

Basic Skills Department
AUP for Academic Year 2019-2020
November 2018

Describe Department/Unit

Connection to College Mission

The Basic Skills Program is to ensure that all students at Cerro Coso Community College have the foundation skills in reading, writing, and mathematics 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: Actions Taken

Over the past year, Basic Skills has been heavily focused on the planning for AB705 compliance and have made no significant changes to pedagogy or curriculum.

Student Equity: Gaps to be Addressed

Age: 20 to 29 years

Gap Identified:

ENGLISH

According to the Student Success Scorecard, students in the 2015-2016 cohort, aged 20-24 years succeed in completing a transfer level English course within 2 years at a rate of 21.1% which is 15.5% below the collegewide average of 36.6%.

MATH

In math, students aged 20-49 succeeded in completing the first transfer-level math course at a rate of 15.8% (20-24 years of age) and 13.8% (25-49 years of age). Students aged 20-24 years performed 17.6% below the collegewide average of 33.4%; students aged 25-49% performed 19.6% below the average.

Ethnicity: African American

Gap Identified:

MATH

According to the Student Success Scorecard, zero African American students in the 2015-2016 cohort completed a transfer-level math course within two years. This is 33.4% below the collegewide average of 33.4%.

Socioeconomic Status: Economically Disadvantaged

Gap Identified:

MATH

In the 2015-2016 student cohort, students who are economically disadvantaged successfully completed a transfer-level math course at a rate of 17.1% within a two-year period. This is 16.3% below the collegewide average of 33.4%

Outcomes Assessment: Actions Taken

Outcomes Assessment: Gaps to be Addressed

Program Review: Actions Taken

Basic Skills

Year of Last Program Review:

2018

Actions Taken in the Prior Year to Address Strategies:

two-year strategies

1. Develop student support programs to work side by side English and math co-requisites/concurrent support, such as embedded tutors
 - Best practices have been researched
 - A protocol for hiring and training embedded tutors is yet to be developed
 - a training for faculty has not been developed
2. Develop a training protocol for faculty who will be teaching co-requisite courses OR identify another college that provides this professional development to Cerro Coso faculty
 - Cerro Coso is not far enough along in development of co-requisite courses to develop training.
 - For the time being, faculty have attended professional development by way of California Acceleration Project (CAP) and Central Valley Higher Education Consortium (CVHEC) conferences and workshops.

five-year strategies

1. Streamline two-year strategies
2. Develop a method for teaching co-requisite courses in an online format

Strategies Still to be Addressed:

All of the above strategies are incomplete. The basic skills program review was completed at the end of the Spring 2018 semester.

Annual Planning: Actions Taken

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 math course within six years

1. Increased student success (AY 2017-18 averages)

MATH C040 - 53.73%

MATH C050 - 55.21%

MATH C053 - 71.23%

MATH C055 - 60.34%

MATH C121 - 71.30%

MATH C141 - 62.57%

2. Implementation of online math lab - not attempted

3. Increased number of visits to on-ground writing labs (Total for AY 2017-18)

MATH C040 - 253 total visits - 71.43% success

MATH C050 - 193 visits - 80.49% success

MATH C053 - 31 visits - 100% success

MATH C55 - 410 visits - 75% success

MATH C121 - 89 visits - 94.74% success

MATH C141 - 48 visits - 80% success

4. CCCCO Scorecard

two-year cohort, beginning at three-levels below transfer

of 109 students, 10 completed a transfer-level math course (MATH C121) course (9.1%).

two-year cohort, beginning at two-levels below transfer

of 88 students, 8 students completed a transfer-level math course (1, MATH C141; 7 MATH C121) (10.2%).

two-year cohort, beginning at one-level below transfer

of 89 students, 18 students completed a transfer-level math course (5, MATH C141; 13, MATH C121) (31.4%).

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

1. Increased student success (AY 2017-18 averages)

ENGL C040 - 49.8%

ENGL C070 - 64.5%

ENGL C101 - 69.76%

2. Implementation of online writing lab - not attempted

3. Increased number of visits to on-ground writing labs (Total for AY 2017-18)

ENGL C040 - 37 total visits - 90.91% success

ENGL C070 - 12 visits - 57.14% success

ENGL C101 - 98 visits - 88.9% success

4. CCCCO Scorecard

two-year cohort, beginning at two-levels below

of 125 students, 25 completed the transfer-level English course (23.2%)

two-year cohort, beginning at two-levels below

of 98 students, 39 students completed the transfer-level English course (44.8%)

Improve/Accelerate Student Completion of Basic Writing Courses

The English and math departments have begun planning and preparation for implementation in the Fall 2019. AB 705 has mandated that students cannot be required to take remedial coursework unless they have been determined to be "highly unlikely" to be successful. With placement practices being put in place, the English and math departments are planning their approaches to supporting students in these courses. Two methods for supporting these students are increasing the amount of time students spend with faculty in the classroom, allowing for more guided practice and individual practice and implementing embedded tutors in the classroom.

Review of Current Year Initiatives

Reminder of Initiatives for the Current 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 math course within two years

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 two years

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Support students in transfer-level coursework

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Implement embedded tutoring program in transfer-level courses
- Collaborate with the Learning Assistance Center to provide drop-in tutoring for transfer-level math and English courses

Lead Measure of Success:

- Tutors have been selected and have attended training
- faculty have planned classroom exercises that utilize embedded tutoring
- The Learning Assistance Center has scheduled English and math drop-in tutoring at times that fit the math and English course schedule

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

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 using 2011-12 as the baseline year.

Person Responsible:

English dept. chair, math dept. chair, Learning Assistance Center Coordinator/basic skills coordinator

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success

Evaluate Resource Needs

Facilities

Information Technology

Marketing

Professional Development

Research and Data

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff