

PORTERVILLE COLLEGE

**CTE
CORE INDICATOR REPORT**

2014-2015 Planning Year

Institutional Research and Reporting

September 2014

Porterville 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: PORTERVILLE - 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	88.89	37.50	77.78	38.46	28.89	20.00
0101	AGRICULTURE TECHNOLOGY AND SCIENCES, GENERAL	75.00	100.00	75.00	33.33	25.00	25.00
0103	PLANT SCIENCE	100.00	28.57	75.00	40.00	25.00	0.00
0112	AGRICULTURE BUSINESS, SALES, AND SERVICE	80.95	16.67	80.95	40.00	33.33	28.57
05	BUSINESS AND MANAGEMENT	86.27	86.21	88.24	85.00	33.33	39.29
0501	BUSINESS AND COMMERCE, GENERAL	50.00	100.00	75.00	100.00	50.00	50.00
0502	ACCOUNTING	100.00	100.00	100.00	100.00	12.50	0.00
0505	BUSINESS ADMINISTRATION	66.67	100.00	93.33	100.00	53.33	57.14
0506	BUSINESS MANAGEMENT	100.00	50.00	88.24	66.67	40.00	100.00
0514	OFFICE TECHNOLOGY/OFFICE COMPUTER	100.00	80.00	71.43	60.00	0.00	0.00
06	MEDIA AND COMMUNICATIONS	100.00		100.00			
0614	DIGITAL MEDIA	100.00		100.00			
07	INFORMATION TECHNOLOGY	93.18	80.95	93.18	75.00	37.04	33.33
0701	INFORMATION TECHNOLOGY, GENERAL	95.24	71.43	100.00	100.00	42.86	38.46
0702	COMPUTER INFORMATION SYSTEMS	66.67	100.00	83.33	60.00	16.67	20.00
0709	WORLD WIDE WEB ADMINISTRATION	100.00	77.78	88.24	75.00		
08	EDUCATION	0.00	100.00		100.00	0.00	0.00
0802	EDUCATIONAL AIDE (TEACHER ASSISTANT)	0.00	100.00		100.00	0.00	0.00
09	ENGINEERING AND INDUSTRIAL TECHNOLOGIES	100.00	100.00	100.00	100.00	0.00	0.00
0956	MANUFACTURING AND INDUSTRIAL TECHNOLOGY	100.00	100.00	100.00	100.00	0.00	0.00
12	HEALTH	96.37	97.12	75.40	78.31	22.75	25.24
1230	NURSING	95.41	100.00	93.33	90.48	18.35	17.65
1239	PSYCHIATRIC TECHNICIAN	97.50	96.23	51.28	73.77	28.75	32.69
1250	EMERGENCY MEDICAL SERVICES	100.00	0.00	75.00	100.00		
13	FAMILY AND CONSUMER SCIENCES	92.19	77.50	84.82	56.86	4.69	4.05
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	92.19	77.50	84.82	56.86	4.69	4.05
21	PUBLIC AND PROTECTIVE SERVICES	93.92	75.44	85.32	78.41	39.84	48.00
2104	HUMAN SERVICES	97.59	85.19	86.75	40.00		
2105	ADMINISTRATION OF JUSTICE	92.13	78.48	85.98	88.52	44.91	54.65
2133	FIRE TECHNOLOGY	96.67	12.50	76.67	100.00	3.33	7.14
49	INTERDISCIPLINARY STUDIES	100.00	100.00	87.50	100.00		
4932	GENERAL WORK EXPERIENCE	100.00	100.00	87.50	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 Definitions

- 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)

Porterville College Core Indicators for 2014-2015

Porterville 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 0505 Business Administration [-22.79]

- **Core 2** - Completion (**None**)

- **Core 3** - Persistence (**Three** programs)
 - TOP code 0103 Plant Science [-11.50]
 - TOP code 1239 Psychiatric Technician [-35.22]
 - TOP code 2133 Fire Technology [-9.83]

- **Core 4** - Employment (**Two** programs)
 - TOP code 1305 Child Development/Early Care & Education [-23.20]
 - TOP code 2104 Human Services [-40.06]

- **Core 5a** - Non-Traditional Gender Participation (**Two** programs)
 - TOP code 1305 Child Development/Early Care & Education [-13.51]
 - TOP code 2133 Fire Technology [-14.87]

- **Core 5b** - Non-Traditional Gender Completion (**Three** programs)
 - TOP code 1230 Nursing [-4.60]
 - TOP code 1305 Child Development/Early Care & Education [-18.20]
 - TOP code 2133 Fire Technology [-15.11]

Core Indicator Results for the 2014-2015 Fiscal Planning Year

Overview of Core Indicator measures

In the 2013-2014 planning year data, Porterville College had a total of 22 programs (at the four digit TOP Code level). Each program has 6 core indicator measures, which result in a total of 132 individual indicator measures. Of the 132 measures, 20 had no data and 84 had fewer than 10 student concentrators, for a total of 79% that were not used for evaluation. The percentage of any core indicator measure with a 100% performance measure was 33% (43). The number of indicator measures reported on the any gap list fell by 6 this year, compared to the last, for a total of 11 reported. Of the 22 programs, 20% (7) 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), after having none the previous two years. 'Business Administration' was added to the current gap list due to an increase in students qualifying it for reporting.

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

This year no programs were included on the Core 2 gap list. This was a decrease of four programs compared to last year. Three programs improved ('Child Development/Early Care and Education', 'Human Services', and 'Administration of Justice') and were removed from the gap list. One program ('Fire Technology') was removed from the gap list due to having too few students to report.

Core 3 Persistence in Higher Education (86.50%)

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 one program compared to last year. Two programs improved ('Business Management' and 'Child Care/Early Care and Education') and were removed from the current gap list. One program ('Plant Science') declined and was added. The two programs ('Psychiatric Technician' and 'Fire Technology') on both the previous and current gap lists increased in persistence performance.

Core 4 Employment (80.06%)

Two 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 a decrease of one program compared to last year. One program ('Nursing') improved its employment measure and was removed from the gap list. The two remain programs ('Child Development/Early Care and Education' and 'Human Services') on both lists improved this year compared to the last.

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

Two 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 ('Plant Science') improved and was removed. The two remaining programs ('Child Development/Early Care and Education' and 'Fire Technology') declined.

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

Three 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). There was no change in the number of programs reported this year compared to last year. Two of the programs ('Nursing' and 'Fire Technology') improved, while the other program ('Child Development/Early Care and Education') declined compared to the previous 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 (None)**
 - None
- **Non-traditional (None)**
 - None
- **Economically Disadvantaged (One program)**
 - TOP code 0505 Business Administration [-16.73]
- **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 (88.83%)

Three special population groups (Female, Non-Traditional, and Students with Disabilities) reported no programs with a gap greater than 10% below the performance goal on the Core 1 special population gap list. Economically Disadvantaged students added one program ('Business Administration') this year due to an increase of students, qualifying it for reporting.

Porterville College Core Indicators for 2014-2015

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 Porterville 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 PC 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
39-9021	Personal Care Aides	472	599	127	27%	147	29	\$9.20
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	541	664	123	23%	244	49	\$8.99
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	866	1,053	187	22%	344	69	\$10.75
41-2031	Retail Salespersons	480	583	103	21%	197	39	\$9.64
53-7064	Packers and Packagers, Hand	380	447	67	18%	125	25	\$9.07
43-5081	Stock Clerks and Order Fillers	613	699	86	14%	189	38	\$9.30
53-3032	Heavy and Tractor-Trailer Truck Drivers	726	825	99	14%	164	33	\$17.25
41-2011	Cashiers	652	729	77	12%	233	47	\$9.28

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

Porterville 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 PC 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). The 'Registered Nurses' (associate degree) and 'Elementary School Teachers, Except Special Education' (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 \$30 in 2013.

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

Porterville 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	726	825	99	14%	164	33	\$17.25
	31-1014	Nursing Assistants	203	242	39	19%	61	12	\$10.71
	31-9092	Medical Assistants	141	167	26	18%	42	8	\$13.28
	29-2061	Licensed Practical and Licensed Vocational Nurses	107	131	24	22%	39	8	\$21.71
	31-9091	Dental Assistants	70	81	11	16%	18	4	\$16.19
	51-1011	First-Line Supervisors of Production and Operating Workers	82	93	11	13%	18	4	\$22.99
	29-2041	Emergency Medical Technicians and Paramedics	29	40	11	38%	16	3	\$12.30
	29-2071	Medical Records and Health Information Technicians	42	48	6	14%	12	2	\$17.48
	49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	20	23	3	15%	6	1	\$20.89
	33-2011	Firefighters	25	26	1	4%	5	1	\$24.86
Associate	29-1141	Registered Nurses	258	312	54	21%	83	17	\$35.15
	29-2021	Dental Hygienists	28	34	6	21%	10	2	\$45.67
	25-2011	Preschool Teachers, Except Special Education	48	47	(1)	(2%)	8	2	\$15.18
	19-4093	Forest and Conservation Technicians	38	33	(5)	(13%)	7	1	\$15.05
	29-2012	Medical and Clinical Laboratory Technicians	10	15	5	50%	6	1	--
	29-2034	Radiologic Technologists	13	17	4	31%	5	1	\$31.43
	19-4011	Agricultural and Food Science Technicians	14	14	0	0%	3	1	\$15.25
	29-1126	Respiratory Therapists	16	17	1	6%	3	1	\$32.59
	23-2011	Paralegals and Legal Assistants	12	12	0	0%	2	0	\$20.32
	17-3021	Aerospace Engineering and Operations Technicians	0	0	0	0%	0	0	\$0.00
Bachelor	25-2021	Elementary School Teachers, Except Special Education	421	405	(16)	(4%)	67	13	\$32.38
	11-1021	General and Operations Managers	264	296	32	12%	59	12	\$40.56
	25-2031	Secondary School Teachers, Except Special and Career/Technical Education	215	203	(12)	(6%)	33	7	\$31.88
	13-2011	Accountants and Auditors	82	91	9	11%	24	5	\$27.04
	25-2012	Kindergarten Teachers, Except Special Education	93	87	(6)	(6%)	18	4	\$31.12
	25-2022	Middle School Teachers, Except Special and Career/Technical Education	110	108	(2)	(2%)	16	3	\$25.97
	21-1029	Social Workers, All Other	106	106	0	0%	14	3	\$20.57
	25-3011	Adult Basic and Secondary Education and Literacy Teachers and Instructors	104	98	(6)	(6%)	13	3	\$10.67
	11-9111	Medical and Health Services Managers	27	35	8	30%	12	2	\$40.06
	13-1071	Human Resources Specialists	46	53	7	15%	12	2	\$25.07

Sorted by annual openings

Source: EMSI 2014.2 Data Set

Demographic data on the PC Service Area

2013 demographic data provided by Economic Modeling Services Intl. (EMSI) for the PC service area estimates the population to be 116,436. Of those, 67.6% are Hispanic and 50.0% are Female.

The 2008-2012 American Community Survey (ACS) 5-year rolling average estimate for Kern and Tulare County residents living below the poverty line was 22.2% in 2012. Information provided in the ESRI Business Analyst 2013 data set estimates of those residents 25 years or older: 21.9% have attended some college, 6.3% received an associate's degree, 6.8% received a bachelor's degree, and 3.1% received a graduate or professional degree in 2013.

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 persists 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 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) completing 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.