

**Perkins Core Performance Measures  
Results and Targets  
2011-2012**



**Workforce Development Services  
July 2013**

**VIRGINIA COMMUNITY COLLEGE SYSTEM  
PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES  
2011-2012**

**Overview**

Perkins is a federally funded program targeting career and technical skill programs at the secondary and postsecondary levels. The program was initially established in 1963 with the passage of the Vocational Education Act, which was renamed in later authorizations by the program’s largest proponent, Carl D. Perkins. In 2007, Perkins III was revamped via legislation to Perkins IV. Perkins IV stresses increased accountability and greater linkages among secondary and postsecondary education and employment.

Goals of the Perkins program include:

- Further developing the academic, career and technical skills of students through high standards;
- Linking secondary and postsecondary career and technical programs;
- Disseminating national research about career and technical education; and
- Providing professional development and technical assistance to career and technical educators.

The Virginia Department of Education is the grant recipient of the Perkins funds for the Commonwealth. The VCCS receives 15 percent of the grant to administer the postsecondary component of the program.

The VCCS is expected to meet established targets each year and to report on the results of the performance measures. Continued Perkins funding is contingent upon achieving targets for each of these measures in future years. Institutions are considered to have met the target if they are within 90 percent of the target.

**Results for 2011-12**

In 2011-2012, the VCCS exceeded the target for measures 1P1 (technical skills attainment), 2P1 (program completion), and 3P1 (retention and transfer). The VCCS exceeded the 90 percent threshold for measure 5P1 (non-traditional gender representation), but did not meet the 90 percent threshold for measure 4P1 (completion) nor measure 5P2 (non-traditional gender completion). Results by measures are provided in Table 1 below. Compared to the previous year, the VCCS improved its performance on four of the measures but experienced slight decreases in retention and transfer of CTE students and employment of students who exited the CTE programs.

**Table 1: VCCS Performance on Perkins Measures**

Perkins Performance Measure	Actual	Actual	Target	Diff. Actual vs. Target	Increase from 10-11 to 11-12	90 % of Target	Result
	2010-11	2011-12	2011-12				
1P1: Technical Skills Attainment	75.5	75.8	74.0	1.8	0.3	66.6	Exceeds Target
2P1: Completion	38.6	41.1	40.5	0.6	1.5	36.4	Exceeds Target
3P1: Retention and Transfer	68.6	67.7	63.0	4.7	-0.9	56.7	Exceeds Target
4P1: Employment	69.0	68.47	76.1	-7.6	-0.5	68.49	Below Target at 90% Threshold
5P1: Non-traditional Gender Representation	17.6	17.9	19.5	-1.6	0.3	17.6	Met Target at 90% Threshold
5P2: Non-traditional Gender Completion	14.7	15.6	18.1	-2.5	0.9	16.3	Below Target at 90% Threshold

The remaining document provides definitions for how the measures are calculated for postsecondary education and how colleges performed in 2011-2012. Definitions and methods for calculating the performance measures are provided in the Appendix.

Individual college performance on the Perkins measures varied in 2011-2012. Table 2 provides data on performance for the 23 community colleges. If the data point is labeled in blue font, then the college did not meet the target for the particular measure. If the data point is labeled in blue font and the cell is shaded, then the college did not meet the target nor did it meet the 90 percent threshold.

Each year, colleges that do not meet the state's target at the 90 percent threshold for any measure are required to develop a plan for improvement of that measure. In FY 2006, VCCS began to require colleges to allocate a portion of their Perkins funds towards the measure(s).

### Summary per measure

**1P1 Technical Skills:** All but five colleges exceeded the target, and all colleges exceeded the 90 percent threshold. The VCCS exceeded the target by 1.8 percentage points.

**2P1 Completion:** All but five colleges exceeded the target. Three colleges did not meet the 90 percent threshold. The VCCS exceeded the target by 0.6 percentage points.

**3P1 Retention and Transfer:** All but four colleges exceeded the target, and only one college did not meet the 90 percent threshold. The VCCS exceeded the target by 4.7 percentage points.

**4P1 Employment:** Only three colleges exceeded the target while 12 colleges did not meet the 90 percent threshold. The VCCS failed to meet the 90 percent threshold by 0.02 percentage points.

**5P1 Nontraditional Gender Representation:** Only three colleges met the target while 15 colleges did not meet the 90 percent threshold. The VCCS did not meet the target but exceeded the 90 percent threshold.

**5P2 Nontraditional Gender Completion:** Only three colleges met the target while 15 colleges did not meet the 90 percent threshold. The VCCS failed to meet the 90 percent threshold by 0.7 percentage points.

### Summary by target and threshold

- J. Sargeant Reynolds Community College met at least the 90 percent threshold for all performance measures in 2011-12.
- Eight colleges met the 90 percent performance threshold in five of the six measures.
- Only one college, Southwest Virginia Community College, did not meet the 90 percent threshold in at least three of the six measures.
- The non-traditional gender representation and completion measures were the most difficult for colleges to meet. For each measure, 15 of the 23 colleges were unable to meet the 90 percent threshold, while only three colleges exceeded the targets set for the measures.
- Despite improvement over the previous year in four of the six measures, the VCCS failed to meet the performance threshold in two measures in 2011-12 (compared to one measure in 2010-11).

TABLE 2: INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2011-2012								
	1P1	2P1	3P1	4P1	5P1	5P2	# Did not meet Target	# Did not meet 90%
	Technical Skills	Completion	Retention and Transfer	Employment	Non-traditional Gender Rep.	Non-traditional Gender Completion		
Target	74.0	40.5	63.0	76.1	19.5	18.1	XX.X	XX.X
90% of Target	66.6	36.4	56.7	68.49	17.6	16.3		
Blue Ridge	79.4%	50.1%	67.5%	74.7%	17.4%	6.5%	3	2
Central Virginia	78.8%	51.1%	63.8%	73.0%	19.1%	14.2%	3	1
Dabney S. Lancaster	72.9%	44.3%	62.7%	68.1%	23.1%	23.7%	3	1
Danville	72.5%	49.5%	66.5%	64.3%	14.3%	14.8%	4	3
Eastern Shore	75.3%	47.5%	67.9%	68.8%	5.3%	7.7%	3	2
Germanna	74.7%	39.5%	69.4%	70.4%	17.3%	16.4%	4	1
J. Sargeant Reynolds	78.7%	39.1%	69.1%	77.8%	20.0%	16.7%	2	0
John Tyler	77.9%	40.7%	72.4%	75.3%	16.4%	17.0%	3	1
Lord Fairfax	80.5%	48.8%	69.3%	72.5%	11.6%	7.9%	3	2
Mountain Empire	76.6%	46.2%	60.0%	54.8%	15.6%	11.5%	4	3
New River	70.8%	46.0%	68.2%	77.1%	14.8%	11.4%	3	2
Northern Virginia	74.7%	41.2%	68.7%	66.5%	19.4%	16.8%	3	1
Patrick Henry	79.6%	51.2%	67.5%	66.0%	16.6%	11.1%	3	3
Paul D. Camp	79.0%	45.7%	70.2%	65.6%	17.5%	12.0%	3	3
Piedmont	75.8%	45.4%	70.1%	64.8%	16.1%	13.5%	3	3
Rappahannock	80.7%	56.7%	67.8%	63.4%	9.7%	10.1%	3	3
Southside Virginia	77.0%	42.3%	60.0%	65.6%	17.4%	15.1%	4	3
Southwest Virginia	80.2%	34.4%	52.5%	59.1%	18.0%	15.8%	5	4
Thomas Nelson	68.8%	34.1%	67.1%	72.9%	18.3%	17.7%	5	1
Tidewater	75.5%	30.9%	68.3%	63.8%	18.0%	20.6%	3	2
Virginia Highlands	79.2%	48.8%	69.0%	56.0%	11.0%	6.7%	3	3
Virginia Western	73.0%	42.4%	70.3%	78.0%	21.2%	14.5%	2	1
Wytheville	81.8%	57.8%	67.7%	73.3%	17.3%	19.7%	2	1
VCCS	75.8	41.1	67.7	68.47	17.9	15.6	3	2

Employment is based on student matches with Virginia Employment Commission records and does not include self-employment, employment with the federal government/military, or employment in another state. Therefore, rates tend to be lower in areas with military bases, large federal employers or with colleges bordering other states.

## Appendix

### Method of Calculating Postsecondary Perkins Performance Measures

Performance measures are calculated based on three different classifications of students: participants, concentrators and completers. The following is a definition for each classification:

- **Participant:** A student who has declared a career and technical education (CTE) major and is enrolled in courses during the reporting year
- **Concentrator:** A participant who has earned 12 or more degree-bearing credits
- **Completer/graduates:** A concentrator who earned a credential or a degree (graduated) during the reporting year.

<b>Method of Calculating Postsecondary Perkins Performance Measures</b>	
<b>Measure</b>	<b>Method</b>
<b>1P1: Technical Skills Attainment</b>	<p><i>Technical skills attainment measures the percentage of CTE students who earn a GPA of 2.5 or greater.</i></p> <p><b>Numerator:</b> Number of CTE concentrators who accumulate a GPA of 2.5 or greater during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators during the reporting year.</p>
<b>2P1: Completion</b>	<p><i>Completion measures the percentage of career and technical completers/graduates of those students leaving postsecondary education.</i></p> <p><b>Numerator:</b> Number of completers, who in the reporting year earned a degree, a certificate, or an industry-recognized credential.</p> <p><b>Denominator:</b> Number of CTE concentrators in the reporting year who left postsecondary education (graduated or did not return to postsecondary education).</p>
<b>3P1: Retention/Transfer</b>	<p><i>Retention and transfer is a measure of students who are retained in community college or transfer to college/university one year later.</i></p> <p><b>Numerator:</b> Number of CTE concentrators who, after one-year, re-enrolled at a VCCS college or transferred to another college or university.</p> <p><b>Denominator:</b> Number of CTE concentrators enrolled during the reporting year less graduates.</p>
<b>4P1: Employment</b>	<p><i>Employment is a measure of the percentage of graduates who are employed 6 months after graduation.</i></p> <p><b>Numerator:</b> Number of CTE completers who were employed during the September-December time period following graduation.</p> <p><b>Denominator:</b> Number of CTE completers in the reporting year.</p>
<b>5P1: Nontraditional Participation</b>	<p><i>Non-traditional participation is measure of the percentage of gender minority enrollments in CTE programs that are related to occupations identified as gender under-represented (less than 25% minority employment, U.S. Census Household Survey).</i></p> <p><b>Numerator:</b> Number of minority gender students who enrolled in a gender under-represented CTE program.</p> <p><b>Denominator:</b> Total number of students enrolled in a gender under-represented CTE program.</p>
<b>5P2: Nontraditional Completion</b>	<p><i>Non-traditional completion is measure of the percentage of gender minority graduates from CTE programs that are related to occupations identified as gender under-represented (less than 25% minority employment, U.S. Census Household Survey).</i></p> <p><b>Numerator:</b> Number of minority gender students who graduated from gender under-represented CTE programs.</p> <p><b>Denominator:</b> Total number of students graduating from gender under-represented CTE programs.</p>

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