**Program:** Chabot College Basic Skills Committee (BSC) Logic Model (Strategic Plan)  
**Situation:** Vision for Basic Skills at Chabot College. Developed during 2009-10 academic year at BSC retreat and meetings

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outputs</th>
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<tbody>
<tr>
<td>Faculty committed to student success.</td>
<td>BSC prioritize what should be funded +/- or protected for basic skills. Hold college-wide discussion about institutional priorities w/ recommendations about basic skills at center, based on following priorities:</td>
<td>• Recommended list of priorities from Basic Skills Comm.</td>
<td>• Recommended list by IPBC of what should be funded +/- or protected for budget and strategic plan</td>
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<td>Variety of faculty knowledgeable about basic skills.</td>
<td>1) Get students off to strong start. • Use orientation and assessment to ID and direct students into appropro basic skills Eng &amp; Math. • Increase sections of Eng 102 • ID students who struggle w/ Eng 102 • Study need for early enrollment in basic skills Math • Develop new counseling models</td>
<td>• Higher pct of new students in orientation, assessment, &amp; counseling</td>
<td>• Higher pct of new students in Bas Skls Eng • Recommended time to start basic skills Math • Serve more students w/ new counseling models</td>
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<td>Academic Services &amp; IPBC support for Basic Skills.</td>
<td>2) Provide learning support for students • Maintain peer tutors outside classrooms • Maintain Learning assistants in classes</td>
<td>• Establish stable funding to maintain tutors and other learning support activities.</td>
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<td>Title III grant and BSI funds</td>
<td>3) Provide contextualized basic skills instruction in content areas. • Infuse basic skills into content classes. • Provide professional development to address how to infuse basic skills. • Articulate what each faculty member can do about both academic cognitive and effective behavior in classroom. • Conduct education campaign about all faculty’s role in basic skills.</td>
<td>• Model/expand successful practices.</td>
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<td>Strong Basic Skills Committee</td>
<td>4) Improve the basic skills curriculum to increase student outcomes • Redesign curriculum in English, Math, &amp; ESL to increase pct of basic skills completing degree-applicable courses.</td>
<td>• Higher persistence of English &amp; math students through basic skills paths</td>
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**Assumptions**
We are all basic skills teachers. Students do not get “fixed” in a basic skills course; they need to learn how to read, write and think in the different disciplines, so they learn those skills in all courses.

**External Factors**
Dwindling funding for academic and student support services. FIGs and learning assistants are funded by grants.

**Institutional – Level**
- **Short**
  - Sustainable new practices are identified.
  - Administration supports prioritizing and funding effective practices.
  - Basic skills efforts are integrated across campus
  - A productive AS/SS collaboration is supported.
  - Faculty inquiry groups are supported
  - Student learning needs are identified and focused on.

- **Medium**
  - Higher percent of basic skills students succeeding in English 1A

- **Long**
  - Sustained culture of inquiry and improvement.
  - Sustained learning-centered culture across college/disciplines.

**Student-Level**
- Increased success, retention, persistence to college-level courses, degrees, transfers.
  - Higher percent of basic skills students completing degree-applicable courses.

**Institutional- Level**
- Increased ability in: 
  - **Academic/cognitive**
    - Reduced achievement gap for AfrAm/Latino
  - **Affective/behavior**
    - Increased in engaged, motivated students.
    - Increase in personal responsibility to goal.
    - Increase awareness of college success skills: Homework, attendance

**Student-Level**
- Increased literacy in: 
  - **Academic cognitive**
    - Reading, writing, math, critical thinking, and in academic engagement.
  - **Affective/behavior**
    - Increased responsible behavior / decrease high school behaviors.
    - Increased career goals / directions/self-reflection.
    - Increased awareness of college success skills.