Accelerated, Integrated Reading & Writing
Pre-Conference Workshop
Conference on Acceleration in Developmental Education
Costa Mesa, CA June 24, 2015

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http://cap.3csn.org

- http://video.butte.edu/media/ENG-118/Simpsons_OnlyMoveTwice.html

The California Acceleration Project:
Transforming Remediation to Increase Completion and Equity

- All 112 California colleges have participated in CAP workshops on the need to transform remediation

- 59 colleges are participating in CAP Community of Practice and offering English and Statistics pathways that
  - Reduce students' time in remediation by at least a semester
  - Align remediation with college-level requirements
  - Use high-challenge, high-support pedagogy
  - Make no changes to rigorous, transfer-level course (only remediation is changed)

The Problem

- In California, over 70% of first-time community college students who take an assessment test are determined "unprepared for college" in English, math, or both.

- Student Success Scorecards show that these students have significantly lower completion rates than those classified as "college prepared."
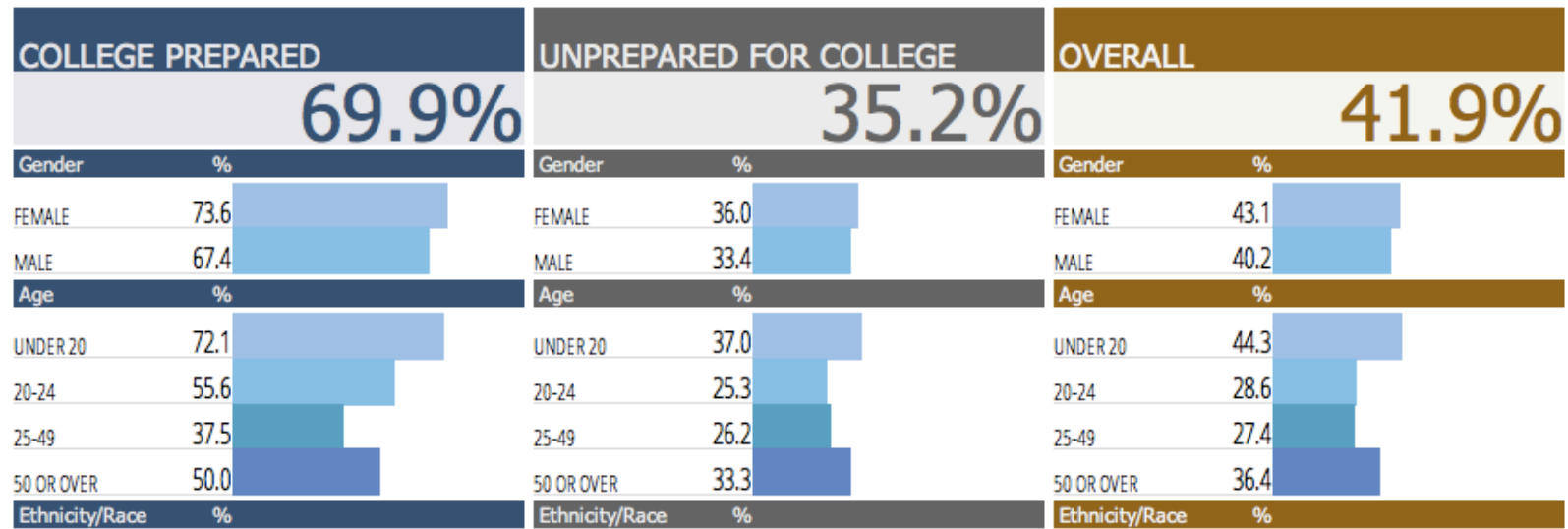
Los Medanos College

| PROFILE | PERSISTENCE | 30 UNITS | COMPLETION | REMEDIAL | CAREER TECHNICAL EDUCATION |

Completion

Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate or transfer related outcomes.

COLLEGE PREPARED		UNPREPARED FOR COLLEGE		OVERALL	
69.9%		**35.2%**		**41.9%**	
Gender	%	Gender	%	Gender	%
FEMALE	73.6	FEMALE	36.0	FEMALE	43.1
MALE	67.4	MALE	33.4	MALE	40.2
Age	%	Age	%	Age	%
UNDER 20	72.1	UNDER 20	37.0	UNDER 20	44.3
20-24	55.6	20-24	25.3	20-24	28.6
25-49	37.5	25-49	26.2	25-49	27.4
50 OR OVER	50.0	50 OR OVER	33.3	50 OR OVER	36.4
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%

Community Colleges' Traditional Approach to Students Considered Unprepared

Community colleges have typically required students classified as "unprepared" to complete 1-4 semesters of basic skills courses before enrolling in college-level English and math. These courses don't count toward credential or transfer.

The Unintended Consequence: Disappearing Students

The more levels of developmental courses a student must go through, the less likely that student is to ever complete college English or Math.

Bailey, Thomas. (February 2009). Rethinking Developmental Education. *CCRC Brief*. Community College Research Center. Teachers College, Columbia University.

Disappearing Students: English

Students' Starting Placement English-Writing	% Completing Transfer-Level English in 3 Years
One Level Below	48%
Two Levels Below	34%
Three or more Levels Below	19%

Statewide data, Basic Skills Cohort Tracker,
Fall 2009-Spring 2012

Disappearing Students: Math

Students' Starting Placement Mathematics	% Completing Transfer-Level Math in 3 Years
One Level Below	35%
Two Levels Below	15%
Three or more Levels Below	6%

Statewide data, Basic Skills Cohort Tracker, Fall 2009-Spring 2012

Disproportionate Impact Across California

- Black and Latino students are much more likely to be placed 3-4 levels below college math:

Black students:	61%
Latino students:	53%
White students:	34%
Asian students:	32%

- Students of color are much more likely to be placed 3-4 levels below college English:

Black students:	25%
Asian students:	19%
Hispanic students:	18%
White students:	8%

Perry, M.; Bahr, P.R.; Rosin, M.; & Woodward, K.M. (2010). Course-taking patterns, policies, and practices in developmental education in the California Community Colleges. Mountain View, CA: EdSource.

Toward Solutions

Questioning the premise that over 70% of students need remediation

A 2012 study of a large, urban community college district by CCRC estimated that 61% of incoming students could earn a C or better if allowed to enroll directly in college English. (Only 19% qualified for college English under the placement test.)

Sample Placement Test Item

Writing a best seller had earned the author a sum of money and had freed him from the necessity of selling his pen for the political purposes of others.

Rewrite, beginning with <u>The author was not obliged</u>

The new sentence will include

A) consequently he earned

B) because he had earned

C) by earning

D) as a means of earning

Problems with Placement Testing

"Colleges generally place students into remedial classes based primarily on a single score on a standardized test. Yet the evidence on the predictive validity of these tests is not as strong as many might assume, and research fails to find evidence that the resulting placements into remediation improve student outcomes."

Core Principles for Transforming Remedial Education:
A Joint Statement
The Charles A. Dana Center at the University of Texas, Austin
Complete College America
The Education Commission of the States
Jobs for the Future

Toward Solutions

Rethinking Multi-Level Remedial Sequences

Attrition in Remedial Sequences: A Structural Problem

<u>If</u> they enroll, students placed 2 levels below college English/Math face 5 "exit points" where they fall away:

- If they enroll, do they pass the first course?
- If they pass, do they enroll in the next course?
- If they enroll, do they pass the second course?
- If they pass, do they enroll in the college-level course?
- If they enroll, do they pass the college-level course?

Students placed 3 levels down face 7 exit points, if they enroll at all.

Illustration: Chabot College

Students beginning two levels below College English:

- If they enroll, do they pass the first course?   66%
- If they pass, do they enroll in the next course?   93%
- If they enroll, do they pass the second course?   75%
- If they pass, do they enroll in the college-level course?   91%
- If they enroll, do they pass the college-level course?   78%

(0.66)(0.93)(0.75)(0.91)(0.78)= 33%

Fall 2006 Cohort. Students tracked from their first developmental English enrollment and followed for all subsequent English enrollments for 3 years. Pass rates includes students passing on first or repeated attempts within timeframe. Basic Skills Cohort Tracker, DataMart.

A Thought experiment: What if more students passed the first course?

How many would complete the college level course?

$(0.66)(0.93)(0.75)(0.91)(0.78) =$ 33%

If 75% passed the first course…

      37%

If 80% passed the first course…

      40%

If 90% passed the first course…

      45%

What if 90% passed and persisted <u>at each point?</u>

$(0.90)(0.90)(0.90)(0.90)(0.90) = 59\%$

Bottom Line

Improving our results *within* the existing multi-level system will never increase completion rates significantly – we must restructure remediation to eliminate the exit points where we lose students.

Evidence from

Accelerated Models in California:

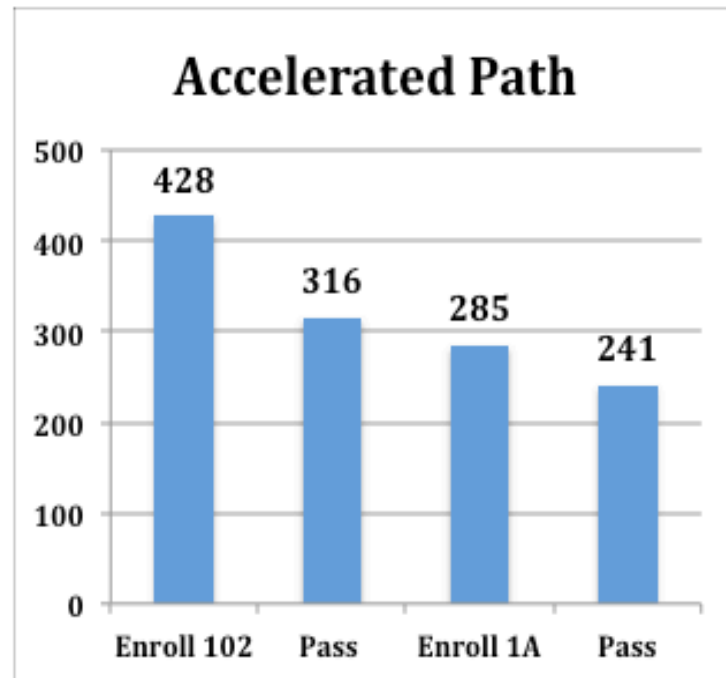Significant Increases in Student Completion
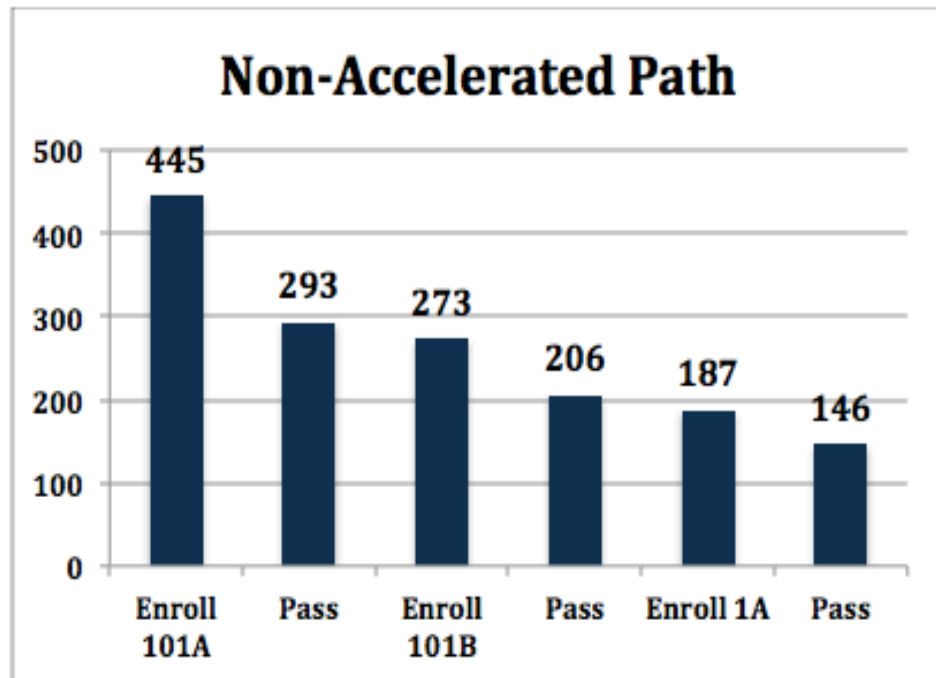
Chabot College
English 102: Reading, Reasoning, Writing (Accelerated)

A 4-unit integrated reading and writing course, one-level-below college English, open to students with any placement score

- Alternative to two-semester, 8-unit sequence

- Students self-place in either the accelerated or two-semester path

- Developed with "backwards design" from college English: Students engage in the same kinds of reading, thinking, and writing of college English, with more scaffolding and support

- Offered since mid-1990s; college has expanded accelerated offerings in last decade so that the course now represents 66%-'75% of entry-level developmental sections

Higher Completion of College English

Fall 2006 Cohorts

Non-Accelerated Path

Enroll 101A	Pass	Enroll 101B	Pass	Enroll 1A	Pass
445	293	273	206	187	146

Accelerated Path

Enroll 102	Pass	Enroll 1A	Pass
428	316	285	241

Students completing college English: 33%   **Students completing college English: 56%**

Data from the Basic Skills Progress Tracker, Data Mart, California Community Colleges Chancellor's Office.
Students are followed for three years from their first enrollment in a basic skills English course (English
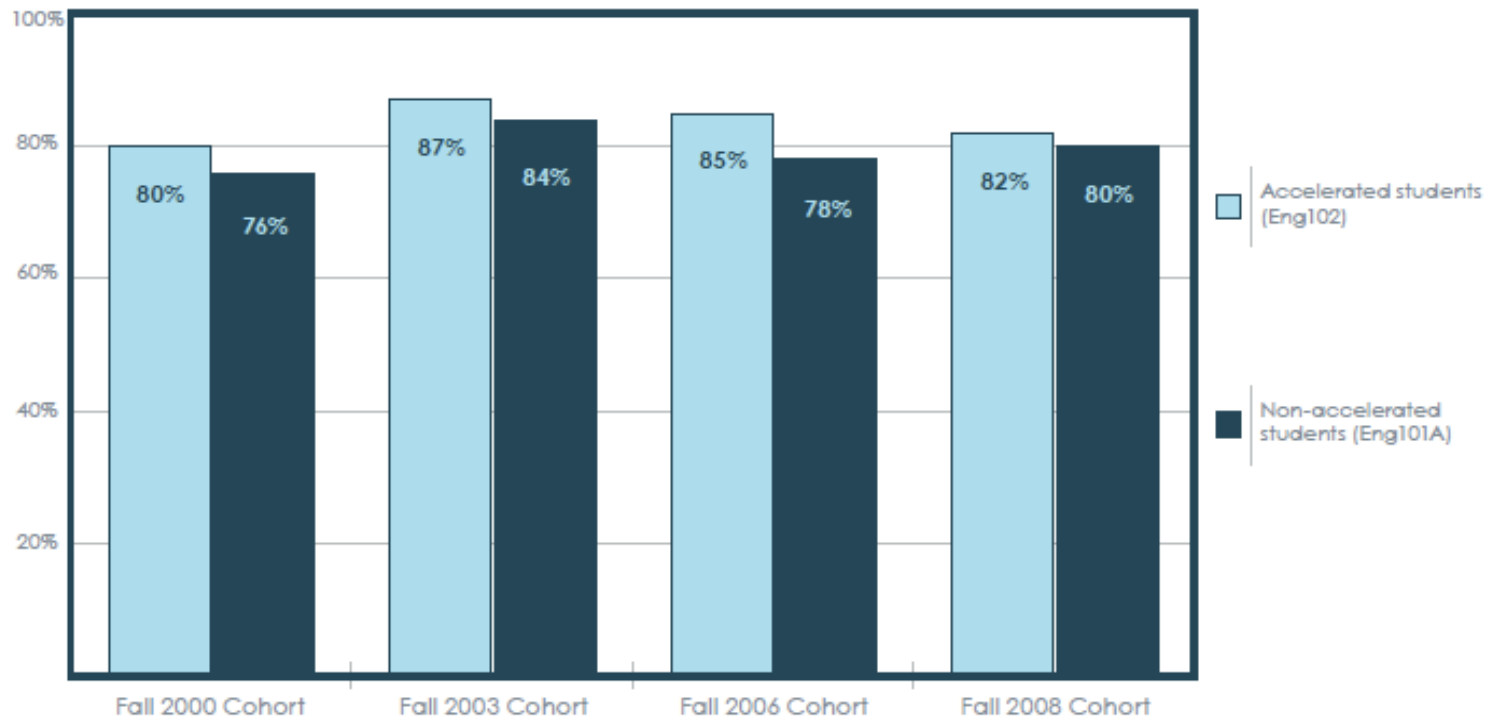101A or 102) and tracked for all subsequent enrollments in English, including repeats.

Higher Completion Consistent Over a Decade
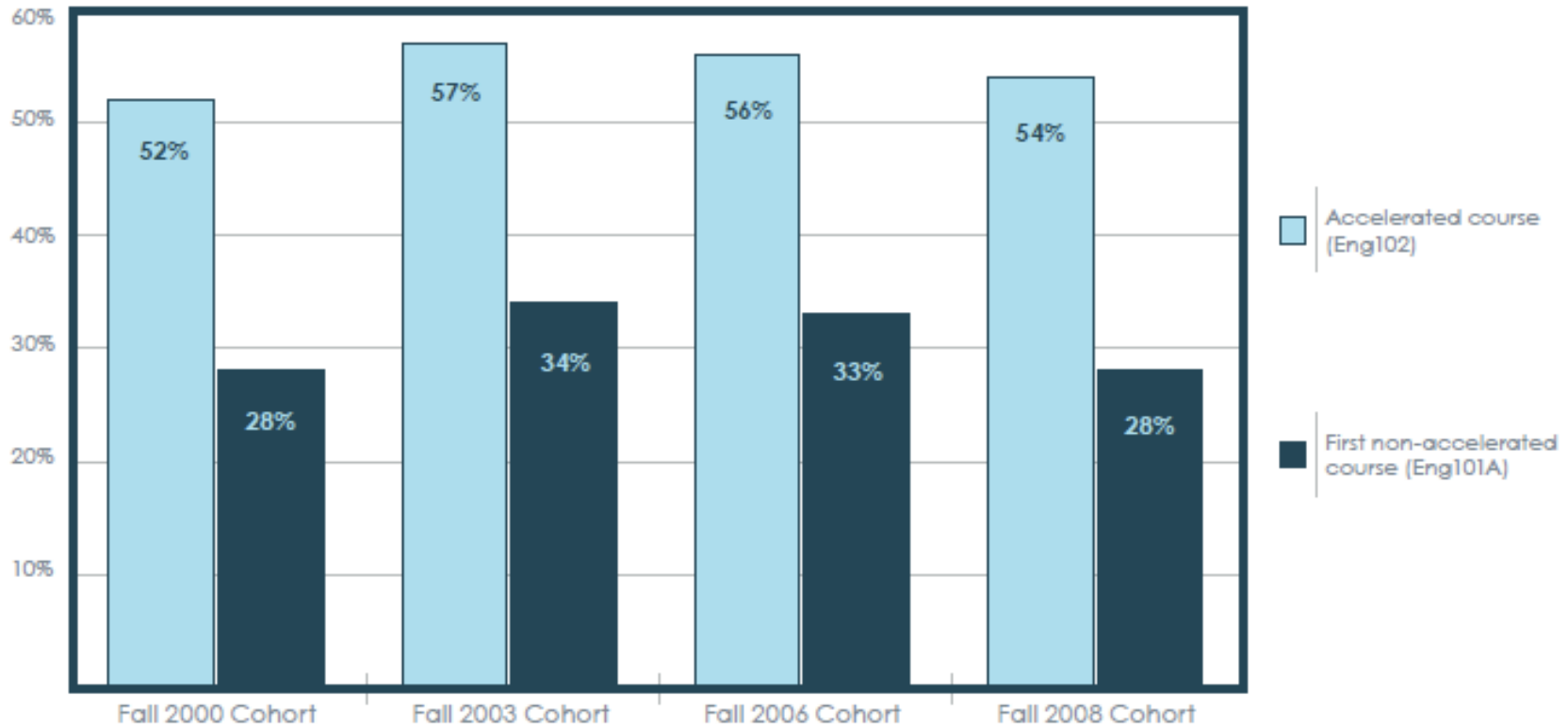
N = 1,605 accelerated students; 1,996 non-accelerated students. [2]

High Success Rates Once Enrolled in College English

Success Rates inside College English (Eng 1A)

Legend:
- Accelerated students (Eng102)
- Non-accelerated students (Eng101A)

Cohort	Accelerated students (Eng102)	Non-accelerated students (Eng101A)
Fall 2000 Cohort	80%	76%
Fall 2003 Cohort	87%	84%
Fall 2006 Cohort	85%	78%
Fall 2008 Cohort	82%	80%

Success = Grades of A, B, C, and CR.

N= 1,058 accelerated students enrolling in English 1A, 772 non-accelerated students.

What about the lowest-scoring students?

Students scoring in the bottom 5% of Accuplacer at Chabot:

- Pass rate in accelerated course:
  48%
- Pass rate in slower-paced course two levels below:
  45%

Is it because stronger students self-select acceleration? Do we know how they do beyond college English?

A study conducted by CCRC used two kinds of statistical modeling to control for pre-existing student characteristics and found that within five years, Chabot's accelerated students were:

- 17-22 percentage points more likely to complete college English,

- 7-10 percentage points more likely to have transferred or qualify as "transfer ready," and

- 4-6 percentage points more likely to have graduated.

Can similar results be scaled to other colleges?

A new quasi-experimental study by the Research and Planning Group examined student outcomes at 16 community colleges piloting accelerated remediation with CAP in 2011-12.

- The study focused on completion of the transferable gateway course

- Accelerated students were compared with students in traditional remediation

- Students tracked for 2-3 semesters after intervention (depending on cohort)

- Accelerated group included 1,836 students in English

CAP Results

Using statistical methods to control for pre-existing differences in student characteristics, they found that:

- Students' odds of completing college English were **2.3 times greater** in high-impact models of acceleration than students in traditional remediation

- "High acceleration models" were those that enabled students to enroll directly in college-level English without additional remedial courses or administrative hurdles (e.g., waiver process).

- "Low acceleration models" shortened the sequence but did not enable successful students to automatically enroll in college English. These models had little to no impact.

CAP Results

Significant completion gains among *all* student subgroups studied, including:

- all ethnic groups
- low-income students
- students who had taken ESL courses
- students who had not graduated from high school
- students with low GPAs
- students with disabilities

CAP Results

- Students saw significant gains, whether they were designated one, two, three, or four levels below college

- Students in the lowest levels saw the largest relative increases in their completion

- "No specific placement level was associated with negative outcomes, indicating that these accelerated pilots adhered to a 'do no harm' principle."

$$- \text{RP Group Researchers Hayward and Willet}$$

How are such impressive results being achieved across colleges?

What's happening in the classroom?

Window into a Classroom

- Video footage from Katie Hern's "Reading, Reasoning, and Writing, Accelerated," Chabot College, Fall 2009

- Students are working collaboratively to understand an excerpt from Paolo Freire's *Pedagogy of the Oppressed.*

- It is week two, the fourth class session of the term. The discussion builds on earlier readings about education by Malcolm X, Krishnamurti, and Mike Rose, along with a study by Jean Anyon documenting serious differences between schools in different socio-economic communities.

- Video at http://cap.3csn.org/teaching

Video created as part of the Faculty Inquiry Network, 2009.
Camerawork by Alexey Dolotov. Editing by Katie Hern & Sean McFarland.

Window into a Classroom

Look through the handout "Window into an Accelerated Classroom," then talk in groups:

- What stands out to you as you look through these course materials?
- What excites you?
- What questions & concerns come up for you?

Handout available online:
http://cap.3csn.org/files/2012/02/Window-into-an-Accelerated-Classroom-revised.pdf

Window into a Classroom

Instructional Cycle

For an integrated reading and writing class

http://cap.3csn.org/files/2012/02/Instructional-Cycle-Integrated-Class-rev-March-19.pdf

Window into a Classroom

Speed Dating

Post-reading activity in which students process the assigned reading in rapidly shifting pairs, clarify misunderstandings, and prepare for upcoming quiz and essay

http://cap.3csn.org/files/2012/02/Speed-Dating-Handout1.pdf

Speed Dating: Round One

Introduce yourself to your date.

Describe what Dweck means by "fixed mindset" and "growth mindset" so that someone who hasn't read the article could understand her ideas.

Speed Dating: Round Two

Introduce yourself to your date.

How do students with fixed mindsets respond to things that are challenging or difficult in school, compared to students with growth mindsets?

Speed Dating: Round Three

Introduce yourself to your date.

How might you apply Dweck's research in your own classroom?

Attending to the Affective

When students aren't successful, the key issue is often *not* their reading and writing skills…

• Handout: Summary of affective practices

http://cap.3csn.org/files/2012/02/Attending-to-the-Affective-Domain-outline-v21.pdf

Thematic Courses

- Thoughts on choosing readings for an academic literacy course – see the CAP website, under Teaching Accelerated Courses – Reading and Writing http://cap.3csn.org/files/2012/01/ThoughtsOnChoosingReading.pdf

CAP Instructional Design Principles

Streamlined developmental curricula should reflect:

- Backward design from college-level courses
- Relevant, thinking-oriented curriculum
- Just-in-time remediation
- Low-stakes, collaborative practice
- Intentional support for students' affective needs

Illustrated in depth in *Toward a Vision of Accelerated Curricula & Pedagogy* (Hern & Snell, 2013).
http://www.learningworksca.org/accelerated-pedagogy/

http://cap.3csn.org

Resources for colleges at all phases of implementation:

- Links to research to help you make the case for change

- Sample instructional materials and "classroom spotlight" articles to help faculty develop and teach redesigned courses

- Videos featuring students and faculty from accelerated English and math courses across California

- News related to remediation reform nationally