

Conference Program

**The 42nd Annual Conference of the
National Association for Developmental Education**



February 21 - 24, 2018

National Harbor, Maryland

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NADE 2018 Will be a Green Conference!!!

Download the **Guidebook**
app for all your devices during NADE 2018.
Printed programs are not included in conference registration.





National Association for Developmental Education

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Annual Conference

February 21-24, 2018
The Gaylord, National Harbor, MD

Welcome to the 42nd Annual NADE Conference

On behalf of the NADE Executive Board, I welcome you to National Harbor, MD, for our 42nd Annual Conference at the Gaylord Resort and Spa—a premier destination for dining, shopping, nightlife, and a beautiful view of Washington, DC and Old Town Alexandria which is a ferry boat ride away.

The conference theme this year is Believe!—a perfect word of encouragement, advice, and teaching philosophy for our field. The conference committee worked hard to develop an incredible selection of workshops and speakers to renew and reinvigorate your belief in your practice, your colleagues, and yourself.

A key reason for the success of the conference and organization is YOU. Please take time to network, meet with old friends, make new friends, and share your glorious self with us all as you soak in the knowledge that surrounds you here.

All members of the Board and I look forward to greeting you personally during the conference. We are so glad you are here.

Robin Ozz

Robin Ozz
NADE President

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“Helping underprepared students prepare, prepared students advance, advanced students excel.”

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The National Association for Developmental Education
is a 501(c)3 non-profit organization.

Conference Keynote Speakers

Martha E. Casazza and Sharon L. Silverman



Keynote Presentation:

**STUDENT VOICES:
WE BELIEVE IN YOU**



Martha E. Casazza and Sharon L. Silverman have collaborated for over 20 years to help ensure access and success for students in higher education. Casazza and Silverman are both Fulbright Senior Scholars who work globally to advance student success. They have co-authored two classic books in the field: *Learning Assistance and Developmental Education* and *Learning and Development*. *Student Voices: We Believe in You* is their newly published book and the result of interviews with students who have overcome major challenges to achieve success. You will hear their stories where they say that having someone believe in them was the defining element in their success.



BELIEVE

Stephen L. Chew



Keynote Presentation

Improving Student Performance by Addressing Student and Teacher Misconceptions about Learning

Stephen L. Chew has been a professor and chair of psychology at Samford University in Birmingham, Alabama since 1993. Trained as a cognitive psychologist, one of his primary research areas is the cognitive basis of effective teaching. His research interests include the use of examples in teaching, the impact of cognitive load on learning, and the tenacious misconceptions that students bring with them into the classroom. He is the creator of a groundbreaking series of YouTube videos for students on how to study effectively in college (<http://www.samford.edu/how-to-study/>) which have been viewed over a million times and are in wide use from high schools to professional schools. More recently he created a series of videos for teaching on the cognitive principles of effective teaching (<http://bit.ly/1LDovLp>).

He was awarded the Buchanan Award for Classroom Teaching Excellence from Samford in 1999. In 2005, he received the Robert S. Daniel Teaching Excellence Award from the Society for the Teaching of Psychology as the outstanding teacher of psychology at four-year colleges and universities. He was named the 2011 Outstanding Master's Universities and Colleges U.S. Professor of the Year by the Carnegie Foundation for the Advancement of Teaching. He regularly serves as a keynote speaker and workshop leader at conferences on teaching in general and on the teaching of psychology in particular.

Professor John Storan



Keynote Presentation:

Learner Journeys - Origins, Experiences and Destinations

John is the Director of Continuum, The Centre for Widening Participation Policy Studies at the University of East London in the UK and Visiting Professor at Malmo University, Sweden. He is the Director of Action on Access, which is the national coordination team for widening participation. John is also a founding and current Chair of the Forum for Access and Continuing Education (FACE), which is a sister organization to NADE. In recent years, he has been advising and supporting funding agencies, government bodies, and stakeholder groups concerned with access and participation in higher education both in the UK and internationally. In 2014, John was appointed as the UK representative on the Bologna working group for the Social Dimension and Lifelong Learning, and in 2016 he was invited to become a member of the Social Mobility Advisory Group (SMAG), which reports directly to the UK Minister for Universities and Science.



CONFERENCE AT A GLANCE

Tuesday, February 20, 2018

12:00 p.m.-1:30 p.m.	Registration Open	Magnolia 3
1:00 pm-4:00 pm	Study Tour	UDC-CC
1:00 p.m.- 5:00 p.m.	Accreditation Training, Part 1	Magnolia 3
6:00 p.m.-8:00 p.m.	Registration	Maryland Registration Desk C

Wednesday, February 21, 2018

7:00 a.m.-7:00 p.m.	Registration Open	Maryland Registration Desk C
8:00 a.m.-4:00 p.m.	Leadership Congress	National Harbor 10 & 11
9:00 a.m.-12:00 p.m.	Pre-Conference Institutes	Various rooms
1:00 p.m.-4:00 p.m.	Pre-Conference Institutes	Various rooms
1:00 p.m.-5:00 p.m.	Accreditation Training	Magnolia 3
4:30 p.m.-5:15 p.m.	Newcomer & International Reception	Maryland 1
5:30 p.m.-7:00 p.m.	Grand Opening of Exhibits	Maryland AC
7:00 p.m.- 9:00 p.m.	"Believe in Excellence" Reception	Maryland BD

Thursday, February 22, 2018

7:00 a.m.-7:00 p.m.	Registration Open	Maryland Registration Desk C
7:30 a.m.-5:30 p.m.	Exhibit Hall Open	Maryland AC
7:30 a.m.-8:30 a.m.	Continental Breakfast	Maryland BD
8:30 a.m.-9:20 a.m.	Concurrent Session A	Various rooms
9:30 a.m.-10:45 a.m.	Concurrent Session B	Various rooms
11:00 a.m.-1:00 p.m.	Keynote Lunch and Awards	Maryland BD
1:10 p.m.-2:00 p.m.	Concurrent Session C	Various rooms
1:10 p.m.-2:00 p.m.	Poster Session 1	Maryland AC
2:10 p.m.-3:00 p.m.	SPIN Meetings	Various rooms
3:00 p.m.-3:30 p.m.	Break	Exhibits Hall
3:30 p.m.- 4:20 p.m.	Concurrent Session D	Various rooms
3:30 p.m.-4:20 p.m.	Committee Fair	Maryland AC
4:30 p.m.-6:00 p.m.	Business Meeting	National Harbor 10 & 11

Friday, February 23, 2018

7:00 a.m.-7:00 p.m.	Registration Open	Maryland Registration Desk C
7:30 a.m.-2:00 p.m.	Exhibit Hall Open	Maryland AC
7:30 a.m.-8:30 a.m.	Continental Breakfast	Maryland BD
8:00 a.m.-8:45 a.m.	Chapter Meetings	Various rooms
9:00 a.m.-11:00 a.m.	Keynote Session and Awards	Maryland BD
11:10 a.m.-12:00 p.m.	Concurrent Session E	Various rooms
11:10 a.m.-12:00 p.m.	Poster Session 2	Maryland AC
12:15 p.m. 1:05 p.m.	Concurrent Session F	Various rooms
1:15 p.m.-2:05/2:30 p.m.	Concurrent Session G	Various rooms
3:00 p.m.-3:50 p.m.	Concurrent Session H	Various rooms
4:15 p.m.-5:30 p.m.	Keynote Session w/ High Tea	Maryland BD

Saturday, February 24, 2018

7:00 a.m.-11:00 a.m.	Registration Open	Maryland Registration Desk C
8:00 a.m.-8:50 a.m.	Concurrent Session I	Various rooms
9:00 a.m.-11:00 a.m.	Celebration Breakfast/2019 Kickoff	National Harbor 10

Tuesday, February 20, 2018

Time/Place	Event
12:00 p.m.-1:30 p.m. outside Magnolia 3	Registration Opens
6:00 p.m.-8:00 p.m. Maryland Registration Desk C	Registration
1:00 p.m.-5:00 p.m. Magnolia 3	Accreditation Pre-Conference Institute, Part I

Tuesday, February 20, 2018

1:00 pm – 5:00 pm Pre-Conference Institute

PC1. NADE Accreditation Institute Part 1

Magnolia 3

Presenters: NADE Accreditation Commission

Jennifer Ferguson, Cazenovia; Jane Neuburger, Syracuse; Linda Thompson, Harding

University; Karen Patty- Graham, Southern Illinois University; Lisa Cole, Heartland

Community College, David Otts, Middle Tennessee State University, Gwenn Eldridge, Ivy Tech

Strands: Program Development, Research/Evaluation

NADE offers academic support program accreditation. Looking to demonstrate the quality in developmental coursework or academic support programs? NADE Accreditation Institutes help programs examine their practices through rigorous self-study; use theory to inform curriculum; analyze data; and create goals to actualize mission statements. Sign up for the Institute today!

Day at a Glance: Wednesday, February 21, 2018

Time/Place	Event
7:00 a.m.-7:00 p.m. Maryland Registration Desk C	Registration
8:00 a.m.-4:00 p.m. National Harbor 10	Leadership Congress
9:00 a.m.-12:00 p.m.	Pre-Conference Institutes
1:00 p.m.-4:00 p.m. University of the District of Columbia Comm. College	Study Tour
1:00 p.m.-4:00 p.m. Various rooms 1:00 p.m.-5:00 p.m. Magnolia 3	Pre-Conference Institutes Accreditation Pre-Conference Institute, Part 2
4:30 p.m.-5:15 p.m. National Harbor 2	Newcomers and International Meet and Greet
5:30 p.m. Maryland Ballroom A/C	Grand Opening of Exhibits
7:00 p.m.-9:00 p.m. Maryland Ballroom B/D	“Believe in Excellence” Dessert Reception Conference Bag Throwback Karaoke

Wednesday, February 21, 2018

8:00 am – 4:00 pm
Leadership Congress
National Harbor 10

This event is for current leaders in NADE and is by invitation only.

9:00 am – 12:00 pm
Pre-Conference Institutes

PC2. What is True About Brain-Based Learning? Science and Strategies
National Harbor 2
Presenter: Janet Zadina, President, Brain Research and Instruction
Strands: Administration, Professional Development

Are you perpetuating neuromyths in your practices? Teachers can't afford to waste learning time engaging in practices based on old myths about learning. See how the brain actually learns. Leave with credible practices based on neuroscience. Come prepared to laugh, engage, and participate in activities presented by an educational neuroscientist.

PC3. Brave New World: Teaching ALP
National Harbor 3
Presenters: Peter Adams, Susan Gabriel, Community College of Baltimore County
Strands: English, Professional Development

Designed for faculty making the transition from teaching traditional developmental writing courses to teaching ALP courses, this institute will explore how teaching ALP is different, what additional pedagogy may be beneficial, and how to organize all this into syllabi for ALP courses that support developmental students in their composition courses.

PC5. All-Google, All-Mobile, All-For-Education
National Harbor 5
Presenters: Lea Rosenberry, Kirsten Meymaris, Tamara Eyster, Kaplan University
Strands: Educational Technology, General Interest

Using G Suite applications like Gmail, Hangouts & Drive, but still feeling like a newbie? BELIEVE you can do it with this hands-on, step-by-step all-Google, all-mobile workshop. Leave your laptops in your room but bring your mobile devices to learn the latest and greatest features of G Suite mobile!

PC6. Understanding the Experiences of College Students with Mental Illness
National Harbor 6

Presenter: Ren VanderLind, Texas State University

Strands: Research/Evaluation, Student Support/Success

Increasing numbers of students are reporting mental health concerns, something that has been shown to affect student persistence and academic performance. Data will be presented on the number of college students reporting mental health concerns. Original research about resilience, stigma, and identity development in college students with mental illness will be explicated to give a sense of the lived experiences of this population.

Wednesday, 1:00 pm – 4:00 pm

Study Tour

The University of the District of Columbia Community College is honored to host guests to view their co-requisite program. UDC-CC's English and Math programs are taking different approaches to combining developmental and credit-bearing courses, and guests can observe how those classes are administered and speak with students. Additionally, the Center for Academic and Career Excellence (CACE), which provides supplemental instruction to all UDC-CC students, will be open. Supplemental Instruction is providing students in a credit bearing class the time, attention, and opportunity for work to develop their knowledge and skills in credit-bearing courses so that they can legitimately earn those gateway Math and English credits. The tour will take place at the Community College Campus at [801 North Capitol St, NE](#). If time allows, a tour of the Backus campus, which is a short shuttle ride away, will be included.

Wednesday, 1:00 pm – 4:00 pm

Pre-Conference Institutes

PC1. Continued: NADE Accreditation Institute Part 2 (1:00 - 5:00 p.m.)

National Harbor 8

Presenters: NADE Accreditation Commission

Jennifer Ferguson, Cazenovia; Jane Neuburger, Syracuse; Linda Thompson, Harding University; Karen Patty-Graham, Southern Illinois University; Lisa Cole, Heartland Community College, David Otts, Middle Tennessee State University, Gwenn Eldridge, Ivy Tech

Strands: Program Development, Research/Evaluation

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PC7. The Proof is in the Putting

National Harbor 7

Presenters: Dr. Kate Sanders, Dr. Ann Petersen, Western Iowa Tech Community College

Strands: English, Reading

Participants will experience the value of practical experience and relevant results supported with

authentic activities based on theory and research. This presentation will actively involve educators in bringing more CLASS or CLASSES to their classes through demonstrations and interactions.

PC8. Taking the “GR” out of Grammar: Embedding Rhetorical Grammar in an IRW Classroom

National Harbor 2

Presenter: Miriam Moore, Lord Fairfax Community College

Strands: English, Reading

Using favorite reading assignments, participants will learn to embed grammar instruction in the IRW classroom in ways that take the GR (groans, grimaces, and gripes) out of grammar. We will develop integrated grammar, reading, and writing lessons that help students believe they can use and understand grammar.

PC9. Believing in Systems-Level Change – An Introduction to the Carnegie Math Pathways

National Harbor 3

Presenters: Dan Ray, Ann Edwards, Lewis Hosie, The Carnegie Foundation for the Advancement of Teaching

Strands: Mathematics, Student Support/Success

Believing that we can accomplish more together than alone, the Carnegie Math Pathways’ has taken a radical, systems-based approach to improving student learning and success in math. This session will share lessons learned in implementing effective institution- and classroom-level reform to support participants’ planning and implementation of math pathways in their own contexts.

PC10. Teaching Integrated Reading and Writing in Non-Traditional Formats

National Harbor 4

Presenter: Jeanine L. Williams, University of Maryland University College

Strands: Administration, English

This institute extends the IRW conversation beyond traditional settings and provides practical guidance on teaching integrated reading and writing in an online format, during a condensed semester, and with non-traditional students. Specifically, this institute covers the complete process of course redesign, including the procedures for student placement, curriculum, pedagogy, and faculty training.

PC11. NADE for Newbies

National Harbor 5

Presenter: Jerri A. Harwell, Salt Lake Community College

Strands: General Interest, Professional Development

NADE for Newbies is designed for developmental educators who are brand new to Developmental Education, first-time conference attendees, or those who have only been in the field for 1-2 years. This institute will provide the presenter’s perspective and overview of

developmental education including jargon, associations, publications, institutes, and conferences.

PC12. Accentuate the Positive: Supporting Our Students and Ourselves in an Age of Uncertainty

National Harbor 6

Presenter: Marti Miles Rosenfield, Collin College

Strands: Professional Development, Student Support/Success

Join this interactive session to learn more about the following strategies: assessing strengths; writing as a means of self-inquiry; creating a more positive environment in the classroom/workplace; and understanding the PERMA-V model. Come join the fun!

Wednesday, 4:30 pm – 5:15 pm

Newcomers and International Meet and Greet

Maryland 1

Wednesday, 5:30 pm - 7:00 pm

Grand Opening of Exhibits

Maryland Ballroom A/C

Wednesday, 7:00 pm – 9:00 pm

“Believe in Excellence” Reception

Maryland Ballroom B/D

Enjoy dessert and a great time with colleagues at the “Believe in Excellence” reception. Bring a conference bag from a previous NADE conference and share the memories that helped you believe in NADE and Developmental Education. Bring an extra bag to share with someone else. The conference bag throwback event will be held followed by karaoke. Don’t miss the fun!

Day at a Glance: Thursday, February 22, 2018

Time/Place	Event
7:00 a.m.-7:00 p.m. Maryland Registration Desk C	Registration
7:00 a.m.-8:00 a.m. Camelia 1	Yoga
7:30 a.m.-8:30 a.m. Maryland Ballroom B/D	Continental Breakfast
8:30 a.m.-9:20 a.m. Assorted breakout rooms	Concurrent Session A
9:30 a.m.-10:45 a.m. Assorted breakout rooms	Concurrent Session B
11:00 a.m.-1:00 p.m. Maryland Ballroom B/D	Keynote Lunch: Martha Casazza and Sharon Silverman: "Student Voices: We Believe in You" NADE Awards and Scholarships
1:10 p.m.-2:00 p.m. Assorted breakout rooms	Concurrent Session C and Poster Session 1
2:10 p.m.-3:00 p.m. Assorted breakout rooms	SPIN (Special Professional Interest Network) meetings
3:30 p.m.-4:20 p.m. Assorted breakout rooms	Concurrent Session D and Committee Fair in Maryland AC
4:30 p.m. - 6:00 p.m. National Harbor 10 & 11	NADE Business Meeting

Thursday, February 22, 2018

7:00 am - 7:00 pm

Registration -- Maryland Registration Desk C

7:00 am - 8:00 am

Yoga -- Camelia 1

7:30 am – 8:30 am

Continental Breakfast

Exhibit Hall - Maryland Ballroom B/D

Thursday, 8:30 am – 9:20 am

Concurrent Session A

A1. Exploring the Trends in Course Structures: The Convergences and Contradictions of Co-Requisite and Contextualization Models

Annapolis 1

Presenters: Sonya L. Armstrong, Texas State University; Norman A. Stahl, Northern Illinois University; Elizabeth Hewett, Texas State University

Strands: General Interest, Reading

This session will provide an in-depth analysis of the current movements toward contextualization and co-requisite in developmental education course structures with an emphasis on those involving reading and learning strategies content. The presenters will focus, especially, on the convergences and contradictions between the contextualization and co-requisite models.

A2. Destress the Distressed: A Panel Discussion on Supporting Students Following Traumatic Experiences

Annapolis 2

Presenters: Andy Miller, Concordia University; Bev Maxton, Mesa Community College

Strands: Administration, Student Support/Success

The transition to college life is at best stressful for students. For those who have experienced traumatic events, the additional turmoil can appear insurmountable. Join the Counseling & Advising SPIN for a panel discussion on how you can serve and support students in the wake of their traumatic experiences!

A3. The Impact of Counseling and Mathematics Remedial Programs on Higher Education Students' Academic Achievement

Annapolis 3

Presenter: Juan I. Venegas-Muggli, Karla Muñoz-Gajardo, Universidad Tecnológica de Chile INACAP

Strands: Research/Evaluation, Student Support/Success

This paper evaluates the impact of two developmental programs of a Chilean higher education institution. First, the impact of a counseling program on students' dropout rates is presented. Then, the impact of a mathematics remedial program on students' grades is described. It is shown that both programs improve students' academic achievement.

A4. Believing in Writing Studios: Theory and Practice

Annapolis 4

Presenter: Susan J. Konantz, Colorado Mesa University

Strands: Administration, English

Participants will learn about the writing studio concept. Writing studios are spaces outside the composition classroom where students work individually on their academic writing with an instructor. During the session, participants will analyze their need for writing studios and create a plan for writing studio implementation.

A5. Creating and Scaling-Up an Effective First-Year Composition Course for Developmental Education Students

National Harbor 2

Presenter: Shawn Hellman, Pima Community College

Strand: English

This presentation will introduce Pima Community College's WRT 101S studio, co-requisite English course, how it addresses student needs, and its ten-semester track record of success. We will discuss suggestions for collaboratively developing your model at your institution and scaling-up to assure alignment across sections and flexibility for teachers.

A6. Lessons from the Pathways Classrooms: Improving Student Mindsets Leads to Improved Success in Mathematics

National Harbor 3

Presenter: Ann Edwards, The Carnegie Foundation for the Advancement of Teaching

Strands: Professional Development, Student Support/Success

Can students learn more mathematics when instructors implement classroom interventions to promote Productive Persistence, or academic mindsets and use of good learning strategies? Discover how our national network of faculty used rapid cycles of testing and everyday classroom data to understand students' Productive Persistence and adapt interventions for their classrooms.

A7. What's in a Name? Share your Thoughts with the NADE Executive Board

National Harbor 4

Presenters: Robin Ozz, Phoenix College; Deb Daiek, Schoolcraft College; Patrick Saxon, Sam Houston State University; Mary Zimmerer, Chandler-Gilbert Community College; Meredith Sides, Northwest-Shoals Community College; Annette Cook, Shelton State Community College

Strand: General Interest

Come chat with the NADE Executive Board in this open forum. Share ideas, ask questions, and learn more about the direction of the association.

A8. Fantastic Feedback for the Asynchronous Discussion Board in a First-Year Writing Class

National Harbor 5

Presenter: David Healey, Kaplan University

Strands: English, Student Support/Success

This concurrent session will explore methods for engaging asynchronous learning in an online first-year writing classroom, with a particular emphasis on the instructor modeling best practices and creating “presence” in the discussion board. This presentation will offer an examination of these methods based on practice and the most current research.

A9. Believe, Achieve, Persist: Collaborative Strategies that Counter Academic Hopelessness in Developmental Education

National Harbor 6

Presenter: Dr. Shelley Blundell, Youngstown State University

Strands: English, Student Support/Success

Why do developmental learners believe they cannot progress academically, and what can we do to change that? This demonstration showcases collaborative teaching methods that can help developmental learners overcome ‘academic hopelessness’ – a prime factor explaining lack of persistence. Attendee participation in a topic-based community of practice is encouraged.

A10. Helping Students Believe in their Success by Offering Co-Requisite Courses

National Harbor 7

Presenters: Dayna Ford, Michelle Burt, Grayson College

Strands: Mathematics, Student Support/Success

How are you placing and helping underprepared students or those slightly missing the cutoff on entrance exams? Learn one way Grayson College is servicing these students with co-requisite courses. Students achieve college credit while being assisted with just-in-time supplemental instruction and support.

A11. Come Play with Us! It’s All about Collaborative Learning Techniques!

National Harbor 8

Presenter: Essie Childers, Blinn College

Strands: Educational Technology, Student Support/Success

Classrooms of the twenty-first century will include a multicultural group of students from diverse backgrounds. Instructors must adjust their teaching style to prepare students to compete in a global society. In this fun, interactive session, participants will practice several learning techniques to foster motivation and critical thinking skills.

A12. Pairing a Reading Course and an Anthropology Course: Believe and It Can Be Done
National Harbor 10

Presenter: Kari Tudman, Oxnard College

Strands: English, Reading bb

Learning communities increase student success but can be complicated to implement. To avoid some of those complications, a reading course themed for biological anthropology was created at Oxnard College. The presenter will outline the process for creating the paired reading course and provide hands-on demonstrations of active learning strategies used.

A13. Is Guided Pathways Misguiding Us? Let's Explore the Latest Theoretical Postsecondary Reform

National Harbor 11

Presenter: Alexandros M. Goudas, Delta College (Michigan)

Strands: General Interest, Research/Evaluation

Guided pathways is a theoretical community college reform promising increased completion. Unfortunately, the holistic design has never been fully implemented nor studied rigorously. One problem is institutions are only employing parts of the integrated framework. Find out more about its components and the consequences that might end up misguiding us.

A14. Seeing Is Believing: Bridging Academic Literacy and English 101 in an Online Format

National Harbor 12

Presenters: Fawcett Dunstan, Dr. Jeremy Trucker, Community College of Baltimore County

Strand: Educational Technology

Have you considered revamping your online course to meet Quality Matters standards but are reluctant because you aren't sure all that it entails? English and Academic Literacy (ACLT) faculty reflect on developing the fully online version of ALP, which is a co-requisite model of ACLT 053 and ENGL 101.

A15. Case Study of a Course Redesign Framed in Change Management Theory

National Harbor 13

Presenter: Dr. Joanie DeForest, San Jacinto College South

Strands: Administration, Research/Evaluation

The perceptions and beliefs of administrators, reading/writing faculty, and advisors are important in identifying effective processes for change management initiatives. Interviews examined perceptions of the developmental reading/writing course redesign that occurred at a community college in Southeast Texas. This case study illustrates how change management theory was applied to the redesign initiative.

A16. Pre-Stats: What Does it Mean to You?

National Harbor 14

Presenter: Dave Sobecki, Miami University

Strand: Mathematics

What constitutes a pre-stats course? Should we be focusing strictly on background skills? Or should we cover many statistical topics at a basic level, preparing students for higher-level analysis of data? I'd like to carry on an active discussion with attendees about what a good pre-stats course should look like.

A17. Factoring Co-req Support into Pathway Courses for Higher Retention (commercial presentation)

National Harbor 15

Presenter: Jennifer Vaughan, Hawkes Learning

Strands: Educational Technology, Mathematics

Design pathways that encourage students to persist and increase gateway course completion. Accelerate the track to credit-bearing courses by targeting mathematics content needed for future careers and providing corequisite support. NEW editions of developmental titles available for students with foundational skill gaps. Win one of three \$50 Amazon gift cards!

Thursday, 9:30 pm – 10:45 am
Concurrent Session B

B1. Shhh . . . They're Dev Ed Students: Understanding Institutional Stigmatization of Developmental Education Students

Annapolis 1

Presenters: Kayla Harding, Kasty France, Tulsa Community College

Strands: General Interest, Professional Development

Developmental education seldom receives positive media coverage, even at our home institutions. This presentation will identify contributors to the stigmatization of developmental education and its students and will offer resources and recommendations for faculty to rebrand their developmental education programs.

B2. Forging Connections: A Liaison Program to Improve Student Success

Annapolis 2

Presenters: Dr. Cassandra O'Sullivan Sachar, Dr. Melissa Cheese, Dr. James Vines, Bloomsburg University

Strands: Program Development, Student Support/Success

Participants will learn about a model program designed to reframe the impression that underprepared students are at-risk and describe them, instead, as at-promise. Using liaisons across campus, we have created a support network to help build relationships and share strategies to promote student success and retention.

B4. SPIN Fair: Meet, Join, Engage! An Informative Session About Getting Involved through SPINs

Maryland Ballroom A/C

Presenters: Emily Suh, Indiana University; Jennifer Ussery Phoenix College; M.A. Higgs, Middle Tennessee State; Bev Maxton, Mesa Community College

Strands: General Interest, Professional Development

Looking for connections or collaborators extending beyond the annual conference? NADE's Special Professional Interest Networks are here for you! A major function of NADE's work is supporting and engaging developmental educators. SPINs are a vital part of that work between annual conferences. This session will begin with introductions by SPIN chairs and learn about the different services and opportunities for involvement each SPIN offers.

B5. A Practical Guide to Writing Student Learning Outcomes and to Assessing Learning in Developmental Education

Annapolis 4

Presenters: Dr. Daphne E. Williams, Grambling State University

Strands: Administration, General Interest

This session will provide participants with practical information for assessing learning in developmental education courses. Participants will be provided with strategies and research-based best practices for planning for assessment, analyzing instructional goals, writing student learning objectives using Bloom's Taxonomy of Intellectual Behavior, and developing assessment items.

B6. Get ALPed Up: Successful ALP Collaborations

National Harbor 2

Presenters: Susan Gabriel, The Community College of Baltimore County; Shannon McGregor, Des Moines Area Community College

Strands: English, Reading

The Accelerated Learning Program (ALP) has been adopted by more than 270 schools nationwide. This session will focus on the successful collaboration and implementation of ALP at the Des Moines Area Community College. The presenters will discuss the nuts and bolts of ALP implementation to help other colleges launch ALP.

B7. This I Believe: Students' Agency with Digital Literacies Helps Develop Academic Literacies

National Harbor 3

Presenters: Dr. David C. Caverly, Stephanie M. Jarrett, & Candice P. Oelschlegel, Texas State University

Strands: Educational Technology, Reading

Come and learn how to gauge students' agency with digital literacies and its role in developing academic literacies within an Integrated Reading and Writing developmental course. Create

instructional activities which builds students' authority, identity, and meaning making within narrative, expository, and argumentative reading and writing assignments.

B8. Believing and Doubting, Cooking and Growing: Revisiting Peter Elbow

National Harbor 4

Presenter: Michelle Parrinello-Cason, St. Louis Community College

Strand: English

Peter Elbow's work has long been summarized (and often dismissed) as a naïve and coddling attempt to believe in students and their work rather than hold them to the tough standards necessary for future success. Does a revisiting of Elbow's work offer a path forward for today's developmental writing courses?

B9. Accelerating into College Level Coursework through Co-Requisite Remediation: A Template for Implementation

National Harbor 5

Presenters: DeAnna Massie, Justin Bernaix, Lewis and Clark Community College

Strands: Administration, Research/Evaluation

Lewis and Clark administrators will share a template and timeline for implementing co-requisite remediation for learners with diverse skill levels and academic pathways. They will share two semesters of data from their action research project based on the theoretical framework that students are academically capable of doing college level coursework.

B10. ePortfolios in Developmental Education

National Harbor 6

Presenters: Dr. Eric Drown, Dr. Micheal Cripps, University of New England

Strands: English, Research/Evaluation

We report on the promise and challenge of enlisting developmental writing students in outcomes evaluation using ePortfolios. We discuss how "hidden" dimensions of learning are revealed when developmental writing students make a case for their learning. We also discuss the challenges of doing ePortfolio well in developmental settings. Activity follows presentation.

B11. Cooperation Along the Education Continuum – A Partnership Between a Community College and Local High Schools

National Harbor 7

Presenter: Jacqueline Tiermini, Finger Lakes Community College

Strands: General Interest, Professional Development

This session will discuss the evolution and benefits of a regional partnership aimed at improving college readiness between a community college and its service area school districts. Participants will collaborate to create a definition of college readiness and ideas for an action plan specific to their institution.

B12. Transforming Remediation in Georgia – How We Worked Together to Increase Student Success

National Harbor 10

Presenter: Barbara L. Brown, University System of Georgia

Strands: General Interest, Research/Evaluation

This presentation will focus on the changes that University System of Georgia institutions have made to increase the success of remedial students. Changes to be discussed will include: developing co-requisite remediation strategies, changing the way that students exit remediation, and using multiple measures for placement.

B13. All That and Credit, Too? Developmental Education Standards Enhanced Readiness Instruction across the Curriculum

National Harbor 11

Presenters: Stephanie Thompson, Kathrine O'Neil, Kaplan University

Strands: General Interest, Student Support/Success

Complete College America's Six Pillars for co-requisite programs echo NADE's developmental education vision and reflect what NADE believes works for students. This session combines NADE's perspective, CAA's Six Pillars, and multiple real-life instructional examples to explore best practices for co-requisite, credit-bearing remediation and student support models that transcend "developmental" programs.

B14. Overview of the NADE Accreditation Process

National Harbor 12

Presenters: NADE Accreditation Commission

Jennifer Ferguson, Cazenovia; Jane Neuburger, Syracuse; Linda Thompson, Harding University; Karen Patty- Graham, Southern Illinois University; Lisa Cole, Heartland Community College, David Otts, Middle Tennessee State University, Gwenn Eldridge, Ivy Tech

Strands: Professional Development, Research/Evaluation

This session will provide an overview of the NADE Accreditation process, including the benefits of accreditation for programs participating in all aspects of the process. Programs considering accreditation, those that are already certified/accredited, and those that are in the process of applying for accreditation will find this session important.

B15. Believing in Our Students: An Institution-Wide Approach to Supporting Fair Access and Success

National Harbor 13

Presenter: Karen Lipsedge, Kingston University

Strands: Research/Evaluation, Student Support/Success

The Kingston University Compact Scheme offers a comprehensive program of support to eligible applicants throughout the whole student lifecycle to enhance success and future progression. Through structured audience activities and discussion, our workshop will

demonstrate how a range of pedagogical practices are effective in addressing the needs of diverse learners.

Thursday, 11:00 am – 1:00 pm

Keynote Luncheon and Awards – Maryland Ballroom B/D

“Student Voices: We Believe in You”

Presenters: Dr. Martha Casazza and Dr. Sharon Silverman

The Believe in You Model, an outcome of the Student Voices research project, will be presented and discussed. Inspiring student stories will be highlighted as the model is shared along with strategies for promoting student success. Gain insights from the principles and practices based on the Believe in You Model in order to facilitate student persistence and graduation.

Thursday, 1:10 pm – 2:00 pm

Concurrent Session C

C1. Why Mindfulness Belongs in the Community College

Annapolis 1

Presenter: Denise Cady Arbeau, North Shore Community College

Strands: General Interest, Student Support/Success

A more mindful student is a more successful one, and at North Shore Community College, students are learning how mindfulness can help them succeed. This presentation will define mindfulness, discuss relevant research, showcase initiatives at North Shore Community College involving mindfulness themes and finally, offer tips to all faculty and staff for including mindfulness in all content areas.

C2. The Future of the Field of College Reading and Learning Strategies

Annapolis 3

Presenters: Norman A. Stahl, Sonya L. Armstrong, Northern Illinois University

Strands: Professional Development, Reading

Currently, there is much consternation about the future of reading and learning instruction at the postsecondary level. In order to contemplate the future of the field of college reading and learning, however, we must first consider the past, present, and future of the field of college reading.

C3. Using Faculty Characteristics to Predict Attitudes toward Developmental Education: A Dissertation Study

Annapolis 4

Presenter: Meredith Sides, Northwest-Shoals Community College

Strands: Administration, Research/Evaluation

This session will provide an overview of a recently completed dissertation study which focused on which characteristics of faculty members help predict their attitudes toward developmental education. The presentation will include an overview of the study's methodology, results, and conclusions, and provide participants with concrete implications and recommendations for practice.

C4. Mathematical Literacy as a Catalyst for Developmental Mathematics Curriculum Redesign

National Harbor 2

Presenters: Dr. Regina Bobak, Dr. Tara Diehl, Bloomsburg University

Strand: Mathematics

A curriculum redesign targeting a credit-bearing mathematical literacy course in a developmental mathematics sequence while removing non-credit bearing courses to increase student retention is the focus of the presentation. Participants will learn about the relevant research, course goals, anticipated benefits to the students with possible pitfalls and an implementation timeline.

C6. If Students Believe They Belong, They Will Succeed!

National Harbor 4

Presenters: Mike Sieve, Ridgewater College; Heather Howington, University of North Georgia

Strands: Mathematics, Student Support/Success

A sense of belonging can go a long way in helping students overcome their fear of math. Experience promising activities that promote a sense of community in the classroom and provide the foundation for students to believe they can succeed. Give your students the tools to help alleviate math anxiety.

C7. Under Pressure: Developing a Social Justice Themed Reading Course

National Harbor 5

Presenters: Jennifer Ussery, Mary Nunn, Phoenix College

Strand: Reading

Interested in integrating social justice into your courses, but aren't sure where to start? In this presentation, we will discuss our philosophy in developing a social justice-themed course, selecting course materials, and designing two course projects. Participants will then brainstorm how they might integrate social justice themes into their classroom.

C8. Using Assessment Data to Improve Student Learning in Developmental English and Reading

National Harbor 6

Presenters: Dr. Margaret H. Jenkins, Prince George's Community College

Strands: Professional Development, Research/Evaluation

Using data effectively to make qualitative decisions will lead to improved student learning and retention. This workshop will present information on evaluating assessment data for positive changes. Participants will analyze sample data sets to make recommendations for improvement and consider how they may use data to improve student learning.

C9. Technology Use in Developmental Education: Experiences, Challenges, and Decision Making

National Harbor 7

Presenters: Rebecca Natow, Hofstra University/Community College Research Center; Vikash Reddy, California Policy Lab at UC Berkeley/Community College Research Center

Strand: Educational Technology

This presentation reports research findings about how and why technology has been used in developmental education instruction and student support. We also discuss challenges encountered by institutions in implementing technology in developmental education. We will ask audience members to share their own experiences and challenges with technology in developmental education.

C10. Using OER in Developmental Mathematics Courses - Past, Present, and Future

National Harbor 8

Presenters: Carla Kulinsky, Brenda Gardner, Salt Lake Community College

Strand: Mathematics

This session will discuss using Open Education Resources (OER) in a Developmental Mathematics course. We will present our experiences at Salt Lake Community College developing our courses and weaning ourselves away from publisher textbook. We will discuss what we have learned, what adjustments we've made, and where we are today.

C11. Teaching Rhetorical Reading and Fostering Metacognition

National Harbor 10

Presenters: Sarah Johnson, Karen Kyger, Howard Community College

Strands: English, Reading

As Howard Community College moves to integrating reading and writing instruction, they are exploring different ways to teach rhetorical reading. Reading rhetorically helps students become mindful readers, writers, and learners. Additionally, it's a bridge to success in future courses. In this demonstration presenters will lead participants through rhetorical reading strategies.

C12. The Kellogg Institute: The Next 40 Years

National Harbor 12

Presenter: Wes Anthony, Barbara Calderwood, Patti Levine-Brown, National Center for Developmental Education (Appalachian State University)

Strands: Professional Development, Student Support/Success

This presentation will include information on The Kellogg Institute and other products produced by the National Center for Development Education. The KI community and the importance of professional development will be discussed.

C13. Online Course Design Principles and Strategies: Boost Beliefs and Build Belonging

National Harbor 13

Presenter: Ruth Carlson, Chippewa Valley Technical College; Lewis Hosie, Carnegie Foundation for the Advancement of Teaching

Strands: Educational Technology, Student Support/Success

Explore the design principles of online courses that drive instructor presence, engender a growth mindset in students, and increase student sense of belonging. A mathematics instructor and an instructional system specialist from a nationwide math pathways network will discuss devising such principles, and demonstrate implementation strategies.

C14. Believe It or Not: An Open-Access Online Reading Lab

National Harbor 14

Presenters: Francesco Crocco, Judi Salsburg Taylor, Excelsior College

Strands: Educational Technology, Reading

Bust out your mobile device and experience the first open-access online reading lab designed by post-secondary reading professionals. This demonstration will benefit anyone interested in meeting the reading needs of all college learners. Participants will explore this free resource and discuss how it can be used in different settings.

C15. Best Practices: NADE Mathematics SPIN

National Harbor 11

Presenters: Meredith Anne S. Higgs, Christina Cobb, Middle Tennessee State University

Strands: Mathematics, Research/Evaluation

This NADE Mathematics SPIN-sponsored session will address best practices available to learning support mathematics educators. Specifically, it will consider special populations of students, administration, and classroom techniques. The 75-minute panel-design session has members of the NADE Mathematics SPIN sharing their experiences and best practices.

Thursday, 1:10 pm – 2:00 pm Poster Session 1

Exhibit Hall: Maryland Ballroom A/C

PS 1.1: Student Experiences in Math Developmental Education

Presenter: Chauntee Thrill, University of Illinois Urbana Champaign

Strands: Administration, Mathematics

This poster session will highlight the experiences of students who successfully completed math developmental education courses. Findings focus on student perceptions of the obstacles which led to placement into developmental education, as well as support and strategies which aided in successful completion.

PS 1.2: Building Bridges to Careers: Defining and Helping Students Master Workplace Writing Skills

Presenters: David Healey, Sheryl Bone, Katherine O'Neil, Stephanie Thompson, Kaplan University

Strands: English, Student Support/Success

To help students excel at workplace writing, a program of Professional Competencies and General Education Literacies has been embedded in all writing classes at Kaplan University. This poster session will explore the development of PCs and GELs, and how faculty use them to prepare students for academic and workplace success.

PS 1.4: Advising: Purpose and Plan. How to Tailor a First-Year Plan for Students

Presenter: Dr. Chad Bennett, Rebecca Lee Harris, Shippensburg University of Pennsylvania

Strands: Administration, Student Support/Success

This session will address theoretical and ideological components to support student success as an advisor. With students entering Higher Education with increasing and complex demands, so the need increases to provide clear outcomes and expectations as it relates to your role as an advisor.

PS 1.5: Professional Writing on the Jobs

Presenters: Galia Fussell, Kaplan University

Strands: English, General Interest

This video and poster presentation will provide insights into writing requirements for professional purposes. Employers such as Disney will explain writing needs in their workplaces; a judge will discuss the unique writing needs in the legal, medical, and military fields; and the producer and the director of a TV show will explain the importance of writing skills in the workplace.

PS 1.6: Using Technology in Online Classrooms

Presenters: Galia Fussell, Kaplan University

Strands: Educational Technology, English

This video and poster presentation will discuss current technology that is available for use in the online classroom. The focus will be on technology that is easy to use, readily available, and of little or no cost to the instructor. The presentation will also discuss the use of immersive technology in the online environment.

PS 1.7: Commitment to Equity: Eliminating Gatekeeper Courses in Developmental Composition

Presenter: K. Jamie Woodlief, West Chester University

Strands: English, Student Support/Success

This presentation will offer the multiple ways equity in developmental classes can and should be addressed. A basic writing, non-credit course, does not allow students to gain ground, and therefore confidence and equity remain low. Additionally, many of these students share an underrepresented status, financial hardships, and a lack of support, all contributing to a lack of equity.

PS 1.8: The Effects of Reading Aloud on Students' Editing Capabilities and Confidence

Presenter: Michelle F. Blake, West Chester University

Strands: English, General Interest

Results of an IRB-approved study on the effects of a read-aloud protocol on sentence-level correctness suggest that, taught properly, this protocol has a positive effect on students' ability to identify and fix sentence-level errors, as well as significant effect on their confidence in their ability to do so.

PS 1.9: Social Justice Contexts to Create Relevant and Meaningful Lessons: Curricular Innovation in Math Pathways

Presenter: John Kellermeier, The Carnegie Foundation for the Advancement of Teaching

Strands: Mathematics, Student Support/Success

Participants will learn and discuss strategies for incorporating issues of social justice into high quality math lessons. Exemplar lessons from Carnegie Math Pathways will be discussed in depth, including teaching strategies to support students' productive and respectful conversations around the topics.

PS 1.10: Using Gary Chapman's Love Languages in the Classroom

Presenter: Jonathan Baker, Texas Southmost College

Strands: Educational Technology, English

Appropriate materials and concepts for developmental education continue to be updated with the times. In this session, how Dr. Gary Chapman's five love languages in the classroom can be used to take attendance, group students, and write a compare and contrast paper is discussed.

PS 1.11: Believe to Achieve

Presenters: Gerardina Martin, Ann Colgan, Courtney Lloyd, and Jake Maxwell, West Chester University

Strands: General Interest, Student Support/Success

West Chester University historically offered special admission to students with academic potential but missed meeting admissions requirements. Enrollment was restricted to 12 credits, but students needing developmental coursework earned only 6-9 credits. With information from the CUE Equity Scorecard Process, the Achieve! program offers the opportunity to earn more credits with additional academic and personal support. You won't believe the results!

PS 1.12: Using Hip-Hop Analysis to Engage Students in Writing

Presenter: Tenir Gumbs, Miles College

Strand: English

This presentation showcases innovative strategies on how to engage students in the writing process by critically analyzing one of the most popular genres of music—hip-hop music. Additionally, this presentation will cover how to present the research paper in a less daunting manner that is adapted for struggling writers.

Thursday, 2:10 pm – 3:00 pm
Special Professional Interest Network Meetings (SPINs)

Administration – National Harbor 2
Mathematics – National Harbor 3
English/Writing/ESL -- National Harbor 4
Adjunct Faculty -- National Harbor 5
Reading -- National Harbor 6
Advising and Counseling -- National Harbor 7
Online Educators – National Harbor 10
Tutoring and Peer Assisted Learning – National Harbor 11

Thursday, 3:30 pm – 4:20 pm
Committee Meeting Fair

Exhibit Hall: Maryland Ballroom A/C

Have you ever wanted to get involved in NADE at the national level? Come to the Committee Fair, and learn more about the opportunities to serve and give back to your profession. The NADE national committees or commissions include: Accreditation Commission, Adjunct Faculty, Awards, Cultural Diversity, Elections, International, Marketing, Professional Development, Professional Job Opportunities, and Research.

Thursday, 3:30 pm – 4:20 pm
Concurrent Session D

D1. Social Cohesion and Success: The Benefits of Integrating Icebreakers Throughout the Semester

Annapolis 1

Presenter: Denise Wilkinson, Virginia Wesleyan University

Strands: General Interest, Student Support/Success

This session will discuss the significance of social cohesion and its relationship to student performance and success through the use of ongoing icebreakers throughout the semester. Relevant community-building activities that can be integrated into a class will be shared.

D2. Factors that Contribute to Unsuccessful FYE Classes and How to Undo the Damage

Annapolis 2

Presenter: Anitre L. Bell, Community College of Beaver County

Strands: Professional Development, Student Support/Success

First Year Experience (FYE) courses have become a staple in the college environment. This presentation will take you inside what one community college is doing to show the value of these courses. The presenter will also share what other schools are doing to create a great experience from the moment you walk onto campus, transfer to another school, or enter the real world.

D3. Belief to Certainty: Certifying Your Mentoring and Tutoring Programs with CRLA
Annapolis 3

Presenters: Kathy Stein, Vicky Appatova, College Reading and Learning Association

Strands: Program Development, Student Support/Success

Implementing research-based and strategically implemented mentoring and tutoring programs can have a powerful impact on your learning program. Explore the Tutor Training Program Certification (ITTPC) and Mentor Training Program Certification (IMTPC) programs of CRLA. Learn what is involved in developing these programs and the benefits and outcomes of such programs.

D4. Using the NADE Self-Evaluation Guides for Program Assessment and Evaluation
Annapolis 4

Presenters: Linda Thompson, Harding University; Karen Patty-Graham, Southern Illinois University

Strands: General Interest, Professional Development

Better student outcomes depend on a continuous cycle of assessment, evaluation and program improvement. This interactive session will instruct developmental education/learning assistance professionals in how to use the NADE Guides for Self-Evaluation. The session is appropriate for anyone interested in improving student outcomes and programs, including coursework, tutoring and course-based learning assistance.

D5. Transforming the Placement Process
National Harbor 2

Presenter: Jeff, Pima Community College

Strands: Administration, General Interest

With an understanding of the research from other states and community college systems, Pima Community College set out to transform the placement process. This session will describe the efforts, challenges, results, and work still to come to complete the transformation.

D6. Remedial Algebra Course Redesign: Believing in Eventual Student Success
National Harbor 3

Presenters: Corinne Schaeffer, Douglas Puharic, Edinboro University

Strand: Mathematics

Results from seven semesters of data collection along with a brief description of the redesign will be provided. Performance results of remediated students in subsequent mathematics courses along with samples of students' views of remediation will be discussed. An analysis of time spent in remediation will be included.

D7. Improving UK Higher Education Access, Progression and Success - What Works for US (University of Sussex)

National Harbor 4

Presenters: Carole Wilkinson, Sam Dunnett, University of Sussex

Strands: Career Technical/Vocational Education, Student Support/Success

University of Sussex's innovative First-Generation Scholars' Scheme (FGSS) is a holistic, progressive programme which supports young people from underrepresented groups, throughout their entire educational journey and beyond. The workshop invites discussion around challenges faced in engaging key stakeholders as well as the various interventions and successes at each stage.

D8. Summer and Winter Enrichment and Bridge Programs Aid in Student Retention and College Readiness for Developmental Students

National Harbor 5

Presenter: Joseph Caniglia, Hudson County Community College

Strands: Administration, English

Participants will partake in an interactive workshop which will discuss the curriculum and components of the bridge and enrichment programs. Participants will also be able to view and discuss the manuals which have been devised to aid in the effectiveness of these programs. Participants will be able to interact with the presenter asking questions they may have regarding these programs.

D9. Beyond Subject Matter: Nurturing Confidence While Teaching Math (Original Study)

National Harbor 6

Presenter: Yeoh Kim, Fairleigh Dickinson University

Strands: Mathematics, Student Support/Success

This study will delve into the importance of fostering confidence in students who are taking remedial math classes to help them avoid having to repeat these courses and seeing a positive impact overall in the student becoming more well-rounded. Remedial courses will need to offer students more than just the material to succeed.

KEYNOTE FOLLOW UP

D10. We Believe in You: Principles and Practices

National Harbor 7

Presenters: Martha Casazza, Sharon Silverman, TRPP Associates

Strand: General Interest

This session will be an extension of the keynote delivered by Casazza and Silverman. The facilitators will briefly review the research and theoretical foundations underlying the Believe in You model. They will then lead an active discussion around the five principles for practice that emerged from their research. Following this discussion, participants will review specific strategies to apply in their own learning environments and reflect on how to embed them into their practice through the development of an action plan.

D11. Well-Kept Secrets about Critical Reading: The Heart and Soul of College Success

National Harbor 8

Presenter: Dr. Kim Flachmann, California State University

Strands: English, Reading

To succeed academically, students must learn how to use reading strategies to negotiate different texts and then apply these same strategies to their writing. The strategies introduced in this interactive session will help students master the habits of mind they need to believe in themselves and succeed in college.

D12. Anxiety, Stress, and Trauma! The Hidden Learning Disability!

National Harbor 12

Presenter: Dr. Janet N. Zadina, Brain Research and Instruction

Strands: General Interest, Professional Development

At least 30% of your students have enough anxiety to impair learning. Immigrants and veterans have even more challenges. Learn how stress impairs academic performance and how to reduce this obstacle to achievement. Discover classroom practices that can make stress worse and learn positive strategies to reduce anxiety and stress.

D13. Accelerated Math Bridge: Non-Credit Learning Opportunities for Students Underprepared for College-level Math

National Harbor 13

Presenter: Wendy Scheder Black, Pima Community College

Strands: Mathematics, Student Support/Success

Math Bridge classes are accelerated, non-credit learning opportunities for students underprepared for college-level math. This presentation will share student perceptions about what aspects of this instructional model helped them to succeed (or not) in college coursework post-Math Bridge. Learn how we adjusted the instructional model in response to these data.

D14. It's Not a Lie If You Believe It!

National Harbor 14

Presenter: Brian Mercer, Parkland College

Strands: Mathematics, Student Support/Success

Intermediate Algebra has traditionally served as the standard for access to college-level math for all students. Math Literacy is now a viable alternative for non-STEM students. This provides a great opportunity to rethink Intermediate Algebra altogether and consider Algebraic Literacy for the STEM track. Come hear about both new courses.

Thursday, 4:30 pm - 6:00 pm

NADE Business Meeting

National Harbor 10 and 11

NADE is only as strong as its members, so come and be a part of the 2018 annual business meeting. An update on NADE's financial status, membership, and the future of NADE will be discussed.

Day at a Glance: Friday, February 23, 2018

Time/Place	Event
7:00 a.m.-7:00 p.m. Maryland Registration Desk C	Registration
7:00 a.m.-8:00 a.m. Camelia 1	Yoga
7:30 a.m.-8:30 a.m. Maryland Ballroom B/d	Continental Breakfast
8:00 a.m.-8:45 a.m. Assorted breakout rooms	Chapter Meetings -- All are invited to attend.
9:00 a.m.-11:00 a.m. Maryland Ballroom B/D	Keynote Session with Dr. Stephen Chew: “Improving Student Performance by Addressing Student & Teacher Misconceptions about Learning.” Accreditation Awards, Kellogg Institute Scholarships, <i>Journal of Developmental Education</i> Award
11:10 a.m.-12:00 p.m. Assorted breakout rooms Maryland Ballroom A/C	Concurrent Session E Poster Session 2
12:15 p.m.-1:05 p.m. Assorted breakout rooms	Concurrent Session F
1:15 p.m.-2:05/2:30 p.m. Assorted breakout rooms	Concurrent Session G
3:00 p.m.-3:50 p.m. Assorted breakout rooms	Concurrent Session H
4:15 p.m.-5:30 p.m. Maryland Ballroom B/D	Keynote and High Tea with Dr. John Storan: “Learner Journeys--Origins, Experiences, and Destinations”
6:00 - 8:00 p.m. Magnolia 3	Kellogg Institute Reception (for those who have attended the Kellogg Institute or Advanced Kellogg)

Friday: February 23, 2018

7:00 am - 7:00 pm

Registration -- Maryland Registration Desk C

7:00 am - 8:00 am

Yoga -- Camelia 1

7:30 am – 8:30 am

Continental Breakfast -- Maryland Ballroom B/D

Friday, 8:00 am - 8:45 am

Chapter Meetings -- All conference attendees are invited to attend. Do you want to start a new chapter or reorganize a former chapter? Meet with NADE Vice-President, Mary Zimmerer in Magnolia 3.

ALADE – National Harbor 1

AADE and ArkADE -- National Harbor 2

CalADE and CoADE-- National Harbor 3

DEAM and FDEA -- National Harbor 4

GADE and GRADE -- National Harbor 5

IDEA and ILSADE -- National Harbor 6

INADE and KADE -- National Harbor 7

LADE and LAANE -- National Harbor 8

MADE -- National Harbor 9

MDEC -- National Harbor 10

MNADE -- Annapolis 1

MRADE -- Annapolis 2

NCADE -- Annapolis 3

NYCLSA -- Annapolis 4

OADE -- Maryland 1

OKADE -- National Harbor 14

PADE -- National Harbor 13

SCADE and SWADE -- National Harbor 12

TADE -- National Harbor 11

TASSR -- National Harbor 15

International chapters -- Maryland 2

Start a new chapter or reorganize a former chapter -- Magnolia 3

Friday, 9:00 am – 11:00 a.m.

Keynote Address and Awards -- Maryland Ballroom A/C

“Improving Student Performance by Addressing Student and Teacher Misconceptions about Learning”

Presenter: Dr. Stephen Chew

This presentation examines common misconceptions among both students and teachers that undermine student learning. Students often overestimate their level of understanding, mistakenly believe they can multi-task effectively, and select poor learning strategies. Teachers often believe that student engagement, “active” learning, and struggle are critical to teaching effectiveness when these concepts have serious limitations. Key cognitive principles that must be addressed for any pedagogy to be effective will be discussed and demonstrated.

Friday, 11:10 am – 12:00 pm Concurrent Session E

E1. Meta-Analysis on Psychosocial Factors and Developmental Education Students at Community Colleges

Annapolis 1

Presenter: Carlton J. Fong, Texas State University

Strands: General Interest, Student Support/Success

Attendees will learn about a meta-analysis on psychosocial factors and student success for developmental students at community colleges. Informed by college persistence models and motivational theory, statistical integration of past research on motivation, self-perceptions, attributions, self-regulation, and anxiety will be examined. Implications for research and practice will be discussed.

E2. CUNY Start: Addressing Students with the Greatest Remedial Needs

Annapolis 2

Presenters: Maria Cormier (CCRC), Himani Gupta (MDRC), Mia Simon, University Director for CUNY Start

Strands: General Interest, Professional Development

This paper presents findings from a mixed-method evaluation of CUNY Start, an intensive pre-matriculation program designed to help students with the lowest placement test scores become college ready in one semester. Implementation findings highlight the importance of professional development and quantitative analysis shows how CUNY Start addresses students’ developmental needs.

E3. Trends and Problems in the Mathematical Pathways

Annapolis 3

Presenter: Jim Ham, AMATYC

Strand: Mathematics

Much has changed over the last decade in mathematics pathways in the first two years of college. Changes include initial placement, required prerequisite courses, classroom discourse, and

student course-taking trends. Recent trends and worthwhile problems in the pathways will be explored.

E4. Trending Away from Remedial Coursework in Developmental Education

Annapolis 4

Presenter: Dr. Marie Bunner, West Chester University

Strands: Administration, Student Support/Success

Concerns for educational equity, progress toward graduation, and debt load are driving institutions to seek alternatives to remedial coursework while continuing to assist students develop the necessary skills required for academic achievement. This session will discuss approaches to address these concerns, including innovations in placement testing and alternatives to developmental courses.

E5. Build Trust in Adjuncts for Student Success by Offering Networked Support

National Harbor 2

Presenters: Dayna Ford, Michelle Burt, Grayson College

Strands: Mathematics, Professional Development

What type of supports exist for adjuncts at your college? Explore how Grayson College has developed a network of support for their adjuncts to aid student success. See what techniques might be useful at your institution.

E6. Transforming the Punitive into the Formative: Re-Thinking Basic Writing Errors as Interlanguage Translations into AWE

National Harbor 3

Presenter: Ilknur Sancak-Marusa, West Chester University

Strands: Administration, Professional Development

This workshop will provide developmental writing instructors strategies inspired by second language acquisition and interlanguage to better evaluate/comment on the native developmental writer's "errors." Further, we will model assignments that challenge students to isolate the linguistic influences of their home discourses, which will then be "translated" to Academic Written English.

E7. Partnering with Your Registrar

National Harbor 4

Presenters: Denise Lujan, The University of Texas at El Paso

Strands: Administration, Professional Development

With mandates and requirements put on Developmental Programs, it is important to establish partnerships with other departments. One of the most important is with the Registration Office. At The University of Texas at El Paso, the Developmental Math Department has developed a true partnership with the registrar. This presentation will describe in detail how the two departments work together to ensure programs run efficiently.

E8. Effectiveness of Assessing and Teaching Visual Literacy in an IRW Class

National Harbor 5

Presenters: Dustin Windsor, Dr. David Caverly, Texas State University

Strands: Reading, Research/Evaluation

As this technological era progresses, students continue to be bombarded by images in their personal, educational, and social lives. Placement tests do not measure the visual literacy strategies of students' abilities to make and create meaning. This session will discuss how we assess and develop students' visual literacy strategies.

E9. Campus Racial Climate: It's Real and It's a Psychosocial Roadblock to Some Students' Persistence Intentions

National Harbor 6

Presenter: Darolyn A. Flagg, Taylor Acee, Texas State University

Strands: Administration, Student Support/Success

Ever considered if campus climate was affecting students' retention at your institution? This session will explore the extent to which students' perceptions of the campus racial climate and their sense of belonging may impact their decisions to continue to enroll. Come learn about the findings of our study.

E10. Open Educational Resources: An Equity Effort Proving We Believe in Our Students!

National Harbor 7

Presenter: Dr. Barbara Illowsky, Foothill-De Anza Community College District

Strands: Educational Technology, General Interest

Let's learn how Open Educational Resources (OER) are an equity issue greatly affecting our students with developmental education needs. Together, we will explore various OER repositories as well as develop plans for sample activities. We believe in our students; let's provide them with the materials they need to succeed.

E11. Perceptions of Success and Failures from Developmental Mathematics Students

National Harbor 8

Presenter: Celisa Counterman, Northampton Community College

Strands: Mathematics, Research/Evaluation

Can students who don't believe they can be successful on day one in developmental math change that perception? What enables that to happen – course structure, faculty, resources, or something else ingrained in the student? Hear from students about their beliefs and find ways to make it happen for yours.

E12. Student Success in Elementary Algebra: Believe in the Changes

National Harbor 10

Presenters: Jeff Thies, Darla Aguilar, Pima Community College

Strands: Mathematics, Professional Development

With success rates in Elementary Algebra under 50% and curriculum changes putting Elementary Algebra at the center of attention, we needed to make some changes. We restructured the course curriculum, provided a Professional Learning Community to faculty, and mandated a 1-credit, math-focused, student success course.

E13. The Developmental Education Reform Movement and the Self-Fulfilling Prophecy

National Harbor 11

Presenters: Patrick Saxon, Sam Houston State University; Hunter Boylan, National Center for Developmental Education (Appalachian State University), Norm Stahl, Northern Illinois University

Strands: General Interest

This presentation will include an analysis of three key research reports that have stimulated the reform/redesign movement in developmental education. Although these reports have been highly influential among policy makers, each of them is flawed to some degree. In spite of these flaws, they have led to a self-fulfilling prophecy with negative effects for the field and its practitioners. This session will offer data and information that practitioners can use on their campuses and in their own states to avoid the self-fulfilling prophecy.

E14. What Students Need and Employers Want: Believing in the Writing Instruction/Career Success Connection

National Harbor 12

Presenters: Kathrine O'Neil, Stephanie Thompson, Kaplan University

Strands: English, Student Support/Success

Modern writing classrooms transcend basic grammar and writing to focus on effective personal, academic, and professional writing so students can apply what they learn beyond writing courses. The session highlights research and demonstrates best practices for writing courses in multiple models to prepare students for present and future career success.

E15. Connecting with 21st Century Learners in English (commercial presentation)

National Harbor 13

Presenters: Hawkes Learning

Strands: Educational Technology, English

Foster interactive learning communities and academic mindsets to combat student apathy. NEW materials for Integrated Reading & Writing, Composition, and grammar handbook include diagnostic assessments to remedy individual skill gaps, expanded readings, and SmartReview: a platform for submitting papers and peer reviews. Win one of three \$50 Amazon gift cards!

E16. Promoting Productive Persistence and Social Justice in Mathematics Instruction Using Supportive Coaching and Reflective Tools

National Harbor 14

Presenter: Ann Edwards, The Carnegie Foundation for the Advancement of Teaching

Strands: Professional Development, Research/Evaluation

This session will present findings from a study conducted within the Carnegie Math Pathways (CMP) that explored how instructional reflection tools and supportive coaching relationships can help faculty deepen their practice around two key aspects of mathematics reform pedagogy: Productive Persistence (tenacity and use of good strategies) and Social Justice.

E17. Student-Centered/High-Impact Practices: Reframing Professional Development for Developmental Education

National Harbor 15

Presenters: Jeff Oldham, Dr. Rachel Juarez-Torres

Texas Tech University

Strands: Professional Development, Student Support/Success

Students new to higher education face challenges and opportunities to engage with peers, instructors, and coursework. Status as “dev ed” students or students on another form of academic probation compounds this issue. Professional development centered on high-impact practices to build a culture of success and related data will be presented.

Friday, 11:10 am – 12:00 pm

Poster Session 2

Exhibit Hall – Maryland Ballroom A/C

PS 2.1: Cultural Approach to Education

Presenters: Galia Fussell, Kaplan University

Strands: English, General Interest

With today’s global economy, understanding of culture is becoming even more important for success. This video and poster presentation will provide insights to help 21st century educators become more aware of cultural impacts and the need to incorporate this understanding into their classrooms. The video will feature students and professors from different cultural backgrounds and their insights on how to make educational environment appealing to everyone.

PS 2.2: Poverty Simulation and Student Identity Formation

Presenter: Julie Seier, University of Iowa

Strands: Educational Technology, Student Support/Success

The research will examine the influence of playing a game that simulates the conditions of poverty would have on student identity. The research will examine links between students’ perceptions of poverty, identity development, and their ability to empathize and accept students from lower SECs.

PS 2.3: The Unheard Voice: What Do Students Say (and Write) About Developmental English?

Presenter: Andrew Howard, University of the District of Columbia

Strands: English, Student Support/Success

Using a collection of writing samples and student testimony from Developmental English courses at UDC Community College, this presentation will facilitate further understanding of how co-requisite courses affect students beyond the numbers by focusing on assignments that asks students to weigh in on developmental education from their own perspective.

PS 2.4: Gap Coverage: Connecting XYZ in the Classroom and the Workplace

Presenter: David Healey, Kaplan University

Strands: English, Student Support/Success

This presentation will explore the different attitudes toward workplace writing between generations from a pedagogical viewpoint, as well as the discovery of the common ground found through classroom discussion while teaching a single workplace writing assignment.

PS 2.6: First Year Experience: Best Practices

Presenters: Kathy Yanchus, Denise Cady Arbeau, North Shore Community College

Strands: Administration, Research/Evaluation

North Shore Community College has created a First Year Experience course that is flexible and beneficial to all students. It is a 3-credit elective, college-level, taught by faculty in different disciplines across the College, and is offered in numerous modalities and contextualized curriculum. This presentation will showcase our best practices in teaching our First Year Experience course.

PS 2.7: Building Writing Skills into Professionally Oriented Class Curricula Through Embedded Tutoring

Presenter: Patianne D. Stabile, Berkeley College

Strand: Student Support/Success

This session will demonstrate effectively embedding a writing consultant into professionally oriented class curricula to assist developmental students in meeting college level writing standards by presenting a program piloted at Berkeley College where a writing consultant was placed in a finance class to assist students in writing their capstone thesis.

PS 2.8: With the MathWorld Concept Anyone Can Pass Math

Presenter: Robert D. Walling, St. Phillip's College

Strands: General Interest, Mathematics

The presentation will show how the MathWorld philosophy can increase the passing rate and lower the dropout rate at any college, using psychological reprogramming techniques. MathWorld concepts can change the perception of the students as well as the instructors. Change is essential to today's student success.

PS 2.9: Implementation of Changes, Tools, and Strategies in a Math Emporium Setting

Presenters: Carlotta Miller, Terri Eubank, Liberty University

Strand: Educational Technology, Mathematics

The presenter will discuss an overview of the changes, tools, and strategies implemented over ten semesters to better serve students in the Math Emporium Setting. Suggestions on how to change the mindset of the student the first few weeks of the semester will be shared.

PS 2.10: Believing in Yourself Starts with Fostering Non-Cognitive Success Strategies for Developmental Students

Presenters: Sabrina Marschall, Cindy Murray, Deb Schooley, Shippensburg University of Pennsylvania

Strands: General Interest, Student Support/Success

Students in developmental education are more diverse, have more varied roles/responsibilities, and are taking less traditional pathways to college completion than ever before. Students often struggle with believing in themselves and managing multiple demands. This poster session explores how to develop non-cognitive college persistence strategies through identifying resources and self-understanding.

PS 2.11: The Student Life Cycle: Who Has a Part to Play?

Presenter: Carole Wilkinson, University of Sussex

Strands: Career Technical/Vocational Education, Student Support/Success

This poster illustrates how the University of Sussex supports the “student lifecycle” – access to higher education; support to succeed and progression on to graduate study or employment. By using case studies this poster demonstrates how universities can work cross departmentally for the best student outcomes.

PS 2.12: Writing High Quality Assessment Items, Including Relevance and Sensitivity

Presenter: John Kellermeier, Lewis Hosie, The Carnegie Foundation for the Advancement of Teaching

Strands: Mathematics, Professional Development

Improve your skills in writing high quality assessment items that are appropriately targeted to your student population. Explore a handout on best practices for item writing. Work with assessment writers from a nationwide mathematics pathway to improve your existing assessment items or create new items that are sensitive and relevant.

PS 2.13: Narratives of Immigrant Students

Presenter: Adnon Salhi, Henry Ford College

Strands: Reading, Research/Evaluation

This session will present personal narratives of immigrant students who had a dream and believed in it strongly. These immigrant students’ narratives are not meant to be political or promote any agenda. They are heartfelt stories of college students who went through horrific experiences in order to survive in our US society.

Friday, 12:15 pm – 1:05 pm
Concurrent Session F

F1. College Readiness: The Role of Executive Functioning

Annapolis 1

Presenters: Michelle Kaschak, Alison Bonner, Pennsylvania State University Lehigh Valley

Strands: General Interest, Student Support/Success

Learning Center tutors can be valuable teachers of the skills that students need for success and retention in college, skills related to Executive Functioning. This session will define Executive Functioning and focus on simple ways that we can help our students get the tools they need for success.

F2. What Makes Them Stay? A Study of Students in Their Own Words

Annapolis 2

Presenters: Nancy Anter, Schoolcraft College; Serja Goram, Bay Path University

Strand: Student Support/Success

Today's students are different! This session offers data from hundreds of student surveys revealing what college students say instructors need to know. Learn what students love about instructors (and what they hate), and most importantly, what they need. Discussion will include brainstorming on how colleges can act given this data.

F3. Building Reading Skills in Any Discipline with Questioning

Annapolis 3

Presenter: Deborah Kellner, University of Cincinnati

Strands: Professional Development, Reading

This session provides a repertoire of ideas regarding the practice of questioning to promote effective critical reading and comprehension across disciplines. Research and hands-on activities using this transferable skill will be introduced.

F4. Using CAS Learning Assistance Programs Standards for Program Design and Evaluation

Annapolis 4

Presenters: Linda Thompson, Harding University; Karen Patty-Graham, Southern Illinois University

Strands: Program Development, Student Support/Success

Interested in learning assistance program assessment and improvement? This session will explore how to use the 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 program and student success.

F5. Creating a Culture of “Belief” that Every Student Can Succeed!

National Harbor 2

Presenters: Dr. Orlando Lobaina, Denise Green, Dan Berkenkemper, Liberty University
Strands: Administration, Student Support/Success

At Liberty University, we know that we must “believe “ in our students in order for them to “achieve!” Therefore, we offer academic support through The Academic Success Center, providing faculty mentoring, tutoring, testing and success courses. We will explain how these services were developed and implemented, outlining the new “funnel” design of our success courses.

F6. Integrate Math Study Skills into Courses: Successful Strategy that Improves Math Learning and Grades

National Harbor 3

Presenter: Paul Nolting, Hillsborough Community College
Strands: Mathematics, Student Support/Success

Students are struggling with math redesigns in all math levels. Based on research, math study skills improve success. Math study skills have been successfully integrated into labs, math and study skills courses. This workshop demonstrates the integration of assessments, homework, note-taking, apps, anxiety reduction, mindfulness, testing, persistence and student success plans.

F7. CVCC’s Interdisciplinary Read: Building Bridges for Students and Faculty

National Harbor 4

Presenters: Krysten Buchanan, Donna Ross, Catawba Valley Community College
Strands: English, General Interest

The Interdisciplinary Read program at Catawba Valley Community college connects developmental English and reading students with curriculum readers from across campus through a coordinated studies approach. Students interact with the common read through a variety of activities, assignments, and presentations culminating in a capstone presentation by the book’s author.

F8. The Why: Teaching Students How to Build Critical Thinking Questions

National Harbor 5

Presenter: Anitre Bell, Community College of Beaver County
Strands: Reading, Student Support/Success

The Right Question Institute provides a framework for proper questioning techniques. This interactive session will discuss the RQI, the RQI framework and how it can help develop your students’ questioning skills. It will help teachers strengthen their students’ ability to generate, ask, and respond to questions while enhancing their critical thinking skills. This presentation will also help bring awareness to the teachers on the importance of questioning and the ability to do so properly.

F9. Supporting Literacy in Accelerated Models of English with Reading Apprenticeship

National Harbor 6

Presenters: Patricia Schade, Joanna Fortna, Aaron Moreno, Northern Essex Community College

Strands: English, Professional Development

Northern Essex Community College faculty will share how they leverage Reading Apprenticeship routines such as the Think Aloud and Talking to the Text in Accelerated models of Developmental English. Participants will engage in collaborative and metacognitive routines, learn their impact and how to apply them with their own students.

F10. No Reading Strategy Left Behind: Integrating Reading Strategies in Writing Classes

National Harbor 7

Presenter: Camille L. Holmes, Eastfield College (Dallas County Community College District)

Strands: English, Reading

When students master strategies like previewing, highlighting, annotating and writing marginal notes, they become strong and independent readers. These strategies help students to navigate rigorous, academic texts. Attendees will review current research, discuss how the strategies enhance writing and integrated courses, and practice the strategies using texts from various disciplines.

F11. Increasing Active Learning in Mathematics using Daily Mathstarters, Math Games and Exit Tickets

National Harbor 8

Presenters: Labonnie W. Smith, Robin L. Cook, University of the District of Columbia Community College

Strands: Mathematics, Professional Development

In this session, participants will be guided through instructional strategies to increase active learning in mathematics classroom and create a collaborative setting where all are working towards a common goal of mathematical mastery using Mathstarters and Math Games. Practical instructional strategies and activities will be shared during this session.

F12. Stop, Collaborate & Reflect: How to Impact Self-Confidence & Content Retention

National Harbor 10

Presenters: Alison Breiding, Jessica Markle, Indiana State University

Strands: Mathematics, Student Support/Success

Providing developmental mathematics students with collaborative experiences allows the students to gain self-confidence in mathematics while retaining content. In this workshop, prepare to participate in three activities that offer collaborative learning opportunities for students. Take away skill building activities for linear equations, factoring and rational expressions.

KEYNOTE FOLLOW UP

F14. Implementing the Cognitive Principles of Effective Learning

Maryland Ballroom B/D

Presenter: Stephen Chew, Samford University

Strand: General Interest

The goal of this presentation is to present pedagogical techniques based on the principles of learning that will help students develop a mindset for successful learning. Research shows that students who are explicitly taught how to learn do significantly better. Furthermore, knowing how to learn is an important life skill for success. In this presentation, I will discuss and demonstrate some pedagogical strategies that incorporate principles of learning.

F16. Believing in Their Power: Faculty Bring Student Voices to Life Using Smart Phones and a Video App

National Harbor 13

Presenters: Kasty France, Kayla Harding, Vickie Robison, Tulsa Community College

Strands: Educational Technology, General Interest

In this hands-on demonstration, participants will learn to use smart phones and an easy-to-learn video application to create recordings of student voices for use in longer videos. They will see clips and a finished video from the presenters in addition to creating a short video of their own.

Friday, 1:15 pm – 2:05/2:30 pm
Concurrent Session G

G1. Believe in Student Success: Opportunities for Acceleration at Greenville Technical College

Annapolis 1

Presenters: Mary Campbell and Mark Gollwitzer, Greenville Technical College

Strands: General Interest, Student Support/Success

Greenville Technical College offers several opportunities for students to accelerate through Transitional Studies courses. This session will review the rationale, design, and implementation of multiple measures placement, early advising, Accelerate Math, emporium math, fast-track courses, and an English co-requisite model.

G2. NADE Accreditation Interim Report Workshop (75 minutes)

Annapolis 2

Presenters: Lisa Putnam-Cole, Heartland Community College

Strand: Program Development

NADE-accredited programs must submit an Interim Report five years after their initial accreditation to maintain their accreditation status. Prior to submitting this report, at least one program leader must attend an Interim Report Workshop. Participants will review report requirements, examine and evaluate examples, and ask questions they may have about the Interim Report.

G3. Math Champions: Embedded Peer Tutoring as High Impact Practice

Annapolis 4

Presenters: Sharisse Turner, Randey Burnette, Tallahassee Community College

Strands: Mathematics, Student Support/Success

To address math success, in Spring 2017, TCC piloted the Math Champions program in which peer tutors were embedded in math classes. A qualitative and quantitative analysis shows this initiative is promising as it benefits the institution, the students, the faculty, and the peer tutors themselves. This presentation will include information about the design, implementation and evaluation of this successful initiative.

G4. Supporting English Language Learners in Developmental and College English Courses (75 minutes)

National Harbor 2

Presenters: Jennifer Myskowski, Dr. Carrie Myers, Jonathan Sponsler, Lehigh Carbon Community College

Strands: English, Student Support/Success

Addressing English Language Learners (ELLs) within composition classes, Lehigh Carbon Community College faculty developed a theoretical and pedagogical training course for all English faculty. Presenters, including faculty who designed the course and instructors who enrolled, will share strategies and instructional materials that enhance composition courses for ELLs.

G5. Developing a Belief Mindset through a Culture of Collaboration and Resiliency (75 minutes)

National Harbor 14

Presenters: Gina Desai, Sara Walton, Glendale Community College

Strands: Reading, Student Support/Success

Looking for ways to help your students gain confidence? If so, come learn engaging strategies to help your students believe in themselves and feel valued while they learn. An affective learning environment combined with collaborative activities will help students leave the classroom with a foundation built upon strong relationships.

G6. Faith, Hope, and Love: How Our Beliefs Shape Academic Resilience

National Harbor 4

Presenter: Andy Miller, Concordia University

Strand: Student Support/Success

The transition to college is often wrought with adversity. As practitioners in student success, developing students' resiliency can ease this transition. This presentation will share a synthesis of literature on academic resilience as well as results from a recent meta-analysis to provide practical tips for helping students develop resilient behavior.

G7. Corequisite and Accelerated Course Models and Solutions (commercial presentation)

National Harbor 5

Presenters: Jennifer Crum, Kyle DiGiannantonio, Pearson

Strands: Mathematics, Student Support/Success

There are many corequisite and accelerated course models that are seeing great success in math departments across the country. This session will ask audience members to share their experiences, and we will present useful tools in MyLab Math to help with a variety of course models.

G8. Flipping the Equation: Transforming Monotony into Meaningful Math Experiences through Active Learning Strategies (75 minutes)

National Harbor 6

Presenter: Andrew Sebok, Texas Southmost College

Strands: Mathematics, Student Support/Success

Involved math students are successful math students! This presentation will introduce active learning strategies that, in conjunction with a semi-flipped model of instruction, will engage developmental mathematics students. Additionally, participants will receive tips for successful implementation, modeling, and examples of authentic, engrossing activities that transform passive students into active learners!

G9. Accelerated Learning: Three Models for Student Success (75 minutes)

National Harbor 7

Presenters: Jennifer Garner, Howard Community College; Kate Babbitt, Gateway Community College; Effie Russell, Atlantic Cape Community College

Strands: English, Student Support/Success

This presentation will discuss the advantages and challenges of three different models of acceleration: the co-requisite model, the triad model and a model that places all ALP students together in a 101 course that offers more time and support. Attendees are encouraged to share their own ALP models' challenges and rewards.

G10. Co-Requisites for Gateway Mathematics Courses: Determining Structures That Work for Your Students and Your Campus (75 minutes)

National Harbor 10

Presenter: Connie Richardson, Charles A Dana Center, UT-Austin

Strands: Mathematics, Student Support/Success

The presenters have conducted extensive interviews with implementers of mathematics co-requisite courses, collecting quantitative and qualitative data on the trials and success of a variety of models across the US. We will share effective models as well as tools and resources that can be for customized for local contexts.

G11. Cooperation Along the Education Continuum – A Partnership between a Community College and Local High Schools (75 minutes)

National Harbor 11

Presenter: Jacqueline Tiermini, Finger Lakes Community College

Strands: General Interest, Professional Development

This session will discuss the evolution and benefits of a regional partnership aimed at improving college readiness between a community college and its service area school districts. Participants will collaborate to create a definition of college readiness and ideas for an action plan specific to their institution.

G12. Empowering Curriculum Redesign in Math with Modern Adaptive Technologies and Data-Driven Insights (commercial presentation)

National Harbor 13

Presenters: Eric Stano, Dr. Aimee Berger, Knewton Education Company

Strands: Mathematics, Student Support/Success

Preparing students who require extra support for success in credit-bearing courses is one of the biggest challenges in higher education. Learn how one program director is harnessing the power of data insights and adaptive learning to prepare students for success in the credit-bearing courses ahead of them.

G14. NADE 2019: Planning a Peachy Time in Georgia

National Harbor 15

Presenter: Annette Cook, NADE Conference Manager

Strands: General Interest

NADE's new Conference Committee will meet with NADE members who are interested in helping plan the NADE 2019 conference in Atlanta, Georgia.

G15. Measuring Student Success in Redesigned Courses

Annapolis 3

Presenters: Jane Neuburger, Syracuse University (retired); Jennifer Ferguson, Cazenovia College; Gwenn Eldridge, Ivy Tech Community College

Strands: Administration, Program Development

Are you engaged in assessing results of redesigned courses or programs? Attempting to measure “student success” in ways beyond course pass rates? Struggling to measure “student learning”? In this session, expert reviewers and the NADE Accreditation Commission will help attendees classify and examine data in order to draw reasonable conclusions.

Friday, 3:00 pm – 3:50 pm
Concurrent Session H

H1. Faith, Faculty, and Classroom Faux Pas: Religious Inclusivity in the College Setting

Annapolis 1

Presenter: Jerri A. Harwell, Salt Lake Community College

Strands: General Interest, Student Support/Success

In this session, we will speak openly and frankly, about the challenges of religious diversity in the college setting, and discuss how to navigate these challenges. What students believe, whether it be philosophically or religiously, affects their thoughts, actions, values, how they fulfill assignments, and even if they attend class.

H2. Enacting Social Justice in Developmental Education

Annapolis 2

Presenters: Emily Suh, Indiana University; Jeni Ussery, Phoenix College; Samantha Crandall, Russ Hodges, Texas State University

Strands: General Interest, Student Support/Success

Central to developmental education, social justice transforms institutions' culture, curriculum, and pedagogical practices to benefit marginalized students. This Cultural Diversity Committee-sponsored panel discusses rewards and challenges of implementing social justice in a variety of developmental courses and environments: online student success, face-to-face reading and IRW. Come share your own experiences!

H3. Using Free Online Web Tools to Engage Students in Classroom Discourse

Annapolis 3

Presenter: Holly B. Shinn, Texas State University

Strands: General Interest, Professional Development

This workshop is designed for those who teach math, reading or English courses, online or in-person. Participants will learn how to search and use free no-signup 21st Century Web technologies designed for teachers to engage students in classroom discussions using any device (i.e., cell phone, tablet, laptop). Rubrics included.

H4. Supporting Innovation in Mathematics Instruction with Lesson-level Instructor's Notes: Leveraging Faculty Insights

National Harbor 2

Presenter: Dan Ray, Carnegie Math Pathways

Strands: Mathematics, Professional Development

Implementing innovative curriculum and pedagogy requires a well-designed support system for faculty members as they teach. Participants will examine a comprehensive package of just-in-time instructional support materials for developmental mathematics, developed by faculty, and learn how to apply user-centered design principles to support planning, guide instruction, and improve student outcomes.

H5. Game Up Your Math! New, Innovative Digital Games for Developmental Algebra

National Harbor 4

Presenters: Kathleen Offenholley, Francesco Crocco, Borough of Manhattan Community College, CUNY

Strands: Educational Technology, Mathematics

In this highly interactive workshop, participants will play three open-access digital mathematics games created with an NSF grant. The games target beginning and elementary algebra, and pre-calculus. Participants will hear tips for educational game design, review assessment data, and leave with directions for how to access the free games.

H6. Belief in Shared Reading: Exploring Race, Culture and Identity through Literature

National Harbor 5

Presenters: Karen Lipsedge, Kingston University

Strands: Reading, Student Support/Success

Kingston University London Reading Group was created in 2016 to facilitate discussion on culture and identity to promote race equality. This presentation will summarize project outcomes and include an interactive simulated reading group, to demonstrate how shared reading can cross social and cultural boundaries, opening up exchanges around diversity and inclusion.

H7. Throwing out the Textbook: Creating Math Courses Using Open-Source Educational Resources

National Harbor 6

Presenters: Suzanne Etheridge, Mary Monroe-Ellis, Amy Tankersley, Pellissippi State Community College

Strands: Educational Technology, Mathematics

With the proliferation of open-source educational resources, faculty have more options for creating effective math courses than using expensive textbooks that dictate curriculum. Faculty teaching a co-requisite survey of math course share how to create online homework using free open-source websites, as well as collaborative classroom activities and applications-based projects.

H8. Redesigning Mathematics Courses Using the Emporium Model

National Harbor 7

Presenter: Jonathan D. Watkins, Carrye Y. Wilkins, University of Louisville

Strands: Educational Technology, Mathematics

In this session, the University of Louisville's Emporium-style intervention/developmental courses in algebra will be discussed, as well as the University's overall results since Fall 2013. Participants will consider key aspects of Emporium redesign, including issues related to format/structure, attendance, logistics, and assisting students who are falling behind.

H10. Process > Terror: Teaching Students to Believe in the Writing Process through Example

National Harbor 12

Presenter: Holly Clay-Buck, Rogers State University

Strands: Research/Evaluation, Student Support/Success

Student sample papers are great. Well known works that model essay types are excellent. How did they get there, though? As writing professionals, sometimes we take the many steps that go into that final product for granted. Students, on the other hand, often have difficulty visualizing how their own apprehensive beginning work has the potential to develop into pieces as polished as those they see modeled. By looking at not just student sample papers but entire student sample processes, we can pull the curtain on the writing process and help our struggling students learn to believe in the process and themselves.

H11. When Writing Tutors Become Reading and Writing Tutors in an IRW Course

National Harbor 13

Presenters: Lisa Bosley, Dominic Ashby, Russell Carpenter, Eastern Kentucky University

Strands: Research/Evaluation, Student Support/Success

This session will provide an overview of a corequisite developmental reading/writing and first-year composition course that includes an embedded peer tutor model.

H12. JDE Editorial Board Meeting (by invitation only; 3:00 - 4:30 pm)

Annapolis 4

Presenter: Barbara Calderwood, National Center for Developmental Education (Appalachian State University)

H13. Applying Universal Design to Improve Student Success in Developmental Math

National Harbor 3

Presenters: Carol Leah Mueller, Elizabeth A. Mosser, Harford Community College

Strands: Mathematics, Student Support/Success

This workshop will provide attendees with the opportunity to apply the principles of universal design to their developmental math classroom. Together we will discuss the principles of universal design, assess the current use of universal design, and incorporate universal design principles into practical activities and resources for developmental math.

Friday, 4:15 pm – 5:30 pm

Keynote Session: Maryland Ballroom A/C

High Tea with John Storan

“Learner Journeys - Origins, Experiences and Destinations”

This keynote presentation will explore some of the connections between the different learner journeys which are being undertaken into, through and beyond higher education. What impact if any does the origins of learners have on the learning journey they make and the destination they arrive at? The presentation will also consider by drawing on a combination of policy, practice and research sources what higher education providers along with other stakeholders can do to enable more and different learners to access and succeed in higher education.

Day at a Glance: Saturday, February 24, 2018

Date/Time/Place	Event
7:00 a.m.-11:00 a.m. Maryland Registration Desk C	Registration
8:00 a.m.-8:50 a.m. Assorted breakout rooms	Concurrent Session I
9:00 a.m.-11:00 a.m. National Harbor 10 & 11	Celebration Breakfast, NADE Officer Installation, & NADE 2019 Kickoff

Saturday, February 24, 2018

8:00 am – 8:50 am Concurrent Session I

I1. Believe It! Following STEM Scholarship Awardees to Associate or Bachelor's Degree Attainment

National Harbor 2

Presenter: Sylvia Sorkin, Community College of Baltimore County

Strands: Research/Evaluation, Student Support/Success

This session will follow 165 need-based scholarship awardees to degree attainment through NSF-funding, and student support services including mentoring by faculty in STEM fields. Outcomes by gender, race/ethnicity, and initial mathematics placement of awardees are discussed. Time elapsed from initial community college enrollment to degree is included.

I2. Student Voices in Math Developmental Education

National Harbor 3

Presenter: Chauntee Thrill, University of Illinois Urbana-Champaign

Strands: Administration, Mathematics

Much conversation regarding developmental education fails to integrate student perspectives or experiences in creating and implementing policies and programming. As such, the completed study sought to highlight the voices of those often unheard. This session will present the personal narratives of students who successfully completed math developmental education.

I3. Why Learn Algebra? Incorporating a Writing Assignment for Students to Believe

National Harbor 4

Presenter: Dr. Regina Bobak, Bloomsburg University of Pennsylvania

Strands: Mathematics, Student Support/Success

Discuss the results of a research study conducted to determine if a writing assignment positively changed students' attitude of the need for learning algebra. Participants will walk away with the Algebra Connection writing assignment and ways to manipulate the activity to fit their own subject matter and student population.

I4. A Path Toward Improving Outcomes

National Harbor 5

Presenters: Maureen Maas-Feary, Jacqueline Tiermini, Finger Lakes Community College

Strands: English, Reading

We will share outcomes of our two-level IRW sequence where both courses lead to freshman composition. We will describe our path and how it led to rewriting outcomes across our college's writing sequence. Attendees will have a chance to revise their own course learning outcomes in a writing workshop setting.

I6. Cultural Codeswitch: Clarifying Culturally Based Expectations for Academic Writing

Annapolis 3

Presenters: Keri Withington, Ekateryna O'Meara, Pellissippi State Community College

Strands: English, Student Support/Success

It is easy to assume ESOL and International students are most hindered by language barriers. However, cultural differences in writing and communication are just as important. This session will help participants recognize and address cultural differences in expectations surrounding academic writing. Session participants will learn best practices and specific strategies.

I7. Sense of Belonging: A Factor Beyond Academics Affecting Success Among Students in Developmental Courses

Annapolis 4

Presenters: Darolyn A. Flaggs, Megan Krou, Texas State University

Strand: Student Support/Success

Sense of belonging has been well documented as a factor in retention rates for racially diverse populations. In this session, we will describe, define, and discuss the consequences of low sense of belonging and brainstorm ways in which to foster inclusiveness within the classroom and among all students.

I8. Combining Flipped Classroom Model and Writing Across Curriculum to Teach the Hypothesis Test

National Harbor 12

Presenter: Jae Ki Lee, Borough of Manhattan

Strands: Mathematics, Student Support/Success

A new approach to teaching the Hypothesis Test combines the flipped classroom model and the Writing Across Curriculum (WAC) provides an opportunity for students to think and discuss the Hypothesis Test problem. The expected outcome is for students to feel engaged and enhanced understanding of the Hypothesis Test.

I9. Developing Effective Accelerated and CoRequisite Courses for Math Pathways

National Harbor 13

Presenters: Ann Edwards, The Carnegie Foundation for the Advancement of Teaching

Strands: Mathematics, Student Support/Success

Participants will learn about curriculum strategies that are responsive to redesign pressures to get more students successfully through mathematics faster. Leave with design strategies for co-requisite and accelerated courses and pathways, and understand how these structures can impact student success.

I10. Effects of Military Veteran Peer Tutoring in Learning Assistance Centers

National Harbor 14

Presenters: Santos R. Cortez, Dr. David C. Caverly, Texas State University San Marcos

Strands: Research/Evaluation, Student Support/Success

Come along and learn the effectiveness of peer student veteran programs supporting the potential of student veteran peer tutoring services in learning academic centers.

I11. Year Two, Integrated College Skills for At-Risk Students

National Harbor 15

Presenter: Jeff Thies, Darla Aguilar, Pima Community College

Strands: Mathematics, Student Support/Success

Our new course, Integrated College Skills (ICS), is centered on integrating non-cognitive and cognitive skills, laying a foundation for success in other college courses. This session provides evidence from the college's first and second cohorts and will include activities to engage the audience.

Saturday, 9:00 am – 11:00 am

Celebration Breakfast

National Harbor 10 and 11

Join the NADE Board and conference participants in celebrating the conclusion of another wonderful NADE conference. We will also reflect on the past year, and install the NADE Executive Board. Enjoy time with your colleagues as the NADE 2019 planning team from Georgia introduces us to the next NADE conference: *Prepared for Takeoff!*

Registration and Membership for Conference

Registration for NADE 2018 opened on October 1, 2017. Please note the following important dates regarding registration for NADE 2018.

- **EARLY REGISTRATION:** Online or postmarked by January 31, 2018, with payment to receive early registration rates (\$450 with renewed membership)
- **REGULAR REGISTRATION:** Online or postmarked between February 1 and February 14, 2018 (\$500 with renewed membership)
- Registrations postmarked after February 14, 2018, will NOT be accepted. After this date, all registrations must be online or on-site.
- **LATE AND ON-SITE REGISTRATION:** Online after February 14, 2018 or on site (late fee of \$50 in effect)
- Registration is easily completed by credit card online. A \$25 fee will be charged for a check returned due to insufficient funds. If paying by check, send your registration form with payment by February 14, 2018, to:

NADE

PO Box 963

Northport, AL 35476

CONFIRMATION AND RECEIPT OF REGISTRATION: You will receive a confirmation of registration and receipt immediately following online registration.

To register online visit thenade.org > Events > 2018 Conference.

Special Events

Newcomer's and International Meet and Greet
Opening Reception followed by Karaoke
Celebration Breakfast
High Tea with the Chair of Forum for Access and Continuing Education (FACE)
Exhibits

Conference Bag Throwback Event

The Conference Planning Team is supporting a trip down memory lane by encouraging all conference attendees to bring back their previous NADE conference bags. This nostalgic experience will highlight previous conferences and add diversity to the conference scene. So bring your favorite bag!!!! You might even bring an extra for a new NADE member, or an old friend.

Silent Auction

Please bring donated items for an auction to benefit NADE Scholarships. We encourage members to donate items by bringing them to the conference. Remember no donation is too small in helping our students. Suggested items include, but are not limited to:

- College “swag”
- Books, Journal subscriptions
- Restaurant or spa gift certificates
- Jewelry or other accessories
- Coffee or Chocolate themed gifts
- Concert or sporting memorabilia
- Art work
- Electronics
- Use your imagination

AUCTION: Baskets and other items will remain on display in the Exhibit Hall until Friday at 1:00 pm when the bids will close.



Gaylord National Resort & Convention Center
201 Waterfront St.
Oxon Hill, MD 20745

The Conference room rates are as follows, and each rate includes the \$18.00 per night resort fee:

- Single/Double (up to 2 people in a room) \$207
- Triple (3 people in a room) \$227
- Quads (4 people in a room) \$247
- Atrium Views: \$40 additional per night

To make your reservations at the conference price, plus taxes follow this link.

<https://aws.passkey.com/gt/214782440?gtid=a6b408a4d7e232973c738bb846ce6125>

Additional Hotel Information:

Check-In: 4:00 pm

Check-Out: 11:00 am^[SEP]

Parking: On-site Parking, Fees

- Self-Parking: \$12 Hourly, \$30 Daily
- Valet Parking: Fee: \$43 Daily

Travel

The Gaylord National Resort & Convention Center is approximately 8 miles (20 minutes) from Reagan National Airport (DCA), and 40 miles (45 minutes) from Dulles International Airport (IDA). Attendees may also opt to fly into Baltimore/Washington International Thurgood Marshall Airport (BWI), which is approximately 40 miles to the Gaylord.

There are several options for ground transportation to the conference site, however NADE has secured a 10% discount with Super Shuttle. You can book your roundtrip trip at <http://www.supershuttle.com/default.aspx?GC=GNR50>, or on the phone app use the code GNR50 for the discount. Uber and Lyft are available from all local airports, and taxi ride from DCA to the Gaylord resort is approximately \$23.00.

Area Attractions and Sites



National Mall: Monuments by Moonlight Tour

<https://www.trolleytours.com/washington-dc/monuments-by-moonlight-tickets>



US Capitol Tour

<https://washington.org/DC-faqs-for-visitors/how-can-i-tour-capitol-how-can-i-see-congress-session>



John F. Kennedy Center for the Performing Arts

<http://www.kennedy-center.org>



NBA Basketball: Washington Wizards

<http://www.nba.com/wizards/tickets>



NHL Hockey: Washington Capitals

<https://www.nhl.com/capitals/schedule>



Alexandria, VA

<http://torpedofactory.org/>

More information about these and other attractions can be found at:

<https://www.nationalharbor.com/gaylord-national/>

<http://www.marriott.com/hotel-info/wasgn-gaylord-national-resort-and-convention-center/gaylord-national-entertainment/fr8e90c/home-page.mi>

Participants will need to find transportation to any of the above attractions, as the conference does not have any group travel planned. Uber and Link are available in the area.

STUDY TOUR

The University of the District of Columbia Community College is honored to host guests to view their co-requisite program. UDC-CC's English and Math programs are taking different approaches to combining developmental and credit-bearing courses, and guests can observe how those classes are administered and speak with students. Additionally, the Center for Academic and Career Excellence (CACE), which provides supplemental instruction to all UDC-CC students, will be open. Supplemental Instruction is providing students in a credit bearing class the time, attention, and opportunity for work to develop their knowledge and skills in credit-bearing courses so that they can legitimately earn those gateway Math and English credits. The tour will take place at the Community College Campus at 801 North Capitol St, NE. If time allows, a tour of the Backus campus, which is a short shuttle ride away, will be included.

Transportation will be provided. The tour will leave the hotel at 1:00 p.m. and return at 4:00 p.m. International guests may attend the study tour free of charge. Others are invited to attend for \$25. To add this to your registration, email office@thenade.org and you will be invoiced for the additional fee.

NADE 2018 AWARD WINNERS

**Gladys R. Shaw Outstanding Service to
Developmental Education Students**



Lucretia B. White
College of the Albemarle

Lucretia is an Assistant Professor and Program Coordinator for developmental reading and English (DRE)/ACA classes at College of The Albemarle (COA) in Elizabeth City, NC. She has worked with COA's developmental students since 2008. Prior to that, Lucretia worked for Elizabeth City-Pasquotank Public Schools (ECPPS) as a middle grades English/Language Arts teacher. Lucretia is passionate about leaving a positive impression on her students. Arelia Williams, a former student of Lucretia's 7th and 9th grade class and two COA classes said, "Not only does she teach us, but she encourages and pushes us to our full potential leaving no stone unturned. Many teachers and professors teach to make a living; Ms. White lives to teach us, which makes a major difference for her students." Lucretia firmly believes that all students who enter her classes will experience success including success measured on different levels. On a personal note, Lucretia has two sons, and is very active in the church that she attends, Greater Anointing Ministries in Elizabeth City, NC.

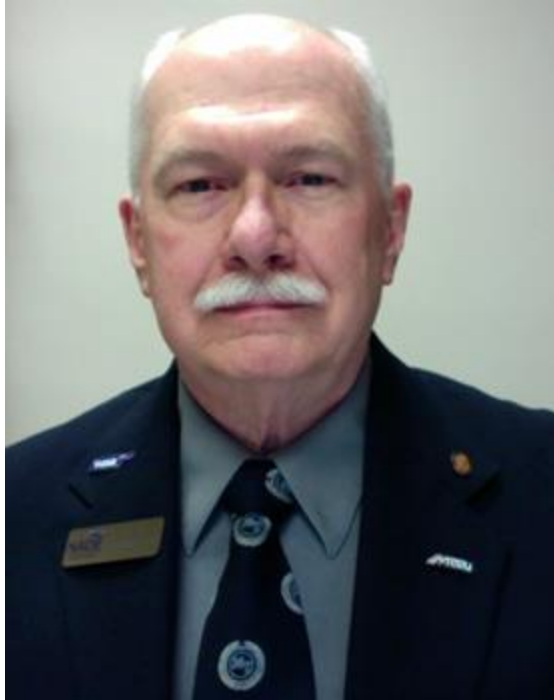
Susan E. Hashway Outstanding Thesis/Dissertation Award



Joanna B. Bolick
Asheville-Buncombe Technical Community College

Joanna B. Bolick lives amidst the Blue Ridge Mountains of North Carolina with her husband and two children. Her primary goal is to reframe the conversation around Developmental Education so that others understand just how important it is to maintain a developmental perspective in work and in life. She completed an Ed.D. in Educational Leadership at Appalachian State University in May 2017. The title of her dissertation was *Claiming A Seat at the Table in Defense of Developmental Education: Constructing Common Ground Through Community and Reflection*. She currently serves as chair of the Developmental Studies department at Asheville-Buncombe Technical Community College in Asheville, NC.

**Henry Young Award for Outstanding
Individual Contribution to NADE**



David A. Otts
Middle Tennessee State University

Dr. David A. Otts (Ed. D.) is a Professor in the University Studies Department at Middle Tennessee State University, where he teaches on ground General Education mathematics and online capstone courses at the senior and master levels for the University College. He serves as one of the University College representatives on the Faculty Senate. He has 30+ years of service to MTSU and maintains an active role in the National Association for Developmental Education (NADE) and the Tennessee Association for Student Success and Retention (TASSR). His involvement with NADE began in 1987. Throughout the years he has served as various committee and SPIN chairs. He currently serves as the NADE Accreditation Commission Communication Coordinator, an Associate Editor of the *Journal of Student Success and Retention* (JoSSR), and a reviewer for the *NADE Digest*. He is a graduate of The University of Alabama and a Fellow of the Kellogg Institute.

Outstanding Proposed Research



Darolyn A. Flaggs
Texas State University

Ms. Darolyn Flaggs is a Ph.D. candidate in the Developmental Education Program at Texas State University with a specialization in Developmental Mathematics. Her research interests span across two major strands; these are strategic learning and motivation and race issues in higher education. Much of her work in these two areas have been conducted within postsecondary mathematics and STEM contexts. Darolyn has a particular focus on studying historically underserved student populations within the mathematics setting and exploring variables affecting student's persistence to degree completion. Ms. Flaggs has taught undergraduate mathematics courses, been involved in the revision of the developmental mathematics scope and sequence, and serves within several professional organizations. Her teaching, research, and service are all centered on one major theme – helping students who struggle in college, especially students who are underserved and/or underprepared. Her proposed research is entitled: Development of the Cultural Capital / College Knowledge Inventory (CCCK).

William G. White, Jr. Graduate Study Scholarship



Jennifer A. Leonard Box
Lowndes County School District

Having been in education nearly 20 years, Box has served as a teacher and counselor in Mississippi's secondary and post-secondary education. Box is a doctoral student at Sam Houston State University studying the administration of developmental education. She is the wife of Mark, also an educator, and mother to two boys, Eli (17) and Ethan (12). Her current research interests are developmental learning communities and how stress and negative emotions impact learning and academic success.

Kellogg Institute-NADE Scholarship



Debra D. Ward
Utah Valley University

Debra Ward completed her doctorate in mathematics education in 2013 at Texas State University in San Marcos. She is an Assistant Professor of Developmental Mathematics at Utah Valley University. Debra has been an active member of NADE, presenting at several national conferences, and is the President of the Southwest Association for Developmental Education (SWADE). Along with her commitment to improving developmental education through classroom practices, she is committed to the advancement of developmental education through research and publication. Her main research interests involve understanding student and course characteristics that hinder or support students' successful completion of developmental mathematics sequences.

Journal of Developmental Education
Outstanding Article Award

"Boredom: That which shall not be named"



Jason Weinerman and Cari Kenner
St. Cloud State University

Jason Wienerman is an adjunct instructor at Anoka-Ramsey Community College where he teaches First Year Experience and Saint Cloud State University where he teaches Reading and Study Strategies. He is currently working on his doctorate where his thesis will explore how first year male students experience boredom.

Dr. Cari Kenner teaches reading and study strategies at St. Cloud State University and is the director of the Academic Learning Center. Dr. Kenner has a background in curriculum and instruction and a research interest in understanding the impact of online media and assisting college students improve their media literacy.

Knewton Scholarship for Kellogg Institute



Betty Stack
Cleveland Community College

Betty Stack serves as Dean of Arts and Sciences at Cleveland Community College. Prior to this, she was the Associate Dean of Liberal Arts and Sciences, Early College, and Career and College Promise at Rowan Cabarrus Community College. She has also served at RCCC as the Director of Curriculum English, Developmental English and Reading, and Communications and Business. Stack was named Teacher of the Year at Rowan Cabarrus Community College three times and has been a State Finalist for Teacher of the Year. She co-authored the textbook *Technology and Society* which was published in 2015 and adopted for Humanities courses at her college. She is passionate about education and growing leaders in our community colleges across the nation.

McGraw-Hill Scholarship for Kellogg Institute



Kimberly DeHainaut
Penn State-Greater Allegheny

Kimberly DeHainaut obtained a Master's Degree in Education along with a K-12 Reading Specialist Certification from Indiana University of Pennsylvania. She is currently ABD in the Ph.D. Instruction and Learning Program [Reading] at the University of Pittsburgh. She has been an instructor at The Pennsylvania State University for seventeen years spending the past six years at Penn State Greater Allegheny. She has devoted most of her instructional time to teaching Developmental English and Language and Literacy courses to those students who some might describe as being "at-risk." However, she views her students not as being "at-risk" but rather as a resource with much to offer, if provided the opportunity. Prior to teaching at the college level, she spent five years teaching at an inner-city school district working with students with developmental needs.

2018 NADE ACCREDITATION AWARDS

Heartland Community College Advanced Accreditation for Developmental English Program



Left to right: Matt Felumlee, Professor of English; Tom McCulley, Chair of Languages and Literature; Stephanie Kratz, Professor of English; Debbie Chiaventone, Program Assistant for English; and Zach Petrea, Professor of English

Heartland Community College received Advanced Accreditation for their Developmental English Program. Stephanie Kratz, Professor of English, served as liaison for the program application and review.

Houston Community College Integrated Reading and Writing Program Developmental Mathematics Program



Bottom Row: Dr. Maria Straus, Dean College Readiness; Maria “Carmen” Vasquez, Administrative Assistant - Developmental Mathematics; Dr. Catherine O’Brien, Associate Vice Chancellor - College Readiness; Annie Tsui, Associate Chair – INRW
Top Row: Jamal “Jim” Douglas, Adjunct Professor – Developmental Math; Hairong “Helen” Liu, Professor – Developmental Math; Dr. Susan Fife, Chair - Developmental Math; Felicia Taylor, Adjunct Professor – Developmental Math; Desmond Lewis, Chair - INRW

Houston Community College received Accreditation for its Integrated Reading and Writing program and its Developmental Mathematics program. Dr. Maria Straus, Dean of College Readiness, served as institutional liaison for the program applications and reviews. Receiving the plaques will be Dr. Catherine O'Brien, Associate Vice Chancellor for College Readiness; Desmond Lewis, Department Chair, Integrated Reading and Writing; and Dr. Susan Fife, Department Chair, Developmental Mathematics.

Lone Star College-Tomball

Developmental English Program



*Left to right: Caroline Jamroz and Donna Willingham
Not pictured: Pam Womack, Latoya Hardman Lewis, and Melinda Coleman*

Lone Star College-Tomball received Accreditation for its Developmental English Program. Caroline Jamroz, Associate Professor of Developmental English, served as liaison for the program application and review.

NADE-Accredited Programs

February 2018

Beginning March 2016, NADE Accreditation is awarded for a 10-year period, with a 5-year Interim Report. This 10-year period begins with the annual NADE conference at which the newly-accredited program is recognized. The following list includes all currently-accredited programs, which may have the option to continue in their present 7-year cycle or switch to the 10-year cycle. For a list of all formerly and currently certified/accredited programs, go to www.nadeaccreditation.net.

1. Heartland Community College, Illinois (Developmental Coursework, English), 2018, Advanced
2. Lone Star College—Tomball, Texas (Developmental Coursework, English), 2018, General
3. Houston Community College, Texas (Developmental Coursework, Mathematics), 2018, General
4. Houston Community College, Texas (Developmental Coursework: Integrated Reading and Writing), 2018, General
5. Gaston College, North Carolina (Developmental Coursework) 2017, Advanced
6. Phoenix College, Arizona (Developmental Coursework) 2017, General
7. University of Wisconsin—Milwaukee, (Course-Based Learning Assistance: Panther Academic Support Services/SI) 2017, Advanced
8. Gallatin College, Montana (Developmental Coursework), 2016, Advanced
9. Western Piedmont Community College, North Carolina (Developmental Coursework), 2016, General
10. Ozarks Technical Community College, Missouri (Tutoring Services), 2016, General
11. Fort Scott Community College, Kansas (Developmental Coursework: English), 2016, General
12. Schoolcraft College, Michigan (Tutoring Services), 2016, General
13. Collin College, Texas (Developmental Coursework: Mathematics), 2015, Advanced

14. Nyack College, New York (Developmental Coursework), 2015, General
15. Panola College, Texas (Developmental Coursework: Mathematics), 2015, General
16. University of Alaska-Fairbanks (Developmental Coursework Program), 2015, Advanced
17. Charleston Southern University, South Carolina (Developmental Coursework: The Bridge Program), 2014, General
18. Grand Rapids Community College, Michigan (Developmental Coursework: Mathematics), 2014, General
19. Lincoln University, Pennsylvania (Tutoring Services), 2014, General
20. Lone Star College-Montgomery, Texas (Developmental Coursework: English), 2014, Advanced
21. San Diego Miramar College, California (Course-Based Learning Assistance: English/ESOL Lab Instructional Assistant Program), 2014, Advanced
22. Weber State University, Utah (Developmental Coursework: English), 2014, General
23. Delta College, Michigan (Developmental Coursework: English & Mathematics), 2013, Advanced
24. Doña Ana Community College, New Mexico (Developmental Coursework: English, Language, Mathematics, Reading), 2013, Advanced
25. Iowa Lakes Community College, Iowa (Developmental Coursework: English, Mathematics & Reading), 2013, General
26. Heartland Community College, Illinois (Tutoring Services), 2013, Advanced
27. Three Rivers Community College, Connecticut (Developmental English Coursework: Reading and Writing), 2013, General
28. Zane State College, Ohio (Developmental Coursework) 2003, Distinguished; (Developmental Coursework: Communications, English & Mathematics) 2012, Continuing Certification/ Accreditation; Zane State was formerly Muskingum Area Technical College
29. Heartland Community College, Illinois (Developmental Coursework: Reading), 2012, Advanced
30. Lone Star College—CyFair, Texas (Developmental Coursework: English & Mathematics), 2012, Advanced

31. Texas State University—San Marcos, Texas (Developmental Coursework: Mathematics), 2012, General
32. Vernon College, Texas (Developmental Coursework: Mathematics), 2012, Advanced
33. Weber State University, Utah (Course-Based Learning Assistance: Supplemental Instruction), 2012, Advanced
34. Weber State University, Utah (Tutoring Services), 2012, Advanced
35. Del Mar College, Texas (Developmental Coursework: Reading), 2011, General
36. Del Mar College, Texas (Developmental Coursework: Writing), 2011, General
37. Weatherford College, Texas (Developmental Coursework: Reading & Writing), 2011, General
38. University of North Carolina at Greensboro, North Carolina (Tutoring Services), 2011, Advanced
39. Spokane Falls Community College, Washington (Developmental Coursework: English), 2011, General
40. Lansing Community College, Michigan (Developmental Coursework: Mathematics), 2011, General
41. Harrisburg Area Community College, Pennsylvania (Tutoring Services), 2011, General
42. Carroll Community College, Maryland (Developmental Coursework: Reading & English), 2011, General
43. Northwest Vista College, Texas (The Math Advocacy Center, Tutoring Services) 2008, Advanced; Continuing Certification/Accreditation, 2016*
44. Pellissippi State Community College, Tennessee (Developmental Coursework: Mathematics) 2007, Distinguished; Continuing Certification/Accreditation (Learning Support Mathematics) 2014; formerly Pellissippi State Technical Community College
45. Pellissippi State Community College, Tennessee (Developmental Coursework: English) 2007, Distinguished; Continuing Certification/Accreditation (Learning Support, English) 2015; formerly Pellissippi State Technical Community College
46. Pellissippi State Community College, Tennessee (Developmental Coursework: Reading) 2007, Distinguished; Continuing

- Certification/Accreditation (Learning Support, Reading), 2015; formerly
Pellissippi State Technical Community College
47. Salt Lake Community College, Utah (Developmental Coursework) 2005,
Advanced; Continuing Certification/Accreditation, 2012
48. Ivy Tech State College - Evansville, Indiana (Developmental Coursework)
2004, Distinguished; Continuing Certification/Accreditation, 2012
49. Lansing Community College, Michigan (Developmental Coursework:
Language Skills) 2003, Distinguished; Continuing
Certification/Accreditation, 2010

**Visit the nade.org for more information on Accreditation and
to meet the Accreditation Commission**