



APPENDIX B

Evaluation of Student Performance -- Core Indicators

As part of the comprehensive local needs assessment (CLNA) §134(c)(2)(1)(A) an evaluation of student performance as determined by State negotiated Core Indicators (within §113 of the Act) is required. This assessment includes all students and the special populations enrolled in Career Technical Education (CTE) as listed for Perkin V. Since the Chancellor’s Office is only requiring MIS data reports for FY 22-23 and FY 23-24 for this 3rd two-year CLNA very few districts will contain the special populations homeless youth or youth who have a parent in active military duty as that data would just start to show up as of FY 23-24.

For community college districts that have multiple colleges, each college's core indicators at a 2-digit Taxonomy of Programs (TOP) level including individual Perkins V Special Populations were reviewed. Table 1 below shows statewide ethnicity via 2022 completed Statista data and student attendance in California Community Colleges.

Table 1 - Statewide Ethnicity Demographics

Ethnicity <i>State Population 39,029,342</i>	Statewide (2022)	CCCCO Student Attendance (2022-23)
Hispanic	40.3%	46.11%
White	33.7%	25.67%
Black	5.2%	6.02%
Native American	0.3%	0.38%
Asian	15.3%	12.37%
Hawaiian/Pacific Islander	0.4%	0.41%
Two or More Races	4.3%	4.21%
Other/unknown	0.6%	4.83%

District Student Counts (Including Economically Disadvantaged)

For 2023-24 (using California Community Colleges Management Information Systems data from (2021-22) Chabot-Las Positas CCD which consists of Chabot College and Las Positas College has 28,243 students of which 14,874 are Career Technical Education (CTE) students. Table 2 below shows a five-year overview of the District’s student population and its break out of all students, CTE students (disaggregated from the all in numerical and percentage format), and CTE students that are economically disadvantaged (in numerical and percentage format). The Table also shows a decrease in student population since the first Comprehensive Local Needs Assessment was produced in 2019-20. This decrease includes 5605 students of which 66.83% are classified as CTE. The current fiscal year also shows that of all students 52.66% are CTE Students and of those students 71.84% are economically disadvantaged. Limited English proficient (now called English learners) represent 7.49% of all CTE concentrators, and Non-traditional overall are 27.15% at the District level.

Table 2 – Chabot-Las Positas CCD CTE Students
(Including Economically Disadvantaged)

Chabot-Las Positas CCD	All Students	CTE Students	CTE Students Percentage	CTE Students Economically Disadvantaged	CTE Students Economically Disadvantaged Percentage
(17-18) = 2019-20	33,848	17,613	52.03%	13,096	74.35%
(18-19) = 2020-21	33,482	17,678	52.79%	13,186	74.58%
(19-20) = 2021-22	33,466	17,383	51.94%	12,820	73.75%
(20-21) = 2022-23	30,717	15,830	51.53%	12,251	77.39%
(21-22) = 2023-24	28,243	14,874	52.66%	10,685	71.84%
<i>Averaged 5-year Total</i>	31,951	16,675	52.19%	12,407	74.40%

District Aggregate Core Indicators by 2-digit TOP

Core indicators are part of the California Community Colleges Chancellor's Office (MIS) data and aggregated by using MIS documentation downloaded by the system’s Community Colleges. This data is for Career Technical Education programs only and can be reviewed by District, College, and College programs by 2-, 4- or 6-digit TOPs. The system downloads this data when at least one concentrator is within a CTE program. A concentrator is a student that has taken at least 12 units within a 2-digit TOP of which at least 1-unit is within a core course (SAM level A-C).

Chabot Las Positas CCD MIS core indicator data posted for the last two years 2022-23 and 2023-24 (representing fiscal years 2020-21 and 2021-22 actual performance) was reviewed for thirteen 2-digit TOPs. Table 3 reviews both fiscal years and all four core indicators listed within the online MIS system mentioned above at a 2-digit TOPs level as required by the California

Community Colleges Chancellor’s Office (CCCCO) in order to determine improvement and gaps. Column one lists the thirteen TOPs in ranking order by number of concentrators.

The first five 2-digit TOPs within the table below represent 84.71% of all CTE concentrators and consist of 05 Business & Management, 07 Information Technology, 09 Engineering & Industrial Technologies, 13 Family & Consumer Sciences, and 21 Public & Protective Services.

The row of Table 3 that is highlighted tan shows 100% state negotiated District rates and the pink row shows 90% of the state negotiated District rates as that is the standard via Perkins V §113 that a district must minimally meet. If not met in the following year’s application, the District must specify what improvement will be made to increase core indicator concentrator student percentages. Each column equals the following core indicators: 1. Postsecondary Retention and Placement; 2. Earned Postsecondary Credential; 3. Non-traditional Program Enrollment; and 4. Employment.

Table 3 – Chabot-Las Positas CCD 2-Digit TOP Code Review

2-digit TOP	Retention & Placement		Earned Credential		Non-traditional		Employment	
	#1 22-23	#1 23-24	#2 22-23	#2 23-24	#3 22-23	#3 23-24	#4 22-23	#4 23-24
100% of State Negotiated Rates	74.53%	91.75%	81.32%	89.00%	23.43%	26.00%	73.00%	73.23%
90% of State Negotiated Rates	67.07%	82.57%	73.18%	80.1%	21.08%	23.4%	65.70%	65.91%
05 Business & Management (1)	92.68	94.44	81.87	82.81	46.38	47.90	71.93	76.06
09 Engineering & Industrial Tech. (2)	97.81	98.91	16.07	29.87	1.89	2.93	92.48	94.21
13 Family & Consumer Sciences (3)	87.00	91.58	85.85	82.85	4.33	2.06	65.40	76.43
21 Public & Protective Services (4)	97.63	97.90	80.28	77.36	30.69	38.68	91.45	92.49
07 Information Technology (5)	93.72	97.39	49.30	61.07	20.22	29.23	65.22	85.96
12 Health (6)	98.86	96.77	83.20	86.15	14.29	17.91	97.12	90.21
10 Fine & Applied Arts (7)	94.21	93.84	46.85	64.08	35.28	42.26	78.76	75.47
02 Architecture & Related Tech. (8)	96.15	100.00	50.00	40.00	62.96	55.32	71.43	90.91
01 Agriculture & Natural Resources (9)	96.15	87.50	66.67	77.78	41.38	54.05	93.75	75.00
49 Interdisciplinary Studies (10)	97.83	100.00	20.00	33.33			83.33	100.00
06 Media & Communications (11)	93.33	95.90	59.04	58.08	15.05	41.18	55.05	78.95
08 Education (12)	100.00	100.00	100.00	100.00			100.00	100.00
14 Law (13)		100.00		100.00		6.25		0.00

NOTE: Light blue highlights represent that the data is not statistically valid (under 10 in the denominator). The tan row is the 100% negotiated rate and the pink row is the 90% which is the minimum rate that must be met. Yellow highlighted means did not meet 90% of the state negotiated rate and those rows highlighted in melon are the five largest 2-digit TOPs representing 84.71% of all CTE concentrators.

Chabot-Las Positas CCD Synopsis of 2-digit TOP Code Review (Table 3)

Core Indicator 1: In reviewing 2-digit TOPs for Postsecondary Retention and Placement it shows that all have met or exceeded the state negotiated performance. From fiscal year 22-23 to 23-24 the first five 2-digit TOPs (05 Business & Management, 07 Information Technology, 09 Engineering & Industrial Technologies, 13 Family & Consumer Sciences and 21 Public & Protective Services) represent 84.71% of all CTE concentrators. Eight of the twelve statistically valid TOPs improved from one year to the next showing course and program improvement.

Core Indicator 2: In reviewing 2-digit TOPs for Earned Postsecondary Credential none of the thirteen TOPs met 100% of the state negotiated rate in fiscal year 2023-24. However three TOPs representing 50.98% of all concentrators met the minimum, 90% of the state negotiated (05 Business & Management, 12 Health and 13 Family & Consumer Sciences). Seven TOPs while not meeting negotiated rates, did show improvement from fiscal year 2022-23 to 2023-24. Strategies need to be developed overall to continue Earned Postsecondary Credential improvement.

Core Indicator 3: In reviewing 2-digit TOPs for Non-traditional Program Enrollment (note empty cells within those two columns mean it is not a Non-traditional program and therefore no statistical data is seen) has gone from five to three TOPs not meeting the 90% state negotiated rate from fiscal year 22-23 to 23-24 (09 Engineering & Industrial Technologies, 13 Family & Consumer Sciences, and 12 Health). This figure represents 37.53% of CTE concentrators. These three TOPs need to develop plans for outreach to Non-traditional and overall strategies to improve Non-traditional Enrollment. Note: Nine of the eleven Non-traditional TOPs have improved in percentage from fiscal year 2022-23 to 2023-24.

Core Indicator 4: In reviewing 2-digit TOPs for Employment (which is not a negotiated core indicator but separated from Core Indicator 1 so that the District can see how they are independently doing in employment) is meeting 100% of the state negotiated rate for all TOPs within 2023-24 which is an improvement from 2022-23 and seven of ten statistically valid TOPs have increased in percentage showing employment improvement. Note: three 2-digit TOPs indicated in blue italics are not statistically valid (showing less than 10 concentrators).

Chabot College

General Demographics

Founded in 1961 in Hayward, Chabot College is part of the Chabot-Las Positas Community College District and serves the cities of Hayward, Castro Valley, San Leandro, San Lorenzo and Union City in the East Bay of the San Francisco Bay Area. Chabot College is a comprehensive, Hispanic-serving institution that specializes in university transfer preparation, Career and Technical Education, and basic skills preparation. As an urban college with one of the most ethnically diverse student bodies in the state, Chabot prides itself in being the first community

college to develop Puente and Daraja, successful learning communities that have inspired statewide models for improving the academic success of Latino and African American students.

The City of Hayward is ranked the 3rd most diverse City in American according to the 2022 American Communities Survey Census data. According the 2022 American Communities Survey Census data, 59.2% of Hayward residents speak another language besides English at home and 38.7% are foreign born.

The top three languages spoken at home (therefore expected as the English learner population of the area) are Spanish 56.6%, Tagalog (including Filipino) 10.9% and Other Indo-European languages 10.8%).

Table 4 - Statewide Ethnicity Demographics

As can be seen in Table 4 Chabot College is similar to statewide statistical data via ethnicity with the exception of a lower White population which makes sense considering the surround area as of 2023 census data shows this ethnicity at 15%.

Ethnicity <i>State Population 39,029,342</i>	Statewide (2022)	CCCCO Student Attendance (2022-23)	Chabot College (22-23)
Hispanic	40.3%	46.11%	42%
White	33.7%	25.67%	16%
Black	5.2%	6.02%	9%
Native American	0.3%	0.38%	< 1%
Asian	15.3%	12.37%	15%
Hawaiian/Pacific Islander	0.4%	0.41%	2%
Two or More Races	4.3%	4.21%	6%
Other/unknown	.6%	4.83%	2%

Student Counts (Including Economically Disadvantaged)

For 2023-24 (using California Community Colleges Management Information Systems data from (2021-22) Chabot College has 17,645 students of which 10,126 are within Career Technical Education (CTE). From the last CLNA produced in 2019-20 this is a decrease in the colleges overall count by 2,932 students of which 36.63% or (1,074 students) were classified as CTE.

Table 5 below shows a five-year overview of Chabot College's student population and its break out of all students, CTE students (disaggregated from the all in numerical and percentage format), and CTE students that are economically disadvantaged (in numerical and percentage format). The

table shows that Chabot College (for 2023-24) has 57.38% CTE students of which 67.57% are economically disadvantaged. Chabot College's population of CTE students is larger than non-CTE and its economically disadvantaged student count is high (which means more services necessary). CTE concentrators that are Limited English Proficient (now called English learners) are rating at 8.77% of all CTE students and Non-traditional overall is ranked at 26.18%.

Table 5 -- Chabot College Students (Including Economically Disadvantaged)

Chabot College	All Students	CTE Students	CTE Students Percentage	CTE Students Economically Disadvantaged	CTE Students Economically Disadvantaged Percentage
(17-18) = 2019-20	20,577	11,200	54.43%	8,299	74.09%
(18-19) = 2020-21	20,609	11,264	54.65%	8,295	73.63%
(19-20) = 2021-22	20,856	11,203	53.71%	8,091	72.22%
(20-21) = 2022-23	18,703	10,302	55.08%	7,843	76.13%
(21-22) = 2023-24	17,645	10,126	57.38%	6,843	67.57%
<i>Averaged 5-year Total</i>	20,273	10,998	54.26%	8,301	74.99%

Chabot College Aggregate Core Indicators by 2-digit TOP

Core indicators are part of the California Community Colleges Chancellor's Office (MIS) data and aggregated by using MIS documentation downloaded by the system's Community Colleges. This data is for Career Technical Education programs only and can be reviewed by District, College, and College programs by 2-, 4- or 6-digit TOPs. The system downloads this data when at least one concentrator is within a CTE program. A concentrator is a student that has taken at least 12 units within a 2-digit TOPs of which at least 1-unit is within a core course (SAM level A-C).

Chabot College MIS core indicator data posted for the last two years 2022-23 and 2023-24 (representing fiscal years 2020-21 and 2021-22 actual performance) was reviewed for ten 2-digit TOPs. Table 6 reviews both fiscal years and all four core indicators listed within the online MIS system mentioned above at a 2-digit TOP level as required by the California Community Colleges Chancellor's Office (CCCCO) in order to determine improvement and gaps. Column one lists the twelve TOPs in ranking order by number of concentrators.

The first five 2-digit TOPs within the table below represent 86.54% of all concentrators and consist of 05 Business & Management, 07 Information Technology, 09 Engineering & Industrial Technologies, 13 Family & Consumer Sciences, and 21 Public & Protective Services.

The row of Table 6 that is highlighted tan shows 100% state negotiated District rates and the pink row shows 90% of the state negotiated District rates as that is the standard via Perkins V §113 that a district must minimally meet. If not met in the following year’s application, the District must specify what improvement will be made to increase core indicator concentrator student percentages. Each column equals the following core indicators: 1. Postsecondary Retention and Placement; 2. Earned Postsecondary Credential; 3. Non-traditional Program Enrollment; and 4. Employment.

Table 6 – Chabot College 2-Digit TOP Code Review

2-digit TOP	Retention & Placement		Earned Credential		Non-traditional		Employment	
	#1 22-23	#1 23-24	#2 22-23	#2 23-24	#3 22-23	#3 23-24	#4 22-23	#4 23-24
100% of State Negotiated Rates	74.53%	91.75%	81.32%	89.00%	23.43%	26.00%	73.00%	73.23%
90% of State Negotiated Rates	67.07%	82.57%	73.18%	80.1%	21.08%	23.4%	65.70%	65.91%
05 Business & Management (1)	92.68	94.37	81.87	85.38	46.38	48.99	71.93	77.02
09 Engineering & Industrial Tech. (2)	97.81	99.41	16.07	26.81	1.89	2.74	92.48	95.95
13 Family & Consumer Sciences (3)	87.00	91.61	85.85	83.06	4.33	2.08	65.40	75.21
21 Public & Protective Services (4)	97.63	98.99	80.28	77.00	30.69	46.05	91.45	94.74
07 Information Technology (5)	93.72	100.00	49.30	49.06	20.22	21.34	65.22	100.00
12 Health (6)	98.86	96.15	83.20	90.48	14.29	18.18	97.12	90.38
06 Media & Communications (7)	93.33	95.83	59.04	57.14	15.05	41.18	55.05	78.57
02 Architecture & Related Tech. (8)	96.15	100.00	50.00	40.00	62.96	55.32	71.43	90.91
10 Fine & Applied Arts (9)	94.21	94.87	46.85	72.22	35.28	25.00	78.76	80.00
14 Law (10)		100.00		100.00		6.25		0.00

NOTE: Light blue highlights represent that the data is not statistically valid (under 10 in the denominator). The tan row is the 100% negotiated rate and the pink row is the 90% which is the minimum rate that must be met. Yellow highlighted means did not meet 90% of the state negotiated rate and those rows highlighted in melon are the five largest 2-digit TOPs representing 86.54% of all CTE concentrators.

Chabot College Synopsis of 2-digit TOP Code Review (Table 6)

Core Indicator 1: In reviewing the ten 2-digit TOPs for Postsecondary Retention & Placement, nine TOPs met 100% of the state negotiated rate and one met the 90% requirement. From fiscal year 22-23 to 23-24 ten of the eleven TOPs improved from one year to the next showing course and program improvement.

Core Indicator 2: In reviewing 2-digit TOPs for Earned Postsecondary Credential in 23-24 six 2-digit TOPs did not meet 90% of the state negotiated rate (02 Architecture & Related Technologies, 06 Media & Communications, 07 Information Technology, 09 Engineering & Industrial Technologies, 10 Fine & Applied Arts and 21 Public and Protective Services) which represents 48.13% of all CTE concentrators. The district will need to determine strategies for Earned Secondary Credential improvement. From fiscal year 22-23 to 23-24 an even number of 2-digit TOPs showed more or less improvement.

Core Indicator 3: In reviewing 2-digit TOPs for Non-traditional Program Enrollment (note empty cells mean it is not a Non-traditional program and therefore no statistical data is seen) five 2-digit TOPs (07 Information Technology, 09 Engineering & Industrial Technologies, 12 Health, 13 Family & Consumer Sciences and 14 Law) are not meeting 90% of the state negotiated rate in fiscal year 23-24 which represents 50.32% of all CTE concentrators. These five TOPs need to develop plans for outreach to Non-traditional and overall strategies to improve Non-traditional enrollment. Note: even while not meeting 90% of state negotiated rates, seven out of ten TOPs improved from fiscal year 22-23 to 23-24.

Core Indicator 4: In reviewing 2-digit TOPs for Employment for 2023-24 all met 100% of the state negotiated rates and eight of the nine statistically valid TOPs improved previous years percentages which showed substantial employment improvement.

Table 7 Chabot College Review of Core Indicator Special Populations

2-digit TOP	Retention & Placement 23-24	Earned Credential 23-24	Non-traditional Program Enrollment 23-24	Employment 23-24
100% of State Negotiated Rates	91.75%	89.00%	26.00%	73.23%
90% of State Negotiated Rates	82.57%	80.1%	23.4%	65.91%
05 Business & Management (1) = 746 concentrators		English Learners		
09 Engineering & Industrial Technologies (2) = 547 concentrators		Economically Disadvantaged	Across All	
13 Family & Consumer Sciences (3) = 289 concentrators			Across All	Out of Workforce
21 Public & Protective Services (4) = 228 concentrators		Non-Traditional Single Parent		
07 Information Technology (5) = 164 concentrators		Economically Disadvantaged	Across All	
12 Health (6) = 132 concentrators			Across All	
06 Media & Communications (7) = 72 concentrators		Economically Disadvantaged		
02 Architecture & Related Technologies (8) = 47 concentrators		Economically Disadvantaged Non-Traditional		
10 Fine & Applied Arts (9) = 40 concentrators		Economically Disadvantaged		
14 Law (10) = 16 concentrator			Economically Disadvantaged	

NOTE: Yellow highlighted mean individual special populations did not meet 90% of the state negotiated rate. Those figures highlighted in red are the number of CTE concentrators within each 2-digit TOP designating size of the program. The tan row is the 100% state negotiated rate and the pink row is the 90% of the state negotiated rate which is the minimum rate that must be met.

Chabot College Core Indicators Special Population Gaps (Table 7)

Table 7 below is a sub-review of the 2-digit TOPs for the most recent Core Indicator data from cohort year 2021-22 specified as 2023-24 required review of Perkins V special populations that are not meeting 90% of the state negotiated level of performance for any of the four Core Indicators (Non-traditional, Out-of-Workforce Individuals, Economically Disadvantaged, English Learners, Single Parents, Disabled, Homeless, Foster Youth, Youth with Parents in Active Military).

Core Indicator 1: showed no special populations not meeting a minimum of 90% of the state negotiated rate within Postsecondary Retention & Placement.

Core Indicator 2: special populations were reviewed in Earned Postsecondary Credential and showed economically disadvantaged special populations did not meet 90% of state negotiated rate within the following TOPs representing 38.14% of all CTE concentrators (02 Architecture & Related Technologies, 06 Media & Communications, 07 Information Technology, 09 Engineering & Industrial Technologies, and 10 Fine & Applied Arts). The special population of English Learners is 90% beneath the state negotiated rate within 05 Business & Management TOP which represents 32.70% of all CTE concentrators. The special populations of Non-Traditional and Single Parent is 90% beneath the state negotiated rate within 21 Public & Protective Services TOP which represents 9.99% of all CTE concentrators. A recognized postsecondary credential is defined as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree

Core Indicator 3: special populations were reviewed in Non-traditional Program Enrollment and the following TOPs not meeting 90% of the state negotiated rate (07 Information Technology, 09 Engineering & Industrial Technologies, 12 Health and 13 Family & Consumer Sciences) which represents 49.62% of all CTE concentrators and shown to have problems across all special populations. Economically Disadvantaged is showing beneath 90% of state negotiated rates within TOP 14 Law which is only .7% of all CTE concentrators and so not statistically a problem.

Core Indicator 4: was reviewed for special population issues in Employment and showed one TOP not meeting the 90% state negotiated rate for Out of Workforce Individuals (13 Family and Consumer Sciences) which represents 12.67% of all CTE Concentrators. Review of this special populations having gaps in relation to placement should be reviewed..

Chabot College -- Conclusion of Gaps

After reviewing Chabot College data as specified in the intro section of this report, the following are gaps/activities that need review and improvement when developing Perkins V 1-year focused applications (using Perkins V or in-kind funding):

1. Core Indicator 1: Retention & Placement

In reviewing 2-digit TOPs for Postsecondary Retention & Placement across all and within special populations, all TOPs have met or exceeded the negotiated performance. From fiscal year 22-23 to 23-24 ten of the eleven TOPs improved from one year to the next showing course and program improvement.

2. Core Indicator 2: Earned Postsecondary Credential

In reviewing 2-digit TOPs for Earned Postsecondary Credential in 23-24 six 2-digit TOPs did not meet 90% of the state negotiated rate overall (02 Architecture & Related Technologies, 06 Media & Communications, 07 Information Technology, 09 Engineering & Industrial Technologies, 10 Fine & Applied Arts and 21 Public and Protective Services). In addition, the first five listed above did not meet 90% within the special populations of economically disadvantaged. The sixth TOP Public and Protective Services special populations of Non-Traditional and Single Parent were 90% beneath the state negotiated rate. One TOP 05 Business & Management (while meeting 90% of the state negotiated rate overall) had an issue with the special population English Learners not meeting 90% of the state negotiated rate. With 48.13% CTE concentrator not meeting state negotiated rates overall and the special populations of economically disadvantaged, English Learner, and Non-Traditional/Single Parent showing beneath 90% of state negotiated rates, this indicator needs improvement strategies.

3. Core Indicator 3: Non-traditional Program Enrollment

In reviewing 2-digit TOPs for Non-traditional Program Enrollment four 2-digit TOPs (07 Information Technology, 09 Engineering & Industrial Technologies, 12 Health and 13 Family & Consumer Sciences) are not meeting 90% of the state negotiated rate overall and do not meet special populations across all in fiscal year 23-24 which represents 50.32% of all CTE concentrators. These four TOPs need to develop plans for outreach to Non-traditional and overall strategies to improve Non-traditional enrollment. It should be noted two of the four 2-digit TOPs have improved from fiscal year 22-23 to 23-24. Note: New to the data this year is TOP 14 Law and while not meeting 90% of state negotiated rates, current concentrators are less than 1% of the total and so not considered an issue

4. Core Indicator 4: Employment

In reviewing 2-digit TOPs for Employment for 2023-24 the across all met 100% of the state negotiated rate and all but one TOP improved from previous years percentages. This is an improvement from fiscal year 22-23 when three 2-digit TOPs did not meet 90% of the state negotiated rate showing course and program improvement. However it should be noted that one special population (Out of Workforce Individuals) within 2-digit TOP 13 Family and Consumer Sciences, representing 12.67% of all CTE Concentrators, did not meet 90% of the state negotiated and so this should be reviewed.