

Basic Skills Department

Annual Unit Plan for Academic Year 2016-2017

October 2015

Describe 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."

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

Successful Completion of Developmental Instruction and Enrollment in and Successful Completion of College-Level Gateway Courses

Population:

Ethnicity: African American

Analysis and Plan:

The data showing this equity gap comes from two Achieving the Dream Student Success Elements (2015). (Disaggregated data from the English and math disciplines are not broken out by course level so these measures represent the closest assessment we can get to at this time.) The first element, "Successful Completion of Developmental Instruction," uses a sub-cohort of the AtD cohort which includes students who place in remedial coursework. Students placing in any remedial level are tracked to determine the rate at which they successfully complete the last course in the developmental sequence. The numbers for the cohort are relatively low (195 for English in 2011-2012, 284 for math), but the results mirror other results across the discipline and the college. The second element, "Enrollment In and Successful Completion of the Initial College-level or Gateway Courses in Math and English," uses a sub-cohort of the AtD cohort which includes students who place in or below the gateway course. Students are tracked to determine the rate at which they successfully complete the gateway course within three years. The numbers are somewhat higher for this measure (350 for English, 361 for math).

For the first measure, African-Americans succeed at roughly half the rate of white and Hispanic students. For English, African-American students tracked in the three years 2009-2012 succeeded at a rate of 13.5% vs. 25.3% for whites and 29.1% for Hispanics. For math, the numbers were almost identical: 13.9% for African-American students vs. 27.0% for whites and 28.8% for Hispanics.

For the second measure, African-Americans again performed less well--particularly in English. In English, African-American students succeeded at a rate of 44.4% while white students succeeded at 61.6% and Hispanic students at 62.5%. In Math, African-Americans succeeded at a 60.% rate, compared to 63.8% for whites and 74.5% for Hispanics.

In 2012, the college joined the Achieving the Dream network. As part of this process, the college embarked initially on a "Year of Inquiry," which included a review of longitudinal cohort data. The core indicators for Achieving the Dream include Successful Completion of Developmental Instruction in Math and English and Successful Completion of the Initial College-level or Gateway Course in Math and English. An evaluation of this data led the college to identify Supplemental Instruction in all Basic Skills course as one of the Basic Skills intervention strategies. Supplemental Instruction had been implemented in some Basic Skills courses already and had shown promise, particularly in Basic Skills English. Over the course of summer 2014 and into fall 2014, Supplemental Instruction was to be implemented for all Basic Skills classes. There were immediately challenges to this

implementation, largely in the area of recruiting and training Supplemental Instructors at all campus locations and for all Basic Skills courses. A mid-semester review of the status of the implementation led to a change in the intervention direction. As a small, rural college with multiple locations and a large online program, it was recognized that a decentralized model of instructional support presented numerous challenges that would interfere with the ability to scale the Supplemental Instruction to the degree intended. Through evaluation within Achieving the Dream infrastructure and within the Student Success and Support Program Committee (the college's participatory governance committee charged with overseeing the college's efforts at improving student achievement), a centralized approach was proposed in the form of the implementation of Writing and math labs. Supplemental Instruction has remained as a strategy for Basic Skills English. As of fall 2015, the college has implemented writing and math labs staffed by a combination of full-time and adjunct faculty for 12 hours per week. The implementation of writing and math labs at all campus locations, including online, will be scaled out in 2016-2017.

Successful Completion of Developmental Instruction and Enrollment in and Successful Completion of College-Level Gateway Courses

Population:

Age: 25 to 39 years

Analysis and Plan:

The data showing this equity gap comes from two Achieving the Dream Student Success Elements (2015). (Disaggregated data from the English and math disciplines are not broken out by course level so these measures represent the closest assessment we can get to at this time.) The first element, "Successful Completion of Developmental Instruction," uses a sub-cohort of the AtD cohort which includes students who place in remedial coursework. Students placing in any remedial level are tracked to determine the rate at which they successfully complete the last course in the developmental sequence. The numbers for the cohort are relatively low (195 for English in 2011-2012, 284 for math), but the results mirror other results across the discipline and the college. The second element, "Enrollment In and Successful Completion of the Initial College-level or Gateway Courses in Math and English," uses a sub-cohort of the AtD cohort which includes students who place in or below the gateway course. Students are tracked to determine the rate at which they successfully complete the gateway course within three years. The numbers are somewhat higher for this measure (350 for English, 361 for math).

The age ranges from the AtD measures did not directly line up with those of the unit plan. For AtD, the ranges were 20-29 and 30-39. In the unit plan, these are 20-24 and 25-39. Since the age range of 40 and older showed greater resemblance to the gaps identified here, 25-39 was chosen for the population.

For the first measure, students aged 20-29 succeeded at roughly half the rate of 19 or younger students in English: 17.9% vs. 31.7%. In math, the gap was much smaller though still significant: 21.1% vs. 29.0%.

For the second measure, in English, students aged 20-29 succeeded at a 49.2% rate while students 19 or younger succeeded at 63.8%. In math, the gap was again less, 61.6% vs. 68.4%.

As indicated above for the ethnicity gaps, the college tried supplemental instruction as an intervention, and while it will continue with that strategy for English for at least one more year, it will put more of its efforts into implementing writing and math labs staffed by a combination of full-time and adjunct faculty for 12 hours per week during 2015-2016. The implementation of writing and math labs at all campus locations, including online, will be scaled out in 2016-2017.

Outcomes Assessment: Overall Report

English

In Spring 2014, the English department concluded an assessment of both basic skills classes, English 30 and 40. English 40 assessed fine, but 30 sent up red flags. The department concluded at the time that the success rates were so abysmal that a major overhaul of the course outlines was in order. One of the surprising conclusions was that in the flurry of curriculum work that was done prior to this period in all of the classes in the department above English C040, scrutiny of the basic-skills course outlines was neglected.

As a result, the course outlines of record for English 30 and for English 40 were completely overhauled in spring 2015. The first semester with the new curriculum is fall 2015. The revised courses are to be reassessed in _____.

Math

Neither of the basic skills math courses were assessed last year and so no improvements were made because of outcome assessment results.

Outcomes Assessment: Gaps Identified in Prior Year's Assessments

Progress Made on Program Review

Basic Skills

Year of Last Program Review:

2010

Progress in the last year on two-year strategies:

See below.

Progress in the last year on five-year strategies:

The last program review was in 2010 before the template asked specifically for 2- and 5-year strategies. A number of recommendations for improvement were listed. Below are the recommendations with the statuses of completion:

1. Hire one part-time classified staff member to assist with data collection, analysis, and coordination of learning services for our campuses. Completed. Two Learning Assistance Center Technicians hired, one full-time at IWV, one 30-hours at KRV. In addition, one full-time Learning Center Coordinator, a faculty certificated position, was hired starting fall 2015.
2. Stabilize staffing as a regular consideration at all campuses regardless of categorical funding. Completed.
3. Work with departments to develop basic skills labs at each campus. With the exception of Tehachapi, this has been completed.
4. Revise basic skills curriculum to add lab time as an instructor option. Not completed; not possible.
5. Ensure basic skills labs are available at each campus. See 3.
6. Revise basic skills curriculum to add specific skills as determined by SmartGrades assessments and tutoring data. Not at all sure what this means.
7. Provide additional access to computer open labs and supervised tutoring at KRV. Completed.
8. Expand online tutoring. Not completed, but identified as an initiative on the 2016-2017 LAC unit plan.
9. Develop a training program for basic skills faculty similar to the online certificate. Not completed; likely a violation of the contract.
10. Provide for faculty inquiry groups on the subject of best practices in basic skills. Not completed; FIG's have just recently started as a professional development option, so a basic skills one may grow out of that.
11. Visit other successful programs. Completed: Chaffey's LAC was visited
12. Automate data collection. Completed. SARSTRAK has been implemented at all campus locations with an LAC
13. Establish a procedure to institutionalize successful new efforts so efforts can be maintained if categorical funds are withdrawn. Not completed or rather completed; institutionalizing successful programs is something that happens or not in individual circumstances; no procedure has been or can be written
14. Document student/faculty requests for services. Completed. All referrals are now documented.
15. Consider other alternatives for meeting student needs such as peer mentoring. Completed. With best practices discussed through such initiatives as AtD, student equity, and SSSP, and at such conferences as strengthening student success, numerous alternatives have been the subject of dialogue
16. Develop additional non-credit offerings such as skill labs, bridge courses, short-term classes, and workshops. Completed. A number of alternative offerings have been developed, such as non-credit boot camps, credit skill labs (English 42), and free workshops.
17. Assess online course offerings and study skills. Wha?
18. Compare length of time to completion or transfer with other factors such as age and original placement scores as factors. Partly completed: the AtD approach looked at age, gender, and ethnic populations together with factors such as when students first took English and math courses as dimensions of student success, completion of the developmental sequence, and success in gateway courses, and program completion. Seems like this goal is an advanced version of what has been more systematically developed in the last several years.

Progress Made on Prior Year Initiatives

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.

Narrative:

The college now gets a wide variety of data to inform planning for basic skills. It accesses prepared reports from the KCCD institutional research office (Achieving the Dream, Student Equity, Program Review [Annual Unit Plan] Data), yearly assessments from the Chancellor's Office (Scorecard), and home-grown ODS reports.

In terms of WHO does the review and analyzing, the college made a major change in 2014-2015. With the development and implementation of the Student Success and Support Program Committee it became clear that there was an isolation between the programs created--an isolation that was not bridged by keeping with both a Basic Skills Committee and a Matriculation Committee. This old structure resulted in a duplication of discussion, evaluation, and planning taking place. In fall 2014, the Basic Skills Committee was integrated into the Student Success and Support Program Committee, which also oversees and coordinates the evaluation, planning and budgeting associated with the SSSP plan and the Student Equity Plan. Dialog, data evaluation and planning for all three is coordinated through this participatory governance committee. The goals of the SSSP plan incorporate a focus on Basic Skills completion. For example, every semester, counselors visit all Basic Skills courses within the first two weeks for in-reach to Basics Skills students on referrals to services and the goals of the SSSP plan include a focus on directing students to Basic Skills classes in their first semester through the education planning process. Additionally, Basic Skills instructors have begun to integrate the requirement of the development of a comprehensive education plan as an assignment in Basic Skills courses.

Measures of Success:

- Student success in all classes at one and two levels below college math, 2013-2014 vs. 2014-2015: **UP** slightly from 64.5% to 64.9% (CCCCO Basic Skills Cohort Tracker)
- Student success in classes in all three levels below college English, 2013-2014 vs. 2014-2015: **UP** significantly from 52.1% to 55.3% (CCCCO Basic Skills Cohort Tracker)

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.

Narrative:

Prior to last year, Supplemental Instruction had been implemented in some basic skills courses already and had shown promise, particularly in Basic Skills English. Over the course of summer 2014 and into fall 2014, Supplemental Instruction was to be implemented for all Basic Skills classes. There were immediately challenges to this implementation, largely in the area of recruiting and training Supplemental Instructors at all campus locations and for all Basic Skills courses. A mid-semester review of the status of the implementation lead to a change to the intervention direction. As a small, rural college with multiple locations and a large online program, it was recognized that a decentralized model of instructional support presented numerous challenges that would interfere with the ability to scale the Supplemental Instruction to the degree intended.

The results of Supplemental Instruction in English during the 2014-2015 year are inconclusive. In ENGL C030 the SI sections outperformed the non-SI sections 53.8% to 48.2%. In ENGL C040, the non-SI sections outperformed the SI sections 49.6% to 51.1%. But with only seven total sections in the pilot, and with a variance of over 50 percentage points between the highest and lowest performing sections (80.0% and 28.6%), the results are not only not inconclusive but not actionable. It has been decided to try another year of SI in English before pulling the plug.

[Math]

Measures of Success:

- Number of basic skills English sections with SI offered: **UP** from 1 to 7
- Number of math sections with SI offered: **EVEN** from 0 to 0
- Success rates in SI sections vs. non-SI sections:
 - English 30: 53.8% vs. 48.2%

- English 40: 49.6% vs. 51.1%

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

Narrative:

This strategy was written during the time the English department was just starting to offer English 42 and was written in the expectation of continued success. However, the experiment was such a resounding failure that the class was withdrawn--as was the goal.

With success rates of 41.4% and 30.4% in the semesters it was run (fall 2013, spring 2014), the class performed well below the regular English C040 classes (which average around 50%). A faculty post-mortem indicated the classes suffered from software problems and student lack of motivation. But another contributing factor was the college not being large enough to accommodate the experiment. Because only three English 40 classes are run on the ground at IWV each semester, giving over one entire section to English C042 (and a morning one at that) reduced available seats and likely forced students into the section who did not want to be. The end result is a lesson the college seems to learn over and over again—that innovation not carefully thought out can be counterproductive.

Measures of Success:

n/a

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.

Narrative:

Faculty members and students were trained in supplemental instruction leading up to the fall 2014 semester. The following tasks were completed:

1. A 3-hour train-the-trainer session was conducted by Laura Vasquez to train Gary Enns and Steve Rogers as SI Coordinators and discuss and plan the program for the upcoming semester.
2. Handbooks for student leaders and instructors were created and distributed to participants
3. An evaluation process for SI sections and student leaders was developed for use beginning 2014-2015. This included:
 1. collecting paper scores and final grades from students who utilized SI and students who did not
 2. developing an *SI Program Evaluation by Student Leader* online form to gather ideas
 3. developing an *SI Program Evaluation by Instructor* form to gather additional insights from the instructor's perspective
 4. developing and distributing a Student Supplemental Instruction Program Survey
4. SI Coordinators led a 3-hour Student Leaders Training session
5. SI Coordinators led a 1-hour Instructors Training session

Measures of Success:

[Not sure if the Measures of Success were correctly chosen: it most likely should have said "Increase the number of basic skill sections in English and Math *with Supplemental Instruction* by one to two courses per year."]

- Number of basic skills English sections with SI offered: **UP** from 1 to 7
- Number of math sections with SI offered: **EVEN** from 0 to 0

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Improve percentage of credit students who attempted for the first time a course designated as "levels below transfer" in math and who successfully completed a college-level course in math within six years

Action Plan:

1. Provide dedicated counseling services to basic skills students, with the focus on increasing the number of contacts; the counselor will increase connection with an engagement of basic skills students by assisting them in choosing a major, complete a long-term educational plan, attend extended orientations, and connecting them with resources through embedded counseling presentations.
2. Provide professional development opportunities for faculty and LAC coordinator, with the focus on best practices for basic skills instruction, tutoring and tutoring center management, student equity, faculty leadership, and the development and use of open educational resources;
3. Improve effectiveness of writing and math labs at the main campus; implement math labs at the Kern River Valley outreach, at the Eastern Sierra College Center, and in the online environment. This activity will require the joint coordination, research, and tracking efforts of the new LAC Coordinator and the LAC classified office supervisor.

Measure of Success:

1. Increased number of counseling hours with basic skills students as measured in SARS-GRID
2. Improved student success in basic skills math courses
3. Implementation of the math lab at the sites indicated
4. Increased number of hours of basic skills students using all the math labs as tracked by SARS-TRAK
5. Improved remedial math rates on CCCCO Scorecard

Person Responsible:

Vice President, Academic Affairs

It directly addresses a college Strategic Goal or Objective

Improve percentage of credit students who attempted for the first time a course designated as "levels below transfer" in English and who successfully completed a college-level English course within six years**Action Plan:**

1. Provide dedicated counseling services to basic skills students, with the focus on increasing the number of contacts; the counselor will increase connection with an engagement of basic skills students by assisting them in choosing a major, complete a long-term educational plan, attend extended orientations, and connecting them with resources through embedded counseling presentations.
2. Provide professional development opportunities for faculty and LAC coordinator, with the focus on best practices for basic skills instruction, tutoring and tutoring center management, student equity, faculty leadership, and the development and use of open educational resources;
3. Improve effectiveness of writing and math labs at the main campus; implement writing labs at the Kern River Valley outreach, at the Eastern Sierra College Center, and in the online environment. This activity will require the joint coordination, research, and tracking efforts of the new LAC Coordinator and the LAC classified office supervisor.

Measure of Success:

1. Increased number of counseling hours with basic skills students as measured in SARS-GRID
2. Improved student success in basic skills English courses
3. Implementation of the writing lab at the sites indicated
4. Increased number of hours of basic skills students using all the writing labs as tracked by SARS-TRAK
5. Improved remedial English rates on CCCCO Scorecard

Person Responsible:

Vice President, Academic Affairs

It directly addresses a college Strategic Goal or Objective

Evaluate Resource Needs

Facilities

None (any facilities requests related to writing and math labs are captured in the unit plan for the Learning Assistance Center).

Information Technology

None (any IT requests related to writing and math labs are captured in the unit plan for the Learning Assistance Center).

Marketing

None (any marketing requests related to writing and math labs are captured in the unit plan for the Learning Assistance Center).

Professional Development

Professional development requested in the best practices in the areas of basic skills instruction, tutoring, tutoring center management, addressing student equity gaps, faculty leadership, and the development and use of open educational resources.

Staffing Requests

1000 Category - Certificated Positions

No certificated faculty request

Location:

Justification:

2000 Category - Classified Staff

No classified staff requests

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification: