

Report
NADE 2005: Teaching and Learning: Above and Beyond
Albuquerque, NM
March 9-13

Pre-Conference Institute

“Best Practices: Closing the Gap Initiatives for Developmental Education”
Presented by Tracey Durant, Joy Adams-Jones, and Karyn Schulz
The Community College of Baltimore County

Notes: CCBC is the largest provider of undergraduate education in the Baltimore metro area, one of twelve Vanguard Colleges, winner of two Bellwether Awards, and recipient of a 1.7million dollar Title III grant. Objective of workshop was to demonstrate best practices in closing the gap initiative taking place at CCBC. CCBC identified discrepancies in academic performance between African-American and White students in the areas of developmental course work pass rates, credit course pass rates, 2nd year retention, transfer and graduation. CCBC’s approach to this gap dilemma is as follows: “To close the gap, we must not seek to fix our African-American learners so they ‘fit in’ to CCBC; rather, we must fix ourselves, so that we are better able to ensure the success of all learners.” *SCC does not appear to have a racial minority gap like CCBC; however, target group could be identified with institutional research to determine whether local gaps exist with local populations of GED recipients, non-college prep HS grads, non-traditional students, etc.*

Summer Bridge Program: CCBC offers a 4-week summer bridge program. It is free to selected, qualified applicants-“McPhail Scholars.” All students take Reading 052 and Psychology 126. (Course description for Psychology 126 is similar to GE 101.) Reading meets daily from 9:00-11:35, Psychology from 11:45-1:00, lunch from 1:00-1:30, review session with Master Learner from 1:30-2:30 and mandatory study hall from 2:30-3:00. A Master Learner is a faculty or staff member who attends all classes and takes notes, tests, and observes student behaviors. CCBC reported that faculty service as Master learners has been positively accepted. Participating faculty found it to be “eye-opening” and energizing. *Some sort of summer program could be beneficial to SCC students. Offering developmental students an opportunity to complete one developmental course and a credit bearing course in a concentrated learning community atmosphere before starting full-time in the fall could increase retention. I also am intrigued with the Master Learner concept. As a*

life-long learner myself, I find that when I am back in the classroom as a student, I get a whole new perspective on classroom activities and am much more aware of differences in learning styles.

Emerging Scholar Program: The Emerging Scholar Program identifies and recognizes students who have completed at least two developmental courses and 15 credit courses maintaining a 3.0 GPA or higher. They are honored every spring with a reception and are eligible for a transfer scholarship.

Students entering SCC who need one or more level of developmental reading, writing, and math often feel discouraged. Recognizing the achievement of students who worked through the developmental course work and have proven to be successful learners on the college level not only rewards the emerging scholars but also serves as a model for other struggling students.

Graduated Learning Plan: CCBC has initiated the Graduated Learning Plan (GLP) based on Valencia CC's Life Map. It is connected with SDEV 101 courses (similar to GE 100). As part of a class unit, all students prepare a GLP. Student's advisors are invited into the classroom and work with them on this "intrusive advising" project. Currently at CCBC, developmental math instructors are going over GLP's with students to explain the math sequence. *CCBC's GLP could serve as a model for the advising "contracts" that SCC is discussing at this time. A form like the currently out-of-date AA/AS degree checklist from Hazard could be updated, modified, and customized for all certificate, diploma, and degree programs. SCC has so many students entering after orientation programs who are falling through the cracks. This might be a way to not only strengthen master advising but serve as a safety net for those who are not getting the advising that they desperately need.*

Early Alert Program: CCBC's Early Alert Program was developed to address the significantly lower success and retention rates of online courses. The faculty who are participating in Early Alert are given a Roster form and by the end of the third week of classes submit progress reports. Faculty issue a contact form to all students. "S", "U", "NA" ratings are addressed in attendance, homework, and class test/assignment grades. By the end of the fourth week completed Early Alert rosters are submitted to records office. A computer generated letter is sent to all students receiving a "U" in any of the areas. *SCC currently has an early alert*

system; however, I don't think faculty are responding fast enough. More prompt response might increase retention. We need to do more than turn our students' names into Kim Toby, Retention designee, a couple of days before midterm. It is too late then.

Links:

Early Alert at CCBC:

http://www.cbcemd.edu/media/distance/e_a_powerpoint.pdf

CCBC Strategic Plan:

http://www.cbcemd.edu/media/ccbc/learningfirst2_0.pdf

CCBC's Guide for Learning Outcomes Assessment:

http://www.cbcemd.edu/media/cisl/lo_booklet.pdf

Sessions

“Success Steps Above and Beyond for ESL Students”

Presented by Jasmine Renner and Evelyn Roach

East Tennessee State University

Notes: Objective of this workshop was to promote college success steps for ESL students. Presenters emphasized the need to be aware of second language learner differences and redesign learning strategies based on students' culture to promote an effective and safe learning environment. Dr. Renner suggested a holistic approach based on Kolb Model of Learning. ESL students' expectations of college do not always match their experiences which creates barriers. Success strategy one emphasizes the role of a classroom environment. Students must feel safe and become integrated in the group. Success strategy two focuses on recognizing wide variety of learning styles. Success strategy three promotes learning engagement. Success strategy four involves encouraging student responsibility. *While this workshop's scenario activities were interesting, the information presented was not “new” to me, rather reaffirming. I am a firm believer in the importance of the “Affective Domain.” Renner's success strategies not only apply to ESL classrooms. All instructors should strive to do all that she suggests in all classrooms. Moving to Kentucky from South Dakota taught me much about cultural diversity among English(?) speaking US natives. ▯*

“Teaching Features Revealed: Why I Have to Hide Newsweek”

Presented by Kathleen Riepe

Heartland Community College

Notes: Workshop demonstrated classroom activities in the Developmental Education Curriculum Guide for the Newsweek Magazine's Educational Program. The guide includes sections on self-awareness, metacognition, and meaningful organization. *I attended this session because I have often received promotional materials from Newsweek Educational program. I am looking for resources for SCC's ESL classes. Our enrollment numbers in ESL are still low so we cannot offer a wide variety of classes. This resource might be useful in both ESL reading and writing classrooms. I can also see using it as part of a learning community. Many in our population are out of touch with national and international events.*

“Assessment: The Necessary Evil of Academe”

Presented by Carrie Meyers

Lehigh Carbon Community College

Notes: Presenter reviewed assessment process adopted by Lehigh Carbon Community College. Base on desired course outcomes, the English department developed rubric to be used uniformly in English writing courses to assist in assessing learning in the classroom. *The discussion that followed by participants was invigorating. I would like to use this model to begin work on establishing learning outcomes for developmental writing courses. At the present time, I feel that developmental instructors need to address the issue of desired learning outcomes to improve our developmental writing coursework and better prepare students for Eng 101 and beyond. Eventually learning outcomes and assessment will have to be established beyond developmental.*

“Strengthening Assessment Among DEV Faculty: Sinclair Community College's Story”

Presented by Teresa Prosser

Sinclair Community College

Notes: According to Dr. Prosser of Sinclair CC, assessment of learning outcomes begins with two questions. What are we doing? and What do we need to do? In 2002, Sinclair CC's retention rates and completion goals were inconsistent with institutional goals. Sinclair decided to approach assessment as the “shared process of purposeful, systematic,

measurement used to document, reflect upon, and improve student learning.” First they “created the culture” with the establishment of an assessment coordinator position, faculty dialogues, workshops, and department newsletters. Collectively they identified skills students should have upon exiting. They also looked at what they were currently doing and how they were documenting such. The next step included a master syllabi review, further discussions on outcomes, creation of classroom syllabi templates, and addition of student self-assessments. Finally, to expand the culture, they are looking at pre, mid and post assessments-to accommodate intervention, a new self-study process, area liaisons for PT faculty. *This was an outstanding session. Sinclair College might be a good place to visit and emulate as we strive to become a learning college.*

“Shifting Testing Paradigms: Practical Ways to Assess Student-Centered Learning”

Presented by Rhonda Atkinson, Central Missouri State University
Debbie Longman, Southeastern Louisiana State University

Notes: This session offered a variety of suggestions for classroom assessment (many from K. Patricia Cross’s-Classroom Assessment Techniques). *I was already familiar with many of the suggested techniques and found their enthusiasm and creativity stimulating.*

Overall comments: I found NADE 2005 to be an outstanding learning experience. There is so much that could be done at SCC to improve student learning, increase retention, and reinvigorate faculty. Thanks for this opportunity.

Submitted by Kim Cleberg
March 22, 2005