

**CERRO COSO COMMUNITY COLLEGE**

**CTE  
CORE INDICATOR REPORT**

**2015-2016 Planning Year**

Institutional Research and Reporting

October 2015

# Cerro Coso Community College Core Indicators for 2015-2016



**PERKINS IV Core Indicators of Performance by Vocational TOP Code**  
**Indicators for 2015-2016 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 (2012-2013)</b>	<b>87.85</b>	<b>82.00</b>	<b>86.75</b>	<b>77.40</b>	<b>19.14</b>	<b>22.54</b>
<b>05 BUSINESS AND MANAGEMENT</b>	80.29	84.93	82.84	53.70	46.94	56.36
0501 BUSINESS AND COMMERCE, GENERAL	57.50	92.31	76.32	50.00	65.00	72.00
0505 BUSINESS ADMINISTRATION	76.19	85.71	90.48	66.67	66.67	66.67
0506 BUSINESS MANAGEMENT	97.62	78.95	80.49	70.00	33.33	33.33
0514 OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	88.24	78.57	88.24	38.46	14.71	16.67
<b>06 MEDIA AND COMMUNICATIONS</b>	96.97	93.75	81.82	38.46	50.00	60.00
0607 TECHNICAL COMMUNICATION	100.00	100.00	100.00			
0614 DIGITAL MEDIA	96.88	93.33	81.25	38.46	50.00	60.00
<b>07 INFORMATION TECHNOLOGY</b>	89.74	93.75	92.31	66.67	23.08	23.53
0702 COMPUTER INFORMATION SYSTEMS	89.74	93.75	92.31	66.67	23.08	23.53
<b>08 EDUCATION</b>	100.00		0.00	0.00		
0860 EDUCATIONAL TECHNOLOGY	100.00		0.00	0.00		
<b>09 ENGINEERING AND INDUSTRIAL TECHNOLOGIES</b>	83.67	94.44	81.25	51.52	12.24	16.67
0934 ELECTRONICS AND ELECTRIC TECHNOLOGY	100.00		100.00		33.33	100.00
0953 DRAFTING TECHNOLOGY	100.00		100.00		0.00	
0956 MANUFACTURING AND INDUSTRIAL TECHNOLOGY	82.22	94.44	79.55	51.52	11.11	14.29
<b>12 HEALTH</b>	88.06	86.96	93.28	58.49	8.00	13.04
1201 HEALTH OCCUPATIONS, GENERAL	75.00		100.00			
1208 MEDICAL ASSISTING	95.65	16.67	82.61	60.00	4.35	0.00
1230 NURSING	96.10	95.56	98.70	63.64	9.09	13.64
1250 EMERGENCY MEDICAL SERVICES	52.38	100.00	90.48	46.15		
1251 PARAMEDIC	88.89	50.00	77.78	50.00		
<b>13 FAMILY AND CONSUMER SCIENCES</b>	88.94	58.11	75.86	56.76	2.98	1.41
1305 CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	88.94	58.11	75.86	56.76	2.98	1.41
<b>14 LAW</b>	95.16	96.30	93.33	50.00	16.13	25.00
1402 PARALEGAL	95.16	96.30	93.33	50.00	16.13	25.00
<b>21 PUBLIC AND PROTECTIVE SERVICES</b>	95.15	62.32	69.51	71.43	39.17	48.94
2104 HUMAN SERVICES	91.11	88.89	88.64	43.75		
2105 ADMINISTRATION OF JUSTICE	96.67	52.94	62.50	78.69	39.17	48.94
<b>49 INTERDISCIPLINARY STUDIES</b>	100.00	100.00	100.00	0.00		
4932 GENERAL WORK EXPERIENCE	100.00	100.00	100.00	0.00		

Source: CCCC MIS Database- Core Indicators

**Table Definitions**

- Core 1 - Skill Attainment, GPA 2.0 & Above: 87.85% Performance Goal - (2012- 2013)
- Core 2 - Completions, Certificates, Degrees and Transfer Ready: 82.00% Performance Goal - (2012- 2013)
- Core 3 - Persistence in Higher Education: 86.75% Performance Goal - (2012- 2013)
- Core 4 - Employment: 77.40% Performance Goal - (2012- 2013)
- Core 5 - Training Leading to Non-traditional Employment: Greater than 19.14% Participation & 22.54% Completion - (2012- 2013)

For tables with six digit TOP Code information, please see Appendix C.

## Cerro Coso Community College Core Indicators for 2015-2016

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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. Programs with fewer than 10 student concentrators are excluded. For tables with six digit TOP Code information, please see Appendix C.

### Gap List:

- **Core 1** - Skill Attainment GPA  $\geq$  2.0 (**87.85%**) (**Three** programs)
  - TOP code 0501 Business Commerce, General [-30.35]
  - TOP code 0505 Business Administration [-11.66]
  - TOP code 1250 Emergency Medical Services [-35.47]
  
- **Core 2** - Completion (**82.00%**) (**Two** programs)
  - TOP code 1305 Child Development/ Early Care and Education [-23.89]
  - TOP code 2105 Administration of Justice [-29.06]
  
- **Core 3** - Persistence (**86.75%**) (**Three** programs)
  - TOP code 0501 Business Commerce, General [-10.43]
  - TOP code 1305 Child Development/ Early Care and Education [-10.89]
  - TOP code 2105 Administration of Justice [-24.25]
  
- **Core 4** - Employment (**77.40%**) (**Nine** programs)
  - TOP code 0501 Business and Commerce, General [-27.40]
  - TOP code 0514 Office Technology/ Office Computer [-38.94]
  - TOP code 0614 Digital Media [-38.94]
  - TOP code 0956 Manufacturing & Industrial Technology [-25.88]
  - TOP code 1230 Nursing [-13.76]
  - TOP code 1250 Emergency Medical Services [-31.25]
  - TOP code 1305 Child Development/ Early Care and Education [-20.64]
  - Top code 1402 Paralegal [-27.40]
  - TOP code 2104 Human Services [-33.65]
  
- **Core 5a** - Non-Traditional Gender Participation (**19.14%**) (**Six** programs)
  - TOP code 0514 Office Technology/ Office Computer [-4.43]
  - TOP code 0956 Manufacturing & Industrial Technology [-8.03]
  - TOP code 1208 Medical Assisting [-14.79]
  - TOP code 1230 Nursing [-10.05]
  - TOP code 1305 Child Development/ Early Care and Education [-16.16]
  - TOP code 1402 Paralegal [-3.01]

## Cerro Coso Community College Core Indicators for 2015-2016

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- **Core 5b - Non-Traditional Gender Completion (22.54%) (Four programs)**
  - TOP code 0514 Office Technology/ Office Computer [-5.87]
  - TOP code 0956 Manufacturing & Industrial Technology [-8.25]
  - TOP code 1230 Nursing [-8.90]
  - TOP code 1305 Child Development/Early Care & Education [-21.13]

### Core Indicator Results for the 2015-2016 Fiscal Planning Year

#### Overview of Core Indicator measures

In the 2015-2016 planning year data, Cerro Coso Community College had a total of 21 programs (at the four digit TOP Code level). This was a net decrease of two programs from the previous year. Each program has 6 core indicator measures, for a total of 126 individual indicator measures. Of the 126 measures, 44% (55) had no data or fewer than ten student concentrators, and were not used for evaluation. Of the 21 programs, 57% (12) 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 (87.85%)

Three programs were 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 an increase of two in the number of programs from the previous year. Two new programs ('Business Administration' and 'Emergency Medical Services') were added to the current list. The remaining program ('Business and Commerce, General') improved compared to last year.

#### Core 2 Completions, Certificates, Degrees and Transfer Ready (82.00%)

Two 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 a decrease of three programs compared to last year. One program ('Paralegal') exceeded the performance goal and was removed. One program ('Office Technology/ Office Computer') improved its indicator measure having a gap of less than 10% and was removed. One program ('Medical Assisting') was removed from the current list having too few students to report. Of the two remaining programs ('Child Development/Early Care and Education' and 'Administration of Justice') both improved.

#### Core 3 Persistence in Higher Education (86.75%)

Three 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 a decrease of three programs compared to last year. Two programs ('Office Technology/ Office Computer' and 'Human Services') exceeded the performance goal, and were removed from the list. One program ('Medical Assisting') improved its indicator measure, having a gap less than 10% and was removed from the list. One new program ('Business Commerce, General') was added this year. One program ('Child Development/Early Care and Education') on both lists improved. One program ('Administration of Justice') declined compared to the previous year.

## Cerro Coso Community College Core Indicators for 2015-2016

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### **Core 4 Employment (77.40%)**

Nine programs were included on the Core 4 gap list this year (having a gap of greater than 10% between the program's result and the performance goal). This was an increase of one program. One program ('Medical Assisting') was removed from the current list having too few students to report. One program ('Business Management') improved, having a gap less than 10% below the performance goal and was removed. Three new programs ('Nursing', 'Digital Media', and 'Emergency Medical Services') were added to the Core 4 gap list this year. Four of the remaining programs on both lists declined ('Business and Commerce, General', 'Manufacturing and Industrial Technology', 'Child Development/Early Care and Education' and 'Human Services'). The two remaining programs ('Office Technology/ Office Computer' and 'Paralegal') improved compared to last year.

### **Core 5a Non-Traditional Gender Participation – Participation (19.14%)**

Six 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 an increase of two programs. Two new programs ('Office Technology/ Office Computer' and 'Paralegal') were added to the Core 5a gap list this year. Of the four programs on both lists, two declined ('Medical Assisting' and 'Child Development/ Early Care and Education') and two improved ('Manufacturing and Industrial Technology' and 'Nursing').

### **Core 5b Non-Traditional Gender Participation – Completion (22.54%)**

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 is the same number of programs as last year. One program ('Office Technology/ Office Computer') was added to the list this year having enough students to qualifying it for reporting and a performance gap. One program ('Computer Information Systems') improved and was removed from the list. One of the remaining programs on both lists improved ('Manufacturing and Industrial Technology') and two programs declined ('Nursing' and 'Child Development/Early Care and Education') compared to last year.

**Special Student 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. 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 [-37.85]
  - TOP code 0505 Business Administration [-16.42]
  
- **Non-traditional (One program)**
  - TOP code 0501 Business and Commerce, General [-37.85]
  - TOP code 0505 Business Administration [-16.42]
  
- **Economically Disadvantaged (Two programs)**
  - TOP code 0501 Business and Commerce, General [-23.85]
  - TOP code 1250 Emergency Medical Services [-37.85]
  
- **Students with Disabilities (None)**
  - None

### **Special Populations Core Indicator 1 Results for the 2015-2016 Fiscal Planning Year**

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

Two special student population groups (Economically Disadvantaged 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 gap list. The Economically Disadvantaged student population had one program ('Digital Media') improve its skill attainment measure, removing it from the list and one program ('Emergency Medical Services') decline adding it to the current list. Female and Non-traditional student populations had two programs each on the current gap list. This was an increase of one program ('Business Administration') for both of these student populations.

## Cerro Coso Community College Core Indicators for 2015-2016

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

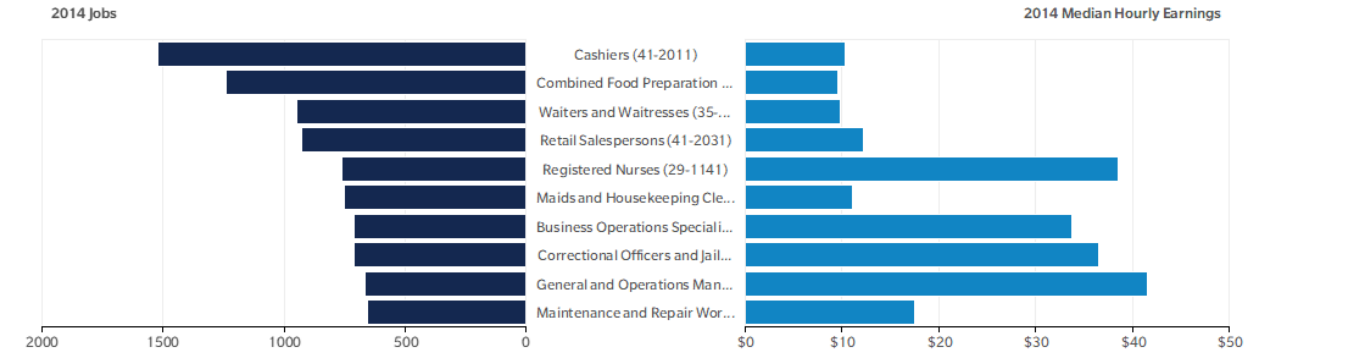
The EMSI data below lists occupations with the greatest job growth in the Cerro Coso Community College service area (portions of Kern, Inyo and Mono Counties as defined by zip code– see appendix B). The table includes the 6-Digit SOC Occupation code and description. When reviewing the table below note that the column “5 Yr Job Change” indicates the number of new jobs between 2014 and 2019. 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. Finally, the table is sorted by “5 Yr % Change”.

Top Ten Occupations with the Greatest Rate of Growth in the CC Service Area								
(with Average Annual Openings ≥ 20)								
SOC	Description	2014 Jobs	2019 Jobs	5 Yr Job Change	5 Yr % Change	5 Yr Job Openings	Average Annual	Median Hourly
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	1,240	1,396	156	13%	467	93	\$9.57
41-2031	Retail Salespersons	929	1,037	108	12%	289	58	\$12.16
35-2014	Cooks, Restaurant	502	560	58	12%	113	23	\$12.78
29-1141	Registered Nurses	762	842	80	10%	159	32	\$38.50
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	491	538	47	10%	137	27	\$12.21
43-4081	Hotel, Motel, and Resort Desk Clerks	364	398	34	9%	129	26	\$11.25
35-3031	Waiters and Waitresses	947	1,032	85	9%	333	67	\$9.79
43-5081	Stock Clerks and Order Fillers	552	593	41	7%	133	27	\$10.91
41-2011	Cashiers	1,521	1,631	110	7%	462	92	\$10.29
37-2012	Maids and Housekeeping Cleaners	749	803	54	7%	141	28	\$11.04

Note: Six Digit SOC Occupation sorted by % Change.  
Source: EMSI – Dataset Version 2015.2

## Cerro Coso Community College Core Indicators for 2015-2016

The EMSI data below lists the top ten occupations with the greatest number of jobs and corresponding median hourly earnings in the Cerro Coso community College service area (portions of Kern County, Inyo and Mono Counties as defined by zip code – see appendix B).



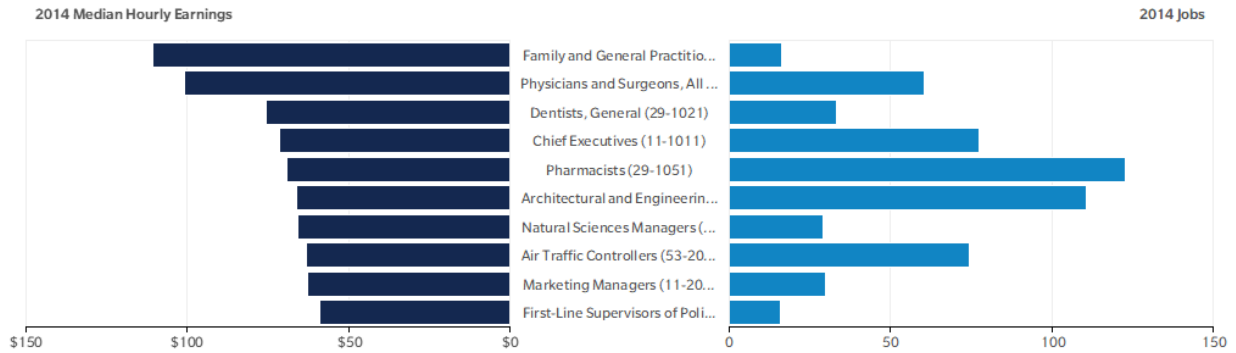
Occupation	2014 Jobs	2019 Jobs	Change in Jobs (2014-2019)	% Change	2014 Median Hourly Earnings
Cashiers	1,521	1,631	110	7%	\$10.29
Combined Food Preparation and Serving Workers, Including Fast Food	1,240	1,396	156	13%	\$9.57
Waiters and Waitresses	947	1,032	85	9%	\$9.79
Retail Salespersons	929	1,037	107	12%	\$12.16
Registered Nurses	762	842	80	10%	\$38.50
Maids and Housekeeping Cleaners	749	803	54	7%	\$11.04
Business Operations Specialists, All Other	710	708	-3	0%	\$33.78
Correctional Officers and Jailers	708	705	-3	0%	\$36.46
General and Operations Managers	664	702	38	6%	\$41.56
Maintenance and Repair Workers, General	657	691	34	5%	\$17.45

Note: Six Digit SOC Occupation sorted by 2014 Jobs.  
Source: EMSI – Dataset Version 2015.2



## Cerro Coso Community College Core Indicators for 2015-2016

The EMSI data below lists the top ten highest paying occupations with the corresponding median hourly earnings in the Cerro Coso community College service area (portions of Kern County, Inyo and Mono Counties as defined by zip code – see appendix B).



Occupation	2014 Jobs	2019 Jobs	Change in Jobs (2014-2019)	% Change	2014 Median Hourly Earnings
Family and General Practitioners	16	17	1	3%	\$110.60
Physicians and Surgeons, All Other	60	64	4	6%	\$100.76
Dentists, General	33	34	1	3%	\$75.50
Chief Executives	77	80	2	3%	\$71.54
Pharmacists	123	137	14	12%	\$69.18
Architectural and Engineering Managers	111	117	6	5%	\$66.23
Natural Sciences Managers	29	31	1	4%	\$65.71
Air Traffic Controllers	74	77	2	3%	\$63.26
Marketing Managers	30	32	2	8%	\$62.64
First-Line Supervisors of Police and Detectives	16	17	2	10%	\$59.03

Note: Six Digit SOC Occupation sorted by 2014 Median Hourly Earnings.  
Source: EMSI – Dataset Version 2015.2

## Cerro Coso Community College Core Indicators for 2015-2016

The table 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 (19\$) more than double the state minimum wage (\$9) in 2014. The 'Registered Nurses' occupation is projected to have the highest annual openings for occupations requiring an associate degree and had a median hourly wage of more than \$38 in 2014. The 'General and Operations Managers' occupation is projected to have the highest annual openings for occupations requiring a bachelor degree and had a median hourly wage of more than \$41 in 2014.

### *Top Ten Occupations with the Greatest Number of Job Openings (Requiring a Certificate, Associate, or Bachelor Degree) 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	Description	2014 Jobs	2019 Jobs	Change	% Change	Openings	Annual Openings	Median Hourly Earnings
C e r t i f i c a t e	53-3032	Heavy and Tractor-Trailer Truck Drivers	427	464	37	9%	87	17	\$19.38
	31-1014	Nursing Assistants	175	203	28	16%	47	9	\$12.30
	49-3011	Aircraft Mechanics and Service Technicians	285	271	(14)	(5%)	44	9	\$30.99
	29-2041	Emergency Medical Technicians and Paramedics	81	104	23	28%	36	7	\$17.47
	33-2011	Firefighters	183	191	8	4%	34	7	\$27.61
	29-2061	Licensed Practical and Licensed Vocational Nurses	140	152	12	9%	30	6	\$23.95
	31-9092	Medical Assistants	112	123	11	10%	23	5	\$13.38
	51-1011	First-Line Supervisors of Production and Operating Workers	136	142	6	4%	22	4	\$27.61
	25-4031	Library Technicians	50	52	2	4%	16	3	\$17.01
	31-9091	Dental Assistants	117	119	2	2%	15	3	\$15.35
A A / A S  D e g r e e	29-1141	Registered Nurses	762	842	80	10%	159	32	\$38.50
	19-4093	Forest and Conservation Technicians	307	305	(2)	(1%)	63	13	\$15.17
	25-2011	Preschool Teachers, Except Special Education	122	137	15	12%	33	7	\$16.11
	17-3023	Electrical and Electronics Engineering Technicians	202	206	4	2%	31	6	\$37.52
	53-2021	Air Traffic Controllers	74	77	3	4%	19	4	\$63.26
	17-3029	Engineering Technicians, Except Drafters, All Other	160	157	(3)	(2%)	18	4	\$36.32
	29-2032	Diagnostic Medical Sonographers	13	16	3	23%	<10	Insf. Data	\$36.72
	29-2033	Nuclear Medicine Technologists	<10	<10	Insf. Data	Insf. Data	<10	Insf. Data	Insf. Data
	29-2034	Radiologic Technologists	45	50	5	11%	<10	Insf. Data	\$32.64
	29-2035	Magnetic Resonance Imaging Technologists	<10	<10	Insf. Data	Insf. Data	<10	Insf. Data	Insf. Data
B a c h e l o r e  s	11-1021	General and Operations Managers	664	702	38	6%	109	22	\$41.56
	25-2021	Elementary School Teachers, Except Special Education	247	275	28	11%	58	12	\$31.26
	17-2011	Aerospace Engineers	340	342	2	1%	55	11	\$48.95
	17-2072	Electronics Engineers, Except Computer	320	326	6	2%	50	10	\$50.22
	13-2011	Accountants and Auditors	209	225	16	8%	49	10	\$28.92
	17-2051	Civil Engineers	186	201	15	8%	45	9	\$46.60
	17-2141	Mechanical Engineers	150	160	10	7%	43	9	\$43.21
	25-3098	Substitute Teachers	272	287	15	6%	41	8	\$17.91
	25-2031	Secondary School Teachers, Except Special and Career/Technical Education	184	196	12	7%	40	8	\$34.87
	17-2112	Industrial Engineers	112	122	10	9%	33	7	\$52.45

Sorted by annual openings

Source: EMSI – Dataset Version 2015.2

### Demographic data on the CC Service Area

2014 demographic data provided by Economic Modeling Services Intl. (EMSI) for the CC service area (portions of Kern County, Inyo and Mono Counties as defined by zip code – see appendix B) estimates the population to be 143,056. Of those, 24% are Hispanic and 47% Female.

Inyo and Mono County 2014 educational attainment estimates for residents 25 years or older are as follows - 27% have attended some college, 7% received an associate's degree, 14% received a bachelor's degree, and 8% received a graduate or professional degree. The 2009-2013 American Community Survey (ACS) 5-year rolling average estimates for CC counties of Kern (East Kern and Tehachapi CCD), Inyo and Mono residents living below the poverty line was 19.0%, 12.7%, 12.8% and 8.5% respectively in 2014.

## Appendix

### Definitions of Core Indicator Terms

**Participant:** Students enrolled in SAM Code 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.

## Cerro Coso Community College Core Indicators for 2015-2016

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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 an 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

## Cerro Coso Community College Core Indicators for 2015-2016

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

### Appendix B

#### Cerro Coso Community College Zip Code Service Area

Code	Description
92328	Death Valley, CA (in Inyo county)
92384	Shoshone, CA (in Inyo county)
92389	Tecopa, CA (in Inyo county)
93205	Bodfish, CA (in Kern county)
93238	Kernville, CA (in Kern county)
93240	Lake Isabella, CA (in Kern county)
93255	Onyx, CA (in Kern county)
93283	Weldon, CA (in Kern county)
93285	Wofford Heights, CA (in Kern county)
93501	Mojave, CA (in Kern county)
93502	Mojave, CA (in Kern county)
93504	California City, CA (in Kern county)
93505	California City, CA (in Kern county)
93513	Big Pine, CA (in Inyo county)
93514	Bishop, CA (in Inyo county)
93515	Bishop, CA (in Inyo county)
93516	Boron, CA (in Kern county)
93517	Bridgeport, CA (in Mono county)
93518	Caliente, CA (in Kern county)
93519	Cantil, CA (in Kern county)
93522	Darwin, CA (in Inyo county)
93523	Edwards, CA (in Kern county)
93524	Edwards, CA (in Kern county)
93526	Independence, CA (in Inyo county)
93527	Inyokern, CA (in Kern county)
93528	Johannesburg, CA (in Kern county)
93529	June Lake, CA (in Mono county)
93530	Keeler, CA (in Inyo county)
93541	Lee Vining, CA (in Mono county)
93542	Little Lake, CA (in Inyo county)
93545	Lone Pine, CA (in Inyo county)
93546	Mammoth Lakes, CA (in Mono county)
93549	Olancho, CA (in Inyo county)
93554	Randsburg, CA (in Kern county)

## Cerro Coso Community College Core Indicators for 2015-2016

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- 93555 Ridgecrest, CA (in Kern county)
- 93556 Ridgecrest, CA (in Kern county)
- 93558 Red Mountain, CA (in Kern county)
- 93561 Tehachapi, CA (in Kern county)
- 93562 Trona, CA (in San Bernardino county)
- 93581 Tehachapi, CA (in Kern county)
- 93592 Trona, CA (in San Bernardino county)
- 93596 Boron, CA (in Kern county)



# Cerro Coso Community College Core Indicators for 2015-2016

## Appendix C

Performance Rate Less Than Goal is Shaded		Performance Rate Less Than 90% of Goal is Shaded, Bolded, and Outlined in Red				Total Count is Less Than 10	
PERKINS IV Core Indicators of Performance by Vocational TOP Code Indicators for 2015-2016 Fiscal Year Planning Summary by College for: <b>CERRO COSO - KERN</b>		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
<b>Performance Goal (2012-2013)</b>		<b>87.85</b>	<b>82.00</b>	<b>86.75</b>	<b>77.40</b>	<b>19.14</b>	<b>22.54</b>
<b>90% of Performance Goal (used for 'Gap List')</b>		<b>79.07</b>	<b>73.80</b>	<b>78.08</b>	<b>69.66</b>	<b>17.23</b>	<b>20.29</b>
<b>05</b>	<b>BUSINESS AND MANAGEMENT</b>	80.29	84.93	82.84	<b>53.70</b>	46.94	56.36
0501	BUSINESS AND COMMERCE, GENERAL	<b>57.50</b>	92.31	<b>76.32</b>	<b>50.00</b>	65.00	72.00
050100	BUSINESS AND COMMERCE, GENERAL	<b>57.50</b>	92.31	<b>76.32</b>	<b>50.00</b>	65.00	72.00
0505	BUSINESS ADMINISTRATION	<b>76.19</b>	85.71	90.48	<b>66.67</b>	66.67	66.67
050500	BUSINESS ADMINISTRATION	<b>76.19</b>	85.71	90.48	<b>66.67</b>	66.67	66.67
0506	BUSINESS MANAGEMENT	97.62	78.95	80.49	70.00	<b>33.33</b>	<b>33.33</b>
050600	BUSINESS MANAGEMENT	<b>100.00</b>	<b>100.00</b>	<b>50.00</b>	<b>0.00</b>	<b>33.33</b>	<b>33.33</b>
050630	MANAGEMENT DEVELOPMENT AND SUPERVISION	96.55	81.82	82.76	<b>83.33</b>	-	-
050640	SMALL BUSINESS AND ENTREPRENEURSHIP	100.00	<b>60.00</b>	80.00	<b>100.00</b>	-	-
0514	OFFICE TECHNOLOGY/OFFICE COMPUTER APP.	88.24	<b>78.57</b>	88.24	<b>38.46</b>	<b>14.71</b>	<b>16.67</b>
051400	OFFICE TECHNOLOGY/OFFICE COMPUTER APP.	88.24	<b>78.57</b>	88.24	<b>38.46</b>	<b>14.71</b>	<b>16.67</b>
<b>06</b>	<b>MEDIA AND COMMUNICATIONS</b>	96.97	93.75	81.82	<b>38.46</b>	<b>50.00</b>	<b>60.00</b>
0607	TECHNICAL COMMUNICATION	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	-	-	-
060700	TECHNICAL COMMUNICATION	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	-	-	-
0614	DIGITAL MEDIA	96.88	93.33	81.25	<b>38.46</b>	<b>50.00</b>	<b>60.00</b>
061400	DIGITAL MEDIA	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>66.67</b>	<b>66.67</b>	<b>66.67</b>
061430	WEBSITE DESIGN AND DEVELOPMENT	100.00	<b>87.50</b>	<b>73.91</b>	<b>25.00</b>	-	-
061450	DESKTOP PUBLISHING	<b>66.67</b>	<b>100.00</b>	<b>100.00</b>	<b>0.00</b>	<b>33.33</b>	<b>50.00</b>
061460	COMPUTER GRAPHICS AND DIGITAL IMAGERY	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	-	-
<b>07</b>	<b>INFORMATION TECHNOLOGY</b>	89.74	93.75	92.31	<b>66.67</b>	23.08	23.53
0702	COMPUTER INFORMATION SYSTEMS	89.74	93.75	92.31	<b>66.67</b>	23.08	23.53
070200	COMPUTER INFORMATION SYSTEMS	89.74	93.75	92.31	<b>66.67</b>	23.08	23.53
<b>08</b>	<b>EDUCATION</b>	<b>100.00</b>	-	<b>0.00</b>	<b>0.00</b>	-	-
0860	EDUCATIONAL TECHNOLOGY	<b>100.00</b>	-	<b>0.00</b>	<b>0.00</b>	-	-
086000	EDUCATIONAL TECHNOLOGY	<b>100.00</b>	-	<b>0.00</b>	<b>0.00</b>	-	-
<b>09</b>	<b>ENGINEERING AND INDUSTRIAL TECHNOLOGIES</b>	83.67	94.44	81.25	<b>51.52</b>	<b>12.24</b>	<b>16.67</b>
0934	ELECTRONICS AND ELECTRIC TECHNOLOGY	<b>100.00</b>	-	<b>100.00</b>	-	<b>33.33</b>	<b>100.00</b>
093400	ELECTRONICS AND ELECTRIC TECHNOLOGY	<b>100.00</b>	-	<b>100.00</b>	-	<b>33.33</b>	<b>100.00</b>
0953	DRAFTING TECHNOLOGY	<b>100.00</b>	-	<b>100.00</b>	-	<b>0.00</b>	-
095300	DRAFTING TECHNOLOGY	<b>100.00</b>	-	<b>100.00</b>	-	<b>0.00</b>	-
0956	MANUFACTURING AND INDUSTRIAL TECH.	82.22	94.44	79.55	<b>51.52</b>	<b>11.11</b>	<b>14.29</b>
095600	MANUFACTURING AND INDUSTRIAL TECH.	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>50.00</b>	<b>50.00</b>	<b>50.00</b>
095650	WELDING TECHNOLOGY	81.40	94.12	78.57	<b>51.61</b>	<b>9.30</b>	<b>12.12</b>

# Cerro Coso Community College Core Indicators for 2015-2016

Performance Rate Less Than Goal is Shaded		Performance Rate Less Than 90% of Goal is Shaded, Bolded, and Outlined in Red					Total Count is Less Than 10
PERKINS IV Core Indicators of Performance by Vocational TOP Code Indicators for 2015-2016 Fiscal Year Planning Summary by College for: <b>CERRO COSO - KERN</b>		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
<b>Performance Goal (2012-2013)</b>		<b>87.85</b>	<b>82.00</b>	<b>86.75</b>	<b>77.40</b>	<b>19.14</b>	<b>22.54</b>
<b>90% of Performance Goal (used for 'Gap List')</b>		<b>79.07</b>	<b>73.80</b>	<b>78.08</b>	<b>69.66</b>	<b>17.23</b>	<b>20.29</b>
<b>12</b>	<b>HEALTH</b>	88.06	86.96	93.28	<b>58.49</b>	<b>8.00</b>	<b>13.04</b>
1201	HEALTH OCCUPATIONS, GENERAL	<b>75.00</b>	-	<b>100.00</b>	-	-	-
120100	HEALTH OCCUPATIONS, GENERAL	<b>75.00</b>	-	<b>100.00</b>	-	-	-
1208	MEDICAL ASSISTING	95.65	<b>16.67</b>	82.61	<b>60.00</b>	<b>4.35</b>	<b>0.00</b>
120800	MEDICAL ASSISTING	<b>100.00</b>	-	<b>100.00</b>	-	<b>0.00</b>	-
120810	CLINICAL MEDICAL ASSISTING	<b>100.00</b>	-	<b>100.00</b>	-	<b>0.00</b>	-
120820	ADMINISTRATIVE MEDICAL ASSISTING	94.44	<b>16.67</b>	<b>77.78</b>	<b>60.00</b>	<b>5.56</b>	<b>0.00</b>
1230	NURSING	96.10	95.56	98.70	<b>63.64</b>	<b>9.09</b>	<b>13.64</b>
123000	NURSING	<b>50.00</b>	-	<b>100.00</b>	-	<b>0.00</b>	-
123020	LICENSED VOCATIONAL NURSING	96.36	100.00	100.00	<b>66.67</b>	<b>10.91</b>	<b>14.29</b>
123030	CERTIFIED NURSE ASSISTANT	100.00	<b>33.33</b>	95.00	<b>33.33</b>	<b>5.00</b>	<b>0.00</b>
1250	EMERGENCY MEDICAL SERVICES	<b>52.38</b>	100.00	90.48	<b>46.15</b>	-	-
125000	EMERGENCY MEDICAL SERVICES	<b>52.38</b>	100.00	90.48	<b>46.15</b>	-	-
1251	PARAMEDIC	<b>88.89</b>	<b>50.00</b>	<b>77.78</b>	<b>50.00</b>	-	-
125100	PARAMEDIC	<b>88.89</b>	<b>50.00</b>	<b>77.78</b>	<b>50.00</b>	-	-
<b>13</b>	<b>FAMILY AND CONSUMER SCIENCES</b>	88.94	<b>58.11</b>	<b>75.86</b>	<b>56.76</b>	<b>2.98</b>	<b>1.41</b>
1305	CHILD DEVELOPMENT/EARLY CARE AND ED.	88.94	<b>58.11</b>	<b>75.86</b>	<b>56.76</b>	<b>2.98</b>	<b>1.41</b>
130500	CHILD DEVELOPMENT/EARLY CARE AND ED.	88.94	<b>58.11</b>	<b>75.86</b>	<b>56.76</b>	<b>2.98</b>	<b>1.41</b>
<b>14</b>	<b>LAW</b>	95.16	96.30	93.33	<b>50.00</b>	<b>16.13</b>	25.00
1402	PARALEGAL	95.16	96.30	93.33	<b>50.00</b>	<b>16.13</b>	25.00
140200	PARALEGAL	95.16	96.30	93.33	<b>50.00</b>	<b>16.13</b>	25.00
<b>21</b>	<b>PUBLIC AND PROTECTIVE SERVICES</b>	95.15	<b>62.32</b>	<b>69.51</b>	<b>71.43</b>	39.17	48.94
2104	HUMAN SERVICES	91.11	88.89	88.64	<b>43.75</b>	-	-
210400	HUMAN SERVICES	91.11	88.89	88.64	<b>43.75</b>	-	-
2105	ADMINISTRATION OF JUSTICE	96.67	<b>52.94</b>	<b>62.50</b>	78.69	39.17	48.94
210500	ADMINISTRATION OF JUSTICE	93.65	75.00	85.71	<b>35.00</b>	61.90	60.61
210550	POLICE ACADEMY	100.00	<b>26.09</b>	<b>36.84</b>	100.00	<b>14.04</b>	<b>21.43</b>
<b>49</b>	<b>INTERDISCIPLINARY STUDIES</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>0.00</b>	-	-
4932	GENERAL WORK EXPERIENCE	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>0.00</b>	-	-
493200	GENERAL WORK EXPERIENCE	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>0.00</b>	-	-

