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 education as listed for Perkin V. The State Chancellor's Office has recognized that core indicator data (as it is two years in arrears) will not be available for the three new special populations (homeless youth, foster youth, and youth who have parents in active military duty) until two years from now when the next CLNA will be produced and so that data is not included within the assessment below.

For community college districts that have multiple colleges, each college's core indicators at a two-digit Taxonomy of Programs (TOP) coded level (and student success data) was reviewed individually.

For 2020-21 (using California Community Colleges Management Information Systems data from 2018-19) Chabot-Las Positas CCD which consists of Chabot College and Las Positas College has 33,482 students of which 17,678 are Career Education Students. Table 1 below shows a four-year overview of the District's student population and its break out of all students, CE students (disaggregated from the all in numerical and percentage format), and CE students that are economically disadvantaged (in numerical and percentage format). Table 1 illustrates District as a whole (for 2020-21) has 52.79% CE Student and of those students 74.58% are economically disadvantaged. Limited English proficient (now called English learners) are 6.23% and Non-traditional are 24.79% at the District level.

Table 1 - District CE Students *(Including Economically Disadvantaged)*

Chabot-Las Positas CCD	All Students	CE Students	CE Students Percentage	CE Students Economically Disadvantaged	CE Students Economically Disadvantaged Percentage
(15-16) = 2017-18	33,368	17,295	51.83%	13,665	79.01%
(16-17) = 2018-19	33,752	17,607	52.16%	13,463	76.46%
(17-18) = 2019-20	33,848	17,613	52.03%	13,086	74.29%
(18-19) = 2020-21	33,482	17,678	52.79%	13,186	74.58%
Averaged 4-year Total	33,612	17,548	52.20%	13,350	76.08%

Chabot College

For Community College Districts that have multiple colleges, each college's core indicators at a two-digit TOP level (and student success data) were reviewed along with CCCCO student success matrix and student score card data, Census 2020 data and California Census Hard-to-Count Fact Sheets. For 2020-21 (using California Community Colleges Management Information Systems data from 2018-19) Chabot College has 20,609 students of which 11,264 are within Career Education (CE). Table 2 below shows a four-year overview of the College's student population and its break out of all students, CE students (disaggregated from the all in numerical and percentage format), and CE students that are economically disadvantaged (in numerical and percentage format). Table 2 illustrates the College as a whole (for 2020-21) has 54.64% CE students of which 73.63% are economically disadvantaged. Chabot College's population of CE is larger than non-CE, and its economically disadvantaged student count is high (which means more direct student support services are necessary).

Table 2 -- Chabot College Students *(Including Economically Disadvantaged)*

Chabot College	All Students	CE Students	CE Students Percentage	CE Students Economically Disadvantaged	CE Students Economically Disadvantaged Percentage
(15-16) = 2017-18	20,412	11,066	54.21%	8,850	79.97%
(16-17) = 2018-19	20,481	10,958	53.50%	8,430	76.93%
(17-18) = 2019-20	20,577	11,200	54.43%	8,292	74.03%
(18-19) = 2020-21	20,609	11,264	54.65%	8,295	73.63%
Averaged 4-year Total	20,519	11,122	54.19%	8,467	76.14%

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 discovery of gold in January 1848 brought sweeping changes to California. Thousands of people flooded into northern California hoping to strike it rich in gold. Many, like William Hayward, quickly found that gold mining was hard work and not very profitable. On his way from the gold region to San Francisco in 1851, William Hayward passed through a land owned by Guillermo Castro who owned 27,000 acres of land given to him by the Mexican government in 1843. Hayward liked what he saw and set up a camp at the mouth of Palomares Canyon with plans to cultivate a few acres. Castro agreed to sell Hayward several acres in what is now downtown Hayward. In 1852, Hayward set up a small general store at the corner of A Street and Mission Boulevard. The location became a major stop on the road from Oakland to San Jose. Hayward did so much business that he built a lodging house that became the famous Hayward's Hotel. In 1860, the U.S. post office established a location at "Haywood" using William Hayward's small store on A Street. Most people though referred to the growing community as "Hayward's" because William Hayward was not only the first American settler in town but also at various times the postmaster, justice of peace, county supervisor and road master. It seemed fitting then that when the town was incorporated in 1876, it was officially named "Haywards." The "s" was dropped in 1893 to make it "Hayward."

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%). Using this as a guide, 62% of Chabot College student population contains these ethnicities.

The economy of Hayward employs 79,500 people. The largest industries in Hayward are Health Care & Social Assistance (11,058 people), Manufacturing (8,961 people), and Retail Trade (8,251 people), and the highest paying industries are Utilities ($95,357), Public Administration ($62,140), and Professional, Scientific, & Technical Services ($60,737). The most common jobs held by residents of Hayward by number of employees are Office & Administrative Support Occupations (11,464 people), Sales & Related Occupations (7,006 people) and Management Occupations (6,151 people). Compared to other places, Hayward has an unusually high number of residents working as Healthcare Support Occupations (1.44 times higher than expected), Material moving Occupations (1.4 times), and Transportation Occupations (1.38). The highest paid jobs held by residents of Hayward by median earnings, are Law Enforcement Workers Including Supervisors ($90,833), Life, Physical & Social Science Occupations ($82,639) & Other Health Diagnosing & Treating Practitioners & Other Technical Occupations. ($82,368). (Source: DataUSA)

Between Census and LaunchBoard data there are close to 62% in ethnicities determined to be in the top three English Learner ethnic groups within Hayward. Chabot College within the State Chancellor's Office core indicator data shows 8.83% English Learner concentrators in CE college-wide. However, when you look at the 4th to 8th ranked programs (by concentrator count) you see that 51.5% of all concentrators are only equaling 2.53% English Learners. This indicates a need for review of 06 Media & Communications, 07 Information Technology, 09 Engineering & Industrial Tech, 10 Fine & Applied Arts, 12 Health, and 21 Public & Protective Services to determine if English Learners are having a problem advancing to concentrator status and/or if a recruitment plan needs development.

The non-traditional student concentrator count overall is 27.60% for the college. The State Chancellor's Office is negotiating a rate of 23% statewide with the Federal government for this core indicator and therefore this is not an issue overall for this College. However, in looking at the 85.45% of concentrators in the top five programs, three of the top five programs by concentrator count (41% of all concentrators are only averaging out to 8.54%). Therefore, there is a need to review 09 Engineering & Industrial Tech, 12 health, and 13 Family & Consumer Sciences for non-duplicative student count to determine if this special population is having a problem advancing to concentrator status and/or if a recruitment plan needs development.

Table 3 (Ethnicity Completion & Retention) includes the following data: Ethnicity for Hayward, and Chabot College; CE completer percentages; and course success rate and retention. The top four ethnicities within Chabot College are Hispanic, Asian, White and Black. Of those four in the course success column, White, Asian, Hispanic and Black are the top four and retention is Asian, Hispanic, White and Black. In regards to male and female demographics, 45.0% reported as male, 53.7% reported as female.

Table 3 -- Ethnicity Completion & Retention

Ethnicity	Hayward Ethnicity	Chabot College Ethnicity	CE Completer Percentage	Course Success Rate	Retention Against Other Colleges
Hispanic	40.4%	37.7%	45%	67%	68/72%
Asian	25.8%	16.9%	61.7%	79%	72/77%
White	17.1%	16.6%	48%	78%	66/73%
Black or African American	9.7%	11%	44.2%	61%	60/65%
Filipino	*	7.7%	63.5%	73%	70/73%
Two or More Races	4.26%	6.5%	*	68%	61/68%
Not Reported	.11%	1.7%	*	81%	69/71%
Hawaiian/Pacific Islander	2.2%	1.6%	68.8%	69%	65/68%
American Native/Alaska Native	.03%	.2%	50%**	70%	63/76%

* Data set too small to be counted or not available in data source used.

** Cohort fewer than 10 students

Table 4 CE Male/Female Completion, Persistence, 30 Units illustrates following data: An overview of Career Education Male and Female data showing degree/transfer, persistence and 30 Units in College prepared, unprepared or overall. The data is found in the California Community College Student Success Data for Career Education for Chabot College.

Table 4 -- CE Male/Female Transfer, Persistence, 30 Units

Chabot College	College Prepared Math/English (College-Level)	Unprepared for College Math/English (Remedial Level)	Overall Math/English (Any Level first Three Years)
MALE			
Completion	56.7%	41.1%	44.4%
Persistence	72.0%	77.3%	76.2%
30 Units	62.0%	65.9%	65.1%
FEMALE			
Completion	64.9%	44.5%	47.2%
Persistence	83.0%	77.7%	78.4%
30 Units	73.4%	72.6%	72.7%

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 Education programs only and can be reviewed by District, College, and College 2-, 4- or 6-digit TOP. The system downloads this data when at least one concentrator is within a CE 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 College MIS core indicator data posted for 2020-21 (representing fiscal year 2018-19 actual performance) has concentrators in 46 (6-digit TOPs/programs of which 13 have 10 or under concentrators). This level of review would aggregate out to a limited number of concentrators and would not be statistically valid. Therefore, the data reviewed was at a 2-digit TOP level for (11 programs). Table 5 is a roll-up of core indicator review as specified above and consists of the following information: 1) ranking of each program based on concentrator count; 2) the 2-digit TOP code number with program name; 3) non-duplicative (SAM A-C) student course taking within the TOP; 4) total CE concentrators within the TOP; 5) concentrators that successfully passed (SAM A-C) courses with a "C" average or better; 6) percentage of students from the non-duplicative student count that made it to concentrator status; 7-9) are percentages of English Learners, non-traditional, and economically disadvantaged (special populations) who are concentrators within the program; and 10) State negotiated rates not meeting 90% for the following core indicators: 2. Completions; 3. Persistence & Transfer; 4. Employment; and 5. Non-Traditional Participation.

The first five 2-digit TOPs/programs within the Table 5 below represent 85.45% of all concentrators and consist of 05 Business & Management, 13 Family & Consumer Sciences, 09 Engineering & Industrial Technology, 12 Health, and 21 Public & Protective Services.

Table 5 -- 2-Digit TOP Codes Review

Rank	TOP/program Name	Non-Duplicative Cohort	Total Concentrator	Concentrator Performance	Non-Duplicative	English Learners %	Non-Traditional. %	Economically Disadvantaged %	Meeting 90%
	Chabot College	**8,427**	**2,117**	**1,918**	**25%**	**8.83%**	**27.60%**	**73.83%**	
1	05 Business & Management	2,769	738	652	27%	8.81%	47.83%	75.88%	
2	13 Family & Consumer Sciences	1,124	317	287	28%	21.77%	3.93%	76.34%	
3	09 Engineering & Industrial Tech.	1,937	315	286	16%	2.86%	7.32%	56.19%	2, 3
4	12 Health	554	225	221	41%	5.33%	14.37%	72.89%	
5	21 Public & Protective Services	887	213	183	24%	0.94%	42.79%	81.22%	
6	07 Information Technology	1,594	138	129	9%	1.45%	11.59%	28.99%	4
7	06 Media & Communications	383	75	71	20%	2.67%	62.50%	74.67%	
8	10 Fine & Applied Arts	442	51	50	12%	1.96%	29.79%	88.24%	2
9	02 Agriculture & Related Tech.	162	32	29	20%	18.75%	50%	78.13%	4
10	08 Education	0	2	0	0%	0%	0%	100%	*
11	49 Interdisciplinary Studies	4	1	1	25%	0%	0%	100%	*

*   Meeting or not meeting 90% of State negotiated rates but data is showing so few concentrators as to not be statistically valid and/or employment level is under 6 concentrators and so FERPA regulations does not allow tracking

**   No non-traditional programs within the 2-digit TOP

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 or in-kind funding):

Completion/Persistence/Placement:

- Within 2, Architecture & Related Technology and 07, Information Technology, placement is beneath 90% of the State negotiated rate. Therefore, these TOPs/programs need to review completion to determine improvement objectives/activities.

- Within 10, Fine & Applied Arts completion is beneath 90% of the State negotiated rate. Therefore, this TOPs/program needs to review completion to determine improvement objectives/activities.

- Within 09 Engineering & Industrial Technology, completion and persistence is beneath 90% of the State negotiated rate. Therefore, this TOPs/program needs to review completion to determine improvement objectives/activities.

Non-traditional:

- Three of the top five programs by concentrator count (41% of all concentrators are only averaging out to 8.54% non-traditional students). Therefore, there is a need to review 09 Engineering & Industrial Tech, 12 health, and 13 Family & Consumer Sciences for non-duplicative student count to determine if this special population is having a problem advancing to concentrator status and/or if a recruitment plan needs development.

English Learners:

- Chabot College within the State Chancellor's Office core indicator data shows 8.83% English Learner concentrators in CE college-wide. However, when you look at the 4th to 8th ranked programs (by concentrator count) you see that 51.5% of all concentrators are only equaling 2.53% English Learners. This indicates a need for review of 06 Media & Communications, 07 Information Technology, 09 Engineering & Industrial Tech, 10 Fine & Applied Arts, 12 Health, and 21 Public & Protective Services to determine if English Learners are having a problem advancing to concentrator status and/or if a recruitment plan needs development.

General Data Review:

Chabot College will need to follow-up with the research department to fix the following discrepancies in 2020-21.

- Core indicator data consists of showing duplicative and non-duplicative student course taking in SAM A-C courses within the 2, 4, or 6-digit TOPS. Chabot College is missing this data in the 6-digit level for the following TOPs: (50630, 50640, 60400, 83520, 90100, 210400).

- Chabot College is showing more concentrators in a 6-digit TOP (050500 Business Administration) than non-duplicative student counts.

- Core indicator data consists of showing duplicative and non-duplicative student course taking in SAM A-C courses within the 2, 4, or 6-digit TOPS. Chabot College is missing this data in the 2-digit level for the following TOP (08 Education).

Las Positas College

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 includes all CE students and the special populations as listed for Perkins V. The State Chancellor's Office has recognized that core indicator data (as it is two years in arrears) will not be available for the three new special populations (homeless youth, foster youth, and youth who have parents in active military duty) until two years from now when the next CLNA will be produced and therefore that data is not included within the assessment below.

For Community College Districts that have multiple colleges, each college's core indicators at a two-digit TOP level (and student success data) were reviewed along with CCCCO student success matrix and student score card data, Census 2020 data and California Census Hard-to-Count Fact Sheets. For 2020-21 (using California Community Colleges Management Information Systems data from 2018-19) Las Positas College which has 12,873 students of which 6,414 are within Career Education (CE). Table 6 below shows a four-year overview of the College's student population and its break out of all students, CE students (disaggregated from the all in numerical and percentage format), and CE students that are economically disadvantaged (in numerical and percentage format). Table 6 illustrates Las Positas College as a whole (for 2020-21) has 49.82% CE students of which 76.25% are economically disadvantaged.

Table 6 -- Las Positas College Students *(Including Economically Disadvantaged)*

Las Positas College	All Students	CE Students	CE Students Percentage	CE Students Economically Disadvantaged	CE Students Economically Disadvantaged Percentage
(15-16) = 2017-18	12,956	6,229	49.74%	4,815	76.36%
(16-17) = 2018-19	13,271	6,649	50.10%	5,033	75.69%
(17-18) = 2019-20	13,271	6,413	48.32%	4,794	77.56%
(18-19) = 2020-21	12,873	6,414	49.82%	4,891	76.25%
Averaged 4-year Total	13,072	6,472	49.49%	4,902	76.46%

General Demographics

Las Positas College, accredited in 1991, is part of the Chabot-Las Positas Community College District and is located on a 147-acre campus in Livermore. The campus is 40 miles southeast of San Francisco, amid one of California's fastest growing regions for business, science, and technology. Livermore, known as the oldest wine region in California, was founded in 1869 by William Mendenhall and named after Robert Livermore. Livermore (pop. 88,232) encompasses 26.93 square miles which averages out to a population density of 3,216 and is the easternmost city in the San Francisco Bay Area; the gateway to the Central Valley. Contributing to the development of the city, Livermore is a good location to grow wine grapes due to its Mediterranean climate- warm, dry summers and cold, wet winters. The city is framed by award winning wineries, located mainly in the South Livermore district, farm lands and ranches that mirror the valley's western heritage. As home to renowned science and technology centers, Lawrence Livermore National Laboratory and Sandia National Laboratory, Livermore is a technological hub and an academically engaged community. It has become an integral part of the Bay Area, successfully competing in the global market powered by its wealth of research, technology and innovation. Livermore's arts, culture, western heritage and vibrant wine industry provide a unique blend to this special community. Historic Downtown Livermore is being preserved while revitalizing the economic and cultural present into a preeminent shopping, dining, entertainment and cultural district.

The top three languages spoken at home (therefore expected as the English learner population of the area) are Spanish 58.5%, Chinese (incl. mandarin, Cantonese) 11.5% and Other Indo-European languages 11.3%). Using this as a guide 29% of Las Positas College student population contains these ethnicities.

The economy of Livermore employs 47,100 people. The largest industries in Livermore are Professional, Scientific, & Technical Services (7,120 people), Retail trade (5,095 people), and Manufacturing (4,734 people), and the highest paying industries are Utilities ($110,347), Professional, Scientific, & Technical Services ($102,922), and management of Companies & Enterprises ($101,011). Compared to other places, Livermore has a usually high number of residents working as Life, Physical, & Social Sciences Occupations (2.79 times higher than expected), Architecture & Engineering Occupations (1.98 times), and Computer & Mathematical Occupations (1.82 times). The most common jobs held by residents of Livermore by number of employees are Management Occupations (7,006 people), Office & Administrative Support Occupations (5,653 people), and Sales & Related Occupations (5,382 people).

LaunchBoard data shows close to 29% in ethnicities determined to be in the top three English Learner ethnic groups Livermore. Las Positas College within the State Chancellor's Office core indicator data shows 3.64% English Learner concentrators in CE college-wide. However, of the top six programs, only one is above 1%. Therefore, all TOPs/programs (with the exception of 06 Media & Communications, 10 Fine and Applied Arts and 13 Family & Consumer Sciences will need review for their non-duplicative student counts to determine if this special population is having a problem advancing to concentrator status and/or if a recruitment plan needs development.

The non-traditional student concentrator count overall is 20.27% for the college. The State Chancellor's Office is negotiating a rate of 23% statewide with the Federal government for this

core indicator and therefore this is not an issue overall for this College. However, in looking at the top six program per concentrators count (four of the top six are only averaging out to 5.92% non-traditional students equaling 51.66% of all concentrators). Therefore, this program will need to review 07 Information Technology, 09 Engineering & Industrial Tech, 12 Health, and 13 Family & Consumer Sciences for their non-duplicative student counts to determine if this special population are having a problem advancing to concentrator status and/or if a recruitment plan needs development.

Table 7 (Ethnicity Completion & Retention) illustrates the following data: Ethnicity for Livermore, and Las Positas College; CE completer percentages; and course success rate and retention. The top three ethnicities within Las Positas College are White, Hispanic and Asian. As can be seem in the course success column, Asian, Filipino, White, Hispanic are the top four and retention is Filipino, Asian, White and Hispanic. In regards to male and female demographics, 47.9% reported as male, 50.6% reported as female; in retention females are showing 68% and males at 47% and in course completion rates females are showing 64.4% and males at 53.6% (CE students).

Table 7 -- Ethnicity Completion & Retention

Ethnicity	Livermore Ethnicity	College Ethnicity	CE Completer Percentage	Course Success Rate	Retention Against Other Colleges
White	63.7%	38.75%	54.1%	75%	70/74%
Hispanic	20.2%	29.0%	58.8%	68%	68/75%
Asian	9.24%	15.2%	65.5%	77%	70/76%
Two or More	3.94%	6.6%	*	*	*
Filipino	*	4.4%	75%	74%	72/78%
Black or African American	1.2%	4.3%	46.7%	63%	59/71%
Hawaiian/Pacific Islander	.33%	.6%	50%**	68%	67/74%
American Native/Alaska Native	.12%	.2%	33.3%**	63%	48/67%
Not Reported	0.1%	.09%	*	71%	59/62%

*   Data set too small to be counted or not available in data source used.

**   Cohort fewer than 10 students

Table 8 CE Male/Female Completion, Persistence, 30 Units illustrates following data: An overview of Career Education Male and Female data showing degree/transfer, persistence and 30 Units in College prepared, unprepared or overall. The data is found in the California Community College Student Success Data for Career Education for Las Positas College.

Table 8 -- CE Male/Female Completion, Persistence, 30 Units

Las Positas College	College Prepared Math/English (College-Level)	Unprepared for College Math/English (Remedial Level)	Overall Math/English (Any Level first Three Years)
MALE			
Completion	70.0%	46.9%	54.4%
Persistence	87.4%	77.6%	80.8%
30 Units	79.1%	71.4%	73.9%
FEMALE			
Completion	77.4%	46.9%	54.4%
Persistence	85.8%	83.8%	84.4%
30 Units	82.6%	76.0%	77.7%

Las Positas 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 Education programs only and can be reviewed by District, College, and College 2-, 4- or 6-digit TOP. The system downloads this data when at least one concentrator is within a CE 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).

Las Positas College MIS core indicator data posted for 2020-21 (representing fiscal year 2018-19 actual performance) has concentrators in 41 (6-digit TOPs/programs of which 22 have 12 or under concentrators). This level of review would aggregate out to a limited number of concentrators and would not be statistically valid. Therefore, the data reviewed was at a 2-digit TOP level for (12 programs). Table 9 is a roll-up of core indicator review as specified above and consists of the following information: 1) ranking of each program based on concentrator count; 2) the 2-digit TOP code number with program name; 3) non-duplicative (SAM A-C) student course taking within the TOP; 4) total CE concentrators within the TOP; 5) concentrators that successfully passed (SAM A-C) courses with a "C" average or better; 6) percentage of students from the non-duplicative student count that made it to concentrator status; 7-9) are percentages of English Learners, non-traditional, and economically disadvantaged (special populations) who are concentrators within the program; and 10) State negotiated rates not meeting 90% for the following core indicators: 2. Completions; 3. Persistence & Transfer; 4. Employment; and 5. Non-Traditional Participation.

The first five 2-digit TOPs/programs within the Table 9 represent 81.09% of all concentrators and consist of 05 Business & Management, 13 Family & Consumer Sciences, 21 Public & Protective Services, 09 Engineering & Industrial Tech. and 07 Information Technology.

Table 9 -- 2-Digit TOP Codes Review

Rank	TOP/program Name	Non-Duplicative Cohort	Total Concentrator	Concentrator Performance	Non-Duplicative Concentrator %	English Learners %	Non-Traditional. %	Economically Disadvantaged %	Meeting 90%
	Las Positas College	**4,685**	**1,100**	**962**	**23%**	**3.64%**	**21.99%**	**64.36%**	
1	05 Business & Management	1,334	283	238	21%	0%	49.26%	67.14%	
2	13 Family & Consumer Sciences	756	187	171	25%	11.23%	3.03%	62.03%	3
3	21 Public & Protective Services	1,045	178	129	17%	0%	20.34%	61.24%	
4	09 Engineering & Industrial Tech.	353	135	128	38%	0.74%	4%	57.78%	
5	07 Information Technology	816	109	116	13%	0.92%	16.67%	74.31%	
6	12 Health	382	83	81	22%	0%	0%	69.88%	
7	10 Fine and Applied Arts	378	42	38	11%	7.14%	66.67%	69.05%	4
8	01 Agriculture & Natural Resources	152	27	23	18%	0%	29.63%	48.15%	
9	06 Media & Communications	112	24	22	21%	8.33%	28.57%	62.50%	
10	49 Interdisciplinary Studies	114	14	13	12%	7.14%	0%	71.43%	*
11	08 Education	0	10	9	0%	0%	0%	80%	2,3*
12	22 Social Sciences	0	1	1	0%	0%	100%	100%	*

*   Meeting or not meeting 90% of State negotiated rates but data is showing so few concentrators as to not be statistically valid and/or employment level is under 6 concentrators and so FERPA regulations does not allow tracking.

**   No non-traditional programs within the 2-digit TOP.

Las Positas College -- Conclusion of Gaps

After reviewing Las Positas 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 or in-kind funding):

Completion/Persistence/Placement:

- Within 08, Education completion and persistence is beneath 90% of the State negotiated. Therefore, this TOP/program need to review completion and persistence to determine improvement objectives/activities.

- Within 10, Fine & Applied Arts placement is beneath 90% of the State negotiated rate. Therefore, this TOP/program needs to review placement to determine improvement objectives/activities.

- Within 13, Family & Consumer Sciences persistence is beneath 90% of the State negotiated rate. Therefore, this TOP/program needs to review persistence to determine improvement objectives/activities.

.Non-traditional:

- In review of the top six program per concentrators count (four of the top six are only averaging out to 5.92% non-traditional students equaling 51.66% of all concentrators). Therefore, this program will need to review 07 Information Technology, 09 Engineering & Industrial Tech, 12 Health, and 13 Family & Consumer Sciences for their non-duplicative core indicator student data to determine issues in non-traditional students becoming concentrators and recruitment/outreach objectives and activities are need to increase this special population.

English Learners:

- Census data specifies that over LaunchBoard data shows close to 29% in ethnicities determined to be in the top three English Learner ethnic groups Livermore. Las Positas College within the State Chancellor's Office core indicator data shows 3.64% English Learner concentrators in CE college-wide. However, of the top six programs only one is above 1%. Therefore, all TOPs/programs (with the exception of 06 Media & Communications, 10 Fine and Applied Arts and 13 Family & Consumer Sciences will need review of non-duplicative core indicator student data to determine issues in English Learner students becoming concentrators and recruitment/outreach objectives and activities are need to increase this special population across all programs.

General Data Review:

Las Positas College will need to follow-up with the research department to fix the following discrepancies in 2020-21.

- Core indicator data consists of showing duplicative and non-duplicative student course taking in SAM A-C courses within the 2, 4, or 6-digit TOPS. Las Positas College is missing this data in the 6-digit level for the following TOPs: (050500, 050640, 050650, 061400, 083500, 092400, 120820, 130600, 220800).

- Las Positas College is showing more concentrators in a 6-digit TOP (060200 Journalism) than non-duplicative student counts.