

INSTRUCTIONAL Program Review Annual Update

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| Department: | Basic Skills | | |
| Academic Year: | 2016 | Annual Update # 1 | |
| | | Annual Update #2 | |

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

A) List your Program Level Outcomes:

- 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)

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

We are currently working on introducing accelerated classes to better meet the required basic skills in English for our below transfer-level students. We are currently discussing on offering training for our adjunct faculty who will be teaching English, Math, ACSK and ESL. Math and English workshops are now offered to support students struggling with basic skills. We are continuing to request a FT READ/ACSK instructor to better promote and support these programs.

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

We are continuing to work on improving our norming process to assess English 50, and we are hoping for better results in the future. We have also posted sample assignments and assessment clarifications for English basic skills instructors, so better attention is paid to SLOs and their applications.

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

We are moving forward with acceleration since we believe this will better serve our students and assist them in attaining their goals. Our workshops are designed to support students in the Success Center, and we're reaching out to counselors and faculty to support their students by promoting our services.

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

We will continue to work with other departments on expanding support for basic skills students and providing accurate data to reflect our progress.

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

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| <p>#1 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. 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>#1</p> <p>#2</p> <p>#3</p> | <p>#1 research relationship between assessment, registration, and retention/success. Focus on Reading</p> <p>#2 Identify flaws in Early Alert system</p> <p>#3 Develop and implement plan to revise Early Alert</p> | <p>- Basic Skills Coordinator works with faculty and selected staff to collect assessment and registration data.</p> <p>- Staff may require out-of-class compensation - Analysis of data</p> <p>- Interpret and respond to results. (Plan)</p> <p>- Basic Skills coordinator works with counseling and faculty to identify flaws. - Develop plan to address</p> <p>- 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> | <p>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.</p> <p>Change existing Early Alert reporting process to more userfriendly model. 25% increase in faculty use of Early Alert process.</p> |
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Goal #1 Annual Update: (Assess progress made toward goal attainment)

In light of the changes we've had in our basic skills committee, this goal will have to be reassessed and modified. A more practical and feasible mechanism would be more productive. The teacher training we are discussing for the coming year will have to also address assessment, registration, success, and retention and resolve any flaws or weaknesses produced. Our emphasis will be on the instructors. We will also work with counselors regarding this topic and work with them to make it work better without infringing on their work and procedures.

| GOAL | OBJECTIVE | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT |
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| <p>#2 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 parttime faculty participation in department/discipline dialogue and providing training opportunities, and educating all levels of faculty on Basic Skills student</p> | <p>#1 Basic Skills faculty, full and part time, work together to develop and implement shared assessments.</p> | <p>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).</p> <p>- Part-time instructors participating are compensated for holistic scoring meeting.</p> | <p>Shared assessments are developed via active dialogue. Full and part-timers participate in collection of shared assessment data</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> |
| | <p>#2 Offer monthly training (mentor) meetings to new faculty. (Meetings geared</p> | <p>- Basic Skills Coordinator holds monthly training meetings for faculty,</p> | <p>OUTCOME: 50% of new faculty participate in monthly training meetings.</p> |

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| GOAL | OBJECTIVE | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT |
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| needs. | toward Basic Skills faculty but all new faculty welcome.) | especially new faculty - Mentor faculty, counselors, and staff encouraged and invited to participate. - Schedule and information covered communicated to college community. | MEASURE: % of faculty involved with process ASSESSMENT: Attendance and participation in trainings |
| | #3 Trained faculty use what they learn at mentor meetings to participate (and accurately) in instructional and assessment processes. | - All faculty, including part-timers RECEIVE Program Review and Student Learning Outcome information and forms. - SLO and Basic Skills Coordinators follow up and are available for questions. - Faculty submit required documents on time | OUTCOME: Increase in part-time faculty submission of Student Learning Outcomes assessments for courses each semester. (Appendix B forms submitted are correct and complete). MEASURE: from previous number to 90% submission ASSESSMENT: submission from SLO reports |

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

We are in the process of launching a Mentoring program for adjuncts, and once that's in place we're hoping to make the material discussed available for on-line instructors as well.

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| #3 Continue support for the third year of the English as a Second Language program; Expand ESL services into the community. | #1 #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 #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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Goal #3 Annual Update: (Assess progress made toward goal attainment)

ESL classes are continuously offered and the program is moving ahead.

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 |
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| 2 | 1 | FT READ/ACSK instructor | Salary | yes | |
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