



### **Aims Community College System Request for SAI authorization**

Aims Community College is a public fully regionally accredited local district two-year college with four campuses in Northern Colorado. The college offers 160 degree and certificate programs. By state statute, Aims Community College offers courses designated for transfer to 4-year institutions, career and technical job training at the certificate, associate and baccalaureate degree level, as well as developmental education for students who matriculate at the remedial level. The Aims Community College remedial program provides preparation in reading, writing and/or math for future success in college level work. The developmental education design for Colorado community colleges includes co-requisite courses that meet the criteria for Supplementary Academic Instruction as outlined in the Colorado Commission of Higher Education Supplementary Academic Instruction (SAI) policy.

While independent from the Colorado Community College System, the academic leadership at Aims Community College agreed to conform to the State Board of Community Colleges and Occupational Education's policy and procedures related to developmental education. The following addresses the elements identified as required in section 5.01.6 of the Colorado Commission on Higher Education policy.

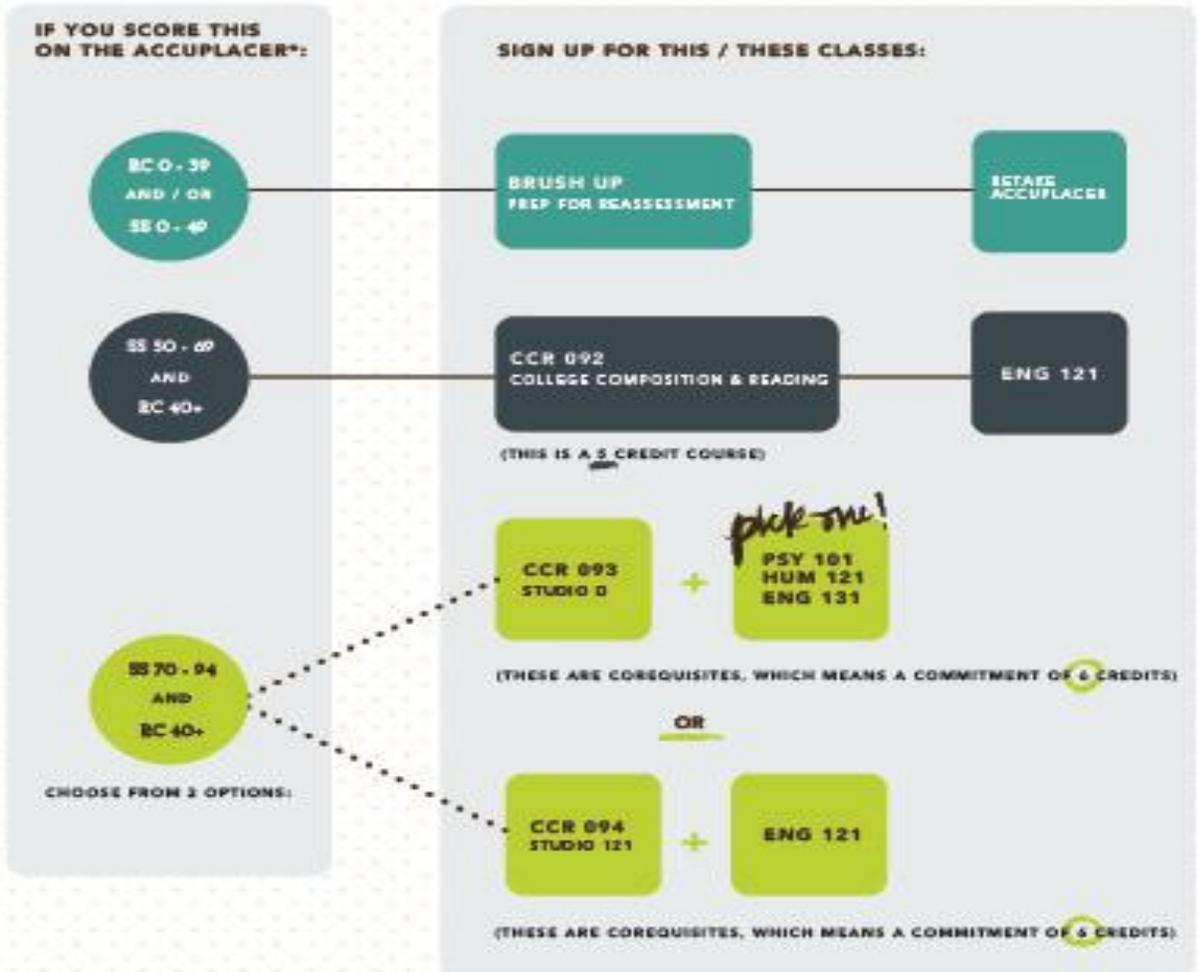
#### **A. SAI EVALUATION OF BASIC SKILLS ASSESSMENT (AS DEFINED IN SECTION 2.08) AND/OR COURSE PLACEMENT REVIEWS IN READING, WRITING (ENGLISH/COMMUNICATIONS) AND/OR MATHEMATICS, INCLUDING DEFINITION OF LIMITED ACADEMIC DEFICIENCY, CUT SCORES AND OTHER BENCHMARKS/MEASUREMENTS OF STUDENT PREPARATION LEVEL**

Aims Community College students who are determined to be remedial, as defined in the CCHE Remedial Education Policy, are assessed using the College Board nationally normed Accuplacer assessment to determine course placement in reading, composition and mathematics. The Aims Community College approach aligns with the state-wide remedial design which designates Accuplacer score ranges for placement into courses as shown in figures 1 and 2 below:

FIGURE 1: AIMS COMMUNITY COLLEGE COMPOSITION AND READING (CCR) ACCUPLACER PLACEMENT SCORES

## New developmental English and Reading classes will be offered starting Spring 2014.

CHECK OUT NEW COLLEGE COMPOSITION & READING (CCR) CLASSES



### THE IMPORTANT STUFF:

\* Placement is based on your Sentence Skills score EXCEPT when the Reading Comp score is below 40. In that case, we'll use the Reading score.

Brush Up is a non-credit program to prepare you for reassessment. You'll get face-to-face instruction and have the option of studying online, either in our lab on campus or from home. Upon completion of the Brush Up program you can retake the Accuplacer at no cost. For more information about Brush Up or to sign up contact [nanha.harmon@aims.edu](mailto:nanha.harmon@aims.edu) or call (970) 330-6665.

The new CCR classes are intended to get students into college-level classes more quickly. One developmental class and you're done!

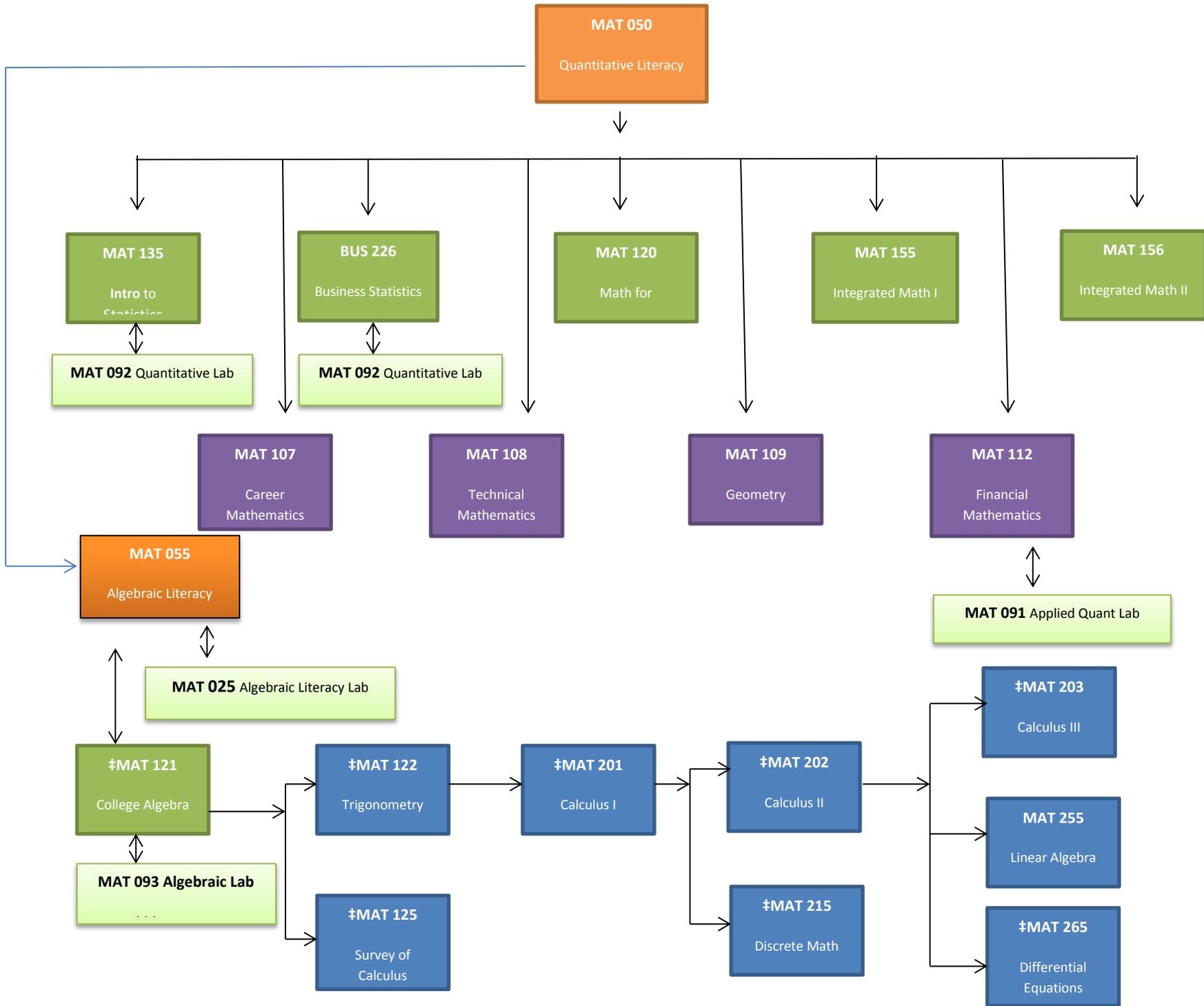
CCR 092 is a 5 credit class. CCR 093 and CCR 094 are 3 credits each and must be taken with a corequisite class (above).

Click on the CRN link in the online Schedule ([www.aims.edu/schedule](http://www.aims.edu/schedule)) for important details on CCR classes.



NOTE: RC = Reading comprehension, SS = Sentence skills.

**FIGURE 2: AIMS COMMUNITY COLLEGE MATH (MAT) ACCUPLACER PLACEMENT SCORES**



Students are offered an opportunity to register in college level courses if their Accuplacer scores fall within a range that constitutes the definition of limited academic deficiency. Currently, the standards have been established by community college faculty as:

**CCR 093 and CCR 094 - RC 62-79 and/or SS 70-94 or both**

**MAT 091 EA 30 - 59 AR 40+**

**MAT 092 EA 80 - 84**

**MAT 093 EA 80 - 84**

As illustrated in Figures 1 and 2, these courses are required to be offered as co-requisite to a 100 level course and are required by Colorado Common Course Numbering System (CCCNS) standards to be contextualized to the co-requisite course. Aims Community College participates in the design and maintenance of the CCCNS and follows the faculty approved curriculum.

#### **B. INTERVENTIONS AND PROCESSES FOR SAI STUDENTS**

Students who matriculate at the remedial level are advised into the appropriate level course following a required assessment. SAI students will be advised within the context of the remedial model and will be offered the opportunity to enroll in college level courses based on assessment criteria. Mathematics, reading and composition faculty may enroll students into college courses, with support, based on other skills assessments.

#### **C. COMMUNICATION BETWEEN SAI FACULTY AND ENTRY LEVEL CREDIT BEARING COURSE FACULTY**

The nature of the CCCNS guiding principles is such that SAI/developmental co-requisite courses cannot be developed without being contextualized to a particular course or discipline strand. The involvement of credit bearing course faculty is integral to effective course design and meeting CCCNS standard requirements. The faculty team teaching the contextualized remedial courses collaborate in several ways: they discuss shared learning outcomes; design integrative assignments; jointly evaluate student work; and co- present during lectures and classroom activities.

In August 2013, Aims Community College integrated developmental English and Reading (and by extension CCR) courses into the English Department. Many English faculty will be teaching both CCR courses and college-level courses as part of their regular teaching loads. For example, all faculty who

teach CCR 094 will also teach English 121, as specific sections of each course have been "paired", in order to give students a more seamless learning experience.

Approved discipline strands include STEM, social sciences and humanities courses.

#### **D. SAI STAFFING AND SUPPORT, INCLUDING INSTITUTION SAI LIAISON TO THE DEPARTMENT**

Aims Community College, by statute, has provided developmental English, reading and math courses for many years. The design that allows SAI co-requisite courses is supported by the departments responsible for delivering the instruction. Staffing of SAI courses is at the discretion of the faculty department chairs but faculty are not allowed to conduct the SAI labs as generalized tutorials. Rather they must be contextualized to the student's college level course content and in collaboration with the credit bearing course faculty. Aims Community College supports faculty time for design, implementation and evaluation of a co-instructional approach. Additionally, outside classroom support will be offered through the Emerging Scholars Program. The Emerging Scholars program provides layers of support for students in developmental education courses in order to successfully transition them into college-level courses. Key components of the program include intensive academic advising services, comprehensive career and academic planning activities, mandatory enrollment in a first-year experience course along with developmental education courses, and participation in other services deemed appropriate for the student such as tutoring and learning labs. Upon completion of all developmental coursework, students shift to faculty advisors and are eligible for a scholarship for the first full term of all college-level course. The average term-to-term retention rate for this program is 85%.

Mr. Jeff Reynolds (CCR) and Dr. Albert Buyok (MAT) will serve as the Aims Community College liaisons to CDHE. They can be reached at [jeff.reynolds@aims.edu](mailto:jeff.reynolds@aims.edu) and [albert.buyok@aims.edu](mailto:albert.buyok@aims.edu) or by telephone at 970-339-6683.

#### **E. SAI CONTENT DESCRIPTIONS AND CO-REQUISITE COURSE DESCRIPTION(S)**

Please see Appendix A and B: CCCNS Course Guides

#### **F. SAI ASSESSMENT PLAN WITH BENCHMARKS/MEASUREMENTS OF STUDENT SUCCESS**

Assessment of Student Learning at Aims Community College takes place on three levels. The process is faculty designed and implemented. The three levels include:

1. Classroom/course assessment, which is based on the CCCNS course outcomes;
2. Program assessment, which is based on the developmental education program objectives; and
3. General education assessment, which is based on the general education goals established by the college but outlined through the Colorado Common Course Numbering System.

### **Classroom Assessment**

Classroom assessment is designed to help faculty determine how well the student is mastering the course objectives. Classroom assessment will be aligned with the course outcomes established through the Colorado Common Course Numbering System and evaluated by the developmental education faculty and the discipline faculty jointly. Course outcomes are learning outcomes that are observable, measurable and assessable statements of the end products of student learning including knowledge, skills, competencies and attitudes. Classroom assessment is accomplished via utilization of Classroom Assessment Techniques (CATs) designed by Aims Community College faculty. CATs refer to a collection of tools faculty use to get feedback on student mastery. CATs reinforce student learning in three ways:

1. Focusing student attention on the most important content and skills of the course;
2. Providing additional support in writing, reading and mathematics competencies;
3. Training students to become more self-aware, self-assessing, independent learners

### **Course Assessment**

Course assessment is considered an extension of classroom assessment and requires collaboration among instructors teaching different sections of the co-requisite courses. The collaboration involves agreement on a learning outcome to be assessed and applying the same assessment technique and aggregating results for the entire college. This approach ensures students who have been placed in the remedial SAI sections are prepared to be successful in college level courses. Based upon the course assessments, adjustments will be made in the instructional process.

SAI students will earn credit for both the remedial section of the course as well as the college-level course. Students will earn grades for the identified discipline courses. Successful completion of the co-requisite college level course is considered the measurement of student success as well as enrollment and success in future college-level courses.

**Appendix A: Colorado Common Course Curriculum Guides  
College Communication and Reading**

**Course:** CCR 093

**Title:** Studio D

**Long Title:**

**Course Description:** Integrates and contextualizes reading and writing strategies tailored to a co-requisite 100-level course within one or more of the four discipline strands. The four discipline strands are defined as: Communications, Science, Social Science, and Arts and Humanities. Non-GT courses are not eligible for this consideration. Students will read and understand complex discipline-specific materials, and respond to ideas and information through writing informative and/or persuasive texts.

**Min Credit:** 3

**Max Credit:**

**STANDARD COMPETENCIES:**

- 1. Demonstrate knowledge of and ability to read for multiple levels of understanding, to read critically, and to apply the steps of the reading process, including pre-reading, annotating and analysis, using discipline-specific readings and materials.**
- 2. Demonstrate knowledge of and ability to summarize course materials applying the steps of the reading and writing processes, using discipline-specific resources.**
- 3. Demonstrate knowledge of and ability to use the writing process—including prewriting, drafting, revising, and editing— to write persuasively in multiple genres using discipline-specific course materials.**
- 4. Demonstrate knowledge of and the ability to reflect on their own reading and writing processes and to apply strategies to cross-curricular reading and writing tasks.**

**TOPICAL OUTLINE:**

- I. Demonstrate knowledge of and ability to read for multiple levels of understanding, to read critically, and to apply the steps of the reading process, including pre-reading, annotating and analysis, using discipline-specific readings and materials.**

**A. Engage in pre-reading to organize the reading task, to activate schema, and to determine the meaning of unfamiliar words and concepts.**

**B. Annotate texts to identify key points, organize relationships between information, exemplify, explain, infer, summarize, and paraphrase.**

**C. Analyze through post-reading activities such as outlining or graphically organizing from the text.**

**D. Analyze readings and course materials in discipline-specific ways.**

**1. Author's purpose and tone**

**2. Bias**

**3. Point of view**

**4. Author's credibility**

**5. Validity**

**6. Adequacy and relevancy of support.**

**7. Differentiating between fact and opinion**

**8. Identifying patterns of organization**

**II. Demonstrate knowledge of and ability to summarize course materials applying the reading and writing processes, using discipline-specific readings and resources.**

**A. Identify and communicate main points without bias.**

**B. Structure and organize information into a coherent format.**

**C. Differentiate between summarizing and paraphrasing.**

**D. Integrate source information, with judicious use of direct quotations and following discipline-specific citation formats.**

**III. Demonstrate knowledge of and ability to use the writing process—including prewriting, drafting, revising, and editing— to write persuasively in multiple genres using discipline-specific course materials.**

**A. Generate ideas through pre-writing activities.**

**B. Create multiple drafts and revise for clarity, purpose, audience, unity, and support, moving beyond formulaic five-paragraph essays.**

**C. Edit for punctuation, grammar, mechanics, and writing conventions within the discipline including formatting and citations.**

**IV. Demonstrate knowledge of and the ability to reflect on their own reading and writing processes and to apply strategies to cross-curricular reading and writing tasks.**

**A. Evaluate reading and writing processes in order to transfer them to new situations.**

**B. Identify and utilize academic support resources.**

**Course:** CCR 094

**Title:** Studio 121

**Long Title:**

**Course Description:** Integrates and contextualizes reading and writing strategies tailored to co-requisite

ENG 121 coursework. Students will read and understand complex materials, and respond to ideas and information through writing informative and/or persuasive texts.

**Min Credit:** 3

**Max Credit:**

**STANDARD COMPETENCIES:**

1. Demonstrate knowledge of and ability to read for multiple levels of understanding, to read critically, and to apply the steps of the reading process, including pre-reading, annotating and analysis, using readings and materials specific to ENG 121.
2. Demonstrate knowledge of and ability to summarize course materials applying the reading and writing processes, using ENG 121 discipline-specific readings and resources.
3. Demonstrate knowledge of and ability to use the writing process—including prewriting, drafting, revising, and editing— to write persuasively in multiple genres using ENG 121 discipline-specific course materials.
4. Demonstrate knowledge of and the ability to reflect on their own reading and writing processes and to apply those strategies to cross-curricular reading and writing tasks.

**TOPICAL OUTLINE:**

I. Demonstrate knowledge of and ability to read for multiple levels of understanding, to read critically, and to apply the steps of the reading process, including pre-reading, annotating and analysis, specific to ENG 121.

A. Engage in pre-reading to organize the reading task, to activate schema, and to determine the meaning of unfamiliar words and concepts.

B. Annotate texts to identify key points, organize relationships between information, exemplify, explain, infer, summarize, and paraphrase.

C. Analyze through post reading activities such as outlining or graphically organizing from the text.

**D. Analyze readings and course materials in ENG 121 discipline-specific ways.**

- 1. Author's purpose and tone**
- 2. Bias**
- 3. Point of view**
- 4. Author's credibility**
- 5. Validity**
- 6. Adequacy and relevancy of support**
- 7. Differentiating between fact and opinion**
- 8. Identifying patterns of organization**

**II. Demonstrate knowledge of and ability to summarize course materials applying the reading and writing processes, using ENG 121 discipline-specific readings and resources.**

- A. Identify and communicate main points without bias.**
- B. Structure and organize information into a coherent format.**
- C. Differentiate between summarizing and paraphrasing.**

**D. Integrate source information, with judicious use of direct quotations, following ENG 121 discipline-specific citation formats.**

**III. Demonstrate knowledge of and ability to use the writing process— including prewriting, drafting, revising, and editing— to write persuasively in multiple genres using ENG 121 discipline-specific readings and resources.**

- A. Generate ideas through pre-writing activities.**
- B. Create multiple drafts and revise for clarity, purpose, audience, unity, and support, moving beyond formulaic five-paragraph essays.**
- C. Edit for punctuation, grammar, mechanics, and writing conventions within the ENG 121 discipline including formatting and citations.**

**IV. Demonstrate knowledge of and the ability to reflect on their own reading and writing processes and to apply strategies to cross-curricular reading and writing tasks.**

- A. Evaluate reading and writing processes in order to transfer them to new situations.**
- B. Identify and utilize academic support resources.**

**Appendix B: Colorado Common Course Curriculum Guides  
Mathematics**

**Course:** MAT 091

**Title:** Applied Quant Lab

**Long Title:** Applied Quantitative Lab

**Course Description:** Supports skill development for students registered in MAT 103, MAT 107, MAT 108, MAT 109, or MAT 112. Topics covered in the course include those defined in MAT 103/107/108/109/112 and/or any pre-requisite skills needed by the student. Students with Accuplacer scores EA 30-59 or AR 40+, who are advised into MAT 103/107/108/109/112, are required to co-enroll in this course.

**Min Credit:** 1

**Max Credit:**

**STANDARD COMPETENCIES:**

1. Demonstrate improvement in skills needed for success in MAT 103/107/108/109/112.
2. Demonstrate improvement of learning strategies that lead to persistence and success in mathematics.

**TOPICAL OUTLINE:**

- I. Demonstrate improvement in skills needed for success in MAT 103/107/108/109/112.
  - a. Review mathematical prerequisite skills as needed.
  - b. Support MAT 103/107/108/109/112 requisite skills.
- II. Demonstrate improvement in learning strategies that lead to persistence and success in mathematics.
  - a. Identify academic support resources.
  - b. Engage in appropriate math learning and testing strategies.
  - c. Effective use of calculators and other appropriate technology.

**Course:** MAT 092

**Title:** Quant Lab

**Long Title:**

**Course Description:** Supports skill development for students registered in MAT 120, MAT 135, MAT 155, or MAT 156. Topics covered in this course include those defined in MAT 120/135/155/156 and/or any pre-requisite skills needed by the student. Students with Accuplacer scores EA 80-84, who are advised into MAT 120, MAT 135, MAT 155, or MAT 156, are required to co-enroll in this course.

**Min Credit:** 1

**Max Credit:**

**STANDARD COMPETENCIES:**

1. Demonstrate improvement in skills needed for success in MAT 120/135/155/156.
2. Demonstrate improvement in learning strategies that lead to persistence and success in mathematics.

**TOPICAL OUTLINE:**

- I. Demonstrate improvement in skills needed for success in MAT 120/135/155/156.
  - a. Review mathematical prerequisite skills as needed.
  - b. Support MAT 120/135/155/156 requisite skills.
- II. Demonstrate improvement in learning strategies that lead to persistence and success in mathematics.
  - a. Identify academic support resources.
  - b. Engage in appropriate math learning and testing strategies.
  - c. Effective use of calculators and other appropriate technology.

**Course: MAT 093**

**Title: Algebra Lab**

**Long Title:**

**Course Description:** Supports skill development for students registered in MAT 121 or MAT 123. Topics covered in this course include those defined in MAT 121/123 and/or any pre-requisite skills needed by the student. Students with Accuplacer scores EA 80-84, who are advised into MAT 121/123, are required to co-enroll in this course.

**Min Credit: 1**

**Max Credit:**

**STANDARD COMPETENCIES:**

- 1. Demonstrate improvement in skills needed for success in MAT 121/123.**
- 2. Demonstrate improvement in learning strategies that lead to persistence and success in mathematics.**

**TOPICAL OUTLINE:**

- I. Demonstrate improvement in skills needed for success in MAT 121/123.**
  - a. Review mathematical prerequisite skills as needed.**
  - b. Support MAT 121/123 requisite skills.**
- II. Demonstrate improvement in learning strategies that lead to persistence and success in mathematics.**
  - a. Identify academic support resources.**
  - b. Engage in appropriate math learning and testing strategies.**
  - c. Effective use of calculators and other appropriate technology.**