12th Annual AURCO Conference

LESSONS LEARNED

• In the classroom • On campus • In the community

April 8, 2006

1901 Smucker Road • Orrville, OH 44667
330-683-2010 or 1-800-221-8308
www.wayne.uakron.edu
Welcome to the
Twelfth Annual Conference of the
Association of University Regional Campuses of Ohio

LESSONS LEARNED
• In the classroom • On campus • In the community

hosted by
The University of Akron
WAYNE COLLEGE
Orrville, Ohio

April 8, 2006

Dr. John P. Kristofco, Dean
Conference Agenda

7:30 a.m.  Continental Breakfast  (Community Room)

8:30 a.m.-12:00 p.m.  Conference Presentations
  Session 1  8:30 - 9:30 a.m.
  Session 2  9:45 - 10:45 a.m.
  Session 3  11:00 a.m. - 12:00 p.m.

12:00 - 12:30 p.m.  Student Posters  (Gym)

12:15 - 1:00 p.m.  Lunch  (Gym)

1:00 - 1:20 p.m.  Business Meeting  (Auditorium)

1:20 - 1:30 p.m.  Awards Presentations  (Auditorium)

1:30 - 2:00 p.m.  Keynote Speaker
  Dr. Maryellen Weimer  (Auditorium)

2:00 - 3:30 p.m.  Workshop  (Auditorium)
## Presenters

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<td>David R. Ankenman</td>
<td>Partnerships with the Community</td>
<td>8:30 a.m.</td>
<td>C-206</td>
<td>6</td>
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<tr>
<td>Patricia Antonelli &amp; Nashiel Marcano</td>
<td>Technology</td>
<td>9:00 a.m.</td>
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<td>Gordon J. Aubrecht</td>
<td>Assessment</td>
<td>8:30 a.m.</td>
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<td>Jeffrey C. Bauer</td>
<td>Assessment</td>
<td>11:00 a.m.</td>
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<td>Page Beetem &amp; Cerie Zieleniewski</td>
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<td>Johnett Benson-Soros</td>
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<td>Michelle H. Brodkie</td>
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<td>Elizabeth Burns, Betsy L. Blankenship</td>
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<td>John D. Crissinger &amp; Tina Schneider</td>
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<td>Joseph K. Cavanaugh</td>
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<td>Anu Chatterjee</td>
<td>Innovative Teaching</td>
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<td>Justin Chevney</td>
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<td>Miki Crawford</td>
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<td>Rachel Culler and Faith J. Wyzgoski</td>
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<td>Kelly Frigard &amp; Isabel Parra</td>
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<td>Mary A. Goetz</td>
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<td>Margaret Hager</td>
<td>Assessment</td>
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<td>David D. Hochstein &amp; Ted Bunn</td>
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<td>Amanda M. Hunt</td>
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<td>Maryellen Jack</td>
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<td>Timothy J. Jurkovic</td>
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<td>Melissa Kindle</td>
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<td>Linda McIntosh Liptok</td>
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<td>Ashley Lojek and Eric Stockton</td>
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<td>David M. Lucas</td>
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<td>Emmanuel K. Mbobi</td>
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<td>Elizabeth McClure &amp; Darice K. Pacak</td>
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<td>Marlene R. Miner, Ruth Benander</td>
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<td>&amp; Maria Damen</td>
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<td>Pradeep K. Mohanty</td>
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<td>Chris Mruk &amp; Penny Nemitz</td>
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<td>Victor U. Odafe</td>
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<td>Deborah L. Page and Lynn K. Davis</td>
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<td>Carol J. Pleuss &amp; Lynn R. Moomaw</td>
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<td>Paulette M. Popovich</td>
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<td>Catherine L. Pullin</td>
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<td>Stacey Quillin</td>
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<td>Parthasarathy Rajagopal</td>
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<td>Brenda G. Refaei</td>
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<td>Andrew Rihn</td>
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<td>Emily A. Rock</td>
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<td>Kenneth L. Rosengarten, Judy Brewer &amp; Paula Bryan</td>
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<td>Jim Steinberg &amp; Dave Hochstein</td>
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<td>Stacie L. Sweet &amp; Pamela Sealover</td>
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<td>Kathleen F. Tennant</td>
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<td>Lisa Vargas, Carey McDougall,</td>
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<td>Joan Parks &amp; Keith Lloyd</td>
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<td>Margaret L. Wick &amp; Stacey R. Quillin</td>
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<td>Jule E. Yonker, Sarah Cummins-Sebree &amp; Jennifer Marshall</td>
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<td>Erin Zimpfer</td>
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<td>9:00</td>
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<td>9:30 – 9:45</td>
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<td>The First-Week/Last-Week Inventory: A Strategy for Targeted Classroom Assessment Rob Schorman</td>
<td>So What's the Difference Between Students' Thoughts About a Laboratory Class's Goals for Formative Assessment Gordon J. Aubrecht</td>
<td>Can Leadership Be Taught Online? Lessons From Field Mindy McNutt</td>
<td>Classroom or Online: A Comparison of Learning Venues for Information Literacy Patricia Antonelli &amp; Nasheli Marcano</td>
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<td>10:45 – 11:00</td>
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<td>Closing the Generation Gap Within the Classroom</td>
<td>Elizabeth McClure &amp; Darice Pacak</td>
<td>Plagiarism in Higher Education: Educating Students About Academic Dishonesty</td>
<td>Rob Kairis</td>
<td>Before and After Pictures</td>
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<td>8:30 – 9:30</td>
<td>My Mother's Voice</td>
<td>Communicating to the Community Through a Communications Course</td>
<td>Dave D. Hochstein &amp; Ted Bunn</td>
<td>Roadie's Knives Rises to Success: Creating an Advertising and Promotional Campaign for a Small, Local Business as Part of an Independent Study Project</td>
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<td>9:45 – 10:45 Accommodating Students with Disability in Our Contemporary Classrooms</td>
<td>Emmanuel K. Mbobi</td>
<td>The Evolution of Evidence-Based Nursing Practice and the Development of a Collaborative and Comprehensive Information Literacy Program for Nursing Students</td>
<td>Johnett Benson-Soros</td>
<td>On Course for Success: Using the ACT Compass Assessment Battery to Assist High School Students Prepare for College-Level Credit Work</td>
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<td>10:45 – 11:00 Break</td>
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<td>Solid Support for K-12 Teachers and Their Students</td>
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The Relationship Between Phonics and Reading Comprehension Angie Chung

Vision Therapy Angela York
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<td>Competencies for Online Instruction Mary Hricko</td>
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<td>Taking Ownership of Learning: Can Adding Technology to the Traditional Classroom Increase the Opportunity for Students to Be More Responsible for Their Own Learning? Emily Rock</td>
<td>Dear Dr. Gates: Using PBL in Developmental Writing Brenda G. Refaei</td>
<td>Student and Instructor Surveys for Textbook Selection Julie E. Yonker Sarah Cummins-Sehree &amp; Jennifer Marshall</td>
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<td>Classroom Response Systems: Do They Improve Student Performance, Perceptions of Performance, or Just Student Satisfaction? Jeffrey C. Bauer</td>
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<td>Can You Tell You’re On a Regional Campus? Library Services and Technology Elizabeth Burns Betsy L. Blankenship John Crissinger &amp; Tina Schneider</td>
<td>Techniques for Producing Effective Podcasts for Distance Learning Courses Andy Curran</td>
<td>Working with the At-Risk Education Student at Wright State University-Lake Campus Kenneth L. Rosengarten Judy Brewer &amp; Paula Bryan</td>
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Session 1

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Session 2

Room _______________

Session 3

Room _______________
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<td>You Must Go: Faculty and Student Transformations Through Study Abroad</td>
<td>Deborah L. Page &amp; Ruth E. Benander &amp; Deborah M. Themudo</td>
<td>Off-Ramping Professional Women: New Opportunities for Regional Campuses</td>
<td>Michelle H. Brodkie</td>
<td>Using Community Partnerships to Develop Student Leaders: Collaborating to Create a Community Leadership Course</td>
<td>Paulette M. Popovich</td>
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<tr>
<td>Preconceived Notions In and Out of the Classroom: My Experience with Culture Shock in Columbia, South America</td>
<td>Timothy J. Jurkovac</td>
<td>Changing the Public’s Attitude About Manufacturing</td>
<td>Dexter C. Hulse</td>
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<td>Vietnam: The Effects of a Generation</td>
<td>Justin Chenevey</td>
<td>Teaching at Kent State Stark</td>
<td>Andrew Rihn</td>
<td>Driving a Dangerous Course: Economic Obstacles for Iraq’s Macroeconomic Health</td>
<td>Steven Saus</td>
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We are pleased to announce that the Keynote Speaker for this April’s AURCO Conference is Dr. Maryellen Weimer. Dr. Weimer is Professor of Teaching and Learning at Penn State Berks, and is the editor of *The Teaching Professor* newsletter. In 2005 she received the Milton S. Eisenhower Award for Distinguished Teaching. Weimer has authored and co-authored numerous books, including *Enhancing Scholarly Work on Teaching and Learning*, *Learner-Centered Teaching: Five Key Changes to Practice*, *Teaching on Solid Ground: Using Scholarship to Improve Practice* and *Improving College Teaching: Strategies for Developing Instructional Effectiveness*, all from Jossey-Bass.

Dr. Weimer’s keynote luncheon address is entitled “Lessons Learned About Teaching that Promotes Learning.” After lunch, Dr. Weimer will present a workshop titled “What We’ve Learned About the Growth and Development of College Teachers.”
BEFORE AND AFTER PICTURES

David R. Ankenman
The University of Akron Wayne College

Often as educators we look for ways to take our students beyond the memorization and basic understanding levels of learning into application by incorporating in-class labs. However, many employers are more interested in personal initiative and team skills than what a candidate has studied. Incorporating practical business problems from local businesses within a subject area can expose students to cross-functional learning and develop skills of analyze and synthesis. An excellent catalyst for organizing and explaining the project problem is “BEFORE AND AFTER PICTURES.” Combining this lean manufacturing technique with the philosophy of portfolios in real world projects can give clarity to the changes made by the project and the success of its implementation.

Everyone has seen the “before and after picture” on home improvement shows. However, when applied to a project, lean manufacturing requires bullet points pointing out the flaws in the before picture and counterpoints under the after picture listing accomplishments. Adding monetary savings emphasizes bottom line thinking as well. A machine building class project could show a machining cell with tooling and gauging in disarray. After completion, everything has a specific location including visual aids for reordering tools and gauging parts; documenting reduced scrap and downtime highlights the value added. A finance class could take a local business’s monthly balance statement. Revise it for daily spending charts to educate and control spending in each department. Using “before and after pictures” can demonstrate a jump from isolated understanding to seeing broader implications as well as providing communication.
CLASSROOM OR ONLINE:  
A COMPARISON OF LEARNING VENUES  
FOR INFORMATION LITERACY

Patricia Antonelli  
Bowling Green State University-Firelands College

Nashieli Marcano  
Formerly at BGSU Firelands College (Currently at The University of Akron)

Traditionally, students meet their instructors in a classroom, where they learn by listening, watching and practicing what they’re shown. But for today’s techno-savvy, on-the-move generation, that won’t always work. In order to accommodate the greater student body, the Library staff at BGSU Firelands now offers a one-credit course on Library instruction in both face-to-face and online venues. Having both types of classes has allowed us to prepare and contrast our roles and the performance of our students in a unique way. Offering these two different settings to students allows us to accommodate a variety of learners so that no one gets left behind in our quest to have all students become information literate.

Our presentation will begin with an introductory discussion of synchronous vs. asynchronous activities that take place in the face-to-face and online venues respectively. In order to measure the information literacy skills achieved, one must also understand how learning styles differ in the two learning settings. Thus, we will compare the roles of both the student and the instructor in each venue; specifically, posting of assignments, student-teacher interaction, etc. Student assessment is without doubt a major factor in determining success; for us this means maintaining comparable learning outcomes in both venues. Future success of such courses demands that we continuously monitor our strategies and goals and devise ever-better methods of assessment to ensure student learning.

Our assumption is that the conscientious instructor will take advantage of both venues by encouraging and motivating the students, as well as making their learning experience more enriching.
MAKING USE OF STUDENTS’ THOUGHTS ABOUT A LABORATORY CLASS’S GOALS FOR FORMATIVE ASSESSMENT

Gordon J. Aubrecht
Ohio State University-Marion

A formative evaluation of laboratory classes utilizes a form of Q-sort assessment. The assessment forces students to categorize the extent to which they think twenty-five descriptive statements characterize their laboratory class experience. They sort the statements from most to least characteristic of the course into bins of successive size 2, 6, 9, 6, 2 (forcing a “normal” distribution). We describe how we can compare instructor goals and students’ perceptions of the class to make changes. We find significant differences among different classes and between students and instructors.
CLASSROOM RESPONSE SYSTEMS:
DO THEY IMPROVE STUDENT PERFORMANCE, PERCEPTIONS OF PERFORMANCE, OR JUST STUDENT SATISFACTION?

Jeffrey C. Bauer
University of Cincinnati-Clermont

Classroom response systems are becoming more prevalent in college classrooms in the 21st century, but do they improve student performance, perceptions of performance, or just student satisfaction? What impact do these types of real-time assessment techniques have on student learning?

This paper will review the experiences of one instructor who employed a classroom response system in a Principles of Marketing course during the autumn of 2005. Qualitative and quantitative data were collected to evaluate student perceptions of the system and their performance on examinations. Exam scores from this class are compared to past classes (autumn of 2004 and autumn of 2003) using t-tests which demonstrate that no statistically significant difference (alpha = .05, t = .109, p = .914) in exam scores between scores of students exposed to the system (n = 80) vs. students who did not have the benefit of interacting with the system (n = 223).

Via a survey instrument, students also indicated that they felt that their performance was not enhanced by the system with 68% reporting that they disagreed or strongly disagreed that they performed better as a result of the use of the system. Students did indicate that their class participation was increased with 84% agreeing or strongly agreeing. In addition, 80% agreed or strongly agreed that the use of the system encouraged them to pay attention more than in other classes. Finally, 92% agreed or strongly agreed that they were more likely to answer questions in class without fear of embarrassment.
Can a student learn at a competitive level when they never see or hear the professor? In 1904 Radcliffe graduated a student, cum laude, who had never seen or heard her professors. That student went on to world renowned fame. The student’s name was Helen Keller.

We will examine the pros and cons of online learning and ways to maximize student learning without ever hearing or seeing the professor through both teaching pedagogy as well as the available programs available for delivery.
THE EVOLUTION OF EVIDENCED-BASED NURSING PRACTICE AND THE DEVELOPMENT OF A COLLABORATIVE AND COMPREHENSIVE INFORMATION LITERACY PROGRAM FOR NURSING STUDENTS

Johnett Benson-Soros
Kent State University Ashtabula Regional Campus

Information literacy programs have been developed, initiated and evaluated at many colleges and universities in response to the demonstrated need for college students to be proficient in American Library Association defined information literacy skills. Although it is imperative that all students develop and utilize information literacy skills throughout their educational development, it is imperative that nursing students develop and utilize these skills. This critical need is in response to changes that have occurred in nursing as it has continued to evolve and develop over time as a unique and distinct profession. The promotion of incorporation of evidenced based nursing into clinical practice has made it imperative that nursing students as well as practicing nurses become proficient in utilization of information literacy skills.

An Information Literacy Program for Nursing Students developed by the Library Director and two nursing faculty members at the Kent State University Ashtabula Regional Campus has been incorporated into the nursing program. The collaborative program addresses general principles of information literacy as well as specific objectives related to the development of evidenced based nursing practice. Related information literacy activities and requirements have been developed that are incorporated into individual nursing courses throughout the nursing program. These activities offer the students opportunities to utilize and develop information literacy skills necessary not only for the nursing program but for professional nursing practice as well.
OFF-RAMPING PROFESSIONAL WOMEN:
NEW OPPORTUNITIES FOR REGIONAL CAMPUSES

Michelle H. Brodke
Bowling Green State University-Firelands College

The number of women in industry is falling, partly due to the off-ramping phenomenon. Off-ramping occurs when professional women leave their careers to raise children, care for family members, or pursue other interests. Regional campuses should consider new opportunities available through professional women who have decided to off-ramp.

Off-ramped professional women possess industry experience, professional networks, and often advanced degrees. They can enrich student learning through guest lectures or by teaching part-time. They can serve as mentors to help students make industry contacts and get jobs or internships. In addition, off-ramped women can use their network and skills to create business partnerships for schools and develop sources of funding.

Women would also benefit from this arrangement. Research suggests that a five year absence from a career can mean that a professional who tries to return to her career will return in an entry level position, even if she was middle to upper management prior to leaving her career. By working with regional campuses, women can demonstrate continued activity in their careers, maintain professional networks, and develop new skills, mitigating some of the impact of their absence.

The challenge for regional campuses is to source and develop creative methods for utilizing off-ramped professional women. Such arrangements could enrich the experience of students and teachers, as well as provide an outlet for valuable human capital.
Panel discussion of how the Ohio State University regional campus libraries bridge the gap between books and online library technologies. Active learning classrooms, circulating lap-tops, and SmartBoards are just a few of the technologies the regional campus libraries utilize to teach information literacy. RFID tags, digital library assistants, and touch screens allow us to serve the campuses better. OhioLINK, Online classes, RefWorks, Illiad, and the numerous full-text electronic databases provide current resources for the regional campuses. You can attend a regional campus and enjoy superior academic library service.
HOW DO WE COMPARE? BRANCH AND MAIN CAMPUSES

Joseph K. Cavanaugh
Wright State University-Lake

Although many of the goals of higher education are the same across institutions, the mission and focus of branch campuses in Ohio differ in many significant ways from their main campuses. Within the different service areas the businesses and the people living in the communities are unique. Meeting the needs of these different communities has resulted in significant differences between branch and main campuses and also between each of the branch campuses. This paper analyses and summarizes recent statistical data from the U.S. Department of Education and from the AAUP to compare and contrast Ohio branch campuses and their main campuses. A number of topics are investigated including: student demographics, faculty compensation, degree programs offered, and tuition cost.
WE HAVE MET THE OTHER AND SHE IS US: TEACHING AND LEARNING MULTICULTURALLY

Anu Chatterjee
University of Cincinnati

The UNESCO goals in education (released in the major 1996 report, “Learning: The Treasure Within”) emphasize the urgent need for a deep understanding of the “other” along with their history, traditions, and cultures. Thus, the question—how can students in the classroom best approach a literary text that belongs to a different culture with a view to enhancing a deeper understanding of that culture—becomes extremely pertinent. Revamped English literature curricula include texts that have so far been considered “the other.” But merely including minority texts is not enough, especially when, as Crystal Spivak cautions, one of the goals of teaching in the contact zone includes “attempting not merely to enlarge the canons with a counter-canon, but to dethrone the canonical method.” Moreover, owing to recent shifts in American academia, the identity and the location of the teacher may be starkly different from the institutional identity.

For example, a south Asian female teaching post-colonial “third-world literature” in a predominantly white university pedagogically engages the very questions presented by the literature. The multiple pedagogic goals here include: unpacking the colonial stereotype, diffusing her authoritative stance as a teacher, and encouraging students to engage with the post-colonial issues in a meaningful way. My presentation describes a group activity that subverts my stance as a “native informant” by assigning students to “teach” a multicultural text. This rhetorical (dis)placement highlighted the “performativity” of pedagogy, provided students an unusual opportunity to represent “the other,” and alerted me to my own potential mis-readings.
VIETNAM: THE EFFECTS OF A GENERATION

Justin Chenevey
The University of Akron Wayne College

My thesis seeks to portray the progressive change brought about by the Baby Boomer generation as a result of the social and political turmoil of the Vietnam War. As a result of the war, the Baby Boomers forced the country to make clear concessions regarding the war and forced the government to alter the military tactics while at the same time having a profound impact on civil rights. The influence of the Baby Boomers during the Vietnam War defined the limits and the promise of American life. Today, this generation continues to lead America on Capitol Hill, in the Pentagon, and throughout the world.
EXTENDING THE TRADITIONAL CLASSROOM: COLLABORATIVE LEARNING THROUGH THE INNOVATIVE USE OF NEW TECHNOLOGIES

Suguna Chundur
University of Cincinnati Clermont College

Effective learning requires not only absorbing information but also the ability to articulate and exchange ideas and to work collaboratively. In our quest to provide students with opportunities for such exchange of ideas, we are constrained by time, busy student schedules and insufficient opportunity to use group and collaborative activity to enhance student learning.

We can extend the traditional class room through non-traditional methods.

Web and communication technology can help us maximize student learning, improve interactive student activity and increase co-operative work. Course management tools such as blackboard help us not only to manage and disseminate course material but they are a useful tool for student interaction outside the class room in a virtual setting.

Newer applications of the web such as blogs help students record their experiences and share them with the instructor and fellow students. Such tools can be very useful in keeping track of student progress on a project over the period of a quarter/semester. Podcasting and virtual classroom sessions are some of the other electronic communication methods that enhance student learning and extend the traditional classroom.

Using such new technology will capture the imagination of this generation of tech savvy students.

This presentation will offer specific instances of such use and will also provide scenarios where such technologies can be adopted in various classroom settings.
THE RELATIONSHIP BETWEEN PHONICS AND READING COMPREHENSION

Angie Chung
Wright State Lake Campus

Children equipped with phonemic awareness begin to decode in kindergarten and first grade. Engen and Hoien (2002) determined that among average and poor decoders, phonological awareness had a direct impact on reading comprehension. In order to develop functional reading skills, students must absorb automatic word-decoding skills (Engen and Hoien, 2002). Strategic training in phonological awareness has a beneficial effect on reading because reading comprehension is based on decoding and on understanding the written language (Aarnoutse et al., 2001). If a student is not prepared with phonics instruction, reading becomes a self-defeating task (Strattman & Hodson, 2005) and disallows poor readers ensured educational success. Phonics is a gateway skill and students must develop decoding, reading comprehension, vocabulary, and spelling during the elementary school years to ensure success in later school years.
From participation in The National Veteran’s Project, a related area of research interest evolved—collecting the oral histories of Japanese women who married Americans during the occupation of Japan. My Mother is one of these women. There are many interesting and unique stories about the courtship and marriages between American service men and the Japanese, their place in American culture, and the blending of cultures. In my Mother’s case, her Japanese marriage was not recognized and my older brother was considered a Japanese citizen by the U.S. My father had to appeal to his congressman to gain an act from Congress to permit them to the United States.

The oral histories of Japanese War Brides can contribute to American history by providing the perspectives/experiences of this massive group of immigrants. Today’s technology makes it relatively simple to preserve oral interviews. This presentation will provide the research process, technology used for this project, my Mother’s story and excerpts of interviews from other Japanese women, and some opportunities and challenges facing this interviewer. In conclusion, ways that we can share our research with students will be discussed.
According to the No Child Left Behind Act, all states must implement programs to assure student proficiency in reading, mathematics, and science. Proficiency test scores across the nation show that many elementary school students perform poorly, especially when the subject is science. Students and faculty at The Ohio University at Mansfield have conducted outreach projects that use chemical demonstrations for elementary school students to encourage science discovery. Undergraduates help to educate younger students by designing and implementing “hands-on” sessions that reinforce state academic content standards for science. Projects have involved topics such as the nature of matter, scientific inquiry and scientific ways of knowing, as well as acid/base chemistry. Computer-based research has also been encouraged. After interactions in their classroom and our university laboratory, responses from the elementary students have shown that their perception of science as a “difficult” subject has been modified. Their written responses have associated words such as “awesome” and “fun” with chemistry.
TECHNIQUES FOR PRODUCING EFFECTIVE PODCASTS FOR DISTANCE LEARNING COURSES

Andy Curran
University of Cincinnati-Clermont

As distance learning becomes more popular, associated technology continues to develop. It is no longer sufficient to throw together some PowerPoint slides to supplement the course material. Auxiliary media such as podcasts are now being used as a tool to present material. While producing podcasts is relatively simple from a “how-to” standpoint, producing viable content can be more difficult. This presentation will explore strategies to produce podcasts that are useful and listenable.
Regional campuses have always been heavily dependent upon part-time faculty and in this time of shrinking support for higher education this dependence has grown. To provide quality instruction it is more important than ever to hire, retain, and support good part-time faculty. At Wayne College we have created an orientation that is held at the beginning of every semester to welcome faculty, keep them informed of important changes, and provide training and support.

This orientation is in three parts with the first two being for all faculty and the third being for the new faculty that will be teaching for the first time that semester. The first part is a continental breakfast where faculty can mingle and go to tables staffed with Wayne College associates to complete the final required paperwork. The second part is a general information meeting in which important issues that affect faculty are discussed. The third part is dedicated to the new faculty. In this part various training sessions on sexual harassment, creating good exams, teaching with technology, and others are offered. This third part is concluded with all new faculty meeting with the Director of Faculty to discuss important issues such as part-time faculty evaluations, assessment, FERPA, student conduct, and grade submission.

The feedback from faculty has been overwhelmingly positive. The part-time faculty like the convenience of taking care of everything in one day and say the support they receive at the orientation is one reason they feel valued here and therefore return year after year to teach.
This presentation will discuss a cross-disciplinary collaboration and teaching innovation that involved over one-hundred students from art and culture classes at a two-year college. Specifically, we will discuss the development and response to a curriculum-based project, consisting of a series of lesson plans and activities inspired by the Mexican “Day of the Dead,” culminating in two art exhibitions. This project grew from interdisciplinary collaboration between students studying in diverse courses within the Division of Humanities and Social Sciences at the University of Cincinnati-Clermont College. In early November people in central and southern Mexico celebrate, Dia De Los Muertos (The Day of the Dead), a holiday that honors centuries old beliefs. Students from a Latin American Culture class researched the holiday and its cultural traditions before presenting the information to an Art Fundamentals class. In response, students in the Art Fundamentals class created small box collages using fabric, images, and found objects.

Our intention was to provide mind-expanding activities for students by introducing a cultural tradition other than their own. Students were able to bring their own life experiences to this project and see how the concept of death varies from one culture to another. This project is part of an effort to promote issues of diversity and culture at Clermont College. This faculty collaboration helps students to make connections between disciplines and learn about different cultural traditions.
IMPROVING THE QUALITY AND SAFETY OF COMMUNITY PLAYGROUNDS THROUGH SERVICE LEARNING

Mary A. Goetz
Ohio University-Zanesville

Through service-learning in an early childhood class students were able to successfully improve the quality and safety of playgrounds in their communities. Students worked in groups of two to three and assessed a community playground that they had selected. A national playground assessment tool was used to conduct the assessment. After completing the assessment they met personally with the individual who was directly responsible for the safety of that particular playground. Components of the meeting consisted of asking questions that each group had developed that specifically related to the upkeep, care and funding available for maintenance of the playground. Strengths and areas for improvement related to the playground assessment were then discussed. The final component was that the students reflected on the process and the outcome of their assignment. Each group was required to submit a paper that addressed the playground assessment, interview and reflections. Student reflections will be shared showing the specific outcomes that were achieved.
The purpose of this qualitative study was to examine the perceptions that students and advisors/administrators had regarding the mathematics placement process at a two-year branch campus of a large urban, mid-western university. Participants in the study were 20 advisors/administrators and 15 students. Qualitative data were collected from face-to-face, semi-structured interviews and focus groups, placement test observations, and placement test documents. The student participants were students who had taken the Compass/ESL® computer-adaptive math placement test and successfully completed a college level math course at the institution, as well as students who had just recently taken the test. The advisors/administrators all had some level of involvement in the mathematics placement process at the institution. Therefore, this research offered a unique opportunity to focus on the current mathematics placement process. The results suggested that students want and need an opportunity to practice before they take the test. This may encourage them to take the test more seriously. Furthermore, the use of an entrepreneurial placement testing system should require that the recommendations made by them as to the procedures for administering the test be followed. Finally, the institution is interested in implementing mandatory placement in mathematics. This would include a well-defined mathematics placement appeal process for students who believe they are not correctly placed by the test, as well as the use of multiple measures to determine the placement of students in a mathematics course.
The proposed study would examine the impact of the Wright State University Lake Campus Communication 203 course on the local community, including area businesses, parents, high school students and Lake Campus undergraduates. In the course, separate groups of students survey area high school students for post-graduate intentions, area business leaders for knowledge and attitudes about the Lake Campus, and Lake Campus students for unanticipated difficulties experienced during the transition from high school to college. A final group develops and delivers a presentation concerning the strengths and advantages of the Lake Campus for area business professionals, students, and parents. The proposed study would provide a summary of the class surveys taken in the high schools, at Lake Campus, and with area businesses. The main thrust of the study, however, would be a series of qualitative and quantitative analyses to illustrate the impact of this course on the aforementioned groups.

Specifically, this will include anonymous surveying of these groups to determine any change of attitude towards the campus or in participation level at the campus. In addition, the study would examine the currently enrolled undergraduates’ attitudes toward the course. This would include any employment or internship possibilities and career decisions discovered through class participation. The study would then conclude with possible ways to generalize the applicability of the methodology employed by the Wright State Lake Campus Communication 203 course to other types of classes in other similar institutions.
Most studies on competency-based online instruction focus on the assessment of student readiness to participate in an online course. Yet, only recently have there been full studies involving assessment of instructor preparedness to teach in an online environment. The disparity in this research is significant because the quality of instruction (specifically in an online environment) proves to be a significant factor in influencing student retention. Even though there are many studies that focus on elements of teaching in an online environment, such as how to use various courseware tools, or how to manage time and email in a web-based classroom environment, simply knowing how to use applications should not be seen as the primary factor that readies an instructor to teach an online course.

For this reason, a thorough review of the literature related to competencies for online instructors was conducted. This presentation will outline the studies and outcomes and provide a model for application in terms of developing a professional development program for faculty who wish to self-assess their skills in teaching in an online environment. This model will also serve as a tool for evaluating online teaching and conducting peer review assessment of existing online instructors. For programs that have yet to develop an assessment tool to use with their online instructors, this presentation may offer a guide in developing such a rubric.
This program will help make the public aware that manufacturing today is very different from manufacturing just a few decades ago. The program considers the eighth-grade students and their mothers as the key factors in changing the public’s attitudes about manufacturing. Choices for employment opportunities presented to junior and senior high students typically do not include manufacturing jobs as viable career paths. Changes have occurred in the last 60 years as manufacturing has evolved from dark, dirty, smoky facilities to ones that are clean, safe, well ventilated and well lighted. In addition, manufacturing facilities have evolved from dangerous work environments, which caused loss of limbs and life, to ones that are safety-oriented and proactive toward health issues. This presentation describes how to help change the negative attitudes many people have about the manufacturing sector. The program also consists of using well-known attitude changing concepts such as The Theory of Reasoned Action, Modeling Theory, and Classical Conditioning. These concepts, coupled with identifying the learning styles and using a Likert Scale to measure pre- and post-tests, make the program robust and viable. There are initiating activities, developmental activities and culminating activities. This is a well timed, solution driven program.
SOLID SUPPORT FOR K-12 TEACHERS AND THEIR STUDENTS

Amanda M. Hunt
University of Cincinnati-Clermont

Simultaneously with the development of the Ohio Academic Science Content Standards and the OGT (Ohio Graduation Test), UC Clermont College Geology implemented field and laboratory experiences to assist teachers with teaching the new requirements. Most teachers had not taken geology classes and were not equipped with the content background material necessary to teach the new standards to their students. The field and laboratory experiences were designed to stimulate teachers’ interest in the subject by immersion in an intensive field laboratory experience utilizing discovery methods during the summer with follow-ups during the school year. Among the successful outcomes is that the teachers are able to share their enthusiasm with their students throughout the year as they study the materials collected during the summer and share the adventures and discoveries encountered on the field trips. The program has consistently received high marks from participants.
After his death, Elvis’s fame increased exponentially, and along with the fame came an empire focused on providing his fans with anything and everything Elvis-related. The King became an American icon, but he alone did not create his image. During his lifetime, Elvis’s public image was painted by friends and colleagues nicknamed the Memphis Mafia who came to be an integral part of all things Elvis. Core members of the Memphis Mafia include George Klein, Joe Esposito, and Jerry Schilling. Members of Elvis’s inner circle grew close to the King and spent many private moments with him, both on the road and at Graceland. Elvis certainly took care of those around him, providing his friends and family with everything they needed, as well as lavish gifts to show his appreciation. In return, the Memphis Mafia was at Elvis’s side night and day. Therefore, they witnessed and shared in many aspects of the lifestyle he embraced. Just as Elvis’s Memphis Mafia contributed greatly to his image and, ultimately, to who he was, he too left a lasting impact on their lives. Yet while Elvis looked beyond his fame and empire to care for those closest to him, giving them the gift of friendship, some of Elvis’s closest friends have decided to focus on the monopolization of the fame he gave rather than recognizing the invaluable memories they shared with the King of Rock and Roll.
This narrative focused on my confounding cultural experience while on faculty leave in Bucaramanga, Colombia during the Spring 2005 semester. I had the opportunity to teach two elective courses at Colegio Panamericano, a parent-owned nonprofit bilingual school. In addition, I travelled extensively throughout the country, seeing more of Colombia in six months than most Colombians’ see during their lifetime (a troubling enough fact in and of itself).

When visiting a foreign country for an extended period of time, realizing that one will undergo the inevitable social psychological distress isn’t the most enlightened observation a social scientist can make. However, as I prepared myself for the onslaught of culture shock, much of what became problematic was not what I had anticipated.

What I expected to find difficult were the little things, the day to day challenges of living in an environment where nothing was familiar and the most basic form of communication was fraught with fear and ambiguity. Yet what actually emerged was a sense of personal growth that developed as a result of being able to weather the countless series of ambiguous situations I encountered on a daily basis.

By contrast, I was sure that the classroom to be the kind of setting it had always been for me, a sanctuary that helped nurtured a clear sense of meaning and purpose. This proved to be the most profound miscalculation I would make. Rather than providing the sense of self efficacy I was counting on, teaching two high school classes was actually the primary means by which I experienced culture shock.
Our current society often tolerates certain levels of unethical behavior to obtain a desired result (the ends justifying the means). Examples include police interrogators who purposely lie to suspected criminals to elicit confessions; reality television game show contestants whose deceptive tactics are viewed as merely effective techniques for winning; celebrity criminals and professional athletes whose crimes do not deter their fame. In spite of these examples of moral relativism, higher education typically treats dishonesty in the form of plagiarism severely. This discussion suggests that given the confusion many inexperienced researchers face when confronted with the abundance of information sources available and the impression that many, if not most, entering freshmen are ill-prepared for the rigors of research, the focus should be on educating and reforming students who plagiarize, not merely punishing them. Initiatives discussed and implemented at the Stark Campus of Kent State University are offered as a means for addressing the problem with an emphasis on helping students better understand the issues that lead to plagiarism and the consequences of repeated offences. One such proposal is the establishment of a “Plagiarism School,” modeled after “Traffic School” where plagiarizers can reduce sanctions against them (failed assignments, failed courses, etc.) through rehabilitation.
LESSONS LEARNED TEAM TEACHING AN INTERNET-ENHANCED, DISTANCE LEARNING COURSE

Daniel E. Kandray
Kent State University Tuscarawas Campus

Presentation focuses on the lessons learned in team teaching a distance learning course utilizing inexpensive video conferencing over the internet and internet courseware tools. The course is taught between two regional campuses of Kent State University. One campus is located in Tuscarawas County and the other in Ashtabula County. Approximately half the course is taught from the Tuscarawas Campus to the Ashtabula Campus. The remainder of the course is taught from the Ashtabula Campus to the Tuscarawas Campus. Therefore, the students on each campus have approximately half in-person instruction and half distance learning instruction. This mixed-mode instructional style presents some interesting challenges as compared to a traditional distance learning course. The course is an introductory course in polymer manufacturing. In addition to lectures presented over the internet, laboratory demonstrations were also conducted utilizing the video conferencing tools. Tests, quizzes and homework were given using the internet courseware tool.

The presentation discussion will include, course background and development, detailed discussion of the inexpensive video technology and internet courseware tools utilized and the lessons learned from a campus, faculty and student perspective.
CAUSES AND TREATMENTS OF BONE SPLINTS IN HORSES

Melissa Kindle
The University of Akron Wayne College

This project examines data gathered during a fifteen-week experiment concerning an unbalanced horse with a confirmed case of bone splints. Included is the research into the causes of bone splints, their relationship to conformational flaws, the recommended treatment for bone splints, and the reaction of the animal to the application of the recommended treatment. Included are pictures depicting the “poor” or “unbalanced” conformation of the condition. Other pictures explain the relationship of the bone splints to the conformational flaws of the subject animal. Weekly documentation of the reaction of the subject and interviews with professionals who worked with the subject are also included.
ENHANCED NURSING EDUCATION AND APPLICATION WITH THE EFFECTIVE INTRODUCTION AND USE OF A HUMAN PATIENT SIMULATOR

Linda McIntosh Liptok
Kent State University Tuscarawas

This study deals with how students might be effectively introduced and their education enhanced through the use of a Human Patient Simulator. Students involved were first year nursing students in a two-year Associate Degree Nursing program located in Northeast Ohio.

Methodology included experiences with role-playing by both students and faculty as well as the use of scenario based care sessions followed by debriefing. Environments were the classroom and the nursing laboratory.

Subjective data was gathered from the students following their initial experience that revealed 97% of the 31 respondents felt the experience was positive and supportive of their learning. Similar results follow the second experience with 59 respondents. While 77% of these students felt the lecture concept became clearer with this exercise, greater than 95% felt such teaching technology improved their ability to prioritize and intervene. Additionally, 97% felt it an effective teaching method.

Subsequently, in their second year, six of the students presented a teaching scenario to several members of the community using the simulator and the teaching reflected both accurate nursing knowledge and validated the effectiveness of simulator use.

Such results support the use of a Human Patient Simulator in the classroom and clinical laboratory to enhance nursing education and application. Additionally, second year students appear capable of community teaching using this tool.
LYCOPENE LEVELS IN DIFFERENT TOMATO PRODUCTS

Ashley Lojek & Eric Stockton
University of Cincinnati Clermont College

The test hypothesis is that Lycopene levels in different tomato products will be affected by the processing techniques that manufacturing companies use. Tomatoes contain Lycopene, which is a vitamin A derivative known to help prevent many forms of cancer. In the experiment, the levels of Lycopene in unprocessed tomatoes, tomato paste, ketchup, and stewed tomatoes will be analyzed to see if the levels are altered, thus changing the nutritional benefit. Lycopene will be extracted using a number of techniques, including the use of petroleum ether in which the compound is soluble. These differences will be read on a spectrophotometer at 450 nm and compared. It is believed that the processing of tomatoes will significantly lower the concentration of water and raise the concentration of Lycopene.
This article charts the ambitious, but successful attempt by a regional campus professor to internationally link three separate student audiences engaging three different technologies with three distinct themes in a quarter long interaction on global issues.

In the winter quarter of 2006, Dr. David Lucas, professor of communication at Ohio University Southern in Ironton, Ohio, linked Japanese students with students from all five Ohio University regional campus along with OU Hong Kong students in an international dialogue and discussion concerning poverty, HIV/AIDS, and varied perceptions of Americans. Using three separate technology platforms to accommodate the class, students interacted in assignments, assessments, and activities.

The course, entitled Cultural Inquiry in Various Contexts, engages the students in research efforts guided by the implementation of the text written by the professor. After field work is completed, students then draft narratives describing their findings and then post their written work on a dedicated web site.

The article describes the organizational procedures, the technologies employed, and the results of the course process. Samples of student narratives are offered along with testimonies of student reactions and evaluations.
Teaching is an art and teaching students with disabilities could be very challenging in contemporary classrooms. Students with disabilities have been unintentionally largely ignored by professors and instructors in our classroom. Professors should understand that students with learning disabilities have normal or better intelligence as well as severe “information-processing deficits”, that makes them perform significantly worse in one or more academic areas than might be expected. In contemporary educational circles, people are beginning to discuss the accommodation of students with disabilities especially in the United States where there are social, race, culture and language disparities. This paper discusses minimizing the gap between professors and students with disabilities by examining the different types of disabilities and suggesting some of the ways by which students with these disabilities can be accommodated in the classroom. Though all learning disabilities are different, students with learning disabilities have reported some common problems such as slow and inefficient reading; slow essay writing, with organizational problems in the mechanics of writing; and frequent errors in math calculation which are experienced in the classroom on a daily basis. An effective teacher, therefore, is one who is capable of accommodating these categories of students both in and outside the classroom. Finally, a coalition model for student success has been introduced that creates a relationship and interconnectedness between the student with disability, Student Disability Services, the Learning and Tutoring Center, other students, the faculty and proficient peers.
The average classroom is filled with students from a variety of backgrounds, lifestyles and ages. Professors must be aware that the various generations have different ways of studying, presenting, talking and thinking. In addition, they come to the classroom with diverse values and attitudes toward education. Having an understanding of others can make the working and learning environment more productive. This study examines the unique differences of four generational levels: The Veterans (those born 1922-1943), the Baby Boomers (those born between 1943-1960), the Generation Xers (those born between 1960-1980) and the Generation Nexters (those born 1980 to present). To successfully teach the various generations, faculty need to be equipped with practical ways to approach multi-generational classrooms. In addition, an analysis is presented which compares success and accomplishment in the Dental Hygiene Department at Raymond Walters College. The measurement of success and accomplishment will include completing the dental hygiene program, grade point average at the time of graduation and national board scores.
In today’s college and university environment, frequently we are pushed to offer courses on line to remain competitive with not only our compatriot institutions, but with those institutions that offer degrees solely on line. However, it’s hard to imagine the fit of online learning within a discipline that teaches students to interact and engage with, supervise, manage, and lead other individuals—one that is, by design, experiential in nature—Organizational Leadership (OL). Who are the OL students? How does one develop a pedagogy that engages and motivates them? Which students are likely to succeed in this on-line environment? How is a curriculum designed that allows for success, yet stretches the individual learner? What competencies are developed and how are outcomes measured? What strategies and assignments have been developed to engage students?

This session will cover the “lessons learned” from one institution’s attempt to blend on-line learning, to varying degrees, in its very hands-on curriculum—Organizational Leadership. Both the Wright State University Dayton and Lake Campuses utilize a variety of online strategies to deliver the OL program. Learn about both our successes and our learning opportunities—the good, the bad, and the ugly of web-based instruction.
ASSESSING LEARNING, LEARNING FROM ASSESSMENT: A CASE STUDY OF FIRST-YEAR COMPOSITION

Marlene R. Miner, Ruth Benander and Maria Damen
University of Cincinnati Raymond Walters College

Good assessment is about asking the right questions, learning from appropriate data, and posing new questions that arise in the process. Although program assessments often use student satisfaction surveys, this data does not answer outcomes questions nor does it help pose new design questions. To address a broader range of assessment questions, the English Department faculty at Raymond Walters College, University of Cincinnati, developed an outcomes based program assessment of the first-year writing sequence that achieves the following: engages students in self-reflection and self-assessment of their first-year writing, provides faculty who participate in the assessment a snapshot of students’ development throughout the year, informs all faculty of how well students are meeting the sequence outcomes, provides feedback for continuous improvement of teaching and learning, and contributes to the college-wide assessment of general education, required by the Higher Learning Commission for re-accreditation. The presenters offer this model as a demonstration of how portfolio assessment can be conducted as a reliable and valid assessment at the program level.

Presenter One will provide an overview of the purpose and process, the outcomes based criteria, and the reporting mechanism to the department and the college. Presenter two will share the lessons learned from three years of data collection and ways the assessment has been used to improve teaching and learning. Presenter three will offer insights gained from students’ reflections on their experiences in first-year composition and the self-assessment of their writing, concluding the presentation with the new questions raised by the assessment.
Foretcasting server load is very important to IT (Information Technology) organizations as it helps planning and engineering of server capacity to offer acceptable QoS (Quality of Service) at peak load. Black Board is a course management system used by many educational institutions. The purpose of this study was to investigate if the peak hourly load on a Black Board server due to a class could be predicted based on factors such as the number of students in the class, expected level of usage by the instructor and the Black Board features used. This study was conducted using data collected from the Black Board server at Ohio University Southern Campus.
Main campus universities routinely offer a wide range of mental health services to their students free of charge as a part of their health plans. Regional branch campuses often have students who could benefit from basic mental health services, especially since they often work with students who deal with the pressures of a job and family as well as those of earning a degree. Unfortunately, such branches often do not have the staff or budget to offer such programs. However, it is possible to develop a low-cost, in-house basic mental health service that provides testing for learning disabilities and short-term counseling, both of which can make all the difference between success and failure for a student. All that is required is one faculty member with a clinical license in psychology, counseling, or social work; one course of release time per year or some other incentive; and a good working relationship between that individual, student services, and the administration. Additional benefits include increasing student retention, the possibility of obtaining graduate status at one’s main campus, offering an internship, and a higher level teaching experience for the faculty member. Such a program has been offered at BGSU Firelands for the past three years now and we would like to share it with you.
MATHEMATICS IS MORE THAN MANIPULATION OF EXPRESSIONS

Victor U. Odafe
Bowling Green State University-Firelands

“Computational algorithms, the manipulation of expressions...must no longer dominate school mathematics”. (NCTM, 1991, p. 19).

An understanding of the nature of mathematics is essential for the successful implementation of the new vision of mathematics as described in reform documents.

Some people see mathematics as static, while others see it as dynamic. It has been conjectured that the diverse views about mathematics have influenced students’ ideas about the nature of the subject and as a result, students have come to confuse mathematics with manipulative skills.

This paper will show that manipulative skills which are mostly emphasized in schools and colleges today constitute a minimal aspect of the study of mathematics by discussing other aspects that receive little or no attention in mathematics classrooms. The aspects to be discussed will include (but not limited to) mathematics as a language, mathematics as evolving, and mathematics as an art and a search for patterns and beauty. The instructional implications of the nature of mathematics will be discussed for the benefits of classroom teachers, mathematicians, and those involved in mathematics teacher preparation programs.
Branch campus faculty often struggle with issues surrounding shared governance. We will present a case study, highlighting the lessons we learned during a recent review and restructuring of our college bylaws. By using the principles of shared governance as the basis for the entire process, we effected a perception of legitimacy that led to positive momentum as the project developed. We will identify the factors of this process that resulted in a unanimous faculty approval. These factors are not unique to our situation; indeed they can inform any individual, department, or group leading a change process.
There is a new emphasis in higher education to promote a global perspective through multicultural courses and language instruction. Since the 1930’s (Sepmeier, 1939), study abroad has been hailed as the premier form of teaching a global perspective and new language skills. Commonly, study abroad has been viewed as primarily a language opportunity with little focus on the attitudinal transformations it can facilitate, but the widening of perspective is equally important (Barron, 2003; McCabe, 2001). Regional campuses attract a predominantly local student body which may, due to a lack of opportunity for travel, benefit greatly from the transformative experience of study abroad. Research shows that not only does study abroad change students’ lives and increase cultural competency (Williams, 2005), but faculty who participate in study abroad also report that their teaching improves as a result of the experience (Sandgren et al., 1999). However, much of this research has been done on traditional 4 year undergraduate campuses.

The research presented in this session is from a population of faculty and students at a two-year regional campus. Based on surveys with students who have studied abroad and faculty who have done professional development abroad, this session will outline the profound benefits of even short term study abroad for students and faculty at a regional campus. Practicalities of offering study abroad for low-income populations will be discussed, and networking of Ohio regional campuses will be negotiated so that we may work together to provide our students and colleagues with this invaluable experience.
ON COURSE FOR SUCCESS:
USING THE ACT COMPASS ASSESSMENT BATTERY
TO ASSIST HIGH SCHOOL STUDENTS PREPARE FOR
COLLEGE-LEVEL CREDIT COURSE WORK

Carol J. Pleuss
The University of Akron Wayne College

Lynn R. Moomaw
Wayne County Schools Career Center/Wayne College

In the 21st century, most occupations will require some postsecondary education. According to the U.S. Department of Labor, college graduates earn nearly twice as much as those with only a high school education, they are more likely to obtain and retain employment and they are better equipped to adapt to the ever-changing workplace of the future. In most cases, workers with higher levels of education have more options in the job market and better prospects for obtaining higher paying jobs than those less educated individuals. Substantial benefits to society and to our economy result from a better-educated workforce.

Unfortunately, too many high school students graduate without the skills they need to be successful in college credit level coursework. According to an ACT College and Work Readiness 2005 study, only 20% of high school 10th graders are on track to be college-ready as measured by ACT College Readiness Benchmarks, yet nearly 75% of new high school students are continuing to postsecondary educations within two years of leaving high school (Berkner & Chavez, 1997). As an open access regional branch campus of the University of Akron, what can we do to continue to provide access yet improve the academic preparation of these high school graduates?

While a solution to this problem will require a complex, systemic approach and long-term strategies, The University of Akron Wayne College has developed a partnership with the Wayne County Schools Career Center to begin this process. This is a pilot project currently in progress.

We will test 180 high school juniors on site at the Wayne County Schools Career Center on the ACT Compass Assessment Battery in January and February, 2006. The students will be tested in Mathematics, Reading and Writing. Their scores will be compared to the ACT Compass Placement Cut-off scores currently in use at the University of Akron for entering college students. If the student falls below the cut-off score needed to take college credit level coursework, diagnostic intervention and remediation will be taken with that student in the remainder of their junior as well as their senior year. These students will be given a post-test prior to graduation. We hope that the results of this project will lead to greater academic preparation and readiness for College and a smoother transition from high school to College for these students.
Participation in extracurricular student organizations is often the only vehicle students have to develop leadership skills or gain community service experience. To provide a broader, more academic opportunity, Wayne College collaborated with community leaders and employers to develop a set of two courses that offer students both the study of contemporary leadership theories and a focused practice experience through service-learning. The first course, Community Leadership in a Global Context, is based on readings drawn from scholarly and popular sources and builds on concepts about leadership theory and issues of responsible citizenship and service from local, national and global viewpoints. Community leaders and local employers join students in class discussions about the readings and share ideas from personal, professional and community perspectives. Student assignments stress self-reflection and synthesis of concepts. The subsequent service-learning course, Community Service in a Global Context, brings students and community leaders together to work collaboratively on a community project guided by shared learning outcomes. Student reflection is a strong component of the assignments required in this course, as well, encouraging students’ awareness and understanding of their own leadership and community service interests, skills and knowledge. Evaluations by students and community members are positive. Preliminary assessment indicates that the collaboration between students, faculty, and community partners encourages greater depth of student learning and a clearer sense of their role and shared responsibility in the community’s future. Information about the role of community partners, course content and objectives, and the service-learning project will be presented.
TEXTBOOK USE IN MATH CLASSROOMS

Catherine L Pullin
University of Cincinnati-Clermont

Do students have the same impression of their Math textbooks as they do of their textbooks in other courses that they take? Do students use their Math textbooks in the same way as they do other textbooks? This presentation focuses on the results of a survey given to a diverse group of students in a variety of Math classes at a branch campus of the University of Cincinnati. The aim of the survey was to better understand how students use their books so that not only could more student-friendly books be chosen but also that the books might be more effectively used in the context of the course. In addition to the results of this survey, a short summary of related ideas from Math Education will be presented as time allows.
THE CUTTHROAT BUSINESS OF KNIVES:
CREATING AN ADVERTISING AND PROMOTION CAMPAIGN FOR
ROADIE’S KNIVES TO MAKE ITS CASH REGISTER RING

Stacey Quillin
Kent State Stark Campus

Based on research and personal experience in the advertising business, I will construct an advertising campaign for a small, collectible knife shop called Roadie’s Knives. An intricately designed marketing strategy can lead to a more successful business for Roadie’s Knives. The main goals are to generate more business, establish Roadie’s name, capitalize on the business’s “good ol’ boy” image, and enhance its position with the public, especially the collectors’ community. The project will include several strategies. First, research will be essential in establishing a market overview for Roadie’s Knives. I will consider competition, public attitude, and the community in general. Second, creativity will come into play as I craft an inventive selling theme that will trigger the interests of target audiences. I plan to carry this theme through all advertisements, the company web page (nonexistent at the moment), and other literature, such as direct mail, brochures, and newsletters. Next I will determine the key media to use and create a media schedule that stays within the company’s current budget and projected budget as its revenues increase. In the early phases, in order to maximize exposure at a minimal cost, I will design and plan mostly free or inexpensive ways to increase the company’s visibility, such as using press releases, trade shows, and open houses.
TEACHING OFFICIAL STATISTICS IN REGIONAL CAMPUS

Parthasarathy Rajagopal
Kent State University Stark Campus

Official statistics is a very useful tool in teaching a statistics course even in introductory level classes. Eurostat is one site which has a collection of data on various topics in Europe. United Nations Statistical Division has a wealth of statistical information on its member countries. United State Federal Government and its agencies collect tons of data from agriculture to space science. Students are encouraged in the class to find a data set from one of these official statistics data base to write a term paper. One student used regression analysis to study the inequality in salary between the genders. Use of geometric mean is well explained in the class using data on radon gas concentration in the ground. Official statistics could be used to teach various other subjects where the statistical methodology is used to explain the concepts. Various use of official statistics in the class room is discussed in this presentation.
DEAR DR. GATES: USING PBL IN DEVELOPMENTAL WRITING

Brenda G. Refaei
University of Cincinnati Raymond Walters College

Problem-Based Learning (PBL) uses problems and student interaction to engage students as active participants in their own learning. Students placed in developmental writing courses often need to change their views of themselves as passive or resistant learners who want to challenge the education system. PBL is a good way to help students redefine their roles as learners. Preparatory Composition is a course designed to prepare students for Freshman English. Students in this course need to see themselves as active learners so PBL was introduced as the basis for such a course. In the first class, students were introduced to the concept of PBL and given a letter that overviewed all of the problems they would see throughout the quarter. In the next class, students were given a letter with a specific problem they needed to work together to solve. Students worked in groups to analyze the problem and generate ways of addressing the problem. Each student wrote an individual response to the letter. Once students had submitted their own reports, they were given a second letter which built upon the problem of the first letter and asked for a new solution. This presentation will show how PBL was used to encourage students in Preparatory Composition to see themselves as active learners.
TEACH-IN AT KENT STATE STARK

Andrew Rihn
Kent State Stark Campus

During the fall of 2005, the College Democrats of the Kent State Stark Campus decided to revive a time-honored tradition, the Teach-In. We chose the theme “One Year After the Bush Re-Election, Where Are We Now?” We wanted the Teach-In to be big, powerful, and comprehensive, something that had never been done before on our campus. It ended up being an event that stretched over three days and had two hundred attendees.

We reached out across the community and brought in a wide array of speakers. Elected officials, candidates, community organizations, activists, and student organizations all came together to help get the event off the ground. We totaled twenty scheduled speakers spread over three days. Issues being covered ranged from LGBT concerns to voter suppression, from AIDS in Africa to the Student Bill of Rights. Organizations came to speak about gay rights, voter reform, anti-smoking initiatives, and pro-choice issues. In addition to speakers discussing what was going on in the Bush administration, we specifically made sure to bring speakers offering some form of alternative. We had the International Socialist Organization, two anti-war speakers, and several groups pushing their issues, such as Reform Ohio Now and Smoke-Free Ohio.

Overall, everyone was incredibly pleased with the event. Attendance was good and everyone who came agreed they learned quite a bit. Our Teach-In accomplished all the goals we had set for ourselves.
Technology offers us multiple methods of ending the traditional classroom practice of the ‘talking head instructor’ and the ‘passive listening student’. This presentation will show how a variety of approaches can quickly change the dynamics of the traditional lecture and lab in biology courses. Science is a discipline of discovery and naturally offers many chances for students to take charge of the learning experience. Laptop-supported inquiry based labs, CPS response pads, and interactive cases on WebCT are all opportunities for students to take on more responsibilities for their own learning. The presentation will give an overview of each method and cover both advantages and disadvantages. Details will include approaches to converting labs to inquiry based along with samples from a student generated data base. In-class writing activities which support the use of CPS and examples of interactive exercises on WebCT will be described. Data from student surveys showing student attitude and reactions to these technological additions will be shared. A comparison of final grade averages will also be included.
WORKING WITH THE AT-RISK EDUCATION STUDENT
AT WRIGHT STATE UNIVERSITY - LAKE CAMPUS

Kenneth L. Rosengarten, Judy Brewer and Paula Bryan
Wright State University-Lake

Wright State University-Lake Campus is a regional commuter campus located in Celina, Ohio. At this time, Early Childhood Education students at the Lake Campus can obtain the four-year degree that leads to an Ohio teaching license in Early Child Education. As can be predicted, there are times when the Education staff encounters at-risk students, especially when the students are performing their Phase work (college students assigned to participate in various classrooms around the Lake Campus service area) and student teaching. Because the staff and class offerings at the Lake Campus are limited, if a student fails a class or experience, they are out of sequence and may have to wait several quarters to make up the class. In addition, the student cannot proceed with the program until the failed class or experience is made up. Through creative and flexible scheduling, the classes can usually be re-scheduled, but how does the student go through the same experience without making the same mistake(s)? How does the small university campus maintain its program yet raise the bar to prepare teachers for today’s standards? By utilizing Concern Conferences, stringent supervision, and a unique self-reflection tool developed by one of the faculty, staff and students are able to work collaboratively to enable students to complete their work and to come through the experience as much stronger teacher candidates. Students are then able to proceed with the normal sequence of classes.
How do you teach working class studies in a supposed classless society, like the United States? Why do people resist being categorized as working class in this country? What is the middle class, in which everyone from the workers at Wal-Mart to the attorney on Main street subscribe membership to these days? These are the questions, that I will focus on in this presentation.

In attempting to answer these questions, I will introduce information gained from the input of students, and folks outside of class to questionnaires that ask them, is there a class system in America; where they are at on the ladder of society; why they feel that they occupy that position; who they see on the rungs above them and below them; and how they view those who are on the upper rungs and the lower rungs of the ladder?

By using this data, I can put together an approach for teaching class, open minds to other points of view and provide learning outcomes that will be beneficial for the students, while not infringing on their individuality.
DRIVING A DANGEROUS COURSE: ECONOMIC OBSTACLES FOR IRAQ’S MACROECONOMIC HEALTH

Steven Saus
Wright State Lake Campus

The Second Gulf War, combined with the effects of a decade of general sanctions, left Iraq’s infrastructure in shambles. Some degree of reconstruction was—and is still—necessary to allow Iraq to fully rejoin the world economy. As economic stability is strongly correlated with political stability, creating a robust Iraqi economy is vital to the national security of the United States. The Bush administration has compared the reconstruction of Iraq to the Marshall Plan. Despite that allusion, the methodology for reconstruction has ignored several relevant historical examples. This paper identifies two major obstacles to Iraq’s continued economic growth: 1) the shift in funding of reconstruction from donations from the United States and its allies to IMF loans, with the policy restrictions such loans incur; and 2) the trend of placing highly paid contractors in supervisory positions instead of Iraqi nationals. The paper argues that the historical precedents of the Treaty of Versailles, the effects of IMF policies in Nicaragua, and the British Raj in India all have great relevance to the economics of Iraq in 2006. The examination of these examples’ failure leads directly to suggested methods to avoid the pitfalls of the past.
THE FIRST-WEEK / LAST-WEEK INVENTORY:  
A STRATEGY FOR TARGETED CLASSROOM ASSESSMENT

Rob Schorman  
Miami University Middletown

The first-week/last week inventory is a pre-test/post-test type of activity that can be systematically employed to provide data on specific aspects of teaching effectiveness. In this case, the inventory was used in an introductory history class in an attempt to answer the following questions: How much did students’ critical thinking skills change during the semester? How closely did final grades in the course reflect critical thinking ability? How did emphasis on thinking skills affect student perceptions of the course and their achievements in it? This presentation will describe the process and the degree of success by which this assessment method addressed these issues.
A sense of community and collaboration may be encouraged and developed in the college classroom with a series of simple activities and classroom practices. This presentation describes three activities used in calculus, the lessons learned from these exercises, and observed results.

At the beginning of the semester, students voluntarily provide data regarding program/major, most recent math class, and credit hours attempted. By compiling this information, the professor can create a class profile to be shared with the students. The instructor highlights similarities and differences in the students, and encourages students to collaborate and interact.

Throughout the semester, individual students are required to explain homework problems to the class by working the problems at the blackboard. Students become more comfortable with this requirement as the semester progresses and encourage (and criticize) each other’s efforts.

The third activity used in the calculus classroom, is a review activity called “Integration Jeopardy.” This is a team game using a modified Jeopardy format, and requires the students to work integration problems. Opposing teams may challenge answers, while players on the same team work together. This exercise has encouraged the formation of study groups and friendships lasting beyond the semester and course.

All of the above activities attempt to foster interaction and participation. The second and third activities require students to share their work in written and verbal form while attempting to involve the students more actively in the classroom. The session will discuss results, cautions, and success stories related to these practices.
THE GAP IN COUNSELING SERVICES AMONG REGIONAL CAMPUSES AND INITIATIVES TO IMPROVE THIS SERVICE FOR STUDENTS

Jim Steinberg and Dave Hochstein
Wright State University-Lake

The provision of counseling services for students at Ohio regional campuses and two-year colleges is reported to be widely available. However the range in the type and extent of counseling services that are made available for students is unclear. The importance of counseling services is reinforced by the American Psychological Association, which posits that a small proportion of student populations whether traditional or non-traditional, have mild to quite severe mental or behavioral disorders. These problems may reduce student’s academic ability to perform to their potential and moreover, lead to dropping out of college.

Using telephone interviews of regional and two-year colleges, we provide up-to-date data on the prevalence of the provision of counseling services. Further, we examine student services professional’s assessment of the importance of counseling and key institutional issues that affect the level and type of services, if any. We provide summary statistics on the state of counseling services and argue that more is needed than a focus on academic advising. A review of common developmental problems for students identifies common mental health issues that impair academic performance and continuation in enrollment.

As advocates for the provision of improved counseling services, we offer a series of initiatives that can provide familiarity of campus-based counseling services for students to encourage their involvement in personal growth. Finally as part of an effective counseling program, faculty and staff collaboration may improve student interest.
Historically higher education has utilized a lecture format to provide college courses. Today with the availability of computer technology there are a variety of new options for course delivery. The use of computer technology can allow students and educators increased flexibility by requiring less time on the college campus and more control of their schedules and learning. To accommodate students having outside responsibilities an on-line supplemented pilot nursing course was developed that decreased classroom time by fifty-percent. Outcome measures comparing the pilot course with the traditional course included: course grades, final exam scores, performance on a standardized predictive exam and RN licensure pass rates. The pilot course students performed higher on all outcome measures supporting the use of on-line learning as a successful method of course delivery. This presentation will assist participants to identify ways to utilize online resources in their educational offerings. The presenters will provide data and learning outcomes from their study that compared traditional classroom course with that of an online supplemented course.
HEALTHY LIVING: LAUGHING MATTERS

Kathleen F. Tennant
Ohio University Eastern

‘Laughing Matters’ is a new, senior level, elective course that utilizes an interdisciplinary approach to the study of humor and laughter. The goal of this course is to engage the student by synthesizing a number of disciplines so that each individual gains new perspectives or understanding, not necessarily available in a course based in a single discipline. HUMOR is a key element in the human repertoire. The course explores the evolution, theoretical and empirical perspectives, and the psychological and physiological effects of humor across the life span. A unique variety of teaching-learning and evaluation strategies will be presented including: jokes, movies, case studies, research studies, self-assessment techniques, personal interviews, reflective journals and team projects. Course evaluations reveal positive student learning outcomes and a high level of student satisfaction.
Radical Pedagogy was formed at the Stark Campus, as an extension of the Women’s Studies Program, to serve as a discussion group exploring issues that are at the root (radical) of our teaching (pedagogy). As a result of our shared learning, we have created a community where we discuss important progressive issues and concerns that are central to a traditional liberal arts education.

Students, administrators, and a diverse array of faculty attend these lively, thought-provoking, and open-ended discussions. Though previous sessions have been led by part-time and full-time faculty members, everyone in the campus community, including students, is invited to select a topic and initiate the conversation.

Over a two-year period, Radical Pedagogy topics have been as diverse as academic McCarthyism, corporatizing the university, faculty gender, teaching mathematics democratically, pedagogy and political choice, diversity, radical implications of ESL, academic activism, queering the classroom, Whiteness, and faculty privilege. As a result, Radical Pedagogy provides an open forum for collaborative learning on our campus.

Panelists Lisa Vargas, Carey McDougall, Joan Parks, and Keith Lloyd will share anecdotes, impressions, and lessons learned from their participation in Radical Pedagogy.
SO WHAT’S THE DIFFERENCE BETWEEN
TEACHING DEVIANCE AND SOCIAL PROBLEMS?

Jack Vazzana
Kent State University-East Liverpool

This presentation, based on C. Wright Mill’s “Sociological Imagination”, includes illustrations from
everyday life involving deviancy and social problems. Often the distinction between these two areas of
social science is not clear. Most texts on deviance look like and are really social problem discussions
without delineating exactly what is deviancy. In addition, contemporary authors emphasize the “dark” end
of the deviancy continuum ignoring more common phenomena.

The presentation suggests a path analysis model of deviancy constructed as a positivistic metaphor of
an interpretive epistemology. Comparisons between deviancy and social problems are given as elements
identifying difficult areas and open discussion is encouraged toward a more effective classroom
methodology.
Rock cycle is a fundamental topic in introductory geology-earth science courses. The topic involves understanding of the three different types of rocks (igneous, sedimentary, and metamorphic) and their interrelationships. These concepts when explained in a manner that relates to students in terms and situations that they can understand help in building a solid foundation for additional topics pertaining to the subject. The paper establishes a different twist on explaining the rock cycle, which is enjoyable, as well as stimulates the interests of students. It incorporates analogies for certain geologic words, as well as using relevant examples for key processes. The success of the teaching method was dependent upon the performance of students on the first exam. Besides other topics, the first exam tested students in Earth Science, Environmental Geology, and Natural Science: Geology courses at The University of Akron Wayne College on their understanding of key concepts pertaining to the rock cycle. The results of the first exam indicated that students had a good grasp of the information and concepts involved, which was represented by 86% of the students having a grade of B (test score of 80%) and above (73% A and 13% B). The success of the teaching method also emphasized critical thinking, analysis, and problem solving, which are some of the learning outcomes at The University of Akron Wayne College.
FROM CRASH-AND-BURN TO SOMETHING THEY COULD LEARN

Carman K. Wakefield
University of Cincinnati Raymond Walters College

Have you ever given a test that almost EVERYONE failed? I did… and it turned into one of the best teaching and learning experiences my students and I have ever had. This presentation will describe how this event turned the classroom from teacher-centered to learner-centered within the week and how you can use this experience to transform your classroom as well.

Details of the transformation of an introductory education course from teacher-centered to learner-centered following a midterm. The students had a multiple choice test worth 25% of their final grade. None scored above a C.

I began the following class with a risky proposal. “None of you did well on the test. I am not going to give them back to you now. Let’s talk about it for a while.” This began an involved discussion on how they learned and what the important issues were for each of them. This was particularly useful for pre-service teachers. It began their examination of a real course; one where they were familiar with the material because they were the students, but pushed them to think about the issues from a teacher’s perspective. I’ve decided to keep the midterm.

Learner-centered teaching has gained in popularity. I will discuss ways to involve AND engage your students in the classroom using this approach.
ROADIE’S KNIVES RISES TO SUCCESS:  
CREATING AN ADVERTISING AND PROMOTIONAL CAMPAIGN 
FOR A SMALL, LOCAL BUSINESS  
AS PART OF AN INDEPENDENT STUDY PROJECT 

Margaret L. Wick and Stacey R. Quillin  
Kent State University Stark

An advertising and promotional campaign can be critically important to a business’s success, but for a small business that lacks the expertise and revenue to design and implement such a campaign, undertaking such a project is virtually impossible. Roadie’s Knives is a small collectible knife shop run by an older gentleman who is not computer literate and has a very small budget for advertising and promotion.

As part of an independent study project, Stacey Quillin will construct an advertising campaign for this knife shop. Her goals are to generate more business for the company, establish the company’s name, capitalize on the business’s “good ‘ole boy” image, and enhance Roadie’s Knives’ position with the public, especially with the collectors’ community.

Stacey’s project will include several key strategies. First, she will conduct research to establish a market overview. She will consider the goals of the business owner, its competition, public attitudes, and the community in general. Second, she will use her artistic and creative skills to craft an inventive selling theme designed to trigger the interests of target audiences. She will carry this theme throughout all advertisements, the company web page (nonexistent at the moment), and other literature she creates, such as direct mail, brochures, and newsletters. Next, she will establish a phased plan for media coverage that stays within the company’s current budget and projected budget as its revenues increase. In order to maximize exposure at minimal cost, she will design and plan mostly free or inexpensive ways to increase the company’s visibility such as using press releases, trade shows, and open houses.

In this presentation, we would like to share with the audience what processes we followed to select a business partner, how we designed a campaign specifically tailored to meet the needs and goals of Roadie’s Knives, the specific contributions the project made to the company, and what the project has taught both Stacey Quillin and her independent study advisor.
STUDENT AND INSTRUCTOR SURVEYS FOR TEXTBOOK SELECTION

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When choosing a textbook for a popular course (~1000 students/year), the selection is often based on features faculty members deem important and useful for their students. It is the rare occurrence, however, when students are asked about their textbook reading habits and study preferences in order to incorporate their responses into the textbook decision-making process. The present investigation will determine what features students and instructors find important in an Introduction to Psychology textbook. Our first objective is to ascertain how useful the current textbook and its features are to both our Introduction to Psychology students and our faculty who have taught Introduction to Psychology courses. Our second objective will compare textbook usage between new introductory psychology students (enrolled in Introduction to Psychology I) to students progressing through the introductory sequence (enrolled in Introduction to Psychology II) while using the same textbook. Our third objective will determine how students and faculty may differ in their views of the usefulness of the current text and its features. By comparing students’ and instructors’ reports of how they use the current textbook as well as what improvements they desire in the succeeding textbook, the result will be an optimal textbook that is utilized to its greatest extent by both instructors and students. The textbook survey process and subsequent results will be presented. Furthermore, similarities and differences between students’ and instructors’ views on textbook usage and features will be compared and analyzed. These results will be discussed in turn.
Vision is crucial to the learning process because the eyes are necessary tools for reading and writing. Vision is a skill that is often confused with sight. Sight is the ability to see clearly, whereas vision is a combination of learned skills. Poor sight can be treated with corrective lenses, whereas vision is improved through trial and error or through special training known as vision therapy. Vision therapy generally breaks vision into seven areas for treatment, including directional-bilaterality (reversals); visual figure ground; visual memory; visual motor integration; saccades; motor speed and precision; and pursuits. Each of these areas is strengthened through a variety of creative vision-enhancing techniques. Students who undergo vision therapy generally see improvements in their schoolwork as well as in their athletic abilities. Overall, improved vision systems advance the productivity of each individual.
There are performers who age gracefully and seem to adjust their public personas to changes in their physical appearances. On the other hand, there are performers, such as Elvis Aron Presley, who are afraid to look their age and, therefore, feel the need to preserve a youthful public image. Elvis was petrified of aging. He would spend countless hours looking at himself in the mirror “to see if he could discern the first faint traces of the aging process” (Goldman, 249). Yet, although Elvis was obsessed with preserving his appearance, he had other obsessions in his life that eventually corroded him physically and mentally. He “always stressed the vital fact that he made his money while he was still young and able to enjoy it” (249). And enjoy it he did. What the King wanted he got, but there was a price to pay. The more Elvis spent, the more he had to work. The hours Elvis put into his work were enough to drain a man, but when you add prescription drug abuse and crash dieting to the mix, the result is a prematurely aging man—the “bloated” Elvis. Although these revelations have taken a little away from the packaged image of Elvis that Colonel Parker created and took great pains to sustain, Elvis still remains a popular American icon. Some might say that these revelations about his failings are what make Elvis more “human,” but some might argue that the degree to which he indulged himself has made him larger than life, even more mythical.