TIME TO SCALE:
ADVICE FOR GROWING YOUR INNOVATIVE PROGRAM FROM A COLLEGE THAT HAS BEEN THERE, DONE THAT

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Strengthening Student Success
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THE HISTORY OF IRVINE VALLEY COLLEGE’S WRITING SEQUENCES

TRADITIONAL SEQUENCE  
(SINCE LONG AGO)

Transfer Level
Writing 1:  
College-Level Writing  
(4 units--.5 unit lab optional)

1-Level Below Transfer
Writing 201:  
3 units plus a .5 unit lab

2-Levles Below Transfer
Writing 301:  
3 units plus a .5 unit lab

3-Levles Below Transfer
Reading 370:  
3 units plus a .5 unit lab

ACCELERATED SEQUENCE  
(SINCE FALL 2012)

Transfer Level
Writing 1:  
College-Level Writing  
(4 units--.5 unit lab optional)

ESL SEQUENCE  
(SINCE FALL 2014)

Transfer Level
Writing 1:  
College-Level Writing  
(4 units--.5 unit lab optional)

ESL 201:  
5 units plus a .5 unit lab

ESL 301:  
5 units plus a .5 unit lab

ESL 370:  
5 units
Writing 1
Transfer-level writing
4 units
(placement, HS GPA 3.0, or pre-reqs)
optional .5 unit Writing Center

Writing 201
One-level-below
(placement or HS GPA 2.6)
3 units
.5 unit Writing Center
cot-req

Writing 399
Two-levels-below
(open access)
5 units
.5 unit Writing Center
cot-req

Writing 302
Coreq. for students
who place
one-level-below
2 units
.5 unit Writing Center
cot-req

IVC’S CURRENT WRITING SEQUENCE (AS OF F2017)
WHAT IS AB 705?

- Requires community colleges to use high school grades in English/math placement and maximize students’ likelihood of completing transferable, college-level courses within one year.

- Prohibits colleges from requiring remedial courses that lengthen students’ time to degree unless placement research shows that they are “highly unlikely” to succeed in transfer-level courses.

- Provides for colleges to require students to receive extra support in corequisite models instead of stand-alone remedial courses.

- Passed the CA Assembly unanimously in June, passed the Senate Education Committee unanimously in July, passed the Senate Appropriations Committee unanimously in August, and passed both houses of the state legislature unanimously in September. It is now waiting for Governor Brown’s signature.
HOW DO YOU GAIN SUPPORT FOR RADICAL CHANGES QUICKLY?

Change Departmental and School Culture from One of Student Deficit to One of Student Capacity

Build Support Among Colleagues

Develop a Local, Collaborative, Cross-Departmental Training Program

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Change Departmental and School Culture from One of Student Deficit to One of Student Capacity
Let's play school! I'll pretend to be a teacher analyzing disaggregated student data, and you can pretend to be a student taking a standardized test!

BUILDING SUPPORT AMONG COLLEAGUES
Tip #10: Share both quantitative and qualitative data.

Quantitative Data:

- Although course success rates tell part of the story, they don’t tell the whole story.
- Focus on throughput—completion of the transfer-level course based on starting point.
COURSE SUCCESS RATES DON’T TELL THE WHOLE STORY

What they do tell us:
• How many students were successful in a given course
• That students who place below transfer-level can succeed in transfer-level courses with support

What they don’t tell us:
• How much they improve completion of the transfer-level course for students who would have been placed in traditional remedial courses
Example: IVC F2014, WR301 Cohort (2-levels below):

- # Students enrolled WR301 (2-levels below): 335
  # Student Successfully Completed WR301: 258
  WR301 Success Rate: \( \frac{258}{335} = 77\% \)

- # Students enrolled WR201 (1-level below): 191
  # Students successfully completed WR201: 164
  WR201 Success Rate: \( \frac{164}{191} = 85.8\% \)

- # Students enrolled WR1 (transfer-level): 136
  # Students successfully completed WR1: 117
  WR1 Success Rate: \( \frac{117}{136} = 86\% \)

Throughput Rate = \( \frac{\# \text{ students completed transfer level}}{\# \text{ students enrolled 2-Levels below}} = \frac{117}{335} = 34.9\% \)

Exit Point 1:
Students who never enroll in a class as a result of the placement they receive

WR301 Success Rate: \( \frac{258}{335} = 77\% \)

Exit Point 2:
% Students Eligible to Enroll in WR201 vs. # actually enrolled = \( \frac{191}{258} = 74\% \)
= -67 students

Exit Point 3:
% Students Eligible to Enroll in WR1 vs. # actually enrolled
= \( \frac{136}{164} = 82.9\% \)
= -28 students
### Who Is “Highly Unlikely to Succeed” in Transfer-Level English?

<table>
<thead>
<tr>
<th>11th Grade Cumulative High School GPA</th>
<th>Average Pass Rate in Transfer-Level English</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA below 1.9</td>
<td>43%</td>
</tr>
<tr>
<td>GPA 1.9-2.6</td>
<td>49%</td>
</tr>
<tr>
<td>2.6 and above</td>
<td>73% and higher</td>
</tr>
</tbody>
</table>
**How do we maximize students’ likelihood of completing transfer-level English in one year?**

Sample analysis from San Diego Mesa College

<table>
<thead>
<tr>
<th>Students’ Initial Enrollment in English</th>
<th>One-Year Transfer-Level Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Levels Below Transfer (N=67)</td>
<td>13%</td>
</tr>
<tr>
<td>Fall 2016-Spring 2017</td>
<td></td>
</tr>
<tr>
<td>One Level Below Transfer (N=1180)</td>
<td>37%</td>
</tr>
<tr>
<td>Fall 2016-Spring 2017</td>
<td></td>
</tr>
<tr>
<td>Transfer-Level English with Corequisite Support</td>
<td>74%*</td>
</tr>
<tr>
<td>3-unit course linked to 2-unit corequisite for students who would traditionally have been placed 1-2 levels below transfer HS GPA below 2.6 (N=300)</td>
<td></td>
</tr>
</tbody>
</table>

* One-semester pass rate
At San Diego Mesa College, “remedial” students who enroll in the transfer-level course with corequisite support are two times more likely to pass the transfer-level course in one semester than their peers who enrolled in the traditional one-level-below course are in one year.
At Irvine Valley College, during our Multiple Measures Pilot, we surveyed both students and faculty in our writing classes at the beginning, middle, and end of the semester:

• We asked faculty if they felt each student was placed correctly, should be placed lower, or should be placed higher.
  • For transfer-level, faculty believed 88% of students who were “bumped” into transfer-level due to high school GPA were correctly placed.

• We asked each student if he or she felt he or she was placed correctly, should be placed lower, or should be placed higher.
  • For transfer-level, 95% of students who received the GPA bump believed they were placed accurately.

• At the end of the semester, we also asked faculty to share reasons why students did not pass or withdrew from the course:
  • High skills, low effort—not turning in homework, etc
  • High effort, but lack skills
  • Would have been better served in the ESL sequence
  • Medical issues/family issues/work got in the way
  • Other
Tip # 9: Give Colleagues Time to –

1. Process:
   - Data (local, state, national)
   - How structure of sequence will change
   - How changes will impact scheduling
   - Teaching-style/pedagogy may change
   - How it will affect the make-up of their classes
   - Change their assumptions about students

2. Ask LOTS of questions

3. Object

4. Suggest
BUILDING SUPPORT AMONG COLLEAGUES (CONT.)

**Tip #8:** Have both informal and formal conversations with colleagues.

**Informal:**
- Check out this cool thing we’re doing in class!
- Look at what my students can do!
- Remember, these students would have been placed 1 (or 2 or 3) levels below transfer-level. Look what happens when we raise expectations!

**Formal:**
- Get yourself and your program on the agenda for department meetings.
DEVELOPING A LOCAL, COLLABORATIVE, CROSS-DEPARTMENTAL TRAINING PROGRAM

THIS IS YOU

AFTER YOU HAVE COMPLETED YOUR TRAINING
TIP #7: COLLABORATE ACROSS DEPARTMENTS

English, reading, and ESL working together:

• Dual minimum qualifications for teaching integrated reading and writing courses
• Writing CORs together
• Building course materials together
• Collaborative training

DEVELOPING A LOCAL, COLLABORATIVE, CROSS-DEPARTMENTAL TRAINING PROGRAM

NEXT STOP

COLLABORATION STATION!
DEVELOPING A LOCAL, COLLABORATIVE, CROSS-DEPARTMENTAL TRAINING PROGRAM (CONT.)

Tip # 6: Discover and share pedagogical principles.

IVC shares and uses California Acceleration Project’s (CAP) 5 Principles of Acceleration*:

- Backwards Design
- Relevant, Thinking-Oriented Curriculum
- Support for Affective Issues
- Just-in-Time Remediation
- Low-Stakes, Collaborative Practice

*Taken from “Toward a Vision of Accelerated Curriculum and Pedagogy: High Challenge, High Support Classrooms for Underprepared Students” by Katie Hern and Myra Snell
Tip # 6 (cont.): Discover and share pedagogical principles.

At IVC, we:

1. **Hold Regular Workshops/Trainings**
   - Summer (2-days, with ESL)
   - Pedagogy
   - Sample Activities
   - Materials Preparation
   - Winter break (1-day, curriculum review)
   - Monthly (approx. 2 hours – “Group Therapy,” norming, curriculum review, guests – DSP&S, Counseling,

2. **Create Continuity & Consistency**
   - community of practice
   - curriculum and lessons
   - mentorship

3. **Schedule Group Therapy**
Tip #5: Create an instructional cycle.

Creating an instructional cycle helps give the classes structure and consistency across multiple sections while allowing freedom for individual instructors to innovate within the cycle.
**Pre-Reading Activities:** In-class activities or discussions to activate the students’ background knowledge on the topic. The teacher provides guidance regarding what to pay attention to, key terms that may be unfamiliar, and portions of the text that students may find challenging.

**Open Book Quiz:** Students move from informal and oral discussions to explaining key ideas in their own writing. The quiz also provides incentive and accountability for completing the reading.

**Essay Writing Workshops:** Students move from explaining discrete portions of the reading to integrating, synthesizing, and building arguments. Students must articulate and support their own perspective while demonstrating a clear understanding of the readings. Students perform peer evaluations and self-evaluations while the teacher conducts one-on-one conferences to discuss preliminary drafts.

**Final Draft:** On the day the students submit the essays, the teacher initiates just-in-time remediation activities, allowing students time to edit their essays and write self-reflections on their writing process. As the next cycle begins, the teacher uses the common rubric to evaluate the essays, using a high pass, pass, low pass, and no pass model.

**Post-Reading Activities:** In-class group activities for students to process, clarify, and engage with ideas from the readings. These practices include group discussions, debates, and games, such as “speed-dating” and poster presentations.

**At-Home Reading Activities:** Students complete guided practices to increase their awareness of strategies for approaching academic reading, reasoning, and writing. These include writing directed summaries, completing double-entry journals, and annotating text.

**IVC’S INSTRUCTIONAL CYCLE**
Tip #4: Provide model curriculum and develop shared tools.

1. Grid of Gold
2. Shared Resource Pages
3. Curriculum Directors (Colleague Mentors/Point Person)
CHANGING DEPARTMENTAL AND SCHOOL CULTURE FROM ONE OF STUDENT DEFICIT TO ONE OF STUDENT CAPACITY
Tip #3: Have a point person/people to address questions from within the department and across campus.

This person should:

• Ask to attend meetings across campus, such as counseling, new faculty orientation, Board of Trustees meetings, etc.
• Attend meetings to address questions/concerns as they come up.
• Be ready with presentations that can be used on the fly.
• Be knowledgeable about both local and statewide data and trends in acceleration.
How do DSPS students do in accelerated classes on our campus?

All students tracked from Spring 2014 to Summer 2015

Data taken from the Basic Skills Cohort Tracker
(http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx)
CHANGING DEPARTMENTAL AND SCHOOL CULTURE FROM ONE OF STUDENT DEFICIT TO ONE OF STUDENT CAPACITY (CONT.)

Tip #2: Trust the Data aka We Are Not Special Snowflakes

We have enough statewide and national data on the success of the various acceleration strategies.

We do not need to run pilots!

The RP Group's Multiple Measures Assessment Project

The California Acceleration Project's website

Columbia University's Community College Research Center
In Fall 2015, Tennessee stopped offering stand-alone remedial courses in English and math.

Students who did not meet college readiness criteria enrolled in college-level courses with additional support.

Completion of the transfer-level course doubled in English and quadrupled in math in half the time.
“What about the lowest scoring students?”

While outcomes were better for higher-scoring students, completions rates still more than doubled for the lowest-scoring students.
Course success rates remain fairly steady across the levels (yellow bars).

Throughput increases dramatically based on starting point (gray bars).

Aligns with what we know about multi-level remediation sequences—the lower a student places, the less likely he or she is to complete the transfer-level course.
Solano College went from placing 18% of students directly into transfer-level courses to placing almost 70% of students directly into transfer level in Fall 2016 (rose to 85% in Fall 2017).

Pass rates remained steady at around 70%; however, this greatly increases completion when compared to the traditional throughput.
COMPARE YOUR SCHOOL’S OUTCOMES TO LARGE-SCALE STUDIES

- IVC’s Multiple Measures Pilot results line up exactly with statewide data from MMAP:
  - Using a GPA of 3.0 for placement into transfer level resulted in a pass rate of 85%. MMAP predicts a 70% pass rate in transfer-level with a 2.6 overall high school GPA.
  - Students who received a “GPA bump,” meaning their GPA placed them higher than the test, had the highest pass rates.
  - Students whose test scores placed them higher than their GPA had the lowest pass rates.
CHANGING DEPARTMENTAL AND SCHOOL CULTURE FROM ONE OF STUDENT DEFICIT TO ONE OF STUDENT CAPACITY (CONT.)

• **Tip #1**: Accept this is an on-going discussion.

Things to keep in mind:

• **Think of the iPhone!** Some people will be early adopters; others will be late adopters

• **Continue to:**
  • Collect and share data: you may need to continue to justify program even after full-scale up
  • Write case studies of students
  • Provide consistent training
  • Develop your community of practice
  • Share info/data with colleagues

• **Don’t be afraid to change direction**

• **Find a “Safe Venting Zone”**
QUESTIONS?

IF YOU HAVE ANY QUESTIONS
PLEASE ASK THEM MEOW

questions