

## Section A.1 – Organizational/Administrative Practices

**District:** Monterey Peninsula Community College District

**2010-11 ESL/Basic Skills Action Plan**

**College:** Monterey Peninsula College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>A.1.a: Launch and promote a virtual center for campus-wide communication for information (including campus wide basic skills data and skill level for basic skills students), news, and ongoing dialogue directly related to developmental education instruction.</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.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”.</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>BSI Faculty Co-Coordinator, BSI Clerical Support, BSI Website Sub-Committee</p>

## Section A.2 – Organizational/Administrative Practices

**District:** Monterey Peninsula Community College District

**College:** Monterey Peninsula College

### 2010-11 ESL/Basic Skills Action Plan

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>A.2.a: Study and recommend the implementation of the most efficient and effective solution for permanent coordination and coordinator(s) of basic skills programs, support services, and instruction.</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 style="text-align: center;">December 2010</p>	<p style="text-align: center;">Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer, BSI Committee</p>
<p>A.2.b: Expand and promote the 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 style="text-align: center;">Ongoing</p>	<p style="text-align: center;">Library Faculty</p>

## Section A.3 – Organizational/Administrative Practices

**District:** Monterey Peninsula Community College District

**2010-11 ESL/Basic Skills Action Plan**

**College:** Monterey Peninsula College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
A.3.a: Recommend effective solutions to increase the visibility of campus programs and services that support the needs of basic skills students.	<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>	May 2011	Chief Student Services Officer
A.3.b: Develop a <a href="#">recommended staffing</a> plan to adequately staff college and academic learning/support centers through the examination of organizational structures, facility usage, staffing patterns, and model programs, done by the BSI sub-committee.	<p>A.1.4: Developmental education is adequately funded and staffed.</p> <p>A.5.1: Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists.</p> <p>D.10.5: Tutoring is available and accessible in response to student needs/desires.</p>	Dec. 2010	Chief Instructional Officer, Chief Student Services Officer, Basic Skills Co-Coordinators

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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

## Section B.1 – Program Components

**District:** Monterey Peninsula Community College District

**College:** Monterey Peninsula College

### 2010-11 ESL/Basic Skills Action Plan

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>B.1.a: Continue to recommend solutions for growing counseling needs in order to adequately support students placed in developmental level classes.</p>	<p>A.4.1: Students are required to receive early assessment and advisement for sound educational planning.</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>B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed in developmental education courses.</p> <p>B.3.3: Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.</p>	<p style="text-align: center;">Spring 2011</p>	<p style="text-align: center;">Chief Student Services Officer, Counseling Division Chair</p>
<p>B.1.b: Establish 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>	<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>	<p style="text-align: center;">Ongoing</p>	<p style="text-align: center;">Chief Instructional Officer, Chief Student Services Officer, Basic Skills Faculty Co-Coordinator</p>

## Section B.2 – Program Components

**District:** Monterey Peninsula Community College District

**College:** Monterey Peninsula College

### 2010-11 ESL/Basic Skills Action Plan

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
B.2.a: Investigate and develop an effective process that enhances or replaces the current early alert system.	B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses. B.3.2: Counseling and instruction are integrated into the developmental education program. B.3.4: Counseling of developmental education students occurs early in the semester/quarter. 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.	December 2010	Chief Student Services Officer, Matriculation Coordinator

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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

## Section C.1 – Faculty and Staff Development

**District:** Monterey Peninsula Community College District

**2010-11 ESL/Basic Skills Action Plan**

**College:** Monterey Peninsula College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>C.1.a: Investigate and promote professional development resources, training, and opportunities for faculty teaching developmental level skills; provide professional development in basic skills instruction to faculty who teach courses outside of the developmental level classes.</p>	<p>C.1.2: Professional development activities for developmental education are actively supported by senior administration.</p> <p>C.2.1: Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.</p> <p>C.2.4: The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement.</p> <p>C.3.2: Developmental education staff-development activities are not based on “one-shot” workshops; rather, staff development activities are comprehensive and ongoing.</p> <p>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.</p>	<p>On-going</p>	<p>Basic Skills Faculty Co-Coordinator, BSI Committee, Chief Instructional Officer, Chief Student Services Officer</p>

## Section C.2 – Faculty and Staff Development

**District:** Monterey Peninsula Community College District

**2010-11 ESL/Basic Skills Action Plan**

**College:** Monterey Peninsula College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
C.2.a: Augment faculty orientation programs to include information related to basic skills instruction, issues, and programs.	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.	Ongoing	BSI Committee, BSI Co- Coordinators, Chief Instructional Officer, Academic Senate
C.2.b: Support the increased use of assessment techniques and strategies in BSI projects, courses, programs, and student services.	C.2.4: The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement. C.4.5: Classroom assessment techniques.	Ongoing	BSI Assessment Sub-Committee, BSI Committee
C.2.c: Facilitate the application process for BSI funding and possibly other grant opportunities.	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.	Ongoing	BSI Proposal Sub-Committee, BSI Committee

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Signature, Academic Senate President

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## Section D.1 – Instructional Practices

**District:** Monterey Peninsula Community College District

**College:** Monterey Peninsula College

### 2010-11 ESL/Basic Skills Action Plan

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>D.1.a: Pursue ongoing and regular campus-wide outreach to students in order to enhance student awareness of on-campus support services and resources. Pursue various means including collaboration with Public Information Office.</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>Chief Student Services Officer, Public Information Office</p>

## Section D.2 – Instructional Practices

**District:** Monterey Peninsula Community College District

**College:** Monterey Peninsula College

### 2010-11 ESL/Basic Skills Action Plan

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>D.2.a: 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>Ongoing</p>	<p>BSI Co-Coordinator, Learning Community Program Coordinator, Chief Student Services Officer, Chief Instructional Officer</p>

## Section D.3 – Instructional Practices

**District:** Monterey Peninsula Community College District

**2010-11 ESL/Basic Skills Action Plan**

**College:** Monterey Peninsula College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>D.3.a: Analyze student success and drop-out rates in Basic Skills classes versus General Education classes; study student patterns of progression from Basic Skills classes into General Education classes.</p>	<p>D.7.1: Developmental education course entry/exit standards are regularly reviewed and revised as needed.</p> <p>D.7.2: The entire trajectory of developmental course sequences (including entry by placement instruments) is periodically reviewed and aligned to ensure appropriate student progression through sequential levels.</p> <p>D.9.1: Mechanisms exist to frequently and consistently provide course performance feedback to students.</p>	<p>Ongoing</p>	<p>Instructional Researcher, BSI Data Sub-Committee, BSI Committee</p>

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Signature, Chief Executive Officer

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Signature, Academic Senate President

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