



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
10. Resources

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 split 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:	1 st Day = enr1 421, 34.4% Census/Max = enr1 304, 24.84% EOT/Max = enr1 248, 20.26% REAL fill# (of 516 actual seats) 1 st Day = enr1 421, 81.59%	READ, ESL, ACSK are not taught online

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 in community
- Continue accelerated classes do not have enough longitudinal data to determine 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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- Attended CB21 Basic Skills conference
- First meeting with faculty teaching basic skills held
- Rebuilding the basic skills program is underway

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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 <u>BCC STRATEGIC PRIORITIES</u> (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	From 2011-2012 PR Update: Early Alert Explore the relationship between assessment, registration, success, and retention and its impact on student success; develop a plan to better serve student success. Redesign Early Alert: identification of student success challenges, reporting processes, and follow up procedures.	<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 research relationship between assessment, registration, and retention/success. Focus on Reading	- 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)	Research Project on Reading: Tracking Assessment Data and Course registration; retention and success across 2-4 semesters. Collect and analyze data. Analysis of 1 two year cycle in Reading (Fall 2010 – Spring 2012) complete by May, 2013.
	Identify program flaws and develop plan to better support students at risk of failure (and work to reintegrate students who have not succeeded).		#2 Identify flaws in Early Alert system	- 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	- 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.	Change existing Early Alert reporting process to more user-friendly model. 25% increase in faculty use of Early Alert process.
<i>Additional Information:</i>					
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#2	<p>From 2011-2012 PR Update: Faculty Collaboration Build collaboration across departments/disciplines to promote consistency and shared responsibility for student success. Include full and part-time faculty. 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><i>List all that apply:</i> Foster innovative learning environment Provide Successful college learning experience Promote and support student engagement <i>Cultivate and enhance local partnerships</i> Attract/ develop excellent employees Strengthen college planning/ decision making</p>	<p>#1 Basic Skills faculty, full and part time, work together to develop and implement shared assessments.</p>	<ul style="list-style-type: none"> - Streamline Basic Skills shared assessments at equivalent levels below transfer for Writing (Developmental English, ACSK, and ESL); Reading (Developmental Reading, ACSK, and ESL); Math (Developmental Math and ACSK). - - Part-time instructors participating are compensated for holistic scoring meeting. 	<p>Shared assessments are developed via active dialogue. Full and part-timers participate in collection of shared assessment data OUTCOME: 75% of Basic Skills faculty participate in collection, submission, and analysis of data MEASURE: % of faculty involved with process ASSESSMENT: submission from SLO reports, attendance and participation in collaborative assessments</p>
			<p>#2 Offer monthly training (mentor) meetings to new faculty. (Meetings geared toward Basic Skills faculty but all new faculty welcome.)</p>	<ul style="list-style-type: none"> - Basic Skills Coordinator holds monthly training meetings for faculty, especially new faculty - Mentor faculty, counselors, and staff encouraged and invited to participate. - Schedule and information covered communicated to college community. 	<p>OUTCOME: 50% of new faculty participate in monthly training meetings. MEASURE: % of faculty involved with process ASSESSMENT: Attendance and participation in trainings</p>
			<p>#3 Trained faculty use what they learn at mentor meetings to participate (and accurately) in instructional and assessment processes.</p>	<ul style="list-style-type: none"> - All faculty, including part-timers RECEIVE Program Review and Student Learning Outcome information and forms. - SLO and Basic Skills 	<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>

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			Coordinators follow up and are available for questions. - Faculty submit required documents on time.	MEASURE: from previous number to 90% submission ASSESSMENT: submission from SLO reports	
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#3	<p>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.</p>	<p><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 <i>Attract/ develop excellent employees</i> Strengthen college planning/ decision making</p>	<p>#1 Maintain course offerings in ESL here on campus and at Ft. Irwin</p>	<ul style="list-style-type: none"> - 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. 	<p>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</p>
			<p>#2 Offer an ESL course in the community.</p>	<ul style="list-style-type: none"> - 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 	<p>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</p>

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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 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	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

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			implementation as appropriate based on data	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"/>		
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