English Model – Issues and Solutions

English Groups 1 & 2
Structure of this Model

All students take this

English 100

+ 

ENG 100L (one credit)

Support services

Additional support services for two levels below

ENG 100L (two credits)
Co-Requisites Components

• The support component connected with ENG 100 L (one level down) would include these components
  – Mechanics
  – Writing skills
  – Student success

• The support component connected with ENG 100 L (two levels down) would be organized and implemented by campus
Co-Requisites Components (continued)

• The support components will be each a 1-credit cost to the student, regardless of the contact hours
• One level down would be 3+1=4 credits
• Two levels down would be 3+1+1=5 credits
• For faculty compensation, the support components would be defined as a lab or other term to help define teacher equivalencies
Co-Requisites Components (continued)

- Grading for the co-requisite components are for credit/non credit.
- Support component for two levels below will depend on diagnostic assessments.
- If students fail ENG 100 but get credit for a support component, they must take ENG 100 and the support component again.
Other

• Banner – Support components are listed as co-requisites
• Financial Aid – Credit for support components are considered as part of ENG 100
Diagnostic Assessment

- Diagnostic assessment
  - System-wide
  - Non-cognitive testing – ACT Engage (as example) to assess non-academic risk factors or student success/persistence factors
  - Cognitive includes reading/writing/grammar
    - Issues on whether students with high scores for Smart Balance, ACT, etc. take this test needs more discussion
  - Diagnostic assessment is a way to know more about students to create a better success plan and interventions
Timeline

- Fall 2016 implementation
  - July/August 2015 – Task forces consults STAR/Banner staff
  - August 2015 - John Morton meets with FSECS
  - October 2015 – Curriculum approved
  - August 2015 – SLOs completed
  - September 2015 – Communication with DOE
  - October 2015 – Banner changes begin
  - October 2015 – Fall 2016 application
  - December 2015 – schedules are built
  - March 2016 Star Academic Journey/Planner Updated
  - April 2016 is date fall registration begins
  - Spring/summer 2016 - training
Questions

• What will be the teaching equivalency?
• What does the lab/class look like?
• How will this affect Early College and Online classes?
• What is the impact on STAR academic planner and other STAR issues, including resources to help?
• What is the impact on other programs and program admissions?
Questions (continued)

• What is the impact on current and returning students (“grandfathering”)?
• What is the impact on Smarter Balance, ACT, Early College as well as possible exceptions
• Can the OVPCC mandate or give a directive to campuses regarding the curriculum timeline?