INSTRUCTIONAL Program Review Annual Update

Department:	Basic Skills
Academic Year:	2017-18 Annual Update # 1 [X] 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:

Program changes at the state level, specifically the new combined reporting requirements, have led to the establishment of new goals and program outcomes. These have been connected to the integrated goals established as part of the 2017-18 integrated SSSP, Equity and Basic Skills plan. These are the goals that will be evaluated going forward.

1. Increase access for disproportionately impacted student groups, including ESL
2. Establish additional pathways and options for remediation in basic skills English, math and ESL to enhance student success.
3. Increase degree/certificate completion rates, with emphasis on BCC's disproportionately impacted students.
4. Increase proportion of underprepared students who move from basic skills English, math, and EEL coursework to college and transfer-level coursework.

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

The prior plan listed the core competencies/ILO as program level outcomes. It was determined that these were not appropriate to list as goals for the Basic Skills plan. However, ILO's are assessed one per year by the SLOAC committee.

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

Course level outcomes are assessed in the department level program reviews for English, math and ESL. Acceleration, learning support services, and the use of multiple measures for proper course placement continue to be areas of focus for the Basic Skills committee. Significant progress has been made in all of these areas.

Acceleration & Curriculum Design:
BCC began offering the reengineered and accelerated course ENGL 50X in summer 2016 term. Current data shows that the overall course completion and success rate for ENGL 50X is 70.5%. The success rate for ENGL 50 over the same period was 64.1%.
Further, from the students who completed 50X since summer term 2016, 65 of those students attempted ENGL 1A, and 52 passed, for a success rate of 80% (excluding fall 2017). Comparatively, 275 students that passed ENGL 50 attempted ENGL 1A in that period since summer 2016, and 116 passed, for a success rate of 61.7% (excluding fall 2017). (Fall 2017 data was excluded due to grades not being available as of the

time of this report). Overall the data is showing that students are successfully completing ENGL 50Xand moving forward with success to ENGL 1A.

Learning Support Services:

Basic Skills faculty have discussed potential learning support services such as imbedded tutoring, supplemental instruction, and support centers for English, Math and ESL for a number of years. This year as part of our accreditation Quality Focus Essay, an emphasis was placed on these services. This renewed commitment will be a key topic for discussion in the Basic Skills Committee in 2017-18.

Further, the committee also discussed non-credit options to support student learning. This discussion will also be on going in 2017-18.

Multiple Measures:

Significant work on multiple measures occurred in 2016-17. The Basic Skills Committee recommended that the Academic Senate adopt the Multiple Measures Assessment Project (MMAP). Further guidance was provided by MMAP to make placement recommendations clearer and easier to follow. In May of 2017, English faculty made a preliminary recommendation based on this clarification, and math faculty along with counseling input devised a preliminary structure for math placement. Additional work was done by math faculty over summer 2017. The Basic Skills Committee will review the recommendations and suggest a course of action for those recommendations in fall 2017.

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

In fall 2017, the President's Shared Governance Council (PSGC) recommended that the Basic Skills Committee be formalized as a sub-committee of the Academic Senate. As of this report, the Academic Senate was reviewing the committee charge and structure. This will allow the committee to formalize process for moving items forward for approval.

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

- Work on curricular design of courses and pathways in English, math and ESL should continue and will be integrated into the SSSP/Equity/BSI integrated plan.
- Learning support services will continue to be an area of focus in 2017-18 and will be integrated into the SSSP/Equity/BSI integrated plan.
- Work on multiple measures will continue in 2017-18 and will be integrated into the SSSP/Equity/BSI integrated plan.

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
Develop ways to increase student engagement, retention, and success rate in Basic Skills courses.	#1	Reduce exit points to eliminate attrition		Assessments and success rate
	#2	Support the Multiple Measures Assessment Project to offer students better placement		
	#3	Maximize outreach to students at the main campus and Ft. Irwin	Support tele-conferencing capabilities to reach Ft. Irwin students	

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

(Type the update for Goal #1 in this box)

1.a.The Basic Skills Committee discussed strategies for reducing exit points and took action to only place students in ACSK math courses if they had a verified disability. All other students are placed in Math 101, reducing one exit point. English 50X was implemented and courses were taught in 2016-17. English 50X reduces exit points and combines remediation for under prepared students to one course below college level.

2.In the 2016-17 academic year, the Basic Skills Committee recommended the Academic Senate to adopt the Multiple Measures Assessment Project (MMAP) for student placement. Since then, the committee is working on developing tables for ease of use with the MMAP projects.

3. Tele-conferencing and internet connections for Ft. Irwin have been enhanced and offer more possibilities for assisting distance students in accessing basic skills instruction. Wireless was added at Fort Irwin for students and staff.

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Create more opportunities for students to access quality support services in conjunction with local community organizations and schools, Student Success and Equity, Counseling, DSPS, and faculty.	#1	Prevent struggling students from falling behind or quitting	Utilize support services such as tutoring and workshops to advance student success	Assessments and success rate
		#2	Prepare students for college level courses		
		#3	Develop a student-centered environment of awareness and cooperation on campus		

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

1.a. Learning Support Serives is an ongoing discussion in the Basic Skills Committee. This ongoing dialog has gained momentum and a section of the accreditation QFE will add support for enhancing Learning Support for students.
#2. Workshops, group and one-on-one tutoring is available to students. The College continues to enhance and promote these services. The OEI pilot continues to offer additional opportunities for the college to improve tutoring for online students through NetTutor. All of this contribute to helping underprepared students build a foundation for college level coursework and success.
#3. The multiple measures work, acceleration and ACSK discussion demonstrate the commitment of the Basic Skills Committee to discuss and move forward meaningful projects that support academic achievement.

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Increase faculty engagement with campus activities and students.	#1	Involve PT instructors in norming sessions	Make funds available out of BSI budget for activities	Faculty attendance and participation
		#2	Provide adjuncts with training and feedback		
		#3	Support professional development activities		

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

#1, #2,#3. Acceleration continues to move forward on campus. As section demand increases, so the does the need for trained part-time faculty. In 2017-18, part-time faculty will attend CAP so that more adjuncts are trained and can teach English 50X. Additionally part-time faculty are helping with other student engagement activities including workshops, curriculum development and teaching of summer bridge.

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