

Section A – Organizational/Administrative Practices

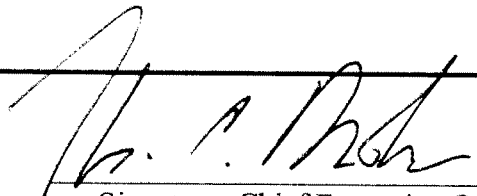
(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

District: San Mateo Community College District

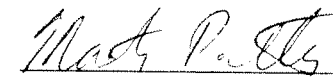
College: Cañada College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>Establish joint faculty position : Basic Skills Counselor and Basic Skills Coordinator. The Basic Skills Counselor/Coordinator will teach Career classes for basic skills students, counsel basic skills students and coordinate the basic skills committee on campus.</p>	<p>A.2.2 Diverse institutional stakeholders are involved in developing the developmental education mission, philosophy, goals, and objectives. A.3.2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s). 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>Fall 2010</p>	<p>Basic Skills committee and interim Dean of Counseling (Linda Hayes)</p>
<p>Assign a basic skills committee member to serve as a CIETL (Center for Innovation Excellence in Teaching and Learning) member, attending all meetings and trainings.</p>	<p>A.3.2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s). A.3.5 Formal mechanisms exist to facilitate communication/ coordination between precollegiate and college-level faculty within disciplines.</p>	<p>Spring 2011</p>	<p>Basic Skills Counselor/Coordinator (Counseling)</p>
<p>Continue to fund Basic Skills Counselor. Develop embedded/intrusive counseling methods for ESL students</p>	<p>A.4.1 Students are required to receive early assessment and advisement for sound educational planning. A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.</p>	<p>Fall 2010</p>	<p>ESL faculty in collaboration with Basic Skills Counselor/Coordinator (Counseling)</p>
<p>Continue established Learning Communities.</p>	<p>A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.</p>	<p>Fall 2010, Spring 2011</p>	<p>Faculty from various disciplines including English, Reading, ESL and Counseling.</p>

Continue to assess retention and success in: 1. ESL courses 2. Basic Skills English and Reading courses 3. Basic Skills Math 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.	Spring 2011	Vice President of Instruction, Basic Skills Counselor, ESL Department, English/Reading Department, Math Department, Director of Planning, Research, & Student Success
Develop a Flex Day workshop on Learning Communities	A.3.5 Formal mechanisms exist to facilitate communication/ coordination between precollegiate and college-level faculty within disciplines. A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.	March 2011	Basic Skills Counselor/Coordinator , faculty teaching in learning communities
Revise the Orientation for new students.	A.1.5 Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution. A.4.1 Students are 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.	Fall 2010	Vice President of Student Services, Counseling faculty.
Recruit a student representative to serve on the Basic Skills Committee.	A7.5 Faculty/staff communicate clear expectations for student behaviors/performance in developmental courses and programs. A7.6 Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers.	Spring 2011	Basic Skills Counselor/Coordinator,


 Signature, Chief Executive Officer

12/9/10
 Date


 Signature, Academic Senate President

9-Dec 2010
 Date

Section B – Program Components

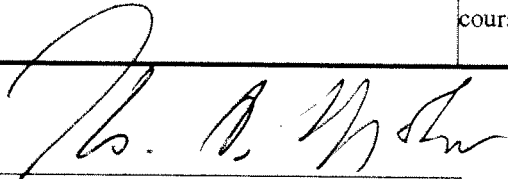
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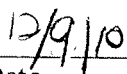
District: San Mateo Community College District

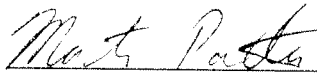
College: Cañada College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue to fund Basic Skills Counselor. Develop embedded/intrusive counseling methods for ESL students, including ESL class visits and outreach during the “Transfer Parade.”	B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses. 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	Spring 2011	ESL faculty in collaboration with Basic Skills Counselor/Coordinator (Counseling)
Continue established Learning Communities	B.3.2 Counseling and instruction are integrated into the developmental education program. B3.4 Counseling of developmental education students occurs early in the semester.	Spring 2011	Faculty from various disciplines including English, Reading, ESL and Counseling.
Continue to assess retention and success in: <ol style="list-style-type: none"> 1. ESL courses 2. Basic Skills English and Reading courses 3. Basic Skills Math courses 	B.2.1 Developmental education course content and entry/exit skills are regularly reviewed and revised as needed. B2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.	Spring 2011	Vice President of Instruction, Basic Skills Counselor, ESL Department, English/Reading Department, Math Department, Director of Planning, Research, & Student Success
Improve and maintain Basic skills Website.	B.2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement	Spring 2011	Basic Skills Counselor/Coordinator.
Investigate the option for creating pathways of classes for basic skills students. (Scheduling classes to meet the needs of our students)	B2.4 Multiple indices exist to evaluate the efficacy of developmental education and programs.	Spring 2011	Basic Skills committee, Basic Skills Counselor/Coordinator.

Revise the Orientation for new students.	B.1.1 Mandatory orientation exists for all new students. B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses.	Fall 2010	Vice President of Student Services, Counseling faculty.
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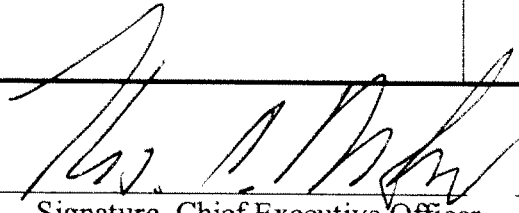
Section C – Faculty and Staff Development

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

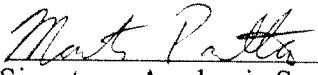
District: San Mateo Community College District

College: Cañada College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Establish joint faculty position : Basic Skills Counselor and Basic Skills Coordinator. The Basic Skills Counselor/Coordinator will teach Career classes for basic skills students, counsel basic skills students and coordinate the basic skills committee on campus.	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.4.3 Reflective Teaching C.4.4 Scholarship of Teaching & Learning 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."	Fall 2010	Basic Skills committee and interim Dean of Counseling (Linda Hayes)
Develop a Flex Day workshop on Learning Communities	C.1.2 Professional development activities for developmental education faculty and staff are actively supported by senior administration. C.2.6 Staff development activities promote interactions among instructors.	March 2011	Basic Skills Counselor/Coordinator , faculty teaching in learning communities
Support faculty attendance/participation at conferences conducted state-wide.	C2.3 Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff. C2.6 Staff development activities promote interactions among instructors.	Spring 2011	Basic Skills committee.



 Signature, Chief Executive Officer Date 12/9/10



 Signature, Academic Senate President Date 9-Dec 2010

Section D – Instructional Practices

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

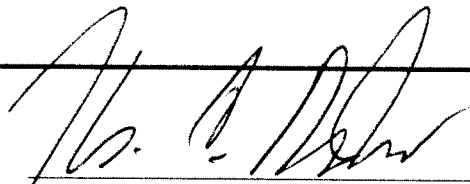
District: San Mateo Community College District

College: Cañada College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>Establish joint faculty position : Basic Skills Counselor and Basic Skills Coordinator. The Basic Skills Counselor/Coordinator will teach Career classes for basic skills students, counsel basic skills students and coordinate the basic skills committee on campus.</p>	<p>D.5.1 A well-planned, step-by-step sequence of developmental education course offerings exists. 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.</p>	<p>Fall 2010</p>	<p>Basic Skills committee and interim Dean of Counseling (Linda Hayes)</p>
<p>Continue to fund Basic Skills Counselor. Develop embedded/intrusive counseling methods for ESL students, including ESL class visits and outreach during the “Transfer Parade.”</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. D.3.5 College programs promote basic skills students’ social integration into and identification with the college environment.</p>	<p>Spring 2011</p>	<p>ESL faculty in collaboration with Basic Skills Counselor/Coordinator (Counseling)</p>
<p>Continue established Learning Communities.</p>	<p>D.2.1 Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs). D.3.1 In classroom teaching/learning, attention is paid to students’ attitudes and emotions (e.g., self-concept and self-efficacy development) as well as to teaching basic subject skills. D.3.5 College programs promote basic skills students’ social integration into and identification with the college environment. D.4.1 Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds. D.7.3 A systemic approach exists within disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content.</p>	<p>Spring 2011</p>	<p>Faculty from various disciplines including English, Reading, ESL and Counseling.</p>

<p>Continue to assess retention and success in:</p> <ol style="list-style-type: none"> 1. ESL courses 2. Basic Skills English and Reading courses 3. Basic Skills Math courses 	<p>D.2.1 Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs). D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs). D.2.3 Developmental courses/programs implement effective curricula and practices for ESL. D.5.1 A well-planned, step-by-step sequence of developmental education course offerings exists. 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>Spring 2011</p>	<p>Vice President of Instruction, Basic Skills Counselor, ESL Department, English/Reading Department, Math Department, Director of Planning, Research, & Student Success</p>
<p>Develop a Flex Day workshop on Learning Communities</p>	<p>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.</p>	<p>March 2011</p>	<p>Basic Skills Counselor/Coordinator , faculty teaching in learning communities</p>
<p>Increase Spanish language materials in the library for classes taught in Spanish (ECE, Spanish for Heritage Speakers)</p>	<p>D.4.1 Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds. D.4.3 Developmental instruction reflects cultural sensitivity and culturally mediated instruction, (e.g., the way communication and learning takes place in students' cultures).</p>	<p>Spring 2011</p>	<p>Library faculty</p>
<p>Create a new Certificate of Achievement for Basic Skills students.</p>	<p>D7.3 A systematic approach exists within disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content.</p>	<p>Spring 2011</p>	<p>Basic Skills Counselor/Coordinator</p>

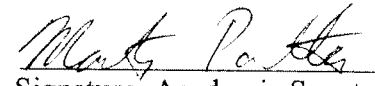
<p>Research the process to implement an "Early Alert" program for basic skills students.</p>	<p>D9.2 Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties. D10.2 Learning support services are visible and centrally located, minimizing marginalization and isolation. D10.4 A formal referral system exists between academic and student support services.</p>	<p>Spring 2011</p>	<p>Vice President of Student Services, Basic Skills Counselor/Coordinator.</p>
<p>Train and provide tutors for students enrolled in ESL grammar and reading courses.</p>	<p>D10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups.) D10.5 Tutoring is available and accessible in response to students needs. D10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline.</p>	<p>Spring 2011</p>	<p>Director of Learning Center</p>



Signature, Chief Executive Officer

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9-Dec-2010

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

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

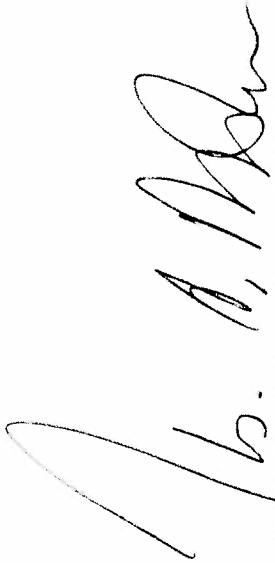
- 1. Provide counseling opportunities for all ESL/Basic Skills students**
- 2. Maintain Summer LEAP Program**
- 3. Maintain and develop learning communities that will engage students in relevant and active ways**
- 4. Develop on-going evaluation and research of all basic skills related activities, including longitudinal studies students in of learning communities, Summer LEAP, Math Jam, and ESL courses**
- 5. Provide relevant professional development for faculty and staff**
- 6. Document and share information about basic skills related activities**

EXPENDITURE PLAN TEMPLATE

2010-11 ESL/BASIC SKILLS EXPENDITURE PLAN
(Due on or before December 10, 2010)

District: San Mateo County Community College District
College: Cañada College

CATEGORY	2009-10 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION
A. Program and Curriculum Planning and Development	\$
B. Student Assessment	\$
C. Advisement and Counseling Services	\$85,469
D. Supplemental Instruction and Tutoring	\$5,532
E. Articulation	\$
F. Instructional Materials and Equipment	\$
G. Other:	
Coordination	\$
Research	\$
Professional Development	\$
TOTAL	\$91,001



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