Section A – Organizational/Administrative Practices

2010-11 ESL/Basic Skills Action Plan

District: <u>El Camino Community College District</u>

College: <u>El Camino College</u>

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
1. Provide SI and Counselor for a section of Math 23 for the Project Success Program.	A.1.4 Developmental education is adequately funded and staffed A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.	June 30, 2011	Elaine Moore, Project Success Director, Jackie Sims, Math Liaison
2. Maintain a Basic Skills Website to provide an easily accessible electronic source for materials related to basic skills, including but not limited to, student services, statewide resources, departmental policies, and instructional materials.	A.3.4 Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services.	June 30, 2011	Sara Blake, Humanities Basic Skills Coordinator
3. Link counselors with selected basic skills math classes to provide active counseling intervention in the classroom throughout the semester, as well as individual student counseling to develop student educational plans.	A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.	June 30, 2011	Margaret Quinones, Lead Counselor; Art Martinez, Math Basic Skills Coordinator
4. Provide reassigned time for faculty coordinators to facilitate coordination of basic skills programs in the Humanities and Math Divisions and to promote the issue of basic skillscampus-wide.	A.1.4 Developmental education is adequately funded and staffed 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).	June 30, 2011	Francisco Arce, Vice-President for Academic Affairs; Tom Lew, Dean of Humanities; Don Goldberg, Dean of Mathematical Sciences

5. Conduct and disseminate institutional research on basic skills: construct a profile of our basic skills student, identify basic skills needs, assess basic skills programs and projects, and track success of basic skills students enrolled in college-level courses.	A.2.3 Developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis. 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.	June 30, 2011	Irene Graff, Director of Institutional Research
6. Conduct regular meetings of the Basic Skills Advisory Group to review and revise developmental education mission philosophy and goals, and to advise and coordinate new and ongoing division-, program-, and campus-wide basic skills programs, pilots and professional development activities.	A.2.2 Diverse institutional stakeholders are involved in developing the developmental education mission, philosophy, goals, and objectives. A.2.3 Developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis. A.3.4 Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services.	June 30, 2011	Sara Blake, Humanities Basic Skills Coordinator and Chair of Basic Skills Advisory Group
7. Provide support for Writing Center coordination, staffing, training, equipment, and technical assistance to target basic skills students.	A.1.4 Developmental education is adequately funded and staffed.	June 30, 2011	Tom Lew, Dean of Humanities; Francisco Arce, VP for Academic Affairs; Barbara Budrovich, Writing Center Coordinator
8. Support attendance at basic skills-related conferences by both full-time and adjunct faculty, provide opportunities to share information from conferences, and enhance evaluation of conference attendance funded by BSI moneys.	A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.	June 30, 2011	Tom Lew, Dean of Humanities; Don Goldberg, Dean of Mathematical Sciences; Francisco Arce, VP for Academic Affairs

9. Create a database of templates for course syllabi that incorporate features to enhance student success, including SLOs, Course Objectives, core competencies and expectations for student behaviors/performance in basic skills and developmental courses.	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. A.7.5 Faculty/staff communicate clear expectations for student behaviors/performance in developmental courses and programs. A.7.6 Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers.	June 30, 2011	Sara Blake, Humanities Basic Skills Coordinator; Art Martinez, Math Basic Skills Coordinator
10. Coordinate and publicize campus tutorial services under one umbrella of student success centers.	A.5.3 A comprehensive learning assistance center provides provided support to developmental education students.	June 30, 2011	Francisco Arce, VP for Academic Affairs ; Learning Resource Center Coordinator (TBA); Sara Blake, Humanities Basic Skills Coordinator; Art Martinez, Math Basic Skills Coordinator Nancy Fong, Counseling (SSTARS Program); Barbara Budrovich, Writing Center Coordinator
11. Conduct presentations for the entire campus community to increase awareness of the basic skills student population, basic skills resources, and basic skills-related activities on campus.	A.2.4 Developmental goals and objectives are clearly communicated across the institution.	June 30, 2011	Sara Blake, Humanities Basic Skills Coordinator; Art Martinez, Math Basic Skills Coordinator
12. Organize and facilitate a series of professional development workshop for faculty teaching basic writing and math.	A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.	June 30, 2011	Sara Blake, Humanities Basic Skills Coordinator; Art Martinez, Math Basic Skills Coordinator
13. Provide SI coaches in additional sections for all levels of basic skills math courses.	A.5.1 Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists.	June 30, 2011	Don Goldberg, Dean of Mathematical Sciences; Luis Burrueta, Supplemental Instruction Director; Lars Kjeseth, math faculty

14. Support the design and implementation of an accelerated math program that blends Math 12 and 13 into a one-semester course to facilitate student progress.	A. 3.1 A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated). A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.	June 30, 2011	Don Goldberg, Dean of Mathematical Sciences; Art Martinez, Math Basic Skills Coordinator; Lars Kjeseth, math faculty: Trudy Meyer, math faculty
15. Maintain a formal reporting link between Basic Skills and the Academic Senate by having Senate representative on the Basic Skills Advisory Group.	A.3.4 Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services.	June 30, 2011	Christina Gold, Academic Senate President; Sara Blake, Humanities Basic Skills Coordinator and Basic Skills Advisory Group Chair; Jason Suarez, history faculty and BSAG Academic Senate Representative

Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

12/8/10

Section B – Program Components

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan
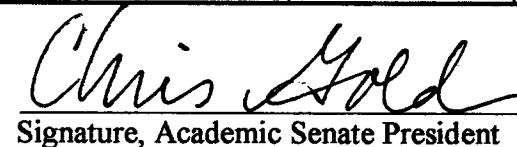
District: El Camino Community College District

College: El Camino College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
1. Validate and/or revise rubrics for assessment in the developmental writing program (including ESL) through holistic grading of randomly selected writing samples.	B.1.5. Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses. B.2.1. Developmental course content and entry/exit skills are regularly reviewed and revised as needed.	June 30, 2011	ESL and English Department faculty; Sara Blake, Humanities Basic Skills Coordinator
2. Validate exit exams used in the reading program based departmental review of institutional research.	B.1.5. Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses. B.2.1. Developmental course content and entry/exit skills are regularly reviewed and revised as needed.	June 30, 2011	Rosemarie Kistler, Reading Department Coordinator; Irene Graff, Director of Institutional Research
3. Link counselors with selected basic math classes to provide active counseling intervention in the classroom throughout the semester, as well as individual student counseling to develop student educational plans.	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 in to the developmental education program. B. 4.1 Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid. B. 4.2 Developmental students receive timely assistance in identifying and applying for appropriate sources of financial aid.	June 30, 2011	Margaret Quinones, lead counselor; Sara Blake, Humanities Basic Skills Coordinator; Art Martinez, Math Basic Skills Coordinator
4. Provide instructors with model writing prompts for basic writing and ESL writing courses that are in alignment with student skill levels and departmental grading rubrics.	B.2.1 Developmental education course content and entry/exit skills are regularly reviewed and revised as needed.	June 30, 2011	Nitza Llado and Debra Mochidome, ESL faculty; Sara Blake, Humanities Basic Skills Coordinator

5. Reinstitute the summer math academy.	B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses. B.4.3 The institution actively solicits additional aid sources in support of developmental students (e.g. potential scholarship donors or textbook grants).	June 30, 2011	Don Goldberg, Dean of Mathematical Sciences; Art Martinez, Math Basic Skills Coordinator; Counselor (TBA)
6. Provide support to entering basic skills students through FYE, Puente, Project Success, and other learning community programs.	B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses.	August 2009 – June 30, 2010	Cynthia Mosqueda, First Year Experience/Learning Communities Coordinator; Elaine Moore, Project Success; Loretta Ramirez and Maribel Hernandez, Puente Co-coordinators
7. Design and implement an accelerated math program that blends Math 12 and 13 into a one-semester course to facilitate student progress.	B.2.1. Developmental course content and entry/exit skills are regularly reviewed and revised as needed.	June 30, 2011	Don Goldberg, Dean of Mathematical Sciences; Art Martinez, Math Basic Skills Coordinator; Lars Kjeseth, math faculty: Trudy Meyer, math faculty
8. Provide a part-time ESL counselor to provide orientation, placement and assessment assistance, educational planning, and registration assistance for ESL students.	B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses. B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.	June 30, 2011	Van Nguyen, Counseling

Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

Section C – Faculty and Staff Development

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

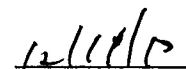**District:** El Camino Community College District

College: El Camino College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
1. Participate in 2010-11 statewide and regional events promoted by the Basic Skills Initiative, especially events that require a team of faculty attending, and arrange for follow up workshops on campus.	C.1.2 Professional development activities for developmental education faculty and staff are actively supported by senior administration. C.2.6 Staff development activities promote interactions among instructors.	June 30, 2011	Division conference committees, College-wide conference committee; Basic Skills Advisory Group; Francisco Arce, Vice-President for Academic Affairs
2. Promote and support Faculty Inquiry Partnership Program (FIPP) Cohort II that provides On Course training for student success and that links basic skills instructors with full-time and adjunct faculty from all disciplines.	C.2.6 Staff development activities promote interactions among instructors. C.3.2 Developmental education staff development activities are not based around "one-shot" workshops; rather, staff development activities are comprehensive and ongoing. C.3.3 Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities. C.5.2 Opportunities exist for colleagues across disciplines to engage in interchanges that foster a "culture of teaching," which in turn develops a "community of scholars." C.5.3 The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate (e.g., funding, time salary, advancement, or formal recognition of achievement).	June 30, 2011	Rose Ann Cerofici, FIPP Cohort II Coordinator; Donna Manno, Director of Staff Development

3. Facilitate a series of workshops for basic writing faculty that is linked to effective practices in developmental education, SLOs, departmental goals, and program review documents.	C.2.6 Staff development activities promote interactions among instructors. C.3.1 Developmental education staff development activities are clearly linked to department, program, and/or institutional goals. C.3.2 Developmental education staff development activities are not based around "one-shot" workshops; rather, staff development activities are comprehensive and ongoing. C.3.3 Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities.	June 30, 2011	Sara Blake, Humanities Basic Skills Coordinator; Bruce Peppard, English faculty
4. Organize and facilitate a series of workshops which will educate math faculty on effective practices in developmental education, effective uses of classroom tutors and use of mathematical manipulatives as well as a sharing of best lessons used in the classroom.	C.2.6 Staff development activities promote interactions among instructors. C.3.1 Developmental education staff development activities are clearly linked to department, program, and/or institutional goals. C.3.2 Developmental education staff activities are not based around "one-shot" workshops; rather, staff development activities are comprehensive and ongoing. C.3.3 Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities.	June 30, 2011	Art Martinez, Math Basic Skills Coordinator
5. Include cohort of newly hired full-time faculty in a New Faculty Learning Academy.	C.2.5 New faculty are provided staff development activities that assist them in transitioning into the community college academic environment.	June 30, 2011	Donna Manno, Staff Development Director
6. Design and institute a basic skills conference addendum to the Conference Report Form for Humanities basic skills conference attendance funded with BSI moneys.	C.3.1 Developmental education staff development activities are clearly linked to department, program, and/or institutional goals.	June 30, 2011	Sara Blake, Humanities Basic Skills Coordinator

7. Utilize Survey Monkey and Staff Development Evaluation forms to gather basic skills activity feedback, survey basic skills students, and assess basic skills needs quickly.	C.2.4 The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement.	June 30, 2011	Rose Ann Cerofeci, FIPP Coordinator; Sara Blake, Humanities Basic Skills Coordinator; Art Martinez, Math Basic Skills Coordinator
8. Provide ongoing TI Inspire Calculator training for basic skills math instructors, with stipends for attending instructors.	C.3.2 Developmental education staff activities are not based around "one-shot" workshops; rather, staff development activities are comprehensive and ongoing. C.3.3 Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities. C.5.3 The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate (e.g., funding, time salary, advancement, or formal recognition of achievement).	June 30, 2011	Art Martinez, Math Basic Skills Coordinator
9. Provide interdisciplinary workshops and webinars on topics related to student success, with flex credit available to faculty for attendance.	C.3.3 Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities. C.5.3 The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate (e.g., funding, time salary, advancement, or formal recognition of achievement).	June 30, 2011	Briita Halonen and Cristina Pajo, Co-Chairs, Faculty Development

_____ _____ _____ _____
Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

Section D – Instructional Practices

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
1. Provide SI and Counselor for a section of Math 23 for the Project Success Program.	D.1.1 Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning. D.10.5. Tutoring is available and accessible in response to student needs/desires	June 30, 2011	Elaine Moore, Project Success Director; Jackie Sims, Math Liaison
2. Support and publicize the Learning Resource Center, which provides cross-disciplinary tutoring, CAI, and Academic Strategies for basic skills students.	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. D.10.5. Tutoring is available and accessible in response to student needs/desires D.10.2. Learning support services are visible and centrally located, minimizing marginalization and isolation.	June 30, 2011	Alice Grigsby, Learning Resources Unit Director; Learning Resource Center Director (TBA); Robin Cash and Sheryl Kunisaki, LRC Co-Coordinators
3. Provide support for Writing Center coordination, staffing, training, equipment, and technical assistance.	D.2.1 Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs.) D.10.5. Tutoring is available and accessible in response to student needs/desires D.10.6. All tutors receive formal training in both subject matter and effective pedagogy for the discipline.	June 30, 2011	Tom Lew, Dean of Humanities; Barbara Budrovich, Writing Center Coordinator

4. Coordinate and publicize campus tutorial services under one umbrella of student success centers.	D.10.2. Learning support services are visible and centrally located, minimizing marginalization and isolation. D.10.5. Tutoring is available and accessible in response to student needs/desires	June 30, 2011	Francisco Arce, VP for Academic Affairs ; Learning Resource Center Coordinator (TBA)
5. Provide for peer tutor and SI training.	D.10.6. All tutors receive formal training in both subject matter and effective pedagogy for the discipline.	June 30, 2011	Jan Ball, Academic Strategies, Luis Burrueta, Supplemental Instruction; Michael Bateman, Math Tutoring Committee
6. Provide faculty with training in clickers, narration capture software, and reading/writing computer programs to enhance the learning experience for basic skills students in reading, ESL, Academic Strategies and basic writing courses.	D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning). D.6.3 The academic and campus climate supports active learning strategies and connects developmental education students to the institution, faculty, staff, and other students.	June 30, 2011	Francine Vasilomanolakis, Staff Development Trainer/ Instructional Technology Specialist
7. Provide a series of workshops for basic writing faculty linked to effective practices in developmental education, SLOs, departmental goals, and program review documents.	D.8.1. Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines.	June 30, 2011	Sara Blake, Humanities Basic Skills Coordinator; Bruce Peppard, English faculty
8. Provide a training program for math classroom tutors and math study center tutors.	D.10.6. All tutors receive formal training in both subject matter and effective pedagogy for the discipline.	June 30, 2011	Eric Wang, Math tutor coordinator, Michael Bateman, Math Tutoring Committee, Art Martinez, Math Basic Skills Coordinator.
9. Provide SI coaches for additional sections of all levels of basic skills math courses.	D.10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups.)	June 30, 2011	Don Goldberg, Dean of Mathematical Sciences; Art Martinez, Math Basic Skills Coordinator; Luis Burrueta, Supplemental Instruction

10. Provide a series of workshops to educate math faculty on effective practices in developmental education, effective uses of classroom tutors, and use of mathematical manipulatives, as well as a sharing of best lessons used in the classroom.	D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem-based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs). D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning). D.6.3 The academic and campus climate supports active learning strategies and connects developmental education students to the institution, faculty, staff, and other students. D.8.1 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines	June 30, 2011	Art Martinez, Math Basic Skills Coordinator
11. Increase support to the Math Study Center to provide services to basic math students.	D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem-based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs). D.10.5. Tutoring is available and accessible in response to student needs/desires D.10.6. All tutors receive formal training in both subject matter and effective pedagogy for the discipline.	June 30, 2011	Don Goldberg, Dean of Mathematical Sciences; Art Martinez, Math Basic Skills Coordinator.

| 12. Provide 25% reassigned time for a faculty coordinator to strengthen the college Reading Program. Duties include: chair departmental Program Review, evaluate course sequencing, review curriculum, validate testing, evaluate software and lab procedures, facilitate department meetings, provide for workshops, review entry/exit standards, oversee reading course SLO assessment, initiate and assess Institutional Research on student success data for the reading program and make recommendations. | D.2.1 Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs.)

D.5.1 A well-planned, step-by-step sequence of developmental education course offerings exists.

D.5.3. Individual courses (particularly those taken earliest in the developmental sequence) engage students in highly structured learning experiences designed to progressively build their skills and knowledge.

D.7.1 Developmental education course entry/exit standards are regularly reviewed and revised as needed.

D.7.2 The entire trajectory of developmental course sequences (including entry by placement instruments) is periodically reviewed and aligned to ensure appropriate student progression through sequential levels.

D.8.1 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines. | June 30, 2011 | Tom Lew, Dean of Humanities; Rosemarie Kistler, Reading Dept. Coordinator |
| | | | |

Signature, Chief Executive Officer   Date

Signature, Academic Senate President   Date

EXPENDITURE PLAN TEMPLATE

2010-11 ESL/BASIC SKILLS EXPENDITURE PLAN
(Due on or before December 10, 2010)

District: El Camino Community College District

College: El Camino College

CATEGORY	2010-11 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION
A. Program and Curriculum Planning and Development	$ 11,142
B. Student Assessment	$ 0
C. Advisement and Counseling Services	$ 20,000
D. Supplemental Instruction and Tutoring	$ 153,090
E. Articulation	$ 0
F. Instructional Materials and Equipment	$ 3,000
G. Other:	
Coordination	$ 48,000
Research	$ 18,438
Professional Development	$ 3,500
TOTAL	**$ 257,170**

Signature, Chief Executive Officer

Date: 15/14/10

Signature, Academic Senate President

Date: 12/8/10