

SPRING 2008

SUPPLEMENTAL INSTRUCTION:

Expand/improve dedicated tutoring to basic skills students in and out of the classroom, expand/create Basic Skills Lab courses/workshops and offerings/services.

| Action Plans to Implement (not ranked) | Participants | Meeting Dates Scheduled | Activities of action plan submitted and posted | End of Spring 08 report submitted and posted |
|--|--|---|--|--|
| <u>BSI REC's</u> : 25, 26, 27 | <u>Lead</u> : Leslie Shelton <u>Team</u> : Leigh Anne Sippel, Ariel Vigo, Rick Hough, Rachel Bell, John Chavez, Jeff Westfall, Jon Freedman, Connie Beringer: | <u>Meetings</u> : Weds, Feb 27th 2-4pm in room 5115 Tues, March 25th 2-4pm in 5115 Tues, April 1st 3-5pm in 5115 Weds, April 23rd 2-4pm in 5115 Fri, May 9th 2-4pm in 5115 | See <u>below</u> for the activities. | |

Activities:

(1) DESIGNING SUPPLEMENTAL INSTRUCTION MODEL:

Supplemental instruction linked to basic skills courses in English, math and ESL

Meetings on 3/25/08 and 4/1/08:

Plans created:

For Fall 2008:

Pilot the supplemental instruction (S.I.) model of having a dedicated S.I. aide attached to designated basic skills courses.

The S.I. aide will:

- Be either a grad tutor or adjunct instructor
- Undergo SI training
- Attend the class for which they are providing the S.I.
- Grade student attendance and participation using the credit/ no credit grading system
- Set up group meetings with the students outside of class
- Meet with the instructor of the course in designing the S.I.
- Meet with and lead the entire class during the designated S.I. meetings as listed in the class schedule

The following courses will be the pilot S.I. courses for Fall 2008:

- English 826 (1 section)
- English 836 (# classes TBA)
- ESOL 400 (1 section)
- Math 811 (1 section)
- Math 111 (1 section)

For Spring 2009:

Remove the HBA component from the basic skills courses: Engl 826, Math 811, ESOL 400 (still deciding on Engl 836, Engl 846, and Math 111), and replace it with a credit/no credit S.I. course which is attached to each of these classes and meets once per week for 60 minutes (for 18 hours of class time and 6 hours home credit for 24 hours credit total and 0.5 units). For evening classes, there will be the option of attaching the S.I. in 30-min sections before the class time.

Tasks Accomplished:

- Create new course outlines for 0.5 unit S.I. courses by curriculum committee submission deadline of April 21st:
- Math courses (to be done by Rick, Jon F. and John C): LSKL 811 and LSKL 111
- English courses (to be done by Ariel , Connie, Jeff): LSKL 826, LSKL 836, LSKL 846
- ESOL course (to be done by Leigh Anne): LSKL 400

Materials for creating new course outlines:

Course outlines to link the LSKL curriculum to English 826, 836, 846, ESOL 400, Math 811, and Math 111.

Current LSKL courses to get ideas from: Math 650, LSKL 853, 800, 820, 830, 831, 832, 833

Supplemental course guidelines: [Guidelines for Writing SI Course Outlines](#)

Tasks Accomplished: created and revised as a group new supplemental instruction courses. These are rough drafts that have not been submitted yet to the Curriculum Committee and have not yet been approved:

* ESOL 400 named LSKL 400

* Engl 826 named LSKL 826

* Engl 836 named LSKL 836

*Math 811 named LSKL 811

*Math 110 named LSKL 109

*Math 111 named LSKL 111

*Math 112 named LSKL 112

Tasks to still complete for group:

- Research dropping the HBA component from basic skills courses (Engl 826, Engl 836, Engl 846, Math 811, Math 111, ESOL 400) and replacing it with a 0.5 credit/no credit S.I. course which is attached to each of these classes.
- Cost out the Fall 2008 S.I. budget
- For next meeting on 4/23/08:
Create Supplemental Instructor training for English (Ariel, Jeff and Rachel), Math (Jon F. Rick, and John C.) and ESOL (Leigh Anne) and Connie and Leslie will serve as consultants. Design S.I. training (face to face, online) and include guidance on creating/providing additional supplemental materials, lessons, etc.
- Set up recruiting/management system for S.I. aides
- Ask English, math and ESL departments how to decide the grading percentage in the primary course for the supplemental course. Should there be a specific percentage of the grade in the primary course for work completed in the supplemental course or should this be up to the specific instructor? Should there be consistency in the syllabi in regards to grading?

- Submit new LSKL supplemental courses to Curriculum Committee by April 21 for Technical Review for the May 7 meeting. Submit Form D and Course Content forms.

Materials Distributed at meetings:

Connie provided a Supplemental Instruction handout

Leslie distributed two printed articles to the group:

"Living Laboratories": Hiring Special Instructors for Classes with High Failure Rates" from Tidewater Community College, Norfolk, VA.

"Supplemental Instruction-A Model for Increasing Student Performance and Persistence" by Deanna Martin, Robert Blanc, and Larry DeBuhr

Hours by Arrangement Regulations Update

(2) TUTOR PROGRAM DEVELOPMENT:

Training, assessment, materials, models

Links highlighted in orange need the website hyperlink to be added, once the information is posted.

Meeting notes 4/24:

Formed task teams to create Supplemental Instruction training for S.I. leaders for last meeting on May 9th:

2-hour general training for all S.I. leaders

- (1) Core Teaching Principles and Values--Jeff and Jon F.
- (2) Roles of the S.I. Leader (and what are not the roles)--Rick and Leigh Anne: [S.I. Leader Roles](#)
- (3) Cognitive Models--Leslie and Rachel
- (4) Learning Theories--Leslie and Rachel
- (5) Study Skills and Strategies--John C. [Locus of Control](#)

2-hour discipline specific S.I. training

- (6) ESL S.I. Philosophies and Priorities--Leigh Anne: [S.I. ESOL Training](#)
- (7) English S.I. Philosophies and Priorities--Jeff and Ariel: [S.I. English Training](#)
- (8) Math S.I. Philosophies and Priorities--Jon F, John C. and Rick

Other suggestions:

- * Create online training modules and pod casts

- * Build instructor S.I. site that provides a profile for each faculty member with their teaching philosophies and guidelines of how they see the role and priorities of the S.I. leader in his/her class

- *Make hours schedule of S.I. leaders clear: possibly 2-hours in class per week, 1 hour out of class, 1 hour teaching the S.I. course each week, 4 hours of initial training with follow up training sessions

Materials:

[Training Model for S.I. Leaders for Math](#)

[Priorities for Math 811](#)

[Priorities for English](#)

[BSI Supplemental Instruction: Training and Techniques](#)

(3) SHORT COURSES

(4) MENTOR/PEER LEARNING SUPPORT PROGRAM

(5) LEARNING COMMUNITIES/COUNSELING

Information on writing course outlines for supplemental courses

(taken from “California Community Colleges Supplemental Learning Assistance and Tutoring Regulations and Guidelines” June 2006)

There is nothing startling here, just a look at the official regs, word for word.

Section 58172 Guidelines

- The supplemental courses we are preparing (for Spring 2009) are corequisite lab courses linked to “primary” courses, English 826, 836, and Math 811
- The supplemental courses address skills and/or concepts covered in the primary/parent courses that they support.
- The course outline of record must identify the “other course or courses that it supports and the specific learning objectives to be addressed and the educational competencies students are to achieve.”
- “There must be instruction that involves objectives and competencies that are in an approved course outline [this is a reference to the LSKL course].”
- “The students enrolled in the course must be engaged in educational activities required of such students as described in the course outline of record.”

These LSKL course outlines should follow the primary course outline very closely, i.e. Engl 826/836 and Math 811.

HBA Regulations update

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Basic Requirements for To Be Arranged Hours or TBA as Part of a Course (sometimes referred to as Hours By Arrangement or HBA):

TBA/HBA DEFINITION: Alternate method for regularly scheduling a Credit course, or part of a Credit course, for purposes applying either the Weekly or Daily Census Attendance Accounting Procedure (individual scheduling instead of uniform scheduling for all students in a census-based credit course). Note: the Student Attendance Accounting Manual, page 3.3, refers to TBA or “hours to be arranged” hours, which for purposes of this document has the same meaning as Hours By Arrangement or “HBA.”

1. Conduct of Course

- a. An instructor meets the minimum qualifications or equivalency and is authorized to teach in the department in which the course is offered.
- b. Specific instructional activities expected of all students enrolled in the course are included in the official course outline. All enrolled students are informed of these instructional activities and expectations for completion.
- c. A clear description of the course, including TBA/HBA requirements, must be published in the official general catalog or addenda thereto AND in the official schedule of classes or addenda thereto.
- d. There is a designated location, about which all enrolled students are informed, where the instructional activities will occur.
- e. Hours by arrangement must provide some kind of instruction (such as new course content) and/or activity that is not homework. Pursuant to California Code of Regulations, Title 5 Section 55002 (a)(2)(C), students must still be required to study

independently outside of class time (homework). Homework must be done at some other time when the student is studying on their own.

f. Students may demonstrate they fulfilled their regularly scheduled HBA responsibilities by signing in and out every time they come to the lab or learning assistance center in a manner that documents the days, times, and amount of TBA/HBA fulfilled. An electronic system may also be used to document regular attendance and fulfillment of individual HBA schedule.

2. Immediate Supervision and Control

a. An instructor is available, in physical proximity and range of communication to provide instruction and ensure the safety of students during the lab hours by arrangement. The learning assistance center director/coordinator may be tasked with this responsibility if the instruction is required as part of a course that involves basic skills, like reading, writing, and math. If instruction is required as part of a course that is not in the area of basic skills, the learning center director/coordinator may not meet minimum qualifications. The instructor assigned, if different than the primary course instructor, must meet the minimum qualification or equivalency requirements applicable to the course. In all instances, follow-up is required by the primary course instructor to assure that students are fulfilling their TBA/HBA obligation and that instructional objectives are being met. (Note: An instructional aide may assist the instructor in working with students, but the qualified instructor must also be available, in physical proximity and in range of communication with the students. In cases when an instructional aide assists the instructor in providing instruction to students, please consult Title 5 Section 58056(c) and Education Code Section 88240 et seq.)

b. Instructors need to provide the supervision and control necessary for the protection of the health and safety of students (Title 5 Section 58056 (a)(2)) and may not have any other assigned duty during this instructional activity.

3. Technology Mediated Instruction

a. Where TBA/HBA involves student use of college computers or interactive multi-media equipment (technology mediated instruction) there is some activity occurring which involves an instructor being present and facilitating students learning.

- b. The computer or other equipment will serve as a tool for teaching and evaluating student work. For example, the instructor, rather than providing direct instruction, may complement interactive computer software or multi-media instruction by clarifying explanations and/or directions, checking for understanding of concepts and skills, keeping students on task, providing constructive feedback and answering questions.
- c. The role of the instructor using technology mediated instruction should be well thought out and clear to the students.
- d. Student use of college computers or equipment that is not for educational activities specified in the course outline of record and that does not require some level of interaction between an instructor and student does not qualify as hours by arrangement activity and is not eligible to be claimed for state apportionment. (Title 5 Section 58050(a)(5).)

4. Attendance Accounting

- a. Pursuant to Title 5 Section 55002, the course outline of record shall specify the number of contact hours for the course as a whole, including contact hours related to TBA/HBA.
- b. There are specific times, of which all enrolled students are informed, when the instructional activities will occur.
- c. Census-based attendance is normally computed on the basis of regularly scheduled class hours applicable to all enrolled students as published in the official schedule of classes or addendum (e.g., M-W from 8:00 a.m. to 9:00 a.m. each day). If a credit census-based course includes required instructional hours for enrolled students that are not scheduled in this manner and instead will be listed as “TBA” or “Hours to be Arranged” or “HBA” or “Hours by Arrangement” in the official schedule or addendum, documentation is required to substantiate that each student has an individualized schedule for completing the TBA/HBA requirement as appropriate for either the Weekly or Daily Census attendance accounting procedures.
- d. At the start of each term or session, students shall be informed or work with the instructor in determining their individual HBA schedules. For each course that requires TBA/HBA, the district must retain a document or record that memorializes the individual TBA/HBA schedules that students were expected to adhere to. Students shall also be informed of their responsibility to adhere to their particular TBA/HBA schedule. Such notice may be documented by including a notation in the syllabus or other required assignment documentation distributed in class indicating both the objective and purpose

of the TBA/HBA along with the requirement that all enrolled students in the course must adhere to an individual HBA schedule.

e. For Weekly Census procedure courses (courses that are coterminous with a primary term), TBA/HBA hours must be scheduled the same number of hours each week of the term, and specific days and times for each week must be arranged for each enrolled student. To illustrate, if this course requires two TBA/HBA hours per week, individual scheduling may be arranged as follows: Student “A” is scheduled to fulfill his/her weekly TBA/HBA hours on Mondays and Wednesday from 3:00 p.m. to 4:00 p.m., and student “B” is scheduled to fulfill his/her weekly TBA/HBA hours on Fridays from 3:00 – 5:00 p.m. (Both schedules result in two weekly TBA/HBA hours.)

f. For Daily Census procedure courses, TBA/HBA hours must be scheduled for the same number of hours on each scheduled day of the course or as a portion of the hours the course is regularly scheduled for each day it meets. Daily Census courses are those courses that are not coterminous with a primary term, but are scheduled regularly for at least 5 meetings.

g. If TBA/HBA hours are not scheduled as indicated above, the attendance for the entire course must be on the positive attendance basis (Actual Student Contact Hours of Attendance Procedure as provided by Title 5 Sections 58003.1(d) and 58006).

h. District TBA/HBA procedures and guidelines related to attendance accounting and support records must be established and incorporated into its official attendance accounting procedures adopted pursuant to Title 5 Section 58030 and must be uniformly applied at all colleges of the district. In this regard, the procedures will need to address or specify the systems of internal control that will provide reasonable assurance for the reliability of attendance and contact hour data, safeguarding of records (physical records as well as information system data files and applications), and compliance with applicable laws and regulations. The procedures should make special mention of internal controls applicable to information systems, which are designed to maintain the integrity and availability of information processing functions, data files, and associated application systems. These controls also ensure that data processing diagnostics and errors are noted and resolved, applications and functions are processed according to established schedules and reporting periods, file backups are taken at appropriate intervals, recovery procedures for data processing failures are established, and actions of computer operators and system administrators are reviewed.

i. The district should establish procedures, guidelines, and faculty training necessary for the proper provision of TBA/HBA, with a special emphasis on the rules for

attendance accounting and retention of related support documentation which will enable an independent determination regarding the accuracy of contact hour tabulations and FTES claimed for State apportionment.

j. Documentation supporting compliance with the above requirements must be kept on file as a Class 3 record basic to an audit as required by Title 5 Section 59020 et seq. For each course that requires TBA/HBA, the district must retain a document or record that displays the individual HBA schedules that students were expected to adhere to.

Basic Requirements for Student Tutorial Activities:

Colleges may claim apportionment for supervised tutoring. Tutoring activities in noncredit courses are eligible for apportionment ONLY if they meet specific standards as noted below (please note that other general requirements and rules apply or may apply depending on certain circumstances, including those related to course publication and advertising, using the services of instructional aides, mandatory fees, or where tutoring services are offered through an instructional service agreements/contract education).

1. With respect to course content, students must be enrolled in a noncredit course that is approved by the System Office and properly designated "supervised tutoring." (Title 5 Sections 58168, 58170(d).)
2. Students must be assigned to the tutoring course by a counselor or instructor based on an identified learning need. (Title 5 Section 58170(e).). This means that students cannot independently enroll in tutoring. While title 5 does not specify how students are to be "assigned," districts should document how the student was referred, why, and by whom. This process should ensure that the student knowingly registers in the class. To enroll, students must follow normal registration procedures consistent with Title 5 Section 58108. No registration procedure shall be used that results in restricting enrollment to a specialized clientele.
3. The tutoring must be conducted through a designated learning center. (Title 5 Section 58170(a).). A tutorial center may offer tutoring assistance between a tutor and tutee when they are separated by distance and are using on-line or other synchronous "real time" technologies such as videoconference, web conference, audio conference, etc. When the tutor and tutee are separated such that one or the other is not physically present in the tutoring center, the supervisor must be able to monitor the communication and a mechanism must be in place to accurately track positive attendance hours (Actual

Student Contact Hours of Attendance Procedure as prescribed by Title 5 Sections 58003.1(d) and 58006). If both the tutor and tutee are not physically present in the tutorial center, the district must ensure and be able to document, if audited, that the supervisor was actually able to, and did, monitor the interaction of the tutoring session.

4. In all cases, an attendance accounting method must be established which accurately and rigorously monitors positive attendance. (Title 5 Section 58170(f).)

5. The designated learning center must be supervised by a person meeting minimum qualifications prescribed in Title 5 section 53415. (Title 5 Section 58170(b).)

6. Tutoring is provided by a student tutor who has been successful in a particular subject or discipline, or who has demonstrated a particular skill, AND who has successfully completed a course in tutoring practices and methods, including the use of appropriate written and mediated instructional materials, AND who has been approved by a faculty member from the discipline in which tutoring will be provided. (Title 5 Sections 58168, 58170(c).) Waivers of the training in tutoring methods may be granted by the chief instructional or student services officer based on advanced degrees or equivalent training. Faculty approval cannot be waived. (Title 5 Section 58170(c).)

7. Tutors must be actively involved in the tutoring process. Even though students may be using computer-aided instruction, there must be some level of instructor or student tutor intervention by an individual qualified under the provisions of title 5.

8. Apportionment cannot be claimed for tutoring services for which state categorical funds are being paid. (Title 5 Section 58170(h).)