

## ACTION PLANS

Board Approved 04/14/2008

### 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 May 1, 2008*)

District: Antelope Valley Community College District

### Action Plan for 2007-08

College: Antelope Valley College

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
A Organizational/ Administrative Practices	a. Basic Skills Committee formed with faculty co-chair appointed by Academic Senate; b. Basic Skills Committee meeting minutes posted on MyAVC Web group; co-chairs attended meetings of shared governance committees to discuss basic skills.	A.1.1 Clear references exist that basic skills are an institutional priority; references are public, prominent, and clear.	a. Fall 2007 b. Spring 2008	a. Vice-President Academic Affairs, Academic Senate, College Coordinating Council; b. Basic Skills Committee Co-Chairs
	Adjunct Learning Center faculty for reading, writing, math, academic skills, and ESL hired to support the additional needs of basic skills students; Learning Center clerical staff hired; counselors hired for same purpose in Counseling Center.	A.1.4 Basic skills education is adequately funded and staffed.	2007-2008	Interim Dean of Learning Center, Dean of Counseling Services, Basic Skills Committee
	College mission statement language change proposed to reflect components of Basic Skills Initiative's definition of basic skills.	A.2.1 A detailed statement of the mission for basic skills is clearly articulated.	Spring 2008	Basic Skills Committee
	Basic Skills Committee mission statement created and communicated to campus entities.	A.2.2 Diverse institutional stakeholders are involved in developing the basic skills mission, philosophy, goals, and objectives.	Spring 2008	Basic Skills Committee, Academic Senate, Strategic Planning and Budget Council, College Coordinating Council, Student Success and Equity Committee
	Goals created that link basic skills to Institutional Learning Outcomes and goals of other campus constituencies.	A.2.4 Basic skills education goals and objectives are clearly communicated across the institution.	Spring 2008	Basic Skills Committee
	Titles changed for basic skills reading courses.	A.4.3 Mechanism/cultures exist to alleviate potential marginalization or stigma associated with isolation of basic skills students.	Fall 2007	Reading Faculty
	Learning Center established and furnished at Palmdale site; equipment purchased to provide instructional support for students.	A.5.3 A comprehensive Learning Assistance Center provides support to basic skills students.	Fall 2007	Interim Dean of Learning Center, Director of Palmdale Site, Learning Center Faculty and Staff

<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>Program Components</b></p>	<p>a. Mathematics courses revised to include entry and exit skills; Reading lab courses created.</p> <p>Language Arts, Mathematics, Learning Center, and Counseling program reviews conducted.</p> <p>Research Assistant hired to obtain additional data for future planning and continuous improvement; basic skills students participated in Student Engagement Survey</p>	<p>B.2.1 Basic skills course content and entry/exit skills are regularly reviewed and revised as needed.</p> <p>B.2.2 Formative program evaluation activities occur on a regular basis.</p> <p>B.2.5 Data obtained from course/program evaluations are disseminated and used for future planning and continuous improvement.</p>	<p>Fall 2007</p> <p>Fall 2007</p> <p>Spring 2008</p>	<p>a. Mathematics Faculty and Reading Faculty</p> <p>Deans, Faculty, and Staff of respective areas</p> <p>Director of Institutional Research</p>
<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>Faculty and Staff Development</b></p>	<p>Basic Skills committee members attended out of area basic skills workshop.</p> <p>Campus presentation by Community College retention expert held to discuss research regarding strategies for improving student success.</p> <p>Three basic skills faculty attended National Association for Developmental Education Conference; Learning Center Tutorial Specialist attended Supplemental Instruction training.</p> <p>a. Reading and Learning Center instructors attended College Reading and Learning Assistance Conference; Mathematics instructor attended developmental mathematics conference; b. team of faculty and administrators attended New Mexico Higher Education Assessment and Retention Conference.</p> <p>ESL instructor/coordinator attended state and regional conferences of California Teachers of English to Speakers of Other Languages.</p> <p>Basic skills forum held, led by faculty, to inform campus personnel of issues, theories, and practices related to basic skills students and their instruction.</p>	<p>C.1.2 Professional development activities for basic skills faculty and staff are actively supported by senior administration.</p> <p>C.1.2 Professional development activities for basic skills faculty and staff are actively supported by senior administration.</p> <p>C.1.2 Professional development activities for basic skills faculty and staff are actively supported by senior administration.</p> <p>C.1.2 Professional development activities for basic skills faculty and staff are actively supported by senior administration.</p> <p>C.1.2 Professional development activities for basic skills faculty and staff are actively supported by senior administration.</p> <p>C.2.2 Developmental education staff development activities address both educational theory and practice.</p>	<p>Fall 2007</p> <p>Spring 2008</p> <p>Spring 2008</p> <p>a. Fall 2007 b. Spring 2008</p> <p>2007-2008</p> <p>Spring 2008</p>	<p>Superintendent/President, Vice-President Academic Affairs, Vice-President Student Services</p> <p>Vice-President Student Services</p> <p>Vice-President Academic Affairs, Basic Skills Committee</p> <p>Vice-President Academic Affairs, Basic Skills Committee</p> <p>Vice-President Academic Affairs, Staff Development Committee</p> <p>Basic Skills Committee and Basic Skills Faculty</p>

<b>D</b> <b>Instructional Practices</b>	Sections of computer-based EDUCOSoft basic skills math courses increased; computer equipment purchased.	D.2.2 Basic skills courses/programs implement effective curricula and practices for mathematics.	Spring 2008	Dean of Mathematics, Science, and Engineering, Mathematics Faculty
	Computers for ESL classroom purchased.	D.2.3 Basic skills courses/programs implement effective curricula and practices for ESL.	Fall 2007	ESL Coordinator
	a. Textbooks purchased as aids for tutoring basic skills Reading students in the Learning Center; b. equipment, reference books, and assessment supplies purchased for Reading classrooms.	D.2.4 Basic skills courses/programs implement curricula and practices for development of study skills.	Fall 2007	a. Learning Center Faculty and Staff; b. Reading Faculty
	a. English textbooks chosen to reflect diversity of basic skills students; b. books for basic skills students purchased for library.	D.4.1 Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds.	a. 2007-2008 b. Spring 2008	a. English Faculty b. Library Faculty
	Entry-level Reading course added to basic skills course sequences.	D.5.1 A well-planned, step-by-step sequence of basic skills course offerings exists.	Fall 2007	Reading Faculty
	Reading lab courses added to three sequential basic skills Reading courses.	D.5.2 Well-planned, sequential courses possess a corresponding, pro-active academic support component.	Spring 2008	Reading Faculty
	Faculty within disciplines of reading, math, English, learning assistance, and ESL met formally to discuss best practices and new strategies for instruction.	D.8.1 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines.	2007-2008	Basic Skills Faculty
	Basic skills faculty for reading, math, English, learning assistance, and ESL met formally to evaluate classroom and supplemental instructional software	D.8.2 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty across disciplines.	Spring 2008	Basic Skills Faculty
	Additional Supplemental Instruction leaders hired to meet a high influx of basic skills students.	D.10.3 Various learning support services provide active learning experiences (e.g. Supplemental Instruction, workshops, and study groups)	2007-2008	Learning Center Faculty and Staff
	Early Alert referral program in place; three peer mentors/study skills tutors hired for the program to assist basic skills students.	D.10.4 A formal referral system exists between academic and student support services.	2007-2008	Learning Center Faculty and Staff
Additional Learning Center tutors in Math, Reading, Writing, and general subject tutoring hired to meet a high influx of basic skills students at main campus and Palmdale.	D.10.5 Tutoring is available and accessible in response to student needs/desires.	2007-2008	Learning Center Faculty and Staff	
Tutor training provided for all new and continuing Learning Center tutors.	D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline.	2007-2008	Learning Center Faculty and Staff	

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Date