



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year:

Date Submitted:

By:

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
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1. Program Mission and Vision

A. Program Mission

The mission of the Basic Skills pathway of Barstow Community College is to provide quality instruction in the fundamentals of learning to students of diverse skills, abilities, and backgrounds. We offer a strong foundation in communication through coursework, such as English composition, English as a Second Language, and Reading, as well as Math and Skills for College Success in order to prepare students for opportunities in a global community.

B. Program Vision (Where would you like the Program to be three years from now?)

The Basic Skills pathway at Barstow Community College subscribes to the belief that language and culture co-exist in communication. We, therefore, teach students the languages of English, Math, and College Success in context. We are committed to preparing our students with the communicative and mathematical skills necessary for them to be successful in their endeavors, whether those be to pursue academic goals, to be competitive in the workplace, or to find personal enrichment in their everyday lives.

C. Describe how mission and vision align with and contribute to the College’s Mission and Vision

BCC Mission Statement Alignment

- -- Basic skills classes and pathways asset students of various skill levels, backgrounds, language diversity, is key in assisting BCC in “Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.”
- – As over 70% of students at BCC come to the college with below college levels in one or more skills area, Basic Skills is the pathway to prepare students to reach transfer as important life skills. “Offering programs to **prepare students in basic skills**, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.”
- --- Basic Skills is also instrumental in preparing students for college level work there by improving retention and success and thus “Promoting student engagement **and retention** through caring customer service, **strong student support services**, and campus involvement opportunities.” And “Providing counseling and other support services to assist students in the identification of their goals and **achievement of their personal, educational, and employment potential.**”

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2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

- A. Organization, including staffing and structure
- B. Who do you service (including Demographics)?
- C. What kind of services does your program provide?
- D. How do you provide them?

Organization:

Disciplines:

- ACSK (exclusively taught in stacked class – three levels taught in same class time)
- ESL (exclusively taught in stacked class – two-three levels taught in same class time)
- READ - Reading (exclusively taught in stacked class – two-three levels taught in same class time)
- ENGL - English - three levels below transfer (only ENGL 101, 102 and 50)
- MATH - Math - three levels below transfer (only MATH 101, 50, and 55)

Staffing:

- Basic Skills Coordinator 20% release time (not named at time of this Program review)
- One ESL/READ full-time instructor (for one semester)
- One adjunct READ instructor
- Two adjunct ESL instructors
- Three adjunct ACSK instructors
- Math and English Basic Skills classes are taught by Math and English Full-time and Adjunct, but not dedicated to basic skills as instructors tend to teach basic skills and transfer level courses.

Who do you service (including Demographics)?

Basic Skills courses serve student who based on assessment tests assess below transfer level in these skills. Note: A small percentage self-identify one level lower than assessment due to lower confidence in the discipline.

What kind of services does your program provide?

Either building new skills or refreshing old skills in the three main areas: Writing, Reading, Math

How do you provide the services?

Delivery Method:

Live: Most classes are taught only live

Online: Math 50 and 55 and English 50 are also available online:

Hybrid: MATH 101 is also available as hybrid

Locations:

Main Campus - Most classes are regularly taught live on main campus

Fort Irwin - READ, ESL, or ASCK are not regularly offered at the fort. However, the math and English are consistently offered at the fort.

Other Location: ESL is also offered at a community location

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3. Program Data

A. PERFORMANCE DATA

Discuss the program’s performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

Due to the split nature of Basic Skills, Data is spilt into multiple disciplines. At this time data can only be reported for disciplines wholly placed in basic Skills (READ, ESL, and ACSK) Therefore, English and math are not in the report at this time
READ, ESL, and ACSK: FT = 2; Part-time = 8

NOTE: regarding data presented below - Question # 5- Fill Rate: the % does not accurately reflect classes as all these are taught as stacked, so ACSK 150, 151, and 152 will indicate a 24 max for each class, but classes are taught together so the true max is 24 for all three classes added together (not 72). **NOTE:** When “stacked fill seats are removed actual seats available are FT = 440 and PT = 516

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	126	READ, ESL, ACSK are not taught online
b) Part-time:	196	READ, ESL, ACSK are not taught online

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	READ, ESL, ACSK: 238/ 124 = 74%	READ, ESL, ACSK are not taught online
b) Part-time:	READ, ESL, ACSK: 304/ 188 = 65%	READ, ESL, ACSK are not taught online

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
a) Full-time:	Not available	READ, ESL, ACSK are not taught online
b) Part-time:	Not available	READ, ESL, ACSK are not taught online

5) Fill Rate

	TRADITIONAL	ONLINE
a) Full-time:	1 st Day = enr1 257, 29.47% Census/Max = enr1 240, 27.52% EOT/Max = enr1 224, 25.69% REAL fill# (of 440 actual seats) 1 st Day = enr1 257, 60.45% Census/Max = enr1 240, 58.41% EOT/Max = enr1 224, 50.91%	READ, ESL, ACSK are not taught online

b) Part-time:

1st Day = enr1 421, 34.4%
 Census/Max = enr1 304, 24.84%
 EOT/Max = enr1 248, 20.26%

READ, ESL, ACSK are not
 taught online

REAL fill# (of 516 actual seats)
 1st Day = enr1 421, 81.59%
 Census/Max = enr1 304, 58.91%
 EOT/Max = enr1 248, 48.06%

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B. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes

- 1) Summarize the progress your program has made on program and/or course level SLO measures. (Include *Outcome Statements* in this summary.)

In 2012-2013
 Collaborative assessments were created and completed according to levels in ASCK, READ, ENGL, ESL, and MATH
 As a result of this year's process and last year's process the plan was to start creating prompts earlier and have a small repository prepared for the year. This was organized in summer 2012. There were completed on class climate (the results have not been run and compiled by instructors)
 Class representations were from the following Basic Skills Courses:

- ACSK 153, 154, 155, 156 157, 158
- ESL 104
- READ 100, 101
- ENGL 101, 102, and 50
- MATH 101

Once named, the new Basic Skills Coordinator will review the materials with the Basic Skills instructors.
 All assessments are scored on 4 universal elements:

- Accuracy
- Communication
- Conceptual Understanding
- Process/Strategy

- 2) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

Data not compiled at this time due to change of Basic Skills Coordinator.

3) Reflecting on the responses for #1 and #2 above, what will you implement for the next assessment cycle?

Plan to implement the following:

- Continue creation of early and repository assignments.
- Continue outreach to adjuncts
- Ask for additional release time/stipend for Basic Skills Coordinator. 20% is not enough time to work with 5 disciplines and organize results from mostly adjunct instructors or non-Basic Skills level-dedicated FT instructors.
- Promote reading
- Promote hiring of FT Basic Skills dedicated instructor in ACSK and/or READ
- Discuss with ENGL faculty possibility of making ENGL 101 and/or 102 hybrid (as MATH 101 is offered in hybrid)

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C. Supporting Assessment Data (See Handbook for additional information)

1) Provide a list of any additional measures (not included in 3.A.) that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).

Data Analysis using the Basic Skills Cohort Progress Tracking Tool

2) Summarize the results of these measures.

As submitted in 2013 Basic Skills Report

Overview: We reached the following conclusions by comparing the two sets of cohorts below transfer classes, and also looking at persistent rates of continuing students. We used this even if the students were not successful from level to level. In general and consistent with the scorecard, we see better performances among female students, among students between 18 and 19 years old, and among African-American students. There is a significant drop in performance from the 18-19 age group to the 20-24 age group in 2008-10, but this effect is not seen in 2010-2012. There seems to be a surge in the 2010-12 writing program in the 20-24 age group.

It seems like there were higher percentages to Transfer Level in 2008-10 than 2010-12 especially in English-Writing, but also in Math and Reading. Approximately one-third of those began the writing program in 2008-10 went all the way to Transfer Level whereas less than 10% achieved the same in 2010-12.

Analysis of Data: Part of the reason may be a reduction of Full-time faculty in English-Writing and Math. This means less consistency for students and the program when relying on the often changing nature of adjunct faculty pools and schedules.

English Writing: In English writing, the lowest transition in the sequence is three **Level Below Transfer (LBT)** to two LBT. The highest is two LBT to one LBT.

Analysis of Data: This again may be due to low skills in reading as the assessment into English writing is often tied to reading level as well. Also the long cycle to complete all required classes may feel overwhelming. In addition, the reduction of Full-time faculty in English writing may be a factor.

MATH: In Math, twenty percent of the students went from three levels below transfer all the way to Transfer Level back in 2008-10, but only half that in 2010-12.

Analysis of Data: The reduction of Full-time faculty in Math may be a factor.

ESL: Both ESL programs in 2010-12 have very low performance rates. Only one student reached the level of two **Levels Below Transfer (LBT)**, and no student beyond that.

Analysis of Data: Part of the ESL lack of progress may be due to the newness of the program and course sequence as a program often requires time to grow. In addition, success for ESL students is not always measured by transfer level courses or even degrees, but fluency in English that allows better communication skills for employment of life skills.

READ: Students who started the READ 100 often did not complete the sequences (READ 101 and 102) – only 3 of the 21 starters attempted READ 102.

Analysis of Data: However, based on the numbers available, this may be because the college has an option to waive the READ competency. In Reading, though some students did continue into the English-Writing cycle, those who started in three levels below transfer (READ 100) did not complete the sequence. This may be due to lack of reading skills and not completing the reading sequence, as reading would naturally impact all other classes. NOTE: There were few students enrolled in the reading program in both periods to make a significant comparison

- 3) **What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan** to implement, as a result of your analysis of these measures? (*List any resources required for planned implementation in #10: Resources.)**

The Basic Skills Cohort Progress Tracking Tool

ACSK – no data

ESL

- Continue outreach ion community
- Continue accelerated classes do not have enough longitudinal data to demine improvements, comparison in accelerated classes will be complete in next cohort tracking data.
- Work with instruction to have classes added earlier to allow for more time for outreach

READ

- Stronger emphasis on Reading courses is needed.
- Work with Curriculum to change the college reading “waiver”
- The numbers of READ classes doubled in Fall 13 due to the efforts of temp-Full-time READ instructor.
- Persistence in READ classes with a FT READ/Basic Skills instructor can be estimated to double as well.

ENGL

- Promote rehire of missing faculty to Academic Senate
- Try to use local data to track success of accelerated ENGL Basic Skills in relation to traditional 18 weeks.

MATH

- Promote rehire of missing faculty to Academic Senate
- Try to use local data to track success of accelerated ENGL Basic Skills in relation to traditional 18 weeks.

- 4) Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.

Not required for this submission

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D. Two-Year Scheduling Plan

- 1) What is the program’s Two-Year Scheduling Plan? What changes, if any, have been made since the last Program Review?

- All courses are offered very semester
- The ESL courses have been re-scheduled for an accelerated 6 week courses, so students can complete in more effective time frame.

- 2) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals?

- Course are offered every semester and act as preparation for degree and transfer courses
- No change to offerings is recommended – though reviewing courses for more adaptive time delivery should be considered (6 weeks instead of just 9 weeks and 18 weeks for READ, ENGL and MATH)
- Also will work to offer ESL and READ at the fort more regularly.

- 3) Reflecting on these results, what are the goals for the next assessment cycle?

- To discuss with counselors and faculty the possibility of incorporating a more cohesive first year experience (as piloted by the learning community and the summer bridge)
- Also to consider 6 week sequenced options to accelerate though 2 to 3 levels of below transfer courses.
- Discuss with ENGL faculty possibility of making ENGL 101 and/or 102 hybrid (as MATH 101 is offered in hybrid)

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4. Curriculum

A. List any new courses or program changes since the last program review. Be sure to include any newly approved prerequisites or corequisites.

- All courses were revised to unify SLOs and methods of instruction in last academic year
- No changes in requisites beyond correction of an error in a READ class and ESL class listed in banner.

B. Explain the current evaluation process. How and when was the curriculum last evaluated? (*Appropriateness, archiving, deleting, revising, etc.*)

- Basic Skills Coordinator has realigned all ESL and READ courses with state core levels.
- Also the Basic Skills Coordinator is the faculty initiator for ACSK.
- English and Math courses are initiated by English and Math full-time faculty

C. List any courses not in full compliance with Curriculum Committee Standards, including those that have not been updated in the past six years (*see Curriculum Manual for additional information, if necessary*).

- **SLOs:** All courses have been revised and are in compliance
- **Prerequisites:** ENGL, ESL, READ have been revised and are in compliance; Could not find dates for MATH or ACSK

D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (*including all modes of delivery*)?

- Continue reviewing courses as per the college's and state requirements and timelines.
- Confirm prerequisite validation for MATH and ACSK
- Discuss with ENGL faculty possibility of ENGL 101 / 102 as hybrid (as MATH 101 offered in hybrid)

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5. Internal Factors (*see Handbook for worksheet*)

A. Strengths

- Strong leadership from Basic Skills Coordinator
- Learning Community created for Fall 2013
- Summer Bridge for students in Summer 2013
- Resources to pay adjuncts to attend Saturday training – improving pedagogy
- Temp READ instructor hire – instructor outreach in Spring 13 was a significant factor in doubling the READ enrollment in Fall 13 (each time a FT instructor teaches READ the number jump – and not just because more sections, but ration per class.
 - 2013 spring FT reading instructor's number did not rise significantly as the courses were added late, and one at the fort. However the outreach increased READ enrollment to 3 sections (not learning community) enrollment per class in fall 13 was highest in three years (since last time FT faculty was consistently teaching READ classes)

- Over the past 5 years, the highest enrollment in READ was when a FT faculty taught and promoted the classes.

B. Weaknesses

- Lack of unification between transfer level and basic skills level instructors in some areas
- Lack of requirements for READ due to catalog option of a waiver
- Despite counselor recommendations, students often do not take the needed skills class before attempting transfer level classes (without basic skills requisites) having an established first year experience would help this problem.
- Only one FT faculty teaching exclusively in Basic Skills (Basic Skills dedicated faculty)
- Without FT instructor in READ or ACSK, opportunity for growth in programs is limited.
- Student reading below college level:
 - “Currently 70% of the students at BCC are reading below a college level.” (Education Master Plan 34).
 - “Specifically, reading remains the most impacted area with approximately 75 percent of the students assessed not college ready in this area” (2012 Accreditation Report 19)

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6. External Factors *(see Handbook for worksheet)*

A. Opportunities

- Student Success initiative and taskforce recommendation – of the 22 recommendations four are directly related to Basic Skills.
- Student Success initiative ties student success to funding
- Basic Skills funding still in place

B. Threats

- Cost of FT faculty past the Basic Skills funding time frame
- Student perception of basic skills requirements
- Low enrollment numbers at the Fort in ESL and READ when offered

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7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

- Basic Skills Coordinator:
- Strengthening Student Success conference 2012,
- Several Basic Skills provided by the Chancellor’s Office
- Other Basic Skills faculty:
- All basic skills adjunct instructors and new hires invited to mentoring monthly
- Attendance = 10-12 instructors regularly in 2012-2013

B. What are the continuing education and/or professional development plans for the upcoming cycle?

- Training of Basic Skills Coordinator to be determined naming of new Basic Skills Coordinator
- Continue basic skills instructors invited to mentoring monthly

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8. Prior Goals/Objectives

Briefly summarize the progress your program/ has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

From 2011-2012 Program Review update:

Outcomes for the Basic Skills Pathway

Communication: Students will be able to demonstrate, orally and in written form, communicative strategies that are appropriate to context.

- A. Building of vocabulary in context
- B. Understanding communicative norms in context
- C. Producing personal, vocational, and academic written communication
- D. Developing appropriate strategies to express oneself and solicit clarification

Critical Thinking: Students will be able to demonstrate appropriate problem-solving ability in context.

- A. Applying logical processes
- B. Making logical inferences
- C. Analyzing and evaluating textual information and contextual cues
- D. Responding appropriately in context

Global Awareness: Students will engage in examination of varied perspectives and contexts through analysis of written works of various levels and topics.

Personal Development and Responsibility: Students will build confidence and proficiency in appropriate fields in order to increase their success with personal goals.

Status update: As shared above, we are working each semester on the above outcomes, and we are working towards:

1. Including all Basic Skills full-time and part-time instructors in the process.
2. Creating assessment assignments that incorporate all of the above processes. In reading and writing, all prompts will be focused on questions of global awareness so that all processes are inherent in the requested work. With Math, Global awareness is more challenging, so we will be looking at ways to address that as well.
3. Please note that the above outcomes all address the idea that the process is level appropriate, which is why we have been working on leveling the process for all disciplines. For example, one level below transfer in reading and writing courses (including ESL) offer questions based upon texts at a reading level of 10-12 grade, which was identified in state rubrics (BSI CB21 coding) as one level below transfer. Before prompts are developed, texts are selected and vetted by participating instructors. The same holds true for subsequent levels below transfer.

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9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College’s [Strategic Priorities](#).
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.

- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further “close the loop” on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. [Strategic Plan](#), [Educational Master Plan](#), [Facilities Plan](#), [Technology Plan](#)), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. (*See Handbook for additional examples.*)

Complete the following table with your Program's **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<p>#1 From 2011-2012 PR Update:</p> <p>Early Alert</p> <p>Explore the relationship between assessment, registration, success, and retention and its impact on student success; develop a plan to better serve student success.</p> <p>Redesign Early Alert: identification of student success challenges, reporting processes, and follow up procedures. Identify program flaws and develop plan to better support students at risk of failure (and work to reintegrate students who have not succeeded).</p>	<p><i>List all that apply:</i></p> <p>Foster innovative learning environment</p> <p>Provide Successful college learning experience</p> <p>Promote and support student engagement</p> <p>Cultivate and enhance local partnerships</p> <p>Attract/ develop excellent employees</p> <p>Strengthen college planning/ decision making</p>	#1 research relationship between assessment, registration, and retention/success. Focus on Reading	<ul style="list-style-type: none"> - Basic Skills Coordinator works with faculty and selected staff to collect assessment and registration data. - Staff may require out-of-class compensation - Analysis of data - Interpret and respond to results. (Plan) 	<p>Research Project on Reading: Tracking Assessment Data and Course registration; retention and success across 2-4 semesters. Collect and analyze data.</p> <p>Analysis of 1 two year cycle in Reading (Fall 2010 – Spring 2012) complete by May, 2013.</p>
		#2 Identify flaws in Early Alert system	<ul style="list-style-type: none"> - Basic Skills coordinator works with counseling and faculty to identify flaws. - Develop plan to address 	(see below)
		#3 Develop and implement plan to revise Early Alert	<ul style="list-style-type: none"> - Purchase any additional Banner components necessary to add Early Alert to Banner menu - Learn and train others how to use the new system - Get feedback from new and returning users. 	<p>Change existing Early Alert reporting process to more user-friendly model.</p> <p>25% increase in faculty use of Early Alert process.</p>
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<p>#2 From 2011-2012 PR Update:</p> <p>Faculty Collaboration</p>	<p><i>List all that apply:</i></p> <p>Foster innovative learning environment</p> <p>Provide Successful college learning experience</p>	#1 Basic Skills faculty, full and part time, work together to develop and implement shared assessments.	<ul style="list-style-type: none"> - Streamline Basic Skills shared assessments at equivalent levels below transfer for Writing (Developmental English, 	<p>Shared assessments are developed via active dialogue. Full and part-timers participate in collection of shared assessment data</p>

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
<p>Build collaboration across departments/disciplines to promote consistency and shared responsibility for student success. Include full and part-time faculty.</p> <p>Pilot a professional development Mentoring Program for all faculty, including promoting part-time faculty participation in department/discipline dialogue and providing training opportunities, and educating all levels of faculty on Basic Skills student needs.</p>	<p>Promote and support student engagement <i>Cultivate and enhance local partnerships</i></p> <p>Attract/ develop excellent employees</p> <p>Strengthen college planning/ decision making</p>		<p>ACSK, and ESL); Reading (Developmental Reading, ACSK, and ESL); Math (Developmental Math and ACSK).</p> <p>-</p> <p>- Part-time instructors participating are compensated for holistic scoring meeting.</p>	<p>OUTCOME: 75% of Basic Skills faculty participate in collection, submission, and analysis of data</p> <p>MEASURE: % of faculty involved with process</p> <p>ASSESSMENT: submission from SLO reports, attendance and participation in collaborative assessments</p>	
		#2 Offer monthly training (mentor) meetings to new faculty. (Meetings geared toward Basic Skills faculty but all new faculty welcome.)	<p>- Basic Skills Coordinator holds monthly training meetings for faculty, especially new faculty</p> <p>- Mentor faculty, counselors, and staff encouraged and invited to participate.</p> <p>- Schedule and information covered communicated to college community.</p>	<p>OUTCOME: 50% of new faculty participate in monthly training meetings.</p> <p>MEASURE: % of faculty involved with process</p> <p>ASSESSMENT: Attendance and participation in trainings</p>	
		#3 Trained faculty use what they learn at mentor meetings to participate (and accurately) in instructional and assessment processes.	<p>- All faculty, including part-timers RECEIVE Program Review and Student Learning Outcome information and forms.</p> <p>- SLO and Basic Skills Coordinators follow up and are available for questions.</p> <p>- Faculty submit required documents on time.</p>	<p>OUTCOME: Increase in part-time faculty submission of Student Learning Outcomes assessments for courses each semester. (Appendix B forms submitted are correct and complete).</p> <p>MEASURE: from previous number to 90% submission</p> <p>ASSESSMENT: submission from SLO reports</p>	
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ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3 From 2011-2012 PR Update: ESL Continue support for the third year of the English as a Second Language program; Expand ESL services into the community.	<i>List all that apply:</i> Foster innovative learning environment Provide Successful college learning experience Promote and support student engagement Cultivate and enhance local partnerships Attract/ develop excellent employees Strengthen college planning/ decision making	#1 Maintain course offerings in ESL here on campus and at Ft. Irwin	- ESL faculty submits requested schedule for discipline courses... all 6 levels. - Request evaluated by Instruction office - Courses scheduled - Offer all 6 levels of ESL here on campus and at least one class at Ft. Irwin.	OUTCOME: All levels and locations have successful enrollment MEASURE: Have all classes at least 75% of cap. ASSESSMENT: Use fill rates to determine % of cap
		#2 Offer an ESL course in the community.	- ESL faculty submits request to instruction office ESL faculty/Basic Skills Coordinator develops partnership with community group willing to house/offer ESL. - Agreement reached between BCC and Community group. - Market the course actively	OUTCOME: Community locations have successful enrollment MEASURE: Have the course at least at 75% of cap (max student number). ASSESSMENT: Use fill rates to determine % of cap
		#3		
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#4 Added 2012-2013 Reading Build the reading program to help students succeed in college level classes	<i>List all that apply:</i>	#1 Revise or eliminate the READ waiver that allows students to waive reading as a requirement	- Get student success data (from students with low reading assessment scores) - Meet with faculty and counselor to create feasible actions plan - Implement plan by 2015-2016	OUTCOME: Improve reading enrollment and students success and completion MEASURE: use assessment scores to compare success and completion during waiver and post waiver

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
					ASSESSMENT: Use banner and Chancellor cohort data for comparisons
			#2 Hire faculty to Build class offerings and program	Increase offerings and variety of locations and time of classes as appropriate based on data	OUTCOME: Improve reading enrollment and offering MEASURE: use schedule and student surveys to compare ASSESSMENT: Compare offerings and success of students in various class formats
			#3 Work on options of reading prerequisites and recommendations with content faculty	Basic Skills Coordinator and READ instructors meet with content faculty Determine criteria for prerequisites / recommendations Create action plan for implementation as appropriate based on data	OUTCOME: Improve reading enrollment and students success and completion MEASURE: use assessment scores to compare success and completion pre and post requisite/recommendations ASSESSMENT: use success and completion numbers pre and post requisite/ recommendations
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#5		<i>List all that apply:</i>	#1		
			#2		
			#3		
<i>Additional Information:</i>					
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#6		<i>List all that apply:</i>	#1		
			#2		
			#3		
<i>Additional Information:</i>					
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
2, 4	All-1,2,3	New Reading/ACSK instructor: Last campus data available, indicates approximately 74% of our students place below college ready. Yet there is no full-time instructor for Reading.	\$86, 871	Yes	Partial funding from Basic Skills
1,2,3,4	All-1,2,3	Increase Basic Skills Stipend Release time to 40%	10,000	No	Partial funding from Basic Skills

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source



Budget Allocation Proposal

Date: <u>Oct 3, 2013</u>	Originator: <u>Shreve</u>
Program or Department Name: <u>Basic Skills</u>	
Dean/Vice President/Supervisor: <u>VP Eaton</u>	
Amount Requested: <u>\$86,871</u>	One-time Funding: <input type="checkbox"/> Ongoing Funding: <input checked="" type="checkbox"/>
Funding Source (if known): <u>Partial payment form Basic Skills funding</u>	
REQUEST TYPE:	
<input checked="" type="checkbox"/> Human Resource: <input checked="" type="checkbox"/> Faculty Position <input type="checkbox"/> Staff Position	<input type="checkbox"/> Technology Resource: <i>Complete Technology Request Form</i>
<input type="checkbox"/> Facilities Resource: <i>Complete Facilities Request Form</i>	<input type="checkbox"/> OTHER

1) What are you requesting? Why is the request being made?

Request: Hiring a new full-time Reading/ACSK Instructor. We estimate the salary for this instructor with an M.A. to a Ph.D. and experience to be \$59,641 to \$65,871, with benefits of approximately \$21,000.

WHY Requested: Given that 74% of our students come in to Barstow College reading below college level, we need a full-time instructor to expand reading competency and develop/revise curriculum and policies related to reading. (Currently, we only have 1 full-time Basic Skills instructor on the main campus, who teaches ESL full-time). We are in the process of revising the Reading curriculum. In addition, plans are currently being formulated to build a cohort for a Learning Community in 2013-14 that will encompass English, reading, Orientation, and content area courses to strengthen learning for entering Basic Skills students. We propose combining Reading with ACSK so that this instructor can teach and oversee the progress of students across levels.

This request is made in anticipation of adding more Reading courses
We need to support and enhance student success, particularly Basic Skills students who arrive here under-prepared for college level work.

Where was the need identified? 2011 Educational Master Plan and 2012 Accreditation Report both note that over 70% of student entering BCC assess below college reading. This Request was recommended as the number one recommendation from IEC last year.

All the recommendations below were made based upon needs identified through the Office of Institutional Effectiveness (percentage of students reading and writing below college level based upon assessments), the 2012 and 2013 Basic Skills report, the 2012 and 2013 Basic Skills Plan, and the newly developed Basic Skills Pathway assessment process.

2) Indicate how your request is supported by your:

a) Program Review/Annual Update

The requests above were included in the 2011 Basic Skills Pathway DCP Benchmark III report which incorporated requirements and recommendations from the state in regards to the text: Basic Skills as a Foundation for Student Success in California

Community Colleges, otherwise known as the Poppy Copy, as well as serving as the Program Review for the Basic Skills Pathway.

We were, unfortunately, unable to collect data in regards to Reading for Fall 2011 because no reading courses were offered. In Spring 2012, there is one stacked series of Reading courses offered that combine Read 100, Read 101, and Read 102. This means that we are not currently adequately serving the 74% of our students reading below college level. We need a full-time instructor to lead the department and expand services to the students in need.

As provided in 2013 program review, enrollment data shows a FT READ teacher increases enrollment in the discipline.

AND

b) Student Learning Outcomes/ Program Level Outcomes/ Service Area Outcomes/ Administrative Unit Outcomes

We are currently in the process of re-examining our assessment process for Program level outcomes for Basic Skills. In Spring 2011, we piloted a new approach to PLO's that had English, ACSK, and ESL instructors assessing writing across levels in each department. After collecting and assessing the data, we determined the following

- 1) Need to expand what we were assessing.
- 2) Need to distinguish how the PLO's differed based upon level below transfer, and
- 3) All departments needed to assess PLO's as they applied to the material covered across levels and curriculum.

In Fall, 2011-Spring 2013, we collected assessments for English, ESL, and ACSK writing, distinguishing assignments based on level below transfer. We also collected assessments for ESL Reading and Math. We were unable to assess for Developmental Reading because no reading courses were offered in Fall, 2011.

We need a full-time Reading/ACSK instructor to support student success by participating fully in the SLO and PLO assessment processes of Developmental Reading and ACSK.

We were, unfortunately, unable to collect data in regards to Reading for Fall 2011 because no reading courses were offered.

- Spring 2012, BCC offered classes in the stacked series of Reading combining Read 100, Read 101, and Read 102. (enrollment 26)
- Fall 2012, BCC offered classes in the stacked series of Reading combining Read 100, Read 101, and Read 102. (enrollment 61)
- Spring 2013, BCC offered classes in the stacked series of Reading combining Read 100, Read 101, and Read 102. (enrollment 39)

This means that we serve less than 100 students a year in reading – therefore we not currently adequately serving the 74% of our students reading below college level. We need a full-time instructor to lead the department and expand services to the students in need.

3) Describe the goal(s) for this proposal. How will this impact students or institutional services?

Goal 4 from Program review:

- Better prepare Basic Skills students who place into Reading or ACSK to be successful in college level coursework
- Prepare students for other life goals by providing life skills
- Instruct students in this crucial skill that is necessary for success in college,
- Participate actively in the assessment process for SLO's and PLO's, examine

- and potentially revise Reading and ACSK curricula, schedule courses, etc.
- Work with other college faculty for interventions and awareness of student needs
- Continue the Fall 2013 Learning Community
- Work with ACSK discipline in all areas (preferably all areas, with special emphasis in READ area) because this instructor should also have sufficient knowledge to support learning for students with various learning challenges.

4) What are some measurable outcomes that will lead to meeting this goal(s)?

Better prepare Basic Skills students who place into Reading or ACSK to be successful in college level coursework and/or with other life goals

1. Produce a change in the Reading Competency requirements for the college.
2. Increase the number of Basic Skills courses offered and thus data collected on
3. Reading competency.
4. Increase the number of students served (in reference to those courses).
5. Increase the success and retention rates in Reading and ACSK classes (because full-timer has more time/responsibilities for the program success).
6. Adapt curriculum/content in Reading to align with Learning Community subjects and cohorts.
7. Increase success and retention rates for students who succeeded in Reading and/or ACSK students to transfer level coursework.
8. More specific discipline assessments for improvement

Measurements:

- Trends in enrollment
- Completion, persistence and success trends
- Student surveys
- Faculty comparison surveys of student skills in reading for content classes

5) What steps will be taken or need to be taken to implement this proposal?

Request #1: Hire a new Reading/ACSK instructor

1. Develop a job description
2. Provide assistance and support to HR when promoting advertising the position
3. Assist Hiring committee determine select qualified applicants as needed.
4. Work with HR and hiring committee chair as appropriate to ensure questions in interview are basic Skills appropriate Interviews
5. Wait for completion of hiring process
6. Work with new hire to acclimate new instructor to BCC environment and Basic Skills student needs, as well as existing conditions and the Basic Skills plan.
7. Work with new hire and Instruction office to prepare student driven schedule of classes

6) Describe how your request is aligned with the college's strategic planning documents. Please be specific and provide detail, ensuring a clear correlation between content of referenced document and your request. (Follow the links to access each document)

1. [Mission Statement](#)

BCC Mission Statement Alignment

- -- Basic skills classes and pathways asset students of various skill levels, backgrounds, language diversity, is key in assisting BCC in "Fostering an innovative learning environment that respects the **diversity of individual**

backgrounds, abilities, and cultures.”

- – As over 70% of students at BCC come to the college with below college levels in one or more skills area, Basic Skills is the pathway to prepare students to reach transfer as important life skills. “Offering programs to **prepare students in basic skills**, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.”
- --- Basic Skills is also instrumental in preparing students for college level work there by improving retention and success and thus “Promoting student engagement **and retention** through caring customer service, **strong student support services**, and campus involvement opportunities.” And “Providing counseling and other support services to assist students in the identification of their goals and **achievement of their personal, educational, and employment potential.**”

2. [Strategic Priorities](#) / [Strategic Goals](#)

Foster an innovative learning environment that respects diversity.

Hiring the Reading/ACSK and ESL/Spanish instructors would expand services to student populations that are under-prepared, and, in the case of ESL, currently underrepresented here at Barstow College. In contributing to expanding course offerings in Reading and ACSK, this department’s instructor could support individual student needs by offering instruction in these crucially needed skills to students who have often been unsuccessful in school environments and can offer instruction that incorporates diverse learning styles and needs while addressing individual learning challenges. In addition, the Reading/ACSK instructor can advance a culture of inclusion by incorporating texts that have real meaning for students and by participating in Learning Communities, both of which contextualize learning. Expanding the ESL department and offering courses off-site would increase diversity at the college and better serve the community by providing instruction to those who need to learn English but won’t come to the college. The Basic Skills Lab would offer an innovative learning experience for students by creating a dynamic learning space in which individual students can get tutoring assistance, workshops, DLA’s, or individual practice depending on their learning needs.

Provide Successful college learning experience

Reading/ACSK instructor: students are going to need to be successful readers whatever their goals or career paths if they look to advance in any way. This instructor will need to be well-versed in a variety of ways to foster student learning as he/she will be working, oftentimes, with students who have a range of learning challenges, and so will need to have a repertoire of strategies to contribute to individual student success. ESL/Spanish instructor: ESL students are a varied group consisting of international students who have significant education in their first language and who don’t plan to stay; immigrants who have advanced educations in the first language, immigrants who have up through high school education in the first language, and students who have little education at all.

Spanish students are most often transfer driven native English speakers, but there are also some Spanish speakers who need the reading and writing... all these students have both shared and divergent learning needs. This ESL/Spanish instructor will need to incorporate a variety of strategies and technologies to foster successful student learning. Finally, the Basic Skills Lab

will be designed to bridge classroom instruction with student practice and reinforcement/support

Promote and support student engagement

Reading/ACSK instructor: support student engagement by developing curriculum, selecting texts relevant and interesting for the students, and assessing SLO's. (Student engagement: Learning Community development is one such strategy currently in the planning stages, which we anticipate the new instructor to participate in). To engage, the instructor needs to assess their interests, needs, and SLO's. To do this, we need to hire a full-time instructor to be able to do it. The ESL/Spanish instructor can promote and support student engagement in two areas: off site non-credit ESL students who need instruction focused on concrete, and Spanish students who often take Spanish as part of transfer requirements, (i.e. because "I have to.") Again, we cannot promote and support student engagement without an instructor to be able to do it (or participate in the department commitment to it). SLO's and PLO's are the keys to this, but, of course, pedagogy will vary. The Basic Skills Lab will allow students to identify their own strengths and weaknesses and build from there.

Cultivate and enhance local partnerships

The Reading/ACSK instructor will be supporting literacy in the area, which likely creates more prepared citizens and hopefully safer workers. The ESL/Spanish instructor will likely be teaching off site in the community, thus marketing and enhancing the college's contribution to the community. Also, again, more knowledge of spoken and written English will hopefully contribute to more knowledgeable residents and safer working conditions. The same desired outcome also applies to the creation of a Basic Skills Lab.

Attract/ develop excellent employees

The development of the job descriptions may contribute to the potential diversity of the applicants for the two instructor positions. Linguistic diversity is inherent in the ESL/Spanish position... if the instructor is fluent in both languages, regardless of ethnic/cultural background, that would contribute to campus/staff diversity. Regarding training, the Reading/ACSK instructor will be participating in the development of Learning Communities and contextualized learning here at BCC, so he/she will be expected to participate in conferences, workshops, and trainings so related. The ESL/Spanish instructor will be encouraged to participate in conferences and trainings, as well... such professional development opportunities are written into the Basic Skills plan.

Strengthen college planning/ decision making

The new system of Basic Skills DCP assessments guided by the Basic Skills Coordinator provides for expectation of participation of Basic Skills instructors, so the new instructors will be expected to collect, analyze, and evaluate data... course level data of SLO's, but also for PLO's for the Basic Skills Pathway... the current and developing process is to meet and work together with instructors from other departments who teach equivalent courses (levels below transfer). (For example, Developmental Reading and ESL Reading instructors will work together to collect data and discuss outcomes at equivalent levels below transfer to ensure quality instruction and maximize student learning.) From this analysis, we in the Basic Skills pathway, can, together, make recommendations to the college about what is working and what should be revised in Basic Skills here at BCC.

3. [Educational Master Plan](#)

Basic Skills and ESL Program (Page 34)

Currently 70% of the students at BCC are reading below a college level. The college has established a set of criteria which the students can use to fulfill the reading requirement as part of achieving their educational goal. There is concern among members of the college community that the students' basic skills needs are not being met and that it needs to be a priority of the College to remain focused on establishing a comprehensive basic skills reading program. The development of a reading program is underway and the faculty are dedicated to fulfilling this need for the students. **It is expected that the program will be completed by the end of this academic year, at which time the College will need to focus on hiring a qualified instructor for the program. (34)**

4. [Technology Plan](#)

NA

5. [Facilities Master Plan](#)

NA

6. Other

[From the 2012 Accreditation Report](#)

[Assessment and Academic Placement – pages 19-20](#)

Academic placement data show that the College continues to make assessment in reading, writing and mathematics a priority at the institution. This component of the matriculation process is vital given the demographic composition of our community and learning needs of our students. In 2009–2010 academic year, over two-thirds of the students at BCC assessed at the pre-collegiate level in math, reading and English. Specifically, reading remains the most impacted area with approximately 75 percent of the students assessed not college ready in this area. (19)

Academic Placement Test Results: Reading		
Reading Placement Level	Count	Percent
Reading Proficient	745	25.99%
Not College Ready	2122	74.02%
Total	2867	100.00%

Academic Placement Test Results: Reading

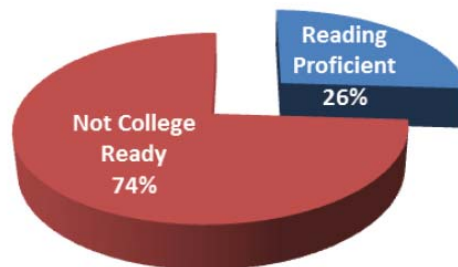


Table and Figure DI.21, Academic Placement: Reading

**Student Academic Placement Tests Results
06/30/2009 - 06/30/2010**

Language		Math					Totals
Reading	English	Not Tested	Test Incomplete	Not College Ready	Associate Degree Ready	Transfer Level Ready	
Not Tested	Not Tested	129	5	71	100	6	311
Not College Ready	Not Tested	36	0	0	1	0	37
Reading Proficient	Not Tested	7	0	0	0	0	7
Not College Ready	Not College Ready	130	5	1180	275	4	1594
Reading Proficient	Not College Ready	2	0	21	4	0	27
Not College Ready	Associate Degree Ready	56	0	249	173	1	479
Reading Proficient	Associate Degree Ready	34	1	187	156	0	378
Not College Ready	Transfer Level Ready	2	0	3	7	0	12
Reading Proficient	Transfer Level Ready	33	0	71	220	9	333
Totals		429	11	1782	936	20	3178

Table DI.24, Academic Placement: All Areas

ADMINISTRATIVE USE

Administrator: Stephen Eaton Title: Vice President

Comments/Recommendations:

This is one of the most data-driven requests and deserves high consideration. Basic Skills is one of the College's core missions and the information in the Program Review and BAP show how important a full-time faculty member is needed.

Signature: *Stephen B. Eaton* Date: 11-13-13

Administrator: _____ Title: _____

Comments/Recommendations:

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
(This section MUST be completed)

Budget Program Number: _____ Restricted Unrestricted

Signature: _____ Date: _____