

AURCO



24th ANNUAL CONFERENCE – OHIO STATE MANSFIELD



www.aurco.org/conference

1760 University Drive, Mansfield, OH 44906

April 7, 2018	2018 AURCO Conference - Ohio State University Mansfield - Schedule-at-a-Glance									Ovalwood Hall (Foyer)
7:30 - 8:30	Breakfast & Welcome at The Marketplace (Eisenhower Hall)									
8:30 - 9:00	Keynote Address by Dr. Terri Bucci at The Marketplace (Eisenhower Hall)									
	OV-100	OV-101	OV-105	OV-107	OV-110	OV-206	OV-208	OV-212	OV-214	<p align="center">Student Poster Presentations</p> <p>Viewing/Display: 9am – 1pm Judging: 11:30 am – 1 pm</p> <p>Barriers to Student Involvement on Campus Bennett, Green, Hardwick</p> <p>Extraction of Coffee Oils from Coffee Waste Bingham, Anderson, Finkhousen</p> <p>Plant Growth on Remnant Forest Patches Boling & Hamilton</p> <p>Gender & Personality in False Memory A. Bruderly</p> <p>Picture resolution versus f-stop and ISO number H. Fasilis</p> <p>Miniature Horses and Students Stress, Mood Reynolds, Steele, Wickline</p> <p>Miniature Horses in Airport Settings Bruner, Sanford, Reynolds</p> <p>Ghanaian Perspectives of 1983 Famine S. Galavich</p> <p>Effects of virtual reality on learner engagement H. Genova</p> <p>UTI & Cushing's Syndrome in Jack Russell Terrier E. Weiland</p> <p>Perceptions of Athletes Williams & Reiff</p>
9:15-10:15 Session I	<p>Discussion/Workshop 9:15am – 10:15am University-Community Collaborations</p> <p>Terri Bucci Alan Mitchell II Deanna West-Torrence Missie Strawser Sarah Schmidt Christina Drain</p>	<p>New Approaches to Teaching & Learning Rachel Blasiman</p> <p>New Approaches to Teaching & Learning Mkhatshwa & Hoffman</p> <p>New Approaches to Teaching & Learning Steve Call</p>	<p>STEM Teaching & Learning Mark Tran</p> <p>STEM Teaching & Learning D. Kitchen et al</p> <p>STEM Teaching & Learning A. Hopson & M. McDowell</p>	<p>Explorations in Psychology & Cognition Philip Mazzocco</p> <p>Explorations in Psychology & Cognition Dave Hochstein</p> <p>Explorations in Psychology & Cognition Rob Schorman</p>	<p>Humanities & Social Sciences Jason Parker</p> <p>Psychology of Depression & PTSD A. Meihls & A. Morales</p> <p>Critical Care Pain A. Williams & A. Ozbek</p>	<p>Teaching Math & Statistics Dywayne Nicely</p> <p>African History/Culture Scopas Poggo</p> <p>History of Math Will Zhang</p>	<p>9:15am – 9:35am Reading on the Regional Campuses A. Kinney & J. Richmond</p> <p>Panel Discussion 9:35am – 10:15am College Credit Plus Sandra Doty College Credit Plus and its effect on high schools and regional campuses</p>	<p>Short Course 9:15am – 10:15am Experiential Learning Ferris, Roncone & Hartsock</p> <p>Building Bridges Between Campus and Community – Enhancing Student Success Through Experiential Learning</p>	<p>Business, Finance, Marketing & Accounting J. Cavanaugh & D. Huelskamp</p> <p>Business, Finance, Marketing & Accounting D. Woods</p> <p>Business, Finance, Marketing & Accounting R. Antenucci</p>	
10:30-11:30 Session II	<p>Workshop 10:30am – 11:30am Student Support System</p> <p>Gultice, Willoughby & Koeritz-Madanmohan</p> <p>Building a Support System for At-Risk Students: The College Program for Academic Success at UC Blue Ash College</p>	<p>New Approaches to Teaching & Learning C. Neumann & L. Parks</p> <p>New Approaches to Teaching & Learning A. Hopson</p> <p>New Approaches to Teaching & Learning Patty Goedl</p>	<p>STEM Teaching & Learning N. Darling & K. Wood</p> <p>STEM Teaching & Learning T. Stringfield</p> <p>STEM Teaching & Learning C. Gulgas</p>	<p>Applied Social Sciences & Online Teaching Gina Petonito</p> <p>Applied Social Sciences & Education Abroad D. R. Elder</p> <p>Faculty Mentoring Sara Burke et al</p>	<p>Workshop 10:30am – 11:30am Reflective Practice David Woods</p> <p>Using Agile Techniques for Reflection to Improve Collaborative Projects</p>	<p>Teaching Math & Statistics Brent Fox</p> <p>Teaching Math & Statistics Jordan Crabbe</p> <p>Teaching Math & Statistics Poranee Julian</p>	<p>Workshop 10:30am – 11:30am Teaching & Learning in STEM and Education Hedrick, Light & Herner-Patnode</p> <p>STEAM on the QUAD OSU Regional Campus / OSU Extension Partnership and Community Engagement</p>	<p>Panel Discussion 10:30am – 11:30am Student Engagement Dich, Noes & Long</p> <p>Designing Independent Studies for Diverse Learners and Deeper Student Engagement</p>	<p>Nutrients in Dillon Lake J. Doudna & C. Russell</p>	
11:45-12:45 Session III	<p>Workshop 11:45am – 12:30pm Teaching & Learning in STEM and Education</p> <p>Donna Farland-Smith</p> <p>Eureka! K-2 and 3-5 Science Activities and Stories</p>	<p>Innovations in the Teaching of Biology J. Stormel</p> <p>Innovations in the Teaching of Biology S. Robinson</p> <p>Innovations in Nursing Practice Leadingham, Hensley & Borland</p>	<p>Teaching with Technology: Programming Mutsuddi & Frame</p> <p>Teaching with Technology: English N. McLaughlin</p> <p>Workshop 12:25pm – 12:55pm Scot Tribuzzi Using Technology to Provide Immediate Feedback to Students</p>	<p>Workshop 11:45am – 12:30pm Workshop: Teaching with Technology B. Hunter & A. Redmon</p> <p>Creating Value in the College Classroom via Student-Created Videos: An Interactive and Hands-On Approach Across Disciplines</p>	<p>Workshop 11:45am – 12:30pm Mindfulness Beth Delaney</p> <p>Embracing Mindfulness in the Classroom</p>	<p>Music & Psychology C. Dobias</p> <p>Little Kids, Big Lessons E. Steele</p> <p>Poetry Chapbook Project J. Stein</p>	<p>Workshop 11:45am – 12:30pm Oral History Robinson, Burke & Schorman</p> <p>First to 50: Creating Miami University Middletown Regional Campus' Online Oral History Database</p>	<p>Panel Discussion 11:45am – 12:30pm Student Engagement Widdig, Kegley, Darling & Hennessy</p> <p>An Open Access College Connection to the Community</p>	<p>Workshop 11:45am – 12:45pm Affordable Learning Mary Hricko Ohio's Directives for Affordable Learning</p>	
1:00 - 2:15	Lunch & Awards at The Marketplace (Eisenhower Hall)									
2:30 - 4:00	AURCO Business Meeting (Ovalwood 100)									

2018 AURCO CONFERENCE



THE OHIO STATE UNIVERSITY
 MANSFIELD

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**60th
Anniversary
1958 - 2018**

WELCOME TO THE 24th ANNUAL AURCO CONFERENCE!



Welcome to the Mansfield campus of The Ohio State University!

This year we celebrate the 60th Anniversary of the Mansfield campus, and we are proud to be hosting the 24th annual conference of the Association for University Regional Campuses of Ohio. Regional campuses play a vital role in our higher education system, helping to make a college education more accessible and affordable. Every day, we work to provide transformational opportunities for both our students and surrounding communities. This conference gives us a chance to celebrate our successes as well as share ideas for improvement and innovation. Thank you for joining us in this important work!

Norman W. Jones, Interim Dean & Director, Ohio State Mansfield



THE OHIO STATE UNIVERSITY

MANSFIELD

CONFERENCE PLANNING TEAM

We thank you all for presenting, attending, and supporting AURCO 2018!

Conference Chair: Ozeas Costa Jr. (Earth Sciences)

Organizing Committee:

Terri Bucci (Education)

Andrew Kinney (English)

Tammy Siciliano (Chemistry)

Joe Fahey (Theater)

Vanessa Kraps (Librarian)

Cindy Wood (Development)

Adrienne Hopson (Education)

Kim Miers (Destination Mansfield)

Faith Wyzgoski (Chemistry)

Student Competitions (Paper and Poster):

Vanessa Kraps

Joseph Cavanaugh

Patty Goedl

Eric Taylor

Keynote Speaker and Panel:

Terri Bucci

Hospitality:

Kim Miers

Registration:

Ozeas Costa Jr.

Cultural Evening:

Joe Fahey

John Thrasher

Keith Stoner

Andrew Kinney

Kate Shannon

Kathy Ezawa

Darlene Slack

Donna Hight

Andy Sokolich

Publicity and Community Relations:

Cindy Wood

FRIDAY CULTURAL EVENING


THE OHIO STATE UNIVERSITY
School of Music

Jazz Quartet

April 6, 5:30-6:30 pm
The Marketplace



POETRY

April 6, 6:30-7:30 pm
Scarlet & Gray Café

Reading

Ohio State Mansfield

April 6, 6:00-9:00 pm
Pearl Conard Art Gallery



Student
ART SHOW
Student Exhibit

Eve Ensler's bold & hilarious
mega-hit that spread the word
& changed the world...

the *Vagina*
Monologues

April 6, 8:00 pm



Founders
Auditorium

Theme: “Regional Campuses Building Bridges”



- Bridges to education
- Bridges to the community
- Bridges to the workplace
- Bridges to industry
- Bridges to government

CONFERENCE THEME

From its foundation, regional campuses have been the first choice for students who are looking for a close-to-home, flexible education, one that provides a more personal, smaller campus experience, with access to the resources of a major university system. Regional campuses also serve those who are returning to college to prepare for another career or who are seeking advancement in their present career.

Besides its core mission of extending higher education to broad segments of the U.S. population, another priority for regional campuses is to be engaged with and support the development of the communities in which they operate. To achieve these goals each regional campus is committed to collaborating with regional governments, schools, health care organizations, businesses and others to address critical state and regional needs. They also help create local and regional partnerships for infrastructure, educational opportunities, co-curricular activities and regional development.

This year, AURCO wants to celebrate the successes of regional campuses in meeting those needs. Although each campus has its own character and strengths, they all excel in providing a vibrant, student-centered learning environment, at the same time that helping create opportunities for these students to engage in and with their communities, through either service learning, intellectual pursuits, artistic excellence, cultural engagement, or community development.

Through the oral and poster presentations, panels and workshops of this conference, we hope that you will experience how the 24 regional campuses throughout Ohio are inspiring all members of the campus community, and challenging one another to be fully engaged, responsible citizens. This conference program highlights the best that the regional campuses have to offer, and exemplify our commitment to elicit, nurture, and enhance the different voices of our selves, our students, and our communities, through deliberate engagement, continual discovery and ongoing transformation.

KEYNOTE SPEAKER AND PANEL DISCUSSION

Engagement is the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. Engagement involves collectively solving societal challenges through meaningful partnerships between faculty, staff, students, and the people and institutions of Ohio, the nation, and the world. These partnerships foster greater integration of university and community resources, leading to enhanced efficiency and impact. This panel will discuss some of the ongoing and past collaborations between our campus and our local community, and use these collaborations to explore the many benefits – as well as the multiple challenges – of engagement between universities and their communities. An extended working session will follow the keynote panel.



Dr. Terri Teal Bucci

Associate Professor of Mathematics Education
 Education Program Coordinator at OSU Mansfield
 Co-Director of the OSU Mathematics Literacy Initiative
 Director of the Haiti Empowerment Project

Dr. Bucci has been working with outreach on the local, regional, national, and international arenas for the entirety of her career. She works within the Freirean applications of collaboration and inclusion, and non-hierarchical structures of involvement. Dr. Bucci is the Director of Ohio State's Haiti Empowerment Project, working with Haitian community members, universities, and OSU students and

faculty. She is the Co-Director of the Ohio State Math Literacy Initiative, a work involving seven school districts in Richland County, in partnership with Bob Moses' national Algebra Project, Inc. As the Coordinator of the Education Program on the Mansfield Campus, Dr. Bucci has forged alliances with students and staff to engage with recruitment and with local career tech partners. Terri earned a BA in Elementary Education from Michigan State University, a MA and a PhD in Mathematics Education from The Ohio State University. She has been an advocate for community involvement throughout her career and works closely with the Mansfield City Schools. Originally from Milford, Michigan and a competitive sailor, Terri lives in Bellville, Ohio, has a loving husband, Rick, a son, Marino, 25 and a daughter, Maris, 22.

Panelists:

Alan Mitchell II – Richland County Foundation

Alan is a Community Investment Officer for the Richland County Foundation. Before joining the foundation, he had been a social entrepreneur, implementing best practices and proven business techniques to find community solutions to social problems. He is the former Executive Director of Zion Community Development Corporation in Oberlin Ohio, where he also served as a program coordinator at Oberlin Community Services. Alan had been helping Zion CDC to build safe, sanitary, sustainable, affordable housing while aggressively helping Oberlin Community Services to end hunger in Lorain County. He began working as a social entrepreneur as a charter school developer, teacher, and Dean of Students at The Arts Academy of Lorain and Cleveland. He has served the Northeast Ohio area as an executive, an educator, a coach, a referee, program manager, board member, and more since leaving the U.S. Navy in 2004. Alan has a bachelor's degree from Excelsior College. He moved to Mansfield, OH after marrying Tiffany (Knight) Mitchell. They have two amazing daughters, Aliya and Alana, whom they love and adore.

PANELISTS (Cont.)

Deanna West-Torrence – North End Community Improvement Collaborative

Deanna is the founder and Executive Director of the North End Community Improvement Collaborative, Inc. launched in July 2007. In 2016, in her role as Strategic Development Director, she helped launch the Temp2Higher social venture staffing service program of NECIC. Deanna is currently the chair of Richland County Children Services Board and is an ambassador for Mansfield City Schools. Deanna is a former member of Mansfield City Council and the Mansfield City School Board. Deanna has served in various leadership roles in the education, public and non-profit sectors for twenty years.

Missie Strawser – The Ohio State University at Mansfield

Missie is a senior social work student soon to be graduated and entering the Social Work Master's program. Her community outreach includes being the Best Buddies Chapter President, College Democrats President, CASA volunteer for the Richland County Juvenile Court, and serving as board member for the Pioneer Career and Technology Center's Dental Assisting program. She has a 12-year-old son with autism. As a mother of a special needs child, she has become an advocate for vulnerable populations in our community, and is extremely passionate about inclusion and community service.

Sarah Schmidt – Kent State University at Stark

Sarah is the Outreach Program Coordinator of Global Education Initiatives at Kent State University, Stark Campus. Sarah holds a master's degree in Ethics, Peace, and Global Affairs from American University, Washington D.C. Her passion for international social justice has led her to speak at conferences and seminars in Washington, Oxford, London, and Prague; she has advocated for refugees in the Middle East, partnered with schools and universities in Haiti, and travelled throughout Europe, North Africa, and the Arabian Gulf learning language and culture to further her understanding of Human Rights issues. Before her work at Kent State University, Sarah served as the Program Coordinator of the Mohammed Said Farsi Chair of Islamic Peace at American University. Sarah is a graduate of the Ohio State Mansfield Campus.

Christina Drain – Springmill STEM School and Learning Center

Chris is the outreach coordinator for Springmill Learning Center as well as program coordinator for the OSU Mathematics Literacy Initiative. Through a partnership between The Ohio State University at Mansfield and the Mansfield City Schools, she has secured grants to conduct STEM learning outreach activities such as Science Saturdays, summer camps, a coding camp and field trip activities for area summer camps at the Center. Christina's past experiences include chamber of commerce director, United Way executive, marketing and communications and an extensive volunteer work. She is a graduate of UMass Amherst with a BA in Journalism.

**Join the keynote Speaker and the panelists for an extended working session about the
“Challenges and Opportunities of University-Community Collaborations”
(Session 1 – 9:15 to 10:15) in Ovalwood 100.**



AURCO LEADERSHIP

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2018 AURCO CONFERENCE



THE OHIO STATE UNIVERSITY
MANSFIELD

CONFERENCE SCHEDULE OVERVIEW

Time	Activity	Location
7:30-8:30AM	Breakfast & Welcome	The Marketplace (Eisenhower Hall)
8:30-9:00AM	Keynote Address / Panel Discussion	The Marketplace (Eisenhower Hall)
9:15-10:15AM	Concurrent Session 1 / Workshops	See Program (Ovalwood Hall)
10:30-11:30AM	Concurrent Session 2 / Workshops	See Program (Ovalwood Hall)
11:45-12:45PM	Concurrent Session 3 / Workshops	See Program (Ovalwood Hall)
11:30-1:00PM	Student Poster Presentations	See Program (Ovalwood Hall)
1:00-2:15PM	Lunch & Awards	The Marketplace (Eisenhower Hall)
2:30-4:00PM	AURCO Business Meeting	Ovalwood 100

The Business Meeting is open and all are welcome to attend.

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GROUP DISCUSSION / WORKSHOP (Saturday, April 7)**Session I: 9:15am - 10:15am – Ovalwood 100****University-Community Partnerships**

Time	Title/Presenter/Abstract
9:15 – 10:15 am am	<p data-bbox="321 579 1273 611">Exploring University-Community Collaborations: Challenges and Opportunities</p> <p data-bbox="321 638 886 695">Terri Bucci (The Ohio State University – Mansfield) bucci.5@osu.edu</p> <p data-bbox="321 722 943 779">Missie Strawser (The Ohio State University – Mansfield) strawser.67@osu.edu</p> <p data-bbox="321 806 1023 863">Christina Drain – Springmill STEM School and Learning Center drain.15@osu.edu</p> <p data-bbox="321 890 831 947">Sarah Schmidt (Kent State University – Stark) sschmi16@kent.edu</p> <p data-bbox="321 974 1159 1031">Deanna West-Torrance (North End Community Improvement Collaborative) Deanna@necic-ohio.org</p> <p data-bbox="321 1058 824 1115">Alan Mitchell II (Richland County Foundation) amitchell@rcfoundation.org</p> <p data-bbox="321 1142 1507 1457">Meaningful university-community partnerships, which enhance impact by promoting innovation and relevance, are built on the principles of: (1) awareness of partner needs associated with values, assets, and challenges; (2) shared resources and responsibilities leveraging strengths for mutual benefit and collective impact; (3) accountability through evidence in practice and evaluation; (4) commitment to stewardship ensuring trust, compromise, efficiency and sustainability; and (5) recognition of successes affirming the value the partnership. From health and wellness to agricultural and extension services to business and economic development and more, faculty, staff and students at university campuses are partnering with community organizations to positively impact communities and the university. This Group Discussion / Workshop will explore some of the ways these partnerships can blossom and prosper, as well as some challenges faced based on existing experiences.</p>

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CONCURRENT SESSIONS (Saturday, April 7)**Session I: 9:15am - 10:15am – Ovalwood 101****STEM Teaching and learning In and Out of the Classroom**

Time	Title/Presenter/Abstract
9:15 – 9:35 am am	<p>The Optional Hybrid Model: A Flexible Approach to Learning</p> <p>Rachel Blasiman (Kent State University – Salem) rvolokho@kent.edu</p> <p>Regional campus students often deal with unique barriers to learning, such as conflicts with work schedules, parenting demands, and finding reliable transportation. For these and other reasons, online classes are an attractive option. Despite the convenience of online learning, many students prefer face-to-face classes over online classes. Although some instructors have addressed this problem with a hybrid model or flipped classroom approach, another option is available. In the Optional Hybrid Model, students have the choice of coming to a lecture class, viewing the lecture solely online, or using both classroom and online components together to reinforce learning. In this presentation, I discuss my own experience using this model in an upper-division course and evaluate student feedback.</p>
9:35 – 9:55 am am	<p>Examining Traditional and Nontraditional Students’ Preferences for Different Course Formats</p> <p>Thembinkosi Peter Mkhathswa & Tracey Hoffman (University of Miami – Middletown) mkhatstp@miamioh.edu & hoffmath@miamioh.edu</p> <p>With an increased number of nontraditional students attending college, higher education programs will need to provide flexible and high quality experiences for this unique population of students. In order to learn about students’ preferences for different course formats (online, hybrid, face-to-face), a qualitative student survey was designed and implemented at Miami University regional campuses. 64 undergraduate students participated, of which 31 self-identified as nontraditional students, 25 as traditional students, and 8 opted not to self-identify as traditional or nontraditional students. This presentation will discuss the results of this survey and its implications for enrollment and retention at colleges and universities throughout Ohio.</p>
9:55 – 10:15 am am	<p>Online Asynchronous Classes: It’s Why My Classes Sell Out!</p> <p>Steve Call (Ohio University – Southern) call@ohio.edu</p> <p>I have been teaching online since 1995 and adopted the asynchronous model in 2000. In asynchronous classes, students are given a timeframe (usually a week) during which they need to connect to their class at least once or twice. Students have flexibility to hit the books at any time of day (or night). This makes my classes very popular and they fill up very quickly. In this presentation, I will discuss my approach to this “work at your own pace” style and student engagement. This approach has also created a student following that I term the “repeat factor”, where students’ enrollment in subsequent classes is increased, as is the number of students declaring for our Coaching Education minor/major.</p>

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CONCURRENT SESSIONS (Saturday, April 7)**Session I: 9:15am - 10:15am – Ovalwood 105****STEM Teaching and learning In and Out of the Classroom**

Time	Title/Presenter/Abstract
9:15 – 9:35 am am	<p>Designing Introductory STEM Courses to Promote Deep Learning and Critical Thinking</p> <p>Mark Tran (University of Cincinnati – Blue Ash) tranmk@uc.edu</p> <p>Getting students to learn deeply and think critically about information is a challenge faced by instructors across all disciplines and course levels. This problem is especially apparent in introductory STEM courses in which students need to learn and integrate complex concepts while simultaneously learning new terminology and skillsets needed to succeed in upper-level courses and future careers. These students are often underprepared, which leads to a culture that favor memorization of terminology and processes, rather than conceptualization and critical thinking. The smaller class sizes at regional campuses offer increased opportunities for significant face-to-face interactions with students, which can be capitalized to promote deeper learning and the development of critical thinking skills among students. This presentation will discuss pedagogical tools that instructors can implement to encourage critical thinking and deep learning, using the structure of an introductory biology course as an example.</p>
9:35 – 9:55 am am	<p>The opportunity for regional science and math faculty to impact K-12 success in STEM learning</p> <p>Dawn Kitchen, Jordann Garrett, Morgan McDowell & Christina Drain (The Ohio State University – Mansfield) kitchen.79@osu.edu, garrett.443@osu.edu, mcdowell.214@osu.edu & drain.15@osu.edu</p> <p>A partnership between Mansfield City School's Springmill Learning Center and Ohio State Mansfield is a vital community investment in promoting STEM learning in a high poverty school district, which has faced both academic and fiscal emergency. Through outreach programs (e.g., Science Saturdays and STEM Camps for Girls), teachers, students, and families learn in an informal setting that STEM careers is within reach. These programs aim to spark in students an interest in science and, ultimately, an attraction to pursuing STEM careers. Through this partnership, area students work closely with professors on inquiry-based learning experiences, and seeing real world applications that extend beyond the walls of the classroom. This presentation describes the hands-on galleries at Springmill and highlight lesson plans used at the center that could be moved inexpensively to the classroom. We will discuss the positive aspects as well as the pitfalls of regional faculty involvement in these STEM outreach programs.</p>
9:55 – 10:15 am am	<p>Community Outreach: The STEM Camp for Girls</p> <p>Adrienne Hopson & Morgan McDowell (The Ohio State University – Mansfield) hopson.37@osu.edu & mcdowell.214@osu.edu</p> <p>During the summer 2017, Ohio State University at Mansfield, in conjunction with Mansfield City Schools, ran a weeklong STEM camp for girls, a group underrepresented in STEM activities and career fields. The camp aims to generate interest in STEM related subjects and career fields in girls from grades 4-6, by utilizing hands-on, interactive activities. OSU-Mansfield education students and recent graduates led campers through five different activities over the course of 5 days. We also had guest speakers discussing their experience in STEM fields. The camp took place at Springmill Learning Center. This presentation will describe camp activities and discuss lessons learned and future implementation ideas.</p>

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CONCURRENT SESSIONS (Saturday, April 7)**Session I: 9:15am - 10:15am – Ovalwood 107****Explorations in Psychology and Cognition**

Time	Title/Presenter/Abstract
9:15 – 9:35 am am	<p>Preferences for Disability Acknowledgement: Variance across Situations and Individuals</p> <p>Philip Mazzocco (The Ohio State University – Mansfield) mazzocco.6@osu.edu</p> <p>We examined the conditions under which acknowledgment of physical or mental disabilities was considered to be more or less permissible. In Study 1, participants responded to 27 scenarios that varied in terms of (a) the necessity of disability accommodations, (b) need for education/awareness, (c) concern for unfair advantage-taking, and (d) concern for shaming and stigmatization. There was substantial variability in support for disability acknowledgement, both across scenarios and across individuals. In Study 2, the aforementioned factors varied, experimentally, within a set of scenarios. Consistent with the patterns observed in Study 1, support for disability acknowledgement was greater in cases where accommodations were more pressing, or if a clear need to educate others was present. Support was reduced in cases where there was a concern for unfair advantages or shaming/stigmatization. Corresponding mediational evidence was presented. Our presentation discuss the results of these studies and the implications for disability acknowledgement communications.</p>
9:35 – 9:55 am am	<p>The Effects of Class Type and Participant Characteristics on College Students' Studying Time</p> <p>Dave Hochstein (Wright State University – Lake) dave.hochstein@wright.edu</p> <p>While the amount of time college students spend studying has been extensively used as a variable in past psychological research, little has been done to examine how students' personal characteristics and type of course may associate with this factor. Students (n = 156) at a small rural university campus completed a survey collecting personal characteristics and answers to questions for each of their current courses. Participants reported studying twice as long during weeks with tests than weeks without tests. In addition, males increased hours of studying with increased academic status, while females' hours of studying was related to the interaction between test presence and academic status. Females also reported more time studying than males for Anatomy/Biology/Chemistry and Math courses. Finally, a combination of strategies was associated with the greatest amount of time reported, followed by elaborative and simple strategies. Implications for research on student studying strategies are discussed as well.</p>
9:55 – 10:15 am am	<p>What do students know about the science of learning? Why does it matter?</p> <p>Rob Schorman (Miami University – Middletown) schormr@miamioh.edu</p> <p>Cognitive psychologists in recent years have delivered many new insights on how people learn, some of which seem counterintuitive. In fact, one of their findings is that "we are poor judges of when we are learning well, and when we are not" (Brown, Roediger, McDaniel, Make it Stick, 3). This study examines how much students know about the latest research on the science of learning, and whether educating them on the topic will change their perceptions or practices when it comes to course work and learning.</p>

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CONCURRENT SESSIONS (Saturday, April 7)

Session I: 9:15am - 10:15am – Ovalwood 110

Novel Approaches in Social Sciences, Psychology, and Nursing

Time	Title/Presenter/Abstract
9:15 – 9:35 am am	<p>Using the interconnections and complexities of food systems to teach about human diversity and white privilege</p> <p>Jason Parker (The Ohio State University – Mansfield) parker.294@osu.edu</p> <p>How can a diversity curriculum at land-grant universities be shaped to better prepare the next generation of food systems practitioners, educators, and researchers? This is the question I approach in a discussion of the first undergraduate diversity requirement course in a college of agriculture focusing on domestic issues of race, gender, ethnicity, class, and equity in the development of the United States food systems. I discuss the benefits I found of using food systems studies as a framework for learning about diversity by highlighting the interconnections among people through discussions of issues every student can appreciate: food and eating.</p>
9:35 – 9:55 am am	<p>The Psychology of Treating Depression and PTSD in J.K.Rowling's Harry Potter Series</p> <p>Ashley Meihls & Andrea Morales (The Ohio State State University – Lima) meihls.4@osu.edu & morales.221@osu.edu</p> <p>Throughout its Harry Potter series, Rowling presents both stigmatized and destigmatized portrayals of mental challenges. By looking at the series through a psychological lens, readers are able to infer a vast array of mental health challenges and the ways characters attempt to cope with them. By combining both psychological research and literary criticism, readers begin to see the different kinds of therapeutic approaches that Rowling brings to her novels. Ultimately, Rowling's discussion of mental illness and its treatments acknowledges its complexities and provides her characters with different forms of therapy and coping mechanisms, which are used with varying degrees of success. By openly acknowledging the dialogue surrounding mental health and the forms of treatment available, Rowling is helping to destigmatize mental health by showing characters that are more than just their mental challenges.</p>
9:55 – 10:15 am am	<p>Utilizing the Critical Care Pain Observation Tool (CPOT) in ICU</p> <p>Audreya Williams & Ashley Ozebek (Ohio University – Chillicothe) aw949415@ohio.edu & ao209413@ohio.edu</p> <p>Pain has been introduced as the fifth vital sign but is often times not adequately treated. Managing pain is a complex process but becomes more complicated with critically ill patients. There is no universally accepted pain assessment tool used in intensive care units. Pain is often times misinterpreted because patients are unable to self-report due to sedation drugs and mechanical ventilators. The origins associated with the discomfort come from respiratory therapy, placement of a nasogastric tube, venous and arterial catheters, and fundamental patient care such as repositioning and hygiene. Therefore, it is essential to have an accurate and dependable method to assess pain in unconscious and nonverbal patients to cultivate treatment. The Critical Care Pain Observation Tool (CPOT) is a recently developed behavioral pain assessment system to more effectively assess patient's pain when they are incapable of reporting it themselves. This scale is considered to be the most valid and reliable methods for assessing pain in critically ill and nonverbal patients.</p>

2018 AURCO CONFERENCE

CONCURRENT SESSIONS (Saturday, April 7)

Session I: 9:15am - 10:15am – Ovalwood 206 (second floor)

Teaching Mathematics / African History & Culture / History of Math

Time	Title/Presenter/Abstract
9:15 – 9:35 am am	<p>Different Deliveries of Discrete Mathematics</p> <p>Dywayne Nicely (Ohio University – Chillicothe) nicely@ohio.edu</p> <p>Discrete Mathematics is one of the highest-level mathematics courses offered at OU-Chillicothe and it serves as an introductory proof-writing course. Many students have difficulty transitioning to an advanced mathematics course such as this. In particular, students struggle with the abstract and logical thought processes that are required to successfully write logical proofs. In an attempt to help students with this transition, I have experimented with different delivery methods and types of assessment in our discrete mathematics course. This presentation will discuss the implementation of the three delivery methods used, the student assessment, and a student grade analysis. The study developed from the fall semester of 2013 to the spring semester of 2017. We will also discuss the students' perception of each delivery method, along with an instructor evaluation of the pros and cons of the distinct delivery methods.</p>
9:35 – 9:55 am am	<p>The Impact of War, Modernity, and Globalization on the Kuku History and Culture, 1955-2018</p> <p>Scopas S. Poggo (The Ohio State University – Mansfield) poggo.1@osu.edu</p> <p>The Kuku People are one of the sixty-five ethnic groups in the Republic of South Sudan whose culture and ways of life have been heavily impacted by their encounter with the West. In addition, in the past sixty-three years, they have experienced three devastating civil wars (1955-1972, 1983-2005, and 2016-2018), which have displaced nearly all the Kuku people from their homeland and forced them to flee to refugee camps in neighboring Uganda. Their dislocation has had a profound negative impact on their once well-established political, economic, social, and religious institutions, and it now threatens their ethnic cohesion as well. As the only Kuku historian trained at a doctoral level, I am uniquely qualified to reconstruct the history and culture of my people. In 2001 and 2013 I received Seed Grants that enabled me to conduct in depth research on the Kuku. Currently, I have enormous amount of information that pertains to various aspects of the Kuku society. This is the only hope for the preservation of knowledge that will benefit the future generations of my people.</p>
9:55 – 10:15 am am	<p>History and Story of Mathematics Constants in Undergraduate Studies</p> <p>Will Zhang (Wright State University – Lake) weiqun.zhang@wright.edu</p> <p>This is Part 3 of my presentation on Mathematics Constants in Undergraduate Studies. In this talk, I will present briefly the history and story of the Golden Ratio.</p>

2018 AURCO CONFERENCE

CONCURRENT SESSION / PANEL DISCUSSION (Saturday, April 7)**Session I: 9:15am - 10:15am – Ovalwood 208 (second floor)****Reading with Kenneth Burke & the effects of College Credit Plus**

Time	Title/Presenter/Abstract
9:15 – 9:35 am am	<p>Scenes of Reading on the Regional Campuses</p> <p>Andrew Kinney & Joan Richmond (The Ohio State University – Mansfield) kinney.64@osu.edu & richmond.58@osu.edu</p> <p>One of the few clear and necessary bridges between composition and literature is reading. As the student population and preparation on our campus shifts, there is renewed interest in the best ways to integrate reading skills and habits into our students' education. Reading, too, is an activity faculty and staff wish they had more time to perform and, in our fields, viewed as both enriching and necessary. This presentation will explore two scenes of reading, drawing on Kenneth Burke's dramatic pentad to ask questions about how location shapes who reads, how, and to what ends. These two scenes portray reading with students (in the classroom) and reading with colleagues (in the boardroom). In the first part of the presentation, we focus on the classroom scene by describing a recent teaching experience, and show how curricular and classroom practices promote certain behaviors and attitudes. We then turn our attention to reading with colleagues who participate in a reading group, which occurs in spaces associated with professional development and teacher pedagogy. Finally, we reflect on relationships between these seemingly distinct scenes and consider what our dramatic readings tell us about our experiences, expectations, and motivations.</p>
9:35 – 10:15 am am	<p>Panel Discussion: College Credit Plus and its effect on high schools and regional campuses</p> <p>Sandra Doty (Ohio University – Lancaster) dotys@ohio.edu</p> <p>On September 15, 2014, the Ohio Revised Code Chapter 3365, which provides for College Credit Plus (CCP), became effective. Conceived of as a means to address growing concerns about the rising costs of a college education and simultaneously increase the percentage of Ohioans with higher education, this law expanded earlier programs (PSEOP, etc.) allowing high school age students to take college courses. The consequences of this legislation on secondary and post-secondary education both financially and academically have been striking. In this session, statistical and anecdotal data suggesting the impact of CCP on student recruitment, success rates, student demographics, and others will be discussed.</p>

2018 AURCO CONFERENCE

SHORT COURSE (Saturday, April 7)

Session I: 9:15am - 10:15am – Ovalwood 212 (second floor)

Experiential Learning

Time	Title/Presenter/Abstract
9:15 – 10:15 am am	<p>Short Course: Building Bridges Between Campus and Community - Enhancing Student Success through Experiential Learning</p> <p>Amber Ferris, John Roncone & Angela Hartsock (University of Akron – Wayne College) aferris@uakron.edu, roncone@uakron.edu & ahartsock1@uakron.edu</p> <p>Experiential learning opportunities can be particularly beneficial to regional campus students, which may sometimes feel a divide between their off-campus lives and their academic work. One way to bridge this challenge is by integrating experiential learning into course curriculum and campus life. Experiential learning projects are likely to increase student-faculty interaction, allow for peer-to-peer collaboration, and increase understanding of community issues where students live and work. This short course aims to help faculty incorporate experiential learning projects into their coursework and/or campus life. Presenters from diverse disciplines will share their experiences with various types of projects. Best-practices and sample assignments will be provided.</p>

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CONCURRENT SESSIONS (Saturday, April 7)**Session I: 9:15am - 10:15am – Ovalwood 214 (second floor)****Business, Finance, Marketing, and Accounting**

Time	Title/Presenter/Abstract
9:15 – 9:35 am am	<p>Does The Major Matter?</p> <p>Joseph Cavanaugh & Diane Huelskamp (Wright State University – Lake) joseph.cavanaugh@wright.edu & diane.huelskamp@wright.edu</p> <p>For some occupations, the applicant's specific major is very important in the hiring decision. The specific skills learned by accountants and engineers, for example, are typically not taught by employers. Not having degrees in accounting or engineering will generally not land applicants a job in these occupations. But even if this applicant manages to be employed, research has shown that a mismatch between a student's major and the requirements for their employment adversely affects earnings and job satisfaction. However, for the vast majority of disciplines the specific skills are less likely to be required by employers. For these occupations, a mismatch does not result in a significant wage penalty, and the specific skills needed for the job are often learned after employment. So, for these occupations how much does the applicants major matter in the hiring decision? To answer this question, a survey of human resource representatives from various size firms in a variety of industries is conducted. Firms are asked to rank factors that influenced recent hiring decisions and specifically are asked how closely the major of the hired applicant matched the firm's job requirements.</p>
9:35 – 9:55 am am	<p>New Approaches to Student Engagement in Accounting</p> <p>Douglas Woods (University of Akron – Wayne College) dbw@uakron.edu</p> <p>After teaching Accounting Principles I – the beginning course in accounting for all business majors – in a similar fashion for 30 years, an accounting professor teams up with his colleagues and Wiley Publishing to radically change his tried and true approach. The “accounting education immersion model” that resulted from this collaboration has energized students and faculty alike and has resulted in an amazing increase in student success. This presentation will explore this model and discuss its implementation.</p>
9:55 – 10:15 am am	<p>Corporate Governance and Its Impact on Firm Performance</p> <p>Robert Antenucci (Kent State University – Trumbull) rantenuc@kent.edu</p> <p>It is cost prohibitive for the atomistic shareholder to monitor directly the performance of a firm's management. The separation of ownership and management, and the resulting potential conflict of interest, can lead to a disconnect among CEO actions, firm performance, and executive compensation. There is much debate over the efficacy of corporate governance in mitigating agency costs, and the ability of stronger corporate governance measures to improve firm performance. If management is unwilling to pursue activities that maximize the economic well-being of the shareholders, and if non-compensatory corporate governance measures are ineffective, then firm performance should be negatively affected, especially during economic downturns. My research extends the literature on the impact of corporate governance on firm performance by using a recessionary period metric, and it examines the effectiveness of corporate governance in mitigating agency costs and improving firm performance during business cycle contractions. I find that during the 2001 recession, firms with stronger corporate governance outperform firms with weaker corporate governance on a risk-adjusted basis, lending support to the positive connection between stronger corporate governance and greater firm performance.</p>

2018 AURCO CONFERENCE

WORKSHOP / SHORT COURSE (Saturday, April 7)

Session II: 10:30am - 11:30am – Ovalwood 100

Student Support System

Time	Title/Presenter/Abstract
10:30 – 11:30 am am	<p>Workshop: Building a Support System for At-risk Students: The College Program for Academic Success at UC Blue Ash College</p> <p>Amy Gultice, Catherine Willoughby & Linsey Koeritz-Madanmohanan (University of Cincinnati – Blue Ash) Amy.Gultice@uc.edu, Catherine.Willoughby@uc.edu & Linsey.Koeritz@uc.edu</p> <p>The College Program for Academic Success (CPAS) is a multi-faceted, conditional admission program for at-risk students at the University of Cincinnati Blue Ash College. CPAS is a college-wide collaboration between faculty, academic advisors, and other college staff and administrators to help increase successful persistence, retention, and graduation rates of underprepared students. UC Blue Ash is an open-access institution whose mission is to provide opportunity to students from all backgrounds. CPAS, which started in the fall of 2015, supports first-year students who enter college with low high school grade point averages. This cohort is composed of students from a variety of socioeconomic and ethnic backgrounds, an array of programs of study, and a range of ages: a cohort similar to the student populations at regional campuses throughout the state. This presentation will outline the successes and challenges of the development of the program and the results of the first years of its implementation. We will provide detailed information regarding key features of the program; the results of student surveys and focus groups; and a review of student academic achievement. Specific support tools, including course selection, the CPAS Agreement, advising practices, academic progress reporting, and a new peer-mentoring program, will also be shared. This presentation will be beneficial for faculty and staff in any discipline who are interested in developing broader support systems to help at-risk students. Participants will also be asked to share effective strategies and policies that have increased the academic success of at-risk students at their institutions.</p>

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CONCURRENT SESSIONS (Saturday, April 7)**Session II: 10:30am - 11:30am – Ovalwood 101****New Approaches to Teaching and Learning**

Time	Title/Presenter/Abstract
10:30 – 10:50 am am	<p>Using Data from 450 Small-Group Instructional Diagnoses to Identify Best Teaching Practices</p> <p>Caryn Neumann (Miami University – Middletown) & Lori Parks (Miami University – Hamilton) neumance@miamioh.edu & parksll@miamioh.edu</p> <p>Do students request the same teaching changes and approve of the same teaching practices in classes, regardless of the discipline? We will discuss the student responses collected in 450 different classes through Small Group Instructional Diagnoses (SGIDs) from 2008 to 2016. The responses indicate what students expect from professors, what they believe will best improve their ability to learn, and what students think hampers their ability to learn. The responses also show that faculty should consider making First Day adjustments to better prepare students for learning. We intend for this presentation to include discussion on best practices from audience members. We will distribute a reading list on SGIDs as well as a brief into to SGIDs, for faculty from schools that do not currently offer them.</p>
10:50 – 11:10 am am	<p>Using Outdoor Spaces for Teaching & Learning</p> <p>Adrienne Hopson (The Ohio State University – Mansfield) hopson.37@osu.edu</p> <p>OSU-Mansfield has numerous outdoor areas that can be used as outdoor learning spaces. These habitats include wetlands, forest and grasslands. For science courses that deal with information related to ecology, hydrology, botany, geology and even the impact of human encroachment, these are wonderful natural places to incorporate into classroom work. However, they are often overlooked resources for other subjects as well. These natural places can be the inspiration for visual arts or creative writing classes. The history of many areas is often tied to the land, and these outdoor spaces can give students a better understanding of the past and its connection to the present. You can teach statistics using the natural environment as a source of real world data to be interpreted. An outdoor classroom can provide an inspiring venue to hold any class. Learning outdoors can enhance the educational experience by supporting different learning styles, increasing student motivation, improving memory and decreasing unwanted distracted behaviors. Time outside can also have health benefits such as reduced stress and blood pressure, better sleep, more vitamin D and better immune function. We will discuss these and other good reasons for instructors to consider taking the leap to the great outdoors with their classes.</p>
11:10 – 11:30 am am	<p>Examination of improving academic integrity and rigor by proctoring exams in online courses</p> <p>Patty Goedl (University of Cincinnati – Clermont) patricia.goedl@uc.edu</p> <p>One of the major concerns with online education is the use of non-proctored exams, a valid concern when it comes to online course design. The purpose of this study was to investigate if grade distributions in online courses were essentially the same as onsite courses and, if a difference exists, why does it? Preliminary data indicates that proctoring is a significant factor for unequal grade distributions in onsite and online courses. Further, that proctoring is a significant and necessary control in the assessment process, especially in online courses. These results have implications on topics as broad as grade inflation, online course equality and quality, and assessment of rigor.</p>

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CONCURRENT SESSIONS (Saturday, April 7)

Session II: 10:30am - 11:30am – Ovalwood 105

STEM Teaching and learning In and Out of the Classroom

Time	Title/Presenter/Abstract
10:30 – 10:50 am am	<p>Exploring Student Needs in STEM eLearning</p> <p>Natalia Darling & Krista Wood (University of Cincinnati – Blue Ash) Natalia.Darling@uc.edu & Krista.Wood@uc.edu</p> <p>STEM college courses are often challenging for students for a variety of reasons. As educators, our goals include providing scaffolding, student-to-student interaction opportunities and active student-centered learning that enables students to critically consider math and physics concepts. To allow for more class time to be spent with active learning, we created a variety of online resources to introduce concepts before each class in either a flipped or hybrid course. While many journals discuss both the benefits and “how-to” of moving content outside the class, there are also many underlying issues that may cause students to struggle with e-resources and online requirements. What are the barriers for students successfully interacting with the online content? To explore student needs in our math and physics courses, we collected student perceptions on challenges and benefits to using eLearning in a STEM course. We will discuss the unique challenges regional college students face when experiencing a flipped or hybrid STEM course, how we attempt to mitigate these challenges, and what we have learned from our students while implementing a flipped or hybrid STEM course.</p>
10:50 – 11:10 am am	<p>When Doing the "Flip" May Be a Flop: Perceptions vs. Performance</p> <p>Thomas Stringfield (University of Cincinnati – Blue Ash) stringtw@ucmail.uc.edu</p> <p>Because most new material is accessed before class, the "flipped classroom" has been introduced as a way to utilize class time to work out problems under the guidance of the instructor. This can be beneficial when complex thought processes are required to solve those problems, as often happens in the field of chemistry. In this presentation, data gathered from four semesters of an introductory General-Organic-Biological chemistry course will be discussed, with two semesters taught in the flipped format and two semesters as a traditional lecture. Discussion will 1) highlight potential benefits or pitfalls related to the flipped format, in terms of student performance as well as their perceptions of the course, and 2) reveal the determination, based on the data presented, of how future sections of this course might be offered in order to increase the benefit for both the instructor and student.</p>
11:10 – 11:30 am am	<p>Removing the Textbook Requirement: Student Results and Resources in Organic Chemistry</p> <p>Christopher Gulgas (University of Cincinnati – Blue Ash) gulgascg@ucmail.uc.edu</p> <p>Organic chemistry students are generally required to purchase expensive textbooks for this year-long course. Although the textbook is an excellent reference material, its value for practical student learning is questionable. In an effort to both reduce the financial burden on students and increase the utilization of instructor-designed resources, the textbook requirement was dropped from the syllabus for both Organic Chemistry I and II over the past two academic years. Currently, the impact of this change on student achievement is being investigated. An overview of the tailored course materials, instructor exam scores, nationally standardized exam scores, and student survey data will be presented.</p>

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CONCURRENT SESSIONS (Saturday, April 7)**Session II: 10:30am - 11:30am – Ovalwood 107****Applied Social Sciences and Faculty Mentoring**

Time	Title/Presenter/Abstract
10:30 – 10:50 am am	<p>Encouraging Cognitive Presence in Online Discussion Forums</p> <p>Gina Petonito (Miami University – Middletown) petonig@miamioh.edu</p> <p>Discussion boards are often used to supplement and enhance learning in an online environment. Discussion facilitates a "community of inquiry" that consists of social, cognitive and teaching presence. Studies on the use of discussion boards have shown mixed results in terms of learning efficacy. However, some researchers argue that good discussion design beyond a simple post and response can meet learning objectives. The key is to align discussion with learning outcomes. We will reflect on how the retooling of discussion boards enhanced a community of inquiry in sociology online classes. We will analyze actual discussion posts from the traditional post and response discussion format generated in a sociology of deviance class and compare posts from the retooled discussion board in a sociology of gender class. Analysis will focus on the characteristics of a "good" discussion post, the student's critical reflection and quality of interaction with other students.</p>
10:50 – 11:10 am am	<p>Facilitating Undergraduate Interdisciplinary Research in Ghana</p> <p>D. R. Elder (The Ohio State University – Agricultural Technical Institute) elder.48@osu.edu</p> <p>Since 2008 when we studied "Why Girls' Education Matters More," Ohio State ATI's Ghana Research and Education Abroad teams of students and faculty have engaged in primary research to investigate agricultural and social concerns in Ghana's Volta Region. Annually, undergraduates participate in the group's joint research, e.g. "Biodigesters for Cook Stove Fuel Production," as well as choose independent projects, e.g. "The Endurance of Traditional Veterinary Practices in Ghana." Students develop protocols, write IRB permissions and research grants, conduct research in Ohio and Ghana, and assess the outcomes. Their research has led to articles in journals, presentations at research forums, and a deeper understanding of Ghanaian life and culture. This presentation will discuss the types of projects undertaken by students, the outcomes of this engagement, and the impacts on students' confidence and leadership skills, interest in scientific inquiry, and intercultural awareness.</p>
11:10 – 11:30 am am	<p>A Case Study of New Faculty Role-Reversal Mentoring</p> <p>Sara Burke, Britt Burlile & Alexis Zehler (Miami University – Hamilton) burkesj2@miamioh.edu, burlilbs@miamioh.edu & lambar@miamioh.edu</p> <p>Multiple factors contribute to faculty retention and satisfaction. Mentoring is a key component, usually focusing on formal career development rather than interpersonal support and socialization into the faculty role. Current models mainly consist of horizontal peer mentoring or vertical mentoring, but several challenges have been identified, including time management, toxic mentoring, mentor-mentee mismatch, and variations in learning needs. An alternative model is role-reversal mentoring, with potential to overcome some of the common barriers to traditional mentoring. A case study using qualitative content analysis was conducted with three new tenure-track nursing faculty. Role reversal mentoring consisted of new faculty inviting one experienced faculty member each month to discuss teaching, research, and service interests and strengths, and personal paths as faculty. In this presentation, we will discuss the parameters of the study and its results and implications to new and experienced faculty.</p>

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WORKSHOP / SHORT COURSE (Saturday, April 7)**Session II: 10:30am - 11:30am – Ovalwood 110****Reflective Practice in Collaborative Projects**

Time	Title/Presenter/Abstract
10:30 – 11:30 am am	<p data-bbox="306 541 1398 573">Workshop: Using Agile techniques for reflection to improve collaborative projects</p> <p data-bbox="306 604 818 661">David Woods (Miami University – Hamilton) woodsdm2@miamioh.edu</p> <p data-bbox="306 693 1520 1102">Do you work on projects – student projects in your courses, research projects with peers, or administrative projects with colleagues in your department? Would you like to improve communication, transparency, and accountability in any of these? Activities that promote reflection are one way to achieve this. Recurring use of reflective practices offers a great way to solidify learning and support sharing of information. In response to repeated failures in large and small projects, technology professionals have developed Agile methods to improve project outcomes. Agile practices include many methods that promote reflection and build on the reflection to share knowledge in simple, transparent ways. Agile practices can be applied to any type of project, whether it is a student project, research project, or service project. In this workshop, I will introduce Agile concepts and provide examples of Agile reflection in different types of projects. Participants will engage in discussions and practices to learn how they can use Agile practices in their classes, research, service, and elsewhere.</p>

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CONCURRENT SESSIONS (Saturday, April 7)**Session II: 10:30am - 11:30am – Ovalwood 206 (second floor)****Perspectives on the Teaching of Mathematics and Statistics**

Time	Title/Presenter/Abstract
10:30 – 10:50 am am	<p>Intermediate Algebra Course: Innovative Concepts and Applications</p> <p>Brent Fox (Bowling Green State University – Firelands) bmfox@bgsu.edu</p> <p>An intermediate algebra course should be available for incoming students who have some competency in mathematics, but who need a better foundation before they tackle more advanced mathematics courses, such as introductory statistics and college algebra. The author has taught MATH 095 (Intermediate Algebra) at BGSU Firelands for over ten years, and he has incorporated innovative concepts and applications in his presentation of the course. The main part of this paper discusses how these ideas and applications were integrated into the course, and the appendices provide a detailed description of how particular concepts and applications were introduced into the course. The first appendix deals with statistics (standard deviation, test of significance, and linear regression), and the second appendix deals with algebraic application to study of population genetics and the distribution of ABO blood types in human populations.</p>
10:50 – 11:10 am am	<p>Data Analytics Using Microsoft Excel</p> <p>Jordan Crabbe (University of Cincinnati – Blue Ash) crabbejn@ucmail.uc.edu</p> <p>Statistical Analysis is the science of collecting data to uncover or discover trends and patterns. It is used every day in research, industry, government and even in our classrooms. It enables us to make informed decisions and also guides us to verify or disprove scientific models and hypotheses. Over the years, statistical analysis has become a very challenging task to many people due to the application of sophisticated statistical software packages such as SAS, R, Tableau etc. Most of these sophisticated statistical software packages involve expertise on coding or programming which many people do not possess. Microsoft Excel's Data Analysis tool can be used instead, to analysis of most statistical scenarios without having to write a code or program. The tool is user friendly and has very fast processing time. This presentation will introduce some statistical analysis tools used to evaluate scenarios involving Simple Linear Regression, Multiple Regression, Analysis of Variance (ANOVA), Two Independent Samples t-Test, Paired Two-Sample t-Test, and Chi-Square Test of Independence among others. Our goal is to share data analytic tools that instructors can use in their classrooms as well as in their research, as an user friendly alternative to the sophisticated statistical software packages available commercially.</p>
11:10 – 11:30 am am	<p>Using Kahoot in Math Courses</p> <p>Poranee Julian (University of Cincinnati – Blue Ash) julianpk@ucmail.uc.edu</p> <p>In this presentation, we will discuss the implementation of a flipped classroom approach using Kahoot quizzes. Reading assignments (video links and/or webpages) containing prerequisite content were given to students for completion prior to the class meeting. Students then took a Kahoot quiz at the beginning of each week and immediately received feedback assessing if they were ready for the new material. The questions were asked in real-time to an unlimited number of players, creating a fun and game-like learning environment. There was a noticeable improvement on their prerequisite background as the semester went on because of the opportunity to review the prerequisite content while they took the Kahoot quizzes.</p>

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WORKSHOP / SHORT COURSE (Saturday, April 7)

Session II: 10:30am - 11:30am – Ovalwood 208 (second floor)

Teaching and Learning in STEM

Time	Title/Presenter/Abstract
10:30 – 11:30 am am	<p>Workshop: STEAM on the QUAD - OSU Regional Campus / OSU Extension Partnership and Community Engagement</p> <p>Jason Hedrick, Mark Light, Leah Herner-Patnode (OSU Extension – The Ohio State University – Lima) hedrick.10@osu.edu, light.42@osu.edu & herner-patnode.1@osu.edu</p> <p>The West Central Ohio 4-H program and Ohio State Lima Campus have partnered to build an outreach program addressing STEM education. The initiative, entitled STEAM on the QUAD, focus on Science, Technology, Engineering, Arts and Math programming that combines the best of the resources available within OSU Extension, 4-H, and The Ohio State University at Lima to extend outreach education to the surrounding counties. The program adopts a “Makers Faire” approach to programming. STEAM on the Quad families are able to do hands-on activities that improve their knowledge and interest in the STEAM fields. Conference presenters will share how the STEAM on the QUAD program was developed, discuss how partnerships were established, and strategies for community engagement and effective promotion.</p>

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PANEL DISCUSSION (Saturday, April 7)**Session II: 10:30am - 11:30am – Ovalwood 212 (second floor)****Student Engagement**

Time	Title/Presenter/Abstract
10:30 – 11:30 am am	<p data-bbox="306 554 1425 615">Panel Discussion: Designing Independent Studies for Diverse Learners & Deeper Student Engagement</p> <p data-bbox="306 646 1114 703">Linh Dich, James Noes & Kyle Long (Miami University – Middletown) dichll@miamioh.edu, noesjj@miamioh.edu & longkm4@miamioh.edu</p> <p data-bbox="306 732 1520 1073">Regional campuses have the challenge of serving a broad range of students who are learning at different levels and styles. Such diversity of learners in our classrooms may be difficult to address through standardized curriculums and rigid course design. Additionally, typical courses in the humanities tend to posit students as “consumers” of knowledge rather than “producers” of knowledge and culture. This panel covers an innovative approach to teaching that empowers students to become their own source of knowledge. We will design an Independent Study that provides students the opportunities to be teaching aids for a lower-level course: Digital Writing and Rhetoric. We will discuss how both student cohorts benefit and how deeper engagement enriches their learning. Two students from the Independent Study cohort will also speak about their experiences and their learning outcomes.</p>

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CONCURRENT SESSION (Saturday, April 7)

Session II: 10:30am - 10:50am – Ovalwood 214 (second floor)

Nutrient Levels in Inland Aquatic Systems

Time	Title/Presenter/Abstract
10:30 – 10:50 am am	<p>Investigating the Levels of Ammonia and Nitrates in Dillon Lake and Their Environmental Effects</p> <p>Joshua Doudna & Christopher Russell (Ohio University – Zanesville) jd166915@ohio.edu & cr663415@ohio.edu</p> <p>It is a well-known fact that groundwater contamination is a problem in freshwater lakes. Ammonia and nitrates are two of these contaminants, which can cause the premature aging of the lakes and deoxygenation by causing algae to grow out of control. Our goal in this experiment is to determine the levels of ammonia and nitrates in Dillon Lake and their effects on the environment. With this information, we hope to find a way to reverse some of the damage to the lake's ecosystem and raise awareness about this issue. We also hope to connect it to the larger problems in this area. Based on our results, the nitrate and ammonium levels are mostly within the acceptable limits. However, in some areas the nitrate values are high enough to cause spots of excessive algal buildup around the Lake.</p>

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WORKSHOP / SHORT COURSE (Saturday, April 7)**Session III: 11:45am - 12:30pm – Ovalwood 100****Teaching and Learning in STEM Education**

Time	Title/Presenter/Abstract
11:45 – 12:30 am pm	<p>Workshop: Eureka! K-2 and 3-5 Science Activities and Stories</p> <p>Donna Farland-Smith (The Ohio State University – Mansfield) farland-smith.1@osu.edu</p> <p>The Eureka! series K-2 and 3-5 is intended to expand opportunities for elementary teachers and educators to explicitly address the nature of science and the work of scientists in their science instruction. Eureka! will help elementary teachers organize science lessons that encourage students' development of 1) confidence and skills in STEM processes and 2) knowledge and awareness of STEM career fields. Eureka! will guide teachers' explicit use of trade books to humanize and personalize children's science learning via biographical stories of real-world people who pursue science and engineering methods and aspire to make the world a better place. This understanding of STEM as a human pursuit to understand and manage the quality of life is fundamental to scientific literacy and STEM career aspirations.</p>

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CONCURRENT SESSIONS (Saturday, April 7)**Session III: 11:45am - 12:45pm – Ovalwood 101****Innovations in the Teaching of Biology and Nursing Practice**

Time	Title/Presenter/Abstract
11:45 – 12:05 am pm	<p>The Big C: A Game for Teaching Cancer Biology Concepts In and Out of the Classroom</p> <p>Joshua Stormel (Wright State University – Lake) joshua.stomel@wright.edu</p> <p>The use of games in learning environments has a long tradition in education. However, the process of gamifying the classroom experience itself has lagged somewhat behind its application in business, marketing, and fitness areas. This is particularly true in the sciences, where educational games often consist of awarding points for correctly answering questions. Less frequently found are games that use the core mechanics of the game to allow the player to discover key content area concepts organically. A classic example of this sort of game is <i>Foldit</i>, a computer game developed by David Baker et al. to teach concepts of protein folding through puzzle mechanics. This paper presents The Big C, a ‘deck builder’ style card game that allows players to learn the basics of cancer biology and the common etiologies employed by various cancers through playing as the cancer and learning the successful strategies for avoiding the host immune system and other defensive mechanisms.</p>
12:05 – 12:25 pm pm	<p>Team based approach to connecting ‘real life’ and Biology courses for non-majors</p> <p>Suma Robinson (The Ohio State University – Mansfield) robinson.1876@osu.edu</p> <p>A significant number of students whose academic goals do not include biology are enrolled in the “Biology for non-majors” course. Biology 1101 is challenging not only due to the subject matter but also because of the long period between a student’s last biology course (early in high school) and freshman/sophomore year in college. Low interest is compounded by the disconnect perceived by students between biological principles discussed in the classroom with ‘real-life’, including their specific educational and career goals. A team project sought to address some of these issues. Each team (set up by the instructor) work on the same problem (remediating algal blooms in Lake Erie). Teams carried out extensive library research to study and address the topic and as part of their grade, submitted a proposal in writing as well as an oral presentation. Although students had complete autonomy in the type of solution they wanted to implement, the proposal was rooted in practicality. In this presentation we will describe the team project, its implementation in class, and the implications to student engagement with the course content.</p>
12:25 – 12:45 pm pm	<p>Utilizing Simulation to Evaluate Nursing Students CPR Effectiveness</p> <p>Camille Leadingham, Amanda Hensley & Becky Borland (Ohio University – Chillicothe) leadingh@ohio.edu, henslea1@ohio.edu & borland@ohio.edu</p> <p>Nursing students expect to maintain and renew their cardiopulmonary resuscitation (CPR) certification every two years. They provide care to patients during their assigned clinical rotations but they often lack the daily opportunities to engage their skills in CPR because of limited clinical exposure. Faculty teaching junior nursing students utilized a high fidelity cardiac arrest simulation to evaluate student’s effectiveness in delivering effective chest compressions and airway ventilations. This presentation will describe the methodological procedure and discuss the results and its implications to the evaluation of nursing students CPR effectiveness.</p>

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CONCURRENT SESSIONS / WORKSHOP (Saturday, April 7)**Session III: 11:45am - 12:55pm – Ovalwood 105****Teaching with Technology: Programming, English, and Education**

Time	Title/Presenter/Abstract
11:45 – 12:05 am pm	<p>How can we make it easier for novice programmers to learn coding? Let’s ask Cognitive Science</p> <p>Adity Mutsuddi & Deb Frame (University of Cincinnati – Blue Ash) adity.mutsuddi@uc.edu & framedr@ucmail.uc.edu</p> <p>When teaching computer programming, it is common to use analogies to make it easier for students to relate to coding concepts. Yet many students are unable to apply the analogy to the concepts and relate it to the code. This is most pronounced when teaching the concept of passing values to a function and returning values from a function. In this presentation, I will talk about the cognitive reasons analogies are prone to failure and discuss the psychological barrier of functional fixedness. Finally, I will suggest ways to get past this barrier when teaching students how to code, focusing on functions. Audience members will have an opportunity to participate in an activity that will demonstrate functional fixedness.</p>
12:05 – 12:25 pm pm	<p>Exploring a Model for Publishing a Digital Student Newspaper</p> <p>Neely McLaughlin (University of Cincinnati – Blue Ash) neely.mclaughlin@uc.edu</p> <p>Producing a digital student newspaper at a two-year college without a journalism program attended by students with many personal responsibilities poses enormous challenges. We hope to promote the publication of digital student newspapers on other regional campuses in Ohio by sharing what we are doing at the University of Cincinnati, Blue Ash College. We will present an overview of the project implementation at UC Blue Ash, addressing the technology we use as well as how newspaper publication fits into my composition and rhetoric class. This class gives students real-world digital publishing experience, introducing them to ideas and skills central to today’s academic, professional, and communal life. I will also address some potential concerns about student newspaper publication, including concerns about publishing a newspaper in a composition and rhetoric course. Finally, I will show how this model has allowed our college to maintain and promote a student voice without relying on student leadership, a budget for paying students, or enrollment in an elective class.</p>
12:25 – 12:55 pm pm	<p>Workshop: Bridging the Gap: Using Technology to Provide Students with Immediate, Constructive Feedback</p> <p>Scot Tribuzi (Kent State University – Ashtabula) stribuzi@kent.edu</p> <p>The merits of low stakes formative assessments with immediate, constructive feedback are well documented. However, traditional instructional methods are time prohibitive to be effective. Technology can be utilized to bridge this gap and provide a more robust learning environment. This presentation examines the methodology for easily deploying technologies with interactive demonstrations.</p>

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WORKSHOP / SHORT COURSE (Saturday, April 7)**Session III: 11:45am - 12:30pm – Ovalwood 107****Teaching with Technology**

Time	Title/Presenter/Abstract
11:45 – 12:30 am pm	<p>Workshop: Creating Value in the College Classroom via Student-Created Videos: An Interactive and Hands On Approach Across Disciplines</p> <p>Brian Hunter & Annette Redmon (University of Cincinnati – Blue Ash) hunterbi@ucmail.uc.edu & redmonat@ucmail.uc.edu</p> <p>This workshop will explore and discuss the value of student-created videos as an active learning strategy to enrich the student learning experience in the classroom. Presenters will share their experiences using student-created videos to reinforce concepts learned in the classroom, including observing sample student video submissions, assignment instructions and assignment rubrics. They will also share the results of both qualitative and quantitative research on students' perceptions and performance. They will provide an overview of both the technical and artistic processes involved in making a sample video, and participants will work in small groups to create a simple and short video project. The goal of this workshop is to provide participants with an active learning strategy to use in their respective disciplines. As educators, we strive for additional ways to facilitate the students' process of learning, understanding and retaining material by actively engaging our students.</p>

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WORKSHOP / SHORT COURSE (Saturday, April 7)**Session III: 11:45am - 12:30pm – Ovalwood 110****Mindfulness in the Classroom**

Time	Title/Presenter/Abstract
11:45 – 12:30 am pm	<p>Workshop: Embracing Mindfulness in the Classroom</p> <p>Elizabeth Delaney (Ohio University – Southern) delaney@ohio.edu</p> <p>This workshop presents small ways faculty can introduce the concept of Mindfulness in the classroom. Why? College students in pursuit of meaningful careers face many challenges to their health and happiness on their path to success. In as little as two minutes, many strategies to support a student's positive mind and body learning experience can be accomplished. Dedicate two minutes more, and faculty can empower a student to embrace a mindful presence in their daily lives. This workshop includes a participant discussion of the definition of Mindfulness, results of a pilot survey of over 100 current nursing student mindful behaviors, a brief overview of pertinent global research on Mindfulness, and allow the audience to engage in a few Mindful exercises, as well. The techniques discovered in this workshop are evidence based and universal. A packet of mindful methods to explore in classrooms will be provided to participants to take home.</p>

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CONCURRENT SESSIONS (Saturday, April 7)**Session III: 11:45am - 12:45pm – Ovalwood 206 (second floor)****Music, Children Psychology, and Poetry**

Time	Title/Presenter/Abstract
11:45 – 12:05 am pm	<p>Giraut de Bornelh: a musician ahead of his time</p> <p>Cloie Dobias (Miami University – Middletown) dobiasca@miamioh.edu</p> <p>Giraut de Bornelh is arguably one of the most influential musicians of the Medieval ages, yet simultaneously one of the most overlooked. Though he was a modest and homely French troubadour, he traveled throughout Europe and even to Middle Eastern and African regions; while venturing out into these unfamiliar cultures and territories, Giraut encountered a plethora of worldviews — some of which were drastically different from his own. Ultimately, his experiences while immersed in new cultures inspired him to use his music as a way to encourage his listeners to critique society, question authority, and seek knowledge. His life serves as a testimony not only for musicians who strive to impact the world, but for people of all cultures and backgrounds who promote peace and embrace diversity.</p>
12:05 – 12:25 pm pm	<p>Little Kids, Big Lessons</p> <p>Emily Steele (Miami University – Middletown) robinson.1876@osu.edu</p> <p>This paper reflects on my experiences with an organization called Power Source Ministries with whom I was affiliated for the purpose of a psychology service-learning class project. The organization hosts a weekly event in a church in Hamilton, Ohio, known as Power Thursday, a session for inner-city children that provides them with dinner, socialization, and a Bible lesson. I worked with the group of preschoolers (ages 3-6), and I grew to love each one dearly. Aside from personal observations, this paper is also accentuated with research from psychological literature. Topics such as potential outcomes for the mental health of the children based on their upbringing, the role of religion in mental health, and the effectiveness of different discipline styles are discussed. Given that this was a service-learning project and not a research project, there are no results to discuss. However, the paper sheds light on something that is often forgotten by many: the gift of helping out an underprivileged child is the most rewarding gift one could ever receive.</p>
12:25 – 12:45 pm pm	<p>A Poetry Chapbook Project by an Undergraduate Student</p> <p>Jennifer Suzanne Stein (University of Akron – Wayne) jss161@zips.uakron.edu</p> <p>For an independent study class during the Fall 2017 semester I produced a chapbook of original poetry. Throughout the process, I studied published poems from famous and local authors, familiarized myself with the modern publishing process, researched different poetry forms, and created a 38-page book of poems. From that collection, I had five poems published. For my presentation, I plan to discuss the following: what the difference between a chapbook of poetry and a book of poetry is, how I organized and found a theme for my chapbook, the excitement of being an emerging writer, how important it is for two-year universities to encourage involvement in the arts, and how the Distinguished Student Program at Akron-Wayne College fostered my creativity through this project. I also plan to share one or two short poems featured in my chapbook.</p>

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WORKSHOP / SHORT COURSE (Saturday, April 7)**Session III: 11:45am - 12:30pm – Ovalwood 208 (second floor)****Teaching with Technology / Oral History**

Time	Title/Presenter/Abstract
11:45 – 12:30 am pm	<p>Workshop: : First to 50 - Creating Miami University Middletown Regional Campus's Online Oral History Database</p> <p>Marsha Robinson, John Burke & Rob Schorman (Miami University – Middletown) robins78@miamioh.edu, burkejj@miamioh.edu & schormr@miamioh.edu</p> <p>When the Miami University Middletown (MUM) campus opened in 1966, it was the first regional campus in Ohio. The anniversary celebration steering committee saw a moment to collect oral histories from more than one hundred people and hundreds of scanned or physical material items as part of a yearlong celebration. Our Sweet MUMories digital archives project is a searchable, accessible resource for community history and campus history. In this session, we will share how the anniversary created an interest in gathering the oral histories, how the work of planning the oral history interviews and identifying individuals proceeded, and how we are preserving and presenting the oral histories and other materials as interdisciplinary teaching resources.</p>

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WORKSHOP / SHORT COURSE (Saturday, April 7)**Session III: 11:45am - 12:30pm – Ovalwood 212 (second floor)****Connection Between Campus and Community**

Time	Title/Presenter/Abstract
11:45 – 12:30 am pm	<p>Panel Discussion: An Open Access College Connection to the Community</p> <p>Monica Widdig, Michele Kegley, Natalia Darling & Monica Hennessy (University of Cincinnati – Blue Ash) widdigm@ucmail.uc.edu, kegleymd@ucmail.uc.edu, darlinnp@ucmail.uc.edu & hennesma@ucmail.uc.edu</p> <p>This panel will discuss how an open access college is making connections to the community and creating progressive pathways that connect high schoolers to college, and college students to the workplace. We will discuss outreach efforts by Math faculty interacting with local high school students and teachers to address student preparedness for math placement and college application. We will explain community involvement through mentoring programs and their significance to at-risk youth and higher education. We will describe how a senior capstone class in an interdisciplinary bachelor program apply their learning through a 15-hour, semester-long, volunteer project in their community. We will discuss the results and outcomes of these experiences. We will share resources, tools, and other implementation sources that we have pursued and continue to seek. Participants will be included as we share ideas and resources.</p>

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WORKSHOP / SHORT COURSE (Saturday, April 7)**Session III: 11:45am - 12:45pm – Ovalwood 214 (second floor)****Affordable Learning**

Time	Title/Presenter/Abstract
11:45 – 12:45 am pm	<p>Workshop: Ohio's Directives for Affordable Learning</p> <p>Mary Hricko (Kent State University – Geauga) mhricko@kent.edu</p> <p>This workshop will outline some of Ohio's recent directives to support and assist universities and colleges with developing strategies for implementing affordable learning. The presentation will highlight OhioLINK's Affordable Learning projects including discussion of its membership in the Open Textbook Network (OTN) and Open Education Commons (OER). A discussion of the OTN and OER resources will be provided as well as an overview of the key issues regarding the use of open education resources. The discussion will also provide faculty and administrators information about research opportunities related to the OTN and OER programs.</p>

2018 AURCO CONFERENCE

STUDENT POSTER PRESENTATIONS (Saturday, April 7)**Ovalwood Hall Foyer****Viewing from 9:00am - 1:00pm****Judging from 11:30am - 1:00pm****Barriers to Student Involvement on Campus: Focus on Sports, Clubs, and Social Meetings***Rebekah Bennett, Garry Green & Zachary Hardwick*

Miami University - Hamilton (Applied Social Research)

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Our research project examined the barriers to student involvement in campus activities at the Miami University regional campuses. We looked into this issue by surveying twenty students on campus, as well as interviewing five students about their typical involvement on campus. Our results demonstrated that students generally want to be more involved in extracurricular activities, but are not typically aware of events and activities taking place. We also found that many students have outside obligations, such as work or family that keep them from being involved.

Does the Coffee Brewing Technique Utilized Affect the Extraction of Coffee Oils in Spent Coffee Grounds?*Paula Bingham, Bryce Anderson & McKenzie Finkhousen*

University of Cincinnati – Clermont (Organic Chemistry)

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Coffee is a widely consumed household item that produces a substantial amount of waste in the form of spent coffee grounds (SCG) after brewing. It has been shown that coffee oil is found within the SPG. Useful components of the coffee oil are triacylglycerols and fatty acids, found in proportions similar to those found in vegetable oils. Cafestol, kahweol, and 16-O-methylcafestol (diterpenes of the kaurene family) have also been shown to be a component of coffee oil. Diterpenes have received more attention in recent years because of their observed physiological effects. In addition, it has been shown that a treatment of exposure to heat and an acid increases the potency of antioxidants in SCG. Therefore, this study will examine the quantity of coffee oil found in SCG after brewing by two different techniques. The amount of coffee oil that can be extracted from SCG prepared by a hot drip preparation will be compared to the extraction of coffee oil from SCG used in a cold brewing method. Extraction, distillation, and drying techniques will be performed. The expectation is that coffee grounds brewed by a hot drip method will yield a greater quantity of coffee oil.

A Comparison of Plant Growth Forms on Edges of Remnant Forest Patches in Changing versus Static Environments*Toni Lynn Boling & Robert Hamilton IV*

Stark State College & Kent State University – Stark (Biology)

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Contiguous forests are often fragmented creating small, remnant, forested patches with vegetation cover starkly contrasting the new surrounding matrix. Forest fragmentation is often caused by land use conversion for agriculture, recreation, or building construction. We compared the edge vegetation growth forms of five remnant forested patches on a constantly expanding university campus to six static remnant forested patches in county parks and a nature preserve. We predicted that the campus forest patches would show a greater response to disturbance, resulting in more graminoid, shrub, and herbaceous cover, but less tree cover at outer edges than the interior, and shading increasing rapidly from edge to interior. Our predictions were partially supported by the results. One complicating factor was that variation in vegetation cover was so large within study sites, that it was difficult to quantify between site variations. In addition, the largest cover category was bare ground and the expected predictors, trees and graminoids were present in small amounts. These results suggest that disturbance pressure on remnant forest patches is more complex than simple linear responses. Further research using more and varied metrics should be able to further quantify this disturbance regime.

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Gender and Personality Differences in False Memory

Alexa Bruderly

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The purpose of this study was to investigate the relationship between gender and personality differences in the susceptibility to false memories. It is important to understand and learn about false memory because just about everyone is liable to forming a false memory. Understanding and learning about false memory helps people distinguish between reality and deception.

Picture resolution versus f-stop and ISO number

Hannah Fasilis

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This project investigates the amount of detail in a picture based on varying the f-stop. The f-stop controls how much the aperture opens. That limits not only the amount of light but also the resolution of the picture. Since the f-stop cuts also the amount of light, in order to have a clear picture, we still need a certain amount of light. In a digital camera, we can adjust the ISO number to compensate for the loss of light. Depending on the type of photographs we want to take, we need to know which lens to use. We will present various scenarios.

Do Miniature Horses Help College Students' Stress and Mood?

Shelby Reynolds, Emily Steele & Virginia Wickline

Miami University – Middletown (Psychology)

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This study expanded on the research in the field of animal assisted therapy (AAT) with miniature horses. Given that there is currently no AAT research that focuses specifically on miniature therapy horses and college students, this study is, in a sense, groundbreaking. We sought to determine if and how AAT with miniature horses affected the mood and stress levels of college students. A convenience sample of 170 college students at Miami University's Middletown and Oxford campuses participated and completed a pre- and/or post-interaction survey (n = 65, matched cases). Prior to miniature horse exposure, students were given a pre-interaction survey that asked them to self-report current and general levels of stress, various current moods (excited, guilty, interested, etc.), prior experience with horses, and previous/current pet ownership. They were then permitted unimpeded access to the horses; no time limit was set. Upon the completion of the participants' interaction, they were asked to fill out a post-interaction survey detailing any changes in stress level and mood and why they thought those changes might have occurred. The qualitative and quantitative data indicate partial support for our hypothesis: Some, but not all, of the items showed benefits from people's interactions with the horses. Future studies on the topic should involve different groups of people besides college students.

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Miniature Horses in Airports Decrease Stress, Increase Positive Mood

Ashley Bruner, Ana Sanford, Shelby Reynolds & Virginia Wickline

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Animal-assisted therapy (AAT) has provided many benefits for individuals suffering from mental disorders, developmental disabilities, anxiety, and stress. Miniature horses are very infrequent in AAT, so to our knowledge, no studies exist regarding their effectiveness as AAT animals. Airport travelers carry a lot of stress and may therefore benefit from AAT. We researched whether miniature horses would provide any therapeutic effect on airport travelers, even after a brief period of exposure. A convenience sample of 28 airport travelers at the CVG Airport on two different days completed pre-post, self-report surveys before and after interacting with the horses. Both surveys included the Positive and Negative Affectivity Schedule (Watson et al, 1988) to assess participants' mood, along with several stress items, demographic information, and open-ended feedback questions. Travelers also indicated their previous exposure to therapy animals and what pets they have owned in their lifetime in order to see if there was a difference in mood across pet ownership (yes/no) and pet type. Participants overwhelmingly reported that the interactions with the miniature horses were helpful, although not all analyses were statistically significant. As travelers had the choice whether or not to participate in the study, there may have been biases involved as to who decided to stop and participate. However, through this study - the first of its kind - we learned more about the stresses of frequent airport traveling and how miniature horses decrease stress and increase mood in such sojourners.

The Ghanaian Perspective of the Famine of 1983

Sarah Galavich

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In 1983 parts of Western Africa experienced deep famine, nearly everyone starved and thousands died. The causes of the famine are blamed on bush fires, climate change, poor leadership and policies, forced repatriation of Ghanaians from Nigeria, and even the legend of dwarf magic. Seven undergraduate and two faculty researchers interviewed 37 Ghanaians in the Volta Region of Ghana about their individual experiences. The informants range from teachers, church leaders, extension agents, government officials, traders, and farmers. Some experienced the famine as a young child and others had a family of their own to take care of. These survivors share personal encounters of finding food, making the smallest items palatable, and their desperation to survive. The survivors look back at the Famine of 1983 as a lesson and reminisce the hardships of the past; many believe their community and their ingenuity, humor and their faith gave them the strength to survive.

The Effects of virtual reality on learner engagement

Haley Genova

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Virtual reality is a relatively new educational tool in the field of higher education. As such, research on the effect of virtual reality on learning is limited. Particularly in anatomy courses, students' manipulation of 3D models in an immersive virtual environment may improve their overall understanding of course material as well as increase their engagement in the course itself. This study compares undergraduate anatomy students enrolled with two different instructors. One class includes virtual reality in the curriculum; in the other class, virtual reality is used only at optional study sessions. A survey was given to students to assess their past experiences with virtual reality, current learning engagement, and expectations for the course. At the end of the semester, another survey will be given with additional questions regarding the impact virtual reality had on the students' learning experience and final course grade.

2018 AURCO CONFERENCE

Symptoms of UTI in Jack Russell Terrier Test Positive for Cushing's Syndrome

Elise Weiland

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This case study focuses on a 12-year-old male castrated Jack Russell Terrier that was brought into the clinic and presented with polydipsia and polyuria. After treatment for suspected urinary tract infection, his symptoms remained. Work up was completed with additional testing and he was diagnosed with pituitary-dependent Cushing's Syndrome or pituitary-dependent hyperadrenocorticism. The dog was successfully treated with Vetoryl. Information pertaining to office visits of the Terrier, such as physical examination and initial Urinary Tract Infection treatment is provided under the case presentation. Background information for the case study includes an explanation of Cushing's Syndrome in dogs, summary of tests performed, like the Low-Dose Dexamethasone Suppression test, and description of a blood chemistry panel. Differential diagnosis, treatment plan, and outcome of the study are also provided.

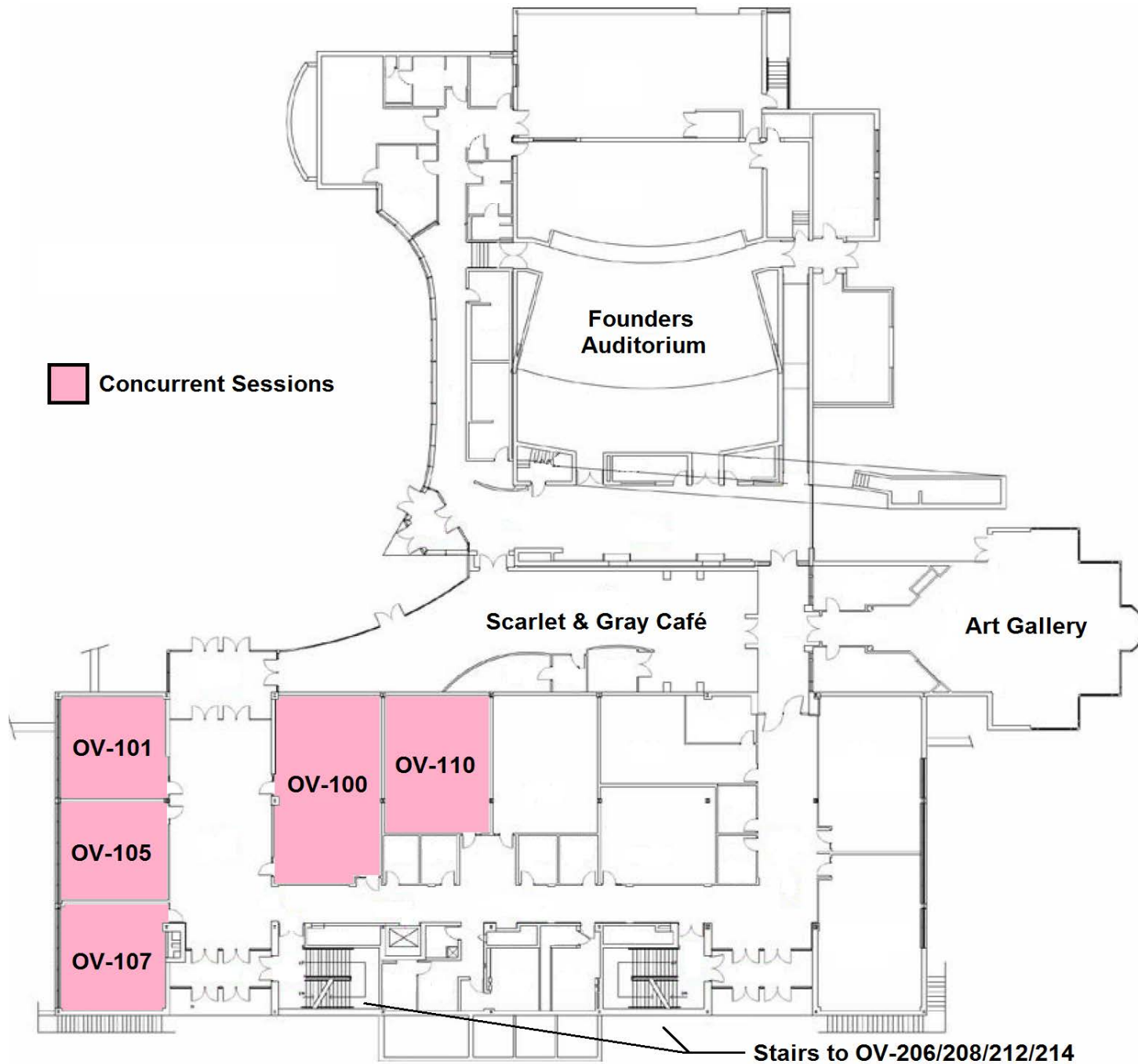
Perceptions of Athletes

Taylor Williams & Cadie Reiff

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Previous literature shows that male athletes receive a significantly larger portion of media coverage compared to female athletes, and that media coverage of female athletes is usually hypersexualized (e.g. Fink, 2015; Knight & Guiliano, 2002). The purpose of the current research is to evaluate perceptions of male and female athletic performance. Participants were gathered from the Hanover psychology website and were 50 females and 26 males. Respondents to the survey were asked questions about the athletic performance of an athlete as well as the character traits of the athlete after reading an authentic-looking newspaper article that involved one of four randomly assigned conditions. Participants were also asked to complete items that constructed scales such as the Sport Spectator Identification Scale, Social Dominance Orientation Scale, Stereotype Endorsement Scale, and the Attitudes Toward Women. Results showed that there were two statistically significant relationships: 1) Sex of athlete by level of attitudes toward women on the character traits "likeable" and "respectable", and 2) Sex of athlete by level of sport fan identity on character traits "attractive" and "credible". Male and females were evaluated similarly on athletic performance, but the female athlete was measured as less credible and respectable than the male athlete was. Participants who scored higher on the Sport Fan Identity Scale considered the male athlete to be more attractive than the female athlete. Future research could be conducted in evaluating why male and female athletes receive significantly different ratings on character traits.



Ovalwood Hall – 1st floor map

