

Chabot College

**Composition of the Student
Body by Racial/Ethnic Student
Group**

**Dr. Cynthia Gordon da Cruz
Office of Institutional Research**

Acknowledgements

- Thank you to Svetlana Tkachenko & Na Liu for their work on data querying and analysis!
- Thank you to Svetlana Tkachenko & Pravnoor Kaur for their work on data visualizations!

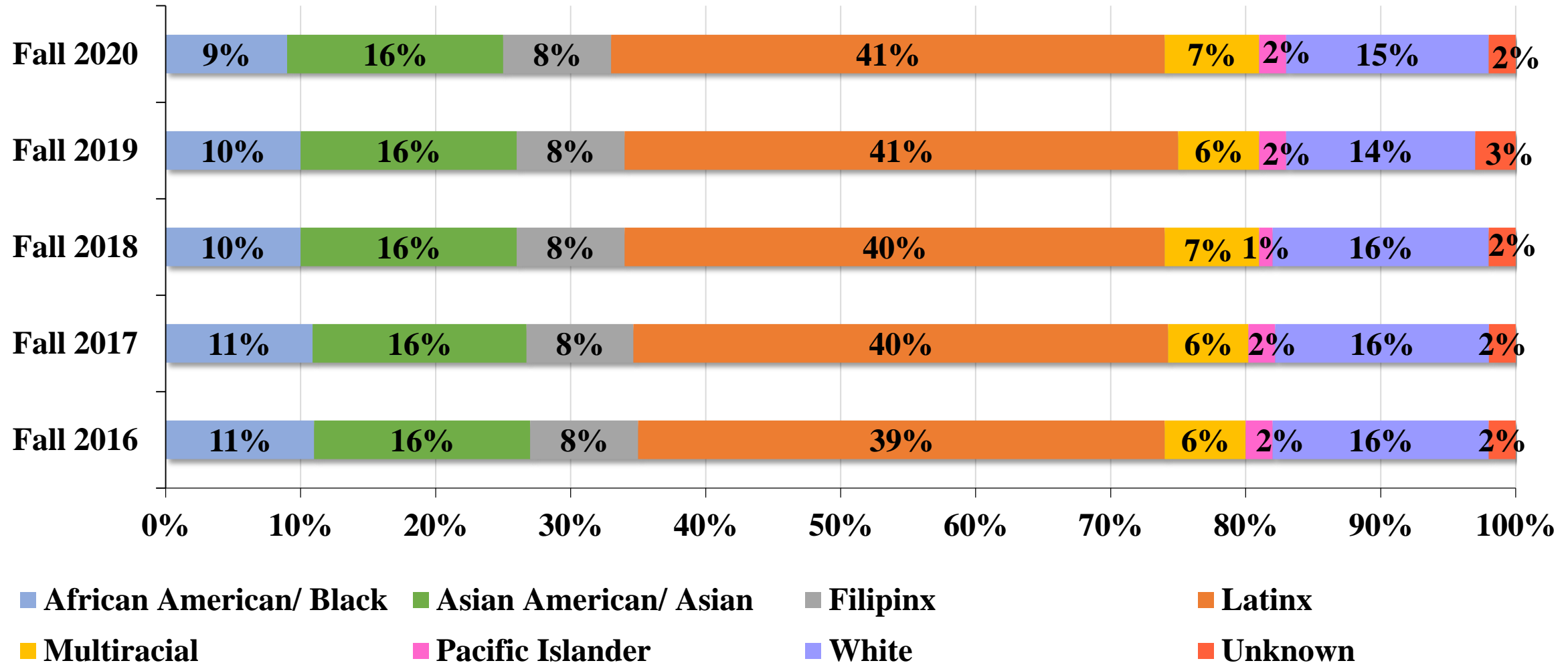
Outline

- **How has the racial and ethnic composition of the student body changed over the past five falls?**
 - Percentages by Race/Ethnicity based on Headcounts
- **In terms of headcounts, from Fall 2019 to Fall 2020, did we lose any racial/ethnic student groups at disproportionate rates?**
 - Fall to Fall *percentage change in headcounts*
 - Student groups with notable percentage changes considering size of change and population:
 - Latinx Students (for comparison as largest racial/ethnic group on campus)
 - African American/Black Students
 - White Students
 - Native American Students

Research Question # 1

How has the racial and ethnic composition of the student body changed over the past five falls?

Fall Headcounts by Race/ Ethnicity



Note: Native American Students are not displayed on the graph because their population is less than 0.5%.

Note: Race and ethnicity are reported according to state/federal guidelines which count students who check off Latinx and any other race or ethnicity as Latinx.

Fall Headcounts by Race/ Ethnicity

- What are the numbers behind the percentages?

	African American/ Black	Asian American/ Asian	Filipinx	Latinx	Multiracial	Pacific Islander	White
Fall 2016	1,579	2,299	1,123	5,578	891	230	2,358
Fall 2017	1,529	2,248	1,148	5,760	920	220	2,307
Fall 2018	1,436	2,331	1,164	5,860	948	213	2,281
Fall 2019	1,412	2,328	1,095	5,774	884	224	2,012
Fall 2020	1,142	2,095	1,047	5,322	887	200	1,968

Note: Race and ethnicity are reported according to state/federal guidelines which count students who check off Latinx and any other race or ethnicity as Latinx.

Research Question # 2

In terms of headcounts, from Fall 2019 to Fall 2020, did we lose any racial/ethnic student groups at disproportionate rates?

Special Thanks

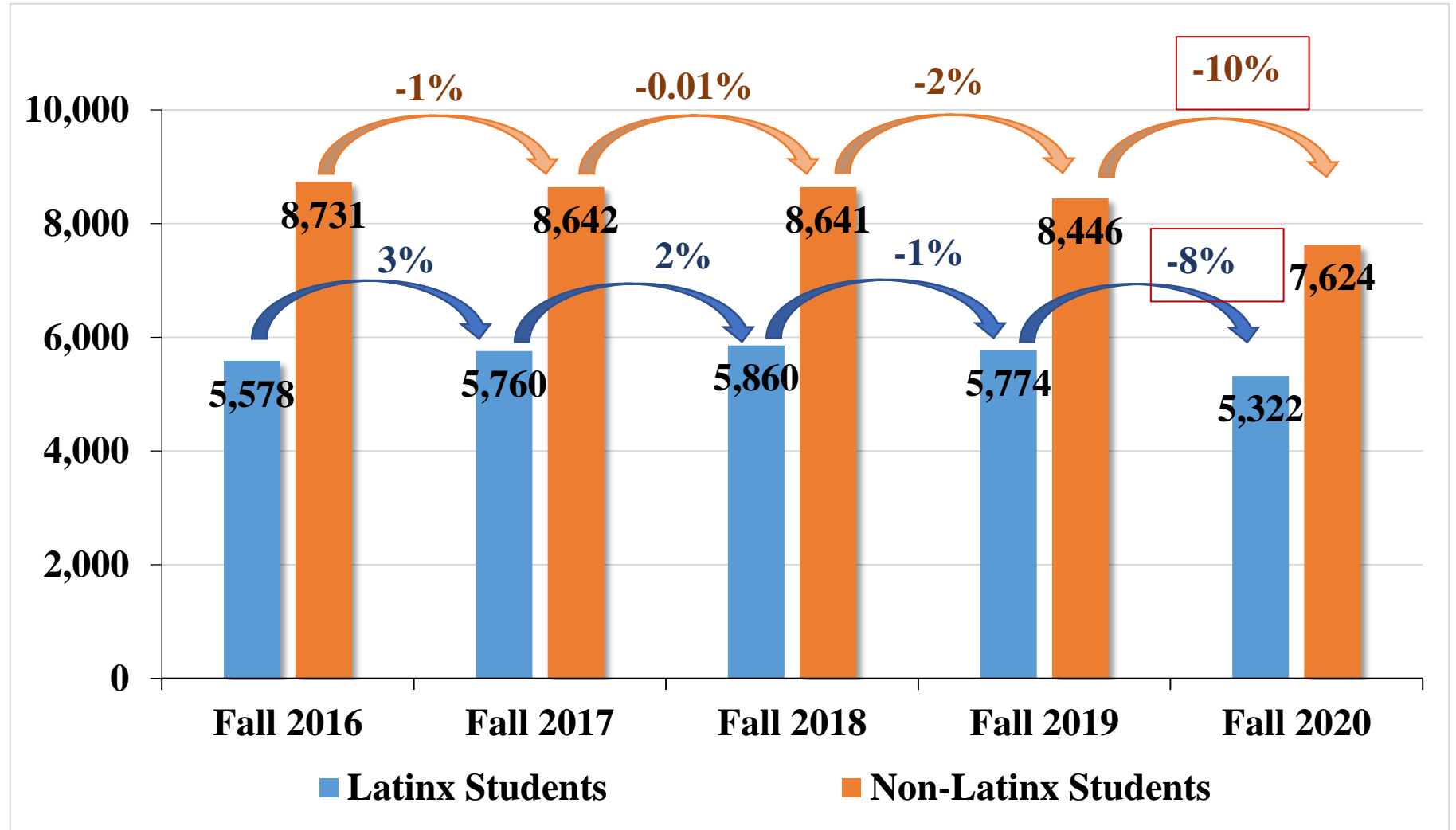


- To our part-time analyst **Svetlana Tkachenko** for designing a clear graph to illustrate percentage change.
- And to our student assistant **Pravnoor Kaur** for learning this new graphing method.

Fall Headcounts of Latinx Students in Comparison to All Other Students

FEDERAL WAY

Percentage Change		
	Latinx Students	Non-Latinx Students
F16 - F17	3%	-1%
F17 - F18	2%	-0.01%
F18 - F19	-1%	-2%
F19 - F20	-8%	-10%

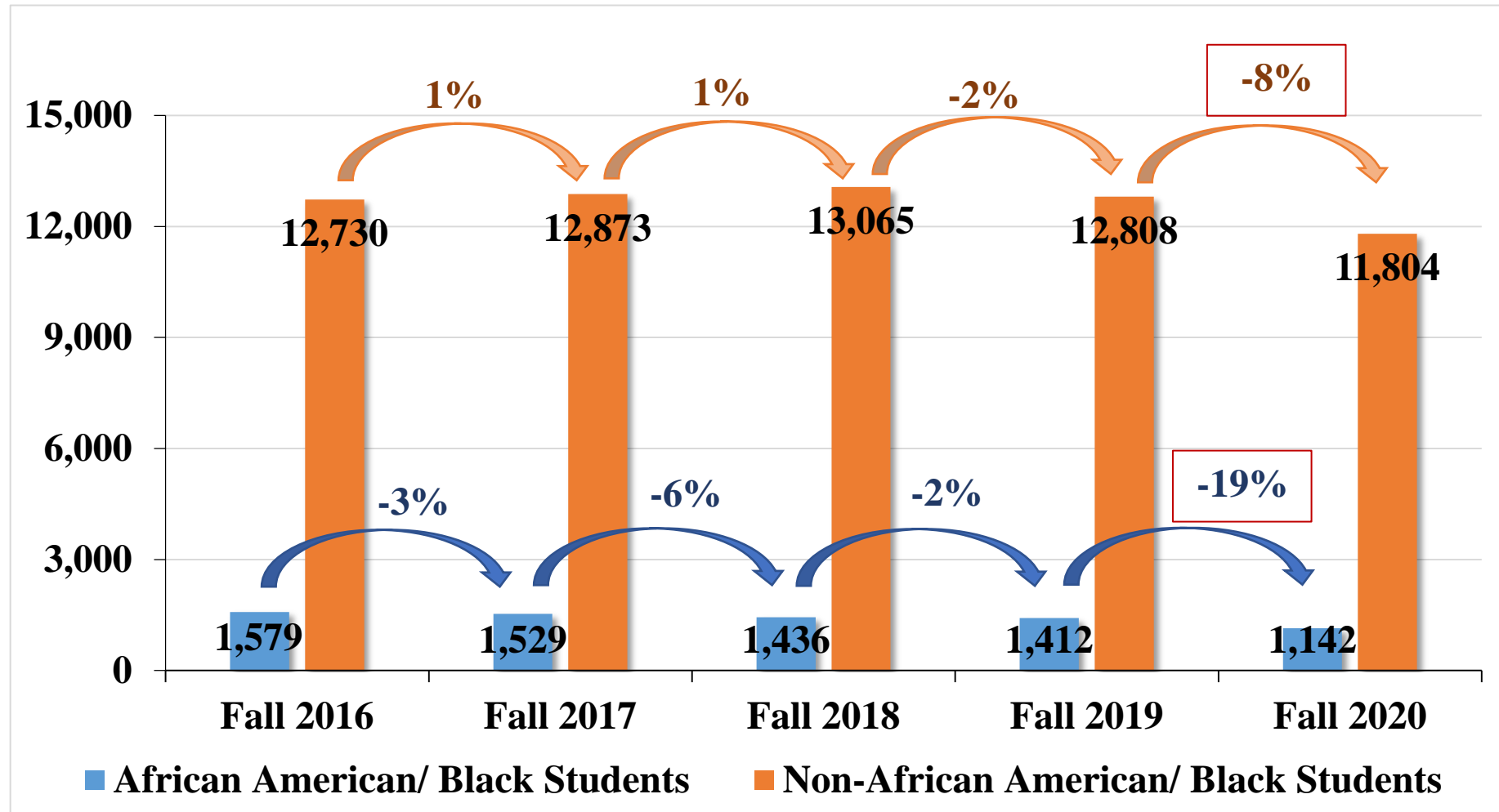


Note: Race and ethnicity are reported according to state/federal guidelines which count students who check off Latinx and any other race or ethnicity as Latinx.

Fall Headcounts of African American/ Black Students in Comparison to All Other Students

FEDERAL WAY

Percentage Change		
	African Am./ Black Students	Non-African Am./ Black Students
F16 - F17	-3%	1%
F17 - F18	-6%	1%
F18 - F19	-2%	-2%
F19 - F20	-19%	-8%

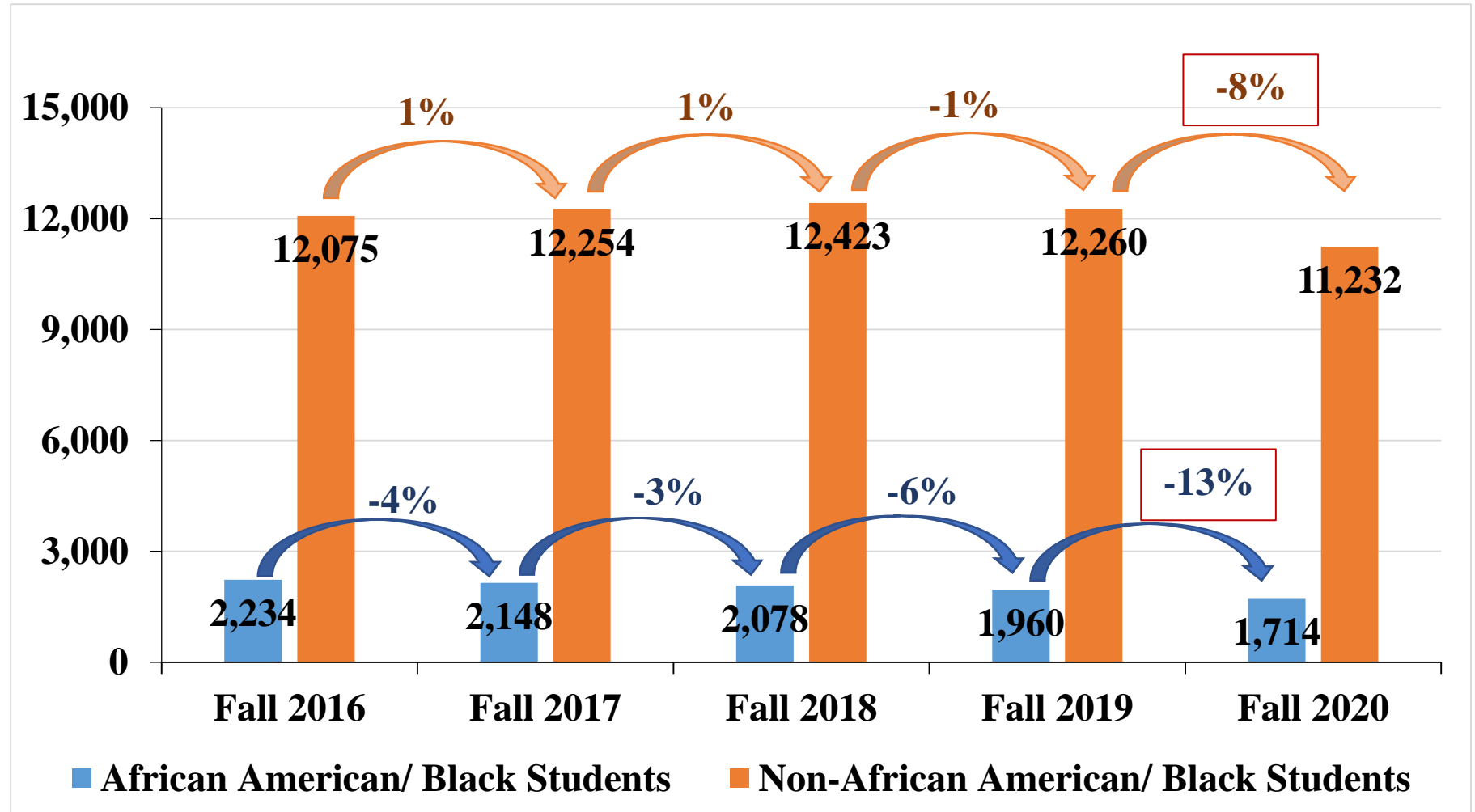


Note: Race and ethnicity are reported according to state/federal guidelines which count students who check off Latinx and any other race or ethnicity as Latinx.

Fall Headcounts of African American/ Black Students in Comparison to All Other Students

UMOJA WAY

Percentage Change		
	African Am./ Black Students	Non-African Am./ Black Students
F16 - F17	-4%	1%
F17 - F18	-3%	1%
F18 - F19	-6%	-1%
F19 - F20	-13%	-8%

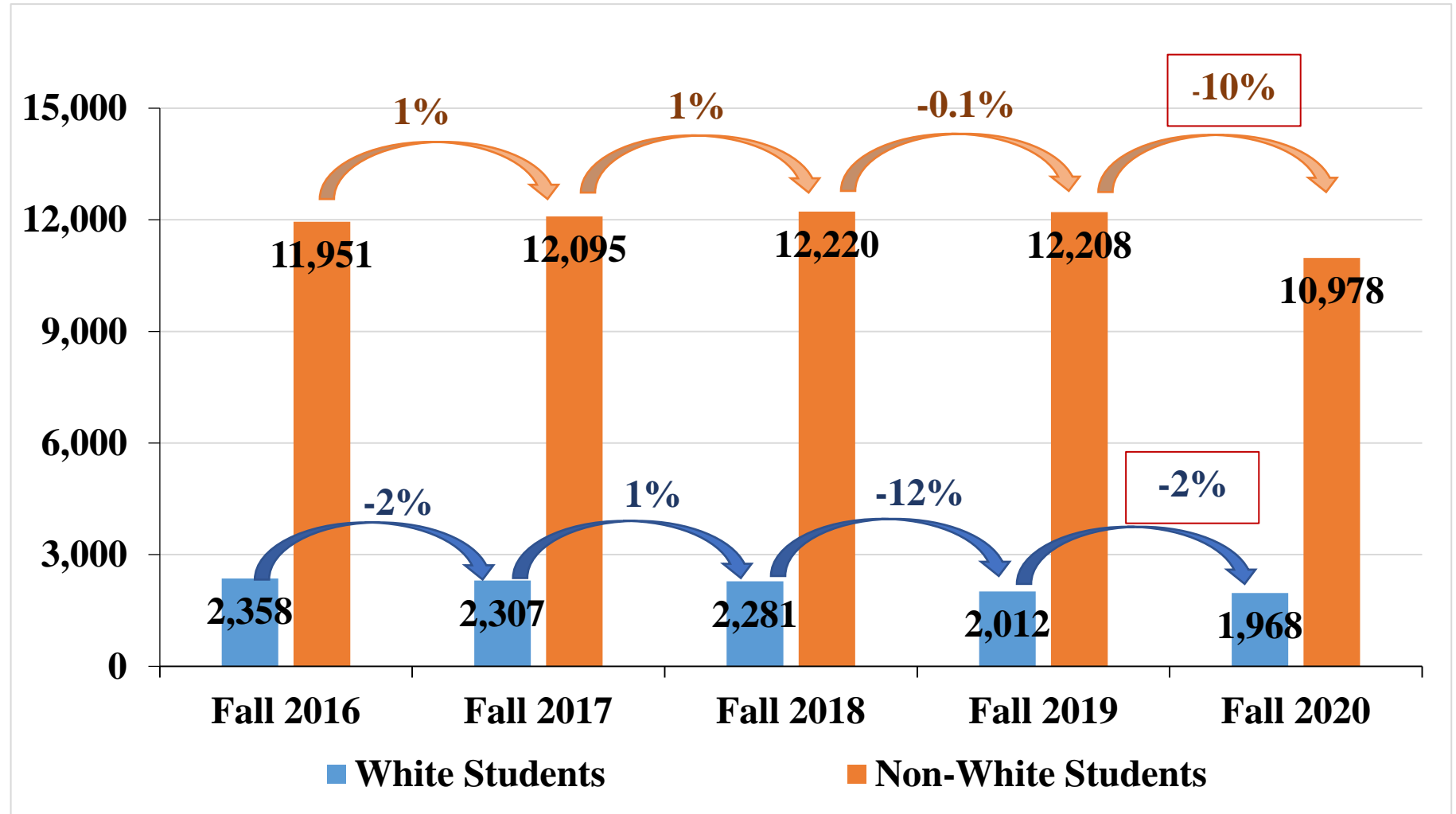


Note: All students who checked off “African American” are counted as African American students, regardless of whether they also checked off an additional race or ethnicity (i.e., the Umoja way).

Fall Headcounts of White Students in Comparison to All Other Students

FEDERAL WAY

Percentage Change		
	White Students	Non-White Students
F16 - F17	-2%	1%
F17 - F18	1%	1%
F18 - F19	-12%	-0.1%
F19 - F20	-2%	-10%

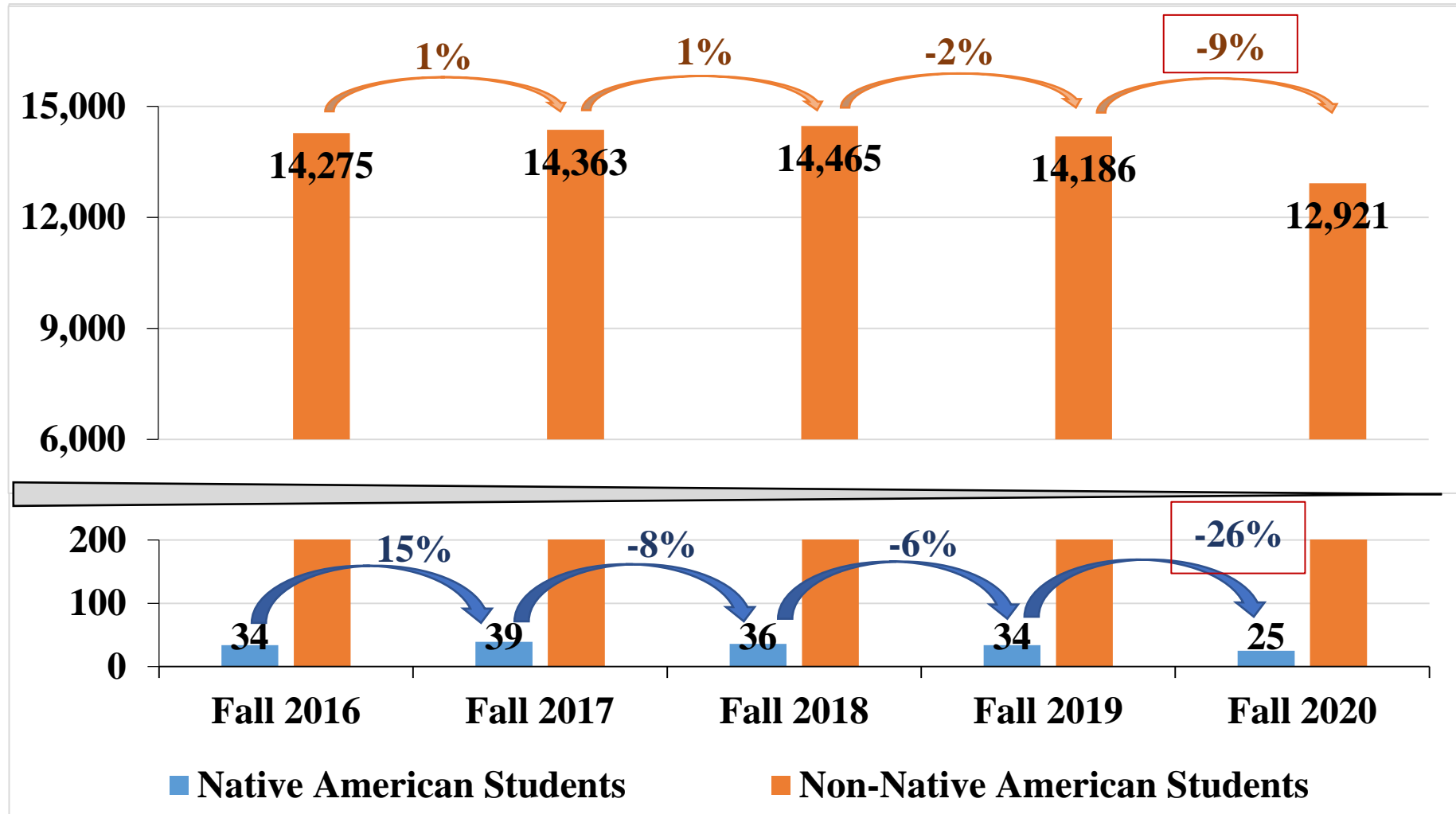


Note: Race and ethnicity are reported according to state/federal guidelines which count students who check off Latinx and any other race or ethnicity as Latinx.

Fall Headcounts of Native American Students in Comparison to All Other Students

FEDERAL WAY

Percentage Change		
	Native American Students	Non-Native American Students
F16 - F17	15%	1%
F17 - F18	-8%	1%
F18 - F19	-6%	-2%
F19 - F20	-26%	-9%



Note: Race and ethnicity are reported according to state/federal guidelines which count students who check off Latinx and any other race or ethnicity as Latinx.

Data on Remaining Racial/Ethnic Student Groups

Percentage Change		
	Asian American Students	Non-Asian American Students
F16 - F17	-2%	1%
F17 - F18	4%	0.1%
F18 - F19	-0.1%	-2%
F19 - F20	-10%	-9%

Percentage Change		
	Filipinx Students	Non-Filipinx Students
F16 - F17	2%	1%
F17 - F18	1%	1%
F18 - F19	-6%	-2%
F19 - F20	-4%	-9%

Percentage Change		
	Pacific Islander Students	Non-Pacific Islander Students
F16 - F17	-4%	1%
F17 - F18	-3%	1%
F18 - F19	5%	-2%
F19 - F20	-11%	-9%

Percentage Change		
	Multi-Racial Students	Non Multi-Racial Students
F16 - F17	3%	0.5%
F17 - F18	3%	1%
F18 - F19	-7%	-2%
F19 - F20	0.3%	-10%

Conclusions

1. **How has the racial and ethnic composition of the student body changed over the past five falls?**
 - The percentages of each racial ethnic student group's make-up of the total student body have remained *roughly* stable.
 - However, **Latinx** students are showing a slow overall **increase** in their percentage of the student body and **African-American/Black** students are showing a slow overall **decrease** in their percentage of the student body.

Conclusions

2. In terms of headcounts, from Fall 2019 to Fall 2020, did we lose any racial/ethnic student groups at disproportionate rates?

- Yes. In Fall 2020, regardless of whether we count Black students the federal or Umoja way, we lost more Black students than non-Black students (Federal Way: percentage changes of -19% versus -8% and Umoja Way: percentage changes of -13% versus -8%).
- Possibly. In Fall 2020, we lost more Native American students (-26%) than non-Native American students (-9%). **Note: this is a very small population, so percentage change should be interpreted with caution. For groups of around 30, the difference in rates needs to be about 18% or more to be "counted" as a disproportionately impacted (DI) group. The difference for Native American students versus non-Native American students is 17 percentage points.*