

Black/African American Students at Chabot College in Fall 2025: 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.

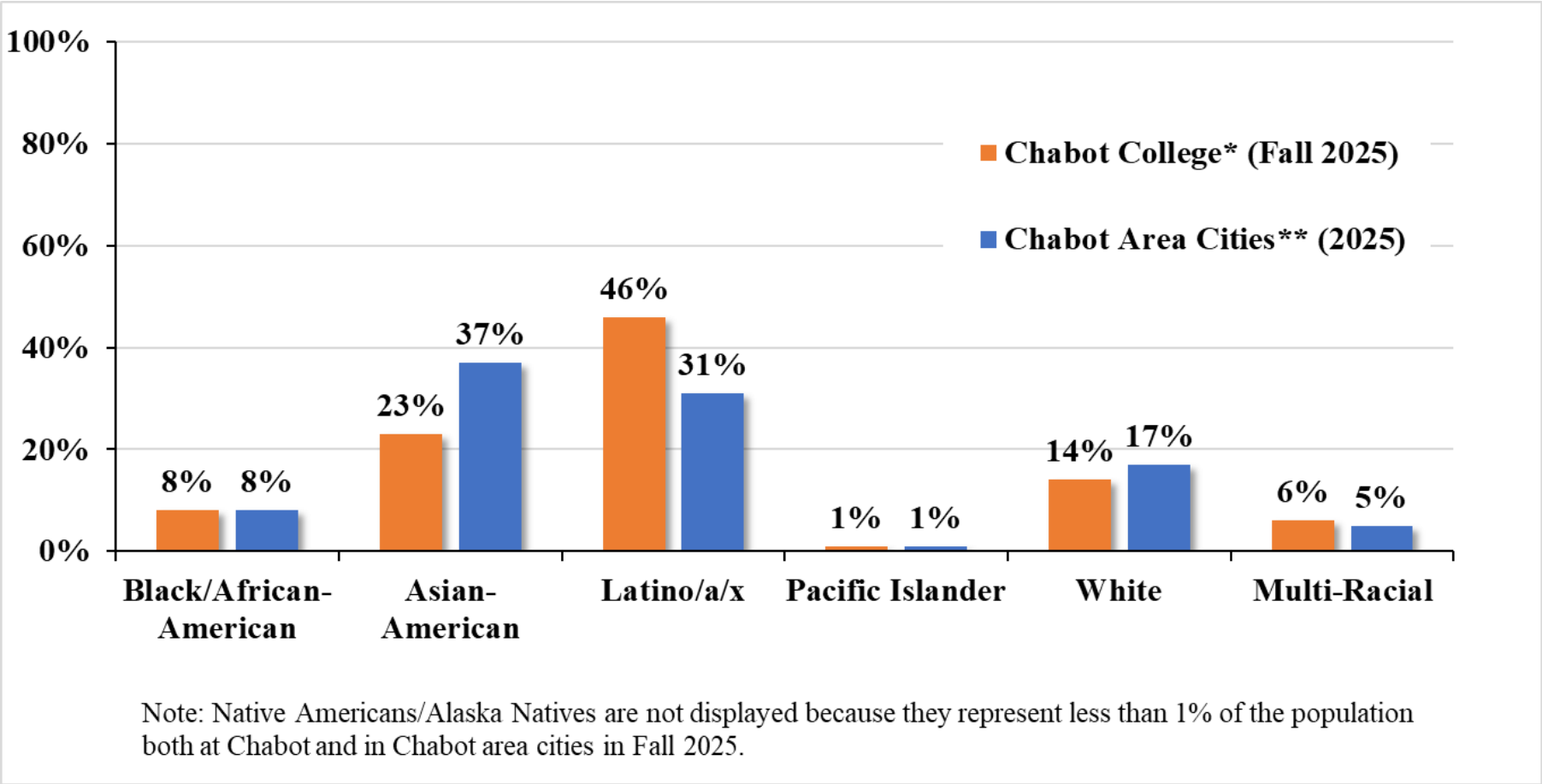
Race/Ethnicity (Federal Groups) in Table

	Chabot* (Fall 2025)		Chabot Area Cities** (2025)	
African-American	1,198	8%	37,989	8%
Asian-American	3,259	23%	169,055	37%
Latino/a/x	6,574	46%	143,787	31%
Native American or Alaskan Native	16	<1%	1,317	<1%
Native Hawaiian or Pacific Islander	198	1%	6,819	1%
White	1,962	14%	79,698	17%
Multi-Racial	802	6%	21,393	5%
Unknown	347	2%	0	0%
TOTAL	14,356	100%	460,058	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 2025)

Race/Ethnicity (Federal Groups) in Graph



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

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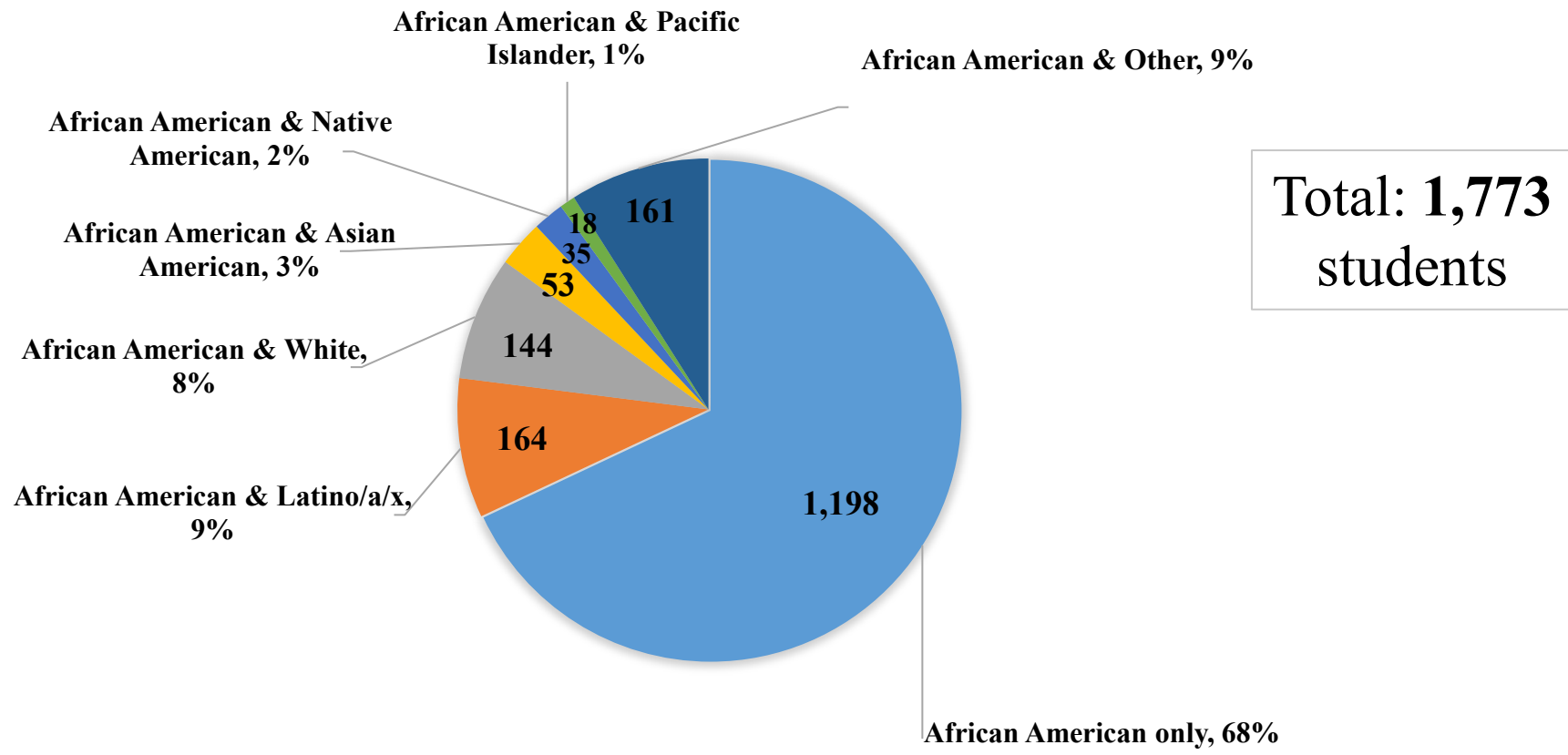
Who is left out? Fall 2025: Race/Ethnicity Among Black/African American Students (in Table)

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	1,198	68%
African American & Latino/a/x	164	9%
African American & White	144	8%
African American & Asian American and/or Filipino/a/x	53	3%
African American & Native American	35	2%
African American & Pacific Islander	18	1%
African American & Other	161	9%
TOTAL	1,773	100%

All Black/African American Students: Fall 2025

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



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

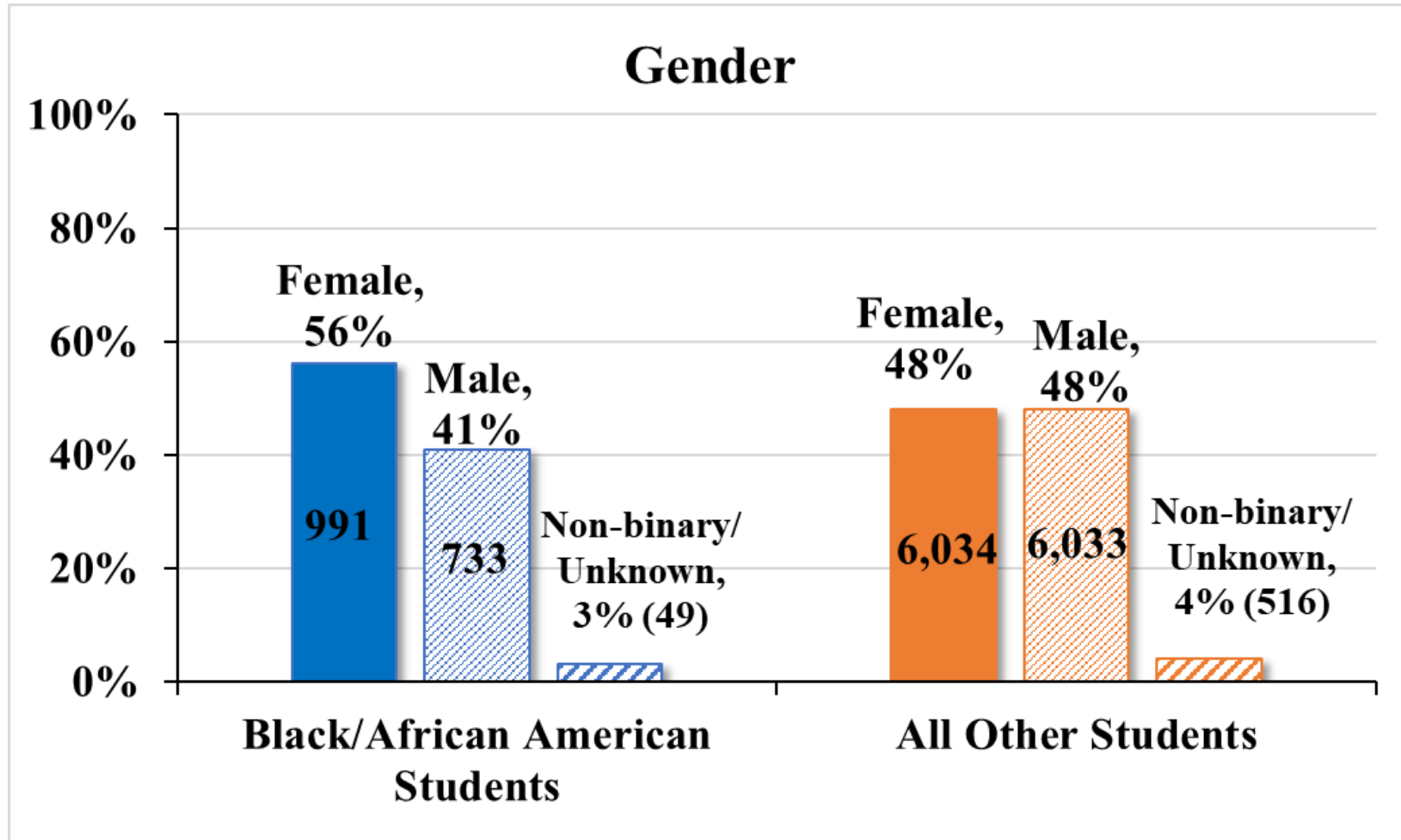
How did we count Black/African American Students in this presentation?

- 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 2025



Age, Fall 2025

	Black/African American Students		All Other Students	
19 or younger	551	31%	4,437	35%
20-21	225	13%	1,965	16%
22-24	210	12%	1,505	12%
25-29	207	12%	1,568	12%
30-39	314	18%	1,731	14%
40-49	133	8%	746	6%
50 or older	133	8%	631	5%
TOTAL	1,773	100%	12,583	100%

Parents' Education Level, Fall 2025

	Black/African American Students	All Other Students
Bachelor's Degree or Higher	35%	29%
Some College	32%	24%
High School Grad	26%	24%
Less Than High School	6%	23%
TOTAL	100%	100%

Top 5 Feeder High School Districts, Fall 2025

	Black/African American Students (Total = 1,773)	
1. Hayward Unified	277	16%
2. Oakland Unified	246	14%
3. San Leandro Unified	138	8%
4. San Lorenzo Unified	121	7%
5. New Haven Unified	112	6%

	All Other Students (Total = 12,583)	
1. Hayward Unified	2,433	19%
2. San Lorenzo Unified	1,353	11%
3. San Leandro Unified	783	6%
4. New Haven Unified	747	6%
5. Castro Valley Unified	745	6%

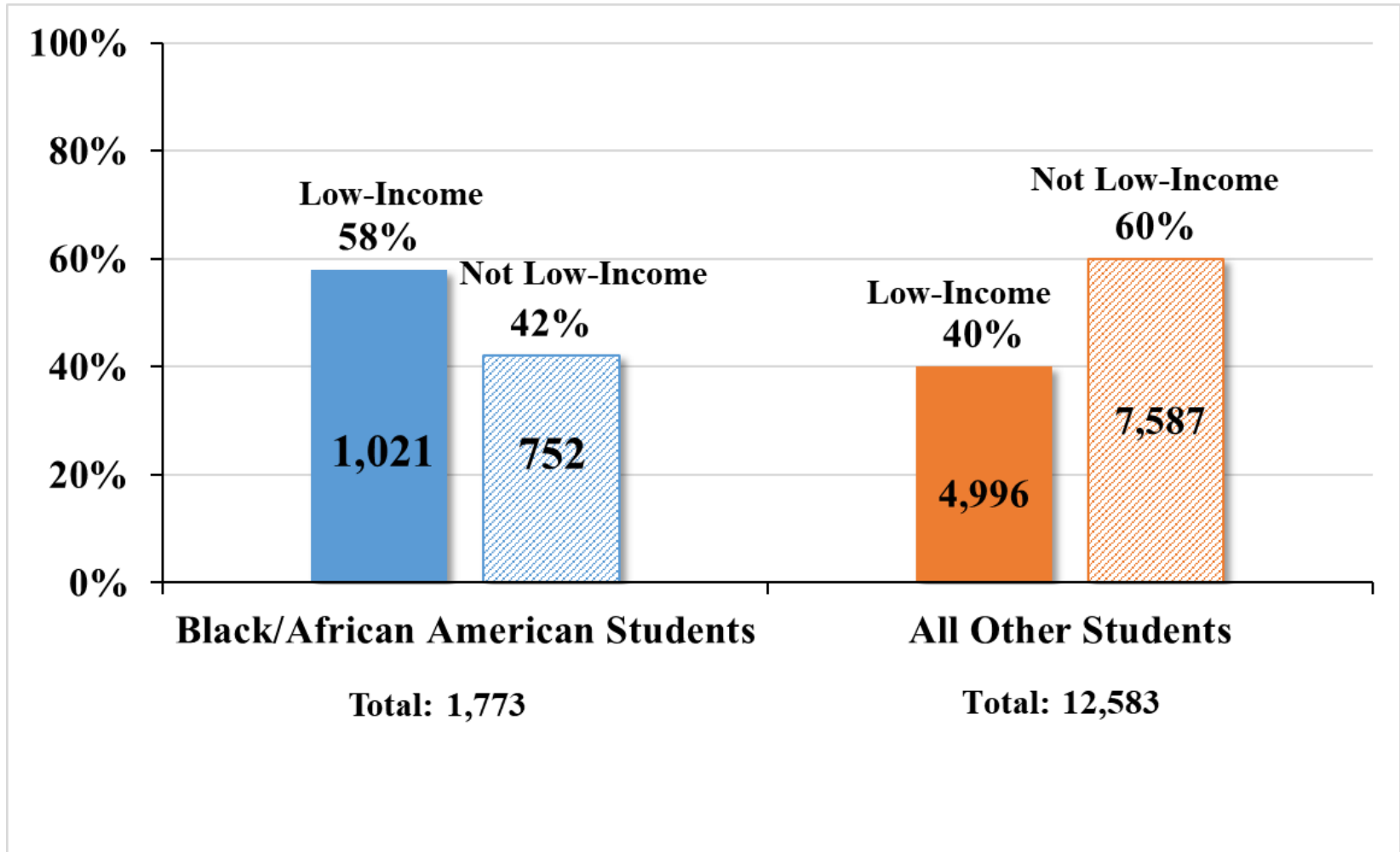
Student Type, Fall 2025

	Black/African American Students		All Other Students	
First time any college	292	16%	2,129	17%
First time (prior High School – College Enrollment)	30	2%	226	2%
First time transfer	235	13%	1,419	11%
Returning	251	14%	1,315	10%
Continuing	863	49%	6,615	53%
In High School	102	6%	879	7%
Total	1,773	100%	12,583	100%

Attendance Status, Fall 2025

	Black/African American Students		All Other Students	
Full Time (12+ Units)	626	35%	4,119	33%
Part Time (6-11.5 Units)	632	36%	4,192	33%
Part Time (0.5-5.5 Units)	483	27%	3,670	29%
Non-Credit Units Only	32	2%	602	5%
TOTAL	1,773	100%	12,583	100%

Low Income*, Fall 2025



*Low Income includes those who received a California College Promise Grant and/or Pell Grant in Fall 2025.

Top 5 Declared Majors, Fall 2025

	Black/African American Students (Total = 1,773)	
1. Nursing	135	8%
2. Business Administration	132	7%
3. Psychology	86	5%
4. Undeclared	82	5%
5. Administration of Justice	80	5%

	All Other Students (Total = 12,583)	
1. Undeclared	1,022	8%
2. Nursing	849	7%
3. Business Administration	847	6%
4. Biology	636	5%
5. Psychology	483	4%

STEM Majors, Fall 2025

	Black/African American Students		All Other Students	
STEM*	157	9%	1,581	13%
Non-STEM	1,616	91%	11,002	87%
TOTAL	1,773	100%	12,583	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...

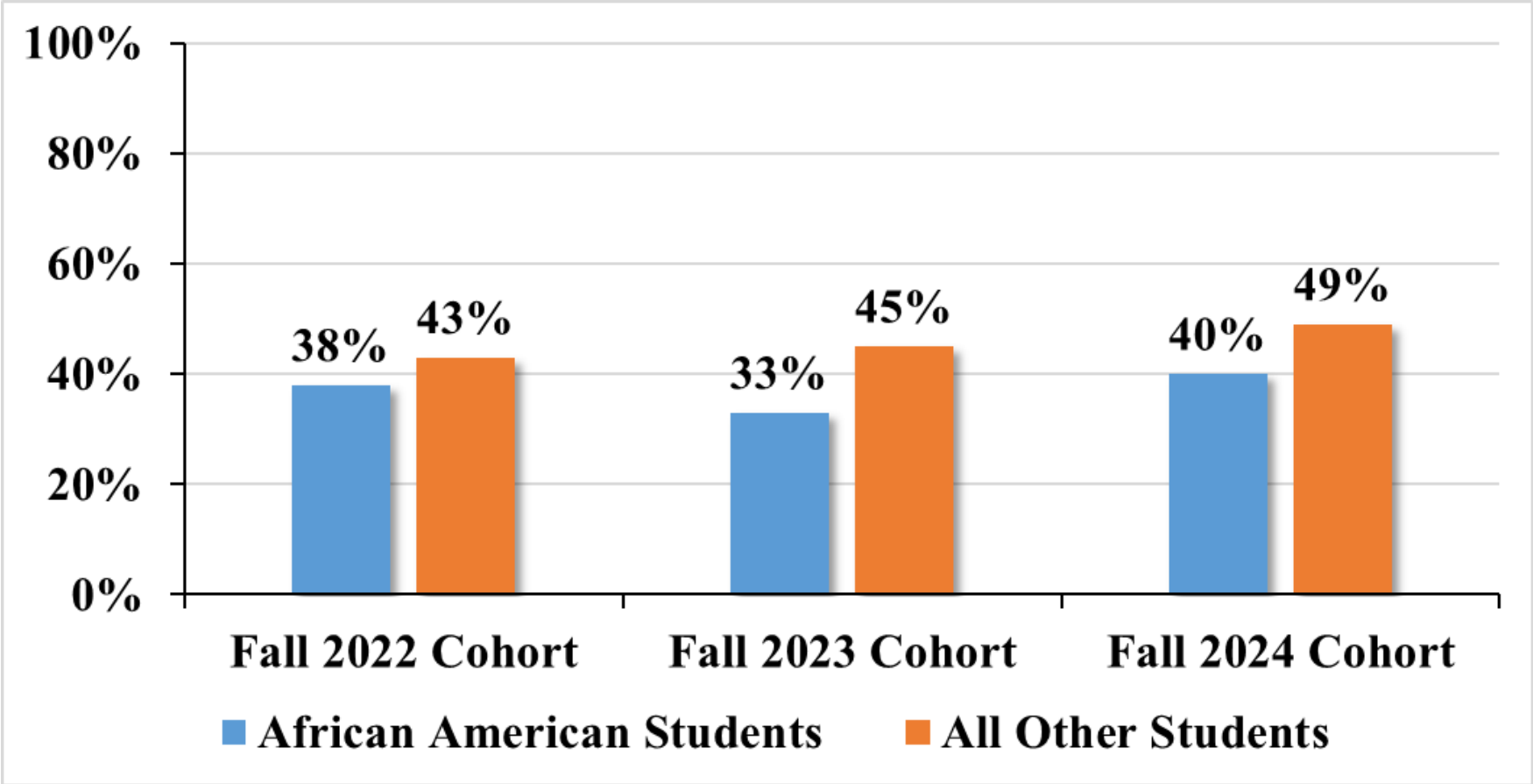
- Yeshimabeit "Yeshi" Milner is an American technologist, activist, and data scientist.
- Executive director and co-founder of [Data for Black Lives](#).
- Roots Community Health Center promotes wellness in East Oakland's Black community, [Noha Aboelata, M.D](#)



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 2025

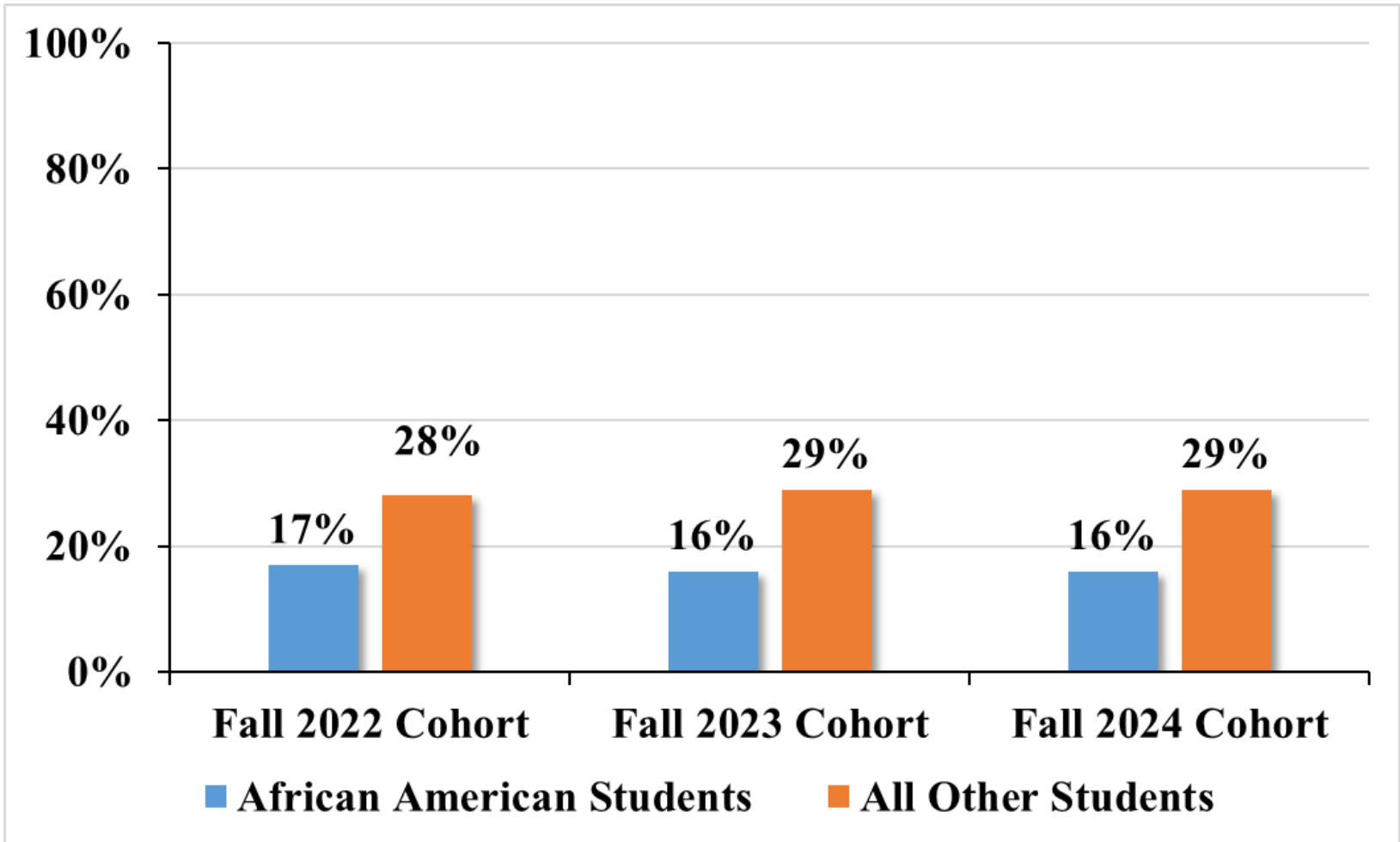
	UMOJA Classes		Non-UMOJA			
			Black/African American Students		All Other Students	
Success	64	75%	126	51%	1,079	64%
Non-Success	14	16%	71	29%	341	20%
Withdrawal	7	8%	51	21%	259	15%
Total	85	100%	248	100%	1,679	100%

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 2023-2025 Combined (in Table)

	Black/African American Students		All Other Students	
	Total in Cohort	% who Succeeded	Total in Cohort	% who Succeeded
Degree Math	17	35%	154	46%
Transfer Math	524	48%	3,669	59%
Above-Transfer Math	121	43%	1,864	62%

Notes:

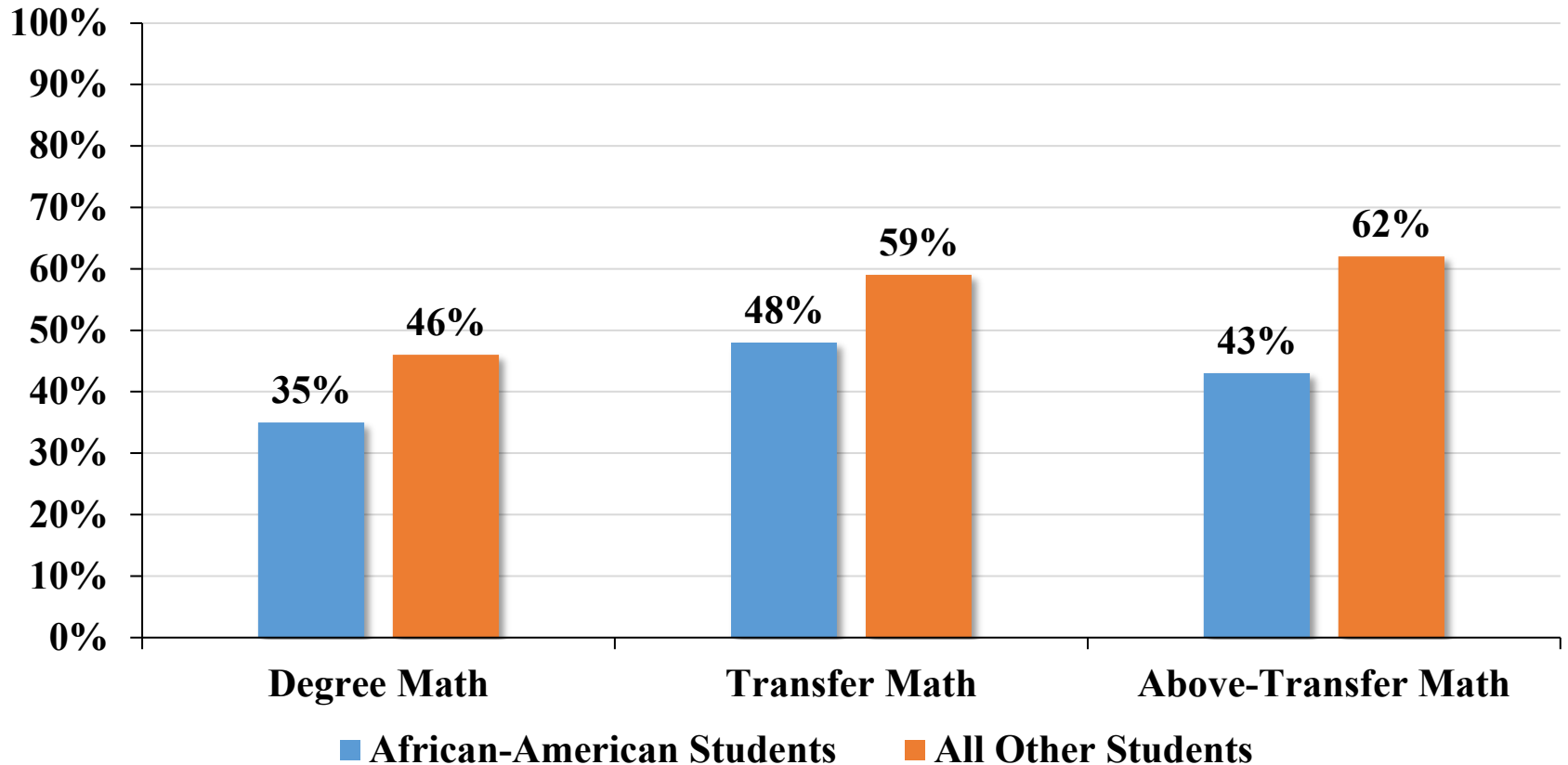
Degree Math includes MTH 53 and 55;

Transfer Math includes MTH 21, 22, 43, 47, 88, BUS 19, PSY 5, and STAT C43;

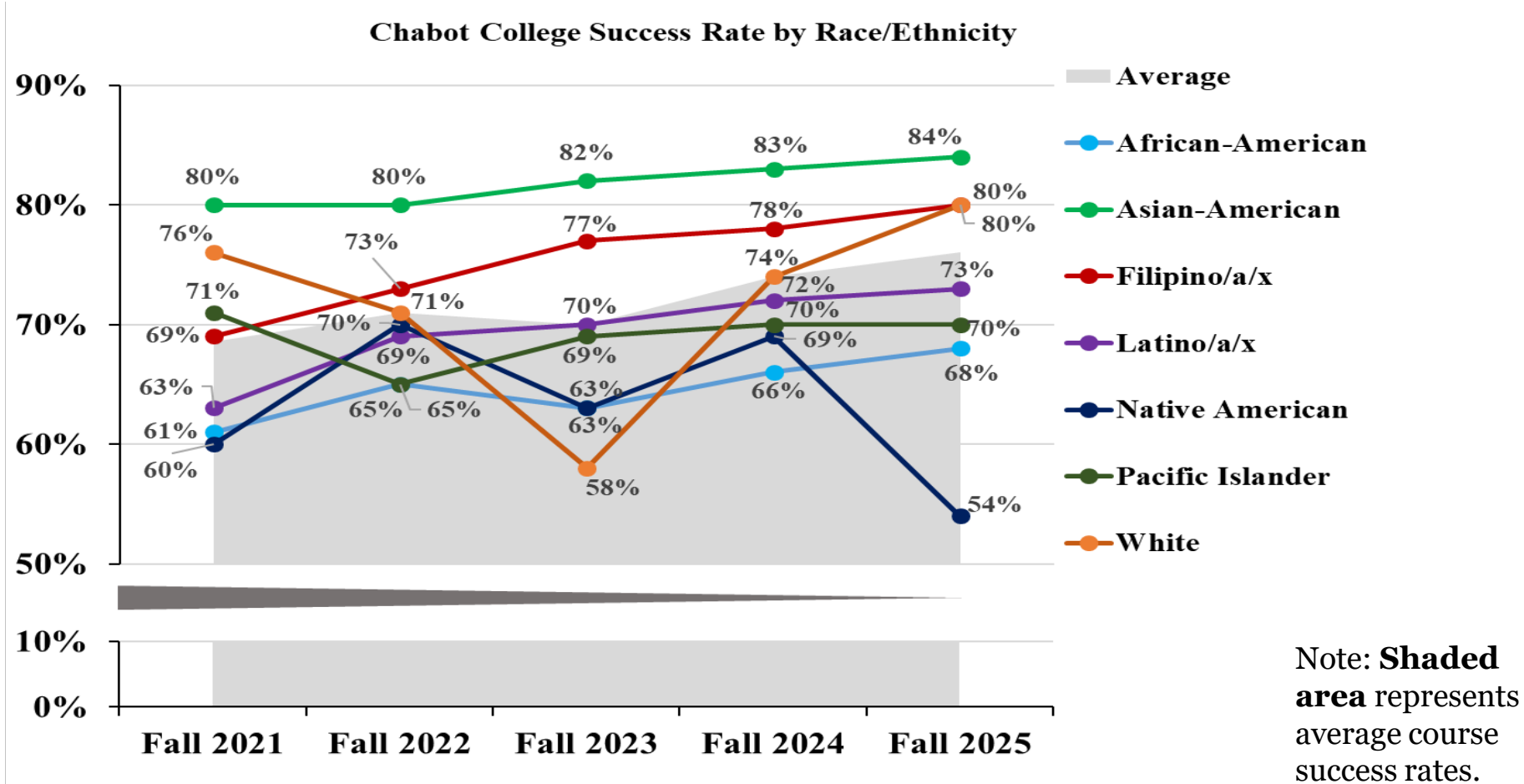
Above-Transfer Math includes MTH 1, 2, 3, 4, 6, 8, 15, 20, and 25.

Course Success Rates for in Math, Falls 2023-2025 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, NCP, NCS, and P) out of all grades in the semester

Overall Course Success Rates, Fall 2025

	UMOJA Classes		All Chabot Students			
			Black/African American Students		All Other Students	
Success	273	79%	3,262	68%	23,934	77%
Non-Success	52	15%	873	18%	3,921	13%
Withdrawal	21	6%	688	14%	3,251	10%
Total	346	100%	4,823	100%	31,106	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

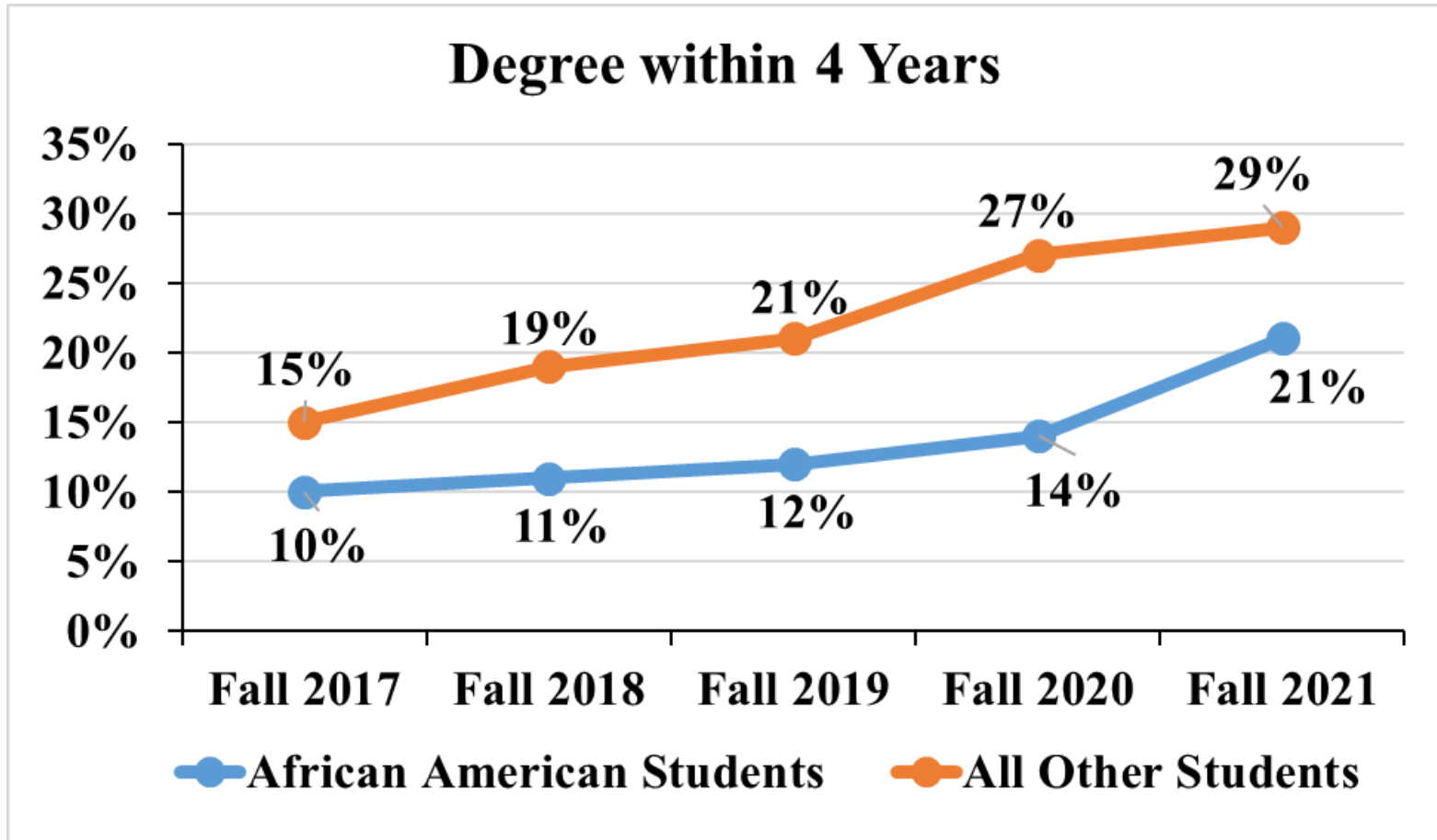
Persistence Rates

Persistence from fall to spring for new and continuing students

	Black/African American Students	All Other Students
Persisted from Fall 2024 to Spring 2025		
New Students	70%	74%
Continuing Students	70%	76%
Persisted from Fall 2025 to Spring 2026*		
New Students	69%	75%
Continuing Students	72%	75%

*Note: Data for Spring 2026 is preliminary.

Graduate with a Degree within 4 Yrs



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?