PROFICIENCY in the First Year at the University

Statewide Conference // OCTOBER 30-31, 2008

DEVELOPMENTAL MATHEMATICS AND ENGLISH 2008

Crowne Plaza // 5985 West Century Blvd., Los Angeles 90045
Thursday, October 30

2:00-3:00  Registration and Check-In: *Ballroom Foyer*

3:00-3:15  **Welcome: Salon A & B**
Gary Reichard, Executive Vice Chancellor and Chief Academic Officer, The California State University
John Tarjan, Chair, Academic Senate, The California State University

3:15-3:45  **The California Community Colleges Basic Skills Initiative**
Janet Fulks, Academic Senate for California Community Colleges, North Area Representative and Basic Skills Initiative Program Coordinator, Bakersfield College

3:45-4:15  **The Learning Center for Math and English**
Laura Hope, Interim Dean for Instructional Support, Chaffey College

4:15-4:45  **Promoting Inquiry to Transform Faculty Practices**
Lynn Wright, Basic Skills Coordinator, Pasadena City College

4:45-5:15  **The Puente Project Model**
Barbara Jaffe, Associate Dean of Academic Affairs, El Camino College

5:15-5:30  **Dialogue and Q&A with the Presenters**

5:30-6:00  **Reception: (No-Host Bar): Ballroom Foyer**

6:00-7:00  Dinner: Salon C & D

7:00  **Keynote Address**
Dr. Herbert L. Carter, Chair, Educational Policy Committee, Board of Trustees of The California State University
The California Community Colleges Basic Skills Initiative – Janet Fulks
The California Community Colleges began the Basic Skills Initiative three years ago as a statewide effort to address the burgeoning numbers of students with basic skills needs. Nationwide, 70-85% of the first year students at community colleges assess into one or more developmental education classes. How do we approach the challenge before us and what happens if we do nothing or maintain status quo? California Community Colleges have a statewide vision for basic skills. Join us as we share evidence-based highlights about effective practices.

The Learning Center for Math and English – Laura Hope
Learning centers have traditionally relied on tutoring as their primary focus and delivery method, resulting in a product-driven orientation for both faculty and students that promotes a "fix-it shop" mentality. This mentality continues to marginalize services and stifle program growth. By contrast, learning center environments provide opportunities for experiential learning through carefully crafted curriculum emphasizing critical thinking and meaningful instructor involvement that result in an extension of the classroom. Rather than utilizing a center as a practice opportunity or as a support system that is secondary to the classroom, re-imagining the center as a place to complement classroom curriculum before, during, and after instruction can transform student performance and engagement and de-stigmatize the search for academic support.

This session will engage strategies that will transform a writing center from a product-driven environment to a process-driven environment that mirrors the instructional pedagogy of the classroom. The presentation will also include data on success and retention illustrating the efficacy of this programmatic approach.

Promoting Inquiry to Transform Faculty Practices – Lynn Wright
Pasadena City College uses the Carnegie model for Faculty Inquiry Groups (FIGs) to better prepare faculty to address the needs of basic skills students, revise curriculum and adapt pedagogy in Math and English. This effective practice motivates English and Math faculty working with developmental students, stimulates shared responsibility and promotes knowledge of teaching and learning. This session will explore the power of faculty to examine and promote student success in developmental education.

The Puente Project Model – Barbara Jaffe
The Puente project targets student academic success, satisfaction, and retention within an integrated framework of counseling and academics. Puente creates a community with an interdisciplinary approach that combines counseling, mentoring and writing. The overall goal of the Puente project is to increase the number of California's underrepresented students that enroll and succeed in higher education.
Herbert L. Carter  
Keynote Speaker

Vice Chair (2008- ), Board of Trustees  
Member, Board of Trustees (2004-2011)  
Educational Policy Committee Chair  
The California State University

Professional Experience

President and CEO, United Way, Inc. (1992-95)  
California State University, Office of the Chancellor: Systemwide Affirmative Action Officer (1974-78); Assistant Executive Vice Chancellor (1978-83); Vice Chancellor, Administration (1983-87); Executive Vice Chancellor (1987-92)  
Executive Director, Los Angeles Commission on Human Relations (1967-73)

Education

Ph.D. in public administration, University of Southern California (1979)  
B.A. in sociology, University of Arkansas, Pine Bluff (1956)

Presentations, Community Service, Honors

In addition to his educational career work, Dr. Carter has served as a lecturer in public and private colleges and universities in Southern California. He has also made presentations to groups at Los Angeles City College, the Los Angeles Unified School District, and the Compton Unified School District.

He has served in a range of community service organizations, including as regent for Loyola Marymount University, member of the Citizens’ Advisory Committee on School Integration for the Los Angeles Unified School District, member and vice chairman of the Board of Directors for the California Achievement Council; member of the National Task Force on Minority Achievement in Higher Education, member of the Board of Councilors for the University of Southern California, and as member of the board of directors for Pacific Enterprises and for Golden State Mutual Life Insurance.

His contributions to the community have been widely recognized, receiving such honors as Educator of the Year from the Inner City Exchange, the Los Angeles Urban League’s Community Leadership Award, the Golden State Minority Scholarship Fund’s Medal of Excellence, a California State Senate Commendation for Outstanding Community Leadership, the California State Assembly’s Outstanding Citizen Award, and a U.S. Congress Commendation for Community Leadership.
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Friday, October 31

Check-In/Continental Breakfast: *Ballroom Foyer and Salon A & B* 7:00-8:00

Welcome: *Salon A & B* 8:00-8:30

Session 1: *Bordeaux* 8:30-10:00

**Increasing Proficiency Simply Through Communication**
Ted Cluver (CSUCHICO)

In the spring 2008, CSU, Chico sent a letter to all first time freshmen, fall 2008, with ELM scores less than 50, explaining that they could remediate in the summer prior to arriving in the fall. In its second year, the letter campaign has had some surprising results. This presentation will give an overview of CSU, Chico's Developmental Mathematics Program and our efforts to reduce the developmental math population.

**Summer Bridge**
Victor Olivares (FRESNO), Robert Musselman (FRESNO)

Piloted on the Fresno State campus in 1968, and later the model for the system-wide development of the Summer Bridge Program in 1985, today the program continues with a high level of success in improving the college skills and abilities of low income, ethnic and language minority students. Since 1985, over 3,000 students have participated in the program. This summer 115 first time freshmen students successfully completed the rigorous four-week residential program that focused on three primary goals--a formal college orientation course, an evaluation of basic college entry level skills, and instruction in an entry-level college mathematics course. Of this group of students, approximately half are special admit students and all students have failed the Entry Level Mathematics Exam. As such, the students are considered to have a high potential for drop out when compared to other entering college freshmen student groups.
Session 1: *Burgundy*
8:30-10:00

**Redesigning Assessment & Placement for Mathematics at Humboldt State University**

Tyler J. Evans (HUMBOLDT)

During the summer of 2008, the HSU Mathematics Department offered all Humboldt Orientation Program (HOP) and all Humboldt Online Orientation Program (HOOP) students the opportunity to place into a higher mathematics course by taking an HSU Math Placement Exam using the artificial intelligence based software ALEKS. All HOP and HOOP students were given advanced notification of the assessment and encouraged to use ALEKS in the weeks leading up to their orientation. In this talk, we will look at some of the data, discuss what we learned in this experiment as well as our plans for the future. [http://www.humboldt.edu/~math/placement/index2.html](http://www.humboldt.edu/~math/placement/index2.html)

**Outsourcing Developmental Math and Writing at San Diego State University**

Glen McClish (SDSU)

Since 2003, developmental math and writing courses at San Diego State University have been taught by faculty from San Diego City College. This arrangement, mandated by Academic Affairs, has brought complex pedagogical and administrative challenges. The purpose of this talk is to use San Diego State University's experience as a springboard for discussing outsourcing developmental math and writing at California State University campuses. *(Repeated in Session 2)*

Session 1: *Colombard*
8:30-10:00

**The History of Basic Writing at the “Beach”**

Mark Wiley (CSULB)

A history of basic writing at Cal State Long Beach from 1950-2005 offers some intriguing patterns that indicate how seemingly arbitrary definitions of basic writing have been, as well as the standards set that determine who is a "basic writer." This "Beach" history of basic writing also describes several versions of the course, including such structures and pedagogical approaches as the Writing Clinic and courses offered through Black Studies, Mexican American Studies, and Asian American Studies. One particularly significant pattern that emerges is that basic writing, with a few exceptions, was (and continues to be) taught by those instructors with little status and power. What does this pattern suggest about basic writing courses and the students who are mandated to take them?
**Breaking the Margin: Asian American Composition**  
Wei Ming Dariotis (SFSU)

What does it mean to teach composition from an Asian American Studies perspective? What happens to authorial voice? What kinds of sources are validated? What kinds of language issues arise? In "Breaking the Margin: Asian American Composition," Wei Ming Dariotis will discuss these issues and others that have arisen through her teaching of composition around the theme of Queer Asian American Issues and Literature.

**Collaborative Engagement to Promote Successful Freshman Writing at CSU, Northridge**  
Roberta Orona-Cordova (CSUN)

Presentation includes discussion about the mission of each of CSUN’s developmental writing programs. Four examples of an effective writing assignment from each are given: a best practice. Highlights include inter-related programs on campus that supplement and complement the freshman writing courses, especially developmental writing.

**Session 1: Moselle**  
8:30-10:00

**Engaging with High School Teachers: Articulating University Expectations**  
John Edlund (CSPU POMONA), Nancy Brynelson (CSUCO)

How can we expect high school students to meet our standards if we do not keep their teachers well-informed about our expectations? The presenters will provide brief overviews of the 12th Grade Expository Reading and Writing Course (ERWC) and the Reading Institutes for Academic Preparation (RIAP), two successful CSU programs designed to help high school teachers prepare their students for the critical reading and writing tasks expected of university students. A discussion of the advantages and challenges of CSU/high school collaborations will follow.

**Break: 10:00-10:15**
Session 2: Bordeaux
10:15-11:45

The SJSU Model: Mastery Learning and Large Lecture Halls
Susan McClory (SJSU)

At SJSU, all Developmental Math courses use mastery learning. At the same time, two-thirds of the students are enrolled in large lecture classes of up to 250 students. With a pass rate averaging between 70 and 75%, this is a model that seems to be working from both a student success point of view and also with respect to cost cutting.

http://www.math.sjsu.edu/~mcclory/

Session 2: Burgundy
10:15-11:45

One Pathway is All There is on the Ridge
Michael Neubauer (CSUN)

Why CSUN offers only one pathway for all students through developmental mathematics.

CSU Long Beach's Two-Track Math Path
Larry Brownson (CSULB)

Fall of 2007, the Department of Mathematics and Statistics rolled out a significantly redesigned set of offerings for students at the pre-baccalaureate and freshman levels. In addition, a network of two paths was devised: one channels students with "technical" majors into coursework for those headed to calculus and/or rigorous science, while students pursuing "non-technical" disciplines typically travel down the less rigorous "non-technical" avenue. Intermediate Algebra is the juncture at which the two paths diverge.

Session 2: Colombard
10:15-11:45

Integrating Online and In-Person Learning for Developmental Writers
John Leih (SJSU)

In times of budget duress, developmental writing programs that encourage robust learning outcomes are challenged to deliver more, often with fewer resources. In this workshop, participants will be challenged to reconcile the curriculum design dilemmas involved in integrating online approaches into a developmental writing program.
Participants will be guided through the following sequence of activities:

1.) A summary of the findings of a 2007 CATESOL research project “Assessing student motivation and outcomes in online peer review.”

2.) Video presentation of the curriculum design dilemmas involved in “online only” versus “in-person only” feedback for developmental writers.

3.) An introduction to the learning models of David Kolb and Alfons Trompenaars with potential applications to resolving these curriculum design dilemmas.

4.) An opportunity to brainstorm models for integrating online and in-person feedback into an effective combination that avoids the extremes of “drill-and-kill” or “expensive pill” single-dimension approaches. Participants will come away from the workshop with fresh concepts and insights for integrating online and in-person learning in their own classrooms and programs. http://cpr.molsci.ucla.edu

San Francisco State’s Integrated Reading/Writing Program: An Alternative to Remediation
Sugie Goen-Salter (SFSU)

This presentation begins with a brief description and overview of what integrated reading/writing is and how an integrated approach can provide an effective alternative to English remediation. The presentation concludes with an examination of data comparing the effectiveness of the integrated reading/writing program to San Francisco's traditional sequence of developmental-level reading and writing courses.

Session 2: Moselle
10:15-11:45

Meeting the Needs of Multilingual Students at Sacramento State
Robby Ching (CSUS)

Multilingual students who require two semesters of preparatory coursework are the fastest growing segment of the EO 665 population at Sacramento State. Faculty in the Reading/Writing Program in the Learning Skills Center have developed a challenging multilingual program that parallels EO 665 classes for mainstream students and augments them with supplemental courses and specialized Learning Communities. Students are placed in multilingual classes based on a second reading of the EPT essay. End-of-course assessment is based on both in-class text-based writing and portfolios to insure that students have the necessary academic literacy to succeed when they reach GE level courses. There are also options for accelerating able students and helping struggling students.
Outsourcing Developmental Math and Writing at San Diego State University
Glen McClish (SDSU)

Since 2003, developmental math and writing courses at San Diego State University have been taught by faculty from San Diego City College. This arrangement, mandated by Academic Affairs, has brought complex pedagogical and administrative challenges. The purpose of this talk is to use San Diego State University's experience as a springboard for discussing outsourcing developmental math and writing at California State University campuses.

Session 2: Salon C
10:15-11:45

FastForward to Academic Success
Victor Olivares (FRESNO), Robert Musselman (FRESNO)

The FastForward to Academic Success program at California State University, Fresno, uses online and traditional instruction and counseling to decrease remediation rates and increase retention of Hispanic students entering the university. Using online and traditional instruction and counseling, the program responds to three significant barriers to minority students' access and retention identified in the literature: 1) inadequate student preparation in college-prep level Math and English; 2) limitations in the university's ability to remediate skills deficiencies within one year; and 3) large commute distances of students. According to the US Census Bureau (2007), Hispanics are the leading ethnic group, making up 45% of the nine-county San Joaquin Valley population.

Aligning Standards and Expectations—Engaging the Conversations
Lilian Metlitzky (CSPU POMONA)

An important dimension of improving proficiency rates among freshmen is the alignment of standards and expectations between high school teachers and CSU faculty. Professional development workshops offered through the Early Assessment Program offer a forum for those conversations. In this session, the nature of these conversations and the impact that they are having on curriculum and instruction will be discussed.

Lunch: Salon A & B
11:45-12:45
Session 3: Bordeaux
1:00-2:30

How is the Need for Mathematics Remediation Defined in the CSU?
Marshall Cates (CSULA)

There are many routes for exemption from remediation in the CSU. The ELM, EAP, SAT, AP all play a role in shaping our remedial standards. What do these exams tell us, what don't they tell us, what is the state of our assessment for remediation?

Using Technology in Developmental Math
Stan Barrick (CSUS)

This presentation will highlight several ways that Sacramento State uses technological course-ware and assessment to aid in teaching developmental math. Dr. Barrick will discuss the strengths and weaknesses of various packages and propose how each could be used in a developmental program.

Session 3: Burgundy
1:00-2:30

Transforming Course Design in Developmental Mathematics
Mike Krebs (CSULA), Jeff Gold (CSUCO)

There is a growing body of success stories of comprehensive course redesign. The goal of comprehensive course redesign is to improve student learning while simultaneously addressing the issue of instructional costs, in most cases with the support of academic technologies. In March 2007, the CSU Office of the Chancellor launched a system-wide project called Transforming Course Design (TCD) to support campus planning and implementation of comprehensive course redesign processes. This session will provide an overview of the TCD process and share examples of how developmental mathematics courses at several CSU campuses are adopting TCD strategies to improve student learning and reduce costs. http://groups.google.com/group/csu-transform-dev-math-teams
Session 3: *Colombard*
1:00-2:30

**Mainstreaming Writing at Chico: Measures of Success**
Chris Fosen (CSUCHICO)

This presentation will feature a brief discussion of issues related to the use of a mainstreaming model at CSU, Chico. All entering students needing freshman composition take English 130. Those scoring below 143 on the EPT also take English 30, a 1-credit nonbaccalaureate workshop that is led by an advanced undergraduate and meets for two hours a week in groups of 10-12. In English 130, students workshop assignments, readings, and drafts coming from their English 130 class. Presentation includes assessments of 130 pass rates, persistence data, and development of early warning systems has shown Chico about the success of the mainstreaming model.

**P is for Placement: Putting the Placement Back in the EPT with CSUSB's Stretch Program**
Kim Costino (CSUSB), Sunny Hyon (CSUSB)

CSUSB is at a cross-road with our first-year writing program. Four years ago we began piloting a stretch program that turned out to enhance pass-rates, retention rates, and overall quality of writing instruction for first-year composition. Based on this three-year long study, we put forward a formal curriculum proposal for a new first-year writing program and are awaiting the decision on this proposed program by the campus administration. This program uses the EPT as it was originally intended: a diagnostic tool to place admitted students into the most appropriate college-level writing course; hence, none of the courses in our proposed program are pre-baccalaureate. In this presentation, we will provide an overview of this program: its structure, its overarching literacy goals, and sample assignments, texts, and assessment procedures. We will also offer a summary of the extensive research upon which the program is based—including research into the history of the remediation problem at the CSU and the ways that first-year writing has been approached at state universities across the US—and share the experiences we have had on the journey towards the program's passage and (we hope) implementation.

**Directed Self-Placement at Channel Islands**
Bob Mayberry (CSUCI), Stacey Anderson (CSUCI)

After five years of assessing our experimental Directed Self-Placement program, we conclude that given information about our composition program and guidance from student orientation leaders, incoming freshmen do a better job of placing themselves in first year writing courses than does the English Placement Test. The additional benefit of DSP is that student resistance to the required composition courses is dramatically reduced. [http://english.csuci.edu/program/lld.htm](http://english.csuci.edu/program/lld.htm)
Session 3: *Moselle*
1:00-2:30

**Jump Start: Preparing the Unprepared Before Fall Classes**
Mark Williams (CSULB), Henry Fung (CSULB)

The results of the Jump Start Workshops will be presented. The English department at CSULB has offered a six-week writing course since 2006 for about 130 students ineligible to enroll in credit-bearing composition classes. The “Jump Start” program is funded by Academic Affairs and includes courses in mathematics. The English sections involve approximately 48 hours of in-class work, and proficiency is marked by session-ending portfolios which are read by faculty teaching across sections. Approximately 90 percent of the students who attend Jump Start demonstrate significant progress and are cleared for credit-bearing composition courses each fall.

An earlier version of the Jump Start Workshops began in the summer 2000 as part of the High School Outreach and Assessment Program. The purpose was to provide one more opportunity for participating high school seniors to bring their math skills up to baccalaureate-level before the start of their freshman year. The Workshop’s name has changed over the years and was renamed Jump Start in 2007.

In the spring semester, students whose math placement result is Intermediate Algebra are contacted electronically in the spring semester prior to their admission and their families are sent information about their student’s opportunity to participate in Jump Start Workshop to reestablish baccalaureate-level proficiency in mathematics prior to the start of the fall semester.

The Jump Start Workshops in Mathematics are conducted over a 3 hour period over 5 days/week for a total of 4-weeks for a total of 60 class hours. Students who demonstrate proficiency by the close of the 4-week Workshop are assisted in adjusting their fall enrollment to the appropriate baccalaureate-level mathematics course for their proposed/declared major.

**Composition in Learning Communities**
Margaret Rustick (CSUEB), Sally Murphy (CSUEB)

This presentation will focus on learning communities as a way to increase student retention and academic success. Sally Murphy, Director of the General Education Program at CSU East Bay, will explain the purpose and procedures for implementing learning communities, including assessment data that provides evidence of the benefits this approach has for "remedial" students. Margaret Rustick, Coordinator of Composition, will describe the methods used at this campus to link basic writing to thematically connected GE courses.
Session 3: *Salon C*
1:00-2:30

**Assessment—Evaluating our Students’ Learning in Order to Improve our Teaching**
Robby Ching (CSUS)

An effective assessment process should document student learning and identify areas for improvement. The current focus of the Reading/Writing Program in the Learning Skills Center at Sacramento State is on improving students’ ability to read critically and incorporate what they have read effectively in expository essays. In the process of evaluating student essays, faculty discovered that in spite of instruction, students misinterpret what they read, select inappropriate or contradictory material to quote or paraphrase as support for their argument, and fail to incorporate the text accurately into their own writing. In response to these needs, instructors have experimented with different prompt types and exam protocols and shared results at an all-day assessment retreat held in collaboration with high school teachers. To close the assessment loop, faculty are now revising learning outcomes, electronically disseminating new instructional materials, and collecting and annotating exemplars of student work. This assessment process is enabling the program to build students’ critical literacy while contributing to the professional development of its full and part-time lecturers.

**How Well Do Remediated Students at the CSU Fare in Terms of Persistence to Degree?**
Philip Garcia (CSUCO)

One way to assess the efficacy of the CSU remediation policy is to compare persistence rates for first-time undergraduates who were not proficient at entry (i.e., they had to take remediation classes) with persistence rates for first-time undergraduates that were English and math proficient at entry (i.e., they did not have to take any remediation classes). If students that gain proficiency by taking remedial courses graduate at the same rate as students that were proficient at entry, then the CSU remediation policy would seem to be working as expected. This presentation documents just such an examination for new freshmen that entered the CSU in fall 2001. Persistence was tracked over a six-year interval, from fall 2001 to fall 2007. Persistence was defined as either earning a bachelor’s degree during the interval or still being enrolled during the last term of the interval. The opposite of persistence is attrition; that is leaving the CSU without a bachelor’s degree. Numerous reports over the last 25 years have confirmed that the 6-year persistence rate is an excellent proxy for the eventual graduation rate attained by any incoming group of regularly admissible freshmen to the CSU.
Closing – Dialogue and Dessert: *Salon A & B*
2:30 – 3:00 p.m.

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*Special thanks to the Proficiency Conference ‘08 Advisory Committee:*
  - Darlene Yee, SFSU
  - Bob Buckley, CSU Sacramento
  - Jeff Gold, CSUCO
  - John Edlund, CSPU Pomona
  - Susan McClary, SJSU
  - Ted Lucas, CSUCO
  - Lorie Roth, CSUCO
  - Trudy Hernandez, CSUCO
ProfiCiEncy in the First Year at the University

Statewide Conference // OCTOBER 30-31, 2008

DEVELOPMENTAL MATHEMATICS AND ENGLISH 2008

Crowne Plaza // 5985 West Century Blvd., Los Angeles 90045

Designed to showcase strategies that result in more effective and efficient ways to bring students to academic proficiency, the Developmental Mathematics and English Conference ’08 offers opportunities to discuss and reflect on student progress in prebaccalaureate courses, sharpen awareness of resources throughout and within the CSU system, and provide a basis for future CSU policy options. Colleagues will begin with a CCC-focused discussion of successful developmental efforts on Thursday (10/30) that will broaden to better understand CSU issues on Friday (10/31).

Thursday, October 30
Check-In ....................... 2:00 p.m.
Opening Session ....................... 3:00 p.m.
Reception .......................... 5:30 p.m.
Dinner/Keynote..................... 6:00 p.m.

Keynote address given by CSU Board of Trustees Vice Chair and Educational Policy Committee Chair, Herbert L. Carter.

Friday, October 31
Check-In/Breakfast............... 7:00 a.m.
Welcome ............................... 8:00 a.m.
Session 1............................. 8:30 a.m.
Session 2............................. 10:45 a.m.
Lunch................................. Noon
Session 3............................. 1:00 p.m.
Closing .................................. 3:00 p.m.

FOR MORE INFORMATION CONTACT:
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562/951-4712 • t hernandez@calstate.edu

You have been nominated by your Provost to attend. Due to space and logistical limits, this invitation is not transferrable and should not be forwarded.

Hotel Accommodations:
Crowne Plaza LAX • 877/270-1409
Ask for: CSU Proficiency Conference
Room Block Deadline: Friday, October 3

Conference Registration:
www.regonline.com/proficiency
Deadline: Friday, October 3