Perkins Core Indicators In-depth

Lori Hancock & Erin Shirey

Mott Community College

Carl D. Perkins Vocational and Technical Education Act

- "The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is a principal source of federal funding to states and discretionary grantees for the improvement of secondary and postsecondary career and technical education programs across the nation. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education (CTE) programs."
  - Carl D. Perkins Act of 1984 (Perkins)
  - Carl D. Perkins Vocational and Applied Technology Act (Perkins II)
  - Carl D. Perkins Career and Technical Education Act of 1998 (Perkins III)
  - **Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)**
  - Perkins reauthorization pending

Source: http://cte.ed.gov/legislation/about-perkins-iv

Carl D. Perkins
US House of Representatives
(D-KY)
1948-1984

Dean's Guide
Section 2.4 - Perkins IV Accountability (effective 7/1/2007)

Perkins IV requires that:

- Each eligible recipient "shall disaggregate data for each of the indicators of performance…and identify and quantify any disparities or gaps in performance between any such category of students and the performance of all students served by the eligible recipient under this Act."

- Each eligible recipient "must now agree to accept the state levels of performance or negotiate performance measures with the state. State reports must contain disaggregated data as well. Under the six-year authorization of the Act, states and locals would be required to negotiate adjusted levels of performance three times -- for the first and second years, third and fourth years, and fifth and sixth years. Community colleges will either accept state levels or negotiate new ones specific to their regions. The report must be made available in a variety of formats, including electronically."

- Measures of performance used for each indicator must be valid and reliable, and to the extent possible, aligned with other state and federal programs so that similar information can be gathered to reduce administrative burdens.

Source: http://www.michigancc.net/perkins/resources-guide.aspx?

Expected Levels of Performance (MI)

Expected Levels of Performance, 2014-15 and 2015-16

Core Indicator	Description	Expected Levels Achieved in 2014-15	Actual Levels Achieved In 2014-15	Expected Levels for 2015-16
1P1	Technical Skill Attainment	92.00%	91.74%	91.25%
2P1	Degree and Certificate Completion	30.60%	29.20%	31.00%
3P1	Student Retention	71.00%	65.16%	71.00%
4P1	Placement	85.00%	84.91%	88.00%
5P1	Non-Traditional Participation	24.00%	25.78%	26.00%
5P2	Non-Traditional Completion	21.00%	26.26%	21.00%

Source: http://www.michigancc.net/perkins/core/lop2014_15.pdf

Aggregated, the required threshold for MI community college core indicators is to meet or exceed 90% of the "Expected Level."

MCC Perkins Core Indicator Trends

		2014-15				
	Core Indicator	MCC	MI Expected Level	90% Expected Level	MCC met 90% Exp. Level	MI Level
1P1	Technical Skill Attainment	93.06%	92.00%	82.80%	Y	91.74%
2P1	Credential, Certificate, or Degree	27.98%	30.60%	27.54%	Y	29.20%
3P1	Student Retention or Transfer	71.81%	71.00%	63.90%	Y	65.16%
4P1	Student Placement	81.99%	85.00%	76.50%	Y	84.91%
5P1	Nontraditional Participation	25.30%	24.00%	21.60%	Y	25.78%
5P2	Nontraditional Completion	19.57%	21.00%	18.90%	Y	26.26%

Michigan Community College Resources

http://www.michigancc.net/perkins/default.aspx

Core Indicator Reporting Access

1. Login - http://www.michigancc.net/admin/sitemenu.aspx

2. All Data (Enrollment, Awards, IPEDS,Perkins)
http://www.michigancc.net/admin/sitemenu.aspx

Core Indicator – Data Collection

Michigan Community College NETwork

michigan.gov

home | site map | select task | MCCDEC

Carl D. Perkins ➤ ACS ➤ Data & Reports ➤ Conferences ➤ Resources ➤ Contact Center ➤ Applications & Data Collection ➤

You Are Here: Home > Applications & Data Collection > Community College Data Collection

Username: lhancock | Logout

View Instructions... | Enter Data... | Import Data... | Export Data... | View/Print Data...

Data Archives

Data Archives

Data Collection Home

Please do not include commas in your program names for any of the reports below.

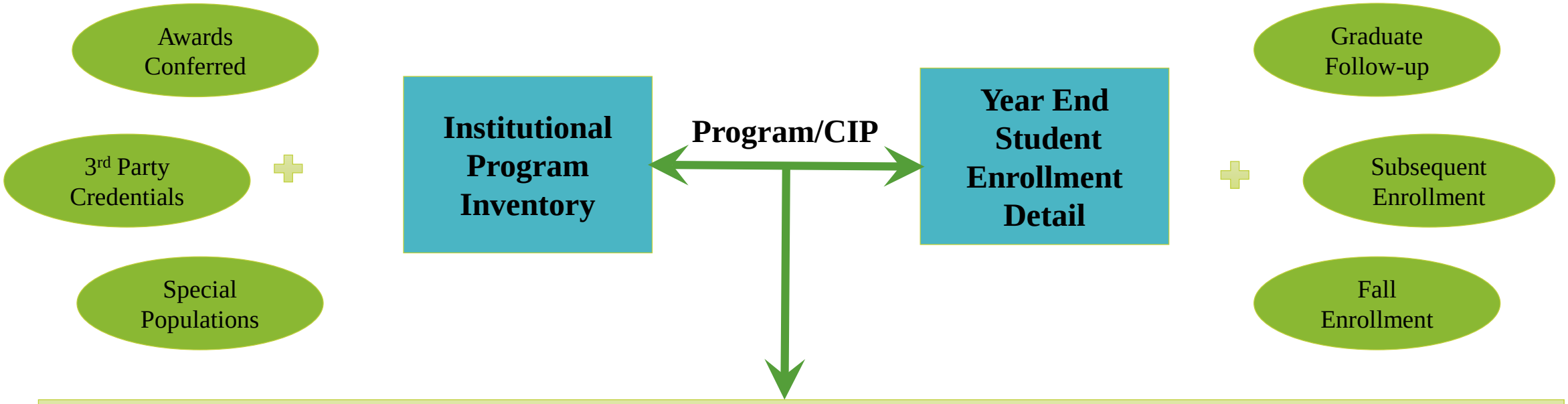
Report	Description	Due Date	Status
Program Inventory	Program Inventory	Nov.1	Incomplete
Fall Enrollment	Fall Enrollment	Nov. 1	A: Incomplete B: Incomplete C: Incomplete D: Incomplete E: Incomplete
Tuition & Fees	Tuition & Fees	Aug. 31	Fall 2016: Not Started - Winter 2017: Not Started
Awards Conferred	Awards Conferred	Oct. 1	Not Started
Technical Skill (1P1)	1P1: Technical Skill Attainment	Oct. 1	Not Started
Certificate, Credential, or Degree (2P1)	2P1: Credential, Certificate or Degree	Nov. 1	Not Started
Retention/Transfer (3P1)	3P1: Student Retention or Transfer	Nov. 1	Not Started
Student Placement (4P1)	4P1: Student Placement	Nov. 1	Not Started
CTE Concentrator Completions	CTE Concentrators Who Completed a Program (5P2: Nontraditional Completion Derived)	Oct. 1	Not Started
Special Populations by Gender (Unduplicated Count)	Unduplicated Special Population Students by Gender	Oct. 1	Not Started
Year End Participants	Year-End Program Participants (5P1: Non-Traditional Participation Derived)	Oct. 1	Not Started
CTE Concentrators	Number of CTE Concentrators By Program, Ethnicity and Gender	Oct. 1	Not Started
Tech Prep Participants- NO LONGER REQUIRED	Number of Tech Prep Participants By Program, Ethnicity and Gender	Oct. 1	Not Started
Year End Program Enrollments	Number of Students Officially Enrolled in Programs by CIP Code, Ethnicity and Gender	Oct. 1	Not Started
Non-Program Enrollments	Number of Students Enrolled in Courses Only by Program Area, Ethnicity and Gender	Oct. 1	Incomplete
Occupational Expenditures	Occupational Expenditures	Nov. 1	Not Started
Undup. # of Students Within Award Level Who Received an Award	Undup. # of Students Within Award Level	Oct. 1	Not Started
Total Unduplicated Count of Students Having Received an Award	Unduplicated Number of Students Receiving Awards	Oct. 1	Not Started

Community College Services | Division of Lifelong Learning | State of Michigan Web Site | Submit a Bug Report

Accessibility Policy | Link Policy | Privacy Policy | Security Policy

Copyright © 2001-2010 State of Michigan

Core Indicators – data drivers



October 1 Submission

- Year End Program Enrollments
- Year End Non-program Enrollments
- Year End Participants (CTE) [5P1 derived]
- CTE Concentrators
- CTE Concentrator Completions [5P2 derived]
- 1P1 – CTE Technical Skill Attainment

November 1 Submission

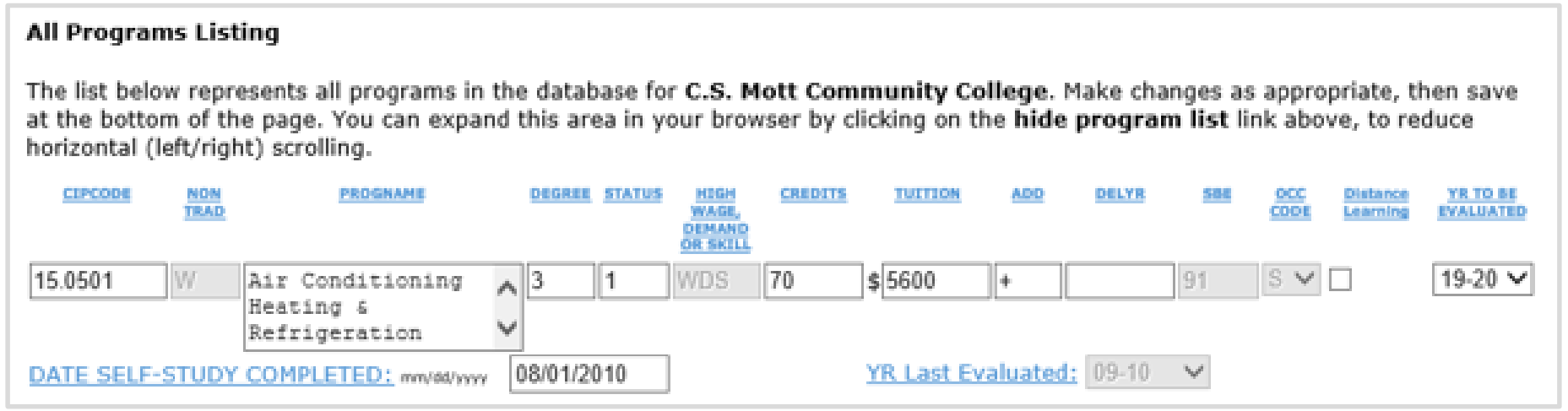
- Program Inventory
- 2P1 – CTE Credential, Certificate or Degree
- 3P1 – CTE Student Retention or Transfer
- 4P1 – CTE Student Placement

Driver 1: Program Inventory

What is it?

- A compilation of program offerings at all public community colleges maintained at www.michigancc.net.
- The mechanism that drives awards conferred, year-end enrollment reports, and Perkins Core indicator requirements. **Enrollments cannot exist and awards cannot be confirmed in nonexistent programs.**

Source: http://www.michigancc.net/admin/data/instructions/2015-2016/Instructions_ProgInv.pdf



All Programs Listing

The list below represents all programs in the database for **C.S. Mott Community College**. Make changes as appropriate, then save at the bottom of the page. You can expand this area in your browser by clicking on the **hide program list** link above, to reduce horizontal (left/right) scrolling.

CIPCODE	NON TRAD	PROGNAME	DEGREE	STATUS	HIGH WAGE, DEMAND OR SKILL	CREDITS	TUITION	ADD	DELYR	SBE	OCC CODE	Distance Learning	YR TO BE EVALUATED
15.0501	W	Air Conditioning Heating & Refrigeration	3	1	WDS	70	$5600	+		91	S	☐	19-20

DATE SELF-STUDY COMPLETED: mm/dd/yyyy 08/01/2010 YR Last Evaluated: 09-10

Driver 2: Year-end enrollment -> CTE students

Year End Program Enrollments (Program Inventory)

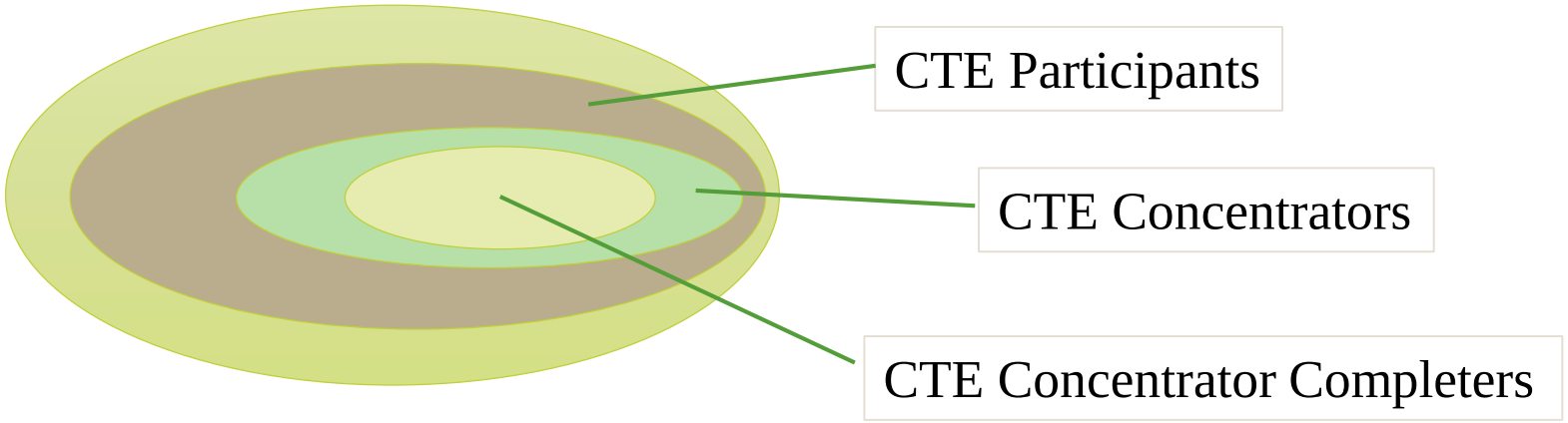
+

Year End Non-program Enrollments

=

Unduplicated Year End Enrollment
(Credit + Non-credit; should match ACS-6 unduplicated total headcount)

Year End Program Enrollments (Composition)



CTE Students– Subsets of year-end program enrollment

CTE Participant - A post-secondary/adult student who:

- Was enrolled in a CTE-declared program at some point during the reporting year (July 1 – June 30).
- Earned at least ONE non-developmental credit by the end of the reporting year.

CTE Concentrator - A post-secondary/adult student who:

- Was enrolled in a CTE-declared program at some point during the reporting year (July 1 – June 30).
- Earned at least TWELVE non-developmental credits applicable to a CTE program by the beginning of the reporting year (before July 1).

CTE Concentrator Completer - A CTE Concentrator who:

- Completed a degree or certificate AND earned an official award conferred by the college, in any CTE program area during the reporting year. All completers are, by definition, concentrators.
- Short-term CTE program completers have to have completed/earned the credential sometime during the reporting year. The criteria requiring 12 credits earned previous to the reporting year are not applicable to these students.

Mott Master Year End Enrollment File

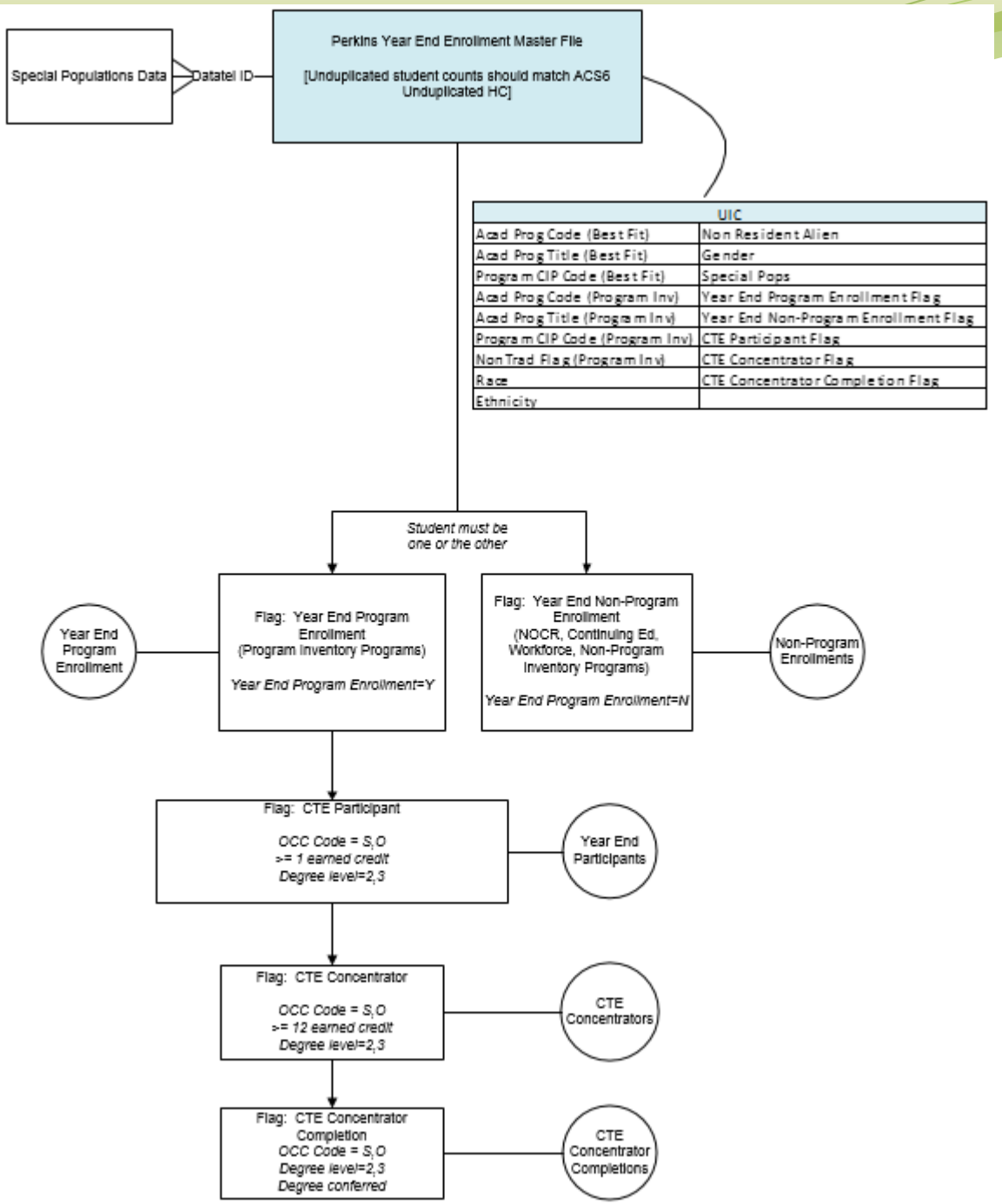
Unduplicated student record

- Datatel ID
- UIC
- “Best Fit” Program/CIP that ties to Program Inventory (CTE Programs Prioritized)
- Demographic attributes (Gender, Race/Ethnicity)
- Special Populations Categories (e.g. Economically Disadvantaged, Limited English Proficiency, etc.)

Reporting flags for each student

Program Enrollment or Non-program Enrollment (Y/N)

If Program Enrollment = Y
- CTE Participant (Y/N)
- CTE Concentrator (Y/N)
- CTE Concentrator Completer (Y/N)



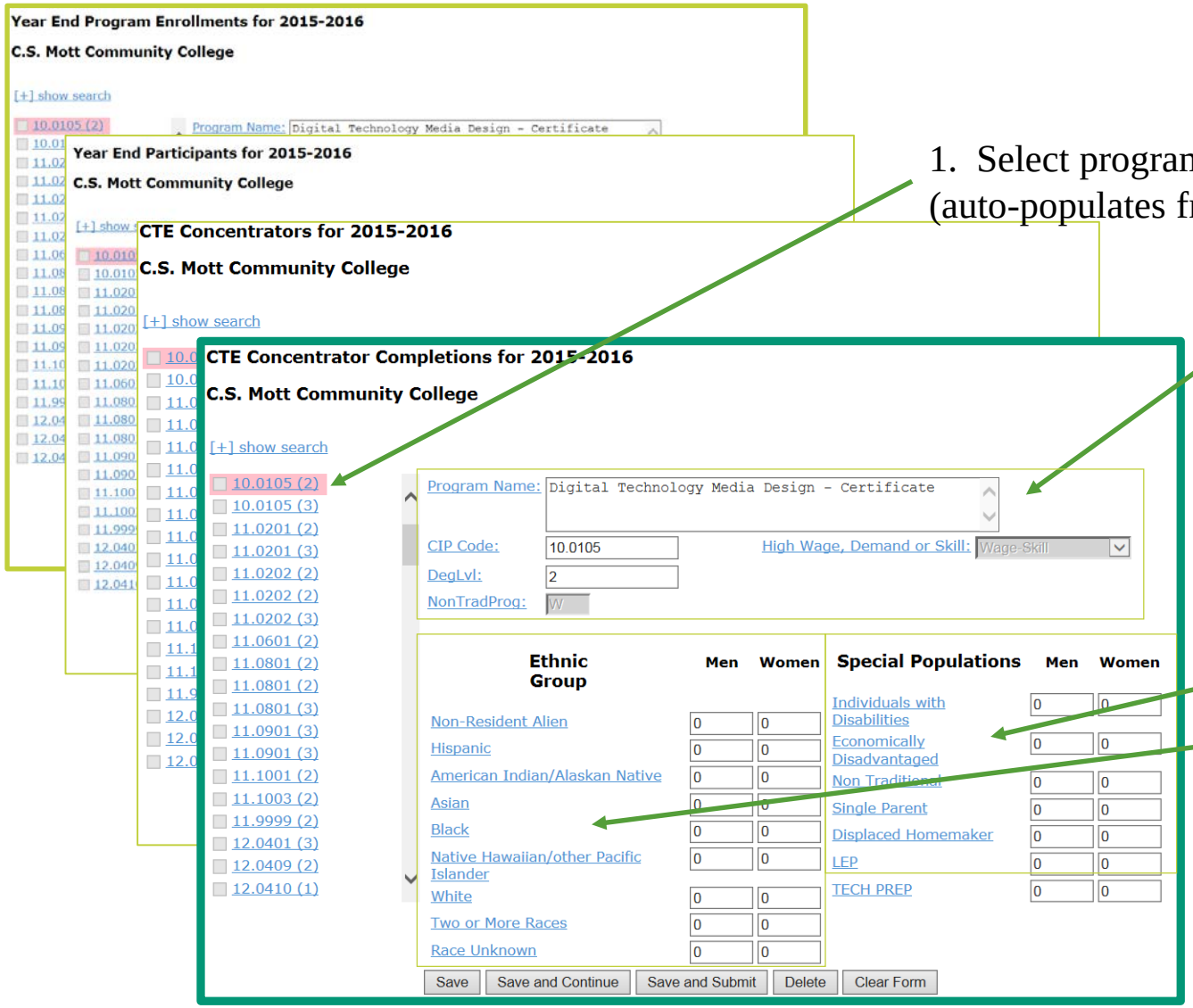
Mott – Master Enrollment File Sample

Cohort Year	Datatel ID	UIC ID	Program Inv - CIP	Program Inv - Academic Program Code	Program Inv - Academic Program Title	Degree Level Code	Non Traditional Code	OCC Code	OCC Outlook Code	Non Program OCC Code
2015	1xxxxxx	xxxxxxxxx1	15.0501	ACHR2	Air Conditioning Heating & Refrig	3	W	S	WDS	OCC
2015	2xxxxxx	xxxxxxxxx2	15.0501	ACHR2	Air Conditioning Heating & Refrig	3	W	S	WDS	OCC
2015	3xxxxxx	xxxxxxxxx3	15.0501	ACHR2	Air Conditioning Heating & Refrig	3	W	S	WDS	OCC
2015	4xxxxxx	xxxxxxxxx4	15.0501	ACHR2	Air Conditioning Heating & Refrig	3	W	S	WDS	OCC

Source: ODS Student

Gender	Race	Total Completed Credits	Year End Program Enrollment Flag	CTE Participant Flag	CTE Concentrator Flag	CTE Completer Flag	Special Pops DH	Special Pops DIS	Special Pops ED	Special Pops LEP	Special Pops LI	Special Pops NT	Special Pops NTP	Special Pops SP	Special Pops SPW
M	Two or more races	59	Y	Y	Y	N	N	N	Y	Y	N	N	N	N	N
M	Black or African An	0	Y	N	N	N	N	N	N	N	N	N	N	N	N
M	White	37	Y	Y	Y	N	N	N	Y	N	N	N	N	N	N
M	Black or African An	81	Y	Y	Y	Y	N	N	Y	N	N	N	N	N	N

Reporting Step 1:
Foundational Enrollment Data for Core Indicators



CTE Concentrator Completions – Data Entry

1. Select program CIP
(auto-populates from Program Inventory)

2. Inherited program attributes
(auto-populates from Program Inventory)

3. <u>Input aggregated student counts by distinct CIP Code and DegLvl:</u>

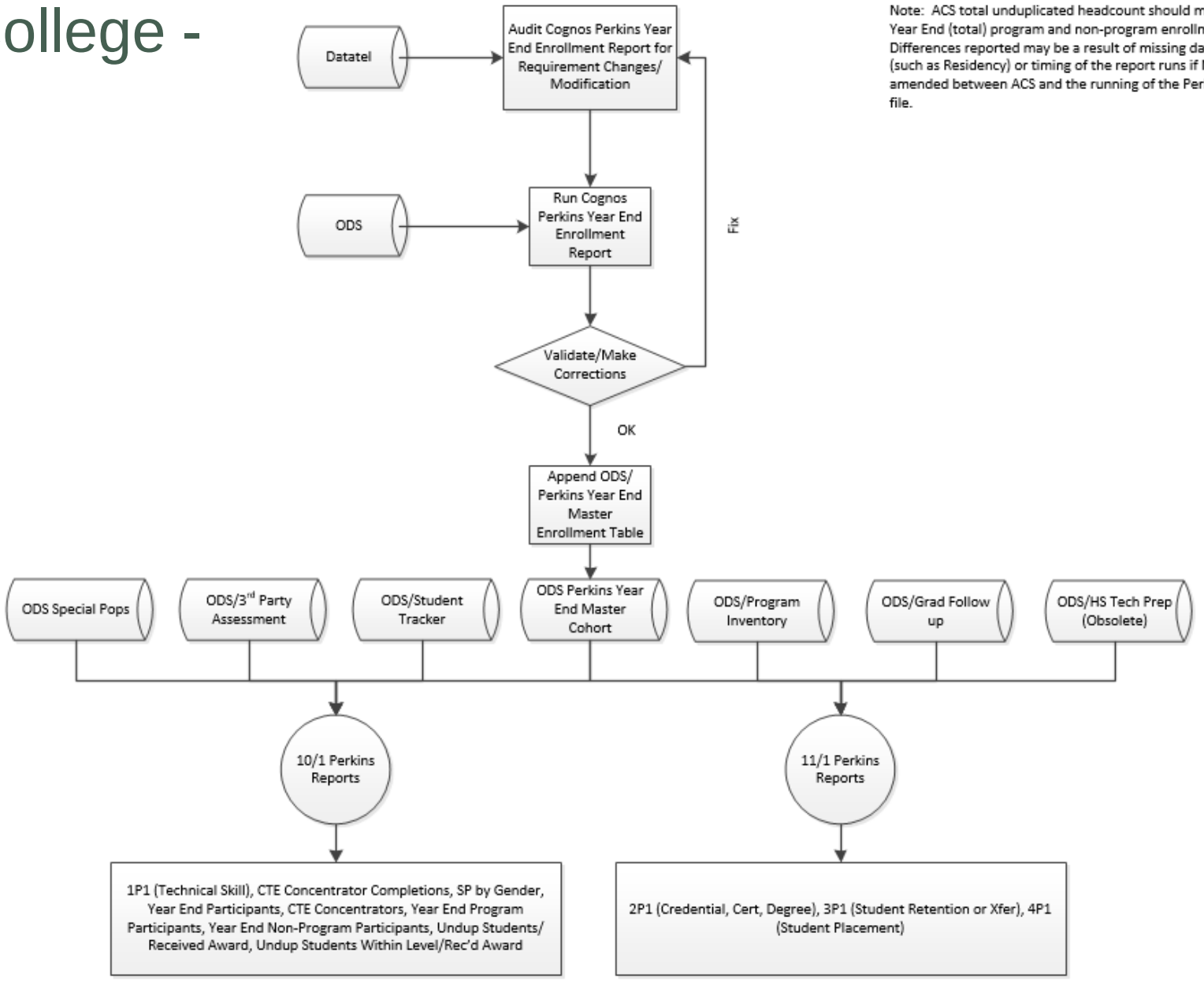
Special Pops (SP) categories

Gender & Race/Ethnicity

Tech Prep is no longer reported. Export your data to Excel upon completion to verify accuracy.

For ease of data entry, utilize the batch entry process by selecting the “Import Data” option available at the top of each data input form.

Mott Community College - Perkins Data Flow for Core Indicator Reporting



Note: ACS total unduplicated headcount should match Perkins Year End (total) program and non-program enrollment. Differences reported may be a result of missing data elements (such as Residency) or timing of the report runs if NOCR data is amended between ACS and the running of the Perkins Master file.

Reporting Core Indicator Data: 1P1 – Technical Skill Attainment (Due 10/1)

Reporting Period: 7/1/2015 – 6/30/2016

Calculated Core Indicator 1P1:	*Numerator*: # of 2015-2016 CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year
	Denominator: # of 2015-2016 CTE concentrators who took technical skill assessments during the reporting year

2015-16 Expected Value: 91.25% ($EV_{90\%}$ = 82.15%)

Interpretation: 91.25% of community college CTE Concentrators who completed a state-approved third party technical skill assessment in the 2015-2016 reporting period are expected to have passed.

Suggestions:

- Report on all programs that have an assessment available. A listing of approved available assessments can be found at http://www.michigancc.net/resource/PossibleAssessments.pdf.
- 1P1 is program-driven by the program for which the test is designed and NOT the program in which the student is officially enrolled.
- If the 3rd party assessor will not release results, self-reported data from student surveys may be utilized.

Reporting Core Indicator Data Entry: 1P1 – Technical Skill Attainment (Due 10/1) www.michigancc.net

Disaggregated 1P1 data are entered by distinct CIP Code and DegLvl groupings.

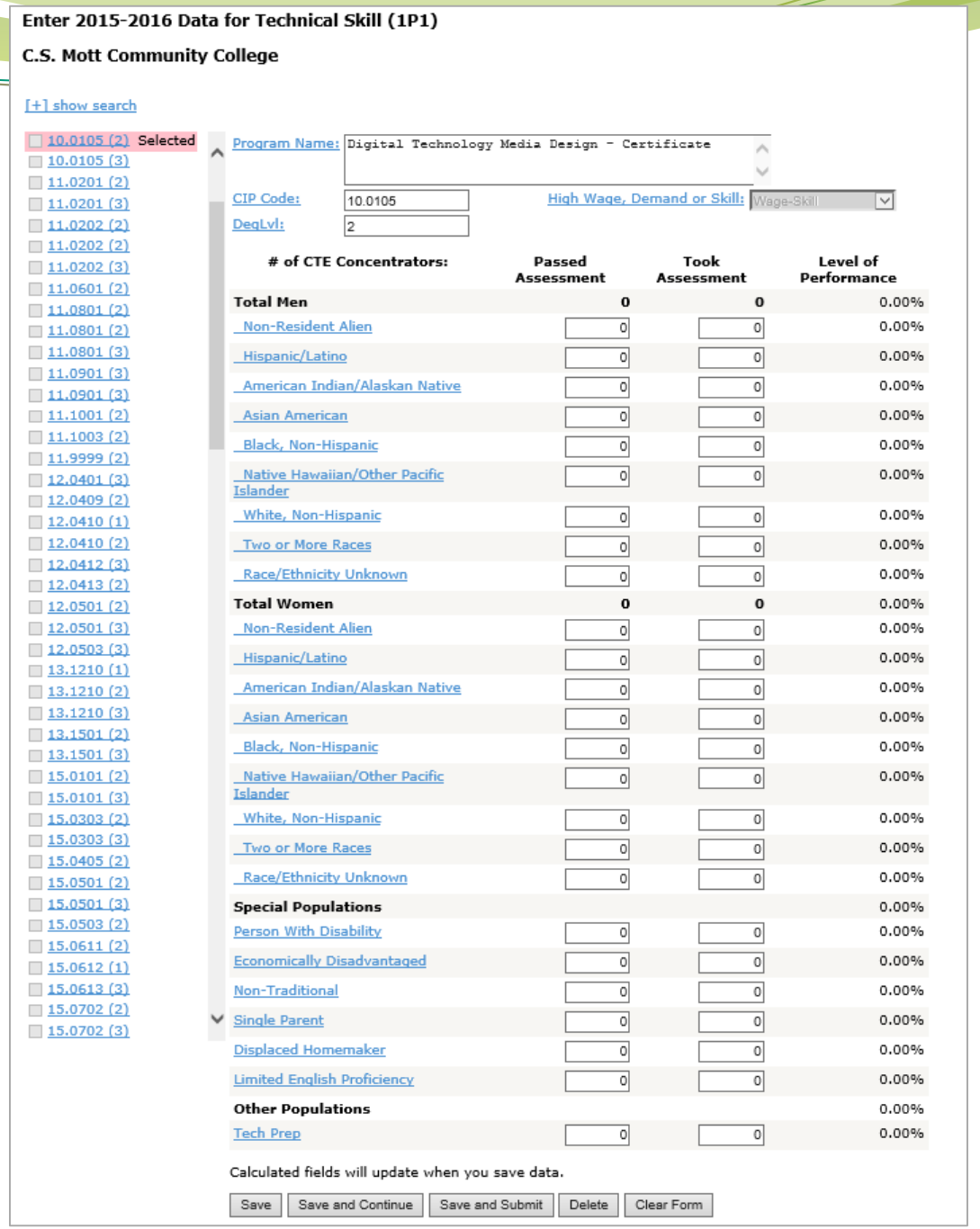
Data are aggregated by gender, race/ethnicity, and Special Populations category and reported in the following "buckets":

1. # CTE Concentrators who passed an assessment
2. # CTE Concentrators who took an assessment

Tech Prep is no longer reported.

Level of Performance is system calculated. Export your data to Excel upon completion to verify accuracy. Formula check = [(1)] / [(2)]

For ease of data entry, utilize the batch entry process by selecting the "Import Data" option available at the top of the form.



Enter 2015-2016 Data for Technical Skill (1P1)

C.S. Mott Community College

[+] show search

10.0105 (2) Selected
10.0105 (3)
11.0201 (2)
11.0201 (3)
11.0202 (2)
11.0202 (2)
11.0202 (3)
11.0601 (2)
11.0801 (2)
11.0801 (2)
11.0801 (3)
11.0901 (3)
11.0901 (3)
11.1001 (2)
11.1003 (2)
11.9999 (2)
12.0401 (3)
12.0409 (2)
12.0410 (1)
12.0410 (2)
12.0412 (3)
12.0413 (2)
12.0501 (2)
12.0501 (3)
12.0503 (3)
13.1210 (1)
13.1210 (2)
13.1210 (3)
13.1501 (2)
13.1501 (3)
15.0101 (2)
15.0101 (3)
15.0303 (2)
15.0303 (3)
15.0405 (2)
15.0501 (2)
15.0501 (3)
15.0503 (2)
15.0611 (2)
15.0612 (1)
15.0613 (3)
15.0702 (2)
15.0702 (3)

Program Name: Digital Technology Media Design - Certificate

CIP Code: 10.0105 High Wage, Demand or Skill: Wage-Skill

DegLvl: 2

# of CTE Concentrators:	Passed Assessment	Took Assessment	Level of Performance
Total Men	**0**	**0**	0.00%
Non-Resident Alien	0	0	0.00%
Hispanic/Latino	0	0	0.00%
American Indian/Alaskan Native	0	0	0.00%
Asian American	0	0	0.00%
Black, Non-Hispanic	0	0	0.00%
Native Hawaiian/Other Pacific Islander	0	0	0.00%
White, Non-Hispanic	0	0	0.00%
Two or More Races	0	0	0.00%
Race/Ethnicity Unknown	0	0	0.00%
Total Women	**0**	**0**	0.00%
Non-Resident Alien	0	0	0.00%
Hispanic/Latino	0	0	0.00%
American Indian/Alaskan Native	0	0	0.00%
Asian American	0	0	0.00%
Black, Non-Hispanic	0	0	0.00%
Native Hawaiian/Other Pacific Islander	0	0	0.00%
White, Non-Hispanic	0	0	0.00%
Two or More Races	0	0	0.00%
Race/Ethnicity Unknown	0	0	0.00%
Special Populations			0.00%
Person With Disability	0	0	0.00%
Economically Disadvantaged	0	0	0.00%
Non-Traditional	0	0	0.00%
Single Parent	0	0	0.00%
Displaced Homemaker	0	0	0.00%
Limited English Proficiency	0	0	0.00%
Other Populations			0.00%
Tech Prep	0	0	0.00%

Calculated fields will update when you save data.

Save | Save and Continue | Save and Submit | Delete | Clear Form

Reporting Core Indicator Data: 2P1 – Credential, Certificate or Degree (Due 11/1)

Reporting Period: 7/1/2015 – 6/30/2016

Calculated Core Indicator 2P1:

Numerator: # of 2015-2016 CTE Concentrators who received an award or credential and left postsecondary during the reporting year

Denominator: # of 2015-2016 CTE Concentrators who left postsecondary education with award + # of CTE Concentrators who left postsecondary education without an award in reporting yr.

2015-16 Expected Value: 31.0% ($EV_{90\%}$ = 27.9%)

Interpretation: Of the CTE Concentrators who left postsecondary education in the 2015-2016 reporting period, 31.0% are expected to have completed an industry-recognized credential, certificate or degree.

Suggestions:

- Utilize your 2015-2016 Awards Conferred and any approved 3rd party assessment data to determine completions.
- Utilize your fall 2016 enrollment file to determine whether CTE Concentrators are still enrolled at your college. Those who are not still enrolled are considered "potential leavers" of postsecondary education.
- Utilize National Student Clearinghouse Student Tracker to determine whether the "potential leavers" have enrollment reported at other institutions as of fall 2016. "Potential leavers" without reported enrollment are considered "leavers."

Reporting Core Indicator Data Entry: 2P1 – Credential, Certificate or Degree (Due 11/1) www.michigancc.net

Disaggregated 2P1 data are entered by distinct CIP Code and DegLvl groupings.

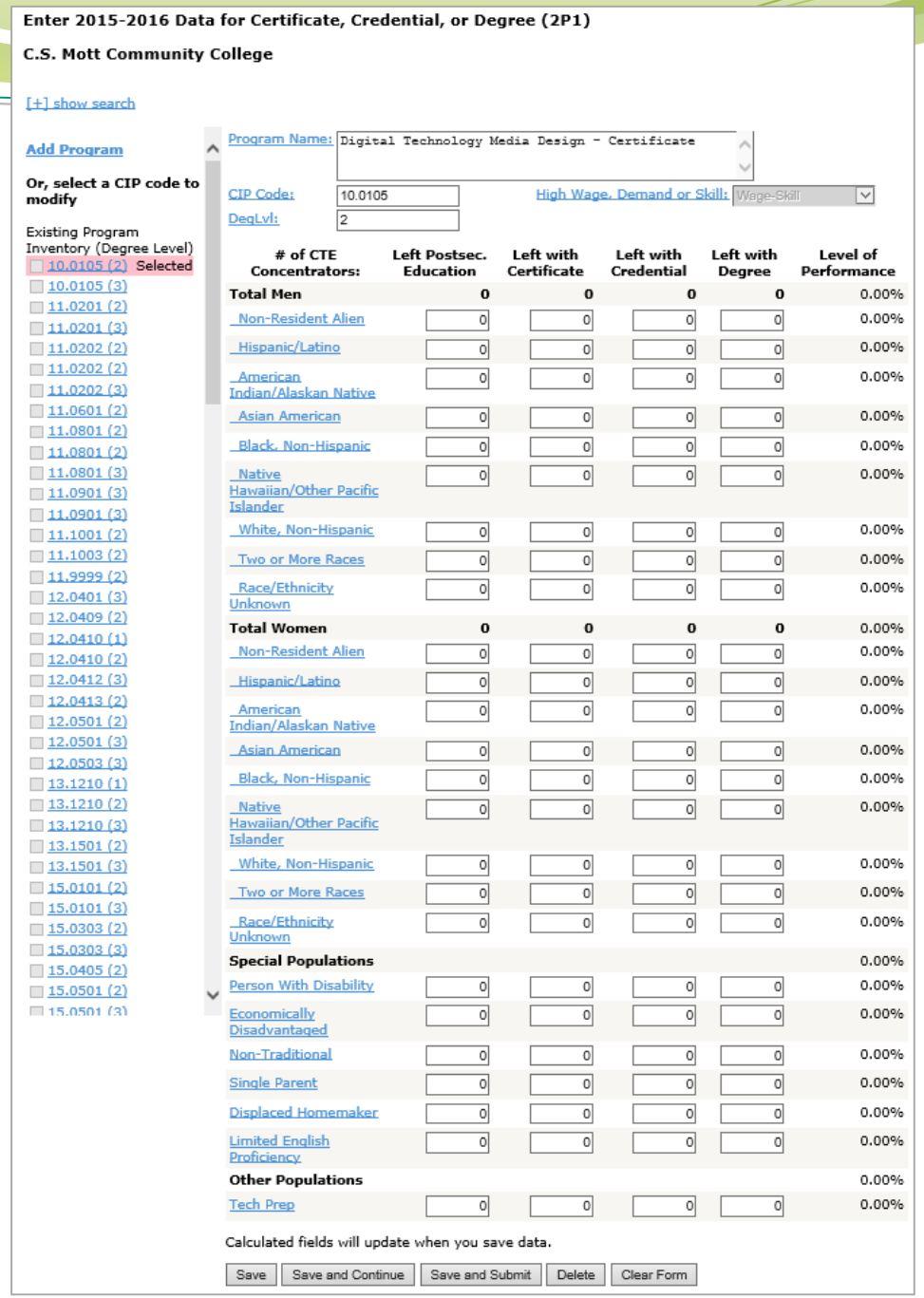
Data are aggregated by gender, race/ethnicity, and Special Populations category and reported in the following "buckets":

1. # CTE Concentrators who left postsecondary education
2. # CTE Concentrators who left postsecondary education with a certificate
3. # CTE Concentrators who left postsecondary education with a credential
4. # CTE Concentrators who left postsecondary education with a degree

Tech Prep is no longer reported.

Level of Performance is system calculated. Export your data to Excel upon completion to verify accuracy. Formula check = [(2) + (3) + (4)] / [(1)]

For ease of data entry, utilize the batch entry process by selecting the "Import Data" option available at the top of the form.



Reporting Core Indicator Data: 3P1 – Student Retention or Transfer (Due 11/1)

Reporting Period: 7/1/2015 – 6/30/2016

Calculated Core Indicator 3P1:

Numerator: # of CTE Concentrators enrolled in the previous year CTE cohort who did not receive an award in the previous year and (1) remained enrolled in the college or (2) transferred to another postsecondary institution in 2015-2016

Denominator: # of previous reporting year CTE Concentrators who did not earn an award during the previous reporting year.

2015-16 Expected Value: 71.0% ($EV_{90\%}$ = 63.9%)

Interpretation: Of the number of CTE Concentrators who were enrolled in the 2014-2015 year and did not earn an award during 2014-2015, 71.0% are expected to have remained enrolled in the college or transferred to another postsecondary institution during 2015-2016.

Suggestions:

- Utilize your 2014-2015 CTE Concentrators and 2014-2015 Awards Conferred for the previous year cohort.
- Utilize your 2015-2016 enrollment file to determine whether the CTE Concentrators were still enrolled at your college. Those who were not are considered “potential leavers” of postsecondary education.
- Utilize National Student Clearinghouse Student Tracker to determine whether the “potential leavers” had enrollment reported at other institutions in 2015-2016. “Potential leavers” without reported enrollment are considered “leavers.”

Reporting Core Indicator Data Entry: 3P1 – Student Retention or Transfer (Due 11/1) www.michigancc.net

Disaggregated 3P1 data are entered by distinct CIP Code and DegLvl groupings.

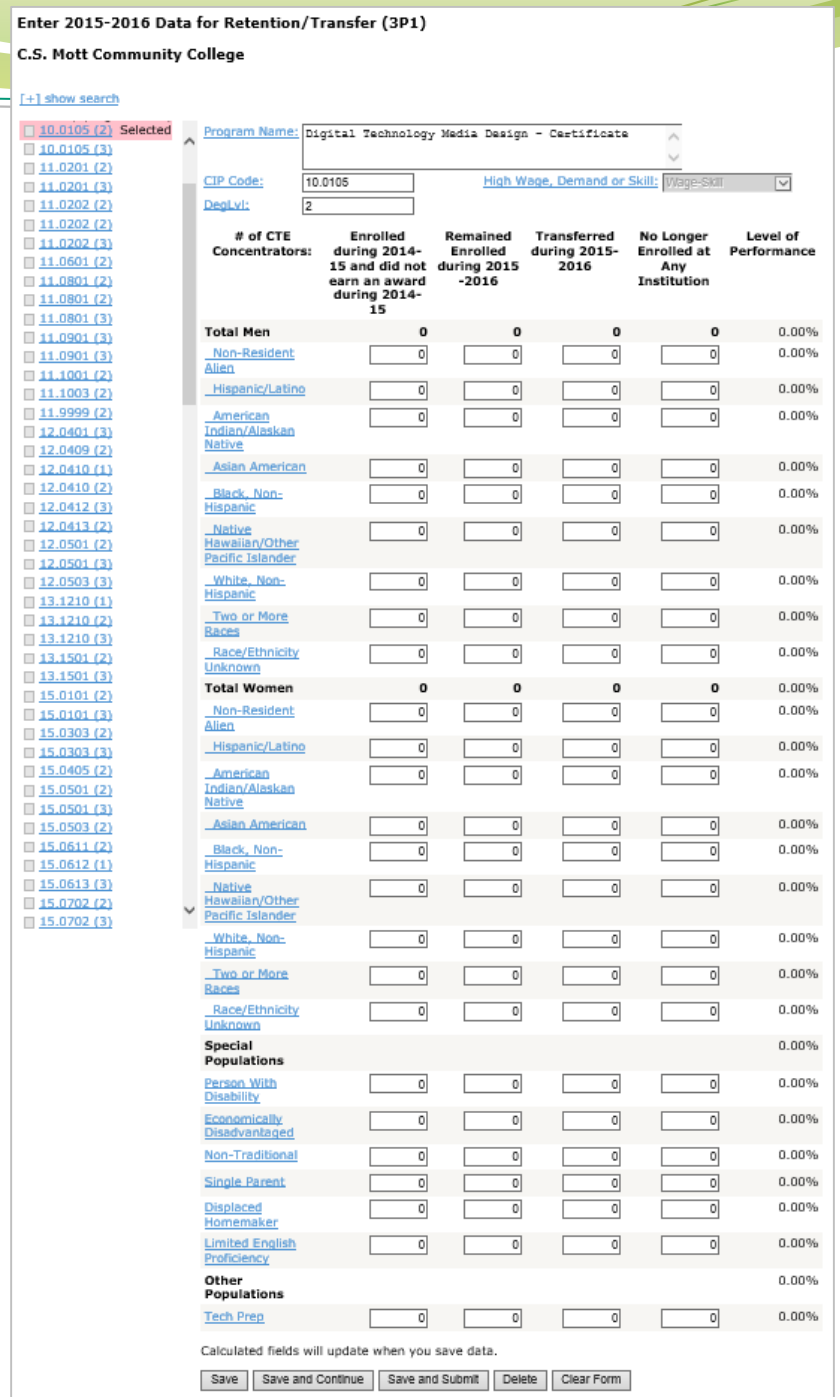
Data are aggregated by gender, race/ethnicity, and Special Populations category and reported in the following "buckets":

1. # CTE Concentrators enrolled in the previous reporting year who did not earn an award in that year
2. # CTE Concentrators who remained enrolled at your institution in the current reporting year
3. # CTE Concentrators who transferred to another postsecondary institution during the current reporting year
4. # CTE Concentrators who are no longer enrolled in postsecondary education during the current reporting year

Tech Prep is no longer reported.

Level of Performance is system calculated. Export your data to Excel upon completion to verify accuracy. Formula check = [(2) + (3)] / [(1)]

For ease of data entry, utilize the batch entry process by selecting the "Import Data" option available at the top of the form.



Enter 2015-2016 Data for Retention/Transfer (3P1)

C.S. Mott Community College

[+] show search

10.0105 (2) Selected
10.0105 (3)
11.0201 (2)
11.0201 (3)
11.0202 (2)
11.0202 (2)
11.0202 (3)
11.0601 (2)
11.0801 (2)
11.0801 (2)
11.0801 (3)
11.0901 (3)
11.0901 (3)
11.1001 (2)
11.1003 (2)
11.9999 (2)
12.0401 (3)
12.0409 (2)
12.0410 (1)
12.0410 (2)
12.0412 (3)
12.0413 (2)
12.0501 (2)
12.0501 (3)
12.0503 (3)
13.1210 (1)
13.1210 (2)
13.1210 (3)
13.1501 (2)
13.1501 (3)
15.0101 (2)
15.0101 (3)
15.0303 (2)
15.0303 (3)
15.0405 (2)
15.0501 (2)
15.0501 (3)
15.0503 (2)
15.0611 (2)
15.0612 (1)
15.0613 (3)
15.0702 (2)
15.0702 (3)

Program Name: Digital Technology Media Design - Certificate

CIP Code: 10.0105 High Wage, Demand or Skill: Wage-Skill

DegLvl: 2

# of CTE Concentrators:	Enrolled during 2014-15 and did not earn an award during 2014-15	Remained Enrolled during 2015-2016	Transferred during 2015-2016	No Longer Enrolled at Any Institution	Level of Performance
Total Men	0	0	0	0	0.00%
Non-Resident Alien	0	0	0	0	0.00%
Hispanic/Latino	0	0	0	0	0.00%
American Indian/Alaskan Native	0	0	0	0	0.00%
Asian American	0	0	0	0	0.00%
Black, Non-Hispanic	0	0	0	0	0.00%
Native Hawaiian/Other Pacific Islander	0	0	0	0	0.00%
White, Non-Hispanic	0	0	0	0	0.00%
Two or More Races	0	0	0	0	0.00%
Race/Ethnicity Unknown	0	0	0	0	0.00%
Total Women	0	0	0	0	0.00%
Non-Resident Alien	0	0	0	0	0.00%
Hispanic/Latino	0	0	0	0	0.00%
American Indian/Alaskan Native	0	0	0	0	0.00%
Asian American	0	0	0	0	0.00%
Black, Non-Hispanic	0	0	0	0	0.00%
Native Hawaiian/Other Pacific Islander	0	0	0	0	0.00%
White, Non-Hispanic	0	0	0	0	0.00%
Two or More Races	0	0	0	0	0.00%
Race/Ethnicity Unknown	0	0	0	0	0.00%
Special Populations					0.00%
Person With Disability	0	0	0	0	0.00%
Economically Disadvantaged	0	0	0	0	0.00%
Non-Traditional	0	0	0	0	0.00%
Single Parent	0	0	0	0	0.00%
Displaced Homemaker	0	0	0	0	0.00%
Limited English Proficiency	0	0	0	0	0.00%
Other Populations					0.00%
Tech Prep	0	0	0	0	0.00%

Calculated fields will update when you save data.

Save | Save and Continue | Save and Submit | Delete | Clear Form

Reporting Core Indicator Data: 4P1 – Student Placement (Due 11/1)

Reporting Period: 7/1/2015 – 6/30/2016

Calculated Core Indicator 4P1:

Numerator: # of 2014-2015 CTE Concentrators identified as leavers in 2015-2016 who answered that they were either: (1) employed, (2) in the military of (3) in an apprenticeship program via a survey

Denominator: # of 2014-2015 CTE Concentrators identified as leavers who answered the survey *minus* the number of leavers who indicated that they were "not employed AND not seeking employment"

2015-16 Expected Value: 88.0% ($EV_{90\%}$ = 79.2%)

Interpretation: Of the 2014-2015 CTE Concentrators who left postsecondary education, 88.0% are expected to have been placed in (1) employment, (2) military service, or (3) apprenticeship training in 2015-2016.

Suggestions:

- Utilize your 2014-2015 CTE Concentrators for the "leaver" cohort.
- Utilize your fall 2015 enrollment file to determine whether the CTE Concentrators were still enrolled at your institution. Those who are not still enrolled are considered "potential leavers" of postsecondary education.
- Utilize National Student Clearinghouse Student Tracker to determine whether the "potential leavers" had enrollment reported at other institutions in fall 2015. "Potential leavers" without reported enrollment are considered "leavers" and should be surveyed in the second quarter after the student left postsecondary education to determine placement. Survey instructions: http://www.michigancc.net (Perkins Core Performance Indicator Instructions 4P1: Student Placement).

Reporting Core Indicator Data Entry: 4P1 – Student Placement (Due 11/1) www.michigancc.net

Disaggregated 4P1 data are entered according to distinct CIP Code and DegLvl groupings.

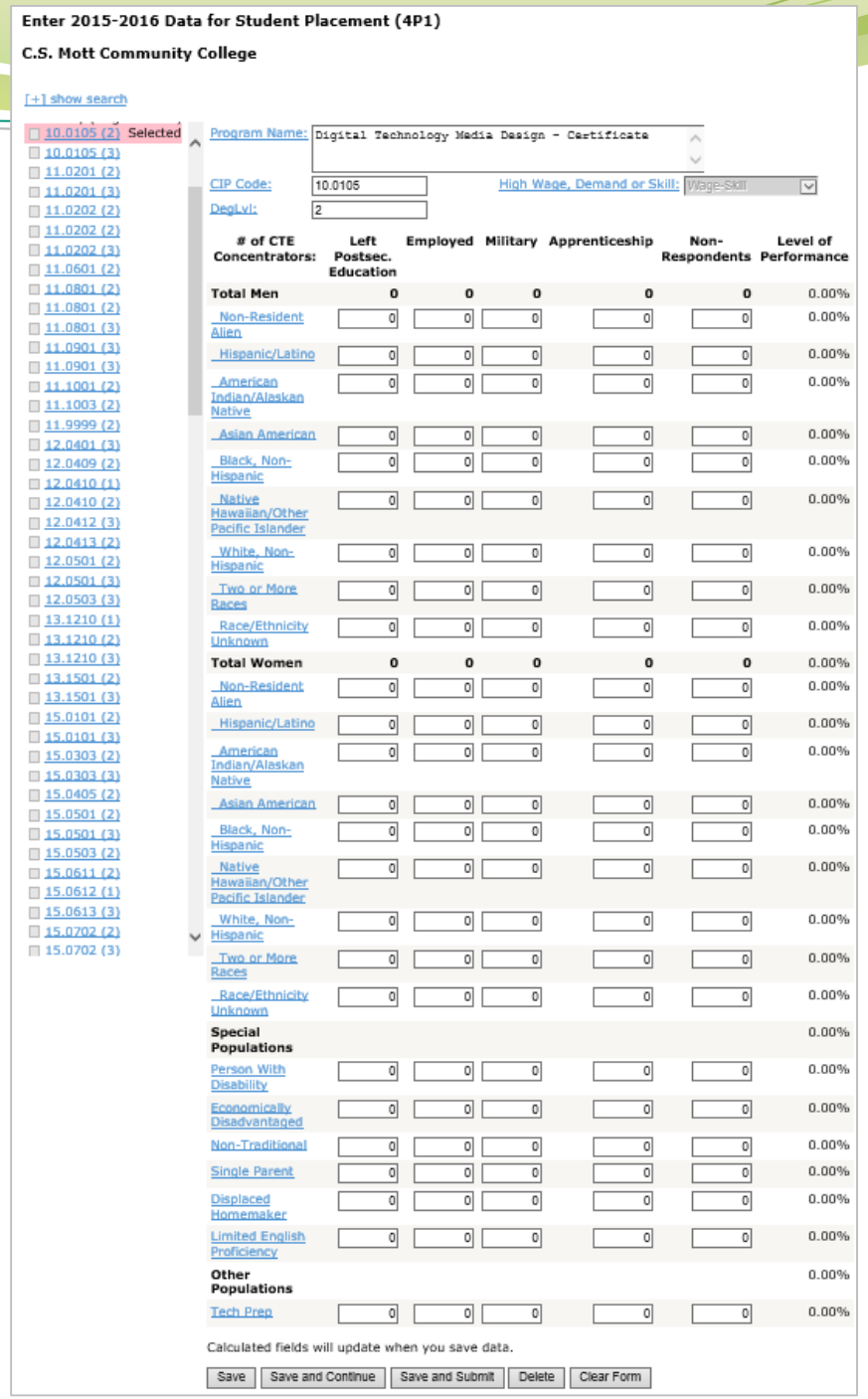
Data are aggregated by gender, race/ethnicity, and Special Populations category and reported in the following "buckets":

1. # CTE Concentrators enrolled in the previous reporting year who left postsecondary education (all surveyed)
2. # CTE Concentrators enrolled in the previous reporting year who report being employed in the current reporting year
3. # CTE Concentrators enrolled in the previous reporting year who report being in military service in the current reporting year
4. # CTE Concentrators enrolled in the previous reporting year who report being in an apprenticeship program in the current reporting year
5. # CTE Concentrators enrolled in the previous reporting year who were surveyed (leavers) and did not respond to the survey in the current reporting year (will be subtracted in the performance calculation)

Tech Prep is no longer reported.

Level of Performance is system calculated. Export your data to Excel upon completion to verify accuracy. Formula check = [(2) + (3) + (4)] / [(1) – (5)]

For ease of data entry, utilize the batch entry process by selecting the "Import Data" option available at the top of the form.



Reporting Core Indicator Data:
5P1 – Non-traditional Participation (Derived from Year End Participants)

Reporting Period:	7/1/2015 – 6/30/2016
Calculated Core Indicator 5P1:	*Numerator*: # of 2015-2016 CTE Participants who were enrolled in a CTE program considered nontraditional for their gender
	Denominator: # of 2015-2016 CTE Participants who were enrolled in non-traditional CTE programs during the reporting year
2015-16 Expected Value:	26.0% ($EV_{90\%}$ = 23.4%)
Interpretation:	Of the 2015-2016 CTE Participants, 26.0% are expected to have been enrolled in a CTE program considered nontraditional for their gender.

Note:

- Community College Services derives this value for individual colleges from the submitted Year End Participants data. No additional data input is required.

Reporting Core Indicator Data: 5P2 – Non-traditional Completion (Derived from CTE Concentrator Completions)

Reporting Period:	7/1/2015 – 6/30/2016
Calculated Core Indicator 5P2:	*Numerator*: # of male CTE Concentrators who completed a program considered nontraditional for their gender (NTM) + # of female CTE Concentrators who completed a program considered nontraditional for their gender (NTW) in 2015-2016
	Denominator: # of 2015-2016 CTE Concentrators who received an award in a nontraditional program
2015-16 Expected Value:	21.0% ($EV_{90\%}$ = 18.9%)
Interpretation:	Of the 2015-2016 CTE Concentrator Completers, 21.0% are expected to have completed a CTE program considered nontraditional for their gender.

Note:

- Community College Services derives this value for individual colleges from the submitted CTE Concentrator Completions data. No additional data input is required.

Questions? College Data Coordinators

Community College	Data Coordinator
Alpena Community College 666 Johnson Street Alpena, MI 49707-1495	**Richard Sutherland** Vice President for Administration and Finance
Bay College 2001 North Lincoln Road Escanaba, MI 49829-2511	**Penny Pavlat** Institutional Research & Data Coordinator
Mott Community College 1401 E. Court Street Flint, Michigan 48503	**Lori Hancock** Director, Institutional Research
Delta College 1961 Delta Road University Center , MI 48710	**Wm. Michael Wood** Director of Institutional Research
Glen Oaks Community College 62249 Shimmel Road Centerville, MI 49032	**Tammy Russell** Institutional Research and Effectiveness Analyst
Gogebic Community College E-4946 Jackson Road Ironwood, MI 49938	**Ms. Kathie Munn** Director of Computer Services
Grand Rapids Community College 143 Bostwick Avenue, N.E. Grand Rapids, MI 49503-3295	**Mark Champion** Information Analyst
Henry Ford College 5101 Evergreen Road Dearborn, MI 48128-1495	**Becky Chadwick** Director, Institutional Research
Jackson College	**E. Robert Stirton**
Kalamazoo Valley Community College P.O. Box 4070 Kalamazoo, MI 49003-4070	**Mr. Stephen Cannell** Director of Research, Planning and Assessment
Kellogg Community College 450 North Ave. Battle Creek MI 49017	**Naomi M. Livengood** Director, Institutional Compliance Reporting
Kirtland Community College 10775 North St. Helen Road Roscommon, MI 48653	**Nick Baker** Director of Institutional Research
Lake Michigan College 2755 East Napier Avenue Benton Harbor, MI 49022-1899	**Kathy Burnett** Coordinator, Institutional Research

Full list available at http://www.michigancc.net/contact/dccp.aspx

The Data Coordinator duties include:

1. Facilitating data collection activities for your community college;
2. Updating and keeping current the data contact listing for your college;
3. Maintaining and assigning user ids and passwords to college staff for MCCNET (Michigan Community College Network) data functions;
4. Distributing and forwarding communications and collection formats to the appropriate data contact person;
5. Directing the contact person/s at your college responsible for the completion of the data reports;
6. Ensuring that deadlines are adhered to regarding the completion, submission, and final editing of data to the State of Michigan;
7. Ascertaining that data is accurate, correct, and verifiable to the greatest degree possible;
8. Serving as liaison for your college and CCS concerning all data issues;
9. Serving as liaison between the data contact person(s) and occupational education contact person concerning issues related to federal occupational education data; and,
10. Offering suggestions and insight into possible improvements concerning the data collection methods.