

# 2<sup>nd</sup> Annual McCabe Conference

Schoolcraft College in Livonia, Michigan

## Call to Conference

Schoolcraft College  
Livonia, Michigan  
July 28, 2017



Hosted by the National Association for Developmental Education  
And Michigan Developmental Education Consortium

## Keynote Speaker

**Michael Collins** is a vice president at Jobs for the Future. He leads the Postsecondary State Policy team, developing and advocating for state policies on behalf of national initiatives, such as Achieving the Dream, Completion by Design, and the Student Success Center Network.



A policy researcher, analyst, writer, and strategy consultant, Mr. Collins helps states to develop and implement public policies designed to increase the number of low-income and minority students who successfully transition from high school into college, persist, and earn credentials and degrees.

Mr. Collins leads JFF's Postsecondary State Policy Network, which provides access to the state lawmakers, faculty, and college leaders in almost 50 percent of the community colleges in the nation, educating over 50 percent of the nation's students in public two-year colleges. Mr. Collins regularly convenes education thought leaders and collaborates with public policy decision makers, state and national intermediary organizations, philanthropic organizations, academic researchers, and nationally recognized policy experts to design and execute on-the-ground policy/action agendas for dramatically improving the rates at which students reach their individual education goals, and at which states reach their statewide education attainment and workforce goals.

**Jobs for the Future (JFF)** is a national nonprofit that builds educational and economic opportunity for underserved populations in the United States. JFF develops innovative programs and public policies that increase college readiness and career success and build a more highly skilled, competitive workforce. With over 30 years of experience, JFF is a recognized national leader in bridging education and work to increase economic mobility and strengthen our economy.

## Conference Venue



Schoolcraft College is a comprehensive, open-door community-based college. The mission of the College is to provide a transformational learning experience designed to increase the capacity of individuals and groups to achieve intellectual, social and economic goals.

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Whether visiting friends and relatives, a business trip or a weekend getaway, Livonia is a great place to stay.



Located in the western suburbs of Metro Detroit, the city is ideally located halfway between Downtown Detroit and Ann Arbor. With great hotels, fantastic shopping and dining options and easy access to all major freeways to move around the region, Livonia the place to stay and play for many visitors.

The city is just 20 to 30 minutes from the museums, professional sporting events, theaters and casinos in downtown Detroit. Another popular destination, the Henry Ford, which includes Greenfield Village, Henry Ford Museum and the Ford Rouge Factory Tour, is also just 15 to 20 minutes away.

## HOTEL



## Hampton Inn Detroit/Northville



Reserve your room by  
**JULY 6, 2017** at  
<http://tinyurl.com/McCabe-2017-Hotel-Registration>



## Registration



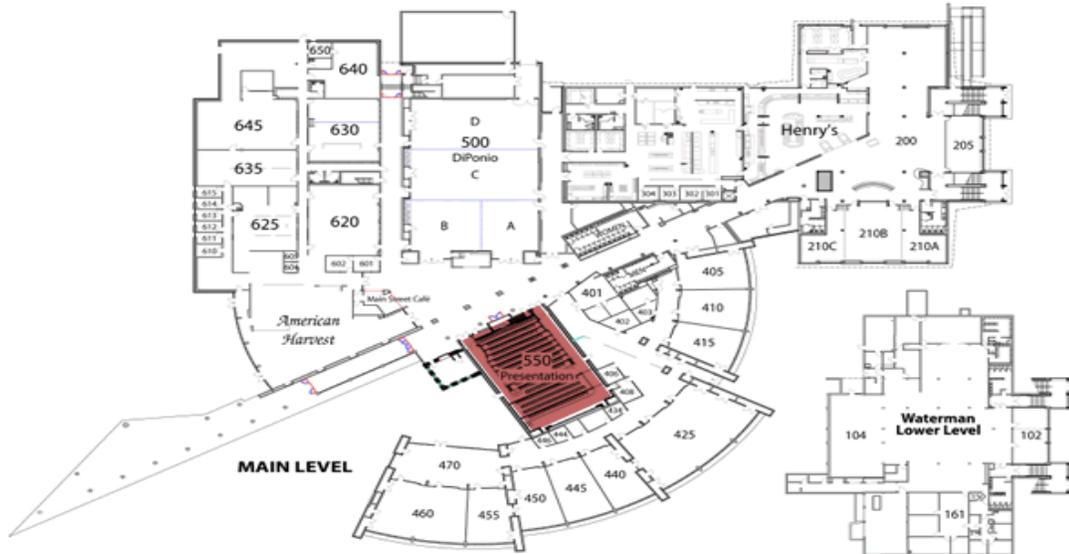
Registration fee \$75

Register at <https://nade.wildapricot.org/event-2533070>

Or visit the NADE website at [thenade.org](http://thenade.org)

## Schedule at a Glance

Start Time	End Time	Event
8:00 am	8:50 am	Breakfast
9:00 am	10:15 am	Breakout Session #1
10:30 am	11:45 am	Breakout Session #2
12:00 pm	1:15 pm	Lunch and Keynote Speaker Michael Collins, Vice President for Jobs for the Future's Building Educational Pathways for Youth Group.
1:30 pm	2:45 pm	Breakout Session #3
3:00 pm	4:20 pm	Breakout Session #4
4:20	4:30	Raffle – Must be present to win



## Presentations

Denise Lujan

The University of Texas at El Paso

### ***Adult Basic Education Students - A Holistic Approach***

The Adult Basic Education population is a unique and special group of students. Taking a holistic approach in working with this group of students is needed in order for them to be succeed. The University of Texas at El Paso's Developmental Math program has been working diligently to ensure these students are successful in their math courses by implementing unique policies that fit their particular needs. In this session you will learn about our processes and policies targeted to this group as well as be able to discuss alternative methods.

Laura Kalaugh

Wake Technical Community College

### ***Being Informed: Rebutting CCRC's "Working Paper No. 85"***

Learn about one college's experience as part of a faculty partner team with the Community College Research Center. Participants will gain insight into the college's response to CCRC's research conclusions that outlines the disconnect with the data and contends the final report does not reveal conclusive data for use as evidence for change.

Ted Miller, Charlotte Finnegan, and Clarinda Flannery

Jackson College

### ***Relational Instruction: Why DE Students Thrive in Co-requisite Courses***

Because of the improved persistence and success rates for Jackson College's co-requisite writing model, all DE-placed students are now co-enrolled in DE writing and college-level writing. DE reading students can choose to co-enroll in Introduction to Psychology or Contemporary Business. Quantitative and qualitative data supporting the co-requisite model will be presented.

Grant Matthews and Michael Morsches  
Lane Community College

***Get Out Now! Developmental Approach to Discipline and Complaints***

Developmental educators teach content and cultural capital for college success. Yet some students act out with frustration and anger while acclimating to college. What comes from these behavioral issues? Leaders play an important role between students' growth and supporting faculty. The presentation demonstrates our three-prong approach: Empathy; Responsibility; Improvement.

Jennifer Griggs  
Trine University

***Teaching Students You Have, Not the Ones You Want***

When you teach the student, not the course, education of individuals takes place. This session focuses on what it means to teach content to students and not the course to students--which yields greater results in every class.

Jeff Morford  
Henry Ford College

***The Right Math at the Right Time in Michigan***

The Right Math at the Right Time in Michigan, directed by the Michigan Center for Student Success, supports finding correct math pathways and increasing course transferability and graduation rates. Jeff Morford will share progress and summarize a showcase of college and university initiatives from a June 28 meeting at MSU.

Megan Vinyard and Lois McGinley  
Macomb Community College

***Non-academic Supports for Student Success***

When a student must choose between buying books or groceries, the likelihood of dropping out increases. Megan Vinyard and Lois McGinley will discuss Student Options for Success (SOS), a Macomb Community College program that provides access to help with food, housing, healthcare, childcare and more.

Nasser Beidoun  
Henry Ford College

***Best Fit Pathway for Developmental Math: Results and Scaling up***

The Best Fit Project combines the benefits of traditional and redesign classrooms. Instructors teach and assess students for three weeks, then guide them into the classroom format which they believe is the best fit for each student's success. Results from five semesters and work to scale up will be discussed.

Annette Cook  
Shelton State Community College

***The SOAR Institute: Navigating Students to New Heights***

The SOAR Institute was established to assist students who place in below college level coursework. Using a three prong approach, advising, tutoring, and instructional support, progress is being made. Come hear an overview, with data, of what is being done to help students SOAR.

John Koolage and Dani Clevenger  
Eastern Michigan University

***Teaching Through Culminating Events***

In our paper, Dr. W. John Koolage and Danielle Clevenger of Eastern Michigan University, provide assessment data of our Undergraduate Conference in Philosophy. We argue that culminating events are teaching and learning activities and High Impact Practices. Additionally, we address the conference as an opportunity to address philosophy's pipeline problem.

Chris Glimer and Lillian Gomez  
Alcorn State University

***Aspire, Learn, Lead, Education for ALL***

Aspire, Learn, Lead, Education for All asks this fundamental question: are you as tired as we are of higher education telling our developmental students that they are not good enough, that they should set their expectations low, that they should be ashamed of what they do not know instead of celebrating their many gifts? Allow us to share our dream for the National Institutes for Historically-Underserved Students, and help us change "no" to "yes" for all students.



Mark Houston  
Schoolcraft College

### ***The Second Machine Age***

The presentation will focus on the dramatic shift in work and life due to rapid changes in technology and innovation. Along with the ongoing, exponential development of artificial intelligence, dubbed 'the second machine age', there is a parallel rethinking of how we work and understand the world. The presentation will explore some of the changes due to the second machine age and defend the importance of the liberal arts in understanding and embracing those changes.

Dr. Silverenia Kanoyton and Olga Fryzel-Almaraz  
Wayne State

### ***University Bound = Success Bound***

The University Bound program is designed to successfully meet the needs of students of poverty and color, but is open to all students who plan to transfer to any university with the intent of earning a bachelor's degree. To ensure success and completion, along the way, students receive professional mentoring, academic seminars, campus tours, and assistance with scheduling, leadership opportunities and more. Learn about this joint partnership program between Wayne State University and Schoolcraft College.

Bryan Arvison  
NROC

### ***Rethinking Readiness — Promising Approaches, Tools, & Courses for Math & English from The NROC Project Member Community***

The NROC Project is changing the way college and career readiness is approached and supported. NROC is a non-profit movement collaborating with educators and member institutions to create open and low-cost resources for math and English that can be adapted and scaled in a variety of instructional settings. This session will provide an overview of NROC tools and courses, including Developmental Math, Developmental English, and a demonstration of EdReady, a web-based math and English\* readiness system that creates a personalized study path to subject mastery for specific goals. We will also include examples of promising practices and use of the resources from NROC member institutions.

(\*EdReady English coming in 2018)

Dr. Aimee Berger  
Knewton

***Flipped, Tipped, or Traditional: Using Adaptive Tools to Support Blended Learning Models***

Adaptive learning tools are well-suited for use in blended learning models, and especially so for courses that support and develop underprepared students. A truly adaptive platform offers continual analysis of student performance toward both defined and pre-requisite learning objectives; and meaningful instructional content alongside opportunities for practice. Such a resource empowers students to fill their own knowledge gaps while building confidence and maintaining engagement. In this session, we'll talk about the use of one adaptive learning tool, Knewton, in the context of a Developmental Math course and three blended learning models.

Gwenn Eldridge  
McGraw Hill

***IRW Co-Requisite Course Design: Fostering a Strong Foundation for Success***

In its sixth year of offering IRW co-requisite courses, Ivy Tech Community College has experienced increased success and retention. The model has energized our focus on composition course outcomes and on meeting the needs of students. We don't want to just accelerate; we focus on providing a strong foundation of reading and writing skills that enable students to be successful. This session will include time for sharing ideas about what is working at Ivy Tech and at your institutions. Bring your ideas, your concerns, and an open mind.