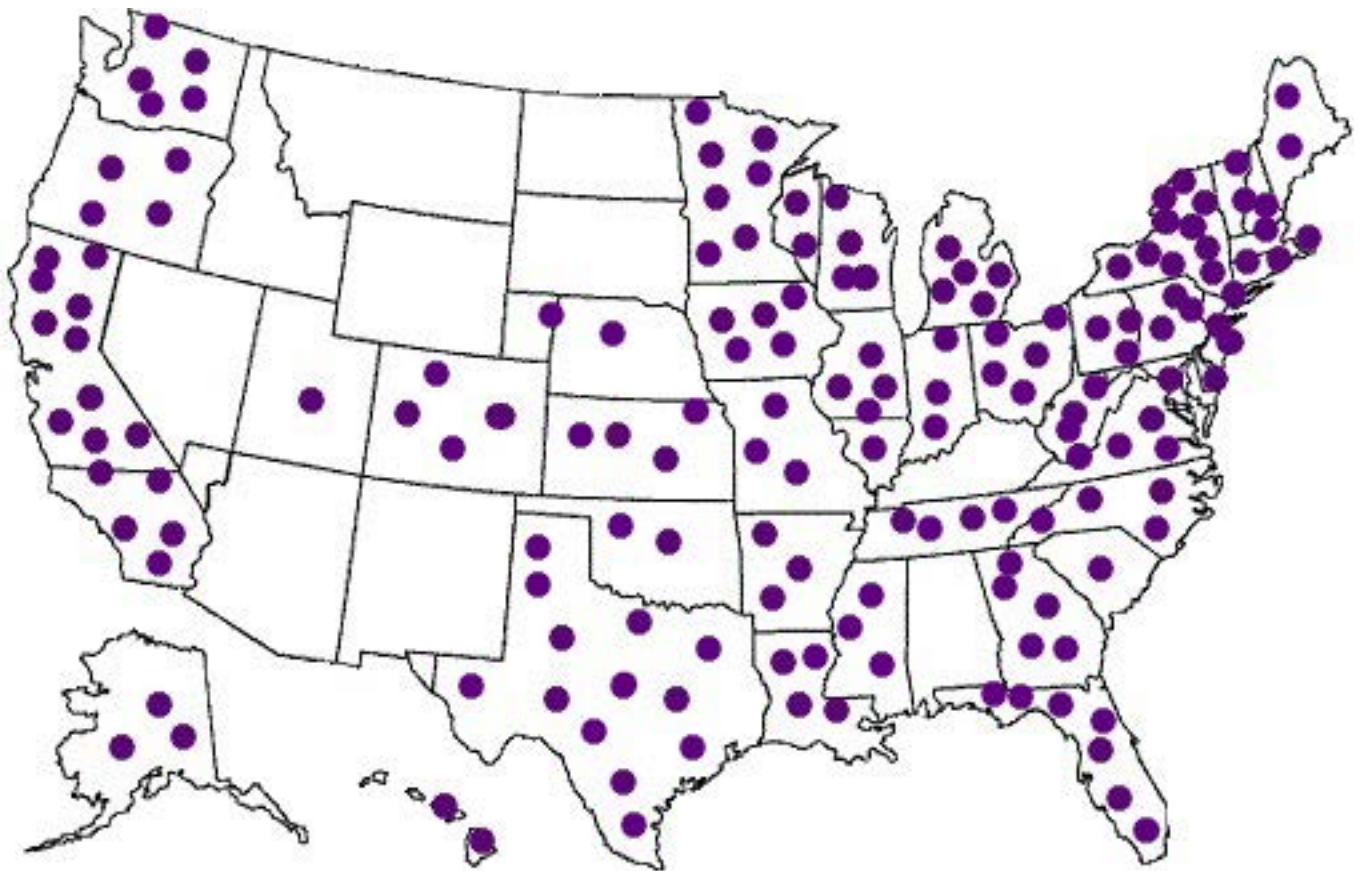


THE NATIONAL CONFERENCE ON ACCELERATION IN DEVELOPMENTAL EDUCATION 2021

Thursday, June 10 and Friday, June 11, 2021



We are pleased to host so many colleagues from across the country. The dots represent presenters and attendees!

GREETINGS FROM THE PROGRAM CHAIRS

We warmly welcome you to the 2021 Conference on Acceleration in Developmental Education (CADE)!

This is our first ever virtual conference, and while we regret that the COVID pandemic prevented us from holding the conference in Annapolis, Maryland, we are excited about the opportunities of holding an innovative virtual conference.

Over the past 13 years, the Accelerated Learning Program (ALP) has made tremendous contributions in research, teaching and practice, resulting in impacts in approaches to teaching our talented students. We have an exciting program at this conference that will allow attendees to celebrate our past accomplishments, renew and extend our networks, and jointly explore current and future research directions. We have break-out sessions that focus on co-requisite models of Composition, IRW, ESL, and Math through all stages of implementation, pandemic pedagogy, online learning pedagogy and practices, placement reform and equity-based initiatives, instructional strategies and systemic changes aimed at addressing non-cognitive challenges.

While virtual CADE won't look exactly how we've experienced past CADE events, we are excited that this virtual platform will bring us together as a scholarly community. We are thrilled to see that this virtual platform has created opportunities for presenters and conference attendees to come from all over the United States. Additionally, our virtual conference has provided opportunities for student involvement at a deeper level, where students will co-present with their professors in break-out sessions. As many of us know, CADE has always provided opportunities for networking. We have incorporated two "Just for Fun" social activities, where we hope to see many of you join in on a mocktail/cocktail mixology lesson on Thursday afternoon and yoga on Friday morning.

To put a conference of this magnitude together is no small task. To that end, we want to thank President Kurtinitis, Provost Martinez, and Dean Walker, the Community College of Baltimore County's leadership team, for their ongoing CADE and ALP support. Additionally, Lauren Wenzel has assisted us throughout the planning of CADE, and we never could have pulled this conference off without her!

Haleh Azimi and Elsbeth Mantler

Conference on Acceleration in Developmental Education, Chairs
The Accelerated Learning Program, Co-Directors



Haleh Azimi



Elsbeth Mantler

For more information contact:

Elsbeth Mantler: emantler@ccbcmd.edu or Haleh Azimi: hazimi@ccbcmd.edu
Follow live conference tweets [@ALPdeved](https://twitter.com/ALPdeved)

alp-deved.org

CONFERENCE LOGISTICS

June 10th 10-5 PM EST | June 11th 9-4:25 PM EST

What time zone are the hours? Times for all sessions are Eastern Time (EST).

Where do I find the links to the break-out sessions? The CADE break-out sessions are available on the conference program and in the “Virtual Conference on Acceleration in Developmental Education (CADE) 2021” Team. There are Microsoft Teams meeting links and phone numbers for each of the break-out sessions.

How do I navigate the break-out sessions? The break-out sessions are organized according to blocks of time, and there are between five and six break-out sessions per time frame. The Schedule at a Glance and the “Virtual Conference on Acceleration in Developmental Education (CADE) 2021 Team” provide an overview of the timeframes. The CADE 2021 program and conference Team provide descriptions of each of the breakout sessions, list the presenters, and the links and phone numbers to join the breakout sessions.

TECHNOLOGY SUPPORT

Contact Alexis Brown at abrown9@ccbcmd.edu if you have issues accessing Teams.

Click on the following link for technology support:

VIRTUAL PLATFORM

What is the virtual platform for CADE? We will be using Microsoft Teams as our virtual platform.

Can I ask the keynote speakers questions during their Teams Live presentations? Yes! You are welcome to ask questions throughout the Teams Live keynote addresses. The Microsoft Teams Live “chat” will be enabled throughout the two keynote addresses, and there will be a facilitator in both keynote addresses to assist with the Live Q&A sessions. All microphones and cameras will be disabled for the welcome and keynote addresses.

Can I ask the breakout presenters questions during their Teams presentations? Yes, of course! You will be asked to mute your microphones and cameras at the start of each break-out session, but most sessions will offer time for Q&A. These Q&A sessions will occur where participants use the text chat to ask questions, or they can turn on their microphones and cameras to verbally ask questions. Microsoft Teams has features where participants can “raise hands” during the break-out sessions. This feature enables the presenters and/or facilitators to call on participants when they raise their hands. It is also useful because the raise hand feature makes it so that participants do not interrupt presenters.

Will I be on camera during the break-out sessions as an attendee? No. In fact, you will be asked to mute your cameras and microphones at the start of each break-out session to help prevent feedback and background noises. Some presentations will ask attendees to participate in sessions that will request attendees to unmute their microphones and videos. Of course, this is not a requirement, so please feel free to keep your camera off and your microphone on mute throughout each session.

Will the conference sessions and keynote addresses be recorded? Yes. We want to make sure that each session is recorded so that conference attendees can view sessions that they did not attend due to attendance at other sessions. CCBC faculty and staff will assist to ensure that each session is recorded.

JUST FOR FUN!

How do I network during Virtual CADE? While this year's conference is different since we are meeting virtually, we have embedded two social events to maintain comradery and networking opportunities that we have always had with our in-person events.

Thursday, June 10, 4:20-5 PM

Mixology Lesson

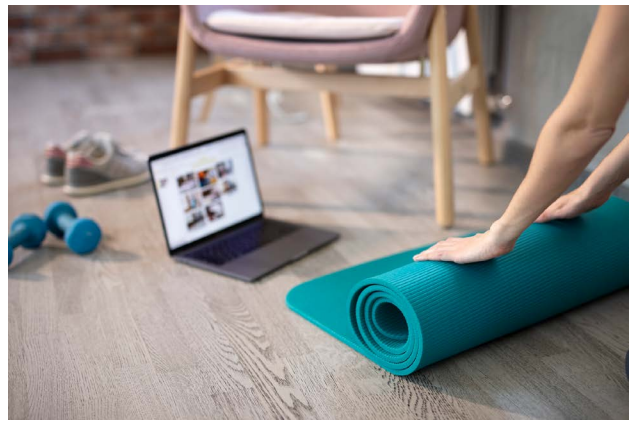
Make your own mocktails and cocktails with Maureen Quinn "Quinn", Tap Room Manager, Union Craft Brewing



Friday, June 11, 9-9:45 AM

Morning Yoga Session

With Lakshmi Rajkumar, Instructor of Mathematics, Community College of Baltimore County



DR. APRIL BAKER-BELL

Dr. April Baker-Bell is a transdisciplinary teacher-researcher-activist and Associate Professor of Language, Literacy, and English Education in the Department of English and Department of African American and African Studies. A national leader in conversations on Black language education, her research interrogates the intersections of Black language and literacies, anti-Black racism, and antiracist pedagogies, and is concerned with antiracist writing, critical media literacies, Black feminist-womanist storytelling, and self-preservation for Black women in academia, with an emphasis on early career Black women.

Baker-Bell's book, *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*, brings together theory, research, and practice to dismantle Anti-Black Linguistic Racism (a term Baker-Bell coined) and white linguistic supremacy. The book provides ethnographic snapshots of how Black students navigate and negotiate their linguistic and racial identities across multiple contexts, and it captures what Antiracist Black Language Pedagogy looks like in community with Black youth. *Linguistic Justice* features a range of multimodal examples and practices through instructional maps, charts, artwork, and stories that reflect the urgent need for antiracist language pedagogies in our current social and political climate.

Baker-Bell is the recipient of many awards and fellowships, including the 2019 Michigan State University Alumni Award for Innovation & Leadership in Teaching and Learning, the 2018 AERA Language and Social Processes Early Career Scholar Award, the Literacy Research Association's STAR fellowship, and the National Council of Teachers of English (NCTE) Cultivating New Voices among Scholars of Color fellowship. Baker-Bell's research has been published in *The Journal of Language and Literacy Education* (JOLLE), *English Education*, *The Journal of Literacy Research* (JLR), *The Journal of International Review of Qualitative Research*, and *Theory into Practice*.



Dr. April Baker-Bell

DR. JESSICA BRATHWAITE

Dr. Jessica Brathwaite conducts qualitative and quantitative research on system and statewide developmental education and ESL reform, postsecondary achievement gaps, and students' transition to college.

Brathwaite holds a PhD in sociology from Temple University. She holds a BA in sociology from CUNY Hunter College and an MA in sociology from Temple University. Her dissertation focuses on New York City high schools during former Mayor Bloomberg's administration and asks: How has inequality between schools in socioeconomic status, racial composition, and graduation rates changed during this reform era? Brathwaite has taught sociology of organizations at CUNY Hunter College and a research methods course in the graduate program in international affairs at The New School.

Brathwaite's primary research interests include urban school reform, inequality, education policy, and postsecondary access and success. She is also interested in exploring race and class as they relate to her primary research interests.



Dr. Jessica Brathwaite

ERICKA BANNISTER

Student, Community College of Baltimore County, CADE presenter and recipient of the Outstanding Achievement in ALP Student Award:

I received my high school diploma in Baltimore City Public Schools in 2005, and after high school I joined the Baltimore Police Department (BDP). I left after 2 years and currently work for the State of Maryland Transportation. My daily quote to myself is I'm just being myself. Before Covid, I enjoy feeding the homeless, visiting the elder (I like to call them season), and building my community. Helping others build a strong relationship with self is my goal. I will do this with my future mental health career. Having a mother who is mentally challenged and addicted to drugs was very hard for me, so I found love somewhere else which caused me to be a teen mom. I know what unhealthy living areas can do to a person. I just want to encourage all ages that anything is possible, it's not easy, but it's possible.



Ericka Bannister

CLAIRISSA CUNNINGHAM

Student, The Community College of Baltimore County, CADE presenter



Thea Khuon

THEA KHUON

Student, The Community College of Baltimore County, CADE presenter

I came from Cambodia to the United States in 2017. This is my second year at CCBC. I am studying Accounting. I enjoy cooking, traveling, and playing board games.



Bhoj Raj Pandey

BHOJ RAJ PANDEY

Student, The Community College of Baltimore County, CADE presenter

My name is Bhoj Raj Pandey. I am originally from Nepal. I have been in the USA since 2018. My future goal is to become a software engineer and help the people who live in a remote area in our native country, Nepal.

DURGA ACHARYA POUDEL

Student, The Community College of Baltimore County, CADE presenter

My interests are watching movies, swimming and spending time with my friends and family. My goal is to become nurse because I want to do social work through giving support to those people who can't afford for their medical treatment. I also want to do free service treatment project in remote areas in Nepal to provide them health supports.



Durga Acharya Poudel

YANFEIH WU

Student, The Community College of Baltimore County, CADE presenter



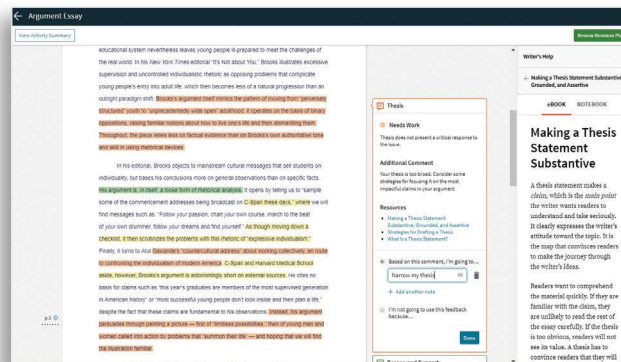
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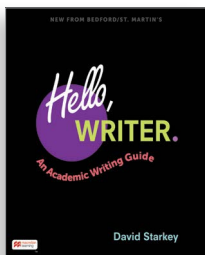
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Teaching a corequisite composition or ALP course?

Available Fall 2021 for Spring 2022 courses



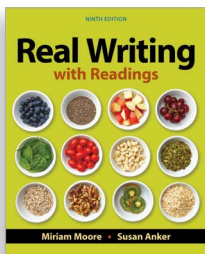
HELLO, WRITER
An Academic Writing Guide
First Edition ©2022
David Starkey
With Achieve



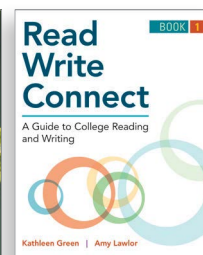
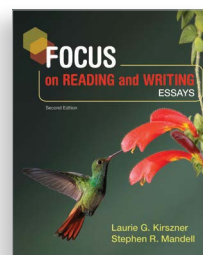
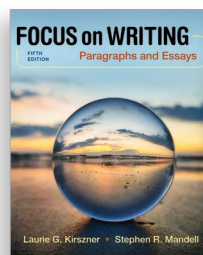
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WITH READINGS
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Pair **Achieve for Readers and Writers** with any of our other Developmental English texts for a robust, cost-effective course solution that supports your students at every level.

Corequisite Composition Summer Camp is June 22-24!

Email amy.haines@macmillan.com for more information about this professional learning event.

CADE 2021 PROGRAM

Schedule at a Glance

All times are EST. There are Microsoft Teams meeting links and phone numbers for each of the break-out sessions.

THURSDAY, JUNE 10, 2021

Time	Event
10–10:15 a.m.	Welcome: <i>Dr. Sandra Kurtinitis, CCBC President</i>
10:15–11:15 a.m.	Plenary Speaker: <i>Dr. April Baker-Bell</i>
11:20 a.m.–12:20 p.m.	Breakout Session 1
12:30–1:30 p.m.	Breakout Session 2
1:30–2 p.m.	LUNCH
2–3 p.m.	Breakout Session 3
3:10–4:10 p.m.	Breakout Session 4
4:20–5 p.m.	Mixology Lesson: Make your own mocktails and cocktails

FRIDAY, JUNE 11, 2021

Time	Event
9–9:45 a.m.	Morning Yoga Session with <i>Lakshmi Rajkumar</i>
10–10:15 a.m.	Welcome: <i>Dr. Joaquin Martinez, CCBC Provost and Vice President of Instruction</i>
10:15–11:15 a.m.	Plenary Speaker: <i>Dr. Jessica Brathwaite</i>
11:20 a.m.–12:20 p.m.	Breakout Session 1
12:30–1:30 p.m.	Breakout Session 2
1:30–2 p.m.	LUNCH
2–3 p.m.	Breakout Session 3
3:10–4:10 p.m.	Breakout Session 4
4:15–4:25 p.m.	Closing Remarks

TEAMS Breakout Sessions: In order to attend the TEAMS Breakout Session of your choice, please click on the TEAMS link or call in using the Call-In information provided below. All times are EST.

WELCOME AND KEYNOTE

10–11:15 a.m.

Dr. Sandra Kurtinitis, CCBC President
Dr. April Baker-Bell

BREAKOUT SESSION ONE

11:20 a.m. – 12:20 p.m.

1.A 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

Phone call-in: +1 443-961-1495, 98473886#

1.B 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

Phone call-in: +1 443-961-1495, 984489217#

1.C 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

Phone call-in: +1 443-961-1495, 132555429#

1.D 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

Phone call-in: +1 443-961-1495,,534486001#

1.E 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 design similar reflective activities for culturally responsive teaching in their own contexts.

Presenter: Francie Woodford, Community College of Philadelphia

Phone call-in: +1 443-961-1495,,528527520#

BREAKOUT SESSION TWO

12:30–1:30 p.m.

2.A 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 (RWVPs), that makes such integration more natural and more effective.

Presenter: Peter Adams, Community College of Baltimore Count

Phone call-in: +1 443-961-1495,,587118084#

2.B 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

Phone call-in: +1 443-961-1495,,67727231#

2.C 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

Phone call-in: +1 443-961-1495,,828073753#

2.D 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

Phone call-in: +1 443-961-1495,,901977979#

2.E 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

Phone call-in: +1 443-961-1495,,840187991#

2.F 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; Thea Khuon, Yanfeih Wu, Durga Acharya Poudel, and Bhoj Raj Pandey, Community College of Baltimore County students

Phone call-in: +1 443-961-1495,,37381433#

BREAKOUT SESSION THREE

2–3 p.m.

3.A Revolution Education: Celebrating Black Lives 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/African American narratives in college curricula. These revelations provide a rare opportunity for educators to engage in heartfelt reflection about the trauma of exclusion and envision curricula that celebrate African/African American genius and innovation. Participants will leave this session with insights and tools that empower them to empower African American students and minimize their historic invisibility.

Presenter: Rosalind R. Dawson, Madison Area Technical College

Phone call-in: +1 443-961-1495,,878406143#

3.B 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

Phone call-in: +1 443-961-1495,,613536715#

3.C 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

Phone call-in: +1 443-961-1495,,666680815#

3.D 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

Phone call-in: +1 443-961-1495,,412570111#

3.E 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 University of Central Arkansas and J. Bradley Minnick, University of Arkansas at Little Rock

Phone call-in: +1 443-961-1495,,291050207#

BREAKOUT SESSION FOUR

3:10–4:10 p.m.

4.A 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

Phone call-in: +1 443-961-1495,,61533129#

4.B 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

Phone call-in: +1 443-961-1495,,149295559#

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

Description: Our multi-phase, IRB-approved study seek 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

Phone call-in: +1 443-961-1495,,345731590#

4.D 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

Phone call-in: +1 443-961-1495,,666881484#

4.E 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

Phone call-in: +1 443-961-1495,,320170235#

JUST FOR FUN

4:20–5 p.m.

Mixology Lesson

Make your own mocktail and cocktail with Maureen Quinn "Quinn," Tap Room Manager, Union Craft Brewing, Baltimore MD

Phone call-in: +1 443-961-1495,,973705400#

JUST FOR FUN

9–9:45 a.m.

Morning Yoga Session

With Lakshmi Rajkumar! Instructor of Mathematics, Community College of Baltimore County

Phone call-in: +1 443-961-1495,,728282323#

WELCOME AND KEYNOTE

10–11:15 a.m.

Dr. Joaquin Martinez, CCBC Provost and Vice President of Instruction

Dr. Jessica Brathwaite

BREAKOUT SESSION ONE

11:20 a.m. – 12:20 p.m.

1.A 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 and Jacqueline Raphael, Education Northwest

Phone call-in: +1 443-961-1495,,851156956#

1.B Models of Equity: Designing a Math Co-requisite 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

Phone call-in: +1 443-961-1495,,659716376#

1.C 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

Phone call-in: +1 443-961-1495,,893623614#

1.D 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

Phone call-in: +1 443-961-1495,,107530143#

1.E 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

Phone call-in: +1 443-961-1495,,423951949#

BREAKOUT SESSION TWO

12:30–1:30 p.m.

2.A 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

Phone call-in: +1 443-961-1495,,212519812#

2.B 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

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2.C 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 Englishers 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

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2.D 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

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2.E (Split Session) 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

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2.E (Split Session) 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

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2.F. 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

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BREAKOUT SESSION THREE

2-3 p.m.

3.A 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 and Malkiel Choseed, Onondaga Community College; Michael O'Connor, Onondaga Community College

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3.B Students Who Fail Co-requisite 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

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3.C 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

Phone call-in: +1 443-961-1495,,174899554#

3.D 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

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3.E 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

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3.F 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 IBEST fashion. This session explains the approach with a focus on contextualized assignments and addresses benefits and challenges.

Presenters: Helen Burn, Christie Knighton, Highline College

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BREAKOUT SESSION FOUR

3:10–4:10 p.m.

4.A 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

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4.B 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

Phone call-in: +1 443-961-1495,,96844715#

4.C 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

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4.D 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

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4.E **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

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CLOSING REMARKS

4:15–4:25 p.m.

Haleh Azimi and Elsbeth Mantler

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FACILITATORS

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Sarah Barnhardt, Associate Professor of English Speakers of Other Languages, The Community College of Baltimore County
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Monica Walker, Interim Dean of School of Writing, Literacy & Languages, The Community College of Baltimore County

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Matt Rondeau, Manager of Support Center Operations, The Community College of Baltimore County
Joni Thorne, Administrative Support Assistant III, The Community College of Baltimore County
Lauren Wenzel, Accelerated Learning Program Administrative Assistant, The Community College of Baltimore County

JUST FOR FUN!

Maureen Quinn “Quinn”, Tap Room Manager, Union Craft Brewing
Lakshmi Rajkumar, Instructor of Mathematics, The Community College of Baltimore County

PROGRAM

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Regina Smith, Coordinator of Marketing, The Community College of Baltimore County
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