



California Acceleration Project

Supporting California's 113 Community Colleges

To Transform Remediation to Increase Student Completion and Equity

<http://cap.ccsn.org>

CAP Design & Development Institute

September 9-11, 2016 -- Merced College

Friday 1:30pm-5pm, Saturday 9am-5pm, Sunday 9am-2pm

A 3-day workshop focused on redesigning placement and remediation in English and math

Though developmental education was intended to help students succeed at higher rates in college, research has made clear that placing students into remediation actually makes them *less* likely to ever complete a college English or math course. This unintended consequence hits students of color especially hard, because they are more likely than white students to be excluded from college level courses and required to enroll in multiple semesters of remediation. One recent study found that between 50-60% of racial achievement gaps in long-term college completion are driven by students' initial course placement.

Colleges working with CAP have seen dramatic gains in student completion of transfer-level English and math requirements, a critical early momentum point toward longer-term goals. A 2014 evaluation by the RP Group found that in "high acceleration"¹ English pathways, students' odds of completing college English were 2.3 times higher than in traditional remediation. Across all CAP statistics pathways, students' odds of completing transfer-level math were 4.5 times higher, and achievement gaps were eliminated for African-American students. CAP accelerated pathways improved outcomes for all students, including all placement levels and demographic groups.

CAP is offering a new program this year: a three-day workshop to help colleges design and develop new approaches to incoming students. While our regular Community of Practice is intended for faculty who are teaching in accelerated pathways in 2016-17, this institute is intended for colleges at earlier stages of implementation. We will focus on building support for change, developing curricular models, thinking about placement policies, and teaching with high-challenge, high-support pedagogy.

**Application deadline:
Friday, April 22, 5pm**

"CAP pushed us to strive for a goal that we originally thought was insane.... My teaching philosophy has shifted for all of my classes. I am inspired. We have created opportunity for student success and I can see that on a daily basis."

- Melissa Long, Porterville College

Email completed application form to CaliforniaAccelerationProject@gmail.com
Acceptance notices will be emailed to the designated team leader by May 2

¹ "High acceleration" English pathways reduced students' time in remediation and enabled successful students to proceed directly into college English without additional courses or special waivers.

What Is Included:

Participants will receive training from faculty experienced with accelerated approaches to English and math, with an emphasis on differentiated math pathways; research tools for assessing their local placement and remediation practices; access to placement rules and course outlines from other colleges; sample classroom activities, assignments, and assessments; and inspiration from a statewide network of faculty.

Costs:

A \$300 per-participant fee covers training, materials, and some meals during the three-day institute. Colleges are responsible for the costs of hotel, transportation, and meals that aren't included.

Intended Audience

The program helps disciplinary faculty in English/reading and math to rethink their approach to placement and remediation for incoming students. We encourage colleges to send an English/reading team and/or a math team to all three days of the institute. In math, we're especially focused on faculty who teach statistics (or are willing to). There is no upper limit on the number of faculty a college can send, but we require a minimum of three faculty per disciplinary team. Teams can be comprised of faculty from more than one college in the district.

In addition to disciplinary faculty, we encourage colleges to send a broader group to the Friday workshop to build institutional support for change. This would include key members of the equity committee, counselors, people involved in assessment and placement, and administrators (department chairs, deans, vice-presidents).

Is this the right CAP program for you?

If you do not currently have accelerated pathways in place and want support to create new models, the CAP Design and Development Institute is the program for you. If your college is ready to offer accelerated pathways in 2016-17, with courses in place and sections on the ground, we encourage you to apply to the regular CAP Community of Practice so that you can receive in-depth support on how to teach in these pathways. Applications for the CAP Community of Practice are available at <http://cap.3csn.org>. Central Valley Colleges applying to the Community of Practice should indicate whether they wish to join the Northern CA or Southern CA cohort.

Questions?

Contact Katie Hern, Director of the California Acceleration Project -- khern@chabotcollege.edu

Application Form
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Name of College: _____

If your college is applying to send teams in both English and math, please complete a separate application for each discipline.

Faculty Team Leader:

Name:

Title and Department:

Office phone:

Cell:

Email address:

Circle one: *Full-time faculty* *Part-time faculty*

Disciplinary Faculty Team Members

Please provide the following information about all proposed participants

Name:

Title and Department:

Office phone:

Cell:

Email address:

Circle one: *Full-time faculty* *Part-time faculty*

Additional Campus Participants for the Friday Workshop

Name:

Title and Department:

Office phone:

Cell:

Email address:

1.) Reasons for Applying

Please briefly describe what you hope to gain from participating in the CAP Design and Development Institute, and any particular issues or topics you hope the facilitators will address during the trainings.

2.) Your Local Pipeline Data

Spend some time reviewing your college's data on the Basic Skills Cohort Tracker -- http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx Look especially at how many students from different starting placements go on to complete a transferable English or Math course within 3 years. Please comment on what stands out for you in your college's data, and how this connects to your goals for participating in the CAP Design and Development Institute.

3.) Costs and Administrative Commitment

I understand that there is a \$300 per-participant fee that includes training, materials, and some meals during the program. I understand that my college is responsible for covering the costs of hotel, transportation, and meals that aren't included.

Signature, Vice-President of Instruction

Print Name