

*Northern New Mexico College  
2011 Carl Perkins Report*

The following report is the 2011 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 2010-2011 located on the NMPED webpage at [http://164.64.166.19/ctweb/test\\_post.html](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 datapoint year (2009-2010) 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 (CTWEB/PED) rationale for selecting a datapoint year different from the reporting year is that the performance indicators as identified by OVAE “float” over multiple data years. Therefore, in order to create a baseline that PED can comfortably move forward with reliable vertical data, we are selecting the best year to accomplish this, while also creating a point we can move forward with comparison data each year during Perkins IV.

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 2005-06 (Summer 2005) and ending in Spring 2010.

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 2009-10 (Summer 2009, Fall 2009, and/or Spring 2010) 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 2009-10 (Summer 2009, Fall 2009, and/or Spring 2010)

<b>1P1</b>	<b>FEMALE</b>	<b>MALE</b>	<b>TOTAL</b>
<b>Numerator</b>	35	25	60
<b>Denominator</b>	35	25	60
<b>Percent</b>	100%	100%	100%

<b>1P1</b>	<b>Numerator</b>	<b>Denominator</b>	<b>Percent</b>
<b>Race/Ethnicity</b>			
<b>Black</b>	.	.	.
<b>Asian</b>	.	.	.
<b>Hispanic</b>	49	49	100%
<b>American Indian</b>	3	3	100%
<b>White</b>	6	6	100%
<b>Other</b>	2	2	100%
<b>Special Populations</b>			
<b>Individuals With Disabilities</b>	4	4	100%
<b>LEP</b>	22	22	100%
<b>Other Educational Barriers</b>	29	29	100%
<b>Economically Disadvantaged</b>	54	54	100%
<b>Non-Traditional Single Parent</b>	26	26	100%
<b>Displaced Homemaker</b>	*	*	*

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**2P1 Credential, Certificate, or Degree**

This metric only considers CTE concentrators who were enrolled in AY 2009-10 and did not enroll in AY 2010-2011

**Numerator**

The number of CTE concentrators who were enrolled at your institution in AY 2009-10 (Summer 2009, Fall 2009, and/or Spring 2010) and graduated and/or received an industry-recognized credential\* in AY 2009-10 (Summer 2009, Fall 2009, and/or Spring 2010) and did not enroll at your institution during AY 2010-11 (Summer 2010, Fall 2010 and/or Spring 2011)

**Denominator**

The number of CTE concentrators who were enrolled at your institution in AY 2009-10 (Summer 2009, Fall 2009, and/or Spring 2010) but did not enroll at your institution during AY 2010-11 (Summer 2010, Fall 2010, and/or Spring 2011)

<b>2P1</b>	<b>FEMALE</b>	<b>MALE</b>	<b>TOTAL</b>
<b>Numerator</b>	19	12	31
<b>Denominator</b>	50	84	134
<b>Percent</b>	38%	14%	23%

\* 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.

<b>2P1</b>	<b>Numerator</b>	<b>Denominator</b>	<b>Percent</b>
<b>Race/Ethnicity</b>			
<b>Black</b>	0	2	0%
<b>Asian</b>	.	.	.
<b>Hispanic</b>	23	105	22%
<b>American Indian</b>	3	7	43%
<b>White</b>	5	20	25%
<b>Other</b>	.	.	.
<b>Special Populations</b>			
<b>Individuals With Disabilities</b>	2	9	22%
<b>LEP</b>	19	53	36%
<b>Other Educational Barriers</b>	31	70	44%
<b>Economically Disadvantaged</b>	26	96	27%
<b>Non-Traditional</b>	94	94	100%
<b>Single Parent</b>	9	27	33%
<b>Displaced Homemaker</b>	*	*	*

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**3P1 Student Retention or Transfer**

Numerator

The number CTE concentrators enrolled in Fall 2009 who did not graduate and/or **did not** receive an industry-recognized credential in AY 2009-10 (Summer 2009, Fall 2009, and/or Spring 2010) and were either enrolled in your institution and/or transferred to another higher education institution in AY 2010-11 (Summer 2010, Fall 2010, and/or Spring 2011)

Denominator

The number CTE concentrators enrolled in Fall 2009 who did not graduate and/or **did not** receive an industry-recognized credential in AY 2009-10 (Summer 2009, Fall 2009, and/or Spring 2010)

<b>3P1</b>	<b>FEMALE</b>	<b>MALE</b>	<b>TOTAL</b>
<b>Numerator</b>	87	107	81%
<b>Denominator</b>	108	148	73%
<b>Percent</b>	195	255	76%

<b>3P1</b>	<b>Numerator</b>	<b>Denominator</b>	<b>Percent</b>
<b>Race/Ethnicity</b>			
<b>Black</b>	0	1	0%
<b>Asian</b>	0	0	.
<b>Hispanic</b>	148	200	74%
<b>American Indian</b>	14	15	93%
<b>White</b>	32	38	84%
<b>Other</b>	1	1	100%
<b>Special Populations</b>			
<b>Individuals With Disabilities</b>	18	24	75%
<b>LEP</b>	84	108	78%
<b>Other Educational Barriers</b>	95	127	75%
<b>Economically Disadvantaged</b>	160	205	52%
<b>Non-Traditional</b>	91	91	100%
<b>Single Parent</b>	44	54	81%
<b>Displaced Homemaker</b>	*	*	*

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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 2009-2010 (Summer 2009, Fall 2009, and/or Spring 2010)

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 2009-2010 (Summer 2009, Fall 2009, and/or Spring 2010)

5P1	FEMALE
Numerator	59
Denominator	205
Percent	29%

5P1 Race/Ethnicity	Numerator	Denominator	Percent
Black	1	2	50%
Asian	0	0	.
Hispanic	46	170	27%
American Indian	5	12	42%
White	7	20	35%
Other	0	1	0%
<b>Special Populations</b>			
Individuals With Disabilities	5	21	24%
LEP	26	86	30%
Other Educational Barriers	33	102	32%
Economically Disadvantaged	61	156	39%
Single Parent	17	40	43%
Displaced Homemaker	*	*	*

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5P1 (Male)

Numerator

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 2009-2010 (Summer 2009, Fall 2009, and/or Spring 2010)

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 2009-2010 (Summer 2009, Fall 2009, and/or Spring 2010)

<b>3P1</b>	<b>MALE</b>
<b>Numerator</b>	24
<b>Denominator</b>	91
<b>Percent</b>	26%

<b>Race/Ethnicity</b>	<b>Numerator</b>	<b>Denominator</b>	<b>Percent</b>
<b>Black</b>	0	0	.
<b>Asian</b>	0	0	.
<b>Hispanic</b>	19	70	27%
<b>American Indian</b>	0	6	0%
<b>White</b>	5	14	36%
<b>Other</b>	0	1	0%
<b>Special Populations</b>			
<b>Individuals With Disabilities</b>			
<b>LEP</b>	11	39	28%
<b>Other</b>	16	47	34%
<b>Educational Barriers</b>			
<b>Economically Disadvantaged</b>	23	95	24%
<b>Single Parent</b>	2	31	6%
<b>Displaced Homemaker</b>	*	*	*



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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 2009-2010 (Summer 2009, Fall 2009, and/or Spring 2010)

Denominator

The number of CTE concentrators who graduated from a CTE program that is considered to not have enough females during AY 2009-2010 (Summer 2009, Fall 2009, and/or Spring 2010)

5P2	FEMALE
<b>Numerator</b>	10
<b>Denominator</b>	27
<b>Percent</b>	37%

Race/Ethnicity	Numerator	Denominator	Percent
<b>Black</b>	0	0	.
<b>Asian</b>	0	0	.
<b>Hispanic</b>	10	23	43%
<b>American Indian</b>	0	1	0%
<b>White</b>	0	3	0%
<b>Other</b>	0	0	.
<b>Special Populations</b>			
<b>Individuals With Disabilities</b>	0	1	0%
<b>LEP</b>	0	10	0%
<b>Other Educational Barriers</b>	1	12	8%
<b>Economically Disadvantaged</b>	10	25	40%
<b>Single Parent</b>	6	10	60%
<b>Displaced Homemaker</b>	*	*	*

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 2009-2010 (Summer 2009, Fall 2009, and/or Spring 2010)

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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 2010-2010 (Summer 2010, Fall 2010, and/or Spring 2010)

5P2	MALE
<b>Numerator</b>	5
<b>Denominator</b>	29
<b>Percent</b>	17%

5P2 Race/Ethnicity	Numerator	Denominator	Percent
<b>Black</b>	0	0	.
<b>Asian</b>	0	0	.
<b>Hispanic</b>	3	22	14%
<b>American Indian</b>	1	2	50%
<b>White</b>	1	3	33%
<b>Other</b>	0	2	0%
<b>Special Populations</b>			
<b>Individuals With Disabilities</b>	1	2	50%
<b>LEP</b>	1	10	10%
<b>Other Educational Barriers</b>	3	14	21%
<b>Economically Disadvantaged</b>	2	26	8%
<b>Single Parent</b>	0	9	0%
<b>Displaced Homemaker</b>	*	*	*



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<b>Enrollment (Form K)</b>  <i>Any student who attended your institution with a declared CTE Program major in AY 2010-2011 (Summer 2010, Fall 2010, &amp;/or Spring 2011).</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
<b>Total</b>	73	292	332	32	227	547	73	43	27	87	80	0	233
<b>Gender</b>													
Men	37	124	86	27	40	90	22	5	18	36	77	.	134
Women	36	168	246	5	187	457	51	38	9	51	3	.	99
<b>Race/Ethnicity</b>													
Black	0	4	10	0	4	8	0	1	0	1	1	.	8
Asian or Islander	0	0	2	0	1	12	0	0	0	0	0	.	0
Hispanic	49	193	237	20	148	373	62	31	25	67	64	.	180
American Indian	11	42	53	1	33	42	6	7	0	12	3	.	14
White	11	48	26	11	37	102	5	4	2	7	12	.	29
Other	2	5	4	0	4	10	0	0	0	0	0	.	2
<b>Special Population</b>													
Individuals with Disabilities	4	14	11	0	6	25	5	3	0	3	4	.	10
LEP	14	82	87	4	54	150	24	16	5	39	25	.	58
Other Educational Barriers	17	112	126	7	76	211	27	25	7	46	27	.	84
Economically Disadvantaged	37	128	204	6	121	256	37	27	12	41	39	.	103
Non-Traditional	36	12	208	5	23	65	16	5	8	51	3	.	94
Single Parent	13	23	80	3	49	98	19	6	2	10	11	.	31
Displaced Homemaker	*	*	*	*	*	*	*	*	*	*	*	*	*

*It is important to note that this form is the only form that includes the actual reporting year data.*



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## Special Population Definitions:

U.S. Department of Education Definitions	NNMC Definitions
<p><b>Displaced Homemaker.</b> 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><b>Displaced Homemaker.</b></p> <p>This information is not collected by NNMC</p>
<p><b>Economically Disadvantaged.</b> The term economically disadvantaged includes individuals from economically disadvantaged families, including foster children. [Section 3.23(B)]</p>	<p><b>Economically Disadvantaged</b> Students in the cohorts who at anytime (during the specified cohort timeframes) were eligible for a Federal Pell Grant.</p>
<p><b>Educationally Disadvantaged.</b> The term educationally disadvantaged includes individuals with other barriers to educational achievement. [Section 3.23.(F)]</p>	<p><b>Educationally Disadvantaged</b> 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"> <li>✓ PD courses (all)</li> <li>✓ ENG 106N</li> <li>✓ ENG 108N</li> <li>✓ ENG 109N</li> <li>✓ MATH 100N</li> </ul>



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U.S. Department of Education Definitions	NNMC Definitions
	✓ MATH 102N
<p><b>Limited English Proficient.</b> 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><b>Limited English Proficient</b> 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"> <li>✓ PD courses (all)</li> <li>✓ ENG 106N</li> <li>✓ ENG 108N</li> <li>✓ ENG 109N</li> </ul>
<p><b>Nontraditional.</b> 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><b>Nontraditional</b> 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><b>Single Parent.</b> The term, single parents, includes single pregnant women. [Section 3.23(D)]</p>	<p><b>Single Parent</b> 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><b>Students with Disabilities.</b></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><b>Students with Disabilities</b> 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.