



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

CONCURRENT SUPPORT AND CURRICULAR INNOVATIONS

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Cosumnes River College

WHAT ARE YOUR COLLEGES
PLANNING?

Curricular Changes

Please discuss the following questions with some of the people around you.

1. Are your colleges currently developing/already developed any new courses?
2. Is your college planning to implement or expand any learning centers?
3. Is your college planning to eliminate any existing curriculum?
4. How many different implementation options is your college considering?

POSSIBLE CURRICULAR CHANGES

Redesigned Basic Skills Courses

- Colleges could create redesigned basic skills courses that redesign the material that is covered, how it is covered, or both.
- Colleges could also explore different scheduling models to ensure that students transition from the first course into the transfer course within one year.
- Colleges would have up to two years to collect data showing that the throughput is at least as high as default placement in order to require students to take these courses.
- Colleges may want to explore these types of changes, even if they never require them, because there will be students that don't want to go straight to the transfer level.

Modularized Support

- Colleges can create modularized courses (particularly using noncredit) that would allow the student to get help with a specific issue at any point during the semester (depending on how the college schedules them).
- A student could access as many or as few modules as they need during the term.
- Remember that noncredit courses are restricted to basic skills.
- Math labs are often run in this way

Intense Review

- Colleges can create intensive review courses that could be offered during the summer session (or a winter intersession) for students to catch up before entering the transfer level.
- If the course is noncredit, it can be easily scheduled to begin at any time during the term.
- These courses would likely be optional, but they could be a way for students to refresh their skills and build confidence before the semester.

Stretch Courses

- A stretch course breaks a traditional one semester course over two semesters.
- The combination of the two courses together would be at the transfer level, so these courses should comply with the requirements of the law.
- Colleges could guarantee instructor, seat, and time in the second semester to allow the student to complete the sequence in the one year timeframe.
- Since this is a curricular innovation, colleges would have two years to collect data that shows students are at least as successful as placement into the traditional transfer course.
- Registration for these courses may be hard in your ERP

College Level Quantitative Reasoning

- Colleges are not restricted to only using Intermediate Algebra to satisfy the requirements in §55063.
- Courses can meet the associate degree requirement if they are equivalent in rigor to intermediate algebra and have a prerequisite of elementary algebra.
- Discipline specific mathematics and quantitative reasoning courses can be developed that cover the specific skills needed for students pursuing an AS degree in that field and contextualize those skills to make them easier for students to apply to their field of study.
- Colleges can locally determine if these courses meet the requirements for mathematics competency and AB 705 allows students to be placed into college level courses that are required for their degree.

Transfer Level Quantitative Reasoning

- Last year, CSU EO 1100 removed the explicit requirement of an Intermediate Algebra prerequisite for courses to be approved for CSU GE Breadth Area B4.
- While the default rules give all students access to courses like statistics or liberal arts math, those courses may not be the best choice for some majors.
- Courses like personal finance might be more applicable for some students and colleges now have the flexibility to develop these courses and submit them for addition to CSU GE Breadth.
- Colleges could place students into these types of courses using the same placement rules that they use for the SLAM pathway and these courses would give students a wider range of options to meet their quantitative reasoning requirements.
- Please note that, as of today, the expectations for IGETC submissions haven't been changed.

CURRENT SUPPORT OPTIONS

Concurrent Support

- The initial guidance from the Chancellor's Office mentions offering and possibly requiring students to participate in some form of concurrent support
- There are several different types of concurrent support that colleges could offer to students. These include
 - Redesigned Credit Course
 - Corequisite Credit Course (lecture or lab)
 - Corequisite Noncredit Course
 - Increased Access to Learning Centers
 - Embedded Tutoring
 - Supplemental Instruction
 - Writing Centers/Math Labs
 - Directed Learning Activities

SUPPORT THAT COULD BE
REQUIRED

Credit Course with Embedded Support

The college could create a new version of the transfer course that includes additional lecture or laboratory hours.

- A 4-unit composition course could be changed to 5 units by adding 18 hours of lecture, 54 hours of lab
- The same 4-unit composition course could be changed into a 3-unit lecture 1-unit lab, leaving the total at 4 units reducing 18 hours of lecture and 54 hours of lab.
- For the CCCs, the difference between lecture and laboratory are the number of hours of outside work that is expected of the student.

Credit Course with Embedded Support

Possible Advantages

- All students enrolled have been identified as needing additional support
- The same instructor for all course material
- Students can reenroll if they are not able to pass the course
- Easiest for students to understand when enrolling in courses

Possible Disadvantages

- Student must pay additional fees
- Student accumulates additional units
- College will need to rearticulate the course, which could take 2 years
- All students would receive the same additional instruction, but they may have different needs
- Financial Aid issues (later slide)

Credit Corequisite

- A credit corequisite course would require students to enroll in the transfer course. Students could be placed into the corequisite course and then be able to enroll in the transfer course.
- The corequisite course could be lecture, lab, or a combination of the two
- The corequisite course could have variable units (like many physical education courses) to allow different amounts of corequisite support to be scheduled with only one course outline.
- Courses are required to have an approved course outline that meets the requirements outlined in Title 5 §55002 (this includes specifying possible topics that will be covered in the course content).
- Can be required if the college can demonstrate that it increases the likelihood of successfully completing the transfer level course.

Credit Corequisite (2)

Possible Advantages

- Courses can have different content that can be adjusted to the skills needed by the student
- Does not require the transfer course to be rearticulated
- Does not impact students who do not need the extra help as a requirement

Possible Disadvantages

- Students must pay for additional course
- Students accumulate additional units
- Student cannot reenroll if they pass the support course and do not pass the transfer course
- Students may have a different instructor for the support course and the primary lecture
- Students could be in the transfer course with students that are much more prepared
- Enrollment may be difficult for students to navigate

Be Cognizant of the Unit Load

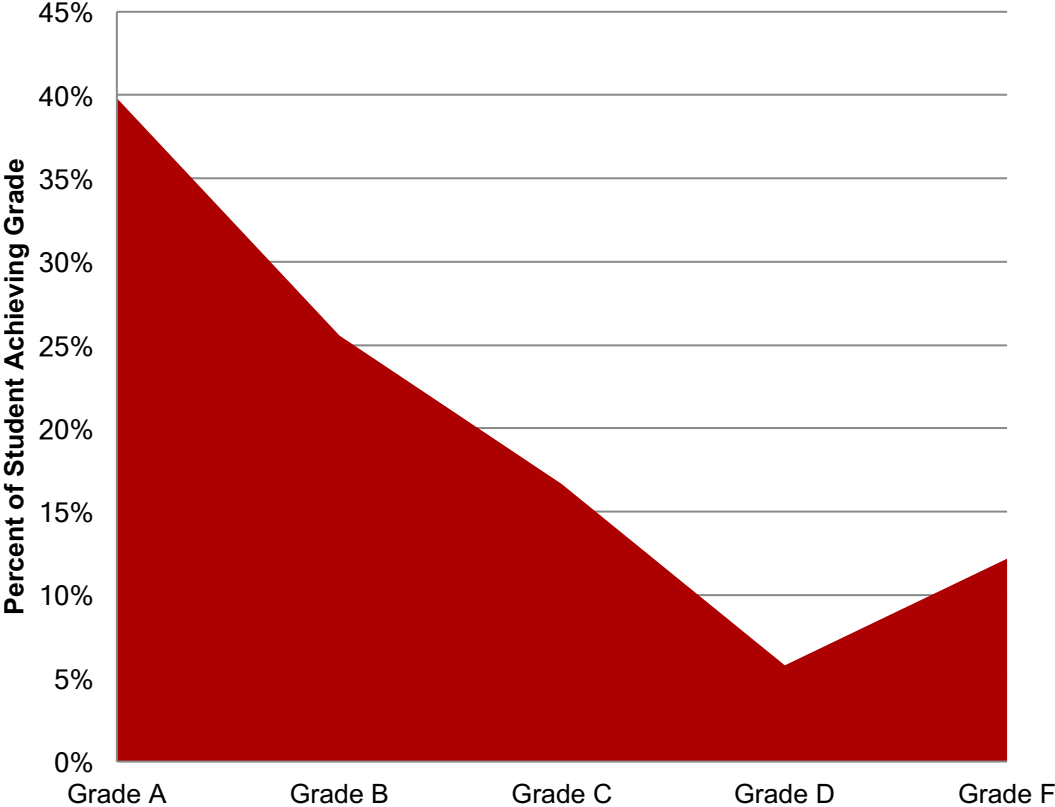
- Many colleges adopting the corequisite model typically have 6 – 9 units for a mathematics course w/corequisite.
- Consider part-time students who only take 3-4 units each semester and what options will work for them?
- Consider Financial Aid – students must pass 66% of their courses or they are put on warning and second semester denied financial aid at that college forever.
 - *8 units is 66.7% of a typical 12 unit load
 - Failure is warning and loss of Financial Aid

Corequisite Noncredit Course

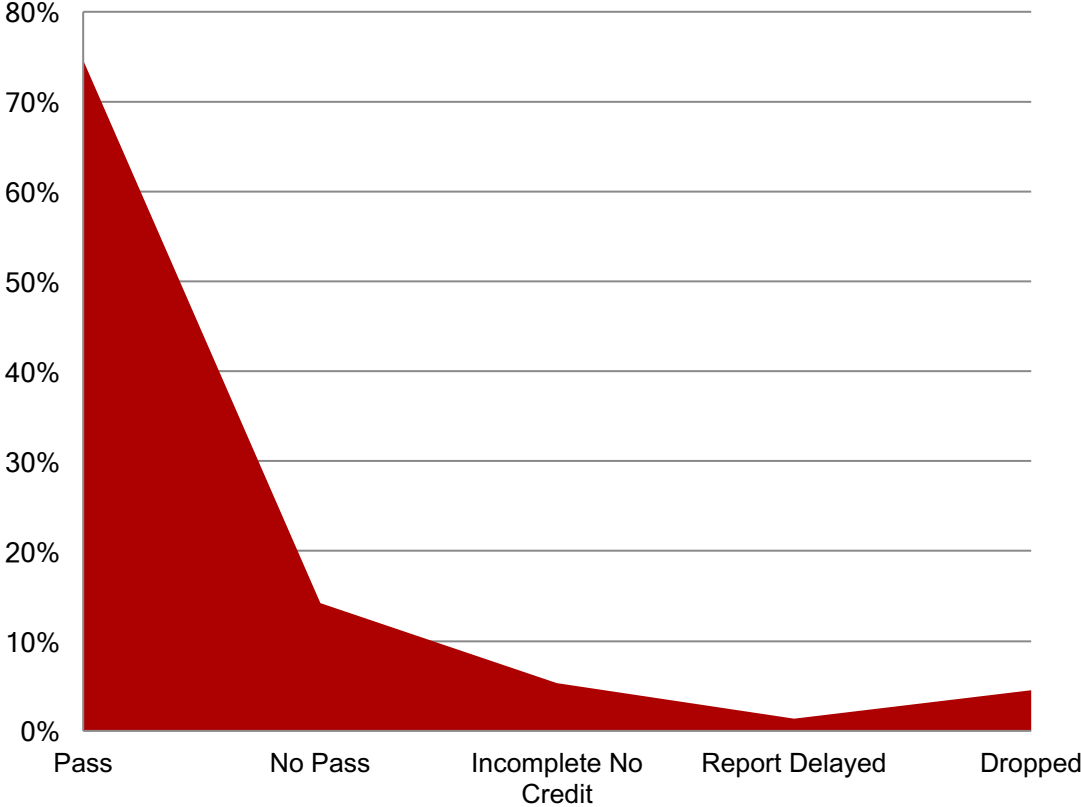
- A corequisite course in noncredit is allowable and the FAQ makes it clear that it can be required.
- The corequisite course could have variable hours to allow different amounts of corequisite support to be scheduled with only one course outline.
- Courses are required to have an approved course outline that meets the requirements outlined in Title 5 §55002 (this includes specifying possible topics that will be covered in the course content)
- Noncredit courses are built on completion of outcomes, not time (e.g. a semester) if open entry open exit are used
- Noncredit courses can also be based upon managed enrollment

Comparison of Outcomes

Grades for Credit Courses Fall 2017
based upon a semester



Grades for Noncredit Fall 2017
Based upon Outcomes



Corequisite Noncredit Course (2)

Possible Advantages

- Students enroll in the class for free
- Students don't accumulate excess units
- Courses could be scheduled as open entry/open exit or regularly scheduled times
- Student can reenroll in the support course until they pass the transfer course.

Possible Disadvantages

- Course would not count towards financial aid eligibility
- Restricted to basic skills
- Cannot require the student to enroll (based on current interpretation)
- Student may have different instructor for lecture and support course
- Student may be in lecture course with students that are for more prepared
- Colleges would currently be paid at the noncredit rate (not enhanced funded)
- Courses are not covered by streamlined approval at the CO
- Enrollment may be difficult for students to navigate.

Scheduling Corequisite Courses

Colleges have several options when scheduling corequisite courses (depending on whether they are credit or noncredit).

- **Paired Scheduling (Credit or Noncredit)** – The same students will be enrolled in the lecture and the support course with the same instructor. Many colleges that have attempted corequisites in CCC have used this method successfully. This reduces the scheduling flexibility for the student.
- **Unpaired Scheduling (Credit or Noncredit)** – Maximizes the flexibility for the student because they can choose any open corequisite section. This could mean that the student will have different instructors for the parent and the corequisite courses and the parent lecture will likely have a mixture of student preparation levels.
- **Open Entry/Open Exit (Noncredit)** – Colleges could schedule noncredit corequisites as open entry/open exit to allow students to enroll late and drop in when they realize they need more help.

Scheduling Considerations

- Has your college discussed the impact on enrollment caps with the implementation of AB 705?
- For colleges considering corequisites, can your ERP handle the scheduling? Have your A&R and scheduling staff been brought into discussions about how to build schedules and explain enrollment to students?
- Have any of your colleges brought in students and shown them a sample schedule to see if they could figure out how to enroll?

Additional Considerations for Corequisites

- There are no unit restrictions in AB 705, having corequisites that bring the units for English or mathematics to 7, 8, or more restricts the ability of the student to take other courses and could cause financial aid issues for students if they need to drop or don't pass.
- Noncredit corequisites will not increase the unit load for the students. These courses don't count towards financial aid requirements and may require more time in the classroom for the students. Many students have jobs and other commitments, so excess hours could force them to make other choices.
- Noncredit corequisites have no repetition issues, but credit corequisites are not repeatable. If the student passes the corequisite and not the parent course, they cannot retake the corequisite.
- Corequisite courses must have an approved course outline that includes specific content and assessments. **These are not sessions for students to get help with their homework from the parent lecture.**

NON-COURSE SUPPORT OPTIONS

Tutoring Models

- Drop-in
 - Most common model in most colleges
 - Free to student; does not require additional units
- Embedded tutoring
 - Tutor is embedded in the classroom; meets with instructor, supports all students in the class
 - Some models have tutors meeting individually or in small groups outside of class
 - Free, no obligation to student
 - Creates a community of practice
- Complications:
 - Currently restricted to basic skills, but the Chancellor's Office is working to change restrictions to allow students to self select and to allow tutoring for any courses related to AB 705.

Supplemental Instruction Models

- Many colleges have implemented supplemental Instruction (SI) in the past
- SI typically involves SI leaders (usually former students) that attend course lectures and offer optional SI sessions to cover topics from lecture.
- SI sessions are usually not mandatory
- Colleges normally have to fund SI, which sometimes limits availability. Colleges are permitted to use SEA Program funds for SI related to AB 705 implementation.

Success Lab

- Lab with specific warm up drills and content area review
- Staffed by faculty, instructional assistants, and/or student aids
- Students are typically directed by faculty, but some colleges allow students to self select.
- Directed Learning Assignments/Activities (DLA) represent the required or optional assignments linked to specific outcomes, assigned students.
 - DLAs are created by faculty members to cover specific topics that students typically struggle to master.
 - DLAs typically include additional guidance about the topic and an assignment that provides the student with additional practice.
- This support system allows (but also requires) diagnostic specificity so as not to repeat an entire course, but rather a topic, until it is successfully learned.

Writing Center

- Provides high level support for writing assignments across the curriculum
- Can be staffed by faculty or trained writing experts
- Usually coordinates with desired outcomes for courses
- DO not touch papers
- May provide short, critical academic skills updates (e.g. 15 minutes on thesis statements, 20 minutes on research or citations)

QUESTIONS?
