



Progress on the Strategic Plan Goal

Four Years of Initiatives:

How much progress have we made?

Wins, promising gains, and ongoing challenges

Presentation to PRBC

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First, many appreciations to:

- **Dr. Na Liu, Research Analyst extraordinaire**
 - For producing all the PRBC results, accurately, repeatedly, patiently, and with good humor
 - **Sherwyn Sen, PT BrioQuery programmer**
- **Our Laser FT College Student Assistants**
 - Shahira Mawlavizada
 - Adrian Sandoval
 - Mangesh Darke
 - For entering all the PRBC results, accurately, repeatedly, patiently, and with good humor
- **This work could not be done without them!**



Chabot Strategic Plan Goal

- Increase the number of students who achieve their educational goal in a reasonable time
- and*
- ensure equitable outcomes among student groups
- ...by clarifying pathways and providing more information and support (**College initiatives**)




Purpose of presentation: To spark a discussion

- Are more students reaching their educational goal?
- Are the outcomes equitable?
- Have the initiatives made a difference? Which ones? Are new ones needed?

Creating educational goal groups

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

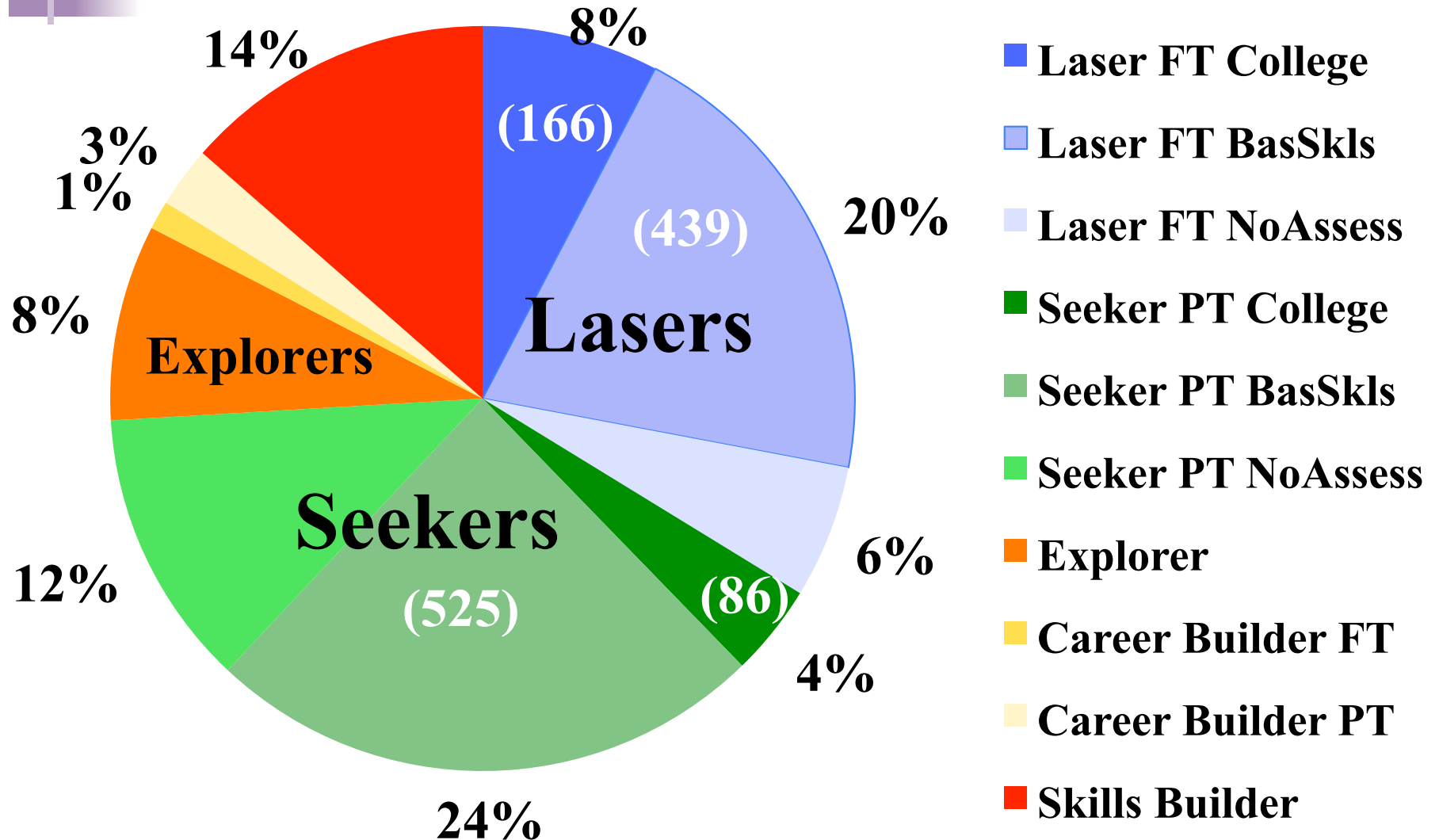


Why we use educational goal groups to measure progress

- **The groups are different**
 - Educational Goal, starting place and speed (FT/PT)
 - Age, race-ethnicity, financial aid, etc.
- **The differences → different outcomes**
 - Some ed goal groups consistently show much progress
 - Other ed goal groups consistently show little progress
 - Progress varies within ed goal groups by race-ethnicity
- **Different groups need different interventions**

Chabot Fall 2013 New Students

Percentage in each Educational Goal Group



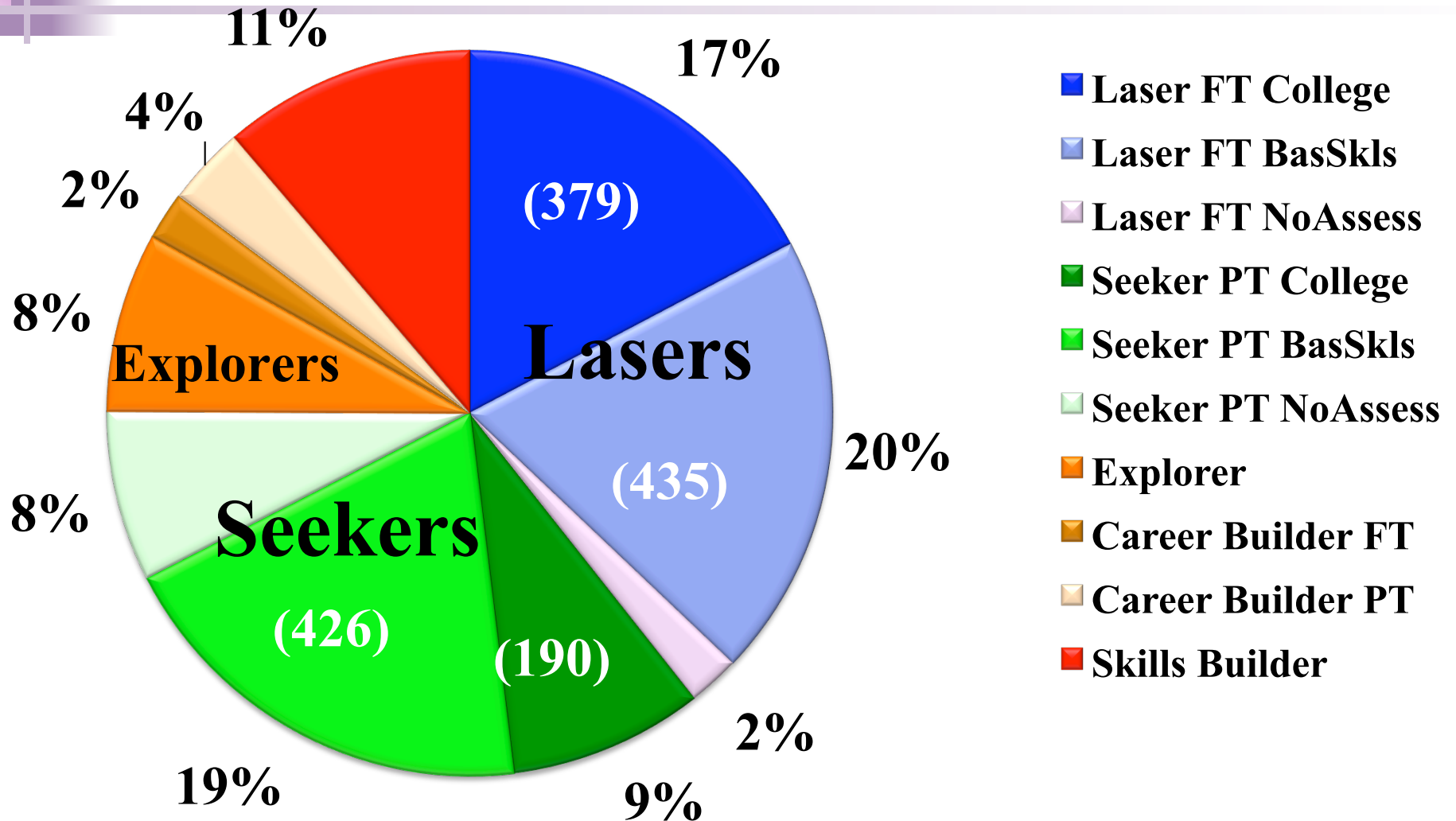


Changes in the educational goal groups: Fall 2013-2016

- **More degree-seeking and Laser College**
 - Percent degree-seeking and full-time up
 - Laser FT College students doubled 8%->17%
 - **Our most successful student group!**
- **Slight decrease in Basic Skills students**
 - Still our largest two groups – 20% each
 - Equally balanced between full-time/part-time
- **Fewer ‘Not Assessed’ students**

Chabot Fall 2016 New Students

More students are Laser FT College!





Milestones towards ed goal for transfer/degree goal groups (Lasers FT & Seekers PT)

- Are the groups increasing completion of:
 - **Basic Skills English**
 - **College English**
 - **Any Math**
 - **College Math**
- How equitable are the outcomes?
 - **For major race-ethnicity groups**

Up is good!

Equal is good!

Milestone time frame

for transfer/degree goal groups
(Lasers FT & Seekers PT)

- Four cohorts of new students:
 - Fall 2013 - 2016 new students in Fall
- Compared to avg. of 2010-12 cohorts
 - **By first Fall**
 - **By end of first year**
 - **By end of second year**

Higher than the baseline is good!



What we want to see:

More students...

- enrolling in English & Math in First Fall
- completing College English & Math
 - By end of first year
 - By end of second year
- Increases shared among all ethnic groups.



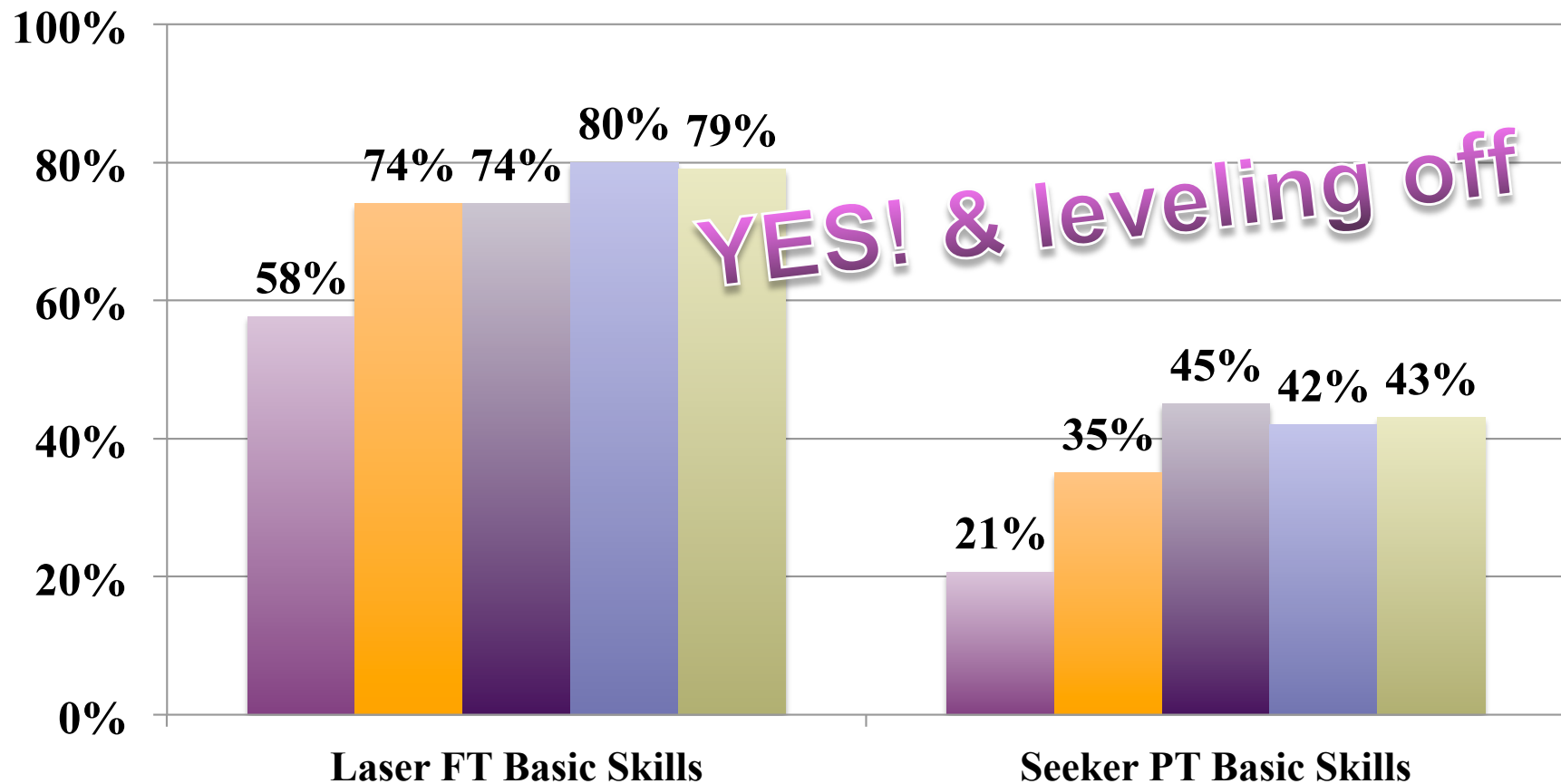
Milestone Highlights

- **Major wins**
- **Encouraging Gains**
- **Mysterious drops**
- **Wins and challenges in equity**
- **Overall challenges**

Milestone by First Fall

More enrolled in Basic Skills English?

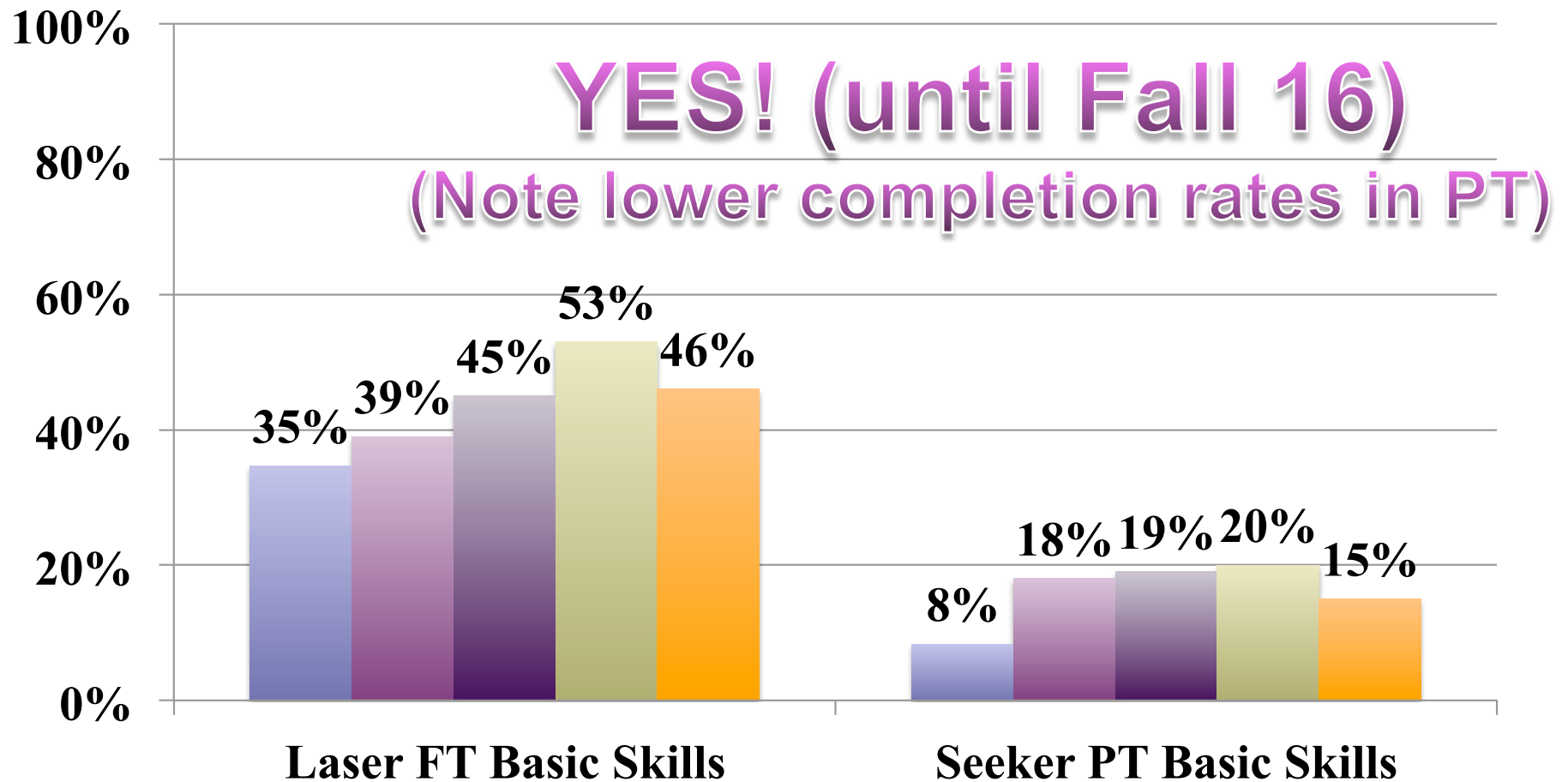
■ Baseline: F10-F12 ■ Fall 13 ■ Fall 14 ■ Fall 15 ■ Fall 16



Milestone by First Fall

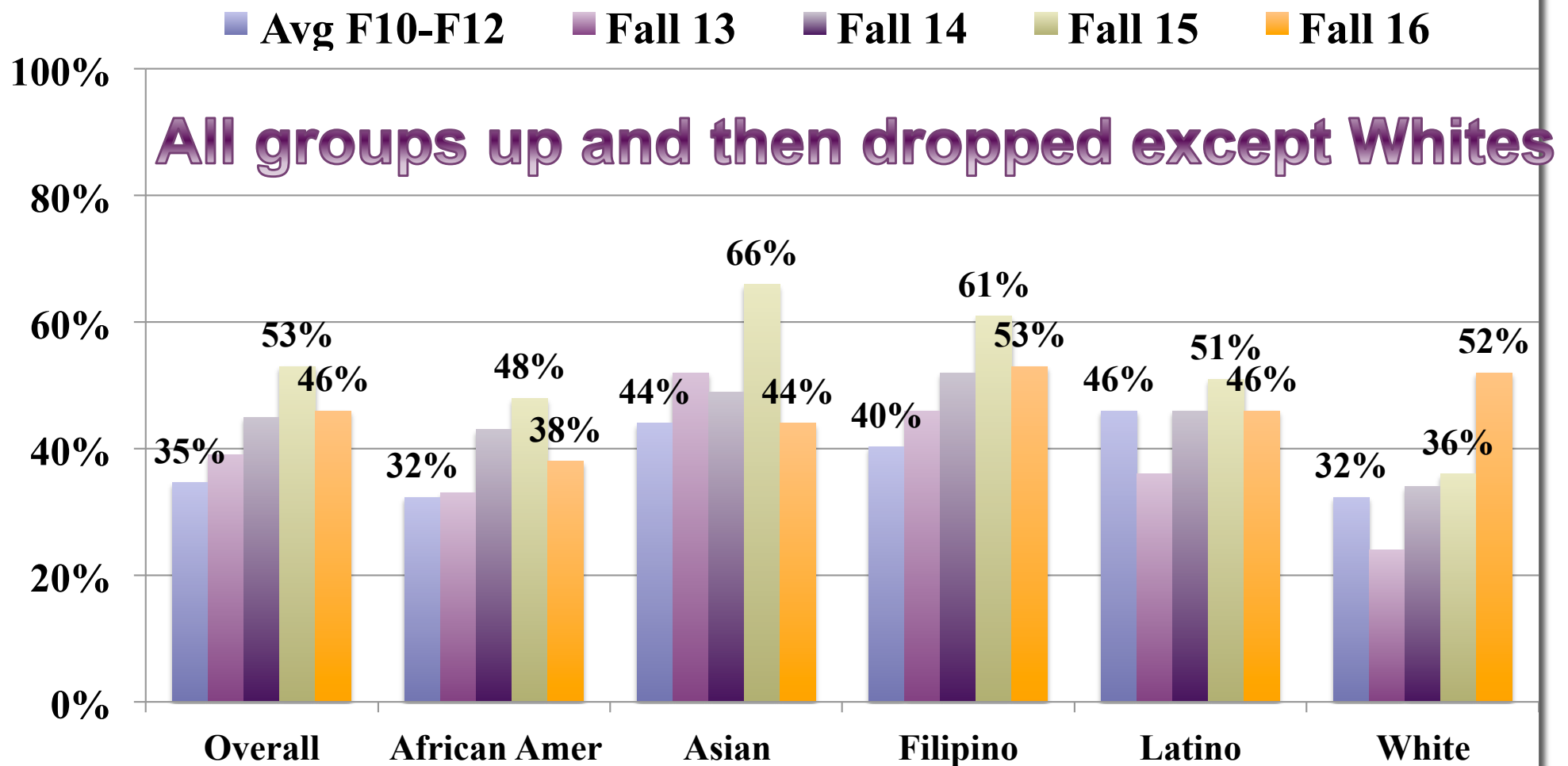
More completing Basic Skills English?

■ Baseline: F10-F12 ■ Fall 13 ■ Fall 14 ■ Fall 15 ■ Fall 16



Milestone by First Fall

Completed Basic Skills English, by Ethnicity
Laser Full-time Basic Skills





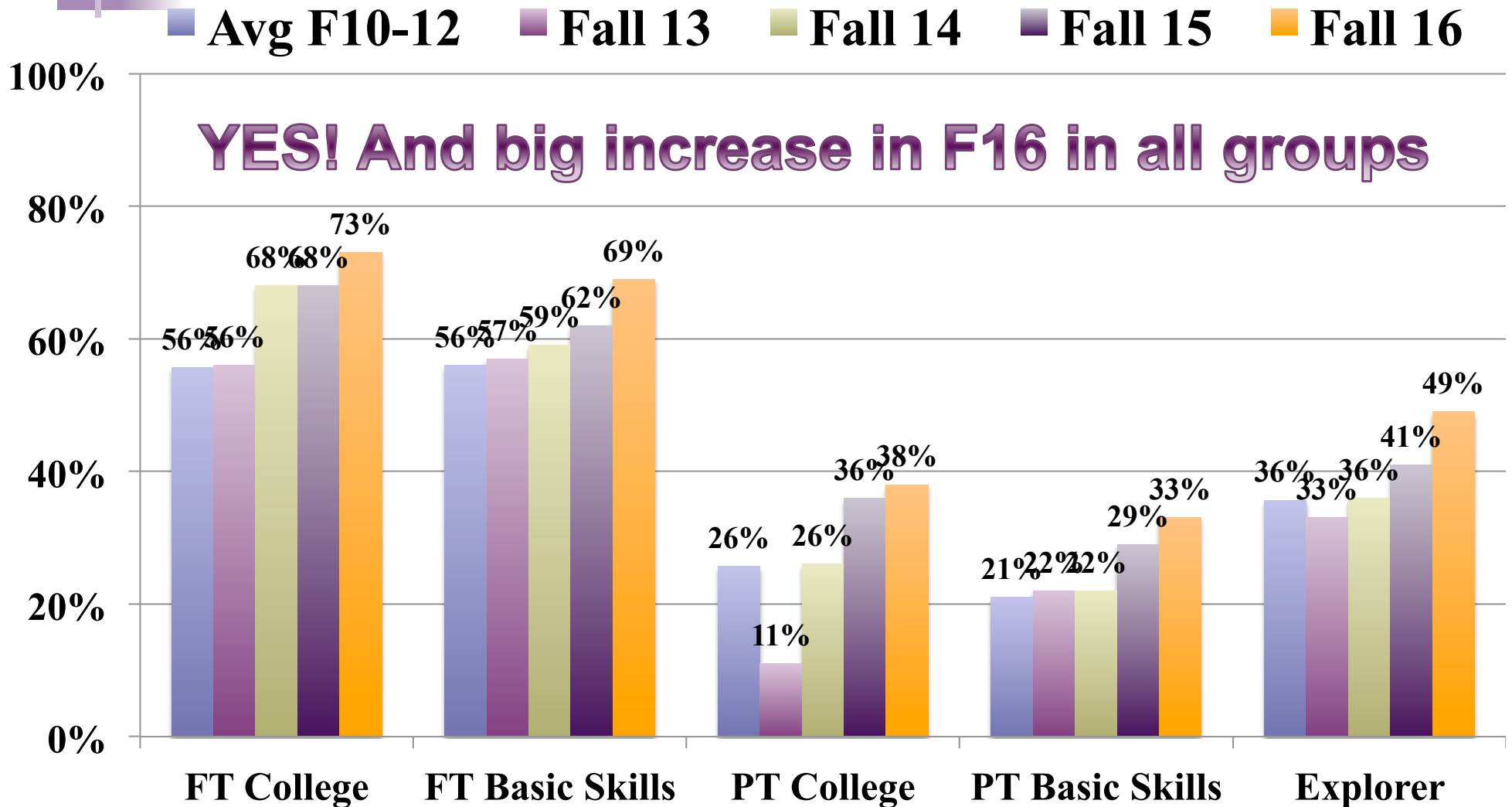
Milestone Highlights:

First Fall English Basic Skills

- **Encouraging Gains**
 - More Basic Skills students taking English in 1st Fall
- **Mysterious drops**
 - Fall 16 drop in English Basic Skills completion
 - PT Basic Skills have lower completion rates
- **Wins in equity**
 - All ethnicity groups shared increase; most dropped

Milestone by First Fall

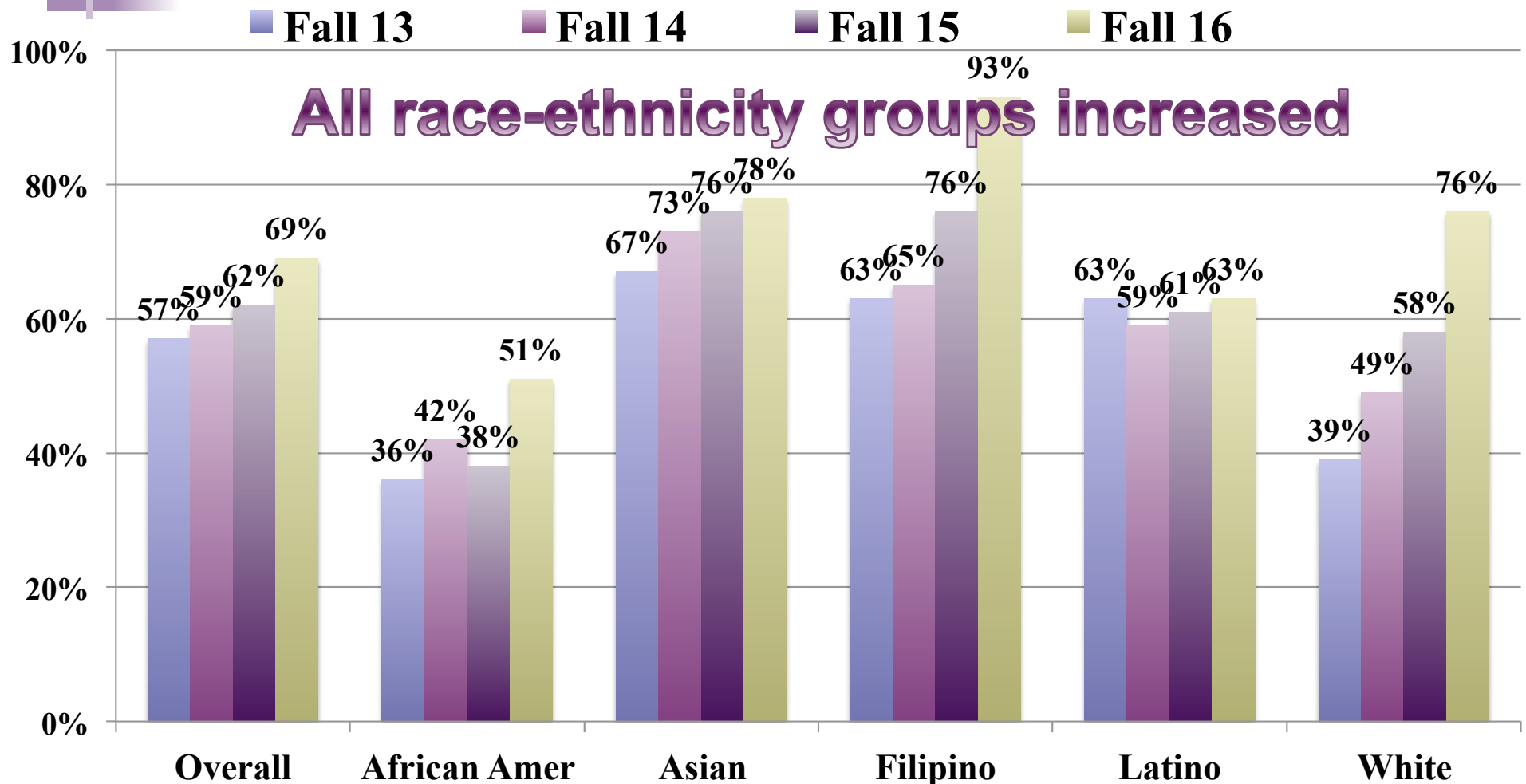
More enrolled in Any Math Course?



Milestone by First Fall

Enrolled in Any Math Course, by Ethnicity

Laser Full-time Basic Skills

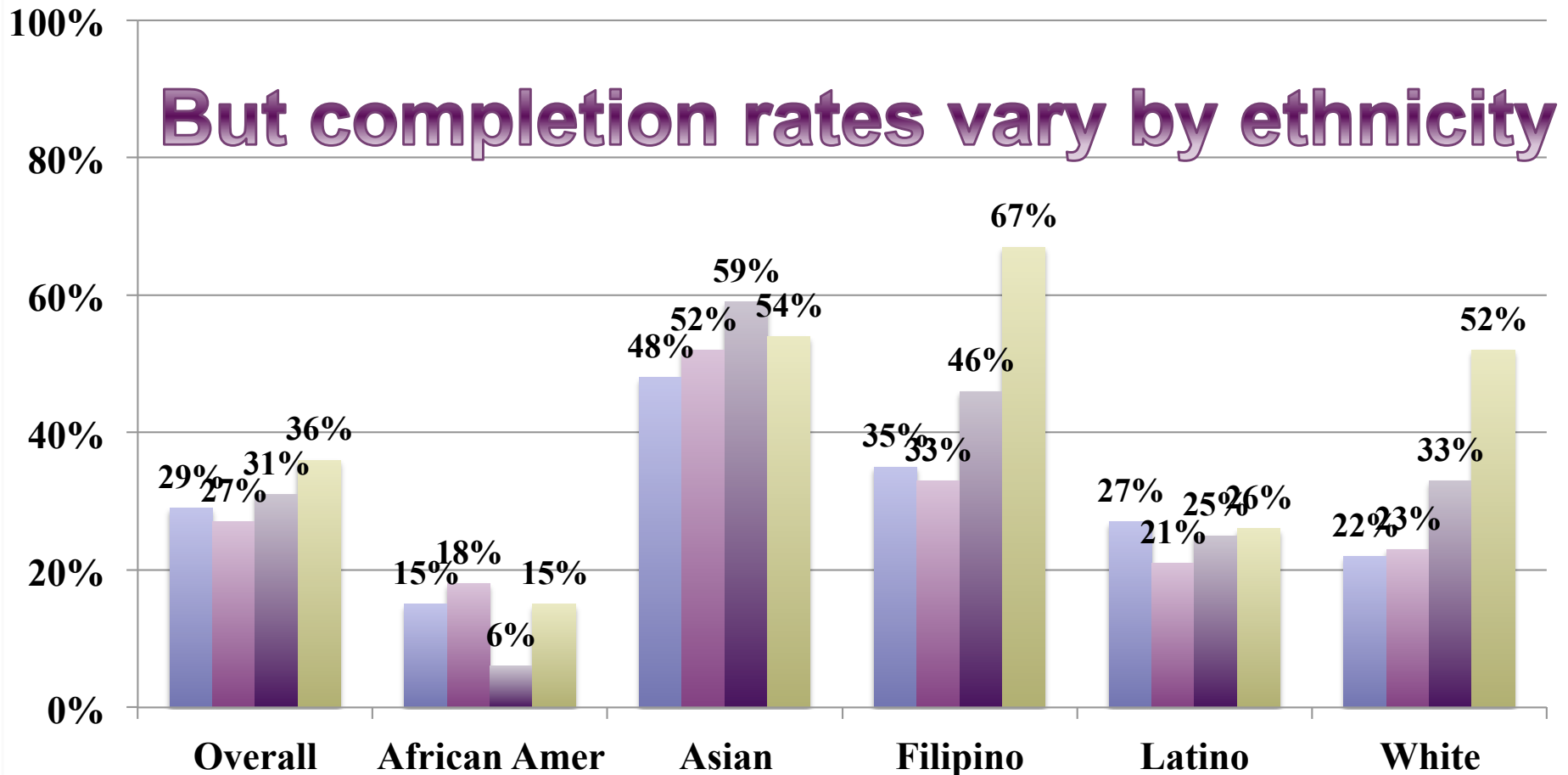


Milestone by First Fall

Completed Any Math Course, by Ethnicity

Laser Full-time Basic Skills

Fall 13 Fall 14 Fall 15 Fall 16



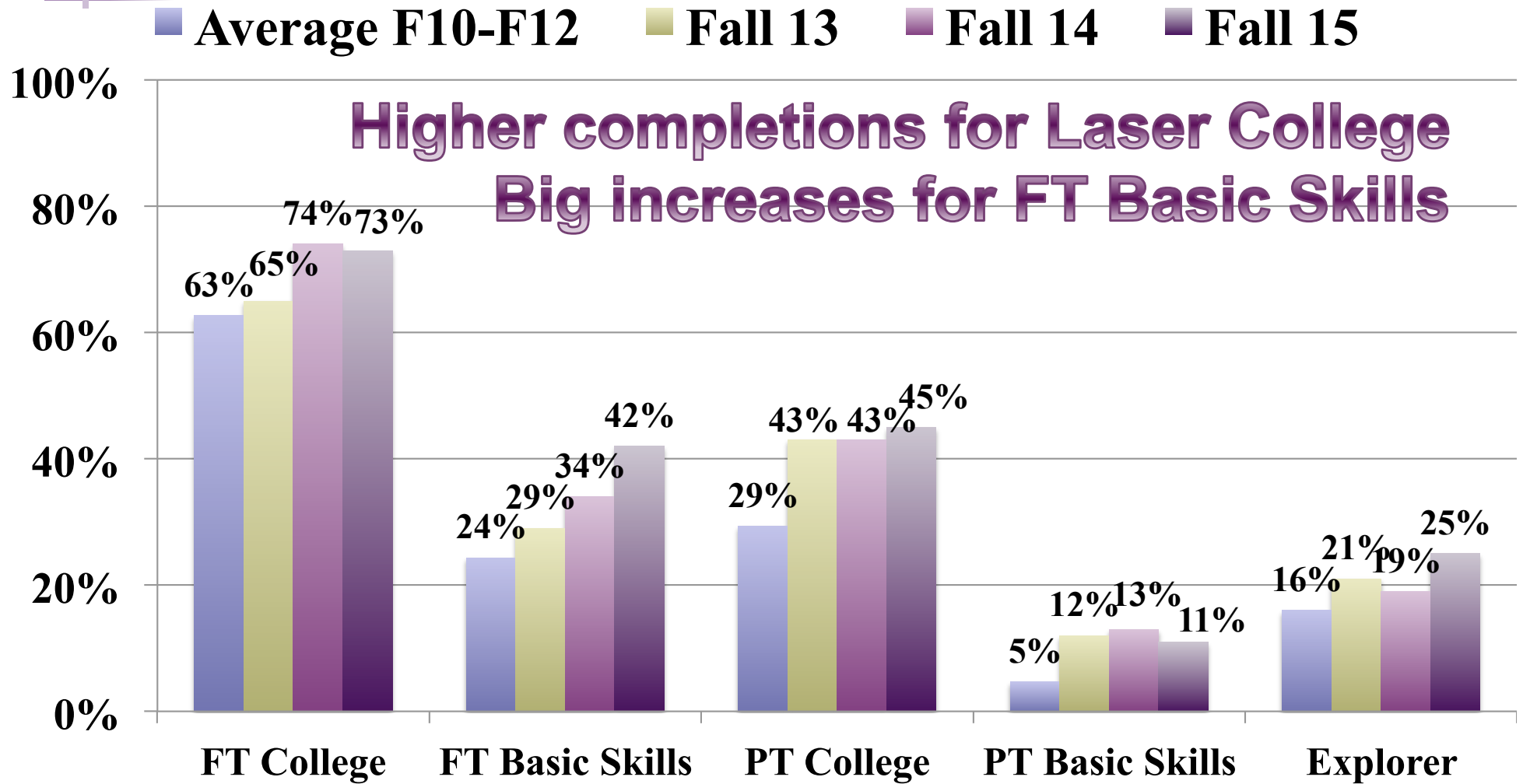
Milestone Highlights:

First Fall Any Math Enrolled or Completed

- **Encouraging Gains**
 - Fall 16 increase in enrolled in any Math
- **Wins and challenges in equity**
 - Enrollment increase shared by all ethnic groups
 - Completion rates vary deeply by ethnicity

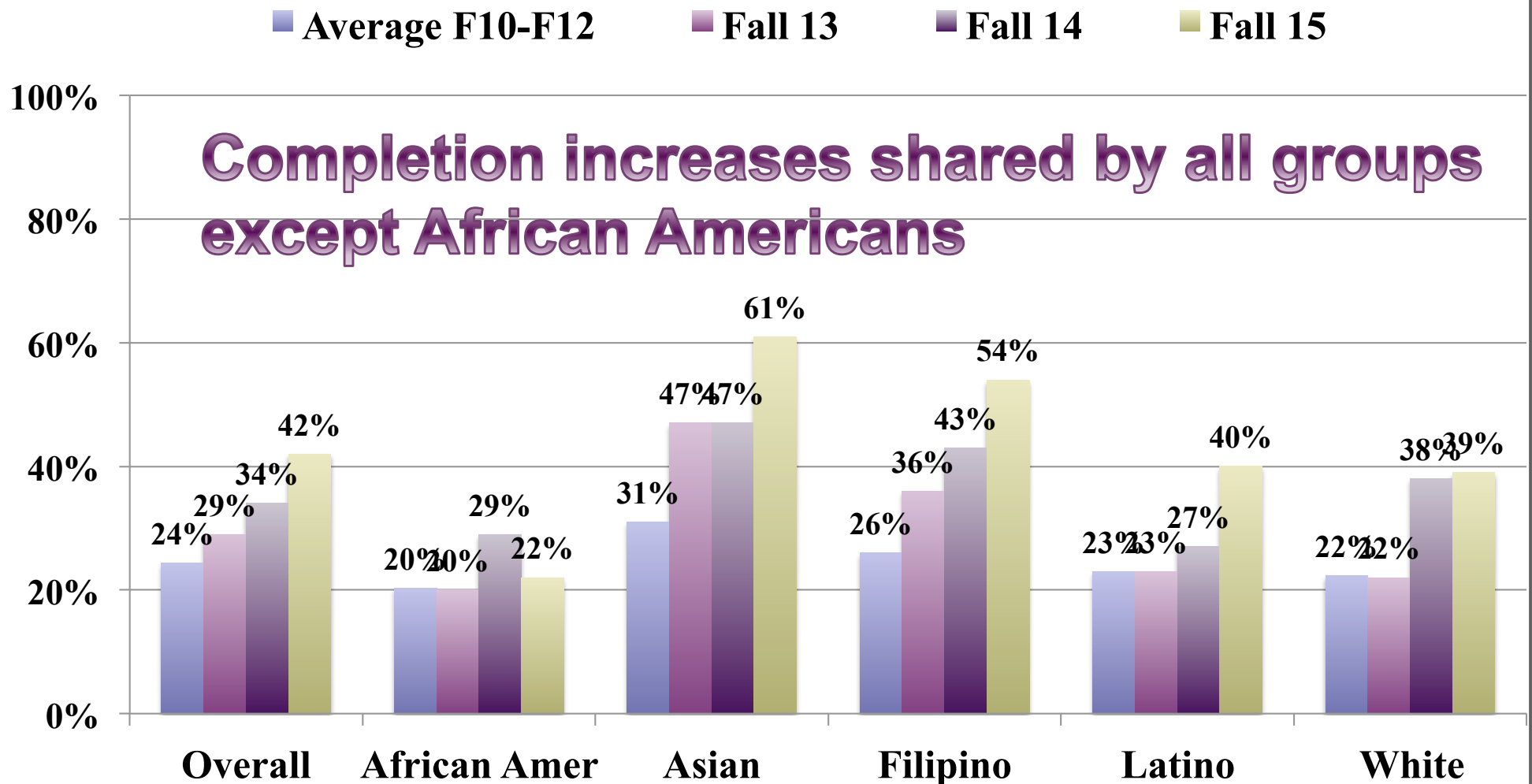
Milestone by First Year

Completed College English



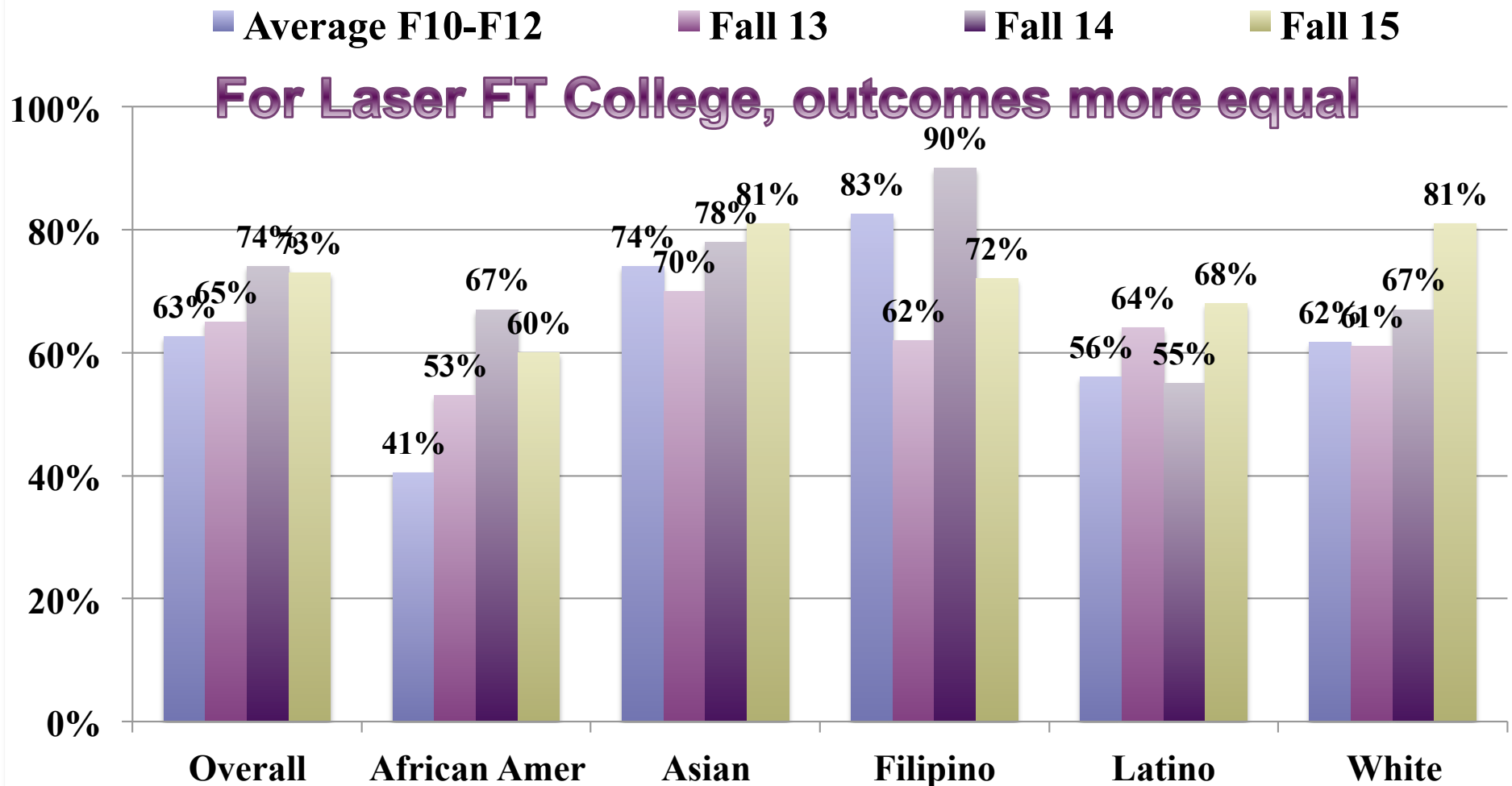
Milestone by First Year

Completed College English, by Ethnicity Laser Full-time Basic Skills



Milestone by First Year

Completed College English, by Ethnicity Laser Full-time College



Milestone Highlights:

First Year: College English Completed

- **Major wins**

- High completion rates for Laser FT College students
- Steady increase for Laser FT Basic Skills students

- **Challenges**

- PT College students same level as FT BS group
- Few PT Basic Skills students reach College English

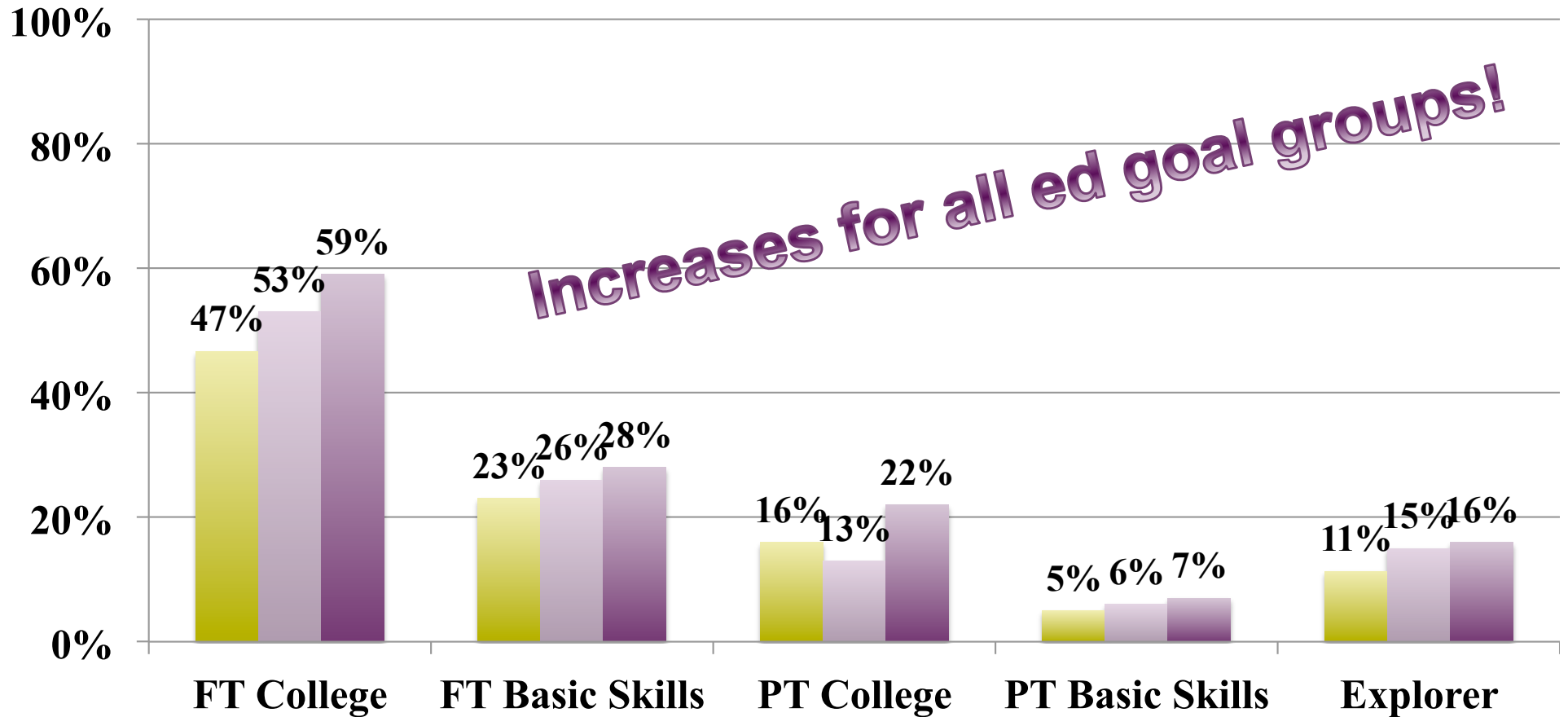
- **Wins and challenges in equity**

- FT Basic Skills: all groups but Afric Amer increased
- FT College: completion rates more equal

Milestone by Second Year

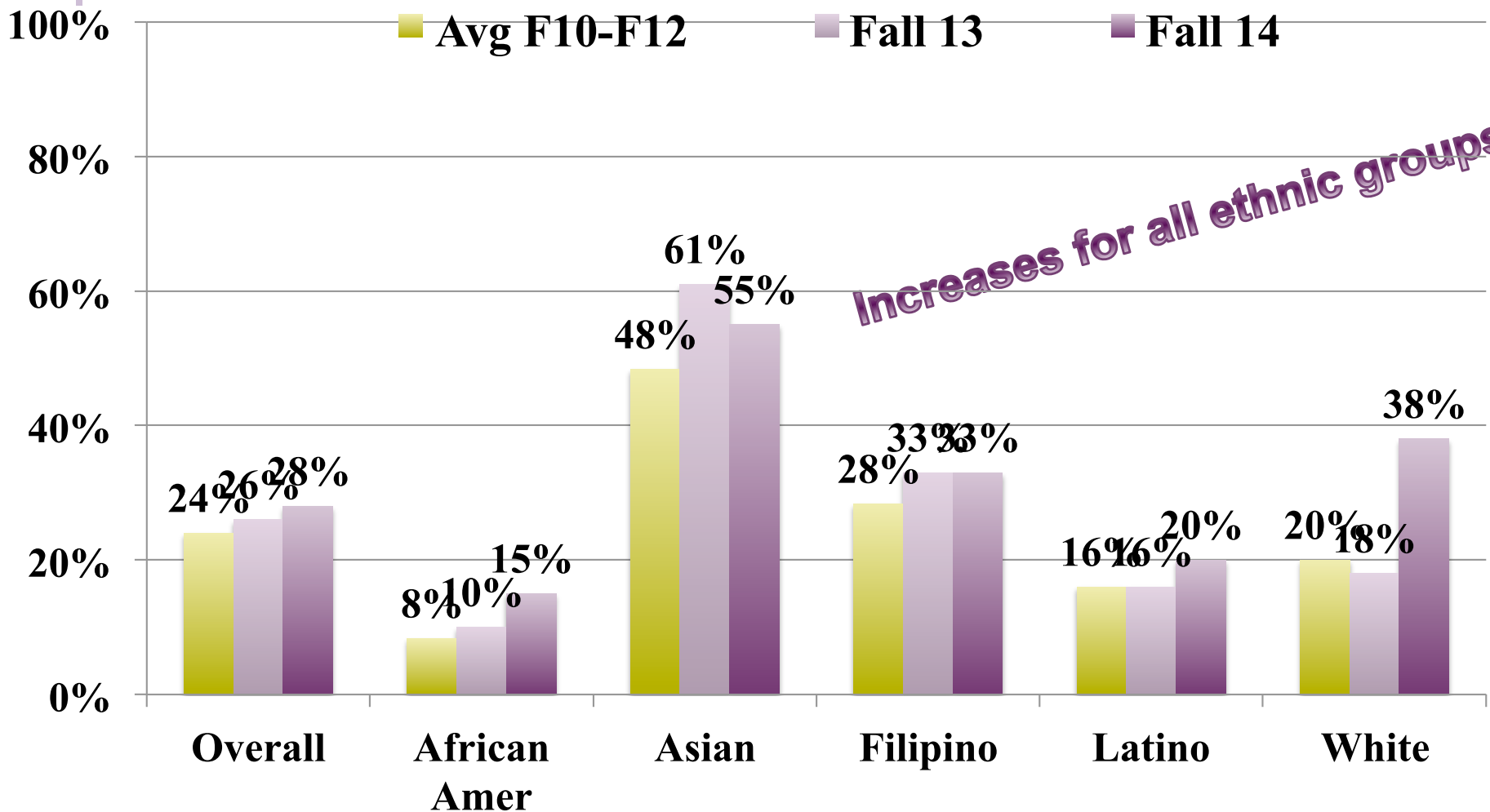
Completed College Math

■ Average F10-F12 ■ Fall 13 ■ Fall 14



Milestone by Second Year

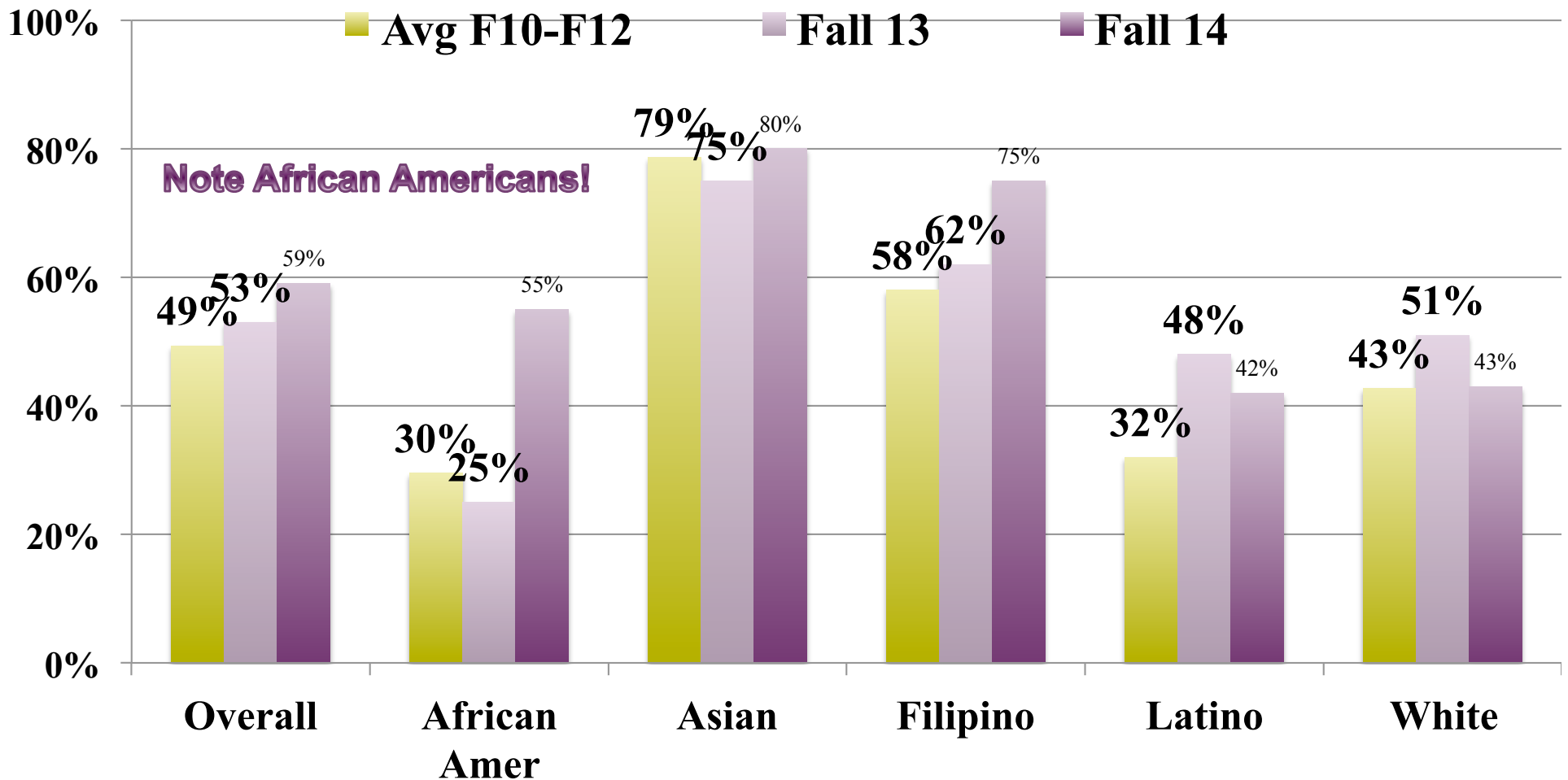
Completed College Math, by ethnicity Laser Full-time Basic Skills



Increases for all ethnic groups!

Milestone by Second Year

Completed College Math, by ethnicity Laser Full-time College



Milestone Highlights:

Second Year Coll. Math Completed

- **Encouraging Gains**
 - Increase in College Math completed for all groups
- **Wins and challenges in equity**
 - In FT Basic Skills group, all ethnic groups increased
 - But completion rates vary widely
 - In FT College group, African Americans higher than Latinos and Whites



Milestone Wins to celebrate

- More Laser College students, more success
- Increased First Fall Enrollment in Basic Skills Eng
- Increased First Fall enrollment in any Math,
 - shared by all ed goal and ethnic groups
- Increased 1st year completion of College English by FT Basic Skills students
- Increased 2nd year completion of College Math
 - shared by all ed goal and ethnic groups



Challenges

- Full-time groups have higher enrollment and completion rates than part-time groups
 - What works for part-time students?
- Completion rates much lower than enrollments in both English and Math
 - Success rates – what works to increase them?
 - What happened in Basic Skills English in F16?
- Success/completion rates vary deeply by ethnicity – what works to equalize them?

Milestones → Completions

- We know these milestones lead to completions
 - Too early to expect big completions in cohorts
 - First Cohort (Fall 13) is only 3 years out
 - Transfer ready rates seem low, not increasing
- Fall 2012 cohort:**
- FT College: 40% in 3 years, 45% in 4 years
 - FT Basic Skills: 21% in 3 years, 29% in 4 years
 - PT College: 11% in 3 years 22% in 4 years
- Transfer numbers 2015-16 could reveal more
 - To be released by state in May



All-College Completions are up

- **Eng & Math Achievement of Hi-Unit Students***
 - More completing College English
 - More completing Degree Math
- **Degrees***
 - Over 800 for last 3 years, highest in 20 years
 - Most increases due to Transfer Degrees
- **Transfers***
 - Over 900 for last 3 years, highest in 10 years
 - Over 700 for UC/CSU, CSU still increasing

* See IR website for more info: www.chabotcollege.edu/ir



Can we do better?

- **Yes! Our peer group is doing slightly better in:**
 - Degrees
 - Certificates
 - Transfer
- **We report aspirational goals to ACCJC***
 - Our goal: next highest level in our peer group
- **NOTE: success rates match our peer group**

* See IR website for more info: www.chabotcollege.edu/ir

Initiatives:

Our multi-pronged approach

These have made a difference*

- Basic Skills Assessment Changes
- CEMC allocation: more to Eng & Math
- Tutoring: Higher success in big classes
- Math Jam: Higher assess, success rates
- First Year Experience (FYE): persistence
- Equity in STEM: Math/Allied Health/MESA
- Equity projects large and small
 - English FIG reached 400 AA/Latino students
- Transfer Degrees

*See IR website for outcomes of initiatives: www.chabotcollege.edu/ir

Initiatives:

Which ones do we need now?

Questions & Discussion