

Breakout 1 Thursday, 6/6

Breakout Session 1, 10:20-11:20 a.m.

1A. Equity Panel **Seaport Ballroom**

Panelists: Erica Buddington, Langston League; Sim Barhoum, San Diego Mesa College; Natalie Dimes, San Diego Mesa College; Caleb Rendon, Cuyamaca College; José G. Franco Rojo, University of California San Diego

This panel will begin with a discussion centered around identity. It will then open to a question and answer portion. Panel is comprised of students, faculty, and experts in curriculum.

Coordinated by: Gretchen Rudham, Community College of Baltimore County

1B. Evidence of Improving Math Learning and Student Success: Findings from Two Studies

Mathematics

Presenters:

Susan Bickerstaff, Community College Research Center; Gregory Fein, City University of New York; d'Marie Carver, Portland Community College

Abstract:

This session will present findings from two studies of approaches to meeting the needs of students referred to developmental mathematics. The CUNY Start instructional model and Lesson Study both support instructors to focus on students' mathematical understandings and to facilitate students' mathematical discourse, in service of improved learning and success.

1C. Open ESL: Principles and Strategies for Acceleration

ESOL

Presenters:

Denise Warner & Cheryl Garayta, Lansing Community College; Jessica Farrar, Community College of Baltimore County

Abstract:

Faculty at Lansing Community College and the Community College of Baltimore County have applied principles of ALP and second language acquisition to create Open Educational Resources (OER) for ALPESOL classes. The presenters will share example materials that they have both curated and created.

1D. Which of the promising placement tools should we be using? All of them!

Placement, Systemic and/or Programmatic Issues and Ideas, Assessment

Presenters:

Dana LeMay, Faculty; Jody Koch, Reading Faculty; Pakou Yang, Interim Vice President, Student Affairs and Enrollment Management; Nichole Petersen, Dean, Institutional Effectiveness, Century College

Abstract:

Learn how our English and Reading departments continue to collaborate to better place students misplaced by standardized, high-stakes tests. Using many of the most promising placement methods, including writing samples, instructor in-put, and directed self-placement, we've created a multiple measure tool that reliably predicts success in college-level writing courses.

1E. Meeting the Goals and Addressing the Challenges of AB 705

Integrated Reading and Writing Pedagogy and Practice

Presenters:

Leona Fisher, Laura Picklesimer, & Sharon Lara Alton, Chaffey College

Abstract:

A discussion of Chaffey College's award-winning implementation of AB 705 in its English curriculum, including curriculum revision, faculty training, and best practices in teaching. Implementing AB 705 in the English Department at Chaffey College has created a more equitable classroom, while maintaining a high level of student success.

1F. Creating a Reading/Writing Co-Requisite Model at Bronx Community College/CUNY

Integrated Reading and Writing Pedagogy and Practice

Presenter:

Donna Kessler-Eng & Minkyung Choi, Bronx Community College/CUNY

Abstract:

Minkyung Choi (Reading) and Donna Kessler-Eng (English) will discuss how they are redesigning Bronx Community College's co-requisite English course to provide both developmental reading and writing instructional support. Their presentation will showcase thematically based interdisciplinary reading/writing modules and reading/writing assignments.

Breakout 2 Thursday, 6/6

Breakout Session 2, 11:35-12:35 p.m.

2A. Empowering students by blending Self-Directed Placement and Multiple Measures

Systemic and/or Programmatic Issues and Ideas, Placement

Presenters:

Dawn Coleman, Evaluation Consultant & Rachelle Knudson, Northeastern Junior College

Abstract:

In Fall 2018, Northeastern Junior College added self-directed placement to its multiple measures placement practices. In this session, we will discuss why and how the college adopted SDP, successes, challenges, and the results of a mixed-method study of the implementation and outcomes of SDP at NJC.

2B. Build Success in the Statistics Corequisite Model: Lose the Textbook

Mathematics

Presenter:

Terrie Nichols, Cuyamaca College

Abstract:

At Cuyamaca College, we adopted the activity-based classroom and abandoned the textbook. During class, time is spent on discussion, productive struggle, and contextualized remediation. Outside of class, students engage with interactive learning materials on Canvas. We'll share our materials and strategies for implementation.

2C. Across the False Divide: Language Development from ESL to English ESOL

Presenters:

Melissa Reeve & Jose Cortes, Solano Community College

Abstract:

This session will explore student language development across the “false divide” between credit ESL and transfer-level English courses. Samples of writing from the same students across multiple semesters will show that students’ language continues to develop as they tackle the escalating challenges of college-level coursework.

2D. Examining the Impact of Culturally Responsive Trainings on Student Outcomes and Campus Climates

Systemic and/or Programmatic Issues and Ideas

Presenters:

Dana LeMay, Faculty; Pakou Yang, Interim Vice President, Student Affairs and Enrollment Management; Nichole Petersen, Dean, Institutional Effectiveness, Century College

Abstract:

Century College began offering campus culturally responsive and equity trainings in 2001. Join us to review our institutional data on the impact of these trainings on student outcomes in the English classroom. Participants will also discuss broader approaches to evaluating the efficacy and impact of diversity trainings on two-year campuses.

2E. Developing, Revising, and Teaching an ALP Course Online

Integrated Reading and Writing Pedagogy and Practice, ALP Online

Presenters:

Haleh Azimi, Fawcett Dunstan, Lauren Pollack, Jay Trucker, Community College of Baltimore County

Abstract:

CCBC’s ALP Online course developers will discuss creating and revising the college’s English 101-ACLT 053 courses. This presentation will address developing modular curriculum, conforming to Quality Matters standards, staffing and training faculty, tracking enrollment trends, and assessing success data. Presenters will address the philosophical, administrative, and pedagogical issues of ALP Online.

2F. Assessing Course Design Factors in an Accelerated Writing Program

Systemic and/or Programmatic Issues and Ideas

Presenter:

Phillip Heasley, University of Colorado, Colorado Springs

Abstract:

This presentation reports on a statistical analysis of an accelerated writing program at the Colorado Community College System over four years (n = 14,944). Using logistic regression, two key factors were analyzed: a) whether accelerated courses were taught by the same instructors, and b) the size of students' peer cohorts.

2G. “Laziness Does Not Exist”: Creating Syllabus Policies that Support All Students

Integrated Reading and Writing Pedagogy and Practice

Presenter:

Summer Serpas, Irvine Valley College

Abstract:

Students often face unseen barriers that block their full engagement, and our rigid “no excuses” syllabus policies block us from learning about these barriers to help students move beyond them. This session focuses on unseen barriers that impact classroom performance and examines ways to craft policies that support all students. nearly all students.

Breakout 3 Thursday, 6/6

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

3A. Math Placement and Developmental Course Acceleration at Worcester State University

Mathematics

Presenters:

Elizabeth Gilbert & Caitlin Krul, Worcester State University

Abstract:

At Worcester State University, we have four math pathways: education, statistics, liberal arts, and STEM. Along with implementing our own placement exam, we have also developed corequisite courses to accelerate students who have been placed in developmental courses. We will share our successes, failures, and changes made going forward.

3B. ESL and AB 705: A Data-informed Perspective

ESOL

Presenters: Craig Hayward, Bakersfield College; John Hetts, Ed Results Partnership; Mallory Newell, De Anza College; Terrence Willett, Cabrillo College

Abstract:

The Multiple Measures Assessment Project (MMAP) research team examined millions of ESL student records from high school, college, and application data sources to develop credit and non-credit student journey types that shed light on how to maximize throughput and support student learning. We also consider evidence on using rubrics to effectively implement guided self-placement.

3C. ALP FAQ's

Systemic and/or Programmatic Issues and Ideas/ Integrated Reading and Writing Pedagogy and Practice

Presenters:

Peter Adams, Haleh Azimi, Susan Gabriel, Elsbeth Mantler, Community College of Baltimore County

Abstract:

Do you have questions about ALP? Would you like to discuss ALP as it relates specifically to your college? Then this interactive 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.

3D. Rebuilding the System and Rewriting the Language of Reading and Writing Placement

Placement, Integrated Reading and Writing Pedagogy and Practice, Systemic and/or Programmatic Issues and Ideas

Presenter:

Sarah Kloewer, Miles Community College

Abstract:

System redesign is only part of the necessary work; placement language must also be revised across campus. See the transition increments of a rural campus (456.6 annualized FTE) as we rebuilt our placement system, restructured our sequence of developmental courses, rewrote the language, and used data to demonstrate our success.

3E. Ready or Not, Here They Come! AB 705 and the New Placement Paradigm in California Community Colleges

Mathematics Pedagogy and Practice, Integrated Reading and Writing Pedagogy and Practice, Systemic and/or Programmatic Issues and Ideas

Presenter:

Katie Hern, California Acceleration Project

Abstract:

California community college students now have a legal right to begin in transferable, college-level courses in English and math, with corequisite support replacing remedial courses for underprepared students. Learn about the research behind AB 705, what's happening at early implementer colleges, and implications for your own college or state.

3F. Instructional Design, Student Assets, Embedded Intentional Support, and Authentic Writing in Corequisite English

Integrated Reading and Writing Pedagogy and Practice

Presenter:

Jason Kalchik, San Diego Mesa College

Abstract:

This interactive session will move us through a project-based learning unit that was designed to cultivate learning partnerships while grounding the development of reading and writing instruction within affirming activities meant to anticipate, uncover, and provide support for the non-cognitive needs of students in a corequisite English course.

3G. Reflective Writing in the ALP classroom: Voices from Within

Integrated Reading and Writing Pedagogy and Practice

Presenter:

Meridith Leo, Suffolk County Community College, Ammerman Campus

Abstract:

After implementing an Accelerated Learning Program model at Suffolk County Community College, I began to realize how valuable and telling our students' reflective perceptions of writing can be. This presentation discusses reflective student writing samples with the goal of rethinking our own epistemologies in the writing classroom.

Breakout 4 Thursday, 6/6

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

4A. Comprehensive Mathematics Curriculum Reform with an Emphasis on Developmental Education at The Community College of Rhode Island *Mathematics*

Presenters:

Todd Linton & Jason Stockford, Community College of Rhode Island

Abstract:

The Mathematics Department at the Community College of Rhode Island (CCRI) implemented reforms to developmental mathematics, began offering co-requisite classes, streamlined course sequences and pathways, and updated the course numbering system during the fall of 2018. The curricular transformation process and subsequent results will be discussed.

4B. Troubleshooting Common Problems in the Math Classroom *Mathematics*

Presenter:

Rachel Polakoski, Cuyamaca College

Abstract:

Why do some students sabotage their success by not asking questions or participating in class, by sporadically doing homework or skipping exams? What can teachers do about it? In this session, we will share strategies for troubleshooting common classroom problems and motivating students to engage productively in learning math.

4C. Should ESL Be Accelerated?

ESOL

Independence H

Presenters:

Guillermo Colls, Manuel Mancillas-Gomez & Lyn Neylon-Craft, Cuyamaca College

Abstract:

Cuyamaca College ESL full time faculty will share why they believe the answer to the title question is, "Yes!." The story transformation from a traditional to an accelerated program in ESL will be accompanied by the first two years of data for the Cuyamaca model so far.

4D. Equitable Structures, Equitable Practices

Integrated Reading and Writing Pedagogy and Practice, Systemic and/or Programmatic Issues and Ideas

Presenters:

Kris Messer, Elizabeth Hart, Jamey Gallagher, Community College of Baltimore County

Abstract:

In this session we ask how more equitable structures, like ALP and placement reform, can and should lead to more equitable practices in the classroom. We will talk specifically about self-directed placement (SDP) and different approaches to writing assignments, assessment, and grading. The session will be interactive.

4E. Building Student Confidence in Co-Requisite English

Integrated Reading and Writing Pedagogy and Practice

Lafayette Park

Presenter:

Sean McAuley, 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, this study considers how our ALP workshop approach affects students' levels of confidence and outlook for success.

4F. “Not down in any map”: Charting the Landscape of ALP Assessment
Systemic and/or Programmatic Issues and Ideas, Assessment
Farragut Square

Presenters:

Michael O’Connor, Malkiel Choseed, Matthew DelConte, Onondaga Community College

Abstract:

This session will outline Onondaga Community College’s (Syracuse, NY) use of three layers of ALP/co-requisite assessment: institutional-readiness (personnel, course structures, support); operations (placement, advising); and outcomes (success rates, retention). Participants will break into small groups to use Onondaga as a test case for planning and refining their own assessment.

4G. Summer XL: Transitioning students from high school to college while earning college credit--A new model of Student Success.

Systemic and/or Programmatic Issues and Ideas

Presenters:

Heather Jennings & Laura Knight, Mercer County Community College

Abstract:

Summer XL, a NJ-based community college’s new approach to college-readiness, benefits underprepared incoming students by linking developmental reading/writing, college success, and freshman composition. This presentation reviews Summer XL’s ALP model that helps students become college ready and earn college credit for English I highlighting the implementation, data, successes and challenges.

and

Incorporating a Thematic and Hands-On Approach in Developmental Writing

Integrated Reading and Writing Pedagogy and Practice, Culturally Relevant Instruction

Presenter:

Cara Chang, Leeward Community College

Abstract:

Learn how incorporating a theme and hands-on activities in developmental writing classes can encourage powerful opportunities for integrating reading and writing in the classroom. Lessons and examples will be shared during the session along with an opportunity for participants to brainstorm and share how they can incorporate the thematic and hands-on approach in their classrooms.

Poster Session: 5:45-6:30 p.m.

- David Garrett, Cuyamaca College, “Then and Now: A comparison of traditional and accelerated approaches to ESL.”
 - Kerri Huff, Ozarks Technical Community College, “Acceleration at Light Speed: What We’ve Learned While Flying by the Seats of Our Pants”
 - Susan Konantz, Colorado Mesa University, “Effects of a Developmental English Program Redesign on Student’s Academic Success at an Open-Access University”
 - Jeffrey Miller, St. Charles Community College, “Listening as Learning: Podcast Pedagogy in the ALP Classroom”
 - Julia Raybould-Rodgers & Christina Nunez, Allan Hancock College, “The Sergeant Vs. The Coddler: Creating boundaries and affective support for AB705-students”
 - Alyce Thompson & Andrea Trapp, Cincinnati State Technical and Community College, “The 3 R’s of Addressing Non-Cognitive Issues in English 101A: Resources, Relevance, and Reach”
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Breakout 5 Friday, 6/7

Breakout Session 5, 9:55-10:55 a.m.

5A. Math Pathways and Equity: Using Corequisites in Math *Mathematics*

Presenter:
Tammi Marshall, Cuyamaca College

Abstract:
In fall 2016, Cuyamaca College successfully eliminated the remedial math sequence and replaced it with the Math Pathways program where 100% of incoming students have access to a transfer-level math course (some with corequisite support). We will discuss the structure, review data and new strategies.

5B. Developing a Language (ESL) Corequisite for a Transfer-Level Writing Course *ESOL*

Presenter:
Rebecca Beck, Irvine Valley College

Abstract:

As we implement compliance with AB 705, transfer-level writing courses will populate with many more multi-lingual students who may need additional ESL support. Because the increasingly complex content and academic language requirements in transfer-level courses are greater than those they have experienced in past composition or ESL classes, their language breaks down and grammatical inconsistencies that mark ESL writing may still be present. This session will share how the ESL department at Irvine Valley College designed and created an ESL support course for multi-lingual writers enrolled in transfer-level writing.

5C. How White is Your Acceleration Classroom?

Integrated Reading and Writing Pedagogy and Practice, Culturally Responsive Pedagogy

Presenter:

Gretchen Rudham, Community College of Baltimore County

Abstract:

This session will explore the construct of whiteness and how educators may be unknowingly or exclusively adhering to whiteness in their course design, content, and interactions with students. The focus will be on how this translates to students in the teaching and learning process. This session is not just for those practitioners who identify as white, as whiteness can be normed and internalized for both white people and people of color. The inspiration for the presentation comes from my personal journey of working through ways that whiteness informs my own practice, and facing what lies in between my intentions and their impact.

5D. ALP in the far North: A teacher/ researcher approach to supporting culturally and linguistically diverse college writers

Integrated Reading and Writing Pedagogy and Practice

Presenter:

Carrie Aldrich, University of Alaska Anchorage

Abstract:

Proposed cuts to the Alaska state budget are putting pressure on the Department of Writing to offer fewer developmental writing courses while improving student success. In response, we are piloting a co-requisite course alongside our first-year writing course. In this session, I share my research design and pilot findings.

5E. How to Start and Implement an ALP Peer Mentor Program

Systemic and/or Programmatic Issues and Ideas

Presenters:

Tasha Williams & Ann Inoshita, Leeward Community College

Abstract:

Are you interested in developing a peer mentor program? This practical, engaging workshop will give ideas for developing a program of your very own. Some benefits include: rewarding experience for peer mentors, students, and teachers; strategies for addressing non-cognitive issues. Hands-on activities will develop solutions for your program needs.

5F. Reforming ESL Practices and Pathways in California: Perspectives from Research and Practice

ESOL Pedagogy and Practice

Presenter:

Olga Rodriguez, Public Policy Institute of California

Abstract:

Effective ESL programs are integral to facilitating social and economic mobility for non-native students, especially those in community college. This session will highlight structural and placement reforms to ESL programs at California's community colleges, featuring research findings from PPIC and CCRC, and on-the-ground insights from Cuyamaca Community College.

5G. Extreme Makeover: Developmental Education Edition

Systemic and/or Programmatic Issues and Ideas

Presenter:

Kristin Sericati, Northeast Wisconsin Technical College

Abstract:

Journey through NWTC's developmental education redesign told through compelling stories of student success. Brought about by the need to engage students with culturally relevant curriculum and resources, NWTC expanded its developmental education program to incorporate acceleration, Learning in Community, course integration and contextualization, intrusive advising, multiple measures, and academic coaching.

Breakout 6 Friday, 6/7

Breakout Session 6, 11:05-12:05 p.m.

6A. Maximum Capacity: Increasing Ours to See Theirs

Mathematics, Systemic Issues

Presenter:

Carrie Marks, Sacramento City College

Abstract:

Believing in our students' capacity is the foundation of acceleration, but making this mindset shift can be challenging. In this session, which is a repeat of the CAP 2019 keynote address, we will examine how our beliefs, our biases, and our classroom practices can inhibit or enable student capacity.

6B. Twelve Co-Req Models: Strengths and Weaknesses

Systemic and/or Programmatic Issues and Ideas

Presenter:

Peter Adams, Community College of Baltimore County

Abstract:

Starting with data about why so many developmental writing students in pre-requisite courses never pass English 101, I will next discuss why co-requisite approaches have produced such dramatic improvements in success rates, and, finally, I will examine twelve co-req models currently in use and evaluate their strengths and weaknesses.

6C. The Story of a Scale-Up: Integrated Reading and Writing, Faculty Development, and Framing

Integrated Reading and Writing Pedagogy and Practice/ Systemic and/or Programmatic Issues and Ideas

Presenters:

Cathy Colton & Tessa Aquino, College of Lake County

Abstract:

Telling the story of our move from ALP pilot to full-scale program, we will discuss data and research that led to changes to the support course—which include more work on

reading and on non-cognitive issues—and to intensified faculty development. Interactive exploration of classroom strategies will close the session.

6D. Building Confidence and Community in the High Engagement Classroom

Integrated Reading and Writing Pedagogy and Practice

Presenter:

Michelle Doherty, Irvine Valley College

Abstract:

How might we inspire deeper student engagement? Through engagement in a community, confidence grows. Students discover points of entry into the once frightful college classroom. In a session that recreates the high engagement classroom, attendees participate in hands-on practice from a student's vantage point, experience community, and glean techniques.

6E. Common Outcomes/Common Assessment: Native Speakers & ELL ESOL

Presenter:

Ellen Nichols, Middlesex Community College

Abstract:

With three options for students not yet eligible for stand-alone college-level composition courses, Middlesex Community College has created a common assessment for the co-requisite composition, the integrated reading/writing, and the top level ELL courses. The subsequent norming and grading session stimulates great discussion of expectations and equity of assessment.

6F. Visualizing Changes in Corequisite Mathematics Implementation

Mathematics, Systemic and/or Programmatic Issues and Ideas

Presenter:

AJ Stachelek, Hostos Community College

Abstract:

This presentation provides faculty and administration with a visual tool of institutional data to track changes to placement, mathematics corequisite course offerings, and

advisement. This visual tool enables one to quickly assess the progress towards the end goal of providing more immediate access to college level mathematics and thus graduation.

6G. Connecting Social Justice to IRW in the Corequisite Model

Integrated Reading and Writing Pedagogy and Practice

Presenter:

Kristin Sericati, Northeast Wisconsin Technical College

Abstract:

To accelerate and retain students, NWTC paired IRW with Intro to Diversity Studies. Presenters will share assignment, presentation, and service learning examples illustrating how the course uses diverse high-interest literature and social justice applied to student experiences, curriculum, and current events to engage learners in contextualized, college-level curriculum.

Breakout 7 Friday, 6/7

Breakout Session 7, 12:15-1:15 p.m.

7A. Mathematics: Implementation of Emporium and Mastery Models Using Technology to Accelerate Students Through College Level Courses.

Mathematics

Presenters:

Darci Miyashiro & Christina Mende, Leeward Community College

Abstract:

A discussion of the effectiveness of Emporium Redesign Model with an emphasis in mastery learning for pre-calculus and introductory statistics courses at Leeward Community College.

7B. Achieving Equity in Accelerated Math Classes

Mathematics

Presenter:

Radhakrishnan Palaniswamy, Community College of Baltimore County

Abstract: Achieving equity in an accelerated math program (AMP) is quite challenging. Please attend my presentation where I will discuss the details of early alerts through diagnostics. I will walk you through the well proven instructional methodologies, engagement strategies and assessment tools that not only reduced the achievement gap but also increased retention.

7C. ALP-ish: Finding the balance between ALP and co-requisite models
ESOL

Presenters:

Danielle Aldawood & Jessica Farrar, Community College of Baltimore County

Abstract:

The session will provide participants with an overview of ALPESOL and co-requisite models, and then, using the Academic ESOL program at the Community College of Baltimore County as an example, provide context to the need for and an effective means of implementing an integrated model.

7D. Critical Thinking Through Connecting Objectives and Rubrics
Integrated Reading and Writing Pedagogy and Practice

Presenter:

Robert Miller, Community College of Baltimore County

Abstract:

This presentation focuses on a classroom technique for teaching critical thinking in terms of understanding classroom objectives and how they relate to an essay scoring rubric. Its focus is on giving students a personal stake in their learning and how they are assessed.

and

Rigor & Research: Righting the Wrongs of Lowering Standards in Developmental Writing

Integrated Reading and Writing Pedagogy and Practice **Farragut Square**

Presenter:

Lisa Elwood-Farber, Herkimer County Community College

Abstract:

While it is true that at-risk students struggle with basic skills, as writing instructors, we owe it to them to set our standards high and include rigorous assignments, yet assist them

with the tools they need to be successful in not only our course, but in all college-level classes.

7E. “We’re in This Together”: Countering Complacency in the Composition Classroom

Integrated Reading and Writing Pedagogy and Practice, Systemic and/or Programmatic Issues and Ideas

Presenter:

Gregory Ramirez, Madera Community College Center

Abstract:

If they were reluctant to rethink approaches for student success, English instructors at California community colleges no longer can be complacent because of AB 705. This session encourages strategies for sustained engagement and for challenging sentiments that have generally stifled student success.

7F. We Can All Thrive in 705: How Citrus College Embraced AB 705 and Saw Gains

Integrated Reading and Writing Pedagogy and Practice, Systemic and/or Programmatic Issues and Ideas

Presenters:

Jamie Dingman & Gina Hogan, Citrus College

Abstract:

Citrus College implemented full AB 705 compliance in its English Program. It took collaboration across the college and much hard work, but our students made significant gains: first-time student completion of the transfer-level course has increased 11% in fall 2018. This session shows how we survived and thrived in 705.

7.G A Literacy “Reality Check”: Assessing Gaps between What Is Taught and What is Needed

Integrated Reading and Writing Pedagogy and Practice

Presenters:

Kate Perkins & Carolyn Petsche, Highland Community College

Abstract:

A work group implemented a “reality check” to investigate literacy demands at a small, rural community college. General findings suggest that, while faculty perceive students to be adaptive to learning, coursework is not well aligned with literacy demands, and rigorous academic literacy expectations are not supported with explicit instruction.