**Name of College:** College of Marin  

**Faculty Team (2-4 members):**

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<th>Team Leader</th>
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<td><strong>Name:</strong> Alicia (Meg) Pasquel</td>
<td><strong>Name:</strong> Karen Koenig</td>
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<td><strong>Discipline:</strong> English Skills</td>
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<td><strong>Name:</strong> Cheo Massion</td>
<td><strong>Name:</strong> Cara Statucki Kreit</td>
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<td><strong>Discipline:</strong> English Skills / ESL</td>
<td><strong>Discipline:</strong> English</td>
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**Faculty Advisors:**  
*Blaze Woodlief, full-time English Skills and English instructor*  
*Barbara Bonander, Chair of the College Skills Department (full time instructor in English Skills and ESL)*

Two sections of the new accelerated English course will be taught in spring 2013 by Meg Pasquel (Team Leader) and one other team member (details are being sorted out). Meg, Cara and Cheo will all be able to attend all the institutes; Karen will be able to attend the institutes in September and February.
Team member information:

Alicia (Meg) Pasquel (team leader): Meg Pasquel has taught Developmental English courses at College of Marin for the last 7 years. She has also worked in the English Department, created curriculum, developed SLO’s, and sat on a variety of campus governance committees including Academic Senate, and the Educational Master Plan committee. In addition, Meg created a new model Learning Community known as the Transfer Prep Academy, and is a dedicated Puente mentor.

Cara Statucki Kreit has been teaching at College of Marin since 2008 and is currently an adjunct instructor in both the College Skills Department (Basic Skills English and ESL) and the English Department. She has experience working with accelerated models through her past work at Berkeley City College and has gone through FELI (Faculty Experiential Learning Institute) training as well. She will be becoming a full-time instructor in the English Department at College of Marin beginning fall 2012.

Karen Koenig has a background in English, journalism, and reading instruction. She has taught at COM since 1989, primarily teaching courses in English Skills (including reading), though she has also taught Journalism, Mass Media, and ESL. After teaching part-time for many years, she is now a full-time instructor in College Skills. She has also taught English at Ohlone College, Contra Costa College, Merritt College, and Laney College.

Cheo Massion has been teaching English as a Second Language (ESL) for the past 9 years, of which 5 years have been at College of Marin. She is currently an adjunct instructor at College of Marin in the Credit ESL Program. Cheo is also a co-chair for the Basic Skills Initiative Steering Committee; and in the last year, she developed, with Dr. Blaze Woodlief, the Dedicated Tutoring Program, designed to increase the number of students who successfully pass their remedial English class in one term by providing in-class and outside supplemental instruction to these students, especially ones who could take better advantage of tutoring and one-on-one help.

Faculty Advisors (supporters of the acceleration effort who are not part of the team):

Barbara Bonander, Chair, College Skills department; full time faculty member, credit ESL: 35 years teaching experience, primarily in credit ESL; 22 years of teaching at College of Marin, including 5 years teaching in English, including English 1A, at the College of Marin, as well as four years teaching English at Sonoma State and Dominican University.

Dr. Blaze Woodlief, College Skills and English Department full time faculty member: Full time instructor at College of Marin since 2006, in both developmental and transfer level English courses, including advanced composition for ESL/bilingual students. Puente
Project instructor and co-coordinator since 2008; member of the Academic Senate since 2007; College of Marin Self Study for Re-Accrediation Co-Chair, 2009-2010; Educational Planning Committee Co-Chair, 2008-2010.

1) Acceleration Model

To give us a sense of the accelerated class you’re preparing to teach, briefly describe how you are accelerating your existing developmental sequence in English or Math. Please address how the changes you’re making will reduce “exit points” where students are lost within or between levels of the sequence.

Our internal research shows that the most egregious exit point within our English sequence is between English 98 (2 levels below English 1A) and English 120 (1 level below English 1A.) Unfortunately our research also shows that this most seriously impacts our African American students, though a significant portion of White students do not progress (see attached research data). In order to ameliorate this attrition and more conscientiously focus on our key student population, we are proposing to condense these two levels into a one semester 5 unit course. Our expectations are that a more rigorous yet more supportive curriculum will see many more of these students successfully through the English sequence. In addition, this accelerated class will eliminate an entire semester for these at risk students, making their goals appreciably more attainable. Through careful design incorporating many of our internal best practices, we foresee our students accruing the necessary skills, attitudes and study habits necessary to be a successful college student. Our goal is to offer two sections of this accelerated format by spring 2013 (out of the six sections of English 98 we offer), which will translate into 1/3 of our students participating and ultimately completing the English courses more quickly.

2) Anticipated Changes to Pedagogy and Content

At this point, how do you think your pedagogy and course content will need to be different inside the new model?

In this course, students will be completing English 98 and English 120 in one semester rather than in two semesters. Students completing the accelerated course will have all the skills needed to enter English 1A. Because English 98 is in our College Skills Department and 120 is in our English Department, this class will bridge the current divide of our writing sequence between the two departments.
Anticipated changes to pedagogy and content will include a focus on a backwards design from English 1A:

- Rather than a building-blocks model of teaching paragraph to essay, as some English 98 and even 120 teachers currently use, this course will have a consistent focus on essay writing from the beginning. We will be using greater scaffolding and providing just-in-time support as needed for individual students to build their individual writing skills (organization, development, grammar, etc). Many of the writing topics will focus on student explorations of their own experiences with education, self-reflection, and responses to readings and research related to their own lives, experience, and interest.

- This class will have more reading and more focused in-class discussion of the readings to build student critical thinking skills and reading skills needed for English 1A. We intend to include two full-length books in this class, a change from other 98 and 120 classes which do not consistently use book-length works in their classes. Readings will be high-level and relevant to the students’ lives, thus building intrinsic motivation for writings to follow. The reading/writing connection will be emphasized and the reading topics will be carefully selected to reflect the students in the class as well as the affective issues that may arise in the process of accelerated development of skills. An example of this is the use of the book, *Breaking Through*, which is currently used in a Puente class and a writing assignment that asks students to reflect on their own experiences as they relate to issues that are explored in the book.

- Increased focus on reading development in this class will also include the following: vocabulary enrichment through contextual and structural instruction from assigned readings; active reading skills such as pre-reading skills, annotating, using annotation to outline, summarize or map; more advanced reading/thinking skills such as inferring purpose/tone, and critical reading, evaluating arguments (bias, credentials, relevant support, adequate support); understanding basic elements of literary language in poetry and fiction; and scaffolded movement from reading personal writing to research-based writing.

- To address the affective issues that may arise in the process of accelerated development of skills, the instructors will be focusing readings, writing assignments, and discussions around these issues. Curriculum modeled after Diego Navarro’s ACE program and our Puente program at COM will be incorporated as well to help students gain self-awareness about their own particular obstacles and supports to success in the college setting.

- Just-in-time remediation will be provided to a greater degree in this class than in our other classes through our Dedicated Tutor (DT) program. Currently, English 98 and English 120 instructors have Dedicated Tutors working one-on-one with students
both in and out of the classroom. The DT hours for these accelerated classes will be
doubled for the accelerated courses, allowing students to have more access to DT
support, both inside and outside of class. One advantage of DT support, as we have
experience so far, is that the DT understand the requirements of the writing
assignment and are able to assist students more effectively.

3) Reasons for Applying

Please briefly describe what you hope to gain from participating in the
Community of Practice in Accelerated Curriculum and Pedagogy, and any
particular issues or topics you hope the facilitators will address during the
trainings.

As individuals, as a community college, and as a system of state-wide community
colleges, we recognize the need to make significant changes in the levels of student
success and rates of persistence across demographic groups at our college; both
measures need to increase in order for students who enroll in our programs to succeed
and achieve their goals of a certificate, an A.A. degree, or transfer to a 4-year university
in a timely manner. State-wide economic changes in shortening the time financial aid is
available to a student, PELL grant changes and BOG-fee waiver changes all necessitate
changes in our own programs so that students can achieve their goals in less time.
Therefore by offering an accelerated College Skills/English class (Eng98/Eng120), we can
address this pressing situation.

Practically speaking, as the College Skills/English faculty group that would like to
participate in the Community of Practice, we would like to successfully demonstrate to
our college community that acceleration can work without changing our requirements
for students to enroll in college-transfer English classes. We believe that with students’
successful completion of these accelerated courses at COM, other departments—such
as math—may be more inclined to review their program to see how/if acceleration of
their remedial pathway might work.

We also hope to gain more insight into current successful acceleration models so that
we can adapt and refine elements that we already have in place in our current regular
sequence and which will be transferred into our accelerated courses. By participating in
the Community we will be able to discuss with other participants what we have done
and hear their ideas, information and situations. This on-going exchange of ideas will be
beneficial to refining our implementation, and perhaps, provide other programs with
ideas that are novel or useful to them.

Finally we believe that through participation other issues related to acceleration and
student success will be identified, considered and discussed such as initial placement
testing—how it is currently done at our college and what needs to be changed to make
this critical factor in student success more effective/accurate. Another issue, for example, for our internal consideration is how our support services with respect to several writing labs and supplemental tutoring is currently delineated, and how/if these services are aligned in such a manner that best serves all students, and in particular, students in an accelerated pathway. By participating in the Community, we would expect to hear how other colleges have successfully brought changes and meaningful enhancements to their institutions in these areas of concern.

We hope facilitators Katie Hern and Myra Snell will address the following issues/topics during the training sessions:

- How to accelerate reading skills so that students increase their comprehension skills as they take on higher-level readings, particularly for students who begin the course with high-school level reading skills
- What texts and/or textbooks have other instructors found to be effective for an accelerated pre-1A course
- Intense Student Support at the class level/Dedicated Tutoring – how designed to be most effective for and compelling to students in the accelerated class; required time with tutor(s) outside of the regular class; how this requirement might be monitored throughout semester
- How best to include other members of the faculty in a real-time way during 2012-2013; how best to show/explain what acceleration is (and is not) to non-participating colleagues
- How to address the issue of students who enroll in an accelerated section and don’t pass

4) How many sections of this accelerated course do you plan to offer?

   Spring 2013: 2 sections

5) Anticipated Challenges

Please describe any challenges you have encountered, or expect to encounter, as you implement acceleration in your own context. This question is intended to help us provide the best support possible, not as a way to screen out colleges where challenges exist (100% of applicants).
Although we will have plenty of challenges, we have support from our administration: our college President has directed college members that increasing student success is the #1 priority for our college. Efforts are underway to implement the new Student Success Initiative at COM (presented to the department chairs December 2011, A. Duarte), including the creation of a Basic Skills model that has expedited student pathways. Because we are introducing an accelerated class that joins the English composition sequence across two completely separate departments (College Skills and English), we anticipate the following challenges:

1. Negotiating units between the two departments in order to make sure that neither loses units when we introduce this course. We may consider asking the administration and our BSI Steering Committee for additional funding to accomplish this.

2. Determining the prerequisites for the class and implementing this set of prerequisites through our enrollment system, which has only recently begun enforcing prerequisites during the registration process. We will be working closely with the Curriculum Committee in April and May 2012 to ensure that two accelerated sections will be approved so the new course can be offered in spring 2013.

3. Addressing concerns that the administration might see this new class as a cost-cutting measure rather than a pedagogical change to improve persistence rates of students, since two 3-unit courses are being accelerated into one 5-unit course.

4. Addressing concerns that international students and other ESL students who are not ready for acceleration in terms of their language acquisition will enroll in this class because of their own internal pressures to move quickly through the sequence.

5. Determining how many hours of Dedicated Tutor support these classes will receive in comparison to the other non-accelerated courses.

6. Matching Dedicated Tutors with the appropriate skill sets with these classes.

7. Determining which support lab the students will be going to – the one staffed by the College Skills Department and/or the one staffed by the English Department.

8. Considering how this new course will impact enrollment patterns in our other classes that run parallel to it as well as English 1A. Because this is a small school, this is an important consideration when determining how many sections of each of the other classes to offer.
6) Research

Has your college conducted cohort studies to track the percentage of students completing transfer-level English/Math from different starting placements?

Yes – please see attached data/report