

FIRST YEAR LEARNING COMMUNITIES

CWP 101 & UNC 100

What will this FY Learning Community project look like?

- “Developmental” CWP 101 course
 - Placement determined by BSC’s Multiple Measures Assessment model: HS GPA
 - [CWP Learning Outcomes](#)
- UNC 100 + Corequisite best practices
 - [UNC 100 Learning Outcomes](#)
 - “Non-Cognitive/College Success skills:” discussion, mentoring, and activities re: students’ technology platforms (Bb, Bengal success, Degreeworks); on campus tutoring services; advising policies and procedures; resources for personal physical and mental wellbeing; time management strategies; financial aid and money management; communicating with professors and campus staff; connecting with/advocating for help from members of their First-Year Support Network
 - “Just in time” writing instruction: lessons and activities based on student-identified writing needs (ie. thesis construction, outlining, finding and evaluating sources, etc); open question and answer time to clarify assignments and mitigate confusion; one on one writing conferences with students to discuss drafts; peer workshops to facilitate revision feedback
 - Regular panel discussions with invited guests: 1st generation graduates; support staff; current sophomores and juniors; major faculty members; BEAT team members, etc.
- LC will serve as a hub for students’ First-Year Support Network: Both courses will work to meaningfully connect to other first-year support offices, initiatives, and staff serving as a hub for students’ First-Year Support Network: i.e. [Title III](#) professional advisors, Completion Coaches, and BEAT Team Peer Mentors; Academic Commons Tutoring services; Resident Life programming; EOP, Honors, Say Yes Support Services; Accessibility Services; Career Development Center; Student Leadership and Engagement; etc.
- LC will host community building events:
 - First week kick off
 - Midterms mental health activities
 - Finals support event
 - End of semester family showcase and celebration

Faculty Professional Development

- Pre semester workshop, course development, monthly semester meetings, post semester reflection/assessment/revision plan
 - Social Justice and Antiracist pedagogical best practices: BSC faculty consultants
 - Mentoring Best Practices: faculty members will be trained using Inside Track's Coaching Methods (through collaboration with Title III)
 - "In this coaching skills workshops, our goal is to leverage coaching skills within your role to enhance student success. We will practice the skills of coaching, learn about the eight Focus Areas to talk about with students for a holistic assessment, and apply a 4 step structure to each student meeting."
 - BSC Policies and Procedures: CWP faculty members will be trained on basic BSC policies re: admissions; registration; financial aid; Title IV; Academic Standards, etc. (through collaboration with The Professional Development Center)

What pedagogical theories and research ground this proposal?

- "Corequisite Composition" models and "Accelerated Learning Programs" (ALP):
 - "The Accelerated Learning Program (ALP) is a co-requisite approach to developmental Integrated Reading and Writing that has produced success rates for developmental students that are double those of more traditional approaches. Because of the high success rates, the cost per successful student is actually lower than in traditional models with larger class sizes. ALP has been adopted by 100's of colleges and universities across the country."
 - Overall, the course and theory have a focus on college readiness of "underprepared students" and their retention; thus it was largely adopted by community colleges. In the last 2-3 years more and more liberal arts (with student demographics like ours) have been exploring its potential.
- The original model has a 3 credit composition course and a 1 credit "corequisite" with the same professor. In the one credit course instructors and students focus on both writing and critical reading strategies as well as "non-cognitive/college success skills."
- Resources and Data:
 - [The Acceleration Learning Model](#): National organization and conference
 - [Co-requisite models defined](#): Professor Emeritus Peter Adams' overview
 - [The Case for Corequisites: The Center for the Analysis of Postsecondary Readiness](#): benefits of corequisite models
 - [Spanning the Divide](#): data showing why this strategy has worked well vs. standard remediation for students like ours
 - ["The Extensive Evidence of Co-Requisite Remediation's Effectiveness:"](#) Inside Higher Ed piece focusing on CUNY efforts in corequisites