



# From Lasers to Skills-Builders:

Creating Meaningful Student Groups for Encouraging  
and Monitoring Progress towards Completion

---

## **Report to PRBC from PRBC Strategic Plan Goal Measurement Committee October 2013**

Chair: Carolyn Arnold      Institutional Research

Andrea Preciado   Student, ASCC

Eric Schultz      Dean, SOTA and Social Science

Kristin Land      English Faculty

Patricia Shannon   Humanities Faculty, Chair, Basic Skills Committee

Tom Clark      Dean, Business and Applied Technology

Tram Vo-Kumamoto   Dean, Math and Science

.....and many other PRBC members since then



# Chabot Strategic Plan Goal

---

- Increase the number of students who achieve their educational goal in a reasonable time (outcomes)
  - **Institutional Research measures that number**
- ...by clarifying pathways and providing more information and support (methods)
  - **College initiatives provide methods to increase the number**



# Chabot Strategic Plan Goal

## Challenge #1 to increasing the number

---

- Educational goals of Transfer, Degrees, and Certificates are long-term outcomes
  - Take semesters or years to complete
  - Completion numbers fluctuate year to year
- Most college initiatives focus on short term objectives:
  - More students completing basic skills courses
  - Increasing student passion and purpose
  - Increasing success in College English, Math
- How will we know if short term objectives affect the long term outcomes?



# Chabot Strategic Plan Goal

## Challenge #2 to increasing the number

---

- Not all students aiming for these educational goals
  - Have different goals
  - Going towards goals at different speeds
  - Starting from different places
- How can we take into account these student differences?
- And still increase the number of students who achieve their educational goal?



# Not One Number!

## Why we created distinct student groups

---

### ***Want to***

- Monitor progress of new student cohorts with different educational goals, starting place, speeds
- Determine reasonable time to completion for each group
- Target support services needed by each group and determine effect of initiatives



# Creating educational goal groups for new students

---

## ***Groups based on***

### **Their educational goal**

- Self-reported educational goal

### **How long they will take:**

- How many units they take (FT/PT)
- Where they start (assessment in English)

# Creating educational goal groups

<i>Ed Goal</i>	<i>Units</i>	<i>English Assessment</i>	<i>Student Ed Goal Groups</i>
<b>Transfer or Degree (GE)</b>	<b>Full-time</b>	<b>College</b>	■ <b>Laser (FT) College</b>
		<b>Basic Skills</b>	■ <b>Laser (FT) Basic Skills</b>
		<b>Not Assessed</b>	■ <b>Laser (FT) Not Assessed</b>
	<b>Part-time</b>	<b>College</b>	■ <b>Seeker (PT) College</b>
		<b>Basic Skills</b>	■ <b>Seeker (PT) Basic Skills</b>
		<b>Not Assessed</b>	■ <b>Seeker (PT) Not Assessed</b>
<b>Undecided</b>	<b>6+ units</b>	■ <b>Explorer</b>	
<b>Certificate or Job training</b>	<b>Full-time</b>	■ <b>Career-builder FT</b>	
	<b>Part-time 6-11 units</b>	■ <b>Career-builder PT</b>	
<b>Cert/Job/Und/Pers Devel</b>	<b>Under 6 units</b>	■ <b>Skills-builder</b>	



# 10 student ed goal groups:

What percentage of each are on our campus?

---

- Laser (FT) College
- Laser (FT) Basic Skills
- Laser (FT) Not Assessed
- Seeker (PT) College
- Seeker (PT) Basic Skills
- Seeker (PT) Not Assessed
- Explorer
- Career-builder FT
- Career-builder PT
- Skills-builder





# 10 student ed goal groups:

What percentage of each are on our campus?

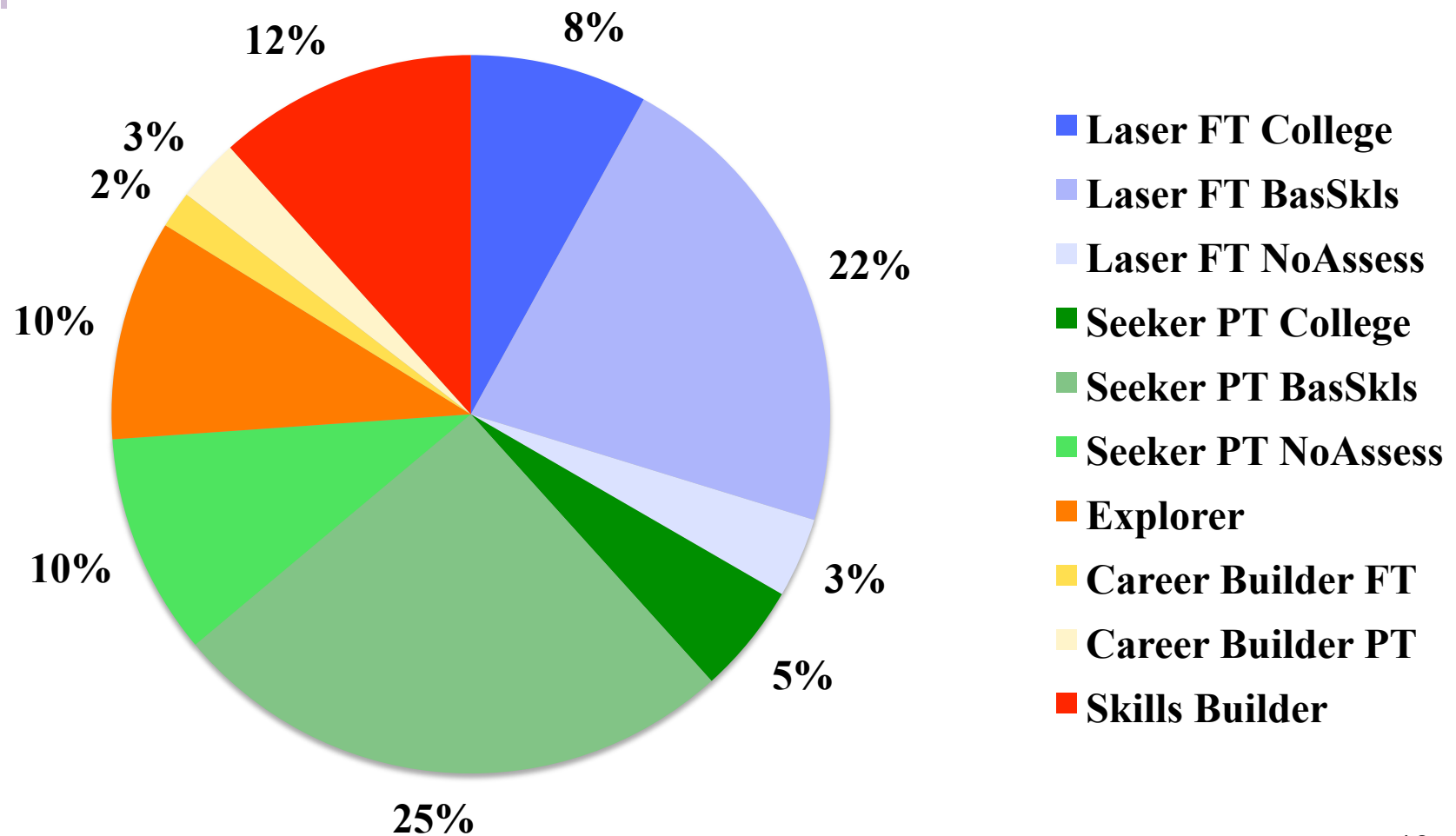
---

## ***Consider:***

- Which group do you think will be the largest?
- .....the smallest group?
- What group has changed the most in the last 5 years?

# Chabot Fall 2012 New Students

## Percentage in each Educational Goal Group





# Student ed goal groups

---

- How do we know that these groups represent distinct groups of students?



# Student ed goal groups look and behave differently by

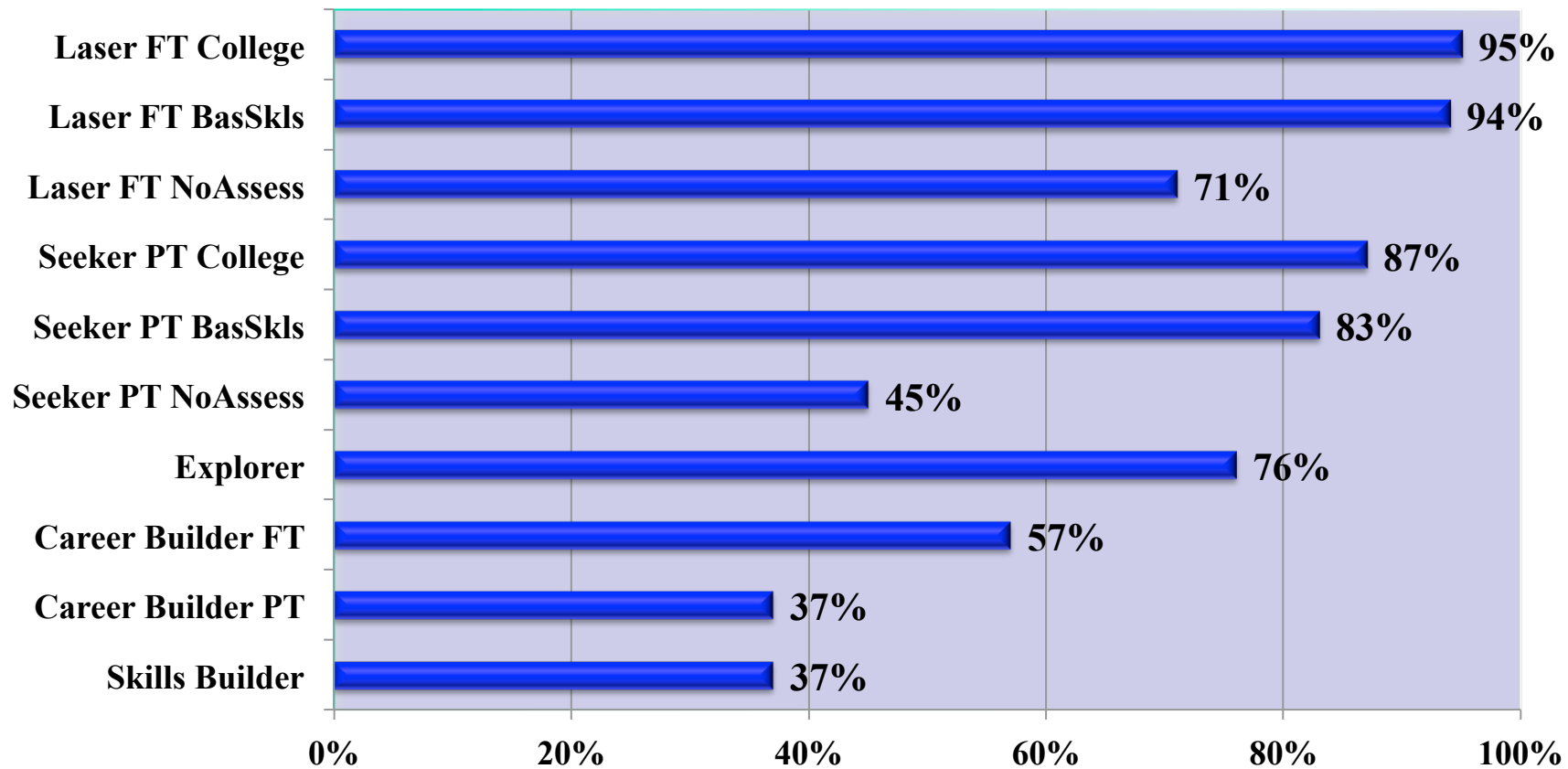
---

- **Age (example on next page)**
- Gender
- Race-ethnicity
- Day vs. evening
- Early Decision
- Financial Aid
- Pct assessed in Math
- Math assessment levels
- Types of major

# New Students 2012

## Age by educational goal group

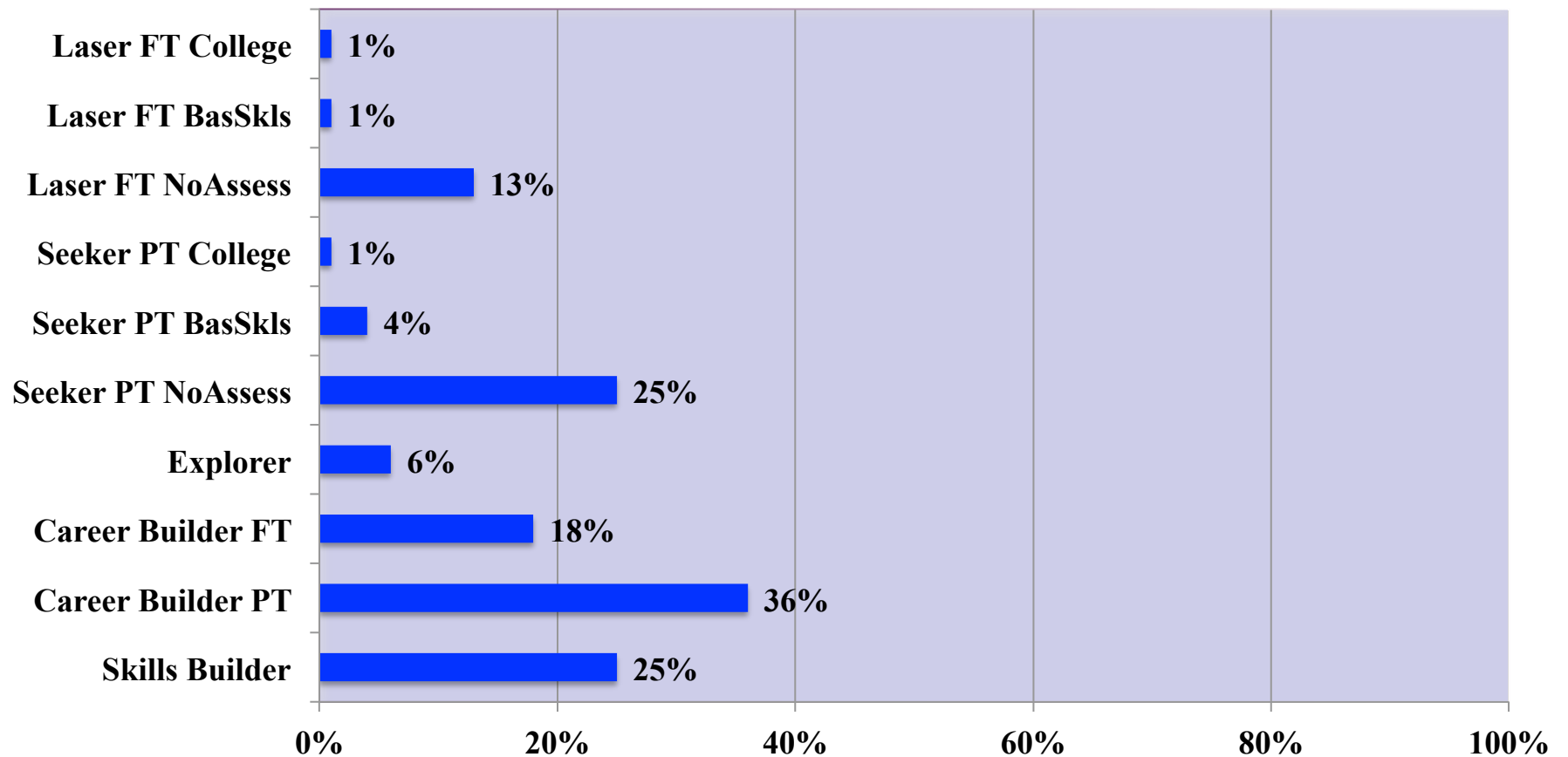
### Percentage Age 19 or younger



# New Students 2012

## Age by educational goal group

### Percentage Age 30 or older






# Student ed goal groups

---

- Ten different groups with different goals, different speeds, different starting places
- How do we know what is a 'reasonable time' it will take each group to achieve their educational goal?
- How do we know if each group is making progress towards their educational goal?



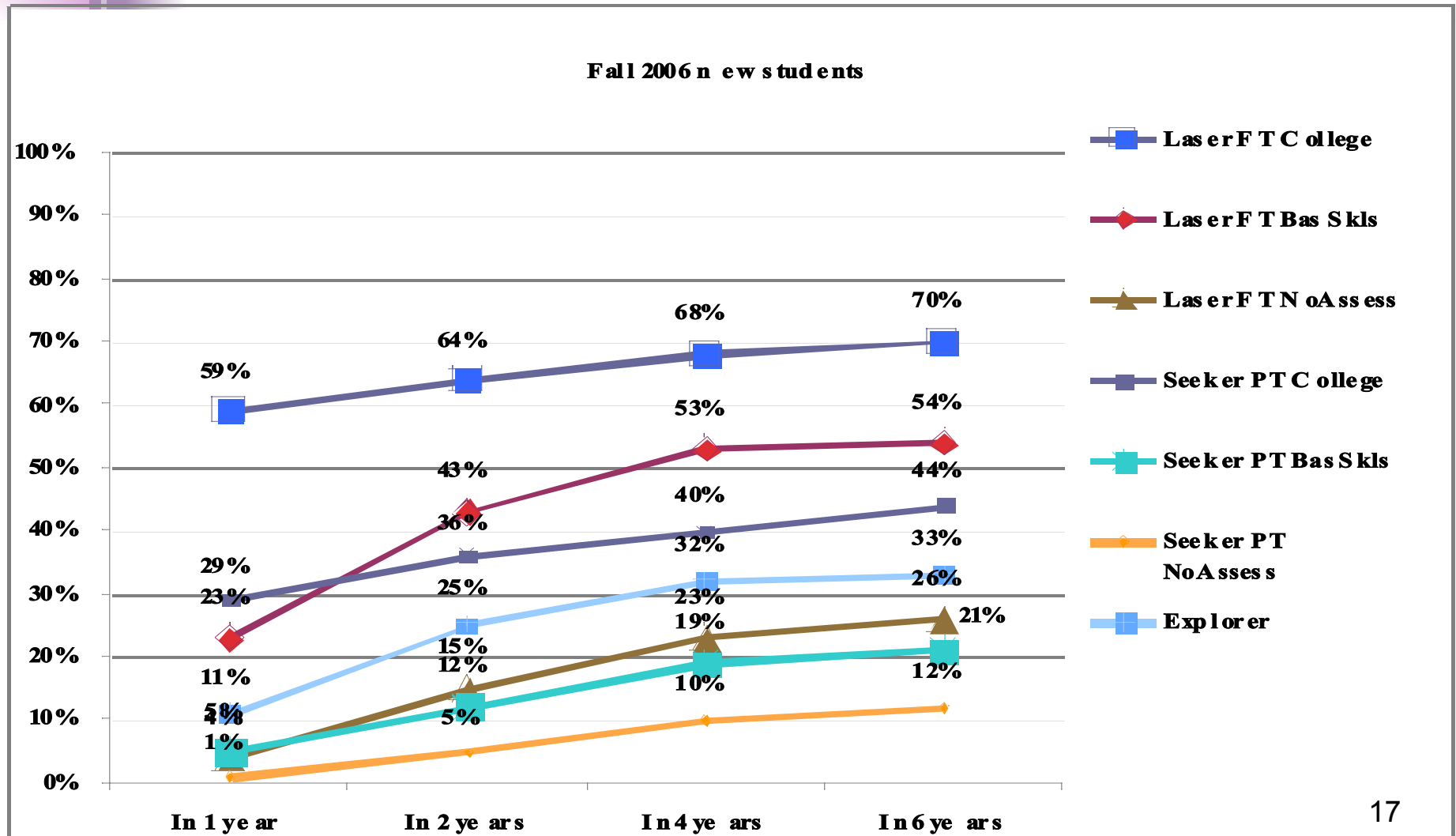
# Milestones towards ed goal for student groups

---

- **Early Engagement**
  - Enrolled in basic skills
- **Momentum**
  - Completed basic skills
  - Persistence
- **Progress**
  - **Completed College** Math or **English** (next page)
  - Earned Transferable units
  - Earned CTE units
- **Completion**
  - Earned certificates or degrees
  - Transfer ready / transferred
  - Employed



# Milestone: Completion of College English by ed goal group by years





# Student ed goal groups allow us to:

---

- Get beyond one number.
  - 10 student groups
- Measure progress along the way.
  - Progress milestones
- Determine reasonable time to milestones and completion for each group compared to past cohorts
- Tailor college initiatives for each group and see effect of initiatives.



# Next steps

---

## ***Institutional Research will provide:***

- For each educational group and cohort:
  - Baselines for milestones and outcomes to Fall 2012
  - Updated progress each year since Fall 2012
  - Are we increasing the numbers?
  
- For divisions, programs and initiatives:
  - Proportion of student educational groups within them



# Next steps

---

***College programs and initiatives can:***

- Identify student educational groups they are reaching
- Choose the groups they want to reach
- See if they are having an effect on those groups



# Questions to Ponder

---

- What types of college programs & initiatives can make enough of a difference in the milestones or outcomes to increase the overall numbers?
- How much do we expect to increase the numbers?