Accidents will Happen

Oh, I just don’t know where to begin.
How can we increase student success in developmental classes while increasing the speed of completion?

The question we all asked.
Focused on the question.

A real question posed to the experts.
Two major concerns

- Are you asking me to lower my standards?
- Do you want me to teach unprepared students?
A Philosophical Shift

From Protected Risk Aversion to Supported Risk
The Bigger Picture Concerns

- Placement
- Pre-Requisites
- Contacts /Credits (financial aid)
- Graduation Requirements
- Core (MTA)
- Program Guides (Pathways)
These changes are going on alongside changes to developmental courses. Or the transition to transitional courses.

The New Philosophy and the Overarching Structure of the Curriculum informs these decisions and vice versa.
Organization

The major rationale for changing structure isn’t function but . . . retirement
The Smaller Pictures

But bigger jobs.
Reading
Thinking Critically
One Reading Class Pre-Req to Most

Critical Thinking I Pre-Req

Critical Thinking II Co-Req

One Critical Thinking Class with Additional lab hour for lower test scores: Co-Req

Instructor and Student Support
Composition
Adapting an existing model
Freshman Composition Scope & Sequence Chart

<table>
<thead>
<tr>
<th>Concept</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ Concept 1 ]</td>
<td>Description of Concept 1.</td>
</tr>
<tr>
<td>[ Concept 2 ]</td>
<td>Description of Concept 2.</td>
</tr>
</tbody>
</table>

### Legend

<table>
<thead>
<tr>
<th>Color</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>Overviewing</td>
</tr>
<tr>
<td>Pink</td>
<td>Writing</td>
</tr>
<tr>
<td>Orange</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Green</td>
<td>Professionalism</td>
</tr>
<tr>
<td>Purple</td>
<td>Reflection</td>
</tr>
</tbody>
</table>

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**Note:** The chart details specific concepts and their descriptions for a Freshman Composition course, with a legend indicating the use of colors for different categories.
Accelerated Developmental English

Accelerated learning is a form of mainstreaming developmental writers into designated sections of ENGL 103 along with students whose placement is ENGL 103. The developmental writers meet for an additional two contact hours each week immediately following English 109 with the same instructor. Our adopted model is based on the Accelerated Learning Program (ALP) at Community College of Baltimore County.

**ENGL 103**
MW 10:20-11:50 (3 cr. 3 ch.)

Green=4 students with ACT scores 18+, Compass scores 78+

Purple= 8 students with Compass scores 41-77

**ENGL 103W**
MW 12:00-1:00 (1 cr. 2 ch.)

Students in ENGL 103W receive supplemental instruction from their same ENGL 103 instructor. The goal of all assignments and activities is to maximize the students’ likelihood of success in the ENGL 103 class.

**Advantages of the accelerated learning model include:**
- Students complete ENGL 101 (ENGL 103W) and ENGL 103 in the same semester.
- Students progress more quickly because there is not a “step out” between ENGL 101 and ENGL 103.
- Developmental students are challenged by ENGL 103 students and ENGL 103 material.
- Developmental students receive intensive supplemental instruction immediately following the ENGL 103 class.
- Range of skills in the ENGL 103W class will be smaller, allowing for more focused instruction for these students.
Mathematics

Raising the bar, increasing the support
Got Math?

DID YOU KNOW?

Beginning Fall 2014...

- Math 100P will no longer be offered
- Math 105 will become Math 127
- There are new Math Compass re-test options

AA/AS Students

WHICH PATH IS RIGHT FOR YOU?

<table>
<thead>
<tr>
<th>BUSINESS/SOCIAL SCIENCE</th>
<th>ARTS/HUMANITIES</th>
<th>STEM</th>
<th>ELEMENTARY EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 098</td>
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</tr>
<tr>
<td>MATH 102</td>
<td>MATH 102</td>
<td>MATH 101</td>
<td>MATH 101</td>
</tr>
<tr>
<td>MATH 150</td>
<td>MATH 128</td>
<td>MATH 127</td>
<td>MATH 153</td>
</tr>
</tbody>
</table>

Be sure to follow the correct MATH sequence for your major’s Pathway. Beginning in Fall 2014, new math sequences will be in effect for AA & AS degrees which may allow you to take fewer courses and graduate sooner. If you have questions, speak with an advisor in the Career Planning Center.

GET ON THE RIGHT MATH PATH TO SUCCESS!
MATH
BOOTCAMP

SAVE TIME, MONEY, AND STRESS WITH A
STUDENT-FRIENDLY REFRESHER MATH CLASS.

* PLACING OUT OF JUST ONE COURSE IN THE MATH SEQUENCE CAN SAVE
YOU UP TO $620 AND AN ENTIRE SEMESTER OF COURSE WORK! *

For only $75, students who place into Math 098, 101, or 102 are eligible to take
a six session ‘boot camp’ course. At
the end of this course, you may retake
the math placement test which may place you out of Math 098, 101, or 102,
thus allowing you to start in the next
math course in your sequence.

WHAT: Math Boot Camp
WHEN: June 9, 10, 12, 16, 17 & 19 • 9 - 11 a.m.
WHERE: Southwestern Michigan College Dowagiac campus
COST: $75 (covers class and testing)
HOW: To register on-line go to swmich.edu/math-boot-camp

QUESTIONS? CALL 800-496-8675, EXT. 1499
And the future.

Had it gone the other way, would it be as successful?