

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

(Use this form to update the 5-year long-term goals only if the long term goals have changed)

1. Continue to refine a basic skills program at San Diego Miramar College based on extant research and data and work towards a commitment of institutionalization of successful practices.
2. Monitor and implement successful student support techniques for early intervention & sustained attention for students.
3. Provide educational opportunities for faculty, staff, and students on successful techniques to help students achieve their goals.
4. Augment and develop instructional services, course links, and Academic Success Centers that focus on helping students be more successful with their goals.

Section A – Organizational/Administrative Practices

District: San Diego Community College District

2013-2014 Basic Skills Action Plan

College: San Diego Miramar College

Planned Action	Effective Practice and Strategy	Miramar’s Strategic Plan	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue to develop a Basic Skills program that integrates policies and procedures throughout Miramar College.	A.1 Developmental Education is clearly stated institutional priority. A.3 The developmental education program is centralized and highly coordinated.	I.1. Identify current and future student needs for transfer, degree, and certificate completion. I.2. Identify resources for appropriate programs and services to support student learning and success. I.3. Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services. II.1. Identify current and future student needs of formats and locations for educational programs and services. II.2. Identify emerging technology for delivering instruction and student services. II.3. Identify resources and implement steps to meet student needs in formats and at locations II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services III.1. Identify curricular and co--curricular activities and college experiences that celebrate diversity and sustainable practices.	Ongoing	Basic Skills Committee

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Annually review and revise Basic Skills Mission Statement and identify short term / long term goals for Basic Skills Program	A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.	I.1. Identify current and future student needs for transfer, degree, and certificate completion. I.2. Identify resources for appropriate programs and services to support student learning and success. I.3. Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services. II.1. Identify current and future student needs of formats and locations for educational programs and services. II.2. Identify emerging technology for delivering instruction and student services. II.3. Identify resources and implement steps to meet student needs in formats and at locations II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services III.1. Identify curricular and co--curricular activities and college experiences that celebrate diversity and sustainable practices.	Annually in Fall	Basic Skills Committee
Secure data that is needed annually for the Basic Skills Committee to review and assess the goals, objectives and set priorities	A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.	I.1. Identify current and future student needs for transfer, degree, and certificate completion. I.2. Identify resources for appropriate programs and services to support student learning and success. I.3. Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services. II.1. Identify current and future student needs of formats and locations for educational programs and services. II.2. Identify emerging technology for delivering instruction and student services. II.3. Identify resources and implement steps to meet student needs in formats and at locations II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services	Annually in Summer	Basic Skills Committee/Campus-Based Researcher

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Invite CTE &/or STEM faculty to partner with the Basic Skills Committee to apply for campus-wide grants	A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach the program.	<p>II.3. Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services.</p> <p>IV.1. Identify current and prospective partnerships with educational institutions, business and industry and our community.</p>	Spring 2015	Basic Skills Committee
Discuss developing a website where documents regarding the program, committee and projects can be found	A.7 Institutions manage faculty and student expectations regarding developmental education.	<p>II.2. Identify emerging technology for delivering instruction and student services.</p> <p>II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services</p> <p>IV.1. Identify current and prospective partnerships with educational institutions, business and industry and our community</p>	Spring 2015	Basic Skills Committee
Inform Basic Skills students about the time, courses, and assessments/placements needed to meet their educational goals.	<p>A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.</p> <p>A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.</p> <p>A.7 Institutions manage faculty and student expectations regarding developmental education.</p>	<p>II.1. Identify current and future student needs of formats and locations for educational programs and services.</p> <p>II.3. Identify resources and implement steps to meet student needs in formats and at locations</p>	Ongoing	Counseling
Continue high visibility, knowledge, and marketing of the value of Basic Skills at San Diego Miramar College via regular presentations at relevant committee meetings	<p>A.1 Developmental education is a clearly stated institutional priority.</p> <p>A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program.</p> <p>A.3 The developmental education program is centralized or highly coordinated.</p> <p>A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.</p>	<p>II.1. Identify current and future student needs of formats and locations for educational programs and services.</p> <p>II.2. Identify emerging technology for delivering instruction and student services.</p> <p>II.3. Identify resources and implement steps to meet student needs in formats and at locations</p> <p>II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services</p> <p>IV.1. Identify current and prospective partnerships with educational institutions, business and industry and our community</p>	Ongoing	Basic Skills Committee

Planned Action	Effective Practice and Strategy	Miramar's Strategic Plan	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>Incorporate data from Basic Skills Report into program reviews in an effort to institutionalize successful basic skills programs on campus.</p>	<p>A.1 Developmental Education is clearly stated institutional priority. A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. A.3 The developmental education program is centralized and highly coordinated.</p>	<p>I.1. Identify current and future student needs for transfer, degree, and certificate completion. II.1. Identify current and future student needs of formats and locations for educational programs and services. II.2. Identify emerging technology for delivering instruction and student services. II.3. Identify resources and implement steps to meet student needs in formats and at locations II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services</p>	<p>Annually with Program Review</p>	<p>English, Math, ESOL, Academic Success Centers.</p>
<p>Showcase best practices to external audiences who make allocation decisions as well as pursue certification of Basic Skills courses, supplemental instruction, instructional assistants, and academic success centers.</p>	<p>A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services. A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program. A.7 Institutions manage faculty and student expectations regarding developmental education.</p>	<p>IV.1. Identify current and prospective partnerships with educational institutions, business and industry and our community</p>	<p>Ongoing</p>	<p>Basic Skills Committee</p>
<p>VPI and faculty representatives to take forward Basic Skills committee's recommendation to remove barriers for retaking the Placement Test. Create processes to better inform students to understand the ramifications of the Placement Test as well as maximize their performance on the Placement Test.</p>	<p>A.3 The developmental education program is centralized and highly coordinated. A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services. A.7 Institutions manage faculty and student expectations regarding developmental education.</p>	<p>II.1. Identify current and future student needs of formats and locations for educational programs and services. II.2. Identify emerging technology for delivering instruction and student services. II.3. Identify resources and implement steps to meet student needs in formats and at locations II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services</p>	<p>June 2014</p>	<p>Basic Skills Committee</p>

Section B – Program Components

District: San Diego Community College District

2013-2014 Basic Skills Action Plan

College: San Diego Miramar College

Planned Action	Effective Practice and Strategy	Miramar’s Strategic Plan	Target Date for Completion	Responsible Person(s)/ Department(s)
Investigate options to implement early alert program.	B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.	I.2. Identify resources for appropriate programs and services to support student learning and success. II.1. Identify current and future student needs of formats and locations for educational programs and services. II.2. Identify emerging technology for delivering instruction and student services. II.3. Identify resources and implement steps to meet student needs in formats and at locations II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services	Spring 2015	Vice President, Student Services Counseling Department DSPS Coordinator EOPS Coordinator PLACe Lead
Investigate creating a “student exit survey” inquiring why students drop or withdraw from Basic Skills classes. Investigate ways to increase student response rate. Share results with responsible parties.	B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.	I.2. Identify resources for appropriate programs and services to support student learning and success. II.1. Identify current and future student needs of formats and locations for educational programs and services. II.2. Identify emerging technology for delivering instruction and student services. II.3. Identify resources and implement steps to meet student needs in formats and at locations II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services	Spring 2015	Vice President, Student Services Counseling Department DSPS Coordinator EOPS Coordinator PLACe Lead

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Promote online student orientations and the "Jump Start" program to appropriate student population prior to English and math assessments.	B.3. Counseling support provided is substantial, accessible, and integrated into academic courses/programs B.4 Financial Aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.	I.2. Identify resources for appropriate programs and services to support student learning and success. II.1. Identify current and future student needs of formats and locations for educational programs and services. II.2. Identify emerging technology for delivering instruction and student services. II.3. Identify resources and implement steps to meet student needs in formats and at locations II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services	Ongoing	Vice President, Student Services Counseling DSPS Coordinator EOPS/CARE Coordinator Financial Aid Outreach Coordinator
Continue multiple group orientations for first-semester planning during summer sessions via FYE.	B.3. Counseling support provided is substantial, accessible, and integrated into academic courses/programs B.4 Financial Aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.	I.2. Identify resources for appropriate programs and services to support student learning and success. II.1. Identify current and future student needs of formats and locations for educational programs and services. II.2. Identify emerging technology for delivering instruction and student services. II.3. Identify resources and implement steps to meet student needs in formats and at locations II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services	Annually in Summer	Vice President, Student Services Counseling Department DSPS Coordinator EOPS Coordinator Financial Aid Outreach Coordinator
Provide more opportunities for students to acquire life and study skills, as well as academic and career planning via <i>unavoidable interventions</i> : Personal Growth classes, Transfer workshops, In-Class Counseling Presentation, etc.	B.1 Orientation, assessment & placement are mandatory for all new students. B.3. Counseling support provided is substantial, accessible, and integrated into academic courses/programs	I.2. Identify resources for appropriate programs and services to support student learning and success. II.1. Identify current and future student needs of formats and locations for educational programs and services. II.2. Identify emerging technology for delivering instruction and student services. II.3. Identify resources and implement steps to meet student needs in formats and at locations II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services	Ongoing	Counseling

Section C – Faculty and Staff Development

District: San Diego Community College District

2013-2014 Basic Skills Action Plan

College: San Diego Miramar College

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Plan and implement professional development opportunities on successful techniques to help students achieve their goals via Basic Skills workshops and training sessions.	C.2 The faculty plays a primary role in needs assessment, planning and implementation of staff development programs and activities in support of basic skills programs.	I.1. Identify current and future student needs for transfer, degree, and certificate completion. I.2. Identify resources for appropriate programs and services to support student learning and success. I.3. Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services. II.1. Identify current and future student needs of formats and locations for educational programs and services. II.2. Identify emerging technology for delivering instruction and student services. II.3. Identify resources and implement steps to meet student needs in formats and at locations II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services	Ongoing	Basic Skills Committee Leads in English, Math, ESOL, The PLACe, and Counseling
Conduct once-a-semester meeting for instructors of Math 38, 46 and PLACe lead to share successful practices and study skills implemented in basic skills classes.	C.2 The faculty plays a primary role in needs assessment, planning and implementation of staff development programs and activities in support of basic skills programs.	I.1. Identify current and future student needs for transfer, degree, and certificate completion. I.2. Identify resources for appropriate programs and services to support student learning and success. I.3. Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services.	Ongoing	Math Lead Math Faculty Math Lab PLACe

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Hold regularly-scheduled, norming/grading sessions each semester for English 43/49 and writing ESOL courses, including portfolio assessment for English 43 & 49 and SLO assessment for all BSI English classes.	C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.	<p>I.1. Identify current and future student needs for transfer, degree, and certificate completion.</p> <p>I.2. Identify resources for appropriate programs and services to support student learning and success.</p> <p>I.3. Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services.</p>	Ongoing	English Lead English Faculty ESOL Lead
Continue to assess and improve SI training. Investigate online training possibilities.	<p>C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.</p> <p>C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.</p> <p>C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.</p>	<p>I.2. Identify resources for appropriate programs and services to support student learning and success.</p> <p>II.1. Identify current and future student needs of formats and locations for educational programs and services.</p> <p>II.2. Identify emerging technology for delivering instruction and student services.</p> <p>II.3. Identify resources and implement steps to meet student needs in formats and at locations</p> <p>II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services</p>	Ongoing	Leads in Math Leads in English PLACe Lead
Continue to assess and improve IA program training.	<p>C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.</p> <p>C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.</p> <p>C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.</p>	<p>I.2. Identify resources for appropriate programs and services to support student learning and success.</p> <p>II.1. Identify current and future student needs of formats and locations for educational programs and services.</p> <p>II.2. Identify emerging technology for delivering instruction and student services.</p> <p>II.3. Identify resources and implement steps to meet student needs in formats and at locations</p> <p>II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services</p>	Ongoing	English Lead ESOL Lead English/ESOL faculty English Center

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Provide professional development for Basic Skills faculty on how to promote and utilize the English/ESOL Center, Math labs, PLACe, Library, and Student Services.	<p>C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.</p> <p>C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.</p> <p>C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.</p>	<p>I.1. Identify current and future student needs for transfer, degree, and certificate completion.</p> <p>I.2. Identify resources for appropriate programs and services to support student learning and success.</p> <p>I.3. Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services.</p>	Ongoing	Basic Skills Faculty and Leads
Continue outreach to CTE and/or STEM faculty to share effective practices with Basic Skills students. Invite CTE and/or STEM to Basic Skills meetings.	C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.	<p>I.3. Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services.</p> <p>IV.1. Identify current and prospective partnerships with educational institutions, business and industry and our community</p>	Fall 2014	Basic Skills Committee
Continue to evaluate Academic Success Centers via the assistance of external certification agencies such as CRLA and NADE.	<p>C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.</p> <p>C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.</p>	<p>I.2. Identify resources for appropriate programs and services to support student learning and success.</p> <p>IV.1. Identify current and prospective partnerships with educational institutions, business and industry and our community</p>	Ongoing	Basic Skills Committee

Section D – Instructional Practices

District: San Diego Community College District

2013-2014 Basic Skills Action Plan

College: San Diego Miramar College

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Continue to evaluate the resources and technology needed to improve teaching and learning in Basic Skills courses, such as acquiring reading assessments for students.	D.1 Sound principles of learning theory are applied in the design/delivery of courses in the developmental program. D.8 Developmental education faculty routinely share instructional strategies.	<p>I.2. Identify resources for appropriate programs and services to support student learning and success.</p> <p>II.1. Identify current and future student needs of formats and locations for educational programs and services.</p> <p>II.2. Identify emerging technology for delivering instruction and student services.</p> <p>II.3. Identify resources and implement steps to meet student needs in formats and at locations</p> <p>II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services</p>	Ongoing	Basic Skills Committee Leads in English, Math, ESOL, and PLACe
Continue norming sessions to help faculty better align the content and outcomes for Basic Skills courses.	D.5 A high degree of structure is provided in developmental education classes. D.8 Developmental education faculty routinely share instructional strategies.	<p>I.1. Identify current and future student needs for transfer, degree, and certificate completion.</p> <p>I.2. Identify resources for appropriate programs and services to support student learning and success.</p> <p>I.3. Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services.</p>	Ongoing	Leads in English, Math, and ESOL

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Continue dialog on how to embed Basic Skills into CTE and/or STEM courses and programs.	<p>D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.</p> <p>D.7 Programs align entry/exit skills among levels and link course code to college-level performance requirements.</p> <p>D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.</p>	<p>I.3. Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services.</p> <p>IV.1. Identify current and prospective partnerships with educational institutions, business and industry and our community</p>	Fall 2014	Basic Skills Committee and/or Committee Members Vocational Faculty and Dean/Chair, Technical Career and Workforce Initiatives Child Development PLACe Lead English/ESOL Faculty
Continue to expand English Center and Math Lab to assist Basic Skills students in coursework by incorporating Basic Skills faculty and Instructional Assistants.	<p>D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.</p> <p>D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.</p> <p>D.8 Developmental education faculty routinely share instructional strategies.</p> <p>D.9 Faculty and advisors closely monitor student performance.</p> <p>D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.</p>	<p>I.2. Identify resources for appropriate programs and services to support student learning and success.</p> <p>II.1. Identify current and future student needs of formats and locations for educational programs and services.</p> <p>II.2. Identify emerging technology for delivering instruction and student services.</p> <p>II.3. Identify resources and implement steps to meet student needs in formats and at locations</p> <p>II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services</p>	Ongoing	English Lead ESOL Lead English/ESOL Faculty Math Lead/Faculty

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Investigate expanding online academic support usage for Basic Skills students, including asynchronous, online academic support.	<p>D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.</p> <p>D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.</p> <p>D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.</p>	<p>I.2. Identify resources for appropriate programs and services to support student learning and success.</p>	Spring 2014	The PLACe Lead
Institutionalize SI, IA, and Academic Support Centers.	<p>D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.</p> <p>D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.</p> <p>D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.</p>	<p>I.2. Identify resources for appropriate programs and services to support student learning and success.</p> <p>II.1. Identify current and future student needs of formats and locations for educational programs and services.</p> <p>II.2. Identify emerging technology for delivering instruction and student services.</p> <p>II.3. Identify resources and implement steps to meet student needs in formats and at locations</p> <p>II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services</p>	Ongoing	Leads in The PLACe, English, Math, ESOL, Counseling, DSPS, and EOPS
Investigate offering English 12 & Math 15 series.	<p>D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.</p> <p>D.9 Faculty and advisors closely monitor student performance.</p> <p>D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.</p>	<p>I.2. Identify resources for appropriate programs and services to support student learning and success.</p> <p>II.1. Identify current and future student needs of formats and locations for educational programs and services.</p> <p>II.2. Identify emerging technology for delivering instruction and student services.</p> <p>II.3. Identify resources and implement steps to meet student needs in formats and at locations</p> <p>II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services</p>	Fall 2014	Leads in The PLACe, Math, and Counseling. Math Faculty.