In the past, over 80% of California community college students would start in remedial courses. But in Fall 2019, AB 705 gave virtually all students the right to enroll directly in transferable, college-level English and math.

It’s not surprising that in this first year of implementation, teachers may feel like we’re leading a group of beginning rafters down a rocky, turbulent river. Freshman composition. Statistics. Precalculus. These are challenging, university-level courses. Can we help students learn to navigate the rapids? Can we keep them from falling overboard, or at least haul them back in when they do?

While the research is clear that students are now more likely to complete English and math requirements, change isn’t easy. As faculty, we may find that how we taught something in the past isn’t working, that students are struggling with a certain concept, or that withdrawals are high during a particular unit of class. Our pass rates may be lower than we want.

ESL teachers are also grappling with the challenges posed by AB 705, with less than six months to change placement, curriculum, and pedagogy in time for the Fall 2020 deadline.

The good news is that we’re not alone. Smart, committed people from across the state are grappling with these challenges, and many are presenting at this year’s conference:

- Faculty taking design principles that were effective in accelerated developmental classes – just-in-time remediation, low-stakes collaborative practice, support for students’ affective needs -- and applying them in transfer-level contexts
- Math departments offering fewer than 10% of introductory classes below-transfer-level and allowing all students to enroll directly in the transfer level, even in STEM
- ESL programs that have integrated skills, accelerated the sequence, and replaced standardized tests with guided self-placement
- Colleges providing robust, equity-oriented professional development for faculty
- Faculty developing new forms of support for students, such as online tools, engaging curricula, and embedded peer tutors and librarians

For us, this is an incredibly exciting time to be community college English, ESL, and math teachers. We have learned that structures intended to help students – traditional remedial coursework – were not only holding them back but creating racial inequities. And as a system, instead of blaming students, we’ve taken responsibility for changing our structures.

We look forward to continuing to learn with you: studying this year’s results, refining implementation, and making our classrooms as powerful as possible.

With hope for the future,

Katie Hern and Myra Snell
Co-Founders of the California Acceleration Project
Thursday, February 27th | Pre-Conference Workshops

Breakfast on your own
9:00-10:00 Registration (Grand Ballroom Foyer)
10:00-1:00 Morning Pre-Conference Workshops (details on page 3)
1:00-2:00 Lunch (Grand Ballroom)
2:00-5:00 Afternoon Pre-Conference Workshops (details on page 4)

Friday, February 28th | Main Conference

8:00-9:00 Registration (Grand Ballroom Foyer) and Continental Breakfast (Grand Ballroom)
9:00-9:15 Welcome | Marjorie Blen, Students Making a Change (Grand Ballroom)
9:15-10:15 Opening Remarks | “Midstream Reflections: The First Year of AB 705”
Katie Hern and Myra Snell (Grand Ballroom)
10:15-10:30 Break
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)
12:45-1:45 Lunch and the Golden State Honey Badger Awards (Grand Ballroom)
1:45-3:15 Breakout Session 3 (details on page 7)
3:15-3:30 Break
3:30-4:30 Breakout Session 4 (details on page 8)
4:30-6:00 Reception (Grand Ballroom)

Saturday, February 29th | Main Conference

8:00-9:00 Registration (Grand Ballroom Foyer) and Continental Breakfast (Grand Ballroom)
9:00-10:15 Keynote Address | “Putting the Horse Before the Cart: Core Competencies of An Equity Advancing Educator” Lasana Hotep (Grand Ballroom)
10:15-10:30 Break
10:30-12:00 Breakout Session 5 (details on page 9)
12:00-1:00 Lunch (Grand Ballroom)
1:00-2:30 Breakout Session 6 (details on page 10)
2:30-2:45 Break
2:45-3:45 Breakout Session 7 (details on page 11)
Plenary Speakers

Marjorie Blen
Marjorie Blen is a Senior Fellow at Students Making a Change, whose mission is to equip and engage Black and Brown community college students to positively transform the deep structural inequities present in community colleges, as reflected by achievement gaps and low retention and transfer rates of underrepresented students of color. As someone directly impacted by remedial education, Blen has advocated passionately for AB 705 at state and local levels, including presenting at the Community College League of California, Student Senate for California Community Colleges, and CA Students Higher Education Advocacy Round Table. Blen and her fellow SMAC fellows received one of the first Golden State Honey Badger Awards from the California Acceleration Project, along with a certificate of recognition from the California Community College system. She will graduate from City College of San Francisco in May with an associate’s degree in sociology, child development, and liberal arts. She plans to transfer to a four-year university in the fall.

Katie Hern & Myra Snell
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 remedial course sequences with accelerated models. 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 Professor at Skyline College and holds a master’s degree in American Culture Studies from Bowling Green State University, plus a doctorate and master’s degree in Educational Leadership from Mills College. Snell is a Professor of Mathematics at Los Medanos College and was one of four finalists for the national Faculty Innovation award from the American Association of Community Colleges. She holds a master’s degree in Pure Mathematics from UC Berkeley.

Lasana Hotep
For over 15 years, Lasana O. Hotep has worked at large research universities, two-year colleges, and as a consultant to educational and corporate entities in addressing issues of race, gender, and social justice and their impact on organizational success. He currently serves as the founding Executive Director of the Equity Institute at Skyline College, where he created and oversees equity academies that provide team-centered professional development experiences for educational and corporate professionals interested in becoming more culturally fluent and equity-advancing within their organizations. Hotep’s past roles include serving as co-founder of the African American Men of Arizona State University program and founding program coordinator for ASU’s Center for the Study of Race and Democracy. He most recently served as the Dean of Student Equity and Support Programs at Skyline College. Hotep has published essays in several edited volumes including African American Men in College (Jossey-Bass, 2006) and he is also co-author of the forthcoming Minding the Obligation Gap: Striving for Equity in Community Colleges and Beyond (Peter Lang, 2020).
“[AB 705] has moved the community college system into uncharted territory. However, a group of colleges that have already significantly broadened access to transfer-level courses can shed light on what we might expect. Our research shows that these colleges saw dramatic gains in student success, with large increases in the number of first-time students completing transfer-level courses in English and math. Gains were experienced by all students, including Latinos and African Americans. Colleges that offered students support courses at the same time they took transfer-level courses, a practice known as co-requisite remediation, had especially strong results. This means that thousands of students who in the past would have started college in remedial courses are now bypassing those courses and succeeding in transfer-level courses.”

Public Policy Institute of California

“What Happens When Colleges Broaden Access to Transfer-Level Courses? Evidence from California’s Community Colleges”
October 2019
Thursday, February 27th (10am - 1pm)

**California Salon 1 | Maximizing Math Completion: An Introduction to California’s Developmental Education Reforms**

**Myra Snell** (Los Medanos and CAP Co-Founder and Math Lead)

Driven by state legislation, California community colleges are implementing placement reform, corequisite remediation, and math pathway options designed to maximize completion of transferable college math. This introductory session is for out-of-state attendees who want to learn more about these high leverage strategies or for California folks who want to revisit the data-driven rationale and promise of these statewide reforms.

**California Salon 2 | Introductory Statistics Session I**

**Roxy Peck** (Professor Emerita, California Polytechnic State University), **Kathy Kubo** (College of the Canyons), **Scott Fallstrom and Shawn Firouzian** (MiraCosta College)

Under AB 705 more students have the opportunity to learn Statistics, and instruction that is interactive and conceptually-driven supports their success. Dr. Roxy Peck, CSU professor emerita and an international leader in statistics education, and MiraCosta College math faculty will share class activities and pedagogy that deepen statistical understanding. Introductory Sessions I and II will address different topics.

**California Salon 3 | Precalculus Session I**

**Sophia Lee** (Citrus College) and **Alyssa Kraus** (Cuyamaca College)

Cuyamaca and Citrus faculty will share their high challenge, high support pedagogy in Precalculus/Trigonometry, including strategies for maintaining problem-solving rigor, integrating algebra remediation, engaging students and addressing the affective side of learning. Precalculus Sessions I and II are independent. Attend one or both for different approaches to these common themes.

**California Salon 4 | Maximizing English Completion: California’s Developmental Education Reforms for Newbies**

**Katie Hern** (Skyline College and CAP Executive Director)

With the passage of AB 705, California is making some of the most ambitious developmental education reforms in the country. Come learn about how California is maximizing completion of transferable college composition through placement reform and corequisite remediation. This introductory session is for out-of-state attendees who want to learn more about California’s new policies or California folks who want a big picture overview of statewide reforms.

**Sacramento Room | What is Going on in My Classroom? Post-AB 705 Classroom Triage for English Instructors**

**Summer Serpas** (Irvine Valley College and CAP Assistant Director)

This English workshop will focus on classroom triage and addressing common classroom struggles as we work through the first year of full AB 705 implementation. There will be time to work with colleagues from other campuses to troubleshoot issues coming up in your own classroom.

**Redwood Room | AB 705 in ESL: What We Know So Far**

**Melissa Reeve and Jose Cortes** (Solano College and CAP ESL Coaches)

This workshop will cover the most recent developments in AB 705 implementation for credit ESL programs. Presenters will share updates from the AB 705 ESL work group and the latest research by PPIC and the RP Group regarding the placement practices, course sequence structures, and curricular choices that maximize students’ successful progression from credit ESL through transfer-level English. A panel of practitioners will share the changes their colleges have made to align with both the letter and the spirit of AB 705 for ESL students.
Thursday, February 27th (2pm - 5pm)

**California Salon 1 | Liberal Arts Math for Humanities**

Levi Gill and Erin Wall (College of the Redwoods)

Join in the fun of the project-based Liberal Arts Math course at College of the Redwoods. Experience projects that illuminate the history, utility and artistry of mathematics. Collaboratively design student activities that promote appreciation and critical understanding of the foundational importance of mathematics to contemporary society.

**California Salon 2 | Introductory Statistics Session II**

Roxy Peck (Professor Emerita, California Polytechnic State University), Kathy Kubo (College of the Canyons), Scott Fallstrom and Shawn Firouzian (MiraCosta College)

Under AB 705 more students have the opportunity to learn Statistics, and instruction that is interactive and conceptually-driven supports their success. Dr. Roxy Peck, CSU professor emerita and an international leader in statistics education, and MiraCosta College math faculty will share class activities and pedagogy that deepen statistical understanding. Introductory Sessions I and II will address different topics. Session II is for faculty who are relatively new to teaching Statistics.

**California Salon 3 | Precalculus Session II**

Sophia Lee (Citrus College) and Alyssa Kraus (Cuyamaca College)

Cuyamaca and Citrus faculty will share their high challenge, high support pedagogy in Precalculus/Trigonometry, including strategies for maintaining problem-solving rigor, integrating algebra remediation, engaging students and addressing the affective side of learning. Precalculus Sessions I and II are independent. Attend one or both for different approaches to these common themes.

**California Salon 4 | CAP Pedagogy 101: English**

Katie Hern (Skyline College and CAP Executive Director) and Summer Serpas (Irvine Valley College and CAP Assistant Director)

This introductory English workshop will provide an overview of CAP’s high challenge, high support pedagogy, including the instructional cycle, thematic courses, addressing students’ affective needs, and other key pedagogical principles. This introductory session is intended as a follow up to the “newbie” morning session, but also could be paired with other morning sessions if desired.

**Sacramento Room | Designing for Equity**

Carrie Marks and Dawna DeMartini (Sacramento City College)

Although acceleration improves outcomes for all student groups, it does not automatically guarantee equitable outcomes. How do we design a corequisite course that ensures equitable outcomes in both the corequisite 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.

**Redwood Room | The Right to Be Here: Supporting English Learners in Transfer-Level Composition**

Melissa Reeve and Jose Cortes (Solano College and CAP ESL Coaches)

This workshop invites ESL and English faculty (ideally, cross-disciplinary teams) into a collaborative conversation around maximizing the success of English learners in transfer-level English coursework. Participants will work through activities designed to increase cross-disciplinary awareness of reading-writing curriculum and expectations for student writing. After reviewing different models of support for ESL and multilingual students in transfer-level English, teams will develop plans appropriate to their local contexts.
Friday, February 28th (10:30am - 11:30am)

**California Salon 1 | Effectively Using Group Work and Troubleshooting Issues**

Kathy Kubo (College of the Canyons) and Tammi Marshall (Cuyamaca College)

Low-stakes collaborative work gives students time to process and practice while instructors observe and guide learning. However, instructors may struggle with encouraging productive student engagement and interaction. Troubleshoot common issues with us and learn a few powerful strategies.

**California Salon 2 | A Liberal Arts Mathematics Course in a Liberal Arts Education**

Saburo Matsumoto (College of the Canyons)

College of the Canyons recently began offering Liberal Arts Mathematics. With eleven sections offered in its first semester, hundreds of non-STEM students successfully completed the course while the instructors also learned what can make the course better. We will present challenges and ideas for improvement in pedagogy, content, and expectations.

**California Salon 3 | A Look into an AB 705 Precalculus Classroom**

Alyssa Krauss (Cuyamaca College)

Concerned about supporting STEM students who have weaker high school performance? Precalculus with Support at Cuyamaca successfully feeds an ever-growing Calculus pipeline for STEM majors. Our belief in the capacity of our students drives our approach through active learning, just-in-time remediation, and attention to the affective side of learning.

**California Salon 4 | Pow! Credit ESL Reforms and Maximizing Throughput for ESL Students**

Mallory Newell (De Anza College and the RP Group) and Olga Rodriguez (Public Policy Institute of California)

AB 705 has sparked discussions of how to reform credit ESL placement policies and course structures in ways that maximize completion of transfer-level English (TLE) or the ESL equivalent (TLEE). This session will present research on the curricular pathways and student journeys that lead to increased completion of TLE/TLEE.

**Garden/Terrace Room | Windows and Mirrors: Instructor-Led Planning to Close Opportunity Gaps Reflected in Disaggregated Instructor-Level Data**

Mitra Sapienza, Micheline Pontious, and Kyle Hill (City College of San Francisco)

Walk through one full day of professional development training focused on analyzing disaggregated instructor-level data and ways that faculty can examine their perceptions of their students and of themselves as instructors, in order to reflect on their practice and work on ways to better serve disproportionately impacted student equity groups. All materials can be adapted to any discipline.

**Redwood Room | Rethinking Research: Library Partnership and Assignment Design in the Corequisite Classroom**

Katie Beberian and Emily Campbell (College of the Sequoias)

How can we dismantle institutional barriers created by traditional research assignments and encourage information literacy in corequisite classes? Join a librarian and an English professor who’ve transitioned from the traditional “one-stop” library visit to an embedded model and learn how they scaffold learning as students engage in the research process.

**Capitol Salon C | Academic Self-Regulation and Self-Advocacy Among Gen-Z Learners in the Post-AB 705 Landscape**

Chellis Ying Hood, Christina Nuñez, and Julia Raybould-Rodgers (Allan Hancock College)

This presentation will highlight activities for transfer English corequisite composition courses to promote self-regulation and self-advocacy among Generation Z learners. By embracing student voices and their work, instructors can mitigate the academic challenges this smartphone-reliant population faces, thereby reducing distractions, integrating relevant context, and fostering rigor and intrinsic motivation.

**Capitol Salon D | Intentional Support: Utilizing Teaching Apprentices in the Corequisite Classroom**

Heather Watson-Perez and Jose Cortes (Solano Community College)

With a focus on student affect and equity-minded praxis, Solano’s Teaching Apprentice program provides opportunities for one-on-one and small group support for students enrolled in corequisite transfer-level English. This session will provide information on development and implementation, classroom activities and practices, and how the TA program prepares prospective instructors for working in the classroom.
### California Salon 1 | ZOOM Your Way Into Online Corequisite Support

**Fred Feldon** (Coastline College)

“Aarrgh... I feel like I’m teaching myself!” Learn how to remove the overwhelming sense of isolation in an online corequisite course by having a synchronous component. Technology has now reached a point where you can finally, truly replicate the collaboration, breakout groups, peer instruction and active learning that normally takes place in the classroom.

### California Salon 2 | Collaborating with Other Disciplines to Rethink Math Requirements and Support

**Amber Buntin and Levi Gill** (College of the Redwoods)

Now, more than ever, cross-disciplinary collaboration is a critical part of improving student success across campus. With developmental math courses dwindling, it’s essential that requisites across disciplines be re-evaluated. College of the Redwoods shares some solutions implemented, including a chemistry support course.

### California Salon 3 | Open-Access Applied Calculus and Precalculus: What Worked, What Didn’t, and What’s Next

**Maria Magante and Diwa Ramos** (Los Medanos College)

Los Medanos College is dedicated to increasing and diversifying the students in BSTEM majors. We will share our approach to just-in-time remediation and support in our open access Applied Calculus and Precalculus courses, first term success rates, lessons learned and next steps for improving student learning and success.

### California Salon 4 | The Agony and Victory of Meeting the Challenges of Acceleration in ESL

**Rhonda J. Farley, Jennifer Francisco, Joao Francisco, and James Wilson** (Cosumnes River College)

Through collaboration, course redesign and targeted support strategies, Cosumnes River College ESL faculty created an optional acceleration pathway to freshman composition and beyond. Presenters will share the struggles and successes when acceleration became the only option for ESL students at one of the most diverse community colleges in the U.S.

### Garden/Terrace Room | Getting There: Strong AB 705 Implementers in English, ESL, and Math

**Katie Hern** (Skyline College), **Erik Armstrong** (College of the Sequoias), **Michael Wangler** (Citrus College), **Guillermo Colls** (Cuyamaca College)

Hear from colleges that led the field in transforming their class schedules to replace remedial courses with concurrent support at the transfer-level. Join us for a research overview and practical advice from Citrus, Cuyamaca and College of the Sequoias that will help your college in stronger AB 705 implementation.

### Redwood Room | Better Together: Developing a Cross-Campus, Equitable Peer Mentoring Program

**Audrey Crouse, Carlos Amescua, Connie Oh, and Angelina Bargeron** (Orange Coast College)

Orange Coast College has refined a peer mentorship model serving disproportionately impacted first-year students. This model promotes a high-touch approach to retention and has since been adopted by cross-campus partners. Presenters will share program components and outcomes, best practices for implementation, and experiences of current mentors and mentees.

### Capitol Salon C | Intentional Reading Strategies in the English Corequisite Classroom

**Stefanie Johnson Shipman** (San Diego Miramar College)

Corequisite English classes offer a chance for faculty to share intentional, explicit reading strategies to apply to rigorous texts in context. The presenters will share several strategies and activities for each stage of the reading process (pre-, during, and post-) to incorporate into their reading assignments.

### Capitol Salon D | Literature Circles 2.0: Take Them to Another Level Using Social Media!

**Janet Mitchell-Lambert** (Cerritos College)

This session will showcase Literature Circles 2.0 for face-to-face and online classes for book-length works. The NCTE advocates for multimodal composition in the 21st century classroom. Students are engaged in meaningful, complex, critically thoughtful, and creative activities. TAKEAWAY: Social Media Literature Circles structure that you can use tomorrow!
**California Salon 1** | Our Statistics Corequisite: When They Can’t Go Low, We Go High (Expectations and Support!)

Corrine Kirkbride and Renee Johansson (Pasadena City College)

Attendees will learn about Pasadena City College’s new support corequisite for Statistics and will take part in some of the active learning we provide - including just-in-time remediation, deeper understanding, reviews, and metacognition, which we implemented without lowering our expectations or our standards for our students.

**California Salon 2** | Assessment for Racial Equity in Post AB 705 Transfer-Level Math

Patrick Morriss (Foothill College)

Session participants will surface common assessment practices, place them in historical context, link them to systemic race-based achievement differences, and illuminate their impact with data from Foothill College math classes. We’ll then explore “assessment for racial equity,” a practice combining culturally relevant teaching with authentic and qualitative assessment.

**California Salon 3** | The Remediation Escape Room

Guillermo Colls and Manuel Mancillas-Gomez (Cuyamaca College)

Come experience an exercise simulating the student experience in the remediation trap— an escape room exercise with the goal of escaping remediation and finishing transfer-level English in the fictional (or is it?) Doom Community College. Cuyamaca College follows up with their program redesign to handle the remediation problem in ESL.

**California Salon 4** | Putting the “Fun” Back in the Fundamentals: Corequisite Remediation without the Tears

Melissa Long and Ian Onizuka (Porterville College)

Remediation doesn’t have to be boring; learning basic skills can actually be (dare we say it?) fun! In this session, a math professor and an English professor join forces to explore innovative ways to engage students and provide educational experiences that impacts students far beyond the classroom.

**Garden/Terrace Room** | A “High Hope” Syllabus: Taking an Equity-Minded Approach

Sarah Martin, Enrique Cervantes, Cierra Rawlings and Susy Muñoz (Grossmont College)

Participants will learn how an equity-minded syllabus can give students “high hope” for success in the course starting day one. Revising the syllabus is a practical way to close achievement gaps and support students’ affective needs. Participants will use before/after samples to participate in their own hands-on revision activity.

**Redwood Room** | High Challenge, High Support: Building Student Research Skills through Campus Partnerships

Michelle Morton and Aloha Sargent (Cabrillo College), Ruth Fuller (Solano College), Lisa Velarde, Megan Kinney, Leila Easa (City College of San Francisco), and Kathryn McGuire (Pasadena City College)

What do our students need to accelerate their research skills? When do students learn to work with evidence, and what does just-in-time research support look like? This session looks at cross-campus partnerships between instructors and librarians at four colleges to support authentic and culturally relevant research skills for accelerated classes.

**Capitol Salon C** | Contract Grading for a Learning-Centered Classroom

Jackie Williams (Fresno City College), Jamie Dingman (Citrus College), and Sarah Antinora (San Joaquin Delta College)

Are you interested in adopting a grading approach that fosters student growth and a focus on learning? In this session, presenters will outline the philosophy behind contract grading and its relationship with student equity, share the highs and lows of adopting a new grading system, and provide samples of contracts.

**Capitol Salon D** | Creating Student Agency in the AB 705 World

Gina Jones, Bo Sheffer, and Noah Mitchell (Woodland Community College)

Never grade another student paper at home again. The secret? Student agency. This presentation will focus on successes and lessons learned in the first semester of the post-AB 705 world at Woodland College that you can implement into your classroom immediately.
### California Salon 1 | Supporting You to Support Others Through a Local Community of Practice

Rachel Polakoski (Cuyamaca College)

A local community of practice is a great way for faculty to support each other post-AB 705. Come discuss strategies for addressing common issues that arise when designing and facilitating a community of practice.

### California Salon 2 | Statistics OER for Online or In-Person, With or Without Corequisite Support

Kathy Kubo (College of the Canyons), Myra Snell and Diwa Ramos (Los Medanos College)

Can your students conduct a hypothesis test but don’t understand it? Need support in teaching Statistics in an engaging and interactive way? College of the Canyons and Los Medanos College will share their experiences with a Canvas-embedded course, activity packet and instructors’ manual, written and class-tested by community college faculty.

### California Salon 3 | Contemporary Mathematics for Technical Fields: An Open Access and Transferable Course for CTE

Jon Pace and Amber Buntin (College of the Redwoods)

AB 705 legislation strongly encourages that new courses be transfer-level. Math 10 satisfies the CSU GE Area B4: Math / Quantitative Reasoning requirement. Although most Career Education certificates and associate degrees do not require a transfer-level mathematics course, this course offers students the flexibility to transfer if they so choose.

### California Salon 4 | From Graphic Novels to Documentaries: Utilizing Multimodal Literacy in the ESL Classroom

Jose Cortes (Solano Community College)

By adapting multimodal texts we can create an environment where ELL students across different stages of language development can utilize their collective wealth of knowledge and personal experiences in order to critically engage with authentic texts in an integrated skills ESL classroom.

### Garden/Terrace Room | Shazam! Powerful Performance from Early Implementers of AB 705

Mallory Newell (De Anza College and the RP Group) and Olga Rodriguez (Public Policy Institute of California)

AB 705 has spurred a major transformation in placement policies and remedial course structures in California’s community colleges. This session will present statewide results from colleges that implemented powerful reforms to meet AB 705 requirements, focusing on outcomes for direct transfer-level placement in English, SLAM and BSTEM, including corequisite courses.

### Redwood Room | Administrative Support for Implementing AB 705 — What It Takes to Get This Done

Michael Wangler (Citrus College)

Leadership and administrative support have been key elements in the successful implementation of AB 705 at Citrus College. Learn about what it takes to effectively implement AB 705, including benchmarks and priorities based on limited resources and deadlines, testing all systems and troubleshooting problems along the way, and finding and leveraging funding to support full implementation.

### Capitol Salon C | For Whom the Fail Tolls: Navigating the Emotional, Andragogical Journey of AB 705

Julia Raybould-Rodgers and Janae Dimick (Allan Hancock College)

This presentation focuses on the emotionally laborious and taxing journey of teaching in the relatively uncharted territory of AB 705 English classrooms. It provides insight on the new challenges that instructors may be facing and tangible strategies for how to navigate them.

### Capitol Salon D | Going Hybrid: Prioritizing Online Learning in Transfer-Level English Composition Classes

Kent Fortin and Amber Turner (Sierra College)

At Sierra College, our model of support for English classes includes incorporating an additional 1-credit online learning component focused on research method for all our English 1A classes. Come explore how we've made this online component the third critical support element for our students.
### California Salon 1 | Revitalizing Liberal Arts Math

**Levi Gill and Erin Wall** (College of the Redwoods)

The liberal arts math class at College of the Redwoods is now one of the most popular math classes that we offer. In this session we will share how we redesigned the class to create an engaging and dynamic course that capitalizes on the opportunities provided by AB 705.

### California Salon 2 | BSTEM: How Does Corequisite Support Work in Open Access Transfer-Level BSTEM?

**Sophia Lee** (Citrus College), **Maria Magante** (Los Medanos College), and **Ian Onizuka** (Porterville)

Students starting in intermediate algebra are much less likely to complete BSTEM transfer requirements. How can we support students with weaker algebra skills to succeed in College Algebra, Precalculus and Applied Calculus? Hear from faculty at Citrus, Los Medanos, and Porterville who are teaching open access transfer-level BSTEM courses.

### California Salon 3 | Jumping from the Kiddie to an Olympic Sized Pool: Equity Encounters Empowerment

**Manuel Mancillas-Gomez and Dina Sterner** (Cuyamaca College)

Participants will gain knowledge of the ESL dual enrollment collaboration between Mountain Empire High School and Cuyamaca College. This program empowers academic progression to post-secondary education for English Learners. This pedagogical hands-on session will demonstrate classroom high-technology and integrated-skills curriculum based on the English composition pedagogical principles of the California Acceleration Project.

### California Salon 4 | Expect the Unexpected: Crafting Prompts to Invite Diverse Perspectives

**Melissa Reeve and Jose Cortes** (Solano Community College)

Equitizing opportunities for success in multicultural composition classrooms requires inquiry into our own biases. Participants will examine assumptions embedded in text sets and prompts from ESL and mainstream composition classes and work to expand these assignments to make space for students to draw on their diverse range of cultural capital.

### Garden/Terrace Room | What’s Race Got to Do With It?: Becoming A Culturally Fluent Educator

**Lasana Hotep** (Skyline College)

Engaging in work around race and identity is challenging based on the way conversations around race have been framed. This engaging multimedia professional development experience explores ways that educators can become more equity advancing. Participants will explore theories and practices designed to address the intersections of race and student success.

### Capitol Salon C | Increasing Student Engagement and Retention through Authentic Care

**Neue Leung and Kristina Rogers** (American River College)

This session focuses on cultivating an environment where students thrive, participate, and successfully finish your class. Through an equity lens, presenters will share how equitable practices addressing students’ affective needs in teaching writing and reading will support disproportionately impacted student populations.

### Capitol Salon D | The (Productive) Struggle Is Real: Challenging Students in the Corequisite Classroom

**Melissa Long** (Porterville College)

We want to help students, but do we sometimes offer too much support and actually impede their ability to grow as learners? In this session, the presenter will share a concrete model for learning that provides a foundation for the course allowing students to embrace struggle and unleash their capacity.
California Salon 1 | The Power of Faculty Expectations on Student Success and Equity in STEM

Myra Snell (Los Medanos College)
Do faculty views of intelligence affect students' classroom experience and success? Join us for a discussion of commonly held beliefs about student success and equity in light of a 2019 study of STEM faculty. We will identify classroom policies and practices that promote achievement in STEM for underrepresented minorities.

California Salon 2 | A “Don’t Feed, Just Lead!” Approach to an AB 705 Statistics Classroom

Annalinda Arroyo and Rachel Polakoski (Cuyamaca College)
In open entry Statistics courses, it’s imperative to meet students where they are. Come learn about, and put into action, four key factors that transform a teacher-centered lecture into an interactive student-centered learning experience. We will dig into a Statistics lesson to illustrate how a low floor, high ceiling activity supports deeper understanding.

California Salon 3 | Do We Really Need Pre-Transfer Math? A Troubleshooting Session

Dan Lawson (Merritt College), Linda Hintzman (Pasadena City College), and Steve Toner (Victor Valley College)
There are 13 colleges that are offering 0%-10% of introductory math sections at the pre-transfer-level. How did they navigate science prerequisites, associate degree seekers, and other issues that seem to require pre-transfer-level math? Come troubleshoot math issues that are keeping your college from strong implementation of AB 705.

California Salon 4 | Fulfilling the Promise of Guided Self-Placement in ESOL

Elizabeth Wadell, Beth Maher, Sean Trunk, Angela Jimenez Velayos, Amanda Price, Barbara Yasue, and Rebecca Clayton (Laney College)
ESOL programs across the state are exploring guided self-placement, but what is the best way to implement it? We will help participants develop their own guided self-placement process that not only complies with current placement regulations, but also creates an overall more equitable, inclusive, and student-focused enrollment experience.

Garden/Terrace Room | Become a Learning Activist by Democratizing the Classroom

Sydney Brown (Grossmont College)
By decentralizing power and creating a learning partnership with students, we can reduce the “college fear factor.” This pedagogy is ideal for students from collectivist cultures and improves the learning capacity for students from individualist cultures. Participants will review current data and explore a toolbox of revelatory and practical strategies to transform their classroom.

Redwood Room | Digging In: Working on High Support by Using Canvas

Marlise Ajanae Edwards (San Jose City College)
A Canvas component for your assignments can add a layer of connectivity to your students, with your material and with each other through tools like Collaborations and Discussions, and with you. In this workshop we will break down one of your current assignments into components on Canvas that will support students entering the 1A classroom with different skills and different college readiness starting points.

Capitol Salon C | Be Transparent in Integrated Reading and Writing Courses: Supporting Academic Writing through Deeper Reading and Metacognitive Conversation

Sarah Sullivan (Mission College) and Rachel Ketai (3CSN)
This interactive workshop will invite educators into rich inquiry and dialogue about reading and writing, and it will draw on Reading Apprenticeship routines with an added focus on writing. Building relationships and knowledge, attendees will engage in metacognitive conversations about the connections between reading and writing as complementary problem-solving activities.

Capitol Salon D | Critical Thinking: A Culturally Responsive Approach

Paula Silva (Puente Statewide Office)
In this session, English instructors will reflect on the typical approach to teaching critical thinking and consider a simple planning framework designed to ensure the integration of noncognitive, culturally responsive instructional elements with core critical thinking requirements.
California Salon 1 | Culturally Relevant Teaching: High Demand, High Support Transfer-Level Math

Patrick Morriss (Foothill College)

The principles of culturally relevant teaching (CRT) offer faculty a framework to develop the high demand, high support classrooms necessary to meet the challenges of AB 705. Participants will explore CRT principles, experience them in the context of transfer-level math, and use them to critique mathematics curriculum and anthropagy.

California Salon 2 | Creating a Culture of Success in Transfer-Level Mathematics

Michael Wangler, Victoria Dominguez, Tracy Nguyen, and Sophia Lee (Citrus College)

Citrus College provides open access and support for all students at the transfer-level. Students choose their transfer-level math class based on major and are supported with corequisites and other pedagogical innovations. This breakout will demonstrate how to build a culture of success in open access transfer-level mathematics, including BSTEM, liberal arts, and career education.

California Salon 4 | Engaging Ways to Unpack Authentic Texts in the Accelerated ESL Classroom

Jessica Aggrey, Kimberly Lengyel, Annie Marquez, and Cheryl Wilkinson (Woodland Community College)

Thematic units pairing authentic texts with high challenge, high support activities can accelerate English learning, even several levels below transfer. Presenters from Woodland College will share activities that help students unpack authentic texts in accelerated, multi-skills ESL classes. Handouts included!

Garden/Terrace Room | Are Success Rate Gaps a Result of Student or Faculty Success?

Mallory Newell and Jerry Rosenberg (De Anza College)

AB 705 provided De Anza an opportunity to explore failed attempts. This enabled us to look deeper into student success and start conversations around faculty success as a factor in student success. We have just started conversations with departments and faculty around shifting mindsets from student success to faculty success.

Redwood Room | No Developmental Math or English? What Happened? What Next?

Linda Hintzman and Carrie Starbird (Pasadena City College)

Pasadena City College is no longer offering remedial math or English. We will present Fall 2019 success and throughput data, as well as changes suggested by the data. In addition, we will discuss the supports we have in place (support courses and others).

Capitol Salon C | Humanizing Freshman Composition: Designing with Disney for Critical Thinking and Student Capacity

Katie Booth (Moorpark College)

From syllabus construction to project-based-learning, this presentation showcases my construction of equity-minded composition classrooms. Using growth-mindset strategies, I will share how I use Disney’s recent animated films to explore American education, teach composition and critical thinking, support students’ affective needs, and help them evolve from dependent to independent learners.

Capitol Salon D | The Kids Are Alright: How Infographics, Podcasts, and Videos Leverage Students’ Cultural Voices

Jennifer Nellis (Long Beach City College)

Drawing upon multimodal scholarship and antiracist pedagogy, this presentation offers faculty usable strategies to integrate multimodality into corequisite courses. Multimodal corequisite courses increase student engagement, maximize student completion, and enact antiracist pedagogy. Sample student multimodal work and preliminary data will encourage faculty to experiment with infographics, podcasts, and video essays.
The California Acceleration Project
Supporting the State’s 115 Community Colleges
To Transform Remediation to Increase Student Completion and Equity
www.AccelerationProject.org

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Recommended Reading
Available at www.AccelerationProject.org

This study examines fall 2019 course schedules and college websites to assess the extent to which California's 114 colleges are meeting the AB 705 standard of maximizing student completion of transfer-level English and math.

What Happens When Colleges Broaden Access to Transfer-Level Courses? Evidence from California's Community Colleges (2019)
The Public Policy Institute of California's statewide study of outcomes and implementation issues at community colleges implementing multiple measures placement and corequisite remediation fall 2017 through fall 2018. Appendix includes data on all 114 California community colleges.

Access, Enrollment, and Success in Transfer-Level English and Math in the California Community College System (2019)
This statewide study by the Multiple Measures Assessment Project examines student outcomes data from 2015 through 2018 to provide early indicators of what colleges can expect under AB 705.

High Challenge, High Support Statistics Course (2019)
This online course, available free through Canvas to any college, includes 180+ interactive activities, quizzes, a student workbook, and instructor manual with full facilitator notes. Faculty from Los Medanos and Cuyamaca Colleges adapted the materials from the Open Learning Initiative's Concepts of Statistics class.

The CAPacity Gazette (February 2019, May 2019, February 2020)
This newsletter from the California Acceleration Project features student stories, research highlights, and profiles of colleges making ambitious changes to placement, remediation, and ESL instruction under AB 705.

A Seat at the Table: Supporting Student and Teacher Capacity in Corequisite English and Accelerated ESL (2018)
This report sheds light on the specific classroom practices, teacher mindsets, and professional development efforts inside successful corequisite English and accelerated ESL programs at three colleges, providing useful guidance for other community colleges on preparing for AB 705.

Leading the Way: Cuyamaca College Transforms Math Remediation (2017)
This report provides a window into how Cuyamaca College used multiple measures placement, corequisite remediation, and improved pedagogy to increase completion of transfer-level math nearly sevenfold among students who would have previously taken remedial courses.