

Acceleration in English

Discussion In Session:

What is happening at Rio Grande? Dev Ed courses without program. Now setting up program. Courses housed in English/Math. Compass and ACT used for placement; one Dev Ed Writing course, one Dev Ed reading course – all multi-level courses. Dev Ed students graduate at 21%. Created three tiers of English: (1) Links Program (ABLE partnership, English and Math), (2) Blended comp/reading, (3) Fundamental Review and Comp I (3 CR, review of Grammar, online component MySkillsLab). Will examine data at end of Fall 2012 Semester.

Questions:

- Fundamental Review and Comp I: TAG? Yes, moving into comp II.
- Three hours of Face to Face is Comp I, and MySkillsLab for grammatical review? Yes, but some skills in classroom, as well.
- Comp I is 3 CR, Fundamental Review and Comp I is also 3 CR, with more time on task for students—1.5 hours / week (??) per student on campus.
- ABLE students FTE: Allow ABLE students to enroll in computer course and student success course.
- How are people handling ABLE? ABLE with a class name and a course number (still without load). Rhodes: Baseline cutscores for reading and math with ABLE referral; a menu of courses that don't have math/reading prereqs. Zane: QuickStart: college success and computer class for free (3-4 CR) alongside ABLE referral, these students are motivated and are retained at higher rates.
- How many have developmental English levels? Integrated vs. Non-integrated. Discussion of integration and credit hours ensued.
- Developmental/College-level Blended? Washington: Blended reading and writing (two levels).
- Low-ability students? One-on-one attention to students. LOW CAPS! Plan for attrition, raises caps. Enrolling the student for multiple semesters in lowest placement is unethical.
- Policy about multiple repeaters? Rhodes: "We have one in math, does that count here?" Yes. It's an extra recitation for the repeaters. COTC: Two strikes policy for ALL courses (not only Dev ED), no more financial aid. Clark: two strikes for all courses without individual advising appt with the dean. Washington: Two strikes for all courses, third registration requires adviser approval.
- Reading students who don't scale, and who work hard, arguably at 70% of completion. How far can they make it, and what do we do about it? Community colleges should have a cut-off for students who shouldn't be in college...ability to benefit. ABLE as the "bad cop" for students who are underprepared. Creating workforce certificates for those who aren't college-ready, but aren't ABLE candidates.

How do we move forward?

- Collect data and put together a repository.

- Completion
- Graduation/Transfer
- Retention
- No summary document exists. We should create living, breathing resource for reference. Sharing what doesn't work, as well.
- Keep the faith – we need to give ourselves and each other credit!!!!

Additional Information on Rio Grande from Dr. Jill Maggs

The University of Rio Grande and Rio Grande Community College's 6 year graduation rate for Developmental Students is 21.12%. The College recognized that they are failing to support developmental students and created a new position, the Director of College Readiness. I accepted this position in July of 2012. The first thing I did was evaluate the dev ed curriculum.

The dev ed English curriculum presented some concerns. Firstly, any student that placed into developmental English went into the same class. For example, students that scored a 5 on the COMPASS test went into the same section as students that placed just below credit bearing. Having such vast disparity in the classroom was difficult on faculty and discouraged students. To alleviate this problem we created new curriculum to meet the needs of students.

We created three tracks of developmental English: LINKS, ENG 10503 Composition and Reading, and ENG 11003 Fundamental Review and COMP 1.

The LINKS courses are non-credit bearing and free to students. Instructors from the state funded Adult Basic and Literacy Education program (ABLE) teach these classes. This course is for the lowest level dev ed student.

ENG 10503 Composition and Reading is a blended reading and writing course. Combing the teaching of reading and writing has proven at other colleges to improve students' learning. This also allowed us to reduce the number of hours students spend in dev ed classes significantly which is considered a best practice for improving the graduation rates of students.

ENG 11003 Fundamental Review and Composition 1, is a hybrid course-combining classroom based face-to-face instruction with computer-based instruction in a virtual learning environment. An intensive grammar review is combined with the teaching of the fundamentals of essay writing. Students who receive a C- or greater place into Comp 2 the following semester.

The literature indicates that allowing high-level developmental students to be concurrently enrolled in both a dev ed class and credit bearing classes helps to motivate students and improves graduation rates.

To summarize the changes, we believe that getting students' skill level up faster and getting students into college level work faster will improve the graduation rate of developmental students. We are going to track the success of these courses and continue to make data driven decisions.

The chart below outlines how we are placing students into the classes. We believe having three levels of remediation will allow us to better meet the needs of students.

ACT	COMPASS	Rio Placement
21 \geq	82 $>$	ENG 11103 Comp 1
17–20	77–81	*ENG 11003 Fundamental Review and Comp 1
12–16	41–76	ENG 10503 Composition and Reading
11 \leq	40 \leq	LINKS

Additional Information on Terra State from Dr. Michael Kapper

Terra State Community College is implementing its combined/accelerated approach to Developmental English in the Spring 2013 term. Previously, Terra State had a two-tiered developmental writing placement with sequential courses (ENG 0800, Elements of Writing I; and ENG 0810, Elements of Writing II); students could place into either course, and would proceed through and from the Dev Ed sequence to a college-level placement (ENG 1020; Introduction to College Composition, a course which counts for all purposes as the first semester of the first-year composition sequence, but provides additional support for those students who either: (1) place slightly below college level, or (2) have completed the Developmental writing sequence). Additionally, Terra State formerly offered ENG 0710 (a Developmental reading course).

The changes made to the Developmental offerings include elimination of the reading course, combining the reading content with the writing content, and — while maintaining the two different writing placements — changing them from a sequence to tracks. The new courses (ENG 0910, “Foundations of English”; and ENG 0920, “Elements of Communication”) will each lead directly to the college-level ENG 1020.

Instead, then, of a two-course (3 CR each) sequence in writing, with the potential for a separate reading course (3 CR) placement, Developmental English students will now be placed into a single course preparing them for college-level work in reading and writing, with the same content covered in both Developmental English Courses. These courses feature the approach

that has proven successful over the years in our First-Year sequence: The content taught in ENG 1050 (College Comp I; 3 CR) is taught in ENG 1020 (Intro. College Comp; 5 CR) with additional instructional time built in. For ENG 0910 and ENG 0920, this will mean that the lower-placement course will be 6 CR and the higher placement will be 4 CR. The table below shows the comparison of CR and terms (semesters) to and through college level with various Developmental Placements.

	Current Placement Structure		Proposed Placement Structure	
	<i>Credit Hours</i>	<i>Semesters</i>	<i>Credit Hours</i>	<i>Semesters</i>
Writing				
<i>Low Placement</i>				
To College-level	6	2	6	1
Through College-level	14	4	14	3
<i>High Placement</i>				
To College-Level	3	1	4	1
Through College-level	11	3	12	3
Reading (with ENG 0720)	3 (6)	1 (2)	—	—
Total to (through) college-level	3-12 (11-20)	1-3 (3-4)	4-6 (12-14)	1 (3)

As Terra State primarily places through Compass (very few of our students have ACT scores), the following table indicates our new placement structure for Developmental English (ENG 0910, ENG 0920) and college-level writing (ENG 1020, ENG 1050) courses. FOC 0810 is our ABLE partnership “course,” and this placement is currently optional (and the course is undergoing revision to serve more as a bridge, which may encourage more students to enroll). Additionally, note that a Developmental reading placement (0-60 on Compass Reading) adjusts the English/writing placement down one step.

Compass Reading	Compass Writing				
	(0-12)	0-21	22-59	60-69	70+
0-60	(FOC 0810)	ENG 0910	ENG 0910	ENG 0920	ENG 1020
61+	(FOC 0810)	ENG 0910	ENG 0920	ENG 1020	ENG 1050

Results of these changes will be made available as they are forthcoming.