



Focused Inquiry Group Report

BCC Teaching and Learning Center

Project Title:

Team Leader: Jenny Lowood

Other Participants: Scott Hoshida, Haley Martin, Adan Olmedo, Gabe Winer

1. What was your **final inquiry question**? If your question evolved over the course of the semester, please briefly describe how it changed.

How can we improve throughput from English 264AB to English 1A and also improve the learning experience for students who complete this sequence of courses?

2. What **existing research** did you find on this topic? Please paste in at least 2 links, and briefly summarize.

The research leading to this project consisted of a combination of English Department Portfolio Assessment Results and primary research conducted by the Peralta District Office of Research. This ongoing research showed that, while students who complete English 264 and enroll in English 1A do well in the course, students in certain demographic groups (primarily Latino/Hispanic) do not enroll in English 1A in numbers proportionate to the overall population. Existing research from the California Acceleration Project fueled the FIG which led to the curriculum changes which led to this APPLE.

3. What was your **primary research process**? Please attach or link any relevant documents or tools.

We conducted a survey of students in English 264, giving four options describing possible preferences for features of English 1A (attached).

4. Please describe your **key findings** (bullet points are fine). Include any of the following:
 - a. The emerging patterns were clear. Students were extremely interested in taking a section of English 1A with the same teacher who taught the section of English 264 in which they were enrolled (4.33 weighted average on a scale of 1-5, with 53% strongly agreeing and 34% agreeing). Also, they strongly indicated that they wanted the English 1A class to build on the work of English 264 instead of repeating it (4.22 weighted average, with 47% strongly agreeing and 36% agreeing).

- b. We were surprised to find that remaining with the same instructor was more important to students than remaining with the same students.
- c. (d., e.) In our group discussions, we agreed that creating a curriculum for English 1A sections designed for completers of English 264 would allow us to meet all the goals of English 1A while better engaging and challenging these students, who had already completed the standard English 1A curriculum.

6. What other ideas or areas of **possible future inquiry** does your inquiry suggest?

We agreed that we would ideally engage in an APPLE in the fall to design the curriculum for these specialized sections of English 1A and to plan the logistics of moving students from English 264 in one semester to a specially designed section of English 1A with the same instructor in the following semester. This should include the participation of a counselor for each section/sequence.

7. What **connections/questions/applications** arose through sharing with other colleagues at the colloquium?

The group was able to begin creatively planning the new curriculum, including elements such as (a) beginning the class with group work focusing on revisions of portfolios, (b) using the curriculum to prepare students for English 5 and 1B, and (c) designing individualized elements of the course to address specific student needs.

8. Any other comments? Thank you!

This FIG allowed us the opportunity to do work that will be extremely beneficial to many of our students and will address equity concerns at the college.