

**Basic Skills Department**  
**Mid-Year Progress Report for Academic Year 2014-2015**  
March 2015

---

## **Mid-Year Progress**

### **Mid-Year Progress Report**

**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.**

Working with Achieving the Dream and the Student Success and Support Program (SSSP), we identified the gaps in basic skills courses. Because basic skills is no longer a department, but working as a part of SSSP, some of the goals have been modified. One of the gaps identified is the correlation between students who complete English and math in their first year and those who do not. Those who take their basic skills English and math in the first year demonstrate better success, retention, and persistence rates over the next year. SSSP is working with Counseling to strongly encourage students to complete their basic skills classes in the first year.

**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.**

The English department no longer offers reading courses. Reading is now part of the English writing curriculum.

Beginning in the Fall of 2014 there was a transition in Supplemental Instruction Leadership. Laura Vasquez (SI Coordinator) stepped down and trained Gary Enns and Steve Rogers to take over as SI Coordinators. Steve Rogers served for the fall semester but stepped down after the math department decided to move in an different direction to target basic skills students.

In the fall, Laura and Gary worked together to train incoming SI's. In fall, the Cerro Coso main campus (IWV) began with SI's in 4 out of 5 basic skills courses. Kern River Valley (KRV) had one SI assigned to the a basic skills class. Be the end of the semester, we had SI's in 2 basic skills classes offered at(IWV). There were no supplemental instructors at the sites. Part of this was due to changes in the program, but mainly due to students (SI leaders) dropping out of the program. Most of these leaders said they did not realize how much work was involved. As a result, the training and marketing for SI's was improved and students are informed up front - at the application process - how much time is involved.

For Spring 2015 semester, all basic skills English course offered in the Spring of 2015 at IWV have a Supplemental Instructor. Two basic skills courses at KRV have a supplemental instructor.

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

After much research and discussion with the English department it was decided not to accelerate English classes at this time. While this method of instruction has benefits at big colleges where there are several sections of courses offered each semester, the limited number of courses available per semester at Cerro Coso creates a challenge for a small college. Rather than accelerate, the English department worked as a team and rewrote all the course outlines of record so there was better alignment from one semester/course to another.

**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.**

Training of supplemental instructors and students has moved from the basic skills committee to a Supplemental Instruction Coordinator (Gary Enns). Instructors with an SI in their courses met with the Coordinator on flex day for a faculty training in fall and spring. Students SI's met for a 6-hour training a few days before the fall and again before the beginning of spring semester. Students also receive ongoing training throughout the semester.