

Illinois Learning Specialists and Developmental Educators (ILSADE) 2016 Conference
“Defining Point A: Best Practices in Assessing College and Career Readiness”
Heartland Community College, Bloomington, IL
April 8, 2016

Conference Schedule	
8:00 – 8:30 a.m.	Registration and Breakfast
8:45 – 10:15 a.m.	Welcome Remarks Keynote Speaker: Dr. Douglas D. Baker , President, Northern Illinois University
Concurrent Session 1 10:30 – 11:30 a.m.	“Are You College and Career Ready? Hear How One School Is Helping Non-STEM Students Prepare” Mary Black (Illinois Valley Community College) Kate Guglielmetti and Denise Augenbaugh (Mendota High School)
	“KCC’s Redesign of Developmental Education Project Update” Dr. Frederick Cooper and Jennifer Huggins (Kankakee Community College)
	“It Takes a Village to Build a Bridge” Cathy Evins and Amanda Wornhoff (Roosevelt University)
	“Breaking Ground to Reduce Student Enrollment in Developmental Education” Adriane Hutchinson (McHenry County College)
	“Reforming or Recycling: Models of Contextualization” Norman A. Stahl and Sonya Armstrong (Northern Illinois University)
11:45 a.m. – 12:45 p.m.	Lunch ILSADE Board Business Meeting
Concurrent Session 2 1:00 – 2:00 p.m.	“Trials & Triumphs of the Connect2 Developmental Education Learning Communities Project at McHenry County College” Adriane Hutchinson (McHenry County College)
	“Note-Taking While Reading: Nudging Students toward a More Active Practice” Daryl Ann Long (Oakton Community College) Anikka Martin and Mickie O’Kerns (Northern Illinois University)
	“How Can Sustainability Be Infused into the Classroom” Craig Slocum (Moraine Valley Community College)
	“Concepts for College Readiness: Navigating the Postsecondary Literacy Landscape” Jennifer Theriault and Michele Duffy (Northern Illinois University)
2:15 – 3:15 p.m.	Roundtable Activity

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Presentation Descriptions

Concurrent Session 1 (10:30 – 11:30 a.m.):

“Are You College and Career Ready? Hear How One School Is Helping Non-STEM Students Prepare”

Mary Black, Developmental Mathematics Instructor, Illinois Valley Community College
Kate Guglielmetti, Mathematics Teacher, Mendota High School
Denise Augenbaugh, Principal, Mendota High School

In this session, presenters will share how a non-STEM senior math course that also emphasizes college and career readiness came into existence as a result of a relationship that developed through a P-20 Partnership. Course design, content, implementation, and revisions will be discussed and shared.

“KCC’s Redesign of Developmental Education Project Update”

Dr. Frederick Cooper, Associate Dean of Math, Science, and Engineering, Kankakee Community College
Jennifer Huggins, Professor of Developmental English, Kankakee Community College

Developmental education re-design? What? Who’s talking about that? Re-design strategies undoubtedly have been and continue to be discussed on campuses throughout the nation. In this informative session, learn how administrators, faculty, and advising and support staff at Kankakee Community College have approached their re-design process and used other institutions’ best practices and their own data to inform their decisions. Pilots launched last year and just this fall in math, reading, and writing will be discussed as will re-design elements planned for launch in the Spring and Fall 2016. Data (where available) will be shared as will the team’s successes and obstacles encountered in what has been so far a two-year process. Also, the KCC team will discuss student support strategies created as part of the re-design process to help students move successfully through discipline sequences. The presentation will also inform of recent curriculum changes that furthers the college’s redesign of developmental education initiative. There will be time provided for sharing best practices in place at the institutions of those attending this session.

“It Takes a Village to Build a Bridge”

Cathy Evins, Lecturer, Mathematics, and Co-Coordinator of Developmental and General Education Mathematics, Roosevelt University
Amanda Wornhoff, Lecturer, English, and Director of First-Year Initiatives, College of Arts & Sciences, Roosevelt University

After several years of working individually and collaboratively on first-year curriculum and programming, including a summer bridge program for developmental students, a math instructor and an English instructor will share their stories of developmental curriculum revision, bridge program implementation, and inter-professional collaboration to improve support for academically, financially and socially at-risk students at an urban, private four-year institution. Curricular revisions include a redesign of developmental math and pilots of stretch and mainstreaming models in English, all of which have a symbiotic relationship with our implementation of a bridge program for incoming freshmen bringing together developmental math and English courses, embedded peer mentoring and tutoring, and co-curricular programming. A common thread of our work has been the formation of integrated support networks of faculty, staff, and peers to support at-risk students, but also to support the work of faculty and staff in this area. Our session will include lessons learned from our revisions and collaborations, including preliminary results of a mixed-methodological study of bridge and non-bridge student experiences conducted by Roosevelt’s Policy Research Collaborative (PRC). The PRC evaluation reveals that our integrated bridge program

provides students with a social foundation that supports positive academic engagement, social-emotional growth, and acclimation to college. One of the motivations for conducting this grant-funded study is to consider the need for scaling up initiatives often targeted at particular at-risk groups, such as developmental students, for broader groups of students, especially in light of recent trends in college enrollment and developmental strategies. We will discuss the influence of our inter-professional practice on our own professional and program development, and its impact on future plans to support developmental and at-risk students. We will ask participants to form inter-professional teams in the session, share their own collaborative practices, and reflect on opportunities for integration and scaling-up at their institutions.

“Breaking Ground to Reduce Student Enrollment in Developmental Education”

Adriane Hutchinson, Dean of Academic Development, McHenry County College

In recent years, McHenry County College underwent major organizational and planning changes focused on student learning and success. As a result of these changes, the institution has an educational master plan, recently developed conceptual frameworks for developmental mathematics and English, and an award-winning College and Career Readiness Alliance. The college is focused on reducing the number of students needing to take developmental courses, increasing the success and retention of students in developmental courses, implementing innovative strategies to address developmental needs of students, and improving the preparedness of students for college level coursework.

This presentation will offer a peek inside several future and current success stories and strategies. Participants will learn how to develop model programming based on best practices and a comprehensive approach for addressing the college readiness needs of students.

“Reforming or Recycling: Models of Contextualization”

Norman A. Stahl, Professor Emeritus, Department of Literacy and Elementary Education, Northern Illinois University

Sonya L. Armstrong, Associate Professor, Department of Literacy and Elementary Education, Northern Illinois University

The purpose of this session is to provide an in-depth analysis of the current movement toward “contextualization” by exploring the past, present, and potential future of this pedagogical approach. The presenters will address the history of contextualized approaches to college reading and study strategy instruction going back to the landmark program at the Ohio State University in the 1920s and transcend the eras to the birth of the modern contextualization movement in the latter 1970s. Next, we will discuss the current research and best practices scholarship based on a content analysis of over 75 articles and chapters that cover the model, which presents both the opportunities and challenges that will likely be encountered with implementation of such approaches in the current reform era. Finally, the presenters will offer a continuum of contextualization models, both past and present, that illustrates the range of contextualized approaches: blind-training models, content field/simulation models, pull-in courses, paired/linked courses, and fully embedded models.

In this session, attendees can expect to learn the following:

- the background on contextualization models,
- the reemergence of these models,
- the current thinking about contextualization, and
- the range of possible contextualized models for reading.

This session will allow participants to explore, in-depth, one major pedagogical and curricular movement in the field: contextualization.

Concurrent Session 2 (1:00 – 2:00 p.m.):

“Trials & Triumphs of the Connect2 Developmental Education Learning Communities Project at McHenry County College”

Adriane Hutchinson, Dean of Academic Development, McHenry County College

This presentation will describe the trials and triumphs of a 3-year pilot project at McHenry County College – Connect2, a developmental education learning community focused on the increased retention, persistence, success, and engagement of students who place into both developmental English and mathematics. In its early stages of implementation, the project was presented locally at the 2013 ILSADE and 2014 Developmental Education Symposium conferences.

Since implementation, the Connect2 project has undergone changes that reflect evaluations of student data, student feedback, and organizational improvement. Results generated high and low impact; however, the project created institutional collaboration between academic and student affairs departments and yielded inspiring stories of student successes and works in progress. Consequently, the project team has developed recommendations and implications for future work for underprepared students.

“Note-Taking While Reading: Nudging Students toward a More Active Practice”

Daryl Ann Long, Assistant Professor of English, Oakton Community College

Anikka Martin, Coordinator, College Learning Enhancement Program, Northern Illinois University

Mickie O’Kerns, Doctoral Candidate and Graduate Teaching Assistant, Northern Illinois University

Reading expectations at the college level can be vastly different than reading expectations at the high school level. This transition can be daunting to many students, especially those for whom reading was not a requirement for academic success at the high school level. Students need to be armed with a toolbox of comprehension strategies that will help them navigate this new environment. Note taking while reading can be a powerful tool to aid in comprehension, but many students lack the metacognitive awareness of how to do so effectively.

The purpose of the presentation is to provide a platform for thoughtful discussion on how students’ understanding of note taking skills impacts their reading behaviors. This session will provide college reading professionals with practical strategies to move students from a passive stance in the college reading classroom to an active and engaged reader who understands their role in constructing meaning from academic text.

The initial portion of the session will include a PowerPoint presentation introducing current and relevant research along with real-world advice on moving from theory to classroom practice. It is expected that attendees will be integral participants in the presentation and interactive group discussion focusing on key concepts will be encouraged.

Attendees can expect to leave with both a clearer understanding of what students really need to know about college reading and practical tips for teaching the why’s and how’s of note taking while reading.

“How Can Sustainability Be Infused into the Classroom”

Craig Slocum, Assistant Professor, Moraine Valley Community College

I will start with a definition of sustainability and then discuss what we are doing as an institution in regards to being signees of the American College & University Presidents’ Climate Commitment as well as other institutional sustainability initiatives. We will discuss how sustainability can be discussed in the classroom through current events. I will share two projects that I have given to my basic math and introductory algebra classes. One is an assignment relating to individual and class garbage generation and the other is relating to plastic water bottle consumption. We will discuss the readiness of students for projects in general as well as specific project benefits and pitfalls. Broadening critical thinking skills will be emphasized. We will also discuss student engagement. In terms of relevance to the theme of the conference, I believe this fits into our perception of college readiness. Can

our students make a coherent argument that has a logical structure? With a discussion of these projects I hope to consider what may be overlooked student skills and college objectives.

“Concepts for College Readiness: Navigating the Postsecondary Literacy Landscape”

Jennifer Theriault, Doctoral Student and Graduate Teaching Assistant, Northern Illinois University

Michele Duffy, Doctoral Student and Graduate Teaching Assistant, Northern Illinois University

Historically, college students have several common beliefs which are misconceptions about learning. Research shows that most college students believe that “learning is simple, can be accomplished quickly, and that knowledge and learning occur when someone else ‘does something to you’” (Simpson & Nist, 2014, p.172). Thus, students need explicit instruction in college reading and study strategy skills as they navigate the postsecondary academic landscape. In this presentation, participants will explore, examine, and experience four core concepts included in a course from NIU’s College Learning Enhancement Program. The workshop will begin with an introduction of the presenters’ backgrounds and current interests, followed by a PowerPoint presentation to guide participants through the concepts of metacognition, metacomprehension, schema, and epistemological beliefs. Finally, participants will learn how to actively analyze and modify a literacy strategy to ensure that the core concepts are inherent in it, it can be taught explicitly to students, and it fits the needs of the participants’ student population.