Revised Acceleration Timeline Fall 2015 to Fall 2017

Fall 2015:

- Form cohort of faculty to create and pilot our accelerated course Fall 2016
- Through ongoing meetings, educate ourselves with what is going on across the state and how campuses are designing and implementing acceleration on their campuses. This has involved studies of course outlines from colleges, such as Chabot, Irvine Valley, Santa Barbara City College, numerous phone calls with our colleagues on these campuses and others to help us understand issues of assessment and implementation as well as the pros and cons of including a prerequisite or not, and discussions of how to create a course that aligns with English 101.
- Through ongoing meetings, educate ourselves on what acceleration is and the paradigm shift it creates in how we approach teaching our lowest level composition students, such as moving from our current model of using 1 to 2 page articles at the 7th to 9th grade reading level to now using longer pieces and full-length books at the college level, and moving from a formulaic 5 paragraph essay approach to longer essays that demand critical thinking to tackle more complex assignments. Our ongoing education has also included instruction on the design principles used for high acceleration (backward design) and the Instructional Cycle developed at Chabot, group discussions of articles, such as “Acceleration in Developmental Education” by WestEd, and attendance at webinars, such as “Designing a Comprehensive Evaluation of Accelerated Basic Skills Pathways.”
- Through group discussions and power point presentations, educate both English faculty and Curriculum on the context for why acceleration now, what acceleration is, and why it is a smart, timely move to make at MJC.
- Draft and Create Accelerated Course Outline and present to English department for approval, submit revised outline to curriculum.
- Meet with Enrollment Services Dean and others to begin a discussion on how to implement dual level advancement for our students (pass into either Eng 50 or 101).

Spring 2016:

- Acceleration team has committed to bi-weekly meetings for spring semester so we can accomplish the following:
  - Create Course Syllabus and all that this entails. Given that 5 of the 6 faculty in the pilot cohort have never taught an accelerated course before, we have agreed to start with a common syllabus so we can create a support network for each other and a community of practice to make the adjustment to this new paradigm of teaching basic skills.
    - Develop inquiry question, unit themes, course milestones, and determine list of possible readings
  - Create a portfolio system that will best showcase students’ strengths and gains as writers and be scalable if we decide to keep it. Create an assessment rubric for portfolio assessment and develop clear criteria for passing portfolios that advance students to English 101 or English 50.
    - Jeanne Costello shared the Fullerton portfolio model, rubric, and assignment. We are using this with some tweaks.
  - Continue to work with Enrollment Services on the assessment piece and datatel.
    - Meet with various stakeholders: Laura Yager, Francisco Banuelos, Martha Robles
  - Begin to work with Library and Learning Center to prepare tutors for students who will be taking our accelerated course Fall 2016.
    - Meet with Susan Cassidy to get ideas of what she could provide as our library liaison and brainstorm ideas of how we could use her in our courses
    - Request dedicated tutors for English 45. (Jackie Forte has agreed to support 3 dedicated tutors for our students fall 2016/spring 2017).
    - Work with Jakki Jordon concerning training tutors would need for accelerated curriculum. (She has recommended having tutors attend some of our weekly meetings in fall to share their concerns, inviting them to participate in norming sessions we plan to have throughout the semester, and having them attend our classes the first few weeks of the semester when few students are using tutors).
  - Continue ongoing training in practical aspects of teaching the course (all day training May 6, and another is planned for August 12th)
  - Attend the Reading Apprenticeship Conference in San Mateo (training on how RA principles and Acceleration intersect)
  - Invite English department liaison from counseling, as well as support specialist to meetings to discuss how to best use them in our courses.
  - Work closely with Basic Skills Director and Dean of Student Success and Equity to determine benefits we can offer our students
    - Equity money is being used to provide students with textbooks and laptops as needed
  - Identify part-time instructors who may want to join our team and the pilot, and discuss with dean compensation/FLEX for meetings, etc.
    - Erin Herold is taking on the CAP training with the acceleration team.
  - Begin research on how non-credit can assist us and our students taking accelerated course: how to develop non-credit course outline, implications of non-credit, implementation, and more. Participate in Professional Development as offered.
• Begin advertising and promoting the Fall accelerated course in high schools, on our website, through ASMJC, and more
  o Team lead to speak at All Counselors’ meeting and with Success Coaches prior to high school visits and onsite assessment.
  o Explanation of course appears for students when they log in to schedule classes

Summer 2016
• Continue work on course syllabus as needed, essay assignments, etc.
  o Consider the question of student equity in the development of our course (are we closing the equity gap?)
• Work closely with Library and Learning Center to prepare tutors for launch of pilot
• All faculty in pilot cohort attend CAP Summer Institute training
• Continue promotion of accelerated course to ensure all sections fill
  o Creation of flyer that promotes English 45
  o Team representation for New Student Day

Fall 2016
• Start Pilot. We are offering 11 sections first semester
• Invite DSPS counselor(s) to a meeting to discuss ways we can best help our DSPS students
• We have committed to meet weekly through spring to discuss our classes, teaching strategies, and more. We will also use this time to address issues that may come up with tutoring, counseling, ESL students, DSPS students, etc.
• Ongoing training for pilot cohort, especially as it relates to applying Reading Apprenticeship strategies
  o Several faculty in pilot will be taking the Reading Apprenticeship 6 week online RA 101 course
  o Invite reading faculty to meetings to assist with implementing RA strategies that will help our students
• Review Portfolio Assessment results from first semester and look at data for success and retention. Also consider any equity issues and any disproportionate impact we see.
  o Given data we get, make adjustments to syllabus, assignments, reading selections, portfolio system, prerequisite, and unit values as needed for spring.
• Continue discussion on strategies and faculty training for scaling up acceleration.
• Create a dedicated Canvas Module for English 45 that contains our course syllabus, independent units with reading selections and teaching strategies, essay assignments, portfolio rubric, and more. We envision this as a resource for all new faculty taking on an English 45 course. It will be an ongoing project.
• Have discussions with English 49 instructors and work alongside them to reimagine English 49: how we teach it, the common final, and more

Spring 2017
• Entire team with attend CAP Winter Institute in the Bay Area
• Have ongoing conversations with Enrollment Services and Counselors on issues of assessment and guiding students
• Submit revised outline to curriculum as needed
• Develop and offer key breakout sessions to English faculty who are interested in teaching an accelerated course. By this time we will have some concrete data, experiences, and more to share with colleagues.
  o Develop face-to-face trainings as well as online videos and tutorials for faculty
  o Develop and approve policy for minimum training required for those teaching an English 45 accelerated course for the first time
  o Explore funding for participants: stipends/flex
• Continue our community of practice and perhaps expand this to other members of the English department.
• Attend winter Community of Practice conference for Reading Apprenticeship
• Work with Reading colleagues and other interested faculty across campus to develop a Community of Practice for Reading Apprenticeship; brainstorm ideas of how this can become a campus wide movement.
• Revisit the 6 units for our course and begin discussion on how we could reduce to 5 units and/or supplement with a 1 unit or .5 unit equivalent non-credit co-requisite. At this point, we will have a better sense of how our students are doing and what they would need in a non-credit co-requisite. Work with curriculum on course design and Title V regulations. Work with Library and Learning Center on how to implement and monitor students’ participation in non-credit component.
• If needed, revisit Read 40 prerequisite.
• Continue to discuss and assess portfolio assessment. Will this work beyond the pilot?
• Begin design of non-credit curriculum that would become co-requisite for accelerated course as well as modules that would benefit students taking an accelerated/plus course.
**Summer 2017**
- Attend summer Community of Practice conference for Reading Apprenticeship
- Faculty interested in teaching accelerated course take part in CAP training offered during the summer and/or
- Conduct our own first summer institute for MJC faculty teaching accelerated course for first time. We will focus on principles of acceleration and showcase student report outs, work submitted in portfolios, practical “how to” presentations on the teaching cycle, and more.

**Fall 2017**
- Begin 2nd year of pilot
- Present breakouts during fall institute day on acceleration and the 101 Plus model; we envision expanding acceleration across campus by creating sections designed for students in nursing, tech ed, child development, and more. We also hope to spark interest in other departments who may be interested in creating accelerated pathways for their students.
- Expand our community of practice to faculty across campus who are interested in developing and teaching an accelerated course or working with the English department faculty to develop an accelerated composition course that meets the needs of the students in their discipline.
- Invite faculty into our classrooms so they can get a sense of how this course works with our students.
- Continue ongoing evaluation of our course, unit value, and portfolio assessment with scaling up as our primary concern.
- Continue to develop non-credit module(s) as needed that will benefit students taking accelerated course and submit to curriculum.
- Revise course outline for our accelerated course with non-credit co-requisite and submit to curriculum early fall