Strategic Plan Goal Progress

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

**Presentation to PRAC
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Presentation Outline

- Review Chabot's Strategic Plan Goal
- Relationship Chabot's goal with new State Funding Formula "SCFF"
- 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 Measures
    - Disaggregated by Equity
  - Progress Milestones and AB 705
- Concluding thoughts

Our Strategic Plan Goal

- *Increase* the number of students who *achieve their educational goal* in a reasonable time

    and

- *ensure equitable outcomes* among student groups

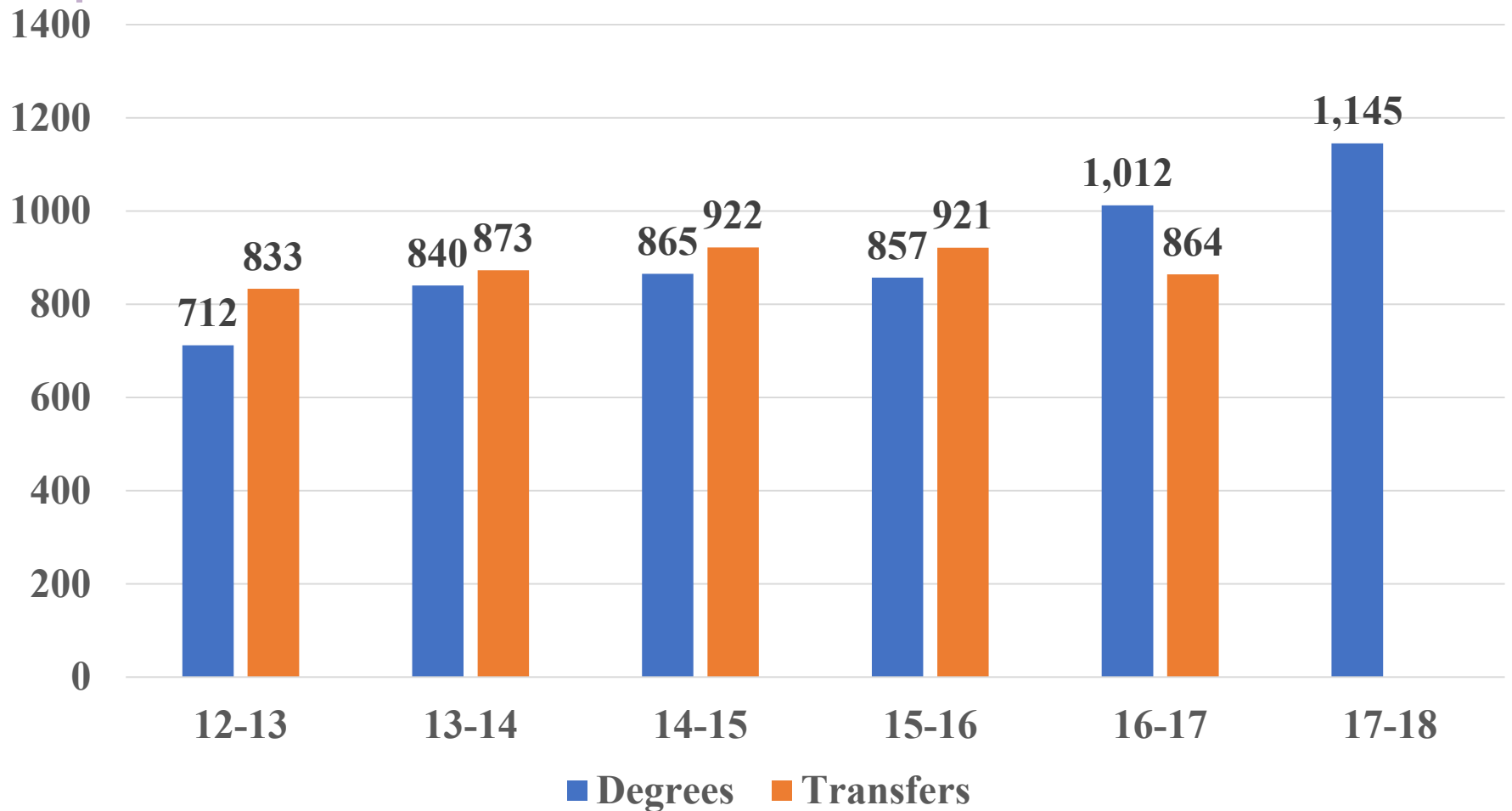# New Funding Model Three Components & Our Strategic Plan

- *Base Allocation*: Credit FTES, Non-Credit FTES, CDCP FTES, Special Admit FTES, and Inmate Education FTES (three-year rolling average)

- *Supplemental Allocation*: California Promise Grant/BOG Fee Waiver, AB 540 students, and Pell Grant recipients

- ***Student Success Allocation***: Degrees, degrees for transfer, credit certificates, completion of 9 or more CTE units, transfers to four-year university, completion of transfer level math and English, and attainment of a regional living wage

  - "Equity Bump": Supplemental points/allocation for students with Pell Grants and CA Promise Grant who achieve student success metrics
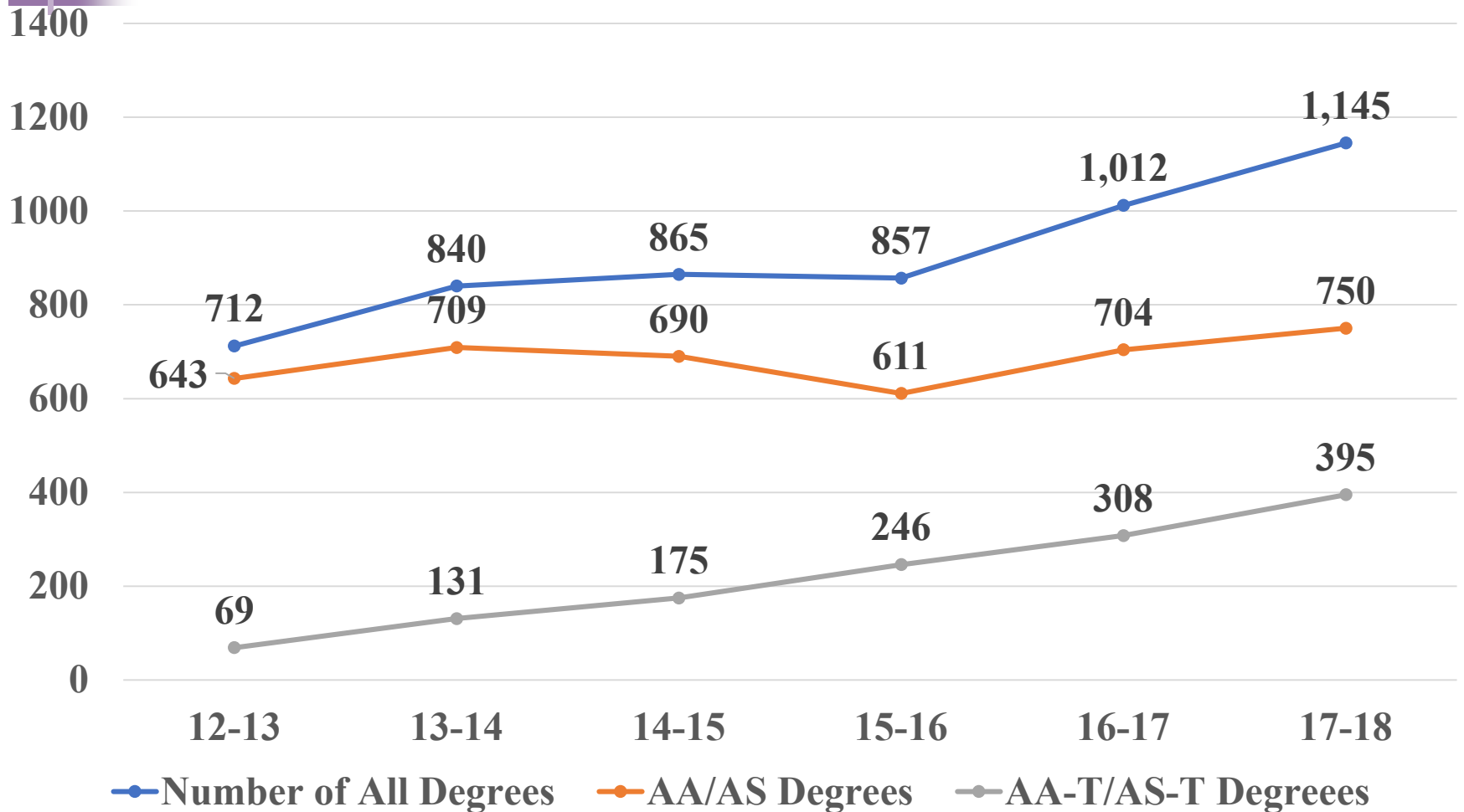
Transfer or Degree

- # of Degrees: We are improving in the number of degrees awarded—past two years big increases

- # of Transfers: *2016-2017* transfers decreased.

  - CCCCO website has STILL not posted data OOS and ISP for 2017-2018 yet.

    - https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx

    - Cautiously optimistic back up for 2017-2018

Transfer and Degree

Year	Degrees	Transfers
12-13	712	833
13-14	840	873
14-15	865	922
15-16	857	921
16-17	1,012	864
17-18	1,145	

■ Degrees   ■ Transfers

Number of degrees up overall
Due to rise of Transfer degrees

Chart showing three data series across academic years 12-13 through 17-18.

Number of All Degrees (blue): 712, 840, 865, 857, 1,012, 1,145

AA/AS Degrees (orange): 643, 709, 690, 611, 704, 750

AA-T/AS-T Degrees (gray): 69, 131, 175, 246, 308, 395

Legend: ●—Number of All Degrees ●—AA/AS Degrees ●—AA-T/AS-T Degreees

Ensuring equitable outcomes among student groups:
Degrees 2015-16 to 2017-18

Bar chart showing number of degrees by student group across three academic years.

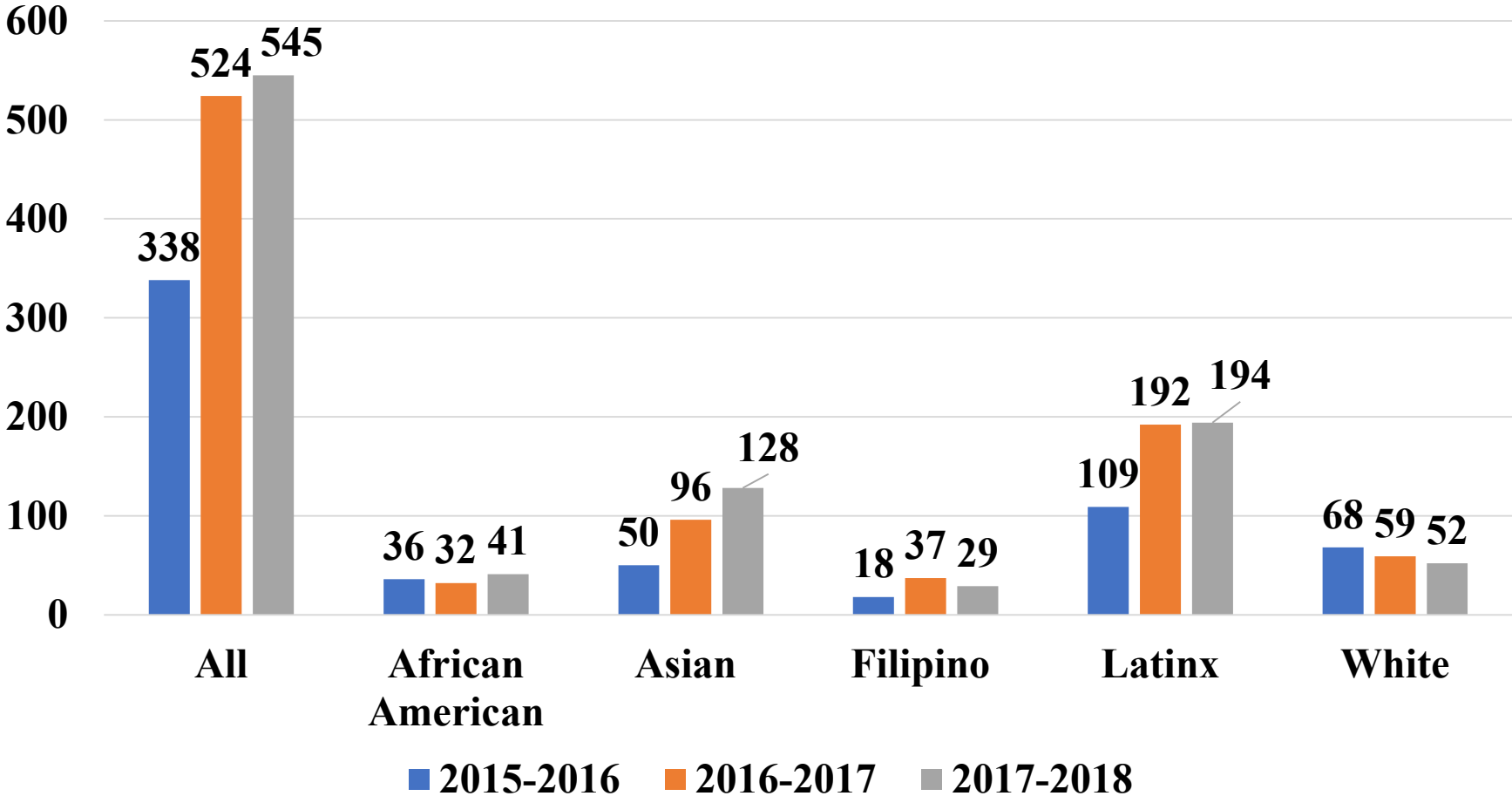| Student Group	2015-2016	2016-2017	2017-2018
All	857	1012	1145
African American	82	89	87
Asian	123	167	236
Filipino	64	98	101
Latinx	262	343	366
White	144	123	134
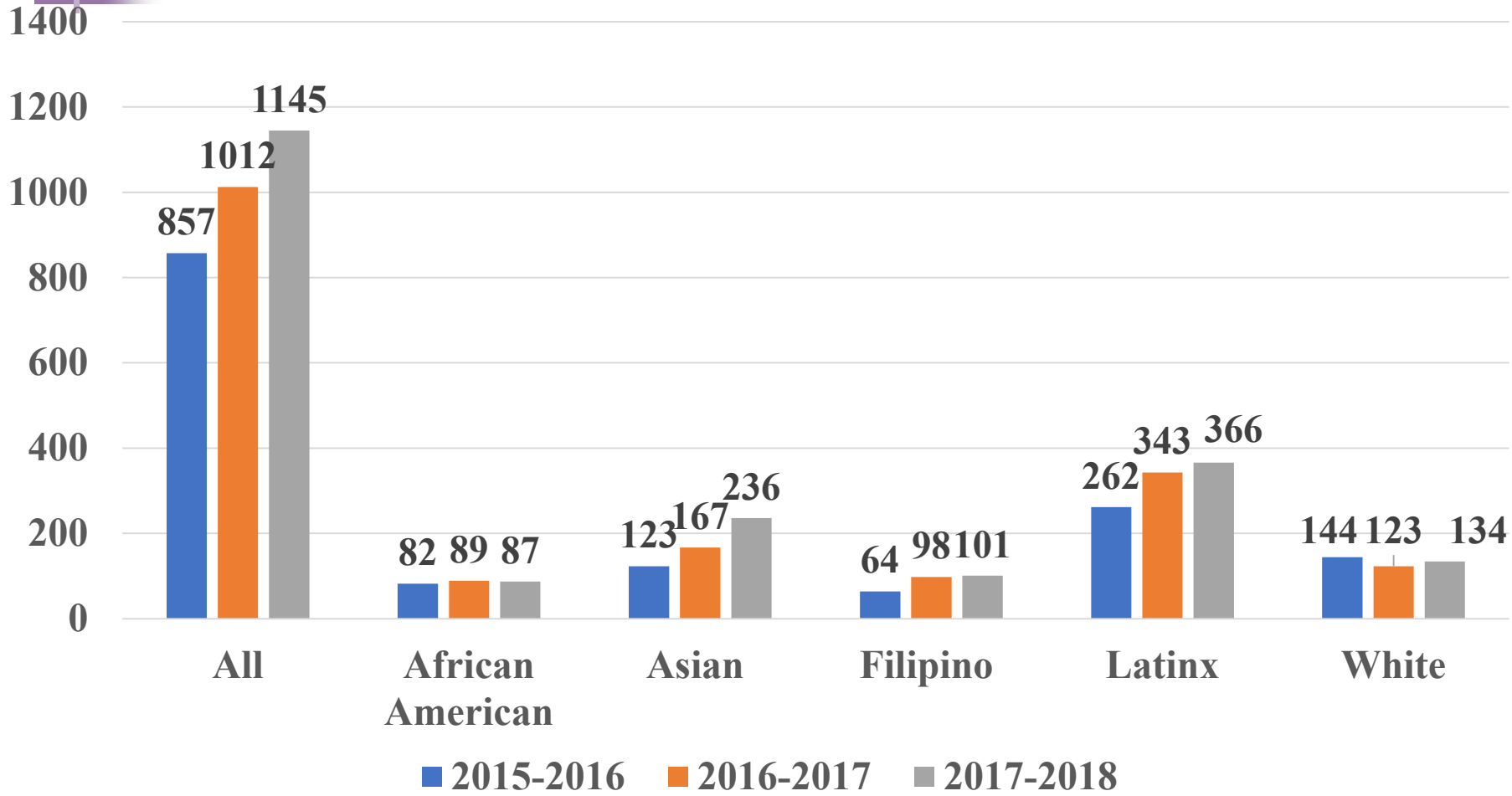
Certificates

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

- Good news!

- Overall, certificate completions have increased each of the past two years.
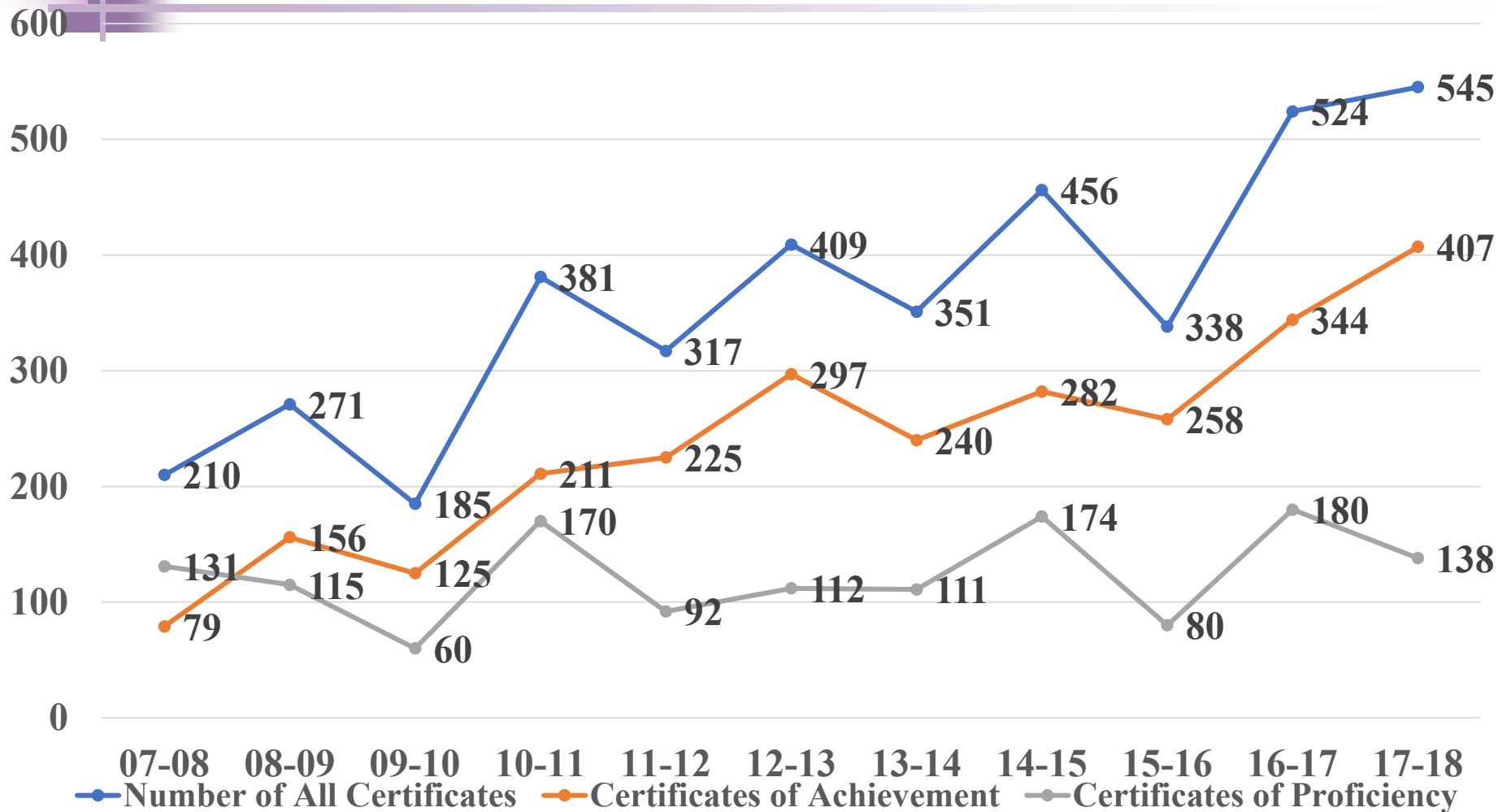
Certificates

Year	Certificates
12-13	409
13-14	351
14-15	456
15-16	338
16-17	524
17-18	545
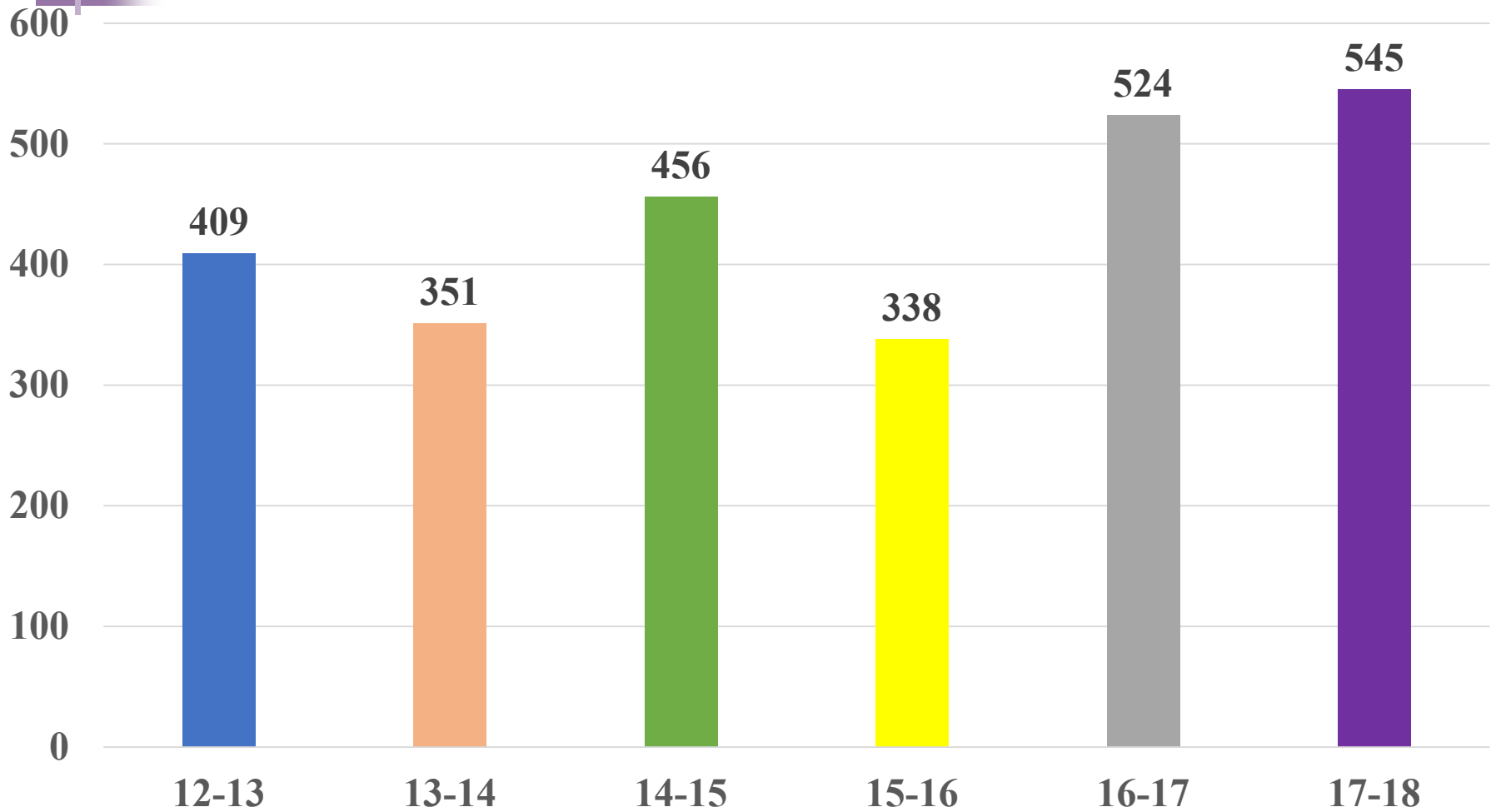
Ensuring equitable outcomes among student groups:
Certificates 2015-16 to 2017-18

Types of Certificates

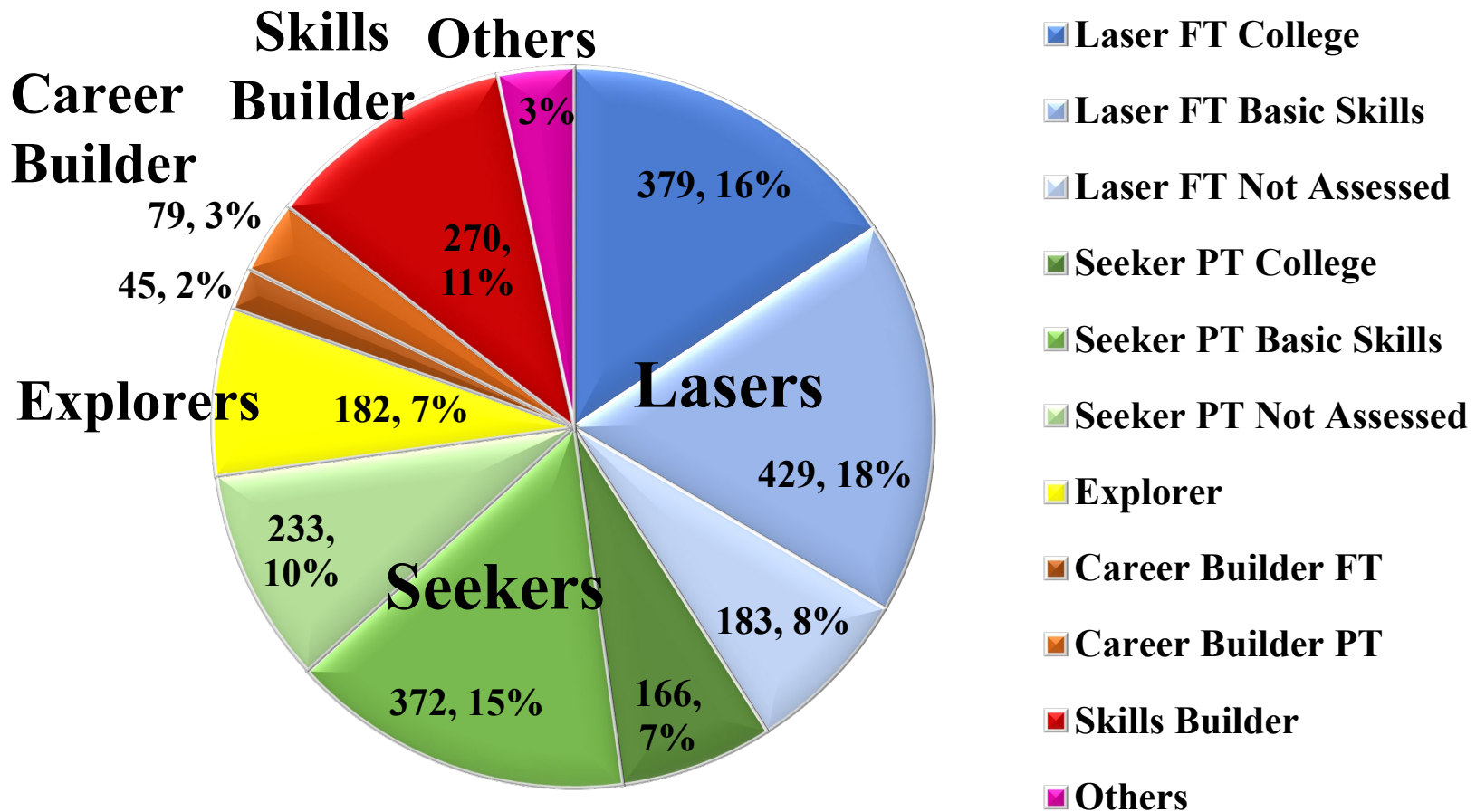| Year	Number of All Certificates	Certificates of Achievement	Certificates of Proficiency
07-08	210	79	131
08-09	271	156	115
09-10	185	125	60
10-11	381	211	170
11-12	317	225	92
12-13	409	297	112
13-14	351	240	111
14-15	456	282	174
15-16	338	258	80
16-17	524	344	180
17-18	545	407	138

Are students reaching their educational goal in reasonable time?

- Are we meeting the "reasonable time" part of our goal?
- Look at outcomes by entering cohort.
- For the cohorts that entered in Fall of 2014 and 2015: did they reach completion educational goals *in a reasonable time*?
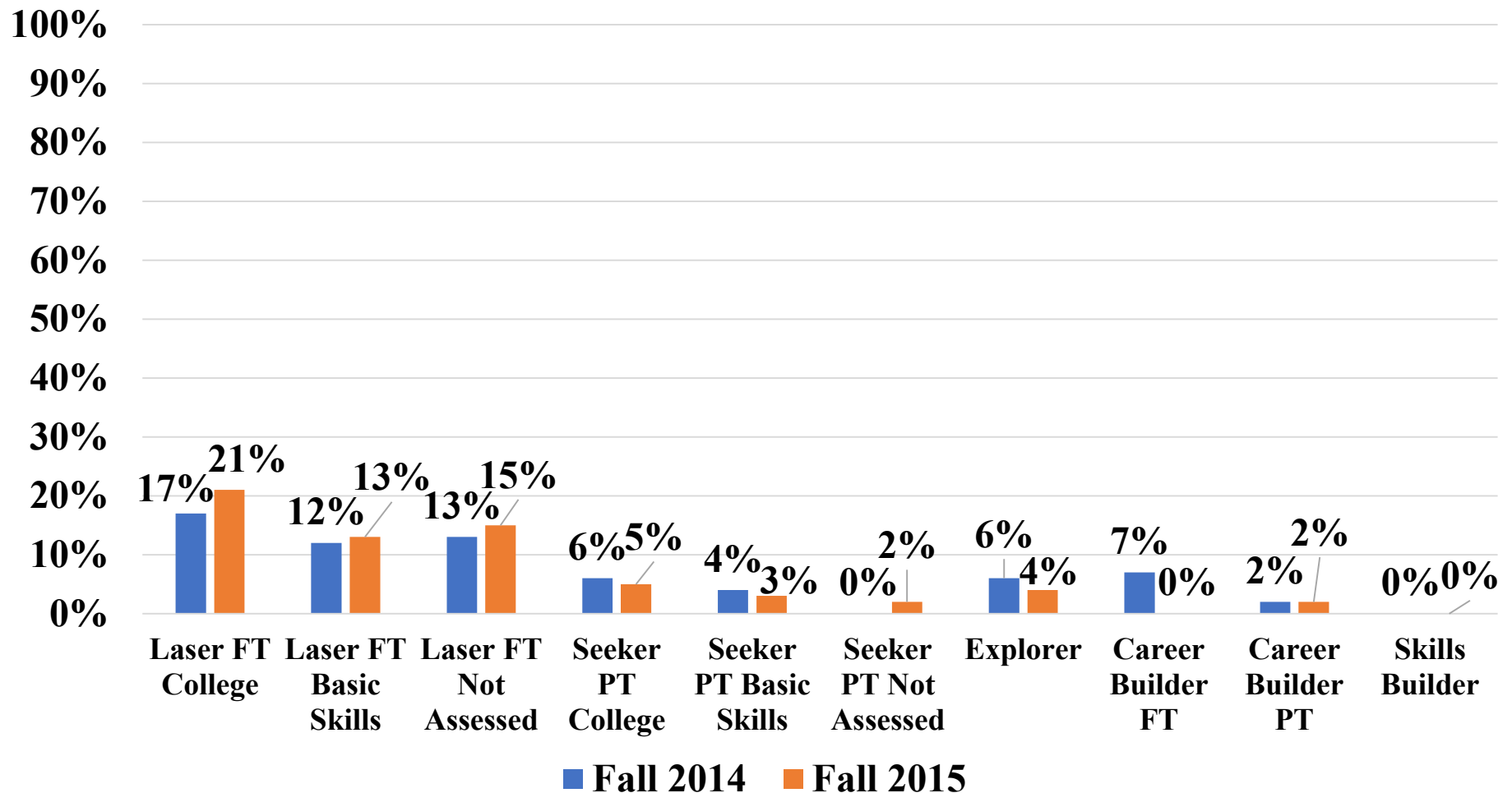
Educational Goal Groups

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 (PT) 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 (Preliminary) 2018

Others 3%

Skills Builder 270, 11%

Career Builder 79, 3%

45, 2%

Lasers 379, 16%

429, 18%

Explorers 182, 7%

233, 10%

Seekers 372, 15%

166, 7%

183, 8%

Legend:
- Laser FT College
- Laser FT Basic Skills
- Laser FT Not Assessed
- Seeker PT College
- Seeker PT Basic Skills
- Seeker PT Not Assessed
- Explorer
- Career Builder FT
- Career Builder PT
- Skills Builder
- Others

Completion in 3 Years: Fall 14 & Fall 15 Cohorts
Percent earning degree

	Fall 2014	Fall 2015
Laser FT College	17%	21%
Laser FT Basic Skills	12%	13%
Laser FT Not Assessed	13%	15%
Seeker PT College	6%	5%
Seeker PT Basic Skills	4%	3%
Seeker PT Not Assessed	0%	2%
Explorer	6%	4%
Career Builder FT	7%	0%
Career Builder PT	2%	2%
Skills Builder	0%	0%

Completion in 3 years: Fall 14 & 15 Cohorts
Percent transfer ready

	Fall 2014	Fall 2015
Laser FT College	45%	46%
Laser FT Basic Skills	24%	25%
Laser FT Not Assessed	18%	28%
Seeker PT College	12%	9%
Seeker PT Basic Skills	5%	5%
Seeker PT Not Assessed	2%	3%
Explorer	11%	9%
Career Builder FT	11%	5%
Career Builder PT	2%	2%
Skills Builder	0%	0%

Completion in 3 years: Fall 14 & 15 Cohorts
Percent earned certificate

Bar chart showing percent earned certificate for Fall 2014 and Fall 2015 cohorts:

Category	Fall 2014	Fall 2015
Laser FT College	4%	6%
Laser FT Basic Skills	3%	6%
Laser FT Not Assessed	5%	8%
Seeker PT College	1%	2%
Seeker PT Basic Skills	2%	2%
Seeker PT Not Assessed	2%	5%
Explorer	4%	4%
Career Builder FT	0%	2%
Career Builder PT	5%	2%
Skills Builder	1%	2%

Progress Milestones (& AB 705 & SCFF)

- Transfer-level English
- Transfer-level Math

Milestone by First Year
Completed College English:
Laser FT College, by race-ethnicity
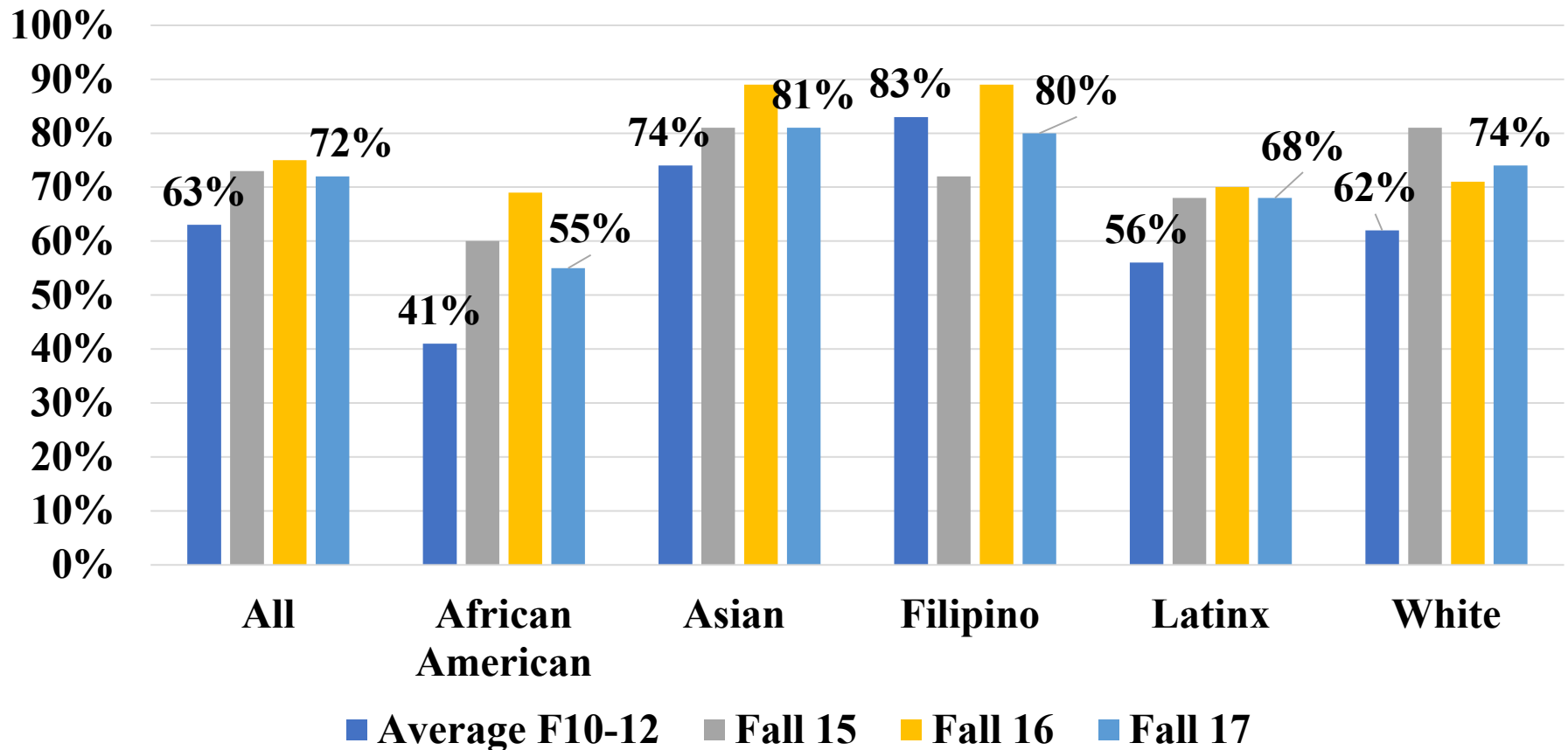
AB 705 and AB 1805

- 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.
- If [a colleges' placement rules] place students into pre-transfer-level coursework, who would otherwise be allowed access to transfer-level coursework under the default rules, the college must collect data to demonstrate the students benefit from these local decisions."
- Multiple measures required for placement
- Guided placement replaces assessment
- Colleges are required to "inform students of their rights to access transfer-level coursework" (AB 1805)

Figure 1. Transfer-level success rates for lowest node high school GPA students from decision tree analyses and with regression adjustments compared to estimated throughput rate from one level below transfer*
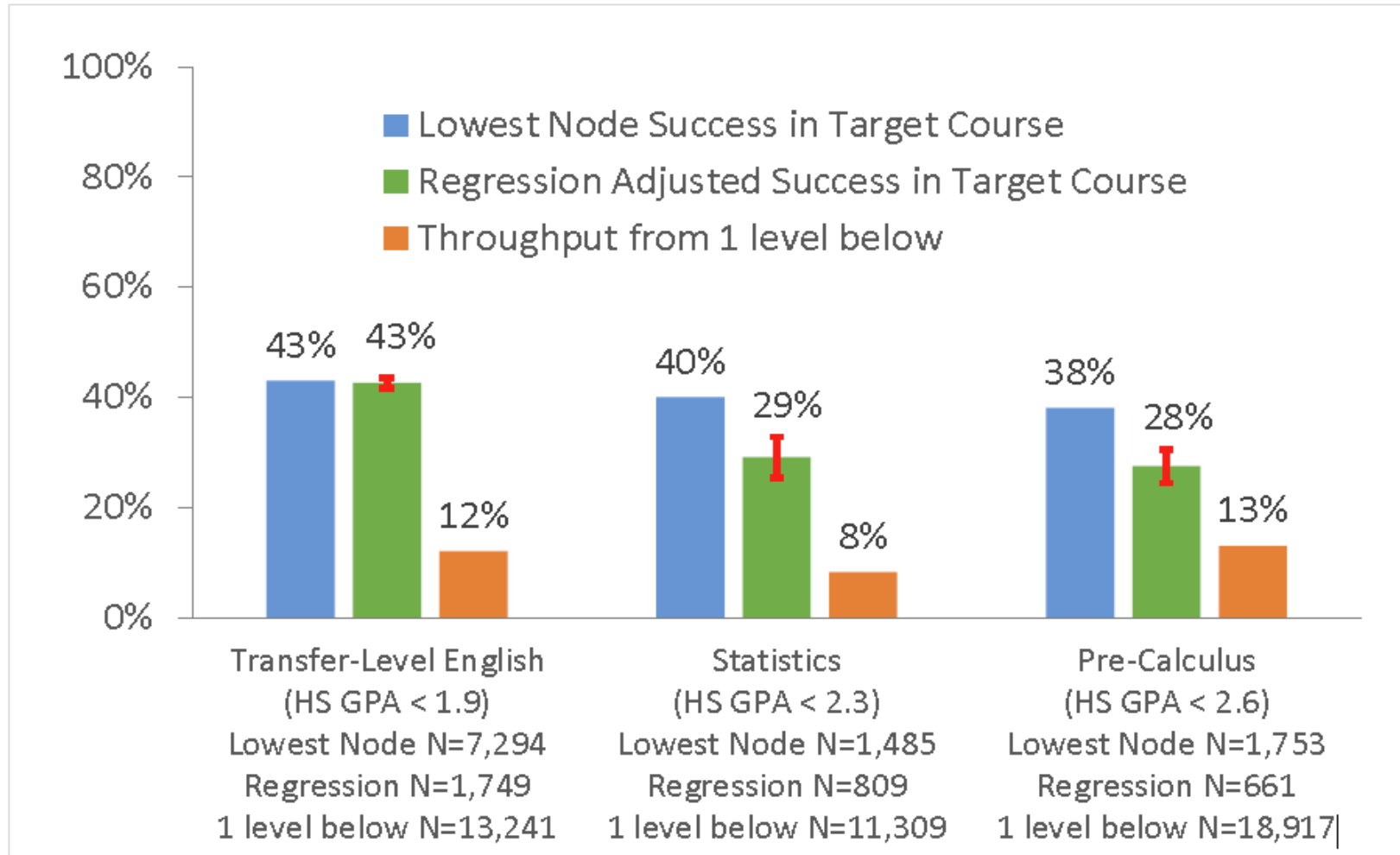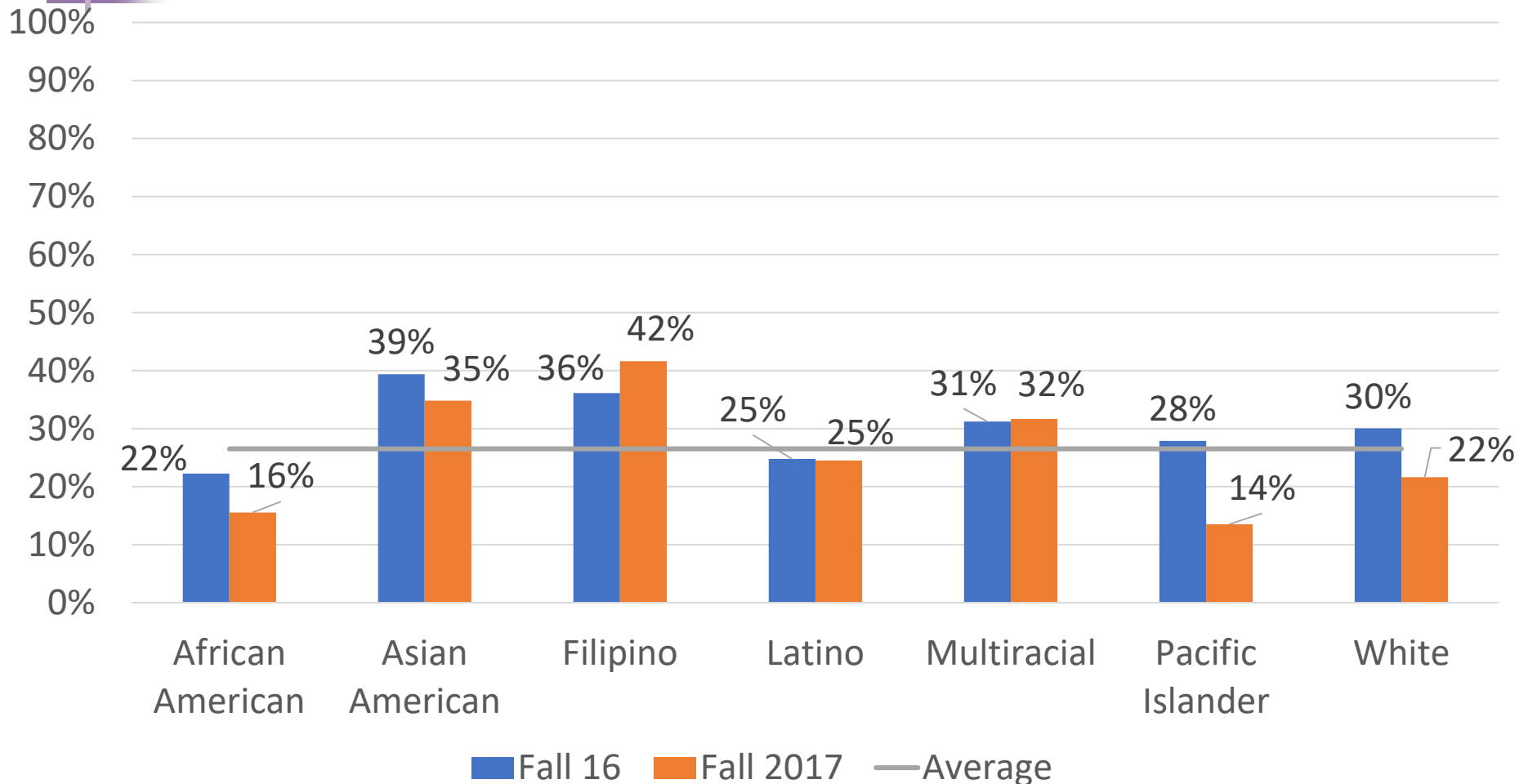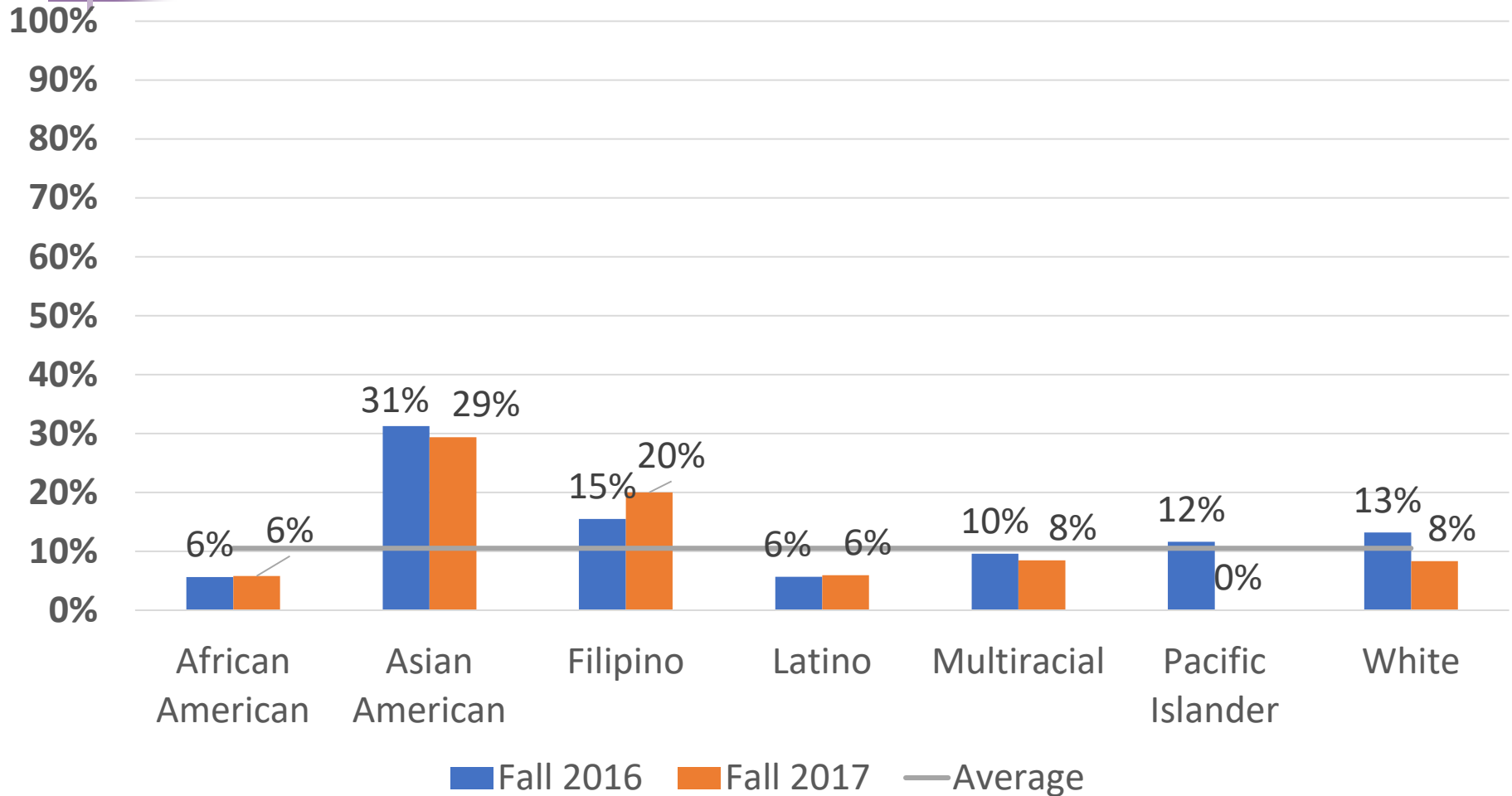
AB 705 Legislation

- 1 year through-put rates are higher in English and math for every demographic group studied if they enroll directly in transfer-level English and math
- **BUT…**
- Analysis focused on throughput rates in transfer-level classes
- What happens *afterwards* for students?
  - If they get a C- and get through transfer-level and go on to the next class, do they persist?
- Getting through transfer-level is an important measure, but not the only important success outcome for students.

Completion Transfer-level English in 1 year: Falls 2016 & 2017 All New Students

Bar chart showing completion percentages by ethnicity:

- African American: Fall 16 = 22%, Fall 2017 = 16%
- Asian American: Fall 16 = 39%, Fall 2017 = 35%
- Filipino: Fall 16 = 36%, Fall 2017 = 42%
- Latino: Fall 16 = 25%, Fall 2017 = 25%
- Multiracial: Fall 16 = 31%, Fall 2017 = 32%
- Pacific Islander: Fall 16 = 28%, Fall 2017 = 14%
- White: Fall 16 = 30%, Fall 2017 = 22%

Legend: Fall 16, Fall 2017, Average

Completion Transfer-level Math in 1 year: Falls 2016 & 2017 All New Students

Summary: Chabot's Strategic Plan Goal

- Chabot's strategic plan goal is *theoretically* aligned with several success metrics in the SCFF
- Completion Outcomes (e.g. Degree, certificates) are increasing.
  - Great for Strategic plan <u>AND</u> SCFF
- IR office has historically tracked success outcomes disaggregated by students' entering educational goals (and attendance status and English assessment).
  - Complex and time-consuming undertaking. Re-evaluate?
- We need to continue to focus on equitable outcomes across student groups
  - SASE, Learning communities, El Centro, Guided Pathways, and many more
    - Which initiative aspects most effective?
    - How do we scale-up
- Most students take longer than 3 years to complete their educational goal.
  - Strategic Plan: Reasonable time?
  - Funding?
- Full-time students associated with higher completions
  - Will initiatives to increase % of students attending full-time lead to better student outcomes? For whom?
- Students who assess into or start in college-level English are associated with higher completion rates.
  - With AB 705, will this trend hold steady when the entry requirements change?