Program: <u>Chabot College Basic Skills Committee (BSC) Strategic Plan</u> Situation: Vision for Basic Skills at Chabot College. Updated during Fall 2014 in BSC meetings

| Resources | Outputs Activities | Outputs | Short | Outcomes Medium | Long |
|---|--|--|---|--|--|
| Faculty and staff committed to student success. Variety of faculty knowledgeable about basic skills pedagogy. Experience inno- vating and imple- menting Basic Skls best practices. Strong Basic Skills Committee and Leadership. Support for Basic Skills in PRBC & governance grps. | Activities BSC prioritize what should be funded +/or protected for basic skills. Continue to collaborate with college- wide stakeholders about institutional priorities, including basic skills. 1) Get students off to strong start. Improve assessment process to direct students into appropriate ESL/ English/ Math courses. Identify and support students who struggle in critical basic skills English and Math courses. Improve access to basic skills courses. 2) Transition from BSC to full college funding of student learning support Maintain peer tutors outside classrooms Maintain Learning assistants in classes | Recommended list of priorities from Basic Skills Comm. Prioritized list by PRBC of what should be funded +/ or protected for budg & strategic plan. Better assessment into college and Bas Skills Eng and Math courses. Higher pct of new students enrolled in and completing Bas Skills Eng and Math sequence. Establish full & stable college funding of FIGS, tutors and other learning | Institutional-Level • Sustainable new practices are identified. * Administration supports prioritizing and funding effective practices. • Basic skills efforts are integrated across campus • Academic and Student Services collaborate. • Faculty inquiry groups are supported. • Student learning needs are identified and focused on. • Higher percent of basic skills students succeeding in Eng 1A, and College Math. Teaching-Level • Broad-based integration | Institutional -Level • College-wide understanding of prevalence & needs of basic skills students. • Institutional commitment to addressing basic skills needs. • Faculty reflect on their effectiveness with students and work to improve practice. Image: Teaching-Level Faculty apprentice students in the ways of learning reading, writing, and thinking | Institutional-Level Ongoing commitment to and assessment of successful practices. Coordination and integration of institutional efforts. Sustained culture of inquiry and improvement. Sustained learning-centered culture across college/disciplines. Student-Level Increased success, retention, persistence |
| quantitative research. Faculty producing qualitative research. BSI, CPT, HPN, SSSP, & Equity \$\$ Funding to coord. with high schools Staff development | 3) Infuse contextualized basic skills instruction into content areas. Articulate what each faculty member can do about both academic cognitive and affective behavior in classroom. Provide professional development to address how to infuse basic skills. Support all faculty to infuse basic skills pedagogy into their classroom. 4) Improve the basic skills curriculum | support activities. Model/expand/ institutionalize and coordinate successful practices. Distribute written, email, video and/or webbased materials on what faculty can do in basic skills. Faculty share how they develop/ incorporate basic skills materials in their classes. | of basic skills pedagogy. Student-Level Increased literacy in: a) Academic cognitive: • Reading, writing, math, critical thinking. b) Affective / behavioral: • Increased awareness of habits of mind that lead to college success. | in their disciplines. Student-Level Increased ability in: Academic cognitive: •Reduced achievement gap for AfrAm:Latino Affective / behavioral: •Increased awareness of college success skls. •Increased motivation | to college-level courses, degrees, transfers. Higher percent of basic skills students completing degree- applicable courses. Equity in achievement by gender, ethnicity, disability, first generation, income, |
| | to increase student outcomes • Redesign curriculum in English, Math, & ESL to increase percentage of basic skills students completing degree-applicable courses. kills teachers. et "fixed" in a basic skills course; they ne the different disciplines, so they learn the | | Increased career goals directions/self-reflection. Acronyms: Chabot Commi BSI Basic Skills Initiative funds CPT Career Pathways Trust gran Equity funds from the state | •Increased awareness of life/career goals. ttees, Groups, and Grants HPN Hayward nt PRBC Plannin | foster youth, veterans. Promise Neighborhood grant g, Review, and Budget Counci Services and Support Program |

FIG Faculty Inquiry Groups