

Room 104

Successful Undergraduate Research in Regional Campuses: An Example from Plant Research at Ohio University Zanesville

Mohannad AL-Saghir, Ohio University Zanesville

The engagement of undergraduate students has an enormous impact on scientific research and accumulation of a higher quality of data. I believe that undergraduate research is an important part of a student's education in regional campuses, as they have the opportunity to acquire skills they would not otherwise attain in the classroom. In this presentation, different aspects of undergraduate research in regional campuses will be discussed.

RADIUS Model for Teaching/Research and Community Service: An Update

Tarig Higazi and Mohannad AL-Saghir, Ohio University Zanesville

RADIUS (Risk Awareness of Disease and Infection Undergraduate Study) is a multipurpose project aimed at providing Ohio University students with superior learning experience centered on scientific thinking. RADIUS investigated the presence of microbial contaminants in public parks and playgrounds in Zanesville, OH and provided information to the local community health sector. RADIUS students identified potential risk factors and dynamics of infectious agents in Zanesville. RADIUS impact on the students, faculty and the community is discussed.

Rural Youth Retention and Workforce Competencies

Greg Homan, Wright State University Lake Campus

Jason Hedrick, Ohio State University Extension, Putnam County

Jeff Dick, Ohio State University Extension, Williams County

This study analyzes the trends and issues related to youth retention and workforce preparation in Northwest Ohio. Researchers sampled over 875 graduating seniors from 16 high schools and six counties throughout Northwestern Ohio. Results highlight future career and educational goals of these young people, their impressions of their home communities as a place to live and work, and the impacts on their post-high school choices.

Room 106

Let's Talk: Enhancing Teaching and Learning Through Student-Faculty Dialogues

Mel Cohen, Helane Androne, Beth Uhler, and James Janik, Miami University Middletown

Believing that there would be a benefit from ongoing discussions between faculty and students on teaching and learning, we developed a series of student-faculty dialogues. Our presentation will discuss dialogue development and organization as well as the educational benefits which occur when students and faculty seriously discuss our assumptions and perceptions as well as the challenges and opportunities we all face.

Student Goals: Are Universities Responsive?

Kenneth Rosengarten, Wright State University Lake Campus

Anna Lyon, Wright State University

Upon acceptance into the early childhood education program at Wright State University Dayton and Lake campuses, teacher candidates write a letter expressing the personal goals they hope to achieve as they complete the teacher education program. Upon completion of the program, the teacher candidates' original letters are returned and they are asked to reflect on the initial letters. This presentation will describe the process and share initial findings.

Developing a Feedback Loop: Better Teaching, Empowered Learning

Amy Shriver Dreussi, University of Akron Summit College

Some of the challenges of teaching in a two-year college within a large, diverse urban university are mitigated by Classroom Assessment Techniques. CATs enhance understanding of student capacities, preferences, learning styles, and temperament. Asking students "How do you access the internet?"; "What specific things help you learn in this course?"; "Did this assignment facilitate your learning?"; and "How could this assignment have been better?" opens a feedback loop that improves our teaching and students' learning.

Room 110**AURCO Student Paper Competition Presentations**

Susan Yocum – *Asperger's Syndrome*

Michael Lamm – *The Bear Essentials*

Mina Manjouna – *Precognition: The Paranormal Believer's Guide to the Future Through Their Dreams*

Daniel Carper – *Literature's Role in Shaping Our Nation*

Room 111***Students' Transformational Engagement in Local Economic Development: An Interdisciplinary Experiential Learning Projects Course***

Mary Finney, Ohio University

Many regional campus business students hope to remain in their home area, near their regional campus, after graduation. They require unique opportunities - access and empowerment- with their community/region. This presentation presents success stories from students' experiences with transformational learning. In their high-performing teams and in problem-based experiential learning projects they discover critical dimensions of their region's economic development. This yields benefits to students, the regional campus and the regional business and non-profit community.

Experiential Learning in a 2-Year Business Program: Case Study of a Team-Based Project

Susan A. Baim, Miami University Middletown

This presentation explores the concept of experiential learning as applied in a 2-year business program. Often cited as a preferred learning style for Gen Y students, experiential learning can help engage students more fully and facilitate greater retention of key course concepts. Application of basic principles is illustrated using a consumer research-oriented project from an introductory marketing class. A description of the team-based project is presented, along with a discussion of how results are evaluated.

Team Based Learning as a Pedagogy of Empowerment

Janice Kinghorn, Miami University Middletown

Access to high education is key to the mission of many of Ohio's two-year colleges and universities, and certainly a priority within Ohio's State System of Colleges and Universities. Many avenues of increased access focus on knowledge and skill preparation through developmental education. Others focus on increased use of student services, while still others focus on financial and informational barriers to success. How does the classroom experience support or conflict with efforts to increase access? Do different pedagogical strategies create or remove barriers to learning? Does how we teach matter for student perceptions of empowerment?

Room 115

Using Technology to Increase Retention in Online Classes – Either Blackboard or WebCT

Lou Squyres, Miami University Middletown

This session will demonstrate strategies usable in Blackboard or WebCT to improve student learning. These will include how to use font, color, links, and placement to make your website more usable to students. Also, I'll demonstrate the use of discussion boards, text and instant messages, conferencing software, such as Elluminate, and social network websites such as Facebook as ways to help students have a more personal connection with you, and with each other.

Use of Blackboard to Support and Mentor Reading Practicum Participants

Lynn Walsh, Ohio University Southern

This session is a presentation and discussion of the use of Blackboard to support and mentor Ohio University Southern students enrolled in a reading practicum. Practicing teachers in neighboring school districts responded to questions about reading instruction, offering support and assistance through Blackboard Learning System's discussion board. Blackboard's discussion board added tremendous benefit and its format can easily be adapted to facilitate other courses involving field experiences and internships.

Faculty-Librarian Collaboration: the Blackboard Embedded Librarian

Beth Tumbleson, Sarah Frye, John Burke, and Ellenmarie Wahlrab, Miami University Middletown

Faculty and librarians are collaborating through Blackboard to empower students in 21st century information literacy skills. Through the discussion forum, blog, email, or announcements, the embedded librarian engages students as they wrestle with library research and learn to use tools like RefWorks. The partnership may concentrate on start-up by creating course-specific library resources and jointly designing research projects or for several weeks during the research component of the course, or continue throughout the semester.

Room 117***Understanding How Our Students Read: A Study of Factors Associated with Varying Student Interpretations of "The Story of an Hour"***

Mary Jane Brown, Miami University Middletown

What factors are linked to students' ability to read literature interpretively, and how might knowing these factors help us develop their critical reading skills? In this session, I will present the findings of original research on what factors are associated with a student's likelihood of perceiving irony in the last line of Kate Chopin's "The Story of an Hour," based on content analysis of 87 students' handwritten responses to various questions about the story.

Hypertext, Multimedia Production, and the (Creative) Composition Classroom

Laurel Gilbert, Miami University Middletown

This talk explores the use of multimedia—both the authoring and the study of—in the teaching of college writing. When students compose with multimedia, or when they critically consider a hypertext, they are challenged to examine their own creative process, gain a greater understanding of a text's structure and develop a more nuanced understanding of rhetoric. The speaker will share her experiences using various digital media in both creative and critical writing instruction.

The Temporal and Spatial Dimensions of Responding to Student Writing: Using Digitized Audio Commentary

Jeff Sommers, Miami University Middletown/West Chester University

Traditionally, teachers write responses to their students writing: inserted in the text, in the margins, at the end. Rather than this spatial model of response that emphasizes the text on the page, digital audio response offers a temporal model of responding that focuses on the past-present-future of the writing act itself. The presentation will model digital response and offer a schema of comments: contemporaneous, holistic, anticipatory, and process.

Room 120***Using Technological Tools in a Hybrid Course: Empowering Students Through Better Access and Interactions***

Al Cady, Miami University Middletown

Reluctance to deliver courses entirely online has spawned the 'hybrid course'; a mixture of online and face-to-face interactions. Both methods increase access, but hybrid courses also permit personal connections. An eclectic mixture of hardware, software, and pedagogical methods suited to hybrid courses give students greater freedom to explore, leading to deeper learning. Methodologies, strategies, and examples will demonstrate ways technology may be exploited to encourage transformational learning through reflection in a hybrid science course.

Upside Down and Inside Out

Janet Hurn, Miami University Middletown

I will relate my experiences with an inverted hybrid class. The structure of the course will be covered as well as the online component. The course also utilizes a classroom response system. Students are performing at or above previous traditional offerings of the course and some students with certain learning styles are finding this method very beneficial.

Dynamics in Leadership: Facilitating Student Learning and Engagement through Multiple Delivery Methods

Kim Keffer, Ohio University Southern

Developing leadership in students on a commuter campus can be challenging, as can maximizing student engagement in a hybrid course. This session will provide an overview of how one regional campus utilizes a multiple delivery method course to address both issues. Dynamics in Leadership employs a variety of learning opportunities - both in and out of the classroom. Course content and organization will be shared and the session will end with an open discussion period.

Room 136/137

An Analysis of Organizational Structure: Ohio's Regional Campuses

Jeffrey Bauer and Debra Way, University of Cincinnati Clermont College

Ohio's regional campus system is a collection of various organizational structures. These structures represent many different organizing philosophies. The University System of Ohio initiative has the potential to drastically alter the missions and structures of Ohio's regional campuses. This presentation will explore a few of the organizing philosophies and the resultant impacts on faculty members and the management of the regional campuses. A suggested organizing model will be presented for consideration and discussion by the attendees.

Cohesiveness Between the Ohio University Regional and Main Campuses

Shannon Brogan, Ohio University Chillicothe

Jason Wrench, SUNY New Paltz

Tisa Brown, Ohio University Eastern

Charles Pennington III, Ohio University Southern

An analysis of regional campus systems, their roles as organizations, and examples of successful and unsuccessful communicative relationships within regional campus systems will be examined. This study was performed to determine the nature of the communicative relationships between the regional and main campuses of Ohio University employing the use of an online survey directed to students, faculty, and staff at each of Ohio University's regional campuses.

Ohio Transfer Initiatives

Bruce Sliney, North Central State College

Linda Arnest, University of Cincinnati

A primary aim of Governor Ted Strickland and the Ohio Board of Regents is to make bachelor's Degree completion more seamless for more citizens of Ohio. A major impetus toward this aim is the development of a statewide transfer system. This session will present the newest information on statewide transfer initiatives in Ohio, including TAGs, CTAGs, the course applicability system (now u.select), and the transfer clearinghouse, through the use of a Powerpoint presentation and discussion between presenters and audience.

Room 104

Applied Learning Experiences in the Sciences: Maximizing Student Opportunities

Kristi Barnes and Orianna Carter, Ohio University Southern

This presentation will focus on ways to maximize funding to support research experiences in the sciences. The discussion will examine how an internal grant awarded to a student research proposal has been used to generate additional learning experiences. Specifically, equipment and materials purchased with grant funding have provided the foundation to sustain other research projects. The utility of these experiences in furthering knowledge and developing critical thinking skills will be addressed as well.

A Co-Curricular Project in Conservation

Michael Preston and Rebecca LaRue, University of Cincinnati Clermont College

A co-curricular project for biology and chemistry labs focuses on resource conservation which incorporates biology, chemistry, math and communication skills. Students are asked to take an action or actions that reduce consumption of energy, plastics, paper, or water in a measurable, documentable way. The chemistry portion involves a detailed treatment of the biology component listed above, wherein specific resources consumed or reduced are detailed. Results and prediction of future consequences are reported by students.

Room 106

Turning Point Vendor Demonstration Session

Room 111

Shrinking the Divide: Former Basic Writers Make the Grade

Shawna Green and Michael Trovato, The Ohio State University, Newark Campus

All too often, basic writing discussion focuses on the struggles and frustrations of student progress and program weaknesses. While these are vital conversations to have, they frequently come at the expense of a complete and careful investigation of both student victories and program successes. Profiling three accomplished basic writing students, this presentation examines the benefits of sustained relationships among basic writing students, instructors, and peer writers.

From Student Writers to Published Writers: Taking English Studies beyond the Classroom

Hayley Haugen and Olivia Picklesimer, Ohio University Southern

My experience as a freelance writer recently helped my students cross a bridge from the English classroom to the real world of writing opportunities beyond it. Working collaboratively, we researched, compiled, edited, and authored a 150 page book on disaster relief that will be published this spring by Greenhaven Press. This project also led to additional freelance opportunities for student Olivia Picklesimer, who will share her own thoughts on this experience.

Room 115

Sketchcasting for Traditional, Hybrid, and Online Delivery of Courses

Michael Lafreniere, Richard Sandy, and Patty Griffith, Ohio University Chillicothe

With the increasing use of Tablet PC's, course information can be more intuitively integrated into your classroom environment than ever before. This presentation will cover the ever expanding possibilities of using a Tablet PC for in-class instruction, supplemental instruction sessions, and on-line support. Sketchcasting of your instruction will be demonstrated for use in delivering courses in traditional, hybrid, and online venues. Management of all course formats simultaneously will be addressed.

Blackboard 6.3 to 7.3 - Converting a Course on 6.3 for Online Delivery Using the New Platform

Kuruvilla Zachariah, Ohio University Eastern

Blackboard 7.3 has some additional features such as wikis, podcast, blogging and an improved discussion board. The presenter who collaborated with an instructional design team to develop an online course will share the process involved in developing the modules and organizing the contents on the new platform. Tips to produce a robust, user-friendly website will be discussed. Lessons learned in incorporating podcasts and wikis and effective use of discussion boards will be shared in this presentation.

Room 117

Video PodCasting: Enhancing Student Learning by Going Global

Steven Toepfer, Kent State University Salem

The perceived technological barriers of video PodCasting can inhibit even the self proclaimed technically savvy faculty from embracing this powerful medium. This presentation will explain what video PodCasting is, detail low-cost options for equipment, and demonstrate how to do it. In a student driven pilot class at KSU-Salem students showed extraordinary motivation in presenting content in the PodCast format. Video PodCasting is especially adaptable for regional campus needs.

Easy Podcasting: A 101 Introduction for the Hesitant Podcaster

Elizabeth Delaney, Nicole Pennington, Molly Johnson, Mashawna Hamilton, Mary Beth Blankenship, and Annette Farrell, Ohio University Southern

Were you the last person you know to move from CDs to flash drives? Do you secretly prefer a pocket calendar to PDAs? If you are interested in iPod lectures but are hesitant about the technology, Easy Podcasting is for you. This presentation demonstrates a 101 introduction to podcasting which can be used in on-line courses, to complement classroom learning activities, and to remediate students' clinical skills.

Room 120***The "I Wonder Why" Forum: Use of the Discussion Board to Engage Freshmen Biology Students***

Ann Witham, University of Cincinnati
Raymond Walters College

Do you ever wonder why students spend so much time on Facebook and so little time on your class assignments? Do you desire greater interaction between students in your hybrid or online classes, or more discussion in your face-to-face classes? Do you wish to help train students in critical thinking and lifelong learning? Come and learn about the "I Wonder Why" Discussion Board Forum and apply this engaging technique to your own discipline.

Asynchronous Online Discussion Pedagogy

Li Zhou, Ohio University Zanesville
Da Zhang, Ohio University Lancaster

Research has identified numerous advantages and benefits of asynchronous online discussion board in education. In this paper, recent research on asynchronous online discussion pedagogy is reviewed and synthesized to provide instructors with a reference when they make pedagogical decisions on how to utilize online discussion to enrich learning environments for more meaningful learning.

Room 136/137***A Scholarship of Teaching and Learning (SoTL) Faculty Learning Community –Our Regional Campus Experience***

Cathy Bishop-Clark, Miami University Middletown
Deborah Beyer, Miami University Hamilton

Faculty Learning Communities in the Scholarship of Teaching and Learning encourage faculty to both improve their effectiveness as educators while maintaining a scholarly agenda. This is especially important for faculty on the regional campuses who often have high teaching and service expectations. We will discuss how to establish, organize and lead such a community. The session will be facilitated by both a leader of the learning community and one of the "graduates" of that community.

Using a Faculty Learning Community to Support Collaborative Online Course Development

Beth Dietz-Uhler and Andrea Han, Miami University Middletown

In 2007, a reluctant nursing department became the first to commit to a fully-online degree program at Miami University. Those in charge created a faculty learning community model to encourage collaborative course development within the program. The model promoted consistency across courses and a more unified online program. Monthly meetings offered progress updates, discussions about online pedagogy, presentations from experienced online instructors, instructional technology training, collaborative development of rubrics, and more. In the end, 80 percent of the participants predicted they will be able to teach successfully online and everyone said they felt they will be able to build another online course.

Room 104

Who Gives the Most “A”s? A National Cross Sectional Study of Factors Influencing Grades

Joe Cavanaugh, Wright State University Lake Campus

Is getting an “A” at a large public institution more likely than at a small liberal arts school? A relatively new online student evaluation site Rate My Professors provides students with grading information that comes from institutional registrar data. This study uses this data to look at the relationship between the grades given to students taking an introductory writing, a first year algebra, and a principles microeconomics course, to the type of the institution, and other instructor specific data.

The Role of Personality in Teaching Styles and Strategies

William L. Wise, University of Cincinnati Clermont College

While it is true that educators generally believe that all students have a right to a learning setting that offers them their best opportunity to develop, it is also frequently challenging to keep the needs of individual students in mind. This brief overview of Myers-Briggs Type theory introduces useful tools in providing insight for educators seeking to improve learning settings to better meet student needs.

Beyond Waldo and Carmen Sandiego: Locating Your Place in the Real World

Ralph Menning, Kent State University Stark

In history courses, geographical points of reference provide the foundation for larger arguments. Samples of student work will demonstrate a knowledge gap not only for territories long extinct (e.g., Burgundy), but also for places appearing in today’s headlines (e.g., Iraq). When students are asked to place a box around Ohio on a world map, their performance can be less than exact. Based on student self-evaluations, this paper will probe the causes of their deficiency.

Room 106

Recruiting Diverse Student Populations as Education Paraprofessionals

Denise Uitto, University of Akron Wayne College

Factors that attract college students to specific degree programs include relevance to their future career choice, offerings at colleges close to home, articulation of courses into a bachelor’s degree, and practicum learning opportunities. This session will focus on one degree program that combines these factors and actively recruits individuals with disabilities. Graduates earn a five-year licensure and serve school-age children/youth with disabilities as a career choice.

Making an IMPACT on Middle School Science Teaching

Gordon Aubrecht, Ohio State University at Marion

Bill Schmitt, Science Center for Inquiry

Middle-school teachers "do what [they think] is best for the kids" day by day, without a longer-term perspective. For most teachers, *teaching is telling*, and the day-to-day struggle takes precedence over reflection. Scientists think of science as a way of knowing, not the set of facts often assumed to be science. Our project in the Marion City Schools Grant Middle School has involved virtually all science teachers in a search for inquiry.

The CSI Effect on Students' Interest in Entering Criminal Justice Programs

James Steinberg and Dennis Bulen, Wright State University Lake Campus

We review the CSI effect of crime show fascination and compare student perceptions formed with the actual requirements of criminal justice and science (forensics) degree programs. An analysis of surveys from a sample of college students examines the perceptions that they form about professions in criminology. This media appeal has a favorable effect in initial enrollments however, the downside is that student's disappointment requires faculty attention to steer students into more realistic view of professional activities.

Room 111***Empowering Students through Enhancing Their Critical Thinking Skills***

Brenda Refaei, Stephena Harmony, Rita Kumar, and Claudia Skutar, University of Cincinnati Raymond Walters College

As a librarian and composition teachers at a two-year open access college, we've often observed that students have varied skills in critical thinking. Given the importance of critical thinking in student learning, it follows that improving critical thinking is an essential part of general education including college-level writing. Thus, we developed classroom interventions to improve students' critical thinking skills. This presentation will describe our interventions: library instruction, concept mapping, research logs, and primary trait assessments.

Self-Regulated Learning for Critical Thinking: An Initial Attempt in Introductory Psychology

Sarah Cummins-Sebree, University of Cincinnati Raymond Walters College

As educators, we want to promote critical thinking skills in our students; providing avenues for self-regulated learning (reflecting on prior performance to improve later performance) may impact critical thinking performance. Introductory Psychology students were provided self-regulated learning and critical thinking activities. Various grades were compared to grades of a control group. I will review of the differences in grades and results of a survey investigating their perceptions of the critical thinking and self-regulated learning activities.

Highlighting as Reader-Generated Writing

Gregory D. Loving, University of Cincinnati Clermont College

The method demonstrated here is to read the text, assess to extract main ideas, then write original and complete sentences with a highlighter using words and phrases on the page. The reader must actively engage the text; therefore understanding is enhanced. This technique avoids normal highlighting pitfalls and can be used in teaching and assessing writing, reading, and critical thinking in a variety of disciplines.

Room 115

And Now for a Word (or Story) From the Students

Natalia Darling, University of Cincinnati Raymond Walters College

Developmental mathematics classes present the challenge of teaching fundamental arithmetic to students without trivializing the process or insulting the learners' sensibilities. In this interactive presentation, participants will discuss raising student expectations and interests by having them co-construct story problems connected with daily activities and associated with specific math topics. Examples of integrating story problem creation will be provided, as well as sample activity sheets which include extension activities that address diverse learning modes.

A Panorama of a Non-Traditional Approach to Assessment of Student Learning in Undergraduate Mathematics

Jerry Obiekwe, University of Akron Wayne College

Course level assessment has become a prevalent theme in colleges and universities across this country when it comes to student learning. The legislators are demanding it, the accrediting agencies require it, and the institutions we serve mandate it. In a convergent subject like mathematics, assessment of student learning relates to the proficiency level of students in the learning outcomes; and this can be accomplished in several different ways. This study describes one such approach.

The Potential and Pitfalls Of Pair/Partnership Learning

Ronald Harkins, Miami University Hamilton

This presentation will focus on partnership learning in a first-year computer programming course utilizing a technique called "pair programming." This pedagogy will be explained. Advantages to student learning, as well as drawbacks/challenges for both instructors and students using this pedagogical technique will also be discussed. Information conveyed within the technical framework of this presentation can easily be extended and evaluated in non-technical, "partnership learning" settings as well.

Room 117

Student Focused Service Learning in English Composition

Diana Becket, University of Cincinnati Raymond Walters College

Introducing service-learning courses is a goal of the English department at this regional campus. However, developing courses where such involvement is both manageable and relevant for students is challenging. The courses described in this presentation offered students the opportunity to work in communities that reflected their future professional goals. Session participants will be invited to discuss ways that the students used their experiences to fulfill the goals of the composition sequence in their written assignments.

Service Learning: An Educational Experience

Kenneth Rosengarten, Gwendolyn Bergman, Melissa Messick, Andrea Hemmert, and Kevin Kramer, Wright State University Lake Campus

The class, Education in a Democracy at WSU-LC, volunteered their time at Mercer County Head Start reading to the students. Thus, the class became a service-learning class. A panel of the students wrote a survey in order to ascertain the results of adding the service learning component. This presentation will share the results of the survey and will host a panel discussion with the four student co-authors.

Introducing Students to Service and Community Based Learning: Teaching in the New Bachelor of Integrative Studies Program

Caryn E. Neumann and Corinne Miller, Miami University Middletown

Service learning helps students construct meaning from instructional messages by doing, observing, and reflecting on what they are learning. In our presentation, we will discuss how civic accountability is tied to service learning, how faculty can integrate exercises that will encourage students to develop their own sense of civic responsibility, and how to assess civic responsibility in students, encouraging them to develop lifelong habits of engagement with their communities.

Room 120

10 Things Students Love About Shakespop (in the Shakespeare and Film Course)

John Heyda, Miami University Middletown

Shakespeare and film scholar Samuel Crowl advises against including Shakespop films in the standard Shakespeare survey course, contending that spin-off films such as *10 Things I Hate About You* and *O* “have their greatest impact when they are discovered by our students on their own.” Countering Crowl, this talk will advocate for including Shakespop in the Shakespeare and Film course, detailing ten ways in which such films bring students “the thrill of ownership of Shakespeare.”

Implementing Common Reading and Learning Communities in a First Year Experience

Kim Keffer, Mikiko Crawford, and Hayley Haugen, Ohio University Southern

Common reading programs seek to “model intellectual engagement and to develop a sense of community” (Fister, 2007 p. 3) among college students. While many institutions have adopted common reading programs, differences in the integration of the program into the curriculum are vast. This presentation will provide an overview of the implementation of a common reading program in three specific academic areas well as cross-campus activities. The session will end with a period of open discussion.

Variables Influencing the Communicative Competence of Second/Foreign Language Speakers

Thomas H. Dinsmore, University of Cincinnati Clermont College

This study investigates the influence a number of variables have on the oral communicative competence of non-native speakers of English (NNS). The NNSs’ performance of oral tasks is rated on a scale with ratings ranging from 1 (low proficiency) to 4 (high proficiency) for the following variables: pronunciation, grammar, speech flow, vocabulary, listening comprehension, and organization. The results are discussed in light of their implications for the teaching of a foreign/second language.

Room 136/137

They're Working Really Hard, Just Not in the Classroom: An Examination of Factors That May Predict Academic Achievement

Julie Cremeans-Smith, Kent State University Stark

Explanations for students' less than expected academic achievement often focus on dispositional terms, including personality characteristics, motivational factors, or just plain laziness. However, situational factors, such as time devoted to work/parenting are often overlooked. The present study examines responsibilities outside the classroom that might have an influence on academic performance. Results found that students' outside roles predicted academic achievement. The findings will be discussed in terms of the fundamental attribution error and students' work/life balance.

Family Matters: Family Patterns of Perceived Social Support and Family Intrusiveness of Rural/Appalachian Regional Campus Students

Steven Toepfer and David Dees, Kent State University Salem

This study compared the interrelationship between family social support and family intrusiveness in university females from a regional campus located in rural/Appalachia with students attending college in a Midwestern urban center. Findings indicate two significant differences between these groups; 1) rural/Appalachian students report less perceived social support and 2) substantially higher levels of intrusiveness from their families.

The Relationship Among Factors Contributing to the Success of Nursing Students

Lora Leonard, Kent State University Ashtabula

F. Anne Freitas, Kent State University East Liverpool

The session will discern what factors place students at-risk, and which student attributes facilitate success in nursing programs. The discussion will explore the application of Maslow's hierarchy of needs, demographic data, and a student's ability to succeed through identification of potential barriers affecting academic performance. Research data will be integrated to provide insight when developing teaching methodologies and curriculum strategies to promote student retention for faculty, administrators, and students in implementing plans to promote success.