Post-Secondary Perkins Indicator Guide

2016-17 Academic Year

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<u>Introduction</u>

Good day fellow data person. This guide has been constructed in an attempt to improve transparency surrounding the Perkins Indicator calculations and reporting procedures. It may also help to improve the quality of the data being reported since you are now able to double check any results that concern you.

All steps taken to process the data have been outlined below. If you have trouble replicating the results that you received, feel free to call or email the person listed under contact information. We are happy to assist you. We are eager to work with you all and to make this entire process the best that it can be.

*Note that all files with duplicated students have been unduplicated.

1P1/2P1

Files Used:

1. 2011-12 Concentrators submission
2. 2012-13 Concentrators submission
3. 2013-14 Concentrators submission
4. 2014-15 Concentrators submission

Definitions:

1P1/2P1 - "The percent of CTE concentrators in the identified entry cohort who receive an industry-recognized credential, certificate, or degree at any point between when they were classified into the cohort and the current reporting period."

Cohort – "CTE concentrators who entered two years prior to the reporting year and who have either exited without completing or who have completed their CTE program within the three year cohort period."

Steps:

1) Open the 2012-13 concentrator file and remove all students who were also reported the year prior (2011-12).

2) Next, remove all students from the 2012-13 file that are reported in the 2014-15 file and have a 2014-15 status of "A" for active. The cohort only includes those who left or completed.

3) The resulting students will serve as the cohort for calculations. Save as Cohort.12.13.

4) Open the Cohort.12.13 file that you just created.

5) Check all students in the Cohort.12.13 file to see if they were reported as graduates in the 2013-14 or 2014-15 Concentrator files. If they were, change their status to a "G" in the Cohort.12.13 file. Save the file.

6) The numerator is the number of students in the Cohort.12.13 file with a status of "G"

7) The denominator is the total number of students in the Cohort.12.13 file.

3P1

Files Used:

1. 2013-14 Concentrators submission
2. 2014-15 Concentrators submission
3. Most recent Student Tracker file

Definition:

3P1 - "The percentage of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the Fall of the previous reporting year." *Pulling the student tracker file according to the timeline in place will account for all student transfers. There is no need to re-pull this file during the spring.*

Pulling the Student Tracker File:

Information about StudentTracker, including samples and instructions on how to access reports, can be found here: http://www.studentclearinghouse.org/colleges/studenttracker/.

For this report, you will be submitting concentrators who left during the previous program year and didn't return in the current program year. For example, if you were pulling a report for the 2015-2016 program year, you would submit your concentrators from the 2014-2015 program year who didn't return in 2015-2016. The timeline for submitting the 3P1 StudentTracker request file to the National Student Clearinghouse is October 1st – October 31st following the reporting year (for 2015-2016, it would be submitted in October of 2016).

Steps:

1) Open the 2013-14 concentrator file and delete all students with status of "G". Those who graduate are not expected to return.

2) Open the 2014-15 file and see which students that were in the 2013-14 file are reported again. These are the retained students. Mark them as retained in the 2013-14 file.

3) Open the Student Tracker file and see which students that were in the 2013-14 concentrator file have a transfer record in this file (Record found ="Y"). Mark these students as transfers in the 2013-14 concentrator file.

4) Mark all remaining students in the 2013-14 concentrator file as "Lost".

5) Save this file as 3P1.

6) The numerator consists of retained and transferred students in the 3P1 file.

7) The denominator consists of all students in the 3P1 file.

4P1

Files Used:

1. Most recent Follow-up file

Definition:

4P1 - "Percent of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education. Only non-returners for whom employment status is determined are included in the denominator."

Steps:

1) Open the most recent follow-up file.

2) Delete all students that have no response under employment.

3) Save the resulting file as 4P1.

4) Create a variable called Student Placement.

5) For any student in the 4P1 file that was marked "Y" for employment, or military, or apprenticeship, mark the Student Placement variable as 1. This is the numerator.

6) For all students in the 4P1 file that were marked "N" for employment, and military, and apprenticeship, mark the Student Placement variable as 0.

7) The denominator is all students in the 4P1 file.

5P1

Files Used:

1. Most recent Participant file
2. CIP codes file (https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55)

Definition:

5P1 – "Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year."

Steps:

1) Open the most recent unduplicated Participant file.

2) Merge this file with the CIP code file. This will identify each student's non-trad status for each course they are reported to have taken.

3) Delete all students who do not have a value of "M" or "F" under the "Nontraditional" field. This identifies all students in a non-traditional program. Then deduplicate the file. This is the denominator.

4) Save the resulting file as 5P1.

5) Identify non-traditional *students* that are enrolled in a non-traditional program by matching their gender to the value in the "Nontraditional" field. If the two values match (male gender in a "M" nontrad program or female gender in a "F" nontrad program), then the student is a non-traditional participant and is in the numerator.

5P2

Files Used:

1. Cohort.12.13 file (see 1P1/2P1, same cohort)
2. CIP codes file (https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55)

Definition:

5P2 – "Percent of CTE concentrators in the identified entry cohort from underrepresented gender groups who received or were eligible to receive a credential, certificate, or degree in a CTE program that prepares students for employment in an occupation identified as out-of-gender balance."

Steps:

1) Open the Cohort.12.13 file.

2) Delete all students who do not have a student status code of "G". Only graduates are included.

3) Merge this file with the CIP code file. This will identify each student's non-trad status.

4) Delete all students who do not have a value of "M" or "F" under the "Nontraditional" field. This identifies all students in a non-traditional program. This result is the denominator.

5) Save the resulting file as 5P2.

6) Identify non-traditional *students* that are enrolled in a non-traditional program by matching their gender to the value in the "Nontraditional" field. If the two values match (male gender in a "M" nontrad program or female gender in a "F" nontrad program), then the student is a non-traditional completer and is in the numerator.