Alternative Structural Models for Basic Skills

(Excerpted from Katie Hern and Myra Shell PowerPoint on Bringing Accelerated English and Math to Your Campus)

Avoidance models
Programs and policies that provide alternative pathways and/or help students skip levels, such as
- Changing cut scores to advance students in sequence
- Creating easy mechanisms for students to skip levels
- Allowing students who have passed Algebra II in high school to move directly into college-level Statistics
- Bridge programs that enable students to move into a higher level of coursework
- Contextualized reading/writing/math/ESL embedded in Career-Technical programs

Compression Models
Combining levels of a sequence into an intensive format within the same semester, either keeping the total # of units the same or reducing the # of units
- Elementary & Intermediate Algebra
- Developmental English 1 & 2 levels below college
- 1 Level below plus college English

Mainstreaming Models
Placing developmental students into a transfer-level course with some kind of additional support built in
- Supplemental instruction
- Additional lab hours
- Student tutors embedded in class
- Support course paired with transfer-level course

Modular Redesign
Replacing the traditional course sequence with individualized learning modules; more fine-grained diagnostic tests assess students’ incoming levels of skill/understanding and instruction focuses on these areas, often aided by computer software.

Sequence Redesign
Restructuring curricula to engage developmental students in more complex reading, writing, and thinking tasks sooner and prioritize the most essential skills and knowledge needed in college courses
- Eliminating levels in sequence and enabling students with lower scores to enroll in more advanced courses
- One-semester, open-access pre-statistics courses
- One-semester, open-access reading and writing courses