

# Black/African American Students at Chabot College in Fall 2021: What We Know

Office of Research Planning and Institutional Effectiveness

# Acknowledgments

- Thanks to Dr. Na Liu and the team at the Office of Research, Planning, and Institutional Effectiveness for producing this PPT.

# Purpose

- Share data on Black/African-American students at Chabot
  - To inform and facilitate campus decision-making that supports the success of Black/African American students on our campus
  - To support Umoja and the Black Cultural Resource Center
- Solicit Collaborative Feedback for Data Equity
  - What else do we need to know to support the success of Black/African American 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.
- Outcome metrics:
  - AB 705:
    - One-year/one-term throughput rates of transfer-level Math and English
    - Success rates in Math and English classes
  - Overall success rates, persistence, degree/certificate completion rates

# A word about how race and ethnicity are counted...

The Federal Way

Chabot Umoja's Way

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

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

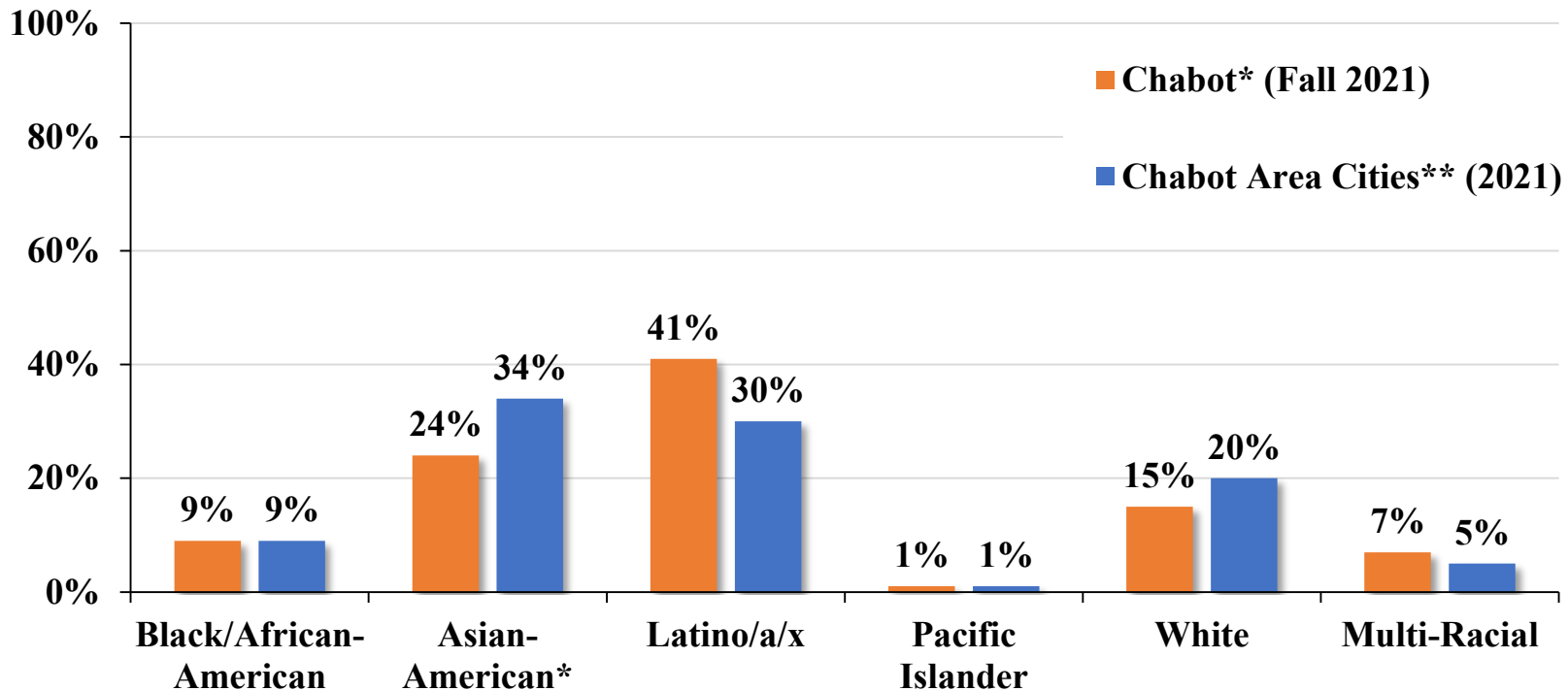
# Race/Ethnicity (Federal Groups) in Table

	Chabot* (Fall 2021)		Chabot Area Cities** (2021)	
<b>Black/African-American</b>	1,064	9%	43,404	9%
<b>Asian-American (Including Filipino/a/x)</b>	2,887	24%	162,069	34%
<b>Latino/a/x</b>	4,974	41%	140,618	30%
<b>Native American or Alaskan Native</b>	21	<1%	1,304	<1%
<b>Native Hawaiian or Pacific Islander</b>	172	1%	6,514	1%
<b>White</b>	1,818	15%	95,622	20%
<b>Multi-Racial</b>	791	7%	21,610	5%
<b>Unknown</b>	264	2%	0	0%
<b>TOTAL</b>	11,991	100%	471,141	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 2022)

# Race/Ethnicity (Federal Groups) in Graph



Note: Native Americans/Alaska Natives are not displayed because they represent less than 1% of the population both at Chabot and in Chabot area cities in 2021.

\*Filipino/a/x are included with Asian Americans because they are grouped together in the EMSI dataset.

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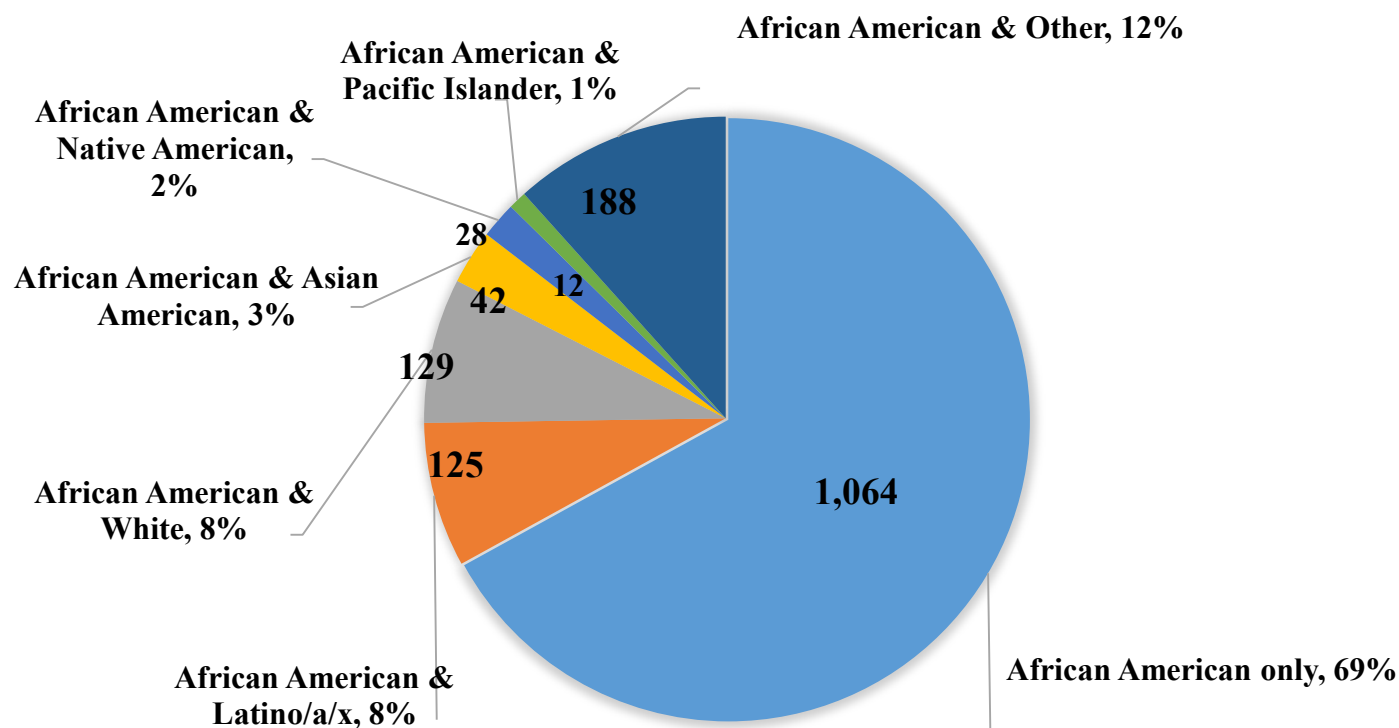
# Who is left out? Fall 2021: Race/Ethnicity Among Black/African American Students (in Table)

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

Race/Ethnicity	Chabot	
<b>African American only</b>	<b>1,064</b>	<b>69%</b>
<b>African American &amp; Latino/a/x</b>	<b>125</b>	<b>8%</b>
<b>African American &amp; White</b>	<b>129</b>	<b>8%</b>
<b>African American &amp; Asian American and/or Filipino/a/x</b>	<b>42</b>	<b>3%</b>
<b>African American &amp; Native American</b>	<b>28</b>	<b>2%</b>
<b>African American &amp; Pacific Islander</b>	<b>12</b>	<b>1%</b>
<b>African American &amp; Other</b>	<b>188</b>	<b>12%</b>
<b>TOTAL</b>	<b>1,548</b>	<b>100%</b>

# All Black/African American Students: Fall 2021

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



Total: **1,548** students

\*Filipino/a/x are included with Asian American.

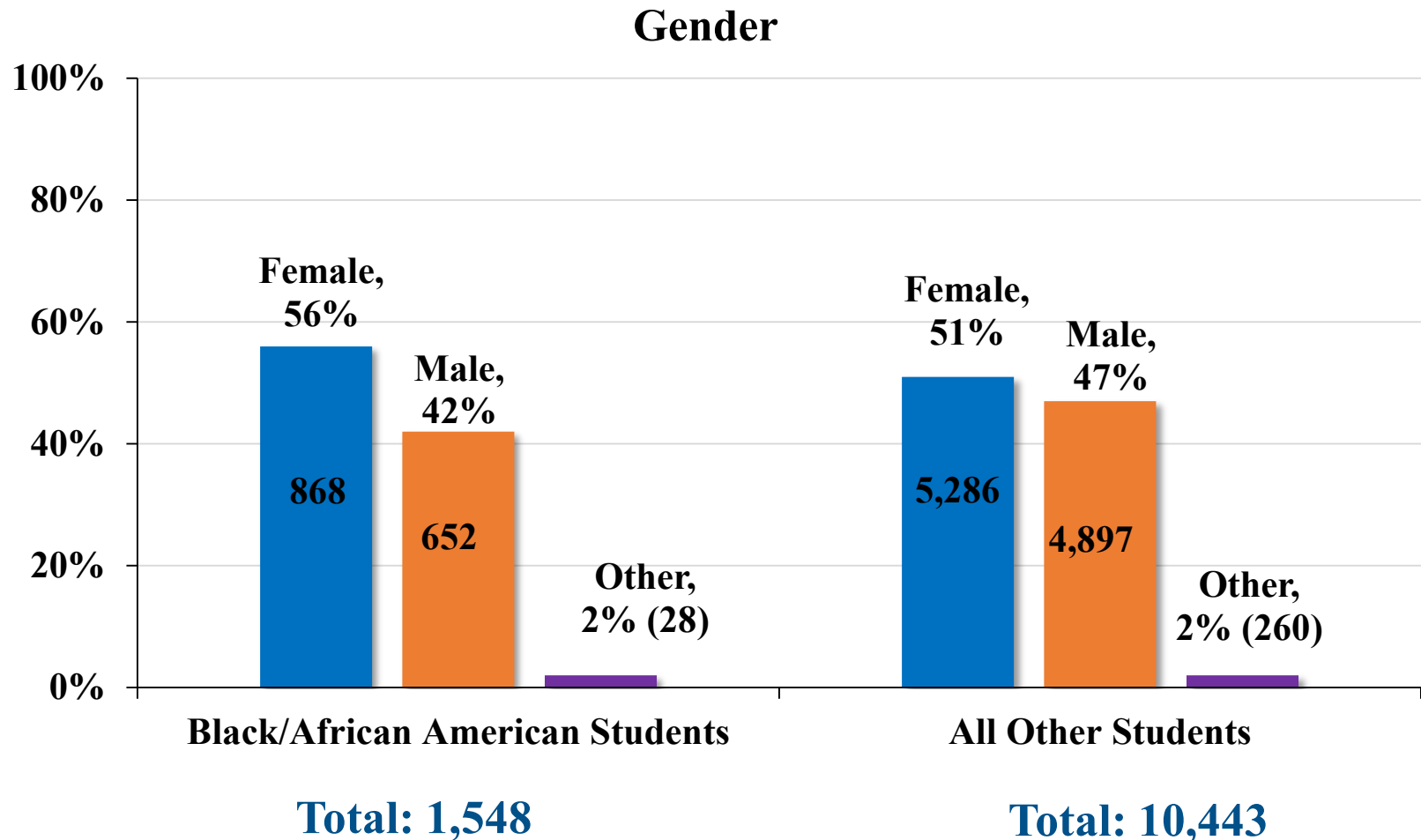
# How did we count Black/African American Students in this presentation?

- All students who checked off “Black/African American” in CCCApply are counted as Black/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 on “Overall Course Success Rates by Race/Ethnicity (Federal/State Race/Ethnicity Guidelines)”

# Student Characteristics

Race/ethnicity, gender, age, low income status, etc.

# Gender, Fall 2021



Other includes students who checked decline to state, non-binary, or no response.

# Age, Fall 2021

<b>Fall 2021</b>	<b>Black/African American Students</b>		<b>All Other Students</b>	
<b>19 or younger</b>	378	24%	3,030	28%
<b>20-21</b>	240	16%	1,715	17%
<b>22-24</b>	203	13%	1,518	15%
<b>25-29</b>	231	15%	1,511	16%
<b>30-39</b>	245	16%	1,541	15%
<b>40-49</b>	138	9%	616	5%
<b>50 or older</b>	113	7%	512	3%
<b>TOTAL</b>	<b>1,548</b>	<b>100%</b>	<b>10,443</b>	<b>100%</b>

# Parents' Education Level, Fall 2021

<b>Fall 2021</b>	<b>Black/African American Students</b>	<b>All Other Students</b>
<b>Bachelor's Degree or Higher</b>	33%	28%
<b>Some College</b>	36%	26%
<b>High School Grad</b>	24%	24%
<b>Less Than High School</b>	7%	21%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

# Top 5 Feeder High School Districts, Fall 2021

<b>Fall 2021</b>	<b>Black/African American Students (Total = 1,548)</b>	
<b>1. Hayward Unified</b>	198	13%
<b>2. Oakland Unified</b>	192	12%
<b>3. San Lorenzo Unified</b>	120	8%
<b>4. San Leandro Unified</b>	107	7%
<b>5. New Haven Unified</b>	83	5%

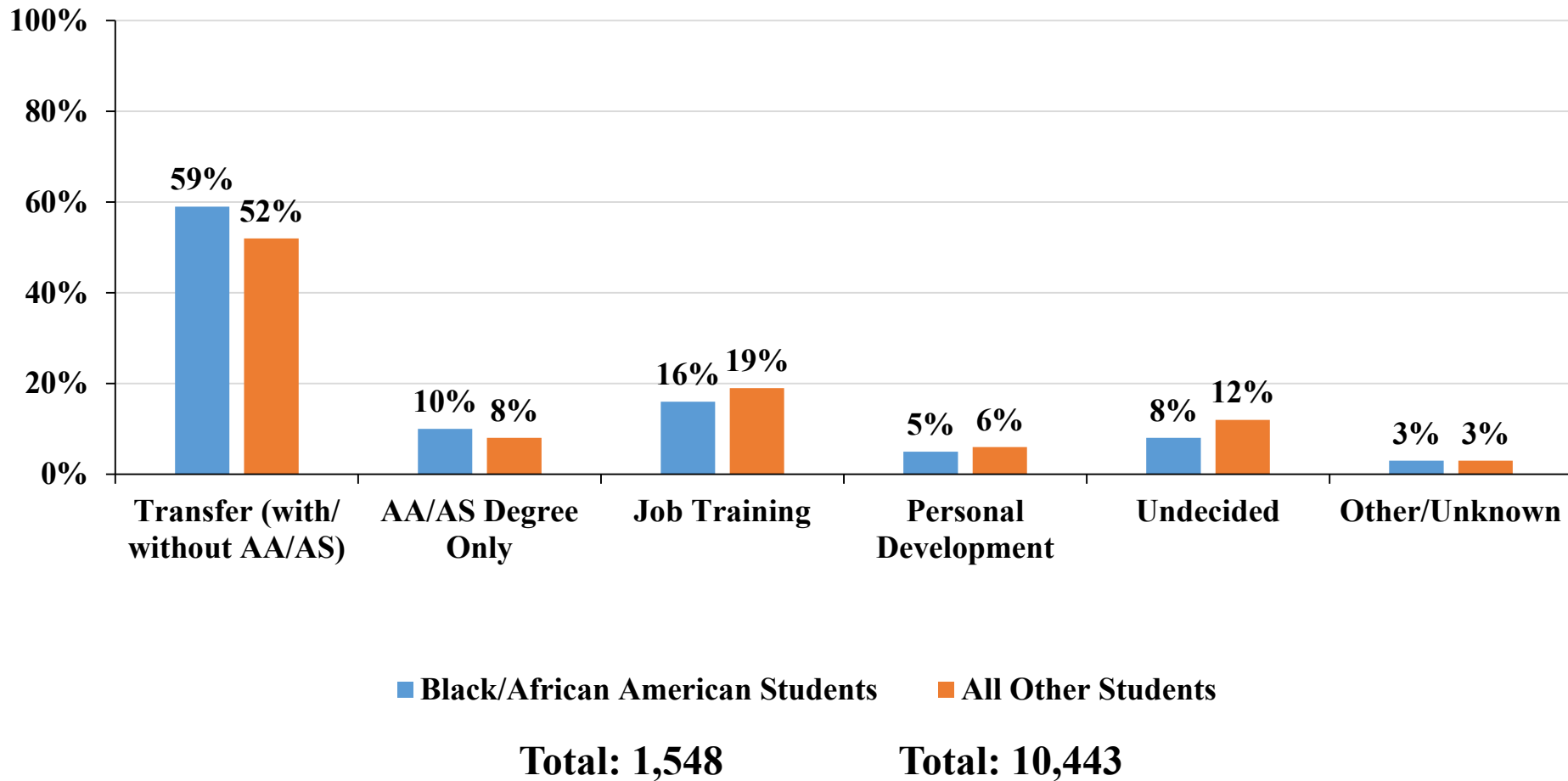
<b>Fall 2021</b>	<b>All Other Students (Total =10,443)</b>	
<b>1. Hayward Unified</b>	1,751	17%
<b>2. San Lorenzo Unified</b>	1,089	10%
<b>3. New Haven Unified</b>	728	7%
<b>4. Castro Valley Unified</b>	636	6%
<b>5. San Leandro Unified</b>	635	6%



# Student Type, Fall 2021

<b>Fall 2021</b>	<b>Black/African American Students</b>		<b>All Other Students</b>	
<b>First time any college</b>	265	17%	1,974	19%
<b>First time transfer</b>	140	9%	861	8%
<b>Returning transfer</b>	209	14%	988	9%
<b>Returning</b>	5	<1%	17	<1%
<b>Continuing</b>	888	57%	6,231	60%
<b>In High School</b>	41	3%	372	4%
<b>Total</b>	1,548	100%	10,443	100%

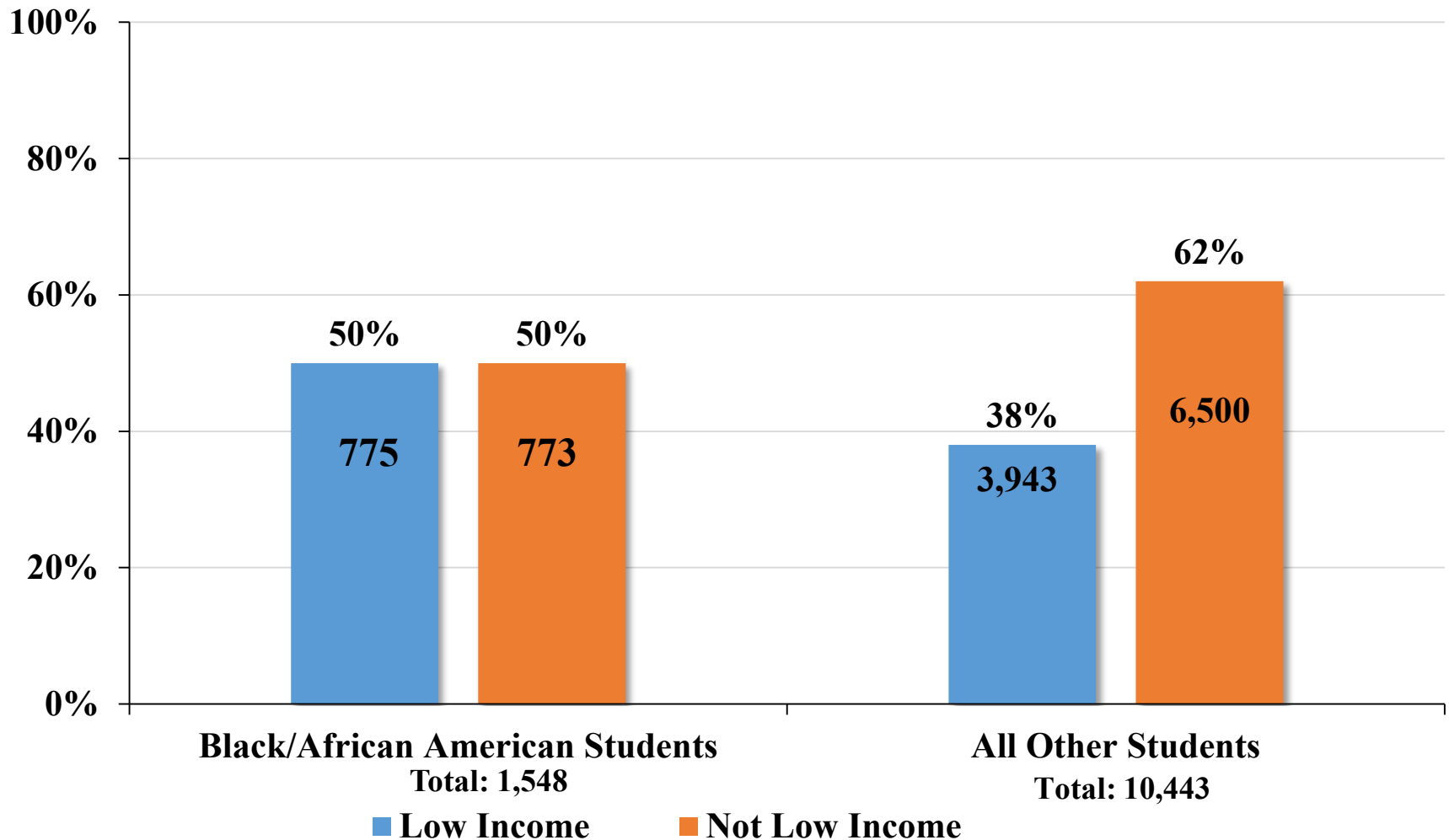
# Educational Goal, Fall 2021



# Attendance Status, Fall 2021

<b>Fall 2021</b>	<b>Black/African American Students</b>		<b>All Other Students</b>	
<b>Full Time (12+ Units)</b>	450	29%	3,233	31%
<b>Part Time (6-11.5 Units)</b>	568	37%	3,408	33%
<b>Part Time (0.5-5.5 Units)</b>	509	33%	3,631	35%
<b>Non-Credit Units Only</b>	21	1%	171	2%
<b>TOTAL</b>	1,548	100%	10,443	100%

# Low Income\*, Fall 2021



\*Low Income includes those who received a California College Promise Grant and/or Pell Grant in Fall 2021.

# Participation in Special Programs, Fall 2021

<b>Fall 2021</b>	<b>Black/African American Students (Total = 1,548)</b>		<b>All Other Students (Total = 10,443)</b>	
<b>EOPS</b>	55	4%	222	2%
<b>CalWORKs</b>	8	1%	19	<1%
<b>UMOJA</b>	217	14%	155	1%
<b>DSPS</b>	151	10%	567	5%

# Top 5 Declared Majors, Fall 2021

<b>Fall 2021</b>	<b>Black/African American Students (Total = 1,548)</b>	
<b>1. Business</b>	225	15%
<b>2. Nursing</b>	116	7%
<b>3. Undeclared</b>	101	7%
<b>4. Psychology</b>	93	6%
<b>5. Liberal Arts &amp; Sciences</b>	79	5%

<b>Fall 2021</b>	<b>All Other Students (Total = 10,443)</b>	
<b>1. Business</b>	1,122	11%
<b>2. Undeclared</b>	1,024	10%
<b>3. Nursing</b>	838	8%
<b>4. Biology</b>	583	6%
<b>5. Administration of Justice</b>	486	5%

# STEM Majors

<b>Fall 2021</b>	<b>Black/African American Students</b>		<b>All Other Students</b>	
<b>STEM*</b>	156	10%	1,351	13%
<b>Non-STEM</b>	1,392	90%	9,092	87%
<b>TOTAL</b>	1,548	100%	10,443	100%

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

# Outcomes

AB 705 data, overall success rates, persistence,  
degree/certificate completion rates



## Before presenting statistics on outcomes data for African-American/Black Students on our campus...

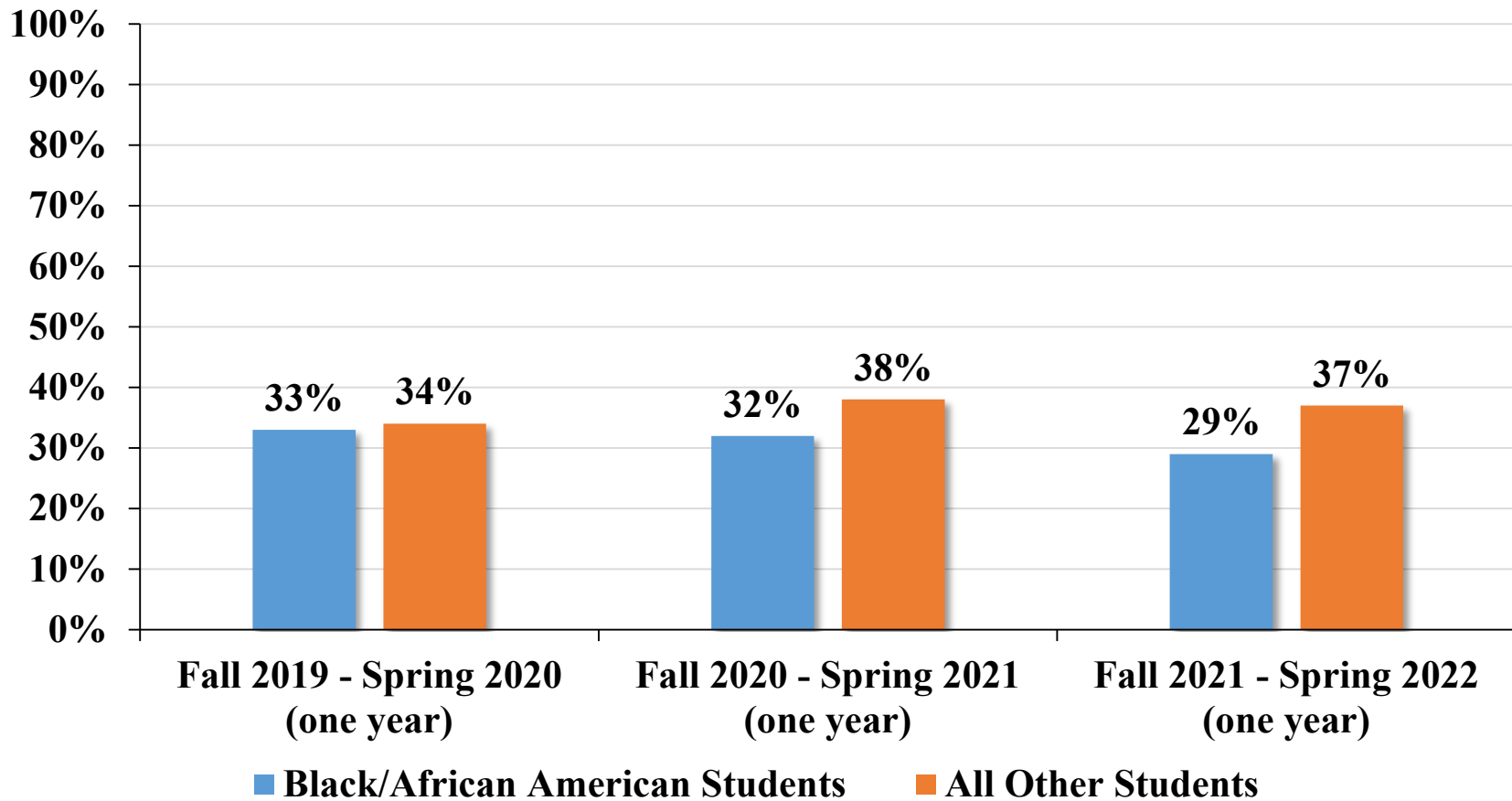
- Yeshimabeit "Yeshi" Milner is an American technologist, activist, and data scientist.
- Executive director and co-founder of [Data for Black Lives](#).



# 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\* Throughput Rates of Transfer-Level English by Fall New Student Cohorts



\*One year includes the preceding summer

# Course Success Rates in First-Level Transfer English (ENGL 1), Fall 2021

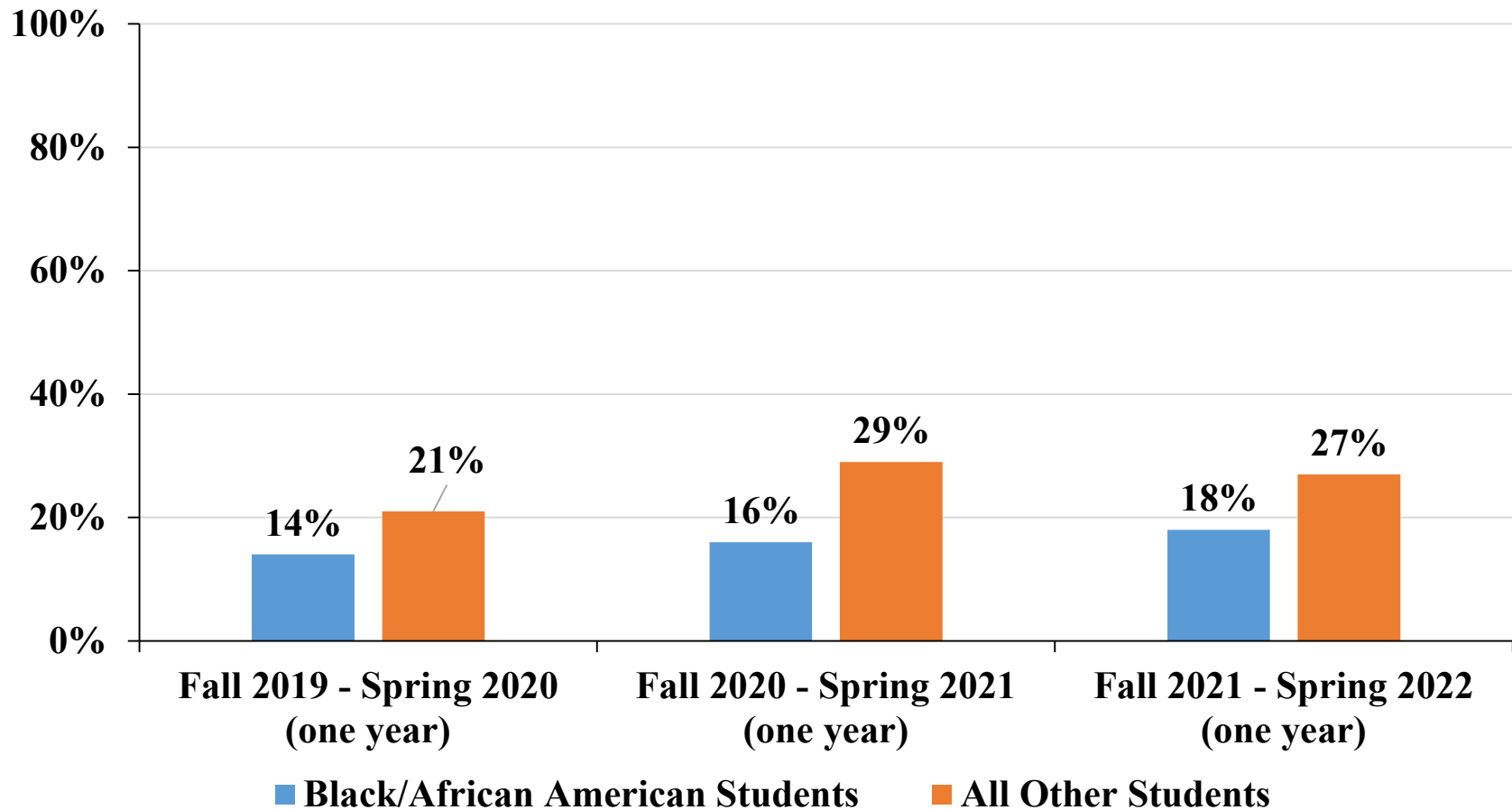
<b>Fall 2021</b>	<b>UMOJA Classes</b>		<b>Non-UMOJA Black/African American Students</b>		<b>All Other Students</b>	
<b>Success</b>	37	65%	70	40%	645	55%
<b>Non-Success</b>	11	19%	44	25%	271	23%
<b>Withdrawal</b>	9	16%	60	34%	259	22%
<b>Total</b>	57	100%	174	100%	1,175	100%

Success: Grades of A, B, C, NCA, NCB, NCP, NCS, P, or CR

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

Withdrawal: W, CW, EW, or MW

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



\*One year includes the preceding summer

# Course Success Rates in Math, Falls 2019-2021 Combined (in Table)

	<b>Black/African American Students</b>		<b>All Other Students</b>	
	Total in Cohort	% who Succeeded	Total in Cohort	% who Succeeded
<b>Below-Degree Math</b>	17	35%	78	58%
<b>Degree Math</b>	119	41%	770	50%
<b>Transfer Math</b>	680	44%	4,205	56%
<b>Above-Transfer Math</b>	196	55%	2,220	69%

## Notes:

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

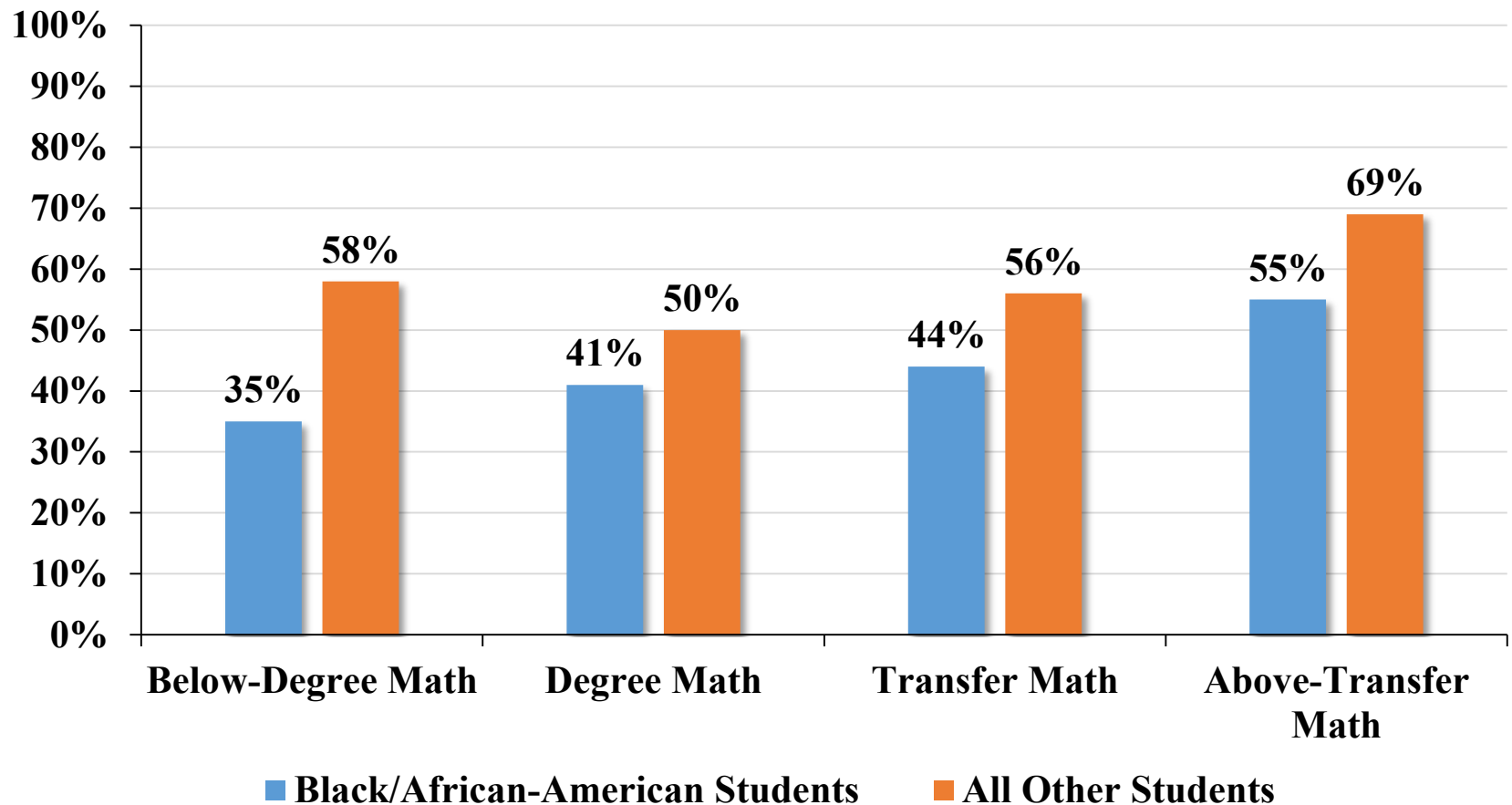
Degree Math includes MTH 53, 53A, 35B, 55, and 55A;

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

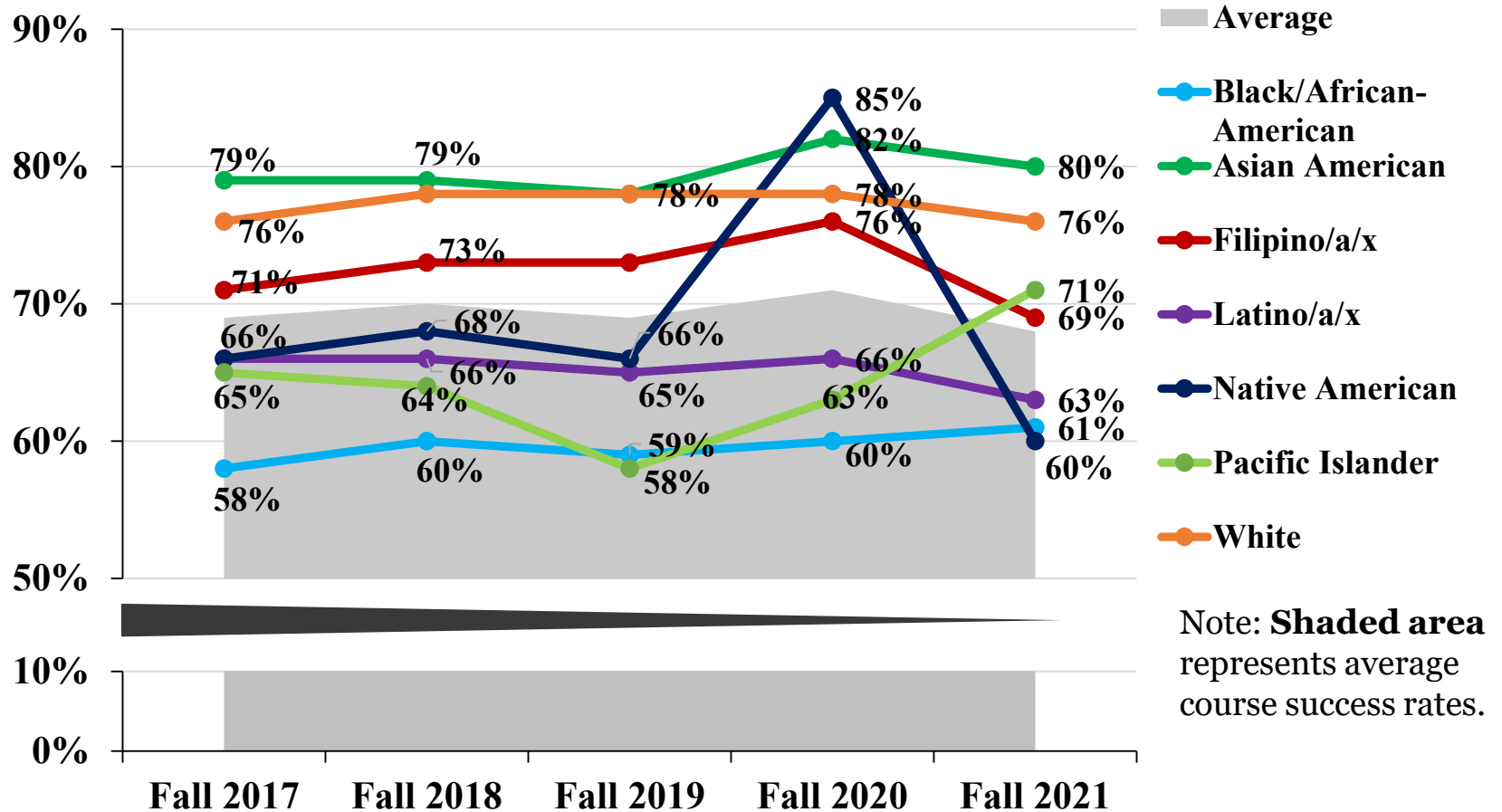
Above-Transfer Math includes MTH 1, 2, 3, 4, 6, 8, 15, 16, 20, and 25.

# Course Success Rates for in Math, Falls 2019-2021 Combined (in Graph)

**Success Rates in Math**



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



\***Success Rate:** Percent of success grades (A, B, C, NCA, NCB, NCC, NCP, NCSP, CR, and P) out of all grades in the semester



# Overall Course Success Rates, Fall 2021

<b>Fall 2021</b>	<b>UMOJA Classes</b>		<b>Black/African American Students</b>		<b>All Other Students</b>	
<b>Success</b>	100	68%	2,285	60%	16,903	70%
<b>Non-Success</b>	27	18%	690	18%	3,183	13%
<b>Withdrawal</b>	20	14%	862	22%	4,192	17%
<b>Total</b>	147	100%	3,837	100%	24,233	100%

Success: Grades of A, B, C, NCA, NCB, NCP, NCS, P, or CR

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

Withdrawal: W, CW, EW, or MW

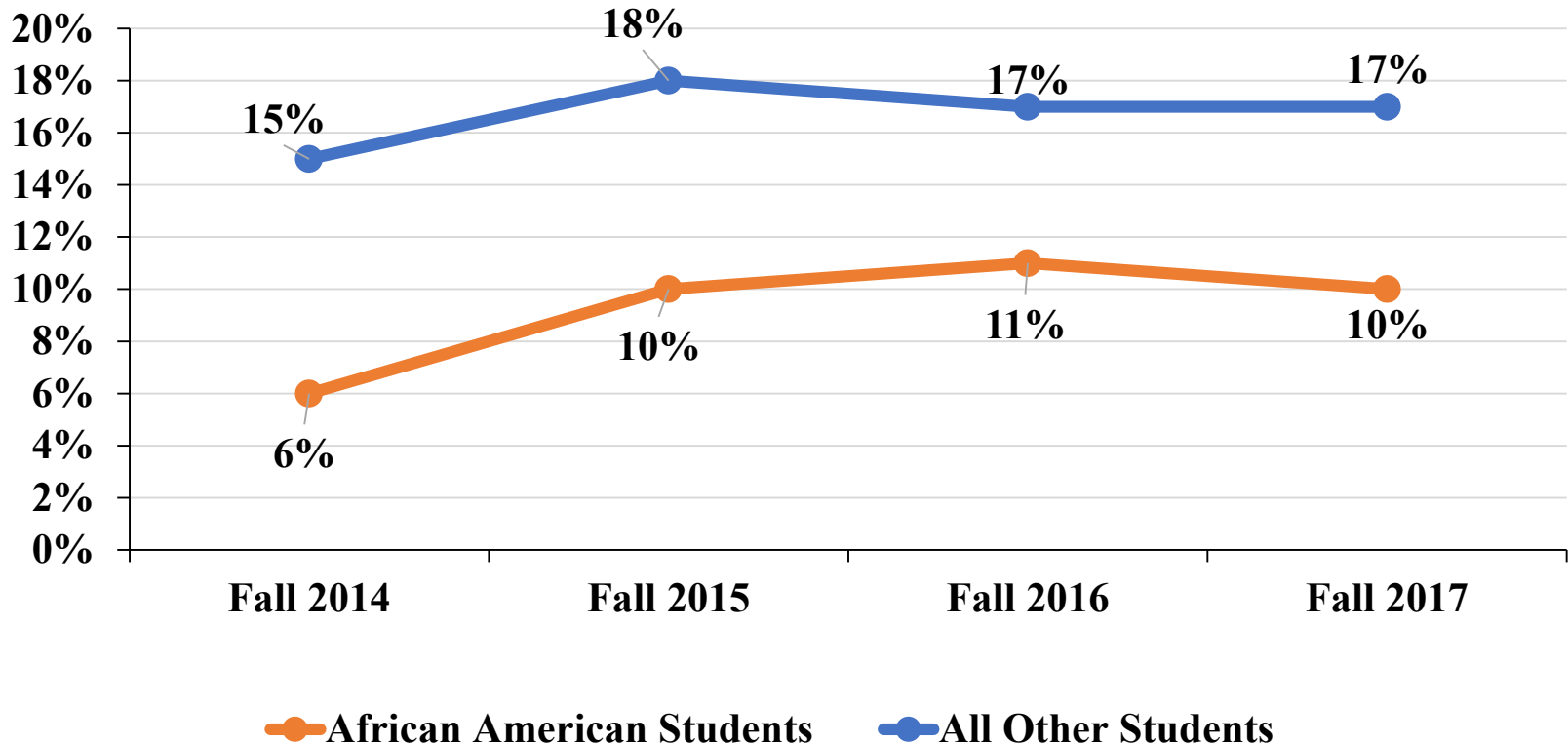
# Persistence Rates

Persistence from fall to spring for new and continuing students

	<b>Black/African American Students</b>	<b>All Other Students</b>
<i><b>Persisted from Fall 2020 to Spring 2021</b></i>		
<b>New Students</b>	64%	74%
<b>Continuing Students</b>	68%	73%
<i><b>Persisted from Fall 2021 to Spring 2022</b></i>		
<b>New Students</b>	65%	72%
<b>Continuing Students</b>	62%	68%

# Graduate with a Degree/Cert within 4 Yrs

## Degree/Certificate within 4 Years



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

\*Note: Students who transfer without getting a degree/cert are not counted.

# 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. What other data points would be of interest?
3. If you could survey all Black/African-American students at Chabot to understand the “whys” behind any parts of this data, what would you ask?