

# 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>Section D Instructional Practices</p>	<p>Develop and strongly encourage participation in a first-year experience including personal development courses for new students to learn how to succeed to college and to develop career or transfer plans</p> <ul style="list-style-type: none"> <li>• Focus on building learning communities; develop programs including accelerated ESL language acquisition courses, paired classes, and interdisciplinary programs targeting developmental students.</li> <li>• Require assessment, orientation, counseling</li> <li>• Provide departmental counseling and peer mentoring</li> <li>• Designate a permanent coordinator to develop and improve the first-year experience</li> <li>• Require students to participate in developmental courses to facilitate their later success in content-area courses</li> <li>• Provide stipends to faculty participating in the planning and implementation of this first-year experience</li> </ul> <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.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills.</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>Basic Skills as a Foundation for Student Success</p>		<p><b>Part 2: Assessment Tool for Effective Practices in Basic Skills</b></p>	<p>2</p>

	Expand non-credit programs through the design and implementation of workforce readiness courses, certificates, and the GED program. These programs will be offered in the community and at businesses.			
	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.		
	Design staff development activities to facilitate faculty acquisition of active learning pedagogies and methodologies; instruction should accommodate student learning styles.	<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>		
	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.		
	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.		
	Develop and establish prerequisites or advisories; 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.		

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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