

## ACTION PLAN TEMPLATE EXAMPLE

**ESL/Basic Skills** (*Due on October 15, 2009*)  
**Action Plan for 2009-10 Example:**

**District:** Los Angeles Community College District  
**College:** Los Angeles Trade Tech College

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<b>A</b> Organizational/ Administrative Practices	<b>Example:</b> Conduct institutional review of the mission, goals and objectives for developmental education and update as needed.	A.2.3 Developmental education mission, philosophy, goals and objectives are reviewed and updated on a regular basis.	November 30, 2008	Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer
<b>B</b> Program Components	<b>Example:</b> Conduct instructional and counseling faculty meetings to address educational needs and integrate support services for students enrolled in developmental writing courses.	B.3.2 Counseling and instruction are integrated into the developmental education program.	February 28, 2009	Chair of Counseling and Matriculation Departments, Writing Program Chair
<b>C</b> Faculty and Staff Development	<b>Example:</b> Participate in statewide regional events conducted through \$1.6 million grant and arrange for follow-up workshops on campus.	C.2.1 Developmental education faculty is involved in the design, planning, and implementation of staff development activities related to developmental education.	June 30, 2009	Chief Instructional Officer, Chair of Credit and Noncredit ESL and Basic Skills
<b>D</b> Instructional Practices	<b>Example:</b> Improve and increase the effectiveness of the academic support center by including recommended software and other materials in reading and facilitating active learning, study groups, and workshops.	D.10.7 An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning.	June 30, 2009	Reading Program Chair, Learning Center Director

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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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## Section A – Organizational/Administrative Practices

(Due on or before October 15, 2009)

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

**District:** Los Angeles Community College District

**College:** Los Angeles Trade Tech College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Integrate the idea of “basic skills” into College’s Strategic, Educational and Facilities master plans.	A.1 Developmental education is a clearly stated institutional priority	2008-09	President, VPs, Academic Senate President
Make basic skills a college priority and focus for 2008-2009	A.1 Developmental education is a clearly stated institutional priority A.1.2 Institutional leadership demonstrates a commitment to developmental education. C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected with the institutional mission	2008-09	President, Academic Senate President, Staff Development Coordinator, Math, English, Learning Skills/ESL Discipline reps
Create a permanent “Basic Skills” committee	A.1.2 Institutional leadership demonstrates a commitment to developmental education A.1.3 Developmental educators are systematically included in broader college planning activities	Fall 2008	President, Academic Senate, College Council
<ul style="list-style-type: none"> <li>• Develop position that will oversee the coordination and deployment of services in the college</li> <li>• Create organizational structure that defines duties and responsibilities</li> </ul>	A.3. The developmental education program is centralized or highly coordinated A.1.4 Developmental education is adequately funded and staffed.	Fall 2008	President, VP Academic Affairs
Expand and coordinate academic support services	A.3. The developmental education program is centralized or highly coordinated. D.10.2 Learning support services are visible and centrally located, minimizing marginalization and isolation	Fall 2009	VP Academic Affairs

Create a dedicated Math Tutoring Center into C-Building	A.3. The developmental education program is centralized or highly coordinated. D.10.2 Learning support services are visible and centrally located, minimizing marginalization and isolation	Fall 2009	VP Academic Affairs
Create a Reading Laboratory in the C-building	D.10.2 Learning support services are visible and centrally located, minimizing marginalization and isolation	Fall 2009	VP AA, LS/ESL Dept chair
Look at how basic skills needs can be identified and implemented for CTE students	A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence	Fall 2008, Program Review	Assoc. Dean Matriculation, Assessment Coordinator, Counseling, CTE Department Chairs, Assoc. Dean IRP, Non-Credit Director
Create a position for a qualified Reading Specialist/Instructor/Curriculum Coordinator	A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program. A.1.4 Developmental education is adequately funded and staffed.	Fall 2009	VP Academic Affairs, President
Assess and redeploy SI	A.5.1 Course-related learning assistance exists	Summer 2008	Christina Anketell, VP AA

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## Section B – Program Components

(Due on or before October 15, 2009)

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

**District: Los Angeles Community College District**

**College: Los Angeles Trade Tech College**

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Reevaluate Accuplacer and/or pilot ACT Compass as college's placement test	B.1.2 Mandatory placement exists for all new students B.1.5 Diverse institutional stakeholders engage in routine review of the relationships between assessment instruments and student success in course. D.7 Programs align entry/exit skills among levels and link course content to college-level performance	Summer 2008	Assoc. Dean Matriculation, Assessment Coordinator, Dept Chairs of Math, Learning Skills, Counseling, Vice Chair English
Create plan for identification and assessment of CTE students integrated within CTE curriculum/programs.	B.1.2 Mandatory placement exists for all new students B.1.5 Diverse institutional stakeholders engage in routine review of the relationships between assessment instruments and student success in course.	Summer 2008	Assoc. Dean Matriculation, Assessment Coordinators, CTE Dept Chairs
Program Review	B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice	Spring 2008	Academic Senate, Faculty and Student, Success Committee
Permanent counselor located in Learning Skills Center	A.1.4 Developmental education is adequately funded and staffed. B.3. Counseling support provided is substantial, accessible, and integrated with academic programs and course	Fall 2009	President, VP Student Services
Implementation of web-based case management system	B.3. Counseling support provided is substantial, accessible, and integrated with academic programs and course D.9 Faculty and advisors closely monitor student performance	Fall 2008	President, VPs AA & SS, MIS

<p>Institute three counseling contacts each semester to monitor progress, provide assistance and implement Early Alert intervention.</p>	<p>B.3. Counseling support provided is substantial, accessible, and integrated with academic programs and course</p>	<p>Fall 2008</p>	<p>Dept Chair Counseling, VP SS, EOPS Director</p>
<p>Provide Financial Aid services and information is targeted at students enrolled in basic skills level courses.</p>	<p>B.4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.</p>	<p>Fall 2008</p>	<p>Dean Student Services, Financial Aid Director</p>

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## Section C – Faculty and Staff Development

(Due on or before October 15, 2009)

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

**District: Los Angeles Community College District**

**College: Los Angeles Trade Tech College**

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Rename and reengineer Staff Development Center to Teaching and Learning Resource Center	C.2.2 Developmental education staff development activities address both educational theory and practice	Spring 2008	President, Staff development Coordinator, Academic Senate
Develop and conduct workshops on <ul style="list-style-type: none"> <li>• Developmental education</li> <li>• Teaching and learning theory assessment</li> </ul>	C.2.2 Developmental education staff development activities address both educational theory and practice D.6 Developmental education faculty employ various instructional approaches to accommodate student diversity	2008-2009	President, Staff Development Coordinator, Academic Senate
Integrate teaching and learning theory, assessment and basic skills awareness in new faculty institute	C.2.5 New faculty are provided staff development activities that assist them in transitioning into the community college academic environment	Fall 2008	Staff Development Coordinator, Academic Senate
Faculty from developmental education areas partner with CTE and L.A. faculty in conference attendance	C.3.1 Developmental education staff development activities are clearly linked to department, program and/or institutional goals.	Spring 2008	Staff Development Coordinator, Academic Council

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## Section D – Instructional Practices

(Due on or before October 15, 2009)

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

**District:** Los Angeles Community College District

**College:** Los Angeles Trade Tech College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Analyze, revise and create reading sequence/curriculum <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Align courses with placement</li> <li>• Reassess prerequisites</li> </ul>	D.3 The developmental education program addresses holistic development of all aspects of the student D.2 Curricula and practices that have proven to be effective in specific disciplines are employed D.5.1 Well-planned, step-by-step sequence of developmental education course offerings exists	Spring 2009 for implementation in Fall 2009	VP AA, Non-Credit Coordinator, Learning Skills, English, ESL faculty
Analyze, revise and create Writing and Math sequence/curriculum <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Align courses with placement</li> <li>• Reassess prerequisites</li> </ul>	D.2 Curricula and practices that have proven to be effective in specific disciplines are employed D.5.1 Well-planned, step-by-step sequence of developmental education course offerings exists	Spring 2009 for implementation Fall 2009	VP AA, Non-Credit Coordinator, Learning Skills, English, ESL and Math faculty
Create content specific modules in reading, writing, math for integration into CTE programs	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	Fall 2009	CTE Dept Chairs, Learning Skills faculty, Non-Credit
Create Freshmen Experience/Digital Bridge for new students	D.2 Curricula and practices that have proven to be effective in specific disciplines are employed.	Fall 2008	President, VPs AA & SS, Freshmen Experience Committee, Basic Skills Committee
Revise Early Alert system <ul style="list-style-type: none"> <li>• Integration with case management system above</li> </ul>	D.9 Faculty and advisors closely monitor student performance	Spring 2008	MIS, Assoc. Dean Matric., Counselors, Dept Chairs

<p>Create and implement tutor training with modules for</p> <ul style="list-style-type: none"> <li>• Writing Center</li> <li>• Math</li> <li>• Reading</li> <li>• SI</li> </ul>	<p>D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline</p>	<p>Fall 2008</p>	<p>SSI leader, Learning Skills, English, Math, ESL faculty</p>
<ul style="list-style-type: none"> <li>• Reevaluate GED curriculum and alignment with CASHEE program</li> <li>• Counseling component</li> </ul>	<p>D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements B.3. Counseling support provided is substantial, accessible, and integrated with academic courses/programs.</p>	<p>Summer 2008</p>	<p>Non-Credit Coordinator, Learning Skills Faculty, CALWorks</p>

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