

PARTNERSHIP FOR EXCELLENCE
PROGRESS REPORT TO KERN COMMUNITY
COLLEGE DISTRICT CHANCELLOR'S CABINET
8-10-01

This document was prepared by the Porterville College Office of Institutional Research at the request of the Kern Community College District Chancellor's Cabinet. It details progress to date on the goals set by the Partnership for Excellence program. Additional information about Partnership for Excellence can be found at the California Community Colleges Chancellor's Office web site at:

<http://www.cccco.edu/cccco/mis/partnership.htm>. Questions about this document or the data herein should be directed to the Porterville College Office of Institutional Research using the contact information below.

This report is divided into three sections. After the executive summary, the first section (pages 4-6) is a statewide progress report on the Partnership for Excellence goals. This information was prepared by the California Community Colleges Chancellor's Office and shows the progress made so far on each of the goals by the community college system as a whole. (Those viewing this document in machine-readable form should be aware that parts of this first section are included as objects that may not be visible in normal view with Microsoft Word. It is recommended that these pages be printed for best viewing).

The second section (pages 7-20) provides, in graphical form, information on progress to date by the Kern Community College District and each of its three colleges for the Partnership for Excellence goals. This information is presented as an overview of the data. The third and final section (pages 21-36) of this document provides more detailed information regarding each of the goals and the district's progress including the text of each goal statement and surrounding data pertaining to each of the goals.

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EXECUTIVE SUMMARY

The following are some highlights of this document:

Several Partnership for Excellence goals were changed by the legislature in 1999. For more information on these changes, see the document at the following following web address: http://www.cccco.edu/ccco/bog/JulyOrd/12Revised_goals_for_PFE.pdf.

According to the Chancellor's Office, the community college system has made progress on transfer, degrees and certificates, workforce development and basic skills improvement. Statewide, the system showed a decrease in the number of students who became transfer-prepared and the percentage of successful course completions.

KCCD performance on each of the Partnership for Excellence goals is briefly outlined below.

Goal One, Transfers. Only one year of data is available on this goal so far. Kern Community College District showed improvement on goal one. All three colleges showed an increase in the number of transfers to UC and CSU colleges.

Sub-Goal One, Transfer-Prepared. Two years of data are available for this goal. KCCD did not improve on this goal. All three colleges showed a decrease in the number of students who are transfer-prepared.

Goal Two, Degrees and Certificates. Two years of data are available on this goal. District-wide, KCCD showed a modest increase in goal two. Bakersfield College showed improvement, while Cerro Coso and Porterville showed decreases in the number of degrees and certificates awarded.

Goal Three, Successful Course Completion. For the first two years of data collection on this goal, KCCD showed a slight decrease in the rate of successful course completion for all four types of courses (overall, transfer, basic skills, and vocational). Despite that decline during the first two years, district-wide vocational success rates are above the Partnership for Excellence goal for 2005-06. The overall, transfer, and basic skills rates remain below that level, at least through 1997-98. A data error (see below) caused the 1998-99 and 1999-00 data to be incorrect. Thus, district performance for these years cannot be reasonably evaluated using the published Partnership for Excellence reports.

Goal Four, Workforce Development. Two years are available for this goal so far. The district has improved substantially on this measure. District-wide, improvement was shown on all three of the categories (apprenticeship, advanced vocational, and introductory vocational). All three colleges showed improvement on this goal.

Goal Five, Basic Skills Improvement. Cerro Coso showed a slight decrease in goal five, while Porterville College's data remained roughly constant. Due to coding errors (see below), the data for Bakersfield College are not reliable on this goal.

Important Notes

It is essential to remember that all of the information in this report was compiled by the California Community Colleges Chancellor's Office based on MIS data submitted by the district. This information is only as good as the data submitted. There are at least three known areas where problem data limit the usability of the information in this report:

- Under Goal 2, degrees and certificates, due to a data error, Porterville College reported zero certificates for both 1998-99 and 1999-00. The Partnership for Excellence reports distributed by the Chancellor's Office reflect this error. The admissions office at Porterville College has provided corrected information, so the data for this goal is correct in this report. One should keep in mind however, that degrees and certificates are submitted as 'point in time' data, which means that the MIS data submitted to the Chancellor's Office is accurate as of date of submission. As degrees and certificates are often backdated, significant changes may occur in this information after the date of submission.
- For Goal 3, successful course completion, a coding error in data for all three colleges resulted in some students being counted incorrectly for the 1998-99 and 1999-00 academic years. This resulted in the Partnership for Excellence reports showing a sharp reduction in our success rates for both of those years. The data for those two academic years should be considered incorrect. This problem has been corrected, and data submitted for 2000-01 will reflect accurate information. The two problem years have been included in this document as this information was reported to the state and is reflected in official Partnership for Excellence reports.
- For Goal 5, basic skills improvement, there were a number of coding errors in the Bakersfield College data sent to the Chancellor's Office. Some of these errors were corrected for data beginning in fall 1999, and others were corrected as of spring 2001. Thus, the Bakersfield data are not accurate for this goal and will not be accurate for another year or two. Given that Bakersfield College is the largest in the district, this has a significant effect on the district totals, these data are also highly suspect. Data for Bakersfield College and district-wide data for this goal should be considered incorrect.

These three are the known errors in the Partnership for Excellence data. As time goes on, others may come to light. If a data error is suspected, or if the published information for any of the goals seems to defy logic and/or experience, district MIS or college research staff should be contacted to investigate. It is crucial that we improve the accuracy of our data submissions as soon as possible.

Part I: Statewide Progress Report

Statewide Progress Report on Partnership Goals

This section provides, in graphic form, a summary of the progress that has been achieved to date in each of the *Partnership* goal areas. The statewide summary of progress is included here. Each display reflects the system wide status through 1999-00 as well as the relationship of that status to the base year and the 2005-06 goal. A statement describing each goal accompanies its graphic display. The displays are based on data contained in this report and are provided in this format so that the current status of performance on each of the goals can be easily viewed. This format was suggested jointly by agencies having oversight authority for the *Partnership* including the Legislative Analyst's Office, the Department of Finance, and the California Postsecondary Education Commission.

Starting with each goal's base year through 1999-00, the system achieved progress toward the 2005-06 *Partnership* goal levels for four of the five goals. The progress occurred on the goals of transfer, degrees and certificates, workforce development, and basic skills improvement.

The rate of successful course completions is the only goal for which the system showed a decrease from its 1995-96 base year level. Even though the system as a whole progressed in the sub-goals for the rate of transferable course completions (from 68.3 percent to 68.7 percent), and for the rate of vocational successful course completions (from 77.2 percent to 78.7 percent), the basic skills course completion rate decreased from 60.3 percent to 58.2 percent. As a result, the overall successful course completion rate decreased from 68.1 percent to 67.9 percent.

Although the system demonstrated increases in transfers to the UC and CSU segments, the system had a decrease in the sub-goal for the number of students who became transfer prepared. Compared to the sub-goal's base year level (1997-98) of 106,951, in 1999-00 the number of students who completed 56 transferable units within a six-year period with a minimum GPA of 2.0 decreased to 96,501.

SUMMARY OF STATEWIDE DATA

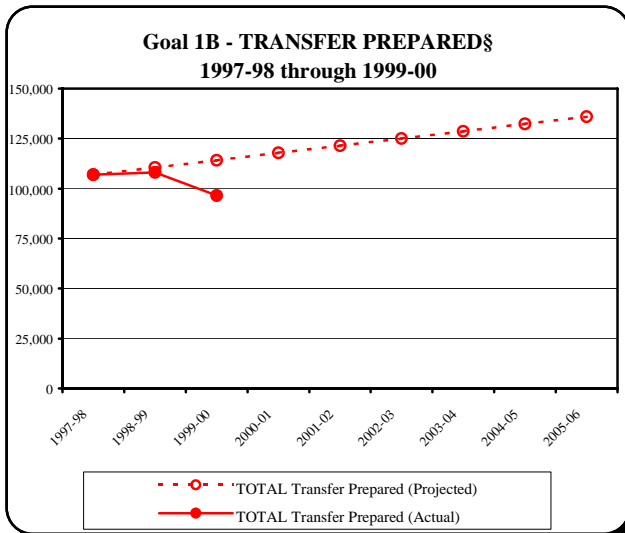
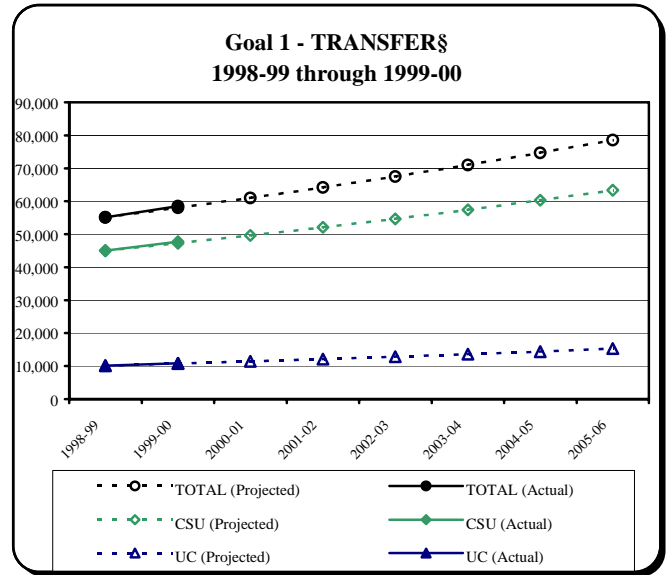
GOAL 1 - TRANSFER:

An increase from 55,149 in 1998-99 to 78,582 by 2005-06 in the number of students who transfer from community colleges to baccalaureate institutions (BOG revised, July 2000). Specifically:

UC sub-goal: an increase from 10,161 to 15,278
CSU sub-goal: an increase from 48,988 to 63,304
Independents sub-goal: under discussion due to data issues.

	1998-99	1999-00
UC (actual):	10,161	10,827
CSU (actual):	44,988	47,705
Total (actual):	55,149	58,532

Note: Transfer data reported to CPEC include students whose majority of transferable units were acquired at a California community college.



GOAL 1B - TRANSFER PREPARED:

An increase in the number of students who are Transfer Prepared from 106,951 in 1997-98 to 135,935 in 2005-06 (BOG adopted, December 1999).

Transfer Prepared is defined as the number of students systemwide who earned, within a six year period, 56 transferable units with a minimum G.P.A. of 2.00.

The goal period for this measure covers eight years and results in a projected increase of 27.1 percent.

	1998-99	1999-00
Transfer Prepared (actual):	107,980	96,501

GOAL 2 - DEGREES AND CERTIFICATES:

Achieve an increase from 84,179 in 1997-98 to 116,054 by 2005-06 in the number of degrees and certificates awarded (BOG revised, July 2000).*

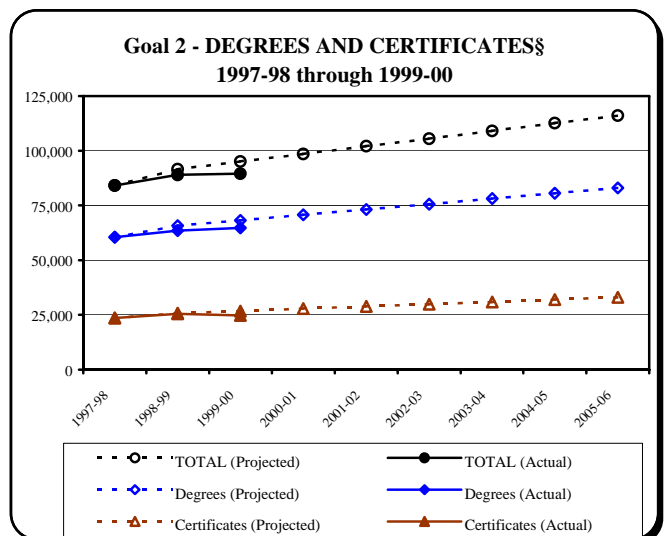
AA/AS Degrees sub-goal: an increase from 60,552 to 83,060.

Certificates sub-goal: an increase from 23,627 to 32,994

	1998-99	1999-00
AA/AS Degrees (actual):	63,492	64,845
Certificates (actual):	25,486	24,753
Total (actual):	88,978	89,598

*Levels differ from July 2000 revised goals due to district resubmission of base-year data.

§Goal projection is unadjusted for lower than expected funding.



SUMMARY OF STATEWIDE DATA

GOAL 3 - SUCCESSFUL COURSE COMPLETION

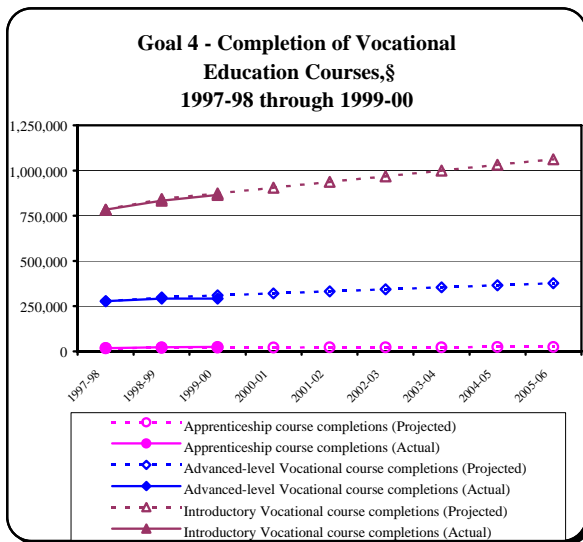
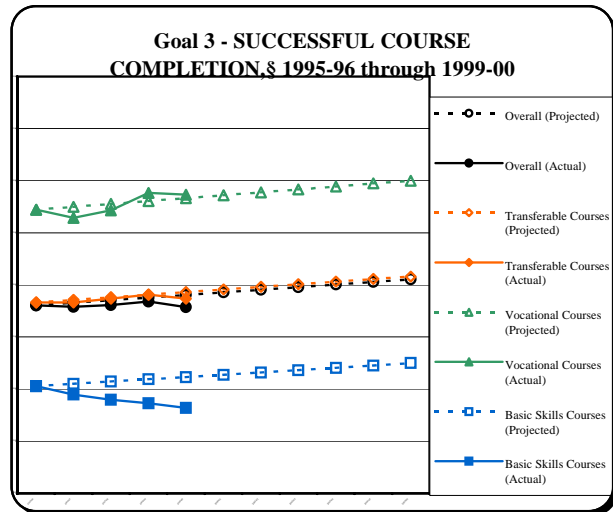
Achieve an increase from 68.1% in 1995-96 to 70.6% by 2005-06 in the overall rate of successful course completions.

Transferable Courses sub-goal: an increase from 68.3% to 70.8%.

Vocational Courses sub-goal: an increase from 77.2% to 80.0%.

Basic Skills Courses sub-goal: an increase from 60.3% to 62.5%.

	1998-99	1999-00
Transferable Courses (actual):	69.1%	68.7%
Vocational Courses (actual):	78.8%	78.7%
Basic Skills Courses (actual):	58.7%	58.2%
Overall Rate (actual):	68.4%	67.9%



GOAL 4 - WORKFORCE DEVELOPMENT:

Achieve increases from 1997-98 through 2005-06 in course completion in the following areas:

Apprenticeship Courses - "A": from 18,125 to 24,599.

Advanced-level Vocational Courses - "B": from 277,556 to 376,688.

Introductory Vocational Courses - "C": from 783,060 to 1,062,378.

	1998-99	1999-00
Apprenticeship Courses (actual):	21,928	24,484
Advanced-level Voc. Courses (actual):	291,840	291,084
Introductory Voc. Courses (actual):	832,662	865,886

Note: There are additional sub-goals to increase the number of businesses and employees benefiting from training through contract education, and in the number of persons receiving fee-based job training. Data for these sub-goals is not yet available.

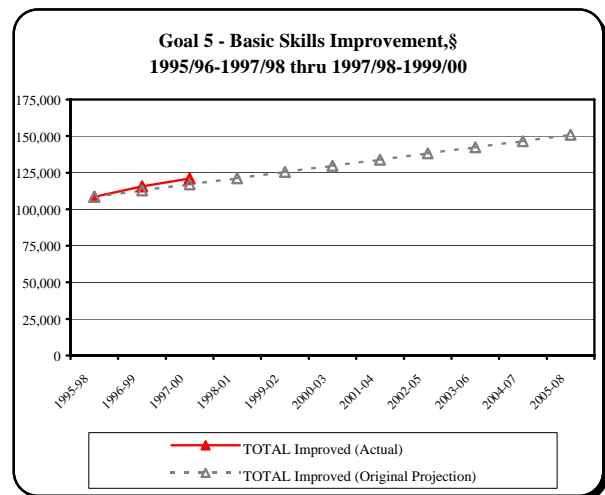
GOAL 5 - BASIC SKILLS IMPROVEMENT:

By 2005-06, achieve an increase from 108,566 in 1995-96 to 150,754 in the number of students completing coursework at least one level above their prior basic skills enrollment.

	1998-99	1999-00
Basic Skills Improvement (actual):	115,630	120,970

Note: To be counted as "improved" a student must have enrolled in a basic skills course. Then in a subsequent term, they must enroll in a course with a program code in the same group but which is at a higher level. The higher course must have been completed with a grade of "C" or better. A student may be counted twice, once in mathematics and once in English if they improve in both.

Source: *System Performance on Partnership for Excellence Goals*, (CCC Chancellor's Office, July 2000 and April 2001)



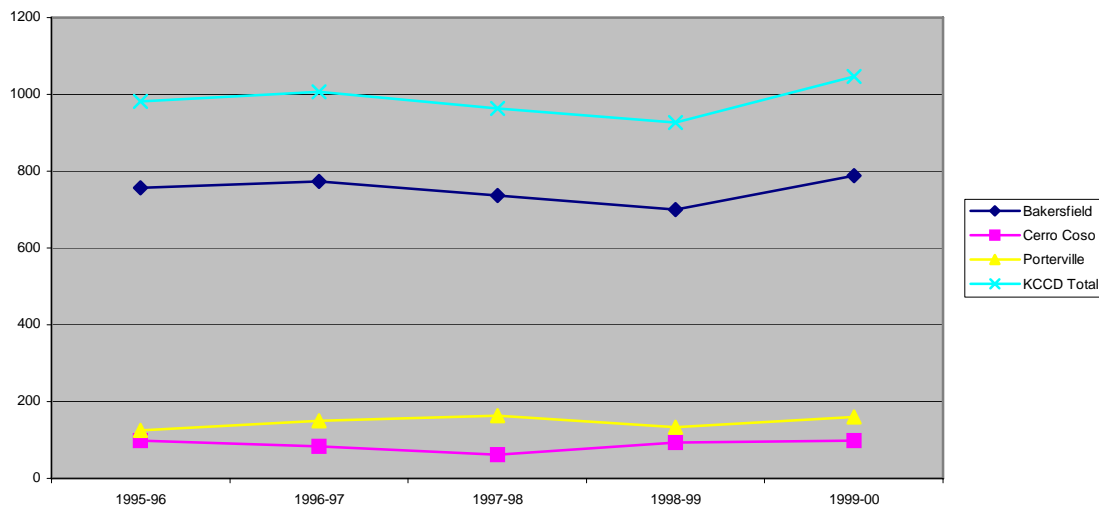
*Part II: Overview of Progress on
Partnership for Excellence Goals by KCCD
Colleges*

Goal One: Transfers

Goal One is to increase the number of transfers by 23,433 (42%) statewide between the 1998-99 school year and 2005-2006.¹ For KCCD, this would mean an increase from 927 in 1998-99 to 1,316 in 2005-06 (or 65 to 98 for University of California transfers and 862 to 1,218 for transfers to California State Colleges and Universities). So far, only one year of data are available for this goal. District-wide, the total number of transfers increased from 927 (65 for UC and 862 for CSU) to 1,047 (86 for UC and 961 for CSU). When considering both UC and CSU transfers, all three colleges improved from 1998-99 to 1999-2000. Bakersfield increased its transfers by 8.9%, Cerro Coso by 9.4% and Porterville by 8.9%.

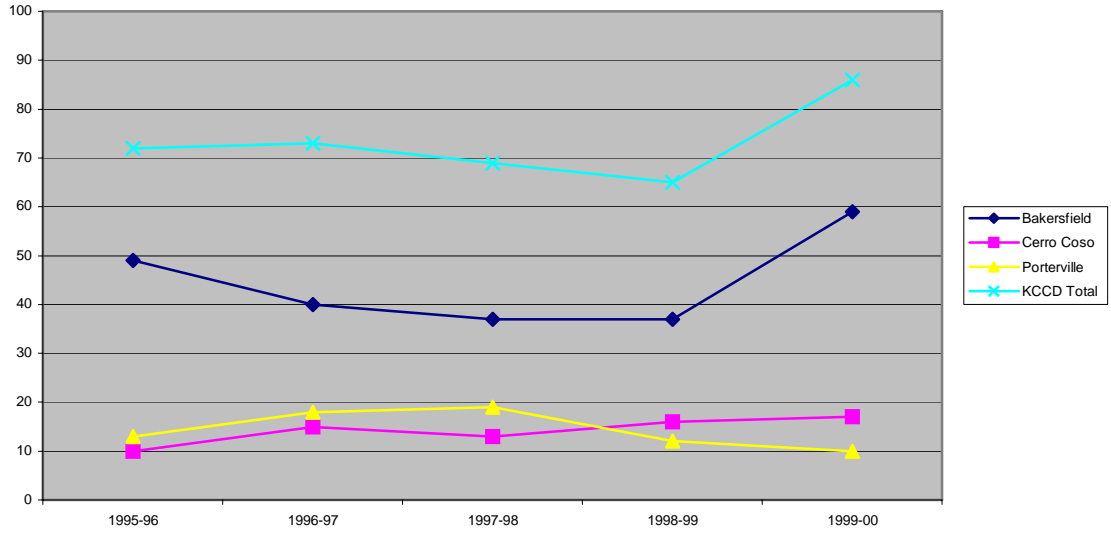
The graphs below show the transfers over time for the past 5 years for each of the colleges and district-wide. The first graph is all transfers, the next two are for the University of California and California State Colleges and Universities separately.

Combined Annual Transfers to University of California and California State Colleges and Universities

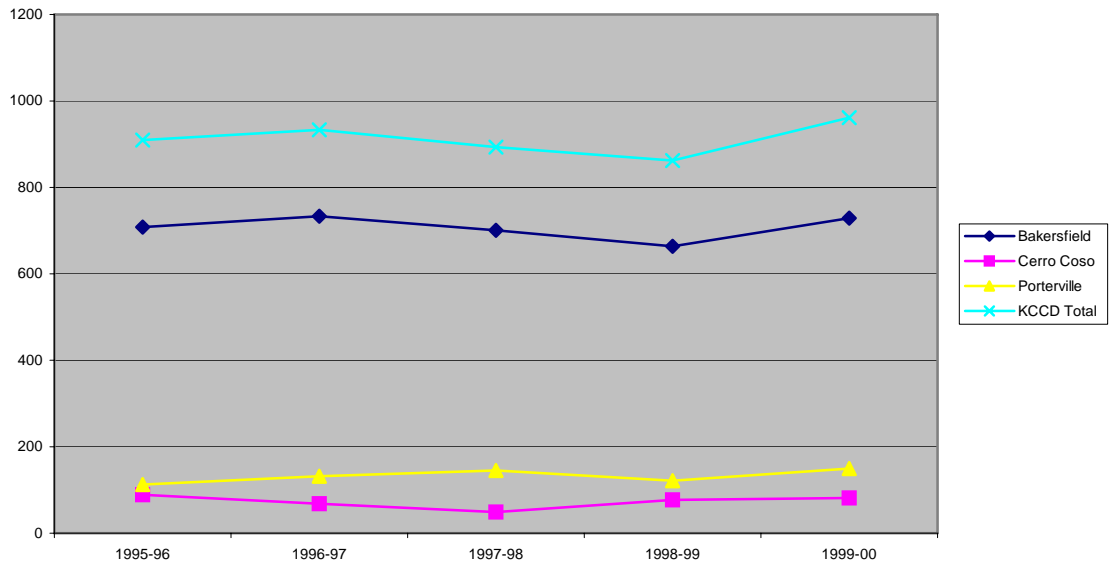


¹ The base year of this goal was changed from 1995-96 to 1998-99 by the legislature in 1999. The charts here show data beginning with 1995-96. The earlier years are included for reference only.

Annual Transfers to University of California



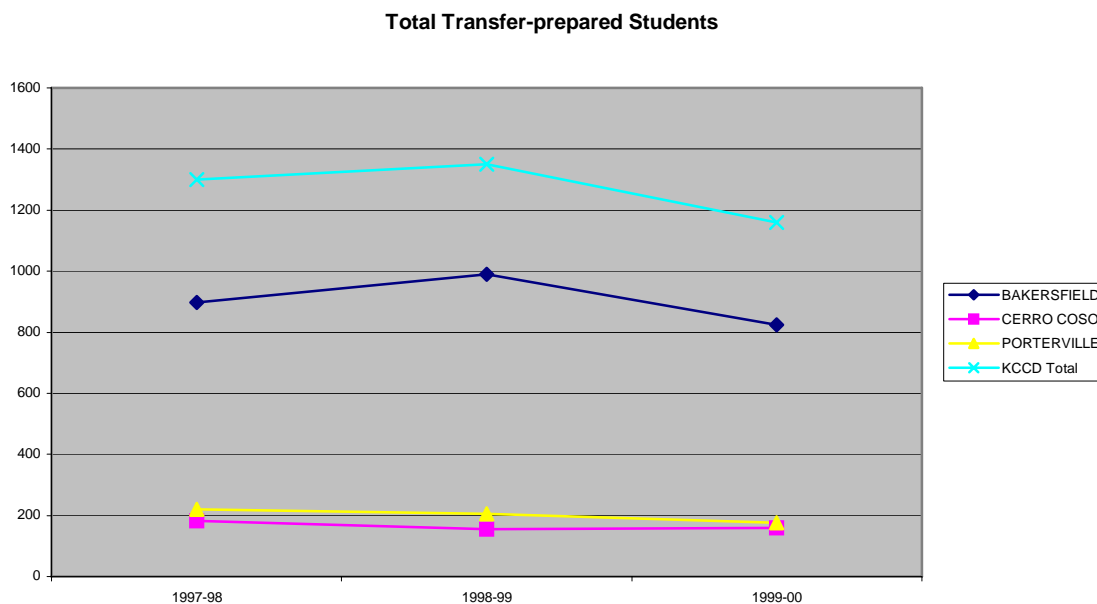
Annual Transfers to California State Colleges and Universities



Sub-Goal One: Transfer-Prepared

Sub-Goal One is to increase the number of students who are 'transfer-prepared' statewide by 28,984 (27%) between the 1997-98 school year and 2005-06. (Transfer-prepared is defined as the net number of students who earned, within a six-year period, 56 transferable units with a minimum GPA of 2.00.) For KCCD, this would mean an increase from 1,301 in 1997-98 to 1,652 in 2005-06. So far, two years of data are available for this goal. District-wide, the number of transfer-prepared students decreased from 1,301 in 1997-98 to 1,160 in 1999-00, a reduction of 10.9%. Each of the individual colleges showed a decrease for this goal: Bakersfield by 8.1%, Cerro Coso by 12.6% and Porterville by 20.4%.

The graph below shows the total number of transfer-prepared students over the past 3 years for each of the colleges and district wide.

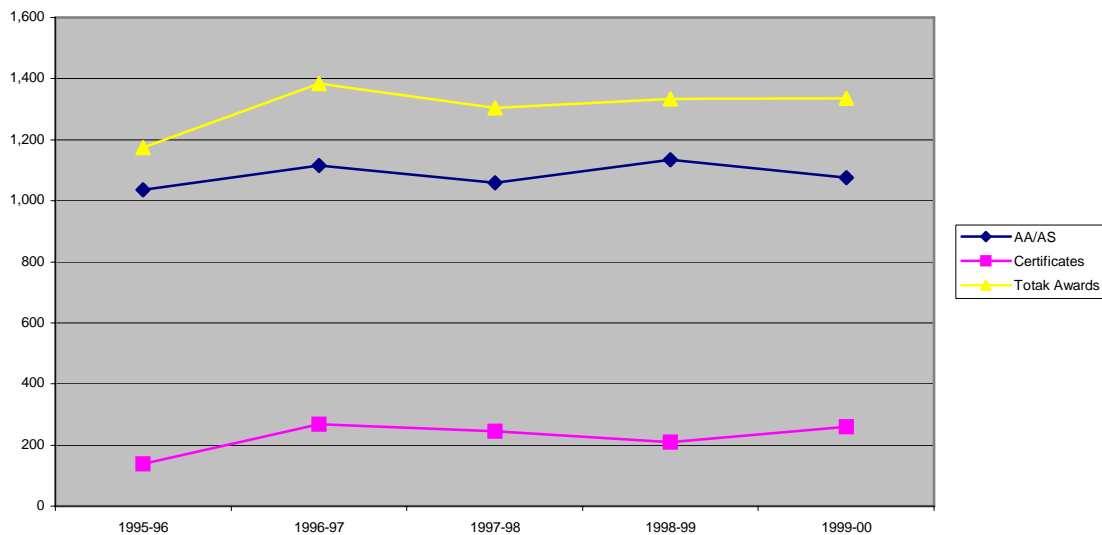


Goal Two: Degrees and Certificates

Goal Two is to increase the number of degrees and certificates awarded statewide by 31,875 (38%) between the 1997-98 school year and 2005-2006.² This includes an expected increase of 22,508 Associate's degrees and 9,367 certificates. For KCCD, this would mean an increase from 1,304 in 1997-98 (1,058 Associate's degrees and 246 certificates) to 1,798 in 2005-06 (1,453 Associate's degrees and 345 certificates). So far, two years of data are available for this goal. District-wide, the total number of awards increased from 1,304 in 1997-98 (1,058 Associate's degrees and 246 certificates) to 1,336 (1,136 Associate's degrees and 200 certificates) in 1999-00 (an increase of 18 Associate's degrees and 14 certificates). During this 2-year period, Bakersfield College showed an increase of 4.6%, while Cerro Coso and Porterville's numbers of degrees and certificates decreased 10.2% and 7.6% respectively. Note that due to a data error, Porterville College reported zero certificates for both 1998-99 and 1999-00. The Partnership for Excellence reports distributed by the Chancellor's Office reflect this error. The information in this document has been corrected to display the proper number of certificates for both years.

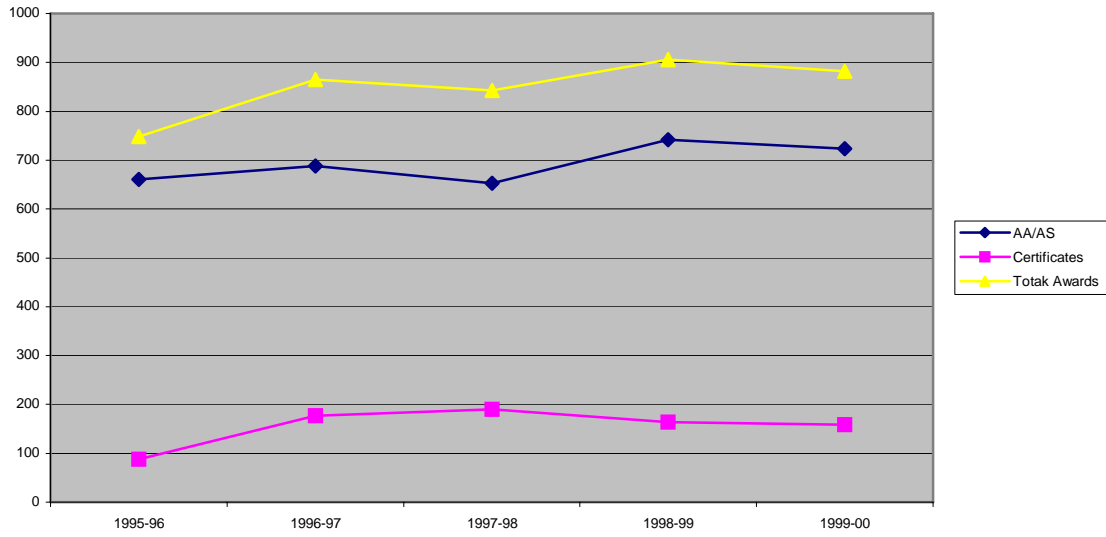
The graphs below show the numbers of degrees and certificates over time for the past 5 years for each of the colleges and district-wide. The first graph shows degrees and certificates for the entire district. The following three graphs show each college separately.

Annual Number of Degrees and Certificates Awarded District-Wide

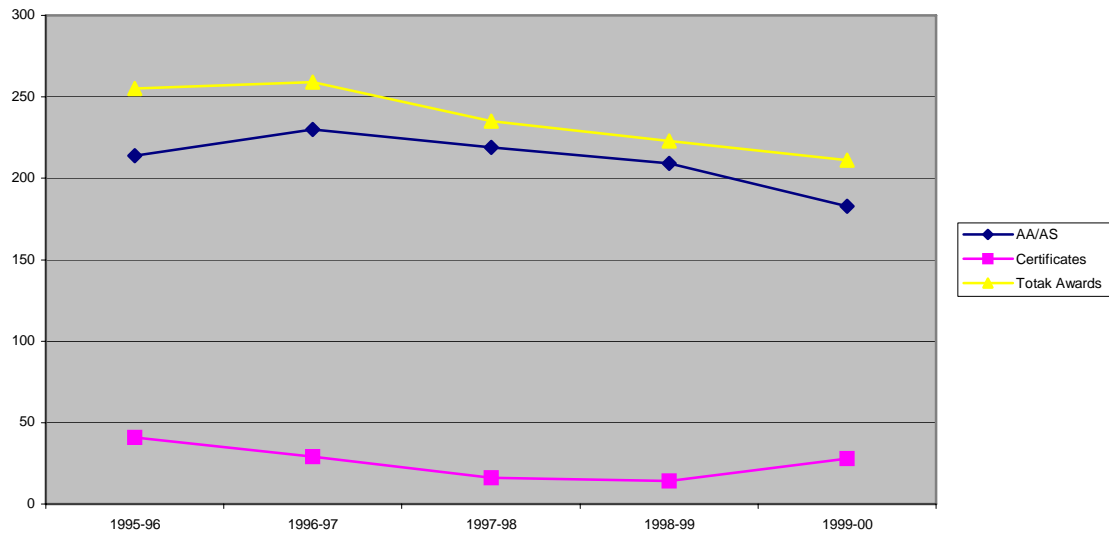


² The base year of this goal was changed from 1995-96 to 1997-98 by the legislature in 1999 and the goal was increased at that time. The charts here show data beginning with 1995-96. The earlier years are included for reference only.

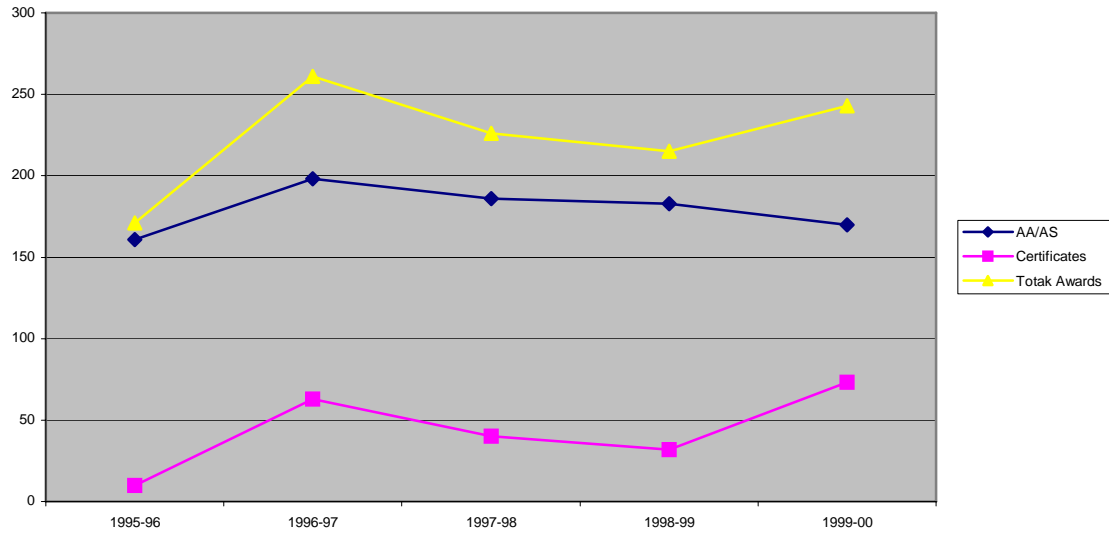
Annual Number of Degrees and Certificates Awarded by Bakersfield College



Annual Number of Degrees and Certificates Awarded by Cerro Coso College



Annual Number of Degrees and Certificates Awarded by Porterville College



Goal Three: Successful Course Completion

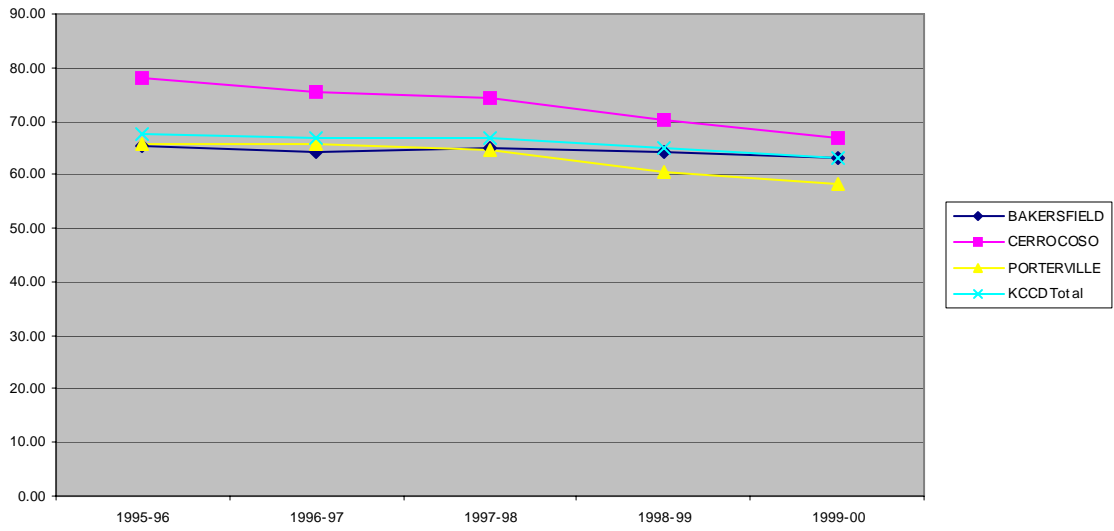
Goal Three is to increase the overall rate of successful course completions from 68.1% to 70.6% between the 1995-96 school year to 2005-06. It also includes an increase in the rate of successful course completions from 68.3% to 70.8% for transferable courses, from 77.2% to 80.0% for vocational courses, and from 60.3% to 62.5% for basic skills courses in the same years.

A coding error in data for all three colleges resulted in some students being counted incorrectly for the 1998-99 and 1999-00 academic years. This resulted in the Partnership for Excellence reports showing a sharp reduction in our success rates for both of those years. The data for those two academic years should be considered incorrect. They are included in the graphs below because these rates have been published by the state. However, the discussion below will focus only on the data through the 1997-98 school year.

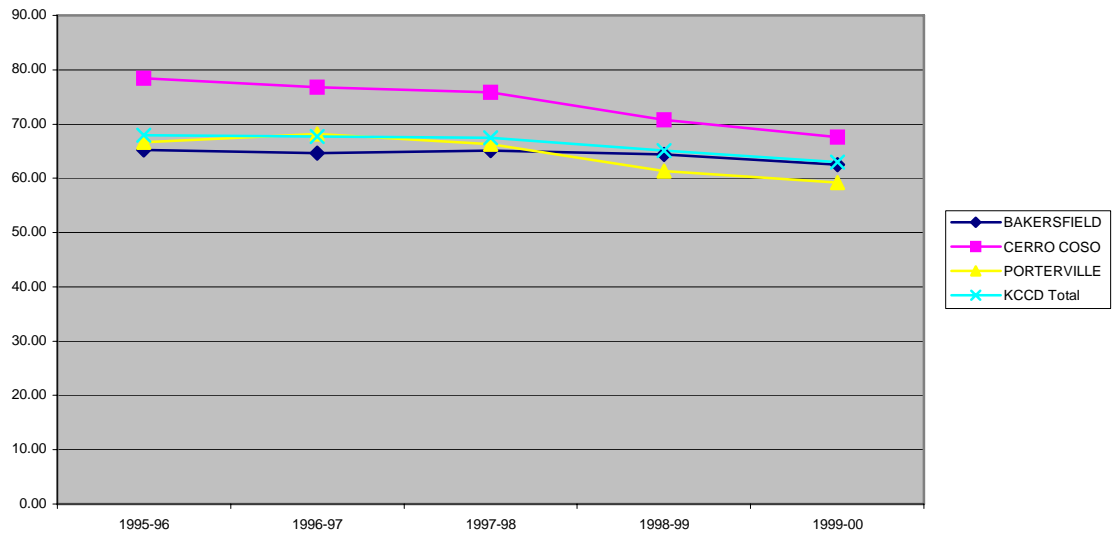
The overall KCCCD successful completion rate decreased slightly during that time from 67.75% to 66.82%. The KCCCD transfer completion rate decreased from 67.92% to 67.50%, the basic skills completion rate decreased from 53.78% to 51.49, and the vocational completion rate decreased from 83.34% to 81.82. Despite the decrease, KCCCD vocational success rates are already above the statewide target for 2005-06. The overall success rate and the transfer and basic skills rates remain below the targets. All three colleges showed decreases in overall success rates, transfer, and basic skills. Cerro Coso showed an increase in vocational success (from 81.92% to 87.47%).

The graphs below show the successful course completion rate for each of the colleges and the district for the past 5 years. The first graph shows the rates for all courses. The following graphs show rates for transfer, basic skills and vocational courses. Again, only the first three years contain legitimate data.

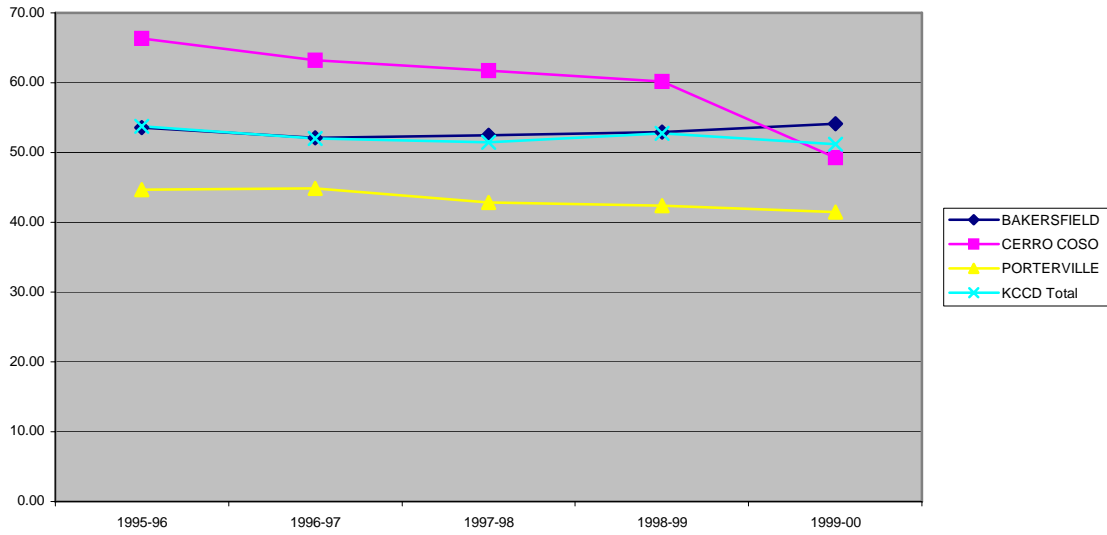
Successful Course Completion Percentage for All Courses



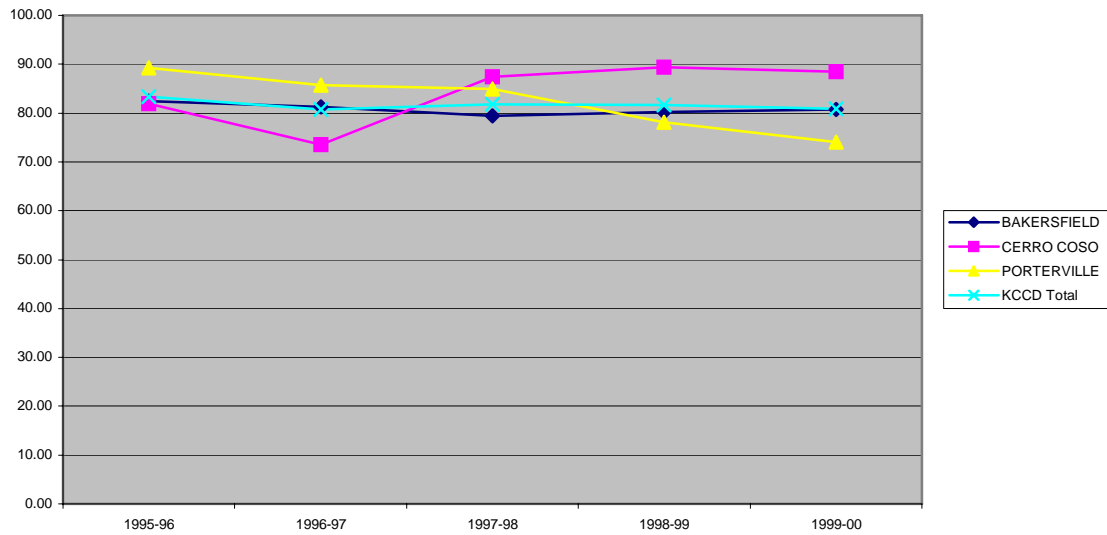
Successful Course Completion Percentage for Transfer Courses



Successful Course Completion Percentage for Basic Skills Courses



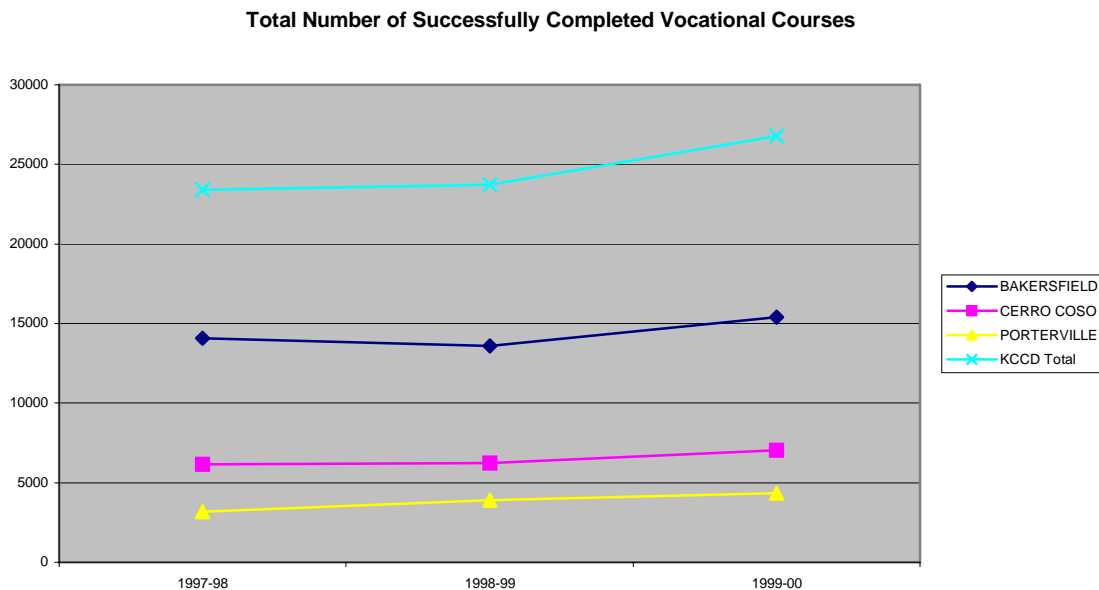
Successful Course Completion Percentage for Vocational Courses



Goal Four: Workforce Development

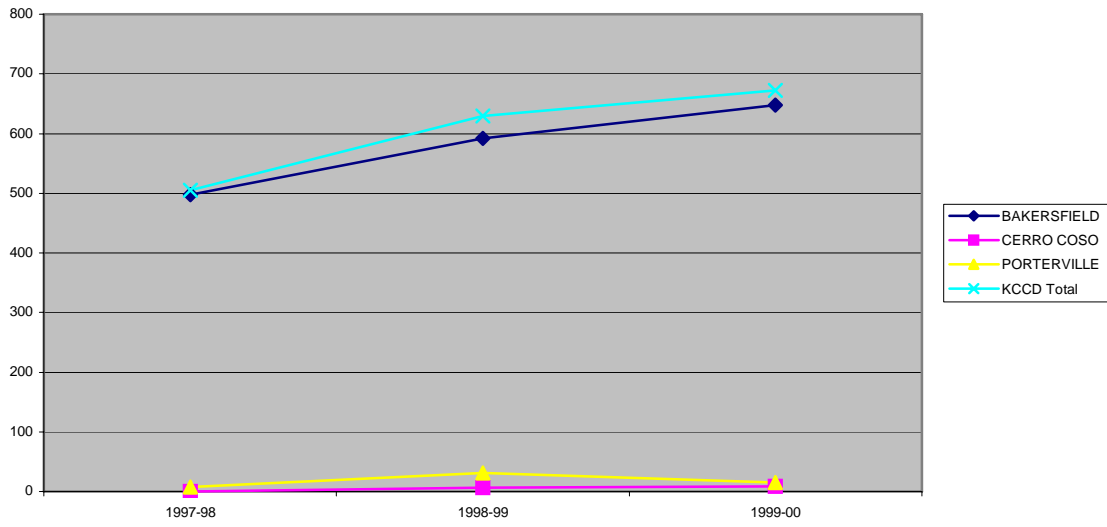
Goal Four is an increase of 384,924 successfully completed vocational courses statewide (35.7%) between the 1997-98 academic year and 2005-06.³ This includes an increase of 6,474 apprenticeship courses, 99,132 advanced vocational courses, and 279,318 introductory vocational courses. For KCCD, this means an increase from 23,417 vocational courses in 1997-98 (505 apprenticeship, 4,140 advanced vocational, and 18,772 introductory vocational) to 31,777 in 2005-06 (685 apprenticeship, 5,618 advanced vocational, and 25,474 introductory vocational). During the first two years, the total number of successful vocational course completions increased by 3,376 in KCCD (14.4%). Apprenticeships increased by 167 (33.1%), advanced vocational courses by 1,767 (42.7%), and introductory courses by 1,442 (7.7%). All three colleges improved on this goal, Bakersfield by 9.5%, Cerro Coso by 14.2%, and Porterville by 36.7%.

The graphs below show the total number of vocational successful course completions for each of the different types of vocational course. The first graph shows the total, the following three show each of the three vocational types separately.

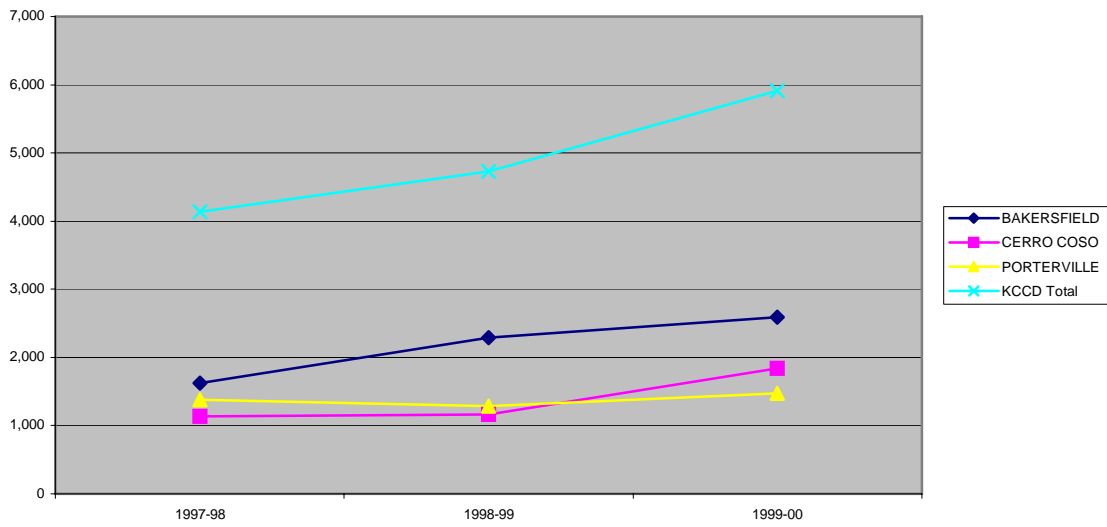


³ The base year of this goal was changed from 1995-96 to 1997-98 by the legislature in 1999 and the goal was increased at that time.

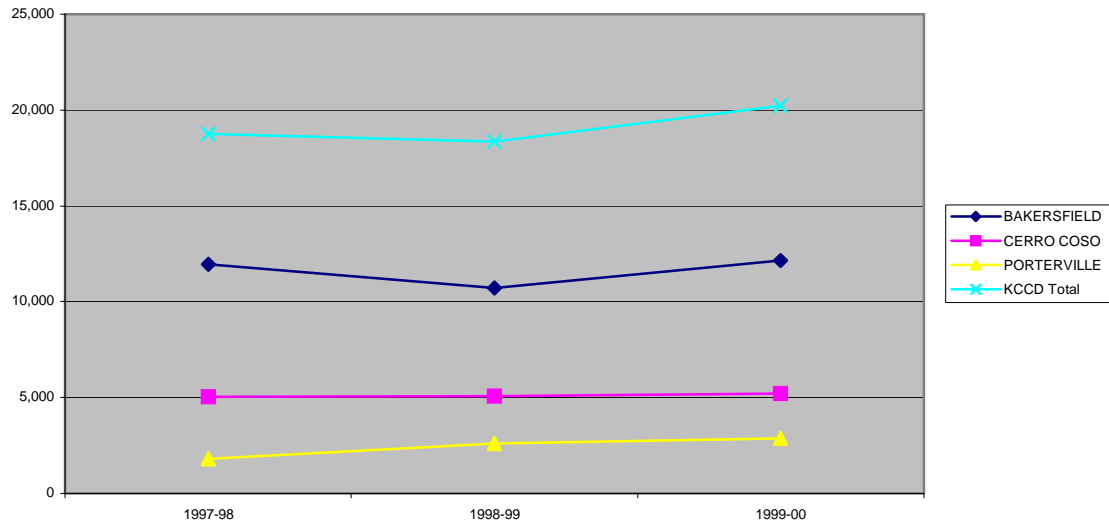
Number of Successfully Completed Apprenticeship Courses



Number of Successfully Completed Advanced Vocational Courses



Number of Successfully Completed Introductory Vocational Courses

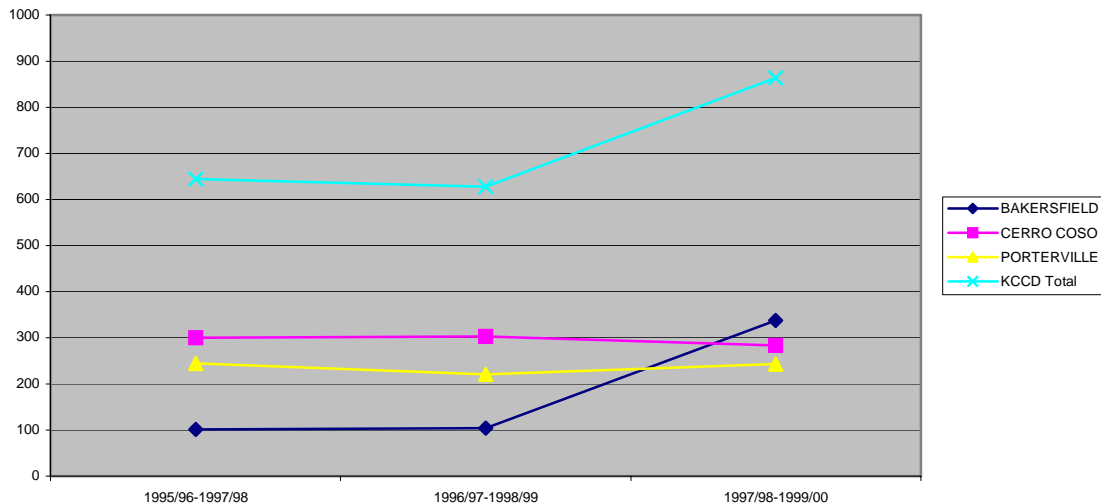


Goal Five: Basic Skills Improvement

Goal Five is an increase of 42,188 (39%) in the number of students who complete coursework at least one level above their prior basic skills enrollment. The graph below shows the official number of students meeting this criteria over the past three years. However, there is a substantial problem with the data for Bakersfield College. There were a number of coding errors in the Bakersfield College data sent to the Chancellor's Office. Some of these errors were corrected for data beginning in fall 1999, and others were corrected as of spring 2001. Thus, the Bakersfield data are not accurate and will not be accurate for another year or two. Given that Bakersfield College is the largest in the district, this has a significant effect on the district totals, these data are also suspect. The information for Bakersfield College and the district should be ignored for now.

Examining the data for Cerro Coso and Porterville separately, we see that Cerro Coso declined in this area by 5.3% and Porterville's data remained essentially unchanged.

Number of Students Who Enrolled in a Basic Skills Course and then Completed a Higher Level Course in the Same Area of Study



*Part III: Detailed Partnership for
Excellence Data and Documentation*

Goal One: Transfer

Transfer Goal Statement (Base Year 1998-99 to 2005-06)

An increase from 55,149 to 78,582 in the number of students who transfer from community colleges to baccalaureate institutions and an increase from 106,951 to 135,935 in the number of students who are “transfer prepared” annually. This performance goal may also be expressed in the form of segmental sub-goals: an increase from 10,161 to 15,278 in the number of transfers to UC and an increase from 44,988 to 63,304 in the number of transfers to CSU. The sub-goal for the increase in transfers to independent and out-of-state colleges is under discussion due to data issues. Achievement of these goals depends on the extent to which the baccalaureate institutions are able to accommodate students who are prepared to transfer, and the system will assess progress toward these goals in the context of the change in the number of students who become eligible for transfer.

Number of Full-Year Transfer Students from California Community Colleges to the University of California and the California State University *Full Year 1995-96, 1996-97, 1997-98, 1998-99 and 1999-00*

District/College	Number of Transfers to									
	University of California					California State University				
	Full-Year					Full-Year				
	1995-96	1996-97	1997-98	1998-99	1999-00	1995-96	1996-97	1997-98	1998-99	1999-00
Bakersfield	49	40	37	3	5	708	734	700	66	72
Cerro Coso	10	15	13	1	1	89	68	49	7	8
Porterville	13	18	19	12	10	112	132	145	122	150
KCCD Total	72	73	69	65	8	909	934	894	862	96

Sub-Goal One: Transfer Prepared

Transfer Prepared Sub-Goal Statement

An increase in the number of students who are Transfer Prepared from 106,951 in 1997-98 to 135,935 in 2005-06.

(Transfer prepared is defined as the net number of students system wide who earned, within a six-year period, 56 transferable units with a minimum GPA of 2.00. Net number of students means that a student reaching transfer prepared status in a prior academic year and is still enrolled is not counted during the current academic year.)

Count of Credit Students Enrolled During the 1997-98 Year Who Were Transfer Prepared

College	Total Credit Students	Total Transfer Directed	Directed Rate	Model Transfer Ready	Model Ready Rate	Total Transfer Prepared
BAKERSFIELD	20,171	863	4.28%	260	30.13%	897
CERRO COSO	10,379	211	2.03%	52	24.64%	183
PORTERVILLE	4,893	240	4.90%	74	30.83%	221
KCCCD Total	35,443	1,314	3.71%	386	29.38%	1,301

Total Credit Students: Count of all the students who had a Headcount Status (STD7) of A,B,C,D or E at sometime during the 1997-98 academic year.

Total Transfer Directed: Students who enrolled in and earned a grade of "A","B","C" or "CR" in a transferable Mathematics course and a transferable English course sometime between the Summer term of 1992 and the Spring term of 1998.

Directed Rate: Total Transfer Directed/Total Credit Students.

Model Transfer Ready: Students who were Transfer Directed and had earned 56+ transferable units with a minimum 2.00 G.P.A. as of the Spring term, 1998.

Model Ready Rate: Model Transfer Ready/Total Transfer Directed.

Total Transfer Prepared: All students who had earned 56+ transferable units with a minimum G.P.A of 2.00 as of the Spring term, 1998.

Transferable English courses were those with a Transfer Status (CB05) of "A" or "B" and a Course Program Code (CB03) that started with value of "1501" or "1503" or "1504" or "1507" in the first four positions.

Transferable Mathematics courses were those with a Transfer Status (CB05) of "A" or "B" and a Course Program Code (CB03) that started with the value of "17" in the first two positions.

Work done at all schools attended by a student was taken into consideration if an SSN was reported for the student.

Work done prior to the 1992-93 academic year was not available for analysis.

Count of Credit Students Enrolled During the 1998-99 Year Who Were Transfer Prepared

College	Total Credit Students	Total Transfer Directed	Directed Rate	Model Transfer Ready	Model Ready Rate	Total Transfer Prepared
BAKERSFIELD	20,689	1,168	5.65%	406	34.76%	990
CERRO COSO	10,161	191	1.88%	46	24.08%	155
PORTERVILLE	5,160	248	4.81%	68	27.42%	206
KCCD Total	36,010	1,607	4.46%	520	32.36%	1,351

Total Credit Students: Count of all the students who had a Headcount Status (STD7) of A,B,C,D or E at sometime during the 1998-99 academic year.

Total Transfer Directed: Students who enrolled in and earned a grade of "A","B","C" or "CR" in a transferable Mathematics course and a transferable English course sometime between the Summer term of 1993 and the Spring term of 1999.

Directed Rate: Total Transfer Directed/Total Credit Students.

Model Transfer Ready: Students who were Transfer Directed and had earned 56+ transferable units with a minimum 2.00 G.P.A. as of the Spring term, 1999.

Model Ready Rate: Model Transfer Ready/Total Transfer Directed.

Total Transfer Prepared: All students who had earned 56+ transferable units with a minimum G.P.A of 2.00 as of the Spring term, 1999.

Transferable English courses were those with a Transfer Status (CB05) of "A" or "B" and a Course Program Code (CB03) that started with value of "1501" or "1503" or "1504" or "1507" in the first four positions.

Transferable Mathematics courses were those with a Transfer Status (CB05) of "A" or "B" and a Course Program Code (CB03) that started with the value of "17" in the first two positions.

Work done at all schools attended by a student was taken into consideration if an SSN was reported for the student.

If a student was counted as being either Transfer Directed or Transfer Ready in a prior year, they are not counted in this report. Only those students

Count of Credit Students Enrolled During the 1999-00 Year Who Were Transfer Prepared

College	Total Credit Students	Total Transfer Directed	Directed Rate	Model Transfer Ready	Model Ready Rate	Total Transfer Prepared
BAKERSFIELD	23,850	874	3.66%	225	25.74%	824
CERRO COSO	11,027	167	1.51%	38	22.75%	160
PORTERVILLE	5,499	225	4.09%	47	20.89%	176
KCCCD Total	40,376	1,266	3.14%	310	24.49%	1,160

Total Credit Students: Count of all the students who had a Headcount Status (STD7) of A,B,C,D or E at sometime during the 1999-00 academic year.

Total Transfer Directed: Students who enrolled in and earned a grade of “A”, “B”, “C” or “CR” in a transferable Mathematics course **and** a transferable English course sometime between the Summer term of 1994 and the Spring term of 2000.

Directed Rate: Total Transfer Directed/Total Credit Students.

Model Transfer Ready: Students who were Transfer Directed and had earned 56+ transferable units with a minimum 2.00 G.P.A. as of the Spring term, 2000.

Model Ready Rate: Model Transfer Ready/Total Transfer Directed.

Total Transfer Prepared: All students who had earned 56+ transferable units with a minimum G.P.A of 2.00 as of the Spring term, 2000.

Transferable English courses were those with a Transfer Status (CB05) of “A” or “B” and a Course Program Code (CB03) that started with value of “1501” or “1503” or “1504” or “1507” in the first four positions.

Transferable Mathematics courses were those with a Transfer Status (CB05) of “A” or “B” and a Course Program Code (CB03) that started with the value of “17” in the first two positions.

Work done at all schools attended by a student was taken into consideration if an SSN was reported for the student.

If a student was counted as being either Transfer Directed or Transfer Ready in a prior year, they are not counted in this report. Only those students who attain a particular status in this year are counted.

Goal Two: Degrees and Certificates

Degrees and Certificates Goal Statement

(Base Year 1997-98 to 2005-06)

An increase from 84,179 to 116,054 in the number of degrees and certificates awarded. This performance goal may also be expressed as sub-goals to achieve an increase from 60,552 to 83,060 in the number of associate degrees awarded and an increase from 23,627 to 32,994* in the number of certificates awarded.

Bakersfield

	AA/AS	Total Certif.	Total Awards
1995-96	661	88	749
1996-97	688	177	865
1997-98	653	190	843
1998-99	742	164	906
1999-00	723	159	882

Porterville*

	AA/AS	Total Certif.	Total Awards
1995-96	161	10	171
1996-97	198	63	261
1997-98	186	40	226
1998-99	183	32	215
1999-00	170	73	243

Cerro Coso

	AA/AS	Total Certif.	Total Awards
1995-96	214	41	255
1996-97	230	29	259
1997-98	219	16	235
1998-99	209	14	223
1999-00	183	28	211

KCCD Total

	AA/AS	Total Certif.	Total Awards
1995-96	1,036	139	1,175
1996-97	1,116	269	1,385
1997-98	1,058	246	1,304
1998-99	1,134	210	1,334
1999-00	1,076	260	1,336

*Due to a data error, Porterville College reported zero certificates for both 1998-99 and 1999-00. The Partnership for Excellence reports distributed by the Chancellor's Office reflect this error. The information in this document has been corrected to display the proper number of certificates for both years.

Goal Three: Successful Course Completion

Successful Course Completion Goal Statement (Base Year 1995-96 to 2005-06)

An increase from 68.1% to 70.6% in the overall rate of successful course completions. An increase in the rate of successful course completions from 68.3% to 70.8% for transferable courses, from 77.2% to 80.0% for vocational courses, and from 60.3% to 62.5% for basic skills courses.

Count of Enrollments by Course Type and Completion During the 1995-96 Academic Year

College	Successful Transfer	Completed Transfer	Attempted Transfer	Successful Basic Skills	Completed Basic Skills	Attempted Basic Skills	Successful Voc. Ed.	Completed Voc. Ed.	Attempted Voc. Ed.	Successful All	Completed All	Attempted All
BAKERSFIELD	35,910	65.20	55,074	3,301	53.56	6,163	6,129	82.45	7,434	48,328	65.17	74,153
CERRO COSO	12,517	78.46	15,954	1,052	66.33	1,586	1,745	81.92	2,130	18,093	77.88	23,233
PORTERVILLE	9,126	66.59	13,704	917	44.71	2,051	1,463	89.21	1,640	13,132	65.56	20,032
KCCD Total	57,553	67.92	84,732	5,270	53.78	9,800	9,337	83.34	11,204	79,553	67.75	117,418

Successful enrollments are those where Enrollment Grade (SX04) equals "A", "B", "C" or "CR".

Percent Success equals successful enrollment divided by attempted enrollment multiplied by 100.

Attempted enrollments are those where Enrollment Grade (SX04) equals "A", "B", "C", "D", "F", "CR", "NC", "I*", "MW" or "W".

All enrollments include every reported enrollment record where the Enrollment Grade (SX04) was not equal to "IP", "UD", "UG" and "XX".

Transfer enrollments are those where the course's Transfer Status (CB05) equals "A" or "B".

Vocational Education enrollments are those where the course's SAM Priority Code (CB09) equals "A", "B" or "C" and Transfer Status (CB05) equals "C".

Basic Skills enrollments are those where the course's Basic Skills Status (CB08) equals "B" or "P" and SAM Priority Code (CB09) equals "D" or "E".

Count of Enrollments by Course Type and Completion During the 1996-97 Academic Year

College	Successful Transfer	Completed Transfer	Attempted Transfer	Successful Basic Skills	Completed Basic Skills	Attempted Basic Skills	Successful Voc. Ed.	Completed Voc. Ed.	Attempted Voc. Ed.	Successful All	Completed All	Attempted All
BAKERSFIELD	36,290	64.67	56,114	3,617	52.10	6,942	6,345	81.22	7,812	49,416	64.26	76,897
CERRO COSO	13,438	76.80	17,497	882	63.23	1,395	1,324	73.47	1,802	19,391	75.61	25,646
PORTERVILLE	9,708	68.19	14,237	1,009	44.88	2,248	1,617	85.65	1,888	13,837	65.82	21,022
KCCD Total	59,436	67.66	87,848	5,508	52.04	10,585	9,286	80.73	11,502	82,644	66.88	123,565

Successful enrollments are those where Enrollment Grade (SX04) equals "A", "B", "C" or "CR".

Percent Success equals successful enrollment divided by attempted enrollment multiplied by 100.

Attempted enrollments are those where Enrollment Grade (SX04) equals "A", "B", "C", "D", "F", "CR", "NC", "I*", "MW" or "W".

All enrollments include every reported enrollment record where the Enrollment Grade (SX04) was not equal to "IP", "UD", "UG" and "XX".

Transfer enrollments are those where the course's Transfer Status (CB05) equals "A" or "B".

Vocational Education enrollments are those where the course's SAM Priority Code (CB09) equals "A", "B" or "C" and Transfer Status (CB05) equals "C".

Basic Skills enrollments are those where the course's Basic Skills Status (CB08) equals "B" or "P" and SAM Priority Code (CB09) equals "D" or "E".

Count of Enrollments by Course Type and Completion During the 1997-98 Academic Year

College	Successful Transfer	Completed Transfer	Attempted Transfer	Successful Basic Skills	Completed Basic Skills	Attempted Basic Skills	Successful Voc. Ed.	Completed Voc. Ed.	Attempted Voc. Ed.	Successful All	Completed All	Attempted All
BAKERSFIELD	38,402	65.15	58,946	3,625	52.52	6,902	6,715	79.38	8,459	51,833	64.85	79,925
CERRO COSO	14,264	75.87	18,800	775	61.75	1,255	2,136	87.47	2,442	21,110	74.14	28,474
PORTERVILLE	10,071	66.29	15,192	988	42.83	2,307	1,854	84.97	2,182	14,603	64.54	22,626
KCCD Total	62,737	67.50	92,938	5,388	51.49	10,464	10,705	81.82	13,083	87,546	66.82	131,025

Successful enrollments are those where Enrollment Grade (SX04) equals "A", "B", "C" or "CR".

Percent Success equals successful enrollment divided by attempted enrollment multiplied by 100.

All enrollments include every reported enrollment record where the Enrollment Grade (SX04) was not equal to "IP", "UD", "UG" and "XX".

Transfer enrollments are those where the course's Transfer Status (CB05) equals "A" or "B".

Vocational Education enrollments are those where the course's SAM Priority Code (CB09) equals "A", "B" or "C" and Transfer Status (CB05) equals "C".

Basic Skills enrollments are those where the course's Basic Skills Status (CB08) equals "B" or "P" and SAM Priority Code (CB09) equals "D" or "E".

Count of Enrollments by Course Type and Completion During the 1998-99 Academic Year

College	Successful Transfer	Percent Successful Transfer	Attempted Transfer	Successful Basic Skills	Percent Successful Basic Skills	Attempted Basic Skills	Successful Voc. Ed.	Percent Successful Voc. Ed.	Attempted Voc. Ed.	Successful All	Completed All	Attempted All
BAKERSFIELD	40,198	64.41	62,413	3,218	52.95	6,078	6,275	80.19	7,825	53,311	64.31	82,892
CERRO COSO	13,715	70.82	19,366	658	60.20	1,093	2,560	89.32	2,866	19,230	70.39	27,318
PORTERVILLE	10,115	61.31	16,498	383	42.37	904	2,224	78.17	2,845	14,874	60.43	24,613
KCCD Total	64,028	65.15	98,277	4,259	52.74	8,075	11,059	81.70	13,536	87,415	64.84	134,823

Successful enrollments are those where Enrollment Grade (SX04) equals "A", "B", "C" or "CR".

Percent Success equals successful enrollment divided by attempted enrollment multiplied by 100.

Attempted enrollments are those where Enrollment Grade (SX04) equals "A", "B", "C", "D", "F", "CR", "NC", "I*", "MW" or "W".

All enrollments include every reported enrollment record where the Enrollment Grade (SX04) was not equal to "IP", "UD", "UG" and "XX".

Transfer enrollments are those where the course's Transfer Status (CB05) equals "A" or "B".

Vocational Education enrollments are those where the course's SAM Priority Code (CB09) equals "A", "B" or "C" and Transfer Status (CB05) equals "C".

Basic Skills enrollments are those where the course's Basic Skills Status (CB08) equals "B" or "P" and SAM Priority Code (CB09) equals "D" or "E".

Count of Enrollments by Course Type and Completion During the 1999-00 Academic Year

College	Successful Transfer	Percent Successful Transfer	Attempted Transfer	Successful Basic Skills	Percent Successful Basic Skills	Attempted Basic Skills	Successful Voc. Ed.	Percent Successful Voc. Ed.	Attempted Voc. Ed.	Successful All	Completed All	Attempted All
BAKERSFIELD	42,854	62.50	68,568	4,254	54.15	7,856	7,919	80.67	9,816	58,558	63.22	92,620
CERRO COSO	14,251	67.57	21,092	731	49.26	1,484	2,905	88.43	3,285	20,617	67.02	30,761
PORTERVILLE	10,586	59.20	17,882	865	41.51	2,084	2,415	74.01	3,263	15,462	58.21	26,563
KCCD Total	67,691	62.94	107,542	5,850	51.21	11,424	13,239	80.90	16,364	94,637	63.11	149,944

Successful enrollments are those where Enrollment Grade (SX04) equals "A", "B", "C" or "CR".

Percent Success equals successful enrollment divided by attempted enrollment multiplied by 100.

Attempted enrollments are those where Enrollment Grade (SX04) equals "A", "B", "C", "D", "F", "CR", "NC", "I*", "MW" or "W".

All enrollments include every reported enrollment record where the Enrollment Grade (SX04) was not equal to "IP", "UD", "UG" and "XX". The "All" category includes the subgroups of Transfer, Vocational Education, Basic Skills, and other enrollments, excluding noncredit courses.

Transfer enrollments are those where the course's Transfer Status (CB05) equals "A" or "B".

Vocational Education enrollments are those where the course's SAM Priority Code (CB09) equals "A", "B" or "C" and Transfer Status (CB05) equals "C".

Basic Skills enrollments are those where the course's Basic Skills Status (CB08) equals "B" or "P" and SAM Priority Code (CB09) equals "D" or "E".

Goal Four: Workforce Development

Workforce Development Goal Statement

(Base Year 1997-98 to 2005-06)

- I. An increase from 18,125 to 24,599 in the number of successfully completed Apprenticeship course enrollments; from 277,556 to 376,688 in the number of successfully completed Advanced-level Vocational course enrollments; and from 783,060 to 1,062,378 in the number of successfully completed Introductory Vocational course enrollments.
- II. An increase from 1,263 to 1,700 in the number of California businesses benefiting from training through contract education [Note: Base year is Fall 1996.]
- III. An increase from 73,801 to 99,600 in the number of employees benefiting from training through contract education.
- IV. An increase from 140,505 to 189,700 in the number of individuals receiving fee-based job training. (Data is shown only for sub-goal I.)

Note: Data for sub-goals II, III and IV are not yet available.

Count of Enrollments in Vocational Courses by S.A.M. Code

Year	College	S.A.M. Code "A"			S.A.M. Code "B"			S.A.M. Code "C"			Total Vocational		
		Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted
1997-98	BAKERSFIELD	498	515	530	1,619	1,740	1,877	11,944	13,902	16,470	14,061	16,157	18,877
1998-99	BAKERSFIELD	592	614	616	2,290	2,404	2,561	10,713	13,173	15,140	13,595	16,191	18,317
1999-00	BAKERSFIELD	648	668	674	2,590	2,755	2,988	12,157	14,674	17,410	15,395	18,097	21,072
1997-98	CERRO COSO	0	0	0	1,138	1,420	1,559	5,030	5,780	6,395	6,168	7,200	7,954
1998-99	CERRO COSO	6	6	6	1,159	1,563	1,800	5,071	6,004	6,614	6,236	7,573	8,420
1999-00	CERRO COSO	9	9	9	1,843	2,202	2,584	5,191	6,060	6,915	7,043	8,271	9,508
1997-98	PORTERVILLE	7	12	14	1,383	1,486	1,576	1,798	2,110	2,307	3,188	3,608	3,897
1998-99	PORTERVILLE	31	41	51	1,283	1,375	1,468	2,587	3,203	3,735	3,901	4,619	5,254
1999-00	PORTERVILLE	15	19	29	1,474	1,651	1,802	2,866	3,574	4,295	4,355	5,244	6,126
1997-98	KCCD Total	505	527	544	4,140	4,646	5,012	18,772	21,792	25,172	23,417	26,965	30,728
1998-99	KCCD Total	629	661	673	4,732	5,342	5,829	18,371	22,380	25,489	23,732	28,383	31,991
1999-00	KCCD Total	672	696	712	5,907	6,608	7,374	20,214	24,308	28,620	26,793	31,612	36,706

Goal Five: Basic Skills Improvement

Basic Skills Improvement Goal Statement

(Base Year 1995-96 to 2005-06)

An increase from 108,566 to 150,754 in the number of students completing coursework at least one level above their prior basic skills enrollment.

Count of Students Who Enrolled in a Basic Skills Course and then Completed a Higher Level Course in the Same Area of Study, 1995/96 - 1997/98

College	Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Improved	Total	Total Improved	Percent Improved	Total Students
BAKERSFIELD	694	94	13.54	112	7	6.25	806	101	12.53	17,795
CERRO COSO	621	95	15.30	818	205	25.06	1,439	300	20.85	9,710
PORTERVILLE	513	189	36.84	561	55	9.80	1,074	244	22.72	4,623
KCCD Total	1,828	378	20.68	1,491	267	17.91	3,319	645	19.43	32,128

This report covers a three-year period from 1995-96 to 1997-98.

All students accounted for in the report had a Student Headcount Status (STD7) of “A”, “B”, “C” or “F” in at least one term during the 95/96 academic year.

The counts indicate where students were as of the 95/96 academic year. If a student took a basic skill course there and the higher level course at another school, they will be counted with the 95/96 school’s group.

Basic skills course are those with a Course Basic Skills Status (CB08) of “P” or “B”.

English courses (including ESL) are those that have a Course Program Code (CB03) of: 1501.**, 1503.**, 1504.**, 1507.**, 4930.21, 4930.70, 4930.71, 4930.80, 4930.81, 4930.82, 4931.00.

Mathematics courses are those that have a Course Program Code (CB03) of: 17**.**, 4930.40, 4930.41, 4930.42.

To be counted as “Improved” a student must have enrolled in a basic skills course, then in a subsequent term, they must enroll in course with a course program code in the same group but which is at a higher level. For example, if a student enrolls in a basic skills math course with a course program code of 4930.40 in the Fall of 1995 and then in the Fall of 1997 enrolls in a math course with a course program code of 1701.70 and a Course Credit Status (CB04) of “D”, that student counted as being “Improved” in mathematics.

A student was also counted as “Improved” if they enrolled in a course whose Course Prior to College Level (CB21) value was higher than a previous course enrolled in with a course program code in the same group. For example, if a student enrolled in an ESL course with a course program code of 4930.80 and a course prior to college level of “C” in the Spring of 1996. Then in the Fall of 1997 they enrolled in a writing course with a course program code of 4930.21 and a course prior to college level of “B”. That would be counted as “Improved” in English.

A student is only counted once in mathematics and/or English regardless of how many times they improve.

To be considered “Improved”, the higher level course must have been completed with a grade of C or better. To be considered “Improved” in noncredit courses the student must have attended at least 75% of the total possible hours of attendance in the higher level course.

Count of Students Who Enrolled in a Basic Skills Course and then Completed a Higher Level Course in the Same Area of Study, 1996/97 - 1998/99

College	Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Improved	Total	Total Improved	Percent Improved	Total Students
BAKERSFIELD	834	97	11.63	206	7	3.40	1,040	104	10.00	18,760
CERRO COSO	541	108	19.96	781	195	24.97	1,322	303	22.92	10,122
PORTERVILLE	492	149	30.28	595	72	12.10	1,087	221	20.33	4,632
KCCD Total	1,867	354	18.96	1,582	274	17.32	3,449	628	18.21	33,514

This report covers a three year period from 96/97 to 98/99.

All students accounted for in the report had a Student Headcount Status (STD7) of "A","B","C" or "F" in at least one term during the 96/97 academic year.

The counts indicate where students were as of the 96/97 academic year. If a student took a basic skill course there and the higher level course at another school, they will be counted with the 96/97 school's group.

Basic skills course are those with a Course Basic Skills Status (CB08) of "P" or "B".

English courses (including ESL) are those that have a Course Program Code (CB03) of: 1501.**, 1503.**, 1504.**, 1507.**, 4930.21, 4930.70, 4930.71,4930.80, 4930.81, 4930.82, 4931.00.

Mathematics courses are those that have a Course Program Code (CB03) of: 17**.**, 4930.40, 4930.41, 4930.42.

To be counted as "Improved" a student must have enrolled in a basic skills course, then in a subsequent term, they must enroll in course with a course program code in the same group but which is at a higher level. For example, if a student enrolls in a basic skills math course with a course program code of 4930.40 in the Fall of 1996 and then in the Fall of 1998 enrolls in a math course with a course program code of 1701.70 and a Course Credit Status (CB04) of "D", that student counted as being "Improved" in mathematics.

A student was also counted as "Improved" if they enrolled in a course whose Course Prior to College Level (CB21) value was higher than a previous course enrolled in with a course program code in the same group. For example, if a student enrolled in an ESL course with a course program code of 4930.80 and a course prior to college level of "C" in the Spring of 1997. Then in the Fall of 1998 they enrolled in a writing course with a course program code of 4930.21 and a course prior to college level of "B". That would be counted as "Improved" in English.

A student may be counted twice, once in Mathematics and once in English if they show improvement in both.

To be considered "Improved", the higher level course must have been completed with a grade of C or better. To be considered "Improved" in noncredit courses the student must have attended at least 75% of the total possible hours of attendance in the higher level course.

Count of Students Who Enrolled in a Basic Skills Course and then Completed a Higher Level Course in the Same Area of Study, 1997/98 - 1999/00

College	Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Improved	Total	Total Improved	Percent Improved	Total Students
BAKERSFIELD	1,458	283	19.41	566	54	9.54	2,024	337	16.65	19,800
CERRO COSO	488	92	18.85	803	192	23.91	1,291	284	22.00	10,508
PORTERVILLE	491	163	33.20	570	80	14.04	1,061	243	22.90	4,907
KCCD Total	2,437	538	22.08	1,939	326	16.81	4,376	864	19.74	35,215

This report covers a three year period from 97/98 to 99/00.

All students accounted for in the report had a Student Headcount Status (STD7) of "A","B","C" or "F" in at least one term during the 97/98 academic year.

The counts indicate where students were as of the 97/98 academic year. If a student took a basic skill course there and the higher level course at another school, they will be counted with the 97/98 school's group.

Basic skills course are those with a Course Basic Skills Status (CB08) of "P" or "B".

English courses (including ESL) are those that have a Course Program Code (CB03) of: 1501.**, 1503.**, 1504.**, 1507.**, 4930.21, 4930.70, 4930.71,4930.80, 4930.81, 4930.82, 4931.00.

Mathematics courses are those that have a Course Program Code (CB03) of: 17**.**, 4930.40, 4930.41, 4930.42.

To be counted as "Improved" a student must have enrolled in a basic skills course, then in a subsequent term, they must enroll in course with a course program code in the same group but which is at a higher level. For example, if a student enrolls in a basic skills math course with a course program code of 4930.40 in the Fall of 1997 and then in the Fall of 1998 enrolls in a math course with a course program code of 1701.70 and a Course Credit Status (CB04) of "D", that student counted as being "Improved" in mathematics.

A student was also counted as "Improved" if they enrolled in a course whose Course Prior to College Level (CB21) value was higher than a previous course enrolled in with a course program code in the same group. For example, if a student enrolled in an ESL course with a course program code of 4930.80 and a course prior to college level of "C" in the Spring of 1998. Then in the Fall of 1999 they enrolled in a writing course with a course program code of 4930.21 and a course prior to college level of "B". That would be counted as "Improved" in English.

A student may be counted twice, once in Mathematics and once in English if they show improvement in both.

To be considered "Improved", the higher level course must have been completed with a grade of C or better. To be considered "Improved" in noncredit courses the student must have attended at least 75% of the total possible hours of attendance in the higher level course.