



The Academic IET

A POSSIBILITY FOR ILLINOIS ICAPS





“ONLY 28 PERCENT OF COMMUNITY COLLEGE STUDENTS WHO TAKE A DEVELOPMENTAL EDUCATION COURSE GO ON TO EARN A DEGREE WITHIN 8 YEARS, AND MANY STUDENTS ASSIGNED TO DEVELOPMENTAL COURSES DROP OUT BEFORE COMPLETING THEIR SEQUENCE AND ENROLLING IN COLLEGE-LEVEL COURSES”

--“WHAT WE KNOW ABOUT DEVELOPMENTAL EDUCATION OUTCOMES”, COMMUNITY COLLEGE RESEARCH CENTER, RESEARCH OVERVIEW, JANUARY 2014



My Background

- 40 YEARS AS COMMUNITY COLLEGE INSTRUCTOR, DIVISION CHAIR AND DEAN
- PART OF ORIGINAL WASHINGTON STATE I-BEST PROJECT AND DEVELOPED I-BEST MODELS IN DEVELOPMENTAL EDUCATION AND COLLEGE-TRANSFER PROGRAMS

Disclaimers

- I PREFER THE CONCEPT OF PRECOLLEGE EDUCATION TO THE DIVISION INTO ADULT EDUCATION AND DEVELOPMENTAL EDUCATION
- I WILL DESCRIBE THE ACADEMIC IET MODEL (THE ACADEMIC I-BEST) USED IN WASHINGTON STATE
- I HAVE EXTREME COMFORT WITH EXPERIMENTATION
- I BELIEVE PRIOR MODELS OF PRECOLLEGE EDUCATION WERE FLAWED, BUT DEVELOPED WITH THE BEST OF INTENTIONS

MY HUMBLE OPINION

THE IET MODEL IS THE MOST SUCCESSFUL INNOVATION IN PRECOLLEGE EDUCATION. THE APPLICATION OF THIS MODEL TO COLLEGE TRANSFER-LEVEL COURSEWORK IS ITS NATURAL EXTENSION

ALL PRIOR MODELS HAVE FAILED BECAUSE THEY UNDERESTIMATE THE ABILITIES OF PRECOLLEGE STUDENTS AND PREVENT THEM FROM MAKING INFORMED CHOICES THEY ARE PERFECTLY CAPABLE OF MAKING.

Integrated Basic Education and Skills Training (I-BEST)

- TEAM TEACHING (50% MINIMUM OVERLAP REQUIRED)
- CONTEXTUALIZATION AND INTEGRATION
- OFFERED IN PROF-TECH, DEVELOPMENTAL EDUCATION, AND ACADEMIC TRANSFER PROGRAMS

LWTECH PROGRAM IMPLEMENTATION TIMELINE

Winter
2006

- **Prof-tech I-BEST, first classes**

Fall 2010

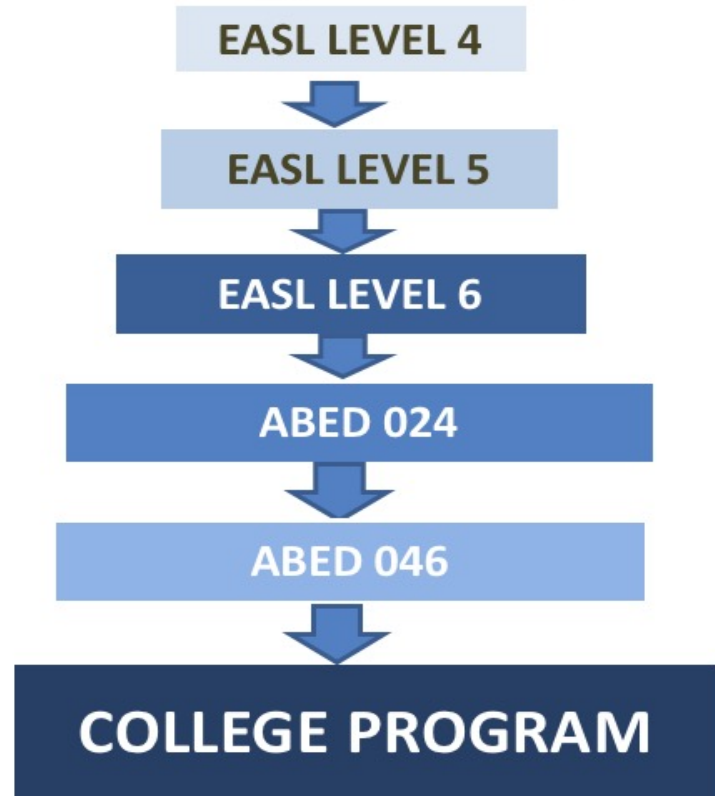
- **Dev Ed I-BEST , first classes**

Winter
2012

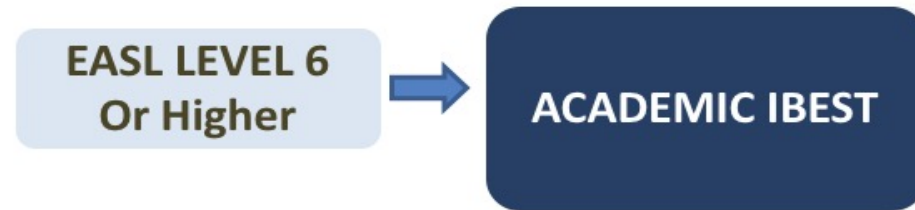
- **Academic I-BEST,
first classes**

How it benefits

- Starting WITHOUT IBEST



- Starting EARLY with IBEST!



DEFINING TERMS

- LEARNING COMMUNITY - CONTEXTUALIZED CONTENT ACROSS 2 COURSES – “LINKED”, REQUIRING STUDENT CO-ENROLLMENT
- CONTENT COURSE – ENGLISH, INTERPERSONAL COMMUNICATION, PUBLIC SPEAKING, PSYCHOLOGY, SOCIOLOGY
- SUPPORT COURSE—ADULT EDUCATION COURSE USED FOR REVIEW OF CONTENT COURSE TOPICS
- SUPPORT INSTRUCTOR – THE 2ND INSTRUCTOR THAT GOES INTO CONTENT COURSES AS CO-TEACHER
- BUCKET CLASS – MULTI-LEVEL ENGLISH (93,99,101), WITH OPPORTUNITY FOR ACCELERATION ACROSS LEVELS
- BLOCK SCHEDULING – COURSES SCHEDULED BACK-TO-BACK, IN A TIME BLOCK

ACADEMIC IET—ADMINISTRATIVE LOOK

- **I-BEST ADULT EDUCATION STUDENTS: ENROLL IN LEARNING COMMUNITY (ENGLISH, PAIRED ACADEMIC CLASS, AND I-BEST SUPPORT)**
- **CLASS INCLUDES STUDENTS FROM UPPER-LEVEL ADULT ED TO COLLEGE-TRANSFER LEVEL**
- **FACULTY: MODEL RELIES ON A THREE INSTRUCTOR TEAM, REIMBURSED FOR DESIGN AND COLLABORATION**
- **SUPPORT INSTRUCTOR FROM ADULT EDUCATION OVERLAPS 50% TIME WITH ENGLISH AND PAIRED ACADEMIC CLASS**
- **PROGRAM ALLOWS FOR ACCELERATION AND FOR EARNING OF ACADEMIC CREDITS**

FACULTY COLLABORATION

- 10 HOURS PER INSTRUCTOR, NEW PROGRAM DEVELOPMENT
- 10 HOURS PER INSTRUCTOR, PER QUARTER FOR WEEKLY MEETINGS
- EXPECTATION IS REGULAR, ONGOING COMMUNICATION AMONG THE THREE INSTRUCTOR TEAM

SUPPORT CLASS

- AN ADULT EDUCATION CLASS, SCHEDULED 3 HOURS PER WEEK
- INTENDED FOR I-BEST ADULT EDUCATION STUDENTS AND INTERNATIONAL STUDENTS
- INTRODUCES ASSIGNMENTS TO STUDENTS
- INCLUDES SUPPORT IN WRITING, GRAMMAR, PRONUNCIATION AND READING
- OFTEN FORMATED AS A LAB, PROVIDING INDIVIDUALIZED SUPPORT

ENGLISH “BUCKET” CLASS

- 5 HOURS PER WEEK
- MULTI-LEVEL, INCLUDING LOW DEVELOPMENT, HIGH DEVELOPMENTAL, AND COLLEGE-TRANSFER COURSEWORK
- ENROLLS I-BEST/ADULT EDUCATION STUDENTS (PLACED INTO LOW DEVELOPMENTAL COURSE) AND ALL OTHER COLLEGE STUDENTS
- DELIVERS COLLEGE-LEVEL CURRICULUM TO ALL STUDENTS
- USES GRADING RUBRICS TO ASSESS STUDENT PROGRESS BY LEVEL
- USES WRITING ASSIGNMENTS BASED ON ASSIGNMENTS FROM PAIRED ACADEMIC COURSE
- PROVIDES STUDENTS THE OPPORTUNITY TO ACCELERATE, COMPLETING MULTIPLE LEVELS IN ONE QUARTER

PAIRED ACADEMIC CLASS

- INCLUDES COURSES IN COMMUNICATION, PSYCHOLOGY, SOCIOLOGY
- 5 HOURS PER WEEK
- MAINSTREAMS I-BEST/ADULT EDUCATION AND DEVELOPMENTAL STUDENTS, BYPASSING PREREQUISITES AND ENROLLING THEM IN COLLEGE-TRANSFER COURSEWORK
- DELIVERS COLLEGE-LEVEL CURRICULUM TO ALL STUDENTS
- INCLUDES ESSAYS OR RESEARCH PAPERS (DEVELOPED IN CONJUNCTION WITH ENGLISH CO-TEACHER) AS PART OF STUDENT GRADING
- ALLOWS STUDENTS TO SUBMIT THE SAME WRITING ASSIGNMENTS FOR GRADES AS ARE USED IN THE PAIRED ENGLISH CLASS

*FEELING LONELY? ISOLATED? CALL
1-800-IET*

BEFORE YOU BEGIN EXPANDING YOUR IET PATHWAY,
SEND EVERY OTHER DEPARTMENT ON CAMPUS
FLOWERS

PARTNERSHIPS WITH INSTRUCTIONAL DEPARTMENTS AND FACULTY

- **CURRICULUM MODIFICATION AND UPDATES**
- **INTEGRATION**
- **TEACHING TEAM AND PROFESSIONAL DEVELOPMENT**

INSTRUCTIONAL MODIFICATION 1: CONTEXTUALIZATION

CONTEXTUALIZATION...A PROMISING DIRECTION FOR
ACCELERATING THE PROGRESS OF ACADEMICALLY
UNDERPREPARED COLLEGE STUDENTS (PERRIN 2011)

INSTRUCTIONAL MODIFICATION 2: INTEGRATION

- AMONG DEPARTMENTS (CONSIDER ARTICULATION AGREEMENTS)
- ACROSS COURSES
- AMONG INSTRUCTORS
- ACROSS STUDENT LEVELS



INSTRUCTIONAL MODIFICATION 3: TEAM FORMATION/PROFESSIONAL DEVELOPMENT

THERE IS AN “I” IN I-BEST (OR ICAPS) BUT THERE IS NO “I”
IN “TEAM”

PARTNERSHIPS WITH DEPARTMENTS AT THE START OF THE STUDENT LIFE CYCLE

- PLACEMENT
- ADVISING
- FINANCIAL AID

PARTNERSHIPS WITH “BACK OF HOUSE” SERVICES

- PAYROLL
- ENROLLMENT SERVICES
- INSTITUTIONAL RESEARCH

PARTNERSHIPS WITH MARKETING

- MAKING LEARNING COMMUNITY MODEL COMPREHENSIBLE IN THE SCHEDULE
- INTERNAL AS WELL AS EXTERNAL MARKETING

CHALLENGES TO IMPLEMENTATION

- COST CONSIDERATIONS FOR ADULT EDUCATION STUDENTS
- COLLEGE COST FOR THE MODEL
- INSTITUTIONAL CULTURE OF SILOS

OPPORTUNITIES THIS MODEL PROVIDES

- LESS EXPENSIVE THAN PROF-TECH MODELS
- ALLOWS FOR EASIER RECRUITMENT
- CAN BE ADDED TO PROF-TECH CERTIFICATE, BUILDING TOWARD DEGREE COMPLETION

QUANTITATIVE OUTCOMES--LWTECH

- STUDENT GPA
- STUDENT RETENTION/PERSISTENCE AND COMPLETION
- STUDENT CREDIT ACCUMULATIONS
- ACCELERATION RATE THROUGH ENGLISH SEQUENCE

QUALITATIVE OUTCOMES


- COLLABORATIVE WORK AMONG FACULTY AND COLLEGE DEPARTMENTS
- COLLEGE PRIDE IN IMPROVING STUDENT SUCCESS
- ENHANCED STUDENT CONTROL OVER PACE AND MANNER OF LEARNING

WASHINGTON STATE REPORT: GUIDING STUDENTS FROM BASIC EDUCATION THROUGH COLLEGE AND BEYOND

- TRACKED 10,915 ADULT EDUCATION STUDENTS, COMPARED TO ALL FIRST-TIME COLLEGE STUDENTS
- ADULT ED STUDENTS SUBDIVIDED INTO IET AND NON-IET GROUPS
- IET STUDENTS HAD HIGHEST PROF-TECH COMPLETION RATES
- ACADEMIC IET STUDENTS HAD HIGHEST FOUR-YEAR COLLEGE COMPLETION RATES

FINALLY—QUESTIONS?

- HOPES?
- FEARS?
- COMMENTS?



THANK YOU!

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