Annual Administrative Unit Program Review
Worksheet 2016-2017

Administrative Unit Area: Basic Skills Initiative

Prepared By: Roy Ramon

Academic Year: FY16-17

1. Administrative Unit Description

   a. Mission Statement
   
   Provide the department/division mission statement that includes its primary functions, modes of delivery, and target audience.

   The Basic Skills Initiative (BSI) at MSJC is a grant funded initiative from the California Community Colleges Chancellor’s Office. The goal of BSI is to improve access and success for MSJC’s students in the areas of English skill development, pre-collegiate Math and English as a Second Language (ESL).

   The Basic Skills Initiative at MSJC long term goals include:

   • Increase student completion of basic skills courses by decreasing exit points and increasing alternative pathways.

   • Increase participation in activities that are designed to help students be more successful in the placement process and in college classes.

   • Institutionalize successful pilots and programs funded through BSI funds as evidenced by data via the program review process.

   b. Organizational Chart
c. **Staffing (Full, Part Time, Temporary, Consultants/Professional Experts, Student Workers, etc.)**

List and briefly describe each position in the unit.

**Basic Skills Coordinator** - The Basic Skills Coordinator is responsible for taking the lead in coordinating the “decentralized” elements of Basic Skills and creating and maintaining a plan that unifies the Basic skills credit and non-credit courses in math, English, and ESL, as well as certain competencies that relate to Basic Skills mathematics and writing, into a coherent whole. The Basic Skills Coordinator will also oversee, as faculty co-chair of the Basic Skills Committee, the management of the statewide Basic Skills Initiative funds and the mandated reporting for the BSI.

**Administrative Assistant** – The Basic Skills Administrative Assistant helps to maintain and track BSI expenditures, compiles the expenditure report for the Chancellor’s office, attends and acts as
record keeper for the BSI committee meetings, and assists coordinating events and meetings supported by BSI.

2. Administrative Unit Needs Assessment

a. DEPARTMENTAL/DIVISION DATA AND RESEARCH

i. Summarize Key Indicators for Department/Division

Report the number of customers served and/or provide a general description of the population(s) served by the department (students, faculty, staff, community, etc.) in academic year 2016-2017.

One of the major initiatives of BSI is to continue to support the effort to curricular and placement/assessment reform within the English and Math departments, district-wide. One of the major projects to emerge is the development of an accelerated, one-level below English course. In addition, with BSI support, faculty inquiry groups (FIGs) were conducted to revise cut-scores and placement in English. The department also voted to deactivate basic skills courses two and three levels below. In the Math department, BSI supported the development of an alternative statistics pathway, one level below college level math, for non-STEM / non-Business major students.

Our data showed that in fall 2016, 67% of students identified their majors as non-STEM/non-Business. The Math department has yet to assess or revise placement policies, but efforts will continue through BSI to support these efforts.

Initial placement data following the cut-score and placement revisions for English show increased placement into college-level English for fall 2016 compared to fall 2015. An additional 700 students placed and enrolled into English 101 for fall 2016. The number of students placed into college-level English are expected to increase in fall 2017 as additional measures (MMAP), including GPA, are used to place students:

<table>
<thead>
<tr>
<th>FALL 2015</th>
<th>FALL 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSED/PLACED INTO COLLEGE LEVEL</td>
<td>ASSESSED/PLACED INTO COLLEGE LEVEL</td>
</tr>
<tr>
<td>All</td>
<td>15%</td>
</tr>
<tr>
<td>African American</td>
<td>5.8%</td>
</tr>
<tr>
<td>Hispanic/Latina(o)</td>
<td>11.1%</td>
</tr>
</tbody>
</table>
With the roll-out of multiple measures and the college level English co-requisite (ENGL 94), to begin in fall 2017, we anticipate even more students will place directly into college-level English. Based on the analysis of our institutional data, the following placement policies for English will begin fall 2017:

**For Transfer Level (English 101):**
Completion of 11 grade and overall high school GAP >= 2.5
OR
Completion of 11th grade and Non-Remedial, Senior-level English course with B- or higher
OR
Appropriate Assessment

**For English 94 (Co-requisite – which allows students to take ENGL 101):**
Completion of 11 grade and overall high school GPA >= 2.0
OR
Completion of 11th grade and Non-Remedial, Senior-level English course with C or higher
OR
Appropriate Assessment

*Students may use this measure to waive the assessment test or to adjust their current placement/assessment (so if, for example they tested into ENGL 92 but have the required GPA and course grade, they could be placed into the ENGL 101)*

**Math placement has remained relatively static as shown below:** however, efforts continue to develop and pilot alternative math pathways are underway and are expected to begin in fall 2017:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th></th>
<th>Fall 2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESS/PACED INTO COLLEGE LEVEL</strong></td>
<td></td>
<td><strong>ASSESS/PACED INTO COLLEGE LEVEL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>13%</td>
<td>All</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>3.8%</td>
<td>African American</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latina(o)</td>
<td>10.4%</td>
<td>Hispanic/Latina(o)</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

ii. Has there been any change in the status of your unit (since the last program review cycle)?

As of 2017 the Chancellor’s Office will “sunset” the Basic Skills Initiative (BSI). With the demise of BSI, a new initiative will take its place, the Student Success for Basic Skills (SSBS—“BSI 2.0”). SSBS will include a number of changes including:

- Increased funding
- More allowable expenditures
- A new allocation formula based on FTES, BOG fee waivers, and the implementation of specific evidenced-based high impact practices (Outlined in Ed Code Section 8810) which includes, assessment reform, guided pathways, the development of open
educational resources, curriculum alignment with feeder high schools, supplemental instruction, and tutoring.

• More reporting requirements based on student success through college level English and math

The integration BSI (SBSS), Student Equity, and SSSP plans will occur fall 2017

iii. Have activities in other areas of the district impacted your unit?
With the expansion of CCCD initiatives (BSI, Equity, SSSP, CTE, etc.) coordinating efforts has been a significant challenge. Spending these increased funds across initiatives has led to an effort to better coordinate our projects across the district. A recurring issue for our initiatives has been to find enough faculty/staff to work on our various projects. In addition, space and facilities (office/classroom/meeting) continue to be challenge in implementing projects.

b. DEPARTMENTAL/DIVISION ASSESSMENT

i. Administrative Unit Outcomes and Assessment

List all Administrative Unit Outcomes for the Department/Division

<table>
<thead>
<tr>
<th>The focus of goals/outcomes for BSI/SBSS outcomes from Math and English department data focusing on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Percentage of students placed into college-level Math and English</td>
</tr>
<tr>
<td>2. Percentage of students who persist through Math and English (below and at college-level)</td>
</tr>
<tr>
<td>3. Success/throughput of students placed below and into college level</td>
</tr>
</tbody>
</table>

ii. Assessment Reports

Has the department/division generated any type of report summarizing performance on the administrative unit outcomes? Yes
If so, please attach the summary files.

iii. Dialogue about Assessment Results

Summarize the most recent academic year assessment results. (250 words or less)
Prompt: What types of dialog regarding assessment results have taken place within the department/division? What specific changes have been made to respond to outcome assessment results? Describe recommendations for the short and long-term.
The attached data for placement and throughput for Math and English reflect both the changes that have been made and the need to accelerate efforts in areas where little to no change in retention and success has occurred.

For **Math** our rates of retention and success, especially for below college-level students, was unchanged. It is clear that our low success rates in math are directly tied to our sequence of math remediation, which could include up to three semesters (three levels below) in remedial math courses. Furthermore, it was evident that we were misaligning math curriculum that ignored what most of our students would need for their major course of study, Statistics. In fact, in the fall of 2016, 67% of declared majors were not STEM / Business students. **MSJC CAP** trained math faculty developed a Pre-Statistic course (Math 60) and received approval from the MSJC Curriculum Committee and Chancellor’s Office. One campus (SJC) is piloting this course in fall 2017. More faculty, particularly from our Menifee campus will need to be trained to help scale this course to all of our campuses. Our most pressing need lies in our current reliance on the Accuplacer assessment to place students. A math faculty inquiry group across the district needs to assess our data and develop a MMAP that best suits the needs of our students in math placement.

For **English**, the changes in both curriculum and placement policies have shown modest gains in placement. As of fall 2016, **40%** of all students placed into transfer level English. Before the department eliminated the two and three levels below and revised cut-scores for fall 2016, our overall placement was **15% in fall 2015**. The English department was glad to see that there were gains in placement, but they were not satisfied with these modest numbers and continued disproportionate placement problem. Our White students were still twice as likely to be placed in college level English 52% to 23% respectively. That rate was slightly lower for Hispanic students at 36%. With the use of MMAP set to be used in the fall, we anticipate significant gains in placement into college-level English across all demographics.

3. **Planning and Resource Requirements**

To inform the next round of institutional planning, please list and discuss your goals and objectives, along with any additional facilities, staff, technology, equipment, and professional development that would improve effectiveness or increase department productivity. Specifically connect your goals and needs with the analysis of department/division data and assessment above.

   a. **Program Goals**
      i. Identify goals and objectives of your program and describe how you will attain them. Which of these will you begin addressing this year?

   Three areas in BSI that will most likely take priority are:

   1. The piloting of both the pre-stats pathway and English 101 with co-requisite courses for fall 2017, with the intent to scale both within a year.
   2. Research and development of ESL co-requisite or accelerated pathway for English.
3. **Work with the Math Department to research and develop multiple measures, curriculum revisions, and staff professional development.**

   

   ii. Briefly summarize how department/division goals/objectives support the 2014-2017 MSJC Strategic Plan. Please address how the department/division goal supports the Strategic Plan goal(s), what action(s) will be taken, and the timeline for anticipated completion of the action.

<table>
<thead>
<tr>
<th>GOAL/OBJECTIVE</th>
<th>STRATEGIC PLAN GOAL(S)</th>
<th>ACTION PLAN</th>
<th>TIMELINE FOR COMPLETION</th>
</tr>
</thead>
</table>
| 1. The piloting of both the pre-stats pathway and English 101 with co-requisite courses for fall 2017, with the intent to scale both within a year. | Goal 1: Reduce time to completion of student educational goals to increase degree, transfer, and certificate completions | -Pilot two sections of Math 60 Pre-stats course.  
-For English, implement the roll-out of multiple measures in conjunction with the piloting of the English co-requisite | Fall 2017 |
| 2. Research and development of ESL co-requisite or accelerated pathway for English. | Goal 1: Reduce time to completion of student educational goals to increase degree, transfer, and certificate completions  
Goal 2: Drive institutional decision-making using internal and external data | -Identify and train faculty to develop and teach an accelerated pathway for ESL students who are seeking a degree or transfer pathway.  
-Pilot and expand the English 94 co-requisite to the college level English 101  
-Roll-out the use of multiple measures to place more students | Goal 1: Reduce time to completion of student educational goals to increase degree, transfer, and certificate completions  
Goal 2: Drive institutional decision-making using internal and external data |
| 3. Work with the Math Department to research and develop multiple measures, curriculum revisions, and staff professional development. | Goal 1 | - Provide professional development for additional math faculty to train in accelerated pathways  
- Support faculty with professional development and inquiry groups to assess data and work to implement assessment cut-score revisions and the use of multiple measures. | Fall 2017 – Fall 2019 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2</td>
<td>Drive institutional decision-making using internal and external data to inform planning and prioritize resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reduce time to completion of student educational goals to increase degree, transfer, and certificate completions</td>
<td></td>
</tr>
</tbody>
</table>

### Resource Requirements

**A. Facilities**

*Identify facility needs (i.e. new facilities, improvements to existing facilities) based on the data and analysis above that would improve student success and department/division effectiveness.*

More dedicated space for the Learning Center (LRC) and SI sessions is needed, this is especially critical now that more students, who would have placed below college level, will now be placing into college level English using multiple measures. As the co-requisite model grows, space for those one unit sessions will need to meet the demand.

**B. Staffing**

*Identify staffing needs (i.e. reclassification, new positions) from the data and analysis above that would improve student success and department/division effectiveness.*

*N/A*
C. Technology

Identify any technology needs (i.e. new/updated equipment, new/updated software, etc.) from the data and analysis above that would improve student success and department/division effectiveness.

With continued growth, access to technology (computer labs) continues to be a barrier for students, especially basic skills students. **Mobile computer labs** for Supplemental Instruction (SI) and math & English tutoring sessions would provide students access to course materials, research tools/databases, and word processing tools normally not available due to computer lab availability.

D. Equipment

Identify any equipment (i.e. office supplies, equipment too expensive for the department budget) from the data and analysis above that would improve student success and department/division effectiveness?

Faculty in both math and English need basic supplies that supports content-based learning and student engagement. This includes but is not limited to the following: flipcharts, markers, Smartboards, document readers, software, mobile labs, I-clicker technology.

E. Professional Development

Identify professional development opportunities that would improve student success and department/division effectiveness?

- Strengthening Student Success Conference
- California Acceleration Project Summer Institute
- 3CSN – Basic Skills Initiative Leadership Institute for Curricular & Institutional Transformation; Reading Apprenticeship; Habits of Mind; Faculty Teaching Learning Academy
- First Year Experience (FYE) Conference
- Alliance of Higher Education Serving Institution Educators Conference

III. Budget Allocation

**RAP (Resource Allocation Proposal) Submissions**

For which needs identified previously in this program review will you be submitting a RAP?

N/A

**CAPPR (Classified and Administrative Personnel Prioritization Request) Submissions**
For which needs identified previously in this program review will you be submitting a CAPPR?

N/A

IV. Final Summary

A. Based on the data and analysis contained in this review, please forward your three greatest needs to your dean/division vice president.

1. Support for continued expansion of curricular and placement reform in the English including: acceleration/co-requisite models; professional development to support these reforms.
2. More faculty participation, particularly from the Math Department, to reform and develop their placement policies/MMAP, math pathways, and curriculum.
3. Support for a plan to develop an ESL co-requisite to English 101 for degree seeking and/or transfer bound ESL students.

B. Discuss any major activities/highlights/achievements and any innovations during the past year.

- Great strides have been made to reduce exit points and increase access to college-level English
- With BSI support, we have provided professional development in acceleration and curriculum reform to over 50 full-time and associate math and English faculty. We have also coordinated with local high school English faculty to provide training to better align curriculum.
- With BSI support the math department developed an alternative pre-statistics pathway, which is piloting in the fall of 2017. Currently, the math department at both campuses have begun research and are currently discussing revising assessment placement cut scores.

C. Please list all staff who participated in this review.

Roy Ramon

D. Any suggestions, concerns or constructive criticism regarding the MSJC program review process?

The only challenge to the process is consolidating the numerous projects/support from BSI/SBSS into clear data. BSI, now SBSS, focuses on supporting efforts in ESL, English and Math. Developing an assessment that focuses on initiatives like BSI (Equity, SSSP), would greatly help determine areas of strengths and areas where we can improve. As we integrate the three plans in the coming year, it would be helpful to establish a Program Review that addresses the goals and outcomes of our initiatives more directly.