Education  
How Research Contributes to Access and Opportunity Around the World

**Ticketed Research Agenda Brainstorming Brunch**  
**With Hunter Boylan and Claire Ellen Weinstein** 11:45am – 1:45pm **Ponce de Leon C**

**Saturday, September 27**  
**8:45-9:45**

Brisas del Mar

**Academic and Social Integration of First-Year African American "At Risk"**

**Students: Implications for Improving Educational Practice**

Terrell Lamont Strayhorn, University of Tennessee, Knoxville

In this session, I will present findings from a national descriptive study of 171,000 African-American, low-income, first-generation college students who did not do well in high school. Findings point to a number of factors that can be leveraged to improve their achievement in college; results hold promise for improved practice.

Almendros

**Accommodating Student Diversity Through Varied Instructional Methods in a Learning-Centered Developmental Writing Class**

Linda McLintock, Germanna Community College

Instructional methods in many developmental classrooms do not accommodate our increasingly diverse student population. This hands-on session offers participants practice in using a variety of instructional methods typically used in a developmental writing class. Participants will also have an opportunity to share best practices from their own institutions.

Horizonte

**Late Identification of Learning Disabilities and Perceived Level of College Preparedness.**

Carla Abreu-Ellis and Jason Brent Ellis, Ashland University

Richard Hayes, University of Windsor, Ontario, Canada

This presentation discusses the differences between early and late identification of a learning disability and college preparation. It observes the unique needs of post-secondary students with learning disabilities and may assist professionals in the development of resources such as advising, counseling, and instructional programs that support the growth of students.

Ponce de Leon B

**Undoing Grade 13 Mentality: A Multidimensional Approach to Dealing with Student Under Preparedness**

Judith Corbett Carter, Tracy Daraviras, Brooklyn College, City

Student under preparedness presents numerous challenges to faculty. It also can undermine the students' potential for success. The purpose of this presentation is to discuss a multidimensional approach (counseling, instruction, and community connections) to address student under preparedness and facilitate the transition from high school to college.

Royal Room

## **National Survey of Undergraduate Learning Assistance Centers**

Laurie Hazard, Bryant University

This session will examine results from a national survey that gathered data in an effort to determine benchmark statistics for Learning Center and Tutorial Service usage at colleges and universities nationwide. Data was collected from seventy-seven institutions during the 2006-2007 academic year. Results will provide participants with practical comparative information.

Board Room 1

### **The Impact Parental Education has on Students' Retention**

Barbara Miccio and Fernando Perez, East Stroudsburg University

This session will explore the unique problems first generation students confront in a university setting and how these problems can affect retention rates. The results of this study indicated that parental educational level did have an impact on student persistence. Research findings will be discussed as well as intervention strategies to help these students.

Miramar 1

### **Developmental Math and the Placebo Effect: Do Students Who Believe They Have An Advantage Perform Better?**

Keith White and Max Aeschbacher, Utah Valley University

Does student perception matter? This session presents the results of a study involving 400 students. Some students were provided handouts emphasizing high success rates and positive perceptions of their textbook at other institutions. Their performance was compared with students who received no such information but otherwise had the same instruction.

## **Saturday, September 27**

**10:00-11:30**

Brisas del Mar

### **Treating the Whole Student: A Multidimensional Approach to Increase Student Success and Retention**

Paul R. Fowler, Louisiana State University at Eunice

This presentation examines the Louisiana State University at Eunice's Pathways to Success program and how the integration of first year experience, developmental education, academic advising, and student engagement theories increased the student success rate from 56% to 76% and reduced probationary rate from 40% to 7% in just three years.

Almendros

**CUSP (College Undergraduate Success Program): Effectiveness of a 1-Credit, 1-Week Early Entrance Program**

Carmy Carranza, Indiana University of Pennsylvania

This session describes the structure and effectiveness of a formal, 1-week early entrance experience for freshmen, called CUSP. The model consists of a 1-credit course in introduction to higher education plus out-of-class workshops and activities. The presentation includes strategies for implementation plus student satisfaction and performance outcomes.

Horizonte *Invited Presenter*

**Assessing the Impact of Universal Instructional Design as a Model for Inclusion**

Jeanne L. Higbee, University of Minnesota

Originally developed as a model for inclusion for students with disabilities, Universal Instructional Design (UID) considers diverse learning styles, abilities, ways of knowing, and previous experience and background knowledge. This session will present multiple formats for assessing the implementation of UID in developmental education settings and research results.

Ponce de Leon A

**Interactive Teaching Techniques for Multicultural Education**

Franklin Titus Thompson, University of Nebraska Omaha

This session examines various teaching strategies aimed at getting students to make a head-to-heart connection when studying diversity education. It will benefit classroom teacher, counselors, and community activists who wish to supplement the lecture-only method of instruction and encourage others to become reflective learners.

Ponce de Leon B *Invited Presenter*

**DB Academy: Lighting the Fire for Under-Prepared Students**

Diego James Navarro, Digital Bridge Academy, Cabrillo College

Based on "lighting the fire" of intellectual curiosity and motivation, the DBA is an experimental program targeting at-risk students. We use an experiential curriculum and help students bond as a cohort. DBA classes are closely linked. The DBA is sustainable and scalable, and can improve our approach to under-prepared students.

Royal Room

**Supplemental Instruction with a Twist in Developmental Mathematics**

Mary Kay Best, Coastal Bend College

Coastal Bend College, a rural town in South Texas, interfaces Achieving the Dream Initiative with Southern Association of Colleges and Schools mandated Quality

Enhancement Plan to improve student success in developmental math and college algebra. This includes research design, non-traditional mandatory supplemental instruction, three years of data and audience participation.

Board Room 1

**Students Address an Enigma: A Perspective of Developmental Mathematics**

Jon Travis and Jody Sheppard, Texas A&M University Commerce

Student failures in college developmental courses have continued at a troublesome rate, particularly in mathematics. One way to reduce such failures will depend upon efforts to gain insight into student attitudes and perceptions relative to developmental classes.

Board Room 2

**Making Every Minute Count: Building the Foundation for True Learning**

Courtney Peppers-Owen, Scott Beckett, Connie Williams, and Echo Chan, Jacksonville State University

Since 1993, Jacksonville State University's ExSEL summer program has assisted recent high school developmental students prepare for college level work. Using Precision Teaching (PT) techniques, presenters will share hands-on approaches to learning such as practice sheets, timings, and other PT strategies.

Condado Room

*Invited Presenter*

**Research Based Strategies to Improve Mathematics Success**

Paul Nolting, Manatee Community College

Kimberly Nolting, University of South Florida

This presentation will focus on the variables related to mathematics achievement, discuss research articles, discuss institutional research, give examples of improving success based on research and have participants present their ideas. The presentation will end with participant developing a math success plan.

Miramar 1

**Students Are Not Zebras: Cognitive and Affective Measures as Indicators of Course Outcomes for Developmental Mathematics Students**

Rebecca Goosen, San Jacinto College District

Inside every zebra is a wining racehorse waiting to get out. Students are assessed with systems that often take a quick sideways glance and determine the fate of students. This research identified factors that could be used in placing students in developmental courses that included both cognitive and non-cognitive measures.

**POSTCONFERENCE INSTITUTE**

**Saturday, September 27**

**2:00-5:00pm**

Horizonte

**Meeting the Diverse Needs of Developmental Mathematics Students: Challenges,  
Research, and Practices**

Barbara S. Bonham and Hildreth Davis