**APR Report for 2017-2018  
*2018-2019 Cycle***

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| **Section I: Program Description** |

**IA1. Program (Select your program from the drop down list)**

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| Basic Skills |

**IA2. Other Program (If your program is not on the above list, write it in here)**

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**IB. Program Lead (Your first and last name)**

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| Lori Sundgren |

**IC. Program Mission Statement**

Provide the Program’s Mission Statement.

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| The Taft College Pre-Collegiate series provides a comprehensive and integrated college-wide approach teaching students the necessary skills and support to successfully complete their classes and move through a cohesive sequence of college courses. Taft College's integration of instructional, academic, and student services support facilitates students' success by helping them to reach their educational goals, including the attainment of certificates, associate's degrees, transfer, career advancement, and/or self- improvement. |

**ID. Program Summary**

Provide a brief summary on the current status of the program being reviewed.

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| Basic Skills, for all intents and purposes, is in a state of being phased out in the California Community College system. AB 705 became law in January of 2018. Placement testing instruments, such as Accuplacer, are no longer approved by the Board of Governors. Multiple measures, including high school gpa, is what the CCC system will be using moving forward. Spring 2018 was the last semester of Basic Skills Coordinators webinars. State default placement recommendations started coming out Spring of 2018, beginning with English and followed by math.  On a local note, in the Learning Center, there was one half less writing tutor for the basic skills students this academic year. A tutor resigned July 2017 and it has been a difficult position to replace. Additionally, AVID strategies in TC courses ended at the end of Spring 2018.  The English department is proposing additional support and curriculum in light of AB 705.  Basic skills math course sections are being decreased, and transfer level math course section offerings are being increased due to AB 705. |

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| **Section II: Looking Back—2017-2018** |

**IIA. Present the Results** (Rubric Criterion 3)

Provide a descriptive summary of the outcomes from the 2017-2018 cycle of program review.

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| One 2017-2018 goal that the math department hoped to achieve for the basic skills classes was to maintain success rates at 70% or above. The result was that all basic skills math classes had success rates of 70% or higher.  Another math department goal was to increase the number of math students who use Taft College math lab resources. While overall log ins have increased by 4325 in the math lab, the number of actual basic skills students (those enrolled in math 230, 240, 1050) using the Writing Lab only increased by 10 in the same time period. However, the number of basic skills level visits increased from 1521 to 1805 (primary terms only). This is according to Tutor Trac data.  For basic skills English, there were significant increases in course success rates for ENGL 900 and 1000. ENGL 1000 course success increased from 62.1% in 2016/2017 to 70.3% in 2017/2018.  ENGL 1000 online course success increased from 62.4 in 2016/2017 to 73.5% in 2017/2018.  The number of basic skills English students using the Writing Lab has decreased according to Tutor Trac. Four less basic skills students (those enrolled in 800, 900, or 1000) used the Writing Lab during 2017-2018 compared to the previous academic year (primary terms only) for 210 less visits). |

**IIB. Probe the Results: I Wonder . . .** (Rubric Criteria 1, 3)

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| The math department was able to maintain basic skills math course success rates at 70% or above by continuing to increase support services such as: tutoring, free printing, and having the majority of our classes taught by full time faculty. Faculty tutoring in the math lab remains beneficial for student success. Increased tutor coverage in the Math Lab was due in part to Math Full-time Faculty utilizing their student worker budgets to staff the Math Lab under Lori’s supervision.  Math Lab usage increased substantially due to better management, advertising, and consistent multi-level coverage. Due to AB705 Math Lab resources are only going to become more in demand. We need to maintain the level of services currently offered.  The math department looked at past enrollments and offered additional transfer level courses instead of basic skill courses to meet student enrollment needs. The District was supportive of these substitutions.  For basic skills English, the increase in course completion for ENGL 1000 correlates to ongoing efforts and activities that have been prioritized in the last two APR cycles: increasing ENGL 1000's unit count from 3 to 4 units, embedded online tutoring, and reducing the maximum number of students. While English faculty are now present in the lab, they were not at the time of the data gathering.  One basic skills activity from last year was to maintain and increase the hours of coverage in the math lab for all math courses. OVERALL staffing, for both labs in total, has increased each year, with the exception of not being able to fill the part time writing tutor position. Extra duty hours for classified employees in the labs went from zero for 2016-2017 to 10 in Spring 2018. These were basic skills hours. Student workers increased by 11 hours from Spring 2017 to  Fall 2017. Then they increased again the next semester by 48 hours. However, not all of these hours are basic skills areas.  Another activity was to have English faculty work in the WALL. This started Fall 2018.  The final activity was to embed a tutor in online English 1000. This also started Fall 2018. |

**IIC. Ideate Innovations: What if . . .** (Rubric Criteria 1, 5)

In this section, describe activities you believe would have an effect on your 2018-2019 outcome measures.

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| Monitor and increase support services offered by the Math Lab (Full-time Tutors, student tutors, Math Faculty in the lab, free printing, more computers, more dedicated space, updated technology).  Continue to plan how best to support students (who were formerly considered “basic skills students”) going into transfer level courses due to AB705. Activities might include developing co-requisite classes, increasing tutoring, creating a dedicated program for additional instructional support.  Incentivize writing lab attendance for ENGL 1500 students.  Provide enhanced-unit, transfer-level alternative to ENGL 1500, recommended for students with HS gpa of <2.6 and strongly recommended for students with HS GPA of <1.9. Work with Academic Development Committee and Counseling to explore and leverage guided-self placement strategies.  What if support was mandatory for transfer level students who would have formerly been basic skills level students? This could be in the form of mandatory or incentivized tutoring or review sessions or co-requisite courses. According to the Tutor Trac data in IIA, even when students overall increase their usage of support services, basic skills students do not necessarily follow that pattern. |

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| **Section III: Looking Forward—2018-2019** |

**III. List Your 2018-2019 Goals—Be Quantitative!**

List your 2018-2019 APR goals in terms of their expected changes on the outcome measures as indicated earlier. Each goal that requires resources, impacts other areas, or otherwise is substantive requires the submission of an APR Goal form. Keep in mind the scoring rubric criteria:

1. The relationship between program review narrative and the APR Goal is evident and strongly supported by evidence.
2. The APR Goal directly implements institutional planning document goals.
3. The outcome directly implements institutional planning outcomes, and is transferrable and/or scalable institutionally.
4. APR Outcome indicators, methods and/or timelines use institutional measures, transferrable/scalable institutionally
5. Before/after benchmarks and timelines are completely specified, identical methods, transferrable/scalable.

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| 1. Maintain and increase the number of sections of transferable math course offerings to meet students’ needs and AB705. Many students who would have formerly been in below transfer level classes will now be in transfer level classes. 2. Increase the number of math students who use Taft College Math Lab resources. 3. Work with Math Lab Tutors to improve online tutoring and determine the base level usage of Cranium Café. 4. Maintain 2017/2018 success rate of 85.3% for transfer-level freshman composition course(s). Many students who would have formerly been in below transfer level classes will now be in transfer level classes. |
| **Section IV (Optional): Evaluation of Program Review and Planning Process** |

**IVA. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process worked best and why?

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**IVB. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process would you change and why?

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