

Supporting the Whole Student in the Corequisite Classroom

Louisiana Board of Regents Corequisite Academy
December 3, 2025

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We'll get started in just a few minutes. In the meantime, share in the chat which animal best represents your mood today and why.

Session Description:

This workshop will focus on ways to support the whole student in the corequisite classroom through an understanding of why students struggle and a discussion of practices that build a culture of care and support, including syllabus policies that support all students, routines to build belonging, ideas for providing individualized support, and ways to leverage campus supports.

Structural Change Comes First

Structural Change Leads to
Higher Completion Rates

The California Context - AB 705 & 1705 (Irwin)

Assembly Bill No. 705

CHAPTER 745

An act to amend Section 78213 of the Education Code, relating to community colleges.

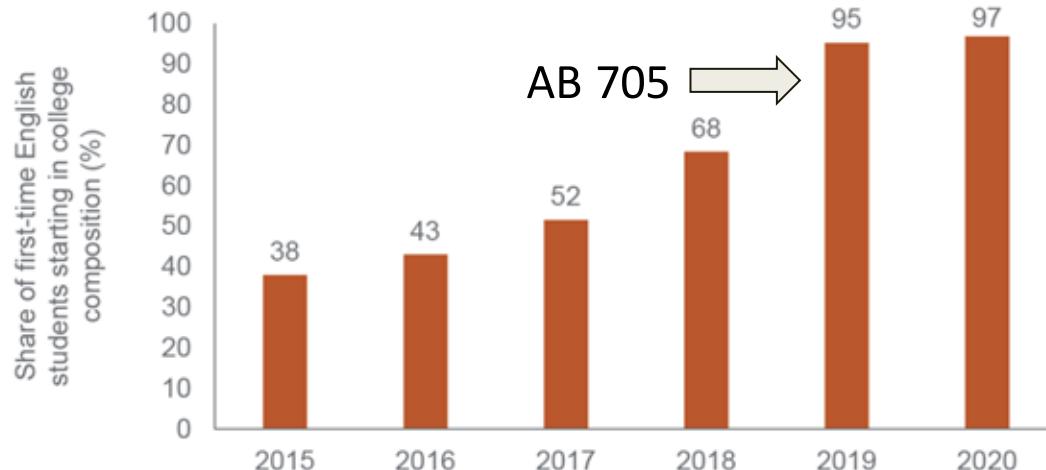
Colleges must:

- Maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe.
- Use high school coursework, grades, and GPA to place students into math and English classes.
- Not place students in remedial coursework unless the student is highly unlikely to succeed in transfer-level coursework.

AB 705: Access Increased Dramatically

Figure 4

Near-universal access to college composition continued despite pandemic disruptions

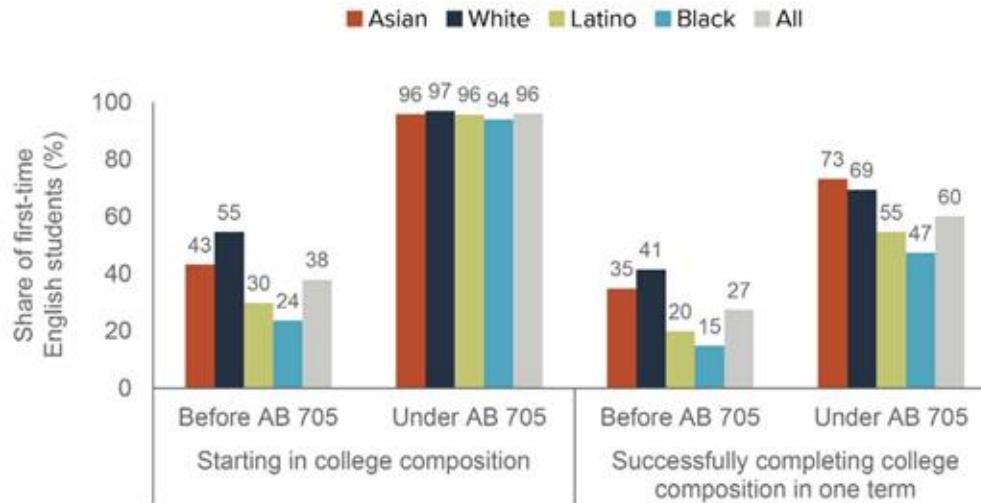


SOURCE: Authors' calculations using MIS data.

NOTE: Fall cohorts.

AB 705: Completion increased dramatically in English, though equity gaps persist

The implementation of AB 705 dramatically improved outcomes for first-time English students



Sources: Authors' calculations using MIS data.

Notes: "Before AB 705" = 2015. We use 2015 as a baseline year because early implementation of changes aimed at broadening access to transfer-level courses started in 2016. "Under AB 705" = the weighted average of outcomes for the fall 2019 and fall 2020 cohorts combined.

The Louisiana Context - Louisiana Prospects

During the 2020–21 academic year, only 12 percent of students attending a public institution in Louisiana who attempted to complete a credit-bearing English class passed. This past fall, success rates among learners jumped to 60 percent.

The change reflects an overhaul of remedial education courses at the state level, led by the Louisiana Board of Regents, to improve completion rates across the system's 28 colleges and universities.

How does structure impact success?

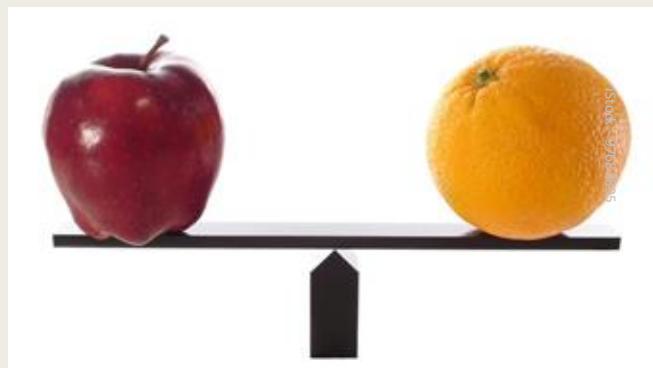
Looking at the right data helps us measure success:
Throughput vs Course Success Rates

Throughput:

The proportion of a cohort of students who complete the college-level course from the time when they enter the first course in the sequence in a given time period

E.g., the number of students who start one level below and complete the college-level class in one year

Adapted from [RP Group's definition](#)



Course Success Rate:

The number of students who pass a given class

E.g., the number of students who enroll directly in college-level writing and pass the class

Throughput:

100 students start in 1-level below

100

80% pass 1-level below

80

80% enroll in College Comp

64

80% pass College Comp

51 students

Course Success Rate:

100 students enroll in College Comp

100

70% pass College Comp

70 students

Bottom Line:

Structural change is required to create large-scale improvements in completion.

However:

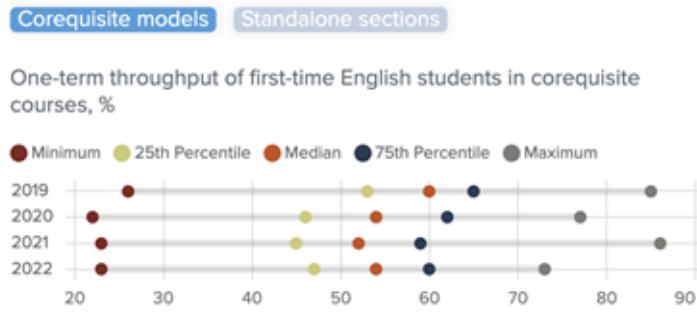
“Moving forward, **changes within the classroom together with more holistic student supports may be needed to significantly improve systemwide completion of college composition** (Grubb & Gabriner, 2013). Our previous research shows that **students who are not successful within the new system are struggling with more than just reading and writing**, highlighting the potential importance of non-course-specific supports and services, which could include financial aid support and personalized advising.”

Basic Principles of Corequisite Support

What Does the Research Say?

“Research has consistently shown that corequisites can produce higher completion rates than prerequisite remediation” (14). However, the success of corequisite programs across CA varies.

Figure 7
Low throughput rates among corequisite students at some colleges are concerning



SOURCE: Authors' calculations using MIS data.

NOTES: Fall of each year. Only colleges with at least 30 students in the corequisite course are included. These statistics are calculated for 98 colleges in 2019, 91 in 2020, 92 in 2021 and 92 in 2022.

“More work is needed to understand why corequisite courses for college composition at some colleges are seeing high throughput rates, including uncovering how these courses are designed, how students are placed into such courses, and what resources are provided to students and instructors alike” (14).

[Cuellar Mejia et al., 2023](#)

The Louisiana Connection:
What can we learn from successful corequisites that we can use in our corequisite courses in Louisiana?

Key Elements of Corequisite Pedagogy

Provide Contextualized Support

Support students to complete the assignments in the section of college-level writing they are in, not just general writing support.



Give Opportunities for Low-Stakes, Collaborative Practice and Just-in-Time Remediation

Let students practice skills they will use in higher stakes assignments through activities with their peers and provide support as needed.

Offer Support for Reading

Often, when students struggle to write, the struggle is actually more with the reading. Think about how you can support their reading and understanding of the texts in your class.

Support the Whole Student

Students typically need support beyond the academic realm, such as “studenting skills.”

Think About Other Types of Support Students May Need

Students who struggle often don’t just need more writing support—they need other kinds of supports.

How can we connect our students with these resources?

Support Instructors

Continue to provide professional development opportunities for instructors, including communities of practice.

Why Do Students Struggle?

What Does the Research Say?

Insiders and Outsiders by Sheila Tobias, 1988

“Most experts, when pressed, will concede that students, especially beginning **students, are outsiders to their subject matter**. But the experts rarely solicit the perspective of outsiders as they seek new ways to reach these students...After all, our purpose as educators is to help learners become more expert. But I do want to shake your conviction that it is always the specialist who best understands why newcomers fail or have trouble learning. What I want to propose, instead, is that you **think about the student who is having difficulty in a certain subject area not as one who is dumb or lacking in aptitude, but rather as someone standing outside the conventions, rituals, and expectations of discourse in that field – all of which are second nature to the specialist, but to a newcomer can be undecipherable.**”



Key Takeaway:

No matter how many times we teach a course, it's nearly always the first time for our students.

An interesting study

In 2022, the College Transition Collaborative released a study of faculty mindsets at nine California Community Colleges.

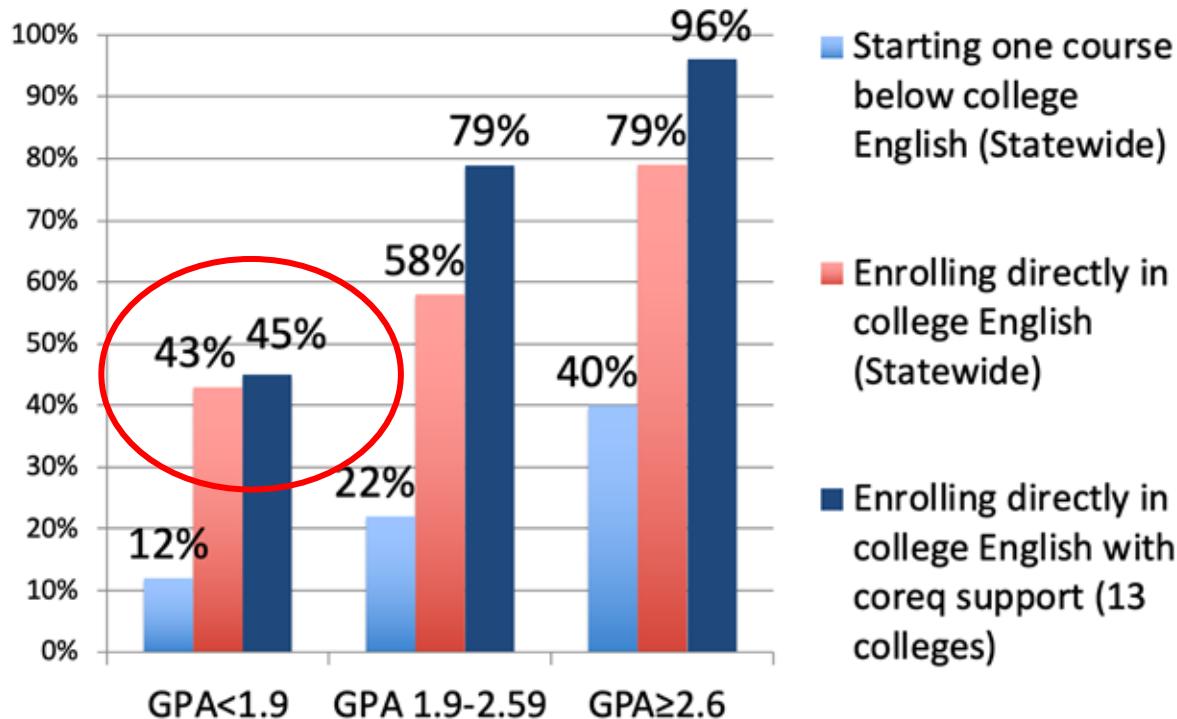
They discovered that while California community college faculty expressed growth mindset beliefs about their students, there was a **“misalignment between what faculty and counselors believe and the mindset messages students are receiving.”**

While faculty believe they have a growth mindset about students’ ability to achieve success in their classrooms, this is not always “reflected in their practices and behaviors.”



Completion of English Composition

Multiple Measures Assessment Project



A CUNY Study: Students Who Fail Corequisite Courses

In math, students who did not pass the coreq shared the following attributes:

- Mean GPA in all other courses was 1.19
- 40% were failing ALL other courses
- 55% were retained the following semester

In English, students who did not pass the coreq shared the following attributes:

- Mean GPA in all other courses was .88
- 52% were failing ALL other courses
- 48% were retained the following semester

Overall findings:

- Corequisite remediation is significantly more effective than traditional prerequisite remediation.
- There are no clear differences between students who pass vs. fail coreqs, on the basis of their pre-enrollment characteristics. We cannot effectively screen them out.
- Failing students' poor outcomes extend well beyond these subjects. The solution is not simply giving them more academic support.

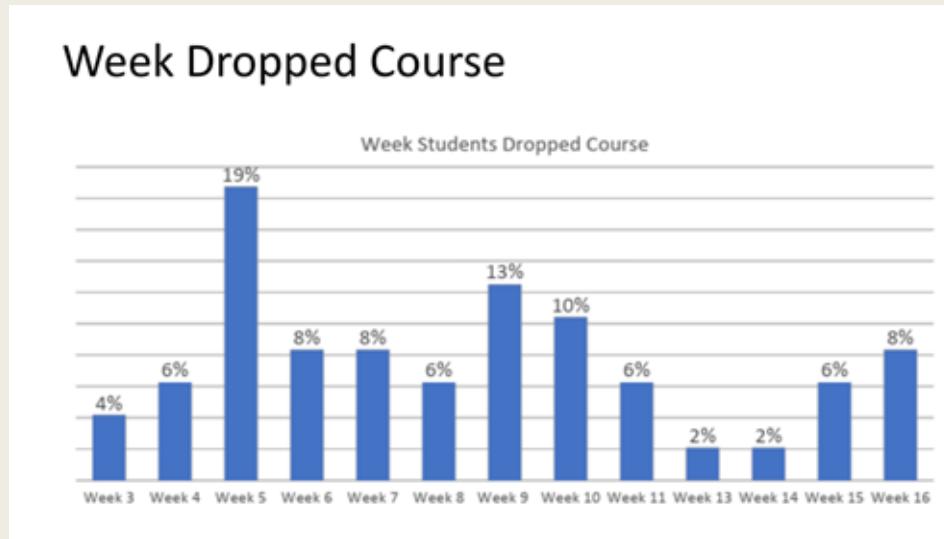


What's Happening at My College?

At my college, we surveyed faculty about students who earned a non-passing grade or a “W” in Fall 2021.

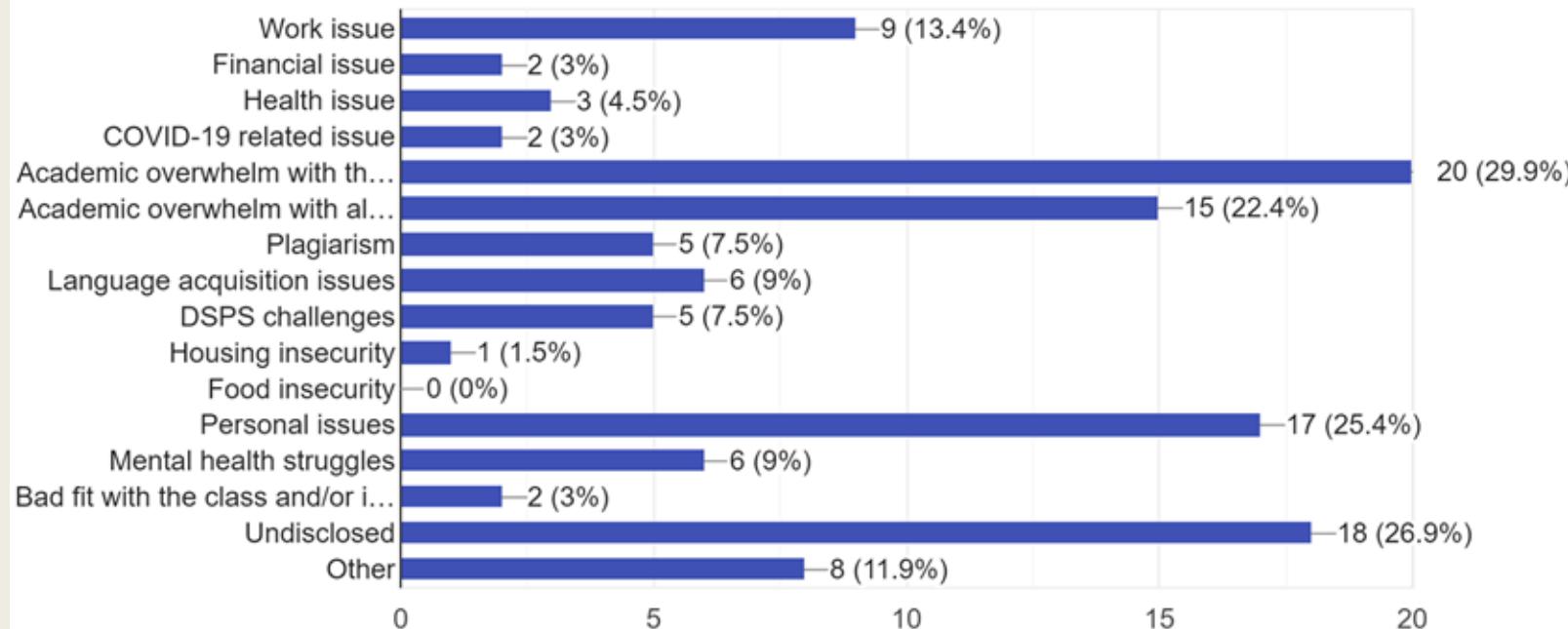
We asked:

- When did students drop or stop engaging?
- Did students who did not pass participate until the end of the semester?
- How did you try to re-engage the student?
- Why did the student drop or not pass (in the faculty member’s opinion)?



In your opinion, which factors influenced the student's failing grade? Check all that apply.

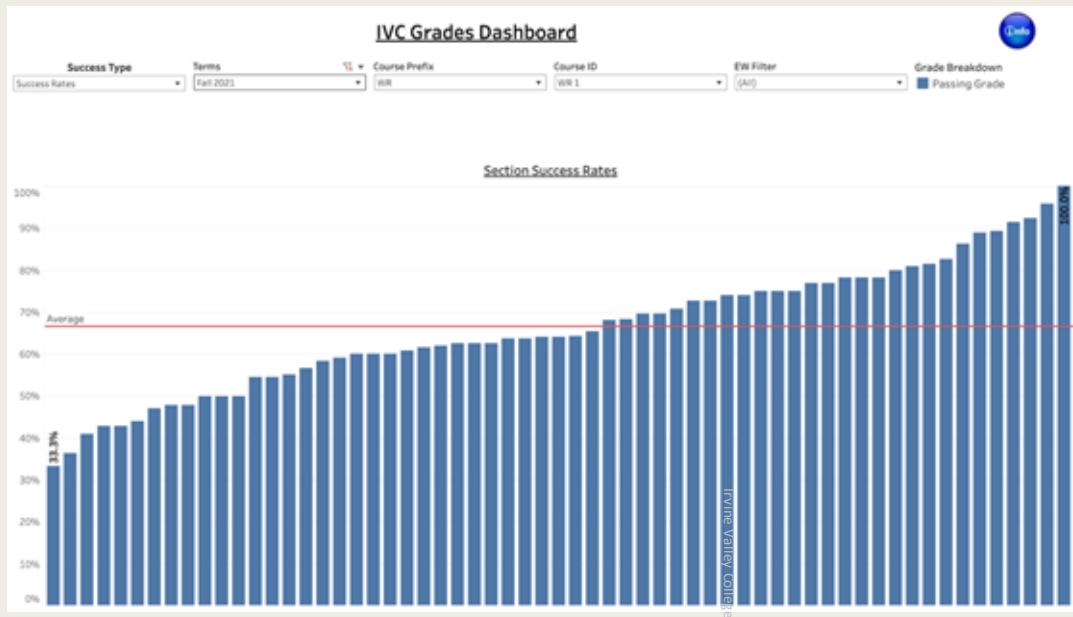
67 responses



According to a study done at De Anza College,

The instructor students take is the most predictive of success.

The instructor students take is more predictive of their chances of success than high school GPA, ethnicity, enrollment in a learning community, or the course modality (online).



A Quick Waterfall:

Type your answer to the question below in the chat, but do not press “send” until directed.

**What stood out the most to you in our discussion about
the research on why students struggle?**

Creating a Culture of Care in Your Classroom

Basic Principles of a Caring Classroom

Basic Principles of a Culture of Care

- Stated open door policy with boundaries
- Respect for my students as people with big and busy lives outside of my class
- Classroom policies that allow for flexibility and recovery from mistakes
- Structured check-ins and follow ups
- Music and snacks



Supporting Students through Syllabus Policies

Course Policies that Support the Whole Student

Openly Invite Communication

A Few Words about This Class:

You have made a big commitment by signing up for this class. This, in addition to everything else we have going on in our lives, can be A LOT. In order to successfully get through this challenge, it's really important that we set some ground rules:

- You are always welcome to talk to me and our embedded tutor about things you're going through.
- However, you never owe us any personal information. We deeply respect your privacy.
- The best way for us to help you is through good communication (that stays within your comfort zone).
- If we can't help you, we will try to connect you to someone who can.
- If you need extra help or extra time with something, please just ask. We'll work with you.

Inspired by @ProfChrisMJones and @Jessifer via Twitter



Late Work Policy - Flexibility with Boundaries

What I've tried in the past:

- No late work (not really)
- Hard deadlines with penalties
- Radical flexibility
- Less radical flexibility
- Detailed late policies for each assignment type (with reasoning provided)

What I'm
trying now



Late Assignment Policy

First, a word about due dates – Due dates are in place to keep you on track with the work. When you miss a due date and get behind, it can quickly create a snowball effect, causing you to get further and further behind. However, I certainly know that life happens, and things come up that get in the way of getting assignments done on time. Therefore, the key to staying on track and allowing flexibility for life is communication. If you are going to miss an assigned due date, you need to email me to let me know what's going on (don't worry about sharing beyond your comfort zone – just give me a general sense of what's going on) and a reasonable timeline for when you plan to turn the assignment in. Grade penalties may result when students do not communicate a need for an extension and/or agreed upon deadlines are not met. All supplemental work for a unit (reading logs, writing activities, etc.) must be completed by the day the final draft of your essay for that unit is due. For the final drafts of your essays for Units 1-3, students may request a no-penalty 1-week extension if needed. I will not accept work outside of these guidelines unless alternate arrangements have been agreed upon. For Unit 4, I am only able to offer very brief extensions in emergency situations because it is the end of the semester.

Late Work Policy - Flexibility with Boundaries

- Aligns with my pedagogy and belief about the purpose of the course
- Encourages communication
- Allows for recovery from struggle
- Provides structure for students
- Includes reasoning—“Due dates are in place to keep you on track with the work.”
- Is not overly complicated



Grading Policy - Allow for Growth

- Implement grading practices that allow students to build skills over the course of the semester.
- Allow students to get over the stress of the first formal assignment.
- Allow students to recover from a rough start or rough patch during the semester.
- Place value on the various components of the writing process (i.e., reading, drafting, etc.), not just the final product.

WR 1 Grades

I will base your final grades on the successful completion of the above course requirements with the breakdown as follows:

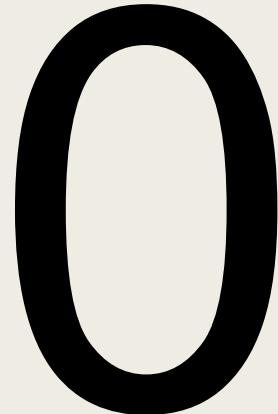
Essay 0	5%
Essay 1	10%
Essay 2	15%
Essay 3	15%
Essay 4 (final project)	20%
Activities (Reading/Text Activity Logs and others)	25%
Presentations	10%

Minimum Grading - Allow Students to Recover

Ah-Ha Moment 1:

“One explanation of entering a zero in the grade book is that a student has answered none of the questions correctly on the assignment. Because she did not submit the assignment, this is true. However, it is also logically true that the student who has not submitted an assignment has also not answered any of the questions *incorrectly*.

Shifting our perspective, does the zero represent that the student has absolutely no knowledge of the content addressed by the assignment? Of course not. If the student has been present at all in class, she knows *something* about the content. If a grade is to reflect what a student knows, an award of zero certainly does not describe a student’s knowledge accurately.”

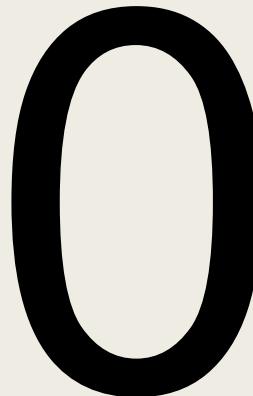


Minimum Grading - Allow Students to Recover

Ah-Ha Moment 2:

When we assign a student a zero for a missing assignment, “we’re not giving the student an F, but assigning what teachers have called an ‘Atomic F,’ or a ‘Super F.’ It punishes the student and makes redemption mathematically impossible. It’s giving a student a K on the A–F scale.”

Minimum Grading Scale	
90–100	A
80–89	B
70–79	C
60–69	D
50–59	F



But How Can I Give a 50% When a Student Submits Nothing!?

What do I call it?

- I had a hard time putting a 50% in the grade book when the student didn't turn anything in because that also felt inaccurate.
- I landed on using the term “placeholder grade” to show that this grade was holding a place until we got more information about the student’s performance, either through the student completing that assignment or completing other assignments.

Who benefits?

- Minimum grading targets a very specific population of students: students who have “poor performances early in the learning process that put the student in so deep of a hole that recovering is not a reasonable possibility.”
- Students who have “intermittent catastrophic performance failures” benefit most from minimum grading.
- Students with a weaker safety net are most likely to have “intermittent catastrophic performance failures.”

What does the research say?

- Seven years of data in a peer-reviewed research study showed that minimum grading did not lead to widespread social promotion or grade inflation.

A Case Study From My Class - Without Minimum Grading

Student A	
Essay 0 (5%)	100
Essay 1 (10%)	92
Essay 2 (15%)	92
Essay 3 (15%)	0
Essay 4 (20%)	85
Final Presentation (5%)	100
Activities (30%)	97
Final Grade	79%

Student B	
Essay 0 (5%)	100
Essay 1 (10%)	50
Essay 2 (15%)	60
Essay 3 (15%)	0
Essay 4 (20%)	70
Final Presentation (5%)	100
Activities (30%)	76
Final Grade	60%

A Case Study From My Class - With Minimum Grading

Student A	
Essay 0 (5%)	100
Essay 1 (10%)	92
Essay 2 (15%)	92
Essay 3 (15%)	50
Essay 4 (20%)	85
Final Presentation (5%)	100
Activities (30%)	97
Final Grade	84%

Student B	
Essay 0 (5%)	100
Essay 1 (10%)	50
Essay 2 (15%)	60
Essay 3 (15%)	50
Essay 4 (20%)	70
Final Presentation (5%)	100
Activities (30%)	76
Final Grade	66%

A Quick Waterfall:

Type your answer to the question below in the chat, but do not press “send” until directed.

What stood out the most to you in our discussion about course policies that support all students to succeed?

Building Belonging through Routines

Creating a Safe Space for Learning

Create Classroom Routines - Unit

Pre-Reading

Pre-reading activities activate student knowledge about the text and its connection to their own life experiences and help them prepare to read.

Example - [Braving the Wilderness](#)

Reading

Reading activities help students practice active reading strategies, process the text (both alone and with their classmates), and plan for their essays.

Example - [Reading Log](#)

Example - [Class Slides](#)

Pre-Drafting

Drafting workshops help students prepare to write and can include thesis and organization workshops, graphic organizers, guided outlines.

Example - [Class slides](#)

Drafting

Drafting activities provide support for students while they draft and can include studio days, outline presentations, peer review, individual conferences, and Writing Center visits.

Example - [Studio Days](#)

Example - [Presentations](#)

Reflection

Reflection activities include metacognitive reflection on the writing process and feedback and goal setting.

Example - [Essay reflection](#)

Example - [Feedback reflection](#)

Create Classroom Routines - Class Session

Welcome and Announcements

Class begins with a song, mood scale meme check-in, a preview of the day's and week's activities, and announcements.

Survey Questions

Next, we review any questions and community building items shared in the weekly survey.

Class Activities

Class activities include reading and drafting activities, depending on where we're at in the unit.

Weekly Survey

Each week, students complete a check-in survey.

Looking Forward

At the end of class, the next week's activities are previewed.

Sample - [Class Slides](#)

Modeling Academic Behaviors

- Discussion guidelines
- Think alouds
- Metacognitive reflection
- Office hours assignments
- Annotation assignments (e.g. syllabus, prompt)
- What's in it for me?
- Support/study groups



Checking In With Your Students

Create a structured, regular check-in routine with students:

- Set a specific goal
- Choose a tool (e.g. Google survey, exit ticket)
- Support student participation
- Close the loop



Week 15 Check-In

At the end of each of our class meetings, you'll complete a class check-in where we reflect on the work we did in class that day.

This is a WR 302 activity and part of your WR 302 grade. You will get full credit as long as you complete all the questions below.

Consider incorporating gentle individual check-in messages when students miss class or assignments as well.

A Quick Waterfall:

Type your answer to the question below in the chat, but do not press “send” until directed.

What are other ways you build a culture of belonging in your classroom?

Providing Individualized Support

Helping Each Individual Student Succeed

Individualized Support Through Hybrid Instruction

At my college, we offer all College Writing with Support (corequisite) classes as hybrids in an effort to provide more individualized support to students.

Hybrid instruction allows for more time to:

- Support students one-on-one outside of class
- Provide individualized feedback on reading activities and drafts
- Visit the Writing Center and embedded tutor
- Check-in with students



iStock - 1035404248



iStock - 1267590371

Individualized Support Through Reading Logs

Reading logs allow for:

- Individual feedback on reading activities
- Authentic feedback
- Low-stakes practice
- Revision of reading activities



Essay 2 Reading Log
Final Draft Due: Wednesday, March 6

Overview:

For each essay assignment in this class, we will keep a reading log to help us with two main goals: building critical reading skills and gathering ideas for our essay assignments.

Purpose:

Reading logs are a place for you to practice critical reading skills and gather information from the text for your formal essays. They are meant to be a living document, so as we discuss the chapter and build our understanding of the text, you can always go back to earlier chapters and make edits.

Feedback:

Throughout the time we are reading for each essay, I will access your reading log and provide feedback on your reading activities. Please use this feedback to make revisions as we work through the reading process.

Grading:

Reading logs are worth 100 points and will not be evaluated for a grade until you submit your final draft. I will use the rubric below to evaluate your reading logs.

For full credit, assignments must be completed before the class session in which we discuss the readings.

Tasks and Due Dates:

- Each chapter will have one or more assignments connected to it in this document. There will be some assignments you do at home while reading and some you do in class.

Individualized Support Through Studio Days

Studio Days for each essay include:

- Work time in class with support from the embedded tutor and instructor
- Time in the Writing Center for instruction from Writing Mentors (English faculty)
- Small group presentations of essay outlines



Individualized Support Through Presentations



Essay presentations for each essay include:

- Opportunities for students to create an outline and receive feedback prior to writing their essay drafts.
- Hear feedback on other students' presentations.
- Ask questions about the essay prior to drafting.

Individualized Support Through Conferences

For each essay:

- Students meet one-on-one with either the instructor or embedded tutor for 15 minutes to review a draft of their essay.



A Quick Waterfall:

Type your answer to the question below in the chat, but do not press “send” until directed.

In what ways do you provide individual support for your students?

Campus Supports

Helping Students Succeed Inside the Classroom
With Supports from Outside the Classroom

Caring Campus is a campus-wide initiative at Irvine Valley College led by classified professionals.

- Caring Campus commitments
 - Campus directory
 - Name tags
 - 10 foot rule
- Culture of Care Community of Practice and other PD
- Caring Campus Committee
- Events to support students (e.g. De-Stress Week)
- Caring Campus Ambassador
- Caring Campus faculty & admin

Home > Classified Senate > Caring Campus

Caring Campus

Classified Senate



Caring Campus

A Caring Campus Community

Caring Campus Culture

In the News

Our Commitment

Developed by the Institute for Evidence-Based Change (IEBC), Irvine Valley College (IVC) Classified Senate embarked on IEBC's Caring Campus nationwide initiative in the Fall of 2019. Caring Campus acknowledges the central role that Classified professionals play in making students feel welcome on campus and helping them stay on their educational paths. Additionally, it shows the pivotal role that administrators play in supporting classified professionals in student engagement work.

IVC is one of twenty colleges that participated in a national Caring Campus cohort funded by the Ascendum Education Group. Additionally, IVC is honored to be selected as one of a few community colleges amongst this cohort of four-year universities. Our Classified professionals, representing departments from across the campus, have participated in multiple initiative activities from the IEBC-led coaching sessions discussing and developing thoughtful behavioral commitments to participating in on-campus and virtual IVC Cares student success events.

Caring Campus is key to the success of the college's Guided Pathways efforts. Our liaison leadership represents a mix of both, the Guided Pathways administration and faculty and the IVC Classified Senate. The Guided Pathways facilitator is a central Caring Campus liaison between IEBC and the campus while the IVC Classified Senate Past President is the lead Classified coordinator and co-liaison to assist in the rollout of the program. Since our beginning in the Fall of 2019, IVC Classified Senate developed a Classified Senate Caring Campus Committee, which develops and implements our college-wide Caring Campus efforts; and, a college-wide Classified Completion Team that is integrated into the college Guided Pathways efforts.

To learn more about Caring Campus, visit <https://www.iebcnow.org>. If you have questions about IVC's Caring Campus efforts, contact Desiree Ortiz, IVC Classified Senate Past President.

Embedded Counseling Pilot 2023-2025

- Four in-class visits from the embedded counselor with a 15-minute presentation
- Suggested schedule and topics for future visits:
 - Week 2 - Campus Resources
 - Week 6 - Stress Management
 - Week 11 - Time Management
 - Week 16 - Wildcard (topic requested by a specific class)
- One external visit between students in the class and the counselor, to be set up as the counselor and instructor deem best
- Midterm check-in between the instructor and the counselor with information about students who may need extra support
- One-on-one support, as needed



Academic Support Centers

- Student Success Center
- Writing Center
- Library
- English Language Center
- Math Center
- The Center for Asian American and Native American Pacific Islanders (CAANAPI)
- Mathematics, Engineering, and Science Achievement (MESA) Center

STUDENT SUPPORT CENTERS

BE SUCCESSFUL AT IVC

STUDENT SUCCESS CENTER



Services:

- Provides FREE in-person and online tutoring services for most classes at IVC.
- Online tutoring available 24/7
- Computers stations available for classes requiring specialized software
- Printer stations and 3D printer

bcasuccesscenter@ivc.edu
Location: BSTC 110
Mon. - Thurs: 8 AM - 7 PM
Fri. & Sat: 8 AM - 2 PM

WRITING CENTER



Services:

- Individual and small-group conversations with IVC English professors to build strong reading and writing skills like:
 - Active reading to help analyze texts and find evidence for essays
 - Thesis statements, building an argument, and organizing ideas
 - Writing clearly and correctly and using MLA and APA format
- Access to our on-campus study space
- SNACK HUB

On-campus & Online hours:
Mon- Thurs: 8:30am - 8:00pm
Fri: 9:00am - 4:00pm

IVCWritingCenter@ivc.edu
Location: Liberal Arts (LA 103)
949-451-5249

IVC LIBRARY



Services:

- Live & self-paced research workshops
- Research & citation help online and in-person
- Live Chat & citation help online and in-person
- Library hours plus Saturdays 10-3pm
- Librarian research appointments
- Textbooks available to use in Library
- Zoom spaces/Computers/Printers/Scanners
- Laptop checkout

Online & In-Person hours:
Mon- Thurs: 8am-10pm
Friday 8am-4pm
Chat on Sat 10-3pm

library@ivc.edu
949-451-5761

ENGLISH LANGUAGE CENTER



Services:

- Specialized services to English language learners who have various vocational, community, personal, and academic goals
- Bilingual staff to assist students with: application, placement, orientation, admissions, and registration
- Academic counseling services
- Language tutoring and workshops
- Computer lab and study space available
- Online or in-person support

ELC In-Person services & tutoring
MTU/PTU: 8am-4pm
W: 11am - 6pm

ELC Tutoring Online (via Zoom)
Mon: 8 am - 5:50 pm
Tues: 8 am - 4:50 pm
Wed. & Thurs: 9 am - 7:50 pm
Fri: 8 am - 1:50 pm

local@ivc.edu
Location: A 203
949-451-5580

MATH CENTER



Services:

- Access to drop-in Math Tutoring from peer tutors
- Work math problems at whiteboard or at your table
- Feedback from tutors
- Space to use computers for online assignments and/or projects
- Workshops

Monday - Thursday
8 AM - 7 PM
Friday and Saturday
8 AM - 2 PM

Location: B363
949-451-5626

CAANAPI



Services:

- OPEN TO ALL STUDENTS!
- Designated Counselor
- Access to Peer and Faculty Mentors
- Computers and free printing for student use
- Chairs and tables for individual or group studying
- Lounge and eating area
- Location for Food Resource Center snacks

Monday - Thursday
7:15 AM - 5 PM

IVCELEVATEAAPI@ivc.edu
@IVCELEVATEAAPI
Location: B354

MESA CENTER



Services and Workshops:

- Specialized STEM Counseling
- Academic Excellence Workshops
- Tutoring Services in Chemistry & Physics
- Professional Development Opportunities (research)

ivcmesa@ivc.edu
Location: B106
949-451-5382

IRVINE VALLEY COLLEGE

Basic Needs Support - The Spot

- Food
- Housing resources
- Transportation
- Clothing
- Diapers
- Case manager

[And many others!](#)



The Spot
Center for Basic Needs

Summer Case Support Limited: The Spot will have extremely limited case appointments available. If you are in need to urgent assistance, please complete our [Basic Needs Support form](#) and contact 211.

The Spot: Center for Basic Needs offers support for basic needs including food, housing, transportation, and more. We also offer a free clothing closet, diapers for students with small children, CalFresh enrollment support, and personal confidential appointments with a case manager to provide housing support and connection to community and campus resources.

- Please be advised that The Spot is **not** a 24/7 department.
- If you require immediate assistance, dial 211 to be connected to community resources.
- If this is an emergency, please call 911 or IVC Campus Police at 949-451-5234 or dial 911.

[Meet the Team](#)



Advertise student resources in Canvas

- Link to website resources
- Tech Support
- Basic Needs
- Health and Wellness
- Student Programs and Support
- Financial Aid and Support
- Legal Support
- Campus Safety
- Campus Events and Organizations

Student Center	
Student Resources	✓ 
Student Resources (on IVC's website) 	✓ 
Tech Support	✓ 
IVC Tech Support	✓ 
Laptop Loans (All students are eligible)	✓ 
Basic Needs	✓ 
Basic Need Support for Students	✓ 
Food Resource Center	✓ 
Support for Students with Children	✓ 
Housing Resources	✓ 
Personal Care Resources	✓ 
Health and Wellness	✓ 
Health and Wellness Center	✓ 
Medical Resources	✓ 
Dental Resources	✓ 
Mental Health Services	✓ 

Final Discussion Question:

What is one takeaway from today's session that you want to explore implementing in your classroom?

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