**Basic Skills Self Assessment**  
**Planning Matrix**  
**2012 - 2017**  

**Section A: Organizational and Administrative Practices**

Please state your college’s Long-Term Goals (5 yrs.) for Section A (Organizational and Administrative Practices) and develop a related Action Plan for the next year (1 yr.) Include planned actions that require new funds and those that will not rely on new funds; also, reference the related effective practice(s), identify targeted completion dates, and identify persons responsible for each activity.

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

Ensure a college culture that expects measurable improvement in the number of students transitioning from basic skills to degree-applicable coursework and that understands and supports the needs of basic skills students.

**Action Plan for Section A: Academic Year 2012-13 (please specify year)  
District: LACCD  
College: LA City College**

<table>
<thead>
<tr>
<th>Planned Action</th>
<th>Effective Practice and Strategy</th>
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</table>
| **I. Integrate foundational skills into the fabric of college culture through planning and budgeting for basic skills:**  
  a. Increase grant development capacity for basic skills  
  b. Assess the effectiveness of each of the basic skills projects. Use formative assessment after the first semester of a project to help inform whether or not the project should be funded for the next year; use summative assessment after that. | A.1.4 Developmental education is adequately funded and staffed.  
A.1.5 Institutional commitment is reflected in the level of comprehensiveness & the extent to which developmental education is integrated into the institution.  
A.3 The developmental education program is centralized or highly coordinated. | Spring 2013  
Ongoing | Student Success Chair  
Basic Skills Coordinator |
| **II. Integrate foundational skills into the fabric of college culture through campus-wide communication and dialog:**  
  a. Emphasize basic skills issues at flex day, with regular breakout sessions to increase the level of information and faculty/staff involvement each year.  
  b. Establish formal mechanisms to support communication about basic skills with data and newsletter updates  
  c. Publicize and support the services of the Writing Center, Pi Shoppe, Learning Skills Center, OSS and other support services, such as Matriculation. | A.1.5 Institutional commitment is reflected in the level of comprehensiveness & extent to which developmental ed. is integrated into the institution  
A.3.1 A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated).  
A.3.4 and A.3.5 Formal mechanisms exist to facilitate communication.  
A.3.3 A designated budget allocation exists for developmental education. | Fall 2013  
Ongoing | Academic Senate President  
Senate Professional Development Chair  
VP Academic Affairs  
Math and English Department Chairs  
Student Success Chair |
| **III. Curricular Excellence:**  
  a. Maintain and ensure pre/co-requisites electronically as part of operational practice, including assessment of English and Math skills and placement into appropriate | A.4.2 Students are advised & encouraged to enroll only in college-level courses consistent with their basic skills preparation.  
A.5.1 Course-related learning assistance | Spring 2013 | VP Academic Affairs  
Matriculation Coordinator |
courses

b. Identify and establish best practices in collaborative learning practices through linked class and/or lab and/or services, for example for Math 115/100, through the use of linked, supervised study lab and assess the effectiveness of these collaboratives; include counseling workshops to support the linked labs.

(e.g., supplemental instruction, course-based tutoring) exists.

Ongoing

Student Success Chair

Signature, Chief Executive Officer ___________________________ Date __________

Signature, Academic Senate President ___________________________ Date __________
Please state your college’s Long-Term Goals (5 yrs.) for Section B (Program Components) and develop a related Action Plan for the next year (1 yr.) Include planned actions that require new funds and those that will not rely on new funds; also, reference the related effective practice(s), identify targeted completion dates, and identify persons responsible for each activity.

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

Enhance the conditions that promote student success by expanding college programs and support services to increase student participation by 10% each year.

Action Plan for Section B: Academic Year 2012-13 (please specify year) District: LACCD College: LA City College

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>I.</strong> Enhance conditions for enrollment and learning</td>
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<tr>
<td>a. Increase student participation in orientation by 10% per year.</td>
<td>B.1 Orientation, assessment, and placement are mandatory for all new students. 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.9.2 Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties.</td>
<td>Spring 2013</td>
<td>Matriculation Coordinator</td>
</tr>
<tr>
<td>b. Offer new support services for students on academic probation to increase early intervention and support to students experiencing academic and personal difficulties.</td>
<td></td>
<td>Summer 2013</td>
<td>VP Academic Affairs</td>
</tr>
<tr>
<td><strong>II.</strong> Offer new acceleration program of pairing of two Math basic skills courses (Math 112/115) with a Personal Development course and Math 100 lab.</td>
<td>D.3.5 College programs promote basic skills students’ social integration into and identification with the college environment. B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.</td>
<td>Spring 2013</td>
<td>Math Dept. Chair</td>
</tr>
<tr>
<td><strong>III.</strong> Provide specialized and systematic <strong>counseling services</strong> to basic skills students and departments.</td>
<td>B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.</td>
<td>Spring 2013</td>
<td>Counseling Dept. Chair</td>
</tr>
<tr>
<td>a. Provide counseling and comprehensive support services to basic skills students during their first year to ensure that students get through the basic math and English course sequences before going into the next</td>
<td></td>
<td></td>
<td>VP Student Services</td>
</tr>
</tbody>
</table>
b. Develop education plans for basic skills students and increase student participation by 10% per year.

c. Increase enrollment in Personal Development courses during the first year by 50%.

B.3.3 Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.
B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.

Spring 2013

IV. Enhance Orientation:

a. Offer in-class orientation for non-credit students.

b. Increase student participation by 10% per year into a coordinated pipeline to facilitate the transition of noncredit students to credit programs.

B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses.

Summer 2013

Matriculation Coordinator
VP Student Services
VP Academic Affairs

Signature, Chief Executive Officer
Date
Signature, Academic Senate President
Date
Basic Skills Self Assessment  
Planning Matrix  
2012 - 2017

Section C: Faculty and Staff Development

Please state your college’s Long-Term Goals (5 yrs.) for Section C (Faculty and Staff Development) and develop a related Action Plan for the next year (1 yr.) Include planned actions that require new funds and those that will not rely on new funds; also, reference the related effective practice(s), identify targeted completion dates, and identify persons responsible for each activity.

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

Integrate Staff and Organizational Development with other services to engage faculty and staff, as well as promote best practices and training to increase understanding and awareness of basic skills services and programs.

Action Plan for Section C: Academic Year 2012-13  
(please specify year) District: LACCD  
College: LA City College

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| **I. Establish training and motivational workshops that emphasize student responsibility and faculty involvement, which also share best practices and assessment of basic skills programs/services.** | C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities.  
C.3.2 Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing. | Spring 2013 | Staff Development Coordinator  
Student Success Chair |
| a. Promote and increase attendance at off-campus conferences and workshops targeted at basic skills.  

b. Provide in-house workshops led by staff, faculty, and administrators that focus on basic skills and diversity.  
c. Promote workshops and conferences on basic skills issues and instruction to increase participation by adjunct faculty.  
d. Identify faculty, staff and administrators to serve as trainers for on-campus and off-site workshops that involve basic skills issues. |                                                                                                 |                             |                                  |
| **II. Increase faculty and staff involvement in basic skills through continual breakout sessions on semiannual basis.** | C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services. | Ongoing                    | Staff Development Coordinator  
Student Success Chair |

Signature, Chief Executive Officer  
Date  
Signature, Academic Senate President  
Date

01/19/2012
Basic Skills Self Assessment  
Planning Matrix  
2012 - 2017

Section D: Instructional Practice

Please state your college’s Long-Term Goals (5 yrs.) for Section D (Instructional Practices) and develop a related Action Plan for the next year (1 yr.) Include planned actions that require new funds and those that will not rely on new funds; also, reference the related effective practice(s), identify targeted completion dates, and identify persons responsible for each activity.

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

Maintain and refine a cohesive curriculum that infuses basic skills for learning college-wide to enhance success and retention and increase student participation in learning support services and programs.

Action Plan for Section D: Academic Year: 2012-13 (please specify year)

<table>
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</table>
| I. Training:                                                                  | D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.  
D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline. | ongoing                    | Staff Development Chair Basic Skills Coordinator |
| a. Enhance and increase the training offered to tutors                        |                                                                                                   |                             |                                 |
| b. Initiate a staff development program which trains basic skills instructors to use a variety of active learning strategies, such as service learning and supplemental instruction. |                                                                                                   |                             |                                 |
| c. Develop a universal referral form, also available online, for all tutoring services. |                                                                                                   |                             |                                 |
| II. Curriculum Development:                                                   | D.2 Curricula and practices that have proven to be effective in specific disciplines are employed.  
D.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills. | ongoing                    | English, Math and Learning Skills Dept. Chairs Non credit Program Chair |
| a. Develop curriculum that connects reading and writing more cohesively and meaningfully. (Writing and Reading Across the Curriculum) |                                                                                                   |                             |                                 |
| b. Develop curriculum that promotes an understanding of Math across the curriculum |                                                                                                   |                             |                                 |
| c. Link non-credit basic skills curriculum to credit basic skills courses     |                                                                                                   |                             |                                 |
| III. Curriculum Standards:                                                    | D.3.4. Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning  
D.5.1 A well-planned, step-by-step sequence of developmental education course offerings exists.  
D.7.1 Developmental education course entry/exit | Spring 2013 | VP Academic Affairs Counseling Chair |
| a. Establish level captains to advise and provide meetings and workshops for faculty, full time and adjunct, that review and emphasize entry/exit standards of basic skills courses. |                                                                                                   |                             |                                 |
| b. Initiate dialogue at the division and department meeting level to align basic skills education course content and pedagogy to degree- |                                                                                                   |                             |                                 |
applicable and transfer level course content.

c. Increase programs and courses with basic skills components that motivate and engage students, thus promote learning.

### IV. Learning Support Services

Establish a referral system to inform students about the operations of services and establish measurable assessment for basic skills improvement.

<table>
<thead>
<tr>
<th>Activity</th>
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</table>
| a. Writing Center | • Expand the services of the Writing Center  
• Improve the Writing Center curriculum. |
| b. Pi Shoppe | • Enhance and publicize services of the Pi Shoppe |
| c. ESL Writing Lab |  |
| d. Learning Skills Center |  |
| e. Student Health and Wellness Center | • Expand support to basic skills students by providing Mental Health Services/Personal Counseling |
| f. OSS | • Expand support services/specialized instruction to basic skills students with disabilities |
| g. Supplemental Instruction | Expand Supplemental Instruction to English 20 and 21/97, Math 105 and 112 |
| h. Student Mentorship Program | A program that employs mentors for new students to help them succeed in their first semester. |
| i. Noncredit Learning | • Enhance and publicize services  
• Provide an intensive Math and English boot camp for placement/assessment enhancement |
| j. Speech Lab/Clinic | • Enhance and publicize services |
| k. Support Labs | • Support student success in coursework by providing professional materials, expert staff, tutoring opportunities, and small group gathering spaces in an academic atmosphere  
• Enhance and publicize services |

### V. Learning Community Concepts

Paired classes: develop new ways to schedule paired classes; develop First-Year Academies with more inclusive and coherent schedules

<table>
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<tr>
<td>a. Paired classes</td>
<td>• Establish program for accelerated basic skills courses in Math or English</td>
</tr>
<tr>
<td>b. First Year Experience</td>
<td>Develop a learning community for first year college students coming directly from high school</td>
</tr>
</tbody>
</table>

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).

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).

D.10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups).
- Increase participation in a first year experience by 10% per year, including Personal Development courses and Special Classes for new students to learn how to succeed in college and to develop career or transfer plans
- Designate a permanent coordinator to improve the First Year Experience program
- Require students to participate in basic skills courses to facilitate their later success in content-area courses through paired classes (developmental classes paired with core content classes) and interdisciplinary programs targeting basic skills students.
- Provide stipends to faculty participating in the planning and implementation of this first-year experience
- Establish a Faculty and Peer Mentoring Program to assist basic skills students
- Promote the role that noncredit can play as a pathway to credit instruction

**c. College Prep Bridge Program**
- Summer and/or Winter boot camp before taking English/Math assessment

| D 2.4 Developmental courses/programs implement effective curricula and practices for development of study skills. | Ongoing | FYE Counselor/Coordinator |
| D. 3.5 College programs promote basic skills students' social integration into and identification with the college environment. | | |
| D.6.1 Instructors in developmental education courses assess, employ and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning). | | |
| D.6.2 Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher-centeredness | | |
| D 6.3 The academic and campus climate supports active learning strategies and connects developmental education students to the institution, faculty, staff, and other students. | | |
| D.7.3 A systemic approach exists with disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content | | |
| D.10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups). | | |

| Signature, Chief Executive Officer | Date | Signature, Academic Senate President | Date |