

STRAND A: Organizational and Administrative Practices	
1.	Develop an explicit overarching philosophy of developmental education and establish developmental education as an institutional priority with goals and strategies that can be embedded throughout. Articulate developmental education philosophy, goals and strategies to the college community
2.	Ensure that students needing developmental education assistance are identified and aware of support services to ensure their success: Improve enforcement of existing pre-requisites by development of electronic tracking mechanisms
3.	Ensure that students needing developmental education assistance are identified and aware of support services to ensure their success: Work with departments to develop pre-reqs as appropriate for existing courses.
4.	Develop an Academic Success Center, providing a “one-stop shop” for tutoring, counseling, advisement, and other support services
5.	Develop a Teaching and Learning Center where faculty can access developmental education resources and receive training in instruction and curriculum development
6.	Designate/hire a coordinator to implement all action items and establish a clear channel of communication and close collaboration.
STRAND B: Program Components	
7.	Financial Aid will tailor outreach efforts to developmental education students
8.	In-service training is offered and given to all persons involved with developmental education students particularly: <ul style="list-style-type: none"> i. counselors who are often the first contact for students due to mandatory orientations student ii. support staff <p>In addition, there should be a focus on communication with developmental students for all faculty and staff.</p>
9.	Establish or enhance learning communities linked to BSI classes (for example, 1 st year experience; integrating WRKEX into LCs; look at Fri/Sat. LCs)
10.	Explore and implement solutions for developmental education students who are skipping recommended developmental classes and taking general education courses that are inappropriate for their current English/Reading levels
11.	Explore and implement solutions for the current disconnect between ESL and English assessment results that impact

placement of developmental education students
STRAND C: Faculty and Staff Development
12. Give college staff development coordinator .5 release time.
13. Allocate funding into training all faculty in basic skills issues, including Conducting a needs assessment aimed at eliciting teacher's challenges with ESL and with developmental students; develop training to help them meet those challenges. Provide physical space and programming for Professional Development office and a Teaching and Learning Center
14. Offer a series of workshops on Classroom Assessment Techniques that parallel or are folded into the SLO process.
15. Create mechanism to facilitate faculty serving as peer mentors to new faculty hires for the full tenure-track process and for adjunct faculty.
STRAND D: Instructional Practices
16. Develop a first year/orientation course required for basic skills students which addresses study skills, emotional and financial issues, and is connected with basic skills classes, and make sure students complete the orientation and basic skills classes before enrolling in regular college classes which require basic skills competence.
17. Increase professional development for full time and adjunct faculty and staff in basic skills learning theory and pedagogy, emotional and social development of students, culturally responsive teaching theory, diverse learning styles, and tutorial pedagogy.
18. Hire an assessment coordinator and support structure for that position to coordinate basic skills' students' success and to validate best practices. Solve placement issues such as ESL students transferring to English courses without adequate English skills.
19. Maintain and develop tutorial and lab instructional facilities such as LATC, Writing/Reading Center, and Math Lab by expanding facilities, hours, options such as online, supplemental courses attached to courses such as English 905, Reading 961, and instructors and tutors, who are provided with one on one instructional training.
20. Develop a formal structure to support communication among departments and programs providing basic skills and which provides ongoing support for basic skills students and faculty.