## 2023-2024

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| ALABAMA COMMUNITY COLLEGE SYSTEMCOLLEGE PERFORMANCE REPORT ONCAREER AND TECHNICAL EDUCATION |
| ANNUAL REPORT TO THE 2020-2025**COLLEGE PLAN FOR CAREER AND TECHNICAL EDUCATION** |
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|  This document contains planning and evaluation information pertinent to: * Strengthening Career and Technical Education for the 21st Century Act
* State Plan for Career/Technical Education
* 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:**

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 Signature of College President Date

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**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 2022-2023 data collection period **(first day of summer semester 2022 through the final day of spring semester 2023)** for 1P1 and 2P1; and 2023-2024 (**first day of summer 2023 through the final day of spring semester 2024**) for 3P1**.** This information pertains to certificates, diplomas, and associate degree programs. This report supplements the college’s application for Perkins V Basic Grant funds for the upcoming Federal Reporting Year.

The information is submitted in compliance with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). 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 2022-2023 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 September 29th 2023 to:**

Executive Director of Career and Technical Education

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** **sharon.ingram@accs.edu** **and** **kelly.birchfield@accs.edu****.**

 **1.2 Specific Instructions**

Data for performance reporting has been sent to you by Kelly Birchfield, ACCS’s Director of Organizational Effectiveness and Research. Questions regarding reports can be sent to Natalie E. English (natalie.english@accs.edu) and Kelly Birchfield (kelly.birchfield@accs.edu).

**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.

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| **Core Indicator 1P1 – Percentage of CTE concentrators employed, in military, or apprenticeship programs in the 2nd quarter following the term in which they left ACCS.** |
| Actual level of performance \_\_\_\_% | Targeted level of performance (2022-2023)  **75.2%**\_  |
| 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 2023-2024 College Plan for Career/Technical Education and should be reflected in the 2023-2025 Perkins Basic Grant budget.**Based on the comparison of actual and targeted levels of performance, the following actions will be taken:** |
| **Core Indicator 2P1 – Percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.** |
| Actual level of performance \_\_\_\_\_\_% | Targeted level of performance (2022-2023)\_ **65.5%**\_ |
| 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 2023-2024 College Plan for Career/Technical Education and should be reflected in the 2024-2025 Perkins Basic Grant budget.**Based on the comparison of actual and targeted levels of performance, the following actions will be taken:** |

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| **Core Indicator 3P1 – Percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.** |
| Actual level of performance \_\_\_\_\_\_% | Targeted level of performance (2022-2023)  **28.3%**\_ |
| 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 2022-2023 College Plan for Career/Technical Education and should be reflected in the 2024-2025 Perkins Basic Grant budget.**Based on the comparison of actual and targeted levels of performance, the following actions will be taken:** |

 **2.2 Participants included in developing performance report and improvement plans**

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.

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

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**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.**

|  |  |  |
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| Program of Study | Course Number | Total Credit Hours Awarded |
| **Example**: Computer Science | CIS 111 | 15 |
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**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| DepartmentCode | Course Title | Course Number | Total Credit Hours Received | Total Number of Recipients |
| Ex: ACR | Principles of Refrigeration | 111 | 3 | 1 |
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**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.

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| Course Title | Course Number | Number of students enrolled |
| **Example**: Computer Science | CIS 111 | 15 |
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**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‑‑

* Creason 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 (2020 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. To reference the information on non-traditional career fields, the following link may be used:  **https://cte.ed.gov/accountability/linking-data.**

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—Final 2020.

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| Program of Instruction | Department Code | CIP Code | Nontraditional by GenderM = MaleF = Female\* = Neutral |
| **AGRICULTURE, FOOD, AND NATURAL RESOURCES** |
| 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 | F |
| Horticulture | HOC | 01.0601 | F |
| Horticulture | OHT | 01.0603 | F |
| Landscape Operations Management | LOM | 01.0605 | F |
| Heavy Industrial Equipment Maintenance Technologies, Other | MAN | 47.0399 | NO MATCH |
| 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 |
| **ARCHITECHURE AND CONSTRUCTION** |
| Architectural Engineering Technology | AET | 15.0101 | F |
| Building Construction | BUC | 46.0499 | NO MATCH |
| 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 | F |
| Heating and Air Conditioning | ASC | 47.0201 | F |
| Masonry | MAS | 46.0101 | F |
| Plumbing | PLB | 46.0503 | F |

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| Program of Instruction | Department Code | CIP Code | Nontraditional by GenderM = MaleF = Female\* = Neutral |
| **ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS** |
| Architectural Stained Glass | ASG | 50.0799 | \* |
| Commercial Art | CAT | 50.0402 | \* |
| Electronics (Communications) | CTN | 47.0103 | F |
| Graphics and Printing | GPC | 10.0305 | F |
| 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 | NO MATCH |
| Visual Communications | VCM | 50.0401 | \* |
| **BUSINESS MANAGEMENT AND ADMINISTRATIVE** |
| Accounting Technology  | ACT | 52.0302 | M |
| Business | BUS | 52.0201 | F |
| Clerical Technology | CLR | 52.0408 | M |
| Management and Supervision | MST | 52.0101 | F |
| Office Administration | OAD | 52.0401 | M |
| Office Administration | SET | 52.0401 | M |
| Real Estate | RLS | 52.1501 | \* |
| **EDUCATION AND TRAINING** |
| Interior Design | INN | 19.0699 | \* |
| Sign Language Interpreting | ITP | 16.1603 | \* |
| **FINANCE** |
| Banking and Finance | BFN | 52.0803 | M |
| **GOVERNMENT AND PUBLIC SAFETY** |
| Air Force ROTC, Air Science and Operations, Other | AFS | 28.0199 | NO MATCH |
| Occupational Health Safety | OHS | 15.0701 | \* |
| Munitions Systems/Ordinance Technology | MMT | 29.0408 | F |
| **HEALTH SCIENCES** |
| Clinical Laboratory Technology | CLT | 51.1004 | \* |
| 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 |  NO MATCH |
| Home Health Aide | HHA | 51.2602 | M |
| Human Services (Substance Abuse/Addiction Counseling) | HUS | 51.1501 | M |
| Human Services | HCS | 51.1501 | NOT LISTED |
| Massage Therapy Technology | MSG | 51.3501 | M |
| Medical Assistant | MAT | 51.0801 | M |
| Medical Transcription | MTR | 51.0708 | \* |
| 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 |

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| Program of Instruction | Department Code | CIP Code | Nontraditional by GenderM = MaleF = Female\* = Neutral |
| **HEALTH SCIENCES (continued)** |
| Physical Therapist | PTA | 51.0806 | \* |
| 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 | \* |
| **HOSPITALITY AND TOURISM** |
| Baker/Pastry  | PAS | 12.0501 | F |
| Commercial Food Service | CFS | 19.0505 | M |
| Culinary Arts | CUA | 12.0503 | F |
| Food Service Management | FSM | 19.0505 | M |
| 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 | \* |
| **HUMAN SERVICES** |
| 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 | M |
| Funeral Services | FSE | 12.0301 | \* |
| Social Work Technician | SWT | 44.0701 | M |
| **INFORMATION TECHNOLOGY** |
| Computer Science | CIS | 11.0101 | F |
| Computer Science | DPT | 11.0101 | F |
| **LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY** |
| Court Reporting  | CRP | 22.0303 | \* |
| 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 | NO MATCH |
| Paralegal | PRL | 22.0302 | M |
| **MANUFACTURING** |
| 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 | \* |
| Computer Maintenance Technology | CPT | 15.1202 | F |
| Precision Metal Working, Other | CNC | 48.0599 | F |
| Drafting and Design Technology | DDT | 15.1301 | F |
| Electro Optics | ELO | 15.0304 | F |
| Electromechanical Technology | ELM | 15.0403 | F |
| Electronic Engineering Technology | EET | 15.0303 | F |
| Electronic Machine Repair | EMR | 47.0102 | F |

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| Program of Instruction | Department Code | CIP Code | Nontraditional by GenderM = MaleF = Female\* = Neutral |
| **MANUFACTURING (continued)** |
| Electronics (Consumer)  | CCT | 47.0101 | F |
| Electronics Core | ETC | 47.0199 | F |
| 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 | NO MATCH |
| Machine Shop Practices | MSP | 48.0503 | F |
| Machine Tool Technology | MTT | 48.0507 | F |
| Mine Maintenance Technology | MIT | 47.0399 | NO MATCH |
| Mining Technology | MNT | 15.0901 | F |
| Non-Destructive Testing Technology | NDT | 41.0204 | F |
| Nuclear Power Operations Technology | NUC | 41.0205 | F |
| Plastics Technician | PLT | 15.0607 | F |
| Quality Control Technology | QCT | 15.0702 | \* |
| Physical Science Technology/Technicians, Other | PHY | 41.0399 | F |
| Sheet Metal Technology | SMT | 48.0506 | F |
| Upholstery | UPH | 48.0303 | F |
| Watch and Jewelry Repair | WAR | 47.0408 | F |
| Welding | WDT | 48.0508 | F |
| **MARKETING, SALES, AND SERVICES (No Programs)** |
| Marketing | MKT | 52.1801 | \* |
| **SCIENCE, TECHNOLOGY, ENGINEERING, MATH**  |
| Civil Design Technology | CDT | 15.9999 | \* |
| Engineering Technology | ENT | 15.0000 | F |
| Geographic Information Systems Technology | GIS | 45.0702 | F |
| **TRANSPORTATION, DISTRIBUTION, AND LOGISTICS** |
| 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 | NO MATCH |
| 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 | NO MATCH |
| Logistics and Supply Chain Technology | LGT | 52.0203 | F |
| Marine Maintenance/Repairer | MMR | 47.0616 | F |
| Shipfitting | SHP | 47.0616 | F |
| Small Engine Repair | SER | 47.0606 | F |
| Transportation Management | TRT | 49.9999 | NO MATCH |
| Truck Driving | TRK | 49.0205  | F |

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| **Program of Instruction** | **Department Code** | **CIP Code** | **Nontraditional by Gender****M = Male****F = Female****\* = Neutral** |
| **TRANSPORTATION, DISTRIBUTION, AND LOGISTICS** |
| Air Science | AFS | 28.0101 | NO MATCH |
| 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 | NO MATCH |
| 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 | NO MATCH |
| Heavy Equipment Operator | HEO | 49.0202 | F |
| Heavy Equipment Operator | HEU | 69.0202 | F |
| Logistics and Supply Chain Technology | LGT | 52.0203 | F |
| Marine Maintenance/Repairer | MMR | 47.0616 | F |
| Small Engine Repair | SER | 47.0606 | F |
| Transportation Management | TRT | 49.9999 | NO MATCH |
| Truck Driving | TRK | 49.0205  | F |
| Truck Driving | TEU | 69.0205 | F |