

DRAFT

Planning Matrix for Section D - **Instructional Practices**

Please state your college's Long-Term Goals (5 yrs.) for Section D (Instructional 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 D:

- **Establish a First-Year Experience Program that incorporates such best practices as learning communities, paired classes, accelerated ESL language acquisition courses, and interdisciplinary programs which pays special attention to student placement, orientation, counseling and mentoring.**
- **Establish a permanent coordinator for this program**
- **Establish stipends for faculty/staff participants in the First-Year Experience.**
- **Expand the noncredit program**

Action Plan for Section D

District: LACCD _____

Academic Year 2007- 2008 (*please specify year*)

College: Los Angeles Mission College _____

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
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	<p>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.</p>	<p>D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning).</p> <p>D.6.3 The academic and campus climate supports active learning strategies and connects developmental education students to the institution, faculty, staff, and other students.</p> <p>D.7.3 A systemic approach exists within disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content</p>	<p>Spring 2008</p>	<p>Representatives from Academic Affairs and Student Services, the Basic Skills Coordinator, Noncredit Program Director, the Basic Skills Counselor, and the Basic Skills Task Force</p>
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<p style="text-align: center;">Section D Instructional Practices</p>	<p>The 2007-2008 academic year will be used to plan for the first-year experience, which will be piloted beginning July 2008.</p> <p>Develop and strongly encourage participation in a first-year experience including personal development courses for new students to learn how to succeed in college and to develop career or transfer plans</p> <ul style="list-style-type: none"> • Focus on building learning communities; develop programs including accelerated ESL language acquisition courses, paired classes, and interdisciplinary programs targeting developmental students. • Require assessment, orientation, counseling • Provide departmental counseling and peer mentoring • Provide personal development courses • Designate a permanent coordinator to develop and improve the first-year experience • Require students to participate in developmental courses to facilitate their later success in content-area courses • Provide stipends to faculty participating in the planning and implementation of this first-year experience • Establish a Faculty and Peer Mentoring Program to assist students <p>Promote the role that noncredit can play as a pathway to credit instruction in the first-year experience.</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 (e.g., 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 (e.g., addressing environmental factors, problem-based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs).</p> <p>D.2.3 Developmental courses/programs implement effective curricula and practices for ESL.</p> <p>D.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills.</p> <p>D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning).</p> <p>D.6.2 Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher-centeredness.</p> <p>D.6.3 The academic and campus climate supports active learning strategies and</p>	<p>July 2008</p>	<p>Representatives from Academic Affairs and Student Services, the Basic Skills Coordinator, Noncredit Program Director, the Basic Skills Counselor, and the Basic Skills Task Force</p>
<p>Basic Skills as a Foundation for Student Success</p>			<p style="text-align: center;">Part 2: Assessment Tools for Effective Practices in Basic Skills</p>	<p style="text-align: center;">3</p>

	<p>Reexamine basic skills curriculum (accelerated ESL track, paired classes, contextualized curriculum)</p>	<p>D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning).</p> <p>D.2.3 Developmental courses/programs implement effective curricula and practices for ESL.</p>	<p>Ongoing</p>	<p>Representatives from Academic Affairs, appropriate discipline representatives, curriculum committee, Noncredit Program Director, and the Basic Skills Task Force</p>
	<p>Design staff development activities to facilitate faculty acquisition of active learning pedagogies and methodologies; instruction should accommodate student learning styles.</p>	<p>D.1.3 Developmental education curriculum recognizes and emphasizes the cognitive development of students (e.g., contextual learning, metacognitive skill development, and constructivism).</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>Basic Skills Task Force, professional and staff development committee, Noncredit Program Director</p>

	Expand non-credit programs through the design and implementation of workforce readiness courses, certificates, and the GED program. These programs will be offered not only on campus but in the community and at businesses.	<p>D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning).</p> <p>D.6.2 Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher-centeredness.</p>	Ongoing	Educational Planning Committee, Noncredit Program Director
	Incorporate problem-solving and critical-thinking skills into course outlines across the disciplines.	D.1.2 Problem-solving and critical-thinking skills are integrated into developmental education curriculum.	Ongoing	Discipline representatives, curriculum committee, SLO Task Force SLO Coordinator Basic Skills Task Force, Noncredit Program Director
	Assure that student services have the specialized resources to address developmental students' needs, regardless of financial status of the student.	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.	Ongoing	Chief Executive Officer, Chief Student Services Officer
	Reduce class sizes in order to meet the cognitive, social, and emotional needs of developmental students	D.3.4 Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning.	Long-term effort	Chief Executive Officer, Chief Instructional Officer, Academic Senate, EPC, Basic Skills Task Force

	Develop and establish appropriate prerequisites or advisories within disciplines; implement mandatory placement of students in developmental reading and writing courses <i>prior to</i> their enrollment in the content areas	D.5.1 A well-planned, step-by-step sequence of developmental education course offerings exists.	Ongoing	Representatives from Academic Affairs, appropriate discipline representatives, curriculum committee, and the Basic Skills Task Force
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Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date