

RESEARCH UPDATE



Research and News from the Chabot College Office of Institutional Research
Fall 2009

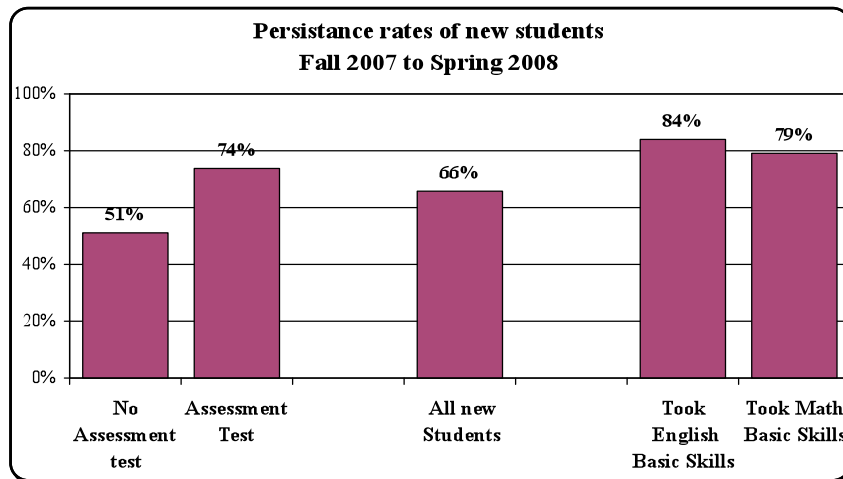
Basic Skills at Chabot: from Research to Recommendations

The 2008-09 Basic Skills Committee ended the year with the following recommendations:

- Encourage students to take the assessment tests as early as possible before starting Chabot
- Facilitate students taking Basic Skills courses as early as possible in their Chabot career

These recommendations were based on documented best practices and research produced by the Institutional Research Office.

This newsletter highlights that research.



Research shows:

- New students who take the assessment test are much more likely to persist to the next semester
- New students who take Basic Skills courses in their first semester are more likely to persist to the next semester

How to contact Institutional Research Staff Room 231, Building 200

Carolyn Arnold x6965
Coordinator, Institutional Research & Grants
carnold@chabotcollege.edu

Rajinder Samra x6636
Research Analyst
rsamra@chabotcollege.edu

David Rodriguez
Student Research Assistant

Lawrence Fetter
Brio Query Programmer
ccresearch@chabotcollege.edu x7024

How to Request Custom Research

We can provide research on specific questions related to your discipline or program, data for program review or unit plans, or help with designing surveys for your program. Just ask!

To initiate your research request, contact the Research Analyst or Coordinator by phone or Email. We will clarify your request and your timeline and provide a completion date. If there is a conflict, research requests will be prioritized based on college research priorities.

Latest IR Research on IR Website

The latest student and staff demographic and survey data, student outcomes data, and local educational statistics can be found on the Chabot Institutional Research website:
www.chabotcollege.edu/ir/.

Meet the Staff of the Institutional Research Office

Carolyn Arnold has been the Coordinator of Institutional Research and Grants since Fall 2000. She reports to the President and has been a faculty member at Chabot since 1993, when she was hired as the lone Institutional Researcher. In that position, she developed the research capacity of the IR Office. In 2000, to meet increased demands for research, planning, and grant-writing, two full-time classified positions were created—Research Analyst and Grant Developer/Writer—and Carolyn became the faculty Coordinator of both offices. Besides conducting research, Carolyn works on SLOs, Accreditation, and planning, and insures that the research and grant agendas align with college strategic planning priorities. She has a B.A. in Education from Smith College, an M.A. in Women Studies from SFSU, and an M.S. in Statistics and Ph.D. in Sociology of Education from Stanford.

Rajinder Samra has been the Research Analyst since September 2001. He produces all the reports, conducts and coordinates student and staff surveys, responds to ad-hoc research requests, and programs student data using SPSS and BrioQuery, the query language of the IR dataset. Rajinder, a former Chabot student, has a B.A. in Psychology from UC Santa Cruz and an M.S. in Industrial/Organizational Psychology from SJSU. He is also an adjunct Psychology instructor at Chabot.

In addition, part-time research assistance and programming is provided by two students:

David Rodriguez joined the office in September 2007 as the Research Assistant. He has quickly become indispensable for turning programming results into accurate Excel tables and graphs that illustrate data on student characteristics and student outcomes. A San Lorenzo High graduate, he is in his fourth year at Chabot, majoring in Chemistry. He plans to transfer to UC Berkeley and earn a degree in Molecular and Cell Biology.

Lawrence Fetter joined the office in October 2008 as a BrioQuery programmer, and he picked up the programming rapidly. A Castro Valley High graduate, he is in his second year at Chabot, majoring in Mechanical Engineering. He plans to transfer to UC Berkeley and work as a weapons engineer for the US military.

Basic Facts about Basic Skills

The Numbers

Number of Chabot students enrolled in Basic Skills courses in Fall 2008				
Percent of Basic Skills sections taught by full-time faculty				
Percent of all sections in discipline that are Basic Skills				
Number of Basic Skills sections offered at Chabot				
Math	53	56%	57%	2,312
English	48	33%	40%	1,402
ESL	25	100%	28%	485
Total	126	48%	44%	3,499

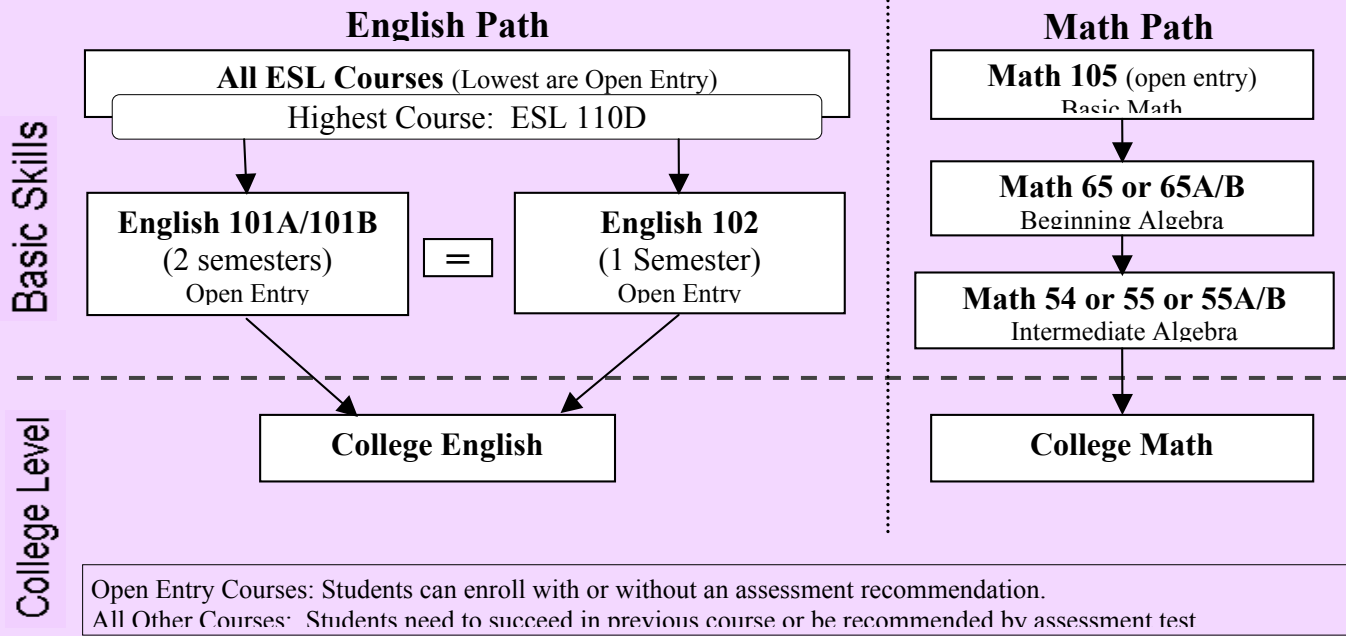
The Success

Success Rates in Basic Skills Courses Fall 2008	
Math Overall	41%
Basic Math (Math 105)	38%
Beginning Algebra (Math 65)	41%
Intermediate Algebra (Math 55)	39%
English Overall	58%
Reading/Writing I (Eng 101A)	53%
Reading/Writing II (Eng 101B)	56%
Reading/Writing Accel. (Eng 102)	63%
ESL Overall	70%

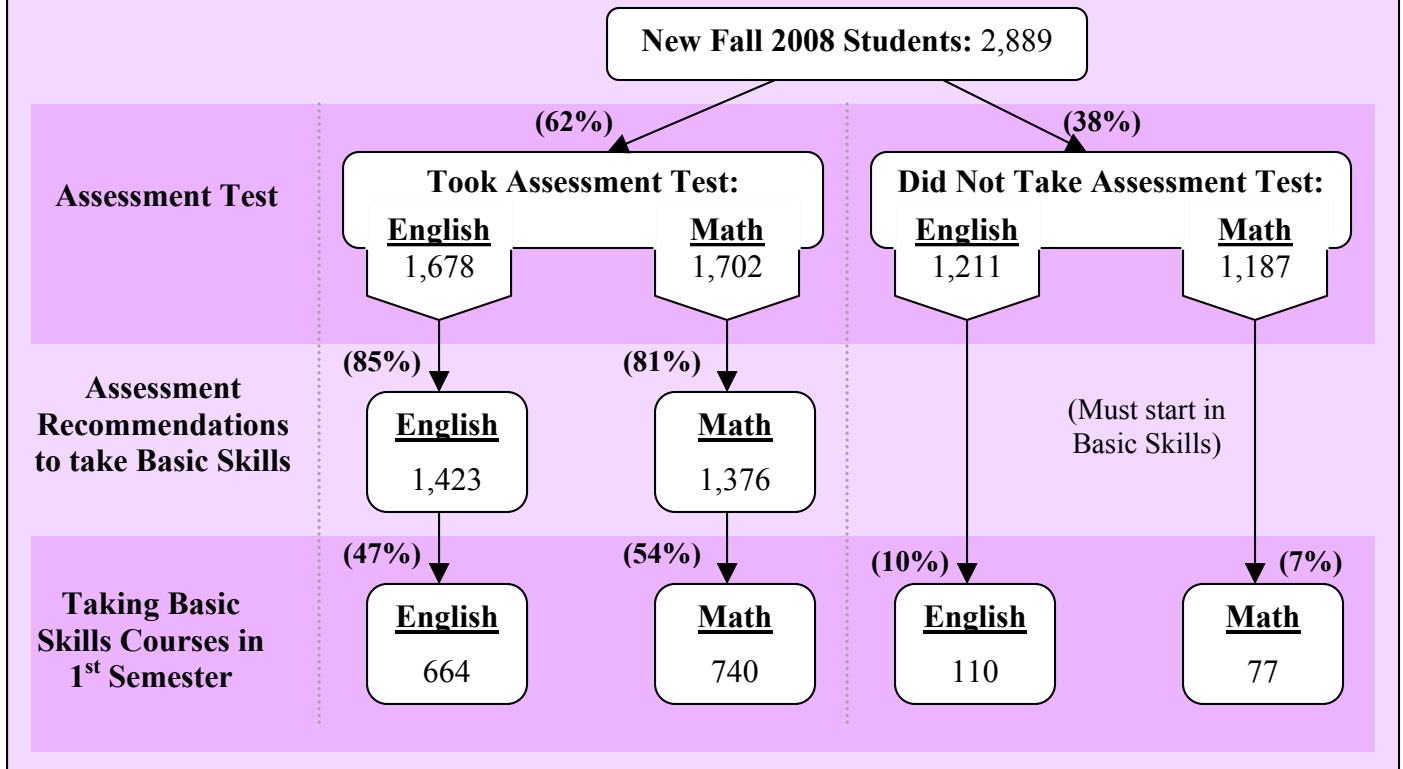
The Persistence

Of those succeeding, percentage who persist and succeed in the next level within two years (Fall 07->Sum09)			
	<i>From</i>	<i>To</i>	
Math	MATH 105	→ MATH 65	35%
	MATH 65	→ MATH 55	28%
	MATH 55	→ College Math	43%
English	ENGL 101A	→ ENGL 101B	58%
	ENGL 101B	→ College English	65%
	ENGL 101A	→ College English	48%
	ENGL 102	→ College English	72%
ESL	ESL 110D	→ ENGL 101A/102	71%

Paths from Basic Skills to College-level Courses



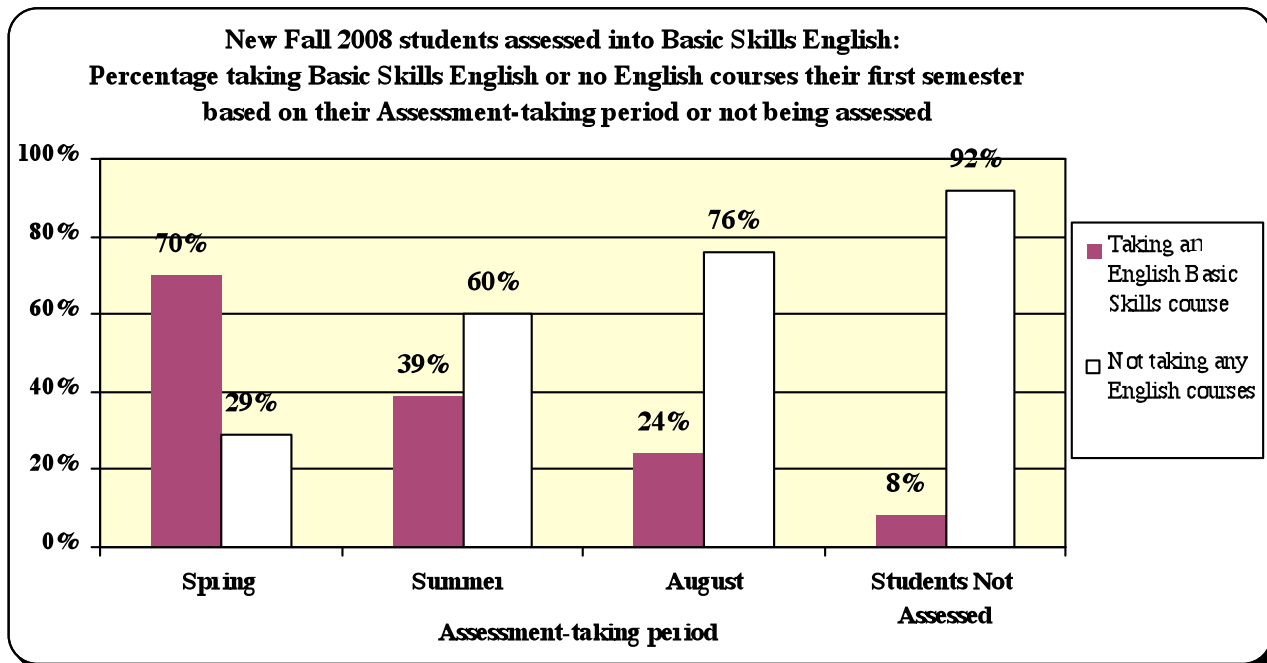
Which New Students take Basic Skills Courses in First Semester?



Research shows:

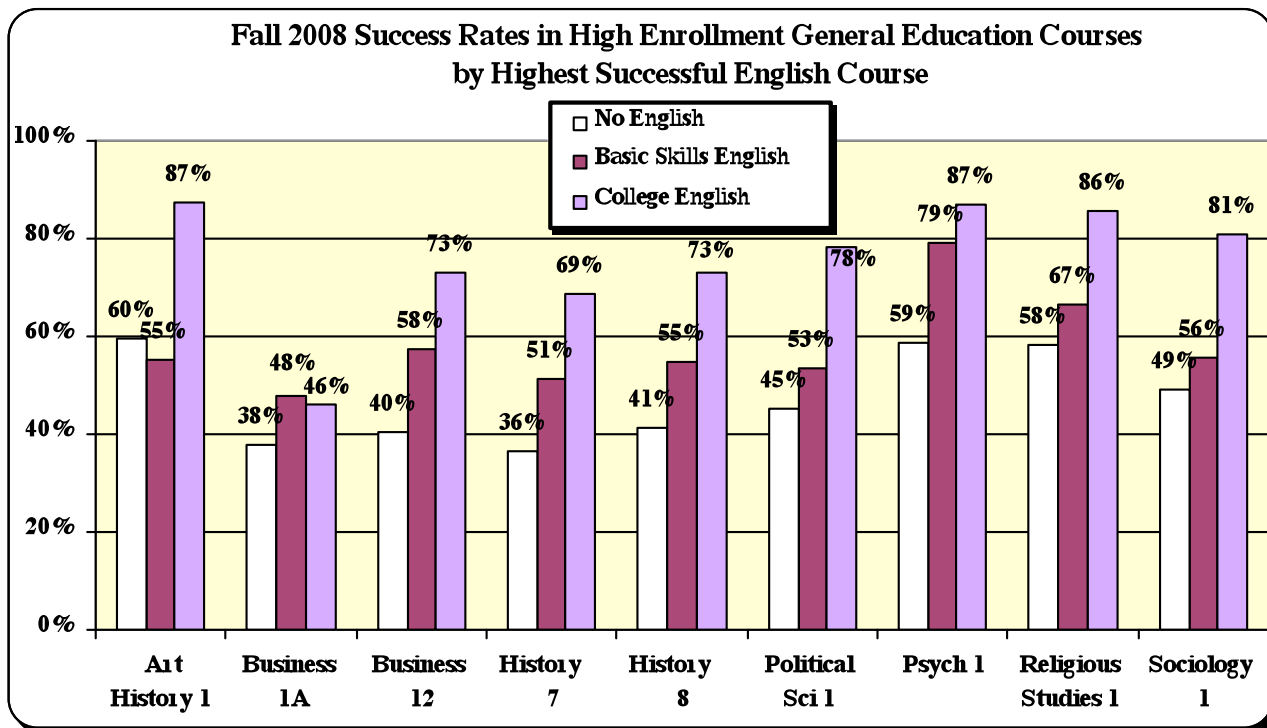
- Over 80% of students who took the assessment test were recommended to take Basic Skills courses
- Half of those recommended to take Basic Skills courses took them in their first semester
- Less than 10% of students who did not take the Assessment test took Basic Skills courses

Benefits of Taking Assessment Tests and Basic Skills Courses



Research shows:

- The earlier in the year that students took the assessment test, the more likely they were to be taking a Basic Skills course that Fall
- If they did not take an assessment test, they were not likely to be taking a Basic Skills course, even though they could have enrolled at any point in the year



Research shows:

- The higher the English course in which students have succeeded, the more successful they are in the major General Education courses
- Even just taking a Basic Skills English course increases general education success rates significantly