Chabot College Strategic Plan 2005-08: Goals and Objectives by Theme
Status and progress on measurable objectives
9/19/05

Chabot College
Strategic Plan 2005-08
Status and Progress on Measurable Objectives*, by Theme and Goal
*Objectives measurable by Institutional Research data; Shaded objectives: priority objectives in 05-06

THEME A: Excellence in Education. Focus on Teaching and Learning
GOAL 3: Evaluate and improve the effectiveness of course offerings and programs to support student success.

Objectives	Criteria	Current Status
1) Assess and provide the appropriate number and level of Basic Skills courses necessary to meet our students' needs. **Detailed tables available on request**	Supply/demand analysis Spread-sheet compares Basic Skills course seats needed (assessed and prerequisite students ready to take the course) with course seats available	Seats needed *over* supply in F04: <u>English:</u> 1,600 to 1,900 needed <u>Math:</u> 500 to 1,000 needed <u>Changes since Fall 02:</u> Eng needs: changed +/- 100-200 Math needs: changed +/- 0-250
2) Increase student success in Basic Skills each year by 1%. **2a: English Graphs** **2b: Math Graphs** **Detailed tables in Excel file**	Success rates in combined English and Math Basic Skills courses➔ Success rates in key English and Math Basic Skills courses	These success rates fluctuate within a consistent range. Fall 04; <u>F95-F04 range</u> English: 59%; 53-62% Now in middle of past range Math: 46%; 46-54% Now at lowest of past range
3) Increase persistence from Basic Skills to college level courses by 1% each year. **3: Table and Graphs**	Persistence in key BS courses: • Starting in each Fall, of those successful in prerequisite course, percent who enrolled in next course within 2 years	<u>Started in F02 (since F00)</u> <u>English:</u> 101A to 1B: 70% (down 3% pnts) 101A to 1A: 54% (no change) 102 to 1A 89% (up 3% pnts) <u>Math:</u> 105 to 65/65A: 74% (up 9% pnts) 65 to 55/55A: 62% (up 2% pnts) 55 to ColMth: 70%(down 1% pnts)

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THEME A: Excellence in Education. Focus on Teaching and Learning (continued)

GOAL 3: Evaluate and improve the effectiveness of course offerings and programs to support student success (continued)

Objectives	Criteria	Current Status
4) Increase success and persistence in at least 2 key transfer pathways each year. **4: Graphs** **Detailed tables available on request**	Course sequence tables Identify key pathways: 1) Bio/Chem → Anat → Micro/Physio 2) Not yet identified	Since Fall 2000: Success rates are up in Bio 31, Chem 30A, and Anatomy 1. Persistence rates are up from Bio 31 and Chem 30A to Anat 1 Persistence rates are holding or down from Anat to Micro/Physio

THEME F: Support for Student Access, Equity and Success. Focus on Improving Student Development.

GOAL 1: Improve college-wide efforts to support student completion of educational goals.

Objectives	Criteria	Current Status
5) Increase the number of students who obtain AA/AS degrees by X % **5: Table and graph**	Number of AA/AS degrees	04-05　　94-95 to 04-05 range 610　　　523 to 697 (Down 6% from 646 in 03-04)
6) Increase the number of students who transfer to four-year colleges and universities by 5% **6: Table and graph**	Number transferred to CSU & UC. Number to private colleges/ universities when available.	03-04　　94 to 04 range CSU: 564　　564 to 1,058 UC: 140　　111 to 161 Total: 704 (Down 10% from 784 in 02-03)
7) Increase the number of students who complete and succeed in occupational courses by X %　**Tables and graphs:** **7a: Numbers** **7b: Percentages**	Number & percent of successes & completions in courses designated by the state Chancellor's Office as occupational.	F04:　F99 to F04 range Complete: 4,885　3,836 to 5,234 Succeed: 4,076　3,191 to 4,365 (Up 27% from F00; down this yr.)
8) Increase the number of students who complete occupational certificates by X %　**8: Table and graph**	Number of certificates	04-05　　94-95 to 04-05 range 258　　　137 to 301 (Up 37% from 00-01; down this yr.)
9) Increase the number of students who complete occupational degrees by X %　**9: Table and graph**	Number of AA/AS degrees in occupational programs	04-05　　(same as 00/01 & 01/02; 162　　　(down 19% since 03/04)

NOTE: X = modest increases to be specified, over 3 years, or per year

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THEME F: Support for Student Access, Equity and Success (continued)

GOAL 2: Increase the employability of students preparing for the workforce

Objectives	Criteria	Current Status
10) Increase the number of students entering the workforce **10: Table and Graph**	Percent of degree/certificate grads who are planning to work: Of these: Percent working in new career:	Sp 05 Change since Sp 99 45%: down 8% points 39% same percentage

11) Increase the number of students progressing in the workforce
 	
11: Table and Graph
	EDD labor force data not available
	
	Of graduates planning to work:
	  Pct working in new job/old career:
	  Percent working in same job:
		Unknown
		
		Sp 05 Change since Sp 99
		27% down 2% points
		66% down 2% points

12) Increase the number of students who use the Employment/Career Services Center for career counseling, job preparation, and job search skills. **12: Tables and Graphs**	Number of unduplicated visits: Percent of students who used it:	Sp02 F03 S04 F04 Sp05 566 890 426 664 527 (Fall 04 down 25% from F03) (Spr 05 down 7% from Spr 03) 17% (down from 19% in F01)

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THEME F: Support for Student Access, Equity and Success (continued)

GOAL 3: Direct specific efforts to support student equity and increase the success of students in groups that achieve below-average outcomes in success rates, persistence, completion of college-level English and Math, degrees, and readiness for transfer.

Objectives	Criteria	Current Status
13) Increase the success and persistence rates from Basic Skills English to College-level English among African American students by 1%. **13a: Success rate Graphs** **13b: Persistence rate Graphs** **Detailed tables in Excel file**	Course sequence tables **African American Students:** Success rates → Persistence rates → • Starting in each Fall, of those successful in prereq. course, pct. who enrolled in next course within 2 years	<u>Fall 04</u> (since F 00) 101A: 36% (down 6% pnts) 101B: 48% (up 13% pnts) 102: 50% (down 6% pnts) <u>Started in F02</u> (since F 00) 101A to 101B 59% (down 12%) 101A to 1A: 34% (down 11%) 102 to 1A: 87% (down 1%)
14) Increase the persistence rates from Intermediate Algebra (Math 55) to College-level math among African American and Latino students by 1%. **14: Graphs** **Detailed tables in Excel file**	Course sequence tables Persistence rates → • Starting in each Fall, of those successful in prereq. course, % who persisted to next course within 2 years	Persistence from Math 55 to College Math <u>Started in F02</u> (since F00) All Students 70% (down 1%) African Amer. 67% (down 5%) Latino 63% (down 2%)
15) Increase the number of degrees awarded to African American, Latino, and disabled students. **15: Table and Graph:**	Number of degrees by ethnicity→ Num. of degs. by phys disability→ Percent of new student cohort with degrees after four years →	02-03 03-04 04-05 <u>All students:</u> 684 704 595 African Am: 86 77 80 Latino: 122 139 128 Disabled: 20 21 16 (some down, some up, steady) Of cohorts: <u>F01</u> (since F99) <u>All students:</u> 6% (up 1% point) African Am: 5% (up 2% pnts) Latino: 6% (up 2% pnts) Disabled: n/a
16) Increase the transfer-ready rate among African American, Latino, and disabled students by 1%. **16: Graphs** **Detailed tables in Excel file**	New Student Cohort Benchmarks Of new student cohorts starting in F99, F00, & F01, after 4 years: Transfer-ready rate: Pct. transfer-ready out of transfer directed:	Of cohorts: <u>F99</u> <u>F00</u> <u>F01</u> <u>All students:</u> 34% 32% 40% up! African Am: 22% 24% 27% up! Latino: 28% 27% 34% up! Disabled: 0% n/a n/a

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THEME F: Support for Student Access, Equity and Success (continued)

GOAL 4: Improve access of historically underrepresented students to Chabot College through targeted outreach efforts in the community.

Objectives	Criteria	Current Status
17) Increase the percentage of Latino students from 22% to 25% to reflect representation in our local service area population.	Percentage Hispanic/Latino of Headcount and FTES	Academic year 04-05: Of Headcount: 22%. Of FTES: 22% Of full-time FTES: 19% Of part-time FTES: 24% *Preliminary* Fall 05 percentages: Of Headcount: 23%. Of FT Headcount: 21% Of PT (6-11.5 units): 25% Of PT (.5-5.5 units0: 22% (Possible increase to 23% in 05-06 Need to increase Latino full-time attendance.)
18) Increase the percentage of local high school graduates who attend Chabot by X%. **18: Table and Graph**	Percentage of local HS grads in Chabot: Percentage of local HS grads in any community college: Percentage of local HS grads in any community college who are at Chabot:	<u>94-95 97-98 99-00 01-02 03-04</u> 27% 21% 22% 24% 27% 38% 31% 32% 36% 43% <u>71% 68% 69% 67% 63%</u> (Chabot has recently regained the percentage of local HS grads we had 10 years ago; however, we have dropped to a lower percentage of the local HS grads in any community college.)