What is acceleration?

First, what it does not mean:
Acceleration does not entail speeding up curriculum and pushing students through their English and Math coursework.

What acceleration does mean:
Reducing time spent in pre-transfer courses by using a model of “just-in-time” remediation.

Acceleration increases student chances of completing transfer-level course work within their first year (AB 705), and of progressing through course sequences to achieve goals.

- Accelerated courses include extra units for “just-in-time remediation.”
- Students have more time on task and in contact with their instructor to complete college-level coursework in an intensive and supportive learning environment.
- Accelerated courses support students’ cognitive development, metacognitive habits, and affective engagement for academic success.
In Winter 2017, a small team of English faculty attended the California Acceleration Project (CAP) statewide conference in Sacramento.

In early 2017, the team conducted research and discussions about acceleration practices, as they began to reimagine Cabrillo’s English composition sequence.

The numbers were convincing: The data clearly showed students move more successfully through English course sequences when pre-transfer-level courses are reduced in number and replaced, in part, by just-in-time remediation in transfer-level courses.

The Basic Skills Student Outcomes and Transformation Grant provides funding for three-years for English to accelerate its basic skills and transfer-level composition course sequence.
CAP Institute

An English Acceleration Team of eight faculty members attended the California Acceleration Project Summer Institute at Skyline College in June 2017.

- We learned innovative pedagogies to help less-prepared students succeed in English 1A.
- We met with faculty from community colleges throughout California, gaining exposure to acceleration course design and implementation at Solano College, Skyline College, College of the Canyons, and Irvine Valley College, among others.
It’s not the pass rate. Throughout California Community College system, 70% pass rate is the norm. At Cabrillo in 2013, the pass rate for English 255 was 68.9%, for English 100 79.2%, and for English 1A, 76.6%. The exact numbers fluctuate from year to year, but on average Cabrillo English pass rates meet or exceed state averages.

Of the original 257 students, 85 pass 1A; only 33% make it from 255 to 1A within three years.
Eligibility for college English increased from 42% to 68%

Students who don’t qualify for regular college English can enroll in five-unit version of the course (criteria: high school GPA of at least a 2.0 OR at least a C in 11th grade English)

Course success rates held steady

Among students enrolled in 5-unit college English (n=437), 72% succeeded in the course

Completion of college English was over three times higher than among students who started in English remediation previously (72% in one semester vs. 23% in one year)
Eligibility for college English increased from 18% to over 70%

- Students qualify by test OR high school measures, whichever is higher (self report – no transcript required)

- Students who don’t qualify for regular college English can enroll in sections that have 3 additional hours with instructor

- Course success rates held steady

- Among students enrolled in college English plus co-requisite support (n=205), 65% succeeded in college English

- Completion of college English was twice that of students who started in English remediation a year earlier (65% in one semester vs. 31% in one year)
Looking at Inequities

Students of color have been disproportionately affected by the need to persist through pre-transfer level courses before getting to transfer level work. At Cabrillo for Fall ‘16, only 21% of Latinx were placed directly into 1A, compared to 50% of White students. This equity gap means that 180 out of 865 Latinx students could enter 1A, while 244 out of 492 White students could.

- The current model of remediation does not meet student needs. Data show that by adopting MM and acceleration, more students succeed.
- The Chancellor’s Office and English departments across the state are motivated to restructure English offerings to a co-requisite because data demonstrate that a much higher percentage of students can pass English 1A if given the right support alongside the instruction in the class.
- Such a model of instruction closes the equity gap and the disproportionate impact on Latinx students who never make their way through the traditional series of remedial, semester-length courses. These changes benefit all students of color in the community-college system, including at Cabrillo.
Disproportionate Impact in Assessment
Under state guidelines, no group’s access to the transfer level should be lower than 80% that of White students. At Cabrillo College, all student of color populations (SOC) are impacted by disproportionate assessment. Placement is destiny; the further back a student is placed in the pipeline, the less likely they are to complete English 1A.

If only 33% make it from 255 to 1A within three years, then out of 212 Latinx students, 140 don’t complete 1A; out of 34 White students, 23 don’t complete 1A.
Accelerated Curriculum

For Fall ‘18, the English Department composition sequence begins at English 100, the one-level below transfer course. In addition to our regular English 1A: College Composition (transfer level) course, we will offer 1A+, which is a co-requisite course, English 200, attached to particular sections of English 1A.

We are moving basic skills to a co-requisite model, and English 255 will no-longer be offered.

- We have developed English 1A+ (English 200 +1A) for students who with MMAP do not yet assess into regular English 1A, yet assess above newly-adopted multiple-measure criteria for pre-transfer-level English. That course proposal for English 200 has just been submitted to Curriculum Committee.

- Those English faculty serving on the Acceleration Team are currently engaged in designing pedagogical training for instructors who would like to teach the English 1A + model at Cabrillo.
Placement Protocol: assessment test and high school grade point average (GPA).
- High assessment score, go directly into 1A
- Low assessment score with 2.6 GPA and above, go directly into 1A
- Low assessment score with 2.59 GPA to 2.3 GPA, go to 1A+
- Low assessment score with 2.29 GPA and below, go to 100

Learning communities (LC) are open access; any student can take 1A+ in an LC.

Some students who pass 100 will not enroll in 1A or 1A+
English Acceleration Team

Questions?

We invite you to contact us!

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