

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

2015-2016 Basic Skills Action Plan

District: San Diego Community College District

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.	<p>I.1. Identify current and future student needs for transfer, degree, and certificate completion.</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>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>III.1. Identify curricular and co--curricular activities and college experiences that celebrate diversity and sustainable practices.</p>	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	<p>A.3 The developmental education program is centralized and highly coordinated.</p> <p>A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.</p>	<p>I.1. Identify current and future student needs for transfer, degree, and certificate completion.</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>	Annually in Summer	Basic Skills Committee/Research and Planning Analyst
Explore inviting CTE &/or STEM faculty to partner with the Basic Skills Committee to apply for grants	A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach the program.	<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>	Spring 2016	Basic Skills Committee
Align with institutional work on the college 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 2016	Basic Skills Committee

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Continue to 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>I.3. Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services.</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>IV.1. Identify current and prospective partnerships with educational institutions, business and industry and our community</p>	Ongoing	Basic Skills Committee
Incorporate data from Basic Skills Report and projects into program reviews in an effort to institutionalize successful basic skills programs on campus.	<p>A.1 Developmental Education is 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 and highly coordinated.</p>	<p>I.1. Identify current and future student needs for transfer, degree, and certificate completion.</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>	Annually with Program Review	English, Math, ESOL, Academic Success Centers.

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Showcase best practices to internal and external audiences who make allocation decisions as well as pursue certification of Basic Skills courses, supplemental instruction, instructional assistants, and academic success centers.	<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.3 The developmental education program is centralized and 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>A.7 Institutions manage faculty and student expectations regarding developmental education.</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>	Ongoing	Basic Skills Committee
Create processes to better inform students to understand the ramifications of the placement tests and support test preparation activities to maximize students' performance on the placement tests.	<p>A.3 The developmental education program is centralized and highly coordinated.</p> <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> <p>II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services</p>	June 2016	Basic Skills Committee Counseling VPI
Collaborate with SSSP, Counseling, and other Student Services areas to investigate how to use peer mentors in BSI projects.	<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>I.2 Identify resources for appropriate programs and services to support student learning and success.</p>	June 2016	Basic Skills Committee Counseling Dean of Student Dev. and Matriculation;

Section B – Program Components

2015-2016 Basic Skills Action Plan

District: San Diego Community College District

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Investigate integrating and upgrading tracking systems for academic support services.	<p>B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.</p> <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>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>	Spring 2016	Dean of Student Dev. and Matriculation; Counseling Department; DSPS Coordinator EOPS Coordinator PLACe Lead Math and English lab Transfer Center
Promote online student orientations to appropriate student population prior to English and math placement tests.	<p>B.3. Counseling support provided is substantial, accessible, and integrated into academic courses/programs</p> <p>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.</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	Dean of Student Dev. and Matriculation; Counseling Department; DSPS Coordinator EOPS Coordinator Financial Aid ESOL Lead PLACe Lead Math and English lab Transfer Center

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Continue multiple group orientations for first-semester planning during summer sessions and summer bridge programs.	<p>B.3. Counseling support provided is substantial, accessible, and integrated into academic courses/programs</p> <p>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.</p>	<p>II.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>	Annually in Summer	Dean of Student Dev. and Matriculation; Counseling Department; DSPS Coordinator Financial Aid EOPS Coordinator PLACe Lead Math and English lab Transfer Center
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.	<p>B.1 Orientation, assessment & placement are mandatory for all new students.</p> <p>B.3. Counseling support provided is substantial, accessible, and integrated into academic courses/programs</p>	<p>II.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	Counseling Transfer Center EOPS DSPS
Expand information on campus services provided at ESOL student orientations	B.1 Orientation, assessment & placement are mandatory for all new students.	II.3. Identify resources and implement steps to meet student needs in formats and at locations	Ongoing	ESOL faculty

Section C – Faculty and Staff Development

2015-2016 Basic Skills Action Plan

District: San Diego Community College District

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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.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	Basic Skills Committee Leads in English, Math, ESOL, The PLACe, and Counseling
Enhance communication and sharing of information among Basic Skills instructors of Math, English, ESOL and PLACe, English Center, and Math Lab leads 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.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 English and ESOL faculty PLACe English Center
Explore the possibility of Math and English instructors collaborating with feeder high school teachers in workshops on topics such as Common Core and high school to college course alignment.	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. 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.	I.2. Identify resources for appropriate programs and services to support student learning and success.	December 2015	English Faculty Math Faculty

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Explore the possibility of ESOL faculty coordinating with feeder high school English Language Development teachers to increase student success in ESOL classes and native speaker English 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. 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.	I.2. Identify resources for appropriate programs and services to support student learning and success.	December 2015	ESOL Faculty
Hold regularly-scheduled, norming/grading sessions each semester for English 42/48 and 43/49 and writing ESOL courses, including portfolio assessment for English 43 & 49 and SLO assessment for all BSI English 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. 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.	I.1. Identify current and future student needs for transfer, degree, and certificate completion. I.3. Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services.	Ongoing	English Lead English Faculty ESOL Lead
Continue to assess and improve SI training. Investigate online training possibilities. Continue to assess and improve IA program training. Investigate ways to integrate training of SIs, IAs, Ed Techs, etc. under one system	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. 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. C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.	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	Math Lead PLACe Lead 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 Lab, PLACe 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.	<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>IV.1. Identify current and prospective partnerships with educational institutions, business and industry and our community</p>	Spring 2016	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
Continue sharing paid non-classroom assignments between contract and adjunct faculty.	<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.3. Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services.</p>	Ongoing	English/ESOL/Math Faculty

Section D – Instructional Practices

2015-2016 Basic Skills Action Plan

District: San Diego Community College District

College: San Diego Miramar College

Planned Action	Effective Practice and Strategy	Miramar’s Strategic Plan	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>Continue to evaluate and acquire resources and technology needed to improve teaching and learning in Basic Skills courses. For example, software, multimedia, etc.</p>	<p>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. D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.</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>Ongoing</p>	<p>Basic Skills Committee Leads in English, Math, ESOL, and PLACe</p>
<p>Continue activities to help faculty better align the content and outcomes for Basic Skills courses. For example, norming sessions, department timed compositions (DTCs) and portfolios in English/ESOL, project development and implementation in Math.</p>	<p>D.5 A high degree of structure is provided in developmental education classes. D.8 Developmental education faculty routinely share instructional strategies. D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.</p>	<p>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.</p>	<p>Ongoing</p>	<p>Leads in English, Math, and ESOL</p>

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Expand dialog to develop curriculum for individual CTE and STEM programs linking BSI Math or English with a content area/discipline.	<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>	Spring 2016	<p>Basic Skills Committee and/or Committee Members</p> <p>Vocational Faculty and Dean/Chair, Technical Career and Workforce Initiatives</p> <p>Child Development PLACe Lead</p> <p>English/ESOL Faculty</p> <p>STEM faculty</p>
Ongoing quantitative and qualitative review of all academic support services for Basic Skills students and optimal use of resources with the intent to continue and/or expand current services, such as (but not limited to) IA workshops, SI sessions, one-on-one tutoring, counseling visits, embedded counseling, computer-assisted learning opportunities, peer-assisted study groups, etc. This review will be included in all requests for funding.	<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 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	<p>English Lead</p> <p>ESOL Lead</p> <p>English/ESOL Faculty</p> <p>Math Lead/Faculty</p> <p>PLACe Lead</p>

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<p>Continue to expand online academic support usage for Basic Skills students, including asynchronous, online academic support. Develop and/or continue training for online academic support, including tutors and SIs. Explore online options for academic support with IAs and faculty.</p>	<p>D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity. 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>Ongoing</p>	<p>The PLACe Lead</p>
<p>Use information from the review of academic support services to develop a comprehensive plan for institutionalizing effective academic support programs and practices.</p>	<p>D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity. 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. 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>Ongoing</p>	<p>Leads in The PLACe, English, Math, ESOL</p>
<p>Support the implementation of alternative (e.g. accelerated, integrated, compressed) delivery of basic skills courses.</p>	<p>D.1 Sound principles of learning theory are applied in the design/delivery of courses in the developmental program. Curricula and practices that have proven to be effective within specific disciplines are employed. 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 their cognitive growth. D.5 A high degree of structure is provided in developmental education classes. D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity. D.8 Developmental education faculty routinely share instructional strategies.</p>	<p>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</p>	<p>Spring 2016</p>	<p>Leads in English, ESOL, Math and Counseling.</p>

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Offer regularly scheduled recreational academic events, such as the book club and Math Recreation Club, to increase student success and out-of-class rapport between students and faculty.	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 their cognitive growth. D. 4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services. D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.	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	Ongoing	Leads in Math, English, ESOL
Increase number of conversation groups for ESOL students	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 their cognitive growth. D. 4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.	II.3. Identify resources and implement steps to meet student needs in formats and at locations	Ongoing	ESOL faculty English Center coordinator IA coordinator
Explore pre-Honors sections of Basic Skills English and math courses to prepare students for transfer-level Honors courses	D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program. D.2 Curricula and practices that have proven to be effective within specific disciplines are employed. D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.	I.1. Identify current and future student needs for transfer, degree, and certificate completion.	June 2016	English and Math Faculty