

ACME Math

Andre Freeman
&
Debora Rimkus

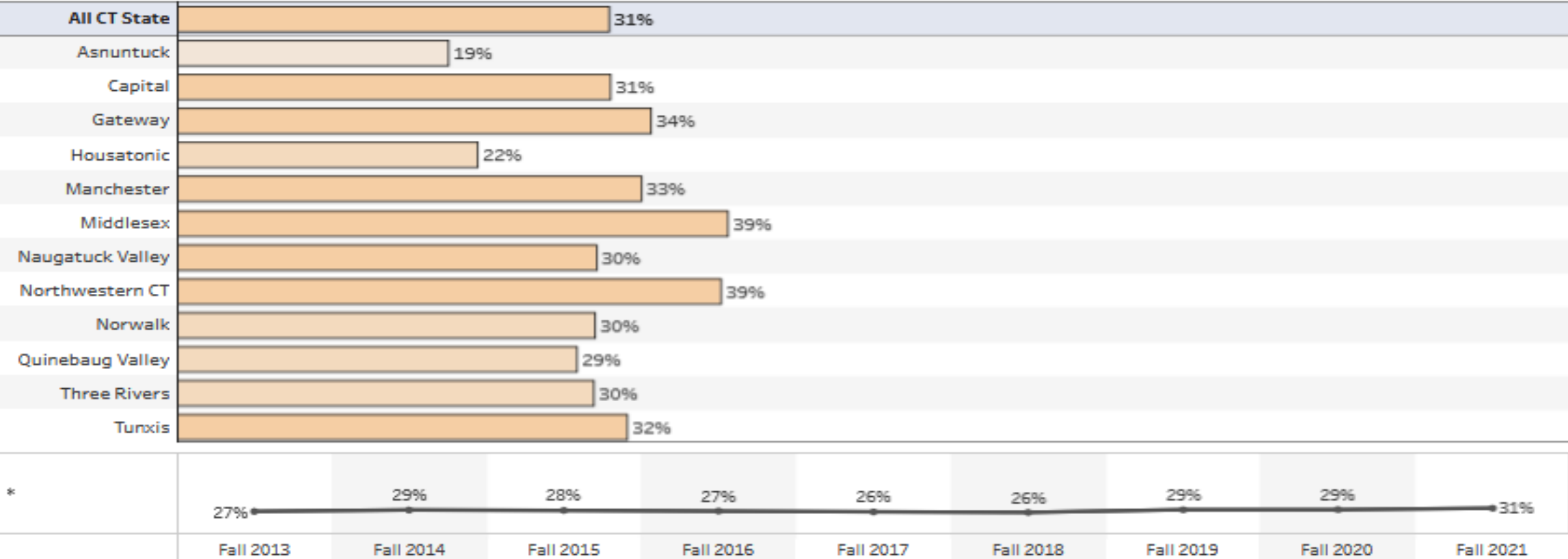
The Case for Corequisite Math



KPI 04: All Students

KPI: 04: Passed (C or better) college-level math in year one (fall, winter, spring, summer)

KPI 04: Passed (C or better) college-level math in year one (fall, winter, spring, summer)



Tip: Click on the elements in the college-level visualization (top) to narrow the focus in the chronological visualization (bottom).

Notes: All records are for first time college students. Aggregations that yield <10 records will be suppressed to protect student privacy.

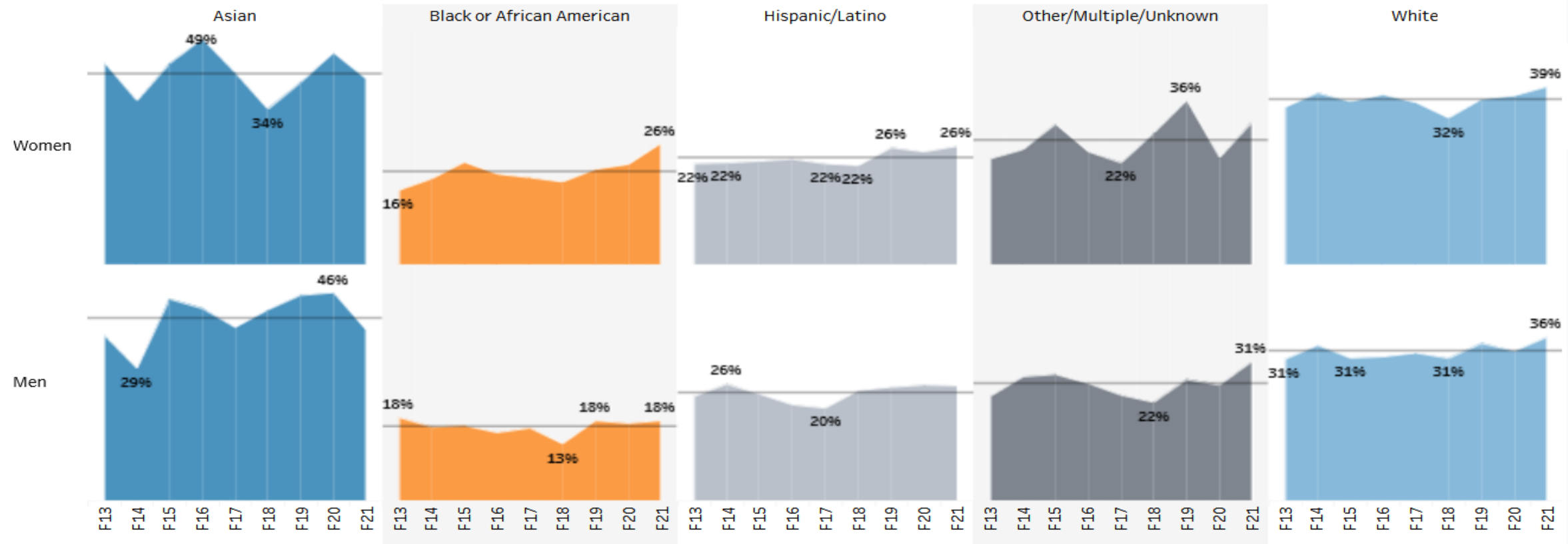


KPI 04: Disaggregated by Race/Ethnicity

KPI:

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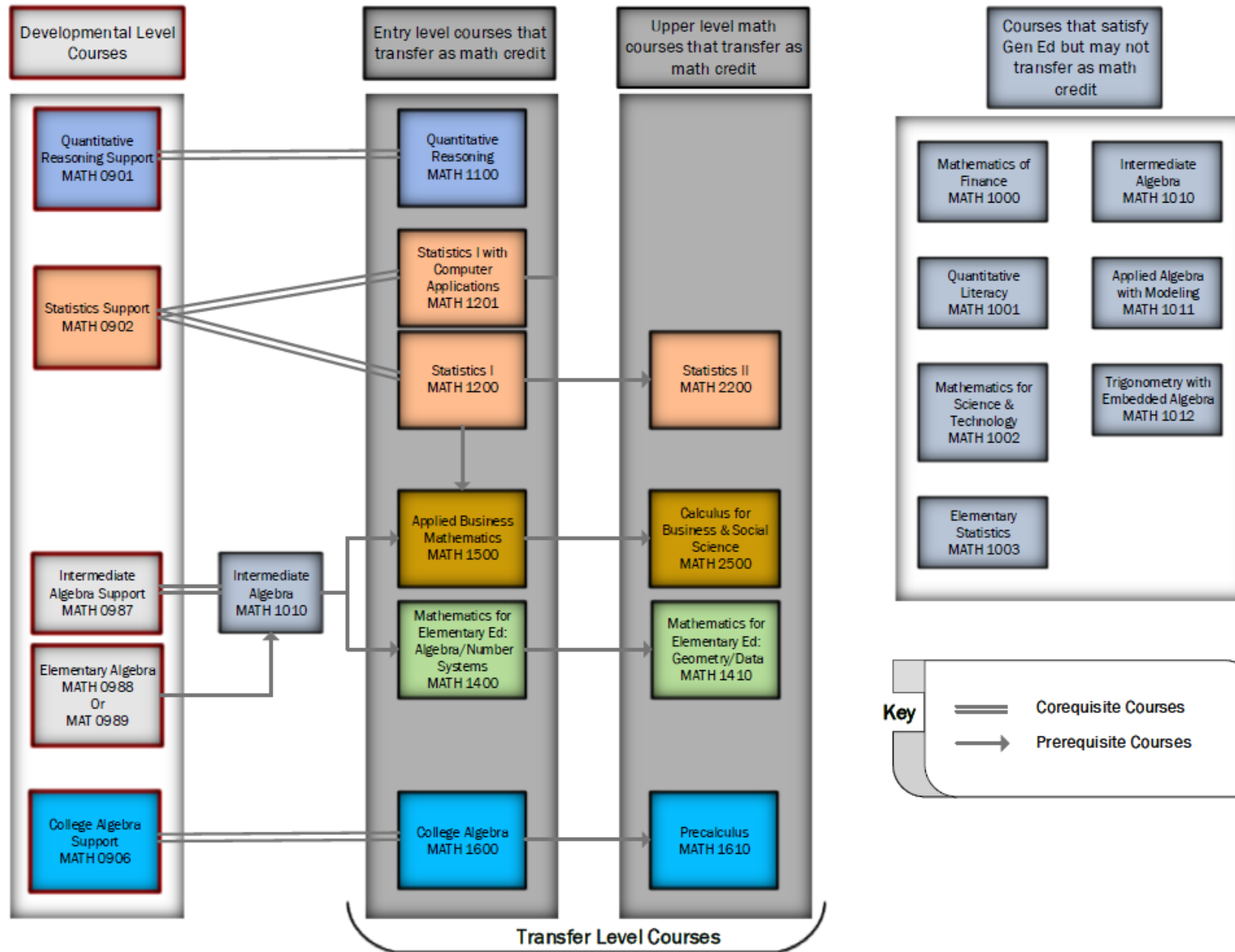
Promising Initiatives in Other States

Math Pathways

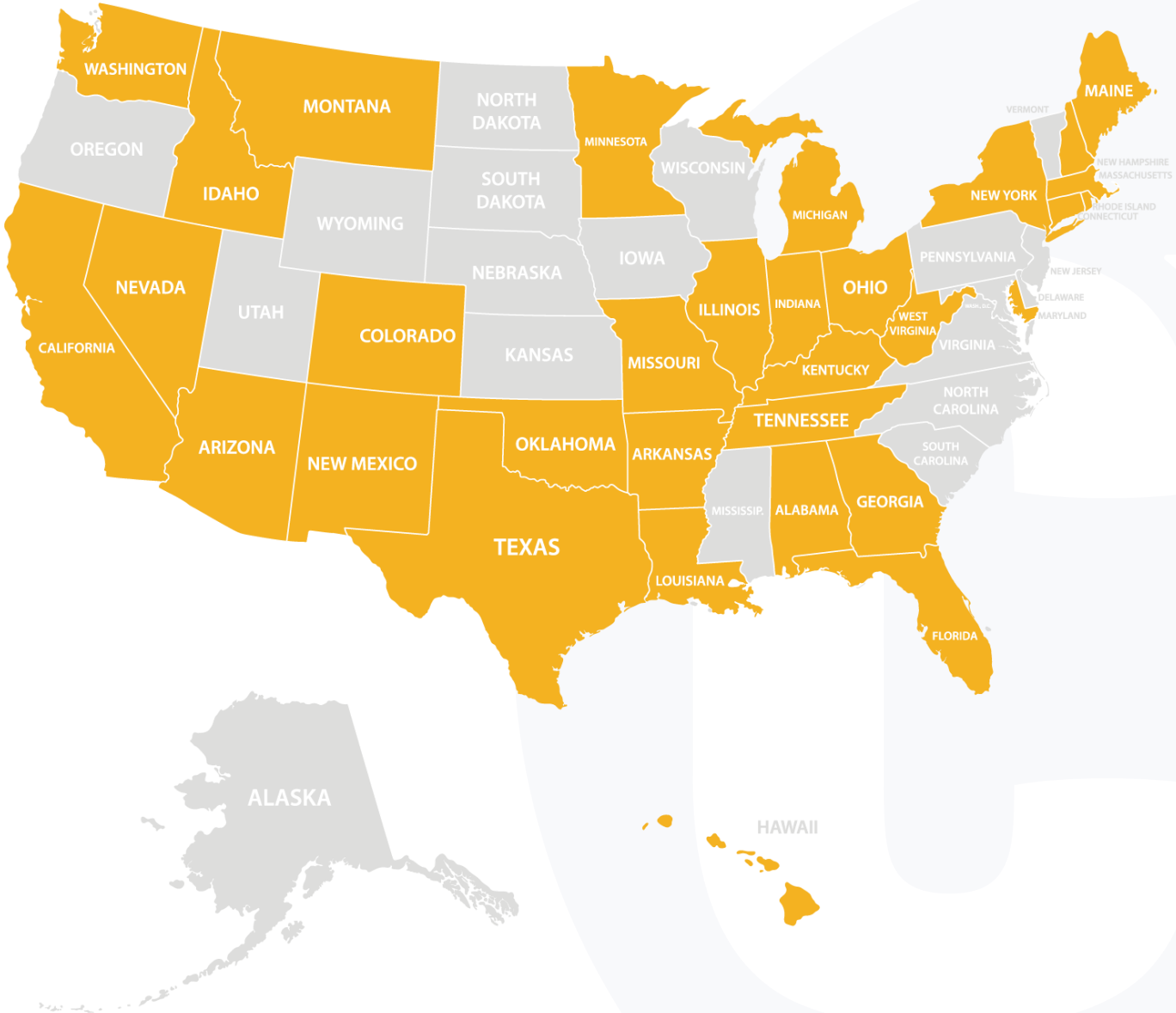
- “The equivalent content in intermediate algebra courses is not required to master the content for most college-level mathematics courses that do not lead to calculus;”
 - [Position Statement of American Mathematical Association of Two-Year Colleges](#)

Corequisite Support Courses

CT State Math Courses

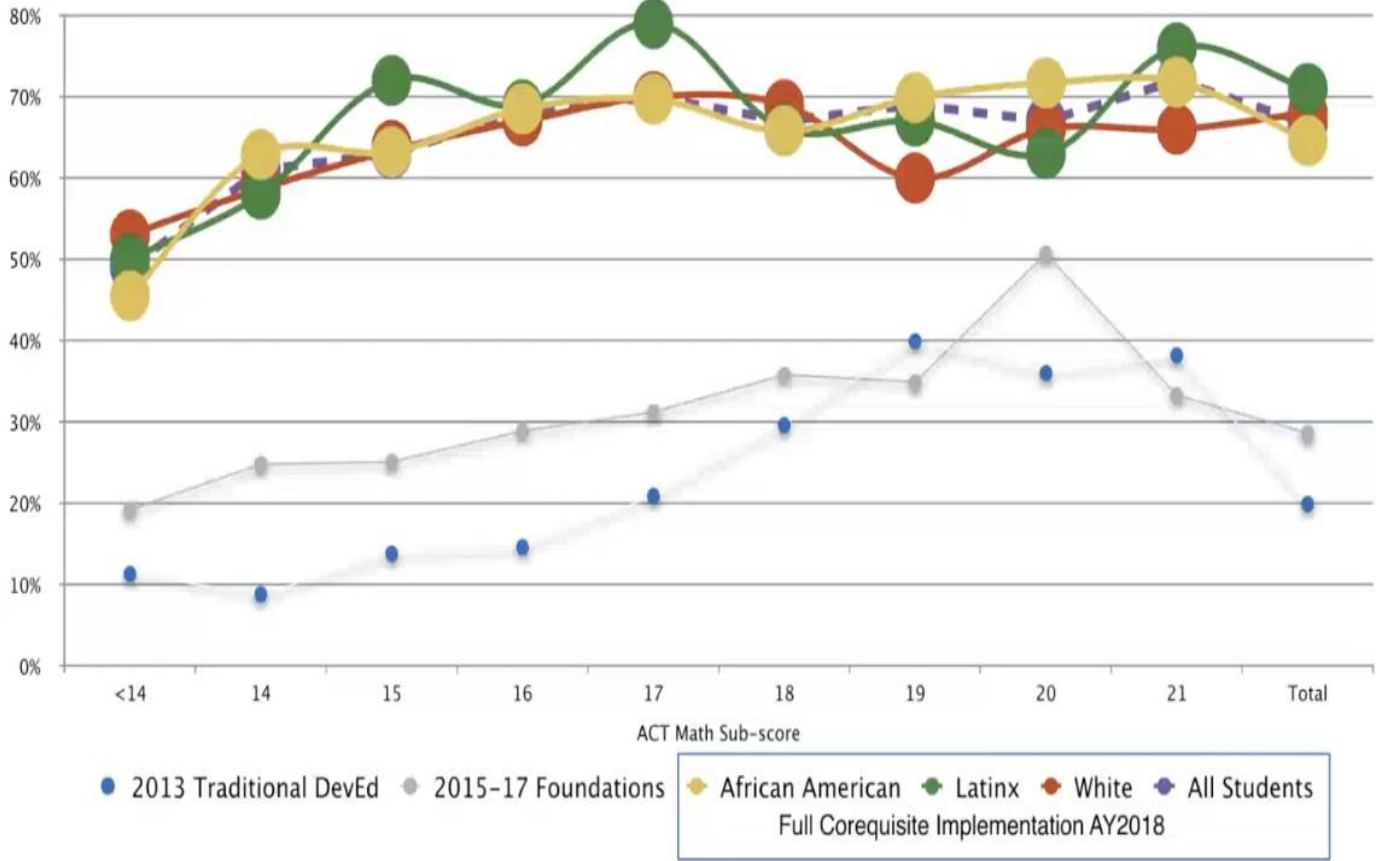


States Implementing Co-Reqs at Scale



USG System-wide Comparison of Success in Gateway Math Classes

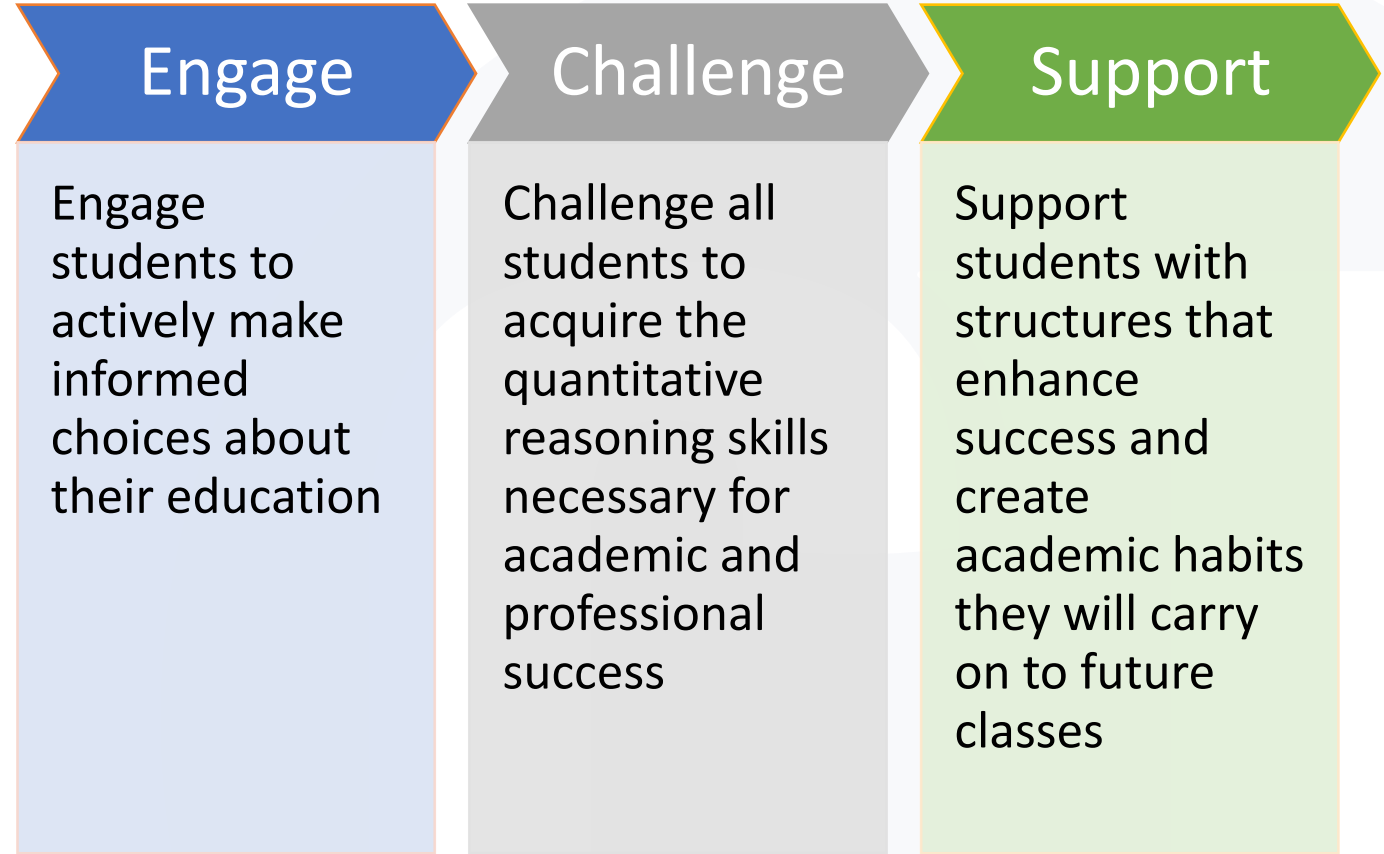
Disaggregated by Race



Key Observations

- Large increases in student success when prerequisite implementation (blue and gray) was replaced with corequisite implementation (yellow, green, red, and purple)
- All races benefited from corequisite implementation
- Equity gaps between races were closed
- Students at all levels of ACT scores benefited from corequisite implementation

Goals for Equity and Student Success in Corequisite and Gateway Courses




Phase-in,
2023



Goal: Full implementation by fall 2025



Process: Gradual reduction of students in developmental courses



Assessment: Ongoing data collection (quantitative and qualitative against student success and equity goals)

Phase One: Fall 2023

Prerequisite developmental math courses will be available for at least one more year

Offerings of Intermediate Algebra will be significantly reduced

Non-STEM students who previously would have placed directly into Intermediate Algebra will now go directly to MATH 1100 Quantitative Reasoning or MATH 1200/1201 Statistics I

STEM students who previously would have placed directly into Intermediate Algebra will now go to corequisite College Algebra

Non-transfer students will primarily go directly to their non-transfer math course (MATH 1000 through MATH 1003)

Corequisite sections of Quantitative Reasoning and Statistics will be piloted

Next steps



Preparing Math Faculty



Model coreq/college-level course materials



Coreq Chat Webinars



Professional Learning Communities



Asynchronous Training Course

Preparing Colleges



Department Chairs (on scheduling,
support models, etc.)



Faculty in other disciplines



Student Support (Tutoring,
Advising, Financial Aid, etc.)

Further Questions?

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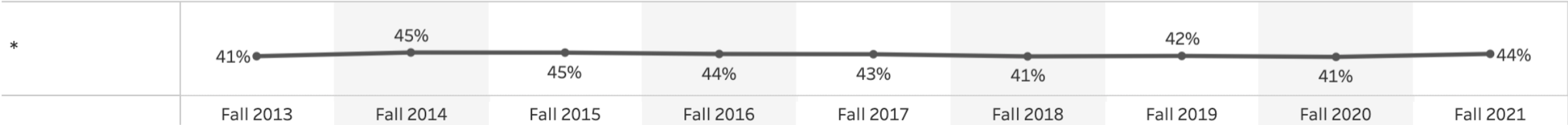
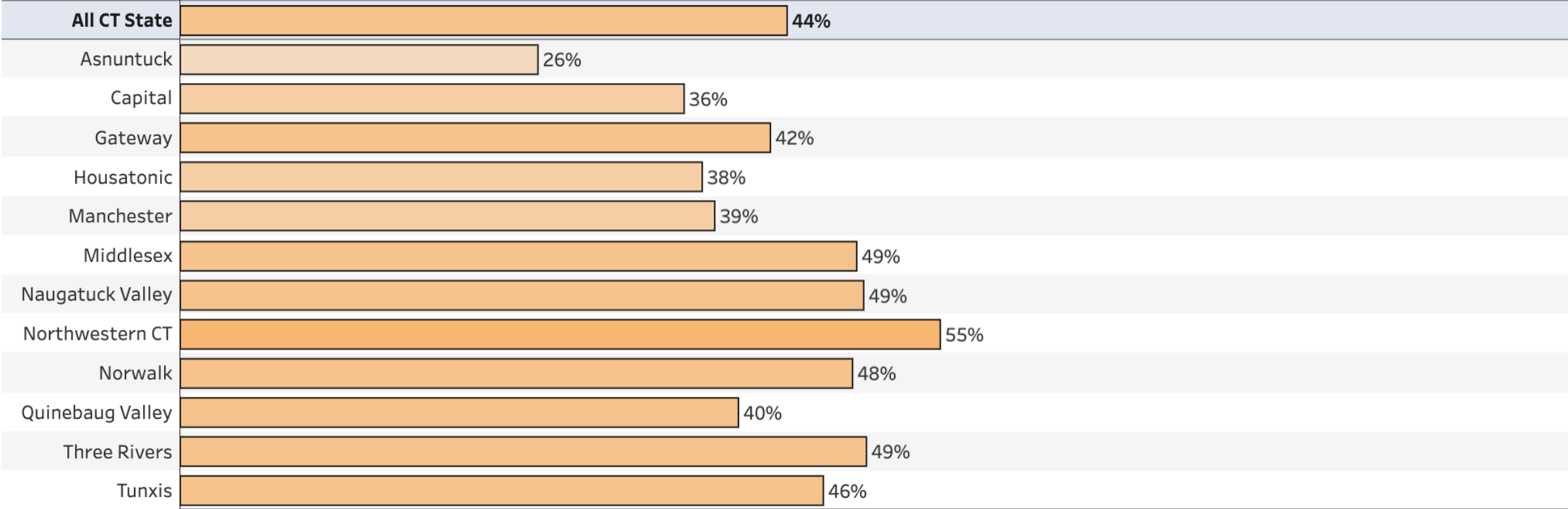
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The Case for Corequisite English

Andrew Sottile and James Gentile
Coordinators, ACME English

KPI 5: All Students

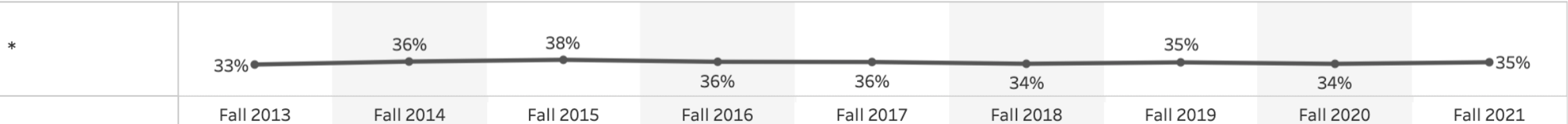
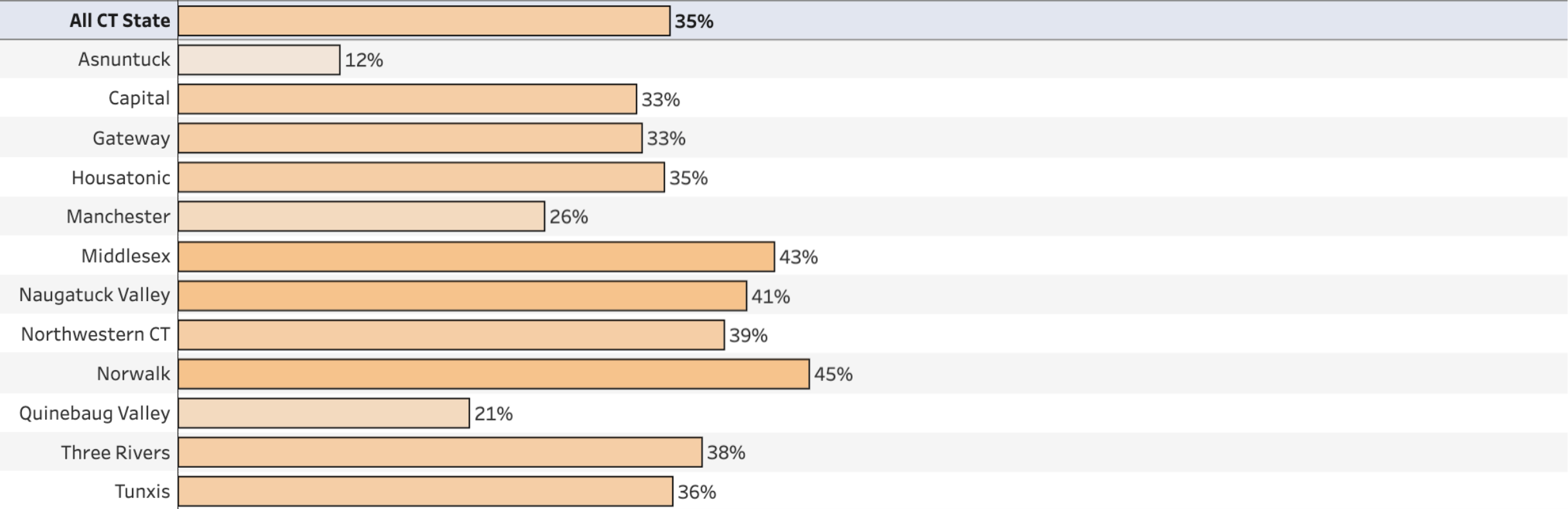
KPI 05: Passed (C or better) college-level English in year one (fall, winter, spring, summer)



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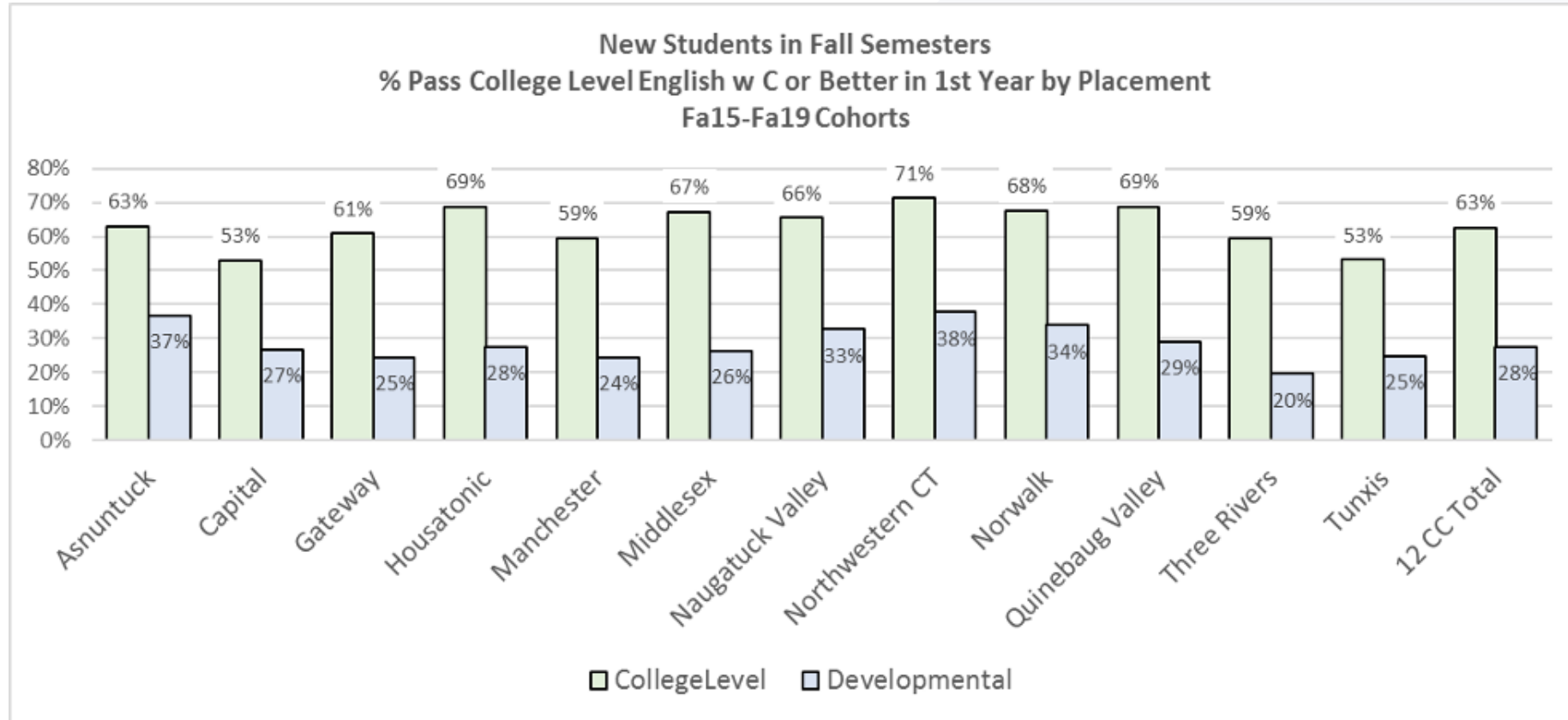
KPI 5: Black and Latinx Students

KPI 05: Passed (C or better) college-level English in year one (fall, winter, spring, summer)

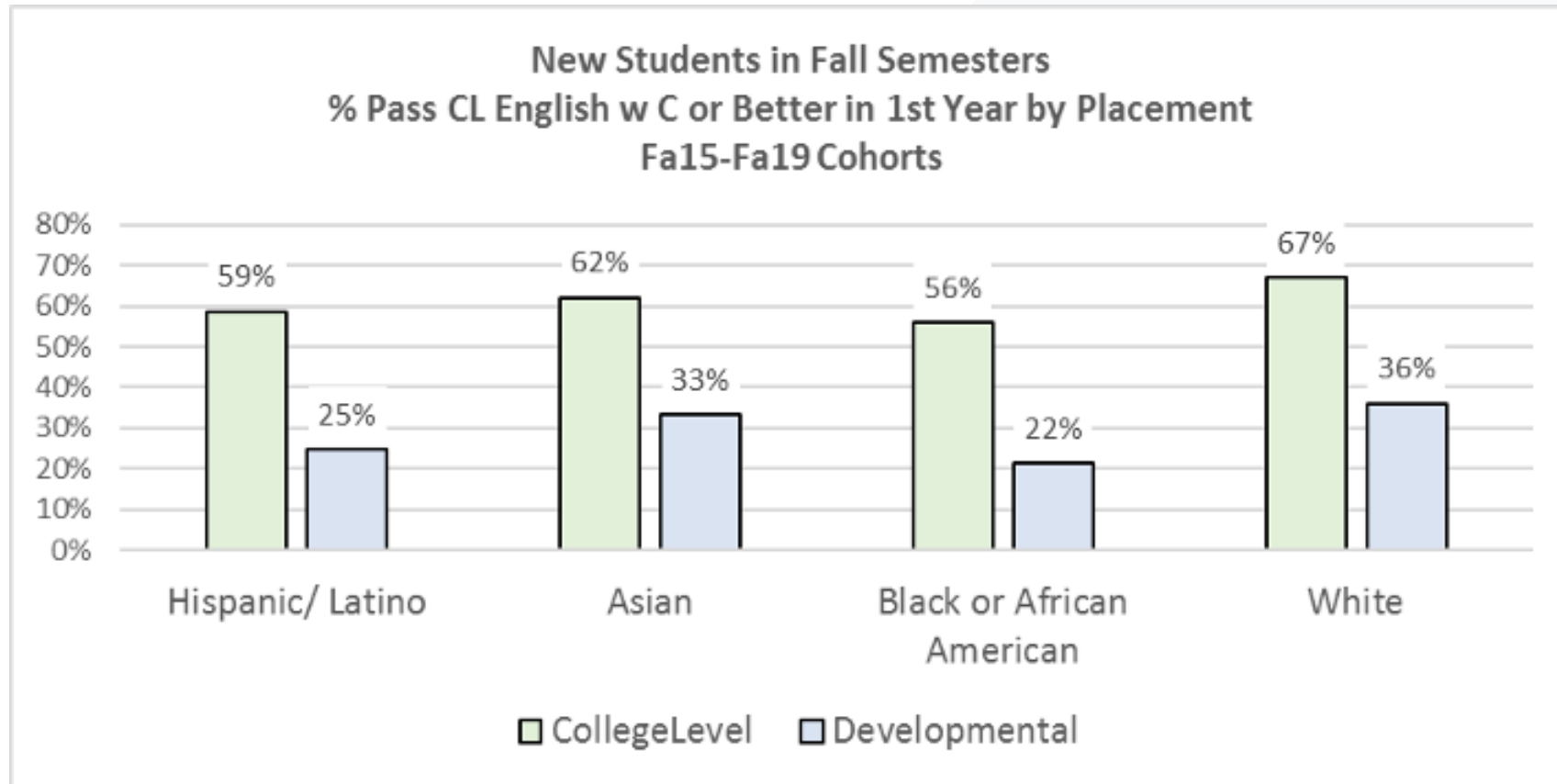


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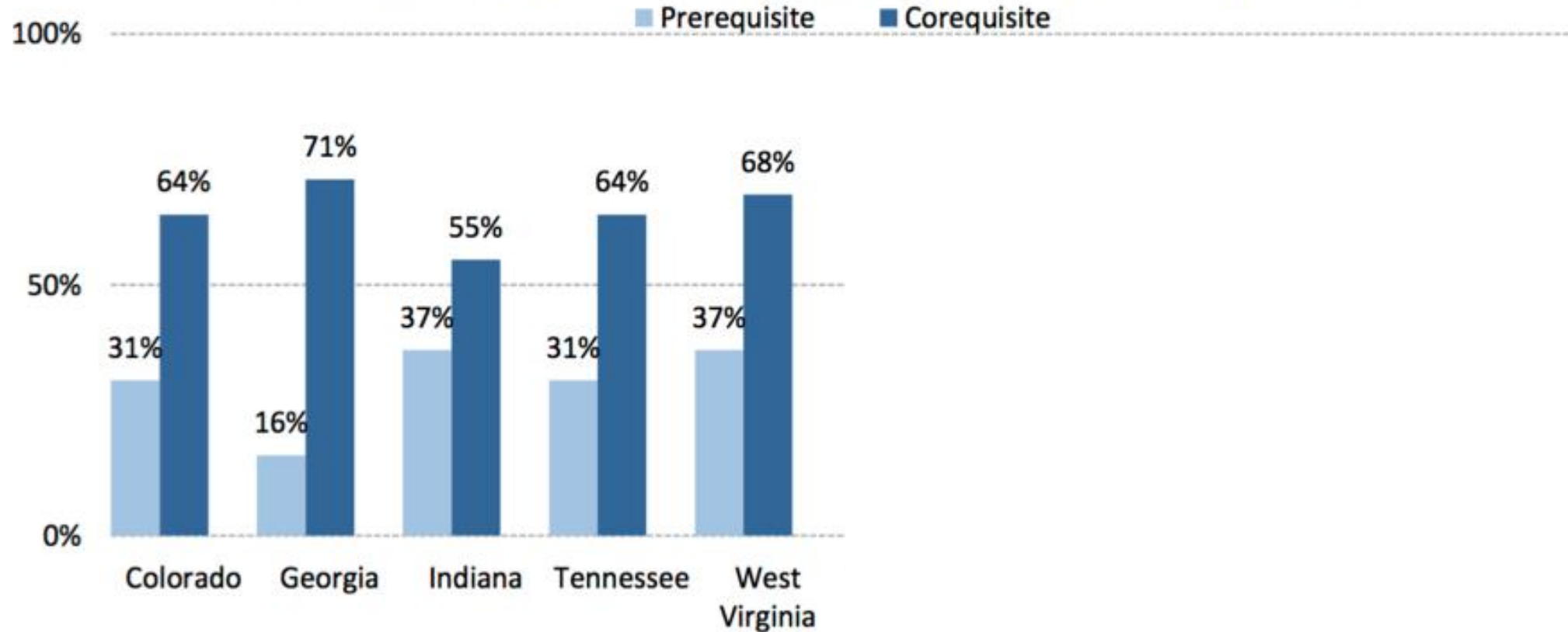
Achievement gaps between students who place into gateway and developmental courses



Achievement gaps raise equity concerns



Percent of Remedial Students Who Complete an Associated Gateway Course



English

(In two years for prerequisite models, in first year for corequisites)

Phase-in: 2023

Goal: Full implementation by fall 2025



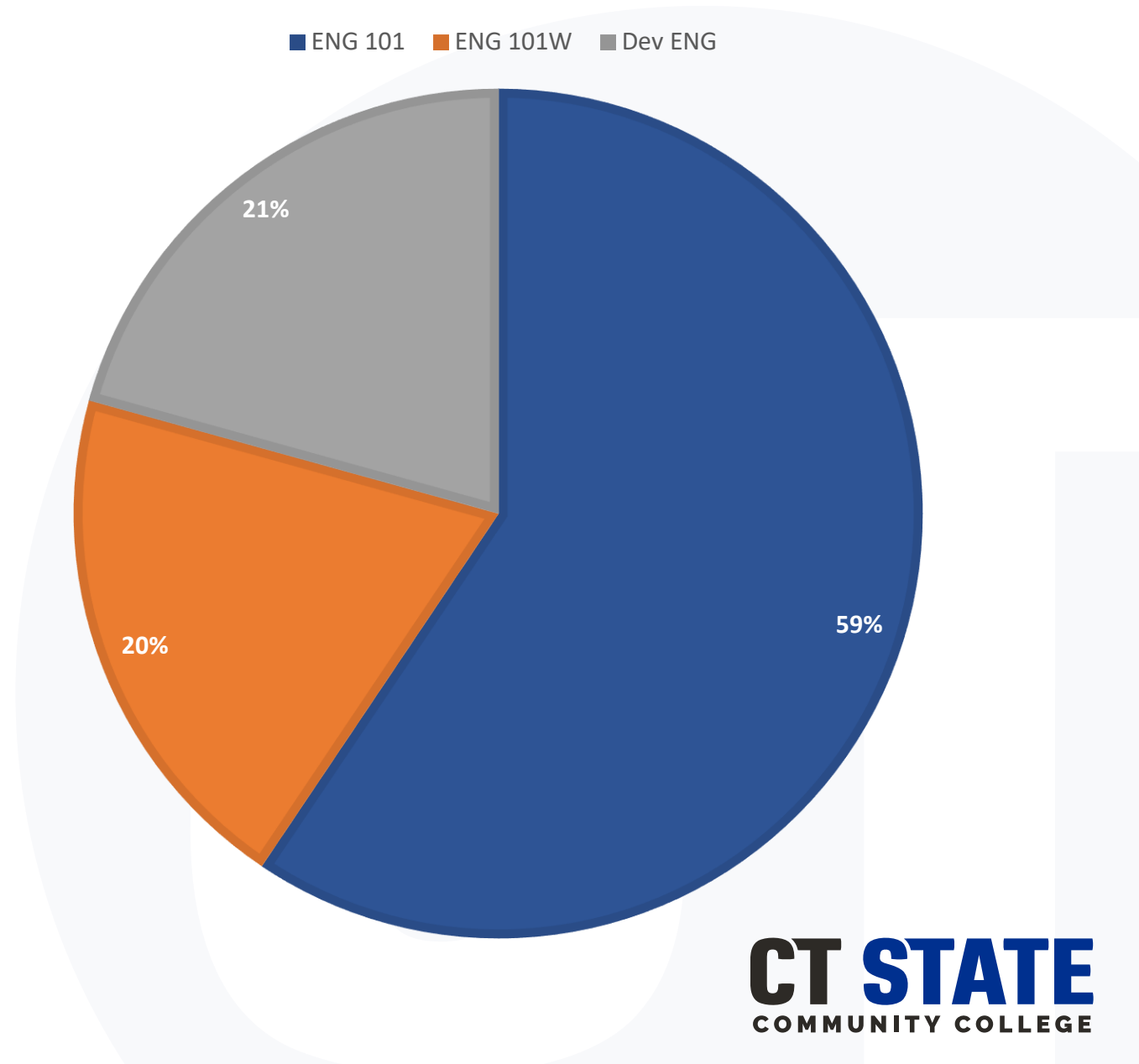
Process: Gradual increase of students in gateway courses; gradual reduction of students in developmental courses



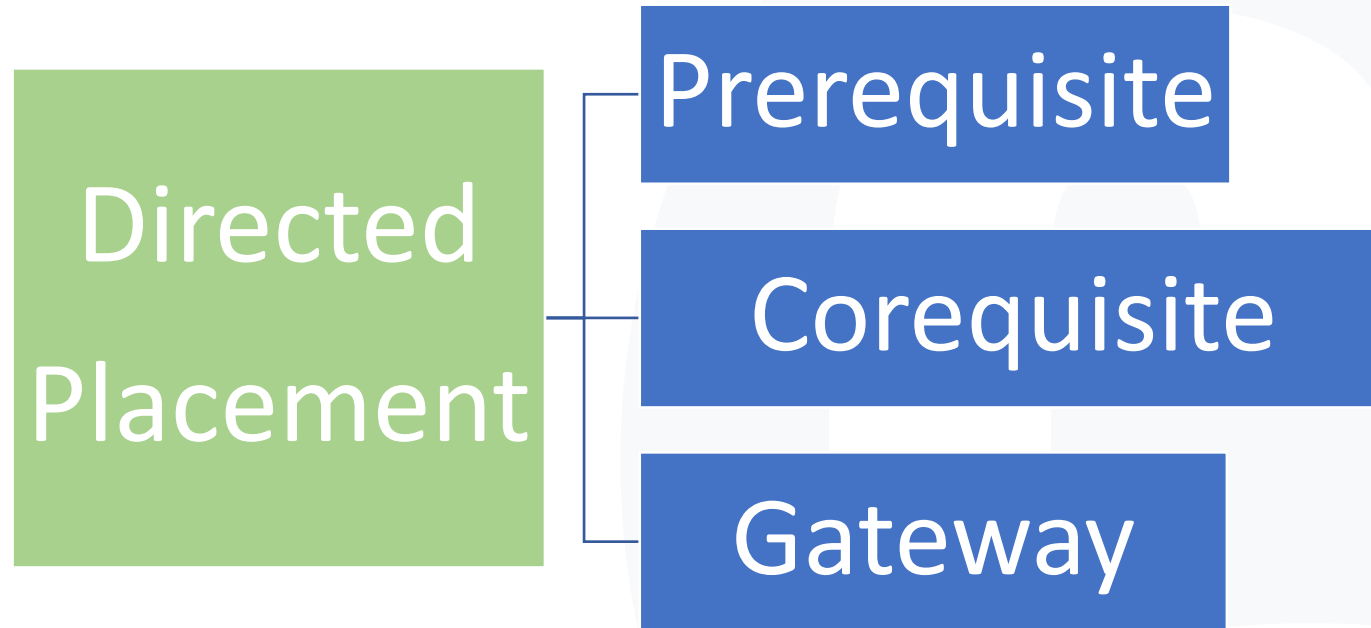
Assessment: Ongoing data collection, quantitative and qualitative, focused on student success and equity goals

In Fall 2022 the twelve colleges offered the following seats for English courses at the twelve colleges:

- ENG 101: 4981
- ENG 101 embedded: 1667
- Dev. ENG: 1735



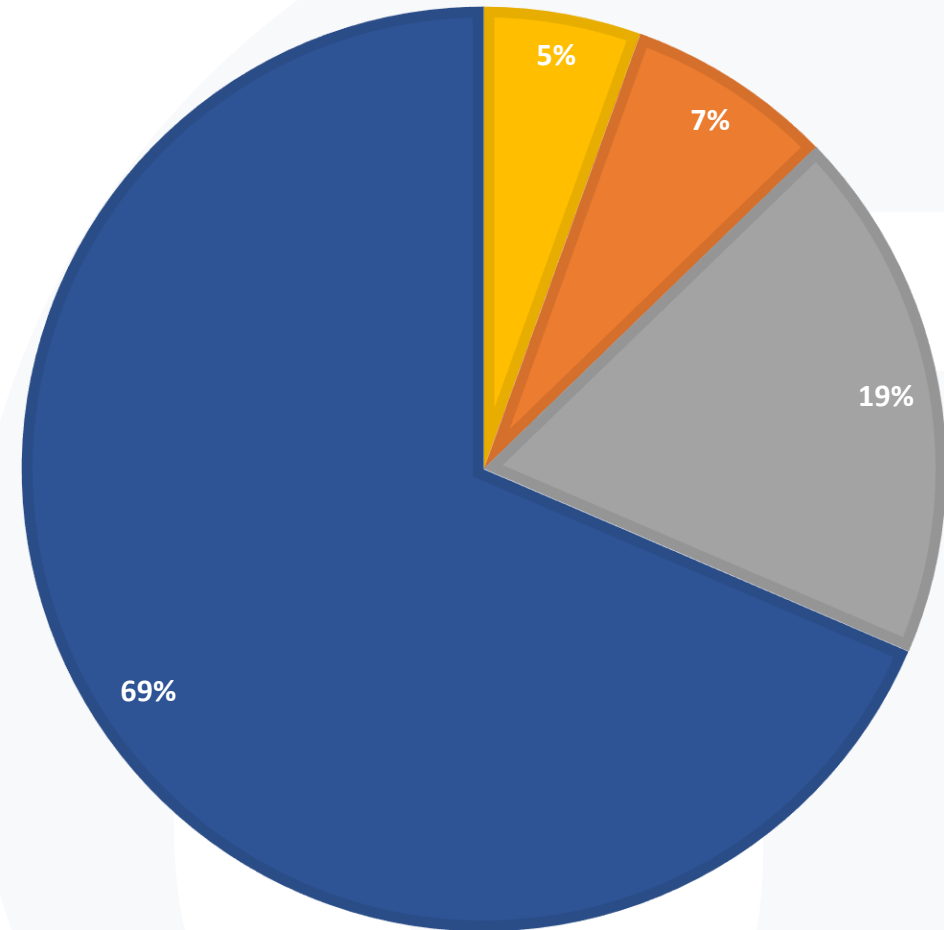
Fall 2023



■ ENG 0960 ■ ENG 0930 ■ ENG 1010W ■ ENG 1010

Based on the current proposal*, we project the following seats systemwide for Fall 2023:

- ENG 1010: ~5500
- ENG 1010W: ~1500
- ENG 0930: ~580
- ENG 0960: ~ 440



Curriculum

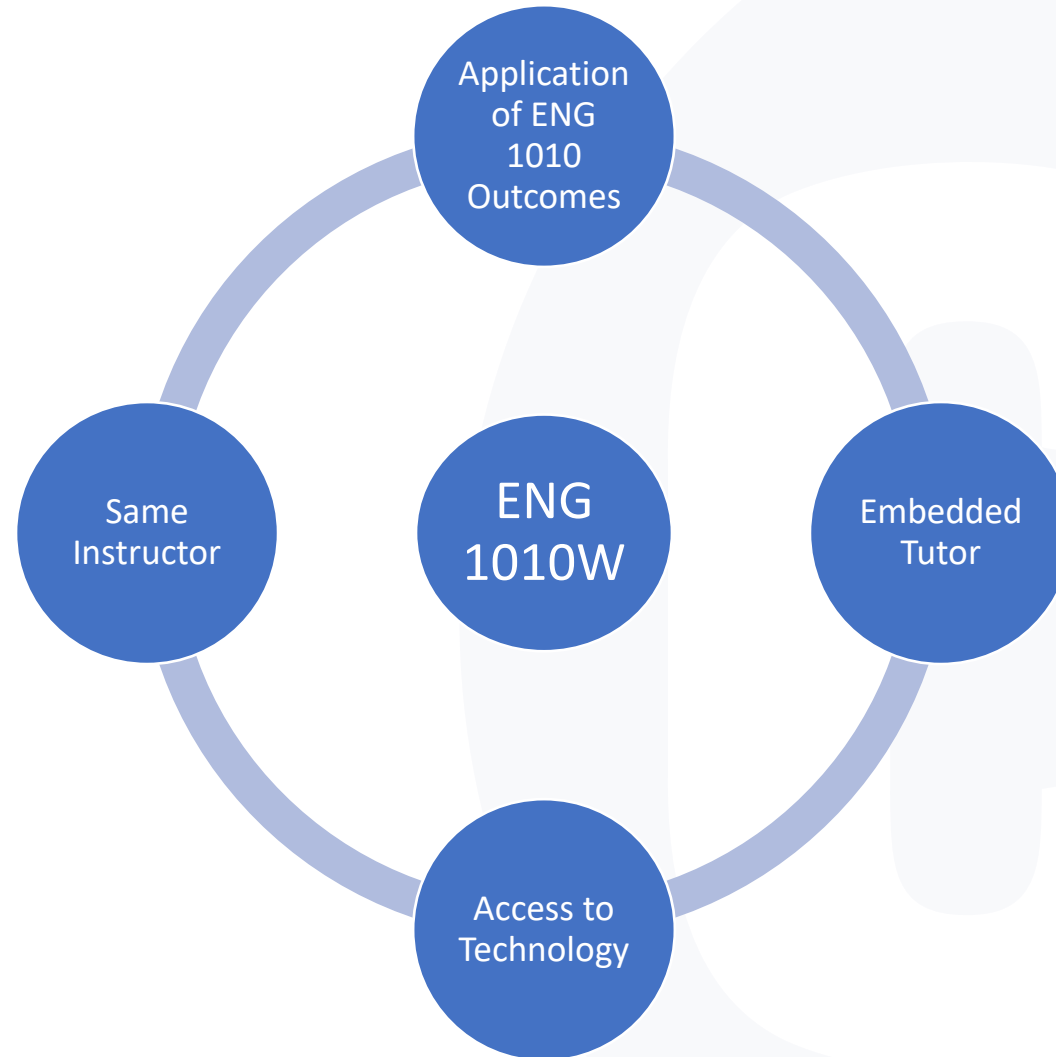
- ENG 1010 outcomes:

- Respond to rhetorical situations
- Engage with and use authoritative sources
- Craft logical arguments
- Apply language conventions

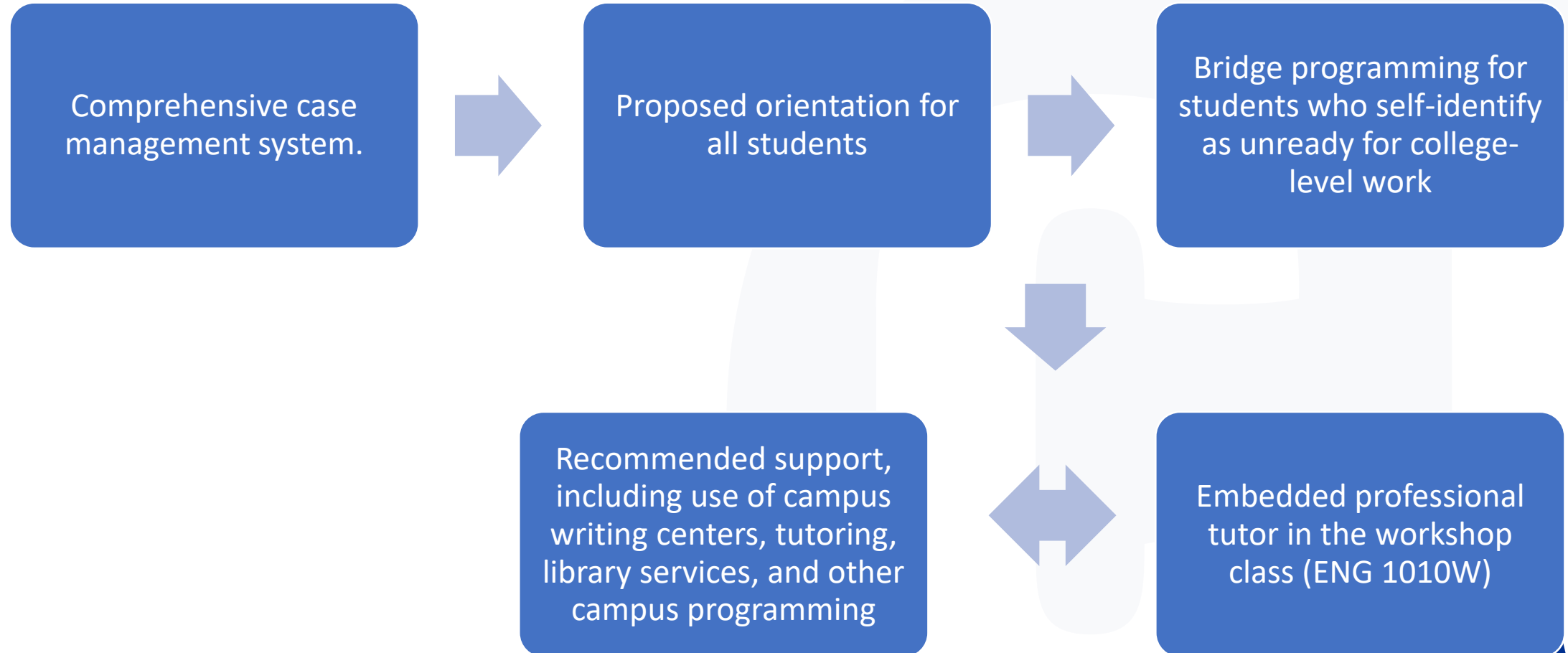
- ENG 1010 W outcomes:

- Apply critical reading strategies for understanding, analyzing, and interpreting texts
- Apply writing strategies for developing thesis-driven essays with textual support
- Apply language and documentation conventions consistently
- Apply affective skills that support the reading and writing processes
- Develop independent reading, writing, and revising processes

The Corequisite Course: ENG 1010W



Transitional Supports



Next Steps

Preparing English Faculty

PL course
(online; optional)

Learning
communities

Repository of
faculty-designed
materials

Webinars that
feature and
highlight faculty
expertise

Preparing Colleges

Department Chairs
(on scheduling,
support models,
etc.)

Faculty in other
disciplines

Student support
(Tutoring,
Advising, Financial
Aid, etc.)

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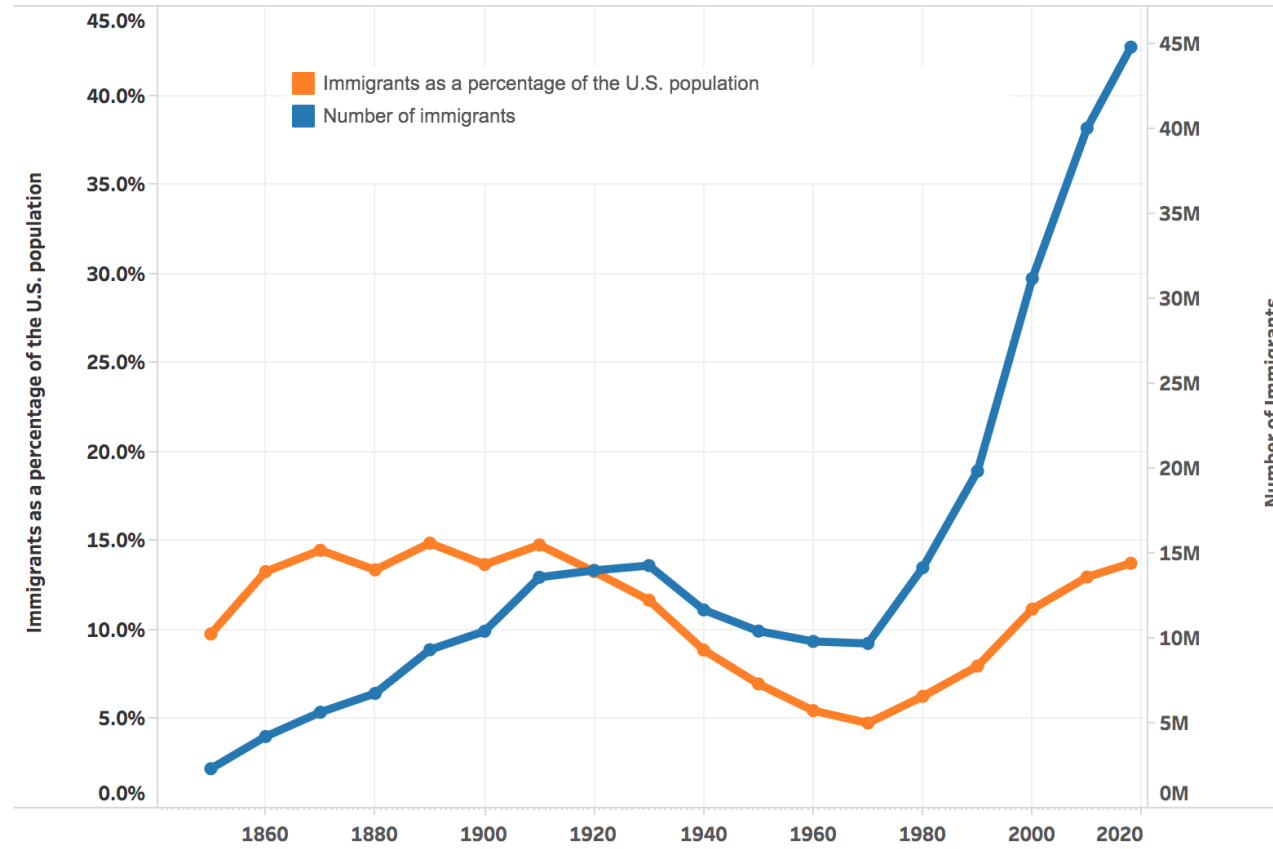
ACME ESOL

Melanie Majeski
&
Hannah Moeckel-Rieke

Background

Rising number of immigrants in the US

Number of Immigrants and Their Share of the Total U.S. Population, 1850-2018



(Source: Migration Policy Institute)

Immigrant youth in CT High Schools

Table 1: A Quick Glance at Connecticut's 43,568 Public School English Learners (SY 2019-20)

Demographic Characteristic	Percentage of ELs	Rate of Change ¹
Spanish is Native Language	72%	23%
Percent of all ELs in High-Incidence Districts ²	59%	19%
Districts With at Least One EL	187 districts	+16 districts
Grade Distribution of ELs	PK-5 (60%), 6-8 (19%), 9-12 (21%)	PK-5 (19%), 6-8 (35%), 9-12 (28%)
Immigrant	23%	30% ³
Students with Disabilities	21%	39%
Eligible for Free or Reduced Price Meals	73%	19%
Qualified for an Alternate Assessment ⁴	1%	22%
Section 504 ⁵	2%	105%
Homeless	1%	26%
Gifted or Talented	<1%	61% ⁶
In a Military Family	<1%	120% ³
Male	55%	25%
In a Bilingual Program	27%	21%

¹Rate of change refers to the rate of increase or decrease in the number of ELs from SY 2015-16 to 2019-20.

Initiatives

Common Course Numbering

ESL Council developed common numbers

New Course Proposals

New courses were not vetted through the ESL Council

ACME

Curriculum alignment for all campuses

ESOL vs. Developmental English

- **Developmental English**

- focuses on literacy skills, extended reading, and essay writing
- caters to native speakers who need more exposure to academic language

- **English for Speakers of Other Languages (ESOL)**

- focuses on language acquisition, vocabulary development, grammatical accuracy and oral and written fluency
- caters to non-native speakers who are learning English for the first time

ESOL Terminology - FYI

- **ESOL** – English for Speakers of other Languages
- **ELLs** – English Language Learners
- **MLLs** - Multilingual Learners
- **Early arrival and late arrival immigrants**
(elementary/ middle school vs. high school)
- **BICS** – Basic Interpersonal Communication Skills
- **CALP** – Cognitive Academic Language Proficiency

Types of ELLs entering CCs

Early arrival high school students

- Immigrants with 4 or more years in the American school system
- Great BICS
- CALP varies

International students; F1 visa students

- Mostly with partial or completed undergraduate or graduate degree
- BICS & CALP unknown

Late arrival high school students

- Immigrants with less than 4 years in American high schools
- BICS & CALP need work

non-traditional students

- A wide variety of language learning and academic backgrounds
- BICS & CALP will vary

Fall 2023

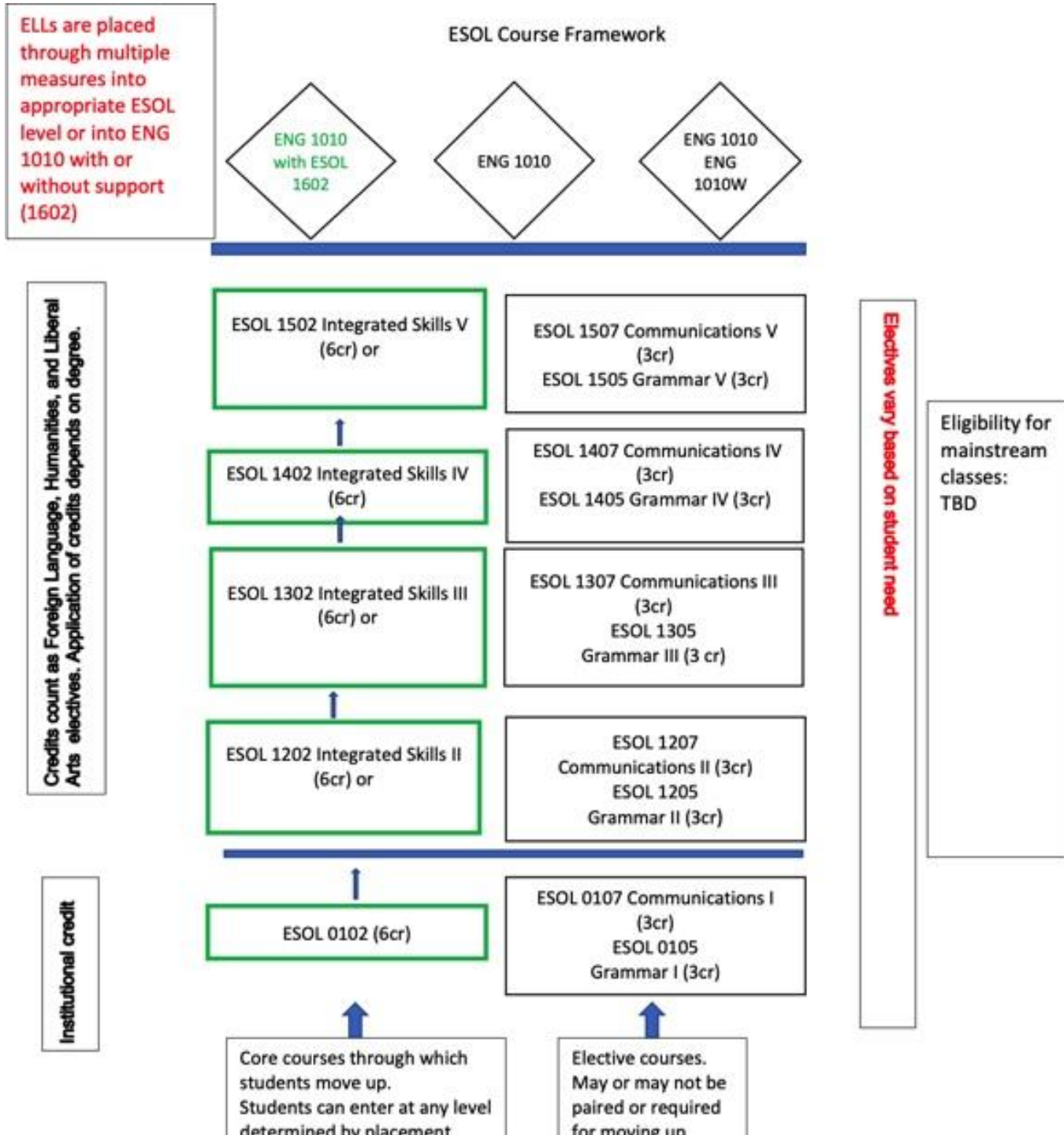
Phase In

Placement process – aligned Fall 2023

- **The placement of ELLs is complicated**
 - Coming from other countries, many students don't have a GPA.
 - Late-arrival immigrants have little time to accumulate a GPA that represents their skills in English
 - ELLs may be graded on a different scale than native speakers
- **Research therefore suggests the most appropriate way to measure students' language proficiency is a multiple-measure assessment including:**
 - Questions to assess learning background and prior school and college experience
 - Assessment of oral and written fluency and accuracy, including a writing sample and interview

ESOL Aligned Course Framework – Fully Implemented Fall 2023

- Students enter at the level appropriate for them
- High-performing students can skip a level or take accelerated programs
- ACME ESOL Framework



Co-requisite ESOL 1010 Support

ESOL 1602

- 3 institutional credits
- Taught by ESOL Instructor
- Focus on language and academic support
 - Academic vocabulary
 - Syntax
 - Advanced grammar structures
 - ELL-appropriate scaffolding for assignments

ENG 1010

- 3 credits
- Taught by the same ESOL Instructor
- Follows 1010 Learning Outcomes
 - Respond to rhetorical situations
 - Engage with and use authoritative sources
 - Craft logical arguments
 - Apply language conventions

2024-2025

Next Steps

New aligned curriculum

High Beginning ESOL

Low Intermediate
High Intermediate

Low Advanced
High Advanced

Math

Business

Sciences

Students have access to mainstream classes while working on their English skills. Less reading and writing intensive classes first

ESOL curriculum focuses on Integrated skills; other classes are electives for support as needed and Immersion option

Future Programming

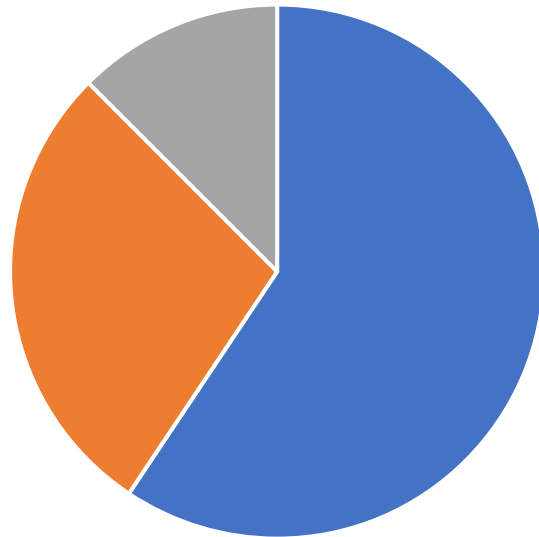
- Summer bridges
- High school partnerships
- Immersion programs for refugees

- Accelerated tracks available at intermediate and advanced levels – students complete two levels in one semester (cohort model)

- Learning Communities at top levels with content classes such as: SOC, HIS, BIO, BBG that line up with meta majors

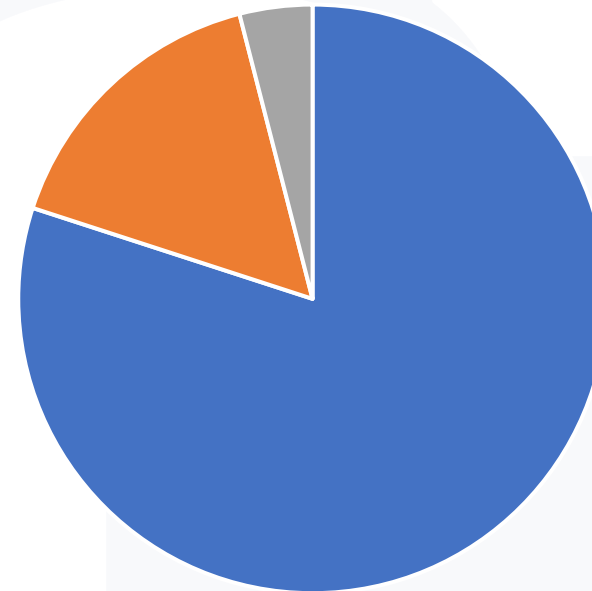
Sample Data Accelerated LC

Completion of ENG 101 after completing regular ESL



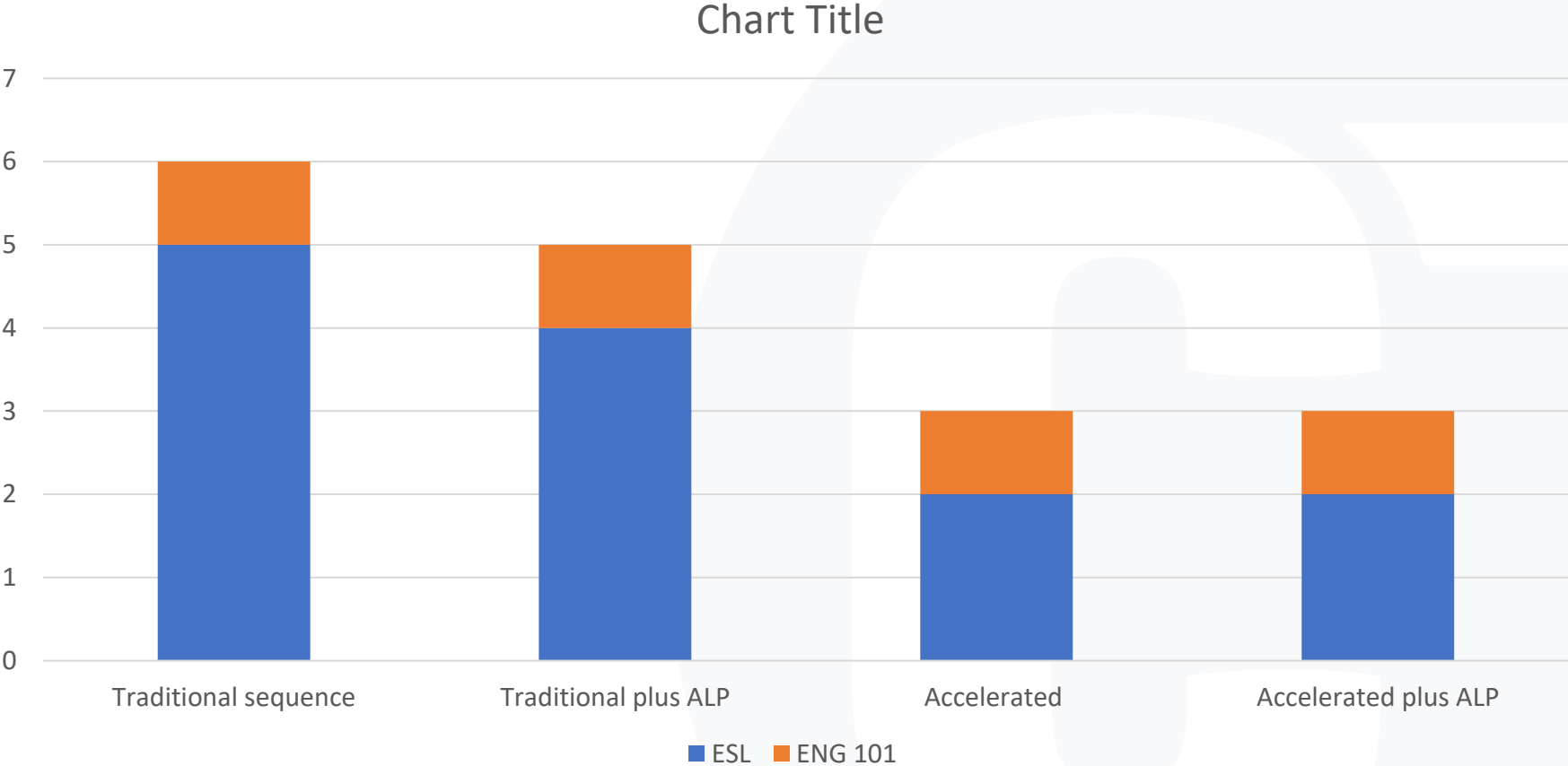
- Completion 101 1 semester after ESL
- Completion 101 2-3 semesters after ESL
- do not continue

ENG 101 completion in first semester after ACE II



- ENG 101 completion
- ENG 101 completed later
- not completed

Time required for completion



Professional Learning

- Repository materials for ESOL 162 support course
- Norming sessions across campuses
- Learning community training retreats
- WAC training: supporting multilingual learners

A final thought:

TESOL (Teaching English to speakers of other languages) is a complex field, and students take time to develop their language skills.

It is crucial that the entire college works together to support ELLs. We are looking forward to continuing our collaboration with you all!

Further Questions?

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- Hmoeckel-Rieke@norwalk.edu

- Melanie Majeski
- mmajeski@nv.edu