Learning Assistance Options

Q U I C K   R E F E R E N C E

1. Parent Course with plus hours in Success Center* (1-899 course number)

New Supplemental Learning Practice

- Limited hours required by the parent course to work on **instructor-generated assignments** to meet course learning outcomes
- **Supervised by an instructor** in the Success Center
- Instructor of parent course evaluates student work and it is **part of course grade**

2. Noncredit Course in Success Center* (600 course number)

Existing Practice (e.g. ESLLC 699)

- Provides educational activity under general supervision of an instructor but more likely from a tutor or staff member
- **Optional**
- **No minimum hour requirement**
- Student typically **self-selects** but instructor may recommend
- Can also be used to catch walk-in students

3. Non-degree applicable course in Success Center* (800 course number)

Existing Practice (e.g. EWRC 896AD)

- Student must enroll in a **separate course** offered by Success Center
- Provides general support for a degree-applicable course
- **Minimum hour requirement** to earn credit

3a. Required by Corequisite

- **Specific work** from the degree-applicable course is reinforced by further instruction in corequisite course
- Instruction provided by an instructor in **small groups or individually**

3b. Optional

- Learning activities and instruction provided to **address general concepts** and topics of the department & program
- Instruction provided by an instructor in **small groups or individually**
- **Encouraged by instructor**/recommend on syllabus or student self-selects
- Can also be used to catch walk-in students

*Web-mediated learning assistance activities that are in compliance with the requirements are an option for all course types.

November 2, 2007
Course Evaluation Subcommittee

Learning Assistance Options

1. Add limited supplemental learning hours to existing course
(1-299, 600, 800 numbering levels)
Supplemental learning assistance is defined as assistance that is offered in learning labs or similar venues and is linked to a primary/parent course. (Source: CCC Supplemental Learning Assistance and Tutoring Regulations and Guidelines prologue)

Curriculum Facts, Issues, and Considerations
- ✓ Mandates attendance for all students and all students must benefit
- ✓ Addition of supplemental learning hours will be required for every section scheduled (traditional, web enhanced, and distance learning)
- ✓ Requires faculty to develop academically relevant materials that relate to the parent course's student learning outcomes and content (not homework time) —commitment of effort, time, and monies for development and implementation
- ✓ Provides targeted topic emphasis for student learning
- ✓ The additional supplemental learning hours will not change the student unit value or teaching units for a course. The limited number of total hours does not meet the Carnegie Unit requirement's threshold.
- ✓ Communication between success center and faculty required and must be coordinated prior to implementation.
- ✓ Update of course outline of record required to validate new supplemental learning hours (catalog description, instruction, assignment, evaluation, and textbook pages)
- ✓ Must navigate curriculum review process—time factor and planning required
- ✓ Requires commitment from all involved faculty and administration for coordinated support
- ✓ Cooperation and commitment between department faculty to reach consensus on relevant learning outcomes, learning activities, and processes is necessary
- ✓ Careful accounting is necessary to assure that a student is not duplicating work or missing assignments
- ✓ Multidisciplinary success center and a single subject success center both provide supplemental learning
- ✓ If there is a distance learning version of a course with supplemental learning then a virtual modality that is comparable to the success center must be created
- ✓ All instructors must include supplemental learning information/requirements in their course syllabi
- ✓ Provides a structured learning environment and opportunities for development of learning outcomes and acquisition of content

Administrative Facts, Issues, and Considerations

- ✓ This option will necessitate personnel, technology, space and communication features and protocols be planned and put into place prior to offering
- ✓ Success center work monitoring system must be in place not only to document hours of student attendance but also to validate relevant student work
- ✓ Will require budgetary support
- ✓ Requires commitment from all involved faculty and administration for coordinated support
- ✓ Communication between academics and student services needed to explain requirements to students
- ✓ Department head must include a course note in the schedule for student edification
- ✓ Multidisciplinary success center and a single subject success center both provide supplemental learning
- ✓ During all hours of operation, success centers must be supervised by an instructor who has met the minimum qualifications
- ✓ A sophisticated computer tracking system is required to provide the necessary attendance and research needs
- ✓ Provides WSCH to college at the credit level
- ✓ Success center personnel will monitor student activity
- ✓ Minimal registration problems
- ✓ May unduly stress limited success center capacities
- ✓ A lot of planning for learning situations (materials and process) is required to avoid homework time in success center—commitment of effort, time, and monies for development and implementation
- ✓ If part-time faculty is used in development of curriculum activities and/or training, any compensation will increase initial cost
- ✓ Staffing, facilities, and fiscal resource issues have yet to be determined

2. Create or update a noncredit learning assistance course that is open entry/open exit (e.g. ESLLC 699, etc.) (600 numbering level)

Noncredit learning assistance courses may be offered, in any of the nine noncredit eligible areas, in support of primary/parent noncredit courses. (Source: Guideline for Title 5 Section 58172)

Curriculum Facts, Issues, and Considerations
- ✓ May be used for walk-in tutoring or Basic Adult Education
- ✓ Can only be optional for students
- ✓ No minimum number of hours required
- ✓ Only in ESL and basic skills may offer noncredit learning assistance courses in support of credit courses (Guideline for Title 5 Section 58172)
- ✓ Create new or modify existing learning assistance class requires course outline of record that relates to the student learning outcomes and content from all courses serviced by the success center (must comply through the established curriculum process)
- ✓ Provides a learning environment and some opportunities for practice

- ✓ Open entry/open exit format is convenient for student schedules
- ✓ Available for all students regardless of class enrollment
- ✓ Available learning materials might not meet specific student needs

Administrative Facts, Issues, and Considerations
- ✓ A sophisticated computer tracking system is required to provide the necessary attendance and research needs
- ✓ Allows college to capture apportionment for walk-ins
- ✓ Generates less apportionment for the college than credit course

3a. Create or update a corresponding learning assistance course that is mandated (corequisite) – can be one-to-one course correspondence (e.g. ENGL 801B with EWRC 896AD) or one-to-many course correspondence (e.g. no current example)
(800 numbering level)
The learning assistance course is designed to further students' ability to succeed in the primary/parent course and its outline identifies the parent course with which it is linked. (Source: CCC Supplemental Learning Assistance and Tutoring Regulations and Guidelines prologue)

Curriculum Facts, Issues, and Considerations
- ✓ New course proposals will be necessary so increase in paperwork and process required—time and planning is necessary
- ✓ Create new or modify existing learning assistance class requires a course outline of record that relates to the parent class' student learning outcomes
- ✓ Mandates attendance for all students in all sections of the corequisite course
- ✓ Minimum number of hours required to earn credit
- ✓ Will require the development of learning materials—commitment of effort, time, and monies for development and implementation
- ✓ Cooperation between department faculty to reach consensus on learning outcomes, learning activities, and processes required
- ✓ Must meet all criteria for a credit course
- ✓ Course-to-course relationship provides specificity of learning
- ✓ Provides a structured learning environment and opportunities for development of student learning outcomes

Administrative Facts, Issues, and Considerations
- ✓ Impact on success center personnel, facility, and budget
- ✓ Will require the development of learning materials—commitment of effort, time, and monies for development and implementation
- ✓ Cooperation between academics and student services needed for counseling and registration

- ✓ A sophisticated computer tracking system is required to provide the necessary attendance and research needs
- ✓ Provides WSCH to the college at the credit level
- ✓ Corequisite requires additional registration skills for students because the registration system cannot create an automatic link between the parent course and learning assistance corequisite
- ✓ Department head must include a one-way corequisite course note in the schedule, for students, to clarify registration steps (e.g. ENGL 801B: Mandatory enrollment in EWRC 896. Students cannot enroll in 801B until they have enrolled in EWRC 896)

3b. Create or update a corresponding learning assistance course that is optional – can be one-to-one course correspondence (e.g. ENGL 801A with EWRC 896AD) or one-to-many course correspondence (e.g. READ 880, 881, 882, and 82 with EWRC 886AD)
(800 numbering level)
The learning assistance course is designed to further students' ability to succeed in the primary/parent course and its outline identifies the parent course with which it is linked. (Source: CCC Supplemental Learning Assistance and Tutoring Regulations and Guidelines prologue)

Curriculum Facts, Issues, and Considerations
- ✓ Optional student attendance may not benefit student learning
- ✓ Student must self-select learning assistance opportunity
- ✓ Existing course outlines (or new course outlines) need to align with new Title 5 regulations
- ✓ Minimum number of hours required to earn credit
- ✓ May need to enhance learning materials to align with designated student learning outcomes and that will require commitment, effort, time, and monies
- ✓ Cooperation between department faculty to reach agreements will be required
- ✓ Careful accounting is needed so students won't duplicate or miss required assignments
- ✓ Must meet all criteria for a credit course
- ✓ Provides a structured learning environment and opportunities for practice

Administrative Facts, Issues, and Considerations
- ✓ May need to enhance learning materials to align with designated student learning outcomes and that will require commitment, effort, time, and monies
- ✓ May provide WSCH to the college at the credit level only when a student enrolls and attends for the established minimum hour requirement
- ✓ A sophisticated computer tracking system is required to provide the necessary attendance and research needs
- ✓ One-to-many course alignment could simplify registration

- ✓ Robust marketing through classroom/program visitations, syllabi, fliers, etc. may be required to encourage student enrollment
- ✓ Potential registration problems
- ✓ One-to-many course alignment format could cause monitoring problems for success center personnel as all students, from various courses, are combined into one learning assistance course on paper