

Perkins Core Performance Measures  
Results and Targets  
2006-2007



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**VIRGINIA COMMUNITY COLLEGE SYSTEM  
PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES  
FOR 2006-2007**

**OVERVIEW**

Each year, the Virginia Community College System (VCCS) is required to report performance on seven federally established Perkins measures and is expected to meet established targets. These measures focus on skills attainment, graduation, placement (employment or further study), retention in enrollment, and nontraditional gender representation. The Perkins program annually provides over \$3.4 million to community colleges in Virginia to develop and/or enhance certificate or degree bearing occupational and technical programs.

For the 2006-2007 year, the VCCS exceeded three of the seven Perkins performance targets. The table below provides data on the VCCS actual performance on the seven performance measures compared to the VCCS target. It is important to note that while VCCS did not meet several targets, in three out of the four targets that were missed, VCCS increased or maintained performance over the prior year. For example, in the nontraditional gender representation in graduates measure VCCS increased 2.6 percentage points from 21.89 in 2005-06 to 24.51. However, this was not adequate to meet the target of 27.35. In addition, for two of the four measures that did not make the expected target, VCCS missed the measure by approximately one or less percentage points.

<b>VCCS PERFORMANCE ON PERKINS PERFORMANCE MEASURES FOR 2005-06 to 2006-07 ACADEMIC YEAR</b>					
<b>Performance Measure</b>	<b>2005-06 Actual</b>	<b>2006-07 Actual</b>	<b>2006-07 VCCS Target</b>	<b>Difference Actual vs. Target</b>	<b>Increase from 05-06 to 06-07</b>
Academic Skills Attainment (1P1)	77.99	<b>77.19</b>	78.37	-1.18	-0.8
Technical Skills Attainment (1P2)	86.84	<b>87.00</b>	87.82	-0.82	0.16
Graduation (2P1)	<b>16.89</b>	<b>14.78</b>	17.42	-2.64	-2.11
Employment/Further Study (3P1)	75.07	74.28	71.01	3.27	-0.79
Retention in Employment (3P2)	94.08	93.72	91.45	2.27	-0.36
Nontraditional Gender Representation in Enrollment (4P1)	20.32	20.11	19.28	0.83	-0.21
Nontraditional Gender Representation in Graduates (4P2)	<b>21.89</b>	<b>24.51</b>	27.35	-2.84	2.62

With the reauthorization of Perkins in 2006, USDOE proposed new definitions and revised measures. VCCS is in the process of compiling the baseline data for the measures. The new measures are provided in the five-year Perkins plan due in April 2008.

The following pages provide a background on the Perkins program and performance measures, VCCS performance on Perkins measures over time, college performance on the measures for this year, and the future of Perkins performance measures.

## BACKGROUND ON PERKINS PROGRAM

Perkins is a federally funded program targeted towards occupational and technical skill programs at the secondary and postsecondary levels. The history of the program dates back to 1963 with the passing of the Vocational Education Act, which was renamed in later authorizations by the program's largest proponent, Carl D. Perkins. The most recent authorization occurred in 2007 (referred to as Perkins IV).

The Virginia Department of Education is the grant recipient of the Perkins funds for the state. VCCS receives 15 percent of the grant to administer the postsecondary component of the program. The majority of these funds (over \$3.4 million in FY 2007) are distributed to the 23 community colleges across Virginia.

The intent of the Perkins program is to:

- ❖ Further develop the academic, occupational and technical skills of vocational students through high standards;
- ❖ Link secondary and postsecondary occupational programs;
- ❖ Disseminate national research about occupational and technical education; and
- ❖ Provide professional development and technical assistance to occupational and technical educators.

As part of the reauthorization, four core indicators were established to assist legislatures in measuring the performance of the Perkins programs. From these indicators, seven measures were developed. These indicators and measures are listed in the table below.

PERKINS CORE INDICATORS AND RELATED PERFORMANCE MEASURES	
Core Indicator	Measure(s)
Student Attainment	1. Academic skill attainment 2. Vocational skill attainment
Completion	3. Graduation
Placement	4. Employment or further study 5. Retention in employment
Gender Equity	6. Gender representation in enrollments 7. Gender representation in graduates

Perkins allowed states to define the method of calculating these measures, and in fall of 2000, definitions for Virginia were finalized with the US Department of Education (US DOE). The method for calculating these measures is provided in the table below.

METHOD OF CALCULATING PERKINS PERFORMANCE MEASURES FOR VCCS	
Measure	Method for Calculating Measure
1P1 Academic Skills	The percentage of technical majors in certificate, diploma, and degree programs successfully completing an academic skills course. Specifically, for a fall term all registrations for occupational-technical students in math, english, biology, chemistry, geology, physics, and natural science at the 100 level or higher are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of "C" or above is the numerator. Beginning with the 2002-03 data cycle, all student registrations with the grade of 'W' were added to the numerator.

<b>METHOD OF CALCULATING PERKINS PERFORMANCE MEASURES FOR VCCS</b>	
<b>Measure</b>	<b>Method for Calculating Measure</b>
1P2 Technical Skills	The percentage of technical majors in certificate, diploma, and degree programs successfully completing a technical skills course is the basic measure. Specifically, for a fall term, all registrations for occupational-technical students in occupational-technical courses (HEGIS codes greater than 5000) are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of "C" or above is the numerator. Beginning with the 2002-03 data cycle, all student registrations with the grade of 'W' were added to the numerator.
2P2 Graduation Rate	A subset of the federal student right-to-know measure is used which is the number of first-time, full-time, occupational-technical freshmen completing a program within 150% of the program length (numerator) as a percentage of the occupational-technical cohort beginning the same fall semester (denominator).
3P1 Placement, Employment and Further Study	Virginia employment information is obtained for technical graduates within 6-12 months following graduation. Specifically, graduates of an academic year are tracked using UI files to determine their employment status in Virginia in the 4 <sup>th</sup> quarter of that calendar year. For the same graduates, State Council staff determine the number enrolled at a 4-year institution during the corresponding fall semester. The measure is the unduplicated count of those working or studying as a percentage of the total graduates.
3P2 Retention, Employment	Retention is defined as the percentage of those graduates found to be working, as defined in the placement measure, 3P1, who continue working for a period of at least one quarter. For example, graduates identified as working in 4 <sup>th</sup> qtr. 1999 would be matched against UI employment information for 1 <sup>st</sup> qtr. 2000.
4P1 Gender Representation, Enrollment	The enrollment measure is the combined minority gender enrollments for each program as a percentage of the total enrollment for all "under-represented" (nontraditional) programs. Nontraditional programs are those related to occupations with gender under-representation (less than 25% minority employment, U.S. Census Household Survey). The minority gender for 4P1 and 4P2 is defined according to national gender splits for the occupations, not the gender with the lowest enrollments or graduates in VCCS programs.
4P2 Gender Representation, Graduates	Similarly for the same nontraditional programs, the representation measure for graduates is defined as the combined number of minority gender graduates from each of these programs as a percentage of the total graduates for all nontraditional programs.

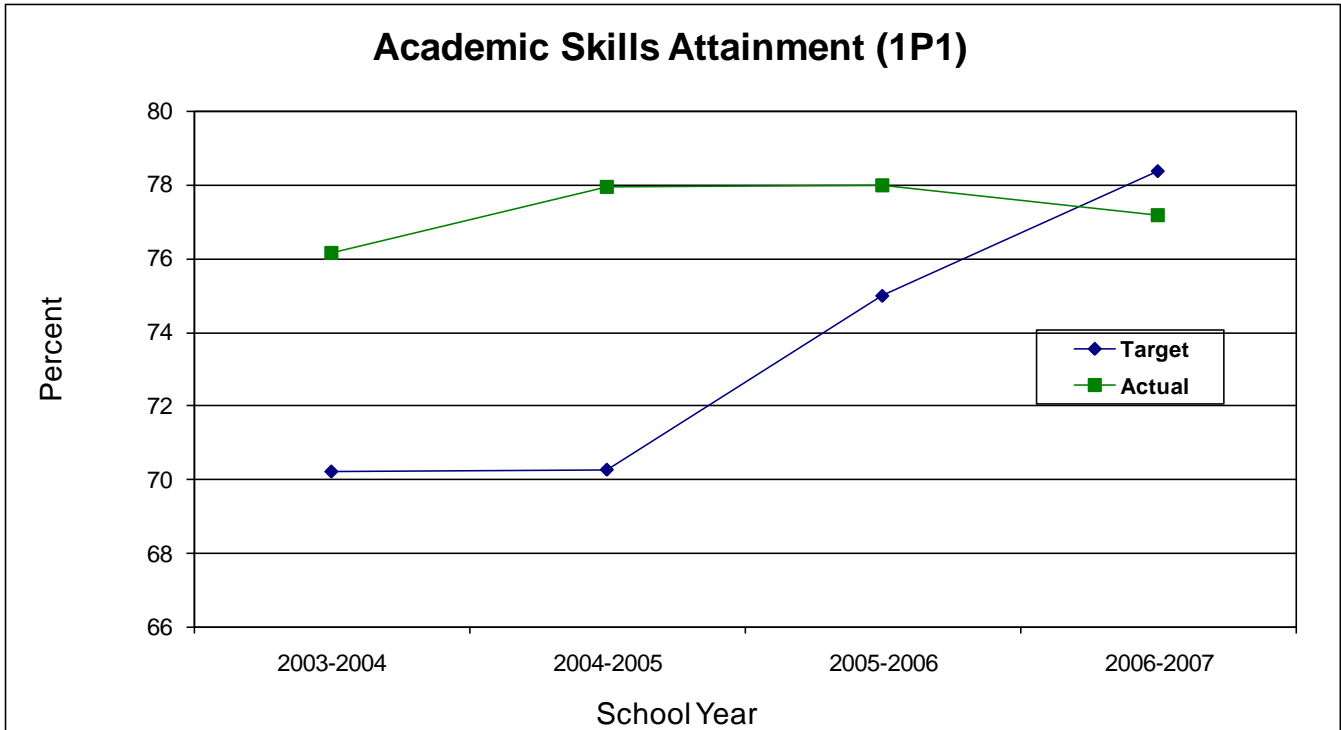
The measures are based on Fall 2006 enrollments and grades for 1P1, 1P2, and 4P1, 2005-2006 graduates ( 3P1, 3P2, 4P2), and a fall 2003 (mid-term) entering cohort (2P1).

### **VCCS PERFORMANCE ON PERKINS MEASURES**

Each state negotiates target levels of performance with the US DOE. For the most part, the targets are set based on a three-year average formula. These targets are incorporated into each state's annual Perkins plan. The following section provides a depiction of VCCS performance on each of the measures over the last six years.

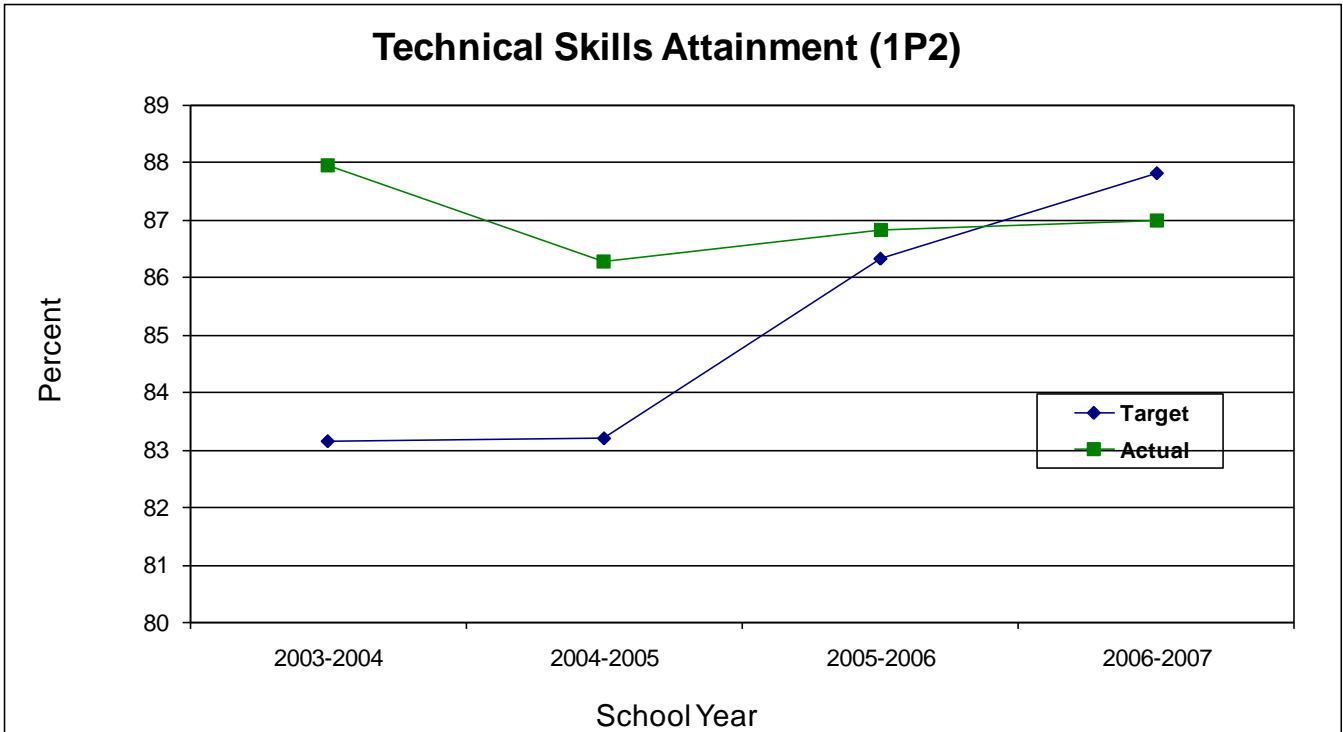
### 1P1 Academic Skills Attainment

In 2006-07, VCCS missed the academic skills attainment measure by approximately one percentage point. In the past, VCCS has exceeded the academic skills attainment measure. Colleges have continually concentrated funding and efforts to improve skills attainment through initiatives, such as enhancement of curriculum, on-line instructional services, and the provision of tutoring.



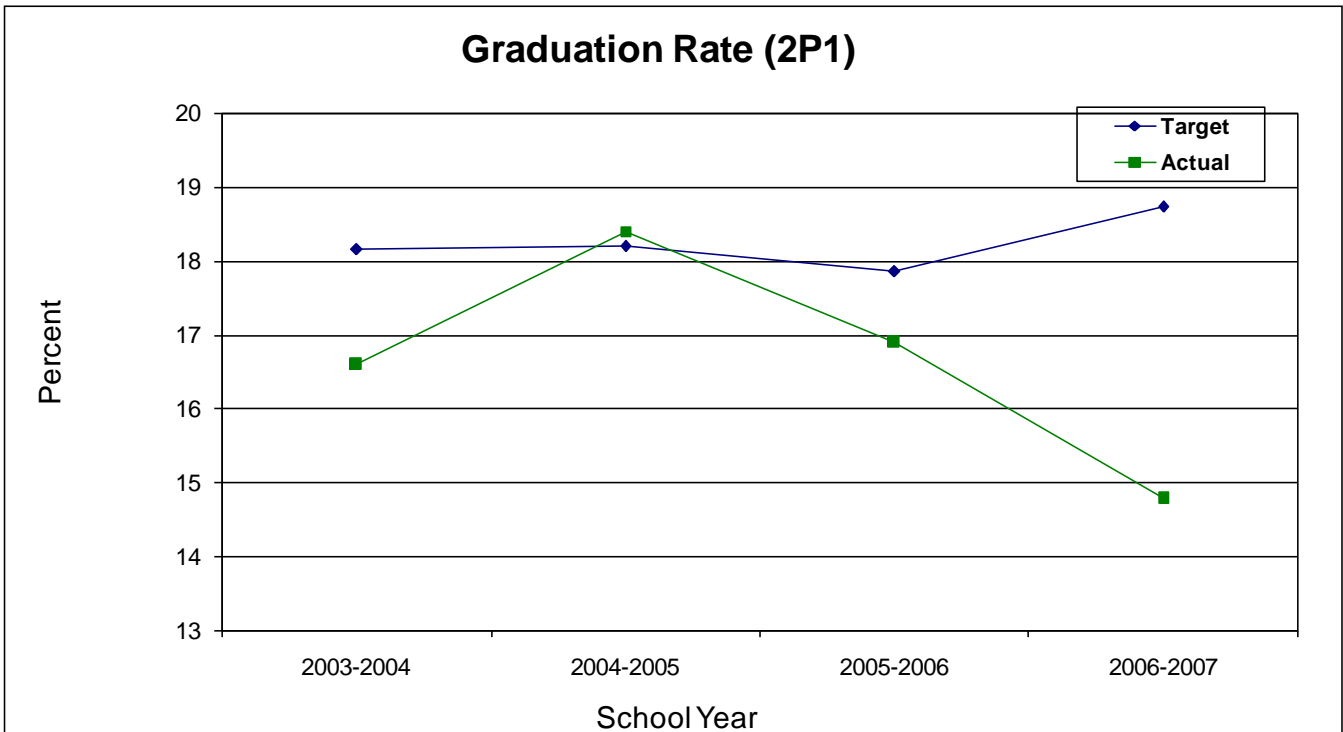
### 1P2 Technical Skills Attainment

VCCS missed this target in 2006-07 by less than one percentage point. Colleges continually concentrate funding and efforts to improve skills attainment through initiatives, such as enhancement of curriculum, upgrading of computers, and certification of programs and faculty.



**2P2 Graduation Rate**

For the 2006-2007 year, VCCS missed the graduation target (see graph below). VCCS expects the performance on this measure to change with the alignment of the definition to the measures proposed in Perkins IV. Currently, the definition is based on a first-time, full-time definition, which represents less than 10 percent of the career and technical education population.

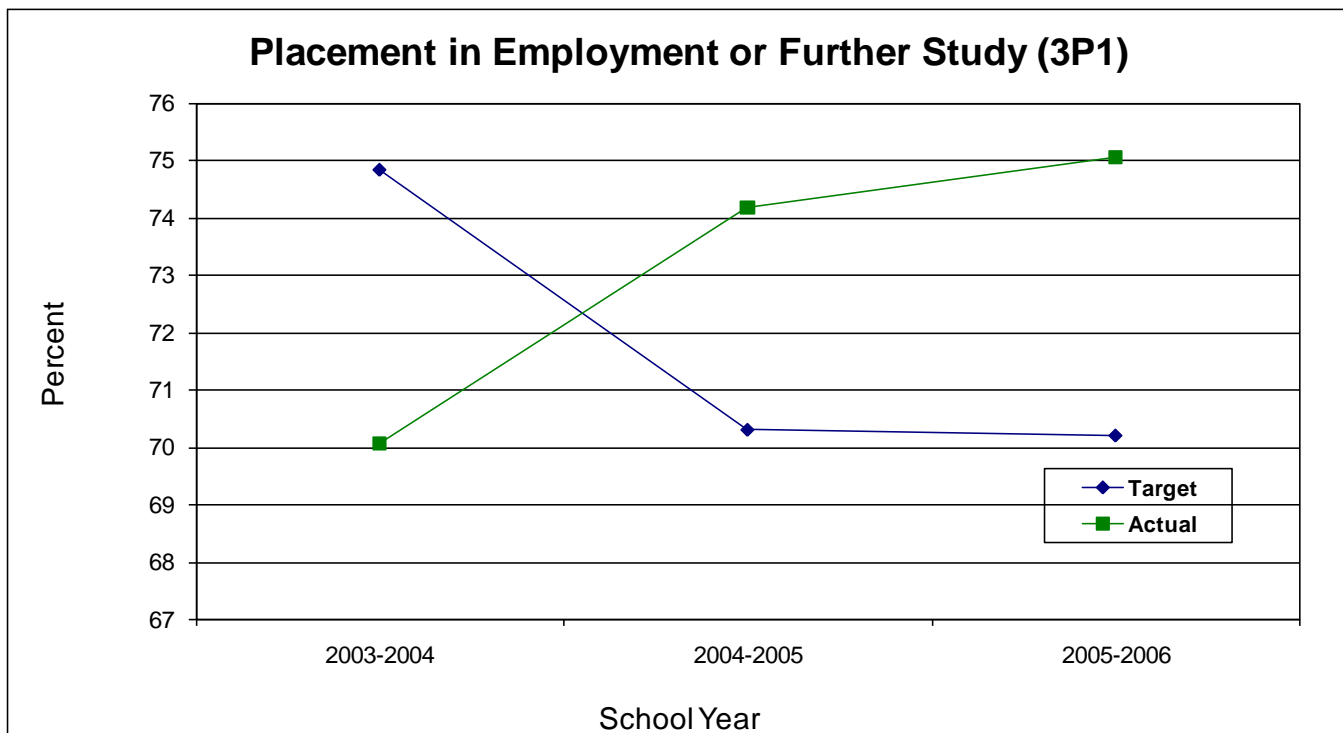


In addition to the definition change, VCCS continues to seek new practices to improve the graduation rate of all community college students. In 2004, VCCS adopted nine strategies to improve performance by 2009 (referred to as Dateline 2009). One goal includes ranking the VCCS in the top 10% of community colleges based on graduation data by 2009. Since the adoption of these strategies, colleges are required to report on how they will work to improve their graduation rate to contribute to this goal. In addition, college presidents are evaluated on their performance for meeting these goals.

3P1 Placement, Employment and Further Study

Over the last three years, VCCS placement rates have steadily increased. Colleges provide services to improve the placement measure through the development of career resources and career coaching, the purchase of job placement software, and provision of employability skills training.

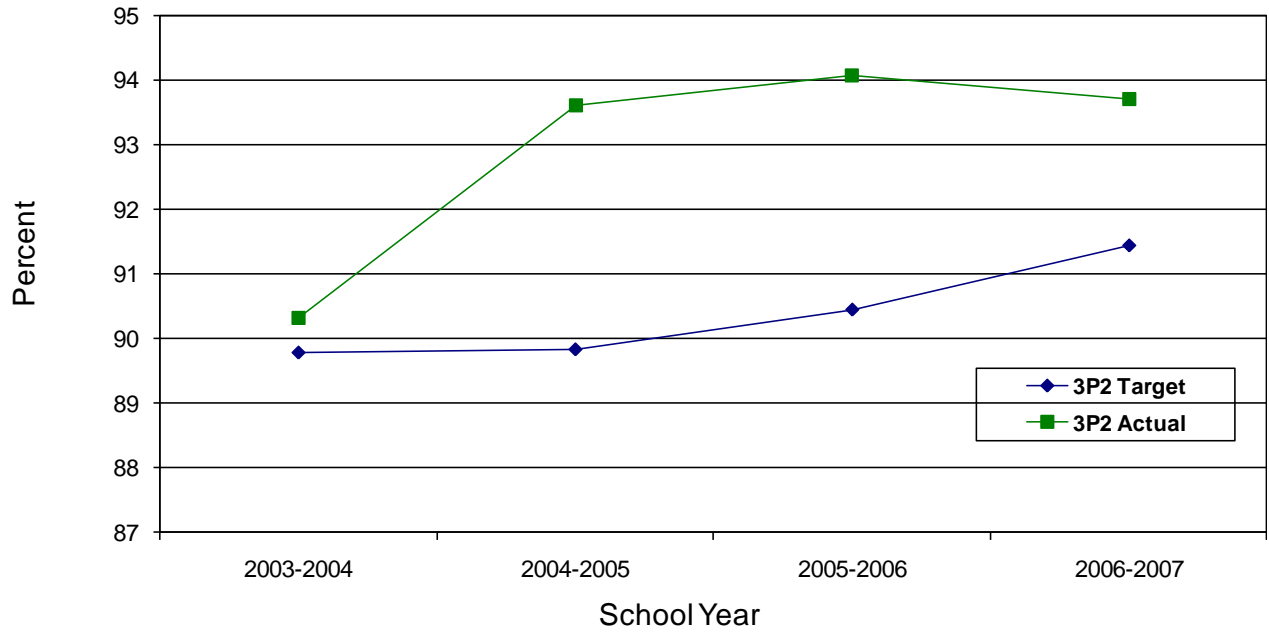
One factor that may have contributed to the recent increase in the placement rate is the growth in Virginia’s economy over the last few years. Virginia’s low unemployment rates increase the likelihood of community college students finding employment upon graduation.



3P2 Retention in Employment

VCCS exceeded the retention in employment target. Colleges focus on maintaining this measure through similar activities as described in the placement measure (3P1), such as the development of career resources and career coaching, the implementation of job placement software, and the provision of employability skills training.

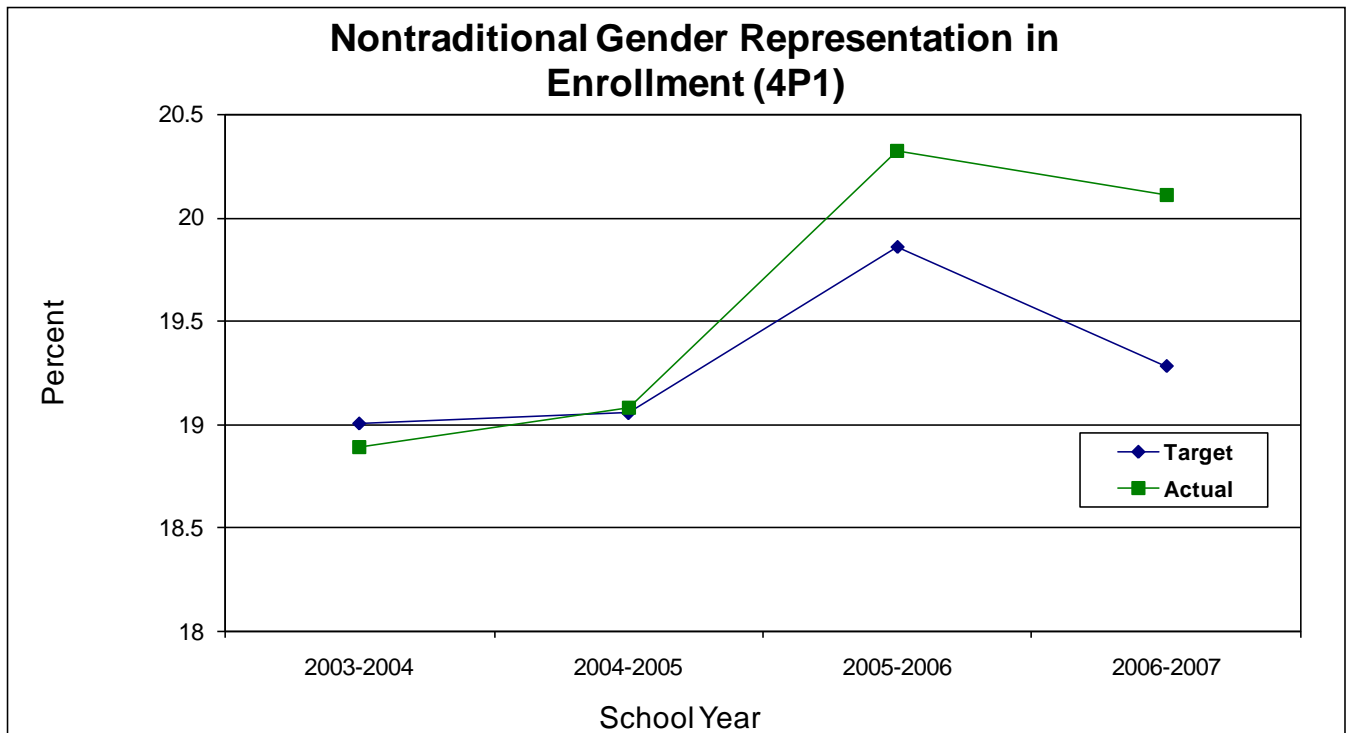
### Retention in Employment (3P2)





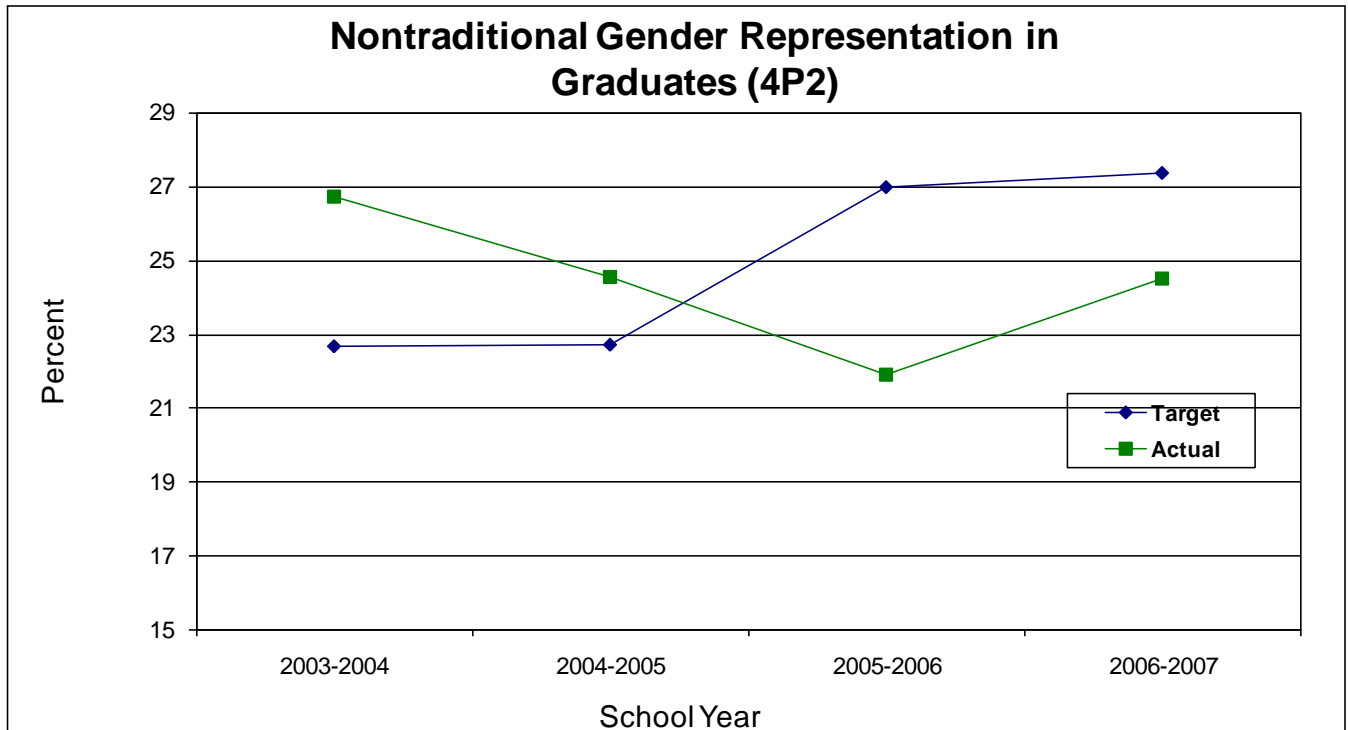
### 4P1 Nontraditional Gender Representation in Enrollment

VCCS met the target level for the 2006-2007 year for representation of minority gender students in nontraditional programs. Examples of nontraditional programs include: information technology, which is traditionally dominated by males; and nursing programs, which are traditionally dominated by women. Colleges work to improve this measure through the development of learning communities to provide a support network for gender minorities in these programs, the publishing of gender and minority balanced marketing materials to demonstrate that all individuals have access to programs, and through career coaching to encourage students to pursue their interests regardless of whether it is a nontraditional career for their gender.



### 4P2 Nontraditional Gender Representation in Graduates

VCCS did not meet the nontraditional gender representation in graduates measure. The rate increase two and half percentage points from the prior year. Similar to the nontraditional representation in enrollment measure, colleges work to improve this measure through the development of learning communities, the publishing of gender and minority balanced marketing materials, and through career coaching.



## COMMUNITY COLLEGE PERFORMANCE

Individual college performance on the Perkins measures varied in 2006-2007. The following table provides data on performance for the 23 community colleges.

Each year, colleges that do not meet the state's target level are required to develop a plan for improvement of the measure. In FY 2006, VCCS began to require colleges to allocate a portion of their Perkins funds towards the measure.

INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2006-2007								
	1P1	1P2	2P1	3P1	3P2	4P1	4P2	# Did not meet
	Academic Skills	Technical Skills	Graduation Rate	Employment and Study	Retention in Employment	Gender Representation	Gender Representation Graduates	
Target	78.37	87.82	17.42	71.01	91.45	19.28	27.35	
BRCC	81.24	88.09	19.67	84.91	96.32	12.86	15.27	2
CVCC	84.91	91	11.46	86.58	97.62	21.96	26.09	2
DSLCC	78.38	92.34	32.81	64.96	88.51	12.23	11.39	4
DCC	77.58	89.23	27.75	70.65	94.26	14.47	10.19	4
ESCC	77.94	88.51	12	76.39	92.59	19.35	18.33	3
GCC	72.45	87.17	12.59	80.49	96.39	23.44	23.11	4
JSRCC	82.72	84.13	8	78.47	95.34	17.62	16.28	4
JTCC	80.2	91.78	6.72	78.19	94.43	14.6	21.76	3
LFCC	81.32	89.69	21.69	78.64	93.39	25.43	19.74	1
MECC	67.9	87.78	17.69	63.27	80.11	19.48	18.52	5
NRCC	72.35	88.49	17.05	80.7	93.36	16.06	25.85	4
NVCC	75.14	81.51	9.44	69.69	93.94	28.57	27.6	4
PHCC	74.02	88.81	24.14	76.24	93.49	25.47	27.86	1
PDCCC	64.29	88.71	8.7	88.37	96	17.74	25.49	4
PVCC	75.86	90.58	14.29	79.87	95.24	24.53	20.71	3
RCC	79.28	74.25	15.22	80	97.7	11.79	21.11	4
SVCC	78.75	88.54	27.1	73.6	91.03	12.79	46.46	2
SWCC	80.84	88.16	27.17	65.2	93.66	20.68	32.25	1
TNCC	73.74	88.56	11.69	70.43	95.66	22.36	31.96	3
TCC	76.65	88.74	8.86	73.64	93.49	17.58	19.25	4
VHCC	72.82	88.14	31.65	58.64	86.49	20.45	36.36	3
VWCC	78.72	88.33	10.07	80.88	95.24	24.48	26.81	2
WCC	81.63	92.61	28.57	76.21	95.02	17.22	15.95	2
VCCS	77.19	87	14.78	74.28	93.72	20.11	24.51	4

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