

**Chabot College**  
*Office of Institutional Research*

**2016 Student Success Scorecard**

See Chabot's rates at: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=482>

**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 students after six years. For each college, the Scorecard website displays the percentage of the latest student cohort who started at that college and either made progress towards completion or completed a degree, certificate, or transferred within six years.

The student cohorts are divided into two preparedness groups:

“College-Prepared” and “Unprepared for College” (our Basic Skills students).

Progress and completion rates are shown for the overall cohort and separately for each preparedness group. 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) in their first three years, **AND**  
Attempted any English **OR** Math in their first three years.

**Cohort:** All the new, degree-seeking students who started at Chabot in that academic year (Summer/Fall/Spring)  
The latest cohort reported in 2016 started in 2009-10.  
They were followed for 6 years, through Spring 2015.

**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, i.e., remaining in college 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 and for each preparedness level.
- 2) Completion for those who took more than 8 units in the same Career and Technical Education (CTE) discipline, starting from when they took their first CTE course.

**\*\*NEW\*\***

**Skills Builders Wage Outcomes:** Skills Builders take half a unit or more of CTE coursework in an academic year, pass all CTE courses, do not earn an award, do not transfer, and are not enrolled one year later. Their **Wage Change** is measured from 1 year before to 1 year after the academic year. The wage changes are shown for each CTE discipline.

**Facts\* behind the Chabot rates and Frequently Asked Questions**

*\*These facts are based on the raw data, some of which is not visible in the online Scorecard.*

- 1) **The ‘College Prepared’ group represents only 20% 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).

**Since the college-prepared group is small, some** age or race-ethnicity groups have less than 20 students in their group, and their percentage rates may not be reliable. Groups with 10 or fewer are marked with a red asterix\* on the Scorecard website. Most cohorts of college-prepared African American students have 20 or fewer.

- 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 20 percent of our new degree-seeking 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.

- 3) **The ‘Unprepared for College’ group represents 80% 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. However, 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, but do not change much.

- 6) **Can we compare current rates to previous Scorecards and to previous ARCC (Accountability Reporting for Community Colleges) reports?**

No. The first Scorecard in 2013 superseded the ARCC reports, and each Scorecard release changes slightly from the version before in cohorts and indicator definitions. Therefore, for comparison purposes, the 2016 Scorecard measures have been provided for the last five years in downloadable Excel files, available on the Scorecard website for Chabot.

**7) Chabot's Completion Rate is above average in relation to our peer group.**

We are in a peer group of 11 similar colleges. The only measure provided for the peer group was for the overall completion rate—42 percent. This is below Chabot's completion rate of 47 percent. The other colleges in the group have completion rates ranging from 34% to 52%.

**8) Who are our peer group colleges and how were they chosen?**

The state Chancellor's Office identified the following 11 colleges as our peer group:

ALAMEDA	L.A. VALLEY	SAN DIEGO CITY
CABRILLO	LANEY	SAN JOSE CITY
CONTRA COSTA	LONG BEACH CITY	WEST L.A.
L.A. CITY	MERRITT	

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 CCCCCO that assigns a weighted API (based on 2008 API) to each college based on the proportion of enrolled students from a given high school (Fall 2009).
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 CCCCCO, 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 2009 that are age 25 years or older, obtained from the CCCCCO'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>