Chabot - Las Positas Community College District

2024 Comprehensive Local Needs Assessment

**Final Report Presentation
Chabot College
May 2024**

WestEd Center for Economic Mobility

Agenda

1. Approach

2. What's Working

3. Survey results

4. Chabot College Core Indicators

5. Districtwide Data & Strategies

6. Labor market demand

7. Questions

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1. **Gap Analysis & Prioritization**
   - Analyze identified gaps from the 2022 assessment report.
   - Prioritize gaps based on impact and alignment with labor market demands.
2. **Stakeholder Engagement & Collaboration**
   - Engage with key stakeholders: employers, K12, workforce agencies.
   - Identify partnerships for potential co-designed initiatives.
3. **Research & Best Practices**
   - Research national models and best practices.
   - Recommend integration of successful strategies.
4. **Equity & Inclusion Focus**
   - Ensure equitable access and outcomes.
   - Identify targeted support methods for underrepresented groups.
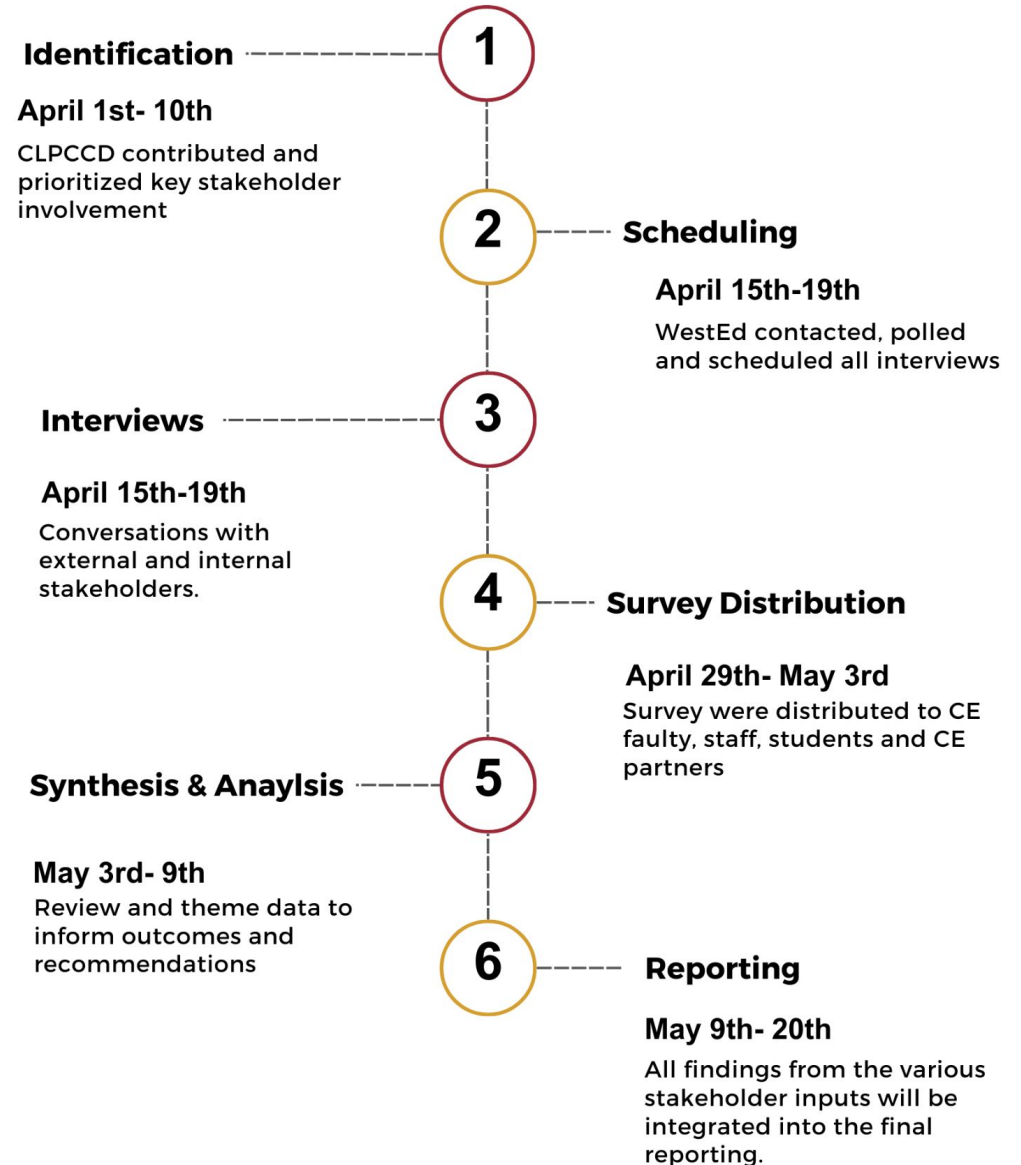5. **Curriculum & Program Development**
   - Evaluate curriculum to meet industry needs.
   - Recommend new programs in high-demand fields.

Approach

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Stakeholder Engagement Summary

Students - 283
Faculty - 30
Industry - 10
Admin - 4

CHABOT LAS POSITAS
COMMUNITY COLLEGE DISTRICT

Stakeholder Engagement Timeline

1 Identification

April 1st- 10th
CLPCCD contributed and prioritized key stakeholder involvement

2 Scheduling

April 15th-19th
WestEd contacted, polled and scheduled all interviews

3 Interviews

April 15th-19th
Conversations with external and internal stakeholders.

4 Survey Distribution

April 29th- May 3rd
Survey were distributed to CE faulty, staff, students and CE partners

5 Synthesis & Anaylsis

May 3rd- 9th
Review and theme data to inform outcomes and recommendations

6 Reporting

May 9th- 20th
All findings from the various stakeholder inputs will be integrated into the final reporting.

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Review of 2022 Priorities

Priority 1: Enhance Regional Collaboration
- Foster synergy in employer engagement, program development, and cross-system coordination.
- Increase engagement with key stakeholders in high-demand industries.
- Strengthen feedback loops with industries to tailor programs to skill requirements.
- Collaborate with entities like the Alameda County Workforce Board for comprehensive workforce programs.

Priority 2: Focus on Critical Occupations and Sectors
- Align college offerings with high-priority sectors such as advanced manufacturing, transportation, health sciences, and information technologies.
- Strengthen feedback loops with industry-focused regional initiatives.
- Lead in emerging technologies like generative AI to create new opportunities for learning and work.

Priority 3: Use Data-Driven Decision-Making
- Advocate for access to student and employment outcomes data for deeper research.
- Collaborate with qualified researchers for program effectiveness insights.
- Address timeliness and accuracy of Labor Market Information for responsive training programs.

Priority 4: Focus on Skills
- Streamline programs for market-aligned skills in shorter durations.
- Pivot towards a skill-based education model for greater adaptability.
- Facilitate quicker entry into the workforce with livable wages.

Priority 5: Provide Short-Term Training
- Leverage Workforce Development system resources for recruitment into relevant short-duration programs.
- Focus on stackable skills and credentials for labor market alignment and livable wages.

Priority 6: Strengthen K-14 Pathways
- Establish seamless transitions for students from secondary to post-secondary education.
- Streamline articulation agreements and enhance dual enrollment programs for clearer pathways.

Priority 7: Integrate Specialized Support and Career Services
- Incorporate work-based learning and apprenticeships into all CTE programs.
- Provide tailored counseling services for personalized career guidance.
- Develop equity plans for inclusive educational environments.

What's Working Well

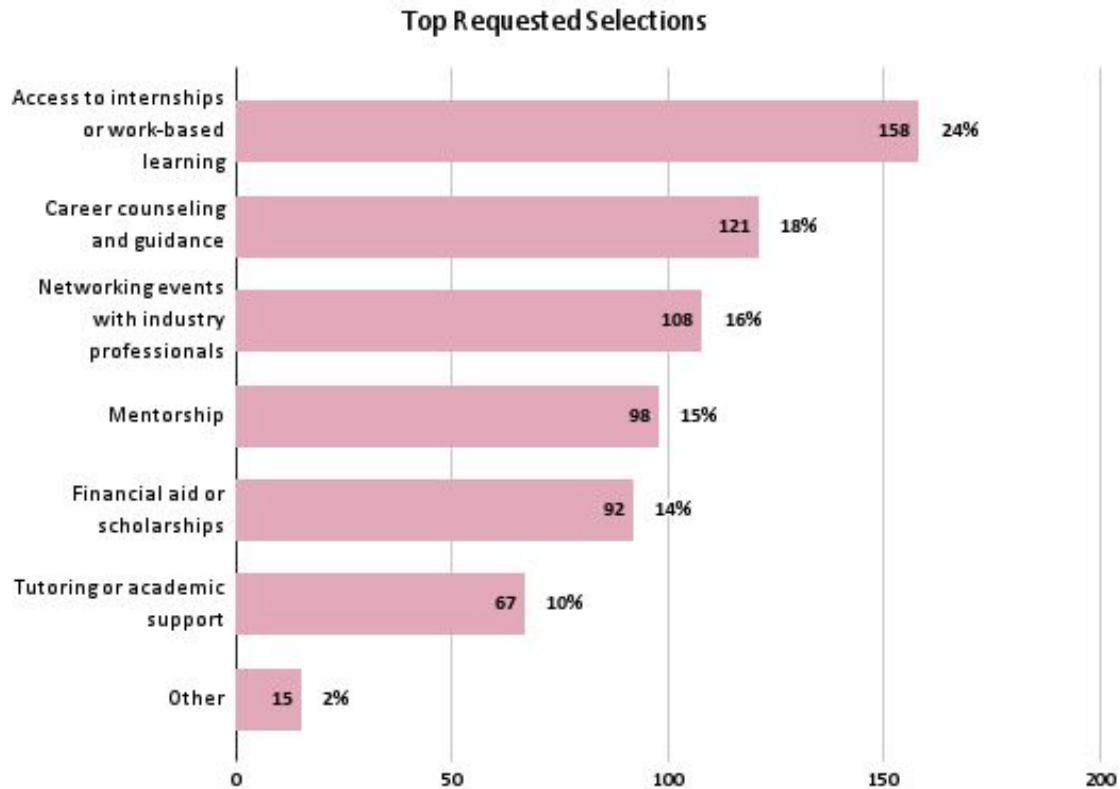| Element #2: Program Size, Scope, and Quality to meet the needs of all students	Element #3: Progress towards Implementation of CTE Programs of Study	Element #5: Progress towards equal access to CTE programs for all students
New Apprenticeships. Chabot's Advanced Manufacturing is extending its apprenticeship program into an Associate of Science (AS) track and establishing a pre-apprenticeship program in collaboration with external partners, emphasizing improved job opportunities and career paths for students in the building trades. **Responsive Curriculum Development.** LPC's Auto program is responsive to industry trends, such as the shift towards hybrid and electric technology in the electrical sector. Their Advisory boards is composed of local dealers and industry experts provide biannual feedback, which the college uses to update curricula to meet evolving industry demands, ensuring program quality and relevance. **Design to students' needs and interests.** LPC is working to cater to students' aspirations and make programs more appealing. LPC introduces short-term certificate offerings and stackable credentials to students and provides clear information on class schedules and transfer options.	**Program Development and Expansion.** Efforts are underway to broaden program offerings in the Music program at LPC to meet diverse student needs including the development and expansion of a music therapy program. Supported by a Perkins grant, this initiative reflects a commitment to comprehensive and inclusive education opportunities. **Alignment with Industry Standards**. Chabot College's Advanced Manufacturing program aims to align its programs with industry standards and requirements, despite challenges such as budget constraints. Efforts are made to integrate emerging technologies like cobot welding into the curriculum, emphasizing the importance of industry relevance in program development.	**Support for Underrepresented Groups.** Through the partnership with Lawrence Livermore National Laboratories, strategies are in place to support diverse student populations, including the creation of interest pods and addressing immediate needs such as housing and food insecurity. The Middle College program focuses on preparing students for science-based careers, while workforce training programs aim to provide opportunities for students in engineering and other fields. **Addressing demographic imbalances in public safety professions.** Public Safety and Emergency Services is establishing partnerships with industry and hospitals for student placement specifically targeted to provide better training and education opportunities for a diverse workforce and promoting the EMS program in high schools and reaching out to underrepresented groups. **High school outreach.** Chabot College is providing career counseling and hosting career fairs to introduce high school students to career education programs and have been successful in promoting awareness and generating interest among potential students. There are concerted efforts to strengthen relationships with high school counselors to reach students earlier. Also exploring the potential role of faculty members in promoting CE programs.

Student Survey Results

Most requested resources by CE students according to 2024 CLNA survey

Top Requested Selections

Resource	Count	Percent
Access to internships or work-based learning	158	24%
Career counseling and guidance	121	18%
Networking events with industry professionals	108	16%
Mentorship	98	15%
Financial aid or scholarships	92	14%
Tutoring or academic support	67	10%
Other	15	2%

How well do you feel your career education program is preparing you for entry into the workforce or further education?

- Extremely well 32.5%
- Well 45.4%
- Poorly 0.4%
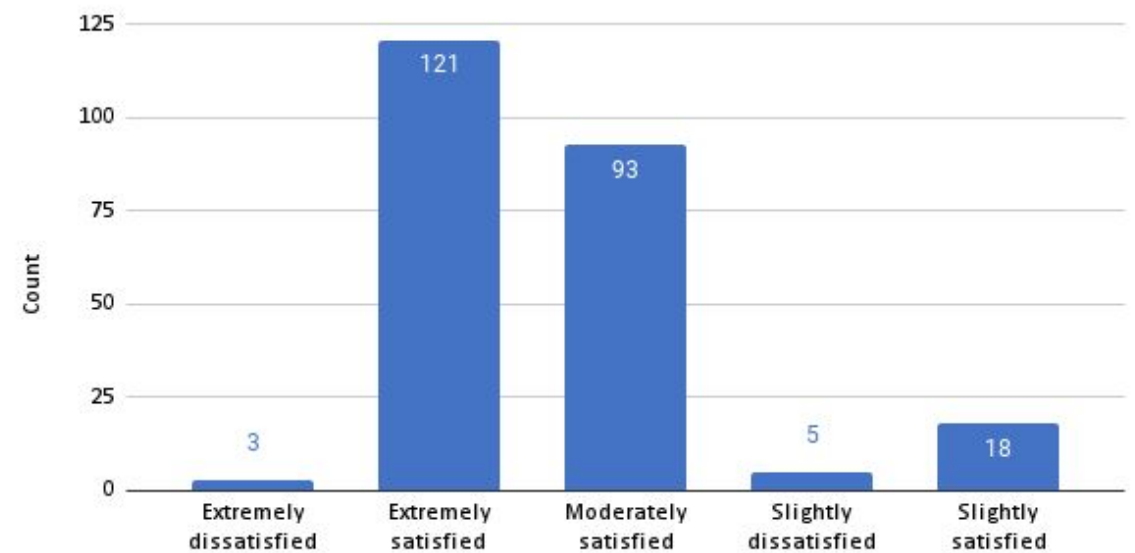- Somewhat poorly 3.3%
- Somewhat well 18.3%
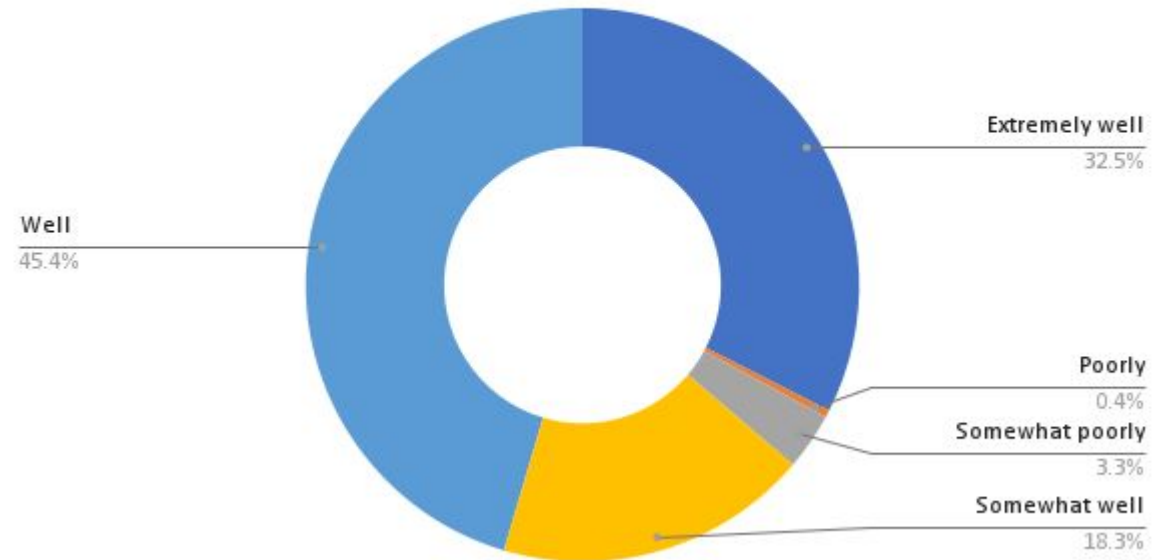
Student Survey Results

To what extent do you feel your career education program offers opportunities for hands-on learning and practical experience?
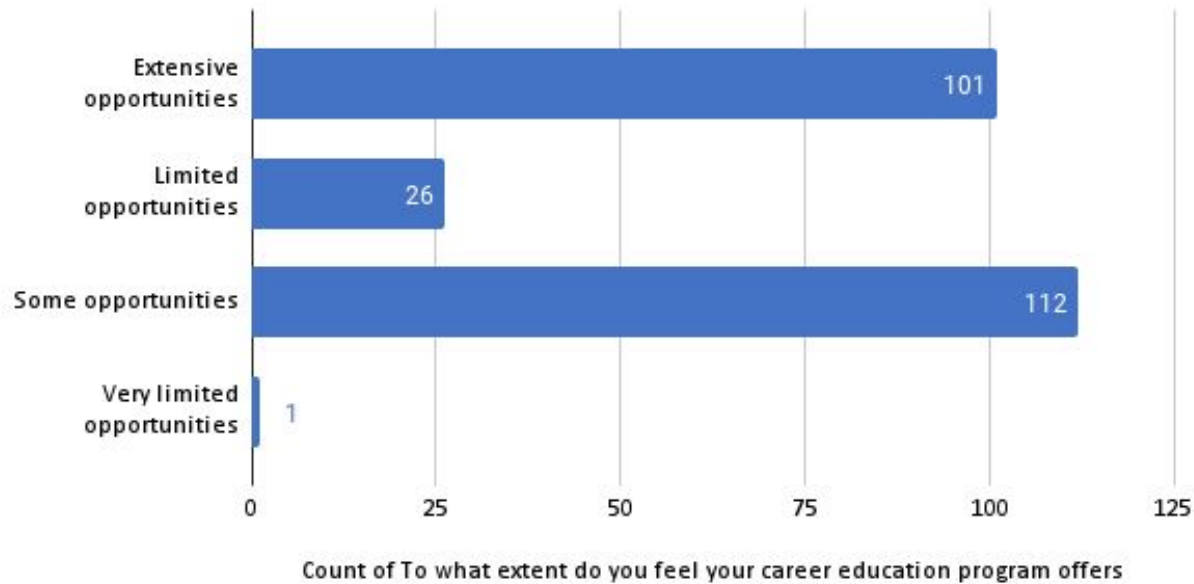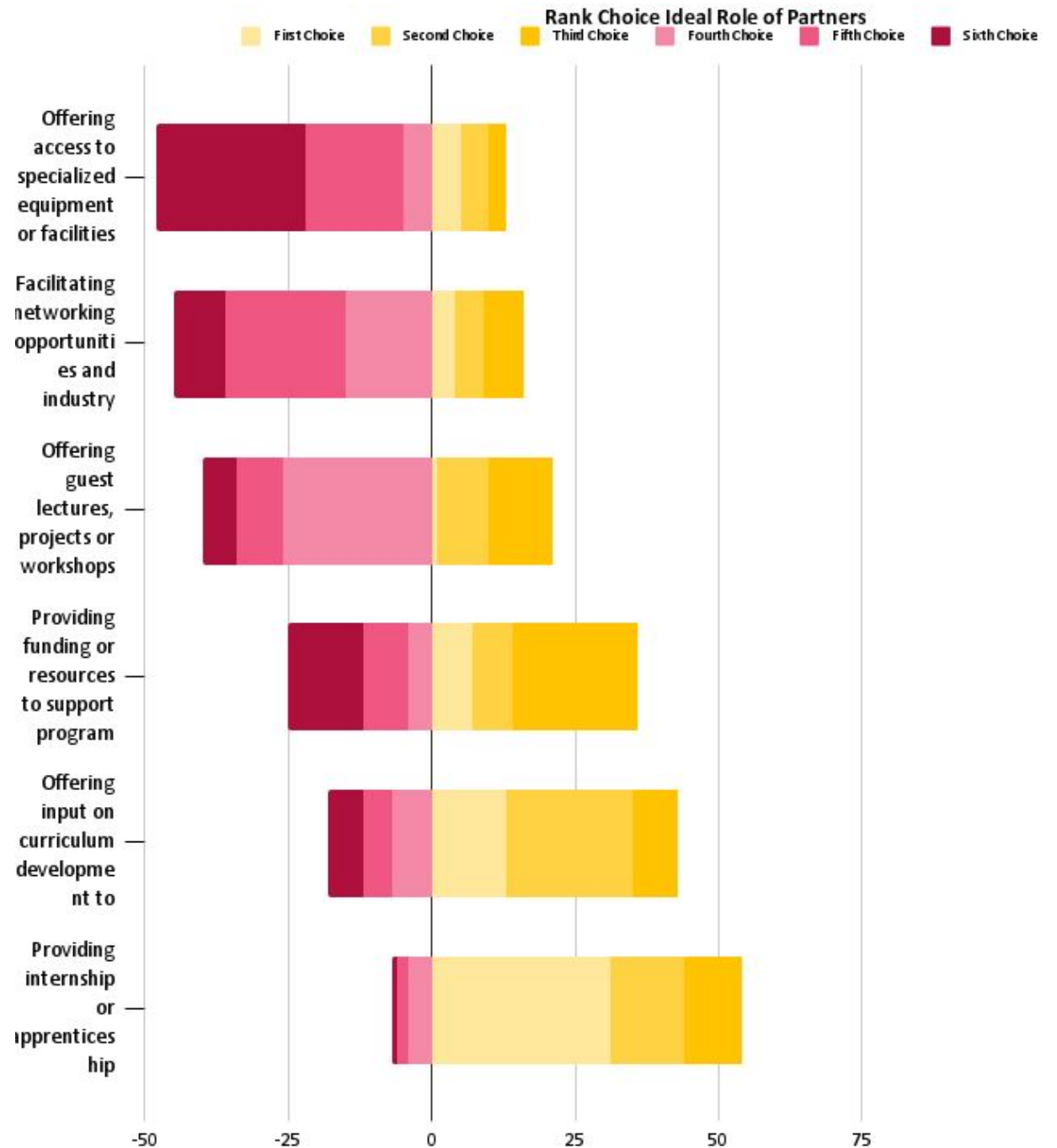
How satisfied are you with the quality of instruction in your career education courses?

Faculty Survey Results

Ideal Role of Partners

Rank Choice Ideal Role of Partners
- First Choice
- Second Choice
- Third Choice
- Fourth Choice
- Fifth Choice
- Sixth Choice

Offering access to specialized equipment or facilities

Facilitating networking opportunities and industry

Offering guest lectures, projects or workshops

Providing funding or resources to support program

Offering input on curriculum development to

Providing internship or apprenticeship

What support or resources would be MOST beneficial to support CE programs?

Greater focus on academic supports (e.g., tutoring, extra time with instructors, additional sections, or creating student learning groups)	13	21%
Enhanced partnerships with local businesses and industries.	12	19%
Development of mentorship programs connecting students with industry professionals.	12	19%
Increased funding for state-of-the-art equipment and technology.	8	13%
Expansion of career fairs and networking including industry site visits, or inviting industry to programs to share industry trends and requirements.	7	11%
Provision of scholarships or financial aid specifically for CTE students.	6	10%
Creation of career exploration workshops or seminars.	2	3%
Access to up-to-date industry information and trends.	2	3%
Integration of career planning and skill assessment tools into the curriculum.	1	2%
Grand Total	**63**	**100%**

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What barriers, challenges or gaps are MOST impacting student success in the CE programs?

Limited awareness or promotion of CTE programs among students and within the community	30
Limited availability of internship or apprenticeship opportunities	23
Programs lack sufficient faculty or aides to ensure students get the level of instruction they need to succeed	20
Difficulty in keeping curriculum aligned with rapidly evolving industry needs and standards	19
Challenges in recruiting and retaining qualified instructors	16
Difficulty in establishing strong partnerships with local industries	15
Insufficient funding for equipment and resources	14
Insufficient support services for students with diverse learning needs	12
Limited access to updated technology and software	7
Lack of diversity and inclusivity in program offerings	4

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TOP Title	Core 1 Postsecondary Retention & Placement		Core 2 Earned Postsecondary Credential		Core 3 Non-traditional Program Enrollment		Core 4 Employment	
Fiscal Year	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
Architecture & Related Technologies	94.59	96.15	88.89	50.00	50.00	62.96	0.00	71.43
Business & Management	95.82	91.74	75.46	80.74	48.66	46.69	81.96	71.64
Media & Communications	100	93.15	76.67	57.69	43.48	15.38	84.62	53.33
Information Technology	98.1	93.33	55.56	60.00	20.36	14.55	77.78	53.85
Engineering & Industrial Technologies	98.63	98	15.52	14.16	2.60	1.81	94.12	93
Fine & Applied Arts	93.55	94.34	75.00	36.00	32.26	24.07	77.78	82.61
Health	96.88	98.99	92.68	91.53	10.26	14.29	90.77	97.73
Family & Consumer Sciences	92.96	85.93	90.58	87.69	4.27	5.32	72.73	63.50
Public and Protective Services	97.96	97.98	79.78	72.29	41.98	37.21	86.36	91.67
Interdisciplinary Studies	0		0.00				0.00	
Negotiated Level	89.67	74.53	83.3	81.32	26	23.43	73.23	73
90% of Negotiated Level	80.70	67.08	74.97	73.19	23.40	21.09	65.91	65.70

Source: CCCCO MIS *Note: Students meeting criteria for this Indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years.
Yellow shaded cells are above 90% of the negotiated level but below the negotiated level, red are below 90% of the negotiated level, unshaded cells are meeting or exceeding the negotiated level.

Chabot College Performance

TOP Title	Core 1 Postsecondary Retention & Placement		Core 2 Earned Postsecondary Credential		Core 3 Non-traditional Program Enrollment		Core 4 Employment	
Fiscal Year	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
Agriculture & Natural Resources	84.62	96.15	44.44	66.67	34.48	41.38	69.23	93.75
Architecture & Related Technologies	94.59	96.15	88.89	50.00	50.00	62.96	0.00	71.43
Business & Management	96.36	92.68	76.09	81.87	48.56	46.38	82.56	71.93
Media & Communications	100	93.33	74.29	59.04	42.86	15.05	87.10	55.05
Information Technology	94.88	93.72	47.14	49.30	22.02	20.22	67.91	65.22
Education	100	100	66.67	100			100	100
Engineering & Industrial Technologies	98.42	97.81	19.90	16.07	2.70	1.89	93.68	92.48
Fine & Applied Arts	93.75	94.21	71.74	46.85	42.72	35.28	75.76	78.76
Health	97.57	98.86	88.68	83.20	10.13	14.29	92.22	97.12
Family & Consumer Sciences	92.69	87.00	88.44	85.85	3.89	4.33	72.96	65.40
Public and Protective Services	97.91	97.63	76.17	80.28	34.11	30.69	89.63	91.45
Interdisciplinary Studies	89.29	97.83	37.50	20.00			57.14	83.33
Negotiated Level	89.67	74.53	83.3	81.32	26	23.43	73.23	73
90% of Negotiated Level	80.70	67.08	74.97	73.19	23.40	21.09	65.91	65.70

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CLPCCD Overall Performance

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Occupational Composition of Alameda County

Demand and Supply for CLPCCD Programs by Two Digit TOP Code

TOP Title	Average Annual Openings 2022-2032	Chabot CTE Awards 22-23	Las Positas CTE Awards 22-23	CLPCCD CTE Awards 22-23	Employment Gap
Health	11,356	87	16	103	11,253
Business & Management	9,228	344	205	549	8,679
Engineering & Industrial Technologies	4,366	80	43	123	4,243
Family & Consumer Sciences	2,849	124	50	174	2,675
Information Technology	2,260	33	20	53	2,207
Education	1,642	0	2	2	1,640
Public & Protective Services	971	64	84	148	823
Fine & Applied Arts	509	7	16	23	486
Media & Communications	519	48	11	59	460
Agriculture & Natural Resources	168	0	4	4	164
Architecture & Related Technologies	75	10	0	10	65

Element #2: Program Size, Scope, and Quality to meet the needs of all students

Looking Forward

- **Expand work-based learning to enrich all students**
- **Deepen industry partnerships to support career-relevant learning**
- **Leverage Institutional Learning Outcomes (ILOs) to create collegewide career coherency**

Element #3: Progress towards Implementation of CTE Programs of Study

Looking Forward

- **Deploy evidence-informed strategies for Industry Advisories Committees**
- **Leverage program review process to align with labor market needs**

Element #4: Improving recruitment, retention, and training of CTE professionals, incl. under-represented groups

Looking Forward

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- **Direct recruitment efforts to market the benefits of working in higher education**
- **Offer professional opportunities tailored to CTE fields**

Looking Forward

- **Grow an environment of continuous improvement to learn what works**
- **Design innovative and flexible programs**
- **Build equity-driven dual enrollment programs that start K12 students on a career pathway**

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Questions

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