Program Chair Welcome

Welcome to the 10th! Year of CADE. We are truly excited to have you with us in Washington, DC. Much is happening in the world of developmental education, from reforms in placement to increased scale-up throughout the country. We are at the forefront of a movement that is nationwide and is dependent upon what I like to call radical faith in students. It is an honor and a pleasure to be able to come together to share our passion.

Here's to ten more years of CADE.

Jamey Gallagher, Conference Program Chair

CADE 2018 was organized by:

Jamey Gallagher, Program Chair

Susan Gabriel, Haleh Azimi, and Elsbeth Mantler: ALP Leadership

Jesse Keifner, Math Emissary

Marie Robertson, Logistics, Financing

Plenary Speakers:

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 114 community colleges to transform remediation and increase student completion and equity. Colleges in the CAP network are seeing dramatic gains in completion of college English and math by using high school grades in placement, replacing traditional remedial courses with co-requisite models, tailoring math remediation to students' chosen program of study, and teaching with high-challenge, high-support pedagogy. Hern's publications focus on the need to transform placement and remediation, design principles for teaching in accelerated models of English and math, and integrated reading and writing pedagogy. Hern began teaching English composition at Bowling Green State University in Ohio in 1991. Her past roles include serving as Co-Director of California's Faculty Inquiry Network and Dean of Academic Affairs for John F. Kennedy University. She holds a doctorate in Educational Leadership from Mills College. Along with CAP Co-Founder Myra Snell, Hern was named to the Washington Monthly's "16 Most Innovative People in Higher Education" in 2016.

Asao B. Inoue is Professor of Interdisciplinary Arts and Sciences, Director of University Writing and the Writing Center, a member of the Executive Board of Council of Writing Program Administrators, and the Program Chair of the 2018 Conference on College Composition and Communication. Among his many articles and chapters on writing assessment and race and racism, his article, "Theorizing Failure in U.S. Writing Assessments" in RTE, won the 2014 CWPA Outstanding Scholarship Award. His co-edited collection, Race and Writing Assessment (2012), won the 2014 NCTE/CCCC Outstanding Book Award for an edited collection. His book, Antiracist Writing Assessment Ecologies: Teaching and Assessing for a Socially Just Future (2015) won the 2017 NCTE/CCCC Outstanding Book Award for a monograph and the 2015 CWPA Outstanding Book Award. In November of 2016, he guested co-edited a special issue of College English on writing assessment as social justice, and is currently finishing a co-edited collection on the same topic, as well as a book on labor-based grading contracts as socially just writing assessment.

Annette Cook knew in the first grade that she wanted to be an educator. She spent most of her career as a math instructor with more than 20 years in the high school setting before spending more than a decade at the college level. At Shelton State Community College, she worked as a math instructor and administrator, serving as the Director of the SOAR Institute (SOAR: Student Opportunities for Achievement and Resources) and the Associate Dean of Student Success. As Associate Dean, her work included Testing, Advising, Career Services, and Disability Services in addition to leading the SOAR Institute.As a professional, Annette has been certified as a Developmental Education Specialist through the Kellogg Institute in 2012, and won the Alabama Chancellor's Award for Outstanding Academic Instructor in 2010. During her career, she has won numerous awards and shared many presentations.Annette has given back to her profession by serving as the president of two different associations at the state level, and as the Vice-President of NADE and AMATYC (American Mathematical Association for Two Year Colleges) at the national level. She is a member of AMATYC's Cohort 5 of Project ACCCESS: Advancing Community College Careers: Education, Scholarship and Service. She currently works as an educational trainer and consultant as well as being the Executive Assistant and Conference Manager for NADE, the National Association for Developmental Education.

Pre-Conference Workshops

Thursday, June 14ᵗʰ

Time	Event	Location
7:30 –9:30	Conference Check-In	
7:30 –9:00	Continental breakfast	
9:00-12:00	**Mathematics Acceleration for Beginners, Part 1: The Nuts and Bolts** Are you interested in developing a math acceleration model at your institution? Attend this session to learn about a replicable and successful cohort model used at the Community College of Baltimore County. Participants will receive an extensive overview the model; topics of discussion include accelerated course design, faculty training models, marketing, scale-up, and the latest data .	Jesse Keifner, Director of AMP, CCBC Danielle Truszkowski, Math Faculty, CCBC Independence F
9:00-12:00	**Amping Up Developmental Reading, Writing, and Critical Thinking for Academic Success** This workshop focuses on Academic Literacy, the current CCBC model that accelerates developmental reading and writing by employing a thematic approach which generates critical thinking based on real academic tasks. During this workshop, participants will explore the day-to-day execution of this accelerated model through proven course materials and assignments. Presenters will also discuss the training and support necessary for faculty teaching this model as well as innovative strategies for addressing challenges to student success.	Sharon Moran Hayes, ACLT Director, CCBC Lindsay Lassen, ACLT Faculty, CCBC Denise Parker, ACLT Faculty, CCBC Nancy Parker, ACLT Faculty, CCBC Independence G
9:00-12:00	**ALP Pedagogy: "What Will I Do in My ALP Class?"** Student success in a co-requisite model, such as ALP, depends on what happens in the linked developmental course (the ALP class). This workshop will focus on (1) backward curriculum design, (2) aligning the syllabi of the credit-level and developmental classes, (3) incorporating active/collaborative learning, (4) integrating instruction in active reading, critical thinking, and analytical writing, (5) developing scaffolding activities that support the college-level texts and writing projects assigned in the credit-level class, and (6) utilizing the principles of andragogy (adult learning theory). Attendees will have the opportunity to consider these	Susan Gabriel, ALP Director, CCBC Haleh Azimi, ALP Co-Director, CCBC Elsbeth Mantler, ALP Co-Director, CCBC Independence H

	topics within the context of their own classes.	
9:00-12:00	**Equity and the ALP Difference: A Call to Raise Expectations on Ourselves** In this session, CCBC's Culturally Responsive Teaching-Learning team will lead participants in self-discovery and reflective small group discussions about social capital privilege and how it frames the inequitable "rules of the game." To be discussed: how a lack of familiarity with the non-cognitive factors of student college experiences requires faculty to study their own backgrounds and to consider new approaches to hiring for acceleration, equity and social justice, and how we must question prevalent "high expectation" assumptions in community college education and augment them with high expectations of our own regarding our faculty and staff.	David Truscello, English Faculty, CCBC Jadi Omowale, English Faculty, CCBC Independence I
12:00-1:00	Lunch	Cabin John/Arlington
1:00-4:00 PM	**Mathematics Acceleration for Beginners, Part 2: Learning Activities and OER** The structure of the Accelerated Math Program at the Community College of Baltimore County allows instructors to integrate engaging (and fun) learning activities. Participants will have the opportunity to experience these activities from the student perspective. In addition, open educational resources are integrated in accelerated math classes to alleviate student expenses. The adoption and integration of open source materials will be discussed.	Lisa Feinman, CCBC Math Faculty Pete Surgent, CCBC Math Faculty Independence F
1:00-4:00 PM	**From Concept to Classroom: Accelerated Pedagogy in Action** An increase in completion rates begins with a change in structure and placement policies, but once we make these changes, we must also make shifts in our classroom teaching in order to help students prepare for and complete transfer-level writing classes. Rebecca Kaminsky, Assistant Professor of English at Irvine Valley College, and Summer Serpas, Assistant Director of the California Acceleration Project and Professor of English at Irvine Valley College, will share classroom strategies and activities that are grounded in the belief that students have the capacity to succeed at college-level work with additional support in order to demonstrate how	Summer Serpas, Assistant Director of California Acceleration Project Rebecca Kaminsky, Assistant Professor of English, Irvine Valley College Independence G

	accelerated pedagogy manifests in the classroom. Attendees will participate in hands-on activities that illustrate the stages of IVC's instructional cycle (adapted from the CAP model) to see how instructors can shift their teaching strategies to increase student success in the accelerated classroom.	
1:00-4:00 PM	**Workshop on Reducing Error** In this workshop, we will first interrogate the often-quoted conclusion of Braddock, Lloyd-Jones, and Schoer (1963) that "the teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing." And then we will attempt to answer this question: if traditional approaches do no good, what should a conscientious instructor do? What does work?	Peter Adams, Professor Emeritus, CCBC Independence H
1:00-4:00 PM	**Evaluation and Data Visualization 101: A Toolkit for Evaluating your Accelerated Program** Evaluating your accelerated program is about more than just tracking pass rates. This interactive session will introduce participants to a comprehensive framework for evaluating their programs along with best practices for visualizing and reporting program data. Participants will walk away with evaluation tools that are ready to be used at their own institutions (with minor modifications as needed), including a readiness assessment, a student survey, quality improvement methods, and even spreadsheets to do analysis and graphing to demonstrate and present program outcomes. No math or statistics skills are needed!	Dawn Coleman, EdS, Independent Evaluation Consultant Independence I
1:00-4:00 PM	**Transfer Level Success from 13% to 73%! How?** This interactive session focuses on deepening relationships with students, particularly students of color in the context of a "wall-to-wall" co-requisite course. San Diego Mesa College's 101X has increased one-year student success in 1A from 13% (for students in the traditional pathway) to 73%, also quadrupling the number of African-American students who pass English 1A. Participants will leave with tangible and practical techniques to use immediately.	Sim Barhoum, Faculty, San Diego Mesa College Wendy Smith, Faculty, San Diego Mesa College Jason Kalchik, Faculty, San Diego Mesa College Cabin John/Arlington

Friday, June 15th

Time	Event	Location
7:30 –9:30	Conference Check-In	Independence Foyer
7:30 –9:00	Continental breakfast	Farragut/Lafayette Foyer
9:00-9:15	Welcome	Independence East
9:15-10:15	Plenary Speaker: Asao Inoue	Independence East
10:15-10:20	Overview	Independence East
10:30-12:40	Breakout Sessions 1 and 2	See detailed agenda
12:45-1:45	Lunch Plenary Speaker: Annette Cook	Independence East
2:00-4:15	Breakout Sessions 3 and 4	See detailed agenda

Saturday, June 16th

Time	Event	Location
8:30–9:30	Conference Check-In	Independence Foyer
8:00–9:00	Continental breakfast	Farragut/Lafayette Foyer
9:00-10:00	Plenary Speaker: Katie Hern	Independence East

| 10:30-12:40 | Breakout Sessions 4 and 5 | See detailed agenda |

Friday, June 15th

Breakout Session 1, 10:30-11:30 a.m.

1A. **Extending Multiple Measures Placement in Mathematics**
and
Comprehensive Mathematics Curricular Reform at the Community College of Rhode Island

Mathematics
Independence F

Presenters:
G. Michael Guy, City University of New York
and
Professor Todd G. Linton, Community College of Rhode Island
Jason Stockford, Community College of Rhode Island

Abstracts:
The City University of New York is considering eliminating mathematics placement exams. I will focus on extending multiple measures to distinguish between College Algebra, Precalculus, and Calculus. I will share stakeholder engagement strategies, statistical techniques, and answered and open questions.
and
Beginning in the fall of 2018, the Mathematics Department at the Community College of Rhode Island (CCRI) will implement reforms to developmental mathematics, offer co-requisite and accelerated classes, streamline course sequences and pathways, and update the course numbering system. The process that led to this curricular transformation will be discussed.

1B. **The Neverending Story: College Readiness***Integrated Reading/Writing***Independence G**Presenter:Christi Morgan, Coastal Bend College

Abstract:Our session will encourage discussion of the needs of colleges and high schools in a rural, primarily Hispanic serving area and the challenges of preparing students in this area to pass the TSI Assessment, demonstrate how accelerated programs impact college readiness, and propose integrative options for students who do not test as "College Ready"

1C. **Centering Portfolios, Centering Students: Practices for the Developmental Classroom***Integrated Reading/Writing* **Independence**
HPresenter:Lucy Steele, York Technical College

Abstract:Engagement, metacognitive strategies, and integrated reading and writing are looming concerns in most developmental English classrooms, and portfolios offer possibilities in each of those areas. In the course of this session, participants will create their own mini-portfolios and reflect on the application of portfolios in their classrooms.

1D. **How We Cast Off Commercial Placements and Went Our Own Way***Writing***Independence I**
Presenter:Nicole Hancock, Southwestern Illinois College and Old Dominion University

Abstract:Prior to Compass's dissolution, my English Department created a placement test that would assess our course objectives. While using Accuplacer, we tested our assessment in classes. Next year, it will be used for placement, to be eventually supplemented by multiple measures. Our process and preliminary data will be shared.

1E. **Using Evidence-based Multiple Measures to Transform Assessment and Placement into College-level Coursework***Multiple Measures Assessment*
Lafayette Park Presenters:Craig Hayward, Bakersfield College
Terrence Willett, Cabrillo College
John Hetts, Educational Results Partnership

Abstract:California community colleges are shifting from high-stakes testing to more accurate high school transcript-based models for assessment. MMAP colleges transformed assessment processes and developmental education sequences, dramatically improving college-level course completion while maintaining success rates. Coupled with co-requisite supports, this raises the possibility of direct access to college-level work for nearly all students.

1F. **The Benefits of Assigning One Cohesive Multi-Part Writing Project***Writing***Farragut Square**Presenter:Heather Harris, Community College of Baltimore County

Abstract:Composition courses typically assign four distinct papers. This presentation proposes one cohesive writing assignment divided into steps that result in a focused final paper that challenges the student to answer the most basic writing questions: What am I trying to say, and what is the best way to say it?

Breakout Session 2, 11:40-12:40 p.m.

2A. **Three-Year Effects of Co-requisite Remediation with College-Level Statistics***Mathematics*
Independence F

Presenters:Alexandra W. Logue, The City University of New York
Daniel Douglas, Rutgers University
Mari Watanabe-Rose, The City University of New York

Abstract:Assigning students to co-requisite mathematics remediation (college-level statistics with additional academic support) increases their course pass rates. New results show that, independent of students' race/ethnicity, it also increases graduation rates while maintaining or increasing success in natural and social science general education courses, as well as in subsequent mathematics courses.

2B. **Intersections: Explicit Support Coupled with High Level Thinking***and***How is it going?: A comprehensive assessment methodology for an ALP curriculum**
Integrated Reading and Writing **Independence G**

Presenters:Emily Isaacs, Montclair State University
and
Michael P. O'Connor, Onondaga Community College

Abstracts:
From the context of a four-year public university that has a diverse population of learners and limited opportunities for differential placement, an Intersections approach allows all students to engage in challenging, compelling contemporary issues with students receiving varied levels of support to match their individual levels of preparedness in reading and writing.
*and*A case study of the development and use of assessment to refine and grow an ALP program. Focus will be given to using organic methods to assess academic success, growth of noncognitive coping, and retention across multiple populations. There will be time for participants to develop or refine assessment plans.

2C. **Professional Tutoring in the Classroom For Increased Student Success: an Introduction to the Hows and Whys***Integrated Reading/Writing***Independence H**
Presenters:

Elizabeth Brock, City College of San Francisco
Elizabeth King, City College of San Francisco
Cullen Bailey Burns, City College of San Francisco
Leila Easa, City College of San Francisco
Mitra Sapienza, City College of San Francisco

Abstract:We know the pedagogy of acceleration helps developmental students, but what can colleges do beyond classroom teaching to facilitate success? One solution is embedded tutoring. Learn the benefits of having a professional tutor in the classroom and some best practices for working collaboratively with tutors, plus try a tutor-designed brainstorm.

2D. **Deconstructing Our Single Stories: Exploring Bias and Stereotypes in ALP**
and
Confronting Learning Stigmas and Self-Esteem Issues in the Classroom on Day 1*Integrated Reading/Writing***Inepdence I**Presenters:Lauren Pollak, Community College of Baltimore County
and
Ingrid A. Garcia, Community College of Baltimore County
Abstracts:Overview of a semester-long ALP unit that explores the origins of stereotypes. Based on Chimamanda Adichie's TEDTalk, "The Danger of a Single Story", the unit includes themes of implicit bias, stereotype threat, intersectionality, and the roles of media and cultural products in the creation and reduction of stereotypes.
*and*Before embarking on the journey to teach successful writing principles, many instructors forget to address this vital issue on Day 1: self-esteem in the classroom. Students who are placed in developmental courses are already struggling with potential learning challenges and non-cognitive issues. Increasing student self-worth promotes successful learning potential.

2E. **Cohorting with a Co-Requisite**
Reading, Writing, and Mathematics
Lafayette Park

Presenters:
Nadia Nazarenko, Alvin Community College
Jennifer Hopkins, Alvin Community College
Haley Collins, Alvin Community College
Thomas Parker, Alvin Community College
Laura Tapp, Alvin Community College

Abstract:
In the Fall of 2017, Alvin Community College piloted a cohort co-requisite model in English and Mathematics. This presentation will focus on the implementation, results, and future plans of accelerated learning using a cohorted co-requisite model.

2F.   Just-In-Time Schema: Supporting College-Level Reading for English Learners
ESOL
Farragut Square

Presenters:
Melissa Reeve: Solano Community College
Jose Cortes: Solano Community College

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

Breakout Session 3, 2:00-3:00 p.m.

3A.   Use of Item Response Theory to Improve Multiple Measures-based Assessment in Two Systems
Mathematics
Independence F

Presenter:
Alan Chan, Educational Results Partnership
Elliot Rice, Educational Results Partnership
John Hetts, Educational Results Partnership

Abstract:
As open access colleges shift to using multiple measures in assessment, Item Response Theory using high school and college grades can be used to estimate students' discipline-specific likelihood of success in college-level courses. Evidence from two systems suggests its potential to dramatically increase placement into and completion of college-level coursework.

3B. **Literacy Autobiographies: Putting the "Meta" Back into Co-requisite English Courses**
Integrated Reading and Writing
Independence G

Presenter:
Kristen Keckler, Mercy College
Dawn Cancellieri, Mercy College

Abstract:
The Literacy Autobiography is a multi-modal semester-long project for our English co-requisite support course. Students address and challenge their assumptions about the trajectories of their own literate lives. This session will present a template for creating, implementing, and assessing a Literacy Autobiography project in any ALP or support course.

3C. **Building Confidence and Success in Co-requisite English**
*Integrated Reading and Writing***Independence H**
Presenters: Dr. Sean McAuley, North Georgia Technical College
Mr. Levi Wright, North Georgia Technical College
Ms. Mallory Hicks, North Georgia Technical College

Abstract:
Given the widespread perception of English classes as venues of judgment and the stigma attached to Developmental classes in general, the study examines here is how North Georgia Technical College's ALP workshop approach affects students levels of confidence and outlook for success in

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3D. **Accelerating English and Reading: A Developmental Success Story**
Writing
Independence I

Presenter:
Melissa Renfrow, Metropolitan Community College- Kansas City

Abstract:
Are accelerated models for developmental English and reading a dream, or a reality that lead to increased success? This session will share retention and success data on multiple

accelerated models and discuss the role of placement, academic support and case management.

3E. Taking it to the Next Level: Asset-Model Accelerated ESOL as Global/Anti-Xenophobia Education
ESOL
Lafayette Park

Presenters:
David Hewitt, Community College of Baltimore County

Abstract:
This session will explore the enormous potential, and some of the challenges, of the ALP-ESOL model. Topics will include assessment and outcomes, navigating both pedagogical and non-cognitive challenges, and using classroom diversity, reading, and writing as strategic tools to combat xenophobia.

3F. Directed Self-Placement: Advancing Equity through Student Agency
Placement
Farragut Square

Presenters:
Kris Messer, Community College of Baltimore County
Elizabeth Hart, Community College of Baltimore County

Abstract:
Directed Self-Placement has emerged as a promising method of placement in community colleges – one that fosters equity and student agency. Presenters will discuss research into DSP and the work being done at CCBC. This session is for those new to DSP and those whose institutions have already implemented it.

Breakout Session 4, 3:15-4:15 p.m.

4A. Community College Mathematics Recalculated: Remediation, Pathways and Placement
Mathematics
Independence F

Presenter:
Jason Pallett, Metropolitan Community College-Kansas City

Abstract:

As of fall 2018, the math faculty at Metropolitan Community College-Kansas City are revising the math curriculum to include pathway alternatives to College Algebra and a revamped placement model. This session will share MCC's story with an overview of data and decisions that shaped MCC's math curriculum.

4B. Instructional Principles and Pedagogy for Co-Requisite Instruction
and
The English Placement Exam: A Midterm Multiple Measures Placement Tool
*Integrated Reading and Writing***Independence G**

Presenters:Ashley Sandoval, Southern Methodist University
and
Dana LeMay, Century College of Minn State
LuAnn Wood, Century College of Minn State

Abstracts:While much has been published about the structure of co-requisite courses, there is little in the literature about what makes effective co-requisite instruction. In this presentation, guiding instructional principles will be shared, as well as frameworks for aligning and scaffolding instruction in co-requisite courses.
and
Century College's English and Reading departments have combined our developmental sequences and developed a multiple-measures assessment tool. We plan to share how, exactly, the courses and departments work together to increase student success and break down hierarchies.

4C. Scaling Up and Reducing the Pipeline: A Look at Developmental Writing at a Michigan Community College
Writing
Independence H

Presenters:
Sean Newmiller, Lake Michigan College

Abstract:
Becoming a fully scaled up ALP institution gave us the opportunity to redesign our developmental writing curriculum. This session will look at our pre and post scale up

success data as well as data from our newly redesigned developmental writing course that is enhancing equity and success on our campus.

4D. CUNY Start: An Alternative Approach to Addressing Students' Developmental Needs
Student Support
Independence I

Presenters:
Mia Simon and Donna Linderman, CUNY Start, City University of New York (CUNY)
Alexa Logue, City University of New York (CUNY)
Maria Cormier and Jessica Brathwaite, Community College Research Center (CCRC)

Abstract:
This session presents findings from a mixed-method evaluation of CUNY Start, an intensive pre-matriculation program. The program can help students with the lowest placement test scores become college ready in one semester. Findings illuminate how CUNY Start addresses developmental needs prior to matriculation.

4E. ALP for ESL Students
ESOL
Lafayette Park

Presenter:
Cheryl Garayta, Lansing Community College
Denise Warner, Lansing Community College
Marcy Bauman, Lansing Community College

Abstract:
Lansing Community College faculty have adapted ALP for ESL students, creating a two-tiered system of enrollment in college-level classes combined with ESL support. Presenters will discuss how ALP principles were applied to the ESL support course design and focus on instructional strategies for second-language speakers.

4F. FAQ's about ALP
Integrated Reading and Writing
Farragut Square

Presenter:

Susan Gabriel, ALP Director, CCBC
Peter Adams, ALP Creator, CCBC
Haleh Azimi, ALP Assistant Director, CCBC
Elsbeth Manter, ALP Assistant Director, CCBC

Abstract:
Do you have questions about ALP? Would you like to discuss ALP as it relates specifically to your college? Then this session is for you. Following a brief overview of ALP at CCBC, presenters will answer questions submitted by attendees, while including strategies and suggestions from the whole group.

Saturday, June 16

Breakout Session 5, 10:30-11:30 a.m.

5A. **Increase Success Rate Using Capstone Problems in Accelerated Developmental Math Courses**
*Mathematics***Independence F**Presenters:
Radhakrishnan Palaniswamy, Community College of Baltimore County

Abstract: This project was aimed at increasing the knowledge of fundamental skills of accelerated developmental math students through a capstone problem, of a unit/module in developmental math. The strength of a capstone problem is to cover a full range of concepts into a single problem by connecting mathematical concepts and terminology to a real life problem which students can identify.

5B. **Rethinking Mathematics Remediation: A Faculty-Led Project to Assess Placement, Redesign Curricula, and Streamline Mathematics Pathways***Mathematics* **Independence G**

Presenters: Marla A. Sole, Guttman Community College, CUNY
Edmé L. Soho, Hostos Community College, CUNY
Yevgeniy Milman, Borough of Manhattan Community College, CUNY

Abstract: Developmental mathematics, which is designed to prepare students for credit-bearing courses, is instead a barrier to their success. To help students advance and ultimately graduate, faculty at three community colleges worked collaboratively to create innovative curricular pathways designed to streamline the time spent in remediation and align with students' interests.

5C. **The Golden 15 Minute Window of Opportunity: Addressing Non-Cognitive Issues in the Least Likely of Places**
Non-cognitive Issues
Independence H

Presenters:
Kerry Curran, Tompkins Cortland Community College
Eric Jenes, Tompkins Cortland Community College

Abstract:
The benefits of community building and backward curriculum design are obvious in the academics of ALP Writing Classes. But what if those principles were used to address the non-cognitive obstacles that arise in ALP courses? The interventions possible in the 15-minute break time between classes can further increase ALP success.

5D. **Support Outside of the Program's Scope: Helping Non-Targeted Students Find a Way In**
*Integrated Reading and Writing***Independence I**
Presenters:Sarah Byker James, Community College of Philadelphia
Brian Goedde, Community College of Philadelphia
Elisa McCool, Community College of Philadelphia

Abstract:
ALP and contextualized courses improve outcomes for their targeted students, but what about the others in the classroom, the non-ALP students or the students whose major has changed? Join us to share resources that support students who are affected by the program, but are outside of the program's scope.

5E. **Co-requisite Courses and Writing Center Pedagogy**
Writing **Lafayette Park** Presenters:Dr. Margot Edlin, CUNY's Queensborough Community College
Dr. Ilse Schrynemakers, CUNY's Queensborough Community College
Jose Holguin, CUNY'S Queenborough Community College
Madiha Shameem, CUNY's Queensborough Community College

Abstract: This panel aims to explore strategies and questions with regards to how we, as ALP faculty and Writing Center administrators, should consider the purpose and structure of tutoring services for ALP students.

5F. **Developing ALP Online: Faculty Course Developer Reflections**
Integrated Reading and Writing
Farragut Square

Presenters:
Haleh Azimi, Community College of Baltimore County
Fawcett Dunstan, Community College of Baltimore County
Jay Trucker, Community College of Baltimore County

Abstract:
Have you considered revamping your online course to meet Quality Matters standards but are reluctant because you aren't sure all that it entails? English and Academic Literacy (ACLT) faculty reflect on developing the fully online version of ALP, which is a co-requisite model of ACLT 053 and ENGL 101.

5G.* Open House with the California Acceleration Project: Resources for Transforming Remediation
*Writing, Mathematics and Integrated Reading and Writing***Independence East**

Presenter:Katie Hern, Executive Director, California Acceleration Project
Summer Serpas, Assistant Director, California Acceleration Project

Abstract: The California Acceleration Project supports California's 114 community colleges to reform placement and remediation in English and math. This session will feature key resources to help with change efforts on your own campuses, including research, student stories, placement guidelines, course materials, and nuts and bolts co-requisite information.

Breakout Session 6, 11:40-12:40

6A. Online Open Educational Resources for Accelerated Math Courses
Mathematics
Independence F

Presenters:
Abderrazak Belkharraz (LaGuardia Community College)
Milena Cuellar (LaGuardia Community College)
Jeanne Funk (LaGuardia Community College)
Alioune Khoule (LaGuardia Community College)

Abstract:
This session describes LaGuardia Community College's year-long plan toward adapting an open educational online platform for the accelerated/co-requisite developmental math courses. We present challenges identified along the way and the economic impact for

LaGuardia students, curation, and evaluation of selected platforms, and preliminary outcomes of the pilot phases.

6B. **Individualized Learning and Teaching in Accelerated Learning and Teaching**
and
Advancing Human Rights Education in ESL
Writing and ESOL
Independence G

Presenters:
Yanmei Jiang, Century College
and
Danielle Aldawood, Community College of Baltimore County

Abstracts:
Strategically positioning myself as the coordinator of a "writing buddy system" in my writing class, I encourage students from all backgrounds to work together and learn from one another's skills, experiences, and perspectives. Lesson plans, scaffolding assignments, and sample student papers will be shared.
and
Human Rights Education is noticeably underdeveloped within the field of English as a Second Language (ESL). However, this research demonstrates the positive linguistic, analytical and transformative impacts that human rights curriculum framed within critical pedagogy can have when presented through advanced composition and ALP courses for ESL populations.

6C. **The Road Taken and Not Taken: A Tale of Two ALP Studies**
Writing
Independence H

Presenter:
Troy Nordman, Butler Community College
Noreen Templin, Butler Community College

Abstract:
This co-presenter session will discuss the findings of both a qualitative and quantitative study of ALP in English at Butler Community College in Kansas. Utilizing data from both studies, the session will offer a multiple-methods, analytical overview of student success and failure factors.

6D. **Faculty Mindset: How Our Perceptions Can Hurt or Help**
Equity
Independence I

Presenters:
Shannon Meers, Community College of Baltimore County
Ryan Donnelly, Community College of Baltimore County

Abstract:
A growth mindset helps students succeed, and helps faculty reflect on personal perceptions of students who lack college readiness. We apply Carol Dweck's theories to faculty attitudes towards difficult students. We offer strategies to help recognize our own perceptions and work to develop ways for maintaining a healthy mindset with regard to our students.

6E. **Research & Informational Literacy: Embedding a Librarian in the ALP Classroom**
Writing
Lafayette Park

Presenter:
Lindsay Brand, St. Charles Community College
Julia Wilbers, St. Charles Community College

Abstract:
We will discuss specific ways vulnerable ALP students are introduced to the library's academic resources helping them connect and fully engage in the college community. Then, we will share classroom activities integrating library instruction into the ALP classroom and culminating in a discussion of strategies from others' campuses.

6F. **Developmental Education Meets Dual Enrollment: ALP for High School Students**
Dual Enrollment
Farragut Square

Presenters:
Henry Jackson, Ocean County College

Heather Jennings, Mercer County Community College
Marva Mack, Essex County College
Jennifer Martin, Salem Community College
Donna Rogalski, NJ Center for Student Success

Abstract:
ALP works for college students, why wouldn't it work for high school students? Hear how four NJ community colleges are preparing high school students to be college ready and earn credit for English Composition 1. This panel discussion will showcase each college's ALP model, implementation, preliminary data, successes and challenges.