

THE NATIONAL CONFERENCE ON ACCELERATION IN DEVELOPMENTAL EDUCATION 2023

Thursday, June 8 and Friday, June 9, 2023



GREETINGS FROM THE PROGRAM CHAIRS

Dear Conference on Acceleration in Developmental Education attendees:

We are excited for you to join us for the 15th National Conference on Acceleration in Developmental Education (CADE)!

Our conference is situated in the ongoing work it takes to lead reform efforts in the field of developmental education, featuring corequisite models, such as The Accelerated Learning Program (ALP). We are grateful that the Community College of Baltimore County (CCBC) provided Professor Emeritus, Peter Adams, the opportunity to institutionalize ALP at CCBC over a decade ago because this work has had a great impact on transforming the lives of students at CCBC and ultimately across the country, where many institutions have implemented ALP. Since this innovation, entire states have since recognized the need for full corequisite implementation in place of traditional developmental course sequences.

While corequisite implementation is a piece of the puzzle to assist with developmental education reform, it is important to acknowledge that reform cannot occur in isolation. Because of this, you will see that the focus of National CADE 2023 will be: corequisite models at different points of implementation, both in state/system wide adoptions and at institutional levels; curricular practices in English, ESL, and Math and within a variety of modalities; placement reform and anti-racist assessment practices; data practices in developmental education reform movements; and equity. These featured topics will be addressed through many unique and innovative lenses, and our presenters will share their knowledge, experiences, and expertise virtually.

Throughout the conference, we are excited to use Zoom Events as our virtual platform to host. At the end of May, we will release the "CADE Technology Reference Guide" which will contain the link to access the conference and information for the technical aspects of the event.

We are thrilled to once again host this national convening of dedicated, student-focused educators from across the country!

Sincerely,

Haleh Azimi and Elsbeth Mantler

CADE, Co-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 8th, 10 a.m.–4:10 p.m. EST | June 9th, 10 a.m.–4:20 p.m. EST

What time zone are the hours?

Times for all sessions are Eastern Time (EST).

VIRTUAL PLATFORM

What is the virtual platform for CADE 2023?

We will be using Zoom Events as our virtual platform. We will send the “CADE Technology Reference Guide” which will contain the access link to the conference. This will help with questions regarding the virtual platform to all registered attendees at the end of May.

LET’S CONNECT

Become a part of the ongoing dialogue around CADE 2023.

To tweet during the conference: #CADECCBC2023 on Twitter @ALPdeved or on Facebook: Facebook/alp.news

SURVEYS

We’d love your feedback! Please complete this anonymous survey by June 16th to share your feedback regarding CADE 2023.

TAKE THE CONFERENCE SURVEY

Sam Houston State University Research Study: Voluntary Survey

Dr. Nara Martirosyan and Dr. Patrick Saxon invite you to participate in a study of developmental education and corequisite courses. The purpose is to propose research topics and questions to guide scholars and graduate students in their efforts to contribute to the research base and improve practice in our field. In other words, what do you believe are the most important areas that we should be examining in our research on developmental education and corequisite courses? Your responses will be used for research purposes only. They plan to publish the results of the study, but participant identity will always remain confidential. Your participation is valuable and important in this work. The survey is brief and should take no more than 5–10 minutes to complete. Thank you for your consideration. Should you have questions, please contact Nara Martirosyan at nxm021@shsu.edu.

TAKE THE SURVEY

DR. NIKKI EDGECOMBE

Dr. Nikki Edgecombe is a senior research scholar at the Community College Research Center (CCRC) and a research professor in the Education Policy and Social Analysis Department at Teachers College, Columbia University. She conducts research on developmental education, English learners, teaching and learning, faculty development, higher education finance and workforce development, among other topics. Edgecombe is the principal investigator for the Center for the Analysis of Postsecondary Readiness (CAPR) and a co-principal investigator for the Postsecondary Teaching with Technology Collaborative, both U.S. Department of Education Institute of Education Sciences (IES)-funded research and development centers.

Edgecombe oversees CCRC's research portfolio on developmental education, which, in addition to CAPR, has in recent years included a mixed-methods study of developmental English reform and English as a Second Language in three states and the implementation portion of the MDRC-led IES evaluation of CUNY Start. She also studies and writes about education equity and wrote "Demography as Opportunity," a chapter in the 2019 edited volume *Thirteen Ideas That Are Transforming the Community College World*.

Edgecombe holds a PhD and a MEd in Education from the University of Pennsylvania and a BA in Urban Studies–Economics from Columbia University.



Dr. Nikki Edgecombe

DR. DHANFU E. ELSTON

Dr. Dhanfu E. Elston (pronounced: dah-NEE-foo) serves as Complete College America's Chief of Staff and Senior Vice President for Strategy where he leads internal operations and strategic efforts to advance the organization's vision of creating a more effective, equitable, and student-centered higher education system. In addition to managing CCA's national external partnerships, he has led CCA's guided pathways initiatives, Purpose First career alignment strategy, 15 To Finish national campaign, and scaling standards to close institutional performance and equity gaps. Elston has also coordinated relationships with Governor's Offices, higher education state-wide systems, and national partners in their college completion efforts. He launched a national initiative with the Thurgood Marshall College Fund to amplify completion efforts at Historically Black Colleges and Universities and minority-serving institutions. Across his higher education career in academic and student affairs, Elston has created, implemented, and been a proponent of comprehensive success and retention programs that have garnered national attention. He has been recognized as a champion of college completion policy initiatives at institutions that educate highly diverse and underrepresented student populations.

Prior to his current role with CCA, Dr. Elston held the position of Executive Director of Student Success and Transition at Purdue University Calumet. Under Elston's leadership, Purdue Calumet (now Purdue Northwest) experienced exponential gains in first-year retention, graduation rates, and enrolled credit hours. In addition, enhancements made to campus-wide academic advisement processes led to the receipt of the EAB's inaugural Data-Driven Impact Award for utilization of predictive analytics.

Elston has also served Georgia State University, which is nationally recognized as a model for collegiate academic success, as the Faculty Assistant Director for Undergraduate Studies. Earlier in his career, he held positions in Student Affairs and Enrollment Management at Georgia State and Clark Atlanta University where he led Greek Life, student activities, and leadership development functional areas. During his tenure at each institution, Dr. Elston held faculty appointments and was responsible for teaching and the development of first-year experience course curricula.

Dr. Elston earned a Ph.D. in Educational Policy Studies from Georgia State University where he conducted research in student retention, intercultural relations, learning communities, leadership development, and Historically Black Colleges and Universities. He earned both an M.A. in Educational Leadership and B.S. in Biology from Clark Atlanta University.

Elston is a member of and has held leadership roles in numerous professional associations, including Association of Fraternal & Leadership Values (Board Member), Southern Center for Broadening Participation in STEM, NASPA – Student Affairs Administrators in Higher Education (former Chairperson of the African American Knowledge Community), NACADA: The Global Community for Academic Advising, LeaderShape, Inc., Golden Key International Honour Society, and Omicron Delta Kappa National Leadership Honor Society. He is a Life Member of Alpha Phi Alpha Fraternity, Inc.



Dr. Dhanfu E. Elston

FEATURED STUDENT PARTICIPANTS

This year, students are involved in the conference in multiple ways. On Day 1, 2–3 p.m., we have a featured “Corequisite Roundtable: Student Voices, Student Perspectives,” which will provide an opportunity for attendees to ask community college students questions about their experiences in the corequisite landscape.



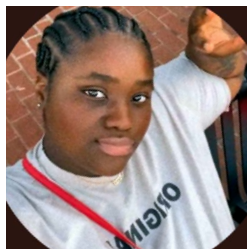
Miranda Attman



Malik Sanwal Hussain



Cody Phillips



Shyasia Smith

Students will also be featured in multiple breakout sessions.

Day 1, 2.C. Teaching Writing at the Dawn of Artificial Intelligence

Description: Faculty asked Chat GPT to create a college level compositional teaching unit that they then taught in four Composition I classrooms affecting approximately 52 students. The students involved were surveyed for their impressions about their learning, evidence of their comprehension, and sense of pride in their final product. Using student testimonials and survey results, the faculty will share the unit, discuss their experience teaching it, and offer suggestions on possible approaches to AI that focus on the potential for innovative thinking. Students will include: Uriel Smith and Andrew Thomas.

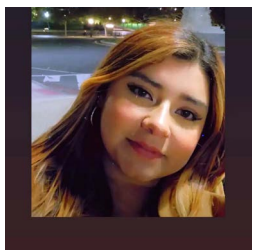


Uriel Smith

Day 2, 1.D. “Breathe and Let the Negativity Go: Student Thoughts on Mindfulness” will feature a discussion with students about mindfulness in the accelerated classroom at the Community College of Baltimore County. Students will include: Vanessa Bouh, Diamond Branch, Leeha Chhantyal, and Mampu Colmenares.



Diamond Branch



Mampu Colmenares



Leeha Chhantyal

Day 2, 2.F. "Reflections on Course-Based Undergraduate Research Experiences (CURE) in English 1 ALP" will include student involvement with students from Madison Area Technical College. Students will include: Precilia Dahn, Fritz Woodruff, Wayne McMillen, and Yael Plazola.



Precilia Dahn



Fritz Woodruff



Wayne McMillen



Yael Plazola

STUDENT ACCOLADES

Students across the Community College of Baltimore County are honored as recipients of "The Outstanding Achievement in the Accelerated Learning Program (ALP) Student Award" each academic year. This prestigious student award is faculty nominated, and one student per CCBC campus location can be identified as its recipient. ALP leadership review faculty nominations, and the named recipients are students who demonstrate critical thinking, contribute to their classroom community, display openness to learning and community building, push through cognitive and non-cognitive challenges, grow academically, demonstrate leadership in the classroom, excel in collaborative discourse, show willingness to think deeply, and take initiative.

This year's Outstanding Achievement in ALP Student Award recipients include Brittany Ballard, Chris Chukwukadibia Eze and Malcolm Hampton, CCBC.



Brittany Ballard



Chris Chukwukadibia
Eze



Malcolm Hampton



Bedford/St. Martin's Supports Corequisite Courses



New!

With Achieve

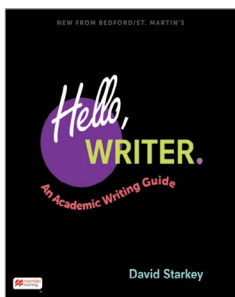
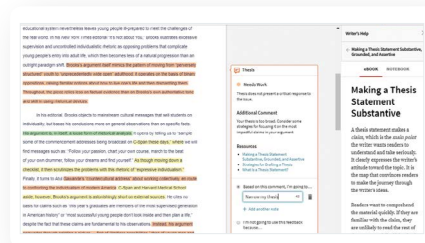
Now available
from Peter Adams!

The Hub

A Place for Reading
and Writing

Second Edition | ©2023

Available in Achieve, e-book,
and print formats.



Hello, Writer!

An Academic Writing Guide

David Starkey

First Edition | ©2022

Available in Achieve, e-book,
and print formats.

With Achieve

For writing instructors and students of all levels, featuring a robust e-book, diagnostics with personalized study plans, and writing tools for drafting, peer review, plagiarism avoidance, reflection, and revision.

Achieve for Readers and Writers

A full-course solution offering a personalized learning experience for every student.

Achieve Concurrent Access



For all Bedford Composition and Developmental English courses in Achieve

- **EASY REGISTRATION**—students enroll in both the main course *and* the corequisite section with one code.
- **PAY ONCE**—no additional fees for the corequisite section.
- **READY TO GO**—in most cases, no further action is required for the instructor.

Professional Development Services

To help you achieve your teaching goals, we offer workshops, writing symposia, an annual Corequisite Camp, author visits, and technology training. For more about these resources and all we have to offer for the corequisite course, visit macmillanlearning.com/cade2023.



CADE 2023 SCHEDULE AT A GLANCE

All times are EST and via Zoom

THURSDAY, JUNE 8, 2023

Time	Event
10–10:15 a.m.	Welcome: Dr. Sandra Kurtinitis, CCBC President
10:15–11:15 a.m.	Plenary Speaker: Dr. Nikki Edgecombe
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.	Corequisite Roundtable: Student Voices, Student Perspectives
3:10–4:10 p.m.	Breakout Session 3

FRIDAY, JUNE 9, 2023

Time	Event
10–10:15 a.m.	Welcome: Dr. Joaquin Martinez, CCBC Provost and Vice President of Instruction
10:15–11:15 a.m.	Plenary Speaker: Dr. Dhanfu Elston
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.	CADE Corners: Regional Roundtable
3:10–4:10 p.m.	Breakout Session 3
4:15–4:20 p.m.	Closing Remarks

WELCOME AND KEYNOTE

10–11:15 a.m.

Dr. Nikki Edgecombe

BREAKOUT SESSION ONE

11:20 a.m. – 12:20 p.m.

1.A. What We Know: Research into Co-requisite Models

Description: This presentation will be a survey of what current research suggests about the effectiveness of co-requisite developmental education generally and about the strengths and weaknesses of various models.

Presenter: Peter Adams, Emeritus, Community College of Baltimore County

1.B. Beyond Math and English: Engaging the Campus Community in Developmental Education Reform

Description: Developmental education reform is a critical issue for everyone on campus to care about, as it impacts student success and institutional outcomes. The presentation will offer strategies for making the message of developmental education reform more accessible to a broad audience beyond the Math and English departments, including tips for framing the issue, utilizing data and evidence, and engaging stakeholders in meaningful dialogue.

Presenter: Michele Kelly, Schoolcraft College

1.C. Hyflex Learning: Learner Choice in a Composition Classroom

Description: This presentation reflects upon the experiences of a writing instructor, who taught a developmental writing course in the Hyflex modality during the Spring 2023 semester. The presenter will examine the impact of giving students agency over when to attend class—whether in person, synchronously, or asynchronously.

Presenter: Rachel Rigolino, SUNY New Paltz

1.D. Directed Self-Placement 3.0: An Anti-racist Assessment and Revision of our DSP Tool Ten Years Later

Description: More ethical placement practices go hand-in-hand with co-requisite options as we destigmatize courses, learning, and most importantly, our students. The presenters share insights regarding the DSP tool for English placement, developed more than 10 years ago, and the more recent assessment and revision of this tool through an anti-racist lens.

Presenters: Lomasi Marshall and Wendy Swyt, Highline College

1.E. Flippin' Fun: Strategies to Create Engagement, Belonging, and Success in Any Classroom

Description: Discover how easy it is to convert lessons into flipped, interactive videos, games, and activities that engage students and build community and connection with campus resources both synchronously and asynchronously all while increasing student success. Attendees should come prepared to interact and engage in non-stop fun!

Presenter: Kristin Sericati, Northeast Wisconsin Technical College

1.F. The Weary Blues: (re)Defining the Asynchronous Tune

Description: This session will cover three of the major concerns/roadblocks to success in the asynchronous classroom through current literature and pedagogy. This session will cover students' perceptions of online learning and their perspective of online teaching., and how new pedagogy can evolve to meet the students we are teaching.

Presenters: Joseph Buckley, Elizabeth Feltey, Carol McCarthy and Audra Rouse, Delgado Community College

BREAKOUT SESSION TWO

12:30–1:30 p.m.

2.A. Transformation in Progress: How One Large Community College Is Transforming Its Reading & Writing Curriculum

Description: This session will provide an overview of the comprehensive developmental reading and writing reform taking place at Delgado Community College in New Orleans. Both administrative insight and faculty experiences will be highlighted, providing the audience with large scale implementation strategies as well as best practices from the classroom.

Presenters: Emily Cosper, Sarah Inman, and Carol McCarthy, Delgado Community College

2.B. STEM is the New Black: The New Basic Skills Sequence: Precalculus and College Algebra for STEM and Business Students

Description: Postsecondary remediation reform has focused on below college level courses. California's reforms based in part on Multiple Measures Assessment Project (MMAP) research are now focused on college level calculus prerequisites. This session presents new research on various college level math sequences and their relation to success and equity.

Presenters: Terrence Willett, RP Group, Cabrillo College; Craig Hayward, RP Group, Bakersfield College

Student Session

2.C. Teaching Writing at the Dawn of Artificial Intelligence

Description: Faculty asked Chat GPT to create a college level compositional teaching unit that they then taught in four Composition I classrooms affecting approximately 52 students. The students involved were surveyed for their impressions about their learning, evidence of their comprehension, and sense of pride in their final product. Using student testimonials and survey results, the faculty will share the unit, discuss their experience teaching it, and offer suggestions on possible approaches to AI that focus on the potential for innovative thinking.

Presenters: Nancy Murray and Jay Trucker, Community College of Baltimore County; Uriel Smith, Student; Andrew Thomas, Student, Community College of Baltimore County

2.D. 'The Time Passed Has Intensified the Injury' — White Language Supremacy, White Body Supremacy, and Anti-racist Pedagogy in Accelerated Learning

Description: What needs more attention at this point in ALP work, is our curriculum, specifically the anti-racist tenets or lack thereof of ALP curriculum. The limited lit review and discussion I offer below attempts to address this by exploring College Composition and Communication's (CCC) June 2020 Statement demanding an end to White Language Supremacy in college comp classes by holding that work in conversation with Resmaa Menakem's "My Grandmother's Hands," and therefore drawing anti-racist pedagogies more intentionally into the work of ALP.

Presenter: Kathleen Sheerin DeVore, Minneapolis Community and Technical College

2.E. Corequisite Basics

Description: The co-directors of the Accelerated Learning Program (ALP) will provide a comprehensive overview of ALP. They will present a rationale for institutionalizing corequisite programs by presenting longitudinal data, and they will share practical teaching practices that encompass the general components of successfully implementing curricular materials for Composition courses utilizing an Integrated Reading Writing (IRW) approach.

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

2.F. Multimodal Composition in IRW Courses

Description: Multimodal composition is a rhetorical art, more relevant than ever in today's IRW courses – fertile ground for emergent composing practices and how they can impact diverse audiences and argumentation strategies in different contexts.

Presenter: Ari Zeiger, Delgado Community College

Student Session

COREQUISITE ROUNDTABLE: STUDENT VOICES, STUDENT PERSPECTIVES

2–3 p.m.

Description: Curious about co-requisite learning from a student perspective? Join this roundtable discussion with CCBC Accelerated Learning Program (ALP), Accelerated Math Program (AMP) and Accelerated Learning Program English for Speakers of Other Languages (ALP ESOL) students to learn about their experiences with co-requisite learning.

Facilitators: Kris Messer and Lauren Pollak, Community College of Baltimore County

Student Panelists: Miranda Attman, Cody Phillips, Shyasia Smith, and Malik sanwal Hussain

BREAKOUT SESSION THREE

3:10–4:10 p.m.

3.A. University of Alaska Statewide Community of Practice: A Research-based Approach to Improving Access and Equity through Placement Reform

Description: This panel brings together 3 faculty members from across the University of Alaska system in order to better understand placement into first year writing. We share our study design and findings from our research, including interviews with 182 stakeholders in placement into first year writing.

Presenters: Carrie Aldrich, University of Alaska Anchorage; Jay Szczepanski, University of Alaska Southeast; Jennifer Tilbury, University of Alaska Fairbanks

3.B. Possible Effects of First Semester Remediation Outcome on Student Persistence and Success

Description: Longitudinal data from our Fall 2013 randomized controlled trial have shown positive effects of corequisite remediation with college-level statistics on course completion, graduation, and wages. In our new analyses, we show significant relationships between passing or failing first-semester prerequisite or corequisite remediation with students' long-term academic trajectories.

Presenters: Mari Watanabe-Rose, The City University of New York; Daniel Douglas, Trinity College; Alexandra W. Logue, The City University of New York

3.C. Teaching Co-Requisites Online

Description: The presenter will share how online offerings of ALP developed and grew at Butler Community College, specific details about structure, content, and scaffolding in them, and tips for connecting well with developmental students online.

Presenter: Katheryn McCoskey, Butler Community College

3.D. Using What's at the Table: Student Experience and the Possibilities of Equitable Access

Description: Presenters will discuss how placement changes have shifted classroom ecologies. We examine how self-directed and experiential curriculum can leverage the capacity of the students who now have access to our classes. We will share students' writing and invite students' voices to reflect on their experiences in self-directed, experientially focused models.

Presenters: Kris Messer, Lauren Pollak, and Jamey Gallagher, Community College of Baltimore County

3.E. Critical Thinking as the Foundation for Reading and Writing

Description: Using Bloom's Taxonomy and critical thinking as a way to teach the process of reading and writing which then reinforces the idea of critical thinking and encourages students to become better analysts and critical thinkers.

Presenters: Melissa Diaz and Lilian Gamble, Delgado Community College

3.F. Using News Literacy to Enhance Critical Reading

Description: News literacy is essential to navigating information in today's society. But even news that appears to be legitimate often makes assumptions of the reader/viewer. Recognizing embedded premises is key to understanding how bias can influence how text is written and received. In this session, participants will explore how identifying enthymemes, which are rhetorical syllogisms, can enhance critical reading and thought.

Presenter: Jacqueline V Scott, Community College of Baltimore County

3.G. School Days: Sanctums, Strongholds or Shrinking Spaces?

Description: This session aims to discuss the changing aspects of "school days" via various readings in the Comp 101 ALP class. An examination of past, present and future methods and attitudes concerning education/school will be open for discussion.

Presenter: Eileen Radetich, Camden County College

WELCOME AND KEYNOTE

10–11:15 a.m.

Dr. Dhanfu Elston

BREAKOUT SESSION ONE

11:20 a.m. – 12:20 p.m.

1.A. The State of Developmental Education Research and Practice: Synthesizing Recent Rigorous Evidence and Implementation Findings

Description: This session will share findings from a recent review of research on developmental education reforms and discuss five principles for reform that can help institutions increase student success. The Community College of Baltimore County will discuss how it has implemented these principles as part of its ongoing developmental education reform efforts.

Presenters: Katie Beal, MDRC; Haleh Azimi, and Elsbeth Mantler, The Community College of Baltimore County

1.B. If all you have is a Hammer, Everything Looks like a Nail: Building Your Data Toolbox

Description: Evaluating your reforms requires creative ways of gathering and exploring data beyond course grades and retention. Even if you think you're not "a data person," come learn and leave with concrete examples of what data to collect, tools to collect it, and questions to ask when analyzing and reporting data.

Presenter: Dawn Coleman, Evaluation Consultant

1.C. Pros and Cons of Virtual Learning: Perspectives from the Zoom Screen

Description: Synchronous, digital/virtual learning was something many educators were thrown into three years ago. Now, reflecting back on our virtual courses, we discuss the pros and cons we have observed in our Zoom courses and offer suggestions as to how to do it better moving forward.

Presenters: Lilian Gamble and Melissa Diaz, Delgado Community College

Student Session

1.D. "Breathe and Let the Negativity Go:" Student Thoughts on Mindfulness

Description: Quick mindfulness techniques can have a big impact on students. This session will feature student perspectives on mindfulness in the classroom. The presenters will engage participants in various mindfulness techniques, along with reasons for incorporating them and how to get started.

Presenters: Sara Osman, and Jessica Farrar, Community College of Baltimore County; Vanessa Bouh, Student; Leea Chhantyal, Student; Diamond Branch, Student; and Mampu Colmenares, Student, Community College of Baltimore County

1.E. The Influence of Input and Environmental Factors on Co-Requisite English Students' Academic Success in a Range of Learning Settings

Description: Before COVID-19, many community colleges did not offer co-requisite English courses online. Then suddenly, these courses were shifted to various remote formats with few exceptions. This presentation offers analysis of input and environmental factors to identify which, if any, influence academic success for co-requisite English students in remote learning settings.

Presenters: James B. De Monte, Lakeland Community College; Tobin F. Terry, Lakeland Community College, and Lisa Gordon, Columbus State Community College

1.F. Building Community in the Diverse Classroom

Description: This session will emphasize the importance of building community in the classroom of a diverse student body to improve student success. The session will include a workshop of best practices on how to foster belongingness in a variety of classrooms (face-to-face, virtual synchronous, and asynchronous online).

Presenters: Sarah Inman and Abbey Wallig, Delgado Community College

BREAKOUT SESSION TWO

12:30–1:30 p.m.

2.A. A Journey for Faculty, Staff, and Administrators in Supporting Institutional Transformation in Developmental Education Reform

Description: RVC has had several levels of developmental education courses over the past several years. With HB2170, RVC redesigned its developmental education program to include corequisite models and adaptive tools such as ALEKS and EdReady for placements as well. In this session, the presenters share the collaborative efforts amongst faculty, staff, and administrators on their redesign journey.

Presenters: Amanda Smith, Joseph Agbeko, Jef Tripp, and Yohanes Honu, Rock Valley College

2.B. Writing Center Data at Work: Using Data to Improve Student Attendance, Success, Retention, and DEI, While Building Belongingness

Description: Through an ongoing series of surveys, interviews, focus groups, and traditional data collection, the Delgado Community College Writing Center is creating a pathway to increased student DEI and attendance, success, and retention in composition courses by putting this quantitative and qualitative data to work in pragmatic marketing, promotion, and inclusion programs.

Presenters: Phyllis Dunham and Maddie Fussell, Delgado Community College

2.C. STEM vs. Non-STEM Corequisites: Lessons from Two States in Reform

Description: Colleges in Illinois and Michigan are undergoing mandatory developmental education reform at scale. Corequisite support is the most common high-impact practice used. Attendees will learn the most successful models of non-STEM and STEM corequisites in these states along with do's and don'ts for each.

Presenter: Kathleen Almy, Almy Education/Rock Valley College

2.D. Destigmatizing Failure: An Important First Step in Supporting Students Who Are Retaking a Gateway Course

Description: This interactive session will explore a new project that seeks to normalize failure and to support students who are retaking English 101/ALP after an unsuccessful attempt. Panelists will include adjunct faculty who work with students in a coaching capacity by sharing resources and strategies to promote student success and retention.

Presenters: Elizabeth Hart, Maria Fratus, Donna Wilson, Community College of Baltimore County

2.E. Knowing Our Place: An Ethnographic Exploration of Students' Placement Decisions and Experiences

Description: A dissertation proposal for an ethnographic exploration of students' placement decisions and experiences, particularly those at CCBC who self-place into ALP. The session will include a discussion of the evolution of community colleges and developmental education programs, an overview of current literature on placement, and the study's rationale and methodology.

Presenter: Lauren Pollak, Community College of Baltimore County

Student Session

2.F. Reflections on Course-Based Undergraduate Research Experiences (CURE) in English 1 ALP

Description: An English 1 ALP section at Madison Area Technical College piloted course-based undergraduate research experiences (CURE). The class conducted a qualitative research project, presented posters, and drafted a manuscript for dissemination. This session reports on both the faculty and student experiences engaging in CURE in English 1 ALP.

Presenters: Stephanie Elizabeth Beckman, Madison Area Technical College; Precilia Dahn, Student; Fritz Woodruff, Student; Wayne McMillen, Student; and Yael Plazola, Student, Madison Area Technical College

2.G. Learning from and Designing Research on the Student Perspective in Developmental Education

Description: This session will discuss learnings from research exploring students' perspective on developmental education, and highlight considerations for study design for research focused on the student perspective. The session will discuss qualitative work on students who repeat developmental courses, approaches to exploring the student perspective in corequisite course models, and recruitment of representative samples of students.

Presenters: Maggie P. Fay and Farzana Matin, Community College Research Center

CADE CORNERS: REGIONAL ROUNDTABLES

2–3 p.m.

Description: Choose the breakout room that fits your region most closely. In each breakout roundtable room, there will be a facilitator to guide through discussions based on specific, regional trends and movements within the field. This is an opportunity to network with local colleagues to network and discuss issues unique to your statewide and regional initiatives.

Facilitators: Nancy Parker and Denise Parker, Community College of Baltimore County

BREAKOUT SESSION THREE

3:10–4:10 p.m.

3.A. The Good, the Bad, and the Ugly of Developing a Corequisite Model for Accelerated Learning at the Community College

Description: Join corequisite instructors from Des Moines Area Community College for a look at their delayed-start model. Without pre-semester writing placement, this model offers students the opportunity to enroll after realizing the initial challenges of first-year composition. Through collaboration and experimentation with instructional methods, this model offers a pathway to student success.

Presenters: Cody Chesmore, Krystal Cox, Ann McBee, and Heather Tisdale, Des Moines Area Community College

3.B. Student Success Strategy for Developmental Mathematics

Description: We welcome you to attend our session for a discussion on the strategic solutions for improving success rates in Developmental Mathematics courses. This session will focus on faculty centered strategies because we (faculty) have the maximum contact hours with students and hence can impact success rates positively.

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

3.C. The Writing Studio Revisited: Embedding Individualized Literacy Support Beyond the Corequisite Classroom

Description: This interactive session describes strategies for using principles from the writing studio model to provide students with intensive learning support both in a corequisite classroom and in other types of literacy courses. Attendees will participate in activities to help them embed studio teaching practices into a course.

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

3.D. Fostering Belongingness in the Remote Synchronous Classroom to Improve Student Success

Description: This session will give practical tips for creating a sense of community and belongingness for students enrolled in remote synchronous English 101 and English 102 classes.

Presenter: Jewel Kerr Jackson, Community College of Baltimore County

3.E. College-Level, Accelerated Critical Thinking Course to Enhance Retention, Persistence, and Graduation Rates

Description: Not all students come to college with the same skills and abilities. Utilizing a college-level critical reading and thinking course to promote problem-solving and higher-level thinking has increased student pass rates and persistence rates for those that would otherwise start in a developmental reading course.

Presenter: Leah Deasy, Jefferson Community College

3.F. Proven Strategies to Increase Student Engagement, Learning, and Success: Improving Teaching Practices through ACUE Training

Description: Join this session to discover and discuss effective teaching practices that you can apply in your classes! Five faculty members will share strategies and activities they learned and implemented in their courses. Come see how they are increasing student engagement, learning and success across their disciplines.

Presenters: Nancy Parker, Jessica Carroll, Mary Gore, Nancy Murray, and Tressie Nickelberry, Community College of Baltimore County

The conference co-chairs would like to express special thanks to **President Kurtinitis**, **Provost Martinez**, and **Dean Walker**, the Community College of Baltimore County's leadership team who has directly supported the National Conference on Acceleration in Developmental Education and the Accelerated Learning Program.

THANK YOU TO THE FOLLOWING FOR SUPPORT FOR THE CADE 2023 CONFERENCE:

Nikki Bowman, Administrative Support Assistant II, School of Writing Literacy and Languages

Laura Edwards, Administrative Support Assistant III, School of Writing, Literacy & Languages

Jessica Farrar, Assistant Professor, English for Speakers of Other Languages

Jamey Gallagher, Professor, English

Elizabeth Hart, Assistant Professor, English

Maura O'Hare Hill, Associate Professor, English

Jewel Kerr Jackson, Associate Professor, English

Rachele Lawton, Chair, Academic Literacy and Languages

Jae Eun Lee, Designer, Creative Services

Kris Messer, Assistant Professor, English

Nancy Murray, Associate Professor, Academic Literacy

Sara Osman, Assistant Professor, English for Speakers of Other Languages

Radhakrishnan Palaniswamy, Assistant Professor, Math

Denise Parker, Assistant Professor, Academic Literacy

Nancy Parker, Assistant Professor, Academic Literacy

Lauren Pollak, Assistant Professor, English

Greg Sevik, Assistant Professor, English

Regina Smith, Coordinator, Marketing and Communications

Joni Thorne, Administrative Support Assistant III, Office of Instruction

Danielle Truszkowski, Math Faculty, Associate Professor

Lauren Wenzel, Administrative Support Assistant II, English

The conference co-chairs, Haleh Azimi and Elsbeth Mantler, also co-chair the Accelerated Learning Program Action Committee (ALPAC) and would like to thank the 2022-2023 members for their contributions to CADE planning: **Jessica Farrar**, **Jamey Gallagher**, **Elizabeth Hart**, **Maura Hill**, **Lindsay Lassen**, **Kris Messer**, **Nancy Murray**, **Sara Osman**, **Denise Parker**, **Nancy Parker** and **Lauren Pollak**.

Community College of Baltimore County Board of Trustees

J. D. Urbach, *Chair*

Mary Margaret O'Hare, *Vice Chair*

Kimberly Carl

Ernest Eley, Jr.

Margaret A. Forte

Paulette Hammond

L. Michelle Jackson

Irina Koyfman, DNP

Dana M. Moore, II

Douglas B. Riley, Esq.

Richard A. Scheper, Ph.D.

Daryl J. Sidle, Esq.

Jay M. Weinstein

Gerard W. Wittstadt, Jr., Esq.

Secretary-Treasurer

Sandra L. Kurtinitis, Ph.D.,
CCBC President

Community College of Baltimore County is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE) www.msche.org. Community College of Baltimore County's accreditation status is Accreditation Reaffirmed. The Commission's most recent action on the institution's accreditation status on June 23, 2022 was to reaffirm accreditation.

MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).



Community College of Baltimore County

7201 Rossville Boulevard
Baltimore, Maryland 21237

For more information contact:

Elsbeth Mantler: emantler@ccbcmd.edu

Haleh Azimi: hazimi@ccbcmd.edu

ccbcmd.edu

alp-deved.org | @ALPdeved