Annual Unit Plan Template
2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

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. Program Applicability

Vision:
Our vision is to offer stand-alone courses, learning support services, and advising services that are flexible and responsive to student needs and to provide these services to all students at all sites, including online, in a consistent and sustainable manner.

c. Partnerships

Basic skills, not a department of its own, works with the English and Math Departments, the LAC (computer labs and tutoring). Basic skills also partners closely with counseling and Disabled Students Programs and Services.

d. Distance Education

Basic Skills provides English 40 and Read 56 classes online. Online education provides an innovative, highly structured, and vigorous option for students taking basic skills courses.

STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

The following goals are from the 2010-2011 Basic Skills Action Plan.

1. Simplify Action Plan to implement best practices and strategies for improving success, retention, and completion for Cerro Coso Basic Skills students and
    their specific/identified needs.
        A.1.2 Institutional leadership demonstrates a commitment to developmental education.
        A.3.2. Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded
            responsibility for college-wide coordination of basic skills program(s).

Action Plan reduced from over 20 goals (2010-2011) to 3 specific goals for 2011-2012

2. Adding Supplemental Instruction
        A.5 Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists.

This began in Fall 2011 with two classes and will continue in the spring of 2012.

3. Basic Skills Lab
        A.5.3 A comprehensive learning assistance center provides support to developmental education students.
        A.5.4 Peers, and/or faculty provide mentoring to developmental education students.
        A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational
            sequence.

Basic Skills purchased computers and software for the lab. The computers have been set up. Basic Skills is waiting on IT to install the software.
The lab will be open and fully functioning in Spring 2012.

4. Provide basic skills textbooks in all campus LRC/Library
        A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and
            student support services.

5. Explore streamlining data collection with programs such as SARSTRAK or Acutrak

B.2.5. Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.

Basic Skills is working with Heather Ostach to purchase SARSTRAK for use beginning in Spring 2012.

6. Plan and develop all day workshop in response to faculty inquiry group to be hosted in Fall 2011 with specific subjects and/or guest speakers to meet developmental needs in all areas of instruction, counseling, and learning support services related to the mission, philosophies, and goals of developmental education and departments and programs.

       C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.
       C.3.1. Development of education staff development activities are clearly linked to department, program, and/or institutional goals.
       C.3.2. Developmental education staff development activities are not based around "one-shot" workshops; rather, staff development activities are comprehensive and ongoing.

Met at Fall 2011 flex day. Continued faculty development workshops planned throughout Fall and Spring of 2012.

7. Further develop ESL course offerings for each campus.
       D.2.3 Developmental courses/programs implement effective curricula for ESL
       D2.4 Developmental courses/programs implement effective curricula for development of study skills
       D.4.2 Developmental instruction communicates high expectations, engages students in critical dialogue regarding cultural conflicts, and establishes compatible socio-cultural contexts for group learning.
       D.4.3 Developmental instruction reflects cultural sensitivity an culturally mediated instruction.

ESL classes were added to IWV campus in Fall 2010 and Spring 2011; however, they were not sustainable due to low enrollment. ESL classes continue at ESCC and Bishop campuses.

b. Review of Overall Department/Unit

The last unit plan for Basic Skills was submitted in the Spring of 2010 as part of the LAC unit plan. However, since basic skills is a separate program it is apparent that it needs a separate unit plan. A major gap – or missing component from basic skills has been the ability to collect and report accurate data. This became apparent when completing the 2011-12 Action Plan for the state. As a result, basic skills is in the

process of purchasing SARS TRAK to better collect and analyze data. Another problem with past goals were that there were no benchmarks for success. For example, goals on the Unit plan included:
Increase student retention rates across the college (and especially in basic skills sequences)
Increase student success rates across the college (and especially in basic skills sequences)
Reduce the number of students repeating courses, especially in pre-collegiate level
Reduce the number of students who drop within the first few weeks each semester

The problem with these goals is there were no specific measures. No percentage for increase or decrease was given, thus the outcomes were not measurable. Additionally, there were no criteria presented to measure the effectiveness of each goal.

c. Goals for Upcoming Year (next academic year). *Three goals not required. If more goals needed, copy and paste additional boxes.*

Goal 1: **Implement Student Success (Basic Skills) Lab at all three campuses to provide supplemental instruction in Reading, Writing, and Math to increase success**

1. Connection to College Strategic Goals:
Goal 1: Become an exemplary model of Student Success
    1.1 Increase the percentage of students who successfully complete 12 units within one year.
    1.2 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.

2. Specific internal* or external** condition(s) the goal is a response to:
This goal is in response to the need to increase student success (internal college goal – and external: goal of the state basic skills initiative committee).

3. Action Plan:
    Meets the following goals in the Basic Skills as a Foundation for Student Success in California Community College handbook (Poppy Copy). A.1.2, A.3.2, A.5.1, A.5.3A.5.4

4. Measure of Success:

Measurable Outcomes:
    Students using the Supplemental Instruction

provided in lab should be able to:

Improve grade on tests (Math, reading
and/or English)

Receive a C or better in courses where supplemental instruction (lab) was used at least 10 hours per week

Criteria that Demonstrates Effectiveness:
1. Collect data from Institutional Researcher using SARS TRAK (or similar program)

2. Student receives a C or better course

3. Pre/post test

Goal 2: **Add soft skills (learning/study skills and self-efficacy skills) to CORs of all Basic Skills Courses**

1. Connection to College Strategic Goals:
Goal 1: Become an exemplary model of student success
Goal 3: Foster a comprehensive and rich learning environment

2. Specific internal* or external** condition(s) the goal is a response to:
This is the result of internal goals. After five semesters of Smart Grades implementation it is clear that students need more instruction and classroom time with soft skills as well as course content.

3. Action Plan:
Meets the following goals as outlined in the Poppy Copy:
A.5.2, A.7.1, A.7.2, A.7.3, A.7.6, D.1.1, D.1.2, D.1.3, D.3.1, D.3.3, D.3.4

4. Measure of Success:

Measurable Outcomes:

1. By the end of the course students will
2. Turn in 90% of all work assigned
3. Use specific skills (test taking, goal setting) provided in class

Criteria that Demonstrates Effectiveness:
1. Pre-course self-assessment survey
2. Midterm self-assessment survey
3. Post self-assessment survey
4. Students will successfully pass the course with a C or better

Goal 3: **Provide professional Development (flex day activities and workshops) for all Instructors (full- and part-time) who teach basic skills courses**

1. Connection to College Strategic Goals:
Goal 4: Strengthen personnel and institutional effectiveness

2. Specific internal* or external** condition(s) the goal is a response to:
This condition is a result of internal goals to provide necessary training, especially as it relates to teaching soft skills to all faculty – full- and part-time who will be teaching any basic skills courses.

3. Action Plan:
Meets the following goals as outlined in the Poppy Copy:
A.1.1, A.1.2, A.3.4, A.6.1, A.6.2, A.6.3, A.7.2, A.7.3, A.7.4, A.7.5, A.7.6, C.3.1, C.3.2, C.3.3, D.6.1. D.6.2, D.6.3

4. Measure of Success:

Measurable Outcomes:
1. By the end of the flex day/workshop activities:
2. All basic skills instructors will be trained in teaching soft skills to basic skills students
3. All instructors will be provided with a variety of specific activities that can be used in class
4. Instructors set specific goals to revise practices and strategies at the first meeting

Criteria that Demonstrates Effectiveness:

1. Goals and practices will be evaluated and revised half-way through the course
2. Goals and practices will be evaluated at the end of the course
3. Instructors use at least three of activities provided in the professional development flex/workshop during the semester

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

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title **No needs at this time**	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: G=General Fund R=Restricted (be specific)

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.

b. New Full-Time Faculty Staffing

Discipline **No needs at this time**	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)

Full-Time Faculty Staffing Justification:

Revised: 11/7/11

[Refer to the separate handout listing criteria for new faculty hiring.]

c. Supplies (per unit cost less than $1000). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

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: G=General Fund R=Restricted V = VTEA
Funding is provided by the State Chancellor's Office as non-flexible categorical funds. **Since basic skills does not have a general fund budget, I've attached the categorical budget (BA4, BA5, and BA6).**							

d. Non-Technology Equipment (per unit cost greater than $1000). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

Revised: 11/7/11

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e. Technology Equipment (computers, data projectors, document readers, etc.). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

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: G=General Fund R=Restricted V = VTEA

f. Facilities. *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

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g. Travel (inter-campus, intra-district, conferences, etc.). *Enter requests on lines below. If more rows needed, Tab over from box on bottom right.*

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: G=General Fund R=Restricted V = VTEA

h. Marketing (brochures, radio spots, promotional travel, etc.). *Enter requests on lines below. If more lines needed, Tab over from box on bottom right.*

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: G=General Fund R=Restricted V = VTEA

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i. Other (institutional fees, library books). *Enter requests on lines below. If more lines needed, Tab over from box on bottom right.*

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STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

Revised: 11/7/11