Strategic Plan Goal Progress

How are students doing with regard to reaching their educational goal?

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Presentation Outline

❑ Review Chabot's Strategic Plan Goal (Old & New)

❑How are students doing with regard to reaching their educational goal?

- ▪ Completion Outcomes Overall
  - • Disaggregated by Equity

❑ …within a reasonable time frame?

- ▪ Completion Outcomes by "Ed Goal Group"
  - • How the IR Office tracks students' educational goals
- ▪ Progress Milestones, AB 705, & SCFF

❑Concluding thoughts

Our Strategic Plan Goal

❑ **OLD:** Increase the number of students who achieve their educational goal in a reasonable time and ensure equitable outcomes among student groups

❑ **NEW:** We will provide student-ready college services and academic programs to improve educational equity and to increase the number of students who reach progress milestones, and identify and achieve their educational goals.

❑ The new Strategic Plan Goal is consistent with how OIR has been measuring the previous Strategic Plan.

- Focus on both educational goals and progress milestones

❑ Strategic *Plan* to Meet the Strategic Plan *Goal*

- In-progress
  - Objectives and Activities to meet this goal.
  - Will likely change future iterations of strategic plan measurement

Transfer or Degree

❑ **# of Degrees:**

    ❑ We are improving in the number of degrees awarded—last three years have show substantial increases.

    ❑ As in the past two academic years, ADTs account for roughly 1/3 of all degrees and this percentage appears to be increasing.
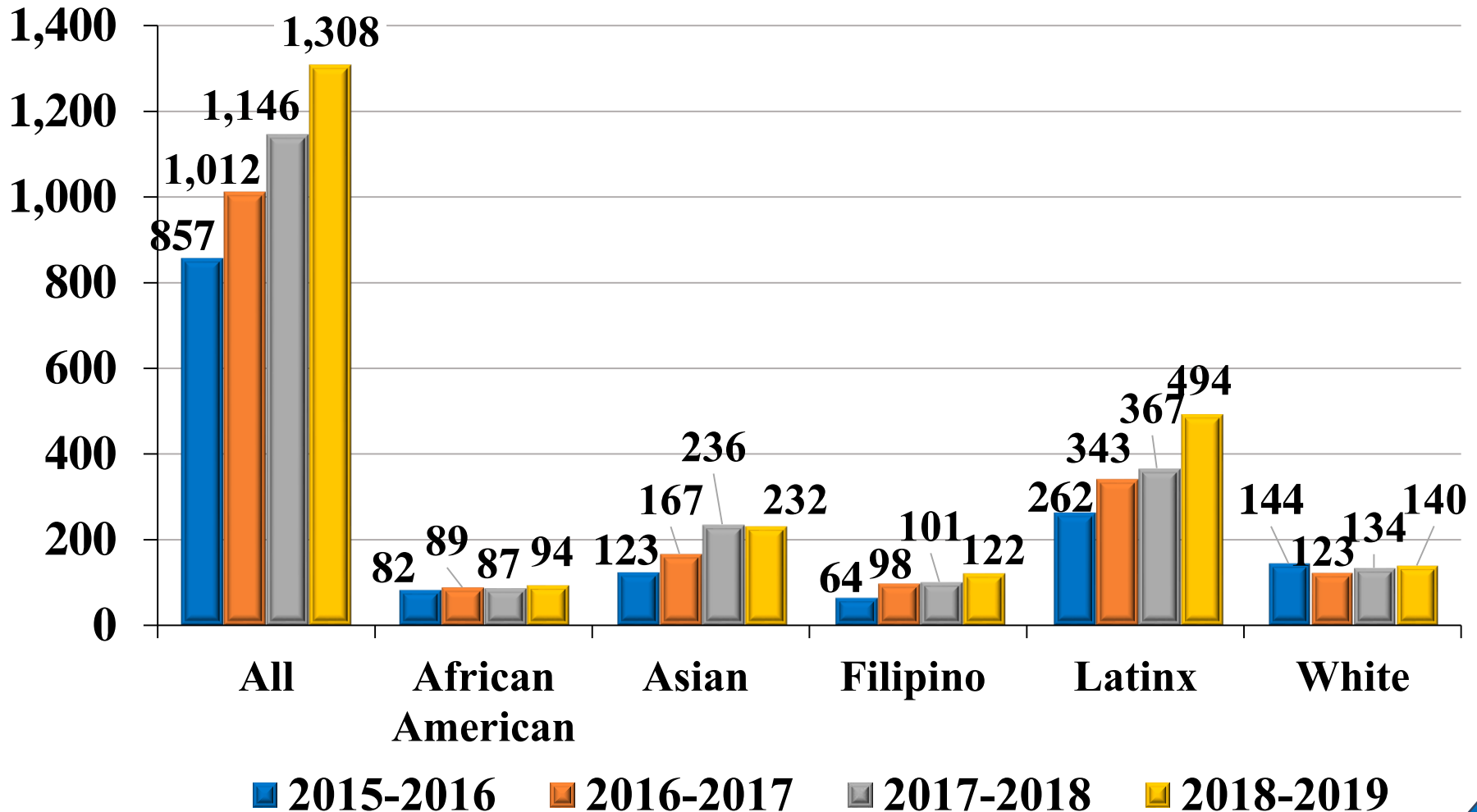
❑ **# of Transfers:**

    ❑ Reminder that transfer data is a year behind.

    ❑ CCCCO website has not posted data OOS and ISP for 2018-2019 yet.

    ❑ But more good news: In 2017-2018, Chabot transfers increased by 100.
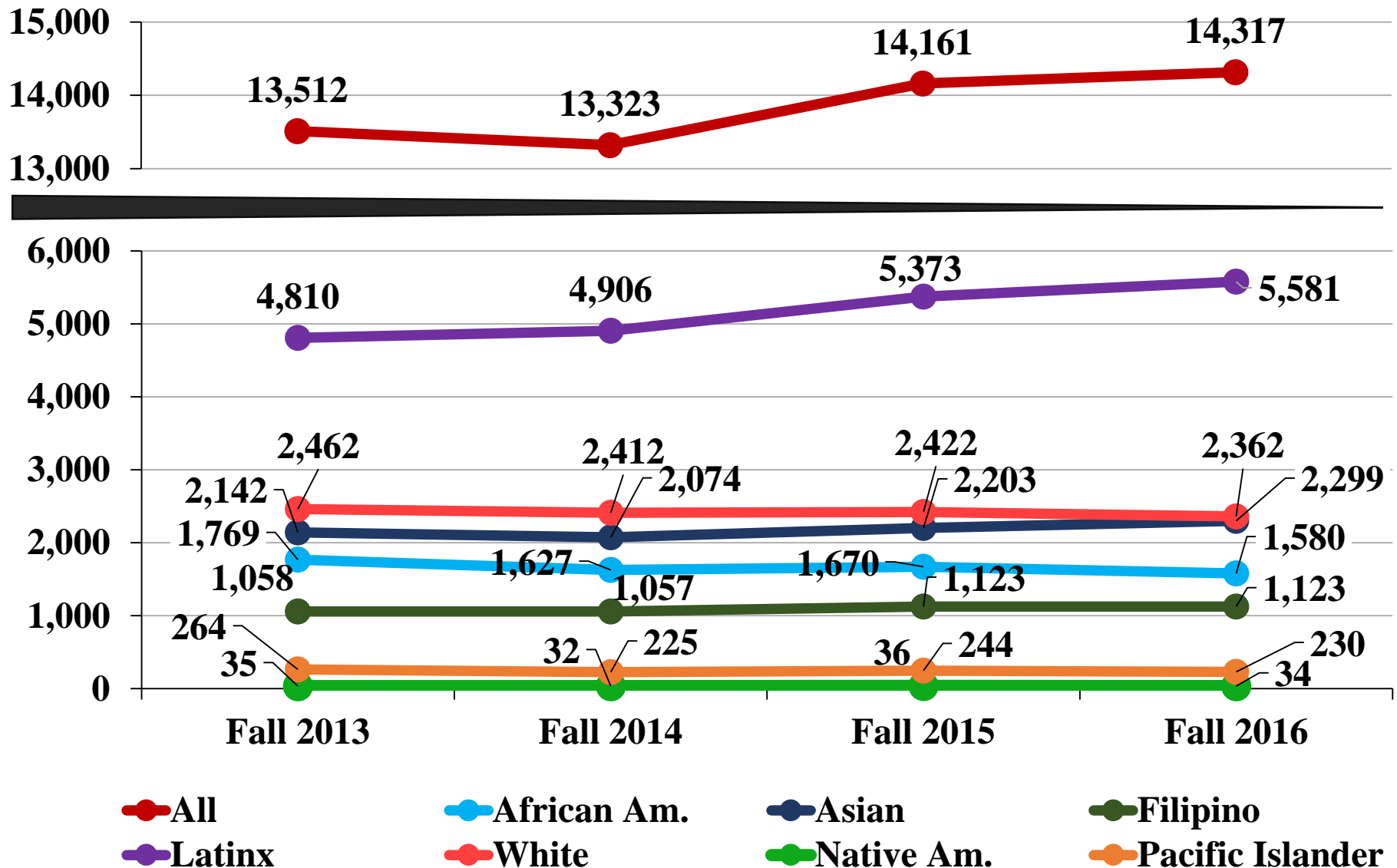
Transfer or Degree
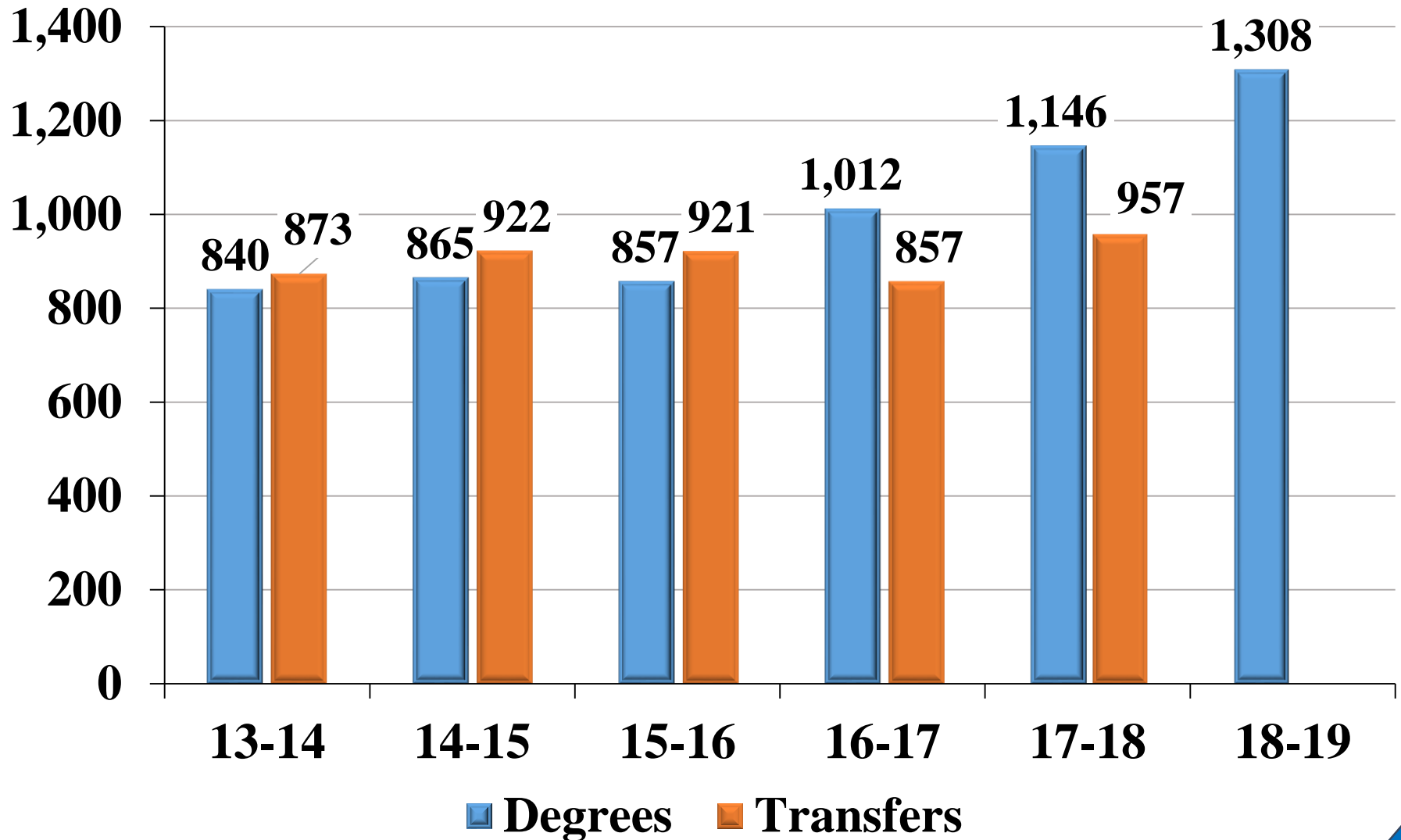
Ensuring Equitable Outcomes Among Student Groups
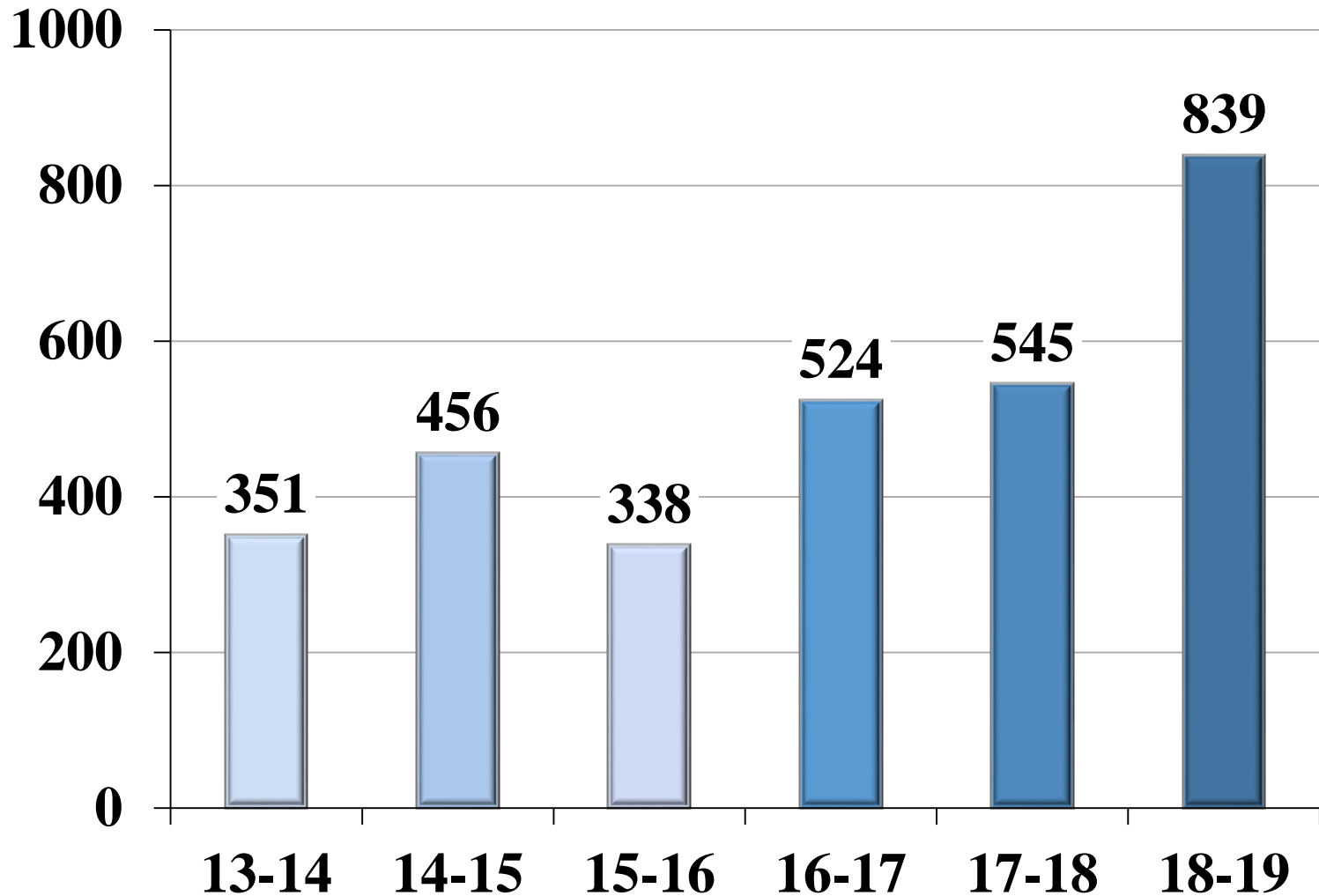
Degrees 2015-16 to 2018-19

Chabot Students by Race and Ethnicity

Line chart showing Chabot student enrollment by race and ethnicity, Fall 2013 through Fall 2016.

All: 13,512 (Fall 2013), 13,323 (Fall 2014), 14,161 (Fall 2015), 14,317 (Fall 2016)

Latinx: 4,810 (Fall 2013), 4,906 (Fall 2014), 5,373 (Fall 2015), 5,581 (Fall 2016)

White: 2,462 (Fall 2013), 2,412 (Fall 2014), 2,422 (Fall 2015), 2,362 (Fall 2016)

Asian: 2,142 (Fall 2013), 2,074 (Fall 2014), 2,203 (Fall 2015), 2,299 (Fall 2016)

African Am.: 1,769 (Fall 2013), 1,627 (Fall 2014), 1,670 (Fall 2015), 1,580 (Fall 2016)

Filipino: 1,058 (Fall 2013), 1,057 (Fall 2014), 1,123 (Fall 2015), 1,123 (Fall 2016)

Pacific Islander: 264 (Fall 2013), 225 (Fall 2014), 244 (Fall 2015), 230 (Fall 2016)

Native Am.: 35 (Fall 2013), 32 (Fall 2014), 36 (Fall 2015), 34 (Fall 2016)

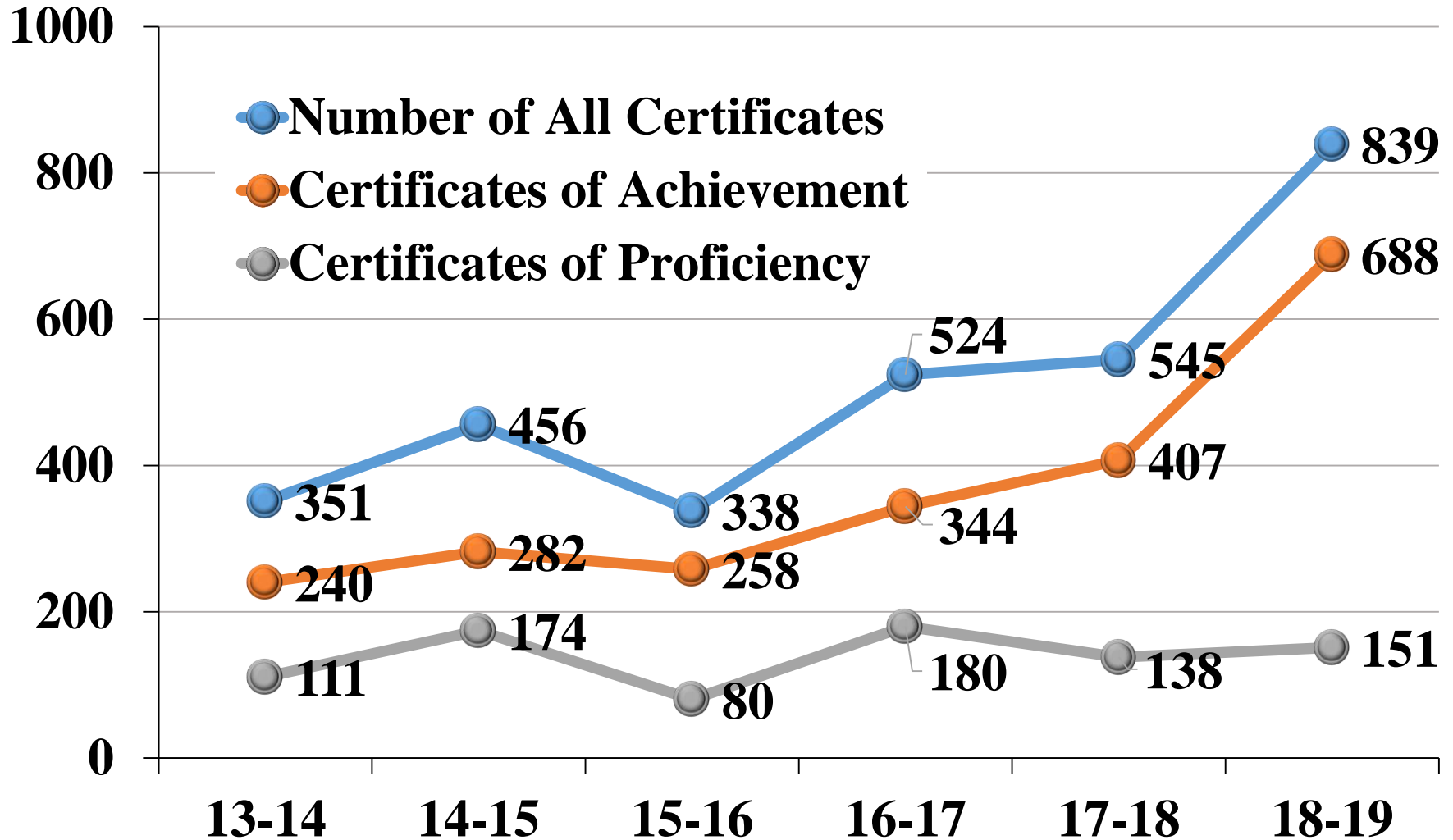Legend: All, African Am., Asian, Filipino, Latinx, White, Native Am., Pacific Islander

Certificates

❑ Historically, certificate completion has bounced around, no consistent trend

❑ Good news!

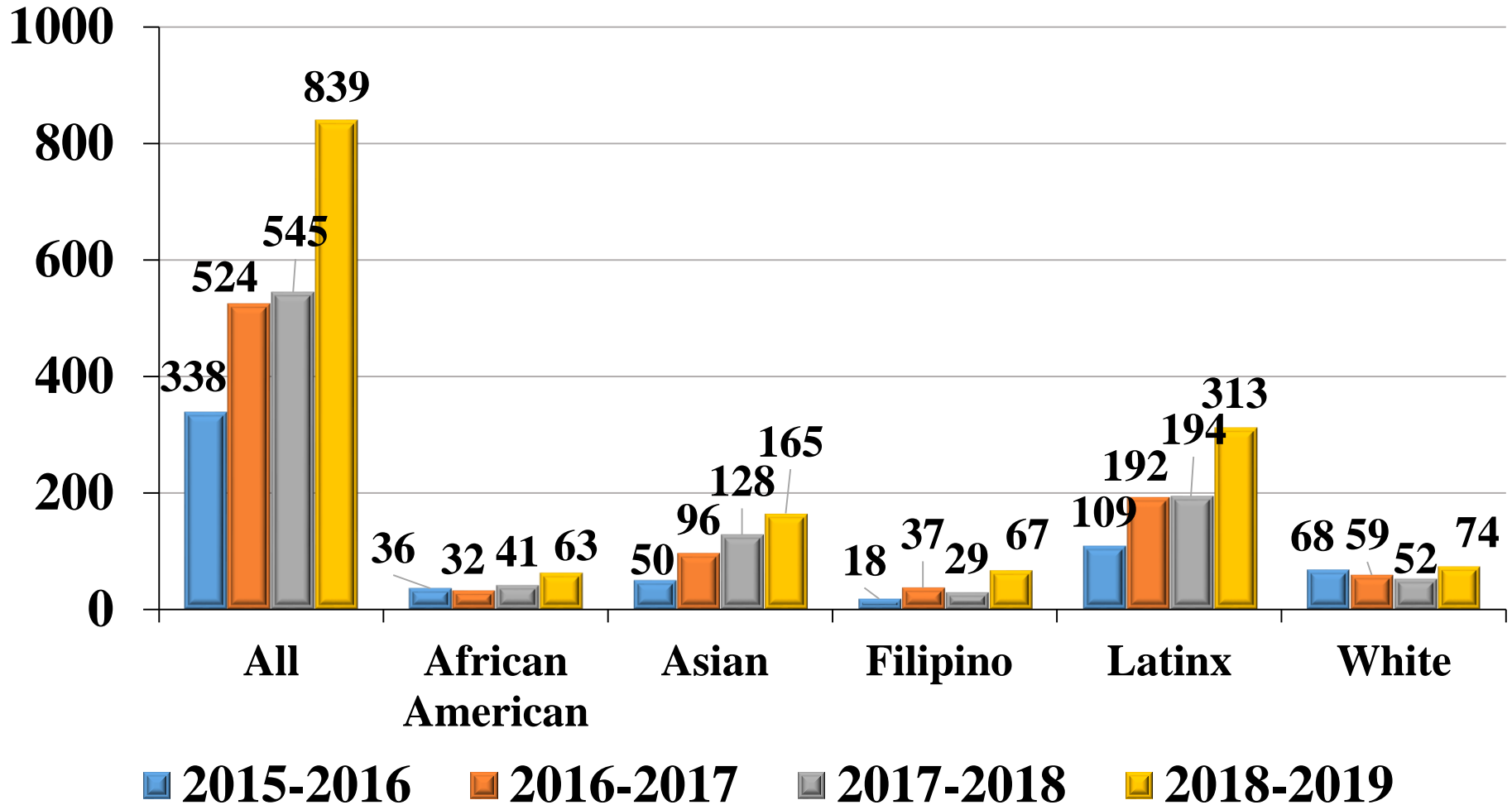❑ Overall, certificate completions have increased each of the past three years.

Certificates

Types of Certificates

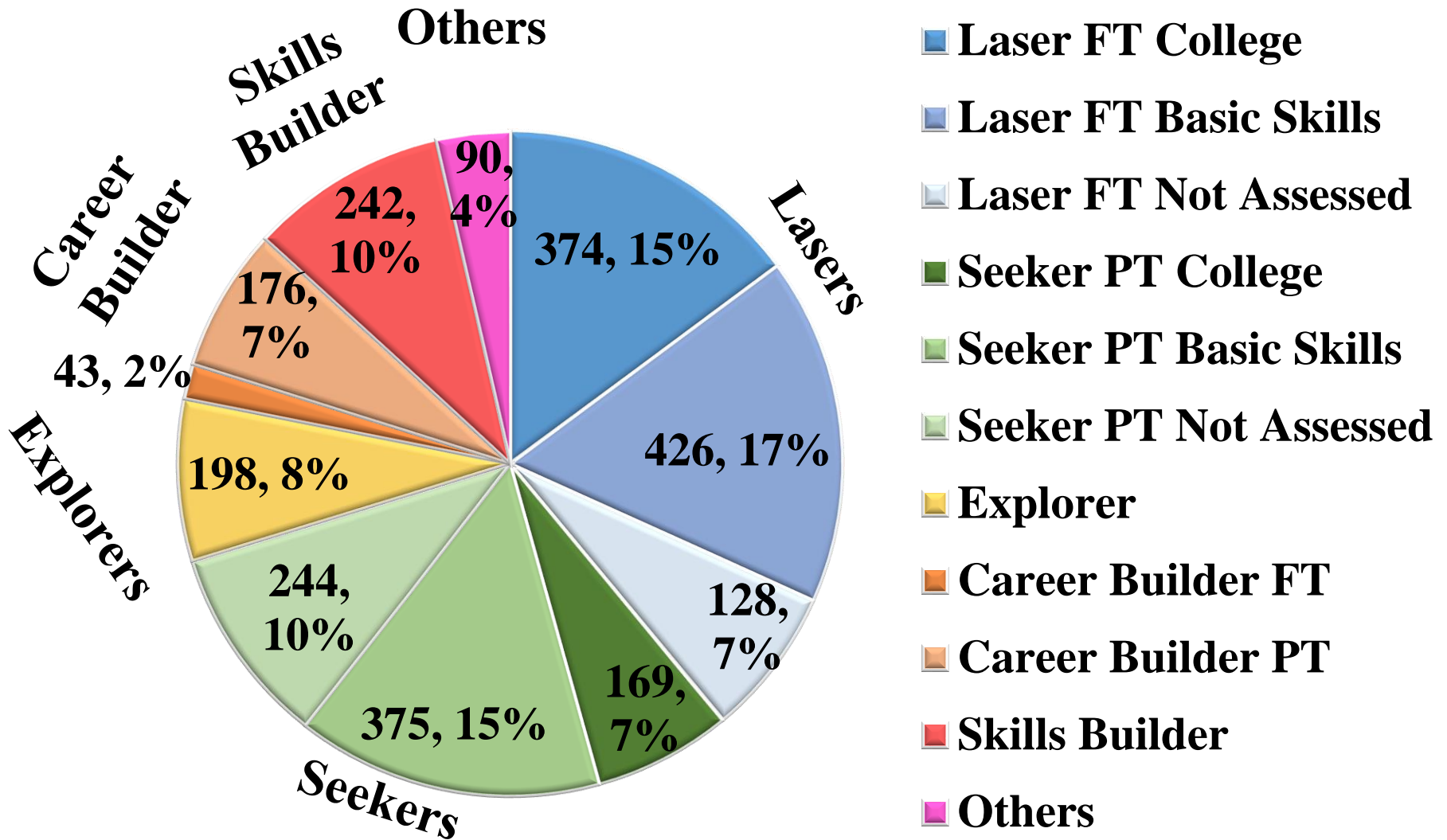# Ensuring Equitable Outcomes Among Student Groups

Certificates 2015-16 to 2018-19

Are Students Reaching their Educational Goal in Reasonable Time?

❑ Even though the new strategic plan goal does not explicitly include "reasonable time" as part of the goal, IR assumes that students have this "reasonable time" as part of their educational goals.

  ❑ So IR continues to measure this.

❑ Look at outcomes by entering cohort.

❑ For the cohorts that entered in Fall of 2015 and 2016: did they reach completion of their educational goals in a reasonable time?
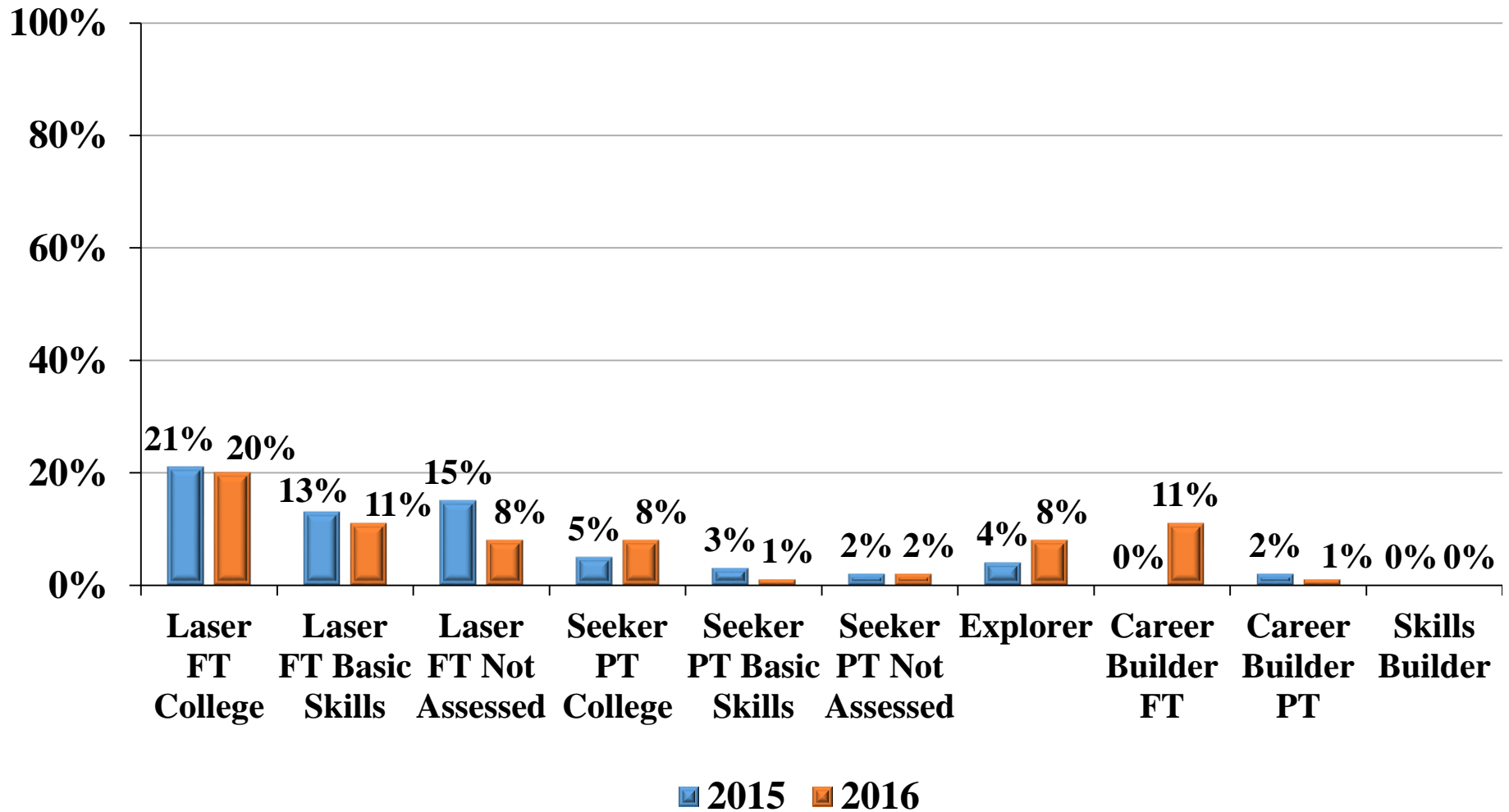
Educational Goal Groups

| Ed Goal	Units		English Assessment	Student Ed Goal Groups
Transfer or Degree (GE)	Full-time		College	Laser (FT) College
			Basic Skills	Laser (FT) Basic Skills
			Not Assessed	Laser (FT) Not Assessed
	Part-time		College	Seeker (FT) College
			Basic Skills	Seeker (PT) Basic Skills
			Not Assessed	Seeker (PT) Not Assessed
Undecided	6+ units			Explorer
Certificate or Job training	Full-time			Career-builder FT
	Part-time 6-11 units			Career-builder PT
Cert/Job/Und/ Pers Dev/Othr	Under 6 units			Skills-builder

Our New Students: Fall 2018

Completion in 3 years: Fall 15 & 16 Cohorts

Percent earned degree

Category	2015	2016
Laser FT College	21%	20%
Laser FT Basic Skills	13%	11%
Laser FT Not Assessed	15%	8%
Seeker PT College	5%	8%
Seeker PT Basic Skills	3%	1%
Seeker PT Not Assessed	2%	2%
Explorer	4%	8%
Career Builder FT	0%	11%
Career Builder PT	2%	1%
Skills Builder	0%	0%

Completion in 3 years: Fall 15 & 16 Cohorts

Percent earned certificate
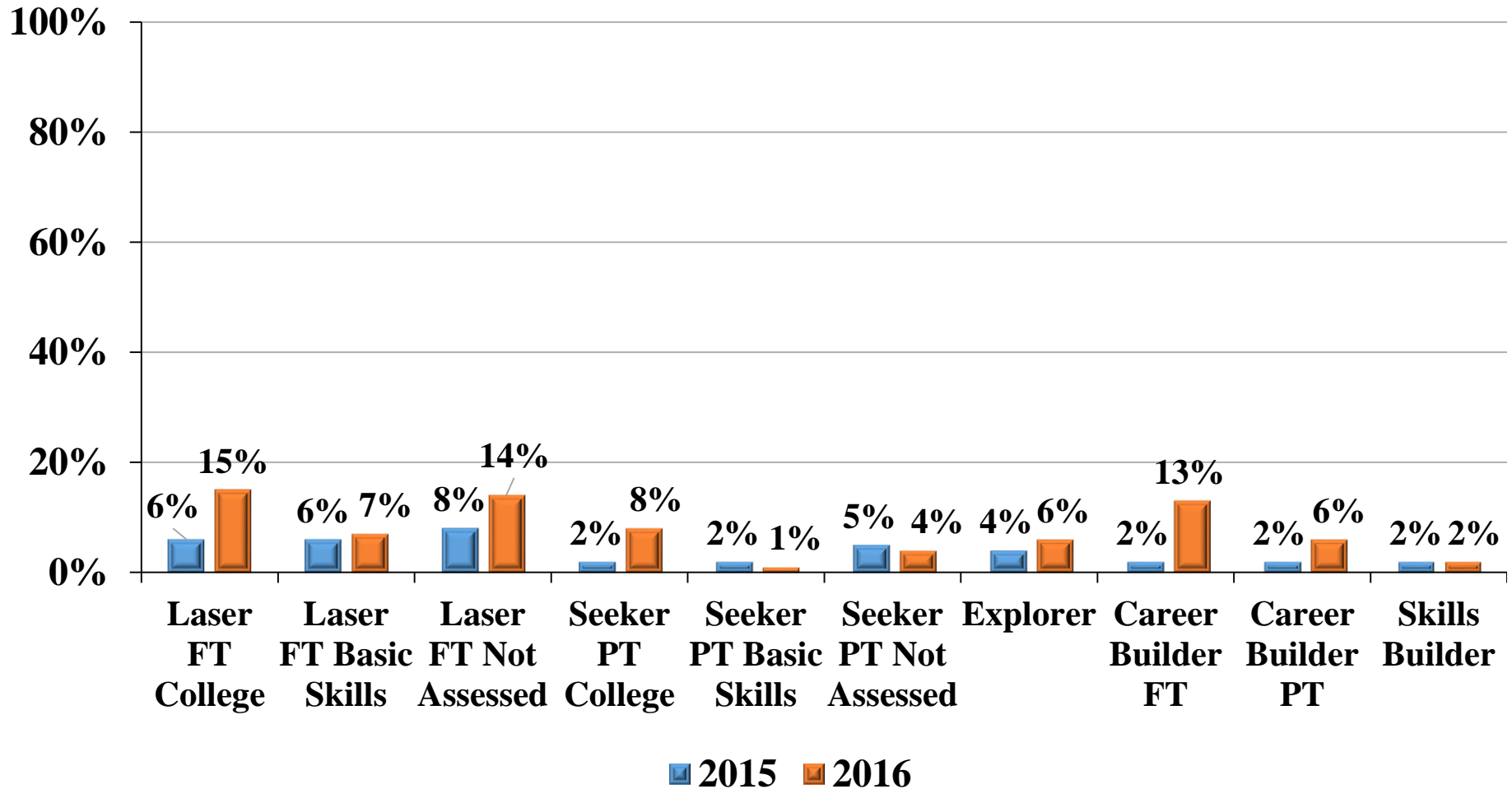
Progress Milestones (& AB 705 & SCFF)

- ❑ Transfer-level English

- ❑ Transfer-level Math

Review of AB 705 & AB 1805 & SCFF

❑ Transfer-level English and math Fall 2019 (AB 705)
  ❑ ESL Fall 2020

❑ State-wide research illustrates higher *throughput rates* when students start directly in transfer-level coursework.

❑ Multiple measures required for placement

❑ Guided placement or Informed Course Selection replaces assessment

❑ Colleges are required to "inform students of their rights to access transfer-level coursework" (AB 1805)

❑ With regards to SCFF, we receive additional funding in the success allocation of the SCFF for every students who passes transfer-level English and Math in their first year.

Length of time for Successful Completion

❑ So what percent of first time students complete transfer level English and math in **two years** at Chabot?
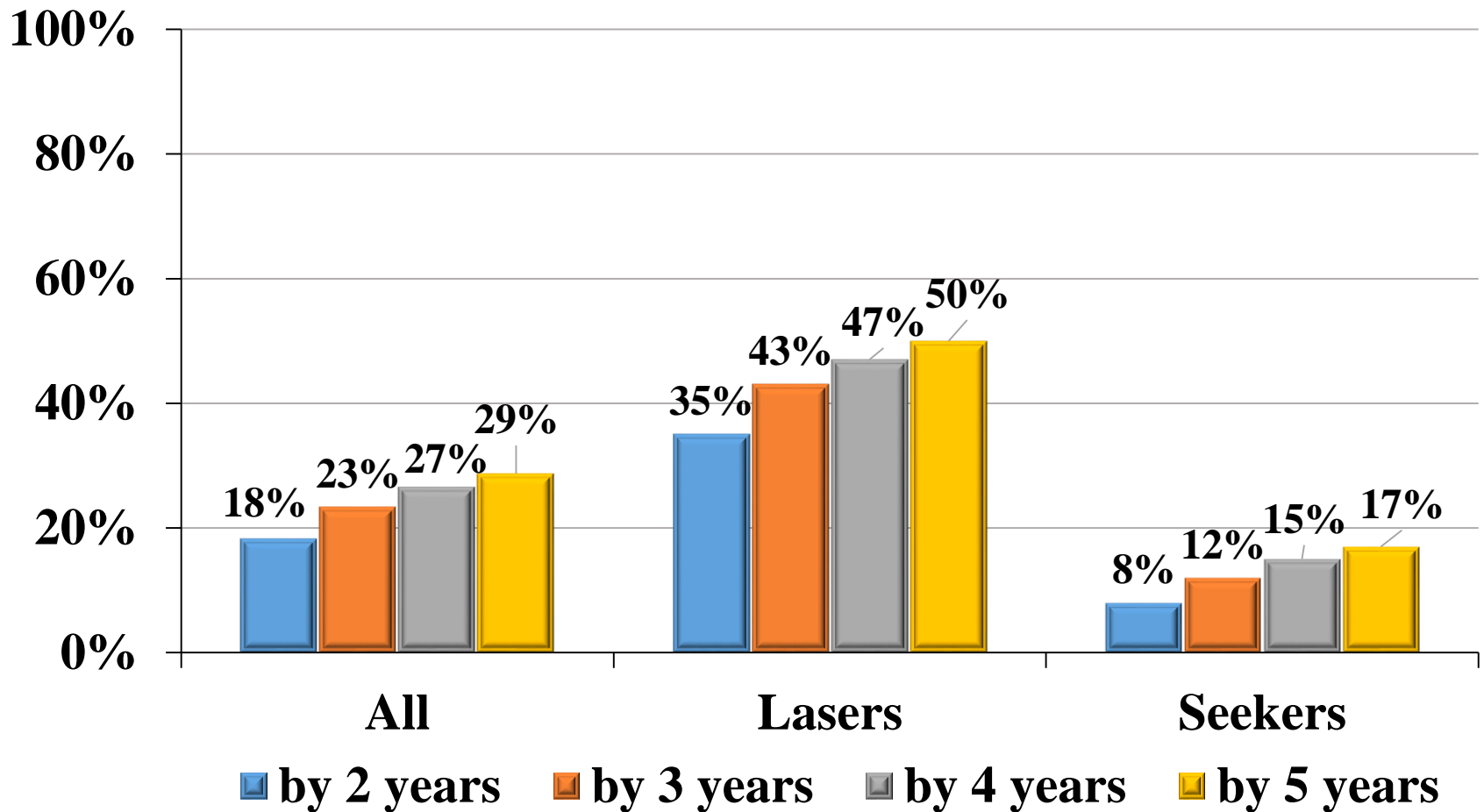
- ▪ **Three years?**
- ▪ **Four years?**

Completion of Transfer-Level English by Years
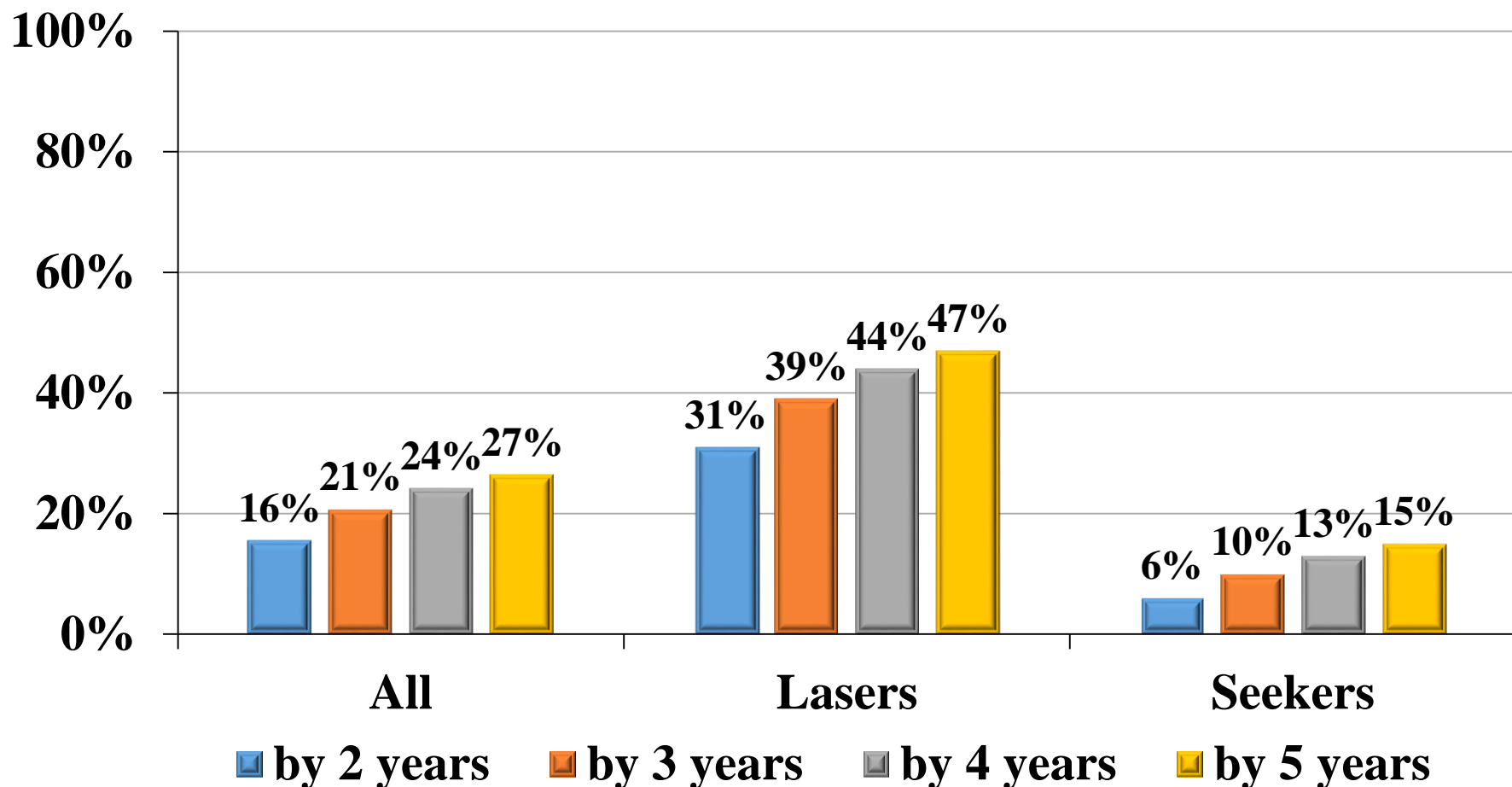## Fall 2014 Cohort
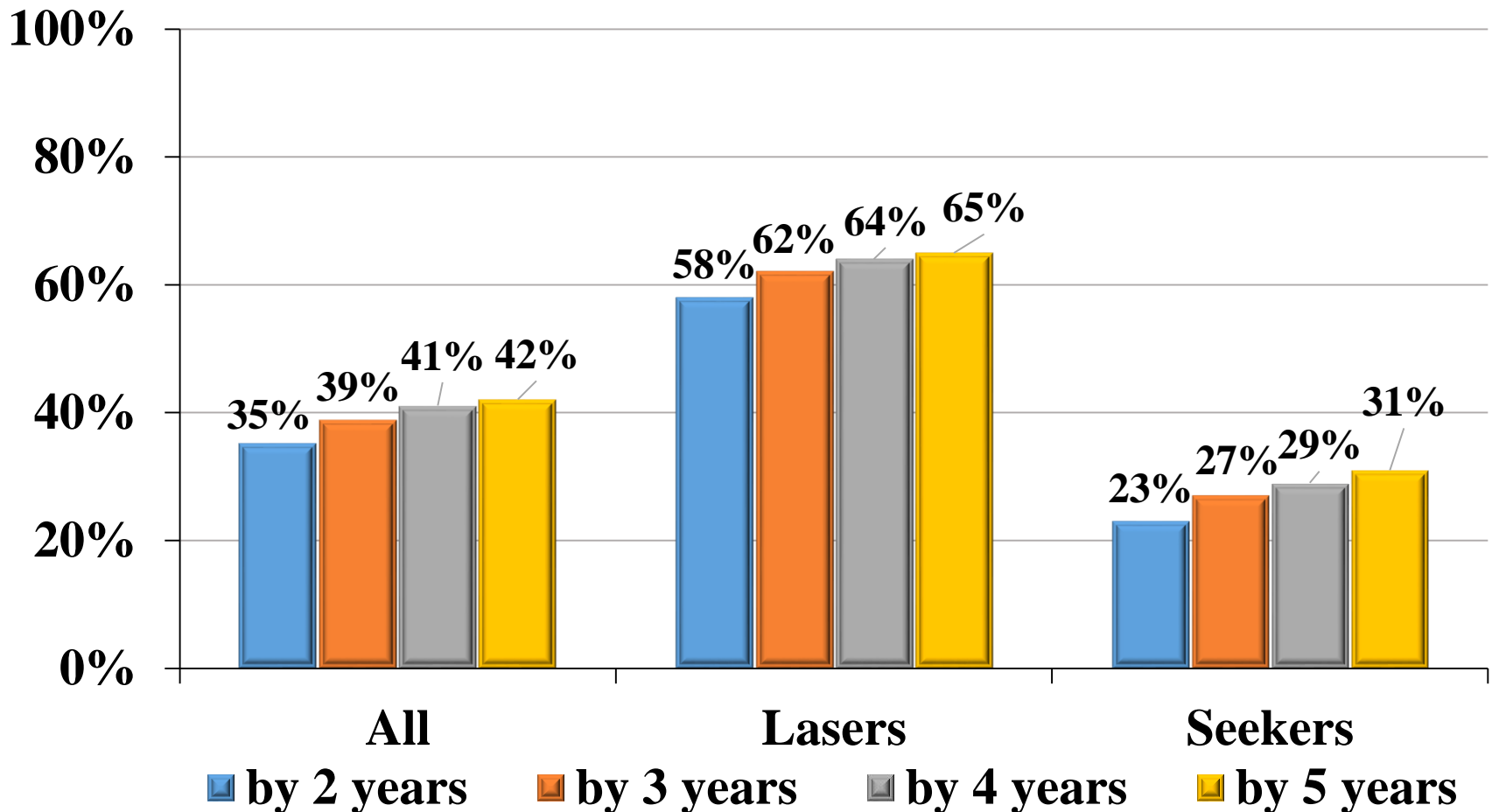
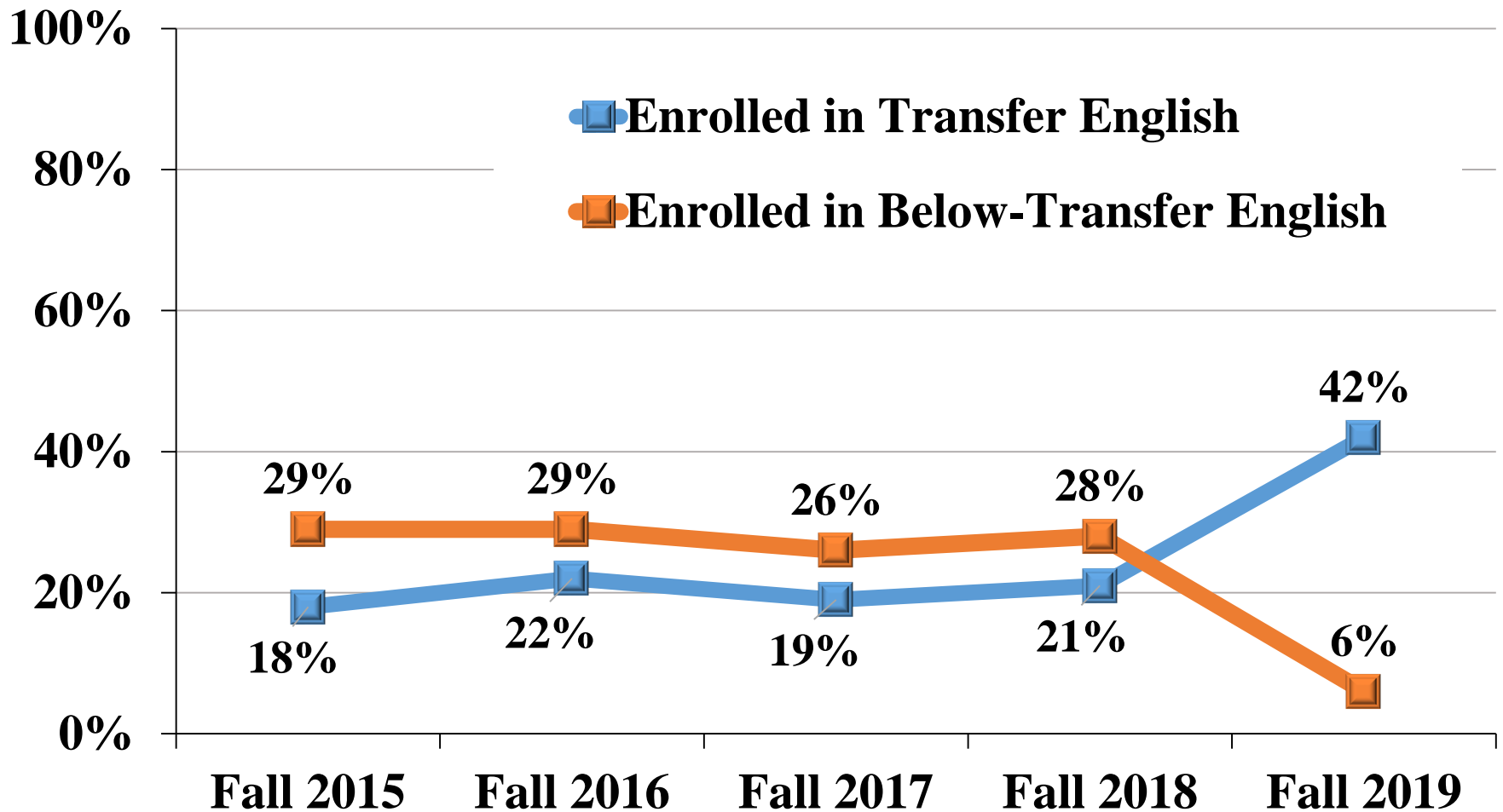Completion of Transfer-Level Math by Years
Fall 2014 Cohort

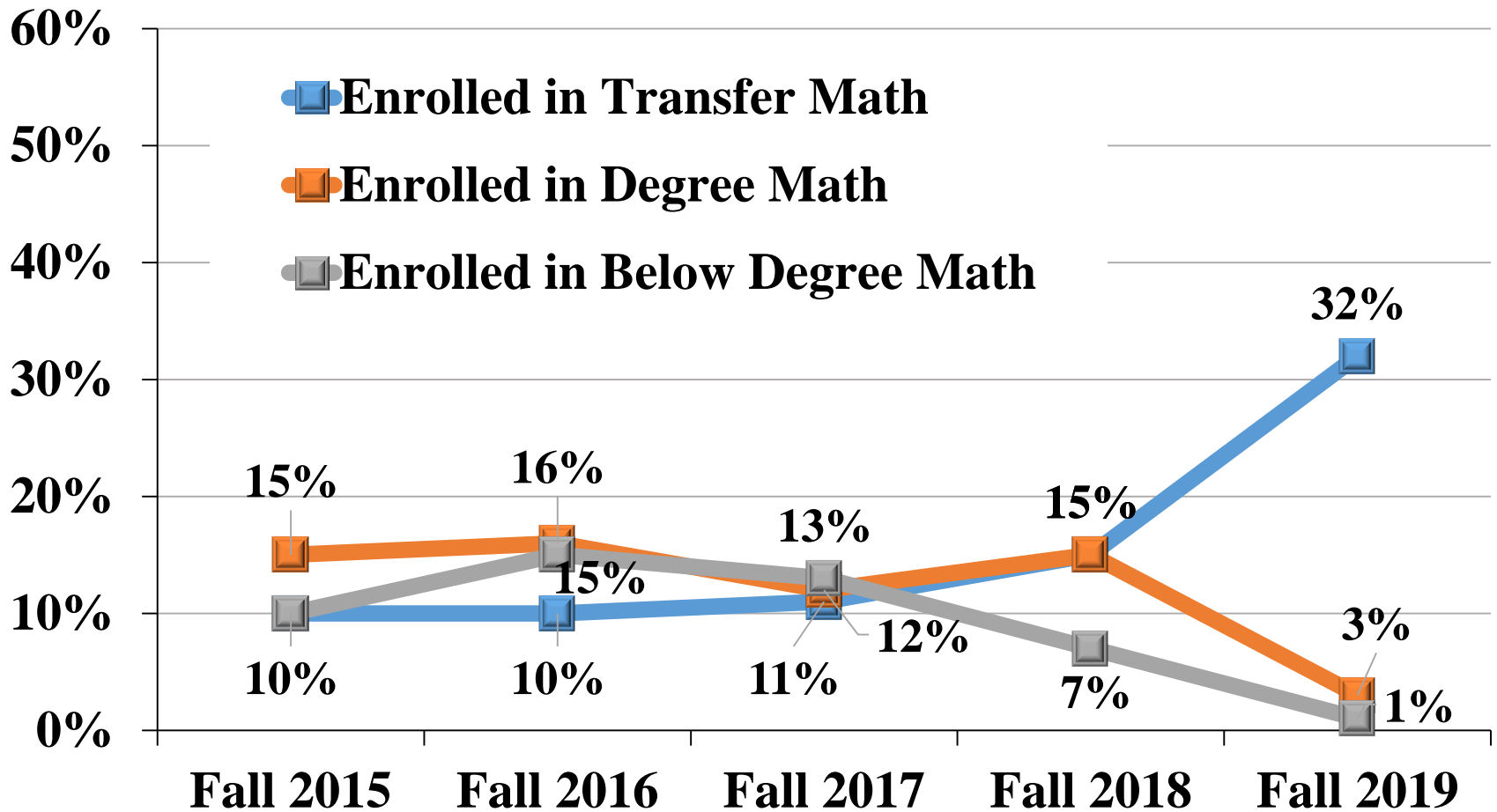# Completion of Transfer-Level Math & English by Years

Fall 2014 Cohort

English Enrollments in First Fall by New Students
Fall 2015 – Fall 2019

Math Enrolments in First Fall by New Students
Fall 2015 – Fall 2019

Summary: Chabot's Strategic Plan Goal

- This is a beginning look at progress towards Chabot's strategic plan goal
- As PRAC refines the strategic plan, IR will update how we measure progress and which campus constituents should be involved in measuring progress towards the Strategic Plan.
- Completion Outcomes (e.g. degree, certificates) are increasing—Congratulations to our community for supporting our students.
- Yet overall, the percent of students obtaining transfer, degrees, or certificates within three to four years, is relatively low. Could this be higher? Should it be?
- Full-time students associated with higher completions
  - Will initiatives to increase % of students attending full-time lead to better student outcomes? For whom?
- State-level data illustrates that students who start in transfer-level English and Math have higher throughput rates.
  - What will happen at Chabot? IR is evaluating.

Summary: Chabot's Strategic Plan

Future Plans

- We need to continue to focus on equitable outcomes across student groups.
- With our newly hired Research Analyst, we will have more time to look at the various equity initiatives and evaluate where there is impact.
- IR office has historically tracked success outcomes disaggregated by students' entering educational goals (and attendance status and English assessment).
  - We will re-evaluate this in the coming year to align with AB 705 mandate, the Strategic Plan, and the Educational Master Plan.
- IR has also begun to assess many of our learning communities and sees promising outcomes in Umoja, Puente, FYE—What are the key things these groups are doing and how do we scale-up?
- Guided Pathways