



CHABOT - LAS POSITAS | *Community College District*

Chabot College Institutional Self Evaluation Report: Introduction Summary and Highlights



Land Acknowledgement

- We would like to recognize that Chabot College is located on the ethnohistoric tribal territory of the Jalquin/Yrgin Chechenyo-speaking Ohlone tribal group, direct ancestors of the Muwekma Ohlone tribe, who were missionized into Missions Dolores, Santa Clara, and San Jose. The land on which Chabot College was established was and continues to be of significance to the Muwekma Ohlone Tribe. Our campus extends to surrounding areas that held a tuppentak (a traditional round-house), which was located at a historic rancheria known as “the Springs” and was a place of celebration and religious ceremony for the Muwekma Ohlone tribe. Nearby are ancestral heritage “shellmounds,” which served as their traditional cemetery sites and territorial markers. We recognize the importance of this land to the indigenous Ohlone People of this region and strive to be good stewards on behalf of the Muwekma Ohlone tribe, whose lands we occupy.



Introduction

Purpose: Share relevant data to orient the visiting ACCJC accreditation team to the college.

- Land Acknowledgement
- College History
- Recent Major Accomplishments
- External Environment
- Labor Market Data
- Student Enrollment Data
- Student Demographic and Socio-Economic Data
- Institution Set Standards
- Successful Course Completion
 - Enrollment and Success/Throughput in Transfer-Level English and Math
- Retention/Persistence
- Degree and Certificate Completion
- Student Transfers to Four-Year Institutions
- Student Job Placement Rates for CTE Program Completers
- Licensure/Certification Exam Success Rates for CTE Programs

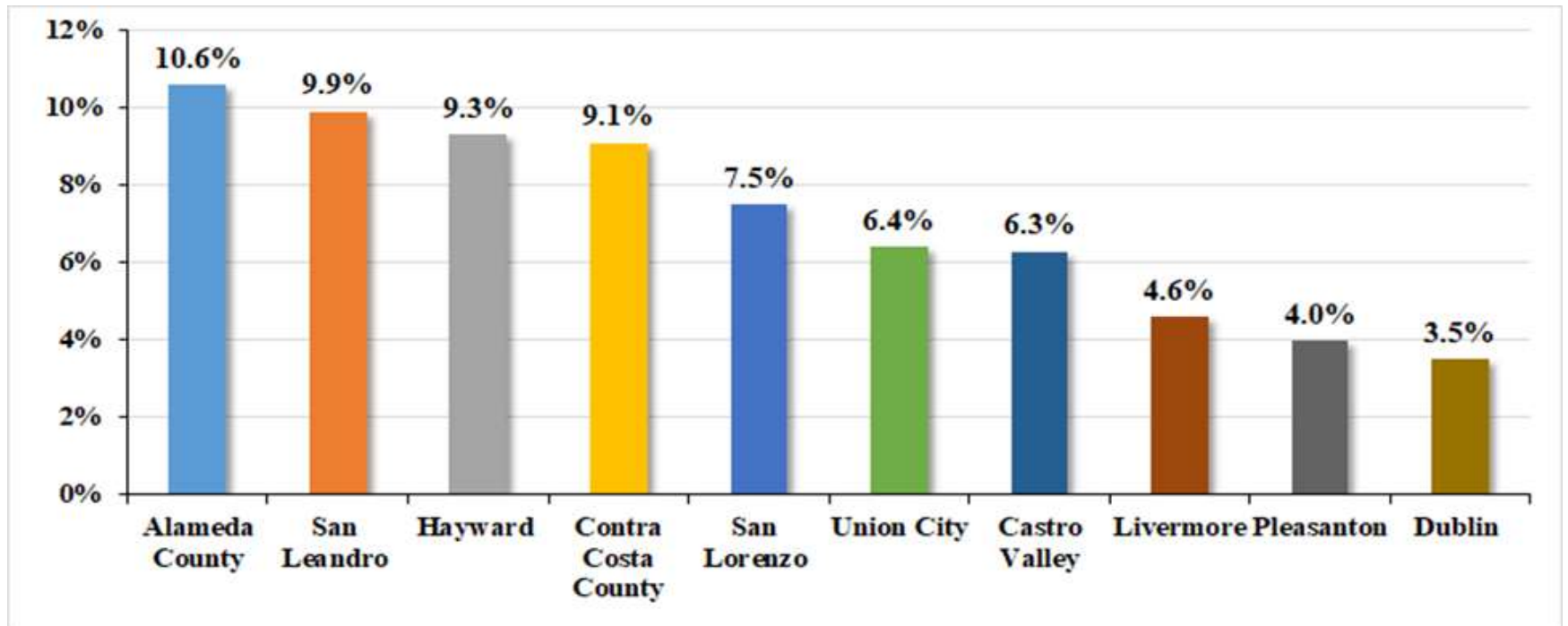


External Environment

- Includes:
 - Median Income for Service Area Cities
 - Percentage of People Living Below Poverty Threshold
 - Educational Attainment in Service Area
 - Race-Ethnicity Projections in Service-Area Cities
 - Percentage of Feeder District High School Students Meeting Standards on Smarter Balanced Assessments



County and Service Area Comparison - Percent of People Living Below Poverty Threshold, 2018



Labor Market and Population Data



Includes:

- Population for District Service Area by City 2019-29 Projections
- Unemployment Rates in Chabot Service-Area Counties and Cities 2010-2020
- Employment in Service Area by Sector, 2018
- Bay Area Employment and Percentage Growth Predictions by Sector, 2015-2030
- Chabot program offerings in comparison to sectors with strong opportunities for employment



Unemployment Rates in Chabot Service-Area Counties and Cities, 2010 – 2020 and March 2021



Location	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	March 2021*
Alameda County, CA	10.9%	10.1%	8.7%	7.2%	5.8%	4.7%	4.3%	3.7%	3.1%	2.9%	8.8%	6.5%
Castro Valley	10.0%	9.2%	7.9%	6.6%	5.3%	4.3%	3.9%	3.3%	2.8%	2.7%	8.0%	5.9%
Hayward	14.9%	13.8%	12.0%	10.0%	8.1%	6.6%	4.7%	4.0%	3.3%	3.2%	10.4%	7.9%
San Leandro	11.7%	10.8%	9.3%	7.8%	6.3%	5.1%	4.4%	3.8%	3.2%	3.2%	10.8%	7.2%
San Lorenzo	11.4%	10.5%	9.1%	7.5%	6.1%	5.0%	4.5%	3.8%	3.2%	3.1%	8.9%	6.6%
Union City	9.9%	9.2%	7.9%	6.5%	5.3%	4.3%	4.3%	3.7%	3.1%	3.0%	8.7%	6.5%



Bay Area Employment by Sector, Percentage Growth Predictions, 2015-2030

Sector	2015	2020	2025	2030	Growth (2015-2030)
Health and Educational Services	590,035	647,675	702,615	758,840	29%
Construction	214,970	223,660	234,985	253,405	18%
Professional and Managerial Services	892,265	920,790	962,260	1,005,650	13%
Arts, Recreation and Other Services	522,895	530,455	544,530	561,365	7%
Retail	356,555	364,515	372,655	380,975	7%
Government	469,690	482,970	491,245	490,830	5%
Transportation and Utilities	100,875	102,025	101,545	103,370	2%
Financial and Leasing	246,565	253,580	248,760	243,165	-1%
Manufacturing and Wholesale	423,600	421,295	420,630	417,655	-1%
Information	167,695	164,360	163,800	165,255	-1%
Agriculture and Natural Resources	24,990	24,865	24,740	24,620	-1%
Total Jobs	4,010,135	4,136,190	4,267,760	4,405,125	10%



Labor Market

- Highlight:
 - Chabot has [certificate and degree program offerings](#) that lead to jobs in sectors with strong opportunities for employment that require:
 - Some college
 - Associate degrees
 - Transfer to four-year institutions to complete bachelor's degrees

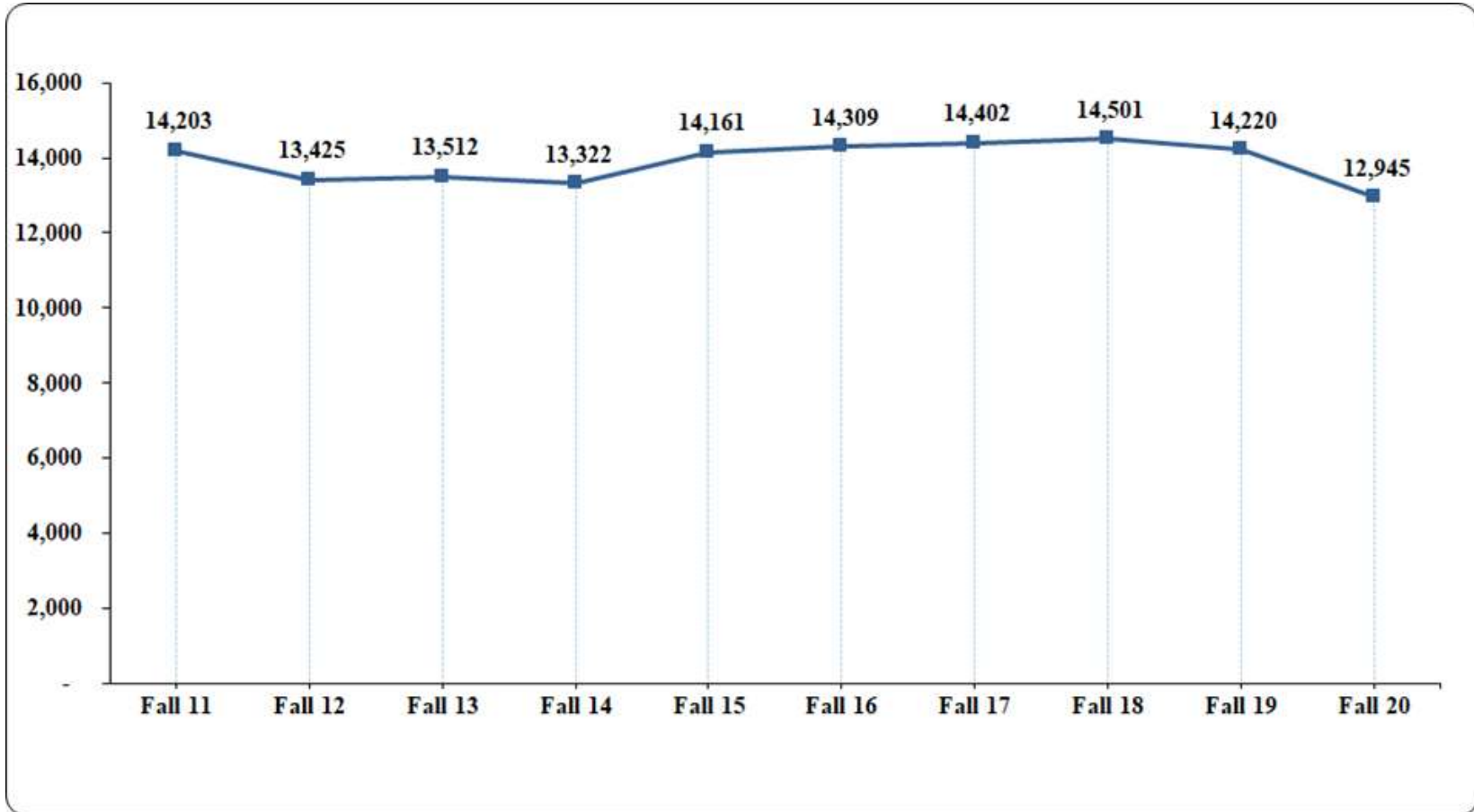


Student Demographics

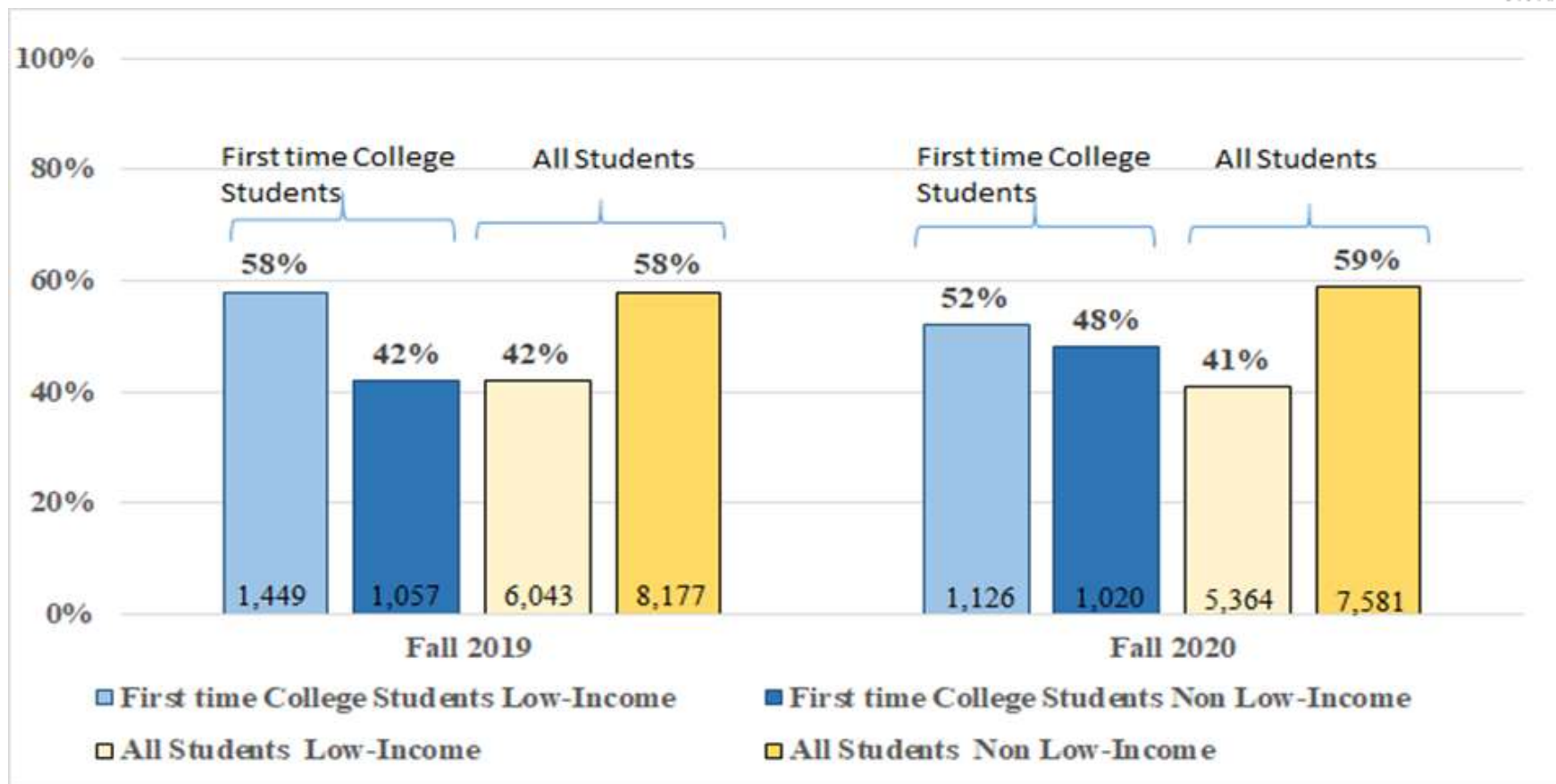
- Includes:
 - Data similar to Institutional Research [Student Characteristics Reports](#)
 - Race/Ethnicity in Fall 2019 and Fall 2020
 - Gender in Fall 2019 and Fall 2020
 - Chabot Students' Age in Fall 2019 and Fall 2020
 - Attendance Status in Fall 2019 and Fall 2020
 - Educational Goal in Fall 2019 and Fall 2020
 - Economic Status of Chabot First-Time and All Students, Fall 2019 and Fall 2020
 - Number of AB 540 Students at Chabot, 2017-18, 2018-19 and 2019-20
 - Percentage of First-Generation College Students at Chabot, Fall 2019 and Fall 2020
 - Percentage of First-Generation College Students at Chabot by Race/Ethnicity, Fall 2020



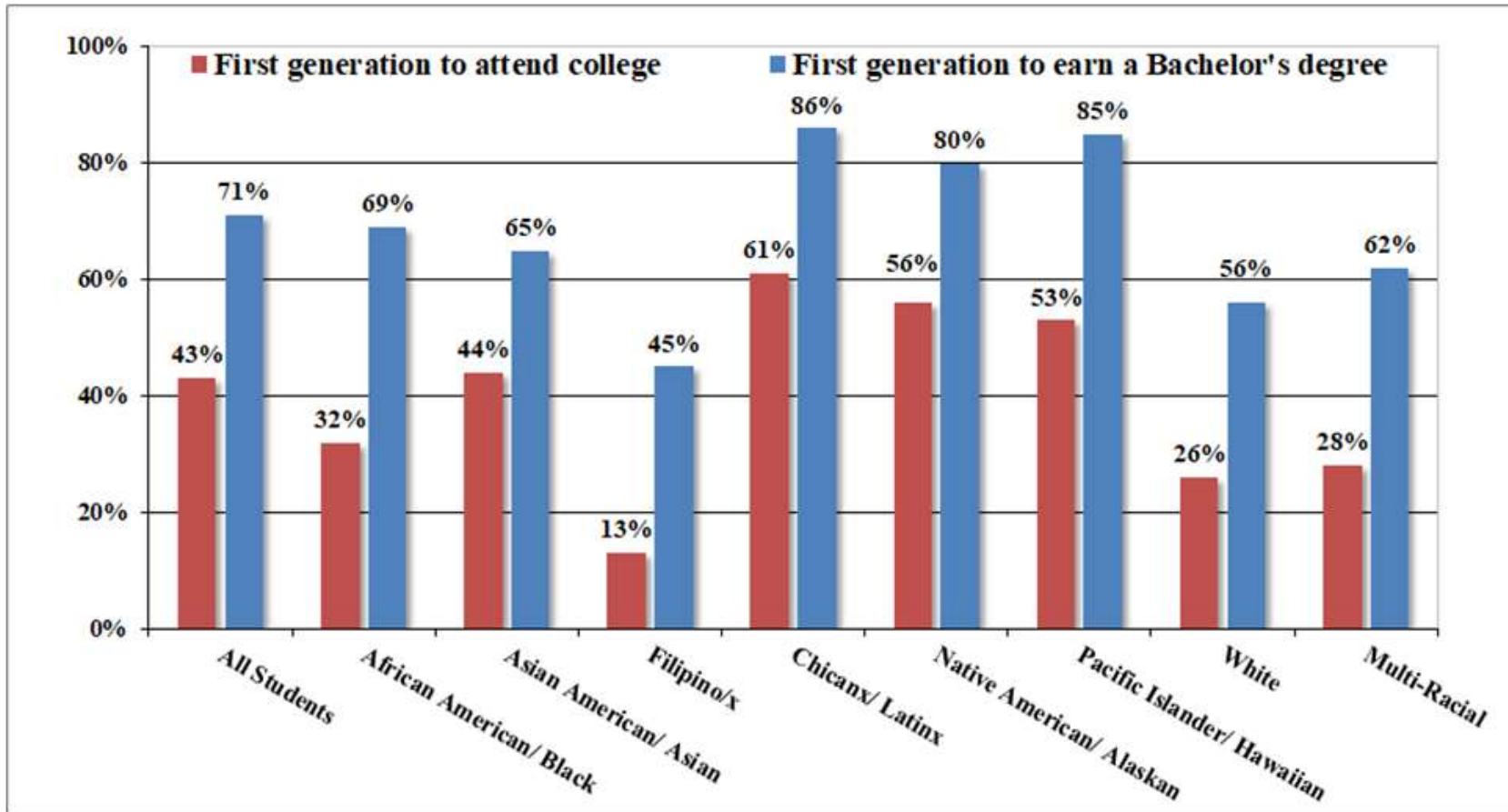
Chabot Headcount, Fall 2011-Fall 2020



Economic Status of Chabot First-Time and All Students, Fall 2019 and Fall 2020



Percentage of First-Generation College Students at Chabot by Race/Ethnicity, Fall 2020



Institution Set Standards and Stretch Goals for ACCJC

- ACCJC requires all colleges to set two types of goals on student outcome metrics:
 - 1) institution-set standards: minimum baseline values that metrics should not drop below, and
 - 2) stretch goals: goals above the current level of performance that we aspire to achieve.
- Chabot's performance on ACCJC metrics are posted on the [Chabot IR website here](#).



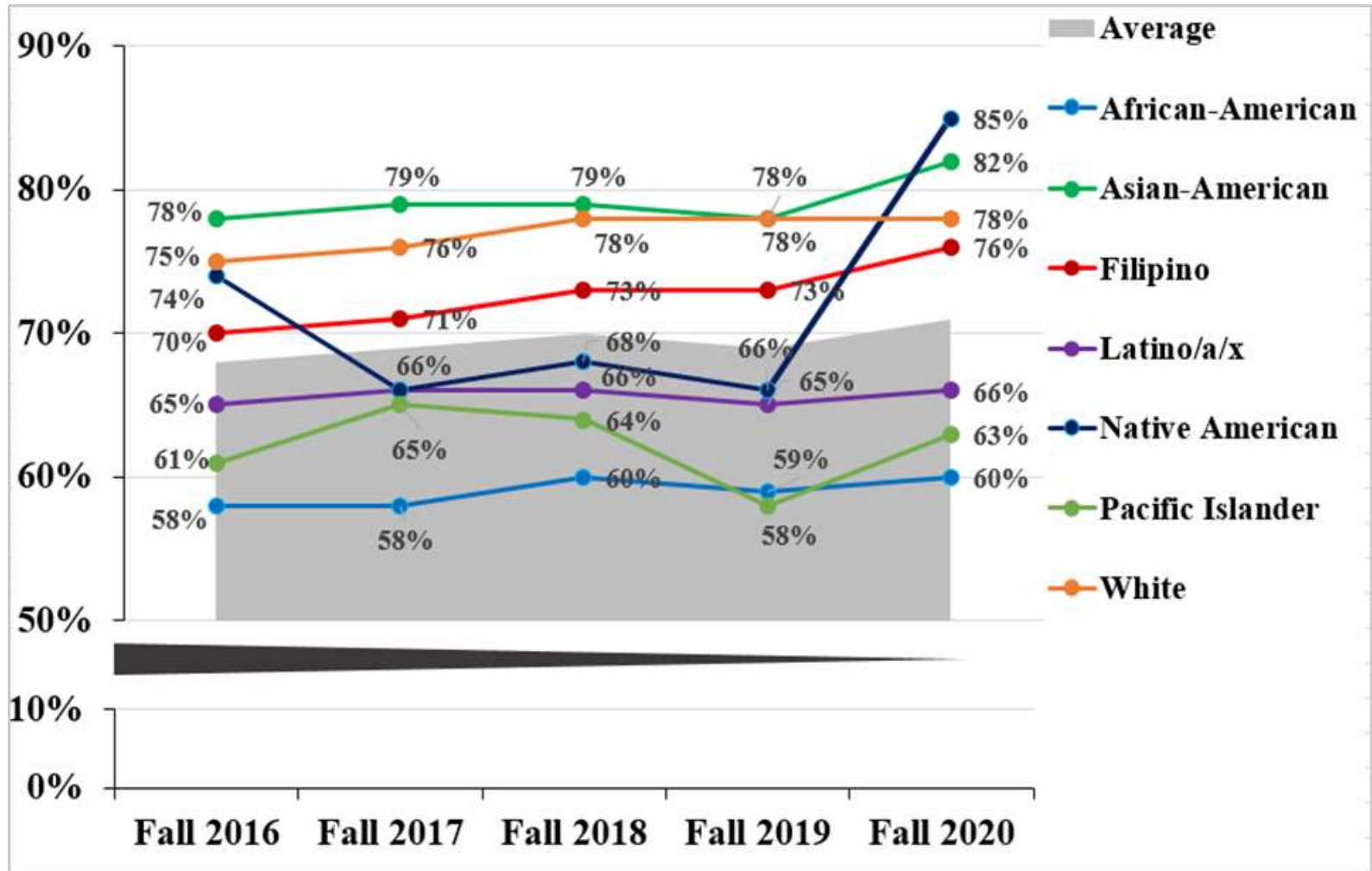
Institution Set Standards and Stretch Goals for ACCJC: Course Success Rates



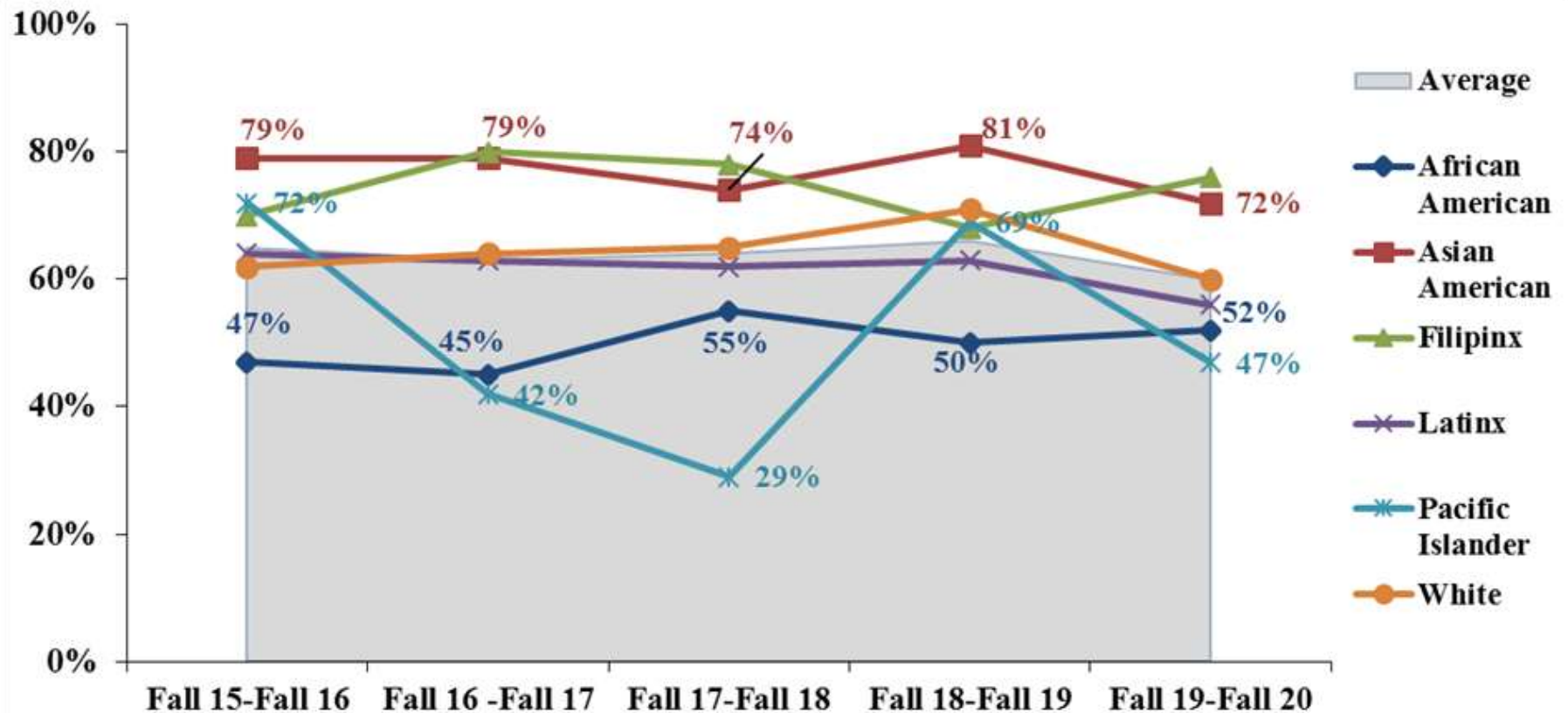
Successful Course Completion Rates*	Institution-Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017-18	69.37%	70.55%	71.12%	Yes	Yes
2018-19	69.66%	71.86%	72.59%	Yes	Yes
2019-20	69.97%	73.93%	71.23%	Yes	No



Course Success Rates by Race Ethnicity



Fall to Fall Persistence Rates of New Students with Degree/Transfer Educational Goals Disaggregated by Race/Ethnicity, Fall to Fall 2015-2020



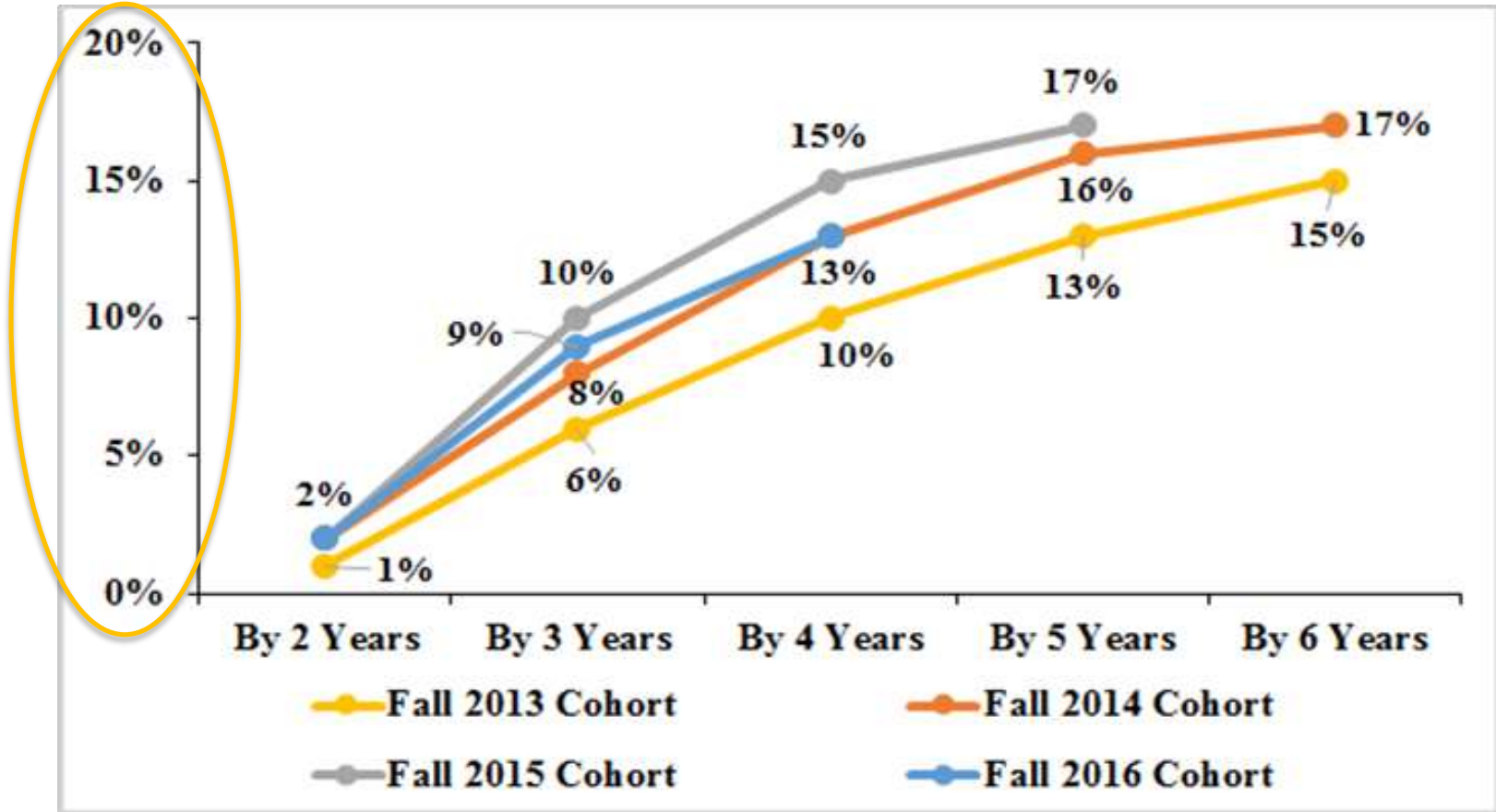
Institution Set Standards and Stretch Goals for ACCJC: Associate Degrees



Number of Associate Degrees* Awarded	Institution-Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017-18	803	1,119	1,146	Yes	Yes
2018-19	887	1,278	1,308	Yes	Yes
2019-20	925	1,503	1,322	Yes	No



Degree Completion Rates



Institution Set Standards and Stretch Goals for ACCJC: Number of Certificates Awarded



Number of Certificates* Awarded	Institution-Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017-18	266	384	407	Yes	Yes
2018-19	272	476	689	Yes	Yes
2019-20	311	882	648	Yes	No



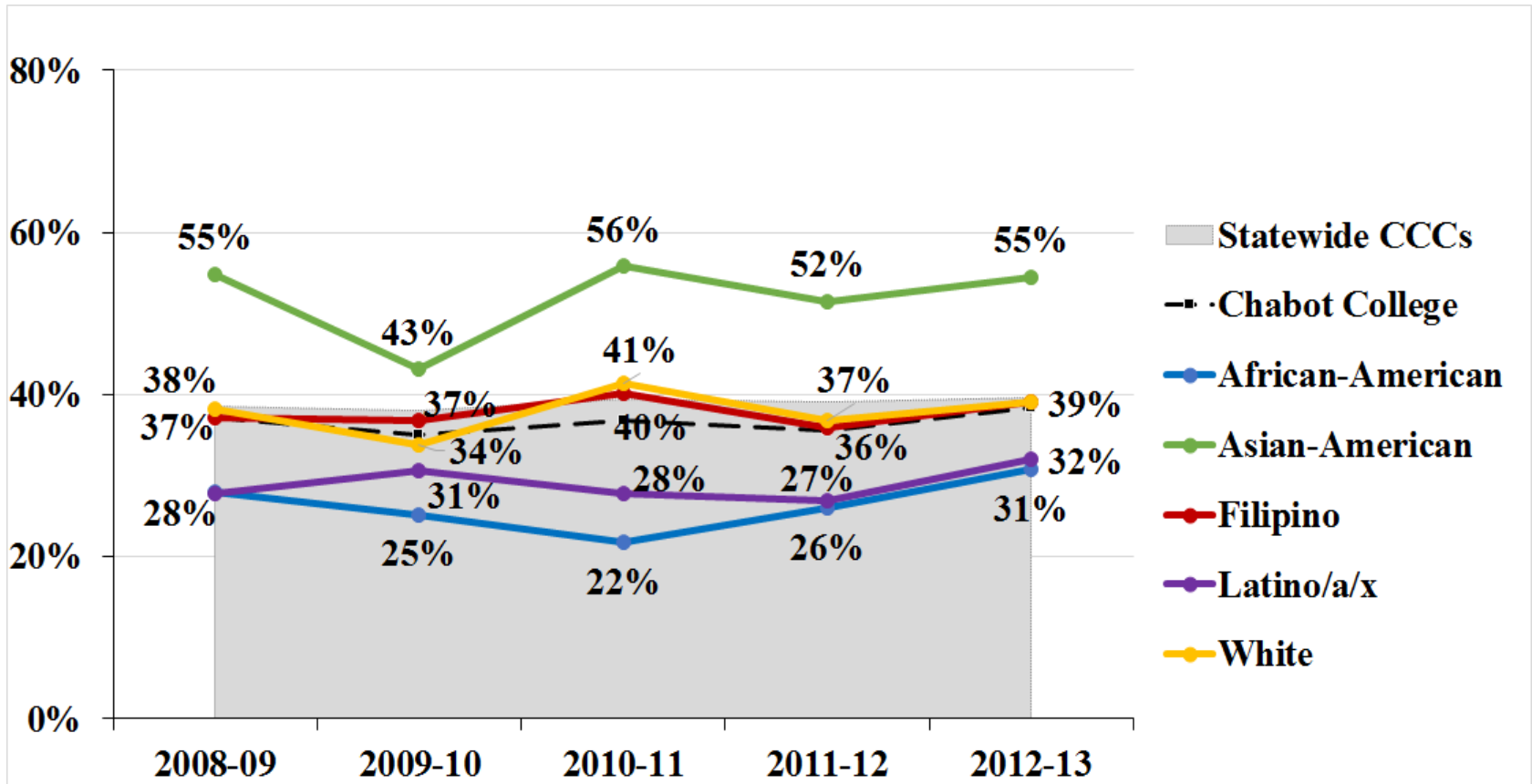
Institution Set Standards and Stretch Goals for ACCJC: Transfers



Transfers*	Institution-Set Standard	Stretch Goal	Actual Performance	Institution Set Standard Met	Stretch Goal Met
2017-18	781	896	957	Yes	Yes
2018-19	878	1,000	957	Yes	No
2019-20	875	996	1,092	Yes	Yes



Transfer Velocity (6-year rates) by Race/Ethnicity



Institution Set Standards and Stretch Goals for ACCJC: Licensure Examination Pass Rates



Program	Licensure Examination Pass Rates				
	Exam (National, State, Other)	Institution-Set Standard	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate
Dental Hygiene	State	85%	100%	100%	100%
Dental Hygiene	National	85%	100%	100%	100%
Nursing	State	85%	100%	100%	100%



Institution Set Standards and Stretch Goals for ACCJC: Job Placement Rates for CTE Programs



- Eleven out of thirteen CTE programs met or exceeded the institution-set standard in all three years
 - Detailed report posted on IR website ([IR-ACCJC-Rpt-RptOut_2019-20](#)).
- Several programs under the following 4-digit TOP codes managed an impressive 100 percent job placement rate in at least one of the past three years: Construction Crafts Technology, Dental Occupations, Fire Technology, and Nursing



Conclusion

- For more information on any of the data referenced in this presentation, feel free to contact the Office of Institutional Research.

