


## Section A - Organizational / Administrative Practices

*(Due on or before December 10, 2010)*  
**2010-11 ESL/Basic Skills Action Plan**

District: North Orange County Community College District  
College: Cypress College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>1. Continue campus-wide developmental education committee meetings and dialogue to periodically review our mission statement and goals for developmental education, to communicate relevant ideas to campus-wide faculty, and to address the ongoing needs of under-prepared students.</p> <p>2. Utilize BSI funds as appropriate to support the exploration and establishment of collaborative instructional activities related to basic skills in consultation with the ESL/Basic Skills Committee.</p>	<p>A.3.1 A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated).</p> <p>A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.</p> <p>A.5.3 A comprehensive learning assistance center provides support to developmental education students.</p>	<p>2010-2011; ongoing</p> <p>2010-2011; ongoing</p>	<p>Executive Vice-President</p> <p>ESL/Basic Skills Committee, Planning &amp; Budget Committee, Vice-President, LRC Advisory Committee</p>
<p>3. Establish faculty learning communities that provide ongoing dialogues targeting issues affecting developmental students.</p>	<p>A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.</p>	<p>2010-2011</p>	<p>Faculty, Learning Communities Dean and Coordinator, and Staff Development Coordinator</p>

  
 Signature, Chief Executive Officer

11/23/10  
 Date

  
 Signature, Academic Senate President


Nov 22, 2010  
 Date

## Section B - Program Components


*(Due on or before December 10, 2010)*  
**2010-11 ESL/Basic Skills Action Plan)**

**District: North Orange County Community College District**  
**College: Cypress College**

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
1. Evaluate the effectiveness of new math assessment test cut-off scores that were implemented in Fall 2009.	B.1.2 Mandatory assessment exists for all new students.	2010-2011	Matriculation Manager, Math Department Coordinator, Institutional Research Office
2. Pursue a policy with Fullerton College to require orientation for first-time students.  Provide a special orientation session for first-time ESL students. Investigate effective practices to serve this population.	B.1.1 Mandatory orientation exists for all new students.  B.1.1. Mandatory orientation exists for all new students	2010-2011; ongoing  2010-2011	Matriculation Manager, ESL Department Coordinators, Executive Vice President
3. Continue providing incentives to encourage students to go through assessment early and to take developmental courses prior to other college-level courses. Continue providing suggested course plans during assessment and orientation for first-time students.	B.1.2 Mandatory assessment exists for all new students. B.1.4 Expanded pre-enrollment activities exist for students placed in developmental education courses.	2010-2011; ongoing  2010-2011; ongoing	Matriculation Manager, Department Coordinators
4. Continue having counselors evaluate the College Success Factors Index (CSFI) with students. Oversee and evaluate the effectiveness of the CSFI involving Reading, ESL, English 060C, and Math Department faculty and counselors to determine the efficacy of basic skills students seeing a counselor twice per semester. Continue the process to ensure semester-to-semester tracking and follow-up by counselors.	B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.	2010-2011	Matriculation Manager, Deans of SEM, Language Arts, and Counseling in conjunction with Math, English, Reading, and ESL Department Coordinators
5. Continue support of special programs (Link ME, UTAP, Puente, and Legacy) for incoming developmental students from high school	B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.	2010-2011	Dean of Student Support Services, Deans of Language Arts, SEM, and Counseling

  
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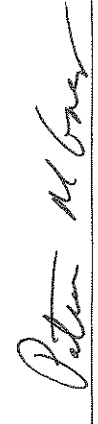
## Section C - Faculty and Staff Development

*(Due on or before December 10, 2010)*  
**2010-11 ESL/Basic Skills Action Plan**

District: North Orange County Community College District  
College: Cypress College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
1. Participate in conferences related to developmental education in the areas of Math, English/Reading, and ESL instruction, learning communities, and tutor training.	C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.	2010-2011; ongoing	English, Reading, ESL, and Math Department Coordinators; LRC Special Projects Manager; Staff Dev. Coordinator
2. Establish annual or semiannual mini-conferences involving faculty from different departments who will share best practices and challenges.	C.1.2 Professional development activities for developmental education faculty and staff are actively supported by senior administration.	Spring 2011	Staff Development Coordinator and Math, ESL, Reading, and English Department Coordinators
3. Establish goals, develop activities and provide funding for the improvement of teaching and learning in Basic Skills, subsequent to mini-conference and a needs assessment. Evaluate the effectiveness of these instructional activities.	C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.	2011-2012	Staff Development Coordinator and Department Coordinators
4. Develop training sessions for faculty to discuss strategies to assist developmental students in courses across the curriculum. This can include workshops and mentoring sessions that foster content-specific exchange of ideas as well as teaching techniques that can be applied to any discipline.  Compensate adjunct faculty for participation.	C.2.1 Developmental education faculty members are involved in the design, planning, and implementation of staff development activities related to developmental education.	Spring 2011	All faculty, instructional deans, ESL/Basic Skills Committee and Staff Development Coordinator

  
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## Section D - Instructional Practices

*(Due on or before December 10, 2010)*  
**2010-11 ESL/Basic Skills Action Plan**

**District: North Orange County Community College District**  
**College: Cypress College**

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>1. Purchase ESL, Reading, and Math CDs, DVDs, and other multimedia materials, supplies, equipment, and software for classrooms and the Learning Resource Center. (All ESL and reading classes require students to work in the LRC to complete an individualized long-term assignment.) Provide ongoing maintenance for all site-licensed applications. Include faculty and staff on-site training for software packages, where appropriate.</p> <p>2. Recommend restructuring developmental math courses to pare down curriculum so that more time can be spent on essential concepts.</p>	<p>D.2.1, D.2.2, D.2.3, D.2.4                      Developmental courses/programs implement effective curricula and practices for English, mathematics, ESL, and study skills.</p>	<p>2010-2011;                      Ongoing</p>	<p>Math, Reading, and ESL Department Coordinators; Deans of the Library/ Learning Resource Center (LLRC), Language Arts (LA), and Science, Engineering, Math (SEM) Divisions</p>
<p>3. Strengthen academic support for developmental mathematics students by reviewing current Math Learning Center organization and practices with the intention of identifying a structure that is conducive to supporting the developmental math students.</p>	<p>D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics, (e.g., addressing environmental factors, problem-based learning, appropriate use of technology, and learning labs).</p> <p>D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics, (e.g., addressing environmental factors, problem-based learning, appropriate use of technology, and learning labs).</p>	<p>ongoing                      2010-2011                      2011-2012</p>	<p>Math Department Coordinator, LRC Special Projects Coordinator, and Dean of Science, Engineering, Math</p>
		<p>2010-2011;                      ongoing</p>	<p>Math Department Coordinator, Dean of SEM, Dean of LLRC, Dean of SCE, and Executive Vice President</p>

<p>4. Explore the feasibility of offering more learning communities.</p>	<p>D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning).</p>	<p>2010-2011; ongoing</p>	<p>Developmental Education Committee, Math, English, Reading, and/or ESL Department Coordinators, Executive Vice President, Learning Communities Coordinators</p>
<p>5. Continue the practice of math faculty working in the LRC as part of load. Oversee and evaluate English and ESL faculty working in the LRC as part of load to assist/instruct students in reading and writing. Support content-related training workshops for ESL tutors and institute as appropriate and feasible.</p>	<p>D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the disciplines.</p>	<p>2010-2011; ongoing</p>	<p>Executive Vice President, Deans of the LLRC, Language Arts, and SEM Divisions, and Math, Reading, English, and ESL Department Coordinators</p>
<p>6. Provide fiscal support for SI and tutoring services in the Learning Resource Center.</p>	<p>D.10.7 An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning.</p>	<p>2010-2011; ongoing</p>	<p>Executive Vice President, Dean of the LLRC, and LRC Advisory Committee</p>
<p>7. Provide a forum for English, Reading, and ESL faculty specifically addressing the "1.5 generation" students. This forum would focus on student placement in English/ESL courses, appropriate instructional methodology, and cultural issues.</p> <p>Subsequently, collaborative meetings with Counseling faculty will be set up to outline case studies and review assessment practices/screening. Investigate possibility of a pilot set of services for this population.</p>	<p>D.8.2 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty across disciplines</p>	<p>2010-2011; ongoing</p>	<p>English, Reading, ESL, Counseling Department Coordinators, Matriculation Coordinator, Dean of Language Arts</p>



Signature, Chief Executive Officer

Date



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11-22-10

**2010-11 ESL/BASIC SKILLS EXPENDITURE PLAN**  
*(Due on or before December 10, 2010)*

District: North Orange County Community College District

College: Cypress College

CATEGORY	2010-11 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION
A. Program and Curriculum Planning and Development	\$ 7,000
B. Student Assessment	\$10,000
C. Advisement and Counseling Services	\$40,000
D. Supplemental Instruction and Tutoring	\$22,543
E. Articulation	\$
F. Instructional Materials and Equipment	\$3,000
G. Other:	
Coordination & Outreach	\$10,000
Research	\$1,000
Professional Development	\$ 44,000
<b>TOTAL</b>	<b>\$ 137,543</b>



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