

Chabot College
Office of Institutional Research

**Programs and Interventions that Work:
Summary of Research Results at Chabot: 1999-2013**

**Presentation to Presidential Task Force
November 2013**

1. Student Services programs that work

	<i>What works for students in this program compared to students not in it</i>			
<i>Program</i>	<i>Success</i>	<i>Persistence</i>	<i>Engagement</i>	<i>Completion</i>
Early Decision	<i>Success in Eng 1A (2x as likely after 2 & 4 yrs)</i>	<i>Higher persist; Transfer-Directed (2x)</i>		<i>Degrees (2x) Transfer Ready (2-3 x)</i>
Orientation		<i>Higher</i>		
Assessment	<i>Enrolling in Eng/Math</i>	<i>Higher</i>		
Counseling		<i>Higher</i>		

2. Special Programs and Learning Communities that work

	<i>What works for students in this program compared to students not in it</i>			
<i>Program</i>	<i>Success</i>	<i>Persistence</i>	<i>Engagement</i>	<i>Completion</i>
EOPS	<i>Success in Eng 1A in 4 yrs</i>	<i>Higher</i>	<i>More involved in learning</i>	<i>Certificates (2x) Degrees (2-3x) Transfer Ready</i>
Daraja	<i>Success in Eng 1A (2x)</i>	<i>Higher</i>		
Puente	<i>Success in Eng 1A (more)</i>	<i>Higher</i>		
Athletes	<i>Success in Eng 1A (2x) Success in Coll Mth (2x)</i>	<i>Higher persist; Transfer-Directed (2x)</i>		<i>Degrees Transfer Ready (2 x)</i>
Springboard to Transfer (05-07)	<i>Higher Success in Eng 1A and Eng 4</i>	<i>Higher from Eng 102 to 1A</i>	<i>Higher class participation</i>	
Change it Now (CIN)	<i>Higher success in Eng 102</i>	<i>Higher persist to Eng 1A</i>	<i>Higher class participation</i>	

3. Academic Support Programs that work

	<i>What works for students in this program compared to students not in it</i>			
<i>Program</i>	<i>Success</i>	<i>Persistence</i>	<i>Engagement</i>	<i>Completion</i>
Tutoring Labs	<i>Higher success in 15+ high-enrollment courses</i>			
Tutoring Labs	<i>Higher success the more visits per lab</i>			
Learning Assistants			<i>Higher class participation; & worked harder</i>	

4. Academic Programs, Courses, and Interventions that work

	What works for students in this program compared to students not in it			
Program/Course	Success	Persistence	Engagement	Completion
Basic Skills instruction in Context:				
Reading Apprenticeship			<i>Higher class participation; & worked harder</i>	
History Supplemental Instruction (SI)	<i>Higher the more hours spent in Supplemental Instruction</i>		<i>Higher class participation; & worked harder</i>	
Psychology SI	<i>Higher the more hours spent in Supplemental Instruction</i>			
Accelerated English 102	<i>If successful, more successful in GE classes</i>	<i>More persist to and succeed in English 1A</i>		
English 101A/B	<i>If successful, more successful in GE classes</i>			
English 1A	<i>If successful, most successful in GE classes</i>			
ESL 110C / 110D	<i>Higher in Coll Math</i>	<i>Higher Transfer Directed</i>		

5. Student Characteristics and behaviors that are associated with progress and completion

	What works for students with these characteristics compared to other students			
Student Chars	Success	Persistence	Engagement	Completion
Ed goal-Transfer	<i>In College Eng and Math</i>	<i>Higher</i>		<i>Degrees; Transfer Ready</i>
Ed goal-Undecided	<i>In College English</i>	<i>Higher</i>		
Attend Full-time	<i>In College Eng and Math</i>	<i>Higher</i>		<i>Degrees; Transfer Ready</i>
Asian American	<i>In College Eng and Math</i>	<i>Higher</i>		<i>Transfer Ready</i>
Filipino	<i>In College English</i>	<i>Higher</i>		
Assess into College English	<i>In College English</i>			<i>Transfer Ready</i>
Assess into College Math	<i>In College Math</i>			<i>Transfer Ready</i>
Laser FT College-Ready	<i>In College English (over 80% in 4 years)</i>	<i>Higher</i>		<i>Transfer Ready (66% in 4 years)</i>
Laser FT Basic Skills	<i>In College English (over 45% in 4 years)</i>	<i>Higher</i>		<i>Transfer Ready (34% in 4 years)</i>
Seeker PT College-Ready	<i>In College English (over 45% in 4 years)</i>			<i>Transfer Ready (26% in 4 years)</i>
Recent HS Grad	<i>In College Eng and Math</i>			<i>Transfer Ready</i>
Not repeating a class	<i>Higher success rate/ Lower withdrawal rate than those who repeat</i>			