

Section A – Organizational/Administrative Practices

(Due on or before October 15, 2008)

District: Santa Clarita

College: Canyons

| Planned Action | Effective Practice and Strategy | Target Date for Completion | Responsible Person(s)/ Department(s) |
|--|---|----------------------------|--|
| Emphasize the commitment to College Success Skills in the institutional mission statement, schedule of classes, and catalog. Emphasize the commitment to college success skills in the Educational Master Plan and to the Academic Senate and the Board of Trustees. College Success Skills team will develop a Mission Statement and make presentations to the Board of Trustees and Academic Senate. | A.1.1 Clear references exist that developmental education is an institutional priority; references are public, prominent, and clear. 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.2.1 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. A.7.1 A clearly defined and widely shared definition of “successful developmental education” exists. A.7.3 Faculty and other program personnel know/ understand their individual roles and accept responsibility for the developmental program. | Fall 2008 | CEO, CIO, Student Services, Academic Senate, PIO, College Success Skills Task Force. |
| Implement College Skills coordination, staffing, facilities, and funding. Support the effort to define a new institutional College Success Skills Model for implementation in Fall '09. Ensure coordination through the efforts of faculty and administrative co-coordinators. | A.1.4 Developmental education is adequately funded and staffed. | Spring 2009 | CEO, CIO, AA, Student Services, College Success Skills, and Task Force. |
| Develop a mechanism by which the Task Force invites and considers input from all stakeholders of campus community. Focus groups with basic skills students in English 071 and Math 025. Identify and implement ways to eliminate isolation and stigma associated with basic Skills. | A.2.2 Diverse institutional stakeholders are involved in developing the developmental education mission, philosophy, goals, and objectives. A.4.3 Mechanisms/cultures exist to alleviate potential marginalization or stigma associated with isolation of basic skills students. | Spring 2009 | CEO, CIO, College Success Skills Task Force, and Institutional Development. |
| College continues commitment to recruiting and hiring well-qualified people in college skills area. | A.6.1 Recruitment and hiring processes for faculty/ staff in basic skills programs emphasize expertise and/or experience in developmental education. | On-going | CIO, HR, and Student Services. |

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| Work with institutional research to monitor student success. | 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. | Spring 2009 | CIO, College Success Skills Coordinators, Institutional Development. |
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Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Section B – Program Components

(Due on or before October 15, 2008)

District: Santa Clarita

College: Canyons

| Planned Action | Effective Practice and Strategy | Target Date for Completion | Responsible Person(s)/ Department(s) |
|--|--|----------------------------|---|
| Create a CSS presentation that can be given in each college skills level course to introduce students to key learning strategies and encourage follow up counseling sessions mid-semester. Target ENGL 081 and Math 025. | B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses. B.3.2 Counseling and instruction are integrated into the developmental education program. B.3.3 Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students. B.3.4 Counseling of developmental education students occurs early in the semester /quarter. | Spring 2009 | Counseling Department, English & Math faculty |
| For any planned CSS program, include a research component that tracks potential CSS students from inception through participation, follow up and completion. | B.2.1 Developmental education course contact and entry/exit skills are regularly reviewed and revised as needed. B.2.2 Formative program evaluation activities occur on a regular basis. B.2.3 Summative Program evaluation activities occur on a regular basis. B.2.4. Multiple indices exist to evaluate the efficacy of developmental education courses and programs. B.2.5. Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement. | On-going | Student Services, Institutional Research |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Section C – Faculty and Staff Development

(Due on or before October 15, 2008)

District: Santa Clarita

College: Canyons

| Planned Action | Effective Practice and Strategy | Target Date for Completion | Responsible Person(s)/ Department(s) |
|--|---|----------------------------|---|
| Create a year-long faculty orientation (COC 101) for new full-time faculty | C 2.5 New faculty are provided staff development activities that assist them in transitioning into the community college academic environment. C 3.2 Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing. | On-going | Office of Instruction, Professional Development |
| Create Faculty Inquiry Groups that research strategies to support College Success Skills | C 2.2 Developmental education staff development activities address both educational theory and practice. C 2.6 Staff development activities promote interactions among instructors. C.4.2 Instructional Consultation C.4.3 Reflective Teaching C.4.4 Scholarship of Teaching & Learning | First group, spring 2009 | College Success Skills Task Force, Professional Development, Institutional Research |
| Provide incentives for faculty to participate in pedagogical exploration to improve success and retention of College Success Skills Students | C.1.2 Professional development activities for developmental education faculty and staff are actively supported by senior administration. C.5.1 A structure that provides faculty who participate in staff development with intrinsic rewards (e.g., praise, support, or peer recognition) is promoted. 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.” C.5.3 The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate (e.g., funding, time, salary advancement, or formal recognition of achievement). | On-going | College Success Skills Task Force, Professional Development |

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| Create faculty resource website and listserv to facilitate timely, ongoing communication regarding College Success Skills pedagogy and curriculum | C.2.3 Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff. C.2.6 Staff development activities promote interactions among instructors. C.3.2 Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing. C.4.2 Instructional Consultation C.4.3 Reflective Teaching C.4.4 Scholarship of Teaching & Learning | In process of being developed, on-going maintenance | College Success Skills Coordinators/Task Force |
| Provide faculty with easily accessible, current pedagogical resource materials related to College Success | C.2.3 Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff. C.2.6 Staff development activities promote interactions among instructors. C.3.2 Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing. C.4.2 Instructional Consultation C.4.3 Reflective Teaching C.4.4 Scholarship of Teaching & Learning | In process of being developed, on-going maintenance | College Success Skills Coordinators/Task Force |
| Improve equity of full-time and part-time professional development opportunities relating to College Success Skills for both credit and non-credit faculty | C.1.2 Professional development activities for developmental education faculty and staff are actively supported by senior administration. C.5.1 A structure that provides faculty who participate in staff development with intrinsic rewards (e.g., praise, support, or peer recognition) is promoted. 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.” C.5.3 The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate (e.g., funding, time, salary advancement, or formal recognition of achievement). | On-going | Office of Instruction, College Success Skills Task Force, Professional Development |

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Section D – Instructional Practices

(Due on or before October 15, 2008)

District: Santa Clarita

College: Canyons

| Planned Action | Effective Practice and Strategy | Target Date for Completion | Responsible Person(s)/ Department(s) |
|--|---|----------------------------|--|
| Create a coordinated program to support faculty innovation and information dissemination | D.1.1 Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning. D.1.2 Problem-solving and critical-thinking skills are integrated into developmental education curriculum. D.1.3 Developmental education curriculum recognizes and emphasizes the cognitive development of students (e.g., contextual learning, metacognitive skill development, and constructivism). D.2.1 Developmental courses/programs implement effective curricula and practices for English (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 (addressing environmental factors, problem-based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs). D.2.3 Developmental courses/programs implement effective curricula and practices for ESL. D.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills. | Spring 2009 | Office of Instruction, College Success Skills Coordinators/Task Force, English, ESL and Math faculty |

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| | <p>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).</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> | | |
| Pilot an open computer lab program for non-credit students | <p>D.1.1 Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.</p> <p>D.6.2 Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher-centeredness</p> <p>D.10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups).</p> | Spring 2009 | Dean, Community & Continuing Education, Dean, Canyon Country Campus, Computer Support, English, ESL and Math faculty |

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| Re-evaluate the basic skills curriculum with a focus on sequence, skill- and knowledge-building | <p>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).</p> <p>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).</p> <p>D.2.3 Developmental courses/programs implement effective curricula and practices for ESL.</p> <p>D.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills.</p> <p>D.5.1 A well-planned, step-by-step sequence of developmental education course offerings exists.</p> <p>D.5.2 Well-planned, sequential courses possess a corresponding proactive academic support component.</p> <p>D.5.3 Individual courses (particularly those taken earliest in the developmental sequence) engage students in highly structured learning experiences designed to progressively build their skills and knowledge</p> | Spring 2009 | Representatives from College Success Skills Task Force, English coordinators, Math coordinators, ESL faculty |
| Expand and promote learning support services through TLC and other programs, including in-class tutors. | <p>D.10.2 Learning support services are visible and centrally located, minimizing marginalization and isolation.</p> <p>D.10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups).</p> <p>D.10.5 Tutoring is available and accessible in response to student needs/desires</p> <p>D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline</p> <p>D.10.7 An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction</p> | Spring 2009 | Director of TLC, English, ESL and Math faculty |

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| Establish a developmental course curriculum review team | <p>D.7.1 Developmental education course entry/exit standards are regularly reviewed and revised as needed.</p> <p>D.7.2 The entire trajectory of developmental course sequences (including entry by placement instruments) is periodically reviewed and aligned to ensure appropriate student progression through sequential levels.</p> <p>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.</p> | Spring 2009 | Representatives from College Success Skills Task Force, English coordinators, Math coordinators, ESL faculty |
| Expand existing student support and intervention services to address the academic and external needs of developmental students. | <p>D.3.2 Student support services exist to address the external needs (e.g., child care, financial assistance, and transportation) of developmental education students.</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>D.9.1 Mechanisms exist to frequently and consistently provide course performance feedback to students.</p> <p>D.9.2 Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties</p> <p>D.10.1 Learning support services emphasize an interrelationship between all levels of course offerings (developmental, degree-applicable, transferable, and others.).</p> | Spring 2009 | Representatives from College Success Skills Task Force, Director of TLC, English coordinators, Math coordinators, ESL faculty |
| Establish an ongoing professional development program focusing on effective instructional strategies for developmental students | <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> | On-going | Office of Instruction, College Success Skills Coordinators/Task Force, Professional Development |
| Create on-going inter-district meetings for Mathematics and English faculty from the College and local high schools. | D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements. | On-going | Articulation Officer, English and Math faculty, High School representatives |

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| Establish bridges between the non-credit and credit programs | D.5.1 A well-planned, step-by-step sequence of developmental education course offerings exists. | On-going | Dean, Community & Continuing Education, ESL, English and Math faculty |
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Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Long-Term Goals (5 yrs.) for ESL/Basic Skills

(Only if the Long Term Goals have changed use this Form to update the 5 year Long-Term Goals)

No change to long-term goals for ESL/Basic Skills.

EXPENDITURE PLAN TEMPLATE

Page 1 of 2 (A-G)

ESL/BASIC SKILLS EXPENDITURE PLAN

(Due on October 15, 2008)

District: Santa Clarita

College: Canyons

| CATEGORY | 2008-09 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION |
|---|---|
| A. Program and Curriculum Planning and Development | \$ 173,000 |
| B. Student Assessment | \$ 10,000 |
| C. Advisement and Counseling Services | \$ 53,000 |
| D. Supplemental Instruction and Tutoring | \$ 30,000 |
| E. Articulation | \$ 10,000 |
| F. Instructional Materials and Equipment | \$ 98,000 |
| G. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs. | \$ 37,034 |
| TOTAL | \$ 411,034 |

Signature, Chief Executive Officer

Date: _____

Signature, Academic Senate President

Date: _____

District: Santa ClaritaCollege: Canyons

2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). ***Duplicate this form as needed.***

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

| EXPENDITURE CATEGORY: <i>A. <u>Program and Curriculum Planning and Development.</u></i> | |
|---|--|
| EXPENDITURE ITEM(S) | EFFECTIVE PRACTICE(S) |
| Re-evaluate the basic skills curriculum with a focus on sequence, skill- and knowledge-building | <p>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).</p> <p>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).</p> <p>D.2.3 Developmental courses/programs implement effective curricula and practices for ESL.</p> <p>D.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills.</p> <p>D.5.1 A well-planned, step-by-step sequence of developmental education course offerings exists.</p> <p>D.5.2 Well-planned, sequential courses possess a corresponding proactive academic support component.</p> <p>D.5.3 Individual courses (particularly those taken earliest in the developmental sequence) engage students in highly structured learning experiences designed to progressively build their skills and knowledge</p> |

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|---|---|
| Implement College Skills coordination, staffing, facilities, and funding. Support the effort to define a new institutional College Success Skills Model for implementation in Fall '09. Ensure coordination through the efforts of faculty and administrative co-coordinators | A.1.4 Developmental education is adequately funded and staffed. |
| Establish bridges between the non-credit and credit programs | D.5.1 A well-planned, step-by-step sequence of developmental education course offerings exists. |
| Create Faculty Inquiry Groups that research strategies to support College Success Skills | C 2.2 Developmental education staff development activities address both educational theory and practice. C 2.6 Staff development activities promote interactions among instructors. C.4.2 Instructional Consultation C.4.3 Reflective Teaching C.4.4 Scholarship of Teaching & Learning |
| Develop a mechanism by which the Task Force invites and considers input from all stakeholders of campus community. Focus groups with basic skills students in English 071 and Math 025. Identify and implement ways to eliminate isolation and stigma associated with basic Skills. | A.2.2 Diverse institutional stakeholders are involved in developing the developmental education mission, philosophy, goals, and objectives. A.4.3 Mechanisms/cultures exist to alleviate potential marginalization or stigma associated with isolation of basic skills students. |
| Provide incentives for faculty to participate in pedagogical exploration to improve success and retention of College Success Skills Students | C.1.2 Professional development activities for developmental education faculty and staff are actively supported by senior administration. C.5.1 A structure that provides faculty who participate in staff development with intrinsic rewards (e.g., praise, support, or peer recognition) is promoted. 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." C.5.3 The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate (e.g., funding, time, salary advancement, or formal recognition of achievement). |
| Make training available to faculty new to basic skills through faculty training programs. | A.7.2 Faculty new to the developmental program receive an orientation to convey to them the goals and expectations of the program. |
| Create a year-long faculty orientation (COC 101) for new full-time faculty | C 2.5 New faculty are provided staff development activities that assist them in transitioning into the community college academic environment. C 3.2 Developmental education staff development activities are not based around "one-shot" workshops; rather, staff development activities are comprehensive and ongoing. |

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| <p>Improve equity of full-time and part-time professional development opportunities relating to College Success Skills for both credit and non-credit faculty</p> | <p>C.1.2 Professional development activities for developmental education faculty and staff are actively supported by senior administration.</p> <p>C.5.1 A structure that provides faculty who participate in staff development with intrinsic rewards (e.g., praise, support, or peer recognition) is promoted.</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>C.5.3 The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate (e.g., funding, time, salary advancement, or formal recognition of achievement).</p> |
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Signature, Chief Executive Officer

Date: _____

Signature, Academic Senate President

Date: _____

District: Santa ClaritaCollege: Canyons**2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET**

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). ***Duplicate this form as needed.***

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

| EXPENDITURE CATEGORY: <u>B. Student Assessment.</u> | |
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| EXPENDITURE ITEM(S) | EFFECTIVE PRACTICE(S) |
| Meld Student Services & Instruction Create diverse group of stakeholders from student services, research, and instruction to ensure the needs of college success skills students are met. | B.1.5 Diverse Institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses. |
| Work with institutional research to monitor student success. | 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. |
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Signature, Chief Executive Officer

Date: _____

Signature, Academic Senate President

Date: _____

District: Santa ClaritaCollege: Canyons

2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). ***Duplicate this form as needed.***

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

| <u>EXPENDITURE CATEGORY: C. Advisement and Counseling Services.</u> | |
|--|--|
| EXPENDITURE ITEM(S) | EFFECTIVE PRACTICE(S) |
| For any planned CSS program, include a research component that tracks potential CSS students from inception through participation, follow up and completion. | B.2.1 Developmental education course contact and entry/exit skills are regularly reviewed and revised as needed. B.2.2 Formative program evaluation activities occur on a regular basis. B.2.3 Summative Program evaluation activities occur on a regular basis. B.2.4. Multiple indices exist to evaluate the efficacy of developmental education courses and programs. B.2.5. Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement. |
| Create a CSS presentation that can be given in each college skills level course to introduce students to key learning strategies and encourage follow up counseling sessions mid-semester. Counseling strategies being used with the current ENGL 081 model should be expanded to include other CSS curriculum, expansion will include Math 025 courses. | B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses. B.3.2 Counseling and instruction are integrated into the developmental education program. B.3.3 Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students. B.3.4 Counseling of developmental education students occurs early in the semester /quarter. |

 Signature, Chief Executive Officer

Date: _____

 Signature, Academic Senate President

Date: _____

District: Santa ClaritaCollege: Canyons

2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). ***Duplicate this form as needed.***

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

| EXPENDITURE CATEGORY: <u>D. Supplemental Instruction and Tutoring</u> | |
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| EXPENDITURE ITEM(S) | EFFECTIVE PRACTICE(S) |
| Expand existing student support and intervention services to address the academic and external needs of developmental students. This will include workshops and supplemental instruction offerings in the TLC. | D.3.2 Student support services exist to address the external needs (e.g., child care, financial assistance, and transportation) of developmental education 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.9.1 Mechanisms exist to frequently and consistently provide course performance feedback to students. D.9.2 Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties D.10.1 Learning support services emphasize an interrelationship between all levels of course offerings (developmental, degree-applicable, transferable, and others.). |

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| Pilot an open computer lab program for non-credit students | <p>D.1.1 Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.</p> <p>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).</p> <p>D.6.2 Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher-centeredness</p> <p>D.10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups).</p> |
| Expand and promote learning support services through TLC and other programs, including in-class tutors. | <p>D.10.2 Learning support services are visible and centrally located, minimizing marginalization and isolation.</p> <p>D.10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups).</p> <p>D.10.5 Tutoring is available and accessible in response to student needs/desires</p> <p>D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline</p> <p>D.10.7 An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction</p> |

Signature, Chief Executive Officer

Date: _____

Signature, Academic Senate President

Date: _____

District: Santa ClaritaCollege: Canyons

2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). ***Duplicate this form as needed.***

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

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| EXPENDITURE CATEGORY: E. <u>Articulation</u> | |
| EXPENDITURE ITEM(S) | EFFECTIVE PRACTICE(S) |
| Create on-going inter-district meetings for mathematics and English faculty from the College and local high schools. | D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements. |
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Signature, Chief Executive Officer

Date: _____

Signature, Academic Senate President

Date: _____

District: Santa ClaritaCollege: Canyons

2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). ***Duplicate this form as needed.***

Note: The college is not required to plan for expenditure in this category; therefore, the college does not need to complete the information below if it does not apply.

| EXPENDITURE CATEGORY: F. <u>Instructional Materials and Equipment</u> | |
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| EXPENDITURE ITEM(S) | EFFECTIVE PRACTICE(S) |
| New computer lab at Canyon Country campus for use by noncredit students. This would be used by students in the ABE, GED, ESL and English and math basic skills program. Item includes software, computers, etc for lab. | 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.2.3 Developmental courses/programs implement effective curricula and practices for ESL. D.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills. D.5.3 Individual courses (particularly those taken earliest in the developmental sequence) engage students in highly structured learning experiences designed to progressively build their skills and knowledge |
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 Signature, Chief Executive Officer
 Date: _____

 Signature, Academic Senate President
 Date: _____

District: Santa ClaritaCollege: Canyons

2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). ***Duplicate this form as needed.***

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

| EXPENDITURE CATEGORY: <u>G. Other Purposes</u> directly related to the enhancement of basic skills, ESL instruction, and related student programs. | |
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| EXPENDITURE ITEM(S) | EFFECTIVE PRACTICE(S) |
| Host a Basic Skills (College Success Skills) Symposium for faculty and staff in February 2009. The symposium will have breakout sessions, keynote speaker and faculty presenters. | A.3.4 Formal mechanisms exist to facilitate communication/ coordination between faculty and staff in different developmental disciplines as well as with student services. 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." |
| Create a certificate for faculty who have participated in a specified number of hours of training related to basic skills. | C.5.3 The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate (e.g., funding, time, salary advancement, or formal recognition of achievement). |
| Develop a mechanism by which consistent communication between faculty, staff, and student services relating to college skills. Create a CSS newsletter and website for information dissemination. | A.3.4 Formal mechanisms exist to facilitate communication/ coordination between faculty and staff in different developmental disciplines as well as with student services. |

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| Provide regular opportunities for teams of faculty and staff to participate in conferences and trainings related to college success and develop a mechanism for team de-briefing, reporting, and campus-wide communication | <p>C.1.2 Professional development activities for developmental education faculty and staff are actively supported by senior administration.</p> <p>C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.</p> <p>C.2.2 Developmental education staff development activities address both educational theory and practice.</p> <p>C.2.3 Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.</p> <p>C.2.6 Staff development activities promote interactions among instructors.</p> <p>C.3.2 Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and ongoing.</p> <p>C.4.2 Instructional Consultation</p> <p>C.4.3 Reflective Teaching</p> <p>C.4.4 Scholarship of Teaching & Learning</p> <p>C.5.1 A structure that provides faculty who participate in staff development with intrinsic rewards (e.g., praise, support, or peer recognition) is promoted.</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>C.5.3 The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate (e.g., funding, time, salary advancement, or formal recognition of achievement).</p> |
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Signature, Chief Executive Officer
Date: _____

Signature, Academic Senate President
Date: _____