

**Table 1. Chabot College Equity Plan Objectives, by Goal Area
Original Objectives from 2014-15 and Progress through Summer/Fall 2017**

Objectives	Disproportionately Impacted Group	Starting Point ⁽¹⁾ and GOAL by 2020	Latest	Increased?	Met Objective?
<u>A. Access</u>					
<u>Increase the percentage of:</u>					
Students with disabilities at Chabot	Disabled	6 to 7%	Fall 2017 7%	Yes!	Met!
Foster youth students at Chabot	Foster Youth	3 to 4%	2%	Decreased	No
Veteran students at Chabot	Veterans	1% to 3%	3%	Yes!	Met!
White students at Chabot	Whites	22% to 24%	16%	Decreased	No
<u>B. Course Completion / Course Success⁽²⁾</u>					
<u>Increase the success rates of:</u>					
African American students	African Am	57% to 62%	By Summer 2017 57%	Same	No
<u>C. ESL and Basic Skills Course Completion⁽²⁾</u>					
<u>Increase the percentage of:</u>					
Students with disabilities completing English 101A	Disabled	44 to 49%	By Summer 2017 59%	Yes!	Met!
Latino students completing English 1A w/in 2 yrs of ESL 110D	Latino	10 to 28%	24%	Yes!	Not yet
Filipino students completing English 1A w/in 2 yrs of English 101B	Filipino	57 to 70%	60%	Yes!	Not yet
Afric Am students completing English 1A w/in 2 yrs of English 101B	African Am	62 to 70%	58%	Decreased	No
Afric Am students completing English 1A w/in 2 yrs of English 102	African Am	64 to 65%	64%	Same	No
Afric Am students completing Math 55 within 2 years of Math 65	African Am	33 to 50%	67%	Yes!	Met!
Filipino students completing Math 55 within 2 years of Math 65	Filipino	44 to 50%	57%	Yes!	Met!
Students with disabilities completing Math 53	Disabled	32 to 36%	48%	Yes!	Met!
Low income students completing Math 53	Low income	40 to 46%	53%	Yes!	Met!

Notes: (1) Baselines were established in 2014-2015 from the latest data available then.

(2) Rates are for latest 3 years combined, to form a rolling average.

Table 1. Chabot College Equity Plan Objectives, by Goal Area
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Objectives	Disproportionately Impacted Group	Starting Point ⁽¹⁾ and GOAL by 2020	Latest	Increased?	Met Objective?
D. Degree and Certificate Completion					
<u>Increase the 4-year degree-earning rate (3) of:</u>					
Male students	Men	5 to 7%	6%	Yes!	Not yet
African American students	African Am	2 to 9%	4%	Yes!	Not yet
American Indian / Alaskan Native students	Native Am	3 to 9%	*		
Hispanic / Latino students	Latino	6 to 9%	6%	Same	No
Pacific Islander students	Pacific Islander	5 to 9%	3%	Decreased	No
White students	White	8 to 9%	7%	Decreased	No
Students with disabilities	Disabled	2 to 5%	3%	Yes!	Not yet
Foster youth students	Foster Youth	2 to 5%	3%	Yes!	Not yet
<u>Increase the 4-year certificate-earning rate (4) of:</u>					
Filipino students	Filipino	2 to 7%	*		
Hispanic / Latino students	Latino	1 to 7%	7%	Yes!	Met!
Pacific Islander students	Pacific Islander	2 to 7%	*		
White students	White	2 to 7%	4%	Yes!	Not yet
Foster youth students.	Foster Youth	1 to 2%	*		
E. Transfer					
<u>Increase the 6-year transfer-rate (5) of:</u>					
African American students	African Am	30 to 48%	22%	Decreased	No
Filipino students	Filipino	38 to 48%	40%	Yes!	Not yet
Hispanic / Latino students	Latino	30 to 48%	28%	Decreased	No
Hawaiian or Pacific Islander students	Pacific Islander	20 to 48%	38%	Yes!	Not yet
White students	White	38 to 48%	42%	Yes!	Not yet
Students age 40 to 49	Age 40-49	20 to 34%	15%	Decreased	No
Students with disabilities	Disabled	27 to 33%	25%	Decreased	No

* Sample size fewer than 20, so results are not shown.

Notes: (3) Rates are out of new students enrolled in Academic Years 2011-12 through 2013-14 and have an educational goal of Degree or Transfer.

(4) Rates are out of new students enrolled in Academic Years 2011-12 through 2013-14 and have an educational goal of Certificate.

(5) Rates are out of new students in AY 2010-11 who completed 12 units and attempted a transfer-level English or Math course within 6 years of entering Chabot.

Sources: Chabot-Las Positas CCD IR Dataset, except Transfer Rate: Transfer Velocity from Chancellor's Office Data Mart.