



Annual Unit Plan Template 2013-2014 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

Mission:

The mission for the Basic Skills Program is to ensure that all students at Cerro Coso Community College have the foundation skills in reading, writing, mathematics, and English as a Second Language, as well as the learning, self-efficacy, and technology skills necessary for success in college level-work.

b. Program Applicability

Vision:

Our vision is to offer stand-alone courses, learning support services, and advising services that are flexible and responsive to student needs and to provide these services to all students at all sites, including online, in a consistent and sustainable manner.

c. Partnerships

Basic skills, not a department of its own, works with the English and Math Departments, and the LAC (computer labs and tutoring). Basic skills also partners closely with counseling and Disabled Students Programs and Services, and is now partner with the Central California Community Colleges Committed to Change (C6) grant initiative.



d. Distance Education

Basic Skills provides English 40 and Read 56 classes online. Online education provides an innovative, highly structured, and vigorous option for students taking basic skills courses. Although the method of delivery is different from on-site courses, the standards and rigor are consistent.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

Goal 1:

Implement Student Success (Basic Skills) Lab at all three campuses to provide supplemental instruction in Reading, Writing, and Math to increase success

Goal 2:

Add soft skills (learning/study skills and self-efficacy skills) to CORs of all Basic Skills Courses

Goal 3:

Provide professional Development (flex day activities and workshops) for all Instructors (full- and part-time) who teach basic skills courses

b. Review of Overall Department/Unit

The basic skills committee implemented all three of their goals for the 2011-12 academic year. However, as we look over the goals of the past year, it is clear that all data collection is based either on anecdotal evidence or there is no specific way to measure the data, especially as it applies to student success. As a result, the committee is prepared to spend much more time and practice up front building in a data piece that would measure student success in all activities and programs implemented.

c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.*

Goal 1: The percentage of students who complete credit/non-credit basic skills modules at four levels below College level mathematics and begin classes at three levels below College mathematics will successfully complete College mathematics within four years and will increase by 1% annually in 2014-2015, 2015-2016, 2016-2017 over the four level below transfer success rate of 2009-2010.



1. Connection to College Strategic Goals:

Goal 1: Become an exemplary model of Student Success

1.1 Increase the percentage of students who successfully complete 12 units within one year.

1.2 Increase the percentage of students who, within a one-year period; successfully complete English or Math courses both one level below transfer and at the transfer level.

2. Specific internal or external** condition(s) the goal is a response to:*

This goal is in response to the need to increase student success (internal college goal – and external: goal of the state basic skills initiative committee).

3. Action Plan:

Meets the following goals in the Basic Skills as a Foundation for Student Success in California Community College handbook (Poppy Copy). A.1.2, A.3.2, A.5.1, A.5.3A.5.4

Have an instructor in the lab for at least one hour class time.

Instructors and tutors (math) will staff the lab during open lab hours to assist students

4. Measure of Success:

Measurable Outcomes:

Students using My Math Lab along with instructor and tutor assistance provided in lab should be able to:

Improve homework grades (80% or better)

Improve grade on tests (75% or better)

Receive a C or better in courses (modules) using the lab for 16 hours class time and 32 hours of open lab time

Enroll in next level and/or retake assessment

Criteria that Demonstrates Effectiveness:

1. Collect data from SARS TRAK



2. Student receives a C or better course and enroll in next level
3. Pre/post test

Goal 2: The percentage of students who complete credit/non-credit basic skills modules at three levels below Freshman Composition and begin classes at two levels below Freshman Composition will successfully complete Freshman Composition within four years and will increase by 1% annually in 2014-2015, 2015-2016, 2016-2017 over the three level below transfer success rate of 2009-2010.

1. Connection to College Strategic Goals:

Goal 1: Become an exemplary model of Student Success

- 1.1 Increase the percentage of students who successfully complete 12 units within one year.
- 1.2 Increase the percentage of students who, within a one-year period; successfully complete English courses one level below transfer and at the transfer level.

2. Specific internal or external** condition(s) the goal is a response to:*

This goal is in response to the need to increase student success (internal college goal – and external: goal of the state basic skills initiative committee).

3. Action Plan:

Meets the following goals in the Basic Skills as a Foundation for Student Success in California Community College handbook (Poppy Copy). A.1.2, A.3.2, A.5.1, A.5.3A.5.4

Have an instructor in the lab for at least one hour class time.

Instructors and tutors (English/Reading) will staff the lab during open lab hours to assist students

4. Measure of Success:

Measurable Outcomes:

Students using My Reading Lab along with instructor and tutor assistance provided in lab should be able to:



Improve grade on tests (reading and/or English)

Receive a C or better in courses (modules) using the lab for 16 hours class time and 32 hours of open lab time

Enroll in next level and/or retake assessment

Criteria that Demonstrates Effectiveness:

1. Collect data from SARS TRAK
2. Student receives a C or better course and enroll in next level
3. Pre/post test

Goal 3: Continue to implement Supplemental Instruction in College Reading and Improving Basic Writing and implement Supplemental Instruction in Introductory Composition and Beginning and Intermediate Algebra

1. Connection to College Strategic Goals:

Goal 1: Become an exemplary model of student success

Goal 3: Foster a comprehensive and rich learning environment

2. Specific internal or external** condition(s) the goal is a response to:*

In response to increase student success. The extra time provided with an SI who attends class and works closely with instructor provides targeted tutoring and study skills to improve student success.

3. Action Plan:

Meets the following goals as outlined in the Poppy Copy:

A.5.2, A.7.1, A.7.2, A.7.3, A.7.6, D.1.1, D.1.2, D.1.3, D.3.1, D.3.3, D.3.4

Supplemental Instruction sessions are voluntary but strongly encouraged in the classroom

4. Measure of Success:



Measurable Outcomes:

1. By the end of the course students will
2. Turn in 90% of all work assigned
3. Use specific skills (test taking, goal setting) provided in class

Criteria that Demonstrates Effectiveness:

1. Pre-course self-assessment survey
2. Midterm self-assessment survey
3. Post self-assessment survey
4. Students will successfully pass the course with a C or better

Goal 4: Implement SARSTRAK to collect data on students utilizing the Student Success Lab for non-credit modules to track success and completion rates.

1. Connection to College Strategic Goals:

Goal 4: Strengthen personnel and institutional effectiveness

2. Specific internal or external** condition(s) the goal is a response to:*

This condition is a result of internal goals to provide necessary training, especially as it relates to teaching soft skills to all faculty – full- and part-time who will be teaching any basic skills courses.

3. Action Plan:

Meets the following goals as outlined in the Poppy Copy:

A.1.1, A.1.2, A.3.4, A.6.1, A.6.2, A.6.3, A.7.2, A.7.3, A.7.4, A.7.5, A.7.6, C.3.1, C.3.2, C.3.3, D.6.1, D.6.2, D.6.3

4. Measure of Success:

Measurable Outcomes:

1. By the end of the flex day/workshop activities:
2. All basic skills instructors will be trained in teaching soft skills to basic skills students
3. All instructors will be provided with a variety of specific activities that can be used in class
4. Instructors set specific goals to revise practices and strategies at the first meeting



Criteria that Demonstrates Effectiveness:

1. Goals and practices will be evaluated and revised half-way through the course
2. Goals and practices will be evaluated at the end of the course
3. Instructors use at least three of activities provided in the professional development flex/workshop during the semester



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. If more lines are needed, Tab over from the bottom-right box.

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
1-2 – classified tutor(s) (Temporary position)	Student Success Lab	1	1.1 1.2 3		10	19 per person/ flexible	\$10 - \$10.50 hr.	General (Instructional) and Restricted (the \$30,000 that was being used to pay for a basic skills counselor can be used to pay for classified tutors. Resources will have a direct impact on students.

Classified Staffing Justification. If more than one position requested, copy and paste additional boxes.

Hiring 1-2 part-time temporary classified tutors would help increase students' successful completion from basic skills through college level/transfer courses. This meets the following strategic goals:
 Goal 1: Become an exemplary model of student success
 1.1 Increase the percentage of students who successfully complete 12 units within one year.
 1.2 Increase the percentage of students who, within a one-year period; successfully complete English courses one level below transfer and at the transfer level.



Goal 3: Foster a comprehensive and rich learning environment
 Goal 4: Strengthen personnel and institutional effectiveness

The Student Success Lab provides tutoring and supplemental instruction for the entire campus (basic skills, students in the C6 programs, and students across the curriculum). Staffing the student success lab 12 hours a day with faculty, classified staff/tutors and students tutors (for math and English) allows us to provide assistance and reach a great number of students.

Studies from Chattanooga State Community College, TN; Cleveland State Community College, TN; and Jackson State Community College, TN, all support the need for a fully staffed lab (faculty, math and English tutors) at all times. The study found that students were more successful when tutors were immediately assessable in the lab than when students had to find a tutor outside of lab/class time.

Some of the open lab hours can be assigned to current staff (Bonita Robison from the LRC and Juli Maikai, proctor). However, both of these faculty/staff members have other duties and cannot staff the lab full time. Additionally, the lab needs to be staffed at all times with at least one math and one English faculty and one math and English tutor at all times to provide the most access and assistance to students.

If this position were not to be filled, it would have a negative impact to the students themselves, especially to basic skills students. While motivated, successful students will seek out tutoring and assistance when needed, basic skills students generally do not. Basic skills students often lack motivation and self-efficacy skills. They do not generally seek out help that is available. Providing full-time access to an instructor and/or tutor in the lab is essential to the success and course/sequence completion for basic skills students.

b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)
No needs at this time					

Full-Time Faculty Staffing Justification:



[Refer to the separate handout listing criteria for new faculty hiring.]

c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
<p>Funding is provided by the State Chancellor's Office as non-flexible categorical funds.</p> <p>Since basic skills does not have a general fund budget, the categorical budgets (BA5, BA6, and BA7) are attached.</p>							

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
No further needs at this time (Funding through BSI grant)							

f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
None at this time							

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Provided through BSI grant funds							

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Provided through BSI grant funds							

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA
Provided through BSI grant funds							

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

Attached