

NOTE: All sessions will be held at the Lansing Community College West Campus in Lansing, Michigan, on Friday, 19 October 2018

Concurrent Session I	Concurrent Session II	Concurrent Session III
Session 1A Room M119 10:10 - 11 a.m.	Session 2A Room M119 11:10-12 p.m.	Session 3A Room M119 1:30 - 2:20 p.m.
<p data-bbox="239 375 737 443" style="text-align: center;">Keynote Follow-Up Session with Dawn Coleman</p> <p data-bbox="201 521 443 586">Dawn Coleman Keynote Speaker</p> <p data-bbox="201 656 768 753">Please attend this follow-up session with keynote speaker Dawn Coleman to find out more about this topic:</p> <p data-bbox="201 792 772 1325">There is a great deal of focus in higher education on data-driven decision making. However, many practitioners find data to be intimidating and feel overwhelmed by the prospect of presenting data about their successes and challenges to administrators and other audiences. The goal of this presentation is to reframe the process of collecting, analyzing, and presenting data so that it is less daunting and instead approached as storytelling. Dawn Coleman will present a simple model for effectively telling your story with data, including how best to illustrate that story with appropriate data visualizations and other data reporting strategies.</p> <p data-bbox="201 1360 667 1393">Topic: Overall, keynote follow-up</p>	<p data-bbox="810 375 1283 440" style="text-align: center;">Cultivating an Engaging Learning Climate</p> <p data-bbox="800 480 1192 578">Elizabeth Clifford Duane Dietrich Lansing Community College</p> <p data-bbox="800 651 1293 1146">How do we build positive energy and a sense of belonging? How does the ambiance and atmosphere of a learning space matter to students? Lansing Community College Learning Commons provides academic support and resources for all courses. We emphasize a friendly, inspiring, supportive and helpful environment that attracts students to come in for help with course work and study skills. We will share specific strategies for creating enthusiasm, positive energy and an engaging atmosphere.</p> <p data-bbox="800 1352 1209 1385">Topic: Learning Environment</p>	<p data-bbox="1339 375 1871 472" style="text-align: center;">IDEA versus ADA: How Differences in the Laws Affect Student Expectations and Faculty Responses</p> <p data-bbox="1318 513 1713 610">Cheryl Garayta Melissa Lucken Lansing Community College</p> <p data-bbox="1318 651 1885 1081">The two laws governing individuals with disabilities in educational settings are the Individuals with Disabilities in Education Act (IDEA) and the Americans with Disabilities Act (ADA). The two laws carry distinctly different and sometimes contradictory regulations, often creating confusion for students transitioning from high school to college. The presenters will discuss how understanding the differences in the laws can help educators bridge the gap with students, leading to greater success for students with disabilities in our classrooms.</p> <p data-bbox="1318 1352 1885 1385">Topic: Access, Students with Disabilities</p>

Session 1B Room M120 10:10 - 11 a.m.	Session 2B Room M120 11:10 - 12 p.m.	Session 3B Room M120 1:30 - 2:20 p.m.
<p data-bbox="205 264 768 365">The Collaborative: Community-Focused Approach to Improving the Opportunities of Men of Color</p> <p data-bbox="205 433 600 500">Christopher Manning Lansing Community College</p> <p data-bbox="205 599 768 1166">Using the research of Dr. Luke Wood Dean's Distinguished Professor of Education in the College of Education at San Diego State University on men of color in community colleges, a collection of administrators, faculty, success coaches, and others have embarked on a project to improve the retention of black males. In this presentation, research will be presented that suggests a need for new forms of intervention among men of color. This group, known as The Collaborative, has targeted very specific populations, and the process for choosing these populations will be explored. Finally, the newly formed programs and initiatives the collaborative has created will be presented.</p> <p data-bbox="205 1239 432 1268">Topic: Research</p>	<p data-bbox="800 264 1287 365">Accounting for Inconsistent Evidence: Degree Attainment After Developmental Education</p> <p data-bbox="800 433 1182 500">Jennifer Majorana Central Michigan University</p> <p data-bbox="800 605 1287 1105">The majority of college students in the United States take developmental coursework, but we lack definitive answers as to how this impacts their graduation rates. This presentation attempts to answer the question of why research findings are so inconsistent, which I argue can be explained through three lenses: investigating extant comparisons between developmental course-takers and other groups, variation in placement policies across institutions, and impacts of developmental course completion.</p> <p data-bbox="800 1243 1026 1273">Topic: Research</p>	<p data-bbox="1341 264 1866 365">We Aim for Proactive: Assisting High School Seniors Understand Their College Education</p> <p data-bbox="1314 433 1709 534">Courtney B. Morris Autumn Parker River Rouge School District</p> <p data-bbox="1314 605 1866 865">This session examines preparing high school seniors for transition into college; including educating students on developmental courses, bridge programs and college academic resources. Best Practices will be explored through the lens of post-secondary programming at a local urban K12 school district.</p> <p data-bbox="1314 1243 1835 1307">Topic: College Academic Resources, Bridge Program</p>

Session 1C Room M121 10:10 - 11 a.m.	Session 2C Room M121 11:10 - 12 p.m.	Session 3C Room M121 1:30 - 2:20 p.m.
<p style="text-align: center;">Unlock</p> <p>Terrence J. King Lansing Community College</p> <p>Unlock is a motivational presentation that exposes keys that educators and their students can use to inform, influence and inspire students to persist and successfully complete their educational and life goals.</p> <p>Topic: Motivating Students</p>	<p style="text-align: center;">Understanding and Engaging with First Generation, Underserved, Under Resourced College Students</p> <p>Amelia Gamel Jackson College</p> <p>First generation students are disproportionately minorities from low-income backgrounds, with 30% of students coming from families with an annual income less than \$25,000. Additionally, first generation, underserved students often lack educational, social, and economic capital to successfully navigate higher education. In response, this workshop will provide insight into students' behaviors and explore compassionate approaches to encourage student success.</p> <p>Topic: Workshop, Serving Under Resourced Students</p>	<p style="text-align: center;">The Object of My Story; the Story of My Object</p> <p>Steven Berg Jessica Worden-Jones Tanner Brose Schoolcraft College</p> <p>Objects—which my students and I call artifacts—are an important component we often overlook when telling our own stories and encouraging students to tell theirs. In this interactive workshop, participants will have the opportunity to take part in a series of artifact centered activities that they can easily and inexpensively incorporate in their classrooms. These activities, which are designed to inspire and engage students, will be relevant for humanities, social science, and science classrooms.</p> <p>Topic: Workshop, Artifacts, Telling Stories</p>

Session 1D Room M122 10:10 - 11 a.m.	Session 2D Room M122 11:10 - 12 p.m.	Session 3D Room M122 1:30 - 2:20 p.m.
<p data-bbox="205 264 768 394">How Oakland Community College (OCC) is Preparing Students for Success: A Practice Tool for Accuplacer's Next Generation Reading and WritePlacer</p> <p data-bbox="205 467 604 565">Sharon Cicilian Kim M. Davis Oakland Community College</p> <p data-bbox="205 638 762 1068">At Oakland Community College (OCC), we created a self-paced, mandatory Accuplacer writing and reading practice course to help students place into the highest possible English course on their pathway to academic success. The mandatory practice course is an online tool we created by modifying existing College Board materials (with permission) and tailoring WritePlacer practice based on a coded study of students' responses. Join us as we share the whys and hows of our development process.</p> <p data-bbox="205 1141 699 1198">Topic: Reading, Writing, Placement Tests</p>	<p data-bbox="798 264 1249 362">Black Panther: Unlocking the Cultural & Racial Cues in the Movie.</p> <p data-bbox="798 467 1213 597">Carl Ross, Jr. Kate Ferraro Kalamazoo Valley Community College</p> <p data-bbox="798 638 1255 971">We're looking at a more diverse student body over the next few decades. How will they see the world? We will use the Marvel blockbuster, Black Panther, to examine how African American students perceive their self-identity, cultural heritage, and historical placement within the larger U.S. society and the world.</p> <p data-bbox="798 1141 1203 1166">Topic: Self-Identity, Diversity</p>	<p data-bbox="1318 264 1896 329">How to Provide Better Support for Latinx Students</p> <p data-bbox="1318 467 1717 532">Alejandro Gradilla Lansing Community College</p> <p data-bbox="1318 638 1896 971">I am the Lucero Program Coordinator at Lansing Community College. Please join me for a discussion on what I have learned over the course of my career working primarily with Latinx students. More specifically, I will talk about my background, experience, and current position that allow me to provide recommendations on how to provide better support for Latinx and other underserved students in college.</p> <p data-bbox="1318 1141 1791 1166">Topic: Student Support, Diversity</p>