Long-Term Goals (5 yrs.) for ESL/Basic Skills
To create a comprehensive support center including a College Success Course to better serve students who need assistance with Basic Skills/Basic Skills ESL and a program of professional development in culturally responsive teaching and student support services.

ESL/Basic Skills *(Due on or before May 1, 2008)*

**Action Plan for 2008-09**

<table>
<thead>
<tr>
<th>Section</th>
<th>Planned Action</th>
<th>Effective Practice and Strategy</th>
<th>Target Date for Completion</th>
<th>Responsible Person(s)/ Department(s)</th>
</tr>
</thead>
</table>
| A Organizational/        | a) A support center will be created for students enrolled in Basic Skills courses to serve as a home on campus where students can go for academic support, advising, counseling, mentoring, information, and, as appropriate, advocacy. | A.3.1. A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated).  
A.1.5. Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution.  
A.5.3. A comprehensive learning assistance center provides support to developmental education students.                                                                 | June 2009                  | Vice President for Student Learning,  
Director of Learning Resources,  
President/Superintendent |
| Administrative Practices |                                                                                  |                                                                 |                                                     |                                                             |
| A Organizational/        | b) Program review will be conducted for Basic Skills courses and support services.                                                                                                                                                      | A.2.3. Developmental education mission, philosophy, goals and objectives are reviewed and updated on a regular basis.  
A.2.4. Developmental education goals and objectives are clearly communicated across the institution.  
A.4.4. Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students.  
(Also B.2.1-B.2.5)                                             | March 15, 2009 and ongoing as part of the program review cycle.                                                                                                                             | Basic Skills faculty,  
Basic Skills Coordinator and Vice President for Student Learning |
| Administrative Practices |                                                                                  |                                                                 |                                                     |                                                             |
**A. Organizational/Administrative Practices**

c) A Basic Skills Coordinator will be assigned to coordinate academic support and student services for students enrolled in developmental courses, to monitor student progress and to make recommendations for changes in policies, resources, and procedures.

A.3.1. A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated).

A.3.2. Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).

A.4.4. Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students.

September 1, 2008
Vice President for Student Learning, Director of Learning Resources and President/Superintendent

**B. Program Components**

a) Noncredit courses in college readiness will be offered at feeder high schools related to college placement testing results. Courses will be taught by bilingual teachers.

B.1.4. Expanded pre-enrollment activities exist for students placed in developmental education courses

June, 2008
Director of ESL and Noncredit Instruction, Contract and Community Education

b) A College Success counseling course geared to the needs of students enrolled in developmental courses will be offered and pre-enrollment outreach will occur based on placement testing. This course will provide structure for a comprehensive support program implemented by Counselors. Case-management strategies will be used to follow and encourage student progress. Implementation of this course will be supported by tutors, advisors, librarians and Instructional Specialists who will implement learning modules on college success skills including information literacy, learning technologies, and college support services.

B.3.1. A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.

B.3.2. Counseling and instruction are integrated into the developmental education program.

B.3.4. Counseling of developmental education students occurs early in the semester.

Fall, 09: All students who place into English 62, English 92, or English 98 will be sent letters inviting them to attend an orientation session through College Success Initiative. Staff hired over the summer will hold four orientation sessions (two day sessions before classes start, one day and one evening session during the first week of classes) to welcome students to the college, introduce students to the services available, start to create a sense of a supportive home for students. Based on study of student success in fall support services model, Experimental course will be revised for presentation to the Curriculum Committee by March 2009

Deans of Student Development and Special Programs, Director of Learning Resources, Basic Skills Coordinator, Counseling faculty, Basic Skills English faculty, Tutoring Coordinator
<table>
<thead>
<tr>
<th>C</th>
<th>Faculty and Staff Development</th>
<th>a) Faculty, staff and administrators will continue to participate in statewide and regional events and conduct follow up workshops on campus.</th>
<th>C.2.1 Developmental education faculty is involved in the design, planning, and implementation of staff development activities related to developmental education.</th>
<th>August, 2009</th>
<th>Vice President for Student Learning, Basic Skills Coordinator.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Faculty and Staff Development</td>
<td>b) Course alignment meetings will be held in English and Math involving instructors who teach all levels. To ensure wide participation, stipends will be paid to participating faculty.</td>
<td>C.2.1. Developmental faculty are involved in the design, planning, and implementation of staff development activities related to developmental education. C.2.6. Staff development activities promote interaction among instructors. (also D.5.2. A well-planned, step-by-step sequence of developmental education course offerings exists.)</td>
<td>May, 2009</td>
<td>Dean of Math and Science, Dean of Arts and Humanities, Basic Skills Coordinator, math and English faculty</td>
</tr>
<tr>
<td>C</td>
<td>Faculty and Staff Development</td>
<td>c) A planning group to develop a series of lectures, films, and workshops on methods of teaching and supporting students whose cultural, educational, socio-economic, ability, linguistic, and/or gender experience do not match that of the traditional college student. Develop a student panel to present at Convocation in spring 2009. Disseminate information via electronic newsletter.</td>
<td>C.3.2. Developmental education staff development activities are not based around “one shot” workshops; rather, staff development activities are comprehensive and ongoing.</td>
<td>January 2009 and ongoing</td>
<td>Basic Skills Coordinator, Professional Development Coordinator, Dean of Student Development and Special Programs</td>
</tr>
<tr>
<td>D</td>
<td>Instructional Practices</td>
<td>a) Learning Center support will be enhanced through instructional modules in college success skills, including reading across the content areas and editing writing center and to facilitate active learning, study groups, and workshops.</td>
<td>D.10.7 An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning.</td>
<td>February, 2009</td>
<td>Learning Center Director, Basic Skills Coordinator, Writing Center Coordinator</td>
</tr>
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</table>

C) The *Road to Success*, a successful initiative involving faculty and staff from all disciplines in orientation, welcoming, and presentation of support services at the start of each semester, will be revived.

B.4.1. Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid January 2009. Deans of Student Development and Special Programs, Director of Learning Resources, Basic Skills Coordinator, Counseling faculty, Basic Skills English faculty, Tutoring Coordinator, EOPS Coordinator
<table>
<thead>
<tr>
<th>D Instructional Practices</th>
<th>b) The Transfer Prep Academy, a learning community pairing a transferable course with instruction in developmental English courses, will be expanded to a second semester.</th>
<th>D.1.3. Developmental education emphasizes the cognitive development of students (e.g. contextualized learning, metacognitive skill development, and constructivism).</th>
<th>August, 2008 and January, 2009</th>
<th>Dean of Arts and Humanities, Librarians, Basic Skills English faculty, Social Sciences faculty, Testing Coordinator</th>
</tr>
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<tbody>
<tr>
<td>D Instructional Practices</td>
<td>c) A new learning community will be offered for Basic Skills students in Math 95, pairing the course with a one-unit lab offering focused practice sessions of concepts taught in the classroom-based course.</td>
<td>D.2.2. Developmental courses/programs implement effective curricula and practices for mathematics (small group instruction and learning labs).</td>
<td>August 2008</td>
<td>Dean of Math and Science, Learning Center Director, Basic Skills Coordinator</td>
</tr>
<tr>
<td>D Instructional Practices</td>
<td>Mentoring, counseling support, and academic support will be implemented for student athletes enrolled in basic skills courses.</td>
<td>D.3.5. College programs promote basic skills students’ social integration into and identification with the college environment.</td>
<td>August 2008</td>
<td>Dean of Student Development and Special Programs, Dean of Math and Science, Director of Athletics, counselors, Basic Skills Coordinator</td>
</tr>
</tbody>
</table>

May 1, 2008
Superintendent/President’s Signature
Date