

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

Section D: Instructional Practice

Please state your college's Long-Term Goals (5 yrs.) for Section D (Instructional 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 D:

Establish an integrated, cohesive curriculum based on learner-centered instructional practices that infuses foundational skills for learning college-wide.

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

Planned Action	Effective Practice and Strategy	Date for Projected Measure	Responsibility
I. Training: <i>a.</i> More tutor training <i>b.</i> Basic skills training for faculty <i>c.</i> Instructional Skills Workshop - trainer with small group of cross-curriculum faculty; could be done at the new faculty academy; take 3-4 full days of time; maybe get salary enhancement credit. <i>d.</i> Departments could incorporate quick ideas about instructional techniques into their dept meetings, and do this at each meeting <i>e.</i> Faculty workshops to enhance curricular coordination within course levels and across course levels.	D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program. D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline.	Summer 2008	Staff Development
II. Curriculum Development: <i>a.</i> Develop curriculum that connects reading, writing and the writing center more cohesively and meaningfully. <i>b.</i> Math across the curriculum	D.2 Curricula and practices that have proven to be effective in specific disciplines are employed. D.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills.	Summer 2008	English, Math and Learning Skills Departments
III. Curriculum Standards: <i>a.</i> Through departmental dialog, develop & adopt learning rubrics & standards at the discipline level so that students who pass one course are prepared to succeed in the next course level. <i>b.</i> Coordinate course content so that faculty within a course level (for example, English 21) present more consistent course content and so that course content is coordinated across levels. <i>c.</i> In the English/ESL department, include more faculty in the Departmental Final.	D.7.1 Developmental education course entry/exit standards are regularly reviewed and revised as needed. D.9.1 Mechanisms exist to frequently and consistently provide course performance feedback to students.	Summer 2008	Academic Affairs

