



Supplemental Instruction, Learning Centers, and Tutoring Programs

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Description

Tutoring and supplemental instruction services may generate state apportionment. This session surveys the current regulations and proposed legislation that seeks to enhance apportionment for tutoring programs. Learn about the types of credit and noncredit courses that may be eligible for enhanced funding, and about the ways that tutoring and supplemental instruction can be offered. As guidance about AB 705 implementation continues to be released, learn how supplemental instruction and similar programs may be used to enhance student learning as curriculum changes.



What brings you to this breakout?

What do you hope to learn?

Noncredit Basics

Noncredit Courses: Ten Categories

1. English as a Second Language (ESL)*
2. Immigrant Education
3. **Elementary and Secondary Basic Skills***
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational*
10. Workforce Preparation*



*Areas (1), (3), (9), (10) are eligible for Enhanced Funding if associated with an approved noncredit program.

Tale of the Tape: Side by Side Comparison

Credit and CTE

- Generate apportionment; student fees apply
- Fees
- Unit granting
- Degree applicable and non-degree applicable (basic skills)
- Certificates of Achievement
- Not designated as repeatable (except in limited circumstances)
- Auto-approval and chaptering at the CCCCCO

Noncredit

- Generate apportionment—two levels (noncredit and enhanced noncredit)
- No student fees
- No units (positive attendance taken)
- Certificates of Competency & Completion
- Designated as repeatable
- Requires CCCCCO approval



Career Development and College Preparation (CDCP) Funding

- EC 84750.5 (d)
- Established uniform funding rate for noncredit courses and an enhanced rate for CDCP
- FY 2014-15, the California State Legislature approved the enhanced CDCP noncredit rate to be equivalent to the credit FTES funding rate, effective July 1, 2015
- 2015-16 budget included \$49 million to fund the rate increase

Career Development and College Preparation (CDCP)

- Preparation for employment or success in college-level credit coursework
- Four categories of courses that, if combined into a noncredit certificate, can be eligible for apportionment funding equal to credit
- Four categories: ESL, Basic Skills, Short-term Vocational, Workforce Prep
- Overall Noncredit requirements established in Ed. Code 84760

CDCP Funding

	2006-07	2016-17	2017-18
Basic (Regular) Noncredit	\$2626	\$2840	\$3050
Enhanced Noncredit (CDCP)	\$3254	\$4724	\$5072
Credit	\$4367	\$4724	\$5072

Title 5

Title 5 Regulations and Tutoring

§ 58168. Tutoring

A method of instruction in credit and noncredit that involves a student tutor who has

- been successful in a particular subject or discipline
- who has demonstrated a particular skill
- who has received specific training in tutoring methods
- who assists one or more students in need of special supplemental instruction in the subject or skill.

Title 5 Regulations and Tutoring

[§ 58170. Apportionment for Tutoring](#)

Apportionment may be claimed for individual student tutoring only if all the following conditions are met

- individual student tutoring is conducted through a designated learning center
- designated learning center is supervised by a learning skills coordinator or instructor, or tutoring coordinator who meets the minimum qualifications ([§ 53415](#))

Title 5 Regulations and Tutoring

§ 58170. Apportionment for Tutoring

- Tutors successfully complete instruction in tutoring methods and the use of appropriate written and mediated instructional materials
- All students are enrolled in a noncredit course carrying a TOP code 4930.09 titled “Supervised Tutoring
- Aligns with noncredit “Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts”

Title 5 Regulations and Tutoring

§ 58170. Apportionment for Tutoring

- Students enroll after referral by a counselor or an instructor
- An attendance accounting method is positive attendance
- District does not claim state apportionment for tutoring services paid by state categorical funds
- BOG considering change to allow for student referral

Title 5 Regulations and Tutoring

§ 58172. Learning Assistance

Apportionment for supplemental learning assistance in credit and noncredit dependent on:

- It's required for all students

or

- or it's optional and is provided through an open entry/open exit course

Title 5 Regulations and Tutoring

§ 58164. Open Entry/Open Exit Courses

- refers to courses in which students enroll at various times, and complete at various times or at varying paces
- one unit of credit shall be awarded for approximately 48 hours of recitation, study, or laboratory work
- to provide support for another course or courses, the COR for the OE/OE must identify the other course(s) it supports and the specific learning objectives and competencies

Legislation and Tutoring: Proposed Changes

Two bills focused on tutoring requirements

[SB 1009 \(Wilk\)](#)

- Provides apportionment for supervised tutoring
- basic skills, **degree applicable, or transfer level**
- **removes requirement for a referral**
- removes ESL and workforce preparation classes for immigrants the list of courses eligible for noncredit apportionment for supervised tutoring

Legislation and Tutoring: Proposed Changes

Two bills focused on tutoring requirements

[AB 1935 \(Irwin\)](#)

- authorizes noncredit apportionment for supervised tutoring to assist students in degree-applicable and transfer-level courses

What about AB 705?

- All about placement processes
- AB 705 (signed October 13, 2017) requires colleges to use one or more of the following when placing students into courses in math and English:
 - High School Coursework
 - High School GPA
 - High School Grades
- If colleges are not able to obtain official transcript data, they can use self reported data or guided placement

What about AB 705?

- A community college district or college shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe
- One year will be defined as two semesters
- Currently, these two semesters are not required to be consecutive because colleges cannot force students into a specific behavior.
- The “clock” will begin when the student enrolls in a course that is part of the sequence leading to transfer level. **The initial course could be credit or noncredit.**

What about AB 705?

- The likelihood of students succeeding at the transfer level can be increased by offering some type of support (tutoring, SI, corequisite course)
- AB 705 specifically permits colleges to implement corequisite models
 - A community college district or college may require students to enroll in additional concurrent support, including additional language support for ESL students, during the same semester that they take a transfer-level English or mathematics course, but only if it is determined that the support will increase their likelihood of passing the transfer-level English or mathematics course.

What about AB 705?

- How are these corequisite support courses validated? Does the language in [Title 5 §55003](#) need to be modified?
- What data will need to be collected to ensure there is no disproportionate impact?
- Will there be different levels of corequisite support for a single parent course? If yes, how can a placement model be developed to choose the “ideal” amount of support?

Supplemental Instruction and Tutoring: A Case to Consider

Close to Home: What Does SI Look Like on Your Campus

Supplemental Instruction (SI) is a series of weekly review sessions for students taking historically difficult courses. SI is a peer-facilitated group discussion associated with collaborative learning. It is not tutoring. The SI Leader is a facilitator who has taken the subject and will disseminate course material to help students succeed.

Research shows that students that attend SI sessions increase the probability of earning a better grade. These sessions are free of charge and provide the students with alternative avenues for learning; such as collaborative thinking, social skills, and address individual learning styles. SI review sessions are informal, so bring your notes, your textbooks, and your questions.

Benefits to Students

Students who attend SI sessions discover appropriate application of study strategies, such as note taking, organization, etcetera.

SI Resources provided by the [Learning Center](#):

- Laptops
- SI session materials and resources
- Course textbooks
- SI planning resources
- Classroom facilitated sessions provided by SI Leader
- Better competence of classroom mater

Who Are the SI Leaders

SI Leaders...

- Are students who have successfully completed the course (in most cases) with assigned instructor
- Foster critical thinking and strengthen study skills in order to improve individual performance and achievement
- Become better facilitators and mentors
- Assist students in passing courses you have already taken
- Must be requested by faculty and approved by SI Program staff

On Campus Tutoring: Moreno Valley College

Tutorial Services provides FREE on-site group and one-on-one tutoring in most academic subjects to all currently registered MVC students.

- Students are allowed two 50 minute sessions per enrolled subject per week.
- Appointments are available on a first come, first serve basis (on the hour) with a maximum of two hours per week, depending on availability of tutor or subject.
- Scheduling for tutoring sessions begins one week in advance beginning Wednesday at 3:00 PM for the following week.

On Campus Tutoring: Moreno Valley College

- Appointments can be made at the Tutorial Learning Center (TLC) located on the second floor in the SAS building, room 206.
- Students participating in the EOPS, ACES and Guardian Scholars program receive additional 50-minute sessions per week.
- We do not provide tutoring for English and Reading courses. Please call 951-571-6128 or visit the Writing Reading Center site for more information.

Online Tutoring Service



CONNECT. ENGAGE. LEARN.

NetTutor® is a comprehensive online tutoring service for all college courses. This service is available to assist students with homework and studying. The tutors are fully trained experts in the courses for which they tutor. NetTutor is available 24/7/365, ! <https://www.google.com/url?q=http%3A%2F%2Fwww.nettutor.com%2F>

How Students Access NetTutor:

1. Log into [Blackboard/Open Campus](#)
2. Click on your course.
3. Look on the course homepage for the NetTutor link. If you do not have access to NetTutor, please request it from your instructor.
4. Click the NetTutor link (you must allow pop-ups).
5. Join a Live Tutorial, submit a question to the Q&A Center, or submit a paper to the Paper Center and get help quickly and easily.

NetTutor Subjects

Students Log on NetTutor for assistance with the following subjects:

- Accounting
- Arts
- Algebra
- Astronomy
- Biology
- Calculus
- Chemistry
- Criminal Justice
- Differential Equations
- Economics
- English Composition/Writing
- Finance
- Foreign Language
- General Mathematics
- Geometry
- History
- Information Technology
- Management
- Nursing/Allied Health
- Paralegal Studies
- Physics
- Social Sciences
- Statistics
- Trigonometry

ASCCC Support for Supplemental Instruction

[Resolution FA11 13.19 Supplemental Instruction and Student Success Task Force Recommendation 5.1](#)

[Resolution FA 11 13.20 Supplemental Instruction Survey and Glossary](#)

Resolutions establish ASCCC support for Supplemental Instruction

[“Supplemental Instruction Revisited”](#) *Rostrum*, April 2018

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Questions?