Basic Skills Department
Annual Unit Plan for Academic Year 2018-2019
October 2017

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

In anticipation of a Fall 2018 roll out of a remodeled developmental education sequence, basic skills representatives from English, math, administration and the basic skills coordinator have attended multiple professional development workshops and seminars aimed at the remodel of developmental education.

In the Spring of 2017, math and English faculty attended the KCCD Basic Skills Summit to learn more about the issues with traditional remediation protocol, multiple measures placement, and co-requisite remediation models.

In the summer of 2017, a team of English faculty attended a week-long training focused on co-requisite models for developmental English. Following the training, our English faculty have decided to develop co-requisite courses for both ENGL c070 and ENGL c101. ENGL c070 is on track to be active in the Fall of 2018.

During the Fall 2017 semester, a team of math faculty attended a two-day workshop hosted by Cuyamaca Community College at El Camino Community College to learn more about their model of co-requisite remediation and methods of teaching statistics. Following the workshop, the team decided to begin development of co-requisite courses for both MATH c050 (elementary algebra) and MATH c050 (intermediate algebra). These courses would eliminate the need for courses considered to be basic skills.

While the co-requisite courses were explored, math and writing labs were put in place in the Fall 2015 semester as a strategy for supporting basic skills students. In the 2016-17 year, labs were brought to scale, offering 59.5 hours of availability to students across Cerro Coso campuses. In addition, one-to-one peer tutoring and drop in tutoring supported basic skills students.

Student Equity: Gaps to be Addressed

Ethnicity: African American

Gap Identified:

In the 2016-17 school year, African American students enrolled in ENGLC040 (29 students) succeeded at a rate of 23.08%. The general population in the same course had success rates of 52.54%. The African American population succeeded at a rate that is 29.46% below the general population, making this population the single most disparate equity group in English basic skills.

Disability Status: DSPS

Gap Identified:

In the 2016-17 school year, DSPS students succeeded in MATHC040 at a rate that is 16.86% less than the general population. DSPS students succeeded at a rate of 42.86% compared to the general population who succeeded at a rate of 59.72%.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

An ongoing effort to increase usage of math and writing labs continued over the past academic year.

ENGL C040: Writing labs, though developed as strategy to support basic skills students, only had 106 visits in the 2016-17 academic year.

MATH C040: Math labs performed only slightly better than English with 171 visits in the academic year.

Data was retrieved from SARS and makes up all visits, from all sites

Assessments completed in the prior academic year

Neither ENGLC040 nor MATHC040 SLOs were assessed in the past year.

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

ENGLISH

Fall 2016-Summer 2017 (3-semester) cohort - of the 125 students who placed into ENGL C040 (two levels below transfer) and began the sequence, 61 were successful (48.8%) within three semesters. Of the original 125 students, 44 students (35.2%) progressed into ENGL C070 and 34 were successful (77.2%). Of the original 125 students, only 3 attempted ENGL C101 within three semesters and 2 were successful.

Compared to the results from Fall 2015-Summer 2016 cohort:

	F15-Su16	**F16-Su17**	**F15-Su17** (6-semester/2-year cohort)
ENGL C040	157 Attempted; 87 Successful (55.4%)	125 Attempted; 61 Successful (48.8%)	157 Attempted; 91 successful (57.9%)
ENGL C070	46 Successful (29.2%)	34 Successful (27.2%)	56 Successful (35.6%)
ENGL C101	4 Successful (2.5%)	2 Successful (1.6%)	33 Successful (21%)

MATH

Fall 2016-Summer 2017 (3-semester cohort) - of the 109 students who placed into MATH C040 (three levels below transfer) and began the sequence, 73 were successful (67%) within three semesters. Of the original 109 students, 34 were successful (77.2%) in MATH C050. Of the original 125 students, only 3 students successfully completed MATH C055 (2.9%).

	F15-Su16	**F16-Su17**	**F15-Su17 (6-Semester/2-year cohort**
MATH C040	152 Att.; 93 Successful (61.2%)	109 Att.; 73 Successful (67%)	152 Att.; 98 Successful (64.4%)
MATH C050	40 Successful (26.3%)	31 Successful (28.4%)	49 Successful (32.2%)
MATH C055	8 Successful (5.2%)	3 Successful (2.7%)	29 Successful (19.1%)
MATH C121 or MATH C141	1 Successful (.06%)	-	20 (13.1%)

Outcomes Assessment: Gaps to be Addressed

Program Review: Actions Taken

Basic Skills

Year of Last Program Review:

2010

Actions Taken in the Prior Year to Address Strategies:

Because the last program review data was input in the Annual Unit Plan from last year, it has been copied and pasted here so to make clear the work that has been done since its completion.

1. Ensure elimination of tutoring for students who are auditing and registration of all students beyond two drop?in visits.

In the Fall 2017 semester, EDUC C004 - Supervised tutoring has been eliminated, thus students are no longer required to register for the course to receive tutoring through the Learning Assistance Center.

2. Consider an automated system for data collection for more accurate results on drop?in students and actual number of visits at other campuses. Much data was just not available.

SARS Grid and Trak have been adapted to work for the LACs' purposes. Although the system is not designed for tutoring centers, it has significantly increased the amount of data that is tracked concerning LAC services. SARS has been setup at each campus site and is collecting the required data.

3. Resubmit the suggestion that Banner be adapted to collect reasons for student "w"drops in classes and the data be distributed to department chairs for departmental discussion.

There has been no talk of this in the past two years.

4. Continue tutor recruitment especially for other campuses, computer science, all sciences and CTE.

This continues to be an issue, especially for Eastern Sierra College Center (Bishop and Mammoth) as well as Tehachapi. Despite efforts to recruit through faculty recommendation, few, if any, recommendations result in hires.

5 Reemphasize study skills/behaviors essential for success

This is addressed through tutor training and is supported through faculty work in math and writing labs at each site.

6 Reemphasize INST C004 is a class for which students need to come prepared and continue to regularly attend their courses.

INST C004 no longer exists.

7. Re?evaluate means to reach students in specific courses within tutoring English 20, 70&101,math 50&55 students and CSCI 70

I am unsure what this is referring to.

8. Consider how best to meet all campuses tutoring needs equitably to ensure tutoring is in place by week two (2) of the semester

Each site operates quite differently depended on its unique context. For ESCC, the only feasible model we have is using adjunct faculty to tutor across discipline and use math and writing labs (faculty supported). Where tutoring is available (IWV, KRV, Tehachapi), it does begin in the second week of the semester.

9. Reemphasize SI for transfer level courses particularly in the sciences.

In the Fall Spring 2016 semester, BIOL C105 had an SI. Anecdotal data from the faculty member showed that students were more successful. Fall 2017, the LAC Coordinator and Social Science faculty developed a model to support course content using subject area specialists, students who were identified as strong students across multiple courses in the discipline. This model is in its pilot semester, but is seemingly positive given increased student tutoring in these areas.

10. Broaden our scope to CTE and ESL students

The primary focus of basic skills since Fall 2016 has been on increasing completion in remedial courses and completion of college level courses for those who began in the developmental sequence. There has not been much, if any, talk regarding CTE and or

ESL students as of late.

11. Make tutoring available and flexible?One possible means is to consider Adobe Connect Pro and tutor availability for multi?subject/multi?location coverage.

In the Fall 2016 semester, Cranium Cafe was introduced as a means to connect to our online population. This tool has been adapted for tutoring and seems to work quite well for our purposes. Online tutoring has increased, semester after semester.

Strategies Still to be Addressed:

The only work that remains at this time is the redesign of the developmental sequence. A popular model for accomplishing this redesign is that of implementing co-requisite models of remediation that would eliminate courses defined as "level(s) below transfer."

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 course in math within six years

1. Counseling has no way of distinguishing basic skills students from the general population.

2. Success in Basic Skills math courses (MATH C040) over the past 2 years are as follow:

- Fall 2015 - 60.5%
- Spring 2016 - 59.3%
- Summer 2016 - 82%
- Fall 2016 - 60.5%
- Spring 2017 - 56.5%

The data show there have been no increases in student success in MATH C040 over the past 2 years.

3. Math labs have been implemented at the sites.

4. in the 2016-17 school year, labs were implemented at each site; however, significant growth was not seen until the fall 2016 semester. Further, much of the data for the Spring 2017 semester was challenging to collect and resulted in multiple changes that caused problems with collection. This issue has been resolved and has been collecting good data since.

5. 25.5% of the students in the 2010-2011 cohort began the math sequence in course designated as "levels below transfer" and successfully completed a college level course within 6 years. There is not an increase over the last 4, 6-year cohorts.

- 2007-2008 – 26.7%
- 2008-2009 – 25.6%
- 2009-2010 – 27.6%
- 2010-2011 – 25.5%

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. Counseling has no way of distinguishing basic skills students from the general population.

2. Success in Basic Skills English courses (ENGL C040) over the past 2 years are as follow:

- Fall 2015 - 54.1%
- Spring 2016 - 39.2%
- Summer 2016 - 56.2%

- Fall 2016 - 48%
- Spring 2017 - 56%

The data show there have been no increases in student success in ENGL C040 over the past 2 years.

3. Writing labs have been implemented at the sites with the exception of Tehachapi. There have been issues finding a faculty member who is willing to take writing lab hours.

4. in the 2016-17 school year, labs were implemented at each site; however, significant growth was not seen until the fall 2016 semester. Further, much of the data for the Spring 2017 semester was challenging to collect and resulted in multiple changes that caused problems with collection. This issue has been resolved and has been collecting good data since.

5. 25.6% of the students in the 2010-2011 cohort began the English sequence in course designated as "levels below transfer" and successfully completed a college level course within 6 years. There is not an increase over the last 4, 6-year cohorts.

- 2007-2008 - 24.7
- 2008-2009 - 25.4
- 2009-2010 - 27.2
- 2010-2011 – 25.6

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 six 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 six years

Improve/Accelerate Student Completion of Basic Writing Courses

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 two years

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Redesign developmental math sequence
    - provide professional development opportunities aimed at the redesign and or pedagogy employed in a co-requisite classroom
- Improve effectiveness and usage of math labs at the main campus and sites
- implement an online math lab or embedded online tutor to support online basic skills students

Lead Measure of Success:

- COR written for co-requisite/redesigned developmental math course
- Math lab activities are integrated with coursework
    - online math lab hours are offered in consideration of online student availability
- increased visits to on-ground math lab

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

Yes

Does the department request help to develop these instruments?

Yes

Lag Measure of Success:

- Increased success in basic skills math courses
- On-ground math lab visits increased
- Online math lab (or some version of it) available to students

Person Responsible:

Tyson Huffman

Other

This initiative addresses low completion rates in our equity populations as well as EOPS and DSPS and is directly linked to strategic goal 1 and 2, both addressing a need to improve completion of the developmental sequence.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures

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

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Redesign developmental English sequence
- provide professional development opportunities aimed at the redesign and or pedagogy employed in a co-requisite classroom
- Improve effectiveness and usage of English labs at the main campus and sites
- implement an online English lab or embedded online tutor to support online basic skills students

Lead Measure of Success:

- COR written for co-requisite/redesigned developmental English course
- Writing lab activities are integrated with coursework
- Online writing lab hours are offered in consideration of online student availability
    - research for online tutoring program that is available during nights and weekends
- increased visits to on-ground writing lab

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

Yes

Does the department request help to develop these instruments?

Yes

Lag Measure of Success:

- Increased success in basic skills English courses
- On-ground writing lab visits increased
- Online writing lab (or some version of it) available to students

Person Responsible:

Tyson Huffman

Other

This initiative addresses low completion rates in our equity populations as well as EOPS and DSPS and is directly linked to strategic goal 1 and 2, both addressing a need to improve completion of the developmental sequence.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures

Evaluate Resource Needs

Facilities

Information Technology

Marketing

Professional Development

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff