

# African American Students at Chabot College: What We Know

Office of Institutional Research

A decorative graphic consisting of a thick teal horizontal bar at the top, followed by a white bar containing the text 'Office of Institutional Research'. Below the white bar are several thin, parallel horizontal lines in teal and white, extending across the width of the slide.

# Purpose

- Share data on Black/African-American students at Chabot
  - To inform and facilitate campus decision-making that supports the success of Black students on our campus
  - To support the Black Excellence Collective
  - To support the 10 x 10 Villages
- Solicit Collaborative Feedback for Data Equity
  - What else do we need to know to support the success of Black students on our campus?

# What Chabot Collects & Reports

- Student Characteristics:
  - Race/ethnicity, gender, age, parents' education level, high school district, student type, low income status, educational goal, attendance status, etc.
- AB 705:
  - One-year/one-term throughput rates of transfer-level Math and English
  - Success rates in Math and English classes
- Outcome metrics:
  - Overall success rates, persistence, degree/certificate completion rates

# How are African American Students counted in State and Federal data?

- Federal and State Reporting Groups:
  - Students who chose only African American for their racial group are included as African American in this data.
  - Students who chose African American and Latinx are counted as Latinx.
  - Students who chose African American and any other racial or ethnic group are counted as multiracial.

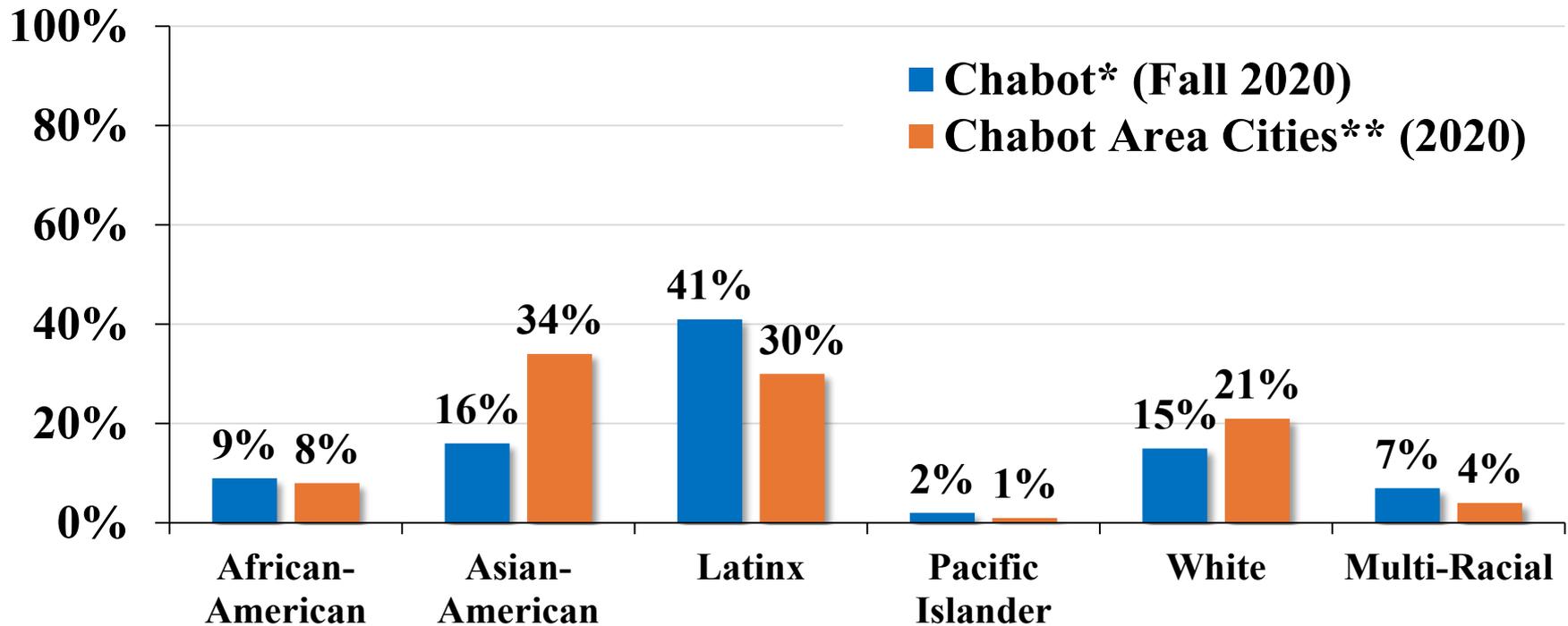
# Race/Ethnicity (Federal Groups) in Table

	<b>Chabot* (Fall 2020)</b>		<b>Chabot Area Cities** (2020)</b>	
<b>African-American</b>	1,412	9%	39,751	8%
<b>Asian-American</b>	2,095	16%	161,140	34%
<b>Latinx</b>	5,321	41%	141,781	30%
<b>Native American or Alaskan Native</b>	25	<1%	1,328	<1%
<b>Native Hawaiian or Pacific Islander</b>	200	2%	6,744	1%
<b>White</b>	1,968	15%	98,466	21%
<b>Multi-Racial</b>	887	7%	20,653	4%
<b>Unknown</b>	260	2%	0	0%
<b>TOTAL</b>	12,945	100%	469,862	100%

Chabot Area Cities: Castro Valley, Hayward, San Leandro, San Lorenzo, and Union City.

Data Sources:\*CLPCCD Institutional Research Dataset;\*\*Economic Modeling Specialist, Intl. (EMSI 2020.1)

# Race/Ethnicity (Federal Groups) in Graph



Note: Native Americans/Alaska Natives are not displayed because they represent less than 1% of

Chabot Area Cities: Castro Valley, Hayward, San Leandro, San Lorenzo, and Union City.

Data Sources: \*CLPCCD Institutional Research Dataset; \*\*Economic Modeling Specialist, Intl. (EMSI 2020.1)

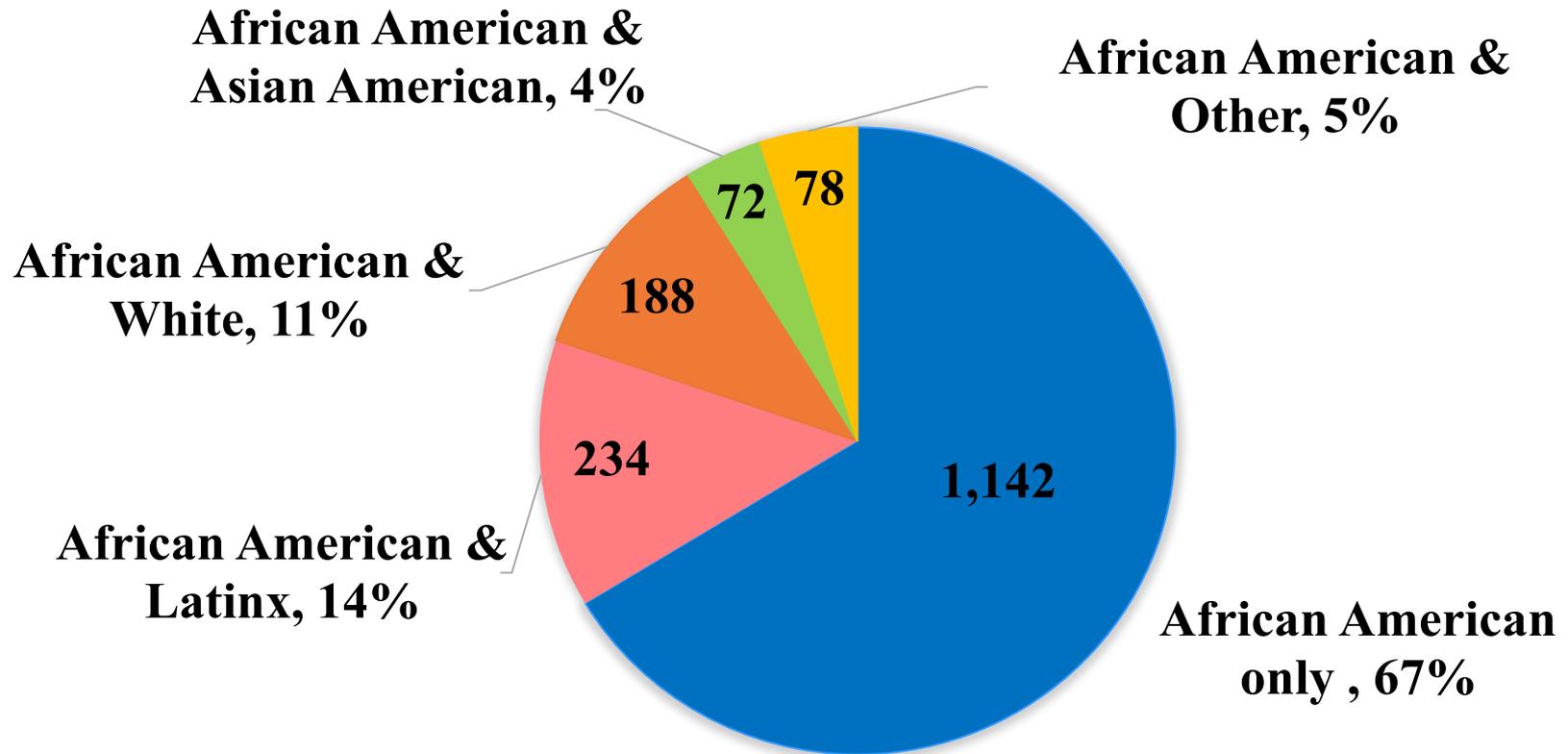
# Who is left out? Fall 2020: Race/Ethnicity Among African American Students (in Table)

The students in **blue** would be left out of counts of African American students if we followed federal/state guidelines.

<b>Race/Ethnicity</b>	<b>Chabot</b>	
<b>African American only</b>	<b>1,142</b>	<b>67%</b>
<b>African American &amp; Latinx</b>	234	14%
<b>African American &amp; White</b>	188	11%
<b>African American &amp; Asian American</b>	72	4%
<b>African American &amp; Other</b>	78	5%
<b>TOTAL</b>	<b>1,714</b>	<b>100%</b>

# All African American Students: Fall 2020

--Race/Ethnicity Among African American Students (in Graph)

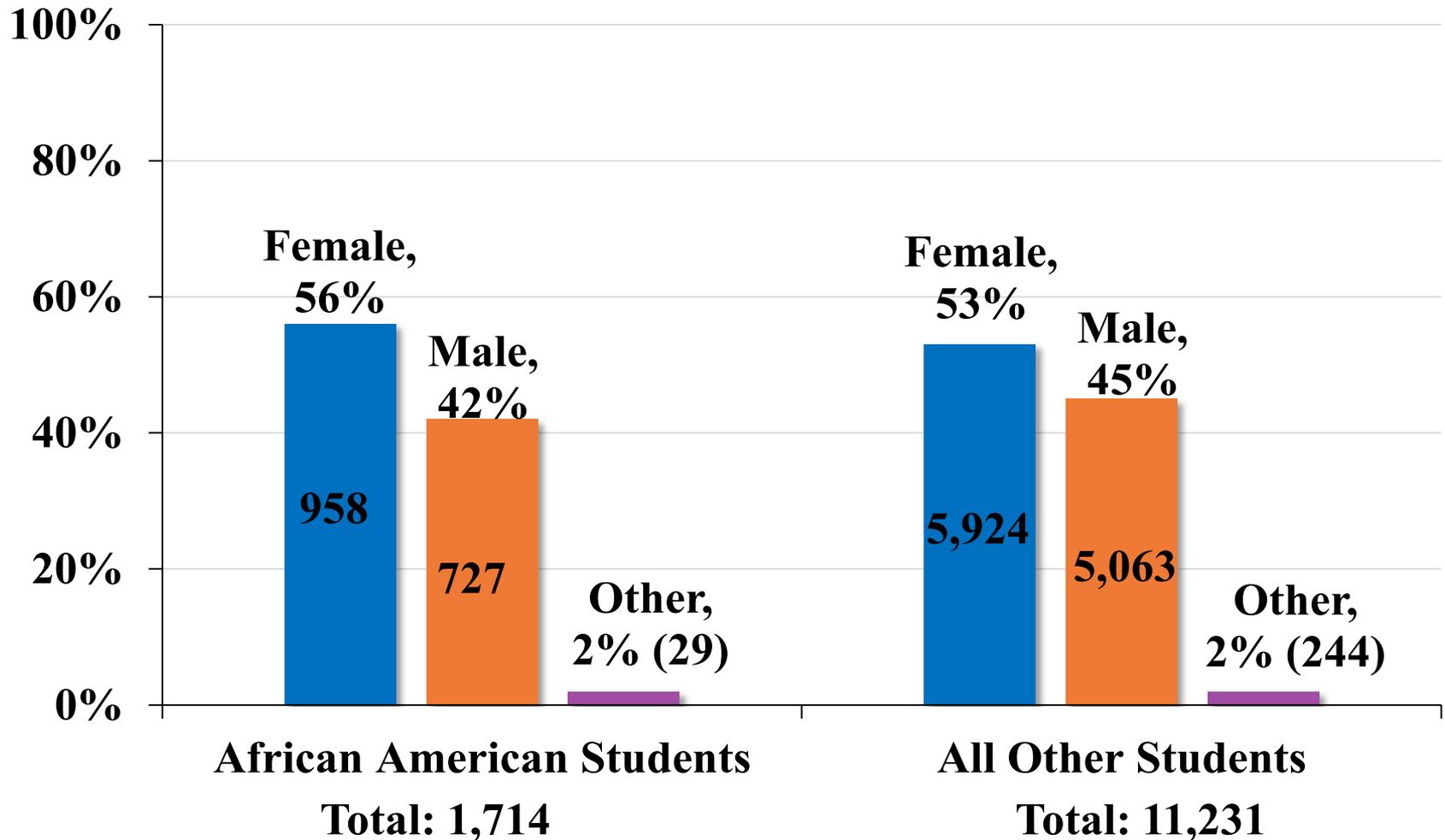


Total: **1,714** students

# So how did we count African American Students in this presentation?

- All students who checked off “African American” in CCCApply are counted as African American students, regardless of whether they also checked off an additional race or ethnicity (i.e., the Umoja way).
- This means that we did not use the federal/state reporting groups in the data points provided in the following slides.
  - **Exception: Slide 28**

# Gender, Fall 2020



# Age, Fall 2020

<b>Fall 2020</b>	<b>African American Students</b>		<b>All Other Students</b>	
<b>19 or younger</b>	437	25%	3,133	28%
<b>20-21</b>	246	14%	1,943	17%
<b>22-24</b>	235	14%	1,684	15%
<b>25-29</b>	266	16%	1,783	16%
<b>30-39</b>	271	16%	1,710	15%
<b>40-49</b>	167	10%	586	5%
<b>50 or older</b>	92	5%	392	3%
<b>TOTAL</b>	<b>1,714</b>	<b>100%</b>	<b>11,231</b>	<b>100%</b>

# Parents' Education Level, Fall 2020

<b>Fall 2020</b>	<b>African American Students</b>	<b>All Other Students</b>
<b>Bachelor's Degree or Higher</b>	32%	28%
<b>Some College</b>	38%	26%
<b>High School Grad</b>	24%	23%
<b>Less Than High School</b>	6%	22%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

# Top 5 Feeder High School Districts, Fall 2020

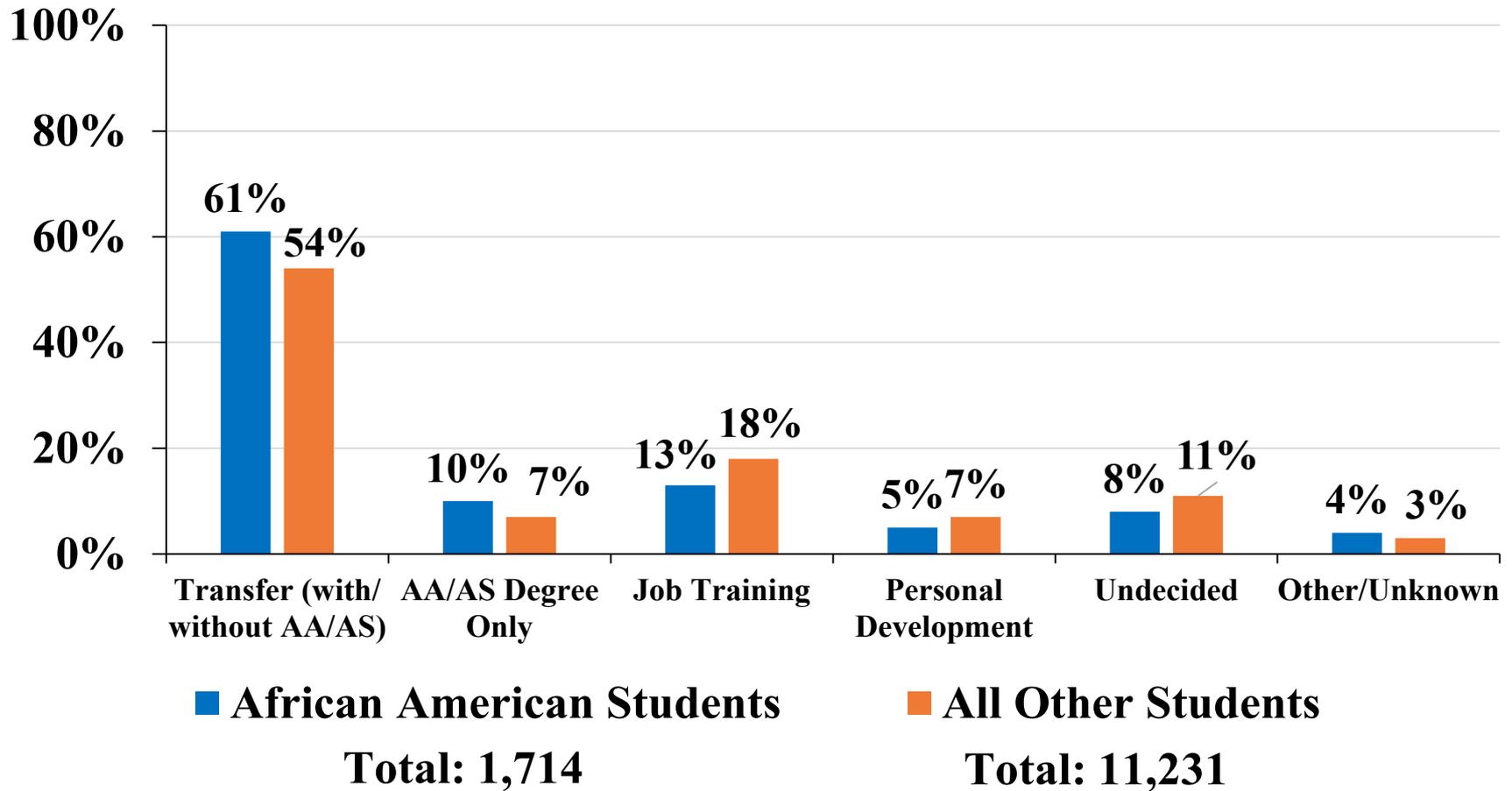
<b>Fall 2020</b>	<b>African American Students (Total = 1,714)</b>	
<b>1. Oakland Unified</b>	234	14%
<b>2. Hayward Unified</b>	233	14%
<b>3. San Lorenzo Unified</b>	134	8%
<b>4. San Leandro Unified</b>	119	7%
<b>5. New Haven Unified</b>	109	6%

<b>Fall 2020</b>	<b>All Other Students (Total =11,231)</b>	
<b>1. Hayward Unified</b>	1,914	17%
<b>2. San Lorenzo Unified</b>	1,130	10%
<b>3. New Haven Unified</b>	895	8%
<b>4. San Leandro Unified</b>	647	6%
<b>5. Castro Valley Unified</b>	660	6%

# Student Type, Fall 2020

<b>Fall 2020</b>	<b>African American Students</b>		<b>All Other Students</b>	
<b>First time any college</b>	266	16%	1,880	17%
<b>First time transfer</b>	171	10%	970	9%
<b>Returning transfer</b>	246	14%	1,112	10%
<b>Returning</b>	0	0%	6	<1%
<b>Continuing</b>	998	58%	6,882	61%
<b>In High School</b>	33	2%	381	3%
<b>Total</b>	1,714	100%	11,231	100%

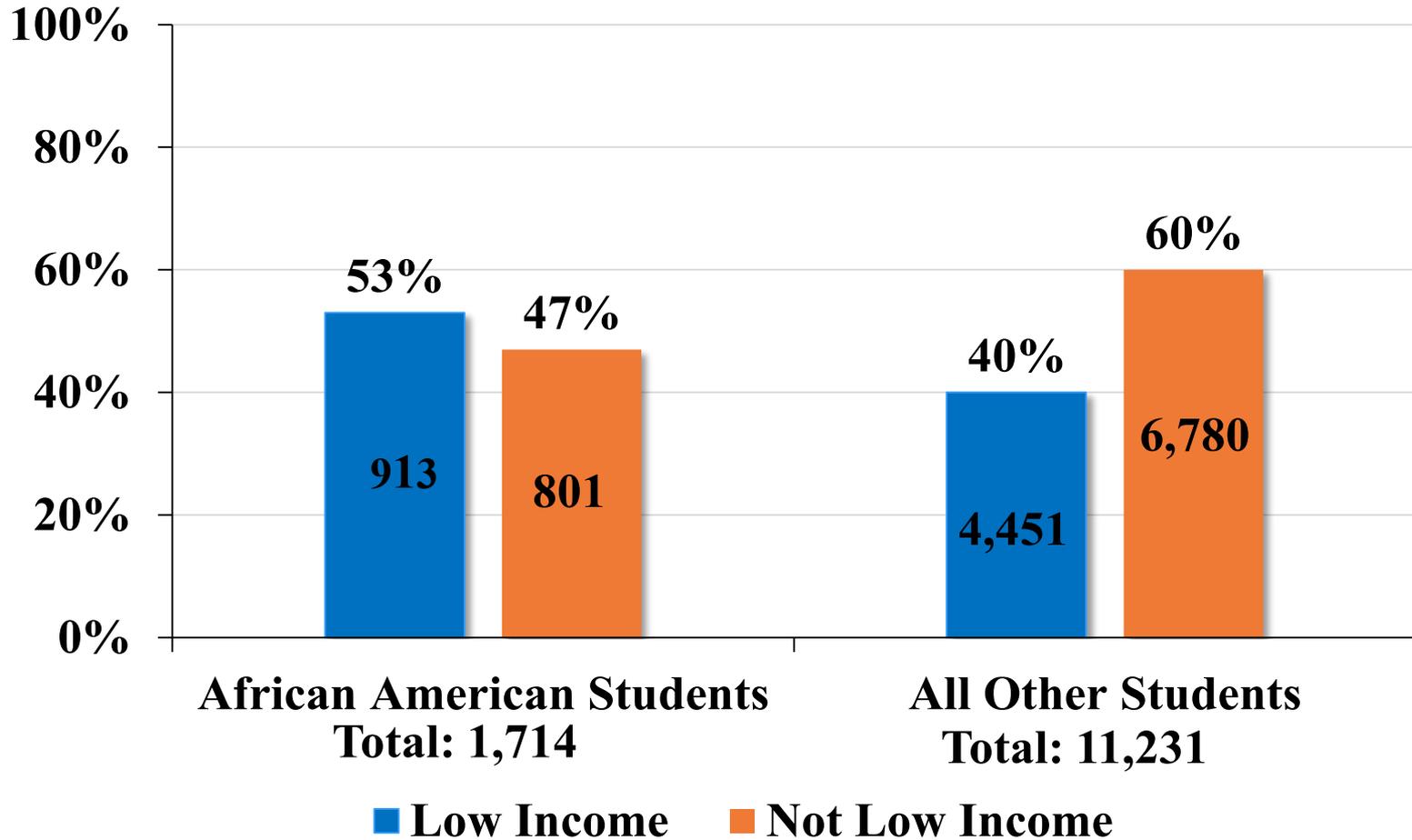
# Educational Goal, Fall 2020



# Attendance Status, Fall 2020

<b>Fall 2020</b>	<b>African American Students</b>		<b>All Other Students</b>	
<b>Full Time (12+ Units)</b>	541	32%	3,584	32%
<b>Part Time (6-11.5 Units)</b>	724	42%	4,498	40%
<b>Part Time (0.5-5.5 Units)</b>	438	26%	3,033	27%
<b>Non-Credit Units Only</b>	11	1%	116	1%
<b>TOTAL</b>	1,714	100%	11,231	100%

# Low Income\*, Fall 2020



\*Low Income was estimated by those who received a California College Promise Grant and/or Pell Grant in Fall 2020.

# Participation in Special Programs, Fall 2020

<b>Fall 2020</b>	<b>African American Students (Total = 1,714)</b>		<b>All Other Students (Total = 11,231)</b>	
<b>EOPS</b>	76	4%	237	2%
<b>CalWORKs</b>	14	1%	36	<1%
<b>UMOJA</b>	238	14%	150	1%
<b>Disabled Students</b>	159	9%	636	6%

# Top 5 Declared Majors, Fall 2020

<b>Fall 2020</b>	<b>African American Students (Total = 1,714)</b>	
<b>1. Business</b>	233	14%
<b>2. Nursing</b>	151	9%
<b>3. Psychology</b>	101	6%
<b>4. Undeclared</b>	87	5%
<b>5. Biology</b>	85	5%

<b>Fall 2020</b>	<b>All Other Students (Total = 11,231)</b>	
<b>1. Business</b>	1,216	11%
<b>2. Undeclared</b>	1,088	10%
<b>3. Nursing</b>	1,018	9%
<b>4. Biology</b>	655	6%
<b>5. Psychology</b>	569	5%

# STEM Majors

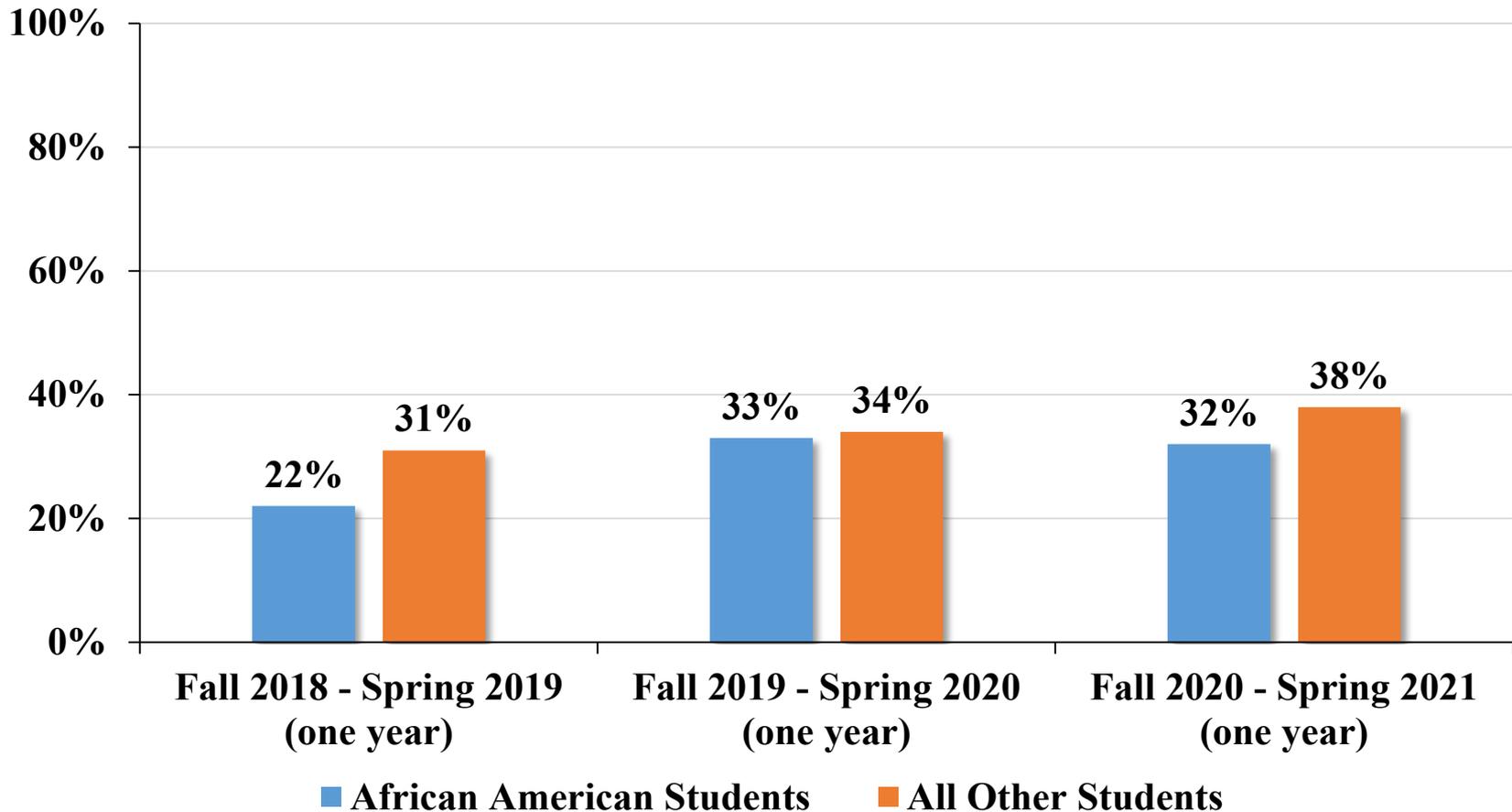
<b>Fall 2020</b>	<b>African American Students</b>		<b>All Other Students</b>	
<b>STEM*</b>	199	12%	1,407	13%
<b>Non-STEM</b>	1,515	88%	9,824	87%
<b>TOTAL</b>	1,714	100%	11,231	100%

\*STEM Majors include: Biology, Chemistry, Computer Science, Engineering, Environmental Science, Geology, Mathematics, and Physics.

# AB 705

1. “AB 705 ...requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe.”
2. Utilization of high school performance data as the primary means for predicting student success (e.g., high school coursework, high school grades, and high school grade point average)
3. “The primary philosophy in this recommendation is that students should not be placed or directed in any way such that their completion of the transfer-level gateway course would be less likely than it would have been with direct placement into the course.”

# One-Year/One-Term\* Throughput Rates of Transfer-Level English by Fall New Student Cohorts



\*One year/one term includes the preceding summer

# Course Success Rates for All Students in First-Level Transfer English, Fall 2020

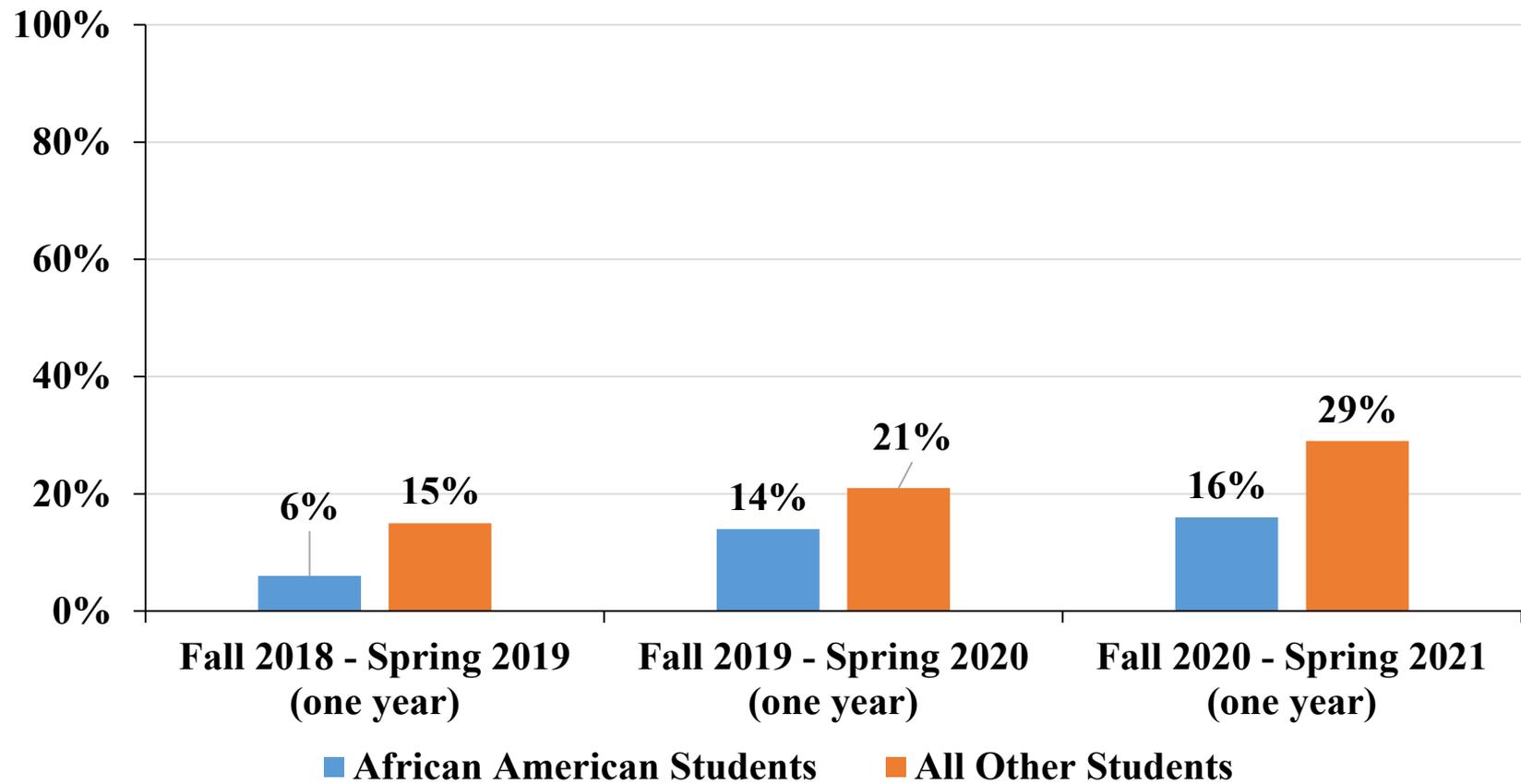
Fall 2020	UMOJA Classes		Non-UMOJA African American Students		All Other Students	
	<b>Success</b>	43	55%	96	53%	804
<b>Non-Success</b>	8	10%	23	13%	158	12%
<b>Withdrawal</b>	27	35%	62	34%	409	23%
<b>Total</b>	78	100%	181	100%	1,371	100%

Success: Grades of A, B, C, P, or CR

Non-Success: Grades of D, F, I, NP, or NC

Withdrawal: W or MW

# One-Year/One-Term\* Throughput Rates of Transfer-level Math by Fall New Student Cohorts



\*One year/one term includes the preceding summer

# Course Success Rates for All Students in Math, Falls 2018-2020 Combined (in Table)

	<b>African American Students</b>		<b>All Other Students</b>	
<b>Below-Degree Math</b>	53	52%	224	58%
<b>Degree Math</b>	85	44%	743	51%
<b>Transfer Math</b>	206	44%	2,394	56%
<b>Above-Transfer Math</b>	87	49%	1,544	64%

**Notes:**

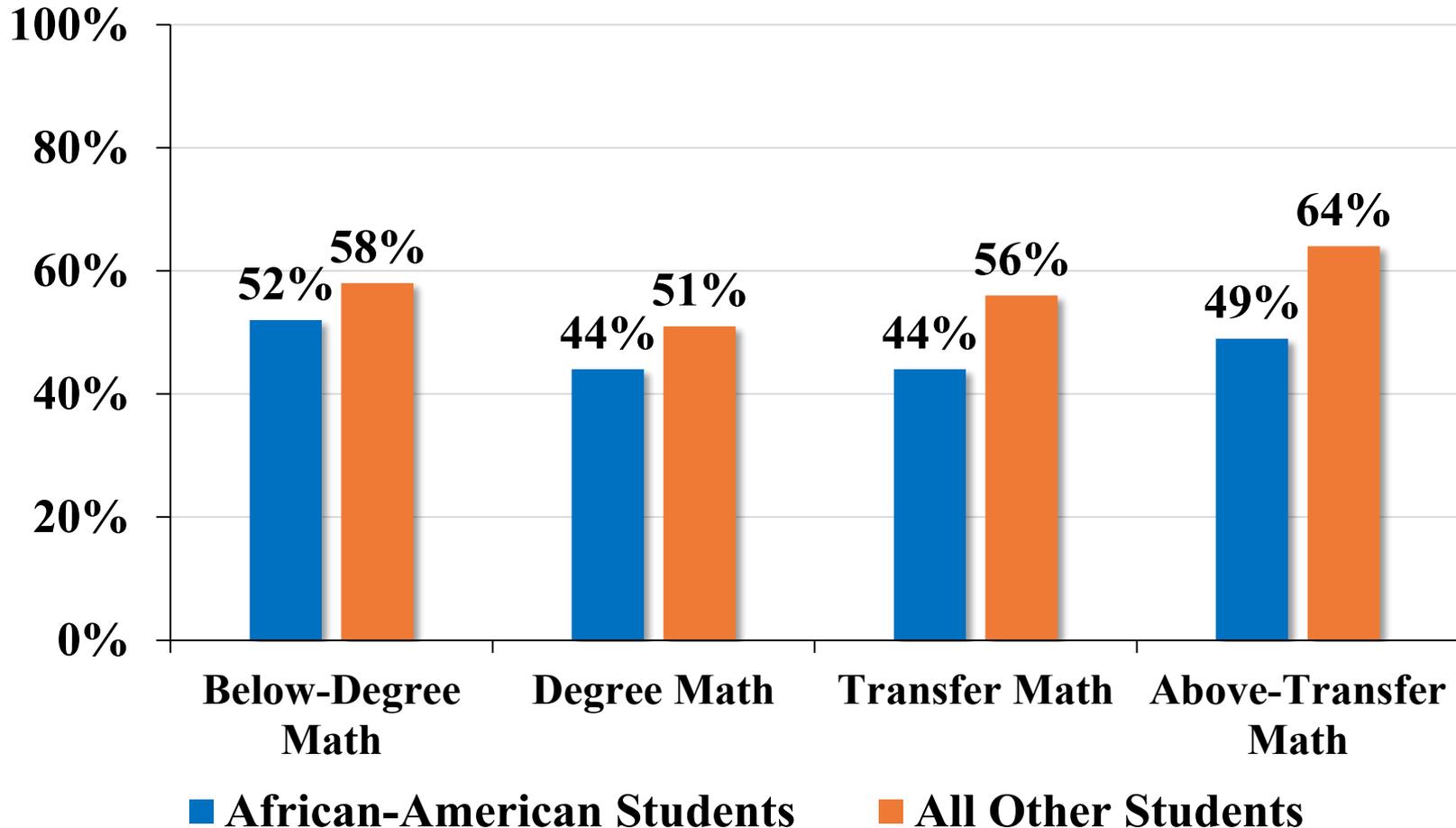
Below-Degree Math includes MTH 104, 65, 65A, and 65B;

Degree Math includes MTH 53, 53A, 35B, 55, and 55A;

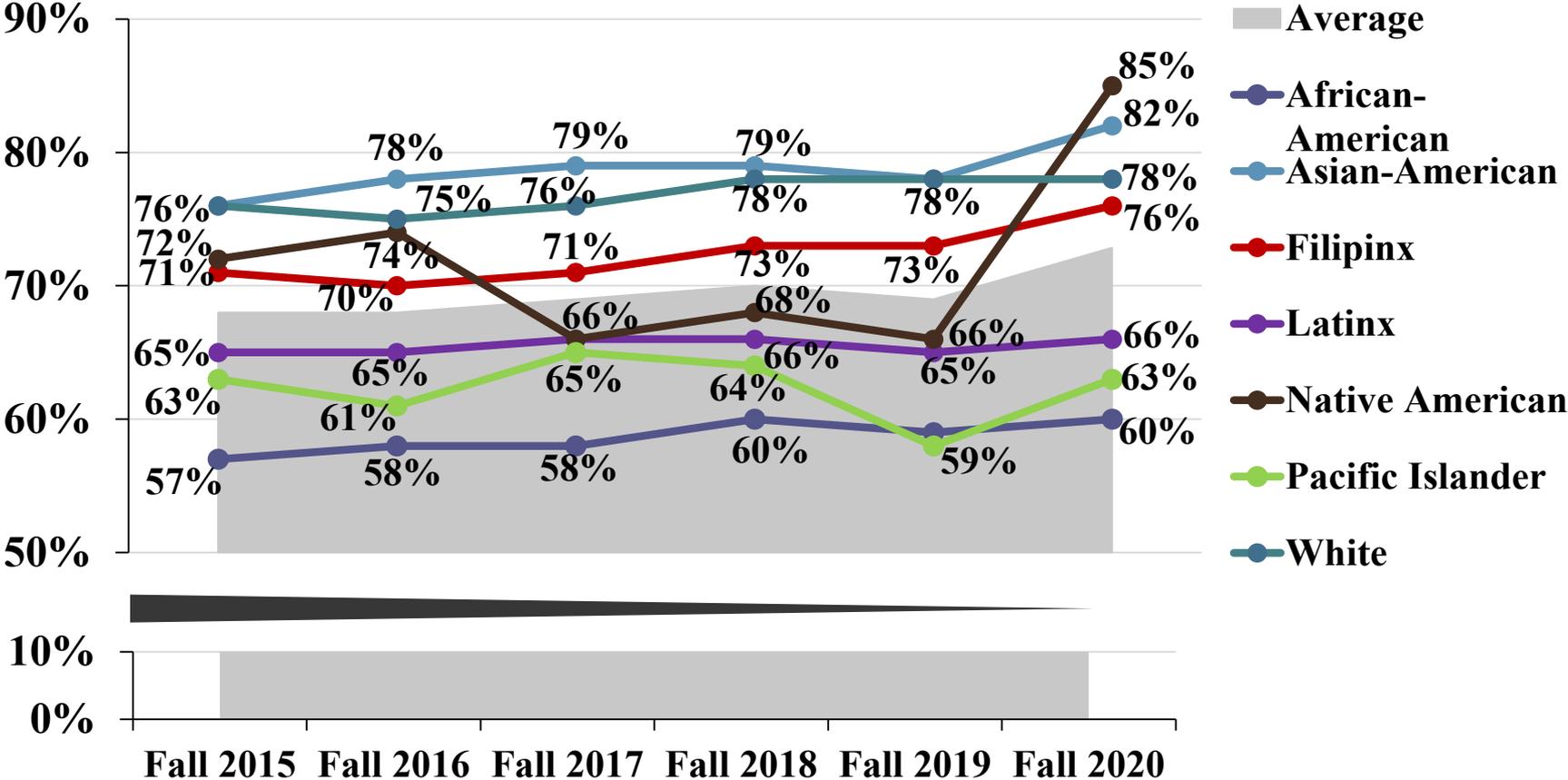
Transfer Math includes MTH 31, 33, 36, 37, 43, 47, BUS 19, and PSY 5;

Above-Transfer Math includes MTH 1, 2, 3, 4, 6, 8, 15, 16, 20, and 25.

# Course Success Rates for All Students in Math, Falls 2018-2020 Combined (in Graph)



# Overall Course Success Rates\* by Race/Ethnicity (Federal/State Race/Ethnicity Guidelines)



\***Success Rate:** Percent of success grades (A, B, C, CR, and P) out of all grades in the semester  
**Shaded area** represents average course success rates

# Overall Course Success Rates, Fall 2020

<b>Fall 2020</b>	<b>UMOJA Classes</b>		<b>African American Students</b>		<b>All Other Students</b>	
<b>Success</b>	131	62%	2,782	60%	19,866	72%
<b>Non-Success</b>	22	10%	605	13%	2,425	9%
<b>Withdrawal</b>	60	28%	1,218	26%	5,179	19%
<b>Total</b>	213	100%	4,605	100%	27,470	100%

Success: Grades of A, B, C, P, or CR

Non-Success: Grades of D, F, I, NP, or NC

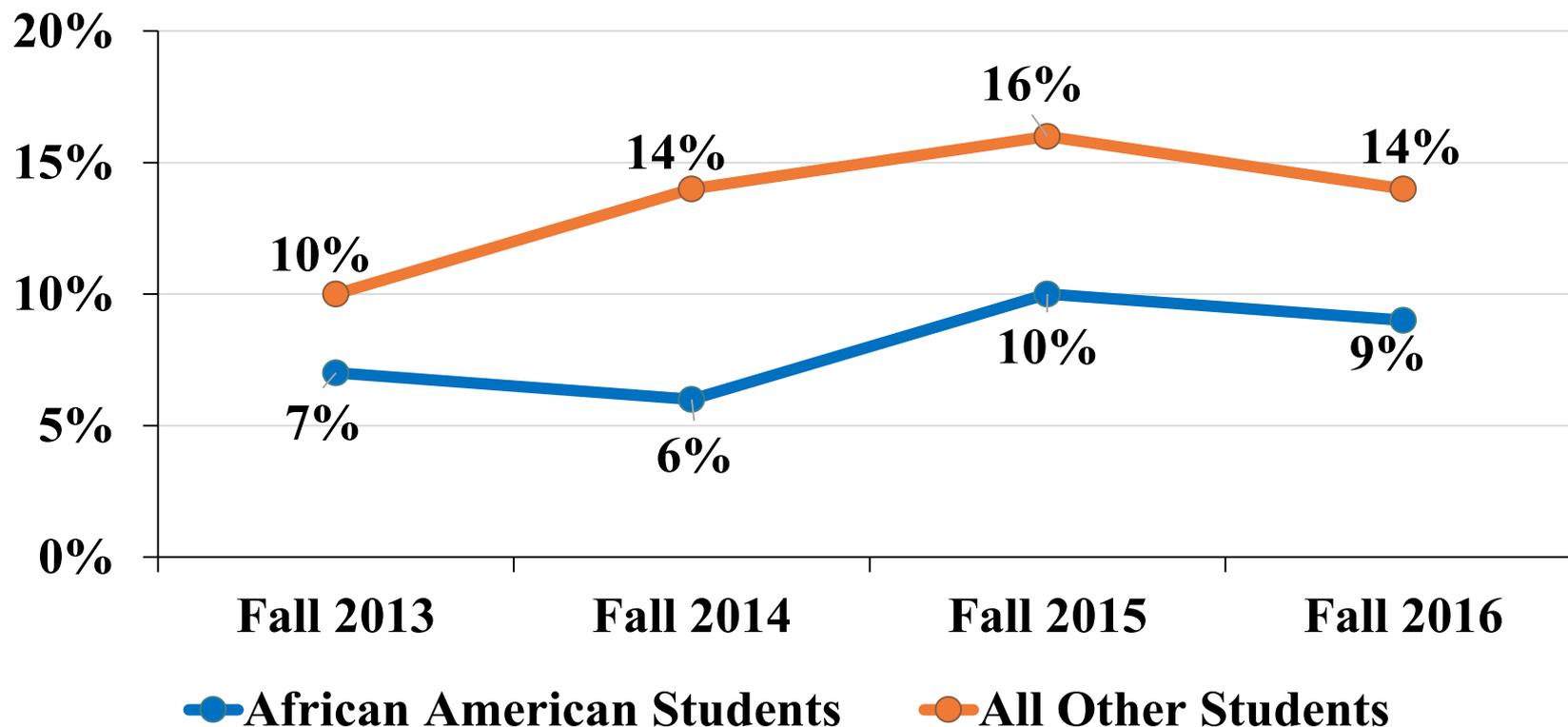
Withdrawal: W or MW

# Persistence Rates

Persistence from fall to spring for new and continuing students

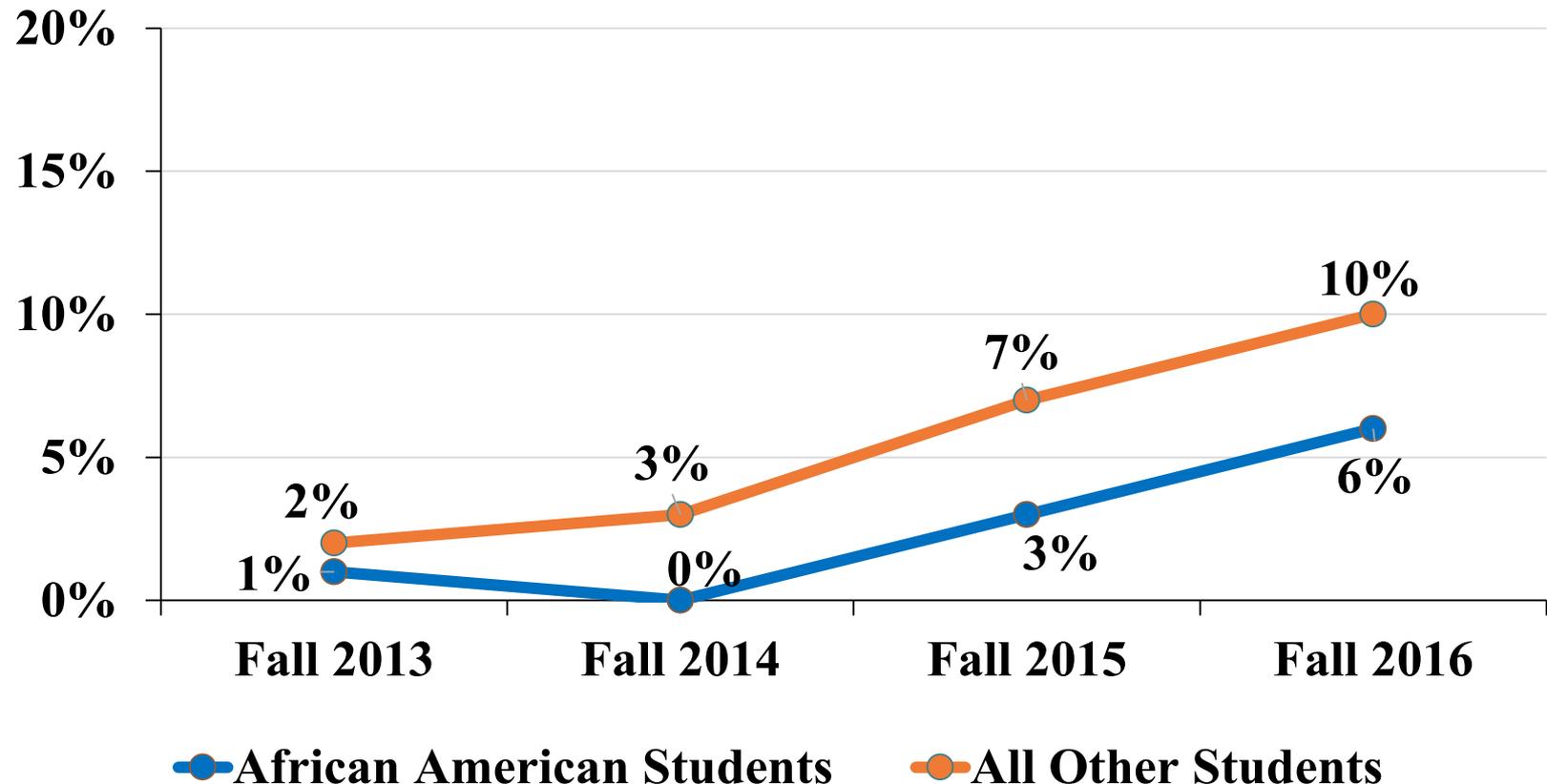
	<b>African American Students</b>	<b>All Other Students</b>
<i>Persisted from Fall 2019 to Spring 2020</i>		
<b>New Students</b>	66%	74%
<b>Continuing Students</b>	67%	73%
<i>Persisted from Fall 2020 to Spring 2021</i>		
<b>New Students</b>	64%	74%
<b>Continuing Students</b>	68%	73%

# Graduate with a Degree within 4 Years



Degree: Percent of all new students with an educational goal of degree or transfer who graduated with a degree within 4 years of starting.

# Graduate with a Certificate within 4 Years



Certificate: Percent of all new students with an educational goal of degree, transfer or certificate, who graduated with a certificate within 4 years of starting.

# Questions for Reflection

1. How could pieces of this data be used to help support policies, practices, and college structures that promote Black/African American students' success on our campus?
2. Now that you've seen this data, what else do you want to know? If you could survey all African-American/Black students at Chabot to understand the "whys" behind this data, what would you ask?