Corequisite Supports for Math and English

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April 30, 2020
Corequisite Support Models for English
April 30, 2020

Presenters:
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Allan Hancock: AB705 in the English Department

- Located in Santa Maria (71% Hispanic), Santa Barbara county
- **Fall 2019: 13,856** students (63% Hispanic)
- Many students in our transfer English and corequisite classes come from second language homes and consider English to be their worst, least favorite subject.
- With a **26% college completion rate**, Hancock English instructors are aware that they must create a curriculum that connects to all students, or they are in threat of losing them.
- Since the English department has gradually abandoned any kind of placement policy for transfer courses, the one-year **throughput rate** for students has seen considerable improvement: 2016-2017 (32%), 2017-2018 (34%), and 2018-2019 (40%).
The Evolution of Corequisite Classes at AHC

**Fall 2017:** Started with a limited number of coreq classes piloted as experimental course attached to a transfer level course with placement based on counseling recommendations. Maintained open placement policy for acceleration courses one-level below transfer with placement policies for a four-level below transfer English developmental sequence. Peer facilitator program launched.

**Fall 2018:** Expanded our experimental coreq classes. Some sections of accelerated classes and developmental courses remained. Embedded counselor pilot/study completed in coreq classes. Embedded librarian program launched.

**Fall 2019:** Open placement policy for coreq courses implemented and English developmental courses removed as a result of AB705.
English Fall 2019 Enrollment Trends

Transfer-level English enrollment trends
fall semester

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<tr>
<th></th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
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<tbody>
<tr>
<td>% no support</td>
<td>95%</td>
<td>88%</td>
<td>80%</td>
</tr>
<tr>
<td>% support</td>
<td>5%</td>
<td>12%</td>
<td>20%</td>
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<tr>
<td>Enrollments</td>
<td>1457</td>
<td>1534</td>
<td>1697</td>
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AHC Corequisite Model

**Transfer Level Course (4 units)**
- 3 Lecture units in class with 1 lecture unit online
  - English 101

**Supplementary Instruction (2 units)**
- Support focusing on academic and affective domain
  - English 112
Success Rates for Coreq Students

Despite the drop in success rates, more coreq students are successfully completing transfer-level English: throughput.

The number of coreq sections increased over the timespan: improved access to transfer ENGL.
Success Rates in Transfer Level Classes

Even though success rate dropped, the total number of successes has stayed relatively stable.
Success and Disproportionate Impact Rates in Coreq Classes

No disproportionate impact for Latinx or white groups.
Increase in Throughput Rates for Coreq Students
New Structure: Post AB705 in AHC’s Transfer Corequisite Classes

- Open enrollment placement
- Same instructor with the marriage of ENGL 101 + 112
- Wall-to-wall instruction
- More time to build academic skills
- Thematic based with contextualized support
- In-class peer facilitators, counselors, and librarians
- Affective domain support
Multiple Angles and Approaches to Address Students’ Needs in Coreq

Support for students’ affective and academic needs with just-in-time remediation:

**Academic domain support:**
- Peer facilitators
- Embedded counselor project
- Embedded librarians

**Affective domain support:**
- Motivation/Drive
- Resilience
- Resourcefulness
- Tenacity
- Self-Advocacy
Peer Facilitator Project Spring 2017-Present

- Helpful assistance with instruction in class
- Positive informal feedback
- Valuable role models for students
- One-on-one assistance with class assignments out of class
- Opportunity for peer facilitators to be paid interns in classes
- Motivating force for peer facilitators to go beyond initial educational goals
Embedded Counseling Study: Fall 2018

Students who received embedded counseling rated themselves as having:
- more educational goal setting
- more engagement in the course

Students had a 70% successful completion rate with fewer withdrawals.
Support for Coreq Instructors: Spirit of CAP
Collaboration and Leadership

• Ongoing CAP training to comply with AB705
• In-house professional development workshops
• Cohort Mentorship Project: 2019-present
  ○ Professional and affective support
  ○ Sharing of best practice
  ○ Dealing with coreq fatigue
  ○ Integration of librarians and counselors
Questions?

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Tina Nuñez | tnunez@hancockcollege.edu
Corequisite Design in English and Math

- Transfer-Level Course
- Support Course

= Corequisite Model

- 2-unit support courses
- Back-to-back
- Same instructor
Current Courses Offered with Corequisites

**English**

• College Composition  
  (English 101A and 01AX)

**Math**

• Statistics  
  (Math 122 and 22X)

• College Algebra  
  (Math 110 and 10X)

• College-Level Precalculus I  
  (Math 100 and 50X)
Other Supports

**English**
- One-unit support courses
  - Research
  - Formatting
  - Editing and Revising
- Writing Mentors
- PASS Leaders (Supplemental Instruction)

**Math**
- Jump-Start Program
  - Offered after finals week (summer too!)
- Math Mentors
- PASS Leaders (Supplemental Instruction)
Enrollments in Transfer-Level English Composition

- Fall 2015: 461 Enrollments, 316 Success
- Fall 2019: 461 Enrollments, 316 Success
110% increase in the number of successful completions
Enrollments in Transfer-Level Statistics

Fall 2015:
- Enrollments: 222
- Success: 151

Fall 2019:
Enrollments in Transfer-Level Statistics

- 117% increase in the number of successful completions

- Fall 2015:
  - Enrollments: 222
  - Success: 151

- Fall 2019:
  - Enrollments: 545
  - Success: 328
Success rate went up 29%!
The secret to our corequisite courses?

MY SECRET IS

COCONUT OIL
Fun

LEARNING IS FUN?

NO.
Fun helps tap into intrinsic motivation
Fun is memorable
Fun fosters lifelong learning
Creating the Fun
Synthesis Essay

A Synthesis Project
Dinner Party
YOUR FACE HERE!

YOUR CHOICE!

YOUR FACE HERE!
• Visual Synthesis
• Fictionalized Creative-Writing Synthesis
• Formal Essay Synthesis
Auction
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<tbody>
<tr>
<td>1.</td>
<td>Find the critical value ( z_{\alpha/2} ) that corresponds to a 98% confidence level.</td>
<td>-2.33</td>
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<td>2.</td>
<td>Find the value of ( z_{\alpha/2} ) that corresponds to a confidence level of 89.48%.</td>
<td>1.62</td>
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<td>3.</td>
<td>Find the margin of error.</td>
<td>0.0403</td>
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<td>98% confidence; the sample size is 800, of which 40% are successes</td>
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<td>4.</td>
<td>Find the margin of error.</td>
<td>0.0664</td>
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<td>In a random sample of 192 college students, 129 had part-time jobs.</td>
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<td>Find the margin of error for the 95% confidence interval used to estimate the population proportion.</td>
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<td>5.</td>
<td>Find the confidence interval.</td>
<td>0.778 &lt; ( p ) &lt; 0.883</td>
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<td>( n = 195, x = 162; 95% confidence )</td>
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How We Have Transitioned to Online Classes

THE PIONEERS OF ZOOM

EST. 1969
Silent Auction Bid Sheet

Group Members: 

Total Amount: $

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<th>Win</th>
<th>Cost</th>
<th>Total</th>
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Zoom Breakout Room

Breakout Session - Not Started

- Breakout Session 1
  - Danny Mariscal
  - John
  - Breakout Session 2
    - Brandon
    - Kim

Move to Breakout Session 2
Melissa Long (English)
melissa.long@portervillecollege.edu

Ian Onizuka (Math)
ian.onizuka@portervillecollege.edu

Link to our CAP Conference presentation with more activities and strategies: shorturl.at/npOTX
Pasadena City College

Corrine Kirkbride & Renee M. Johansson

https://prezi.com/view/hpyvsVuJMd6cPmJPbMB9/
MMAP Spring Webinars

AB 705 AND ESL

EVALUATING AB 705 IMPLEMENTATION

COREQUISTE SUPPORT MODELS FOR ENGLISH AND MATH

SUPPORTING DSPS STUDENTS THROUGH AB 705
Wednesday, May 13 | 12 pm to 1 pm
https://cccconfer.zoom.us/j/639155076
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