JOURNAL OF COLLEGE ACADEMIC SUPPORT PROGRAMS

SPRING 2024 | VOLUME 6 | ISSUE 2

Special Issue: Promising Practices

ALSO: *J-CASP* CONVERSATIONS

Dr. David Arendale

Premier Scholar and Historian for our Field

JOURNAL OF COLLEGE ACADEMIC SUPPORT PROGRAMS

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The *Journal of College Academic Support Programs* (*J-CASP*) is funded, supported, and endorsed through the National Organization for Student Success-Texas Chapter (TX-NOSS), the Texas Chapter of the College Reading and Learning Association (TxCRLA), and the Graduate Program in Developmental Education at Texas State University (education.txst.edu/ci/dev-ed-doc/).

The *J-CASP* is managed, administered, and published through the College of Education at Texas State University (jcasp-ojs-txstate.tdl.org/jcasp/index). Design by Russell Gibson Content. Layout by Cortney Akers. Logo by On A Roll Designs (etsy.com/shop/onarolldesigns).

The *J-CASP* is an academic journal for developmental education, learning assistance, and student success. Please review our submission guidelines at journals.tdl.org/jcasp/index.php/jcasp/about/submissions. Please address any questions, comments, concerns, and suggestions to JCASP_Editor@txstate.edu.

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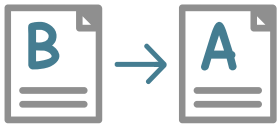

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FOREWORD

The *Journal of College Academic Support Programs* (*J-CASP*) provides a unique forum for researchers to publish double-masked peer-reviewed primary research articles, theory-practice articles, as well as more reflective non-peer reviewed, practitioner-based promising practice articles, op-ed opinion articles, and book reviews. In this, our twelfth issue, we dedicate this edition to those at the forefront of creating new insights into our professional practices. In addition to four promising practice articles, readers will find an interview, two special contributions, and a book review.

Our first promising practice, authored by Rochelle Gregory and Kristen Weinzapfel, details North Texas Central College's journey through its design of a student-centered program for corequisite English and math. Next, Guillermos Colls and Melissa Reeve outline the research-based principles behind the development of an accelerated curriculum at Cuyamaca College in San Diego for the English as a Second Language classroom. In our third promising practice, Dharmanie A. Gamage, Gail B. Sylvester-Conrad (both from Texas State University), and Nadia Johnny (Grambling State University) offer readers a scholarly review of relevant literature for students enrolled in developmental math to conclude that students enrolled have greater success in settings that combine face-to-face collaboration with computer-assisted instruction. In our fourth promising practice, authors Melody Shumaker and Hassan Hassani discuss how the success of their Columbus State University's student academic coaches, working with first-year students in corequisite math labs, can be credited to the format and content of their training.

We also feature an interview with David Arendale, a well-known practitioner, researcher, and author in the field of learning assistance. Readers will learn about his work managing the Educational Opportunity Association's Best Practices Clearinghouse, Colleagues of Color research and publications, his co-founding the Alliance for Postsecondary Academic Support Programs (publishing self-study program evaluation guides for the field), and his vast array of podcasting and other social media activities. The interview was conducted by Zohreh Fathi and Diptendu Kundu, both Texas State University doctoral students and *J-CASP* editorial staff members.

This issue also features two special contributions. In the first, Jeanine L. Williams will inspire readers as she narrates her journey of resting her soul in order to transcend current political realities through her embodiment of the principles of equity, justice, inclusion, and diversity. She ends by challenging practitioners to partake in this journey as well. Please note this is the transcript of her 2023 Keynote Address delivered at the College of Academic Support Programs 2023 conference. In our second special contribution, Lindley Alyea, director of the learning center at Texas State University, shares several best *unpublished* lessons she has learned from the field's well-known scholars.

Finally, we include a book review by Bridgett Lowery from Bellin College. The book *Academic Coaching: Coaching College Students for Success* (2023) was written by Howlette and Rademacher. Lowery concludes that "Academic coaches, learning center staff of all levels, and professionals in adjacent fields will benefit from reading and revisiting this book."

The insights presented within this issue are not only timely but also critical for advancing equity and excellence in higher education. Happy reading.

Denise Guckert, EdD, *J-CASP* Co-Editor
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PROMISING PRACTICE

Peer-to-Peer Professional Development in Building a Culture of Collegiality in Corequisite Education

Rochelle Gregory
Kristen Weinzapfel

https://doi.org/10.58997/6.2pp1

ABOUT THE AUTHORS

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Disclosure Statement
No potential conflict of interest was reported by the authors.

Editor's Note: The North Central Texas College English Division was the 2023 CASP Best Program award winner.

A student-centered, effective corequisite program requires significant collaboration and coordination between faculty, staff, and administration. For successful corequisite course design, institutions should provide opportunities and resources to engage in "meaningful and respectful conversations and professional development" that facilitate "the implementation, assessment, and scaling of corequisite courses" (Charles A. Dana Center, The University of Texas at Austin, 2022, p. 2). To accomplish these goals, institutions should encourage "collaboration among diverse stakeholders, including institutional researchers, administrators, and student support professionals" (p. 6). As part of this work, institutions should facilitate opportunities for faculty "to design, deliver, and continuously improve" their courses through various supports, including "communities of practice, summer institutes, team teaching, and mentoring opportunities" (p. 6).

Like many of its contemporaries across the state, North Central Texas College's (NCTC) English and math faculty were committed to the promise of corequisite education and its students' success as outlined by the Dana Center, but they also understood the obstacles to implementing, assessing, and scaling its corequisite courses. The pandemic also compounded these challenges: English and math faculty were struggling with *Zoom* fatigue, burnout, anxiety, and social isolation.

Still, NCTC's English and math faculty sought opportunities and resources to come together and collaborate to meet its students' needs and embraced professional development opportunities that promised specific, meaningful, and pedagogically sound deliverables. There were conversations about bringing outside facilitators to lead workshops and sending faculty members to conferences; however, in the semesters immediately following the pandemic, conference opportunities were limited, and NCTC's faculty and administration were reticent to travel. Besides, the college's English and math faculty believed they had the tools and knowledge to design and develop a student-centered corequisite program. What they needed were more opportunities for peer-to-peer collaboration where they could engage with each other and create curriculum and instructor resources without distraction.

To achieve these goals, in the fall of 2021, NCTC applied for and received the College Readiness and Completion Model (CRCM) grant from the Texas

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Higher Education Coordinating Board[1]. The grant's objectives were to "support Texas public institutions of higher education (IHEs) in implementing, enhancing, and scaling evidence-based programming and best practices that impact college readiness and gateway course completion outcome" (Texas Higher Education Coordinating Board, n.d., para. 1).

As part of this grant, the English and math faculty participated in a series of evening workshops where they would collaborate and develop course-specific resources for students enrolled in corequisite first-semester Freshman Composition (ENGL 1301) and Contemporary Mathematics (MATH 1332) courses. During the Spring 2022, Fall 2022, and Spring 2023 semesters, 16 full- and part-time English and math faculty members met three times each semester (once a month) for three hours in the evening to engage in peer-to-peer professional development. For their participation, faculty members would receive modest stipends ($500) each semester, acknowledging the additional workload, incentivizing their participation in grant-related activities, and compensating them equitably and fairly for their time and professional expertise.

Designing the Workshops and Findings

NCTC's English and math faculty understood the importance of peer-to-peer professional development for promoting a sense of vitality and collegiality that, in turn, facilitated buy-in, and the faculty wanted to move beyond brainstorming to complete manageable—but meaningful—projects that they collectively identified as relevant and worthwhile to students and the department. Therefore, in designing the workshops, NCTC grant directors decided to focus on what Artze-Vega et al. described as "rich combination[s] of new information and ideas, hands-on experiences, collegial conversations, and opportunities to reflect" (2013, p. 168). They understood that effective professional development extends "beyond the workshop participants and lead[s] to the establishment of a culture that supports reflective, scholarly teaching" (Rutz et al., 2012, p. 47) and that peer-to-peer professional development communities are especially important contributors to instructional improvement (Little, 2022, p. 936).

Because the English and math faculty's long-term objectives were to promote a culture of collaboration and innovation that resonated within the disciplines and across campus, their goals for the workshops were three-fold: According to Camblin and Steger (2000), faculty would focus on:

- instructional development emphasizing "the development of faculty skills involving instructional technology, micro-teaching, media, courses, and curricula" (p. 3);
- organizational development emphasizing "the needs, priorities, and organization of the institution" (p. 3); and
- vitality or a sense of purpose and collegiality (p. 4).

> The results showed that participating in the peer-to-peer professional development workshops was an overwhelmingly positive experience for English and math faculty.

During the Spring 2023 workshops, English faculty focused their attention on two learning outcomes from Composition I, ENGL 1301: "Develop ideas with appropriate support and attribution" and "Use Edited American English in academic essays." During the first session, English faculty discussed the goals and expectations for first-semester composition students and narrowed their focus to several key projects. They divided into groups to create new curriculum materials, develop student resources, and revise signature assignments. During the second session, faculty members worked in groups to align curriculum, resources, and assignments to students' marketable skills and revised grading rubrics. One faculty member produced a short video directed at students explaining the ethical use of AI writing, and another revised discussion boards to reinforce and assess teamwork. As content was created, the division chair consulted with faculty and added these resources to the department's Canvas group. During the third session, English faculty came together to finalize rubrics, develop a syllabus statement regarding AI-generated writing, and discuss strategies for incorporating lessons on AI-generated writing into the curriculum that would engage students in the writing process.

The math faculty collaborated during these workshops with instructional designers from eLearning to revise course homepages, making them accessible to students, and adding videos via Flip Integration into the courses. Additionally, math faculty worked together to

[1] The English department at North Central Texas College acknowledges and thanks the Texas Higher Education Coordinating Board for approving its grant application, which funded these workshops.

develop civic engagement projects and feasibility studies that invited students to create visual representations of math concepts, demonstrating how math impacts local governments and communities. Math faculty collaborated to identify topics, create curricula and handouts, create Excel sheets, and design assignment rubrics. Math faculty also integrated resources from the college's career center into their courses, aligning with the grant's emphasis on marketable skills.

To assess the effectiveness of these peer-to-peer workshops, a post-workshop survey was developed (modified from a survey developed by Barlett & Rappaport, 2009, p. 81) that focused on organizational and instructional development and the importance of community and vitality (or a feeling of purpose) in the workplace (see Appendix). The survey was sent to 16 faculty participants, and 100% of the participants from the Spring 2023 workshops responded[2].

The results showed that participating in the peer-to-peer professional development workshops was an overwhelmingly positive experience for English and math faculty: All survey respondents stated that a sense of community in the workplace was important to them (quite important: 12.5%, and very important: 87.5%). The top three reasons that faculty elected to participate in the workshops were to collaborate with colleagues (100%), for the professional development opportunity (81.25%), and because of the stipend (81.25%).

- All respondents (100%) stated that their organizational and instructional development had increased due to their participation in the grant workshops.
- An overwhelming majority (87%) of respondents indicated that their teaching had changed some (40%), quite a bit (40%), or very much (7%) through their participation in the grant workshops.
- All respondents (100%) noted that their sense of vitality (or feeling of purpose) had changed due to participating in the workshops (some: 37.5%, quite a bit: 50%, very much: 12.5%).
- All respondents (100%) stated that they collaborated more with their colleagues due to their participation in the workshops (some: 12.5%, quite a bit: 43.75%, and very much: 43.75%).
- All respondents (100%) noted that their participation in the grant workshops was overwhelmingly positive.

While the stipend and professional development were factors in respondents' willingness to participate in the workshops, attendees overwhelmingly noted the value of collaboration.

- "The best part about participating in the CRCM grant workshops was collaborating and taking time to talk with colleagues. Too often, we are too busy at work and don't have a chance at creative outlets like these."
- "The opportunity to collaborate with others in my department was absolutely the BEST [part of] participating. The workshops enabled so many meaningful conversations about what we do and how we do it—these conversations continued outside of the workshop meetings and were really valuable in helping me bring new ideas into the classroom."
- "Having time set aside and valued with compensation for our labor, has produce[d] more collaboration within our department. The projects completed and the sharing of ideas, have led to our students being more engaged in the classroom."
- "Having time to collaborate with members of my department and others has given me a broader view of the challenges we all face when striving to provide our students with the best curriculum possible. The stipend has shown that the college values our intellectual work and increases job satisfaction and personal emotional well-being. And most importantly, students' positive reaction to all the new ideas, projects, and rubrics developed in the workshops is evident in verbal statements, discussions, attendance, and writing engagement."
- "The ability to dialogue with the department without other goals or constraints is vital to our department's ability to ruminate on our potential goals."

While this sample size was relatively small, consisting of only 16 participants, the survey results overwhelmingly demonstrated the benefits of providing stipends, time, and resources to support peer-to-peer professional development. Compensating faculty for their participation helped promote buy-in, and the surveys have since provided an additional metric for evaluating the workshops' effectiveness that will be used in the future to assess and compare.

In conclusion, the professional development gained from these peer-to-peer workshops can impact students' success outside their corequisite courses. As Artze-Vega et al. (2013) explained,

[2] This study was IRB approved by North Central Texas College's Institutional Review Board on 9/27/2023.

> We have come to learn that what our students might be doing in their math, science, and sociology classes, for instance, shapes them in important ways that, in turn, affect their learning in our own classes; likewise, sustained or direct involvement in the pedagogies of colleagues and departments across all disciplines deepens and extends (sometimes even complicates) our understanding. (p. 173)

Corequisite courses require a high degree of collaboration and coordination among faculty members, but the effort is made worthwhile by enriched educational experiences that nurture a culture of collaboration and professional development, thereby creating a more effective and supportive environment for corequisite education.

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Appendix

Faculty Survey

This survey evaluates if/how the CRCM 2021 workshops promoted vitality (or a feeling of purpose) and community in the workplace. For the following questions and statements, you can simply X the answer closest to your opinion, type in Y or N, or add comments such as "very much!" or "not really."

1. A sense of community in the workplace is important to me.
   __ Not at all
   __ Of little importance
   __ Of some importance
   __ Quite important
   __ Very important

2. The CRCM 2021 grant workshops were strengthened by a sense of community. I feel more connected with my colleagues. (Y/N)

3. When I began the CRCM 2021 grant workshops, my interest in organizational and instructional development was:
   __ High
   __ Medium
   __ Low

   Organizational development is defined as professional development that emphasizes "the needs, priorities, and organization of the institution" (Camblin & Steger, 2000, p. 3). Instructional development is defined as "the development of faculty skills involving instructional technology, micro teaching, media, courses, and curricula" (Camblin & Steger, 2000, p. 3).

4. Through my work with the CRCM 2021 grant workshops, I would say that my organizational and instructional development:
   __ has increased substantially.
   __ has increased a little.
   __ stayed about the same.
   __ has declined since the time I participated in the project.

5. I would say that my teaching has changed as a result of my participation in the CRCM grant workshops.
   __ Not at all
   __ Very little
   __ Some
   __ Quite a bit
   __ Very much

6. I would say that my sense of vitality has changed as a result of my participation in the CRCM 2021 grant workshops.
   __ Not at all
   __ Very little
   __ Some
   __ Quite a bit
   __ Very much

7. I have collaborated more with my colleagues as a result of my participation in the CRCM 2021 grant workshops.
   __ Not at all
   __ Very little
   __ Some
   __ Quite a bit
   __ Very much

8. Overall, I would say that my participation in the CRCM 2021 grant workshops was:
   __ Overwhelmingly negative
   __ Somewhat negative
   __ Neutral
   __ Somewhat positive
   __ Overwhelmingly positive

9. What else would you like to say about participating in the CRCM 2021 grant workshops?

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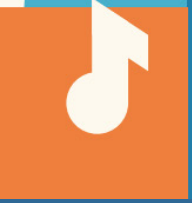

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ALL In: Accelerated Language Learning as a Practical Methodology for Today's ESL Classroom

Guillermo Colls
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https://doi.org/10.58997/6.2pp2

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Melissa Reeve *is a faculty member in English and English as a Second Language at Solano Community College in Fairfield, California. Affiliated with the California Acceleration Project, she served as an ESL Coach from 2018-2022 as the CA Community College system implemented sweeping reforms to developmental English and ESL programs. Reeve holds an M.A. in ESL from the University of Hawai'i, Manoa, and is currently completing her doctorate in Educational Leadership at the University of California, Davis.*

Disclosure Statement
No potential conflict of interest was reported by the authors.

The past 10 years have seen a major shift in English and English as a Second Language (ESL) placement and pedagogy in California's Community Colleges (CCC), driven by a developmental education reform movement known as *acceleration*. Popularized by the faculty-led California Acceleration Project (CAP), the acceleration movement focused on reducing or eliminating prerequisite pathways in English and math due to a decade's worth of state-wide data showing that each level of remediation statistically reduced a student's chances of ever reaching or completing the first transfer-level course in the respective discipline (Hern & Snell, 2010). Faculty from many of the state's 117 community colleges participated in CAP's communities of practice, starting with the first cohort in the academic year 2011–2012, and returned to develop accelerated pathways at their own colleges. As these models proved successful and the data supporting acceleration mounted, CAP leaders joined forces with the College Futures Foundation and other partners to lobby for legislative action to compel a system-wide change. The resulting legislation, Assembly Bill 705 (Cal. Assemb., 2017), was signed into law in October 2017 and implemented as of January 1, 2018. This law required that all state community college districts maximize the probability that incoming students would access and complete their first transfer-level English and math class within a year of first enrolling and that students who enrolled in ESL courses would access and complete their first transfer-level English class within three years of first enrollment (Rodriguez et al., 2022).

The ESL provisions in AB705 essentially limited CCC credit ESL pathways to a maximum of five semesters, reserving the sixth semester for the transfer-level English class to make completion within three years logistically possible even for those starting in the entry-level ESL course. Furthermore, maximizing the probability of transfer-level English completion, as required by the law, implied reducing ESL sequences to as few levels as possible, given the inevitable attrition of students within and between each level (Hern & Snell, 2010). ESL faculty at each college were left to determine the curriculum, materials, and methods they believed could achieve the most effective and efficient rate of English acquisition so that even entry-level adult English learners could be ready for the language demands of a first-year composition class after five or fewer semesters of ESL instruction. Reeve (2017) suggested that the ESL field could greatly benefit from pedagogical strategies similar to those developed by CAP practitioners for use in accelerated English courses.

As early adopters of CAP principles, ESL faculty at Cuyamaca College in San Diego, California, overhauled their entire program starting in 2016. Cuyamaca's ESL program's redesign involved reducing the time required for students to progress to college composition from as many as nine semesters to a maximum of five and as few as three. To maximize students' language acquisition within this truncated timeframe, Cuyamaca faculty developed the new pedagogically-based Accelerated Language Learning (ALL) program.

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The Pedagogical Makeover

The legislation shortening ESL sequences in California highlighted the need for a revised curriculum that maximizes language acquisition in much less time. Pressure arose for a methodology that optimizes the limited time given for students to reach the necessary English proficiency to proceed with college-level academic work. New methodologies to teach adult language learners are somewhat rare these days compared to the many such methodologies that appeared in the 60s and early 70s (Celce-Murcia, 2014). However, recommendations to adjust the ESL curriculum continue to emerge. For example, Baranowska (2020) presented research suggesting teachers increase their adaptation of current technologies like videos and subtitles, and Ellis (2020) suggested a makeover to more modular curriculums in ESL and English as a Foreign Language teaching.

The ongoing pursuit of more effective and quicker methods of teaching English language learners so they can partake fully in the opportunities presented by their new culture and language has resulted in what we, the authors, are calling Accelerated Language Learning (ALL). Our ALL program incorporates elements that have long been present in optimal language teaching. This remodeled classroom practice has proven to be both practical and highly effective with ESL students at the community college level for the past 5 years at Cuyamaca College in El Cajon, California.

After briefly reviewing literature pertaining to communicative approaches to language teaching and learning, this article will set out the course structure, content, and instructional strategies we have used to demonstrate how and why ALL has worked so well with today's students at Cuyamaca.

For over 50 years, research has demonstrated that language teaching is done best when following broad communicative principles that practice language in settings where the words are meaningful for a student.

Background From the Last 50 Years

Krashen, citing Smith (1988), put it this way:

> Our problem in language education, as Frank Smith has pointed out, is that we have confused cause and effect. We have assumed that we first master language 'skills' and then apply those skills to reading and writing. But that is not the way the human brain operates. Rather, reading for meaning, reading about things that matter to us, is the cause of literate language development. (Krashen, 2004, p. 150)

Krashen's model, referred to in early literature as the monitor model (Lei & Wei, 2019), and his ideas on language acquisition have inspired many approaches to teaching English to non-native speakers. The curriculum outlined in this article is no exception. Krashen's theories were not universally accepted from the onset. The general complaint against them was the lack of empirical evidence to support the claims or the inability to test some of the ideas (Cook & Cook, 1993; Ellis, 1994; Greg, 1984; McLaughlin, 1987; Zafar, 2009).

However, in a review of Krashen's theories and the criticisms against them, Lei and Wei (2019) concluded that:

> This theory has played a crucial role in facilitating the teaching of second language all over the world, and some effective teaching methods have been based on [Krashen's] main claims in the theory for facilitating the learners to better acquire the second language. Despite various criticisms from all perspectives, Krashen's Monitor Model has played a significant role in the field of second language acquisition and second language teaching. (p. 1463)

For over 50 years, research has demonstrated that language teaching is done best when following broad communicative principles that practice language in settings where the words are meaningful for a student. This *communicative approach* (Canale & Swain, 1980) has been a principal philosophy in language teacher training programs, and the techniques associated with this approach have produced dynamic, student-centered methodologies such as the natural approach (Krashen & Terrell, 1988), communicative language teaching (Hymes, 1979), silent way (Gattegno, 1972), suggestopedia (Lozanov, 1978), content-based instruction (Mohan,1986), total physical response (Asher, 1969), and the even more recent teaching proficiency through reading and storytelling (Lichtman, 2015).

Unfortunately, in contrast to the emphasis on communicative approaches in ESL teacher-training programs, most actual ESL classrooms and textbooks have continued to emphasize explicit grammar instruction as key to language learning (Admin, 2022). While an argument can be made for the importance of grammar in language comprehension and production, the necessity of explicit, front-loaded grammar instruction does not necessarily follow.

Much as children do when learning their native language, adult language learners engage myriad strategies apart from rote practice of grammar rules, such as reading and listening without explicit instruction, and all of these combine to produce a knowledge of grammar.

Implicit Learning

Thus, the growing dissatisfaction with explicit teaching approaches has culminated in linguistic investigator Van Patten's conclusion: "Language is too abstract and complex to teach and learn explicitly" (2020, p. 19). His meaning, simply put, is that rules and paradigms in a language do not express what actually is in the mind of speakers and listeners, and therefore, we cannot 'teach' a language outside the constructed framework we have made. It takes engagement in language to learn it, and this is the focus of communicative techniques that aspiring language teachers take much trouble to learn—but which are too often abandoned in language classrooms.

We propose to restore a best-practice approach to teaching English as a Second Language. We call on language programs to exchange their textbooks for real-world reading content and to follow an instructional cycle that embraces nearly all of the communicative techniques that institutional conventions have unintentionally repressed. Our ALL model has the advantage of being structured like the English composition courses in place at most California community colleges, and it centers the importance of Krashen's input studies, including the idea that reading is the most important language input of all (Krashen, 2004). This focus on implicit rather than explicit teaching characterizes the ALL methodology.

The Instructional Cycle

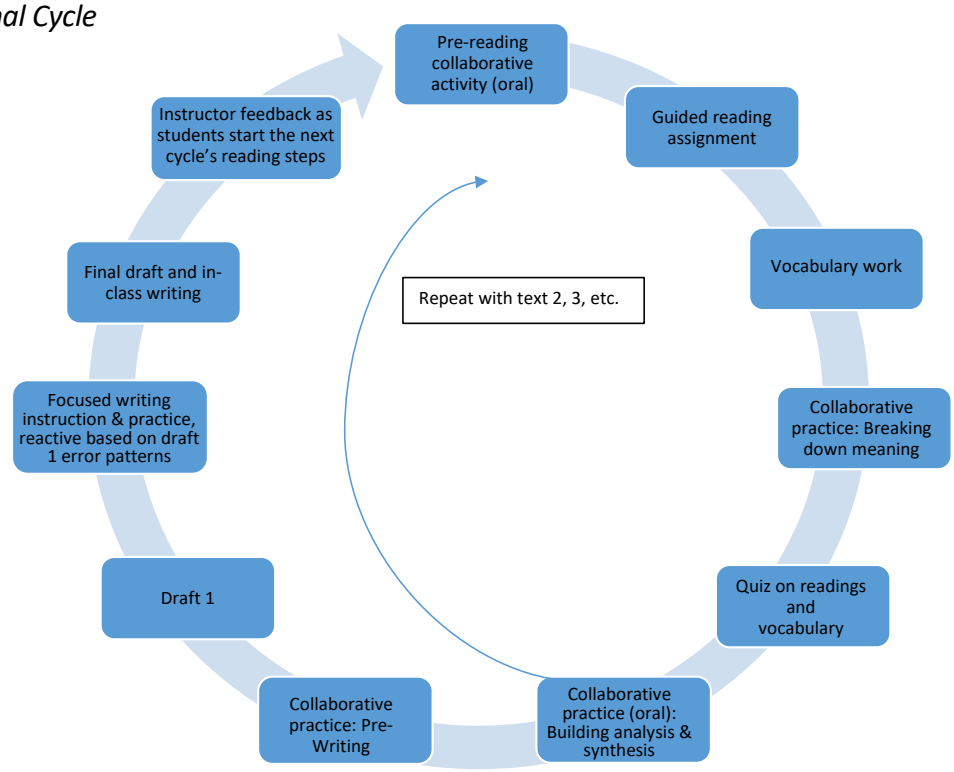
The process of instruction in ALL centers on authentic reading assignments with scaffolded activities to engage students in making meaning from these challenging texts and to support students in producing texts of their own. The instructor's role is not to lecture or otherwise direct the input and subsequent learning but rather to facilitate the activities that allow students to become architects in the decoding of the input—the learning—mostly with the help of their fellow students.

The ALL instructional cycle (see Figure) is flexible enough to allow teachers the latitude to find what Krashen has currently relabeled from his original *comprehensible input* to the *optimum input* (Krashen, 2020). While Krashen does not define the parameters of this optimum input, he insists it is out there to discover. In ALL, determining this measure is accomplished through class cooperation to achieve an understanding of new language and ideas together. In a typical semester, this cycle can be repeated several times.

The activities and practice mentioned in the cycle are interactive exercises whose underlying principles are borrowed directly from those communicative methodologies enumerated above. A text is

Figure

The ALL Instructional Cycle



read, discussed and broken down for meaning, and then synthesized into a written and oral response. To make it easier on students, longer texts are often broken down into three or more parts, resulting in the cycle within the cycle, before continuing to the written portion of the curriculum.

A 6-week curriculum segment that follows the ALL instruction cycle, including readings and activities, is available by emailing either Guillermo Colls (guillermo.colls@gcccd.edu) or Laurie Woods (laurie.woods@gcccd.edu) These materials are used in Cuyamaca College's intermediate ESL level, which meets 6 hours per week (twice weekly for 3 hours). The curriculum requires the novel *The Circuit: Stories from the Life of a Migrant Child* (Jimenez, 1997). All lessons are based on the community language learning style (La Forge, 1971).

A pre-reading activity initiates the ALL instructional cycle. Students work in groups to interpret and respond to a series of questions without input from the instructor. Students in each group explain the questions to each other and come up with answers before sharing their answers with the other groups. Only after the full community of students has processed their question-and-answer combinations does the instructor come in to verify conclusions, which then sparks another round of group discussions. To view a sample lesson from the curriculum, see the Appendix.

Observations and Outcomes

Cuyamaca College's implementation of ALL pedagogy corresponded with a restructuring of the whole ESL program. The "traditional" ESL program model consisted of five levels that students had to complete sequentially from their respective starting points (determined by intake assessment). Our new program consisted of just four levels and allowed students who completed any level with a final grade of A or B to skip the next level, which many opted to do. To assess the effectiveness of the ALL method in meeting AB705's requirement that community colleges prepare ESL students to successfully complete transfer-level English composition within three years, we compared the outcomes of students who started in the lowest level of our ALL program in spring 2016 with those of an earlier cohort who had started in the lowest level of our traditional program in spring 2013. We found that the ALL program doubled the proportion of students who completed the ESL program and progressed to and passed English Composition within three years. While only 17% of students in our spring 2013 cohort persisted through and passed all five levels of ESL plus English Composition in their sixth term (fall 2015), 34% of our spring 2016 cohort made it through the 4-level ALL program plus English composition within five semesters (by spring 2018), with some (12% of the starting cohort) doing so in just three semesters (by spring 2017). The new program, therefore, showed a marked acceleration in language learning as measured by total throughput through transfer-level English.

Students in the ALL cohort also demonstrated a remarkable leap in writing proficiency, further demonstrating this method's efficacy in preparing students for success in college composition. To demonstrate the dramatic difference in student writing at the end of just one semester in an intermediate-level ALL class, we compared final compositions from a student enrolled in the traditional ESL program and a student enrolled in the pilot ALL programs. These began the semester at the same levels of English composition proficiency.

Students in the ALL cohort also demonstrated a remarkable leap in writing proficiency, further demonstrating this method's efficacy in preparing students for success in college composition.

Both papers were given a grade of B in the respective classes. The two compositions we analyzed came from classes with the same instructor. This instructor had taught Cuyamaca's intermediate, five-level-below-transfer course for many years and continued to do so while teaching one pilot section of the ALL class that would eventually replace the older course.

The student who authored the "Childhood Memories" sample described three of their simple pastimes with little detail of what made them favorite. The student who authored the "Daily Struggle" sample described in five paragraphs the hard life of children of migrant workers in California with an introduction, support, and conclusion—and with simple citations as well. Since student permissions were not available to publish these samples, we used the NEO Syntactic Comparison Analyzer (Lu, 2010; Python Package Index, 2023) to compare multiple elements of the two papers. Relevant elements are reported (see Table). The students from the pilot ALL program displayed a higher level of syntactic elements in every category. For example, the composition from the ALL program was approximately nine times longer, their average sentence length and clauses per sentence almost doubled, and their use of dependent clauses and coordinate phrases increased eight-fold and six-fold, respectively.

Table

Comparison of the Complexity of Two Final Papers From a Traditional and an ALL Pilot Class

Syntactic element	Traditional ESL class	ALL pilot class	% change
Words	101	923	813.9
Sentences	9	45	400
Mean length of sentences	11.22	20.51	82.8
Clauses per sentence	1.44	2.4	66.7
Dependent clauses	5	45	800
Coordinate phrases	4	28	600
Complex nominal[a]	2	94	4600

Note. The analysis was conducted using the NEO Syntactic Comparison Analyzer (Lu, 2010; Python Package Index, 2023).

[a]A complex nominal is a group of words in which the main noun is determined by the presence of modifiers. For example, in "a nice cup of tea."

Implications for Teaching and Learning in the ESL Classroom

ALL demands more of students, and our results at Cuyamaca suggest that students will rise to meet those greater demands. At this point, we claim that English can be taught more quickly and efficiently through the ALL method, making this curriculum an attractive alternative to traditional, textbook, and grammar-based approaches. Acceleration has shown signs of effectiveness beyond the audience it was first conceived for. While this methodology is being conducted in several community colleges in California at present, ALL is also being taught in a San Diego area high school with very positive results. Mountain Empire High School in the San Diego area adapted Cuyamaca's curriculum to their 5-day high school schedule and reported vast improvement among their English language learners. Several other high schools are now exploring the possibility of using ALL.

Conclusion and Future Implications

As an adaptation of acceleration principles, the ALL curriculum requires two key elements. First, the levels of English as a Second Language courses need to be reduced to minimize the exit points where students drop away before completing their goals (Hern & Snell, 2010). Second, and very crucial, the teaching pedagogy has to change to allow for equivalent or superior language learning within the reduced timeframe. The ALL program's instructional cycle and pedagogical methods achieve this.

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Appendix

ALL Sample Lesson Plan

This lesson uses the following ALL Instructional Cycle components:

- Pre-Reading Collaborative Activity
- Guided Reading Assignment
- Homework

Reading Material: *The Circuit* by Francisco Jimenez—University of New Mexico Press, 1997.)

Pre-Reading Collaborative Activity

- Show the following pictures:
- Picture of migrant farm workers working in a field. https://www.nytimes.com/2020/04/02/us/coronavirus-undocumented-immigrant-farmworkers-agriculture.html
- Pictures of children working in the fields. https://nfwm.org/farm-workers/farm-worker-issues/children-in-the-fields
- Ask students:
  1. Who are these people?
  2. Is there a name for this type of worker?
  3. What exactly do they do?
  4. What crops do migrant workers gather?
- Next, ask students to work with a partner and write down five words or short sentences that describe this kind of work.
- Then, ask three to four groups to discuss their words or short sentences.

Guided Reading Assignment for Chapter 1

(The Guided Reading is a daily activity to activate schema. They will be re-reading the chapters several times, including one chapter a day with the instructor's read-along.)

- The instructor reads Chapter 1 aloud as the class follows in their books.
- The class may ask questions at any time.
- The chapter is only eight pages, so try to complete it in 20 minutes.

Homework:

Read the first three chapters of *The Circuit* for homework and be prepared to discuss the following questions in the next class meeting:

1. How does the family cross the border?
2. How much money do they have?
3. Why does the main character want to pick cotton?
4. Does he do a good job babysitting?
5. What is the character's first day of school like?
6. Why does his head hurt?

Partial comprehension is okay. The next meeting will begin with the breakdown of meaning, starting with vocabulary. Then, the students will read these chapters again.

How the University of Houston Expanded Academic Support for Key Courses

Program Details

- Officially launched in January 2023.
- University of Houston's Knack program currently supports 22 high DFW courses.

All Time Program Data

- **9,500+** student contact hours delivered.
- **6,019** sessions completed between **853** students and **200** tutors.
- 4.94 average tutor rating (**98.8%** satisfaction).
- **90.9%** of students rated their sessions as "Excellent" or "Very Good".
- **100%** of students said they "Agree" or "Strongly Agree" that tutoring helped improve their confidence.

Similar to many campuses across the country, the University of Houston (UH) experienced challenges with engaging historically disengaged learners and scaling support to assist students who needed it most.

UH sought a solution that could increase accessibility and engagement and provide flexible scheduling that fit the needs of their students.

In January 2023, the University of Houston launched a Knack Managed Peer Tutoring Program, providing:

- Peer tutoring in high DFW courses for students, by students

- Access to a network of tutors whenever students need it

- Scalable virtual, part-time jobs providing meaningful professional development opportunities

> "82% of the students on Knack have not used our main tutoring center...That ability to expand our reach really speaks to how Knack fits in our complete portfolio of tutoring."

Dr. Melissa Pierson
Assistant Vice Provost for Undergraduate Student Success

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PROMISING PRACTICE

The Digital Shift: Is the Trend of Transferring Developmental Mathematics Coursework to Computerized Adaptive Learning Environment Effective?

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https://doi.org/10.58997/6.2pp3

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Gail Sylvester-Conrad *is a passionate PhD candidate majoring in developmental education, with a concentration in mathematics. Her research investigates innovative teaching methods and strategies for fostering a sense of belonging, while simultaneously equipping instructors with the requisite skills for improving college math readiness. She has garnered recognition as a finalist in Texas State University's Three-Minute Thesis competition and has been involved in various initiatives aimed at enhancing college math preparedness, such as implementing a summer bridge program and developing an online TSIA module. Additionally, she has been honored with awards like the P.E.O. International Peace Scholarship and the Texas State University Graduate Scholarship. Sylvester-Conrad also actively participates in Texas State University DELSAC student committees and Kappa Delta Pi Honor Society, and her research interests extends to TRIO summer bridge programs and belongingness experiences with underrepresented minorities.*

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Disclosure Statement
No potential conflict of interest was reported by the authors.

Developmental mathematics courses play a critical role in ensuring that students have the foundational mathematical skills necessary to succeed in higher educational mathematics coursework. With the introduction of the corequisite format in recent educational reforms, there has been a growing trend towards transferring developmental mathematics courses to computerized adaptive learning platforms such as computer aided instruction (CAI) and mastery-based learning for developmental math content. While this trend has led to increased accessibility and flexibility for students (Allen & Seaman, 2010; Spradlin & Ackerman, 2010), it has also raised concerns about the effectiveness in supporting student' acquisition of essential mathematical knowledge, particularly for the students categorized as needing developmental mathematics.

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Because these platforms require students' self-engagement with the content, it is essential to investigate how these platforms could possibly be utilized to promote more profound learning and cater to the specific needs of this student population.

Studies have indicated that students enrolled in developmental courses especially struggle in a fully online learning environment due to limited self-directed learning skills, lack of self-motivation to complete tasks, weaker academic preparation, insufficient time management skills (Xu & Jaggars, 2013), and lower levels of prior academic achievements (Asarta & Schmidt, 2017). Furthermore, research has shown that students' acquisition of knowledge is impacted by their level of motivation, attitude, sense of control, and perception (Blair, 2006; Núñez-Peña et al., 2013). Spradlin and Ackerman (2010) emphasized the importance of addressing math anxiety, negative mindsets, inadequate study skills, and lack of accountability for learning among students enrolled in developmental math classes.

These findings suggest that the mode of delivery is crucial for developmental mathematics content, and it raises concerns about the potential challenges associated with relying solely on computerized adaptive learning platforms for developmental mathematics coursework. For instance, some students may struggle with the lack of face-to-face interaction with instructors and peers, which can make it harder to receive personalized feedback and support. Additionally, relying solely on computerized platforms can limit opportunities for students to engage in collaborative learning, which can be an important component of mathematics education. Although we acknowledge the advantages of computerized platforms, such as immediate access to student progress and tailored instruction for students, we advocate for the use of these platforms alongside alternative teaching methods rather than as a substitute for in-person instruction and interaction.

Demystifying the World of Developmental Math

Research has regrettably shown college readiness in math has been the greatest obstacle preventing student persistence and degree completion rates of various student populations, with higher percentages among minority populations (Weisburst et al., 2017; Zientek et al., 2013). Who are the students enrolled in developmental mathematics? Developmental mathematics students are students assessed as unprepared for postsecondary mathematics as determined by their state standards, for example, Texas Success Initiative Assessment (TSIA) score or diagnostic score in mathematics (Texas Education Agency [TEA], n.d.). Postsecondary math course trajectory is determined by these benchmark scores. In Texas, students whose scores meet or exceed the benchmark scores are classified as college ready and can enroll in any introductory college course (such as college algebra) without needing developmental educational instructions (TEA, n.d.).

Prior to reform efforts, students deemed as underprepared languished in multiple semesters of non-credit bearing developmental courses, before enrolling in the traditional credit bearing algebra to calculus route (Bailey, 2009; Bonham & Boylan, 2011). In an effort to address this major concern, recent research focus has shifted to developmental education (DE) reform initiatives which incorporates augmenting coursework with study skills, adding tutoring resources, building learning communities, compressing or accelerating courses through accelerated learning programs (ALP) like emporium models, or pairing DE courses with college-level courses, and incorporating technology-corequisite model (Bailey, 2009; Bonham & Boylan, 2011; Cousins-Cooper et al., 2017; Hodara et al., 2012).

Understanding Developmental Math and its Impact on Student Success

Developmental education programs exist to bridge the gap for students who arrive at college needing additional academic support. These programs aim to strengthen foundational skills, particularly math, a crucial building block for further college-level coursework (Attewell et al., 2006). Unfortunately, research shows that math has the highest rate of students needing remediation among first-year students (Attewell et al., 2006) and the lowest completion rate for these developmental courses (Bonham & Boylan, 2011). This highlights a potential challenge in ensuring students are adequately prepared for the demands of higher-level mathematical studies.

Computer Aided Instruction in Developmental Math Coursework

A key rationale for adopting CAI in developmental mathematics coursework is its ability to provide students with individualized learning experiences. Most developmental math courses across the nation use computer programs like ALEKS, MyLabMath and Emporium models (Kasha, 2015). Assessment and Learning in Knowledge Spaces (ALEKS) is an AI-powered system designed to evaluate a student's understanding of a specific subject through adaptive questioning. It then generates a customized learning plan to address any areas of knowledge deficiency (Kasha, 2015). MyLabMath is an

educational software that complements textbooks by offering students online tutorials, homework assignments, quizzes, and more resources to help them address their learning gaps (Kasha, 2015). When students start with such computerized software, an initial assessment is conducted from the software to determine what the students know and where the gaps are in their content knowledge. This artificial intelligence software is then able to guide the students from where they are to where they need to be with reference to content mastery (Ali, 2018; Mireles et al., 2014). Studies show that computer assisted instruction offers students the advantage of learning on their own schedule and receiving immediate feedback on their progress (Spradlin & Ackerman, 2010). Students have the opportunity to revisit the same concept multiple times until they achieve mastery and develop confidence (Brothen & Wambach, 1999). Furthermore, Canfield (2001) found ALEKS can be an effective supplement to traditional classroom teaching, providing students with feedback and allowing them to work at their own pace.

Concerns and Challenges for Technology Use in Developmental Math

Although these platforms can be effective tools for certain students, there are concerns about how effectively they serve students categorized as needing developmental mathematics coursework. It is critical to further emphasize that the population of students who require developmental mathematics courses often face a variety of challenges previously noted, including inadequate study skills, low-income backgrounds, being the first in their family to attend college, limited English proficiency, and insufficient academic preparation in high school (Attewell et al., 2006; Bailey et al., 2010).

Mireles et al. (2014) indicated that developmental math students often lack not only mathematical content knowledge but also study skills. Attewell et al. (2006) discovered that students who attended high schools with low levels of academic preparation were more likely to require remediation in college. Furthermore, Bailey et al. (2010) found that students who come from low-income families, are first-generation college students, or have limited English proficiency are more likely to require developmental education in college. These findings raise concerns about whether fully computerized adaptive learning platforms can effectively support this diverse student population. The challenges faced by these students can be further exacerbated by issues such as internet accessibility, administrative vulnerabilities and limited instructional software support. Given these challenges, we must rethink whether the trend of transferring developmental coursework solely to computerized platforms is a viable solution for students assigned to developmental mathematics.

Relying solely on computerized platforms can limit opportunities for students to engage in collaborative learning.

Importance of Human Interaction in CAI in Developmental Math

Relying solely on computerized platforms can limit opportunities for students to engage in collaborative learning. Xu and Jaggars (2013) found that students who completed developmental mathematics courses entirely online had lower success rates compared to those who completed the same courses in face-to-face settings. The study suggested that the lack of face-to-face interaction with instructors and peers may have contributed to the lower success rates. In-person instruction and interaction can provide students with important opportunities for asking questions, receiving feedback, and engaging in collaborative problem-solving activities. Kinney (2001), Tichavsky et al. (2015) and Vanoli and Luebeck (2021) studies revealed that students tend to prefer traditional instruction because it enables them to ask questions, seek clarification, engage in more human interaction, and receive feedback from teachers. Moreover, face-to-face interaction can provide students with important emotional and motivational support, which is crucial for their success in mathematics course work. Studies show that emotional and motivational factors, such as self-efficacy and anxiety, play a crucial role in students' success in mathematics courses (O'brien et al., 2010; Pajares & Miller, 1994).

Research has shown that collaborative learning and peer-to-peer interactions can have a positive impact on students' engagement and motivation in mathematics. For example, a control treatment study by Tran (2019) found that students who participated in collaborative learning activities in mathematics had higher levels of motivation and reported more positive attitudes towards math than those who did not participate in

such activities. Similarly, Kumar (2017) conducted a meta-analysis to measure the effect of collaborative learning on student achievement. They not only found that students who engaged in collaborative learning had higher levels of achievement in mathematics compared to those who did not, but found that group activities and discussions were shown to help students develop communication skills and build confidence in their mathematical abilities.

A study by Karali and Aydemir (2018) found that students who participated in group problem-solving activities in mathematics reported improvements in their communication skills and were more likely to take risks in solving mathematical problems. An experimental study by Barham (2002) to examine the effectiveness of employing cooperative learning strategies in the mathematics classroom, particularly in terms of their impact on problem-solving abilities and levels of achievement in mathematics with 348 eighth-grade students over the course of two consecutive semesters, suggested that cooperative learning significantly improved students' mathematical achievements and problem-solving skills, compared to the control group. Furthermore, findings from the same study also indicated that cooperative learning fostered the development of other skills such as improved student engagement, successful interactions with peers, and the acquisition of competent social skills. Corporative learning has fostered a more favorable disposition towards the learning process, surpassing the outcomes achieved by control condition students. These findings suggest that incorporating other instructional techniques like collaborative and cooporative strategies improve cognitive, competitive and social interaction among students, thereby developing outcomes in the cognitive, affective, motivational, and social domains. Findings from studies by Sofroniou and Poutos (2016), and Zhang (2024) are consistent with Barham's (2002) research, reinforcing the notion that collaborative learning plays a critical role in promoting students' learning. Therefore, incorporating collaborative learning and peer-to-peer interactions in mathematics instruction can be an effective way to enhance students' engagement, motivation, communication skills, and confidence in their mathematical abilities.

Multiple Modalities of Learning Transformation

Research support for teaching mathematics through a single modality, such as lectures, textbooks or computerized tools, is not effective for all students. Some students learn better through visual aids, while others need hands-on experience. Therefore, incorporating multiple modalities in teaching can help cater to different learning styles, making learning more accessible and engaging (Lugosi & Uribe, 2020). Visual aids, such as graphs, charts, and videos, can help students visualize mathematical concepts and make them more understandable (Guo et al., 2020). A study by Berthold and Renkl (2009) found that the use of multiple representations, such as diagrams and equations, can help students have procedural understanding of abstract mathematical concepts like probability. Real-world examples and scenarios can also help students connect mathematics to everyday life, making the subject more relatable and relevant. A study by Chavez and Lapinid (2019) on using real-world examples in teaching mathematics found a statistically significant difference on students' motivation, engagement, and mathematical performance. Incorporating technology in teaching mathematics has also been found to be effective on student outcomes. Results from Cheung and Slavin's (2013) meta-analysis to investigate the effectiveness of educational technology applications in enhancing mathematics achievement in K–12 classrooms suggested that technology integration in general has a positive but modest effect on mathematical achievement. Another meta-analysis conducted by Li and Ma (2010), in order to find the effect of computer technology on school students' mathematics learning, found that computer technology has a greater effect when combined with a constructivist approach in teaching. Further studies conducted by Mireles et al. (2014) indicated that the integration of technology can help students placed students in developmental mathematics acquire a deeper understanding of mathematical content. For instance, academic performance gains were reported in two of the four lesson plans utilized in their study, with no academic drop in performance detected from other lesson plans used in the study. The authors noted that the quadratic equation lesson plans, with the utilization of familiar technology produced statistically significant results on the understanding and use of mathematical material immediately taught and reviewed. This solidifies that incorporating technology in teaching can provide students with additional opportunities to practice and learn mathematical concepts, which can improve their motivation, engagement, and performance in math classes.

Successful Integration of Technology in Developmental Math

Research shows that the combination of online and face-to-face instruction can lead to better student outcomes than either approach

alone. For example, at Black Hills State University, a redesign of the college algebra course incorporated a computer-based mastery learning program alongside increased whole-class discussions, cooperative learning activities, and application problems while reducing lecture time (Hagerty et al., 2010). This initiative led to significant improvements, including a 21% increase in passing rates, a 300% rise in enrollment for the subsequent math course (trigonometry), a 25% enhancement in attendance rates, and statistically significant growth in collegiate assessment of academic proficiency scores. This success underscores the potential of integrating technology and collaborative learning methods to enhance student performance and engagement.

Other studies, such as those by Babcock and Marks (2011) and Martinez and Martinez (1999), further support the efficacy of combining online platforms with traditional instruction. Babcock and Marks (2011) emphasized the importance of using technology to reinforce conceptual understanding rather than simply providing quick answers. Martinez and Martinez (1999) highlighted the significant impact of expert guidance in mastery learning settings. Thus, while computerized systems like ALEKS offer valuable support, they should complement rather than replace human interaction in the learning process. The combination of technological platforms and human interaction fosters an effective learning environment that promotes student success.

Within a prior edition of this journal (*Journal of College Academic Support Programs)*, Lollar and Pipper (2023) conducted an interview with Stevens from Austin Community College District, emphasizing the seamless integration of technological platforms such as ALEKS into mathematics classes that enhance student learning. In the interview, Stevens emphasized the transformative nature of the ACCelerator at Austin Community College's (ACC) Highland campus, which utilizes technology alongside traditional teaching methods to support student engagement and learning. One particularly notable aspect is the implementation of the SEDI (Student-Engagement-During-Instruction) philosophy, which prioritizes student-teacher interaction during instruction, proving especially effective in building relationships and engaging male and minority male students. These findings highlight the importance of technology as a supplementary tool for learning, rather than a complete replacement for face-to-face interaction between students and teachers. It aligns with the ongoing debate about whether computerized adaptive learning environments are truly effective for students needing developmental mathematics courses. The ACCelerator's success in promoting personalized instruction, student engagement, and persistence in mathematics education underscores the potential effectiveness of such an initiative, provided it is implemented thoughtfully and in conjunction with other teaching methods. Thus, the integration of computerized adaptive learning environments holds promise for improving student outcomes in developmental mathematics while preserving essential aspects of face-to-face instruction and interaction.

Studies suggested that a blended approach combining online platforms with face-to-face instruction yields better student outcomes than either approach alone.

Promising Practices for Developmental Mathematics

As we have articulated in this paper, students enrolled in developmental education programs require a comprehensive approach to developmental mathematics instruction. This necessity arises from the multifaceted challenges faced by students in these classes, spanning cognitive, affective, and behavioral domains. Factors such as negative experiences in K–12 education, inadequate support systems from both family and school, and deficiencies in study skills contribute to their placement in developmental education (Bettinger et al., 2013).

While the implementation of corequisite formats and similar streamlined processes has enhanced developmental education, there remains an imperative to provide robust support to students within these programs (Bickerstaff et al., 2022). We advocate for a model that combines computer-aided instruction with teacher-led classroom or laboratory sessions. This hybrid approach offers students invaluable opportunities to engage with peers, connect with instructors, and cultivate a conducive learning environment.

For educators and institutions committed to fostering student persistence and success in attaining college degrees, we urge against simply transferring developmental math content to computer-adaptive, student-led coursework. Instead, we advocate a pedagogical framework that integrates technology with teacher-guided instruction, thereby facilitating a more interactive and supportive learning experience for students. By adopting this

holistic approach, colleges and instructors can effectively address the diverse needs of students in developmental mathematics education, ultimately empowering them to succeed in their academic pursuits and beyond.

Conclusion

In conclusion, the adoption of computerized adaptive learning platforms into developmental mathematics coursework poses both opportunities and challenges for students' learning experiences. While these platforms offer personalized learning experiences and real-time progress tracking, concerns arise regarding their effectiveness, especially for students who may lack study skills or struggle with engagement. The literature emphasizes the importance of employing a variety of teaching methods and resources to enhance student engagement and improve learning outcomes in mathematics (Lugosi & Uribe, 2020). Studies also indicate that collaborative learning and peer-to-peer interactions play crucial roles in promoting student engagement, motivation, and confidence in mathematical abilities (Sofroniou & Poutos, 2016; Zhang, 2024). Moreover, incorporating multiple modalities in teaching, such as visual aids and real-world examples, caters to diverse learning styles and enhances student understanding (Berthold & Renkl, 2009; Hargerty et al., 2010; Kumar, 2017).

Furthermore, studies suggests that a blended approach combining online platforms with face-to-face instruction yields better student outcomes than either approach alone. Examples like the Black Hills State University's redesign of the College Algebra course underscore the potential of integrating technology and collaborative learning methods to enhance student performance and engagement (Hagerty et al., 2010). ACC's seamless integration of computerized platforms like ALEKS into mathematics classes, emphasizing their potential to enhance student learning while still fostering student-teacher and student-tutor interaction, especially for underrepresented male populations (Lollar & Pipper, 2023). Those examples emphasize the notion that technology should enhance, not replace, face-to-face instruction and interaction. Overall, while computerized adaptive learning environments hold promise for improving student outcomes in developmental mathematics, careful implementation alongside traditional teaching methods is crucial to ensure a well-rounded and effective learning experience for all students.

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PROMISING PRACTICE

Equipping Student Academic Coaches to Effectively Engage First-Year Students in Corequisite Math Support Labs

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https://doi.org/10.58997/6.2pp4

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Disclosure Statement
No potential conflict of interest was reported by the authors.

Over the past few years at Columbus State University, the learning support math faculty and director have focused on the importance of training academic coaches to effectively engage students in corequisite support math with key practices implemented in an emporium-based model for our corequisite support math labs. This model consists of experienced math faculty as instructional facilitators and coordinators and student peers as academic coaches to provide support in the areas of coaching, tutoring, and mentoring. The purpose of this implementation is to empower our students to acquire knowledge, to strengthen interpersonal and academic skills, and to create a sense of belonging at the institution in order to attain career goals. To effectively engage students in these efforts, the learning support math faculty and director have focused on the implementation of solid training for our academic coaches based on best practices in the areas of growth mindsets, problem-solving, emotional intelligence, and motivational interviewing.

Effective Training Practices in Academic Coaching Programs

Professional development is a key element of academic coach preparedness in order to provide a supportive learning environment. Academic coaches are required to attend workshops to develop knowledge and to gain exposure that inform strategies to engage our student population enrolled in learning support math corequisite labs. Every fall semester, we work with faculty and professional counselors to deliver the training to our academic coaches. These experts in the field create training sessions in which the coaches learn about research-based material through article reviews, discussions, case study analysis, simulated activities, and question/answer sessions. Coaches are given readings on the subject matter a couple of weeks prior to the training to create a context from which to engage in the training sessions. During the training sessions, the coaches are given a question based on the training topic to start a dialogue between the expert trainer and the coaches regarding the literature they reviewed prior to the training. At the training session, literature and research on the topic are disseminated through a lecture with discussion points. Coaches then have an opportunity to engage subject matter through role play and follow up questions to create real-life scenarios in which to implement lessons learned. The knowledge and strategies gained by the academic coaches are, in turn, used in coaching sessions to equip students in lab sessions with content knowledge, resource knowledge, and to make connections to the university, which is critical to student success. Follow-up sessions are then conducted with student coaches to discuss implementations and further discuss how coaching sessions might be enhanced through lessons learned. A review of student success needs by our faculty, administrators, students, and development team identified key focal points for our coaches' training. As mentioned above, topics that have been

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beneficial to the academic coaches and students include growth mindsets, problem-solving, emotional intelligence, and interviewing skills.

Growth Mindsets as an Effective Practice

The first concept addressed in the training program is to create a supportive learning environment through growth mindsets. The concept of growth mindsets helps students focus on how abilities can be developed over time to facilitate learning and persistence in engagements that provide opportunity for growth and development (Dweck, 2016). In college, the ways in which learning takes place may be new to first-year students, and they must develop a new construct from which to engage this new path (Baldwin et al., 2020). Students' beliefs can either help or hinder the learning process. The application of growth mindsets can help students see possible paths in the learning process and take continued steps forward (Yeager & Dweck, 2012). Therefore, students can benefit from this way of thinking in that they are empowered to see the path of college as one of learning opportunities as ways to adjust course as needed. According to this concept, intelligence can be developed through sustained effort, good strategies, appropriate help, and support from others (Yeager et al., 2018). Therefore, as academic coaches engage students with this mindset, students can be more receptive to seeing areas in which growth and development may be pursued. As these types of conversations are had repeatedly over the course of the semester, these conversations can turn into practices that strengthen the students' approach to learning and overcoming challenges (Nicoll, 2014). As academic coaches engage students with practices that emulate growth mindsets, students can be exposed to valuable ways of thinking about course achievement and academic pursuits, which creates an open door for further opportunities to learn. Students can also learn to become more motivated in learning, to approach learning with a variety of strategies, and to be more willing to ask for help as needed. Thus, academic engagement is enhanced by approaching learning with a growth mindset (Xiao et al., 2023).

Students create vision, explore possible paths to learning, and identify best ways to approach learning experiences.

Mathematics can be a challenge for many students, so implementing the growth mindsets approach to learning can help to remove barriers for students. Often, students think that math is a hard subject to grasp; however, when students see the importance of gradually improving their skills, there is a cumulative effect in the understanding of course knowledge. Students will also start to see that tomorrow's work will be easier than today's as they daily build upon what is learned as the application of growth mindsets can assist in the formation of thoughts needed to try those small steps towards mastery. Exposure to the subject matter on a continuous basis with repeated practice can also create a strong foundation in math. With acquisition of each topic, confidence is gained, and attempts to further engage subject matter are pursued.

Problem-Solving as an Effective Practice

The next focal point in the academic coach training is problem-solving. Colleges and workforce demand innovative problem-solving in order to effectively bring about better solutions to existing needs (Zhao & Zhao, 2022). Problem-solving is a highly desirable skill that can be transferrable to societal engagements on the college campus and can be seen as a key component of strategic thinking by employers (Sullivan, 2023). According to the design thinking model, key elements of problem-solving include learning how to acquire knowledge through the gathering of information, how to probe the ideation of possible solutions through analysis of information, and how to deliver the implementation of ideas through prototyping in order to generate innovative solutions. (Brown, 2008). Innovative thinking is a valuable tool for students in order to acquire, process, and manage information and resources in learning experiences. When students learn how to problem-solve, they learn how to overcome challenges they face to understand mathematical content or other facets of college life. Therefore, seeds of this skill are important to plant early in the college journey to support students' endeavors for the path ahead.

Emotional Intelligence as an Effective Practice

The third key focal point for academic coach training is emotional intelligence. Emotional intelligence is another key element in providing support for students' success. A cultivation of emotional intelligence includes the development of self-awareness, self-management, and empathy, which can

lead to social skills. Emotional intelligence is important to increase one's knowledge base for teamwork, clear communication, and solving problems (Goleman, 2014a); which can lead to academic engagement and preparedness for the workforce. Emotional intelligence skills also enable students to cultivate a mindset to be ready for the future workforce (Galagan et al., 2019). Students gain further understanding as to how to build relationships with such skills and form leadership skills as well (Goleman, 2014b). Within higher education, there is a need to provide training for students in emotional intelligence (Machera & Machera, 2017). As students engage an academic coach, self-awareness of content to review becomes known and an awareness of helpful strategies to understand as content is gleaned. Self-management strategies such as time management and note-taking can also be developed as study skills are applied during the engagements. Students learn that repetitive and regular practice times to engage subject matter are needed for content acquisition and note-taking strategies can provide organization for assimilation of problem-solving procedures. Motivation to learn the subject matter may also be gained through collaborative study times. When combined with an understanding of growth mindsets, students can further build a mental framework to increase comprehension in mathematics or other subjects. The self-efficacious elements gained through this information engages the learner and cultivates a self-awareness of what they can and need to do. All these skills gained can help to lead students down the path of learning.

Motivational Interviewing as an Effective Practice

The final key element of training has been motivational interviewing. Motivational interviewing is a collaborative process in which the academic coaches create a supportive environment for students to determine goals, develop autonomy, and chart the path to learning. Practices include the implementation of reflective listening with empathy and optimism in communication (Miller & Rollnick, 1991). The purpose of these practices is to create non-confrontational ways to help students to become autonomous in their learning. This autonomy empowers students to gain resource management skills, self-direction skills, and experiential learning skills. The implementation of this concept may also help students become more resilient in learning academic content (Wells & Jones, 2018). Students create vision, explore possible paths to learning, and identify best ways to approach learning experiences. Academic coaches glean practical and implementable tools that create an environment conducive to learning. When coaches consider how to listen, they are empowered to communicate mathematical content with empathy in order to open the conduit for students to be more receptive about learning the subject matter. Reflective listening between the coach and student can also reveal what content needs to be further reviewed and expounded upon. When this type of engagement is repeated, rapport can be developed and more discussions about the content can occur. Thus, students may gain a better grasp of the material. Repetition of this practice can give students applicable skills not only needed for subject matter acquisition but also for real world-application of course content. Thus, the practice of motivational interviewing can engage students in such a way as to be prepared for college and work related to the field in which they pursue.

Student academic coaches have a variety of academic experiences as well as non-academic experiences. These experiences are valuable to the role of an academic coach and provide a context in which to engage peers (Collier, 2017). The academic coaches are often juniors and seniors who have walked the path of university life and understand the academic resources, learning strategies, and campus services. They lead through example and serve as role models to incoming students. When academic coaches gain training in growth mindsets, problem-solving, emotional intelligence, and motivational interviewing, the peer engagements are more open and strategically focus on applicable academic and non-academic resources and strategies for success, engagement, and integration into the campus community. Ownership in learning occurs through engagement in a self-efficacious, non-judgmental, and supportive learning environment. Thus, students are given knowledge and support that can help to facilitate students' academic and career goals.

Conclusions

The learning support mathematics faculty and director have found that when the knowledge is gleaned by the coach and applied in student engagements, the knowledge has a positive impact on the learning environment (see Appendix for sample training outline). Students become more comfortable with learning, gain strategies for empowerment, become self-efficacious in their role as student, and become integrated in the university. This learning is transferrable not only on campus but to daily activities in society. Students gain greater skills to become more productive citizens who are proactively ready to engage. They have a better view of reality and how

to approach situations at hand. The goal of the learning support mathematics faculty and director has focused on creating life-long impacts on students' quality of life on campus, in the community, and contributions to society. This training has had a positive impact on all involved, and plans for further implementations scheduled in the future.

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Appendix

Sample Outline of Academic Coaching Session

Introductions
- Learning Outcomes
- Reading Reflections
- Real Life Examples

Literature Review
- Discussion of Literature

Role play with simulated situation
- Follow up questions

Discussion of application in coaching sessions

Note: A follow up session is held to discuss lessons learned.

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J-CASP CONVERSATIONS

Supporting Student Success: An Interview With David Arendale

Retired yet fully active in the field, one of our premiere scholars shares his journey.

Zohreh Fathi, *J-CASP Assistant Editor, Texas State University*
Diptendu Kundu, *J-CASP Editorial Assistant, Texas State University*

https://doi.org/10.58997/6.2jc1

ABOUT DR. DAVID ARENDALE

David Arendale, *at the University of Minnesota-Twin Cities, served as an associate professor in the Department of Curriculum and Instruction within the College of Education and Human Development and manager for the Educational Opportunity Association Best Practices Clearinghouse. Arendale formerly served at the University of Missouri-Kansas City in several capacities, including senior research fellow for the Office of the Vice Chancellor of Student Affairs and Enrollment Management, national project director of Supplemental Instruction, and interim director for the Center for Academic Development. Since the mid-1980s, he has been an active member of both the College Reading and Learning Association and the National Association for Developmental Education (NADE; renamed as the National Organization for Student Success). He served as president of NADE from 1996 to 1997. In 2000, Arendale was recognized by the Council for Learning Assistance and Developmental Education Associations (CLADEA) for induction as a Founding Fellow of the profession.*

Arendale is devoting more time to the use of social media such as websites, YouTube channels, podcasting, and Twitter (renamed as X) to communicate in addition to publishing in print and online open-access journals. The use of the Internet, publications, presentations, and workshops communicate the best practices that others have already created. Part of this priority is reflected in his leadership of the Educational Opportunity Association National Best Practices Clearinghouse, which identifies, validates, and disseminates best practices developed by TRIO programs to increase the success of students who are low-income, first-generation college, and historically underrepresented.

***J-CASP*:** You began your college career between 1979 to 1989 working at two community colleges in Kansas: Highland Community College and Pratt Community College. During this period, you were coordinator of a learning center, director of adult and basic education, and instructor of study skills, history, and social science, among other roles. Can you describe the influence that these early experiences had on your future role as one of the country's leading experts and scholars in the field of developmental education and learning assistance?

Arendale: I cannot imagine a better place to start than at a small community college. The real action is at community colleges because that is where you have a much more diverse set of students and fewer levels of bureaucracy. Good ideas could be implemented more quickly. Many of the students are first-generation students and economically disadvantaged, and I had the opportunity to set up a learning center. Lacking a professional degree in developmental education, I joined many professional associations associated with our field, such as the College Reading and Learning Association, the International Reading Association, the National Association for Developmental Education, now renamed the National Organization of Student Success, and

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others. Those early years were spent reading journals. I was going to the conferences and asking people in the hallways at the meetings, "How do I do my work?".

We created something from scratch: individual tutoring, developmental education classes, and computer-assisted instruction (CAI). And if you can believe it, audio cassettes, and the rest, and it was a wonderful inventive time. I did not have anyone to mentor me or give me clues about how to help students to become successful. I had to do all of those things on my own, and my time with the community colleges gave me my first teaching experience. I learned that there are many different approaches for students, but I loved my community college life. As a first-generation college student myself, I felt right at home.

***J-CASP*:** You received your master's degree in history from Emporia State University in 1985. You then earned a certificate in higher education policy with a major in developmental education from Appalachian State University through the Kellogg Institute in 1990. During this time, you were also pursuing an Educational Specialist degree from the University of Missouri-Kansas City (UMKC), completed in 1991. Subsequently, you became director of the National Center for Supplemental Instruction (SI) between 1991–2001 while completing your doctoral degree in history and higher education policy, both from UMKC in 2000. How did your educational background and research focus inform your work with SI during this period?

Arendale: I am very grateful to the professors I studied with in all those places. In 1989, I went to the Kellogg Institute at Appalachian State University, which is when I committed my career to the field of developmental education. It put me into a network of other professionals who kindly trained and mentored me. The most influential person was Dr. Hunter Boylan, with whom I have maintained a lifelong relationship as a personal friend and professional colleague. The rest of the graduate work, along with what I learned at the Kellogg Institute, gave me the tools I needed to be a good researcher and develop meaningful research question relevant to my study. My focus was to write for my peers serving as practitioners in the field.

That is part of why I did not pursue a pure history background. I did not want to study the thirteenth-century monks in France. I am sure that is a very interesting topic, but it would not have been as interesting and relevant to me as helping first-generation students succeed. So that is why it was important for me to have quality questions, to develop quantitative and qualitative research skills, and to write meaningfully.

Many practitioners teaching in our field never thought of themselves as scholars, but they would have liked receiving some insights that could help them with tomorrow's lesson plans, how to organize class sessions, and how to organize their peer learning programs. I marched across America doing presentations about learning programs for decades. I helped these practitioners do more research studies and publish more publications. I was very fortunate.

My skill set became a perfect match when I was hired at the National Center for Supplemental Instruction at the University of Missouri, Kansas City (UMKC). I was mentored by Dr. Deanna C. Martin, who created Supplemental Instruction, and we wrote several publications together, conducted training workshops, and presented at conferences across the United States and other countries. I traveled with her to Sweden and England, and I went to Mexico to do training workshops with other colleagues. It was a fabulous time at the National Center for SI.

***J-CASP*:** After your time at UMKC, you became an assistant professor at the University of Minnesota's (UM) General College in 2002. In 2006, the General College was downsized into the Department of Postsecondary Teaching and Learning within the newly constituted College of Education and Human Development. During this same year, you were promoted to associate professor. Please describe what occurred at UM during this period and how these structural changes, including the dismantling of the General College, affected your career.

Arendale: I began at the General College because I received a phone call from a faculty member who said "We are hiring dozens of new faculty members to expand the General College. And we know about your work." After a rigorous interview process, I was then hired as assistant professor to teach an introductory world history course that was infused with best practices of developmental education.

It was wonderful and turbulent tine at UM because the General College was well-known across the United States. It existed for nearly 90 years. It was a place where students who showed promise but could not meet UM's stringent entrance requirements could be accepted into the university. If they came into the General College, whenever they finished their coursework infused with best practices of developmental education with us and transitioned into the mainstream university population, their graduation rates would be about the same as the other students. So, the General College was an excellent model, and other colleges emulated it, but it also attracted enemies.

One of the reasons why some UM administrators wanted to dismantle General College was that the college was bringing in students with lower ACT composite scores. One of the metrics for the so-called systems for ranking institutions was the average ACT or SAT score of incoming students. The administration at UM figured out that if they could dismantle the General College, they could raise average incoming test scores and, therefore, increase the university's institutional ranking.

All this turmoil occurred at UM and other institutions across the United States. A national trend began of very few four-year institutions offering developmental-level courses. And the universities made all kinds of excuses, such as, "You've got community colleges, and they can do the job." Then the community colleges ask, "Well, why can't the high schools do the jobs? Why can't they take care of it?" And it became an endless cycle of blame. As I was thinking about all of this, I was thinking about language and politics, the politics making political language, and the words developmental education and remedial education. These words became dirty—we wanted to scrub them out of our memory and take them out of our institutions.

When the General College was dismantled, I was promoted to associate professor and moved to the Department of Postsecondary Teaching and Learning within the newly constituted College of Education and Human Development, which was once again integrating best practices of developmental education into the students' first two years of college instruction. We also had a graduate program with a mission of turning out new instructors or designers of learning centers. That was a fledgling program, which was, unfortunately, dismantled as well. I ended up in the Department of Curriculum and Instruction, which turned out to be a really good home. A couple of my colleagues were moved to this department as well. That just confirmed even more of my dedication to developmental education. With further research, publications, and presentations, I was able to use all of the institution's social media and academic resources to share best practices of developmental education. So, in a sense, it accelerated my work.

In 2019, about five months before the pandemic, I chose to take an early retirement because tenured faculty members were incentivized to retire early. I thanked them, left, and then continued my work—publishing and doing conference presentations, webinars, podcasts, and the rest. But now I've got total freedom to do what is best for me, my readers, and indirectly I hoped, students.

***J-CASP*:** In 2010, you began to manage the Educational Opportunity Association's (EOA) Best Practices Clearinghouse, a position you still hold. Please share with our readers your role with this clearinghouse and the mission of EOA.

Arendale: It was a partnership with Mr. Clark Chipman, an essential leader in the field of TRIO equity programs. I became involved with Clark because of my past UM community service with TRIO. Clark and I had long conversations for over a decade on how there is no simple one-stop shop you can go to identify educational practices that would help students who are economically disadvantaged and academically underprepared. Mr. Chipman and I talked about developing a best practices clearinghouse where people can come and find practices in tutoring, academic advising, and global curriculum, and more relevant to many TRIO programs. This position allowed me to bring in other skill sets, such as building websites. I also understand how to set up systems to identify, validate, and disseminate education practices from my experinece with SI at UMKC. There is an old saying about what luck is, "Luck is defined as preparation meeting opportunity." I had all of this preparation, but I knew I was being prepared for creating this Clearinghouse when the opportunity came.

I was mentored by Dr. Deanna C. Martin, who created Supplemental Instruction, and we wrote several publications together, conducted training workshops, and presented at conferences across the United States and other countries.

The Educational Opportunity Association is one of the regional professional associations for TRIO professionals across the United States. There are eight of these associations, and EOA more or less represents the Midwest. My responsibility is to recruit external reviewers to review submitted education practices to make sure that they pass the standard needed to be listed on the website. This has been my enjoyment, and I have a unique love for doing this. I have that website, which is more than a website. It's an active academic community.

The EOA Best Practices Clearinghouse is like the What Works Clearinghouse sponsored by the Department of Education. That is a wonderful resource with very rigorous standards on what they list. However, they have yet to focus on first-generation and economically disadvantaged students.

So, the EOA Best Practices Clearinghouse is a niche, and I am happy to see us meet the niche because I am one of them—a first-generation college student.

***J-CASP*:** You mentioned that your retirement actually is not retirement. Since 2019, you have undertaken an impressive range of project and research themes, including Supplemental Instruction; peer-led learning assistance; developmental education; transitional courses and programs; learning technologies; history curriculum and simulations; and access, equity, and antiracism. Many scholars tend to focus on one or two major themes within their career, but you have embraced a diverse set. Can you share insights into how these varied themes intersect and influence your work?

Arendale: I have a plethora of interests. A traditional scholar would have focused on one or two projects, and that is wonderful. I am interested in so many areas because I think of myself as a practitioner, first, and a scholar, second. All of my passions converge with inclusive and culturally sensitive pedagogy, research, peer learning, and learning technology. My passion result in a more powerful way to improve student outcomes.

***J-CASP*:** Given your extensive service at the state, national, and international levels, including being president of the NADE in 2000, how did your role as president align with your broader commitment to college access and developmental education? Can you reflect on the overall trajectory of your service to the profession?

Arendale: Becoming involved in leadership with NADE chapters at the state, regional, and national levels makes you feel more and more responsible as you are elected to those positions. It reminds you that you have a responsibility to do something with your influence. You have a public voice. You can influence others and policymakers to influence practitioners and conduct research projects. It was a tremendous professional and personal development to get involved in those positions.

Secondly, it was an enormous sense of responsibility. I wanted to do well and to recruit people to replace me. The work continues because organizations can never be dependent upon personalities; they have to be dependent upon a succession of volunteers. Being a leader and providing service to our field can be overwhelming because (with infrequent exceptions for a few staff members and organizations) everyone works as a volunteer. No one pays us; they pay our expenses to travel to meetings, but somehow, we add this to our everyday workload. However, being president of NADE was a great honor and brought prestige to my department and an enormous opportunity to get to know the field and develop a national network of contacts with whom I could do research, ask questions, and be supportive. Service to our field is something I recommend for everyone in our field.

***J-CASP*:** You were honored in 2000 by being selected as one of CLADEA's first Founding Fellows. Selection as a Fellow represents the highest honor conferred upon professionals within our field of learning assistance, tutoring, and developmental education. The mission of CLADEA is to coordinate the work of its member organizations, promote collaboration among the member organizations, serve as a forum for communication, provide leadership on policy development, recognize outstanding contributions, encourage professional development, and advocate for research in postsecondary learning assistance and developmental education. Can you share a specific instance or project where your role as a CLADEA Fellow allowed you to make a meaningful contribution to one or more of these purposes?

Arendale: Let me first say that selection for this award was the most humbling experience I have ever had. I was only, I think, 40 years old at the time. Being on the stage with field leaders like John Gardner and others was overwhelming. It gave me a great sense of responsibility that I still had a long professional career in front of me; I needed to live up to that responsibility and continue to propel myself into new work.

What did I do regarding part of the mission of CLADEA? I accelerated my work with research on peer-assisted learning programs. I did even more publications and research. I also created an annotated bibliography for each national model on peer-assisted learning. I update that each year, and I do that as a service to the scholars in the field, making it easier for them to find professional literature. These bibliographies include more than 2,000 annotations. I also recently published a more detailed history of Supplemental Instruction.

One of the most incredible things that's happened to me in my professional career has been mentorship from others such as Dr. Hunter Boylan, Dr. Deanna Martin, Dr. Amy Lee (my department chair at the University of Minnesota), and many others. And part of my opportunity now is to mentor others. Additionally, I am doing more research and publications with other co-authors now more than ever and am still working with and mentoring graduate research assistants.

***J-CASP*:** After the University of Minnesota, you have become a co-convenor of the Colleagues of Color for Social Justice. I know you already touched a little bit on that, but what is the mission of this group? Can you please tell us some details about it?

Arendale: It was 2019, and I realized that I could not move forward unless I had more co-authors who were educators of color. My work did not reflect enough about cultural sensitivity and more inclusive pedagogies. I have my limitations as a White person, particularly as a White male person. So, I put out a three-sentence invitation on our field's national listserv for people who work in learning assistance and developmental education. I had 53 people, ranging from counselors to a college vice president, who responded that they would like to get involved in a writing group with me.

I saw that many people of color wanted to do something with the national conversation on race and education. I decided that I needed to reinvent my writing group as a writing group composed of colleagues of color. I recruited a colleague of color to be the co-convenor. Although I am not a person of color, I believe that I fit into the group because I am an *ally*, a technical term for people of privilege who support others to be successful.

I had many incomplete publications for the group to work on, and we also came up with some new ideas. We devised a system for group members to show their preferences for which writing projects they wanted to be involved with. Our mission is to function as a media production group that writes about success, classroom instruction, student services, and equity programs that intersect with social justice. We have produced 10 publications, conducted three webinars, and done numerous conference presentations. We still have another half a dozen publications to work on.

The most influential publication that we have completed is "Antiracism Glossary for Education and Life," published in *J-CASP* (Pokhrel et al., 2021). The glossary is especially unique because of the lived examples that several of the co-authors shared. While other glossaries on racism and anti-racism provide excellent definitions (which we often quote in our manuscript), these glossaries do not provide authentic examples to illustrate meaning. Co-authors shared with me how painful it was to write about microaggressions against them and other forms of racism they had experienced. However, their examples have allowed me and our readers to gain a further understanding of privilege, microaggression, and the other 30 or so terms defined in the glossary.

As of the last time I checked, the article has been downloaded over 3,000 times, and by now, it could be over 4,000 times. Has our glossary changed the world? No, but we hope our Colleagues of Color for Social Justice's contribution helps others to create classrooms and student service activities that are more inclusive for a culturally diverse student body. The most wonderful part of the writing group is that I get to follow along and learn with my colleagues. It has been a remarkable experience for me. At some point, I will step down from my role as a co- convenor and someone else will replace me. But I would like to continue to be an ally and be a member of the group because I think it is making its contribution in a small way to the national conversation.

There is an old saying about what luck is. Luck is defined as preparation meeting opportunity.

J-CASP: Finally, you recently co-founded the Alliance for Postsecondary Academic Support Programs (Alliance). The Alliance is currently composed of a small group of experts from the field of postsecondary student success, developmental education, and learning support. These scholars, including yourself, are tasked with revising and updating the *NADE Self-Evaluation Guides* (*Guides*) previously published by the National Association for Developmental Education for that organization's certification initiative. NADE is now called the National Organization for Student Success and no longer offers certification nor is publishing these updated and revised *Guides*. What is the purpose of revising these *Guides*, and is the Alliance partnering with any learning assistance organizations to promote and publish these *Guides*?

Arendale: The Guides provide another example of co-authorship. Participating in this venture dates back 30 years because I was involved with the first edition, which consisted of a guide for tutoring and one for course-based learning assistance, a clumsy term for peer learning programs inside or outside of the classroom, another for developmental-level courses, and the final one focused more broadly on the teaching and learning process. Although I personally authored the third edition of the *Course-Based Learning Assistance Guide*, the other *Guides* each have two or more co-authors. The Alliance members meet periodically to share ideas and get feedback on our work.

A strength of these guides is that in addition to co-authorship, each guide has or will be distributed to field practitioners for review, piloting, and recommendations. We are using this field-tested approach to identifying a best practice rather than a quantitative or qualitative approach.

We are currently allied with the International College Learning Center Association (formerly the National College Learning Center Association), which will promote the *Guides* through their organization (see https://nclca.wildapricot.org/BPG). We are also approaching CLADEA to see if they can help facilitate these guides to the member organizations of CLADEA. I have already recruited four colleagues to take over editing the fourth edition of the *CLA Guide* in a few years when I step back in 5 or 10 years.

J-CASP: Is there anything else you would like to share with the field?

Arendale: I love learning how to use technology to facilitate and share my work. I believe I mentioned earlier that I love podcasting. It is a fantastic way to influence, entertain, and educate others. Currently, I have seven podcasts—one for each day of the week. Topics include the history of the field, learning technology, and peer learning programs. I incorporate AI in many of the podcasts to provide multiple voices that interact with each other to make the podcasts more engaging to listeners. I believe that podcasting is a fantastic way to influence others. The total number of downloads for my publications and podcasts is now reaching about 2.5 million. I am also using AI to generate video summaries of my articles and podcasts, which I post on seven corresponding YouTube video channels and seven Facebook pages.

I regret not being in the classroom. It is an exciting, challenging time, with AI causing faculty to create different learning environments and require different ways of assessing students regarding student competencies in the classes. But technology allows me to celebrate the freedom that I have from my home office. I get to do great things, and I get to work with great people. And I constantly interact with people outside of my house. As you can see, I am definitely not retired. Instead, I consider myself to be on the world's most extended unpaid sabbatical.

I ran across a short story with a compelling question: "Are you a candle or are you a mirror?" Candles create light to illuminate the darkness and a mirror behind the candle helps to reflect the light. Both are important to illuminate the room. This has helped me to understand my present role. I still conduct research and publish with others. That is similar to the candle. I also promote the scholarship of others through the Best Practices Clearinghouse, Colleagues of Color, podcasting and other social media, and other activities. Those activities would be examples of the mirror. The older I become, the more I shift my efforts to serve as a mirror for the emerging and established scholars of our field. I embrace this experience. Over my desk is a framed copy of the final Calvin and Hobbes comic strip gifted to me by Dr. Karen Agee, one of the historic leaders of our profession. In it, Calvin says to Hobbes, "It's a magical world Hobbes ol' buddy. Let's go exploring." And off they go sledding. Like Calvin and Hobbes, I have the privilege of exploring new horizons every day.

Disclosure Statement

No potential conflict of interest was reported by the authors.

About the Authors

Zohreh Fathi earned her MS degree in mind-brain education from the Institute for Cognitive Science Studies (Pardis, Iran) and is currently pursuing her doctoral degree in developmental education with a concentration in learning support at Texas State University, where she is currently a research assistant and an assistant editor for *J-CASP*. Zohreh's research interest focuses on support success, advancing motivation, self-regulation, and social connections among postsecondary students to facilitate their academic journey.

Diptendu Kundu earned his MS degree in mathematics from Texas A&M University-Kingsville, and is currently pursuing a doctoral degree in developmental education with a concentration in mathematics at Texas State University. As a lecturer in mathematics at Texas A&M University-Kingsville and a doctoral teaching assistant at Texas State University, Diptendu has taught developmental and college-level courses. Diptendu currently serves as a research assistant in his doctoral program and as an editorial assistant for the *J-CASP*.

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SPECIAL CONTRIBUTION

The Art of Moving Forward: Ascension, Authenticity, and Embodiment

Jeanine L. Williams

College Academic Support Programs (CASP) Conference 2023 Keynote Address

https://doi.org/10.58997/6.2sc1

ABOUT THE AUTHOR

Jeanine L. Williams, PhD, *is a higher education professional with over two decades of experience teaching, designing, and managing postsecondary literacy programs and courses.The impact of Dr. Williams' work in program and curricular redesign, and faculty training has been felt in postsecondary literacy and learning arenas throughout the nation and across the globe. She is a highly respected thought leader who has delivered dozens of webinars, keynote addresses, and conference presentations. She has also authored numerous scholarly publications and held leadership positions in several professional organizations. Dr. Williams is the founder of Williams Higher Ed, an organization focused on creating and sustaining authentic, aligned, liberating communities of learning/practice within higher education.*

Disclosure Statement

No potential conflict of interest was reported by the author.

Editor's Note: CASP is an annual conference co-sponsored by the Texas Chapters of the National Association for Student Success and the College Reading and Learning Association.

It is such a pleasure to join you all today. I am grateful to Jonathan and Amanda for inviting me to be a part of this Conference. And I want to give a special shoutout to James Dyer for reaching out to me and for "brokering the deal."

As I perused the conference schedule and looked at all of the session titles, I was so excited and inspired by all of the great work that is being done. But, I have to say, I was not surprised. You see, those of us in fields of literacy, learning, and academic support have always done great work. We have always worked tirelessly to move all students forward. We have always found ways to network across service areas, albeit informally, to weave together a web of services to support students in all aspects of their academic and personal lives. And while our work has always been pushed to the margins, and we know that, more importantly, our students are a living testament of the vital role we serve in academia. So, I want to congratulate you all and remind you to not believe the hype! Regardless of how much we are talked down and made to feel unimportant, make no mistake that the work that we do is the lifeblood of our institutions. Point blank, period, end of story!

This morning, I will share with you some thoughts that I have on what I am calling the art of moving forward. During our time together, I will share with you some of my journey, some of the lessons learned, and what I see for myself moving forward. Along with this, I would like for us to have a time of conversation and communal care, so I have reserved a portion of my time today to devote to just that. I will let you know that this will not be a traditional keynote address, so I ask that you open your minds, soften your souls, and hear with your hearts what I have been inspired to share.

Now, while I am here before you today, speaking with authority and conviction about the value of our work, I have to be totally transparent. The past several months have been hard. I found myself in such a dark place professionally and personally as I metabolized the state of our field: the never-ending struggles, the crazy legislation, the inconceivable cuts in funding, the ever-increasing workloads, the audacious expectation that we exhaust ourselves providing free labor, the blatant disregard for our humanity and the humanity of our students, all with no end in sight and the sad reality that it will only get worse. And that was just thinking about what is happening within higher education. When I considered what is happening in our country and across the world, all of

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the sadness and all of the sorrow propelled me into total despair. I was paralyzed with grief, with anger, and with fear.

For the first time in my professional life, I was at a complete loss. I had no words of hope or faith, there was no framework or theory from which I could draw strength, there was no new idea or curriculum, or strategy that I could imagine to make things better. I was exhausted, and battle-worn, and just completely resigned. And that feeling of resignation that emanated from the deepest recesses of my heart and my mind was soul-crushing. You see, I had devoted my life to this work. I had studied and toiled and pushed myself to unimaginable levels so that I could make a difference in this field. I had sacrificed so much of my time, so much of my life, for this work only to watch it become unrecognizable in the most atrocious of ways. And for me, the final nail in the coffin was having to sit helplessly by as they erased legislation and legal protections for folks who look like me, for folks who live outside of heteronormativity, for folks who want and need to exercise their reproductive autonomy, and the list goes on and on. I don't know about you but there is nothing more soulless and dark than legislating against folks' humanity. At this point, the only thing I could do was to be angry, to be fueled by my rage, my righteous rage. The only thing I could do was to speak truth to power in meetings–putting it all on the line to hold my superiors accountable. The only thing that I could do was to fight and to rage and to demand that I not be erased. The only thing that I could do was to assert my humanity–pleading to be seen–begging to matter. And when all of the anger and all of the rage proved to be futile, the only thing that I could do then was to cocoon myself in my sorrow. The only thing that I could do was to feel every stroke of my grief. The only thing that I could do was to cry and sometimes the sobs were so deep that they literally took my breath away. And after all the tears were gone, the only thing that I could do then was to rest.

Now, I am not talking about just sleeping in or taking naps or laying around watching tv. I am talking about deep rest, meditative rest, contemplative rest, healing rest, soul-nourishing rest. I am talking about that restorative rest that purges all of the negativity and all of the sorrow and all of the strife. I am talking about that soul rest where you reconnect with who you truly are, your essence, your aura, and all the things that you were before these institutional and world systems stripped you of your identity, your dignity, your humanity. And so, for the past four months, that is what I have been doing. I've been resting. I have been communing with the universe, and with nature, and my ancestors, and my babies, and my family, and my friends, and with anything and everything that is full of light, full of hope, and full of peace. For the past four months, I have traded my work ethic for a rest ethic. I have cultivated rest as a daily and intentional practice. Rest has become my sanctuary, my peace, my prayers, my divine inspiration.

As I emerged from that deep rest, I have been reborn, renewed, I am not the same. I walk different, I talk different, I think different, I see different, I hear different, I am different. I am forever changed. I will never go back to the old me. It is as if I have ascended to a new timeline, a higher vibration. And rightly so, because the fields of literacy, learning, and academic support have changed. Indeed, the entire world has changed. And if we are going to be able to move students forward, we have to first move ourselves forward–personally and professionally. The old rules, the old ways of being, and knowing and doing, are rendered obsolete. And as we all stand at the edge, we really have no choice but to close our eyes, take a deep breath, and leap. And, yes, taking this leap makes us feel unsure, afraid, and utterly terrified but we cannot afford to stay. If we truly want to move forward, we must simply move forward.

I will let you know that this will not be a traditional keynote address, so I ask that you open your minds, soften your souls, and hear with your hearts what I have been inspired to share.

So, let's talk about this leap and what it entails. All of the grief and anger and sorrow and fear and uncertainty are symptoms of the old paradigms falling away. They are symptoms of our transformation–our movement to better, to higher, to more. The beauty of this leap is that it lands us in a place of ascension, authenticity, and embodiment.

Ascension

We have to accept that the old ways are gone. Folks, we are not going back. Reminiscing about and longing for the good old days in literacy, learning, and academic support is a fruitless endeavor. The field is different, the world is different, the students are different, and if we are totally honest with ourselves, we are different. But as we release the old and turn our back on it for good, we must believe that what awaits us, what we can create moving forward is better and more aligned.

Authenticity

We can no longer wear a mask or simply play the game. We cannot do this ourselves and we can no longer ask this of our students. There is no more falling in line or going along to get along. There is no more blind obedience. Folks, we cannot sit back and be complicit in our own exploitation. We have to practice asserting our humanity daily. There is so much beauty and freedom in being who we truly are. This is the essence of ascension–rising above the fray, the systems, the policies, and the programming that strip us of ourselves.

Embodiment

We can no longer talk about and try to enact equity and justice and inclusion and diversity as if these are entities or ideas outside of ourselves. When we do this, they are easily legislated away. We can be told not to teach and not to talk about these things. But when we embody these things, when we make them who we are, they are impossible to erase. Our embodiment of these principles ensures that they exist and thrive in our personal and professional spaces. This embodiment forges community–true community–where everyone is liberated to show up as their highest, most authentic selves.

So, what does all of this look like for me? To be totally transparent, I am still on this journey, and I have yet to arrive at all of the answers. And truthfully, I probably never will. I am learning to embrace the uncertainty and to be comfortable moving into the unknown. For me this is the essence of ascension, of authenticity, and of embodiment. But as I journey forward, there are some things that I do know for sure.

For one, I am done fighting. I am committed to resting–resting in my mind, resting in my body, and more importantly, resting in my spirit. I am no longer begging to be seen and begging for validation that I matter. Instead, I am just going to be over here mattering. I am no longer asking for my Blackness to be acknowledged and appreciated for all its beauty. Instead, I am going be over here basking in the beauty of my Blackness. I am no longer begging for recognition of my humanity. Instead, I am going to be over here being human–fully, freely, and unapologetically.

Along with this, I know that I am different and my work and contributions to this field will look different. I am no longer interested in building the system and teaching other professionals and students how to work within the system. I have divested from the system and any allegiance I once had is gone. From here on out, my focus is being authentic and forging community by inviting my students and my colleagues to be who they truly are. And as the system crumbles around us, we are fellowshipping together and building something new and beautiful.

And finally, I am no longer afraid. I will in no way be silenced or forced to live in the shadow of myself. I will move forward boldly, and I will speak and live in my truth with authority and total conviction. And if by doing so, I lose any stature or prestige that this system has assigned to me, then so be it! As someone who has over twenty years in the field, I am called to midwifery and matriarchy as we bring forth something new. I accept and embrace this calling and I look forward with joy and with expectancy to everything, to all of the beauty, and all of the newness, and all of the liberation this journey will bring.

Now as I close out my talk and move into a time of conversation and community with you all, I want to leave you with a few questions for reflection:

- What does it mean for you to rest? What could a rest ethic look like for you?
- In what ways are you stuck and unable to ascend in your professional and personal life?
- What do you fear in letting go? Instead of considering the worst that can happen, how can you imagine the best that could happen?
- Who are you really? Behind the mask and the veil of "professionalism"?
- What can you envision as a more ascended, authentic, and embodied professional practice?

These are complex questions, with no easy answer. But as you move forward today and over the coming months and even years, I urge you to revisit them again and again.

At this point, I want to open things up for community and conversation. I am happy to answer any questions that you may have on what I presented here today, about my work leading up to this point, or even my thoughts on the future. Whatever is on your heart and mind today is welcome.

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SPECIAL CONTRIBUTION

Unpublished Lessons Learned

Lindley Workman Alyea

https://doi.org/10.58997/6.2sc2

ABOUT THE AUTHOR

Lindley Workman Alyea, MA, *is director of the Student Learning Assistance Center (SLAC) at Texas State University. Lindley recently received the Level IV (Lifetime) designation from ICLCA's Learning Center Leadership program and has more than twenty years of experience in learning assistance center management with primary expertise in Supplemental Instruction. She is actively involved as an SI Associate with the International Center for Supplemental Instruction, is a frequent presenter at state, national, and international professional conferences, and teaches University Seminar courses in addition to being a faculty mentor.*

Disclosure Statement

No potential conflict of interest was reported by the author.

Learning with and from others profoundly impacts my past and present as both student and professional, defining my personal philosophy of learning assistance. As an undergraduate, I believed myself to be a student who led study groups, not one who sought them for my own gain. As a senior, I served as a Supplemental Instructor (SI), stumbling into an SI graduate assistantship when I mentioned starting a master's program in English Literature and job hunting to my then supervisor. Oblivious to the impact of the collaborative experience at the time, I became fully conscious of it when I needed help passing my master's comprehensive exam. I failed the first attempt, my first true test of academic resiliency. After I picked up the Kleenex, I began to question. What did I know (research)? And what did I think (application of the known or meaning)? I knew that my tried and trusted approach to preparation had not held up to the high stakes timed essay test. My second attempt was rogue: I bribed several classmates with beer and a meal, asking them to read and discuss so that I could learn with and from them.

I knew that my tried and trusted approach to preparation had not held up to the high stakes timed essay test.

I held a study group.

Our discussion provided new perspectives and helped forge my conclusions. What did I know (the text)? And what did I think (the meaning)?

Because I find myself asking these two questions so frequently, I can not fathom a learning assistance environment in which cooperation is not crucial. Like all those working in higher education, the internet provides the research of our most recognized scholars (the known). But unlike most, I have been fortunate to learn directly from many of those same individuals (application of the known as meaning).

As a result, my philosophy of learning assistance is that learning with others is the core of our field at every level, from developmental to doctoral to professional. I learned with and from others as an undergrad, as a master's candidate, and in the last 19 years of my work.

While I do not know that it is possible to have absorbed their collective bodies of work, I can say that whether in board meetings, lobby bars, airport shuttles, or fishing boats, the greatest lessons delivered by these authors have been more practical, in candid conversations and mentorship.

Here are the unpublished lessons I have learned directly from scholars—the members of my professional study group over these last many years—all but the last a CLADEA Fellow:

- No matter the circumstance, there is no substitute for careful editing. (Karen Agee)
- Go boldly into new aspects of education and do so with creativity and charm. (Lucy McDonald while wearing earrings she made from thumb drives)
- Be your authentic self. (Russ Hodges hosting CRLA's hospitality suite shirtless under a sparkly vest in Salt Lake City)

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- The greatest names in the field will make time to talk at length to any student who seeks them out and are all the greater for it. (Saundra McGuire and David Arendale)
- There is an inherent need for gold standard research in education. (Norm Stahl)
- The history of the field and its organizations must be shared to shape our direction. (Gretchen Starks-Martin)
- Listen to understand rather than to respond. (Sonya Armstrong)
- Embrace your path with passion and a Hawaiian shirt. (Rick Sheets)
- Give 'em hell – always. (Gladys Shaw)
- The first question to ask is what the students need. (Carol Dochen)

At this moment in my career, I know that I still have so much left to learn, and I can't wait to learn it with and from others.

CLADEA
Council of Learning Assistance and Developmental Education Associations

Congratulations to the Fellows Inducted March 2024

Victoria Appatova and Michael Frizell

The recent induction for Fellows was held at the Association for the Coaching and Tutoring Profession Conference in Charlotte, NC.

Victoria Appatova, PhD, is professor of English at the University of Cincinnati Clermont College. She has more than 30 years of experience in postsecondary literacy instruction and research. She has served as president of the College Reading and Learning Association, co-director for the Teaching Academic Survival and Success national conference, and chair of the College Literacy and Learning Special Interest Group of the International Literacy Association. Her scholarship is focused on postsecondary literacy as well as effective learning environments for different student populations and widening access and participation in global higher education.

Michael Frizell, **MFA,** director of Student Learning Services at Missouri State University, is the chair of the Past Presidents Council for the National College Learning Center Association and editor of their journal, *The Learning Assistance Review*, and their first book, *Learning Centers in the 21st Century*. He holds an MFA in Creative Nonfiction from the University of Arkansas. He writes biographies of the famous and infamous in addition to several fiction titles for TidalWave Comics and writes the forwards to the re-releases of Harold Robbins novels for Oghma Creative Media. His graphic novel, *Bender*, was released in 2018.

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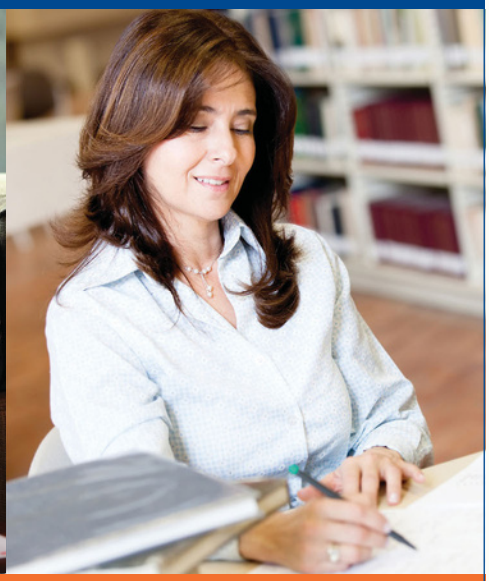

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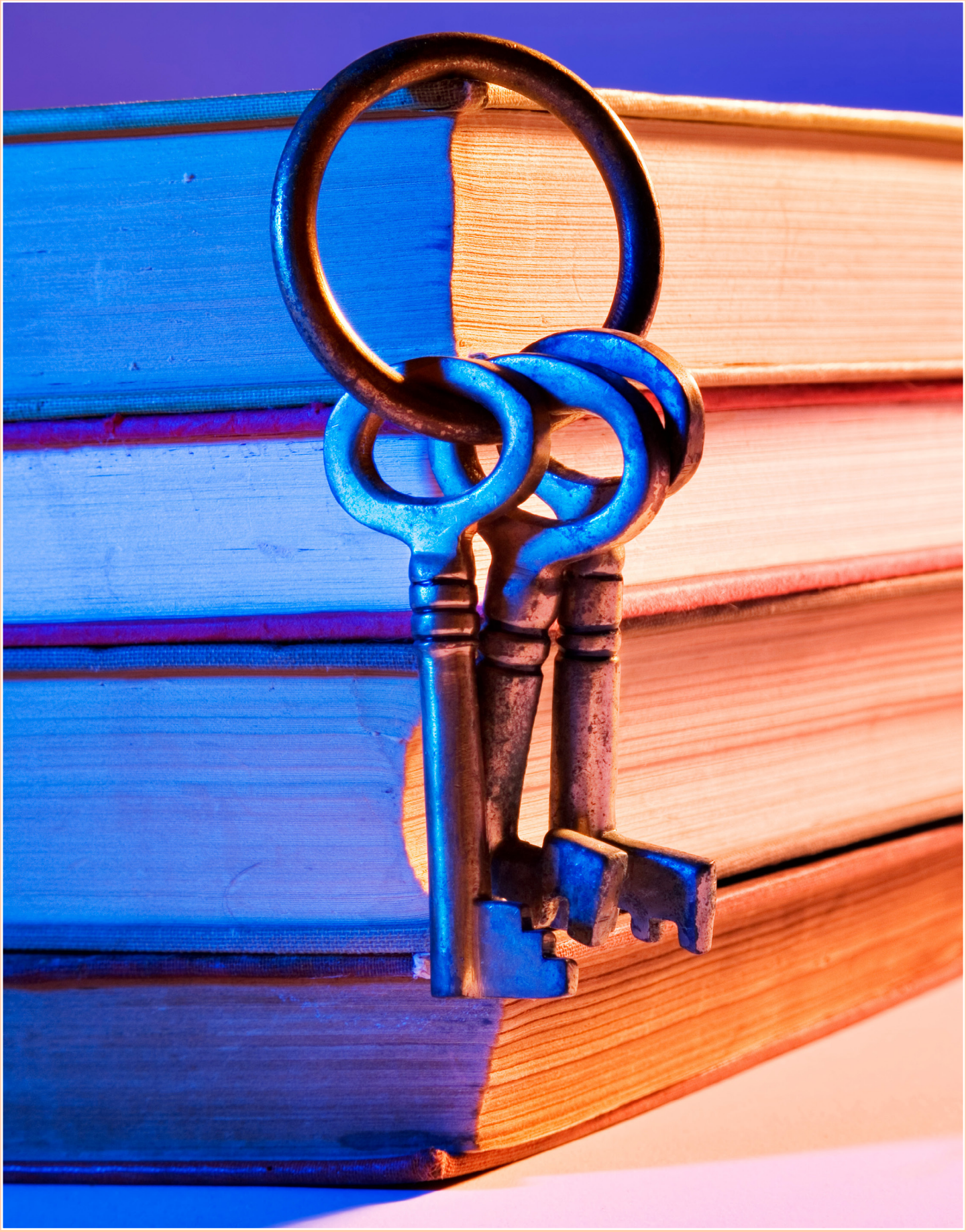

BOOK REVIEW

Academic Coaching: Coaching College Students for Success

Reviewed by Bridgett Lowery

https://doi.org/10.58997/6.2br1

ABOUT THE AUTHOR AND BOOK

Bridgett Lowery *is the academic success coordinator at Bellin College. She holds a degree in Education from Michigan State University and a Master of Arts in History from the University of North Carolina at Wilmington. She oversees the student success space and peer academic coaches while coaching students on academic and executive function skills and creating programming for the college. Lowery teaches history and diversity classes in the general education department and teaches the student success class for both the first-year experience and the Bellin College Health Care Academy. Recently, Lowery was elected as an executive officer for the Wisconsin College Learning Center Association. She is a certified meditation instructor and brings a holistic view to student success.*

Book Information
Howlett, M. & Rademacher, K. (2023). *Academic coaching: coaching college students for success*. Routledge.

Disclosure Statement
No potential conflict of interest was reported by the author.

In *Academic Coaching: Coaching College Students for Success*, Marc A. Howlett and Kristen Rademacher explain the history of academic coaching and outline a comprehensive guide to the components of effective academic coaching and their applications. The book is divided into four parts, with each containing chapters that can be revisited independently for the reader's reference. Each part is rife with examples of conversations with fictitious students, and each chapter ends with various references. As such, this book can serve as a constant touchpoint for student-facing professionals. Howlett and Rademacher achieve their goal of providing "a resource to other higher education professionals who want to expand or incorporate academic coaching into their work" (2023, p. 3).

The origin of campus resources is rarely considered, but Howlett and Rademacher take time to draw connections and distinctions between academic coaching and life and sports coaching. They explain how academic coaching transformed from support for first-generation students and students with ADHD to a service focused on retention and graduation initiatives (Howlett & Rademacher, 2023). As professional academic coaches at the University of North Carolina, the authors conclude Part I by sharing how they shape their professional practices. They pull in various higher education philosophies, such as self-determination and growth mindset, and explain the relevance of each to a student-focused experience. But Howlett and Rademacher do not stop at explanations. They acknowledge that professionals "may want to take a student-centered approach. Yet they may not know how to translate that wish to a method of working with students on a day-to-day basis" (p. 21). That admission leads the reader into the book's most dynamic and valuable part.

Part II, "Academic Coaching Model", begins with the shift when Howlett and Rademacher implemented coaching practices into their student appointments. They explain, "we wanted to facilitate students' long-term growth and development of skills through collaborative, action-orientated conversations" (2023, p. 31). This part of the book builds, piece by piece, the components of effective coaching that keep the student at the center while developing them not only as a student working on a particular subject or habit but as an individual who will continue to grow. This foundation is essential for both novice and experienced professionals. Academic coaches new to the field will benefit greatly from the robust definition of academic coaching and how Howlett and Rademacher dissect each component. The most tenured academic coaches will be well-served to examine their current practices and reflect on how they execute the definition during each student interaction. As Part II continues, a clear picture of what makes effective academic coaching emerges. In a particularly memorable way, the authors assert that students do not "need to be fixed" (Howlett & Rademacher, 2023, p. 43), and viewing them as though they do leads to a relationship with the student like a car and a mechanic. "We kick the tires, run some tests, make repairs, and then send the student car back out on the road. We do the diagnostic work rather than help the student learn how to independently analyze and improve their own situation" (p. 43). The latter part of that analogy is the crux of their argument. It is teased out in the remaining chapters of Part II, which

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spell out how to conduct a coaching session, including questions, self-management, and how to allot time. Part II concludes with a vivid and helpful dialogue between an academic coach and a fictitious student, in which the authors include commentary to provide a framework for a session.

The next part of the book extends the circle of academic coaching. Howlett and Rademacher take coaching out of the learning center and devote two chapters to how faculty and staff can implement Part II's philosophies and best practices in their work with students (2023). Student success professionals know their work cannot be completed in a vacuum. However, articulating why it is essential to collaborate with others and how to go about it is a refreshing and much-needed voice in the academic success conversation. Staying true to a student-centered approach, Chapter 12, "The Great Diversity of College Students," considers the needs of the variety of students on a college campus, including, but not limited to, first-gen students, international students, and transfer students. All the while, Howlett and Rademacher are clear that "overgeneralizing about college students can be counterproductive" (Howlett & Rademacher, 2023, p. 131), and they are steadfast in their argument that the individual student, who is the expert in their lives, remains the focus of each coaching session (2023).

Academic coaching is work that demands a tremendous amount of emotional labor. Howlett and Rademacher could have ended the book after Part III, but they chose to include a final part, "Next Steps," that begins with professional development. As we embrace the journey of students' development, the authors encourage us, as professionals, to remember that "there's always the ability to learn, grow, and improve" (Howlett & Rademacher, 2023, p. 161). The encouragement to take time to reflect on our development is much needed. Introspection was a beneficial way to begin the concluding part. Moreover, since most of the intended audience of this book is learning center professionals, the book wraps up with ideas on building and augmenting academic success programs and training staff.

The origin of campus resources is rarely considered, but Howlett and Rademacher take time to draw connections and distinctions between academic coaching and life and sports coaching.

While much has been written about student success, a resource to guide professionals in executing the work was largely missing. Howlett and Rademacher fill that gap with their rich expertise and highlight the voices of others in the field. Academic coaches, learning center staff of all levels, and professionals in adjacent fields will benefit from reading and revisiting this book.

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Contact: Elaine Richardson, Professor Emerita and IDE Emeritus College Fellow, Chair, South Carolina Prison Education Interest Group at the Emeritus College through emerituscollege@clemson.edu

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