

**Chabot College Basic Skills Committee
Examination of Processes for Entering Students
Draft for Discussion, 2/10/09**

Policy/Programmatic Changes with Two Goals:

- Facilitate student completion of developmental coursework as early as possible in their education at Chabot
- Increase student participation in orientation and assessment

-Adapted from effective practices A.4 and B.1,
Basic Skills as a Foundation for Student Success in
California Community colleges, www.cccbsi.org

Key Findings from Synthesis of Institutional Research to Date

- 1) Students who use matriculation services have higher rates of persistence (Fall to Spring enrollment) than those who don't. Orientation: +12%. Assessment: +23%. Counseling: +22%.
- 2) While usage numbers increased significantly in the last 5 years, a large percentage of students still do not use these services. Participation rates: Orientation 52%, Assessment 58%, Counseling 32%.
- 3) Students who do not participate in Assessment overwhelmingly do not take English/Math courses in their first semester: English 90%, Math 93%.
- 4) The lower a student's placement results on the Assessment test, the less likely that student is to enroll in the designated Math/English courses in her/his first semester.
- 5) In a Fall 07 sample of high-enrollment courses across the disciplines, students who have passed one developmental English course (101A/102) have significantly higher success rates (grades of CR, C, B, A) than students who have taken no English. Out of 14 courses, 9 courses involved success rates 14%-25% higher among students who had passed one developmental English course.
- 6) In this same sample of courses, pass rates for students with No English were nevertheless high enough that an English pre-requisite would not be justified under Chabot policy (must be below 25%).

7) Students taking the one-semester accelerated developmental English class (Eng 102) have a much higher persistence rate to English 1A – 90% in Fall 06 – than students who take the slower 2-semester track (Eng 101A/B) – 52%.

8) English 102 is open-access with no minimum placement score required and its success rates are almost equal to the rates for English 101B, which has a pre-requisite of 101A.

9) Data from Las Positas shows similar positive results in their accelerated equivalent of English 102. Students were much more likely to complete this course than the 101A equivalent and went on to earn higher grades in English 1A than students from two-semester track. Further, students with higher reading scores who enrolled in the 101A equivalent were more likely to withdraw.

Key Questions/Concerns Expressed to Date

- Do we need expanded assessment processes? Assessments of such affective variables as students self-efficacy, motivation, and goals? More fine-grained assessments of literacy/math skills? Mechanisms for not only placing students in a given course but communicating substantive results back to them – ie. Areas of strength and need for improvement in Math? A self-placement tool to help students assess whether they need 101A or 102?
- Do we need to reduce the waiting time between taking assessment tests? 6 months too long?
- Do we need a 2-semester developmental English track? If so, for which students? How do we identify them?
- Is there a population of students for whom the starting level of English 101A is too high? If so, what do they need? How do we identify them?