



Basic Skills Department
Annual Unit Plan for Academic Year 2014-15
Planning Year 2013

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Department Mission/Connection to College 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. 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 the Access Program, and is now partner with the Central California Community Colleges Committed to Change (C6) grant initiative. Basic skills will be working closely with the Student Success and Support Council to develop strategies to improve student success and retention from inception through graduation/transfer/certificate.

c. Special Initiatives for Student Engagement

Basic skills works with the counseling department, inviting counselors into the basic skills classroom to inform students of resources, deadlines, and strategies for college success. This is a continual process.



Learning and self-efficacy skills have been added to all basic skills math and English classes.

Supplemental instruction has been added to several basic skills classes and is continuing this year.

STEP 2: REVIEW PROGRESS AND PLAN FUTURE STRATEGIES

a. Progress Made on Program Review

The last basic skills program review was in 2010. The new program review is due in 2016.

Progress in the last 3 years: Based on Smart Grades testing (an assessment which measured college success factors) learning skills such as time management and self-efficacy skills such as responsibility and control and school and family involvement were added to the student learning outcomes of all basic skills courses.

The basic skills committee has revised several of the strategies of focus from the 2010 program review. Rather than focusing on staffing, the committee is now focusing primarily on success strategies for students. As such, supplemental instruction has been added to English, reading and math courses, with plans to expand and scale out the supplemental instruction program.

SLOs for English 30, 40, and 56 were last assessed prior to fall of 2011. The next assessment of these courses will be Fall 2014. Courses with a supplemental instructor are assessed after each semester. Assessment of supplemental instruction does not target specific SLO's but overall success rates in the course as compared to students who did not use supplemental instruction.

b. Progress Made on Outcome Assessment. *If more lines are needed, place cursor in the bottom right box, press [Tab].*



| Semester Assessed | SLO/AUO | Target Missed/Gap Detected | Improvements Designed | When Reassessed | | | | | | | | | | | | | | | | | | |
|---------------------------|---|----------------------------|-----------------------|-----------------|---|-----|-----|---|-----|-----|---|--|---------------------|---|----|-----|---|-----|-----|---|--|-------------------------------|
| Spr 2012 English 40 | <table border="1"> <thead> <tr> <th>Grade</th> <th>SI group</th> <th>Non-SI Group</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>43%</td> <td>5%</td> </tr> <tr> <td>B</td> <td>14%</td> <td>5%</td> </tr> <tr> <td>C</td> <td>14%</td> <td>30%</td> </tr> <tr> <td>D</td> <td>0%</td> <td>5%</td> </tr> <tr> <td>F</td> <td>29%</td> <td>55%</td> </tr> </tbody> </table> | Grade | SI group | Non-SI Group | A | 43% | 5% | B | 14% | 5% | C | 14% | 30% | D | 0% | 5% | F | 29% | 55% | <p>Students who attend SI have higher percentages of A's and B's but lower percentages of C, D, and F.</p> <p>Gap: The grades/percentages were not based on the number of SI sessions students attended.</p> | Compare total outcomes with the number of sessions students attend SI. Targets: 1-3 times; 4-6 times, more than 6 times during the semester. | SI is assessed each semester. |
| Grade | SI group | Non-SI Group | | | | | | | | | | | | | | | | | | | | |
| A | 43% | 5% | | | | | | | | | | | | | | | | | | | | |
| B | 14% | 5% | | | | | | | | | | | | | | | | | | | | |
| C | 14% | 30% | | | | | | | | | | | | | | | | | | | | |
| D | 0% | 5% | | | | | | | | | | | | | | | | | | | | |
| F | 29% | 55% | | | | | | | | | | | | | | | | | | | | |
| Spring 2012 Read 56 | <table border="1"> <thead> <tr> <th>Grade</th> <th>SI group</th> <th>Non-SI Group</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>17%</td> <td>22%</td> </tr> <tr> <td>B</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>C</td> <td>33%</td> <td>22%</td> </tr> <tr> <td>D</td> <td>0%</td> <td>11%</td> </tr> <tr> <td>F</td> <td>0%</td> <td>11%</td> </tr> </tbody> </table> | Grade | SI group | Non-SI Group | A | 17% | 22% | B | 50% | 33% | C | 33% | 22% | D | 0% | 11% | F | 0% | 11% | <p>Students who attend SI sessions have higher percentages of B's and C's and lower percentages of A's, D's, and F's.</p> <p>Gap: The grades/percentages were not based on the number of SI sessions students attended.</p> | Compare total outcomes with the number of sessions students attend SI. Targets: 1-3 times; 4-6 times, more than 6 times during the semester. | SI is assessed each semester. |
| Grade | SI group | Non-SI Group | | | | | | | | | | | | | | | | | | | | |
| A | 17% | 22% | | | | | | | | | | | | | | | | | | | | |
| B | 50% | 33% | | | | | | | | | | | | | | | | | | | | |
| C | 33% | 22% | | | | | | | | | | | | | | | | | | | | |
| D | 0% | 11% | | | | | | | | | | | | | | | | | | | | |
| F | 0% | 11% | | | | | | | | | | | | | | | | | | | | |
| Spring 2012 English 70 | <table border="1"> <thead> <tr> <th>Grade</th> <th>SI group</th> <th>Non-SI Group</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>20%</td> <td>33%</td> </tr> <tr> <td>B</td> <td>20%</td> <td>22%</td> </tr> <tr> <td>C</td> <td>60%</td> <td>11%</td> </tr> <tr> <td>D</td> <td>0%</td> <td>11%</td> </tr> <tr> <td>F</td> <td>0%</td> <td>22%</td> </tr> </tbody> </table> | Grade | SI group | Non-SI Group | A | 20% | 33% | B | 20% | 22% | C | 60% | 11% | D | 0% | 11% | F | 0% | 22% | <p>Students who attend SI sessions have higher percentages of C's and slightly lower percentages of A's, and B's. Students who attended SI's did not receive D's, or F's.</p> <p>Gap: The grades/percentages were not based on the number of SI sessions students attended.</p> | Compare total outcomes with the number of sessions students attend SI. Targets: 1-3 times; 4-6 times, more than 6 times during the semester. | SI is assessed each semester. |
| Grade | SI group | Non-SI Group | | | | | | | | | | | | | | | | | | | | |
| A | 20% | 33% | | | | | | | | | | | | | | | | | | | | |
| B | 20% | 22% | | | | | | | | | | | | | | | | | | | | |
| C | 60% | 11% | | | | | | | | | | | | | | | | | | | | |
| D | 0% | 11% | | | | | | | | | | | | | | | | | | | | |
| F | 0% | 22% | | | | | | | | | | | | | | | | | | | | |
| Fall 2013 English 40 | <table border="1"> <thead> <tr> <th>Grade</th> <th>SI group</th> <th>Non-SI Group</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>17%</td> <td>22%</td> </tr> <tr> <td>B</td> <td>50%</td> <td>33%</td> </tr> </tbody> </table> | Grade | SI group | Non-SI Group | A | 17% | 22% | B | 50% | 33% | Students who attended SI sessions have a greater percentage of B's and C's and a slightly lower percentage of A's. Students | Compare total outcomes with the number of sessions students attend SI. Targets: 1-3 times; 4-6 times, more than 6 times during | SI is assessed each | | | | | | | | | |
| Grade | SI group | Non-SI Group | | | | | | | | | | | | | | | | | | | | |
| A | 17% | 22% | | | | | | | | | | | | | | | | | | | | |
| B | 50% | 33% | | | | | | | | | | | | | | | | | | | | |



| | <table> <tr> <td>C</td> <td>33%</td> <td>22%</td> </tr> <tr> <td>D</td> <td>0%</td> <td>11%</td> </tr> <tr> <td>F</td> <td>0%</td> <td>11%</td> </tr> </table> | C | 33% | 22% | D | 0% | 11% | F | 0% | 11% | <p>attending SI sessions did not receive a D or F.</p> <p>Gap: The grades/percentages were not based on the number of SI sessions students attended.</p> | the semester. | semester | | | | | | | | | |
|----------------------|--|--------------|----------|--------------|---|-----|-----|---|-----|-----|--|---------------|----------|---|----|-----|---|----|-----|---|--|------------------------------|
| C | 33% | 22% | | | | | | | | | | | | | | | | | | | | |
| D | 0% | 11% | | | | | | | | | | | | | | | | | | | | |
| F | 0% | 11% | | | | | | | | | | | | | | | | | | | | |
| Fall 2013 English 70 | <table> <thead> <tr> <th>Grade</th> <th>SI group</th> <th>Non-SI Group</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>14%</td> <td>11%</td> </tr> <tr> <td>B</td> <td>14%</td> <td>11%</td> </tr> <tr> <td>C</td> <td>71%</td> <td>56%</td> </tr> <tr> <td>D</td> <td>0%</td> <td>11%</td> </tr> <tr> <td>F</td> <td>0%</td> <td>11%</td> </tr> </tbody> </table> | Grade | SI group | Non-SI Group | A | 14% | 11% | B | 14% | 11% | C | 71% | 56% | D | 0% | 11% | F | 0% | 11% | <p>Students who attended SI sessions received more A's, B's, and C's. C's were the most common grade. No students attending SI sessions received a D or an F.</p> | <p>Compare total outcomes with the number of sessions students attend SI. Targets: 1-3 times; 4-6 times, more than 6 times during the semester.</p> <p>Because of the higher success rates of students using SI, the basic skills department plans to increase the sections of SI in basic skills classes.</p> | SI is assessed each semester |
| Grade | SI group | Non-SI Group | | | | | | | | | | | | | | | | | | | | |
| A | 14% | 11% | | | | | | | | | | | | | | | | | | | | |
| B | 14% | 11% | | | | | | | | | | | | | | | | | | | | |
| C | 71% | 56% | | | | | | | | | | | | | | | | | | | | |
| D | 0% | 11% | | | | | | | | | | | | | | | | | | | | |
| F | 0% | 11% | | | | | | | | | | | | | | | | | | | | |

c. Progress Made on Department/Unit Strategies

Goal 1: Implement Student Success (basic Skills) lab at all three campuses to provide supplement instruction in reading, writing and math to increase success.

The success lab was implemented on the IWV campus. Lack of space at the other campuses made creating a separate lab difficult. The student success lab provides a place for students to work. Each of the computers has additional programs such as Read/Write Gold for students to use. SARSTRAK was to be used to track the number of students using the success lab computers. However, SARSTRAK has not been implemented at this point, so there is no clear way to measure how many of the students using the lab are actually basic skills students and using the additional software or taking advantage of tutors. Another problem with the assessment plan is that all students have access to tutoring, not just those in the success labs. Another problem is the lab was not implemented as originally intended. It was initially intended to have a separate room where students would sign-in and sign-out. This success lab (room) would also be staffed with instructors and tutors at all hours it was open. However, this was planned during



poor economic times when programs and budgets were being cut so there was no funding for a separate lab. The basic skills committee has since reassessed the need for a separate lab and is now focusing on adding supplemental instruction to more of the basic skills courses since best practices show this has consistently been one of the most effective strategies used in basic skills courses throughout the state.

Goal 2: Add soft skills (learning/study skills and self-efficacy skills) to CORs of all basic skills courses.

This was completed in Fall 2012. These SLO's have not yet been assessed in math or English classes. These are best measured through qualitative data, including surveys from students and instructors. Managing time continues to be a problem for basic skills students and more sufficient ways of measuring this SLO is needed.

Goal 3: Provide professional development (flex day activities and workshops) for all instructors (full- and part-time) who teach basic skills courses.

The basic skills committee is working with the professional development committee to offer workshops during the fall and spring flex days. However, because of the variety of offerings during flex day, and the immediacy of some of the needs addressed, the basic skills committee will be adding workshops throughout the semester, not just on flex days.

d. Department/Unit Strategies for Next Academic Year. *If more strategies needed, copy and paste additional boxes.*

Strategy 1: Analyze data to develop better planning to inform the decision-making process to align with Achieving the Dream and to increase success and retention of basic skills math and English students.

1. College Goal 1: Foster student success through sustained continual quality improvement of instruction and student services.
2. Using measures derived from new data analysis training, track success and completion rates from four levels below college math and three levels below college English. Increase the success rates by 1% annually.
3. Use the data tracking tool from the State Chancellor's website as well as our own data to measure the success and completion rates of students each year.



4. To be assessed before fall semester 2015.

5. The basic skills coordinator, working with the student success and support council chairperson are primarily responsible for the assessment.

6. Which of the following is **primarily** true of this strategy? Choose one.

It is designed to improve internal unit operations

It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

Intake

Remediation

First Year

2nd Year/Program Completion

Post-Graduation

Strategy 2: Continue to implement Supplemental Instruction in basic skills college reading and English courses and introduce supplemental instruction in basic skills math courses. Increase faculty and student training in supplemental instruction.

1. College Goal 1: Foster student success through sustained continual quality improvement of instruction and student services.

2. Increase the number of basic skills English courses that use supplemental instruction. Add at least one math class in the Fall of 2014 and another in the Spring of 2015.

3. Successful completion rate for students using supplemental instruction in English, reading, and math courses will be 2-3% higher than students who do not use SI.

4. Assessed in Spring 2014 and Fall 2015.

5. Responsible parties: Primarily the basic skills coordinator who is working with English and math department chairs.

6. Which of the following is **primarily** true of this strategy? Choose one.

It is designed to improve internal unit operations

It is designed to increase student success



7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

- Intake Remediation First Year 2nd Year/Program Completion Post-Graduation

Strategy 3: Accelerate English classes two and three levels below transfer. Offer a one-semester, computer based class using a publisher generated program.

1. College Goal 1: Foster student success through sustained continual quality improvement of instruction and student services.
2. Combine English 30 and 40 in a one-semester computer based class (English 42) that prepares students for English 70.
3. Students who complete the accelerated course with a 75% or better as well as successful completion of the next pathway course (one level below transfer) and successful completion of graduate/transfer level English within four semesters.
4. To be assessed in Spring 2016.
5. Responsibility parties: Basic skills coordinator and English department chair.
6. Which of the following is **primarily** true of this strategy? Choose one.

- It is designed to improve internal unit operations
 It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

- Intake Remediation First Year 2nd Year/Program Completion Post-Graduation



Strategy 4: Professional development basic skills committee will train faculty and students in supplemental instruction. The basic skills committee will conduct continuous trainings and workshops for supplemental instruction student leaders.

1. College Goal 4: Operate at the level of continual quality improvement for strengthening institutional effectiveness.

Objective 4.1: Participate in district-wide annual professional development sessions as offered that meet college and/or district-wide training needs and evaluate success of defined training outcomes.

2. Increase the number of basic skills sections with supplemental instruction. Provide training for faculty and student leaders interested in supplemental instruction.

3. Increase the number of basic skills sections in English and math by one to two courses per year.

4. Assessed in Fall 2015 and Spring 2016.

5. Responsible parties: Primarily the basic skills coordinator working with the professional development coordinator.

6. Which of the following is **primarily** true of this strategy? Choose one.

It is designed to improve internal unit operations

X It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

Intake

X Remediation

X First Year

2nd Year/Program Completion

Post-Graduation

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

- a. **1000 Category.** Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.) *If more lines are needed, place cursor in the bottom right box and press [Tab].*



| Description | Location | Priority: 1 = high 2 = med 3 = low | Strategic Plan goal addressed by this resource | If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. 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 (temporary positions only) | Will this be one-time or on- going funding? | Funding Source (check <u>one</u>): G = General Fund, O = Other | |
|--------------------------------------|----------|---|--|--|--|---|--|---|
| | | | | | | | G | O |
| No positions needed at this time. | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Full-Time Faculty Staffing Justification:

1. Are there too few or too many students enrolling for particular classes or majors?
2. Are there too many courses or programs that are under capacity?
3. Are courses "core mission"?
4. Are courses overscheduled?
5. Is there capacity to offer courses or programs at different times and/or locations?
6. Is there a workforce shortage in the service area or region?
7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?
8. In support of your proposal, provide the following data:
 - a. Size of wait lists in the discipline
 - b. Department productivity, previous year
 - c. Number of faculty currently in the department
 - d. Number of adjunct faculty
 - e. Number of certificates awarded, previous year
 - f. Number of degrees awarded, previous year
 - g. Core curriculum classes
 - h. CTE classes with workforce data (wage/high demand)
 - i. Number of students at first day and census, previous year



b. 2000 Category. Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

| 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 (check <u>one</u>): G = General Fund, O = Other G O | |
|------------------------|----------|---|--|--------------|------------------|--------------------------|---------------|--|--|
| No needs at this time. | | | | | | | | | |

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

1. Describe how the position is linked to your unit’s mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College’s strategic plan.
2. Explain why the work of this position cannot be assigned to current staff.
3. Describe the impact on the college if the position is not filled.

c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

| 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 (check <u>one</u>): G = General Fund, O = Other G O | |
|---|----------|---|--|---|---------------------------------------|--|--|--|
| Funding for basic skills is provided by the State Chancellor’s office as non- | | | | | | | | |



| 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 (check <u>one</u>): G = General Fund, O = Other | |
|---|----------|---|--|---|---------------------------------------|--|--|---|
| | | | | | | | G | O |
| flexible categorical funds. Since basic skills does not have a general fund budget, the categorical budges (BA6, BA7, and BA8) are attached. | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

| 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 (check <u>one</u>): G = General Fund, O = Other | |
|---|----------|---|--|---|---------------------------------------|--|--|---|
| | | | | | | | G | O |
| No further needs at this time. (Finding through BSI grant). | | | | | | | | |
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e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

| 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 (check <u>one</u>): G = General Fund, O = Other | |
|-----------------------------|----------|---|--|---|---------------------------------------|--|--|---|
| | | | | | | | G | O |
| No needs at this time. | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

STEP 4: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)