This meeting of the FIG was highly productive. We discussed the following topics:

1. Counseling 111 as a possible advisory or co-requisite.
2. Some kind of early alert or midterm assessment and counseling that would help students who are falling behind mastery in the course.
3. English 071 SLOS as the prerequisite skills students should possess at the beginning of the semester.
4. Whether a specific number of pages/words of writing should be specified in the course outline for an accelerated course.
5. Whether a specific number of pages of reading should be specified in the course outline for an accelerated course.
6. Whether an accelerated course should be offered in a compressed time frame, such as a 5-week summer or winter intersession class.
7. The best times for the novel to be taught during the semester in an accelerated course.
8. Whether a full-length work of non-fiction should be required for an accelerated course.
9. How to teach students to apply the writing process they have been taught in English 071 or in high school to source-based writing and the writing of multiple-paragraph essays.

The FIG members agreed to the following recommendations:

1. Counseling 111 should be required as a co-requisite for an accelerated English 081 and 091 course. The reasons for this were many. It was pointed out that many students don’t understand the intensity of college and don’t know how to set goals and manage their time. They also don’t understand themselves and how they can learn. They don’t really have the big picture of college and academic goals. The FIG members thought that every topic in the Counseling 111 course outline would enhance student success in an accelerated course. It was also pointed out that it is a transferable course, so students can transfer the units. We do need to find out how to make sure that any students who have already taken it won’t be prevented from enrolling in the accelerated course.
2. An accelerated English 081 and 091 course should begin with source-based paragraphs with MLA citation format and end with the students writing source-based short essays using proper MLA citation format.
3. An accelerated English 081 and 091 course should concentrate on introductory college level fiction and non-fiction readings.
4. The course outline for an accelerated English 081 and English 091 course should specify the number of pages/words for the writing and the reading requirements.

5. An accelerated English 081 and English 091 course should not be offered in a compressed format (less than 16 weeks) unless and until we have solid data pointing to students’ abilities to succeed in a compressed format.

6. An accelerated English 081 and English 091 course should teach the thesis in all its forms, direct and implied.

7. An accelerated English 081 and English 091 course should teach a novel, and it should be taught no sooner than the midpoint of the semester.

8. An accelerated English 081 and 091 course outline should require a full-length book of non-fiction no shorter than 150 pages (for the novel also).

9. Students in an accelerated course should be taught how to apply the writing process they have been taught in English 071 or in high school to source-based writing and the writing of multiple-paragraph essays.

Our next meeting is Monday, May 9, at 2:30 in Hasley 311. Daylene Meuschke will be visiting us to tell us how we would be able to collect data on student success in an accelerated course.

Our last meeting will be Wednesday, May 11, at 2:30 in Hasley 311. We will prepare our final recommendations to be presented to the English Department at that meeting.
Measurement of Progress and Outcomes for Accelerated English Course

The evaluation of the proposed accelerated English course will collect quantitative data related to needs being met through the pilot project. Specifically, the analyses planned will examine the degree to which the pilot course results in improved success in basic skills English and progression to and success in transfer level English. Information is intended to both assess the progress and outcomes of the pilot project as well as inform decisions to improve pedagogy for basic skills English curriculum and student learning. To evaluate the pilot project the following analyses will be completed:

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<th>Evaluation Activity/ Research Question</th>
<th>Comparison Groups</th>
<th>Timeline</th>
<th>Methodology Notes</th>
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| 1. How do the retention and success rates for students enrolled in the accelerated course compare to students in PAL or traditional ENGL-081 and 091 sections? | • Students enrolled in traditional ENGL-081 and ENGL-091 (not PAL sections) in the same semesters  
• PAL 081/91 offerings, including semester offerings prior to start of accelerated pilot | • Year 1: Spring 2012 (analysis will commence in summer 2012)  
• Year 2: Fall 2012 (analysis will commence in Spring 2012) and Spring 2013 (analysis will commence in summer 2013) | • Students in comparison groups who have completed COUNS-111 prior to or during the semester in which they completed ENGL-081 or ENGL-091 will be flagged so data can be compared to pilot sections, if sample sizes permit.  
• FYE students will also be identified in the data. |
| 2. What are the progression rates to ENGL-101 for students in the accelerated course compared to students in PAL or traditional ENGL-081 and 091 sections? | • Students enrolled in traditional ENGL-081 and ENGL-091 offerings (not PAL sections).  
• PAL 081/91 offerings, including offerings prior to start of accelerate pilot | • Year 1: Spring 2012 students will be tracked through Spring 2014  
• Year 2: Fall 2012 students will be tracked through Fall 2014 and Spring 2013 students will be tracked through Spring 2014 | • Examine the percentage of students who progress to ENGL-101 within 2 years.  
• Students in comparison groups who have completed COUNS-111 prior to or during the semester in which they completed ENGL-081 or ENGL-091 will be flagged so data can be compared to pilot sections, if sample sizes permit.  
• FYE students will also be identified in the data. |
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| 3. Does a particular group(s) of students perform better in the accelerated course (e.g., course success and progression to ENGL-101) than in the traditional format? | • Students enrolled in traditional ENGL-081 and ENGL-091 offerings (not PAL sections).  
• PAL 081/91 offerings, including offerings prior to start of accelerate pilot | • Year 1: Spring 2012  
• Year 2: Fall 2012 and Spring 2013 | Data elements to include:  
• Number of units taken  
• Multiple measures from placement test  
• Financial need  
• Ethnicity  
• Age  
• Gender |
| 4. Other considerations: The English department should discuss the need to gather feedback from instructors regarding their experiences with both the accelerated and traditional formats to inform any changes that need to be made during the pilot phase. | N/A | • Each semester accelerated pilot is offered | • Feedback can be gathered via online surveys and/or focus groups with faculty. |

5/10/2011

dm