

Section A.1 – Organizational/Administrative Practices

District: Monterey Peninsula Community College District

College: Monterey Peninsula College

2010-11 ESL/Basic Skills Action Plan

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>A.1.a: Launch and promote a virtual center for campus-wide communication for information (including campus wide basic skills data and skill level for basic skills students), news, and ongoing dialogue directly related to developmental education instruction.</p>	<p>A.3.4: Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services.</p> <p>A.3.5: Formal mechanisms exist to facilitate communication/coordination between pre-collegiate and college-level faculty within disciplines.</p> <p>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”.</p> <p>D.8.1: Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines.</p> <p>D.8.2: Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty across disciplines.</p> <p>D.8.3: Formal processes exist that facilitate and promote the exchange of effective instructional strategies between faculty in general and developmental education programs.</p>	<p>Ongoing</p>	<p>BSI Faculty Co-Coordinator, BSI Clerical Support, BSI Website Sub-Committee</p>

Section A.2 – Organizational/Administrative Practices

District: Monterey Peninsula Community College District

College: Monterey Peninsula College

2010-11 ESL/Basic Skills Action Plan

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>A.2.b: Study and recommend the implementation of the most efficient and effective solution for permanent coordination and coordinator(s) of basic skills programs, support services, and instruction.</p>	<p>A.3.2: Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly defined and accorded responsibility for college-wide coordination of basic skills programs.</p> <p>A.3.4: Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services.</p> <p>A.3.5: Formal mechanisms exist to facilitate communication/coordination between pre-collegiate and college-level faculty within disciplines.</p> <p>C.1.2: Professional development activities for developmental education are actively supported by senior administration.</p>	<p style="text-align: center;">December 2010</p>	<p style="text-align: center;">Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer, BSI Committee</p>
<p>A.2.c: Expand and promote the Resource Repository for basic skills related professional materials in the Library Technology Center.</p>	<p>A.3.4: Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services.</p> <p>A.3.5: Formal mechanisms exist to facilitate communication/coordination between pre-collegiate and college-level faculty within disciplines.</p>	<p style="text-align: center;">Ongoing</p>	<p style="text-align: center;">Library Faculty</p>

Section A.3 – Organizational/Administrative Practices

District: Monterey Peninsula Community College District

College: Monterey Peninsula College

2010-11 ESL/Basic Skills Action Plan

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>A.3.a: Implement effective solutions to increase the visibility of campus programs and services that support the needs of basic skills students.</p>	<p>A.1.1 Clear references exist that developmental education is an institutional priority; references are public, prominent, and clear.</p> <p>A.1.5: Institutional commitment is reflected in the level of comprehensiveness and extent to which developmental education is integrated into the institution.</p> <p>A.3.4: Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services.</p> <p>D.3.5: College programs promote basic skills students' social integration into and identification with the college environment.</p>	<p>May 2011</p>	<p>Chief Student Services Officer</p>
<p>A.3.b: Develop a plan to adequately staff college and academic learning/support centers through the examination of organizational structures, facility usage, staffing patterns, and model programs, done by the BSI sub-committee.</p>	<p>A.1.4: Developmental education is adequately funded and staffed.</p> <p>A.5.1: Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists.</p> <p>D.10.5: Tutoring is available and accessible in response to student needs/desires.</p>	<p>Dec. 2010</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Basic Skills Co-Coordinators</p>

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Section B.1 – Program Components

District: Monterey Peninsula Community College District

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Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>B.1.a: Continue to implement solutions for growing counseling needs in order to adequately support students placed in developmental level classes.</p>	<p>A.4.1: Students are required to receive early assessment and advisement for sound educational planning.</p> <p>A.7.6: Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers.</p> <p>B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed in developmental education courses.</p> <p>B.3.3: Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.</p>	<p style="text-align: center;">Spring 2011</p>	<p style="text-align: center;">Chief Student Services Officer, Counseling Division Chair</p>
<p>B.1.b: Establish regular instructional and counseling faculty meetings to address educational needs and integrate support/counseling services for students enrolled in ENSL, study skills, and developmental English and Math courses.</p>	<p>B.1.5: Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses.</p> <p>B.3.2: Counseling and instruction are integrated into the developmental education program.</p>	<p style="text-align: center;">Ongoing</p>	<p style="text-align: center;">Chief Instructional Officer, Chief Student Services Officer, Basic Skills Faculty Co-Coordinator</p>

Section B.2 – Program Components

District: Monterey Peninsula Community College District

College: Monterey Peninsula College

2010-11 ESL/Basic Skills Action Plan

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
B.2.a: Investigate and develop an effective process that enhances or replaces the current early alert system.	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 into the developmental education program. B.3.4: Counseling of developmental education students occurs early in the semester/quarter. D.3.3: Timely interventions occur with students to address emotional, social, or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances.	December 2010	Chief Student Services Officer, Matriculation Coordinator

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Section C.1 – Faculty and Staff Development

District: Monterey Peninsula Community College District

2010-11 ESL/Basic Skills Action Plan

College: Monterey Peninsula College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>C.1.a: Investigate and promote professional development resources, training, and opportunities for faculty teaching developmental level skills; provide professional development in basic skills instruction to faculty who teach courses outside of the developmental level classes.</p>	<p>C.1.2: Professional development activities for developmental education 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.2.4: The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement.</p> <p>C.3.2: Developmental education staff-development activities are not based on “one-shot” workshops; rather, staff development activities are comprehensive and ongoing.</p> <p>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.</p>	<p>On-going</p>	<p>Basic Skills Faculty Co-Coordinator, BSI Committee, Chief Instructional Officer, Chief Student Services Officer</p>

Section C.2 – Faculty and Staff Development

District: Monterey Peninsula Community College District

2010-11 ESL/Basic Skills Action Plan

College: Monterey Peninsula College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
C.2.a: Augment faculty orientation programs to include information related to basic skills instruction, issues, and programs.	A.6.2: Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses. A.7.2: Faculty new to the developmental program receive an orientation to convey to them the goals and expectations of the program. C.2.5: New faculty are provided staff development activities that assist them in transitioning into the community college environment.	Ongoing	BSI Committee, BSI Co- Coordinators, Chief Instructional Officer, Academic Senate
C.2.b: Support the increased use of assessment techniques and strategies in BSI projects, courses, programs, and student services.	C.2.4: The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement. C.4.5: Classroom assessment techniques.	Ongoing	BSI Assessment Sub-Committee, BSI Committee
C.2.c: Facilitate the application process for BSI funding and possibly other grant opportunities.	C.2.1: Developmental education faculty are involved in the design, planning and implementation of staff development activities related to developmental education. C.2.4: The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement.	Ongoing	BSI Proposal Sub-Committee, BSI Committee

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Section D.1 – Instructional Practices

District: Monterey Peninsula Community College District

College: Monterey Peninsula College

2010-11 ESL/Basic Skills Action Plan

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>D.1.a: Pursue ongoing and regular campus-wide outreach to students in order to enhance student awareness of on-campus support services and resources. Pursue various means including collaboration with Public Information Office.</p>	<p>B.4.1: Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid.</p> <p>D.3.3: Timely interventions occur with students to address emotional, social, or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances.</p> <p>D.3.5: College programs promote basic skills students' social integration into and identification with the college environment.</p> <p>D.10.5: Tutoring is available and accessible in response to student needs/desires.</p>	<p style="text-align: center;">On-going</p>	<p style="text-align: center;">Chief Student Services Officer, Public Information Office</p>

Section D.2 – Instructional Practices

District: Monterey Peninsula Community College District

College: Monterey Peninsula College

2010-11 ESL/Basic Skills Action Plan

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>D.2.a: Investigate and promote instructional models such as CTE and basic skills infusions, learning communities, and Writing Across the Curriculum.</p>	<p>A.1.5: Institutional commitment is reflected in the level of comprehensiveness and extent to which developmental education is integrated into the institution.</p> <p>D.3.1: In classroom teaching/learning, attentions 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>D.3.3: Timely interventions occur with students to address emotional, social, or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances.</p> <p>D.3.5: College programs promote basic skills students’ social integration into and identification with the college environment.</p> <p>D.9.2: Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties.</p> <p>D.10.3: Various learning support services provide active learning experiences (e.g. Supplemental Instruction, workshops, and study groups).</p>	<p>Ongoing</p>	<p>BSI Co-Coordinator, Learning Community Program Coordinator, Chief Student Services Officer, Chief Instructional Officer</p>

Section D.3 – Instructional Practices

District: Monterey Peninsula Community College District

2010-11 ESL/Basic Skills Action Plan

College: Monterey Peninsula College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>D.3.a: Analyze student success and drop-out rates in Basic Skills classes versus General Education classes; study student patterns of progression from Basic Skills classes into General Education classes.</p>	<p>D.7.1: Developmental education course entry/exit standards are regularly reviewed and revised as needed.</p> <p>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.</p> <p>D.9.1: Mechanisms exist to frequently and consistently provide course performance feedback to students.</p>	<p>Ongoing</p>	<p>Instructional Researcher, BSI Data Sub-Committee, BSI Committee</p>

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date