

DRAFT

Planning Matrix for Section A - Organizational and Administrative Practices

Please state your college's Long-Term Goals (5 yrs.) for Section A (Organizational and Administrative Practices) and develop a related Action Plan for the next year (1 yr.) Include planned actions that require new funds and those that will not rely on new funds; also, reference the related effective practice(s), identify targeted completion dates, and identify persons responsible for each activity.

Long-Term Goals (5 yrs.) for Section A:

Student success will increase due to a concrete institutional commitment to the delivery of basic skills through adequate planning, funding, staffing, and training. Make "successful developmental education" a cross- curriculum priority.

Action Plan for Section A:
Academic Year 07-08 (please specify year)

District: LACCD _____
College: Los Angeles Mission College _____

| Section | Planned Action | Effective Practice and Strategy | Target Date for Completion | Responsible Person(s)/ Department(s) |
|---------|--|---|----------------------------|---|
| | Hire a Basic Skills Coordinator to work with the Basic Skills Task Force and implement action items Institutionalize the position of non-credit director in order to better ensure the transition of basic skills students into both credit and occupational programs | A.1.4 Developmental education is adequately funded and staffed. | March 2008 | Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer, Academic Senate, EPC, Basic Skills Task Force |

| | | | | |
|--|---|--|--------------------------|--|
| | One-Stop Student and Faculty Success Center modeled after the LaGuardia Center. Centralized location (possibly in the soon-to-be vacated CSB Child Development office area) where students and faculty could access Basic Skills resources and receive training in Basic Skills instruction and curriculum development. | A.3.1 A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated). | Spring 2008 | Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer, Academic Senate, EPC |
| | Details of the Basic Skills budget will be provided to the Basic Skills Task Force on a monthly and ongoing basis | A.3.3 A designated budget allocation exists for developmental education. | Immediate implementation | Budget analyst, budget committee |
| | The college will develop a marketing campaign which makes the first-year experience and student success initiatives visible throughout the campus | A.1.1 Clear references exist that developmental education is an institutional priority; references are public, prominent, and clear. | July 2008 | Administrative services |
| | Collaborate with administration to designate an associate dean of academic affairs to oversee the Basic Skills program. | 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). | In process | Chief Executive Officer; relevant hiring committees |
| | The hiring prioritization committee will make hiring tenure-track faculty for basic skills an institutional priority. | A.1.4 Developmental education is adequately funded and staffed. A.6.1 Recruitment and hiring processes for faculty/staff in basic skills programs emphasize expertise and/or experience in developmental education. | Immediate and ongoing | Chief Executive Officer; relevant hiring committees; Chancellor and Board of Trustees; Hiring Prioritization Committee |

| | | | | |
|--|--|--|------------------------------|--|
| | <p>Actively recruit qualified adjuncts and tenured faculty:</p> <ul style="list-style-type: none"> • Make the mastery of educational theory and methodology and experience in teaching basic skills students a criterion for hiring faculty • Recruit more qualified tenured faculty with experience, expertise, and enthusiasm committed to building developmental programs • Create mentoring programs to train new faculty | <p>A.6.1 Recruitment and hiring processes for faculty/staff in basic skills programs emphasize expertise and/or experience in developmental education.</p> | <p>Immediate and ongoing</p> | <p>Chief Executive Officer; relevant hiring committees; Chancellor and Board of Trustees</p> |
|--|--|--|------------------------------|--|

| | | | | |
|--|---|--|--------------------|---|
| | <p>Incorporate basic skills objectives into course SLOs.</p> <p>On an institutional level, define “successful developmental education;” communicate this definition among and between departments and programs; incorporate developmental competencies into both basic skills and content-area course SLOs.</p> <p>Build faculty understanding of developmental students’ needs across the curriculum and in the content areas. Develop an effective strategy to incorporate basic skills instruction into the curriculum without a long-term negative effect on enrollment.</p> <p>On a departmental level, develop more systematic communication between and within departments and in training adjuncts.</p> | <p>A.7.1 A clearly defined and widely shared definition of “successful developmental education” exists.</p> <p>A.7.2 Faculty new to the developmental program receive an orientation to convey to them the goals and expectations of the program.</p> <p>A.7.3. Faculty and other program personnel know/understand their individual roles and accept responsibility for the developmental program.</p> <p>A.7.4 Formal mechanisms exist to facilitate accurate communication of institutional values and expectations for developmental students.</p> <p>A.7.5 Faculty/staff communicate clear expectations for student behaviors/performance in developmental courses and programs.</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>Spring 2009</p> | <p>Faculty, SLO coordinator, basic skills coordinator, Basic Skills Associate Dean, Basic Skills Task Force</p> |
|--|---|--|--------------------|---|

| | | | |
|--|---|---------------------------|--|
| <p>Emphasize the commitment to basic skills in the institutional mission statement, schedule of classes, and catalog. Emphasize the commitment to basic skills in the Educational Master Plan.</p> | <p>1.2.1 A detailed statement of the mission for developmental education is clearly articulated</p> <p>1.2.4 Developmental education goals and objectives are clearly communicated across the institution</p> | <p>June 2008</p> | <p>Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer, Academic Senate, EPC</p> |
| <p>Make sure that the institutional leaders are committed to basic skills. During the hiring process, administrative candidates need to demonstrate skills and commitment to developmental education.</p> | <p>A.1.2 Institutional leadership demonstrates a commitment to developmental education.</p> | <p>Starting Oct. 2007</p> | <p>Chief Executive Officer; relevant hiring committees; Chancellor and Board of Trustees</p> |
| <p>The coordinated delivery of basic skills (through both credit and non-credit programs), the completion of vocational programs, the fulfillment of graduation requirements, and transfer to four-year institutions must become institutional priorities that drive budget and planning. Budget and planning need to be guided by the need to achieve the following:</p> <ul style="list-style-type: none"> • Reduce basic skill class size to allow for more effective individualized instruction per student • Ensure that critical support services such as Matriculation, Assessment, Counseling, the Library, the Learning Center, and the Math Center have adequate and permanent funding | <p>A.1.4 Developmental education is adequately funded and staffed.</p> | <p>August 2008</p> | <p>Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer College Council Academic Senate EPC Budget Committee</p> |

| | | | | |
|--|---|--|-----------------------|---|
| | Basic skills funding must be linked to the priorities delineated by the Planning Matrices as developed during the Basic Skills Self Assessment process. | A.3.3 A designated budget allocation exists for developmental education. | Immediate | EPC Budget Committee Basic Skills Task Force |
| | Require early assessment and advisement of students to promote sound educational planning. Require students to take basic skills courses early in their curriculum. Advise and encourage students to enroll only in college-level courses consistent with their basic skills preparation. Develop advisories and/or prerequisites in reading, writing, and computation in content-area courses. | A.4.1 Students are required to receive early assessment and advisement for sound educational planning A.4.2 Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation. | Fall 2008 | Academic Affairs, Student Services, the Basic Skills Coordinator, the Basic Skills Counselor, and the Basic Skills Task Force |
| | Include developmental educators (both credit and noncredit) in broader college planning activities. | A.1.3 Developmental educators are systemically included in broader college planning activities. | Fall 2008 | Associate Dean, AFT and Academic Senate |
| | Continue this basic-skills task-force. Institute an ongoing dialog with the Educational Planning Committee, Academic Affairs, Council of Instruction, and the Academic Senate. | A.1.5 Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution. | 2007- 2008 Ongoing | EPC Academic Senate Academic Affairs Council of Instruction Basic Skills Task Force |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date