

Section A – Organizational/Administrative Practices

(Due on or before October 15, 2009)

2009-10 ESL/Basic Skills Action Plan

District: Butte-Glenn

College: Butte

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>1) Initiate a process for seamless pathways from intake/assessment through appropriate student services and appropriate coursework. "Pathways to Success." To include:</p> <ul style="list-style-type: none"> • Educational Case Management • "Meet Them at the Door" peer support • Mentoring • "Passport to Success" guide • Linkages to existing support programs, such as TRiO, MESA, EOPS, etc. • Incorporate information literacy • Comprehensive First Year Experience program for Dev Ed students 	<p>A1.1: Clear references exist that dev. ed. is an institutional priority . . . A1.5: Institutional commitment is reflected in the level of comprehensiveness and the extent to which dev. ed. is integrated into the institution. A4.2: Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation. A4.4: 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. A5.4: Peers and/or faculty provide mentoring to dev. ed. students. A7.3: Faculty and other program personnel know/understand their individual roles and accept responsibility for developmental students A7.4: Formal mechanisms exist to facilitate accurate communication of institutional values and expectations for developmental students.</p>	<p>Info. Literacy: Ongoing FYE: FA09 (courses) Mentoring: FA09 "Meet Them at the Door": SP10 (pilot) Case Management: FA10 "Passport to Success": FA10 (pilot)</p>	<p>Dev. Ed FYE: Jo Anne Cripe (Instruction) and Peggy Jennings-Severe (Student Services) Mentoring, "Meet Them at the Door," Case Management, "Passport to Success": Miya Squires, Samia Yaqub Information Literacy: Morgan Brynman (Library)</p>
<p>2) Expand Learning Communities project</p>	<p>A5.2: Comprehensive learning systems (e.g. learning communities, course-embedded counseling, team teaching) exist and include dev. ed. students.</p>	<p>Ongoing</p>	<p>Molly Emmons (English, LC Coordinator)</p>
<p>3) Assess the above, including developing SLOs for #1 and measuring existing SLOs for #2</p>	<p>A2.4: Dev. Ed. goals and objectives are clearly communicated across the institution.</p>	<p>Ongoing</p>	<p>Kenneth Bearden (SLO Coordinator), Miya Squires</p>

Signature, Chief Executive Officer

Date

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Section B – Program Components

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Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
1) Expand learning communities that link basic skills courses with content-area courses. <ul style="list-style-type: none"> • Use Basic Skills level On Course class as link (EDUC 100) • Involve counselors or link to CSL 20 	B.3.2 Counseling and instruction are integrated into the developmental education program.	Ongoing EDUC 100: FA09 (pilot)	Molly Emmons (LC Coordinator), Cara Gubbins (On Course Coordinator)
2) Design “Pathways to Success,” to include: <ul style="list-style-type: none"> • Educational Case Management • “Meet Them at the Door” peer support • Mentoring • “Passport to Success” guide • Linkages to existing support programs, such as TRiO, MESA, EOPS, etc. • Incorporate information literacy • Comprehensive First Year Experience program for Dev Ed students. 	B.1.4: Expanded pre-enrollment activities exist for students placed into dev. ed. courses. B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into dev. ed courses. B.3.4.: Counseling of dev. ed students occurs early in the semester/quarter. 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.	Info. Literacy: Ongoing FYE: FA09 (courses) Mentoring: FA09 “Meet Them at the Door”: SP10 (pilot) Case Management: FA10 “Passport to Success”: FA10 (pilot)	Dev. Ed FYE: Jo Anne Cripe (Instruction) and Peggy Jennings-Severe (Student Services) Mentoring, “Meet Them at the Door,” Case Management, “Passport to Success”: Miya Squires, Samia Yaqub Information Literacy: Morgan Brynman (Library)
3) Assess the above, including SLOs	B.1.5: Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses. B.2: Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.		

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Section C – Faculty and Staff Development

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1) Develop On Course project, to include: <ul style="list-style-type: none"> • Campus-wide training and support for faculty (FT and PT, Instructional and Student Services), staff (including student tutors and SI Leaders), and management • EDUC 100 linked with content-area classes • Assessment and collaborative exchange in support of On Course classroom techniques (via partnerships) 	C.1.2: Professional development activities for dev. ed. faculty and staff are actively supported by senior administration. C.2.2: Dev. ed. staff development activities address both educational theory and practice. C.2.6: Staff development activities promote interactions among instructors C.3.2: Dev. ed. staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing.	Ongoing	Cara Gubbins (On Course Coordinator)
2) Provide professional development for LEAD/English faculty to ensure consistency between levels, to include: <ul style="list-style-type: none"> • Norming to create consistency across levels, appropriate use and development of rubrics, etc. • Support of content-area faculty in assignment design, rubrics, and awareness reading/writing strands • Faculty inquiry groups, within basic skills and campus-wide 	C.4.1: Peer mentoring C.4.2: Instructional consultation C.4.3: Reflective teaching C.4.4: Scholarship of teaching & learning C.4.5: Classroom assessment techniques 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.”	Ongoing	Molly Emmons (LC Coordinator), Suzanne Gripenstraw (Reading Instructor), Northern CA Writing Project
3) Collaborate with Professional Development to provide training/support campus wide around the following topics: <ul style="list-style-type: none"> • <i>7 Principles of Effective Practice</i> for Instruction and Student Services (also part of the Educational Master Plan) • Accessing and using available data • Prerequisites, recommended preps, and completion • SLOs • Ongoing Student Success efforts 	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 dev. ed. programs. C.4.3: Reflective teaching C.4.4: Scholarship of teaching & learning	Ongoing	Miya Squires, Baba Adam (Research), Carol Stanley-Hall (Faculty Development), Kenneth Bearden (SLOs)

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Section D – Instructional Practices

(Due on or before October 15, 2009)
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Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
1) Expand Supplemental Instruction (SI) <ul style="list-style-type: none"> • Learning Communities • Stand Alone courses 	D.1.3: Dev. Ed. curriculum recognizes and emphasizes the cognitive development of students (e.g. contextual learning, metacognitive skill development, and constructivism). D.2.4: Dev. Ed. courses/programs implement effective curricula and practices for development of study skills D.6.3: The academic and campus climate supports active learning strategies and connects dev. ed. students to the institution, faculty, staff, and other students. D. 10.1: Learning support services emphasize an interrelationship between all levels of course offerings (dev., degree-app., transferable, and others)	Ongoing	April Hennessy (SI Coordinator)
2) Expand Bilingual Career Pathways program: <ul style="list-style-type: none"> • Early Childhood Education in Spanish • Hmong Forklift courses • Spanish GED courses • Provide alternate scheduling for GED to expand reach. 	D.3.4: Formal mechanisms in dev. courses/programs enhance student motivation and engagement to promote learning. D.3.5: College programs promote basic skills students' social integration into and identification with the college environment. D.4.3: Dev. instruction reflects cultural sensitivity and culturally mediated instruction, (e.g., the way communication and learning takes place in students' cultures).	Ongoing	Jay Goldberg (Vocational ESL), Teresa Ward (LEAD/ESL Chair)

<p>3) Develop applied academics: linking just-in-time basic skills instruction with CTE programs.</p>	<p>D.1.2: Problem-solving and critical-thinking skills are integrated into dev. ed. curriculum D.1.3: Dev. Ed. curriculum recognizes and emphasizes the cognitive development of students (e.g. contextual learning, metacognitive skill development, and constructivism). D.3.5: College programs promote basic skills students' social integration into and identification with the college environment</p>	<p>FA10</p>	<p>Rob Holt (Automotive), Molly Emmons (LC Coordinator)</p>
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4) Assess all of the above (SLOs)	D.7: Programs align entry/exit skills among levels and link course content to college-level performance requirements. D. 9: Faculty and advisors closely monitor student performance	Ongoing	Kenneth Bearden (SLOs)
5) Advocate for additional sections of basic skills courses to support recommended preparation and enforced prerequisites. Educate campus community about student success issues around recommended prep and prerequisites and completion.	D. 7: Programs align entry/exit skills among levels and link course content to college-level performance requirements.	Beginning SP09	Miya Squires, Kenneth Bearden

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