Updated Strategic Plan for Basic Skills at Chabot College

Basic Skills Committee

Background: Over 85% of new students enter Chabot at the level of basic skills in English and Math. There are not enough sections of basic skills English and Math for all new students. Students take general education courses whether or not they have completed basic skills. They do much worse in those classes when they have taken no English classes.

Presumptions BASED on best practices and research:
- Most students are basic skills students therefore we are all basic skills teachers. All disciplines are affected and need to be involved in improving the success of basic skills students.
- No single basic skills course will address the complete set of skills students will require. They need to know how to read, write, think, and study in the different disciplines, so they need to learn those skills in all courses.
- Increasing the success of basic skills students is a college-wide effort; thus, specific Math, English, and PSCN courses are needed AS WELL AS skill development in college-level courses.

Mission: Members of the Basic Skills Committee work together to develop, recommend, coordinate and implement strategies to help Chabot students successfully acquire the basic skills necessary for their future development. This will include, but is not limited to: serving as a central forum for campus dialog on the topic of basic skills; seeking out and institutionalizing effective practices developed here at Chabot and elsewhere; and assisting in the identification and acquisition of necessary resources for basic skills programs.

What we have accomplished 2007-2013
- Developed the state-required self assessment that mapped out our committee's goals
- Developed recommendations for basic skills students: early assessment and early basic skills courses
- In collaboration with Title III, funded and evaluated 50+ pilot projects related to basic skills
- Funded numerous workshops and retreats for faculty to work on basic skills problems
- Conducted extensive research and facilitated intense conversation across campus on capacity, demand, pathways, and bottlenecks to completion
- Been an key part of campus leadership, raising awareness of the problems of basic skills students

Overall Goals
- Increase the success, retention, & persistence of basic skills students in completing basic skills and ESL course sequences, and then completing college-level courses as needed to meet personal education goals
- Monitor equity in student outcomes by gender, ethnicity, & disability and make recommendations where inequity is demonstrated

Current objectives/funding priorities
- Get students off to a strong start
  - Use orientation and assessment to identify and direct students into appropriate basic skills math and English as early as possible, to provide an overview of education and career pathways, and to begin the student support and guidance process
  - Determine ways to encourage ESL students to take ESL assessment and complete the ESL sequence
  - Investigate ways to get students started on math sequence early
  - Investigate ways to alleviate the bottlenecks in basic skills English and math
  - Connect new students with continuing student mentors and faculty/staff mentors
  - Provide information on student support services faculty, staff, and, in particular, students
- Provide learning support
  - Support efforts to creatively extend learning support services to more students.
  - Institutionalize successful learning support pilots

Updated 3/26/13
o **Provide supplemental and/or contextualized basic skills instruction**
  - Infuse basic skills instruction into college-level classes within the context of specific disciplines
  - Provide professional development on how to infuse basic skills
  - Articulate what each faculty member can do to address both academic cognitive and affective behavior in the classroom as well as what support is available for students and faculty outside the classroom.

o **Improve the basic skills curriculum to increase student outcomes by actively scrutinizing our curriculum offerings, support labs and services, and pedagogy through program review**

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**For Further Information:**

*Relevant Links*

**Institutional Research**

Provides links to research conducted at Chabot College and other state data gathering and analyses.

[http://www.chabotcollege.edu/IR/](http://www.chabotcollege.edu/IR/)

**Basic Skills Committee**

Basic Skills Committee website

[http://www.chabotcollege.edu/basicskills/](http://www.chabotcollege.edu/basicskills/)

**Center for Teaching and Learning at Chabot College**

Provides links to key research, project reports, and related materials.

[http://www.chabotcollege.edu/learningconnection/ctl/](http://www.chabotcollege.edu/learningconnection/ctl/)