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Strengthening Student Success: Basic Skills and Beyond

October 1-3, 2008 - Anaheim, CA

The conference is co-sponsored by
Research and Planning Group of California (RP Group)
Academic Senate for California Community Colleges (ASCCC)

in collaboration with
Carnegie Foundation for the Advancement of Teaching
California Partnership for Achieving Student Success (Cal-PASS)
William and Flora Hewlett Foundation
Irvine Foundation
Accrediting Commission for Community and Junior Colleges (ACCJC)



Introduction

Join your colleagues in the quest for student success through assessment of learning and collaborative inquiry. Presenters will share teaching strategies, institutional efforts and assessment methods that demonstrate success in increasing student learning. This year's focus is on strategies that move students through and beyond basic skills (or pre-collegiate level). Sessions include interactive presentations that provide assessment of evidence for successful programs, courses, or strategies, as well as explanations about how to incorporate these successful models on your campus. Where possible, useful classroom materials, assessment tools and student artifacts will be shared. The conference is organized into the following strands:

Mathematics – The Mathematics Strand will emphasize college level and pre-collegiate mathematics assessment and instruction techniques as well as theory and research in teaching mathematics. Coverage will include curriculum, diagnostic assessment, intervention strategies and program development.

English – The English Strand will emphasize college level and pre-collegiate assessment and instruction techniques. Coverage will include diagnostic assessment, intervention strategies and program development.

Reading – The Reading Strand will emphasize college level and pre-collegiate literacy assessment and instruction techniques as well as theory and research in teaching reading to adults. Coverage will include reading curriculum, diagnostic assessment, intervention strategies and program development.

ESL – The ESL Strand will emphasize college level and pre-collegiate ESL assessment and instruction techniques as well as theory and research in teaching ESL to adults. Coverage will include curriculum, diagnostic assessment, intervention strategies and program development.

Student Services – The Student Services Strand will highlight student services strategies (counseling, DSPS, EOPS, library, etc.) that contribute to student success, particularly in the basic skills pathways.

Career Technical Education (CTE) – The CTE Strand will highlight successful teaching and assessment strategies in CTE that contribute to student success, particularly in the basic skills components of CTE courses.

Student Learning Outcomes (SLO) and Assessment –

The SLO and Assessment Strand is designed to provide training for SLO coordinators throughout California. Topics in this strand will address assessment methods (particularly in courses, programs and General Education), organizing data, closing the assessment loop, and developing sustainable assessment processes.

Cal-PASS – The California Partnership for Achieving Student Success (Cal-PASS) collects, analyzes and shares student data in order to track performance, improve practice and increase success from elementary school through university. Using Cal-PASS data, member institutions learn how students are doing both within and across systems. The data are used by faculty and administrators to inform practice to achieve better student outcomes.

Successful Teaching Strategies and Learning Theory to Advance Basic Skills –

This strand will address teaching strategies and learning theory that are particularly effective for basic skills students – whether those students are enrolled in designated developmental classes or in other classes across campus. Sessions will highlight ways to make the learning process visible to students and teachers. In addition, this strand will examine the connections between the professional learning and development of faculty and student learning.

Student Progression Beyond Basic Skills – This strand will address those strategies that enable students to progress from basic skills and beyond to transfer. Sessions will address the important components that help students to be successful when passing into the next level of their education.



General Schedule

Tuesday, September 30

5:00 pm – 8:00 pm Pre-conference Registration

Wednesday, October 1

10:00 am – 6:00 pm Registration & Vendor Displays
9:00 am – 12:00 pm Pre-Sessions
1:00 pm – 3:00 pm Concurrent Sessions
3:15 pm – 5:15 pm Concurrent Sessions
5:30 pm – 6:30 pm Opening Reception
7:00 pm Learning Assessment Coordinators' Networking Dinner (*by invitation only*)

Thursday, October 2

7:00 am – 6:00 pm Registration
7:00 am – 8:30 am Continental Breakfast
8:30 am – 9:45 am Keynote Address: Hunter Boylan
10:00 am – 12:00 pm Concurrent Sessions
12:00 pm – 1:30 pm Lunch & Recognition Ceremony *
1:30 pm – 3:30 pm Concurrent Sessions
3:45 pm – 4:45 pm Hot Topics, Reflection Sessions
5:00 pm – 6:30 pm Reception

Friday, October 3

7:00 am – 8:30 am Continental Breakfast
8:30 am – 9:45 am Keynote Address: Richard Sterling
10:00 am – 12:00 pm Concurrent Sessions
12:30 pm – 4:30 pm Vendors' Light Lunch and Demonstrations

* The Hewlett Recognition of Promise program recognizes colleges that stretch beyond promising practices in prompting student learning in basic skills towards success at the college level.



Conference Themes

The purpose of the conference is to bring together practitioners to share new ideas and current assessment practices around strengthening student success through the themes of equity, professional learning and development, and student voices.

Equity – Is there equity across the college? Do students of different backgrounds have an equal likelihood of achieving student success? How are teaching strategies varied to account for differences in learning styles and cultural diversity? Does the campus participate in dialogue about the facilitators of and barriers to equity? What changes happen on campus to improve equity? How are basic skills students impacted by equity issues?

Professional Learning and Development – Students come to community colleges under-prepared for college level work and both the institutions and teachers are under-prepared to address these students' needs. Increasing campus capacity to educate students depends on effective professional learning and development. Research in writing instruction and mathematics clearly shows that linking professional development to developing curriculum, articulating learning outcomes and creating assessments increase student success. Sessions will highlight well established campus professional development efforts that reflect this approach. This will include Faculty Inquiry Groups, a form of professional development where faculty collaboratively examine a range of evidence to gain greater understanding of what supports successful student learning.

Student Voices – How are students' voices used to improve student success? How can we succeed if we do not include student feedback in our assessments and interpretation of data? We want to include examples of processes where students have contributed to the student success discussions.



Keynote Speakers

Hunter Boylan: "A Conversation on Developmental Education"

Hunter R. Boylan is the Director of the National Center for Developmental Education and a Professor of Higher Education at Appalachian State University in Boone, NC. He is also the founder of Research in Developmental Education and a member of the Editorial Boards of the Journal of Developmental Education, the Journal of Teaching and Learning, the Center for Research on Developmental Education and Urban Literacy, and the International Journal of Innovation, Research, and Policy in Education. In addition, he serves as the principle investigator for the ongoing National Study of Developmental Education. He has received National Association for Developmental Education (NADE) awards for "Outstanding Leadership" and "Outstanding Research." An internationally recognized authority on developmental education, Dr. Boylan has authored or co-authored four books and 92 articles, book chapters, or monographs. His favorite saying is "Good judgment comes from experience and experience comes from bad judgment."



Richard Sterling: "Exploring Networks for Professional Learning"

Richard Sterling, the recently retired executive director of the National Writing Project is adjunct professor of Language and Literacy, Society and Culture at University of California, Berkeley. Formerly, he was a faculty member at Lehman College, CUNY, where he was founder and director of the Institute for Literacy Studies, a research unit of CUNY. He also founded and directed the New York City Writing Project and the New York City Mathematics Project. As national director of the Urban Sites Network, he worked with teachers and faculty from all regions of the country-rural and urban-to develop a body of practitioner-based research documenting educational practice. He co-authored "The National Writing Project: Scaling up and Scaling Down," in *Expanding the Reach of Reform: Perspectives from Leaders in the Scale-Up of Educational Reform* (RAND, 2004). Since 2003, Mr. Sterling has chaired the advisory group to the College Board's National Commission on Writing in America's Families, Schools, and Colleges.





Registration and Hotel Information

Conference registration is available at <http://www.asccc.org/Events/RPConference/registration.htm> and is \$335 for attendees and \$250 for presenters. Hotel reservation information can be found at <http://www.asccc.org/Events/RPConference/hotel.htm>. This year's conference will be held at the Anaheim Marriott in Anaheim, CA. Single/Double Occupancy rooms are available for \$134.00/night. Each additional person is \$20.00.

Attendees should make their hotel reservations directly with Marriott reservations at 800-228-9290, or with the hotel's group reservations at 714-750-8000. Please mention you are with the "Student Success Conference."

Self parking rates for attendees will be 25% off the prevailing rate. Guest room internet access is also discounted to 50% off the prevailing rate.

The Anaheim Marriott is very close to the Disneyland Theme Parks. Marriott guests can enjoy discounts on full day and half day passes if you purchase tickets online.

Visit the conference website for more information: <http://www.rpgroup.org/SuccessConf-Main.htm>



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