CTE Outcomes Survey, Year 3: Tracking Outcomes of California Community College Students

Research & Planning Group, California Community Colleges
April 10, 2014
Kellogg Center, Pomona, California

KC Greaney, Santa Rosa Junior College
Mallory Newell, De Anza College
Inge H. Bond, West Valley College
CTE Employment Outcomes Survey: Background

• Collaborative effort among community college consortia, the Chancellor’s Office, the RP Group, and Santa Rosa Junior College
  o Modeled primarily after Cabrillo College’s Completer/Leaver Surveys

• Dual purposes:
  o Provide insightful information for local program improvement
  o Collect statewide data for documentation of CTE outcomes

• Practitioner-Driven Effort
  o Statewide meetings, conference calls, collaboration
  o All methodology, implementation and survey questions vetted
  o Use survey to collect data and information not available elsewhere
  o Report format developed in response to practitioner needs
CTE Employment Outcomes Survey: Background

- **First (pilot) year of survey, 2012**
  - 15 colleges participated

- **Second year of survey, 2013**
  - 35 colleges participated, nearly 50,000 students surveyed

- **Third year of survey, 2014**
  - 37 colleges participating; Fiscal agency transitions from RP to SRJC

- **Changes from pilot year:**
  - Slight modification to questions, combination of “Completer” and “Leaver” surveys
  - Inclusion of new questions regarding industry certification/licensure, and journey-level status
Methodology
- 3 Modalities: e-mail, then US mail, then phone calls
- Survey conducted approximately 1.5 years after completing/leaving

Sample (2013)
- All students included who met the criteria
  - By 10/11, had either earned a vocational award of 6+ units OR earned 9+ CTE units AND did not enroll in more than 5 units in 11/12
- Total = 35 Colleges and 47,436 students

Data
- Chancellor’s Office MIS data wherever possible
- Local data supplement (student contact information)
- Survey data
Response Rates

- Overall, 24%
- By College, overall response rate ranged from 33.4% to 11.9%
- Lower response rates from colleges that did not participate in all three modalities, AND those without current, accurate contact information

Reports

- Statewide, and college level reports
- Full data sets given back to colleges for further analysis
CTE Outcomes Survey vs. Chancellor’s Office LMI Study
## Different Approaches

<table>
<thead>
<tr>
<th>Methodology</th>
<th>CTEOS 2013</th>
<th>CCCC CO LMI Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>CTE completers and leavers from 35 CCCs</td>
<td>All award completers (excluding xfers)</td>
</tr>
<tr>
<td>N</td>
<td>47,436</td>
<td>51,649</td>
</tr>
<tr>
<td>Response/Match Rate</td>
<td>24%</td>
<td>-</td>
</tr>
<tr>
<td>Timeframe</td>
<td>Surveyed in 2013 (cohort Enrolled/ Completed in 10/11, did not enroll in 11/12)</td>
<td>Award completers 2002-03 to 2006-07</td>
</tr>
</tbody>
</table>
## Merits/Limitations

<table>
<thead>
<tr>
<th>Merits</th>
<th>CTEOS 2013</th>
<th>CCCCO LMI Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Includes all CTE students, regardless of employment status or residence</td>
<td>• Can provide actual wages as reported to EDD for those with valid SSN’s</td>
</tr>
<tr>
<td></td>
<td>• Provides information on a variety of outcomes in addition to wage gain</td>
<td>• Can see changes over time (pre-post award) and by industry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Limitations</th>
<th>CTEOS 2013</th>
<th>CCCCO LMI Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Self-Reported Information (with the exception of COMIS data)</td>
<td>• Includes only students earning wages in California</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• No self employment or federal, military etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• No control for part-time/full-time status</td>
</tr>
</tbody>
</table>
CTE Outcomes Survey: Statewide Results for 2013
Statewide Findings

The big questions...

• Are our CTE students employable?
• Do they find jobs in the field in which we trained them?
• Do they see an increase in income?

...in other words, was the program worth it?
Statewide Findings

- 24% Response Rate
- 92% Satisfaction Rate with education and training
- 35% transferred
- 75% working in their field of study (or “close”)
- 32% successfully engaged in a job search, 11% unsuccessfully engaged in a job search (the remainder were not looking or were already employed)
Findings: Educational Goal

Most (67%) indicated earning a certificate or degree (with or without transfer) and 13% upgrading job skills or license/permit renewal.

- Earn a certificate or degree AND to transfer: 40%
- Earn a certificate or degree NOT transfer: 30%
- Earn transfer units with or without getting a degree: 20%
- Upgrade job skills or renew a license/permit: 15%
- Take classes for self-enrichment only: 5%
- Other: 0%

RP Conference, April 10, 2014
Findings: Employment Status

75% of respondents are employed for pay

- Employed at one job, 56%
- Employed at more than one job, 10%
- Self-employed, 9%
- Working, not for pay, NOT seeking, 2%
- Working, not for pay, AND seeking, 1%
- Unemployed, AND seeking, 13%
- Unemployed, NOT seeking, 9%
- Unemployed, NOT seeking, 9%
Findings: Work Status

More students worked full time after completing studies and training.

- Full time (40+ hours per week)
- Part time (20-39 hours per week)
- Part-time (less than 20 hours per week)

Before vs. After comparison:

- Full time: Before 60%, After 80%
- Part time: Before 40%, After 60%
- Part-time: Before 20%, After 40%
Findings: Wage Increase

The hourly wage of respondents increased 28% from their hourly wage before their studies/training ($18.34) to their hourly wage after completing their studies/training ($23.51).
Further Examination of Results

- Over a third of respondents transferred to a 4-year college or university.
- Less than half of respondents earned a degree or certificate.

...doesn’t that make a difference?

✓ How do the results vary by transfer and completion status?
✓ What characterizes “Skills Builders” (non-completers)?
✓ Does completion matter?
# Wage Increase by Completion Status

<table>
<thead>
<tr>
<th>Completion Status</th>
<th>Hourly Wage Prior</th>
<th>Hourly Wage Post</th>
<th>Increase</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Builder</td>
<td>$18.65</td>
<td>$23.39</td>
<td>$4.74</td>
<td>25.4%</td>
</tr>
<tr>
<td>Completer</td>
<td>$17.99</td>
<td>$23.68</td>
<td>$5.69</td>
<td>31.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$18.35</strong></td>
<td><strong>$23.52</strong></td>
<td><strong>$5.17</strong></td>
<td><strong>28.2%</strong></td>
</tr>
</tbody>
</table>
# Wage Increase by Award Level

<table>
<thead>
<tr>
<th>Award Level</th>
<th>Hourly Wage Prior</th>
<th>Hourly Wage Post</th>
<th>Increase</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA/AS</td>
<td>$17.75</td>
<td>$25.09</td>
<td>$7.34</td>
<td>41.3%</td>
</tr>
<tr>
<td>Cert of 60+ units</td>
<td>$23.81</td>
<td>$29.80</td>
<td>$5.99</td>
<td>25.2%</td>
</tr>
<tr>
<td>Cert of 30 to &lt;60</td>
<td>$17.72</td>
<td>$22.00</td>
<td>$4.28</td>
<td>24.2%</td>
</tr>
<tr>
<td>Cert of 18 to &lt;30</td>
<td>$18.55</td>
<td>$21.91</td>
<td>$3.36</td>
<td>18.1%</td>
</tr>
<tr>
<td>Cert of 12 to &lt;18 units (CO approved)</td>
<td>$18.16</td>
<td>$21.23</td>
<td>$3.06</td>
<td>16.9%</td>
</tr>
<tr>
<td>Cert of 6 to &lt;18 units (not CO approved; posted in COMIS)</td>
<td>$18.08</td>
<td>$21.07</td>
<td>$2.98</td>
<td>16.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$17.99</strong></td>
<td><strong>$23.68</strong></td>
<td><strong>$5.69</strong></td>
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</tr>
</tbody>
</table>
## Respondents: Characteristics

<table>
<thead>
<tr>
<th></th>
<th>No Transfer: Skills Builder</th>
<th>No Transfer: Completer</th>
<th>Transfer: Non-Completer</th>
<th>Transfer: Completer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender: Female</strong></td>
<td>50.2%</td>
<td>63.0%</td>
<td>48.4%</td>
<td>55.6%</td>
</tr>
<tr>
<td><strong>Ed Attain: BA/BS +</strong></td>
<td>27.1%</td>
<td>19.5%</td>
<td>6.3%</td>
<td>5.2%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>36.8</td>
<td>36.1</td>
<td>25.6</td>
<td>28.7</td>
</tr>
<tr>
<td><strong>Acad. Disadvantaged</strong></td>
<td>34.6%</td>
<td>43.1%</td>
<td>42.1%</td>
<td>50.1%</td>
</tr>
<tr>
<td><strong>Attend only 1 CCC</strong></td>
<td>42.6%</td>
<td>26.2%</td>
<td>41.5%</td>
<td>24.8%</td>
</tr>
<tr>
<td><strong>n</strong></td>
<td>4,112</td>
<td>3,470</td>
<td>2,552</td>
<td>1,460</td>
</tr>
</tbody>
</table>

*RP Conference, April 10, 2014*
## Respondents: Interesting Findings

<table>
<thead>
<tr>
<th>Category</th>
<th>No Transfer: Skills Builder</th>
<th>No Transfer: Completer</th>
<th>Transfer: Non-Completer</th>
<th>Transfer: Completer</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Very close” relationship between studies/training and job</td>
<td>44.8%</td>
<td>59.5%</td>
<td>38.1%</td>
<td>46.2%</td>
</tr>
<tr>
<td>Successful job search</td>
<td>29.1%</td>
<td>43.1%</td>
<td>22.4%</td>
<td>28.1%</td>
</tr>
<tr>
<td>Coursework/training had “no impact” on employment</td>
<td>30.5%</td>
<td>18.6%</td>
<td>41.6%</td>
<td>29.3%</td>
</tr>
<tr>
<td>Self Employed</td>
<td>11.4%</td>
<td>7.8%</td>
<td>6.1%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Ed Goal: Update Skills, Renew License</td>
<td>25.5%</td>
<td>10.5%</td>
<td>4.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Ed Goal: Self Enrichment</td>
<td>13.6%</td>
<td>4.0%</td>
<td>2.8%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Obtained industry certificate or licensure</td>
<td>30.6%</td>
<td>59.7%</td>
<td>10.2%</td>
<td>23.6%</td>
</tr>
</tbody>
</table>
### Respondents: Wage Increase

<table>
<thead>
<tr>
<th></th>
<th>No Transfer: Skills Builder</th>
<th>No Transfer: Completer</th>
<th>Transfer: Non-Completer</th>
<th>Transfer: Completer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hourly Wage PRE</strong></td>
<td>$21.19</td>
<td>$19.03</td>
<td>$14.45</td>
<td>$15.53</td>
</tr>
<tr>
<td><strong>Hourly Wage POST</strong></td>
<td>$25.87</td>
<td>$24.78</td>
<td>$19.01</td>
<td>$20.81</td>
</tr>
<tr>
<td><strong>Increase in Wage</strong></td>
<td>$4.68</td>
<td>$5.75</td>
<td>$4.56</td>
<td>$5.28</td>
</tr>
<tr>
<td><strong>Percent Change</strong></td>
<td><strong>22.1%</strong></td>
<td><strong>30.2%</strong></td>
<td><strong>31.5%</strong></td>
<td><strong>34.0%</strong></td>
</tr>
</tbody>
</table>
Summary: Transfer and Completion Status

• Non-transfer skills builders are an unusual group
  o Older; more likely to have the educational goal of upgrading job skills or renewing an industry license/permit
  o More likely to already have a BA/BS and to be self-employed
  o Show the highest pre- AND post- hourly wages

• Completion Matters, at least somewhat
  o While both completers and skills builders show post-program wage increases, the increase is more pronounced for completers
  o Completers, regardless of transfer status, are more likely to report successful job searchers
  o Completers, regardless of transfer status, are more likely to report that their job is “very” closely related to their coursework/training
CTEOS User Feedback Survey and Resources

Mallory Newell, De Anza College
CTEOS User Feedback Survey

- A link to the survey was emailed to all college contacts who participated in the survey on the 2011-12 academic year
- Received 6 valid responses
- Respondents suggested that the results had largely been used to inform decision making in the areas of:
  - Enrollment management
  - Accreditation
  - Perkins or other reporting
  - Program improvements
  - Changes to program degree offerings
Additional Highlights

• Respondents found the following to be most valuable about the survey:
  • Ease of administration by the RP Group
  • The multiple ways students were contacted to increase response rates
  • The overall findings from the survey from my college
  • The model report that was provided

• Respondents stated the following technical support would have been beneficial:
  • Assistance with the initial data pull of students
  • Assistance with analyzing the results
  • Examples of how other colleges shared the results and with whom
CTEOS Resources

User Guide:
• How other colleges used and shared the results
• Lessons learned from participating in the survey
• Example discussion questions

PowerPoint Template:
• Input your college’s results and share!

Program examples:
• Examples from 2 colleges who disaggregated the data by program.

http://www.rpgroup.org/resources/resources-using-results
Local Use of CTEOS Data

Inge H. Bond, West Valley College
CTEOS at West Valley College

- Participated in 2013, 2014

- In 2013:
  - 32% response rate (compared with 19% when self-administered in 2012)
  - 94% satisfaction rate
  - 37% transferred to a four-year
WVC Results

- 94% reported satisfaction with the education and training rec’d
- 69% are employed for pay
- 37% transferred to a four-year institution
- Respondents' hourly wage increased 12% after completing their studies
- 65% indicated that they are working in the same field or in a field that is “close” to their studies and training
- 36% respondents indicated that their coursework had no impact on their employment
CTEOS & Program Discontinuance

• Context:
  o Academic Directions Committee (ADC)
    • Performance Goals Committee can recommend programs (last year was based on completion, efficiency, and cost)
    • Comprehensive data review, ADC works with program on a plan
  o Curriculum Committee: course and program updates
    • Submitting renewals/new applications to state
    • Net annual labor demand
• 2010-2011 (year covered by 2013 CTEOS survey), program had 21 awards
• 8 students responded to survey
• 2 reported being employed
CTEOS & Program Y

- Costly program – facilities, equipment
- Attendance accounting headache
- Historically inefficient (≤ 400)
- 2010-2011 (year covered by 2013 CTEOS survey), program had 9 awards
- 8 students responded to survey
- 3 reported being employed
CTEOS: Another Tool for Your Belt

- Helps to address questions about skills builders
- More tangible to faculty than “big data”
- Future uses:
  - Connection between coursework and job
  - Low wage gains
  - Identifying barriers to completion
Thank You

For more information, visit: www.santarosa.edu/CTEOS

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