



Paving the Way to Student Success

4th Annual McCabe Conference • Friday, June 28, 2019



Keynote Speaker

Dr. Nicole Edgecombe



Nikki Edgecombe conducts research on developmental education reform (including acceleration), teaching and learning, instructional technology, student support services, and college readiness.

Edgecombe is a project lead for the Analysis of Statewide Developmental Education Reform, and the implementation portion of the evaluation of CUNY Start, a joint study with MDRC. She is also an affiliate of the Center for the Analysis of Postsecondary Readiness (CAPR).

Previously, she led the Scaling Innovation in the Community College project, as well as worked on Accelerated Developmental Education Models, Student Success Courses, and Online Courses in Community Colleges.

She holds a Ph.D. in education from the University of Pennsylvania and a BA in urban studies–economics from Columbia University.

Edgecombe joined CCRC from private industry, where she was a research analyst responsible for assessing the financial and organizational performance of publicly traded companies and evaluating the effects of federal and state policy on strategy and execution.

Prior to her work in the private sector, Edgecombe studied teacher learning and school-based professional development at the Urban Education Institute and Consortium on Chicago School Research at the University of Chicago.

ccrc.tc.columbia.edu/person/nikki-edgecombe.html

Paving the Way to Student Success

4th Annual McCabe Conference

8:30–9:00 a.m.

Registration Open & Breakfast

*College Union Building (CUB)
2nd Floor*

9:00–9:10 a.m.

Welcome and Introduction of Keynote

Oak Room - CUB

9:10–10:10 a.m.

Dr. Nicole Edgecombe, Keynote

*Attending to the Whole: New Realities
for Supporting the College Success
of the Students We Serve*

Oak Room - CUB

10:25–11:15 a.m.

Breakout Session - 1

Byrd, 4th Floor

11:25 a.m.–12:15 p.m.

Breakout Session - 2

Byrd, 4th Floor

12:30–1:30 p.m.

Focused Tabletop Discussions - Working Lunch

Oak Room - CUB

1:45–2:35 p.m.

Breakout Session - 3

Byrd, 4th Floor

2:45–3:35 p.m.

Breakout Session - 4

Byrd, 4th Floor

3:50–4:35 p.m.

Texas and Legislative Updates

Oak Room - CUB

4:35–4:50 p.m.

Closing and Raffle

Oak Room - CUB

EDUC 1103: College & Life Strategies—Process and Product

Byrd 404

Process

Claudia Buckmaster, Jeff Conkin

Rose State College

Education 1103 is a class required of all students at our college who enter with at least two deficiencies and those who are on academic probation. In Spring 2018, the course was moved from the Social Sciences division at Rose State College to the Humanities Division, where our reading and composition courses are housed. Then, in Fall 2018, a new part-time Developmental Education director undertook revision of the course as one of her projects in a process that began with a single goal--to strengthen the course content and approach. What resulted was a deliberate and inclusive process that not only accomplished this revision but bridged a gap between the academic and support services on our campus and improved student attitudes toward the course, even before the new syllabus was implemented. In our Spring 2019 Class Survey results, responding students strongly endorsed the course with a 4.59/5.00 rating on the statement "I would recommend this class to other students." In addition, a new embedded textbook is being created by experienced EDUC 1103 instructors and administrators.

Small Changes, Big Results: A Metacognitive Path to Guide Students Toward Academic Success

Byrd 406

Tools & High Engagement Strategies

Pam Ortega, Judith Carter

Amarillo College

How do we as educators help our students BELIEVE in their ability to learn? Incorporating metacognition into classroom design, practices, and communication can have an impact on student success. This session reviews research on student success and metacognition and strategies that facilitate metacognition in various course settings.

Meet the new NOSS

Byrd 408

Process

Denise Lujan

University of Texas at El Paso

We have changed! NADE is now NOSS. NOSS exists to assist education professionals in making a positive difference in the lives of students. Join me as I discuss the organization's transition from NADE to NOSS, learn about new professional development opportunities and discover how you can become involved. NOSS needs you! Join us on this great adventure.

Session 2

11:25 a.m.–12:15p.m.

Flipped Classroom: Tweaking a Popular Model to Further Promote Critical Thinking and Student Success

Byrd 404

Technology

Uzair Muhammad, Eng Hong Sin, William Vanderzyden *Odessa College*

The math faculty at Odessa College will share how they deliver course content using the concept of flipped classroom and Lumen OHM in 8-week mathematics courses. We would like to showcase how this approach, when implemented with the right support, can promote student engagement and ultimately student success in a college classroom.

No Reading Strategy Left Behind: Integrating Reading Strategies in Writing Class

Byrd 406

Co-requisite & Developmental Education Models

Camille Holmes *Eastfield College*

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

P.A.S.S. Plan for Achieving Student Success

Byrd 408

Process

Melissa Hightower, Michelle Lamons *Amarillo College*

With the changes across the nation regarding developmental education, Amarillo College is taking an innovative approach to accomplishing student success. Through collaboration of Adult Education, faculty, advising, and tutoring, a new approach to support students is emerging. Success for every student is possible through collaboration, embedded basic educational skill, and targeted tutoring.

Two Can Play That Game

Byrd 415

Co-requisite & Developmental Education Models

Carol Summers, Nancy Forrest, Christy Robinson, Cathy Frazer *Amarillo College*

Engage your students by creating a culture of innovation and higher order thinking through collaborative activities. Collaborative activities produce students who can work in teams and utilize higher order thinking skills. Two Can Play That Game combines collaborative and game theory strategies in the Integrated Reading and Writing (INRW) classroom.

Lunch

12:30–1:30 p.m.

Focused Tabletop Discussions Working Lunch

Oak Room - CUB

AEL & College Integration

Michelle Lamons

AEL & DE Alignment

Linda Muñoz

Credit Articulation

Sandra Cortez & Denise Flores

INRW Co-Requisites

Carol Summers

Math Co-Requisites

Edie Carter

NADE to NOSS

Denise Lujan

Professional Development

Becky Burton

Structure in Leadership

Patrick Saxon

Student Supports

Melissa Hightower

Texas and Legislative Updates

Keylan Morgan

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From Continuing Ed Units to Semester Credit Hours

Byrd 404

Process

Denise Flores, Sandra Cortez

Laredo College

Laredo College will be presenting on how Continuing Education provides articulation on selected courses and programs for students who will transition from CE to Academics through Integrated Education and Training program models. Find out how Laredo College established their articulation process by working with internal departments to provide transition opportunities to students from all backgrounds.

Reform, Research, and Graduate Study: SHSU Doctoral Program in Developmental Education Administration

Byrd 406

Co-requisite & Developmental Education Models

Patrick Saxon

Sam Houston State University

Recently, developmental education has advanced in terms of research, scholarship, and professional development opportunities. The presenter will discuss current trends and research in the field. Doctoral study, contributing to the research base, and in particular, a description of graduate study in the Sam Houston State University fully online Developmental Education Doctoral Program will be offered. Participants will be allowed time for discussion and questions regarding any of the topics covered.

Implementing Sustainable Change: Collin College Co-requisite Program

Byrd 408

Co-requisite & Developmental Education Models

Tina Jackson, Shayla Andrews, Catherine Thurman

Collin College

Creating meaningful change that can be sustained over time is one of the greatest challenges for institutions. Faculty and administrators from Collin College implementing co-requisite courses will share their experiences and lessons learned. Academic and Advising administrators and faculty discipline leads will share Implementation plans, which offers detailed guidance in the preparations necessary during the academic year prior to implementation. Key issues discussed will be the process to preparing to implement, an overview of primary responsibilities of different stakeholders, and a quick reference for additional resources that your institution may utilize as you go through your implementation process.

It's Time to Shine... Be a Classroom Super Star!

Byrd 415

Co-requisite & Developmental Education Models

Eddie Carter, Gale Brewer

Amarillo College

This stimulating, interactive workshop focuses on incorporating “games” into developmental math courses to create a “fun” learning environment. Participants will receive a packet of activities to engage students and increase participation. Students who originally “dreaded” the math experience will begin to enjoy the challenge and become a super star!

Shifting Gears—Going from a Traditional Adult Education Program to an Adult Education Program That Increases Student Earning Potential

Byrd 404

Adult Education

Michelle Lamons, Teresa Gaus-Bowling

Amarillo College

How do you move students out of poverty and into a living wage...You educate them. You provide access to transformational opportunities through an Adult Education co-enrollment workforce training model.

Paving the Path to Success in General Education Courses: The Waymaker Student Experience

Byrd 406

Tools & High Engagement Strategies

Amy Rainwater, Alyson Indrunas

Lumen Learning

Is it possible to reduce cost while improving learning? Yes! This session will address how Lumen Learning courses remove common barriers for faculty who are replacing expensive publisher materials. Participants will learn how the student-centered Waymaker courseware is designed using learning research and data to pave their way to success.

The Importance of Collaboration and Communication in Co-reqs and Contextualization

Byrd 408

Co-requisite & Developmental Education Models

**Monica Stansberry, Aimee Finley,
Kenneth Goffney**

*Dallas County Community
College District*

The state of Texas has mandated co-reqs in higher-ed and support courses in adult ed. Both models are meant to engage students in highly effective just-in-time support. Co-teaching, though popular in middle and secondary school, is a relatively new approach for many college instructors. A successful co-teaching team requires a healthy relationship between instructors, and communication and collaboration becomes key to making the marriage of courses work. This workshop will communicate effective strategies for nurturing the co-req process thus providing a positive teaching environment for students.

Using Technology to Teach Fractions in a Blended Developmental Mathematics Learning Environment

Byrd 415

Technology

Sipra Eko

Texas Tech University

Blended learning involves direct instruction in class using paper and pencil, then using graphing calculators and MyMathLab to explore concepts in mathematics. This study explored the use of technology (graphing calculators and MyMathLab) as intervention tools with blended learning in developmental mathematics to understand fractions.

Texas and Legislative Updates

3:50-4:35 p.m.

Contact Information

Corequisite Models Transform How Texas Institutions Serve Students

Co-requisite & Developmental Education Models

Keylan Morgan

Texas Higher Education Coordinating Board

This session highlights HB2223 and how in conjunction with other existing reform efforts, are working to help close equity and attainment gaps in Texas higher education. Data will be shared regarding HB2223 fall 2018 outcomes in addition to the recommendations approved in the 2018-2023 Statewide Plan for Serving Underprepared Students.

Closing and Raffle

4:35-4:50 p.m.

The McCabe Conference

The McCabe Conference is named in honor of the late Dr. Bob McCabe, one of the original modern advocates of and researchers in developmental education.

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