MESSAGE FROM THE PRESIDENT

It is my pleasure to welcome you to this year’s CUE Conference. As we gather with colleagues from across CUNY and share strategies for strengthening student outcomes, we share our commitment to all students. In today’s discussions, we will disseminate the evidence-based, curricular models that have resulted in student success at our colleges. What we take back to our campuses will enhance our immersion programs, our developmental and gateway offerings and many other facets of our academic programming. Thank you for joining this important dialogue, and being here today.

Antonio Pérez
President

MESSAGE FROM THE PROVOST

Welcome to BMCC! We are very pleased to host this year’s CUE Conference and have the opportunity to dialogue with colleagues from across the University. Our focus on accelerating progress and accelerating equity by improving outcomes in developmental and gateway courses reflects challenges faced by CUNY and colleges across the country. The dual emphasis on success and equity is intentional and essential as we work to realize our vital role in advancing opportunity and social justice in New York City. We thank you for joining us and wish you an enjoyable and stimulating day.

Karrin E. Wilks
Provost and Senior Vice President of Academic Affairs
Accelerating Progress, Accelerating Equity: Improving Student Success in Developmental and Gateway Courses
Annual CUNY Coordinated Undergraduate Education Conference
Borough of Manhattan Community College
May 5, 2017

8:30 A.M. - 9:15 A.M.  REGISTRATION AND CONTINENTAL BREAKFAST
Richard Harris Terrace (199 Chambers Street Bldg.)

9:15 A.M. - 9:30 A.M.  Antonio Pérez, BMCC President: Greetings
Karrin Wilks, Provost and Sr. VP of Academic Affairs: CUE Overview
Janice Zummo, Assistant Dean: Conference Guidelines

9:30 A.M. - 10:30 A.M.  KEYNOTE ADDRESS
Improving Completion and Equity in Developmental and Gateway English and Math
Katie Hern, Director of the California Acceleration Project
Theatre II (199 Chambers Street Bldg.)

As co-founder of the California Acceleration Project, Katie Hern supports her state’s 113 community colleges to implement high-leverage reforms to placement and remediation that substantially increase student completion of college-level coursework and narrow racial equity gaps. She will share the structural and pedagogical changes that drive this California-wide effort.

10:45 A.M. - 11:30 A.M.  BREAK-OUT SESSION I
Plenary: High-Challenge, High-Support Pedagogy for Accelerated English
Katie Hern, Director of the California Acceleration Project
Theatre II (199 Chambers Street Bldg.)

This interactive break-out session for English and reading faculty will focus on the curriculum and pedagogy being used to increase student success in accelerated and co-requisite classrooms across the California Acceleration Project.

Room S-719       Room S-724
Room S-720       Room S-732
Room S-721       Room S-736
Room S-723       Room S-737
11:45 A.M. - 12:30 P.M.  **BREAK-OUT SESSION II**

| Room S-719 | Room S-724 |
| Room S-720 | Room S-732 |
| Room S-721 | Room S-736 |
| Room S-723 | Room S-737 |

12:30 P.M. - 1:45 P.M.  **LUNCH**

Richard Harris Terrace (199 Chambers Bldg.)

2:00 P.M. - 2:45 P.M.  **BREAK-OUT SESSION III**

Plenary: Active Learning Pedagogy for Developmental and Gateway Algebra
Steven Hinds, Director of Active Learning in Adult Numeracy and Mathematics
Fiterman Hall (245 Greenwich Street, Rooms 1306 and 1307)

| Room F-1301 | Room F-1401 |
| Room F-1302 | Room F-1404 |
| Room F-1303 | Room F-1405 |
| Room F-1304 | Room F-1406 |

3:00 P.M. - 3:45 P.M.  **BREAK-OUT SESSION IV**

Fiterman Hall (245 Greenwich Street)

| Room F-204 | Room F-1304 |
| Room F-210 | Room F-1401 |
| Room F-309 | Room F-1404 |
| Room F-1301 | Room F-1405 |
| Room F-1302 | Room F-1406 |
| Room F-1303 |

4:00 P.M. - 5:00 P.M.  **RECEPTION**

Fiterman Art Center (Fiterman Hall, 81 Barclay Street entrance)
KEYNOTE SPEAKER: KATIE HERN
khern@chabotcollege.edu
Acceleration Project
Twitter: #AccelerationCA
Katie Hern, Ed.D., is an English Instructor at Chabot College and Co-Founder of the California Acceleration Project (CAP), a professional development network that supports the state’s 113 community colleges to transform remediation and increase student completion and equity. An evaluation of CAP colleges by the RP Group found that students’ odds of completing college-level courses were 2.3 times higher in high-acceleration English pathways than in traditional remediation. In math, their odds of completing a transfer-level course were 4.5 times higher than in traditional remediation. Further, accelerated pathways benefitted all student groups and eliminated the achievement gap for African-Americans in completing college math. Hern’s publications focus on integrated reading and writing, the need to reform placement, and the movement to establish accelerated models of developmental education. Along with CAP Co-Founder Myra Snell, Hern was named one of the “16 Most Innovative People in Higher Education” by the Washington Monthly.

PLENARY SPEAKER: STEVE HINDS
Active Learning in Adult Numeracy & Mathematics
Steve Hinds is the Director of Active Learning in Adult Numeracy & Mathematics, where he teaches math, conducts research, devises professional development projects, and writes curricula, especially for programs that serve adults and community college students who have had difficulty learning mathematics. Prior to this, Steve was a Mathematics Professional Developer for The City Colleges of Chicago. Previously, he was a Curriculum Developer at UChicago STEM Education, located at the University of Chicago. Before moving to Chicago, Steve was a University Mathematics Professional Developer for the central Office of Academic Affairs at The City University of New York (CUNY) where he led projects serving adult numeracy, high school, and developmental college students. He was a founder of CUNY Start, an alternative to traditional developmental mathematics that emphasizes active learning, student-centered pedagogy, and a unique and intensive instructor induction model. Steve has also served as a Subject Matter Expert for a variety of U.S. Department of Education-funded projects. Steve began his career in education as a high school math teacher in New Haven, Connecticut.
Title: Integrated STEM Major Mathematics Course in Flipped Classroom Model  
College: Borough of Manhattan Community College  
Presenters: Liana Erstenyuk, Jae Ki Lee, Susan Licwinko, and Matthew Meangru  
Time: 10:45 a.m. – 11:30 a.m.  
Room: S-719, 199 Chambers Street Bldg.  

Abstract: In this talk, we will discuss an accelerated course which combines Intermediate Algebra and Precalculus to be piloted in Fall 2017. The BMCC Mathematics Department recently demonstrated an accelerated course “Introduction to Statistics with Algebra.” We would like to develop an accelerated course “Precalculus with Algebra and Trigonometry” for STEM major students using a Flipped Classroom Model. Redesigning the course is expected to achieve similar outcomes as compared to Statistics with Algebra. We expect this study to 1) increase retention of knowledge of Algebra and Trigonometry and its application for functional analysis in Precalculus, 2) increase students’ motivation to stay on a STEM path and attract more students to STEM careers by reducing the sequence of Mathematics courses, and 3) develop students as independent learners through the Flipped Classroom Model.

Title: Accelerating & Nurturing Students’ Learning Using Technology  
College: Kingsborough Community College  
Presenters: Dorina Tila and Dawn Levy  
Time: 10:45 a.m. – 11:30 a.m.  
Room: S-720, 199 Chambers Street Bldg.  

Abstract: This study examines new ways of utilizing technology in order to enhance learning and advance teaching. Research suggests that feedback helps students’ learning. This study examines students’ learning when they revise and resubmit online assignments.

The first experiment was run during Spring 2016 on regular, hybrid, and WAC Macroeconomics classes at Kingsborough Community College. Students were asked to submit their multiple choice assignments online by accessing their Blackboard account. Once receiving their grades, they were able to revise and resubmit assignments during the revision treatment, but not during the baseline treatment. Based on an anonymous questionnaire at the end of the course, my findings show that students felt their learning was enhanced when they were allowed to revise and resubmit their online assignments. I also analyzed the data further, by comparing the students’ actual performance during baseline and revision treatments in order to confirm that indeed their feeling on enhanced learning and performance was substantiated.

Title: Accelerated Learning Program Course Development in Academic Literacy & Linguistics: Critical Thinking 100.5  
College: Borough of Manhattan Community College  
Presenters: Dr. Cheryl Comeau-Kirschner and Dr. Rosario Torres  
Time: 10:45 a.m. – 11:30 a.m.  
Room: S-721, 199 Chambers Street Bldg.  

Abstract: The ALP Model has gained momentum in community colleges across the country and at BMCC. Hybrid forms of the ALP Model that include combined native English-speaking students and English language learners also have promising results within CUNY. Given the Department of Academic Literacy and Linguistics’ unique position of having both developmental and Pathway-approved, credit-bearing CRT 100, we are in the process of developing CRT 100.5 and 100.6. This presentation highlights the context, rationale, and planning phase of those piloted courses.
Title: An Accelerated Learning Program Model for ESL Writers: Advantages and Challenges  
College: Baruch College  
Presenters: Brooke Schreiber and Lisa Blankenship  
Time: 10:45 a.m. – 11:30 a.m.  
Room: S-723, 199 Chambers Street Bldg.  

Abstract: This presentation discusses the implementation of a bridge program for ESL writers at Baruch College, modeled on the Basic Writing Accelerated Learning Program at Baltimore Community College. Students who receive high but not passing scores on the CUNY Assessment Test in Writing (CATW) are placed into first-year writing sections, and are simultaneously enrolled in a three hour per week support course taught by the same instructor, which focuses on general writing and grammar skills as well as test preparation. This presentation draws on data from test scores and reflections by instructors and administrators over the two semesters this model has now been implemented. The presenters review the institutional exigency for this model, consider the pedagogical concerns and benefits, and offer suggestions for administrative strategies for implementing this “extra-stretch” course, finally discussing the role of and implications for exit criteria in developmental writing courses.

Title: First Year Writing and the Learning Disabled Student.  
College: Borough of Manhattan Community College  
Presenters: Moire Matheson  
Time: 10:45 a.m. – 11:30 a.m.  
Room: S-724, 199 Chambers Street Bldg.  

Abstract: Community colleges are frequently believed to be the logical and best way for learning disabled students to enter higher education; however, completion rates for these students are bleak. In this presentation, I will discuss various approaches teachers of First-Year Writing can implement in their classes to ensure that those individuals succeed and develop the skills necessary to self-advocate as adult students who thrive in college. I will stress the necessity of cultivating the same team mentality that exists in successful early-childhood and secondary special education programs, one which does not place all the onus for success on either just the student or just the educator, but conceptualizes many contributors both inside and outside the classroom working alongside the student to meet challenges, create differentiated education plans, and work towards not only integration, but attainment of realistic and positive goals.

Title: Bridging the Gap: Addressing College Expectations  
College: Borough of Manhattan Community College  
Presenters: Bertie Ferdman and Daphnie Sicre  
Time: 10:45 a.m. – 11:30 a.m.  
Room: S-732, 199 Chambers Street Bldg.  

Abstract: How do we address college expectations for incoming freshman at the Community College level? How can we encourage them to take ownership of their own education once they start college? This presentation will summarize a Gateway Intervention we developed for SPE 100 as an early, low-risk, team-based, public speaking exercise, to help students gain knowledge about college expectations, time management, and independent learning strategies. The activity included a survey (before and at the end of the course for assessment purposes), a free-writing prompt, a group reading exercise, an in-class oral presentation, and follow-up discussion. Students learned self-direction and applied presentation skills, and overall, showed higher retention rates.
Title: Preparing to Launch: Incorporating High Impact Technology in a Gateway Science Course  
College: LaGuardia Community College  
Presenters: Jake Brashears, Na Xu and Holly Porter-Morgan  
Time: 10:45 a.m. – 11:30 a.m.  
Room: S-736, 199 Chambers Street Bldg.

Abstract: Science courses challenge the academic abilities of all first-year STEM students, with introductory classes often acting as gateway courses. General Biology I is a critical course in STEM students’ careers, in which they develop core competencies necessary for future success; however, this course is taught largely in a traditional lecture format at LaGuardia Community College. LaGuardia Community College has placed the integration of Academic and Student Affairs at the center of its new model for student support, creating teams that work across the college’s divisions. The Natural Science Department has partnered with ASAP, the Accelerated Study in Associate Programs, to ensure holistic support for STEM students. Here, we will present our project about how we are working together to develop opportunities for students to grow their STEM identity through service-learning co-curricular trips, guided inquiry learning groups, and the implementation of high impact technology in a gateway science course.

Title: ASAP Advisor Training: An Interactive Approach  
College: CUNY Central  
Presenters: Lesley Leppert and Amy Prince  
Time: 10:45 a.m. – 11:30 a.m.  
Room: S-737, 199 Chambers Street Bldg.

Abstract: Advisor training is integral to ASAP’s evidence-based practices that improve student proficiency, retention and graduation. ASAP advising is consistently named by students as one of the most valuable components contributing to their success, and as such, ASAP invests significant time and resources to advisor training and support. Using the foundation of two full day training sessions and a variety of ongoing support options, ASAP works to ensure that all advisors are knowledgeable, informed, practiced, and well-versed in the ASAP program. ASAP provides advising that proactively addresses moving out of developmental education, meeting specific campus requirements and using campus resources.

The presentation provides an overview of the training, and introduces specific elements and activities used in the training. Participants walk through contents of the two-day training and engage in a variety of training activities to see the approach in action. We will also discuss the benefits, challenges, and effort required to offer this comprehensive training within the context of advisors’ caseloads and campus obligations.
Title: Group Work: Students Hate It. We Hate It. How We Can All Learn to Love It!
College: Hostos Community College, Brooklyn College, Kingsborough Community College
Presenters: Sandy Figueroa, Graciela Elizalde-Utnick and Sharona Levy
Time: 11:45 a.m. – 12:30 p.m.
Room: S-719, 199 Chambers Street Bldg.
Abstract: This highly interactive workshop will present the essential elements of Team-Based Learning (TBL). Participants will learn techniques to form groups effectively, experience alternative ways to review homework readings, and develop team-based, in-class applications to apply fundamental course concepts. Presenters will share how implementing TBL transformed student learning in remedial, gateway and advanced classes at Hostos Community College, Brooklyn College and Kingsborough Community College in subject areas such as English, mathematics, business, health sciences, education, chemistry and biology. In addition, the presenters will share their experience of implementing TBL professional development activities in different settings including a videoconference between Brooklyn and Hostos.

Participants will come away with activities that they can adopt and adapt for immediate use in their own classrooms. Those interested in learning more will have the opportunity to determine the type of professional development activities they will need to incorporate Team-Based Learning in their classes.

Title: Teaching Conceptual Understanding in Elementary Algebra
College: Borough of Manhattan Community College
Presenters: Claire Wladis
Time: 11:45 a.m. – 12:30 p.m.
Room: S-720, 199 Chambers Street Bldg.
Abstract: This presentation will outline an approach to teaching elementary algebra that focuses on interactive activities that stress conceptual understanding of fundamental algebra ideas. The presentation will begin with a brief description of how this project was developed, and a few specific examples of the process used to create specific student tasks or assessment questions will be illustrated. Then the audience will be asked to identify one concept from one of their classes that they would like to focus on, and participants will break into groups to work on developing a short task for students that elicits critical thinking about that concept, or that assesses student understanding of that concept. Subgroups will share these results with the group, and group discussion will be used to brainstorm further ideas to address participant interests.

Title: Put Students in the Driver Seat on Their Mathematics-Learning Journey
College: Borough of Manhattan Community College
Presenters: Annie Han, Danping Zhong and Dona Slay
Time: 11:45 a.m. – 12:30 p.m.
Room: S-721, 199 Chambers Street Bldg.
Abstract: In recent decades, inquiry-based learning has risen in the literature as an active learning, student centered, and innovative method to teach college mathematics. Originally founded in the Moore Method (1920) and applied to theory and proof courses, the method has been applied to a vast number of mathematics courses and in many levels of mathematics topics.

After teaching the IBL Mathematical Literacy course for 5 years, the author recently implemented the IBL method in a Calculus I course. This hands-on inquiry based calculus course gives students the opportunity to discover and explore mathematic concepts. This course puts students in the driver seat on their mathematics-learning journey during the semester.

The presentation will share the results of a one semester IBL Calculus course’s success, productive failure, and measured outcomes focused on the assessment of student engagement in the course. Be prepared, this presentation will be Inquiry Based Learning in action – you are in the driver seat!
Title: Reading Effectively Across the Disciplines (READ) - A Strategy to Improve Student Success  
College: New York City College of Technology  
Presenters: Juanita But and Robert Ostrom  
Time: 11:45 a.m. – 12:30 p.m.  
Room: S-723, Chambers Street Bldg.

Abstract: READ (Reading Effectively Across the Disciplines) is a program founded at New York City College of Technology in 2013 to improve students’ critical reading skills, disciplinary literacy, and academic success. READ employs a multi-component design that consists of faculty training in disciplinary literacy instruction and curricular enhancement, development and implementation of active reading assignments and assessments, peer-led team learning, and the dissemination of discipline-specific teaching and learning resources on an Open Lab site to provide an interactive teaching and learning environment for students and faculty. Empirical evidence of the program's effectiveness in selected gateway courses across the disciplines showed improvement in student performance after implementation of reading strategies and instructional approaches that guide students through the reading process. We will present the structure, activities, and outcomes of the program. We will also engage participants in activities to support active reading and learning in various disciplines.

Title: Using Texting to Increase On-time Homework Submission Rate in Developmental Mathematics Course  
College: Hostos Community College  
Presenters: Tanvir Prince  
Time: 11:45 a.m. – 12:30 p.m.  
Room: S-724, 199 Chambers Street Bldg.

Abstract: An experiment using the effects of “texting” was conducted in spring 2014 in elementary algebra (developmental mathematics). Students were constantly reminded about the homework throughout the semester using the texting technology. A separate “contact group” was created in Microsoft Outlook for the entire class where student’s cell phone numbers were used to send text messages from email. One section of elementary algebra was used as an experimental section and another section of elementary algebra was used as a control section. It was found that the rate of on-time homework submission was almost triple in the elementary algebra class for the experimental section compared to the control section.

Title: Reinforcing the First Year Experience: Key components for Improving First-year Outcomes  
College: York College  
Presenters: Vincent Banrey, Jay L. Choi, Cynthia Haller, Jillian Abbott and Sury Valdez  
Time: 11:45 a.m. – 12:30 p.m.  
Room: S-732, 199 Chambers Street Bldg.

Abstract: The retention of first-year students is a challenge that many colleges face. Up to 94% of colleges offer some form of first-year seminars (FYS), as they have been shown to have positive impact on student retention. Data from York’s FYS (SD110, Success in College) course, which also incorporates CUE Fellow peer mentors, has indicated that students who take SD110 are more likely to persist, retain a higher GPA, and have more credits earned than those who do not.

Recently, the Division of Student Development has partnered with the Office of Academic Affairs to intentionally bridge the FYS seminar with other first-year courses through a Common Reader Program. In this presentation, participants in the program will discuss the challenges and rewards of this emerging first-year experience model.
Title: Introductory Statistics with Algebra: A New Model for Non-Stem Majors
College: Borough of Manhattan Community College
Presenters: Jean W. Richard, Luci M.G. Prado, Daniela Bardac-Vlada, Bernard Beecher and Bettina Hansel
Time: 11:45 a.m. – 12:30 p.m.
Room: S-736, 199 Chambers Street Bldg.

Abstract: The traditional developmental mathematics sequence for non-STEM majors emphasizes elementary algebra before students can be admitted to any credit-bearing mathematics course required for their degree. The national trend is that students struggle through elementary algebra for several semesters and often end up dropping out of college. For the past four semesters, we piloted a course in which the concepts of elementary algebra were embedded in a traditional introductory statistics course, allowing students to fulfill the remedial course and receive college credit for statistics in the same semester. This talk outlines the curriculum of algebraic concepts developed in a traditional introductory statistics course and also shares our teaching experience. Additionally, we will present data that supports how students benefit from this model of an accelerated mathematical course.

Title: Transforming Mathematics Learning Experiences for all Students: Equity Lessons from Statway at LaGuardia Community College.
College: LaGuardia Community College
Presenters: Milena Cuellar and Steven Cosares
Time: 11:45 a.m. – 12:30 p.m.
Room: S-737, 199 Chambers Street Bldg.

Abstract: The LaGuardia Community College’s one-term implementation of the Statway Carnegie Math Pathways curriculum has been serving students’ needs to complete developmental math and acquire college level elementary statistics credit faster and therefore to reach higher academic achievement levels. Since Fall 2013, over 1500 non-STEM students have taken this new accelerated developmental course at LaGuardia. This session will engage participants around “big ideas” for improving students’ persistence, explaining how Statway addresses these ideas to result in greater success and a narrowing of the achievement gap. We will share ways to address equity and achievement within the various components of Statway, including how the Carnegie Networked Improvement Community critically supports collective learning and action. This session will encourage participants to consider approaches to addressing similar goals at their own institutions by exploring how to implement Statway as a case for transforming learning and addressing equity.
Title: Frequent Quizzes and Student Improvement of Reading – A Pilot Study in a Community College Setting  
College: Borough of Manhattan Community College  
Presenters: Deniz Gokcora  
Time: 2:00 p.m. – 2:45 p.m.  
Room: F-1301, Fiterman Hall  

Abstract: This pilot study explored the extent to which frequent quizzes given in a developmental academic critical reading class in a community college impacted student success on the ACT Compass Test (ACT), a standardized computerized test on reading skills. Participants included 41 students in two class sections of an Academic Critical Reading (ACR) class who received frequent quizzes as the control group. Results revealed that students who received frequent quizzes showed greater improvement on the ACT compared to controls. In addition, students who received a PELL Grant improved their performance on the ACT Compass Test more than those who did not receive a PELL Grant. Quiz attitude survey results indicate that students have a positive attitude towards taking daily quizzes, and they felt much more confident when taking the ACT Compass Test at the end of the semester.

Title: Play Games to Learn Math  
College: Borough of Manhattan Community College  
Presenters: Lina Wu and Kathleen Offenholley  
Time: 2:00 p.m. – 2:45 p.m.  
Room: F-1302, Fiterman Hall  

Abstract: Lina Wu and Kathleen Offenholley will share their experiences playing digital and analog games in their math classes. Participants will have a chance to play several iPad games and analog games. Participants with varying mathematics backgrounds are encouraged to come and play! Preliminary data on students’ performance will be presented. Participants will experience for themselves why games work so well to enhance learning.

Title: Credit Accumulation and Persistence through Accelerated Courses at Medgar Evers College  
College: Medgar Evers College  
Presenters: Kayann Lashley, Sherrill-Ann Mason, Sharon Michel and Yvette Wall  
Time: 2:00 p.m. – 2:45 p.m.  
Room: F-1303, Fiterman Hall  

Abstract: Medgar Evers College has offered accelerated courses since 2012, with growing numbers of students opting for this format and significant gains in students’ outcomes. We will highlight data covering the period 2012 - 2016. For instance, our five year data for developmental math shows that students in accelerated sections perform better than students in the traditional math sections. Sample pass rates are as follows: 73% passed the math level I accelerated course, 34% passed traditional sections. 53% passed the math level II accelerated course, 32% passed traditional sections.

The model encompasses a 7-week module for accelerated courses. Courses offered are developmental or general education. Accelerated courses allow students to fast-track their undergraduate degree, while allowing the college to optimize the usage of classroom space.

This presentation will show how the intersection of course and faculty selection, along with best practices in pedagogy are key to the success of accelerated courses at Medgar Evers College. In particular it will highlight the use of best practices in Math including differentiated instructional strategies; student-student and student-instructor interaction, and supplemental instruction.
Title: Peer-Led Team Learning and Supplemental Instruction Academic Support in a Flipped Classroom Model  
College: Lehman College  
Presenters: Pamela Mills, Donna McGregor, Ainsley Parkinson, Maria Ramnarayan and Lisa Caraballo  
Time: 2:00 p.m. – 2:45 p.m.  
Room: F-1304, Fiterman Hall

Abstract: This presentation will describe the flipped classroom model and modifications to two support modalities, Supplemental Instruction (SI) and Peer-Led Team Learning (PLTL). Flipped classroom instruction is an active learning pedagogy that requires modification of support modalities. For example, the SI leader works directly with students in problem solving in the presence of the instructor modeling appropriate student behavior for the active learning classroom. We will also discuss the opportunity active learning creates to redefine support modalities and to engage the entire teaching community in the teaching and learning of our students.

Title: Active Learning Pedagogy for Developmental and Gateway Algebra  
College: Director of Active Learning in Adult Numeracy and Mathematics  
Presenter: Steven Hinds  
Time: 2:00 p.m. – 2:45 p.m.  
Room: F-1306 and 1307, Fiterman Hall – Plenary Speaker

Abstract: Steve Hinds is the Director of Active Learning in Adult Numeracy & Mathematics, where he teaches math, conducts research, devises professional development projects, and writes curricula, especially for programs that serve adults and community college students who have had difficulty learning mathematics. Prior to this, Steve was a Mathematics Professional Developer for The City Colleges of Chicago. Previously, he was a Curriculum Developer at UChicago STEM Education, located at the University of Chicago. Before moving to Chicago, Steve was a University Mathematics Professional Developer for the central Office of Academic Affairs at The City University of New York (CUNY) where he led projects serving adult numeracy, high school, and developmental college students. He was a founder of CUNY Start, an alternative to traditional developmental mathematics that emphasizes active learning, student-centered pedagogy, and a unique and intensive instructor induction model. Steve has also served as a Subject Matter Expert for a variety of U.S. Department of Education-funded projects. Steve began his career in education as a high school math teacher in New Haven, Connecticut.

Title: Opening Gateways to Student Success in STEM: Active Learning in the Mathematics Classroom  
College: New York City College of Technology and Borough of Manhattan Community College  
Presenters: Marianna Bonanome, Laura Ghezzi, Annie Han, Jae Ki Lee, Jonas Reitz and Jean Richard  
Time: 2:00 p.m. – 2:45 p.m.  
Room: F-1401, Fiterman Hall

Abstract: Gateway mathematics courses – the high-enrollment, foundational courses that serve as gateways to careers in STEM disciplines – form significant barriers to progress and completion for many of our students. This session will explore a new faculty development initiative developed as part of the Opening Gateways project, a five-year cross-campus collaboration between New York City College of Technology and Borough of Manhattan Community College. Focused on promoting student success in gateway mathematics courses, the project engages faculty in an intensive seminar that introduces active learning strategies, open educational resources, and open digital pedagogies. In addition to hearing about best practices, lessons learned, and preliminary findings from the project, participants will engage with each other and the project team in an active learning activity inspired by the work of Steve Hinds, consultant to the project and CUE’s plenary speaker.
Title: Using Academic Peer Instruction to Accelerate Progress and Improve Student Success in Developmental and Gateway Math Courses
College: La Guardia Community College
Presenters: Reem Jaafar, Andi Toce, Angela Cornelius and Joyce Zaritsky
Time: 2:00 p.m. – 2:45 p.m.
Room: 1404, Fiterman Hall

Abstract: Academic Peer Instruction is a peer tutoring program at LaGuardia Community College. Since 1993, it has supported over 13,000 students in “high risk” courses. Our program has been successful with participating students achieving on average one-half to one letter grade higher than non-participating students. Our program is based on the nationwide model of Supplemental Instruction (SI). Since 2012, the program has targeted developmental math courses including accelerated models to support a more “at risk” population. These courses reduce the number of semesters spent in remediation. LaGuardia currently offers three courses: MAT099 - Fundamentals of Algebra - a non-credit course, MAT 117 (Algebra and Trigonometry), and MAT 119 (Statistics and Elementary Algebra) both of which carry 3 credits. We will discuss 1) the need for these courses, 2) how we adapted the SI model for these courses, 3) the assessment tools we use. Finally, a veteran tutor will share his/her insights.

Title: Data Driven Pedagogy: Corpus Analysis and Writing Program Administration
College: City College
Presenters: Thomas Peele, Andréa Stella and Vivian Stoll
Time: 2:00 p.m. – 2:45 p.m.
Room: F-1405, Fiterman Hall

Abstract: In 2015, the City College of New York funded a research project that allowed the writing program administrator to collect approximately 5,000 essays from fifteen sections of English composition. Because of the large-scale essay collection, both instructors were able to make pedagogical decisions based on student performance. At the same time, the project provided the writing program administrator with a method for collaborating directly with part-time instructors and including them in discussions about writing program philosophy and structure. In this presentation, the writing program administrator and the part-time instructors describe how this initiative enabled part-time faculty collaboration in a large-scale research program and how instructor involvement in this project encouraged multimodal teaching and learning. The instructors have developed a series of assignments that will be used in the second semester composition course in the spring of 2017.

Title: CUNY Assessment Pre-test Preparation Program
College: College of Staten Island
Presenters: Chrisanthi Anastopoulou, Linsy John, and Koby Kohulan
Time: 2:00 p.m. – 2:45 p.m.
Room: F-1406, Fiterman Hall

Abstract: Piloted in Fall 2007, the Pre-test Preparation Program at CSI was the first one of its type in CUNY. Since then, the Office of Academic Support (OAS) has offered an increasing number of workshops to newly admitted CSI students who need to take the CUNY Assessment Tests. Pre-test Prep workshops in all three subjects (reading, writing and mathematics) are offered on campus. In addition to these workshops, math workshops are offered in select high schools (High School Pilot initiative), and the Program was further expanded with the inclusion of the Spring Into Action initiative. The presenters will discuss the advantages of offering this program in general, the need for the High School Pilot and the Spring Into Action initiatives and their effectiveness. Challenges during program implementation will be also discussed. A presentation of main curricula concepts taught and data showing student enrollment and outcomes will further explain the need to continue offering similar programs across CUNY.
Title: The Connection between Student-Faculty Interaction and Retention  
College: Borough of Manhattan Community College  
Presenters: Julie Cassidy, Elizabeth Fow and Erica Campbell  
Time: 3:00 p.m. – 3:45 p.m.  
Room: F-1301, Fiterman Hall  

Abstract: How students interact with professors outside the classroom impacts student retention. In a short presentation and interactive round table discussion, we will discuss the published research on the positive impact of student-faculty interaction, particularly for non-traditional students, and our own 2016/17 Gateway Project in which we three professors implemented strategies to create that interaction. We focus on connecting our ENG 101 and 100.5 students with the professors of classes in which they are having difficulties and on outreach to our own students on the borderline of passing/failing who are least likely to approach for help. In our session, we will talk about our strategies, results, and the unexpected difficulties encountered.

Title: Creative Collaborations: First Year Learning Communities on City Tech’s OpenLab  
College: New York City College of Technology and Borough of Manhattan Community College  
Time: 3:00 p.m. – 3:45 p.m.  
Room: 1302, Fiterman Hall  

Abstract: In this presentation, First Year Learning Community (FYLC) faculty and student peer mentors will share the innovative ways they use the OpenLab--City Tech’s open digital platform for teaching, learning, and collaborating—to build community, communication skills, and student confidence in a collaborative learning environment. FYLC have used the OpenLab to design supportive, virtual spaces where first-year students can acclimate to college expectations and build community, crucial aspects of student success and retention but ones that are particularly challenging on a commuter campus. FYLC faculty have also taken the lead on leveraging the OpenLab’s ability to link courses together, allowing faculty and students to view learning as a partnership and making possible new modes of cross-course collaboration. This session will also include an interactive portion in which participants will brainstorm about how our model of open digital pedagogy in first-year courses could be implemented or extended at their institutions.

Title: STEM Bridges Across Eastern Queens: A Cross-Campus Collaboration  
College: Queens College and Queensborough Community College  
Presenters: Anisha Clark, Eva Fernandez, Sabrina Hussain, Patrick Johnson, Linda Reesman, Jennifer Valad and Christian Williams  
Time: 3:00 p.m. – 3:45 p.m.  
Room: F-1303, Fiterman Hall  

Abstract: Queens College has partnered with Queensborough Community College in a project designed to increase STEM majors among underrepresented students. A key element of the project is a redesign of STEM gateway courses driven by data collected during classroom observations. These observations make use of two protocols, one segmented, the other holistic. The first is a modified version of the Classroom Observation Protocol for Undergraduate STEM, run on the Generalized Observation and Reflection Platform, which categorizes discrete time periods according to instructor and student behavior. The second is a modification of the U Teach Observation Protocol that captures subjective assessments including evaluations of the class learning environment and instructor preparedness. Both observational tools are currently undergoing pretesting as part of the redesign phase of the project. During this interactive presentation, preliminary observational data will be summarized and participants will have the opportunity to learn how to use both protocols.
Title: Social Media - a Supplemental Instructional Platform to promote Dynamic Self-Regulated Learning: Deconstructing Mathematical Precepts through Virtual Social Constructivism Lenses
College: Medgar Evers College
Presenters: Wayne D. Russell, Kedie Pintro and Shallane Gill
Time: 3:00 p.m. – 3:45 p.m.
Room: F-1304, Fiterman Hall

Abstract: The objective of this research is to determine the effectiveness of using social media as a Supplemental Instructional Platform particularly to promote Dynamic Self-Regulated Learning (SRL-d) in developmental mathematics collegiate students. This research contends that virtual interactions can adequately stimulate students’ enthusiasm, passion, insight, interest and curiosity - all of which are primary tenets of SRL-d. The research argues that a virtual platform can serve as an immediate space to aid in the contextualization of mathematical concepts which, invariably, leads to higher order mathematical elaborations. Our findings indicate that there was a significant difference in the performance and retention rates of students who used an SSIP versus the general student population. There was a 20% increase in class average, a 25% increase in performance, and a 20 % increase in retention rates when compared with the general population.

Title: Informal Conversation: Q & A
College: Director of Active Learning in Adult Numeracy and Mathematics
Presenters: Steven Hinds - Plenary Speaker
Time: 3:00 p.m. – 3:45 p.m.
Room: F-1306 and 1307, Fiterman Hall

Abstract: Steve Hinds is the Director of Active Learning in Adult Numeracy and Mathematics, where he teaches math, conducts research, devises professional development projects, and writes curricula, especially for programs that serve adults and community college students who have had difficulty learning mathematics. Prior to this, Steve was a Mathematics Professional Developer for The City Colleges of Chicago. Previously, he was a Curriculum Developer at UChicago STEM Education, located at the University of Chicago. Before moving to Chicago, Steve was a University Mathematics Professional Developer for the central Office of Academic Affairs at The City University of New York (CUNY) where he led projects serving adult numeracy, high school, and developmental college students. He was a founder of CUNY Start, an alternative to traditional developmental mathematics that emphasizes active learning, student-centered pedagogy, and a unique and intensive instructor induction model. Steve has also served as a Subject Matter Expert for a variety of U.S. Department of Education-funded projects. Steve began his career in education as a high school math teacher in New Haven, Connecticut.

Title: Opening Gateways with Open Educational Resources in the Mathematics Classroom
Colleges: New York City College of Technology and Borough of Manhattan Community College
Presenters: Charlie Edwards, Stephen Featherstonhaugh, Sheila Miller, Oleg Muzician, Andrew Parker, Jonas Reitz, Jean Richard, Ruru Rusmin and Jenna Spevack
Time: 3:00 p.m. – 3:45 p.m.
Room: F-1401, Fiterman Hall

Abstract: This interactive session will explore the development of innovative OERs for the mathematics classroom by the Opening Gateways project, a major cross-campus collaboration between New York City College of Technology and Borough of Manhattan Community College. The project supports student success in gateway mathematics courses through a variety of OERs including: custom problems and assignments in the open-source online homework system WeBWorK (webwork.maa.org), incorporating the latest WeBWorK technologies such as scaffolded problems and “just-in-time” problem sets; video development to support flipped classroom strategies; contextualized video integrated into the WeBWorK environment; and creation of repositories on City Tech’s OpenLab that catalog and annotate high quality existing resources. Finally, a technical development project integrating WeBWorK into the OpenLab, an open digital platform based on WordPress and BuddyPress, provides students with a community support structure around their WeBWorK assignments. Participants will engage in a facilitated discussion of benefits, challenges and future applications.
Title: Help…I Hate Math! Academic Support and How College Discovery Can Bridge the Gap in Math Proficiency  
College: Borough of Manhattan Community College  
Presenters: Pedro Perez and John M. Burdick  
Time: 3:00 p.m. – 3:45 p.m.  
Room: F-1404, Fiterman Hall

Abstract: Most incoming CD students start their college education with some level of remediation. In the Fall 16 Semester, of the 268 students recruited, 238 required some form of pre-college level remediation (88.9%). Of those, 162 were placed in remedial mathematics, especially Elementary Algebra. The inability to complete the courses in a timely manner has a drastic Impact on retention and graduation rates. While it is possible to complete an associate degree in two years, many of our students graduate in 2.5 or 3 years as a result of delays caused by remedial Math. To close this gap, CD has introduced workshop interventions over summer and winter to assist with remedial course-work. When we compare the results of our workshops, with the grades students receive when they complete the same course during a regular semester, we see marked improvements in the pass rates. This workshop will share some of our approaches.

Title: How to Handle the Blurring Lines between Developmental and Gateway Courses  
College: Queensborough Community College  
Presenters: David Humphries, Regina Rochford, Ilse Schrynemakers, Rob McAlear, Elise Denbo and John Yi  
Time: 3:00 p.m. – 3:45 p.m.  
Room: F-1405, Fiterman Hall

Abstract: This presentation will consider the increased challenges instructors in gateway courses encounter because of the high pass rates on the New York State English Regents and the changes in CUNY placement exams and policies. The presenters will discuss how one community college is dealing with these obstacles by: a) providing the Accelerated Learning Program (ALP), b) developing intersession immersion remedial programs, c) employing High Impact Practices and other innovative supports in developmental and regular classes; and d) merging the English and developmental education departments. Since this presentation will elicit discussions between the presenters and the audience, each part of this presentation will provide thought provoking questions to stimulate audience discussion and input.

Title: English 100.5: Design, Implementation, and Faculty Reflections in Accelerated Writing Courses  
College: Borough of Manhattan Community College  
Presenters: Sharon Avni, Heather B. Finn, Caroline Pari-Pfisterer and Jaime Weida  
Time: 3:00 p.m. – 3:45 p.m.  
Room: F-1406, Fiterman Hall

English 100.5, implemented in fall 2015, combines English 95, the highest level developmental writing course for native English speakers, with English 101, a credit-bearing freshman composition course. Like accelerated models across the country, this six-hour, three-credit course is intended to increase retention, transfer and graduation rates by streamlining developmental requirements. However, this model does not come without its challenges, particularly when it relates to how faculty adjust their pedagogical practices to serve the students in these courses. Presenters will first explain the design and implementation of English 100.5 and share data related to the course. In the second half of the session, presenters will discuss findings from a qualitative study that examined the impact of English 100.5 on teachers’ curricular decisions and teaching practices and also share best practices in the course. Presenters will show that a closer examination of teaching and learning experiences is needed when designing and implementing accelerated learning courses.
Title: Get Real! Modeling Professionalism in Gateway Courses  
College: Borough of Manhattan Community College  
Presenters: Sandra Poster and Chris Vinsonhaler  
Time: 3:00 p.m. – 3:45 p.m.  
Room: 204, 199 Chambers Street Bldg.

Abstract: Because most students seek a college education as a ladder to future careers, dynamic changes occur when instructors infuse their courses with the attributes that define professional success. In this interactive workshop, participants will engage with the World of Work model, a community of practice in which students rehearse the attributes of professional achievement in their academic setting. This model, developed through the BMCC Teaching Academy, has demonstrated outcomes in one instructor’s English 101 Gateway course, where retention has escalated from 52% to 83%. The workshop will introduce motivational principles intrinsic to the World of Work model, before turning to nuts-and-bolts applications. Participants will learn how to implement 10 strategies that will 1) establish modes of professional reciprocity; 2) guide students in managing attendance and preparation consistent with academic and professional norms; and 3) integrate research from Positive Psychology and career achievement as a foundation for early academic success.

Title: The Benefits and Challenges of a Tutorial Intervention Program for ESL Students in an Accelerated Learning Course  
College: Bronx Community College  
Presenters: Donna Kessler-Eng and Jose Luis Reyes  
Time: 3:00 p.m. – 3:45 p.m.  
Room: 210, 199 Chambers Street Bldg.

Abstract: Our presentation will showcase the successes and challenges of Bronx Community College’s Tutorial Intervention Program (TIP). The TIP embeds BCC’s Writing Center tutors within ENG 10 courses in order to offer students additional academic support. ENG 10 is an expository writing course that combines ENG 02 (the highest level developmental writing course) and ENG 11 (the first semester of freshman composition) into a one-semester course. In addition to sharing data that shows that ENG 10 successfully helps students move more quickly towards completing their degrees, our presentation will also present data that shows how important the academic support TIP provides is for student success in general, and for ESL students in particular. Donna Kessler-Eng, TIP Coordinator and TIP instructor, and Jose Reyes, TIP tutor and CLIP instructor, will share their teacher/tutor in-class teaching strategies aimed at helping ESL students succeed in BCC’s accelerated learning course, ENG 10.

Title: A New Model for Structuring the Academic Term – How a Flexible Semester Led to Improved Outcomes in an HSE Freshman Learning Community  
College: Brooklyn College  
Presenters: Richard Vento, Sharona Levy and Fiona Chan  
Time: 3:00 p.m. – 3:45 p.m.  
Room: 309, 199 Chambers Street Bldg.

Abstract: The F’16 students in BC Bound, a full-time program for first-semester freshmen with high-school equivalency certifications, started two of their five courses—pre-calculus, a gateway course, and freshman seminar—in early August. Students were able to solidify their math foundations and adapt to BC before dealing with their other courses, which started several weeks later. Their most challenging course, therefore, concluded in mid-November, leaving the rest of the semester for their other courses! This pilot led to improved student outcomes for a particularly challenging population. Added benefits: students who struggled early could drop all their courses and go to another college without financial penalty or lost time; and students struggling only in math could try to stay in class almost to the 14th week of pre-calculus and still drop with a “W” grade.

This workshop will explain the model and how other programs could easily adapt it to their needs.