

Essential Learning Initiative

Planning Matrices

&

2007-2008 Budget

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Planning Matrix for Section A - Organizational and Administrative Practices

Long-Term Goals (5 yrs.) for Section A:

1) improve transition of students from basic skills level to degree applicable level course work, 2) to improve the attainment by basic skills students of associate degrees, certificates, and transfer to four-year colleges and universities. Long term goals are to create a highly coordinated basic skills program that is included in regular program review; to improve the training and hiring of faculty in developmental education; to enhance the research capacity for developmental education; to enhance student orientation, assessment and placement; to enhance collaboration between Academic and Student Services; and to enhance the FYE program across campus

Planned Action	Effective Practice and Strategy	New, Change, or Expansion	Current Measure of Effectiveness (Baseline)	Projected Measure (Benchmark)	Target Date for Completion	Responsible Persons/Dept	Budget Request
ELI steering committee consisting of a multidisciplinary committee of faculty, staff and students to develop draft philosophy, mission statement and goals for a comprehensive developmental educational program	A.2.1 & A.2.2 A detailed statement of the mission for developmental education is clearly articulated.	New	The ELI is in the process of developing a mission statement. No current measures	All faculty, staff and students will be aware of the mission for developmental education.	Fall 2008	ELI steering committee, Academic Senate, College Council	None
Embed Basic Skills effectiveness into Program Reviews, Equity Plan and incorporate incorporate Developmental Education Program in annual planning process and in the Program Review Cycle	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.2.3 Developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis.	New	Developmental Education is not currently included in program review. Basic skills classes may be discussed in some program reviews. New program review template.	Revise program review template. Developmental education is included as a stand-alone program review.	Fall 2009	Vice-President Academic Services, Institutional Planning Committee, Academic Senate, Program Review sub-committee	None

Planned Action	Effective Practice and Strategy	New, Change, or Expansion	Current Measure of Effectiveness (Baseline)	Projected Measure (Benchmark)	Target Date for Completion	Responsible Persons/Dept	Budget Request
Establish a plan for the coordination of ELI implementation through faculty coordinators	A.1.4 Developmental education is adequately funded and staffed. 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).	New	Basic skills classes are currently coordinated at the division level.	Define roles of faculty coordinators. Establish clerical support.	Fall 2008	President, Cabinet, Vice-President of Academic Services	20% Re-assigned time and clerical support
Enhance the research capacity to conduct studies of students in BS courses and their transition into degree and transfer level 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.	Expansion	Some efforts currently underway. Enhanced software for student tracking being considered.	Retention, persistence and success rates of BS students.	Fall 2008	Director of planning and research	Yes
Provide training on developmental education for faculty and staff and establish training protocols and accountability methods.	A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.	Expansion	Not currently measured	After attendance at workshops, 65% of faculty demonstrate change of teaching strategies in basic skills courses and all new faculty have formal mentorship in basic skills courses	Spring 2010	FEC Chair, Division chairs, Vice-President for Academic Services	Yes (\$10,000)

Planned Action	Effective Practice and Strategy	New, Change, or Expansion	Current Measure of Effectiveness (Baseline)	Projected Measure (Benchmark)	Target Date for Completion	Responsible Persons/Dept	Budget Request
Provide additional assessments, counseling/ advising services at the high school level to prepare students successfully for transition to college. Includes increased articulation meetings with high school counselors.	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.	Expansion	Current rate of students requiring developmental education.	Students are better prepared for college, higher placement results, more clearly stated ed goals; successful transition to college level courses. Through CalPass anticipate collecting data on pre-college coursework and standardized test results.	Fall 2008	Vice-President for Student Services, Counseling division chair , Director for Planning and Research	Yes
Develop hiring requirements and strategies that incorporate developmental education language into the hiring process.	A.6.1 Recruitment and hiring processes for faculty/staff in basic skills programs emphasize expertise and/or experience in developmental education.	Change	Not required at this time	All job announcements list developmental education experience/training as a desirable qualification	Fall 2008	Dean of Human Resources, Division Chairs, Hiring Committees	None
Improve current assessment and placement processes and seek out changes in legislation.	A.4.1 Students are required to receive early assessment and advisement for sound educational planning.	Change	Not required at this time	100% of students are assessed and appropriately placed in courses	Fall 2009	Vice-President of Student Services, Vice-President of Academic Services, Counseling department,	
Continue to enhance the collaboration between Academic and Student Services	A.2.1 A detailed statement of the mission for developmental education is clearly articulated. A.2.4 Developmental education goals and objectives are clearly communicated across the institution.	Expansion	No current measure	AS and SS administrators meet at least monthly. Counselors and faculty have an outlet for regular communication.	Fall 2008	Vice-President for Academic Services, Vice-President for Student Services	None

Planned Action	Effective Practice and Strategy	New, Change, or Expansion	Current Measure of Effectiveness (Baseline)	Projected Measure (Benchmark)	Target Date for Completion	Responsible Persons/Dept	Budget Request
Enhance and expand required face to face orientation, which clarifies and amplifies the need for basic skills in order to complete college-level work.	A.7.4 Communicate institutional values and expectations for developmental students.	Expansion		All first-year students required to attend face to face orientation or participate in a student success class	Spring 2009	Vice-President for Student Services, Dean(s) of Student Services	Yes (counselors)
Utilize FYE as a vehicle to address both academic and social integration for basic skills students and to get buy-in and support from the campus community.	A.4.3 Mechanisms/cultures exist to alleviate potential marginalization or stigma associated with isolation of basic skills students.	Expansion	No current measures	Increase student satisfaction surveys focused on developmental students, increased support for FYE program across campus	Spring 2009	Vice-President of Student Services, Dean of Student Services, Director of planning and research	Yes

Planning Matrix for Section B - Program Components

Long-Term Goals (5 yrs.) for Section B:

(1) Increase the successful completion of degree applicable and transferable courses; (2) Increase the number of students who graduate and transfer to four-year universities; (3) Increase retention and persistence rates; (4) Implement an assessment/placement test that will allow students to place into all levels of English and mathematics courses; (5) Expand Registration to Go to all feeder high schools; (6) Expand First Year Experience Program; and (7) Continue to provide innovative live and online orientations.

Planned Action	Effective Practice and Strategy	New, Change, or Expansion	Current Measure of Effectiveness (Baseline)	Projected Measure (Benchmark)	Target Date for Completion	Responsible Person(s)/ Department(s)	Budget Request
Increase number of live orientations and Registration to Go initiatives that take place in order to appropriately counsel students who place into developmental education courses.	B.1.3-1.4 Live orientations and Registration to Go initiatives will address the importance of the student educational plan and will encourage students to enroll in developmental education courses based on assessment results.	Expansion	Limited live orientations and Registration to Go initiatives currently taking place.	All first-year students will have the option of participating in live orientations or Registration to Go initiatives.	Fall 2009	Vice President of Student Services, Dean(s) of Student Services, Outreach Coordinator.	\$10,000 - \$15,000

Bring together the key players of academic and student services in order to integrate developmental education courses, programs, services and training.	B.2.4 -2.5 Administrators and faculty will collect data from program review and course evaluations in order to produce reports for dissemination.	Expansion	Limited meetings taking place between academic and student services.	Issues pertaining to course scheduling, learning communities and First Year Experience will be thoroughly reviewed.	Fall 2009	Vice President of Academic Services, Vice President of Student Services, Academic Dean Science, Math and Engineering. Academic Dean Arts and Letters, Dean(s) of Student Services, Division Chair General Counseling, Division Chair Language and Arts, Division Chair Math.	None
Create and implement an electronic Early Alert / Early Warning program for the benefit of all COS students.	B.1.5, B.3.1, B.3.4 An electronic Early Alert / Early Warning program will allow for proactive interventions to take place for students who are performing below academic standards thus increasing retention and persistence rates.	New	Hard copy progress reports are currently collected by categorical and special programs.	All faculty and adjunct faculty will submit Early Alert / Early Warning for those students who are performing below academic standards during the mid-term of each academic term.	Fall 2009	Vice President of Student Services, Dean(s) of Student Services, Academic Dean Math, Science and Engineering, Coordinator First Year Experience Program, Director EOP&S/CARE, Dean Technology Services.	\$10,000 - \$15,000

Planning Matrix for Section C - Faculty and Staff Development

Long-Term Goals (5 yrs.) for Section C:

1. Develop a Teaching/Learning Center (either “real” or “virtual” based upon a mission statement that provides a foundation for a faculty development plan, which is updated on a yearly basis)
- 2) Extend Staff Development to Off-Campus Sites (e.g. Hanford, Tulare, etc.);
- 3) Collaborate with other Community College Districts (e.g. Westhills, Porterville, and State Center) for Regional Training Opportunities;
- 4) Coordinate Training with Feeder District High Schools, Junior High Schools, and Adult Schools;
- 5) Incorporate Community Services – extended to our student population - Proteus, CSET, TCOVE, Social Services Divisions (e.g. homeless shelters, mental health, legal assistance, medical interventions etc.);
- 6) Offer State-wide training services – Instructional Skills Workshops, Great Teachers Seminars, etc.
(Serve as one of several model programs in the state.)

(Without these goals, the initial planning stages for the first year cannot be justified. Many of the goals are not listed during the “first year” because a strong foundation must be established prior to extending services and programs beyond the campus. As a result, these “long-term” goals will be implemented in “stages” – some beginning in the first year but many during the subsequent years.)

Planned Action	Effective Practice and Strategy	New, Change, or Expansion	Current Measure of Effectiveness (Baseline)	Projected Measure (Benchmark)	Target Date for Completion	Responsible Person(s)/ Department(s)	Budget Request
BOX #1: Participate in statewide regional events conducted through \$1.6 million allocation and conduct follow up workshops on campus...examples of such statewide and/or regional events includes but is not limited to 1) Great Teachers Seminar; 2) NISOD; 3) Local College Specific Great Teachers Seminar; 4) Local College Specific NISOD related workshops, Discipline-Specific (e.g. Math, English, ESL) that support the services to BSI student populations etc. SUMMARY: Provide training on development education for faculty and staff by establishing training protocols and accountability measures that extend beyond the main campus to all off-campus sites.	C.2.1 Developmental education faculty is involved in the design, planning, and implementation of staff development activities related to developmental education.	Since November of 2007, a Chair was designated for the Faculty Enrichment Committee (FEC); funds from the college’s General Fund and from the State were dedicated to future activities and goals.	As of November 2007, no workshops were provided on campus based upon recent attendance at statewide or regional events.	75% good evaluations 40% attendance	Current-June 2009 and thereafter.	Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division, All Division Chairs, FEC, and PACE	\$40,000 (This includes activities from Boxes 13, 16, 17, and 21)
BOX #2: Develop a mission statement for the Faculty Enrichment Committee that compliments those for PACE, Customer Service Committee, DECOS, SLO, BSI, etc., and will provide a foundation upon which a faculty developmental plan is designed and evaluated on a yearly basis.	C.2.1 Developmental education faculty is involved in the design, planning, and implementation of staff development activities related to developmental education	FEC doesn’t currently have a mission statement	No mission statement as of yet.	Mission statement completed	Current-June 2008 and thereafter	Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division. FEC, PACE, DECOS, SLO, Customer Service Committee	N/A

<p>BOX #3: Coordinate with committees related to BSI/ELI, SLO, ILO, PACE, DECOS, and Customer Service to offer workshops on a monthly basis to address the enlightenment of educational theory and practice. Implicitly assumed is the coordination with Division Chairs and faculty within Math, English, ESL, and other divisions to provide activities through either a “real or virtual” Learning Center.</p>	<p>C.2.2 Developmental education staff development activities address both educational theory and practice.</p>	<p>Discussions have been established between the designated committees; however, coordinated efforts and jointly funded activities have not yet been implemented.</p>	<p>During February of 2008, Dr. Tom Brown presented 5 workshops to the entire campus community for staff development purposes when anticipating the needs of our current and future student populations.</p>	<p>3 (three) workshops per semester</p>	<p>August 2008 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division. FEC, PACE, DECOS, SLO, Customer Service Committee</p>	<p>\$3,000</p>
<p>BOX #4: Publicize training sessions through a variety of media (flyers in instructors’ and staff mailboxes, website, Blackboard, e-mail, etc.) for maximization of outreach efforts for registration and attendance via “real or virtual” activities.</p>	<p>C2.3 Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.</p>	<p>Between November 2007 and February 2008, workshops were advertised.</p>	<p>Percentage of workshops advertised and frequency.</p>	<p>100% of the workshops were advertised every week for the month prior to the events; then every day of the week’s activities</p>	<p>Current – June 2009 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division. FEC, PACE,</p>	<p>\$1,000 This includes the costs of Box #14.</p>

<p>BOX #5: Conduct needs assessment surveys and evaluation processes to target “valued” and “needed” programs. Such programs should include off-campus community service programs that either refer prospective students to COS or to whom COS refers clients/students for their respective services. Off-campus college sites are inherently included in the assessment surveys. Local “feeder schools’ would also be elements within the survey.</p>	<p>C2.3 Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.</p>	<p>Needs assessments have been conducted irregularly</p>	<p>As of January 2008, a comprehensive needs assessment was distributed; as of February 2008, workshops were evaluated based upon attendance numbers and qualitative data.</p>	<p>Needs assessments for yearly planning will occur at the beginning of each new academic year; subsequent needs assessment will be conducted at the end of each workshop to determine the level of satisfaction and the desire for extended offerings.</p>	<p>Current-June 2009 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division, All Division Chairs, Planning and Research Department, and Community Service Programs</p>	<p>N/A</p>
<p>BOX #6: Same as above, but addressing different “Effective Practice and Strategy” component.</p>	<p>C.2.4 The staff development program for developmental educator is regularly evaluated by participants and data collection is used for continuous improvement.</p>	<p>Same as above</p>	<p>Same as above.</p>	<p>Same as above</p>	<p>August 2008 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division, FEC, All Division Chairs, Planning and Research Department, and Community Services.</p>	<p>N/A</p>

<p>BOX #7: Provide orientation session to new faculty (full-time and adjunct – classroom and non-instructional e.g. counselors and library faculty) at the beginning of each semester and also through then entire year in the form of “on-going and self-directed” orientation activities. Orientation activities could include visitations to other off-campus sites, community service programs, and feeder schools within the District.</p>	<p>C.2.5 New faculty members are provided staff development activities that assist them in transitioning into the community college academic environments.</p>	<p>New faculty orientations have been coordinated through other departments and committees outside of FEC until January 2008. During August 2008, new adjunct faculty members were provided a 2-hour orientation. This program was extended to new full-time faculty during January 2008.</p>	<p>New faculty orientations will be provided by FEC each semester for newly hired faculty, regardless of their full or part time status.</p>	<p>An orientation notebook will be created for both faculty and staff. A checklist of subjects to be covered and people to meet will be put together and reviewed for each new person</p>	<p>Current-June 2009 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division, All Division Chairs</p>	<p>\$1,000</p>
<p>BOX #8: Offer “Breakfast Conversations”, “Coffee Hour Dialogue”, “Brown Bag Lunch Presentations”, “After Hour Brainstorming Sessions” to promote the “cross pollination of ideas among all faculty across divisions and full-time/adjunct faculty. Such activities could be archived via I-Podcasting or video-conferencing for staff in remote locations, not excluding feeder educational schools and community services.</p>	<p>C.2.6 Staff development activities promote interactions among instructors.</p>	<p>These activities have not existed for several years.</p>	<p>Provide activities on different days and various hours to include part time and full time faculty.</p>	<p>Such activities will occur at least 4 times per semester.</p>	<p>August 2008 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division, FEC, All Division Chairs, Visalia Unified School District, Off-campus sites, and community service programs.</p>	<p>\$800</p>

<p>BOX #9: Integrate the accreditation standards for institutional goals with the student learning outcomes and institutional learning outcomes, which are associated with each course within each department, division, and program.</p>	<p>C3.1 Developmental education staff development activities are clearly linked to department, program and/or institutional goals.</p>	<p>Activities are not currently linked to SLO's or ILO's.</p>	<p>Coordinate with the Curriculum Committee for training outcomes; advertise workshops to highlight the purpose of addressing these goals.</p>	<p>Every workshop will have a SLO and/or ILO linked to it.</p>	<p>Current – June 2009 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division, FEC, All Division Chairs, Planning and Research Department</p>	<p>N/A</p>
<p>BOX #10: When conducting needs assessment surveys to plan staff development activities, insure that certain topics provide a foundation upon which subsequent workshops are scheduled; with the assumption that follow-up program/activity/workshop evaluations indicate a future need or modification. In order to maximize the effectiveness of programs with limited funds, other Community College Districts could collaborate with each other to conduct regional needs assessments with associated activities hosted a selected sites.</p>	<p>C3.2 Staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing.</p>	<p>Prior to November 2007, this type of assessment did not occur within the former 3 years.</p>	<p>As of March 2008, reports have been written to document these goals.</p>	<p>Paperwork planning for the workshops/topics will show connections to future workshops and/or topics</p>	<p>Current – June 2009 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division, FEC, All Division Chairs, PACE, Research Department, other Community College Districts</p>	<p>N/A</p>

<p>BOX #11: Provided that state funding and college “general funds” continue, then the “stewardship” of the budget will be driven by the needs assessment surveys and follow-up evaluations, supervised by the administrator for the Faculty Development Committee (FEC), Professional Association for Classified Employees (PACE), etc. Such specific activities would include “leveraging” funds and combining resources with regional Community College Districts.</p>	<p>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>As of March 2008, the initial planning and evaluation stages have been established.</p>	<p>Each semester, the administrator who supervises FEC will review the budget status with the related committees and members.</p>	<p>Paperwork will be kept that shows a clear connection between needs assessment and budget</p>	<p>Current – June 2009 and thereafter.</p>	<p>Supervisor for FEC and PACE along with the Chairs for each committee and their area deans and vice presidents. Local/regional Community College Districts.</p>	<p>N/A</p>
<p>BOX #12: Enhance and “institutionalize” the existing process of mentoring through a variety of interventions: e.g. “formal assignment for new faculty”; “informal” teamwork with “experienced/tenured” faculty within and across disciplines; and/or cross-training/job-shadowing among faculty and classified staff. Job-shadowing could extend to the feeder elementary, junior high, and high school feeder schools within the District as well as to other Community College Districts within the region.</p>	<p>C.4.1 Peer Mentoring.</p>	<p>Mentoring occurs on a voluntary basis and is not supervised or monitored.</p>	<p>Document and track the employees who are hired; provide training for mentors and orientations for new staff members.</p>	<p>FEC/PACE shall establish the training needs in coordination with HR and the hiring divisions on campus to integrate new staff members with peer mentors within the first month of their respective hire date.</p>	<p>August 2008 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division, FEC. All Division Chairs, PACE, Visalia Unified School District, and Regional Community College Districts.</p>	<p>\$3,000 Pending budget status either staff training hours shall be credited to employees or stipends shall be granted to the mentors.</p>

<p>BOX #13: Access the existing faculty and staff “experts” on campus and augment with outside consultants and the area of instructional consultation on an individual and campus-wide basis. Send faculty to conferences hosted by NISOD, Great Teachers Seminars, ISW, etc. to train faculty who will return to campus and provide leadership to others within their respective divisions and across campus.</p>	<p>C.4.2 Instructional Consultation.</p>	<p>As of March 2008, one faculty member has been approved to attend a NISOD conference. Three faculty members have been approved to attend the statewide Great Teachers Seminar.</p>	<p>Designating a budget line item reserved for such expenditures; requesting proposals from interested faculty members; insuring that faculty will return to the campus to present follow-up workshops on the basis of the information gathered at the conferences.</p>	<p>3 faculty a year will attend Great Teacher’s Seminar and 2 faculty a year will attend NISOD</p>	<p>August 2008 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division. FEC, PACE, DECOS, SLO, Customer Service Committee, Carnegie Study Principles</p>	<p>The budget expenditure is included in Boxes # 1, 16, 17, and 21.</p>
<p>BOX #14: Publicize training sessions through a variety of media (flyers in instructors’ and staff mailboxes, website, Blackboard, e-mail, etc.) for specific interventions and activities for ‘reflective teaching’.</p>	<p>C4.3 Reflective Teaching.</p>	<p>Workshops have been publicized for other topics; however, “reflective teaching” has not been a “course” offered to faculty for at least 3-4 years.</p>	<p>Within each semester, a workshop will be offered that addresses “reflective teaching” techniques.</p>	<p>100% of training sessions will be advertised.</p>	<p>August 2008 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division, FEC. All Division Chairs</p>	<p>The expenditure is included in the funding from Box #4</p>

<p>BOX #15: Support the engagement of faculty in grants and/or sabbaticals that will “seed” the existing scholarship activities that current exist for teaching and learning. Institutionalize the research suggestions that the college’s Carnegie Study discovered.</p>	<p>C4.4 Scholarship of Teaching & Learning</p>	<p>Four sabbaticals were approved for the academic year of 2008-2009. The college is considering methods of integrating the efforts and gains from the Carnegie Grant into existing programs on campus.</p>	<p>Integrating such activities into program review studies and faculty performance appraisals.</p>	<p>Provide suggestions for training/sabbaticals /grants. Generate a written plan to institutionalize research suggestions from the Carnegie Study</p>	<p>August 2008 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division. FEC, PACE, DECOS, SLO, Customer Service Committee, Carnegie Study Principles, Planning and Research Department.</p>	<p>N/A</p>
<p>BOX # 16: Infuse the “self-evaluation” process with workshops that suggest the use of “Small Group Instructional Feedback” methods, or on-going and spontaneous activities highlighted by Patricia Cross et. al.</p>	<p>C.4.5 Classroom Assessment Techniques.</p>	<p>Individual faculty members voluntarily participate in such activities.</p>	<p>Self-Studies provide the only evidence as this time.</p>	<p>Workshops shall be provided each semester in anticipation of the self-studies.</p>	<p>August 2008 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division, FEC. All Division Chairs, Planning and Research Department.</p>	<p>Expenditures are included in Boxes #1,13, 17, and 21.</p>

<p>BOX #17: Solicit applications via “letters of interest” from faculty to fund two faculty members’ attendance in the Great Teachers Seminar in Summer 2008; support the FEC Chair to attend the Great Teachers Seminar in Summer 2008---for the purpose of “role-modeling” hosting a similar program the subsequent summer.</p>	<p>C.4.6 Great Teachers Seminar</p>	<p>Three faculty members are attending the Great Teacher’s Seminar this summer, 2008.</p>	<p>Documentation of attendance with follow-up workshops presented by the participants to the COS faculty members, at large upon returning from the conference.</p>	<p>A Great Teacher’s seminar will be hosted at COS for summer of 2009</p>	<p>Current-June 2009 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division, FEC. All Division Chairs</p>	<p>The expenditures are included in Box’s #1, 13, 16, and 21.</p>
<p>BOX 18: Coordinate with the District K-12 programs certain identified “initiatives” that are “core” themes found in each “grade” leading to the community college.</p>	<p>C.4.7 Academic Alliances (e.g. K-16 Segmental Partnerships).</p>	<p>The BSI/ELI committee will invite faculty from feeder high schools within the English and math departments to join a discussion with related department faculty from COS.</p>	<p>Documenting the minutes from the meeting; establishing follow-up goals.</p>	<p>Feeder high schools will be identified and committees will be formed to tackle the issues.</p>	<p>August 2008 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division, FEC. All Division Chairs, Student Service Classified Employees, Bridges Program Coordinator, and Visalia Unified School District.</p>	<p>N/A</p>

<p>BOX #19: Publicize a newsletter each semester (Fall, Spring, and Summer) that highlights the achievements of faculty and their contributions.</p>	<p>C5.1 A structure that provides faculty who participate in staff development with intrinsic rewards (e.g. praise, support, or peer recognitions) is promoted.</p>	<p>A newsletter of this type has not happened on campus before</p>	<p>The evaluation of the FEC Chair in one's self-study and performance reports shall document this task.</p>	<p>Two online newsletters will be produced for school 2008/2009</p>	<p>August 2008 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division, FEC. All Division Chairs</p>	<p>\$750</p>
<p>BOX #20: Support faculty to propose sabbatical projects that will modify and improve exiting programs and create new contributions to enhance the services provided to students, staff, and/or the institution.</p>	<p>C5.2 Opportunities exist for colleagues across disciplines to engage in interchanges that foster a "culture of teaching" which in turn develop a "community of scholars".</p>	<p>Only through the sabbatical review processes and accountability reports for grants do assessment measures become formalized.</p>	<p>Provide an infrastructure of workshops, newsletters, etc. to support the interchanges for "change" in the respective areas.</p>	<p>Require faculty not only to report to the Board of Trustees about their sabbaticals and grants, but also to provide two workshops to the campus, at large AND write an abstract of their 'findings' so that others can implement their recommendations.</p>	<p>Current – June 2009 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division, FEC. All Division Chairs</p>	<p>N/A</p>
<p>BOX #21: Funding of conferences, sabbaticals, stipends for workshop presentations, stipends for mentoring in specific activities, reassigned time for specific tasks, and college/state/nation-wide nominations for achievement awards and recognitions.</p>	<p>C.5.3 The institution expresses value for staff development activities through provisions of extrinsic rewards where appropriate (e.g. funding, time, salary advancement, or formal recognition of achievement)</p>	<p>Funding for conferences and sabbaticals is currently happening. Funding for stipends and reassigned time is not provided in a comprehensive way.</p>	<p>Use the goals and objectives, as designated in the yearly planning of "FEC", to recommend stipends and reassignment time. Also conduct an "audit" or accountability measure as part of the self-study for FEC on a yearly basis.</p>	<p>Budget stipends for contributing staff and conduct a yearly review of reassignment time needed for upcoming goals.</p>	<p>Current – June 2009 and thereafter.</p>	<p>Chief Instructional Officer, Chief Student Services Officer, Chair of Credit and Noncredit ESL and Basic Skills. Language Arts Division; Math Division, FEC. All Division Chairs, and PACE</p>	<p>Expenditures are included in Boxes #1, 13, 16, and 17.</p>

Section C Summary: There are 21 (twenty-one) activities. Four activities require the support from the Planning and Research Department on Campus (Box # 5, 6, 9, 10, and 16). Overlapping costs for advertising workshops exist in Boxes 4 and 14. Expenditures for workshop attendance are duplicated in Boxes 1, 13, 16, 17, and 21. Local campus workshops with associated costs exist in Boxes 3, 7, 8, 13, and 16.

Planning Matrix for Section D - Instructional Practices 4/4/2008

Long-Term Goals (5 yrs.) for Section D:

To dramatically increase the number of basic skills students that move through the course sequence and complete a degree or certificate program. This effort will be accomplished through the efforts of board, administration, faculty and staff in making this a high priority for this institution.

Planned Action	Effective Practice and Strategy	New, Change, or Expansion	Current Measure of Effectiveness (Baseline)	Projected Measure (Benchmark)	Target Date for Completion	Responsible Person(s)/ Department(s)	Budget Request
Establish mandatory placement for ESL, English, and mathematics courses. Modify math placement criteria to allow specific placement into modular or special topics basic skills classes. Explore the use of other developmental-level placement tests.	D.7.2 The entire trajectory of developmental course sequences (including entry by placement instruments) is periodically reviewed and aligned to ensure appropriate students progression through sequential levels.	New	Audit of the number of students currently enrolled in a class to which they have not been formally placed by assessment.	Contact other institutions offering ESL placement to create a model; implement a language placement exam using this model	Spring 2009	Student Services, English, ESL, Math Faculty & Deans, Curriculum Committee,	Yes
Hire instructors with basic skills education and experience, emphasizing bicultural experiences.	D.4.3 Developmental instruction reflects cultural sensitivity and culturally mediated instruction, (e.g., the way communication and learning takes place in students' cultures).	New	Targeting of specific skills in developmental Education does not take place	Advertise for all positions in Basic skills through the National Association of Developmental Education	Fall 2008	Screening committees, H.R.	No

Expand Human Development classes for all incoming students.	D.3.4 Formal mechanisms in developmental courses and programs enhance students motivation and engagement to promote learning.	Expansion	Human Development enrollments correlated to English and mathematics levels	Link Human Development classes with at least half of all 300 level math and English classes.	Spring 2009	Student Services and Academic Services faculty and staff.	No
Expand the use of a variety of peer-to-peer learning assistance methods, expand tutor training, and incrementally increase pay for student tutors to provide a substantial incentive for their retention. Hire paraprofessionals full-time and instructional adjunct to staff 400-level work in the Writing Center.	D 10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups).	Expansion	Current hourly rates and number of tutors and employees offering learning assistance. Current number, type, and hours of assistance available.	Student tutor/leader pay will exceed minimum wage based on training, experience, skill, and responsibilities. Tutorial and staff assistance expanded during current hours and made available during additional hours.	Spring 2009	Human Resources, Admin. Services, Faculty/ Division Chairs	Yes
Develop a campus-wide computer loan-to-buy program.	D.6.2 Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher.	New	None	Bookstore will study available options for students and enter into a contract with a company that will offer our students the best deal.	Spring 2009	Admin. Services	Yes
Administer varied mechanisms to provide feedback to students.	D.3.4 Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning.	Expansion	Categorical programs use a progress report system. Individual instructors provide feedback in various ways.	Create a new early alert system that includes a referral system. Survey faculty about how and when they give feedback.	Fall 2008	Division faculty and deans, student services, I.T.	No

Develop or purchase supplemental curriculum to assist Basic Skills students in reading, writing, and numeracy.	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.	Expansion	ID Current curricula and determine level of faculty use	Each division will identify appropriate supplemental materials which may be used.	Spring 2009	English, ESL, Math Faculty & Deans. Curriculum Committee	Yes
Increase the number of computers in the Writing Center and purchase two carts with 30 laptops each for use in ESL and Basic Skills classes.	D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies. D.6.2 Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher-centeredness.	Expansion	Number of computers available to students in the open laboratories	At least 20 laptops will be available to assist students in the writing center. Classes will be able to access full sets of computers.	Spring 2009	Admin. Services, Language Arts Faculty	Yes
Hire staff to offer a 24-hour computer lab.	NONE	New	Computer hotline available during working hours	Computer hotline available during extended hours	Spring 2009	Admin. Svcs.	Yes
Create a culture of scholarship through campus-wide readings.	D.3.5 College programs promote basic skills students' social integration into and identification with the college environment.	New	None	First Year Experience committee will identify readings and create an implementation schedule	Fall 2008	Division faculty and deans	No

Exploit in-house expertise through regularly scheduled meetings in an effort to embed reading, writing, and numeracy across the curriculum. Encourage support and train faculty in the use of these strategies.	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.)	New	2007 faculty inservice program	Regularly scheduled Scholarship of Teaching and Learning (SOTL) meetings. Each division will assign a curricular innovation chair.	Fall 2008	FEC committee, academic division faculty and deans.	No
Provide regularly scheduled in-service opportunities across the curriculum.	D.8.1 Formal Processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines.	Expansion	2007 faculty inservice program	FEC committee will take these recommendations and create a 3 year plan for addressing the needs of basic skills students	Fall 2008	FEC committee	No
Provide regularly scheduled division meetings to share instructional strategies with paid adjunct participation.	D.8.1 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines.	Expansion	Carnegie and LISTO meetings to discuss Scholarship of Teaching and Learning (SOTL) Projects	Regularly scheduled in-service opportunities for departments around instructional innovations.	Fall 2008/Spring 2009	Admin. Services, division faculty, H.R.	Yes
Redirect time or compensate faculty who teach in classes with multiple sections (i.e. English 360, English 251, and Math) to align assessment of SLOs.	D.5.1 A well-planned, step-by-step sequence of developmental education course offerings exists.	Expansion	English 251 midterm and final portfolio reads to communally determine standards and student success.	Create and maintain aligned SLO assessment in developmental classes.	Spring 2009	Division faculty	Yes

ESL/BASIC SKILLS EXPENDITURE PLAN
(Due on or before May 1, 2008)

District: College of the Sequoias

College: College of the Sequoias

CATEGORY	2007-08 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION
Program and Curriculum Planning and Development	\$25,000
Student Assessment	\$22,000
Advisement and Counseling Services	\$25,000
Supplemental Instruction and Tutoring	\$20,000
Articulation	\$2000
Instructional Materials and Equipment	\$1000
Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs.	\$5000
TOTAL	\$100,000

 Signature, Chief Executive Officer

Date: _____

 Signature, Academic Senate President

Date: _____

COMMENTS *(please attach additional page, if needed):*
