History, Progress, and Process:
Corequisite English at San Diego Mesa College

Wendy Smith | Hai Hoang
RP Conference 2018
“Now they will rest before shouldering the endless work they were created to do down here in paradise.”
Toni Morrison, *Paradise*
Meet Diana Solares
Background

“It was a dark and stormy night… ”
Integrated Reading, Writing and Reasoning
No floor 4 units

1A: College Composition
3 units
R5 and W5

Academic Literacy
2 units
R3 and W3

One-Below Reading
3 units
R4

One-Below Writing
3 units
W4

Two-Below Reading
3 units
R3

Two-Below Writing
3 units
W3

English Placement: Accuplacer

Before: Pathways
Before: Accuplacer and Equity

First-time students with placement levels; 3-cohort average (2011/12, 2012/13, and 2013/14)
Source: SDCCD Information System
Before: 16% Passed 1A Within One Year

Source: CCCC Basic Skills Cohort Tracker
What to do?

Three High Leverage Strategies

1. Change placement policies to allow more incoming students to enroll directly in transfer-levels (AB705)
2. Accelerate remediation
3. Design and implement concurrent-enrollment support models
The Mesa Story

“To be the leading college of equity and excellence”
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2010:</td>
<td>One-below-transfer accelerated English</td>
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<td>No students directed to Accuplacer</td>
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</table>
Fall 2010: Acceleration

1,747 Students

Enrolled 2 below
Complete 2 below
Enrolled 1 below
Completed 1 below
Enrolled 1A
Completed 1A

16% One year progress?

27% Pass 1A
466 Students

556 Students

Enrolled accelerated
Completed accelerated
Enrolled 1A
Completed 1A

47% Pass 1A
263 Students

Source: CCCCO Basic Skills Cohort Tracker, Fall 2010 –Spring 2016 cohorts; students tracked for 3 primary terms after their initial course enrollment
- Sept 2010: One-below-transfer accelerated English
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Design and Implement Concurrent Enrollment Support Models

- **Learning Community 101**
- 1A + 2-unit coreq (aka *English 101X*)
- Courses taught concurrently by same professor
- 47 sections offered since Fall16
Coreq: Professional Learning

- AIM: Acceleration Innovators
- Community of Practice
- CAP Principles of Design
- Ongoing dialogue / shared resources
- Self-sustaining
- Compensated
Coreq: One Year Result

One-year throughput rates for English …

47% → 80%

Source: Fall 16-Fall 17 Basic Skills Progress Tracker Tool (1 level below vs 101X)
especially the traditionally underserved

<table>
<thead>
<tr>
<th></th>
<th>1-Below</th>
<th>101X Co-Req</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African American</strong></td>
<td>![icon]</td>
<td>![icon]</td>
</tr>
<tr>
<td><strong>Latinx</strong></td>
<td>![icon]</td>
<td>![icon]</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>![icon]</td>
<td>![icon]</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>![icon]</td>
<td>![icon]</td>
</tr>
</tbody>
</table>

Source: Fall 16-Fall 17 Basic Skills Progress Tracker Tool (1 level below vs 101X)
Basic Skills English-Writing Progression
Starting 1 level below-1 year rate

Source: CCCCO Basic Skills Cohort Tracker; Note: ENGL 031 students tracked for 1 term only
• Sept 2010: One Below Transfer accelerated English
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TESTING CENTER

Assessment
Frequently Asked Questions
Sample Tests
Schedule
Staff

CONTACT

Student Services Building
Second Floor, I4-201
619-388-2718

Monday - Tuesday:
8:00am - 7:00pm
Wednesday - Thursday:
8:00am - 6:00pm
Fridays:
8:30am - 3:00pm

WHAT IS THE PLACEMENT ASSISTANT?

The Placement Assistant is an alternative assessment tool that can be used instead of an assessment test. The Assistant takes into account multiple measures, including your high school GPA, highest English and math courses completed, and the major you think you’ll declare in college. Upon completion,
Have you graduated from High School in the past 10 years? NO
Continue regardless of class/grade

What was the last English class you’ve completed, and what grade was received?

What is/was your cumulative High School GPA?

- If >= 2.6, Transfer Level English
- If <2.6, English 47a or English 101x
English MMAP Logic Tree

Placement

> 2.6

- 1A
- 3 units

< 2.6

OR

- 1A
- 3 units

- Accelerated
- 4 units

+ 2-unit co-req

1A
3 units
MMAP Placements

July 2017 – Jan 2018

Source: Caspio (Placement Assistant) Origin data
Note: Only includes students who received a valid placement

Placed in Accelerated / Coreq: 19%
Placed in 1A: 81%
Transfer-level English Placement

Includes Placement Assistant and Accuplacer between 9/28/16 - 9/27/17

Before PA = 2,440
After PA = 1,325 (800 PA, 525 Accu)

Bar chart showing the percentage of placement before and after the Placement Assistant for various ethnic groups and categories.
Students Attempt Transfer Level Earlier

Fall 2017 English 1A

<table>
<thead>
<tr>
<th>Number of previous English attempts</th>
<th>Number of previous English successes</th>
<th>Number of previous PreTransfer attempts</th>
<th>Number of previous PreTransfer successes</th>
<th>Number of semester completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>0</td>
<td>0.8</td>
<td>0</td>
<td>1.2</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0.6</td>
<td>0</td>
<td>3.3</td>
</tr>
<tr>
<td>0.5</td>
<td>0</td>
<td>0.5</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
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San Diego Mesa College Institutional Research
Sept 2010: One-below-transfer accelerated English
May 2015: Baltimore model of co-req English
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Something fun here...
Implementation

Making it all happen
Resistance Alerts

- Title 5 won’t allow it!\(^1\)
- It won’t articulate!\(^1\)
- Students need more time!\(^2\)
- Students will game the system!\(^2\)\(^3\)

\(^1\)Classic obstacle alert!
\(^2\)Concern trolling alert!
\(^3\)Territorialism alert!
What We Wish We’d Known

• ALP isn’t workable for FTES-funded colleges (we tried!)
• Resistance shows up in indirect/unusual ways, but so will support (football coach?!)
• All areas of the college will be impacted
• Double whatever counselor outreach you believe necessary
• Provide paid professional development
• First two weeks can be tricky as students/faculty/admissions navigate the new system: stay in touch!
• Present the argument (with data) to everyone
HAVEN'T STARTED YOUR MATH OR ENGLISH COURSES AT SOLANO?

GOOD NEWS!

Save time and money by getting reevaluated by the Counseling Department using Solano’s NEW PLACEMENT PROCESS. You may require LESS math or English courses than you think.

Make an appointment with Counseling
• Call:
  Main Campus (707) 864 – 7101
  Vallejo (707) 642 – 8188
  Vacaville (707) 863 – 7872
• Book within My.Solano
• Visit the Main Campus Building 400, Room 404

TIP: Bring the information from your high school transcript for the most appropriate placement
Let them in!

And let more students succeed.
Change Placement Policies

- MMAP Rules-Based
- Self-Reported HSGPA
- Last course taken and grade
What about low-scoring students?

![Bar Graph Showing Results of TBR Co-requisite Writing Full Implementation](chart.png)

- **Pre-requisite Model: Fall 2012 Cohort**
  - 12: 22.0%
  - 13: 25.3%
  - 14: 27.8%
  - 15: 33.2%
  - 16: 36.9%
  - 17: 37.8%
  - No ACT: 25.1%
  - Total: 30.9%

- **Fall 2015 Full Implementation**
  - 12: 49.3%
  - 13: 52.4%
  - 14: 61.1%
  - 15: 62.9%
  - 16: 64.1%
  - 17: 66.2%
  - No ACT: 56.5%
  - Total: 58.7%
Benefit to All Students

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
## Potential issues for Corequisite

### LCOM 101 Enrollment

<table>
<thead>
<tr>
<th>101</th>
<th>31</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>OK for 101?</td>
</tr>
<tr>
<td>Fail</td>
<td>Pass</td>
<td>Petition to retake LCOM 101</td>
</tr>
<tr>
<td>W</td>
<td>Fail</td>
<td>Retake course</td>
</tr>
<tr>
<td>Fail</td>
<td>W</td>
<td>Retake course</td>
</tr>
<tr>
<td>Pass</td>
<td>W</td>
<td>OK for 101?</td>
</tr>
<tr>
<td>Enroll/drop 31</td>
<td></td>
<td>Eligibility for 101 goes away</td>
</tr>
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