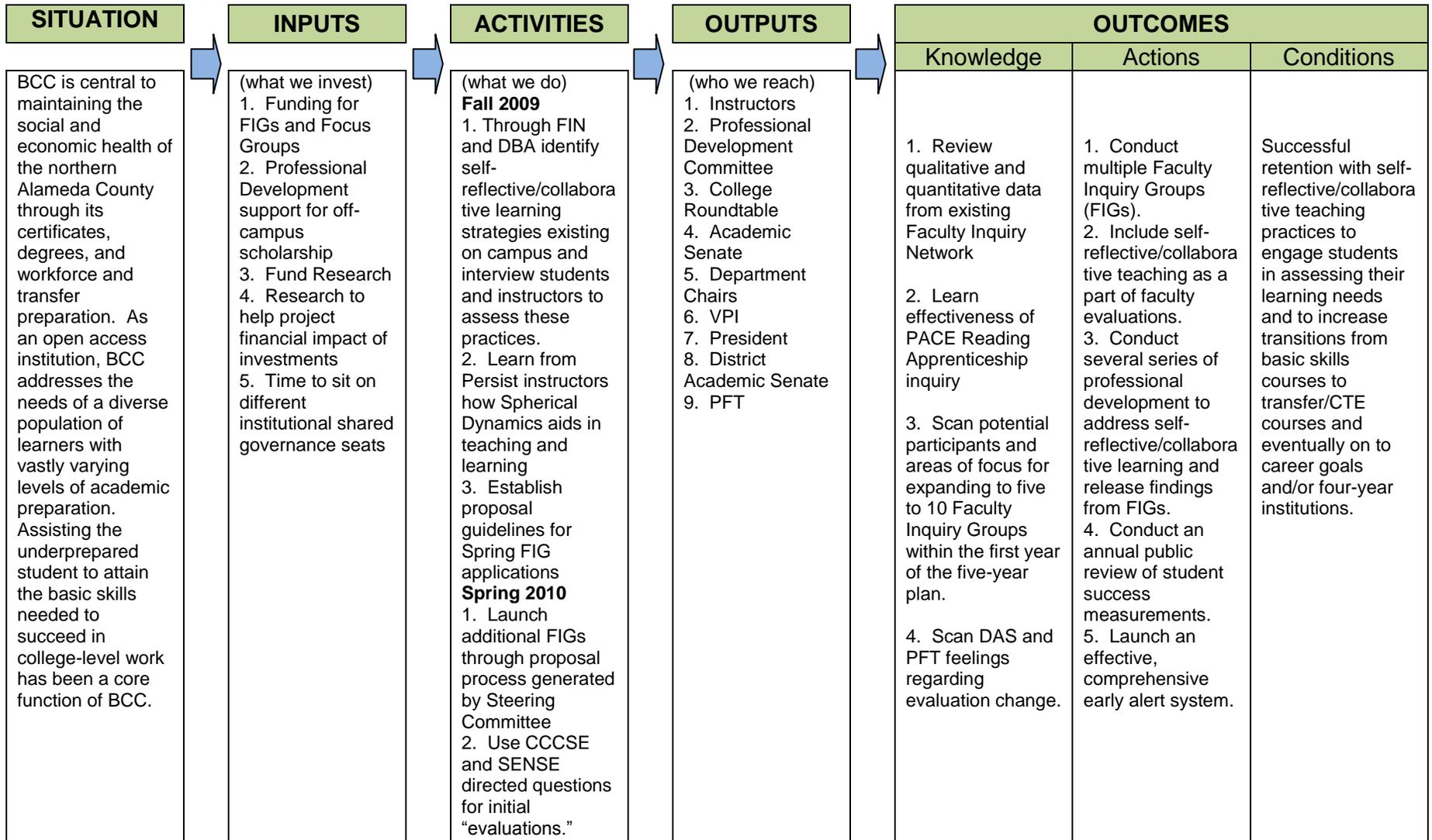


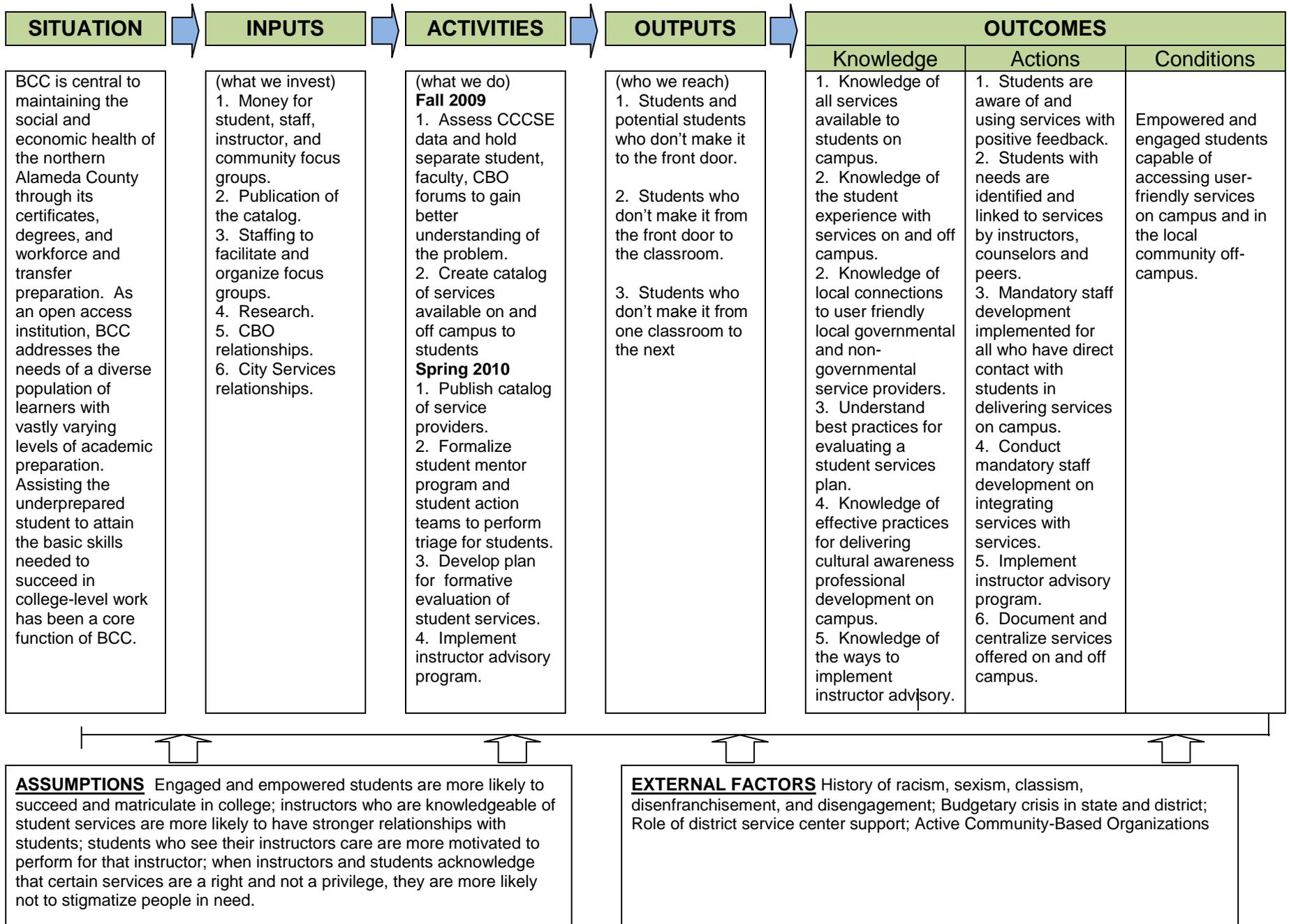
IN OUR CLASSROOM



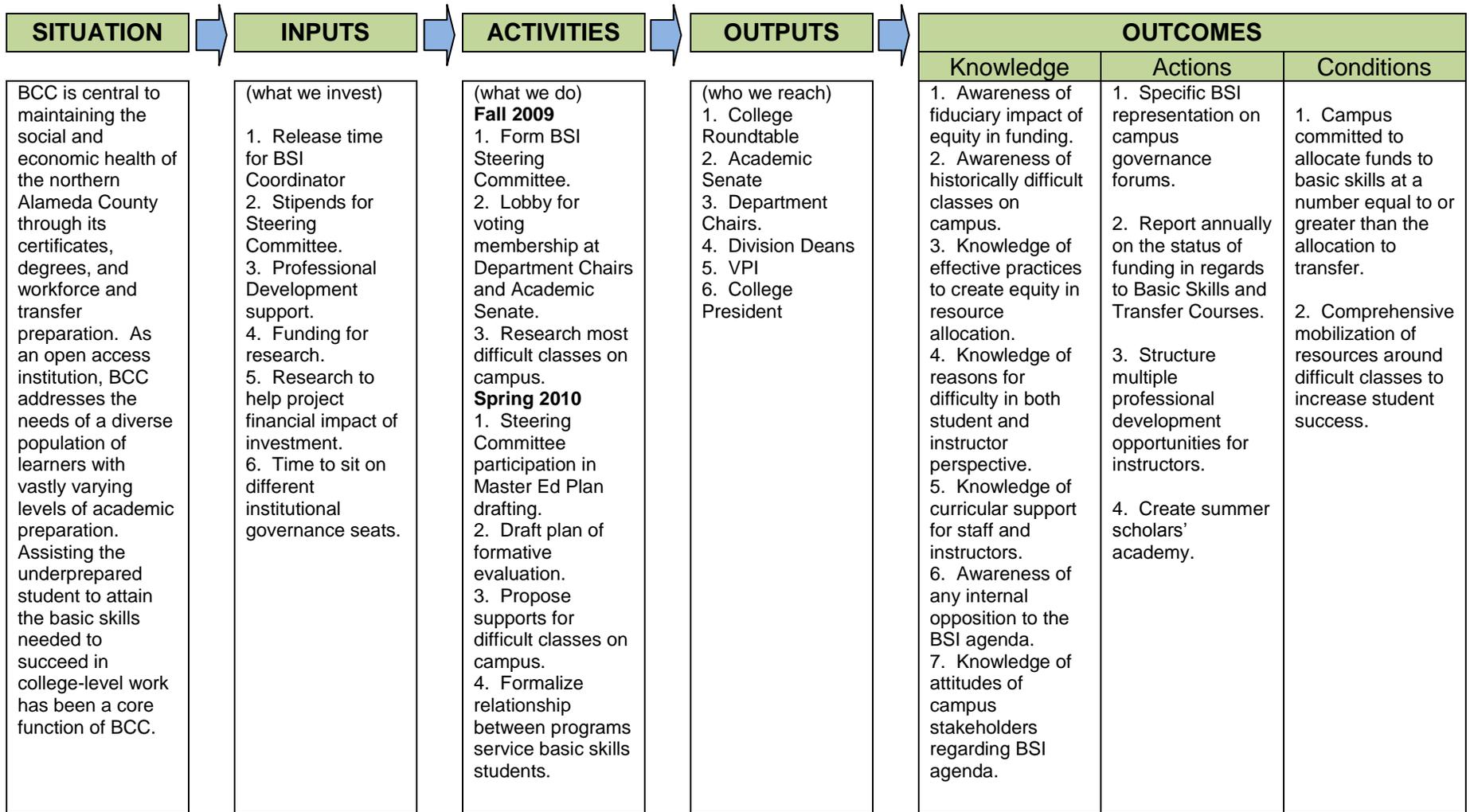
ASSUMPTIONS Basic skills education on most campuses has been marginalized and expectation of students has been low. Many others listed in *Strengthening Pre-Collegiate Education in Community Colleges, 2008*

EXTERNAL FACTORS Conflicting demands on instructor and student time. Student engagement opportunities and obstacles. Assessment tools for accurate evaluation of effectiveness and delivery of practices.

IN OUR SERVICES



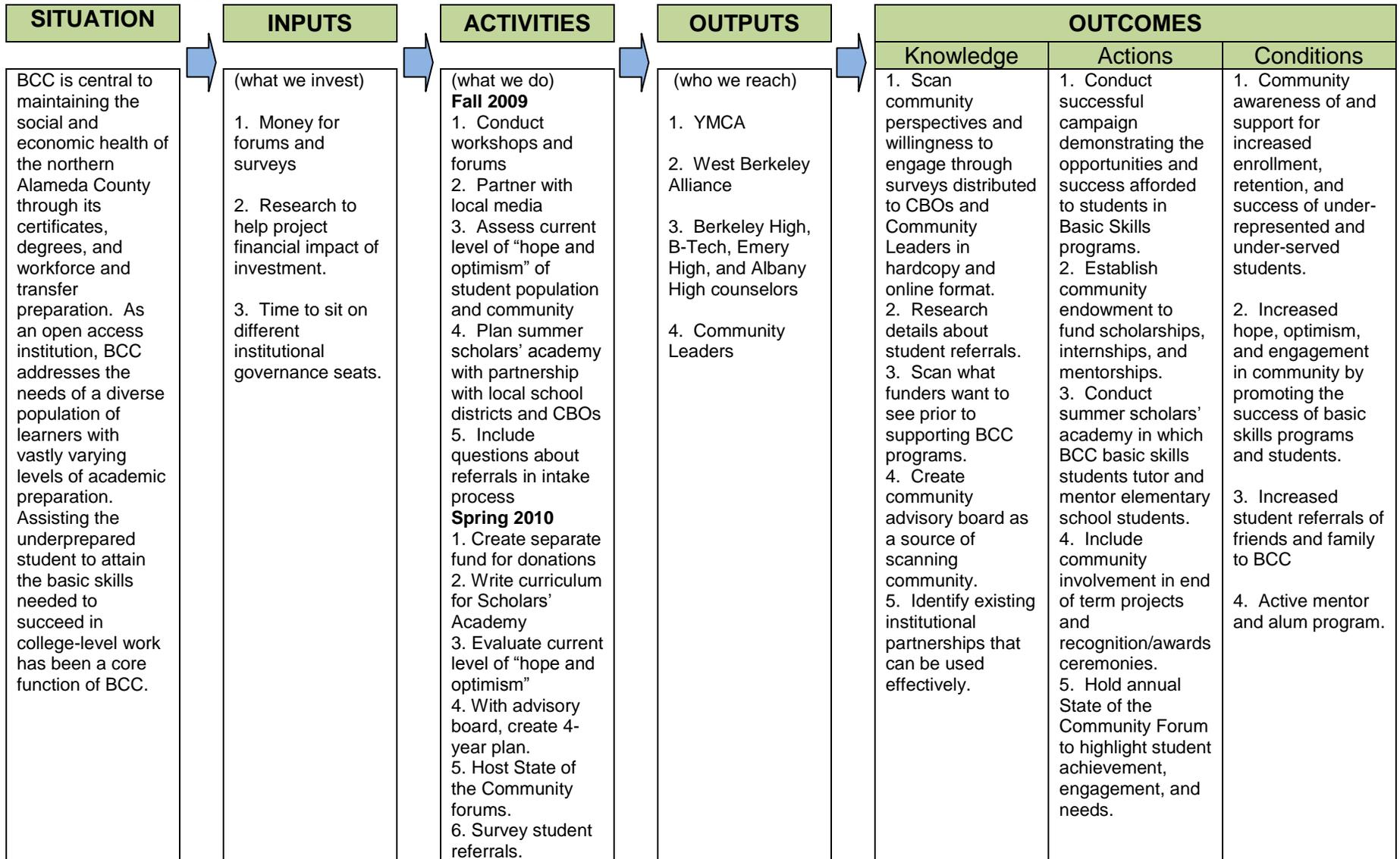
IN OUR INSTITUTION



ASSUMPTIONS Equitable support minimally requires equal spending if not greater allocation of funds which will result in greater success and recouping of those funds. More money will help bridge the achievement gap. Specific BSI representation on governance committees will help gain institutional support of funding objectives. College governance boards influence planning and budgeting. Research available to campus leaders will support the efforts to increase funding.

EXTERNAL FACTORS Department Unit Plans. Make up of Roundtable. Leverage with department chairs.

IN OUR COMMUNITY



ASSUMPTIONS Community engagement will lead to student support, engagement and ultimately empowerment. Community colleges are successful when the community values its community college.

EXTERNAL FACTORS Large economic disparities exist throughout local feeder communities. Dynamic community of social action. One of the world’s greatest public institutions of higher education located blocks away. High schools with existing relationship with BCC AND high achievement gaps.

