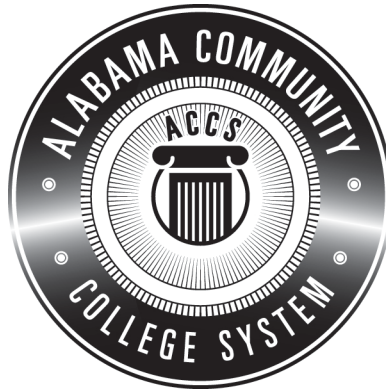


# 2019-2020

## ALABAMA COMMUNITY COLLEGE SYSTEM COLLEGE PERFORMANCE REPORT ON CAREER AND TECHNICAL EDUCATION

ANNUAL REPORT TO THE 2008-2013  
COLLEGE PLAN FOR CAREER AND TECHNICAL EDUCATION



This document contains planning and evaluation information pertinent to:

- Carl D. Perkins Career and Technical Education Act of 2006
- State Plan for Career/Technical Education
- 2008-2013 College 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:**

**Person to contact regarding report:**

**Phone:**

**E-mail:**

---

**Signature of College President**

---

**Date**

## **CONTENTS**

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

1.1 General instructions

1.2 Specific instructions

### **2.0 PERFORMANCE REPORTING AND MODIFICATIONS TO THE COLLEGE PLAN**

2.1 Comparison of actual to targeted levels of performance

2.2 Participants included in developing performance report and improvement plans

2.3 Articulation and Prior Learning Assessment Reports

2.4 Work-based Learning Enrollment Report

### **3.0 APPENDICES**

3.1 Glossary

3.2 Career and Technical Education Program Clusters (2010 CIP Codes)

## 1.0 CAREER/TECHNICAL EDUCATION PROGRAMS

### 1.1 General Instructions

This document is the college's annual performance report on achieving career/technical education performance measures and standards for 2019-2020 data collection period **(first day of summer semester 2019 through final day of spring semester 2020)**. This information pertains to certificates, diplomas, and associate degree programs. This report further serves as the college's application for Perkins V Basic Grant funds for the upcoming Federal Reporting Year.

The information 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 is compiled in a state performance report for submission to the U.S. Department of Education, Office of Career and Technical and Adult Education (OCTAE), and for reporting the status of ACCS career/technical education for Alabama citizens. Actual levels of performance drive modifications to the college and the state's plans for career/technical education. College representatives and the college Strategic Analysis Team are to compare actual levels of performance for the designated reporting period with 2019-2020 targeted levels of performance. Based on this comparison, areas in need of improvement are identified and changes are implemented as warranted.

Specific situations that require an improvement strategy include; (1) any performance indicator that reflects an actual performance of less than 90% of the targeted performance level for that core indicator, and/or (2) after reviewing disaggregated data for race/ethnicity and special populations it is determined that a specific category of race/ethnicity or special populations shows a greater than 10% negative variance from the aggregate performance for all students for a given indicator.

Improvement strategies must include an explanation of cause for low performance or variance and specific actions to be taken to address the deficiency, and if necessary, how Perkins funds will be used to improve the deficiency. **NOTE:** Any core indicator that does not meet the target level must be analyzed at the program level to determine specific deficiencies and targets for improvement for that program. The results of this analysis must be included in the improvement plans.

Performance or variance that does not improve by 10% or greater for three consecutive years will require a minimum of 10% of Perkins basic grant funds be applied to removing the deficiencies. Improvement strategies are to be noted in the appropriate reporting tables in section 2.

**Submit a signed original hard copy of this document with accompanying completed spreadsheets and an electronic copy of this document and spreadsheets no later than July 15<sup>th</sup> 2020 to:**

Career and Technical Education Director  
Alabama Community College System  
P.O. Box 302130  
Montgomery, AL 36130-2130

**Once the report and spreadsheets are completed, please send electronic copies by e-mail to [yolanda.wilson@accs.edu](mailto:yolanda.wilson@accs.edu).**

## 1.2 Specific Instructions

Data for performance reporting is taken from the DAX system or local college records. Calculations for the core indicators are performed automatically within the spreadsheets provided. Do not modify the spreadsheets or formulas within each cell.

### *Step 1 – DAX Login Instructions*

- Access the DAX system at **<https://dax.accs.edu>**
- Select the login tab (upper right corner)
- Enter approved email address and password in the appropriate boxes
- To obtain login credentials, contact the college's local DAX Data manager or Jamie Swindall at (334) 293-4541.

### *Step 2 – Accessing Reports*

- Select "Reports" from the menu on the screen.
- Select "Local Reports" from the sub-menu below the main black menu bar.
- Scroll down to the "Federal" section and select the desired "Perkins Performance Report" (i.e. Perkins Performance Report 1 – General Info Columns A1 – A5 (DAXACCS-004L).
- Select reporting year and select click on the "Run Report" button.

### *Step 3 – Verifying and Reporting Data*

- \* Verify the data on the report and enter column information onto the corresponding column onto the spreadsheet provided by ACCS.
- Individual reports are color coded and columns labeled to correspond to the ACCS spreadsheets.
- At the top of each column is a hyperlink labeled "Get Details" to the specific elements of data for the respective column to assist with verification.
- Save the ACCS spreadsheets and submit to ACCS as directed in this guide. Do not modify the spreadsheets or formulas within the various cells. If a problem is noted, please contact ACCS.
- Once the spreadsheet is completed and verified, enter into each table in subsection 2.1 of this report the actual level of performance for the specified core indicator in the space provided. Compare the actual to the targeted level of performance. A plan for improvement must be provided for any actual level of performance greater than 10% below the targeted level of performance. **Special Populations:** Compare the current year's performance for the specified category of special populations to the previous year's performance level. If there is a greater than 10% negative variance, provide an improvement strategy in the space provided in section 2.1.

\* The following data elements will not be available through DAX and must be provided from the college's local records:

- 1P1 – Technical Skills Attainment
- 2P1 – Columns A9 and A12
- 3P1 – Column A15 – No out-of-state Transfers
- 4P1 – Columns B3 and B4
- Column B2 might be incomplete (DIR Wage data)

## 2.0 PERFORMANCE REPORTING AND MODIFICATIONS TO THE COLLEGE PLAN

### 2.1 Comparison of actual to targeted levels of performance

Use data from the College Career/Technical Education Performance Report spreadsheets to complete the following tables.

Core Indicator 1P1 – Percent of CTE concentrators attaining technical skills.	
Actual level of performance ____%	Targeted level of performance (2017-2018) <u>94%</u>
<p>A plan for improvement must be provided in the space below for any actual level of performance less than 90% of the targeted level of performance. This improvement plan must be reflected in the modifications to the 2017-2018 College Plan for Career/Technical Education and should be reflected in the 2018-2019 Perkins Basic Grant budget.</p> <p><b>Based on the comparison of actual and targeted levels of performance, the following actions will be taken:</b></p>	
Core Indicator 2P1 – Percent of CTE concentrators receiving an award, industry, or professional organization recognized credential during reporting period.	
Actual level of performance _____%	Targeted level of performance (2017-2018) <u>65%</u>
<p>A plan for improvement must be provided in the space below for any actual level of performance less than 90% of the targeted level of performance. This improvement plan must be reflected in the modifications to the 2017-2018 College Plan for Career/Technical Education and should be reflected in the 2018-2019 Perkins Basic Grant budget.</p> <p><b>Based on the comparison of actual and targeted levels of performance, the following actions will be taken:</b></p>	

<b>Core Indicator 3P1 – Percent of CTE concentrators who remained enrolled or transferred to another ACCS institution or 4 year college.</b>	
--	--

Actual level of performance _____%	Targeted level of performance (2017-2018) <u><b>75%</b></u>
------------------------------------	---

A plan for improvement must be provided in the space below for any actual level of performance less than 90% of the targeted level of performance. This improvement plan must be reflected in the modifications to the 2017-2018 College Plan for Career/Technical Education and should be reflected in the 2018-2019 Perkins Basic Grant budget.

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

<b>Core Indicator 4P1 – Percent CTE concentrators employed, in military, or apprenticeship programs in the 2<sup>nd</sup> quarter following the term in which they left ACCS.</b>	
---	--

Actual level of performance _____%	Targeted level of performance (2017-2018) <u><b>73%</b></u>
------------------------------------	---

A plan for improvement must be provided in the space below for any actual level of performance less than 90% of the targeted level of performance. This improvement plan must be reflected in the modifications to the 2017-2018 College Plan for Career/Technical Education and should be reflected in the 2018-2019 Perkins Basic Grant budget.

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

<b>Core Indicator 5P1 – Percent of CTE nontraditional (gender) students participating in nontraditional programs.</b>	
---	--

Actual level of performance _____%	Targeted level of performance (2017-2018) <u><b>35%</b></u>
------------------------------------	---

A plan for improvement must be provided in the space below for any actual level of performance less than 90% of the targeted level of performance. This improvement plan must be reflected in the modifications to the 2017-2018 College Plan for Career/Technical Education and should be reflected in the 2018-2019 Perkins Basic Grant budget.

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

<b>Core Indicator 5P2 – Percent of CTE nontraditional (gender) students completing a nontraditional program.</b>	
--	--

Actual level of performance _____%	Targeted level of performance (2017-2018) <u><b>15.1%</b></u>
------------------------------------	---

A plan for improvement must be provided in the space below for any actual level of performance less than 90% of the targeted level of performance. This improvement plan must be reflected in the modifications to the 2017-2018 College Plan for Career/Technical Education and should be reflected in the 2018-2019 Perkins Basic Grant budget.

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

The college's Strategic Analysis Team (SAT) participates in developing the annual performance report and any necessary plans for improvements. 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) race/ethnicity and special population advocates.

[illegible]



### 2.3 Articulation and Prior Learning Assessment Reports.

**Articulation Credit Report:** Please provide the Program of Study, Course Number, and total credit awarded for Career and Technical Education courses through articulation. **This DOES NOT include dual enrollment students.**

[illegible]

**Credit for Prior Learning Assessments:** Please provide the Department Code, Course Title, Course Number, Total Credit Hours Received, and Total Number of Recipients for Career and Technical Education courses through prior learning assessments. This **DOES NOT** include dual enrollment students.

[illegible]

**2.4 Work Based Learning Enrollment Report:** Provide the Course Title, Course Number, and Total Number of CTE students enrolled in work-based learning courses during the reporting year. Work-based learning includes: apprenticeships, co-ops, clinical experiences, preceptorships, and courses designated as one of the preceding types of work-based learning but conducted in a laboratory or simulated workplace.

[illegible]

## 3.0 APPENDICES

### 3.1 Glossary

**Articulation** - The process of granting credit to students who complete a course of study from another educational institution. For the purposes of this report articulation refers to Career and Technical Education credit granted to secondary education students through either a locally developed articulation agreement or statewide articulation agreement for career and technical education courses. It **DOES NOT** include credit earned through Dual Enrollment programs.

**Award** – A short certificate, long certificate, or associate degree.

**Career clusters** – Sixteen descriptive headings identified by the U.S. Department of Education within which career/technical education programs are grouped. Colleges report certain career/technical education performance data by cluster. Certain data related to short-term non-credit training are also reported by cluster; colleges select the most appropriate cluster within which to report non-credit training data. Curricula may be developed around career clusters in instances where a broad approach to the instructional program is appropriate. (See Appendix 2.3 for cluster headings and pertinent career/technical programs.)

**Career/technical education (CTE)** - Organized educational activities that (1) offer a sequence of courses that provide individuals with the academic, technical, and technological knowledge and skills needed to prepare for further education and careers requiring less than a baccalaureate degree; and (2) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of an individual.

**Career/technical education program** – CTE program designated by CIP code as “career/technical” that culminates in the awarding of an industry recognized credential, short certificate, certificate, diploma, or associate degree to program graduates. Career/technical programs include provisions for academic course requirements as appropriate. See Appendix 2.3 for a list of career/technical education programs by career clusters in The Alabama Community College System.

**Career/technical education student** – A student who at any point during data reporting period declared a career/technical education major.

**Certificate** – A technical skills proficiency credential, technical skills, or CTE program completion certificate, or CTE program degree granted to students in conjunction with a secondary school diploma. (OCTAE definition)

**CIP (Classification of Instructional Programs) code** - Six-digit numerical classification that identifies instructional program specialties and provides standard terminology for secondary and ACCS education programs. (See appendix sub section 3.2)

**Condition (relative to special populations)** - physical, mental, socioeconomic, or other special needs situation.

**Completer** – Individual who exits a career/technical education short certificate, certificate, diploma or associate degree program having successfully completed all course work and credit hours required for program graduation. **An individual who completes graduation/completion requirements for more than one award in the same program CIP code during a single data collection period is counted once as a completer for that data collection period, having earned the higher award. An individual who completes graduation/completion requirements for more than one award in the same program CIP code during different data collection periods is counted as a completer for each data collection period.**

**Concentrator** – An ACCS student who: (1) completes at least 12 academic or CTE credits within a \*single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

**\*The following guidance is provided as further explanation of students designated as concentrators:**

The intent of the definition for concentrator is that a student can be counted as a CTE concentrator is they have declared a major in a CTE program of study and have earned 12 cumulative credit hours. This includes students who may have attained that status in one CTE program but for whatever reason switched to another CTE program. So the intent of the definition is expanded to include CTE program concentrators as well as an overall “CTE concentrator”.

For example, a student begins as a declared Drafting student but switched to Auto Body Repair. As a Drafting student, he or she attained concentrator status (12 or more hours) by completing a combination of general education and technical courses. This student then decided to change majors and begin his or her program in Auto Body Repair yet has not attained 12 credit hours in that program. The student would still be counted as a concentrator for your determinations. The student may have been awarded credit through CLEP, dual enrollment, articulation, or traditional class completion, or any combination thereof, to have received the cumulative 12 credit hours.

Another issue related to this definition is whether a student is considered a concentrator if he or she is enrolled under a CTE CIP code while waiting admittance into a program that requires an evaluation of student’s eligibility (i.e. nursing). Since the student is a declared CTE student, he or she would be counted as a concentrator if the 12 hour threshold is met with general education courses.

**Credential** – A formal document given by a recognized credentialing entity indicating that a student/person has met the standards of that credentialing entity. (OCTAE definition)

**Data collection period** - First day of summer semester through final day of following spring semester for the period immediately preceding the performance report/plan modifications due date. Colleges determine the most appropriate data collection period within which to report data on courses or other activities that overlap spring and summer semesters.

**Degree** – A title conferred on CTE students/concentrators by a college, university, or professional school on completion of a program of study. (OCTAE definition)

**Degree program** - Program in which courses are creditable toward an associate degree in The Alabama Community College System. (See also Award)

**Disabled** - Individual with disability as defined in Section 12102 (Section 3) of the Americans With Disabilities Act:

- (2) Disability. - The term “disability” means, with respect to an individual-
  - (A) A physical or mental impairment that substantially limits one or more of the major life activities of such individual;
  - (B) A record of such an impairment; or
  - (C) Being regarded as having such an impairment.

**Displaced homemaker** - An individual who--

- has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
- has been dependent on the income of another family member but is no longer supported by that income; or
- is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and
- is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**Economically disadvantaged** - Individual eligible to receive a Pell grant or similar needs-based financial aid.

**Gender** – Male or female.

**Incarcerated** – An individual who is confined to a correctional facility and for whom his/her career/technical education is provided within the correctional facility.

**Individuals preparing for nontraditional training and employment** - Individuals enrolled in a career/technical education program for which the primary employment outcome is nontraditional for the gender of those individuals (e.g., men enrolled in LPN programs, women enrolled in welding programs). See Appendix 2.3 for career/technical programs with primary employment outcomes being nontraditional for each gender.

**Industry Accreditation/Certification Body** - Organization that, by accrediting or approving a career/technical education program in its industry area certifies that the program facilities, training equipment, instructors, and curriculum meet the quality criteria established by that organization (e.g., NIMS certification of Machine Tool Technology programs).

**Industry certification** - Certification that a career/technical education program, student, or instructor has met quality criteria established by the applicable industry.

**LEP (Limited English Proficient)** – A secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and – (A) whose native language is a language other than English; or (B) who lives in a family or community environment in which a language other than English is the dominant language. (Ref: Perkins)

**Non-degree program** - Program in which courses are not creditable toward an associate degree in The Alabama Community College System.

**Nontraditional employment** - Employment in an occupation in which fewer than 25% of the employees are of one's gender. See Appendix 2.3 for career/ technical programs with primary employment outcomes being nontraditional for each gender.

**Participant** – Students who have earned one (1) or more credits in any CTE program area. (NOTE: This is regardless of whether the student has a declared major in a CTE program area. For example, a student with a declared major in a general education area but who took a CTE course such as one under a CIS department code would be considered a participant.)

**Race/Ethnicity** - Categories used to describe racial groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group. The groups used to categorize U.S. citizens, resident aliens, and other eligible noncitizens are based on the 1997 standards and include:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaii or Other Pacific Islander
- White
- Two or More Races
- Unknown
- The race is unknown if institutions are unable to place them in one of the specified racial/ethnic categories or the student indicates, "Other".

**Special populations** – Includes:

- Individuals with Disabilities (ADA)
- Economically disadvantaged
- Single parents
- Displaced homemakers
- Limited English proficiency
- Nontraditional enrollees

**Student** - generic term applied to individual enrolled in credit or noncredit coursework or training activity (includes students in degree programs, non-degree programs, noncredit training, and customized training).

**Technical competencies** - Occupational-specific skills including the abilities to perform required job tasks.

**Technical competency assessment** - Assessment instrument or procedure used to determine a student's attainment of technical competencies.

**Technological skills** - Skills related to the understanding and use of current and emerging technologies.

**Technical skills attainment** - Skills documented by an independent credentialing agency, professional organization, or industry or developed locally by college personnel.

**Unduplicated headcount** - The number derived when counting students in a particular population once by a determined code such as a social security number or student identifier.

**Work Based Learning:** Sustained interactions with industry or community professionals in real workplace settings, to the extent practical, or simulated environments that foster in-depth, first-hand engagement with the task required of a given career field as part of an education program.

### 3.2 Career and Technical Education Programs (2010 CIP Codes)

The U.S. Department of Education identified 16 broad career clusters for career/technical education programs. Following are the clusters and corresponding Alabama Community College System career/technical education programs. This list is based on the 2016-2017 academic inventory and includes the 2010 CIP codes. **(NOTE: Programs that are “courses only” and do not offer a short-term certificate, full certificate, or degrees are not reflected on this list.)**

Occupations in which 25% or fewer of one gender comprise the employee population are identified as nontraditional for that gender. (Source of employee population data: The National Alliance for Partnerships in Equity - Revised 1/17/13).

Program of Instruction	Department Code	CIP Code	Nontraditional by Gender M = Male F = Female * = Neutral
<b>AGRICULTURE, FOOD, AND NATURAL RESOURCES</b>			
Agricultural Production	AGP	01.0301	F
Agriculture	AGR	01.0101	F
Environmental Technology	EVT	15.0507	F
Fishery Science	FSH	01.0303	F
Forestry	FOR	03.0511	*
Civil Engineering Technology	CET	15.0201	F
Horticulture	HOC	01.0601	F
Horticulture	OHT	01.0603	F
Landscape Operations Management	LOM	01.0605	F
Mine Maintenance Technology	MIT	47.0399	*
Mining Technology	MNT	15.0901	F
Outdoor Leadership	ODL	03.9999	*
Turf Management	TRF	01.0607	F
Water and Wastewater Treatment	WMT	15.0506	F
<b>ARCHITECTURE AND CONSTRUCTION</b>			
Architectural Engineering Technology	AET	15.0101	F
Building Construction	BUC	46.0499	F
Building Maintenance	BLM	46.0401	F
Cabinetmaking	CAB	48.0703	F
Carpentry	CAR	46.0201	F
Civil Engineering Technology	CET	15.0201	F
Construction Management Technology	CMT	15.1001	F
Electrical Technology	ELT	46.0302	F
Energy Conservation	ECT	15.0503	F
Furniture Refinishing	FUR	48.0702	*
Heating and Air Conditioning	ASC	47.0201	F
Masonry	MAS	46.0101	F
Plumbing	PLB	46.0503	F



Program of Instruction	Department Code	CIP Code	Nontraditional by Gender M = Male F = Female * = Neutral
<b>ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS</b>			
Architectural Stained Glass	ASG	50.0799	*
Commercial Art	CAT	50.0402	*
Electronics (Communications)	CTN	47.0103	F
Graphics and Printing	GPC	10.0305	*
Graphics Communications Technology	GRD	10.0399	F
Photography	PHO	50.0605	*
Photography & Film	PFC	10.0201	F
Radio & TV Broadcasting	RTV	10.0202	F
Telecommunications	TCT	10.9999	*
Visual Communications	VCM	50.0401	*
<b>BUSINESS MANAGEMENT AND ADMINISTRATIVE</b>			
Accounting Technology	ACT	52.0302	M
Business	BUS	52.0201	*
Clerical Technology	CLR	52.0408	M
Management and Supervision	MST	52.0101	*
Office Administration	OAD	52.0401	M
Office Administration	SET	52.0401	M
Real Estate	RLS	52.1501	*
<b>EDUCATION AND TRAINING</b>			
Interior Design	INN	19.0699	*
Sign Language Interpreting	ITP	16.1603	*
<b>FINANCE</b>			
Banking and Finance	BFN	52.0803	M
<b>GOVERNMENT AND PUBLIC SAFETY</b>			
Air Science	AFS	28.0101	*
Occupational Health Safety	OHS	15.0701	*
Military Technology	MMT	29.0408	*
<b>HEALTH SCIENCES</b>			
Clinical Laboratory Technology	CLT	51.1004	M
Dental Assisting	DAT	51.0601	M
Dental Assisting	DNT	51.0601	M
Dental Hygienist	DHY	51.0602	M
Dental Lab Technology	DLT	51.0603	*
Diagnostic Medical Sonography	DMS	51.0910	*
Emergency Medical Technology	EMS	51.0904	*
Electroneurodiagnostic Technology	END	51.0903	*
Food and Nutrition	FNT	51.3104	M
Health Information Technology	HIT	51.0707	M
Health Sciences	HPS	51.9999	*
Home Health Aide	HHA	51.2602	M
Human Services	HUS	51.1501	*
Human Services	HCS	51.1501	*
Massage Therapy Technology	MSG	51.3501	M
Medical Assistant	MAT	51.0801	M
Medical Transcription	MTR	51.0708	M
Mental Health Technology	MHT	51.1502	M
Nursing (RN)	NUR	51.3801	M
Nursing (PN)	NUR	51.3901	M
Nursing Assistant	NAS	51.3902	M
Occupational Therapy Assistant	OTA	51.0803	M
Optical Technology	OMT	51.1801	*
Pharmacy Technician	PHM	51.0805	M

Program of Instruction	Department Code	CIP Code	Nontraditional by Gender M = Male F = Female * = Neutral
<b>HEALTH SCIENCES (continued)</b>			
Physical Therapist	PTA	51.0806	M
Polysomnographic Technology	PSG	51.0999	*
Radiologic Technology	RAD	51.0911	*
Respiratory Therapist	RPT	51.0812	M
Surgical Operating Room Technology	SUR	51.0909	M
Veterinary Technology	VET	51.0808	M
<b>HOSPITALITY AND TOURISM</b>			
Baker/Pastry	PAS	12.0501	*
Commercial Food Service	CFS	19.0505	*
Culinary Arts	CUA	12.0503	F
Food Service Management	FSM	19.0505	*
Hospitality Services Management	HSM	52.0901	*
Hotel and Motel Management	HMM	52.0904	*
Leisure Facilities Management	LFM	31.0301	*
Parks, Recreation and Leisure	RER	31.0101	*
Travel-Tourism Management	TTM	52.0903	*
<b>HUMAN SERVICES</b>			
Barbering	BAR	12.0402	F
Child Development	CGM	19.0708	M
Child Development	CHD	19.0708	M
Cosmetology	COS	12.0401	M
Cosmetology Instructor Training	CIT	12.0499	M
Salon and Spa Management	SAL	12.0412	*
Funeral Services	FSE	12.0301	F
Social Work Technician	SWT	44.0701	M
<b>INFORMATION TECHNOLOGY</b>			
Computer Science	CIS	11.0101	*
Computer Science	DPT	11.0101	*
<b>LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY</b>			
Court Reporting	CRP	22.0303	M
Criminal Justice	CRJ	43.0107	F
Fire Protection & Safety, Public Safety Administration	PSA	43.0201	F
Fire Science	FSC	43.0202	F
Homeland Security	HLS	43.9999	*
Paralegal	PRL	22.0302	M
<b>MANUFACTURING</b>			
Advanced Electronics Manufacturing	AEM	15.0399	F
Advanced Manufacturing Technology	AUT	15.0613	F
Advanced Manufacturing Technology	ADM	15.0613	F
Advanced Manufacturing Technology	IAT	15.0613	F
Aeronautical Engineering Technology	ARS	15.0801	F
Air Conditioning/Refrigeration Technology	ACR	15.0501	F
Automated Manufacturing	ATM	15.0405	F
Biomedical Equipment Technology	BET	15.0401	F
Chemical Technology	KMT	41.0301	*
Commercial Sewing	CMS	19.0902	M
Computer Maintenance Technology	CPT	15.1202	F
Computer Numerical Control	CNC	48.0599	*
Drafting and Design Technology	DDT	15.1301	F
Electro Optics	ELO	15.0304	F
Electromechanical Technology	ELM	15.0403	*
Electronic Engineering Technology	EET	15.0303	F
Electronic Machine Repair	EMR	47.0102	F

Program of Instruction	Department Code	CIP Code	Nontraditional by Gender M = Male F = Female * = Neutral
<b>MANUFACTURING (continued)</b>			
Electronics (Consumer)	CCT	47.0101	F
Electronics Core	ETC	47.0199	*
Furniture Refinishing	FUR	48.0702	F
Industrial Electronics Technology	ILT	47.0105	F
Industrial Engineering Technology	IET	15.0612	F
Industrial Maintenance Technology	INT	47.0303	F
Industrial Production	PCT	15.0699	F
Instrumentation Technology	IST	15.0404	F
Manufacturing Technologies	MSP	48.0503	F
Mechanical Engineering Technology	MET	15.0899	F
Mechanical Design Technology	MDT	15.0805	F
Manufacturing Technologies	MFT	48.9999	*
Machine Shop Practices	MSP	48.0503	F
Machine Tool Technology	MTT	48.0507	F
Mine Maintenance Technology	MIT	47.0399	*
Mining Technology	MNT	15.0901	F
Non-Destructive Testing Technology	NDT	41.0204	*
Nuclear Power Operations Technology	NUC	41.0205	F
Plastics Technician	PLT	15.0607	F
Quality Control Technology	QCT	15.0702	*
Renewable Energy	REN	41.0399	*
Sheet Metal Technology	SMT	48.0506	F
Upholstery	UPH	48.0303	F
Watch and Jewelry Repair	WAR	47.0408	*
Welding	WDT	48.0508	F
<b>MARKETING, SALES, AND SERVICES (No Programs)</b>			
Marketing	MKT	52.1801	*
<b>SCIENCE, TECHNOLOGY, ENGINEERING, MATH</b>			
Civil Design Technology	CDT	15.9999	*
Engineering Technology	ENT	15.0000	*
Geographic Information Systems Technology	GIS	45.0702	F
<b>TRANSPORTATION, DISTRIBUTION, AND LOGISTICS</b>			
Automotive Body Repair	ABR	47.0603	F
Automotive Technology	ASE	15.0803	F
Automotive Mechanics	AUM	47.0604	F
Aviation and Airway Science	AAS	49.0101	F
Aviation Maintenance - Airframe	AMT	47.0607	F
Aviation Maintenance - Powerplant	AMP	47.0608	F
Aviation Management	AVM	49.0104	F
Aviation Materiel Management	AMM	49.0199	*
Aviation Systems/Avionics Technology	AVT	47.0609	F
Aviation Technology (Private)	AFT	36.0119	*
Diesel Mechanics	DEM	47.0605	F
Flight Technology (Commercial)	FLT	49.0102	F
General Aviation Technology	GAT	47.0699	*
Logistics and Supply Chain Technology	LGT	52.0203	*
Marine Maintenance/Repairer	MMR	47.0616	F
Shipfitting	SHP	47.0616	F
Small Engine Repair	SER	47.0606	*
Transportation Management	TRT	49.9999	*
Truck Driving	TRK	49.0205	F

Program of Instruction	Department Code	CIP Code	Nontraditional by Gender M = Male F = Female * = Neutral
<b>TRANSPORTATION, DISTRIBUTION, AND LOGISTICS</b>			
Air Science	AFS	28.0101	*
Automotive Body Repair	ABR	47.0603	F
Automotive Technology	ASE	15.0803	F
Automotive Mechanics	AUM	47.0604	F
Aviation and Airway Science	AAS	49.0101	*
Aviation Maintenance - Airframe	AMT	47.0607	F
Aviation Maintenance - Powerplant	AMP	47.0608	F
Aviation Management	AVM	49.0104	F
Aviation Materiel Management	AMM	49.0199	*
Aviation Systems/Avionics Technology	AVT	47.0609	*
Aviation Technology (Private)	AFT	36.0119	*
Diesel Mechanics	DEM	47.0605	F
Flight Technology (Commercial)	FLT	49.0102	F
General Aviation Technology	GAT	47.0699	F
Heavy Equipment Operator	HEO	49.0202	F
Heavy Equipment Operator	HEU	69.0202	F
Logistics and Supply Chain Technology	LGT	52.0203	*
Marine Maintenance/Repairer	MMR	47.0616	*
Small Engine Repair	SER	47.0606	*
Transportation Management	TRT	49.9999	*
Truck Driving	TRK	49.0205	F
Truck Driving	TEU	69.0205	F