

ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION

Levels of Performance Agreement PROGRAM YEAR 2009-2010

Fiscal Agent: Cochise College

CTDS:

Perkins IV legislation states "Each eligible recipient shall agree to accept the State adjusted levels of performance established...or negotiate with the State to reach agreement on new local adjusted levels of performance...(Perkins IV, Sec. 113(4)(A))

Your district must either 1) accept the State Adjusted Level of Performance (SALP) or 2) if your district anticipates a level of performance below the SALP request a lower target level. The following State measures have been agreed upon with OVAE:D

SALP

Measure	Title	PY10-11 SALP
1P1	Technical Skill Attainment	67.50%
2P1	Credential, Certificate, Degree	40.00%
3P1	Student Retention or Transfer	46.00%
4P1	Student Placement	35.00%
5P1	Nontraditional Participation	21.00%
5P2	Nontraditional Completion	16.00%

Please complete the following: (Enter "X" into appropriate box)

	<Enter Name>	<input type="checkbox"/>	Does not request a change to the SALP for all performance measures.
Cochise College	<Enter Name>	<input checked="" type="checkbox"/>	Requests a change to the SALP for the following performance measure(s):

LALP

Measure	Current Level	Requested Level	Reason for Request
2P1	15.38%	25.00%	This would represent more than a 50% increase in performance level for one year, which would be difficult but achievable.
3P1	31.06%	38.00%	This would represent a reduction of about 50% in the gap between the SALP and the College's performance in the past.
4P1	22.29%	28.00%	This would represent a reduction of about 50% in the gap between the SALP and the College's performance in the past.

Signature of Administrator for Project (Perkins Administrator)

Date

ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION

Final Program Levels of Performance

PY2008-2009

Fiscal Agent: Cochise College

CTDS: 20601000

Perkins IV legislation states "Each eligible recipient that receives an allocation described in section 112 shall annually prepare and submit to the eligible agency... regarding the progress of such recipient in achieving the local adjusted levels of performance...(Perkins IV, Sec. 113(4)(C))

SALP / LALP

Measure	Title	SALP	FY08-09 Actual	Meet 90%?
1P1	Technical Skill Attainment	64.00%	92.54%	Yes
2P1	Credential, Certificate, Degree	35.00%	15.38%	No
3P1	Student Retention or Transfer	42.00%	31.06%	No
4P1	Student Placement	35.00%	22.29%	No
5P1	Nontraditional Participation	20.00%	25.16%	Yes
5P2	Nontraditional Completion	15.00%	14.07%	Yes

Improvement Objectives

Perkins IV legislation states that if an eligible recipient fails to meet at least 90% of the SALP for any given performance measure, a program improvement plan will be developed and implemented by the eligible recipient in the succeeding year following the year in which the eligible recipient did not meet the measure. (Perkins IV, Sec. 123(b)(1)). The following section indicates any performance measure that did not meet at least 90% of the SALP and associated objectives to improve on the measure. We understand that these objectives will be included in the next year's grant application process.

Measure	Objective
2P1	To increase the percentage of students who apply for certificates and degrees.
3P1	To increase the percentage of students who remain enrolled in the College or transfer to another postsecondary institution.
4P1	To increase the percentage of CTE concentrators who are placed or retained in employed during the year after they leave the College.

Certification

THE FOLLOWING COMMUNITY COLLEGE DISTRICT OFFICIALS AND STAFF HEREBY CERTIFY that the information provided in this Final Program Levels of Performance report is true and correct to the best of our knowledge, information, and belief, and that the required information has been reported. All approved programs, services, and activities were conducted in accordance with state and federal laws, rules and regulations and in accordance with Arizona Department of Education policies and program standards.

Name & Title of Fiscal Agent Administrator/GSA Signer (Typed) _____

Signature of Fiscal Agent Administrator/GSA Signer (Blue Ink Only) _____

Date Signed (Month/Day/Year) _____

Name of Administrator for Project (Typed) _____

Signature of Administrator for Project (Blue Ink Only) _____

Date Signed (Month/Day/Year) _____

ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION

**Action Plan for Program Improvement
Perkins IV, Sec 123 (a)(1) & 203(e)
2010-2011**

Measures	Objective for Improvement	Factors Contributing to Underperformance	Strategies for Improvement	Responsible Party	Completion Date
1P1					
2P1	To increase by 50% the percentage of eligible students who apply for a certificate or degree.	Students not notified of their eligibility or of the need to submit an application in order to receive a certificate or diploma.	The Office of Institutional Research will collect and analyze current data regarding program completion by program so the Student Services leaders will have a better sense of what needs to be done. The leadership will then develop a plan to focuses on the most likely areas for taking actions to increase formal completion rates. Information-gathering may include learning which programs are most likely and which are least likely to have students apply for completion certificates or degrees. Actions may include making the awarding of certificates a more automatic process.	Dean of Student Services	Summer 2011
3P1	To increase by 10% the percentage of students who remain enrolled in the College or transfer to another postsecondary institution.	Students are often unaware of the need to apply in order to receive a certificate they have earned so they leave without taking that formal action toward closure.	The Office of Institutional Research will be asked to assist in gathering information regarding the types of students who are most likely to leave the College and determine how best to discover whether these students have simply left or whether they have transferred to a another institution or obtained employment. Increased efforts will be made to provide students with information regarding transfer opportunities and how to take advantage of these opportunities.	Dean of Student Services	Summer 2011

4P1	To increase by 20% the percentage of CTE concentrators who are placed or retained in employed during the year after they leave the College.	The low rate of employment statistics may be related to currently difficulties in tracking CTE concentrators once they have left the institution. This is made more difficult because of the location of the College near the borders of both Mexico and New Mexico. In addition, the bad economy may be a factor in this statistic.	Exploring the possible alternatives for improving the tracking of students once they have left the College would be an important first step. Unless these students can be contacted, it will be very difficult to determine whether or not they are employed or have transferred.	Dean of Student Services	Summer 2011
5P1					
5P2					

ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION

**Action Plan for Tech Prep Improvement
Perkins IV, Sec 203(e)
2010-2011**

Measures	Objective for Improvement	Factors Contributing to Underperformance	Strategies for Improvement	Responsible Party	Completion Date
1STP1					
1STP2					
1STP4					
1STP5	Remedial courses: Work with College Testing Center and Institutional Research using Accuplacer Placement testing and Diagnostic testing to identify high school TP students that need assistance to improve test scores before they leave high school so they'll enter college remediation-free.	<p>1) High School administrators' attitudes that "We do not teach 'reading' in high school and therefore it's not our problem" and "Our students are doing great on the AIMS; that is all I care about!"</p> <p>2) Getting teachers to actually use and put into practice, new teaching methods they have been exposed to through professional development because they do not have "time" to do more.</p> <p>3) Getting the high schools to actually use the data we'll be gathering to help the students identified to improve in their areas of weakness</p> <p>4) Students not testing at all (we can't make them) or not taking the test seriously.</p>	<ul style="list-style-type: none"> • Work with Office of Institutional Research (OIR) to re-run 2008-2009 data by new data manual rules; compare results, and begin to analyze remedial and placement score data with course taking behavior to identify the areas we need to focus on. • Offer member schools the opportunity to use the Accuplacer Diagnostic Testing for 9th and 10th grade students. • Continue with the "College Readiness" Project targeting 11th & 12th grade students and encouraging member high schools to use the post-secondary academic placement assessment to identify students who need to improve before leaving high school so they will enter college remediation-free. 	Rhonda Douglas	5/31/11
1PTP1					

1PTP2	<p>Postsecondary Certification/ License; Work to improve the number of TP students leaving Cochise College with State-recognized certifications.</p>	<p>1) Adding to the assessment list may be an issue if no Perkins money is spent on programs that TP students are in. 2) There may be no "industry recognized" credentials in the programs where we find TP students, so programs may not want to develop end of program assessments for the state to approve, when a college degree will actually get them a job and not state recognized "end of program" assessments.</p>	<ul style="list-style-type: none"> • Have OIR re-run 2008-2009 data by new data manual rules. • Work with OIR to identify program areas that TP post secondary students are in and where we are and are not reporting successes. • Work with College Basic Grant Manager to increase the number of programs on the state assessment list for Cochise College. • Work with College Deans and Department Chairs, to better track students who take industry or state recognized credentialing. • Increase awareness by actively promoting industry credentialing options available in our programs to TP secondary & post secondary students. 	Rhonda Douglas	5/31/11
1PTP3	<p>2 Year Degree Completion; Work to improve 2 year degree completion numbers of TP postsecondary students</p>	<p>1) Cochise College does not have a degree audit program so analyzing data takes many personnel hours not necessarily in the budget. 2) We can only advise students to complete degrees; we can't force them to do so.</p>	<p>Work with:</p> <ul style="list-style-type: none"> • Insitutional Research to analyze TP Postsecondary student degree intent with course taking behavior to narrow the list of TP students for counselors to target. • College Counseling and Career Services using the OIR data to target TP Post secondary students with 45+ credit hours for counseling toward 2 year degree completion, transitioning to universities, and/or employment to improve degree completion. • College Counseling, Career Services and OIR to create a process whereby students identified as meeting degree completion requirements but who WILL NOT apply for a degree can still be counted for performance measures data. • High school and college counselors to actively promote the advantages of completing a 2 year degree to TP secondary & post secondary students & their parents. 	Rhonda Douglas	5/31/11

<p>1PTP4</p>	<p>4 Year Degree Completion</p>	<p>There is no obvious way to influence TP postsecondary students completion of 4 year degrees after they have left Cochise College.</p>	<p>Work with:</p> <ul style="list-style-type: none"> • Institutional Research to re-run 2008-2009 data by new data manual rules. • Institutional Research to analyze TP Postsecondary student degree intent with course taking behavior to narrow the list of TP students to target who are close to finishing at Cochise College or who have applied for transfer to a 4 year institution. • College Counseling, Financial Aid/Scholarships and Career Services, to target TP postsecondary students nearing 2 year degree completion to encourage the students to complete their 4 year degree, to apply for financial aid/scholarships if money is an issue and to assist students with employment search. • High school and college counselors to actively promote the advantages of completing a 4 year degree to TP secondary & post secondary students & their parents. 	<p>Rhonda Douglas</p>	<p>5/31/11</p>
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