Taft College Basic Skills Action Plan

Meeting students needs through collaboration
Academic Development Committee

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Academic Development Committee members:
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Academic Development Committee Mission:

The Academic Development Committee is designed to coordinate all of the basic skills areas at Taft College and implement a cohesive delivery system for our developmental students.

Current Funding and Reporting Components of Basic Skills delivery at Taft College:

1) Basic Skills Initiative
2) Quest for Success Title V Grant Projects
3) Basic Skills Annual Program Review

The Basic Skills Action Plan is a monitoring tool for faculty and staff at Taft College. Its purpose is to consolidate and disseminate information about challenges, barriers, successes, and goals for students entering college under-prepared for academic success. This plan is meant to evolve with our students and our college. It is also meant to inform our Basic Skills Annual Program Review goals, and thus our funding priorities.

After the SESI is completed this spring, this document should be compared to the results to see where our group’s ideas and the students’ ideas intersect and where we diverge.

The original Basic Skills Action Plan drafting group was Nancy Artiga, Agnes J. Eguaras, Jessica Grimes, Kelly Kulzer-Reyes, and Joy Reynolds. A huge thank you to them for their efforts.
Goal: Align and integrate recruitment, admissions, orientation, placement testing, counseling, tutoring, other student support, and instructional program practices to assure student retention and success at the developmental level.
Area of Basic Skills: Recruitment

Current process
- radio
- word of mouth
- counselor outreach (high schools and adult school)
- outreach advisor (high schools, adult schools, career fairs)
- Cougar Day (formerly known as TC Day)
- Rabobank College Night (outreach advisor)

Challenges
List: 1) low enrollment in Basic Skills level courses;
2) recruiting basic skills adjunct staff and faculty;

Data used to identify challenge
1) Spring enrollment numbers (Banner)
2) IR

Solutions
List: 1) improve enrollment through AB 86 collaboration;
2) improve collaboration with outreach staff and faculty.
Area of Basic Skills: Admissions

Current process: Application (online only)

Challenges
1) computer skills, 2) technology access, 3) transportation, and 4) child care

Solutions
1) Basic Skills Peer Mentors can assist students with the application process;
2) Assistance in child care
### Area of Basic Skills: Orientation

<table>
<thead>
<tr>
<th>Current process</th>
<th>Online orientation</th>
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### Challenges

- List: 1) Instructions on the link/website
- 2) We understand the new online orientation will be TC specific.

### Solutions

- List: Add instructions to the website (only having instructions within the acceptance letter appears to be insufficient)
- A new platform is being considered. New orientation will be accessible and translated into Spanish, perhaps. This new system should reduce phone calls for easily explained information. It will contain TC specific information.
- There is an updated admissions letter to reduce confusion.
Area of Basic Skills: Placement testing

Current process: Student makes appointment by leaving a message with an email address. Students can go directly to the office to schedule an appointment

Challenges

List: 1) answering machine message difficult to understand. 2) language barrier 3) increase staff to answer phones 4) assessment preparation resources 5) Technology access 6) Child care, and 7) transportation

Solutions List:

1) Hire Basic Skills Peer Mentors to facilitate BS student placement, application, needs;

2) Simplify Accuplacer for ESL students

3) Keep appointments; add first come, first served placement testing;

4) Expand outreach and remote placement testing to include adult school;

5) Use the STEM trailer to facilitate admissions/placement/orientation requirements remotely if and when needed; and

6) Improved placement with pre-assessment preparation tools.

Commented [KK1]: Met with Joe’ll at length to brainstorm ways ADC can support the placement process. He will attend the next ADC meeting on February 18th. Thank you, Joe’ll!!
Area of Basic Skills: Counseling

Current process: Taft College promotes success for students at the Basic Skills level by having a Basic skills counselor. This position is key to student success.

Appointment: 1) New student workshop or counseling appointment; 2) Services referral (Career Center, EOPS, CALWORKS, TRIO, Vets, etc); 3) Encouraged to take STSU 1001 (Ed Planning) 4) Come back after 15 units to see a counselor for an SEP

Challenges

List: 1) Availability of counselors for counselors; 2) In-class presentations cancelled; 3) Distinction between roles of counselors and advisors; 4) reduce no-shows 5) Basic Skills Counselor position is not institutionalized, but must be by September 2015.

Solutions

List: 1) FAQs videos 2) Update student contact information within Banner 3) improve access to “one-stop shop” enrollment practices during peak registration times 4) Reduce counselor obligations to ensure student access.
Area of Basic Skills: Tutoring and Supplemental Instruction

Current process:
Scheduled and drop in tutoring sessions: 7 student tutors; 4 - 19 hr. classified tutors; 2 full-time SIs; and 3 - 19 hour SIs; Tutoring/SI hours: M-R 8-6 and F 8-4; Net-tutor (online tutoring); Student tutors shadow classified tutors; monthly meetings; self-referral, instructor referral, and counselor referral;

Challenges
Scheduling tutor trainings for student tutors; need more faculty participation in tutor training; tutoring and SI collaborative efforts; rapport/boundary training for student tutors

Solutions
In-class tutors; hire more tutors; faculty collaboration on tutor training; faculty and SI collaboration on workshop development; determine priorities in regards to SI and tutoring and identify learner needs.
Success rates comparison for students utilizing tutoring and SI compared with students not utilizing these supports
Area of Basic Skills: Other supports

List of other supports: Campus involvement (ASB/clubs); office hour utilization; mental health services; career mentoring; DSPS; Ed planning; STEM Outreach

Challenges

List: transportation; child care; high school IEP (student resistance to DSPS support in college)

Solutions

List: organized Ride-share program; open TC Children’s Center to students; collaborate with faculty and staff in DSPS on classes listed as basic skills
Desired improvements

English and Reading

Current practice: Taft College offers English 0800, 0900, 1000, Read 0805, 0905, 1005 (compressed and 16 week sessions)

Data: Success, persistence, and retention

Desired improvements

Improve: Success, persistence, retention

Current practice: ESL classes at Taft College will no longer be offered in a compressed format; tutor available to students between classes; exploring noncredit classes offered in a lab format

Data: Success, persistence, and retention

Plan: Better monitoring of students’ goals; Because ESL classes have been canceled due to low enrollment for multiple semesters, the practice will be ended. Despite the high success rates in compressed ESL courses, ESL classes will only be offered in the 16 week format starting Fall 2015.

Goal: Needs assessment; certificates for industry

English and Reading

Math

Current practice: Compressed Math 230/240 daytime; Math 230 online and evening; Math 240 day, evening, and online; 1050 day, evening, and online

Data: Success, persistence, and retention

Desired improvements