

ICCB 2017 Postsecondary Perkins Measure Definitions and Outcomes



April 2017

Illinois Community College Board

Research & Policy Studies Division

Career and Technical Education Division

Information Technology Division

Education Technology Division

Webinar Agenda Items

- Postsecondary Perkins Measure Definitions and Outcomes
- Accessing the Perkins Online Data System (PODS) Web Portal
- Overview of the PODS Homepage
- PODS Training *Worksheet 1* – College Specific Findings
- **Perkins Plan Form 1** – Accountability Data Worksheet and accessing data sources
- PODS Training *Worksheet 2* – College Specific Analysis of Subpopulation Performance
- PODS Training *Worksheet 3* available for peer group comparison
- **Perkins Plan Form 2** – Performance Improvement Plan (PIP)



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- **Research & Policy Studies Division**
 - Nathan Wilson, Senior Director
 - Jay Brooks, Director
 - Michelle Dufour, Associate Director
 - Jana Ferguson, Associate Director
- **Career and Technical Education Division**
 - Brian Durham, Deputy Director of Academic Affairs
 - Ashley Becker, Senior Director of Academic Affairs
 - Whitney Thompson, Director for CTE
 - Natasha Allan, Associate Director for CTE
 - Melissa Andrews, Associate Director for CTE
 - Brittany Boston, Associate Director for CTE
- **Information Technology Division**
 - Kevin Everhart, Senior Director for Information Technology
 - Gracelyn Roman, Applications Programmer II
 - Daniel Casey, Applications Programmer I
- **Education Technology Division**
 - Todd Jorns, Senior Director for Education Technology





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<http://iccbdsrv.iccb.org/perfmeasure/home.html>

Illinois Community College System

Postsecondary Perkins Online Data System (PODS)



Welcome to the Postsecondary Perkins Online Data System. Definitions for concentrators, the performance measures, and college peer groups appear below:

Participant definition

Concentrator definition

Performance Measure definitions

ICCB Peer Group list

The site is intended to promote program improvement and advance dialogue and discussion about strengthening performance. Information is available in a series of Excel spreadsheets. All colleges have the ability to view their own data, information from other institutions, and statewide figures. Training materials are available [here](#).

Suggestions for Using the website. Colleges are welcome to use the website in a manner that best meets their individual program improvement needs. Some suggestions follow:

A recommended starting place is the Overview of College Results which provides overall institutional outcomes for a specific college. Along with institutional data, statewide results are also included for comparative purposes. Local and state trends over time are provided. Local results are compared to statewide results. If local college trends are negative, essentially flat or below overall statewide performance, colleges are encouraged to look more closely at demographic and special populations breakouts to determine which group(s) are negatively impacting overall performance. Collaborate with colleagues to develop plans, identify milestones, timelines and responsible parties to elevate performance. Prioritize local initiatives by starting with those measures where performance is relatively low or stagnant and then go back to identify opportunities to build on the measures where local performance is relatively high. If the number of students in a particular measure is low consider options for increasing participation as appropriate.

Spreadsheets can be sorted to allow college officials to make a quick assessment of how local institutional performance compares with best in class performing colleges. Be sure to include all the columns in the sort range that you designate. Benchmarking local performance with peer institutions also provides useful information. The spreadsheets have been formatted to make them easy to print and they can be saved on your computer (using the Save As function). **The PODS data and website are not intended for widespread distribution.**

Illinois Postsecondary Perkins CTE Concentrator Definition

CTE curriculum student who:

- Within one academic year earns at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, certificate, or degree with:
 - Current Student Intent –
 - preparing for a future job immediately after attending the community college **OR**
 - participating in higher education to improve their skills for their current employment
 - Degree Objective –
 - Obtain a postsecondary credential

Student can also be considered a CTE Concentrator if:

- Completes a short-term CTE program area sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or degree.

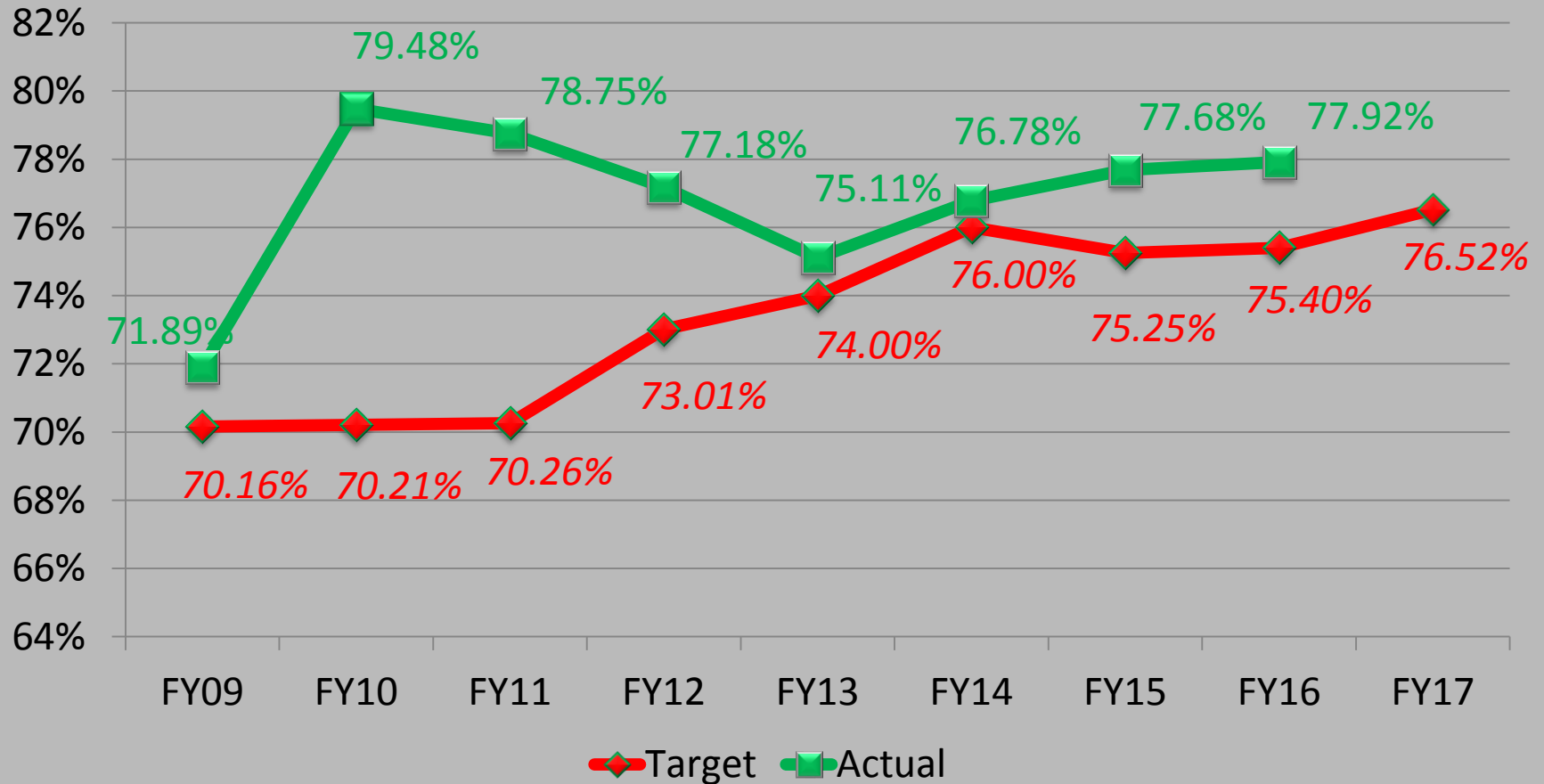


1P1 Technical Skill Attainment

- Numerator: Number of CTE concentrators who completed a CTE degree or certificate or who are still enrolled in the institution or have transferred within 4 years or enrollment.
- Denominator: Number of CTE concentrators.
- Source: A1 Completers based on the Curriculum Prefix and Number of Completion PCS/CIP/Degree Type, A1 Items 36-39, Columns 84-102, Still Enrolled A1 Items 63- 66, Columns 169-184 at least one Term Hours Earned >0 in final year tracked and National Student Clearinghouse for transfers.



1P1 – Illinois Agreed Upon Performance Levels and State Outcomes

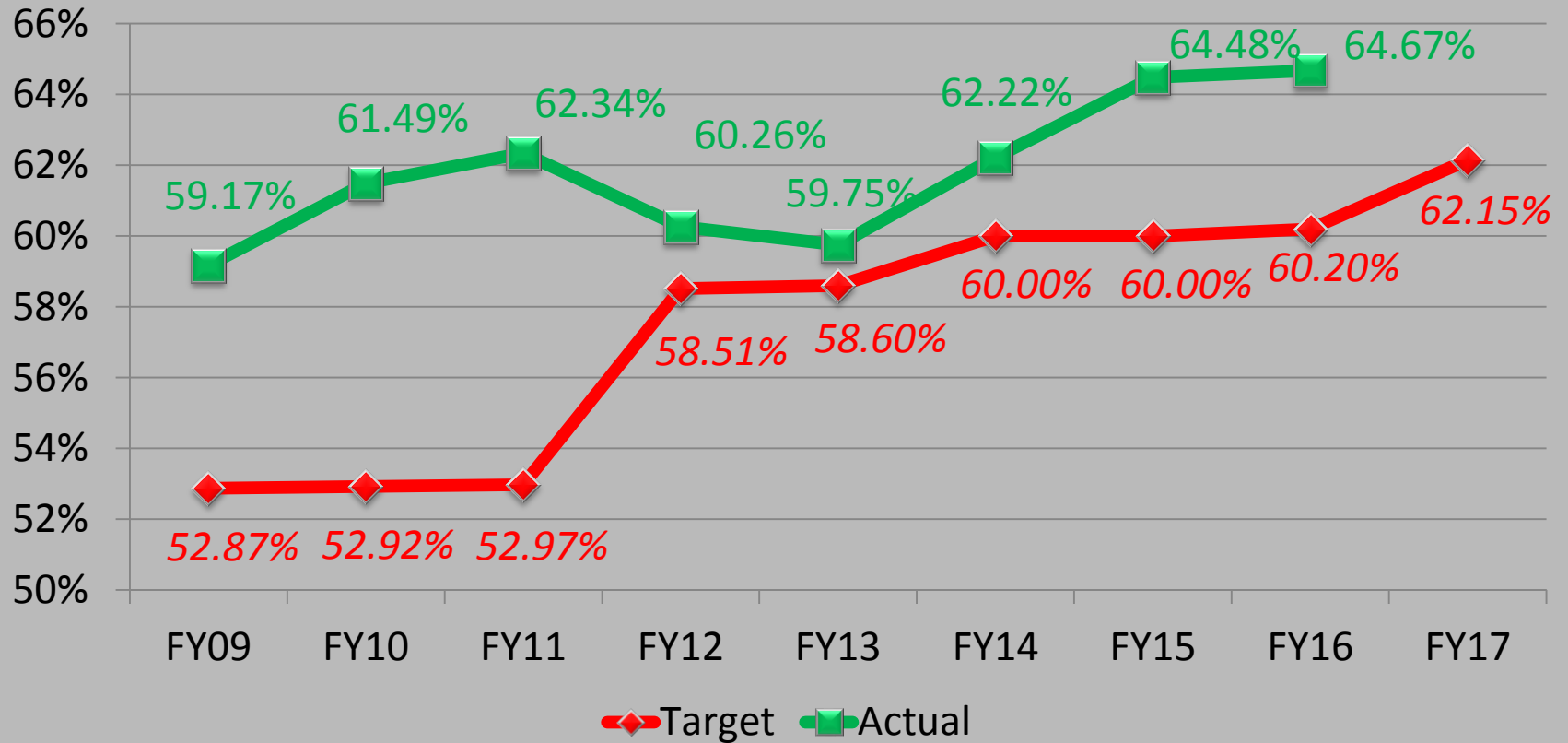


2P1 CTE Certificate or Diploma Completers

- Numerator: CTE concentrators who received a CTE degree or certificate within 4 years or enrollment.
- Denominator: CTE concentrators in the post-secondary education tracking cohort for the reporting year.
- Source: Entering Cohort tracked thru A1. CTE (PCS I.2) completers – based on the Curriculum Prefix and Number of Completion PCS/CIP/Degree Type, A1 Items 36-39, Columns 84- 102.



2P1 – Illinois Agreed Upon Performance Levels and State Outcomes

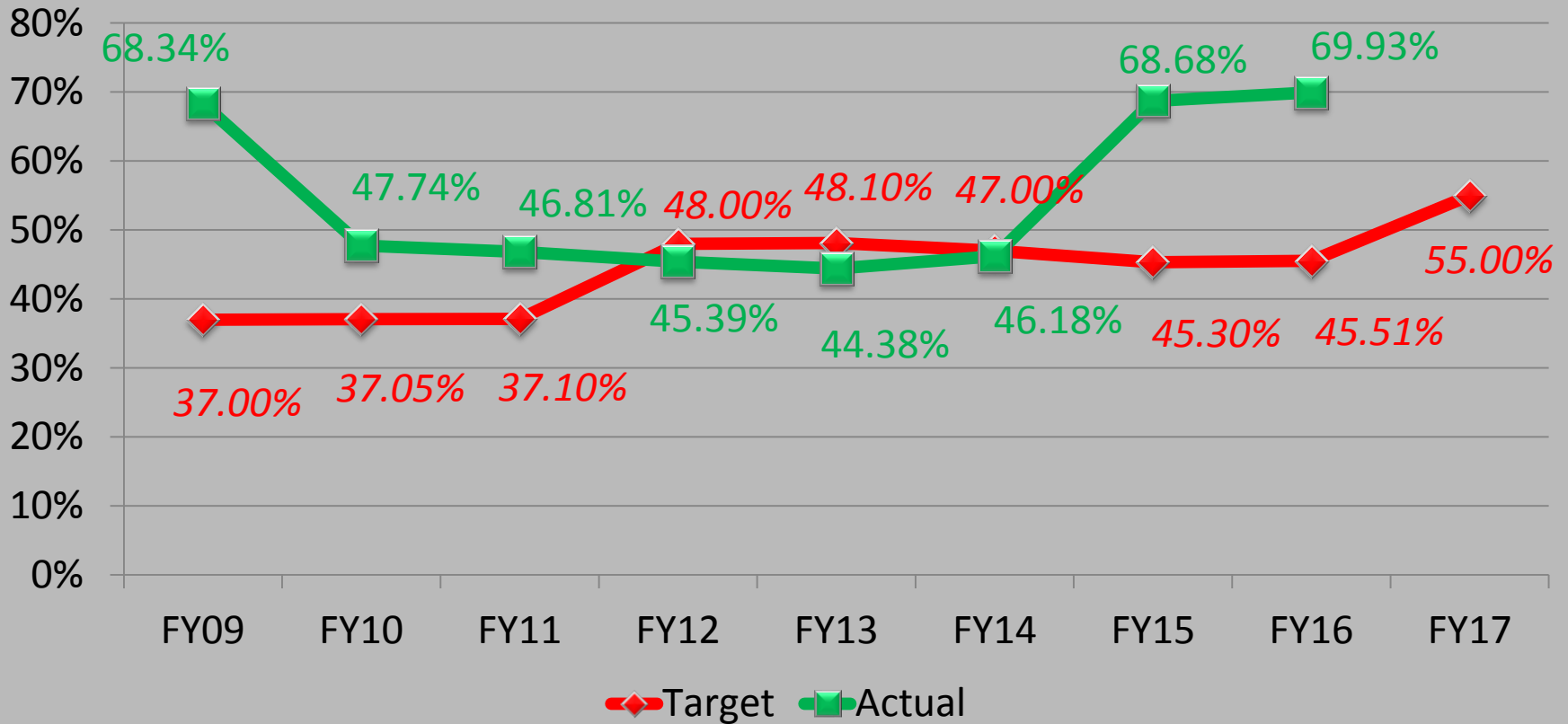


3P1 Fall-to-Fall Student Retention or Transfer



- Numerator: CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2-or 4-year postsecondary institution during the reporting year.
- Denominator: Number of non-completer CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and did not earn a credential in the previous reporting year.
- Source: CTE student concentrators (PCS 1.2) – based on Student Curriculum Prefix and Number, A1 Item 16, Columns 46-54 and National Student Clearinghouse.

3P1 – Illinois Agreed Upon Performance Levels and State Outcomes

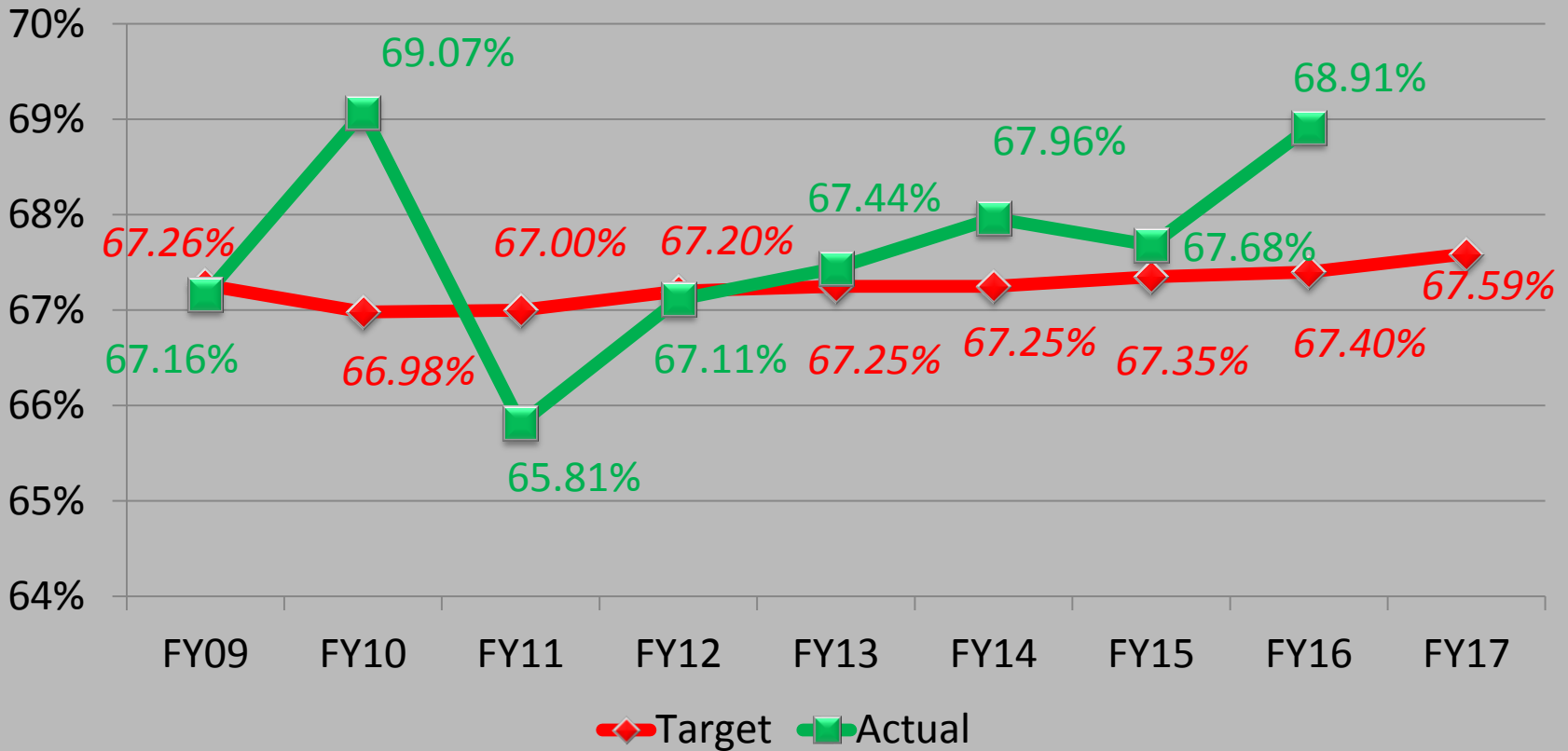


4P1 Student Placement in Employment



- Numerator: CTE concentrators who completed a program and were working – placed or retained in employment – or placed in military service or apprenticeship programs in the 2nd post program quarter (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2015 would be assessed between October 1, 2015 and December 31, 2015).
- Denominator: Number of CTE concentrators who completed and left postsecondary education during the reporting year.
- Source -- Includes CTE (PCS I.2) completers based on the Primary Curriculum Prefix and Number of Completion PCS/CIP/Degree Type, A1 Items 36-39, Columns 84-102. Unemployment Insurance (UI) Wage Records for the Illinois Department of Employment Security (IDES).

4P1 – Illinois Agreed Upon Performance Levels and State Outcomes

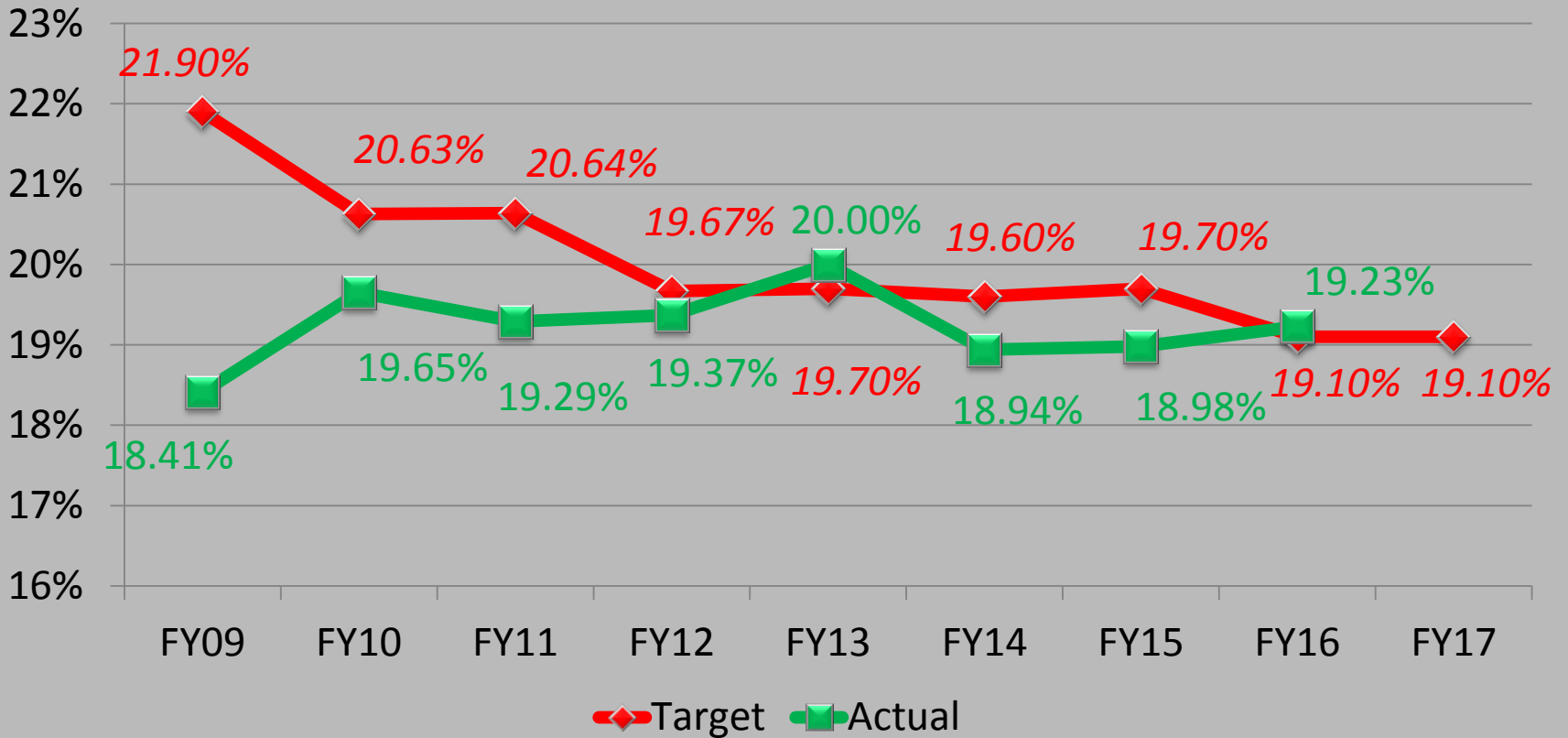


5P1 Nontraditional Participation



- Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during reporting year.
- Denominator: Number of CTE participants who enrolled in a program that leads to employment in nontraditional fields during reporting year.
- Source: CTE students (PCS 1.2) – based on Student Curriculum Prefix and Number, A1 Item 16, Columns 46-54 who are enrolled in designated nontraditional programs.
- **National list of nontraditional programs developed.**
 - National Alliance for Partnerships in Equity via Bureau of Labor Statistics
<http://www.edcountability.net/Docs/crosswalks/NontradformalesandfemalesfromBLS2006Final.xls>

5P1 – Illinois Agreed Upon Performance Levels and State Outcomes

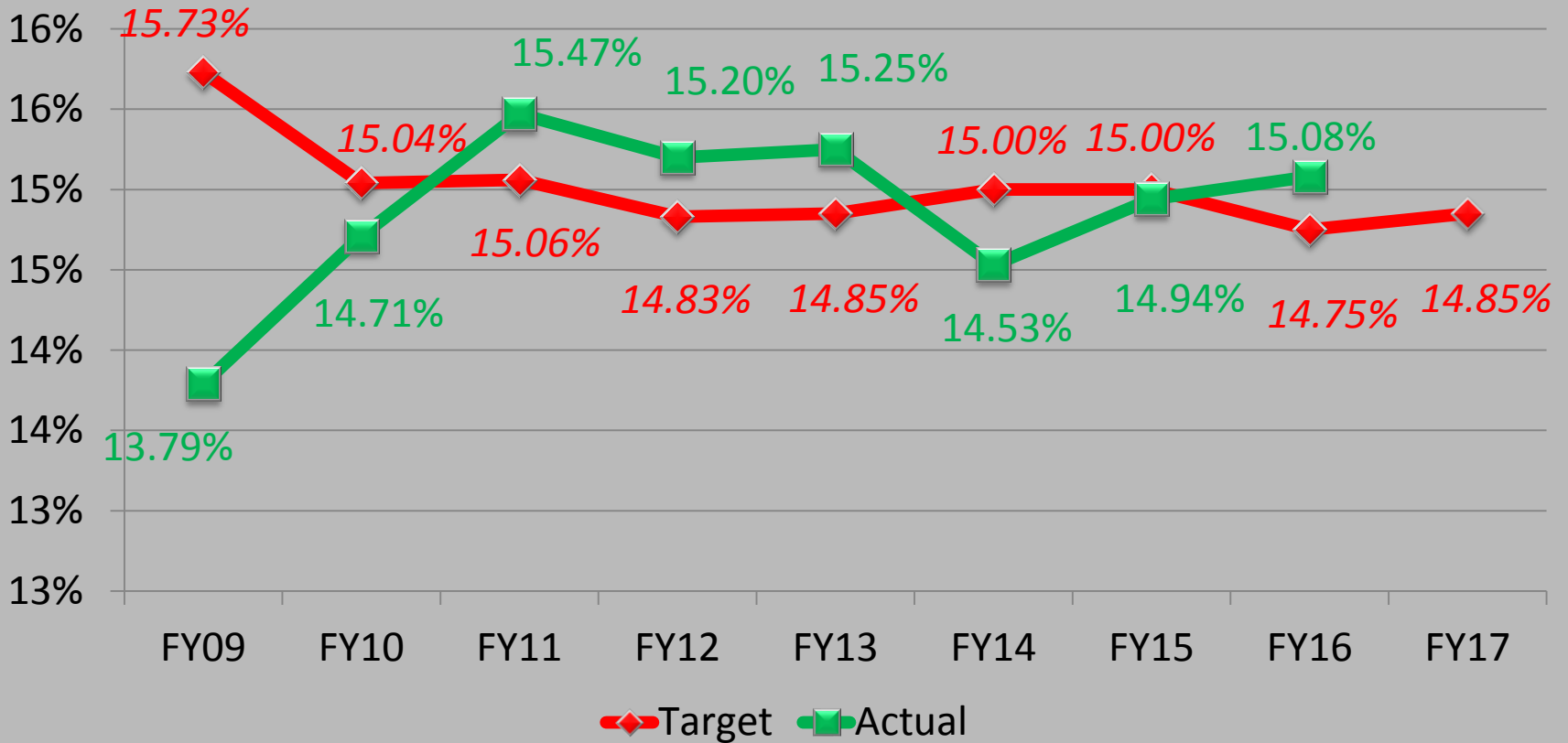


5P2 Nontraditional Completions



- Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during reporting year.
- Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during reporting year.
- Source -- Includes CTE (PCS I.2) completers in the non traditional programs – based on the Primary Curriculum Prefix and Number of Completion PCS/CIP/Degree Type, A1 Items 36-39, Columns 84-102. Individuals typically earn one of the following degree types:
 - 03 - Associate of Applied Science.
 - 09 - Other Associate Degrees (PCS 12).
 - 20 - CTE Certificate of 30+ hours.
 - 30 - CTE Certificate of less than 30 hours.

5P2 – Illinois Agreed Upon Performance Levels and State Outcomes



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