

# 2010-2011

## COLLEGE PERFORMANCE REPORT ON CAREER AND TECHNICAL EDUCATION



### MODIFICATIONS TO THE 2008-2009 COLLEGE PLAN FOR CAREER AND TECHNICAL EDUCATION

#### Summer Semester 2010 through Spring Semester 2011

This document contains planning and evaluation information pertinent to:

- Carl D. Perkins Career and Technical Education Act of 2006
- 2010-2011 College Plan for Career/Technical Education
- State Plan for Career/Technical Education
- State Board of Education policies

Data reported address state and local performance measures and provide a foundation for performance-based decision-making.

---

**College: Chattahoochee Valley Community College**

**Person to contact regarding report: Janet Ormond**

**Phone: 334-291-4964**

**E-mail: [janet.ormond@cv.edu](mailto:janet.ormond@cv.edu)**

---

Signature of College President

---

Date

## **CONTENTS**

### **1.0 CAREER/TECHNICAL EDUCATION PROGRAMS**

1.1 Instructions

1.2 Career/Technical Education Data Spreadsheets

1.3 Comparison of Actual to Targeted Levels of Performance

1.4 Activities Addressing Required Uses of Perkins Basic Grant Funds

1.5 Participants in Developing Performance Report and Plan Modifications

### **2.0 APPENDICES**

2.1 Glossary

2.2 Specific Instructions for Completing Spreadsheets

2.2 Career and Technical Education Program Clusters

## **1.0 CAREER/TECHNICAL EDUCATION PROGRAMS**

### **1.1 Instructions**

This document is the college's annual performance report on achieving career/technical education performance measures and standards for 2010-2011 data collection period (**first day of summer semester 2010 through final day of spring semester 2011**). This information pertains to certificates, diplomas, and associate degree programs.

This document is submitted in compliance with the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Data reported are beneficial in performance-based decision making, including that pertaining to the appropriation of funds.

Data from individual colleges are compiled in a state performance report for submission to the U.S. Department of Education and for reporting the status of postsecondary career/technical education for Alabama citizens. Actual levels of performance drive modifications to the colleges' and the state's plans for career/technical education. College representatives and the college Strategic Analysis Team are to compare actual levels of performance (performance for the 2010-2011 data collection period) with 2010-2011 targeted levels of performance (identified in the college's plan for career/technical education). Based on this comparison, areas in need of improvement are identified and changes are implemented as warranted. Changes that require modifications to the college plan are to be noted in the appropriate locations in section 1.3.

Submit an original hard copy of this document (including spreadsheets) and one electronic copy of the spreadsheet by **October 31, 2011** to:

Mr. Dave Laton, Assistant Director of Career/Technical Education  
Alabama Department of Postsecondary Education  
P.O. Box 302130  
Montgomery, AL 36130-2130

**Please send electronic copies by e-mail to [dave.laton@dpe.edu](mailto:dave.laton@dpe.edu).**

**To conserve paper, do not submit appendices of this report with the report hard copy.**

## 1.2 Career/Technical Education Data Spreadsheets

There are two spreadsheets that must be completed by each college. The first spreadsheet seeks data used to address the "actual level of performance" items in subsection 1.3. Report only data pertaining to students and programs for the data collection period (first day of summer semester 2010 through final day of spring semester 2011) unless directed otherwise.

Subsection 2.3 includes a list of career/technical programs grouped by the 16 U.S. Department of Education program career clusters. Programs listed are those identified as career/technical education programs in The Alabama Community College System and are designated as non-traditional (gender) with an "M" for male, "F" for female, or (\*) for gender neutral.

---

The second spreadsheet is used to track secondary education students receiving articulated credit during the reporting year for CTE courses. **DO NOT INCLUDE STUDENTS WHO RECEIVED CREDIT THROUGH DUAL ENROLLMENT.**

Insert hard copies of 2010-2011 career/technical education program data spreadsheets here.

**Note:** The Department of Postsecondary Education provides to colleges data pertaining to the following performance measures in subsection 1.3: **4P1, 5P1, and 5P2**. Colleges must use locally obtained data for 1P1, 2P1, and 3P1.

**Do not attach computer printouts. Do not modify the spreadsheets.**

**COLLEGE CAREER/TECHNICAL EDUCATION PERFORMANCE REPORT I**

**Summer 2010 through Spring 2011**

**Core Indicators 1P1, 2P1, and 3P1**

Name of College:

**Modified 8-23-11**

Student Population	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
	# of CTE concentrators passing technical skills assessments.	# of CTE concentrators taking technical skills assessments.	% of CTE concentrators attaining technical skills (1P1)	# of CTE concentrators receiving an award or industry recognized credential during reporting period	# of CTE concentrators receiving an Associates Degree	# of CTE concentrators receiving Certificate (long or short)	# of concentrators receiving an industry or professional organization recognized credential	# of CTE Concentrators who left postsecondary during reporting period.	% of CTE concentrators receiving award or industry recognized credential during reporting period (2P1)	# of CTE concentrators who, in the fall of 2010 (2010-2011 school year) remained enrolled or transferred to another post-secondary institution including 4-year colleges	# of CTE concentrators enrolled in the fall of 2010(2010-2011 school year) who did not receive an award or credential at the end of the 09-10 reporting period. (Spring 10)	% of CTE concentrators who remained enrolled or transferred to another postsecondary institution (3P1)
Male	21	22	95%	10	8	0	0	64	16%	4	7	57%
Female	58	61	95%	66	57	2	0	137	48%	39	49	80%
<b>TOTAL</b>	<b>79</b>	<b>83</b>	<b>95.18%</b>	<b>76</b>	<b>65</b>	<b>2</b>	<b>0</b>	<b>201</b>	<b>38%</b>	<b>43</b>	<b>56</b>	<b>76.79%</b>
<b>Race/Ethnicity (1977 Standards)</b>												
Amer Indian or Alaskan Native	2	2	100%	1	1	0	0	4	25%	0	1	0%
Asian or Pacific Islander	1	1	100%	0	0	0	0	1	0%	0	0	#DIV/0!
Black (Not Hispanic)	35	36	97%	34	28	2	0	100	34%	17	23	74%
Hispanic	3	4	75%	3	3	0	0	8	38%	3	3	100%
White	37	39	95%	35	30	0	0	85	41%	21	27	78%
Unknown/Other	1	1	100%	3	3	0	0	3	100%	2	2	100%
<b>TOTAL</b>	<b>79</b>	<b>83</b>	<b>95%</b>	<b>76</b>	<b>65</b>	<b>2</b>	<b>0</b>	<b>201</b>	<b>38%</b>	<b>43</b>	<b>56</b>	<b>77%</b>
<b>Special Populations and Other Student Categories</b>												
Individuals with Disabilities (ADA)	0	0	#DIV/0!	0	0	0	0	0	#DIV/0!	0	0	#DIV/0!
Economically Disadvantaged	56	59	95%	60	52	1	0	148	41%	31	42	74%
Single Parents	0	0	#DIV/0!	0	0	0	0	0	#DIV/0!	0	0	#DIV/0!
Displaced Homemakers	0	0	#DIV/0!	0	0	0	0	0	#DIV/0!	0	0	#DIV/0!
Limited English Proficient	0	0	#DIV/0!	0	0	0	0	0	#DIV/0!	0	0	#DIV/0!
Nontraditional Enrollees	0	0	#DIV/0!	0	0	0	0	0	#DIV/0!	0	0	#DIV/0!

**COLLEGE CAREER/TECHNICAL EDUCATION PERFORMANCE REPORT II**

Summer 2010 through Spring 2011

Core Indicators 4P1, 5P1, and 5P2

Name of College:									Modified 8-23-11		
Student Population	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
	# of CTE completers who left postsecondary during reporting period (2009-2010 year)	# of CTE completers employed in 2nd quarter following program year in which they left Postsecondary	# of CTE completers in military service in 2nd quarter following program year in which they left Postsecondary	# of CTE completers in apprenticeship programs in 2nd quarter following program year in which they left Postsecondary	% of CTE completers who left postsecondary who are employed(4P1)	# of nontraditional CTE participants who participated in nontraditional programs.	Total # of students who participated in nontraditional programs	% of CTE nontraditional students participating in nontraditional fields(5P1)	# of CTE nontraditional students who completed a nontraditional program	Total # of CTE students who completed a nontraditional program	% of CTE nontraditional students completing a nontraditional program(5P2)
Male	42	8	0	0	19%	30	281	11%	3	19	16%
Female	90	16	0	0	18%	188	502	37%	26	105	25%
<b>TOTAL</b>	<b>132</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>18.18%</b>	<b>218</b>	<b>783</b>	<b>27.84%</b>	<b>29</b>	<b>124</b>	<b>23.39%</b>
<b>Race/Ethnicity (1977 Standards)</b>											
Amer Indian or Alaskan Native	0	0	0	0	#DIV/0!	2	5	40%	0	0	#DIV/0!
Asian or Pacific Islander	1	0	0	0	0%	0	6	0%	0	0	#DIV/0!
Black (Not Hispanic)	52	14	0	0	27%	114	402	28%	11	57	19%
Hispanic	1	0	0	0	0%	11	37	30%	0	0	#DIV/0!
White	73	10	0	0	14%	84	308	27%	12	59	20%
Unknown/Other	5	0	0	0	0%	7	25	28%	6	8	75%
<b>TOTAL</b>	<b>132</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>18%</b>	<b>218</b>	<b>783</b>	<b>28%</b>	<b>29</b>	<b>124</b>	<b>23%</b>
<b>Special Populations and Other Student Categories</b>											
Individuals with Disabilities (ADA)	0	0	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!
Economically Disadvantaged	82	18	0	0	22%	53	196	27%	8	44	18%
Single Parents	0	0	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!
Displaced Homemakers	0	0	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!
Limited English Proficient	0	0	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!
Nontraditional Enrollees	24	5	0	0	21%	0	0	#DIV/0!	0	0	#DIV/0!

**2010-2011 COLLEGE CAREER/TECHNICAL EDUCATION**

**PERFORMANCE REPORT III**

NOTE: Student data is for the period of Summer 2010 through Spring 2011

Modified 8-17-11

College:	C1	C2	C3	C4	C5	C6	C7
<b>Student Population</b>	# of students receiving articulated credit for course work completed in secondary education	# of CTE concentrators receiving articulated credit who passed an industry or professional organization recognized technical skills assessment	# of CTE concentrators receiving articulated credit who received an award (degree, or certificate) or industry or professional organization recognized credential and left postsecondary during the reporting period.	# of CTE concentrators receiving articulated credit in the reporting period remained enrolled or transferred to another post secondary institution including 4-year colleges.	# of CTE completers receiving articulated credit who left postsecondary during the reporting period.	# of nontraditional CTE participants who received articulated credit participated in nontraditional programs of study.	# of nontraditional CTE students who received articulated credit completed a nontraditional program of study.
Male	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0
<b>Race/Ethnicity* (1977 Standards)</b>							
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0
Black (Not Hispanic)	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0
<b>Special Populations and Other Student Categories</b>							
Individuals with Disabilities (ADA)	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	0
Single Parents	0	0	0	0	0	0	0
Displaced Homemakers	0	0	0	0	0	0	0
Limited English Proficient	0	0	0	0	0	0	0
Nontraditional Enrollees	0	0	0	0	0	0	0

### 1.3 Comparison of Actual to Targeted Levels of Performance and Modifications to the College Plan

Use data in the subsection 1.2 to complete "actual level of performance" statements. Use figures from the college's 2010-2011 plan for career/technical education to complete the "targeted level of performance" statements.

#### Core Indicator 1P1 – Percent of CTE concentrators attaining technical skills.

Actual level of performance (2010-11) 95.18 % Targeted level of performance (2010-11) 80.44%

**\*Based on the comparison of actual and targeted levels of performance, the following actions will be taken:**

\*Required for indicators less than 90% of targeted level of performance. These actions may constitute modifications to the 2010-2011 College Plan for Career/Technical Education and should be reflected in the 2010-2011 Perkins Basic Grant Budget.

#### Core Indicator 2P1 – Percent of CTE concentrators receiving an award, industry, or professional organization recognized credential during reporting period.

Actual level of performance (2010-11) 38 % Targeted level of performance (2010-11) 58%

**\*Based on the comparison of actual and targeted levels of performance, the following actions will be taken:**

\*Required for indicators less than 90% of targeted level of performance. These actions may constitute modifications to the 2010-2011 College Plan for Career/Technical Education and should be reflected in the 2010-2011 Perkins Basic Grant Budget.

1. Increase the opportunity for students to achieve awards and industry certifications by certifying instructors to prepare students for certifications and insuring that the quality in programs required by certifying agencies is in place (e.g. NABCEP and Building Analyst certification for Sustainable Construction, forklift certification for Industrial Maintenance)
2. Place an increasing emphasis on appropriate certificate options for students who may not have as a goal the completion of a degree.

#### Core Indicator 3P1 – Percent of CTE concentrators who remained enrolled or transferred to another postsecondary institution or 4 year colleges.

Actual level of performance (2010-11) 76.79 % Targeted level of performance (2010-11) 69.50%

**\*Based on the comparison of actual and targeted levels of performance, the following actions will be taken:**

\*Required for indicators less than 90% of targeted level of performance. These actions may constitute modifications to the 2010-2011 College Plan for Career/Technical Education and should be reflected in the 2010-2011 Perkins Basic Grant Budget.



**Core Indicator 4P1 – Percent Career/Technical Education full completers employed, in military, or apprenticeship programs in the 2<sup>nd</sup> quarter following the program year in which they left postsecondary.**

Actual level of performance (2010-11) 18.18 % Targeted level of performance (2010-11) 84.44%

**\*Based on the comparison of actual and targeted levels of performance, the following actions will be taken:**

\*Required for indicators less than 90% of targeted level of performance. These actions may constitute modifications to the 2010-2011 College Plan for Career/Technical Education and should be reflected in the 2010-2011 Perkins Basic Grant Budget.

1. **If this data represents just those students employed in Alabama, institute a method to track students who work in Georgia to supplement the data provided by the Alabama Department of Industrial Relations.**
2. **Work more closely with students to identify career pathways in Career/Technical programs of study.**
3. **Continue to work with advisory committees to identify the skills needed for particular jobs related to programs of study.**

**Core Indicator 5P1 – Percent of nontraditional (gender) students participating in nontraditional programs.**

Actual level of performance (2010-11) 27.84 % Targeted level of performance (2010-11) 12.50%

**\*Based on the comparison of actual and targeted levels of performance, the following actions will be taken:**

\*Required for indicators less than 90% of targeted level of performance. These actions may constitute modifications to the 2010-2011 College Plan for Career/Technical Education and should be reflected in the 2010-2011 Perkins Basic Grant Budget.

**Core Indicator 5P2 – Percent of nontraditional (gender) students completing a nontraditional program.**

Actual level of performance (2010-11) 23.39 % Targeted level of performance (2010-11) 12%

**\*Based on the comparison of actual and targeted levels of performance, the following actions will be taken:**

\*Required for indicators less than 90% of targeted level of performance. These actions may constitute modifications to the 2010-2011 College Plan for Career/Technical Education and should be reflected in the 2010-2011 Perkins Basic Grant Budget.

## 1.4 Activities Addressing Required Uses of Basic Grant Funds

The Perkins Act requires that basic grant funds be used to conduct certain activities *Section 135(a) (b)*. Listed below are the **required uses of funds**. Briefly describe the activities of the college during the 2010-2011 data collection period that addressed each required use. **Each required use must be addressed.**

Required Use of Funds	Activities
<p>Strengthen the academic and career and technical skills of students participating in career and technical programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses.</p>	<p>All of the career technical programs at the College have an academic component of required courses. This year the College added an Applied Technology Associate in Applied Science degree with four options. The required academics were added to the degree plans for this program to insure that students receive a full component of academics to support the Applied Technology core and the option core and electives. These changes to the curriculum insure our students are learning relevant skills for employment in their chosen field.</p>
<p>Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study.</p>	<p>To link career and technical education at the secondary level and career technical education at the postsecondary level, the College is in the third year of a career technical dual enrollment program with area high schools to give high school students opportunities in career technical areas that the local schools could not provide. The students elected to enroll in the Certified Nurse Assistant program and the Computer Information Systems CISCO program. All of CVCC's career tech programs are now approved for dual enrollment. The College used Tech Prep funds to purchase robot kits for one high school, a laptop computer for student classroom presentations for another, and a battery and electrical system tester for a third.</p>
<p>Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences</p>	<p>To provide students with strong experience in and understanding of all aspects of an industry, the College's Career Technical faculty has supplemented textbooks with instructional media and other resources that acquaint students with real issues in their chosen career path. Realistic activities that allow students to participate in simulated experiences were planned by faculty in Homeland Security, Fire Science, Criminal Justice, and Emergency Medical Services. Students in selected programs participate in internships or preceptorships, and nursing programs include a strong clinical component in area healthcare facilities. Exposure to all aspects of a given industry has also been enhanced by regular meetings of the College's CTE advisory committees.</p>

<p>Develop, improve, or expand the use of technology in career and technical education which may include training of career and technical education teachers, faculty, and administrators to use technology, providing career and technical education students with the academic and career and technical skills that lead to entry into technology fields; or provides a strong basis for such skills, that lead to entry into technology fields; or encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs.</p>	<p>Perkins funds were used this year to purchase new computers and CISCO equipment for the Computer Information Systems program that is housed in the new Instructional and Performing Arts Center on CVCC's campus. In addition, a small amount of Perkins funds was used to purchase welding equipment for the new Applied Technology program. This equipment has been installed in the newly retrofitted Industry Training Center on CVCC's campus.</p>
<p>Provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs,</p>	<p>The College provided opportunities with Perkins funds for Career Technical faculty, specifically Nursing faculty, to participate in conferences and seminars as well as local professional development activities to upgrade skills in their fields and to prepare for program accreditation. Faculty members were encouraged to visit high school classrooms to share technology and information with high school teachers that they in turn can use with their students. The College's Career Technical faculty continues to be informed about the availability of Perkins funds for training and professional development.</p>
<p>Develop and implement evaluations of career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.</p>	<ol style="list-style-type: none"> <li>1. The ADA compliance officer provided intervention, including seminars, counseling, and referral for special populations.</li> <li>2. The College continues to offer developmental courses in math, writing, and reading, and to explore methodologies and means to improve student learning outcomes for students with special education barriers and needs.</li> <li>3. The College has initiated a Success Center to meet the needs of individuals who placed in two or more developmental courses. We are experiencing success in retaining those students.</li> <li>4. In the Workplace Skills course (WKO 101) career and technical students are administered WorkKeys assessments that assess skill levels and are given targeted instruction to improve their performance.</li> </ol>
<p>Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.</p>	<p>The College continues to develop, improve and expand its use of technology through the selective acquisition and integration of current technology in computer sciences, visual communications, public safety, and applied technology programs of study. Very limited Perkins funds were spent on the Applied Technology program, but insuring that we have state-of-the-art equipment will better prepare</p>

	our graduates with the skills they need for high-demand, high-wage jobs.
Provide services and activities that are of sufficient size, scope, and quality to be effective.	The College continues to offer certificates and degrees in its Career Technical programs. Perkins funds are used to insure that adequate instructional resources are available to assure the adequacy of services and activities of sufficient scope, quality, and effectiveness.
Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs for high skill, high wage, or high demand occupations that will lead to self-sufficiency.	The College's Recruiting and Admissions offices work together to identify students defined as special populations and to work with the instructional division and Workforce Development to assure these students pursue courses and degrees leading to self-sufficiency. Perkins funds were used to insure that up-to-date equipment and resources are available to give these students relevant skills for today's workplace.

## 1.5 Participants in Developing Performance Report and Plan Modifications

As in the development of the 2010-2011 College Plan for Career/Technical Education, the college's Strategic Analysis Team (SAT) participates in developing the annual performance report and resulting plan modifications. The SAT includes, but is not limited to: 1) chairs of the career/technical education program advisory committees; 2) college faculty and staff representatives, to include individuals responsible for decisions related to instructional technology; 3) institutional advisory council representatives; 4) labor representatives; 5) student representatives; and 6) special populations advocates.

List below the SAT members who participated in developing this report and plan modifications. Identify the group or interest the individuals represent (e.g., chair of automotive technology advisory committee, career/technical education instructor, special populations advocate).

Name		Address	Representing
Vickie Williams	2602 College Dr.	Phenix City 36869	Director of Student Development; CVCC, ADA Officer
Beth Parkman	2602 College Dr.	Phenix City 36869	Recruiter, CVCC
Earl Cook	2602 College Dr.	Phenix City 36869	Interim Dean of Instruction, CVCC
Debra Plotts	2602 College Dr.	Phenix City 36869	Chair, Business and Information Technology, CVCC
Mary Simonton	2602 College Dr.	Phenix City 36869	Coordinator, Public Safety Academy, CVCC
Janet Ormond	2602 College Dr.	Phenix City 36869	Dean of Workforce Development, CVCC
Marquette Brewer	2602 College Dr.	Phenix City 36869	Nursing Faculty, CVCC
Shawneen Collins	2602 College Dr.	Phenix City 36869	Nursing Faculty, CVCC
Judy Ennis	2602 College Dr.	Phenix City 36869	Nursing Faculty, CVCC
Bridgett Jackson	2602 College Dr.	Phenix City 36869	Nursing Faculty, CVCC
Resa Lord	2602 College Dr.	Phenix City 36869	Nursing Faculty, CVCC
Susan Young	2602 College Dr.	Phenix City 36869	Co-Chair, Technology Com., CVCC
Gil Slouchick	2602 College Dr.	Phenix City 36869	Criminal Justice Instructor, CVCC
Lem Miller			Columbus, GA Police Dept.
Sheila Larkin	2602 College Dr.	Phenix City 36869	Instructor, Bus. and Tech., CVCC
Victor Cross	1107 Broad St.	Phenix City 36869	President Phenix City/Russell Co. Chamber of Commerce
Wallace Hunter	1111 Broad St.	Phenix City 36867	City Manager
Susan Lockwood	2602 College Dr.	Phenix City 36869	LFA Chair, CVCC
Aurelia Smith	2602 College Dr.	Phenix City 36869	CIS Faculty, CVCC

Donna Seay	2602 College Dr.	Phenix City 36869	VCM Faculty, CVCC
Sandra Jernigan			Aflac
Alisha Herring			Total System Services
Dick Frederick	2602 College Dr.	Phenix City 36869	VCM Faculty, CVCC
Saundra Noles	2602 College Dr.	Phenix City 36869	
Kenny Harrison	316 Leach Science Center	Auburn Univ. 36849	Univ. Fire Protection Eng.
Robert Futrell			Columbus Fire & EMS
Darlene Henley			Sigma Associates
Steve O'Steen			Chief, Russell Co. Sheriff Dept.
Dr. David Hodge	2602 College Dr.	Phenix City 36869	Dean of Students & Adm. Services, CVCC
Ray Smith		Phenix City 36869	Phenix City Police Chief
Roy Waters			Public Safety Advisory Comm