



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

# OPTIONS FOR CONCURRENT SUPPORT

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# CURRENT SUPPORT OPTIONS

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# 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

# REQUIRED SUPPORT

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# Limitations on Enrollment

- Title 5 §58106 outlines when colleges are allowed to limit the ability of a student to enroll in a course
  - (a) Enrollment may be limited to students meeting prerequisites and corequisites established pursuant to section 55003
- The prerequisites and corequisites outlined in Title 5 §55003 are described in §55002 of title 5
- The current interpretation of the regulation is that it applies to credit courses, but the Chancellor's Office is reviewing the language and determining if a noncredit course can be used to limit enrollment

# New Credit Course

- The college could create a new version of the transfer course that includes additional lecture or laboratory hours. For example, a 4 unit composition course could be changed to 5 units by adding 18 hours of lecture, 54 hours of lab, or some combination of lecture and lab.

## **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

## **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

# 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)

## Credit Corequisite (2)

- There are several items to take note of in Title 5 §55003
- (d)(3) the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is **highly unlikely to receive a satisfactory grade** in the course or program for which the corequisite is being established;
- (m) Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. **A corequisite shall be waived as to any student for whom space in the corequisite course is not available.**



# Credit Corequisite (2)

## **Possible Advantages**

- Students may be required to enroll in the corequisite
- 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

## **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

# OPTIONAL SUPPORT

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# Corequisite Noncredit Course

- A corequisite course in noncredit is allowable, but it is not currently interpreted that it can restrict enrollment (this could change)
- 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)

# 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
- Only open to legal California residents (could be changed soon)
- 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

# 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 there are two bills that would expand the use of tutoring

# Supplemental Instruction Models

- Many colleges have implemented supplemental Instruction (SI) in the past
- SI typically involves SI leaders 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

# LESSONS OF SOLANO COLLEGE

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# Co-requisite Implementation: Areas of Local Concern

- Local control: Curriculum & Academic Senate
  - Reliance on discipline faculty to develop curriculum
  - Identification of best practices
  - There is no “one” way to implement change
- Implementation of multiple measures
  - Confidence in self-reported student data
  - Confidence in high school partners
- Equity Gaps
  - Access
  - Success
  - Completion
- Guided Pathways



# Basic Skills Transformation at Solano: English

## Pre-transformation/Traditional Curriculum in English

- Three levels below college English
- 18% of students had immediate access to college English
- 28% of English 1 students were first-semester

## Completion of College English within 2 years:

- Students placed 1 level below: 43%
- Students placed 2 levels below: 27%
- Students placed 3 levels below: 7%

## Disproportionate Impact on Students of Color:

- White students **2 times** as likely to have access to college English as African-Americans students (29% vs. 14%)

## Revised Curriculum

- One level below college is lowest placement possible
- Co-requisite model
- Over 80% of students have immediate access to college English (regular and co-requisite models combined)
- 50-55% of English 1/w/co-req students are first-semester

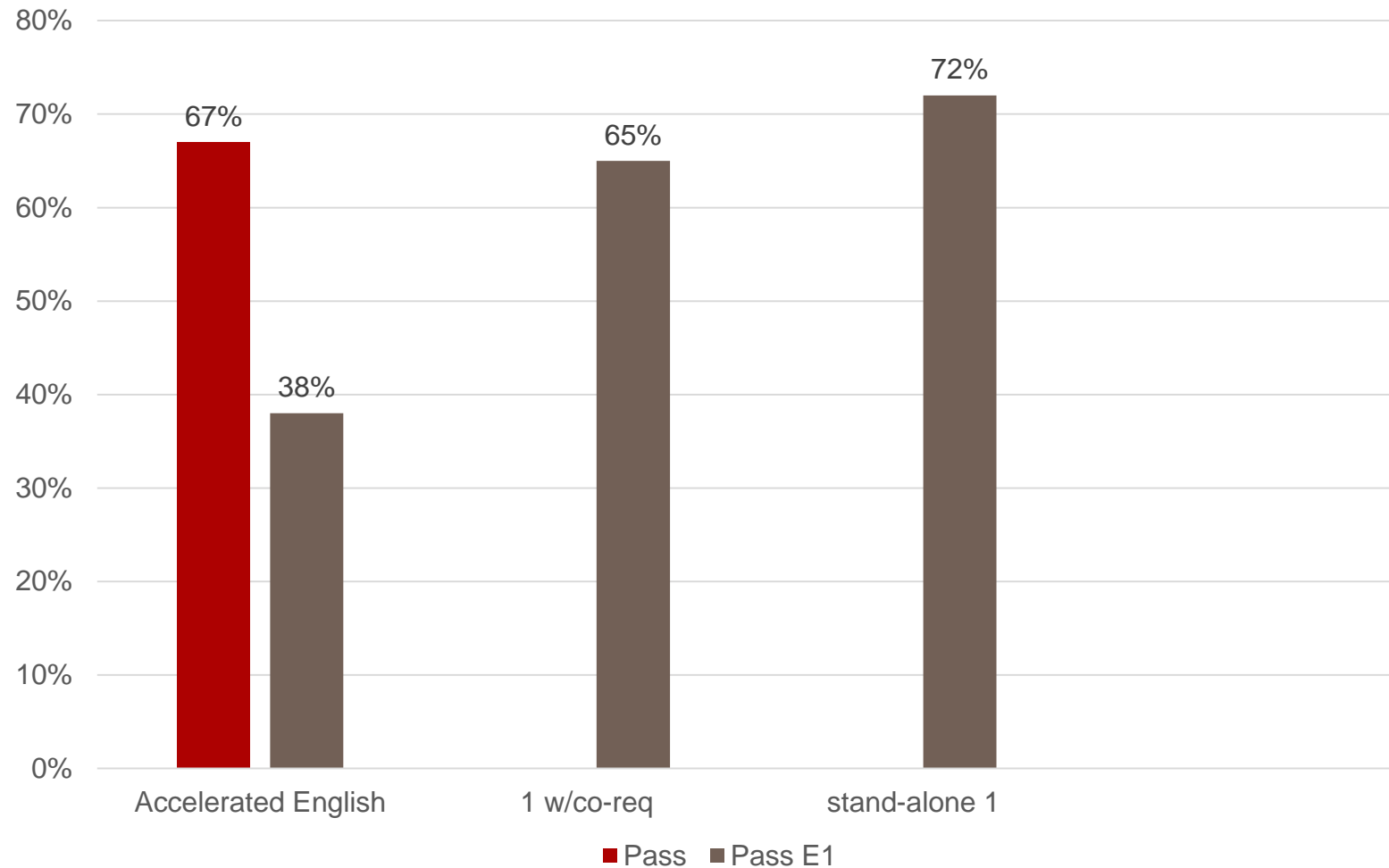
## Completion of College English within 1 year:

- College English (stand-alone): 71%
- Co-Requisite Model: 68%
- Students placed in old 1 level below: 31%

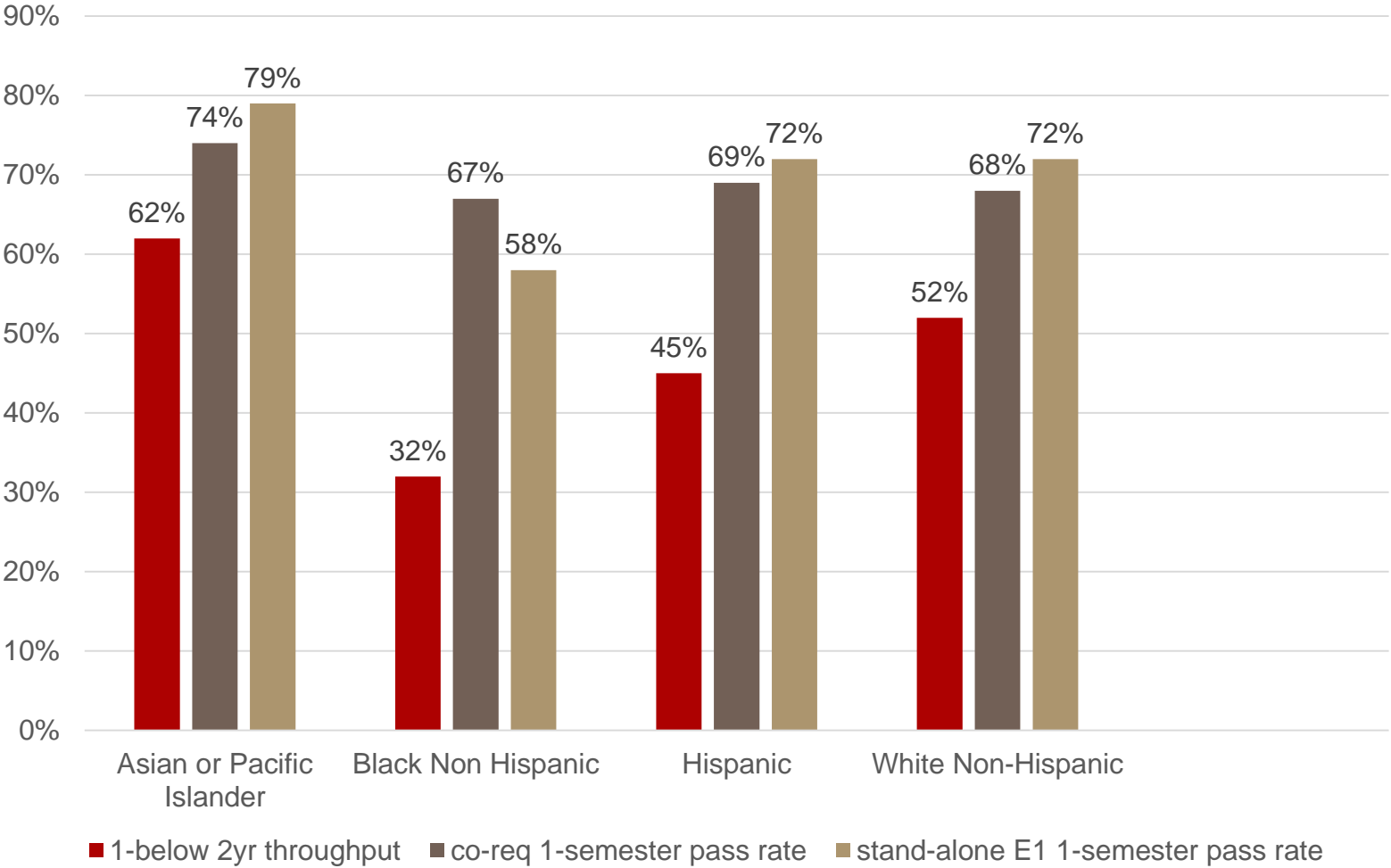
## Disproportionate Impact on Students of Color:

- White and African-American students have comparable access to college English (84% vs 68%).
- In old sequence, African American students placed one level below transfer had a 32% chance of passing English 1 within a year
- **In Fall 2016, African American students enrolled in English 1/310D had a 67% pass rate.**

# New sequence: Success in English 1

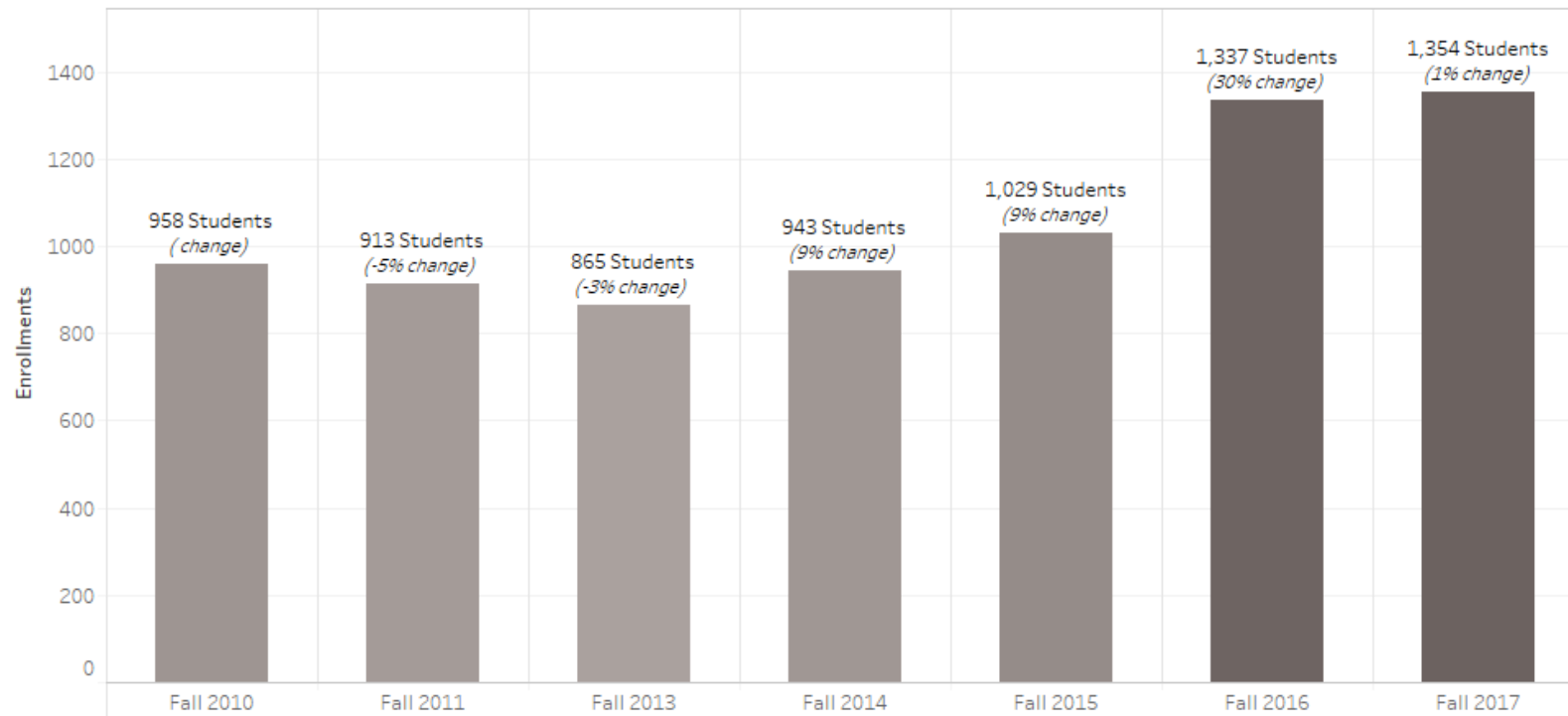


# English 1 Success Broken Down by ethnicity: 1-below vs. co-req vs. stand-alone



# Impact on Enrollment

ENGL001 Enrollments



# Placement Reform Results in English

- **Previously** students needed a 102 on Accuplacer to get into transfer-level English (English 1). **18%** of incoming students had access.
- **Now:**
  - English 1: 90 on Accuplacer OR a 2.7 HS GPA, OR a B in Junior/Senior year English.
  - English 1/310D: 70-89 Accuplacer OR 2.3 GPA or C in Junior/Senior English
- **Access to English 1 and 37% more to co-req** on decreased cut score alone;
- **Based on Multiple Measures Placement, 94% of incoming students who report GPA now qualify for English 1 or 1/310D**
- **Results: Pass rates in English 1 remain stable (76% vs 72%).**

# What made changes in English work?

## **Time**

- Changes were implemented over multiple semesters
- Both sequences remained in catalog to learn what worked and what students wanted
- Data tracking to inform decisions

## **Robust Dialogue**

- Among Discipline faculty: Department Ownership Over Changes
- Curriculum Committee

## **Institutional Support**

- Teaching Apprentice Program
- Tutor and Student Services Support
- SSSP/Equity/Transformation Grant
- Professional Development (on- and off-campus)

## **Procedural Compliance**

- Curriculum Committee
- Academic Senate

# But, It's a Post-AB705 World

- Even though we have a prescribed timeline for implementation, curriculum remains under faculty purview
  - Senate and Curriculum leadership should work with discipline faculty
    - Faculty Empowerment
    - Administrative Cooperation
    - Provision of Support (Research & Planning; Professional Development; Other Resources)
  - Data Analysis
    - Success and persistence rates
    - Equity gaps
    - Ease of navigation of sequence and placement
    - Completion data, mathematics sequence and impact on programs
  - Guided Pathways and Student Access
    - Clarify the Path
    - Enter the Path



# **Solano and Its Approach to Changes in Math**

*On-going doubt and resistance among discipline faculty*

- **Feelings of disempowerment**
- **Fear of administrative overreach**
- **Lack of faith in the prescribed solution**
  - **Sequence is necessary to success**
  - **Concerns over lowering of standards**

# Senate/Curriculum Empowered Change

- Search for Common Ground: Student Success
  - In Fall 2017, the Academic Senate, its Basic Skills Committee, and Discipline Faculty Recognized at Least Three Compelling Factors for Continued Change
    1. Low Success Rates in Mathematics and Impact on Student Completion
    2. AB 705 (Irwin)
    3. Guided Pathways
  - Academic Senate worked with Curriculum and Mathematics
    - Resulting Math Taskforce (Mathematics Faculty, Curriculum Chair, Basic Skills Coordinator, Counseling Faculty, with Support from Dean of Research and Planning)
      - Data Analysis, including Equity
      - Understanding of AB 705
      - Development of Its Own Charges
      - Reports to the Academic Senate; Makes Recommendations to the Department of Mathematics
  - Clear Administrative Support for Faculty and Senate Purview, including Curriculum

# Solano Math Taskforce Charges (for reference)

1. To analyze success and completion data in mathematics, including all identified equity gaps, with the goal of increasing student success in mathematics.
2. To recommend to the Department of Mathematics procedures and practices to address directly success and equity gaps, as well as to conform to the direction of AB 705 and Guided Pathways.
3. To work with the Department of Mathematics to accelerate the development of a co-requisite model for non-STEM and STEM students.
4. To make recommendations to the Academic Senate, as needed.

**Measure of success: to increase the number of students who successfully complete a transfer-level course and to decrease or eliminate equity gaps.**

# Solano Math Taskforce Progress To-date

- Implementation of Co-requisite in Mathematics (Stats) for Non-Stem majors. Pilot scheduled for Spring 2019 with plans for scaling in AY 2019-2020.
- StatWay Presentation for March 14 FLEX
- Active discussion of the below-330 classes, including how to increase success for students who remain in those courses.
- Upcoming Tasks (Fall 2018):
  - Work with counseling;
  - Improve existing Multiple Measures to increase access and decrease student/counselor confusion
  - Identification of Resources required
    - Embedded Tutors
    - Teaching Apprenticeship Program
    - Professional Development
    - Other Equity Support

## In Short--

- Change should locally made and locally maintained
- Discipline Faculty should lead (not administration)
- Senate and Curriculum leadership is a must
- Administrative Support is Needed (funding; resource allocation)

QUESTIONS?

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