

Section A - Organizational and Administrative Practices

**Action Plan for Section A:
Academic Year 2010-2011**

District: Cabrillo College District

College: Cabrillo College

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	Replace ACES with new name, Basic Skills and Learning Communities Advisory Council (BSLCAC), to reflect our program's evolution and parallel emphasis on basic skills and learning communities. Review/update our mission, philosophy, goals, objectives, and membership.	A.2.1, A.2.2, A.2.3 A detailed statement of the mission for developmental education is clearly articulated; diverse institutional stakeholders are involved in developing the developmental education mission, philosophy, goals, and objectives; developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis.	February 2011	BSLCAC, VP Instruction, Dean of Education Centers, and Student Services
	Double basic skills learning communities by piloting STARS First Year Experience Program (4 new cohorts/year), and increasing ACE offerings (5 new cohorts/semester).	A.4.3, A.5.2 Mechanisms/cultures exist to alleviate potential marginalization or stigma associated with isolation of basic skills students; comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.	September 2010	Division Deans, Faculty Program Chairs, BSLCAC, Outreach Office
	Explore college procedural and technology changes to ensure that students who are likely candidates for a learning community are identified during the assessment process, provided adequate information, and supported in choosing and registering for an appropriate learning community via a simple intake and enrollment process.	A.1.1, A.1.2, A.1.3 Clear references exist that development education is an institutional priority; references are public, prominent, and clear; institutional leadership demonstrates a commitment to developmental education; developmental educators are systematically included in broader college planning activities.	June 2011	VPs Instruction and Student Services, Dean of Education Centers, Student Services, Student Affairs, IT, BSLCAC, Basic Skills Coordinator
	Promote campus-wide involvement in Cabrillo's learning communities by advertising to students, faculty, administrators, and staff.	A.1.1, A.1.2, A.5.2 Clear references exist that development education is an institutional priority; references are public, prominent, and clear; institutional leadership demonstrates a commitment to developmental education; comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.	December 2010	VPs Instruction and Student Services, Dean of Education Centers, Student Services, Student Affairs, IT, BSLCAC, Basic Skills Coordinator

Signature, Chief Executive Officer

Date

Signature, Faculty Senate President

Date

Section B - Program Components

Action Plan for Section B
Academic Year 2010-2011

District: Cabrillo College District

College: Cabrillo College

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	Continue support of Counselor in basic skills student cohorts.	B.3.1-B.3.4 Counseling support provided is appropriate, accessible, and integrated with academic courses/programs.	June 2011	VP Student Services, BSLCAC, Counseling Coordinator, Basic Skills Coordinator
	Continue support of Financial Aid Counselor to assist basic skills students.	B.4.1-B.4.4 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.	June 2011	VP Student Services, BSLCAC, Financial Aid Coordinator, Basic Skills Coordinator
	Develop/pilot new assessment criteria for English Language proficiency to implement for students who assess into basic skills ESL/English/Reading courses; continue to examine the alignment of core courses in ESL, English, and Reading departments.	B.1.1, B.1.2, B.1.3, B.1.5 Mandatory orientation, assessment, and placement exist for new students; diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses.	June 2011	ESL, English, and Reading Program Chairs and Faculty, Dean Instructional Dev. & Matriculation, Assessment Coordinator
	Continue to examine strategies to meet the needs of less than full-time and/or evening students based on local research into these student groups.	B.2.4, B.2.5 Multiple indices exist to evaluate the efficacy of developmental ed. programs; data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.	June 2011	BSLCAC, Division Deans, Planning and Research Office

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Section C - Faculty and Staff Development

Action Plan for Section C
Academic Year 2010-2011

District: Cabrillo College District

College: Cabrillo College

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Section C Faculty and Staff Development	Participate in statewide regional events conducted through BSI allocation and conduct follow up workshops on campus.	C.2.1 Developmental education faculty is involved in the design, planning, and implementation of staff development activities related to developmental education.	June 2011	Basic Skills Faculty, Basic Skills Coordinator, Deans, VP Instruction
	Encourage Cabrillo faculty to participate in ACE's Faculty Experiential Learning Institute (FELI) 5-7-day professional training at Cabrillo (January/June).	C.2.1, C.2.2, C.2.3, C.2.4 Developmental faculty is involved in activities, activities address both theory and practice, are widely attended, and promote interactions among instructors.	June 2011	Basic Skills Coordinator, Faculty, VP Instruction, ACE
	Continue to promote BSLCAC (formerly ACES) to Cabrillo College staff and faculty, especially CTE and transfer faculty who have not yet benefited from BSLCAC staff development & planning.	C.2.1, C.2.2, C.2.3, C.2.4 Developmental faculty is involved in activities, activities address both theory and practice, are widely attended, and promote interactions among instructors.	June 2011	BSLCAC, Basic Skills Coordinator, VP Instruction
	Continue to promote activities between departments, in particular between Counseling and Basic Skills faculty/programs.	C.2.1, C.2.2, C.2.3, C.2.4 Developmental faculty is involved in activities, activities address both theory and practice, are widely attended, and promote interactions among instructors.	June 2011	Basic Skills Coordinator and Faculty, VPs Instruction and Student Services

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Section D - Instructional Practices

Action Plan for Section D
Academic Year 2010-2011

District: Cabrillo College District

College: Cabrillo College

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	Continue to support/fund tutorial services and lab assistants for basic skills students at various educational centers on campus	D.10.5, D.10.6, D.10.7 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.	June 2011	BSLCAC, VP Instruction, Directors of campus educational centers
	Increase English 255/100 accelerated course offerings within the ACE learning community.	D.2.1 Developmental courses/programs implement effective curricula and practice for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs).	June 2011	VP Instruction, BELA Division Dean, English Department Chair and Faculty, ACE
	Include Math courses and Supplemental Instruction (SI) within the STARS learning community; add Math 154 and other Math sequence course offerings to ACE learning community; pilot summer Math Jam.	D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem-based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs).	September 2010	VP Instruction, NAS Division Dean, Dean of Educational Centers, Math Dept. Chair and Faculty, ACE, STARS
	Pilot new ESL curriculum changes and course offerings; design STARS First Year Experience Program for ESL/ECE students.	D.2.3, D.4.1 Developmental courses/programs implement effective curricula and practices for ESL; instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds.	December 2010	VP Instruction, BELA Division Dean, ESL, English, and Reading Dept. Chairs and Faculty
	Pilot an information and technology literacy curriculum to be coordinated with Basic Skills Reading, ESL and/or English courses, to be taught by librarians.	D.1.2, D.1.3 Problem-solving and critical-thinking skills are integrated into curriculum; curriculum recognizes and emphasizes the cognitive development of students.	September 2010	English, ESL, and Reading Faculty and Librarians.

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