Long-Term Goals (5 yrs.) for ESL/Basic Skills

(Use this form to update the 5-year long-term goals <u>only</u> if the long term goals have changed)

1. Continue to refine a basic skills program at San Diego Miramar College based on extant research and data and work towards a commitment of institutionalization of successful practices.

2. Monitor and implement successful student support techniques for early intervention & sustained attention for students.

3. Provide educational opportunities for faculty, staff, and students on successful techniques to help students achieve their goals.

4. Augment and develop instructional services, course links, and tutorial services that focus on helping students be more successful with their goals.

Section A – Organizational/Administrative Practices

2012-2013 Basic Skills Action Plan

District: **San Diego Community College District**

College: **San Diego Miramar College**

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue to develop a Basic Skills program that integrates policies and procedures throughout Miramar College.	A.1 Developmental Education is clearly stated institutional priority. A.3 The developmental education program is centralized and highly coordinated.	Annually in September	Basic Skills Committee
Annually review and revise Basic Skills Mission Statement and identify short term / long term goals for Basic Skills Program	A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.	Annually in September	Basic Skills Committee
Secure data that is needed annually for the Basic Skills Committee to review and assess the goals, objectives and set priorities	A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.	Annually in May	Basic Skills Committee/Campus-Based Researcher
Invite CTE faculty to partner with the Basic Skills Committee to apply for grants	A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach the program.	Annually in September	Basic Skills Committee
Continue to develop a basic skills website where documents regarding the program, committee and projects can be found	A.7 Institutions manage faculty and student expectations regarding developmental education.	Ongoing	Basic Skills Committee
Inform Basic Skills students about the time, courses, and assessments/placements needed to meet their educational goals.	A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence. A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services. A.7 Institutions manage faculty and student expectations regarding developmental education.	Ongoing	Transfer Center Counseling

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue high visibility, knowledge, and marketing of the value of Basic Skills at San Diego Miramar College via regular presentations at Academic Senate, relevant committee meetings and website presence.	A.1 Developmental education is a clearly stated institutional priority. A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. A.3 The developmental education program is centralized or highly coordinated. A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.	Ongoing	Basic Skills Committee
Incorporate data from Basic Skills Report into program reviews in an effort to institutionalize successful basic skills programs on campus.	A.1 Developmental Education is clearly stated institutional priority. A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. A.3 The developmental education program is centralized and highly coordinated.	Annually	English, Math, ESOL Faculty.
Showcase best practices to external audiences who make allocation decisions as well as pursue certification of Basic Skills courses, supplemental instruction, instructional assistants, and tutoring.	A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services. A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program. A.7 Institutions manage faculty and student expectations regarding developmental education.	Ongoing	Basic Skills Committee
VPI and faculty representatives to take forward Basic Skills committee's recommendation to remove barriers for retaking the Placement Test. Create processes to better inform students to understand the ramifications of the Placement Test as well as maximize their performance on the Placement Test.	A.3 The developmental education program is centralized and highly coordinated. A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services. A.7 Institutions manage faculty and student expectations regarding developmental education.	June 2013	Basic Skills Committee
Expand the implementation of a "student exit survey" investigating why students drop or withdraw from Basic Skills classes. Investigate ways to increase student response rate. Share results with responsible parties.	A.7 Institutions manage faculty and student expectations regarding developmental education.	Ongoing	Basic Skills Committee

Section B – Program Components

District: **San Diego Community College District**

2012-2013 Basic Skills Action Plan

College: **San Diego Miramar College**

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Look for funding to implement early alert program.	B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.	June 2013	Vice President, Student Services Counseling Department DSPS Coordinator EOPS Coordinator PLACe Lead
Promote online student orientations and the "Jump Start" program to appropriate student population prior to English and math assessments.	B.3. Counseling support provided is substantial, accessible, and integrated into academic courses/programs B.4 Financial Aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.	Ongoing	Vice President, Student Services Counseling DSPS Coordinator EOPS/CARE Coordinator Financial Aid Outreach Coordinator
Continue multiple group orientations for first-semester planning during summer sessions via FYE.	B.3. Counseling support provided is substantial, accessible, and integrated into academic courses/programs B.4 Financial Aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.	Annually	Vice President, Student Services Counseling Department DSPS Coordinator EOPS Coordinator Financial Aid Outreach Coordinator
Provide more opportunities for students to acquire life and study skills, as well as academic and career planning via *unavoidable interventions*: Personal Growth classes, Transfer workshops, In-Class Counseling Presentation, etc.	B.1 Orientation, assessment & placement are mandatory for all new students. B.3. Counseling support provided is substantial, accessible, and integrated into academic courses/programs	Ongoing	Counseling

Section C – Faculty and Staff Development

2012-2013 Basic Skills Action Plan

District: **San Diego Community College District**

College: **San Diego Miramar College**

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Plan and implement professional development opportunities on successful techniques to help students achieve their goals via Teaching Institute and other Basic Skills workshops.	C.2 The faculty plays a primary role in needs assessment, planning and implementation of staff development programs and activities in support of basic skills programs.	Ongoing	Basic Skills Committee Leads in English, Math, ESOL, The PLACe, and Counseling
Conduct once-a-semester meeting for instructors of Math 34A, 38, and 46 and PLACe lead to share successful practices and study skills implemented in basic skills classes.	C.2 The faculty plays a primary role in needs assessment, planning and implementation of staff development programs and activities in support of basic skills programs.	June 2013	Math Lead Math faculty
Hold regularly scheduled, norming/grading sessions each semester for English 43/49 and writing ESOL courses, including portfolio assessment for English 49 and SLO assessment for all classes.	C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.	Ongoing	English Lead English Faculty ESOL Lead
Continue to assess and improve SI training. Investigate online training possibilities.	C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs. C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning. C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.	Ongoing	Leads in Math PLACe Lead

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue to assess and improve IA program training.	C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs. C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning. C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.	Ongoing	English Lead ESOL Lead English/ESOL faculty
Provide professional development for Basic Skills faculty on how to promote and utilize the English/ESOL, Math labs, PLACe and Student Services.	C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs. C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning. C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.	Ongoing	Basic Skills Faculty and Leads
Continue outreach to CTE faculty to share effective practices with their Basic Skills students. Invite CTE to a Spring 2013 Basic Skills meeting.	C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.	June 2013	Basic Skills Committee
Investigate more deeply connecting/coordinating the services provided by tutorial centers via CRLA and NADE certification.	C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs. C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.	June 2013	Basic Skills Committee

Section D – Instructional Practices

2012-2013 Basic Skills Action Plan

District: **San Diego Community College District**

College: **San Diego Miramar College**

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue to evaluate current resources and technology for Basic Skills courses to develop recommendations for improvements in teaching and learning, such as acquiring reading assessments for students.	D.1 Sound principles of learning theory are applied in the design/delivery of courses in the developmental program. D.8 Developmental education faculty routinely share instructional strategies.	June 2013	Basic Skills Committee Leads in English, Math, ESOL, and PLACe
Continue norming sessions to help faculty better align the content and outcomes for Basic Skills courses.	D.5 A high degree of structure is provided in developmental education classes. D.8 Developmental education faculty routinely share instructional strategies.	Ongoing	Leads in English, Math, and ESOL
Continue dialog on how to embed Basic Skills into CTE courses and programs.	D.7 Programs align entry/exit skills among levels and link course code to college-level performance requirements.	June 2013	Basic Skills Committee and/or Committee Members Vocational Faculty and Dean/Chair, Technical Career and Workforce Initiatives
Provide tutoring and teaching support to CTE courses, such as Child Development and work to expand to at least one more program.	D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity. D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.	June 2013	PLACe Lead English/ESOL Faculty Child Development Faculty

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue to expand English/ESOL and Math labs to assist Basic Skills students in coursework by incorporating Basic Skills faculty and Instructional Assistants/tutors into the labs.	D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth. D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity. D.8 Developmental education faculty routinely share instructional strategies. D.9 Faculty and advisors closely monitor student performance. D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.	Ongoing	English Lead ESOL Lead English/ESOL Faculty Math Lead/Faculty
Investigate expanding online tutoring usage for Basic Skills students, including asynchronous, online tutoring.	D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth. D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity. D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.	June 2013	The PLACe Lead
Institutionalize SI, IA, tutoring, and Academic Support Services.	D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth. D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity. D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.	Ongoing	Leads in The PLACe, English, Math, ESOL, Counseling, DSPS, and EOPS
Investigate offering English 12 series.	D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity. D.9 Faculty and advisors closely monitor student performance. D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.	June 2013	Leads in The PLACe, Math, and Counseling. Math Faculty.