

TO: BOARD OF TRUSTEES
FROM: SUPERINTENDENT
COMMUNICATION NO. 78-2009/10-AA
Prepared by the Office of Academic Affairs
for Presentation to the Board of Trustees

October 12, 2009

SUBJECT: BASIC SKILLS COMMITTEE ACTION PLANS

A. BACKGROUND

On May 4, 2009 the Basic Skills Committee was charged by the Chancellor's Office to submit 2009-2010 Action Plans on or before October 15, 2009. Previously, the Committee established goals and conducted a self-assessment of practices designed to serve ESL/basic skills students which is updated each year. In May 2009, the Committee began a campus-wide process for the identification of actions to be taken in one or more of the areas of effective practices described in the document entitled "Basic Skills as a Foundation for Student Success in California Community Colleges." The 2009-2010 Action Plans reflect a campus effort to serve this population of students.

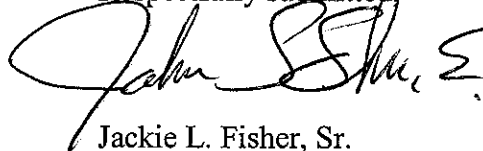
B. BUDGET IMPLICATIONS

There is no impact to the District's budget.

C. RECOMMENDATIONS

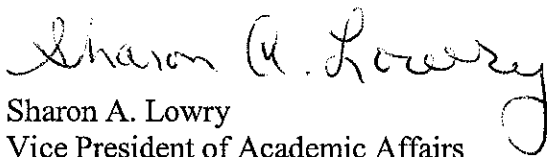
The Board of Trustees approves the attached action plans.

Respectfully submitted,



Jackie L. Fisher, Sr.
Superintendent/President

Prepared by:



Sharon A. Lowry
Vice President of Academic Affairs

AVC Basic Skills

2009-2010 ACTION PLANS

09/11/09

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

District: Antelope Valley Community College District
College: Antelope Valley College

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Organizational/ Administrative Practices ▲	Improve a communication plan for circulation of basic skills information; expand communication across campus by developing a brochure to address the needs of adult learners.	A.1.1 Clear references exist that basic skills are an institutional priority; references are public, prominent, and clear.	Fall 2009	Public Information Officer and Basic Skills Committee (BSC)
	BSC co-chairs and developmental education faculty attend BSI workshops; re-assigned time for Faculty Co-Chair is continued.	A.1.2 Institutional leadership demonstrates a commitment to developmental education.	2009-2010	Vice-President Academic Affairs
	Key positions are retained: Basic Skills Educational Advisor; Learning Center adjunct reading, writing, math, ESL instructors; Early Alert/Basic Skills Clerk; adjunct counselors.	A.1.4 Developmental education is adequately funded and staffed.	2009-2010	Vice-President Academic Affairs, Deans in respective areas
	Purchase materials related to research-based best practices in developmental education to self-evaluate and to better communicate goals and objectives.	A.2.4 Developmental educational goals and objectives are clearly communicated across the institution.	Fall 2009	BSC
	Dedicated administrator is retained: 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).	2009-2010	Vice President Academic Affairs, Dean of Instructional Resources and Extended Services
Continue via stipends a program of collaborative workshops along English faculty and between English and area high school faculty.	A.3.5 Formal mechanisms exist to facilitate communication and coordination between pre-collegiate and college-level faculty within disciplines.	2009-2010	English Faculty	
Train and employ basic skills peer mentors.	A.5.4 Peers and/or faculty provide mentoring to developmental education students.	Fall 2009	Learning Center Faculty	

<p>Purchase Compass Test units to accommodate a high influx of basic skills students for assessment in reading, English, and math.</p> <p>Continue to provide data to faculty attending BSC events; link data on the Institutional Research website to the BSC website.</p> <p>Assess and advise basic skills students with the Office of Student Disabilities (OSD) who are enrolled in intersession and summer session classes.</p> <p>Psychologist/Counselor receives specialized training to help basic skills students resolve emotional and personal issues.</p> <p>Students who attend Plan for Success workshops receive incidentals related to their college experience.</p>	<p>B.1.2 Mandatory assessment exists for all new students.</p> <p>B.2.5 Data obtained from course/program evaluation are disseminated and used for planning and continuous improvement.</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>B.4.4 The institution creates incentive programs that financially reward students who achieve/persist in developmental programs.</p>	<p>Fall 2009</p> <p>Fall 2009</p> <p>2009-2010</p> <p>Summer 2009</p> <p>Fall 2009</p>	<p>Vice President Student Services</p> <p>Director of Institutional Research</p> <p>Director of OSD</p> <p>Dean of Counseling/Matriculation</p> <p>Dean of Student Development</p>
<p>Faculty attend regional, national, and international basic skills conferences and workshops.</p> <p>Feature prominent guest speakers in the field of basic skills teaching and learning for speaking engagements to the entire campus community.</p> <p>Present events sponsored by the BSC; train BSC facilitators to engage faculty campus wide in faculty inquiry groups (FIGS) that promote understanding of issues and problem solving related to basic skills students.</p> <p>Encourage Academic Senate support for Great Teachers seminars for basic skills faculty.</p>	<p>C.1.2 Professional development activities for developmental education 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>C.2.6 Staff development activities promote interactions among instructors.</p> <p>C4.6 Great Teachers Seminars</p>	<p>2009-2010</p> <p>Spring 2010</p> <p>2009-2010</p> <p>Fall 2009</p>	<p>Vice-Presidents, Academic Affairs and Student Services</p> <p>BSC</p> <p>BSC</p> <p>BSC</p>

D
Instructional Practices

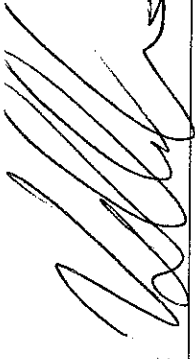
<p>a. Continue to offer SMARTHINKING, an online writing tutoring service; b. purchase resources for OSD students to assess and monitor their learning abilities.</p> <p>a. Hire and train in-class tutors for basic skills English and reading courses; b. purchase computers for the Writing Center to provide computer assisted instruction to basic skills students</p> <p>Expand in-class tutoring for basic skills math courses.</p> <p>a. Purchase reference books, workbooks, and document cameras for instructional use in ESL courses; b. purchase computers for the ESL Study Center.</p> <p>Offer Plan for Success workshops that focus on life management, getting through college, physical/mental well-being, and interactions with faculty regarding student success strategies.</p> <p>Purchase library online subscription services for utilization by basic skills students.</p> <p>Purchase reading software to facilitate student active learning and to monitor student reading rate and comprehension.</p> <p>Purchase videos and other resources with content that applies to all levels of course offerings: reading, writing, issues regarding plagiarism.</p> <p>Hire additional supplemental instruction leaders to meet a high influx of basic skills students at main campus and Palmdale site.</p> <p>Hire study skills tutors in response to growth of Early Alert referral program; hire new and continuing Learning Center tutors in math, reading, writing, ESL, and basic skills general tutoring to meet a high influx of basic skills students at main campus and Palmdale site.</p> <p>Renew license for Learning Express software.</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 (eg., reading/writing integration, writing across the curriculum, and use of writing labs)</p> <p>D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics</p> <p>D.2.3 Basic skills courses/programs implement curricula and practices for ESL.</p> <p>D.3.5 College programs promote basic skills students' social integration into and identification with the college environment.</p> <p>D.4.1 Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds.</p> <p>D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (eg., student engagement, collaborative learning communities, supplemental instruction, and service learning).</p> <p>D.10.1 Learning support services emphasize an interrelationship between all levels of course offerings (developmental, degree-applicable, transferable, and others).</p> <p>D.10.3 Various learning support services provide active learning experiences (eg., Supplemental Instruction, workshops, and study groups).</p> <p>D.10.5 Tutoring is available and accessible in response to student needs/desires.</p> <p>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.</p>	<p>a. Spring 2010; b. Summer 2009</p> <p>a. Spring 2010; b. Summer 2009</p> <p>Fall 2009</p> <p>a. Fall 2009; b. Summer 2009</p> <p>2009-2010</p> <p>2009-2010</p> <p>Fall 2009</p> <p>Summer 2009</p> <p>2009-2010</p> <p>2009-2010</p> <p>Fall 2009</p>	<p>a. Learning Center Faculty b. OSD Faculty</p> <p>a. Learning Center Faculty b. Dean of Instructional Resources and Extended Services</p> <p>Learning Center and Math Faculty</p> <p>a. Dean of Language Arts; b. Dean of Instructional Resources and Extended Services</p> <p>Dean of Student Development</p> <p>Library Faculty</p> <p>Reading Faculty</p> <p>Learning Center Faculty</p> <p>Learning Center Faculty</p> <p>Learning Center Faculty</p> <p>Learning Center Faculty</p>
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Signature, Chief Executive Officer

10-15-09

Date



Signature, Academic Senate President

10/02/09

Date