

SCHEDULE FOR PAPER PRESENTATIONS – CONCURRENT SESSIONS A & B

*** Note: Asterisk indicates co-moderators. Moderators should introduce presenters and make sure presenters adhere to presentation time. Each presentation should be 10 minutes with 10 minutes for Q&A.**

THURSDAY, April 28, 2016

9:15 AM – 10:35 AM CONCURRENT SESSION A - PAPER PRESENTATIONS

INSTITUTIONAL TRANSFORMATION

A1. FACULTY ADOPTION OF EVIDENCE-BASED PRACTICES

BRYCE, 2ND FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
A WIDER Examination of STEM Teaching and Learning, Culture and Support at Otterbein University	Joan	Esson*	Otterbein University	Interdisciplinary	A82
What Organizational Features Influence the Spread and Sustainability of Student-Centered Instruction in Departments? Case Studies from Inquiry-Based Learning in College Mathematics	Sandra	Laursen*	University of Colorado Boulder	Mathematics	A101
Capturing the Ecosystem and Culture to Support Risk-Taking and Additive Innovation: Laying the Groundwork	Ann	McKenna	Arizona State University	Engineering	A12
A Numeracy Infusion Course for Higher Education (NICHE): Strategies for Effective Quantitative Reasoning Instruction	Esther Isabelle	Wilder	Lehman College, The City University of New York	Interdisciplinary	A96

A2. MEETING ENGINEERING WORKFORCE DEMANDS

EVERGLADES, 2ND FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
Understanding the Engineering Education-Workforce Continuum	Beth	Cady*	National Academy of Engineering	Engineering	A72
A Collaborative, Multi-Campus Program to Enhance STEM Learning in Energy Science, Technology and Policy (ESTeP)	Gary	Halada*	Stony Brook University	Engineering	A51
A New Interdisciplinary Engineering/Technology Education Strategy Using State-of-the-art Wireless Sensor Networks	Zhenhua	Huang	University of North Texas	Engineering	A63
NUE: Development of an Undergraduate Certificate Program in Nanoengineering for Training the Workforce of Tomorrow	Guangzhao	Mao	Wayne State University	Engineering	A102

A3. TRANSFORMING COMPUTER SCIENCE INSTRUCTIONAL PRACTICES

YELLOWSTONE, 2ND FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
What Influences Computer Science Faculty to Adopt Teaching Practices? Results of the Qualitative Phase	Lecia	Barker*	University of Texas at Austin	Computer Science	A29

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Paper Title	First Name	Last Name	Institution	Discipline	Number
Supporting STEM Learning by Redesigning the Textbook: Creating High-Completion CS Online Learning Using Educational Psychology Principles	Mark	Guzdial*	Georgia Institute of Technology	Computer Science	A37
NSF TUES Type I: Process Oriented Guided Inquiry Learning (POGIL) in Computer Science (CS)	Clifton	Kussmaul	Muhlenberg College	Computer Science	A39
An MOOC-based Professional Development Model for CS Principles	Ralph	Morelli	Trinity College	Computer Science	A40

A4. COLLABORATIVE SOLUTIONS

SEQUOIA, 2ND FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
Collaborative Education: Building a Skilled Software Verification and Validation User Community	Sushil	Acharya*	Robert Morris University	Computer Science	A27
Crowdsourcing, Cyberlearning, and Coalitions for Empowering Small Universities to Renew Curricula, Update Courses, and Prepare Students' Marketable Skills	Hong	Liu*	Embry-Riddle Aeronautical University	Interdisciplinary	A88
Co-valuing Instructional Laboratory Course Offerings	Gabriel	Spalding	Illinois Wesleyan University	Physics	A116

A5. ASSESSMENT OF INSTRUCTIONAL PRACTICES

YOSEMITE, 2ND FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
Self-report of Instructional Climate and Practices: Two New Instruments	Andrea	Beach*	Western Michigan University	Interdisciplinary	A78
Project SPROUT: Documenting and Investigating STEM Instruction	Lynn	Reimer*	University of California, Irvine	Interdisciplinary	A72
Are Faculty Implementing RBIS At Your Campus? How Do You Know?	Moir	van Staaden	Bowling Green State University & Harvard University	Interdisciplinary	A94
First Steps Toward Developing An Instructional Practices Guide For Undergraduate Mathematics Education	Diana	White	University of Colorado Denver	Mathematics	A106

STUDENT LEARNING

A6. ASSESSING ENGINEERING STUDENT LEARNING

CAPITOL A, LOBBY LEVEL

Paper Title	First Name	Last Name	Institution	Discipline	Number
A Systems Approach to a Self-Report Measure of Interactive Student Engagement	Jonathan	Hilpert*	Georgia Southern University	Engineering	A61

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Paper Title	First Name	Last Name	Institution	Discipline	Number
Using Smartpens and Data Mining for Large-Scale Formative Assessment of Ordinary Learning Activities	Thomas	Stahovich*	University of California, Riverside	Engineering	A75
SciLAF: Scientific-based Learning Assessment Framework for Student Knowledge Tracking	Gabriel	Terejanu	University of South Carolina	Computer Science	A47
Automatic Sensing and Classification of Objects in an Engineering Laboratory Environment	Conrad	Tucker	Penn State University	Engineering	A76

A7. STUDENT SUCCESS IN MATHEMATICS COURSES

CONGRESSIONAL B, LOBBY LEVEL

Paper Title	First Name	Last Name	Institution	Discipline	Number
Representations of Partial Derivatives	Elizabeth	Gire*	Oregon State University	Mathematics	A102
Promoting Success In Early College Mathematics Through Graduate Teacher Training	Gary	Olson*	University of Colorado Denver	Mathematics	A99
A National Investigation of Precalculus through Calculus 2	Chris	Rasmussen	San Diego State University	Mathematics	A98
Promoting Proof-Writing Through Video Case-Studies	James	Sandefur	Georgetown University	Mathematics	A104

A8. INNOVATIVE METHODS FOR STUDENT ENGAGEMENT

CONGRESSIONAL C. LOBBY LEVEL

Paper Title	First Name	Last Name	Institution	Discipline	Number
The Impact of Organizing K-12 Outreach on Undergraduate STEM Majors	Michael	Ferrara*	University of Colorado Denver	Interdisciplinary	A83
Research in Student Peer Review: A Cooperative Web-Services Approach	Edward	Gehringer*	North Carolina State University	Interdisciplinary	A84
Probing the Inverted Classroom: A Controlled Study of Teaching and Learning Outcomes in Undergraduate Engineering and Mathematics	Nancy	Lape	Harvey Mudd College	Engineering	A65
Students Reading Real Science: Primary Literature in the Classroom	Melissa	McCartney	AAAS	Interdisciplinary	A90

A9. RESEARCH AND INQUIRY IN BIOLOGICAL SCIENCE CLASSROOMS,

CAPITOL B, LOBBY LEVEL

Paper Title	First Name	Last Name	Institution	Discipline	Number
ComGen-ARE: A Scalable Model for Empowering Faculty at Community Colleges to Bring Research into the Classroom	Gita	Bangera*	Bellevue College	Biological Sciences	A2
CREST: Connecting Researchers, Educators and Students	Margaret	Franzen*	Milwaukee School of Engineering	Biological Sciences	A7

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Paper Title	First Name	Last Name	Institution	Discipline	Number
Cognitive Benefits of Graphic Symbols in Systemic Knowledge Encoding and Retrieval Using Infograms	Vasily	Kolchenko	New York City College of Technology	Biological Sciences	A10
Guiding Education Through Novel Investigation (GENI): Facilitating and Assessing the Impact of Authentic Research in the Classroom	Derek	Wood	Seattle Pacific University	Biological Sciences	A23

A10. PHYSICS BEYOND PHYSICS MAJORS

CONGRESSIONAL D, LOBBY LEVEL

Paper Title	First Name	Last Name	Institution	Discipline	Number
Development & Implementation of Physics of Medicine Curriculum	Nancy	Donaldson*	Rockhurst University	Physics	A109
Mathematical Sense-Making: Targeting A Core Physics And Engineering Practice	Andrew	Elby*	University of Maryland	Physics	A110
Inquiry into Radioactivity – Enabling Radiation Literacy	Andy	Johnson	Black Hills State University	Physics	A112
Examining the design and implementation of a new IPLS course	David	Smith	University of North Carolina at Chapel Hill	Biological Sciences	A13

LEARNING TECHNOLOGIES & CONTEXTS

A11. TOOLS FOR ASSESSING STUDENT LEARNING AND INFORMING FACULTY DEVELOPMENT

REGENCY D, BALLROOM LEVEL

Paper Title	First Name	Last Name	Institution	Discipline	Number
Assessing Faculty Professional Development in STEM Higher Education: Sustainability of Outcomes	Diane	Ebert-May*	Michigan State University	Biological Sciences	A6
A Community of Enhanced Assessment Facilitates Reformed Teaching	Paula	Lemons*	University of Georgia	Biological Sciences	A11
An Iterative Approach To Developing, Refining And Validating Machine-Scored Constructed Response Assessments	Luanna	Prevost	University of South Florida	Biological Sciences	A18
Expanding a National Network for Automated Analysis of Constructed Response Assessments to Reveal Student Thinking in STEM	Mark	Urban-Lurain	Michigan State University	Biological Sciences	A21

A12. INTERACTIVE COMPUTER SCIENCE COURSEWORK

GRAND TETON, 2ND FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
Experiences and Reflections of using Parallel Design Patterns Tools in an Undergraduate Program	Clayton	Ferner*	University of North Carolina Wilmington	Computer Science	A35

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Paper Title	First Name	Last Name	Institution	Discipline	Number
OpenDSA: Interactive eTextbooks for Computer Science	Clifford	Shaffer*	Virginia Tech	Computer Science	A44
New College--Level Interactive STEM Learning Material: Findings and Directions	Frank	Vahid	Univ. of California, Riverside	Computer Science	A48
A Flexible Framework for Cyber Security Education	RICHARD	WEISS	The Evergreen State College	Computer Science	A49

A13. HARNESSING TECHNOLOGY FOR

HANDS-ON ENGINEERING LEARNING

CONGRESSIONAL A, LOBBY LEVEL

Paper Title	First Name	Last Name	Institution	Discipline	Number
Hands-on Laboratory Experience using Virtual Reality 3D Simulations	Pnina	Ari-Gur*	Western Michigan University	Engineering	A52
A Spiral Computer Engineering Lab Framework	Pong	Chu*	Cleveland State University	Computer Science	A33
The Center for Mobile Hands-On STEM: Experiment Centric Pedagogy and Why It Should Be a Core Part of Every Engineering Student's Learning Experience	Kenneth	Connor	Rensselaer Polytechnic Institute	Engineering	A58
Creating Low Cost Miniature Industrial Equipment and Accompanying Assessments for Innovative Instruction	Bernard	Van Wie	Washington State University	Engineering	A77

BROADENING PARTICIPATION

A14. INCREASING THE POOL OF COMPUTER SCIENCE LEARNERS

THROUGH INTERDISCIPLINARY COMPUTING COURSES

THORNTON B, 11TH FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
Computing in Context	Robert	Beck*	Villanova University	Computer Science	A30
Imagining Creative Hands-On Projects for Students in Computing in the Arts and STEM Incubator Programs	Jennifer	Burg*	Wake Forest University	Computer Science	A31
Using Music to Enhance Learning Outcomes for Non-Majors in an Introductory Programming Course	Tacksoo	Im	Georgia Gwinnett College	Computer Science	A36
Making: A Computing in the Arts Community	Susan	Reiser	UNC Asheville	Computer Science	A42

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A15. INCREASING THE POOL OF BIOLOGICAL SCIENCE MAJORS

THORNTON A, 11TH FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
Increasing STEM Persistence Of Minority Life Science Students By Bridging the Excitement Gap: A Preliminary Report	Jeannie	Barber-Choi*	University of California, Los Angeles	Biological Sciences	A3
CSUSM/Palomar College STEM Partnership: Growing our Region's STEM Talent Pool	Charles	De Leone*	California State University San Marcos	Biological Sciences	A5
Broadening Access to STEM Through A Hybrid Online 2+2 Program	Jennifer	Drew*	University of Florida	Biological Sciences	A20
Scaling-up a comprehensive first-year experiential intervention program for first-generation, low-income STEM students at a large public research university	Michael	McKibben	University of California, Riverside	Biological Sciences	A13

A16. RETAINING STEM STUDENTS IN DIVERSE SETTINGS

THORNTON C, 11TH FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
Collaborative STEP: Bridges to STEM Careers	Sadegh	Davari*	University of Houston - Clear Lake	Computer Science	A34
Toward a Deeper Understanding of First Generation Students' Success in Computing	Jane	Stout*	Computing Research Association	Computer Science	A46
Expanding STEM Talent Through Upward Transfer: Factors Influencing Transfer In STEM Fields Of Study From Two-Year To Four-Year Institutions	Xueli	Wang	University of Wisconsin-Madison	Research or Assessment	A118
Who Succeeds Online? Using Student Characteristics to Predict Online Versus Face-to-Face Attrition	Claire	Wladis	City University of New York	Social / Behavioral Sciences	A120
Representations of Partial Derivatives	Elizabeth	Gire	Oregon State University	Mathematics	A102

THURSDAY, APRIL 28, 2016

10:50 AM – 12:20 PM CONCURRENT SESSION B - PAPER PRESENTATIONS

INSTITUTIONAL TRANSFORMATION

B1. PERSONNEL DEVELOPMENT IN ENGINEERING

EVERGLADES, 2ND FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
Instructional Module Development System (IMODS): Building Faculty Expertise in Outcome-based Course Design	Srividya	Bansal*	Arizona State University	Engineering	A54

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Paper Title	First Name	Last Name	Institution	Discipline	Number
Collaboratively Developing Research-Based Curricular Materials to Improve Conceptual Understanding in Engineering Education	Shane	Brown*	Oregon State University	Engineering	A56
The Teaching Circle: Successfully Promoting Faculty Adoption of Evidence-Based Teaching Practices	Cynthia	Finelli	University of Michigan	Engineering	A60
Center for Infrastructure Transformation and Education (CIT-E): Prepare Students for the 21st Century Infrastructure Crisis	Lauren	McBurnett	Arizona State University	Engineering	A67

B2. ALIGNING STEM COURSES WITH WORKFORCE NEEDS

SEQUOIA, 2ND FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
Preparing Students for Business, Industry, and Government Careers	Michael	Dorff*	Brigham Young University	Interdisciplinary	A79
Teaching and Learning in the Era of the Skills Gap: A Field Study of Higher Education-industry Dynamics in the State of Wisconsin During the Walker Administration	Matthew	Hora*	University of Wisconsin-Madison	Social / Behavioral Sciences	A119
Progression of Student Abilities in Control of Variables in an Introductory Physics Lab Course	Kathleen	Koenig	University of Cincinnati	Physics	A113
A Modular Assessment Framework for Professional Skills Using a Model of Domain Learning Approach	Sadan	Kulturel	Penn State Berks	Research or Assessment	A117

B3. INCORPORATING RESEARCH INTO UNDERGRADUATE STUDIES

BRYCE, 2ND FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
Dissemination of Microprocessor Courses through Classroom and Interactive Cyber-Enabled Technologies	Steve	Hsiung*	Old Dominion University	Engineering	A62
Institutionalizing Undergraduate Research on a Grand Scale: Helping Systems and Consortia Comprehensively Adopt Undergraduate Research	Mitchell	Malachowski*	University of San Diego	Interdisciplinary	A89
Managing the load and maximizing the gains for all: Project PLURIS (Purposeful Learning in Undergraduate Research and Independent Studies)	Kathy	Williams	San Diego State University	Interdisciplinary	A97

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B4. INSTITUTIONALIZING EVIDENCE-BASED PRACTICES

YOSEMITE, 2ND FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
Translating Workshop Training Into Best Practices: Teaching With The CREATE Strategy Promotes Diverse Gains At Two-And Four-Year Colleges	Sally	Hoskins*	City College of the City University of New York	Biological Sciences	A8
Transforming the Faculty Culture across the STEM disciplines	Howard	Jackson*	University of Cincinnati	Biological Sciences	A9
Learning Assistant Alliance: Social Organizing Tools for Sharing Resources and Building Institutional Networks	Valerie	Otero	University of Colorado Boulder	Multidisciplinary	A16
Catalyzing Institutional Transformation: An Integrated Model for Effective Practice	Susan	Shadle	Boise State University	Biological Sciences	A19

B5. SUCCESSFUL PHYSICS TEACHING METHODS

YELLOWSTONE, 2ND FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
Investigating Institutional Success At Overcoming Challenges In Algebra-based Studio Physics	Jacquelyn	Chini*	University of Central Florida	Physics	A108
Enhancing Undergraduate STEM Education: Workshops and Learning Communities for Physics and Astronomy Faculty	Robert	Hilborn*	American Association of Physics Teachers	Physics	A111
Active Learning Strategies for Algebra-based Introductory Physics Courses at UCF	Talat	Rahman	University of Central Florida	Physics	A114
Research-based Assessment Resources to Improve Teaching in Physics Classrooms and Departments	Eleanor	Sayre	Kansas State University	Physics	A115

STUDENT LEARNING

B6. CONNECTING STUDENTS TO STATISTICS

CONGRESSIONAL C, LOBBY LEVEL

Paper Title	First Name	Last Name	Institution	Discipline	Number
Connecting Introductory Students and Instructors to a Passion for Statistics through a Virtual, Project-Based Classroom	Lisa	Dierker*	Wesleyan University	Interdisciplinary	A81
Fostering Active Learning in Statistics: Initial Findings about Graduate Teaching Assistants' Training Needs	Jennifer	Kaplan*	University of Georgia	Mathematics	A100

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Paper Title	First Name	Last Name	Institution	Discipline	Number
The HILT-LAS Project: High Impact, Little Time Activities that Address Lexical Ambiguity in Statistics	Neal	Rogness	Grand Valley State University	Mathematics	A103
Broadening the Impact and Evaluating the Effectiveness of Simulation-based Curricula for Introductory Statistics	Nathan	Tintle	Dordt College	Mathematics	A105

B7. ASSESSING AND IMPROVING

BIOLOGICAL SCIENCE STUDENT LEARNING

CAPITOL B, LOBBY LEVEL

Paper Title	First Name	Last Name	Institution	Discipline	Number
Writing Matters: Increasing Undergraduate Cell Biology Literacy through Writing-to-Learn Activities	Meena	Balgopal*	Colorado State University	Biological Sciences	A1
Building Next-Generation STEM Assessments using Machine Learning Methodologies	Ross	Nehm*	Stony Brook University	Biological Sciences	A15
Exploring Metacognition, Motivation, and Epistemic Beliefs as Mechanisms for Writing-to-Learn among Undergraduate Thesis Writers	Leslie	Schiff	University of Minnesota	Interdisciplinary	A91
National Dissemination of the CAT Instrument: Lessons Learned and Implications	Barry	Stein	Tennessee Technological University	Interdisciplinary	A93

B8. ENGINEERING EDUCATION CURRICULUM AND METHODS

CAPITOL A, LOBBY LEVEL

Paper Title	First Name	Last Name	Institution	Discipline	Number
Nanotechnology Solutions to Engineering Grand Challenges	Edward	Davis*	Auburn University	Engineering	A59
Nanotechnology Fellows Program: An Interdisciplinary Practicum for Nanotechnology Undergraduate Education	Saniya	LeBlanc*	The George Washington University	Interdisciplinary	A87
Building a Big Data Analytics Workforce in iSchools	Jungwoo	Ryoo	Pennsylvania State University	Computer Science	A43
Impact of a Step-Based Tutoring System on Student Learning and Motivation	Brian	Skromme	Arizona State University	Engineering	A74

B9. COMPUTER SCIENCE EDUCATION CURRICULUM AND METHODS

CONGRESSIONAL A, LOBBY LEVEL

Paper Title	First Name	Last Name	Institution	Discipline	Number
TAILS: Enhanced Learning Through Experiencing Artificial Intelligence as a Lab Science	Stephanie E.	August*	Loyola Marymount University	Computer Science	A28
EIP: Engaging Laboratory Experiences for the Introduction to Programming Course	Jose	Ortiz-Ubarri*	University of Puerto Rico Río Piedras	Computer Science	A41

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Paper Title	First Name	Last Name	Institution	Discipline	Number
Computational Creativity and Computer Science Education	Leen-Kiat	Soh	University of Nebraska	Computer Science	A45
Creative Computation for CS1 and K9-12	Dianna	Xu	Bryn Mawr College	Computer Science	A50

LEARNING TECHNOLOGIES & CONTEXTS

B10. CHEMISTRY EDUCATION CONTEXTS

CONGRESSIONAL D, LOBBY LEVEL

Paper Title	First Name	Last Name	Institution	Discipline	Number
Chemistry, Life, the Universe and Everything: An Evidence-Based, Transformed General Chemistry Curriculum	Melanie	Cooper*	Michigan State University	Chemistry	A24
Enhancing Comparative Assessment in Chemistry with the QMAP System	Thomas	Holme*	Iowa State University	Chemistry	A25
Bringing Useful Insights into Student Thinking to Course Design, Delivery, and Evaluation Using the BeSocratic Formative Assessment System	Michael	Klymkowsky	University of Colorado Boulder	Biological Sciences	A4
Ionic: Transforming Education Through Collaborative Development Of Materials At The Frontiers Of Inorganic Chemistry	Sheila	Smith	University of Michigan-Dearborn	Chemistry	A26

B11. DIGITAL TOOLS IN ENGINEERING EDUCATION

REGENCY D, BALLROOM LEVEL

Paper Title	First Name	Last Name	Institution	Discipline	Number
Engaging in Play: Creating a Community of Practice to Support Game-Based Implementations for Teaching Innovation and Entrepreneurship	Cheryl	Bodnar*	Rowan University	Engineering	A55
The iCollaborate MSE Project - An Overview	Kathleen	Kitto*	Western Washington University	Engineering	
Mechanix	Julie	Linsey	Georgia Tech	Engineering	A66
Enhancing Students' Hydrology Learning Through Data and Modeling Driven Instruction	Venkatesh	Merwade	Purdue University	Engineering	A69

B12. DIGITAL TOOLS FOR BIOLOGICAL SCIENCE LEARNING

CONGRESSIONAL B, LOBBY LEVEL

Paper Title	First Name	Last Name	Institution	Discipline	Number
RNA-Seq for the Next Generation	David	Micklos*	Cold Spring Harbor Laboratory	Biological Sciences	A14
Experimental Evolution in the Classroom: The Active LENS Project	Robert	Pennock	Michigan State University	Biological Sciences	A17

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Paper Title	First Name	Last Name	Institution	Discipline	Number
ROOT: An Online In-Class Platform for Enriching Science Education Using Primary Sources	John	Walsh	University of Southern California	Biological Sciences	A22

BROADENING PARTICIPATION

B13. INCREASING STEM RETENTION BY

IMPROVING SUCCESS IN CALCULUS

THORNTON C, 11TH FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
Two-Tiered Summer Bridge Programming for At-Risk Engineering and Computer Science Students	Caitlin	Cairncross*	University of Portland	Computer Science	A38
Instructional Faculty Development and Student Success	Janet	Callahan*	Boise State University	Computer Science	A32
Increasing Student Engagement and Success in First-year Calculus	Jean	McGivney-Burelle	University of Hartford	Mathematics	A68
Research and Instructional Strategies for Engineering Retention	Claudia	Rawn	University of Tennessee - Knoxville	Engineering	A71

B14. RECRUITING AND RETAINING A

DIVERSE STEM STUDENT POPULATION

THORNTON B, 11TH FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
STEM Recruitment: Convincing Outstanding Math-Potential-Admits To Succeed In STEM (COMPASS)	Melissa	Dagley*	University of Central Florida	Interdisciplinary	A80
Preliminary Evaluation of STEM Retention and Introductory STEM Course Performance for Scots Science Scholars	Angelia	Gibson*	Maryville College	Interdisciplinary	A92
The M-STEM Academies at the University of Michigan: An Integrated Approach to Increase the Number and Diversity of Undergraduates in STEM Disciplines	Deborah	Goldberg	University of Michigan	Interdisciplinary	A85
Community for Achievement in Science, Academics, and Research: The CASAR Project	Richard	Kopec	St. Edward's University	Interdisciplinary	A86

SCHEDULE FOR PAPER PRESENTATIONS – CONCURRENT SESSIONS A & B

B15. BROADENING THE ENGINEERING STUDENT POPULATION

THORNTON A, 11TH FLOOR

Paper Title	First Name	Last Name	Institution	Discipline	Number
Promoting a Culture of Inclusion in First-Year Engineering Courses	Rebecca	Atadero*	Colorado State University	Engineering	A53
Increasing Diversity in Engineering through Healthcare Applications	Grisselle	Centeno*	University of South Florida	Engineering	A57
Developing an Ecosystem for Student Success in Engineering and Computer Science	Javier	Kypuros	The University of Texas Rio Grande Valley	Engineering	A64
Understanding Student Participation In A First-Year Calculus Online Support Forum	Angela	Minichiello	Utah State University	Engineering	A70