

*Northern New Mexico College
2010 Carl Perkins Report*

The following report is the 2010 Carl D. Perkins Annual Report for Northern New Mexico College. The report consists of five (5) core indicators developed NMICC and NMACC Institutional Researchers (from 19 NM Community Colleges). The Core Indicators are:

- **1P1 Technical Skill Attainment**
- **2P1 Credential, Certificate or Degree**
- **3P1 Student Retention or Transfer**
- **4P1 Student Placement**
- **5P1 Non-Traditional Participation**
- **5P2 Non-Traditional Completion**
- **Form K Enrollment Form**

Each indicator is also disaggregated into NM PED defined Special Populations. These are defined on pages

- **Individuals With Disabilities**
- **LEP**
- **Other Educational Barriers**
- **Economically Disadvantaged**
- **Non-Traditional**
- **Single Parent**
- **Displaced Homemaker**

The report is submitted (electronically) to the NM Public Education Department at <http://sde.state.nm.us/div/ctas/post/post.html>.

This document contains the current year's report and the methodologies developed and utilized. Individual annual reports (including Special Populations) can be obtained from the NNMC Institutional Research Office or on the NNMC Reports and Statistics webpage

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Carl Perkins Data Reporting Guidelines

The following guidance is offered to New Mexico colleges required to complete the Postsecondary Career & Technical Education Program Annual Report on Perkins Indicators - Web Data Entry For School Year 2009-2010 located on the NMPED webpage at http://164.64.166.19/ctweb/test_post.html. The key to completing the report is the determination of a CTE Concentrator. The information in the box is the national and state definition.

Postsecondary Concentrator: A postsecondary student who is enrolled for credit in the reporting program year who...

A completes at least 12 academic or CTE credits, of which 9 credits are CTE, within a single program area that is comprised of 12 or more academic and CTE credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or

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

Our goal is to provide guidance so that data submissions will be as standardized as possible across all NM colleges. We recommend that colleges follow these instructions as closely as possible.

Institutions should only analyze student enrollment data for five years beginning in AY 2004-05 (Summer 2004) and ending in Spring 2009.

Institutions will define "program area" according to locally acceptable practices and available data. However institutions should continue to use this local methodology for subsequent reports.

Courses where the students earned the following grades: A's, B's, C's, D's, and F's should be considered in the analysis. Institutions also have the option to include S (pass) and/or U (no pass) grades. Other grades should be dropped.

Create an unduplicated list of students who were ever a CTE concentrator during the five years.

Use this file to run the metrics that require CTE concentrators.

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1P1 Technical Skill Attainment

Numerator:

The number of CTE concentrators who graduated in AY 2007-08 (Summer 2007, Fall 2007, and/or Spring 2008) and who earned a cumulative GPA of 2.0 or better in their CTE (non-academic) courses

Denominator:

The number of CTE concentrators who graduated in AY 2007-08 (Summer 2007, Fall 2007, and/or Spring 2008)

1P1	FEMALE	MALE	TOTAL
Numerator	44	32	76
Denominator	44	32	76
Percent	100%	100%	100%

1P1	Numerator	Denominator	Percent
Race/Ethnicity			
Black	1	1	100%
Asian	.	.	.
Hispanic	59	59	100%
American Indian	4	4	100%
White	13	13	100%
Other	.	.	.
Special Populations			
Individuals With Disabilities	10	10	100%
LEP	30	30	100%
Other Educational Barriers	45	45	100%
Economically Disadvantaged	5	5	100%
Non-Traditional Single Parent	15	15	100%
Displaced Homemaker	16	16	100%
	.	.	.

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2P1 Credential, Certificate, or Degree

This metric only considers CTE concentrators who were enrolled in AY 2008-09 and did not enroll in AY 2009-2010

Numerator

The number of CTE concentrators who were enrolled at your institution in AY 2008-09 (Summer 2008, Fall 2008, and/or Spring 2009) and graduated and/or received an industry-recognized credential* in AY 2008-09 (Summer 2008, Fall 2008, and/or Spring 2009) and did not enroll at your institution during AY 2009-10 (Summer 2009, Fall 2009 and/or Spring 2010)

Denominator

The number of CTE concentrators who were enrolled at your institution in AY 2008-09 (Summer 2008, Fall 2008, and/or Spring 2009) but did not enroll at your institution during AY 2009-10 (Summer 2009, Fall 2009, and/or Spring 2010)

2P1	FEMALE	MALE	TOTAL
Numerator	8	3	11
Denominator	38	40	78
Percent	21%	8%	14%

* Industry-recognized credential – although none of the colleges involved in the drafting of these instructions have access to these data -- both national and state guidelines allow these students to be counted. Institutions should use these data if they can get it.

2P1	Numerator	Denominator	Percent
Race/Ethnicity			
Black	.	.	.
Asian	.	.	.
Hispanic	8	54	15%
American Indian	0	3	0%
White	3	21	14%
Other	.	.	.
Special Populations			
Individuals With Disabilities	2	12	17%
LEP	8	29	28%
Other Educational Barriers	11	36	31%
Economically Disadvantaged	8	56	14%
Non-Traditional Single Parent	1	19	5%
Displaced Homemaker	6	14	43%
	*	*	*

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3P1 Student Retention or Transfer

Numerator

The number CTE concentrators enrolled in Fall 2007 **who did not graduate in AY 2007-08 (Summer 2007, Fall 2007, and/or Spring 2008)** and were either enrolled in your institution and/or transferred to another higher education institution in AY 2008-09 (Summer 2008, Fall 2008, and/or Spring 2009)

Denominator

The number CTE concentrators enrolled in Fall 2007 who did not graduate in AY 2007-08 (Summer 2007, Fall 2007, and/or Spring 2008)

3P1	FEMALE	MALE	TOTAL
Numerator	45	27	72
Denominator	59	47	106
Percent	76%	57%	68%

3P1	Numerator	Denominator	Percent
Race/Ethnicity			
Black	1	1	100%
Asian	.	.	.
Hispanic	58	78	74%
American Indian	6	8	75%
White	7	19	37%
Other	.	.	.
Special Populations			
Individuals With Disabilities	3	11	27%
LEP	46	55	84%
Other Educational Barriers	66	72	92%
Economically Disadvantaged	84	108	78%
Non-Traditional	52	58	90%
Single Parent	19	24	79%
Displaced Homemaker	*	*	*

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4P1 Student Placement

Will be completed by PED and HED for the institutions since the institutions do not have access to UI job placement data

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5P1 Nontraditional Participation

Only deals with CTE Participants enrolled in nontraditional CTE courses as specified on a list provided by PED. [Career Tech NM CIP Code Crosswalk corrected9-10-081.xls]

5P1 (Female)

Numerator

The number of female students who took at least one CTE course in a CTE program that is considered to not have enough females during AY 2008-2009 (Summer 2008, Fall 2008, and/or Spring 2009)

Denominator

The number of students who took at least one CTE course in a CTE program that is considered to not have enough females during AY 2008-2009 (Summer 2008, Fall 2008, and/or Spring 2009)

5P1	FEMALE
Numerator	43
Denominator	89
Percent	48%

5P1 Race/Ethnicity	Numerator	Denominator	Percent
Black	1	1	100%
Asian	.	.	.
Hispanic	31	63	49%
American Indian	7	9	78%
White	4	16	25%
Other	.	.	.
Special Populations			
Individuals With Disabilities	1	5	20%
LEP	24	38	63%
Other Educational Barriers	27	44	61%
Economically Disadvantaged	37	58	64%
Single Parent	21	25	84%
Displaced Homemaker	*	*	*

5P1 (Male)

Numerator

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The number of male students who took at least one CTE course in a CTE program that is considered to not have enough males during AY 2008-2009 (Summer 2008, Fall 2008, and/or Spring 2009)

Denominator:

The number of students who took at least one CTE course in a CTE program that is considered to not have enough males during AY 2008-2009 (Summer 2008, Fall 2008, and/or Spring 2009)

3P1	MALE
Numerator	36
Denominator	158
Percent	23%

Race/Ethnicity	Numerator	Denominator	Percent
Black	.	.	.
Asian	.	.	.
Hispanic	14	120	12%
American Indian	7	7	100%
White	15	31	48%
Other	.	.	.
Special Populations			
Individuals With Disabilities	0	12	20%
LEP	5	83	6%
Other Educational Barriers	20	98	20%
Economically Disadvantaged	17	122	14%
Single Parent	7	50	14%
Displaced Homemaker	*	*	*

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5P2 Nontraditional Completion

Only deals with CTE Concentrators enrolled in nontraditional CTE courses as specified on a list provided by PED. [Career Technical NM CIP Code Crosswalk corrected9-10-081.xls]

5P2 Female

Numerator

The number of female CTE concentrators who graduated from a CTE program that is considered to not have enough females during AY 2008-2009 (Summer 2008, Fall 2008, and/or Spring 2009)

Denominator

The number of CTE concentrators who graduated from a CTE program that is considered to not have enough females during AY 2008-2009 (Summer 2008, Fall 2008, and/or Spring 2009)

5P2	FEMALE
Numerator	5
Denominator	29
Percent	17%

Race/Ethnicity	Numerator	Denominator	Percent
Black	0	1	0%
Asian	.	.	.
Hispanic	4	20	20%
American Indian	1	2	50%
White	0	6	0%
Other	.	.	.
Special Populations			
Individuals With Disabilities	0	4	20%
LEP	1	14	7%
Other Educational Barriers	3	21	14%
Economically Disadvantaged	3	16	19%
Single Parent	3	4	75%
Displaced Homemaker	*	*	*

5P2 Male

Numerator

The number of male CTE concentrators who graduated from a CTE program that is considered to not have enough males during AY 2008-2009 (Summer 2008, Fall 2008, and/or Spring 2009)

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Denominator

The number of CTE concentrators who graduated from a CTE program that is considered to not have enough males during AY 2008-2009 (Summer 2008, Fall 2008, and/or Spring 2009)

5P2	MALE
Numerator	8
Denominator	46
Percent	17%

5P2 Race/Ethnicity	Numerator	Denominator	Percent
Black	.	.	.
Asian	.	.	.
Hispanic	6	38	16%
American Indian	0	1	0%
White	2	7	29%
Other	.	.	.
Special Populations			
Individuals With Disabilities	1	6	20%
LEP	4	16	25%
Other Educational Barriers	4	24	17%
Economically Disadvantaged	3	37	8%
Single Parent	0	11	0%
Displaced Homemaker	*	*	*



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Enrollment (Form K) <i>Any student who attended your institution with a declared CTE Program major in AY 2008-2009 (Summer 2008, Fall 2008, &/or Spring 2009).</i>	Agriculture & Natural Resources	Arts & Communication	Business & Admin.	Construction	Education & Training	Health Services	Hospitality Tourism	Human Services	Information & Technical Services	Legal & Protective Services	Manufacturing	Public Admin. /Government Service	Scientific Research & Technical Services
Total	56	261	332	36	259	504	79	14	58	80	84		226
Gender													
Men	28	99	90	34	51	99	26	3	30	25	77		131
Women	28	162	242	2	208	405	53	11	28	55	7		95
Race/Ethnicity													
Black	0	8	9	0	3	8	1	0	0	1	1		4
Asian or Islander	1	1	2	0	1	13	0	0	0	0	0		2
Hispanic	39	172	245	26	172	347	56	13	54	62	74		165
American Indian	9	37	51	0	28	39	18	1	0	12	4		14
White	6	42	24	10	54	92	4	0	4	5	5		38
Other	1	1	1	0	1	5	0	0	0	0	0		3
Special Population													
Individuals with Disabilities	5	19	14	0	9	35	6	1	2	3	11		15
LEP	15	74	104	8	47	123	38	7	21	35	20		53
Other Educational Barriers	18	98	140	10	76	167	39	9	27	38	22		73
Economically Disadvantaged	34	114	223	9	146	259	39	13	30	43	43		97
Non-Traditional	26	1	193	2	51	79	16	4	27	55	8		47
Single Parent	12	24	89	2	62	92	21	2	9	10	8		26
Displaced Homemaker	*	*	*	*	*	*	*	*	*	*	*	*	*



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Special Population Definitions:

U.S. Department of Education Definitions	NNMC Definitions
<p>Displaced Homemaker. The term “displaced homemaker” means an individual who –</p> <p>A) i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; ii) has been dependent on the income of another family member but is no longer supported by that income; or iii) Is a parent whose youngest dependent child will become eligible to receive assistance under Part A of the Title IV of the Social Security Act (42U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title.</p> <p>B) Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. [Section 3.7(A)(i-iii) and (B)]</p>	<p>Displaced Homemaker.</p> <p>This information is not collected by NNMC</p>
<p>Economically Disadvantaged. The term economically disadvantaged includes individuals from economically disadvantaged families, including foster children. [Section 3.23(B)]</p>	<p>Economically Disadvantaged Students in the cohorts who at anytime (during the specified cohort timeframes) were eligible for a Federal Pell Grant.</p>
<p>Educationally Disadvantaged. The term educationally disadvantaged includes individuals with other barriers to educational achievement. [Section 3.23.(F)]</p>	<p>Educationally Disadvantaged Students in the defined cohorts who at anytime (during the specified timeframes) were enrolled in one or more of the following courses:</p> <ul style="list-style-type: none"> ✓ PD courses (all) ✓ ENG 106N ✓ ENG 108N ✓ ENG 109N ✓ MATH 100N



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U.S. Department of Education Definitions	NNMC Definitions
<p>Limited English Proficient. The term "individual with limited English proficiency" means a secondary school student, an adult, or an out-of-school youth, who has limited ability to speaking, reading, writing or understanding the English language, and –</p> <p>A) who's native language is a language other than English; or</p> <p>B) who lives in a family or community environment in which a language other than English is the dominant language. [Section 3.13(A) and (B)]</p>	<p>✓ MATH 102N</p> <p>Limited English Proficient Students in the defined cohorts who at anytime were enrolled in one or more of the following courses:</p> <ul style="list-style-type: none"> ✓ PD courses (all) ✓ ENG 106N ✓ ENG 108N ✓ ENG 109N
<p>Nontraditional. The term "nontraditional training and employment" means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. [Section 3.17]</p>	<p>Nontraditional Students in the defined cohorts whose declared majors were identified as gender dominant (75% Male or Female) and whose gender was the opposite of that dominant gender.</p>
<p>Single Parent. The term, single parents, includes single pregnant women. [Section 3.23(D)]</p>	<p>Single Parent Students in the defined cohorts who at anytime (during the specified timeframes) were identified as single parents (based on marital status and number of dependents)</p>
<p>Students with Disabilities.</p> <p>A) The term "individual with a disability" means an individual with any disability (as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).</p> <p>B) The term "individuals with disabilities" means more than 1 individual with a disability. [Section 3.14(A) and (B)]</p>	<p>Students with Disabilities Students receiving (or who have received) services from the NNMC Special Needs Department.</p>



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U.S. Department of Education Sixteen Career Clusters Definitions

Agriculture and Natural Resources, comprised of courses and/or programs related to planning, managing and performing agricultural production and horticulture and landscaping services and related professional and technical services, mining and extraction operations, and managing and conserving natural resources and related environmental services.

Arts and Communications Services, comprised of courses and/or programs related to designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.

Business and Administrative Services, comprised of courses and/or programs related to planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related management support services.

Construction, comprised of courses and/or programs relating to designing, planning, managing, building, and maintaining physical structures and the larger building environment including roadways and bridges and industrial, commercial and residential facilities and buildings.

Education And Training Services, comprised of courses and/or programs related to planning, managing and providing education and training services, and related learning support services, including assessment and library and information services.

Financial Services, comprised of courses and/or programs related to planning, managing and providing banking, investment, financial planning, and insurance services.

Health Services, comprised of courses and/or programs related to planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care; exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.



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Hospitality and Tourism, comprised of courses and/or programs related to hospitality and tourism and to planning, managing and providing lodging, food, recreation, convention and tourism, and related planning and support services such as travel-related services.

Human Services, comprised of courses and/or programs related to planning, managing, and providing human services including social and related community services.

Information Technical Services, comprised of courses and/or programs related to designing, developing, managing and operating communication and information technology networks and related hardware and software for the recording, storage, transformation, transmission and distribution of voice, video, images, and data including both telecommunications and computing services.

Legal and Protective Services, comprised of courses and/or programs related to planning, managing and providing judicial, legal, and protective services, including professional and technical support services in the fire protection and criminal justice systems.

Logistics, Transportation and Distribution Services, comprised of courses and/or programs related to planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Manufacturing, comprised of courses and/or programs related to planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Public Administration/Government Services, comprised of courses and/or programs related to planning, managing and providing government, legislative, administrative and regulatory services and related general purpose government services at the Federal, State and local levels.



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Scientific Research and Technical Services, comprised of courses and/or programs related to planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.

Wholesale/Retail Sales and Services, comprised of courses and/or programs related to planning, managing and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion.