



The 2021 National Conference on Acceleration in Developmental Education (CADE):

**Conference Schedule at a Glance &
Breakout Presentation Schedule**

All times are EST and Locations are virtual

Thursday, June 10th

Time	Event	Location
10:00-10:15	Welcome: Dr. Sandra Kurtinitis, CCBC President	TBA
10:15-11:15	Plenary Speaker: Dr. April Baker-Bell	TBA
11:20-12:20	Breakout Session 1	TBA
12:30-1:30	Breakout Session 2	TBA
1:30-2:00	Lunch	
2:00-3:00	Breakout Session 3	TBA
3:10-4:10	Breakout Session 4	TBA

4:20-5:00	Mixology Lesson: Make your own mocktails and cocktails	TBA
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Friday, June 11th

Time	Event	Location
9:00-9:45	Morning Yoga Session with Lakshmi Rajkumar	TBA
10:00-10:15	Welcome: Dr. Joaquin Martinez, CCBC Provost and Vice President	TBA
10:15-11:15	Plenary Speaker: Dr. Jessica Brathwaite	TBA
11:20-12:20	Breakout Session 1	TBA
12:30-1:30	Breakout Session 2	TBA
1:30-2:00	Lunch	
2:00-3:00	Breakout Session 3	TBA
3:10-4:10	Breakout Session 4	TBA
4:15-4:25	Closing Remarks	TBA

This is a tentative schedule of breakout sessions for the conference. *The official program will be published at the end of May 2021.* The official program will include all Teams links and other special features. Breakout presenters will receive specific information at the end of May regarding presenter logistics.

Day One of Breakout Sessions:

June 10, 2021

Breakout Session One, Day One: *June 10, 2021, 11:20 a.m.-12:20 p.m.*

1.A Title: Nuts and Bolts of ALP at CCBC

Description: Haleh Azimi and Elsbeth Mantler are the Co-directors of ALP at The Community College of Baltimore County. This interactive workshop will focus on the essential elements of the ALP model including, but not limited to: Integrated Reading and Writing, thematic units, non-cognitive issues, and structuring the course. This session will be helpful for faculty, staff and administrators as it is focusing on outlining the successful thirteen years of this innovative corequisite program that has now been adopted by over 300 institutions.

Presenters: Haleh Azimi and Elsbeth Mantler, Community College of Baltimore County

1.B Title: Shorter and More Meaningful Mathematics Pathways at Kellogg Community College

Description: In 2015, Kellogg Community College implemented a plan to make mathematics instruction more meaningful and reduce the number of mathematics courses students need for completion. Instead of “one size fits all,” our new mathematics pathways focus on the content students need for S.T.E.M., Quantitative Reasoning and our new pathway for Occupational Studies.

Presenter: Graham Smith, Kellogg Community College

1.C Title: Equitable Acceleration: Integrating Reading Support into First-Year Writing

Description: This presentation provides practical strategies for integrating reading into first-year writing courses as an essential part of effective and equitable acceleration. Attendees will receive a framework for designing writing courses to support comprehension and critical reading, questions for assessing student needs, and suggestions for an action plan.

Presenters: Joanne Giordano, Salt Lake Community College and Cassandra Phillips, University of Wisconsin Milwaukee at Waukesha

1.D Title: How Do I Individualize My Class for Each Student when I have Twenty of Them?! Promoting Agency in Adult Students in Online (or Face-to-face) Integrated Reading and Writing Courses

Description: In a learner-centered model, “learners are seen as...curious individuals with vast capabilities and limitless potential” (Education Reimagined, 2015, p. 5). However, learner-centered college classrooms require student agency. This interactive session provides opportunities to brainstorm assignments and practices to encourage student agency. The session is not necessarily discipline-specific.

Presenter: Kate Perkins, Highland Community College

1.E Title: Reflection: A Bridge Between Metacognitive Learning and Culturally Responsive Teaching

Description: Metacognitive reflection merges noncognitive and cognitive processes to achieve true integration of the whole student in learning. Three reflective activities that have been effective in ALP and ALP-ESL will be introduced. Participants will then join breakout rooms to design similar reflective activities for culturally responsive teaching in their own contexts.

Presenter: Francie Woodford, Community College of Philadelphia

Breakout Session Two, Day One: *June 10, 2021, 12:30-1:30 p.m.*

2.A Title: Integrated Reading and Writing in the Context of Reading/Writing Projects

Description: This presentation will explore an approach to integrated reading and writing in first-year composition courses as well as in co-requisite courses. The presentation will suggest an approach, built around a series of reading-writing projects (RWPs), that makes such integration more natural and more effective.

Presenter: Peter Adams, Community College of Baltimore County

2.B Title: Transfer-Level Placement: Why Wait?

Description: California is in its second year of AB 705, which required all community colleges to only place students into below college-level courses if it can be shown that students are highly unlikely to succeed in the college-level, transferable course. This presentation shares disaggregated outcomes for all 115 California community colleges.

Presenters: Mallory Newell, De Anza College; Craig Hayward, Bakersfield College; Terrence Willett, Cabrillo College

2.C Title: You Can Run, but You Can't Hide: Embedding Cross-Functional Support in an Accelerated IRW Course to Increase Student Success

Description: After implementing Multiple Measures and the 8-Week Advantage, developmental education faculty at NWTC amplified the use of holistic supports including intrusive advising, coaching, and ELL support in an accelerated IRW course that utilizes culturally relevant curriculum. Presenters will share curriculum, testimonials, and data to engage participants in conversation and action.

Presenters: Kristin Sericati and Shawn Jensen, Northeast Wisconsin Technical College

2.D Title: Directed Self Placement (DSP): Taking a Risk and Staying the Course

Description: The pandemic caused us to pivot away from standardized placement assessments to an online model of directed self-placement (DSP). Results show no significant differences on the course success outcomes between students placed in developmental and non-developmental English courses through the DSP method and students placed using the previous assessments.

Presenters: Kim Davis, and Sharon Cicilian, Oakland Community College

2.E Title: Online Learning Modules Using OERs

Description: This session will describe how the presenter used OER texts to create online learning modules that aligned with Composition SLOs. These modules were copied into the course shells of any faculty member who wanted to use them.

Presenter: Rachel Rigolino, SUNY New Paltz

2.F Title: Exploring Student Experience in Co-requisite ALPESOL

Description: How do students experience ALP? In this session, ALPESOL students will share the educational impact of assignments that build on their lived experiences. Additionally, the presenters will share their ongoing curriculum development process, including a toolkit for attendees.

Presenters: Jessica Farrar, Sean McClelland, Sara Osman, Community College of Baltimore County faculty and Thea Khuon, and Yanfeih Wu, Durga Acharya Poudel, and Bhoj Raj Pandey Community College of Baltimore County students

Breakout Session Three, Day One: *June 10, 2021, 2:00-3:00 p.m.*

3.A Title: Revolution Education: Making Black Lives Matter in Curriculum

Description: “Black Lives Matter” has become a worldwide mantra for African peoples and their allies. Studies have uncovered widespread police misconduct, inequities in health care delivery, and a paucity of African history in college curricula. These revelations provide a rare opportunity for educators to examine how we can better serve students.

Presenter: Rosalind Dawson, Madison Area Technical College

3.B Title: The Fully Co-Requisite Model: How We Got There

Description: In Spring 2020, Queensborough Community College eliminated remedial algebra and moved to a fully corequisite model. This presentation will describe the journey from an administration, an advisement, and a faculty perspective. We highlight the strategies employed, and challenges faced, and how we moved everything online during the pandemic

Presenters: Karan Puri, Jonathan Cornick, Sandra Palmer, and Sandra Sacrestano, Queensborough Community College - CUNY

3.C Title: Using Data and Research to Guide Corequisite Design

Description: How can collaboration among institutional research, faculty, student services, and administration guide meaningful corequisite design and implementation? By elevating corequisite developmental education as a strategic focus of the college and engaging a cross-functional team supported by robust data structures, curricular innovation can accelerate student progress and equity of outcomes.

Presenters: Kristin Carey Li, Steve Simpson, A. Camille Ziolek, and Sharon Cicilian, Oakland Community College

3.D Title: Increasing Equity, Access and Success through ESL Placement Reform

Description: Community college placement processes should foster equity and access, but too often they function as gatekeeping practices, particularly for ESL students. This interactive session highlights ESL placement reforms that are designed to create a more holistic and student-driven process. Participants will reflect on and share practices at their own institutions.

Presenters: Rachele Lawton, Sarah Barnhardt, Trish Darr, and Stacie Miller, Community College of Baltimore County

3.E Title: Be a Synchronous Zoom Master & Break Through the New "Barrier"

Description: This session provides strategies to engage students in synchronous experiences, breaking through the Zoom "digital barrier" with Action-Based Learning (ABL) for both the instructor and students. Get ready to participate and start your journey to be the most engaging, synchronous teacher--because all of us can become a ZOOM Master!

Presenter: Mary Ellen Kubit and J. Bradley Minnick, University of Arkansas at Little Rock

Breakout Session Four, Day One: *June 10, 2021, 3:10-4:10 p.m.*

4.A Title: The Seven-Year Itch: Long-Term Positive Corequisite Remediation Results and Growing Irritation With Resistance to Remediation Reform

Description: New seven-year follow-up data from our Fall 2013 randomized controlled trial show consistently greater numbers of associate's and bachelor's degrees earned following corequisite as compared to traditional mathematics remediation. The implications of these results for equity, for students' earnings, and for countering resistance to remedial reform, will be discussed.

Presenters: Alexandra Logue, Daniel Douglas and Mari Watanabe-Rose, The City University of New York

4.B Title: Third Time's the Charm: An Examination of an Intervention for Developmental Education Math Repeaters

Description: Students who require remediation in math drop out of college at higher rates than students who do not require math remediation. This presentation shares the results of doctoral research aimed to evaluate whether or not a relationship exists between academic coaching and developmental education math students' academic achievement, specifically as it relates to persistence, course completion, and credential attainment.

Presenter: Nicole Baird, Community College of Baltimore County

4.C Title: College Writing in Alaska: A Nuanced Approach to Understanding Success

Description: Our multi-phase, IRB-approved study seeks to answer two questions: 1. What role does ALP play in helping our students reach academic success: course completion, program completion, and career advancement? 2. In what ways do writing placement and success in writing courses reflect diverse students' identities in course success?

Presenters: Carrie Aldrich and Sarah Prielipp, University of Alaska Anchorage

4.D Title: Creating Equitable Spaces through Linguistically Affirming Pedagogies

Description: Within reforms designed to increase access and improve equity gaps, educators must consider their pedagogical approaches to language. In this workshop, presenters will share examples of linguistically affirming pedagogy and assessment. Participants will reflect on their own experiences with language and brainstorm practices that foster linguistic justice in their classrooms.

Presenters: Ryan Donnelly, Jamey Gallagher, Kris Messer, Raphael Stillings, and Rachele Lawton, Community College of Baltimore

4.E Title: Where is Faculty Safety in Student Success?

Description: Everyone says that student success is the primary goal, but what happens when students become offensive, bullying, or threatening in the classroom? Faculty often end up suffering in silence, all in the name of student success. KCC faculty offer one framework for leveraging mutual support to enact institutional change.

Presenters: Maiana Minahal and Davin Kubota, Kapi'olani Community College

Day Two of Breakout Sessions:

June 11, 2021

Breakout Session One, Day Two: *June 11, 2021, 11:20 a.m.-12:20 p.m.*

1.A Title: Findings from Research on Lesson Study: Changing Teaching Practices in Developmental Mathematics

Description: In this presentation we describe how lesson study, a model of professional development, led faculty teams at three community colleges to adopt evidence-based instructional approaches in mathematics. Drawing on qualitative data, we identify three features of lesson study that helped faculty overcome barriers to implementing new and different teaching practices.

Presenters: Susan Bickerstaff, Community College Research Center
Jacqueline Raphael, Education Northwest

1.B Title: Models of Equity: Designing a Math Corequisite Program That Works for Your Students

Description: This presentation addresses the redesign of the introductory Mathematics offerings at Mercy College. We will discuss two key equity-minded revisions to the General Education Mathematics curriculum—the elimination of a prerequisite remedial course several years ago, and a new corequisite support course scheduled for launch in the Fall 2021.

Presenters: Jeff Chang, David Wang, Charles Li, and Peter West, Mercy College

1.C Title: Increasing Agency in Community College Students Through Civic Education

Description: Faculty at the Community College of Baltimore County hope to increase a sense of student agency, both in the classroom and in their community, through a hub information and high impact lessons. Students learn to think critically and respond thoughtfully to real issues through direct action in local government.

Presenters: Nancy Murray, Community College of Baltimore County faculty; Ericka Bannister and Clarissa Cunningham Community College of Baltimore County students

1.D Title: Directed Self-Placement at UCCS: Piloting and Scaling DSP with Accelerated and Stretched Options

Description: The University of Colorado Colorado Springs piloted and scaled directed-self placement (DSP) in writing. Students choose between three courses: a traditional, accelerated, and stretched option. We review the development of DSP and pilot data. We also present our most recent placement materials including an informative video and a web-based survey.

Presenters: Phillip Haisley, University of Colorado Colorado Springs Kacey Ross, University of Colorado Colorado Springs; Emily Katseanes, University of Maryland

1.E Title: Contextual Approaches to Developmental Mathematics

Description: Let us discuss on how to Contextualize Developmental Mathematics to improve the application skills of diverse student community and thereby student success. In this presentation we will discuss our experiences in identification of problems, finding solutions with alternatives and implementation of solutions within available resources.

Presenters: Radhakrishnan Palaniswamy and Adugna Kebede, Community College of Baltimore County

Breakout Session Two, Day Two: *June 11, 2021, 12:30-1:30 p.m.*

2.A Title: No Room for Doubt: Moving Corequisite Support from Idea to Imperative

Description: Corequisite support has been demonstrated to be a better approach than traditional prerequisite remediation. This high-impact strategy consistently yields dramatic results for students passing college-level math and English courses and gaining college momentum. Scaling corequisite support addresses institutional performance gaps for equitable student outcomes that lead to increased college completion.

Presenter: Brandon Protas, Complete College America

2.B Title: From Pre-Algebra through Calculus: Developing an Accelerated Path for STEM Students

Description: The Accelerated Mathematics Program at the Community College of Baltimore County has expanded to offer students an accelerated path from pre-algebra through calculus. Participants will learn about the model and how it has progressed to meet current workforce demands for STEM employers.

Presenters: Jesse Kiefner, Danielle Truszkowski, Kate Abromaitis, Malissa Rivera, Community College of Baltimore County

2.C Title: Contesting Standard Language Ideology at the Community College: An Analysis of Writing and Literacy Instructor Attitudes

Description: Linguistic justice is an important aspect of equity in community colleges. However, pedagogy is too often informed by standard language ideology. This interactive session presents findings from a study on writing and literacy instructors' attitudes toward multiple Englishes in their classrooms. Participants will brainstorm ways to implement linguistically affirming practices.

Presenters: Christa de Kleine, Notre Dame of Maryland University, Rachele Lawton, Community College of Baltimore County

2.D Title: Placement Reform and the Non-Traditional Student: Creating a Co-requisite Course for Those Who Are Not Easily Assessed

Description: This presentation will discuss how placement reforms do not necessarily assess non-traditional students' academic skills accurately and will showcase a reading/writing co-requisite course designed for non-traditional students.

Presenters: Donna Kessler-Eng, and Minkyung Choi, Bronx Community College

2.E Title: Navigating Student Affective Filters in ALP in an Online Remote Synchronous Environment

Description: Students have faced new challenges as they have been forced to learn online. Many of our students are in college for the first time and dealing with new issues outside of school. This presentation will focus on how we can best respond to those challenges.

Presenters: Robert Miller and Fawcett Dunstan, Community College of Baltimore County

and

Title: Rethinking and Realigning Remote Learning: Reacting to Covid and Reevaluating Practices

Description: With the onset of Covid last spring and a hasty realignment to online teaching, pedagogy and practice undoubtedly were revamped. With this abrupt halt to face to face support for ALP students, instructors were forced to discover ways to not only reach students but to also

help them navigate a new way of learning. As remote instruction continued into the fall and spring semesters, new assignments and innovative tools were addressed. This presentation addresses some of the success stories as well as some of the trials and tribulations of maintaining standards typically upheld in the classroom coupled with an awareness of unexpected student struggles during a pandemic.

Presenter: Eileen Radetich, Camden Community College

2.F Title: Student Success Despite the 2020 Mess: Overcoming Non-Cognitive Variables in the Online IRW Classroom

Description: Because 2020 forced faculty and students to become online facilitators and learners, online teaching and learning has become more ubiquitous. As a result, it is important to consider students' areas of need beyond the scope of course content. In this session, the panel will facilitate an interactive conversation with workshop attendees to discuss practices for addressing non-cognitive issues in the online integrated reading, writing and thinking classroom. Participants will learn strategies that worked during the lock-down and could enhance online student success in the future.

Presenters: Lindsay Lassen, Sharon Moran Hayes, Denise Parker, Nancy Parker, Community College of Baltimore County

Breakout Session Three, Day Two: *June 11, 2021, 2:00-3:00 p.m.*

3.A Title: Onondaga Community College's Path to Eliminating Developmental Writing

Description: Our presentation will explore how OCC transitioned from a fully-scaled ALP program to completely eliminating developmental writing. We will share data that prompted this transition and discuss the steps we are taking to ensure that we maintain the level and type of support students were receiving in their co-req course.

Presenters: Matt Delconte, Malkiel Choseed, Onondaga Community College; Michael O'Connor, Onondaga Community College

3.B Title: Students Who Fail Corequisite Courses: What Do They Need?

Description: While corequisite remediation is the most successful path to credit, some students still fail corequisite courses. Data from 5,000 math and 8,000 English enrollments indicate these students have widespread academic struggles. We will discuss what we learned about students who fail corequisite courses and how we might improve their outcomes.

Presenters: Mari Watanabe-Rose, G. Michael Guy, and Dominique DiTommaso The City University of New York

3.C Title: Integrating the Cognitive and Non-cognitive: Writerly Habits for Developing the Whole Learner

Description: One of the most powerful tools students have for addressing the non-cognitive challenges they face in achieving college success is the application of the skills they are learning as writers in our composition courses. In this interactive session we explore ways that cognitive and non-cognitive skills reinforce one another.

Presenters: David Starkey, Santa Barbara City College

3.D Title: Self-Directed Placement: Access, Equity, and Interventions

Description: In this interactive session, presenters discuss how a pilot of Self-Directed Placement (SDP) transitioned into the remote landscape, went from serving 85 students to over 3,000, and had a huge impact on equity. We explore the philosophy behind SDP, connecting it to research in Educational Psychology, assessment, and curricular transformation.

Presenters: Kris Messer and Elizabeth Hart, Community College of Baltimore County

3.E Title: Teaching Above the Pandemic, Social Unrest and Political Upheaval: How to Keep a Class Afloat in the Eye of the Storm

Description: In 2020, students were asked to continue with their college careers in the midst of a global pandemic accompanied by a turbulent presidential election and the topics of racism in society. This session will focus on unpacking pedagogical obstacles during times of chaos and offer strategies for instructional support.

Presenters: Ingrid Garcia, Community College of Baltimore County

3.F Title: Contextualized College Math IBEST for Early Childhood Educators

Description: Early Childhood Education majors taught in language cohorts at Highline College complete their college mathematics requirement through a contextualized mathematics courses team taught in an I-BEST fashion. This session explains the approach with a focus on contextualized assignments and addresses benefits and challenges.

Presenters: Helen Burn, Christie Knighton, Highline College

Breakout Session Four, Day Two: *June 11, 2021, 3:10-4:10 p.m.*

4.A Title: How to Know if Your Reform Efforts are Working (Evaluation 101)

Description: Evaluation is about more than just tracking placement rates and pass rates. Come learn the basics of how to effectively evaluate your reform efforts to help you build stronger policies, programs, and practices and ensure they're working as you intend them to work.

Presenter: Dawn Coleman, Evaluation Consultant

4.B Title: Math Redesign for Student Success at a Hispanic Serving Institution

Description: An illustrative case study and recommendation based on Mercy College's bold initiative, to accelerate students' path in completing the college math requirement by removing the pre-requisite remedial course, to also address the diverse, equitable, and inclusive issues in teaching mathematics. In addition, future plan in co-requisite model and placement policy will be discussed.

Presenters: Jeff Chang, David Wang, Charles Li, Peter West, Mercy College

4.C Title: Addressing Bias, Discrimination, and Stereotype in the Classroom

Description: This session highlights research regarding the bias, discrimination, and stereotypes that students often encounter in academia and their negative impact. Participants will engage in training to help identify and address implicit biases and mitigate their effect in a supportive environment by reflecting on their own positionality.

Presenter: Danielle Aldawood, Community College of Baltimore County

4.D Title: Addressing Equity Gaps in Writing Placement: From Standardized Placement to Student-Driven Placement and Acceleration

Description: This session offers perspectives from administration, advising, and faculty on our move to self-directed placement and accelerated learning in first year writing at an open-access institution. We will share our Course Matching Survey and data showing equity gains in first year writing success.

Presenters: Carrie Aldrich, Claudia Lampman, and Valerie Robideaux, University of Alaska Anchorage

4.E Title: Saying No to Burnout and Emotional Overwork

Description: After the pandemic heightened demands for tech fluency, after greater exposure to pandemic mental health challenges, and on top of already existing expectations to ensure student success, faculty burnout has surged. This presentation will explore rubrics, teaching strategies, and web tools for sustainable pedagogy frameworks that humanely re-define academic success.

Presenter: Maiana Minahal, Kapi'olani Community College

