

ACTION PLAN TEMPLATE

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

- To create a comprehensive, systematic, highly coordinated Developmental Education program.**
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ESL/Basic Skills (*Due on or before May 1, 2008*) **District:** San Bernardino Community College District

Action Plan for 2007-08 **College:** Crafton Hills College

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
A Organizational/ Administrative Practices	1. Obtain necessary and reliable data through a variety of approaches, including the following: <ol style="list-style-type: none"> a. Query-Builder training; b. increased use of e-Lumen; c. processes for data collection and reliability, including a user-friendly interface that allows non-research and non-IT faculty and staff to access data. 	A.1. Developmental education is a clearly stated institutional priority.	Training for 1 and 2 begins Spring 2008; long-term goal of 3 by Summer 2011	<ul style="list-style-type: none"> • Office of Research and Planning (ORP) • District Computing Services (DCS) • Instructional Assessment Specialist • DREAMS Express • Other staff to be identified
A Organizational/ Administrative Practices	2. Conduct research into viability of ESL program, including working with Redlands Adult Education to offer courses transferable to the college.	A.1. Developmental education is a clearly stated institutional priority.	Begin Spring 2008, implement Spring 2009	<ul style="list-style-type: none"> • Dean, Humanities and Social Science • Vice President of Instruction (VPI) • English and Reading faculty • DREAMS Express
A Organizational/ Administrative Practices	3. Conduct a series of meetings and workshops with all Crafton Hills College (CHC) employees working with developmental students—faculty, administrators, support staff—to define and embrace the program’s mission, goals, objectives, and outcomes.	<p>A.1. Developmental education is a clearly stated institutional priority.</p> <p>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.</p>	Begin Spring 2008; periodically ongoing thereafter	<ul style="list-style-type: none"> • Center for Innovation and Excellence (CIE) • Title V Bridging/Advisory Committee • VPI • Math, English, and Reading faculty • ORP

<p style="text-align: center;">A Organizational/ Administrative Practices</p>	<p>4. Create a <i>Center for Innovation and Excellence</i> whose mission is to create a web of inclusion across the campus permeating all putative divisions to promote innovation in teaching and learning strategies, and excellence in student learning programs and professional development.</p>	<p>A.3. The developmental education program is centralized or is highly coordinated.</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.</p>	<p>Begin Spring 2008, ongoing development thereafter</p>	<ul style="list-style-type: none"> • DREAMS Express • VPI
<p style="text-align: center;">A Organizational/ Administrative Practices</p>	<p>5. Create and implement a pilot program for the integration of counseling/advising and other student support services with all CHC 100 and READ 091 classes, all Learning Communities, and selected ENGL 914 and 015 classes.</p> <p>Implement changes and expand as appropriate the integration of counseling/advising and other student support services with courses.</p>	<p>A.3. The developmental education program is centralized or is highly coordinated.</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.</p>	<p>Implemented Fall 2008 to be completed June 2009.</p> <p>Changes implemented Fall 2009</p>	<ul style="list-style-type: none"> • Learning Community (LC) Workgroup • VPI • Counseling • Student Success Advisors • Financial Aid Director • EOPS Director • DSPS Director • English and Reading faculty • Reading and Writing Centers • ORP
<p style="text-align: center;">A Organizational/ Administrative Practices</p>	<p>6. Conduct retreats for faculty and staff involved in pilot programs.</p>	<p>A.3. The developmental education program is centralized or is highly coordinated.</p> <p>A.6. Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.</p>	<p>Conducted during Spring 2008</p>	<ul style="list-style-type: none"> • CIE • VPI • Student Success Advisors • Faculty chairs and faculty as appropriate • Staff as appropriate • ORP
<p style="text-align: center;">A Organizational/ Administrative Practices</p>	<p>7. Pilot a comprehensive learning community program similar to the one at Bronx CC, so that a learning community will be available to every first time student testing into developmental education courses.</p>	<p>A.4. Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.</p>	<p>Training workshops Spring 2008; Summer Bridge in Summer 2008; Learning Communities Initiative Fall 2008; ongoing expansion thereafter.</p>	<ul style="list-style-type: none"> • LC Workgroup • VPI • Counseling Department • Student Success Advisors • Additional faculty as appropriate

<p style="text-align: center;">A Organizational/ Administrative Practices</p>	<p>8. Integrate Math, Writing, and Reading Centers with instructional courses and programs.</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.</p>	<p>Begin Spring 2008; ongoing development thereafter.</p>	<ul style="list-style-type: none"> • Tutoring Services • Math and Writing Centers • Reading, English, and math faculty • VPI • Dean, Technology and Learning Resources (TLR)
<p style="text-align: center;">A Organizational/ Administrative Practices</p>	<p>9. Revise the CHC Early Alert system and promote increased faculty participation.</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.</p>	<p>Revisions in Summer 2008 to be piloted Fall 2008</p>	<ul style="list-style-type: none"> • Student Success Advisors • Counseling • DREAMS Express • Deans and VPI • Additional faculty and support as needed
<p style="text-align: center;">A Organizational/ Administrative Practices</p>	<p>10. Develop and implement a Student Peer Mentorship Program to work within Learning Communities and First-Year Experience Programs.</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.</p>	<p>Fall 2009</p>	<ul style="list-style-type: none"> • CIE • Student Interventions Specialist • Director of Student Life • First-Year Experience (FYE) Workgroup • LC Workgroup • Student Success Advisors • Other interested faculty
<p style="text-align: center;">A Organizational/ Administrative Practices</p>	<p>11. Create a Student Success Tutoring Center for Career and Technical Education (CTE) students, located in CTE buildings.</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.</p>	<p>Spring 2009</p>	<ul style="list-style-type: none"> • Tutoring Services • CTE faculty • CIE • Math, Writing, and Reading Centers • Student Success Advisors
<p style="text-align: center;">A Organizational/ Administrative Practices</p>	<p>12. Create and implement a one-unit “Special Topics” course to address basic skills needs of CTE students in reading, writing, and math.</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.</p>	<p>December 2008</p>	<ul style="list-style-type: none"> • CTE faculty • CIE • English, reading, and math faculty

<p style="text-align: center;">B Program Components</p>	<p>13. Institute mandatory assessment and subsequent support services before entrance into CTE programs.</p>	<p>B.1. Orientation, assessment, and placement are mandatory for all new students</p>	<p>Fall 2008</p>	<ul style="list-style-type: none"> • Assessment Office • CTE faculty • Dean, Student Services, Counseling and Matriculation (SSCM) • CIE
<p style="text-align: center;">B Program Components</p>	<p>14. Continue revamping orientation, with the goal of moving toward 100% participation.</p> <ul style="list-style-type: none"> □ Incorporate smoother registration processes into Summer Orientation □ Pilot programs integrating orientation, assessment, and the First-Year Seminar. 	<p>B.1. Orientation, assessment, and placement are mandatory of all new students</p>	<ul style="list-style-type: none"> • Implement summer orientation revisions Summer 2008 • Implement semester long in Fall 2008 • By 2010 all first time full time college students participate in orientation 	<ul style="list-style-type: none"> • Counseling Department • DREAMS Express • Student Success Advisors • ORP • Additional faculty as appropriate • Other student services as appropriate
<p style="text-align: center;">B Program Components</p>	<p>15. Develop strategies and programs for helping students to assess more accurately and effectively:</p> <ul style="list-style-type: none"> □ 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. □ Pilot program using A+dvancer online instructional software. □ Write curriculum for open entry/open exit course to house A+dvancer program. □ Provide a two week brush up course for math □ Pilot a brush up for assessment including rewriting instructions and support materials. 	<p>B.1. Orientation, assessment, and placement are mandatory of all new students</p>	<p>Ongoing, beginning Spring 2008</p>	<ul style="list-style-type: none"> • Dean, SSCM • Assessment Office • VPI • DREAMS Express • Math faculty • Dean of Student Services and Student Development

<p style="text-align: center;">B Program Components</p>	<p>16. *Pilot a comprehensive learning community program similar to the one at Bronx CC, so that a learning community will be available to every first time student testing into developmental education courses.</p> <p>*Repeat of #7 in Section A.</p>	<p>B.1. Orientation, assessment, and placement are mandatory for all new students.</p>	<p>Training workshops Spring 2008; Summer Bridge in Summer 2008; Learning Communities Initiative Fall 2008; ongoing expansion thereafter.</p>	<ul style="list-style-type: none"> • Developmental Studies Specialist • Student Interventions Specialist • VPI • Counseling • Additional faculty as appropriate
<p style="text-align: center;">B Program Components</p>	<p>17. Create orientation strands specifically for CTE programs and transfer preparation.</p>	<p>B.1. Orientation, assessment, and placement are mandatory for all new students.</p>	<p>Implement summer orientation revisions Summer 2008</p>	<ul style="list-style-type: none"> • CTE faculty • Counseling • Developmental Studies Specialist • Student Interventions Specialist • Additional faculty as appropriate • Appropriate student services • ORP • Instructional Assessment Specialist
<p style="text-align: center;">B Program Components</p>	<p>18. *Obtain necessary and reliable data through a variety of approaches, including the following:</p> <ol style="list-style-type: none"> a. Query-Builder training; b. increased utilization e-Lumen; c. processes for data collection and reliability, including a user-friendly interface that allows non-research and non-IT faculty and staff to access data. <p>*Repeat of #1 in Section A.</p>	<p>B.2. Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.</p>	<p>Training for 1 and 2 begins Spring 2008; long-term goal of 3 by Summer 2011</p>	<ul style="list-style-type: none"> • ORP • DCS • Instructional Assessment Specialist • DREAMS Express • Other staff to be identified

<p style="text-align: center;">B Program Components</p>	<p>19. *Create and implement a pilot program for the integration of counseling/advising and other student support services with all CHC 100 and READ 091 classes, all Learning Communities, and selected ENGL 914 and 015 classes.</p> <p>Implement changes and expand as appropriate the integration of counseling/advising and other student support services with courses.</p> <p>*Repeat of #5 in Section A.</p>	<p>B.3. Counseling support provided is substantial, accessible, and integrated with academic courses/programs.</p>	<p>Implemented Fall 2008 to be completed June 2009.</p> <p>Changes implemented Fall 2009</p>	<ul style="list-style-type: none"> • LC workgroup • VPI • Counseling • Student Success Advisors • Financial Aid Director • EOPS Director • DSPS Director • English and Reading faculty • Reading and Writing Centers • ORP
<p style="text-align: center;">B Program Components</p>	<p>20. Develop and implement an automatic scholarship program for successful developmental education students.</p>	<p>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 and acquire financial aid.</p>	<p>Beginning Fall 2008, ongoing thereafter</p>	<ul style="list-style-type: none"> • Student Intervention s Specialist • Dean, Student Services and Student Developments • Financial Aid Director
<p style="text-align: center;">C Faculty and Staff Development</p>	<p>21. Provide training for all faculty and counselors involved in learning communities.</p>	<p>C.1. Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.</p> <p>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.</p> <p>C.4. Staff development opportunities are flexible, varied, and response to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.</p>	<p>Ongoing, beginning Summer 2008</p>	<ul style="list-style-type: none"> • CIE • Student Interventions Specialist • Developmental Studies Specialist • VPI • Faculty of previous learning communities • Additional faculty as appropriate

<p style="text-align: center;">C Faculty and Staff Development</p>	<p>22. *Conduct retreats for faculty and staff involved in pilot programs.</p> <p>*Repeat of #6 in Section A.</p>	<p>C.1. Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.</p> <p>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.</p> <p>C.4. Staff development opportunities are flexible, varied, and response to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.</p>	<p>Start Spring 2008; ongoing thereafter</p>	<ul style="list-style-type: none"> • VPI • DREAMS Express • Faculty • CIE
<p style="text-align: center;">C Faculty and Staff Development</p>	<p>23. Conduct discipline-specific department retreats and/or workshops to cover best classroom practices.</p>	<p>C.1. Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.</p> <p>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.</p> <p>C.3. Clearly articulated goals linked to systematic sets of programs and activities are a key factor in successful staff development.</p> <p>C.4. Staff development opportunities are flexible, varied, and response to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.</p>	<p>Beginning Spring 2008; ongoing thereafter</p>	<ul style="list-style-type: none"> • VPI • CIE • Faculty Chairs • Discipline faculty
<p style="text-align: center;">C Faculty and Staff Development</p>	<p>24. *Integrate Math, Writing, and Reading Centers with instructional courses and programs.</p> <p>*Repeat of #8 in Section A.</p>	<p>C.3. Clearly articulated goals linked to systematic sets of programs and activities are a key factor in successful staff development.</p>	<p>Spring 2010</p>	<ul style="list-style-type: none"> • Tutoring Services • Math and Writing Centers • Reading faculty • English faculty • Math faculty • VPI • Dean, TLR

<p style="text-align: center;">C Faculty and Staff Development</p>	<p>25. Develop and implement a Faculty Mentorship Program.</p>	<p>C.4. Staff development opportunities are flexible, varied, and response to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.</p>	<p>Fall 2009</p>	<ul style="list-style-type: none"> • CIE
<p style="text-align: center;">C Faculty and Staff Development</p>	<p>26. Develop and distribute a Competency Profile for all CHC employees.</p>	<p>C.4. Staff development opportunities are flexible, varied, and response to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.</p>	<p>Fall 2010</p>	<ul style="list-style-type: none"> • VPI • Dean, TLR
<p style="text-align: center;">D Instructional Practices</p>	<p>27. Develop and offer more DELTA workshops each semester, including sessions targeting faculty of developmental education courses.</p>	<p>D.1. Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.</p> <p>D.6. Developmental education faculty employ a variety of instructional methods to accommodate student diversity.</p>	<p>Began Fall 2007; ongoing each semester thereafter</p>	<ul style="list-style-type: none"> • CIE • DREAMS Express • Math, English, and reading faculty • Additional faculty and support as needed
<p style="text-align: center;">D Instructional Practices</p>	<p>28. *Create and implement a one-unit “Special Topics” course to address basic skills needs of CTE students in reading, writing, and math.</p> <p>*Repeat of #12 in Section A.</p>	<p>D.1. Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.</p> <p>D.2. Curricula and practices that have proven to be effective within specific disciplines are employed.</p> <p>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.</p> <p>D.6. Developmental education faculty employ a variety of instructional methods to accommodate student diversity.</p> <p>D.7. Programs align entry/exit skills among levels and link course content to college-level performance requirements.</p>	<p>Begin developing Spring 2008; implement Spring 2009</p>	<ul style="list-style-type: none"> • CTE faculty • CIE • English, reading, and math faculty

<p style="text-align: center;">D Instructional Practices</p>	<p>29. *Pilot a comprehensive learning community program similar to the one at Bronx CC, so that a learning community will be available to every first time student testing into developmental education courses.</p> <p>*Repeat of #7 in Section A and #16 in Section B.</p>	<p>D.1. Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.</p> <p>D.2. Curricula and practices that have proven to be effective within specific disciplines are employed.</p> <p>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.</p>	<p>Training workshops Spring 2008; Summer Bridge in Summer 2008; Learning Communities Initiative Fall 2008; ongoing expansion thereafter.</p>	<ul style="list-style-type: none"> • CIE • VPI • Counseling Department • Additional faculty as appropriate
<p style="text-align: center;">D Instructional Practices</p>	<p>30. *Integrate Math, Writing, and Reading Centers with instructional courses and programs.</p> <p>*Repeat of #8 in Section A and #24 in Section C.</p>	<p>D.2. Curricula and practices that have proven to be effective within specific disciplines are employed.</p> <p>D.10. In concert with active learning strategies, research suggests that developmental learners positively benefit from exposure to a variety of academic support services.</p>	<p>Spring 2010</p>	<ul style="list-style-type: none"> • Tutoring Services • Math and Writing Centers • Reading, English, and math faculty • VPI • Dean, TLR
<p style="text-align: center;">D Instructional Practices</p>	<p>31. *Conduct discipline-specific department retreats and/or workshops to cover best classroom practices.</p> <p>*Repeat of #23 in Section C.</p>	<p>D.2. Curricula and practices that have proven to be effective within specific disciplines are employed.</p>	<p>Spring 2009</p>	<ul style="list-style-type: none"> • VPI • CIE • Faculty Chairs • Discipline faculty
<p style="text-align: center;">D Instructional Practices</p>	<p>32. *Provide training for all faculty and counselors involved in learning communities.</p> <p>*Repeat of #21 in Section C.</p>	<p>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.</p>	<p>Begin Spring 2008; ongoing thereafter</p>	<ul style="list-style-type: none"> • DREAMS Express • CIE • Dean, SSCM • Counselors • Faculty • LC Workgroup
<p style="text-align: center;">D Instructional Practices</p>	<p>33. Develop common objectives and outcomes for FYE courses to ensure a common experience for students in FYE seminars.</p>	<p>D.5. A high degree of structure is provided in developmental education courses.</p>	<p>Summer 2008</p>	<ul style="list-style-type: none"> • FYE Workgroup • Curriculum Committee • VPI • Dean, TLR
<p style="text-align: center;">D Instructional Practices</p>	<p>34. *Conduct retreats for faculty and staff involved in pilot programs.</p> <p>*Repeat of #6 in Section A and #22 in Section C.</p>	<p>D.8. Developmental education faculty routinely share instructional strategies.</p>	<p>Start Spring 2008; ongoing thereafter</p>	<ul style="list-style-type: none"> • VPI • CIE

D Instructional Practices	35. *Develop and implement a Faculty Mentorship Program. *Repeat of #35 in Section C.	D.8. Developmental education faculty routinely share instructional strategies.	Fall 2009	<ul style="list-style-type: none"> • CIE • Academic Senate President
D Instructional Practices	36. *Revise the CHC Early Alert system and promote increased faculty participation. *Repeat of #9 in Section A.	D.9. Faculty and advisors closely monitor student performance.	Revisions in Summer 2008 to be implemented Fall 2008	<ul style="list-style-type: none"> • Student Success Advisors • Counseling Department • DREAMS Express • Deans and VPI • Additional faculty and support as needed
D Instructional Practices	37. *Develop and implement a Student Peer Mentorship Program to work within Learning Communities and First-Year Experience Programs. *Repeat of #10 in Section A.	D.10. In concert with active learning strategies, research suggests that developmental learners positively benefit from exposure to a variety of academic support services.	Fall 2009	<ul style="list-style-type: none"> • CIE • Student Interventions Specialist • Director of Student Life • FYE Coordinator • LC Workgroup • Student Success Advisors • Other interested faculty

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date