

Basic Skills Department

Annual Planning for Academic Year 2015-2016

Planning Year 2014

Description Of Department/Unit

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.

This mission supports the college mission by demonstrating "a conscious effort to produce and support student success and achievement" through "remedial instruction."

Student Equity

Student Equity

Basic skills committee, working with the SSSP and Achieving the Dream data team have identified the following gaps:

Age

- 20-24 year olds fall short of meeting ANY pipeline milestones
- 25-39 year olds fall short of meeting MOST pipeline milestones

Ethnicity

- African American and American Indians are groups who fall short of meeting ALL of the pipeline milestones, especially with regard to progression through remedial Math and English sequences.

DSPS

- DSPS students fall short of completing remedial Math and English sequences as well as transfer

Economically Disadvantaged

- Students who are economically disadvantaged are less likely to transfer than non-economically disadvantaged students

Remedial Math and English Progression

- Attainment of this milestone is a tripping point for most disaggregated groups

Basic Skills, Achieving the Dream and SSSP groups are working together targeting these gaps. The following questions are being raised as the college begins to examine these gaps and work toward helping students meet their goals:

Age:

- How do we get people prepared for college when they come back to school after several years between K-12 and college?
- Possible Intervention: Assessment Prep, use multi-measures for assessment

Ethnicity:

- The headcount numbers are very small and statistically insignificant, yet we still need to find ways to address the gap.

DSPS

- The headcount numbers are small for this group. Possibly DSPS students are more likely to be placed in remedial sequences due to disabilities, and once in the remedial sequence it is difficult to complete the sequence.
- More research needed in this area

Economically Disadvantaged

- Many students on financial aid do not get their checks until the end of the first week, even when they meet all deadline.
- Possible solution: work with basic skills instructors; encourage them to assign non-text based assignments the first week of class.

Remedial Math and English Progress

- Possible solution: compel students to take remedial English and Math in their first year. Complete all remedial English and math

classes before moving on to college level courses.

Review And Planning

Progress Made on Program Review

Basic Skills

Year of Last Program Review:

2010

Progress in the last year on Three-Year Strategies:

The last program review for basic skills was submitted in 2010. At that time the college was not using the current format with specific three and six year goals. Many of the goals stated in the 2010 Program Review have been revised into new goals or are no longer relevant.

Completed / continuing goals:

One goal was to provide faculty inquiry groups for faculty across the college to discuss issues related to basic skills students. That goal has been partly changed and accomplished. Rather than focusing on the needs of basic skills students, faculty inquiry groups have been conducted focusing on student success, which includes the needs of basic skills students.

Insure basic skills labs available at all campuses. This has been accomplished, though we are in the process of examining how the labs can be better utilized to help basic skills students complete all milestones from basic skills classes to certificate, graduation and/or transfer.

Another goal was to hire a part-time classified staff member to help with data collection, analysis. This goal has been accomplished through the hiring of a student worker. This was initially funded by basic skills but the position has now been scaled up and is being funded by the LAC general funds budget.

A goal from previous unit plans, but not the Program Review is to add Supplemental Instruction to all basic skills classes. The process of implementing this is ongoing. All, but one basic skills classes have a Supplemental Instructor this year in English. Further work is needed to implement SI's in all basic skills math classes.

The three year goals for the Basic Skills Action Plan submitted in 2012-2013 were:

The percentage of students who begin at four levels below College mathematics and successfully complete College mathematics within four years will increase by 2% annually in 2014-2015, 2015-2016 and 2016-2017 over 2009-2010.

The percentage of students who complete 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.

The percentage of students who complete 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.

However, as we look at these goals now, we realize they are vague and hard to assess, other than looking at the specific success rates of a cohort group. There are no specific measures mentioned that will help students increase their success in English and/or math. These goals need to be revised.

Progress in the last year on Six-Year Strategies:

See above

Progress Made on Outcome Assessment

Outcome 1: The English department assessed the following student learning outcomes in English 30:

1. Write developed, coherent, unified paragraphs in a variety of modes, such as exemplification, compare/contrast, and

cause and effect, with clear topic sentences and subtopic sentences.

2. Construct five-paragraph essays with beginner level skill including statement of thesis.
3. Identify and correct errors in parts of speech, run-ons, and fragments and employ varying sentence structures.
4. Read actively, distinguishing among topics/main ideas, determining claim and support, and identifying transition words.
5. Employ at least two learning skills from the list below in the detailed topical outline.
6. Demonstrate at least one self-efficacy skill from the list below in the detailed topical outline.

Outcome 2: The math department assessed Math 20 and Math 40 basic skills classes. Here is the report from their annual unit plan:

Math 20 - In this Basic Skills Math Course, all of the learning outcomes exceeded the 70% target with the exception of SLO number 5 involving the conversion between fractions, decimals and percents and employing this skill to real-life examples. The assessment done in the previous year had three outcomes that were slightly below the 70% target. In 2013 these outcomes were finding sums, differences, products and quotients of fractions and mixed numbers which missed the target by 2%, solving problems involving addition, subtraction, multiplication, and division of decimals missing the target by 1% and lastly, converting between fractions, decimals, and percents which scored 3% below the target. For spring 2014, this last outcome as mentioned above, outcome 5, missed the target by about 6% which is dramatically lower than the 3% gap in 2013. It is apparent that some meaningful practical applications of converting between fractions, decimals and percents should be integrated into the lessons for this outcome by all instructors of this course.

Math 40 - All on ground sections of PreAlgebra were assessed and every outcome contained more than 70% of the students successfully completing the outcome. In addition, this was the first year in which learning and self- efficacy skills were formally assessed. Last year there were two outcomes that scored below the 70% target. These were the outcomes that students employ basic graphing techniques and that they add, subtract, and multiply polynomials and evaluate algebraic expressions. By implementing some of the strategies discussed among department members in 2013/14, the success rate for these outcomes in spring 2014 has climbed to 74.5% for the outcome of operations with polynomials. Likewise, the success rate for employing basic graphing techniques was 75.9% for spring 2014.

Outcome 3: Basic skills implemented supplemental instruction into its basic skills classes.

Type:

AUO

Semester Assessed:

Fall 2014

Target Missed/Gap Detected:

Outcome 1: For English 30 here is what was reported in the English department Unit plan:

Even after acknowledging that the population of English C030 students is inherently less likely to succeed in any college class, including English, the department faculty agreed that these success rates are so abysmal that a major overhaul of the course outlines is in order. One of the surprising conclusions of this assessment session—and one of the reasons for the strikingly low success rates in the class, we think—is that the SLO's of ENGL C030 are actually more challenging than those of C040. This finding applies particularly to the first two learning outcomes in the classes but also might include SLO C, which is more specific than the corresponding learning outcome in ENGL C040. We also discovered that a paper artifact could not be used to assess SLO D, which is the reason that outcome is not included in the data.

It now has become clear that in the flurry of curriculum work last year in all of the classes in the department above English C040, scrutiny of our basic-skills course outlines was completely neglected. As a result of these conclusions from the assessment session, the English faculty have decided that the COR's of both English C030 and C040 need to be significantly revised—and as soon as possible.

Outcome 2: The target missed/gap detected information from the Math department unit plan:

Math 20 SLO 5 - Spend more class time demonstrating conversions between fractions, decimals and percents. Instructors will include real-life examples that employ this skill in class presentations.

Math 40 - There is no plan for improvement needed at this time.

From the Basic Skills perspective: However, the basic skills action plan shows a much lower overall success rate in math. While students in these individual classes may have passed at a 75%, these same students are stopping out before they earn a certificate, degree, and/or transfer. Other measures need to be added to address this shortcoming.

Outcome 3: While students who take advantage of Supplemental Instruction (SI) at the basic skills level perform better - usually a half grade to a full-grade higher than those who do not participate in supplemental instruction - very few students at the basic skills level will voluntarily attend SI sessions.

Analysis and Plan:

The SI Coordinators and lead faculty as well as the SSSP group discussed ways to encourage students to participate in SI. As a result of those conversations, one of two possible alternatives will be implemented. (1) Students who receive a C or below on any paper or test must attend SI sessions on a regular basis (weekly) until after the next paper/exam. If they receive a B or better, they can opt out of attending. (2) Make SI mandatory for all students and 10% of their grade. If students do not need the 10% they can opt out, but students who need that 10% to pass the class would be required to attend.

Progress Made on Prior Year Initiatives

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

Progress Made:

This initiative: percentage of students who complete credit/non-credit basic skills modules at four levels below college level mathematics has not been completed, primarily because those initiatives have been changed. Students are encouraged to use math modules (Khan Academy) as a pre-assessment review.

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

Progress Made:

This initiative: percentage of students who complete credit/non-credit basic skills modules at three levels below Freshman composition have not been completed, primarily because those initiatives have been changed. Rather than implementing modules, the English department is working on revising the course outline of record for the basic skills English classes.

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

Progress Made:

Supplemental Instruction: Cerro Coso no longer offers reading classes. Reading skills are being taught in the writing classes. Supplemental Instruction is being offered in all English basic skills courses beginning Fall 2014. Last year, only one English 40 class each semester (fall, spring, summer) was offered. No math classes have supplemental instruction at this time. This is an area of continued work and concern. The basic skills/SI Coordinators and the SSSP committee have discussed ways in which to expand the program. One of these is to utilize successful English and math students, whether they have or have not taken the class they will SI for in a previous semester. Training for Instructors was also added in Fall 2014.

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

Progress Made:

Implementation of SARSTRAK. The SARSTRAK program is installed and ready to be used, but as yet faculty/classified staff have not been trained. More time is needed to learn the program and to train those who will be using it. Mike Campbell and Jeremy

Horton in IT are familiarizing themselves with the program.

Initiatives for Next Academic Year

Supplemental Instruction

Strategic Plan Goals Addressed:

1,2

Action Plan:

Continue to implement Supplemental Instruction in all basic skills English classes. Add supplemental instruction to all basic skills math classes. Continue faculty and student training in supplemental instruction. Define new ways of identifying supplemental instruction leaders (students).

Measure of Success:

Supplemental Instruction will be implemented in all basic skills English and math classes on the IWV campus with the goal of expanding to all sites including online with the next two years. This is measured by a mid-term and end of year term summary (questionnaire) to students, SI leaders and faculty.

Expected Completion:

ongoing - Spring 2016

Person Responsible:

SI Coordinators - Gary Enns, Steve Rogers with assistance from SSSP.

Designed:

It is designed to increase student success

Student Experience:

Remediation

Supplement part-time counselor

Strategic Plan Goals Addressed:

1,2

Action Plan:

Continue to supplement the pay of a part-time counselor for basic skills. The counselor will work with students to assist them in choosing a major, complete a long term education plan, attend extended orientations, and present the College to Career program in all basic skills English and Math classes.

Measure of Success:

80% of incoming students placed in at least one basic skills course will complete extended orientation.

70% of incoming students placed into at least one basic skills course will complete a long-term education plan within the first year.

Basic skill counselors will visit all basic skills courses three times during the semester of the 2015-16 school year and work with instructors to implement the College to Career Program in all basic skills classes.

Expected Completion:

Spring 2016 and ongoing

Person Responsible:

Basic skills coordinator / Counseling manager

Designed:

It is designed to increase student success

Student Experience:

Remediation

Professional Development

Strategic Plan Goals Addressed:

1,2

Action Plan:

Professional Development. Faculty and student leaders will continue to be trained in Supplemental Instruction.

Continuous training and workshops will be offered for instructors teaching basic skills courses.

Training in Open Education Resources (OER) will be offered for instructors who teach basic skills courses.

Measure of Success:

Increase the number of supplemental instructors in basic skills courses - moving to all basic skills English and Math courses on all sites by the spring of 2016.

Provide ongoing training for faculty and student SI leaders.

SI Leaders will attend four ongoing training sessions each semester in which they serve as an SI.

Expected Completion:

Spring 2016 and ongoing.

Person Responsible:

SI Coordinators

Designed:

Student Experience:

Remediation

Writing Labs

Strategic Plan Goals Addressed:

1,2

Action Plan:

Explore the possibility and affordability of opening a writing lab on all Cerro Coso campuses, similar to the lab on the ESCC campus. Initial idea: the lab would be open 6-8 hours a day M-T and possibly 4 hours on Friday. The staff should be consistent - full and/or part-time faculty. There should also be a requirement for students to spend a certain number of hours in the lab while completing specific lab assignments. Other questions to explore: Where would the lab be housed? How would it be used differently than

tutoring? Could this be a place where Supplemental Instruction also takes place?

Measure of Success:

Develop a specific plan by the spring of 2016 to implement by the fall of 2017.

Expected Completion:

Spring 2016

Person Responsible:

Designed:

It is designed to increase student success

Student Experience:

Remediation

Strategic Plan Goals Addressed:

Action Plan:

Measure of Success:

Expected Completion:

Person Responsible:

Designed:

Student Experience:

Resource Needs

Facilities

No specific needs at this time.

Information Technology

Training on SARSTRAK. This should not require any additional software but may required assistance from the IT department.

Marketing

No needs at this time.

Professional Development

Professional development will continue with flex day breakouts for ongoing training all basic skills faculty implementing supplemental instruction. The training would include best practices for using supplemental instruction in classes. Faculty Inquiry groups are also planned as an additional form of professional development to address some of the gaps found in basic skills. The gaps and possible

ways of addressing those gaps are below: Age • 20-24 year olds fall short of meeting ANY pipeline milestones • 25-39 year olds fall short of meeting MOST pipeline milestones Questions and possible solutions to begin the discussion: How do we get people prepared for college when they come back to school after several years between K-12 and college? • Possible Intervention: Assessment Prep, use multi-measures for assessment Ethnicity • African American and American Indians are groups who fall short of meeting ALL of the pipeline milestones, especially with regard to progression through remedial Math and English sequences. Discussion: The headcount numbers are very small and statistically insignificant, yet we still need to find ways to address the gap. DSPTS • DPSP students fall short of completing remedial Math and English sequences as well as transfer Possible questions to address • The headcount numbers are small for this group. Possibly DSPTS students are more likely to be placed in remedial sequences due to disabilities, and once in the remedial sequence it is difficult to complete the sequence. • More research needed in this area Economically Disadvantaged • Students who are economically disadvantaged are less likely to transfer than non-economically disadvantaged students Possible questions consider: • Many students on financial aid do not get their checks until the end of the first week, even when they meet all deadline. • Possible solution: work with basic skills instructors; encourage them to assign non-text based assignments the first week of class. Remedial Math and English Progression • Attainment of this milestone is a tripping point for most disaggregated groups Possible solution: compel students to take remedial English and Math in their first year. Complete all remedial English and math classes before moving on to college level courses.

Staffing

No staffing needs at this time. Basic skills has separate funding, so no additional funds are needed from the general budget.

Resource Requests

1000 Category - Certificated Positions

none required at this time.

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale:

none required at this time.

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale:

2000 Category - Classified Staff

none required at this time.

Location:

Priority:

Strategic Plan Goals Addressed:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

, from .

Detailed Rationale:

Location:

Priority:

Strategic Plan Goals Addressed:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

, from .

Detailed Rationale:

4000 Category - Supplies and Equipment

none required at this time. Basic skills has separate funding, so no additional funds are needed from the general budget.

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale:

5000 Category - Service, Utilities, and Operating Expenses

None required at this time. Basic skills has separate funding, so no additional funds are needed from the general budget.

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale:

None required at this time. Basic skills has separate funding, so no additional funds are needed from the general budget.

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale:

6000 Category - Capital Outlay

None required at this time. Basic skills has separate funding, so no additional funds are needed from the general budget.

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale: