



Northern New Mexico College Carl D. Perkins Annual Report

The following report is the 2006 Carl D. Perkins Annual Report for Northern New Mexico College. The report consists of five (5) core indicators developed and reviewed by the NMACC-PIPs Group (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):	84	54
Total academic courses successfully completed (numerator):	112	65
Successful course completion rate (numerator/denominator):	75%	83%

Methodology:

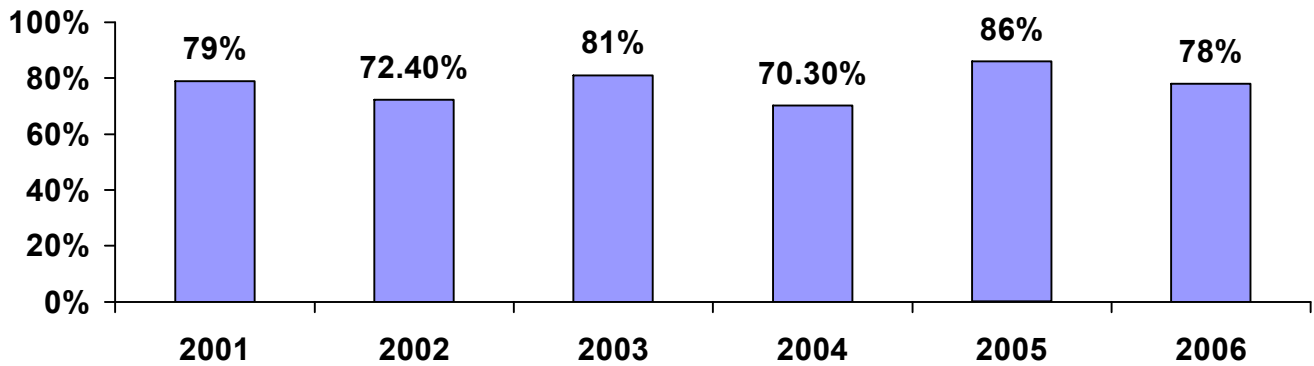
Using the **fall 2005** semester, take all students (continuing and new) who are defined as vocational concentrator (i.e., took 8 credit hours of vocational or more) who took at least one academic course (excluding developmental) that semester. Total the number of academic courses taken by these students 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	.	.	.
Asian	3	6	50%
Hispanic	99	124	80%
American Indian	9	13	69%
White	27	34	79%
Other	.	.	.
Special Populations			
Individuals With Disabilities	6	7	86%
LEP	15	21	71%
Other Educational Barriers	20	33	61%
Economically Disadvantaged	91	114	80%
Non-Traditional	18	21	86%
Single Parent	35	46	76%
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.

	Female	Male
Total number of vocational courses attempted (denominator):	230	112
Total vocational courses successfully completed (numerator):	278	135
Successful course completion rate (numerator/denominator):	83%	83%

Methodology:

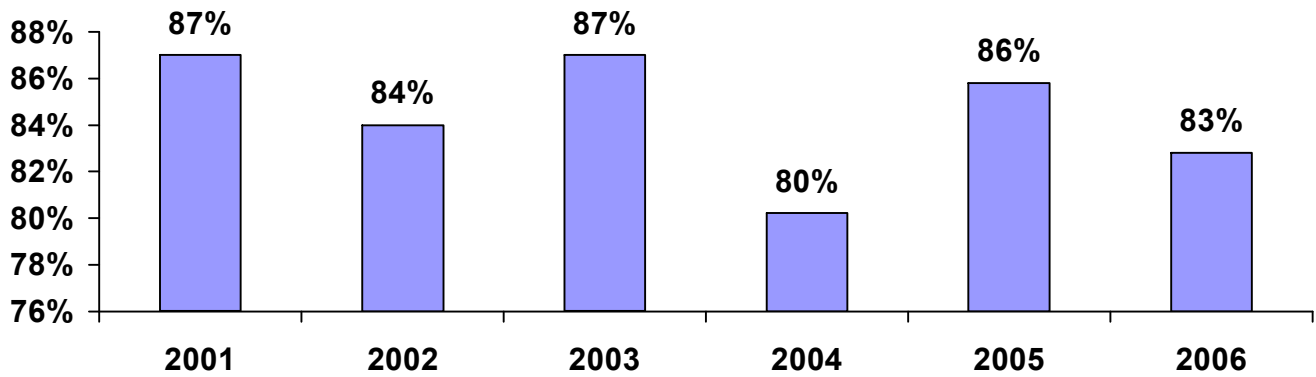
Same as for academic achievement, except that the denominators are all **Fall 2005** students that are in the concentrator cohorts.

Race/Ethnicity	Numerator	Denominator	Percent
Black	.	.	.
Asian	10	13	77%
Hispanic	229	272	84%
American Indian	22	30	73%
White	81	98	83%
Other	.	.	.
Special Populations			
Individuals With Disabilities	12	21	57%
LEP	36	49	73%
Other Educational Barriers	51	75	68%
Economically Disadvantaged	203	251	81%
Non-Traditional	31	37	84%
Single Parent	82	96	85%
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 2002** who after one year (that is by the **Fall 2003** semester) have attained at least 9 credit hours of vocational coursework and who by the **Spring of 2005** have obtained a degree or credential.

	Female	Male
Total number of first time Fall 2002 students who complete 9 vocational credit hours by the Fall 2003 (denominator):	8	5
Total number of this cohort obtaining a degree or credential by Spring 2005 (numerator):	30	51
Percentage completers (numerator/denominator):	27%	10%

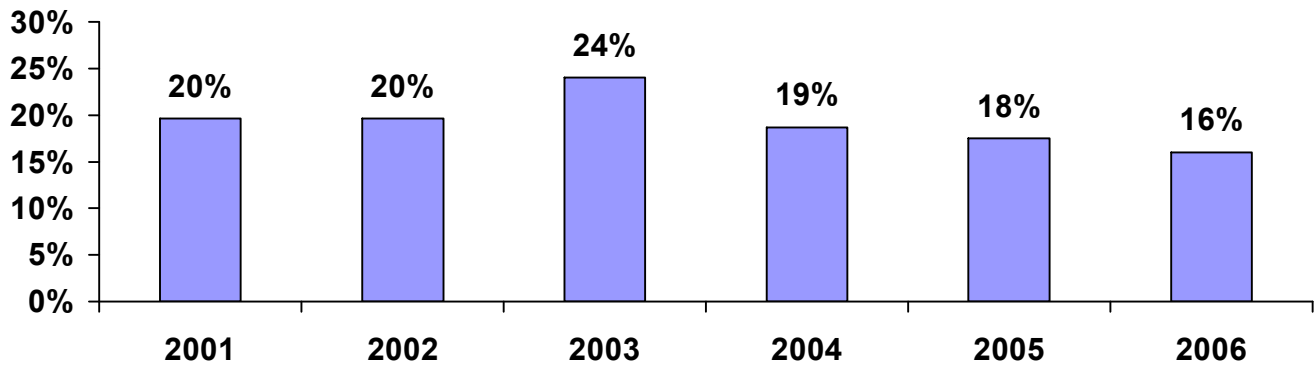
Methodology: Start with the identification of the new first time (full and part time) students enrolling for the **Fall 2002**. Track these students to the **Fall 2003** term and determine the number that has completed at least 9 vocational credit hours (denominator). Track this cohort as to the number 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.

Race/Ethnicity	Numerator	Denominator	Percent
Black	.	.	.
Asian	3	6	50%
Hispanic	99	124	80%
American Indian	9	13	69%
White	27	34	79%
Other	.	.	
Special Populations			
Individuals With Disabilities	6	7	86%
LEP	15	21	71%
Other Educational Barriers	20	33	61%
Economically Disadvantaged	91	114	80%
Non-Traditional	18	21	86%
Single Parent	35	46	76%
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 2005** 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.

	Female	Male
Total number of cohort who have declared a non-traditional major (numerator):	69	76
Total number of Fall 2005 vocational majors taking at least one vocational course (denominator):	376	197
Percentage enrolled in non-traditional programs (numerator/denominator):	18%	39%

Methodology:

Identify only those who have declared a vocational major and are taking at least one vocational course in the **Fall 2005** 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.

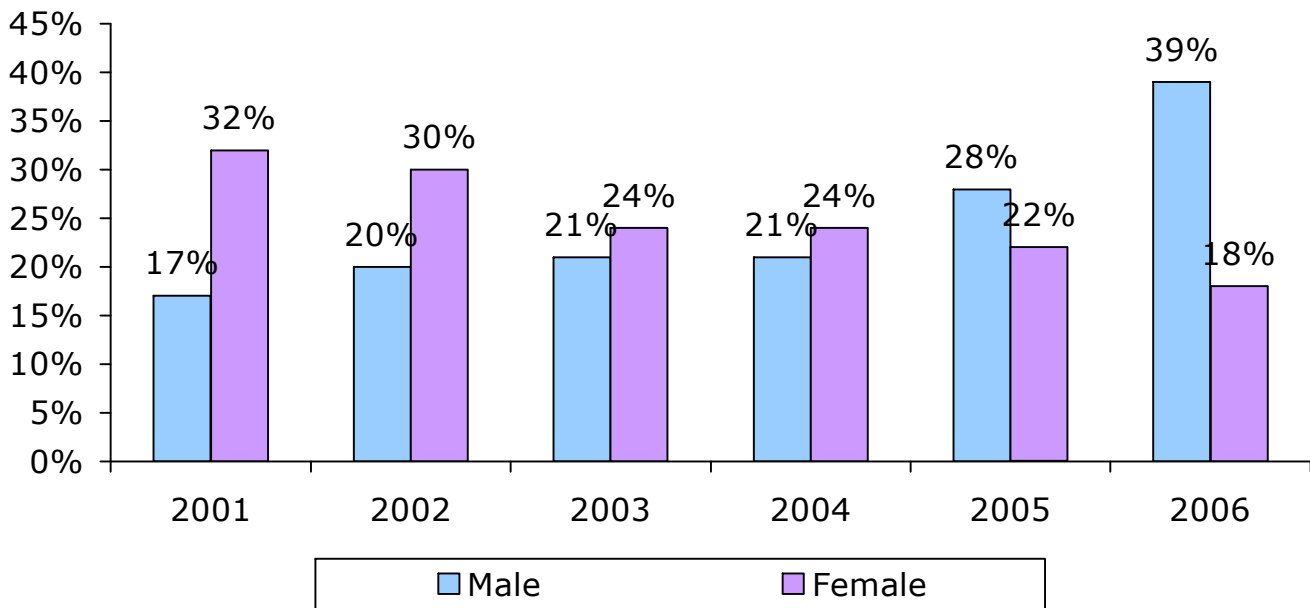
FEMALE	Numerator	Denominator	Percent
Race/Ethnicity			
Black	0	5	0%
Asian	0	5	0%
Hispanic	55	289	19%
American Indian	5	29	17%
White	9	48	8%
Other	.	.	.
Special Populations			
Individuals With Disabilities	2	14	14%
LEP	16	89	18%
Other Educational Barriers	19	108	18%
Economically Disadvantaged	39	229	17%
Non-Traditional	n/a	n/a	n/a
Single Parent	16	108	15%
Displaced Homemaker	*	*	*



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MALE		Numerator	Denominator	Percent
Race/Ethnicity				
	Black	1	1	100%
	Asian	.	.	.
	Hispanic	62	155	40%
	American Indian	4	12	33%
	White	9	29	31%
	Other	.	.	.
Special Populations				
	Individuals With Disabilities	6	10	60%
	LEP	16	47	34%
	Other Educational Barriers	19	61	31%
	Economically Disadvantaged	42	95	44%
	Non-Traditional	n/a	n/a	n/a
	Single Parent	7	16	44%
	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 **2004-2005** 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.

	Female	Male
Total number of 2004-2005 vocational degree granted in non-traditional programs (numerator):	43	8
Total number of 2004-2005 vocational degrees and certificates granted (denominator):	136	55
Percentage graduated in non-traditional programs (numerator/denominator):	32%	15%

Methodology:

Identify the number of **2004-2005** 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.

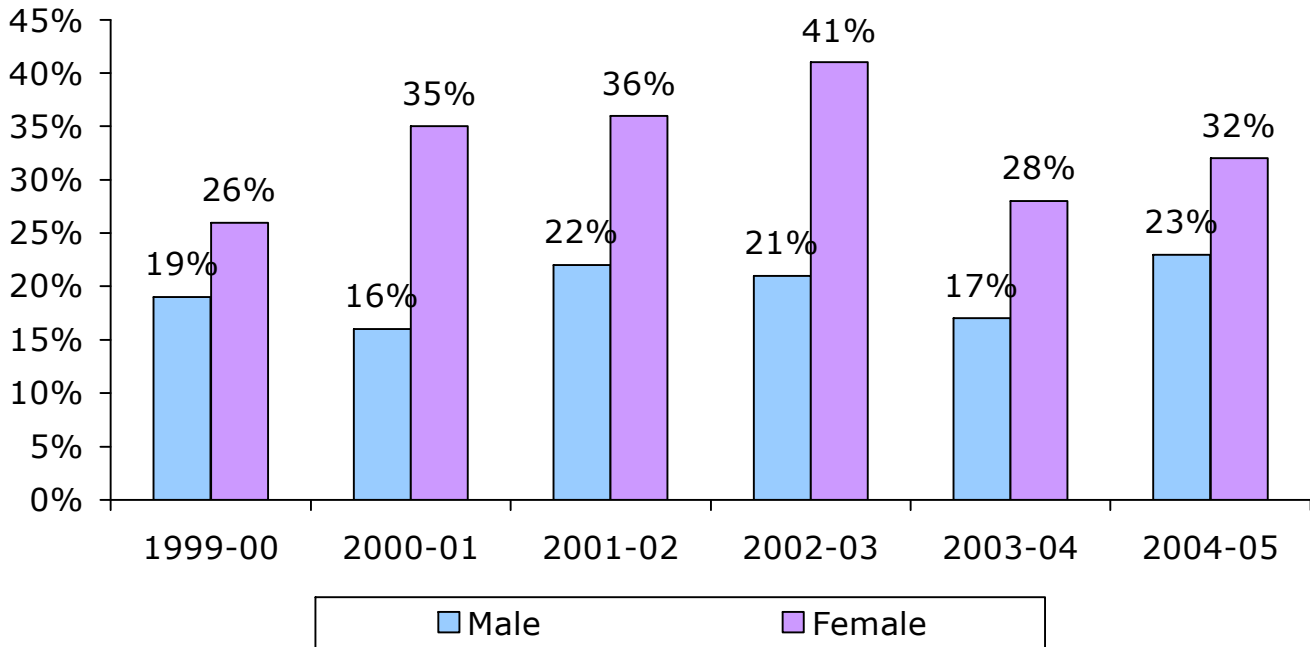
FEMALE	Numerator	Denominator	Percent
Race/Ethnicity			
Black	.	.	.
Asian	0	3	0%
Hispanic	27	88	31%
American Indian	7	18	39%
White	8	26	31%
Other	1	1	100%
Special Populations			
Individuals With Disabilities	0	10	0%
LEP	7	18	39%
Other Educational Barriers	11	34	32%
Economically Disadvantaged	28	94	30%
Non-Traditional	n/a	n/a	n/a
Single Parent	8	42	19%
Displaced Homemaker	*	*	*



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MALE		Numerator	Denominator	Percent
Race/Ethnicity				
	Black	.	.	.
	Asian	.	.	.
	Hispanic	5	40	13%
	American Indian	0	2	0%
	White	2	12	17%
	Other	1	1	100%
Special Populations				
	Individuals With Disabilities	.	.	.
	LEP	1	12	8%
	Other Educational Barriers	2	20	10%
	Economically Disadvantaged	6	24	25%
	Non-Traditional	n/a	n/a	n/a
	Single Parent	0	6	0%
	Displaced Homemaker	*	*	*

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





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Form K
Project Year 2005-06

		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
	TOTAL	43	222	418	89	332		461	55		123	78		89	34	119	
TOTAL MAJORS																	
TABLE A: GENDER																	119
Female	1430	10	142	349	39	273		370	49		75	46		11	26	40	
Male	633	33	80	69	50	59		91	6		48	32		78	8	79	
Total - Gender	2063	43	222	418	89	332		461	55		123	78		89	34	119	
TABLE B: ETHNICITY																	
African American	18	0	1	6	1	2		5	1		0	1		0	1	0	
Asian or Islander	11	0	0	4	0	1		6	0		0	0		0	0	0	
Hispanic	1547	29	173	326	45	221		352	48		105	57		69	23	99	
Native American	199	9	15	47	30	35		27	1		10	8		4	5	8	
White	285	5	33	35	12	73		69	5		8	12		16	5	12	
Other/Unknown	3	0	0	0	1	0		2	0		0	0		0	0	0	
Total - Ethnicity	2063	43	222	418	89	332		461	55		123	78		89	34	119	
TABLE C: SPECIAL POPULATIONS																	
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	866	15	113	155	30	110		215	27		55	40		32	23	51	
Educationally Disadvantaged	686	12	87	143	25	68		185	24		31	27		27	14	43	
Limited English Proficient	506	10	68	110	19	40		137	22		21	19		22	10	28	
Nontraditional	553	10	28	80	39	76		91	49		75	46		11	8	40	
Single Parent	351	7	37	66	10	57		90	12		19	16		10	10	17	
Students with Disabilities	69	2	10	14	5	8		13	2		3	0		4	5	3	



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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</p> <p>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</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"> ✓ PD courses (all) ✓ ENG 106N ✓ ENG 108N ✓ ENG 109N ✓ MATH 100N ✓ MATH 102N



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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 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>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.

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.