

Faculty Participation in the California Acceleration Project Annual Conference

Name/s: Katrina Keating and Ian Thomas-Bignami

Position/s at the college: Co-Chairs, Developmental Education Committee

Contact information: kkeating@dvc.edu, IThomasBignami@dvc.edu

Description of project: California Acceleration Project Conference participation

Background: Beginning in the Fall semester of 2019, in accordance with Assembly Bill 705, DVC will no longer place students in developmental mathematics or English courses. Every student at DVC will be eligible to enroll in entry-level mathematics and English courses. These departments have spent many months preparing for that change and have created new classes to support students who would have otherwise enrolled in a developmental courses. Given the new enrollment patter, the makeup of these entry-level transfer courses have shown to be dramatically different in terms of student needs and demographics.

In order to meet the needs of students, both math and English have developed new co-requisite courses to be offered in conjunction with their respective gateway transfer-level courses. This support includes extra hours and co-requisite courses which include many “just-in-time” developmental topics, as well as study skills strategies, and other topics in the affective domain that are critical to student success. Classes also include embedded counseling and tutoring.

Many instructors who will be teaching the new courses may not have experience teaching study skills or topics like *growth mindset* or *stereotype threat*. Both departments have designed professional development programs and communities of practice to provide ongoing support for the instructors of these class. The math department has also researched other colleges that have already begun to implement curricular changes that address AB705. The California Acceleration Project (CAP) has been a resource for many instructors, as CAP has offered several short workshops on implementation strategies for both mathematics and English faculty, and the upcoming statewide conference in Sacramento will be devoted to highlighting the successes of colleges that have had a year or more of experience designing support courses for their transfer-level classes. This proposal is aimed at providing faculty with an opportunity to participate in that conference as well as the pre-conference workshop to learn as much as possible about the AB705 implementation practices and pedagogies that have proven to be successful at other institutions within California. It will also ensure that the faculty who participate are able to communicate what they learned to the rest of the department so that the key takeaways can be incorporated into the department’s AB705 implementation professional development activities. The goal is to fund conference and pre-conference participation for up to five faculty from math, English, and/or Counseling.

Connection to Developmental Education Strategic Plan:

Goal 3: The college will develop and implement a human resources plan to maximize employee expertise to support the institution’s commitment to excellence and equity.

Objective B: Offer a professional development program that supports best practices and that develops the skills, knowledge, and abilities of our employees in terms of working with underprepared students.

California Acceleration Project Third Annual Statewide Conference

<https://accelerationproject.org/Fourth-Annual-California-Acceleration-Project-Conference>

Doubletree Hotel

Sacramento, CA

February 27-29, 2020

Project management:

- Early Bird Registration Deadline for Conference: January 27th, 2020 (Extended to January 31st, 2020)
- Benchmark/Outcomes: Participants will also be asked to present main takeaways at department meetings during Spring Semester and at other relevant meetings, such as Communities of Practice and other AB 705 activities. Participants are also asked to contribute to the discussions about development of professional development activities that will support co-requisite instructors throughout Spring 2020, Summer 2020, and Fall 2021.
- Ongoing maintenance/updates: Present at flex workshops in Fall 2020 to further disseminate information among faculty about the related professional development activities. Conference participants and other co-requisite instructors will be surveyed in Fall 2019 to determine whether the pedagogies highlighted at the CAP conference were implemented and whether they were viewed as successful by the participants.

Measure the need:

Please see “background” on page 1. Professional development, particularly in regards to new co-requisite courses, is named as a need in math’s program review. The need for professional development is profound and immediate.

Budget: for CAP Annual Conference Expenses:

- **Registration Costs (including fees):**
 - Main Conference: \$320/person (\$373 if after Jan. 27) including fees.
 - Pre-Conference Workshop: \$81.20/person including fees.
- **Meals:** Dinner = \$35/person
 - Main Conference only: Dinner = \$35
 - Pre-Conference and Main Conference: Dinner x 2 = \$70
- **Hotel:** Sacramento Doubletree \$200 / night including taxes & fees
 - Main conference only: one night hotel = \$200
 - Pre-Conference and Main Conference: two nights hotel = \$400
- **Travel by Car (Round trip):** 141.6 mi x \$0.58/mi = \$82.13/vehicle

MAX Costs per Person attending both Pre-Conference and main: \$ 1006.33

MAX Costs per Person attending main Conference only: \$ 690.13

Total requested: \$5031.65 for 5 attendees (assuming all attend the pre-conference, drive separately, and do not register prior to the end of early-registration)