

# 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)
	The commitment to basic skills is emphasized and explained in the mission statement, schedule of classes, and catalog. This commitment is an integral part of the Educational Master Plan. The commitment to basic skills and student success is visibly public and advertised throughout the campus.	A.1.1 Clear references exist that developmental education is an institutional priority; references are public, prominent, and clear	June 2008	Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer, Academic Senate, EPC

<p>Stabilize leadership and make sure that the 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:</p> <ul style="list-style-type: none"> <li>• Hire a basic skills coordinator, a full-time non-credit director, and more permanent full-time basic skills faculty</li> <li>• Reduce class size to allow for more effective individualized instruction per student</li> <li>• Ensure that critical support services as Matriculation, Counseling, Library, and the Learning Center have adequate and permanent funding</li> </ul>	<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>

<p>Promote the active recruitment of qualified adjuncts and tenured faculty</p> <ul style="list-style-type: none"> <li>• More qualified tenured faculty with experience, expertise, and enthusiasm committed to building developmental programs</li> <li>• Having more qualified staff to tutor</li> <li>• Creating mentoring programs to train new faculty</li> </ul>	<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>Basic skills funding must be linked to the priorities delineated by the Matrix/Action Plan as developed during the Basic Skills Assessment Process.</p>	<p>A.3.3 A designated budget allocation exists for developmental education.</p>		<p>EPC Budget Committee BSI Committee</p>
<p>Collaborate with administration to appoint a key administrator to coordinate basic skills instruction.</p>	<p>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).</p>		
<p>Require early assessment and advisement of students for 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. Content areas should develop advisories and/or prerequisites in reading, writing, and computation.</p>	<p>A.4.1 Students are required to receive early assessment and advisement for sound educational planning</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>Include developmental educators (both credit and noncredit) in broader college planning activities.</p>	<p>A.1.3 Developmental educators are systemically included in broader college planning activities.</p>		

	<p>On an institutional level, define “successful developmental education;” incorporate this definition into SLOs; communicate these definitions and SLOs among and between departments and programs.</p> <p>Build faculty understanding of developmental students’ needs across the curriculum--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: 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>		
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	<b>Continue this basic-skills task-force. Institute an ongoing dialog with the Educational Planning Committee, Academic Affairs, Council of Instruction, and the Academic Senate.</b>	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
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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