



27th Annual MNADE Conference

September 22-23, 2022
Chase on the Lake
Walker, Minnesota

SCHEDULE

Thursday, September 22

10:00-11:30	Registration
11:30-12:30	Welcome & Lunch – Parlor 2 & 3
12:30-1:30	Keynote Presentation – Alex Goudas- Parlor - 2 & 3
1:45-2:45	Breakout Session 1 – Parlor 1, 2, 3, & Water’s Edge Room
3:00-4:00	Breakout Session 2 – Parlor 1, 2, 3, & Water’s Edge Room
5:00-6:00	Social Hour – Lobby
7:00-8:00	Dinner – Ballroom
8:00-10:00	Hospitality Room – Suite #3103

Friday, September 23

8:00-9:00	Breakfast – 502 Restaurant
9:15-10:15	Breakout Session 3 – Parlor 1, 2, 3, & Water’s Edge Room
10:30-11:00	Business Meeting – Parlor 2
11:15-12:15	Breakout Session 4 – Parlor 1, 2, 3, & Water’s Edge Room
12:30-1:30	Lunch – Parlor 2 & 3

Keynote Presentation | 12:30 – 1:30

Measure Twice, Cut Once: Practical and Effective College Placement Recommendations Beyond HSGPA – Parlor 2 & 3

Dr. Alex Goudas – Delta College

In the modern college reform movement, attention to proper placement has been minimized in favor of quick, easy, and cheap methods, such as an overreliance on high school grade point average (HSGPA). Despite the relatively weak effect size of HSGPA as a placement tool for incoming students, the use of actual or self-reported HSGPA has now become the default measure, and it is typically one of many metrics employed at most institutions, any one of which can be used to place students into college-level courses. However, practitioners and policymakers who employ other practices and a coordinated effort can do better without significantly increasing time and costs. In this keynote presentation, after providing a brief summary of the data on HSGPA and recent multiple measures placement research, I will offer suggestions about how institutions can offer practical, simple, and cost-effective comprehensive practices to increase placement validity and reliability and maximize student success.



Dr. Alexandros M. Goudas is an Associate Professor of English at Delta College in Michigan and author of *Community College Data*. Alex was lead author on “Addressing Flawed Research in Developmental Education” (2012), co-authored by Dr. Hunter R. Boylan and published in the *Journal of Developmental Education* (JDE). Because of this work, Alex was presented with the JDE Outstanding Article Award in 2014. He was elected President of the Michigan Developmental Education Consortium (MDEC, now NOSSMi) in 2015 and 2017 and was selected to receive the MDEC Educator of the Year Award in 2015. Alex has spoken as keynote at numerous state conferences for chapters of the National Organization for Student Success (NOSS). His mission is to help at-risk students succeed by offering thoughtful, data-based, and comprehensive solutions to practitioners and policymakers who deal with the complex problems of

today’s higher education landscape, especially at public 2-year colleges. Read more at communitycollegedata.com and find him on Twitter @2yrdollegedata.

Breakout Session 1 | 1:45 – 2:45

Alone but Not Lonely: Designing Authentic Interactions for Online Learners – Parlor 1

Cari Kenner and Stacy Martig – St Cloud State University

Belonging is a predictor of academic success. Creating this valued sense of place, inclusion, and community in an asynchronous course may seem daunting, especially when traditional methods of engagement have proven ineffective. Improved learning and authentic connections occurred best when we restructured our classes to better utilize technology and distance. We will share some of our best approaches for engaging asynchronous students. The principles and curricular ideas will apply to every academic field and course delivery modality, and along with sharing our ideas, we'll invite an exchange of ideas with session attendees.

Cari Kenner teaches academic literacy at St. Cloud State University.

Stacy Martig teaches developmental mathematics at St. Cloud State University.

Minneapolis Math Pathways and the Future of College Math Teaching – Water's Edge Room

Ben Weng – Minneapolis Community and Technical College

The first part of this presentation showcases the newly created Minneapolis Math Pathways at MCTC, which allows students to complete MnTC Goal 4 in one year or less. Ben will discuss the concepts behind the creation of the new pathways and the positive impact they have had on enrollment, course success and student satisfaction. The second part of the presentation will discuss the future of college math instruction at two-year colleges. Minnesota's latest math pathway initiative significantly reduces the number of developmental math classes. Ben will reflect on what MCTC has learned to help Math departments envision next steps and department goals.

Ben Weng (he/his/him) is the STEM Dean at Minneapolis College, and a former math professor at Metropolitan State University. Ben is passionate about STEM education and believes in its power to create upward social mobility.

Supporting Classroom Learning and Student Agency Through an Embedded Writing Fellow – Parlor 3

Mark Kjellman, Sam Benson, Quentin James – St Paul College

This session will provide an overview of the Writing Fellows Program pilot at Saint Paul College. While writing fellow programs have traditionally employed peer tutors, the Saint Paul College program employs professional academic support specialists who work in collaboration with faculty to help students develop their conceptual knowledge of writing, find their place within academic discourse communities, and reflect on their choices as writers and readers. Program goals, methods, challenges, and limitations will be discussed

Mark Kjellman is the Director of Academic Support at Saint Paul College where he oversees the Academic Support Centers and Access and Disability Resources departments. He earned a PhD in Religion, Ethics, and Culture from Boston University and an MA in English from Auburn University. Before joining Saint Paul College, he taught writing at Northeastern University.

Sam Benson is a Writing Fellow at Saint Paul College. Since the beginning of the Writing Fellows Program in October 2019, Sam has worked with composition, reading, history, and philosophy classes, collaborating with faculty and students. While working with students, he emphasizes agency and authorship, focusing on allowing students to find their voice in writing. He received his MS in Technical Communication from Metropolitan State University

Quentin James is the Academic Support Coordinator for Liberal Arts and a Writing Fellow at Saint Paul College. He has taught English Language Arts, composition & rhetoric, and literature at various institutions in Boston, MA and St. Louis, MO. His andragogy focuses on empowering writers to be self-sufficient and independent thinkers and decision makers. He received his MA in English/Creative Writing from Florida State University.

Discussion and Follow-Up Questions with Keynote Speaker Dr. Alexandros M. Goudas – Parlor 2

If you have questions about the keynote presentation, please join Dr. Goudas in this breakout session. He will take questions, share more about the data in the presentation, suggest other research and reports to investigate, and start a discussion about how to support at-risk students with more comprehensive placement practices and long-term support initiatives.

Breakout Session 2 | 3:00 – 4:00

Embedded Reading Instruction within Content Area Courses – Parlor 1

Jami Jones and Joe Erickson – Anoka Ramsey Community College

The Reading department at Anoka Ramsey Community College is exploring embedded Reading instruction within common first semester content courses. Reading faculty will be teaching all students within classes like psychology, economics and math using the assigned text for the course, engaging all students with essential reading and study skills.

Jami Jones has been teaching Reading at ARCC for over 10 years. In addition, she has also been an adjunct instructor across the metro. Jami has been actively involved with MNADE and many developmental education committees across the MN State system for many years, including being a past and current MNADE president.

Joe Erickson has taught college writing courses at Anoka-Ramsey community college for just over eight years. He specializes in teaching developmental-level writing courses and is currently working with campus reading instructors to pilot embedded reading instruction in ARCC's co-requisite developmental writing courses.

D2L Tips and Trick for Student Success – Parlor 2

Erin Manthey – Dakota County Technical College

This presentation will demonstrate how to implement Checklists, Rubrics and Intelligent Agents into the D2L course. These tools have been used to help students better navigate the D2L learning environment and increase overall student success. Information and reflection on the effectiveness of these tools will also be shared.

Erin Manthey has been teaching since she worked in the MATH TLC lab as a tutor at UW-Stout and has been a mathematics instructor at DCTC since 2010. Connecting with students of varied backgrounds and experiences, making mathematical topics relevant, and "engineering" new lesson ideas are the things that keep her motivated for each day. She holds a B.S. in Manufacturing Engineering from the University of WI - Stout and a B.S. in Applied Math from Metropolitan State University and an M.S. in Education with emphasis in Mathematics from Southwest Minnesota State University.

Rethinking Your Syllabus – Parlor 3

Laura Funke – Inver Hills Community College

Have you used the same basic template for your syllabus for years or even decades? The syllabus is an essential document, not just for sharing course policies, but for establishing the tone of the course. Come learn about innovative practices in syllabus design-- such as graphic syllabi and liquid syllabi-- as well as small tweaks you can make to policies. With some changes to your syllabi, you can provide a more welcoming and equitable foundation for your courses, both on-ground and online

Laura Funke has been teaching English and English for Academic Purposes (EAP) at Inver Hills Community College since 2005. She has been active in MNADE and MinneTESOL, enjoying the opportunity to gather with and learn from colleagues.

Rebuilding Resilience and Curiosity in the Classroom after Two Years of Covid – Water’s Edge

Steve Anderson – Century College

In this interactive session, Steve will share some of the top tips he learned about leading an educational group during his sabbatical, where he took classes that included courses on conducting group therapy, individual interviewing, and counseling in a multicultural society. Have fun, confirm some of your own ideas, learn some new ones, and leave with things you can immediately start doing in the classroom to help students recover from the last two years of disruption.

Steve Anderson has taught developmental classes in Reading and English for 20 years and led groups for both men and boys. He has just completed his sabbatical, which focused on counseling skills and theories at Minnesota State, Mankato. He believes making sure all students feel seen and heard is one of the first, crucial steps in learning.

Breakout Session 3 | 9:15 – 10:15

Math Pathways: Advancing Academic Success in Math Project Conversation – Parlor 3

Katie Smieja – St Cloud Technical and Community College

The Math Pathways: Advancing Academic Success in Math aims to increase students' college-level math completion rates and ensure students take the right math course for their field of study. Join faculty coordinator, Katie Smieja, for a conversation about the project, local successes, burning questions, emerging challenges, or anything else. This session is driven by participants in a facilitated dialogue that provides space and time to learn from each other.

Katie Smieja has taught math for seventeen years at the secondary, developmental, and college level. Currently an instructor at St. Cloud Technical and Community College and faculty coordinator for the Math Pathways: Advancing Academic Success in Math project, Katie has led the transformation of developmental education to corequisite models within math pathways over the last several years.

Reading Discipline Meeting – Parlor 1

English Discipline Meeting – Parlor 2

ESL Discipline Meeting – Water's Edge

Breakout Session 4 | 11:15 – 12:15

Assessing While Learning – Water's Edge

Tammy Fitting – Minnesota State University, Moorhead

Neuroscience indicates our brain needs breaks and variety to replenish neurotransmitters and make connections. We will discuss incorporating practices to provide interactive formative assessments utilizing free resources to offer a variety and to help students remain alert and on task.

Tammy Fitting has been in education for over 40 years, ranging from middle school through college. She incorporated interleaving throughout that time before it was given a name. The increase in resources over the past decade connecting neuroscience to education has provided the research and documentation of why certain things that we and our students do help them learn.

Faculty Voices on Reading/Writing Readiness at Saint Paul College – Parlor 1

Celeste Mazur and John Schlueter – St. Paul College

The Saint Paul College Reading department was tasked with reimagining literacy development at the college in the wake of declining enrollment resulting from placement changes. In spring 2022, Reading, English and ESOL faculty administered a survey; 78 faculty responded with their ideas on placement and experiences, including what they see as an unprecedented lack of student readiness. In this session, we share survey results and discuss efforts to build a more holistic model supporting all students.

John Schlueter, PhD has been an instructor of English at Saint Paul College for seven years, and teaches developmental and college level writing

Celeste Mazur has taught reading and college success courses at Saint Paul College since 2008.

Math Discipline Discussion – Parlor 3

Adam Smieja – Facilitator