

ANNUAL INSTITUTIONAL EFFECTIVENESS REPORT

ACADEMIC YEAR 2017-2018



PROGRAM/DIVISION: Basic Studies

NAME OF ASSESSMENT LEAD: Professor LoLa King

BROAD INSTITUTIONAL GOALS SUPPORTED BY PLOS

INSTITUTIONAL STUDENT LEARNING OUTCOMES SUPPORTED BY PLOS

(Check all that apply)

(Check all that apply)

<input checked="" type="checkbox"/>	BIG 1 - Qualitative academic program
<input type="checkbox"/>	BIG 2 - Competent Faculty & Staff with opportunities for development
<input type="checkbox"/>	BIG 3 - Enhanced Enrollment Management
<input type="checkbox"/>	BIG 4 - Expand and stabilize the financial resources of the college
<input type="checkbox"/>	BIG 5 - Fiscal Stability & Financial Management
<input type="checkbox"/>	BIG 6 - Physical Plant/Grounds – Ensure adequacy & quality
<input type="checkbox"/>	BIG 7 - Public service & Visibility
<input type="checkbox"/>	BIG 8 - Student Access via Financial Aid
<input type="checkbox"/>	BIG 9 - Academic support Services/Research
<input type="checkbox"/>	BIG 10 Governance




<input checked="" type="checkbox"/>	ILO- 1 Communication
<input checked="" type="checkbox"/>	ILO-2 Critical Thinking
<input type="checkbox"/>	ILO-3 Information & Technology Literacy
<input type="checkbox"/>	ILO-4 Global Awareness & Cultural
<input checked="" type="checkbox"/>	ILO-5 Quantitative Literacy
<input type="checkbox"/>	ILO-6 Scientific Literacy
<input checked="" type="checkbox"/>	ILO-7 Personal Responsibility & Development
<input type="checkbox"/>	ILO-8 Spiritual Insights & Values

PROGRAM/DIVISION MISSION STATEMENT:

It is the Mission of the Basic studies Division to Support the Mission of Southwestern Christian College by providing quality group and individualized instruction for students with Reading writing, and Math deficiencies. The Basic Studies Program will equip the students to reach a level of proficiency needed for academic success at Southwestern Christian College and subsequent institutions of higher learning.

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PROGRAM LEVEL GOALS MAPPED TO STUDENT LEARNING OUTCOMES & CURRICULUM

Program Level Student Learning Goal (s) 	Program Level Goal 1 Graduates/Completers will achieve the reading comprehension skill level required to be successful in college courses PLO 1	Program Level Goal 2 Graduates/Completers will demonstrate clear organization of thoughts in coherent written form. PLO 2	Program Level Goal 3 Graduates/Completers will write clear, logical and concise solutions to college level mathematics problems. PLO3	Program Level Goal 4 Graduates/Completers of the FYE program will acquire the knowledges and skills to successfully navigate thru the college experience. PLO 4
Program Level Student Learning Outcome (s) 	Graduates/Completers will demonstrate a literal comprehension of readings through identification and analysis of main ideas, supporting details, and rhetorical patterns of organization and development.	Graduate/Completers will demonstrate ability to read and analyze a passage for implied meanings and respond through written discussion	Graduates/Completers will be able to correctly implement the quantitative or symbolic reasoning methods that are appropriate for solving a given problem.	Graduates/Completers will develop and refine teamwork skills by participating in a small, diverse group to accomplish a common task.
Courses Within the Basic Studies Curriculum 				
IRW,031 Integrated Reading & Writing	I,R,M	I,R,M		
IRW, 032 Integrated Reading & Writing	R, M	R,M		
MTH 033 Beginning Algebra			I,R,M	

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MTH 034 Intermediate Algebra			R,M
UJIMA 110 (FYE)	R	R	R

(I=Introduced; R=Reinforced; M=Mastery)

Program Level Student Learning Outcomes Mapped to Assessment Measures, Criteria for success, Findings, Use of Results (Action Plan)

Program Level Learning Outcome	Methodology of Assessment	Criteria for Success	Assessment Results	Use of Results to Improve Outcomes (Action Plan)										
<p>PLO 1 Graduates/Completers will demonstrate a literal comprehension of readings through identification and analysis of main ideas, supporting details, and rhetorical patterns of organization and development.</p>	<p>1. Direct Measure Fall, 2017 Accuplacer –PreTest Administered to all incoming Freshmen for Placement purposes Accuplacer-Post Test Administered at the end of the term to assess value added and exit ticket to college-level ENG 131. Accuplacer scores were separated into three groups: scores greater than or equal to 80 (scores ≥ 80), scores less than 80 and greater than or equal to 60 ($60 < \text{scores} < 80$), and scores less than sixty (scores < 60 to determine if a student is placed in remedial English; and to determine if a student score improved</p>	<p>Target: 20% of the students post score to increase significantly.</p>	<p>Target Met. 100% of the Accuplacer reading scores were below 80% on the pre-test. Over a fourth of the Accuplacer reading participants, 27%, scores increased significantly.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Accuplacer Subject</th> <th style="padding: 5px;">% Scores Increased</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Writing</td> <td style="text-align: center; padding: 5px;">23</td> </tr> <tr> <td style="padding: 5px;">Sentence Skills</td> <td style="text-align: center; padding: 5px;">36</td> </tr> <tr> <td style="padding: 5px;">Reading</td> <td style="text-align: center; padding: 5px;">27</td> </tr> <tr> <td style="padding: 5px;">Arithmetic</td> <td style="text-align: center; padding: 5px;">55</td> </tr> </tbody> </table>	Accuplacer Subject	% Scores Increased	Writing	23	Sentence Skills	36	Reading	27	Arithmetic	55	<p>Based upon assessment findings:</p> <ol style="list-style-type: none"> 1. IRW students have been encouraged to use the lab more extensively during non-class times to strengthen skills in areas of weaknesses or to advance thru the modules at their own pace. 2. Periodically, allot time in class for students to use their IRW learning tool of preference in a controlled environment giving faculty opportunity to observe and make recommendations for more efficient utilization. 3. Encourage the use of varied Educational technology tools to match their learning styles that are free on the internet; i.e. YouTube video clips on how to improve reading comprehension and Quizlet, a simple, free, learning tool for
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	significantly on the post test. A student score is considered a significant increase if the score progressed into one of the above groups.			creating online flashcards, games, and quizzes to be used for mastering vocabulary and other information.
	<p>1.2 Direct Measure Accuplacer Practice Test available online prepared by the Accuplacer Program IRW 0311 IRW 0312 IRW 032</p>	80% of students will demonstrate 80% mastery	<p>Target Not Met. Average Score 74.6% N -49 Student Assessed Highest Score - 96 Lowest Score - 38 Weakness: Identifying the writer’s main idea and purpose.(Students who missed classes frequently had the lowest scores).</p>	<p>Based upon assessment findings.</p> <ol style="list-style-type: none"> 1. A different web-based computer program will be used beginning the Fall, 2017. 2. More focus will be given on areas of weakness as shown by assessment results. 3. An improved student tracking system will be deployed Fall, 2017 (Populi) The student Management System will track student attendance as well as give notification of “at risk” students to professors and counselors based upon gradebook parameters set. 4. SLO focus will be on reading & writing. 5. Computer Lab equipment will be updated/repaired.
PLO 2 Graduate/Completers will demonstrate	2.1 Direct Measure Fall, 2017 Accuplacer –PreTest	The goal was for 20% of the students post score to increase significantly	Target Met	<p>Based upon assessment findings:</p> <ol style="list-style-type: none"> 1. Program faculty will focus on

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<p>ability to read and analyze a passage for implied meanings and respond through written discussion</p>	<p>Administered to all incoming Freshmen for Placement purposes Spring, 2016 Accuplacer-Post Test Administered at the end of the term to assess value added and exit ticket to college-level ENG 131 On the Writing Accuplacer, student scores were separated into two groups, scores greater than or equal to five and scores less than five. A post-test writing score greater than 5 (score>5) is considered a significant increase.</p>	<p>.</p>		<p>“Integrated” Reading/Writing as opposed to treating them separately.</p> <ol style="list-style-type: none"> 2. Program faculty will make the same improvements as given in action items shown in PLO1- Direct Measure 1.2 Improvements based upon assessments above. 3. Program faculty will introduce a new learning strategy, “Student Assignment Analysis.” Steps given below: Step 1: Analyze the Assignment. Step 2: Consider the Writing Situation <i>Successful college writers look beyond the assignment to the larger picture and seek to understand the purpose and audience for the assignment.</i> Purposes: <i>Why has my professor given me this assignment?</i> Audience: <i>Who is the intended audience? Who will be my audience beyond the professor? Who else might be interested in reading this paper? Why should my reader be interested in what I will do in this paper?</i> Step 3: Ask Questions such as:
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				<p>What would you like me to learn from writing this? Who is the target audience? What form do you want me to use? Step 4: Ask to See a Sample Step 5: Make the Assignment Your Own "What do I want to say about the assigned subject or question?"</p>										
<p>PLO 3 Graduates/Completers will be able to correctly implement the quantitative or symbolic reasoning methods that are appropriate for solving a given problem.</p>	<p>3.1 Direct Measure Fall, 2017 Accuplacer –PreTest Administered to all incoming Freshmen for Placement purposes Spring, 2018 Accuplacer-Post Test Administered at the end of the term to assess value added and exit ticket to College Algebra.</p>	<p>The goal was for 20% of the students post score to increase significantly. Accuplacer arithmetic scores were separated into three groups: scores greater than or equal to 80 (scores ≥ 80), scores less than 80 and greater than or equal to 60 ($60 < \text{scores} < 80$), and scores less than sixty (scores < 60) to determine if a student is placed in remedial Math and to determine if a student score improved significantly on the post test. A student score is considered a significant increase if the score progressed into one of the above groups.</p>	<p>Target Met Slightly over 80% of the participants Accuplacer arithmetic scores were below 80%. In the fall of 2017, approximately 55% of the participants post Accuplacer arithmetic scores increased significantly on the writing Accuplacer.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Accuplacer Subject</th> <th>% Scores Increased</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>23</td> </tr> <tr> <td>Sentence Skills</td> <td>36</td> </tr> <tr> <td>Reading</td> <td>27</td> </tr> <tr> <td>Arithmetic</td> <td>55</td> </tr> </tbody> </table>	Accuplacer Subject	% Scores Increased	Writing	23	Sentence Skills	36	Reading	27	Arithmetic	55	<p>Based upon assessment findings, Program faculty will:</p> <ol style="list-style-type: none"> 1. Continue to assess and make modifications of teaching methodologies to include individualized study plans addressing student learning styles. 2. Provide supplemental instruction utilizing available online resources. 3. Attempt serious enforcement of early purchase of class materials such as text books and/or online access codes. 4. Offer more group projects.
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	<p>3.2 Direct Measure Instructor locally prepared exam of fifty questions covering basic mathematics Order of Operations and operations on Linear Equations, Exponents, Polynomials and Factoring. The exam was to be completed in two hours.</p>	<p>80% of the students will achieve an average score of 80% or better on SLO1, SLO2, SLO3 and SLO4.</p>	<p>Target Met on Holistic Score N = 33 MAX = 100% MIN = 18% AVER = 80% A total of 33 students were assessed. In SLO1 the target was met. 83% of the students met or exceeded the goal of 80% or better. 54.5% were exemplary, 21.2% were proficient and the remainder were marginally or non-proficient. In SLO2 - 2016-2017 target was met. 86% of the students met or exceeded the goal of 80% or better. 66.6% were exemplary, 21.2% were proficient and the remainder were marginally or non-proficient. In SLO3 the target was not met. Only 77% met or exceeded the goal of 80% or better. 39.4% were exemplary, 39.4% were proficient and the remainder were marginally or non-proficient. In SLO4 the target was not met. Only 65% of the students met or exceeded the goal of 80% or better. 12.1% were exemplary, 24.2% were proficient and the rest were marginally or non-</p>	<p>Based upon assessment findings, program faculty will:</p> <ol style="list-style-type: none"> 1. Continue to assess and make modifications of teaching methodologies to include individualized study plans addressing student learning styles and the addition of instruction techniques employing available online resources and support. 2. Serious enforcement of early purchase of class materials such as text books and/or online access codes. 3. Offer more group projects. 4. Perform early identification of students who are having comprehension difficulties and devise and provide them with individualized study plans and tutorial support.
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<p>PLO 4 Graduates/Completers will develop and refine teamwork skills by participating in a small, diverse group to accomplish a common task.</p>	<p>4.1 Direct Measure Signature Assignment (capstone) administered at the end of each FYE course. The assignment requires a team of 3-4 students to work as a team to develop and present a mediated presentation to the class on an assigned topic showcasing the skill sets (solid academic skills as well as effective life skills) learned in the course. Performance Period: Spring 2017</p>	<p>Students will score 3 or better on a 5 points scale. (Rubric Attached)</p>	<p>proficient. Expectation Met N=55 85% of examinees scored 3 or better on a 5 point primary trait rubric.. Strengths: Content was comprehensive and well supported. Weaknesses: Presentation style was not refined. Group Handoffs were distracting. All presenters were not poised and properly cued to deliver their parts of the presentation.</p>	<p>Based upon assessment findings, Program faculty will:</p> <ol style="list-style-type: none"> 1. Continue this signature assignment but allow groups time to focus on and refine presentation features.
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INITIATIVES FOR NEXT CYCLE WITH BUDGETARY IMPLICATIONS

MATH LAB ACCESS – A Lab Monitor is needed to allow the lab to be open in the evenings. Part-time staffer would be sufficient to provide this service. Additional time in the lab would provide opportunities for more rapid progression thru the modules to completion. \$24,000 Annual Compensation

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FOLLOWUP REPORT ON PREVIOUS CYCLE ACTION PLAN

Prior Period Learning Outcomes	Select Actions taken based on Prior Year Results (Select all that apply)		Describe Actions Taken Based upon Prior Year Results
<p>PLO 1 Graduates/Completers will demonstrate a literal comprehension of readings through identification and analysis of main ideas, supporting details, and rhetorical patterns of organization and development</p> <p>PLO 2. Graduate/Completers will demonstrate ability to read and analyze a passage for implied meanings and respond through written discussion</p>	<p>Curriculum Change <input checked="" type="checkbox"/></p> <p>Course Revision <input checked="" type="checkbox"/></p> <p>Academic Advising <input checked="" type="checkbox"/></p> <p>Assessment Methods <input checked="" type="checkbox"/></p> <p>—</p>	<p>Human Resources <input checked="" type="checkbox"/></p> <p>Financial Resources <input type="checkbox"/></p> <p>Stakeholders Feedback <input type="checkbox"/></p> <p>Co-curricular Opportunities <input type="checkbox"/></p>	<ol style="list-style-type: none"> 1. Developmental Reading and Writing decision made to combine classes to Integrated Reading & Writing/ 2. Teaching/Learning Content Delivery and Assessment for Mastery is being facilitated through the use of Schoology LMS. Differentiation is also more doable via the functionality of Schoology. 3. New Resource Web-based Course used for IRW 4. Academic Advising to help students understanding of time and effort needed to develop readiness for college-level courses and have realistic expectations regarding graduation timing. 5. Updated Course syllabus was to be used F2017 6. Faculty change

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PROGRAM LEVEL OPERATIONAL OUTCOME (S) & TARGETS

1. 75% of program completers will strongly agree or agree that the developmental Math course prepared them for advance math levels.
2. 75% of program completers will strongly agree or agree that the developmental English course prepared them for advance courses requiring writing.

ASSESSMENT: Curriculum Study Survey conducted by the Office of Academic Research, Spring 2018 ,

RESULTS: Target Not Met. 64% in Math and 65% in English Strongly Agreed or Agreed that the developmental Math & English courses prepared them for subsequent related classes.

USE OF RESULTS: Program faculty will work collaboratively to study the specific areas of deficiencies and prescribe learning activities/strategies to address them based upon the individual student's learning style.

QUESTION	YES	NO
DID YOU EVER ENROLL IN OR COMPLETE SWCC'S DEVELOPMENTAL MATH COURSE?	77%	23%
DID YOU EVER ENROLL IN OR COMPLETE SWCC'S DEVELOPMENTAL ENGLISH COURSE?	73%	24%

QUESTION	STRONGLY AGREE	STRONG AGREE	DISAGREE	STRONGLY DISAGREE	AGREE	DISAGREE	STRONG DISAGREE
SWCC'S DEVELOPMENTAL MATH PREPARED ME FOR MY SUBSEQUENT MATH COURSE?	22	42	15	7			
SWCC'S DEVELOPMENTAL ENGLISH PROVIDED ME GOOD PREPARATION FOR MY SUBSEQUENT COURSES WITH WRITING?	10	55	20	15			

PROGRAM LEVEL OPERATIONAL OUTCOME (S) & TARGETS

Outcome/Target: 100% of Program faculty will attend 90% of scheduled Professional Development Workshops/Seminars.

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Assessment: Sign-in sheets at In-service Workshops/Seminars

Results: Target Met 100% of program faculty attended all scheduled workshops.

EXECUTIVE SUMMARY:

The Basic Studies Division plays a key role in supporting one of SwCC's Broad Institutional goals in support of its mission; namely, "to maintain a qualitative academic program that will accommodate individual differences in learning rates, aptitudes, prior knowledge and experience."

According to the literature, the role of community colleges has increasingly become the colleges of first resort for educating students from low socioeconomic backgrounds, of marginalized racial and ethnic heritages, who are the majority of their students (Bragg, 2001; Bragg & Durham, 2012; Goldrick-Rab, 2010; Townsend & Twombly, 2007; Twombly, 1993). As the literature posits, many of America's students from marginalized racial and ethnic backgrounds have had poor high school preparation (Dougherty & Kienzl, 2006; Hagedorn, Lester, Moon, & Tibbetts, 2006; Hagedorn et al., 2006; Melguizo, 2007).

The Accuplacer entrance exam scores for Fall, 2017 reveal that nearly 84% of our students scored less than 80% on the English skills test, and 100% of our students scored less than 80% on the reading test. These extremely low entrance scores indicate that a majority of SwCC students begin their higher education experience with serious deficiencies.

The Basic Studies Division is proud of the gains made by students as indicated by post Accuplacer scores. Seventy-six percent (76%) of developmental completers enroll in and successfully complete ENG 131 or MTH 135 (college level gatekeeping courses).

Continuous effort will be made to strengthen and enhance the program to provide even greater assurances that SwCC graduates will be well equipped to meet the challenges of today's dynamic global society.

SUPPORTIVE DOCUMENTATION

Pre & Post Accuplacer Test Scores

Sample Student Learning Outcome Summary-IRW

Sample Student Learning Outcome Summary - Math

Minutes from Division Meeting – August 19, 2017

Sample Item Analysis of Math 033