



ACCELERATED OUTCOMES-BASED CONTEXTUALIZED APPLIED LEARNING MODEL

Adopted May 2012

The following represents program elements, best practices, and steps for implementation and operationalization deemed to be critical for an accelerated outcome-based contextualized applied learning model. These elements, practices and steps were identified by pilot colleges engaged in a Gates grant for developmental I-BEST.

Program elements

- Pre-college students (ABE and developmental education) are advanced, without content repetition, from wherever they place through first level of college English and/or Math.
- Credits are awarded to students based upon achievement of learning outcomes associated with a course at the end of each quarter. Students may advance through multiple course levels in one quarter.
- College reading strategies are imbedded in courses/program.
- All content is contextualized and applied to students' career goals.
- Students are involved in targeted and ongoing advising.
- Program is scalable and able to impact large numbers of students.

Best practices associated with the model include but are not limited to:

- Continuous faculty collaboration. This includes shared or linked content, learning outcomes, assignments and assessments. It appears the higher the level of collaboration the better the student success.
- College unit collaboration between student services (financial aid, advising, registration) and instruction for wrap around services.
- Links to employers and community partners.
- Team teaching
- Cohort strategies
- Expectation of college-level rigor and behavior
- Outcomes-based/modular learning (unlinked from traditional sequence and text books)
- Class time focused on application of learning (up-side-down/inverted learning)
- Deliberate and transparent integration of school, workplace, and soft skills
- On-going/formative assessment informs instruction and student acceleration

- Use of teaching and learning technology
- Eliminate redundancies in content with attention to planned scaffolding
- Academic support classes/targeted access to tutoring
- Coordinated/targeted on-going advising and navigation
- Ongoing professional development for faculty and staff around innovative instructional and assessment strategies and student support services.
- Faculty and administration buy-in and involvement in implementation.

Steps for implementing the Accelerated Outcomes model in Developmental Education

The term “bucket” course is used to describe a course that is created as a holding course for enrolling students who will progress at different rates until it is determined which level they have completed.

1. Determine whether you will start students in an accelerated outcomes course or you will place students in a course that reflects a student’s placement test score. If you select the use of a “bucket” course, determine the appropriate title and number for the course.
2. For accelerated outcome courses you will capture the beginning placement as a permanent record using the Student Unusual Action code screen SM5003.
 - a. Enter a YRQ value of “Z999” to ensure that the content in the unusual action code will be permanent.
 - b. For math use an exclamation point “!” followed by the actual placement level.
 - c. For English use a plus sign “+” followed by the actual placement level.
 - d. The code allows for the lowest placement level as 1 and the highest placement level as 4 to align with student achievement course levels. Higher placement numbers are closer to college level. If your college offers 3 levels of pre-college math, you would use 4 to indicate the highest placement and 2 to indicate the lowest placement.

For example: Your college offers 3 levels of math and 4 levels of English. Jane enters accelerated outcomes courses for math and English. Jane places at the lowest level in math and places at the highest level in English. Jane would have unusual action codes of “!2” and “+4”.

3. On Monday of the 8th week, faculty will determine the course outcomes (ending course title and number) that will be met by each student at the end of the quarter. College faculty will complete a drop/add form removing each student that has advanced beyond the original placement course (actual or bucket course) and adding the student to the appropriate end course. The student is then awarded credit for the highest course learning outcomes completed.

Note: After you drop the student from the bucket course and add them to the course reflecting their ending level, you will need to back date the registration to the original registration date in order for the system to correctly calculate the FTES. The SBCTC auditor is

aware of this coding procedure and will not question the amount of backdated registrations associated to pre-college accelerated courses.

Steps for implementing the Accelerated Outcomes model in Adult Basic Education

1. Follow steps 1 and 3 as above.
2. For accelerated ABE/ESL programs you will capture the beginning placement in WABERS+. ABE/ESL students must be registered in an ABE/ESL “bucket course” with an approved 32 CIP code.