Chabot College
Office of Institutional Research

2014 Student Success Scorecard
http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=482#home

Summary, Definitions, and Facts behind the Chabot Scorecard Rates

Summary

The Student Success Scorecard measures the progress and completion of new degree-seeking community college student cohorts after six years. For each college, it shows the percentage of the student cohort who started at that college and completed with a degree, certificate, or transfer, as well as the percentage who moved from basic skills to college-level courses, persisted through the first three terms, and earned at least 30 units. The student cohorts are divided into two groups—the "College-Prepared," who started at college-level English and Math, and the "Unprepared for College," who started English or Math below college-level. Progress and completion rates are shown for the overall cohort and separately for each group. All progress and completion rates are also presented by age, gender, and ethnicity/race.

Definitions:

New degree-seeking: Started college for the first-time at Chabot, ***AND***
Earned 6 or more units at Chabot or any California Community College (CCC), ***AND***
Attempted any English **OR** Math in their first three years.

Cohort: All the new, degree-seeking students
who started in that academic year (Summer/Fall/Spring)

The latest cohort followed was 2007-08:
(All new, degree-seeking students who started in 2007-08.)
They were followed for 6 years, through Spring 2013.

College-prepared: Started English at college-level English (English 1A) ***AND***
Started Math at degree-level Math (Math 55) or higher.

Unprepared for college: Started in English below college-level ***OR***
Started Math below degree-level.

Progress is measured at three "momentum points" during the six years:
   1) moving from basic skills to college-level in English, ESL, and Math
   2) persisting for their first three terms
   3) earning 30 units.

Completion is measured with two completion outcomes after six years:
   1) Completion (completing a degree, certificate, transferring or becoming transfer ready) for those in the total cohort.
   2) Completion for those who took more than 8 units in the same Career and Technical Education (CTE) discipline.

The progress and completion outcomes can occur at any California Community College.

Facts* behind the Chabot rates and Frequently Asked Questions
   *These facts are based on the raw data that is not visible in the online Scorecard.

1) **The 'College Prepared' group represents only 22% of Chabot new students.**
   Students are in this group if their lowest English class is English 1A AND their lowest Math class is degree or transfer level (Math 55 or higher).

   a. **Within the college-prepared group at Chabot, some of the race-ethnicity groups have 20 or fewer students, so percentages may not be valid**
      Percentages in the *college-prepared group* are *not* valid for:
         Native Americans or Pacific Islanders in all cohorts (10 or fewer students)
      Percentages in the *college-prepared group may not be* valid for:
         African Americans in the 2003-04, 05-06, 07-08 cohorts (20 or fewer studs.)

2) **The college-prepared group includes students who started at degree-level Math (Math 55), which is one level below transfer level. What percentage of Chabot new students would be college-prepared if only transfer level Math courses were included?**
   The current college-prepared group includes students whose first Math course was degree-level math, and it represents 22 percent of our new students. If we only include students who have taken college level Math as well as college level English, this college-prepared group would represent only 15 percent of our new students, which more closely matches our own Math and English assessment results.

3) **The 'Unprepared for College' group represents 78% of our new students.**
   Students are in this group if they take any English basic skills, or Math 65 or lower.

4) **Why do the college-prepared groups have lower persistence rates and lower percentages earning 30 units than the unprepared for college groups?**
   Many of the college-prepared students transferred to a 4-year college before they earned 30 units or persisted for 3 semesters. Since they were already college-ready, they were admitted early.

5) **The Completion Rate consists mostly of students who transferred.**
   The completion rate includes transfers, degrees, certificates, and transfer-preparedness. An analysis of the raw data reveals that of all Chabot students who completed, most (80%) transferred. In addition, 57% were transfer-prepared; 34% got degrees; 4% got certificates.
   (Students were counted as completing if they had one or more of these.)
   Note: these percentages are from the 2013 Scorecard—they will be updated with the 2014 Scorecard data, but are not expected to change.

6) **Can we compare these rates to the 2013 Scorecard and to previous ARCC (Accountability Reporting for Community Colleges) reports?**
No. The 2014 Scorecard superseded the 2013 Scorecard and the ARCC reports. Changes included the inclusion criteria for the cohorts and definitions of the rates. For comparison purposes, the 2014 Scorecard measures have been provided for the last five years in downloadable Excel files, available on the Chabot Scorecard web page.

7) **Chabot's Completion Rate is about average in relation to our peer group.**
We are in a peer group of 13 similar colleges. The only measure provided for the peer group was for the overall completion rate—50 percent. This is close to Chabot's completion rate of 49 percent. The other colleges in the group have completion rates ranging from 43% to 64%.

8) **Who are our peer group colleges and how were they chosen?**
The state Chancellor's Office identified the following 13 colleges as our peer group:

ALAMEDA	LANEY	SAN DIEGO CITY
BERKELEY CITY	MERRITT	SAN JOSE CITY
CABRILLO	REDWOODS	SANTA MONICA
CHABOT	SACRAMENTO CITY	SANTIAGO CANYON
CONTRA COSTA		

The California Community Colleges Chancellor's Office (CCCCO) looked at many variables that were outside the control of the colleges to identify factors that might be related to the completion rate at a college. They found the following three factors to be the best predictors of the completion rate. They then created seven peer groups of colleges that were similar on these factors. This allows us to compare our completion rate to the rate of similar colleges.

1. API: The Academic Performance Index is an index calculated by the California Department of Education for each high school in the state based on standardized test scores in a number of subjects. A variable of this index was developed by the CCCCO that assigns a weighted API (based on 2007 API) to each college based on the proportion of enrolled students from a given high school (Fall 2007).

2. BA Index: The Bachelor of Arts/Sciences Index represents the bachelor degree attainment of the population, 25 years or older in a college's service area. This index, created by CCCCO, combines the enrollment patterns (Fall 2007) of students by ZIP code of residence with educational data for ZCTA (ZIP Code Tabulation Area) codes obtained from the U.S. Census Bureau's American Community Survey.

3. Percent Age 25+: The percentage of students at a community college in the Fall of 2007 that are age 25 years or older, obtained from the CCCCO's Management Information System (MIS).

For more information on the Scorecard, including the creation of the peer groups, see:
http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC/ARCC2.aspx