



Career Education Deans Meeting

CLNA Kick-off

August 31, 2023

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Presentation Outline

01

**Overall Metric
Overview: CTE
Sections, Modality,
Headcount, Success**

02

**Key Findings and
Next Steps**

03

**Report
Organization**



Objectives



Learn overall CTE trends at SDCCD over the last five years



Discuss opportunities to explore trends by program



Inform Needs Assessment and program improvement processes



Clarifying questions throughout, thoughts for discussion at end



Role of incoming campus-based CTE Research Experts



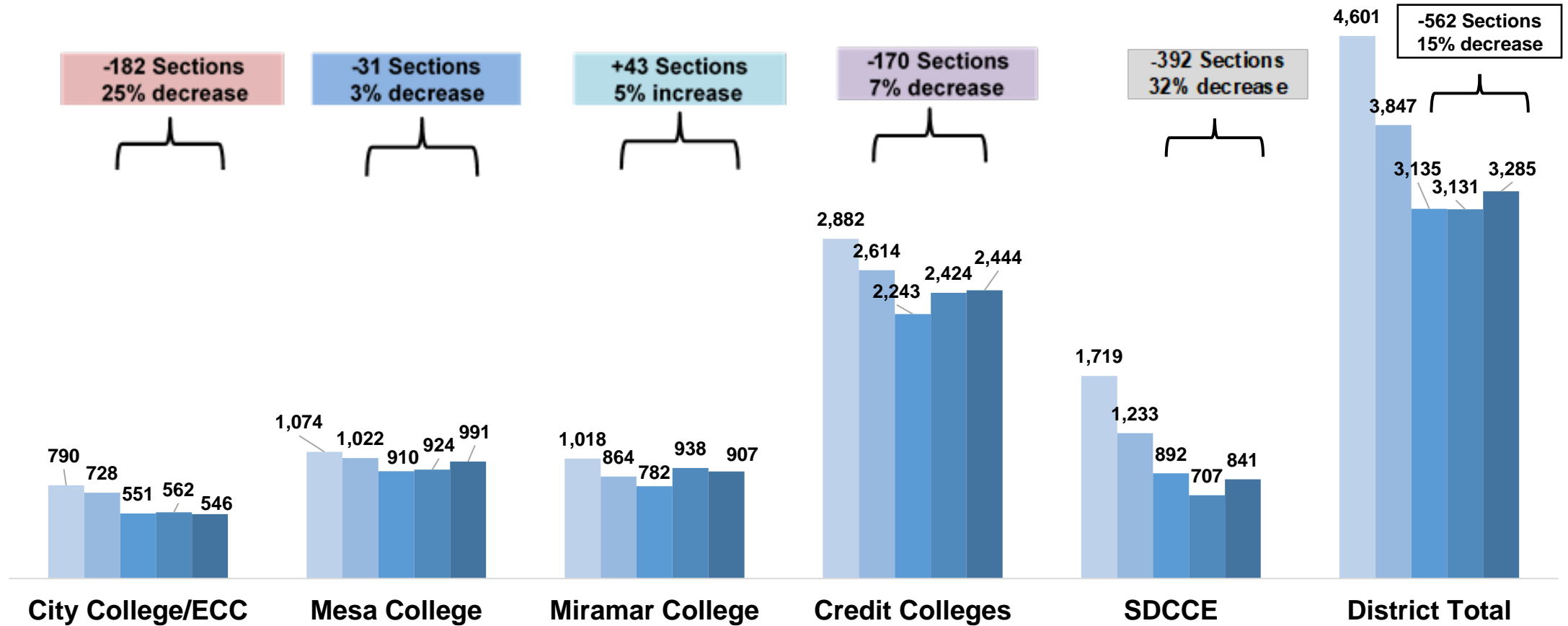
Metric Overview



CTE Sections

Compared to "Pre COVID"
 Text boxes provide comparison between 2022-23 section offerings and pre-Covid (2019-20). Districtwide, there has been a 15% decrease in CTE sections compared to pre-Covid offerings. Comparisons to 2021-22 are available on the next page.

■ 2018-19 ■ 2019-20 ■ 2020-21 ■ 2021-22 ■ 2022-23



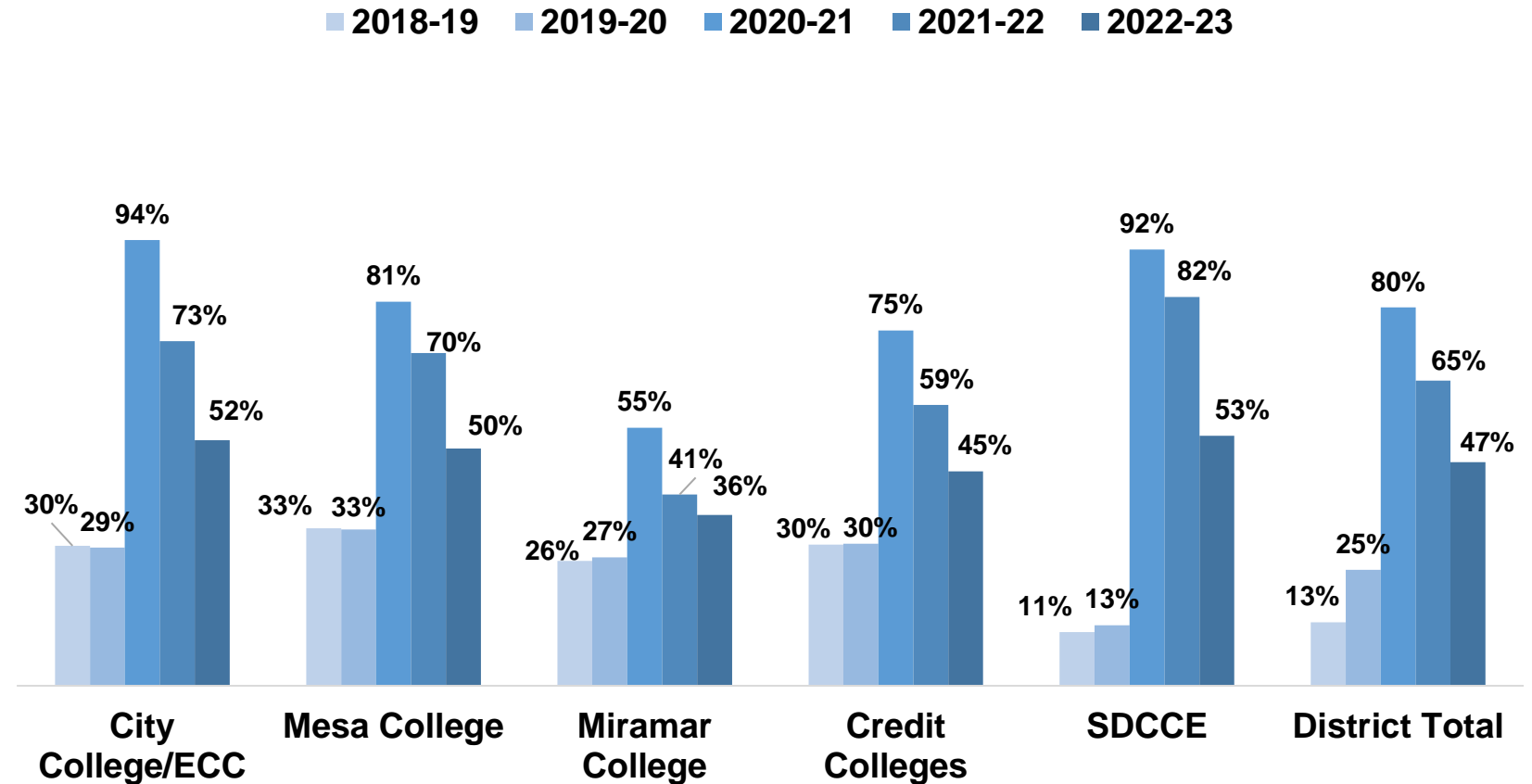


CTE Section, % Online of all CTE

Districtwide in 2022-23, CTE sections are as likely to be online (47% of CTE sections were online) as non-CTE sections (46%).

- **City College:** CTE sections **more likely** to be online (52%) than non-CTE (40%)
- **Mesa College:** CTE sections **more likely** to be online (50%) than non-CTE (41%)
- **Miramar College:** CTE sections are **less likely** to be online (36%) than non-CTE (45%)

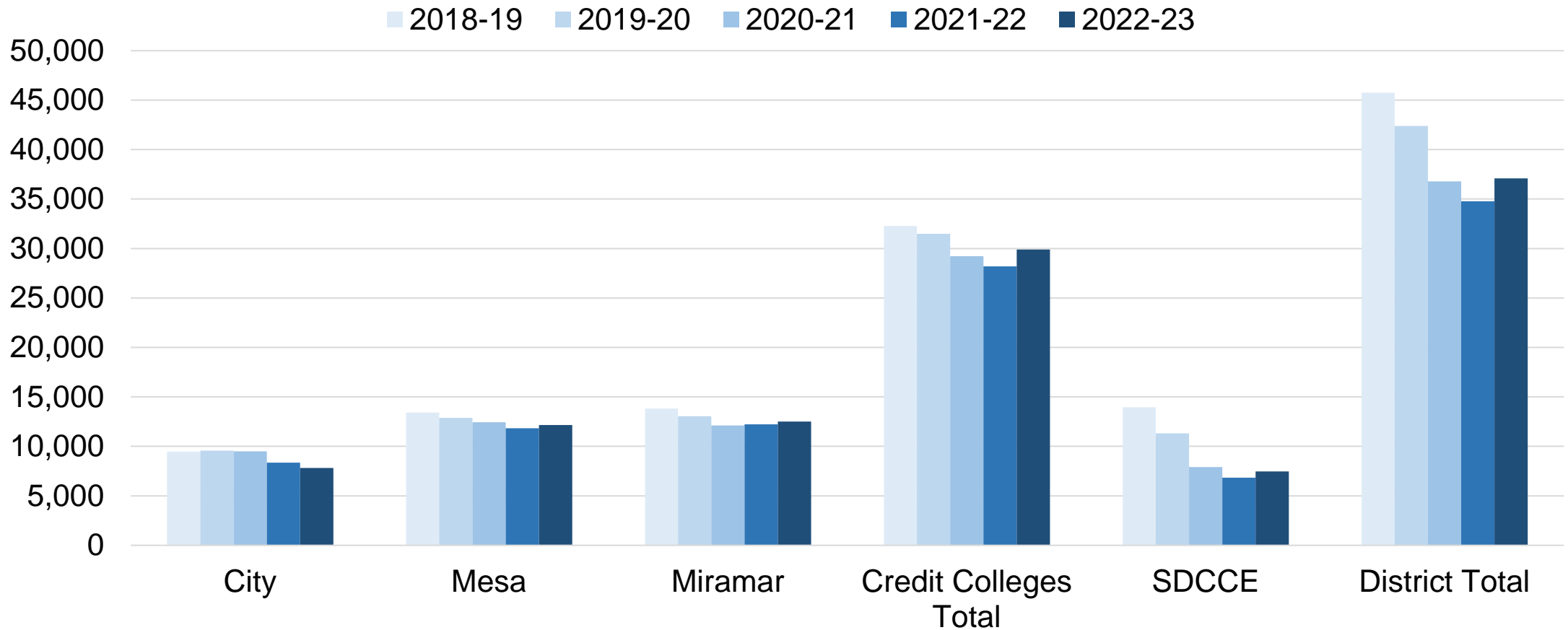
College of Continuing Education: CTE sections are **less likely** to be online (53%) than non-CTE (76%).





CTE Headcount

- 37,074 students enrolled in one or more CTE courses across the District in 2022-23, or 49% of all students.





CTE Success Rates

Table 13. CTE Success Rates

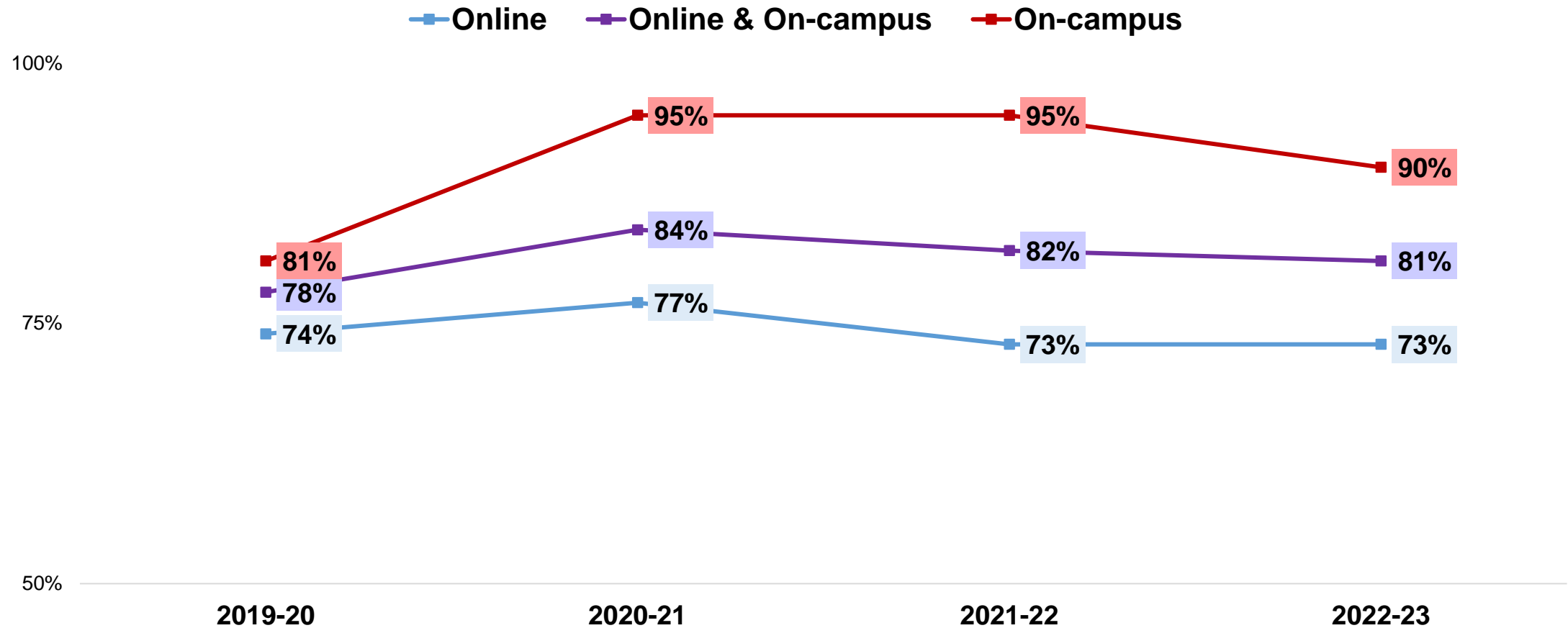
	2018-19	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.
City College/ECC	76%	73%	76%	74%	75%	+1%
Mesa College	76%	77%	79%	76%	76%	0%
Miramar College	85%	83%	84%	84%	83%	-1%
All Credit Colleges	79%	78%	80%	79%	79%	0%

Table 14. Non-CTE Success Rates

	2018-19	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.
City College/ECC	69%	66%	69%	67%	68%	+1%
Mesa College	72%	73%	74%	72%	74%	+2%
Miramar College	75%	76%	76%	74%	76%	+2%
All Credit Colleges	72%	72%	73%	71%	73%	+2%



CTE Success Rates





Key Findings and Next Steps



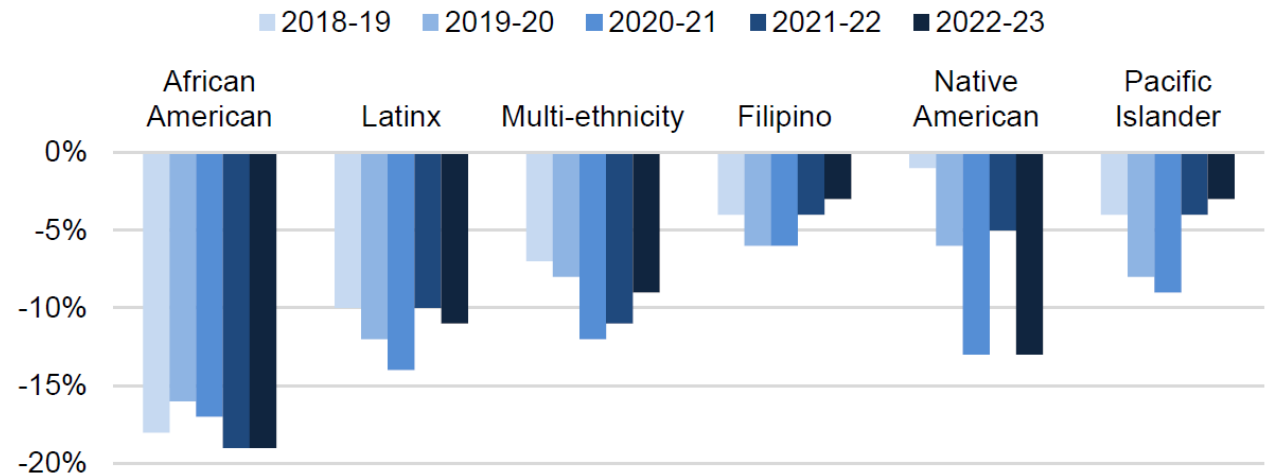
Key Finding 1: Gaps in Success for Latinx and African American Students

Key Finding

Gaps in CTE success rates by ethnicity remain. Compared to the group with the highest success rates (Asian students), **gaps have grown larger for Latinx students and remain the largest for African American students.**

Gaps are larger in online classes (4% to 21%) than on-campus classes (1% to 11%).

Figure 7. CTE Success Rate Gaps between highest group (Asian), All Credit Colleges



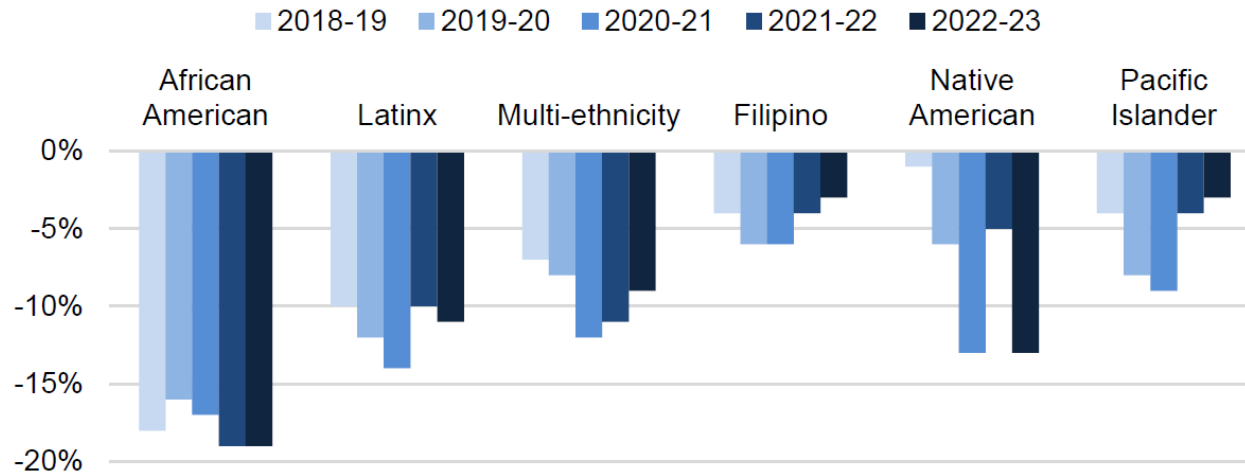
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[SDCCD Distance Education Outcomes](#)



Key Finding 1: Gaps in Success for Latinx and African American Students

Figure 7. CTE Success Rate Gaps between highest group (Asian), All Credit Colleges



Next Step

Continue to critically examine recruitment and support for Latinx and African American students.

As the proportion of CTE coursework online remains much higher than before the pandemic, departments and programs should **prioritize online support for Latinx and African American through investments in online faculty and student supports.**



Key Finding 2: More Students in CTE Courses means More Funding

Key Finding

The top CTE programs at the credit colleges are Business Administration (18% of CTE students at the credit colleges), Administration of Justice (12%), Fire Protection (7%), and Computer Science (4%).

Between 60% and 70% of Business Administration students enrolled in CTE courses annually over the last four years; this rate was 78% to 99% for Administration of Justice students, 91% to 97% for Fire Protection students, and 49% to 64% for Computer Science.

Table 28. Percent of Top CTE Major Students who Enrolled in CTE Courses

	2021-22	2022-23
Business Admin for Transfer	68%	70%
Admin. Of Justice	98%	99%
Fire Protection	95%	97%
Business Administration	63%	63%
Nursing	32%	36%
Business Management	65%	66%
Computer Science for Transfer	57%	54%
Computer & Info Sciences	64%	63%
Child Development	76%	77%
Admin. Of Justice - Transfer	86%	84%

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[CCCCO Launchboard, Community College Pipeline](#)



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Talking Point

When students in CTE majors don't take CTE courses, SDCCD receives no Perkins/Strong Workforce grant funding for those students. The longer it takes CTE majors to take CTE courses, the longer it takes to get funding for their participation. Students are also delayed in completing their educational goals, which impacts subsequent wage growth.



Key Finding 3: Pre-Reqs Limit Access

Key Finding	Next Step
<p>There were 679 students with a Nursing major in 2022-23 (+44% from in 2019-20) but only about 1 in 3 of them took and CTE course each year, the lowest rate of the top CTE majors.</p> <p>Low rates of CTE-major students enrolling in CTE courses also observed for Computer Sciences.</p>	<p>Explore the impact of pre-requisites on access to CTE courses and programs.</p>

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Key Finding 4: SDCCD Students' Wages grew less than the state-wide average

Key Finding	Next Step
<p>Wage growth reported by former CTE students from the credit colleges over the last five years (between 50% and 53%) is lower than the statewide average (59%). SDCCE respondents reported a larger amount of wage gain in 2022 (36%) than the statewide average (32%).</p>	<p>Wage growth at both the credit colleges and SDCCE lags below the state-wide average. This likely varies by program, and program-specific exploration of wage data is recommended. Programs may also consider connecting students to career services and career preparation opportunities.</p>

Table 37. Hourly Wage Growth, % Change, former CTE students, compared to Wages pre-CTE Coursework

Wages	City	Mesa	Miramar	Statewide Credit	SDCCE	Statewide Noncredit
Before Training	\$ 18.00	\$ 19.00	\$ 19.00	\$ 16.75	\$ 22.00	\$ 19.00
After Training	\$ 27.00	\$ 29.25	\$ 30.00	\$ 28.00	\$ 30.00	\$ 25.00
\$ Difference	\$ 9.00	\$ 10.25	\$ 11.00	\$ 11.25	\$ 8.00	\$ 6.00
% Change	50%	54%	58%	67%	36%	32%

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Report Organization



Report Organization

Report Section	Contents
Executive Summary and Key Findings, p. 3 – 11	Short-form summary of most salient findings from across the report.
CTE Sections, p. 12 – 17	Section counts, % of sections in CTE, modality
Headcount and Demographics, p. 18 – 24	Unduplicated student count, demographics
Course Outcomes: Success Rates*, p. 25 – 30	Modality, by demographics, gaps
CTE Majors*, p. 31 – 37	Unduplicated headcount, % of all students, top programs, % enrolled in CTE
CTE Awards, p. 39 – 46	Award disaggregation, awardee demographics
CTE Employment Outcomes, p. 49 – 50	Employment and wage impact of CTE programs
CTE Data around the District, p. 51 – 54	Disaggregations of other CTE data

*Credit Colleges only



Discussion