Black/African American Students at Chabot College in Fall 2022: 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 data analysis and work in 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

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 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

State and Federal Data

- Measurement and defining terms are not value-neutral.
  - Census "racial and ethnic data is used to redraw voting districts and enforce civil rights protections, as well as guide policymaking and research" (NPR, 2023).

- Federal and State Reporting Groups:
  - Stem from how census questions on race/ethnicity are asked.
    1. Are you of Hispanic, Latino or Spanish Origin?
    2. What is your race? (Check all that apply)
       1. Currently, no option for Hispanic/Latino in response options to question 2.
- Federal/State Way: Count Latinx First
  - Any student who answers yes to being of Hispanic, Latino and Spanish origin will be counted as Latinx.

More info? Pew Research Center: Race and Multiracial Americans in the U.S. Census;
Racial categories used in the decennial censuses, 1790 to the present; Pew Research Center: Who is Hispanic?

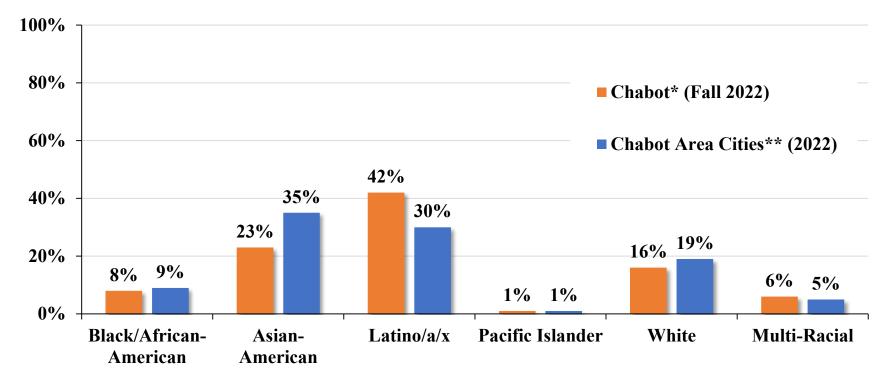# How are Black/African American Students counted in State and Federal data?

- Federal and State Reporting Groups:
  - Students who chose only Black/African American for their racial group are included as African American in Federal/State 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 2022)		Chabot Area Cities** (2022)	
African-American	979	8%	41,572	9%
Asian-American	2,633	23%	163,169	35%
Latino/a/x	4,878	42%	140,275	30%
Native American or Alaskan Native	21	<1%	1,265	<1%
Native Hawaiian or Pacific Islander	165	1%	6,279	1%
White	1,877	16%	90,135	19%
Multi-Racial	727	6%	21,745	5%
Unknown	264	2%	0	0%
TOTAL	11,544	100%	464,440	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 2023)

Race/Ethnicity (Federal Groups) in Graph

Notes:
1. 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 Fall 2022.
2. Filipino/a/x are included with Asian Americans because they are grouped together in the EMSI dataset.
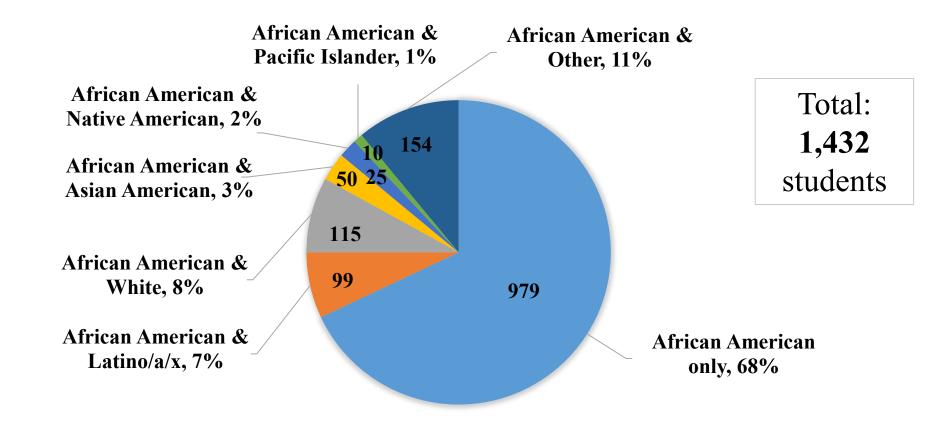
Chabot Area Cities: Castro Valley, Hayward, San Leandro, San Lorenzo, and Union City.
Data Sources:*CLPCCD Institutional Research Dataset;**Economic Modeling Specialist, Intl. (EMSI 2023)

Who is left out? Fall 2022: 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	
African American only	**979**	68%
African American & Latino/a/x	99	7%
African American & White	115	8%
African American & Asian American and/or Filipino/a/x	50	3%
African American & Native American	25	2%
African American & Pacific Islander	10	1%
African American & Other	154	11%
TOTAL	**1,432**	100%

All Black/African American Students: Fall 2022
--Race/Ethnicity Among African American Students (in Graph)

African American & Pacific Islander, 1%

African American & Other, 11%

African American & Native American, 2%

African American & Asian American, 3%

African American & White, 8%

African American & Latino/a/x, 7%

African American only, 68%

154
10
25
50
115
99
979

Total: **1,432** students

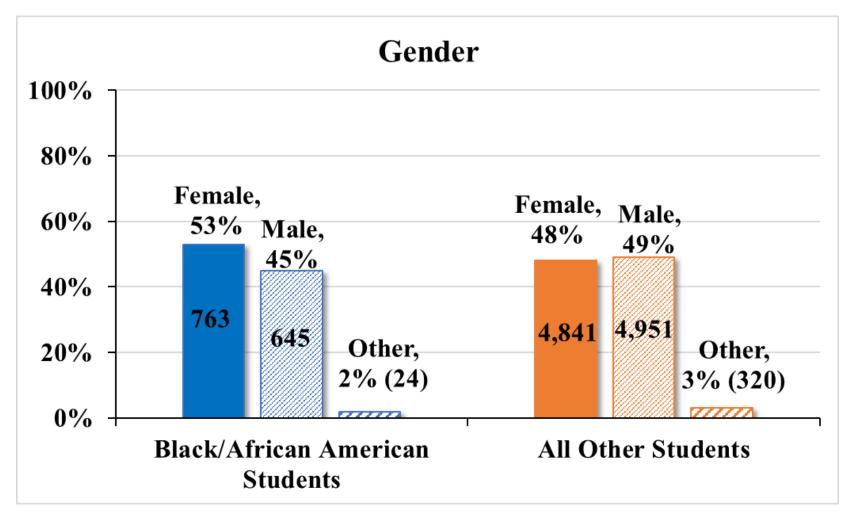Note: Filipino/a/x are included with Asian American.

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

Gender, age, parents' education level, student type, low income status, etc.

Gender, Fall 2022

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

Age, Fall 2022

	Black/African American Students		All Other Students	
19 or younger	392	27%	3,034	30%
20-21	207	14%	1,635	16%
22-24	178	12%	1,373	14%
25-29	175	12%	1,365	13%
30-39	243	17%	1,522	15%
40-49	137	10%	611	6%
50 or older	100	7%	572	6%
TOTAL	**1,432**	**100%**	**10,112**	**100%**

Parents' Education Level, Fall 2022

	Black/African American Students	**All Other Students**
Bachelor's Degree or Higher	34%	29%
Some College	34%	25%
High School Grad	26%	24%
Less Than High School	6%	22%
TOTAL	**100%**	**100%**

Top 5 Feeder High School Districts, Fall 2022

	Black/African American Students (Total = 1,432)	
1. Oakland Unified	197	14%
2. Hayward Unified	188	13%
3. San Lorenzo Unified	113	8%
4. San Leandro Unified	95	7%
5. Castro Valley Unified	76	5%

	All Other Students (Total =10,112)	
1. Hayward Unified	1,737	17%
2. San Lorenzo Unified	1,057	10%
3. San Leandro Unified	644	6%
4. Castro Valley Unified	614	6%
5. New Haven Unified	601	6%

Student Type, Fall 2022

	Black/African American Students		All Other Students	
First time any college	313	22%	2,262	22%
First time transfer	162	11%	1,039	10%
Returning transfer	184	13%	985	10%
Returning	0	0%	6	<1%
Continuing	741	52%	5,462	54%
In High School	32	2%	358	4%
Total	1,432	100%	10,112	100%

Educational Goal, Fall 2022

Bar chart comparing educational goals of Black/African American Students and All Other Students:

- Transfer (with/without AA/AS): 53% / 49%
- AA/AS Degree Only: 10% / 7%
- Job Training: 18% / 22%
- Personal Development: 6% / 8%
- Undecided: 9% / 12%
- Other/Unknown: 4% / 3%

■ Black/African American Students   ■ All Other Students

Total: 1,432   Total: 10,112

Attendance Status, Fall 2022

	Black/African American Students		All Other Students	
Full Time (12+ Units)	458	32%	3,011	30%
Part Time (6-11.5 Units)	559	39%	4,128	41%
Part Time (0.5-5.5 Units)	398	28%	2,682	27%
Non-Credit Units Only	17	1%	291	3%
TOTAL	1,432	100%	10,112	100%

Low Income*, Fall 2022

*Low Income includes those who received a California College Promise Grant and/or Pell Grant in Fall 2022.

Top 5 Declared Majors, Fall 2022

	Black/African American Students (Total = 1,432)	
1. Nursing	110	8%
2. Undeclared	87	6%
3. Psychology	81	6%
4. Business Administration	58	4%
5. Computer Science	50	3%

	All Other Students (Total = 10,112)	
1. Undeclared	903	9%
2. Nursing	714	7%
3. Business Administration	463	5%
4. Psychology	451	4%
5. Computer Science	409	4%

STEM Majors, Fall 2022

	Black/African American Students		All Other Students	
STEM*	153	11%	1,214	12%
Non-STEM	1,279	89%	8,898	88%
TOTAL	1,432	100%	10,112	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

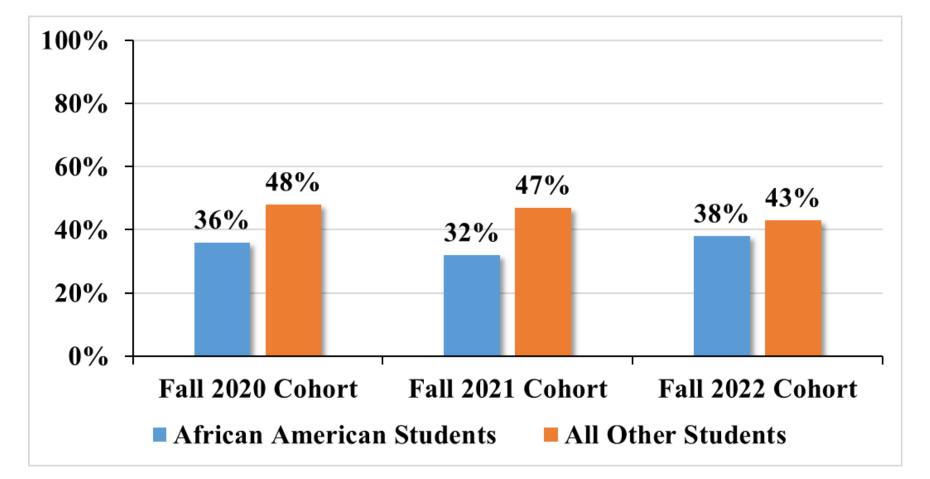# Before presenting statistics on outcomes data for African-American/Black Students on our campus...

- Yeshimabeit "Yeshi" Milner is an American technologist, activist, and data scientist.
- Executive director and co-founder of Data for Black Lives.
- Roots Community Health Center promotes wellness in East Oakland's Black community, Noha Aboelata, M.D

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."
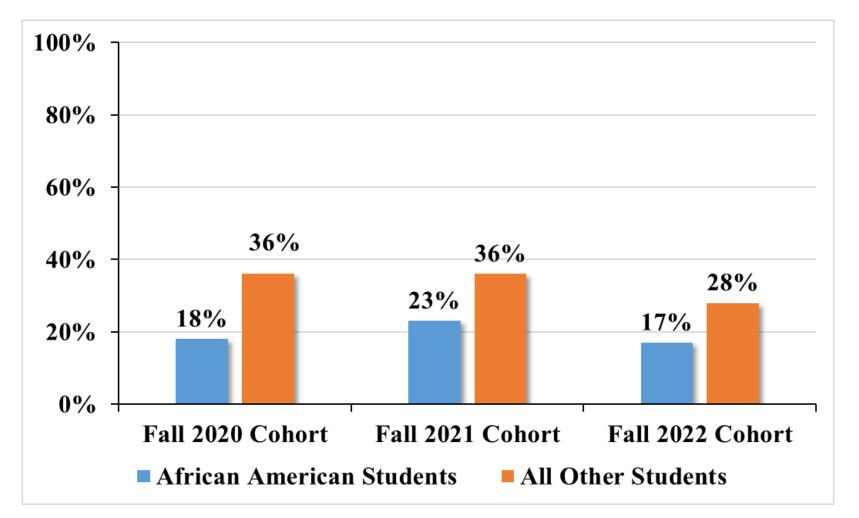
One-Year Throughput Rates of Transfer-Level English by Fall New Degree/Transfer-Seeking Student Cohorts

Course Success Rates in First-Level Transfer English (ENGL 1), Fall 2022

	UMOJA Classes		Non-UMOJA			
			Black/African American Students		All Other Students	
Success	47	78%	93	54%	685	57%
Non-Success	9	15%	48	28%	284	24%
Withdrawal	4	7%	30	18%	229	19%
Total	60	100%	171	100%	1,198	100%

Success: Grades of A, B, or C
Non-Success: Grades of D, F, or I
Withdrawal: Grades of W or EW

One-Year Throughput Rates of Transfer-level Math by Fall New Degree/Transfer-Seeking Student Cohorts
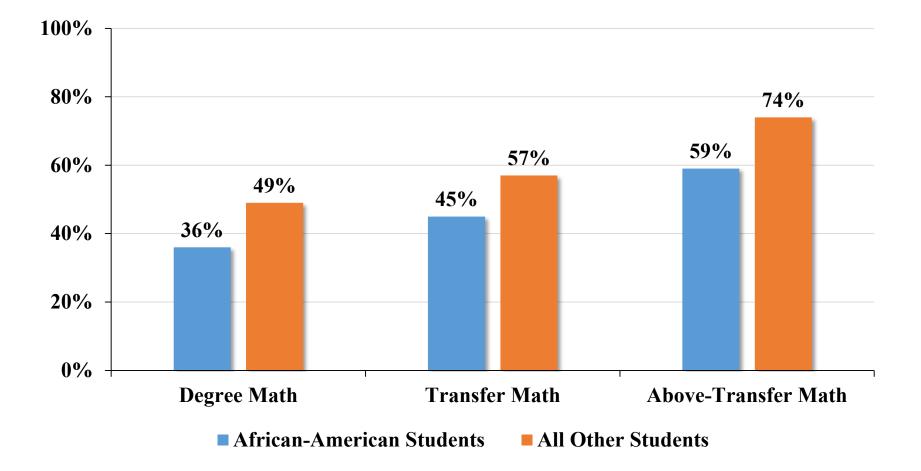
Course Success Rates in Math, Falls 2020-2022 Combined (in Table)

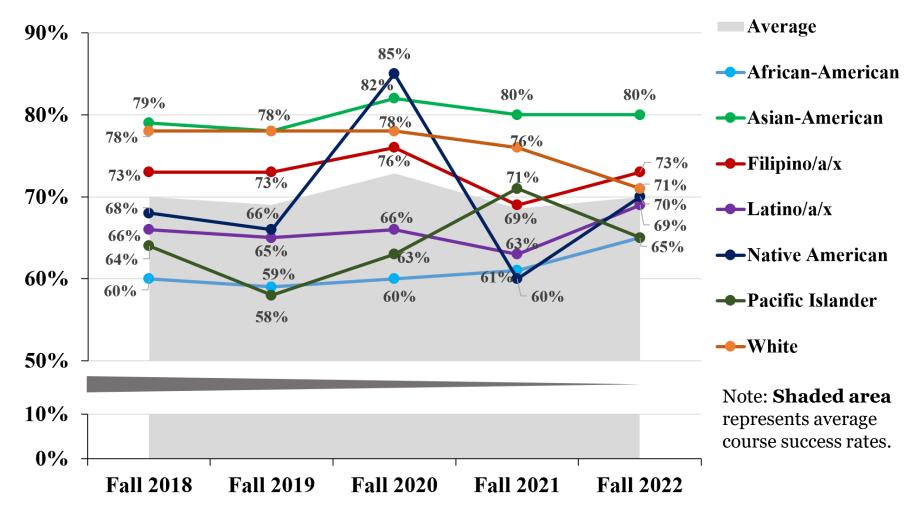|	Black/African American Students		All Other Students	
	Total in Cohort	% who Succeeded	Total in Cohort	% who Succeeded
Degree Math	85	36%	479	49%
Transfer Math	560	45%	3,671	57%
Above-Transfer Math	181	59%	2,067	74%

Notes:
Degree Math includes MTH 53 and 55;
Transfer Math includes MTH 31(S), 36(S), 37, 43, 47, BUS 19, and PSY 5;
Above-Transfer Math includes MTH 1, 2, 3, 4, 6, 8, 15, 20, and 25.

Course Success Rates for in Math, Falls 2020-2022 Combined (in Graph)

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

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

Overall Course Success Rates, Fall 2022

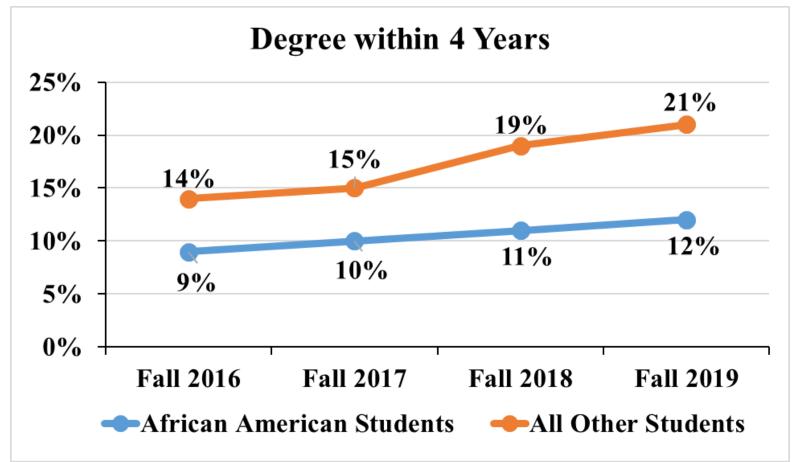|	UMOJA Classes		All Chabot Students			
			Black/African American Students		All Other Students	
Success	167	72%	2,395	64%	17,681	72%
Non-Success	53	23%	691	18%	3,485	14%
Withdrawal	11	5%	650	17%	3,275	13%
Total	231	100%	3,736	100%	24,441	100%

Success: Grades of A, B, C, NCA, NCP, NCS, or P
Non-Success: Grades of D, F, I, NCN, or NP
Withdrawal: Grades of W or EW

Persistence Rates

Persistence from fall to spring for new and continuing students

	Black/African American Students	**All Other Students**
Persisted from Fall 2021 to Spring 2022		
New Students	65%	72%
Continuing Students	62%	68%
Persisted from Fall 2022 to Spring 2023		
New Students	64%	70%
Continuing Students	65%	72%

Graduate with a Degree within 4 Yrs

Degree within 4 Years

- African American Students
- All Other Students

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
All Other Students	14%	15%	19%	21%
African American Students	9%	10%	11%	12%

Degree: Percent of all new students with an educational goal of degree or transfer who graduated with a degree within 4 years of starting.
*Note: Students who transfer without getting a degree 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?