



Basic Skills

Basic Skills
Cerro Coso Community College
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Executive Summary

Basic Skills is a program that encompasses courses in the mathematics and English sequences that are below transfer level. These courses are not captured in either the mathematics or the English departments' annual unit plans or program reviews, thus they are nestled into basic skills as courses that are not college level. Additionally, basic skills has an advisory committee that makes suggestions to basic skills and researches current trends in remedial education. The committee is made up of English and math faculty, a counselor, a Career Technical Education representative, the basic skills coordinator, and an administrator.

Outcomes for the program have been documented through the student success of six-year cohorts. The past four of these six-year cohorts have not shown significant differences in student success. Despite efforts to provide embedded support by way of supplemental instruction and external support in the form of math and writing labs, student completion of both math and English remedial sequences remains poor, according to six-year cohorts and two-year cohorts.

Historically, remedial education across the state has operated on the assumption that additional preparatory pre-requisite courses would adequately prepare students to take college/transfer level courses; however, current research shows that the converse is true. Current research shows that a reduction in number of remedial courses, or removal of all remedial courses, drastically increases the percentage of students who succeed in college-level courses when they are provided with concurrent support (co-requisite courses to accompany the core class).

Given the current research and the passing of AB705 (bill that mandates that students should have access to a transfer level course within the first year), both English and math departments have elected to create co-requisite courses (concurrent support) for courses defined as one-level below college level. At this time, a Course Outline of Record (COR) for ENGL C070S has been approved by the curriculum and instruction committee. The math department is currently working toward development of co-requisite courses for MATH C055 and MATH C053, each being one-level below transfer, one for stem pathways and one for pathways that do not require Intermediate Algebra (MATH C055) . Implementation of these courses will eliminate all but one course below transfer level for math and English, giving students access to a college-level course within one year.



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With the above stated, it is becoming clear this program review comes at a time when basic skills is in a transitional state. Over the past five years, there have been multiple attempts to improve student success and retention, but to no avail. Enrollments in basic skills have waned, likely due to higher placement of incoming students via Multiple Measures Assessment and fewer enrollments college-wide. Implementation of co-requisite courses in ENGL C070, MATH C055, and MATH C053 will require the removal of courses two-level and three-levels below transfer (ENGL C040, MATH C040, and MATH C050), effectively eliminating all basic skills coursework from course offerings within the next two years.



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Part 1 - Relevance

1. Catalog Description

There is not a catalog description for basic skills, but the catalog does define remedial course work as follows:

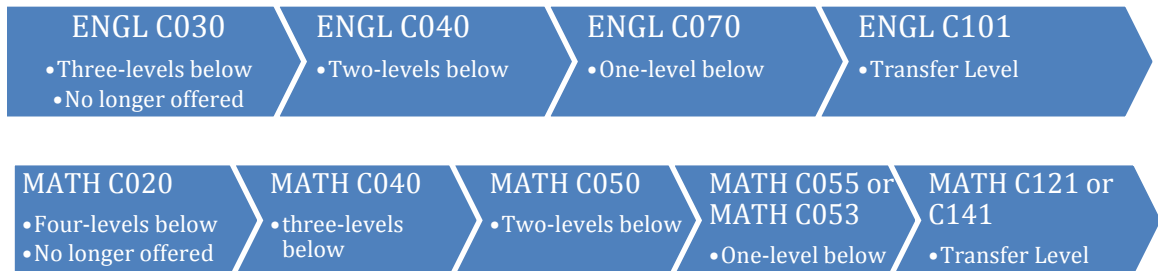
Remedial coursework refers to pre-collegiate basic skills courses defined as courses in reading, writing, computation, learning skills, and English as a Second Language, which are designated as non-degree credit courses. No student shall receive more than thirty (30) semester units of credit for remedial coursework within the Kern Community College district, except for the following: 1) students currently enrolled in one or more courses of English as a Second Language, 2) students identified by the college as having a qualifying disability.

2. Program Learning Outcomes

Basic skills does not have defined program learning outcomes; however, a reasonable parallel to PLOs might include the Student Learning Outcomes (SLOs) of the last course in the sequence for both English and math. Student performance on these measure can be viewed as program learning outcomes (PLOs) as they are they knowledge and skills necessary to progress into college level courses.

3. Courses/Program Matrix

The Sequence for math and English have historically included numerous remedial courses (as shown below). Basic skills courses are defined as courses numbered 049 and below. The Basic Skills Program scope at Cerro Coso has grown to include all English and math courses that are below transfer level as those courses are not captured in either the English or math program reviews. The Program Matrix for Basic Skills math and English are listed here with the transfer level course that begins the English and Math programs.





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In the Fall 2016 term, to eliminate duplication of efforts between Cerro Coso Community College and the adult schools, courses below C040 in both English and math were removed from the course offerings and the adult schools began to offer remediation in place of these courses. Prior to this Cerro Coso sites discontinued the offering of the lowest math and English courses, MATH C020 and ENGL C030.

The supplanting of these courses by the adult schools lasted approximately three semesters. Cerro Coso Community College and Sierra Sands Adult School collaborated throughout this time to increase participation, but to no avail. During that time, based on participation records, the college realized that students were not interested in attending Sierra Sands Adult School to remediate.

In the Spring 2018 term, students at the Ridgecrest/Indian Wells Valley (I WV) campus who had been guided to the adult school classes were offered an opportunity to return to the college to continue their math and English courses, beginning with ENGL C040 and MATH C040.

4. Program Pathway

Courses within the basic skills program have historically been offered to remediate students who have placed in courses defined as “levels below transfer.” The Program Pathway does not end at an award, but instead culminates students being able to enroll in transfer level courses. The sequence of courses was developed at a time when the trend was to support students by providing additional courses in hopes that they would assist students in developing remedial skills that would lend to increased success in college-level courses.

Over the past five years there has been a clear abandonment of this principle across the state. Community colleges have experimented with requiring co-requisite courses or eliminating required remediation. The student success data from these efforts has shown that students have a higher probability of completing math and English program pathways than those who attempt to work through the Basic Skills pathway. Such changes alter the program pathway for basic skills to include no courses that fit the definition of basic skills, courses numbered 049 and below. These pathway changes still allow students to complete the basic skills program outcome of access to a college level course within one year of initial enrollment. Though the state’s trend is to remove all courses below transfer level, Cerro Coso faculty have elected to ease into this change by eliminating courses below one-level below transfer. Further discussion will occur after running the new courses as to whether Cerro Coso will follow the state in no longer offering remedial coursework.



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These pathways are mandatory for students who place into remedial courses and are imposed by Cerro Coso Community College. Decisions regarding this pathway are discussed within the basic skills committee and are informed by information coming from the state and various conferences where other colleges discuss best practices.

In Fall 2018, Cerro Coso will begin implementation of a redesigned remedial sequence at the main campus. The redesign will remove courses that are below one-level below transfer. This provides students with the possibility of completing a transfer-level course within one year of beginning English and math courses (dependent on placement). Following the initial roll-out of these courses, department chairs will assess implementation at the college sites and online.

The question remains, how will these courses function in an online environment? The answer to this question has yet to be answered and it appears as though Cerro Coso will be of the first to venture down this path as the college is unique in that it has a significant online population in comparison to the average community college. Discussion on this has developed some ideas as to how this might be done, but no work has been done in this direction. The first semester of on-ground implementation will be helpful in deciding how an online implementation will proceed.

5. Conditions of Enrollment

Basic skills is a sequence of courses that must be followed in order, beginning with the course the student has been placed into by way of multiple measures. For students who are assessed as unprepared for transfer level course work, the Basic Skills program is required. Enrollment in specific Basic Skills courses relied upon successful completion of the previous course in the sequence. The pre-requisites in basic skills were necessary at a time when there were numerous levels of basic skills (i.e. one-level below, two-levels below, etc.). Currently at Cerro Coso there is only one course classified as basic skills within each discipline, ENGL C040 and MATH C040.

Current research shows that Basic Skills classes as prerequisites may not increase the chance that students will complete college level classes in the future. The same research suggests that students are more successful in completing a college-level English and or math course when there are fewer remedial courses in the pathway that must be completed first. In fact, current trends in the state are to remove all courses below transfer level and place students directly into transfer-level coursework with or without concurrent support. Both English and math departments are evaluating this trend and in the meantime have taken a step toward these accelerated models. English and math faculty are not interested in eliminating all courses below transfer without having first produced data at Cerro Coso that shows eliminating courses below ENGL C070 and



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MATH C055 would support student success and retention. Data will be collected and analyzed after each term to guide the ongoing evolution of the relevancy of the Basic Skills program at Cerro Coso.

Part 2 – Appropriateness

1. Connection to College Mission

The Basic Skills Program is meant to ensure that all students at Cerro Coso Community College have the foundational skills in reading, writing, and mathematics necessary for success in college-level work. This mission supports the college mission by demonstrating "a conscious effort to produce and support student success and achievement" through "remedial instruction."

2. Determination of Student Needs

Historically, students have been placed into basic skills courses through evaluation of performance on the Accuplacer test. In recent years, students have been evaluated using multiple measures. Cerro Coso has implemented the use of multiple measures to be aligned with the research and recommendations from the Multiple Measures Assessment Project (MMAP). MMAP adjusts the method in which students are placed into courses, taking into consideration courses students have taken in high school (high school transcripts), high school GPA, years since high school graduation, assessment tests scores, student interviews, progression over time, and other factors. Using the recommendations from MMAP, the Counseling, Math, and English departments developed a Multiple Measures Guide to assist with the placement process for students. This new method of placing students into courses assists Cerro Coso with aligning with the statewide initiative of getting students through a college-level math and English course within the first year. Additionally, MMAP is a key component of AB705 that passed in Fall 2017 which requires colleges to assess students by way of multiple measures, giving students the greatest opportunity of taking a college-level course in their first year. Students who are placed in courses defined as "levels below transfer" are required to take these courses in preparation for college-level courses upon completion of the sequence(s).

Counselors/advisors encourage students to take math and English in the first term through the education planning process. The student is engaged in the multiple measure assessment process at initial point of contact. Counselors review transcripts, assessment scores, and meet with the student to discuss placement results and encourage students to start early with math and English. This practice will be further enhanced by the co-requisite model of instruction when implemented in 2018-19



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Basic Skills is advised and assessed by committee. The basic skills committee is an advisory committee that researches, discusses, and gives suggestions to basic skills. The committee has recently suggested to move in the same direction of the state to offer co-requisite courses with math and English courses that are one-level below transfer. Most recently, with the addition of institutional research, the committee has been better informed of the data that is not provided by the state. This more granular data has given basic skills a better understanding of student success and retention.

3. Place of Program in Curriculum/Similar Programs

For students who do not place directly into college-level courses, basic skills provides preparatory courses designed to assist students in building a foundational understanding of universal concepts that support success in college-level courses. The courses in basic skills are not similar to courses in other programs in that they are deemed remedial or preparatory for college level curriculum, but are not required for college level courses that are outside of English and math; students who are placed into remedial English and or math are free to enroll in courses that do not have college level English or math as pre-requisites. Basic skills courses are not transfer level, nor are they required for students, unless the student has placed into remedial courses and their degree/certificate path requires the completion of college level math and or English.

4. Majors and Completers

The basic skills sequence is not a program that culminates in the earning of a degree or certificate, students do not select basic skills as a major. The courses, however, have been required to prepare students who anticipate studying within degree or certificate program.

Looking at the past three, two-year cohorts, it is apparent that the lower a student places in basic skills courses, the less likely they are to complete the sequence and pass a transfer level course (see table below). Each course is a stopping point for basic skills students. The lower a student is placed, the less likely he/she is to progress to the next course. this data is consistent across the state.



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2-year cohorts	2013-2015			2014-2016			2015-2017		
	Began sequence	Completed a college-level course	%	Began sequence	Completed a college-level course	%	Began sequence	Completed a college-level course	%
Math (four-levels below)	121	8	7%	83	0	0%	92	5	5%
Math (three-levels below)	123	7	6%	150	8	5%	152	17	11%
Math (two-levels below)	84	5	6%	72	11	15%	59	7	12%
Math (one-level below)	77	18	23%	84	22	26%	99	35	35%
English (three-levels below)	0	0		38	2	5%	41	8	20%
English (two-levels below)	124	26	21%	124	25	20%	157	35	22%
English (one-level below)	117	40	34%	106	38	36%	93	35	38%

* students did not complete transfer level course - completed one-level below transfer

Retention has remained steady semester over semester, fluctuating between 79% and 85% over the past five years.

Retention Averages (displayed in %)											
Row Labels	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17	Total
ENGL C030	94		78	67	93	78	79				80
ENGL C040	86	83	74	83	83	81	75	83	76	84	82
ENGL C042		68	83								75
ENGL C070	78	78	85	77	77	89	83	77	85	83	81
MATH C020	85	85	91	83	75	84	74				83
MATH C040	80	83	89	86	84	85	79	92	80	90	85
MATH C050	89	78	85	81	82	75	85	80	81	76	82
MATH C053									100	87	91
MATH C055	86	78	73	72	79	87	72	80	76	85	79
Total	84	80	83	79	81	83	80	82	82	85	82





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Retention Averages for Traditional Education (on-ground) (displayed in %)											
Row Labels	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17	Total
ENGL C030	94		79	67	93	79	79				81
ENGL C040	100	84	73	86	86	87	84	87	79	84	86
ENGL C042		69	83								76
ENGL C070	86	85	89	87	86	97	88	93	86	89	88
MATH C020	85	86	91	83	76	84	74				83
MATH C040	95	86	85	88	85	83	83	94	68	93	87
MATH C050	90	81	89	81	86	84	92	93	84	85	87
MATH C053									100	94	97
MATH C055	83	84	89	80	89	91	77	92	88	87	87
Total	90	83	87	83	86	86	85	91	84	88	86

Retention Averages for Distance Education (online) (displayed in %)											
Row Labels	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17	Total
ENGL C040	64	75	75	74	79	74	61	73	73	85	73
ENGL C070	63	72	75	69	61	82	74	66	85	74	72
MATH C040	60	75	93	79	85	93	74	87	94	78	83
MATH C050	87	76	81	83	76	69	73	74	75	68	76
MATH C053										81	81
MATH C055	90	72	61	58	75	82	71	66	70	77	72
Total	73	73	77	72	74	79	72	70	79	76	75

Disparity in Retention for Distance Education Courses											
Row Labels	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17	Total
ENGL C030											
ENGL C040	-36%	-9%	2%	-12%	-7%	-12%	-23%	-14%	-6%	1%	-13%
ENGL C042											
ENGL C070	-24%	-13%	-14%	-18%	-25%	-14%	-15%	-27%	-2%	-16%	-16%
MATH C020											
MATH C040	-35%	-11%	7%	-8%	0%	10%	-10%	-7%	26%	-15%	-4%
MATH C050	-4%	-9%	-28%	-24%	-11%	-2%	-21%	-27%	-14%	-8%	-15%
MATH C053										-13%	-16%
MATH C055	7%	-12%	-28%	-23%	-14%	-9%	-6%	-26%	-18%	-10%	-15%
Total	-17%	-10%	-9%	-11%	-12%	-7%	-13%	-21%	-5%	-12%	-12%

Support of these students has included supplemental instruction, prior to the Fall 2015 semester. The data show that there was a noticeably higher success rate on average prior to the elimination of supplemental instruction (Highlighted cells indicate success rates that are above the average for the course).





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Success in Basic Skills Math										
	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17
MATH C020	56%	65%	79%	49%	47%	58%	53%			
MATH C040	75%	58%	82%	68%	63%	56%	57%	59%	56%	62%
MATH C050	63%	59%	68%	57%	62%	43%	61%	51%	44%	34%
MATH C053									56%	67%
MATH C055	67%	64%	51%	56%	65%	65%	44%	57%	50%	63%
Success in Basic Skills English										
	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17
ENGL C030	94%		56%	45%	90%	45%	44%			
ENGL C040	71%	52%	64%	57%	45%	54%	44%	54%	49%	49%
ENGL C042		41%	66%							
ENGL C070	58%	50%	64%	55%	61%	59%	66%	56%	56%	57%

In the Fall 2015 semester, math and writing labs took the place of supplemental instruction as a strategy aimed at basic skills. What is discovered in the Learning Assistance Center data is that the majority of students who utilize the labs are not basic skills students, thus math and writing labs as a strategy for basic skills is not comparable to embedded supports, such as supplemental instruction.

This data supports current motivation to develop concurrent support models, co-requisite courses, to support basic skills students. The co-requisite models serve students in that the support is built into the unit load for the course. Students attend the co-requisite section immediately prior to or following their core course. The instructor who teaches the core course (ENGL C070 or MATH C055) also teaches the co-requisite, giving the students additional time with the faculty to work on skills they might be lacking in the core course.

Clearly, there is an issue in basic skills completion rates and in the disparity between traditional and distance education. Success and retention rates are to be addressed through a remodel of the basic skills sequence: change in placement protocol (multiple measures), removal of courses that are beyond one-level below transfer, and concurrent support for students in courses that are one-level below transfer. These strategies have been implemented at numerous schools across the state and they have significantly increased the number of students who complete a college level course within the first year.

5. Summary of Student Demand Data

Basic Skills is not a program that actively recruits students. Students are placed into basic skills courses based on multiple measures assessment; therefore, the demand for the program will reflect the larger demand trend for underprepared students wishing to





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go to college. Though students are placed into the program for remediation, the courses do generate FTE.

FTE average (5-year)			
	Spring	Summer	Fall
English	56	12	51
Math	82	26	92
Basic Skills	138	38	143

When looking at FTES generated by basic skills on a yearly basis, we see that it has been trending downward since 2013. This is likely caused by the reduction in basic skills courses offered and the number of students who are being placed into basic skills courses. For example, ENGL C030 was offered for the last time in Spring 2016, ENGL C042 was offered for the last time in Spring 2014, and MATH C020 was offered for the last time in Spring 2016. This downward trend is in-line with the college as a whole.

FTE by Year					
	2013	2014	2015	2016	2017
Basic Skills Spring	160	151	131	140	106
Basic Skills Summer	43	42	34	37	35
Basic Skills Fall	165	151	158	127	112

Over the past 5 years, enrollment in basic skills classes has experienced a bit of a decline. The graph below identifies lowest enrollment in each course occurring in the past few semesters, with the exception of MATH C050 which hit a high point of 27.8 average enrollments per section in Fall 2017.

Average of Census Enrollment by Term										
Course ID	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17
ENGL C030	27		29	24	23	26	19			
ENGL C040	24	27	26	28	29	29	30	27	18	22
ENGL C042		29	23							
ENGL C070	29	28	26	28	20	27	24	25	19	22
MATH C020	30	36	23	31	24	34	21			
MATH C040	34	28	23	26	23	24	23	24	21	21
MATH C050	31	32	26	35	29	28	22	37	29	36
MATH C055	31	31	35	26	34	27	26	26	31	27

The data suggest a slight downward trend in enrollments in basic skills courses since the Fall 2013 semester, but the decline is not more substantial than the college's decline in enrollment.



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Enrollment at the Cerro Coso sites has fluctuated over the past five years, ultimately in a downward trend. During the past five years, Bishop and Mammoth/Eastern Sierra College Center (ESCC), Tehachapi/East Kern (EK), and Online have not offered ENGL C030 (three-levels below transfer). Similarly, Mammoth/ESCC, Tehachapi/EK, and online have not offered MATH C020, four-levels below transfer. In the Fall 2016 semester, when ENGL C030 was removed from offerings and the adult schools began to offer remediation in lieu of the course, there is a noticeable drop in enrollments in the subsequent class (ENGL C040) in the following semesters. This dip in enrollment persists through the Fall 2017 semester and implies either a lack of student success through the adult school remediation program, a lack of persistence, or both.

In Spring 2017 and Fall 2017, Cerro Coso had five-year highs in enrollment in ENGL C101 after the implementation of multiple measures, lending to many instances of record lows in English courses below transfer level. In math, there were similar occurrences though not at the transfer level. The Spring and Fall semesters in 2017 brought very high enrollment rates to MATH C053 and MATH C055, likely effects of multiple measures placement.

The chart below details census day enrollment at Cerro Coso from Spring 2013 to Fall 2017 and includes data from ENGL C101, MATH C121, and MATH C141, all transfer-level courses that follow the math and English remedial sequence. Transfer-level courses are included here to give further detail the potential effects from implementation of multiple measures assessment. Cells that are red represent the lowest enrollment for the specific course over the past 5 years. Green cells represent the term where the course had its highest enrollment.

Course Enrollment Detail, by site, by term										
	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17
ENGL C030	55		59	48	46	52	39			
Cerro Coso Main Campus	29		30	48	31	52	26			
Cerro Coso KRV	26		29		15		13			
ENGL C040	124	165	78	169	87	206	92	165	72	159
Cerro Coso Main Campus	69	61	44	63	58	62	59	55	34	42
Cerro Coso ESCC Bishop		28		24		33		31		27
Cerro Coso ESCC Mammoth		22		28		26		33		21
Cerro Coso KRV		26		24		23		16		15
Cerro Coso CC On-line	55	28	34	30	29	62	33	30	38	54
ENGL C042		29	23							
Cerro Coso Main Campus		29	23							
ENGL C070	294	200	313	170	249	165	341	181	254	156
Cerro Coso Main Campus	91	116	118	87	80	80	94	85	60	51





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Cerro Coso ESCC Bishop	32		22		26		28		22	
Cerro Coso ESCC Mammoth	28		32		30		34		19	
Cerro Coso KRV	25		30		15		53		42	
Cerro Coso East Kern	36		17		19		50		25	20
Cerro Coso CC On-line	82	84	94	83	79	85	82	96	86	85
ENGL C101	229	283	199	309	166	284	175	365	205	392
Cerro Coso Main Campus	93	92	91	114	78	95	80	91	84	106
Cerro Coso ESCC Bishop		31		23		26		27		28
Cerro Coso ESCC Mammoth		35		32		29		31		42
Cerro Coso KRV	26	13		29		11		48		41
Cerro Coso East Kern	16	24		23		28		31		76
Cerro Coso CC On-line	94	88	108	88	88	95	95	137	121	99
	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17
MATH C020	154	144	118	93	73	103	63			
Cerro Coso Main Campus	100	112	78	93	73	103	63			
Cerro Coso ESCC Bishop	22		10							
Cerro Coso KRV	32	32	30							
MATH C040	136	199	118	214	119	220	142	147	64	129
Cerro Coso Main Campus	90	94	58	73	49	58	51	48	18	35
Cerro Coso ESCC Bishop		22		26		32		27		18
Cerro Coso ESCC Mammoth		20		23		17		20		9
Cerro Coso KRV		18		53	18	36	20	14	13	26
Cerro Coso East Kern			11		6		5			
Cerro Coso CC On-line	46	45	49	39	46	77	66	38	33	41
MATH C050	254	227	241	177	234	168	226	189	237	146
Cerro Coso Main Campus	98	101	85	83	75	71	69	72	72	72
Cerro Coso ESCC Bishop	26		14		21		14		30	
Cerro Coso ESCC Mammoth	25		26		25		12		19	
Cerro Coso KRV	23		18		25		20		29	
Cerro Coso East Kern		5	10		7		20		8	
Cerro Coso CC On-line	82	121	88	94	81	97	91	117	79	74
MATH C053									9	33
Cerro Coso Main Campus									9	17
Cerro Coso CC On-line										16
MATH C055	191	252	211	236	170	251	133	265	157	244
Cerro Coso Main Campus	47	78	88	71	73	72	49	81	56	68
Cerro Coso ESCC Bishop		14		16		21		17		22
Cerro Coso ESCC Mammoth		20		17		29		14		21
Cerro Coso KRV	24	14		13		19		11		23
Cerro Coso East Kern				6		10		36		31
Cerro Coso CC On-line	120	126	123	113	97	100	84	106	101	79
	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17



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MATH C121	125	90	150	113	132	117	207	151	183	142
Cerro Coso Main Campus	33	32	30	33	34	37	34	38	36	62
Cerro Coso ESCC Bishop	19		13		14		21		22	
Cerro Coso ESCC Mammoth	27		17		11		33		22	
Cerro Coso KRV	14		11		13		23			
Cerro Coso East Kern							12		16	
Cerro Coso CC On-line	32	58	79	80	60	80	84	113	87	80
MATH C141	57	65	64	66	58	64	60	114	63	135
Cerro Coso Main Campus	27	25	28	26	13	29	20	28	11	24
Cerro Coso KRV									6	
Cerro Coso East Kern								56	16	83
Cerro Coso CC On-line	30	40	36	40	45	35	40	30	30	28
Overall Enrollment Over Time	1619	1654	1574	1595	1334	1630	1478	1577	1244	1536
	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17

Waitlist data for basic skills courses show that in the most recent years (2016-2017) there have been far fewer waitlisted students than in the three years prior. This is likely due to the college-wide drop in enrollment at Cerro Coso. The most recent need for concern is in the Spring and Fall 2017 semesters when there were 25 and 27 students waitlisted for MATH C050, respectively. The chart below shows the number of waitlisted student by course, by term. Additionally, the *totals by term* row at the bottom shows the higher waitlisted terms as indicated with warmer colors (red, orange, yellow, light green, and dark green, in order from highest to lowest).

Course ID	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17
ENGL C030	0		4	5	0	10	2			
ENGL C040	5	42	20	29	30	34	14	0	6	3
ENGL C042		20	20							
ENGL C070	12	29	12	10	2	28	9	0	0	1
MATH C020	21	13	8	5	14	11	0			
MATH C040	5	51	9	19	2	10	3	0	14	10
MATH C050	8	49	17	40	7	0	0	1	25	27
MATH C053									0	0
MATH C055	11	31	10	9	8	17	0	0	3	19
Totals by Term	62	235	100	117	63	110	28	1	48	60

Course ID	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17
ENGL C030	2		2	3	2	3	3			
ENGL C040	8	7	5	6	5	8	3	7	4	7





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ENGL C042		2	2							
ENGL C070	12	8	14	7	14	6	16	7	15	8
MATH C020	6	4	5	3	3	3	4			
MATH C040	5	8	7	9	7	10	7	6	4	7
MATH C050	9	8	11	6	9	9	11	6	9	4
MATH C053									1	2
MATH C055	6	10	7	9	6	11	8	12	6	11
Totals by Term	48	47	53	43	46	50	52	38	39	39

The Table below shows the number of waitlisted students per section offered during each semester. Warmer colors represent courses that have higher quantities of waitlisted students; green cells are those that have fewer.

Course ID	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17
ENGL C030	0.0		2.0	1.7	0.0	3.3	0.7			
ENGL C040	0.6	6.0	4.0	4.8	6.0	4.3	4.7	0.0	1.5	0.4
ENGL C042		10.0	10.0							
ENGL C070	1.0	3.6	0.9	1.4	0.1	4.7	0.6	0.0	0.0	0.1
MATH C020	3.5	3.3	1.6	1.7	4.7	3.7	0.0			
MATH C040	1.0	6.4	1.3	2.1	0.3	1.0	0.4	0.0	3.5	1.4
MATH C050	0.9	6.1	1.5	6.7	0.8	0.0	0.0	0.2	2.8	6.8
MATH C053									0.0	0.0
MATH C055	1.8	3.1	1.4	1.0	1.3	1.5	0.0	0.0	0.5	1.7
Totals by Term	1.3	5.0	1.9	2.7	1.4	2.2	0.5	0.0	1.2	1.5

6. Current Cost of the Program to Students

Cost of tuition (not including books) – Based on student placement into math and English courses.

	Transfer Level Math	1 level below transfer level math	2 levels below transfer level math	3 levels below transfer level math
Transfer Level English	\$0.00	\$184.00	\$368.00	\$552.00
1 level below transfer level English	\$184.00	\$368.00	\$552.00	\$736.00
2 levels below transfer level English	\$368.00	\$552.00	\$736.00	\$920.00

Students are placed into courses below transfer level are subject to more courses, equaling a higher cost. For example, a student placed in transfer level English, but in a course that is two-levels below transfer in math will have to take two math courses in the remedial sequence, equaling \$368 in fees for the units (\$46/unit). The lower a student places in the remedial





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sequence, the more courses the student will have to take if they choose a degree/certificate path that requires a transfer level English or math course.

Book/material costs for the program can range dependent on the number of courses a student is required to take within the basic skill sequence. The ranges below include required texts at the low and recommended materials on the high end. The prices noted are the costs if books are purchased through Barnes and Noble during the Spring 2018 semester.

ENGL C040	\$76.85-\$162.00
ENGL C070	\$30.55-\$65.00
MATH C040	\$123.20-\$307.81
MATH C050	\$123.20-307.81
MATH C053	Zero Book Cost
MATH C055	123.20

Book cost for math courses could be cheaper, or free, dependent on the faculty's decision to use *MyOpenMath*, a comparable platform to Pearson's *MyMathLab*. *MyOpenMath* is currently being used in MATH C053, providing zero textbook cost to students. This tool is available for all math classes and is a viable option once it has been vetted by faculty.



Basic Skills

Part 3 – Currency

1. Staffing and Funding

Basic skills is supported by the Basic Skills Initiative allocation (BSI) that is dispersed yearly and allowed to be spent during a two-year period. In the Fall 2017 the planning process for BSI, student equity, and Student Success and Support Programs (SSSP) were integrated into one plan. This change is intended to combine categorical funding streams to accomplish common goals that span the three separate funding streams. In all three areas, basic skills completion is a goal.

Staffing for basic skills is unlike most programs. Faculty are not hired to teach solely in basic skills; rather faculty are hired based on the needs of the math and English departments. The following is a breakdown of faculty teaching basic skills courses in the past six semesters: Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, and Fall 2017. In Math, 76% of basic skills sections were taught by full-time faculty while the remaining 24% were taught by adjunct faculty. In English, 66% of the 108 sections were taught by full-time faculty while the remaining 34% were taught by adjunct faculty.

Math 153 sections		English 108 sections	
24% Adjunct	76% Full-time	34% Adjunct	66% Full-time

Basic skills is supported by two classified staff members, an office manager in the Learning Assistance Center (LAC) and the Assistant to the Vice President of Instruction. The LAC office manager manages the Basic Skills Initiative (BSI) funds and works with the Assistant to the Vice President of Instruction to ensure coordinate travel for professional development and complete required budgetary reporting. The Learning Assistance Center’s office manager and Coordinator are both supported in part by BSI funds.

Additionally, BSI funds are used to partially support two counselor positions at Cerro Coso, one at the Ridgecrest/IWV campus and another at ESCC Bishop and Mammoth.

2. Professional Development

The need for professional development is determined by faculty teaching basic skills classes and by suggestions from the basic skills committee. Professional development over the past few years have been in response to innovation in basic skills remediation and updates in best practices across the state.

Basic skills has received professional development over the past few years regarding acceleration – specifically co-requisite models as a method of supporting basic skills students and improving the odds of a student taking a college-level course.



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- In Fall 2016, faculty who teach basic skills courses, an administrator, and the basic skills coordinator attended the KCCD Basic Skills Summit to learn more about the direction the state is heading in supporting basic skills students.
- In Summer 2017, the English department attended a four-day training for faculty who will be teaching in English with concurrent support.
- In Fall 2017, members from the math department attended a two-day presentation by Cuyamaca College (a model college for implementing co-requisite courses).

Basic skills has planned the next steps in preparing to implement a new remedial course sequence. In the Spring 2018 members from math and English departments will attend the California Acceleration Project's 2nd annual conference focused on remediation in California. At this training the group will learn about developing courses, teaching the courses, and see how other colleges are helping students succeed.

The math and English departments could benefit from professional development in regards to pedagogy employed in co-requisite classrooms. In anticipation of implementation of two new courses (co-requisites for ENGL C070 and MATH C055), faculty will need to learn more about the purpose of the co-requisite model, the nature of assignments, and assessment. Additionally, training for faculty will be necessary to teach them how to work with embedded tutors as a support for students in the co-requisite classroom.

3. Facilities and Physical Resources

Basic skills courses are not taught in specific classrooms and do not require any facilities or physical resources. Some faculty elect to teach in computer labs, but this depends on the instructor and are not required by the department. Facilities are safe and sufficient to support and assure the integrity and quality of the program.

4. Technology

English basic skills classes do not employ any specialized technology other than those used in all classes. All English classes, including basic skills employ the college-subscribed originality tool, Turnitin.com. Instructors may also utilize a Canvas page for on-site classes. Online classes employ Canvas as well.

The math department uses the Pearson Education website for all of its online courses. The department has evaluated other course management systems and feels that MyMathLab and MyStatLab by Pearson are far superior in terms of student and faculty resources. The resources and technology provided by Pearson help maintain integrity



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and quality, especially in the online program. However, due to the growing concern of increasing financial burden on students to purchase access codes, some instructors have opted to use MyOpenMath, an open educational resource (OER). Some students routinely use the computers in the computer lab at IWV to do their required online assignments. Students claim that it takes a long time to log in on these computers and that could deter some students from coming into the math lab for help. In addition to the shortage of computers available to students at the KRV site, there is a need for SmartRoom Technology, which would greatly enhance instruction.

5. Marketing

Basic skills differs from other programs in that students typically do not elect to take courses within basic skills; rather, students are placed into them by way of multiple measures assessment. Students who are placed into courses defined as “levels below transfer” find themselves taking basic skills courses that are intended to prepare students for college level coursework. There is no marketing strategy outside of course descriptions in the catalog.

Informational materials will be developed to make students, counselors, and faculty aware of the new pathway to transfer level coursework in English and math.



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Part 4 – Student Achievement

1. Course-Level Student Performance Data

Student success rates in basic skills courses are noticeably lower than other courses at the college. In English courses, student success rates fluctuate between 50% and 66% across all levels during a semester, averaging 58% over the past five years. In math, student success fluctuates between 49% and 69% across courses each semester, averaging 59% over the five-year period. The greatest issue seen in the data is a vast difference between the success in traditional courses and distance education courses. Over five years, distance education averaged 52.15% success, nearly 10% lower than traditional courses.

Basic Skills Math Success Rates											
	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17	Total
MATH C020	56%	65%	79%	49%	47%	58%	53%				59%
MATH C040	75%	58%	82%	68%	63%	56%	57%	59%	56%	62%	63%
MATH C050	63%	59%	68%	57%	62%	43%	61%	51%	44%	34%	56%
MATH C053									56%	67%	63%
MATH C055	67%	64%	51%	56%	65%	65%	44%	57%	50%	63%	59%
Total	65%	61%	69%	59%	61%	56%	55%	56%	49%	58%	59%
Basic Skills English Success Rates											
	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17	FA17	Total
ENGL C030	94%		56%	45%	90%	45%	44%				59%
ENGL C040	71%	52%	64%	57%	45%	54%	44%	54%	49%	49%	55%
ENGL C042		41%	66%								53%
ENGL C070	58%	50%	64%	55%	61%	59%	66%	56%	56%	57%	59%
Grand Total	66%	50%	64%	54%	60%	54%	60%	55%	55%	53%	58%

In terms of retention, basic skills courses averaged 82.15% retention across courses over the past five years. There are no noticeable trends to be seen in the data outside of the stark difference between tradition courses and distance education courses. Over five years, traditional courses averaged 86.27% retention while distance education courses averaged 74.7%, a difference of nearly 12%.

These trends in basic skills are similar to those around the state. Much of the rational for redesigning basic skills is in response to these issues. By building support into courses through co-requisite remediation, students feel they are provided with the tools and support to succeed. In addition, with increased time with faculty and embedded support, students feel a deeper connection to the course, the faculty, and their peers, all leading to increased retention, success, and persistence.



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The redesign of basic skills is in the planning phases and scheduled to be implemented in the next academic year, beginning with ENGL C070 in the Spring 2019 semester to be followed by MATH C055 in the Spring 2019.

2. Achievement of Administrative Unit Outcomes

AUO 1:	Students shall achieve transfer level English within one year.
Target:	70%
Assessment Method:	Using the basic skills progress tracker, the evaluator will look at cohorts from the Fall 2019 semester and the Spring 2020 semester. Students who have been successful will be added to the numerator, those who began the English sequence will be added to the denominator.
Assessment Date:	Academic year 2019-2020
Recent Results:	TBD
AUO 2:	Students shall achieve transfer level math within one year.
Target:	70%
Assessment Method:	Using the basic skills progress tracker, the evaluator will look at cohorts from the Fall 2019 semester and the Spring 2020 semester. Students who have been successful will be added to the numerator, those who began the English sequence will be added to the denominator.
Assessment Date:	Academic year 2019-2020
Recent Results:	TBD

		Assessment History Summary					
SLO #	Target	Semester	Met?	Semester	Met?	Semester	Met?
AUO 1	70%	Fall 2020					
AUO 2	70%	TBD					

a. Gaps and Improvements Made

TBD

b. Summary of Administrative Unit Outcome Achievement

TBD

3. Achievement of Program Learning Outcomes





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Basic skills does not have defined program learning outcomes; however, a reasonable parallel to PLOs might include the Student Learning Outcomes (SLOs) of the last course in the sequence for both English and math. Student performance on these measure can be viewed as program learning outcomes (PLOs) as they are they knowledge and skills necessary to progress into college level courses.

ENGL C070	
1)	Demonstrate increased college-level vocabulary and reading comprehension.
2)	Compose well-organized, well-developed, text-based, formal college-level essays in a variety of modes of exposition (such as classification, comparison and contrast, persuasion, and synthesis) with clear thesis statements, topic sentences, persuasive support, and appropriate introductions and conclusions.
3)	Organize and effectively integrate college-level source material.
4)	Revise and edit compositions to improve development, structure, unity, coherency, grammar, punctuation, and spelling.
5)	Employ Modern Language Association (MLA) Style formatting and documentation.

MATH C055	
1)	Consistently perform signed number operations correctly.
2)	Demonstrate proficiency with operations of algebraic fractions.
3)	Use the rules of exponents and radicals to simplify expressions and solve equations.
4)	Recognize the difference between functions and non-functions.
5)	Graph a line and write the equation of a line.
6)	Recognize and graph at least one quadratic – parabola, circle, ellipse, or hyperbola.
7)	Solve a linear system of equations by at least two of the following methods: graphing, substitution, addition elimination, Cramer’s rule.
8)	Solve quadratic equations by at least two of the following methods: factoring, completing the square, quadratic formula, graphing calculator.
9)	Graph exponential and logarithmic functions.
10)	Use the properties of exponential and logarithmic functions to solve equations.
11)	Set up and solve word problems related to the skills above.

4. Achievement of Course Student Learning Outcomes

Course	SLO #	Target	Semester	Met?
ENGL C030	SLO 1	70%	FA12	No
	SLO 2	70%	FA12	Yes



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	SLO 3	70%	FA12	No
	SLO 4	70%	FA12	No
ENGL C040	SLO 1	70%	FA12	Yes
	SLO 2	70%	FA12	Yes
	SLO 3	70%	FA12	Yes
ENGL C070	SLO 1/PLO 1	70%	FA12	Yes
	SLO 2/PLO 2	70%	FA12	Yes
	SLO 3/PLO 3	70%	FA12	Yes
MATH C020	SLO 1	70%	FA12	Yes
	SLO 2	70%	FA12	Yes
	SLO 3	70%	FA12	No
	SLO 4	70%	FA12	No
	SLO 5	70%	FA12	No
	SLO 6	70%	FA12	Yes
	SLO 7	70%	FA12	Not Assessed
MATH C040	SLO 1	70%	FA12	Yes
	SLO 2	70%	FA12	Yes
	SLO 3	70%	FA12	Yes
	SLO 4	70%	FA12	Yes
	SLO 5	70%	FA12	Yes
	SLO 6	70%	FA12	Yes
	SLO 7	70%	FA12	No
MATH C050	SLO 1	70%	FA14	Yes
	SLO 2	70%	FA15	Yes
	SLO 3	70%	FA15	No
	SLO 4	70%	FA15	No
	SLO 5	70%	FA15	Yes
	SLO 6	70%	FA15	No
MATH C055	SLO 1/PLO 1	70%	FA14	Yes
	SLO 2/PLO 2	70%	FA15	No
	SLO 3/PLO 3	70%	FA14	Yes
	SLO 4/PLO 4	70%	FA14	Yes
	SLO 5/PLO 5	70%	FA14	No
	SLO 6/PLO 6	70%	FA15	No
	SLO 7/PLO 7	70%	FA14	No
	SLO 8/PLO 8	70%	FA15	Yes
	SLO 9/PLO 10	70%	FA15	Yes
	SLO 10/PLO 10	70%	FA15	Yes
	SLO 11/PLO 11	70%	FA15	Yes



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a. Gaps and Improvements Made

SLO	Target	Result	Learning Outcome	Intervention
ENGL C030 SLO 1	70%	65%	Write developed, coherent, unified paragraphs with clear topic sentences.	None. ENGL C030 will not be offered at the college
ENGL C030 SLO 3	70%	55%	Identify and correct major grammatical errors.	None. ENGL C030 will not be offered at the college
ENGL C030 SLO 4	70%	Unable to assess		None. ENGL C030 will not be offered at the college
MATH C020 SLO 3	70%	68%	calculate sums, differences, products, and quotients involving fractions and mixed numbers and apply to real-life examples.	<ol style="list-style-type: none"> Demystifying fractions is at the heart of success in this outcome. Some students have never made the connection between fractions and real life. Fractions live as an obscure symbolism created by mathematicians to prevent them from achieving their goals. For Math C020, this may mean finding relatable manipulatives: pizza, cake, money, puzzles, handheld items with parts, and so on. Mixed fractions should similarly be broken down for conceptual clarity. Quizzes and practice exams are good after clear distinctions are made about the methods of combining fractions. Many students get into prealgebra and algebra without understanding what fractions are, so applications could be presented conceptually first with answers that are approximations before using rules and processes. Afterwards, they may be solved with reflection as to what we inferred from the beginning. In other words, it may be helpful to check the answer before solving the question.
MATH C020 SLO 4	70%	69%	solve problems involving decimals using the operations of addition, subtraction,	<ol style="list-style-type: none"> Ultimately, the problem with this objective is the same as fractions. Students learn to move the decimals and follow operations without having any idea what a decimal is. Thus, they learn procedures because it is a requirement rather than learning because it is





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			<p>multiplication and division.</p>	<p>useful. At some point in their life, they put the puzzle pieces together and begin to see the light. 2. Learning how to use decimals might begin with why organization of work, decimal placement, and keeping track of how many decimals there are makes a difference. Most people can accept a how if they know why. 3. Application questions might begin with approximating answers and then solving to find the exact value. In this way students can relate exact and approximate answers.</p>
<p>MATH C020 SLO 5</p>	70%	67%	<p>Convert numbers between decimals, fractions and percents and employ this skill to solve applications.</p>	<p>1. Games might work here. These might be presented from an internet source that shows images and then has students choose which fraction or which decimal is closest to the image. After an initial lecture on the relationship between fractions and decimals, nonstressful "quizzes" could allow students to compare fractions and decimals to approximate which is closer to an image of that part of the whole. 2. Similarly, simplifying answers can begin conceptually so that "see" that $5/5 = 1$ or that $3/12 = 1/4$. After students understand, then they can better grasp the process.</p>
<p>MATH C050 SLO 3</p>	70%	60.2%	<p>Graph equations and inequalities in one and two dimensions, including applying the concept of slope.</p>	<p>Spend more time with graphing in two dimensions. Have students work graphing assignments in class.</p>
<p>MATH C050 SLO 4</p>	70%	58.9%	<p>Work effectively with exponents and with square root operations.</p>	<p>Introduce square roots and exponent operations earlier. Increase repetition of exercises.</p>
<p>MATH C050 SLO 6</p>	70%	68.1	<p>Translate between English phrases and sentences and mathematical expressions and equations to solve applications.</p>	<p>Although below the suggested success rate it is fairly close. The department will monitor this outcome closely.</p>



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MATH C055 SLO 2/PLO 2	70%	67.5%	Demonstrate proficiency with operations of algebraic fractions.	Although below the suggested success rate it is fairly close. The department will monitor this outcome closely.
MATH C055 SLO 5/PLO 5	70%	63.4%	Graph a line and write the equation of a line.	Increase the class time spent on two-dimensional graphing in both Math C050 and Math C055
MATH C055 SLO 6/PLO 6	70%	64.6%	Recognize and graph at least one quadratic – parabola, circle, ellipse, or hyperbola.	Practice, practice, practice. Push students to obtain graph paper, a six-inch straight edge, and a pencil. Do extensive graphing in class.
MATH C055 SLO 7/PLO 7	70%	66.2%	Solve a linear system of equations by at least two of the following methods: graphing, substitution, addition elimination, Cramer's rule.	Re-emphasize the theories of multiplication by reciprocal and addition of the opposite, then have them practice.

b. Summary of Student Learning Outcome Achievement

English

ENGL C070 was assessed in Fall of 2012—with acceptable success rates in all SLOs.

ENGL C030 and ENGL C040 were assessed in the Spring of 2014. Success rates for ENGL C030 were exceedingly low for all SLOs. ENGL C040 assessment demonstrated acceptable success rates. CORs for both courses were revised in Spring 2015. ENGL C030 was reassessed in Spring of 2016 using Fall of 2016 classes. Assessment results were still unsatisfactory with an acceptable success rate in only one SLO. No reassessment was planned as ENGL C030 was deleted and students placing into it were directed to Adult Education instead. ENGL C040 has not been reassessed, but the direction of the state is resulting in its being phased out and replaced by a co-curricular class (ENGL C070S) attached to ENGL C070. The department has developed a better culture of assessment dialog through the flurry of assessments in the last several years. Incorporating adjuncts has remained problematic as most group assessments have been scheduled as flex activities which adjuncts are not required to attend.





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Math

In Fall 2012, MATH C020 and MATH C040 were both assessed.

The assessment of MATH C020 revealed that students did not achieve three of the seven student learning outcomes (SLOs) and one of the SLOs was not assessed. Since 2012, these SLOs have not been reassessed though the original assessment did make suggestions for improving student performance (see chart above). This course was not offered at the college after the Fall 2016 semester. MATH C040's assessment showed that only one SLO was not met (see suggestions for improvement in the chart above).

MATH C050 and MATH C055 were assessed over the Fall 2014 and Fall 2015 semesters. The assessment of MATH C050 revealed that students did not meet the 70% target in three of the six SLOs. Similar results came out of MATH C055 where four of eleven SLOs did not meet the 70% target. The SLOs for this course have not been reassessed since, though suggestions were made to improve SLO assessment (shown in chart above).

Although there were a few individual outcomes that fell short of the 70% target, the real concern of the department at this time is to focus on the correct procedure with which to assess SLOs in the future. In this first cycle of SLO assessment, there was a lack of communication among all instructors regarding the assessment of every outcome and not just most of the outcomes. Also, some courses need to be revised as the current outcomes are either too numerous or in some cases, the outcome has never been assessed. The culture of assessment within the math department is progressing to an awareness among all math faculty of the importance of maintaining consistency and completeness in the assessment process. All faculty members are also beginning to understand the importance of collaborating about strategies for improvement as well as the need to reassess outcomes that fall short of the success targets.

1. Assessment Schedule for Next Program Review Cycle

SLOs for English courses have not been scheduled for the coming program review cycle as ENGL C030 will not be offered again and ENGL C040 is being phased out and replaced with a co-requisite course for ENGL C070.

Math's assessment schedule can be found below, though, much like English, MATH C020 is no longer being offered at the college and ENGL C040, MATH C040, and C050 are being phased out and replaced with a co-requisite remediation. In the case MATH C040 and MATH C050 are still being taught in the Spring 2019 semester, their assessments have been scheduled for Fall 2019 and Spring 2019, respectively.



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		Year 1	Year 2	Year 3	Year 4
MATH C020	SLO 1	SP19			
	SLO 2	SP19			
	SLO 3	SP19			
	SLO 4	SP19			
	SLO 5	SP19			
	SLO 6	SP19			
	SLO 7	SP19			
MATH C040	SLO 1	SP19			
	SLO 2	SP19			
	SLO 3	SP19			
	SLO 4	SP19			
	SLO 5	SP19			
	SLO 6	SP19			
	SLO 7	SP19			
MATH C050	SLO 1	FA19			
	SLO 2	FA19			
	SLO 3	FA19			
	SLO 4	FA19			
	SLO 5	FA19			
	SLO 6	FA19			
MATH C055	SLO 1	FA19			
	SLO 2	FA19			
	SLO 3	FA19			
	SLO 4	FA19			
	SLO 5	FA19			
	SLO 6	FA19			
	SLO 7	FA19			
	SLO 8	FA19			
	SLO 9	FA19			
	SLO 10	FA19			
	SLO 11	FA19			



Basic Skills

Part 5 – Action Plans

1. Analysis of Current Program Strengths

A key strength found in basic skills is currently that there is a general buy-in from a majority of members in each department to redesign the remedial sequence. The departments have made decisions to move in a direction that satisfies AB705 and Guided Pathways and are collaborating in the steps required to do so. Another aspect of basic skills that can be viewed as a strength is the department's decision to remove courses that are multiple levels below transfer. Over the past two years, the departments have removed the lowest levels of math and English courses and as of Spring 2018, the entry level course for students is two levels below transfer for English and three levels below transfer for math. Further on this point, the departments have attempted to implement innovative strategies to support basic skills completion. Although these efforts do not reflect in the data just yet, the efforts made to improve the situation for students is present and the program faculty's willingness to learn is commendable.

Looking at data over the past five years, the only substantiated strengths basic skills might claim is that basic skills has maintained consistent retention rates over the past five years.

2. Analysis of Improvements Needed

Over the past five years, basic skills students have failed to persevere through the elongated basic skills sequence that was once the best practice for serving this population. Year after year, student success rates remain stagnant and judging by the six-year cohort, 25-27% of students placed into remedial English and math actually complete a college-level course within six years. In the past two years, the state has implemented Guided Pathways as a framework to address the issues seen in student success and retention rates. Element 7 of Guided Pathways is "Improved Basic Skills." The improvements needed within basic skills are clear, improved success rates, retention, and access to college level math and English within the first year.

Recent research has shown that multiple measures placement practices, concurrent co-requisite support, and separate pathways for STEM and non-STEM students have proven to dramatically increase student success, retention, and perseverance. The major improvements needed at this time are:

- Complete implementation of co-requisite courses in English and math
- Develop an in-house training program for new faculty teaching the courses
- A method of facilitating co-requisite courses in an online format



Basic Skills

3. Response to Previous Strategies

The preceding program review (2010) did not specify strategies to be implemented for basic skills. It did, however, make recommendations including the following two lists, the first being items that have been addressed and the latter being items that were not addressed.

Items that have been addressed:

- Hiring of Institutional Research staff - DONE
- Regular staffing – DONE
- Basic skills labs at each campus – DONE, in the form of math and writing labs
- Revise basic skills curriculum to include optional lab time – To be addressed in co-requisite models
- Additional access to computer open labs and supervised tutoring is needed at KRV – Access to labs has increased since the hire of a LAC Tech. Further, a tutoring program has sustained over the last 2 years.
- Expand online tutoring – DONE, but not finished. Online tutoring has grown, but new innovations in technology are allowing for further growth.
- Provide opportunity for faculty inquiry groups whereby faculty across the college can discuss their issues of concern related to basic skills in our students and have the opportunity to devise solutions – This has been addressed at an institution level and encompasses more than just basic skills.
- Visit other successful programs – Math and English faculty have attended workshops at various colleges to glean best practices for co-requisite remediation.
- Automated data collection – DONE
- Consider other alternatives for meeting student needs such as peer mentoring – Student Equity has implemented a peer mentoring program.

Items that have not been addressed:

- Revise basic skills curriculum to add specific skills as determined by Smart Grades assessments and tutoring data – Smart Grades has not been utilized in recent years
- Develop a training program for basic skills faculty similar to the online certificate – This has not been attempted.



Basic Skills

- Establish procedure to institutionalize successful new efforts so efforts can be maintained if categorical funds are withdrawn – NOT DONE, and not high priority.
- Document student/faculty requests for service – Has not been addressed
- Develop additional non-credit offering such as specific skill labs, bridge courses, short-term classes, and workshops based on needs analysis on and off the college campuses – this has not been addressed in the past 5 years.
- Assess online course offerings and study skills – Has not been addressed
- Compare length of time to completion or transfer with other factors such as age and original placement scores as factors – Has not been addressed

4. Two-Year Program Strategies

- 1) Develop student support programs to work side by side English and math co-requisites, such as embedded tutors
 - i. Action Plan
 1. Research best practices for embedded tutors
 2. Establish structure for hiring embedded tutors and expectations/guidelines
 3. Develop a training program for tutors
 4. Develop protocol for preparing faculty to work with embedded tutors
 - ii. Connection to college strategic goals
 1. SG1 02 – “Improve basic skills achievement”
 - iii. Persons responsible (e.g. faculty, administrators)
 1. Basic Skills Coordinator
 2. Basic Skills Committee
 3. Department Chairs, English and math
 - iv. Resources needed
 1. None at this time
 - v. Timeline to be followed
 1. Spring and Summer 2018 – in preparation for Fall 2018/Spring 2019 implementation
- 2) Develop a training protocol for faculty who will be teaching co-requisite courses OR identify another college that provides this professional development to Cerro Coso faculty
 - i. Action Plan



Basic Skills

1. Research potential trainings
2. Determine whether Cerro Coso should construct its own training for faculty planning to teach a course with a co-requisite
- ii. Connection to college strategic goals
 1. SG1 02 – “Improve basic skills achievement”
- iii. Persons responsible
 1. Basic skills coordinator
 2. Basic skills committee
 3. English department chair
 4. Math department chair
 5. Faculty teaching co-requisite courses
- iv. Resources needed
 1. None at this time
- v. Timeline to be followed
 1. Spring 2018 – determine professional development for initial roll-out
 2. Fall 2018-Spring 2019 – Begin researching ongoing training options for new faculty and/or development of in-house training program

5. Five-Year Program Strategies

- 1) Streamline processes implemented during two-year strategies
 - i. Action Plan
 1. Hone the training for new faculty teaching co-requisite courses or select a quality training program faculty can attend to receive the training necessary for teaching these courses
 2. Develop process for identifying and training embedded tutors
 3. Research other possible supports for facilitation of co-requisite courses
 - ii. Connection to college strategic goals
 1. SG1 02 – “Improve basic skills achievement”
 - iii. Persons responsible
 1. Basic Skills Coordinator and committee
 - iv. Resources needed



Basic Skills

1. None at this time
- v. **Timeline**
 1. Spring 2018-Spring 2019
- 2) **Develop a method for teaching co-requisite courses in an online format**
 - i. **Action Plan**
 1. Research best practices used across state
 2. Develop a training program for faculty and embedded tutors
 - ii. **Connection to college strategic goals**
 1. SG1 02 – “Improve basic skills achievement”
 - iii. **Persons responsible (e.g. faculty, administrators)**
 1. Basic Skills Coordinator
 2. Basic Skills Committee
 3. Department Chairs, English and math
 - iv. **Resources needed**
 1. None at this time
 - v. **Timeline to be followed**
 1. Research to begin following the implementation of co-requisites at all college sites



Basic Skills

Part 6 – Supporting Documentation

1. Section Level data by *course*
 - a. Number of sections

Sections offered - Online and Onsite																
	SP13	SU13	FA13	SP14	SU14	FA14	SP15	SU15	FA15	SP16	SU16	FA16	SP17	SU17	FA17	Total
ENGL C030	2			2		3	2		3	3						15
ENGL C040	8	2	7	5	1	6	5	2	8	3	2	7	4	1	7	68
ENGL C042			2	2												4
ENGL C070	12	3	8	14	3	7	14	3	6	16	2	7	15	4	8	122
MATH C020	6	1	4	5	1	3	3	1	3	4						31
MATH C040	5	2	8	7	2	9	7	2	10	7	2	6	4	1	7	79
MATH C050	9	2	8	11	2	6	9	2	9	11	3	6	9	4	4	95
MATH C053													1		2	3
MATH C055	6	2	10	7	3	9	6	4	11	8	4	12	6	3	11	102
Total	48	12	47	53	12	43	46	14	50	52	13	38	39	13	39	519
Sections Offered- Traditional (on-ground)																
	SP13	SU13	FA13	SP14	SU14	FA14	SP15	SU15	FA15	SP16	SU16	FA16	SP17	SU17	FA17	Total
ENGL C030	2			2		3	2		3	3						15
ENGL C040	5	1	6	3		5	3	1	5	2	1	5	2		5	44
ENGL C042			2	2												4
ENGL C070	8	1	4	10	1	3	9	1	3	11		3	10	2	5	71
MATH C020	6	1	4	5	1	3	3	1	3	4						31
MATH C040	3		6	3	2	7	3	1	7	4	1	5	2		6	50
MATH C050	6		4	6		3	6		4	7	1	2	6	2	2	49
MATH C053													1		1	2
MATH C055	3		5	3	1	6	2		6	2		7	2	1	9	47
Total	33	3	31	34	5	30	28	4	31	33	3	22	23	5	28	313
Sections Offered - Online																
	SP13	SU13	FA13	SP14	SU14	FA14	SP15	SU15	FA15	SP16	SU16	FA16	SP17	SU17	FA17	Total
ENGL C040	3	1	1	2	1	1	2	1	3	1	1	2	2	1	2	24
ENGL C070	4	2	4	4	2	4	5	2	3	5	2	4	5	2	3	51
MATH C040	2	2	2	4		2	4	1	3	3	1	1	2	1	1	29
MATH C050	3	2	4	5	2	3	3	2	5	4	2	4	3	2	2	46
MATH C053															1	1
MATH C055	3	2	5	4	2	3	4	4	5	6	4	5	4	2	2	55
Total	15	9	16	19	7	13	18	10	19	19	10	16	16	8	11	206





Basic Skills

b. FTES, FTEF, Productivity (FTES/FTEF)

Productivity - Traditional and Online			
	AVERAGE of Actual FTES Session	AVERAGE of FTEF	AVERAGE of productivity
ENGL C030	2.86	0.2136	13.08
ENGL C040	2.96	0.2277	12.96
ENGL C042	1.82	0.1334	15.42
ENGL C070	2.95	0.2648	10.14
MATH C020	3.63	0.2496	14.45
MATH C040	3.00	0.2331	12.10
MATH C050	3.54	0.2328	14.40
MATH C053	1.90	0.2670	7.12
MATH C055	3.21	0.2276	13.30
Total	3.14	0.2385	12.63
Productivity - Traditional Courses			
	AVERAGE of Actual FTES Session	AVERAGE of FTEF	AVERAGE of productivity
ENGL C030	2.86	0.2136	13.08
ENGL C040	3.05	0.2366	12.68
ENGL C042	1.82	0.1334	15.42
ENGL C070	3.21	0.2580	10.58
MATH C020	3.63	0.2496	14.45
MATH C040	3.01	0.2616	11.47
MATH C050	3.64	0.2614	12.65
MATH C053	1.86	0.2670	6.95
MATH C055	3.26	0.2555	12.79
Total	3.23	0.2512	12.29
Productivity - Online Courses			
	AVERAGE of Actual FTES Session	AVERAGE of FTEF	AVERAGE of productivity
ENGL C040	2.78	0.2114	13.49
ENGL C070	2.62	0.2743	9.63
MATH C040	2.99	0.1840	13.23
MATH C050	3.44	0.2023	16.19
MATH C053	1.99	0.2670	7.44
MATH C055	3.16	0.2037	13.75
Total	3.01	0.2193	13.14





Basic Skills

c. Course Retention Rate

Course Retention - Online and Traditional																
	SP13	SU13	FA13	SP14	SU14	FA14	SP15	SU15	FA15	SP16	SU16	FA16	SP17	SU17	FA17	Grand Total
ENGL C030	94.1%			78.5%		67.0%	93.3%		78.8%	79.5%						80.5%
ENGL C040	86.5%	85.0%	83.1%	74.0%	85.7%	83.9%	83.2%	90.3%	82.0%	76.0%	81.4%	83.0%	76.0%	77.8%	84.5%	82.4%
ENGL C042			69.0%	82.8%												75.9%
ENGL C070	78.4%	88.4%	78.1%	84.7%	83.0%	77.1%	77.4%	83.6%	89.6%	83.8%	84.5%	77.7%	85.8%	85.3%	83.5%	82.2%
MATH C020	85.3%	64.7%	85.8%	90.8%	85.7%	83.5%	75.6%	60.0%	84.0%	74.5%						82.2%
MATH C040	80.9%	71.7%	83.2%	89.4%	83.9%	86.1%	84.8%	75.3%	85.9%	79.1%	90.4%	92.5%	80.7%	76.9%	90.6%	84.9%
MATH C050	89.3%	75.3%	78.3%	85.5%	88.7%	81.8%	82.3%	85.2%	75.6%	85.1%	83.3%	80.6%	81.1%	86.5%	76.3%	82.4%
MATH C053													100.0%		87.7%	91.8%
MATH C055	86.5%	67.9%	78.3%	72.8%	96.6%	72.6%	79.8%	75.5%	87.3%	72.3%	89.4%	80.9%	76.1%	83.0%	85.5%	80.2%
Grand Total	84.6%	77.5%	80.1%	83.2%	87.9%	79.4%	81.0%	79.6%	83.6%	80.2%	86.2%	82.5%	82.1%	83.9%	85.0%	82.3%

Course Retention - Traditional																
	SP13	SU13	FA13	SP14	SU14	FA14	SP15	SU15	FA15	SP16	SU16	FA16	SP17	SU17	FA17	Grand Total
ENGL C030	94.1%			78.5%		67.0%	93.3%		78.8%	79.5%						80.5%
ENGL C040	100.0	84.4%	84.5%	73.3%		85.9%	85.9%	100.0	86.6%	83.6%	100.0	86.9%	79.2%		84.4%	86.7%
ENGL C042			69.0%	82.8%												75.9%
ENGL C070	86.4%	93.2%	84.5%	88.8%	87.5%	87.3%	86.3%	100.0	96.9%	88.4%		92.9%	86.5%	94.4%	89.3%	88.4%
MATH C020	85.3%	64.7%	85.8%	90.8%	85.7%	83.5%	75.6%	60.0%	84.0%	74.5%						82.2%
MATH C040	94.9%		86.0%	85.4%	83.9%	88.0%	84.7%	63.2%	82.9%	83.3%	83.3%	93.6%	67.5%		92.7%	86.3%
MATH C050	90.5%		80.8%	89.1%		81.2%	85.7%		83.8%	92.0%	89.3%	92.9%	84.0%	88.6%	84.7%	87.0%
MATH C053													100.0		94.1%	97.1%
MATH C055	82.9%		84.5%	89.0%	100.0	80.1%	89.5%		91.5%	76.9%		91.6%	87.9%	88.9%	87.4%	87.1%
Grand Total	89.9%	80.8%	83.5%	86.5%	88.2%	82.8%	85.5%	80.8%	86.3%	85.0%	90.9%	91.3%	84.2%	91.0%	88.4%	86.3%

Course Retention - Online																
	SP13	SU13	FA13	SP14	SU14	FA14	SP15	SU15	FA15	SP16	SU16	FA16	SP17	SU17	FA17	Total
ENGL C040	64.0%	85.7%	75.0%	75.0%	85.7%	74.1%	79.3%	80.6%	74.2%	60.6%	62.9%	73.3%	72.9%	77.8%	84.9%	74.5%
ENGL C070	62.5%	86.0%	71.8%	74.5%	80.7%	69.4%	61.4%	75.4%	82.4%	73.8%	84.5%	66.3%	84.6%	76.2%	73.8%	73.5%
MATH C040	60.0%	71.7%	75.0%	92.5%		79.5%	84.8%	87.5%	93.0%	73.6%	97.5%	86.8%	93.9%	76.9%	78.0%	82.6%
MATH C050	86.8%	75.3%	75.7%	81.3%	88.7%	82.5%	75.7%	85.2%	69.1%	72.9%	80.2%	74.4%	75.4%	84.4%	67.9%	77.6%
MATH C053															81.3%	81.3%
MATH C055	90.1%	67.9%	72.1%	60.7%	94.9%	57.6%	75.0%	75.5%	82.2%	70.7%	89.4%	65.9%	70.2%	80.0%	77.0%	74.4%
Total	72.9%	76.4%	73.5%	77.2%	87.8%	71.6%	74.0%	79.1%	79.2%	71.9%	84.8%	70.4%	79.0%	79.5%	76.4%	76.1%



Version 2016-17

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Basic Skills

d. Course Success Rate

Course Success - Traditional and Online																
	SP13	SU13	FA13	SP14	SU14	FA14	SP15	SU15	FA15	SP16	SU16	FA16	SP17	SU17	FA17	Total
ENGL C030	94.1%			55.8%		44.6%	90.0%		45.4%	43.6%						58.7%
ENGL C040	71.0%	47.7%	52.1%	63.8%	64.3%	57.3%	45.5%	68.6%	54.0%	43.6%	58.6%	53.6%	48.8%	50.0%	48.8%	55.3%
ENGL C042			41.4%	65.5%												53.4%
ENGL C070	58.1%	65.1%	50.4%	64.5%	52.0%	55.3%	60.9%	56.0%	59.2%	65.6%	59.5%	55.5%	56.1%	63.1%	56.8%	59.2%
MATH C020	55.7%	58.8%	64.7%	79.2%	64.3%	48.7%	47.3%	48.0%	57.6%	53.0%						59.1%
MATH C040	75.1%	46.1%	57.9%	82.0%	77.4%	68.1%	62.8%	58.8%	56.0%	57.2%	66.3%	59.4%	56.3%	50.0%	61.8%	63.1%
MATH C050	62.8%	43.2%	59.4%	68.3%	61.9%	56.6%	61.5%	47.7%	42.8%	61.4%	54.7%	50.5%	43.7%	45.3%	34.3%	55.1%
MATH C053													55.6%		66.5%	62.9%
MATH C055	67.1%	50.0%	64.2%	51.5%	84.5%	55.6%	65.4%	65.5%	65.0%	43.7%	79.7%	57.3%	50.0%	65.9%	63.5%	60.6%
Total	65.2%	52.3%	57.2%	66.9%	68.1%	57.3%	60.6%	59.2%	55.1%	56.7%	65.5%	55.6%	51.6%	56.2%	56.3%	58.8%

Course Success - Traditional																
	SP13	SU13	FA13	SP14	SU14	FA14	SP15	SU15	FA15	SP16	SU16	FA16	SP17	SU17	FA17	Total
ENGL C030	94.1%			55.8%		44.6%	90.0%		45.4%	43.6%						58.7%
ENGL C040	90.9%	46.9%	52.5%	63.8%		61.4%	39.0%	72.7%	60.6%	41.2%	71.4%	53.7%	43.8%		50.7%	58.4%
ENGL C042			41.4%	65.5%												53.4%
ENGL C070	68.0%	70.5%	50.3%	71.5%	62.5%	53.8%	72.0%	85.7%	59.1%	71.0%		69.1%	60.4%	61.8%	59.3%	65.9%
MATH C020	55.7%	58.8%	64.7%	79.2%	64.3%	48.7%	47.3%	48.0%	57.6%	53.0%						59.1%
MATH C040	85.2%		61.5%	78.1%	77.4%	72.2%	58.0%	52.6%	52.5%	66.4%	50.0%	59.2%	40.0%		61.5%	63.5%
MATH C050	61.9%		58.9%	77.3%		49.0%	64.3%		45.0%	74.2%	89.3%	49.7%	47.7%	52.8%	30.6%	60.1%
MATH C053													55.6%		70.6%	63.1%
MATH C055	59.5%		69.8%	69.5%	84.6%	61.0%	68.9%		67.7%	51.9%		71.4%	51.8%	77.8%	64.4%	65.8%
Total	70.5%	58.7%	58.4%	72.1%	73.2%	58.9%	63.7%	64.8%	56.2%	63.5%	70.2%	62.3%	52.9%	61.4%	58.2%	62.3%

Course Success - Online																
	SP13	SU13	FA13	SP14	SU14	FA14	SP15	SU15	FA15	SP16	SU16	FA16	SP17	SU17	FA17	Total
ENGL C040	37.7%	48.6%	50.0%	63.9%	64.3%	37.0%	55.2%	64.5%	43.0%	48.5%	45.7%	53.3%	53.8%	50.0%	44.0%	49.6%
ENGL C070	38.5%	62.4%	50.5%	47.0%	46.8%	56.4%	40.9%	41.2%	59.3%	53.6%	59.5%	45.4%	47.5%	64.4%	52.7%	49.9%
MATH C040	60.0%	46.1%	46.9%	85.0%		53.8%	66.4%	65.0%	64.3%	45.0%	82.5%	60.5%	72.7%	50.0%	63.4%	62.6%
MATH C050	64.6%	43.2%	59.9%	57.6%	61.9%	64.3%	56.0%	47.7%	41.1%	39.0%	37.4%	51.0%	35.6%	37.7%	38.0%	49.7%
MATH C053															62.5%	62.5%
MATH C055	74.7%	50.0%	58.6%	37.9%	84.5%	44.9%	63.6%	65.5%	61.8%	40.9%	79.7%	37.5%	49.1%	60.0%	59.3%	56.1%
Total	53.7%	50.2%	54.9%	57.7%	64.4%	53.7%	55.7%	56.9%	53.4%	44.9%	64.1%	46.3%	49.6%	53.0%	51.5%	53.3%





Basic Skills

- e. Method of delivery (F2F, hybrid, ITV, online)
 - i. ENGL C030 - F2F
 - ii. ENGL C040 - F2F and Online
 - iii. ENGL C070 - F2F and Online
 - iv. MATH C020 - F2F
 - v. MATH C040 - F2F and Online
 - vi. MATH C050 - F2F and Online
 - vii. MATH C055 - F2F and Online

2. Student Demography by *discipline* (5 years aggregate)

a. Headcount

	DE vs Trad		Headcount (5-year aggregate)	
	Dist Ed	Traditional	Total	
ENGL C030		299	299	
ENGL C040	538	948	1486	
ENGL C042		52	52	
ENGL C070	1077	1558	2635	
MATH C020		792	792	
MATH C040	674	1065	1739	
MATH C050	1250	1237	2487	
MATH C053	16	26	42	
MATH C055	1377	1083	2460	
Total	4932	7060	11992	

- b. Age
- c. Gender
- d. Ethnicity

3. Awards (5 years)

None





Basic Skills

1. Identify where SLO Reports for all courses within the program(s) can be accessed.

SLO data for these courses can no longer be accessed through Curricunet. When eLumen is fully implemented, SLOs will be accessible there. SLO data for this program review was retrieved by the SLO Committee chair.

2. Identify where PLO Reports for all courses within the program(s) can be accessed.

Basic skills does not have Program Learning Outcomes as the sequences of courses are intended to prepare student to take college-level English and math.