

Title of Project: Accelerated English (ENGL 105AX) - Combining English 801A, 801B, and 105 into one semester

Project Lead: Nicole Glick

Contact Info: nglick@lbcc.edu

Project Description:

Purpose:

The purpose for an accelerated curriculum for the English 105AX course is to complete the developmental sequence (ENGL 801A/801B/105) in one semester. Currently, the English Department has offered a Compressed course, combining two levels in one semester, with extraordinary success. However, the Department is keen on shortening the pipeline into one semester. Five English faculty members who teach the compressed courses have enrolled in the one-year training under the California Acceleration Project, and the English 105AX course is being reviewed by the Curriculum Committee for approval/implementation in Fall 2015 or Spring 2016. If the course is approved, the Department will need to train instructors and collect data on the success rates of the regular English sequence, Compressed sequence, and Accelerated course.

Rationale:

The Disproportionate Impact Study indicates that African-American and Hispanic students as well as those over 25 years of age are disproportionately represented among those who fail to complete the required English composition courses. If we can improve the success rates in English composition, we will have an impact on these students. A deeper analysis of this problem is that these students never make it to English 1. According to the Basic Skills Cohort Tracker, over the course of one year (Fall 2013- Fall 2014), students who placed three, two, or one level(s) below English 1 had limited success in making it to or succeeding in English 1.

3-Below (ENGL 801A) started with 890 students. If these students, “successfully” completed all three semesters of developmental English (in consecutive semesters), only 100 attempted English 1 with 83 successfully passing.

2-Below (ENGL 801B) students show the same results, although in smaller numbers, as these students are not placed but must complete 801A as a pre-requisite.

1-Below (ENGL 105) students also show a roughly 50% drop off in attempts and success. While these numbers are better than students beginning in 801A, all results reflect an enormous gap in success.

One of the student equity goals that this project addresses is C, “to increase course completion rates for students in basic skills.” By implementing the accelerated curriculum, the number of students who complete pre-transfer level English composition will increase and the likelihood of success in English 1 and other General Education courses also will increase.

Measure of success/Evaluation Plan: Please explain how the success of this project will be measured. Include possible outcomes, data sources, and assessment techniques.

We will work with the Office of Institutional Effectiveness to use data we collect to conduct a full assessment of our developmental sequences (Traditional, Compressed, and Accelerated). We will look for the differences in retention and success in each sequence and evaluate which sequence is most effective in closing the gap. We are especially interested in those groups impacted disproportionately. The success of acceleration will be demonstrated as more students complete ENGL 105AX and move to the transfer-level ENGL 1 more quickly and successfully.

Along with the initial five faculty members training under the year-long California Acceleration Project, we will need to train other faculty members who teach in the future courses. To properly train our 3 Compressed/Accelerated instructors, we will have routine meetings where questions and discussions of pedagogy, syllabi, lesson plans, and grading standards will be shared. The students' success will be deeply connected to the instructors' engagement with acceleration strategies.

Number of students/staff/faculty served: Please include an estimate of the number of students/faculty/staff who will be served or impacted specifically by this project.

The English Department employs 27 full-time faculty and 85 adjunct faculty. This project should serve as many of these faculty members who want to teach acceleration. The Compressed English sequence currently impacts approximately 100-150 students per semester. If ENGL 105AX is approved, initially the impact will be the same number; however, if the course is expanded, the impact will be felt by more than 1,000 students per semester.

Scale of the project: Describe the potential of this project to impact larger numbers of students if brought to scale or institutionalized. Be as specific as possible as to the number of students who could be impacted.

Initially, the accelerated course would be implemented on a smaller scale based on the training of the five faculty members. If 5 sections are offered, then roughly 150 students per semester would participate. However, if the course is expanded, then it could serve up to 1,000 students, depending on classroom and instructor availability. The course will have an immediate impact, particularly to those students who placed three- or two-below English 1. It will shorten the pipeline to enter transfer-level English and other General Education courses.

Duration: Please provide a detailed timeline for the project, including start date, dates for data collection to inform the project evaluation, and an end date. If multiple phases are proposed, the completion date for each phase should be included.

Five full-time faculty are currently training under the California Acceleration Project. If the course is implemented in Spring 2016, these faculty members will meet on a regular basis during Fall 2015 and Spring 2016 to strategize, plan, and evaluate initial data on the pre-transfer level sequences.

If the accelerated courses are expanded, these meetings will include other faculty members and will offer training in accelerated pedagogy. Thus, this project is anticipated to continue for at least one to two years (Fall 2015-Spring 2017) as more faculty choose to teach these courses.

Likewise, each semester, the initial faculty group will convene to analyze data and assess the project. The Department would like to extend the analysis for a three-year period for a more effective outlook on the project's success. Thus, if possible, data collection and analysis would extend through Spring 2018.