

# ARCC 2012 Report: College Level Indicators

## Chabot College

Chabot-Las Positas Community College District

### College Self-Assessment

Performance results for Chabot College are mostly positive: continuing high rates in overall progress and achievement and in persistence from Basic Skills courses, an increase in Basic Skills success rates, average rates in overall student persistence and in persistence from ESL courses, and lower than average success rates in Vocational courses that can be explained. These outcomes reflect our students' challenges and our efforts to mitigate those challenges.

A comprehensive, urban college in Hayward, we experience both the benefits and challenges of the Bay Area regional economy and nearby CSU and UC campuses. There are nearby transfer institutions and jobs. However, Hayward is a low-income area, and the high cost of living is challenging. Our economically disadvantaged, ethnically diverse student body has intense pressures that work against remaining in college. Fifty-eight percent (58%) work 20 hours or more per week, 64 percent live with their parents, 73 percent are first-generation college students, and 64 percent report family income either 'low' or 'very low' based on federal poverty guidelines. For over ten years, 87 to 95 percent of entering students who took the English and/or Math assessment tests have required remediation. The combination of low incomes and high needs for remediation means that many Chabot students struggle academically and are more likely to drop, particularly those who are first-generation college students from low-income ethnic communities.

Despite these challenges, Chabot students attained overall student progress and achievement rates that were the highest in their peer group, as well as persistence rates from Basic Skills courses that were almost the highest in their peer group. Their performances in earning at least 30 units and persisting from Fall to Fall were above their peer group averages. Increased success rates in Basic Skills courses and persistence rates from ESL courses were near the average. These levels may be the result of recent learning initiatives focusing on student engagement, success, and persistence that are finally showing up in the measures of college-wide long-term achievement and success rates. Increasing success rates in Basic Skills courses has been a goal at Chabot for many years, as reflected by the growth of learning communities, the increased number of federal, state, and private grants targeting Basic Skills, and the expansion in the number of Basic Skills classes containing a lab component. These initiatives seem to be having a positive influence on both Basic Skills success and improvement rates and long term overall achievement rates.

Overall success rates in Vocational courses were below average compared to our peer groups. An analysis of the Vocational data indicates that below average success rates are due to lower success rates in first level Vocational courses rather than higher-level Vocational courses. Success rates in higher-level Vocational courses are above the peer group average for all Vocational courses. The lower success rates in the first level Vocational courses are likely the result of numerous factors, including students leaving the college for jobs, "experimenting" with career options, expecting less rigorous coursework, and lacking proficient college-level skills.

