

Basic Skills IPR
2013

Approved by Academic Senate September 10, 2013

SECTION ONE: ACADEMIC PLANNING

I. PROGRAM OVERVIEW, OBJECTIVES, AND STUDENT LEARNING OUTCOMES

Description/Evaluation

The specific objective of the basic skills program is to serve those students who find themselves at this point in their education lacking in reading, writing, and math skills yet wanting to further their career skills for a better job. Such students find themselves to be confused and/or lost at these skills when called upon to perform them as part of another college course. It is hoped that by identifying these students early, providing them with the skills needed to complete work required in most college classes, we will pave the way for successful coursework and successful learning. Taking the Basic Skills courses listed below is necessary for certain students to succeed in transfer programs and to function effectively in a global environment and workplace.

The basic skills program is one of three emphases within the LCC Mission statement:

Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and *basic skills instruction*. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential (*italics added for emphasis*)

Additionally, the basic skill program is a focus of Strategic Goal #4:

Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, *improvement of basic skills*, and self development through lifelong learning (*italics added for emphasis*)

Through inclusion in both the mission statement and strategic goals, Lassen College has demonstrated its commitment to basic skills program as a gateway to a college education and potentially higher lifetime earnings for many community college students.

Below are expected student learning outcomes for the combined remedial English, mathematics, and reading levels that comprise the basic skills program.

Basic Skills Program Level Student Learning Outcomes

Upon completion of the basic skills program the student should be able to:

1. Demonstrate the skills necessary for the first transfer level courses in the reading, English, and math competencies for the AA or AS degree.
2. Think critically to construct meaning and solve problems.
3. Read with comprehension.
4. Communicate effectively both in writing and orally.
5. Demonstrate the characteristics, habits, and attitudes of an effective learner.

Success is measured as follows:

- a. Students who take Basic Skills courses will continue from Basic Skills courses into college-level courses.
- b. Students who complete Basic Skills courses will achieve GPAs (or success rates) similar to or greater than students who assess directly into college-level courses.
- c. Students who follow Basic Skills placement recommendations will achieve higher overall GPAs (or success rates) than those who don't follow the Basic Skills placement recommendations.

All basic skills course SLOs have been linked to program and institutional SLOs in WEAVE.

Planning Agenda:

None

II STUDENT OUTCOMES

A. Trends and Patterns in Student Outcomes

Description/ Evaluation:

Completion, retention and success data is not as high as it should be for the basic skills program. Although percentages of basic skills students successfully completing a college-level course in the discipline within six years have increased slightly overall in English and have stayed at the average in math, having a five-year average of only 20% of English students and 10% of mathematics students continue to complete a college level course is not acceptable (see 2013 Student Success Scorecard data below).

2013 Lassen College Student Success Scorecard – Remedial English

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort Size	116	70	67	64	68
Cohort	19.8%	14.3%	17.9%	28.1%	20.6%
Female	24.0%	15.4%	15.2%	33.3%	21.4%
Male	12.2%	12.9%	21.2%	22.2%	18.9%
< 20 years old	20.6%	19.4%	21.6%	35.9%	20.7%
20 to 24 years old	11.8%	10.0%	22.2%	16.7%	16.7%
25 to 49 years old	25.0%	6.3%	11.1%	18.2%	22.2%
50+ years old	0.0%	0.0%	0.0%	0.0%	NA
African American	20.0%	66.7%	0.0%	100.0%	27.3%
American Indian/Alaskan Native	0.0%	25.0%	20.0%	25.0%	0.0%
Asian	NA	NA	NA	0.0%	NA
Filipino	NA	NA	0.0%	0.0%	NA
Hispanic	20.0%	8.3%	0.0%	18.8%	16.7%
Pacific Islander	18.2%	0.0%	40.0%	0.0%	0.0%
White	21.0%	14.0%	23.1%	29.4%	26.5%

2013 Lassen College Student Success Scorecard – Remedial Math

Remedial Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Cohort Size			210	309	253
Cohort	NA	NA	9.0%	13.9%	8.7%
Female	NA	NA	11.6%	17.3%	12.5%
Male	NA	NA	4.3%	11.6%	6.2%
< 20 years old	NA	NA	6.4%	13.3%	5.3%
20 to 24 years old	NA	NA	0.0%	15.3%	11.6%
25 to 49 years old	NA	NA	19.7%	13.9%	10.1%
50+ years old	NA	NA	10.0%	11.1%	0.0%
African American	NA	NA	0.0%	8.8%	4.5%
American Indian/Alaskan Native	NA	NA	7.7%	15.8%	0.0%
Asian	NA	NA	NA	0.0%	20.0%
Filipino	NA	NA	0.0%	0.0%	0.0%
Hispanic	NA	NA	9.5%	13.0%	15.2%
Pacific Islander	NA	NA	50.0%	0.0%	0.0%
White	NA	NA	9.0%	16.0%	10.4%

Some of the data may be skewed because of the number of incarcerated students who enroll in basic skills level correspondence courses and do not progress to transfer because of facility transfers, lockdowns, or other prison-related issues that prevent the students from continuing in the program. Another potential effect on the data was identified in spring 2013: although ENGL50 and MATH51 have been considered basic skills because of their CB-21 coding as one level below transfer since the math and English degree requirements increased, Lassen College had never changed the coding in the computer. The majority of students tested into basic skills in math and English test into ENGL50 and MATH51 one level below transfer, but these students were not captured into the basic skills cohort. This would only affect more recent years, since the cohorts were tracked for six years including years prior to the realignment of degree-applicable math and English.

Instructional methodologies, curriculum, and scheduling should be examined to determine what changes can be made in the program to increase student success in the basic skills program. Continuing to offer the same courses and methods of instruction and perpetuating the lack of success in English and mathematics should no longer be an option.

Planning Agenda:

Restructure basic skills program structure and revise class curriculum as necessary to improve student success at all levels as well as increase persistence and retention in college-level courses for students starting in basic skills.

B. Student Learning Outcome Assessment

Description/ Evaluation:

All SLO assessment results are maintained in WEAVE starting in Fall 2012. At least one SLO in every course is assessed every time the class is offered.

While student learning outcome assessments do not note major problems at the course level, it is clear from institutional data (ARCC reports and Student Success Scorecards) that basic skills students are not being adequately served. The lack of success of basic skills students may not be influenced by course-level instruction; in fact, at the course level the majority of students are being successful meeting student learning outcomes. However, the multi-level course structure facilitates multiple exit points for basic skills students, and as seen on the 2013 Student Success Scorecard, basic skills students are not persisting to transfer level.

For one, consider reducing the number of levels offered in the basic skills progressions for each discipline. Reducing the number of levels a student needs to complete prior to college level more quickly prepares the student for college-level work; success should be evident in all courses relying on reading of a textbook, critical thinking and essay writing, not just college-level English courses.

Also, consider combining reading and writing remediation. By combining the two skills, students can better read for understanding while writing about what they are reading. The two skills are integrated, yet current curriculum has the two separated. While this was once considered the standard, subsequent research has proven that this approach does not effectively work for adult learners (see Poppy Copy and Basic Skills Handbook). For English and reading, consider faculty participation in Acceleration Community of Practice and Reading Apprenticeship programs; both are available through 3CSN (3CSN.org). Math faculty could also consider participation in Acceleration Community of Practice.

Planning Agenda:

1. Restructure basic skills program structure and revise class curriculum as necessary to improve student success at all levels as well as increase persistence and retention in college-level courses for students starting in basic skills.
2. Pursue English faculty participation in Acceleration Community of Practice and Reading Apprenticeship programs facilitated by 3CSN.
3. Encourage mathematics faculty to pursue Acceleration Community of Practice or similar curricular revisions as a means of increasing remedial mathematics success for non-STEM majors.

C. Student Evaluation Summary

Description/ Evaluation:

Student evaluations were completed in basic skills level reading, English and math classes. The majority of students surveyed across the three disciplines indicated an educational goal of AA/AS or transfer although about 20% of students indicated they were taking the course for continuing education or personal interest. Based on responses, students felt they had the materials they needed, the courses met their needs, and the program did not need any changes. However, there were quite a few comments relative to the classroom environment being too hot, especially from students attending classes in CA207 or HU213.

Planning agenda:

Add or update heating and cooling systems in Creative Arts and Humanities buildings.

III. CURRICULUM

A. Degrees and/or Certificates

Description/ Evaluation:

Basic skills courses do not lead to a degree or certificate. However, the courses within the program are developed with the intention of preparing students for college-level work. As is indicated by poor student outcomes, the basic skills program is not adequately serving students. Redesign of the basic skills program is necessary.

During Spring 2013, English faculty applied to participate in an Acceleration Community of Practice managed by 3CSN (California Community Colleges Success Network) in an effort to restructure the reading and writing components of the basic skills program. In order to apply, English faculty received approval from the administration to pilot acceleration during Fall 2013. Initially this acceleration was intended to only combine READ 51, READ 101, ENGL 102 and ENGL103 into one course. However, the resignation of an incoming faculty (hired to replace the retiring basic skills instructor) and conversations with English faculty at multiple other California community colleges led to a more aggressive approach: combine all remedial levels of English and reading into one course. For the fall semester only, acceleration would be piloted in all face-to-face sections of ENGL50.

Expecting that acceleration has the same potential for improvement of basic skill student success and retention at Lassen College as at other California community colleges, during the fall semester English faculty need to examine all aspects of the acceleration pilot in order to design a new course to replace the temporary use of ENGL50.

With an increasing number of international students attending Lassen College, the existing non-credit ESL course may not be adequate to assist second language learners. A barrier to offering credit ESL courses has been staffing since no local staffing are qualified to teach ESL.

Planning Agenda::

1. Restructure basic skills program structure and revise class curriculum as necessary to improve student success at all levels as well as increase persistence and retention in college-level courses for students starting in basic skills.
2. Hire an adjunct faculty member to teach a credit ESL course or have a full-time faculty member become qualified to teach credit ESL.

B Courses

The basic skills classes that are taught regularly have been revised or reviewed through the Curriculum process (see Status of Curriculum Reviews in Attachments). In completing the review, multiple courses were submitted for inactivation because they had not been taught for at least 5 years: BS170, BS171, BS172 (no data in WebAdvisor for the BS courses because they don't show in the discipline list), CG156 (taught once – fall 2011 – since fall 2007), IDS110 (last taught Fall 2008). Additionally, the GED Test Preparation Certificate of Completion was recommended for local inactivation. A few courses still need review and will be reviewed in fall 2013.

Description/Evaluation:

The following courses are included in the basic skills program:

BS 156 Practical Writing (0.0 units)
BS 157 Practical Math (0.0 units)
BS 170 Elementary & Secondary Basic Skills: GED-Writing (0.0 units)
BS 171 Elementary & Secondary Basic Skills: GED-Math (0.0 units)
BS 172 Elementary & Secondary Basic Skills: GED-Reading (0.0 units)
CG 150 College Success Skills Workshop Series (0.0 units)
ENGL 50 Introduction to College Composition (3.0 units)
ENGL 102 Basic Writing (3.0 units)
ENGL 103 Introduction to Basic Writing (3.0 units)
ENGL 150 ESL Basic Skills (0.0 units)
ENGL 151 ESL Intermediate Skills (0.0 units)
ENGL 155 English Writing Lab-Basic Skills (0.0 units)
ESL 155 Citizenship Test Preparation (0.0 units)
IDS 110 Using the Computer and Microsoft Word for Composition
READ 51 Effective Reading and Study Skills (3.0 units)
READ 101 Basic Reading and Study Skills (3.0 units)
MATH 51 Elementary Algebra (4.0 units)
MATH 101 Basic Mathematics (2.0 units)
MATH 102 Pre-Algebra (2.0 units)
MATH 155 Math Lab - Basic Skills (0.0 units)
MATH 156 Math Lab - Pre-collegiate Algebra (0.0 units)
TUTR 50 Fundamentals of Peer Tutoring (0.5 units)
TUTR 150 Supervised Tutoring (0.0 units)

As noted in the degrees and certificate section, the English, reading and math courses within the basic skills program need to be more dramatically revised in an effort to increase student success. For fall 2013, all basic skills English and reading classes were combined into ENGL50 as a pilot open access one-level developmental reading and writing course. Data from other California community colleges who have accelerated the basic skills sequence is positive, and English instructors at Lassen expect that student success will be at least the current 20% (see Student Success Scorecard cohort data). During fall 2013, English faculty will need to discuss the future of accelerated basic skills at Lassen. If acceleration will continue, a new course will need to be written rather than using ENGL50 into the future. English faculty will also need to discuss how to address basic skills instruction delivered online and through correspondence; these delivery modalities have different challenges and may make an institution-wide change from the current developmental sequence to a single reading/writing course difficult.

There are also acceleration models and assistance available for math, so math faculty are encouraged to explore the local feasibility of implementing acceleration or an alternative curricular model to increase student success.

Planning Agenda:

1. Complete Curriculum review during fall 2013 for the following courses: CG155, ENGL150, TUTR50 and TUTR150.
2. Determine the future of accelerated English and reading at Lassen College and revise or write curriculum as needed. Also, address the challenges of delivering basic skills English and reading online and through correspondence.
3. Explore acceleration or alternative pathways for basic skills math courses.

C. Scheduling and Enrollment Patterns

Description/ Evaluation:

All basic skills math, reading and English courses are taught every semester. English 102 and 103 are taught during the day; one evening section offered fall 2011 had very low enrollments. English 102 is also taught via correspondence; however, administration, division chairs and English faculty decided in 2006 that English 103 would not be offered via correspondence. English 50 is taught during the day, through correspondence, and occasionally at night although evening enrollments are much lower than day. Reading 51 and 101 have been taught as day classes; enrollments vary but are generally stronger in the fall than in the spring. Math 101 and 102 have been taught day, correspondence, and night (night in fall semesters only). Math 60 is regularly taught day, night, online and correspondence.

The math department has had better enrollments in the basic skills courses offered at night and continue to regularly schedule a variety of times and modalities. Reading has only been taught face-to-face and during the day. If reading and writing is combined into one or two levels of basic skills courses, then further discussion about scheduling of reading classes is unnecessary. However, if reading is kept as a separate course, then scheduling must be evaluated and faculty should consider a rotation of day and evening sections. English could offer more basic skills evening sections, although past evening sections have been impacted by very low enrollments.

Basic skills English courses have been taught 4-5 days a week. English faculty discussed scheduling patterns with students during spring 2013 and the overwhelming response was that students and faculty prefer traditional college scheduling of 2 (TTh) or 3 (MWF) days a week. This is consistent with information in the *Basic Skills as a Foundation for Student Success in California Community Colleges* (Poppy Copy) Scheduling basic skills courses in traditional college blocks helps to remove the “I am a basic skills student and therefore take classes everyday like in high school” stigma and helps students to blend basic skills courses with other college classes in their schedule. Also, English faculty and students alike felt that the five hours scheduled for each of the two reading classes (when considering lecture and lab) were too many; reading as well as ENGL102 and ENGL103 sections could be reduced to three hours lecture with no lab included. If a lab component is necessary and helpful to students, faculty can consider making enrollment and participation in ENGL155 English Study Lab a co-requisite for basic skills level writing classes. Removing the lab hours from the basic skills reading and English courses can help with student scheduling as well as with management of faculty loads.

Noelle Eckley, math faculty member, suggests the opposite is true for math scheduling. According to Eckley, reports about STEM (science, technology, engineering and math) recommend more contacts in shorter blocks of time for basic skills students.

Planning Agenda:

1. Continue to offer day, night and correspondence basic skills courses whether regularly or on a rotation of deliveries. This includes offering more basic skills English courses at night.
2. Reduce the number of contact hours for English and reading classes by removing the lab component of the classes.
3. Whenever possible, schedule basic skills English and reading courses in the traditional blocks used by the college-level courses: TTh or MWF.
4. Schedule basic skills math in multiple short-session blocks (ie. MTWTh 1.0-1.5 hours/meeting) according to recommendations of AMATYC, CMC3, and NSF-Pathways through Algebra while also offering basic skills math in time blocks consistent with college-level courses (TTh or MWF).

D. Articulation/Integration of Curriculum

Description/ Evaluation:

Basic skills courses do not articulate with four-year institutions.

Planning Agenda:

None

E. Equipment

Description:

All classrooms used by English and Mathematics faculty have a smart board, laptop docking station, document camera, and DVD player. At this time, it is not necessary to update any equipment in the classrooms. Recently upgraded copiers are available for small copying jobs in both the all teaching buildings (Math and Science, Humanities and Creative Arts). All faculty have computers with Internet connections in their offices. In addition adjunct on-campus faculty can check-out a laptop at the TECC each semester. There are no dedicated “Basic Skills” student computers but students are encouraged to use the computers in the Math and Science Building, library and Learning Center.

Evaluation:

The copy machines in all buildings are invaluable in allowing instructors to prepare for classes and assist students. However, the machines in Creative Arts and Humanities are frequently broken and out of service as a technician is schedule from Chico. Given that individual printers are no longer supported by IT and printing must be done directly to the networked copiers, a copier out of service causes major disruptions to faculty members’ abilities to prepare materials for classes.

Planning Agenda:

1. Fund upgrades for faculty and student computers as needed.
2. Fund necessary repair and upgrades for the equipment in the smart-classrooms.
3. Ensure copiers available to faculty remain functional through regular maintenance and, when necessary, expedited repairs.

F. Budget from the General Fund

Description:

At this time, there is no budget specifically assigned to the English and Mathematics Basic Skills academic program. All of the funding necessary to run this program is assigned to Academic Services under the supervision of the V.P. of Instruction.

Due to recent retirements of two full-time English faculty members (Brian Tobin and Linda Kennedy), in the fall of 2012 it was necessary to hire two additional two full-time faculty members (Eric Neuenfeldt and Jake Williams) to the English area of instruction. Though the district has tried multiple times to recruit a Mathematics/ Physical Science instructor, LCC has been unsuccessful. As a result, though this position is listed in the Educational Master Plan, it was not hired in the 2012-2013 academic year.

Evaluation:

Although there is no overall budget for the program, the recruitment of two full-time English instructors as well as that of a Mathematics / Physical Science instructor shows an effective use of institutional planning as the importance of filling the vacant position was noted in the Educational Master Plan. Though at our small institution it is vital to hire instructors who qualify to teach in multiple disciplines, in the area of Mathematics and Physical Science, LCC has thus far been unsuccessful.

Planning Agenda:

1. An equipment repair and replacement budget for the basic skills area's "SMART Classrooms" should be established or included in Academic Service's budget to accommodate the cost of equipment repair and replacement, and increase regularly thereafter to account for inflation.
2. Continue to recruit faculty qualified to teach in multiple subject areas.

G. Budget from sources of funds other than the district

The Basic Skills program receives an additional \$90,000 per academic year of funding from the California Chancellor's Office. Traditionally, this funding has not been used to fund English and Mathematics basic skills classes. Instead, it has been used to provide additional services to the basic skills student. Some of these services include tutoring, workshops on a variety of topics, counseling, educational planning, and college success classes. In addition, in the past two years, the Basic Skills Program funding was used to purchase new computers and printers in the Learning Center and computers in the Disabled Student classroom. The Basic Skills program evaluates their program annually and complies with all of the Chancellor's Office requirements. Please see the Basic Skills Annual Report located in the Appendix.

Evaluation:

The Basic Skills budget has been used for a variety of services to enhance basic skills student learning environment. Though a Basic Skills Coordinator is assigned to this program and budget, over the past five years, there has been little consistency. Coordinators have been assigned part-time and have had difficulty promoting services to students. However, there are two Instructional Support Specialists assigned to the Learning Center and they have provided continuity to the program.

Planning Agenda:

1. An equipment repair and replacement budget for the Learning Center and DSPS computer labs should be established or included in Academic Service's budget to accommodate the cost of equipment repair and replacement, and increase regularly thereafter to account for inflation.
2. Make the Basic Skills Coordinator a priority for the next academic year to oversee services directly related to the basic skills student success. This coordinator position also needs to plan and spend the budget according to state guidelines.

IV: OUTSIDE COMPLIANCE ISSUES

Description/Evaluation:

Some functions within the basic skills program are funded through the basic skills grant although most of the funding has been spent in support services and personnel rather than direct instruction.

Planning Agenda:

Continue to utilize BSI funding to provide support services necessary for student success. Explore ways to further leverage BSI funds to directly support student learning (for example, drop-in tutoring, supplemental instruction, embedded tutoring).

V. PRIORITIZED RECOMMENDATIONS

Prioritized Recommendations for Implementation by Program Staff

1. Restructure basic skills program structure and revise class curriculum as necessary to improve student persistence and success at all levels as well as increase persistence and retention in college-level courses for students starting in basic skills.
2. Complete Curriculum review during fall 2013 for the following courses: CG155, ENGL150, TUTR50 and TUTR150.
3. Continue to offer day, night and correspondence basic skills courses whether regularly or on a rotation of deliveries. This includes offering more basic skills English courses at night.
4. Continue to utilize BSI funding to provide support services necessary for student success. Explore ways to further leverage BSI funds to directly support student learning (for example, drop-in tutoring, supplemental instruction, embedded tutoring).
5. Determine the future of accelerated English and reading at Lassen College and revise or write curriculum as needed. Also, address the challenges of delivering basic skills English and reading online and through correspondence.
6. Reduce the number of contact hours for English and reading classes by removing the lab component of the classes.
7. Explore acceleration or alternative pathways for basic skills math courses.
8. Whenever possible, schedule basic skills English and reading courses in the traditional blocks used by the college-level courses: TTh or MWF.
9. Schedule basic skills math in multiple short-session blocks (ie. MTWTh 1.0-1.5 hours/meeting) according to recommendations of AMATYC, CMC3, and NSF-Pathways through Algebra while also offering basic skills math in time blocks consistent with college-level courses (TTh or MWF).
10. Hire an adjunct faculty member to teach a credit ESL course or have a full-time faculty member become qualified to teach credit ESL.

2013 Basic Skills Program Review

Prioritized Recommendations Requiring Institutional Action for Inclusion in Education Master Plan

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
1, 3	Establish a basic skills line-item in the budget to fund necessary repair and upgrades for the equipment in the smart-classrooms.	2013-2014	\$4000-5000 annually	Continued quality instruction using technologically-capable classrooms
1, 3	An equipment repair and replacement budget for the Learning Center and DSPS computer labs should be established or included in Academic Service's budget to accommodate the cost of equipment repair and replacement, and increase regularly thereafter to account for inflation.	2013-2014	\$10,000 annually	Continued access to up-to-date functional computers and equipment for students
3	Ensure copiers available to faculty remain functional through regular maintenance and, when necessary, expedited repairs.	On-going	??	
3, 4	Add or update heating and cooling	2014-2014	unknown	More comfortable learning

	systems in Creative Arts and Humanities buildings.			environment should influence student persistence and success.
--	--	--	--	---

SECTION TWO: HUMAN RESOURCE PLANNING

A. Program Staffing

Description:

There are five full-time faculty assigned to the area of English and four full-time faculty members assigned to the area of math. All full-time instructors are qualified to teach classes in the basic skills area however, some instructors traditionally have been assigned more classes than others. Each semester adjunct instructors are used to fill-in the schedule particularly in correspondence courses. Even with the use of adjunct, several full-time instructors have significant overloads each semester.

Full-time faculty in English and mathematics as of spring semester 2013:

- Cheryl Aschenbach – English, Speech
- Noelle Eckley – Mathematics
- Eric Neuenfeldt – English
- Jackson Ng – Mathematics
- Kathy Rhymes – English
- Robert Schofield – Mathematics
- Ross Stevenson – Mathematics
- Richard Swanson – English, Journalism
- Jake Williams – English

Adjunct faculty in English and mathematics as of spring semester 2013:

- Dennis Allison - Mathematics
- Betsy Bradshaw – English
- Alison Beckwith – Mathematics
- Marilyn Chapman – Mathematics
- Kittie Edson – English
- Emiglio Gamez-Hernandez – ESL
- Coby Hoffman – English
- Johnny Johnson – Mathematics
- Jeff Owens – English
- Kristen Pfanku – English
- Joelle Porter – English
- Marcy Worsch – English

The Basic Skills program pays for partial salaries of two Basic Skills Instructional Support Specialists who work in the Learning Center. Their primary responsibilities are to operate the peer tutoring program and host workshops geared toward the basic skills student. Work experience and work study students (when available) are used to assist with some aspects of the English and mathematics basic skills programs.

Evaluation:

The core areas in the English and mathematics basic skills on-campus program are taught by tenured full-time faculty. One full-time English faculty member (Kathy Rhymes) whose primary duty has been basic skills instruction, will be retiring at the end of the spring 2013 semester.

LCC has relied on adjunct faculty to provide the majority of correspondence classes in the English and mathematics basic skills division. As a result, it is necessary to continually recruit, train, evaluate and maintain a large number of adjunct faculty members. If some or all of these classes could be taught by full-time faculty

members, it would help the college with stability. Lassen College currently has only one qualified non-credit ESL instructor (Emigdio Gamez-Hernandez). If he is no longer able to teach for LCC, then we will not be able to offer this class.

Planning Agenda:

1. Continue to maintain a large pool of qualified adjunct faculty members.
2. When possible, LCC should seek faculty members qualified in multiple subject areas.

B. Professional Development

Description:

On-campus Flex activities have been extremely limited over the last few years but are improving with the addition of our TECC (Training, Education and Collaboration Center) and the addition of a campus Flex Coordinator. Most faculty have been compelled to fund their own professional development activities and attend professional conferences or other activities at their own cost.

Full-time faculty in the English and mathematics basic skills area regularly complete their flex contracts and activities as required by contract. Copies of contracts are available in Academic Services.

Evaluation:

Full-time instructors keep current in their professions by attending conferences, training on/using additional instructional support materials, and reading professional periodicals. The faculty has taken advantage of Flex activities for professional development, both on and off campus. All faculty are actively involved with on-campus committees. Adjunct faculty are also taking advantage of on-campus trainings and should be commended for their efforts. Some faculty have attended local workshops (Butte College, Sierra College) using BSI funds. Whenever possible, professional development funds should be provided to facilitate faculty attendance at discipline-specific professional conferences and workshops as well as developmental education-related workshops.

Planning Agenda:

1. Fund and/or implement basic skills and discipline-specific professional development activities for faculty both on and off-campus.

C. Student Outcomes

Description/ Evaluation:

No student learning outcome assessment results have specifically noted the need for additional staffing or development.

Planning Agenda:

None

D. Prioritized Recommendations for Implementation by Program Staff

None

2013 Basic Skills Instructional Program Review

Prioritized Recommendations Requiring Institutional Action for Inclusion in **Human Resource Master Plan**

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
2, 3	Fund and/or implement basic skills and discipline-specific professional development activities for faculty both on and off-campus.	On-going	Recommended \$3000-\$4000 annually for basic skills faculty	Active and innovative instruction and utilization of current methodologies leading to increased student retention and success
3	Continue to maintain a large pool of qualified adjunct faculty members.	On-going	none	Ability to offer additional sections when needed to meet enrollments; increased FTES generation
3	When possible, LCC should seek faculty members qualified in multiple subject areas.	On-going	none	Offer greater variety of GE and breadth courses

SECTION THREE: FACILITIES PLANNING

Description:

The vast majority of English and mathematics classes are scheduled in either the Humanities Building or Math and Science Building. Few English classes are also scheduled in the Creative Arts Building. Class sizes are dictated by the square footage of each classroom. Some classrooms can only hold 25 students instead of the standard 35. In addition, English classes due to their intense writing requirement have a limit of 24 students regardless of the classroom size.

Because of the Title III Grant, all classrooms are technologically state of the art. Full-time faculty have been assigned laptops that work in any classroom and are able to access the internet in classrooms as well as play DVDs, use document cameras, and use smart boards. Adjunct faculty can check out lap tops to use the updated technology. In addition, one classroom in the Creative Arts Building functions as both a lecture and computer lab classroom.

At this time, the English and mathematics programs do not access off-campus facilities. Each faculty office houses a single instructor with room for a desk with a computer, shelves for books, and a filing cabinet. The faculty offices will accommodate one or two students during office hours.

Evaluation:

The on-campus facilities used by the English and mathematics basic skills program have been drastically improved by the Title III Grant. However, there has been no move by the college to install air-conditioning in the Humanities and Creative Arts buildings. During the summer months, the classrooms in these buildings are very hot and make learning and teaching difficult. Classroom environment (specifically temperature) is noted in multiple student learning outcome assessment results; an uncomfortable learning environment makes it difficult for students to maintain attention during class.

The Creative Arts building does not have WiFi, making it difficult for students who need to access the internet during class.

The number of campus wide classrooms has decreased because of administrative departmental moves which in turn has hurt scheduling efforts and available classrooms.

Planning Agenda:

1. Installing air conditioning in the Humanities and Creative Arts buildings would make teaching classes during the summer as well as late spring and early fall more feasible.
2. Make WiFi available in the Creative Arts building
3. In the future, before any departmental moves can take place, an evaluation of the minimum number of classrooms needed must be completed.

Prioritized Recommendations for Implementation by Program Staff
None

2013 Basic Skills Instructional Program Review

Prioritized Recommendations Requiring Institutional Action for Inclusion in Facilities Master Plan

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
1, 3	Make WiFi available in the Creative Arts building	Fall 2013	??	Internet access for students and instructors during class time and between classes
1, 3	Installing air conditioning in the Humanities and Creative Arts buildings would make teaching classes during the summer as well as late spring and early fall more feasible.	Spring 2014	??	Increased student retention and success due in part to a more comfortable learning environment; potential for additional summer and evening FTES generation with more climate-controlled classrooms.
3	In the future, before any departmental moves can take place, an evaluation of the minimum number of classrooms needed must be completed.	Fall 2013	None – just staff time	Enough classrooms to meet scheduling needs. In some time slots, this could mean additional FTES generation.

SECTION FOUR: TECHNOLOGY PLANNING

Description:

All classrooms used by English and Mathematics faculty have a smart board, laptop docking station, document camera, and DVD player. At this time, it is not necessary to update any equipment in the classrooms. Recently upgraded copiers are available for small copying jobs in both the all teaching buildings (Math and Science, Humanities and Creative Arts). All faculty have computers with Internet connections in their offices. In addition adjunct on-campus faculty can check-out a laptop at the TECC each semester. There are no dedicated “Basic Skills” student computers but students are encouraged to use the computers in the Math and Science Building, library and Learning Center.

Evaluation:

The classroom technology installed Fall 2011-Fall 2012 has provided instructors the ability to bring Internet resources into classroom lectures and activities as well as regularly project information for students to view and respond to. The college needs to ensure that the equipment is regularly maintained and, when necessary, repaired.

The copy machines in all buildings are invaluable in allowing instructors to prepare for classes and assist students.

Planning Agenda:

1. Fund upgrades for faculty and student computers as needed.
2. Fund necessary repair and upgrades for the equipment in the smart-classrooms.
3. Ensure copiers available to faculty remain functional through regular maintenance and, when necessary, expedited repairs.

Description/ Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.
2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

Prioritized Recommendations for Implementation by Program Staff
None

2013 Basic Skills Instructional Program Review

Prioritized Recommendations Requiring Institutional Action for Inclusion in **Technology Master Plan**

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
1, 3	Fund upgrades for faculty and student computers as needed	On-going	\$10,000-\$12,000 annually	Ability for students and faculty to continue utilizing technology for teaching and learning. Continued or improved digital literacy.
1, 3	Fund necessary repair and upgrades for the equipment in the smart-classrooms.	On-going	\$4000-\$5000 annually	Ability for students and faculty to continue utilizing technology for teaching and learning. Continued or improved digital literacy.
3	Ensure copiers available to faculty remain functional through regular maintenance and, when necessary, expedited repairs.	On-going	??	