



Scaling up High Leverage Strategies in English and Math

SOLANO COMMUNITY COLLEGE

3 Strategies in place

- ▶ Accelerated developmental English since Fall 2011
- ▶ Co-req supported transfer-level English since Spring 2016
- ▶ Placement reform as of Fall 2016

Process timeline

- ▶ **Fall 2014.** Department voted to create co-req for English 1 w/higher cut score
- ▶ **Summer 2015.** After looking at more state-wide data (and encouraging nudge from CAP leadership), we decided to lower cut scores/MM placement
- ▶ **Fall 2015.** Experimental co-req approved by Curriculum Committee

Process timeline

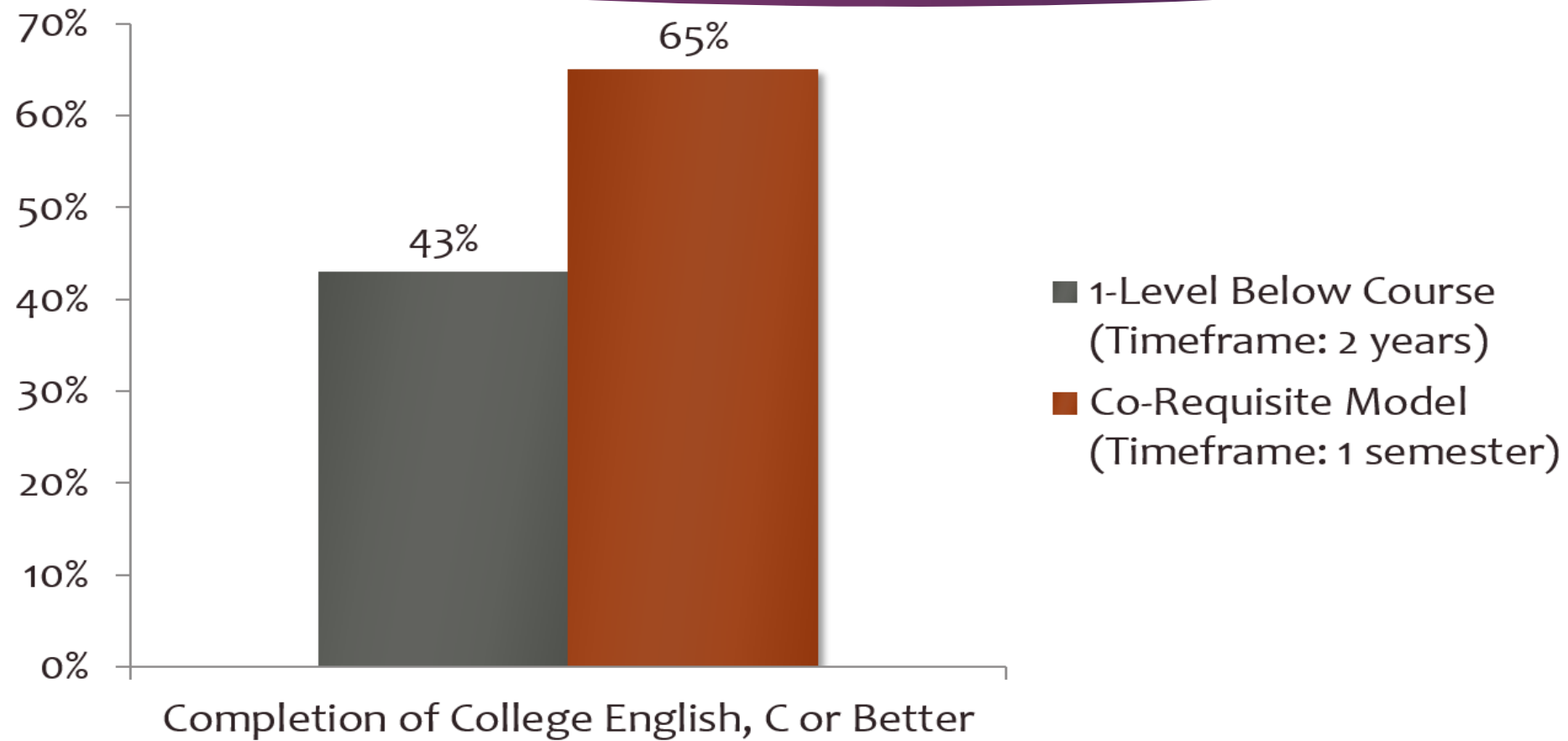
- ▶ **Spring 2016.** Offered 3 sections of English 1/310D as an experimental class
- ▶ **Fall 2016.** Offered 7 sections, including a Puente section and a section promoted specifically to Multilingual (ESL) writers. English 370 is still offered, with same eligibility requirements.
- ▶ **Spring 2017.** 12 Sections are up and running. English 370 has been eliminated and co-req English 1 is the sole placement option for those students

Basic Skills English Transformation

| Traditional Curriculum | Revised Curriculum |
|--|--|
| Three levels below college English | One level below college is lowest placement possible |
| 18% of students have immediate access to college English 28% of English 1 students are first-semester | 74+% of students have immediate access to college English (regular and co-requisite models combined) 53% of English 1/ co-req students are first-semester (in Fall '16; we expect this will grow) |
| Completion of College English within 2 years: Students placed 1 level below: 43% Students placed 2 levels below: 27% Students placed 3 levels below: 7% | Completion of College English within 2 years: College English: 68% Co-Requisite Model: 65% Students placed 1 level below: 43% |
| Disproportionate Impact on Students of Color: White students 2 times as likely to have access to college English as African-Americans (23% vs. 11%) | Disproportionate Impact on Students of Color: White and African-American students have comparable access to co-requisite model of college English (58% vs 55%). Elimination of disproportionate impact for African American and Latino students! |

Co-Requisite Results

3 sections Spring '16; 7 sections Fall '16



Results of Placement Reforms

- ▶ **Previously** students needed a 102 on Accuplacer to get into transfer-level English. **18%** of incoming students had access.
- ▶ **Fall 2016:**
 - ▶ English 1: 90 on Accuplacer OR a 2.7 HS GPA, OR a B in Junior/Senior year English.
 - ▶ English 1/310D: 70-89 Accuplacer OR 2.3 GPA or C in Junior/Senior English
- ▶ **35% had access to stand-alone transfer level** based on decreased cut score alone; no data yet available on impact of MM.
- ▶ **Additional 37%** assessed into co-req sections)
- ▶ **Results: Pass rates** in the stand-alone transfer-level course **remained stable** at **68%** in Fall 2016. (Plus 65% in co-req supported sections)

Changes in Math

- ▶ Working to Scale Math 112 (alternate prereq to Math 11 or Math 12, open to any student who has completed Intro to Algebra in middle school or high school).
- ▶ Developed Multiple Measures (using high school performance data), allowing more students access to math classes
- ▶ Embedded tutoring program
- ▶ Math faculty have begun discussing a possible co-req class, allowing more students immediate access to Math 11 (Stats)

How the SCC community can help

- ▶ We need help from counseling—
 - ▶ representatives on the basic skills committee,
 - ▶ participants at the table as we automate and institutionalize multiple measures,
 - ▶ time on the counseling dept agendas
- ▶ Continued funding for professional development, especially for math faculty who are planning to teach math 112
- ▶ Leadership which supports faculty who are making these reforms