

## Monterey Peninsula College Basic Skills Initiative Five-Year Plan for 2008 – 2013 (Internal Document)

**To note: The terms *basic skills*, *foundational skills*, and *developmental education* are used interchangeably in this document**

### **Five-Year Plan Overarching Goals**

#### **Section A (Organizational and Administrative Practices):**

Establish an organizational structure that incorporates foundational skills development into all aspects of the campus culture and coordinates support college-wide for basic skills.

#### **Section B (Program Components):**

Strengthen assessment, placement, orientation, counseling, and advisement service structures and processes; promote ongoing, structured follow-up activities and collaboration between counseling and developmental English, ESL, study skills, and math instruction.

#### **Overarching Long-Term Goals for Section C (Staff Development):**

In collaboration with the existing Staff Development Committee, establish and sustain ongoing, coordinated opportunities for both adjunct and full-time faculty to enhance basic skills instructional and advising methods and practices in order to provide high-level, relevant, and current instruction and support to students.

#### **Overarching Long-Term Goals for Section D (Instructional Practices):**

Sustain and enhance sound, learning-centered pedagogical practices in developmental courses and programs; actively support the enhancement of academic learning/support centers, the interconnectivity between classroom and lab instruction, and the interrelationship between basic skills and student success across disciplines and through all other levels of course offerings.

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Section A: Organizational and Administrative Practices**

**Action Plan for Section A**

Planned Action/Priority	Effective Practice and Strategy	Responsible Person(s)/ Department(s)
<p>Establish a standing committee of the Academic Senate composed of representatives from all areas related to or supported by basic skills instruction; this committee will establish a specific mission statement and meet regularly to address ongoing issues and needs related to developmental education on campus.</p>	<p>A.2.1: A detailed statement of the mission for developmental education is clearly articulated. A.2.2: Diverse institutional stakeholders are involved in developing the developmental education mission, philosophy, goals, and objectives. A.2.3: Developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis.</p>	<p>Academic Senate</p>
<p>Immediately appoint an individual to initiate interim coordination/facilitation of BSI planned actions while the institution works to adopt a permanent plan for campus-wide basic skills coordination. This temporary assignment would end on November 30, 2008.</p>	<p>A.3.2: Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly defined and accorded responsibility for college-wide coordination of basic skills programs. A.3.4: Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services. A.3.5: Formal mechanisms exist to facilitate communication/coordination between pre-collegiate and college-level faculty within disciplines. A.7.4: Formal mechanisms exist to facilitate accurate communication of institutional values and expectations for developmental students.</p>	<p>Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer, BSI Committee</p>
<p>Study options for the permanent coordinator(s) of basic skills programs, support services, and instruction.</p>	<p>A.3.2: Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly defined and accorded responsibility for college-wide coordination of basic skills programs. A.3.4: Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services. A.3.5: Formal mechanisms exist to facilitate communication/coordination between pre-collegiate and college-level faculty within disciplines. C.1.2: Professional development activities for developmental education are actively supported by senior administration.</p>	<p>Chief Executive Officer, Chief Instructional Officer</p>
<p>Implement the most efficient and effective solution for the permanent coordinator(s) of basic skills programs, support services, and instruction based on the results of the study and in collaboration with the BSI Committee.</p>	<p>A.3.2: Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly defined and accorded responsibility for college-wide coordination of basic skills programs. A.3.4: Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services. A.3.5: Formal mechanisms exist to facilitate communication/coordination between pre-collegiate and college-level faculty within disciplines. C.1.2: Professional development activities for developmental education are actively supported by senior administration.</p>	<p>Chief Executive Officer, Chief Instructional Officer</p>

Planned Action/Priority	Effective Practice and Strategy	Responsible Person(s)/ Department(s)
Initiate a process by which developmental education is adopted and pursued as an explicitly stated institutional priority.	<p>A.1.1: Clear reference exists that developmental education is an institutional priority; references are public, prominent, and clear.</p> <p>A.1.2: Institutional leadership demonstrates a commitment to developmental education.</p> <p>A.1.3: Developmental educators are systematically included in broader college planning activities.</p> <p>A.1.4: Developmental education is adequately funded and staffed.</p>	Chief Executive Officer, Chief Instructional Officer
Establish a virtual center for campus-wide communication for information, news, and ongoing dialogue directly related to developmental education instruction.	<p>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>A.3.5: Formal mechanisms exist to facilitate communication/coordination between pre-collegiate and college-level faculty within disciplines.</p> <p>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.”</p> <p>D.8.1: Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines.</p> <p>D.8.2: Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty across disciplines.</p> <p>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>	Basic Skills Facilitator

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Section B: Program Components**

**Action Plan for Section B**

Planned Action/Priority	Effective Practice and Strategy	Responsible Person(s)/ Department(s)
Study organizational structures, student need, staffing patterns, and available programs and processes with the intention to implement solutions to growing counseling needs.	<p>A.4.1: Students are required to receive early assessment and advisement for sound educational planning.</p> <p>A.7.6: Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers.</p> <p>B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed in developmental education courses.</p> <p>B.3.3: Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.</p>	Chief Student Services Officer, Dean of Student Services, Counseling Division Chair
Based on the study's findings and in collaboration with the BSI Committee, implement solutions for growing counseling needs, which may include review and revision of current counseling practices and provision of additional training hours and staffing hours in order to adequately support students placed in developmental level classes.	<p>A.4.1: Students are required to receive early assessment and advisement for sound educational planning.</p> <p>A.7.6: Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers.</p> <p>B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed in developmental education courses.</p> <p>B.3.3: Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.</p>	Chief Student Services Officer, Dean of Student Services, Counseling Division Chair
Examine existing procedure that waives the matriculation process for students who declare "Personal Development" as their major, thereby requiring students in regular attendance to engage in the process.	<p>B.1.1: Mandatory orientation exists for all new students.</p> <p>B.1.2: Mandatory assessment exists for all new students.</p> <p>B.4.1: Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid.</p>	Chief Student Services Officer, Dean of Student Services
Conduct regular instructional and counseling faculty meetings to address educational needs and integrate support/counseling services for students enrolled in ENSL, study skills, and developmental English and math courses.	<p>B.1.5: Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses.</p> <p>B.3.2: Counseling and instruction are integrated into the developmental education program.</p>	Chief Instructional Officer, Chief Student Services Officer, Basic Skills Facilitator

<b>Planned Action/Priority</b>	<b>Effective Practice and Strategy</b>	<b>Responsible Person(s)/ Department(s)</b>
<p>Establish a process for counselors to provide early assessment of specific and unique student needs and/or learning inefficiencies, to refer students to appropriate on-campus services as needed, and to assess the effectiveness of those services provided.</p>	<p>B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed in developmental education courses.</p> <p>B.3.3: Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.</p> <p>B.3.4: Counseling of developmental education students occurs early in the semester/quarter.</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.</p>	<p>Chief Student Services Officer, Dean of Student Services, Counseling Division Chair</p>

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Section C: Staff Development**

**Action Plan for Section C**

Planned Action/Priority	Effective Practice and Strategy	Responsible Person(s)/ Department(s)
<p>Investigate professional development resources, training, and opportunities for faculty teaching developmental level skills.</p>	<p>C.1.2: Professional development activities for developmental education are actively supported by senior administration. C.2.1: Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education. C.2.4: The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement. C.3.2: Developmental education staff-development activities are not based on “one-shot” workshops; rather, staff development activities are comprehensive and ongoing. C.3.3: Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities</p>	<p>Basic Skills Facilitator, BSI Committee, Chief Instructional Officer, Chief Student Services Officer, Staff Development Committee</p>
<p>Augment the new faculty orientation program to include training for new faculty hired to teach developmental level courses and orientation for all new faculty to campus basic skills issues and programs.</p>	<p>A.6.2: Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses. A.7.2: Faculty new to the developmental program receive an orientation to convey to them the goals and expectations of the program. C.2.5: New faculty are provided staff development activities that assist them in transitioning into the community college environment.</p>	<p>Basic Skills Facilitator, BSI Committee, Staff Development Committee, Chief Instructional Officer, Academic Senate</p>
<p>Based on the results of the study, initiate a professional development program that provides ongoing resources, training, and opportunities for faculty teaching developmental level skills.</p>	<p>C.1.2: Professional development activities for developmental education are actively supported by senior administration. C.2.1: Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education. C.2.4: The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement. C.3.2: Developmental education staff-development activities are not based on “one-shot” workshops; rather, staff development activities are comprehensive and ongoing. C.3.3: Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities</p>	<p>Basic Skills Facilitator, BSI Committee, Chief Instructional Officer, Chief Student Services Officer, Staff Development Committee</p>

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Section D: Instructional Practices**

**Action Plan for Section D**

Planned Action/Priority	Effective Practice and Strategy	Responsible Person(s)/ Department(s)
Examine organizational structures, facility usage, staffing patterns, and model programs with the intention to increase staffing availability for college academic learning/support centers.	A.1.4: Developmental education is adequately funded and staffed. A.5.1: Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists. D.10.5: Tutoring is available and accessible in response to student needs/desires.	Chief Instructional Officer, Chief Student Services Officer, Basic Skills Facilitator
Based on the study's findings and in collaboration with the BSI Committee, increase classified staffing availability for college academic learning/support centers.	A.1.4: Developmental education is adequately funded and staffed. A.5.1: Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists. D.10.5: Tutoring is available and accessible in response to student needs/desires.	Chief Instructional Officer, Chief Student Services Officer, Basic Skills Facilitator
Initiate and enhance on-going tutor/staff training for academic learning/support centers. This would require paid in-service time for staff to attend training sessions.	D.10.6: All tutors receive formal training in both subject matter and effective pedagogy for the discipline.	Basic Skills Facilitator, Department and/or Program Chairs
Investigate how best to integrate study skills into the developmental learning curriculum by integration into the classroom and/or via academic learning/support services.	D.2.4: Developmental courses/programs implement effective curricula and practices for development of study skills.	Chief Instructional Officer, Chief Student Services Officer, Basic Skills Facilitator, BSI Committee
Pursue ongoing and regular campus-wide outreach to students in order to enhance student awareness of on-campus support services and resources. This action would require development time and a nominal amount of materials funding.	B.4.1: Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid. 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. D.10.5: Tutoring is available and accessible in response to student needs/desires.	Basic Skills Facilitator