

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?

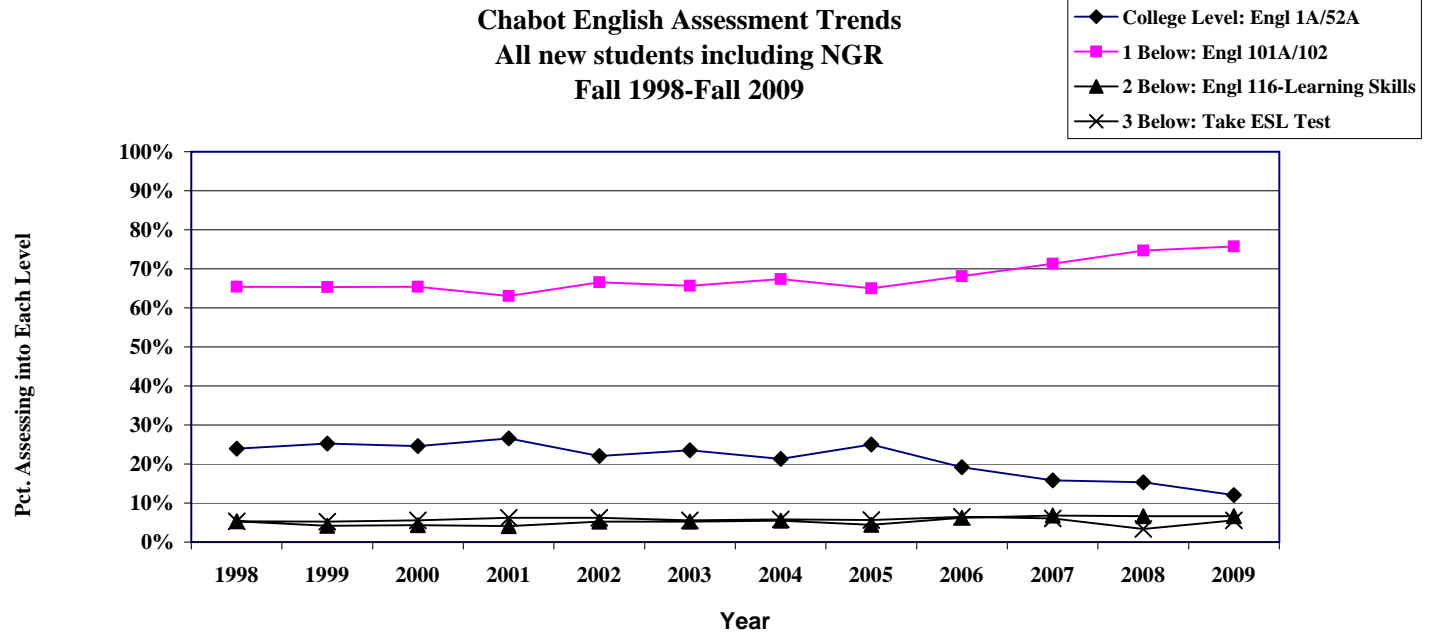
Chabot English and Math Assessment Trends for New Students

Fall 1998-Fall 2009

(Including NGR)

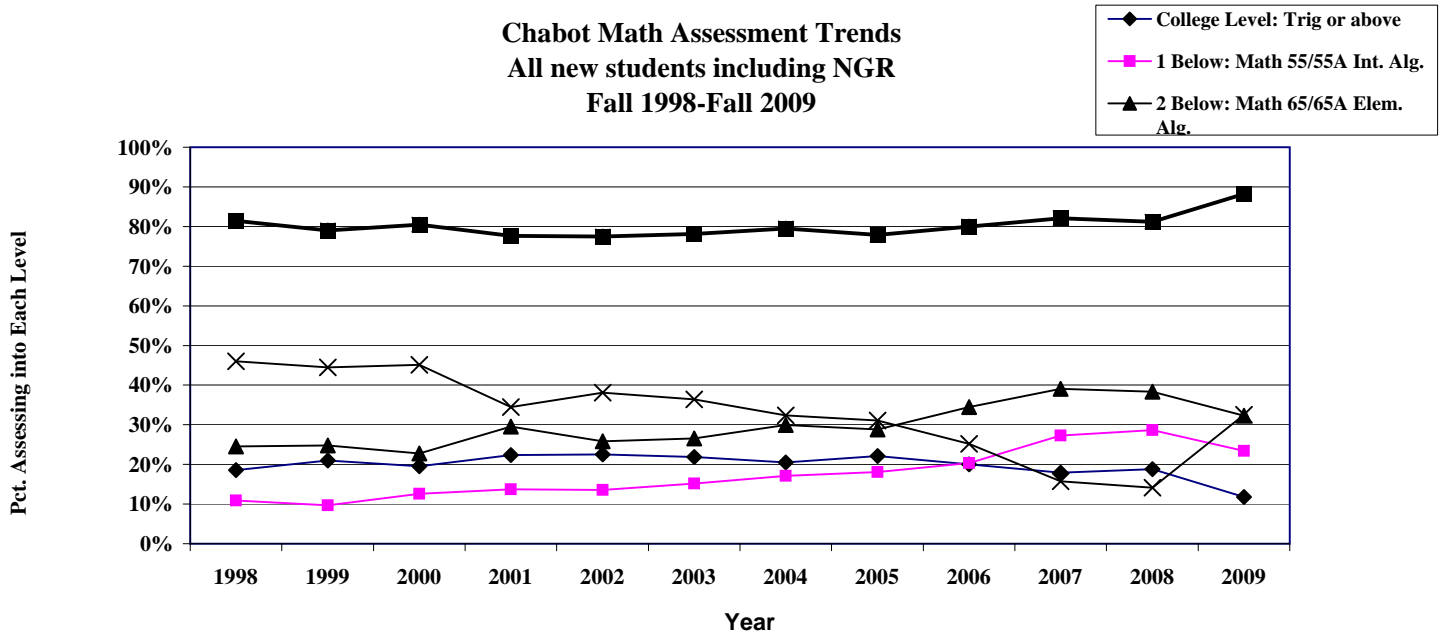
English	1998		1999		2000		2001		2002		2003		2004		2005		2006		2007		2008		2009	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
College Level: Engl 1A/5	279	24%	357	25%	321	25%	348	27%	325	22%	321	24%	334	21%	412	25%	283	19%	262	16%	266	15%	229	12%
1 Below : Engl 101A/102	763	65%	922	65%	854	65%	826	63%	982	67%	896	66%	1,056	67%	1,067	65%	1,006	68%	1,183	71%	1,297	75%	1,445	76%
2 Below: Engl 116-Lrng	62	5%	74	5%	73	6%	82	6%	92	6%	76	6%	91	6%	92	6%	92	6%	113	7%	115	7%	126	7%
3 Below: Take ESL Test	62	5%	59	4%	57	4%	54	4%	77	5%	72	5%	86	5%	72	4%	96	6%	101	6%	59	3%	107	6%
Total assessed	1,166	100%	1,412	100%	1,305	100%	1,310	100%	1,476	100%	1,365	100%	1,567	100%	1,643	100%	1,477	100%	1,659	100%	1,737	100%	1,907	100%
Total new students	2,084		2,426		2,249		2,650		2,670		2,518		2,909		2,985		2,789		2,803		3,045		3,082	
Pct. of new studs assessed	56%		58%		58%		49%		55%		54%		54%		55%		53%		59%		57%		62%	

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

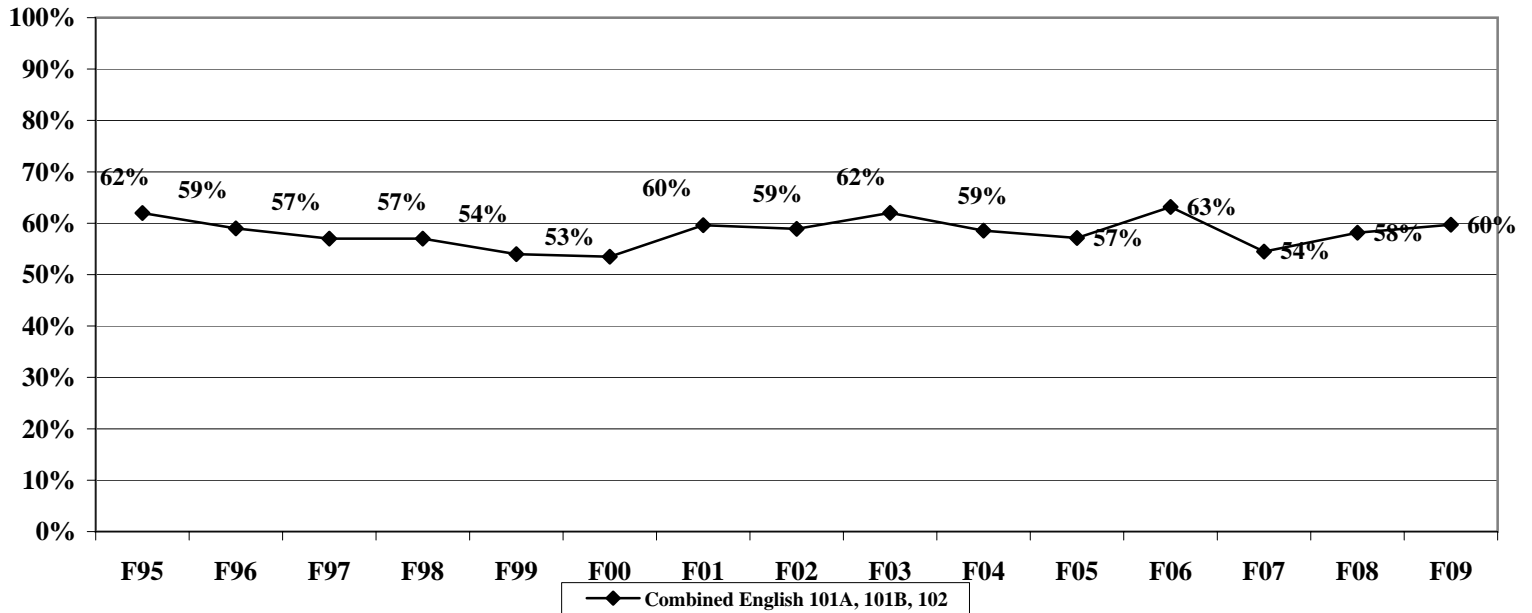


Math	1998		1999		2000		2001		2002		2003		2004		2005		2006		2007		2008		2009	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
College Level: Trig or ab	212	19%	285	21%	244	20%	254	22%	288	23%	261	22%	269	21%	319	22%	303	20%	302	18%	332	19%	224	12%
1 Below: Math 55/55A In	124	11%	132	10%	157	13%	156	14%	173	14%	181	15%	225	17%	260	18%	308	20%	460	27%	506	29%	444	23%
2 Below: Math 65/65A El	280	25%	337	25%	284	23%	336	30%	330	26%	318	27%	393	30%	419	29%	522	34%	659	39%	677	38%	613	32%
3 Below: Math 105 Basic	525	46%	604	44%	564	45%	392	34%	486	38%	434	36%	425	32%	449	31%	382	25%	265	16%	250	14%	617	33%
Total assessed	1,141	100%	1,358	100%	1,249	100%	1,138	100%	1,277	100%	1,194	100%	1,312	100%	1,447	100%	1,515	100%	1,686	100%	1,765	100%	1,898	100%
Total new students	2,084		2,426		2,249		2,650		2,670		2,518		2,909		2,985		2,789		2,803		3,045		3,082	
Pct. of new studs assessed	55%		56%		56%		43%		48%		47%		45%		48%		54%		60%		58%		62%	

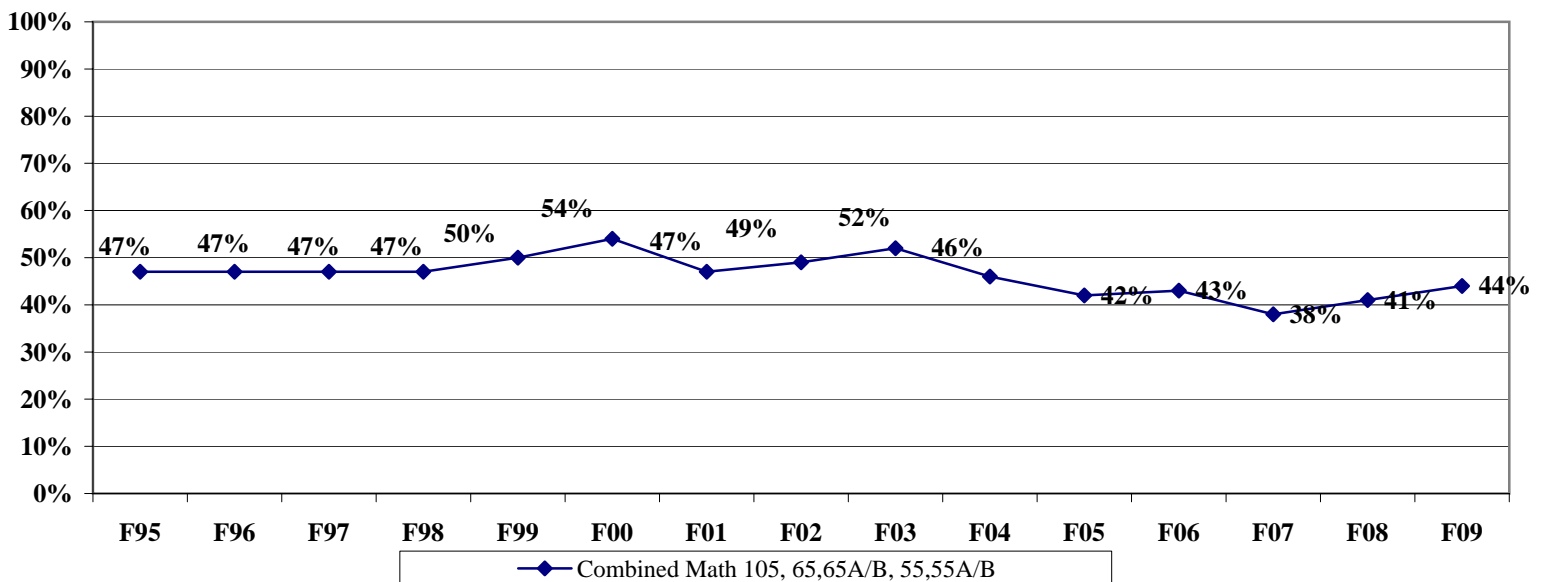
Chabot Math Assessment Trends
All new students including NGR
Fall 1998-Fall 2009



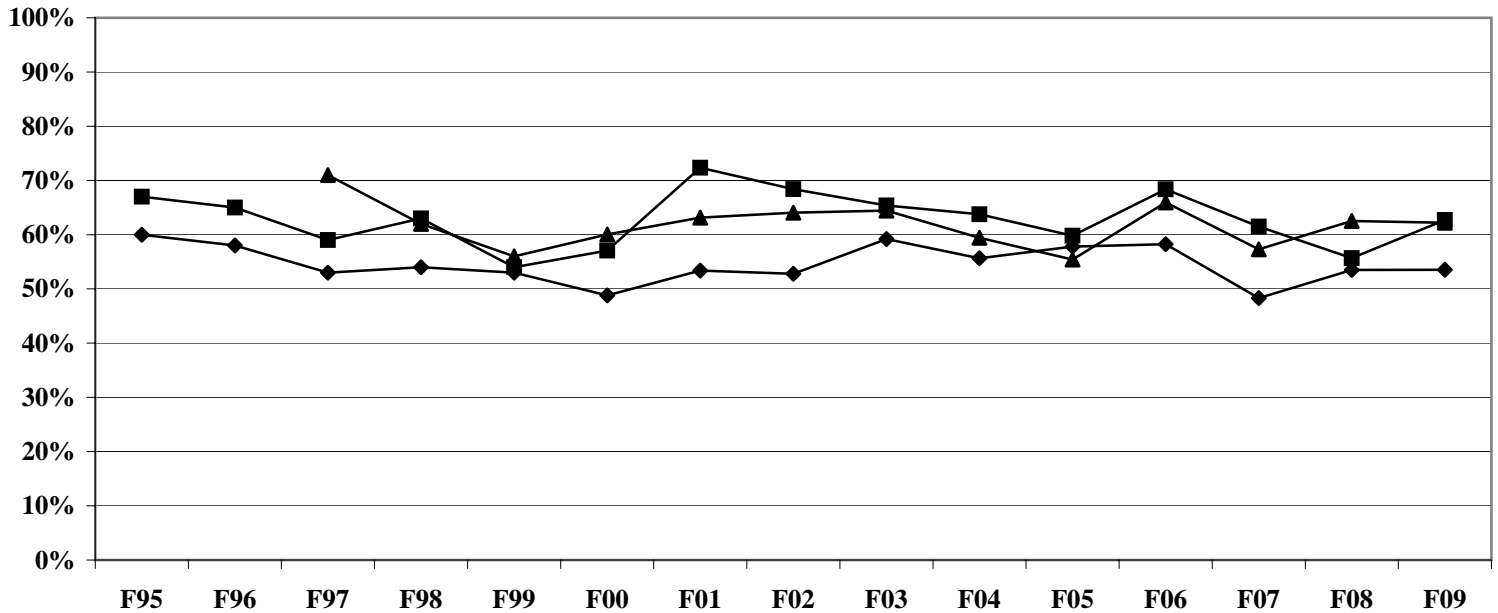
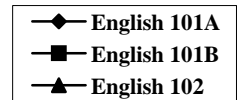
Chabot College
English Basic Skills Courses (English 101A, 101B, 102)
Combined Success Rates
Fall 1995 to Fall 2009



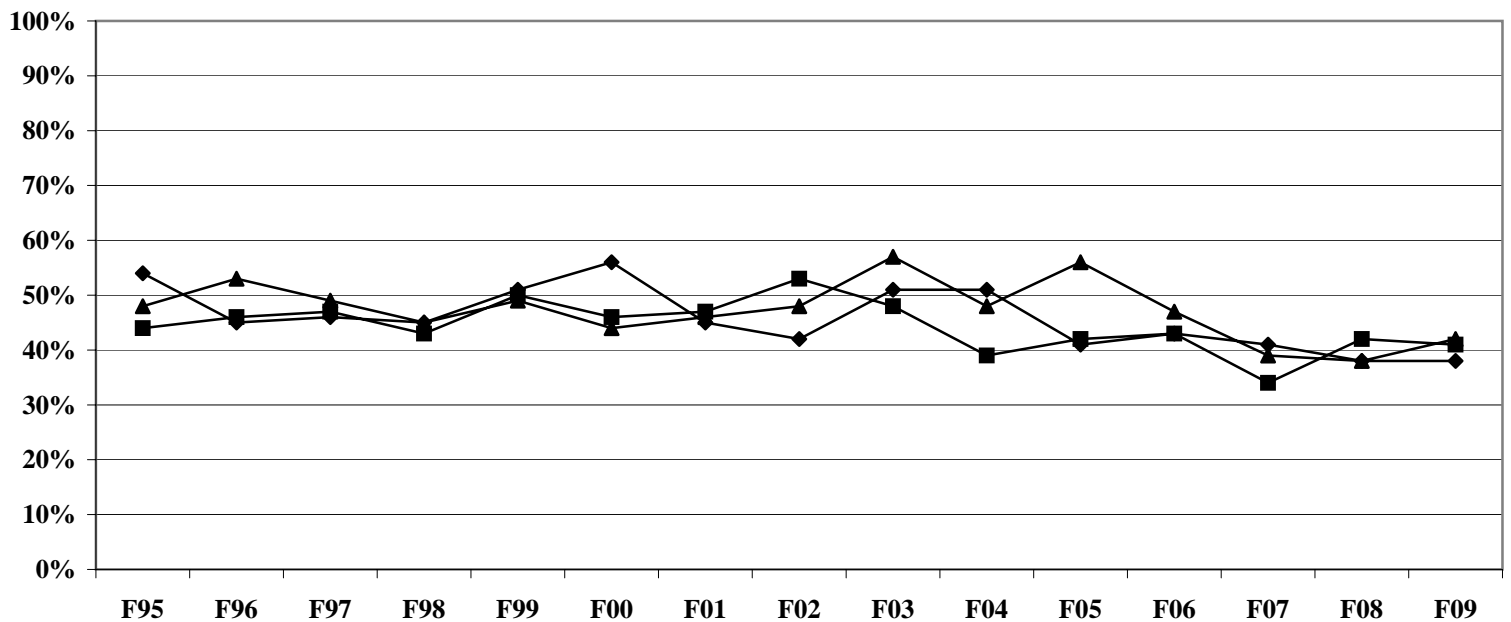
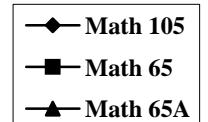
Chabot College
Math Basic Skills Courses (Math 105, Math 65/65A/65B, 65L, Math 55/55A/55B, 54)
Combined Success Rates
Fall 1995 to Fall 2009



Chabot College
English Basic Skills Courses (English 101A, 101B, 102)
Success Rates by Course
Fall 1995 to Fall 2009

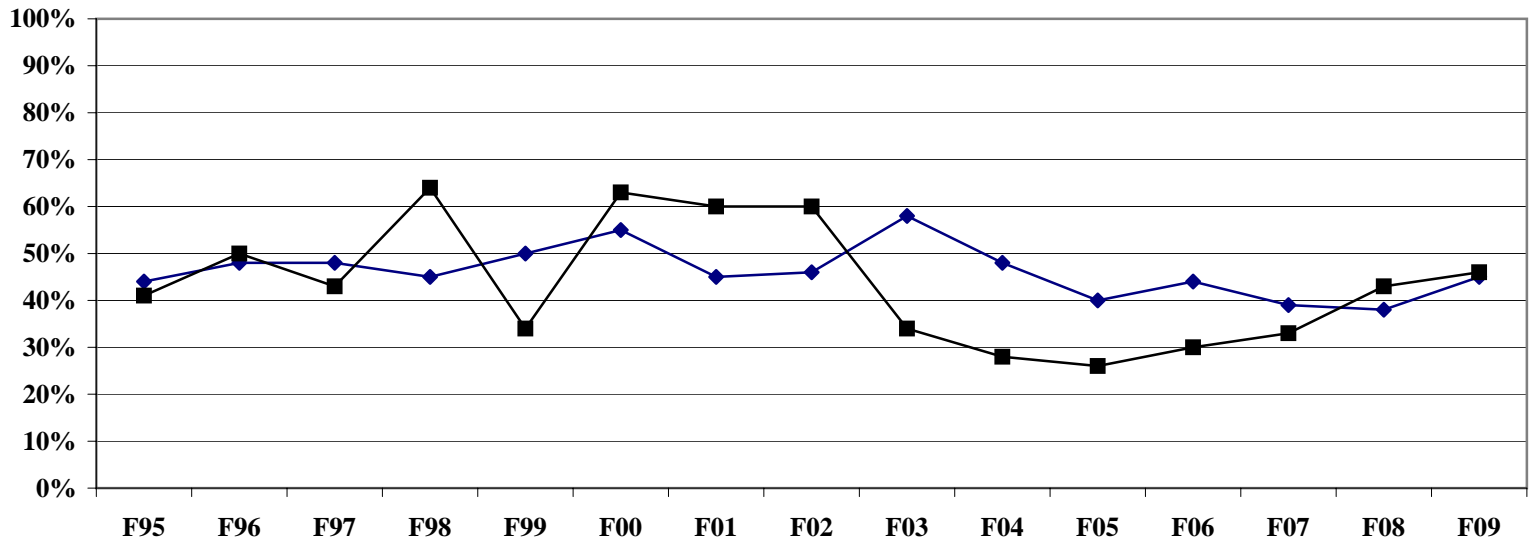


Chabot College
Math 105, 65, 65A
Success Rates
Fall 1995 to Fall 2009

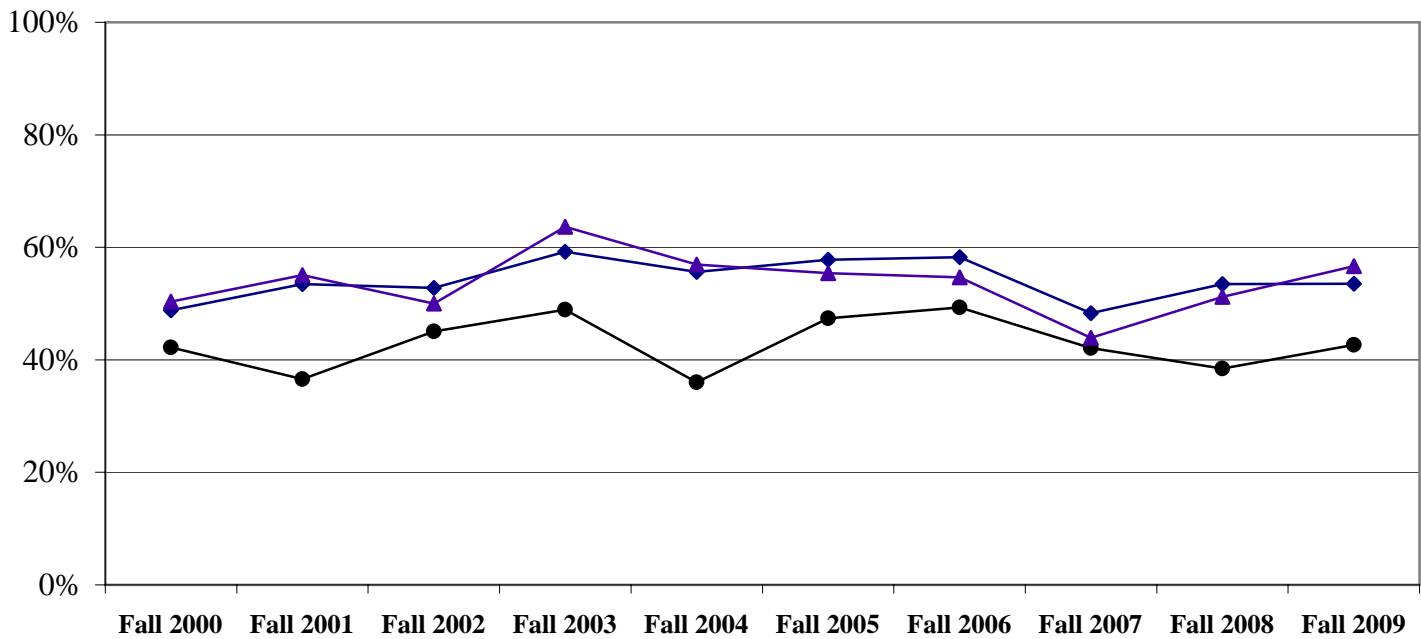


**Chabot College
Math 55, 55A
Success Rates
Fall 1995 to Fall 2009**

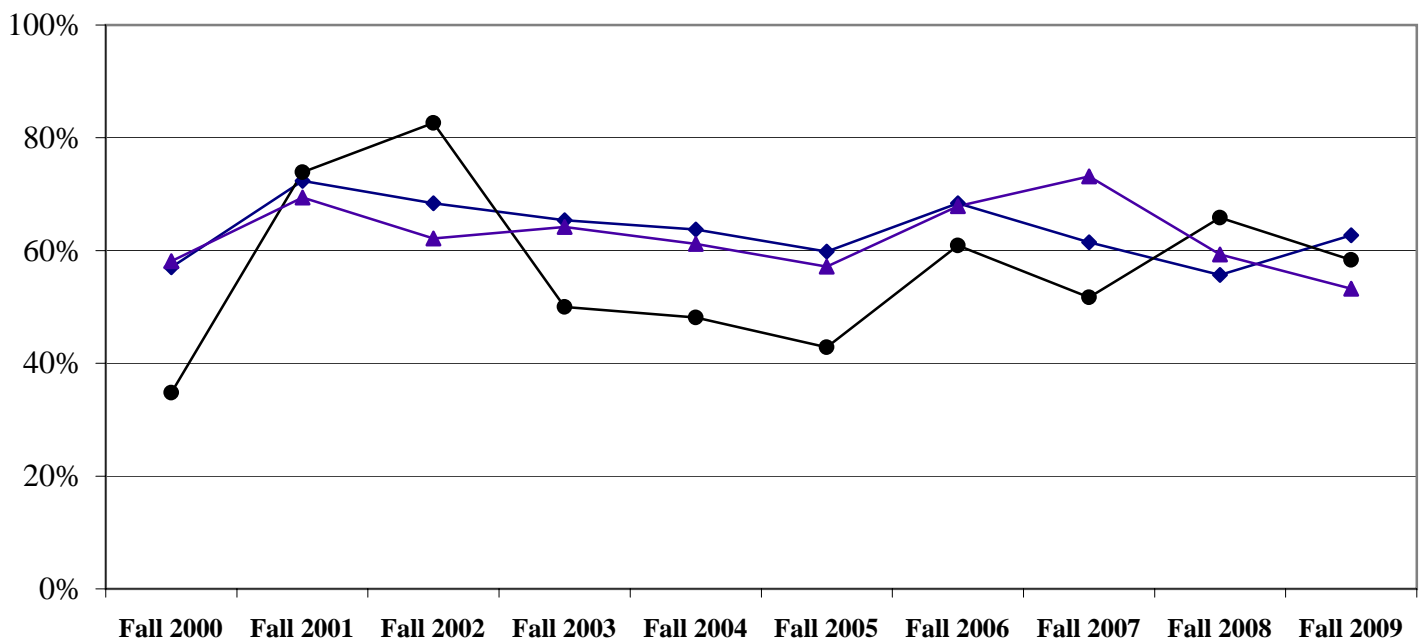
◆ Math 55
■ Math 55A



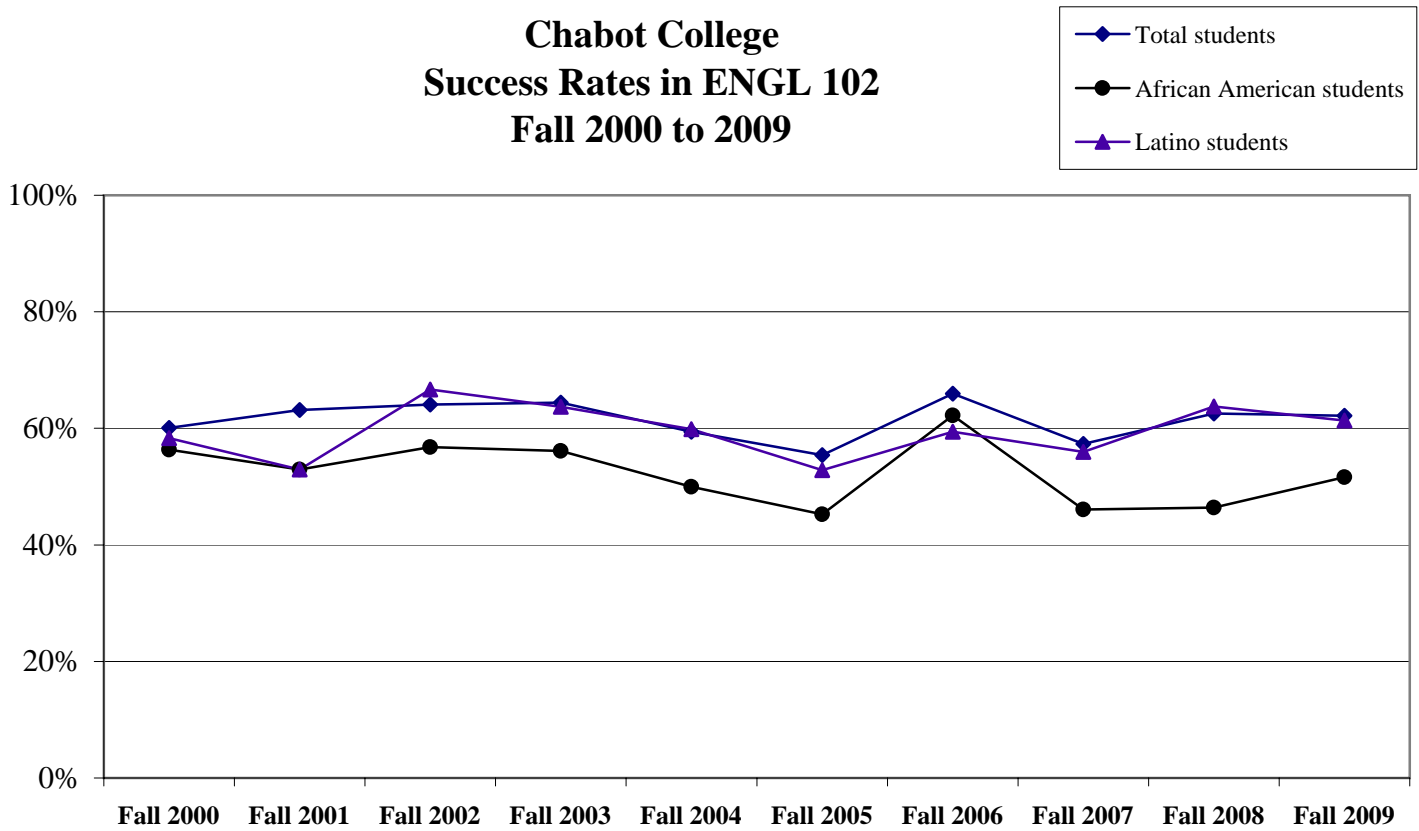
Chabot College Success Rates in ENGL 101A Fall 2000 to Fall 2009



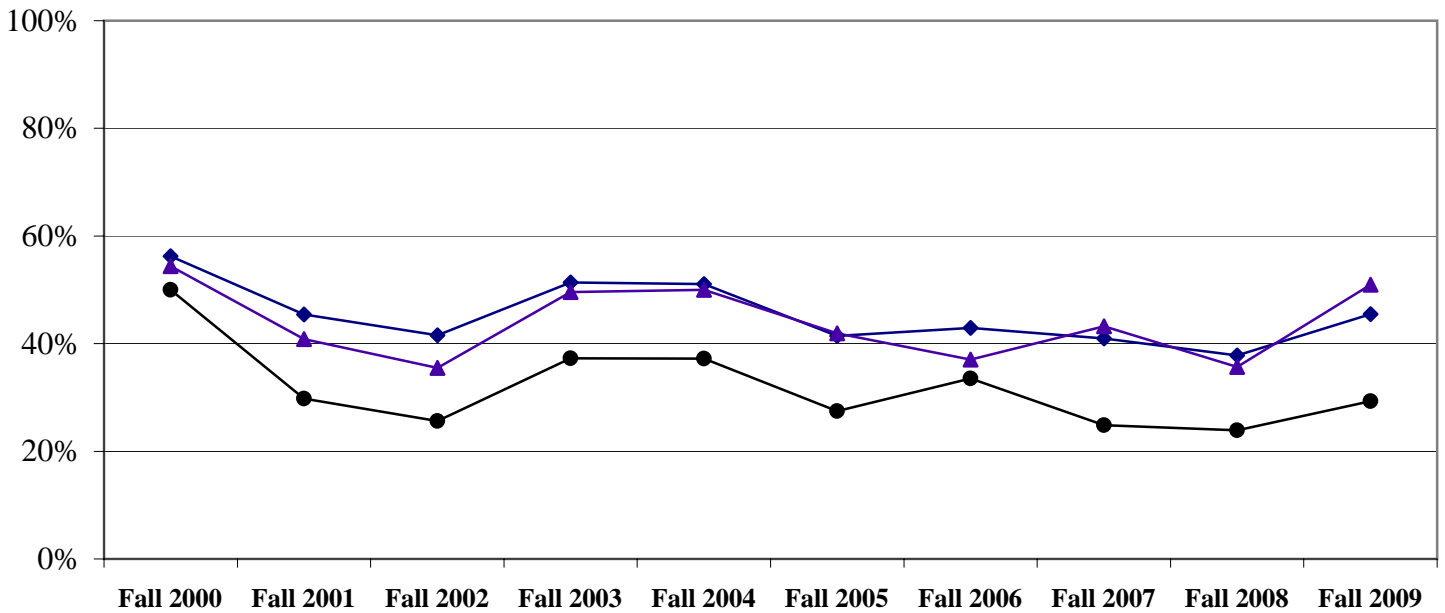
Chabot College Success Rates in ENGL 101B Fall 2000 to Fall 2009



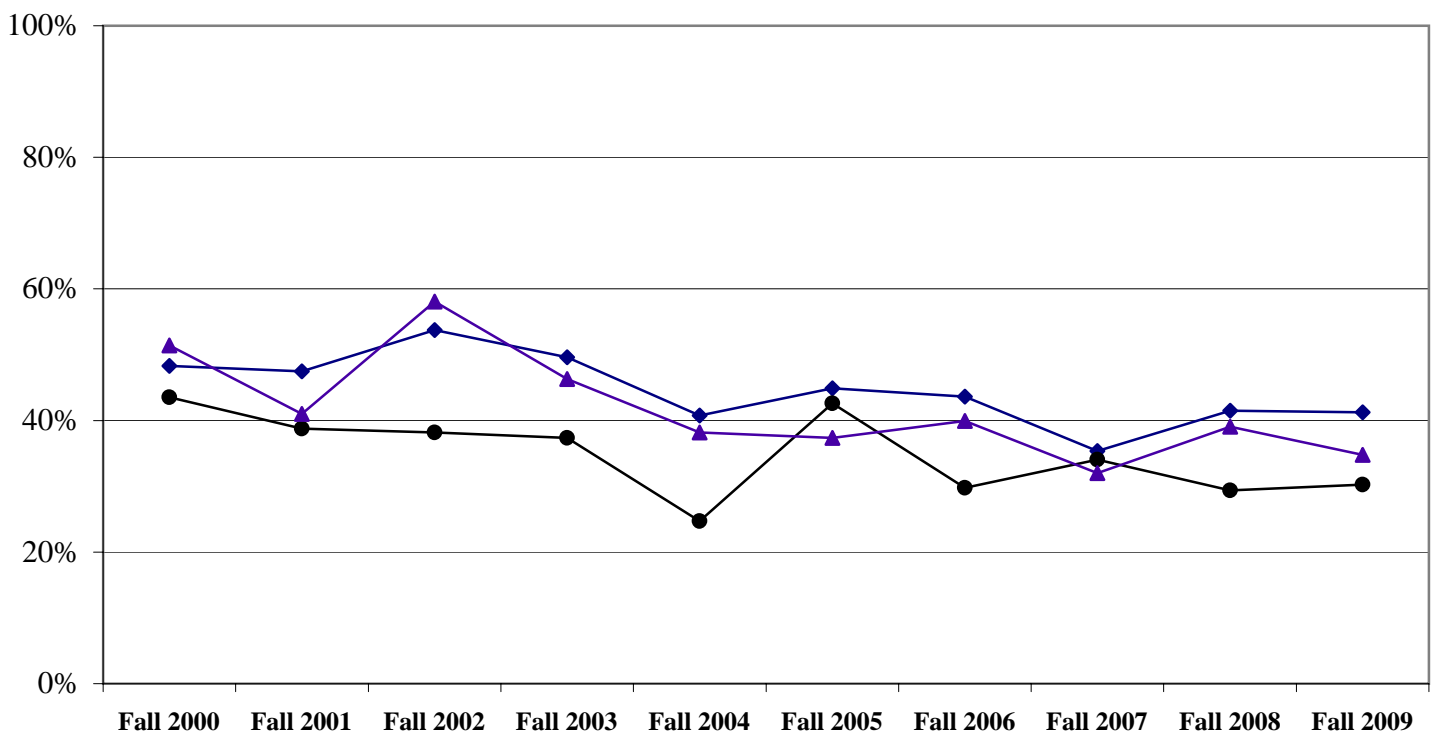
**Chabot College
Success Rates in ENGL 102
Fall 2000 to 2009**



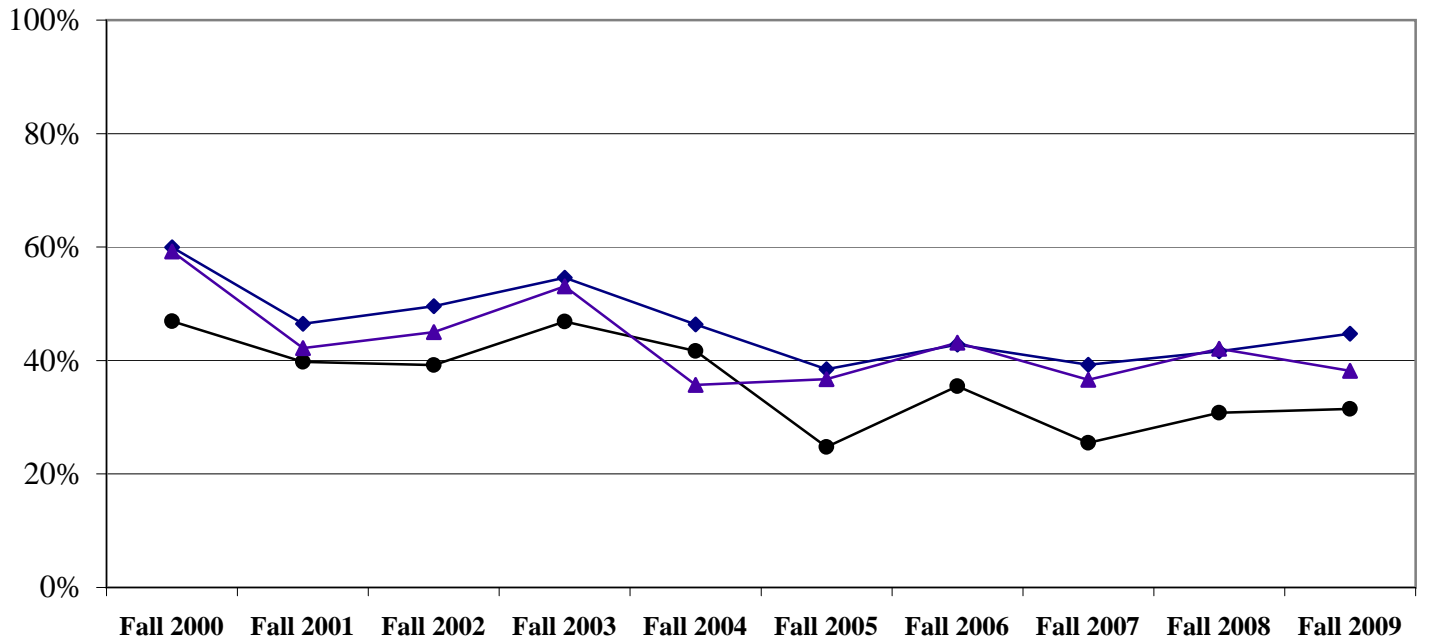
Chabot College
Success Rates Math 105/105L
Fall 2000 to Fall 2009



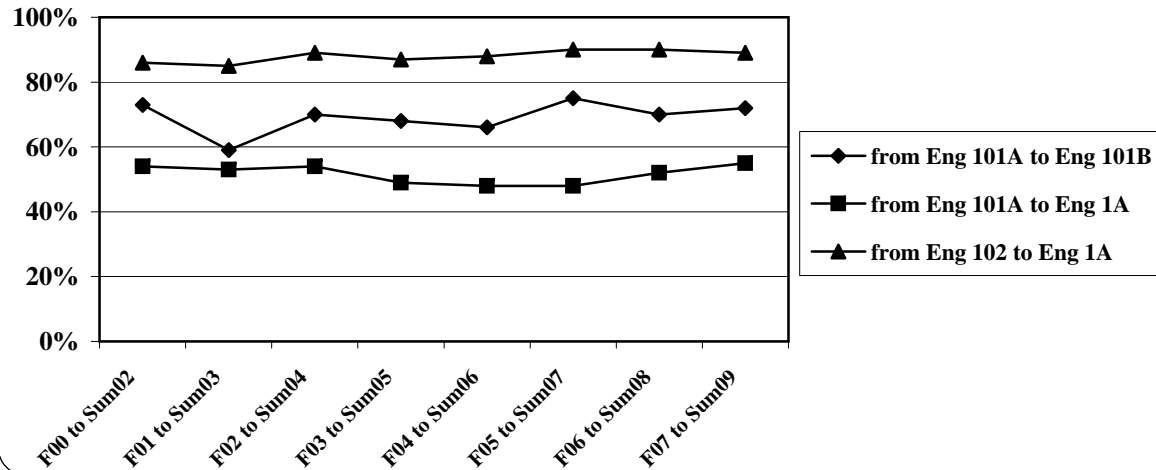
Chabot College
Success Rates in Math 65/65A/65B/65L
Fall 2000 to 2009



Chabot College
Success Rates in Math 55/55A/55B/54/54L
Fall 2000 to Fall 2009



**English Basic Skills Courses
Persistence Rates within Two Years
Fall 00 to Fall 07 Cohorts**



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	F01	F02	F03	F04	F05	F06	F07
Pct persisting	73%	59%	70%	68%	66%	75%	70%	72%

from Eng 101A to Eng 1A

	F00	F01	F02	F03	F04	F05	F06	F07
Pct persisting	54%	53%	54%	49%	48%	48%	52%	55%

from Eng 102 to Eng 1A

	F00	F01	F02	F03	F04	F05	F06	F07
Pct persisting	86%	85%	89%	87%	88%	90%	90%	89%

Math

from Math 105 to Math 65/65A

	F00	F01	F02	F03	F04	F05	F06	F07
Pct persisting	65%	74%	74%	70%	69%	73%	72%	63%

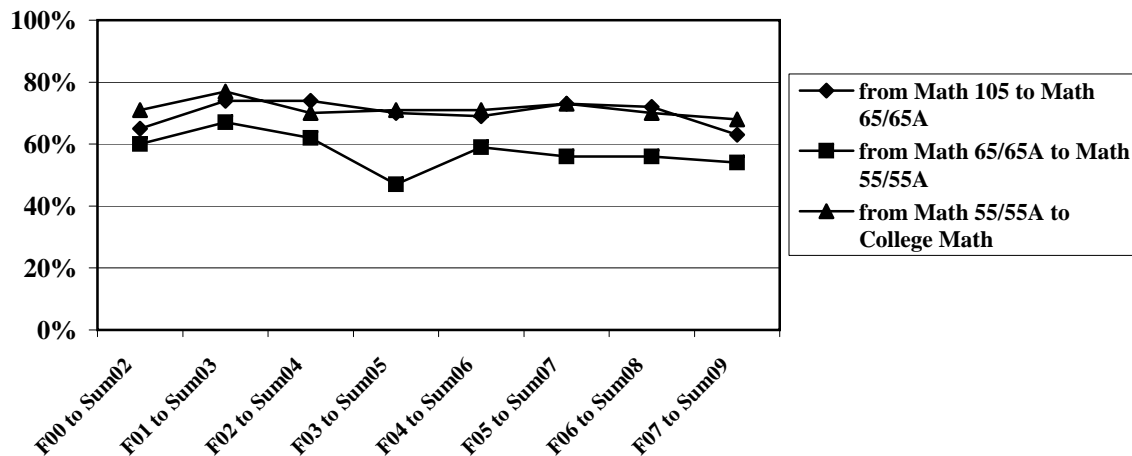
from Math 65/65A to Math 55/55A

	F00	F01	F02	F03	F04	F05	F06	F07
Pct persisting	60%	67%	62%	47%	59%	56%	56%	54%

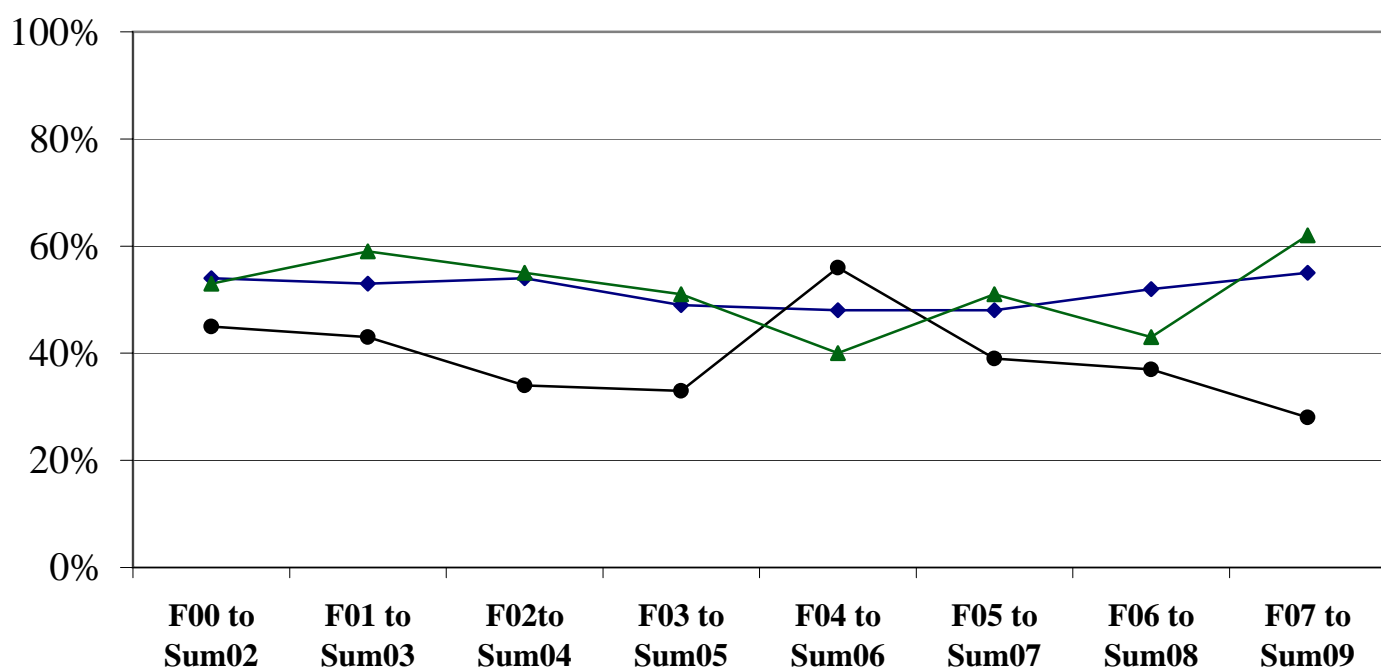
from Math 55/55A to College Math

	F00	F01	F02	F03	F04	F05	F06	F07
Pct persisting	71%	77%	70%	71%	71%	73%	70%	68%

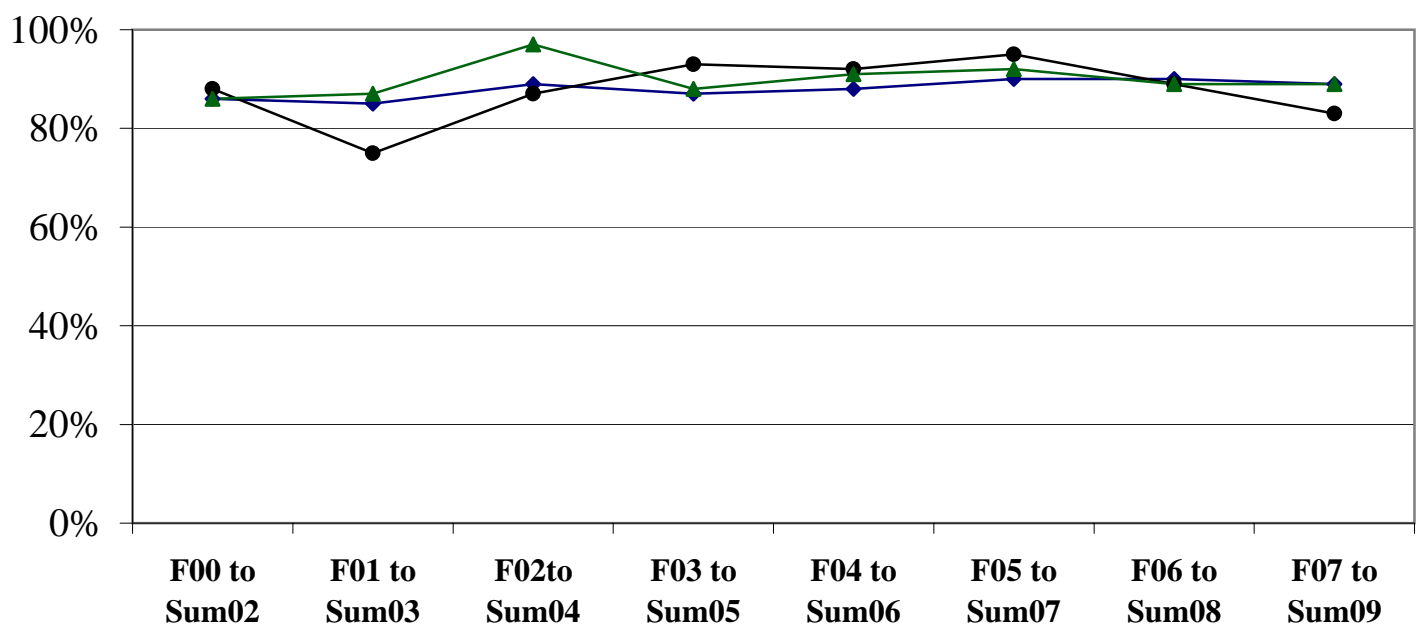
**Math Basic Skills Courses
Persistence Rates within Two Years
Fall 00 to Fall 07 Cohorts**



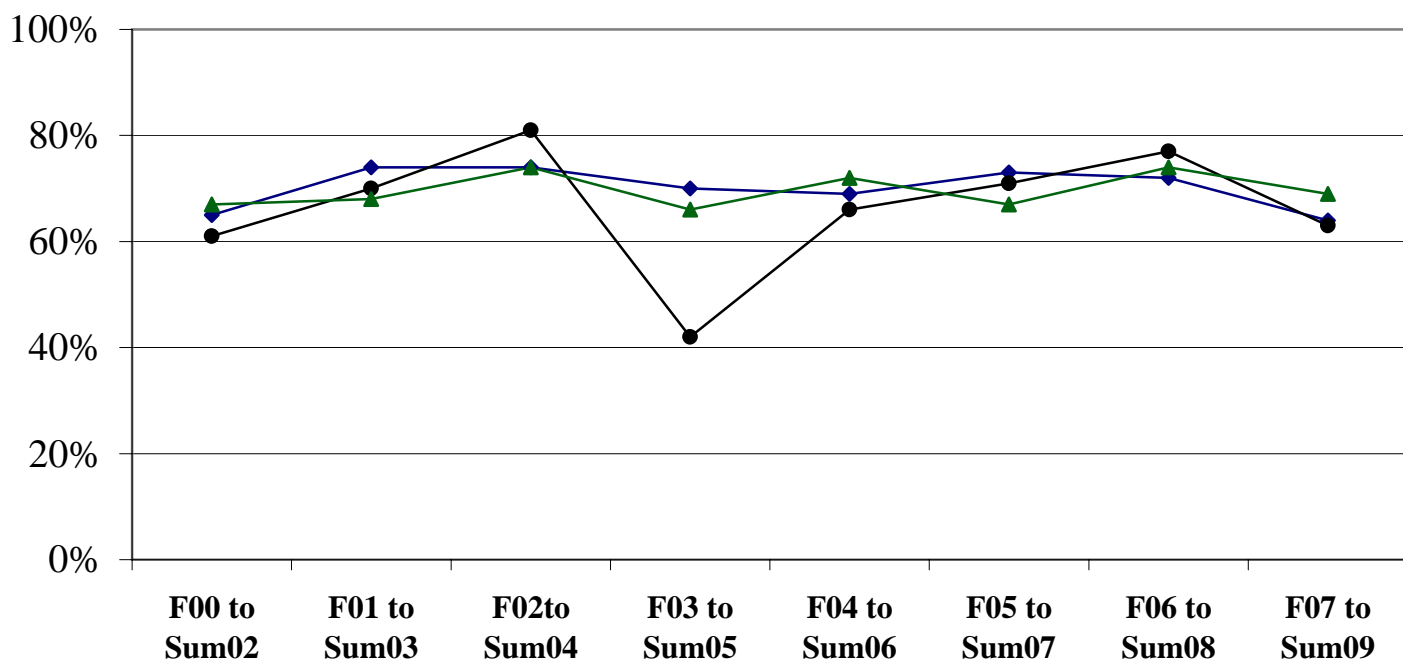
**Persistence Rates within 2 years
from English 101A to English 1A
Fall 00 to Fall 07 Cohorts**



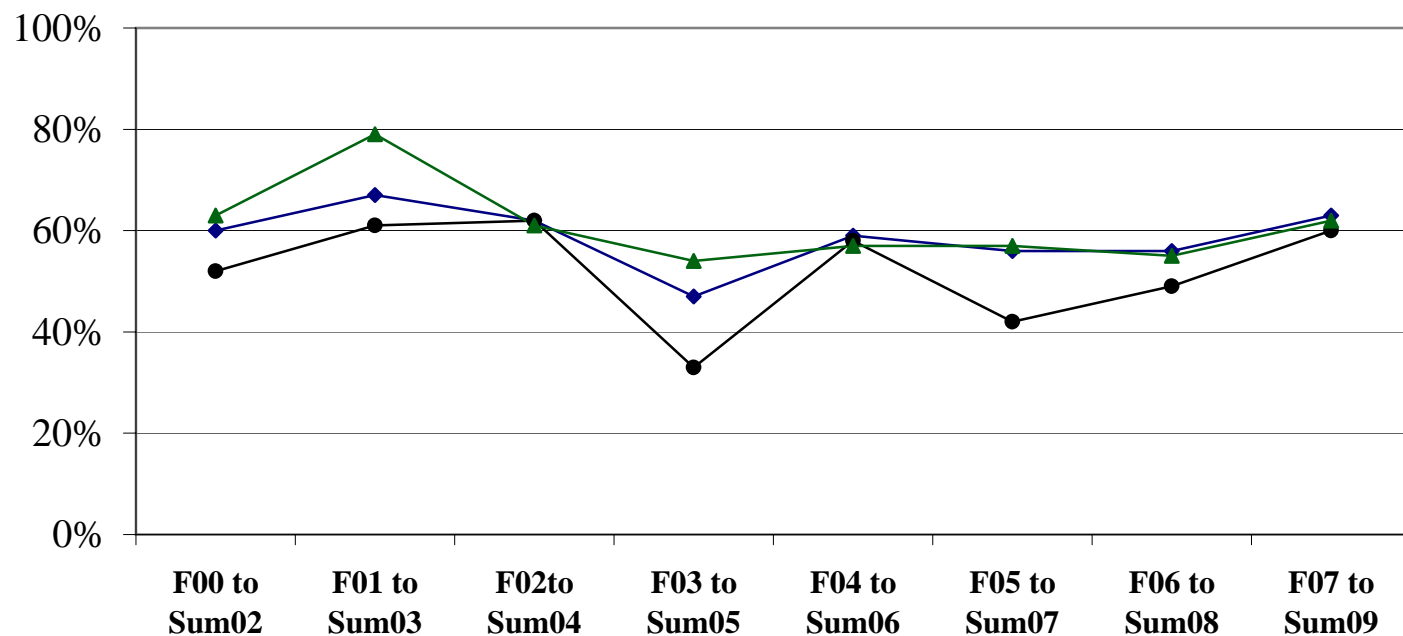
**Persistence Rates within 2 years
from English 102 to English 1A
Fall 00 to Fall 07 Cohorts**



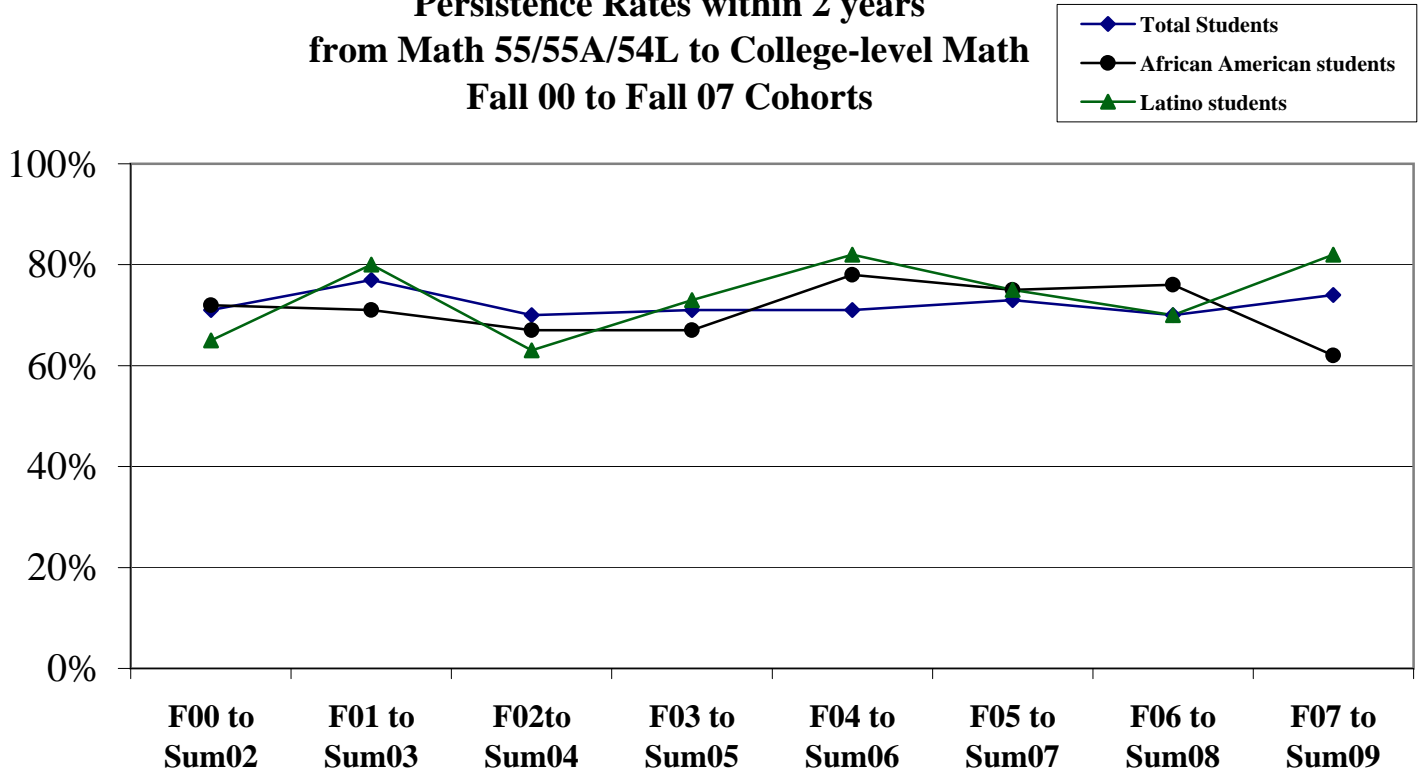
**Persistence Rates within 2 years
from Math 105 to Math 65/65A
Fall 00 to Fall 07 Cohorts**



**Persistence Rates within 2 years
from Math 65/65A to Math 55/55A
Fall 00 to Fall 07 Cohorts**



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



Chabot College

Success Rates in Selected Courses

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

Math 122 Participation

		F07	Sp08	F08	Sp09
All Math courses	Successful in Math 122	77%	77%	62%	68%
	Non-Success in Math 122	28%	22%	28%	42%
	Not enrolled in Math 122	43%	42%	45%	42%

English 115 Participation

		F07	Sp08	F08	Sp09
All English courses	Successful in ENGL 115	76%	88%	88%	88%
	Non-success in ENGL 115	43%	55%	40%	50%
	Not enrolled in ENGL 115	61%	60%	63%	63%

ESL 128 Participation

		F07	Sp08	F08	Sp09
All Chabot courses	Successful in ESL 128	71%	73%	91%	87%
	Non-success in ESL 128	68%	53%	59%	65%
	Not enrolled in ESL 128	59%	58%	60%	56%

General Studies 115 (GNST 115) Participation

History (Retention Rates)

		F09
HISTORY 2, 20, 22	Successful in GNST 115	100%
	Not enrolled in GNST 115	77%

Psychology (Retention Rates)

		F09
PSYCH 1, 6	Successful in GNST 115	100%
	Not enrolled in GNST 115	85%

Chabot College
Learning Support Services: Sections with & without Learning Assistants
Retention Rates of Students Overall
Fall 2009 - F

Chabot College						
Fall 2009						
	Retention (Success + Non-Success)		Withdrawal		Total	
	Num	Pct	Num	Pct	Num	Pct
Learning Assistants	1,144	78%	326	22%	1,470	100%
No Learning Assistants	1,944	77%	582	23%	2,526	100%
Total	3,088	77%	908	23%	3,996	100%

Chabot College
Learning Engagement Survey: Fall 2009
Sections with Learning Assistants and FIGs

Percentage Distribution of All Survey Items
Based on 869 student course enrollments in November 2009

Engagement in Learning			Percentage of total who responded Often or Very Often		Percentage of those responding Often or very often	
					English-related courses n=(481)	Math-related courses n=(388)
Over ALL your Chabot classes (All College) / In THIS class (FIG/LA sections): how often have you done the following activities?			All College Survey	FIG & LA sections		
In this class I have:						
✓✓	• asked questions...		49%	44%	41%	47%
✓	• participated in large class discussions...		55%	49%	57%	39%
✓✓	• participated in small in-class discussions or projects...		66%	61%	64%	57%
	• made a presentation to the class...		42%	18%	19%	16%
Outside of class time I have:						
✓✓	• discussed class topics or assignments with other students from my class...		41%	46%	45%	47%
✓✓	• met as a study group with other students from my class...		24%	25%	25%	24%
✓✓	• talked about class topics with family, friends, and others...		50%	54%	54%	54%
	• used Email, Blackboard or other electronic means to communicate with the instructor...		49%	34%	34%	35%
✓✓	• met with the instructor to discuss assignments or my progress...		28%	24%	22%	25%
For this classes I have:						
	• come to class <u>without</u> completing my readings or assignments...		14%	7%	7%	6%
	• prepared <u>two or more drafts</u> of a paper or assignment before the final draft...		42%	30%	39%	18%
✓	worked on a paper that required integrating ideas/information from various sources...		57%	38%	50%	22%
	• produced original works (i.e., artwork, designs, music, objects, etc.)...		34%	30%	24%	37%
✓✓	• done work that was <u>not</u> assigned to improve my skills in classes...		23%	25%	21%	29%
✓✓	• worked harder than I thought I could to meet an instructor's expectations...		45%	51%	49%	55%
On campus I have:						
	• seen a counselor this semester...		--	24%	25%	22%
	• used a tutor or attended labs to help me with my courses...		--	31%	32%	31%
	• had serious conversations with students of different religious beliefs or political opinions...		14%	17%	21%	11%

Average of selected engagement questions:

(✓✓ and ✓)	Average of questions for English & related courses	44%	43%	
(✓✓)	Average of questions for Math & related courses	41%		42%

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

	Average Self-Efficacy Scores	Average Self-Regulation Scores	Average Goal Scores	Average Hope Scores
Successful (N=26)	46.0	43.3	103.7	69.2
Non-successful (N=16)	47.4	45.9	107.4	67.9
Withdrew (N=12)	40.7	40.4	94.6	61.0

Total (N=54)