

**Basic Skills Self Assessment  
Planning Matrix  
2007 - 2012**

**Section A: Organizational and Administrative Practices**

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

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

Establish an organizational structure which supports innovation and accountability, which incorporates foundational skills development into all aspects of the campus culture, and which coordinates support college-wide for basic skills.

Action Plan for Section A: Academic Year 2007-08 (please specify year)

District: LACCD

College: LA City College

Planned Action	Effective Practice and Strategy	Date for Projected Measure	Responsibility
<p><b>I. Integrate foundational skills into the fabric of college culture through planning and budgeting for basic skills:</b></p> <p><i>a.</i> Integrate basic skills more clearly into the College Strategic Plan and into Educational Master Plan.</p> <p><i>b.</i> Initiate basic skills grant development capacity - hire a grant developer for basic skills</p> <p><i>c.</i> Assess the effectiveness of each of the basic skills projects. Use formative assessment after the first semester of a project to help inform whether or not the project should be funded for the next year; use summative assessment after that.</p> <p><i>d.</i> Establish an administrative position that will coordinate and integrate support for foundational skills college-wide</p>	<p>A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals &amp; objectives are established for developmental courses and programs.</p> <p>A.1.4 Developmental education is adequately funded and staffed.</p> <p>A.1.5 Institutional commitment is reflected in the level of comprehensiveness &amp; the extent to which developmental education is integrated into the institution.</p> <p>A.3 The developmental education program is centralized or highly coordinated.</p>	Summer 2008	SGC Planning Committee; Educational Planning Committee Institutional Effectiveness SFP Director
<p><b>II. Integrate foundational skills into the fabric of college culture through campus-wide communication and dialog:</b></p> <p><i>a.</i> Emphasize basic skills issues at flex, with increasing level of information and involvement each year.</p> <p><i>b.</i> Establish basic skills subcommittee of EPC or other campus structure.</p>	<p>A.1.5 Institutional commitment is reflected in the level of comprehensiveness &amp; extent to which developmental ed. is integrated into the institution</p> <p>A.3.1 A clear institutional decision exists regarding the structure of developmental</p>	Summer 2008	Academic Senate President Academic Affairs

<p><i>c.</i> Break out budget to reflect approximate amount spent on basic skills</p> <p><i>d.</i> Establish formal mechanisms to support communication about basic skills</p> <p><i>e.</i> Publicize and support the services of the Writing Center, Pi Shoppe, Learning Skills Center and other support services</p>	<p>education (centralized or decentralized, but highly coordinated).</p> <p>A.3.4 and A.3.5 Formal mechanisms exist to facilitate communication.</p> <p>A.3.3 A designated budget allocation exists for developmental education.</p>		
<p><b>III. Curricular Excellence:</b></p> <p><i>a.</i> Enforce Pre/co-requisites electronically, including assessment of English and Math skills and placement into appropriate courses</p> <p><i>b.</i> Enhance collaborative learning practices through linked class and lab, for example for Math 115/100, through the use of linked, supervised study lab; include counseling workshops to support the linked labs.</p>	<p>A.4.2 Students are advised &amp; encouraged to enroll only in college-level courses consistent with their basic skills preparation.</p> <p>A.5.1 Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists.</p>	<p>Summer 2009</p> <p>Summer 2008</p>	<p>Academic Affairs</p>

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Date