

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

**Program Name** Basic Skills **Academic Year** 2023-2024

1. Has your program mission or primary function changed in the last year?

No changes

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

Two new BASK courses were created to address areas covered by the GED and HiSET:

- BASK 7016, Science: HS Diploma Equivalency Exam Preparation
- BASK 7017, Geometry: HS Diploma Equivalency Exam Preparation
- BASK 7200, Library Skills

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

The sequencing maps for the two noncredit certificates will be developed as part of the core topic INNOVATIVE SCHEDULING.

4. Were there any staffing changes?

No changes.

5. What were your program successes in your area of focus last year?

Currently, the development and implementation of the new BASK courses.

## Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.
- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
- c. Please summarize recommendations and/or accolades that were made within the program/department.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

**Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)**

**BASK doesn't offer DE courses at this time.**

- a. Which courses were reviewed for regular and substantive interactions (RSI)?
- b. What were some key findings regarding RSI?
  - Some strengths:
  - Some areas of possible improvement:
- c. What is the plan for improvement?

**CTE two-year review of labor market data and pre-requisite review**

**BASK is not a CTE program**

- a. Does the program meet documented labor market demand?
- b. How does the program address needs that are not met by similar programs?
- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?
- e. Have recommendations from the previous report been addressed?

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

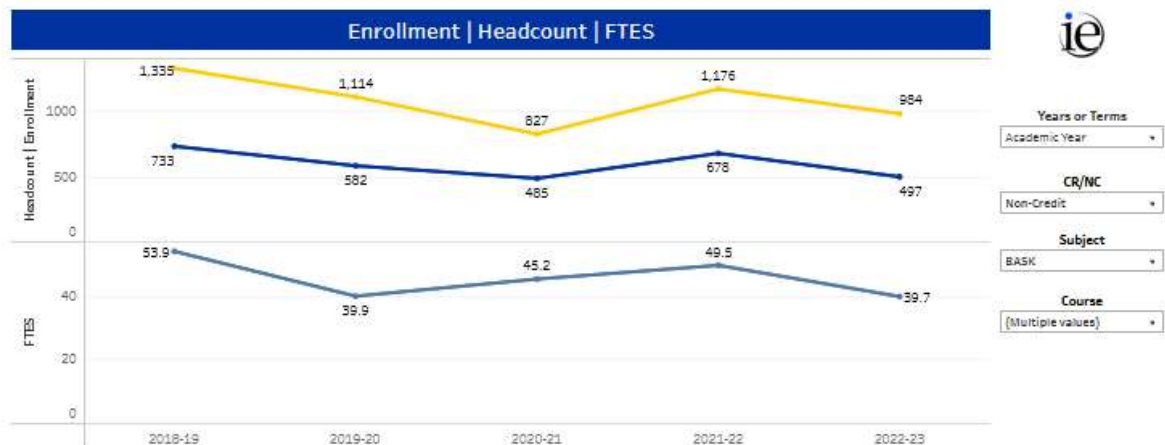
## Area of Focus Discussion INNOVATIVE SCHEDULING (BASK)

### 1. What data were analyzed and what were the main conclusions?

**Data analyzed:** 3-year noncredit student enrollment reports and positive attendance data (sorted by program, course, and location).

Main conclusions:

- Instructor recruitment must be aggressive. For example, the lack of BASK instructors has dwindled the number of BASK courses we can offer. We went from an average of seven classes per term down to four, with an impact on headcount and FTES generation.
- There is a need to remedy noncredit course time conflicts to maximize the students' ability to take other classes when they are on campus.
- Given the limited classroom space, explore offering different modalities (i.e., Zoom classes)
- Maximize offerings in the preferred locations, the Santa Maria campus and the Atkinson Center.
- Work with the other programs (NESL, VOCE, CITZ) to provide better scheduling times and days and increase the chances of students registering for other classes. For example, BASK and VOCE, or BASK and NESL.
- Seek opportunities to maximize student attendance:
  - Offer professional development opportunities for instructors to improve/enhance their teaching.
  - Market courses/programs accordingly.
  - Work with Noncredit Counseling.



It's important to note that Community Education lost instructors and off-site locations after the pandemic.

**Total PA Hours by Term**

Program	U18	F18	S19	U19	F19	S20
BASK	4,799.00	11,134.00	11,939.00	4,938.50	9,732.75	6,160.50

U20	F20	S21	U21	F21	S22
1,749.00	5,819.25	16,136.00	5,733.00	11,104.50	9,184.00

U22	F22	S23
3,068.00	10,359.50	7,434.90

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

**NC Course Time Conflicts:** Lack of a process in noncredit to approve minimal time conflicts, as it is done in credit.

**Limited classroom space and instructor availability:** There is a need for more classroom spaces and instructors to teach various BASK courses. Currently, some of the computer-assisted BASK courses are offered in S-101 and S-103, but this program competes with VOCE courses using the same classrooms. The ability to offer Zoom/DE sections would alleviate the need for classroom space while providing students with an instructional alternative.

**Lack of program details:** The program should clarify a path for Adult Basic Education (ABE) vs. Adult Secondary Education (ASE) students. ABE students read/write at the 8<sup>th</sup> grade or below, whereas ASE students read/write at the 9<sup>th</sup> grade or above. Funneling students to the right course is key to moving them successfully through the program.

**Program map:** Develop an appropriate sequencing of BASK courses. The maps should account for frequency of offering and preferred locations. Offer courses so students can register for two classes (ex. BASK and NESL).

**Basic Skills Certificate:**

- BASK 7011 – Basic Math (keep)
  - PD opportunity to enhance percent lesson plans
- BASK 7012 – Reading and Writing (keep)
- BASK 7017 – Geometry (add)

### Secondary Skills Certificate

- BASK 7005 – HS Equivalency Exam Preparation (modify course to remove math portion)
- BASK 7013 - High School Equivalency Exam Prep: Computer Skills (remove)
- BASK 7006 – Math Reasoning (modify course to remove geometry portion)

### Other:

- Develop a new math course to prepare students for MATH 100. This course would cover fundamentals of radical expressions, complex numbers, exponential and logarithmic functions, and inverse functions.
- SP Grading:
  - SP grading should be based on the following criteria: attendance and participation, complete worksheets, Aztec progress reports, GED official practice tests (receive a score of 150 or higher). A student with a score of 155 or higher could be ready for MATH 100.

**Modality** – Explore offering limited Zoom sections to provide alternatives to students. Zoom sections might expand access to students in remote areas, such as Cuyama. Classes that don't require extensive hands-on activities or specialized equipment or where the primary mode of instruction is through lectures and discussions can be effectively conducted online. This includes courses in various academic disciplines such as BASK7007 Social Studies, BASK7016 Science, and BASK7008 Language Arts, which can often be adapted to online teaching.

### Program Awareness and Marketing

- Leverage Noncredit Counseling to raise awareness of the program nuances (ABE vs ASE)
- Leverage Marketing – Develop brochures and other printed materials that delineate the difference between ABE and ASE and better guides delineate the difference between ABE and ASE and better guide students onto the appropriate path.

### 3. What are your plans for change or *innovation*?

- **Noncredit course time conflicts:** Work with Student Services to include noncredit in AHC BP/AP 4226. Multiple and Overlapping Enrollments to allow noncredit students to petition the A&R Director to enroll in two noncredit courses when the overlapping time doesn't extend beyond 10 mins. Currently, a student with a noncredit class ending at 12pm cannot register for a class starting at 12pm (banner required a 10-minute passing break).

- **Zoom:** Schedule 1-2 Zoom sections per term as a pilot project to test demand and feasibility for this instructional alternative.
- **Visit classrooms to speak to students:** This would allow for emphasizing the importance and benefits of obtaining the certificates. Emphasize the importance of attendance.
- **Leverage Signal Vine as a tool to raise student awareness**
- **Develop PD opportunities for the instructors:** Develop workshops to enhance persistence and ensure students are completing the courses. Workshops would focus on strategies to make teaching engaging and relevant to students' needs.
- **Continue supporting the noncredit recognition ceremony** to motivate students to obtain the certificates.
- **Gather student feedback:** seek feedback from students on class schedules and time/day preferences (i.e. student survey).
- **Gather constituent feedback** regarding the proposed curriculum changes (BASK instructors, students, counselors).

4. How will you *measure* the results of your plans to determine if they are successful?  
**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

**Metrics to assess progress:**

- An increase in the number of total hours for BASK from the previous year.
- An increased number of BASK certificates earned by the end of the 2024-2025 academic year.
- Successful modification of AHC BP/AP 4226 that includes language connected to noncredit overlapping time conflicts.

1. **Who have you identified to validate your findings?**

BASK instructors, counselors, student navigators.

2. **Are there specific recommendations regarding the core topic responses from the validation team?**

**Program Review Signature Page:**

*Lilia Wambolt*

Lilia Wambolt (May 13, 2024 11:11 PDT)

Program Review Lead

May 13, 2024

Date

*Sofia Ramirez-Gelpi*

Sofia Ramirez-Gelpi (May 13, 2024 11:13 PDT)

Program Dean

May 13, 2024

Date



Vice President, Academic Affairs

Date






# Basic Skills Innovative Scheduling 2023-24

Final Audit Report

2024-06-17

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