

ABSTRACT

Please provide a brief abstract—250 words or less—about the application. This abstract will be used in summary documents produced by the Chancellor's Office staff. (1,800 characters with spaces)

Chaffey College has consistently worked to improve student success and persistence in its English composition sequence. This began in 2012 with the merging of the English and reading curricula. The process continued in 2016 when the college and English Department reviewed data on Accuplacer placement outcomes, finding that the Accuplacer was both an inaccurate and inequitable way of placing students into the pre-transfer and transfer composition sequences. The data also identified the composition course two steps below transfer, English 575, as presenting significant barriers to student persistence and success.

Accordingly, with the English Department established new, more accurate and equitable assessment criteria, which went into effect in spring 2018. The English Department also revised its composition sequence, with the ultimate goal of a single course to prepare students who assess into pre-transfer courses for transfer-level work. Beginning in fall 2018, 98% of students will assess into either transfer-level English courses or English 495, one level below transfer. Implementation of the new criteria has already more than doubled the percentages of African-American and Hispanic students into English 1A (25% to 56% and 27% to 57% respectively).

The college also committed to offering intrusive support for students who may find themselves in need of additional assistance in the new curriculum. As other colleges work to meet the mandates of AB 705, Chaffey College has emerged as a leader in promoting student access to and success in transfer-level coursework and continues to share its experiences and successes in national and statewide forums.

NARRATIVE RESPONSES

Each response is limited to a 500 word narrative. Additional data or charts can be uploaded as a .pdf for each question. There is a 25 mb maximum for additional materials uploaded per question. For instructions on strong responses to each question, please refer to the [Questions and Strong Responses document](#).

* 1. From the perspective of the student population, referred to in the introduction, what was the problem your innovation helped to address on your campus, college or district?

Chaffey College has a history of implementing innovative and transformative initiatives geared toward serving its underrepresented student population. In 2012, the English Department undertook a significant basic skills transformation resulting in the integration of reading and writing departments and their respective curricula with the goal of decreasing the number of courses students were required to take before reaching transfer-level English. For the next several academic years, the English Department consistently monitored and examined both completion and success rates of its existing sequence of foundational English as well as any adverse impact of these courses on African-American and Latino students.

By late 2015, the department discovered that the current three-course below transfer level sequence of integrated reading and writing proved problematic in students' ability to complete in a timely manner. Specifically, faculty noticed the markedly lower success rates in English 575 and reported that students felt discouraged and apathetic when initially placed in that course while using Accuplacer as well as student background measures. Relying on detailed disaggregated data presented by the college's

institutional researcher, it became clear that the three-course below transfer level structure used for the last three years no longer served today's student and caused significant disproportionate impact among the most at-risk students.

In order to explore ways of further accelerating the foundational sequence, the English Department regularly discussed both best practices as well as the compelling research presented at conferences and workshops sponsored by 3CSN, the California Acceleration Project, Reading Apprenticeship and Conference on the Acceleration of Developmental Education from 2013-2016. In spring 2016, the faculty began to outline a new streamlined model of foundational English with the ultimate goal of promoting student success and equity.

At the same time, the state was formulating the language around AB-705, which underscored the importance of non-standardized testing in the placement of students. Instead, the intent of the legislation focused on maximizing the probability that community college students complete any foundational coursework in English and mathematics within a one-year timeframe, basing student placement on high school GPA and grades. The Chaffey College English department decided then to develop a clear and specific action plan that would transform current placement practices and create immediate access to transfer-level coursework. As part of that plan, the faculty worked to redesign and receive Curriculum approval for its new foundational class, English 495, and made minor modifications to English 1A in a short timeframe.

With the adoption of the new English course placement rules which are based exclusively on educational background and self-reported skill assessment data, placement into transfer-level English (ENGL-1A) increased by 124.0% for African American students; by 112.1% for Hispanic students; by 76.9% for Asian/Pacific Islander students; by 38.8% for Caucasian students; and by 55.3% for Other Race/Ethnicity students. While placement rates into transfer-level English continue to be higher for Caucasian, Asian, and Other Race/Ethnicity students, current placement rules have helped to mitigate observed discrepancies. See Attachment #1 for supplementary background and data results.

ADDITIONAL DATA:[No file uploaded.](#)

* 2. Briefly describe the practice or policy that your campus, college or district needed to change. Precisely describe the innovation and how it addressed the problem outlined in question 1.

In 2016, the English Department reviewed data that demonstrated Accuplacer was a poor indicator of student performance in the foundational English composition series. A review of data was concurrent with the department's participation in the Common Assessment Workgroup, a statewide initiative that sought to provide students a uniform means of assessment across the community college system. By 2017, it had become clear at both the state and college level that Accuplacer was a poor metric for determining student success in English courses. Not only was it an inaccurate predictor, it also disproportionately impacted Latino and African American students. These students were more likely to place into English 575, two levels below transfer.

The English 575 course had already been flagged as problematic due to poor student success and persistence in the composition series; this was especially true of Latino students, and those 25 to 49 years of age. Accordingly, the English department opted to abandon the use of Accuplacer as a placement tool, favoring instead high school GPA and student-reported data, which had been proven more accurate predictors of student performance. Currently, the multiple measures the college uses to determine a student's placement in the English Composition series are:

- Cumulative High School GPA
- Grade Earned in Last English Class
- Years of High School English
- Self-Rated Writing Skills
- Self-Rated Reading Skills
- Self-Rated Writing Experience

- Years Out of School

Using these measures eliminated the embedded disadvantage of the standardized test assessment tool, which is notorious for its disproportionate impact on students of color and those from under-privileged socioeconomic backgrounds.

The English Department then turned its attention to English 575 in an attempt to address the across-the-board issues with success and retention in that course. The department initially discussed potential changes to the course itself, but by fall of 2017, upon careful analysis of years of student data, it became clear that the course itself was untenable, and students would be better served by a new course, one that combined the curriculum of English 575 and 475, the course just below transfer-level English. The mandate of AB 705 added to the sense of urgency to implement change, and the department established these intermediate goals for implementation in spring of 2018, in preparation for new curriculum to be implemented the next academic year:

- Increase placement recommendations into ENGL-1A and ENGL-475
- Reduce placement recommendations into ENGL-575
- Maintain or improve course success rates in the English sequence courses

The department then wrote and approved curriculum for a new course, English 495: College Reading and Writing, which blended curriculum from the old English 575 and 475 courses, effectively eliminating English 575. Over the spring semester, Chaffey College will host several training seminars to prepare faculty for this curricular change. English 495 will be taught beginning fall 2018. The district is currently discussing options for students who receive a non-credit (English-675) placement recommendation.

ADDITIONAL DATA: [No file uploaded.](#)

* 3. How did your campus, college or district scale, or begin to scale, this innovation?

As outlined above, with the then-impending passage of Assembly Bill 705, the faculty of the English Department implemented a large-scale transformation of both the placement of students into the English sequence and began to compress the existing three-course below-transfer sequence into one foundational course to prepare students for English 1A-Composition.

The college responded quickly and implemented the following critical changes during the fall 2017 semester:

- Redesigned and submitted a new English class to curriculum that integrated the key learning outcomes of English 575 and 475, streamlining the pre-transfer curriculum to just two courses, with the majority of students (98%) placing either into transfer-level curriculum or one level below transfer. The new course, English 495, was approved in spring 2018.
- Began discussing possible alternatives for students (less than 2%) who assess into English 675, with the goal phasing the course out of the English sequence and re-directing those students to other courses and resources that may better serve their needs.
- Broadly disseminated the new placement rules to counseling faculty and collaborated with the college's IT Department to develop a way to contact students about the new placement rules and its impact on them.
- Began planning for inter-disciplinary discussions about the English skills needed for different programs. As the college moves forward with Guided Pathways, these foundational discussions will be critical in determining English competencies needed for careers and/or transfer.
- Continued implementation of Reading Apprenticeship strategies throughout the curriculum to embed English competencies in all courses.

As of the spring of 2018, all of the changes in pre-requisites have been updated and students have accurate information on new course placements. While some faculty in other disciplines elected to keep English pre-requisites on their courses, many chose to eliminate this barrier for students – in all, 36 courses removed English pre-requisites beginning in fall 2018.

During the spring 2018 FLEX program, members of the English Department educated the campus community on upcoming changes in English. That process has been ongoing throughout the spring 2018 semester, as curricular changes have been formalized and courses in other disciplines have needed to update their English prerequisites.

In March and April of 2018, the English Department will begin the training of all English faculty teaching the newly accelerated curriculum, a process that will continue throughout the summer of 2018. In addition, Student Success Centers and Supplemental Instruction will increase services to provide more extensive support for students.

ADDITIONAL DATA: [No file uploaded.](#)

* 4. Explain in detail the specific barriers that were addressed to begin scaling the innovation across the campus, college or district.

In the face of any major change to placement practices and curriculum, one of the biggest barriers is a certain amount of inevitable reticence across the spectrum of stakeholders: administrators, faculty, staff and students. There were stakeholders from across campus in the English Department, the Disability Programs and Services Department, Counseling, and Faculty Senate, who voiced concerns and skepticism about eliminating Accuplacer and streamlining the English Composition series. The college met these concerns with data-based evidence, making a compelling case that students would fare better with the elimination of the Accuplacer and the streamlining of the English sequence.

In this effort, the Institutional Research team was invaluable, providing all stakeholders with a clear picture of the impact of current practices on students over time as well as data-driven projections of where the proposed changes would take the college. Sending key faculty members to state and national conferences helped to address and quell faculty concerns and the departmental level. Once the benefits of the changes became clear, the innovations to placement and curriculum achieved broad-based support across the college, and as noted earlier, the mandate of AB-705 also provided a sense of urgency for the proposed changes.

Another difficulty faced in implementing the placement and curricular changes has been to keep all stakeholders informed of the changes and their impacts. The college has worked closely with the Curriculum Committee, Faculty Senate, Enrollment Management and Success, and the Counseling Department to disseminate this information. Adequately advertising and informing students of the benefits to them of these changes has led to an overall positive reception from the student population.

Faculty who will teach the new streamlined curriculum have expressed concerns about their ability to teach students who may need more support. Accordingly, the English Department has scheduled training sessions to help prepare faculty. The department is also exploring more intrusive kinds of support, including but not limited to an increased supplemental learning requirement at our college's Success Centers, the expansion of our college's Supplemental Instruction program into every English 495 classroom and extra support from college librarians. Supplemental Instruction provides each class with an experienced student to model successful student behavior, and to lead out-of-class workshops to help students develop and practice the skills they are learning in class.

ADDITIONAL DATA: [No file uploaded.](#)

* 5. Explain how your campus or district will collaborate with the Chancellor's Office to disseminate this innovation throughout the state to benefit other colleges seeking to solve a student success issue.

Recently, the Chancellor's Office appointed the Dean of Language Arts from Chaffey College to serve as part of its AB-705 Implementation Team given the college's rapid response to the bill and its effective implementation of an accelerated English sequence. As part of the team, the dean travels to both the Long Beach and Sacramento offices to interact and engage with other statewide representatives to discuss the current implementation status, potential barriers, best practices, and strategies to streamline lengthy course sequences. Up to now, the college does not yet have outcome data on its new placement

rules, but we plan to examine our first Fast Track session (spring 2018) in the next several weeks and share the results with the AB-705 Implementation Team.

Lastly, the college plans to disseminate information about the newly designed English curriculum to colleges in Region IX and several faculty are gearing up to present proposals for the 2019 Statewide Acceleration Conference. Several faculty members from the English department will also attend the annual CADE conference in Washington, DC this June. The college continues to interact with area colleges in the ongoing discussion of integrating reading and writing, compressed ESL sequencing, and the advantages of acceleration and co-requisite model support. Chaffey College is proud of its most recent innovation as a testament to its commitment to student equity, completion, and success.

In order to meet the Award's goals of scaling and dissemination, Chaffey College intends to distribute the \$1 million award as follows:

- Continued professional development for 23 full-time English faculty and approximately 100 part-time faculty: \$100,000 over three years (inclusive of acceleration conferences, college trainings, stipends for adjuncts);
- Release time for up to 4 faculty at 50% FTE each to research best practices, design curriculum and train both internally and at state institutions: \$200,000 per year for two years (\$400,000 Total);
- Additional tutors at Success Centers at all three campuses (Rancho, Fontana and Chino), additional hours for Success Centers, and additional Supplemental Instruction leaders: \$100,000 per year for three years (\$300,000 Total);
- Researcher time to ensure that students are succeeding and equity goals are being met: \$50,000 per year for two years (\$100,000 Total); and
- Creation of online and written materials for use at other institutions: \$100,000 over three years.

English Department - Revised Course Sequence - Fall 2017 to Spring 2020

Context

- AB 705 (colleges must “maximize the likelihood that students will complete college-level coursework in English and math within a one-year timeframe”).
- Guided Pathways initiative calls for improvements in completion of basic skills sequences.
- State & national movement supported by compelling data (e.g., California Acceleration Project)
- Equity plan / addressing achievement gap / moral imperative / completion agenda
- Not just eliminating levels / need to reconsider instruction / updated training for all F-T & P-T English faculty
- As of October 2017, we will rely on HS GPA & multiple measures (look into directed self-placement later?).
- Eliminating Accuplacer for placement means college needs a new tool for questions (multiple measures).
- We need to expand support services (SI, LSC, Library, DPS) for all students in English composition courses.

| Spring 2018 [3 levels below English 1A] | Fall 2018 & Spring 2019 [2 levels below English 1A] | Fall 2019 & Spring 2020 [1 level below English 1A] |
|---|---|--|
| Increase # of English 1A sections @ Rancho campus. <ul style="list-style-type: none"> • 61+ sections (Fall 2017 = 55) • increase access (38% to 60%) • increase success rates (71.6% to 74.3%) | Increase # of English 1A sections. <ul style="list-style-type: none"> • 110+ sections (Fall 2017 = 95) • placement = all 1As & high 475s • 3 units / 4+ essays / 3+ LSC hours • “menu” of essay prompts, lessons • list of suggested readers / books • enhanced reading instruction | Maintain or increase # of English 1A sections. |
| Increase # of English 475 sections @ Rancho campus. <ul style="list-style-type: none"> • 29 sections (Fall 2017 = 25) • slightly reduce access (40% to 30%) • slightly increase success rates (68.3% to 69.3%) | Maintain # of English 495 sections. <ul style="list-style-type: none"> • 60+ sections (Fall 2017 = 54) • need to rename to English 495 • placement = low 475s & most 575s • 4 units / 4+ essays / 5+ LSC hours • “menu” of essay prompts, lessons • list of suggested readers / books • greater emphasis on study skills | Maintain # of English 495 sections (or replace it with a co-requisite course for English 1A or some kind of optional bonus class ???). |
| Decrease # of English 575 sections. <ul style="list-style-type: none"> • 12 sections (Fall 2017 = 24) | No longer offer English 575. <ul style="list-style-type: none"> • Students who pass English 575 in Spring '18 will next take English 1A. | |
| Maintain # of English 675 sections. <ul style="list-style-type: none"> • 3 sections • Counselors will work with students to determine appropriate placements. | Maintain # of English 675 sections. <ul style="list-style-type: none"> • 3 sections • placement = low 575s and all 675s • If pass 675, move onto English 495. | English 675 could be replaced by college readiness course (DPS). <ul style="list-style-type: none"> • Counselors will work with students to determine appropriate placements. |

English Department - Revised Course Sequence - Fall 2017 to Spring 2020

| Fall 2017 | Spring 2018 | Fall 2018 & Spring 2019 | Fall 2019 & Spring 2020 |
|-------------|-------------|-------------------------|-------------------------|
| English 1A | English 1A | English 1A | English 1A |
| English 475 | English 475 | English 495 | English 495 |
| English 575 | English 575 | English 675 | |
| English 675 | English 675 | | |

| Task | Who | Due Date | Completed? |
|--|--|------------------|------------|
| Adjust placements for Spring 2018 registration (HS GPA & multiple measures instead of Accuplacer). | Eng. Dept. / IR / Counseling / programming | Nov. 1, 2017 | yes |
| Contact students who previously assessed into 575 or 475 but never enrolled (may have different placement). | Eng. Dept. / IR / Counseling / programming | Nov. 1, 2017 | yes |
| Discuss & decide on changes for 2018-2019. | Eng. Dept. | Nov. 8, 2017 | yes |
| Inform adjuncts re. 2018-2019 changes. | Eng. Dept. | Nov. 15, 2017 | IP |
| Inform campus committees re. 2018-2019 changes (including possible total end to Accuplacer). | Curriculum / Faculty Senate / Counseling / CPC / ESM | Nov. 15, 2017 | IP |
| Create English 495: College Reading & Writing (enhanced study skills and reading instruction). | Eng. Dept. / Curriculum | Dec. 1, 2017 | IP |
| Modify English 1A (enhanced reading instruction). | Eng. Dept. / Curriculum | Dec. 1, 2017 | IP |
| Adjust placements for 2018-2019 registration. | Eng. Dept. / IR / Counseling | Jan. 2018 | IP |
| Investigate low-cost / zero-cost textbooks to be used 2018-2019. Revise all textbook lists. | Eng. Dept. | Jan. – Mar. 2018 | IP |
| Inform current students about new placements for 2018-2019 (if applicable). | Eng. Dept. / A & R / Counseling | Mar. 2018 | IP |
| Train all full-time & part-time English faculty on the changes for 2018-2019 (R.A., etc.) (using equity \$\$). | Eng. Dept. / FSC / LSC | Mar. 2018 | IP |
| Deactivate English 575 & 475. | Eng. Dept. / Curriculum | May 2018 | - |
| Examine success & retention rates from Spring 2018. | Eng. Dept. / IR | Aug. 2018 | - |



**English Course Placement Recommendations
By Course Level, Pre/Post Placement Process Modification**

| Course Level | Previous Placement Process* | | New Placement Process** | |
|--|-----------------------------|---------------|-------------------------|---------------|
| | N | % | N | % |
| English 1A (Transfer Level) | 3,506 | 32.6% | 1,922 | 60.8% |
| English 495/475 (One Level Below Transfer) | 4,723 | 43.9% | 992 | 31.4% |
| English 575 (Two Levels Below Transfer) | 2,099 | 19.5% | 186 | 5.9% |
| English 675 (Three Levels Below Transfer) | 432 | 4.0% | 59 | 1.9% |
| TOTAL | 10,760 | 100.0% | 3,159 | 100.0% |

*One year prior (11/01/16 thru 10/31/17). Placement process included combined Accuplacer Sentence Skills and Reading Comprehension tests as part of multiple measures

**From 11/01/17 thru 02/07/18. Placement process is based exclusively on educational background and student reported skill self-assessment data and excludes standardized assessment instrument score(s).



English Course Placement Recommendations
Course Placement Recommendation Level, Pre/Post Placement Process Modification
by Student Race/Ethnicity

| Course Level | African American | | Asian/ Pacific Islander | | Caucasian | | Hispanic | | Other | |
|---|------------------|-----------------|----------------------------|-----------------|------------------|-----------------|------------------|-------------------|------------------|-----------------|
| | Pre (N=1,145) | Post (N=309) | Pre (N=607) | Post (N=179) | Pre (N=1,510) | Post (N=383) | Pre (N=6,357) | Post (N=1,941) | Pre (N=1,141) | Post (N=347) |
| English 1A (Transfer Level) | 25.0% | 56.0% | 42.0% | 74.3% | 49.5% | 68.7% | 27.3% | 57.9% | 42.5% | 66.0% |
| English 495/475 (One Level Below Transfer) | 44.0% | 34.0% | 32.5% | 20.1% | 35.9% | 23.7% | 47.8% | 34.6% | 38.4% | 25.4% |
| English 575 (Two Levels Below Transfer) | 24.9% | 9.1% | 19.6% | 3.4% | 11.7% | 5.5% | 21.3% | 5.6% | 14.5% | 6.6% |
| English 675 (Three Levels Below Transfer) | 6.1% | 0.9% | 5.9% | 2.2% | 2.8% | 2.1% | 3.6% | 1.9% | 4.6% | 2.0% |

*One year prior (11/01/16 thru 10/31/17). Placement process included combined Accuplacer Sentence Skills and Reading Comprehension tests as part of multiple measures

**From 11/01/17 thru 02/07/18. Placement process is based exclusively on educational background and student reported skill self-assessment data and excludes standardized assessment instrument score(s).

As the table above illustrates, previous English course placement rules that incorporated standardized assessment test scores resulted in significantly lower transfer level course placement for African American (25.0%) and Hispanic (27.3%) students. Under the old placement rules, approximately 42-50% of Caucasian students (49.5%), Asian/Pacific Islander students (42.0%), and Other Race/Ethnicity students (42.5%) received transfer-level English course placement recommendations.

Examining current English course placement rules that do not incorporate standardized assessment test scores and are based exclusively on educational background and self-reported skill assessment data, placement into transfer-level English (ENGL-1A) increased by 124.0% for African American students; by 112.1% for Hispanic students; by 76.9% for Asian/Pacific Islander students; by 38.8% for Caucasian students; and by 55.3% for Other Race/Ethnicity students. While placement rates into transfer-level English continue to be higher for Caucasian, Asian, and Other Race/Ethnicity students, current placement rules have helped to mitigate observed discrepancies.