PORTERVILLE COLLEGE

CTE
CORE INDICATOR REPORT

2015-2016 Planning Year

Institutional Research and Reporting

October 2015

Porterville 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: 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 (2012-2013)		**87.85**	**82.00**	**86.75**	**77.40**	**19.14**	**22.54**
01	**AGRICULTURE AND NATURAL RESOURCES**	95.24	78.95	88.10	71.43	30.95	21.05
0101	AGRICULTURE TECHNOLOGY AND SCIENCES, GENERAL	100.00	100.00	75.00	50.00	0.00	0.00
0103	PLANT SCIENCE	100.00	71.43	83.33	100.00	16.67	0.00
0112	AGRICULTURE BUSINESS, SALES, AND SERVICE	92.31	75.00	92.31	50.00	42.31	44.44
05	**BUSINESS AND MANAGEMENT**	85.42	100.00	87.50	55.56	51.61	51.72
0501	BUSINESS AND COMMERCE, GENERAL	66.67	100.00	83.33	75.00	83.33	80.00
0502	ACCOUNTING	100.00		100.00		33.33	50.00
0505	BUSINESS ADMINISTRATION	84.21	100.00	89.47	50.00	52.63	52.63
0506	BUSINESS MANAGEMENT	94.12	100.00	100.00	100.00		
0514	OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	66.67	100.00	0.00	33.33	0.00	0.00
06	**MEDIA AND COMMUNICATIONS**	100.00	100.00	50.00	0.00		
0614	DIGITAL MEDIA	100.00	100.00	50.00	0.00		
07	**INFORMATION TECHNOLOGY**	90.91	88.46	87.27	64.29	48.65	60.00
0701	INFORMATION TECHNOLOGY, GENERAL	96.67	92.31	86.67	83.33	56.67	73.33
0702	COMPUTER INFORMATION SYSTEMS	57.14	100.00	100.00	80.00	14.29	20.00
0709	WORLD WIDE WEB ADMINISTRATION	94.44	75.00	83.33	0.00		
09	**ENGINEERING AND INDUSTRIAL TECHNOLOGIES**	100.00		100.00		0.00	
0956	MANUFACTURING AND INDUSTRIAL TECHNOLOGY	100.00		100.00		0.00	
10	**FINE AND APPLIED ARTS**	0.00	100.00	100.00	100.00		
1013	COMMERCIAL ART	0.00	100.00	100.00	100.00		
12	**HEALTH**	98.31	97.87	66.67	63.16	21.19	19.59
1230	NURSING	97.26	96.72	79.41	70.00	12.33	10.94
1239	PSYCHIATRIC TECHNICIAN	100.00	100.00	46.51	55.56	35.56	36.36
13	**FAMILY AND CONSUMER SCIENCES**	94.64	70.27	79.17	50.91	5.95	8.06
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	94.64	70.27	79.17	50.91	5.95	8.06
21	**PUBLIC AND PROTECTIVE SERVICES**	96.01	71.65	85.06	71.91	39.70	47.25
2104	HUMAN SERVICES	97.62	65.79	80.95	52.00		
2105	ADMINISTRATION OF JUSTICE	95.38	78.57	86.81	77.97	43.70	50.00
2133	FIRE TECHNOLOGY	96.55	0.00	82.76	100.00	6.90	14.29
49	**INTERDISCIPLINARY STUDIES**	91.67	100.00	91.67	100.00		
4932	GENERAL WORK EXPERIENCE	91.67	100.00	91.67	100.00		

Source: CCCCO 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 - Persistance 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.

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. 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 ≥ 2.0 (**87.85%**) (**None**)

- **Core 2 -** Completion (**82.00%**) (**Two**)
    - TOP code 1305 Child Development/Early Care & Education [-11.73]
    - TOP code 2104 Human Services [-16.21]

- **Core 3 -** Persistence (**86.75%**) (**One** program)
    - TOP code 1239 Psychiatric Technician [-40.24]

- **Core 4 -** Employment (**77.40%**) (**Four** programs)
    - TOP code 0505 Business Administration [-27.40]
    - TOP code 1239 Psychiatric Technician [-21.84]
    - TOP code 1305 Child Development/Early Care & Education [-26.49]
    - TOP code 2104 Human Services [-25.40]

- **Core 5a** - Non-Traditional Gender Participation (**19.14%**) (**Four** programs)
    - TOP code 0103 Plant Science [-2.47]
    - TOP code 1230 Nursing [-6.81]
    - TOP code 1305 Child Development/Early Care & Education [-13.19]
    - TOP code 2133 Fire Technology [-12.24]

- **Core 5b** - Non-Traditional Gender Completion (**22.54%**) (**Two** programs)
    - TOP code 1230 Nursing [-11.60]
    - TOP code 1305 Child Development/Early Care & Education [-14.48]

Core Indicator Results for the 2015-2016 Fiscal Planning Year

Overview of Core Indicator measures

In the 2015-2016 planning year data, Porterville College had a total of 21 programs (at the four digit TOP Code level). Each program has 6 core indicator measures, which result in a total of 162 individual indicator measures. Of the 126 measures, 17 had no data and 55 had fewer than 10 student concentrators, for a total of 57% that were not used for evaluation. The percentage of any core indicator measure with a 100% performance measure was 18% (23). The number of indicator measures reported on the any gap list increased by 2 this year, compared to the last, for a total of 13 reported. Of the 21 programs, 33% (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 ≥ 2.0 (87.85%)

This year no programs were included on the Core 1 gap (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. The program 'Business Administration' improved its skill attainment gap to less than 10% below the performance goal compared to last year and was removed from the current list.

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

Two programs were included on the Core 2 gap list. This was an increase of two programs ('Child Development/Early Care and Education' and 'Human Services') compared to last year.

Core 3 Persistence in Higher Education (86.75%)

One program was 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 two programs compared to last year. Two programs improved ('Plant Science' and 'Fire Technology') and were removed from the current list. 'Psychiatric Technician' did not meet its persistence performance goal this year or last.

Core 4 Employment (77.40%)

Four 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 two programs compared to last year. Two programs ('Nursing' and 'Business Administration') employment performance declined compared to last year and were added to the current list. One program ('Human Services') on both lists improved this year compared to the last. The other program ('Child Development/Early Care and Education') on both lists declined this year compared to the last.

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

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 an increase of two programs compared to last year. Two programs ('Plant Science' and 'Nursing') declined and were added to this years' list. The two remaining programs ('Child Development/Early Care and Education' and 'Fire Technology') on both lists improved this year compared to the last.

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

Two 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 a decrease of one program. One program ('Fire Technology') had too few students to report (less than 10) and was removed from the list. Of the two remaining programs one program ('Nursing') declined, while the other program ('Child Development/Early Care and Education') improved.

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 ≥ 2.0 (89.46%) for Special Populations

- **Female** (**None**)
    - None

- **Non-traditional** (**None**)
    - None

- **Economically Disadvantaged** (**None**)
    - None

- **Students with Disabilities** (**None**)
    - None

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

Core 1 Skill Attainment GPA ≥ 2.0 (88.83%)
All four special student population groups (Female, Non-Traditional, Economically Disadvantaged and Students with Disabilities) reported no programs with a gap greater than 10% below the performance goal and ten or more students on the Core 1 special population gap list. The Economically Disadvantaged student population had one program ('Business Administration') from last year improve its skill attainment score and was removed from the current list.

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

The EMSI data provided below lists occupations with the greatest job growth in the Porterville College service area (portions of Tulare County as defined by zip code – see appendix B). These summary data show programs by 6-Digit SOC Occupations. 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 PC 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 Openings	Median Hourly Earnings
39-9021	Personal Care Aides	686	959	273	40%	304	61	$10.10
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	616	741	125	20%	258	52	$9.64
53-3032	Heavy and Tractor-Trailer Truck Drivers	717	857	140	20%	210	42	$18.44
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	553	658	105	19%	204	41	$11.68
53-7064	Packers and Packagers, Hand	353	404	51	14%	102	20	$9.80
41-2031	Retail Salespersons	654	734	80	12%	204	41	$10.23
25-2021	Elementary School Teachers, Except Special Education	436	484	48	11%	100	20	$33.08
43-5081	Stock Clerks and Order Fillers	547	594	47	9%	135	27	$10.72
45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	6,041	6,424	383	6%	1,462	292	$9.68
41-2011	Cashiers	781	829	48	6%	229	46	$9.74

Note: Six Digit SOC Occupation sorted by % Change.

Source: EMSI – Dataset Version 2015.2

The EMSI data below lists the top ten occupations with the greatest number of jobs and the corresponding median hourly earnings in the Porterville College service area (portions of Tulare County as defined by zip code – see appendix B).
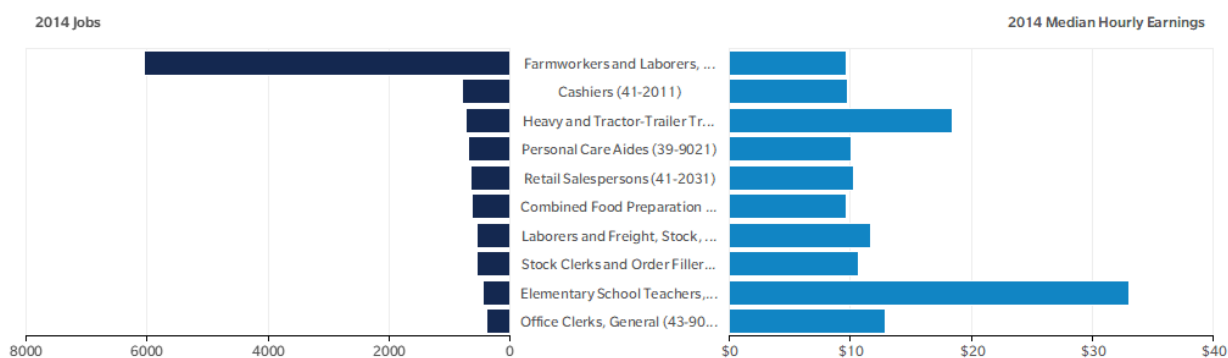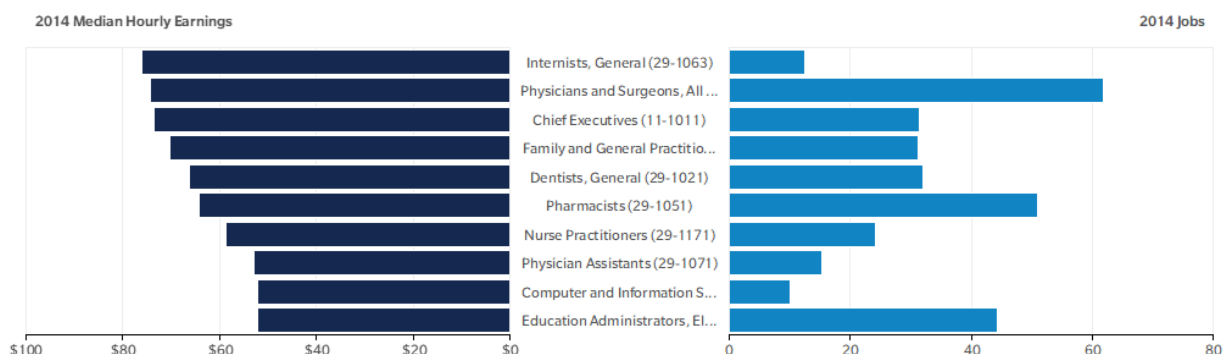

Occupation	2014 Jobs	2019 Jobs	5 Yr Job Change	5 Yr % Change	2014 Median Hourly Earnings
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	6,041	6,424	383	6%	$9.68
Cashiers	781	829	48	6%	$9.74
Heavy and Tractor-Trailer Truck Drivers	717	857	140	20%	$18.44
Personal Care Aides	686	959	273	40%	$10.10
Retail Salespersons	654	734	80	12%	$10.23
Combined Food Preparation and Serving Workers, Including Fast Food	616	741	124	20%	$9.64
Laborers and Freight, Stock, and Material Movers, Hand	553	658	105	19%	$11.68
Stock Clerks and Order Fillers	547	594	46	8%	$10.72
Elementary School Teachers, Except Special Education	436	484	48	11%	$33.08
Office Clerks, General	387	420	32	8%	$12.91

Note: Six Digit SOC Occupation sorted by 2014 Jobs.

Source: EMSI – Dataset Version 2015.2

The EMSI data below lists the top ten highest paying occupations with the corresponding median hourly earnings in the Porterville College service area (portions of Tulare County – see appendix B).

Occupation	2014 Jobs	2019 Jobs	5 Yr Job Change	5 Yr % Change	2014 Median Hourly Earnings
Internists, General	12	13	1	4%	$76.07
Physicians and Surgeons, All Other	62	67	5	8%	$74.33
Chief Executives	31	33	2	6%	$73.52
Family and General Practitioners	31	33	2	7%	$70.32
Dentists, General	32	35	3	9%	$66.22
Pharmacists	51	54	3	7%	$64.24
Nurse Practitioners	24	28	4	18%	$58.76
Physician Assistants	15	19	3	22%	$52.90
Computer and Information Systems Managers	10	11	1	8%	$52.10
Education Administrators, Elementary and Secondary School	44	49	4	10%	$52.02

Note: Six Digit SOC Occupation sorted by 2014 Median Hourly Earnings.

Source: EMSI – Dataset Version 2015.2

The table 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) occupation is projected to have the highest median hourly wage (in degree categories) from 2014 through 2019. 'Elementary School Teachers, Except Special Education' (bachelor degree) have a median hourly wage more than three and a half times the state minimum wage (9$).

Top Ten Occupations with the Greatest Number of Job Openings (Requiring a Certificate, Associate, or Bachelor Degree) in the PC Service Area (portions of Tulare County – see appendix B).

Porterville 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
Certificate	53-3032	Heavy and Tractor-Trailer Truck Drivers	717	857	140	20%	210	42	$18.44
	31-1014	Nursing Assistants	299	351	52	17%	84	17	$11.59
	29-2061	Licensed Practical and Licensed Vocational Nurses	122	148	26	21%	44	9	$21.92
	31-9092	Medical Assistants	140	158	18	13%	32	6	$15.06
	51-1011	First-Line Supervisors of Production and Operating Workers	78	90	12	15%	18	4	$25.62
	29-2041	Emergency Medical Technicians and Paramedics	36	47	11	31%	17	3	$13.34
	31-9091	Dental Assistants	62	68	6	10%	13	3	$17.05
	49-3011	Aircraft Mechanics and Service Technicians	24	31	7	29%	11	2	$25.19
	49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	15	20	5	33%	<10	Insf. Data	$24.82
	49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	20	24	4	20%	<10	Insf. Data	$21.72
AA / AS Degree	29-1141	Registered Nurses	266	319	53	20%	82	16	$35.76
	25-2011	Preschool Teachers, Except Special Education	66	71	5	8%	14	3	$13.41
	19-4093	Forest and Conservation Technicians	37	36	(1)	(3%)	<10	Insf. Data	$15.21
	29-2021	Dental Hygienists	27	31	4	15%	<10	Insf. Data	$41.56
	29-2034	Radiologic Technologists	15	19	4	27%	<10	Insf. Data	$38.86
	29-2012	Medical and Clinical Laboratory Technicians	11	15	4	36%	<10	Insf. Data	$20.54
	17-3023	Electrical and Electronics Engineering Technicians	19	12	(7)	(37%)	<10	Insf. Data	$26.62
	23-2011	Paralegals and Legal Assistants	11	12	1	9%	<10	Insf. Data	$21.33
	51-9141	Semiconductor Processors	10	<10	Insf. Data	Insf. Data	<10	Insf. Data	$15.73
	29-1126	Respiratory Therapists	<10	11	Insf. Data	Insf. Data	<10	Insf. Data	Insf. Data
Bachelor's Degree	25-2021	Elementary School Teachers, Except Special Education	436	484	48	11%	100	20	$33.08
	11-1021	General and Operations Managers	275	304	29	11%	58	12	$38.63
	25-3098	Substitute Teachers	376	398	22	6%	55	11	$16.46
	25-2031	Secondary School Teachers, Except Special and Career/Technical Education	219	239	20	9%	52	10	$35.12
	25-2022	Middle School Teachers, Except Special and Career/Technical Education	85	99	14	16%	25	5	$28.05
	13-2011	Accountants and Auditors	86	94	8	9%	22	4	$30.92
	25-2012	Kindergarten Teachers, Except Special Education	89	97	8	9%	21	4	$32.58
	21-1029	Social Workers, All Other	133	139	6	5%	21	4	$21.73
	25-3011	Adult Basic and Secondary Education and Literacy Teachers and Instructors	121	127	6	5%	16	3	$11.20
	11-9111	Medical and Health Services Managers	25	33	8	32%	11	2	$44.23

Sorted by annual openings   *Source: EMSI – Dataset Version 2015.2*

Demographic data on the PC Service Area

2014 demographic data provided by Economic Modeling Services Intl. (EMSI) for the PC service area (portions of Tulare County as defined by zip code – see appendix B) estimates the population to be 161,401. Of those, 67.9% are Hispanic and 49.6% are Female. Tulare County educational attainment estimates for residents 25 years or older are as follows - 22% have attended some college, 8% received an associate's degree, 19% received a bachelor's degree, and 4% received a graduate or professional degree in 2014. The 2009-2013 American Community Survey (ACS) 5-year rolling average estimate for Tulare County residents living below the poverty line was 26.2% in 2014.

Appendix - A

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.

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 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

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

Appendix - B

Porterville College Zip Code Area

Code	Description
93207	California Hot Springs, CA (in Tulare county)
93208	Camp Nelson, CA (in Tulare county)
93218	Ducor, CA (in Tulare county)
93219	Earlimart, CA (in Tulare county)
93256	Pixley, CA (in Tulare county)
93257	Porterville, CA (in Tulare county)
93258	Porterville, CA (in Tulare county)
93260	Posey, CA (in Tulare county)
93261	Richgrove, CA (in Tulare county)
93265	Springville, CA (in Tulare county)
93267	Strathmore, CA (in Tulare county)
93270	Terra Bella, CA (in Tulare county)
93272	Tipton, CA (in Tulare county)

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: **PORTERVILLE** - KERN	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
Performance Goal (2012-2013)	**87.85**	**82.00**	**86.75**	**77.40**	**19.14**	**22.54**
90% of Performance Goal (used for 'Gap List'**)**	**79.07**	**73.80**	**78.08**	**69.66**	**17.23**	**20.29**
01 **AGRICULTURE AND NATURAL RESOURCES**	95.24	78.95	88.10	71.43	30.95	21.05
0101 AGRICULTURE TECHNOLOGY AND SCIENCES, GENERAL	100.00	100.00	75.00	50.00	0.00	0.00
010100 AGRICULTURE TECHNOLOGY AND SCIENCES, GENERAL	100.00	100.00	75.00	50.00	0.00	0.00
0103 PLANT SCIENCE	100.00	71.43	83.33	100.00	**16.67**	0.00
010300 PLANT SCIENCE	100.00	71.43	83.33	100.00	**16.67**	0.00
0112 AGRICULTURE BUSINESS, SALES, AND SERVICE	92.31	75.00	92.31	50.00	42.31	44.44
011200 AGRICULTURE BUSINESS, SALES AND SERVICE	92.31	75.00	92.31	50.00	42.31	44.44
05 **BUSINESS AND MANAGEMENT**	85.42	100.00	87.50	**55.56**	51.61	51.72
0501 BUSINESS AND COMMERCE, GENERAL	66.67	100.00	83.33	75.00	83.33	80.00
050100 BUSINESS AND COMMERCE, GENERAL	66.67	100.00	83.33	75.00	83.33	80.00
0502 ACCOUNTING	100.00	-	100.00	-	33.33	50.00
050200 ACCOUNTING	100.00	-	100.00	-	33.33	50.00
0505 BUSINESS ADMINISTRATION	84.21	100.00	89.47	**50.00**	52.63	52.63
050500 BUSINESS ADMINISTRATION	84.21	100.00	89.47	**50.00**	52.63	52.63
0506 BUSINESS MANAGEMENT	94.12	100.00	100.00	100.00	-	-
050630 MANAGEMENT DEVELOPMENT AND SUPERVISION	100.00	-	100.00	-	-	-
050640 SMALL BUSINESS AND ENTREPRENEURSHIP	93.75	100.00	100.00	100.00	-	-
0514 OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	66.67	100.00	0.00	33.33	0.00	0.00
051400 OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	66.67	100.00	0.00	33.33	0.00	0.00
06 **MEDIA AND COMMUNICATIONS**	100.00	100.00	50.00	0.00	-	-
0614 DIGITAL MEDIA	100.00	100.00	50.00	0.00	-	-
061460 COMPUTER GRAPHICS AND DIGITAL IMAGERY	100.00	100.00	50.00	0.00	-	-
07 **INFORMATION TECHNOLOGY**	90.91	88.46	87.27	**64.29**	48.65	60.00
0701 INFORMATION TECHNOLOGY, GENERAL	96.67	92.31	86.67	83.33	56.67	73.33
070100 INFORMATION TECHNOLOGY, GENERAL	96.67	92.31	86.67	83.33	56.67	73.33
0702 COMPUTER INFORMATION SYSTEMS	57.14	100.00	100.00	80.00	14.29	20.00
070200 COMPUTER INFORMATION SYSTEMS	50.00	100.00	100.00	80.00	16.67	20.00
070210 SOFTWARE APPLICATIONS	100.00	-	100.00	-	0.00	-
0709 WORLD WIDE WEB ADMINISTRATION	94.44	75.00	83.33	0.00	-	-
070900 WORLD WIDE WEB ADMINISTRATION	94.44	75.00	83.33	0.00	-	-
09 **ENGINEERING AND INDUSTRIAL TECHNOLOGIES**	100.00	-	100.00	-	0.00	-
0956 MANUFACTURING AND INDUSTRIAL TECHNOLOGY	100.00	-	100.00	-	0.00	-
095600 MANUFACTURING AND INDUSTRIAL TECHNOLOGY	100.00	-	100.00	-	0.00	-
10 **FINE AND APPLIED ARTS**	0.00	100.00	100.00	100.00	-	-
1013 COMMERCIAL ART	0.00	100.00	100.00	100.00	-	-
101300 COMMERCIAL ART	0.00	100.00	100.00	100.00	-	-
12 **HEALTH**	98.31	97.87	**66.67**	**63.16**	21.19	**19.59**
1230 NURSING	97.26	96.72	79.41	70.00	**12.33**	**10.94**
123010 REGISTERED NURSING	100.00	100.00	79.49	**68.42**	17.07	**13.16**
123020 LICENSED VOCATIONAL NURSING	93.75	91.30	79.31	71.43	**6.25**	**7.69**
1239 PSYCHIATRIC TECHNICIAN	100.00	100.00	**46.51**	**55.56**	35.56	36.36
123900 PSYCHIATRIC TECHNICIAN	100.00	100.00	**46.51**	**55.56**	35.56	36.36

	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: **PORTERVILLE** - KERN	**Core 1** Skill Attainment	**Core 2** Completion	**Core 3** Persistence	**Core 4** Employment	**Core 5a** NT Participation	**Core 5b** NT Completion
Performance Goal (2012-2013)	**87.85**	**82.00**	**86.75**	**77.40**	**19.14**	**22.54**
90% of Performance Goal (used for 'Gap List'**)**	**79.07**	**73.80**	**78.08**	**69.66**	**17.23**	**20.29**
13 **FAMILY AND CONSUMER SCIENCES**	94.64	**70.27**	79.17	**50.91**	**5.95**	**8.06**
1305 CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	94.64	**70.27**	79.17	**50.91**	**5.95**	**8.06**
130500 CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	93.96	75.38	81.88	**53.19**	6.71	8.93
130550 THE SCHOOL AGE CHILD	100.00	-	100.00	-	0.00	-
130580 CHILD DEVELOPMENT ADMINISTRATION AND MANAGEMENT	100.00	33.33	**52.94**	37.50	0.00	0.00
130590 INFANTS AND TODDLERS	100.00	-	100.00	-	0.00	-
21 **PUBLIC AND PROTECTIVE SERVICES**	96.01	**71.65**	85.06	71.91	39.70	47.25
2104 HUMAN SERVICES	97.62	**65.79**	80.95	**52.00**	-	-
210400 HUMAN SERVICES	97.37	**56.67**	80.26	**47.37**	-	-
210440 ALCOHOL AND CONTROLLED SUBSTANCES	100.00	100.00	87.50	66.67	-	-
2105 ADMINISTRATION OF JUSTICE	95.38	78.57	86.81	77.97	43.70	50.00
210500 ADMINISTRATION OF JUSTICE	95.34	78.57	86.70	77.97	43.22	50.00
210510 CORRECTIONS	100.00	-	100.00	-	100.00	-
210530 INDUSTRIAL AND TRANSPORTATION SECURITY	100.00	-	100.00	-	100.00	-
2133 FIRE TECHNOLOGY	96.55	0.00	82.76	100.00	**6.90**	14.29
213300 FIRE TECHNOLOGY	100.00	0.00	79.17	100.00	**4.17**	14.29
213310 WILDLAND FIRE TECHNOLOGY	80.00	-	100.00	-	20.00	-
49 **INTERDISCIPLINARY STUDIES**	91.67	100.00	91.67	100.00	-	-
4932 GENERAL WORK EXPERIENCE	91.67	100.00	91.67	100.00	-	-
493200 GENERAL WORK EXPERIENCE	91.67	100.00	91.67	100.00	-	-