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The NOSS *Practitioner to Practitioner* publishes articles of interest for developmental education professionals including administrators, faculty, learning assistance personnel, academic counselors, and tutors who are interested in the discussion of practical issues in post-secondary developmental education. *Practitioner to Practitioner* is published electronically twice each academic year. Articles in *Practitioner to Practitioner* are indexed in ERIC.

NOSS *Practitioner to Practitioner* Submissions

Articles should relate to issues that inform and broaden our understanding and practice of teaching and learning in developmental education. The subject of the article may emphasize innovative approaches, best practices, how meaningful research affects teaching and learning, or techniques to enhance student performance. Review the “Call for Manuscripts” on page 2 for more information.

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MISSION

NOSS seeks to improve the theory and practice of developmental education at all levels of the educational spectrum, the professional capabilities of developmental educators, and the design of programs to prepare developmental educators.

NATIONAL ORGANIZATION FOR STUDENT SUCCESS

Practitioner to Practitioner

“Promoting Communication among Education Professionals Who Care About Student Success”

Call for Manuscripts

Practitioner to Practitioner is a publication of the National Organization for Student Success (NOSS). NOSS invites articles of interest for professionals in higher education that relate to issues which inform and broaden members understanding and practice. The subject of the article may emphasize innovative approaches, best practices, or techniques to enhance student access, performance and/or retention. Researched or non-researched articles are accepted. If researched, then the article should include references.

Please follow these guidelines when submitting your manuscript:

- There is no deadline for submission. All submissions are accepted for review at any time. *Practitioner to Practitioner* will be published depending on the number of manuscript submissions. Issues are published electronically on the NOSS website.
- *Articles* are written for faculty, counselors, support service professionals, and academic administrators.
- The article must be typewritten. *Practitioner to Practitioner* articles are generally between 1200 and 1500 words and follow AP Style.
- References, citations in the text, tables, figures or a bibliographic section are only necessary with researched articles.
- The body should be double-spaced with one-inch margins, 12-point font. Do not justify the right

margins.

- The manuscript must include a cover sheet with:
 1. Title of the article
 2. The names of the author(s)
 3. Job title and employer of each author
 4. Name, address, and email of author responsible for correspondence.
- The subject matter must be relevant to the journal's audience.
- Author information will appear at the end of the published article.
- The manuscript must not have been published previously nor be scheduled for publication in any other publication.
- Manuscripts must be electronically submitted in MS Word or Rich Text format as an attachment to an email addressed to practitioner@thenoss.org
- NOSS will acknowledge receipt of manuscripts via email within ten days.
- Articles are **not** refereed.
- All communication will be with the lead author, who is responsible for all communication with any additional author(s).

NOSS Practitioner to Practitioner

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Collin College: The Co-requisite Project

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Located in North Texas, Collin Community College District offered its first classes at area high schools in 1985. Collin College has expanded to serve about 53,000 credit and continuing education students each year. Almost two years ago, the Developmental Education department at Collin began developing co-requisite courses to comply with state legislation requiring Texas institutions to offer co-requisite courses to underprepared students. The purpose of these courses is to accelerate access to college level coursework for underprepared students. In March 2019, this work received the identification of a Program of Promise by NOSS for the faculty driven program that focuses on student support and success while maintaining academic rigor. The Collin College faculty have identified three significant contributions to the co-requisite model success.

The first contribution is “holistic advising, mentoring, coaching, or tutor/leader training.” At Collin College, support for student success starts before students enter the classroom by increasing training for academic advisors and training faculty to act as academic coaches to developmental education students. The Collin College Quality Enhancement Plan (QEP) is focused on academic planning and has trained faculty to serve as DE Academic Planning Coaches. Developmental Education students meet three times throughout the academic year with faculty coaches. Faculty coaches provide face to face advising to increase persistence and completion rates. In this capacity, faculty coaches mentor 3-5 students in small groups to discuss enrollment options, programs of study, goal setting, transfer pathways, the degree audit process, career exploration and internships. QEP work study students have been hired and an additional part-time academic advisor serves as the coordinator of the program.

Additional training for advisors and faculty is critical to student success because underprepared students at Collin have many choices in their co-requisite pathways. In math, DE students are able to choose between 4 gateway classes for their co-requisite option, Elementary Statistics, Quantitative Reasoning, College Algebra, and Math for Business. DE students choosing any of these options enroll in a credit level course that is paired with a support course. These courses are fully integrated and taught by a single faculty member to maximize student

success. In Integrated Reading and Writing, DE students are able to choose between 3 classes for their co-requisite option, English Composition I, US History I, and Federal Government.

Students choosing any of these options enroll in the college level course and a support course taught either by a single faculty member or by two faculty members working together to support students through their college level class.

Faculty and administrators working with the Co-Requisite Project are finding that professional development might be the most crucial aspect of the project’s success. Many credit faculty members have had no experience with developmental students. The Developmental Education department has been working to train credit-level faculty on scaffolding strategies and active learning techniques. Many of the co-requisite Integrated Reading and Writing classes are taught by two different professors, so this training has been timely for credit faculty. Workshops at the beginning of each semester are delivered to anyone involved in the co-requisites to demonstrate how to take any student learning outcome and scaffold it in the paired INRW course and use active learning techniques in both the Math and INRW classrooms. Professors involved in co-requisite courses have also participated in Catch the Next, College Academic Support Programs (CASP), American Mathematical Association of Two Year Colleges (AMATYC), National Organization for Student Success (NOSS), and the Texas Co-Requisite Project (hosted by Austin Community College).

The second contribution is “maintaining academic standards while helping learners acquire competencies needed for success in academic coursework.” The Co-Requisite Project began during the Summer of 2017 with the formation of district-wide planning committees. Their purpose was to create support models to provide developmental education students the opportunity to simultaneously take credit level classes with developmental support in the form of just-in-time remediation. Curriculum redesign of the developmental education coursework took place during the Fall of 2017 semester. The first pilot co-requisite classes were offered in the Spring 2018 semester with 6 sections of College Algebra co-requisite classes and 6 sections of Integrated Read-

ing and Writing co-requisite classes. During the pilot semester, planning continued to scale the co-requisite offerings to create more gateway courses available to developmental students and to increase support available to these students in order to improve student retention and success. For Fall 2018, the Co-Requisite Project expanded the course pairings allowing developmental education students more options for taking credit level courses with support. For Fall 2018, the college had 25% of all developmental math students enrolled in a co-requisite MATH course and 41.8% of all developmental reading/writing students enrolled in a co-requisite INRW course. These pairings streamline the path to completion for developmental education students while providing the support necessary for student success.

Collin College has several additional supports designed for students enrolled in the math co-requisite program. The first is in-class supplemental instruction, provided by in-class mentors chosen from among experienced mathematics instructors and tutors. These mentors facilitate small group instruction during normal class hours, providing support to breakout groups working on assigned problems, activities, and projects. The second approach is workshop-type supplemental instruction outside of class. Qualified instructors and tutors host weekly workshops for students on difficult topics being covered in class. The workshop experience is conducted using the brain based pedagogy of a mini-lesson followed by a group activity or discussion to promote peer-to-peer interaction as well as a deeper understanding of the course objectives. Collin also has a Math Lab staffed by faculty, lab instructors, and student tutors to assist students enrolled in developmental math and college level math courses. Lastly, we offer a 2 week remediation course at the end of each long semester called Mastery Extension for students who are unsuccessful in both parts of a co-requisite math course to allow them to master the objectives and earn credit for their support course to end the semester ready to begin college level material.

Additional supports for students enrolled in INRW co-requisite classes include the Collin College Writing Centers on each campus which provide one on one tutoring for all students. Collin is piloting a program where a Writing Center instructor spends an hour a week in an INRW support course to provide more individualized instruction to the DE students who are also paired with a credit course.

The third contribution is “use of technology to enhance student access, inclusion, or success.” The Co-Requisite Project recently received a grant and pur-

chased 3 class sets of laptops to make technology access flexible and readily available to co-requisite mathematics classes. These laptops are being used to individualize instruction and remediation for students, as well as encourage students to problem solve individually and challenge more advanced students. One set of laptops is available on each of the three primary academic campuses with additional class sets to be purchased over the coming semesters. The Co-Requisite Project has also submitted a grant in the Fall 2018 semester to fund Grammarly accounts for all Collin students. Since it is not the claim or aim of the Writing Center to teach grammar and punctuation, this grant will fill an ever increasing need for Collin students by creating a formal place to assist students with grammar, punctuation, and diction. An online co-requisite course shell has been created in the Canvas LMS to help make these Integrated Reading Writing courses more accessible to students who cannot be on campus for 6 hours a week. Collin College is offering these courses in a variety of platforms starting in Spring 2019. Some of the courses have the co-requisite fully online while others have the support course online and the credit course face to face. In the Fall of 2018, a comprehensive set of INRW instructional materials were generated and placed into a lesson shared file which is adaptable enough to use in free-standing courses, paired courses, tutoring centers, and self-paced pathways.

The Collin College Co-requisite Project has been an ongoing college wide collaboration for several years and continues to evolve every day. The departments of Advising, Developmental Math, Credit Math, Integrated Reading Writing, Government, English, History, Technology, and Administration have worked together to overhaul the college’s developmental education program in order to meet the Texas state mandates for co-requisite classes. The work has been challenging but rewarding as Collin meets the goal of helping under-prepared students to accelerate their access to college level coursework. Collin College will continue to expand these co-requisite course offerings every year, collect data on student success, increase access to student support, and train faculty to work with this unique population of students.

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44TH ANNUAL CONFERENCE

March 4-7, 2020

@ Gaylord Opryland Resort & Convention Center



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Paving the Way to Student Success



4th Annual McCabe Conference
Friday, June 28, 2019
Amarillo College



Join us for great presentations and conversations about developmental education.
The McCabe Conference is named in honor of the late Dr. Bob McCabe, one of the original modern advocates of
and researchers in developmental education.

REGISTER FOR THE CONFERENCE

June 28, 2019 Amarillo College, Amarillo, Texas 8:00am-4:20pm

Breakfast and Lunch Included

\$100 regular registration (through June 21, 2019); **\$150 late registration** (after June 21, 2019)

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