A Window into Acceleration at Modesto Junior College

MJC & Models of Acceleration

ENGLISH IS EXPERIENCING A MAJOR PARADIGM SHIFT IN REMEDIAL INSTRUCTION.

WE ARE ACTUALIZING ALL THREE HIGH-LEVERAGE CAP STRATEGIES.

1. REDESIGNING REMEDIAL COURSE
   - Pivots Fall 2016 (11 sections of a 6 unit course)
   - Alternative to traditional pathway (two levels below, total of 10 units)
   - Reduces time in remediation by one semester (and 4 units)
   - Reading prerequisite

2. CHANGING PLACEMENT POLICIES
   - Multiple Measures in place Spring 2016 (revision continues)
     - High School GPA AND
     - One additional document (see MJC English Multiple Measures worksheet)

3. IMPLEMENTING CO-REQUISITE MODEL
   - Early R&D stage
   - Pilot Fall 2017 (number of sections tbd)
   - Prerequisites tbd

Illustrations and Classroom Artifacts

The course is organized around an inquiry question (“Is the American Dream in Crisis?”). Students read widely and deeply on this topic (Spith; Rank and Hirschl; MLK, Jr.; Moyers; Best, etc.). They also read about student success (Dweck, Cox, Costa, Duncan-Andrade). Students write a variety of papers (letter of introduction, text to personal experience, synthesis essay, text to world, in-class midterm, and book club project). The course culminates in a portfolio and reflection letter.

Low-stakes, collaborative activities include poster sessions and gallery walks, academic speed-dating, games (Bananagrams, Jeopardy, Taboo, Story Cubes, etc.), OK Teach, group editing, etc.

Questions / Concerns

- There is concern we will see an influx of ESL learners enroll into the accelerated course in an attempt to bypass taking ESL courses they need. How do colleges address this concern?
- How do acceleration programs best incorporate the support/tutoring/writing center piece?
- For colleges that use a portfolio, how is it evaluated? What have been some issues with using a portfolio?
- What were the biggest issues for other colleges when scaling up?
- What are colleges doing to onboard interested faculty? What is required of new instructors in terms of syllabus, readings, assignments, norming, training, etc.?

Strategies

1. Campus Collaboration
   - Library & Learning Center involved with tutoring
   - Dedicated librarians
   - Counselors promote course

2. Networking (Local & Statewide)
   - Continuous connection & communication with campus stakeholders
   - Outreach to CAP alumni
   - CAP Facebook Group

3. Community of Practice
   - Consistent meetings (two hours, bi-weekly)
   - Clear agenda
   - Pool resources & areas of knowledge

4. Professional Development
   - Central Valley Co-Requisite Summit
   - Reading Apprenticeship (1 day intro, inaugural conference, RA 101)
   - CAP Leadership Training (2015-2016)
   - Achieving the Dream 2016
   - CAP CorP 2016-2017

5. COR approved by Curriculum & CA Chancellor’s Office
   - Campus wide promotion & stakeholder education
   - Request dedicated tutors & librarian
   - Bi-weekly community of practice
     - Course design (inquiry question, unit themes, readings, assignments, unit milestones)
     - One all-day training
     - Attending to the affective domain
     - Acceleration & Reading Apprenticeship (collaboration with Reading)
     - Just-in-time-remediation

FALL 2015
- Work group formed
- Present acceleration to department
- R&D period
- Design course outline of record
- Present COR to department for approval
- Bi-weekly community of practice
  - Report out research
  - COR work
  - Training sessions (unit design, just-in-time-remediation, affective domain)

SPRING 2016
- COR approved by Curriculum & CA Chancellor’s Office
- Campus wide promotion & stakeholder education
- Request dedicated tutors & librarian
- Bi-weekly community of practice
  - Course design (inquiry question, unit themes, readings, assignments, unit milestones)
  - One all-day training
  - Acceleration & Reading Apprenticeship (collaboration with Reading)
  - Just-in-time-remediation

SUMMER 2016
- Course design
- Promotion
- CAP training

FALL 2016
- Pilot begins
- RA training for select faculty cohort (101 course)

SPRING 2017 & Beyond
- Revise course as needed

Data

We will gladly share data in the future about our accelerated redesigns.

Under the traditional sequence: *
- 34% of students in our two below complete transfer level English in three years
- 55% of students in our one below complete transfer level English in three years

* Numbers based on Fall of 2012 through Spring 2015.

* Since our one-below is the furthest along, this section speaks mostly to that cohort.

Strengths *

English is fortunate to have across the board support from key campus stakeholders and a committed faculty cohort working on acceleration. Our greatest strength is the people, (enthusiastic new and seasoned faculty committed to professional development and open to finding a better way to ensure equity). Additional strengths include:

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