



California Acceleration Project

Supporting California's 114 Community Colleges
To Transform Remediation and
Increase Student Completion and Equity

CAP Math Co-Requisite Workshop Agenda September 15, 2017

10:00 – 10:15 am

Welcome
IceBreaker

10:15 – 10:45 am

Making the Case

10:45 – 11:30 am

Classroom Pedagogy

11:30 am – 12:00 pm

Lesson Plan Activity

12:00 – 12:30 pm

Lunch

12:30 – 2:15 pm

Nuts & Bolts of Co-Requisite Courses

2:15 – 2:50 pm

Team Activity

2:50 – 3:00 pm

Closure/Evaluation



California Acceleration Project

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Statistics Workshop with Dr. Roxy Peck El Camino College (East Dining Room)

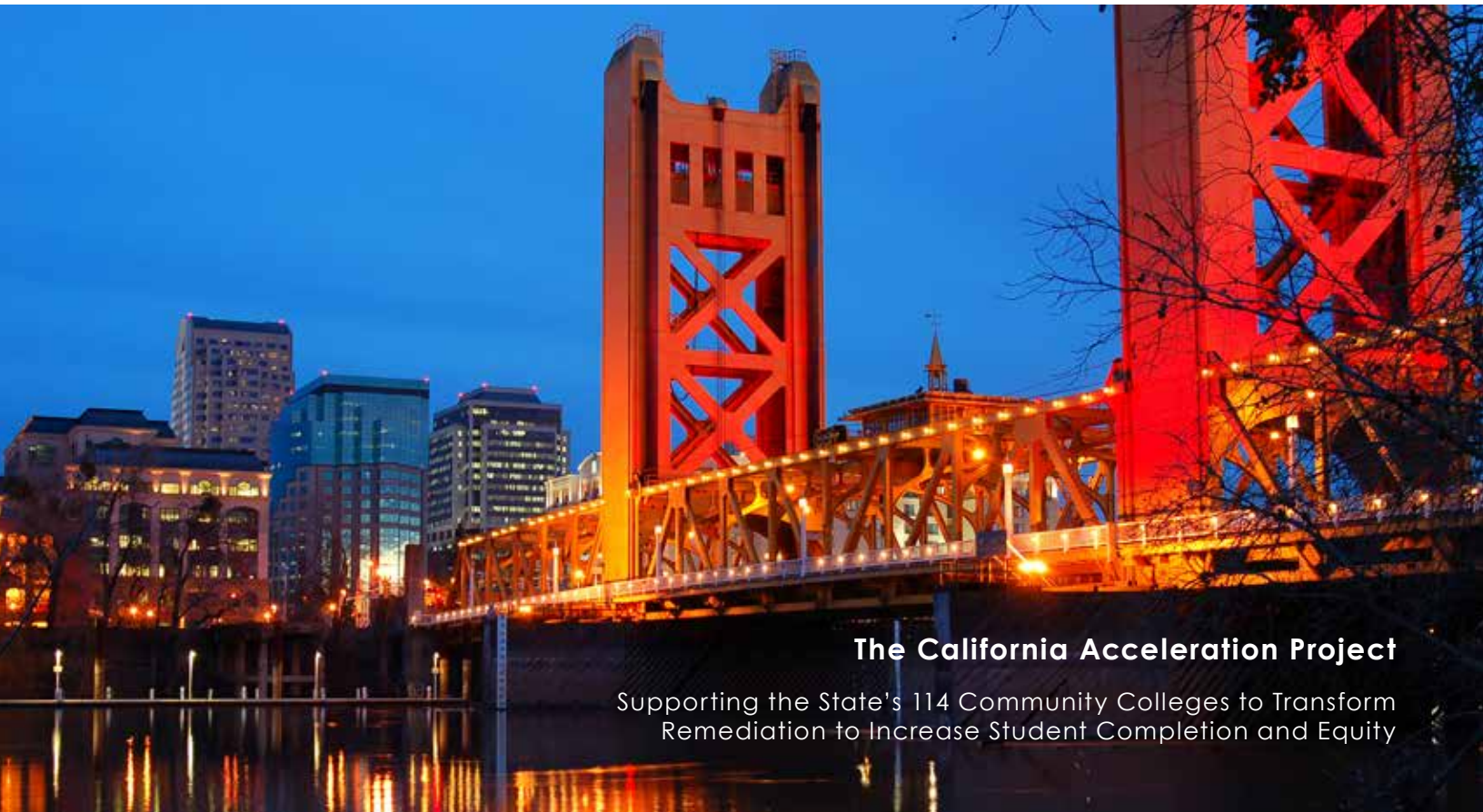
September 16, 2017

9:00 - 9:15 am	Welcome/CAP Introduction
9:15 - 10:30 am	Key Common & Critical Student Misconceptions Part 1 (Roxy Peck)
10:30 - 10:45 am	Break ✓
10:45 - Noon	Key Common & Critical Student Misconceptions Part 2 (Roxy Peck)
Noon - 12:45 pm	Lunch
12:45 - 1:30 pm	The Investigative Cycle (Roxy Peck and Matt Teachout)
1:30 - 2:00 pm	Investigative Cycle Group Discussion
2:00 - 2:15 pm	Break
2:15 - 3:00 pm	Investigative Cycle Presentation / Wrap-up
3:00 - 3:50 pm	Q & A
3:50 - 4:00 pm	Closure/Evaluation



Acceleration Across California

The California Acceleration Project's Second Annual Statewide Conference



The California Acceleration Project

Supporting the State's 114 Community Colleges to Transform
Remediation to Increase Student Completion and Equity

SHERATON GRAND HOTEL, SACRAMENTO

MARCH 8-10, 2018



www.AccelerationProject.org



Grappling with a New Reality, Together

Big changes are underway for placement and remediation in California.

The California Community Colleges Chancellor's Office announced the end of the common assessment test, and new legislation (AB 705) requires the use of high school grades to ensure that students' placement gives them the best possible chance of completing transfer-level courses in math and English within a year. The law also restricts colleges from requiring students to enroll in non-transferable English and math courses that lengthen time to degree, and it guides colleges toward corequisite models in which students receive "additional concurrent support...during the same semester that they take a transfer-level English or mathematics course."

AB 705 is a game changer for community colleges, and people are understandably anxious. But there is extensive evidence that these reforms will narrow chronic equity gaps and help many, many more students achieve early milestones to degrees and transfer. When Tennessee community colleges replaced traditional remedial courses with corequisite models, completion of transfer-level math quadrupled statewide and was seven times higher for minority students. In California, Cuyamaca College made similar changes and completion of transfer-level math for students previously placed into remediation went from 10% to 67% in one year. English reforms that broaden access to college composition have seen similarly impressive results.

What does AB 705 really mean in practice? Will colleges be able to require any student to enroll in courses below transfer-level English and math? How will we make sure students have the support they need to be successful?

This conference is a place where community colleges can grapple with these questions, learn from each other, and receive guidance about the intent and requirements of AB 705.

It is also a place where we can celebrate the accomplishments of students. At the heart of our work in the California Acceleration Project is a belief in student capacity. Many colleges at this conference are well on their way to transforming placement and remediation in the ways AB 705 requires, and their students are completing English and math at rates previously never seen, with dramatic improvements for students of color.

Their gains make clear that California community colleges are in a moment of tremendous opportunity. We have hard work ahead of us, to be sure, but it promises great rewards.

With hope for the future,

Katie Hern and Myra Snell
Co-Founders of the California Acceleration Project

Schedule Overview

Thursday, March 8th | Pre-Conference

Breakfast on your own

9:00-10:00 Registration (Gardenia Foyer)

10:00-1:00 Pre-Conference Morning Workshops (details on page 4)

1:00-2:00 Lunch (Gardenia and Glides)

2:00-5:00 Pre-Conference Afternoon Workshops (details on page 4)

Friday, March 9th | Main Conference

Breakfast on your own

7:30-9:00 Registration (Magnolia Foyer)

9:00-9:15 Welcome | Assemblymember Jacqui Irwin (Magnolia/Camellia)

9:15-10:15 Opening Remarks | "AB 705: A Game Changer for Completion and Equity"
Katie Hern and Myra Snell (Magnolia/Camellia)

10:15-10:30 Snack and coffee break (Magnolia Foyer)

10:30-11:30 Breakout Session 1 (details on page 5)

11:30-11:45 Break

11:45-12:45 Breakout Session 2 (details on page 6)

12:45-1:30 Lunch (Magnolia/Camellia)

1:30-2:30 Panel Discussion | "The Changing Face of Placement and Remediation
in the California Community College System" (Magnolia/Camellia)

2:30-2:45 Break

2:45-4:15 Breakout Session 3 (details on page 7)

4:30-6:00 Reception (Gardenia)

Saturday, March 10th | Main Conference

Breakfast on your own

8:00-9:00 Registration (Magnolia Foyer)

9:00-10:15 Keynote Address | "Creating Conditions that Foster Engagement for College Men of Color"
Dr. J. Luke Wood (Magnolia/Camellia)

10:15-10:30 Snack and coffee break (Magnolia Foyer)

10:30-11:30 Breakout Session 4 (details on page 8)

11:30-11:45 Break

11:45-12:45 Breakout Session 5 (details on page 9)

12:45-1:30 Lunch (Magnolia/Camellia)

1:30-2:30 Keynote Address | "Reforming Remediation in the CSU: Public Discourse, Organizational
Change and the Data Debate" James Minor (Magnolia/Camellia)

2:30-2:45 Break

2:45-4:15 Breakout Session 6 (details on page 10)

Please note that the Sheraton Grand Hotel is a smoke-free hotel.

Plenary Speakers



Jacqui Irwin

Assemblymember representing California's 44th Assembly District

Assemblymember Jacqui Irwin is the author of AB 705, which passed the California State Legislature unanimously and was signed into law in October 2017. The law requires community colleges to use high school grades for placement in English and math, places restrictions on requiring students to enroll in remedial courses below the transfer level, and requires that college placement policies give students the best possible chance of completing transfer-level courses within one year. Assemblymember Irwin was also the lead champion for the Basic Skills and Student Outcomes Transformation Program, which awarded \$90 million in grants to support community colleges to improve completion of college English and math. Based on her advocacy for this program, she was recognized as "Champion for College Opportunity and Student Success" by the Campaign for College Opportunity in 2015. Assemblymember Irwin chairs the Veterans Affairs Committee and is a member of the Agriculture Committee, Business and Professions Committee, Higher Education Committee, and the Privacy & Consumer Protection Committee. Before her election to the Assembly, Ms. Irwin served as a City Council member and two-term mayor of Thousand Oaks. She holds a Bachelor of Science in Systems Engineering from UC San Diego. A proud mother of three young adults, Assemblymember Irwin and her husband Jon have lived in Thousand Oaks for nearly 20 years.



Katie Hern & Myra Snell

Co-Founders of the California Acceleration Project

Katie Hern and Myra Snell co-founded the California Acceleration Project in 2010 to address the low completion rates among students placed into remediation. As teachers, they knew that students were capable of more than traditional remedial courses were asking, and they understood that increasing completion of college English and math would require replacing multi-level developmental sequences with accelerated pathways. In 2016, Hern and Snell were named to the Washington Monthly's list of the "16 Most Innovative People in Higher Education" for their work in CAP. Hern is an English Instructor at Chabot College and speaks nationally on remediation reform and integrated reading and writing. Her publications focus on the need to rethink placement, design principles for teaching accelerated English and math, the acceleration movement, pedagogy for integrated reading and writing, and the equity imperative of transforming remediation. She holds a doctorate and master's degree in Educational Leadership from Mills College and a master's degree in American Culture Studies from Bowling Green State University. Snell is a Professor of Mathematics at Los Medanos College and the creator of Path2Stats, the first pre-statistics course in the country to provide a one-semester alternative to the remedial algebra sequence. The success of this model led Snell and her department to create a corequisite model of Statistics that enabled the vast majority of students to bypass remedial courses and enroll directly in College Statistics with additional support. Snell has worked with Carnegie Mellon's Open Learning Initiative in Statistics and consulted with the Statway Project of the Carnegie Foundation for Teaching. In 2015, she was one of four finalists for the national Faculty Innovation award from the American Association of Community Colleges. She holds a master's degree in Pure Mathematics from UC Berkeley.



Policy Panel

The Changing Face of Placement and Remediation in the California Community College System

This panel will discuss what colleges can expect going forward with the end of the common assessment test and the implementation of AB 705.

- Laura Hope, Executive Vice Chancellor for Educational Services, California Community Colleges Chancellor's Office
- Laura Metune, Vice Chancellor for External Relations, California Community Colleges Chancellor's Office
- Jessie Ryan, Executive Vice President, The Campaign for College Opportunity



J. Luke Wood

Professor of Education at San Diego State University

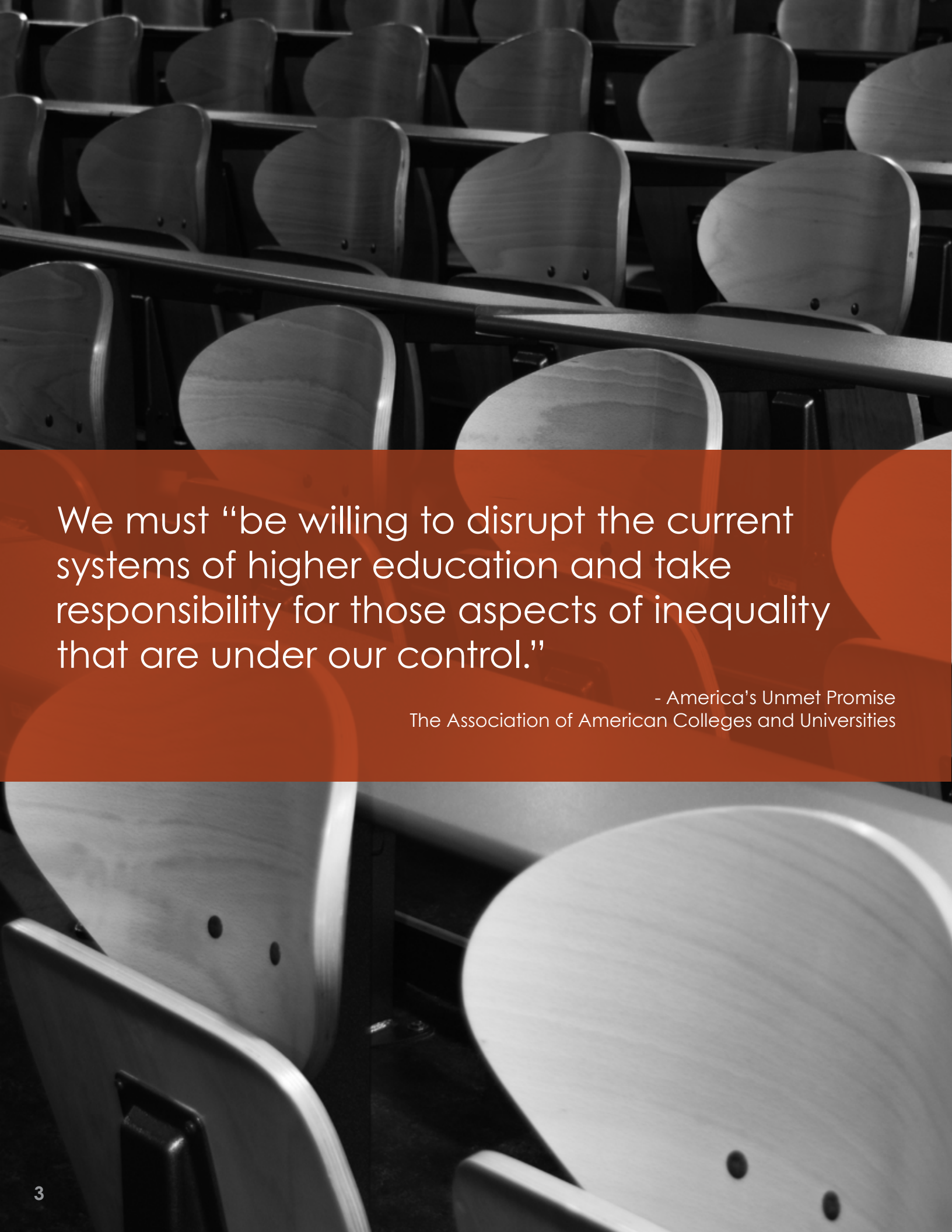
J. Luke Wood, Ph.D. is the Dean's Distinguished Professor of Education in the College of Education at San Diego State University. Dr. Wood serves as the Director of the Joint Ph.D. program in Education between San Diego State University and Claremont Graduate University and Director of the Ed.D. Program in Community College Leadership. Dr. Wood is also Co-Director of the Community College Equity Assessment Lab (CCEAL), a national research and practice center. Dr. Wood's research focuses on factors affecting the success of boys and men of color in education, with a specific focus on community colleges. In particular, his research examines contributors (e.g., social, psychological, academic, environmental, institutional) to positive outcomes. Dr. Wood has delivered over 120 scholarly professional and conference presentations. His research has been featured by the White House Initiative on Educational Excellence for African Americans, New York Times, Chronicle of Higher Education, Huffington Post, Fortune, Los Angeles Times, Miami Herald, San Francisco Chronicle, and C-SPAN. Dr. Wood has authored over 120 publications, including more than 60 peer-reviewed journal articles. He has authored and edited 14 books, his most recent books include: Supporting men of color in the community college (2017, Wood and Harris III), Teaching boys and young men of color (2016, Wood and Harris III) and Teaching men of color in the community college (2015, Wood, Harris III, and White). Dr. Wood received his Ph.D. in Educational Leadership & Policy Studies (Higher Education) and master's degree in Curriculum and Instruction (Early Childhood Education) from Arizona State University. He also holds a master's degree in Higher Education Leadership (Student Affairs) and a bachelor's degree in Black History and Politics from California State University, Sacramento. He is a member of Alpha Phi Alpha Fraternity Incorporated.



James Minor

Senior Strategist for Academic Success and Inclusive Excellence at California State University, Chancellor's Office

James T. Minor, Ph.D. serves as senior strategist for Academic Success and Inclusive Excellence at the California State University. He was appointed to provide leadership and strategy to advance the CSU's Graduation Initiative 2025 focused on dramatically increasing graduation rates while eliminating equity gaps between low income and underserved students and their peers. Dr. Minor previously served as the Deputy Assistant Secretary in the Office of Postsecondary Education at the U.S. Department of Education. He was appointed by the Obama Administration to provide overall leadership and administration for federal programs designed to expand access to higher education, strengthen institutional capacity, and promote postsecondary innovation. Under his leadership, the Higher Education Program office was responsible for more than \$7.5 billion in active programming across the nation and U.S. territories. Other past roles include serving as Director of Higher Education Programs at the Southern Education Foundation, faculty member at the Institute of Higher Education at the University of Georgia, associate professor of higher education policy at Michigan State University, and a research associate in the Pullias Center for Higher Education at the University of Southern California. Dr. Minor's scholarly work has focused on academic governance, higher education policy, and improving institutional performance. He is also a recognized thought leader on Minority-Serving Institutions, higher education policy development, and issues related to improving degree completion nationally. His published articles have appeared in the Review of Higher Education, Educational Researcher, Thought & Action, Academe, New Directions for Higher Education, and the American Educational Research Journal.



We must “be willing to disrupt the current systems of higher education and take responsibility for those aspects of inequality that are under our control.”

- America's Unmet Promise
The Association of American Colleges and Universities

Thursday, March 8th (10am - 5pm) Full-Day

Bataglieri and Compagno Room | Responding to AB 705: Multiple Measures Placement and Corequisite Models in Math

Myra Snell (CAP and Los Medanos College), Tammi Marshall (CAP and Cuyamaca College), Rachel Krajewski (Cuyamaca College), and Hal Huntsman (CAP and City College of San Francisco)

Nationally and in California, colleges are seeing dramatic gains when they change placement rules to allow more students to enroll directly in transfer-level math and provide concurrent additional support for those who need it. Now under AB 705, this approach will be required of all of us. This day-long workshop for math faculty will provide an overview of the requirements of AB 705 and an introduction to corequisite remediation paired with a variety of transfer-level courses, with hands-on activities and guidance from faculty already implementing these approaches in California community colleges, along with data demonstrating the success of their corequisite models.

Bondi and Beavis Room | Responding to AB 705: Multiple Measures Placement and Corequisite Models in English

Katie Hern (CAP and Chabot College), Summer Serpas (CAP and Irvine Valley College), Lauren Halsted Burroughs (Cuyamaca College), Niki Lovejoy-Robold (Cerritos College), Carrie Marks and Dawna DeMartini (Sacramento City College)

Nationally and in California, colleges are seeing dramatic gains when they change placement rules to allow more students to enroll directly in transfer-level English and provide concurrent additional support for those who need it. Now under AB 705, this approach will be required of all of us. This day-long workshop for English/reading faculty will provide an overview of the requirements of AB 705 and an introduction to corequisite remediation paired with transfer-level courses, with data, hands-on activities, and guidance from faculty already implementing these approaches in California community colleges.

Thursday, March 8th (10am - 1pm)

Falor Room | ESL at Cuyamaca College: Putting in a Fast Lane for the ESL Traffic Jam

Guillermo Colls, Manuel Mancillas-Gomez, and Lyn Neylon (Cuyamaca College)

At Cuyamaca College, fewer than 5% of students who began in the lowest levels of the ESL sequence have ever made it to a transfer-level English class. Over the last several years, as accelerated English programs produced huge completion gains, the ESL world has been reluctant to accelerate. The mantra in our field: language acquisition takes time! Two years ago, Cuyamaca College asked, "But do all language learners need the same time?" The resulting overhaul of the school's ESL program revealed that not only did the faster track for students improve success and retention, but also that the new pedagogy proved to be a powerful boost to overall student proficiency. In this interactive, pedagogy-focused workshop, presenters will share the data on their intrepid experiment in accelerating ESL instruction, which got them ready for AB 705 ahead of most ESL programs in the state.

Thursday, March 8th (2pm - 5pm)

Falor Room | ESL at Solano College: Accelerated Pathways for English Language Learners

Melissa Reeve and Jose Cortes (Solano College)

AB 705 calls on California Community Colleges to implement placement practices and curricular models that enable students in credit-bearing ESL classes to complete college-level English within 3 years. Come hear how the ESL and English faculty at Solano College have designed our programs to streamline ESL students' progress to and through college English with a compressed sequence of integrated-skills ESL courses and well-supported transitions from ESL to English. The presenters will share information about our ESL and English courses, overall course sequence, and student throughput rates in our first two years since implementing the current models. We'll then explore ways instructors can accelerate English learners' readiness for college English curriculum by cultivating a climate that invites intellectual engagement, provides opportunities for low-stakes practice, embeds "just-in-time" skills instruction in authentic reading and writing tasks, and attends to students' affective needs.

Friday, March 9th (10:30am - 11:30am)

Bataglieri Room | Math Corequisite Models from Other States

Pam Burdman (Opportunity Institute) and Hal Huntsman (City College of San Francisco)

AB 705 and recent CSU executive orders require a new approach to placement and remediation. Universities and community colleges nationwide have already made similar changes by broadening access to transfer-level math through corequisite support. This session will provide snapshots of corequisite models for math pathways in other states.

Beavis Room | Restructuring the Math Pipeline for Success

Tammi Marshall (Cuyamaca College)

Cuyamaca College's Math Department went "all in," replacing traditional remediation with concurrent support at the transfer-level. The outcome? 67% of underprepared students complete transfer-level math in a year, compared to 10% the previous year, with substantial improvements across demographic groups. Come hear more about the Cuyamaca Math Pathways Program.

Bondi Room | Multiple Measures Placement Under AB 705

Terrence Willett (RP Group), John Hetts (Educational Results Partnership), and Katie Hern (CAP and Chabot College)

What does AB 705 mean for placement? Who is "highly unlikely" to succeed in transfer-level courses? And how can placement "maximize" the probability that students complete transfer-level courses within a year? This session features new AB 705-compliant placement rules in English and math, developed through an analysis of statewide Cal-PASS data.

Carr Room | Honoring Student Agency: English Program Redesign and Placement Reform at MiraCosta College

Kelly Hagen (MiraCosta College)

At MiraCosta, no student must take a placement exam to place in the English sequence. In this session, learn about the informed self-placement process and the implementation of a corequisite model, which together have led to 95% of students being eligible for transfer-level in their first term.

Compagno Room | Acceleration Pedagogy in the ESL Writing Classrooms

Rebecca Beck, Jeff Wilson, and Rebecca Kaminsky (Irvine Valley College)

The ESL department at Irvine Valley College offers an Academic English (ESL) curriculum that blends the principles of acceleration outlined by CAP with ESL composition methodology. In this presentation, faculty will share some practical strategies that follow the principles of engaging students with a "relevant, thinking-oriented curriculum," minimizing language learning anxiety with "intentional support for student affective needs," and refining language with "low-stakes collaborative practice."

Tofanelli Room | Rising Tide: Professional Development to Foster Support and Success in Corequisite Models

Chris Gibson (Skyline College), Andrew Kranzman (Modesto Junior College), Jason Kalchik and Marie Alfonsi (San Diego Mesa College)

The panel will present three models of professional development for faculty teaching accelerated English courses, particularly the corequisite model. Panelists will share information on creating structured professional development as well as lessons learned. Participants will have the opportunity to envision how they can implement professional development on their campuses.

Friday, March 9th (11:45am - 12:45pm)

Bataglieri Room | Attending to the Affective Side of Learning in Our Math Teaching Practice

Kathy Kubo (CAP and College of the Canyons)

Why do so many capable students withdraw or fail? What are the dynamics behind student disengagement? How might our interactions with students exacerbate behaviors that impede their success? In this interactive session we will use research in educational psychology to reflect on the affective side of learning math.

Beavis Room | Accelerated Algebra: Pedagogy and Classroom Activities

Julie Von Bergen and Mara Landers (Los Medanos College)

We will share class activities and teaching strategies for an accelerated, 7-unit intensive algebra pathway. This one-semester course has no prerequisite, covers content through intermediate algebra, and meets the associate degree requirement. We support student learning via interactive class discussions, group work, and exploratory activities to develop concept understanding.

Bondi Room | Through the Gate: Mapping the Transfer Landscape for California Community College Students

Alyssa Nguyen (RP Group)

The RP Group will share findings from our "Through the Gate" study. This research provides a framework for addressing the state's transfer challenge by describing transfer as a journey. Approaching transfer along a continuum enables us to identify barriers at various stages, one barrier being students missing their transfer math requirement.

Carr Room | Contract Grading for Fairness and Learning: A Panel Presentation

Leslie Henson (Butte College), Andrew Kranzman (Modesto Junior College), Alison Kuehner (Ohlone College), and Erik Armstrong (College of the Sequoias)

Research shows that traditional grading can be unfair and cause students to focus on grades to the detriment of learning. Swayed by these points, the panelists for this presentation recently switched to contract grading. This method is said to provide students with more clarity and agency in the assessment process, freeing them up to focus on learning. In this panel, English faculty from four colleges will share whether contract grading met these expectations and helped more students succeed. Throughout, panelists will address common objections to contract grading and how they met the day-to-day challenges in implementing this assessment method.

Compagno Room | The Triumphs and Trials of Automating Multiple Measures

Corrine Kirkbride (Pasadena City College) and Pei-Lin Van't Hul (Solano College)

Interested in automating your multiple measures process? Solano Community College has automated their placement of new students into math and English by transferring the answers to the supplemental questions from CCCApply into their SIS, which then clears the students, and sends them an e-mail with the results.

Tofanelli Room | Corequisite English at Three California Community Colleges: Lessons from the Field

Wendy Smith (San Diego Mesa College), Lauren Halsted-Burroughs (Cuyamaca College), and Joshua Scott (Solano College)

Corequisite adopters from three colleges will report on implementation, current success data, and scaling up.

Falor Room | The Cuyamaca ESL Story—The Tortoise and the Hairy

Guillermo Colls and Manuel Mancillas-Gomez (Cuyamaca College)

ESL instructors from Cuyamaca College's ESL department will compare their traditional ESL program with the new Boost Accelerated Program using data, student examples, and personal experiences. These rogue accelerators will share lessons learned in a field declared by an initial supporter to be "a long shot" for success with acceleration.

Friday, March 9th (2:45pm - 4:15pm)

Bataglieri Room | Let Them In and Support Them to Succeed: Corequisite Models in Math

Tammi Marshall (Cuyamaca College) and Myra Snell (CAP and Los Medanos College)

Under AB 705 and recent changes in CSU math requirements, many students previously placed into remediation will now be in transfer-level math courses. Some will need support to succeed. This session will provide an introduction to models of corequisite remediation paired with transfer-level courses, including data, course outlines and curricular materials.

Beavis Room | Professional Development to Support Ambitious Reforms in Mathematics

Scott Eckert (Cuyamaca College), Kathy Kubo (College of the Canyons), and Michael Norris (Los Medanos College)

AB 705 will drive huge changes in our math schedules, with many more students having access to transfer-level math and many faculty shifting teaching loads from developmental math to transfer-level. Come hear how colleges that are ahead of the AB 705 curve have supported faculty through differing approaches to professional development.

Bondi Room | So Many Students and So Little Time: Strategies for Efficient Just-in-Time Remediation

Alison Kuehner (Ohlone College)

Don't have time for just-in-time remediation? In this session, you will gain strategies for teaching whole class and small group lessons that will improve the reading and writing skills of all students and address the specific issues faced by students in your current class.

Carr Room | Rigor without the Mortis: Increasing Expectations and Support in the Accelerated Classroom

Rebecca Kaminsky (Irvine Valley College) and Melissa Long (Porterville College)

In this hands-on session, English instructors from two colleges will discuss their experiences teaching in the accelerated classroom. Presenters will focus on building community, addressing affective issues, re-envisioning instructor and student roles, rethinking how to select texts, and creating multi-level prompts that allow faculty to increase academic expectations and rigor.

Compagno Room | Achieving Equitable Outcomes in Corequisite Courses

Dawna DeMartini, Carrie Marks, and Jesus Limon Guzman (Sacramento City College)

In this interactive session we will examine how culturally relevant instructional strategies and curriculum, intrusive mentoring, community building, confronting our own biases, and addressing the affective domain are helping our African American students in corequisite courses succeed at dramatically higher rates than they do in our traditional developmental English sequence.

Tofanelli Room | Reaching for Rhetoric: Integrating Rhetorical Analysis Pedagogy into Accelerated and Corequisite Courses

Kimberly Lacher, Marie Alfonsi, and Jason Kalchik (San Diego Mesa College)

Rhetorical analysis is an important skill that encourages students to think critically about texts as well as the world around them. During this session, we will share assignments and lesson plans that will help students in accelerated courses engage with the persuasive "moves" made in written and visual argument.

Falor Room | Just-In-Time Schema: Supporting College-Level Reading for English Learners

Melissa Reeve and Jose Cortes (Solano College)

Presenters will share activities we have designed to bridge gaps in cultural knowledge to make sophisticated reading materials more accessible to English learners and immigrant students. Participants will then work to develop and share their own ideas for "just-in-time" schema building to support college reading success for culturally and linguistically diverse students.

Saturday, March 10th (10:30am - 11:30am)

Bataglieri Room | Broadening Access to Transfer-Level Statistics Using Only Multiple Measures

Joseph Gerda, Preeta Saxena, and Saburo Matsumoto (College of the Canyons)

College of the Canyons has doubled completion in transfer-level mathematics through changes in course sequencing and placement, particularly in non-STEM courses. Access to transfer-level statistics has increased from 10% to 74%. This workshop will discuss the new placement model, course success rates, impact on student completion, and implications for guided pathways.

Beavis Room | Metacognition For Faculty Implementing Innovative Programs

Richard Abdelkerim and Linda Hintzman (Pasadena City College)

Training is a dirty word. Professional learning is the way to go. We will demonstrate frameworks we use when supporting faculty who are teaching redesigned courses for the first time. We will share metacognitive routines we incorporate into our redesigned courses. This benefits students by facilitating effective implementation.

Bondi Room | Creating Conditions that Foster Engagement for College Men of Color

J. Luke Wood (San Diego State University)

This is a follow-up session to Dr. Wood's plenary speech. He will focus on relational strategies that can improve acceleration efforts.

Carr Room | AB 705: What Does This Mean for Reading Faculty?

Andrea Hammock (Mt. San Jacinto College), Cecile Davila (Ohlone College), Jon Hanson (Sacramento City College), Cindi Harris (Grossmont College), and Summer Serpas (CAP and Irvine Valley College)

In this session, reading faculty from four colleges will participate in a roundtable discussion and brainstorming session about what AB 705 means for reading faculty, focusing on solutions that best help students and adhere to the requirements of the new law.

Compagno Room | Unlocking the Gate: Faculty Development to Increase Student Access and Success

Rebecca Coleman and Ryan Sullivan (Mt. San Jacinto College)

In this session, faculty share their professional development plan for implementing the corequisite model at their institution. Faculty will discuss the benefits of developing curriculum and assignments that identify essential reading, writing, and metacognitive skills with the end goal in mind.

Tofanelli Room | Deep Student Engagement and Learning through Thematic Courses

Katie Hern (CAP and Chabot College)

A core element of CAP reading and writing pedagogy involves organizing our classes around a relevant central theme. Katie Hern will share texts, assignments, and student work from her thematic course on bias, along with course outlines from other CAP faculty and guidance on choosing texts for your own course.

Falor Room | To Grammar's House We Go: Grammar Courses for Accelerating English Language Learners

Stephanie Frame and Lyn Neylon (Cuyamaca College)

English Language Learners need solid writing support that includes grammar/punctuation assistance that may be difficult to address in accelerated reading/writing courses. At Cuyamaca College, we've created corequisite ESL grammar courses that are fully integrated with our accelerated reading/writing core courses.

Saturday, March 10th (11:45am - 12:45pm)

Bataglieri Room | Case Studies in the Development of AB 705-Compliant Math Pathways

Hal Huntsman (City College of San Francisco)

In this interactive session we will discuss case studies from two math departments as they work to respond to AB 705. Both had large-scale success, but also encountered challenges when success rates dropped in STEM pathways. Did they examine the appropriate data? What are the trouble shooting options in an AB 705-compliant world?

Beavis Room | First Generation Equity Worker: A Journey to Discover Who is Really At-Risk

James Gray (Community College of Aurora and Center for Urban Education, USC)

In Colorado's Community College of Aurora, math faculty embarked on a journey to improve outcomes for their students of color. They discovered that their students are far more capable than the labels that are placed upon them and ultimately turned the mirror onto themselves to understand "who is really at-risk."

Bondi Room | What Can We Learn from a Statewide Study of Developmental Math Reforms?

Olga Rodriguez (Public Policy Institute of California)

Many colleges have accelerated math pathways that better align remediation with transfer-level math. Come hear findings from a statewide report by the Public Policy Institute of California on the impact of statistics pathways and accelerated algebra options. A panel of math faculty will discuss solutions to math pathways implementation problems.

Carr Room | Embedded Tutoring in English Acceleration: A Powerful Resource for Students

Sarah Antinora, Jordan Harless, LeAnn Larson, Vanessa Gates, Anisa Kris, and Christina Cazares (San Joaquin Delta College)

San Joaquin Delta College's English corequisite program and pre-transfer acceleration course have seen great successes, aided in large part by its use of embedded student tutors. Come learn about Delta's experience with embedded tutoring from its coordinators, faculty, and, most importantly, the tutors and students themselves.

Compagno Room | Academic Segregation: Why Students (of Color) Don't Trust Us and How To Help

Sim Barhoum (San Diego Mesa College) and J. Luke Wood (San Diego State University)

We conducted a nationwide study of successful, evidence-based, developmental writing faculty and will present the most promising practices of how to help students that were assessed as developmental writers.

Tofanelli Room | "We Are Here, We Are Here!" A Hybrid Corequisite Composition Model

Lynn Serwin, Niki Lovejoy-Robold, and Janet Mitchell Lambert (Cerritos College)

Wish you could engage with your students to support and motivate them as they read and write your assignments outside of class? The hybrid corequisite composition model at Cerritos College offers strategies for connecting with students when they're not in class. This session will include implementation and teaching resources.

Falor Room | More of a Good Thing: Expanding your English Corequisite Course with Low-Stakes Activities

Julia Raybould-Rodgers and Chellis Ying (Allan Hancock College)

Due to the multi-leveled needs of a corequisite, transfer-level English course, instructors must provide a varied arsenal of low-stakes activities that effectively support a student's learning process. This presentation will address specific academic exercises and college-ready affective strategies that support the diverse, andragogical needs of a corequisite English student.

Saturday, March 10th (2:45pm - 4:15pm)

Bataglieri Room | Develop Your Plan to Become an AB 705-Compliant Math Program

Myra Snell (CAP and Los Medanos College)

What does an AB 705-compliant math program look like? In this session we will review AB 705 requirements, discuss guidelines from the state Chancellor's Office, examine research-based AB 705-compliant placement rules, and share effective models for supporting students. Participants will develop and share their action plans for becoming an AB 705-compliant math program.

Beavis Room | The Activity-Based Math Classroom at Cuyamaca College

Rachel Krajewski and Tammi Marshall (Cuyamaca College)

In Cuyamaca's Math Pathways instructors teach through "brains-on" activities in a collaborative, community-oriented environment with attention to the affective side of learning. Faculty learn to teach this way in a community of practice. In this session Cuyamaca math faculty will share curriculum, pedagogy and their approach to professional development.

Bondi Room | Retaining Men of Color: A Framework for Reflecting on Your Teaching Practice

Jamylle Carter (Diablo Valley College)

The CCSSE report Aspirations to Achievement: Men of Color and Community Colleges used student interviews to identify strategies for improving the learning experiences and retention of men of color. We will reflect on our teaching practice in light of these findings and operationalize this report's recommendations into strong classroom practice.

Carr Room | The Three R's: Implementing, Teaching, and Sustaining a Transfer-Level, Corequisite English Course

Ned Weidner, Michelle Dougherty, Erin Danson, and Richard Meyers (Mt. San Antonio College)

This panel argues reading, writing, and research – the "three R's" – should be the framework for implementing, teaching, and sustaining a successful transfer-level, corequisite English course. Panelists will share experiences designing and teaching corequisite courses and suggest focusing on the "three R's" in a professional development program can sustain student success.

Compagno Room | Effective Use of Support Time: Help Students Help Themselves through Project-Based Learning

Melissa Long (Porterville College) and Jackie Williams (Fresno City College)

Join our exploration of project-based and collaborative learning strategies such as Shark Tank, Keeping Up with the Ilyiches, Happiness Projects, and Results-Only Work Environments. Students build connections between reading, writing, and critical thinking and their own experiences through activities that spark intellectual curiosity and drive them to own their learning.

Tofanelli Room | "I Hear You": Co-creating the Corequisite Classroom

Heather Watson-Perez (Solano College)

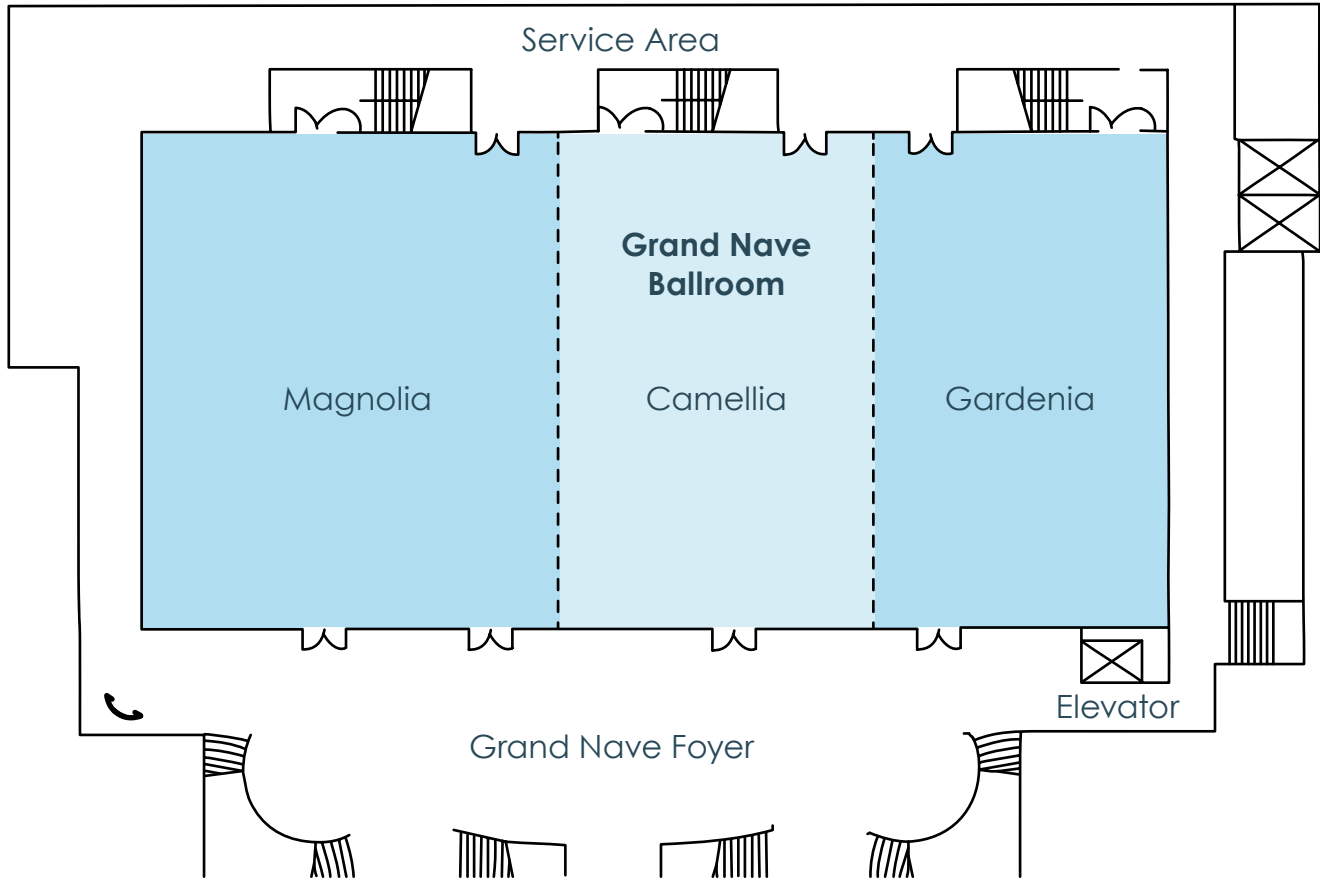
How can teachers empower students to be successful in a space that might not be familiar, traditional, or comfortable to them? This session will explore the corequisite model at Solano College with a specific emphasis on how teacher and student contributions can be utilized in co-constructing the classroom community.

Falor Room | Combining Acceleration, Reading/Composition, and Critical Thinking for 21st Century Civic Engagement

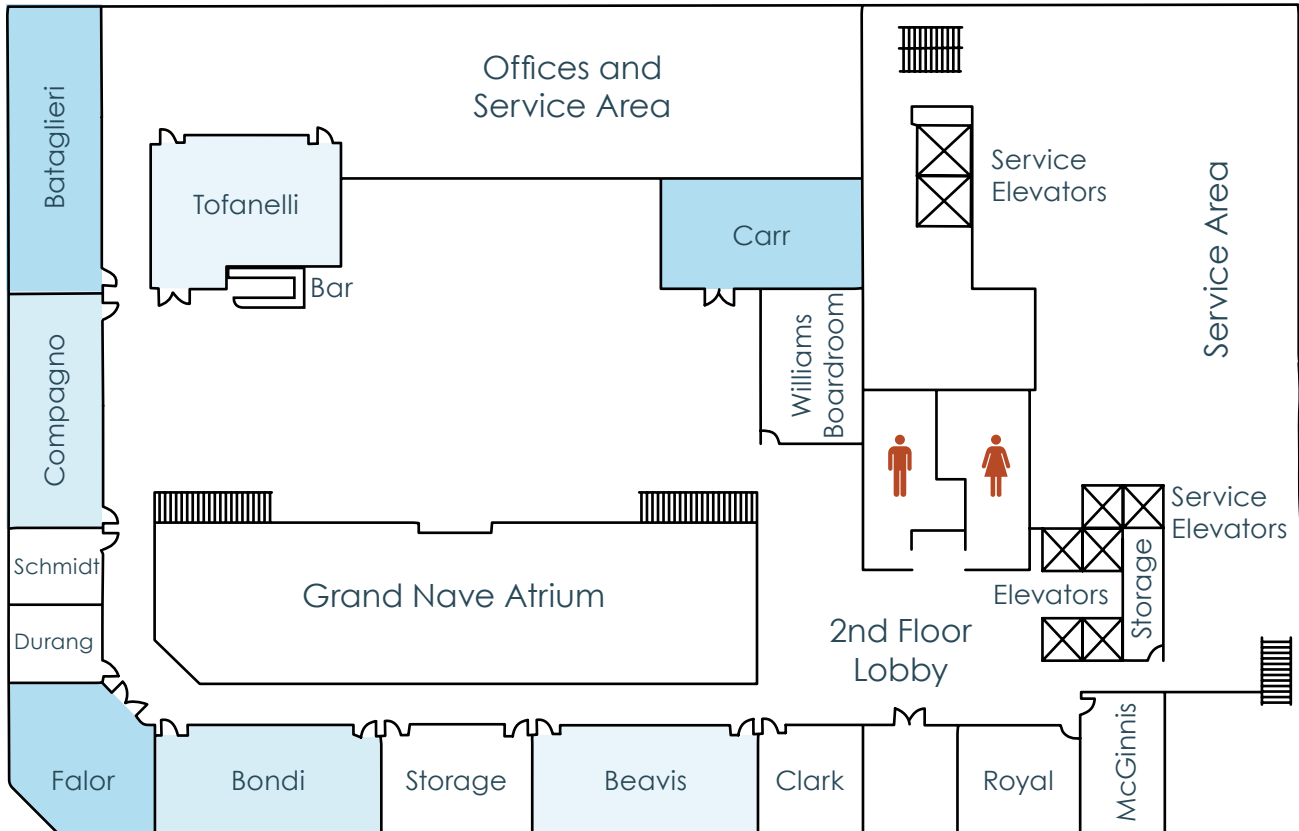
Ruth Luman (Modesto Junior College)

Engaging students to interact critically in contemporary problems and topics of civic engagement empowers their advocacy for a more equitable community. See how the presenter has used varied readings and acceleration instructional principles to design an integrated reading/composition ESL course preparing students for college courses around civic engagement topics.

Ballroom Level Map



2nd Level Map





The California Acceleration Project

Supporting the State's 114 Community Colleges
To Transform Remediation to Increase Student Completion and Equity

<http://www.AccelerationProject.org>

This conference was made possible with generous support from the Bill & Melinda Gates Foundation, The College Futures Foundation, and the James Irvine Foundation.



The California Acceleration Project

In California, more than 80% of community college students are classified “unprepared” for college and required to take remedial courses in English and/or math. Though remediation is intended to help students be more successful, research of the last ten years has made clear that the more remedial courses students are required to take, the less likely they are to ever reach their college goals.

Being placed into remediation cuts a student's chances of transferring or earning a degree or certificate nearly in half. Statewide, just 40% of community college students classified “unprepared” complete these goals in six years, compared to 70% for students classified “prepared.”

The unintended consequences of remediation hit students of color especially hard, because Black and Hispanic students are much more likely than white students to be required to take multiple remedial courses. One recent study estimated that 50-60% of the racial disparities in long-term college completion are explained by inequities in students' initial course placement in English and math.

The California Acceleration Project was founded in 2010 by two community college faculty members who wanted to do something about the poor outcomes of students placed into remediation. CAP is a faculty-led professional development network that supports the state's 114 community colleges to transform remediation to increase student completion and equity. CAP professional development programs have supported all 114 community colleges to implement new approaches to placement and remediation in at least one discipline.

CAP is funded through grants from the James Irvine Foundation, the College Futures Foundation, and the Bill & Melinda Gates Foundation. The Foundation for California Community Colleges—the official foundation to the California Community Colleges' Board of Governors, Chancellor, and System Office—serves as the fiscal sponsor of the project.