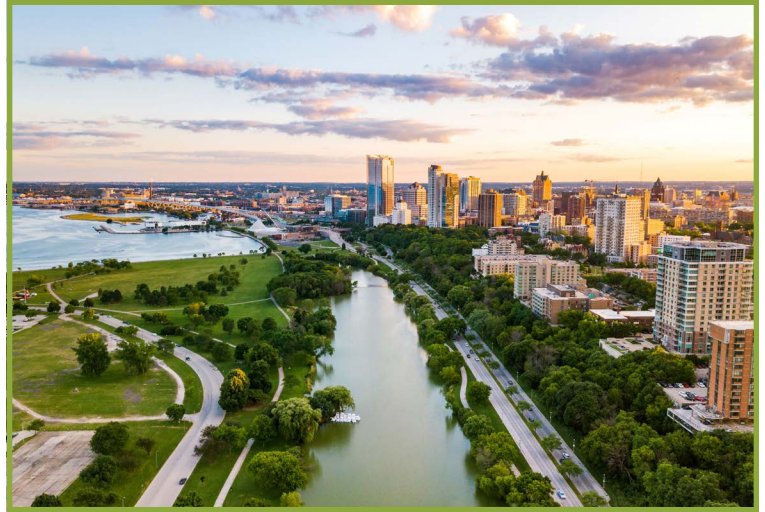
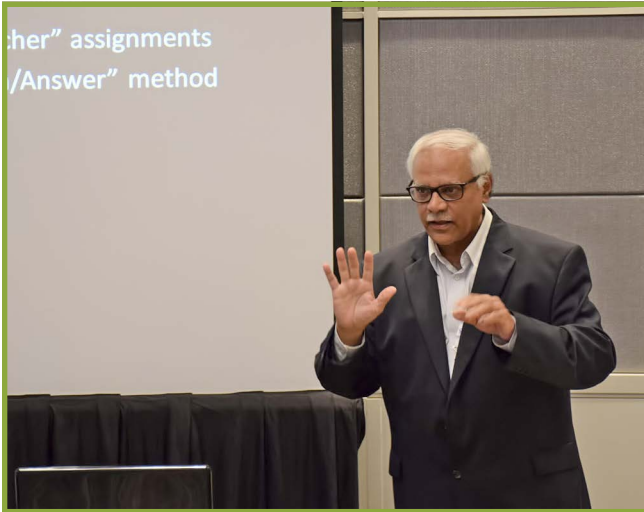


THE NATIONAL CONFERENCE ON ACCELERATION IN DEVELOPMENTAL EDUCATION 2024



Milwaukee, Wisconsin



Monday, June 3 and
Tuesday, June 4, 2024



Welcome to the National Conference on Acceleration in Developmental Education (CADE)!

While CADE is a well-established conference, with over a decade of convenings in the Mid-Atlantic and the West Coast, we have never hosted the conference in the Midwest. After much feedback from our CADE attendees through the years, we decided Milwaukee, Wisconsin would be a perfect fit for National CADE 2024. The Midwest has a strong contingent of institutions that has implemented the Accelerated Learning Program (ALP) and other corequisite English, Math, and ESL programs. CADE has been a conference where practitioners, administrators, and researchers from across the country can learn about ALP and other corequisite reforms, along with holistic developmental education reforms that impact our most marginalized students. We are eager to convene as a group once again to learn from each other to continue to promote equitable classroom and institutional practices.



Haleh Azimi and Elsbeth Mantler

CADE, Conference Chairs

CADE 2024 was organized by:

Haleh Azimi & Elsbeth Mantler, Conference Chairs

Molly Rist, Conference Coordinator

DAY ONE: DR. MATTHEW PETERSEN AND PROFESSOR KRISTIN SERICATI

Dr. Matthew (Matt) Petersen is the Manager of Student Retention at Northeast Wisconsin Technical College and a Holistic Student Supports and Data coach at Achieving the Dream. He has devoted his career to building systems that support rigorous, high-quality educational experiences through excellent teaching, holistic support, and strategic use of data.

He began his career as a Biology faculty member and remains an active adjunct faculty member while also serving numerous administrative and leadership roles. His work includes leadership in the areas of early alert, holistic student support and coaching, and strategic use of many types of data to evaluate and improve student interventions. Most recently, he has been on the leading edge in using predictive and disaggregated data to strengthen equity initiatives. Dr. Petersen has had the opportunity to speak and facilitate at numerous national conferences and convenings.



Dr. Matthew Petersen

Kristin Sericati is a Developmental Reading & Writing Instructor at Northeast Wisconsin Technical College. Her passion for teaching and her commitment to student success have helped to shape NWTC's innovative approach to developmental education. Her efforts center on accelerating developmental education courses, incorporating embedded holistic student supports, and empowering students through engaging and interactive content. She believes that instilling confidence and establishing strong connections between students and the college are key factors in ensuring not only academic success but also a sense of belonging within the NWTC community. Professor Sericati has presented her work at multiple national conferences, embracing each opportunity as a chance to collaborate and learn from peers while continuing her growth as an educator.



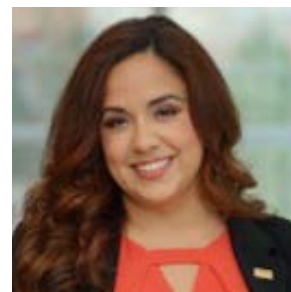
Kristin Sericati

DAY TWO: DR. VICTORIA MARRON

Dr. Victoria Marron is the newly appointed Vice President of Student Services for Cuyamaca College in El Cajon, California.

She has over 20 years of experience in various fields, such as K-12, nonprofit, criminal justice, and higher education. Throughout her leadership, she has seen the importance of creating and maintaining an equity-focused and evidence-based culture, to scale efforts and bring in new resources to students, ensuring their success at all levels.

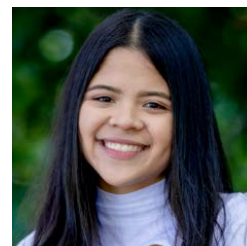
Dr. Marron has served various roles, a High School Teacher, Case Worker, Juvenile Probation Officer, Grant Director, Executive Director, Adjunct, and Doctoral Professor. In all of these roles and leading into her current role as Vice President of Student Services, she maintains an equity-minded student-centered approach to her work.



Dr. Victoria Marron

NORTHEAST WISCONSIN TECHNICAL COLLEGE STUDENT PANELISTS FEATURED IN BREAKOUT SESSION 1

Anny Estrada Anny just finished her first year in the Design & Graphic Technology program at NWTC. She moved to Green Bay from Honduras six years ago. She loves to create, and her dream is to own her own studio art business.



Anny Estrada

Claire Estupinian Claire just completed her first year at Northeast Wisconsin Technical College. She grew up in Keshena and moved to Green Bay when she was eight. Her dream is to be a Substance Abuse Counselor to help others overcome the obstacles she went through as an addict. Her most important job is a mom to four kids ages 15, 14, 13 and 9.



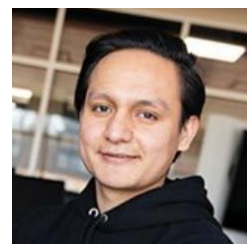
Claire Estupinian

Abdisa Mama Abdisa is a first-year student at NWTC majoring in electro-mech and automation engineering. Although he was born in Ethiopia, he moved to the United States when he was eight years old. In his free time he enjoys spending time with his family and volunteering at his local mosque. Abdisa's ultimate goal is to become an engineer at Rockwell Automation located in Milwaukee, Wisconsin.



Abdisa Mama

Sebastian Martinez Sebastian is transferring to a four-year college this fall to complete a bachelor's degree in data science. In addition to his studies, he is currently employed by Northeast Wisconsin Technical College as an Academic Advisor. He is an international student from Oaxaca, Mexico who moved to Wisconsin in search of new opportunities. In his free time, he enjoys playing pickleball with friends and participating in tournaments around the area. He also loves playing his guitar and creating music either by himself or with friends. His ultimate goal is to support students and people in general to improve their lives. He has received tremendous help from others, and he aspires to give back to the community as well.



Sebastian Martinez

Christopher Pursley Christopher is a first semester college student. He grew up between Los Angeles, CA and Oneida, WI. His program is Substance Abuse Counseling, and his goal is to help others turn their lives around. He has lost many friends and family to addiction, and he knows from personal experience how hard it is to overcome. His first wife passed away, and he has been married for the past two years. He is a father to seven children ranging in age from 10 to 20. His son is also a student at NWTC!



Christopher Pursley

COMMUNITY COLLEGE OF BALTIMORE COUNTY FEATURED PRESENTERS

Students from the Community College of Baltimore County will be featured in two concurrent breakout sessions in recordings to document their experiences.

Day 1, 3.B. “Equitable Grading Practices in Higher Education: Examining the Impact of Lenient Assignment Deadlines on Student Success in English 101” will feature a discussion with the following students in a recording: Christopher Goldman, Blake Diven and Tyler Green.



Christopher Goldman



Blake Diven



Tyler Green

Day 2, 7.D. “Re-imagining Student Supports in the Gateway Classroom: The Promise of Incentivizing Campus Engagement” will include a recording of the following student: Gabby Susbilla



Gabby Susbilla

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 honored with this award. ALP leadership reviews 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

Brian S Hildreth

Yasmine Jennings

Pat Simms

SUNDAY, JUNE 2

Time	Event	Location
4:30–6:30 p.m.	Conference Check-In	Regency Pre-function West

MONDAY, JUNE 3

Time	Event	Location
7:30–9 a.m.	Conference Check-In	Regency Pre-function West
8–8:45 a.m.	Breakfast	Regency CD
8:45–9 a.m.	Welcome	Regency CD
9–10 a.m.	Plenary Speakers: Dr. Matthew Petersen & Professor Kristin Sericati	Regency CD
10:15–11:15 a.m.	Breakout Session 1: Student Panel	Regency CD
11:30 a.m.–12:30 p.m.	Breakout Session 2	See detailed agenda
12:45–1:45 p.m.	Lunch	Regency CD
2–3 p.m.	Breakout Session 3	See detailed agenda
3:15–4:15 p.m.	Breakout Session 4	See detailed agenda

TUESDAY, JUNE 4

Time	Event	Location
8–8:45 a.m.	Conference Check-In	Regency Pre-function West
8–8:45 a.m.	Breakfast	Regency CD
8:45–9 a.m.	Welcome	Regency CD
9–10 a.m.	Plenary Speaker: Dr. Victoria Marron	Regency CD
10:15–11:15 a.m.	Breakout Session 5: CADE Corners Regional Meetings	See detailed agenda
11:25 a.m.–12:25 p.m.	Breakout Session 6	See detailed agenda
12:30–1:15 p.m.	Lunch	Regency CD
1:30–2:30 p.m.	Breakout Session 7	See detailed agenda
2:40–3:40 p.m.	Breakout Session 8	See detailed agenda

DAY ONE: MONDAY, JUNE 3

BREAKOUT SESSION 1

10:15–11:15 a.m.

NWTC Student Panel

Regency CD

Northeast Wisconsin Technical College (NWTC) seeks out opportunities to meet students where they are in the classroom and provide holistic supports that allow students to focus on learning. In this panel, you will hear from NWTC students who have successfully completed corequisite and program coursework. The students will candidly discuss the variety of significant challenges they faced as they started their postsecondary journey as well as the methodologies, practices, and people that helped launch them on a path toward success in college and beyond.

BREAKOUT SESSION 2

11:30 a.m.–12:30 p.m.

2A. Is Precalculus a Ladder or a Gate?: Optimizing STEM Math Pathways

Lakeshore A

Presenter: Terrence Willett, Cabrillo Community College

Abstract: Do college algebra, trigonometry, or precalculus enhance completion of calculus? Or are they unnecessary remediation? Learn about and discuss the latest research out of California on throughput to calculus by high school achievement and college prerequisite level, the influence of corequisites, and equity implications.

2B. Writing Equity through Linguistic Justice: Exploring the Impact of Policy Changes on Student Success

Lakeshore B

Presenters: Rachele Lawton, Jewel Kerr Jackson, and Raphael Stillings, Community College of Baltimore County

Abstract: This interactive presentation will discuss the efforts of faculty to revise CCBC's decades-old writing policy, resulting in one that centers equity and access in various ways: it is inclusive, asset-based, intentionally antiracist, and designed to foster linguistic justice. Faculty and students will share their perspectives and experiences.

2C. Integrating Inclusive Reading Support into Online and Hybrid Courses

Lakeshore C

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

Abstract: The presenters will share practical strategies for integrating reading and writing in online and hybrid courses across multiple levels of a program. Attendees will learn about and reflect on strategies for creating equitable learning opportunities for supporting students' development as readers in online learning environments.

2D. Reading Strategies Toolkit for Writing Instructors

Milwaukee Room

Presenter: Karen Wright, Pellissippi State Community College

Abstract: Pellissippi State English instructors have created teaching activities to incorporate intentional reading strategies with the writing curriculum. To support students' continued improvement as readers, this session will share three reading strategies that PSCC writing faculty have identified as effective and simple to implement.

2E. Building Buy-In & Cementing Student Success: One English Department's Corequisite Journey

Crystal

Presenters: Emily Cosper and Sarah Inman, Delgado Community College

Abstract: This session will share how a community college in New Orleans, LA, has scaled curricular and pedagogical reform in the writing classroom. We will detail the impact the project has had on faculty and how building faculty buy-in and keeping communication channels open with administration is essential to effective reform.

BREAKOUT SESSION 3

2–3 p.m.

3A. Focus on Faculty: Michigan's Approach to Reforming Math at Scale

Lakeshore A

Presenters: Jessica Van Slooten, Bay de Noc Community College, Jenny Schanker, Senior Director of Learning and Research, Michigan Community College Association, Kathleen Almy, Math Reform Consultant, Almy Education

Abstract: The Michigan Reconnect Scholarship Act guarantees free community college to students 21 and older. Michigan community colleges must offer co-requisite support for gateway English and mathematics courses. This session will focus on specific tactics used from the state level to the classroom to engage faculty and administrators in scaled reform.

3B. Equitable Grading Practices in Higher Education: Examining the Impact of Lenient Assignment Deadlines on Student Success in English 101

Lakeshore B

Presenters: Jewel Kerr Jackson, Community College of Baltimore County

Abstract: This session will discuss the correlation between late assignment submissions, with no associated penalties, and the academic success of college students enrolled in an English 101 course, examining how this policy influences their overall performance and course completion rates.

3C. The Accelerated Learning Program at CCBC: How it Started, How it's Going

Lakeshore C

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

Abstract: 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.

3D. Writing About Teaching: A Workshop Part I (Double Session)

Milwaukee Room

Presenter: David Starkey, Santa Barbara City College

Abstract: The workshop begins with examples of writing about teaching in various genres: poetry, short fiction, creative nonfiction and scholarly nonfiction. Writing in two genres over two hours, participants will—through the medium of our own writing—share the stories we tell ourselves, and each other, about teaching.

3E. Building Community through Activities and Assessment (Version 2.0 of Building Community in the Diverse Classroom)

Crystal

Presenter: Sarah Inman and Abbey Wallig, Delgado Community College

Abstract: 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 through activities and assessment.

BREAKOUT SESSION 4

3:15–4:15 p.m.

4A. Student Response to Embedded Success Skills in Developmental Math Courses

Lakeshore A

Presenters: Kristin Duckworth and Lisa Feinman, Community College of Baltimore County

Abstract: Initiated from one faculty member's sabbatical, math faculty from a community college in Baltimore, Maryland, will describe the development of their Student Success Lesson depository. Additionally, they will demonstrate the use of those materials beyond the math classroom in any course and what value the students found in those activities.

4B. Navigating Success Through Embedded Support: A Holistic Student Approach

Lakeshore B

Presenters: Emily Barros, Kristin Sericati, Sebastian Martinez, and Kelly Johnson, Northeast Wisconsin Technical College

Abstract: Since 2014, NWTC has embraced holistic student supports, integrating embedded Academic Coaching and intrusive Academic Advising into accelerated IRW courses to foster a sense of community and belonging. Join NWTC faculty, coaches, and advisors to discover practical ways to integrate holistic support in your classrooms.

4C. A Comparison: Student Reading Preparedness and Text Complexity in CTE Coursework

Lakeshore C

Presenter: Erica Shea, City College at Montana State University Billings

Abstract: This study compared the reading preparedness scores of new, first-year Automotive, Diesel, and Welding students at a small state university with the levels of text complexity for their first semester coursework. This comparative analysis points to a measurable gap between student readiness and required reading.

4D. Writing About Teaching: A Workshop Part 2 (Double Session)

Milwaukee Room

Presenter: David Starkey, Santa Barbara City College

Abstract: The workshop begins with examples of writing about teaching in various genres: poetry, short fiction, creative nonfiction and scholarly nonfiction. Writing in two genres over two hours, participants will—through the medium of our own writing—share the stories we tell ourselves, and each other, about teaching.

4E. Integrating Reading, Writing, and Critical Thinking: Strategies for College Success

Crystal

Presenters: Denise Parker and Elizabeth Hart, Community College of Baltimore County

Abstract: English Composition courses play a pivotal role in fostering students' reading, writing, and critical thinking skills, essential for academic success and lifelong learning. In this interactive session, we will explore engaging activities and practical techniques to strengthen academic literacy, sharpen writing skills, and enhance critical analysis.



DAY TWO: TUESDAY, JUNE 4

BREAKOUT SESSION 5

10:15–11:15 a.m.

CADE Corners: Regional Meetings

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 of corequisite reform and corequisite adoption. This is an opportunity to network with local colleagues and discuss issues unique to your statewide and regional initiatives.

- **Lakeshore A** (Northeast: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, New Jersey, New York, Pennsylvania)
- **Lakeshore B** (Midwest: Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota)
- **Lakeshore C** (South: Delaware, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, Washington D.C., West Virginia, Alabama, Kentucky, Mississippi, Tennessee, Arkansas, Louisiana, Oklahoma, Texas)
- **Milwaukee Room** (Southwest: Arizona, New Mexico, Nevada, Utah)
- **Crystal** (West: Alaska, California, Colorado, Hawaii, Idaho, Montana, Oregon, Washington, Wyoming)

BREAKOUT SESSION 6

11:25 a.m.–12:25 p.m.

6A. Math Placement and Corequisites at a Massachusetts State University

Lakeshore A

Presenter: Elizabeth Gilbert, Worcester State University

Abstract: At Worcester State University, we have four math pathways: education, statistics, liberal arts, and STEM. Along with implementing our own placement exam, we have also developed corequisite courses to accelerate students who have been placed in developmental courses. We will share our successes, failures, and changes made going forward.

6B. Using ChatGPT in the Accelerated and Composition Classrooms: Interpreting Results from Spring and Fall 2023

Lakeshore B

Presenter: Jay Trucker, Community College of Baltimore County

Abstract: This session will review an effort to incorporate Chat GPT into the Accelerated and Composition classrooms in the Spring and Fall of 2023. Survey results, assignments, readings, and lessons will be shared with attendees. Survey responses include both quantitative and qualitative data.

6C. Addressing Implicit Bias and Microaggressions

Lakeshore C

Presenters: Maura Hill, Denise Parker, and Andre Ifill, Community College of Baltimore County

Abstract: What are microaggressions, and what is the best way to respond when we hear them? How do we create teachable, restorative moments from instances of harmful bias? Participants will learn about implicit bias and microaggressions and explore ways to create inclusive classrooms.

6D. Digital Learning Roadmaps: A Visual Method for Organizing Course Content

Milwaukee Room

Presenter: Desiah Melby, Mid-State Technical College

Abstract: This session will introduce the participants to the concept, design, and implementation of Digital Learning Roadmaps for the college classroom. They incorporate seamlessly into any LMS platform and can save instructors time while framing the learning process visually.

6E. Response, revision, and reflection: A Vygotskian approach to scaffolding for success in pre-GER writing courses

Crystal

Presenters: Carrie Aldrich, University of Alaska Anchorage, and Christopher Miles, University of Alaska Fairbanks

Abstract: This panel highlights the role of social interaction in pre-GER writing classes through response, revision, and reflection. Using a Vygotskian framework, we share approaches for facilitating interactive spaces to support student writers in face-to-face, online, hybrid, and hyflex contexts and help them successfully transition to college-level writing courses and beyond.

BREAKOUT SESSION 7

1:30–2:30 p.m.

7A. Instant Impact, Endless Connections: Using NWTC's "Instant Impact Skills" to create community in the classroom

Lakeshore A

Presenters: Cindy Kothbauer and Kristin Sericati, Northeast Wisconsin Technical College

Abstract: This presentation will share specific, immediately applicable strategies for creating belonging and connection in the classroom and in one-on-one interactions with students. You will learn how "Instant Impact Skills" can be implemented in conversations, class communications, and assignments to take communication with students to the next level.

7B. Harnessing AI to Empower Multilingual Student Writers

Lakeshore B

Presenters: Lauren Anderson and Eric VanDemark, National Louis University

Abstract: In this session, presenters will share insights and practical applications from their action research project on the uses of artificial intelligence (AI) as a writing tool for multilingual students. Topics will include supporting multilingual students in writing across the curriculum, expanding linguistic repertoire, and developing ethical use frameworks.

7C. Enhancing Student Success: Transitioning Corequisite English Courses from 16-week to 8-week Format

Lakeshore C

Presenters: Haley Lovell, Leigh Ann Moore, and Keith Vyvial, Alvin Community College

Abstract: This presentation outlines the transition of English corequisite courses from a traditional 16-week format to a condensed 8-week hybrid model. Through planning, collaboration, and student-centered design, we have made improvements in student success rates and retention. This presentation will share our journey, lessons learned, and practical insights throughout this transition.

7D. Reimaging Student Supports in the Gateway Classroom: The Promise of Incentivizing Campus Engagement

Milwaukee Room

Presenters: Elizabeth Hart and Monica Walker, Community College of Baltimore County

Abstract: In an effort to support students that are repeating a gateway class, presenters will share a new intervention that incentivizes students to use campus support services (such as academic coaches, librarians, tutors, etc.). Presenters will share promising early data, lessons learned, and next steps.

7E. Listening to Student Voice: Developmental Education Reform and the Possibilities of Change

Crystal

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

Abstract: This session will help participants to develop strategies for overcoming institutional barriers related to placement and student success. We will share examples of how changes in placement encouraged us to think differently about student voice, and how student voice encouraged additional changes in how we support all of our students before, during, and after the course placement process. We will share student feedback, advice for instructors, and curriculum developed from qualitative research with students. Additionally, we will present findings from developmental education reform at our college to help attendees think toward interventions at their own institutions.

BREAKOUT SESSION 8

2:40–3:40 p.m.

8A. Meeting the Challenges and Needs: Co-req. English Program Improvement at Butler CC

Lakeshore A

Presenters: Katheryn McCoskey, Sheryl LeSage, Amy Chastain, and Xavia Dryden, Butler Community College

Abstract: In this Round Table discussion, a team of Butler Community College instructors will discuss on-going work in their developmental program to eliminate any remaining standalone development English courses and revise their 11 year-old English co-requisite program to meet the needs of a broader spectrum of student needs and of state mandates. Participants may share their own programs' challenges and working solutions, as well.

8B. Knowing Our Place: A Study of Community College Student Experiences with Self-placement and Co-requisite Composition

Lakeshore B

Presenter: Lauren Pollak, Community College of Baltimore County

Abstract: This session will review the preliminary findings of a qualitative study that explores the experiences of community college students who self-place into co-requisite composition courses. The session will introduce interpretations of the data collected for the study which includes class observations, student interviews, and writing samples.

8C. Career Communities to Support Degree Completion

Lakeshore C

Presenter: Cheryl Garayta, Lansing Community College

Abstract: Structuring degrees around career communities and building career exploration into the pathway can increase completion. However, the courses in the career community degree may not allow developmental students to enroll. This session focuses on a process used to intentionally embed career exploration and co-requisite enrollment options into each degree pathway.

8D. Start Here – Small Actions Toward a More Inclusive Classroom

Milwaukee Room

Presenter: Desiah Melby, Mid-State Technical College

Abstract: In this interactive workshop, participants will have the opportunity to reflect on equity and inclusion in everyday classroom practices. A variety of small changes in pedagogical practice will be presented. Participants will have the opportunity to reflect on, discuss, and workshop their current practices as well as select one or more small actions to implement right away. Small action topics will include inclusive access resources, creating a safe space, delivering instruction in a variety of ways, choosing relevant instructional resources, incorporating diverse perspectives, and equitable grading practices.

8E. Belonging: Holistic Student Support

Crystal

Presenter: Wynette Richardson, Community College of Baltimore County

Abstract: Being a student comes with a lot of responsibility and students desire to belong. It is important that students' voices are found and heard. When students feel like they belong, they will find their voice. This session will focus on holistic student support in the classroom that will create a safe space, a sense of belonging, and student success.



CADE 2024 SURVEY

We'd love your feedback! Please complete this anonymous survey by **Monday, June 10** to share your feedback regarding CADE 2024.

THANK YOU

First, we would like to thank our student participants from **Northeast Wisconsin Technical College (NWTC)** and the **Community College of Baltimore County (CCBC)**. Your participation in the National Conference on Acceleration in Developmental Education (CADE) has served as one of the highlights of this conference, so thank you for attending and presenting at National CADE 2024.

Additionally, there are administrators, faculty, and staff who provided ongoing support for National CADE 2024.

CCBC's President Sandra Kurtinitis has had a long-standing commitment to the Accelerated Learning Program since its inception in 2011.

The CCBC Provost and Vice President of Instruction, Dr. Joaquin Martinez, Dean of Writing, Literacy and Languages, Dr. Monica Walker, and Dean of Faculty Training & Development, Dr. Dallas Dolan all provided financial support for CCBC CADE presenters.

College Communications Marketing Coordinator, Ms. Regina Smith and Designer, Ms. Jae Eun Lee designed and created the CADE 2024 program, and ALP Coordinator and English Assistant Professor, Denise Parker and English Assistant Professor, Elizabeth Hart, supported the program revision process.

We greatly appreciate the administrative assistants, Ms. Molly Rist, Ms. Joni Thorne and Ms. Gina Howell, who demonstrated significant support for the conference planning of CADE 2024.

Finally, we thank Kristin Sericati, NWTC faculty and one of the National CADE 2024 keynote speakers, for serving as our local contact in Milwaukee. Her perspective was invaluable in ensuring that we would have a quality conference experience.



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Student Companions

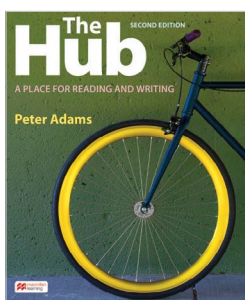
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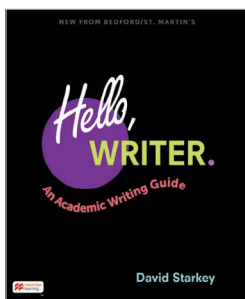
Peter Adams

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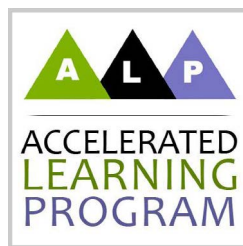
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Community College of Baltimore County is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE) www.msche.org. Community College of Baltimore County's accreditation status is Accreditation Reaffirmed. The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

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



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