

Group Slides

you may want to assign a notetaker

GROUP 1

1. At your college, what do you see happening in college-level math and English to support students with academic and non-academic needs? In other departments?
 - Supplemental instruction (SI) in some math classes
 - Curriculum changes and sequence restructuring 3 → 1 pre-college math course
 - Positive results in stats and precalc shortening sequences
 - Looking to expand to Math 107
 - Tutoring center uses tutor-navigators in the remote environment
 - Looking at expanding/scaling
 - Expanding co-reqs in math and English (SI within the co-req structure)
 - Better at addressing academic vs non-academic needs
 - Learning communities
 - Bucket models (accelerated outcomes) - pre-college and college English
 - A model similar to Accelerated Learning Program(?) (Baltimore model)
 - Academic I-BEST (Bucket models for English and Math)
 - Encourage enrollment in college success same quarter - I-BEST instructor is in English and Math and then teaches college success
 - Copied math buckets in ABE -- compressing first core levels of Math, 5th level co-enrolls in dev ed
 - Embedded navigators/counselors in some learning communities -- those that teach college success classes
 - Looking at scaling this model
2. How are faculty supported to examine and enhance their teaching to meet the needs of students who need additional academic and non-academic support?
 - Center for teaching and online learning
 - Curriculum designer available to work directly with faculty
 - Opportunities to team-teach: learning communities, I-BEST
 - “Academic leads” for Math and English (as opposed to dept chairs) engaging faculty -- all faculty, not just tenured
 - District faculty development coordinator providing PD (including TILT workshops), quarterly faculty PD days, and faculty learning communities
 - eLearning and Library is amazing!
3. In your role, what can you do to help your college get “student ready”?
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GROUP 2

1. At your college, what do you see happening in college-level math and English to support students with academic and non-academic needs? In other departments?

Co-req math courses that allow students to start in pre-college and get college credit in one quarter.

Alignment of ABE courses to college-level through co-req

Embedded tutors in courses

IBEST -- co-req course attached to IBEST

Statway

TCC looking at placement reform away from traditional practices

Summer bootcamps and Jump Start Program

Clark working on how they talk about placement in the community

PC has robust system of multiple measures

PC looking at high school relationships and disparities -- multiple measures help level out differences between high schools

2. How are faculty supported to examine and enhance their teaching to meet the needs of students who need additional academic and non-academic support?
3. In your role, what can you do to help your college get “student ready”?

GROUP 3

1. At your college, what do you see happening in college-level math and English to support students with academic and non-academic needs? In other departments?
 - Pierce: math and English supports and offer interventions (embedded support in math and English), but do not see it happening as explicitly in other courses like STEM and social sciences (aside from some SI--students often seek out writing and other support on their own in tutoring and writing center); math and English co reqs courses offered; guided self-placement gets students into college level course work more quickly (or even immediately); have full time counselors available to students (for non-cognitive support) as well as advising support
 - RTC: academic: tutoring center for transfer level math classes; for non academic needs hired two counselors to support those needs for the students
 - CPTC: academic: tutoring center DSP. Co-req contextualize math courses. Virtual “one-stop” shop for non academic needs. LRC
 - LCC: academic: tutoring center (tutors visit courses and some are embedded into canvas courses monitoring discussion boards); counselors on campus; module zero in canvas that goes over all resources available and how to access them- up to faculty to put it in their course; IBEST for industrial math
 - TCC: academic: tutoring center; college level courses use SI model; in online environment, there are announcements given for the support that is there for students, encouraging them to reach out to the tutors
 - Non-academic: counselors offer course on overcoming math anxiety offered periodically- sometimes linked to dev math course
2. How are faculty supported to examine and enhance their teaching to meet the needs of students who need additional academic and non-academic support?
3. In your role, what can you do to help your college get “student ready”?

GROUP 4

1. At your college, what do you see happening in college-level math and English to support students with academic and non-academic needs? In other departments?

- LCC -- started using embedded librarians in courses (via Canvas). Offered to e101 faculty, not a mandate. Similar at SSCC.
- SSCC - Via real networks grant, able to hire tutors to work in classes. Made available, but not necessarily embedded. Connection often facilitated via faculty referral.
- SSCC -- previously had an embedded tutor program in English, but it has been discontinued for the moment. Embedded tutors are being offered in English Language classes.
- Clark -- ESL programs have embedded tutors. Individual instructor(s) do use TILT/Transparency practices in variety of contexts (not necessarily scaled)
- RTC - program mapping, TILT...
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2. How are faculty supported to examine and enhance their teaching to meet the needs of students who need additional academic and non-academic support?

3. In your role, what can you do to help your college get “student ready”?

GROUP 5

1. At your college, what do you see happening in college-level math and English to support students with academic and non-academic needs? In other departments?

Pierce: We have embedded a writing tutor and librarian into our CoReq English 101 courses. Math courses have SI assigned to each Math class, I believe CoReq and not. We are currently restructuring our entire Academic Support Services to focus on embedding and integrating supports across the student journey to focus on our most marginalized students. Part of this includes working with supports that are often not considered academic (veterans support, TRIO, ASPIRE...) Our College 115 course is also currently being redesigned to include such support. Both English and Math use GSP and English is redesigning to take more of these concepts into consideration and integrate them into the process to help student choose which class is best for them and their needs.

TCC-Dedicated embedded tutors in low success classes. Tutor advocates assigned to every math class.

LCC- We are preparing to roll out our corequisite math courses this Fall. College success will be mandatory starting this summer. English department is using a corequisite model

Clark: COLL 101, math corequisite support courses, English tutoring, and an explosion of student services ranging from financial aid, food support, counseling, etc.

South- English has an established coreq model and DSP in place. Math is implementing a coreq model and this work is continuing. We are looking at placement, but are in “investigative” stage at this time.
2. How are faculty supported to examine and enhance their teaching to meet the needs of students who need additional academic and non-academic support?

LCC- Our department is working together to create the corequisite models. We are collaborating with faculty from our Beda department and this project is being funded by a grant. Faculty development is more challenging due to Covid but many of us are attending virtual conferences as often as possible.

Pierce: Some profession development is focused on this kind of work through opportunities like Targeted Skills Training, Master Teacher, or participation in college Initiatives that are incentivized (stipends or course releases ...sometimes). Pierce also utilizes Communities of Practice and other collaboration. Faculty are also supported through our use of our Starfish Student Networking system. I think on the whole, many of the staff, esp in English and Math, support each other, but it is pretty focused on the Coreq redesign.

Clark: Professional Placement and Advancement Committee grants credit for professional development. Outcomes Assessment is available but a hard hill to climb.
3. In your role, what can you do to help your college get “student ready”?

GROUP 8

- At your college, what do you see happening in college-level math and English to support students with academic and non-academic needs? In other departments?
 - SPSCC - “other dept” - a lot of the conversation about non-academic supports is being addressed in their college success class (similar at Pierce College, too) - looking at how other departments can carry forward the discussions started in that class
 - TCC - at the orientation level - developing really positive messaging that carries through their entire entry piece
 - RTC - created a math class that does not require placement that collapses several dev math courses into one course to help students accelerate to statics sooner (similar idea at SPSCC)
 - Pierce - English and math with co-req support (almost all college level offerings)
 - Tutoring Centers- all schools have these to support
- How are faculty supported to examine and enhance their teaching to meet the needs of students who need additional academic and non-academic support?
 - SPSCC- every quarter there is prof. Dev. days for faculty and adjuncts are included (paid) in those days.
 - Pierce- development offered with stipe ends for adjunct faculty. Advising meetings are expanded once a month to include faculty.
 - TCC- Advising has an advisory board to collab with faculty. Need faculty moving forward placement initiatives.
 - Just getting to faculty hearing more about student struggles and where they are coming from
- In your role, what can you do to help your college get “student ready”?

GROUP 9

1. At your college, what do you see happening in college-level math and English to support students with academic and non-academic needs? In other departments?
2. How are faculty supported to examine and enhance their teaching to meet the needs of students who need additional academic and non-academic support?
 - Better and more systematic PD
3. In your role, what can you do to help your college get “student ready”?
 - Hire new library dean-restructure to include tutoring in addition to TLC
 - Create full time positions within TLC
 - Reinforce the idea that we must change not the student and the responsibility rests with us
 - Create a team to support students
 - Accountability is an everyday activity
 - Create relationship rich “radically welcoming environment”