



# **MNADE 29<sup>th</sup> Annual Fall Conference**

**September 19<sup>th</sup> - 20<sup>th</sup>, 2024**

**Grand Casino - Hinckley**

## **Schedule**

### **Thursday, September 19<sup>th</sup>**

- 10:00-1:30**     Registration - Foyer
- 12:30-1:30**     Welcome & Lunch - Ballroom 3
- 1:30-2:45**     Keynote Presentation – Ballroom 3
- 3:15-4:15**     Breakout Session 1 – Birch, Ash, and Ballroom 3
- 4:30-5:30**     Breakout Session 2 – Birch & Ash
- 5:45-6:30**     Business Meeting – Ballroom 3
- 6:30-7:30**     Social Hour – Ballroom 3
- 7:30-8:30**     Dinner - Ballroom 3

### **Friday, September 20<sup>th</sup>**

- 8:00-9:00**     Breakfast - Ballroom 3
- 9:15-10:15**     Breakout Session 3 – Birch & Ash
- 10:30-11:30**     Breakout Session 4 – Birch & Ash
- 11:45-12:45**     Lunch - Ballroom 3

**Keynote Presentation Thursday, September 19 | 1:30-3:00**

## **Overcoming Isolation**

### **Developing Collaborative Academic Programs**



#### **Dr. Mark Kjellman**

Mark is the Director of Academic Support at Saint Paul College, where he oversees the Academic Support Centers and Access and Disability Resources departments. Under his leadership, Saint Paul College developed new forms of supplemental instruction, redesigned their academic support centers to promote collaborative learning, and created a new peer tutor education program grounded in reflection, inclusion, and inquiry-based learning. He also redesigned the Access and Disability

Resources office and led multiple initiatives related to accessibility.

Before he arrived at Saint Paul College, he taught writing courses at Northeastern University and interdisciplinary humanities courses at Roxbury Community College. While at Roxbury, he developed a new English developmental education model which combined co-requisite coursework, embedded tutoring, academic coaching, and holistic course placement. He earned an MA in English from Auburn University and a PhD in religion, ethics, and culture from Boston University.

## **Breakout Session 1 Thursday, September 19 | 3:15-4:15**

---

### **Co-Requisite College Algebra with Different Grading Methods**

#### **– Ash Room**

**Mark Omodt**, Anoka Ramsey Community College

In Spring 2024, we rolled out three sections of co-requisite college algebra at ARCC with three different grading methods: "Traditional", Equal Interval Grading, and Standards-Based Grading. Come hear about our experiences and tell us about yours.

### **Nidebweyendaamin: Embracing Co-Requisites Across Campus**

#### **– Ballroom 3**

**Rain Newcomb**, Fond Du Lac Tribal and Community College

At FDLTCC, nidebweyendaamin (we all agree) that co-requisite classes reflect our college's mission and core values. The entire campus, including faculty, staff, and administrators work together to support our developmental education program. We know that co-requisites make a difference to our students because we have been using them in English since 2017 and Math since 2020. During this session, a panel of faculty, advisors, tutors, ABE partners, and administrators will present their perspectives on the before, during, and after of our switch to the co-requisite models. We will reflect on the student success metrics we've collected and the path we've followed. Our hope is to help other campuses see how they might use co-requisite developmental education classes to improve student outcomes while also fostering cross-campus unity.

### **The Community College Reform Movement Has Failed Students**

#### **– Birch Room**

**Alex Goudas**, Delta College

It has been exactly 10 years since the implementation of the community college reform movement that began as a response to Obama's 2010 completion agenda. In fall of 2014, the vanguard states of Connecticut and Florida first implemented laws passed in 2012–2013 that severely restricted or eliminated prerequisite remediation and developmental education. Due to pressure from the Community College Research Center and interest groups such as Complete College America and the Education Commission of the States, largely funded by millions of dollars from the USDOE, Lumina, and Gates, much of the nation soon followed suit. Only after a decade do we now have more comprehensive and rigorous research to assess the outcomes of the most common reforms. Sadly, the goal of increased graduation rates has not been realized. Worse yet, full implementation of such reforms as corequisites has led to higher stopout rates and lower graduation rates for the most underserved students. Multiple measures, corequisites

or other accelerated models, and pathways have thus failed students, yet institutions and states continue to mandate these reforms. Only one reform, which was not a part of the original community college reform movement, however, has led to markedly increased graduation rates. This presentation will outline the most common reforms, the disappointing outcomes from rigorous and recent research on these reforms, and the one program that has succeeded. Most importantly, I will offer concrete recommendations for policy changes going forward, with particular attention on what to do for the most at-risk student populations.

## **Breakout Session 2 Thursday, September 19 | 4:30-5:30**

---

### **Embedded Reading Instruction with Co-Requisite Math Courses – Ash Room**

**Jami Jones**, Anoka Ramsey Community College

After many years of conversation among faculty, ARCC has included reading instruction as part of the math co-requisite models. This presentation will outline the structure, instruction and collaboration that has been established for these courses between math and reading faculty.

### **Whither Dev Ed Composition? *Wither* Dev Ed Composition?? – Birch Room**

**Larry Sklaney**, Century College

**Brian Lewis**, Century College

**Yanmei Jiang**, Century College

**Ryuto Hashimoto**, Minnesota State University, Mankato

What's going on with Dev Ed at your school? Let's compare notes! We're trying to save loan-burdened students time and money while still accomplishing the open-enrollment college mission to serve learners of varying preparedness. MinnState English departments adopted the co-requisite model for Composition over the past decade, sometimes partnering with Reading and ESOL in curriculum revisions. We haven't always sustained these partnerships, however, and we're scaling back the Dev Ed component of Composition to fewer credits and often have no back-up plan for students who struggle with this concurrent enrollment set-up. We'd like to hear about your Dev Ed situation.

## **Breakout Session 3 Friday, September 20 | 9:15-10:15**

---

### **Using Community to Reduce Test Anxiety and Increase Confidence – Ash Room**

**Amber Delliger**, Anoka Ramsey Community College

**Anita Schneider**, Anoka Ramsey Community College

**Ellen Skogen**, North Metro Adult Education / Anoka Ramsey Community College

It's no secret that college math tests can cause anxiety and stress for students, often preventing instructors from getting a full picture of what skills a student can truly demonstrate. Join us to see how building a classroom culture around community and collaboration paired with a simple 10-minute routine has reduced anxiety and influenced a positive relationship with math for students in our co-req math courses. Not a math teacher? No problem! This is adaptable for any content.

### **Decreasing Student Reliance on AI by Using Oral Exams for Student Success**

#### **– Birch Room**

**Carla-Elaine Johnson**, Saint Paul College

One recent frustration for educators during the past several years is the rise in usage of AI to complete papers and written exams. One solution is to return to the usage of oral exams (Allison, 2021). These allow students to engage with the coursework and the instructor when the assessment is just a written paper or a written exam (Mascadri et al., 2023). The instructor can assess student needs and facilitate a deeper understanding (Huxam et al., 2012). This method works for students in writing classes including those with disability concerns by relieving the pressure felt regarding grading practices.

## **Breakout Session 4 Friday, September 20 | 10:30-11:30**

---

### **Developmental Reading: Where have We Been? Where are We Going? – Ash Room**

**Michelle Cochran**, Rochester Community and Technical College

Nationally, a majority of students graduating high school read significantly below the level needed for access to academic texts. Who are the students that we serve in community college

reading classes? What do we know about adult literacy education? What do we know about literacy education for students who are non-native speakers? What is happening at the state level to address deficits in K-12 reading? What is happening at MinnState with regard to reading? Bring your own experience and questions and join the conversation.

## **Exploring the Impact of Tutors Linked to Classes (TLC) on Student Success in Developmental Education Courses – Student Narratives – Birch Room**

**Helen Castillo-Delgado**, Century College

**Jonathan Reeves**, St. Olaf College

**Ryoto Hoshimoto**, Minnesota State University, Mankato

Tutors Linked to Classes (TLC) is an academic support program that assigns tutors to gateway-level courses with high enrollment and high attrition in order to improve students' short and long-term success. This panel features the detoured journey of a current Century College student who took corequisite English in summer 2023 and Reading in spring 2024, while continuing to work with her TLC tutors, TRIO advisors, and writing instructor. Their discussion will contribute to the state-wide debate on the corequisite model, providing implications on its impact on student success and the need for culturally responsive pedagogy in college instruction.