

Acceleration and Corequisites: A Faculty-Led Redesign of Developmental Reading and Writing in ALS

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Academic Learning Skills Department

Credit courses in Developmental Education
Prepare, Advance, Excel

- Writing
- Critical Reading
- Math
- Reading and Writing for ELL
- Effective Learning and Study Skills

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Placement Data

- Up to 60 percent of college students nationwide place into Developmental Ed. courses
- Developmental Ed. students are often enrolled simultaneously in transfer-level and professional- technical courses
- Historically, 10% of students at Lane place into developmental reading.
- Historically, 19% of transfer students and 24% of professional-technical students at Lane place into developmental writing.*

*Lane placement data derived from ATD cohorts (new, full-time, degree-seeking students).

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Additional Background

- Student success rates in Academic Learning Skills are historically as good or better than success rates in courses across the college. (84.2%, college average 82.2%)
- There is underlying political pressure to "redesign" developmental education, which directly affects educational policy at all levels.
- No redesign will address root causes: poverty, insufficient K-12 funding, etc.

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Recent Nationwide Redesign Trends

Innovations in developmental education:

- Contextualization (e.g. ABE to credential)
- Acceleration (fast-track courses)
 - Co-requisites
- Mainstreaming (Dev. Ed. students in transfer courses)
- Modularization
- Avoidance / elimination (e.g. pre-placement test support)
- Student Support (e.g. tutoring, advising, etc.)
 - Multiple measures for placement

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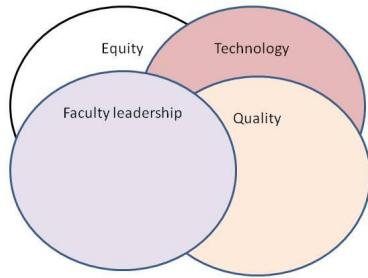
Fulfilling College Mission: "Optimal Student Preparation, Progression, & Completion"

Promote students' progression to goal completion by knowing our students and creating needed systems, processes and learning environments; Support academically underprepared students' progression to college-level coursework by providing them with foundational skills classes and support. — LCC Strategic Directions

- How shall we continue providing access for less-privileged students and underrepresented groups?
- How can we maintain developmental education in its central role in the mission of community colleges while such programs are targeted for reduction?
- How do we best promote students' progression and completion?
- How do we advocate for students who want to prepare, advance and excel?

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Conceptual Framework



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Redesigned Course Sequence: Acceleration and Corequisites

Past RD/ WR course sequence:

RD080 > WR080 > WR090 > WR095 4-19 dev credits over
6 cr. 6 cr 3 cr 4 cr 1-4 terms

New RD/WR course sequence*:

RD087+ > WR087 > WR097+ 3-12 dev credits over
EL115 *EL113W* 1-3 terms +
3 cr. + 6 cr 3 cr + 3-6 transfer cr.

3 transfer cr. 3 transfer cr

* New writing sequence courses include faculty developed OERs.

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Redesigned Course Sequence: Placement Shifts:

Past RD/ WR course sequence:

RD080 > WR080 > WR090 > WR095

10% 7% 6% 10%

4 terms 3 terms 2 terms 1 term

New RD/WR course sequence:

RD087+ > WR087 > WR097+

EL115 *EL113W*

10% 7% 16%

3 terms 2 terms 1 term

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Course Success Rate Comparison

Past RD/ WR course sequence (four years):

RD080 > WR080 > WR090 > WR095

83.6% 81.3% 85.7% 85.6%

New RD/WR course sequence (one-two years):

RD087+ > WR087 > WR097+

EL115 *EL113W*

89.1% 82% 83%

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Transfer-level Offering Comparison

ALS now offers nearly the same percentage of credits at the college-transfer level as the Math Department:

Winter 2016	ALS credits	ALS percentage	Math Dept. credits	Math Dept. percentages
Dev Ed credits offered	72	63.16%	248	59.05%
College-level credits offered	42	36.84%	172	40.95%
Total credits offered	114		420	

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Revenue Generation

ALS faculty, by mutual agreement of LCCEA and College, increased class sizes by 20% in writing (to 24 students) and by 40% in math (to 28).

As a result, ALS generates *net* revenue in excess of **\$500,000** (after subtracting instructional and administrative salaries and OPE as well as other miscellaneous expenses)

A spreadsheet outlining revenue generated by ALS on an annual basis can be found at: <https://drive.google.com/file/d/0B7MWYjLLoo5XNmZzYmFFWWx0T1U/view?usp=sharing>

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Future Directions

Program Review and Data Analysis -- Focus Questions:

1. How successful are students who start in the revised sequence of ALS classes (WR 87 into WR 97) vs. students who took the former sequence (WR 80, 90, and 95)?
2. How successful are students who start in ALS courses and move into WR 115, 121, etc. (vs. students who start in WR 115 or WR 121)? In particular, we'd like to look at students who enroll in WR 97 + EL115W and examine their success rates in WR 115/WR 121, as well as success in other transfer-level courses.
3. What percentage of students successfully complete WR115 within two years now compared to students who took old sequence?