

**ESL/Basic Skills** (*Due on or before October 15, 2009*)  
**Action Plan for 2009-10**

**District:** San Diego Community College District

**College:** San Diego Mesa College

**Long-Term Goals (5 yrs.) for ESL/Basic Skills**

**A. ORGANIZATIONAL/ADMINISTRATIVE PRACTICES**

- a. Align and integrate recruitment, admissions, placement testing, counseling, orientation, tutoring, other student support and instructional program practices to assure student retention and success at the developmental level and into the transfer and career-technical curriculum.
- b. Clearly focus research tracking efforts on student success and retention of all basic skills students with special attention to those from underrepresented groups, and incorporate research findings into college goals and practices using the model practices.
- c. Assure that college, program and course student learning outcomes address developmental skills.

**B. PROGRAM COMPONENTS**

- a. Reform the current placement practices in English courses to include writing samples.
- b. Develop a process to reevaluate the assessment, placement and curriculum for developmental courses in Math, English, and English as a Second Language.
- c. Create a Learning Communities program, especially at the developmental level through collaboration between student services and instruction. (Given the new fiscal reality, this goal may be temporarily delayed pending alternate funding.)
- d. Strengthen the collaboration between counseling and instructional faculty to better support basic skills and developmental students.

**C. FACULTY AND STAFF DEVELOPMENT**

- a. Develop and formalize an ongoing professional development program in developmental education best practices for faculty and staff who work with developmental students.
- b. Assure college-wide dissemination and discussion of research findings on Mesa student success and retention.

- c. Participate in a regional teaching-learning resource center to provide faculty and staff with support in learning about and implementing best practices.

**D. INSTRUCTIONAL PRACTICES**

- a. Align curriculum exit/entry skills within the developmental education curriculum and into the transfer and career-technical curriculum.
- b. Provide comprehensive tutorial services, supplemental instruction and other support services to classes serving developmental students.
- c. Integrate culturally responsive teaching theory and practices into the developmental instructional program and services.

**Short-term Goals** (Planned actions will be implemented throughout the 2009-2010 academic year)

**A. ORGANIZATIONAL/ADMINISTRATIVE PRACTICES:**

**Effective Practice: Institutional choices concerning program structure, organization, and management have been related to the overall effectiveness of developmental education programs.**

Section	Goal	Activities to Support the Goal	Target Date	Responsible Person(s)/ Department(s)
<b>A</b> Organizational/ Administrative Practices	<p style="text-align: center;"><b>Create an environment where the teaching and learning of basic skills is critical to the institution.</b></p> <p style="text-align: center;">Effective Practices (A1, A2, A3,A5, A6)</p>	<ol style="list-style-type: none"> <li>1. Address basic skills in the college mission statement.</li> <li>2. Expand the website to create a resource for faculty, staff and students.</li> <li>3. Create an online center for the teaching and learning of basic skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete by Jan 2010</li> <li>2. Begin Fall 2009, then institutionalize</li> <li>3. Begin Fall 2009, then institutionalize</li> </ol>	<ol style="list-style-type: none"> <li>1. VPI, Academic Senate President</li> <li>2. BS coordinator, lead faculty, web master</li> <li>3. BSI committee</li> </ol>

## B. PROGRAM COMPONENTS

**Effective Practice: According to the literature, a number of specific programmatic components are characteristic of highly effective developmental education programs.**

Section	Goal	Activities to Support the Goal	Target Date	Responsible Person(s)/ Department(s)
<b>B</b> <b>Program Components</b>	<b>Develop a meaningful research agenda and ensure that the information is disseminated to all faculty, staff and students.</b>	1. Determine the issues and develop research questions to support the efforts being made in basic skills. 2. Develop a method to prioritize research requests. 3. Provide reports to President’s Cabinet, Academic Senate, the discipline department meetings, and campus wide workshops. 4. Set the benchmarks, determine achievable goals, and assess student performance for all basic skills courses.	1. Begin Fall 2009, then institutionalize 2. Fall 2009 3. Begin Fall 2009, then institutionalize 4. Begin Fall 2009, then institutionalize	1. Campus researcher, lead faculty, BSI committee 2. Campus researcher, BSI committee 3. VPI, BSI coordinator, campus researcher, lead faculty 4. VPI, BSI coordinator, campus researcher, lead faculty
	<b>Incorporate key student services into instruction</b>  <b>Effective Practices (B2, B3)</b>	1. Expand counseling access for basic skills students. 2. Increase the number of basic skills students who complete an education plan. 3. Increase the number of basic skills students who use tutoring services. 4. Increase access to orientation through the use of technology.	Begin Fall 2009, then institutionalize	Counseling and discipline lead faculty

## C. FACULTY AND STAFF DEVELOPMENT

**Effective Practice:** According to the literature, the importance of comprehensive training and development opportunities for faculty and staff who work with developmental students cannot be overestimated. Programs with a strong professional development component have been shown to yield better student retention rates and better student performance in developmental courses than those without such an emphasis (Boylan, Bonham, Claxton, Bliss, 1992). Furthermore, analysis has demonstrated that specific training is one of the leading variables contributing to the success of a variety of components of developmental education, including tutoring, advising, and instruction. Boylan goes so far as to state that, “no matter what component of developmental education was being studied, an emphasis on training and professional development improved its outcomes” (Boylan, 2002. 46).

<b>C</b> <b>Faculty and Staff Development</b>	<p><b>Create an environment where professional development central to the teaching and learning of basic skills.</b></p> <p><b>Effective Practices</b></p> <p><b>(C1, C2, C3, C4, C5)</b></p>	<ol style="list-style-type: none"> <li>1. Flex activities (brown bag lunch) with ongoing dialogue to include faculty from all disciplines.</li> <li>2. Ensure presentations and/or discussions at school and discipline meetings.</li> <li>3. Encourage and support participation in developmental education related workshops and conferences.</li> <li>4. Assess and where appropriate revise basic skills curricula.</li> <li>5. Develop an atmosphere of faculty inquiry.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall '09 – Spring '10</li> <li>2. Fall '09 – Spring '10</li> <li>3. Fall '09 – Spring '10</li> <li>4. Fall '09 – Spring '10</li> <li>5. Fall '09 – Spring '10</li> </ol>	<p>BSI committee, lead faculty</p>
--	---	--	--	------------------------------------

## D. INSTRUCTIONAL PRACTICES

Effective instructional practices are the key to achieving desired outcomes for developmental programs.

<b>D</b> Instructional Practices	<b>Institutionalize Supplemental Instruction and Tutoring for Basic Skills Students</b>  <b>Effective Practices</b>  <b>(D2, D3, D6, D10)</b>	<ol style="list-style-type: none"> <li>1. Develop a process for coordinating tutors and instructors.</li> <li>2. Develop training for both tutors and instructors.</li> <li>3. Create a recruitment plan for both tutors and instructors.</li> <li>4. Develop a center for the successful tutoring of basic skills students.</li> </ol>	Begin Fall 2009, then institutionalize	Discipline faculty, tutor center directors, tutor center staff
-------------------------------------	---	---	--	--

\_\_\_\_\_  
Signature, Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Academic Senate President

\_\_\_\_\_  
Date

9/14/2009