



**Chabot College**

**Faculty Prioritization  
Committee: IR Data  
Presentation**

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Office of Institutional Research**

# Acknowledgements

- Thank you to Indra L. Joe & Na Liu for their work on data querying, analysis and visualizations!
  - Thank you to Indra Joe for the Tableau Dashboard
  - Thank you to Na Liu for the FTEF handout
  - Thank you to Svetlana Tkachenko, our former part-time analyst, who did many of the visualizations for the ISER and Environmental Scan

# Outline

- **Brief History of the Faculty Prioritization Request to IR**
- **Data the IR Office Produces to Support the Faculty Prioritization Committee**
  - **Tableau Dashboards**
  - **Handout**
- **Strategic Plan/Educational Master Plan/ISER Data Update**
- **Data Available from Fall 2020 and Fall 2021 PAR**

# Brief History of FPC Research Presentation Request to IR

- FPC's ask: Present an update on the Strategic Plan Goal.
  - Historic: "Increase the number of students who achieve their educational goal in a reasonable time and ensure equitable outcomes among student groups"
  - Current: "We will provide student-ready college services and academic programs to improve educational equity and to increase the number of students who reach progress milestones, and identify and achieve their educational goals."
- [PPT on Strategic Plan Goal Progress](#): a LOT of data points about student outcomes and disaggregation to analyze equity impacts
  - Students were previously split into groups to track based on English-level placement
  - Educational Master Plan Developed
    - Relationship between EMP and SP
  - Data for the Introduction to the ISER Developed
  - What data should I present this year to the FPC?

# Fall 2021 Faculty Prioritization Committee Data Presentation

- Enrollment Management Data
- Fall 2021: Key data points across SP/EMP/ISER
- PAR Analysis Data: Fall 2020 and Fall 2021
- As we present...
  - **Reflection Question: What data points are most helpful to assist you in thinking with your all-college-hat in order to vote on faculty prioritization?**

# Data the IR Office Produces to Support the FPC

- What the FPC has asked IR to Produce
  - [Tableau Dashboard for Enrollment Management Data](#): Fall 2018 to Spring 2021
    - % Fill Rate of Each Discipline
    - FTES generated by Each Discipline
  - Handout: [Total Full-Time Equivalent Faculty \(FTEF\) from Full-Time \(FT\) Faculty](#)
- What these two data sources do not include...
  - A lot!

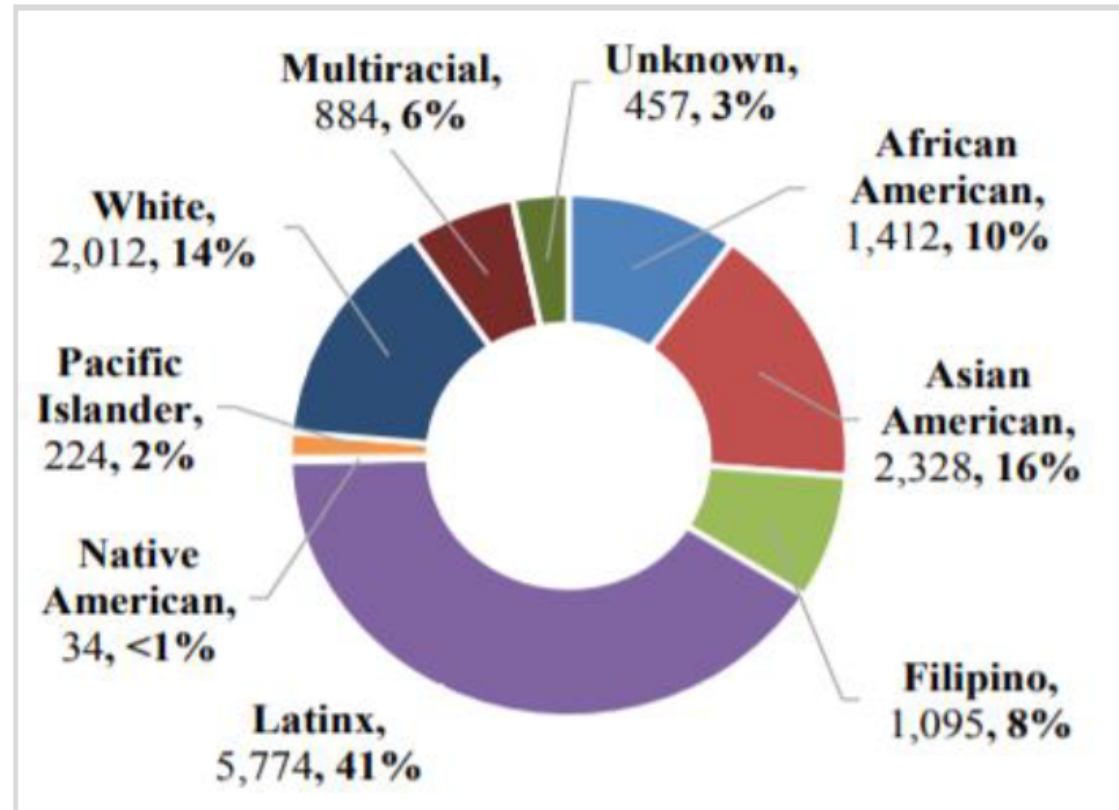
# MISSION CRITICAL PRIORITY #1

- Equity: Prioritizing equity for Black, Latino/a/x, and other disproportionately impacted students and employees.
  - Data for Today
    - Who we serve
    - [Campus Climate, Diversity, and Equity Handout](#)
    - Included in other mission critical priority analysis when we break down by socio-demographic groups like race and ethnicity

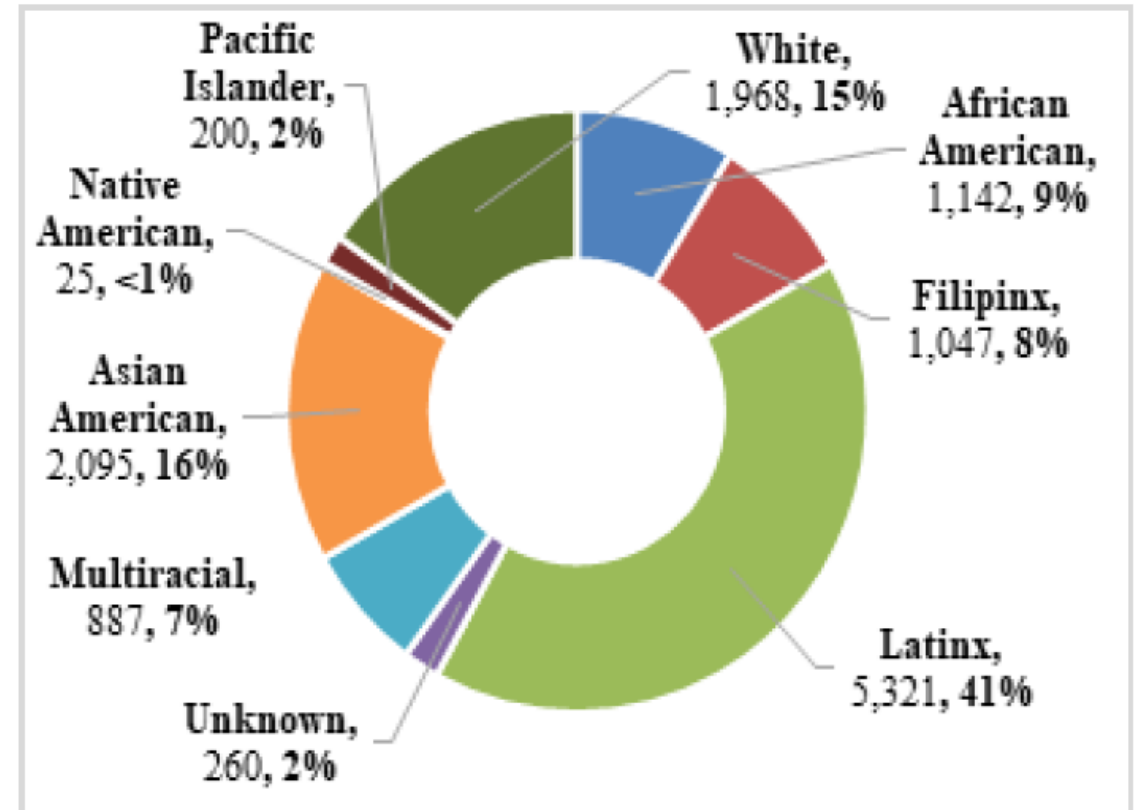
# Student Characteristics: Race/Ethnicity

Figure A-21. Chabot Students' Race/Ethnicity in Fall 2019 and Fall 2020

*Fall 2019*



*Fall 2020*



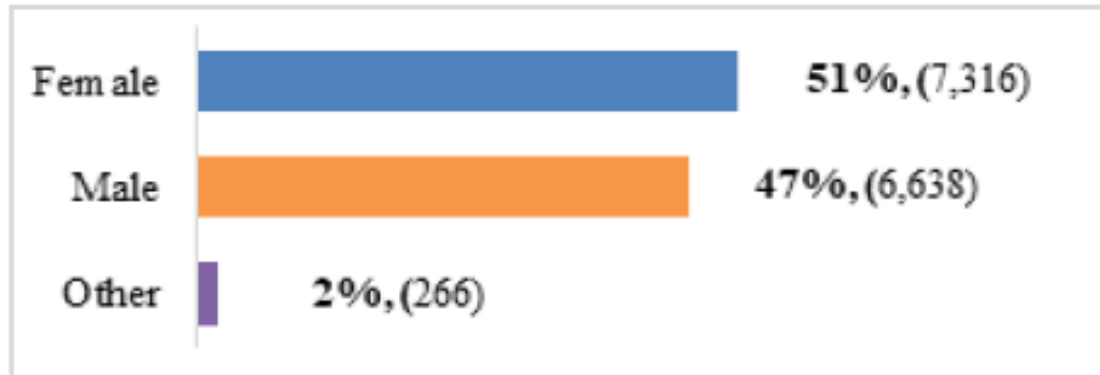
Source: Chabot-Las Positas Institutional Research Database



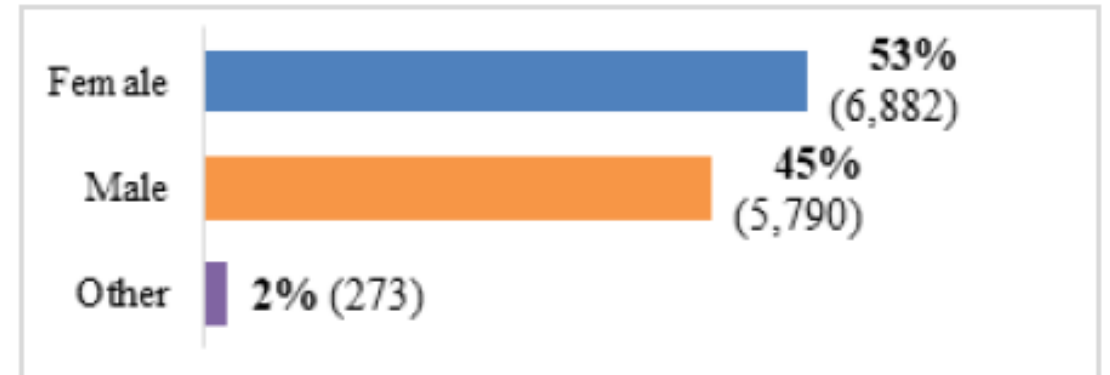
# Student Characteristics: Gender

**Figure A-22. Chabot Students' Gender in Fall 2019 and Fall 2020**

## Fall 2019



## Fall 2020



*Source: Chabot-Las Positas Institutional Research Dataset*

# Student Characteristics: Educational Goals

**Figure A-25. Educational Goal in Fall 2019 and Fall 2020**

## Fall 2019

<u>Transfer (with/without AA/AS)</u>	<u>7,645</u>	<u>54%</u>
<u>AA/AS Degree Only</u>	<u>1,098</u>	<u>8%</u>
<u>Occupational certificate or job training</u>	<u>2,313</u>	<u>16%</u>
<u>Personal development</u>	<u>1,025</u>	<u>7%</u>
<u>Undecided</u>	<u>1,639</u>	<u>12%</u>
<u>Other/Unknown</u>	<u>500</u>	<u>4%</u>

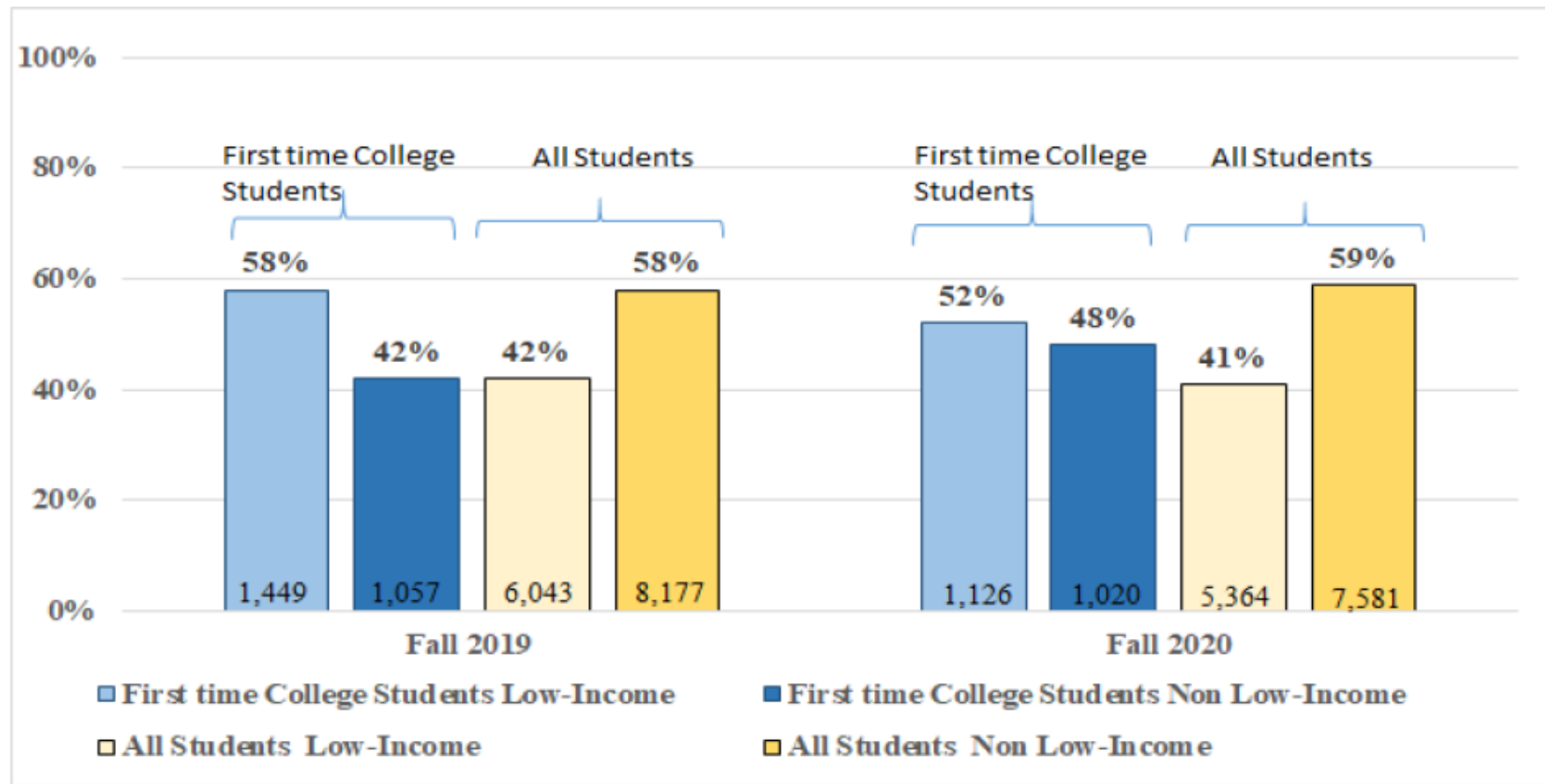
## Fall 2020

<u>Transfer (with/without AA/AS)</u>	<u>7,064</u>	<u>55%</u>
<u>AA/AS Degree only</u>	<u>1,005</u>	<u>8%</u>
<u>Occupational certificate or job training</u>	<u>2,190</u>	<u>17%</u>
<u>Personal development</u>	<u>818</u>	<u>6%</u>
<u>Undecided</u>	<u>1,415</u>	<u>11%</u>
<u>Other / Unknown</u>	<u>453</u>	<u>3%</u>

*Source: Chabot-Las Positas Institutional Research Dataset*

# Student Characteristics: Economic Status

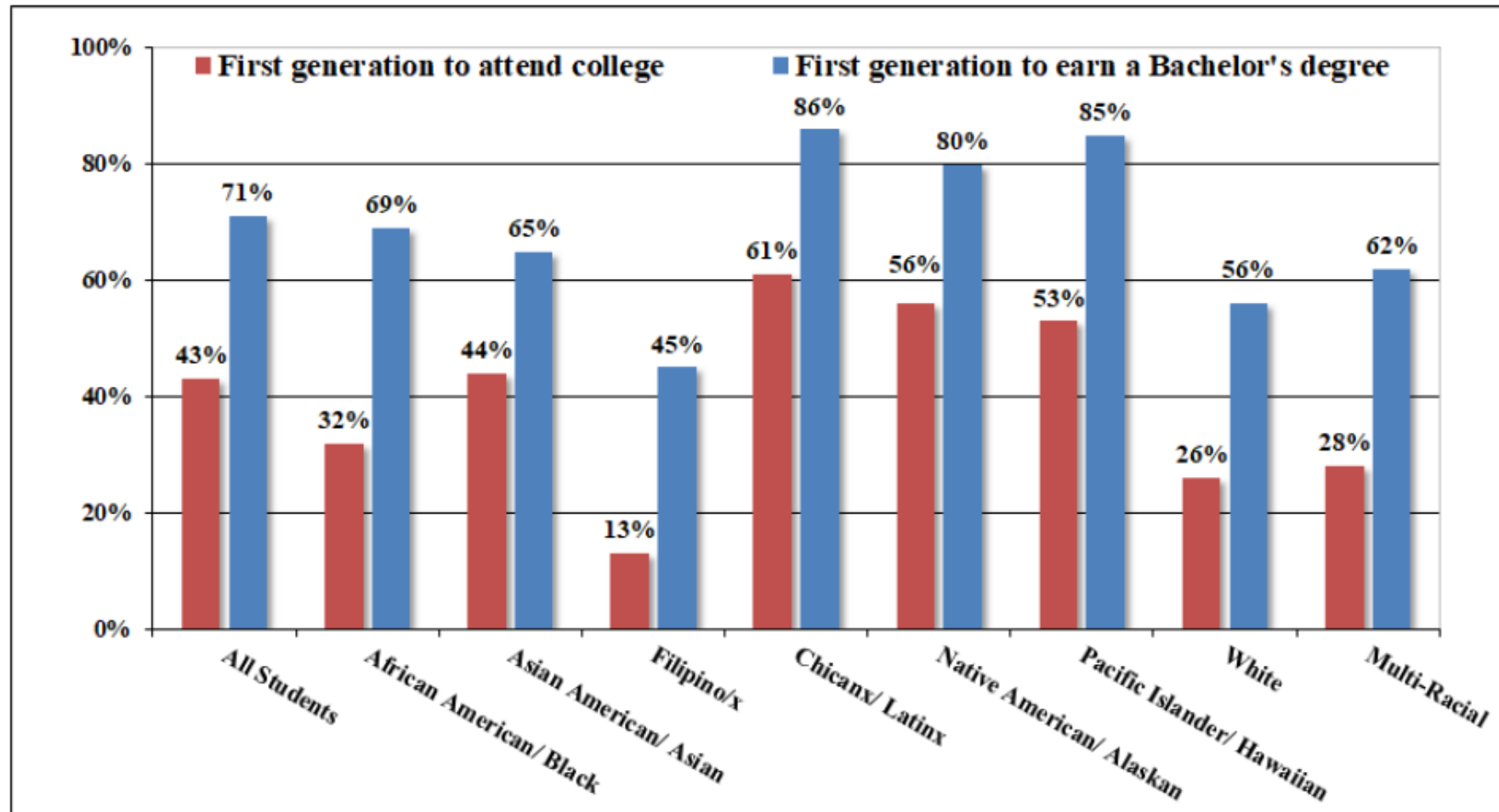
**Figure A-26. Economic Status of Chabot First-Time and All Students, Fall 2019 and Fall 2020**



Source: Chabot-Las Positas Institutional Research Dataset

# Student Characteristics: First-Generation Status

**Figure A-29. Percentage of First-Generation College Students at Chabot by Race/Ethnicity, Fall 2020**



Source: Chabot-Las Positas Community College District Institutional Research Dataset

\*Due to small numbers of Native American students attending Chabot, the percentage of first generation Native American/Alaska Native students varies year over year.

# MISSION CRITICAL PRIORITY #1

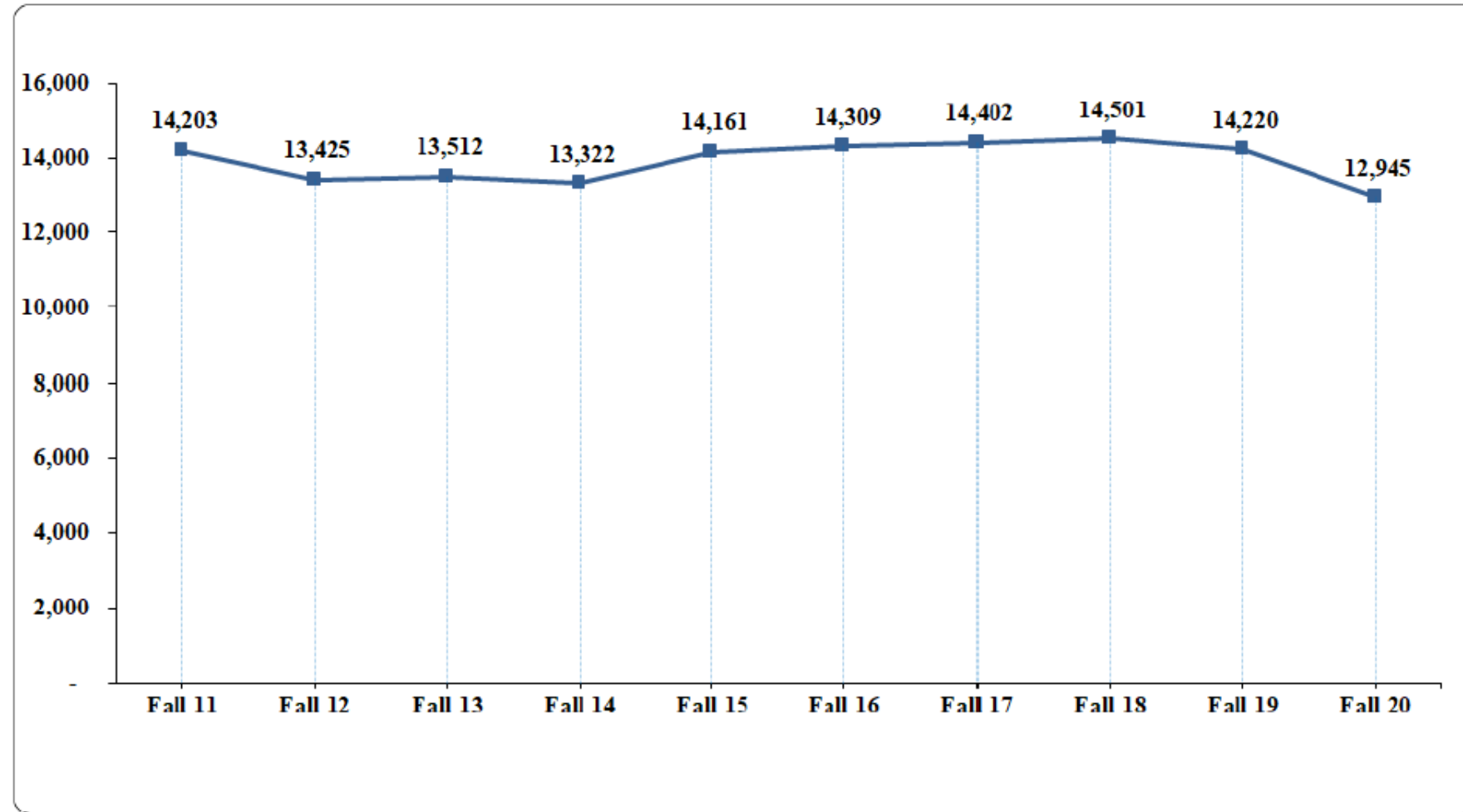
- Reminders:
  - [Campus Climate, Diversity, and Equity Handout](#)
  - Included in other mission critical priority analysis when we break down by socio-demographic groups like race and ethnicity

## MISSION CRITICAL PRIORITY #2 Access

- Removing barriers, from application through enrollment, and expanding opportunities for a strong start at Chabot College.
- Residents from the community will choose Chabot College as their pathway to higher education and viable career options.
- Data for Today:
  - Headcount
  - Access: Percentage of those who Apply who then Enroll
  - Persistence

# Student Characteristics: Enrollment Headcount

**Figure A-16. Chabot Headcount, Fall 2011–Fall 2020**



*Source: Chabot-Las Positas Community College District Institutional Research Dataset*

# Access: Percentage of those who Apply who then Enroll

**Figure A-19. Chabot Access/Enrollment Rates by Race/Ethnicity, Fall 2016–Fall 2020**

Chabot College	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African American	35%	38%	37%	37%	33%
Asian American	34%	38%	40%	42%	36%
Filipinx	43%	46%	41%	43%	44%
Latinx	43%	47%	45%	44%	41%
Native American and Alaska Native*	39%	40%	27%	50%	22%
Pacific Islander	36%	29%	39%	38%	34%
White	36%	26%	33%	44%	19%
Multiracial	40%	42%	39%	40%	42%
Unknown	6%	9%	38%	36%	15%
<b>Overall Enrollment Rate</b>	<b>37%</b>	<b>38%</b>	<b>40%</b>	<b>42%</b>	<b>33%</b>

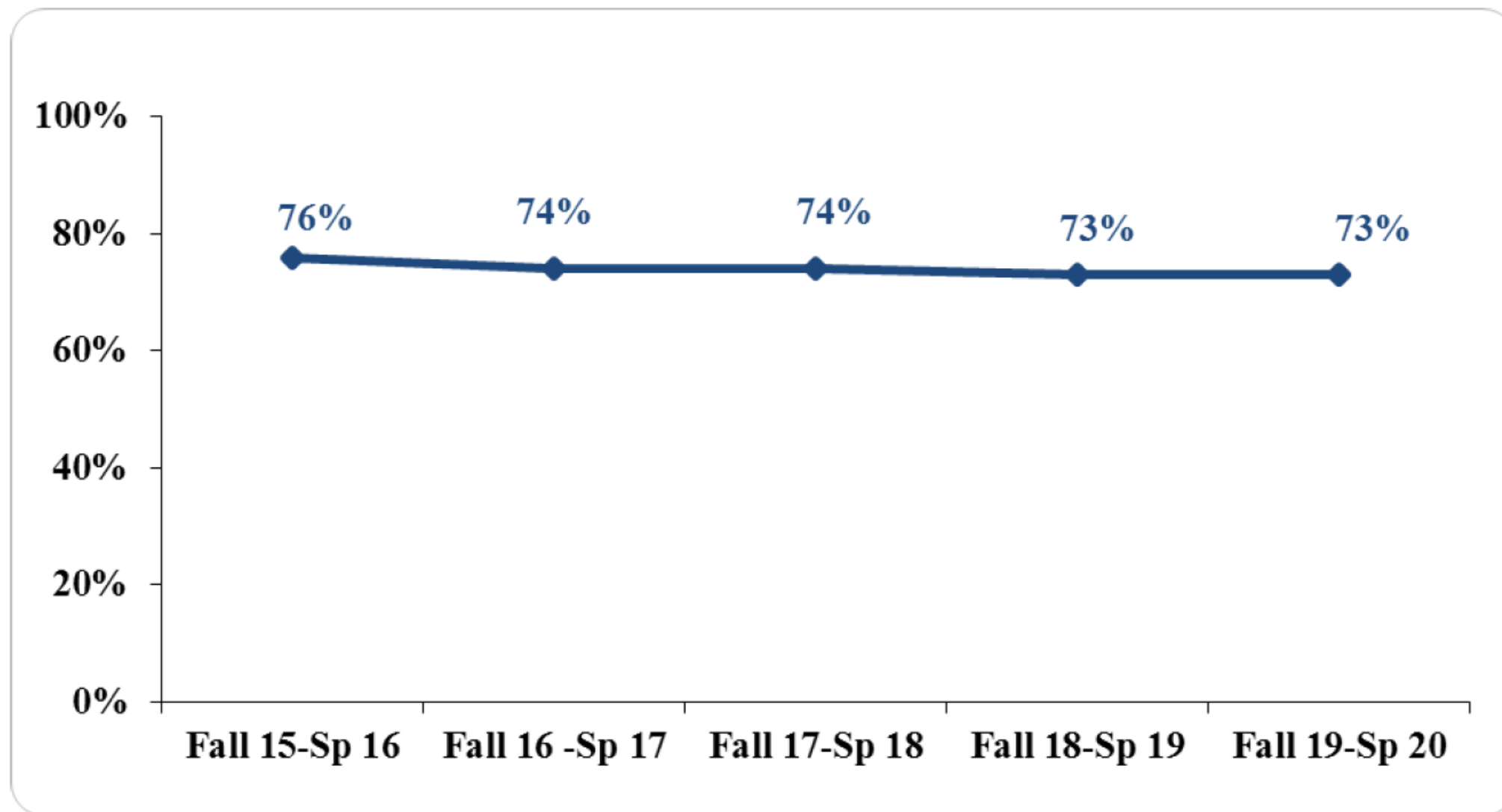
Source: Chabot-Las Positas Community College District Institutional Research Dataset

\*For Native American/Alaska Native students, we would anticipate more fluctuation in enrollment rates due to the smaller group size of students who applied to Chabot (26 to 63 applicants yearly) over the five-year period.



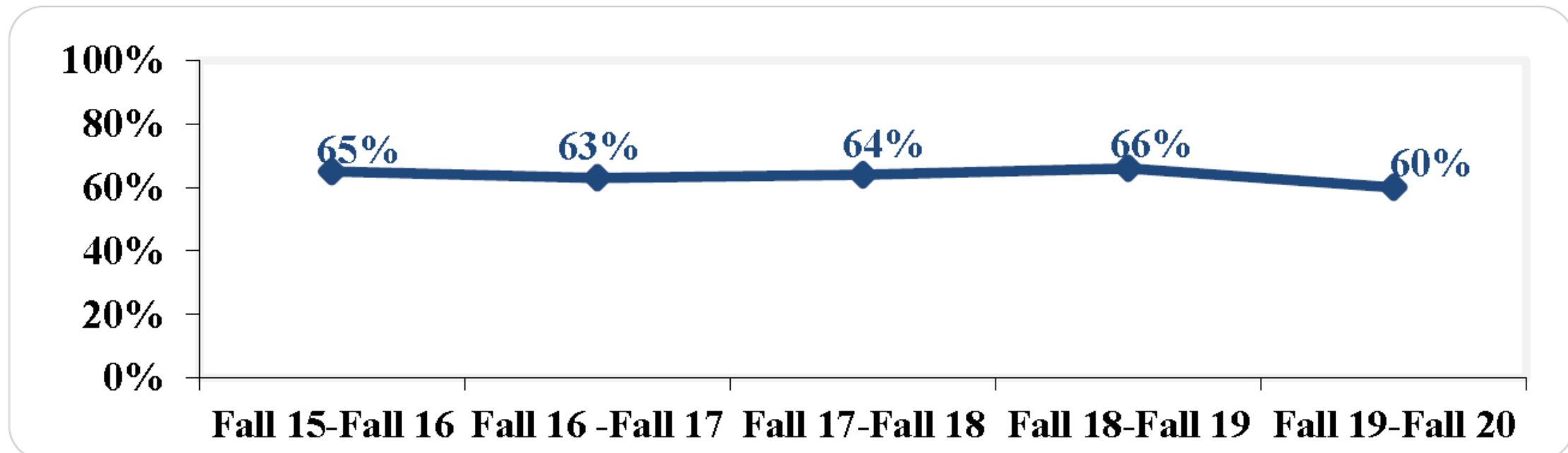
# Persistence

**Figure B-8. Fall to Spring Persistence Rates of New Students, Fall 2015–Spring 2016 Through Fall 2019–Spring 2020**



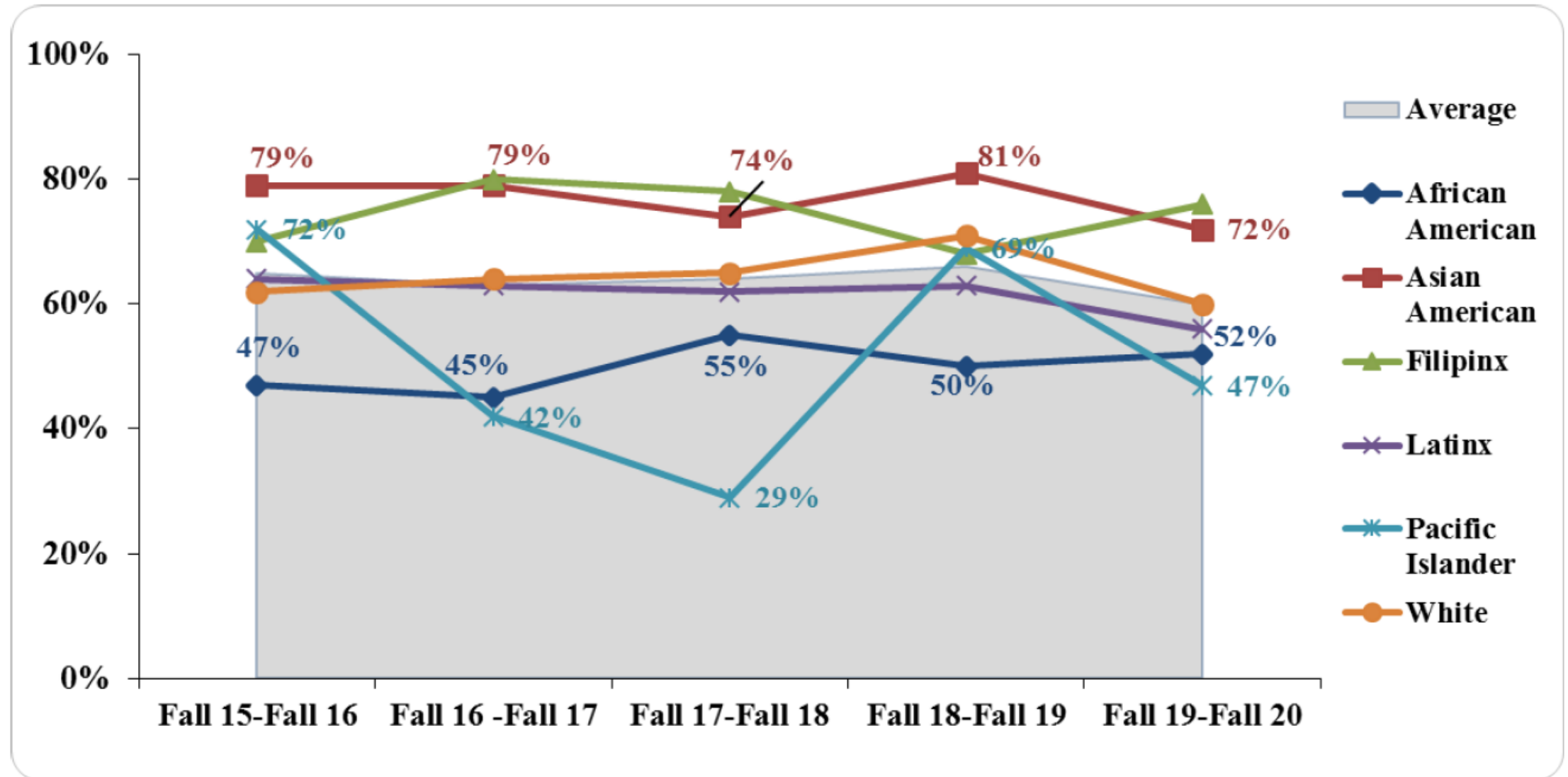
# Persistence

**Figure B-10. Fall-to-Fall Persistence Rates of New Students With Degree/Transfer Educational Goals, Fall 2015–Fall 2020**



# Fall-to-Fall Persistence by Race Ethnicity

**B-11. New Students With Degree/Transfer Educational Goals Disaggregated by Race/Ethnicity, Fall 2015–Fall 2020**



# MISSION CRITICAL PRIORITY #3: Critical Pedagogy and Praxis

- Engaging in teaching and learning aimed at developing content knowledge, critical thinking, and skills development.
- Students gain the knowledge, skills, and abilities needed to thrive in continued education, the workforce, and in serving the community.
- Data for Today:
  - Enrollments and Success Rates in Distance Education
  - Course Success Rates (by race/ethnicity)
  - Transfer-Level English and Math Enrollments and Throughputs

# Enrollments in Distance Education

**Figure A-20. Enrollments in Distance Education by Race/Ethnicity, Fall 2016–Fall 2020**

<b>Chabot College</b>	<b>Fall 2016</b>		<b>Fall 2017</b>		<b>Fall 2018</b>		<b>Fall 2019</b>		<b>Fall 2020*</b>	
<b>Modality (total enrollments)</b>	<b>Online (5,301)</b>	<b>Face-to- Face (30,620)</b>	<b>Online (5,896)</b>	<b>Face-to- Face (29,219)</b>	<b>Online (7,161)</b>	<b>Face-to- Face (27,478)</b>	<b>Online (8,200)</b>	<b>Face-to- Face (26,301)</b>	<b>Online (28,442)</b>	<b>Face- to-Face (2,420)</b>
African American	18%	78%	20%	74%	26%	70%	28%	67%	91%	7%
Asian American	16%	81%	17%	78%	21%	75%	24%	71%	92%	3%
Filipinx	14%	83%	15%	81%	17%	79%	21%	74%	93%	2%
Latinx	12%	86%	13%	82%	17%	79%	20%	76%	88%	7%
Native American/Alaska Native*	15%	78%	16%	81%	22%	75%	12%	86%	73%	16%
Pacific Islander	17%	80%	20%	75%	26%	70%	28%	65%	92%	5%
White	16%	80%	19%	77%	22%	74%	25%	70%	78%	15%
Multiracial	16%	81%	18%	79%	23%	72%	27%	68%	89%	7%
Unknown	13%	84%	9%	88%	14%	82%	17%	80%	59%	32%
<b>Overall Enrollments</b>	14%	83%	16%	79%	20%	76%	23%	73%	88%	7%

*Source: Chabot-Las Positas Community College District Institutional Research Dataset*

*\*Note: Percentages do not add to 100% because enrollments in hybrid classes are not displayed.*

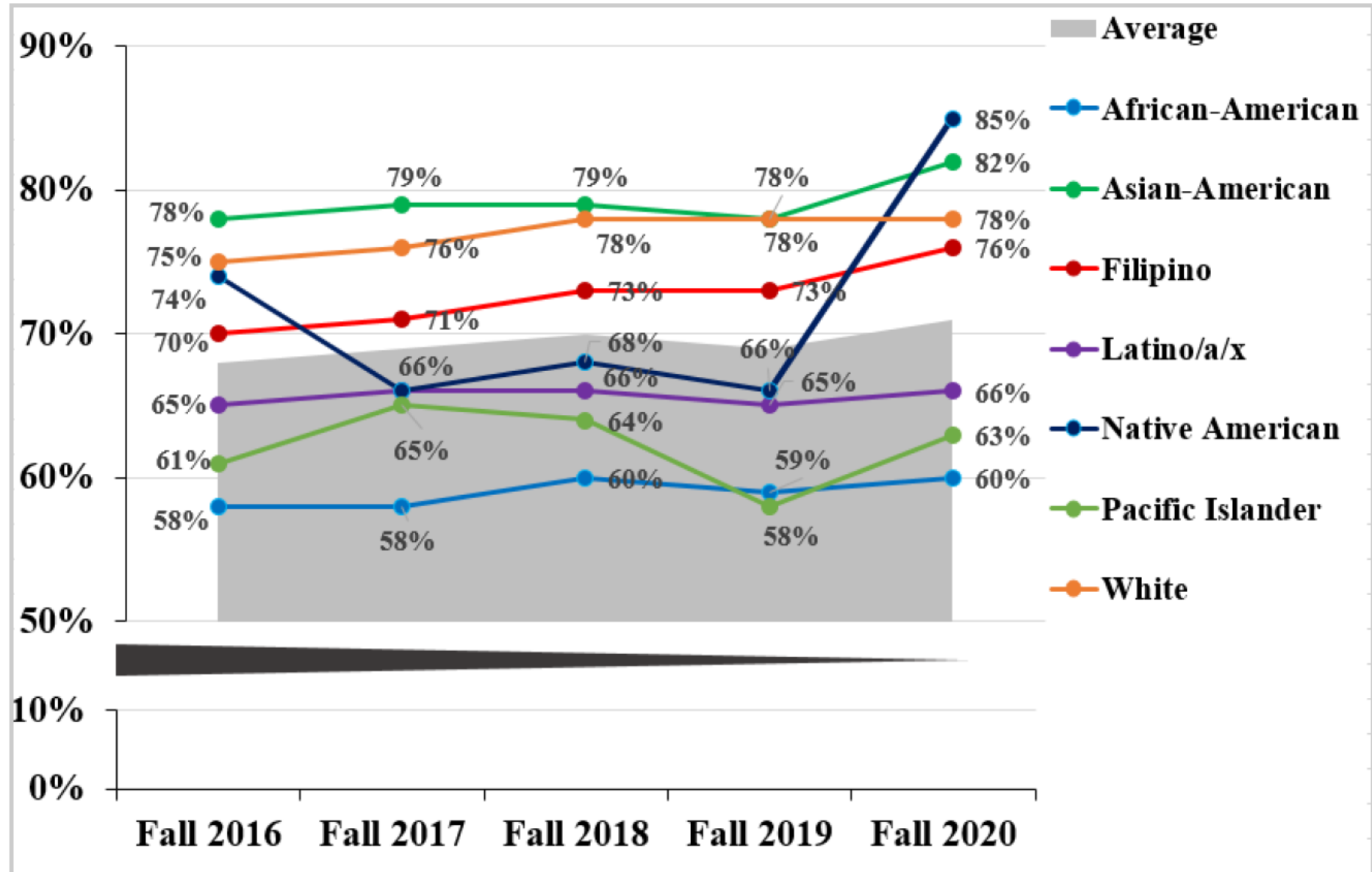
# Success Rates in Distance Education

**Success Rates in Online and Face-to-Face Classes by Race/Ethnicity, Fall 2016-Fall 2020**

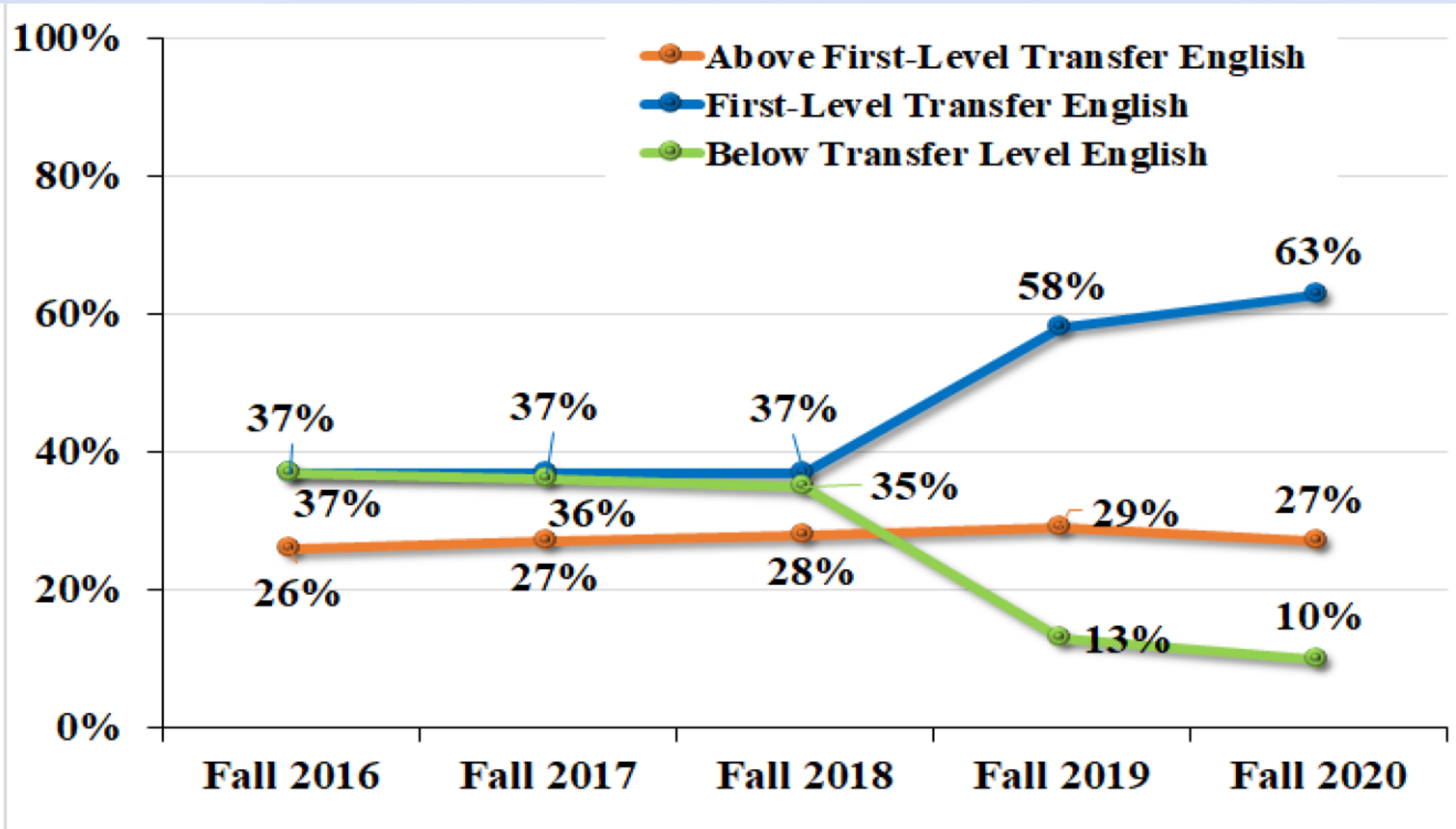
<b>Chabot College</b>	<b>Fall 2016</b>		<b>Fall 2017</b>		<b>Fall 2018</b>		<b>Fall 2019</b>		<i>Fall 2020**</i>	
<b>Modality (Total)</b>	<b>Online (5,301)</b>	<b>Face-to-Face (30,620)</b>	<b>Online (5,896)</b>	<b>Face-to-Face (29,219)</b>	<b>Online (7,161)</b>	<b>Face-to-Face (27,478)</b>	<b>Online (8,200)</b>	<b>Face-to-Face (26,301)</b>	<i>Online (28,229)</i>	<i>Face-to-Face (2,312)</i>
African American	49%	60%	51%	60%	54%	63%	55%	62%	58%	89%
Asian American	76%	78%	79%	78%	80%	79%	80%	77%	81%	96%
Filipinx	60%	72%	68%	72%	73%	74%	73%	74%	75%	93%
Latinx	58%	66%	59%	67%	60%	68%	62%	66%	63%	94%
Native American/Alaska Native*	42%	80%	60%	66%	50%	73%	50%	68%	83%	100%
Pacific Islander	50%	64%	56%	67%	65%	65%	51%	61%	61%	85%
White	69%	76%	72%	78%	76%	79%	73%	80%	74%	98%
Multiracial	54%	68%	55%	68%	60%	73%	69%	70%	65%	93%
Unknown	72%	68%	82%	85%	62%	80%	58%	76%	68%	98%
<b>Overall Success Rate</b>	61%	69%	64%	70%	66%	72%	67%	70%	68%	95%

# Course Success Rates by Race/Ethnicity

Figure B-2. Course Success Rates by Race/Ethnicity, Fall 2016–Fall 2020



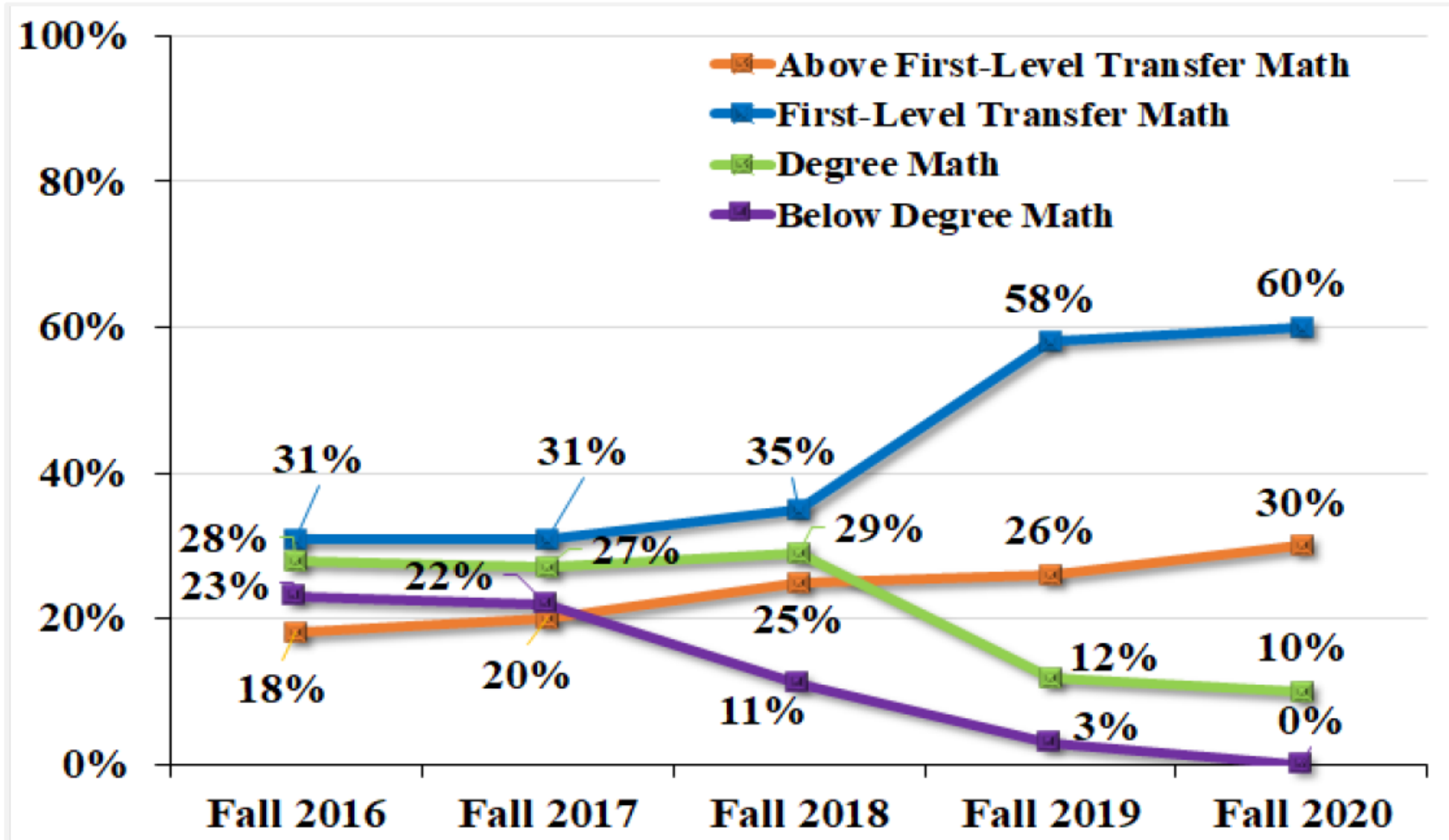
# Distribution of Enrollments in English Sequence Classes





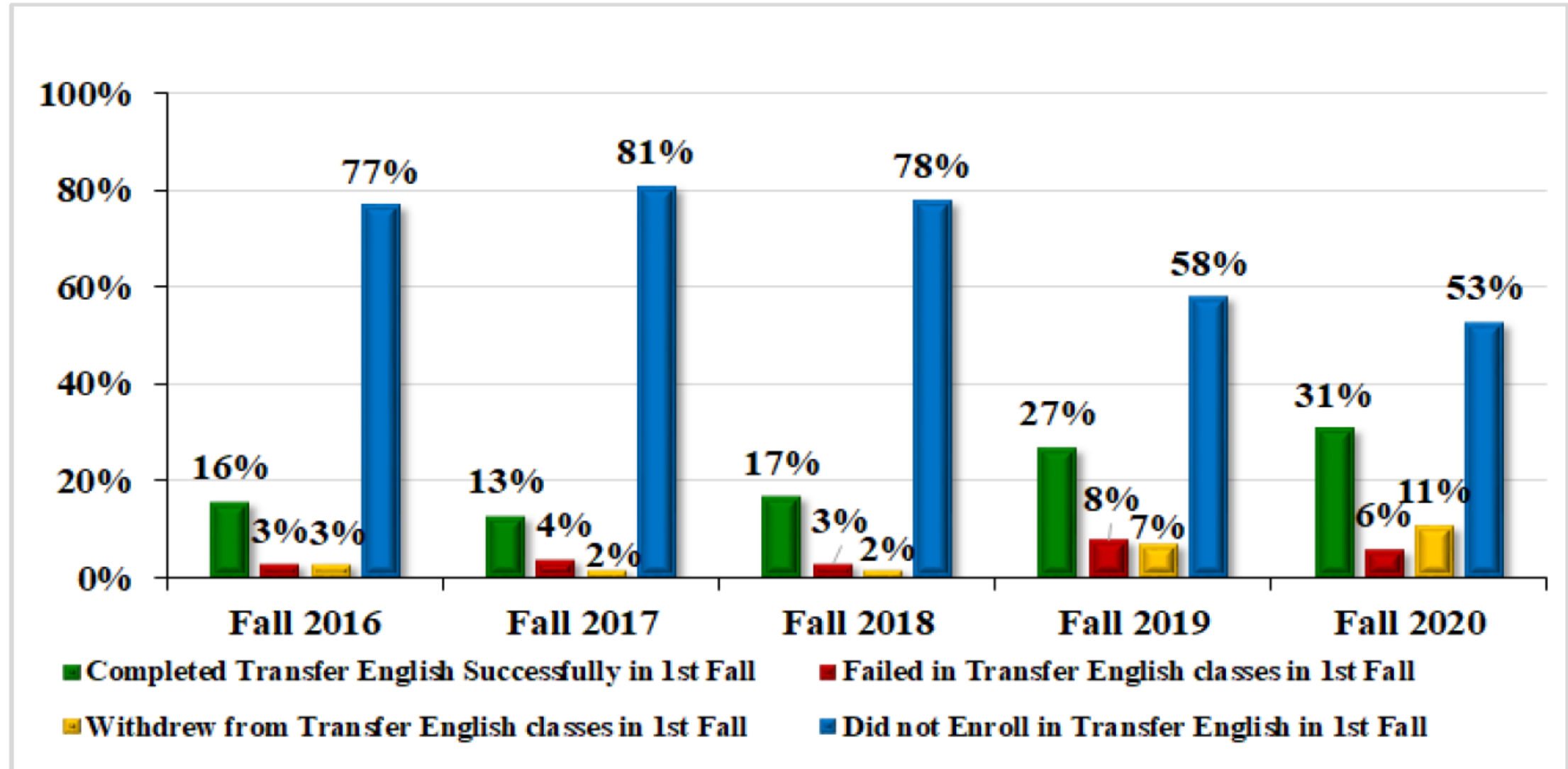
# Distribution of Enrollments in Math Sequence Classes

Figure B-5. Distribution of Enrollments in Math Sequence Courses, Fall 2016–Fall 2020



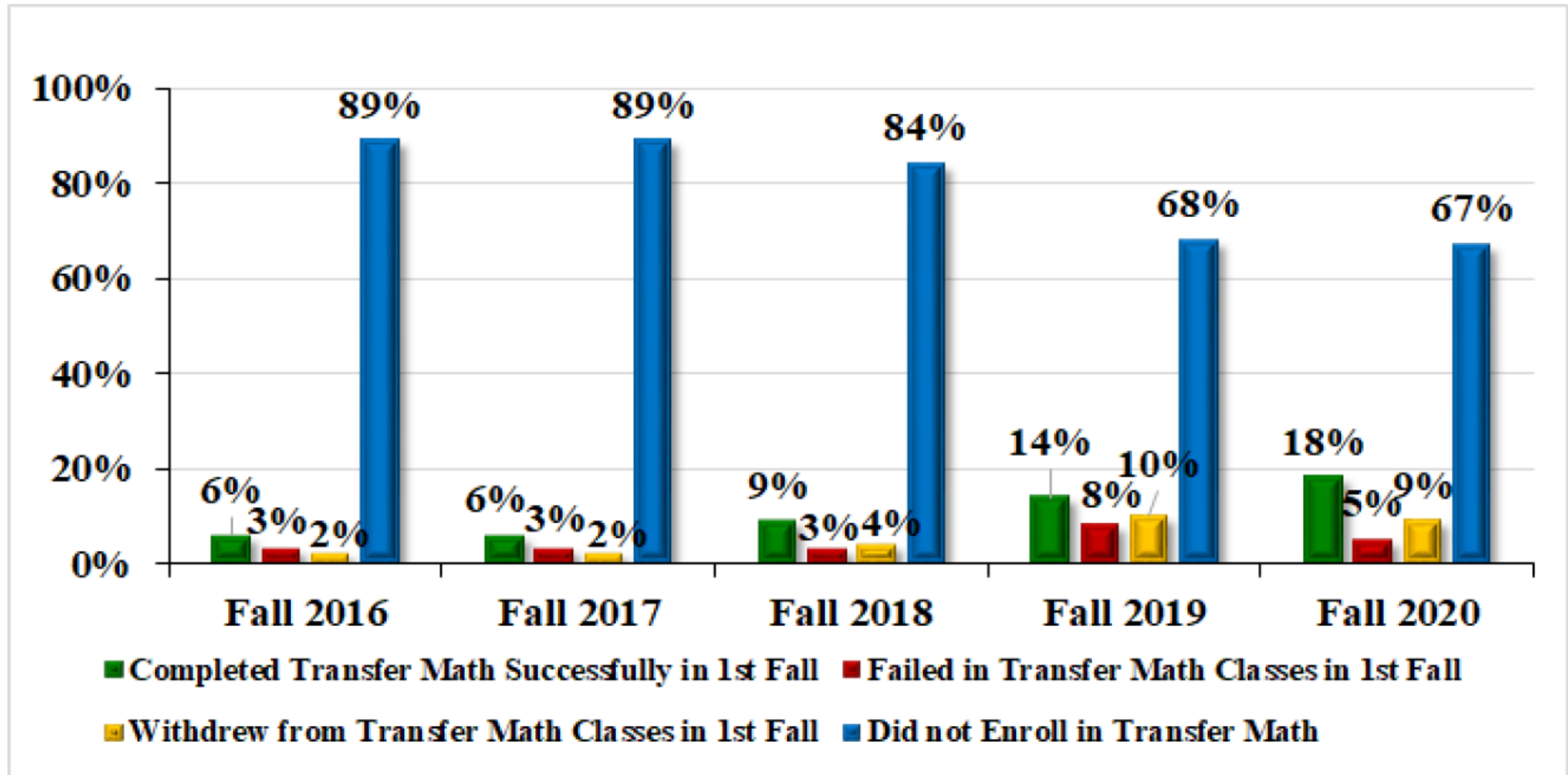
# Transfer English Throughput

Figure B-6. Transfer English Throughput Rate by First-Time College Students, Fall 2016–Fall 2020



# Transfer Math Throughput

Figure B-7. Transfer Math Throughput Rate by First-Time College Students, Fall 2016–Fall 2020

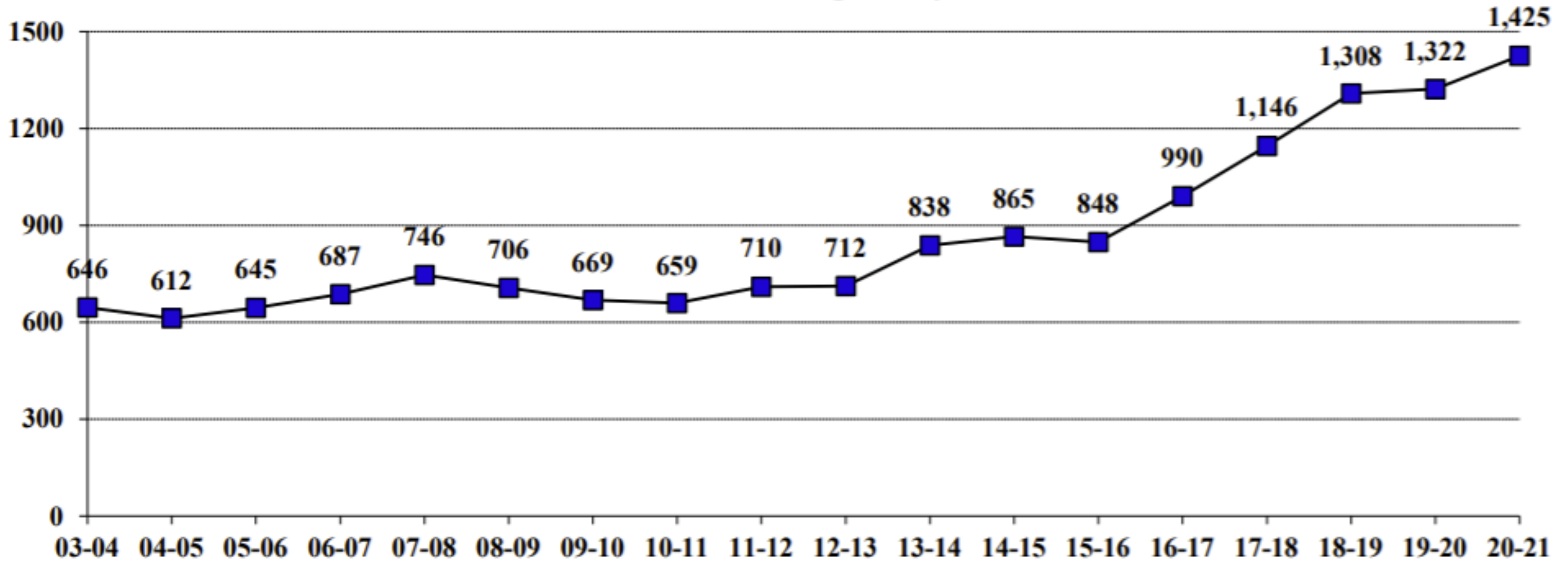


# MISSION CRITICAL PRIORITY #4: Academic and Career Success

- Providing holistic and integrated support and services to ensure students reach their educational and career goals.
- Systems and processes adequately support the campus community and are responsive to student needs, relevant to student academics, and ensure learning.
- Data for Today:
  - Degrees Awarded
    - Top 10 Majors Awarding Degrees
  - Certificates Awarded
    - Top 10 Majors Awarding Certificates
  - Transfers

# Number of Associate Degrees 03-04 to 20-21

**Chabot College**  
**Number of Associate Degrees by Year 03-04 to 20-21**

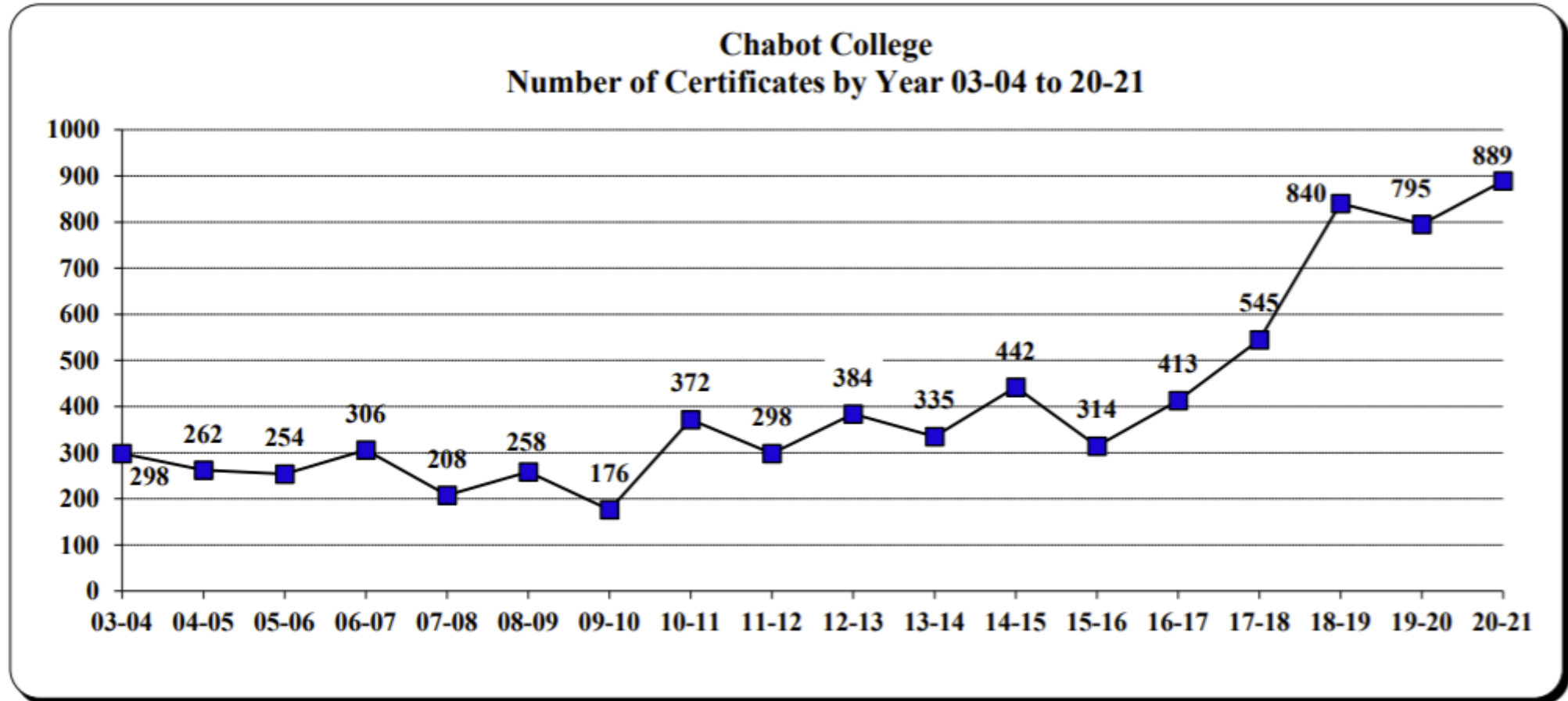


# Top 10 Majors Awarding Degrees

Major	Degree	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Liberal Arts: Emphasis in Social & Behavioral Sciences	AA	159	161	172	205	181	184	225	223	220	232	<b>1,962</b>
Liberal Arts: Emphasis in Math & Science	AA	70	68	63	79	93	75	106	130	150	105	<b>939</b>
Business Administration	AA	34	47	32	7	2	N/A	N/A	N/A	N/A	N/A	122
	ADT	N/A	N/A	54	77	91	86	99	130	129	142	808
	Total	34	47	86	84	93	86	99	130	129	142	<b>930</b>
Biology: Emphasis in Allied Health	AA	57	66	49	75	53	31	33	59	70	73	<b>566</b>
Administration of Justice	AA/AS	16	40	24	23	16	12	7	8	6	5	157
	ADT	N/A	N/A	N/A	10	18	38	39	48	51	43	248
	Total	16	40	24	33	34	50	46	56	57	48	<b>405</b>
Liberal Arts: Emphasis in Arts & Humanities	AA	27	47	38	41	43	35	35	42	39	48	<b>395</b>
Nursing	AA	44	50	42	42	46	30	28	32	29	31	<b>374</b>
Psychology	ADT	N/A	N/A	N/A	3	16	31	50	71	68	95	<b>334</b>
Sociology	ADT	N/A	N/A	4	15	14	33	37	44	61	64	<b>272</b>
Early Childhood Development	AA/AS	31	27	26	16	28	29	19	25	27	28	<b>256</b>

Source: Chabot-Las Positas Institutional Research Dataset (data were retrieved and updated as of 06/10/2021)

# Number of Certificates 03-04 to 20-21



# Top 10 Majors Awarding Chancellor Approved Certificates

Major	Certificate	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Total
CSU General Education Breadth	CAA*	13	19	15	10	18	29	27	105	326	249	<b>811</b>
Intersegmental General Education Transfer Curriculum (IGETC)	CAA	2	2	2	1	7	4	10	81	175	147	<b>431</b>
Business Administration	CA**	15	17	34	21	29	10	19	31	34	41	<b>251</b>
Accounting Technician	CA	15	29	18	33	28	15	11	14	16	18	<b>197</b>
Bookkeeping	CA	11	27	20	30	27	16	16	15	12	15	<b>189</b>
Early Childhood Development (ECD)***: Basic Teacher	CA	22	15	23	12	24	16	16	14	16	20	178
	CAA	N/A	N/A	N/A	N/A	N/A	N/A	1	N/A	1	8	10
	Total	22	15	23	12	24	16	17	14	17	28	<b>188</b>
Medical Assisting	CA	17	18	14	10	2	19	26	N/A	1	N/A	107
	CAA	4	N/A	N/A	N/A	13	N/A	1	23	25	1	67
	Total	21	18	14	10	15	19	27	23	26	1	<b>174</b>
Management	CA	25	12	17	12	22	13	12	14	11	11	<b>149</b>
Automotive Chassis Technology	CA	9	5	34	9	11	16	11	12	7	9	<b>123</b>
Automotive Maintenance Tech	CA	N/A	N/A	27	6	6	12	10	6	3	4	74
	CAA	7	5	N/A	N/A	1	1	N/A	N/A	N/A	N/A	14
	Total	7	5	27	6	7	13	10	6	3	4	<b>88</b>

\*\*\*Early Childhood Development (ECD): Associate Teacher major accounts for an additional 885 (non-Chancellor-Approved) certificates from 2010–2011 to 2019–2020.



# Transfers to Four-Year Institutions

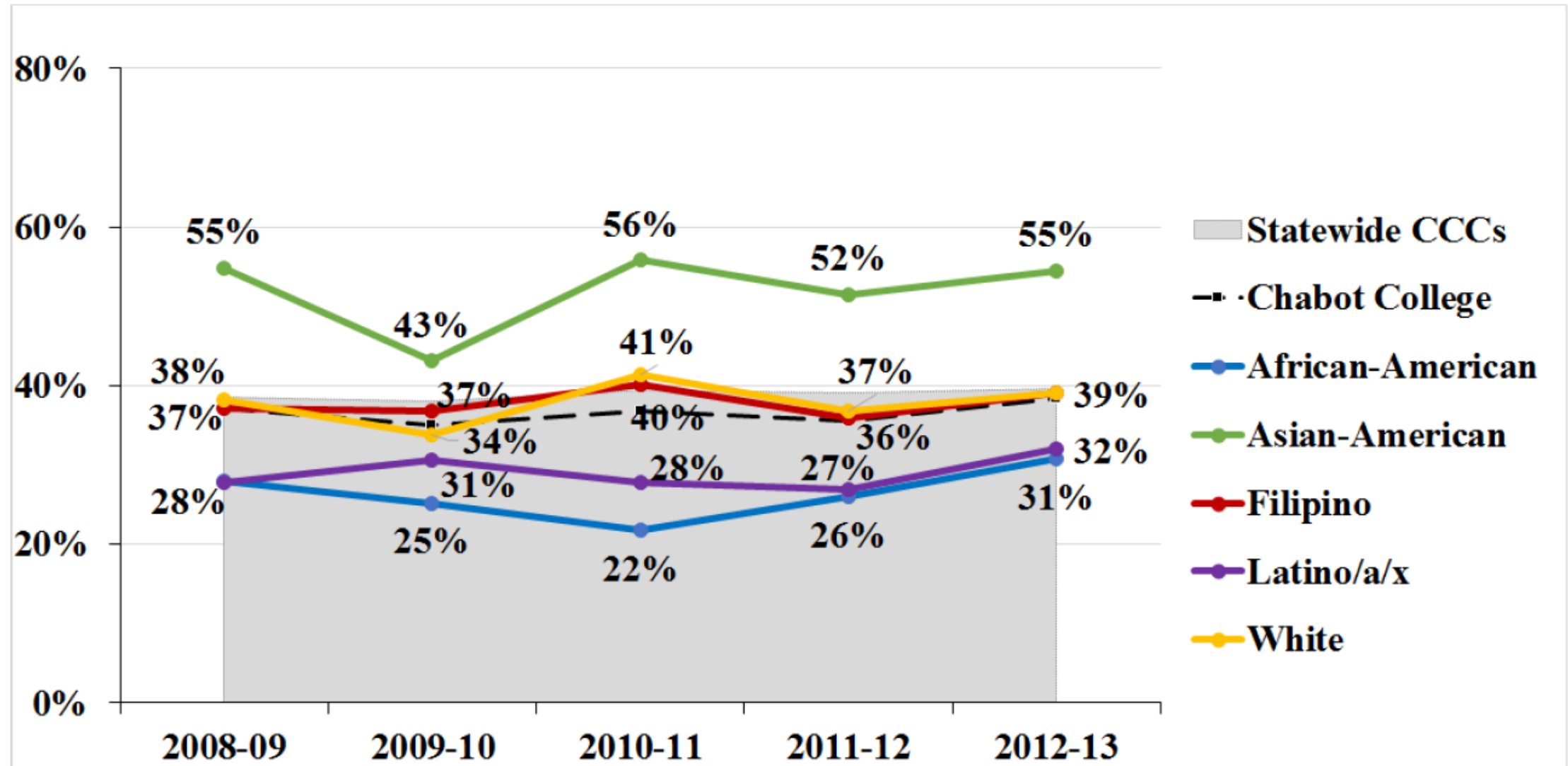
<i>Academic Year</i>	Chabot				
	<i>To UC</i>	<i>To CSU</i>	<i>To ISP*</i>	<i>To OOS*</i>	<b><i>Total</i></b>
2015-16	149	600	48	124	<b>921</b>
2016-17	162	551	45	103	<b>861</b>
2017-18	171	653	41	92	<b>957</b>
2018-19	194	622	40	101	<b>957</b>
2019-20	191	767	37	97	<b>1,092</b>

\*ISP (In-state private colleges); OOS (out-of-state colleges)

Sources: UC Info Center, CSU Analytic Studies, and Chancellor's Office Data Mart. The data was retrieved on 3/25/2021.

# Transfers

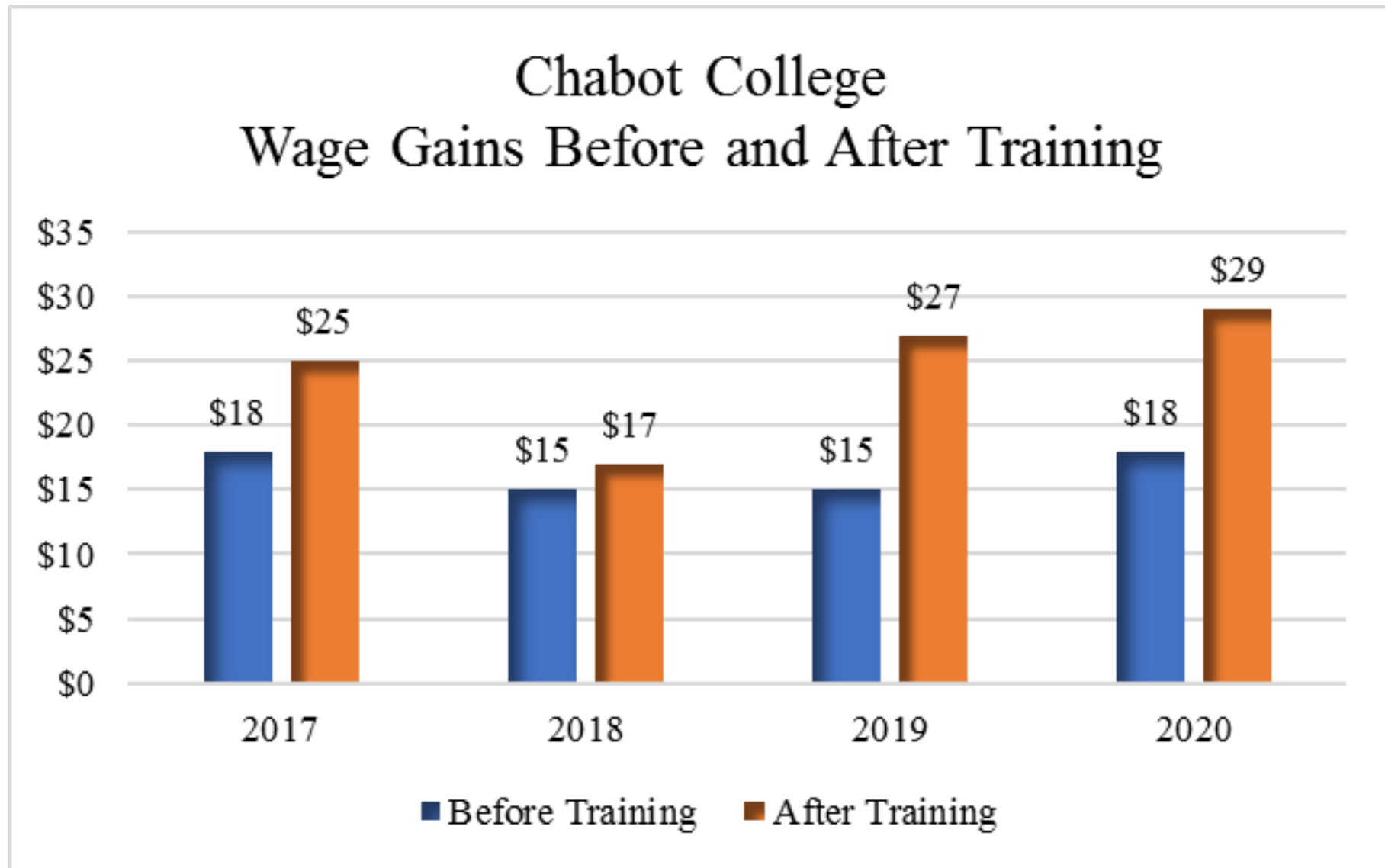
Figure B-20. Transfer Velocity (Six-Year Rates) by Race/Ethnicity



# MISSION CRITICAL PRIORITY #5: Community and Partnerships

- Cultivating strategic relationships that support the needs and goals of the college community.
- Chabot collaborates with internal and external partners to offer support and experiences students need for their education and beyond.
- Data for Today
  - Jobs in Field of Study
  - Wage gains

# Wage Gains Before and After Training



# Percent of Students with Jobs Closely Related to Field of Study

<b>Year</b>	<b>Chabot</b>
2017	69.6%
2018	60.6%
2019	71.6%
2020	70.9%

# Data from Program and Area Review

- Fall 2020 Program and Area Review
  - [PRAC Synthesis Statement to Inform Resource Allocation](#)
- Fall 2021 Program and Area Review
  - [Division Summary Data Reports](#)  
(aggregate reports of all PARs within each division)

## Division Summary Data Reports

(aggregate reports of all PARs within each division)

[Academic Pathways and Student Success](#) 

[Applied Technology and Business](#) 

[Arts, Media, and Communication](#) 

[Counseling](#) 

[Health, Kinesiology, and Athletics](#) 

[Language Arts](#) 

[Science and Math](#) 

[Social Sciences](#) 

[Special Programs](#) 

# Conclusion

- Reflection Question: What data points are most helpful to assist you in thinking with your all-college-hat in order to vote on faculty prioritization?
  - Data the IR Office Produces to Support the Faculty Prioritization Committee
    - Tableau Dashboards
    - Handout
- Data on Strategic Plan/Educational Master Plan, ISER Introduction
- Data Available from Fall 2020 and Fall 2021 PAR
  - Division Reports (Qualtrics) and Deans Summary Reports (Deans' Analysis)