

**CERRO COSO COMMUNITY COLLEGE**

**CTE  
CORE INDICATOR REPORT**

**2014-2015 Planning Year**

Institutional Research and Reporting

September 2014

# Cerro Coso Community 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: CERRO COSO - 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
<b>Performance Goal ( 2011- 2012)</b>	<b>89.46</b>	<b>81.50</b>	<b>86.50</b>	<b>80.06</b>	<b>18.20</b>	<b>22.25</b>
05 BUSINESS AND MANAGEMENT	79.87	78.57	82.43	45.83	53.10	64.00
0501 BUSINESS AND COMMERCE, GENERAL	55.32	92.59	87.23	52.94	76.60	77.78
0505 BUSINESS ADMINISTRATION	89.47	90.91	84.21	28.57	68.42	58.33
0506 BUSINESS MANAGEMENT	97.62	85.00	85.37	53.85	66.67	66.67
0514 OFFICE TECHNOLOGY/OFFICE COMPUTER	85.37	25.00	73.17	36.36	17.07	0.00
06 MEDIA AND COMMUNICATIONS	88.37	81.82	88.37	42.86	0.00	
0614 DIGITAL MEDIA	88.37	81.82	88.37	42.86	0.00	
07 INFORMATION TECHNOLOGY	85.19	91.67	85.19	28.57	25.93	18.18
0702 COMPUTER INFORMATION SYSTEMS	85.19	91.67	85.19	28.57	25.93	18.18
09 ENGINEERING AND INDUSTRIAL TECHNOLOGIES	93.44	94.29	84.75	53.57	10.17	12.50
0924 ENGINEERING TECHNOLOGY, GENERAL	50.00	100.00	50.00	0.00		
0934 ELECTRONICS AND ELECTRIC TECHNOLOGY	100.00	100.00	100.00		0.00	0.00
0948 AUTOMOTIVE TECHNOLOGY	0.00	100.00		0.00	0.00	0.00
0953 DRAFTING TECHNOLOGY	100.00	100.00	100.00		0.00	0.00
0956 MANUFACTURING AND INDUSTRIAL TECHNOLOGY	95.45	93.10	81.40	57.69	9.09	10.71
0999 OTHER ENGINEERING AND RELATED INDUSTRIAL	100.00	100.00	100.00		40.00	100.00
12 HEALTH	94.96	67.19	80.58	66.67	11.76	16.28
1201 HEALTH OCCUPATIONS, GENERAL	100.00	50.00	87.50	0.00		
1208 MEDICAL ASSISTING	92.45	25.00	71.70	68.75	9.43	22.22
1230 NURSING	96.97	94.44	86.36	73.91	13.64	14.71
1251 PARAMEDIC	91.67	50.00	83.33	50.00		
13 FAMILY AND CONSUMER SCIENCES	90.52	42.03	73.71	61.04	4.74	5.88
1305 CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	90.52	42.03	73.71	61.04	4.74	5.88
14 LAW	95.92	73.33	81.63	50.00	18.37	30.77
1402 PARALEGAL	95.92	73.33	81.63	50.00	18.37	30.77
17 MATHEMATICS	100.00		100.00		0.00	
1701 MATHEMATICS, GENERAL	100.00		100.00		0.00	
21 PUBLIC AND PROTECTIVE SERVICES	92.47	52.38	73.53	71.43	26.70	32.69
2104 HUMAN SERVICES	93.75	91.67	75.00	60.00		
2105 ADMINISTRATION OF JUSTICE	94.09	39.29	74.59	77.36	26.88	32.69
2133 FIRE TECHNOLOGY	20.00	0.00	20.00	50.00	20.00	
49 INTERDISCIPLINARY STUDIES	83.33	0.00	83.33	100.00		
4932 GENERAL WORK EXPERIENCE	83.33	0.00	83.33	100.00		

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

**Table Definition**

- Core 1 - Skill Attainment, GPA 2.0 & Above: 89.46% Performance Goal - ( 2011- 2012)
- Core 2 - Completions, Certificates, Degrees and Transfer Ready: 81.50% Performance Goal - ( 2011- 2012)
- Core 3 - Persistence in Higher Education: 86.50% Performance Goal - ( 2011- 2012)
- Core 4 - Employment: 80.06% Performance Goal - ( 2011- 2012)
- Core 5 - Training Leading to Non-traditional Employment: Greater than 18.20% Participation & 22.25% Completion - ( 2011- 2012)

## Cerro Coso Community College Core Indicators for 2014-2015

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Cerro Coso Community 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 percent 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  $\geq$  2.0 (**One** program)
  - TOP code 0501 Business Commerce, General [-34.14]
  
- **Core 2** - Completion (**Five** programs)
  - TOP code 0514 Office Technology/ Office Computer [-56.50]
  - TOP code 1208 Medical Assisting [-56.50]
  - TOP code 1305 Child Development/ Early Care and Education [-39.47]
  - TOP code 1402 Paralegal [-8.17]
  - TOP code 2105 Administration of Justice [-42.21]
  
- **Core 3** - Persistence (**Five** programs)
  - TOP code 0514 Office Technology/ Office Computer [-13.33]
  - TOP code 1208 Medical Assisting [-14.80]
  - TOP code 1305 Child Development/ Early Care and Education [-12.79]
  - TOP code 2104 Human Services [-11.50]
  - TOP code 2105 Administration of Justice [-11.91]
  
- **Core 4** - Employment (**Eight** programs)
  - TOP code 0501 Business and Commerce, General [-27.12]
  - TOP code 0506 Business Management [-26.21]
  - TOP code 0514 Office Technology/ Office Computer [-43.70]
  - TOP code 0956 Manufacturing & Industrial Technology [-22.37]
  - TOP code 1208 Medical Assisting [-11.31]
  - TOP code 1305 Child Development/ Early Care and Education [-19.02]
  - Top code 1402 Paralegal [-30.06]
  - TOP code 2104 Human Services [-20.06]
  
- **Core 5a** - Non-Traditional Gender Participation (**Four** programs)
  - TOP code 0956 Manufacturing & Industrial Technology [-9.11]
  - TOP code 1208 Medical Assisting [-8.77]
  - TOP code 1305 Child Development/ Early Care and Education [-13.46]
  - TOP code 1230 Nursing [-11.38]

## Cerro Coso Community College Core Indicators for 2014-2015

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- **Core 5b** - Non-Traditional Gender Completion (**Four** programs)
  - TOP code 0702 Computer information Systems [-4.07]
  - TOP code 0956 Manufacturing & Industrial Technology [-11.54]
  - TOP code 1230 Nursing [-7.54]
  - TOP code 1305 Child Development/Early Care & Education [-16.37]

### Core Indicator Results for the 2014-2015 Fiscal Planning Year

#### Overview of Core Indicator measures

In the 2014-2015 planning year data, Cerro Coso Community College had a total of 23 programs (at the four digit TOP Code level). This was a net decrease of one program from the previous year. Each program has 6 core indicator measures, which result in a total of 138 individual indicator measures. Of the 138 measures, 51% (70) had no data or fewer than ten student concentrators, and were not used for evaluation. Of the 23 programs, 48% (11) were reported on the gap list (having a gap greater than 10% between the program's result and the performance goal). Below are the results for each core indicator measure.

#### Core 1 Skill Attainment GPA $\geq$ 2.0 (89.46%)

One program was included on the Core 1 gap list this year (having a gap greater than 10% between the program's result and the performance goal). This was the same number of programs as the previous year. One program ('Business and Commerce, General') declined and was added to the gap list. One program ('Business Administration') improved and was removed from the gap list.

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

Five programs were included on the Core 2 gap list this year (having a gap greater than 10% between the program's result and the performance goal). This was an increase of two programs compared to last year. Three new programs ('Office Technology/ Office Computer', 'Medical Assisting', and 'Paralegal') were added to the gap list. One program ('Digital Media') improved and was removed. Of the two remaining programs ('Child Development/Early Care and Education' and 'Administration of Justice'), both had indicator measures that declined.

#### Core 3 Persistence in Higher Education (86.50%)

Five programs were included on the Core 3 gap list this year (having a gap greater than 10% between the program's result and the performance goal). This was an increase of two programs compared to last year. Two programs ('Business and Commerce, General' and 'Digital Media') improved their indicator measures, exceeding the performance goal, and were removed from the Core 3 gap list. The one program ('Child Development/Early Care and Education') on both lists declined. Four programs ('Office Technology/ Office Computer', 'Medical Assisting', 'Human Services', and 'Administration of Justice') were newly added to the gap list after drops in persistence this year compared to the previous year.

## Cerro Coso Community College Core Indicators for 2014-2015

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### **Core 4 Employment (80.06%)**

Eight programs were included on the Core 4 gap list this year (having a gap greater than 10% between the program's result and the performance goal). This was an increase of three programs. Two programs ('Medical Assisting' and 'Human Services') were removed from the current gap list due to having too few students to report. Three new programs ('Office Technology/ Office Computer', 'Manufacturing and Industrial', 'Medical Assisting', and 'Human Services') were added to the Core 4 gap list due to decline in indicator measures. Two new programs ('Manufacturing & Industrial Technology' and 'Paralegal') were added to the gap list due to an increase in students qualifying them for reporting. The three remaining programs on both lists, all declined ('Business and Commerce, General', 'Business Management', and 'Child Development/Early Care and Education').

### **Core 5a Non-Traditional Gender Participation – Participation (18.20%)**

Four programs were included on the Core 5a gap list this year (having a gap greater than 10% between the program's result and the performance goal). This was a decrease of one program. One program ('Office Technology') improved and was removed from the list due to having a gap less than 10% below the performance goal. Of the four remaining programs on both lists, one declined ('Medical Assisting') and three improved ('Manufacturing and Industrial Technology', 'Child Development/ Early Care and Education', and 'Nursing').

### **Core 5b Non-Traditional Gender Participation – Completion (22.25%)**

Four programs were included on the Core 5b gap list this year (having a gap greater than 10% between the program's result and the performance goal). This was an increase of one program. One program ('Manufacturing and Industrial Technology') was added to the list due to an increase in students, qualifying it for reporting. The three remaining programs on both lists improved ('Computer Information Systems', 'Nursing', and 'Child Development/Early Care and Education') compared to last year.

**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 $\geq$ 2.0 (89.46%) for Special Populations**

- **Female (One program)**
  - TOP code 0501 Business and Commerce, General [-39.46]
- **Non-traditional (One program)**
  - TOP code 0501 Business and Commerce, General [-39.46]
- **Economically Disadvantaged (Two programs)**
  - TOP code 0501 Business and Commerce, General [-25.46]
  - TOP code 0616 Digital Media [-10.89]
- **Students with Disabilities (None)**
  - None

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

#### **Core 1 Skill Attainment GPA $\geq$ 2.0 (89.46%) Special Populations**

Three special population groups (Female, Non-traditional, and Students with Disabilities) had no change in the number of programs with a gap greater than 10% below the performance goal reported on the Core 1 special population gap list. Economically Disadvantaged students had two programs on this year's list, an increase of one program ('Digital Media'). Last year 'Business Management' was the only program on any special population Core 1 gap list, this year it has been replaced by 'Business and Commerce, General'.

## Cerro Coso Community College Core Indicators for 2014-2015

### Labor Market Data – plan responds to high growth and/or medium to high wage jobs

The EMSI data below shows occupations with the greatest job growth in the Cerro Coso Community College service area (portions of Kern, Inyo and Mono Counties as defined by zip code). These summary data show programs (by 6-Digit SOC Occupations) that are offered at Cerro Coso Community 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 CC 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
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	870	1,032	162	19%	349	70	\$9.09
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	306	357	51	17%	105	21	\$12.05
41-2031	Retail Salespersons	687	778	91	13%	225	45	\$10.87
35-3031	Waiters and Waitresses	781	857	76	10%	276	55	\$9.11
43-5081	Stock Clerks and Order Fillers	392	431	39	10%	102	20	\$9.77
37-2011	Janitors and Cleaners, Except Maids and Housekeeping	506	554	48	9%	99	20	\$11.21
41-2011	Cashiers	1,078	1,160	82	8%	331	66	\$10.04
29-1141	Registered Nurses	574	617	43	7%	104	21	\$40.03
37-2012	Maids and Housekeeping Cleaners	740	778	38	5%	120	24	\$10.92
43-4081	Hotel, Motel, and Resort Desk Clerks	318	335	17	5%	98	20	\$10.52

Note: Six Digit SOC Occupation sorted by % Change.  
Source: EMSI – Dataset Version 2014.2

## Cerro Coso Community College Core Indicators for 2014-2015

The list below provides information on the top ten (six-digit SOC) occupations with the greatest number of job openings in the CC service area that require a certificate, associate degree, or bachelor degree. The 'Heavy and Tractor-Trailer Truck Drivers' occupation had the highest 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 \$40 in 2013.

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

Cerro Coso Community 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	337	376	39	12%	76	15	\$19.11
	31-1014	Nursing Assistants	165	190	25	15%	44	9	\$11.34
	49-3011	Aircraft Mechanics and Service Technicians	311	270	(41)	(13%)	42	8	\$28.43
	29-2041	Emergency Medical Technicians and Paramedics	94	116	22	23%	37	7	\$17.07
	29-2061	Licensed Practical and Licensed Vocational Nurses	153	165	12	8%	33	7	\$22.69
	33-2011	Firefighters	190	197	7	4%	35	7	\$30.78
	31-9092	Medical Assistants	92	100	8	9%	19	4	\$11.62
	51-1011	First-Line Supervisors of Production and Operating Workers	126	134	8	6%	21	4	\$23.08
	25-4031	Library Technicians	37	38	1	3%	12	2	\$27.63
	29-2071	Medical Records and Health Information Technicians	58	61	3	5%	11	2	\$17.73
Associate Degree	29-1141	Registered Nurses	574	617	43	7%	104	21	\$40.03
	19-4093	Forest and Conservation Technicians	289	287	(2)	(1%)	62	12	\$15.56
	25-2011	Preschool Teachers, Except Special Education	109	119	10	9%	29	6	\$14.30
	17-3023	Electrical and Electronics Engineering Technicians	159	160	1	1%	23	5	\$37.35
	53-2021	Air Traffic Controllers	85	84	(1)	(1%)	20	4	\$48.29
	17-3029	Engineering Technicians, Except Drafters, All Other	159	151	(8)	(5%)	17	3	\$34.41
	17-3022	Civil Engineering Technicians	38	41	3	8%	8	2	\$29.70
	19-4031	Chemical Technicians	31	35	4	13%	9	2	\$20.62
	15-1134	Web Developers	18	19	1	6%	3	1	\$32.51
	15-1152	Computer Network Support Specialists	28	28	0	0%	5	1	\$32.06
Bachelor Degree	11-1021	General and Operations Managers	509	542	33	6%	86	17	\$40.51
	17-2051	Civil Engineers	247	272	25	10%	63	13	\$46.27
	25-2021	Elementary School Teachers, Except Special Education	308	329	21	7%	57	11	\$32.85
	13-2011	Accountants and Auditors	200	212	12	6%	45	9	\$27.93
	17-2141	Mechanical Engineers	166	177	11	7%	44	9	\$43.14
	17-2011	Aerospace Engineers	240	239	(1)	0%	39	8	\$48.84
	17-2072	Electronics Engineers, Except Computer	272	268	(4)	(1%)	35	7	\$49.01
	25-2031	Secondary School Teachers, Except Special and Career/Technical Education	195	202	7	4%	36	7	\$26.05
	39-9032	Recreation Workers	256	274	18	7%	36	7	\$10.37
	13-1111	Management Analysts	139	152	13	9%	26	5	\$42.08

Sorted by annual openings

Source: EMSI 2014.2 Data Set



## Demographic data on the CC Service Area

2013 demographic data provided by Economic Modeling Services Intl. (EMSI) for the CC service area estimates the population to be 108,845. Of those, 23% are Hispanic and 48% Female.

The 2008-2012 American Community Survey (ACS) 5-year rolling average estimates for CC Service Area residents living below the poverty line was 12.0% in 2013. Information provided in the ESRI Business Analyst 2013 data set estimates of those residents 25 years or older: 27.9% have attended some college, 10.0% received an associate's degree, 13.2% received a bachelor's degree, and 7.2% 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.

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**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 Populations 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

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