Concurrent Sessions 1: 11:00 a.m. – 12:00 p.m.

**Beyond Multiple Choice: Illuminating Affective Characteristics of College Readers**

**Salon A**

Sue Wickham:
Emeritus Reading and Study Skills Professor, DMACC
Writing and Study Skills Tutor, Mercy College of Health Sciences

Although multiple-choice tests efficiently provide rough measures of student reading proficiency, they offer little insight into thinking processes and no understanding at all of reading behaviors and attitudes. Participants in this session will explore several informal assessment options to complement standardized reading tests.

Participants in this session will explore several informal assessment options to complement standardized reading tests. Three questions will be addressed:

1. How can we assess student attitudes and behaviors at the beginning of a course?
2. How can we nurture more positive attitudes?
3. How can we measure progress?

The presenter will share both assessment instruments and typical student responses. Attendees will be encouraged to discuss their own efforts to assess and document students’ affective responses to the reading process and to reading instruction.
**If You’re Going to Be Weird, Be Confident About It: How Improv Improved My Teaching**

Salon B

Dr. Marcea K. Seible: Assistant Professor, Developmental Writing, Hawkeye Community College

Students’ needs and learning styles constantly evolve, and as educators, we must take risks to engage them in the moment. Improv offers one such avenue of exploration. This interactive presentation will present basic improvisational techniques, engage participants in using them, and discuss their relevance and application to various subject areas.

**Learning Style Analysis: Helping students utilize their personal learning styles to achieve success.**

Salon C

Molly Struve: Assistant Professor, Success Center, Iowa Lakes Community College

The Learning Style Analysis is an online assessment that can provide students from K-Adult a tool to identify, respond to, and benefit from their own diversity. The assessment measures individual learning styles all the way from brain dominance and sensory modalities to responsibility and intake. When completed, it provides students with resources on how to utilize their learning preferences and adjust in the classroom and at home. The “LSA” as it is called at Iowa Lakes Community College, has been used by thousands of students. Currently, two Success Center staff members are trained on how to analyze the LSA results and often go in to classrooms and explain the results to students on their campus. In the end, students have a better understanding of their individual learning style and how they can adjust each class to fit their needs. In this session, you will learn how you can help students understand their personal learning style and will be presented with ideas to help you reach a wider variety of students. You will also get to take part in some activities that assess your own learning style!
Concurrent Sessions 2:  2:15 p.m. – 3:15 p.m.

Electronic Writing Lab Reporting

Salon A

Amanda Rodenborn: DMACC

This presentation will focus on college Writing Lab’s seamless shift from paper reporting to an electronic system that maximizes efficiency. We will discuss how other colleges might adopt a similar system and benefit from its data collection and tracking features. A discussion will follow about ways to further improve the writing center experience for students and instructors.

Math Emporiums at EICC: What we have learned.

Salon B

Shirley Turnis: Math Instructor, EICC (Clinton Campus)
Sherry Horan: Department Coordinator /Instructor for College Prep, EICC (Scott Campus)
Sipra Eko: Math Instructor, EICC (Muscatine Campus)

This is a follow-up to last year’s presentation where our team shared the how and why of Math Emporiums on our campuses. By the time of our presentation we will have had spring, summer, and the start of fall coursework already offered to students.

We will share our struggles and success (to date) in an effort to help others consider if the emporium model is a fit for their school. It is also our hope to learn from others. (i.e.: anything that has enhanced their delivery of math instruction to the College Prep student.)

The Brain and Learning

Salon C

Frank Lammer: Learning Center Faculty, NICC

A short discussion about how the brain processes learning and what it means for study skills.
Concurrent Sessions 3: 3:30 p.m. – 4:30 p.m.

**Writing Assessment and Accelerated Learning (Follow-up)**

Salon A

Joe Davis: Division Chair Humanities, Communications, and Social Sciences, NIACC

We will discuss changes at NIACC with writing placement assessment, the use of learning communities, Mastery of Writing, emersion in course content, competency based instructions, and blended classes to increase success for the developmental writing student.

**High School to College Transitions Pilot, HCC**

Salon B

Tom Mueller: Dean of Transitional Programs, Hawkeye Community College

A new pilot program will be reviewed that focuses on high school students working towards needed placement scores and skills required for college credit courses. In a partnership with some local high schools, Hawkeye Community College has shared curriculum, course objectives, and books so high schools can offer their own developmental education courses to accelerate their students’ transition into college. This session will review the program from initial set up to current short term success.