

A Dialogue: Academic Success in Light of AB 705 Implementation

Table Discussion Prompts

- 1) What proportion of tutoring or SI at your college currently supports basic skills courses?
What proportion for transfer/college-level?
 - Is funding tied to certain levels, i.e. basic skills initiative (BSI) funds that must be used for specific courses?
 - Are there separate locations for tutoring that align with college level and below college level tutoring and academic support, such as STEM center vs. math lab?
- 2) Has your college started using multiple measures? If so, has there been a change in the number of basic skills math and English sections?
 - How has this change affected your learning center and/or tutoring and SI?
- 3) Is your college developing new accelerated math and English curriculum? If so, are the learning assistance programs at your college involved at any stage of the planning for this new curriculum or how it will be implemented?
 - How are decisions currently made about how and where to locate tutoring support?
 - Is there a committee (basic skills, equity, learning assistance) that is or could be a platform for providing input?
- 4) What are corequisite support models that are showing success in supporting students who are accelerating through basic skills courses?
 - Discuss examples from California Acceleration Project, other examples you are aware of
- 5) What are things you can do on your campus to integrate learning assistance programs into the design and support of accelerated curriculum under AB 705?
 - Academic senate, basic skills committee, equity committee, curriculum committee
 - Consider forming a learning assistance committee or work group
 - What else?