

# DRAFT

## Basic Skills Initiative Planning Matrix 2008 - 2013

### Section A: Organizational and Administrative Practices

To note: The terms *basic skills*, *foundational skills*, and *developmental education* are used interchangeably in this document

**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:

Establish an organizational structure that incorporates foundational skills development into all aspects of the campus culture and coordinates support college-wide for basic skills.

#### Action Plan for Section A:

**Academic Year:** 2009-10

**District:** Monterey Peninsula Community College District

**College:** Monterey Peninsula College

Planned Action/Priority	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Establish a virtual center for campus-wide communication for information, news, and ongoing dialogue directly related to developmental education instruction.	A.3.4: Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services. A.3.5: Formal mechanisms exist to facilitate communication/coordination between pre-collegiate and college-level faculty within disciplines. 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". D.8.1: Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines. D.8.2: Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty across disciplines. D.8.3: Formal processes exist that facilitate and promote the exchange of effective instructional strategies between faculty in general and developmental education programs.	May 2010	Faculty Coordinator

**Action Plan for Section A:**  
**Academic Year:** 2009-10

**District:** Monterey Peninsula Community College District

**College:** Monterey Peninsula College

<p>Implement the most efficient and effective solution for permanent coordination and coordinator(s) of basic skills programs, support services, and instruction based on the results of the study and in collaboration with the BSI Committee.</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>Spring 2010</p>	<p>Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer</p>
<p>Establish a 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>December 2009</p>	<p>Library Faculty</p>

**Action Plan for Section A:**

**Academic Year:** 2009-10

**District:** Monterey Peninsula Community College District

**College:** Monterey Peninsula College

<p>Implement the most efficient and effective solution 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 2010</p>	<p>Chief Student Services Officer</p>
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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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**Basic Skills Initiative  
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2008 - 2013**

**Section B: Program Components**

To note: The terms *basic skills*, *foundational skills*, and *developmental education* are used interchangeably in this document

**Please state your college's Long-Term Goals (5 yrs.) for Section B (Program Components)** 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 B:**

Strengthen assessment, placement, orientation, counseling, and advisement service structures and processes; promote ongoing, structured follow-up activities and collaboration between counseling and developmental English, ESL, study skills, and math instruction.

**Action Plan for Section B:**

**Academic Year:** 2009-10

**District:** Monterey Peninsula Community College District

**College:** Monterey Peninsula College

Planned Action/Priority	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Based on the study's findings and in collaboration with the BSI Committee, implement solutions for growing counseling needs, which may include review and revision of current counseling practices and provision of additional training hours and staffing hours in order to adequately support students placed in developmental level classes.	A.4.1: Students are required to receive early assessment and advisement for sound educational planning. A.7.6: Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers. B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed in developmental education courses. B.3.3: Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.	August, 2010	Chief Student Services Officer, Dean of Student Services, Counseling Division Chair
Examine existing procedure that waives the matriculation process for students who declare "Personal Development" as their major, thereby requiring students in regular attendance to engage in the process.	B.1.1: Mandatory orientation exists for all new students. B.1.2: Mandatory assessment exists for all new students. B.4.1: Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid.	Spring 2010	Chief Student Services Officer, Dean of Student Services

**Action Plan for Section B:****Academic Year:** 2009-10**District:** Monterey Peninsula Community College District**College:** Monterey Peninsula College

Planned Action/Priority	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Conduct 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>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>	Ongoing	Chief Instructional Officer, Chief Student Services Officer, Basic Skills Facilitator
Investigate, develop and implement an effective process that enhances or replaces the current early alert system.	<p>B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.</p> <p>B.3.2: Counseling and instruction are integrated into the developmental education program.</p> <p>B.3.4: Counseling of developmental education students occurs early in the semester/quarter.</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>	December 2009	Dean of Student Services, Matriculation Committee Chair

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Signature, Academic Senate President\_\_\_\_\_  
Date

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**Section C: Staff Development**

To note: The terms *basic skills*, *foundational skills*, and *developmental education* are used interchangeably in this document

**Please state your college's Long-Term Goals (5 yrs.) for Section C (Staff Development)** 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 C:**

In collaboration with the existing Staff Development Committee, establish and sustain ongoing, coordinated opportunities for both adjunct and full-time faculty to enhance basic skills instructional and advising methods and practices in order to provide high-level, relevant, and current instruction and support to students.

**Action Plan for Section C:**

**Academic Year:** 2009-10

**District:** Monterey Peninsula Community College District

**College:** Monterey Peninsula College

Planned Action/Priority	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Investigate professional development resources, training, and opportunities for faculty teaching developmental level skills.	C.1.2: Professional development activities for developmental education are actively supported by senior administration. 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. C.3.2: Developmental education staff-development activities are not based on "one-shot" workshops; rather, staff development activities are comprehensive and ongoing. 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.	On-going	Basic Skills Facilitator, BSI Committee, Chief Instructional Officer, Chief Student Services Officer, Staff Development Committee

**Action Plan for Section C:**  
**Academic Year:** 2009-10

**District:** Monterey Peninsula Community College District

**College:** Monterey Peninsula College

<p>Establish a new adjunct orientation program to include training for new and current adjunct hired to teach developmental level courses.</p>	<p>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.</p>	<p>\ June 30th, 2010</p>	<p>Basic Skills Facilitator, BSI Committee, BSI Coordinators, Staff Development Committee, Chief Instructional Officer, Academic Senate</p>
<p>Continue to augment the faculty orientation program to include training for new faculty hired to teach developmental level courses and orientation for all new faculty to campus basic skills issues and programs.</p>	<p>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.</p>	<p>June 30th, 2010</p>	<p>Basic Skills Facilitator, BSI Committee, BSI Coordinators Staff Development Committee, Chief Instructional Officer, Academic Senate</p>

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**Section D: Instructional Practices**

To note: The terms *basic skills*, *foundational skills*, and *developmental education* are used interchangeably in this document

**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:**

Sustain and enhance sound, learning-centered pedagogical practices in developmental courses and programs; actively support the enhancement of academic learning/support centers, the interconnectivity between classroom and lab instruction, and the interrelationship between basic skills and student success across disciplines and through all other levels of course offerings.

**Action Plan for Section D:**

**Academic Year:** 2009-10

**District:** Monterey Peninsula Community College District

**College:** Monterey Peninsula College

Planned Action/Priority	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Examine organizational structures, facility usage, staffing patterns, and model programs with the intention to develop a plan for increased staffing availability for college academic learning/support centers.	A.1.4: Developmental education is adequately funded and staffed. A.5.1: Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists. D.10.5: Tutoring is available and accessible in response to student needs/desires.	On-going	Chief Instructional Officer, Chief Student Services Officer, Basic Skills Facilitator
Based on the findings of the study and in collaboration with the BSI Committee, initiate and enhance on-going tutor/staff training for academic learning/support centers. This would require paid in-service time for staff to attend training sessions.	D.10.6: All tutors receive formal training in both subject matter and effective pedagogy for the discipline.	On-going	Basic Skills Facilitator, Department and/or Program Chairs



**Action Plan for Section D:**  
**Academic Year:** 2009-10

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**College:** Monterey Peninsula College

Planned Action/Priority	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>Pursue ongoing and regular campus-wide outreach to students in order to enhance student awareness of on-campus support services and resources. This action would require development time and a nominal amount of materials funding.</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>On-going</p>	<p>Basic Skills Facilitator</p>

**Action Plan for Section D:**

**Academic Year:** 2009-10

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**College:** Monterey Peninsula College

<p>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>Spring 2010</p>	<p>Dean of Instruction, Arts and Sciences, Learning Community Program Coordinator, VP of Student Services, VP of Academic Affairs</p>
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