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?

Percent of the 2014 Entering Freshman Cohort Enrolling in a Workload Course
What Types of Students are in Workload Classes?

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

- took workload courses
- no workload courses
What Types of Students are in Workload Classes?

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

took workload courses
no workload courses

High School GPA

Population Density
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

Year 1:
- No workload: 3% probation, 7% subject to disqualification, 4% left UCD
- Workload: 9% probation, 2% subject to disqualification, 3% left UCD

Year 2:
- No workload: 15% probation, 3% subject to disqualification, 3% left UCD
- Workload: 3% probation, 3% subject to disqualification, 2% left UCD

Year 3:
- No workload: 11% probation, 2% subject to disqualification, 2% left UCD
- Workload: 2% probation, 2% subject to disqualification, 3% left UCD

Year 4:
- No workload: 12% probation, 3% subject to disqualification, 3% left UCD
- Workload: 19% probation, 2% subject to disqualification, 3% left UCD

DRAFT 10/28/2015
• 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).

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal support from instructor</td>
<td>19</td>
<td>73%</td>
</tr>
<tr>
<td>Social support from fellow students</td>
<td>15</td>
<td>58%</td>
</tr>
<tr>
<td>Accountability</td>
<td>11</td>
<td>42%</td>
</tr>
<tr>
<td>Time management</td>
<td>11</td>
<td>42%</td>
</tr>
<tr>
<td>Practice materials (study questions &amp; guides)</td>
<td>23</td>
<td>88%</td>
</tr>
<tr>
<td>Practice midterms</td>
<td>23</td>
<td>88%</td>
</tr>
<tr>
<td>Practice lab practical</td>
<td>22</td>
<td>85%</td>
</tr>
<tr>
<td>Study skills</td>
<td>12</td>
<td>46%</td>
</tr>
<tr>
<td>Counselor support (Wednesday meetings)</td>
<td>18</td>
<td>69%</td>
</tr>
</tbody>
</table>

Attempts: 48 out of 48

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

<table>
<thead>
<tr>
<th>Preparedness</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Mostly</td>
<td>15</td>
<td>31%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>15</td>
<td>31%</td>
</tr>
<tr>
<td>Not well</td>
<td>11</td>
<td>23%</td>
</tr>
<tr>
<td>Not at all</td>
<td>6</td>
<td>13%</td>
</tr>
</tbody>
</table>
55% of the co-class students passed BIS 2C with a C- or better.