



Basic Skills Plan 2014-2017

Prepared by the Basic Skills Committee

November 2013

Table of Contents

Purpose	4
Basic Skills Overview	5
Key Interventions	5
Basic Skills Plan 2004-2017	6
Basic Skills Framework	6
Teaching and Learning	8
Obanion’s Principles and Student Support (Re)defined	10
1. Connection (Connected).....	10
2. Key Intake Programs (Directed and Nurtured).....	12
3. Program of Study (Directed and Nurtured).....	15
4. Student Success Pathway (Focused and Nurtured)	16
5. Monitoring and Interventions (Valued and Nurtured)	18
6. Engaging in Courses and Experiences to Deepen Learning (Engaged and Nurtured)	21

Mission, Vision and Values

Mission

Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

Vision

Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

Values

- Transforming Lives
- High Academic Standards
- Diverse and Inclusive Environment
- Student Success in Achieving Educational Goals
- Community, Education, and Industry Partnerships
- Communication and Collaboration
- Engaging Student Life
- Accountability
- Sustainability
- Transparency

Purpose

The purpose of the Basic Skills Plan 2014-2017 for Cañada College is to provide annual direction and priorities for key basic skills initiatives for the College. The plan was developed using the mission, vision, values, strategic directions and objectives from the Strategic Plan 2012-2017 (SP), Educational Master Plan 2012-2017 (EMP), as well as information from the Student Equity Plan (SEP), the Distance Education Plan (DE), and the Basic Skills goals (BS). In addition, the framework of the plan was based on the research from (a) Obanion's Principles, (b) "Student Support (Re)defined" from RP Group and (c) "A Matter of Degrees" from the Center for Community College Student Engagement (CCCSE). There are so many great ideas in all of these plans, and it was important that to get them accomplished, they needed to be prioritized.

By incorporating and aligning all of the various initiatives into one document, the College is provided with clear direction on what we need to be accomplishing over the next three years. This plan is by design very brief and serves as the blueprint for college basic skills actions – setting our direction - for the next three years.

STRATEGIC DIRECTIONS/GOALS

Teaching and Learning (TL)

Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems

Completion (C)

Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.

Community Connections (CC)

Build and strengthen collaborative relationships and partnerships to support the needs for our community

Global and Sustainable (GS)

Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.

Basic Skills Overview

1. Before registering for classes, students can register for **Math Jam** and **Word Jam**. In addition, collaboration with high Schools and Adult Education with the help of college ambassadors and by offering College courses at Adult sites has helped prepare students before they take the placement test and register for classes on campus. Further collaboration with the **Alliance for Language Learner's Integration, Education, and Success** has strengthened the support for ESL students.
2. After enrolling in basic skills courses, they are provided opportunities to register for **Learning Communities** offered across disciplines and levels. Faculty teaching in these Learning Communities attend a yearly retreat to plan their courses and integrate learning and have recently participated in a retreat to discuss the Student Success Score card.
3. **Proactive counseling and support** is provided to all students enrolled in basic skills courses through a number of activities including **Supplemental Instruction**.
4. To recognize students successes, students have the option to apply for two state-recognized certificates after transitioning to transfer level courses: Pathways to Student Success and Preparation for Academic Scholarship and Success (PASS) Certificate.

Key Interventions

- Math Jam and Word Jam
- Proactive Counseling
- Learning Communities
- Supplemental Instruction

All these interventions require professional development, assessment, and coordination.

BASIC SKILLS PLAN 2004-2017

BASIC SKILLS FRAMEWORK

The College uses Obanion’s Principles and Student Support (Re)defined as our Basic Skills framework. The following table displays the alignment with the framework and the College’s plans including Educational Master Plan, Student Equity Plan and Strategic Plan.

Specific College’s Plans are abbreviated as followed:

- EMP=Educational Master Plan
- SEP=Student Equity Plan
- SP=Strategic Plan

Applying Obanion’s Principles	Student Support (Re)defined
1. Every student makes significant connection with another person as soon as possible upon arriving at the college.	Connected: students feel like they are part of the college community
<ul style="list-style-type: none"> • EMP 2.1 Improve connections by linking Outreach activities with the instructional programs to increase the interest in the College, to include conducting outreach to middle schools, high schools, and community-based agencies to promote higher education. • SEP 1.1 Maintain HSI status by continuing outreach efforts in high schools and the community that support access for Hispanic students. 	
2. Key intake programs including orientation, assessment, advisement, and placement will be integrated and mandatory	Directed: students have a goal and know how to achieve it Nurtured: students feel somebody wants and helps them to succeed
<ul style="list-style-type: none"> • EMP 2.2 Improve connections with potential students by providing increased information about assessment testing. • EMP 2.3 Improve connections with potential students by conducting an engaging well thought out orientation program, etc. • SEP Cb. Review and Revise Placement and Placement Exams--Look at alternative mechanisms for placing students into Basic Skills or transfer level Math and English. • SEP Cd. Review and Revise Placement and Placement Exams--Prepare and implement a pilot study of a substantial cohort of students who could benefit from alternative placement mechanisms and innovations in Basic Skills Curriculum and Pedagogy. 	
3. Every student will be placed in a “Program of Study” from Day 1; undecided students will be placed in a mandatory “Program of Study” designed to help them decide.	Directed: students have a goal and know how to achieve it Nurtured: students feel somebody wants and helps them to succeed
<ul style="list-style-type: none"> • EMP 2.4 Identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs. • SP-Basic Skills: Direct students to math and English during first semester. • SP-Basic Skills: Identify improved pathways such as acceleration, Jams. • SEP 4.1b. Create a career pathway plan for students. • SEP Cc. Review and Revise Placement and Placement Exams--Consider the feasibility of expanding our Math Jam and Word Jam programs to include more students, and study ways to incorporate the pedagogies of these programs into Basic Skills courses. • SEP 2.1d. Research possibilities of mandating certain course-taking patterns to improve success of new students. 	

Applying Obanion's Principles	Student Support (Re)defined
4. Every student who enrolls to pursue a certificate, degree, or who plans to transfer will work with college personnel to create a Student Success Pathway – A Roadmap to Completion.	Focused: students stay on track—keeping their eyes on the prize Nurtured: students feel somebody wants and helps them to succeed
<ul style="list-style-type: none"> • EMP 2.5 Increase entry by conducting a 100% FAFSA campaign for eligible students, working on to provide financial support for non-FAFSA eligible students and implementing a financial literacy campaign. • EMP 2.6 Improve progress through increased intentional counseling and other services to guide students to completion of their goals. • SEP Ca. Examine the research on placement and Basic Skills Curriculum and pedagogy, including accelerated courses currently being offered at other Community Colleges. • SEP 4.1c. Contextualize basic skills curriculum for career relevance when possible. 	
5. Every student will be carefully monitored throughout the first term to ensure successful progress; the college will make interventions immediately to keep students on track.	Valued: students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated Nurtured: students feel somebody wants and helps them to succeed
<ul style="list-style-type: none"> • EMP 2.8 creating opportunities for faculty-student and student-student (peer) mentorships. • SP-Basic Skills: Look into the possibility of learning communities for black students. • SEP 5.2 ESL students will successfully move into academic and vocational classes at a higher rate than before 2010. 	
6. Students will engage in courses and experiences designed to broaden and deepen their learning.	Engaged: students actively participate in class and extracurricular Nurtured: students feel somebody wants and helps them to succeed
<ul style="list-style-type: none"> • EMP 3.3 Integrate Service Learning and internship opportunities for students into academic and student life. 	

TEACHING AND LEARNING

Specific College's Plans are abbreviated as followed:

EMP=Educational Master Plan

SEP=Student Equity Plan

SP=Strategic Plan

EMP 2.7 Improve progress by implementing effective practices for instruction included in the Basic Skills Initiative Effective Practices document.

Work Team: Basic Skills Committee (BSC) Salumeh Eslamieh and Michael Hoffman

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
- What have you accomplished for the 2013-2014?
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

SP-Basic Skills Plan: Initiate the use of e-portfolios to measure student work.

Work Team: BSC Jonathan MacSwain, Jeanne Gross, and Jenny Castello

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
- What have you accomplished for the 2013-2014?
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

OBANION'S PRINCIPLES AND STUDENT SUPPORT (RE)DEFINED

1. CONNECTION (CONNECTED)

EMP 2.1 Improve connections by linking Outreach activities with the instructional programs to increase the interest in the College, to include conducting outreach to middle schools, high schools, and community-based agencies to promote higher education.

Work Team: Noel Chavez and outreach advisory committee

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
- What have you accomplished for the 2013-2014?
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

SEP 1.1 Maintain HSI status by continuing outreach efforts in high schools and the community that support access for Hispanic students.

Work Team: Outreach Office, Outreach Advisory Committee, Student Equity Committee (SEC), Basic Skills Committee (BSC) Kim Lopez

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
- What have you accomplished for the 2013-2014?
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

2. KEY INTAKE PROGRAMS (DIRECTED AND NURTURED)

EMP 2.2 Improve connections with potential students by providing increased information about assessment testing.

Work Team: Michael Hoffman, Jonathan MacSwain, and Jeanne Stalker

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
- What have you accomplished for the 2013-2014?
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

EMP 2.3 Improve connections with potential students by conducting an engaging well thought out orientation program, etc.

Work Team: Kim Lopez, Jeanne Stalker, Welcome Center staff, and Yolanda Valenzuela

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
- What have you accomplished for the 2013-2014?
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

Cb. Review and Revise Placement and Placement Exams--Look at alternative mechanisms for placing students into Basic Skills or transfer level Math and English.

Work Team: SEC, Dean of PRIE, Dean of Counseling, and Anniqua Rana, BSC Michael Hoffman

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
- What have you accomplished for the 2013-2014?
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

3. PROGRAM OF STUDY (DIRECTED AND NURTURED)

EMP 2.4 Identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs.

Work Team: BSC Nadya Sigona, Dean of Humanities, Anniqua Rana, and Cathy Lipe SEC

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
- What have you accomplished for the 2013-2014?
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

4. STUDENT SUCCESS PATHWAY (FOCUSED AND NURTURED)

EMP 2.5 Increase entry by conducting a 100% FAFSA campaign for eligible students, working on to provide financial support for non-FAFSA eligible students and implementing a financial literacy campaign.

Work Team: Trish Guevara, Margie Carrington and Lilia Chavez

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
- What have you accomplished for the 2013-2014?
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

EMP 2.6 Improve progress through increased intentional counseling and other services to guide students to completion of their goals.

Work Team: Nadya Sigona, Diana Espinoza, Sandra Mendez, Melissa Alforja and Lizette Bricker

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
- What have you accomplished for the 2013-2014?
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

SEP Ca. Examine the research on placement and Basic Skills Curriculum and pedagogy, including accelerated courses currently being offered at other Community Colleges.

Work Team: David Clay, Anniqua Rana, SEC, BSC Denise Hum, Elizabeth Terzakis, and Salumeh Eslamieh

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
- What have you accomplished for the 2013-2014?
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

5. MONITORING AND INTERVENTIONS (VALUED AND NURTURED)

EMP 2.8 creating opportunities for faculty-student and student-student (peer) mentorships.

Work Team: Trish, Yolanda Valenzuela, Chris Woo, Carol Rhodes, and Cathy Lipe

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
- What have you accomplished for the 2013-2014?
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

5.2 ESL students will successfully move into academic and vocational classes at a higher rate than before 2010.

Responsible Party and Work Group: Anniqua Rana, Kay O'Neill, Chialin Hsieh

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
- What have you accomplished for the 2013-2014?
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.

6. ENGAGING IN COURSES AND EXPERIENCES TO DEEPEN LEARNING (ENGAGED AND NURTURED)

SEP 4.1c. Contextualize basic skills curriculum for career relevance when possible.

Work Team: David Clay, Anniqua Rana, Anne Nichols, Bob Haick, and Nadya Sigona, SEC, BSC

- In order to fully accomplish this action step by 2017, what is the plan to accomplish this action step for 2013-14, 2014-15, 2015-16, and 2016-17?
- What have you accomplished for the 2013-2014?
- Based on your accomplishment, what percentage is complete to date? (The anticipated % of accomplishment for each year is 25%. Therefore, 4 years accomplishment reaches 100%.) Please provide evidence (links or documents) that support your accomplishment.