Concurrent Session Schedule

Thursday, March 7, 7:00 a.m.-7:50 a.m.
Concurrent Session 1

C1.1. Get to Know NADE
Location: M106
Presenters: Denise Lujan, The University of Texas at El Paso
Strand(s): General Interest

Are you new to NADE? Are you trying to find out how to get involved? Do you want to have a voice in the national debate regarding Developmental Education? If so, then please join the NADE Executive Board for a conversation about NADE. Come to learn about our history, our goals, and our future. We offer many ways to become involved. You can connect with others in your specialty by joining a Network, by becoming a Committee member, by volunteering to work during the conference, by publishing articles relevant to the field, or participating in NADE hosted webinars. We welcome all NEW and ESTABLISHED Members. NADE needs YOU! NADE needs YOUR VOICE!

C1.2. Using Flipgrid Videos as a Formative Assessment Tool
Location: M107
Presenter: Kasty France, Tulsa Community College
Strand(s): 2019 Featured Strand: Co-Requisite Models; English; Mathematics; Reading

Learn to use student-created videos as a formative assessment and student conferencing platform. In this hands-on demonstration, participants will learn to create video "grids" for their classes using the free and easy-to-navigate Flipgrid video application. The presenter will share assignments and videos clips of student responses to the assignments.

C1.3. Strategies for Achieving Success with the Emporium Model in Mathematics

Location: M101
Presenters: Jonathan Watkins and Carrye Wilkins, University of Louisville
Strand(s): Educational Technology; Mathematics

Heard horror stories about the emporium model? In this session, you will learn several steps that one university took to develop and implement successful emporium-style courses in mathematics. Additionally, strategies for promoting good class attendance, keeping students on task, and assisting students who fall behind will be explored.

C1.4. Transitioning from the Extended Orientation Model of First-Year Experience to New Student Success Course
Location: M103
Presenters: Stephen Raynie, Ed Whitelock, and Peter Higgins, Gordon State College
Strand(s): General Interest; Student Support/Success

This panel explores the practical design and implementation of a new college-level core curriculum course that accounts for research in non-cognitive factors related to student success. This course is especially useful in an access setting, where many students are first-generation and struggle with specific barriers unrelated to their cognitive ability.

C1.5. Charting a Course for Algebraic Co-Requisite Courses
Location: M104
Presenter: Nathalie Vega-Rhodes, Lone Star College-Kingwood
Strand(s): 2019 Featured Strand: Co-Requisite Models; Mathematics; Student Support/Success

Planning to offer or teach face-to-face algebraic co-requisite courses? Not sure where to start? Learn about one Texas college's co-requisite implementation for College Algebra. Topics include course philosophy and creation, administrative items, increasing engagement in class and fostering an academic mindset. Time permitting, possible remediation strategies will also be discussed.

C1.6. In Tandem: Constructing co-requisite English Courses That Preview, Reinforce, and Review
Location: M105
Presenter: Pamela Arlov, Middle Georgia State University
Strand(s): 2019 Featured Strand: Co-Requisite Models; English

This presenter shares her own adaptation of Peter Adams's pioneering co-requisite learning pedagogy and offers suggestions for retooling co-requisite English courses to preview, reinforce, and review the work students do in first-year composition.

C1.7. Faculty Allies: Sharing High-Impact Next Practices to Support Student Success

Location: M302
Presenters: Melissa Cheese, Bloomsburg University of Pennsylvania; Cassandra O'Sullivan Sachar, Bloomsburg University of Pennsylvania; and Scott Richardson, University of Houston-Clear Lake, Pearland and Texas Medical Center
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Student Support/Success

Participants will learn about the benefits of faculty networking to increase effectiveness as educators to underprepared students. Through the use of high-impact practices and cultural competency techniques, we will share strategies to promote student success and retention.

C1.8. "Takeoff" with Curricular Justice: Using Course Themes to Promote Criticality about Social Justice Issues
Location: M303
Presenter: Ellenar Harper, Tallahassee Community College
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; English

Affording language-minoritized students opportunities to read and write in their own languages helps develop their multilingual, multidialectal abilities and illustrate the nation's cultural diversity. This presentation seeks to offer theoretical and practical approaches to culturally sustaining literacy instruction, arguing that these practices are demonstrations of humanization fused with critical instruction.

C1.9. Holistic Placement and Pedagogy for Co-requisite Courses
Location: M304
Presenters: Hillary Procknow and Leta Deithloff, The University of Texas at Austin
Strand(s): 2019 Featured Strand: Co-Requisite Models; Student Support/Success

For the past four years, The University of Texas at Austin has been implementing and scaling co-requisite courses for students needing development in English and math. This session will present the structure, placement practices, and student outcomes for our co-requisite courses.

Thursday, March 7, 8:00 a.m.-8:50 a.m.
Concurrent Session 2

C2.1. Implementing Corequisite Courses: A How-to Guide
Location: M106
Presenters: Jennifer O'Brien, Hawkes Learning
Strand(s): 2019 Featured Strand: Co-Requisite Models

The demands of curriculum-level courses, coupled with the newness of college, often enlarge

barriers for incoming students. Corequisite pathways in English, Statistics, STEM, and Liberal Arts Mathematics help close the achievement gap. Discover implementation models and tips to utilize technology and print materials. Win one of three $50 gift cards!

C2.2. The Divine Dilemma: Addressing Religious Diversity in the Composition Classroom
Location: M107
Presenters: Keri Withington and Ekateryna O'Meara, Pellissippi State Community College
Strand(s): Cultural Diversity/Social Justice; English

Students enter composition classrooms with diverse religious beliefs and practices. We will provide practical tips for teaching students to establish appropriate boundaries, respect diverse beliefs, and learn to evaluate the academic appropriateness of sources. Participants will be invited to reflect on their own pedagogical approach to religion.

C2.3. Engaging Students in Algebra Courses by Connecting Content to Context
Location: M101
Presenter: Denise Wilkinson, Virginia Wesleyan University
Strand(s): Mathematics

NCTM stresses the importance of promoting mathematical reasoning through student engagement and collaboration to enhance student learning. The presenter will discuss the benefits of incorporating experientially relevant activities that help students connect content to context into algebra courses. Sample activities that can be integrated into an algebra course will be shared.

C2.4. Ready or Not: How We Went Coreq All At Once
Location: M102
Presenter: Holly Clay-Buck, Rogers State University
Strand(s): 2019 Featured Strand: Co-Requisite Models; English

The shift to move into co-requisite models of developmental education has been progressing and gaining popularity for years. Institutions are transitioning from their existing step-below classes over time--but we did it all at once. This will be a discussion of the advantages, disadvantages, and circumstances that lead to RSU going coreq in one semester.

C2.5. Effects of a Developmental English Program Redesign on Students' Academic Success at an Open-Access Institution
Location: M103
Presenter: Susan Konantz, Colorado Mesa University
Strand(s): English; Research/Evaluation

Results of a quantitative, causal-comparative research study that examined the effects of a

developmental English program redesign will be shared. Student outcomes were studied pre- and post-redesign at an open-access, dual-mandate university.   Local and national implications of findings will also be presented.

C2.6. Choices and Consequences: A Mind is a Terrible Thing to Waste
Location: M301
Presenter: Ian Elmore-Moore, Noble Truth Project
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Administration

Through our presentation, attendees will be able to identify the four main components of the human brain that control our emotions and behaviors. It is our goal that attendees will grasp scientific information of the human brain as well as learn a new skill set to improve social emotional learning.

C2.7. The Professor's Role in Adult Student Success
Location: M105
Presenters: Mike Boyle and David Otts, Middle Tennessee State University
Strand(s): Student Support/Success

This presentation will focus on two aspects of adult student success: a professor's role in advising and mentoring adult students, and using a modified version of mastery learning to help returning adult students achieve confidence and overcome the fear of being able to perform successfully in the classroom.

C2.8. AIM for Success
Location: M302
Presenters: Sarah Howell, Jillian Kochmer, Jaime Juarez, Richard Letts, and Cindy Murray, Shippensburg University
Strand(s): Research/Evaluation; Student Support/Success

The Academic Improvement Program (AIM) at Shippensburg University has provided students on academic probation with educational support to improve their learning strategies since the early 2000s. The results of this study have proven that the AIM program is effective for developing learning strategies and enhancing students' QGPA.

C2.9. Grit, Growth Mindset, and Academic Success
Location: M303
Presenter: Marie Bunner, West Chester University of Pennsylvania
Strand(s): General Interest; Student Support/Success

Research indicates behaviors, attitudes, motivation, and effort are often more essential to student success than IQ. This session will discuss how, in the face of failure, students with grit and a

growth mindset are more likely to employ strategies to improve their academic performance.

C.2.11. From Belief to Certainty: CRLA Mentor & Tutor Training Program Certification
Location: L404
Presenter: Page Keller, College Reading and Learning Association
Strand(s): Tutoring; Administration

Implementing mentor and tutor training programs that are research-based and strategically deployed can have a powerful impact on your learning assistance program. Explore the College Reading and Learning Association's Tutor Training Program Certification (ITTPC) and Mentor Training Program Certification (IMTPC). Learn what is involved in developing these programs including a broad overview of the benefits of certification; the stages and levels of certification available to institutions; the four essential components of a certified program; the application and review process and the fees associated with certification. Come join more than 1,500 certified ITTPC and IMTPC programs in the US and abroad!

C.2.12. Introducing Lumen Learning's Affordable Courseware
Location: M104
Presenter: Alyson Indrunas, Lumen Learning
Strand(s): Educational Technology

Changing course materials can be time consuming, but not with Lumen Learning's platforms. General education template courses can be easily customized to meet your instructional needs. Come see how you can adopt our Online Homework Manager or our Waymaker adaptive platform with seamless LMS integration for just $25 per student.

C2.13. Reaching Our Destination: Charting Different Flight Plans in Developmental Composition
Location: L405
Presenters: Abigail Voller, Ann Spurlock, and Aaron Grimes, Mississippi State University
Strand(s): 2019 Featured Strand: Co-Requisite Models; Administration

In this session, we will discuss the different flight plans Mississippi State University's Composition department has charted for Developmental English in order to help our students reach their destination in education. We will discuss the outside influences that led us to make these changes and our assessment of these changes.

C2.14. An Alternative to Co-Reqs--Aligned Reading and Composition: English 96
Location: L406
Presenters: Maria Ortiz, City College of Chicago-HWC; Kyatonia Reaves, City Colleges of Chicago; and Stephanie Owen, City Colleges of Chicago
Strand(s): General Interest; Student Support/Success

Faculty will address the politics of remediation, placement, and how a united front of English departments across one of the largest community colleges system in country developed and implemented of a fully integrated, developmental reading and writing course, pushing back against and offering an alternative to the ALP co-requisite design.

C2.15. Corequisite Models Transform How Texas Institutions Serve Students
Location: Marquis AB
Presenter: Suzanne Morales-Vale, Texas Higher Education Coordinating Board
Strand(s): 2019 Featured Strand: Co-Requisite Models

This session will describe how reform efforts and recent corequisite legislation in Texas are transforming how its students are served. While still in early implementation on a statewide level, corequisite models, in conjunction with other existing reform efforts, are working to help close the equity and attainment gaps and to meet 60x30TX, the state's higher education strategic plan.

Thursday, March 7, 9:00 a.m.-9:50 a.m.
Networks and Committees
Connect with colleagues in the organization by joining a Network and/or serve the organization by joining a Committee.

Location	Network or Committee
M101	Mathematics Network
M102	English/Writing/ESL Network
M103	Adjunct Faculty Network
M104	Reading Network
M105	Guided Pathways/Advising Network
M106	Online Educators Network
M107	Tutoring and Peer Assisted Learning Network
M301	Integrated Reading & Writing (IRW) Network
M302	Awards Committee
M303	Research Committee

Location	Network or Committee
M304	Cultural Diversity Committee
L404	International Committee
L405	NADE Digest
Location	**Network or Committee**
L406	Professional Development Committee
Marquis A/B	Marketing Committee

Thursday, March 7, 10:00 a.m.-10:50 a.m.
Concurrent Session 3

C3.1. The Value and Role of Reflective Writing in the Developmental Writing Curriculum
Location: M106
Presenters: Kasty France and Cathy Bankston, Tulsa Community College
Strand(s): English

We will share practical methods to integrate reflective writing into your developmental writing classes. Specifically, this interactive presentation, with student examples and sample assignments, will offer our ideas and observations about the role of reflection in writing curriculum. Willing participants will do some reflection and sharing along the way!

C3.2. World Language Tables: Engaging multilingual English learning support students in campus leadership
Location: M107
Presenter: Justin Jernigan, Georgia Gwinnett College
Strand(s): 2019 Featured Strand: Co-Requisite Models; 2019 Featured Strand: Cultural Diversity/Social Justice

This interactive session outlines the "World Language Tables" project at a public college in the southeastern U.S. Among its goals, the project aims to help multilingual students enrolled in learning support English classes to develop as campus leaders and succeed academically. Research findings and implications for other campuses are discussed.

C3.3. Technology: Budget-friendly and Cost-effective Technology for the Mathematics Classroom
Location: M101
Presenters: Christina Cobb and MA Higgs, Middle Tennessee State University
Strand(s): Educational Technology; Mathematics

This session will focus on the use of technology in the mathematics classroom. By using multiple budget-friendly and cost-effective technologies, we will instantly assess student understanding in order to provide "just-in-time" supplemental instruction. It is our hope that you will walk away with at least one new activity with the use of technology for your classroom.

C3.4. Intercultural Rhetoric in the Virtual College Composition Classroom
Location: M102
Presenters: Emily Thompson and Stephanie Thompson, Purdue University Global
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; English

This session looks at how Linda Flower's theory of intercultural rhetoric is used in an online persuasive writing course to support virtual learners. Students hone critical thinking skills by sharing situated knowledge, identifying underrepresented voices, seeking rival interpretations, and exploring options and outcomes while advocating for a community change.

C3.5. Developmental and Beyond! How Integrating Reading and Writing Launches Students (of Color) Toward Success
Location: M104
Presenters: Alison Kuehner and Rick Flynn, Ohlone College
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; English

A well-designed integrated reading and writing course (IRW) enables students of color to succeed in developmental and in transfer English. Participants will engage in classroom activities that build essential reading and writing skills and that foster collaboration; participants will leave equipped and inspired to create an effective IRW class.

C3.6. Extreme Makeover: Developmental Education Edition
Location: M105
Presenters: Kristin Sericati, May Chang, and Kristen Barszcz, Northeast Wisconsin Technical College
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Student Support/Success

Journey through NWTC's developmental education redesign told through compelling stories of student success. Brought about by the need to engage students with culturally relevant curriculum and resources, NWTC expanded its developmental education program to incorporate acceleration, Learning in Community, course integration and contextualization, intrusive

advising, and mandatory academic coaching.

C3.7. The Impact of co-requisite: How does it affect your Placement, Delivery, Curriculum, and Assessment?
Location: M302
Presenters: Keith Pachlhofer, Leslie Gomes, and Dru Sanders, University of Central Arkansas
Strand(s): 2019 Featured Strand: Co-Requisite Models; Mathematics

Since 2014, our institution has been developing our mathematics co-requisite program. Over these last few years, we have had a multitude of experiences in placement, delivery, curriculum, and assessment. Come hear about our experiences and how they could benefit your journey to down the runway to co-requisite design.

C3.8. Using Embedded Academic Support to Strengthen Links Between Co-Requisite Learning and Impact Course Completion
Location: M303
Presenter: Seana Logsdon, SUNY Empire State College
Strand(s): 2019 Featured Strand: Co-Requisite Models; Student Support/Success

This session will focus on a model where academic support tools and resources are embedded within courses as required components. Participants will learn about innovative academic support offerings and may view and demo three open source tools including an assignment calculator, thesis generator and interactive skill development videos. Data on increased course completion rates will be shared.

C3.9. Preparing Students for Takeoff While in a Survey of Mathematics Course
Location: M304
Presenters: Douglas Puharic and Corinne Schaeffer, Edinboro University
Strand(s): 2019 Featured Strand: Co-Requisite Models; Mathematics

This session will describe an investigation conducted across three sections of a survey mathematics course aimed at comparing a traditional delivery to an alternate delivery incorporating "just in time remediation" of prerequisite concepts. Details of the two formats along with student performance comparisons will be the focus of the presentation.

C3.10. Online Tutoring Standards Discussion
Location: L404
Presenter: Lindsay Laney, Association for College Tutoring and Learning Assistance
Strand(s): Student Support/Success

The growing appeal, increased awareness, and expanded usage of online tutoring across the country is unmistakable. The need for a set of standards for online tutoring is also unmistakable.

In response to this growing field within our larger field of Tutoring and Learning Assistance, the Association of Colleges for Tutoring and Learning Assistance (ACTLA) began a collaborative, CLADEA inclusive project to develop standards that could benefit every institution, Center, online tutor, and even 3rd party vendors. ACTLA formally began this year-long, iterative process in April 2018 at the San Diego, CA, conference. Further development of the standards continued at NCLCA in Niagara Falls and CRLA in Albuquerque. Following NADE input and refinement, the ACTP conference session will provide the final input for practitioners and 3rd party vendors to refine and finalize the standards prior to their final unveiling at ACTLA's Las Vegas conference in April 2019.

C3.11. Leading Them to Water and Getting Them to Drink: An Overview of a Cognitive Strategies Workshop and its Student Impact
Location: L405
Presenters: Teresa Burkhart, Kaitlin Quigley, and Taylor Hufnagel, Penn State University
Strand(s): Student Support/Success

Our presentation explores the results of combining our cognitive strategy workshop with imbedded tutoring in order to provide continuous follow-up to students throughout the semester to increase their implementation of these cognitive strategies. Our program design, perspective of a student leader, and student impact results will be shared.

C.3.12. The Millennials Have Landed: 5 Secrets to Creating an Inclusive Classroom
Location: L406
Presenter: Essie Childers, Blinn College
Strand(s): Cultural Diversity/Social Justice; Student Support/Success

Classrooms of the 21st century will be like a tapestry. Maya Angelou posits that diversity makes for a rich tapestry and we must understand that all the threads of the tapestry are equal in value no matter what their color. Participants will leave with five secrets to create an inclusive classroom.

C3.13. An Integrated Reading and Writing Syllabus for Anti-Racism, Featuring Zombies
Location: M301
Presenter: Hillary Procknow, The University of Texas at Austin
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; English

Students in developmental education are more likely to be students of color who are impacted by institutional racism. The presenter provides a thematic IRW syllabus based on zombies, due to the racially charged history of zombies and the ability to engage struggling students in an area of interest.

Thursday, March 7, 1:00 p.m.-1:50 p.m.
Concurrent Session 4

C4.1. Sounds of Success!
Location: M106
Presenter: Annette Cook, NADE
Strand(s): General Interest

Nashville is the home of our 2020 conference. If you live in or near Tennessee, please join us for a briefing on what is needed from our local volunteers. We will share how the new Conference Committee works in conjunction with the local chapter to plan a successful conference.

C4.2. Tips & Tricks for Making Online Discussion Boards Take Off!
Location: M107
Presenters: Lea Rosenberry and Tami Tacker, Purdue University Global
Strand(s): General Interest; Mathematics

It is extremely difficult to create effective discussions, and what should be the main attraction of the online class is often dreaded by students and faculty alike. Join us for tips on creating innovative discussions which can include guided peer replies, utilize humor, emphasize real life applications, and prevent plagiarism.

C4.3. Reaching New Heights: Supporting English Language Learners in the Developmental Education Classroom
Location: M101
Presenters: Emily Suh, James Dyer, Barrie McGee, Texas State University; and Kayla Harding, Tulsa Community College
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; English

Developmental educators can benefit from additional training to better support the increasing number of English Language Learners enrolling in our classes. Come experience an asset-based approach and strategies that value the experiences of multilingual students. Leave with strategies for engaging students of all language backgrounds.

C4.4. Active Learning Activities in co-requisite College Algebra and Statistics
Location: M102
Presenter: Tina Ragsdale, West Kentucky Community and Technical College
Strand(s): 2019 Featured Strand: Co-Requisite Models; Mathematics

Presenter implemented active learning strategies when developing co-requisite college algebra and statistics courses at a community college. These strategies will be modeled during this

presentation. Participants will have the opportunity to create an active learning activity and will leave with resources and tips for implementing an active classroom.

C4.5. Georgia Students Cleared for Take Off
Location: M103
Presenters: David Kuipers, South Georgia Technical College
Strand(s): Co-Requisite Models; Student Support/Success

The Technical College System of Georgia's Learning Support delivery model now combines learning support and college credit courses, and program completion rates are taking off. This session provides information on strategies for advising, teaching and learning, and addressing non-cognitive issues utilizing the Accelerated Learning Program/Accelerated Math Program (ALP/AMP).

C4.6. Addressing Social Justice in the Classroom Through Context and Adaptation
Location: M104
Presenters: Dan Ray, Carnegie Math Pathways; John Kellermeier, Tacoma Community College (retired); and Earle Crosswait, Saginaw Chippewa Tribal College
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Mathematics

This session will present artifacts and methods from a network of faculty's work within the Carnegie Math Pathways to develop lessons and adapt classroom activities with an eye for social justice, equity, and cultural relevance as well as students' reactions.

C4.7. Teamwork can Make the Dream Work: Strategies for Team Teaching Paired Courses
Location: M105
Presenters: Marissa Guerrero-Longoria, Amelia Arguijo, and Yadhira Rodriguez, Laredo College
Strand(s): 2019 Featured Strand: Co-Requisite Models; English

This session provides a brief synopsis of qualitative data of faculty perceptions of paired INRW and ENGL 1301 courses. The session also provides best practices on a team-teach method of pairing INRW and ENGL 1301, including a collaborative instructional approach to teaching a unit on argumentative writing.

C4.8. "While We Teach, We Learn": The Protégé Effect in College Reading
Location: M302
Presenter: Laurie Bauer, University of Cincinnati Blue Ash College
Strand(s): Reading

Learning by teaching is not a new concept and is often considered one of the most effective ways

to learn. This session includes a discussion on the idea of providing developmental reading students with the opportunity to become "teachers" in order to increase learning and overall academic success.

C4.9. Teaching 21st Century Writing Skills to Prepare Students for Takeoff
Location: M303
Presenter: Christine Helfers, Mesa Community College
Strand(s): English

Students must learn to write and compose in many forms due to changing communication environments. To prepare students for "takeoff" in this information age, writing faculty should consider incorporating more 21st century literacy instruction. This presentation will share multimodal writing activities as well as practical tips about technology and grading.

C4.10. Summer Completion Academy: Preparing Students for Takeoff at Tennessee State University
Location: M304
Presenters: Rhonda Kavan, John Nandzo, Mohsen Shirani, and Tiffany Bellafant Steward, Tennessee State University
Strand(s): 2019 Featured Strand: Co-Requisite Models; Student Support/Success

This presentation will use Summer Completion Academy (SCA) at Tennessee State University to facilitate discussion on how summer bridge programs can best serve students in terms of length, subject(s), and continued support. Participants will engage in role play with handouts in order to uncover best practices for summer bridge programs.

C4.11. Building Writing Confidence and Reducing Anxiety in Adult Learners: Overcoming Dispositional Roadblocks in the Online Composition Classroom
Location: L404
Presenters: Josef Vice, Teresa (TK) Kelly, David Healey, Sheryl Bone, and Emily Thompson, Purdue University Global
Strand(s): English; Student Support/Success

This session identifies teaching and curriculum solutions that address confidence and anxiety levels for the adult learners in writing courses. Participants will learn strategies including reversing the traditional writing and research process and methods of engagement that make the learning process more experiential and meaningful for students.

C4.12. Launching Student Success in Developmental Math Education: Infusing Student-Centered Strategies into Academic Support Services
Location: L405
Presenters: Ashley Embry and Laza Razafimanjato, Philander Smith College

Strand(s): Mathematics; Student Support/Success

In this session, the presenters will cover student-centered strategies that boosted participation and engagement in math related support services, as well as classroom performance. You will hear how faculty and staff at an HBCU assisted low performing students by redesigning tutoring services, collaborating with campus organizations, and increasing faculty involvement.

C4.13. Building Leadership for Staff of Color: Connecting Professionals with Students
Location: L406
Presenter: Tasha Gardner, Drexel University
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Student Support/Success

This session will discuss the relevant research around staff of color mentor practices, provide examples implemented on campus as well as provide an opportunity for participants to share what programs they may have on their campus which connects faculty and staff with students.

C4.14. Rorschach Data: Why USDOE NCES Research Showing High Remedial Graduation Rates Has Been Ignored
Location: M301
Presenter: Alexandros Goudas, Delta College
Strand(s): General Interest; Research/Evaluation

Recent United States Department of Education National Center for Education Statistics research shows that half of all remedial students complete their remedial courses, and these students graduate at a higher rate than non-remedial students. Why isn't this widely shared? Probably because it is Rorschach Data. Let's explore this phenomenon and learn why such data are interpreted so differently or are ignored.

Thursday, March 7, 2:00 p.m.-2:50 p.m.
Poster Session 1
Imperial Ballroom

P1.1. There's Always SMORE: Evidence-based Best Practices and Examples for Use with Students and Faculty
Presenters: Teresa Kelly and David Healey, Purdue University Global
Strand(s): Educational Technology;General Interest; Student Support/Success

Creating compelling, engaging, and differentiated communication for students and faculty in developmental programs poses challenges of time, skill, and expense. SMORE - a tool for creating interactive flyers- addresses all of these aspects. The poster will explore evidence-based best practices and examples for using SMORE with students, faculty, and other audiences.

P1.2. Words at Work: Interns and Recent Graduates about the Value of Workplace Writing Skills
Presenters: Galia Fussell and David Healey, Purdue University Global
Strand(s): English;General Interest

Some of the best ambassadors for student success are recent graduates who have put writing skills learned in the classroom to use in the workplace. In this poster presentation, recent graduates and current college students will be featured in a series of video interviews about how they have benefitted from these skills in the workplace.

Finally, this poster session should help to prompt discussion about the value of internships and how professors can do more to encourage students to pursue internships related to their fields, that put their writing skills to use.

P1.3. Let's give it a Shot: Cracking the Code to Teaching Idioms
Presenters: Melissa Nicholas and Hilary Parmentier, Florida Keys Community College
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; English

This poster will showcase how to effectively teach learners to decode language nuances. It will provide strategies that can be used to teach idiomatic expressions in the classroom. The lessons will benefit all students because through social and interpersonal interaction, they will learn different expressions used in other languages.

P1.4. Commuting the Math Sentence: Accelerating Developmental Mathematics Using the Co-Requisite Model
Presenter: Charlene Atkins, University of Central Missouri
Strand(s): 2019 Featured Strand: Co-Requisite Models; Mathematics

Do co-requisite and pre-requisite models provide equivalent levels of effectiveness and efficiency? This study compares results of a co-requisite program with those of a traditional pre-requisite program to determine whether the two models provide equivalent outcomes. The co-requisite model, coupled with evidence-based instructional methods, exposes a promising practice.

P1.5. Play to Learn: BreakoutEDU
Presenters: Lucy Manley, Garrett College
Strand(s): Educational Technology; General Interest

In "Play to Learn," presenters share educational resource BreakoutEDU, which embraces the idea of today's popular escape rooms. In both the developmental classroom and with faculty,

games facilitate communication, and boost morale, as all games require creativity, collaboration, and critical thinking.

P1.6. Using Motivation to Promote Student Excitement and Success

Presenter: Nikki Williams, Purdue University Global

Strand(s): General Interest; Mathematics

Student motivation in mathematics is an important component to student success and can be even more challenging in the online environment. Two techniques as well as other factors that contributed to student excitement and success will be shared. These techniques may be applied in any course.

P1.8. Athletics and the Co-Requisite Model at Georgia Tech

Presenter: Rachel Dean-Ruzicka, Georgia Tech

Strand(s): 2019 Featured Strand: Co-Requisite Models; English

Georgia Tech uses the co-requisite model for English education with a specific and limited population of first-year athletes. Working exclusively with athletes presents its own opportunities and challenges, which I address in this poster presentation.

P1.9. Altered Mindsets and Program Review: How the Accreditation Process Changed a Developmental Math Program

Presenter: Kelle Hutchinson, Gulf University for Science and Technology, Kuwait

Strand(s): Mathematics; Research/Evaluation

What happens when the accreditation process is over? You've made lots of modifications, but how do you maintain them? Two of the most important changes must continue: the open mindset of faculty, and following a program review plan. Keeping these in mind will help a program to collect and analyze data in a systematic process, in order to maintain sustainable progress.

P1.10. Engaging Marginalized Students in a Freshmen Composition Course

Presenter: Jason DeHart, The University of Tennessee, Knoxville

Strand(s): Cultural Diversity/Social Justice; English

This presentation will focus on strategies used to create a comfortable classroom environment for incoming freshmen with lower ACT scores. The poster format of the presentation will demonstrate key composition strategies used for teaching all writing modes, as well as suggestions for creating a positive classroom community around personal text.

P1.11. A Different SPIN on Tutoring: Maintaining Standards through Observation and Evaluation

Presenter: Patianne D. Stabile, Berkeley College
Strand(s): Student Support/Success

NADE's Tutoring & Peer-Assisted Learning Network presents "A Different SPIN on Tutoring: Maintaining Standards through Observation and Evaluation." This poster session focuses on maintaining tutoring standards through observation and evaluation, based on the tutoring cycle. Evaluations demonstrate tutor strengths and weaknesses. Hand-outs will be provided and evaluation strategies will be discussed.

P1.12. Motivation and task persistence in accelerated developmental writing/reading courses: Do student contracts make a difference?
Presenter: Kimberly Creech, Eastern Kentucky University
Strand(s): English; Reading

This study compares how students respond to reading and writing contracts designed to promote time-management and task completion as well as student reflections about progress in co-requisite ENG095R and ENG101R courses. Assignments and reflections are compared among two groups; students that complete contracts and students that do not.

P1.13. Analysis of the impact of SB 1720 on Gateway Math courses
Presenter: Frank Conic, University of Florida
Strand(s): Mathematics; Research/Evaluation

This study will examine the SB1720 policy and its effects on students' performance in gateway mathematics of courses. Regression Discontinuity will be used to analyze Pert scores pre and post law. Non-status variables such as demographics and socio-economic class will be evaluated as predictors of success or failure.

P1.14. Our college has decided to adopt and implement a Corequisite Model. Now what?
Presenter: Tammy Ebert, Coastal Alabama Community College
Strand(s): 2019 Featured Strand: Co-Requisite Models; Mathematics

Key factors of starting implementation for a Corequisite Model will be discussed. Some of these include: Data, Faculty Buy In, Adjuncts, Group Work, Credit Hours, Scheduling, Multiple Measure Placement, and Active Learning. Join us for examples and ideas for "start up" with Corequisites to take back to your college.

P1.15. Tensions and Opportunities for Faculty Transitioning to Co-Requisite Developmental Writing
Presenter: Tina Shanahan, Gateway Technical College
Strand(s): 2019 Featured Strand: Co-Requisite Models; English

Co-requisite writing instruction creates both tensions and opportunities related to: a) A shifting understanding of developmental writing's purpose and value; b) The need for individualized instruction; c) The potential of contextualized and social learning; and d) The influence of non-cognitive, affective factors in learning. Beliefs about writing instruction guide transitioning instructors' actions as they navigate tensions and take advantage of opportunities.

P1.16. We're Not Who You Think We Are: English Co-requisite Students at a 4-year Institution
Presenters: Margaret Weaver, Tracey Glaessgen, and Kailyn Hall, Missouri State University
Strand(s): 2019 Featured Strand: Co-Requisite Models; English

Our 4-year institution began offering a co-requisite course. We did not anticipate which students would find this 6-hour course appealing and how they would differ from those at 2-year institutions. This poster presentation will explore why students self-select to enroll when they are already eligible to take the gateway course.

P1.17. Beyond Civility: Transforming Learning Communities through Gratitude
Presenters: Judy Mullet and Emma Stutzman, Eastern Mennonite University
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; General Interest; Student Support/Success

Presents case for teaching and modeling gratitude in P-12 schools as a critical life skill for resilience, well-being and school satisfaction and explores 22 languages of gratitude and experience strategies such as sensory gratitude exercises, good gossip, positive and negative templates for gratitude journaling, counter complaining, and class-wide lists.

P1.18. A Comparison of Student Success Rates in Redesigned Developmental Writing Courses
Presenter: Mandy Wright, Great Falls College Montana State University
Strand(s): 2019 Featured Strand: Co-Requisite Models; Research/Evaluation

This poster session will share the results of a study of five different developmental writing instructional models, including variations of co-requisite design. Success measures for each model will be discussed, as well as student success rates in college-level writing courses.

Thursday, March 7, 3:00 p.m.-3:50 p.m.
Concurrent Session 5

C5.1. Strategies for Co-requisite Success
Location: M106
Presenter: Charlene Atkins, University of Central Missouri

Strand(s): 2019 Featured Strand: Co-Requisite Models; Mathematics

Co-requisite courses are quickly taking-off, providing opportunities for educators to create environments for student-centered learning. Prepare for the Co-Requisite Takeoff by experiencing successful strategies for offering just-in-time support while increasing rigor and addressing multiple learning styles in co-requisite developmental mathematics courses.

C5.2. A Different SPIN on Tutoring: Achieving Classroom Excellence (ACE)
Location: M107
Presenters: Shelby Gannott and Jacob Lewellen, Ozarks Technical Community College
Strand(s): Student Support/Success

NADE's Tutoring & Peer-Assisted Learning Network (previously called SPIN) is proud to present "A Different SPIN on Tutoring". This session will focus on implementation and results of Achieving Classroom Excellence (ACE) program at OTC. Participants will receive a copy of the ACE Leader handbook for possible use at their institution.

C5.4. The Discourse of Developmental Education: A Critical Language Analysis
Location: M102
Presenters: Sonya Armstrong, Texas State University; Jeanine Williams, The University of Maryland; Jodi Patrick Holschuh, Texas State University; and Barrie McGee, Texas State University
Strand(s): General Interest; Research/Evaluation

Bridge to Nowhere. A Broken System. "At-risk" "Remedial." Such language, often used to describe developmental education and its students, especially by those outside the field, is undeniably deficit-oriented. In this session, we present a two-pronged critical language analysis that explored report titles, media headlines, and other portrayals of developmental education.

C5.5. High-Impact Practices and the Adult Online Learner
Location: M103
Presenters: Pamela Morris, Christina Cobb, and Meredith Anne (MA) Higgs, Middle Tennessee State University
Strand(s): General Interest; Student Support/Success

Institutions of higher education are challenged to get students engaged, especially adult or non-traditional online learners. The National Survey of Student Engagement (NSSE) data on high-impact practices are examined to understand the extent to which adult online learners are engaged in high-impact practices and suggestions for improvement are discussed.

C5.6. Adapting Lesson Study for Community College Mathematics Instruction

Location: M104
Presenters: Jacqueline Raphael, Education Northwest; Diana E. Cruz, Community College Research Center; and Michael R. Price, Clackamas Community College
Strand(s): Mathematics; Research/Evaluation

Lesson Study is an evidence-based, structured, collaborative approach to professional development that gives faculty a framework to improve student learning. This joint, interactive presentation will provide an overview of how Lesson Study is being used among faculty teaching quantitative reasoning, offer examples and share preliminary findings.

C5.8. (Re)Imagining Metacognition in Developmental Writing through ePortfolio Pedagogy
Location: M302
Presenter: Tricia Rizza, Tallahassee Community College
Strand(s): Educational Technology; English

This session is designed to provide participants with practical strategies to effectively integrate ePortfolios in the Developmental Education classroom. We will spend our time together exploring the theoretical framework, models of implementation, as well as a practical pedagogical process to begin implementing into your classroom.

C5.9. Disrupting White Habitus, Part I: Outcomes Redesign and Learning Communities
Location: M303
Presenter: Latoya Reid, Tacoma Community College
Strand(s): 2019 Featured Strand: Co-Requisite Models; 2019 Featured Strand: Cultural Diversity/Social Justice

This presentation explores the ubiquity of "white habitus" in developmental education programs and two critical program implementations that benefit all students, particularly students of color. Participants will also learn how instructors at Tacoma Community College rehauled the developmental English course/program outcomes and designed a multi-quarter, co-requisite learning community model.

C5.10. High Engagement Strategies for Holistic Student Success and Campus-Wide Professional Development
Location: M304
Presenters: Robin Latham, Nash Community College (featuring AVID)
Strand(s): English; Math

This active session will demonstrate techniques for designing and facilitating high engagement strategies to maximize student learning outcomes in any curriculum and will provide professional enrichment ideas for faculty and staff. Participants will engage in individual and collaborative activities using these techniques applicable for face to face and online classes.

C5.11.Reconceptualising Part-time Adult Learning in Higher Education: Salutary Lessons from England
Location: L404
Presenter: John Butcher, The Open University (UK)
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Student Support/Success

In England, adult engagement with part-time higher education has plummeted 61% in a decade. A 'perfect storm' of ill-conceived policies around funding/participation have, unintentionally, caused a crisis. Drawing on data from two national research projects (OFFA, 2017, Butcher, 2015), this paper proposes a re-conceptualisation of part-time HE for adults.

C5.12. An Examination of English Language Learners' Outcomes in a Developmental Education Learning Community
Location: L405
Presenter: Andrea S. D. Hazzard, College of the Marshall Islands
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; English

Learning communities are considered a best practice in developmental education. In this session, an overview of a developmental education learning community program designed for English language learners will be provided. Additionally, research findings from a nonexperimental quantitative longitudinal study of the program's retention, persistence, and academic success will be shared.

C5.13. CUNY Start Math: An Innovative Developmental Education Program's Pedagogy, Curriculum, and Professional Development
Location: L406
Presenters: Kevin Winkler and Gregory Fein, CUNY Start (The City University of New York)
Strand(s): Mathematics; Student Support/Success

CUNY Start is a program designed to help students needing significant developmental coursework meet proficiency standards, prepare for credit classes, and graduate. We will present results among all demographic groups, discuss the pedagogy, curriculum, and professional development that make CUNY Start's math classes successful, and model a sample math lesson.

C5.14. What is True and Not True About Brain-based Learning
Location: M301
Presenter: Janet Zadina, Brain Research and Instruction
Strand(s): Administration; Student Support/Success

Make sure your students are prepared to take off by giving them information that research shows raised achievement in low-performing students. Discover what is and isn't true about the brain

and learning and the most important factor in learning. Acquire science and strategies. Laugh, engage, and be amazed!

C5.15. Where We Stand: Talking Points for Developmental Educators
Location: Marquis AB
Presenter: Hunter Boylan, Appalachian State University
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; General Interest

Although developmental education is undergoing significant change in many states, the field's mission and contributions to equity and social justice remain the same. This session discusses the positive and negative impacts of developmental education reform and identifies talking points to use in promoting our programs to administrators and policy makers.

Thursday, March 7, 4:00 p.m.-4:50 p.m.
Concurrent Session 6

C6.1. The Kellogg Institute and the NCDE: The Importance of Professional Development and Other Professional Activities
Location: M106
Presenters: Wes Anthony, Patti Levine-Brown, and Barbara Calderwood, Appalachian State University
Strand(s): General Interest; Student Support/Success

This presentation will revisit the history and relevance of today's Kellogg Institute. It will also include information on the different services available through the National Center for Developmental Education. This discussion will include updates on the Center's research projects, publications, and national political movements which affect the field.

C6.2. Writing with Writers: The Power of a Writing Marathon
Location: M107
Presenter: Marina Spears, Middle Georgia State University
Strand(s): English; General Interest

Based on the National Writing Project model, a Writing Marathon (WM) is a combination of writing, sharing, and socializing. It aims to create a 'safe' writing space where each writer is respected, valued, and affirmed. I will share how this highly adaptable writing activity has challenged and informed my pedagogical choices. Participants will be invited to brainstorm in order to adapt the WM model to their own contexts.

C6.3. From Take-Off to Landing: A Four-Year Journey to Successful Co-Requisite Math

Courses
Location: M101
Presenters: Andrea Hendricks and Sharon Weltlich, Perimeter College at Georgia State University
Strand(s): Co-Requisite; Mathematics

Designing an effective co-requisite math course can be a daunting and overwhelming task. The presenters will share their journey on a four-year co-requisite flight from designing, implementing, revising, and landing on a successful College Algebra co-requisite course. Samples of course materials and class activities will be shared.

C6.4. Empowering Students Through Better Placement: Multiple Measures in the Colorado Community College System
Location: M102
Presenter: Sarah Owens, Colorado Northwestern Community College
Strand(s): General Interest; Research/Evaluation

How do we know that our students are being placed in the courses that match their academic goals and abilities? The Colorado Community College System is working to improve placement through Multiple Measures. Learn about efforts to empower students through a pilot program currently under way at two CCCS schools.

C6.5. Piloting a Reading/Writing co-requisite Program, The First Year
Location: M103
Presenters: Leslie Johnson and Anita Biber, Tarrant County College, Northwest Campus
Strand(s): 2019 Featured Strand: Co-Requisite Models; Student Support/Success

We will share our discoveries, insights, and processes from our first year pilot of an integrative, multidisciplinary reading/writing co-requisite program in support current legislation. Our program focused on level 2 Integrated Reading/Writing course paired with 3 credit level courses; English Composition, United States History, and Introduction to Psychology.

C6.7. The Role of Stereotype Threat on College Females in Developmental Math Courses
Location: M302
Presenter: Joc Calloway, Chipola College
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Research/Evaluation

Presentation provides qualitative findings using stereotype threat theory based upon the unique experiences of female students in developmental math courses and STEM career pathways. Strategies related to the academic advising of developmental math courses, the perseverance of women in math courses, and the impact to STEM careers will be presented.

C6.8. Disrupting White Habitus, Part II: Redesigning Writing Assessments

Location: M303
Presenter: Latoya Reid, Tacoma Community College
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; English

This session explores the pervasiveness of white habitus in developmental English courses. It also offers three key strategies for redesigning and responding to writing assessments that benefit all students, particularly students of color. Instructors will walk away from this session with resources and tips on how to use them.

C6.9. Behind the Iron Curtain - Engaging Students in the Grading Process

Location: M304
Presenters: Andrew Howard, Christian Aguiar, and Ahmad Wright, UDC Community College
Strand(s): 2019 Featured Strand: Co-Requisite Models; English

This panel will consider several techniques for making assessment/grading in developmental co-requisite writing courses more learner-centered. It will introduce classroom-tested approaches, offer guidelines for implementation, and open up space for further discussion.

C6.10. Examining the Disciplinary Processes for Reading Literary Text Used by First-Year Students

Location: L405
Presenters: Jodi Holschuh, Texas State University
Strand(s): English; Reading

This presentation discusses the discipline-specific processes that first-year students and first-year students enrolled in developmental literacy courses use to read literary texts. Findings indicate meaningful differences between the processes students employ to read literary texts. These differences have pedagogical implications for DE literacy classes.

C6.11. A Journey to Greater Student Engagement and Success in Online Courses

Location: L406
Presenter: Lewis Hosie, Carnegie Math Pathways at WestEd
Strand(s): Mathematics; Student Support/Success

With reference to our design principles for online courses that drive instructor presence, engender a growth mindset in students, and increase student sense of belonging in our online courses, an instructional system coordinator from a nationwide math pathways network will discuss and demonstrate instructional strategies that deliver upon such principles.

C6.12. Motivational Interventions that Prepare Students to Launch

Location: M301

Presenters: Taylor Acee, Texas State University; Darolyn A. Flaggs, Kennesaw State University; Stephanie Jarrett, Texas State University; and Candice P. Oelschlegel, Texas State University
Strand(s): General Interest; Student Support/Success

In this interactive presentation, we will review cutting-edge research on various types of motivational interventions and discuss approaches for incorporating these interventions into developmental education and learning assistance programs and courses. We will also share original research findings and provide handouts and online access to motivational interventions for audience members.

C6.13. Developing Coherent and Aligned Co-Requisite Math Courses: Lessons from the Carnegie Math Pathways
Location: Marquis AB
Presenters: Yolanda Manzano, Richland College; and Scott Guth, Mt. San Antonio College
Strand(s): 2019 Featured Strand: Co-Requisite Models; Mathematics

Learn about curricular and pedagogical considerations in the design of effective co-requisite statistics and quantitative reasoning courses from the Carnegie Math Pathways that reflect research-based principles of effective mathematics teaching. Explore strategies for designing coherent and aligned co-requisite courses and understand how these structures can impact student success.

C6.14. Coreq Courses Your Way
Location: L404
Presenter: Karen Montgomery, Pearson (commercial presentation)
Strand(s): 2019 Featured Strand: Co-Requisite Models; General Interest

Join us to learn about Pearson MyLab corequisite course solutions. In this session, we will cover best practices and tips for success in setting up corequisite courses designed to fit your school's needs and built to ensure successful implementation! Topics will include how to address student remediation, monitor student progress with course data analytics, and more.

C6.15. Grading Writing--Sans Chocolate or Alcohol--in Co-Requisite Courses
Location: M104
Presenter: Lisa Hoeffner, McGraw-Hill (commercial presentation)
Strand(s): 2019 Featured Strand: Co-Requisite Models; General Interest

Grading writing is always a challenge, and within a co-requisite context, the challenge is more complex. Research shows, however, that some grading methods are far better than others at influencing students' skill development. We will examine these methods and discuss how to use them in co-requisite classes—sans addictive substances!

Friday, March 8, 7:00 a.m.-7:50 a.m.
Concurrent Session 7

C7.1. Using Newly Revised CAS Learning Assistance Standards for Program Design and Evaluation
Location: M106
Presenters: Karen Patty-Graham, Southern Illinois University, Edwardsville (retired)
Strand(s): Administration; Research/Evaluation

Interested in learning assistance program assessment and improvement? This session explores use of the recently revised Learning Assistance Standards published by the Council for the Advancement of Standards in Higher Education (CAS) to identify program strengths and weaknesses, evaluate outcomes, and form action plans to improve programs and student success.

C7.2. Two Can Play That Game
Location: M107
Presenters: Carol Summers, Christy Robinson, Nancy Forrest, and Catherine Frazer, Amarillo College
Strand(s): 2019 Featured Strand: Co-Requisite Models; English; Reading

Engage your students by creating a culture of innovation and higher order thinking through collaborative activities. Collaborative activities produce students who can work in teams and utilize higher order thinking skills. "Two Can Play That Game" combines collaborative and game theory strategies to the Integrated Reading and Writing (INRW) classroom.

C7.3. Putting the FUN in FUNdamentals: Using Games to Promote Learning in Developmental Education
Location: M101
Presenter: Stacey Hinkley, Lackawanna College
Strand(s): General Interest; Reading

This highly interactive hands on workshop will explore active learning techniques and strategies through various games and activities. Formats include ideas for whole class, small groups, pairs, and individual students. Participants will actively explore and participate in each game presented in order to assess the effectiveness and fit of each activity with the needs of their students in mind. The idea is to put the FUN in learning the FUNdamentals and offer alternatives to the traditional lecture.games and activities can be adapted for use in any course. Participants will receive a packet of materials to enjoy and implement ideas in their own courses.

C7.4. Zoned IN--Helping Students Optimize Learning
Location: M102

Presenters: Laura Maniglia and Charles A. Maniglia, Handle Education, LLC.
Strand(s): General Interest; Student Support/Success

Participants will learn the "secret formula" that fosters intrinsic motivation in a learning environment. In addition they will learn methods to incorporate social emotional skills like goal planning, memory, persistence into content areas.

C7.5. SOS! Student Originated Statistics
Location: M103
Presenter: Debra Ward and Lindsey Gerber, Utah Valley University
Strand(s): Mathematics

Come experience statistics like a Quantitative Literacy student. You will be engaged in a statistical unit project from gathering data to analyzing data and interpreting results. This is a great activity to take back home and incorporate into your own classroom.

C7.6. Social Justice for IRW: Engaging Students in a Learning Community
Location: M104
Presenters: Kristin Sericati, May Chang, and Andy Tigert, Northeast Wisconsin Technical College
Strand(s): 2019 Featured Strand: Co-Requisite Models; 2019 Featured Strand: Cultural Diversity/Social Justice

To accelerate and retain students, NWTC paired IRW with Intro to Diversity Studies. Presenters will share assignment, presentation, and service learning examples illustrating how the course uses diverse high-interest literature and social justice applied to student experiences, curriculum, and current events to engage learners in contextualized, college-level curriculum.

C7.7. Piloting Math Courseware Among Varied Developmental Course Formats
Location: M105
Presenters: Rachel Flaherty and Cara Smyczynski, Trident Technical College
Strand(s): Mathematics; Student Support/Success

The Mathematics Department at Trident Technical College navigated an extensive, year-long pilot for its developmental math courses during the 2017-2018 academic year. The presenters will share the insight gained while piloting courseware in three different course formats-lecture, online, and self-paced-and plans to further modularize the courses.

C7.8. "Read" Warning: Side-Effects include Retention, Engagement & Prolonged Intellectual Arousal
Location: M302
Presenters: Shernette Dunn, United States Air Force Academy Prep, and Bernie Marasco,

AceReader
Strand(s): Educational Technology; Reading

This session offers practical techniques for instructors to help their students improve their reading skills in speed, comprehension, and recall. Presenters will offer participants proven techniques to use in the classroom along with AceReader and some phone apps such as previewing, traits of good readers, clustering, and using a pacer.

C7.9. Promoting Strategic Journaling Practices in the Integrated Reading and Writing Co-Requisite Classroom
Location: M303
Presenter: Leta Deithloff, University of Texas at Austin
Strand(s): 2019 Featured Strand: Co-Requisite Models; English

This demonstration models principles for creating and utilizing effective journaling in the co-requisite classroom. Participants will engage in activities based on learned best practices to generate rigorous, student-centered, and discipline-specific journal assignments for personal classroom use. Participants are encouraged to bring current reading requirements and course objectives to the session.

C7.10. (Google) Meet You There! Free, Easy, Efficient Student Communication
Location: L404
Presenters: Lea Rosenberry and Tami Tacker, Purdue University Global
Strand(s): General Interest; Student Support/Success

Communicating with students in a technology-driven environment can be challenging. Relatively straight-forward questions can take multiple emails to understand and answer. In this session, learn how Google Hangouts and Google Meet can simplify interaction and communication with one student or an entire class.

C7.11. Helping the Struggling Student Gain Academic "Altitude": A Comprehensive Approach to Improving Retention by Helping College Students Achieve Academic Success
Location: L405
Presenters: Orlando Lobaina and Ralph Jernigan, Liberty University
Strand(s): Student Support/Success

Liberty University offers courses to help students who have been accepted on academic caution and/or students who are placed on academic warning or probation. A PowerPoint presentation will provide brief overview for these courses that are designed for mentoring and accountability: a mentoring course for freshmen, as well as a study skills theory course, an application course and an accountability/planning course for college students having academic difficulty. Time will be reserved for a Q & A session following the presentation.

C7.12. Stop Spamming, Start Texting!
Location: L406
Presenter: Kirsten Meymaris, Purdue University Global
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Educational Technology

Do you text with your family? Your friends? Your students? Although email is a dominate form of communication, it often remains less effective than desired. This mini workshop will share detailed steps for setting up and professional using your Google Voice number to engage and reach your students via texting.

Friday, March 8, 8:00 a.m.-8:50 a.m.
Concurrent Session 8

C8.1. Self -Directed Learning and the Online Learning Environment in Higher Education
Location: M106
Presenter: Shernette Dunn, United States Air Force Academy Prep
Strand(s): Educational Technology; Student Support/Success

College students are expected to be self- directed and resourceful using a variety of technology. However, a majority of college students are not adequately equipped with the technological knowledge and skills needed to be successful in online classes. You will be provided with the formula for a successful online experience.

C8.2. Longwood LIFE: A Transition Program for Individuals with Intellectual Disabilities
Location: M107
Presenters: Karen Feathers and Ian Danielsen, Longwood University
Strand(s): Career Technical/Vocational Education; Research/Evaluation

A higher education pilot program study is the catalyst for interactive discussion in the future design of a person-centered inclusive education for individuals with intellectual disabilities desiring an affordable college education that leads to greater independence in life and work in their home communities.

C8.3. Co-Requisite Writing in Eight Weeks
Location: M101
Presenter: Mandy Wright, Great Falls College Montana State University
Strand(s): 2019 Featured Strand: Co-Requisite Models

This session will discuss one college's move to eight-week instructional blocks and how that

impacted co-requisite writing instruction. The benefits and drawbacks will be shared, as well as plans for moving forward.

C8.4. Collaboration: A Key to Success in a Co-Requisite World
Location: M102
Presenters: Joanna Bolick, Asheville-Buncombe Technical College, and Lucretia White, College of The Albemarle
Strand(s): 2019 Featured Strand: Co-Requisite Models; Student Support/Success

This interactive session will focus on developing a successful collaborative model that includes innovation, involves key stakeholders, and creates a fertile ground to manage change, develop partnerships, and share professional development opportunities that foster student success.

C8.5. Supporting Strategic Writers: An Innovative Instructional Approach for Developmental Writing
Location: M103
Presenters: Charles MacArthur, University of Delaware; Zoi Traga Philippakos, University of Tennessee; Jill Compello, University of Delaware; and Caitlin Gallagher, Wilmington University
Strand(s): English; Research/Evaluation

In the SSW curriculum, students learn strategies for planning and revising together with metacognitive strategies for goal setting, task management, and reflection. Experimental research at four colleges has found large effects on writing quality and motivation. The session will include explanations, demonstrations, writing activities, and discussions of key instructional components.

C8.6. A New Era of Placement: Toward A Culture of Inquiry in Developmental Education
Location: M104
Presenters: Sonya Armstrong, Texas State University, and Concetta Williams, Chicago State University
Strand(s): Reading; Research/Evaluation

A comprehensive assessment and evaluation model that includes, but is not limited to, placement testing, is sorely needed in the field. Drawing upon Simpson and Nist (1992) to inform our suggested model for developmental reading, we advocate a model to inform, evaluate, and repeat—not simply categorize and register students.

C8.7. Using Problem Based Learning Strategies to Boost Student Engagement in Developmental English, Reading, and Math Classes
Location: M105
Presenters: Joseph Caniglia and Claudia Delgado, Hudson County Community College
Strand(s): English; Mathematics

Discover how Problem Based Learning (PBL), the act of solving real life/world problems as part of the writing process and math curriculum can transform a developmental class from a passive learning environment to a more active and engaged one. Participants will take part in a discussion and presentation how PBL can get students actively involved in the learning process.

C8.8. Harnessing the Adjunct Brain Trust: Advancing Developmental Education Through Transformative Leadership
Location: M302
Presenters: Teresa Marie Kelly, Michael Keathley, Josef Vice, Stephanie Thompson, and Ashley Johnson, Purdue University Global
Strand(s): Administration; General Interest

Adjuncts play a vital role in advancing developmental programs. Discover how the leadership of one department redefined the role of adjuncts, created internal opportunities for professional development and career growth, encouraged adjunct input into program and curriculum development, and fostered a culture of collegiality, collaboration, and equality among all faculty.

C8.9. Mathematical Pathways of 'Haves' and 'Have Nots' with Ripple Effects
Location: M303
Presenters: Paula Wilhite, Northeast Texas Community College
Strand(s): 2019 Featured Strand: Co-Requisite Models; Mathematics

The importance and recent surge of growth in the Mathematical Pathways movement is significantly impacting the first two years of college mathematics. The current status in Mathematical Pathways across the nation will be investigated and summarized. Possible ripple effects of the change will be addressed with opportunity for suggested solutions.

C8.10. RISE for Student Success: The NC Co-Requisite Initiative
Location: M304
Presenters: Laura Kalbaugh, Wake Technical Community College, and Glynis Mullins, Pitt Community College
Strand(s): 2019 Featured Strand: Co-Requisite Models; Student Support/Success

RISE (Reinforced Instruction for Student Excellence) is North Carolina's initiative to increase the number of students who complete gateway math and English courses earlier than they otherwise might. RISE impacts all areas of the college, from placement, to developmental coursework, to co-requisite courses that support students in gateway classes.

C8.11. Preparing Graduate Students for Takeoff! A Practical Guide for Improving Study Skills in Graduate Students
Location: L404

Presenter: Daphne E. Williams, Grambling State University
Strand(s): Student Support/Success

Developing effective study habits and techniques in graduate students will better equip them, as practitioners, to assist their developmental students. This session will provide participants with information for strengthening graduate students' study skills in the areas of study management, reading, note-taking, and resource management.

C8.12. Rise and Roar: Reimagining Basic English at a 4-year Institution
Location: L405
Presenters: Anissa Graham and Christa Raney, University of North Alabama
Strand(s): English; General Interest; Student Support/Success

Using the "Prepared for Takeoff" theme as the core metaphor, this presentation looks at student and instructor assumptions and concerns about Basic English courses. Pre-flight checklists for passengers and flight crews serve as guides for the creation of Basic English instructor and student checklists to improve student success rates.

C8.13. Student Success Courses: How Strategy Transfer Takes Off into Core Coursework
Location: L406
Presenters: Theresa LeBlanc and Tricia Edgel, Texas State University
Strand(s): 2019 Featured Strand: Co-Requisite Models; Student Support/Success

This presentation explores how student success courses, sometimes called learning frameworks courses, can provide educators, learning center, and supplemental instruction personnel a model of how behavioral, cognitive, and metacognitive theory and the strategies that arise from these theories' application can prepare students for successful "takeoff" into their higher education.

C8.14. Patterns of Failure, Lenses of Change
Location: M301
Presenters: Phip Ross, Southeast Community College-Nebraska; Carolee Ritter, Southeast Community College; Amy Doty, Southeast Community College; and Alexandros Goudas, Delta College-Michigan
Strand(s): English; Research/Evaluation

One college began its HLC open pathways option for accreditation with a study on student failure that pointed to developmental courses as having the most failing grades. A review of this study and ensuing faculty research will be reviewed and their influence driving new initiatives to improve student persistence discussed.

C8.15. Working Toward Local Teacher-Scholar Communities of Practice: Findings from a National Survey of Developmental Educators

Location: Marquis AB
Presenters: Emily Suh, Texas State University; Darin Jensen, Des Moines Area Community College; and Aimee Carrasco, Texas State University
Strand(s): General Interest; Research/Evaluation

This presentation discusses results and implications from a 2018 national survey of 151 developmental educators. The presenters examine how developmental educators conceive of and enact their professional identities and practice. Presenters invite the audience to re-envision their work within local and professional communities, thus fostering a renewed professional, scholarly commitment.

Friday, March 8, 9: 00 a.m.-9:50 a.m.
Chapter Meetings

Get involved and serve the organization by getting involved with your state or regional chapter.

Location	Chapter
M101	Alabama (ALADE)
M102	Florida (FDEA)
M103	Georgia (GADE)
M104	Maryland (DEAM)
M105	South Carolina (SCADE)
M106	Southwest (SWADE)
M107	Arizona (AADE)
M301	Mississippi (MADE)
M302	Michigan (MDEC)
M303	North Carolina (NCADE)
M304	Minnesota (MNADE)
L404	Pennsylvania (PADE)
Location	**Chapter**

L405	Texas (TADE)
L406	Tennessee (TASSR)
Marquis A/B	Arkansas, Colorado, Indiana, International, Iowa, Kentucky, Midwest Region, New England, Ohio, Oklahoma, New Chapter or Reorganize a Chapter

Friday, March 8, 10:00 a.m.-10:50 a.m.
Concurrent Session 9

C9.1. Collecting Actionable Qualitative Data through Focus Groups
Location: M106
Presenter: Lynne O'Dell, Indian River State College
Strand(s): General Interest; Research/Evaluation

IRSC's QEP has made significant changes to introductory mathematics however in the beginning student success did not immediately follow. Focus groups with students, faculty, and tutors has provided numerous insights. The practical impact led to the creation of a work group trained to conduct focus groups across the institution.

C9.2. Faculty Perceptions of Disciplinary Literacy Strategies
Location: M107
Presenter: Deborah Kellner, University of Cincinnati
Strand(s): Reading; Research/Evaluation

As institutions scrutinize the success of developmental courses, a focus on what we teach and why we teach it must remain front and center. The research outlined here highlights the importance and effectiveness of collaborating with disciplinary faculty to teach specific literacy strategies that are transferable skills with any discipline.

C9.3. Best Practices for Mathematics Co-Requisite Design and Implementation
Location: M101
Presenters: Joan Zoellner, University of Texas, Charles A. Dana Center, and Becky Moening, Ivy Tech
Strand(s): 2019 Featured Strand: Co-Requisite Models; Mathematics

This session will discuss best practices, informed by research, in the design, curriculum development, and implementation of co-requisite mathematics courses. Data supporting the co-requisite movement will be presented along with sample design and curricular materials that faculty can use in their own development. Presenters are experienced co-requisite implementers

and authors.

C9.4. Impacts of a Critical Reading Intervention in the Early Weeks of a Co-Requisite Developmental Writing Course
Location: M102
Presenter: Heather McGrew, University of Wisconsin-Superior
Strand(s): 2019 Featured Strand: Co-Requisite Models; Reading

This session will explore the findings of a fall 2018 SoTL research project on the impacts of embedding an intensive reading unit in the first several weeks of a co-requisite developmental writing class. Findings include if/how the unit improved reading comprehension skills, strategies, and confidence levels of students.

C9.5. Writing Program Administrators as Global Leaders: How to Promote Students, A Cultural Competence
Location: M103
Presenters: Michael Keathley and Sheryl Bone, Purdue University Global
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; English

Research indicates that within the dynamic and ever-evolving context of higher education, especially with regard to globalization and the use of technology, Writing Program Administrators (WPAs) would benefit from professional development and experiential learning as global leaders "to promote our students' cultural competence" (NADE Guiding Principle #5).

C9.6. Building Community at the Community College with the Professionalization of Part-Time Faculty
Location: M104
Presenter: Lucy Manley, Garrett College
Strand(s): Administration

Because the majority of developmental education faculty are part-time (CCCSE, 2014), this presentation provides creative and cost-saving resources for administrators to engage part-time developmental education faculty, so they feel a part of the institutional community thus having a higher impact on students.

C9.7. Helping Adult Basic Education Students Take Off Through Integrated Reading and Writing Non-Course-Based Options
Location: M105
Presenter: Andrea Berta, University of Texas at El Paso
Strand(s): English; Reading

Non-Course-Based Options (NCBOs) are an effective way for Adult Basic Education (ABE)

students to improve their skills quickly. One NCBO is a twelve-hour workshop that provides reading and writing instruction and retesting. Another four-week NCBO is taught in combination with a twelve-week integrated reading and writing developmental course.

C9.8. Avoid Turbulence and Rough Landings: High-Flying Classroom Management Strategies That Work

Location: M302
Presenter: Wade K. Meyer
Strand(s): General Interest; Student Support/Success

Are you piloting your classroom or is it piloting you? In this motivational session you will learn innovative, effective strategies to improve classroom management. Alleviate up to 70% of classroom discipline issues. Walk away refreshed and renewed with timeless techniques you can use in your classroom on Monday!

C9.9. Creating Effective Integrated Reading and Writing Co-Requisite Courses: A Dual Model Presentation

Location: M303
Presenter: Leta Deithloff, University of Texas at Austin
Strand(s): 2019 Featured Strand: Co-Requisite Models; Reading

This session models the creation and implementation of two integrated reading/writing co-requisite courses. Using practices learned throughout three years of trial and error, the presenter demonstrates effective ways to bridge students into traditional coursework through practical, engaging, disciplinary-specific activities resulting in transferable strategies that optimize college success.

C9.10. Developing Growth Mindsets in Developmental Education Students

Location: M304
Presenters: Von McGriff, Polk State College
Strand(s): English; Reading

Growth Mindset is a term we use as we discuss the importance of changing our mindset. Have we considered the results we will gain from developing a growth mindset in developmental students? This session will discuss the importance of cultivating a growth mindset in developmental students and provide strategies to accomplish this goal.

C9.11. Enhancing Success in Developmental Education Students Using Entrepreneurial Mindset Methodologies

Location: L404
Presenters: Rob Herndon, The Entrepreneurial Learning Initiative
Strand(s): Administration; Student Support/Success

This session will introduce the Ice House Student Success Program and demonstrate how entrepreneurial mindset curriculum has been implemented to thousands of students at high schools and colleges worldwide to improve student persistence and provide a pathway for developmental education students to succeed in their educational endeavors.

C9.12. Using Shared Reading and Discussion to Enhance Cultural Competence and Promote Cultural Diversity
Location: L405
Presenter: Karen Lipsedge, Kingston University
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Reading; Student Support/Success

This workshop will outline how our Kingston University Reading Group project is assisting educators to use multiple culturally sensitive techniques when teaching and assessing student learning, and to promote students' cultural competence. Small practical interactive discussions will also demonstrate how shared reading can reach across social and cultural boundaries and generate focused exchanges around equality, diversity and inclusion. Attendees will leave with a practical toolkit to establish reading groups in their home institutions and devise associated activities to enhance professional development skills.

C9.13. The Positive Education Movement
Location: L406
Presenter: Marti Miles-Rosenfield, Collin College (retired)
Strand(s): General Interest; Student Support/Success

Survive or thrive? Long held notions of "college survival" suggest that students should merely survive. Bleak outlook! A better approach requires teaching human flourishing, termed by the Greeks, "eudaimonia." Come learn about the momentum of Positive Education and how to change the classroom by promoting vigorous, positive, "strengths-based" growth.

C9.14. Using Extended Thematic Projects to Integrate Reading and Writing in a Co-Requisite Model
Location: M301
Presenter: Peter Adams, Community College of Baltimore County
Strand(s): English; Reading

This presentation will explore approaches to organizing syllabi using an extended reading/writing project for a credit-level course and its paired co-requisite course while effectively integrating reading and writing. Participants will receive several sample syllabi and will have a chance to begin developing syllabi of their own.

Friday, March 8, 2:00 p.m.-2:50 p.m.
Concurrent Session 10

C10.1. Takeoff with Bite-Sized Videos: Recording, Captioning and Housing Helpful Videos for Students

Location: M107
Presenters: Leslie Johnson and Kirsten Meymaris, Purdue University Global
Strand(s): Educational Technology; Student Support/Success

Developmental educators are constantly adapting instructional delivery methods to fit the needs and wants of their student population. Current students are now preferring learning via bite-sized videos. Join us to learn how you can record, caption and house your own videos successfully preparing students to takeoff with their learning.

C10.2. Choose Love in Education: Be Part of the Solution

Location: M101
Presenter: Scarlett Lewis, Jesse Lewis Choose Love Movement
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Student Support/Success

This is a powerful story of a mother's decision to become part of the solution following the murder of her young son in school. We all must take responsibility for the health and well-being of our children. Learn an empowering formula that can lead educators and students to choose love.

C10.3. Social Justice, Reading, and Co-Requisite English

Location: M102
Presenters: Deborah Manson, Shellie Welch, Gina Flowers, Amanda Boone, Valerie Matthews, and Jennifer Colatosti, Georgia State University, Perimeter College
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice

In this presentation, a panel of English faculty will share social justice texts they have used to engage students in reading and writing in developmental English courses. After a brief synopsis of each written work, the presenter will share related assignments and students' responses.

C10.4. You Don't Need to Fix Me!

Location: M103
Presenters: Andrea Blum, Joni Al-Hihi, Scott Votke, and Marta Szpak, Suffolk County Community College
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Mathematics

Do you often think that your students can be successful if they will only listen to your advice?

What happens when faculty shift their thinking to accept students as the experts about their own strengths and help students utilize those strengths to negotiate a path to their aspirations?

C10.5. Two Co-Requisite Models for College Algebra Currently in Use at Texas Southmost College
Location: M104
Presenters: Brittney Gillespie-Porter, Abraham Jimenez, and Angelica Fuentes, Texas Southmost College
Strand(s): 2019 Featured Strand: Co-Requisite Models; Mathematics

Texas Southmost College currently employs two co-requisite models for developmental students who need to complete College Algebra. During the presentation, the presenters will discuss the current course formats, along with the successes and drawbacks of each model and its implementation.

C10.6. Facing Issues with the Downfall of ESL in ENGL 1101 Co-Requisite
Location: M105
Presenter: Kenneth McNamara, Georgia State University Perimeter College
Strand(s): 2019 Featured Strand: Co-Requisite Models; English

With many institutions eliminating ESL classes, these students are testing into the co-requisite class (ENGL 0999/1101). My goal is to provide strategies for success to non-ESL professors. It is often difficult to meet the needs of this student population, however it can be done.

C10.7. Building Resilience to Successful Completion
Location: M302
Presenters: Edie Carter, Gale Brewer, Gretta Johnson, and Karen White, Amarillo College
Strand(s): General Interest; Mathematics

Research shows that building resilience in today's college students leads to improved classroom performance. Students must battle struggles and setbacks with problem-solving skills and grow their ability to adapt and bounce back. Learn how to help students grow their resilience and use their mistakes as opportunities for growth.

C10.8. College Students With Intellectual Disabilities Take Flight: Catch Them on Your Campus
Location: M303
Presenters: Tamara Shetron, Tricia Edgel, and Rene LeBlanc, Texas State University
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; General Interest; Student Support/Success

Students with intellectual disabilities are taking off for college. They benefit academically,

vocationally, and socially from equitable inclusion in socially valued educational experiences with their peer group. Their presence adds to campus diversity and challenges ideas regarding the purpose of higher education. Come learn about this new student population.

C10.9. Promoting First-Class Inclusion and Awareness in Developmental Literacy: Experiences of Allies with the LGBTQIA+ Community
Location: M304
Presenter: Amber Sarker, Texas State University
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; English

This interactive presentation takes flight by highlighting experiences of self-identified allies with the LGBTQIA+ community. Themes from this qualitative case study include: empathy, inclusive curriculum, safe(r) spaces, intersectionality, and resources. Participants in this presentation will takeoff with suggested resources to implement based on results of this first-class case study.

C10.10. Preparation In-Flight: Hands-on Approaches to Effectively Integrating Sentence Skills into IRW
Location: L404
Presenter: Jenia Walter, Colorado Mountain College
Strand(s): English; Reading

This session offers creative approaches to preparing students by truly integrating sentence-level skills into IRW instruction, highlighting meaningful content and interactive, hands-on activities (with attendee participation). In-flight examples will range from "mining the text" at grammatical levels to building pattern-based editing skills in context. Resources provided and participant sharing encouraged!

C10.11. Never-Ending Conversations: Writing a Common Reading for a Student's First Year Experience
Location: L405
Presenters: Melanie Turrano and Jennifer M. Myskowski, Lehigh Carbon Community College
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; English; Student Support/Success

An inspirational discussion of the process of composing an original common reading that addresses the non-cognitive issues that first year students struggle with as well as their fears and anxieties about higher education. The session concludes with a dramatic reading of "It Is Always a Matter of Life and Death."

C10.12. Specific Engagement Activities: From Classroom Currency to Question Daisy Chains
Location: L406

Presenter: Ekateryna O'Meara, Pellissippi State Community College
Strand(s): Administration; General Interest

Student engagement is one of the leading contributors to student success. This session will give instructors specific hands-on exercises and tools to increase student engagement and participation that can be implemented immediately. Come learn about opinion rainbows and stump the chump review strategies, classroom currency and opinion rainbows.

C10.13. Improve Math Learning and Grades: Integrate Math Study Skills into Math and Student Success Courses
Location: M301
Presenters: Paul Nolting, Hillsborough Community College; Milena Baeff, Gulf University of Science and Technology, Kuwait; Wassim Daher, Gulf University of Science and Technology, Kuwait; and Ilene Winokur Alzid, Gulf University of Science and Technology, Kuwait
Strand(s): Mathematics; Student Support/Success

Students are still struggling with math especially in co-requisite models. Math study skills improves success. Math study skills has been successfully integrated into labs, math and study skills courses in the U.S. and Kuwait. This workshop demonstrates integration of assessments, homework, note-taking, apps, anxiety reduction, mindfulness, testing and success plans.

C10.14. Leveraging the neuroscience of learning and memory to promote student success in developmental education
Location: Marquis AB
Presenter: Alexis Stranahan, Medical College of Georgia, Augusta University
Strand(s): General Interest

If a basketball player has trouble with free throws, they receive training to improve their technique; however, students with academic weaknesses are increasingly expected to immediately engage with college-level coursework. This session will review concepts from studies of the neurobiology of learning, with a focus on overlapping mechanisms for associative, motor, and somatosensory learning in the brain.

Friday, March 8, 3:00 p.m.-3:50 p.m.
Poster Session 2
Imperial Ballroom

P2.1. Student Voices in the Academic Appeals Committee
Presenter: Galia Fussell, Purdue University Global
Strand(s): English; General Interest; Student Support/Success

One of the primary ways that Purdue University Global (PG) offers students is to "voice" -- to take their grievances to a committee, which is called the Academic Appeals Committee. Although many of the requirements are the same, such as syllabus, late policy, etc., as offered in the PG University Manual, there are still aspects of various determinations made in classes that our students feel they need to deal with: we mediate these contentions between students and faculty in the Appeals Committee. In this poster session, the Chair of the Committee and Committee members will share effective strategies in reviewing student appeals and provide recommendations on how to help students develop their academic and professional voices.

P2.2. What Military Students Want and How We Can Meet These Expectations
Presenter: Galia Fussell, Purdue University Global
Strand(s): English; General Interest; Student Support/Success

Active duty military at times experience difficulties in completing their work, particularly in a timely manner. In the past, active duty military were limited to classes they were sent to by their superiors, classes that they could physically attend, usually in the United States. Now with online classes, they can enroll in degree programs from anywhere in the world, even from war zones. It is not uncommon to have military students who miss classes and assignments due to patrol assignments, incoming artillery, etc. How can institutions and instructors meet these students' needs and help them overcome difficulties beyond their control to reach academic success? This video poster presentation will explore ideas to achieve this goal, such as extra time for assignments, elimination of late points, and the demonstration of knowledge vs. completing assignments. Students will express their expectations and suggestions in these video testimonials.

P2.3. Faculty Input on the Benefits of and Support for Teaching Accelerated Developmental Mathematics
Presenters: D. Patrick Saxon, Sam Houston State University, and JoAnn Tong, College of Lake County, Grayslake, IL
Strand(s): Administration; Mathematics

The redesign of developmental education courses is common in the field. This study reports the results of polling faculty who teach accelerated developmental mathematics courses. This report offers findings with regard to the positive outcomes encountered in accelerated math courses, the training and support offered to instructors, the support services believed to work best for students, and the technology used in these interventions.

P2.4. English Language Learners in the Integrated Reading and Writing Classroom
Presenter: Cory Allen, Colorado Mountain College
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; English

Integrated Reading and Writing courses can be intimidating to many students entering higher education. English Language Learners, in particular, find these courses daunting and often struggle to find the right resources to be successful. A focus on language learning, vocabulary, and supportive resources can help these students overcome these barriers.

P2.5. Self -Directed Learning and the Online Learning Environment in Higher Education
Presenter: Shernette Dunn, United States Air Force Academy Prep
Strand(s): Educational Technology; Student Support/Success

Online learning is becoming more popular in higher education. However, the attrition rate for online learning is 10-30 percent higher than traditional classes. This presentation will provide answers to the research question, "what are the components needed to be successful in the online learning environment while becoming independent self-directed learner?"

P2.6. Developing strong connections between professors, students, and tutors through an embedded tutoring model
Presenter: Linda Gnagey, Eastern Mennonite University
Strand(s): General Interest; Student Support/Success

A tutoring program director collaborated with STEM faculty at a small liberal arts university to strengthen student retention through (1) improvement of peer-tutor training and effectiveness of peer-tutors for underrepresented minority and first generation students and (2) increasing student-faculty engagement by embedding peer-tutors in STEM courses.

P2.7. Some People are Just Good at Math and Others Aren't: Combating Students' Negative Beliefs
Presenters: Lee Ann Roberts, Sarah Park, and Alvina Atkinson, Georgia Gwinnett College
Strand(s): 2019 Featured Strand: Co-Requisite Models; Mathematics

The poster describes a logical reasoning activity for a co-requisite Quantitative Skills and Reasoning course that challenges common negative fallacies about mathematical ability. Furthermore, the presenters will share how the activity allows students to reflect on their own misconceptions and develop study skills and strategies towards achieving success in mathematics.

P2.8. Valuing student voices through Talking Cards
Presenters: Melanie Mowinski, Massachusetts College of Liberal Arts, and Andrea S.D. Hazzard, College of the Marshall Islands
Strand(s): General Interest; Student Support/Success

Faculty often struggle with student participation, ranging from over-zealous students to those more reluctant to contribute. Inspired by universal design principles, talking cards assist with

diverse learner needs. This poster will showcase how the talking cards help create an environment that recognizes each student's voice and fosters an inclusive classroom.

P2.10. Using National Public Radio as a Co-Text
Presenter: Karen Holley, Georgia State University - Perimeter College
Strand(s): English; Reading

The variety of programming on National Public Radio allows for a broad range of topics and skills to be covered. The presentation will provide ideas about different assignments that can be used to enhance writing, analytical reading/listening, critical thinking, research, synthesis of ideas, argumentation, debate, creativity, note taking, and decision-making.

P2.11. Creating Classroom Community and Focus with Mindfulness
Presenter: Marti Miles-Rosenfield, Collin College (retired)
Strand(s): English; General Interest

PAUSE. Take a big, deep breath. Hold it. Slowly..let.it.out. Repeat. Set intentions to increase RETENTION, SUCCESS, and COMPLETION! Try this non-traditional approach to improve student performance by learning mindfulness techniques and infusing them into your curriculum. Also, learn to promote a digital disconnect to enhance student focus.

P2.12. Take Off with Grammar Games and Other Fun Fundamentals Practice
Presenters: Becky Marchant and Brooke Kelly, Weber State University
Strand(s): English

How do we get students involved in the sustained practice that helps them learn grammar skills and other fundamentals? Turn the practice into a game! "Gamification" turns repetitive practice into a fun and engaging experience so they can feel confident and prepared to take off into their college composition classes.

P2.13. Examining Attitudes in Transitioning to College: Action Research on Attitudes of First-Generation Students
Presenter: Jess Gagliardi, Adams State University
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Student Support/Success

One of the most interesting student populations to study in regards to experiences and transition into college are the first-generation students. First-generation students have more obstacles to overcome that can be overwhelming. This action research aims to produce a narrative at one MSI institution in Colorado exhibiting these experiences.

P2.14. Jazz, Drama, and a Librarian: Advocating Against Book Censorship in Public Schools

Presenter: Carolyn Carlson, Washburn University
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Reading

Books are routinely banned from public school libraries, restricting students' abilities to read and reflect upon them. Students need access to texts depicting all types of ideas and people -- including ones like themselves and unlike themselves. This session will examine past and current banned books, the impact of those restrictions, and what can be done to advocate for access.

P2.15. Accuracies and Misconceptions: Preparing Teachers to Recognize, Assess, and Instruct Students with Dyslexia
Presenter: Carolyn Carlson, Washburn University
Strand(s): Reading; Student Support/Success

Research indicates that teachers have both some accurate knowledge of as well as misconceptions about dyslexia. Training teachers (either during preservice teacher training or inservice professional development programs) to have a thorough understanding of the needs of students with dyslexia varies greatly. This study examined teacher preparation and knowledge in the recognition, assessment, and instruction of students with dyslexia.

P2.16. Nurturing a Mindful College Student
Presenter: Jennifer Jozwiak, Allan Hancock College
Strand(s): English; General Interest; Student Support/Success

This poster presentation will provide the attendees a background of the history and applications of secular mindfulness in the US, supportive studies in neuroscience, several health benefits, and concrete examples of classroom integration.

Friday, March 8, 4:00 p.m.-4:50 p.m.
Concurrent Session 11

C11.1. Constructing New NADE Guides
Location: M106
Presenters: Jennifer Ferguson, Cazenovia College/NADE Accreditation Commission; Karen Patty-Graham, NADE Accreditation Commission; David Arendale, University of Minnesota; Gwenn Eldridge, Ivy Tech Community College
Strand(s): General Interest; Research/Evaluation

Participants will be actively involved in conceptualizing and writing both essential and recommended items for the new edition of the NADE Self-Evaluation Guides, including items for coursework, tutoring services, course-based learning assistance, and teaching and learning. Come have a voice in creating standards and guidelines for our fields!

C11.2. She's Drawing in Class Again: Launching Sketchnotes in the IRW Classroom
Location: M107
Presenter: Barbara Tracy, Southeast Community College
Strand(s): English; Reading

This interactive session, focuses on one teacher's visual note-taking practice on a campus where nearly half of IRW students are ELL. Visual notetaking can enhance annotations, notetaking, and remove barriers in group work, while teaching metaphors, symbols, and collaboration. Participants will practice visual notetaking and discuss applications for their classrooms.

C11.3. Co-Requisite Courses are Good But Let's Not Abandon the Emporium Model Entirely
Location: M101
Presenters: Monica Hennessy and Ruth Benander, University of Cincinnati
Strand(s): Research/Evaluation

While the co-requisite model shows promise for students almost ready for college courses, a guided emporium model is still worthwhile for our most underprepared students. This session reports on the success of a guided emporium model in developmental math and English courses.

C11.4. Academic Literacy: IRW Itinerary for Student Success
Location: M102
Presenters: Sharon Hayes and Denise Parker, Community College at Baltimore County
Strand(s): English; Reading

Presenters will discuss Academic Literacy, the route to success at the Community College of Baltimore County.   The map for this effective IRW model highlights curriculum design, pedagogy, and assessment. Souvenirs include proven examples of cohesive instructional units, course materials, and integrated critical thinking, reading, writing instruction.

C11.5. Boosting Student Performance through Math Boot Camp: It's about the Numbers!
Location: M103
Presenters: Melissa Carpenter, Roxanne Klassen, and Edwin Maldonado, Mesa Community College
Strand(s): Mathematics; Student Support/Success

Do you want to develop a refresher course/summer experience for students who have placed into developmental math? Join us in a session that describes Mesa Community College's model for Math Boot Camp. This presentation includes a boot camp demonstration, a curricular overview, and student outcomes.

C11.6. Your Math GPS: Guidance Through Peer Tutoring Equals Success
Location: M104
Presenters: Farrah Hayes, Kelley Pearce, and Dana Davis, Gadsden State Community College
Strand(s): Mathematics; Student Support/Success

Your Math GPS is a peer tutor program designed to support developmental math courses. This initiative features an embedded tutor model for developmental math courses at a community college in rural Alabama. This presentation will discuss the implementation, student learning outcomes, objectives, and successes of the program.

C11.7. Do Paired Courses Contribute to Student Success?
Location: M105
Presenters: Kirstin Bratt, St. Cloud State University
Strand(s): 2019 Featured Strand: Co-Requisite Models; Research/Evaluation; Student Support/Success

A team of researchers, including Kirstin Bratt, Nancy Sundheim, Jim Cottrill, and Kate Pound, all of St. Cloud State University, has been working to determine the effectiveness of learning communities on the success of provisionally-admitted students. Data have shown significant positive impact in one community (study skills, college experience, geology), and we have been seeking new ways to measure success with a second community (study skills, college experience, American government).

C11.8. Engaging English Co-Requisite Students in the Writing Process and Product
Location: M302
Presenters: Tamara Shue and Valerie Matthews, Georgia State University
Strand(s): 2019 Featured Strand: Co-Requisite Models; English

The presenters will explain practical activities and approaches to peer editing, revising, and evaluating writing that will help students become more confident authors of their own work while helping faculty manage their grading loads.

C11.10. Not Another Diversity Training: A Human Library Project
Location: M304
Presenter: Samantha Crandall, Phoenix College
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice

Employees who voluntarily attend diversity training are not always the employees who need to attend. At Mesa Community College, we organized an event in which students, employees, and community members participated in a human library. At the event, "human books" engaged "readers" with dialogue to increase awareness and reduce prejudice.

C11.11. Integrated Reading and English Course Redesign
Location: L404
Presenter: Janie Ivey, Spartanburg Community College
Strand(s): English; Reading

Although it is clear that reading and writing go hand-in-hand, it is not easy to integrate two content areas smoothly. This presentation will focus on techniques that faculty can use to help students see the connection between reading and writing and to help them improve in both areas.

C11.13. A Different SPIN on Tutoring: Effective tools to train tutors
Location: L406
Presenters: Shelby Gannott, Ozarks Technical Community College, and Andrew Richards, Central Washington University
Strand(s): Student Support/Success

NADE's Tutoring & Peer-Assisted Learning Network (previously called SPIN) is proud to present "A Different SPIN on Tutoring." This session will focus on sharing tried-and-true tutor training ideas that reflect CRLA tutor training topics. Handouts will be provided on how to incorporate each activity in your own tutor training meetings.

C11.14. Developing from Within: Using Co-Requisite Strategies Outside the Co-Requisite Model
Location: M301
Presenters: Teresa Marie Kelly, Josef Vice, Emily Thompson, and Stephanie Thompson, Purdue University Global
Strand(s): 2019 Featured Strand: Co-Requisite Models; Student Support/Success

This session examines embedding co-requisite content into courses to serve all students. Using discussion, case studies, and one-to-one interactions, participants discover how one department developed its embedded co-requisite approach, how course designers and faculty created and delivered the curriculum, and how the changes improved the student experience and student success.

C11.15. Leveraging Legislation: IRW/Co-Requisite Courses and Social Justice Education
Location: Marquis AB
Presenters: Jeanine Williams, University of Maryland University College, and Sonya L. Armstrong, Texas State University
Strand(s): 2019 Featured Strand: Co-Requisite Models; 2019 Featured Strand: Cultural Diversity/Social Justice

IRW/co-requisite legislation can be leveraged to redesign courses to reflect students' sociopolitical contexts and the next-level literacy practices they will encounter. This session will

introduce a social justice education framework, including exemplar texts and assignments that challenge students to perform the sophisticated literacy practices necessary to interrogate social injustice.

Saturday, March 9, 8:00 a.m.-8:50 a.m.
Concurrent Session 12

C12.1. Book & Brain Reading for Critical Thinking
Location: M106
Presenter: Nancy Linden, Savannah State University
Strand(s): Reading; Student Support/Success

Learn how to analyze items in reading comprehension for critical thinking. Help students "divide and conquer" all different types of reading comprehension formats and use evidence for their reflective answers. Get ready for a paradigm shift that is easy to understand for students. Application to all different types of tests will be illustrated.

C12.2. Critical Food Pedagogy: An Interdisciplinary Approach to Developmental Education
Location: M101
Presenter: Beth Giebus-Chavez, Central New Mexico Community College
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; English; Reading

This session focuses upon best practices in using critical food studies as an interdisciplinary lens to teach developmental reading and writing skills. Drawing upon critical, contemplative, and creative pedagogical approaches, the presenter provides a sample IRW thematic syllabus that draws attention to local/ global power structures, while engaging developmental learners in civic discussions.

C12.3. Not All Takeoffs Are On Time: Failure to Launch Is Never Final
Location: M102
Presenter: Toni Asay, Weber State
Strand(s): Research/Evaluation; Student Support/Success

What if we widened our view of retention and conceded that linear progression through college is no longer the norm? If we concede that students will, for various reasons described in retention literature, leave school at some point, what can those students tell us about how to help them return?

C12.4. Ready for Takeoff: Engaging Adult Learners in the Classroom Community
Location: M103

Presenters: Kathleen Quick, University of Alaska Fairbanks; Katie Lubowicki, Interior Alaska Campus, University of Alaska Fairbanks; and Jennifer Tilbury, Community and Technical College, University of Alaska Fairbanks
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; English

Research shows that adult students struggle in the college classroom. Developmental reading and writing instructors can take steps to help adult learners build a stronger academic foundation. Participants will discuss assignments and readings to better utilize the knowledge-base of adult learners. The presentation will focus on online and face-to-face classrooms.

C12.5. Accelerate Student Success with Multiple Factors
Location: M104
Presenters: Keith Henry and Kathie Montognese, College Board
Strand(s): Student Support/Success

Best practices for placing students is through the use of academic and non-academic multiple factors along with ACCUPLACER test results. Explore how to incorporate multiple factors into your institution's placement policy; discuss the validity of ACCUPLACER; and learn about new models of support designed address student skill gaps and accelerate their time to completion.

C12.6. TX Dev-Ed & Gateway Writing Course Rigor - Research Findings
Location: M105
Presenter: Sharon Simpson, University of Mary Hardin-Baylor
Strand(s): 2019 Featured Strand: Co-Requisite Models; Research/Evaluation

This interactive session will contain research findings of Texas community college faculty practices and perceptions in DE and first-year English Composition writing courses. Data will show correlations and disparities between four models of exit-level DE Writing and English Composition courses in the areas of curriculum and exit testing rigor.

C12.7. Examining Attitudes in Transitioning to College: Action Research on Attitudes of First-Generation Students
Location: M302
Presenter: Jess Gagliardi, Adams State University
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Student Support/Success

One of the most interesting student populations to study in regards to experiences and transition into college are the first-generation students. First-generation students have more obstacles to overcome that can be overwhelming. This action research aims to produce a narrative at one MSI institution in Colorado exhibiting these experiences.

C12.8. Express Track Mathematics: Helping students "Prepare for Takeoff" With Study

Skills & Problem-Solving Strategies
Location: M303
Presenter: Tonia Faulling, Tri-County Technical College
Strand(s): Mathematics; Student Support/Success

Express Track Mathematics helps developmental Mathematics student "Prepare for Takeoff" to their college level Mathematics classes by the end of one semester. We teach the soft skills necessary for success in college level math classes, while reviewing the basic mathematics skills and problem solving strategies.

C12.9. Embedding College Success Strategies in Developmental Mathematics Courses
Location: M304
Presenter: Darolyn Flaggs, Kennesaw State University
Strand(s): Mathematics; Student Support/Success

Students often come to college with an unclear understanding of what it means to be a "college student." Developmental mathematics instructors are often faced with trying to embed college success strategies into already jam-packed curriculum. Come explore ways in which to incorporate #quicktips&tricks for promoting academic success from day one!

C12.10. M.C. Means Move the Class: The Elements of Urban Education
Location: L404
Presenter: Shaun Woodly, Western Governors University
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Student Support/Success

This workshop addresses major concerns for educators, particularly as it relates to the engaging and learning of students of color in urban & suburban schools. This introduces educators to the framework of what it means to "Move the Class," based on the ideas of brain-based research, culturally responsive teaching, and hip-hop.

C12.11. We Can Do This! The Path to Revising, Remixing, Reusing and Creating for OER Development
Location: L405
Presenters: Amy Larson, Lansing Community College
Strand(s): 2019 Featured Strand: Co-Requisite Models; English; Reading; Student Support/Success

Many educators are aware of OER, but how are they created? What is the process? Where are the stumbling blocks? This presentation will showcase the workflow process for creating an OER textbook. We will answer common questions and prepare you to plan, develop, and adopt your own OER.

C12.12. Encouraging Success: Using Help Sessions to Connect Students and Enhance Learning in an Online Course
Location: L406
Presenters: Kira Shank and Sheryl Bone, Purdue University Global
Strand(s): General Interest

Online Help Sessions can be used to support students in their first term courses and beyond. This presentation provides an overview of how supplemental online help sessions can support students' connections to their courses and their university as well as discuss how to maximize Help Sessions to increase student success.

C12.13. Adjuncts Are Colleagues: Integrating Adjunct Instructors in a Small ESL Program
Location: M107
Presenter: Ekateryna O'Meara, Pellissippi State Community College
Strand(s): General Interest

This presentation will explore some challenges and possible solutions to making sure that part time and adjunct instructors are treated and supported as teachers and colleagues, and given the opportunity to grow and advance within a program.

Saturday, March 9, 9:00 a.m.-9:50 a.m.
Concurrent Session 13

C13.1. The Hero's Journal: Using The Hero Journey to Motivate and Engage Students
Location: M106
Presenter: Eric Niemi, Chattanooga State Community College
Strand(s): English; Student Support/Success

This presentation presents connections between Campbell's Hero Journey and the student's journey through college. Implementing this tool helps students understand themselves, their college culture, and the culture at large. The objectives of the session are to understand the Hero's Journey, and how to integrate it into college classrooms and services.

C13.2. Reading--an Effective Co-Requisite: INRW/Humanities
Location: M107
Presenters: Mary Orlando, San Jacinto Community College
Strand(s): 2019 Featured Strand: Co-Requisite Models; Student Support/Success

Session describes benefits of reading as the co-requisite of choice. Pairing Integrated Reading and Writing with Humanities supports academic, personal, and social development for students.

Presenters provide model lessons and assessments for both courses that strengthen critical thinking, cultural knowledge, textual analysis, as well as writing and speaking skills.

C13.3. How to Connect with Today's Learners
Location: M101
Presenters: Gale Brewer, Edie Carter, Gretta Johnson, and Karen White, Amarillo College
Strand(s): General Interest; Mathematics

Teachers are charged with curriculum demands, outcome assessments, and national standards. As an educator, stretched in all directions, battling exhaustion, have you lost your passion? Learn how changes made in math classrooms result in: high class engagement, infusion of "fun" into learning, meaningful relationships, and huge gains in course completion.

C13.4. Strengthening Learners' College Readiness Through the Use of Open Educational Resources (OER)
Location: M102
Presenters: Judith Tomasson and Pamela Herrington, Central New Mexico Community College (CNM)
Strand(s): Educational Technology; English; Reading

Two community college instructors will present the process and tools used to create a quality, no-cost textbook based on open educational resources (OER) for a co-requisite level integrated reading-writing course. The presentation will provide an overview on developing OERs, examples from the instructors' courses and a Q & A session.

C13.5. Data Driven Analysis as a Trajectory for Effective Program Review
Location: M103
Presenters: Heba Elhadary, Kelle Hutchinson, and Ilene Winokur, Gulf University for Science and Technology, Kuwait
Strand(s): Administration; English

This presentation will show how an effective data driven program review was created and implemented in a developmental English program at a private university in Kuwait. The presenters will use their own experiences during the IEP's accreditation process as an example of how a team can respond to standards.

C13.6. Math Placement Using Multiple Measures for Enhanced Student Success
Location: M104
Presenters: Stephanie Houdek and Sandra Johnson, St. Cloud State University
Strand(s): General Interest; Student Support/Success

This session will take a look at a variety of college readiness indicators for course placement,

present the implementation and results of our multiple measure pilot, and provide the opportunity for attendees to share approaches to utilizing multiple measures to enhance student success.

C13.7. Math Corequisites: Merging Content with Activity-Based Courses
Location: M301
Presenters: Carolynn Reed and Colleen Hosking, Austin Community College
Strand(s): 2019 Featured Strand: Co-Requisite Models; Mathematics

Discover how ACC transformed developmental math to embrace co-requisite models. Student engagement and carefully designed support materials are key elements in ACC's non-STEM math co-requisite courses. Attendees will take part in multiple activities that guide students from developmental up through college level for topics in Quantitative Literacy and Statistics.

C13.8. Launch Students to Success by Developing a Productive Academic Mindset in Co-Requisite Math Courses
Location: M303
Presenter: Leslie Davidson-Rossier, University of North Georgia
Strand(s): 2019 Featured Strand: Co-Requisite Models; Student Support/Success

Students' attitudes toward math classes greatly affect their class performance. It is becoming increasingly important that we encourage students to develop new ways of thinking about their math courses. This session discusses incorporating skills and activities in co-requisite math courses to aid in promoting a productive academic mindset.

C13.9. Emphasizing Authentic Applications
Location: M304
Presenter: Fenecia Foster, Southeast Technical Institute
Strand(s): Career Technical/Vocational Education; Mathematics

What is your response when a student asks, "Why do we have to learn this?" In this session, you will test out authentic mathematics applications that have positively impacted student engagement and student learning, and learn strategies for developing applications that are relevant to your lessons and students.

C13.10. Tell It: Using Flipgrid to Amplify Student Voices and the Value of Developmental Education
Location: L404
Presenters: Kasty France, Vickie Robison, and Cathy Bankston, Tulsa Community College
Strand(s): 2019 Featured Strand: Cultural Diversity/Social Justice; Educational Technology; English; General Interest; Mathematics; Reading

During this presentation, you will learn about Flipgrid, an easy-to-use and free application, by

creating a short video introduction using your smartphone. You will also view Flipgrid videos of students discussing developmental education. Flipgrid guidebooks for instructors and students along with other handouts will be provided.

C13.11. Growth Mindset: Developing a Growth Mindset in Developmental Students
Location: L405
Presenter: Von McGriff, Polk State College
Strand(s): General Interest; Reading; Student Support/Success

This presentation will identify and address the importance of implementing Growth Mindset strategies in Developmental Education classrooms.

C13.13. Thinking Redesign? Think alta!
Location: L406
Presenter: Casey Williams, Knewton
Strand(s): General Interest

Utilizing OER content and a sophisticated adaptive engine, Knewton's *alta* courseware provides a uniquely personal experience for learners. In this session, the speaker, a former community college mathematics instructor, will explain how alta may serve as a learning solution regardless of your redesign concept, whether emporium, modularized, co-req, or other.

C13.14. Tools for Change: Boosting Student Success
Location: M302
Presenter: Paula Wilhite, American Mathematical Association of Two-Year Colleges
Strand(s): General Interest; Student Success/Support

To promote change, educators must be equipped with a cache of proven practice. This presentation will include publications that address factors critical to student learning. These resolutions were recently published by the community of educators who teach mathematics in the first two years of college and are members of AMATYC.