Strategic Plan for Basic Skills at Chabot College: 2015 Update  
*Overview, April 2015*

**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. **Our charge is to:**

- Define what constitutes "basic skills" Chabot.
- Consider issues relevant to the assessment and placement of basic skills students.
- Collaborate with administration and various campus units in conducting the college's basic skills self-assessment.
- Coordinate with various campus units on larger college-wide planning goals.
- Collaborate with faculty to apply/adapt research-based and effective practices in basic skills to Chabot classrooms.

**Background:** About 85% of new students enter Chabot at the level of basic skills in English and/or in 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. Students who have taken no English classes do much worse in the general education classes than those who have passed basic skills or college English classes. Starting Math sequence late delays completion.

**Assumptions, 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. Students 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.

**What we have accomplished 2009-2014**
- In collaboration with Title III, funded & evaluated 70+ basic skills-related pilot projects; B.S. success rates increased
- Funded numerous workshops and retreats for faculty to work on addressing basic skills issues
- Conducted extensive research and facilitated intense conversation across campus on capacity, demand, pathways, and bottlenecks to completion
- Raised awareness of basic skills issues in college planning forums (CEMC, PRBC, Faculty Prioritization)

**Overall Goals on Basic Skills Strategic Plan (have not changed)**
- Increase the success, retention, & persistence of basic skills students to college-level courses, degrees, & transfer
- Increase the percentage of basic skills students completing degree-applicable courses
- Increase equity in student outcomes by gender, ethnicity, disability, first generation, income, veteran and foster youth status

**Current objectives/funding priorities (slight changes)**
- **Get students off to a strong start**
  - Improve assessment process to direct students into appropriate ESL/English/Math courses.
  - Identify and support students who struggle in critical basic skills English and Math courses.
  - Improve access to basic skills courses.
- **Transition from BSI funds to full college funding of student learning support**
  - Maintain peer tutors outside classrooms
  - Maintain Learning Assistants in classes
- **Infuse contextualized basic skills instruction into content areas**
  - Articulate what each faculty member can do about academic cognitive and affective behavior in classroom
  - Provide professional development to address how to infuse basic skills
  - Support all faculty to infuse basic skills pedagogy into their classroom.
- **Improve the basic skills curriculum to increase student outcomes**
  - Redesign curriculum in English, Math, & ESL to increase percentage of basic skills students completing degree-applicable courses.

*Chabot College Basic Skills Committee  Updated 4/22/15*
Basic Skills Committee Website: Mission, Charge, Members, Accomplishments, and Strategic Plan

For Further Information:
*Relevant Links*

Basic Skills Committee website
http://www.chabotcollege.edu/basicskills/

Research on Basic Skills

Basic Skills Research section of Institutional Research website
http://www.chabotcollege.edu/IR/success.asp#Basic_Skills_Research

*Includes:*
- Overview of Basic Skills Research
- Progress in Basic Skills success and persistence rates
- Title III Objectives Met!
- Repeaters in Basic Skills courses
- Numbers and success rates of repeaters vs. non-repeaters
- Success in General Education Courses by Highest Successful English course

Research on the Learning Connection

Learning Connection Research section of Institutional Research website
http://www.chabotcollege.edu/IR/success.asp#Learning_Connection_Research

*Includes:*
- Success rates with and without tutors
- Learning engagement in sections with Learning Assistants
- Number of students who use Learning Connection and reasons for visits
- Characteristics of Students who use the Learning Connection