

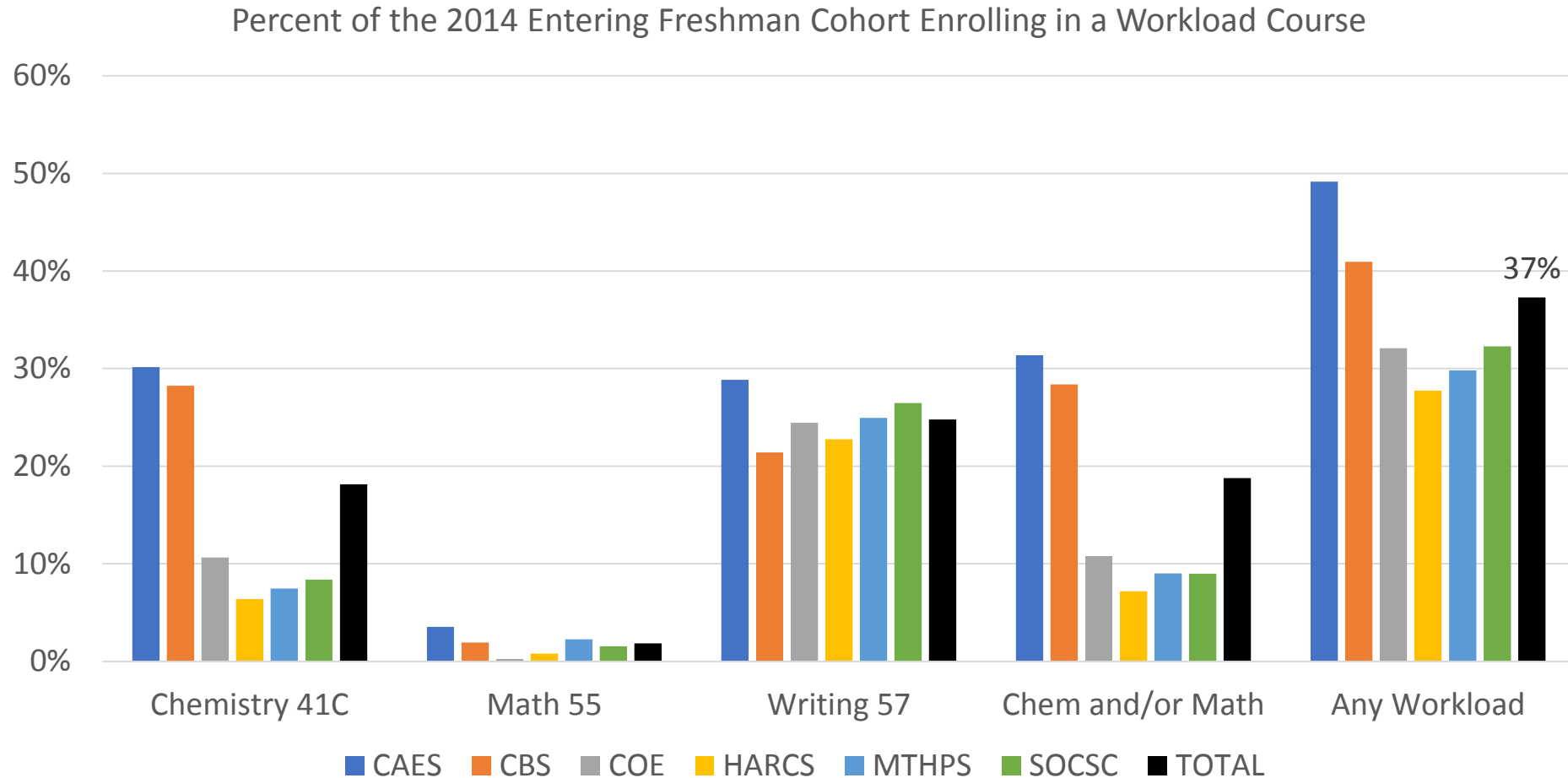
A co-class instruction model for at-risk students.

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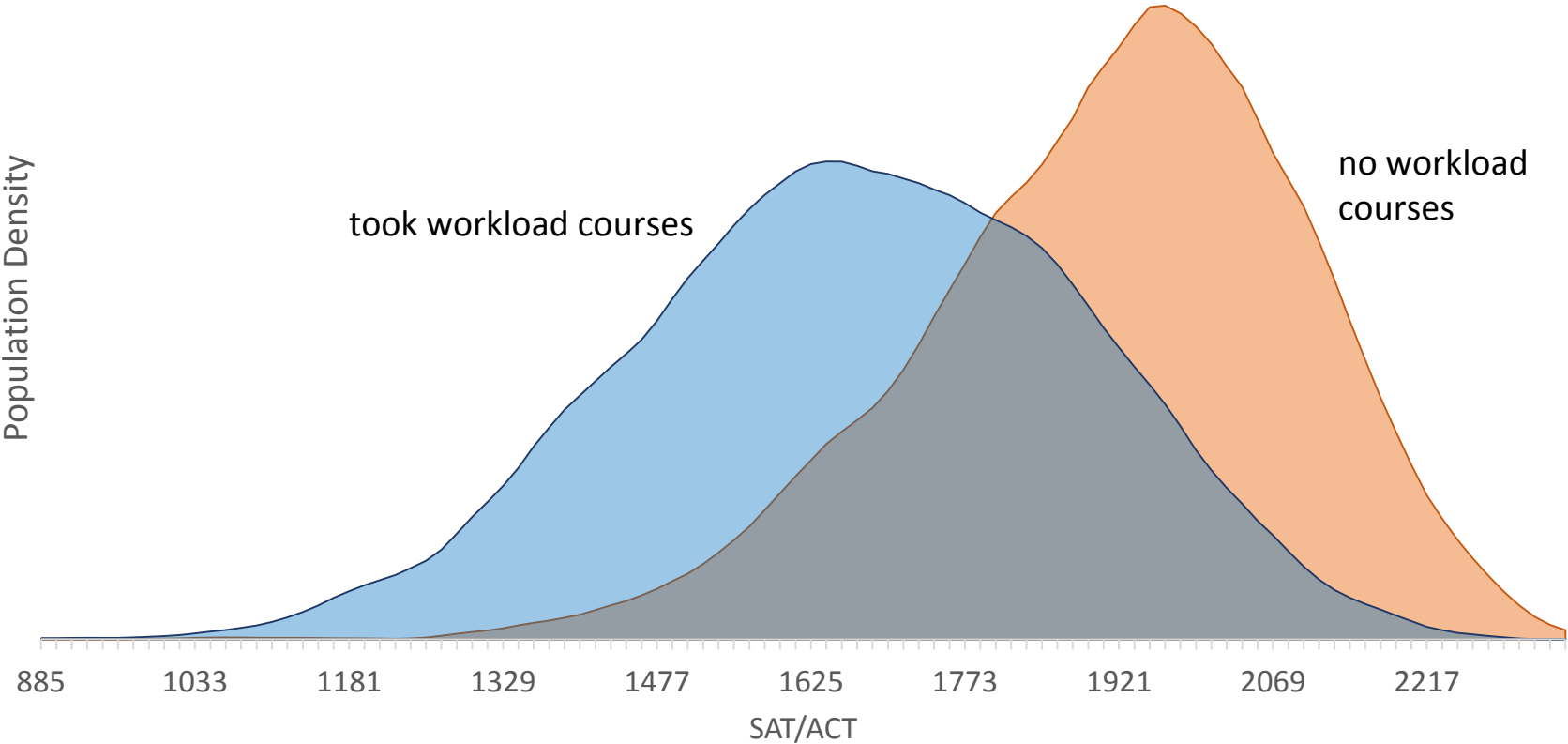
BIS 2C test project Keen and Ledford

Who is the target population?



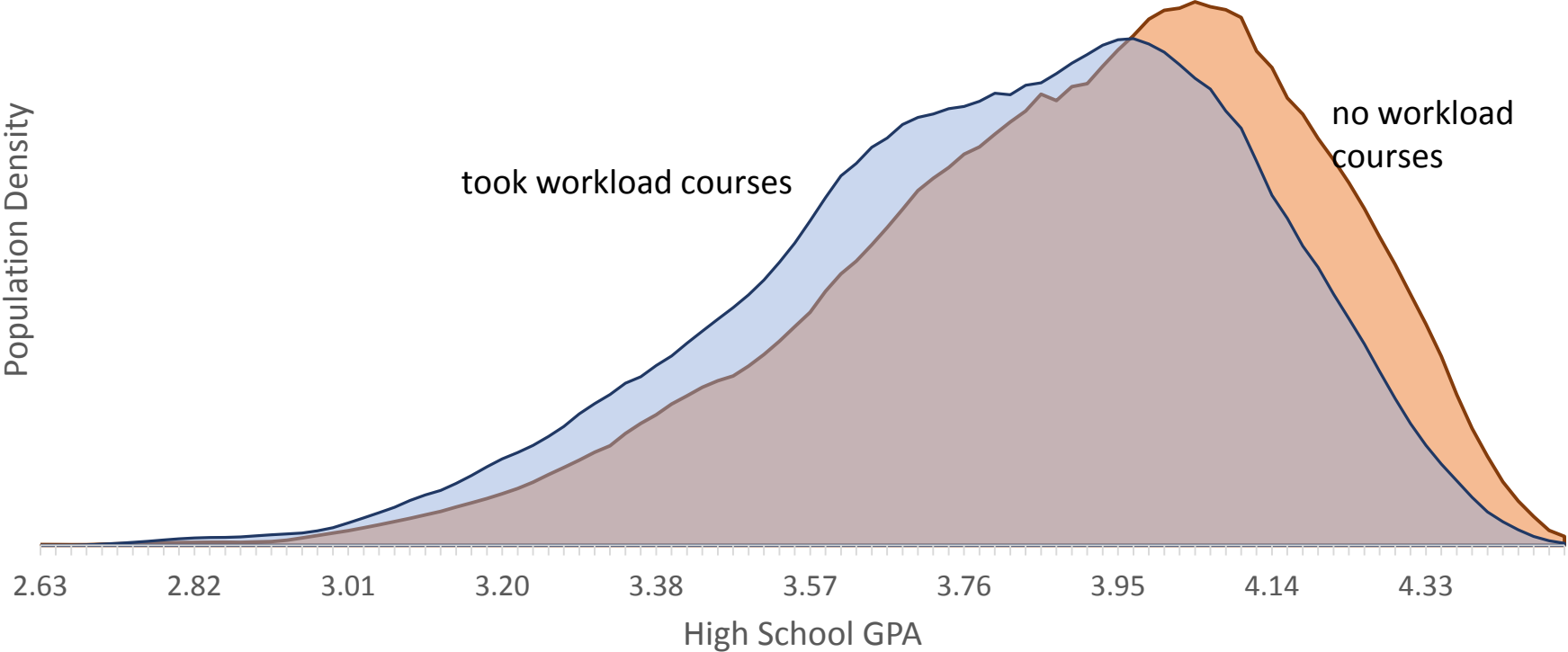
What Types of Students are in Workload Classes?

Distribution of SAT/ACT Scores
by Enrollment in Workload Courses
Fall 2010 Cohort



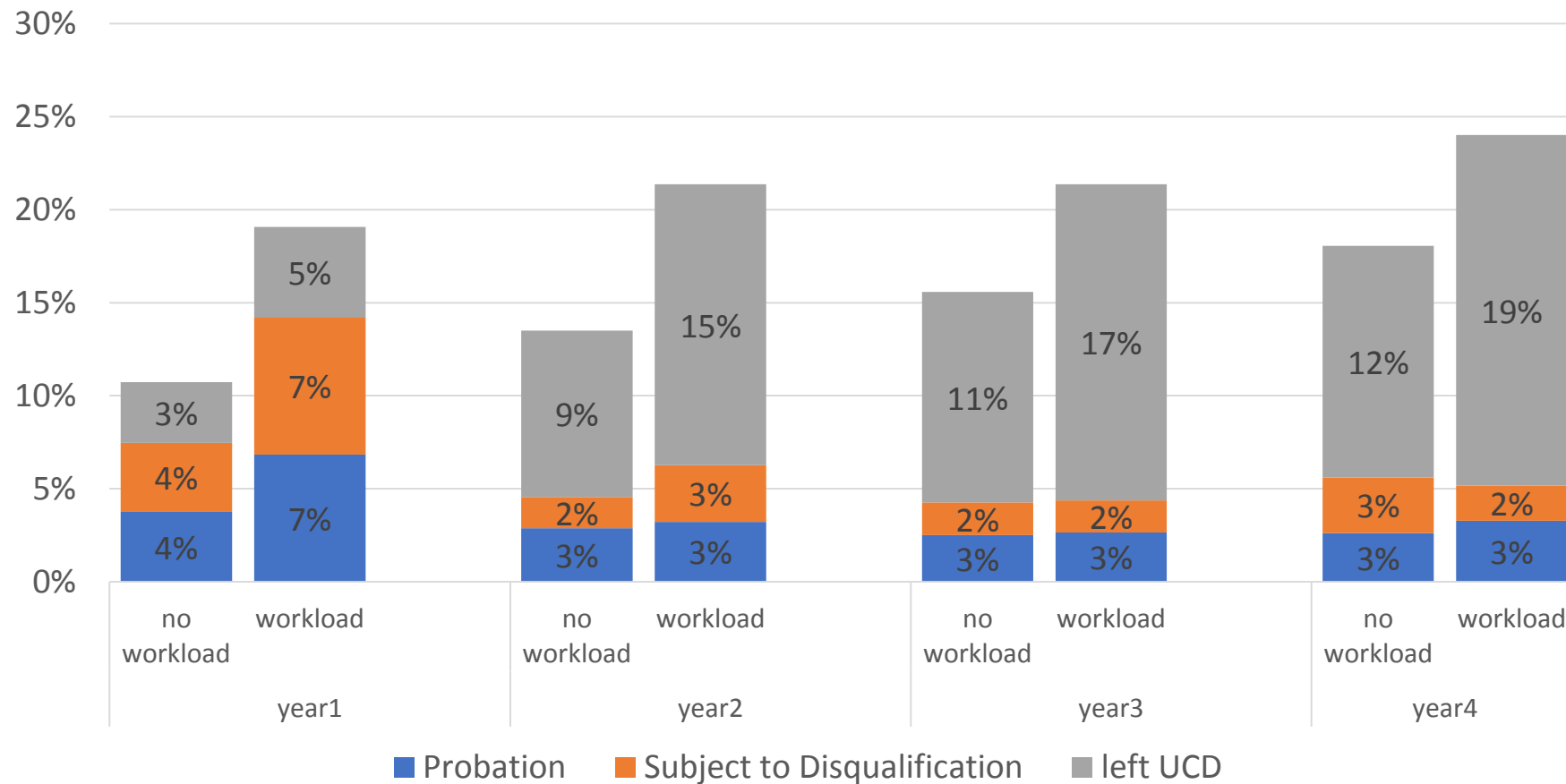
What Types of Students are in Workload Classes?

Distribution of High School GPA
by Enrollment in Workload Courses
Fall 2010 Cohort



Are The Gaps In Achievement Persistent Through a Student's Tenure?

Percent of Fall 2010 Cohort Failing to Make Minimum Progress Or Who Have Left UCD by Year in School



- Take one quarter of Introductory Biology, BIS 2C, and a special co-class.
- Introductory Biology, BIS 2C becomes only course for Fall GPA.
- The co-class focuses on study skills, test-taking skills, metacognition, and support for the challenges that come with higher academics.
- Meets three times per week:
 - **two sessions help with material** in Introductory Biology (academic focus)
 - **one session will deal with adjustment to the university** life and how to manage your workload, time commitments, stress, and other common problems (taught by a counselor or advisor).
- **Students have the same instructor for the BIS 2C lab and the co-class. Both classes have the same group of students to foster a sense of community and mutual support.**

Co-class Learning Goals

At the end of this class, students will be able to:

- Learn a specific set of skills, strategies, and tools to facilitate learning through effective time management, review, and self-assessment.
- Use these skills, strategies, and tools to become a self-directed learner.
- Complete BIS 2C and all future BIS classes with at least a B grade.



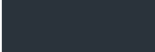
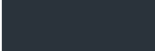





Co-class Elements:

Structured study plan focused on learning outcomes
Social/cultural support
Time management
Grit and persistence
Podcast review and study materials
Quizzing
Iterative improvement
Self-reflection

Midterm 1 Reflection



Background: To become a self-directed learner, you need to be able to objectively evaluate your performance on exams and make the necessary corrections. Below are a series of questions to help you think this through and make adjustments. Be sure to answer honestly, this is the only way to make adjustments and track your performance.

Which aspects of the co-class do you feel were most helpful? (mark all that apply).

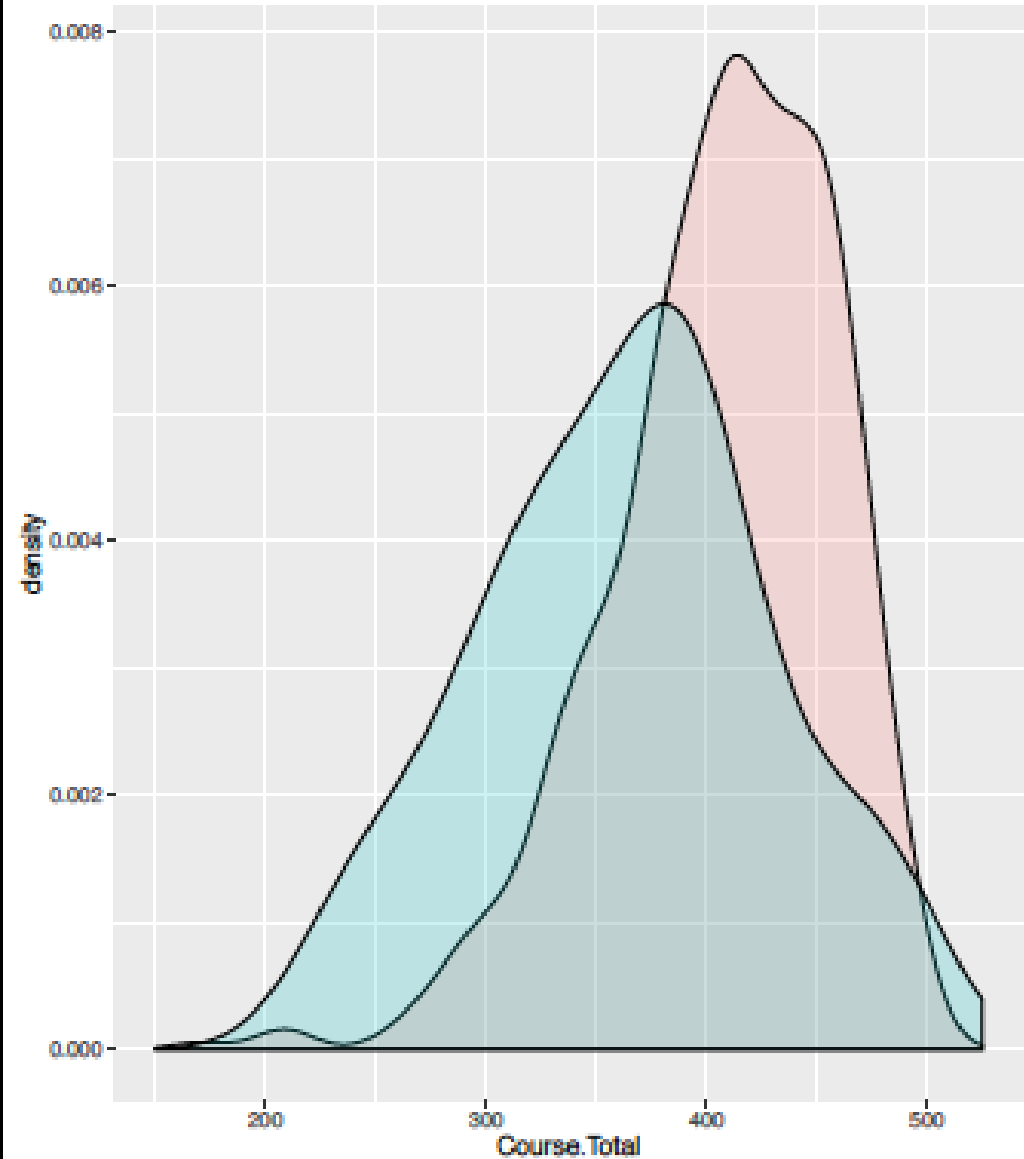
personal support from instructor	19 respondents	73 %	
social support from fellow students	15 respondents	58 %	
accountability	11 respondents	42 %	
time management	11 respondents	42 %	
practice materials (study questions & guides)	23 respondents	88 %	
practice midterms	23 respondents	88 %	
practice lab practical	22 respondents	85 %	
study skills	12 respondents	46 %	
counselor support (Wednesday meetings)	18 respondents	69 %	

Attempts: 48 out of 48

Based on your experiences this quarter, how well do you think your high school prepared you for university academics?

Very well	1 respondents	2 %	
Mostly	15 respondents	31 %	
Somewhat	15 respondents	31 %	
Not well	11 respondents	23 %	
Not at all	6 respondents	13 %	

55% of the co-class students passed BIS 2C with a C- or better



How has your perception of university academics changed since starting this quarter?

<p>Success is harder than I thought it would be, but achievable with minor adjustments.</p>	12 respondents	25 %	<div style="width: 25%; height: 15px; background-color: #2e8b57;"></div> ✓
<p>Success will be much harder than I thought and will require changes to my studying, time management, and personal life.</p>	30 respondents	63 %	<div style="width: 63%; height: 15px; background-color: #2c3e50;"></div>
<p>Success will be very difficult for me, requiring numerous personal sacrifices and adjustments. I am willing to make the changes but it will take time and significant help.</p>	5 respondents	10 %	<div style="width: 10%; height: 15px; background-color: #2c3e50;"></div>
<p>Success is possible for me, but will require sacrifices and adjustments to my life that I may not be willing to make.</p>	1 respondents	2 %	<div style="width: 2%; height: 15px; background-color: #2c3e50;"></div>
<p>Success seems impossible. I do not feel prepared for success and do not think I can make the necessary changes.</p>		0 %	<div style="width: 0%; height: 15px; background-color: #2c3e50;"></div>
<p>Success seems possible at UC Davis, but outside of a STEM field.</p>		0 %	<div style="width: 0%; height: 15px; background-color: #2c3e50;"></div>
<p>Success seems possible if I begin in community college and then return to UC Davis.</p>		0 %	<div style="width: 0%; height: 15px; background-color: #2c3e50;"></div>