

Basic Skills Department
Annual Unit Plan for Academic Year 2017-2018
October 2016

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

Success in Basic Skills

Population:

Ethnicity: African American

Analysis and Plan:

Looking at the most recent data from Spring 2016, the equity gap highlighted in last year's Annual Unit Plan remains the most noticeable in basic skills. In each basic skills course (ENGLC030, ENGLC040, MATHC020, and MATHC040) African American students have succeeded at much lower rates than other populations. Surely low course enrollments cause insignificant data, but attention to this population is necessary to improve these numbers.

- ENGLC030 - 0% compared to an overall average of 48.19% (looking at 4 students)
- ENGLC040 - 16.67% compared to an overall average of 34.67% (8 students)
- MATHC020 - 44.44% compared to an overall average of 56.61% (16 students)
- MATHC040 - 16.67% compared to an overall average of 52.98% (18 students)

Abandoning the recent Supplemental Instruction model employed as an intervention for basic skills courses, all efforts have been turned toward development of math and writing labs. Labs were implemented in Fall 2015 and have evolved since then.

- Data collection methods have been corrected to include course level information for each student
- Despite inability to track course level data in the first two semesters of operation, much growth has occurred in terms of student visits to the lab.
- As of week 8 of Fall 2016, basic skills students remain the least frequent visitors to the labs.

In the spirit of continuous improvement math and writing lab stakeholders will convene for a scheduling meeting to build a schedule for the lab that best caters to basic skills courses and basic skills student schedules. In addition to this, we will make an effort to include more basic skills faculty in the labs to entice basic skills students to attend the labs for supplemental learning with faculty.

Hispanic student Success in basic skills English courses

Population:

Ethnicity: Hispanic

Analysis and Plan:

Over the past year (Fall 2015, Spring 2016, and Summer 2016), success rates for Hispanic students in English 30 courses were well below the average for course completion.

- English 30 - 38.46% compared to an overall completion of 48.19%

Though this course is not longer offered by Cerro Coso Community College, it needs to be mentioned as it is a shortcoming that was present in the final semesters the course was offered.

In other basic skills courses (English 40, math 20, English 40); however, Hispanic students are performing at or above average success rates.

To remedy this, basic skills faculty and the committee are committed to improving student engagement with the writing lab. the writing lab is still in it's early stages, but gaining momentum. In the next semester the labs will be strategically planned around basic skills courses to encourage students to visit.

Outcomes Assessment: Overall Report

From 2016-17 Annual Unit Plan:

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 _____.

English

Analysis of student success:

All data has been retrieved from the Basic Skills Cohort Tracker on the Chancellor's office website.

Fall 2014-Summer 2015 (3 semesters) cohort - Of the 124 students who placed into English 40 (two levels below transfer) and began the sequence, 75 were successful (60.5%) between Fall 2014 and Summer 2015. Of the original 124 students, 42 students (33.9%) progressed into English 70 and were successful within the same time frame. Only 1 of the 124 students attempted English 101 within the three semester span.

The same analysis was conducted of the Fall 2015-Summer 2016 cohort (again, 3 semesters) - Of the 157 students who placed into English 40 (two levels below transfer) and began the sequence, 87 were successful (55.4%) between Fall 2014 and Summer 2015 (**a decrease of 5.1%**). Of the original 157 students, 43 students (27.4%) progressed into English 70 and were successful within the same time frame (**a decrease of 6.5%**). Again, only 1 of the 157 students attempted English 101 within the three semester span.

Math

Analysis of student success:

All data has been retrieved from the Basic Skills Cohort Tracker on the Chancellor's office website.

Fall 2014-Summer 2015 (3 semesters) cohort - Of the 150 students who placed into Math 40 (three levels below transfer) and began the sequence, 100 were successful (66.6%) between Fall 2014 and Summer 2015. Of the original 150 students, 41 students (27.3%) progressed into Math 50 and were successful within the same time frame. Only 3 of the 150 students attempted Math 55 within the three semester span; 2 were successful (1.3% of original cohort).

The same analysis was conducted of the Fall 2015-Summer 2016 cohort (again, 3 semesters) - Of the 152 students who placed into Math 40 (three levels below transfer) and began the sequence, 93 were successful (61.2%) between Fall 2014 and Summer 2015 (**a decrease of 5.4%**). Of the original 152 students, 38 students (25%) progressed into Math 50 and were successful within the same

time frame (**a decrease of 2.3%**). Again, only 1 of the 152 students attempted Math 55 and found success there within the three semester span.

Overall Report

In the Fall 2015 semester math and writing labs were implemented as a intervention to sub-par student success rates in basic skills courses. The same issue exists within basic skills. Semester after semester further refinement in how the labs are used and advertised will take place. Below you will find a comparison between Fall 2015 and Spring 2015 success rates in basic skills courses, grouped by subject.

	English	English	Math	Math
	Fall 2015	Spring 2016	Fall 2015	Spring 2016
Success	52.53%	43.51%	60.12%	56.10%
Fail	28.40%	32.82%	25.86%	21.95%
Withdraw	19.07	23.66%	14.02%	21.95%

Outcomes Assessment: Gaps Identified in Prior Year's Assessments

English 40 and Math 40 - Targets met

Type:

SLO

Target Missed/Gap Detected:

The last time these courses were assessed they met their targets.

Type of Gap:

Other (explain in Analysis).

Analysis and Plan:

Neither of these courses (English 40 and Math 40) were assessed in the most recent year. When they were last assessed they both met their SLO targets.

In the Fall 2016, both Math 20 and English 30 were eliminated from course offerings due to a recent Adult Education initiative. Now, basic skills at Cerro Coso consists of Math 40 and English 40 - going forward, only these courses will be mentioned in Basic Skills Annual Unit Plans.

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 following strategies are strategies left unaddressed from last years Annual Unit Plan. I have used original numbering to coincide with last year's AUP.

3. Work with departments to develop basic skills labs at each campus. Tehachapi, in addition to the other sites now has a math lab in operation - still no writing lab.
8. Expand online tutoring. Not completed but is in progress. A peer to peer application has been selected and is in place, but we are still looking to build a large enough peer tutor reserve to push online tutoring. Also, the same tool will be used to begin online math and writing labs, also in support of basic skills.
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.

Progress Made on Prior Year Initiatives

Supplemental Instruction

Over the past year, Supplemental Instruction has not proved to be a successful intervention for basic skills success rates. Basic skills has made the decision to move to a math and writing lab model to support basic skills.

Supplement part-time counselor

Professional Development

To my knowledge this initiative can be described as either *in progress* or *withdrawn*. Looking at the measures of success, the status would be *withdrawn* as we are no longer supporting Supplemental Instruction as a means to support basic skills students. Looking at the action plan, this initiative's status might be described as *in progress*.

- Supplemental Instruction has been abandoned as an intervention for basic skills
- Training and workshops are offered as a part of flex day, as a need is present
- Open Education Resources have become a frequent topic of conversation and are still being developed

Writing Labs

A writing lab was implemented in the Fall 2015 semester; however, it's details do not match that of the action plan. The writing labs at each site are made up of teaching faculty and the hours are scheduled in time slots that are not consistent semester over semester. The labs have shown to be quite valuable for students, but have not shown to be particularly well attended by the target population, basic skills students.

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 math course within six years

Action Plan:

1. 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
2. Improve effectiveness and usage of math labs at the main campus and sites
3. Implement an online math lab to support online basic skills students
4. Explore models for building a co requisite course

Measure of Success:

1. Increased student success in basic skills math courses
2. Implementation of online math lab
3. Increased number of visits to on-ground math labs
4. Improved remedial math rates on CCCCO Scorecard

Person Responsible:

Tyson Huffman, Learning Assistance Center Coordinator and the Basic Skills Committee

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 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
2. Improve effectiveness usage of writing labs at the main campus and sites
3. Implement an online writing lab to support online basic skills English students

Measure of Success:

1. Increased student success in basic skills English courses
2. Implementation of online writing lab
3. Increased number of visits to on-ground writing labs
4. Improved remedial English rates on CCCCO Scorecard

Person Responsible:

Tyson Huffman, Learning Assistance Center Coordinator and the Basic Skills Committee

It **directly** addresses a college Strategic Goal or Objective

Improve/Accelerate Student Completion of Basic Writing Courses

Action Plan:

Implement a revision of basic writing classes based on the investigation of the 2016-17 academic year.

Last year, I introduced an initiative to improve student completion of basic writing courses by investigating ways to modularize or accelerate English 30 and 40 courses. As a result of the Adult Education initiative, our offering of English 30 ended, with those placing in English 30 being given the opportunity to develop the necessary writing skills to enter English 40 through the local adult education program.

In 2016-2017, the LAC Coordinator has been investigating best practices for improvement for basic skills writing classes, including accelerated programs and co-requisite models. This should produce a recommendation for a revision of basic writing classes.

Measure of Success:

Implementation of the recommendation resulting from the 2016-17 investigation of improved basic writing classes.

Person Responsible:

English Department Chair in conjunction with the LAC Coordinator

It directly addresses a college Strategic Goal or Objective

Strategic Goal #1: Student Success, Objective 2. Improve Milestone Achievements, 2nd bullet Improve basic skills achievement.

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 facilities requests related to writing and math labs are captured in the unit plan for the Learning Assistance Center).

Marketing

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

Professional Development

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

Staffing Requests

1000 Category - Certificated Positions

Location:

Justification:

Location:

Justification:

Location:

Justification:

2000 Category - Classified Staff

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification: