Environmental Scan: Data to Inform the Educational Master Plan

A collaborative project from

Chabot's Office of Institutional Research

Presented by Dr. Cynthia Gordon da Cruz

Land Acknowledgement

- Chabot College respectfully acknowledges the original peoples of the lands on which this campus is built. For thousands of years and hundreds of generations the Chochenyo people actively stewarded these lands to ensure they provided for all living things. This land on which Chabot was established was and continues to be of significance to the Muwekma Ohlone tribe. Today we acknowledge the impact colonization had on the Chechenyo/Muwekma Nation and recognize our responsibility to help them heal from this history and secure a sustainable future.

Acknowledgements

- **Thank you to OIR for the HOURS of work you've put into this. To…**
  - Dr. Na Liu for your leadership in data querying, collection, and graphs
  - Dr. Indra Liauw for data querying
  - Svetlana Tkachenko for data culling and visualizations
  - Tommy Chan for data culling
- Thank you to LPC Institutional Research for your collaboration.
- Thank you to Director Kessler, the EMP taskforce and Signature Solutions Corporate Results (consultants) for your feedback and support.

Agenda

- Believe it or not, this is the shortened version ☺
  - Classified Senate: 9/18/20 & Academic Senate: 9/24/20
  - Want slide from "Comprehensive Version" presented OR have questions about a slide: cgordondacruz@chabotcollege.edu
- Definition and Purpose of the Environmental Scan & Educational Master Plan (EMP)
- Chabot Mission Statement
- Reflection Questions/What to look for
- External Environment (outside the college)
  - e.g., Structural Inequalities our Students Face; Covid 19; Policy Environment; Future Employment Sector Projections; Alameda County Trends; Feeder District High schools
- Internal Environment (inside the college)
  - e.g., Student Demographics: Who are our students?; Student Learning Outcomes: Leading Indicators (Course Success Rates, Retention, and Transfer English/Math); Lagging Indicators (Certificates, Degrees, Transfers, Employment Outcomes)
- Small Group Break Outs: Re-visit the Reflection Questions

Purpose of Environmental Scan

- What is the purpose of an Environmental Scan?

  - An environmental scan is a HUGE data gathering project that looks at the internal and external factors that could influence how to strategize, plan, and carry out policies and practices in support of an institution's mission. The data is meant to answer questions like:

    - How might our student population or the job market change in the coming years (so we can think about things like how to support students in fulfilling their educational interests, career exploration and readiness, or by offering certificate/degrees that respond to industry demand)?

    - What are the poverty levels/educational attainment levels/etc. in our service area (so we can think about student services/how to address basic needs)?

  - The data from the environmental scan is used to inform the college's Educational Master Plan.

Purpose of an Educational Master Plan

- What is the purpose of an Educational Master Plan (EMP)?

  - To advance a college's mission, consistent with the institution's values and vision

  - To develop longer-term strategies that guide programs, services and college operations

Strategic Plan vs Educational Master Plan

- Historically, the EMP has been a 5-10 year long-term planning document

- Strategic Plan is a three-year shorter-term planning document

  - Abbreviated reminder of the collaboratively developed Strategic Plan Objectives:

1. Provide frameworks for both guided exploration and clear navigation to students' educational goals

2. Utilize high impact teaching strategies and learning supports

3. Improve equitable outcomes

4. Develop an integrated Planning and Budget Model

5. Foster a connected and engaged community

6. Implement technological solutions

- The Strategic Plan and the EMP work together to advance the college's mission

Chabot Planning Crosswalk (Evolving)
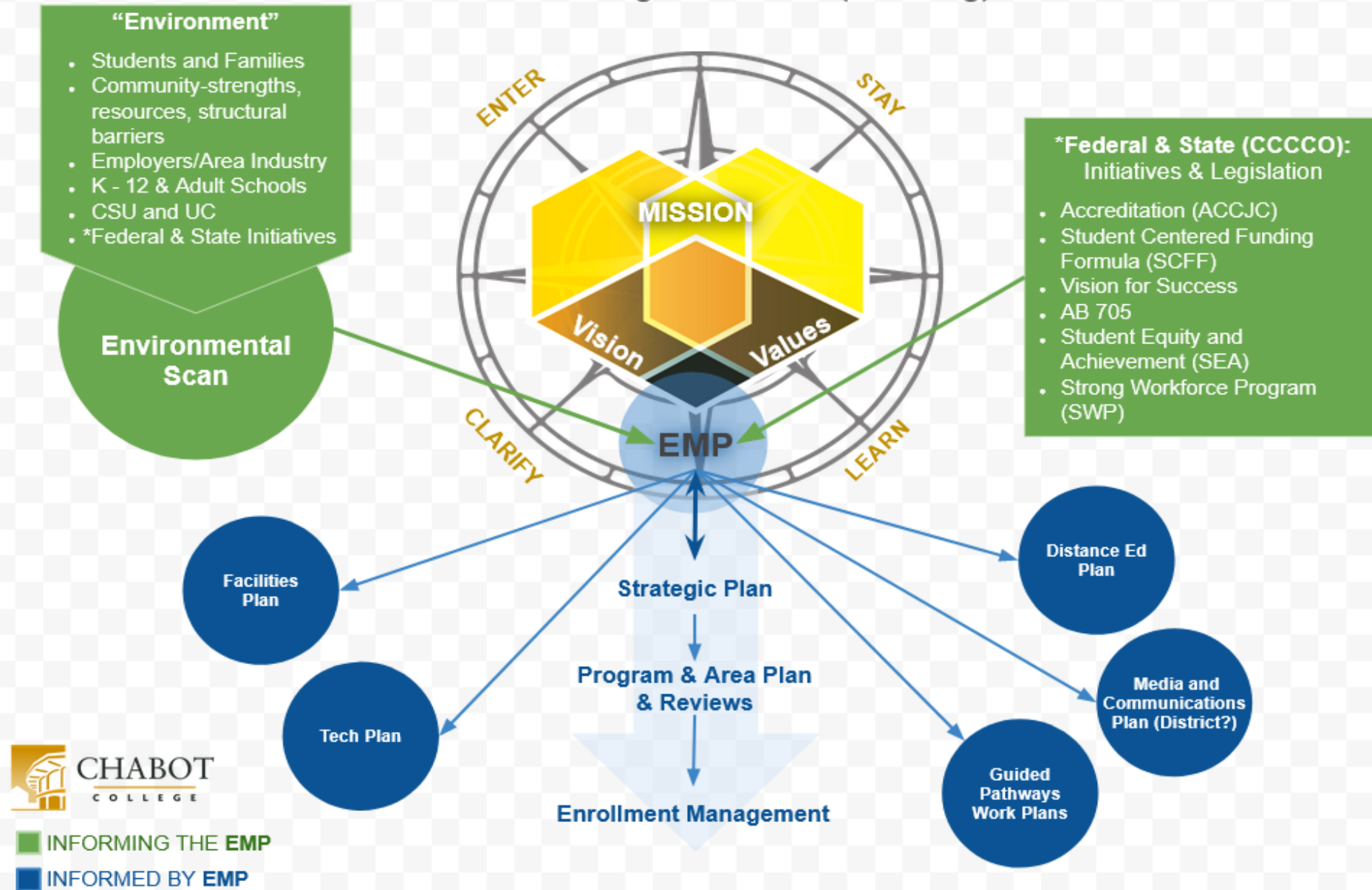
Thanks to the Director of Institutional Effectiveness Samantha Kessler for sharing this collaboratively developed slide!

Chabot Mission Statement

➢ We are a dynamic, student-centered community college that serves the educational, career, job skills, and personal development needs of our community. We provide culturally responsive, sustaining, and revitalizing learning and support services driven by a goal of equity. Building upon students' strengths and voices, we empower students to achieve their goals and lead us towards an equitable and sustainable world.

(Draft mission: developed based on a college-wide collaborative process led by the EMP Task Force including Flex Day, surveys, senates, and PRAC. Recommended to President, pending approval.)

Reflection Questions

Keeping our college mission*, the strategic plan objectives**, and your day-to-day work in mind:

1. **What ideas/data could you use in your planning for day-to-day work, specific discipline, department, service-area, or committee initiatives?**

2. **What ideas/data or connections *between* data points do you think are especially important to think about as we make long-term plans and over-arching goals for the college?**

*Mission: *We are a dynamic, student-centered community college that serves the educational, career, job skills, and personal development needs of our community. We provide culturally responsive, sustaining, and revitalizing learning and support services driven by a goal of equity. Building upon students' strengths and voices, we empower students to achieve their goals and lead us towards an equitable and sustainable world.*

**Strategic Plan Objectives:
1. *Provide frameworks for both guided exploration and clear navigation to students' educational goals*
2. *Utilize high impact teaching strategies and learning supports*
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4. *Develop an integrated Planning and Budget Model*
5. *Foster a connected and engaged community*
6. *Implement technological solutions*
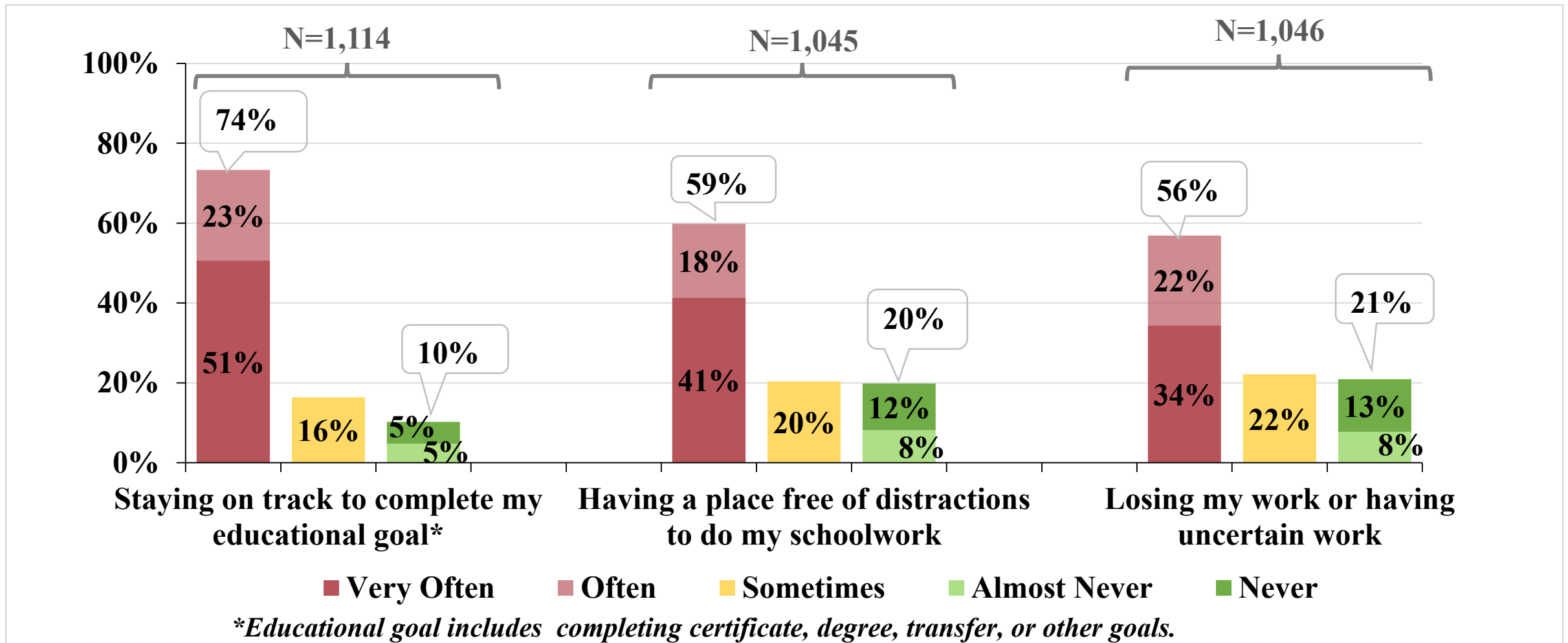
External Environment Data

- The World: Structural Inequities
- Covid 19
- Policy Environment
- Future Employment Sector Projections
- Alameda County Population Trends
- Feeder District High schools

External Environment: Structural Inequities

- Climate Change and the Climate Gap

- Mass Incarceration

- Police Violence
  - →Hope in the Black Lives Matter Movement

- Gender and Racial Wage Inequality

- Rights for People without Documentation Status

- Voter Suppression

- Housing and Food Insecurity

- and many more…

External Environment: Example Statewide Policies

- AB 705
  - Legislation that ensures students have access to transfer-level English, Math and credit ESL

- Guided Pathways
  - Framework for designing college practices and policies that revolve around: 1) clear curricular pathways to further education and employment, 2) helping students choose and enter pathways, 3) helping students stay on their path & 4) ensuring that learning is happening

- SCFF
  - "Student Centered" Funding Formula: how our college will be funded when "hold harmless ends". Consists of: 1. Base Allocation—Enrollments, 2. Supplemental Allocation—Counts of low-income students and 3. Success Allocation—Student outcomes

- Student Equity and Achievement Plan
  - Equity plans focus on boosting outcomes (access; retention; completion of transfer-level English/Math; degrees and certificates awarded; and transfers to 4-year institutions) for disproportionality impacted student populations.

- Vision for Success
  - Chancellor's office requires all CA CCs goal-set for the following outcomes: Completions, Transfers, Reducing Unit Accumulation of Associate Degree Earners, Workforce-Related, and Reducing Equity Gaps

External Environment: Employment Sector Projections…Covid 19

- "Plan Bay Area" makes projections for **employment,** populations, and households for the nine counties of the SF Bay Area region

- Most recent publication: Nov 2018

- Obviously, employment sector projections are likely to radically change in the face of Covid 19

- Nonetheless, we'll share the most recent (pre-Covid 19) projections for employment sector growth from 2015-2030

External Environment: Employment Sector Projections...Covid 19

- Employment Sectors with highest projected growth 2015-2030

Sector	% Growth 2015-2030
Health and Educational Services	29%
Construction	18%
Professional and Managerial services	13%

- Employment Sectors with lowest projected growth 2015-2030

Sector	% Growth 2015-2030
Manufacturing & Wholesale	-1%
Information	-1%
Agriculture & Natural Resources	-1%

Source: Association of Bay Area Governments (November 2018). Plan Bay Area Projections 2040.

External Environment: Unemployment pre & post Covid 19

Unemployment Rates in Chabot Service-Area Counties/Cities 2010 - 2020

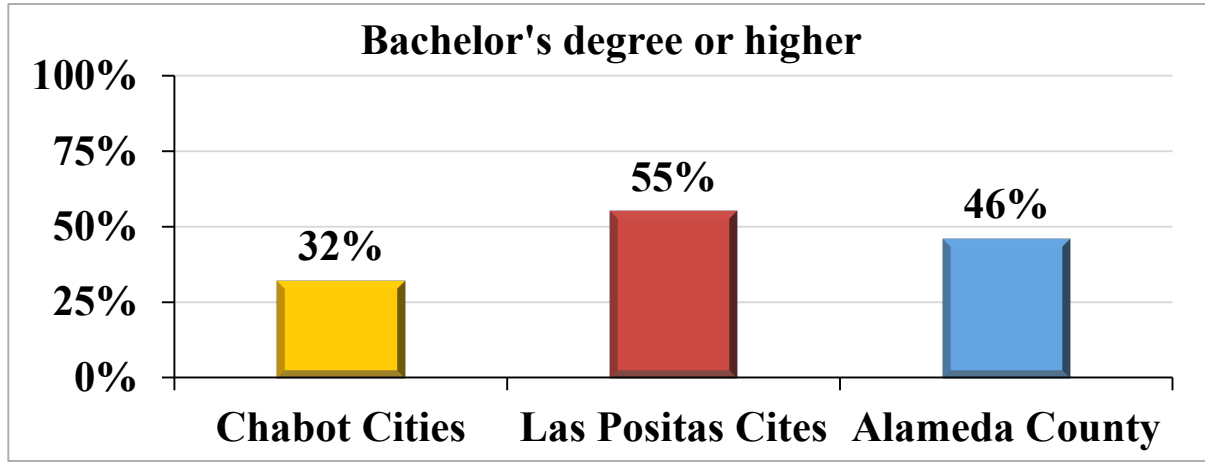| Location		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	April 2020*
Alameda County, CA		10.9%	10.1%	8.7%	7.2%	5.8%	4.7%	4.3%	3.7%	3.1%	2.9%	14.1%
Chabot College	**Castro Valley**	10.0%	9.2%	7.9%	6.6%	5.3%	4.3%	3.9%	3.3%	2.8%	2.7%	12.9%
	Hayward	14.9%	13.8%	12.0%	10.0%	8.1%	6.6%	4.7%	4.0%	3.3%	3.2%	17.1%
	San Leandro	11.7%	10.8%	9.3%	7.8%	6.3%	5.1%	4.4%	3.8%	3.2%	3.2%	18.0%
	San Lorenzo	11.4%	10.5%	9.1%	7.5%	6.1%	5.0%	4.5%	3.8%	3.2%	3.1%	18.0%
	Union City	9.9%	9.2%	7.9%	6.5%	5.3%	4.3%	4.3%	3.7%	3.1%	3.0%	14.1%

*This column is monthly data, while other columns are annual data.
Source: Employment Development Department. State of California:
https://www.labormarketinfo.edd.ca.gov/data/unemployment-and-labor-force.html

External Environment: Educational Attainment, Median Income, and Poverty Rate

Educational Attainment, 2018

Bachelor's degree or higher

Category	Value
Chabot Cities	32%
Las Positas Cites	55%
Alameda County	46%

Median Income, 2018

City	Median Income
Hayward	$ 80,093
San Leandro	$ 70,723
San Lorenzo	$ 94,578
Castro Valley	$ 101,816
Union City	$ 105,448
Dublin	$ 144,564
Pleasanton	$ 148,852
Livermore	$ 116,942

Percent of People Living below Poverty, 2018

City	Percent
Alameda County	10.6%
San Leandro	9.9%
Hayward	9.3%
San Lorenzo	7.5%
Union City	6.4%
Castro Valley	6.3%
Livermore	4.6%
Pleasanton	4.0%
Dublin	3.5%
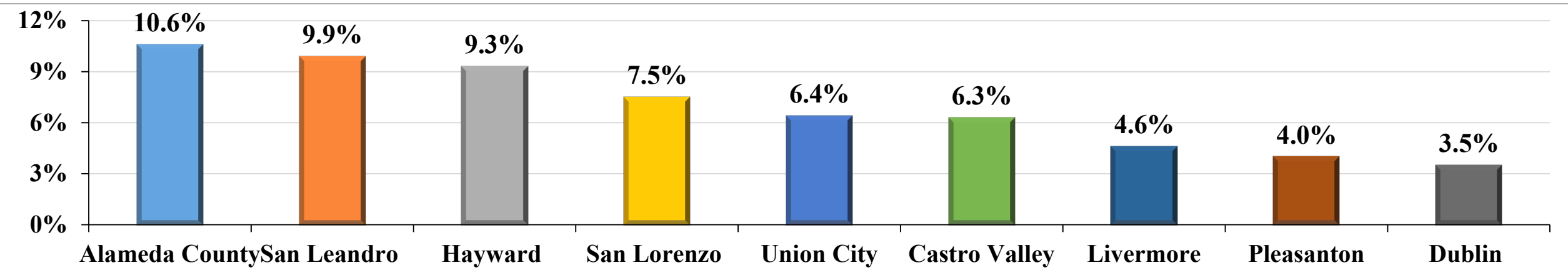
Source: United States Census Bureau, 2014-2018 American Community Survey 5-Year Estimates

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External-Internal Environment:
Preparation of Students from Feeder District High Schools

**State, County, and Chabot Feeder District High School Students'
Smarter Balanced English Language Arts Assessment Achievement Level Distribution**
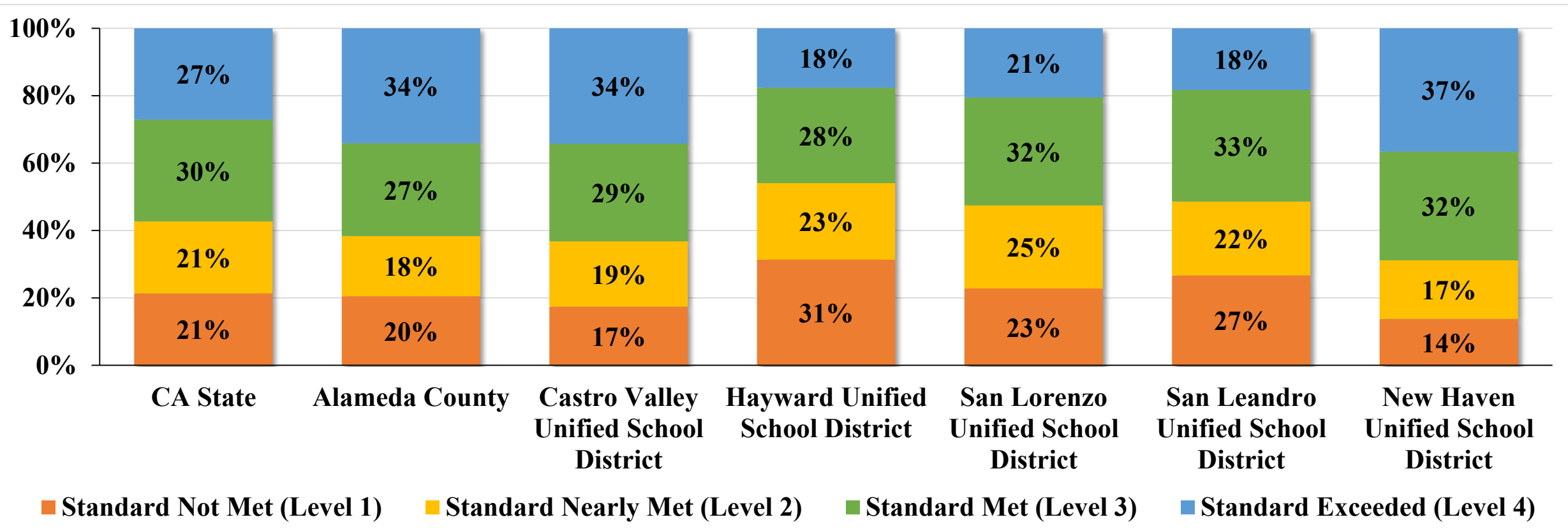
Legend:
- Standard Not Met (Level 1)
- Standard Nearly Met (Level 2)
- Standard Met (Level 3)
- Standard Exceeded (Level 4)

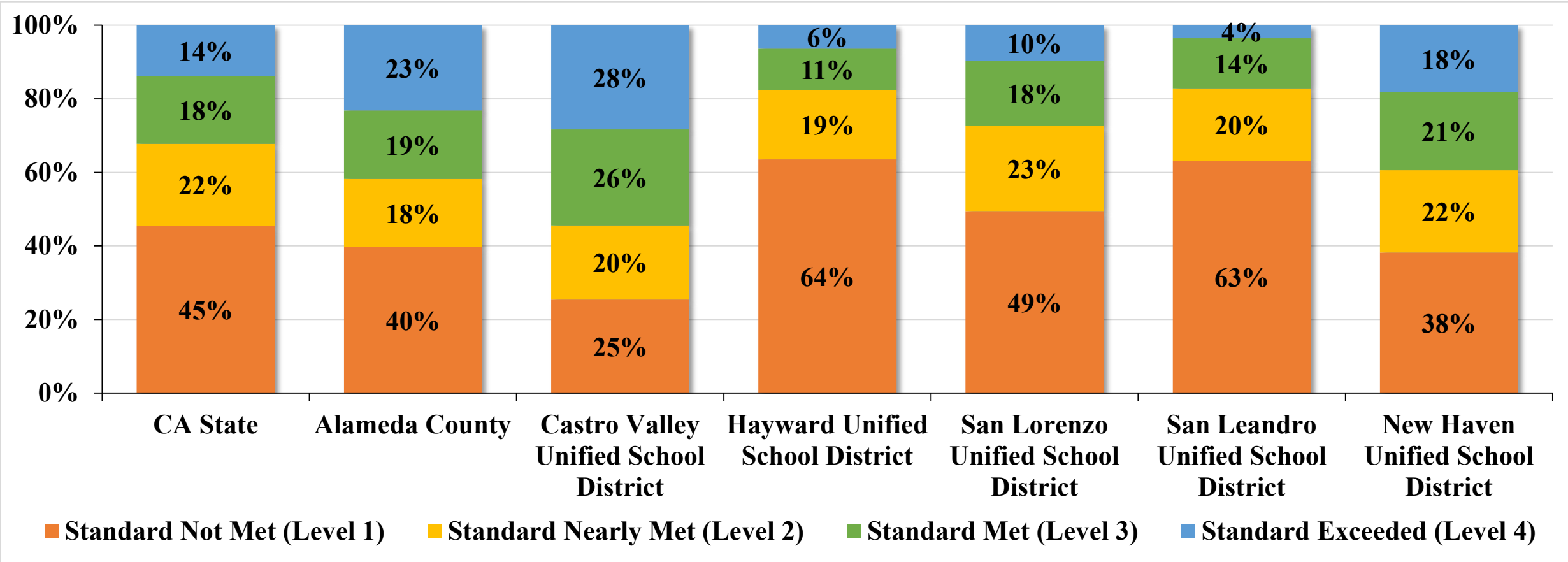| District	Level 1	Level 2	Level 3	Level 4
CA State	21%	21%	30%	27%
Alameda County	20%	18%	27%	34%
Castro Valley Unified School District	17%	19%	29%	34%
Hayward Unified School District	31%	23%	28%	18%
San Lorenzo Unified School District	23%	25%	32%	21%
San Leandro Unified School District	27%	22%	33%	18%
New Haven Unified School District	14%	17%	32%	37%

External-Internal Environment:
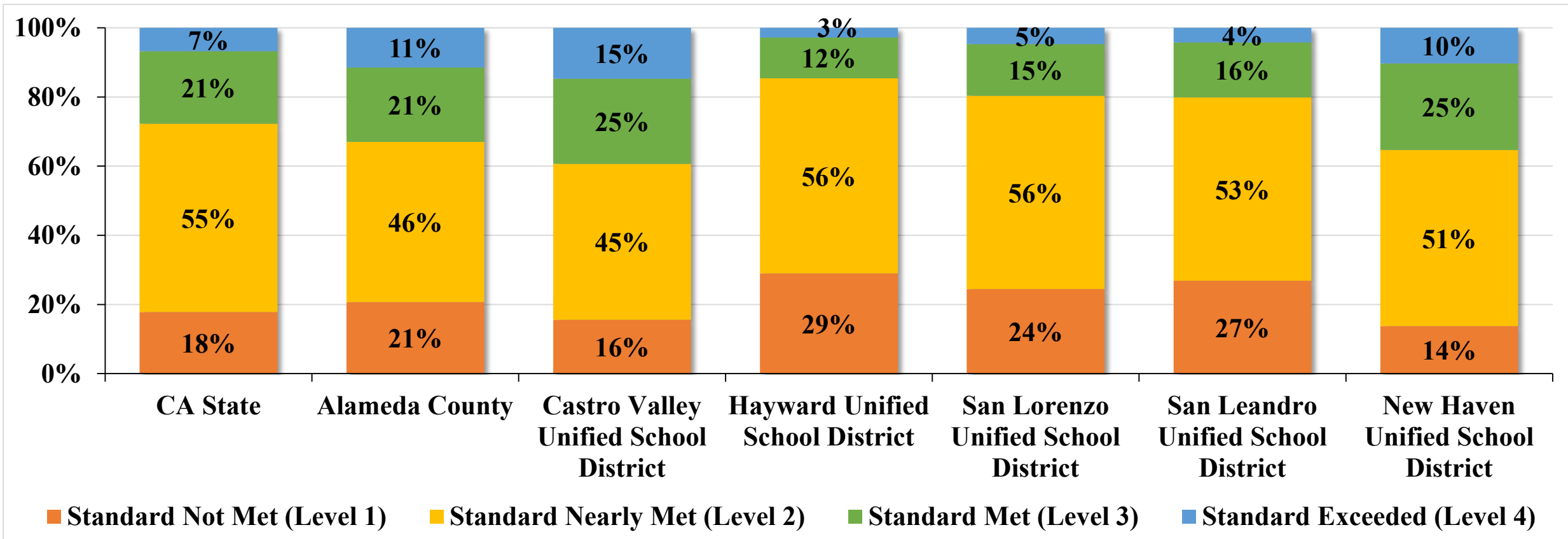# Preparation of Students from Feeder District High Schools

State, County, and Chabot Feeder District High School Students'
Smarter Balanced Mathematics Assessment Achievement Level Distribution

	CA State	Alameda County	Castro Valley Unified School District	Hayward Unified School District	San Lorenzo Unified School District	San Leandro Unified School District	New Haven Unified School District
Standard Exceeded (Level 4)	14%	23%	28%	6%	10%	4%	18%
Standard Met (Level 3)	18%	19%	26%	11%	18%	14%	21%
Standard Nearly Met (Level 2)	22%	18%	20%	19%	23%	20%	22%
Standard Not Met (Level 1)	45%	40%	25%	64%	49%	63%	38%

■ **Standard Not Met (Level 1)**   ■ **Standard Nearly Met (Level 2)**   ■ **Standard Met (Level 3)**   ■ **Standard Exceeded (Level 4)**

External-Internal Environment:
Preparation of Students from Feeder District High Schools

**State, County, and Chabot Feeder District High School Students'
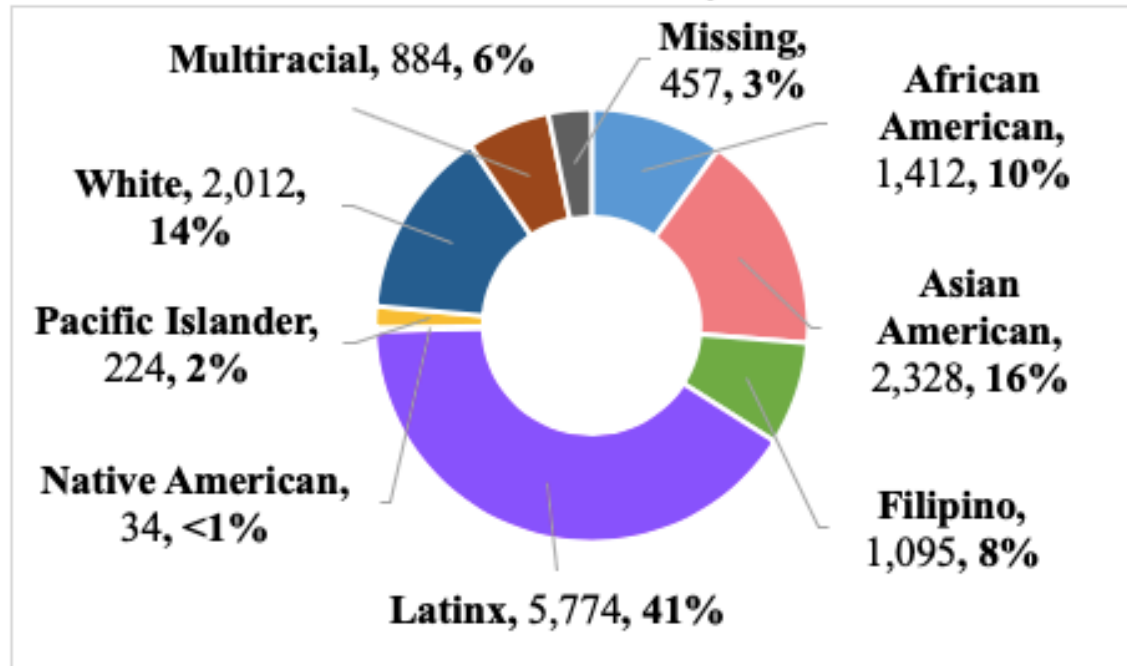California Science Test (CAST) Achievement Level Distribution**

	CA State	Alameda County	Castro Valley Unified School District	Hayward Unified School District	San Lorenzo Unified School District	San Leandro Unified School District	New Haven Unified School District
Standard Exceeded (Level 4)	7%	11%	15%	3%	5%	4%	10%
Standard Met (Level 3)	21%	21%	25%	12%	15%	16%	25%
Standard Nearly Met (Level 2)	55%	46%	45%	56%	56%	53%	51%
Standard Not Met (Level 1)	18%	21%	16%	29%	24%	27%	14%

■ Standard Not Met (Level 1) ■ Standard Nearly Met (Level 2) ■ Standard Met (Level 3) ■ Standard Exceeded (Level 4)

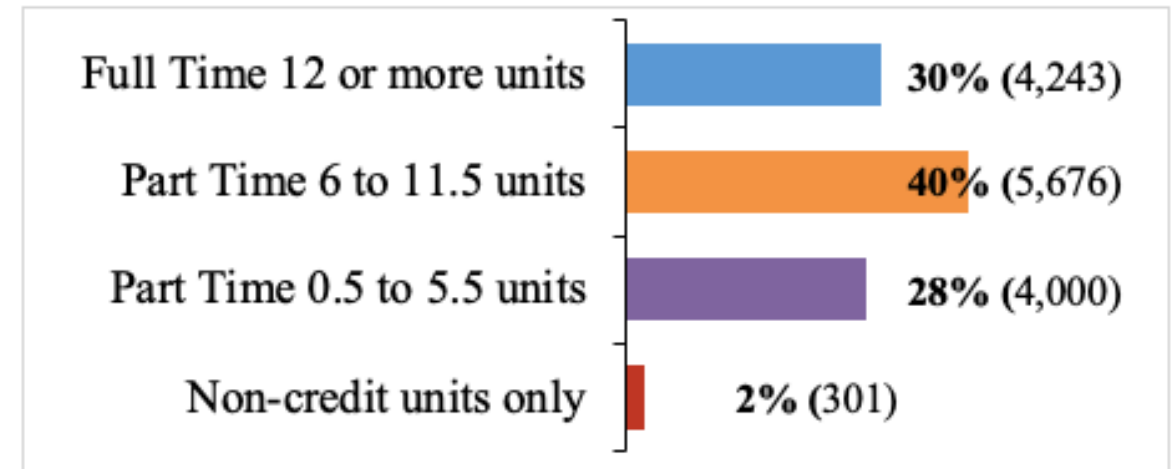# Internal Environment Data

- Student Demographics: Who are our students and where do they live?
- Student Learning Outcomes
  - Leading Indicators
    - Course Success Rates
    - Retention
    - Guided Pathways Momentum Points
    - Transfer English/Math
  - Lagging Indicators
    - Certificates
    - Degrees
    - Transfers

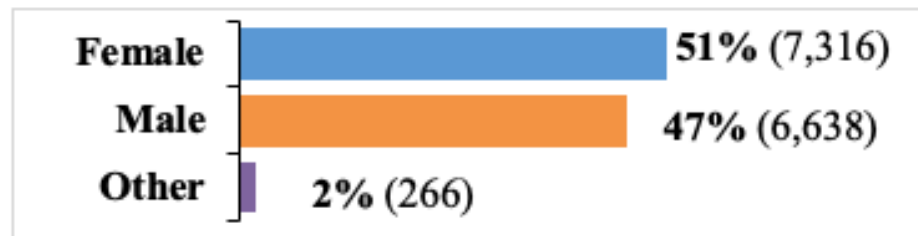# Internal Environment: Who are our Students? Fall 2019

Race-Ethnicity

- Multiracial, 884, **6%**
- Missing, 457, **3%**
- African American, 1,412, **10%**
- White, 2,012, **14%**
- Asian American, 2,328, **16%**
- Pacific Islander, 224, **2%**
- Native American, 34, **<1%**
- Filipino, 1,095, **8%**
- Latinx, 5,774, **41%**

Attendance Status

Full Time 12 or more units		**30%** (4,243)
Part Time 6 to 11.5 units		**40%** (5,676)
Part Time 0.5 to 5.5 units		**28%** (4,000)
Non-credit units only		**2%** (301)

Gender

Female		**51%** (7,316)
Male		**47%** (6,638)
Other		**2%** (266)

Educational Goal

Transfer or Degree	8,743	**62%**
Occupational certificate or job training	2,313	**16%**
Personal development	1,025	**7%**
Undecided	1,639	**12%**
Other/Unknown	500	**4%**

Source: Chabot – Las Positas CCD Institutional Research Dataset and Economic Modeling Specialist, Intl. (EMSI 2020.1 Data Set)

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Internal Environment: Who are our Students?

Percentage of First Generation College Students by Race-Ethnicity: Fall 19
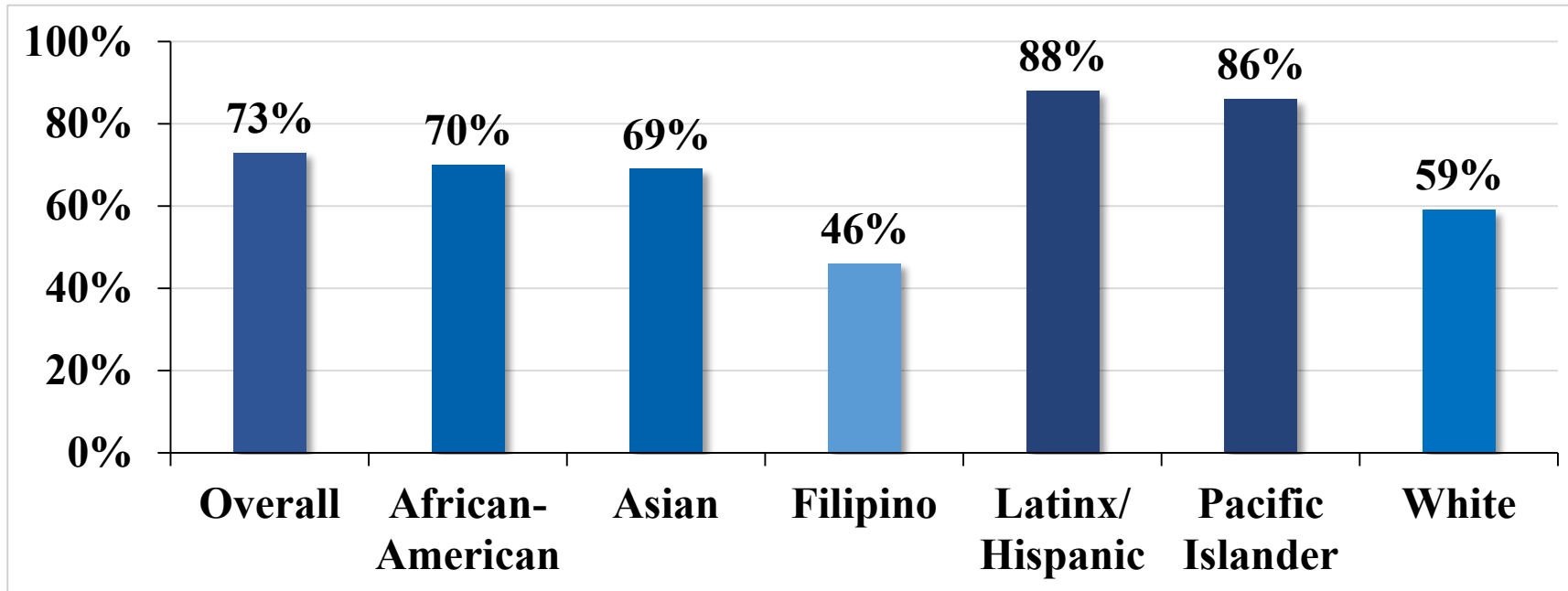
Disability Status of All Students Fall 19

	Num	Pct
Any Disability	1,021	7%
No Disability	13,199	93%

Economic Status of First-Time College Students, Fall 19

| Low Income		Not Low Income		Total	
Num	Pct	Num	Pct	Num	Pct
1,449	58%	1,057	42%	2,506	100%

AB540 Headcount All Students

2017-18	2018-19
522	536

Source: Chabot – Las Positas CCD Institutional Research Dataset and Chabot Admissions and Records Offices

Student Outcomes: Leading Indicators

Internal Environment: Course Success Rates by Race-Ethnicity, Fall 2015 to Fall 2019
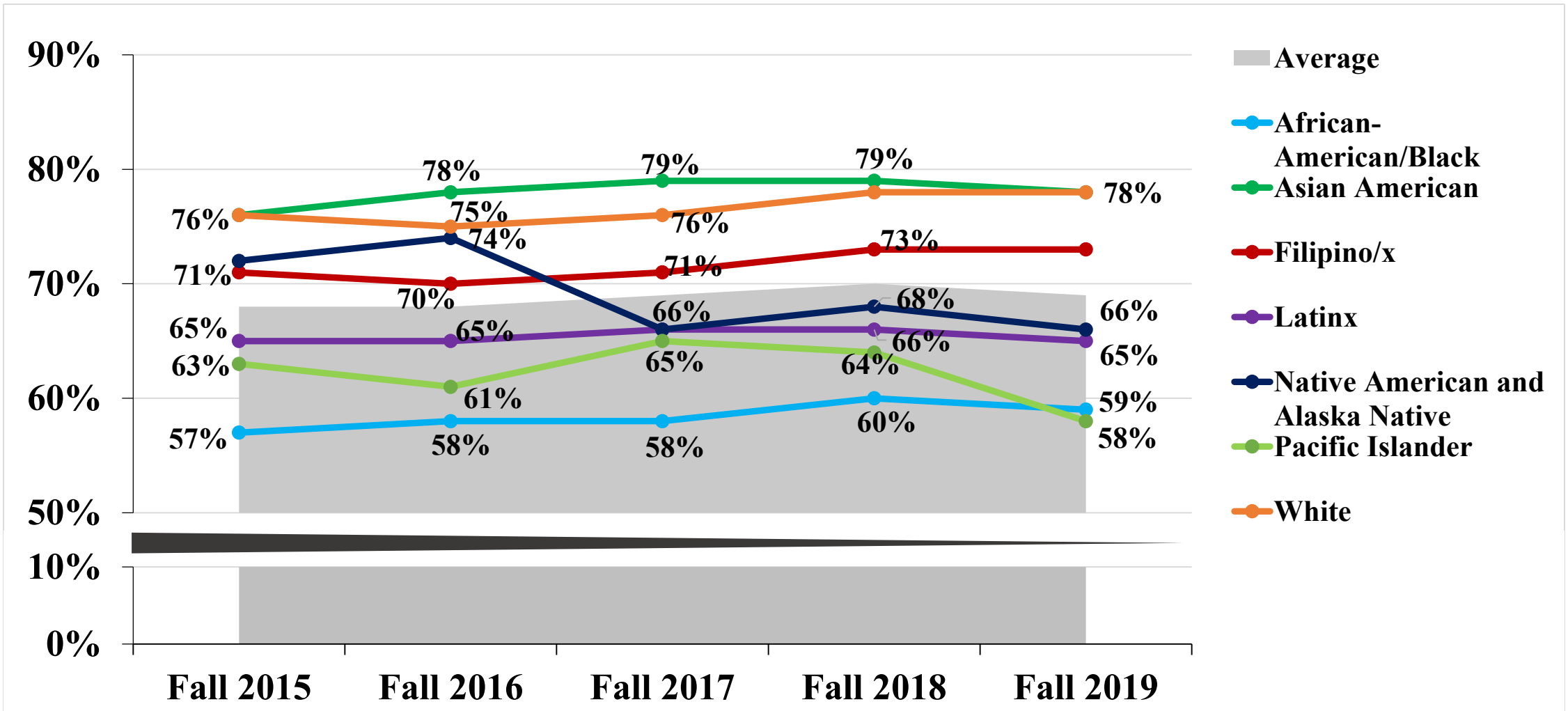
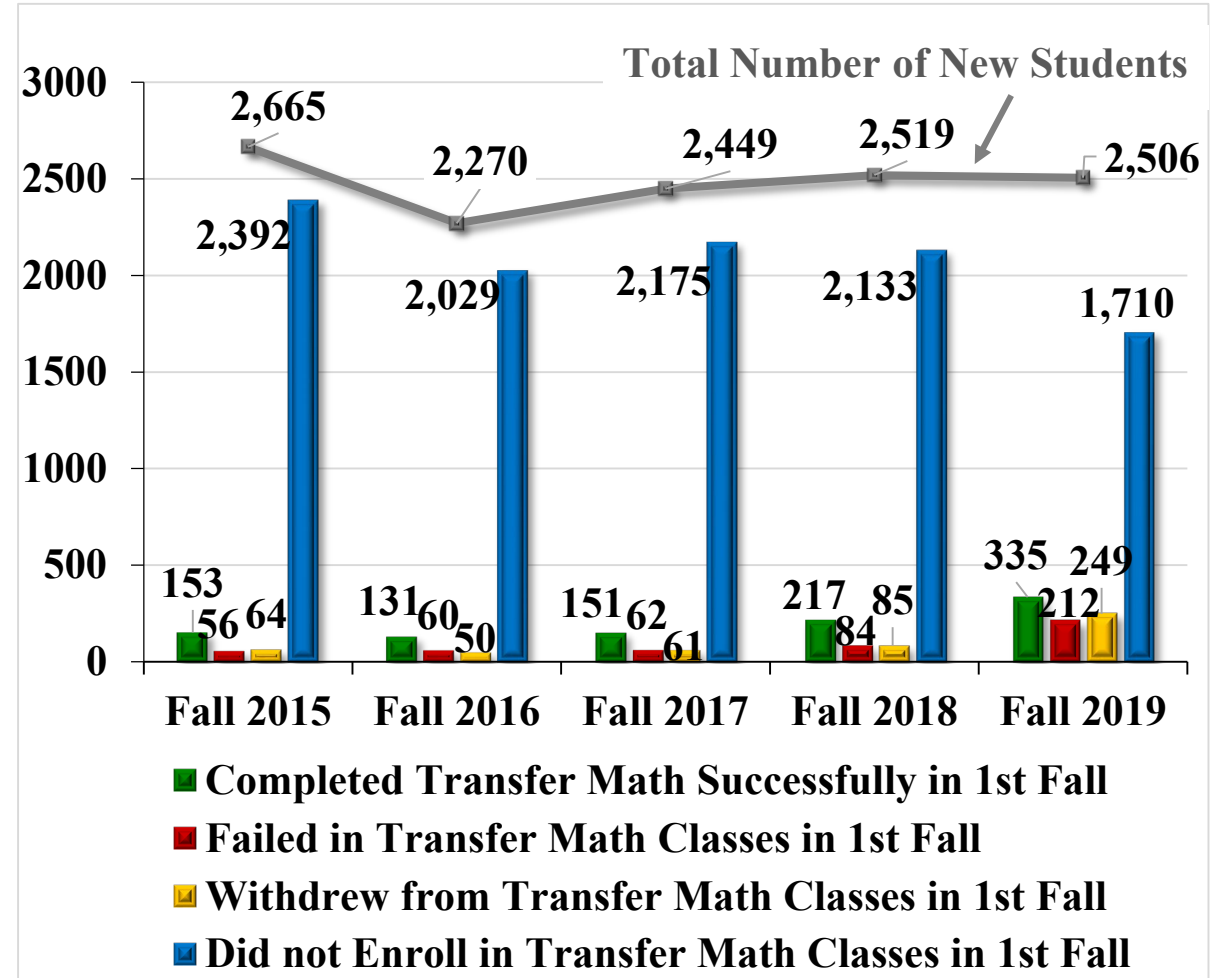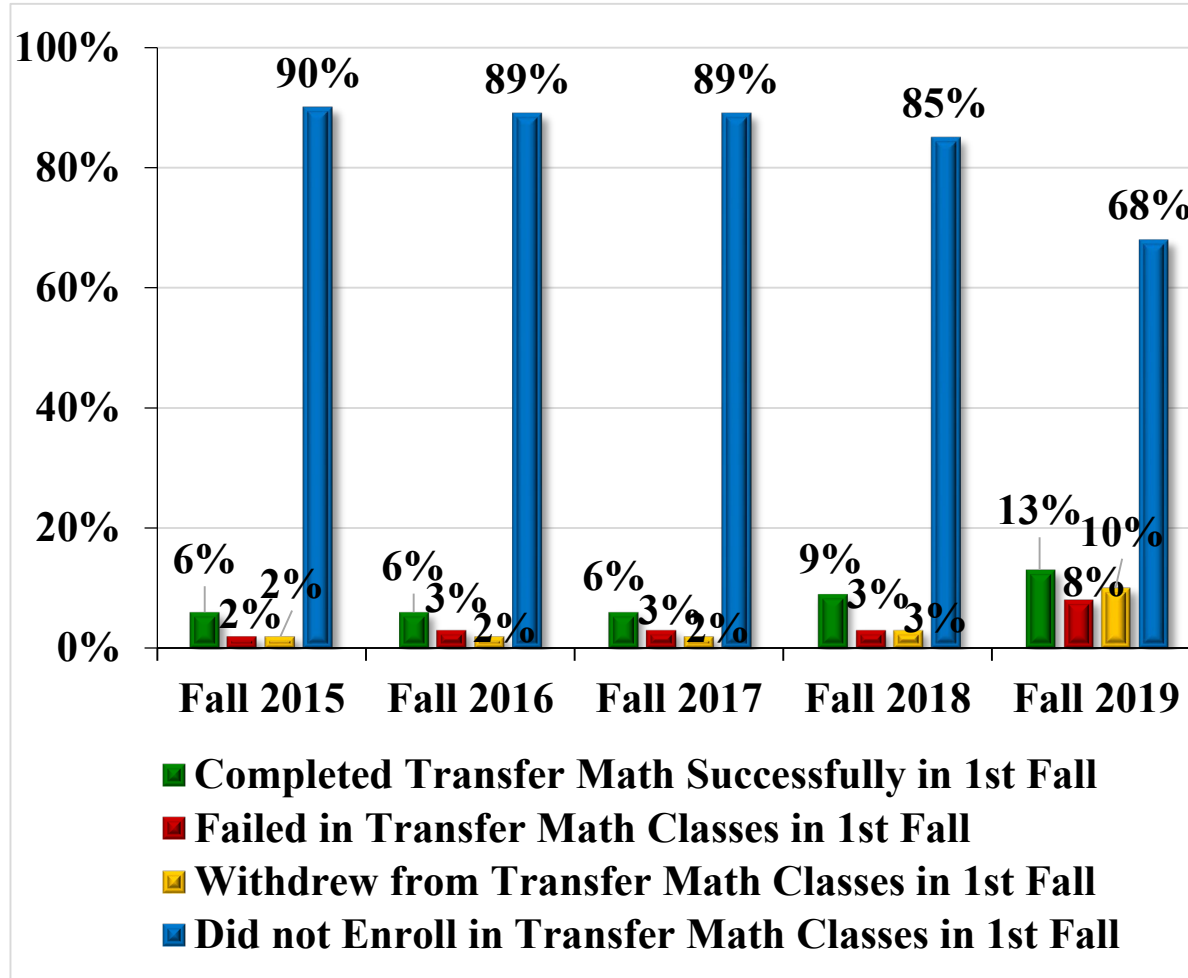*Source: Chabot – Las Positas CCD Institutional Research Dataset*

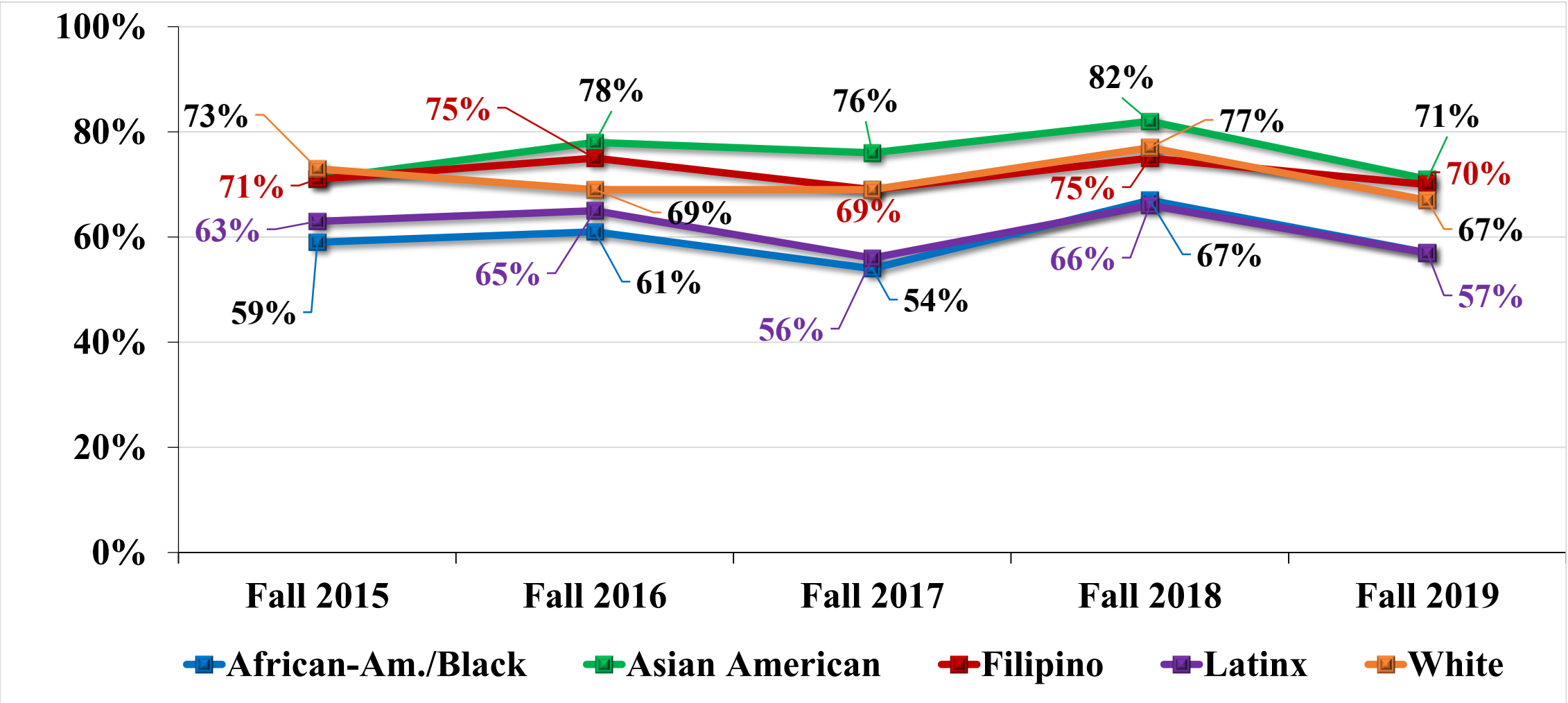# Fall to Spring Retention of African American/Black Students in Comparison to All Other Students

Source: Chabot – Las Positas CCD Institutional Research Dataset

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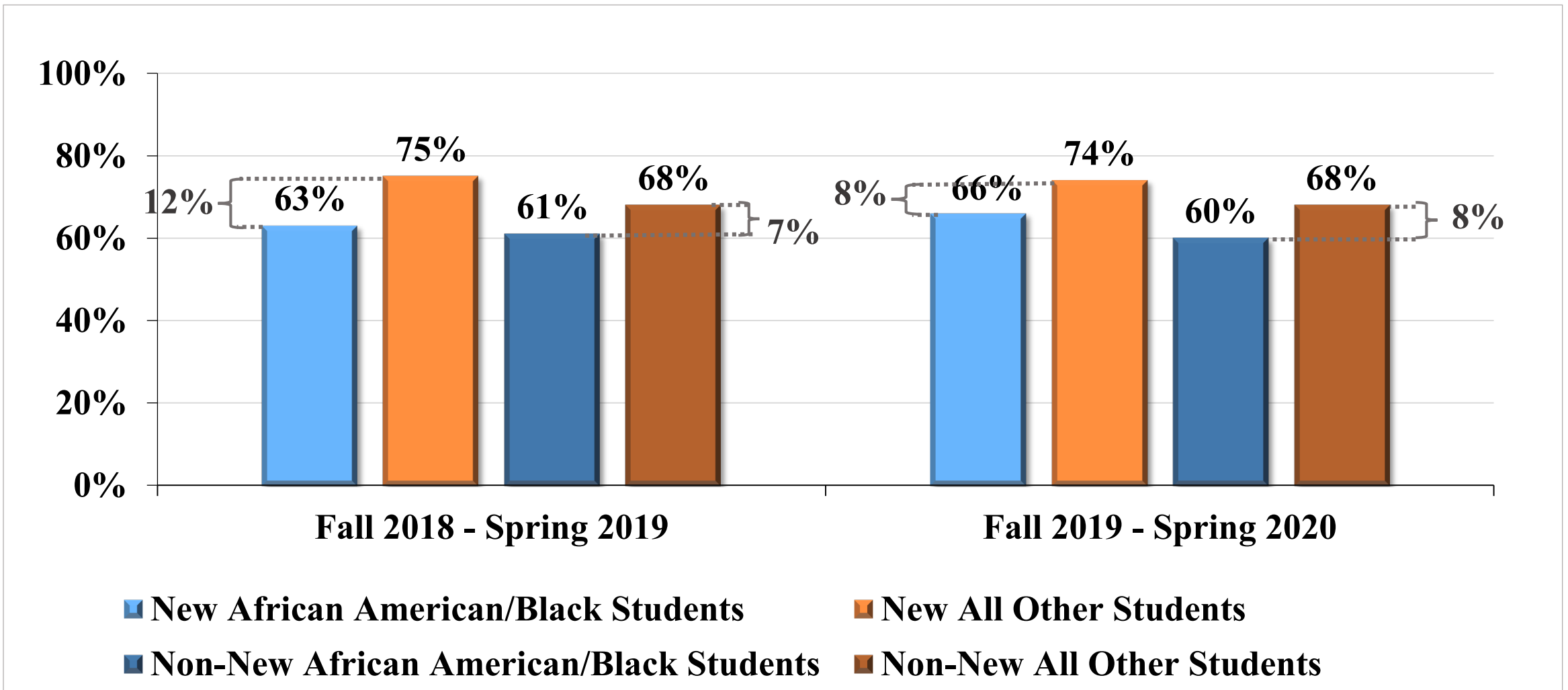
Internal Environment: Transfer English Throughput Rate & Volume by First-Time College Students Higher with AB 705

Source: Chabot – Las Positas CCD Institutional Research Dataset
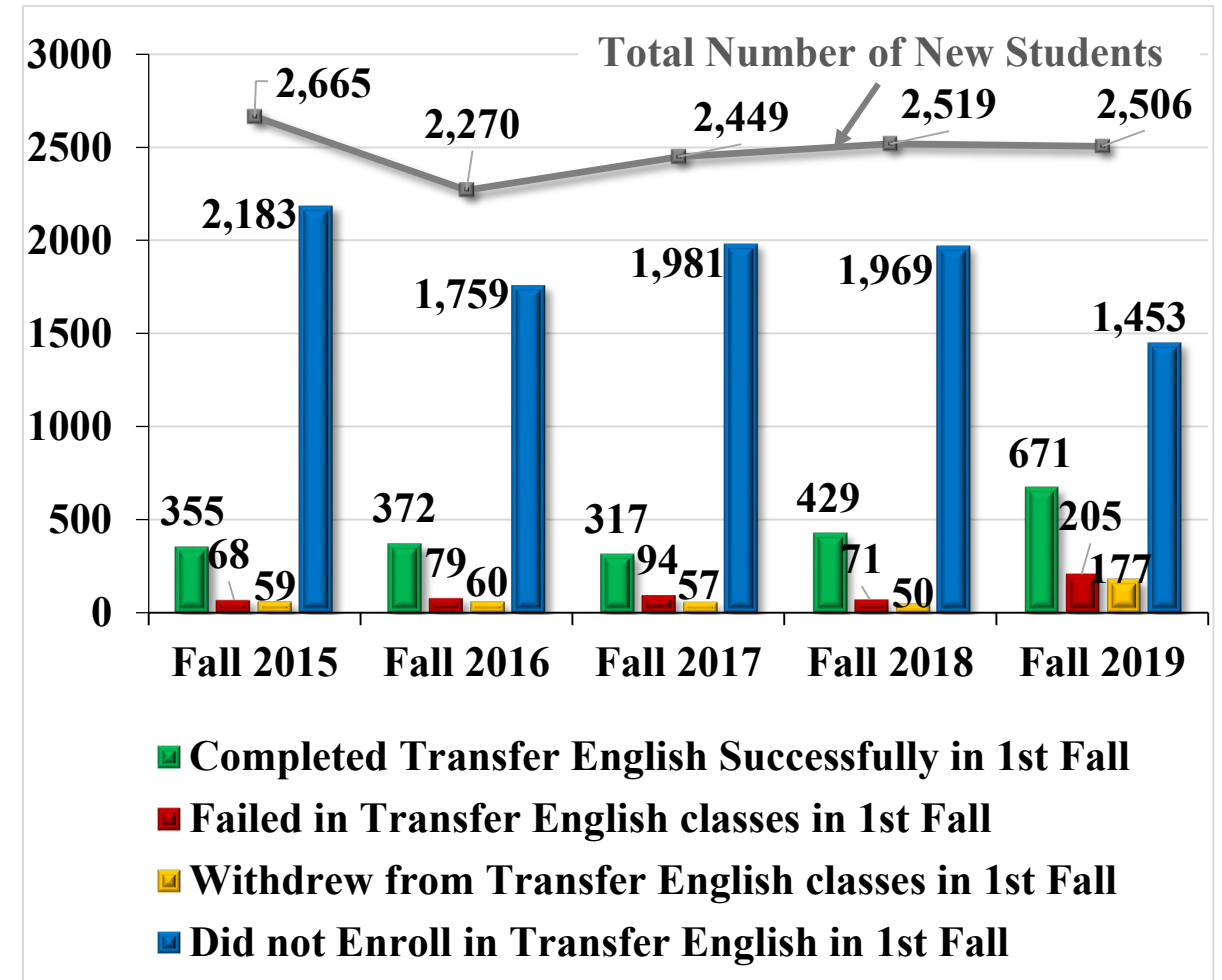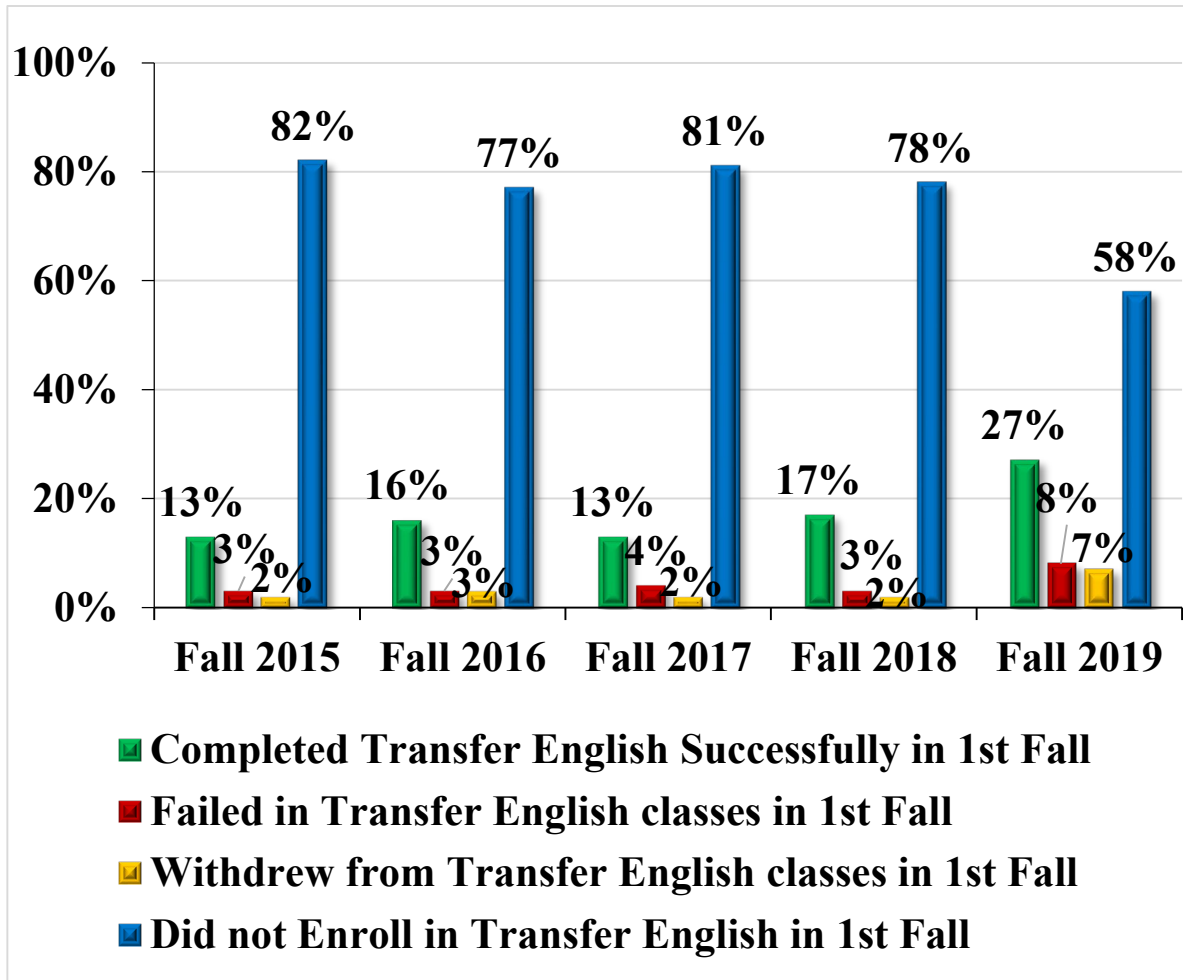
Internal Environment: Transfer Math Throughput Rate & Volume by First-Time College Students Higher with AB 705

*Source: Chabot – Las Positas CCD Institutional Research Dataset*

Internal Environment: Course Success Rates for All Students in First-Level Transfer English are lower for Latinx & Black Students in comparison to Asian-American, Filipino, and White Students

Source: Chabot – Las Positas CCD Institutional Research Dataset

Internal Environment: Course Success Rates for All Students in First-Level Transfer Math are lower for Latinx & Black Students in comparison to Asian-American, Filipino, and White Students

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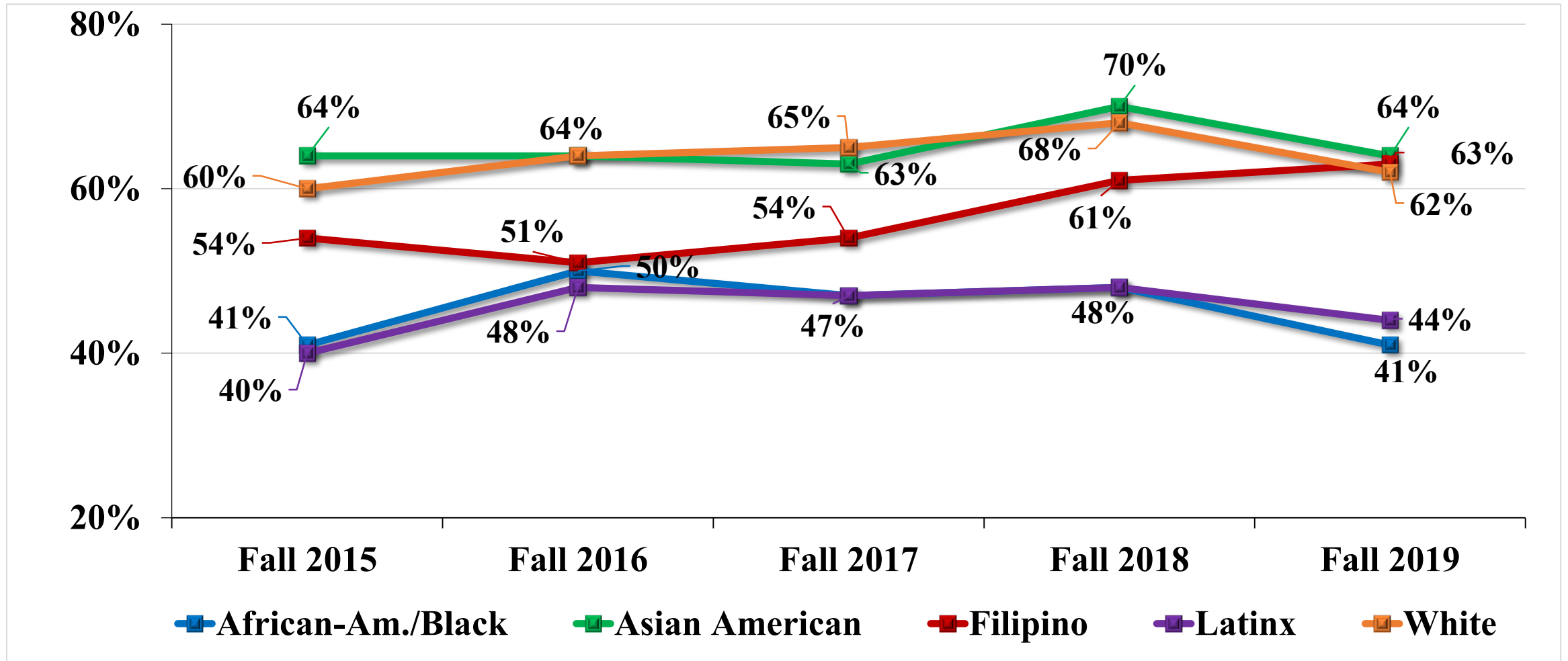
Student Outcomes: Lagging Indicators

Internal Environment: Degrees and Certificates Awarded

Chabot College		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees	AA/AS	669	659	710	643	709	690	606	694	750	831
	ADT				69	129	175	242	297	396	477
	Total	669	659	710	712	838	865	848	991	1,146	**1,308**
Certificates	Chancellor Approved Certificates	122	209	212	290	226	269	236	237	407	689
	Non-Chancellor Approved Certificates*	54	162	84	94	109	173	76	177	138	151
	Total	176	371	296	384	335	442	312	414	545	**840**

*At Chabot, these are sometimes referred to as Certificates of Proficiency.
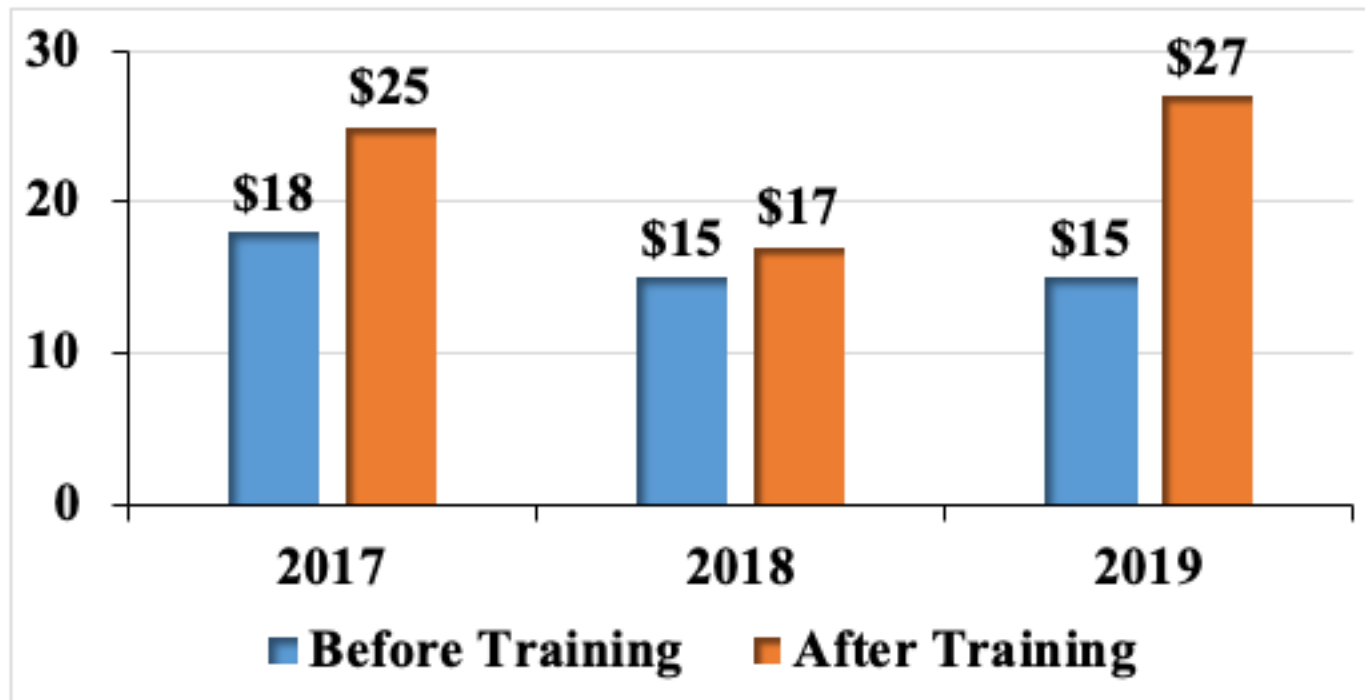*Source: Chabot – Las Positas CCD Institutional Research Dataset*

Internal Environment: Transfer Velocity (6-year rates) by Race-Ethnicity
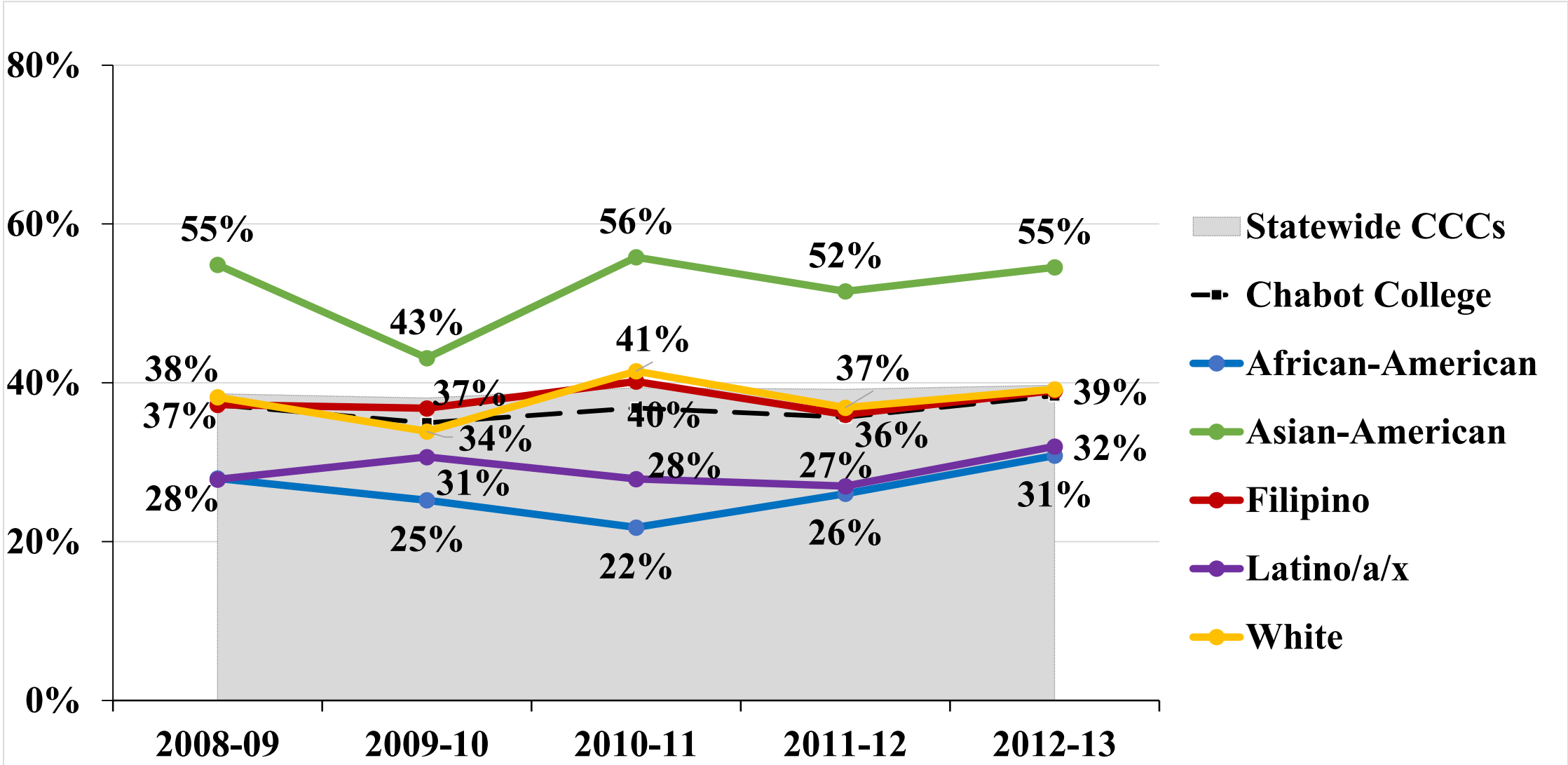
Source: CCCCO Datamart: https://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx

Internal Environment: Wage Gains and Jobs in Closely Related Field

Wage Gains Before and After Training

Percent of Students with Jobs Closely Related to Field of Study

Year	Chabot
2017	69.6%
2018	60.6%
2019	71.6%

Source: Career & Technical Education Employment Outcomes (CTEOS) Survey

Reflection Questions

Keeping our college mission*, the strategic plan objectives**, and your day-to-day work in mind:

1. **What ideas/data could you use in your planning for day-to-day work, specific discipline, department, service-area, or committee initiatives?**

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Breakout Room Instructions

- Step 1: Choose a "breakout" room to join based on your topic of interest

  1. AB 705 and Being Student Ready https://cccconfer.zoom.us/j/94792901701
  2. Population Changes and Community Demographics https://cccconfer.zoom.us/j/99862219854
  3. Contextual Factors (COVID-19, climate change, homelessness, BLM, etc.) https://cccconfer.zoom.us/j/98331039127
  4. Equitable Student Progress and Success: https://cccconfer.zoom.us/j/94237140228
  5. Jobs and the Economy: https://cccconfer.zoom.us/j/99370871399

- Step 2: Copy down the zoom address (in the chat) of the breakout room you want to join

- Step 3: Leave this zoom meeting and join a *new* zoom meeting (addresses listed above and in the chat) based on your topic interest

- Step 4: A colleague will help facilitate the conversation about this topic and take notes on a google form for the group, but you are also welcome/encouraged to submit your own ideas individually here: https://forms.gle/BBPMaN4Ssv9cWbBJ6.