

Reimagining Developmental English at SUNY Rockland Community College (Faculty Engagement)

Presented by Professor Martha Rottman, Chair
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March 15, 2018

Overview of RCC

- Fall 2017 – Enrollment of about 7,000 students
- English 101 – Required of all full-time students
- Title III Grant – 2010-2015 – Supported English curricular revisions

Barriers to Success

- Students' progress is stalled in developmental course sequences
- Enrollment in developmental courses does not increase probability that students will complete college-level courses or achieve other desired outcomes

Source: CCRC. "Community Colleges and Student Success: Models for Comprehensive Reform" May 8, 2017

A National Perspective

Developmental education should be redesigned into accelerated on-ramps to programs of study that include strong advising, student entry into program streams, and comprehensive “wraparound” services that provide everything from counseling and financial literacy to supplemental instruction.

Developmental English at RCC before 2013

- English 080 – 9 credit-equivalents (including lab)
 - English 090 – 9 credit-equivalents (including lab)
 - English 095 – 4 credit-equivalents
 - English 096 – 4 credit-equivalents
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- Placement was based on Accuplacer and Writeplacer scores

Our Provost's Charge Spring 2013

- Reduce the layers of developmental courses
- Reduce the number of hours of developmental courses
- Target students' challenges in reading and writing and find modules that work in addressing these core issues
- Investigate possibility of support module for students with borderline placement into English 101
- Eliminate exit exam for developmental courses
- Re-examine placement grid

Faculty Response



**The Know-
It-Alls**



**The
Passives**



**The
Dictators**



**The "Yes"
People**



**The "No"
People**



**The
Gripers**

Conference on Acceleration in Developmental
Education – June, 2013
Baltimore County Community College

- Workshops by leaders in the field helped us select models
- Accelerated Reading and Writing Courses – Dr. Katie Hern (Chabot College), Director of the CA Acceleration Project
- Accelerated Learning Program – Peter Adams, Director of Accelerated Learning at Baltimore County Community College

Chabot Model

High Challenge, High Support

“Under-prepared students need practice with college-level skills, content, and ways of thinking. They need to reason their way through open-ended topics that matter. They need to *think*. And if, along the way, we see that they are weak in some of the basics, we need to build in targeted support” (Hern and Snell).

- California Acceleration Project

Baltimore County Community College Model Accelerated Learning Program

- The ALP model mainstreams developmental students into college English
- Designated sections of English 101 reserve 10 seats for upper-level developmental students who also register for a two-credit support module
- 14 seats in each section are occupied by students who place into English 101

Fall 2013 Pilot



Fall 2013 Pilot

- 2 sections of English 080 with emphasis on close-reading and essay responses – a research paper was required for the first time
- 4 ALP classes of English 101 + 098
 - English 101 EC – 14 students in each section
 - English 101 DC – 10 students in each section
 - English 098 (2 credit-equivalent co-requisite) – required for the 10 students enrolled in each 101 DC section

English 080 Pilot

- Required textbooks
 - *They Say, I Say*
 - *The Other Wes Moore*
 - *The Little Seagull* (handbook)
- Close reading
 - Topics of interest from textbooks and complex scholarly articles
- Research essay
 - MLA documentation
- Counselor involvement
 - 2-3 visits to develop personal connections with students

English 101 098 (ALP) Pilot

- What happens in the support module (098)?
 - Reinforce class discussion from 101 – Faculty created Norton Mix textbook
 - Review drafts of 101 essays individually and in small groups
 - Plan next 101 essay
 - Provide “just in time” remediation based on individual need

Success!

- ENG 080 Fall 2013 pass rate into ENG 101 – 127% increase from the previous fall's pass rate
- ENG 101 098 Fall 2013 pass rate – 85% compared to the average ENG 101 pass rate of 75%

Professional Development

- Mandatory training for instructors in May and June – 2014
- Each session – 6 hours – food and stipend (Title III)
- Experienced faculty from pilot courses led training
- Professional development materials and extra resources available online through Angel (now Blackboard)

English Placement Grid Old and New

Old Grid	New Grid
Accuplacer scores were sole indicators for ENG 101	Options available for placement into ENG 101 – in lieu of Accuplacer – score on SAT, ACT or Regents
Placement in ENG 095 and ENG 096	Courses no longer offered

Developmental English in Fall 2014

- 21 sections of ENG 082
- 5 sections of ENG 092 (Eliminated in 2016)
- ENG 082 and ENG 092 – 5 credit-equivalents (3 lecture and 2 writing workshop)
- 20 sections of ENG 101 098 – high demand – additional sections needed to be added

Fast Forward – Fall 2016

- Change in placement procedure as a result of RCC's participation in the Community College Research Center CAPR study
- 18 sections of ENG 082
- ENG 092 eliminated
- 25 sections of ENG 101+098 (scaled up to capacity)

Success Rate over Time

Semester	F2014	S2015	F2015	S2016	F2016	S2017
ENG 082	64%	57%	68%	59%	66%	58%
ENG 101/DC	73%	79%	72%	80%	68%	76%
ENG 101/EC	67%	53%	77%	68%	75%	62%
ENG 101	73%	67%	78%	73%	75%	71%

Recent Innovations

- ePortfolios – enhance reflection and metacognition (Innovative Instructional Technology Grant in 2015 and 2016 to assess impact of ePortfolio in ALP classes – collaborated with Sullivan, Westchester and Genesee)
- Faculty mentors – SUNY Developmental English Learning Communities grant – 2018-2020

Faculty Getting the Word Out 2013-2018

- Presentations to RCC faculty, staff and administrators at Start-Ups
- Presentations at Humanities Division and Department meetings
- Presentation at 4Cs – 2016 national conference
- Presentations by RCC English faculty to faculty at Genesee CC (January, 2015), Dutchess CC (January, 2017), Adirondack CC (Summer, 2017) and Onondaga (January, 2018)
- Host for SUNY ALP Symposium – Keynote speaker, Peter Adams (June, 2017)

Implementation Challenges

- Advisement
- Scheduling - room assignments
- Faculty buy-in
- Faculty development/training
- Administrative support

Thank You!



Engaging Faculty in Guided Pathways Implementation

SUNY Guided Pathways Institute #1
March 15, 2018

Guided Pathways and The Schools @ MCC

- AACC Pathways cohort 1
- Schools @ MCC launched September 1



Faculty Engagement Before Launch

- Academies Steering Committee and sub-committees
- Essential Discussion, February 2016
- AACC Pathways Institutes #1 and #2
 - Institute #1: faculty leader
 - Institute #2: faculty member and dean (1 from arts & sciences, 1 from CTE)

Faculty Liaisons

- Part of initial design and planning
- First official faces of The Schools and guided pathways
- Onboard before launch
- 1 for each School
- Helped populate initial Student Success Networks

The Launch

- All College Day 2016- Schools and guided pathways theme
- Faculty comprised ½ of panel
- Incorporated thanks to and celebration of faculty and staff work leading to launch

Continued Communication

- Faculty liaison newsletter → guided pathways newsletter

December 2017

Guided Pathways Newsletter

SCHOOL OF BUSINESS & ENTREPRENEURIAL STUDIES

THE SCHOOLS @ MCC



School Spotlight: School of Business & Entrepreneurial Studies
Stephen Palmer, School Specialist
Mohammed Partapurwala, Faculty Liaison

It has been an exciting Fall semester for the School of Business & Entrepreneurial Studies. Our faculty and staff have been extremely busy getting ready for an exciting new program for future entrepreneurs called *Launch Your Business!* Also new is the ESL/MCC Scholarship program for business and accounting students interested in careers in banking and financial services. The School of Business & Entrepreneurial Studies is committed to creating an academic home where our students feel welcomed, connected, and supported while on their path to success here at MCC. We would like to wish you and your students the best during finals and a wonderful holiday break.

Your Student's Business Idea May Be a Winner!

Made possible by generous supporters of the MCC Foundation and backed by a multi-year pledge of \$250,000, *LYB!* will be a new category to Scholars' Day 2018. Students who pitch their business idea in the *LYB!* category are eligible to compete for cash prizes (start-up capital), exclusive access to business mentors, plus a scholarship to MCC's Corporate College's *Launch Your Business!* certificate program next summer. The top presenters will be invited back to compete for additional funding opportunities next fall.

[Click here for full article](#)

ESL/MCC Scholars Program News

IN THIS ISSUE:

- School of BE Spotlight
- Training & Professional Development
- Program Spotlight
- Integrated Advising Board Update
- Starfish Update
- Upcoming Events



Continued Communication

- Provost Town Hall
- Visiting speakers on guided pathways
- External webinars

Faculty Liaisons Continued

Currently liaising with academic departments on:

- Program pathway extensions (for dev ed inclusion)
- Program advising tools and professional development
- Newsletter content
- AR event-faculty advising coordination
- Student gp communication development
- Ask for patience and flexibility: we all need it!

Lessons Learned

- There is no such thing as “enough” when it comes to communication about guided pathways work
- There will always be more questions, or new people asking old questions. This is NOT a sign of failure. It is opportunity for deeper engagement!
- It can be challenging for faculty (and others) to see where “they” exist in an institution’s guided pathways work
- Celebration of success (no matter how small) really is important

Start Planning for Faculty Engagement NOW!

- What questions do your faculty already have?
- What information about SUNY guided pathways, or guided pathways in general has already been communicated to faculty and how?
- Are any faculty engaged in your institution's guided pathways already?
 - If so, how have they been invited in? How will you keep them engaged? Have you built in ways for them to “turn-key” engage more faculty?
 - If not, try to think of at least 2 ways you could engage or invite faculty into your institution's guided pathways within the next 30 days.

TABLE DISCUSSION