FRAMEWORK

- Continue building a culture of evidence-based inquiry.

- Take steps toward identifying the FT “magic.”

- Consider FT in terms of CO’s “3 Effectiveness Components” for BSI programs.
CULTURE OF EVIDENCE-BASED INQUIRY

➢ Key Question:
  • What is working and what is not?

➢ Processes for Collaborative Learning:
  • Dialogue
  • Reflection
  • Asking questions
  • Identifying/clarifying values, beliefs, assumptions, and knowledge
“WHERE’S THE MAGIC?”

- 8-week courses
- Learning communities
- Tutoring
- Faculty collaboration
- Individual faculty members
- Summer Bridge experience
- Hand-picked students
- Program coordinator
BSI EFFECTIVENESS COMPONENTS

- Large Scale: Reaching large numbers of sections/students
- Sustainable: Institutionalizes to outlast the current champion(s)
- Measurable: Can be counted over short term to long term

--Mark Wade Lieu, CCCCO BSI Coordinator
HIGHLIGHTS
RETENTION, SUCCESS, AND ACCELERATION
RETENTION & SUCCESS IN CORE COURSES

- 29 students started Fast Track.
- 18 (62%) passed all four courses.
- 24 (83%) passed ENGL 101.

- Success rates for Fast Track (compared to all RHC students*)
  - READ 023: 97% (73%)
  - ENGL 035: 93% (56%)
  - ENGL 035W: 76% (36%)
  - ENGL 101: 85% (60%)

*Winter 2010 through Summer 2011
ACCELERATION FROM ENGL 035 TO ENGL 101

- 76% (22 of 29) Fast Track students started at one level below transfer and successfully completed transfer-level English in the same semester.

- 20% (196 of 969) of RHC students in 2010 started at one level below transfer in one semester and successfully completed transfer-level English in the next semester. *

*378 and 591 started ENGL 035 in Spring 2010 and Fall 2010, respectively. Of these students, 57 and 139 successfully completed ENGL 101 in the next semester.
Focus groups can reveal a wealth of information.

Recruitment (Classroom Visit, Flyer, Email, Phone Call Reminders).

Preparing for Focus Group: Questions, Feedback from Students, Refreshments.

Data Analysis Format (Notes, Synthesized report format).

Focus Group Participants: Five Fast Track Participants.

Focus Group Environment: Sense of camaraderie amongst students.
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<tr>
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<th>Focus Groups Findings</th>
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<tr>
<td>1.</td>
<td>Summer Bridge provided a motivated pool of students to choose from.</td>
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<td>2.</td>
<td>Social Support: sense of comfort, study groups, and informal discussions about coursework.</td>
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<td>3.</td>
<td>Mostly Summer Bridge students, but non-Summer Bridge student felt welcome.</td>
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<td>4.</td>
<td>Instructor communication; they altered due dates to reduce student stress.</td>
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<td>5.</td>
<td>Instructors were available after class to discuss course content and missing assignments</td>
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<td>6.</td>
<td>Fast Track (FT) Design: Students liked early class times, combination of reading/English classes.</td>
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<td>7.</td>
<td>Students felt FT classes help them stay “on track” in terms of completing basic skills and focus on classes (being disciplined; perception of finishing course sooner)</td>
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<td>8.</td>
<td>Tutors were very helpful and widely used (during and before/after class).</td>
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<td>9.</td>
<td>Students are developing an understanding of what it takes to be a successful student.</td>
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<td>10.</td>
<td>Students have become de facto recruiters for the FT program.</td>
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<td>11.</td>
<td>All students enthusiastically signed up for FT in the spring.</td>
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<td>12.</td>
<td>Students have a greater expectation of success.</td>
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### WEAKNESSES/RECOMMENDATIONS

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<tr>
<td>1. Students would like more tutors.</td>
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<td>2. Belongingness: Students did not have the same support and confidence in non-FT courses; they felt intimidated.</td>
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<td>3. Comparing non-FT instructors to FT instructors; doesn’t have the same level of engagement and collaboration.</td>
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<td>4. Students had difficulty time transferring successful practices learned in FT to non-FT classes.</td>
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<td>5. Some students spent so much time focused on their FT (8 week) class that they had a difficult time meeting the requirement of their non-FT classes.</td>
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<td>6. A 16 week class allows more procrastination.</td>
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<td>7. Expansion of course offerings especially basic skills (transfer route).</td>
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EFFECTIVENESS COMPONENT #1

Large Scale

- What proportion of relevant students is Fast Track reaching?
- What steps would be necessary to take the program to scale?
- When would the program be ready to be taken to scale?
EFFECTIVENESS COMPONENT #2

Sustainable

- To what extent does Fast Track have reliable funding and other resources? For how long?
- To what extent is Fast Track accepted and supported across campus?
- To what extent do faculty, administrators, and staff have the knowledge and skills needed for Fast Track’s success?
- What steps can be taken to promote Fast Track’s sustainability?
EFFECTIVENESS COMPONENT #3

Measurable

- What are the ultimate goals of the program?
- Which aspects are we currently measuring?
- How will we know in year or two if the initial cohort has been successful?
- How will we measure program effectiveness in a few years?
RESEARCH PLANS FOR SPRING 2012

- Ideas for exploring the “magic”
- Measures of effectiveness
- Research topics and questions