BAKERSFIELD COLLEGE

CTE
CORE INDICATOR REPORT

2014-2015 Planning Year

Institutional Research and Reporting

September 2014

Bakersfield College Core Indicators for 2014-2015

PERKINS IV Core Indicators of Performance by Vocational TOP Code
Indicators for 2014-2015 Fiscal Year Planning
Summary by College for: BAKERSFIELD - KERN

| | Performance Rate Less Than Goal | | Total Count is 10 or Greater | | *Total Count is Less Than 10* | |

TOP Code		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
Performance Goal (2011- 2012)		**89.46**	**81.50**	**86.50**	**80.06**	**18.20**	**22.25**
01	**AGRICULTURE AND NATURAL RESOURCES**	91.79	81.00	90.71	61.36	51.43	54.46
0102	ANIMAL SCIENCE	87.88	82.35	87.88	60.00	74.75	79.41
0103	PLANT SCIENCE	97.14	77.78	94.29	*85.71*	34.29	31.58
0109	HORTICULTURE	95.92	83.33	89.80	*66.67*	38.78	56.25
0112	AGRICULTURE BUSINESS, SALES, AND SERVICE	*100.00*	*100.00*	*87.50*	*33.33*	*50.00*	*57.14*
0114	FORESTRY	90.91	76.00	93.18	*50.00*	38.64	36.00
0115	NATURAL RESOURCES	*100.00*		*100.00*		*100.00*	
02	**ARCHITECTURE AND RELATED TECHNOLOGIES**	94.12	92.00	96.00	57.14	11.76	14.81
0201	ARCHITECTURE AND ARCHITECTURAL TECHNOLOGY	94.12	92.00	96.00	57.14	11.76	14.81
05	**BUSINESS AND MANAGEMENT**	79.51	91.86	89.27	65.87	48.95	47.80
0501	BUSINESS AND COMMERCE, GENERAL	91.43	80.00	94.29	72.73	60.00	42.86
0502	ACCOUNTING	91.14	94.44	91.67	64.86	30.38	32.76
0505	BUSINESS ADMINISTRATION	33.33	100.00	85.29	73.33	62.32	61.76
0506	BUSINESS MANAGEMENT	85.71	*25.00*	78.57	*75.00*	64.29	*50.00*
0509	MARKETING AND DISTRIBUTION	93.10	91.67	89.66	*44.44*	78.26	*100.00*
0511	REAL ESTATE	90.63	*100.00*	93.55	*80.00*		
0514	OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	96.77	69.23	80.00	50.00	12.90	*11.11*
0599	OTHER BUSINESS AND MANAGEMENT	*100.00*	*100.00*	*100.00*	*33.33*		
06	**MEDIA AND COMMUNICATIONS**	93.55	94.44	93.55	*62.50*		
0602	JOURNALISM	93.33	94.44	93.33	*62.50*		
0614	DIGITAL MEDIA	*100.00*		*100.00*			
07	**INFORMATION TECHNOLOGY**	98.08	83.33	92.31	*28.57*	8.70	6.67
0701	INFORMATION TECHNOLOGY, GENERAL	*100.00*		*100.00*		*0.00*	
0702	COMPUTER INFORMATION SYSTEMS	100.00	*100.00*	95.65	*0.00*	17.39	9.09
0707	COMPUTER SOFTWARE DEVELOPMENT	*100.00*	*100.00*	*100.00*		*0.00*	*0.00*
0708	COMPUTER INFRASTRUCTURE AND SUPPORT	94.44	*50.00*	88.89	*66.67*	0.00	*0.00*
0709	WORLD WIDE WEB ADMINISTRATION	*100.00*		*83.33*	*0.00*		
09	**ENGINEERING AND INDUSTRIAL TECHNOLOGIES**	84.94	76.82	80.43	75.42	5.25	6.15
0934	ELECTRONICS AND ELECTRIC TECHNOLOGY	92.73	78.26	76.47	82.61	3.64	5.26
0947	DIESEL TECHNOLOGY	82.61		100.00		8.70	*14.29*
0948	AUTOMOTIVE TECHNOLOGY	88.03	66.67	83.76	74.36	6.84	3.45
0952	CONSTRUCTION CRAFTS TECHNOLOGY	94.93	36.67	78.26	84.85	2.90	7.69
0953	DRAFTING TECHNOLOGY	75.00	94.29	77.08	81.25	2.08	0.00
0956	MANUFACTURING AND INDUSTRIAL TECHNOLOGY	76.32	85.85	79.46	69.91	6.84	8.60
10	**FINE AND APPLIED ARTS**	88.52	92.86	91.80	36.36	55.74	62.50
1012	APPLIED PHOTOGRAPHY	91.30	*100.00*	95.65	*50.00*	60.87	81.82
1030	GRAPHIC ART AND DESIGN	86.84	90.48	89.47	*33.33*	52.63	52.38
12	**HEALTH**	69.56	99.35	84.31	79.40	11.29	10.58
1225	RADIOLOGIC TECHNOLOGY	100.00	100.00	73.53	85.00		
1230	NURSING	73.81	99.16	87.50	79.26	11.29	10.58
1250	EMERGENCY MEDICAL SERVICES	28.00	100.00	72.97	81.82		
1260	HEALTH PROFESSIONS, TRANSFER CORE CURRICULUM	80.00	*100.00*	80.00	*50.00*		
13	**FAMILY AND CONSUMER SCIENCES**	85.82	91.97	90.03	61.60	15.36	10.59
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	81.50	93.89	88.96	60.19	3.74	2.95
1306	NUTRITION, FOODS, AND CULINARY ARTS	92.19	87.60	91.51	68.89	32.81	28.45
1307	HOSPITALITY	*100.00*	*100.00*	*100.00*	*50.00*		
21	**PUBLIC AND PROTECTIVE SERVICES**	94.55	75.45	90.22	74.71	16.46	30.81
2104	HUMAN SERVICES	16.13	100.00	86.67	85.00		
2105	ADMINISTRATION OF JUSTICE	94.08	80.87	89.72	71.67	48.91	47.41
2133	FIRE TECHNOLOGY	98.17	58.23	90.59	74.44	1.83	2.90
49	**INTERDISCIPLINARY STUDIES**	94.12	*100.00*	100.00	*100.00*		
4930	**GENERAL STUDIES**	94.12	*100.00*	100.00	*100.00*		

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

Bakersfield College programs (at the four digit TOP Code level) that have Core Indicator outcome gaps that are greater than 10%. Gaps are the difference between the program result and the performance goal. The number in brackets is the percentage point difference between the program result and the performance goal. Those programs with fewer than 10 student concentrators are excluded.

Gap List:

- **Core 1 -** Skill Attainment GPA ≥ 2.0 (**Seven** programs)
    - TOP code 0505 Business Administration [-56.13]
    - TOP code 0953 Drafting Technology [-14.46]
    - TOP code 0956 Manufacturing and Industrial Technology [-13.14]
    - TOP code 1230 Nursing [-15.65]
    - TOP code 1250 Emergency Medical Services [-61.46]
    - TOP code 1260 Health Professions, Transfer Core Curriculum [-9.46]
    - TOP code 2104 Human Services [-73.33]

- **Core 2 -** Completion (**Four** programs)
    - TOP code 0514 Office Technology/ Office Computer Applications [-12.27]
    - TOP code 0948 Automotive Technology [-14.83]
    - TOP code 0952 Construction Crafts Technology [-44.83]
    - TOP code 2133 Fire Technology [-23.27]

- **Core 3 -** Persistence (**Four** programs)
    - TOP code 0934 Electronics and Electrical Technology [-10.03]
    - TOP code 0953 Drafting Technology [-9.20]
    - TOP code 1225 Radiologic Technology [-12.97]
    - TOP code 1250 Emergency Medical Services [-13.53]

- **Core 4 -** Employment (**Eight** programs)
    - TOP code 0102 Animal Science [-20.06]
    - TOP code 0201 Architecture and Architectural Technology [-22.92]
    - TOP code 0502 Accounting [-15.20]
    - TOP code 0514 Office Technology/ Office Computer Applications [-30.06]
    - TOP code 0956 Manufacturing and Industrial Technology [-10.15]
    - TOP code 1306 Nutrition, Foods, and Culinary Arts [-11.17]
    - TOP code 2105 Administration of Justice [-8.39]
    - TOP code 2133 Fire Technology [-5.62]

- **Core 5a** - Non-traditional Gender Participation (**Twelve** programs)
  - TOP code 0201 Architecture and Architectural Technology [-6.44]
  - TOP code 0514 Office Technology/Office Computer Applications [-5.30]
  - TOP code 0708 Computer Infrastructure and Support [-18.20]
  - TOP code 0934 Electronics and Electric Technology [-14.56]
  - TOP code 0947 Diesel Technology [-9.50]
  - TOP code 0948 Automotive Technology [-11.36]
  - TOP code 0952 Construction Crafts Technology [-15.30]
  - TOP code 0953 Drafting Technology [-16.12]
  - Top Code 0956 Manufacturing and Industrial Technology [-11.36]
  - TOP code 1230 Nursing [-6.91]
  - TOP code 1305 Child Development/ Early Care and Education [-14.46]
  - TOP code 2133 Fire Technology [-16.37]

- **Core 5b** - Non-traditional Gender Completion (**Ten** programs)
  - TOP code 0201 Architecture and Architectural Technology [-7.44]
  - TOP code 0702 Computer Information Systems [-13.16]
  - TOP code 0934 Electronics and Electric Technology [-16.99]
  - TOP code 0948 Automotive Technology [-18.80]
  - TOP code 0952 Construction Crafts Technology [-14.56]
  - TOP code 0953 Drafting Technology [-22.25]
  - TOP code 0956 Manufacturing and Industrial Technology [-13.65]
  - TOP code 1230 Nursing [-11.67]
  - TOP code 1305 Child Development/ Early Care and Education [-19.30]
  - TOP code 2133 Fire Technology [-19.35]

Core Indicator Results for the 2014-2015 Fiscal Planning Year

Overview of Core Indicator measures

In the 2014-2015 planning year data, Bakersfield College had a total of 41 programs (at the four digit TOP Code level). Each program has 6 core indicator measures, which result in a total of 246 individual indicator measures. Of the 246 measures, 34 had no data and 50 had fewer than ten student concentrators, for a total of 34% that were not used for evaluation. Of the 41 programs, 54% (22) were reported on the gap list (having an indicator measure greater than 10% below the performance goal). Below are the results for each core indicator measure.

Core 1 Skill Attainment GPA ≥ 2.0 (89.46%)

Seven programs were included on current Core 1 gap list (having an indicator measure greater than 10% below the performance goal). This was an increase of one program compared to last year. 'Drafting Technology', which exceeded last year's performance goal, was added back to the current gap list. Of the six programs remaining on both years gap lists, two improved ('Emergency Medical Services' and 'Health Professionals, Transfer Core Curriculum') and four declined ('Business Administration', 'Manufacturing and Industrial Technology', 'Nursing', and 'Human Services').

Core 2 Completions, Certificates, Degrees and Transfer Ready (81.50%)

Four programs were included on the current Core 2 gap list (having an indicator measure greater than 10% below the performance goal). This was a decrease of one program compared to last year. One new program ('Office Technology and Office Computer Application') was added to the gap list. One program ('Plant Science') was removed because its gap is now less than 10% below the performance goal. One program ('General Studies') improved to a 100% indicator measure this year but was excluded from reporting due to having less than 10 students. Of the three remaining programs, two improved ('Automotive Technology', and 'Fire Technology'), while the other program declined ('Construction Crafts Technology').

Core 3 Persistence in Higher Education (86.50%)

Four programs were included on the current Core 3 gap list (having an indicator measure greater than 10% below the performance goal). This was a decrease of two programs compared to last year. Two programs ('Real Estate' and 'Human Services') improved no longer having gaps and were removed. Two programs ('Construction Crafts Technology' and 'Health Professionals, Transfer Core Curriculum') improved their gaps to less than 10% below the performance goal and were also removed. Of the two remaining programs ('Radiologic Technology' and 'Emergency Medical Services') on the list from the previous and current year, both improved. Two new programs (Electronics and Electrical Technology' and 'Drafting Technology') were added to the current list.

Core 4 Employment (80.06%)

Eight programs were included on the current Core 4 gap list (having an indicator measure greater than 10% below the performance goal). This was an increase of two programs. Two programs ('Forestry' and 'Graphic Art and Design') were excluded from the gap list due to having less than ten students. One program ('Automotive Technology') improved and was removed. Two programs ('Animal Science' and 'Administration of Justice') were added to the current gap list this year after having no gaps last year. Two programs ('Architecture and Architectural Technology' and 'Manufacturing and industrial Technology') previously had measures less than the performance goal (not greater than 10% below), declined further this year and were added to the current gap list. One program ('Office Technology/ Office Computer Applications') previously had a gap greater than 10% below the performance goal but was not added to the list until the program had 10 students. Of the three remaining programs on both the current and previous years' gap list, two improved ('Accounting' and 'Fire Technology') and one declined ('Nutrition, Foods, and Culinary Arts').

Core 5a Non-traditional Gender Participation – Participation (18.20%)

Twelve programs were included on the current Core 5a gap list (having an indicator measure greater than 10% below the performance goal). This was the same number of programs as the previous year. Of the twelve programs, six improved ('Electronics and Electrical Technology', 'Diesel Technology', 'Automotive Technology', 'Construction Crafts Technology', 'Manufacturing and Industrial Technology', and 'Fire Technology'), five declined ('Architecture and Architectural Technology', 'Office Technology/ Office Computer Applications', 'Drafting Technology', 'Nursing', and 'Child Development/ Early Care and Education'), and one did not change ('Computer Infrastructure and Support') compared to the previous year's indicator measures.

Core 5b Non-traditional Gender Participation – Completion (22.25%)

Ten programs were included on the current Core 5b gap list (having an indicator measure greater than 10% below the performance goal). This was an increase of one program. One program ('Electronics and Electrical Technology') was newly added to the gap list after having no indicator measure last year. Of the nine programs on both gap lists, eight declined ('Architecture and Architectural Technology', 'Computer Information Systems', 'Automotive Technology', 'Construction Crafts Technology' 'Drafting Technology', 'Nursing', 'Child Development/ Early Care and Education', and 'Fire Technology') and one improved ('Manufacturing and Industrial Technology').

Special Populations within programs (at the four digit TOP Code level) that have a Core Indicator 1 outcome gap that is greater than 10%. Gaps are the difference between the program result and the performance goal.
Special populations include: economically disadvantaged, disabled, non-traditional, and female student concentrators. The number in brackets is the percentage point difference between the program result and the performance goal. Those programs with fewer than 10 student concentrators are excluded.

Core 1 Skill Attainment GPA ≥ 2.0 (89.46%) for Special Populations

- **Female** (**Six** programs)
    - TOP code 0505 Business Administration [-54.58]
    - TOP code 0956 Manufacturing and industrial Technology [-20.23]
    - TOP code 1230 Nursing [-16.50]
    - TOP code 1250 Emergency Medical Services [-72.22]
    - TOP code 1260 Health Professions, Transfer Core Curriculum [-9.46]
    - TOP code 2104 Human Services [-74.65]

- **Non-traditional** (**Four** programs)
    - TOP code 0505 Business Administration [-54.58]
    - TOP code 0956 Manufacturing and industrial Technology [-20.23]
    - TOP code 1230 Nursing [-9.46]
    - TOP code 1305 Child Development/ Early Care and Education [-11.68]

- **Economically Disadvantaged** (**Six** programs)
    - TOP code 0505 Business Administration [-54.58]
    - TOP code 0953 Drafting Technology [-15.60]
    - TOP code 0956 Manufacturing and Industrial Technology [-13.35]
    - TOP code 1230 Nursing [-18.63]
    - TOP code 1250 Emergency Medical Services [-60.05]
    - TOP code 2104 Human Services [-70.94]

- **Students with Disabilities** (**Two** programs)
    - TOP code 0102 Animal Science [-9.46]
    - TOP code 1230 Nursing [-22.79]

Special Populations Core Indicator 1 Results for the 2014-2015 Fiscal Planning Year

Core 1 Skill Attainment GPA ≥ 2.0 (89.46%)

Female students had no change in the number of program on the Core 1 gap list this year (having an indicator measure greater than 10% below the performance goal). Of the six programs, four declined ('Business Administration', 'Manufacturing and Industrial Technology', 'Nursing', and 'Human Services') and two improved ('Emergency Medical Services', and 'Health Professions/Transfer Core Curriculum').

Non-traditional students had an increase of one program on the Core 1 gap list this year (having an indicator measure greater than 10% below the performance goal). Of the four programs, one ('Child Development/ Early Care and Education') was added this year. Of the three on both years' lists, two declined ('Business Administration' and 'Manufacturing/Industrial Technology') and one improved ('Nursing').

Economically Disadvantaged students had an increase of one program on the Core 1 gap list this year (having an indicator measure greater than 10% below the performance goal). Of the six programs, one declined ('Drafting Technology') after having a 100% skill attainment indicator measure last year, and was added to the current list. Of the five programs on both lists, four declined ('Business Administration', 'Manufacturing and Industrial Technology', 'Nursing' 'Human Services) and one improved ('Emergency Medical Services').

Finally, Students with Disabilities had an increase of one program on the Core 1 gap list this year (having an indicator measure greater than 10% below the performance goal). Of the two programs, one improved ('Nursing'); the other declined ('Drafting Technology') after having a 100% skill attainment indicator measure in the previous year.

Labor Market Data – High Growth and/or Medium to High Wage Jobs

The EMSI data below shows occupations with the greatest job growth in the Bakersfield College service area (portions of Kern County as defined by zip code). These summary data show programs (by 6-Digit SOC Occupations) that are offered at Bakersfield College, programs offered within the district, and those that are not offered. When reviewing the table below note that the column "5 Yr Job Change" indicates the number of new jobs between 2013 and 2018. The column "5 Yr Job Openings" includes the number of jobs in "5 Yr Job Change" and any jobs that require replacement due to attrition.

Top Ten Occupations with the Greatest Rate of Growth in the BC Service Area (with Average Annual Openings ≥ 20)								
SOC	Description	2013 Jobs	2018 Jobs	5 Yr Job Change	5 Yr % Change	5 Yr Job Openings	Average Annual Openings	Median Hourly Earnings
47-2151	Pipelayers	169	269	100	59%	114	23	$21.29
51-9198	Helpers-Production Workers	301	413	112	37%	146	29	$12.52
51-3092	Food Batchmakers	187	252	65	35%	105	21	$11.10
47-2061	Construction Laborers	2,415	3,106	691	29%	999	200	$14.48
47-2073	Operating Engineers and Other Construction Equipment Operators	1,577	2,011	434	28%	641	128	$21.55
13-1161	Market Research Analysts and Marketing Specialists	362	463	101	28%	130	26	$24.12
33-9032	Security Guards	1,252	1,559	307	25%	428	86	$10.52
13-1111	Management Analysts	478	597	119	25%	161	32	$41.96
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,713	2,118	405	24%	599	120	$30.30
11-9021	Construction Managers	409	508	99	24%	138	28	$44.79

Note: Six Digit SOC Occupation sorted by % Change.

Source: EMSI – Dataset Version 2014.2

The list below provides information on the top ten (six-digit SOC) occupations with the greatest number of job openings in the BC service area that require a certificate, associate degree, or bachelor degree. The 'Heavy and Tractor-Trailer Truck Drivers' occupation had the most projected annual openings for occupations requiring a certificate (postsecondary non-degree award) and had a median hourly wage more than double the state minimum wage ($8) in 2013. The 'Registered Nurses' (associate degree) and 'General and Operations Managers' (bachelor degree) occupations are projected to have the highest annual openings (in degree categories) from 2013 through 2018 and had a median hourly wage of more than $42 in 2013.

Top Ten Occupations with the Greatest Number of Job Openings (Requiring a Certificate, Associate, or Bachelor Degree and Jobs ≥ 10) in the BC Service Area

Bakersfield College Service Area Occupations with the Greatest Number of Job Openings Requiring a Certificate, Associate, or Bachelor Degree								
Type	SOC	Occupation	2013 Jobs	2018 Jobs	Change	% Change	Openings	Annual Openings	Median Hourly Earnings
Certificate	53-3032	Heavy and Tractor-Trailer Truck Drivers	4,422	5,257	835	19%	1,236	247	$18.50
	31-9092	Medical Assistants	1,689	1,885	196	12%	369	74	$11.53
	31-1014	Nursing Assistants	1,446	1,618	172	12%	334	67	$11.66
	29-2061	Licensed Practical and Licensed Vocational Nurses	1,105	1,229	124	11%	271	54	$22.87
	33-2011	Firefighters	795	861	66	8%	181	36	$30.78
	51-1011	First-Line Supervisors of Production and Operating Workers	723	825	102	14%	162	32	$26.08
	31-9091	Dental Assistants	738	784	46	6%	126	25	$12.97
	49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	561	618	57	10%	112	22	$24.63
	29-2071	Medical Records and Health Information Technicians	399	448	49	12%	106	21	$15.61
	31-9097	Phlebotomists	285	332	47	16%	77	15	$15.09
AA/AS Degree	29-1141	Registered Nurses	3,617	4,188	571	16%	956	191	$41.23
	25-2011	Preschool Teachers, Except Special Education	820	888	68	8%	207	41	$13.76
	17-3023	Electrical and Electronics Engineering Technicians	440	480	40	9%	91	18	$37.25
	29-2012	Medical and Clinical Laboratory Technicians	215	265	50	23%	82	16	$15.41
	19-4031	Chemical Technicians	155	201	46	30%	69	14	$21.66
	29-2021	Dental Hygienists	282	315	33	12%	72	14	$39.47
	29-2034	Radiologic Technologists	262	310	48	18%	69	14	$31.03
	17-3029	Engineering Technicians, Except Drafters, All Other	348	363	15	4%	59	12	$34.84
	17-3024	Electro-Mechanical Technicians	210	235	25	12%	49	10	$26.20
	29-1126	Respiratory Therapists	258	289	31	12%	51	10	$31.30
Bachelor's Degree	11-1021	General and Operations Managers	3,050	3,518	468	15%	782	156	$42.37
	25-2021	Elementary School Teachers, Except Special Education	2,790	3,045	255	9%	578	116	$31.75
	13-2011	Accountants and Auditors	1,576	1,693	117	7%	385	77	$28.36
	25-2031	Secondary School Teachers, Except Special and Career/Technical Education	1,713	1,822	109	6%	356	71	$31.72
	25-2022	Middle School Teachers, Except Special and Career/Technical Education	1,461	1,589	128	9%	297	59	$32.78
	11-2022	Sales Managers	637	729	92	14%	167	33	$40.88
	13-1111	Management Analysts	478	597	119	25%	161	32	$41.96
	13-1051	Cost Estimators	383	463	80	21%	151	30	$27.46
	41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	484	578	94	19%	146	29	$29.16
	11-9021	Construction Managers	409	508	99	24%	138	28	$44.79

Sorted by annual openings   Source: EMSI 2014.2 Data Set

Demographic data on the BC Service Area

2013 demographic data provided by Economic Modeling Services Intl. (EMSI) for the BC service area estimates the population to be 764,972. Of those, 55% are Hispanic and 49% are Female.
BC service area number one Two Digit CIP Code educational completions were in Health Professions and related programs in 2011 (EMSI). The 2008-2012 American Community Survey (ACS) 5-year rolling average estimate for the BC Service Area residents living below the poverty line was 21.9% in 2013. Information provided in the ESRI Business Analyst 2013 data set estimates of those residents 25 years or older: 22.6% have attended some college, 6.6% received an associate's degree, 10.0% received a bachelor's degree, and 5.0% received a graduate or professional degree.

Appendix

Definitions of Core Indicator Terms

Participant: Students enrolled in SAM A-D courses (CB09) are used for funding along with an economically disadvantaged status.

Concentrator: a student who has completed a minimum threshold of 12 or more units of related coursework (as defined by a two digit TOP code) in a vocational or technical program area within the most recent three years with at least one of the courses above the introductory level. Additionally, students earning a vocational degree or certificate in the cohort year will be included in the cohort whether or not they meet the unit threshold requirements. As in the previous Perkins cohorts, receiving a vocational certificate or degree in the cohort year will override the program assignment based on units.

Apprenticeship: Student concentrators who were enrolled in an apprenticeship course or program.

Completers: Any student who earned a credit, certificate, or degree. The completion indicator includes students who were transfer prepared.

Life Long Learners: Students in the cohort year who either came to the college with a postsecondary degree (Certificate-Ph.D.) or who earned a certificate or degree in a prior year and did not earn a certificate or degree in the current year.

Leaver: Students NOT enrolled in the year following the end of the cohort year at any college in the California Community College system are considered leavers for the system reports.

College Leaver/Transfers: Leavers from one college attending another California Community College during the year following the cohort year are considered transfers within the system and are considered transfers for the sending college in college reports.

Transfer Prepared: Students who successfully compete 60 UC/CSU transferable units with a GPA at or above 2.0 in those transferable courses.

Transfers: For statewide reporting, students enrolled in any non- California Community College (CCC) institution of higher education (as identified through the National Student Loan Clearinghouse) during the cohort year or the year following the cohort, are considered transfers. CCC transfers are considered persisters in the statewide reporting.

Employed: Students found with earnings in any quarter in the year following the cohort year, in the Unemployment Insurance base wage file, are considered employed. Military service and federal employment are not currently collected but efforts will be made to reinstate those administrative data matches.

Persisters: Student retention in postsecondary education or transfer to a baccalaureate degree program.

Retention: California uses persistence instead of retention as defined in the Perkins IV Act.

Definitions of Special Population Terms

Non-traditional: Occupations or fields of work, for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work.

Limited English Proficient: A student enrolled in a pre-collegiate English as a Second Language (ESL) course including English as a Second Language, Survival ESL, or Vocational ESL; or a student identified by staff as needing English as a Second Language (ESL) services.

Economically Disadvantaged: A student meeting one of the following criteria:

1. The student is awarded a Board of Governors Waiver (BOGW)
2. The student is awarded a Pell Grant reported in MIS data
3. The student is identified as a WIA participant currently reported in the Job Training Partnership Program (JTPA) reported in MIS data
4. The student is identified as a participant in the CalWORKs Program reported in MIS data
5. The student is reported as economically disadvantaged
6. The student is identified as a recipient of public aid in the California Department of Social Services (DSS) data match for the cohort.

Disability: As defined in Section 3 of the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. 12102) as a physical or mental impairment that substantially limits one or more of the individual's major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Single Parent: An individual who is unmarried or legally separated from a spouse, who has a minor child or children for whom the parent has either custody or joint custody, or who is pregnant.

Displaced Homemaker: An adult who has been out of the workforce, working to care for the home and children, and often has diminished or hidden marketable skills; has been dependent on public assistance or the income of a relative but is no longer supported by such income; or is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act, is unemployed or underemployed; and is experiencing difficulty in obtaining or upgrading employment (American Vocational Association, 1998, pp. 88-90).

What are Core Indicators?

Core 1 – Technical Skill Attainment- student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry recognized standard, if available and appropriate.

The state will use the percentage of students earning a GPA of 2.0 or higher in CTE courses as an indicator of technical skill attainment measure by faculty.

Calculation: Number of postsecondary concentrators enrolled in CTE courses above the introductory level that have earned a GPA of 2.0 or above in those courses, divided by the number of concentrators enrolled in CTE courses above the introductory level.

Core 2 and Core 3 – Completion and Persistence- (Student Retention or Transfer) student persistence in postsecondary education or transfer to a baccalaureate degree program.

Calculation: The percentage of CTE student concentrators who: 1) persisted in education at the community college level or 2) transferred to a two or four year institution.

Core 4 – Employment- student placement in military service or apprenticeship programs; or placement or retention in employment: including placement in high skill, high wage, or high demand occupations or professions.

Calculation: The percentage of CTE program leavers and completers who did not transfer to a two or four year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, UI covered employment, the Federal Government, or the military.

Core 5a – Non-traditional Participation- student participation in career and technical education programs that lead to employment in fields non-traditional for their gender.

Calculation: The State will use the percentage of females participating in CTE program coursework leading to employment in occupations non-traditional for females; and the number of male participating in CTE program coursework leading to employment in occupations non-traditional for males. Participation will use the concentrator threshold definition for participation when the program is indicated as non-traditional for either gender.

Core 5b – Non-traditional Completion- student completion of career and technical education programs that lead to employment in field non-traditional for their gender.

Calculation: The State will use the percentage of completers in programs leading to employment in non-traditional occupations that are of the underrepresented gender (female students completing programs leading to employment in occupations non-traditional for females; and male students completing programs leading to employment in occupations non-traditional for males). Completion is defined as: 1) receiving a degree, certificate, or equivalent; 2) competing a transfer program and having been

designated as transfer prepared; 3) transferring to a two or four year institution; or 4) enlisting in the military.