

African American Students at Chabot College: What We Know

Office of Institutional Research

Purpose

- Share data on Black/African-American students at Chabot
 - To inform and facilitate campus decision-making that supports the success of Black students on our campus
 - To support the Black Excellence Collective
 - To support the 10 x 10 Villages
- Solicit Collaborative Feedback for Data Equity
 - What else do we need to know to support the success of Black students on our campus?

What Chabot Collects & Reports

- Student Characteristics:
 - Race/ethnicity, gender, age, parents' education level, high school district, student type, low income status, educational goal, attendance status, etc.
- AB 705:
 - One-year/one-term throughput rates of transfer-level Math and English
 - Success rates in Math and English classes
- Outcome metrics:
 - Overall success rates, persistence, degree/certificate completion rates

How are African American Students counted in State and Federal data?

- Federal and State Reporting Groups:
 - Students who chose only African American for their racial group are included as African American in this data.
 - Students who chose African American and Latinx are counted as Latinx.
 - Students who chose African American and any other racial or ethnic group are counted as multiracial.

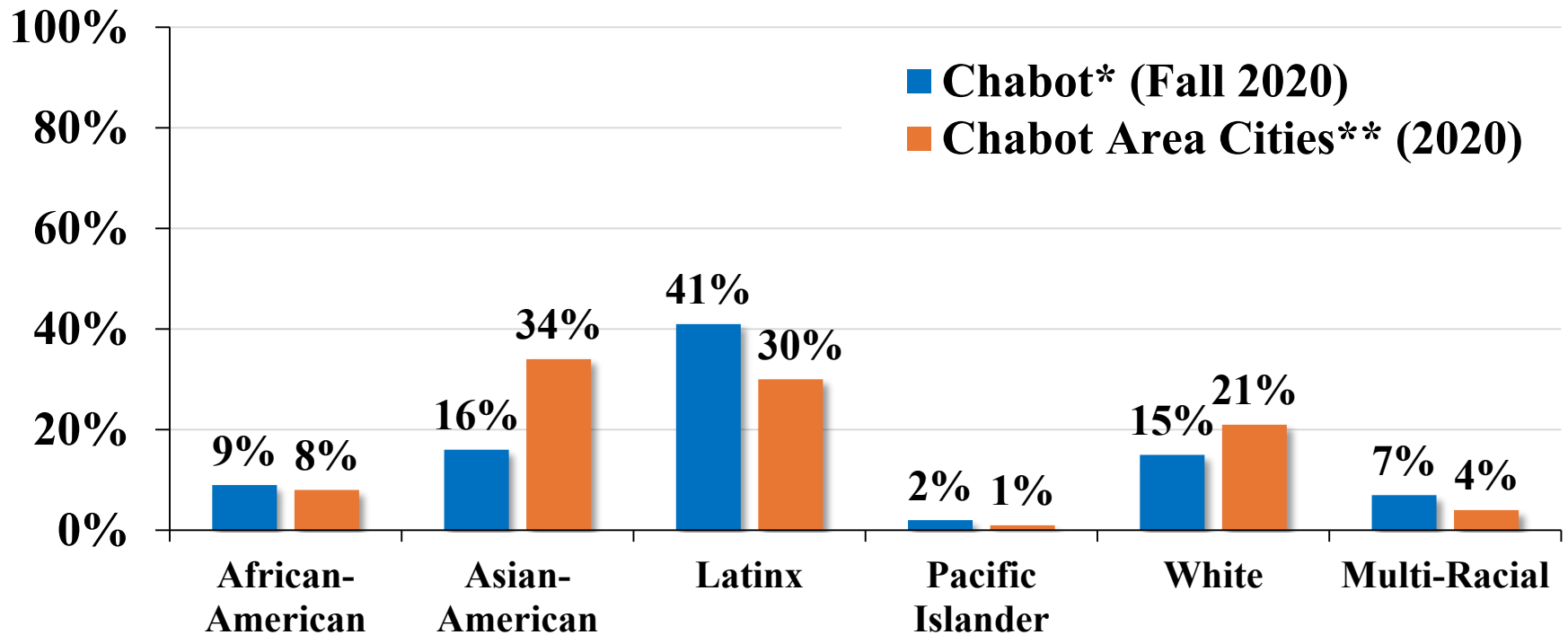
Race/Ethnicity (Federal Groups) in Table

	Chabot* (Fall 2020)		Chabot Area Cities** (2020)	
African-American	1,412	9%	39,751	8%
Asian-American	2,095	16%	161,140	34%
Latinx	5,321	41%	141,781	30%
Native American or Alaskan Native	25	<1%	1,328	<1%
Native Hawaiian or Pacific Islander	200	2%	6,744	1%
White	1,968	15%	98,466	21%
Multi-Racial	887	7%	20,653	4%
Unknown	260	2%	0	0%
TOTAL	12,945	100%	469,862	100%

Chabot Area Cities: Castro Valley, Hayward, San Leandro, San Lorenzo, and Union City.

Data Sources:*CLPCCD Institutional Research Dataset;**Economic Modeling Specialist, Intl. (EMSI 2020.1)

Race/Ethnicity (Federal Groups) in Graph



Note: Native Americans/Alaska Natives are not displayed because they represent less than 1% of

Chabot Area Cities: Castro Valley, Hayward, San Leandro, San Lorenzo, and Union City.

Data Sources: *CLPCCD Institutional Research Dataset; **Economic Modeling Specialist, Intl. (EMSI 2020.1)

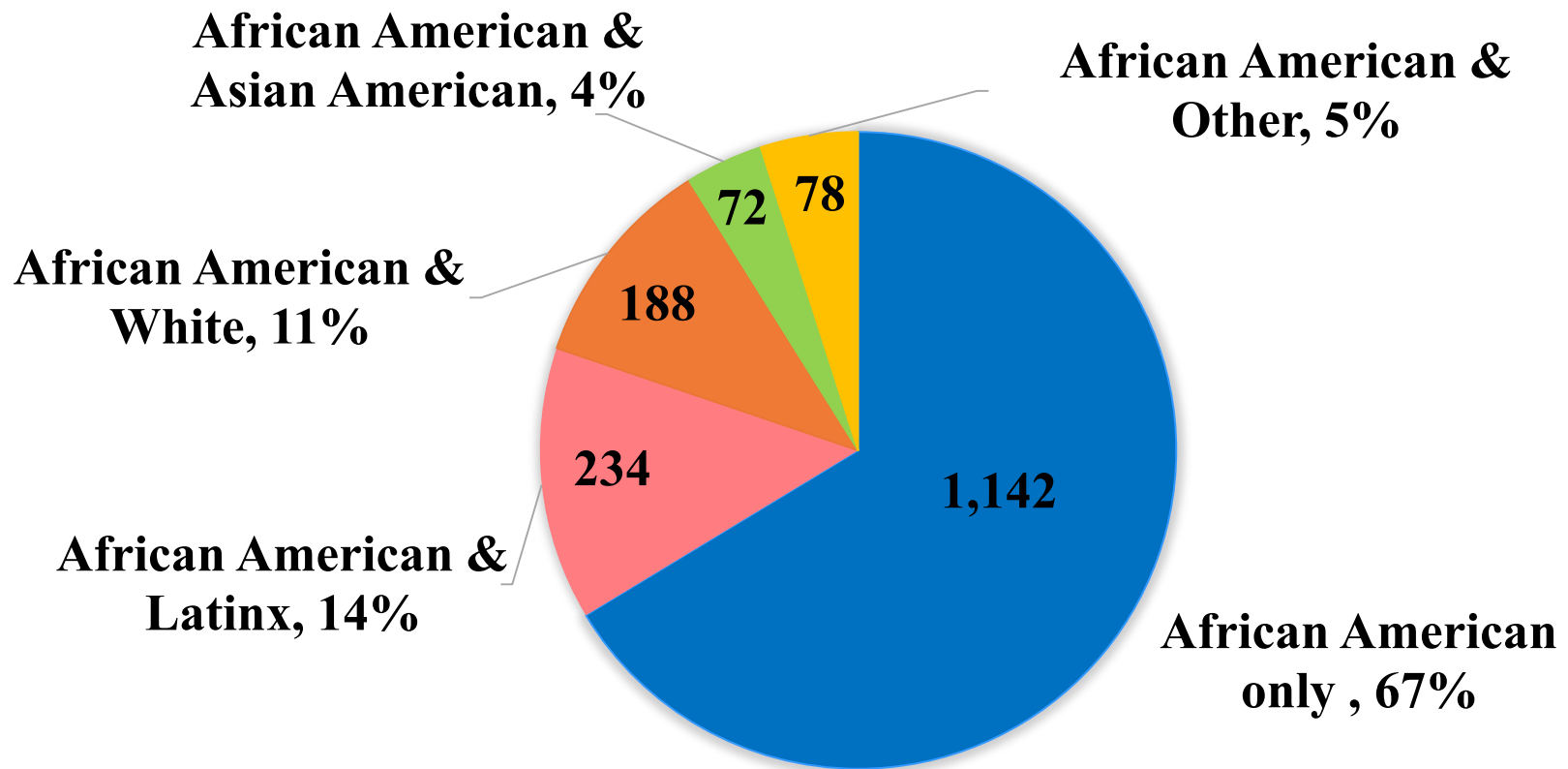
Who is left out? Fall 2020: Race/Ethnicity Among African American Students (in Table)

The students in **blue** would be left out of counts of African American students if we followed federal/state guidelines.

Race/Ethnicity	Chabot	
African American only	1,142	67%
African American & Latinx	234	14%
African American & White	188	11%
African American & Asian American	72	4%
African American & Other	78	5%
TOTAL	1,714	100%

All African American Students: Fall 2020

--Race/Ethnicity Among African American Students (in Graph)

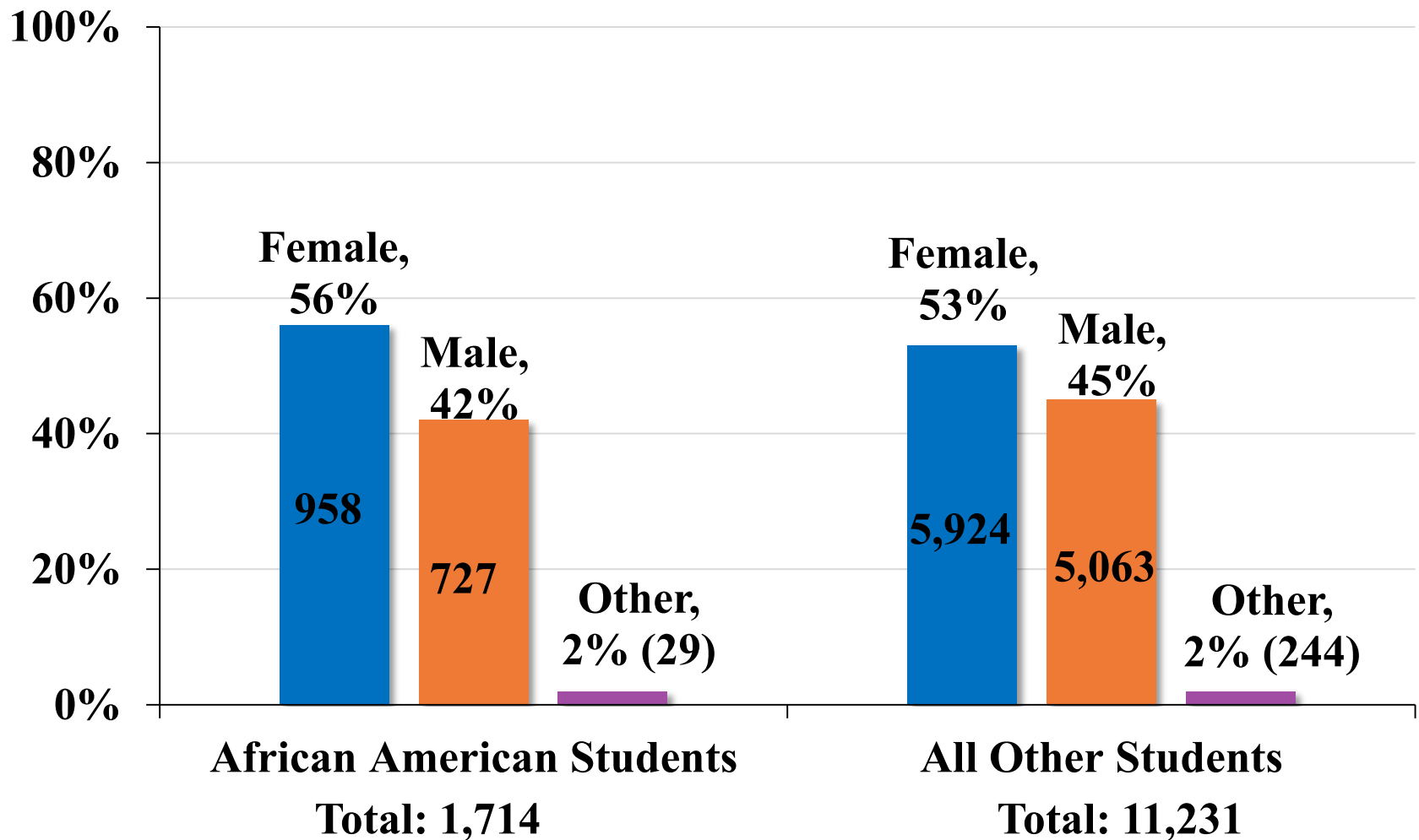


Total: **1,714** students

So how did we count African American Students in this presentation?

- All students who checked off “African American” in CCCApply are counted as African American students, regardless of whether they also checked off an additional race or ethnicity (i.e., the Umoja way).
- This means that we did not use the federal/state reporting groups in the data points provided in the following slides.
 - Exception: Slide 28

Gender, Fall 2020



Age, Fall 2020

Fall 2020	African American Students		All Other Students	
19 or younger	437	25%	3,133	28%
20-21	246	14%	1,943	17%
22-24	235	14%	1,684	15%
25-29	266	16%	1,783	16%
30-39	271	16%	1,710	15%
40-49	167	10%	586	5%
50 or older	92	5%	392	3%
TOTAL	1,714	100%	11,231	100%

Parents' Education Level, Fall 2020

Fall 2020	African American Students	All Other Students
Bachelor's Degree or Higher	32%	28%
Some College	38%	26%
High School Grad	24%	23%
Less Than High School	6%	22%
TOTAL	100%	100%

Top 5 Feeder High School Districts, Fall 2020

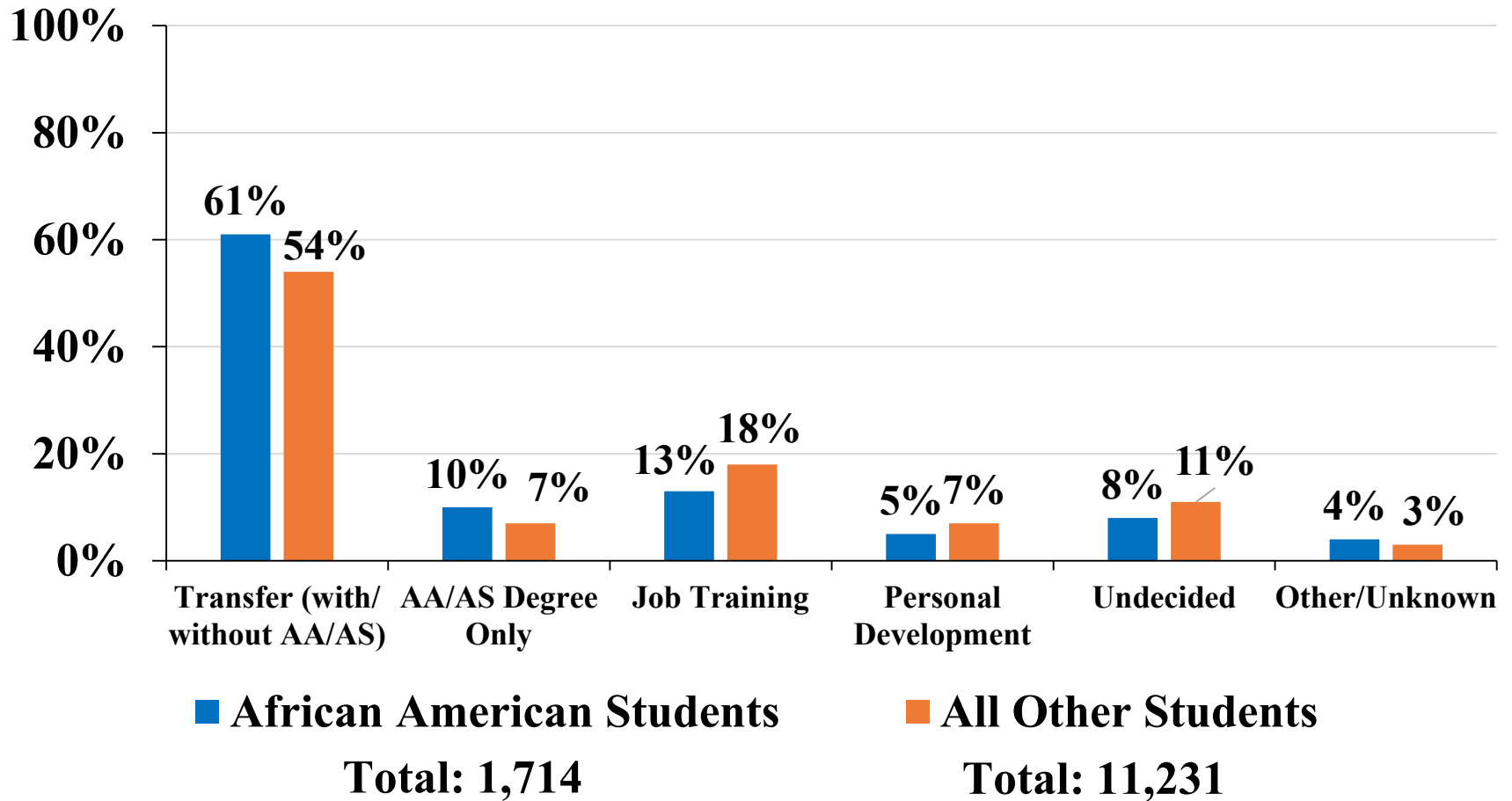
Fall 2020	African American Students (Total = 1,714)	
1. Oakland Unified	234	14%
2. Hayward Unified	233	14%
3. San Lorenzo Unified	134	8%
4. San Leandro Unified	119	7%
5. New Haven Unified	109	6%

Fall 2020	All Other Students (Total =11,231)	
1. Hayward Unified	1,914	17%
2. San Lorenzo Unified	1,130	10%
3. New Haven Unified	895	8%
4. San Leandro Unified	647	6%
5. Castro Valley Unified	660	6%

Student Type, Fall 2020

Fall 2020	African American Students		All Other Students	
First time any college	266	16%	1,880	17%
First time transfer	171	10%	970	9%
Returning transfer	246	14%	1,112	10%
Returning	0	0%	6	<1%
Continuing	998	58%	6,882	61%
In High School	33	2%	381	3%
Total	1,714	100%	11,231	100%

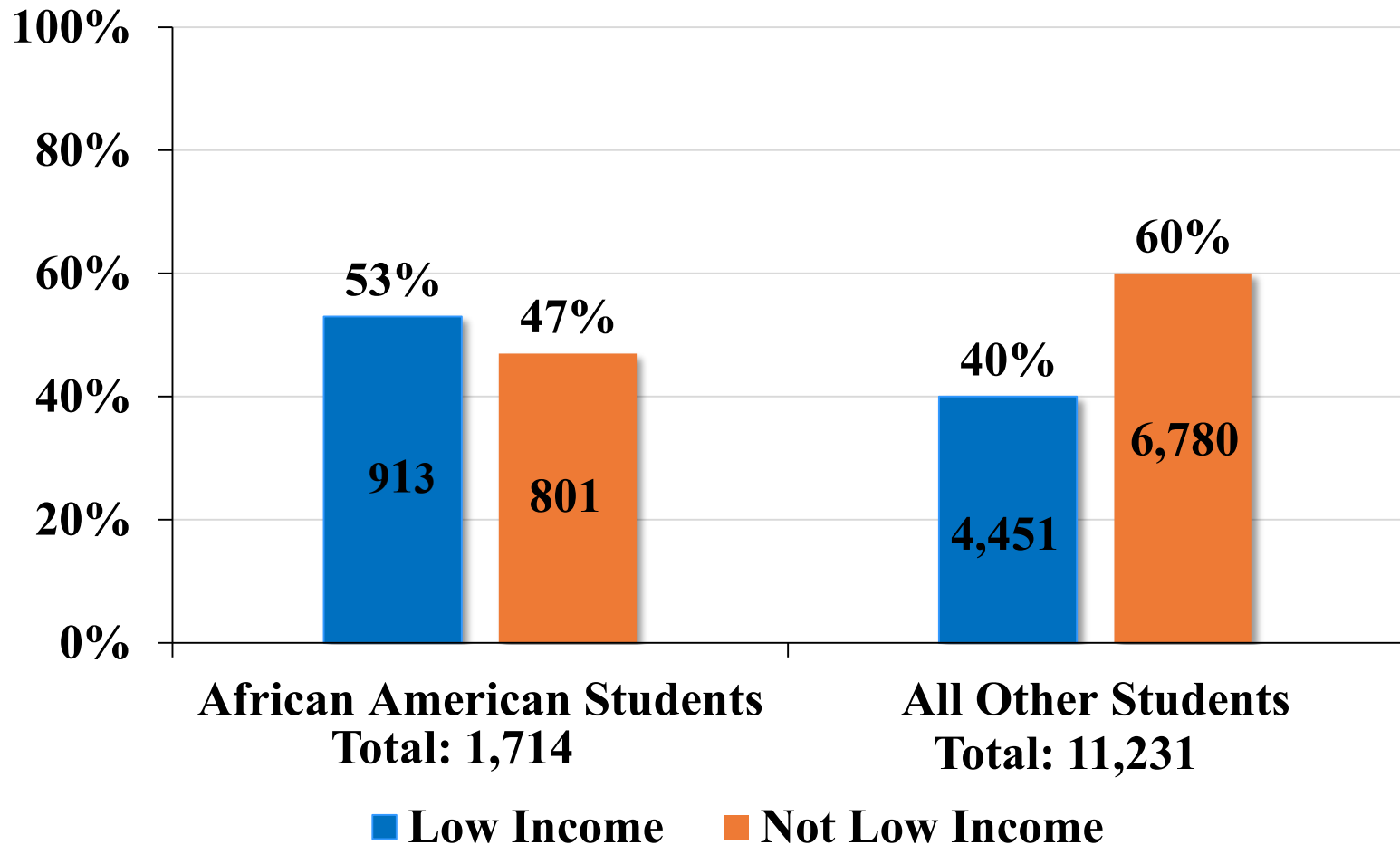
Educational Goal, Fall 2020



Attendance Status, Fall 2020

Fall 2020	African American Students		All Other Students	
Full Time (12+ Units)	541	32%	3,584	32%
Part Time (6-11.5 Units)	724	42%	4,498	40%
Part Time (0.5-5.5 Units)	438	26%	3,033	27%
Non-Credit Units Only	11	1%	116	1%
TOTAL	1, 714	100%	11,231	100%

Low Income*, Fall 2020



*Low Income was estimated by those who received a California College Promise Grant and/or Pell Grant in Fall 2020.

Participation in Special Programs, Fall 2020

Fall 2020	African American Students (Total = 1,714)		All Other Students (Total = 11,231)	
EOPS	76	4%	237	2%
CalWORKs	14	1%	36	<1%
UMOJA	238	14%	150	1%
Disabled Students	159	9%	636	6%

Top 5 Declared Majors, Fall 2020

Fall 2020	African American Students (Total = 1,714)	
1. Business	233	14%
2. Nursing	151	9%
3. Psychology	101	6%
4. Undeclared	87	5%
5. Biology	85	5%

Fall 2020	All Other Students (Total = 11,231)	
1. Business	1,216	11%
2. Undeclared	1,088	10%
3. Nursing	1,018	9%
4. Biology	655	6%
5. Psychology	569	5%

STEM Majors

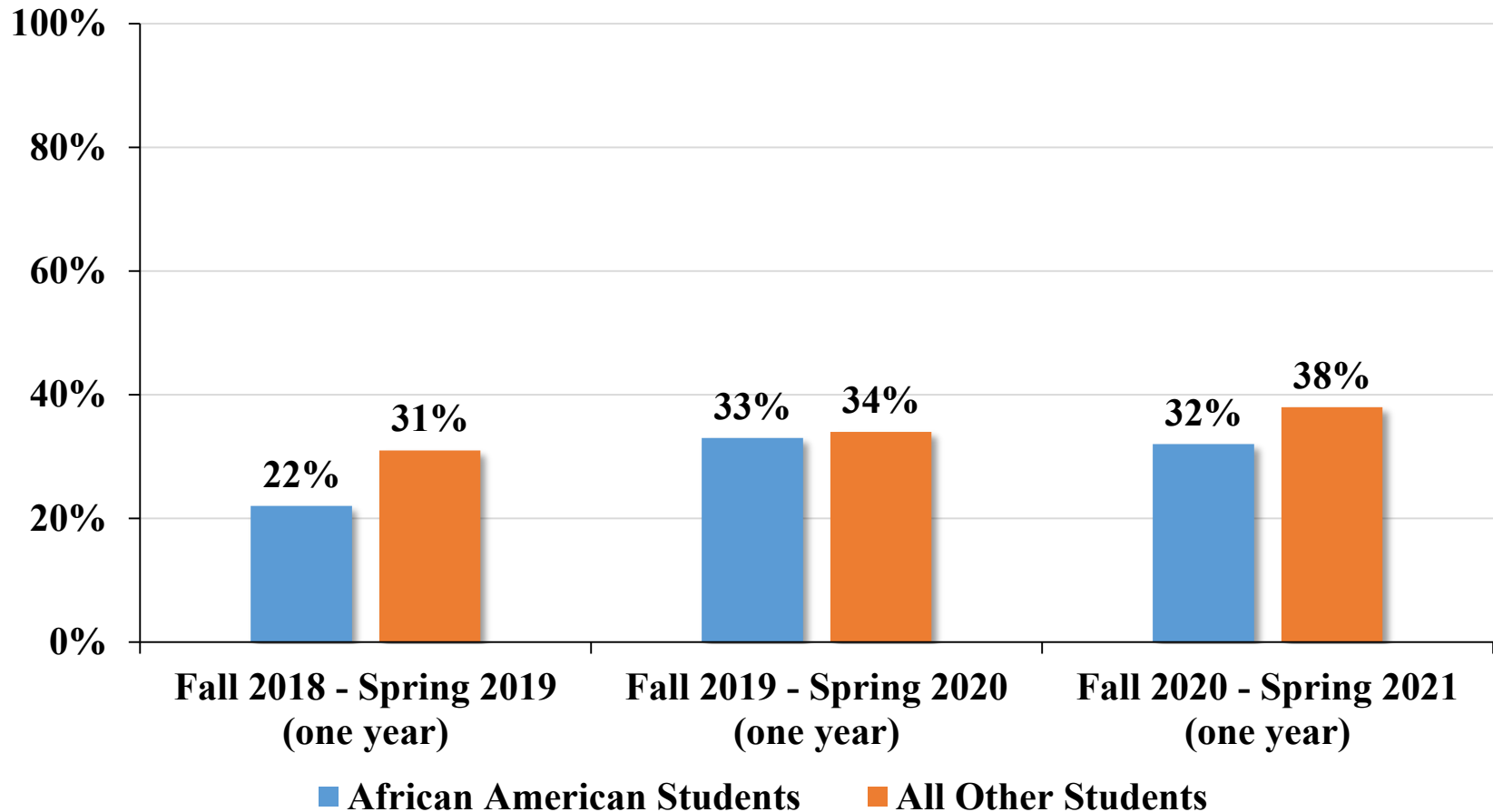
Fall 2020	African American Students		All Other Students	
STEM*	199	12%	1,407	13%
Non-STEM	1,515	88%	9,824	87%
TOTAL	1,714	100%	11,231	100%

*STEM Majors include: Biology, Chemistry, Computer Science, Engineering, Environmental Science, Geology, Mathematics, and Physics.

AB 705

1. “AB 705 ...requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe.”
2. Utilization of high school performance data as the primary means for predicting student success (e.g., high school coursework, high school grades, and high school grade point average)
3. “The primary philosophy in this recommendation is that students should not be placed or directed in any way such that their completion of the transfer-level gateway course would be less likely than it would have been with direct placement into the course.”

One-Year/One-Term* Throughput Rates of Transfer-Level English by Fall New Student Cohorts



*One year/one term includes the preceding summer

Course Success Rates for All Students in First-Level Transfer English, Fall 2020

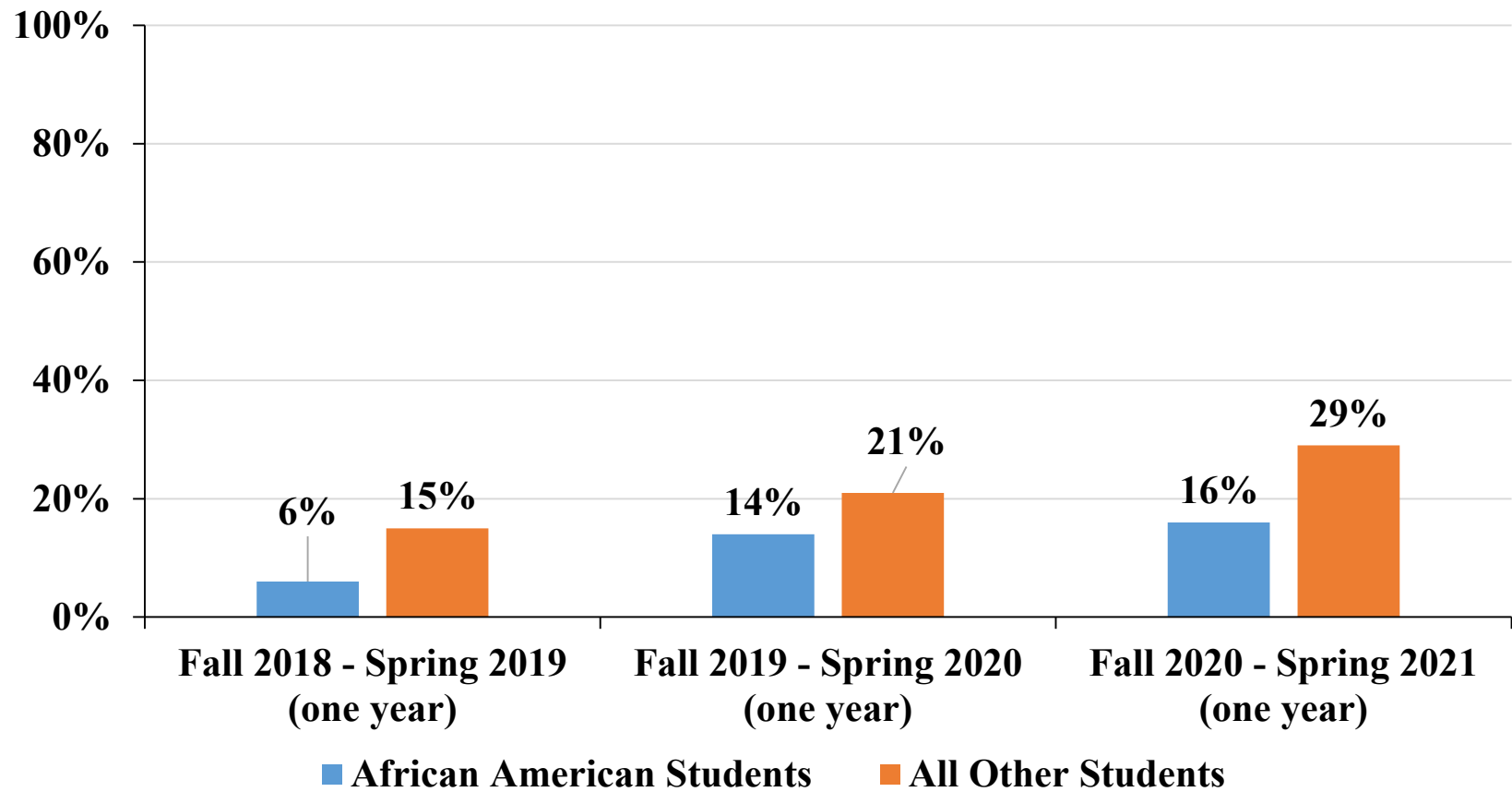
Fall 2020	UMOJA Classes		Non-UMOJA African American Students		All Other Students	
Success	43	55%	96	53%	804	59%
Non-Success	8	10%	23	13%	158	12%
Withdrawal	27	35%	62	34%	409	23%
Total	78	100%	181	100%	1,371	100%

Success: Grades of A, B, C, P, or CR

Non-Success: Grades of D, F, I, NP, or NC

Withdrawal: W or MW

One-Year/One-Term* Throughput Rates of Transfer-level Math by Fall New Student Cohorts



*One year/one term includes the preceding summer

Course Success Rates for All Students in Math, Falls 2018-2020 Combined (in Table)

	African American Students		All Other Students	
Below-Degree Math	53	52%	224	58%
Degree Math	85	44%	743	51%
Transfer Math	206	44%	2,394	56%
Above-Transfer Math	87	49%	1,544	64%

Notes:

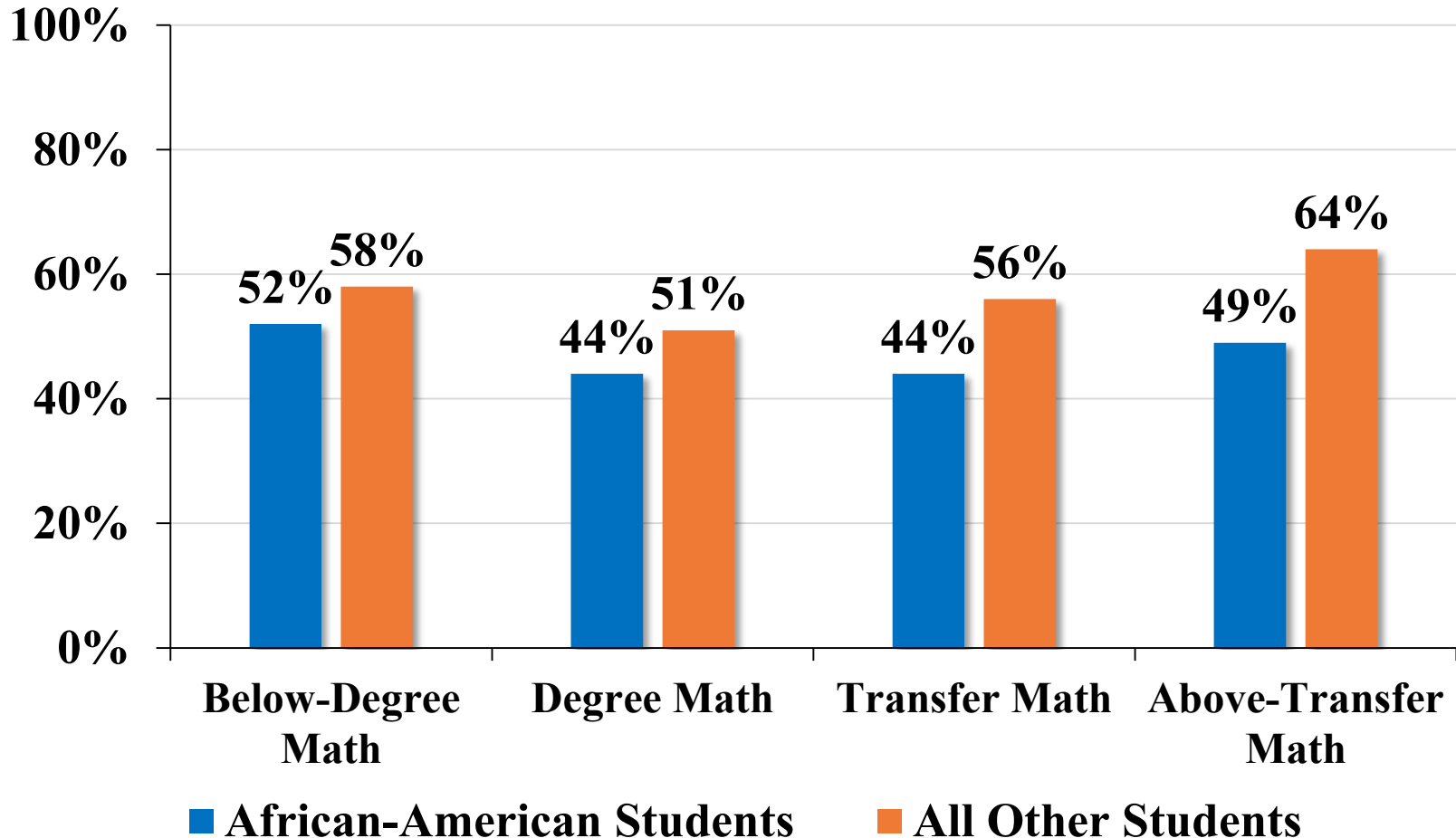
Below-Degree Math includes MTH 104, 65, 65A, and 65B;

Degree Math includes MTH 53, 53A, 35B, 55, and 55A;

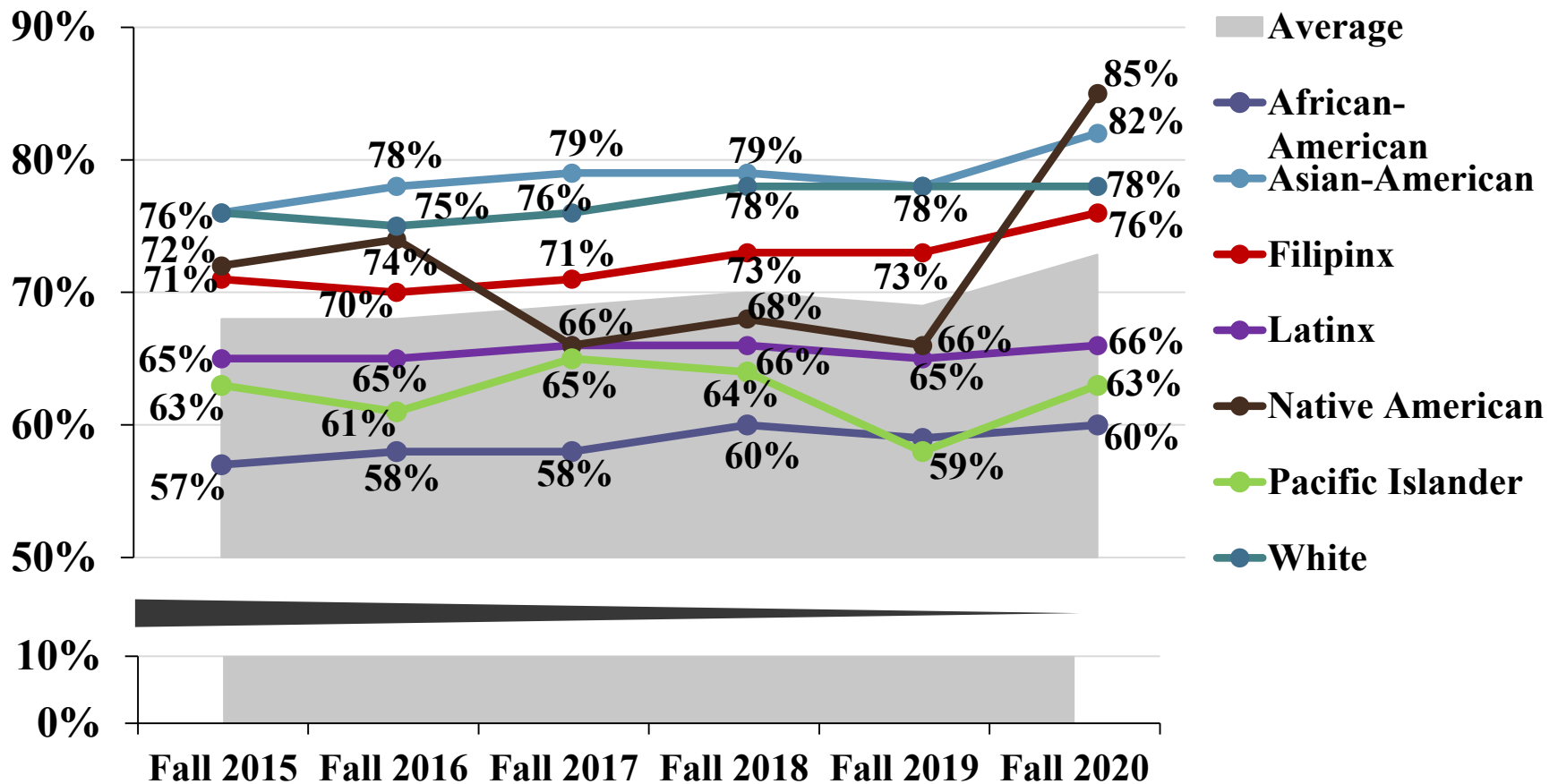
Transfer Math includes MTH 31, 33, 36, 37, 43, 47, BUS 19, and PSY 5;

Above-Transfer Math includes MTH 1, 2, 3, 4, 6, 8, 15, 16, 20, and 25.

Course Success Rates for All Students in Math, Falls 2018-2020 Combined (in Graph)



Overall Course Success Rates* by Race/Ethnicity (Federal/State Race/Ethnicity Guidelines)



***Success Rate:** Percent of success grades (A, B, C, CR, and P) out of all grades in the semester
Shaded area represents average course success rates

Overall Course Success Rates, Fall 2020

Fall 2020	UMOJA Classes		African American Students		All Other Students	
Success	131	62%	2,782	60%	19,866	72%
Non-Success	22	10%	605	13%	2,425	9%
Withdrawal	60	28%	1,218	26%	5,179	19%
Total	213	100%	4,605	100%	27,470	100%

Success: Grades of A, B, C, P, or CR

Non-Success: Grades of D, F, I, NP, or NC

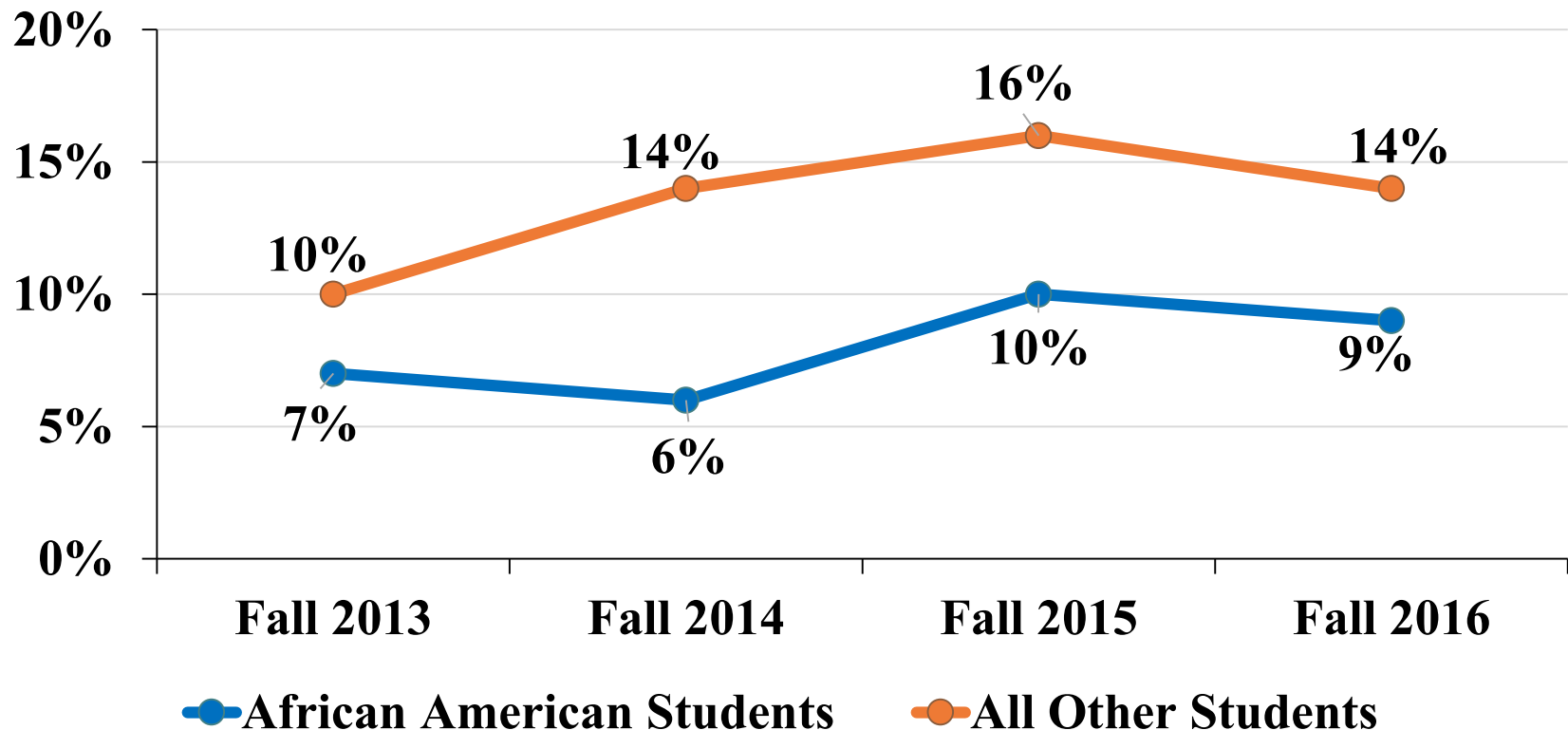
Withdrawal: W or MW

Persistence Rates

Persistence from fall to spring for new and continuing students

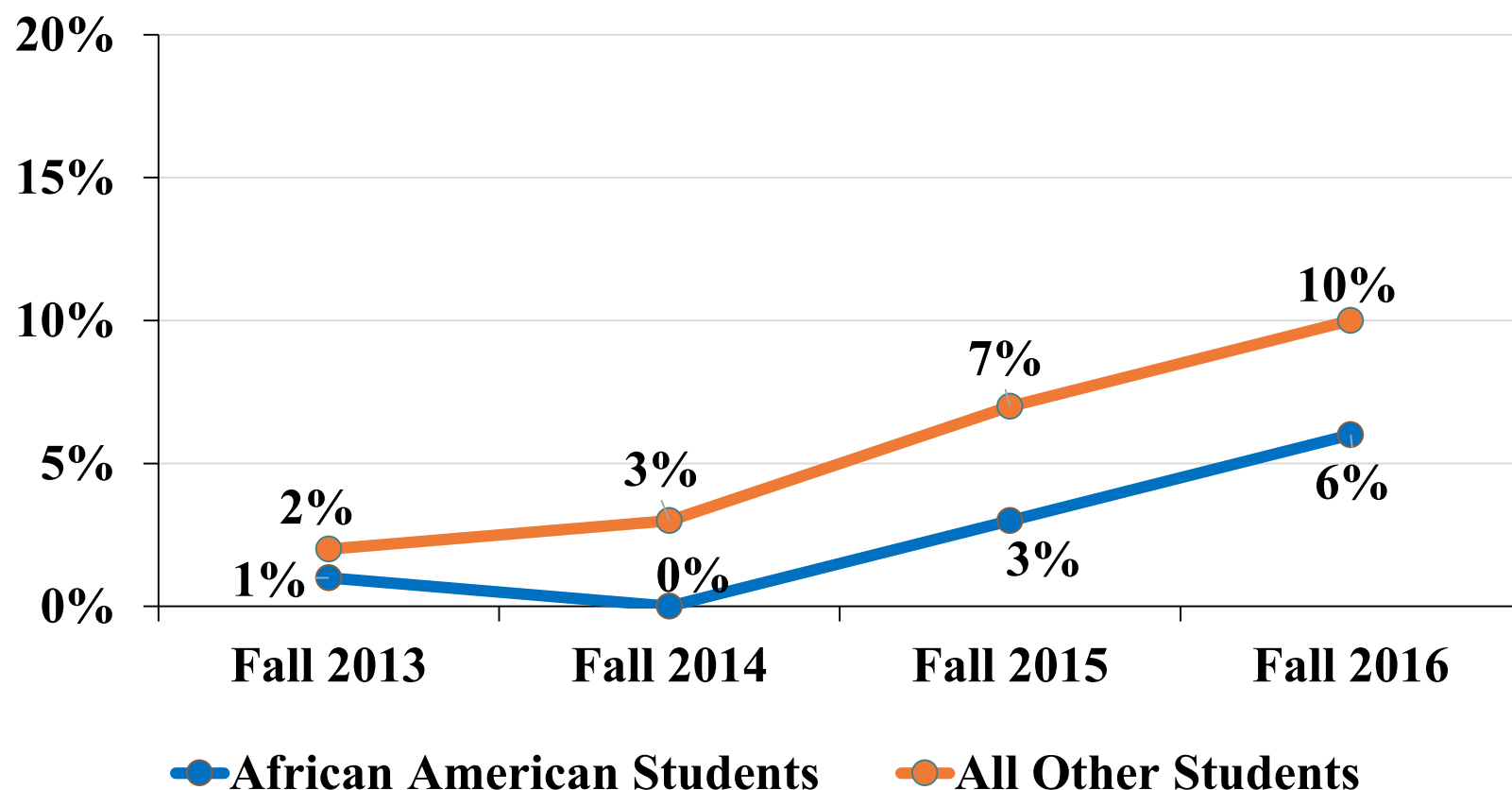
	African American Students	All Other Students
<i>Persisted from Fall 2019 to Spring 2020</i>		
New Students	66%	74%
Continuing Students	67%	73%
<i>Persisted from Fall 2020 to Spring 2021</i>		
New Students	64%	74%
Continuing Students	68%	73%

Graduate with a Degree within 4 Years



Degree: Percent of all new students with an educational goal of degree or transfer who graduated with a degree within 4 years of starting.

Graduate with a Certificate within 4 Years



Certificate: Percent of all new students with an educational goal of degree, transfer or certificate, who graduated with a certificate within 4 years of starting.

Questions for Reflection

1. How could pieces of this data be used to help support policies, practices, and college structures that promote Black/African American students' success on our campus?
2. Now that you've seen this data, what else do you want to know? If you could survey all African-American/Black students at Chabot to understand the “whys” behind this data, what would you ask?