

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 includes all CTE 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 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 TOP level (and student success data) was reviewed individually.

For 2020-21 (using California Community Colleges Management Information Systems data from 2018-19) Rancho Santiago CCD which consists of Santiago Canyon and Santa Ana Colleges has 95,554 students of which 51,928 are Career Technical Education (CTE) students. Table 1 below shows a three-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 student economically disadvantaged (in numerical and percentage format). The table shows the District as a whole (for 2020-21) has more CTE than non-CTE students and those students are 23.62% economically disadvantaged.

Table 1

District	All Students	CTE Students	Percentage of CTE Students	CTE Economically Disadvantaged	Percentage of CTE Economically Disadvantaged
(16-17) = 2018-19	97,478	50,323	51.62%	13,010	25.85%
(17-18) = 2019-20	97,884	50,878	51.98%	12,485	24.54%
(18-19) = 2020-21	95,554	51,928	54.34%	12,266	23.62%
<i>Averaged 3-year Total</i>	96,972	51,043	52.65%	12,587	24.67%

Rancho Santiago CCD -- Santa Ana College

Career Technical Education/Economically Disadvantaged Student Demographics

Table 2 below shows a three-year overview of Santa Ana College's student population and its break out of all students, CTE students (disaggregated from the all in numerical and percentage format), and CTE student economically disadvantaged (in numerical and percentage format). Santa Ana College has 63% more CTE students than its sister college Santiago Canyon, therefore has the largest percentage of CTE students within the District but the percentage of economically disadvantaged students for this population is slightly lower at 25.16%.

Table 2

Santa Ana College	All Students	CTE Students	Percentage of CTE Students	CTE Economically Disadvantaged	Percentage of CTE Economically Disadvantaged
(16-17) = 2018-19	66,126	35,601	53.84%	10,191	28.62%
(17-18) = 2019-20	66,762	35,958	53.86%	9,855	27.41%
(18-19) = 2020-21	65,832	37,874	57.53%	9,528	25.16%
Averaged 3-year Total	66,240	36,478	55.07%	9,858	27.02%

General Demographics

California has the largest population of English Learners in the United States. About 40% of all households meet the definition of a language other than English being the dominant language in the family environment/spoken in the home and 18% of the population is considered unable to speak English fluently.

Santa Ana is the second most populous city in Orange County and 11th within the state -- with its top three ethnicities being Hispanic, Asian and Pacific Islander. In general, the top demographics in California of English Learners are (Spanish, Vietnamese, Mandarin, Arabic, Filipino [Pilipino or Tagalog], and Cantonese). The largest population considered on the poverty line in Santa Ana is Hispanic.

LaunchBoard data shows close to 48% in ethnicities determined to be in these top populations and with 28.9% of students who do not report their ethnicity this could be considerably more. Therefore, the college showing 4.95% of English Learners as CTE concentrators is decent across all programs; however, there are two of the top five programs (1st and 4th) that are way beneath this level and affects 56% of all concentrators (21 Public and Protective services and 09 Engineering and Industrial Technology). So, core indicator non-duplicated student course taking

counts need to be reviewed to determine if this demographic is taking courses but gaps are preventing success.

The non-traditional student concentrator count is 26.11% overall for the college but individual tops 07 Information Technology, 09 Engineering & Industrial Technology, 12 Health, 13 Family & Consumer Science, 16 Library Science, and 21 Public & Protective Services are lower than needed and these are four of the top five programs by level of concentrators.

The most recent student success data provided by the California Community Colleges Chancellor's Office is shown in Table 3 regarding ethnicity, course success and retention rate of those groups in relation to Community College system averages. The largest demographic at 47.3% is Hispanic while the second is Not Reported at 28.9% and the third White at 14%. As can be seen in the course success and retention columns, Hispanic is the lowest in the top 4 ethnicities in success and 2nd to lowest of all ethnicities in retention. In regards to male and female demographics 56.1% reported as male, 43.6% reported as female and .3% is unknown. Females are showing as 61% retention and 56.1% of males are retaining as a group overall (CTE and non-CTE).

When looking at English Learner demographics for all student classifications within LaunchBoard student success metrics, it shows that the Hispanic English Learner data showed 366 transitioned to postsecondary coursework, 323 earned a noncredit certificate, 28 earned a Chancellor's Office Approved Credit Certificate, and 21 earned an AA or AS Degree.

Table 3

Ethnicity	Ethnicity %	Course Success Rate	Retention Against Systemwide Colleges
Hispanic	47.3%	68%	64/68
Not Reported	28.9%	89%	48/50
White	14.00%	85%	67/73
Asian	6.62%	82%	67/73
Black or African American	1.2%	68%	57/65
Two or More Races	.9%	77%	60/70
Filipino	.7%	79%	64/71
American Native/Alaska Native	.2%	75%	78/82
Hawaiian/Pacific Islander	.20%	64%	66/70

Santa Ana College Aggregate Core Indicators by 2-digit TOP

Core indicators are part of the California Community Colleges Chancellor's Office, and aggregated by using Management Information Systems 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 2-, 4- or 6-digit TOP. A program only shows up within this system when there is at least one concentrator 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).

Santa Ana College as of 2020-21 data (which is 2-year old data and so actually from 2018-19) has concentrators in 66 programs (29 of which 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 (12 programs). The following Table 4 consists of nine columns: 1) 2-digit TOP code with program name; 2) how many students are taking SAM A-C courses within the TOP; 3) total number of students that made concentrator status (and therefore are now part of the cohort); 4) concentrators that successfully made technical skill attainment; 5) percentage of students taking SAM A-C classes that made it to concentrator status; 6) how each program is ranked according to concentrator count; 7) unmet negotiated rates for core indicators (2. Completions; 3. Persistence & Transfer; 4. Employment; and 5. Non-Traditional Participation); 8) English Learner percentage within the program; and 9) the non-traditional student percentage within the program.

The top 5 programs equal 93.95% of all concentrators and consist of 21 Public & Protective Services, 05 Business & Management, 12 Health, 09 Engineering & Industrial Tech., and 13 Family & Consumer Science. TOP 05 Business & Management is the 2nd ranked program (having 12 programs of which 8 are of decent concentrator size) and has 47.69% non-traditional students which has the College's rolled up non-traditional percentage raised to 26.11%. Completion, retention and placements are above state negotiated rates (however it should be noted in employment the only special population not meeting negotiated rates were English Learners and the disabled).

Table 4 -- TOP Codes Size and Meeting State Negotiated Rates

2-Digit TOP	Non Duplicative Cohort	Total Concentrator	Concentrator Performance	Non Duplicative/ Concentrator %	Rank	Meeting 90%	LEP %	Non Trad. %
Santa Ana College	21,054	5,815	3,695	43%			1.85%	26.11%
21 Public & Protective Services	13,331	2,622	1,089	20%	1		0.15%	5.08%
05 Business & Management	3,084	857	654	28%	2		8.75%	47.75%
12 Health	1,601	749	669	47%	3		5.34%	20.27%
09 Engineering & Industrial Tech.	1,265	644	529	51%	4		1.86%	6.71%
13 Family & Consumer Science	1,145	591	435	52%	5		12.35%	5.33%
14 Law	292	118	116	40%	6		5.08%	28.81%
06 Media & Communication	360	93	88	26%	7		2.15%	36.84%
07 Information Technology	825	75	72	9%	8	3	5.33%	20.55%
16 Library Science	28	21	20	75%	9	3	9.52%	23.81%
10 Fine & Applied Arts	200	21	12	11%	10		0.00%	30.00%
04 Biological Sciences	43	15	4	35%	11		13.33%	60.00%
08 Education	0	0	2	0%	12	*	0.00%	0.00%

* While not meeting 90% of state negotiated rates, the data is showing so few concentrators as to be statistically valid or shows no percentages and cannot track employment due to FERPA regulations.

Santa Ana College -- Conclusion of Gaps

After reviewing specific data for Santa Ana College using of Chancellor's Office MIS formula data, Student Success data and latest available College 2-digit level Aggregate Core Indicator Information, the following are gaps/activities needed to be reviewed/developed in the Perkins V 1-year focused application:

Persistence:

- Both 07 Information Technology and 16 Library Science did not meet 90% of the state negotiated rate for persistence and so this needs to be reviewed for data reliability and development of an improvement plan.

Non-traditional:

- Review of non-duplicate core indicator student data to determine issues in non-traditional students becoming concentrators and an outreach plan to increase non-traditional concentrators in CTE programs needs development for 07 Information

Technology, 09 Engineering & Industrial Technology, 12 Health, 13 Family & Consumer Science, 16 Library Science, and 21 Public & Protective Services.

English Learners:

- English Learners are beneath the estimated percentage of this population and therefore a review of non-duplicate core indicator student data to determine issues in English Learner students becoming concentrators and an outreach plan to increase English Learner participation in CTE programs needs development in 06 Media & Communications, 09 Engineering & Industrial Technology, 10 Fine & Applied Arts, 21 Public & Protective Services.

General Data Review:

- Core indicator data consists of showing duplicative and non-duplicative student course taking in Apprenticeship, capstone and intermediate courses within the 2, 4, or 6-digit TOPS. Santa Ana College is missing this data in at a 6-digit level for the following TOPs: (050500, 050630, 050650, 061400, 070720, 070810, 070820, 080200, 094720, 095310, 101100, 126000, 210400, 210510, 214000). Follow-up and steps to fix this discrepancy need to be developed.
- The following TOPs (130590 Infant and Toddlers, and 213300 Fire Technology) need review as their non-duplicate student counts are less than the concentrator count. Follow-up and steps to fix this discrepancy need to be developed.

Rancho Santiago CCD -- Santiago Canyon College

Career Technical Education/Economically Disadvantaged Student Demographics

Table 5 below shows a three-year overview of Santiago Canyon College's student population and its break out of all students, CTE students (disaggregated from the all in numerical and percentage format), and CTE student economically disadvantaged (in numerical and percentage format). What this shows is that Santiago Canyon College has an overall student count within the district of 29,722 of which 47.28% of those students are CTE. Of the CTE student count, 26.59% are economically disadvantaged.

Table 5

Santiago Canyon College	All Students	CTE Students	Percentage of CTE Students	CTE Economically Disadvantaged	Percentage of CTE Economically Disadvantaged
(16-17) = 2018-19	31,352	14,722	46.96%	2,819	19.15%
(17-18) = 2019-20	31,122	14,920	47.94%	2,630	17.62%
(18-19) = 2020-21	29,722	14,054	47.28%	3,738	26.59%
Averaged 3-year Total	30,732	14,565	47.39%	3,062	21.02%

General Demographics

Santiago Canyon College is within the city of Orange and is 35 sq miles and right next to Santa Ana. The local demographic information for the city is 45% White, 39.4% Hispanic or Latino, and 11.5% Asian. California's top demographics of English Learners are (Spanish, Vietnamese, Mandarin, Arabic, Filipino [(Pilipino or Tagalog] and Cantonese). The largest population considered on the poverty line in Orange is white and then Hispanic.

LaunchBoard data shows close to 41.5% in ethnicities determined to be in these top populations and with 25.3% of students who do not report their ethnicity this could be considerably more. Therefore, the college showing .77% of English Learners across all programs is beneath the estimated percentage of this population and therefore a review of non-duplicate core indicator student data to determine issues in English Learner students becoming concentrators and an outreach plan to increase English Learner participation in CTE programs needs development (with the exception of TOP 10 Fine & Applied arts which has 10% English Learners).

Non-traditional is 6.03% overall and therefore way beneath the state negotiated level. So, the 2-digit tops that need a review of non-duplicate core indicator student data to determine issues in non-traditional students becoming concentrators and an outreach plan to increase non-traditional concentrators in CTE programs needs development within 08 Education, 09 Engineering & Industrial Technology, 10 Fine and Applied Arts, 13 Family & Consumer Science, 21 Public & Protective Services, and 30 Commercial Services.

The most recent student success data provided by the California Community Colleges Chancellor's Office shows the following in Table 6 for ethnicity, course success and retention rate of those groups in relation to Community College system averages. The largest demographic at 40.4% is Hispanic while the second is Not Reported at 25.3% and the third White at 23.3%. As can be seen in the course success, Hispanic has the second lowest success rate of the top 5 ethnicities (Unknown showing as lower) and ties with this same group for the lowest retention score in the top five. In regards to male and female demographics, 45.00% reported as male, 54.6% reported as female and .4% is unknown. Females are showing as 66% retention and 69% of males are retaining as a group overall (CTE and non-CTE). When looking at English Learner demographics within LaunchBoard student success metrics, it shows 206 students transitioning to postsecondary coursework and 168 earned a noncredit certificate.

Table 6

Ethnicity	Ethnicity %	Course Success Rate	Retention Against Systemwide Colleges
Hispanic	40.4%	69%	67/75
Not Reported	25.3%	67%	67/69
White	23.3%	75%	71/75
Asian	5.6%	73%	68/79
Two or More Races	2.44%	71%	69/75
Black or African American	1.6%	63%	58/68
Filipino	1.00%	71%	68/72
Hawaiian/Pacific Islander	0.2%	62%	64/74
American Native/Alaska Native	.1%	72%	37/39

Santiago Canyon College Aggregate Core Indicators by 2-digit TOP

Santiago Canyon College as of 2020-21 data (which is 2-year old data and so actually from 2018-19) has concentrators in 40 programs (of which 18 have less 10 or less concentrators and so are very small). 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 (11 programs). The following Table 7 consists of nine columns: 1) 2-digit TOP code with program name; 2) how many students are taking SAM A-C courses within the TOP; 3) total number of students that made concentrator status (and therefore are now part of the cohort); 4) concentrators that successfully made technical skill attainment; 5) percentage of students taking SAM A-C classes that made it to concentrator status; 6) how each program is ranked according to concentrator count; 7) unmet negotiated rates for core indicators (2. Completions; 3. Persistence & Transfer; 4. Employment; and 5. Non-Traditional Participation); 8) English Learner percentage within the program; and 9) the non-traditional student percentage within the program.

The top 5 programs equal 97.54% of all concentrators and consist of 09 Engineering & Industrial Tech., 05 Business & Management, 07 Information Technology, 30 Commercial Services, and 13 Family & Consumer Science. Business and Management (ranked 1st) has a large cohort that did well in across all indicators with 49.90% non-traditional and the highest percentage of English Learners at 2.91%, Public & Protective services (ranked #3) is above state negotiated rates for all core indicators and has 52.58% non-traditional, Media and Communications (ranked #6) met or above state negotiated rates and non-traditional percentages are at 24.02%. Two of the top 5 programs are showing retention and completion issues, however employment for those two tops

(Engineering & Industrial Tech, and 30 Commercial Services) is above state negotiated rates and so either issues center around services or students that left early placed in employment.

Table 7 -- TOP Codes Size and Meeting State Negotiated Rates

2-Digit TOP	Non Duplicative Cohort	Total Concentrator	Concentrator Performance	Non Duplicative/ Concentrator %	Rank	Meeting 90%	LEP %	Non Trad. %
Santiago Canyon College	8,089	1,952	1,737	43%			0.77%	6.03%
09 Engineering & Industrial Tech.	5,064	1,256	1,217	38%	1	2,3	0.24%	3.31%
05 Business & Management	1,692	437	320	40%	2		0.46%	47.12%
07 Information Technology	672	99	84	32%	3	4	1.01%	38.46%
30 Commercial Services	148	70	48	16%	4	2,3,4	10.00%	2.86%
13 Family & Consumer Science	514	42	37	0	5	3,4	2.38%	2.78%
10 Fine & Applied Arts	200	21	12	11%	6	*	0.00%	14.29%
21 Public & Protective Services	60	17	10	35%	7		0.00%	5.88%
04 Biological Sciences	32	9	8	49%	8	*	0.00%	44.44%
08 Education	19	7	6	84%	9	*	0.00%	0.00%
06 Media & Communication	396	5	4	90%	10	*	0.00%	50.00%
03 Environmental Sciences & Tech.	0	1	0	44%	11	**	0.00%	100.00%

* 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 with concentrators within the 2-digit TOP.

Santiago Canyon College -- Conclusion of Gaps

After reviewing specific data for Santiago Canyon College using the Chancellor's Office MIS formula data, Student Success data in addition for the latest available College 2-digit level Aggregate Core Indicator Information, the following are gaps/activities needed to be reviewed/developed in the Perkins V 1-year focused application:

Persistence/ Completion/Placement:

- Within 07 Information Technology, the placement core indicator did not meet state negotiated rates. Data needs review to determine a plan to improve employment.
- Within 09 Engineering & Industrial Tech., completion and persistence need review against employment to determine the issue between not meeting completion and persistence but employment being so high and developing an improvement plan.
- Within 13 Family & Consumer Science, while completion is meeting state negotiated rates, persistence and placement are beneath state negotiated rates. Data needs review to determine a plan to improve persistence and employment.
- Within 30 Commercial Services completion, persistence and placement are all beneath state negotiated rates. Data need to be reviewed for accuracy and an improvement plan developed.

Non-traditional:

- Review of non-duplicate core indicator student data to determine issues in non-traditional students becoming concentrators and an outreach plan to increase non-traditional concentrators in CTE programs needs development for 08 Education, 09 Engineering & Industrial Technology, 10 Fine and Applied Arts, 13 Family & Consumer Science, 21 Public & Protective Services, and 30 Commercial Services.

English Learners:

- English Learners across all programs is beneath the estimated percentage of this population and therefore a review of non-duplicate core indicator student data to determine issues in English Learner students becoming concentrators and an outreach plan to increase English Learner participation in CTE programs needs development (with the exception of TOP 10 Fine & Applied arts which has 10% English Learners).

General Data Review:

- Core indicator data consists of showing duplicative and non-duplicative student course taking in Apprenticeship, capstone and intermediate courses within the 2,

4, or 6-digit TOPS. Santiago Canyon College is missing this data in at a 6-digit level for the following TOPs: (030300, 050630, 050640, 050910, 060400, 061220, 070200, 085010). Follow-up and steps to fix this discrepancy need to be developed.

- Core indicator data consists of showing duplicative and non-duplicative student course taking in Apprenticeship, capstone and intermediate courses within the 2, 4, or 6-digit TOPS. Santiago Canyon is missing this data at a 2-digit level for the following TOP: Environmental Science & Tech. Follow-up and steps to fix this discrepancy need to be developed.
- 059900 Other Business & Management needs review as the non-duplicate student count is less than the concentrator count. Follow-up and steps to fix this discrepancy need to be developed.