

Thursday, June 7

Breakout Session 1, 10:00-11:00

Tuscan Room, 3rd Floor
Annotated Bibliography Project

Presenters:

Gretchen Wright, CCBC
Raymond Wang, CCBC
Sharon Casey, CCBC

Abstract:

Would you like your students to integrate reading and writing fundamentals into their work, but don't think they are ready to tackle a long research paper?
Teach the fundamentals --which also help students to articulate their learning process-- by using library resources with the annotated bibliography project.
Come and hear about how to incorporate information literacy skills and critical thinking skills in a project for ALP students.

Doric Room, 4th Floor
One Year of Accelerated Composition: Meeting the Challenge

Presenters:

Carolyn Sterling-Deer, LaGuardia Community College, City University of New York
Wenjuan Fan, LaGuardia Community College, City University of New York

Abstract:

A customized accelerated composition course offered for one year demonstrates maximum gains for multilingual writers testing out of remedial reading. Results of the accelerated writing experience for this group serve as a model of acceleration for college freshmen. Text-based writing throughout the course and in the exit exam comprises the focus of written assessment. Course design, materials and pre- and post test results demonstrate individual gains in writing ability in from 38 to 50%, resulting in advanced placement and heightened competence in college level writing for this group.

Composite Room, 3rd Floor
Affective Learning in ALP

Presenters:

Kelsey Pepper Ford, Middlesex Community College

Abstract:

This interactive presentation will provide a brief overview of Middlesex Community College's ALP, as well as ways to empower ALP students to revision themselves as

facilitators of their own educational and life experiences by developing problem-solving, personal responsibility, and self-assessment skills which will enable them to be successful in their academic pursuits.

Veterans Room, 3rd Floor

Faculty Cohorts: Transforming and Accelerating Developmental Mathematics at El Camino College

Presenters:

Lars Kjeseth, El Camino College

Sue Bickford, El Camino College

Abstract:

At El Camino College, teams of mathematics instructors, who collaborate continually to develop classroom accelerants for student learning, are now accelerating the movement to accelerate all of our students to transfer-level mathematics after no more than two semesters. Hooray for the jounce function (the fourth derivative)!

Ionic Room, 3rd Floor

The Third Time's the Charm: Partnering Academic Coaching and Tutoring for Student Success

Presenters:

Nicole Baird, Community College of Baltimore County-Catonsville Campus

Johari Barnes, Community College of Baltimore County-Catonsville Campus

Abstract:

Many students have difficulty passing developmental education coursework on the first or even second attempt. Therefore, it is essential to identify and consider the factors impeding student success. Through an interactive discussion, presenters will discuss holistic interventions for addressing academic and non-academic factors impacting student achievement and persistence.

Chapter Room, 4th Floor

Non-Remedial Approaches to Grammar: Competence focused grammar instruction in a stretch model course at UAlbany

Presenters:

Dr. Craig Hancock, University at Albany

Abstract:

Error focused approaches to grammar routinely misrepresent the grammar in hopes of adjusting behavior without taxing the understanding. This panel will report on a competence based approach aimed at deepening understanding by focusing on grammar as a resource for meaning and for the construction of effective texts.

Breakout Session 2, 11:15-12:15

Tuscan Room, 3rd Floor ***Tales from the Second Year***

Presenters:

Wendy Smith, San Diego Mesa College
Pegah Motaleb, San Diego Mesa College
Leyden Daniels, San Diego Mesa College

Abstract:

San Diego Mesa College's experience with an open-access one-semester reading-and-writing course thus far: our practices, experiences, and results.

Doric Room, 4th Floor ***Accelerated Reading and Writing across California***

Presenters:

Katie Hern (moderator), Chabot College; Director, California Acceleration Project
Bridget Kominek, Fullerton College
Melissa Reeve, Solano College
Nicole LaGrave, Butte College

Abstract:

Faculty participating in the California Acceleration Project will share their experiences from their first year teaching accelerated developmental courses in academic literacy. Panelists will discuss the model of acceleration implemented by their college, their results to date, and the pedagogical changes they made to help students succeed in the accelerated environment.

Composite Room, 3rd Floor ***Building Momentum for Pedagogical Improvement: Lessons from Scaling Innovation***

Presenters:

Peter Adams, Community College of Baltimore County
Melissa Barragan, Community College Research Center
Susan Bickerstaff, Community College Research Center

Abstract:

Scaling up sections of innovative courses requires enormous effort, but data presented in this session suggest that improvement to classroom practice is often de-emphasized during implementation. Using findings from research examining reform in developmental education, presenters will discuss how stakeholders can capitalize on reform to refine instruction.

Veterans Room, 3rd Floor

Tracking the Success Rates of Students in ALP: New Findings on the Accelerated Learning Program

Presenters:

Sung-Woo Cho, Community College Research Center

Jamey Gallagher, Community College of Baltimore County

Abstract:

This analysis seeks to determine if students who participated in the Community College of Baltimore County's Accelerated Learning Program (ALP) showed noticeable improvements compared to developmental writing students who did not. Using both descriptive and multivariate regression analyses, these findings use updated data to build on a previous study.

Ionic Room, 3rd Floor

Integrating Developmental Reading and Writing: Implementing an Academic Literacy Model for Acceleration

Presenters:

Jeanine Williams, CCBC

Sharon Hayes, CCBC

Osen Bowser, CCBC

Kyle Goehner, CCBC

Judy Josephson, CCBC

Abstract:

Over the course of this academic year, several faculty members developed and implemented ACLT 052: Academic Literacy, a 5-hour integrated reading and writing course. This presentation will provide an overview of the course along with examples of the curricula, samples of students' work, and the plans for future semesters.

Breakout Session 3, 1:30-2:45

Tuscan Room, 3rd Floor

From Building Consciousness to Accelerating Practice

Presenters:

Sean McFarland Co-Director Acceleration in Context, Chabot College

Tom deWit Co-director Acceleration in Context, Chabot College

Lisa Cook, ESL Leader Acceleration in Context, Laney College

Suzan Tiemroth-Zavala, ESL Leader Acceleration in Context, Laney College

Sue Bickford, Math Leader Acceleration in Context, El Camino College

Lars Kjeseth, Math Leader Acceleration in Context, El Camino College

Abstract:

Acceleration necessitates dramatic change in practice and pedagogy, or at least that is the opportunity that acceleration presents. Drawing from our work with hundreds of faculty and thousands of students in accelerated English, ESL and Math, we will share how “building consciousness” moves faculty to create practices that accelerate learning.

Doric Room, 4th Floor

Accelerating Developmental Mathematics through Non-traditional Repeat Courses

Presenters:

Neeraj Sharma, Community College of Baltimore County (CCBC)

Cristina Voisei, Community College of Baltimore County (CCBC)

Alex Cotay, Community College of Baltimore County (CCBC)

Abstract:

This presentation reports on a pilot program offered to students who previously failed a developmental math course. In these courses, students only work on their deficiencies thus reducing the time, cost, and resources needed. The presenters will discuss the effectiveness, challenges involved in implementing these pilot courses, and future plans.

Composite Room, 3rd Floor

OMG! We Got a Grant!, Integrating and Accelerating English and Reading for Students Testing Two Levels Below Transfer Level Courses , and The Unintended Benefits of Targeted Acceleration

Presenters

Ricky Ann Weaver - College of Coastal Georgia

Rebecca Sharpe - College of Coastal Georgia

Ashley Moorshead, Community College of Aurora

Professor Kelly Keane, Bergen Community College

Abstracts:

Presenters will discuss the ups and downs of implementing a first-time Accelerated English course and first time Modular English course at a new four-year institution. Presenters will walk the attendees through such things as budget constraints, changing student demographics, and other surprises.

The academic experience of students testing two levels below college often looks like a “Choose Your Own Adventure” book, where the protagonist creates an academically fatal ending based on poor or uninformed choices. Through a one semester integrated Reading/ English program, the Community College of Aurora has rewritten this story. Students experience increased success and outperform peers in freshman English and other gatekeeper courses.

Bergen Community College began its acceleration program in Fall 2011, targeting already-successful students who have completed their first developmental English course. This "targeted acceleration" has created the opportunity for important discussion about "developmental" versus "college-level" learning objectives.

Veterans Room, 3rd Floor

ESL Teachers' Unreal Expectations of their Students' Writing Proficiency

Presenters:

John Stasinopoulos, College of DuPage

Abstract:

Many ESL instructors often have unreal expectations regarding their non-native learners' ultimate writing proficiency. They often expect students to acquire native or near-native speaker abilities. The presenter proposes that such expectations are unreal, and that a different perspective need be adopted by ESL instructors.

Ionic Room, 3rd Floor

Math Redesign - A Recipe for Success

Presenters:

Dr. Henry Martel, Broward College, Fort Lauderdale, Florida

Kelli Hammer, Broward College

Abstract:

Broward College's Math Redesign project focuses on both "course compression" and heavy pedagogical reform designed to quickly move students through the developmental math sequence. Curriculum and assessments are standardized ensuring consistency across sections and instructors. Student learning is "facilitated" utilizing animated videos, interactive groups, innovative software, targeted classwork, and assessments.

Chapter Room, 4th Floor

Stepping out of the Shadow of the English Accelerated Learning Program (ALP)

Presenters:

Jean Ashby, Assistant Dean, Math, CCBC

Rachele Lawton, Chair, Reading and Language Department, CCBC

Abstract:

With all eyes on CCBC's English ALP and its success, pressure was on Reading and Math to offer accelerated courses in their disciplines. This process involved brainstorming, planning, recruiting faculty, and holding conversations with advising. Come learn how we developed new models and stepped out of the shadow of ALP.

Breakout Session 4, 3:00-4:15

Tuscan Room, 3rd Floor

Professional Development that Promotes Success in the Accelerated Classroom

Presenters:

Katie Hern, Chabot College; Director California Acceleration Project

Myra Snell, Los Medanos College; Lead Math Faculty, California Acceleration Project

Matt Teachout, College of the Canyons

Kathy Kubo, College of the Canyons

Bridget Kominek, Fullerton College

Abstract:

Effective teaching in accelerated programs requires new pedagogy and new curricula. How do we support faculty to make these changes? The California Acceleration Project will share its lean and lively approach to professional development. This session features core design principles, concrete activities and resources that foster transformational shifts in teaching practice.

Doric Room, 4th Floor

Acceleration at CUNY: Promising Practices Along the College Completion Continuum

Presenters:

Karrin Wilks, University Dean for Undergraduate Education, City University of NY

Donna Linderman, University Director, ASAP, City University of NY

Eric Hofmann, University Director, CUNY Collaborative Programs, City University of NY

Daniel Voloch, Director, At Home in College, City University of NY

Abstract:

CUNY, the largest urban education system in the country, serves as an incubator for new models to accelerate student outcomes in reading, writing, and mathematics. This presentation will review the replicable aspects of four promising models, Immersion, ASAP, College Now, and At Home in College, and discuss lessons learned.

Composite Room, 3rd Floor

Helping Developmental Students Organize and Master Course Tasks

Presenters:

Paula Ottinger, Coordinator, Learning Skills Support Services Montgomery College, Takoma Park/Silver Spring Campus

Abstract:

Developmental students are often naive about the nature and demands of college-level work. This workshop presents a simple system, applicable to any discipline, for teaching students to understand and organize course activities and be realistic about time necessary

for academic success. This system requires no additional time beyond the normal syllabus review. All forms necessary for classroom use will be provided.

Veterans Room, 3rd Floor

Refining Student Placement in ALP at a Four-Year College in Georgia

Presenters:

Christine Heilman, Georgia Gwinnett College

Suzanne Biedenbach, Georgia Gwinnett College

Abstract:

A major issue encountered in piloting ALP at a four-year college in Georgia was determining the criteria for student placement. Five pilot sections were populated with new students, while the sixth section was populated with students who had failed Developmental English. Comparing the populations has shown that the failures are less successful.

Ionic Room, 3rd Floor

"ALPESOL" – An Accelerated Learning Program for Academic ESOL Students

Presenters:

Robert Miller - The Community College of Baltimore County

Rachele Lawton - The Community College of Baltimore County

Alex Garrido - The Community College of Baltimore County

David A. Hewitt - The Community College of Baltimore County

Abstract:

This presentation discusses the format and the results of the first four semesters of an Accelerated Learning Program for academic ESOL students (ALPESOL) at the Community College of Baltimore County. This program enables ESOL students to take a required non-credit academic writing course simultaneously with a credit-bearing English composition course.

Chapter Room, 4th Floor

Moving from Anxiety to Celebration: The ALP Journey for Students, Faculty, and Staff at Jackson Community College

Presenters:

Dave DeBaker, Jackson Community College

Clarinda Flannery, Jackson Community College

Martha Petry, Jackson Community College

Abstract:

JCC faculty will present its ALP composition journey. Faculty closely followed the ALP Program model. Presenters will share syllabi, assignments, and experiences; data comparisons of ALP student success and completion with non-ALP writing students; tips

for advisors, staff, marketing and enrollment management teams; and students' voices and successes.

Friday, June 8

Breakout Session 5, 10:30-11:45

Tuscan Room, 3rd Floor

Accelerating the ESL Course Sequence

Presenters:

Lisa Cook, ESL Leader, Acceleration in Context, ESL Instructor, Laney College
Suzan Tiemroth-Zavala, ESL Leader, Acceleration in Context, ESL Instructor, Laney College

Sean McFarland, Co-Director, Acceleration in Context, English Instructor, Chabot College

Tom deWit, Co-Director, Acceleration in Context, English Instructor, Chabot College

Abstract:

Few models of acceleration in the ESL sequence have been presented to date. Based on their experience implementing an accelerated curriculum with their colleagues district-wide, and supporting ESL faculty across the state of California to design and implement their own models, the ESL leaders of AIC will present frameworks for initiating dialogue with ESL faculty, engaging them in curriculum redesign, and supporting them in navigating change. Models of acceleration in community college ESL programs will also be presented.

Doric Room, 4th Floor

Accelerated Pre-Statistics Courses across California

Presenters:

Myra Snell, Los Medanos College; Lead Math Faculty, California Acceleration Project
Hal Huntsman, City College of San Francisco

Matt Teachout, College of the Canyons

Kathy Kubo, College of the Canyons

Abstract:

Faculty participating in the California Acceleration Project will share experiences from their first year teaching an accelerated path to Statistics. Panelists will discuss their changes in pedagogy, new curricula that fosters student readiness for Statistics, strategies for engaging students, and their results to date.

Composite Room, 3rd Floor
LaGuardia, One Year In: Implementing ALP in CUNY

Presenters:

Noel Holton, LaGuardia Community College, CUNY
Heidi Johnsen, LaGuardia Community College, CUNY
Noam Scheindlin, LaGuardia Community College, CUNY

Abstract:

Following the CCBC's accelerated model, LaGuardia Community College offered its first accelerated composition courses in the Fall of 2011. After two semesters of teaching following this model, panel participants will discuss their experiences, both administrative and instructional.

Veterans Room, 3rd Floor
The Accelerated Alternative: Findings from an Analysis of Chabot College's One-Semester Integrated Reading and Writing Developmental English Course

Presenters:

Nikki Edgecombe, Community College Research Center, Teachers College, Columbia University
Katie Hern, Chabot College

Abstract:

Chabot College faculty and CCRC researchers will present findings from an analysis of Chabot's open-access, one-semester, integrated reading and writing accelerated developmental English pathway. Presenters will discuss the development, expansion, and refinement of the accelerated model, student outcomes, and various stakeholders' perceptions of the course.

Ionic Room, 3rd Floor
Creole English Speakers in Developmental English Courses: Challenges and Pedagogical Responses

Presenters:

Dr. Christa de Kleine, Notre Dame of Maryland University

Abstract:

In recent years, urban colleges have experienced increased numbers of students from Anglophone countries in the Caribbean and West Africa where varieties of Creole English are widely spoken. This session identifies unique writing challenges that Creole English-speaking students face and discusses effective pedagogical strategies to improve these students' writing skills.

Chapter Room, 4th Floor
A Tale of Two Classes: Adventures in Contextualization

Presenters:

Charlyn E. Cassady, The Community College of Baltimore County

Abstract:

Contextualization is a promising concept in efforts to accelerate students through the “developmental pipeline.” This session will present the planning and implementation of an upper-level college reading course contextualized for Health 101 and will include reflections on course content and student performance during the pilot semester.

Breakout Session 6, 1:30-2:45

Tuscan Room, 3rd Floor

ALP and Distance Learning- Catering to Students Who Aren't There, and Using the New York Times to Propel Developing Writers, and The Lived Experiences of Developmental Education Students

Presenters

Jo Darden-Obi- Assistant Professor of English at CCBC-Essex
LaGuardia Community College, City University of New York
Dr. La Tonya R. Dyett – Community College of Baltimore

Abstracts:

Meeting the needs of ALP students is more challenging online; this delivery method revealed some significant differences from in-person teaching and required a modified approach to even the simplest lessons. This presentation will focus on “The Technology Piece,” Affective Learning, Social Interaction, and Reading Comprehension in ALP online classes.

As writing teachers, we can help students organize their thoughts, craft a thesis statement and polish up transitions. A much more elusive task is helping students develop confidence in themselves as writers. This is where the New York Times editorial section can be a useful pedagogical tool.

Developmental students share their lived experiences of how a learning community changed their attitude about learning and higher education. *“Without the Learning Community, I would have quit college a long time ago.”*

Doric Room, 4th Floor

Fostering Success for Underprepared Students through Learning Communities: The Cabrini College First-Year Interest Group

Presenters:

Maritza Gambone DeJesus, Cabrini College

Richard Gebauer, Cabrini College Cassy
Pressimone Beckowski, Cabrini College

Abstract:

Cabrini College successfully piloted a First-Year Interest Group (FIG) in Fall 2011. Our presentation will explore how this initiative provides institutionally sustainable and unique opportunities for academically at-risk students to fully engage in the college experience through coordinated, accelerated course sequences, close faculty interaction, and co-curricular programming.

Composite Room, 3rd Floor

Going from More to Most: Designing Your ALP Scaling Strategy

Presenters:

Abby Parcell, MDC

Abstract:

You know ALP is working for students, now how to bring it to all students that can benefit? Join us for a working session introducing MDC's new guidebook for scaling effective practices at community colleges, MORE TO MOST. You'll design a preliminary scaling strategy and assess institutional capacity for implementation.

Veterans Room, 3rd Floor

Enhancing Writing at the Developmental Level: The B-CU Quality Enhancement Plan

Presenters:

Dr. Carole Byrd, Associate Director, Wildcats Write Program Bethune-Cookman University

Abstract:

The Bethune-Cookman University Wildcats Write program combines a contemporary understanding of developmental education with writing intensively (Writing Across the Curriculum), peer review, and tutoring to reinforce students' strengths (Pedagogy of Confidence). The presenter will share the strategies used in the program and initial research results.

Ionic Room, 3rd Floor

Connecting Basic Writing Pedagogy and Faculty Development

Presenters:

Peter Adams, CCBC
Jamey Gallagher, CCBC

Abstract:

A robust faculty development program has allowed for a shared pedagogy for teaching basic writing to begin to emerge. We will first discuss faculty development efforts,

which include a twenty-hour summer institute and a robust on-line faculty discussion and then present examples of the pedagogic principles on which we are beginning to agree.

Chapter Room, 4th Floor

Successful Models of Acceleration for Mathematics and Writing

Presenters:

Marva Lucas, Middle Tennessee State University
Sheila Otto, Middle Tennessee State University

Abstract:

In 2006, Middle Tennessee State University implemented accelerated college-level curriculum models for mathematics (enhanced sections of general education mathematics courses) and writing (a two-semester stretch model). The presenters will describe the curriculum for each discipline and provide a summary of assessment data.

Breakout Session 7, 3-4:15

Tuscan Room, 3rd Floor

Accelerated Pedagogy: High Challenge, High Support in English and Math

Presenters:

Katie Hern, Chabot College; Director, California Acceleration Project
Myra Snell, Los Medanos College; Lead Math Faculty, California Acceleration Project
Shawn Frederking, Yuba College
Hal Huntsman, City College of San Francisco

Abstract:

This session focuses on key pedagogical strategies from the California Acceleration Project, including backwards design from college-level English and Math, just-in-time remediation, and attention to students' affective needs. The session will feature sample classroom activities and specific practices participants can take home to their own classrooms.

Doric Room, 4th Floor

Embedding Tutors in the Classroom: A Model that Works

Presenters:

Landan Gross, Tutoring Center Coordinator; Center for Academic Development and Learning
Rachel Rigolino, Instructor and Coordinator of the SWW Composition Program; English Department
Penny Freel, Instructor and ESL Specialist; English Department the State University of New York at New Paltz

Abstract:

At SUNY New Paltz, the Supplemental Writing Workshop (SWW) Composition Program incorporates in-class tutors as part of its program's strategy of acceleration. Our presentation will focus on the role of embedded tutors and how they contribute to the progress our students make over the course of the academic year.

Composite Room, 3rd Floor

Bridge to Success: Impacting Student Success through Open Educational Resources

Presenters:

David Lascu, Anne Arundel Community College

Abstract:

This session will describe The Bridge to Success Project and how it has adapted two open educational resources (Learning to Learn and Succeed with Math) to engage students in a unique online learning environment to promote retention and recruitment. The B2S course content aims to allow remediation and academic practice, accelerate time to completion in developmental coursework and open pathways to new skill development. The session will review how the courses have been enhanced with pre-and-post assessments, diagnostic activities, formative assessments, and multi-media tools to engage students, reduce math anxiety, and promote a real-world approach to learning. The session will showcase the technology, and provide an overview of the evaluation strategies that have been employed to ensure the delivery of quality content (usability, accessibility, developmental testing). Pilot opportunities will be made available to other institutions.

Veterans Room, 3rd Floor

Defining Success in a Developmental Math Initiative

Presenters:

Robert Dickerman, Springfield Technical Community College

Abstract:

Extended hours developmental math classes at STCC meet for 6hr/week and focus on contextualized learning. Review of quantitative and qualitative data will demonstrate that the effects of these courses may be subtle and varied and require multiple forms of analysis to gauge their full impact on students.

Ionic Room, 3rd Floor

Introducing ALP at AACC, and Three Semesters and Counting: ALP at Northeast Lakeview College

Presenters:

Dr. Suzanne Spoor, Anne Arundel Community College

Dr. Jennifer Dix, Anne Arundel Community College
Jennifer Riske, Northeast Lakeview College

Abstracts:

Anne Arundel Community College (AACC) introduced ALP courses in English for the first time during the Fall 2011 semester and piloted a second pair of ALP courses during the Spring 2012 semester. Our presenters will discuss their successes and lessons learned during this session and will also discuss plans for future ALP offerings.

Learn how getting rid of a textbook, applying for accreditation, anticipating the end of grant money, and teaching within the confines of a graded Developmental English course have shaped the ALP-style offerings at Northeast Lakeview College!

Chapter Room, 4th Floor

Up the Mountain We Go – Launching an ALP Pilot at a Small Community and Technical College in West Virginia

Presenters:

Stephanie Alexander, Assistant Professor of Reading, Mountwest Community and Technical College

Abstract:

Presentation features the design and implementation of an ALP reading/psychology pilot conducted at a small community and technical college in WV. Challenges, benefits and the small particulars (syllabus construction, teaching load, delivery) will be shared. Design plans for other 2012-2013 ALP courses in reading and writing will also be shared.