

**Draft Policy Recommendations  
Basic Skills Committee  
For Discussion at Meeting 4/13/09**

Policy Recommendation:

Having completed a careful examination of data on Chabot students' success and persistence, along with the literature on effective practices in developmental education (Basic Skills as a Foundation for Student Success in California Community colleges), the Basic Skills Committee recommends that the college take the following steps to support student success and persistence:

1. Facilitate student completion of developmental coursework as early as possible in their education at Chabot
2. Increase student participation in orientation and assessment

Recommendations for Implementation of Policies 2009-2010:

1) Implement mandatory assessment with a pilot group of 216 "late enrollers," students arriving at Chabot in the latter part of the summer (approx July 17 to first day of classes, Aug 21). In addition to taking the current English and Math assessments, this group would complete an additional survey measuring their self-efficacy, goals, and other affective dimensions that affect their learning (adapted from Cabrillo College model).

2) Offer a package of courses & support services held in reserve for these students

English 102 (8 sections)

1-Unit PSCN course which functions as an extended orientation to the college (e.g. students complete an education plan during course, are introduced to college services/policies/info they need to be successful)

1-Unit Math Review independent study course (General Studies 115?) using ALEKs software to prepare them for success in Math course in Spring (after review, students re-take assessment test to determine proper placement).

Financial Aid orientation

3) Create a cross-campus Focused Inquiry Group to study this cohort of students over time. How does this group's performance compare to students who did not go through this process? For example, success rates, persistence from one semester to next. Are students' responses on the affective assessment surveys a reliable predictor of who will do well and who will struggle – for example, do students' self-efficacy correlate with their success and persistence rates?