

Technical College System of Georgia Perkins Local Improvement Plan for FY 2018

Submitted to TCSG: 4/7/2017
Resubmitted: 5/25/2017 and
6/05/2017
Approved: 6/8/2017

College Name: **Southern Regional Technical College (SRTC)**

 = Yellow Fill: Result is below 90% of benchmark.

Measure: 1A Technical Skill Attainment

Numerator: Unduplicated count of students from the denominator for whom at least 75% of their technical course grades were A, B, C, or S in the fiscal year

Denominator: Concentrators with at least one technical course grade of A, B, C, D, F, S, or U in the fiscal year

Instructions:

- Review the data provided for your institution. In the space provided for 'Analysis' please include a narrative description of the college's attainment of this measure. Also include a Gap Analysis that provides an assessment of the college's performance with regard to measure as compared to the overall institutional performance.
- In the space provided for Institutional Activities, please provide a description of the activities that the college will employ to improve its performance of this measure. You must include activities if it does not perform at least 90% of the benchmark.
- Please review the data for each special population. In the space provided, please provide a list of activities that the college will employ to address the performance gap of this population if it does not perform at least 90% of the institutional rate. Use your Gap Analysis from above, to develop appropriate programs.
- The college will need to submit an End-of-year Report to outline the effectiveness of these actions.

*When the denominator is less than ten, the cell will be suppressed, and no data made available. Consequently, no plans will need to be written for that population.

Analysis (Including Gap Analysis)

N/A

INSTITUTION:

Numerator	Denominator	Rate	90% of Benchmark
2,149	2,511	85.58%	77.20%
			+8.38% above 90% of BM

Activities: **N/A****SPECIAL POPULATIONS:****Displaced Homemaker**

Numerator	Denominator	Rate	90% of Institutional Rate
71	82	86.59%	77.02%
			+ 9.57% above 90% of BM

Activity: **N/A****Economically Disadvantaged**

Numerator	Denominator	Rate	90% of Institutional Rate
1, 491	1, 786	83.48%	77.02%
			+ 6.46% above 90% of BM

Activity: **N/A****Individuals With Disabilities**

Numerator	Denominator	Rate	90% of Institutional Rate
76	92	82.61%	77.02%
			+ 5.59% above 90% of BM

Activity: **N/A****Limited English Proficiency**

Numerator	Denominator	Rate	90% of Institutional Rate
74	90	82.22%	77.02%
			+ 5.20% above 90% of BM

Activity: **N/A****Single Parent**

Numerator	Denominator	Rate	90% of Institutional Rate
532	640	83.13%	77.02%
			+ 6.11% above 90% of BM

Activity: **N/A****Nontraditional**

Numerator	Denominator	Rate	90% of Institutional Rate
202	241	83.82%	77.02%
			+ 6.80% above 90% of BM

Activity: **N/A**

Measure: [2A Graduation](#)

Numerator: Those students from the denominator who graduated

Denominator: Concentrators who exited during the fiscal year

Instructions:

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- Please review the data for each special population. In the space provided, please provide a list of activities that the college will employ to address the performance gap of this population if it does not perform at least 90% of the institutional rate. Use your Gap Analysis from above, to develop appropriate programs.
- The college will need to submit an End-of-year Report to outline the effectiveness of these actions.

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Analysis (Including Gap Analysis)

N/A

INSTITUTION:

Numerator	Denominator	Rate	90% of Benchmark
1,315	1,994	65.95%	51.34%
			+ 14.61% above 90% of BM

Activities: **N/A****SPECIAL POPULATIONS:****Displaced Homemaker**

Numerator	Denominator	Rate	90% of Institutional Rate
41	60	68.33%	59.36%
			+ 8.98% above 90% of BM

Activity: **N/A****Economically Disadvantaged**

Numerator	Denominator	Rate	90% of Institutional Rate
828	1,359	60.93%	59.36%
			+1.57% above 90% of BM

Activity: **N/A****Individuals With Disabilities**

Numerator	Denominator	Rate	90% of Institutional Rate
53	71	74.65%	59.36%
			+ 15.30% above 90% of BM

Activity: **N/A****Limited English Proficiency**

Numerator	Denominator	Rate	90% of Institutional Rate
40	54	74.07%	59.36%
			+ 14.72% above 90% of BM

Activity: **N/A****Single Parent**

Numerator	Denominator	Rate	90% of Institutional Rate
299	479	62.42%	59.36%
			+ 3.07% above 90% of BM

Activity: **N/A****Nontraditional**

Numerator	Denominator	Rate	90% of Institutional Rate
141	204	69.12%	59.36%
			+ 9.77% above 90% of BM

Activity: **N/A**

Measure: 3A Retention

Numerator: Those students from the denominator who were enrolled in postsecondary education during the fiscal year

Denominator: Concentrators who were first-time postsecondary enrollees in Fall of the previous fiscal year and did not graduate

Instructions:

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- In the space provided for Institutional Activities, please provide a description of the activities that the college will employ to improve its performance of this measure. You must include activities if it does not perform at least 90% of the benchmark.
- Please review the data for each special population. In the space provided, please provide a list of activities that the college will employ to address the performance gap of this population if it does not perform at least 90% of the institutional rate. Use your Gap Analysis from above, to develop appropriate programs.
- The college will need to submit an End-of-year Report to outline the effectiveness of these actions.

*When the denominator is less than ten, the cell will be suppressed, and no data made available. Consequently, no plans will need to be written for that population.

Analysis (Including Gap Analysis)

N/A

INSTITUTION:

Numerator	Denominator	Rate	90% of Benchmark Rate
113	233	48.50%	44.21%
			+ 4.29% above 90% of BM

Activities: **N/A****SPECIAL POPULATIONS:****Displaced Homemaker**

Numerator	Denominator	Rate	90% of Institutional Rate
N/A	N/A	N/A	N/A
			N/A

Activity: **N/A****Economically Disadvantaged**

Numerator	Denominator	Rate	90% of Institutional Rate
95	198	47.98%	43.65%
			+4.33% above 90% of BM

Activity: **N/A****Individuals With Disabilities**

Numerator	Denominator	Rate	90% of Institutional Rate
N/A	N/A	N/A	N/A
			N/A

Activity: **N/A****Limited English Proficiency**

Numerator	Denominator	Rate	90% of Institutional Rate
N/A	N/A	N/A	N/A
			N/A

Activity: **N/A****Single Parent**

Numerator	Denominator	Rate	90% of Institutional Rate
4	11	36.36%	43.65%
			-7.29% above 90% of BM

Activity: **N/A****Nontraditional**

Numerator	Denominator	Rate	90% of Institutional Rate
11	25	44.00%	43.65%
			+0.35% above 90% of BM

Activity: **N/A**

Measure: 4A Graduate Placement

Numerator: Those students from the denominator who were placed in employment within two months of the end of the fiscal year

Denominator: Graduates who were available for employment

Instructions:

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- Please review the data for each special population. In the space provided, please provide a list of activities that the college will employ to address the performance gap of this population if it does not perform at least 90% of the institutional rate. Use your Gap Analysis from above, to develop appropriate programs.
- The college will need to submit an End-of-year Report to outline the effectiveness of these actions.

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Analysis (Including Gap Analysis)

N/A

INSTITUTION:

Numerator	Denominator	Rate	90% of Benchmark Rate
1,439	1,439	100.00%	89.83%
			+10.17% above 90% of BM

Activities: **N/A****SPECIAL POPULATIONS:****Displaced Homemaker**

Numerator	Denominator	Rate	90% of Institutional Rate
50	50	100.00%	90.00%
			+10.00% above 90% of BM

Activity: **N/A****Economically Disadvantaged**

Numerator	Denominator	Rate	90% of Institutional Rate
948	948	100.00%	90.00%
			+10.00% above 90% of BM

Activity: **N/A****Individuals With Disabilities**

Numerator	Denominator	Rate	90% of Institutional Rate
59	59	100.00%	90.00%
			+10.00% above 90% of BM

Activity: **N/A****Limited English Proficiency**

Numerator	Denominator	Rate	90% of Institutional Rate
25	25	100.00%	90.00%
			+10.00% above 90% of BM

Activity: **N/A****Single Parent**

Numerator	Denominator	Rate	90% of Institutional Rate
188	188	100.00%	90.00%
			+10.00% above 90% of BM

Activity: **N/A****Nontraditional**

Numerator	Denominator	Rate	90% of Institutional Rate
141	141	100.00%	90.00%
			+10.00% above 90% of BM

Activity: **N/A**

Measure: 5A Non-traditional Participation

Numerator: Those students from the denominator of under-represented gender for their program

Denominator: Participants enrolled in nontraditional coursework (as defined by the national crosswalk)

Instructions:

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- In the space provided for Institutional Activities, please provide a description of the activities that the college will employ to improve its performance of this measure. You must include activities if it does not perform at least 90% of the benchmark.
- Please review the data for each special population. In the space provided, please provide a list of activities that the college will employ to address the performance gap of this population if it does not perform at least 90% of the institutional rate. Use your Gap Analysis from above, to develop appropriate programs.
- The college will need to submit an End-of-year Report to outline the effectiveness of these actions.

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Analysis (Including Gap Analysis)

INSTITUTION:			
Numerator	Denominator	Rate	90% of Benchmark Rate
314	2,565	12.24%	12.33%
			-0.09% below 90% of BM

The College is using the five step improvement process as follows to develop and carry out improvement plans to increase student retention.

Five Step Improvement Process:

- Step 1. Document Performance Results
- Step 2. Identify Root Causes
- Step 3. Choose Best Solutions
- Step 4. Pilot Test and Evaluate Best Solutions
- Step 5. Implement Solutions

Step 1 is presented in the analyses that follow. Steps 2 and 3 will be completed during Summer 2017 and Fall 2017. Step 4 will be completed during AY 2018. Step 5 will be implemented during AY 2018.

Step 1. Document Performance Results:

TCSG colleges performing below 90% of college benchmarks for Perkins Measure results for Total Institutional Rates are required to prepare an analysis including a narrative description of the college's attainment of the measure and complete a gap analysis of special population performance compared to the institutional rate. Additionally, TCSG colleges are required to develop and carry out improvement plans to improve the overall performance rates for the college overall and for any special population group reporting results below 90% of the institutional rate.

Southern Regional Technical College’s (SRTC) AY 2016 total institutional Non-Traditional Participation Rate of **12.24%** (314/2,565) was **1.46%** below the established College benchmark of **13.70%** as reported in **Table 1**. SRTC was **0.09%** below the 90% of Benchmark Rate of **12.33%**.

SRTC staff reviewed SRTC AY 2015 and AY 2016 data and AY 2016 TCSG data in preparing the analysis. When compared to the prior year for the total College, the SRTC AY 2016 Non-Traditional Participation Rate of **12.24%** was **1.23%** below the AY 2015 rate of **13.47%** (333/2,472). When comparing the 90% of benchmarks for both years, SRTC for AY 2016 was **0.09%** below the 90% of Benchmark Rate of **12.33%** compared to AY 2015, which was **1.12%** above the 90% of Benchmark Rate of **12.35%**, a decline of **1.21%** in AY 2016 from AY 2015.

The AY 2016 SRTC Non-Traditional Participation Rate of **12.24%** was **3.39%** below the Technical College System performance rate of **15.63%**. This is illustrated in **Table 2**.

Table 1
SRTC Performance on Perkins Measure 5A-Non-Traditional Participation
AY 2015 through AY 2016

Year	Numerator	Denominator	Rate	Benchmark	90% of Benchmark Rate % above/below 90% of BM
AY 2015	333	2,472	13.47%	13.72%	12.35%
				-0.25 below BM	+1.12% above 90% of BM
AY 2016	314	2,565	12.24%	13.70%	12.33%
				-1.46 below BM	-0.09% below 90% of BM

Source: Perkins Reports provided by TCSG annually to TCSG colleges.


Table 2
TCSG Performance on Perkins Measure 5A-Non-Traditional Participation
(Including SRTC Performance)
AY 2016

TCSG				SRTC			
Year	Numerator	Denominator	Rate	Year	Numerator	Denominator	Rate
AY 2016	9,926	63,509	15.63%	AY 2016	314	2,565	12.24%

Source: Perkins Data Report provided via Randy Dean
e-mail, March 10, 2017, 10:00 a.m.

SRTC staff also reviewed the SRTC non-traditional participation by program during AY 2016, as reported in **Table 3**. The program group with the highest participation rate was Criminal Justice at **66.18%**, and the program group with the lowest non-traditional participation rate was Air Conditioning Technology at **0.00%**. Overall, **30%** (6/26) of the programs listed in **Table 3** met/exceeded the institutional benchmark of **13.70%**, while **38%** (10/26) of the programs listed in **Table 3** met/exceeded the 90% of Benchmark Rate of **12.33%**. The Non-Traditional Participation Rate for females was **7.38%** (132/1,788); whereas the Non-Traditional Participation Rate for males was **16.12%** (113/701). Males exceeded females by **8.74%** in enrolling in non-traditional programs for their gender.

Table 3
AY 2016 Non-Traditional Participation by Program Group

 Green shading reflects program groups falling below the institutional benchmark of 13.70%.

Program Group	Gender (under-represented)	Non-Traditional Participants	Total Program Participants	Rate
1. Criminal Justice	Female	90	136	66.18%
2. Fire Science Technology	Female	15	33	45.45%
3. Accounting	Male	24	103	23.30%
4. Electronics and Telecommunications	Female	3	15	20.00%
5. Computer Information Systems	Female	15	78	19.23%
6. Physical Therapist Assistant	Male	3	21	14.29%
7. Commercial Truck Driving	Female	12	89	13.48%
8. Paralegal Studies	Male	2	15	13.33%
9. Social Work Assistant	Male	9	68	13.24%
10. Surgical Technology	Male	10	80	12.50%
11. Business and Office Technology	Male	32	271	11.81%
12. Auto Collision Repair	Female	3	28	10.71%
13. Nursing	Male	13	136	9.56%
14. Drafting	Female	4	45	8.89%
15. Medical Laboratory Technology	Male	4	55	7.27%
16. Practical Nursing and Related Programs	Male	34	476	7.14%
17. Veterinary Technology	Male	2	28	7.14%
18. Welding and Joining Technology	Female	7	103	6.80%
19. Industrial Systems Technology	Female	5	74	6.76%
20. Automotive Technology	Female	3	56	5.36%
21. Electrical Construction and Maintenance	Female	2	39	5.13%
22. Carpentry	Female	1	21	4.76%
23. Medical Assisting	Male	5	116	4.31%
24. Early Childhood Care and Education	Male	9	263	3.42%
25. Cosmetology	Male	6	177	3.39%
26. Air Conditioning Technology	Female	0	31	0.00%

Source: Perkins Reports provided by TCSG annually to TCSG colleges.

ACTIVITIES:

- I** **Person(s) Responsible:** Special Populations Coordinator, Retention/Special Populations Specialist
Projected/Actual Completion Date: July 2018
Description of Activity: Focus groups and surveys will be conducted by the Special Populations staff to determine the root causes of the lack of non-traditional participation with a goal of determining strategies to combat the identified causes.
- II** **Person(s) Responsible:** Special Populations Coordinator; Retention/Special Populations Specialist; and Vice President of Institutional Advancement, Marketing, and Public Relations; High School Coordinators; Assistant High School Coordinators/Recruiters
Projected/Actual Completion Date: July 2018
Description of Activity: Students of under-represented gender enrolled in non-traditional programs will be featured in promotional materials, such as newspaper articles, social media, and flyers, with the goal of shining a positive light on participation in non-traditional programs for students of under-represented gender. The College will also produce a newly designed Nontraditional Program brochure and assure its distribution at recruiting events, high school venues, Admissions offices, Career Centers, bulletin boards, and other areas where potential or current students can access it. The brochure will include a list of non-traditional programs for each gender, reasons for choosing a non-traditional field, and resources available to students enrolled in non-traditional programs for their gender.
- III** **Person(s) Responsible:** Special Populations Coordinator; Retention/Special Populations Specialist; Human Resources Director; Human Resources Coordinator; President; Vice President for Academic Affairs; members of interview committees for nontraditional program faculty positions
Projected/Actual Completion Date: July 2018
Description of Activity: As faculty positions in nontraditional programs become available, the College will seek to hire candidates who support students of underrepresented gender in nontraditional programs. The official, published job description and responsibilities will include “the willingness to recruit and encourage students of underrepresented gender in nontraditional programs for their gender.” The interview committee will inform potential candidates for these positions of the College’s goal to increase participation of students of underrepresented gender in these programs and will emphasize the importance of the successful candidate recruiting and supporting these students. Additionally, the Vice President for Academic Affairs will be informed by Special Populations staff when faculty training opportunities regarding nontraditional participation and retention are offered by TCSG and/or NAPE and will share these opportunities with nontraditional program faculty, at his discretion.

SPECIAL POPULATIONS:

Since the College was below 90% of the Institutional Rate for Non-Traditional Participation, SRTC staff were required to complete a gap analysis of special population performance compared to the institutional rate. In cases where any special population group rate was less than the 90% of the institutional rate on a measure the College missed, the College was required to develop and carry out improvement plans to improve the performance rate for the College overall and for any special population group reporting results below 90% of the institutional rate. SRTC exceeded 90% of Benchmark for special populations including: Economically Disadvantaged, Individuals with Disabilities, and Limited English Proficiency, but was below 90% of the institutional rate for special populations: Displaced Homemaker and Single Parent. The special population performance, gap analysis, and planned activities follow for Displaced Homemaker and Single Parent.

Displaced Homemaker

Numerator	Denominator	Rate	90% of Institutional Rate
8	79	10.13%	11.02%
			-0.89% below 90% of BM

Analysis:

The SRTC Non-Traditional Participation Rate of Displaced Homemakers for AY 2016 was **10.13%**, which was **2.11%** below the Institutional Rate of **12.24%**, and **0.89%** below the 90% benchmark of **11.02%**. When compared to the prior year, the SRTC AY 2016 Non-Traditional Participation Rate of Displaced Homemakers of **10.13%** was **5.66%** below the AY 2015 rate of **15.79%** (9/57), and when comparing the 90% of benchmarks for both years, SRTC for AY 2016 was **0.89%** below the 90% benchmark of **11.02%** compared to AY 2015, which was **3.67%** above the 90% of Benchmark Rate of **12.12%**, a decline of **4.56%** in AY 2016 from AY 2015.

The number of Displaced Homemakers enrolled in non-traditional programs for their gender decreased by 1 student from (9/57) AY 2015 to AY 2016 (8/79). This represents a difference of **5.66%**. No program specific data was available for this special population: Displaced Homemaker. All program data was suppressed since Non-Traditional Participation of Displaced Homemakers in programs was less than ten. The AY 2016 SRTC Non-Traditional Participation Rate of Displaced Homemakers rate of **10.13%** was **6.97%** below the Technical College System rate of **17.10%**.

Since the Displaced Homemaker non-traditional participation group performance was below 90% of the Institutional Rate for Non-Traditional Completion, SRTC staff were required to develop a plan to improve its performance. Below is the Root Cause theorized initially by staff as a reason for Displaced Homemakers non-participation in programs identified for students of underrepresented gender in the workplace. Focus groups and surveys will be conducted by the Special Populations staff to determine the validity of the theorized root cause with a goal of determining additional root causes and strategies to combat the identified causes.

Root cause for Displaced Homemakers non-participation in programs identified for students of underrepresented gender in the work place:

Since Displaced Homemakers have not recently been active in the workplace, these individuals have not considered nontraditional careers due to a lack of awareness of the opportunities for students of unrepresented gender in these fields.

The SRTC staff planned an activity for improving Non-Traditional Participation Rate of Displaced Homemakers performance aimed at educating and encouraging potential students so that they might consider a nontraditional program for their gender. The activity follows below.

ACTIVITY:

I Person(s) Responsible: Special Populations Coordinator, Retention/Special Populations Specialist, and Director of Career Services and Counseling
Projected/Actual Completion Date: July 2018
Description of Activity:

Personal contacts by the SRTC Special Population personnel will be made at community agencies in the College’s seven-county service area that are frequented by individuals who have recently become Displaced Homemakers. [Examples: Department of Labor, DFACS, Vocational Rehabilitation, county health department.] Once contact has been made, the Special Population personnel will plan and carry out a brochure blitz placing the Nontraditional Programs Brochure in high traffic areas at the community agencies [Examples: waiting areas, career search areas, counseling areas, etc.] Through the brochure, Displaced Homemakers will be informed of careers that are typically in high demand and offer high wages.

Single Parent

Numerator	Denominator	Rate	90% of Institutional Rate
63	688	9.16%	11.02%
			-1.86% below 90% of BM


Analysis:

The SRTC Non-Traditional Participation Rate of Single Parents for AY 2016 was **9.16%**, which was **3.08%** below the Institutional Rate of **12.24%**, and **1.86%** below the 90% of Benchmark Rate of **11.02%**. When compared to the prior year, the SRTC AY 2016 Non-Traditional Participation Rate of Single Parents of **9.16%** was **2.43%** below the AY 2015 rate of **11.59%** (32/276), and when comparing the 90% of benchmarks for both years, SRTC for AY 2016 was **1.86%** below the 90% of benchmark of **11.02%** compared to AY 2015, which was **0.53%** below the 90% of Benchmark Rate of **12.12%**, a decline of **1.33%** in AY 2016 from AY 2015.

The AY 2016 SRTC Non-Traditional Participation Rate of Single Parents of **9.16%** was **7.83%** below the Technical College System rate of **16.99%**.

The number of Single Parents enrolled in non-traditional programs for their gender increased by 31 students from (32/275) AY 2015 to AY 2016 (63/688). However, the participation rate decreased from **11.59%** (32/276) in AY 2015 to **9.16%** (63/688) in AY 2016. **Table 4** details Single Parent non-traditional participation by program group during AY 2016. The program group with highest non-traditional participation rate was Criminal Justice with **93.33%**. Five program groups did not enroll any non-traditional single parents during AY 2016. Four of the 15 programs listed in **Table 4** met/exceeded the **12.24%** benchmark and the **11.02%** 90% of Benchmark Rate.

Table 4
AY 2016 Single Parent Non-Traditional Participation by Program Group

 Green shading reflects program groups falling below the institutional benchmark of 12.24% and 90% of benchmark of 11.02%.

Program Group	Gender (under-represented)	Non-Traditional Participants	Total Program Participants	Rate
1. Criminal Justice	Female	28	30	93.33%
2. Computer Information Systems	Female	5	11	45.45%
3. Welding and Joining Technology	Female	4	12	33.33%
4. Commercial Truck Driving	Female	3	11	27.27%
5. Business and Office Technology	Male	7	99	7.07%
6. Nursing	Male	3	43	6.98%
7. Social Work Assistant	Male	2	34	5.88%
8. Accounting	Male	1	19	5.26%
9. Medical Assisting	Male	1	49	2.04%
10. Practical Nursing and Related Programs	Male	1	163	0.61%
11. Air Conditioning Technology	Female	0	10	0.00%
12. Cosmetology	Male	0	48	0.00%
13. Early Childhood Care and Education	Male	0	69	0.00%
14. Medical Laboratory Technology	Male	0	21	0.00%
15. Surgical Technology	Male	0	26	0.00%

Source: Perkins Reports provided by TCSG annually to TCSG colleges.

Since the Single Parent non-traditional participation group performance was below 90% of the Institutional Rate for Non-Traditional Participation, SRTC staff were required to develop a plan to improve its performance. Since the Single Parent non-traditional participation group performance was below 90% of the Institutional Rate for Non-Traditional Completion, SRTC staff were required to develop a plan to improve its performance. Below is the Root Cause theorized initially by staff as a reason for Single Parent non-participation in programs identified for students of underrepresented gender in the workplace. Focus groups and surveys will be conducted by the Special Populations staff to determine the validity of the theorized root cause with a goal of determining additional root causes and strategies to combat the identified causes.

Root cause for Single Parents non-participation in programs identified for students of underrepresented gender in the work place:

While raising children, Single Parents often do not have the opportunity to take advantage of college and career training often due to time, money and childcare issues. Therefore, many of these students have not considered nontraditional careers due to a lack of awareness of the opportunities for students of unrepresented gender in these fields.

The SRTC staff planned an activity for improving Non-Traditional Participation Rate of Single Parents performance aimed at educating and encouraging potential students so that they might consider a nontraditional program for their gender. The activity follows below.

ACTIVITY:

I Person(s) Responsible: Special Populations Coordinator, Retention/Special Populations Specialist, and Director of Career Services and Counseling
Projected/Actual Completion Date: July 2018

Description of Activity:

SRTC Special Population personnel will make personal contacts at community organizations and providers of child care services in the College's seven-county service area since these services are often utilized by Single Parents. [Examples: Day Care Centers, DFACS, Boys and Girls Club, YMCA, county health department. and providers of after school programs.] Through the developed relationship with the College personnel and the providers, the Special Population personnel will plan and carry out a brochure blitz placing the Nontraditional Programs Brochure in parental high traffic areas identified by the organizations/providers. Through the brochure, Single Parents will be informed of careers that are typically in high demand and offer high wages.

Economically Disadvantaged

Numerator	Denominator	Rate	90% of Institutional Rate
225	1,880	11.97%	11.02%
			+0.95% above 90% of BM

Activity: **N/A**

Individuals With Disabilities

Numerator	Denominator	Rate	90% of Institutional Rate
14	89	15.73%	11.02%
			+4.71% above 90% of BM

Activity: **N/A**

Limited English Proficiency

Numerator	Denominator	Rate	90% of Institutional Rate
15	98	15.31%	11.02%
			+4.29% above 90% of BM

Activity: **N/A**

Measure: 5B Nontraditional Completion

Numerator: Those graduates from the denominator of under-represented gender for their program

Denominator: Graduates from nontraditional programs

Instructions:

- Review the data provided for your institution. In the space provided for 'Analysis' please include a narrative description of the college's attainment of this measure. Also include a Gap Analysis that provides an assessment of the college's performance with regard to measure as compared to the overall institutional performance.
- In the space provided for Institutional Activities, please provide a description of the activities that the college will employ to improve its performance of this measure. You must include activities if it does not perform at least 90% of the benchmark.
- Please review the data for each special population. In the space provided, please provide a list of activities that the college will employ to address the performance gap of this population if it does not perform at least 90% of the institutional rate. Use your Gap Analysis from above, to develop appropriate programs.
- The college will need to submit an End-of-year Report to outline the effectiveness of these actions.

*When the denominator is less than ten, the cell will be suppressed, and no data made available. Consequently, no plans will need to be written for that population.

Analysis (Including Gap Analysis)

N/A

INSTITUTION:

Numerator	Denominator	Rate	90% of Benchmark Rate
124	1,064	11.65%	10.92%
			+0.74% above 90% of BM

Activities: **N/A****SPECIAL POPULATIONS:****Displaced Homemaker**

Numerator	Denominator	Rate	90% of Institutional Rate
3	36	8.33%	10.49%
			-2.15% below 90% of BM

Activity: **N/A****Economically Disadvantaged**

Numerator	Denominator	Rate	90% of Institutional Rate
81	674	12.02%	10.49%
			+1.53% above 90% of BM

Activity: **N/A****Individuals With Disabilities**

Numerator	Denominator	Rate	90% of Institutional Rate
6	42	14.29%	10.49%
			+3.80% above 90% of BM

Activity: **N/A****Limited English Proficiency**

Numerator	Denominator	Rate	90% of Institutional Rate
7	37	18.92%	10.49%
			+8.43% above 90% of BM

Activity: **N/A****Single Parent**

Numerator	Denominator	Rate	90% of Institutional Rate
24	247	9.72%	10.49%
			-0.77% below 90% of BM

Activity: **N/A**

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