

**Chabot College**  
*Office of Institutional Research*  
**PRBC Strategic Plan Goal Measurement Team**

**Measuring Progress on the Strategic Plan Goal:**  
*Increase the number of students that achieve their educational goal within a reasonable time*

**1. Determine Chabot students' educational goals**

**Identified 10 distinct types of Student Educational Goal Groups using:**

- a. Educational goal – self declared
- b. Number of units (full-time, half-time, and less than half time)
- c. English Assessment Level (College, Basic Skills, not assessed)

**HANDOUT #1: Student Educational Goal Groups for Fall 2012 new student cohort**

**2. Determine progress along the way to reaching educational goals**

**Identified 16 Progress Milestones**

- a. **Different measures are appropriate for each student educational goal group**

*Examples: for students who have goal of Transfer or Degree*

- i. Enrolling or succeeding in College English and Math
- ii. Persisting from semester to semester
- iii. Completing a certain number of units – overall, transferable, and CTE

**HANDOUT #2: Selected progress measures for Fall 12 new student cohort in first semester**

**3. Determine a reasonable time for each educational goal group**

- a. Analyze the time it took past groups of students to reach progress milestones and ed goals

**HANDOUT #3: Percent of Fall 10 groups enrolled in College English, by first semester, 1&2 years**

**4. Determine a baseline of progress milestones by past cohorts to compare to latest cohorts**

- a. Within each educational goal group, check whether current student cohorts are reaching progress milestones earlier or later than previous cohorts.
- b. Calculate the average of the previous three cohorts as the comparison baseline.

**HANDOUT #4: Fall 2012 Cohort vs. previous 3 cohorts: English enrollment in first semester**

**5. Identify any equity gaps in progress milestones**

- a. Compare progress milestones for each ethnic group at each point in time.

**HANDOUT #5: Fall 2012 Cohort vs. previous 3 cohorts: English enrollment in first semester by Ethnicity**

**6. NEXT STEPS:**

- a. Select most important progress milestones to use.
- b. Develop baseline averages to compare future cohorts and progress of current cohorts.