



San Diego, CA

June 5-7, 2019



# CADE 2019 Partners



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## **Conference Chairs' Welcome**

Welcome to the National Conference on Acceleration in Developmental Education in San Diego! We are very excited to return to California. This is CADE's first time back since Costa Mesa, CA in 2015. So much has happened in this past year in the world of developmental reform, and this is reflected in the amazing sessions for this year. Placement reform, assessment, equity, co-requisites, curriculum design, and educational policy are just some of the ideas being discussed this week. Clearly, we are in the middle of very important work that is reshaping the way we see our students. It is an honor to come together and do this work with all of you.

Haleh Azimi & Elsbeth Mantler, Conference Chairs

### **CADE 2019 was organized by:**

Haleh Azimi & Elsbeth Mantler, Conference Chairs

Kris Messer, Program Chair

Jesse Keifner, Math Emissary

Marie Robertson, Logistics, Financing

## Plenary Speakers



**Erica Buddington** is a culture curator that designs culturally relevant curriculum, writes and performs work that reflects the diaspora, and is passionate about defying and decolonizing the status quo. She's been a Brave New Voices slam champion, HBO Def Poet, and opened up for many famous emcees, and still, none of these could compete with the biggest stage I've ever been in/on: the classroom. Today, Buddington makes a living as a Dean of Students in the heart of Bushwick Brooklyn, by day, and runs a curriculum company (Langston League) out of a downtown WeWork, at night. She's the author of four books and has been featured on The Steve Harvey Show, Forbes, BuzzFeed, Black Enterprise, and more for

combining the three things she's most passionate about: performance, education, and representation. Buddington is a WeWork Creator Award Winner, Former Harlem Children's Zone Director + Innovation Award Winner, 4.0 Schools Essentials Fellowship Recipient, and middle/high school English/History classroom educator. Using her unconventional methods, responsive strategies, and vast knowledge of pop culture, she creates engaging human learning experiences, like no other, in and out of academic spaces.



**Pamela Burdman** is an expert on college access, readiness, and success and founder of the Just Equations project. Working at the intersection of education research, policy, and practice, Pam synthesizes knowledge from the field to define problems and advance strategies that support student success. A recognized authority on the role of mathematics in education equity, Pam has authored numerous reports and articles on math opportunity issues. This work helped lay the groundwork for new policies designed to improve postsecondary success and diminish equity gaps in California. She has also been a featured speaker, convener, and advisor to education leaders, policy makers, foundations, and think tanks. Pam began working on issues of postsecondary

readiness and success more than 20 years ago as a reporter covering education — including the reversal of affirmative action at the University of California — for the San Francisco Chronicle. Subsequently, as a program officer for the William and Flora Hewlett Foundation, she created and implemented investment strategies for strengthening college readiness and community college student success in California, which led to several statewide initiatives that continue today.

# The National Conference on Acceleration in Developmental Education 2019: Schedule at a Glance

Wednesday, June 5<sup>th</sup>

## PRE-CONFERENCE WORKSHOPS

Time	Event	Location
8:00 –9:00	Conference Check-In	Torrey Hill Foyer
8:00 –9:00	Continental breakfast	Golden Hill A
9:00-12:00	Pre-conference Workshop Session 1	See detailed agenda
1:00-4:00	Pre-conference Workshop Session 2	See detailed agenda

Thursday, June 6<sup>th</sup>

Time	Event	Location
7:30 –9:00	Conference Check-In	Seaport A Foyer
7:30 –9:00	Continental breakfast	Seaport A Foyer
9:00-9:10	Welcome	Seaport ABC
9:10-10:10	Plenary Speaker: Erica Buddington	Seaport ABC
10:10	Overview	Seaport ABC
10:20-11:20	Breakout Session 1	See detailed agenda
11:35-12:35	Breakout Session 2	See detailed agenda
12:45-1:45	Lunch	Seaport ABC
2:00-3:00	Breakout Session 3	See detailed agenda
3:15-4:15	Breakout Session 4	See detailed agenda
5:45-6:30	Poster Session	Hillcrest CD
6:00-7:30	Reception Sponsored by Bedford/St. Martin's Macmillan	Hillcrest CD

## Friday, June 7<sup>th</sup>

Time	Event	Location
7:45–8:45	Conference Check-In	Seaport A Foyer
7:45–8:45	Continental breakfast	Grand Foyer D
8:45-9:45	Plenary Speaker: Pamela Burdman	Seaport ABC
9:55-10:55	Breakout Session 5	See detailed agenda
11:05-12:05	Breakout Session 6	See detailed agenda
12:15-1:15	Breakout Session 7	See detailed agenda

# Pre-conference Workshops: Wednesday, June 5<sup>th</sup>

## PRE-CONFERENCE SESSION 1 9:00-12:00

Time	Event	Location
8:00 –9:00	Conference Check-In	Torrey Hill Foyer
8:00 –9:00	Continental breakfast	Golden Hill A
9:00-12:00	<p><b>Title: Nuts and Bolts of ALP (Plus Data!)</b>            Dr. Haleh Azimi and Professor Elsbeth Mantler are the current Co-directors of ALP, and Patrick Kelleher is the Director of Research and Planning at The Community College of Baltimore County. This interactive workshop will focus on the essential elements of the ALP model including, but not limited to: Integrated Reading and Writing, thematic units, non-cognitive issues, and structuring the course. Patrick will also bring in institutional data from CCBC’s 10+ years of ALP to understand how this model has and is impacting students. This session will be helpful for faculty, staff and administrators as it is focusing on both andragogy and data to paint a picture of ALP from many facets of the institution.</p> <p><b>Presenters:</b> Haleh Azimi, Co-Director ALP, CCBC            Elsbeth Mantler, Co-Director, ALP, CCBC            Patric Kelleher, Director Planning, CCBC</p>	Golden Hill A
9:00-12:00	<p><b>Title: Mathematics Acceleration for Beginners, Part 1: The Nuts and Bolts</b>            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.</p> <p><b>Presenters:</b> Jesse Keifner, Director of AMP, CCBC            Danielle Truskowski, Math Faculty, CCBC</p>	Golden Hill B
9:00-12:00	<p><b>Title: A New Paradigm for Placement and Remediation in English and Math</b>            Under a new law (AB705), all 114 California community colleges will need to stop using standardized tests and rely primarily on students’ high school grades for placement in English and math. Further, colleges are</p>	Cityview AB



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prohibited from placing students into remedial courses if doing so makes them less likely to complete transferable, college-level courses. What this means in practice is that, by Fall 2019, the vast majority of students will have the right to begin directly in transferable, college-level courses, with concurrent/corequisite support provided to those with weaker high school backgrounds. This interactive workshop led by Katie Hern, Co-Founder and Executive Director of the California Acceleration Project, will present the research driving the changes in California, with space for participants to ask questions, consider implications for their local context, and leave with implementation tools they can use to spark local conversations about transforming placement and remediation.

**Presenter:** Katie Hern, Co-Founder and Executive Director of the California Acceleration Project

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9:00-12:00

**Title: Telling (and Illustrating) Stories with Data**

Torrey Hills A

Data can be intimidating and many people feel overwhelmed by collecting, analyzing, and presenting data about their programs. In this workshop, participants will learn a simple model for storytelling with data, including the types of data they could gather and how to use data to effectively tell their story to a variety of audiences, with an emphasis on data visualization and reporting strategies. This workshop will be highly interactive and participants should bring their laptops to allow them to practice applying data visualization techniques. No advanced skills needed – if you’ve made a graph in Excel you have plenty of experience!

**Presenter:** Dawn Coleman, Independent Evaluation Consultant

9:00-12:00	<p><b>Title: Accelerated ESOL</b>          In this interactive 3-hour workshop, participants will receive an introduction into accelerated pedagogy for the ESL classroom. Additionally, the presenters will provide a window into an accelerated, integrated reading/writing/grammar course, 1 level below transfer English. This will include sharing texts, writing prompts, and description of assignment sequence. Finally, participants will engage in two instructional cycle activities in which they will experience accelerated pedagogy for the ESL classroom as students: one activity will focus on reading comprehension and the other will focus on building analysis for writing.</p> <p><b>Presenters:</b> Jose Cortes, English/ESL Instructor, Solano Community College          California Acceleration Project: CAP ESL Coach          Melissa Reeve, English/ESL Instructor, Solano Community College          California Acceleration Project: CAP ESL Coach</p>	Torrey Hills B
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12:00-1:00      Lunch Break on Your Own

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## PRE-CONFERENCE SESSION 2 1:00-4:00

Time	Event	Location
1:00-4:00	<p><b>Title: ALP Triage</b>          Peter Adams and Susan Gabriel, past directors of the Accelerated Learning Program (ALP) at the Community College of Baltimore County (CCBC), will tackle a variety of issues confronting ALP initiatives at schools around the country. Often, problems related to starting up, scaling up, faculty development, integrating reading/writing, equity, and placement can derail co-requisite programs or lessen their effectiveness. This interactive workshop will address these issues and offer solutions for overcoming these roadblocks, using the philosophy of triage: assigning levels of priority and determining the most effective methods for dealing with issues relating to ALP. This workshop will be valuable for both faculty and administrators from schools that are considering ALP to schools that have created an ALP</p>	Golden Hill A

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initiative but are struggling with various concerns related to their program.

**Presenters:** Peter Adams, Professor Emeritus, CCBC  
Susan Gabriel, Retired ALP Director, CCBC

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1:00-4:00

**Title: Mathematics Acceleration for Beginners, Part 2: Learning Activities and OER**

Golden Hill B

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.

**Presenters:** Jesse Keifner, Director of AMP, CCBC  
Danielle Truskowski, Math Faculty, CCBC

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1:00-4:00

**Title: High-Challenge, High-Support Pedagogy for English Composition**

Cityview AB

In recent years, 80% of California community college students were classified “unprepared” and required to take remedial courses in English, math, and/or ESL, and College English was comprised of only the highest scoring students and the survivors of remedial sequences. However, under a new law (AB 705), the vast majority of students have the right to begin directly in transferable, college-level English, with or without corequisite support. With these changes, faculty must be ready to uphold rigor while supporting a broader population of students to be successful. In this interactive session, Summer Serpas, Assistant Director of the California Acceleration Project and Professor of English at Irvine Valley College, will share classroom activities and CAP’s design principles for high-challenge, high-support instruction that fuels student success in college composition.

**Presenter:** Summer Serpas, Assistant Director of the California Acceleration Project and Professor of English at Irvine Valley College

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1:00-4:00

**Title: Designing for Equity: A Framework for Ensuring Equitable Outcomes in an English Co-requisite Course**

Torrey Hills A

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Although acceleration improves outcomes for all student groups, it does not automatically guarantee equitable outcomes. How do we design a co-requisite course that ensures equitable outcomes in both the co-requisite and the transfer-level course? In this session, we will co-create an equity lens tool through which we will evaluate the curriculum, policies, and assessment practices in our courses. Using this framework, participants will (re)design these elements to ensure equity and eliminate achievement barriers. This interactive session is designed for faculty from colleges that already offer a co-requisite model and for those who are in the process of creating one.

**Presenters:** Carrie Marks, Professor of English and AB 705 English Coordinator, Sacramento City College  
Dawna DeMartini, Professor of English and Equity Coordinator, Sacramento City College  
Jesus Limon Guzman, Professor of English and Puente Instructor, Sacramento City College

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1:00-4:00

**Title: ACLT Pumping Up the Pedagogy for Students' Academic Success**

Torrey Hills B

This workshop focuses on Academic Literacy, the current CCBC model that accelerates developmental reading and writing by employing a thematic approach. Pedagogy focuses on assignments which generate critical thinking based on real academic tasks and expectations. 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.

**Presenters:** Sharon Moran Hayes, Director of ACLT, CCBC  
Denise Parker, ACLT Coordinator, CCBC  
Rachele Lawton, ACLT Chair, CCBC

## 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

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#### **1B. Evidence of Improving Math Learning and Student Success: Findings from Two Studies** *Mathematics* **Hillcrest A**

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.

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#### **1C. Open ESL: Principles and Strategies for Acceleration** *ESOL* **Hillcrest B**

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.

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

*Placement, Systemic and/or Programmatic Issues and Ideas, Assessment*  
**Golden Hill A**

Presenters:

Dana LeMay, 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.

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

*Integrated Reading and Writing Pedagogy and Practice*  
**Golden Hill B**

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.

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

*Integrated Reading and Writing Pedagogy and Practice*

## **Torrey Hills A**

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.

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## 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*

**Hillcrest A**

Presenters:

Dawn Coleman, Evaluation Consultant & Rachele 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.

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

*Mathematics*

**Hillcrest B**

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.

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**2C. Across the False Divide: Language Development from ESL to English**  
*ESOL*  
**Golden Hill A**

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.

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**2D. Examining the Impact of Culturally Responsive Trainings on Student Outcomes and Campus Climates**  
*Systemic and/or Programmatic Issues and Ideas*  
**Golden Hill B**

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.

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**2E. Developing, Revising, and Teaching an ALP Course Online**  
*Integrated Reading and Writing Pedagogy and Practice, ALP Online*  
**Torrey Hills A**

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.

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

*Systemic and/or Programmatic Issues and Ideas*

**Torrey Hills B**

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.

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## **2G. "Laziness Does Not Exist": Creating Syllabus Policies that Support All Students**

*Integrated Reading and Writing Pedagogy and Practice*

**Ocean Beach**

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.

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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*

**Hillcrest A**

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.

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

*ESOL*

**Hillcrest B**

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.

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### **3C. ALP FAQ's**

*Systemic and/or Programmatic Issues and Ideas/ Integrated Reading and Writing*

*Pedagogy and Practice*

**Golden Hill A**

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.

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### **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*

**Golden Hill B**

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.

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### **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*

**Torrey Hills A**

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.

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**3F. Instructional Design, Student Assets, Embedded Intentional Support, and Authentic Writing in Corequisite English**  
*Integrated Reading and Writing Pedagogy and Practice*  
**Torrey Hills B**

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.

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**3G. Reflective Writing in the ALP classroom: Voices from Within**  
*Integrated Reading and Writing Pedagogy and Practice*  
**Ocean Beach**

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.

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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*  
**Hillcrest A**

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.

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

*Mathematics*

**Hillcrest B**

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.

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#### **4C. Should ESL Be Accelerated?**

*ESOL*

**Golden Hill A**

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.

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#### **4D. Equitable Structures, Equitable Practices**

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

**Golden Hill B**

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.

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**4E. Building Student Confidence in Co-Requisite English**

*Integrated Reading and Writing Pedagogy and Practice*

**Torrey Hills A**

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.

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**4F. “Not down in any map”: Charting the Landscape of ALP Assessment**

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

**Torrey Hills B**

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.

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**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*

**Ocean Beach**

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"

## Breakout 5 Friday, 6/7

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

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

*Mathematics*

**Hillcrest A**

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.

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

*ESOL*

**Hillcrest B**

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.

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#### **5C. How White is Your Acceleration Classroom?**

*Integrated Reading and Writing Pedagogy and Practice, Culturally Responsive Pedagogy*

**Golden Hill A**

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.

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**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*

**Golden Hill B**

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.

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

*Systemic and/or Programmatic Issues and Ideas*

**Torrey Hills A**

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.

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

*ESOL Pedagogy and Practice*

**Torrey Hills B**

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.

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**5G. Extreme Makeover: Developmental Education Edition**

*Systemic and/or Programmatic Issues and Ideas*

**Ocean Beach**

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.

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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*

**Seaport ABC**

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.

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

*Systemic and/or Programmatic Issues and Ideas*

**Hillcrest B**

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.

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**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*

**Golden Hill A**

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.

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

*Integrated Reading and Writing Pedagogy and Practice*

**Golden Hill B**

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.

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**6E. Common Outcomes/Common Assessment: Native Speakers & ELL**  
*ESOL*  
**Torrey Hills A**

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.

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**6F. Visualizing Changes in Corequisite Mathematics Implementation**  
*Mathematics, Systemic and/or Programmatic Issues and Ideas*  
**Torrey Hills B**

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.

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**6G. Connecting Social Justice to IRW in the Corequisite Model**  
*Integrated Reading and Writing Pedagogy and Practice*

## **Ocean Beach**

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.

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## 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*

**Hillcrest A**

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.

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#### **7B. Achieving Equity in Accelerated Math Classes**

*Mathematics*

**Hillcrest B**

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.

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

*ESOL*

**Golden Hill A**

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.

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**7D. Critical Thinking Through Connecting Objectives and Rubrics**

*Integrated Reading and Writing Pedagogy and Practice*

**Golden Hill B**

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*

**Torrey Hills A**

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.

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**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*

**Torrey Hills B**

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.

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

*Integrated Reading and Writing Pedagogy and Practice*

**Ocean Beach**

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.



## Notes

