

Basic Skills Self Assessment  
Planning Matrix  
2007 - 2012

**Section C: Faculty and Staff Development**

Please state your college's Long-Term Goals (5 yrs.) for Section C (Faculty and Staff Development) 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 C:

To fully integrate Faculty and Staff Development with the Teaching Learning Center and other services that support basic skills.

To enhance the function of the integrated Center to promote learner-centered instruction.

Action Plan for Section C: Academic Year 2007-08 (please specify year) District: LACCD College: LA City College

Planned Action	Effective Practice and Strategy	Date for Projected Measure	Responsibility
<b>I.</b> Expand membership of the Staff Development Committee. <b>a.</b> Include faculty representing basic skills, including faculty from Learning Skills, ESL, Math and Noncredit. <b>b.</b> Explore instituting a subcommittee composed of basic skills faculty.	C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.	Summer 2008	Staff Development coordinator
<b>II.</b> Establish an "academy" that includes a series of workshops, seminars, sharing best practices for basic skills. <b>a.</b> Hire coordinator to design, implement, and conduct on-going programs and conduct ongoing evaluation of this academy. <b>b.</b> Include assessment workshops led by counselors and faculty in basic skills areas.	C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities. C.3.2 Developmental education staff development activities are not based around "one-shot" workshops; rather, staff development activities are comprehensive and ongoing.	Summer 2008	Staff Development coordinator
<b>III.</b> Provide input into revised Strategic Master Plan to ensure that the mission and goals include basic skills. <b>a.</b> Create and promote activities that specifically	C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.	Summer 2008	Academic Affairs

<p>provide training in basic skills as indicated in mission and college goals.</p> <p><b>b.</b> Solicit input from faculty and staff for activities that they consider valuable.</p>	<p>C.3.2.1 Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.</p>		
<p><b>IV.</b> Provide training for the faculty and staff that specifically focuses on issues relative to basic skills students.</p> <p><b>a.</b> Support faculty and staff participation in Basic Skills training.</p> <p><b>b.</b> Provide in-house workshops led by staff/faculty that focus on basic skills and diversity.</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>Summer 2008</p>	<p>Staff Development coordinator</p>
<p><b>V.</b> Coordinate Staff Development and the Teaching-Learning Center more closely. Enhance the function:</p> <p><b>a.</b> To provide outreach to full-time and hourly instructors related to enhancing the reading, writing and math content of their classes.</p> <p><b>b.</b> Staff the Center with faculty who have expertise in basic skills instruction.</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>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