Year End Report: ACME English (submitted by Coordinators James Gentile and Andrew Sottile)

During the past year, James Gentile and Andrew Sottile, the ACME English coordinators, in collaboration with an ACME English team, designed the ENG 101 Workshop (ENG 101 W) corequisite course. After a review of national models, consultation with the Dana Center, and a survey of CCET faculty on current corequisite models, the coordinators drafted an ENG 101 W template. Working from the current English 101 course, they created a course description, course objectives, and topic outline. During this period, they also formed a team of English faculty who wanted to collaborate on this project, and working with them, the coordinators and the newly appointed English team chair revised the template. They then sought feedback from all English faculty, departments through their chairs, and CCET. During this time, Provost Miah LaPierre-Dreger indicated parameters for contact hours and grading practices, which resolved several design concerns. The team revised the template based on the feedback received, which included notes from ten English Departments, the CCET Steering Committee, and several individual faculty. The course was then approved by APRC and SF ASA CC and forwarded to CCIC.

Since Fall 2021, the ACME coordinators also offered five webinars: a case making introduction to local and national data on corequisite models in November 2021; three webinars on the design and implementation work of the California Acceleration Project in February, March, and April 2022; and a panel discussion on local corequisite models featuring three members of the ACME English team in April 2022. The corequisite curriculum and these webinars are available at https://www.ct.edu/curriculum/acme#acmeEnglish.

During the Spring, the English team has worked on three projects: a breakdown of the outcomes in preparation of the design of an online course for faculty who will teach English 101 with corequisite support; identification of transitional support opportunities (including collaboration with writing centers and libraries and in-class support such as embedded tutoring and supplemental instruction); and design of a directed self-placement process involving adjusted GPA recommendations, an informational video, a student survey of past reading and writing experiences, and representative syllabi and assignments.

For summer 2022, the English team will shift its focus to professional learning and communication channels in anticipation of full-scale implementation in Fall 2023.

Regents, leaders, administrators, and colleagues may reach out to Professors Gentile and Sottile at any time with questions, comments, requests, or concerns.
Year End Report: ACME ESOL

Dr. Hannelore Moeckel-Rieke, (ACME ESOL Lead; NCC ESL Department Chair; ESL Council Co-Chair)
Carl Guerriere, (CCC ESL Department Director; past ESL Council Co-Chair)
Professor Melanie Majeski, (NVCC ESL Professor; Co-Chair, ESL Council)

Curriculum Design

Over the past year and a half, the ESL Council has worked on aligning ESL courses across our system and has developed an ESL framework that encompasses integrated skills core courses and includes electives to provide additional support to ELLs that need them. This framework is based on research related to best practices in ESOL course content and delivery at community college models nationwide as detailed in the ESL Council White Paper submitted in Fall 2021. The framework also stipulates that students proceed to ENG 101 after completing the ESL course work and no longer take developmental English classes after completing ESL, which was the case at some colleges in the state.

The Council also aligned elective courses for additional grammar and communication work and revised two accelerated learning models currently offered at MCC and NCC. A small writing group developed course descriptions, outcomes, and topics for all course templates, which were then vetted by the ESL Council and subsequently approved by the APRC and the BOR. We have also started working with colleges that have programs that are not aligned with the framework, but that work has to continue over the Fall and Spring 2022/23.

We successfully aligned our Advanced English Proficiency Certificate which now has 21 credits and includes both ESOL courses and mainstream courses in writing and communication. The certificate replaces the multiple legacy versions that were implemented between 2001 and 2019. The revised certificate was also passed by APRC and the BOR in Spring 2022.

Transitional Supports

While the framework spells out support levels for high-beginning to advanced proficiency levels, the ESL Council also aligned a three credit ENG101 co-requisite course, ESOL 1602, versions of which were already in place at a few colleges. In preparation of that revision, Council members and leadership studied research from and met with representatives of the California Acceleration Project as suggested by the DANA Center. Through meetings with Jose Cortes from Solano CC, California, facilitated by the DANA Center, we learned more about the challenges California was facing during the implementation of their public Law 705. For the most part, Californian colleges did not have integrated skills or foreign language credit for ESL course work. Their starting point and achievements helped us reflect on the specific challenges, opportunities, and solutions for ESOL programs and students in our state. The ENG101 ESOL co-requisite course will now be scaled up across our system and we’ll be refining the content through a summer workgroup.

In the upcoming academic year, we will connect with programs that have built ESL pathway programs through offering learning communities at the top level, like Bunker Hill. In addition to learning communities, during the next academic year some colleges will investigate simpler pairings of the high-advanced core course with non-ESL courses that can apply to all majors with the aim of piloting the paired format in Fall 2023.
Directed Self Placement

During Spring 2022, we also began developing a placement process for new and continuing ELLs. Council members conducted research on different national models and also connected with two programs from the California Acceleration Project. Our modified GSP includes three identifying questions on the application form that will funnel multilingual learners who might need additional English instruction into a brief ESL placement process. This process will include an adaptive language test and a writing sample. Coordinators and chairs, or their representatives, will place students based on these scores and have those placements entered into Banner for advisors to use. We’ll continue to work on the logistics involved in scaling up this process and on protocols for inclusion in Banner.

We are also planning to create short videos giving an overview of the ESL framework and highlighting students who received ESL support who will explain how this helped them succeed. We intend to produce these student testimonials by the end of the year, and they should become part of the placement procedure and onboarding process.

Professional Learning

In the spring, we met with work groups as well as the ESL Council on a regular basis to update, discuss and develop aligned course work.

In addition, ESL leadership organized a workshop with Jose Cortes, who shared his experience with the California Acceleration Project, including co-requisite course work, regular ESL courses, and different attempts to develop a GSP system for ELLs. ESL leadership also attended workshops hosted by the English group and shared that material back with the council.

Over the summer, The ESL Council will work on developing detailed learning modules for the ESL co-requisite course to be shared across institutions. These learning modules will help colleges think about the purpose, structure, and success criteria for the co-requisite course. We will also train instructors to teach this course and work with English faculty to make sure the ESL instructors are thoroughly familiar with the College Composition courses.

During Summer 2022, a workgroup will develop an ESL module to be incorporated into the GPA training, and in Fall 2022, we’ll begin work on materials and workshops for non-ESL faculty.

In the fall and spring, ESL faculty will organize workshops on working with ELLs and “teaching teachers”.
Year End Report: ACME Math (submitted by Coordinator Debora Rimkus)

During the 2021-2022 academic year, the Math Pathways Group, led by Debora Rimkus, consisted of 15 math faculty from 8 community colleges. Additional community college faculty and CSU faculty assisted at times.

Curriculum Design

The following curriculum design tasks were completed:

- Development of 3 math pathways that will serve the majority of students and will be implemented at scale in fall 2023: Quantitative Reasoning, Statistics, and STEM (Algebra)
- Identification of 4 additional specialized pathways that will be investigated during the 2022-2023 academic year: Business, Education, Nursing/Health Careers, and Terminal
- TAP Mathematics Studies Program alignment
- Alignment and consolidation of 76 math courses into 28 aligned courses
- Development of three new corequisite courses
- Beginning development of curricular materials for the corequisite courses

Professional Learning

The Math Pathways Group engaged in a number of professional learning activities to inform the curricular work on math pathways and corequisite design. These activities included:

- Three Foci Series training workshops from the Dana Center
- Six webinars presented by the Dana Center to the Math Pathways Group, CMAC, and MATYCONN
- A Math Professional Learning Day on January 18 that was a collaborative effort including the Dana Center, the CT State Office of Teaching & Learning, the Math Pathways Group, and CMAC
- Informal presentations from colleagues in other states that have implemented corequisite courses at scale

Professional Learning for all math faculty who will teach corequisite courses in fall 2023 is a priority for the 2022-2023 academic year. Math faculty have been asked to include one hour per week in their Additional Responsibility proposals for this purpose.

Placement

Based on data on course completion rates during COVID, a modification to the math placement policy was proposed by the Math Pathways Group and approved by the Provost for the 2022-2023 academic year.

Beginning in fall 2023, The Math Pathways Group is recommending that Guided Self Placement be done via a Math Inventory that students complete prior to meeting with their advisor for the first time. The
Math Inventory combines measures of students’ attitudes and study habits, math history and grades, and familiarity with content. A preliminary overview of the process is attached as well as a sample Math Inventory. Both of these documents are first drafts, and we expect to modify the details of these documents.

The placement process includes the use of software designed to assess readiness and then refresh math skills. This software is required for students in the STEM pathway who wish to place above College Algebra. This software is recommended for all students as a means of refreshing math skills prior to the start of the semester as well as possibly bumping the student out of the corequisite course. A decision must be made by administration as to whether to fund this software. The Math Pathways Group plans to invite all math faculty to a demo of ALEKS PPL and Stemify in September, and then to take a vote on which software to recommend.

**Transitional Supports**

Work on transitional supports has just begun and will continue next academic year. A representative from the Math Pathways Group is a member of the Transitional Supports multi-department group.

The proposed math placement process (see paragraph above) includes a transitional support in the form of software that allows students to refresh their math skills prior to the start of the semester.
Process for New Students Advising Early

1. Students will be prompted to take a math inventory as part of their Guided Self Placement and onboarding. Samples are available. (TBD if pathway specific or generic)
2. Students will total the columns of their inventory and will identify if their highest score is in Column 1, 2, or 3.
3. Student meets with GP advisor.
   a. If the highest total is in Column 1: advise the student to register for the pathway course without support and offer *** to see if a higher course would be appropriate. Students can use *** to review before the start of term regardless of desire to place up.
   b. If the highest total is in Column 2: advise the student to register for the pathway course with support and offer *** to determine if they can be exempt from the support course. Students can use *** to review before the start of term regardless of desire to waive supports.
   c. If the highest total is in Column 3: advise the student to register for the pathway course with support and STRONGLY encourage *** to determine if a transitional strategy should be offered. Students can use *** to review before the start of term regardless of interest in a transitional strategy.

Additional outreach for potential transitional students:

4. Ten weeks before the start of term, CRM Advise “software” will be programmed to contact all students registered in any corequisite math course and encourage participation in *** to begin content review. All students whose highest total was column three will be directly contacted by the campus transitional coordinator and offered an opportunity to enroll in a bootcamp. (Fall term only)
5. Five weeks before the start of term, CRM Advise “software” will be programmed to contact all students registered in any corequisite math course and encourage participation in *** to begin content review. All students whose highest total was column three will be directly contacted by the campus transitional coordinator and offered an opportunity to enroll in a bootcamp.
6. Five days before the start of term, CRM Advise will software” will be programmed to contact all students whose highest total was column three to give them a final opportunity to participate in *** to determine if a change to course enrollment is recommended.
7. Four days before the start of term, we switch to the just in time advising process.
Process for Just in Time New Student Advising

This process is intended for students who have completed and totaled their math inventory and will meet with their GP advisor for the first time within four days of the start of term:

a. If the highest total is in Column 1: advise the student to register for the pathway course without support and offer *** to see if a higher course would be appropriate.
b. If the highest totals are in column 2 or 3: advise the student to take *** prior to registering for any math for the current term.
   i. If a student opts to participate in ***, course recommendations should be based on those results.
   ii. If a student opts out of participation in ***, advise the student of their choices: to register for the pathway course with support, to register for an in-term transitional strategy, or to delay math until the following term. Students who opt to delay math should be encouraged to use *** for the semester to review before the start of the subsequent term and the advisor should schedule CRM Advise to outreach for early student advising next semester.

All students should be strongly discouraged from starting a corequisite course after the start of the course.

Transitional strategies may include the development of pathway specific pre-term synchronous bootcamps, in-term stand-alone preparatory courses, or supported terminal courses.

*** is a place holder until a decision on Stemify or PPL has been made. Anticipated decision date mid-September.
MATH 1100 QUANTITATIVE REASONING

Quantitative Reasoning highlights the connection between mathematics and the society in which we live, with an emphasis on real-world applications for meaning and context. This course explores set theory and logic, mathematical modeling, probability and statistics, and consumer math.

Does Your Program Require Quantitative Reasoning?

You may be required to take Quantitative Reasoning if you are pursuing a degree or certificate in....
Check with your Guided Placement Advisor to confirm which math course is the best choice for you.

Are You Prepared for Quantitative Reasoning?

Before entering your first college-level math course, you should reflect on the strength of your academic habits, math attitude, and content knowledge to determine whether or not you might need additional support to be successful in the course. In the tables that follow, use check marks to indicate the responses you identify with best to help you choose your ideal level of support.

<table>
<thead>
<tr>
<th>This statement sounds...</th>
<th>very much like me</th>
<th>somewhat like me</th>
<th>not at all like me</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can read and understand math word/story problems and am able to identify the important information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I actively participate in class discussions and activities, and regularly complete my assignments on time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to interpret the solutions to math problems and can usually tell when an answer isn’t reasonable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I work persistently to solve math problems, even if the problems are challenging or unfamiliar to me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel comfortable seeking help from an instructor or tutor when I do not fully understand something.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I study or do extra work beyond required assignments to strengthen my understanding of the material.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There are times when I feel excited or curious about new mathematical problems and techniques.

<table>
<thead>
<tr>
<th>Previous Math Experiences</th>
<th>Check the response that best describes you</th>
</tr>
</thead>
<tbody>
<tr>
<td>My overall high school GPA was _____.</td>
<td>3.5 – 4.0</td>
</tr>
<tr>
<td>In high school, I took ____ math classes.</td>
<td>4 or more</td>
</tr>
<tr>
<td>I typically earn _______ in math classes.</td>
<td>A’s</td>
</tr>
<tr>
<td>I took my last math class ___________.</td>
<td>less than one year ago</td>
</tr>
</tbody>
</table>

**Without a Calculator...**

<table>
<thead>
<tr>
<th>I can do this</th>
<th>I need a review</th>
<th>I need to learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fill in the box with a &lt; or &gt; symbol: $-2$</td>
<td>$-5$</td>
<td></td>
</tr>
<tr>
<td>Write in order: $5, -3, \frac{5}{2}, -\frac{1}{4}, 0, 2.75, -0.5$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Round to the nearest tenth: $38.249$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convert to a decimal: $20.4%$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find the value of $2x + y$ when $x = -6$ and $y = 10$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve for $t$: $I = prt$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve the equation: $x + 2 = 5$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve the proportion: $\frac{5}{3} = \frac{20}{x}$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plot the points: $(3, 0), (-2, 4), (1, -5)$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graph the line: $y = \frac{1}{2}x - 3$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Where Should You Go From Here?**

Once you have completed all three parts of the survey, count the total number of check marks in each of the columns. Your column totals can help you and your advisor determine whether you
are ready to take the college-level course, would benefit from also taking a co-requisite support, or may also need to seek additional support resources to ensure your success in the course.

Column 1 Total: _________ Column 2 Total: _________ Column 3 Total: _________