



## Northern New Mexico College Carl D. Perkins Annual Report

**The following report is the 2007 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 Academic Skill Attainment**
- **1P2 Vocational Skill Attainment**
- **2P1 Attainment of Degree or Credential**
- **4P1 Non-Traditional Program Participation**
- **4P2 Non-Traditional Program Completion**

**Each indicator is also disaggregated into NM PED defined Special Populations. These are defined on pages 14-15.**

- **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, the methodologies developed and utilized and the past six year's data. Individual annual reports (including Special Populations) can be obtained from the NNMC Institutional Effectiveness Office or on the NNMC Reports and Statistics webpage**

**[<http://www.nnmc.edu/administration/planning/insteffectiveness/reports.shtml>]**



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## CORE INDICATOR: Academic Achievement (1P1)

- The successful academic course completion rate of all students who took at least 8 credit hours of vocational coursework, and at least one college level academic course.

	Female	Male
Total number of academic courses attempted (denominator):	<b>77</b>	<b>59</b>
Total academic courses successfully completed (numerator):	<b>96</b>	<b>72</b>
Successful course completion rate (numerator/denominator):	<b>80%</b>	<b>82%</b>

### Methodology:

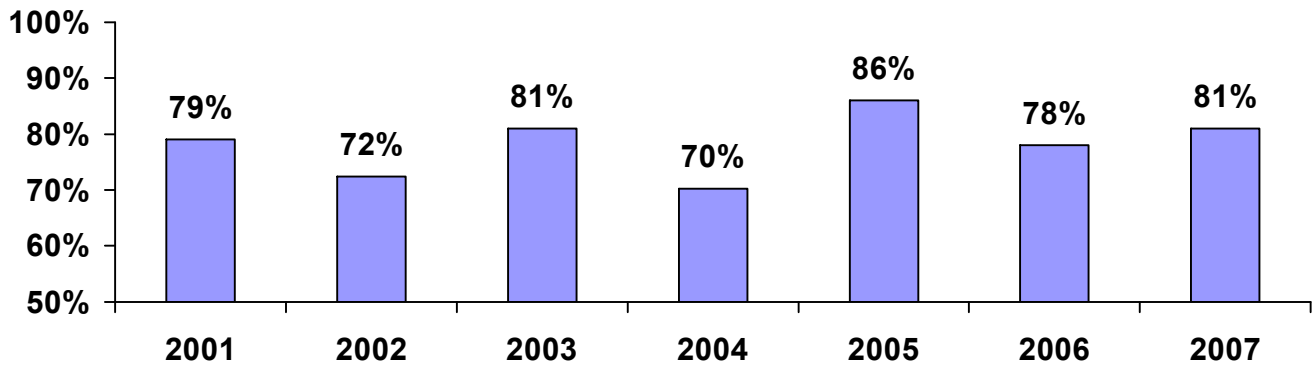
Using the **fall 2005** semester, take all students (continuing and new) who are defined as vocational concentrator (i.e., took 8 credit hours of vocational or more) who took at least one academic course (excluding developmental) that semester. Total the number of academic courses taken by these students as of census data (denominator) and determine how many were successfully completed (numerator). Successful completion includes all courses with a grade of "C" (2.0 on a 4 point scale) or better. Exclude audits and incompletes (or its equivalent such as "R" in some institutions) from the calculation but include "D", "F", "W", and "U" as non-successful completions. "S" grades are successful completions.

Race/Ethnicity	Numerator	Denominator	Percent
Black	1	1	100%
Asian	5	6	83%
Hispanic	97	123	79%
American Indian	18	21	86%
White	15	17	88%
Other	.	.	.
<b>Special Populations</b>			
Individuals With Disabilities	15	18	83%
LEP	14	25	56%
Other Educational Barriers	20	33	61%
Economically Disadvantaged	82	101	81%
Non-Traditional	27	34	20%
Single Parent	21	27	78%
Displaced Homemaker	*	*	*



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## Northern New Mexico College Perkins Core Indicator 1P1 Academic Achievement





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## CORE INDICATOR: Vocational Skill Attainment (1P2)

- The successful vocational course completion rate of all students who took at least 8 credit hours of vocational coursework, and at least one college level academic course.

	<b>Female</b>	<b>Male</b>
Total number of vocational courses attempted (denominator):	<b>179</b>	<b>126</b>
Total vocational courses successfully completed (numerator):	<b>215</b>	<b>144</b>
Successful course completion rate (numerator/denominator):	<b>83%</b>	<b>88%</b>

### Methodology:

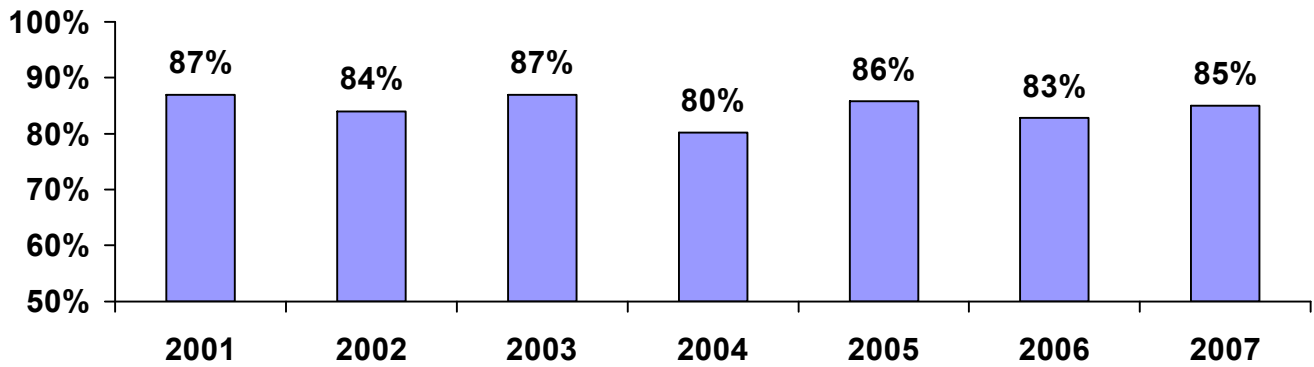
Same as for academic achievement, except that the denominators are all **Fall 2006** students that are in the concentrator cohorts.

<b>Race/Ethnicity</b>	<b>Numerator</b>	<b>Denominator</b>	<b>Percent</b>
Black	3	3	100%
Asian	9	9	100%
Hispanic	215	260	83%
American Indian	34	39	87%
White	44	48	92%
Other	.	.	.
<b>Special Populations</b>			
Individuals With Disabilities	27	31	87%
LEP	31	45	69%
Other Educational Barriers	46	61	75%
Economically Disadvantaged	184	210	88%
Non-Traditional	54	70	77%
Single Parent	56	67	84%
Displaced Homemaker	*	*	*



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## Northern New Mexico College Perkins Core Indicator 1P2 Vocational Attainment





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## **CORE INDICATOR: Attainment of a Degree or Credential (2P1)**

The number of first-time students (full-time and part-time) enrolling in the **Fall 2003** who after one year (that is by the **Fall 2004** semester) have attained at least 9 credit hours of vocational coursework and who by the **Spring of 2006** have obtained a degree or credential.

	<b>Female</b>	<b>Male</b>
Total number of first time <b>Fall 2003</b> students who complete 9 vocational credit hours by the <b>Fall 2004</b> (denominator):	<b>1</b>	<b>6</b>
Total number of this cohort obtaining a degree or credential by <b>Spring 2006</b> (numerator):	<b>23</b>	<b>32</b>
Percentage completers (numerator/denominator):	<b>4%</b>	<b>19%</b>

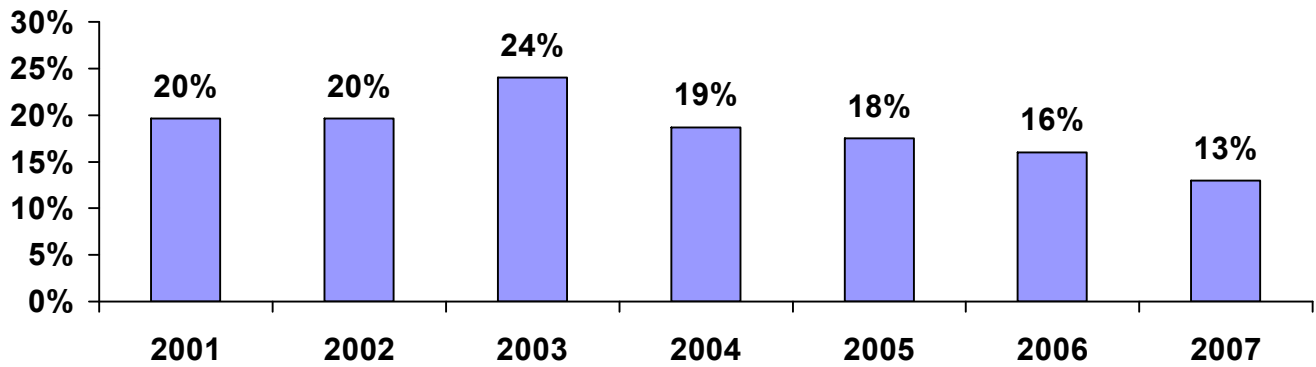
Methodology: Start with the identification of the new first time (full and part time) students enrolling for the **Fall 2003**. Track these students to the **Fall 2004** term and determine the number that has completed at least 9 vocational credit hours (denominator). Track this cohort as to the number that received a degree or credential at any time during the 3 year period (numerator). Include as many as possible as completers those who have completed the degree requirements but never petitioned to obtain a degree.

<b>Race/Ethnicity</b>	<b>Numerator</b>	<b>Denominator</b>	<b>Percent</b>
Black	.	.	.
Asian	.	.	.
Hispanic	7	44	16%
American Indian	0	5	0%
White	0	6	0%
Other	.	.	
<b>Special Populations</b>			
Individuals With Disabilities	.	.	.
LEP	6	28	21%
Other Educational Barriers	7	34	21%
Economically Disadvantaged	3	36	8%
Non-Traditional	3	10	30%
Single Parent	0	4	0%
Displaced Homemaker	*	*	*



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## Northern New Mexico College Perkins Core Indicator 2P1 Attainment of Degree





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## CORE INDICATOR: Non-traditional Program Participation (4P1)

The number of **Fall 2006** vocational degree majors taking at least one vocational course who are enrolled in non-traditional programs divided by the total number of declared vocational majors (list provided by NM PED based on targeted state need and those defined as high skill/high wage to determine total cohort and those non-traditional will also be identified to determine numerator). Two rates are to be established based on gender.

	<b>Female</b>	<b>Male</b>
Total number of cohort who have declared a non-traditional major (numerator):	<b>65</b>	<b>94</b>
Total number of <b>Fall 2006</b> vocational majors taking at least one vocational course (denominator):	<b>347</b>	<b>244</b>
Percentage enrolled in non-traditional programs (numerator/denominator):	<b>19%</b>	<b>39%</b>

### Methodology:

Identify only those who have declared a vocational major and are taking at least one vocational course in the **Fall 2006** as being in the cohort (denominator). Using the list provided, determine the number of these majors that have declared in non-traditional programs (numerator). This becomes the enrollment participation percentage with two rates determined one for males and one for females.

<b>FEMALE</b>	<b>Numerator</b>	<b>Denominator</b>	<b>Percent</b>
<b>Race/Ethnicity</b>			
Black	1	2	50%
Asian	0	6	0%
Hispanic	46	263	17%
American Indian	8	28	29%
White	10	48	21%
Other	.	.	.
<b>Special Populations</b>			
Individuals With Disabilities	0	13	0%
LEP	13	59	22%
Other Educational Barriers	16	78	21%
Economically Disadvantaged	41	199	21%
Non-Traditional	n/a	n/a	n/a
Single Parent	23	98	23%
Displaced Homemaker	*	*	*

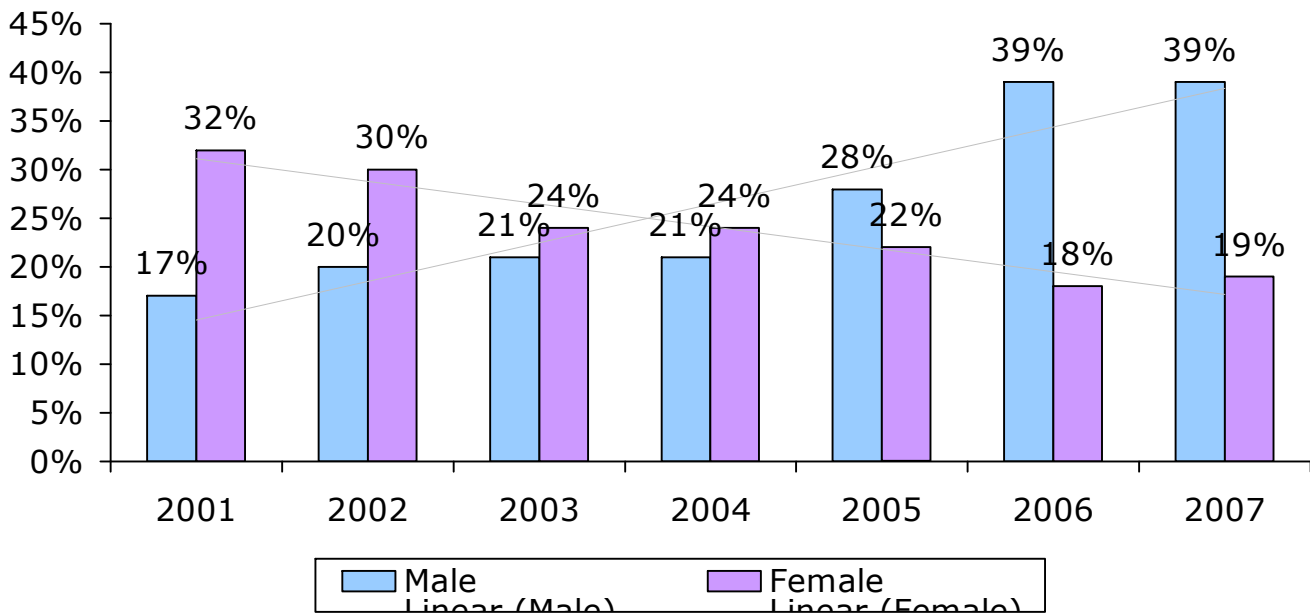




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<b>MALE</b>		<b>Numerator</b>	<b>Denominator</b>	<b>Percent</b>
<b>Race/Ethnicity</b>				
	Black	2	5	40%
	Asian	0	2	0%
	Hispanic	70	187	37%
	American Indian	7	22	32%
	White	13	26	50%
	Other	2	2	100%
<b>Special Populations</b>				
	Individuals With Disabilities	9	22	41%
	LEP	22	60	37%
	Other Educational Barriers	25	71	35%
	Economically Disadvantaged	52	115	45%
	Non-Traditional	n/a	n/a	n/a
	Single Parent	7	21	33%
	Displaced Homemaker	*	*	*

## Northern New Mexico College Perkins Core Indicator 4P1 Non-Traditional Participation





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## CORE INDICATOR: Non-traditional Completers (4P2)

The number of **2005-2006** vocational degree graduates in non-traditional programs divided by the total number of graduates from vocational programs (based on the list provided by the NM PED). Two rates are to be established based on gender.

	<b>Female</b>	<b>Male</b>
Total number of <b>2005-2006</b> vocational degree granted in non-traditional programs (numerator):	<b>22</b>	<b>11</b>
Total number of <b>2005-2006</b> vocational degrees and certificates granted (denominator):	<b>90</b>	<b>41</b>
Percentage graduated in non-traditional programs (numerator/denominator):	<b>24%</b>	<b>27%</b>

### Methodology:

Identify the number of **2005-2006** vocational degree graduates in non-traditional programs (numerator). The percentage graduating from non-traditional employment is obtained by dividing this numerator by the total number of graduates from that academic year. A rate for males and one for females is to be developed.

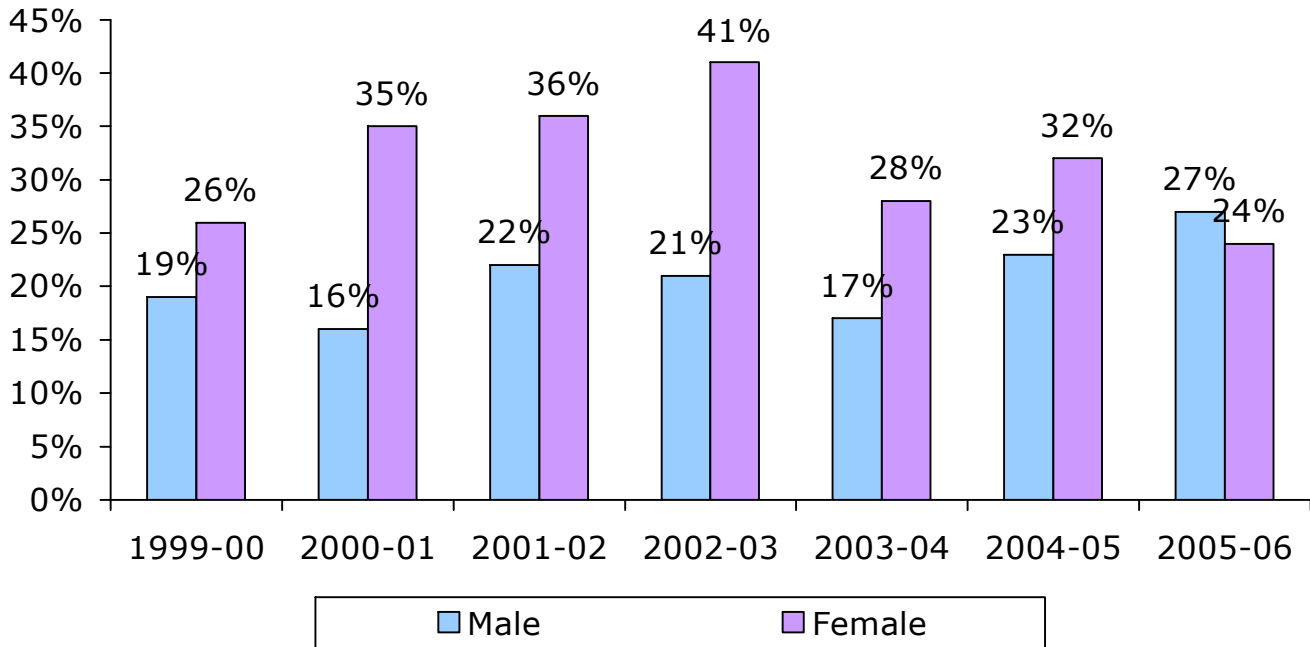
<b>FEMALE</b>	<b>Numerator</b>	<b>Denominator</b>	<b>Percent</b>
<b>Race/Ethnicity</b>			
Black	.	.	.
Asian	0	2	0%
Hispanic	19	66	29%
American Indian	2	7	29%
White	1	15	7%
Other	.	.	.
<b>Special Populations</b>			
Individuals With Disabilities	0	2	0%
LEP	1	8	13%
Other Educational Barriers	8	22	36%
Economically Disadvantaged	12	55	22%
Non-Traditional	n/a	n/a	n/a
Single Parent	9	34	26%
Displaced Homemaker	*	*	*



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<b>MALE</b>		<b>Numerator</b>	<b>Denominator</b>	<b>Percent</b>
<b>Race/Ethnicity</b>				
	Black	1	1	100%
	Asian	.	.	.
	Hispanic	8	26	31%
	American Indian	0	6	0%
	White	2	8	25%
	Other	.	.	.
<b>Special Populations</b>				
	Individuals With Disabilities	2	3	67%
	LEP	2	5	40%
	Other Educational Barriers	4	10	40%
	Economically Disadvantaged	6	18	33%
	Non-Traditional	n/a	n/a	n/a
	Single Parent	2	4	50%
	Displaced Homemaker	*	*	*

## Northern New Mexico College Perkins Core Indicator 4P2 Non-Traditional Program Completion





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Form K  
Project Year 2006-07

		Agriculture and Natural Resources	Arts and Communications	Business and Administration Services	Construction	Education and Training	Financial Services	Health Services	Hospitality Tourism	Human Services	Information Technical Services	Legal and Protective Services	Logistics, Transportation and Distribution Services	Manufacturing	Public Administration /Government Services	Scientific Research and Technical Services	Wholesale/Retail Sales and Services
	<b>TOTAL</b>	44	235	298	36	409		463	41		129	80		143	56	127	
<b>TOTAL MAJORS</b>																	
<b>TABLE A: GENDER</b>																	
Female	1372	15	144	229	6	347		386	36		61	50		13	44	41	
Male	689	29	91	69	30	62		77	5		68	30		130	12	86	
<b>Total - Gender</b>	<b>2061</b>	<b>44</b>	<b>235</b>	<b>298</b>	<b>36</b>	<b>409</b>	<b>0</b>	<b>463</b>	<b>41</b>	<b>0</b>	<b>129</b>	<b>80</b>	<b>0</b>	<b>143</b>	<b>56</b>	<b>127</b>	
<b>TABLE B: ETHNICITY</b>																	
African American	17	0	2	2		3		4			1			5			
Asian or Islander	18	0	3	2		2		8				1		1		1	
Hispanic	1542	34	180	227	29	275		352	35		111	63		105	23	108	
Native American	214	8	19	38	3	47		26	4		9	9		17	26	8	
White	257	2	27	27	4	80		70	2		8	7		15	7	8	
Other/Unknown	10	0	4	2		2		3								2	
<b>Total - Ethnicity</b>	<b>2058</b>	<b>44</b>	<b>235</b>	<b>298</b>	<b>36</b>	<b>409</b>	<b>0</b>	<b>463</b>	<b>41</b>	<b>0</b>	<b>129</b>	<b>80</b>	<b>0</b>	<b>143</b>	<b>56</b>	<b>127</b>	
<b>TABLE C: SPECIAL POPULATIONS</b>																	
Displaced Homemaker	0	*	*	*	*	*		*	*		*	*		*	*	*	



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		Agriculture and Natural Resources	Arts and Communications	Business and Administration Services	Construction	Education and Training	Financial Services	Health Services	Hospitality Tourism	Human Services	Information Technical Services	Legal and Protective Services	Logistics, Transportation and Distribution Services	Manufacturing	Public Administration /Government Services	Scientific Research and Technical Services	Wholesale/Retail Sales and Services
Economically Disadvantaged	835	13	120	132	13	105		235	24		45	44		38	18	48	
Educationally Disadvantaged	617	19	111	65	14	62		129	17		37	35		42	34	52	
Limited English Proficient	473	16	92	44	10	43		98	13		28	26		36	30	37	
Nontraditional	385	15	30	73	6	35		72	0		60	50		13	12	19	
Single Parent	329	8	33	54	5	52		99	8		16	20		12	6	16	
Students with Disabilities	105	4	17	15	2	18		20	1		1	4		10	5	8	



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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></p> <p>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></p> <p>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> <li>✓ MATH 102N</li> </ul>



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U.S. Department of Education Definitions	NNMC Definitions
<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 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.

**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



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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.