

Basic Skills Internal Action Plan 2012-2013

Activity	Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Process	Measurable Outcome(s)
<p><i>Rationale: Students who access student services and formulate an education plan are more likely to persist into degree-applicable coursework and complete a certificate or degree or transfer.</i></p> <p>Information on and access to academic counseling, personal counseling and financial aid will be integrated into Basic Skills courses. Students will be encouraged to meet with a counselor to develop education plans.</p>	A/D/E	Spring 2013	English and Math Instructors Counselors	<p>Stephanie Ramos and Tony Le will visit all Basic Skills courses to do a presentation on student services and the importance of developing an education plan.</p> <p>A survey was administered in 2011-2012 to see how many Basic Skills participated in student success programs after the presentations as compared to before.</p> <p>The survey will be refined for 2012-2013 and include questions about educational plans.</p> <p>Collect data for Fall 2012 to see how many Basic Skills students currently have an education plan. Can the survey be used for this?</p> <p>Gather data every semester to see if there is a correlation between having an educational plan and achieving Long-Term Goal A.</p>	<p>The percentage of Basic Skills students participating in student success programs will be 25% higher after information presentations, as evidenced by a pre- and post-presentation surveys.</p> <p>The percentage of Basic Skills students having an education plan will increase by 10% as of Fall 2013 as compared to Fall 2012.</p>
<p><i>Rationale: An analysis of cohort data shows that successful completion of English 162 is low, especially compared with English 163. Instructors believe that a change to the lab component of the course can have a positive effect on successful student completion of this course. Instructors feel similarly about 151B. However, cohort data has not yet been analyzed.</i></p> <p>Pilot alternative lab approaches for English 162 (Developmental Reading) and English 151B (Fundamentals of Composition).</p>	A/C/E	Fall 2013	Researcher English department course instructors	<p>Collect successful completion data for 162 and 151B using Basic Skills Cohort Tool – for last three years.</p> <p>Jennifer Hurley, Alison Kuehner, and Robert Mitchell will pilot these alternatives in Spring 2013.</p> <p>Robert Mitchell will offer one 151B section with the alternative lab and one with the current lab.</p> <p>After Spring 2013 pilot, consider completion data for the pilot courses and compare with other sections. Refine</p>	<p>Students who participate in the alternative English 162 and 151B lab pilots will experience</p> <ul style="list-style-type: none"> • 5% higher successful completion than students who are in the current lab • Overall higher satisfaction with the alternative lab than with the current lab • 10% higher persistence from 162 into 163 than students in the current lab

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				outcome goals. Make decision about expanding the pilot in Fall 2013.	
<p><i>Rationale: The current ESL sequence consists of four levels. After the fourth level, students enter into a two-level developmental English sequence before entering Freshman Composition. Anecdotal analysis suggests that students could successfully transition from the third level of ESL into the first level of developmental English and from the fourth level of ESL into the second level of developmental English.</i></p> <p>Use 2012-2013 to gather assessment and success data to see how the pathways of ESL 183>English 151A and ESL184>English 151B work for students who currently employ those pathways.</p> <p>Implement a departmental writing assignment across ESL 183/184 and English 151A/151B for use in analysis of preparedness for movement between sequences.</p>	A/E	Fall 2013	<p>English/ESL departments</p> <p>English/ESL instructors</p>	<p>Use 2012-2013 to gather assessment and success data to see how the pathways of ESL 183>English 151A and ESL184>English 151B work for students who currently employ those pathways.</p> <p>Collect success data for students who go currently go directly from ESL 183 to English 151A, which has no prerequisite.</p> <p>Collect assessment data for students who successfully complete 184 and then take the English placement test. Where do they place?</p> <p>Develop a common writing prompt for administration in all ESL 183RW and 184RW classes and select 151A and 151B classes.</p> <p>Develop criteria for norming and conduct blind readings of the written work.</p> <p>Make proposals to English Department and Curriculum Committee, if data supports any changes in course sequencing or prerequisites.</p> <p>Collect success data for the sequences after the changes are made.</p>	<p>Students who move directly to English 151A from ESL 183 successfully complete English 151A at the same rate or better than English 151A students as a whole.</p> <p>Students who move directly to English 151B from ESL 184 successfully complete English 151B at the same rate or better than English 151B students as a whole.</p>
<p><i>Rationale: While ESL students are generally well prepared for developmental English classes in terms of concepts, there is a perception among English instructors that ESL students continue to need to refine aspects of written grammar.</i></p>	A/C/E	Spring 2013-14?	English/ESL Instructors	<p>Find an online grammar program similar to Connect Writing that includes practice exercises on some or all of the following modules: prepositions, articles, nouns/non-count nouns, verb tense/form, word form/choice errors.</p> <p>Create an ESL Lab pilot using this program</p>	Students who participate in the online grammar program demonstrate an improvement in post-program scores in reading and writing over pre-program scores.

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<p>Create an online program for ESL students to improve grammar and prepare them for Basic Skills courses.</p>				<p>that also includes quizzes and proofreading activities on these modules for Lab credit.</p> <p>Collect a writing sample pre- and post- lab pilot. Could also do a reading pre- and post-test. The writing sample should be assessed by developmental English writing instructors.</p> <p>Make an ESL Lab pilot proposal for approval by the English Department and Curriculum Committee.</p>	
<p><i>Rationale: Assistance specifically for basic skills mathematics in the Math Learning Center is limited. Anecdotal evidence suggests that increasing the amount of basic skills assistance will improve student success in basic skills mathematics courses.</i></p> <p>Expand the number of faculty hours in the Math Learning Center staffed by instructors of basic skills mathematics.</p> <p>Extend Math Learning hours for Basic Skills Math classes (instructors will hold office hours in the MLC)</p>	<p>A/C/E</p>	<p>Fall 2013- Spring 2014</p>	<p>Math Learning Center</p> <p>Basic Skills Math Instructors</p>	<p>Collect data on current number of hours of Math Learning Center (MLC) staffed by basic skills mathematics instructors and number of basic skills mathematics students who access the MLC.</p> <p>Collect success data for basic skills mathematics students; break out by students who access the MLC and those who do not.</p> <p>Develop a schedule to increase the number of hours that basic skills mathematics instructors work in the MLC. Establish how adjuncts will be compensated for lab hours.</p> <p>Collect data on the increased number of hours of Math Learning Center (MLC) staffed by basic skills mathematics instructors and number of basic skills mathematics students who access the MLC.</p> <p>Collect success data for basic skills mathematics students; break out by students who access the MLC and those who do not.</p>	<p>The increase in the number of basic skills students served in the MLC is proportional to the increase in the number of lab hours staffed by basic skills mathematics instructors.</p> <p>A 5% increase in the percentage of MLC hours staffed by basic skills mathematics instructors results in a 5% increase in the success rate of basic skills mathematics overall.</p>

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				Revise outcomes measurement.	
<p><i>Rationale: Having the experience of teaching basic skills courses is invaluable in terms of concrete contributions to our basic skills activities moving forward.</i></p> <p>Encourage all full-time mathematics and English faculty to teach at least one basic skills course each academic year.</p>	A/B/E			<p>Collect data on how many sections of basic skills courses are currently taught by full-time faculty each fall and spring and how many full-time faculty teaching sections of basic skills courses.</p> <p>Encourage faculty to teach at least one basic skills course per academic year.</p> <p>Each fall semester, collect the same data as above.</p> <p>Reset outcome goal for each academic year, perhaps changing the number of basic skills courses targeted from one to two.</p> <p>Is it too ambitious to aim to reduce the percentage of basic skills courses taught by part-time faculty?</p>	<p>The percentage of full-time faculty who teach at least one basic skills course will be 5% higher in fall 2013 than in fall 2012.</p>