

Strategic Plan for Basic Skills at Chabot College
Basic Skills Committee
Presentation to Planning, Review, and Budget Council (PRBC), October 27, 2010

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 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 2007-2010

- 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 30+ pilot projects related to basic skills

Overall Goals

- Increase the success, retention, & persistence of basic skills students to college-level courses, degrees, & transfer
- Increase percent of basic skills students completing degree-applicable courses
- Increase equity in student outcomes by gender, ethnicity, & disability

Current objectives/funding priorities

- **Get students off to a strong start**
 - Use orientation and assessment to ID 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
 - Connect new students with continuing student mentors through Peer Advisor program
 - Determine and provide information on student support services for new basic skills students
 - Determine how to support developmental students who score in lowest bracket on English Assessment
 - Study need for early enrollment in basic skills math
- **Provide learning support**
 - Institutionalize peer tutors and learning assistants
 - Institutionalize successful learning support pilots
- **Provide contextualized basic skills instruction**
 - Infuse basic skills instruction into college-level classes within the context of specific disciplines
 - Institutionalize basic skills instruction 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.
- **Improve the basic skills curriculum to increase student outcomes by actively scrutinizing our curriculum offerings, support labs and services, and pedagogy.**
- **Implement assessment by faculty of learning support needs as part of program review and planning.**

Updated 10/27/10

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For Further Information:
Relevant Links

Background Research

Spring 2007 Basic Skills Self-Assessment

<http://www.chabotcollege.edu/basicskills/Documents/BSI%20Self-Assessment%20Summary.pdf>

February 2009 Research Synthesis

http://www.chabotcollege.edu/basicskills/Documents/1.%20BSC%20ResearchSynthesis_feb09.pdf

Fall 2009 IR newsletter with Basic Skills research that supported major recommendations

<http://www.chabotcollege.edu/basicskills/Documents/IR%20NEWS%20Fall09.pdf>

February 2010 presentation by IR: Success, persistence, and engagement in Basic Skills courses:
An overview of the quantitative outcomes: Fall 1995-2009

http://www.chabotcollege.edu/IR/StudentSuccess/BasicSkillsCommPrestn_2.8.10.pdf

Basic Skills Committee Mission, Charge, Members, Accomplishments, and Recommendations

Basic Skills Committee website

<http://www.chabotcollege.edu/basicskills/>

Basic Skills Learning support pilots

Pilots funded by Basic Skills Initiative or Title III Grant 2008-2010

<http://www.chabotcollege.edu/LearningConnection/ctl/FIGs.asp>

Basic Skills Committee Strategic Plan

Basic Skills Committee Strategic Plan: Vision for Basic Skills at Chabot College

<http://www.chabotcollege.edu/basicskills/Documents/BSC%20LogModelFlowchartFINAL.pdf>