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ANNOUNCEMENTS

Institutional Research Home

- » Student Characteristics
- » Student Success & Outcomes
- » Student Surveys: Satisfaction and College-wide Goals
- » Staff Characteristics and Surveys
- » Strategic Planning Data (Environmental Scans)
- » Program Review Data for Faculty
- » Local Demographics, Education, & Employment
- » Links to Other Data & Research

- » Research Agenda & Accomplishments

NEW!!!

- » June 2014 Board Presentation on Student Success



- » Apply to Chabot Online
- » See What's Happening at Our Front Door...Thank You Measure B Voters!
- » President's Corner
- » 2015 Accreditation Self-Study Report - coming soon
- » WAITLISTS - Student FAQs and Step by Step instructions
- » CLASS-Web / The Zone / Currently Open Classes
- » Need Help with Financial Aid, Registration, Academic Advising...
- » Early Decision

Institutional Research

Student Success and Outcomes

Definitions of success, persistence, and transfer rates

Quick Links

- » Overall Success and Outcomes
- » Measuring Progress on the Strategic Plan Goal
- » Programs and Interventions that Increase Success at Chabot
- » Student Equity Research
- » Enrollment Management Research
- » Basic Skills Research
- » Learning Connection Research
- » New Student Cohorts: Success & Completion after 1 semester, 2 years, and 4 years, and 6 years

» [Accountability Reporting for the Community Colleges \(ARCC\)](#)

Overall Success and Outcomes

- » [Chabot College Student Success and Completion Outcomes at a Glance: Latest](#)
- » [2014 Student Success Scorecard for Chabot College, statewide, and other CCC's.](#)
- » [** Scorecard Summary and Facts behind the Chabot College Scorecard Rates](#)
- » [Completion, Preparedness, and Race-ethnicity: Scorecard Board Presentation June 2014](#)
- » [Student Characteristics and Outcomes Report: 2010-2011 \(historical to Spring 2011\)](#)

Success Rates

- » [Success rates by discipline, course, gender and race-ethnicity: Fall 2011-Spring 2014](#)
- » [Overall Success and Withdrawal Rates for Chabot:: Fall 1998-Fall 2013](#)
- » [Success and Withdrawal Rates by Race-ethnicity: Fall 1998-Fall 2013](#)
- » [Success and Withdrawal Rates by Gender: Fall 1998-Fall 2013](#)
- » [Success Rates for New, Continuing, Returning, and New Transfer Students: Fall 2013](#)
- » [Success Rates in Selected Gen Ed Courses by Highest Successful English Crse: Spring 2014](#)
- » [Success Rates in Selected Gen Ed Courses by Highest Successful English Crse: Fall 2013](#)
- » [Success Rates in Selected Gen Ed Courses by Highest Successful English Crse: Spring 2013](#)
- » [Success Rates in Selected Gen Ed Courses by Highest Successful English Course: Fall 2012](#)
- » [Success Rates in Online/Hybrid courses vs. face-to-face courses: Fall 2014](#)
- » [Success Rates in Online/Hybrid courses vs. face-to-face courses: Spring 2014](#)
- » [Success Rates in Online/Hybrid courses vs. face-to-face courses: Fall 2013](#)
- » [Success Rates in Online/Hybrid courses vs. face-to-face courses: Spring 2013](#)
- » [Success Rates in Online/Hybrid courses vs. face-to-face courses: Fall 2012](#)
- » [Summer success rates by course: Summers 2010, 2011, 2012, 2013](#)

Persistence Rates from Fall to Spring

- » [Persistence Rates of New Students by Gender and Race-Ethnicity: Fall 2000-2013](#)
- » [Persistence Rates of New Students by Student Services: Fall 2000-2013](#)
- » [Persistence Rates of New Students by Student Type: Fall 2013 to Spring 2014](#)
- » [Persistence Rates by Educational Goal and Student Type: Fall 2013 to Spring 2014](#)
- » [Persistence Rates by Race-ethnicity and Student Type: Fall 2013 to Spring 2014](#)
- » [Persistence Rates of New Students by English Taken in First Semester: Fall 2009 to Spring 2011](#)
- » [African American Students: Success and Persistence: Fall 2012](#)
- » [Asian Students: Success and Persistence: Fall 2012](#)
- » [Filipino Students: Success and Persistence: Fall 2012](#)
- » [Latino Students: Success and Persistence: Fall 2012](#)
- » [Native American Students: Success and Persistence: Fall 2012](#)
- » [Pacific Islander Students: Success and Persistence: Fall 2012](#)
- » [White/European American Students: Success and Persistence: Fall 2012](#)

Degrees and Certificates

- » [Degrees: 1998-99 to 2013-14: Increases in Transfer Degrees](#)
- » [Degrees and Certificates: 1998-99 to 2013-14](#)
- » [Degrees Awarded by Major: 2003-04 to 2013-2014](#)
- » [Degrees Awarded by Major by Ethnicity: 2013-14](#)
- » [Degrees Awarded by Ethnicity: 2000-01 to 2013-14](#)
- » [Certificates Awarded by Major: 2003-04 to 2013-2014](#)
- »

[Certificates Awarded by Ethnicity: 2000-01 to 2013-14](#)

Degree and Certificate Graduate Survey: Time to award, Work and Transfer Plans, College-wide Learning Goals

- » [Graduates: Trends in time to completion and attendance patterns: 2000-2013](#)
- » [Degree vs. Certificate Graduates: Trends in completion and attendance: 2009-13](#)
- » [Graduates: Trends in Workforce and Transfer Plans: 2000-2013](#)
- » [Degree vs. Certificate Graduates: Trends in Workforce and Transfer Plans: 2009-13](#)
- » [2013 Graduates: College-wide learning goals](#)
- » [College-wide Learning Goals learned by Graduates: 2005-2013](#)
- » [College-wide Learning Goals learned by Graduates vs. All Students: 2005-2011](#)
- » [2013 Graduates: Time to award and future plans](#)
- » [2011 Graduates: Time to award and future plans](#)
- » [2009 Graduates: Time to award and future plans](#)
- » [2007 Graduates: Time to award and future plans](#)

Transfer to Four-Year Universities and Colleges

- » [Transfer Numbers and Trends to UC and CSU: 2000 to 2013](#)
- » [Transfer Numbers to each UC and CSU Campus: 2000 to 2013](#)
- » [Transfer Rates to All U.S. Colleges: All Students, African Americans, Latinos](#)
- » [Transfer Rates to All U.S. Colleges: By Major Race-ethnicity Groups and Gender](#)

Wages of Graduates

- » [Wage Tracker: Wages of Chabot Degree and Certificate Graduates 3 years after award](#)

Measuring Progress on the Strategic Plan Goal

Goal: Increase the number of students that achieve their educational goal in a reasonable time

Research Bytes: Focus on Educational Goal Groups

- » [Laser College and Laser Basic Skills Students](#)
- » [Seeker College and Seeker Basic Skills Students](#)
- » [Laser and Seeker Not Assessed Students](#)
- » [Explorer Students](#)
- » [More coming soon!](#)

Introduction: Student Educational Goal Groups

- » [Creating Meaningful Student Educational Goal Groups: a slide show](#)
- » [Fall 2012 New Students: Characteristics of students in each educational goal group](#)

Using Student Ed Goal Groups to measure progress

- » [Nov 2014 Update: Progress of New Fall 2013 Students by First Year: Presentation to PRBC](#)
- » [May 2014 Update: Progress of New Fall 2013 Students by First Fall: Presentation to PRBC](#)
- » [May 2013 Introduction of Progress Milestones to PRBC: Outline and guide to handouts](#)
- » [Handout 1: Fall 2012 New Students: Number and percentage in each educational goal group](#)
- » [Handout 2: Fall 2012 New Students: Selected progress measures in first semester, by group](#)
- » [Handout 3: Fall 2010 New Students: Pct Enrolled in Coll Eng in 1 sem, 1 yr, & 2 yrs, by group](#)
- » [Handouts 4 & 5: Pct Enrolled in English by group and ethnicity: 3-year average. vs latest](#)

- » [Reference: List of progress milestones and completion outcome measures to be used](#)

Programs and Interventions that Increase Success at Chabot

Summary of Research 1999-2013

- » [Programs and Interventions with higher success, persistence, engagement, or completion rates](#)
- » [Number of Student Participants in Programs and Interventions](#)

Student Services Programs that Work

- » Early Decision: [Success in College English, Transfer-Directed, Transfer-Ready](#)
- » Orientation, Counseling, and Assessment: [Persistence](#)
- » Assessment: [Enrolled in English, College English Completion, College Math Completion](#)

Special Programs and Learning Communities that Work

- » EOPS: Success in College English, [Persistence, Engagement](#), Degrees, Certificates, Transfer-Ready
- » [Daraja](#) and [Puente](#): Success & Persistence to College English
- » Athletes: Success in College English, College Math, [Persistence, Degrees](#), Transfer Ready
- » Springboard to Transfer (2005-2007): Success and Persistence to College English, [Engagement](#)
- » Change it Now! (CIN): [Success in English 102, Persistence, Engagement](#)

Academic Support Programs that Work

- » Tutoring Labs: [Success rates](#)
- » Learning Assistants: [Learning Engagement](#)

Academic Programs, Courses, and Interventions that Work

- » Reading Apprenticeship: [Learning Engagement](#)
- » Supplemental Instruction in History, Psychology: [Success rates, Engagement](#)
- » Accelerated English 102: [Success and Persistence to College English, Success in GE](#)
- » English 101A/B: [Success in GE courses](#)
- » English 1A: [Success in GE courses](#)
- » ESL 110C/D: [Success in College Math, Transfer Directed](#)

Student Characteristics and Behaviors that Work

- » [Educational Goal of Transfer or Undecided](#)
- » [Attend Full-time](#)
- » Assess into [College English](#) or [College Math](#)
- » Laser FT College-ready or Basic Skills; Seeker PT College-ready:
» [Success in College English, Persistence, Transfer-Ready](#)
- » Recent high school graduate: [Success College English, Transfer Ready](#)
- » [Not repeating a class](#)

Student Equity Research

- » [Student Outcomes by Major Race-ethnicity Groups: Equity Data to Fall 2013](#)
- » [Student Outcomes by Gender within Major Race-ethnicity Groups to Fall 2013](#)
- » [Persistence and Success by Disability to Fall 2013](#)

- » [Presentation to Student Equity & Success Coordinating Group: Equity data, February 2009](#)
- » [African American Students: Success and Persistence: Fall 2012](#)
- » [Asian Students: Success and Persistence: Fall 2012](#)
- » [Filipino Students: Success and Persistence: Fall 2012](#)
- » [Latino Students: Success and Persistence: Fall 2012](#)
- » [Native American Students: Success and Persistence: Fall 2012](#)
- » [Pacific Islander Students: Success and Persistence: Fall 2012](#)
- » [White/European American Students: Success and Persistence: Fall 2012](#)
- » [Women Students: Participation and Success in Math Courses: Fall 2012](#)

Enrollment Management Research

Bottlenecks for Degree and Transfer Students

- » [English Course Needs of High Unit and All Other Students: Fall 2014](#)
- » [Math Course Needs of High Unit and All Other Students: Fall 2014](#)
- » [Supply and Demand for Basic Skills Courses: Fall 2014](#)
- » [Board Presentation: Determining Capacity and Demand for Courses: March 2013](#)
- » [Briefing on Bottlenecks: January 2013](#)
- » [Supply of seats in CSU General Education courses](#)
- » [Supply and demand for IGETC GE courses](#)
- »

Repeaters: Success Rates and Percentage of Course Seats

- » [Repeaters in Fall 2012 Bottleneck Courses in CAS](#)
- » [Repeaters in Fall 2012 Bottleneck Courses in Health](#)
- » [Repeaters in Fall 2012 Bottleneck Courses in Language Arts](#)
- » [Repeaters in Fall 2012 Bottleneck Courses in Math](#)
- » [Repeaters in Fall 2012 Bottleneck Courses in Health Sciences Transfer](#)
- » [Repeaters in Fall 2012 Bottleneck Courses in Life Sciences GE](#)
- » [Repeaters in Fall 2012 Bottleneck Courses in Social Sciences](#)

Basic Skills Research

Overview of Basic Skills Research at Chabot

- » [Supply and Demand for Basic Skills Courses: Fall 2014](#)
- » [Progress in Basic Skills: 2008 to 2012: Summary of Title III and other objectives](#)
- » [Progress in Basic Skills: 2008 to 2012: Charts of progress](#)
- » [Progress in Basic Skills: 2008-2012: Title III Objectives Met!](#)
- » [English Basic Skills Course Success Rates: Fall 1995-Fall 2012](#)
- » [English Basic Skills Course Success Rates: African Amer and Latino students 2000-2012](#)
- » [English Persistence to Next Course Within 2 Yrs: Fall 2000-Fall 2010](#)
- » [English Persistence to Next Course Within 2 Yrs: Afr. Am and Latino students: Fall 00-Fall 10](#)
- » [Math Basic Skills Course Success Rates: Fall 1995-Fall 2012](#)
- » [Math Basic Skills Course Success Rates: African Amer and Latino students 2000-2012](#)
- » [Math Persistence to Next Course Within 2 Yrs: Fall 2000-Fall 2010](#)
- » [Math Persistence to Next Course Within 2 Yrs: African American students: Fall 00-Fall 10](#)
- »

- » [Math Persistence to Next Course Within 2 Yrs: Latino students: Fall 00-Fall 10](#)
- » [ESL Course Success Rates: Fall 2000-Spring 2012](#)
- » [Levels of English and Math Completed by All Chabot Students Fall 2011](#)
- » [Success, persistence and engagement in Basic Skills courses: Fall 1995 to Fall 2009](#)
- » [Basic Skills Overview: from research to recommendations, Fall 2009](#)

Repeaters: Success Rates and Percentage of Course Seats

- » [Repeaters and Non-Repeaters in Basic Skills English Courses: Fall 2011](#)
- » [Repeaters and Non-Repeaters in Basic Skills Math Courses: Fall 2011](#)

Success in General Education Courses by Highest Successful English course

- » [Success Rates in Selected Gen Ed Courses by Highest Successful English Crse: Fall 2013](#)
- » [Success rates in General Education courses by highest successful English course: Fall 2012](#)
- » [Success rates in General Education courses by highest successful English course: Fall 2011](#)
- » [Success rates in General Education courses by highest successful English course: Fall 2009](#)

For English Subdivision in Spring 12: Research on English 101A, 101B, and 102

- » [Success rates in English 101A, 101B, 102: Fall 2006-Fall 2011](#)
- » [Number of students from Eng 101A & Eng 102 enrollment to Eng 1A success: Combined F04-F07 Cohorts](#)
- » [Characteristics of students in Eng 101A and Eng 102: Disability, ESL, and Assessment scores](#)
- » [English 101B and 102: Success in 101B and 102 by Assessment recommendations](#)
- » [English 102: Success in 102 if took Eng 101A, repeated 102, or took 102 for first time](#)
- » [English 102: Success in Eng 1A after 2 years: students who passed, did not pass, and withdrew from 102](#)
- » [English 102: How long stayed at Chabot: students who passed, did not pass, and withdrew from 102](#)
- » [English 101B: When they took English 101A](#)
- » [English 101A and 102: When enrolled by Assessment dates](#)

Learning Connection Research

- » [Characteristics of Students who used the Learning Connection: Fall 2014](#)
- » [Characteristics of Students who used the Learning Connection: Fall 2013](#)
- » [Characteristics of Students who used the Learning Connection: Fall 2011](#)
- » [Number of students & number of visits to each Learning Connection Lab: Fall 10 to Fall 14](#)
- » [Number of visits to each Lab, by Lab and reason: Fall 10 to Fall 14](#)
- » [Success rates with and without tutors: Fall 2012 to Spring 2014](#)
- » [Success rates with and without tutors: Fall 2009 to Fall 2011](#)
- » [Success rates with and without tutors: Fall 2007 to Fall 2009](#)
- » [Success rates with/without World Language Lab Fall 2009 to Sp 2011](#)
- » [Learning Engagement in sections with Learning Assistants: Spring 2010](#)
- » [Learning Engagement in sections with Learning Assistants: Fall 2010](#)
- » [Learning Engagement in sections with Learning Assistants: Spring 2011](#)
- » [Learning Engagement in sections with Learning Assistants: Spring 2012](#)
- » [Learning Engagement in sections with Learning Assistants: Fall 2012](#)
- » [Learning Engagement in sections with Learning Assistants: Spring 2013](#)

New Student Cohorts: Success & Completion after 1 semester, 2 years, and 4 years, and 6 years

Success in College English after 1 semester, 2 years, and 4 years

- » [Success in College English after 2 and 4 years: Fall 1999 to Fall 2009 Cohorts](#)
- » [Success in College English by Full-time or Part-time Status](#)
- » [Success in College English by Educational Goal](#)
- » [Success in College English by Early Decision or not](#)
- » [Success in College English by Assessment Recommendations](#)

Success in College Math after 1 semester, 2 years, and 4 years

- » [Success in College Math after 2 and 4 years: Fall 1999 to Fall 2009 Cohorts](#)
- » [Success in College Math by Assessment Recommendations](#)

Transfer Directed (12 units & Attempted College English OR College Math)

- » [Percentage becoming Transfer Directed: Early Decision vs. all other new students](#)

Transfer Ready (56 transferable units & Success in College English AND College Math)

- » [Percentage becoming Transfer Ready: Early Decision vs. all other new students](#)

Accountability Reporting for the Community Colleges (ARCC)

- » [ARCC 2012 Report - Chabot College Executive Summary](#)
- » [ARCC 2012 Report - Highlights in 5 minutes presentation](#)
- » [ARCC 2012 Report to Board of Trustees: Chabot and Las Positas](#)
- » [ARCC 2011 Report to Board of Trustees: Chabot and Las Positas](#)
- » [ARCC 2010 Report to Board of Trustees: Chabot and Las Positas](#)
- » [ARCC 2009 Report to Board of Trustees: Chabot and Las Positas](#)
- » [ARCC 2008 Report to Board of Trustees: Chabot and Las Positas](#)
- » [ARCC 2007 Report to Board of Trustees: Chabot and Las Positas](#)



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Chabot-Las Positas Community College
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