



# Acceleration Across California

The California Acceleration Project's First Annual Statewide Conference



SHERATON GRAND HOTEL, SACRAMENTO

MARCH 9-11, 2017



[www.AccelerationProject.org](http://www.AccelerationProject.org)



Welcome to the first annual conference of the California Acceleration Project!

Just a few short years ago there was little awareness of the problems of remediation.

Most faculty had not seen their colleges' data on the low completion rates of students who start in basic skills courses. They weren't aware that with every remedial course required, a student's chances of completing a degree and transferring dropped, or that just 6% of students who have to take three or more remedial math courses go on to complete a transferable course within three years. There was also a great deal of skepticism about early models of accelerated English and math. Faculty were incredulous that restructuring support for under-prepared students could double, triple, or even quadruple completion of transfer-level courses.

Fast forward to 2017. Community colleges across the state are rethinking their approach to incoming students. We have begun using robust multiple measures to place more students directly into college-level courses. At least 20 colleges are developing co-requisite models that enable under-prepared students to begin in college English and math with additional concurrent support. A growing number of colleges are integrating reading and writing and replacing multi-level basic skills sequences with accelerated options. We are beginning to think in terms of "math pathways," tailoring placement and remediation to the math students need for their intended program of study. And as the data roll in from all this innovation, we are seeing that students are much more capable than previously assumed.

The California Acceleration Project is thrilled to host our first annual conference so that colleges can share the innovative work going on across the state. As you review this conference program, we hope you'll feel – like we do – that it's hard to pick among all the different breakout sessions.

Over the last several years, California has made amazing progress in rethinking remediation on behalf of our students. But we still have a long way to go to ensure that our policies and curricula make students more - not less - likely to reach their educational goals. We hope that this conference can be a central gathering place for community colleges to report results, gain inspiration, and build momentum in the years to come.

With hope for the future,

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

# Schedule Overview

## Thursday, March 9th | Pre-Conference

Breakfast on your own

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

**10:00-1:00 Morning Workshops (details on page 3)**

1:00-2:00 Lunch (Magnolia Room)

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

## Friday, March 10th | Conference

Breakfast on your own

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

9:00-9:15 Welcome | Chancellor Eloy Ortiz Oakley (Magnolia Room)

9:15-10:15 Opening Remarks | "Basic Skills Transformation in California: What Will It Take?"  
Katie Hern and Myra Snell (Magnolia Room)

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

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

11:30-11:45 Break

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

12:45-1:30 Lunch (Magnolia Room)

1:30-2:30 Legislative Panel | "Basic Skills: Understanding the Legislative Landscape" (Magnolia Room)

2:30-2:45 Break

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

4:30-6:00 Reception (Gardenia)

## Saturday, March 11th | Conference

Breakfast on your own

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

9:00-10:15 Keynote Address | "Navigating the Hidden Rules: Insights into Under-Resourced  
College Students" Dr. Karen Becker (Magnolia Room)

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

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

11:30-11:45 Break

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

12:45-1:30 Lunch (Magnolia Room)

1:30-2:30 Student Panel | "In their Own Words: Students on Acceleration" (Magnolia Room)

2:30-2:45 Break

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

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

# Plenary Speakers



## **Eloy Ortiz Oakley**

Chancellor of the California Community Colleges

Eloy Ortiz Oakley became Chancellor of the California community college system in December 2016. In his previous role as Superintendent-President of Long Beach City College, he became known for implementing innovative programs and policies that help students succeed in college. Partnering with the Long Beach Unified School District (LBUSD) and California State University, Long Beach (CSULB), Oakley helped form the nationally recognized Long Beach College Promise program, which has become a model for many similar initiatives, including America's College Promise launched by President Obama. In a speech before members of the U.S. Senate, Chancellor Oakley stressed that if America is to remain competitive, it must adopt innovative reforms to ensure its citizens are provided a realistic opportunity to succeed in college, regardless of their socioeconomic, racial or ethnic background. Oakley himself is a community college success story. After serving four years in the U.S. Army, he enrolled at Golden West College, then transferred to the University of California, Irvine where he received his degrees of Bachelor of Arts in Environmental Analysis and Design and Master of Business Administration.

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## **Katie Hern & Myra Snell**

Co-Founders of the California Acceleration Project

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

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## **Karen Becker**

Co-author of *Understanding and Engaging Under-Resourced College Students*

Karen Becker is the director of First Year Experience at Youngstown State University in Ohio and co-author of the book *Understanding and Engaging Under-Resourced College Students*. She has been a certified trainer for Bridges Out of Poverty and Framework for Understanding Poverty (aha! Process, Inc.) and has co-facilitated several Getting Ahead in a Just-Gettin'-by-World classes for high school and college students. Becker's research interests include using reading and writing as a vehicle for learning, especially in the high school to college transition. Her past roles include starting a private high school for students with diverse learning needs and coordinating the Reading and Study Skills Center at Youngstown State University for 20 years. In this capacity, she collaborated with part-time faculty to write a textbook for the center, *The Art and Science of Quality Learning* (2015, Van-Griner Publishing Co). Becker holds a Ph.D. in English education from the Ohio State University.



### **Legislative Panel**

Basic Skills: Understanding the Legislative Landscape

This panel will give community college practitioners a window into how basic skills issues are viewed in Sacramento. Invited panelists include:

- Moderator Jessie Ryan, Executive Vice President, Campaign for College Opportunity
- Olga Rodriguez, Research Fellow, Public Policy Institute of California
- Senator Ben Allen, Senate Education Committee (Chair), Invited
- Assembly member Jacqui Irwin, Veterans Affairs Committee (Chair) and champion of the Basic Skills and Student Outcomes Transformation program, Invited
- Jeanice Warden, Chief Consultant of the Higher Education Committee
- Kimberly Rodriguez, Education Consultant to Senate President pro Tempore Kevin de León
- Laura Metune, Vice Chancellor for External Relations, California Community Colleges Chancellor's Office
- Monique Henestroza, Special Assistant to Assembly Speaker Anthony Rendon

Panel composition subject to legislator and staff availability.

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### **Student Panel**

In their Own Words: Students on Acceleration

This panel will feature students from several Northern California colleges that are broadening access to college-level courses and offering accelerated pathways in English and math.

# Thursday, March 9<sup>th</sup> (10am - 1pm)

## **Beavis Room** | Acceleration: A Powerful Lever for Increasing Completion and Equity

*Katie Hern, Chabot College; Myra Snell, Los Medanos College*

How did the state of Tennessee quadruple completion of college math and double completion of college English among students placed into remediation? How are community colleges across California changing placement policies to increase completion of college-level courses? How did eight California colleges quadruple completion of college math for African-American students and eliminate the achievement gap between African-American and Asian students? This interactive session highlights three high-leverage, evidence-based strategies that increase student completion, narrow equity gaps, and promote deeper learning. The workshop will include the research supporting these strategies, implementation lessons from colleges in the California Acceleration Project network, and time for participants to plan for their local context with support from presenters. Participants are encouraged to come in teams with other faculty and administrators from their college and to bring a laptop or tablet.

## **Bondi Room** | Acceleration in ESL: Making the Case for Accelerated Pathways for English Language Learners

*Melissa Reeve and Jose Cortes, Solano Community College; Gabe Winer, Berkeley City College; Lawrence Lawson, Palomar College; Rebecca Beck, Irvine Valley College; Guillermo Colls, Cuyamaca College*

Colleges across the state are seeing large completion gains in accelerated models of developmental English, but English and ESL faculty have expressed concerns about whether acceleration benefits English language learners. On the one hand, college-level proficiency in a second language doesn't happen overnight. On the other hand, the longer the course sequence, the fewer students will ever complete it. This session will present the data-based rationale for acceleration and examine the possibilities of accelerated pathways for English learners. Participants will look at ESL-to-English progression data to discuss the impact of prevailing ESL remediation models on student completion. We will then examine emerging models that streamline ESL students' progress to and through transfer-level English coursework and brainstorm additional possibilities for participants' own institutional contexts.

# Thursday, March 9<sup>th</sup> (2pm - 5pm)

## **Beavis Room** | Accelerated Pedagogy in English: What Will We Do In Class?

Summer Serpas and Rebecca Kaminsky, Irvine Valley College

Increasing student completion of college-level courses begins with changes to curricular structure and placement policies, but once we make these changes, we must also change our teaching. In this interactive workshop, Irvine Valley College English professors Rebecca Kaminsky and Summer Serpas will demonstrate how accelerated pedagogy manifests in the classroom, with strategies and activities that are grounded in the belief that students have the capacity to succeed at college-level work with the right support. Participants will engage in hands-on activities from IVC's instructional cycle for integrating reading and writing and see how instructors can shift their teaching strategies to increase student success in an accelerated classroom.

## **Bondi Room** | Acceleration in ESL: Accelerated Pedagogy in the ESL Classroom

Melissa Reeve and Jose Cortes, Solano College; Guillermo Colls, Cuyamaca College

Colleges across the state are seeing large completion gains in accelerated models of developmental English. The success of these models throughout the state illustrates that students often labeled as "remedial" can successfully approach college-level work in a climate that invites intellectual engagement, provides opportunities for low-stakes practice, embeds "just in time" skills instruction in authentic reading and writing tasks, and attends to students' affective needs. This session will examine how ESL instructors can leverage these same strategies to improve the rates at which English Learners reach and succeed in transfer-level English courses. Participants will use acceleration principles to develop their own materials.

## **Carr Room** | Accelerating through STEM & Statistics Pathways: Two Colleges, Two Approaches To Scaling

Kathy Kubo, College of the Canyons; Tammi Marshall and Chris Navo, Cuyamaca College

How did College of the Canyons and Cuyamaca College scale award-winning statistics pathways that have more than tripled completion of transfer-level math? And what new approaches have they implemented to build upon this success? This three-hour interactive workshop will give participants an overview of math reforms at two colleges, including high-leverage placement and co-requisite models for students in all programs of study. Participants will experience the pedagogy of redesigned math pathways through sample classroom activities and assessments, and presenters will share instructional frameworks and professional development activities that are helping faculty create high-challenge, high-support learning environments for programs requiring calculus and programs requiring statistics.

# Friday, March 10<sup>th</sup> (10:30am - 11:30am)

## **Baker Room** | From 14% to 71%: Direct Placement into Statistics as a High Leverage Strategy

Sab Matsumoto and Joe Gerda, College of the Canyons

College of the Canyons piloted new placement rules for 4,300 incoming students using self-reported high school information. These changes dramatically increased transfer-level placement, reduced disproportionate impact and will save students hundreds of thousands of hours and over a million dollars.

## **Bondi Room** | Origin Stories: Implementing English Co-Requisite Courses at Four Colleges

Wendy Smith, San Diego Mesa College; Leslie Henson, Butte College; Joshua Scott, Solano College; Chris Gibson, Skyline College

Early adopters from four colleges will share their experiences and early results of implementing co-requisite math and English courses at their campuses. Challenges and ideas for overcoming resistance will be addressed.

## **Carr Room** | Going Rogue – Former Reading Instructors Discuss Transitioning to the CAP Model

Andrea Hammock and Alma Ramirez, Mt. San Jacinto College; Cecile Davila, Ohlone College; Elizabeth Buchanan, Porterville College; Sherry Williams, Irvine Valley College

During this panel session, reading instructors will share their experiences transitioning to the CAP integrated reading and writing model. Topics covered will include curriculum, professional development, fears, collaborative efforts with writing faculty, and of course, successes! There will be time for questions.

## **Falor Room** | How to Leverage a Rising Tide Toward Student Equity: A Story of Change at SMCCCD

Chase Fischerhall, Career Ladders Project; Michael Cross, Skyline College; Kim Lopez, Cañada College

The urgency brought about by the sun setting on COMPASS, the roll-out of the CAI, and the implementation of multiple measures was met at San Mateo Community College District by swift and dynamic faculty collaboration across the District. Learn about how this process of change increased opportunities for students.

## **Hendricks Room** | Acceleration in ESL – Highpoints and Headaches

David Mitchell, Laney College; Lawrence Lawson, Palomar College; Guillermo Colls and Lyn Neylon, Cuyamaca College

Three California Community Colleges will share their hurdles and leaps when they implemented Acceleration in their ESL programs. Common complaints come up, but common triumphs prevail! The data these colleges share affirm that even language learners can go faster than you would think.

## **Kamilos Room** | Approaching Accelerated Teaching: Sergeant-Style vs. Hippie-esque?

Maureen Roe, Roberta Tragarz, and Corinna Evett, Santiago Canyon College

This session will explore the advantages and disadvantages of highly structured versus amorphous co-requisite English courses in an Accelerated Learning Program. Piloting the 2-unit co-requisite model with an additional two hours of weekly instruction for the basic skills-identified students, two professors purposely developed different curriculum to evaluate the effectiveness of "sergeant-style"/structured vs. "hippie-esque"/organic course design. The outcome was a realization of the need for balance, something in between.

## **Compagno Room** | Improving Success for Developmental Students Through Co-requisite Supports in Math

Jeff Shaver, Charles A. Dana Center

Strong evidence is emerging from across the field on the effectiveness of placing underprepared students into college-level courses and providing co-requisite, rather than prerequisite, content. Come join the conversation about structures, staffing, content, pedagogy, and placement for your co-requisite courses.

# Friday, March 10<sup>th</sup> (11:45am - 12:45pm)

## **Baker Room** | Successful State Math Reforms in Indiana: An Ivy Tech Case Study

Sandra Kay King, Ivy Tech Community College

This session will present statewide math reforms from Ivy Tech, the community college of Indiana, including new placement policies, co-requisite models, and three discrete mathematics pathways: technical math, quantitative reasoning, and a more traditional STEM pathway. With these changes, placement into math remediation has decreased from 73% to 28% of incoming students statewide, and completion of transferable, college-level math is now over 60% for students placed into remediation.

## **Bondi Room** | Been There, Done That: Advice from an English Department that Went Big

Summer Serpas, Rebecca Kaminsky, and Allison Schmitendorf, Irvine Valley College

English faculty from Irvine Valley College share lessons learned and advice after growing from a small pilot program to full-scale accelerated offerings. Discussion includes: building support among colleagues, developing a local collaborative training program, and changing departmental and school culture from one of student deficit to student capacity.

## **Carr Room** | Rethinking Basic Skills Pathways in English: From Assessment to Acceleration

Luke Lambert, Kelly Hagen, and Bridget Herrin, MiraCosta College

In Fall 2015, MiraCosta implemented a new placement model as well as an accelerated path for students placed below transfer in English. As a result, over 90% of students assessed in English will be eligible for transfer English in their first term, with the remaining 10% having the ability to complete remediation in one term.

## **Falor Room** | Pathway to Success

Linda Hintzman, Richard Abdelkerim, and Carrie Starbird, Pasadena City College

Focusing on non-STEM, Pasadena City College managed to shift from 27% of Beginning Algebra students reaching transfer level to 62% by creating a contextualized, accelerated pathway. We'll discuss using backwards design and contextualization to redefine the mathematical content of our course and the importance of pedagogical changes for student success.

## **Hendricks Room** | Designing Successful Pathways for ESL Students

Rebecca Beck, Irvine Valley College

How do we best serve ESL students who have differing educational goals? This session will allow you to see how the ESL department at Irvine Valley College redesigned its curriculum to offer accelerated credit and non-credit courses that closely align to the distinct educational goals of its various student populations.

## **Kamilos Room** | Placement, Co-requisite Support, and Transforming the Math Classroom at Victor Valley College

Stephen Toner, Victor Valley College

VVC began a pre-statistics pathway in Fall 2015, and then adjusted placement processes in Spring 2016. With the help of the Basic Skills Transformation Grant, math faculty have developed a co-requisite structure for three targeted courses. This session will share student success data from Fall 2016, along with future plans.

## **Compagno Room** | Supercharging Completion of Accelerated English through Equitable Assessment

Sarah Klotz and Leslie Henson, Butte College

This session looks at anti-racist assessment strategies in writing courses— including contract grading, portfolio assessment, code-meshing, and non-numerical feedback— as well as the challenges these strategies pose to teachers and students. We will review existing research with an emphasis on how we implement these concepts in our accelerated classes.

# Friday, March 10<sup>th</sup> (2:45pm - 4:15pm)

## **Baker Room** | Supercharging Accelerated English Classes: Engaging Class Activities that Make Students Love Writing

Pegah Motaleb, Jorge Villalobos, Kimberly Lacher, and Donna Duchow, San Diego Mesa College

Educators involved in basic skills acceleration initiatives will learn that accelerated English courses foster strong reading, writing, and critical thinking skills that prepare students for their transfer level classes. Class activities shared in this presentation are inspired by the core elements of an accelerated curricula (Hern & Snell, 2013).

## **Bondi Room** | The Power of Integrating Reading and Writing for Developmental Students

Alison Kuehner, Ohlone College

Data show integrating reading and writing is a powerful means to student success. This session will explain the instructional cycle for an IRW class and engage participants in classroom activities that integrate reading and writing. Participants will leave with a theoretical and practical framework to develop their own IRW course.

## **Carr Room** | ALP Pedagogy: Strategies for Teaching an Accelerated Writing Class

Susan Gabriel, Community College of Baltimore County

Student success in a developmental writing co-requisite model, such as the Accelerated Learning Program, depends on what happens in the linked developmental course (the ALP class). This session will focus on the key elements of ALP pedagogy and how to adapt them within a California context.

## **Falor Room** | Ain't Nobody Got Time for That: Efficiently Addressing the Affective Domain

Melissa Long and Jackie Williams, Porterville College

Teachers want to help students gain the soft skills necessary to succeed in college, but with busy schedules (both in and out of the classroom), they often feel there isn't time to effectively address them. This session offers low prep/high impact strategies that can work in any discipline!

## **Hendricks Room** | Accelerated Pedagogy for English Language Learners

Jose Cortes, Solano Community College

Unfortunately, there is a common institutional mentality that English language learners are not ready to engage in meaningful, content-rich curriculum. As an alternative to bottom-up discreet skills instruction, Solano College ESL faculty will share a lesson that builds on students' strengths and schema to introduce academic literacy skills.

## **Compagno Room** | Math Pathways Transformation at Cuyamaca College

Tammi Marshall and Dan Curtis, Cuyamaca College

At Cuyamaca College, we have transformed math so that the longest pathway through transferable math consists of two courses. We'll describe our transformation process, changes in placement, the college-wide impact, and our next steps. Additionally, we'll share data from our first semester (Fall 2016) as well as instructional materials.

# Saturday, March 11<sup>th</sup> (10:30am - 11:30am)

## **Baker Room** | Vulnerability, Anxiety, Shame, and Blame: Cultivating Acceleration within a Traditional Remediation Model

Jennifer Nellis, Nicole Glick, Lisa Fitzgerald, Jason Casem, and Kathryn McMurray, Long Beach City College

Our first semester of teaching acceleration has highlighted not only the affective domain of our students, but also the affective domain of accelerated instructors and our department. This ripple effect has unsettled our departmental climate, so we wish to engage with our statewide colleagues about how to endure unexpected struggles.

## **Bondi Room** | Reframing the Conversation: Placement as Conversation and Curriculum as Opportunity

Heidi Estrem, Boise State University

In this session, I describe two major changes to first-year writing in Idaho public institutions: a new approach to writing placement and a new credit-bearing initial writing course at all schools (community colleges and universities). I will describe the Idaho placement framework, explain how our co-requisite writing course has been implemented differently at each institution, and offer strategies for how writing faculty can continue or deepen these conversations in their own contexts.

## **Carr Room** | Dramatically Increasing Student Access & Success in Transfer Level Mathematics: A Comprehensive Approach

Joe Gerda and Kathy Kubo, College of the Canyons

Since 2012, the College of the Canyons mathematics department has been on a mission to double completion rates for transfer-level mathematics classes. This approach has led to a careful overhaul of our placement process, significant curriculum redesign, and an intentional focus on the affective needs of students.

## **Falor Room** | Practical Strategies for Empowering Under-Resourced College Students

Karen Becker, Youngstown State University

Dr. Karen Becker, plenary speaker, will share practical classroom and advising activities and strategies to help instructors empower under-resourced students based on an understanding of the hidden rules of institutions and classrooms of higher learning as well as the under-resourced mindset explored in her morning presentation.

## **Hendricks Room** | What is "Good Enough English"? ESL Students Meet Accelerated Composition

Melissa Reeve, Solano Community College

ESL and English instructors are invited to discuss how we prioritize skills in assessing ESL students' readiness for transfer-level English. We will look at samples of student work with a focus on capacity, and practice norming activities participants can use to lead similar dialogues in their home institutions.

## **Kamilos Room** | Getting over Heartbreak-Hill: Equitable Opportunities & Strategies to Support Students in Acceleration

Julie Von Bergen and Dr. Mara Landers, Los Medanos College

From setting expectations on the first day to reviewing for the final exam, this session shares strategies for supporting student learning and success in an accelerated, Boston-marathon-style 7-unit algebra pathway course. The session includes sample class activities, assignments, and strategies for engaging and motivating students in and out of class.

## **Compagno Room** | Multiple Measures Assessment Project: The Opportunity & Adversity of Increasing Placement Accuracy

Craig Hayward, RP Group; John Hetts, Education Results Partnership; Terrence Willett, Cabrillo College

The Multiple Measures Assessment Project (MMAP) analysis shows using high school performance data improves placement accuracy, reduces remediation rates, increases throughput rates to transfer level, and reduces equity gaps while maintaining course success rates. Learn about MMAP implementation strategies and implications for accelerated curricula and the Common Assessment Initiative (CAI).

# Saturday, March 11<sup>th</sup> (11:45am - 12:45pm)

## **Baker Room** | Collaboratively Constructing Content in a Co-Requisite Course

Michael Norris and Rick Estrada, Los Medanos College

Is your math department interested in developing a co-requisite model for Statistics? Come learn what to do, and what not to do, from Los Medanos faculty. We have lots of exciting things to share after our first semester: placement implementation tips, activity-based curriculum, professional development support and preliminary data.

## **Bondi Room** | But Will They Get Through? Long-Term Outcomes After Butte College's Placement Change

Leslie Henson and Emelia Michaels-Ratliffe, Butte College

It's been six years since Butte College's English Department started an accelerated English course for students placed below transfer while doubling the number of students with direct access to transfer-level English. This presentation compares long-term outcomes for students before and after these changes, including success rates in downstream courses, completion of college degrees, and rates of transfer readiness.

## **Carr Room** | Working Towards a Growth Mindset in Grading

Jennifer Hurley, Ohlone College

When students have a "growth mindset," a belief in their capacity to learn, they are more motivated and successful. Unfortunately, traditional grading can undercut a growth mindset. This session will show an alternative grading system for an integrated reading and writing developmental class, present early data, and offer student perspectives.

## **Falor Room** | The Art and Heart of Data Disaggregation: Supporting Your Project with Evidence

Craig Hayward, RP Group

Participants will become informed consumers, requesters, and producers of data on acceleration, co-requisite remediation, multiple measures, and other initiatives focused on redesigning remediation and placement systems. Using tools developed by the Institutional Effectiveness Partnership Initiative (IEPI), participants will learn to access and leverage data to show equity impacts of effective practices and generate support for positive change.

## **Hendricks Room** | Student Experience in Accelerated Pre-statistics – A Student Panel

Hal Huntsman, City College of San Francisco

Over one third of California community colleges are now offering pre-statistics courses. What is it like from a student's perspective to take a pre-statistics course? Did a statistics pathway make a difference in their progress toward transfer? Join us to hear from a panel of former community college students.

## **Kamilos Room** | Learning from Students and Colleagues with Lesson Study: Supporting Accelerated Pedagogy with a Stats and PreStats Teaching Community

Michael Hoffman, David Monarres, and Ray Lapuz, Cañada College; Denise Hum, Skyline College;

How can we help new teachers to transition toward new modes of instruction? We will present our specific model of professional development which includes collaborative lesson-planning, non-evaluative observations and analysis of common assessments. Participants will then have a chance to work through the process of developing a research lesson to use with colleagues on their own campus.

## **Compagno Room** | Acceleration at Solano College: A Guide to Transform Student Success in English

Isabelle Anderson, Sarah McKinnon, and George Olgin, Solano Community College

Solano College English faculty will share their best practices and experiences with accelerated pedagogy, including successful CAP principles and curricular models, using a teaching apprentice in the classroom, incorporating a co-requisite lab, and acceleration in our Puente and Umoja programs. The presenters will allow time for a Q&A session.

# Saturday, March 11<sup>th</sup> (2:45pm - 4:15pm)

**Baker Room** | Radically Transforming Mathematics Learning Experiences for ALL Students: Lessons from the Carnegie Math Pathways (Statway and Quantway)

Michelle Brock, American River College

This session will provide an overview of goals for transforming mathematics learning and promoting more equitable outcomes. Participants will learn about one specific college's implementation of Statway as a case for achieving these goals, and will consider approaches to addressing similar goals at their own institutions.

**Bondi Room** | Great Minds Don't Think Alike: Collaborative Activities that Will Engage Accelerated Students

Michelle Crooks, Grossmont College; Andrew Kranzman, Modesto Junior College

Experience several fun, collaborative activities you can immediately use with students to help them understand difficult readings and concepts. The activities range from role playing to creating visual arguments. Leave with handouts and clear instructions for how to implement them into your accelerated classroom.

**Carr Room** | Connecting and Co-req'ing: Daily Activities in a Co-requisite English Course

Carrie Marks and Dawna DeMartini, Sacramento City College

This session focuses on the daily activities in a co-requisite course and how these activities complement the transfer-level course. We will explore how the principles we have learned through our trainings with CAP, Baltimore Accelerated Learning Program, and Umoja have informed our practices in teaching the co-requisite course.

**Falor Room** | Integrated Reading and Writing: Classroom Strategies

Lauren Halstead Burroughs, Cuyamaca College; Cindi Harris, Grossmont College

While many English departments are integrating Reading and Composition programs, the reading/writing process must be integrated at the course and curricular level. This interactive workshop will give participants an overview of Integrated Reading and Writing theory and present practical classroom strategies that show students how to make meaning from text.

**Hendricks Room** | ESL Accelerated Pedagogy in Practice: A Workshop

Guillermo Colls and Lyn Neylon, Cuyamaca College

Sample lesson plans from an accelerated curriculum in English as a Second Language. This will be a hands-on practice of typical lessons using critical thinking to decode rich texts and get ESL students ready for writing.

**Kamilos Room** | Classroom Implications of Mathematics Pathways: Recommendations and Resources for Faculty

Jeff Shaver, Charles A. Dana Center

Changing mathematics course requirements to better align with programs of study has curricular and pedagogical implications for faculty. Come join the conversation on curricular redesign and the Dana Center's tools and resources, many of which are freely available on our resource site.

**Compagno Room** | Overcoming the Trials and Tribulations of Developing a Single-Themed CAP Curriculum

Julia Raybould-Rodgers and Chellis Ying, Allan Hancock College

This hands-on workshop will focus on the daunting, yet rewarding, task of creating a single-themed CAP curriculum with fellow instructors and librarians. In this workshop, we will delve into the stages of curriculum development, as well as offer activities that will encourage instructors to develop their own courses.





## **The California Acceleration Project**

Supporting the State's 113 Community Colleges  
To Transform Remediation to Increase Student Completion and Equity

<http://www.AccelerationProject.org>

This conference was made possible with generous support from the Bill & Melinda Gates Foundation, the College Futures Foundation, the James Irvine Foundation, and the William and Flora Hewlett Foundation through the California Education Policy Fund.



## The California Acceleration Project

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

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

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

The California Acceleration Project was founded in 2010 by two community college faculty members who wanted to do something about the poor outcomes of students placed into remediation. CAP is a faculty-led professional development network that supports the state's 113 community colleges to transform remediation to increase student completion and equity. Between 2010 and 2016, all 113 California community colleges participated in CAP outreach workshops, and more than 80 colleges began implementing accelerated approaches to placement and remediation with CAP's professional development programs.

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