Barstow Community College

INSTRUCTIONAL
PROGRAM REVIEW

(Refer to the Program Review Handbook when completing this form)

PROGRAM: | Academic Skills (ACSK)

Academic Year: | 2014-2015 | FULL PROGRAM REVIEW | Date Submitted: | Oct 20, 2015

Academic Year: | | ANNUAL UPDATE #1 | Date Submitted: |

Academic Year: | | ANNUAL UPDATE #2 | Date Submitted: |

By:

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Annual Update #1
Annual Update #2

1.   Program Mission and Vision

A. Program Mission

ACSK department is dedicated to offering accessibly education that allow students to meet skills requirements and strategies to be better prepared for the pedagogies in college level courses.

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

ACSK envisions student improved persistence into regular non-ACSK pathways and connecting students to the right college and community resources.

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

Mission Vision Alignment:

"Students improved persistence into non-ACSK pathways" (ACSK Vision)
> This aligns with BCC mission by assisting students to reach "pathways designed to enhance student success, leadership development, and career opportunities"

Dedicated to offering accessibly education (ACSK Mission)
> This aligns with BCC mission by offering pathways to enhance student success, leadership development, and career opportunities

Allow students to meet skills requirements and strategies to be better prepared for the pedagogies in college level courses. (ACSK Mission)

> This aligns with BCC mission by being committed to "providing our students, community, and military population with the educational tools to achieve personal goals and professional growth." And "enabling all in the community to thrive in a changing global society."

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

ACSK has 3 adjunct instructors. Adjunct faculty under the supervision of the Dean of Instruction.
There are 9 ACSK classes – three in each areas (MATH, Reading, and Writing).
ACSK also falls under the area/pathway of Basic Skills and thus works closely with Basic Skills Coordinator.

B. Who do you service (including demographics)?

This discipline serves main campus students only.

According to the BCC Fact Book (2013-2014) less than 5% of students at BCC have a goal to "Improve basic skills in English, reading or math" But in 2015 score card showed 40.5% of BCC students were underprepared for college.

According to the BCC Fact Book (2013-2014) Remedial Rates comparing BCC and State for 2008-2009

Area	BCC 2014-2015 Scorecard	State Wide Comparison
Math	31.9%	31%
English	36%	43.4%

Basic Skills Success and Retention (overall) at BCC 2013-2014: Success 88.8% and Retention 67.7%

C. What kind of services does your unit provide?

The ACSK Discipline is part of the Basic Skills Pathway

D. How do you provide them?

Of the three classes that are regularly taught, they are taught in a variety of methods and sites.
Number of courses offered on an Annual Avg. from fall 2012-spring 2015
No classes are offered at the fort or online. Currently ACSK classes are only taught in a compressed schedule during the summer term.

Courses	Subject Area	BCC 18 weeks
ACSK 150/151/152	Writing	1.7
ACSK 153/154/155	Math	3.7
ACSK 156/157/158	Reading	3.3

E. Does the program have a degree or certificate?

NO. Though it is part of the Basic Skills Pathway

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

ACSK has Three PT and 0 FT

	TRADITIONAL	ONLINE
2) Course Completion Rate	TTL RET = 0.89 or 89%	NA
3) Course Success/Retention Rate	SUCC= 0.71 RET = 89% TTL = .71/.89 = 79.8%	NA

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
Full-time:	NA	NA
Part-time:	?/ 2.0025 Efficiency = 357.16 WSCH = 715.21	NA
5) Fill Rate	Reports = .33 or 33% BUT Probably 93% (see * below)	NA

Reflect on the data above:

Additional Summary ACSK Discipline enrollment (2014-2015)
- Students in all ACSK classes at census = 218
- Students in all ACSK classes at EOT = 195 (195/218 = 89% Retention rate)
- Students in all ACSK classes who Passed (C or higher) = 154   (154/218 = 70.1% Success rate)
- FTEF Traditional = 2.0025 --- TOTAL FTEF = 2.0025
- WSCH = 715.21
- Efficiency = 357.16 (formula WSCH 715.21/FTEF 2.0025)

* (Max enrollment) The numbers for fill rate may be skewed. The CAP listed is 666 – but as all ACSK classes are stacked, so report cap is miscalculated ACSK 150/151, and 152 are all shown as 24 cap, BUT they are stacked in one class with a total for all three at 24. So the real Max for the classes is often one third the normally listed CAP – in this case closer to 222-248 (AVG 235). So BOTH calculations have been included

Reflection on Data
- Retention rate for ALL ACSK courses seem high overall, but when averaged over three years the numbers are lower. (See other data section C). So 2014-2015 retention significantly increased
- Success rate seems to meet minimum expectations (70%) but need to be broken down by discipline to be more useful to the ACSK discipline.

- ???

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

ACSK Students though have successfully completed discipline specific series (Reading, Writing, Math) will be able to complete a capstone assessment in the capstone course of each skill discipline. At the end of each Capstone discipline series, student will be able to

1. Reading Capstone (ACSK 152): Critically analyze and evaluate reading material at their independent reading level on various levels 1) making inferences; B) supporting opinions on writer's purpose and tone, C) describing and explaining major elements of the text D) using textual support for opinions.
2. Math Capstone (ACSK 155): Differentiate between relevant and irrelevant information needed to solve various capstone real-world word problems involving operations of the following: A) decimals and percentages; B) ratios and proportions; and C) fractions, decimals and percentages.
1. Writing Capstone (ACSK 158): Edit and revise writing to improve the organization and consistency of ideas in multiple paragraph essay

2) Summarize the progress you have made on Program Level Outcomes.

None.
PLOs were not in place prior to this Program Review

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

Course level Assessments are regularly submitted every semester.

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

None at this time.

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

Using Capstone course assessments to map to PLOs.

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.).*

Enrollment and Retention rates:
All levels are combined in this data over a 3 year average (2012 Fall – 2015 Spring)

	Avg. Enrollment at Census	Avg. Enrollment at End of term (EOT)	%
Reading Series 150/151/152	10.8	6.4	59%
Math Series	25.2	16	63%

153/154/155			
Writing Series 156/157/158	17.8	11	61%

ACSK READING:
Enrollment and retention is higher in Math and Writing.
However, BCC has a high percentage of under-prepared student in reading. But they do not enroll in ACSK reading or regular reading classes. There is no need to complete the reading unless the student recognizes their own need. Unlike Math and writing, no graduation level reading is required – as reading competency can be met via other means.

Reading is also the skill with the most negative baggage attached if students are assessed lower.
The level of need in reading can be so severe that the ACSK classes are not designed to accommodate students.

The need for lower level accommodations is important – ACSK levels or outside resources

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. *(Include labor market and demand information using resources in CTE and the PR Handbook.)*

Not CTE

2) Summarize the results of the measures listed in #1 above:

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.)*

D. TWO YEAR SCHEDULING PLAN

1) What is the program's Two-Year Scheduling Plan?

All ACSK courses are offered every Fall and Spring semester there are day and evening offerings

Courses	Subject Area	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring
ACSK 150/151/152	Writing	BCC	BCC	BCC	BCC
ACSK 153/154/155	Math	BCC	BCC	BCC	BCC
ACSK 156/157/158	Reading	BCC	BCC	BCC	BCC

2) What changes, if any, have been made since the last Program Review?

No previous Program review for ACSK.

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

Reasonable. However, the need for MATH is very high approximately double the enrollment for Reading and Writing. We offer 1 section reading and 1 section writing. And two sections math.
Math is usually offered in morning and evening. Reading and writing shifts.
To best serve the students, we should offered Writing and reading on a cycle that includes both morning and evening regularly.
But the enrollment average is lower for reading and writing than for math – this may be due to fewer sections, but hard to tell.

4) Reflecting on the responses above, what are the goals for the next program review cycle?

Keep two sections of the MATH series
Try to add reading and writing in the evenings
Switch reading and writing in the mornings.

4. Curriculum

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

No New courses have been created

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

All ACSK courses 150-158 were updated in Curriculum in fall 2017 (implemented in Spring 2013).
The SLOs, Objectives, Methods of Instruction, etc. were updated.

1) *CURRICULUM CURRENCY: Verify that all Transfer Level Courses are current and aligned for transfer.* (*May require reviewing ASSIST or meeting with Articulation Officer.*)

> No courses are Transfer Level

2) *CURRICULUM DEVELOPMENT: Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation.* *(Contact Articulation Officer for additional information.)*

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. *(NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)*

> ASSIST: Not Applicable
> C-ID: Not Applicable
> BCC Requirements: All course outline of records were updated to meet BCC requirements in 2012-2013
> Prerequisites: ACSK 151, 152, 154, 155, 157, 158 have prerequisites in the ACSK Sequence.
> Prerequisites are to be verified every 6 years, but last prerequisite verification for ACSK is unknown….?

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

5. Internal Factors *(see Handbook for additional information)*

A. **Strengths:** *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

> INTERNAL Strengths:
> 1. **Needed Program:** The program is a critical program for student growth – especially in the lower socio-economic high desert area. It provides students with foundation skills essential for future college success
> 2. **Front Loading:** Enables students to see the next higher level skill set because there are 3 levels in one class. By stacking classes in one section, students are "front loaded" by being able to see instruction in future skills required, and those in the advance class get to review recently mastered skills. Also, having the three levels enables cooperative learning and peer tutoring.
> 3. **Stepping Stone:** ACSK provides valuable services for students. It is a stepping stone for students to improve themselves, not only academically, but also socially and economically.
> 4. **Student preparation:** Facilitates students' knowledge of basic skills. Students are prepared to move on to higher levels of instruction, in academic or vocational goals. The ACSK provides vision for the future for the students and a way to get there.
> 5. **Student Success:** We have anecdotal evidence of students who have started in the beginning ACSK classes and have gone on to graduate. They have to work harder than others, but they stick with it and are successful.

B. **Weaknesses:** *The program or department's* *internal* *vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

INTERNAL Weaknesses:
1. **Faculty:** There are no FT faculty. There are three Adjuncts as of 2015 fall. But in the previous 2 years, there were only two adjunct faculty.
2. **Reading Series**: There seems to be a need for a lower level skill option available for some students, so that they can master the skills found in ACSK Beginning reading. Some students have been on a K or Grade 1 reading level, and those student's needs are not addressed. Reading is an internalized skill and students need more time to internalize those reading strategies.
3. **Classroom**: The ASCK designated classroom (B4) is not designed to accommodate the number of the students enrolled. Due to the three levels of instruction (stacked classes), students need more space to change activities [i.e., computer (Xtra Math), lecture, and classroom work].
4. **Motivation**: Students may have limited interest in improving their academic skills. This is not exactly a department weakness, but the department must constantly address this issue in the classroom.
5. **Enrollment Growth:** Based on the fact that the program has already grown in enrollment by about 60% since last year, some students may be unable to enroll in the near future with the current number of classes for math.
6. **Possible Restructuring:** One faculty member recommend that, in the future, classes contain only two groups each, depending on enrollment: Beginners and intermediate/advanced. It's very difficult to truly teach three levels at one time. Though another found the front-loading a positive experience (see Strengths). What other options can be explored?
7. **Student Skills:** Often ACSK students need basic "student" skills. Not interrupting the lecture with handing in homework, taking notes, use of tutoring resources, how to enter the classroom if they are late or the class is doing an activity, how to meet with etc.

6. External Factors *(see Handbook for additional information)*

A. **Opportunities:** *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

EXTERNAL Opportunities:
1. **Adult Education**: The Adult Education Consortium may help in some areas that could encompass the ACSK student – but more information is needed so we can …..?
2. **Literacy Training:** The Public Library teaches a basic Literacy class. However, many of our students that do need this level do not take advantage of it. BUT this connects to weakness as well, as the department is made up of PT faculty, and this needs a focused lead to work with the library.

B. **Threats:** *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

EXTERNAL Threats:
1. **SOCIO-ECONOMIC FACTORS**: Students are sometimes motivated by a financial aid check. Barstow has a much higher than California average poverty rate.
2. **Transportation**: Many ACSK students take public transportation and the bus schedules sometimes conflict with the evening classes. In the past the allowed ACSK to offer classes out of the block schedule of classes. This needs to be further reviewed considering transportation limitations, to see if additional scheduling will help or if discussions with transportation alternatives could be conducted.

7. Continuing Education/Professional Development

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

1. Updated curriculum for Developmental Studies subjects. (Tamayo)
2. Attended classes in development/assessment/update Student Learning Objectives (Tamayo)
3. Attended classes for teacher collaboration, in math and English. (Tamayo)
4. Common Core Trainings (implementation at the district level, site level, and teacher level, content, 3 Types of Writing, Close Reading, and new online assessments)
5. Scaffolding Curriculum Design Training (2014-15)
6. Acted as Community representative on the AB86 Adult Ed Consortium (Wiseman)
7. Attended BCC Basic Skills meetings in 2014-2015 Academic year (Wiseman)

B. How did this benefit your department and the College?

- Understanding Developmental studies and Scaffolding is critical to the ACSK instructor as the majority of students come with significant skills deficit and some learning disability or obstacle.
- ACSK also can have the same instructor teach different disciplines – MATH REDA Writing and multiple levels within the discipline. So integration, assessment, and scaffolding are essential.
- Attending the high school trainings helps to better understand the incoming student.

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

- To work with BCC Basic Skills on scheduling of their meetings to try and attend.
- Continue training at current institutions on development studies and pedagogy
- Attend BCC faculty opportunities if possible with schedule constraints.

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.)*
- If the program does not have prior goals and objectives, please explain.

No Goals or Objectives as this discipline has not done a Program Review in over 5 years.

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	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Collaborate regarding additional opportunities for students: Adult Ed, Literacy, BCC Workshops (non-credit), etc.	*List all that apply:* #1- Foster an innovative learning environment that respects diversity. #2- Provide students a successful college learning experience. #3- Promote and support student engagement.	**#1** Guide students to Adult Ed if appropriate	Need knowledge on Adult Ed offerings and schedule and flyers or online links	• Students are assessed and informed based on level and student needs. • Number of students who attend resources listed will improve. • Compare numbers – gathered and/or student surveys
			#2 Guide students to Public Library Literacy if appropriate	Need knowledge on Public Library Literacy offerings and schedule and flyers or online links	
			#3 Guide students to non-Credit classes, workshops, and tutoring if appropriate	Need knowledge on on-Credit classes, workshops, offerings and schedule and flyers or online links	
	Additional Information:				
#2		*List all that apply:*	**#1**		
			#2		
			#3		
	Additional Information:				
#3		*List all that apply:*	**#1**		
			#2		
			#3		
	Additional Information:				

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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	123	Collaboration/coordination meetings with BCC and the community	$500	No	Basic Skills if possible

Annual Update #1   Academic Year:

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1.   Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)

A)   List your Program Level Outcomes:

B)   Summarize the progress you have made on Program Level Outcomes (PLOs):

C)   Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E)   Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2.   GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1			
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1			☐
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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

Annual Update #2	Academic Year:

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)

A)   List your Program Level Outcomes:

B)   Summarize the progress you have made on Program Level Outcomes (PLOs):

C)   Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E)   Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2.   GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1			
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1			☐
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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