

Chabot College Title III Problem Statement

Problem statement: Chabot students are having trouble persisting and succeeding through the academic pipeline to reach their goals

Problem examples:

1) A significant number of students are unclear about their goals and under-prepared for college.

Of about 2,000 new students each fall: 42% have goal of degree/transfer; 43% are undecided.
60% attend part-time, and 40% attend full-time.

Most new students need basic skills courses: 77% need English; 80% need math.

Each Fall, about 1,000 students (50% new) take 1 level of basic skills English.

about 2,100 students (30% new) take 3 levels of basic skills Math.

Implications: Many new students need intensive guidance about college goals/pathways as PT/FT students. High demand for basic skills courses, not all taking them first semester.

2) A significant number of students are taking, but not succeeding in basic skills courses.

In basic skills English: 50% succeed. In these courses, 10% are repeating the course.

In basic skills Math: 45-60% succeed. In these courses, 15-20% are repeating the course.

In Math 65 (Elem Algebra), required for a degree: 45% of 800 succeed, or about 350.

Implications: Many students are discouraged/delayed in their progression to coll-level courses and to completion of degree and transfer requirements by early non-success.

3) A significant number of successful students are not progressing through the basic skills pipeline to college level courses

In basic skills English: 1,000 take it → 500 succeed → 280 succeed in College English 1A.

In basic skills Math: 2,100 take it → 1,114 succeed → 485 succeed in the next level.

In Math 55 (Int Alg), highest bas skls: 554 take it → 317 succeed → 155 succeed in Coll. Lev.

Of all students taking college level English and math required for transfer:

English 1A (College English): 800 take it → 540 (65%) succeed.

Math 31 (Coll Algebra)/43(Statistics): 360 take it → 175 (49%) succeed.

Implications: Low numbers persisting/succeeding in college-level English and Math reduces numbers of degree graduates and transfers to 4-year universities.

4) A significant number of students are not progressing through key college-level sequences, including from pre-college-level into the key college-level sequences courses.

Chemistry: from pre-coll (Chem 31) thru College-level (Chem 1A, 1B Chem 12A, 12B)

Chem 31: 118 take it → 64 succeed → 32 succeed in Chem 1A → 16 in Chem 1B.

Chem 1A: 74 take it → 55 succeed → 26 succeed in Chem 1B → 11 succeed in Chm12A.

Computer Science: through college-level sequence of CSCI 14, 15, 20

CSCI 14: 281 take it → 104 succeed → 22 succeed in CSCI 15.

CSCI 15: 74 take it → 30 succeed → 13 succeed in CSCI 20.

Implications: Low success rates/persistence in pre-college or college-level general education courses reduces numbers of degree graduates and transfers to 4-year universities.