Opening Access to Freshman English through Guided Self-Placement and Enhanced Instruction

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About Fullerton College
Curricular Changes in English

• 2011: Exploration and piloting of acceleration
• 2014: First offering of English 99: Accelerated Preparation for College Writing; no longer offer three levels below transfer
• 2016: Awarded BSSOT Grant to support direct placement efforts
• 2016: Piloting guided self-placement presentations and direct placement into college writing (English 100 Enhanced Instruction)
• 2018: No longer offer two levels below transfer
• 2019: First offering of English 101: Enhanced College Writing; no longer offer one level below transfer

Support Program Development

• BSI: Created Entering Scholars Program in 2011 and support Supplemental Instruction in basic skills classes
• SSSP: Increased offerings of group advising sessions to responds to SSSP requirements for student educational plans
• Student Equity: Funded transfer-level sections of ESP, centered equity in planning and assessment of programs
English goals:

1. All students participate in guided self-placement by 2021

2. Through guided self-placement, a greater number of students will complete transfer-level English courses

3. 100% of students will place into college-level English by fall 2021
On our campus, BSSOT funds...

- Embedded tutors in sections of English 100 Enhanced Instruction
- Reassigned time for faculty piloting 100 EI
- Compensation for faculty coordinating embedded tutoring in their classes
- Administrative support for the embedded tutoring program
- Reassigned time for faculty coordinator for the first three semesters of the grant
English 100 Enhanced Instruction (Engl 101)

- Meets for five hours per week (5 lecture units)
- Has same outcomes and SLOs as traditional college writing with additional outcomes and an SLO focusing on reading, writing, and research processes and student success skills
- Incorporates accelerated pedagogy and reading apprenticeship strategies
- Attention to the affective domain, low-stakes collaborative practice, challenging, college-level reading and writing tasks, just-in-time remediation and backward design
- Additional support from embedded tutor, academic counselor, and student support professionals
English Guided Self-Placement Video
Counseling Role

- Collaboration: Counseling collaborated with BSSOT staff, Humanities Dean, Faculty, and with the Office of Institutional Effectiveness to make this a success.
- Recruitment Efforts: Communication on new English Enhanced Instruction (EI) classes was incorporated in various presentations to students.
- Process: Placement Protocols and Multiple Measures (MM)
- Troubleshooting: Using existing pop-up procedure for students in two-level below class in fall 2018
Counseling: Collaboration

- Required details from Humanities for recruitment efforts for the new English EI classes regarding specifications (section numbers, criteria for adding, placement criteria, internal processes, etc.)

- Required data from Office of Institutional Effectiveness on historic student placement and success rates.

- Through BSSOT funds counselors were able to expand support in order to expedite student clearance process and to provide handouts to students.
Counseling: Recruitment Efforts

- Target group was incoming freshman with no previous college coursework.
- Communication to students on the new English Enhanced Instruction (EI) classes was incorporated into various presentations to students.
- Follow-up recruitment emails
- Counseling Sessions and General Information
Total participant numbers for 2017-2018:

- Group Advising – 1,591
- Coun 100s – 1,185
- Anaheim Pledge Group Advising - 88 participated in unique Pledge Group Advising
- Summer Programs (Transition/ Bridge) - 298
- Athlete Group Advising - 140
- Email Recruitment – 1,369
Counselors recommended placement using multiple measures based on established procedures: College Assessments, High School transcripts, AP results, EAP, CAASSP, and OCT.

- Guided Self-Placement – Option for student to self-place.

- Clearance Process – Manually done by counselors.
Discussion

• What are some places or ways on your campus where you can offer students guidance about their academic options beyond your existing structures?

• Where can you capitalize on opportunities for instructional and counseling faculty to collaborate?
Preliminary Findings
1. Guided self-placement increases the number of students who register in an English course during their first semester of college.

2. Students who start in college-level English are significantly more likely to successfully complete the course compared to students who start in the traditional developmental sequence.
Total Registration by Group Advising Type

English Enrollments in Initial Term by Group Advising

- July '16 (In person; N=632) - 71%
- Aug./Sept. '16 (No intervention; N=618) - 46%
- Oct. '16 - Jan. '17 (Initial video; N=471) - 53%
- Feb. '17 - Oct. '18 (Video; N=3,799) - 69%
Placement Decisions

The chart shows the distribution of placement decisions by month and intervention type. The categories are: In-person, No intervention, Video, and Video. The months are July '16, Aug./Sept. '16, Oct. '16-Jan. '17, and Feb. '17-Oct. '18. The categories are: Transfer-Level (EI), Transfer-Level, Below Transfer, and No English in Initial Term.
1 Year Throughput Rate English 100
Fall 2016-Summer 2018
1 Year Throughput Rate Disaggregated Fall 2016-Summer 2018

- African American Non-Hispanic:
  - Start Below TL: 190 (N=359)
  - Start TL: 70% (N=250)

- Latinx:
  - Start Below TL: 25% (N=3555)
  - Start TL: 72% (N=3350)
Retention and Success in ENG 103 and 104 (Critical Thinking and Writing)
Retention and Success in other Critical Thinking Courses
What’s Coming

- SEA Program
- AB 705 Compliance
- Guided Pathways
- New funding formula
Discussion

• How might the Student Equity and Achievement program, Guided Pathways, and the new funding formula factor into this work moving forward?
Preparing your campus

• Professional learning
  • Flex day workshops for full-time faculty (mandatory flex day)
  • “Boot camp” style workshops for full-time and adjunct faculty (unpaid)
  • Four-day summer training for full-time (unpaid per district policy) and adjunct faculty (paid)

• Communication
  • Presentation by English faculty at Counseling department meeting
  • Presentations by English faculty to Faculty Senate, Presidents Advisory Council, Board of Directors
  • Memos to adjunct faculty in English and Counseling
  • Ongoing inquiry across areas during the 2019/2020 school year (research with Disabled Student Services and English faculty)
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