

Crafton Hills College 2009-2010 BSI Action Plan Initiatives

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
1. Conduct a series of meetings and workshops with all CHC employees working with developmental students—faculty, administrators, support staff—to define and embrace the program’s mission, goals, objectives, and outcomes.	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. Clearly specified goals and objectives are established for developmental courses and programs.	Ongoing	LEAD =President’s BSI Task Force (BSI) • Professional Development Committee (PDC)
2. Obtain necessary and reliable data about the developmental education program through a variety of approaches, including the following: a. increased use of e-Lumen; b. processes for data collection and reliability, including a user-friendly interface that allows non-research and non-IT faculty and staff to access data. c. Hire short-term researchers, as appropriate.	A.1. Developmental education is a clearly stated institutional priority.	Ongoing	LEAD =Director of Research and Planning (DRP) • Vice President of Instruction (VPI) • Vice President of Student Services (VPSS) • Instructional Assessment Specialist • Other staff, as appropriate
3. Conduct research into viability of an ESL program.	A.1. Developmental education is a clearly stated institutional priority.	May 1, 2010	LEAD = Vice President of Student Services (VPSS) • Dean, Letters and Learning Resources (LLR) • VPI • English and Reading faculty • DREAMS Express
4. Create a <i>Center for Innovation and Excellence</i> whose mission is to create a web of inclusion across the campus permeating all divisions to promote innovation in teaching and learning strategies, and excellence in student learning programs and professional development.	A.3. The developmental education program is centralized or is 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.	Begin Fall 2009 with online access to resources; physical space by July 31, 2010;; ongoing development thereafter	LEAD = BSI Chair • PDC

5. Continue to implement and evaluate a pilot program for the integration of counseling/advising and other student support services with all CHC 100, all learning communities, and developmental education classes. Implement changes, expand as appropriate, and institutionalize the integration of counseling/advising and other student support services with courses.	A.3. The developmental education program is centralized or is 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.	June 2010 Changes implemented Fall 2010	LEADS = Learning Community (LC) Counselors • Learning Community Advisory Council (LCAC) • First-Year Experience (FYE) Workgroup • VPSS • VPI
6. Conduct retreats for faculty and staff involved in pilot programs.	A.3. The developmental education program is centralized or is highly coordinated. A.6. Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.	Ongoing	LEAD = PDC • BSI
7. Implement and evaluate the <i>CHC Learning Community Initiative 2009-2011 Action Plan</i> .	A.4. Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.	Begin Fall 2009; ongoing expansion thereafter.	LEAD = LCAC
8. Formally integrate Learning Center services with instructional courses and programs.	A.5. A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support.	May 2010 thereafter.	LEAD = LRC Coordinator • VPI • Dean (LLR) • Instructional deans
9. Develop, pilot, and evaluate the CHC Early Alert system and promote increased faculty participation.	A.5. A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support.	May 2010; implement Fall 2010	LEAD = Dean, Student Services, Counseling and Matriculation (SSCM) • Student Success Advisors • Instructional Deans • VPI • VPSS • Technology Services
10. Continue implementation and evaluation of Student Peer Mentorship Program to work within Learning Communities and First-Year Experience Programs.	A.5. A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support.	Ongoing	LEAD = Student Interventions Specialist (SIS) • FYE Workgroup • LCAC

11. Develop a Student Success Tutoring Center for Career and Technical Education (CTE) students, located in CTE buildings.	A.5. A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.	May 2010	LEAD = LRC Coordinator • Dean, Career and Technical Education and Human Development (CTEHD)
12. Develop sections of pre-collegiate Math and English course designed to address the interests and needs of students in CTE courses and programs, including possibly online modalities.	A.5. A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.	May 2010	LEAD = English and Math Faculty • Instructional Deans
10. Investigate the creation of a Supplemental Instruction program for basic skills and gateway courses.	A.5. A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.	May 2010 Implement Fall 2010	LEAD = SIS • LRC Coordinator
14. Institutionalize and continually evaluate new student orientation, with the goal of moving toward 100% participation. • Incorporate smoother registration processes into Summer Orientation. • Pilot programs integrating orientation, assessment, and the First-Year Seminar. • Develop and pilot online option for Orientation. • Develop and pilot an Orientation module for Hispanic students. • Develop and pilot Orientation module for parents. • Develop and pilot <i>Welcome to Crafton</i> day/night. • Investigate alternative revenue streams to support Orientation program.	B.1. Orientation, assessment, and placement are mandatory of all new students	Ongoing	LEAD = VPSS • Student Success Advisors • FYE Workgroup • Dean (SSCM)

15. Develop strategies and programs for helping students to assess more accurately and effectively, including the following: • Evaluate program using A+dvancer online instructional software. • Investigate multiple delivery options for A+dvancer and other assessment instruments. • Continue to provide a one-week “Math Jam,” as a brush up for developmental math students. • Pilot a brush up for assessment including rewriting instructions and support materials. • Institute a de facto mandatory assessment process, whereby all students who have completed 12 or more units must complete the CHC assessment before being allowed to enroll in any more courses.	B.1. Orientation, assessment, and placement are mandatory of all new students	May 2010	a. LEAD = Dean, SSCM b. LEAD = Math Faculty c. LEAD = Developmental Studies Specialist d. LEAD = VPSS • Assessment Office
16. Provide training for all faculty involved in learning communities.	C.1. Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission. 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.4. Staff development opportunities are flexible, varied, and response to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.	Ongoing	LEADS = PDC and LCAC

17. Conduct discipline-specific retreats and/or workshops to cover best classroom practices.	C.1. Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission. 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. Clearly articulated goals linked to systematic sets of programs and activities are a key factor in successful staff development. C.4. Staff development opportunities are flexible, varied, and response to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.	Spring 2009; ongoing thereafter	LEAD = PDC • VPI • VPSS • Faculty Chairs • Discipline faculty
18. Develop and implement a Faculty Mentorship Program.	C.4. Staff development opportunities are flexible, varied, and response to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.	May 2010; implement Fall 2010	LEAD = PDC • Instructional deans
19. Develop and distribute a Talent Profile for all CHC employees.	C.4. Staff development opportunities are flexible, varied, and response to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.	Fall 2010	LEADS = BSI Task Force • PDC
21. Develop and offer more DELTA workshops each semester, including sessions targeting faculty of developmental education courses.	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 employ a variety of instructional methods to accommodate student diversity.	Ongoing	• LEAD = PDC
22. Implement common objectives and outcomes for FYE courses o ensure a common experience for students in FYE seminars.	D.5. A high degree of structure is provided in developmental education courses.	Ongoing	LEAD = FYE Workgroup • Dean, TLR