Conference Program

Presented by the Research and Planning Group for California Community Colleges (RP Group) in collaboration with the California Community Colleges' Success Network (3CSN), Career Ladders Project (CLP), and LearningWorks
## Schedule Overview

### Wednesday, October 9

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>08:30 – 08:00</td>
<td>Conference Check-In/Information Desk, sponsored by Course Hero</td>
<td>Grand Peninsula Foyer</td>
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<tr>
<td>08:30 – 08:00</td>
<td>Sponsor and Exhibitor Displays</td>
<td>Grand Peninsula Foyer</td>
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<tr>
<td>09:30 – 11:00</td>
<td>Welcome and Keynote Address by Dr. Sara Goldrick-Rab</td>
<td>Grand Peninsula Ballroom</td>
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<td>11:00 – 11:30</td>
<td>Coffee Break, sponsored by Precision Campus</td>
<td>Grand Peninsula Foyer</td>
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<td>11:30 – 12:30</td>
<td>Breakout Session 1</td>
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<td>12:30 – 13:00</td>
<td>Lunch</td>
<td>Grand Peninsula Ballroom</td>
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<td>12:45 – 13:00</td>
<td>Book Signing with Dr. Sara Goldrick-Rab</td>
<td>Grand Peninsula Ballroom</td>
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<td>01:45 – 03:05</td>
<td>Coffee and Cookies Break, sponsored by FranklinCovey Education</td>
<td>Grand Peninsula Foyer</td>
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<tr>
<td>03:35 – 04:55</td>
<td>Breakout Session 3</td>
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<tr>
<td>05:00 – 06:30</td>
<td>Reception, sponsored by EduNav</td>
<td>Atrium (Mezzanine Level)</td>
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### Thursday, October 10

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<th>Time</th>
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<td>07:30 – 07:00</td>
<td>Conference Check-In/Information Desk, sponsored by Course Hero</td>
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<td>07:30 – 07:00</td>
<td>Sponsor and Exhibitor Displays</td>
<td>Grand Peninsula Foyer</td>
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<td>07:30 – 08:30</td>
<td>Continental Breakfast, sponsored by ACCJC</td>
<td>Grand Peninsula Ballroom</td>
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<td>08:30 – 09:20</td>
<td>Morning Plenary by Tina Curiel-Allen</td>
<td>Grand Peninsula Ballroom</td>
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<td>09:40 – 10:40</td>
<td>Breakout Session 4</td>
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<td>10:40 – 11:10</td>
<td>Coffee Break, sponsored by National University</td>
<td>Grand Peninsula Foyer</td>
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<td>11:10 – 12:10</td>
<td>Breakout Session 5</td>
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<td>12:15 – 01:15</td>
<td>Lunch</td>
<td>Grand Peninsula Ballroom</td>
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<td>01:30 – 02:50</td>
<td>Breakout Session 6</td>
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<td>02:50 – 03:20</td>
<td>Coffee and Brownies Break, sponsored by Starfish by Hobsons</td>
<td>Grand Peninsula Foyer</td>
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<tr>
<td>03:20 – 05:00</td>
<td>Closing and Keynote Address by Dr. Edward Bush</td>
<td>Grand Peninsula Ballroom</td>
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<tr>
<td>05:00 – 06:30</td>
<td>California Community Colleges’ Success Network (3CSN) Reception</td>
<td>Cypress</td>
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### Friday, October 11

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<tr>
<td>08:00 – 08:00</td>
<td>Post-Conference Check-In/Information Desk</td>
<td>Grand Peninsula Foyer</td>
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<tr>
<td>09:00 – 07:00</td>
<td>Post-Conference Workshops (boxed lunch included)</td>
<td>Grand Peninsula Foyer</td>
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<tr>
<td>11:30 – 12:30</td>
<td>Boxed Lunch Pick-up, sponsored by LiteracyPro Systems</td>
<td>Grand Peninsula Foyer</td>
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### Save the Date — SSSC 2020

The 2020 Strengthening Student Success Conference will be held October 7-9 at the Hyatt Regency Orange County, Garden Grove, CA. Visit [www.rpgroup.org](http://www.rpgroup.org) for basic details and periodic updates starting in January 2020.
Conference Information

Conference Check-In/Information Desk
The desk is staffed at all times during conference hours. Staff can assist with local information and questions about the conference. We have visitor guides, restaurant lists, and area maps available. The information desk also serves as a hub for any lost and found items.

Name Badges
Please wear your name badge, as it is your ticket to sessions and meal functions. You must have a badge in order to participate in all aspects of the conference.

Win a Free Conference Registration
In your packet, there is a card with an invitation to share your biggest “light bulb” moment during the conference while it is still fresh in your mind. Turn in your completed card at the Information Desk by 3:30 pm on Thursday, October 10, and we will enter you into a drawing for a free registration to the 2020 Strengthening Student Success Conference at the Hyatt Regency Orange County, Garden Grove. The drawing will be held during the Closing and Keynote Address on Thursday. You do not need to be present to win.

Hotel Information and Services
The hotel has a smoke-free policy. The outdoor swimming pool is heated and offers a whirlpool option as well. The 24-hour StayFit™ Gym offers both cardiovascular equipment and free weights. The mezzanine level is home to 3SIXTY Bistro | Bar | Market, through which participants should be able to fulfill any “on your own” food and beverage needs.
Check-in time is 3:00 pm. Check-out time is 12:00 pm. Check-in via web-based handheld devices is available. Bags may be stored with the front desk staff as needed prior to check-in.

Wireless Internet Access
Complimentary Wi-Fi is available in the guestrooms and all public meeting spaces. Additionally, the conference is hosting Wi-Fi in the session rooms for all participants to be utilized in conjunction with the conference app and for other purposes as needed.
How to Access the Internet:
1. View available wireless networks
2. Connect to “@Hyatt_Meeting” network
3. Open your web browser, enter sonifi.com
4. Enter the access code: “SSS_2019” in the login section
5. Accept Terms and Go

Presentation Materials
We will make presentation materials from conference sessions available on the RP Group website within two weeks of the conference and will send a link to all registered participants.

Conference App:
Access up-to-date conference information from your mobile device!
How to Access the Quickmobile App:
1. Click on the following link: https://eventapps.quickmobile.mobi/
2. Click on your device’s app store button
3. Download and install the app
4. Once downloaded, open the app
5. Use the QR Code or Event ID: SSS2019 to find “RP-Group SSS Conference 2019”
6. Click on “RP-Group SSS Conference 2019”
7. Enter your username: your email address
8. Enter your password: RPGroup
9. Enjoy the app!

Ground Transportation and Parking
We have negotiated a 50% discount on all day use and overnight self-parking rates, which are currently $36 per day (six+ hours and overnight), making the conference rate $18 per day. Rates are subject to change at any time. The nearest airport is San Francisco International (SFO), which is approximately two miles from the hotel. The hotel offers a 24-Hour complimentary shuttle service to and from San Francisco International Airport (SFO) every 10-15 minutes. Look for the bus marked “Hyatt Regency SFO and SFO Marriott.” There is also a Bay Area Rapid Transit (BART) station at the airport.

Evaluation Form
You will receive an online conference evaluation link following the conference. Your feedback is important to us for future planning. We encourage you to take the time to complete the evaluation by Friday, October 25.

Photograph and Video Disclaimer
Please be aware that by attending the Strengthening Student Success Conference, you consent to your name, person, and/or likeness being used, without compensation, in photography, video, and in written format for use in any and all media, and you release all conference producers, as well as conference presenters and attendees, from any liability whatsoever of any nature.

Deep Dive
Sessions that have the deep dive icon go beyond an introduction or early phase of implementing the work. Educators who are engaged in similar efforts and want to deepen their understanding of the work, the challenges, and the long-term perspective could find these sessions useful.

Student Presenters
Sessions that have the student icon include student presenters.
Conference Goals
» Deepen understanding of critical issues that shape student success in California Community Colleges
» Learn about practical, evidence-based examples of how colleges foster student success
» Apply concepts highlighted at the conference to our own work to create student-ready colleges
» More deeply engage students in the work of our colleges to reimagine the student experience
» Develop and strengthen networks with colleagues and other stakeholders
» Increase our collective capacity to lead change at our colleges

Conference Goals and Strands

Conference Goals

Collaborating Across Sectors and Segments: Partnerships and Networks
The sessions in this strand will focus on the ways that partnerships strengthen the work of community colleges. Collaborations across educational segments or with workforce development partners, employers, community-benefit organizations (CBOs), and public agencies extend the colleges’ ability to address students’ needs. Presenters will share examples from practice of effective partnership strategies related to communication, ongoing relationship development, and alignment of institutional goals.

Transforming the Institution through Guided Pathways
Guided Pathways will effectively serve students by providing focused information and guidance to help them choose and stay on pathways, and to successfully complete and move on to transfer or career. Sessions in this strand will demonstrate how colleges are moving beyond the initial stages of inquiry and design and the creation of meta-majors to full implementation of redesigns as well as share what educators are learning through the process.

Advancing Completion of Transfer-Level Math and English: Implementation of AB 705 at Scale
This strand will address how colleges are transforming the way students begin their educational experiences in transfer-level mathematics and English, with the focus on implementing AB 705. Sessions will highlight the placement process, redesign of course sequences, implementation of academic support including co-requisite approaches, professional learning, and the challenges and opportunities that have emerged in the implementation phase.

Ensuring Learning in the Classroom and Beyond
This strand focuses on student learning in the classroom, online, and in learning assistance settings. Sessions will showcase specific instructional strategies with attention to active learning. Approaches may also highlight examples of the integration of student support and advising with instruction. These sessions will provide a chance for participants to encounter new strategies and learn from their peers.

Building a Culture of Improvement: Professional Learning and Leadership Development
Sessions will highlight the many ways colleges are supporting professional learning and leadership development, with an emphasis on efforts that support cross-functional relationships across historic silos. Examples will include program review redesign, building community, disaggregating data, and making equity real in all aspects of learning. Sessions will also explore how professional development can be part of campus culture and contribute to ongoing institutional improvement.

Working at Scale: Strategic and Integrated Planning
This strand focuses on how to work across the college as a whole, break down silos, and build linkages among programs that might have started as single initiatives. Sessions will highlight how integrated planning can lead to integrated action and demonstrate a college’s commitment to focused vision and linked planning and research.

Emerging Issues
Sessions in this strand will address front-line issues about student success and institutional effectiveness, including strategies for supporting particular populations (e.g., men of color, LGBTQ students), embedded support, an examination of patterns of transfer readiness, and open educational resources (OER).

Open Format
This “open format” space will allow practitioners to collectively engage in topical conversations on issues and questions related to college transformation. These conversations will be highly interactive. In addition, there will be opportunities to engage with the opening and closing plenary speakers.
Addressing Students’ Basic Needs with a Culture of Caring
Wednesday, October 9 | 10:00 – 11:00 | Grand Peninsula Ballroom

Financial stability is critical to success in college. In this talk, Dr. Goldrick-Rab will discuss the new economics of college and how they create conditions of poverty. Based on her extensive research, she will document the consequences for what she calls “#RealCollege” students and colleges, and will describe approaches for addressing these challenges with a culture of caring. This includes a multi-level approach to shifting both practice and policy, and that begins by recognizing that students are humans first.

Dr. Sara Goldrick-Rab
Professor of Higher Education and Sociology, Temple University
Founder, Hope Center for College, Community, and Justice in Philadelphia

Dr. Goldrick-Rab, PhD, is Professor of Higher Education Policy and Sociology at Temple University, and Founding Director of the Hope Center for College, Community, and Justice in Philadelphia. She is also the Chief Strategy Officer for Emergency Aid at Equity, a student financial success and emergency aid company, and founded Believe in Students, a nonprofit distributing emergency aid. Dr. Goldrick-Rab is best known for her innovative research on food and housing insecurity in higher education, having led the four largest national studies on the subject, and for her work on making public higher education free. She is the recipient of the William T. Grant Foundation’s Faculty Scholars Award, the American Educational Research Association’s Early Career Award, and the Carnegie Fellowship. In 2016, POLITICO magazine named her one of the top 50 people shaping American politics and she is ranked sixth in the nation among education scholars according to Education Week. Her latest book, Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream, won the 2018 Grawemeyer Award and was featured on The Daily Show with Trevor Noah. The Chronicle of Higher Education calls Dr. Goldrick-Rab “a defender of impoverished students and a scholar of their struggles,” an accurate description of her life’s work. She holds a PhD and MA in Sociology from the University of Pennsylvania and a BA in Sociology from George Washington University.

Finding Community in the Struggle for Education
Thursday, October 10 | 8:50 – 9:20 | Grand Peninsula Ballroom

Ms. Curiel-Allen will share parts of her undergraduate educational experience, particularly how attending community college part-time for nearly eight years became the foundation for her successes and survival at University of California, Davis (UC Davis). She will also expand on the term “community” and what that might look like for someone from backgrounds similar to her own, which is formerly incarcerated and system-impacted, and in turn, what community college spaces or programs might look like if they sought to support all students from their community.

Tina Curiel-Allen
Student, University of California, Davis

Tina Curiel-Allen is a queer Xicana/Boricua living in Modesto and a recent graduate of Modesto Junior College and UC Davis, with a major in Xicanx Studies. During her time at UC Davis, she co-founded Beyond the Stats, an organization for formerly incarcerated and system-impacted students. Ms. Curiel-Allen is also the Communications Specialist at Motivating Individual Leadership for Public Advancement (MILPA), an organization of formerly incarcerated and system-impacted constituents committed to supporting next-generation infrastructure and leadership within communities, organizations, institutions, and systems. Her writings and poetry have been published across multiple online platforms and in Teen Vogue. Ms. Curiel-Allen’s cultura and experiences inform her work and activism.
The Paradox of Dismantling a Perfectly Designed System

Thursday, October 10 | 3:45 – 4:45 | Grand Peninsula Ballroom

Dr. Bush’s talk will examine the institutional racism and asymmetrical economic underpinnings that serve as the structural foundation of the California Community Colleges system and how the outcomes produced by this structure are intentional and designed. Dr. Bush will further explore why prior efforts by community college practitioners and policy makers to reform the system have not substantively changed these intended outcomes. Lastly, he will provide his perspective and make the case for an urgent dismantling of the present community college structure and unpack the challenges, opportunities, and strategies to do so.

Dr. Edward Bush
President, Cosumnes River College
Founder, African American Male Network and Development Incorporated (A2MEND)

Dr. Edward Bush is an innovative leader with over 20 years of experience in the California Community Colleges. He currently serves as the President of Cosumnes River College in Sacramento. Under his leadership, the college has seen improvement of student outcomes while reducing gaps in achievement for students of color and other historically marginalized student populations. Dr. Bush is active in several community organizations and serves on the board for four non-profit foundations, including the African American Male Network and Development Incorporated (A2MEND), which he founded. A2MEND is a non-profit organization comprised of African-American male administrators who utilize their scholarly and professional expertise to foster institutional change within the community college system. In addition, he co-authored The Plan: A Guide for Women Raising African American Boys from Conception to College and the African American Male Theory. Dr. Bush has also published three book chapters and 10 peer-reviewed publications. He holds a PhD in Urban Educational Leadership from Claremont Graduate University, a master’s degree in Public Administration, and a BA in Political Science.

Book Signing with Dr. Sara Goldrick-Rab

Wednesday, October 9 | 12:45 – 1:30 | Grand Peninsula Ballroom

Dr. Goldrick-Rab will be available for a book signing during lunch on Wednesday, October 9. Her book Paying the Price will be available for purchase at the conference or you can purchase it ahead of time from your favorite bookstore.

Conference Reception

Wednesday, October 9 | 5:00 – 6:30 | Atrium (Mezzanine Level)

Take this opportunity to unwind and relax following a great day of sessions. Network with colleagues and vendors in a casual setting. Light hors d’oeuvres provided. No host bar.

California Community Colleges’ Success Network (3CSN) Reception

Thursday, October 10 | 5:00 – 6:30 | Cypress

The California Community Colleges’ Success Network (3CSN) has supported rich professional learning and collaboration for over 10 years across our 115 colleges. Please join fellow conference participants to share perspectives and practices that contribute to making our colleges student-ready. Plus, our annual reception is a wonderful venue for reuniting with 3CSN colleagues and building new connections to further strengthen the network. Join 3CSN coordinators and community of practice members for refreshments, appreciation, prizes, and fun.

All attendees are welcome to attend both receptions. Join us!
Students leave school for many reasons, but the most common is 'financial issues.' Two years after completely redeveloping our ESL program as an accelerated model, results indicate that the National Student Financial Wellness Survey conducted by Ohio State University in 2015 stated that Guillermo Colls, Manuel Mancillas-Gomez, and Virginia Lyn Neylon-Craft, Cuyamaca College

The answer to the session title’s question is “Yes, ESL should be accelerated.” In this session, learn how our college restructured the ESL program one level at a time with new curriculum and philosophy, what success data we have collected thus far, and what bumps we have experienced along the way. Plus, see how Cuyamaca ESL plugs into the college's Guided Pathway plan and view student samples.

Guillermo Colls, Manuel Mancillas-Gomez, and Virginia Lyn Neylon-Craft, Cuyamaca College

Partnersing for Student Financial Success
Strand: Collaborating Across Sectors and Segments – Partnerships and Networks | Room: Cypress A

The National Student Financial Wellness Survey conducted by Ohio State University in 2015 stated that "Students leave school for many reasons, but the most common is 'financial issues.'" By incorporating financial literacy into existing support services, colleges can provide a critical life skill largely absent in other educational settings while increasing retention rates. With the California Community Colleges Chancellor's Office explicitly promoting a Student Financial Wellness Initiative, colleges are seeking ways to efficiently meet this state directive and campus need. Partnering with local non-profits and businesses to provide these services offers one effective option. In this session, learn about how SparkPoint Contra Costa—a financial literacy program—built a robust partnership with Contra Costa College to provide an array of services on campus. We will share the development and implementation process as well as qualitative and quantitative impacts thus far.

Bill Bankhead, SparkPoint Contra Costa College

Should English as a Second Language (ESL) Be “Accelerated”?
Strand: Transforming the Institution through Guided Pathways | Room: Sequoia A

Two years after completely redeveloping our ESL program as an accelerated model, results indicate that the answer to the session title’s question is “Yes, ESL should be accelerated.” In this session, learn how our college restructured the ESL program one level at a time with new curriculum and philosophy, what success data we have collected thus far, and what bumps we have experienced along the way. Plus, see how Cuyamaca ESL plugs into the college's Guided Pathway plan and view student samples.

Guillermo Colls, Manuel Mancillas-Gomez, and Virginia Lyn Neylon-Craft, Cuyamaca College

Guided Onboarding: Engaging Students from the Beginning for Sustained Success
Strand: Transforming the Institution through Guided Pathways | Room: Sequoia B

Increasingly, evidence points to the linkage between developing student self-agency and an academic mindset as components of persistence, success, and completion. Guided Onboarding provides detailed information and high expectations with a goal to enable students to make their own informed decisions. During this session, learn about the importance and key components of Guided Onboarding including elements related to courses, programs, transfer, and careers. Hear about local college processes for adopting Guided Onboarding and the early evidence of impact.

Janet Fulk, Academic Senate for California Community Colleges/Bakersfield College; Virginia May, Academic Senate for California Community Colleges/Sacramento City College; Michael Davis and Thomas Voden, Glendale Community College

Leveraging Strong Workforce to Build Regional Infrastructure for Student Success
Strand: Collaborating Across Sectors and Segments – Partnerships and Networks | Room: Cypress B

Engage with San Diego/Imperial County Regional Consortium leaders to learn how a network of regional presidents, career education (CE) deans, CE faculty, and other college personnel are removing barriers to student success by implementing regional Strong Workforce goals within a Guided Pathways framework. Gain an understanding of how the Consortium is leveraging its Strong Workforce Program regional share to enhance each college’s local allocation and promote student retention and success. Examine the region's implementation design, its model for engaging employers and providing work-based learning and job placement to all students; and, its integration of pre-enrollment engagement, differentiated orientations, and career planning before education planning into student matriculation processes. Lastly, apply lessons learned to your own change efforts.

Mollie Smith, San Diego Imperial Counties Regional Consortium; Benjamin Gamboa, San Diego Miramar College

Supporting Students for Success in Math under AB 705: We Did It, and You Can, Too
Strand: Advancing Completion of Transfer-Level Math and English – Implementation of AB 705 at Scale Room: Regency A

AB 705 is here. Now that all students have access to precalculus and statistics, how can we support them all to success? Foothill College began implementation of AB 705 for math in fall 2018. Hear about our experience implementing two forms of support: (1) embedded peer tutors and (2) a corequisite class for underprepared students enrolled in precalculus. Learn about our particular models for peer tutor and corequisite support, hear directly from a precalculus instructor and an embedded peer tutor, and look at data which show how these supports are increasing student success rates for these courses at our college.

Doreen Finkelstein, Benjamin Kaliczak, and Teresa Zwack, Foothill College

We Are in This Together: Building a Community around AB 705 Implementation
Strand: Advancing Completion of Transfer-Level Math and English – Implementation of AB 705 at Scale Room: Regency B

Building a community is at the heart of AB 705 implementation. Colleges are required to transform their assessment processes, basic skills sequences, reimagine student capacity, and completely alter the way they teach and support students in transfer-level math and English courses. This transformation will not be accomplished without a community of individuals working towards the same goal. In this spirit, over the past four years, the RP Group’s Multiple Measures Assessment Project (MMAP) has developed a community around data-based models of placement that have reduced remediation at over 90 community colleges, pivoting over the past year to support colleges in the work of implementing the requirements of AB 705. Learn how various colleges have built a community around AB 705 in order to best support students and maximize throughput.

Craig Hayward, Bakersfield College; Terrence Willett, Cabrillo College; Mallory Newell, De Anza College; and John Hetts, Educational Results Partnership
Jumpstart into Science, Technology, Engineering, and Math (STEM): Where Are Our Underrepresented STEM Students?

**Strand: Ensuring Learning in the Classroom and Beyond | Room: Bayside**

Closing the equity gap in math in California Community Colleges continues to be an ongoing challenge as underrepresented groups are disproportionately represented in non-transferable math classes compared to transferable math classes. In this session, learn how the Math Performance Success (MPS) program at De Anza College—a learning community model encompassing professors, tutors, and counselors—bridges the equity gap in both STEM (precalculus) and non-STEM math (statistics) courses and addresses the needs of underrepresented students persisting and completing transfer-level math within a year. Yvette Campbell, Luis Carrillo, Alina Garcia, and Khoa Nguyen, De Anza College

**Keepin’ it EESI (Extremely Early Support Innovation): How One College is Using Early Alerts and Planning Interventions to Help Students Stay on the Path**

**Strand: Ensuring Learning in the Classroom and Beyond | Room: Harbour A**

In this session, learn from a counselor and a classroom instructor about how their college developed and continues to improve “EESI” - their early alert system. Hear an overview of the system and discover how it was developed, where it is housed, how it works (from faculty usage to student services reports and proactive interventions), and how it will be used in the future. Learn how the college has been addressing faculty resistance and lack of participation. Finally, discover how the early alert system supports Guided Pathways initiatives on campus, how it encourages collaboration between faculty and student services, and how it ultimately helps the campus community keep students on the path to successful completion. Rebecca Kaminsky and Robert Melendez, Irvine Valley College

**Change from the Ground Up: Fostering Cultural Awareness among Faculty and Staff**

**Strand: Building a Culture of Improvement – Professional Learning and Leadership Development**

Butte Glenn’s Cultural Awareness Community of Practice (CACP) is a year-long program to help faculty and staff better understand and meet the needs of culturally diverse students and colleagues. We take an intersectional approach in order to identify and understand the ways dominant cultures show up on our campus and how they systemically oppress multiple groups at the same time while also encouraging division instead of solidarity among these groups. We based our capacity-building model on Ibram Kendi’s idea that we need to truly see equity work as liberating and not sacrificial, and non-target allies need to see themselves as equal beneficiaries and not saviors. Learn about our curriculum and strategies for ally development on our campus.

Monica Brown, Cristina Dahl, and Heather Springer, Butte Glenn Community College

Adjunct Inclusivity and Equity: Fostering Student Success through Support and Collaboration

**Strand: Building a Culture of Improvement – Professional Learning and Leadership Development | Room: Sandpebble A/B**

Oxnard College works as a team to support students, and adjunct colleagues are integral to our team. This interactive presentation aims to communicate how we work together to foster student success, engagement, and learning in our co-requisite support classes. Often, it is challenging for all faculty to convene in person, so we developed a virtual meeting space in Canvas with AB 705 training materials, ultimately creating an inclusive environment that contains a wealth of resources and best classroom practices. Because our most valuable constituency is our students, we asked them to participate in a Qualitative Perception Survey to provide us with feedback on co-requisite classes. As a result, they are an active and essential part of the community of instruction and support at Oxnard College.

Rebecca Brown, Elissa Caruth, and Cristina Lopez-Bowlin, Oxnard College

**Using a High-Tech, High-Touch Approach to Maximize Student Success through Guided Pathways**

**Strand: Working at Scale – Strategic and Integrated Planning | Room: Sandpebble C/D**

Bakersfield College (BC) recently redesigned the work of our Completion Coaching Communities so that their day-to-day work will directly advance Guided Pathways momentum points utilizing “high-tech, high-touch” strategies. These Completion Coaching Communities are collectively responsible for advancing student success in specific meta-majors or “affinity groups” (groups of learners with similar characteristics). They are particularly focused on advancing momentum points (e.g., first-time students attempting 15+ units in their first term, attempting 30+ units in their first year, completing transfer-level English and math in their first year, and completing nine core pathways units in their first year) utilizing technology tools such as Starfish, Cognos, and Tableau. Further, the college is utilizing a communication plan, specific to our meta-majors, that revolves around critical time points in students’ educational careers to ensure relevant and timely interventions for students. To date, this Completion Coaching Communities redesign has resulted in increased student success and completion outcomes measured by BC’s Guided Pathways momentum points. Session participants will have a chance to begin thinking about how to replicate our Completion Coaching Communities model, as well as our high-tech, high-touch strategies and adapt them to their local circumstances and resources.

Grace Comiso, Victor Diaz, Amber Hroch, and LeAnn Riley, Bakersfield College
Breakout Session 1
WEDNESDAY, OCTOBER 9 | 11:30 – 12:30

Filling the Gaps: Equity as the Driver for Student Success
Strand: Emerging Issues | Room: Cypress C

From weekend library hours to an expanded STEM Center to academic, transfer, career, and personal counseling to a new Minority Male Initiative (MMI), learn how a large, single-district community college has cultivated Student Equity and Achievement funds to bring all aspects of the campus community together to address critical equity issues. Persistence issues with student athletes? Writing and instructional support for non-native English students? Additional services for veterans, foster youth, homeless and other low-income students? Mt. San Antonio College (Mt. SAC) has had a long history of Student Equity services, all in an effort to empower our underrepresented communities. Join us to understand how our campus has embraced the equity mindset, from student services to instruction and non-credit.

Ana Anguiano and Tania Requenes, 10,000 Degrees; Rob Yung, City College of San Francisco; Julian Toro Solis, College of Marin

Keynote Follow-Up with Dr. Sara Goldrick-Rab: Building a Culture of Caring
Strand: Open Format | Room: Harbour B

In this session, Dr. Sara Goldrick-Rab will expand on her opening keynote regarding building a culture of caring on our college campuses. Participants will have an opportunity to ask questions and dive deeper into the research and practice of recognizing that students are humans first and what we can do to change policies and practice on our own campuses.

Sara Goldrick-Rab, Temple University/Hope Center for College, Community, and Justice

Breakout Session 2
WEDNESDAY, OCTOBER 9 | 1:45 – 3:05

The Power of Partnership: Best Practices for Preventing Summer Melt through Non-Governmental Organization (NGO) and Community College Collaboration
Strand: Collaborating Across Sectors and Segments – Partnerships and Networks | Room: Cypress B

Looking for ways to support high school students’ transition to and success in college? Do you serve community college-bound students in your access/success program? Are you an administrator or staff member looking to partner with a local NGO to eliminate summer melt, improve persistence, and transfer rates for your students? Having challenges getting your community college-bound students as excited as your university-bound students? Come to this highly interactive workshop facilitated by 10,000 Degrees staff and community college summer bridge coordinators working in the fields of Access/Success and community college advising to learn ways to help improve outcomes for all of your amazing students and best practices for implementing a summer bridge program.

Ana Anguiano and Tania Requenes, 10,000 Degrees; Rab Yung, City College of San Francisco; Julian Toro Solis, College of Marin

College Promise Programs and the Link to Access, Completion, and the Vision for Success
Strand: Collaborating Across Sectors and Segments – Partnerships and Networks | Room: Cypress A

Current legislation has added to the numerous College Promise efforts already underway in California as we strive to reduce financial barriers to higher education. However, are we making the most of our College Promise Programs in terms of access and completion? Facilitated by Dr. Martha Kanter, former Under Secretary of Education under President Obama, and current Executive Director of the College Promise Campaign, this interactive session will include dialogue with a panel of leaders/experts. Learn about best practices for partnership development, student supports, and the sustainability of Promise Programs, with explicit connections to urban, suburban, and rural environments. Hear about how College Promise Programs offer a strategy to meet the California Community Colleges Chancellor’s Office Vision for Success.

Martha Kanter, College Promise Campaign; Kate Mahar, Shasta College; Mary Raunder, WestEd

Contextualization in a Guided Pathways Framework: Career Outcomes and Designing with the End in Mind
Strand: Transforming the Institution through Guided Pathways | Room: Sequoia A

Contextualized Teaching and Learning (CTL) is a proven strategy for increasing students’ academic success, engagement, motivation, and persistence in school. CTL has been particularly effective in supporting student success in basic skills, and in embedding career skills in the curriculum. How does CTL fit within a Guided Pathways framework? Hear the perspectives of practitioners at various stages of implementation – from a college at the beginning of campus-wide discussions to a college successfully implementing CTL to a college with contextualized sections of math and English for each career cluster. Participants will engage in thoughtful discussion with presenters and, through a hands-on/minds-on activity, explore how CTL might look on their campuses.

Naomi Castro, Career Ladders Project
Reframing Enrollment Management Utilizing the Core Principles of Guided Pathways  
**Strand:** Transforming the Institution through Guided Pathways | **Room:** Sequoia B

Merced College utilizes an innovative think tank consisting of a cross-functional team of instructors, counselors, administrators, and classified professionals to implement collaborative and engaging all-day workshops centered on the core values of Guided Pathways, equity, and enrollment management. During this interactive session, learn how the Merced College team structured activities to look at enrollment management from the lenses of Guided Pathways and equity and created a platform to engage and inform the college about systemic changes vital to student success. Explore ways to create educational and innovative learning experiences to engage your campus in revising your approach to serving students from application to graduation.

*John Albano, Julie Clark, Lonita Cordova, Caroline Davson, Kelly Fowler, Nancy Goeltz, Kathy Grossi, Douglas Kain, Michael McCandless, and Sylvia Ruano, Merced College*

AB 705: A Ground-Level View of Implementation across California  
**Strand:** Advancing Completion of Transfer-Level Math and English – Implementation of AB 705 | **Room:** Regency A

AB 705 requires colleges to grapple with thorny issues. How do we ensure students do not fall through the cracks? Should we continue to offer courses that are below transfer-level? Can we provide effective corequisites for transfer-level Business, Science, Technology, Engineering, and Math (B-STEM) courses? Once we remove the structural barriers of placement/remediation, how do we ensure equity and success in the post-AB 705 classroom? In this session, learn about bright spots and challenges from the statewide implementation of AB 705 in English, math, and English as a Second Language (ESL). Participants will examine both structural and classroom-based issues and leave with concrete ideas for ensuring that weak implementation does not erode student completion and equity gains on their own campuses.

*Katie Hern and Myra Snell, California Acceleration Project*

True Alchemy Results from Faculty and Researchers Focused on the Gold: Data Collection and Analysis on AB 705 Outcomes  
**Strand:** Advancing Completion of Transfer-Level Math and English – Implementation of AB 705 | **Room:** Regency B

Perhaps the most important collaboration of the day is that of faculty and researchers. As colleges move forward with major curricular innovations in response to AB 705, identifying the appropriate data and ensuring correct coding so that the raw ingredients are right is essential. Funding and accountability efforts, such as the Student Centered Funding Formula (SCFF), AB 705, AB 1805, and other legislation create numerous variables, all changing at one time. How do you identify the factors associated with success? How do you create appropriate research plans for timely improvement? The answer is clear: create a community focused on common goals across segments. Developing collaboration and confidence based on research principles and mutual respect produce the real gold in our desire to improve educational outcomes.

*Janet Fulks, Academic Senate for California Community Colleges/Bakersfield College; Virginia May, Academic Senate for California Community Colleges/Sacramento City College; John Stanisak, Academic Senate for California Community Colleges/San Bernardino Valley College; Kathy Booth, WestEd*

Meeting Students Where They Want to Be: Integrated Reading and Writing in First-Year Composition Courses  
**Strand:** Ensuring Learning in the Classroom and Beyond | **Room:** Bayside

Feel like you are on a speeding train in your first-year composition courses? Wondering how to plant seeds for academic greatness while nurturing students’ belief in their own potential in college and beyond? During this interactive session facilitated by faculty and students, learn how to effectively integrate reading and writing into the composition classroom through Reading Apprenticeship routines. Additionally, hear how addressing all dimensions of the framework, including the personal and social, can do much more than teach students to navigate university writing—it can foster greater engagement, persistence, and intellectual curiosity that will support them not only where they are now, but also where they want to be.

*Keytan Brooks and Darla Hagerman, California State University, Chico; Kelan Koning and Xochitl Perez, California State University, Northridge; Carlos Guerrero, Los Angeles City College/CSU Northridge; Kiara Koenig, Yuba College*
Onboarding Reedley College to Guided Pathways Adoption with Support from Regional Coordinators

Strand: Building a Culture of Improvement – Professional Learning and Leadership Development  
Room: Sandpebble A/B

Learn about a partnership between Reedley College and the California Community Colleges Chancellor’s Office Guided Pathways Regional Coordinators to create a culture of inquiry focused on addressing systemic barriers to student success. Reedley has worked with the regional coordinators in a coordinated effort to move the college toward Guided Pathways adoption, including embracing a cross-functional approach grounded in equity and identifying the negative impact our current practices have on disproportionately impacted populations. The partnership has led to conversations and activities related to principles around meta-majors and program mapping designs, onboarding processes, the need for increased cross-functional discussions between all faculty/staff roles, the importance of including classified members and students in Guided Pathways discussions, and the need for train-the-trainer programs to expand professional development opportunities.

Chelsea Esquibias, Laura Laro-Brady, and Michelle Stricker, California Community Colleges Chancellor’s Office; Renee Craig-Marius and Stephanie Curry, Reedley College

A Longitudinal Study: Learning Resources, Course Success, and Closing Equity Gaps

Strand: Ensuring Learning in the Classroom and Beyond | Room: Harbour A

Fresno City College’s Institutional Research Office (IR) examined more than 6,000 students over the course of three years, showing the relationship between the effectiveness of Supplemental Instruction and other learning support services usage on students previously identified as basic skills. In this session, we will demystify common ideas about the ability of students identified as needing remediation and their potential to be successful in transfer-level courses. Learn about improved success rates of disproportionately impacted student groups and discover how equity gaps have been reduced through the program. Find out how academic learning support is impacting student success inside and outside of the classroom—arguing that students can be successful in transfer-level classes with the right support.

Heather Walker and Donna Walters-Cooper, Fresno City College

Building Relationships and Using Inquiry to Support Students’ Successful Transition from High School to College

Strand: Building a Culture of Improvement – Professional Learning and Leadership Development  
Room: Regency C

Receive an in-depth look at how team members from Moreno Valley College have worked and are working to build reciprocal and inquiry-driven relationships with their secondary partners through math and literacy collaboratives and a first-year experience program. Hear from a cross-sectoral group of presenters about key strategies and activities that have increased student access and success including summer bridge offerings, dual enrollment, and jointly facilitated professional development as well as their implementation timeline. Engage in inquiry and discussion that will equip you with strategies to adapt and tools to share at your campus.

Edward Alvarez, Jennifer Escobar, and Esteban Navas, Moreno Valley College; Martha Borjon-Kubota, Val Verde High School

What’s Equity Got to Do with It? Disproportionate Impact as the Beginning of the Equity Story

Strand: Working at Scale – Strategic and Integrated Planning | Room: Sandpebble C/D

While data disaggregation and disproportionate impact analyses often take center stage in equity planning work that seeks to close attainment gaps, the official equity metrics should be viewed as the starting point in the conversation. This session will explore the importance of additional perspectives and information on understanding where resources should be directed to most effectively close equity gaps. We will explore qualitative research approaches, deeper levels of multivariate disaggregation and visualization techniques that can help shed light on the location, nature and extent of equity gaps in your student population. Finally, we will review how to set meaningful equity goals and select actions and initiatives with a track record of success in closing gaps.

Craig Hayward, Bakersfield College; Gio Sosa, Crafton Hills College; Carolyn Holcroft, De Anza College
Breakout Session 2

**Strand: Emerging Issues | Room: Cypress C**

*Through the Gate: What Students Say They Need to Transfer*

When students make significant progress toward a transfer goal, why don’t they make it “through the gate” to university? What do students say about what impacts their transfer progress and how to strengthen their transfer success? Learn about student perspectives research from the RP Group’s Through the Gate transfer study, including results from a large-scale survey and in-depth interviews with current and exited California community college students who were close to the transfer gate, but had not yet made it to university. Hear directly from students about the factors impeding their transfer journey, despite significant progress toward this goal. Discover how to apply this research approach on your campus to advance Guided Pathways planning, including bringing student perspectives into your efforts to improve students’ transfer outcomes.

*Educating Students of Color: The Umoja Way*

Umoja Education is a relevant education – meaning that it is meaningful, useful, and reflective of societies and the world today (Karenga, 2010). This Indaba (workshop) is designed to expose participants to how Umoja Community Education Foundation successfully educates its students. Participants will learn how to implement Umoja practices into curriculum, workshops, and programming in order to better serve students of color, whose culture, expression, and genius is often times left out of traditional curriculum (Yosso, 2005). In essence, live learning uses critical pedagogy in an effort to increase student success outcomes (Bransford, Brown & Cocking, 2000).

*Romeo Archibald, and Ashanti Robinson, Chabot College; Joshua Abrams, Chaffey College; Jahvry Karandjeff, Andrew Kretz, Alyssa Nguyen, The RP Group*


Breakout Session 3

**Strand: Collaborating Across Sectors and Segments – Partnerships and Network | Room: Cypress B**

*Developing a Cross-Campus Approach to Addressing Basic Needs Insecurities*

The 2019 California Community College #RealCollege Survey, which includes about 40,000 respondents from 57 California community colleges, reports that most students experienced basic needs (e.g., food, housing) insecurities within the previous year. Research links basic needs insecurities to negative impacts on students’ academic outcomes and well-being. How can community colleges respond? Join this session led by staff, faculty, management, and students to discover how Mt. San Antonio College is addressing these issues through a coordinated effort spearheaded by a cross-campus committee in partnership with student services, instruction, and community groups. During the session’s student panel, hear firsthand experiences and challenges faced by students. You will gain insight, ideas, and practical strategies for operationalizing support for students while developing partnerships that result in sustainable methods to address basic needs insecurities.

*Rigo Estrada, Helen Hernandez, Daio Lopez, Brenda Ricarte, Pauline Swartz, and Koji Usugi, Mt. San Antonio College*

*Avoiding the Road to Nowhere: Lessons Learned from Mapping Intersegmental Pathways*

As colleges work to build clearer pathways within our institutions, we also need to examine the educational and occupational pathways before and after community college. Hear about lessons learned from projects in San Diego, Los Angeles, and Nevada that mapped the relationships between K-12, community college, university programs, and regional jobs. Leave with increased knowledge of how you can strengthen students’ understanding of educational and career options, expand their horizons for possible majors, and ensure they can stay on-target to attain their goals.

*Kathy Booth and Randal Tillery, WestEd*

*Lessons Learned about Designing Data Coaching for Equity*

The Guided Pathways framework challenges community colleges to use data to make decisions throughout the institution, particularly data that reveal the reality of inequity in access, success, and completion among different student populations. Facing such data can be uncomfortable at first, but ultimately transformative for colleges. This session will help you envision and plan for how to engage with data and data coaching approaches to support Guided Pathways inquiry, design, and implementation. Hear about the data coaching experiences and approaches featured in a 2018 cross-institutional case study, learn about the specific ways that Bakersfield College and Santa Rosa Junior College have used data and data coaching to build equity, and engage in a learning activity to practice interpreting de-identified data.

*KC Greaney, Santa Rosa Junior College; Rachel Antrobus, Alyssa Nguyen, and Louise Yarnall, The RP Group*
Engaging Student Perspectives and Participation in the Los Angeles College Promise

Strand: Transforming the Institution through Guided Pathways | Room: Sequoia B

The Los Angeles College Promise (LACP) has partnered with the research organization MDRC to bring best practices in evaluation, program design, and communications to our large-scale program, which has enrolled over 9,000 students across nine colleges. Leveraging MDRC’s expertise in Behavioral Science and our colleges’ knowledge of their students and institutional practices, LACP enhanced its program effectiveness by streamlining student-facing processes, utilizing targeted communications rooted in behavioral science, and conducting student-centered program evaluation. By engaging students in the evaluation of LACP, colleges were able to examine the program from the participant point of view and identify bottlenecks and unnecessary barriers to program participation and completion.

Jessica Cristo and Joanna Zinning Towne, 3CSNLos Angeles Community College District; and Michele Ware, MDRC

Building Capacity for AB 705: How Cross-Campus Teamwork and a Shared Sense of Community Inspires and Sustains Student Success in Transfer-Level Mathematics at Citrus College

Strand: Advancing Completion of Transfer-Level Math and English – Implementation of AB 705 | Room: Regency A

At Citrus College, we believe in the capacity of students, faculty, and staff to transform lives. Driven by our shared goal of improving student success and completion, we have adopted a systematic, data-driven, student-centered approach to teaching and learning mathematics, and the results are remarkable. In this interactive session, learn about strategies for building a system-wide community of practice for successful implementation of AB 705. Topics include using local data in decision-making, leveraging embedded tutoring for professional development, establishing in-situ support services, redesigning the physical and psychological classroom environment, making space and time for faculty reflection, and transforming college-wide systems from the ground up. These changes have built a shared sense of community that inspires and sustains our work in transfer-level mathematics and beyond.

Melissa Christian, Victoria Dominguez, Raquel I. Gutierrez, Sophia Lee, Kevin Punsalan, and Michael Wangler, Citrus College

Come Together: English as a Second Language (ESL) and English after AB 705

Strand: Advancing Completion of Transfer-Level Math and English – Implementation of AB 705 | Room: Regency B

This session invites ESL and English faculty into a collaborative conversation around supporting the success of adult English learners to and through transfer-level English coursework. What placement systems, curricular structures, and pedagogical approaches honor students’ rights to appropriate language instruction and support, while also maximizing the probability of progression from credit ESL through English Composition? How can we better understand and promote the continuum of language development as students progress from credit ESL to transfer-level composition and beyond? Learn about examples of placement tools, curricular structures, and pedagogical methods from colleges that are embracing the AB 705 paradigm shift to elevate the perception of English learners from “sub-remedial” to sophisticated scholars of language, culture, and academic discourse.

Rebecca Kaminsky, Irvine Valley College; Melissa Reeve, Solano Community College

Opening the Gates: Challenging the Gate-Keeping of Traditional Grading Models through Contract Grading

Strand: Enabling Successful Learning in the Classroom and Beyond | Room: Bayside

Contract Grading is a form of grading that involves strong cooperation between the instructor and the students and entails a contracted number of assignments of specified quality to be completed in order to earn specific letter grades. As a participant in this workshop, you will engage with contract grading theories, see examples of contract materials, and complete activities that will help you redesign for contract grading. This blend of theory and praxis will support you by providing an equity-based rationale and context for contract grading along with space for you to develop materials. While we will be using the English classroom as an example, the principles of contract grading are sound across disciplines. Bringing your laptop and syllabus is recommended, but not required.

John Davis and Trisha Herrera, Pasadena City College

Moving the Needle with California’s Zero-Textbook-Cost Degree Pathways

Strand: Enabling Successful Learning in the Classroom and Beyond | Room: Harbour A

The California Legislature established the Zero-Textbook-Cost (ZTC) Degree Program to improve student access and success at community colleges, with a particular emphasis on reducing equity gaps. Research shows that students are taking fewer courses or dropping courses due to textbook costs impacting their academic achievement. Twenty-six community colleges have received grants to implement 34 ZTC degree and certificate pathways that have completely eliminated textbook costs by leveraging open educational resources (OER). Join us to learn more about the link between equity, Guided Pathways, and ZTC Degree pathways. Hear highlights from the ZTC Degree Equity Champions program, including best practices for creating awareness among faculty, students, and staff for these transformational programs. Discover implementation strategies and retention and success data in OER/ZTC courses from participating colleges.

Aloha Sargent, Cabrillo College; Una Daly, Open Education Consortium; Walter Butler, Pasadena City College; Kelsey Smith, West Hills College Lemoore
Learning from Learners: Bringing Student Voices to the Forefront in Faculty Development

Strand: Building a Culture of Improvement: Professional Learning and Leadership Development
Room: Regency C

Students are the experts of their own educational experience. Rather than making assumptions about what students need or extrapolating from research, we can go right to the source. Join us to learn about three effective ways to integrate students into professional development: implementing student voice surveys, centering student narratives as essential elements of FLEX programming, and partnering with student-organized clubs to develop curriculum for educators. We will explore the theoretical background, based in Freire’s critical pedagogy, for authorizing student perspectives to redistribute power within higher education and will co-create ways to bring student voices to the fore in professional development.

Rika Fabian and Jesse Raskin, Skyline College

Adapting Best Practices from Basic Skills and Beyond to the Corequisite Classroom

Strand: Building a Culture of Improvement – Professional Learning and Leadership Development
Room: Sandpebble A/B

Today’s teachers have serious concerns about how AB 705 will change classrooms and how to support students through transfer-level coursework more effectively, not just more efficiently. Experienced teachers are understandably hesitant to abandon hard-won expertise for a new approach. Using research and strategies tested in real classrooms, engage in reflection on your own teaching and work with presenters and session participants to reimagine your classroom in a post-AB 705 world. Learn about how to keep your identity—and your best practices—as a teacher while gaining new methods to embed equity, create a learning environment that is both empowering and safe, and support students in ways that reverberate through their college experience and beyond.

Jacqueline Williams, Fresno City College; Melissa Long, Porterville College

How Do We Begin Connecting the Dots? Let’s Chat about Integrated Planning and Evaluation

Strand: Working at Scale – Strategic and Integrated Planning | Room: Sandpebble C/D

Learn about the Integrated Planning Model as an approach for evaluating programs and initiatives at your college. The Integrated Planning Model provides users with a process of continuous data-informed inquiry and improvement through discovering, developing, implementation, evaluation, and reporting key findings. Implementing a data-informed integrated planning model can assist in aligning your college’s local interventions and statewide initiatives (e.g., Guided Pathways, Student Success Metrics, Vision for Success, AB 705). Hear about the evaluation process and its usefulness in determining the impact of programs and initiatives designed to advance equity, retention, and completion. Walk away with practical tools to support your college plan an evaluation.

Micheline Pontious, City College of San Francisco; Mark Akiyama, Diablo Valley College; Barbara McNeice-Stallard and Brad Trimble, The RP Group

Making College More Accessible for Working Adults

Strand: Emerging Issues | Room: Cypress C

Many of the 12 million California residents who lack a college degree would love to graduate from a community college, but struggle with balancing the responsibilities of work, family, and school. In this interactive session, learn about the steps City College of San Francisco has followed to develop and implement its popular Working Adult Degree Program (WADP), which allows students to attain an associate’s degree within three years while taking classes only on evenings and weekends, or online. Hear from a recent WADP graduate about her experiences going through the program, and her recommendations for others who would like to develop a similar approach to supporting working adults in pursuing their educational goals.

Dela Cleveland, Cassandra James, Ardel Thomas, and Alina Varona, City College of San Francisco

Middle Leaders in College Transformation

Strand: Open Format | Room: Harbour B

Our colleges are undertaking transformational change, redesigning policies and practices to support our students more effectively and more equitably. Faculty, administrators, and classified professionals across the colleges are taking on leadership responsibilities to be part of this transformation. Whether in titled positions of leadership or not, middle leaders are part of all aspects of the change, large and small. Come and engage in a dialogue about the challenges and successes of middle leadership. Share your leadership experiences, perspectives, and questions in a conversation with colleagues from colleges across the state.

Diva Ward, Cañada College; Rose Asera, Leading from the Middle Academy/The RP Group
Tips and Challenges of Creating Strong Partnerships with Your Adult Ed Consortium, Local Adult Schools, and Workforce Development Network

Strand: Collaborating Across Sectors and Segments – Partnerships and Networks | Room: Cypress B

Hear from four community colleges about personal stories of working with regional Adult Education Consortia to increase and improve student transitions to college. Learn how they leveraged resources and filled regional gaps for additional levels of transitional support for adults leading to college and careers. For example, hear the story of how the State Center Adult Education Consortium established strong partnerships with 14 adult schools, Valley Regional Occupational Program, Workforce Connection, four community colleges, multiple community partners, and America’s Job Centers to create seamless transitions for adult school students to college and career. Get strategies for collaborating across sectors and segments and creating partnerships and networks for student success. Discover data related to the experiences of disproportionately impacted groups showing gains in transitioning to college.

Gurdeep Hébert, Clovis Community College; Donna Walters-Cooper and Lisa Vincent, Fresno City College; Jose Alvarez Torres, Madera Community College Center; Kurt Piland, Reedley College; Pang Vangyi, State Center Adult Education Consortium

Understanding How Bakersfield College has Developed One of the Largest Face-to-Face Inmate Scholars Programs in the State

Strand: Collaborating Across Sectors and Segments – Partnerships and Networks | Room: Cypress A

Inmate education is a potential avenue for colleges to reach a different group of students, in addition to increasing their funding through the new Student Centered Funding Formula. Bakersfield College (BC) has one of the largest Inmate Scholars Programs in the state, serving over 700 students at any given term at eight prisons and 16 yards. In fact, BC has rapidly expanded its program over the last three years to be one of the largest face-to-face college programs in California. In this session, learn how the program began, what challenges we faced, as well as which key stakeholders we engaged to implement the program. Hear student, faculty, and correction officer voices, highlighting the experiences of these participants in BC’s Inmate Scholars Program.

Daniel Hall, Bryan Hirayama, and Amber Hroch, Bakersfield College; Roberto Hernandez, California Department of Corrections and Rehabilitation

Institutional Renewal in a Guided Pathways Framework: Program Review

Strand: Transforming the Institution through Guided Pathways | Room: Sequoia A

Guided Pathways adoption requires colleges to examine their institutional processes, and program review is a key relevance to pursuing this institutional redesign. Referenced in accreditation standards and Title 5 regulations, program review should be a process that deeply reflects on how a program serves students and aligns with the mission of the college through a systemic and data-driven approach. Learn about how to align and update your college's program review process in light of your college's implementation of the Guided Pathways framework and data element revisions at the state level.

Virginia May, Academic Senate for California Community Colleges/Sacramento City College; Darla Cooper, The RP Group

Redesigning the Student Experience for Holistic Engagement

Strand: Transforming the Institution through Guided Pathways | Room: Sequoia B

Guided Pathways call for a redesign of the student experience. As community colleges envision their institutional frameworks for Guided Pathways, it is also time to reconsider the student experience inside the classroom. High Impact Practices (HIPs) linking theory with practice speak directly to the student learning experience. Generation Z seeks authentic, relevant experiences, not traditional pedagogies steeped in passive learning. The integrative, holistic approach to learning embedded in community-based learning, design thinking, and problem-based learning pedagogies engages students in making connections between classroom and community. Learning becomes relevant, as experiences are scaffold from first to last term. This strategy also includes creating intersegmental partnerships with transfer institutions, allowing ongoing connections. Creativity, collaboration, communication, and critical thinking abound, as students prepare for 21st century global citizenship.

Janice Connal, Cerroitos College; Harriet Happel and Patty Robinson, College of the Canyons

Examining Equity in Students’ Choice of Math Pathway

Strand: Advancing Completion of Transfer-Level Math and English – Implementation of AB 705

Room: Regency A

Under implementation of both Guided Pathways and AB 705, community colleges are focusing more explicitly on offering diversified math pathways aligned with students’ goals. However, given the history of tracking in mathematics and its impact on equity, some practitioners have raised concerns that this approach could replicate, rather than reduce, inequities. These concerns include the risk that non-STEM pathways are perceived to be less rigorous or prestigious. In this session, learn about recent research on this subject, shedding light on how colleges are addressing this dilemma. Hear about intentional strategies to ensure that all pathways foster quantitative skills in rigorous ways and that students have authentic agency in their choice of pathways, regardless of personal characteristics such as race and ethnicity.

Varson Nguyen, College of Alameda; Eduardo Tchetchian, Los Angeles Pierce College; Pamela Burdman, Opportunity Institute; Raglair Purnell-Mack, The RP Group; Rebecca Wong, West Valley College

Faculty Say Yes to AB 705: Now What?

Strand: Advancing Completion of Transfer-Level Math and English – Implementation of AB 705

Room: Regency B

Citrus College adopted the corequisite support model for AB 705 implementation in English and mathematics, observing significant improvements in transfer-level throughput. We attribute these successes largely to faculty, administrators, and staff working as a team, including our Institutional Research, Planning, and Effectiveness (IRPE) office, which provided research showing the local picture to college stakeholders to facilitate the adoption and implementation of AB 705. In this session, learn about the administrative and behind-the-scenes work required for adoption of this model, including leadership and data-driven decision-making; benchmarks and priorities based on limited resources and deadlines; class schedule redesign; testing systems and troubleshooting; leveraging of funding for professional development and new classroom design; wrap-around support services; and most importantly, believing in the capacity of faculty to develop creative and innovative solutions and providing the necessary space for them to thrive.

Gina Hogan, Yueti Huang, Marianne Smith, and Michael Wangler, Citrus College

Face-to-Face Inmate Scholars Programs in the State

Strand: Institutional Renewal in a Guided Pathways Framework: Program Review

Room: Regency A

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Guided Pathways adoption requires colleges to examine their institutional processes, and program review is a key relevance to pursuing this institutional redesign. Referenced in accreditation standards and Title 5 regulations, program review should be a process that deeply reflects on how a program serves students and aligns with the mission of the college through a systemic and data-driven approach. Learn about how to align and update your college's program review process in light of your college's implementation of the Guided Pathways framework and data element revisions at the state level.

Virginia May, Academic Senate for California Community Colleges/Sacramento City College; Darla Cooper, The RP Group
Contagious Inquiry: Engaging Underrepresented Community College Students through Interdisciplinary Research

Strand: Ensuring Learning in the Classroom and Beyond | Room: Harbour A

Open access in California Community Colleges has unintentionally led to shockingly low rates of transfer, in addition to disengaged students and a lack of persistence. As our colleges enroll a disproportionate number of low-income and first-generation students, this disparity becomes an issue of equity. One promising strategy to increase students’ success is early access to scholarly research. At Reedley College in California’s Central Valley, several Science, Technology, Engineering, and Math (STEM) instructors are approaching the lack of student engagement through course-based undergraduate research (CUR), or small classes that expose students to the process of research through independent inquiry projects. These instructors are using existing Honors program courses as the pilot project to increase understanding, engagement, and persistence. Learn about the use of impactful CUR to boost engagement and retention strategies for underrepresented students.

Emily Berg, Joseph Lin, and Andrew Strankman, Reedley College

AB 705’s Brave New World: Redesigning Partnerships for Embedded Tutoring as Student Learning for Success

Strand: Ensuring Learning in the Classroom and Beyond | Room: Bayside

AB 705—the move to mainstream basic skills in first-year and transfer courses alike—makes a bold declaration about where and how learning happens. It is no longer “outside” the classroom in remedial skills-based spaces or in learning centers, but integrated into the classroom, the major, and the discipline. In these spaces, embedded tutors can create dynamic, collaborative, and transformative learning contexts. What roles could tutors play in the classroom? How might they demonstrate student learning in the context of specific disciplines and courses? What might faculty benefit from tutors in the classroom, and what roles might they play? In this session, hear from Association of Colleges for Teaching and Learning Assistance (ACTLA) Past President and California Advocacy Coordinator as we describe what roles tutors and tutoring can play in this new landscape and how such efforts have been scaled up at our campuses so that tutoring is the norm for learning for faculty, students, and tutors.

Ray M. Sanchez, Madera Community College; Vandana Gavaskar, Santa Barbara City College

Design Thinking: Creative Hacks for Guided Pathways

Strand: Building a Culture of Improvement – Professional Learning and Leadership Development | Room: Sandpiper AB

Feeling strapped for time and resources on campus? Overwhelmed about moving Guided Pathways work forward? It is time to start hacking! A hack, an important part of the Design Thinking approach, pushes you to reframe the constraint as a creative design opportunity. Join Guided Pathways leads from Chaffey College and Skyline College, alongside Career Ladders Project, for a rapid and interactive design session. Participants will have the time to examine a Guided Pathways challenge scenario and practice how to build buy-in and foster a sense of urgency for faculty to explore their own success rates. Join us for this complex, important, and evidence-based conversation.

Mallory Newell, Thomas Ray, and Jerry Rosenberg, De Anza College

Faculty Success as a Factor in Student Success: What We Found When We Looked Beyond Just Passing Grades

Strand: Building a Culture of Improvement – Professional Learning and Leadership Development | Room: Regency C

AB 705 provided De Anza College with an opportunity to scrutinize early adoption of AB 705 implementation. We found that success, withdrawal, and drop rates remained essentially unchanged with implementation, but that a larger trend was present—one we had not thought to explore. The largest variation in students’ English and math course success was not by student group or characteristic; rather, student outcomes varied by faculty member—ranging at times more than 80 percentage points. We have just started to explore this finding and do not yet know how best to address the vast divide in success rates, and are eager to engage attendees in a conversation around how to build buy-in and foster a sense of urgency for faculty to explore their own success rates. Join us for this complex, important, and evidence-based conversation.

Mallory Newell, Thomas Ray, and Jerry Rosenberg, De Anza College

360 Degrees of Equity

Strand: Working at Scale – Strategic and Integrated Planning | Room: Sandpiper C/D

Grossmont College worked to infuse equity into the personal, professional, and structural life of the college. Through the application of this “three-dimensional” approach to equity, we have moved from promoting equity as a single initiative to the creation of an integrated planning approach that puts equity and professional development at the center of our student success efforts. Learn about how equity-focused professional development can provide the foundation for personal, professional, and structural change efforts, which yield significant improvements on a number of student success metrics. Engage in structured time to explore challenges and brainstorm solutions at your home institution.

Tate Hurvitz, Micah Jendian, Lida Raja, and Rochelle Weiser, Grossmont College

Looked Beyond Just Passing Grades

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Design Thinking: Creative Hacks for Guided Pathways

Strand: Building a Culture of Improvement – Professional Learning and Leadership Development | Room: Sandpiper AB

Feeling strapped for time and resources on campus? Overwhelmed about moving Guided Pathways work forward? It is time to start hacking! A hack, an important part of the Design Thinking approach, pushes you to reframe the constraint as a creative design opportunity. Join Guided Pathways leads from Chaffey College and Skyline College, alongside Career Ladders Project, for a rapid and interactive design session. Participants will have the time to examine a Guided Pathways challenge scenario and practice how to build buy-in and foster a sense of urgency for faculty to explore their own success rates. Join us for this complex, important, and evidence-based conversation.

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Tate Hurvitz, Micah Jendian, Lida Raja, and Rochelle Weiser, Grossmont College
Breakout Session 4
THURSDAY, OCTOBER 10 | 9:40 – 10:40

Mapping the Process: How to Improve Student Supports in College Promise Programs and Beyond
Strand: Emerging Issues | Room: Cypress C

Free College and Promise programs are an increasingly popular strategy for encouraging and supporting student access to college. However, although these programs reduce financial barriers to attendance, many students still face financial and/or other issues. Adding evidence-based student supports to existing Promise programs is a proven approach to increasing student success. This session will feature a panel of representatives from MDRC’s College Promise Success Initiative to share best practices and lessons learned from their experiences designing, implementing, and sustaining evidence-based student supports, with a special focus on the role of process mapping. Session participants will begin building their own process maps, a helpful tool for programs to identify and address barriers to student success that can be used to help improve student supports.

Deborah Harrington and JoAnna Zimmring Towne, 3CSN/Los Angeles Community College District; Evan Weissman, MDRC; Jessie Stewart, Richmond Promise

Transfer Continuum Interactive Dashboard with Rural Areas Heat Map: A Through the Gate Replication Using Local Data
Strand: Open Format | Room: Harbour B

The RP Group's Through the Gate study established a “transfer continuum” recognizing transfer as a journey that a diverse and varied group of students undertake and revealing different points along a transfer path (i.e., Transfer Achievers, Students at the Gate, Students Near the Gate, Transfer Explorers, Momentum Students). Learn about Bakersfield College's (BC) work to replicate the study's Phase 1 Mapping the Transfer Landscape methodology to further understand the transfer continuum dynamics of our own students. Find out about our homegrown dashboard designed to dissect effects of demographics, GPA, and associate's degree/certificate completion across the five levels of the transfer continuum. Learn about the postal code heat map that updates based on the selected demographics we embedded in the dashboard to assess if students who live in BC's rural areas performed differently based on proximity to the college.

David Buitron and Marisa Marquez, Bakersfield College

Breakout Session 5
THURSDAY, OCTOBER 10 | 11:10 – 12:10

Empowering Underrepresented Students to Succeed in Science, Technology, Engineering, and Math (STEM): Creating Systems of Support through Collaboration, Partnerships, and Community
Strand: Collaborating Across Sectors and Segments – Partnerships and Networks | Room: Cypress B

Under-represented students, especially from Latinx backgrounds, earn degrees in STEM at disproportionately lower rates compared to their peers. A grant-funded partnership between Cypress College and California State University, Fullerton launched the (STEM)2 program in 2012 to address academic support, increase student self-efficacy and confidence, and develop an understanding of careers in STEM – all factors in student success. (STEM)2 utilizes community-based peer learning that has generated a game-changing environment, a record-breaking number of summer research participants, and increased transfer rates to four-year universities. Originally just 30 students, the program now serves over 500 students with our special recipe for student success, persistence, and retention. Learn more about our partnership, how we have navigated changes over the years, the elements of our program, and the experiences of our students.

Yanet Garcia and Griselda Weed, Cypress College; Megan Drangstveit, Fullerton College

Transfer Partnership Pathways: California Community Colleges and Historically Black Colleges and Universities
Strand: Collaborating Across Sectors and Segments – Partnerships and Networks | Room: Cypress A

This presentation will discuss the development of the California Community College Transfer Guarantee to Historically Black Colleges and Universities (HBCUs) programs. The 2013 grant from the California Community Colleges Chancellor's Office established the development of transfer pathways for students to HBCUs. Partnerships such as these can support our colleges in meeting transfer completion goals for underrepresented and underserved students as well as ultimately contribute to an increase in baccalaureate degree attainment. Participants will learn about program development, student success data, and testimonies of a CCC counselor and an HBCU graduate transfer student.

Arynn Aubout and Helen Young, California Community Colleges Chancellor's Office/El Camino College; Felita Clark, City College of San Francisco; Avilán Baldwin, Mike Howe and Associates; Alana Stade, Solano Community College

Razor Wire, Cell Blocks, and No Tech: A Neo-Traditional Model of Student Success
Strand: Transforming the Institution through Guided Pathways | Room: Sequoia A

The Incarcerated Student Education Program at Cerro Coso Community College is a national leader in face-to-face prison education. Learn how integrated Guided Pathways, neo-traditional (low-tech/ faculty-facilitated instruction) teaching styles, and participatory governance can work together to remove multi-institutional barriers (e.g., prison policy versus college policy, access, implicit bias, modality, trauma). Follow quantitative and qualitative data to see how this "prison" program is really a new take on strengthening student success for all students.

Peter Fulks, Alec Griffin, Nicole Griffin, and Lisa Stephens, Cerro Coso Community College

Through the Gate Replication Using Local Data
Room: Harbour B

Technology, Engineering, and Math (STEM): Creating Systems of Support through Collaboration, Partnerships, and Community
Room: Cypress B

Empowering Underrepresented Students to Succeed in Science
Room: Cypress B

Razor Wire, Cell Blocks, and No Tech: A Neo-Traditional Model of Student Success
Room: Sequoia A
Partnering with Librarians to Integrate Information Literacy Support for Student Success

**Strand:** Transforming the Institution through Guided Pathways | **Room:** Sequoia B

What does information literacy look like in today’s media environment? How equitable are opportunities for research in high school and college? When do students learn to work with information and evidence, and what does point-of-need research support look like? Where do students have the opportunity to engage in productive struggle and get ready for rigorous research? Learn about partnerships between English and library faculty at three colleges that are developing authentic and culturally relevant research skills. Hear about models for coordinated instruction with just-in-time support and the role of communities of practice in supporting faculty development and providing holistic support for students.

Michelle Morton and Alkoha Sargent, Cabrillo College; Megan Kinney and Lisa Velarde, City College of San Francisco; Ruth Fuller, Solano College

The Dangers of Underplacement: Reducing the Risk through Informed Consent and Guided Self-Placement

**Strand:** Advancing Completion of Transfer-Level Math and English – Implementation of AB 705 | **Room:** Regency A

When colleges offer classes below transfer-level, there is a danger that students will be guided toward under-placement, by themselves or by others, as shown by early-implementer colleges throughout the state. Learn about current research on the dangers of under-placement and how colleges, including College of the Redwoods, College of the Sequoias, and Irvine Valley College, are working to reduce this risk and inform students of their rights through informed consent and guided self-placement. Review samples of informed consent processes and forms and guided self-placement tools.

Nicole Bryant Lescher and Tina Vaughan, College of the Redwoods; Erik Armstrong, College of the Sequoias; Summer Serpas, Irvine Valley College

AB 705 and English as a Second Language (ESL): Opportunities into and beyond the Goal of Transfer-Level Composition

**Strand:** Advancing Completion of Transfer-Level Math and English: Implementation of AB 705 | **Room:** Regency C

Join this session to learn about the impact of AB 705 as it relates to students enrolled in credit ESL courses. Hear about innovations and opportunities, many of which were developed through collaborative efforts of Cypress College counseling and ESL faculty, including the development of an ESL equivalent to transfer-level composition, fulfillment of Humanities general education requirements with advanced ESL courses, and the creation of the Guided Pathways ESL Milestone Certificates of achievement. Learn about practical considerations in the development of these innovations geared toward maximizing the possibility of broadening these opportunities to other ESL programs in the system.

Jacqueline Rangel and Kathy Wada, Cypress College

Support Services and Student Success in Mathematics: A Quasi-Experimental Case Study

**Strand:** Ensuring Learning in the Classroom and Beyond | **Room:** Bayside

Many educators including faculty, administrators, researchers, practitioners, and policy-makers continue to face challenges related to finding and using data needed for evidence-based decision making and practice in higher education. The availability and use of meaningful data and evidence in education consistently remain critical for improving student success. However, the collection and evaluation of evidence is often the first obstacle to be overcome. Learn about an authentic illustration of many of the issues confronting community college faculty and staff working to deliver and evaluate student support services to improve student success. Using a case study, which explores the relationship between tutoring/support services and student success in mathematics courses, receive an introduction to the benefits and limitations of quasi-experimental research methods.

Christian Anderson, Ryan Barry-Souza, and Mehmet Dali Ozturk, College of the Sequoias

Transforming Digital Learning in Statistics

**Strand:** Ensuring Learning in the Classroom and Beyond | **Room:** Harbour A

The Carnegie Math Pathways is responding to two emergent issues in the field of mathematics education: (1) despite the development of alternative credit-bearing options for students who are traditionally placed into developmental mathematics, the need for high-quality mathematics learning experiences for these students remains, and (2) an increasing number of entry-level mathematics students are choosing to enroll in fully-online courses, particularly in community colleges. Learn about the design process of transitioning a successful face-to-face mathematics course into the online learning space, and engage in interactive activities that capture our collaborative learning and socio-emotional strategies.

Michelle Brock, American River College; Lewis Hose, WestEd

Supporting Equity-Centered Dual Enrollment Partnerships

**Strand:** Building a Culture of Improvement – Professional Learning and Leadership Development | **Room:** Regency C

Learn about important legislative context for California dual enrollment, discover best practices in dual enrollment, and get concrete resources and models to support equity-centered dual enrollment decision-making. This session welcomes all community college and high school educators engaged in dual enrollment: instructional faculty, counseling faculty, classified staff, administrators, and high school support teams. Community college and high school partners are encouraged to attend as full teams.

Meg Hudson and Alina Varona, City College of San Francisco; Joana Feit, San Francisco Unified School District
SITE Faculty Learning Communities: Teaching and Learning Together in a Time of Transformation

**Strand: Building a Culture of Improvement - Professional Learning and Leadership Development**

Room: Sandpebble A/B

Deep, trusting relationships among educators are critical for positive change, whether that change is in response to AB 705, Guided Pathways, or the next new idea to come our way. At El Camino College, Scholarly Inquiry for Teacher Excellence (SITE) is a professional learning initiative developed by English and math faculty to support educators of all disciplines through recent institutional transformations. SITE focuses professional learning on building relationships through shared, ongoing, inquiry-based scholarship on teaching and learning. The goal of SITE is to facilitate broad, informed, and enthusiastic adoption of research-based practices to support student success and equity. Come experience a sample of how SITE approaches professional learning through scholarly inquiry, discuss program design and implementation, and pose questions about adaptations to your own campus.

Rose Cerofeci, Rachel Ketas, Lars Kjeseth, and Art Martinez, El Camino College

Navigating the Vision for Success and All the Rest

**Strand: Working at Scale – Strategic and Integrated Planning**

Room: Sandpebble C/D

Our colleges are faced with understanding and responding to a multitude of initiatives and mandates that intend to increase student equity and dramatically improve outcomes. Yet, we know that addressing and integrating these efforts at the campus level poses both functional and cultural challenges. Join this session to better understand the interrelationship and the practical implications of the various California initiatives, including the Student Centered Funding Formula, Vision for Success, Student Equity and Achievement Plan (SEAP), AB 705, and Guided Pathways. Get practical information and suggestions on how college can effectively implement and harmonize these multiple state strategies in this highly interactive session.

Gregory Stoup, Butte College; Bri Hays, Cuyamaca Community College

Investigating the Science Reading Apprenticeship Classroom: Opportunities to Consider Teacher Practice

**Strand: Emerging Issues**

Room: Cypress C

Many science instructors are often unsure about how to incorporate inquiry in a content heavy course. We offer a Reading Apprenticeship model that supports inquiry while contextualizing literacy instruction. Join us to investigate a science classroom video case to develop insights into how Reading Apprenticeship instructors make instructional decisions. Reflect on and share successes and challenges in your own Reading Apprenticeship practice and get feedback on instructional decisions and lesson ideas from your peers.

Linda Zarzana, American River College; Theresa Martin, College of San Mateo; Lilit Haroyan, Los Angeles Mission College

Faculty Diversification

**Strand: Open Format**

Room: Harbour B

The Academic Senate for California Community Colleges (ASCCC) and the California Community Colleges Chancellor’s Office (CCCCO) have engaged in a partnership to address the inherent biases that exist in all institutions, including our systemic structures. To that end, the Board of Governors has called a special task force co-chaired by the ASCCC and CCCCO that made recommendations for improvement at the September 2019 Board of Governors meeting. In addition, the Equal Employment Opportunity (EEO) standing committee is in the process of re-evaluating the regulations for EEO compliance with this same mindset. Join us for a rich dialog about how we can improve our institutions and better serve our students and the state of California.

John Stanskas, Academic Senate for California Community Colleges/San Bernardino Valley College; Daisy Gonzales, California Community Colleges Chancellor’s Office
Applying a Collective Impact Framework and Regional Perspective to Systems Change: Harnessing the Power of Networks to Increase College Completion in the Inland Empire/Desert Region

Strand: Collaborating Across Sectors and Segments – Partnerships and Networks | Room: Cypress B

Learn how Growing Inland Achievement – a cross-sector collaborative of K-12 districts, community colleges, public and private universities, funders, as well as regional businesses and non-profits – have all been a heavy lift, including implementing improved onboarding, better communication between students and advisors/counselors via Trailheads and Pathways, clarifying the path through programs, and folding AB 705 into the model. However, as we move further into our Guided Pathways work, we find that Pillar 4: Ensuring Students are Learning is the most difficult to address. Using an integrated approach and utilizing a variety of programs available to us from the California Community Colleges Chancellor’s Office and the RP Group, we still need to define the role of faculty advisors, create a village or engagement space based on the schools (i.e., meta-majors), examine our faculty’s philosophy of teaching and defining success for students, and have enough support people and work spaces to really do this work – all the while utilizing data to facilitate equity-based improvements. Participants will be asked to examine some of their institutions’ challenges as we present our in-progress efforts towards increased student success, access, and equity.

Melissa Bader, Quinton Bemiller, and John Moore, Norco College

Building a Foundation for Strong Guided Pathways from High Schools to Community College

Strand: Collaborating Across Sectors and Segments – Partnerships and Networks | Room: Cypress A

California Community Colleges are deep into revitalizing their landscape through Guided Pathways redesign. This session will show how one community college engaged with local high schools, integrated them into the conversation, and ultimately, built a robust college and high school counselor network. Attendees will walk away with a better understanding of how high school and college counselors can work together to support and counsel students on post-secondary pathways within a Guided Pathways framework.

Luis Chavez, Career Ladders Project; Heather Oshiro, Chabot College; Paul Gonzales, Hayward High School; Monica Starr, San Lorenzo Unified School District

A Model of Guided Pathways Implementation at Santa Ana College

Strand: Transforming the Institution through Guided Pathways | Room: Sequoia A

After 20 months of inquiry and design, Santa Ana College has implemented their first iteration of Guided Pathways this fall. As part of their incoming freshman experience, students have participated in a Career and Academic Pathway (i.e., meta-major) orientation, received an informational brochure highlighting programs and services offered in their selected pathway, and a program map. Furthermore, a Career Exploration Fair will help students learn about their interests. In addition, we will be piloting a success team for one of our Career and Academic Pathways comprised of various staff including a dedicated counselor and a faculty advisor. This interactive session will explore the highlights and lessons learned from our college’s journey from inquiry to design to implementation, including our collaboration with our district and sister college, Santiago Canyon College.

Maria Dela Cruz, Fernando Ortiz, and Merari Weber, Santa Ana College

Guided Pathways OS 2.0: And, Now This...

Strand: Transforming the Institution through Guided Pathways | Room: Sequoia B

Norco College is in its fourth year of Guided Pathways. Working with Pillars 1-3 in the first few years, they have all been a heavy lift, including implementing improved onboarding, better communication between students and advisors/counselors via Trailheads and Pathways, clarifying the path through programs, and folding AB 705 into the model. However, as we move further into our Guided Pathways work, we find that Pillar 4: Ensuring Students are Learning is the most difficult to address. Using an integrated approach and utilizing a variety of programs available to us from the California Community Colleges Chancellor’s Office and the RP Group, we still need to define the role of faculty advisors, create a village or engagement space based on the schools (i.e., meta-majors), examine our faculty’s philosophy of teaching and defining success for students, and have enough support people and work spaces to really do this work – all the while utilizing data to facilitate equity-based improvements. Participants will be asked to examine some of their institutions’ challenges as we present our in-progress efforts towards increased student success, access, and equity.

Loris Fagioli, Vinh Nguyen, and Jeff Wilson, Irvine Valley College

Multiple Measures for English as a Second Language (ESL) and International Students: Final Results

Strand: Advancing Completion of Transfer-Level Math and English – Implementation of AB 705 | Room: Regency A

All community colleges have implemented AB 705 in their math and English placement policies. However, there are still many questions about which multiple measures to use for ESL students as many did not attend a high school in the United States. Learn about the results of a comprehensive ESL survey which looks at the predictive utility of questions that can be used for placement in lieu of transcripts. The survey covers a variety of self-reported measures from educational attainment and self-evaluations of English proficiency. Hear about the final results from this two-year project, including the survey results from several colleges.

Loris Fagioli, Vinh Nguyen, and Jeff Wilson, Irvine Valley College
Collaborating with Students to Build AB 705 Support Programs at Scale
Strand: Advancing Completion of Transfer-Level Math and English – Implementation of AB 705
Room: Regency B
As we reimagine how our institutions will become more student-ready, how do we design for inclusive collaboration across departments? How do we engage student participation and perspective in these conversations so that they can participate actively and equitably? Explore how Los Angeles Pierce College is embracing AB 705 as an opportunity to build stronger connections between the English/English as a Second Language (ESL) department, the math department, and the Learning Center. Hear how student tutors have become central to our efforts to build AB 705 support programs at scale, both as planners and as course-embedded peer educators. Explore successes and opportunities at our respective institutions to strengthen bridges and engage student participation in our efforts to improve English, math, and ESL pathway completion.
Safiyyah Forbes, Lasana Hotep, and Jesse Raskin, Skyline College

Credit for Prior Learning: Expanding Options and Increasing Equity
Strand: Ensuring Learning in the Classroom and Beyond | Room: Bayside
Credit for prior learning (CPL) is a strategy to help colleges serve non-traditional students, increase enrollment, and contribute to increasing certificate and degree completion, as identified in our Vision for Success and Student Centered Funding Formula. Students come to colleges with valuable learning and certifications from the military and workplace (in fact, employers are investing more than ever to train their own employees). Join this session to dialogue about your perceptions of challenges and opportunities to serve the target student population (6.8 million California workers age 25-54 with a high school diploma but no degree), identify guidance and resources you need, and hear about promising practices. This session is relevant for counselors, faculty, researchers, administrators, and others interested in enrolling students and increasing certificate and degree completion.
Crystal Kiekel, Brad Saenz, Edouard Tchertchian, and Mary Valera Los Angeles Pierce College

Why Race and Culture Matter: Engaging Faculty in Equitable Education Pedagogy
Strand: Ensuring Learning in the Classroom and Beyond | Room: Harbour A
Although community college faculty are subject matter experts of their particular disciplines, the diverse nature of our student populations requires for us to build capacities around issues of race, gender, and culture as they relate to student success. More responsive frameworks, pedagogies, and strategies are necessary to make our institutions student-ready, equity-minded and transformative. Learn how to engage educators in the process of developing transformative strategies and practices that advance student learning in the classroom.
Safiyah Forbes, Lasana Hotep, and Jesse Raskin, Skyline College

The Journey of a Student Services Division Program Review Redesign
Strand: Building a Culture of Improvement – Professional Learning and Leadership Development
Room: Regency C
Continuous improvement is not only an accreditation requirement, it’s a reflective and analytical process that allows faculty, staff, and departments to assess their contributions towards meeting the needs of students, impacting success goals, improving equity gaps, and ensuring successful outcomes and completion. Comprehensive program review for the Student Services division is critical to an institution’s holistic efforts to continuously improve through service outcomes and analyses of assessment results. Learn with the Grossmont College team as we provide an overview of our Student Services Program Review Redesign (2.0). Hear how this redesign has changed the division’s culture related to the importance of engaging in assessment, designing relevant Student Services Outcomes (SSO), aligning the process with the college’s strategic goals and equity targets, and making it more meaningful and supportive.
Joan Ahrens, Marsha Gable, Natalie Ray, and Juan Carlos Reyna, Grossmont College

True Community as a Core Value for Equity Transformation
Strand: Building a Culture of Improvement – Professional Learning and Leadership Development
Room: Sandpebble A/B
We know that building trust and establishing a learning partnership between teachers and students are essential components of the equity-based pedagogy of culturally relevant teaching. Join this interactive and inquiry-based session, which will emphasize the equally critical nature of building relationships, trust, and true community amongst colleagues as the foundation needed for transformative equity work. Build knowledge about humanized learning and collaborative leadership by inquiring together into the practices of mindfulness, community meeting, building trust and shared values through social-emotional connection, and including students at the table instead of on the table.
Marina Broeder, Eden Campos, Sarah Sullivan, and Trinidad Sanchez, Mission College

The Student Experience as the Framework for Student Services Integrated Planning and Evaluation
Strand: Working at Scale – Strategic and Integrated Planning | Room: Sandpebble C/D
From accreditation to educational master planning, colleges frequently struggle to organize, structure, explain, and evaluate the vast array of student services efforts. Learn about an integrated Student Services planning and evaluation model called the AP3S (Access + [Persistence + Progress + Participation] = Success). This student-centric model delineates how services are provided to students and is responsive to accreditation standards regarding the comprehensiveness of services provided. Additionally, we will present a structural model that measures outcomes by grouping Student Services into three main categories: in-take processing/transactional, general support services, and specialized/caseload management-based services. This model recognizes the diversity in student needs and the consequent diversity in how services are structured, allowing for the development of goals and outcomes among like services.
Thomas Mauch and Audrey Yamagata-Noji, Mt. San Antonio College
Breakout Session 6

THURSDAY, OCTOBER 10 | 1:30 – 2:50

The Ethic of Love: How Umoja Supports Students' Academic and Life Success

Strand: Emerging Issues | Room: Cypress C

The Umoja Community is guided by 18 essential practices to enhance the cultural and educational experiences of African-American and other students at over 60 California community colleges. Come learn about the RP Group's research examining Umoja students' outcomes and experiences. Findings are drawn from an analysis of Umoja students' academic performance when compared to a similar group of peers, focus groups with Umoja students, and interviews with program coordinators. Hear about Umoja students' learning achievements, what they see as the most effective Umoja services and supports, and how Umoja helped students enter and stay on their educational paths. Have an opportunity to identify how Umoja can inform the implementation of more student-centered practices at your institutions.

Tom deWit, Chabot College/Umoja Community; Darla Cooper, Alyssa Nguyen, and Rogéair Purnell-Mack, The RP Group; Katrina King, Umoja Community Education Foundation

An Open Conversation with Dr. Edward Bush (note this session will only be one hour)

Strand: Open Format | Room: Harbour B

You're invited to an open conversation with Dr. Edward Bush, our closing keynote speaker. Dr. Bush will frame the conversation around deficit and non-deficit models in educating men of color. You can access his most recent article on this topic here before attending the session. Bring your questions and ideas to this collegial discussion.

Edward Bush, Cosumnes River College

Post-Conference Workshops

FRIDAY, OCTOBER 11 | 9:00 – 2:00

Intersegmental Pathways: K-12-16 Partnerships and Guided Pathways

Room: Cypress C

Many community colleges have worked with K-12 and four-year partners for years to improve transition points where institutions historically lose students. As we undertake Guided Pathways redesign, how can we build upon earlier work to strengthen student pathways, such as dual enrollment, bridge programs, and strong student supports? Where do our intersegmental partnerships go from here? Join us for this interactive workshop, designed to help you advance your own intersegmental work in the context of Guided Pathways, featuring three partnerships:

- Bakersfield College will talk about how they came to enroll more high school students than perhaps any other college in the state, and how they have integrated early college into Guided Pathways.
- Hartnell College will talk about how their accelerated CSin3 (Computer Science B.S. degree in three years) partnership with area school districts and CSU Monterey Bay laid the foundation for partnerships across the Salinas Valley.
- Long Beach partners (Long Beach Unified School District, Long Beach City College, and CSU Long Beach) will talk about their work over three years on building six broad pathways across all three institutions and aligning math and English.

Lesley Bonds, Bakersfield College; Naomi Castro and Amanda Amal Issa, Career Ladders Project; Aimee Arreygue, California State University, Long Beach; Jackie Cruz and Laurencia Walker, Hartnell College; Lizette Villegas, Long Beach City College

Supporting Academic Writing through Deeper Reading and Metacognitive Conversation

Room: Harbour B

Writing pathways have been transformed due to AB 705 (California Community Colleges) and Executive Order 1110 (California State Universities). However, transforming curriculum and pedagogy to meet the requirements of AB 705 and EO 1110 to achieve student success requires more than just structural reform. It requires that educators build knowledge about best practices and bring that knowledge to bear in new courses, programs, and practices. It also requires more conversation across disciplines about the reading and writing expectations students will encounter, and most importantly, requires more opportunities for disciplinary knowledge-sharing and relationship-building.

This 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—fostering attendees' comfort with a metacognitive conversation about writing and the connections between reading and writing as complementary problem-solving activities. When we build on students' underestimated strengths as readers and problem solvers and create instructional opportunities for “apprenticing” them into discipline-specific academic literacies, we can create engaged, equitable learning environments that also support robust disciplinary learning.

Kelan Konig, 3CSN/California State University, Northridge; Nika Hogan, 3CSN/Pasadena Community College; and Members of the 3CSN Reading Apprenticeship Project and Integrated Reading and Writing Learning Community
DATA: A Four-Letter Word for Middle Leadership

Room: Harbour A

Collecting and understanding data are must-have skills for 21st-century leaders, no matter what level they serve in an organization. Yet, they are skills that continue to be underdeveloped. Community colleges are complex and multi-layered institutions that require leaders to understand what questions need to be asked, what evidence to gather, and how to interpret the answers to those questions. This post-conference workshop will help participants without a research background dive deep into collecting useful information to help their institutions respond to the needs of students, faculty, staff, administrators, and community members. Using easy-to-understand modules developed by the RP Group, facilitators from the Leading from the Middle Academy will guide participants through a process for data collection, analysis, and dissemination on campus. You will leave with planning tools and experience in data disaggregation to make data actionable on your campus and create more equitable outcomes for students.

Giovanni Sosa, Crafton Hills College; Benjamin Gamboa, San Diego Miramar College; Rachel Anthobus, The RP Group/College of Alameda; Rebecca Wong, West Valley College

Critical Reflection for Praxis: Engaging in the Heart and Mind Work of Equity

Room: Cypress A

California community colleges are experiencing profound change; in the name of equity, we are undergoing structural transformations, such as Guided Pathways and AB 705, to address the opportunity gaps that have plagued higher education. How do we build our personal capacity to realize the promise of these institutional changes?

In this session, participants will engage in critical reflection to prepare for the praxis (ongoing reflection in action) needed to achieve equity. We will activate our minds in service of equity through community-building and story-telling. We will activate our minds and hearts in the service of equity through dialogue and bearing witness to each other and the student experience. Participants will leave with planning tools and experience in data disaggregation to make data actionable on your campus and create more equitable outcomes for students.

Sarah Sullivan, 3CSN/Mission College; Lauren Servais, 3CSN/Santa Rosa Junior College; Members of 3CSN’s Equity Project

Keeping the Student Experience Central in Institutional Redesign: Student Support (Re)defined and Guided Pathways

Room: Regency A

Seeking ways to better understand your college’s Guided Pathways redesign priorities, including determining what issues to address, questions to ask, and evidence to gather? Or, are you ready to dig into improving a specific aspect of the student experience such as onboarding or meta-majors? The RP Group’s Student Support (Re)defined study offers a useful framework for student-centered inquiry and design, drawing on what ~900 California community college students said they need to succeed. This workshop will show how colleges can act on the factors students indicated were critical to their success through Guided Pathways adoption and share stories from colleges using Student Support (Re)defined to initiate change. We will demonstrate how Student Support (Re)defined can provide a structure for identifying (1) differences between what your college intends and what students actually experience, and (2) where to focus your redesign work to bridge that gap. We will feature new resources recommending data points, student voices activities, and systems/process maps to help you design with the student in mind. Participants will leave with action steps for applying these resources to advance your Guided Pathways work—no matter where your college is in your adoption process.

Darla Cooper, Kelley Karamandjian, Kathy Molloy, and Rogeair Purnell-Mack, The RP Group

Anatomy of Integrated Support for Student Success

Room: Cypress B

As colleges dive deeper into Guided Pathways redesign, they are finding that beyond clarifying pathways, they need to support students when and where they need support, in order to ensure students can effectively explore their opportunities, choose a major, and reach their goals. This is leading to a rethinking of how colleges approach student support services—moving away from models that put the onus on students to understand what services can support them and toward a model where the college actively identifies students’ needs and connects them with resources.

Some questions that colleges are confronting are:

• What does it take to develop clear, coordinated, and integrated student supports from Pillars 1-4?

• How does a comprehensive redesign of key supports strengthen and build effective orientation, maintain momentum, and ensure completion?

• How can colleges ensure this work is centered on equity and clearly addresses the needs of students of color, first-generation students, and low-income students?

• How does a campus begin this deep and wide work? How can it be maintained over the long term?

In this workshop, practitioners will share how their campuses scaled more proactive and integrated student supports for all students. After hearing from colleges around California, participants will assess their own college’s student services through ecosystem mapping, identifying where redesign and better integration of the student journey is needed. Join us for a look into a few campuses that are bravely diving into this work, and begin envisioning your college’s path toward better integration of student services into pathways.

Luis Chavez, Michelle Simotas, and Julian West, Career Ladders Project; Amy Navarez, Chaffey College; Cynthia Oliva, Pasadena City College; Angélica Garcia, Skyline College; Valentín Martinez, West Hills College Lemoore
AB 705 and ESL: Preparing for Fall 2020 Implementation

Room: Regency B

With a later implementation date for credit ESL, colleges have focused their AB 705 efforts on math and English, but fall 2020 is rapidly approaching. Join the Multiple Measures Assessment Project (MMAP) Research Team for a discussion of emerging research that can guide your approach to AB 705 requirements for credit ESL. We will share our latest analysis of credit ESL course sequences and throughput to transfer-level English (TLE), successful transitions from Adult Ed or noncredit programs to TLE, and when students do (and should) enter non-credit versus credit ESL coursework. This session will feature what the research says about what placement options maximize completion of TLE within three years and for which students, and will showcase colleges already changing their credit ESL programs to comply with the AB 705 guidelines. This interactive session will inform the work of ESL faculty, as well as all administrators, support staff, and researchers supporting credit ESL programs through the transition.

Craig Hayward, Bakersfield College; Terrence Willett, Cabrillo College; Mallory Newell, De Anza College; John Hetts, Educational Results Partnership; Terra Morris, The RP Group

From Challenge to Opportunity: How Design Thinking Can Reinvigorate your GP Redesign

Room: Regency C

Meta-majors and Steering Committees and Guided Pathways—Oh, my! California community colleges have been actively working in recent years to address challenges to student success—no easy task! And, many institutions now find themselves with a number of great ideas but without the human capital, resources, and time to implement them.

Enter Design Thinking, a way to transform constraints into opportunities. Design Thinking is an approach to problem-solving that's grounded in building empathy for the end user, unleashing creativity in generating ideas and prototyping, and building comfort in taking risks.

Ready for a fast-paced, collaborative Design Thinking journey? Come join us! Be prepared to participate actively in a co-constructed experience. We will examine and prototype solutions for a Guided Pathways challenge by engaging in a full cycle of design thinking: we will practice empathy through user interviews; craft a problem statement; ideate; prototype; and test. Participants will walk away with strategies, resources, and concrete action steps. Arrive curious and leave re-invigorated to redesign your way to success.

Sia Smith-Miyazaki, Career Ladders Project; Jessica Hurkess, Career Ladders Project/Skyline College; Mustafa Popal, Skyline College

Leadership 101: Building Capacity for Change Across our Institutions

Room: Sequoia A

Acting alone, leaders cannot generate change. Rather, leaders activate change by partnering and galvanizing their community. They create conditions for change through modeling and holding spaces for community members to be engaged and empowered.

Every aspect of campus change, from department meetings to curriculum committees to workshops and institutes, is a learning opportunity that can contribute to relationship-building, knowledge-building, and capacity-building—if effectively facilitated. After a decade of providing ongoing and sustained professional learning opportunities for educators to increase and support their own and their students’ capacity, 3CSN has gotten serious about this kind of facilitation. Recognizing the importance of facilitation in all change efforts, in 2018 we launched a Facilitator Learning Community (FLC) as a year-long intensive learning experience for participants in our annual summer institute (BSILI).

Join us for an interactive session facilitated by FLC members and focused on how we can use research-based principles about how people learn to more effectively facilitate change, build stronger relationships, establish trust, and create community, coherence, and ownership across the campus for robust and intentional student pathways to success.

Kim Costino, 3CSN/California State University, Dominguez Hills; Jessica Cristo and Deborah Harrington, 3CSN/Los Angeles Community College District; Diana Bonilla-Hein, 3CSN/ Los Angeles Mission College
Conference Partners

For eleven years, the California Community Colleges’ Success Network (3CSN) in partnership with the California Community Colleges Chancellor’s Office (CCCCO), has been dedicated to supporting educators across the state as they build relationships, build knowledge, and implement student-centered practices. Our mission is to develop leaders in California Community Colleges who have the capacity to facilitate networks of faculty, staff, and students for curricular and institutional redesigns in support of increased student access, success, equity, and completion.

770 Wilshire Boulevard | Los Angeles, CA 90017 | 213-891-2014
http://3csn.org

Career Ladders Project promotes equity-minded community college redesign. We collaborate with colleges and their partners to discover, develop, and disseminate effective practices. Our policy work, research, and direct efforts with colleges lead to system change—and enable more students to attain certificates, degrees, transfers, and career advancement.

678 13th Street | Oakland, CA 94612 | 510-268-0566
www.CareerLaddersProject.org

LearningWorks, a partnership of Career Ladders Project, supports and publishes research and policy recommendations to improve community college student success. LearningWorks provides practitioner-informed recommendations for change at the system, college, and classroom levels and infuses these recommendations with state and national insights.

678 13th Street | Oakland, CA 94612 | 510-496-5391
www.LearningWorksCA.org

The RP Group promotes excellence by using data and evidence to improve the lives of all community college students. We strengthen the ability of California Community Colleges to discover and undertake high-quality research, planning, and assessment that improve evidence-based decision-making, institutional effectiveness, and success for all students. Grounded in our roots as a professional association for researchers and planners, the RP Group operates today as a nonprofit, non-partisan organization providing practitioner-focused research, evaluation, professional development, planning, and technical assistance services.

369-B Third Street, #397 | San Rafael, CA 94901 | 510-527-8500
www.rpgroup.org

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Located in the Grand Peninsula Foyer, our sponsors and exhibitors will be available to answer questions and showcase useful resources on Wednesday, October 9 between 8:30 am – 6:00 pm, and Thursday, October 10 between 7:30 am – 5:00 pm. These companies provide important revenue to the conference and help us maintain the lowest possible registrations fees. We encourage you to stop by and explore their services.

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The Vision Resource Center is an online platform for all California Community College professionals that supports professional development and statewide collaboration and communication.

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A non-profit university, our mission is to provide accessible, achievable higher education to adult learners. Today, we educate students from across the U.S. and around the globe.

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California Acceleration Project
www.AccelerationProject.org
The California Acceleration Project supports the state’s 115 community colleges to transform remediation to increase completion and equity.

CTE Employment Outcomes Survey (CTEOS)
Based at Santa Rosa Junior College
www.cteos.org
The CTE Employment Outcomes Survey (CTEOS) tracks former California Community College CTE students into the workforce.

eLumen
www.elumenconnect.com
eLumen’s holistic approach to supporting student success is the first to fully integrate curriculum, catalog, assessment, and student engagement.

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www.economicmodeling.com
Emsi provides community colleges labor market data and insights that support program growth and vitality while ensuring program relevance, sustainability.

Link-Systems International, Inc.
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Starfish by Hobsons
www.starfishsolutions.com
Starfish is a holistic student success solution, combining data integration, case-management, alerts, and predictive-analytics.
Many thanks to the dedicated and talented people who helped shape, plan, and implement this conference.

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