

## 2009-10 Basic Skills Action Plan

### Section A – Organizational/Administrative Practices

District: Grossmont-Cuyamaca \_\_\_\_\_

College: Grossmont \_\_\_\_\_

(Due on or before October 15, 2009)  
**2009-10 ESL/Basic Skills Action Plan**

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue with research to determine success of developmental students in developmental courses and new academies and learning communities as well as to determine their success in college-level courses	A.4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students	June 2010 and ongoing	Institutional Research, Joan Ahrens, Sue Jensen, and the Student Success Committee
Continue with training workshops for developmental reading and writing instructors and content instructors linked to developmental courses	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 the goals and expectations of the program	June 2010 and ongoing	Developmental reading and writing instructors and content instructors linked to developmental courses
Initiate discussion of designation and enforcement of course prerequisites with college constituency groups, Cuyamaca College, and SDICCA	A.4.2 Students are advised and encouraged to enroll only in college –level courses consistent with their skills preparation	June 2010	Academic Senate
Complete research conducted by Biology Department to determine need for Reading prerequisite	A. 4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students	September 2010	Biology Department

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**Section B – Program Components**

**District: Grossmont-Cuyamaca**

*(Due on or before October 15, 2009)*

**2009-10 ESL/Basic Skills Action Plan**

**College: Grossmont**

<b>Planned Action</b>	<b>Effective Practice and Strategy</b>	<b>Target Date for Completion</b>	<b>Responsible Person(s)/ Department(s)</b>
Explore the possibility of a counselor in academies	A.5.1 Comprehensive learning systems exist and include developmental education students B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs	May 2010	Counseling Department
Continue to evaluate, improve, and implement the Umoja program	A.5.1 Comprehensive learning systems exist B.3. Counseling support provided is substantial, accessible, and integrated into academic courses/programs.	May 2010	T Ford and James Canady
Continue to evaluate, improve, and implement New Student Advising for all new incoming students	A.1. Students re required to receive early assessment and advisement for sound educational planning A.4.2 Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs	May 2010	Counseling Department
Continue to Develop K-16 Partnerships through workshops with local high schools		June 2010	Micah Jendian, Cindi Harris

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**Section B – Program Components**

**District: Grossmont-Cuyamaca** \_\_\_\_\_

**College: Grossmont** \_\_\_\_\_

(Due on or before October 15, 2009)  
**2009-10 ESL/Basic Skills Action Plan**

<b>Planned Action</b>	<b>Effective Practice and Strategy</b>	<b>Target Date for Completion</b>	<b>Responsible Person(s)/ Department(s)</b>
Develop and implement counselor classroom presentations in basic skills courses	B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs	May 2010	Counseling Department
Research and Develop a First Year Experience Program	A.5.1 Comprehensive learning systems exist (e.g. learning communities, course-embedded counseling, team teaching) and include developmental education students B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs	August 2010	First Year Experience Committee
Research strategies and improve the connection between instructional department chairs and the counseling liaisons	B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs	May 2010	Counseling Department
Research models and develop a pilot project to improve the use of student services including the use of incentives	B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs	May 2011	Counseling and Admissions

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**Section B—Program Components**

**District:** Grossmont Cuyamaca Community College District \_\_\_\_\_

**College:** Grossmont College \_\_\_\_\_

(Due on or before October 15, 2009)  
**2009-10 ESL/Basic Skills Action Plan**

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Conduct life coaching intervention program for at-risk students	B.3 Counseling support services are integrated and proactive for underprepared and disadvantaged students	May, 2010	Pearl Lopez & EOPS; Scott Barr & DSPS
Promote, integrate, and implement early alert using SARS	A.5 Campus community shares the responsibility for monitoring, advising, and instructional support B.3 Counseling and support services are accessible and integrated with academic programs	May 2010	Brian Woolsey EOPS; Wendy Cruzado Counseling; Scott Barr, DSPS
Develop learning communities linking PDC, PDSS course and support services with foundation courses	B.3 Counseling support services are accessible and integrated with academic programs D.9 Faculty and advisors closely monitor student performance	May 2010	English, Math, ESL, EOPS, DSPS, and Counseling Departments

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**Section C – Faculty and Staff Development**

(Due on or before October 15, 2009)  
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**District: Grossmont-Cuyamaca** \_\_\_\_\_

**College: Grossmont** \_\_\_\_\_

<b>Planned Action</b>	<b>Effective Practice and Strategy</b>	<b>Target Date for Completion</b>	<b>Responsible Person(s)/ Department(s)</b>
<p>Participate in Statewide and regional events conducted through the BSI 1.6 million grant and arrange for follow-up workshops on our campus and on campuses in our region and in the State as well as other conferences promoting practices successful in the teaching of basic skills students</p>	<p>C.2.1 Developmental faculty are involved in the design, planning, and implementation of staff development activities related to developmental education</p> <p>C.2.6 Staff development activities promote interactions among instructors</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>June 2010 and ongoing</p>	<p>Student Success Committee</p>
<p>Continue with Faculty Workshops/Interest Groups on the Grossmont Campus that are designed to educate all faculty in respect to strategies that are successful for student learning and are ongoing throughout the year and invite speakers to work with professional development activities</p>	<p>C.2.2 Developmental education staff development activities address both educational theory and practice</p> <p>C.2.6 Staff development activities promote interactions among instructors</p> <p>C.3.1 Developmental education staff development activities are clearly linked to department, program, and/or institutional goals</p> <p>C.3.2 Developmental education and staff development activities are not based on “one-shot” workshops; rather, staff development activities are ongoing and comprehensive</p>	<p>June 2010</p>	<p>Mark Pressnall, Sue Jensen, the Student Success Committee, and Developmental Education Instructors leading the Faculty Interest Groups</p>

<p>Develop Web Based Basic Skills Training/Workshops</p>	<p>C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education  C.2.2 Developmental education staff development activities address both educational theory and practice  C.2.5 New faculty are provided staff development activities that assist them in transitioning into the community college academic environment</p>	<p>June 2010</p>	<p>Mark Pressnall and the Student Success Committee</p>
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**Section D – Instructional Practices**

**District: Grossmont-Cuyamaca** \_\_\_\_\_

**College: Grossmont College** \_\_\_\_\_

(Due on or before October 15, 2009)

**2009-10 ESL/Basic Skills Action Plan**

<b>Planned Action</b>	<b>Effective Practice and Strategy</b>	<b>Target Date for Completion</b>	<b>Responsible Person(s)/ Department(s)</b>
<p>Continue to develop CSL program to include peer tutoring and aides in the classroom across the campus as well as language exchange and other CSL projects for basic skills students.</p>	<p>A.5 – A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services (peer tutoring) D1-Sound practices of learning theory are applied in the design/delivery of courses in the developmental program. (active learning, critical thinking, metacognition through reflections) D3-The developmental education program addresses holistic development of all aspects of the student. ( active engagement with other students) D6-Developmental education faculty employ a variety of instructional methods to accommodate student diversity. (active learning, contextual learning: integration of academics with real-life experiences)</p>	<p>Prepare and pilot by December, 2009  Implement: Spring, 2010</p>	<p>Nancy Herzfeld-Pipkin Virginia Berger Sabrina Santiago</p>
<p>Continue developing leveled modules of study for ESL students taking English 51/52 classes in the English Writing Center. Also develop a system of communication between ESL and 51/52 instructors.</p>	<p>D5 – A high degree of structure is provided in developmental education courses. (well planned, step-by-step sequence of offerings) D10 – Programs provide comprehensive academic supports mechanisms. (learning assistance through a lab or center featuring a variety of services; effective assistance requires that the services are focused on the students’ specific learning needs)</p>	<p>Prepare and pilot by December, 2009  Implement: Spring, 2010</p>	<p>Nancy Herzfeld-Pipkin Virginia Berger Barbara Loveless</p>

<p>Develop tutor training modules that can be used in various areas/departments across the campus. Also develop more discipline-specific training modules. Develop a hybrid tutor training course to be offered through the Education Department.</p>	<p>D 10 - Programs provide comprehensive academic supports mechanisms., including the use of trained tutors. (tutors should be well-trained in a systematic training component)</p>	<p>Training materials developed by: June, 2010</p>	<p>Nancy Herzfeld-Pipkin</p>
<p>Continue to develop ESL adapted PDC 130 materials to be used in linked PDC 130/ESL 103 classes or PDC 130/summer ESL class</p>	<p>A.5 – A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services (instruction in study skills and learning strategies) A7 – Institutions manage faculty and student expectations regarding developmental education. (early attention to misinformation about what students can expect in college; institutional values and expectations be clarified “early and often”) B3 – Counseling support provided is substantial, accessible, and integrated with academic courses/programs (counseling is integrated into the overall structure of the remedial program) D3 - The developmental education program addresses holistic development of all aspects of the student. (model developmental programs integrate learning and personal development strategies and services) D6-Developmental education faculty employ a variety if instructional methods. (learning communities) D10 - Programs provide comprehensive academic supports mechanisms. (offering student life skills courses)</p>	<p>Materials developed by: Fall 2009 Implement: Spring 2010 or Summer 2010</p>	<p>Nancy Herzfeld-Pipkin Janice Johnson Salem Berhanu</p>



<p>Pilot videos, common rubrics, and finals for all levels of listening/speaking classes in the ESL Department. Conduct training sessions for instructors for standardization and correlation with SLOs.</p>	<p>B2 – Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice. (well-designed evaluation component and emphasis on program outcomes) D7 – Programs align entry/exit skills among levels and link course content to college-level performance requirements. (sequential course alignment) D9 – Faculty and advisors closely monitor student performance. (regular reinforcement of concepts through testing)</p>	<p>Pilot: Fall 2009 Implement: Spring 2010</p>	<p>Chuck Passentino</p>
<p>Continue to develop an individualized reading program for all levels of reading in the ESL Department. This includes in-class component as well as outside reading component.</p>	<p>D1 – Sound principles of learning theory are applied in the design/delivery of courses in the developmental program. (students’ active participation in the learning process; well-developed critical thinking skills; D2 – Curricula and practices that have proven to be effective within specific disciplines are employed. (reading pedagogy; academic literacy) D5 – A high degree of structure is provided in developmental education courses (structured learning environment)</p>	<p>Develop materials by: Fall, 2009 Implement by: Spring 2010</p>	<p>Helen Liesberg</p>

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**Section D—Instructional Practices**

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**2009-10 ESL/Basic Skills Action Plan**

<b>Planned Action</b>	<b>Effective Practice and Strategy</b>	<b>Target Date for Completion</b>	<b>Responsible Person(s)/ Department(s)</b>
Completion of Development of First Year Experience Program	A.5.1 Course related learning assistance (e.g., supplemental instruction, course based tutoring) exists D.3.2 Student support services exist to address the external needs (e.g., child care, financial assistance, and transportation) of developmental education students D.3.4 Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning)	Spring 2010	Freshman Experience Committee
Develop Contextualized learning communities (English 98/98R and Nursing, AOJ, OPT, Child Development, Math 90, etc.)	D.1.2 Problem-solving and critical-thinking skills are integrated into developmental education curriculum 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) D.7.3 A systematic approach exists within disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content	Spring 2010 and ongoing	English Department, Math Department and other participating departments

Provide workshops to developmental math students	A.5.1 Course related learning assistance (e.g., supplemental instruction, course based tutoring) exists	June 2010	Math Department, Nemie Capacia, Corey Mancheser
Continue the development of Captivate modules	D.2 Curricula and practices that have proven to be effective in specific disciplines are employed D.6 Developmental education faculty employ a variety of instructional approaches to accommodate student diversity	June 2010	Math Department, ESL, English, CTE Departments, etc.

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### Section D – Instructional Practices

*(Due on or before October 15, 2009)*  
**2009-10 ESL/Basic Skills Action Plan**

**District: Grossmont Cuyamaca District** \_\_\_\_\_

**College: Grossmont College** \_\_\_\_\_

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Develop Content-Based Skills Curriculum and Study Skills Courses	D.2.1 Developmental courses/programs implement effective curricula and practices for English D.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills D.7.3 A systematic approach exists within disciplines to align developmental education n course content and pedagogy to degree-applicable and transfer-level course content	June 2010	Joan Ahrens, Cindi Harris, Jenny Nolen, and Linda Thomas in English; Diane Gottschalk in Nursing
Continue to Explore and Develop models for condensed, focused coursework as initiated in Math Academy	D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics	June, 2010	Jeff Waller, Nemie Capacia, and Math, English, and ESL Departments
Develop Tutor Training Materials with an emphasis on addressing basic skills students' needs	A.5.1 Course related learning assistance (e.g., supplemental instruction, course based tutoring) exists D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline	June 2010	Jeff Waller, Nemie Capacia, Beth Smith
Develop tutoring models and hire tutors to aid basic skills students in math, ESL, English, and other departments	A.5.1 Course related learning assistance (e.g., supplemental instruction, course based tutoring) exists	June 2010	Jeff Waller, Nancy Pipkin, Joan Ahrens, Corey Manchester

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**2009-10 ESL/Basic Skills Action Plan**

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Hire and train three hourly part-time peer tutors for the ATC to provide writing assistance and assistive computer technology support to students with disabilities	D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors	May 2011	Carl Fielden and ATC staff
Provide ongoing training to EWC tutors in techniques for assisting students with disabilities who have writing difficulties	D.6 Developmental education faculty provide a variety of instructional methods to accommodate student diversity D.8 Developmental education faculty routinely share instructional strategies D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors	May 2011	Carl Fielden, DSPS staff Cathy Harvey, EWC staff
Create online writing center to support the writing development needs of students with disabilities	D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program D.6 Developmental education faculty provide a variety of instructional methods to accommodate student diversity	May 2011	Carl Fielden, Will Pines, ATC staff
Explore the hiring of a grant writer to build basic skills and ESL programs, for example, First Year Experience	A.1 Developmental education is a clearly stated institutional priority A.1.4 Developmental education is adequately funded and staffed		

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