Basic Skills Committee
Office of Institutional Research Presentation
February 9, 2010

Success, persistence, and engagement in Basic Skills courses
An overview of the quantitative outcomes
Fall 1995-2009

1. Assessment recommendation trends
   Can the percentage of new students recommended into Basic Skills get any higher?

2. Success rates in Basic Skills courses
   → Is raising success rates our main goal?
     State ARCC data: Chabot lowest BS courses: F06-F08: 61% / 57% / 60%
     Chabot IR data for all BS courses: F06-F09: 52% / 47% / 51% / 52%
   → What accounts for rises in English and Math success rates in last two years?
     What courses experienced higher success rates?
     How are African American and Latino students doing in each course?

3. Persistence rates in Basic Skills courses
   Definition: Of those successful in first course, what percentage enroll in next course?
   → Is raising persistence rates our main goal?
     Did any courses experienced higher persistence rates?
     How are African American and Latino students doing in major sequences?

4. Learning Support services
   Tutoring: learning support to students outside of classrooms
     → How does participation in the tutoring labs (WRAC, Math Lab, ESL lab) help?
     How does tutoring by appointment or drop-in help? (Data not available yet)
   Learning Assistants: learning support to students inside classrooms
     → Does the presence of a Learning Assistant raise success rates in that classroom?
   Focused Inquiry Groups (FIGS): Various learning interventions for sections or students
     → Do any of the interventions raise success rates for those students or classes?

5. Learning Engagement
   → What types of engagement do we expect to be higher in sections with interventions?
   → What types of engagement can instructors affect?

6. Self efficacy
   → Does this correlate with success? If so, how can instructors/counselors use this info?
### Chabot English and Math Assessment Trends for New Students
**Fall 1998-Fall 2009 (Including NGR)**

#### English

<table>
<thead>
<tr>
<th>College Level</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
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<th>2003</th>
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<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num Pct</td>
<td>279</td>
<td>24%</td>
<td>357</td>
<td>25%</td>
<td>321</td>
<td>25%</td>
<td>348</td>
<td>27%</td>
<td>325</td>
<td>22%</td>
<td>321</td>
<td>24%</td>
</tr>
<tr>
<td>1 Below: Engl 1A/52A</td>
<td>279</td>
<td>24%</td>
<td>357</td>
<td>25%</td>
<td>321</td>
<td>25%</td>
<td>348</td>
<td>27%</td>
<td>325</td>
<td>22%</td>
<td>321</td>
<td>24%</td>
</tr>
<tr>
<td>Num Pct</td>
<td>312</td>
<td>25%</td>
<td>348</td>
<td>27%</td>
<td>325</td>
<td>22%</td>
<td>348</td>
<td>27%</td>
<td>325</td>
<td>22%</td>
<td>321</td>
<td>24%</td>
</tr>
<tr>
<td>1 Below: Engl 101A/102</td>
<td>312</td>
<td>25%</td>
<td>348</td>
<td>27%</td>
<td>325</td>
<td>22%</td>
<td>348</td>
<td>27%</td>
<td>325</td>
<td>22%</td>
<td>321</td>
<td>24%</td>
</tr>
<tr>
<td>Num Pct</td>
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<td>348</td>
<td>27%</td>
<td>325</td>
<td>22%</td>
<td>348</td>
<td>27%</td>
<td>325</td>
<td>22%</td>
<td>321</td>
<td>24%</td>
</tr>
<tr>
<td>2 Below: Engl 116-Learning Skills</td>
<td>62</td>
<td>5%</td>
<td>76</td>
<td>6%</td>
<td>76</td>
<td>6%</td>
<td>91</td>
<td>6%</td>
<td>92</td>
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<td>76</td>
<td>6%</td>
<td>91</td>
<td>6%</td>
<td>92</td>
<td>6%</td>
</tr>
<tr>
<td>3 Below: Take ESL Test</td>
<td>62</td>
<td>5%</td>
<td>74</td>
<td>5%</td>
<td>77</td>
<td>5%</td>
<td>72</td>
<td>5%</td>
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<td>6%</td>
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<tr>
<td>Num Pct</td>
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<td>5%</td>
<td>77</td>
<td>5%</td>
<td>72</td>
<td>5%</td>
<td>86</td>
<td>5%</td>
<td>96</td>
<td>6%</td>
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<tr>
<td>Total assessed</td>
<td>1,166</td>
<td>100%</td>
<td>1,412</td>
<td>100%</td>
<td>1,305</td>
<td>100%</td>
<td>1,310</td>
<td>100%</td>
<td>1,476</td>
<td>100%</td>
<td>1,365</td>
<td>100%</td>
</tr>
<tr>
<td>Total new students</td>
<td>2,084</td>
<td>96%</td>
<td>2,426</td>
<td>96%</td>
<td>2,249</td>
<td>96%</td>
<td>2,650</td>
<td>96%</td>
<td>2,670</td>
<td>96%</td>
<td>2,518</td>
<td>96%</td>
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<tr>
<td>Pct. of new studs assessed</td>
<td>56%</td>
<td>58%</td>
<td>58%</td>
<td>49%</td>
<td>55%</td>
<td>54%</td>
<td>54%</td>
<td>55%</td>
<td>53%</td>
<td>59%</td>
<td>57%</td>
<td>62%</td>
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#### Math

<table>
<thead>
<tr>
<th>College Level</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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</thead>
<tbody>
<tr>
<td>Num Pct</td>
<td>212</td>
<td>19%</td>
<td>285</td>
<td>21%</td>
<td>244</td>
<td>20%</td>
<td>254</td>
<td>22%</td>
<td>288</td>
<td>23%</td>
<td>261</td>
<td>22%</td>
</tr>
<tr>
<td>1 Below: Math 55/55A Int. Alg.</td>
<td>212</td>
<td>19%</td>
<td>285</td>
<td>21%</td>
<td>244</td>
<td>20%</td>
<td>254</td>
<td>22%</td>
<td>288</td>
<td>23%</td>
<td>261</td>
<td>22%</td>
</tr>
<tr>
<td>Num Pct</td>
<td>285</td>
<td>21%</td>
<td>244</td>
<td>20%</td>
<td>254</td>
<td>22%</td>
<td>288</td>
<td>23%</td>
<td>261</td>
<td>22%</td>
<td>269</td>
<td>21%</td>
</tr>
<tr>
<td>1 Below: Math 65/65A Elem. Alg.</td>
<td>285</td>
<td>21%</td>
<td>244</td>
<td>20%</td>
<td>254</td>
<td>22%</td>
<td>288</td>
<td>23%</td>
<td>261</td>
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<td>319</td>
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<td>254</td>
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<td>288</td>
<td>23%</td>
<td>261</td>
<td>22%</td>
<td>269</td>
<td>21%</td>
<td>303</td>
<td>20%</td>
</tr>
<tr>
<td>2 Below: Math 105 Basic</td>
<td>525</td>
<td>46%</td>
<td>604</td>
<td>44%</td>
<td>564</td>
<td>45%</td>
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<tr>
<td>Num Pct</td>
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<td>44%</td>
<td>564</td>
<td>45%</td>
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<td>34%</td>
<td>486</td>
<td>38%</td>
<td>434</td>
<td>36%</td>
<td>425</td>
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<tr>
<td>Total assessed</td>
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<td>1,358</td>
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<td>1,249</td>
<td>100%</td>
<td>1,138</td>
<td>100%</td>
<td>1,277</td>
<td>100%</td>
<td>1,144</td>
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<td>96%</td>
<td>2,670</td>
<td>96%</td>
<td>2,518</td>
<td>96%</td>
</tr>
<tr>
<td>Pct. of new studs assessed</td>
<td>55%</td>
<td>56%</td>
<td>56%</td>
<td>43%</td>
<td>48%</td>
<td>47%</td>
<td>45%</td>
<td>48%</td>
<td>54%</td>
<td>66%</td>
<td>58%</td>
<td>62%</td>
</tr>
</tbody>
</table>

#### Chabot English Assessment Trends
All new students including NGR
Fall 1998-Fall 2009

#### Chabot Math Assessment Trends
All new students including NGR
Fall 1998-Fall 2009

Chabot College Office of Institutional Research
Updated 2.8.2010
Chabot College

English Basic Skills Courses (English 101A, 101B, 102)
Combined Success Rates
Fall 1995 to Fall 2009

Chabot College

Math Basic Skills Courses (Math 105, Math 65/65A/65B, 65L, Math 55/55A/55B, 54)
Combined Success Rates
Fall 1995 to Fall 2009

Chabot College Office of Institutional Research Updated 1.29.2010
Chabot College
Success Rates Math 105/105L
Fall 2000 to Fall 2009

Chabot College
Success Rates in Math 65/65A/65B/65L
Fall 2000 to 2009

Chabot College Office of Institutional Research
Updated 2.8.2010
Chabot College
Success Rates in Math 55/55A/55B/54/54L
Fall 2000 to Fall 2009

Chabot College Office of Institutional Research Updated 2.8.2010
Persistence in English and Math Basic Skills
Of those successful in first course, percentage who enrolled in next course

**English**
- from Eng 101A to Eng 101B
  - F00: 73%
  - F01: 59%
  - F02: 70%
  - F03: 68%
  - F04: 66%
  - F05: 75%
  - F06: 70%
  - F07: 72%

- from Eng 101A to Eng 1A
  - F00: 54%
  - F01: 53%
  - F02: 54%
  - F03: 49%
  - F04: 48%
  - F05: 48%
  - F06: 52%
  - F07: 55%

- from Eng 102 to Eng 1A
  - F00: 86%
  - F01: 85%
  - F02: 89%
  - F03: 87%
  - F04: 88%
  - F05: 90%
  - F06: 90%
  - F07: 89%

**Math**
- from Math 105 to Math 65/65A
  - F00: 65%
  - F01: 74%
  - F02: 74%
  - F03: 70%
  - F04: 69%
  - F05: 73%
  - F06: 72%
  - F07: 63%

- from Math 65/65A to Math 55/55A
  - F00: 60%
  - F01: 67%
  - F02: 62%
  - F03: 47%
  - F04: 59%
  - F05: 56%
  - F06: 56%
  - F07: 54%

- from Math 55/55A to College Math
  - F00: 71%
  - F01: 77%
  - F02: 70%
  - F03: 71%
  - F04: 71%
  - F05: 73%
  - F06: 70%
  - F07: 68%

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Chabot College Office of Institutional Research

Update 2.8.2010
Persistence Rates within 2 years from English 101A to English 1A
Fall 00 to Fall 07 Cohorts

Persistence Rates within 2 years from English 102 to English 1A
Fall 00 to Fall 07 Cohorts

Chabot College Office of Institutional Research

Updated 2.1.2010
Persistence Rates within 2 years from Math 55/55A/54L to College-level Math Fall 00 to Fall 07 Cohorts

Total Students
African American students
Latino students

Chabot College Office of Institutional Research
Updated 2.8.2010
### Chabot College

**Success Rates in Selected Courses**

by participation in Math, English, ESL, Social Science Tutoring Labs

#### Math 122 Participation

<table>
<thead>
<tr>
<th></th>
<th>F07</th>
<th>Sp08</th>
<th>F08</th>
<th>Sp09</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>77%</td>
<td>77%</td>
<td>62%</td>
<td>68%</td>
</tr>
<tr>
<td>Math Non-Success in Math 122</td>
<td>28%</td>
<td>22%</td>
<td>28%</td>
<td>42%</td>
</tr>
<tr>
<td>courses Not enrolled in Math 122</td>
<td>43%</td>
<td>42%</td>
<td>45%</td>
<td>42%</td>
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</table>

#### English 115 Participation

<table>
<thead>
<tr>
<th></th>
<th>F07</th>
<th>Sp08</th>
<th>F08</th>
<th>Sp09</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>76%</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>English Non-success in ENGL 115</td>
<td>43%</td>
<td>55%</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>courses Not enrolled in ENGL 115</td>
<td>61%</td>
<td>60%</td>
<td>63%</td>
<td>63%</td>
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#### ESL 128 Participation

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<tr>
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<th>Sp08</th>
<th>F08</th>
<th>Sp09</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>71%</td>
<td>73%</td>
<td>91%</td>
<td>87%</td>
</tr>
<tr>
<td>Chabot Non-success in ESL 128</td>
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<td>59%</td>
<td>65%</td>
</tr>
<tr>
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<td>58%</td>
<td>60%</td>
<td>56%</td>
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#### General Studies 115 (GNST 115) Participation

<table>
<thead>
<tr>
<th></th>
<th>F09</th>
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<th>F09</th>
<th></th>
</tr>
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<tr>
<td>HISTORY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2, 20, 22</td>
<td>100%</td>
<td>Successful in GNST 115</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Not enrolled in GNST 115</td>
<td>77%</td>
<td></td>
<td></td>
<td>85%</td>
</tr>
<tr>
<td>Chabot College</td>
<td>Fall 2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention (Success + Non-Success)</td>
<td>Withdrawal</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>Learning Assistants</td>
<td>1,144</td>
<td>78%</td>
<td>326</td>
<td>22%</td>
</tr>
<tr>
<td>No Learning Assistants</td>
<td>1,944</td>
<td>77%</td>
<td>582</td>
<td>23%</td>
</tr>
<tr>
<td>Total</td>
<td>3,088</td>
<td>77%</td>
<td>908</td>
<td>23%</td>
</tr>
</tbody>
</table>
# Engagement in Learning

## Engagement in Learning: How often have you done the following activities?

### In this class I have:

- ** Asked questions…**
  - All College Survey: 49%
  - FIG & LA sections: 44%
  - English-related courses: 41%
  - Math-related courses: 47%

- ** Participated in large class discussions…**
  - All College Survey: 55%
  - FIG & LA sections: 49%
  - English-related courses: 57%
  - Math-related courses: 39%

- ** Participated in small in-class discussions or projects…**
  - All College Survey: 66%
  - FIG & LA sections: 61%
  - English-related courses: 64%
  - Math-related courses: 57%

- ** Made a presentation to the class…**
  - All College Survey: 42%
  - FIG & LA sections: 18%
  - English-related courses: 19%
  - Math-related courses: 16%

### Outside of class time I have:

- ** Discussed class topics or assignments with other students from my class…**
  - All College Survey: 41%
  - FIG & LA sections: 46%
  - English-related courses: 45%
  - Math-related courses: 47%

- ** Met as a study group with other students from my class…**
  - All College Survey: 24%
  - FIG & LA sections: 25%
  - English-related courses: 25%
  - Math-related courses: 24%

- ** Talked about class topics with family, friends, and others…**
  - All College Survey: 66%
  - FIG & LA sections: 61%
  - English-related courses: 64%
  - Math-related courses: 57%

- ** Used Email, Blackboard or other electronic means to communicate with the instructor…**
  - All College Survey: 49%
  - FIG & LA sections: 34%
  - English-related courses: 34%
  - Math-related courses: 35%

- ** Met with the instructor to discuss assignments or my progress…**
  - All College Survey: 28%
  - FIG & LA sections: 24%
  - English-related courses: 22%
  - Math-related courses: 25%

### For this classes I have:

- ** Came to class without completing my readings or assignments…**
  - All College Survey: 14%
  - FIG & LA sections: 7%
  - English-related courses: 7%
  - Math-related courses: 6%

- ** Prepared two or more drafts of a paper or assignment before the final draft…**
  - All College Survey: 42%
  - FIG & LA sections: 30%
  - English-related courses: 39%
  - Math-related courses: 18%

- ** Worked on a paper that required integrating ideas/information from various sources…**
  - All College Survey: 57%
  - FIG & LA sections: 38%
  - English-related courses: 50%
  - Math-related courses: 22%

- ** Produced original works (i.e., artwork, designs, music, objects, etc.)…**
  - All College Survey: 34%
  - FIG & LA sections: 30%
  - English-related courses: 24%
  - Math-related courses: 37%

- ** Done work that was not assigned to improve my skills in classes…**
  - All College Survey: 23%
  - FIG & LA sections: 25%
  - English-related courses: 21%
  - Math-related courses: 29%

- ** Worked harder than I thought I could to meet an instructor's expectations…**
  - All College Survey: 45%
  - FIG & LA sections: 51%
  - English-related courses: 49%
  - Math-related courses: 55%

### On campus I have:

- ** Seen a counselor this semester…**
  - All College Survey: --
  - FIG & LA sections: 24%
  - English-related courses: 25%
  - Math-related courses: 22%

- ** Used a tutor or attended labs to help me with my courses…**
  - All College Survey: --
  - FIG & LA sections: 31%
  - English-related courses: 32%
  - Math-related courses: 31%

- ** Had serious conversations with students of different religious beliefs or political opinions…**
  - All College Survey: 14%
  - FIG & LA sections: 17%
  - English-related courses: 21%
  - Math-related courses: 11%

## Average of selected engagement questions:

- **(✓✓ and ✓✓) Average of questions for English & related courses**
  - All College Survey: 44%
  - FIG & LA sections: 43%

- **(✓✓) Average of questions for Math & related courses**
  - All College Survey: 41%
  - FIG & LA sections: 42%

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*Chabot College Office of Institutional Research*
Chabot College  
Half of JumpStart Students  
Average Self-Efficacy, Self-Regulation, Goal, and Hope Scores  
By Outcome in English 102  
Fall 2009

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Average Self-Efficacy Scores</th>
<th>Average Self-Regulation Scores</th>
<th>Average Goal Scores</th>
<th>Average Hope Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful (N=26)</td>
<td>46.0</td>
<td>43.3</td>
<td>103.7</td>
<td>69.2</td>
</tr>
<tr>
<td>Non-successful (N=16)</td>
<td>47.4</td>
<td>45.9</td>
<td>107.4</td>
<td>67.9</td>
</tr>
<tr>
<td>Withdrew (N=12)</td>
<td>40.7</td>
<td>40.4</td>
<td>94.6</td>
<td>61.0</td>
</tr>
</tbody>
</table>

Total (N=54)