

2008-2009 ACTION PLANS

Board Approved: _____

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

- Goal #1: Create a campus culture that emphasizes and supports the holistic needs of basic skills students.**
- Goal #2: Provide professional development and training opportunities relevant to basic skills for administrators, faculty, staff, tutors, and student mentors.**
- Goal #3: Evaluate and improve assessment and placement procedures for basic skills students.**
- Goal #4: Increase and enhance campus-wide learning support programs and services for basic skills students.**
- Goal #5: Implement effective teaching methods based on best practices to engage diverse basic skills students in their own learning.**
- Goal #6: Research and apply data-driven approaches to the delivery of instructional programs and student services.**
- Goal #7: Increase progression of basic skills students into career technical education and transfer-level courses.**

ESL/Basic Skills (Due on or before Oct. 15, 2008)

District: Antelope Valley Community College District

Action Plan for 2008-09

College: Antelope Valley College

| Section | Planned Action | Effective Practice and Strategy | Target Date for Completion | Responsible Person(s)/ Department(s) |
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| A Organizational/ Administrative Practices | a. Create and regularly update the Basic Skills Committee (BSC) Website and send missives to college personnel; b. Implement a communication plan for circulation of basic skills information. | A.1.1 Clear references exist that basic skills are an institutional priority; references are public, prominent, and clear. | a. 2008-2009; b. Fall 2008 | a. Basic Skills Committee (BSC) Co-Chairs; b. Public Information Officer and BSC Co-Chairs |
| | Approve release time for BSC Faculty Co-Chair to perform related duties during school terms. | A.1.2 Institutional leadership demonstrates a commitment to developmental education. | Summer 2008 | Board of Trustees, Superintendent/President |
| | Consolidation of college planning activities by BSC, Matriculation Committee, and Student Success and Equity Committee. | A.1.3 Developmental educators are systematically included in broader college planning activities | 2008-2009 | BSC, Matriculation/ Student Success and Equity Committees |
| | Hire a Basic Skills Educational Advisor; b. Hire Learning Center adjunct reading, writing, math, ESL instructors and Counseling Services' adjunct counselors; c. Hire a Learning Center Early Alert referral program clerk. | A.1.4 Basic skills education is adequately funded and staffed | a. Spring 2009 b. and c. 2008-2009 | Vice-President Academic Affairs, Deans of Counseling /Student Development, Dean of Instructional Resources and Extended Services |
| | Perform and encourage ongoing campus review of basic skills self-assessment, tenets, and activities, providing forums for discussion each semester | A.2.3 Developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis | 2008-2009 | BSC |
| | Hire a Basic Skills Director. | 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). | Fall 2008 | Vice-President of Academic Affairs, Dean of Instructional Resources and Extended Services |
| | Create and conduct via stipends a program of collaborative workshops among English faculty and between English and area high school faculty | A.3.5 Formal mechanisms exist to facilitate communication/coordination between pre-collegiate and college-level faculty within disciplines. | 2008-2009 | English Faculty |

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| <p style="text-align: center;">A</p> <p style="text-align: center;">Organizational/ Administrative Practices</p> | <p>Create and institute a data-driven matrix of basic skills and college level courses as an aid for counselors and advisors to predict success based on students' basic skills levels</p> <p>Review titles of developmental English courses and make recommendations to AP&P Committee</p> <p>Research and plan the certification of a Learning Center peer mentoring program to support peer mentoring.</p> <p>Prepare and present a number of Faculty Academy courses aimed at faculty teaching basic skills courses.</p> | <p>A.4.2 Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation.</p> <p>A.4.3 Mechanisms/cultures exist to alleviate potential marginalization or stigma associated with isolation of basic skills students.</p> <p>A.5.4 Peers and/or faculty provide mentoring to developmental education students.</p> <p>A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.</p> | <p>Spring 2009</p> <p>2008-2009</p> <p>Spring 2009</p> <p>2008-2009</p> | <p>Director of Institutional Research</p> <p>English Faculty</p> <p>Learning Center Faculty</p> <p>BSC Faculty</p> |
| <p style="text-align: center;">B</p> <p style="text-align: center;">Program Components</p> | <p>Conduct research regarding processes in place by model colleges that require mandatory orientations for basic skills students; follow-up with a report.</p> <p>Hire a Research Assistant to obtain additional data for future planning and continuous improvement; provide data to faculty attending BSC forums and make available on the BSC Website.</p> <p>Create and implement a Peer Advisor Program that enhances counseling services for basic skills students to achieve success and equity.</p> <p>Assess and advise DSS basic skills students and GED students enrolled in Intersession and Summer Session classes.</p> <p>Conduct ongoing counselor training sessions that address the characteristics of basic skills students and provide counseling strategies.</p> | <p>B.1.1 Mandatory orientation exists for all new students.</p> <p>B.2.5 Data obtained from course/program evaluations are disseminated and used for future planning and continuous improvement.</p> <p>B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.</p> <p>B. 3.2 Counseling and instruction are integrated into the developmental education program.</p> <p>B.3.3 Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.</p> | <p>Spring 2009</p> <p>2008-2009</p> <p>Spring 2009</p> <p>Summer 2008 and 2009 Intersession 2009</p> <p>2008-2009</p> | <p>Dean of Counseling/ Matriculation, BSC</p> <p>Director of Institutional Research</p> <p>Dean of Counseling/ Matriculation</p> <p>Dean of Student Development, DSS and GED Faculty</p> <p>Dean of Counseling/ Matriculation</p> |

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| <p style="text-align: center;">C</p> <p style="text-align: center;">Faculty and Staff Development</p> | <p>Faculty attend BSI region meetings, BSI Seminars, designated national and international conferences, grant writing workshops, etc.</p> <p>Survey developmental faculty to aid in the design, planning, and implementation of staff development activities related to developmental education.</p> <p>Solicit prominent guest speakers in the field of basic skills teaching and learning for speaking engagements to the entire campus community.</p> <p>Create and present Welcome Back basic skills break-out session presented by basic skills faculty to promote interaction among instructors.</p> <p>Plan and hold a BSC-sponsored faculty/staff/peer conference to invite the sharing of information acquired from professional development participation and to recognize presenters and attendees.</p> | <p>C.1.2 Professional development activities for basic skills faculty and staff are actively supported by senior administration.</p> <p>C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.</p> <p>C.2.2 Developmental education staff development activities address both educational theory and practice.</p> <p>C.2.6 Staff development activities promote interactions among instructors.</p> <p>C.5.1 A structure that provides faculty who participate in staff development with intrinsic rewards is promoted.</p> | <p>2008-2009</p> <p>Fall 2008</p> <p>2008-2009</p> <p>Summer 2008</p> <p>Spring 2009</p> | <p>Vice-President Academic Affairs, Vice-President Student Services</p> <p>BSC</p> <p>BSC and Basic Skills Faculty</p> <p>BSC</p> <p>BSC</p> |
| <p style="text-align: center;">D</p> <p style="text-align: center;">Instructional Practices</p> | <p>Purchase and integrate SMARTHINKING, a self-directed learning tool, into Writing Center pedagogy and create a strong student referral process to facilitate self-assessment and monitoring.</p> <p>Purchase computers for the Reading Center to accommodate reading classroom instruction and reading learning assistance.</p> <p>Hire and train classroom tutors for a basic skills math classroom</p> <p>Purchase library books for utilization by basic skills students on main campus: Quest collection, reserve textbooks, and reference and circulating books; purchase reserve textbooks for Palmdale Campus.</p> <p>Purchase books and create a SSR (Sustained Silent Reading) library in reading classrooms to encourage the enjoyment of reading.</p> | <p>D.1.1 Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.</p> <p>D.2.1 Developmental courses/programs implement effective curricula and practices for English.</p> <p>D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics.</p> <p>D.2.4 Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds.</p> <p>D.3.1 In classroom teaching/learning, attention is paid to students' attitudes and emotions (e.g. self-concept and self-efficacy development) as well as to teaching basic subject skills</p> | <p>Fall 2008</p> <p>Fall 2008</p> <p>Spring 2009</p> <p>2008-2009</p> <p>Fall 2009</p> | <p>Learning Center and English Faculty</p> <p>Dean of Instructional Resources and Extended Services</p> <p>Learning Center and Math Faculty</p> <p>Librarians</p> <p>Reading Faculty</p> |

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| D Instructional Practices | Purchase and utilize a reading diagnostic tool to formally make students aware of their reading strengths and weaknesses. | D.3.4 Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning. | Fall 2008 | Reading Faculty |
| | a.Purchase and utilize HEC Phonics, an interactive computer program; b.Purchase and utilize i-clickers to facilitate student active learning and to monitor student comprehension of subject matter. | D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies. | Fall 2008 | a.Reading Faculty b. Reading and Learning Center Faculty |
| | Hire additional Supplemental Instruction leaders to meet a high influx of basic skills students at main campus and Palmdale site. | D.10.3 Various learning support services provide active learning experiences (e.g. Supplemental Instruction, workshops, and study groups). | 2008-2009 | Learning Center Faculty and Staff |
| | Hire new and continuing study skills tutors in response to growth of Early Alert referral program; Hire new and continuing Learning Center tutors in math, reading, writing, and basic skills general tutoring to meet a high influx of basic skills students at main campus and Palmdale site. | D.10.5 Tutoring is available and accessible in response to student needs/desires. | 2008-2009 | Learning Center Faculty and Staff |
| | a.Provide ongoing training of new and continuing Learning Center tutors and Supplemental Instruction leaders; b. Attend International Writing Center Association conference with six tutors. | D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline. | a.2008-2009 b. Fall 2009 | a.Learning Center Faculty and Staff, b. Writing Center Faculty |
| | Purchase a license for Learning Express software. | 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. | Fall 2008 | Learning Center Faculty |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date