



CTE Transition Student Annual Report

2007/08 – 2013/14

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Highlight of the Findings

Headcount

- Of the 2010/11 high school CTE transition cohort (N=2,988), 26% (n=790) enrolled at one of the SDCCD Colleges (All Colleges) in 2011/12, 23% (n=677) enrolled in 2012/13, and 18% (n=543) enrolled in 2013/14. Overall over three years, 31% (n=931) of the 2010/11 high school CTE transition cohort enrolled at the SDCCD colleges.
- A greater percentage of the female CTE transition students from all SDCCD colleges were enrolled in 2011/12, 2012/13, and 2013/14 (54%, 54%, and 52%, respectively) than male CTE transition students (46%, 46%, and 48%, respectively). The proportion of each gender varied by college.

Course-Taking Behaviors

- Seventy-six percent of the CTE transition students from all SDCCD colleges took a math course in 2011/12, 67% took a math course in 2012/13, and 56% took a math course in 2013/14.
- Nearly two thirds (65%) of the CTE transition students from all SDCCD colleges took an ESOL/English course in 2011/12, over half (58%) took an ESOL/English course in 2012/13, and fewer than half (44%) of the CTE transition students took an ESOL/English course in 2013/14.
- Nine percent of the 2011/12 CTE transition students took a college course in the same industry sector as in high school during their first year at college. This proportion increased among CTE transition students enrolled in 2012/13 and 2013/14 (15% and 18%, respectively).
- Between 2011/12 and 2013/14, the sectors with the greatest rate of alignment between high school and college were public and private education (13% to 29%), finance and business (8% to 15%), and transportation (6% to 19%).

Student Outcomes

- The CTE transition students from all SDCCD colleges completed more than 70% of the units they attempted in each of the terms studied.
- The annual retention rates among the CTE transition students from all SDCCD colleges were 90% in 2011/12, 87% in 2012/13, and 87% in 2013/14. On average, the annual retention rate of the general population of students at all colleges was 85% between 2009/10 and 2013/14.
- The annual success rates of the CTE transition students from all SDCCD colleges were 69% each year. On average, the annual success rate of the general population of students at all colleges was 68% between 2009/10 and 2013/14.
- Eighty-nine percent of the CTE transition students from all SDCCD colleges persisted from Fall 2011 to Spring 2012, 82% persisted from Fall 2012 to Spring 2013, and 81% persisted from Fall 2013 to Spring 2014.
- Over three fourths (77%) of the Fall 2011 CTE transition students from all SDCCD colleges continuously persisted to Fall 2012. Over two thirds (67%) of the Fall 2012 CTE transition students from all SDCCD colleges continuously persisted to Fall 2013 and over half (55%) of the Fall 2013 CTE transition students from all SDCCD colleges continuously persisted to Fall 2014.

Awards and Transfer

- Overall, 11% of the CTE transition students earned a degree or certificate within four years of high school completion. The overall award rates increased each year among enrolled students, from 0% in 2010/11 to 10% in 2013/14.
- Overall, 15% of the CTE transition students transferred to a university within six years of high school completion. The transfer rates were highest in the first and the sixth years post high school (7% each in 2008/09 and 2013/14).

Introduction

Overview

The San Diego Community College District (SDCCD) operates the career technical education (CTE) transition program with its feeder high schools to prepare students for college. The program awards college credit to students taking pre-approved CTE courses at their high school. This study was designed to measure a cohort of high school seniors who participated in the CTE transition program as secondary students and continued their postsecondary education at the SDCCD credit colleges. Enrollment, course-taking behaviors, and student outcomes at SDCCD are the focus of the analysis and student cohorts are measured between three and six years.

Methodology

The CTE transition participant cohort included the 2010/11 seniors in the SDCCD feeder high schools who participated in the CTE transition program and subsequently enrolled at SDCCD. (Note that the 2009/10 senior cohort was utilized to measure four year award volume and rates, and the 2007/08 senior cohort was utilized to measure six year transfer counts and rates.) High school CTE transition participants were identified by the CTE transition coordinator via the CTE transition CATEMA database and subsequently matched to student records at SDCCD. High school performance was entered into the SDCCD Information System by CTE transition staff. In a few cases prior to Spring 2009, reporting to staff on the qualifying CTE transition classes was delayed. Therefore, a few classes did not appear in the student's record until the following term. Also note that identified high school CTE transition participants included all students who earned credit (including students who did not have credit posted on their transcripts due to application problems). SDCCD enrollment and outcomes data for CTE transition students were generated by the SDCCD Information System. National Student Clearinghouse provided university transfer data.

Students who delayed entry to SDCCD after their high school senior year and students who stopped out between terms at SDCCD were included in the analysis. Only students enrolled past census day at City College/ECC, Mesa College, or Miramar College were included. Unless otherwise noted, college affiliation was determined by the students' college of coursework. Results are presented by college and/or as a single unit, referred to as the students from all SDCCD colleges (All Colleges). When disaggregated by college, ECC students were combined with the City College data. When results are displayed annually, students were unduplicated within the year being reported. When segmented by term, data were unduplicated within terms and duplicated across terms. Note that some students took classes at multiple colleges; therefore, summed college totals do not match the student population for all SDCCD colleges (All Colleges) total because the All Colleges totals were unduplicated across the colleges.

Operational Definitions

Annual Persistence Rate - Continuous fall to spring to fall enrollment: The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring and fall terms and received a grade notation of A, B, C, D, F, P, NP, I, or RD in each term. SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service and cancelled classes are excluded.

Official Census Enrollment - The number of seats enrolled, or duplicated headcount, as of the class designated census day. Drops, never attends, cancelled, and tutoring classes are excluded, as well as year-long summer in-service classes at Miramar.

Official Census Headcount - The individual count of students, or unduplicated headcount, as of the class designated census day. Drops, never attends, and cancelled classes are excluded, as well as year-long summer in-service classes at Miramar.

Retention Rate - The percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I, or RD out of total official census enrollments. Tutoring and cancelled classes are excluded.

Success Rate - The percentage of students who complete a course with a grade of A, B, C, or P out of total official census enrollments. Tutoring, non-credit, and cancelled classes are excluded.

Term Persistence Rate - The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring term and received a grade notation of A, B, C, D, F, P, NP, I, or RD. SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded.

Findings

Headcount and Student Characteristics

2010/11 High School CTE Cohort

The number of high school CTE participants in 2010/11 was 6,289. These students enrolled in a total of 7,125 CTE courses and successfully completed 66% (n=4,722) of those courses with an A or B letter grade. All data pertaining to the 2010/11 success rates were obtained from the CTE CATEMA database.

There were a total of 2,988 CTE students who successfully completed a high school CTE course by the completion of their 2010/11 senior year. These students comprise the base high school CTE transition cohort for the majority of this study, with their enrollment and outcomes at the SDCCD colleges as the focus of the report hereafter. Note that the award and transfer measures are the exception; earlier cohorts of students are longitudinally tracked four to six years.

CTE Transition Cohort Headcount and Enrollment Rates at SDCCD

Of the 2010/11 high school CTE transition cohort (N=2,988), 26% (n=790) enrolled at one of the SDCCD Colleges (All Colleges) in 2011/12, 23% (n=677) enrolled in 2012/13, and 18% (n=543) enrolled in 2013/14 (see Table 1.1.1). Overall over three years, 31% (n=931) of the 2010/11 high school CTE transition cohort enrolled at the SDCCD colleges.

Among the three colleges, Mesa College enrolled the greatest percentage of the 2010/11 high school CTE transition cohort over the next three years (15% in 2011/12, 14% in 2012/13, and 13% in 2013/14), followed by City College/ECC (10% in 2011/12, 9% in 2012/13, and 7% in 2013/14), and Miramar College (7% in 2011/12, 6% in 2012/13, and 5% in 2013/14; see Table 1.1.1).

The CTE transition student headcount for all colleges declined by 30% in the primary terms from Fall 2011 to Spring 2014 (647 to 451, respectively; see Table 1.1.2).

Table 1.1.1. CTE Transition Cohort at SDCCD - Annual Headcount and Enrollment Rates

	2011/12		2012/13		2013/14		3-Year Total	
City College/ECC	307	10%	269	9%	218	7%	465	16%
Mesa College	444	15%	426	14%	377	13%	614	21%
Miramar College	195	7%	183	6%	159	5%	285	10%
All Colleges	790	26%	677	23%	543	18%	931	31%

Source: SDCCD Information System and CTE CATEMA DB

Note. Headcounts were unduplicated by year and measured as of the first year following the student's CTE-identified 2010/11 senior year.

Table 1.1.2. CTE Transition Cohort at SDCCD - Term Headcount and Enrollment Rates

	Count								
	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013	Sum 2013	Fall 2013	Spring 2014
City College/ECC	65	221	227	16	200	201	5	173	164
Mesa College	2	352	383	17	372	344	14	320	281
Miramar College	17	151	153	3	152	150	2	122	121
All Colleges	84	647	661	36	610	572	21	497	451
	Enroll Rate								
	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013	Sum 2013	Fall 2013	Spring 2014
City College/ECC	2%	7%	8%	1%	7%	7%	0%	6%	5%
Mesa College	0%	12%	13%	1%	12%	12%	0%	11%	9%
Miramar College	1%	5%	5%	0%	5%	5%	0%	4%	4%
All Colleges	3%	22%	22%	1%	20%	19%	1%	17%	15%

Source: SDCCD Information System and CTE CATEMA DB

Note. Headcounts were unduplicated by term and measured as of the first term following the student's CTE-identified 2010/11 senior year.

CTE Transition Cohort Characteristics

The 2011/12 CTE transition cohort included students who directly enrolled at SDCCD in the year following their 2010/11 senior year (100%; see Table 1.2.1). The 2012/13 cohort included students who began SDCCD enrollment in 2011/12 (84%) and students who delayed enrollment at SDCCD after their high school senior year until 2012/13 (16%). The 2013/14 cohort included students who began SDCCD enrollment in 2011/12 (83%), students who delayed enrollment at SDCCD after their high school senior year until 2012/13 (12%), and students who delayed enrollment until 2013/14 (6%).

Table 1.2.1. CTE Transition Cohort at SDCCD - First Year by Annual Headcount

			2011/12		2012/13		2013/14	
First Year Enrolled at SDCCD	City College/ECC	2011/12	307	100%	214	80%	175	80%
		2012/13	0	0%	55	20%	30	14%
		2013/14	0	0%	0	0%	13	6%
		Total	307	100%	269	67%	218	67%
	Mesa College	2011/12	444	100%	366	86%	317	84%
		2012/13	0	0%	60	14%	40	11%
		2013/14	0	0%	0	0%	20	5%
		Total	444	100%	426	76%	377	72%
	Miramar College	2011/12	195	100%	158	86%	137	86%
		2012/13	0	0%	25	14%	14	9%
		2013/14	0	0%	0	0%	8	5%
		Total	195	100%	183	76%	159	75%
	All Colleges	2011/12	790	100%	567	84%	448	83%
		2012/13	0	0%	110	16%	64	12%
		2013/14	0	0%	0	0%	31	6%
		Total	790	100%	677	73%	543	70%

Source: SDCCD Information System and CTE CATEMA DB

Note that the CTE transition student population varied in the number of students who enrolled only in SDSU/UCSD courses offered through SDCCD in each year (All Colleges: 87 in 2011/12, 9 in 2012/13, and 3 in 2013/14). The majority of the SDSU/UCSD courses were offered through City College/ECC. Note that SDSU and UCSD-only students and sections were excluded from much of the analyses (e.g., math and English enrollments, persistence, awards, and transfer).

Tables 1.2.2 to 1.2.4 show the counts and percentage distributions of the CTE transition students that were enrolled at SDCCD by gender, DSPS status, and EOPS status. A greater percentage of the female CTE transition students from all SDCCD colleges were enrolled in 2011/12, 2012/13, and 2013/14 (54%, 54%, and 52%, respectively) than male CTE transition students (46%, 46%, and 48%, respectively). The proportion of each gender varied by college (see Table 1.2.2). Three percent of the CTE transition students from all SDCCD colleges received DSPS services (see Table 1.2.3) and eight to nine percent received EOPS services (see Table 1.2.4) over the three years studied.

Table 1.2.2. CTE Transition Cohort Enrolled at SDCCD - Annual Headcount by Gender

	2011/12		2012/13		2013/14							
	Female	Male	Female	Male	Female	Male						
City College/ECC	179	58%	128	42%	160	59%	109	41%	127	58%	91	42%
Mesa College	244	55%	200	45%	229	54%	197	46%	191	51%	186	49%
Miramar College	85	44%	110	56%	90	49%	93	51%	75	47%	84	53%
All Colleges	426	54%	364	46%	368	54%	309	46%	282	52%	261	48%

Source: SDCCD Information System and CTE CATEMA DB

Table 1.2.3. CTE Transition Cohort Enrolled at SDCCD - DSPS Services Received

	2011/12		2012/13		2013/14	
	Count	Percentage	Count	Percentage	Count	Percentage
City College/ECC	7	2%	5	2%	6	3%
Mesa College	18	4%	16	4%	14	4%
Miramar College	4	2%	3	2%	4	3%
All Colleges	24	3%	20	3%	18	3%

Source: SDCCD Information System and CTE CATEMA DB

Table 1.2.4. CTE Transition Cohort Enrolled at SDCCD - EOPS Services Received

	2011/12		2012/13		2013/14	
	Count	Percentage	Count	Percentage	Count	Percentage
City College/ECC	28	9%	30	11%	22	10%
Mesa College	33	7%	34	8%	24	6%
Miramar College	10	5%	10	5%	14	9%
All Colleges	68	9%	57	8%	44	8%

Source: SDCCD Information System and CTE CATEMA DB

Course-Taking Behaviors

Course-taking behaviors of foremost interest include enrollment in math courses, enrollment in ESOL and English courses, and enrollment in college CTE courses that align with those taken in high school. Data are presented for the 2011/12, 2012/13, and 2013/14 academic years.

Mathematics

For the purposes of this report, math course levels include basic skills (two to four levels below transfer), associate level (one level below transfer), transfer level, and transfer level general education electives. See Table 2.1.0 for course numbers that comprise the math course levels and the rationale for level assignment.

Table 2.1.0. Math Course Levels

	Course Number	Course Level Assignment
Transfer: General Ed Electives	121, 122, 141, 150, 151, 210B, 212, 245, 252, 254, 255	Elective courses that provide Associate Degree credit and transfer to CSU and/or private colleges and universities. May be on the UC Transfer Course List.
Transfer*	104, 107, 116, 118, 119, 210A	Courses that provide Associate Degree credit and transfer to CSU and/or private colleges and universities. May be on the UC Transfer Course List.
Associate: 1 Lvl Below Transfer*	092, 096	Intended to fulfill Associate Degree Competency, but are not transferable. MATH092 has a prerequisite of Skill Level M30 and advisory of Skill Levels W5 and R5. MATH096 has a prerequisite of Skill Level M40 and advisory of Skill Levels W4 and R5.
Basic Skills: 2 Lvl Below Transfer*	046	Prerequisite of Assessment Skill Level M30. Advisory recommends Assessment Skill Levels W4 and R5.
Basic Skills: 3 Lvl Below Transfer*	038	Advisory recommends Assessment Skill Levels R4 or L40 and M20.
Basic Skills: 4 Lvl Below Transfer*	034A	Advisory recommends Assessment Skill Levels R4 or L40.

Note 1. Tutoring courses, courses offered at SDSU or UCSD, cancelled classes, and labs were excluded. Course levels were based upon current course sequencing and placement levels as of Fall 2014.

Note 2. In this study, Statway courses (047A and 115) are excluded from the placement sequence due to their unique course enrollment protocol.

**Course level fits into course sequencing to matriculate from basic skills to transfer eligible.*

Tables 2.1.1 to 2.1.4 show the number and percentage of the CTE transition students who chose to take a math course in each of the three years observed. Furthermore, the volume of math course enrollments is displayed by course level.

Seventy-six percent of the CTE transition students from all SDCCD colleges took a math course in 2011/12, 67% took a math course in 2012/13, and 56% took a math course in 2013/14 (see Table 2.1.1).

Approximately half (51%) of the 2011/12 math enrollments by CTE transition students from all SDCCD colleges were in basic skills courses (see Table 2.1.1). The percentage of basic skills enrollments declined in 2012/13 and 2013/14 (36% and 20%, respectively). Associate level math course enrollments increased over the three years (18% in 2011/12 to 26% in 2013/14). The percentage of transfer level enrollments increased from under one third (31%) of the enrollments in 2011/12 to over half (54%) of the enrollments in 2013/14.

Table 2.1.1. All Colleges - Students Who Took a Math Course

	Cohort					
	2011/12		2012/13		2013/14	
Took At Least One Course	534	76%	445	67%	304	56%
No Math Courses	169	24%	223	33%	236	44%
Total	703	100%	668	100%	540	100%
	Enrollments by Course Level					
	2011/12		2012/13		2013/14	
Transfer: General Ed Electives	59	8%	116	18%	114	26%
Transfer*	177	23%	140	22%	121	28%
Associate: 1 Lvl Below Transfer*	141	18%	163	25%	112	26%
Basic Skills: 2 Lvl Below Transfer*	158	21%	138	21%	56	13%
Basic Skills: 3 Lvl Below Transfer*	175	23%	83	13%	28	6%
Basic Skills: 4 Lvl Below Transfer*	53	7%	10	2%	4	1%
Total	763	100%	650	100%	435	100%

Source: SDCCD Information System and CTE CATEMA DB

*Course level fits into course sequencing to matriculate from basic skills to transfer eligible.

Table 2.1.2. City College/ECC - Students Who Took a Math Course

	Cohort					
	2011/12		2012/13		2013/14	
Took At Least One Course	151	65%	144	55%	86	40%
No Math Courses	83	35%	116	45%	128	60%
Total	234	100%	260	100%	214	100%
	Enrollments by Course Level					
	2011/12		2012/13		2013/14	
Transfer: General Ed Electives	6	3%	6	3%	14	13%
Transfer*	15	8%	26	14%	17	15%
Associate: 1 Lvl Below Transfer*	24	12%	55	30%	38	35%
Basic Skills: 2 Lvl Below Transfer*	54	27%	50	28%	23	21%
Basic Skills: 3 Lvl Below Transfer*	73	37%	36	20%	14	13%
Basic Skills: 4 Lvl Below Transfer*	26	13%	8	4%	4	4%
Total	198	100%	181	100%	110	100%

Source: SDCCD Information System and CTE CATEMA DB

*Course level fits into course sequencing to matriculate from basic skills to transfer eligible.

Table 2.1.3. Mesa College - Students Who Took a Math Course

	Cohort					
	2011/12		2012/13		2013/14	
Took At Least One Course	283	66%	235	55%	177	47%
No Math Courses	147	34%	189	45%	199	53%
Total	430	100%	424	100%	376	100%
	Enrollments by Course Level					
	2011/12		2012/13		2013/14	
Transfer: General Ed Electives	33	9%	61	18%	67	28%
Transfer*	85	22%	75	23%	74	31%
Associate: 1 Lvl Below Transfer*	82	22%	87	26%	60	25%
Basic Skills: 2 Lvl Below Transfer*	86	23%	73	22%	28	12%
Basic Skills: 3 Lvl Below Transfer*	76	20%	35	11%	13	5%
Basic Skills: 4 Lvl Below Transfer*	17	4%	2	1%	0	0%
Total	379	100%	333	100%	242	100%

Source: SDCCD Information System and CTE CATEMA DB

*Course level fits into course sequencing to matriculate from basic skills to transfer eligible.

Table 2.1.4. Miramar College - Students Who Took a Math Course

	Cohort					
	2011/12		2012/13		2013/14	
Took At Least One Course	125	64%	94	51%	61	38%
No Math Courses	70	36%	89	49%	98	62%
Total	195	100%	183	100%	159	100%
	Enrollments by Course Level					
	2011/12		2012/13		2013/14	
Transfer: General Ed Electives	20	11%	49	36%	33	40%
Transfer*	77	41%	39	29%	30	36%
Associate: 1 Lvl Below Transfer*	35	19%	21	15%	14	17%
Basic Skills: 2 Lvl Below Transfer*	18	10%	15	11%	5	6%
Basic Skills: 3 Lvl Below Transfer*	26	14%	12	9%	1	1%
Basic Skills: 4 Lvl Below Transfer*	10	5%	0	0%	0	0%
Total	186	100%	136	100%	83	100%

Source: SDCCD Information System and CTE CATEMA DB

*Course level fits into course sequencing to matriculate from basic skills to transfer eligible.

English

For the purposes of this report, English course levels include English for Speakers of Other Languages (ESOL; two to five levels below transfer), basic skills (one to two levels below transfer), transfer level, and transfer level general education electives. See Table 2.2.0 for course numbers that comprise the ESOL/English course levels and the rationale for level assignment.

Table 2.2.0. ESOL/English Course Levels

	Course Number	Course Level Assignment
Transfer: General Ed Electives	202, 205, 208, 209, 210, 211, 215, 216, 249, 252A	Elective courses that provide Associate Degree credit and transfer to CSU and/or private colleges and universities. May be on the UC Transfer Course List.
Transfer*	101, 105	Courses that provide Associate Degree credit and transfer to CSU and/or private colleges and universities. May be on the UC Transfer Course List.
Basic Skills: 1 Lvl Below Transfer*	048, 049	Advisory recommends Assessment Skill Level R4/W4.
Basic Skills: 2 Lvl Below Transfer*	042, 043, 047A	Advisory recommends Assessment Skill Levels R3/W3.
ESOL: 2-5 Lvl Below Transfer*	019, 020, 021, 022, 030, 031, 032, 040	Prerequisites of Assessment Skill Levels at or below L40, except for L19, which is advisory recommended. ESOL L40 matriculates to Skill Levels R4/W4.

Note. Tutoring courses, courses offered at SDSU or UCSD, cancelled classes, and labs were excluded. Course levels were based upon current course sequencing and placement levels as of Fall 2014.

**Course level fits into course sequencing to matriculate from basic skills to transfer eligible.*

Tables 2.2.1 to 2.2.4 show the number and percentage of the CTE transition students who chose to take an ESOL/English course in each of the three years observed. Furthermore, the volume of ESOL/English course enrollments is displayed by course level.

Nearly two thirds (65%) of the CTE transition students from all SDCCD colleges took an ESOL/English course in 2011/12, over half (58%) took an ESOL/English course in 2012/13, and fewer than half (44%) of the CTE transition students took an ESOL/English course in 2013/14 (see Table 2.2.1).

ESOL courses comprised between 3% and 7% of the ESOL/English enrollments by CTE transition students from all SDCCD colleges over the three years reported (see Table 2.2.1). Over two thirds (69%) of the 2011/12 ESOL/English enrollments were in basic skills courses. The proportion of basic skills enrollments declined in 2012/13 and 2013/14 (39% and 36%, respectively). The percentage of enrollments in transfer level courses increased from 29% of the enrollments in 2011/12 to 60% of the enrollments in 2013/14.

Table 2.2.1. All Colleges - Students Who Took an ESOL/English Course

	Cohort					
	2011/12		2012/13		2013/14	
	Took At Least One Course	460	65%	389	58%	235
No ESOL/English Courses	243	35%	279	42%	305	56%
Total	703	100%	668	100%	540	100%
	Enrollments by Course Level					
	2011/12		2012/13		2013/14	
	Transfer: General Ed Electives	44	6%	128	22%	85
Transfer*	166	23%	186	31%	111	34%
Basic Skills: 1 Lvl Below Transfer*	297	41%	167	28%	94	29%
Basic Skills: 2 Lvl Below Transfer*	203	28%	68	11%	24	7%
ESOL: 2-5 Lvl Below Transfer*	22	3%	43	7%	13	4%
Total	732	100%	592	100%	327	100%

Source: SDCCD Information System and CTE CATEMA DB

*Course level fits into course sequencing to matriculate from basic skills to transfer eligible.

Table 2.2.2. City College/ECC - Students Who Took an ESOL/English Course

	Cohort					
	2011/12		2012/13		2013/14	
	Took At Least One Course	136	58%	108	42%	71
No ESOL/English Courses	98	42%	152	58%	143	67%
Total	234	100%	260	100%	214	100%
	Enrollments by Course Level					
	2011/12		2012/13		2013/14	
	Transfer: General Ed Electives	3	1%	19	11%	22
Transfer*	36	16%	40	24%	28	26%
Basic Skills: 1 Lvl Below Transfer*	96	43%	57	34%	42	39%
Basic Skills: 2 Lvl Below Transfer*	79	35%	27	16%	4	4%
ESOL: 2-5 Lvl Below Transfer*	10	4%	27	16%	11	10%
Total	224	100%	170	100%	107	100%

Source: SDCCD Information System and CTE CATEMA DB

*Course level fits into course sequencing to matriculate from basic skills to transfer eligible.

Table 2.2.3. Mesa College - Students Who Took an ESOL/English Course

	Cohort					
	2011/12		2012/13		2013/14	
Took At Least One Course	234	54%	218	51%	133	35%
No ESOL/English Courses	196	46%	206	49%	243	65%
Total	430	100%	424	100%	376	100%
	Enrollments by Course Level					
	2011/12		2012/13		2013/14	
Transfer: General Ed Electives	26	8%	79	25%	46	26%
Transfer*	86	26%	112	36%	66	38%
Basic Skills: 1 Lvl Below Transfer*	131	40%	79	25%	46	26%
Basic Skills: 2 Lvl Below Transfer*	80	24%	28	9%	16	9%
ESOL: 2-5 Lvl Below Transfer*	7	2%	16	5%	1	1%
Total	330	100%	314	100%	175	100%

Source: SDCCD Information System and CTE CATEMA DB

*Course level fits into course sequencing to matriculate from basic skills to transfer eligible.

Table 2.2.4. Miramar College - Students Who Took an ESOL/English Course

	Cohort					
	2011/12		2012/13		2013/14	
Took At Least One Course	112	57%	76	42%	36	23%
No ESOL/English Courses	83	43%	107	58%	123	77%
Total	195	100%	183	100%	159	100%
	Enrollments by Course Level					
	2011/12		2012/13		2013/14	
Transfer: General Ed Electives	15	8%	30	28%	17	38%
Transfer*	44	25%	34	31%	17	38%
Basic Skills: 1 Lvl Below Transfer*	70	39%	31	29%	6	13%
Basic Skills: 2 Lvl Below Transfer*	44	25%	13	12%	4	9%
ESOL: 2-5 Lvl Below Transfer*	5	3%	0	0%	1	2%
Total	178	100%	108	100%	45	100%

Source: SDCCD Information System and CTE CATEMA DB

*Course level fits into course sequencing to matriculate from basic skills to transfer eligible.

CTE Studies in High School and College

This section provides insight into the high school and college CTE course-taking behaviors of the CTE transition students. High school CTE students were provided the opportunity to take college credit courses that fit into ten CTE industry sectors:

- Arts, Media, and Entertainment
- Engineering and Design
- Fashion and Interior Design
- Finance and Business
- Health and Human Services
- Hospitality, Tourism, and Recreation
- Information Technology
- Manufacturing and Product Development
- Public and Private Education Services
- Transportation

Note that courses in the college sectors were re-evaluated according to the California Taxonomy of Programs (TOP) codes this year; thus, counts and percentages may differ from previous reports.

Table 2.3.1 provides an unduplicated count of the CTE transition students who continued the high school CTE pathway at the SDCCD credit colleges. Students continued the CTE pathway if they took at least one course in the same high school and college CTE sector. Nine percent of the 2011/12 CTE transition students took a college course in the same industry sector as in high school during their first year at college. This proportion increased among CTE transition students enrolled in 2012/13 and 2013/14 (15% and 18%, respectively).

Table 2.3.1. All Colleges - Students in the High School to College CTE Pathway

	2011/12		2012/13		2013/14	
Aligned in at Least One Sector	72	9%	104	15%	96	18%
No Sector Alignment	718	91%	573	85%	447	82%
Total	790	100%	677	100%	543	100%

Source: SDCCD Information System and CTE CATEMA DB

SDCCD also provided college CTE courses that were not aligned with high school courses. In 2011/12, two percent of CTE transition students from all SDCCD colleges took a college-only CTE course (4% in 2012/13 and 5% in 2013/14; see Table 2.3.2).

Table 2.3.2. All Colleges - Other College CTE Courses

	2011/12		2012/13		2013/14	
At Least One College-Only CTE Course Taken	16	2%	27	4%	25	5%
No College-Only CTE Courses Taken	774	98%	650	96%	518	95%
Total	790	100%	677	100%	543	100%

Source: SDCCD Information System and CTE CATEMA DB

Tables 2.3.3 to 2.3.5 provide baseline headcounts of the CTE transition students from all SDCCD colleges by high school and college CTE sector, as well as the count and percentage of students in high school and college courses that were aligned by CTE sector. Between 2011/12 and 2013/14, the sectors with the greatest rate of alignment between high school and college were public and private education (13% to 29%), finance and business (8% to 15%), and transportation (6% to 19%). Note that while students were encouraged to focus on one CTE sector, they were permitted to take courses in multiple sectors. Thus, the count of students who aligned in Table 2.3.1 does not match the count of students who aligned in Tables 2.3.3 through 2.3.5.

Table 2.3.3. All Colleges - Students by CTE Sector - 2011/12

	High School Students	All Colleges Students	Number of Students Aligned	% of HS Students Aligned
Arts, Media, and Entertainment	340	29	15	4%
Engineering and Design	39	9	4	10%
Fashion & Interior Design	0	11	0	0%
Finance and Business	454	61	35	8%
Health and Human Services	28	41	1	4%
Hospitality, Tourism, and Rec	67	5	2	3%
Information Technology	27	34	2	7%
Manufacturing and Products	32	1	0	0%
Public and Private Education	91	57	12	13%
Transportation	31	19	2	6%

Source: SDCCD Information System and CTE CATEMA DB

Table 2.3.4. All Colleges - Students by CTE Sector - 2012/13

	High School Students	All Colleges Students	Number of Students Aligned	% of HS Students Aligned
Arts, Media, and Entertainment	293	36	19	6%
Engineering and Design	31	11	3	10%
Fashion & Interior Design	0	2	0	0%
Finance and Business	382	81	48	13%
Health and Human Services	23	46	0	0%
Hospitality, Tourism, and Rec	66	12	3	5%
Information Technology	24	36	4	17%
Manufacturing and Products	31	1	0	0%
Public and Private Education	83	87	24	29%
Transportation	26	6	3	12%

Source: SDCCD Information System and CTE CATEMA DB

Table 2.3.5. All Colleges - Students by CTE Sector - 2013/14

	High School Students	All Colleges Students	Number of Students Aligned	% of HS Students Aligned
Arts, Media, and Entertainment	230	40	23	10%
Engineering and Design	30	3	0	0%
Fashion & Interior Design	0	4	0	0%
Finance and Business	297	77	44	15%
Health and Human Services	19	40	2	11%
Hospitality, Tourism, and Rec	51	10	4	8%
Information Technology	21	39	1	5%
Manufacturing and Products	23	1	0	0%
Public and Private Education	67	69	19	28%
Transportation	21	10	4	19%

Source: SDCCD Information System and CTE CATEMA DB

Student Outcomes

The student outcomes of the CTE transition students include units attempted and completed, retention rates, success rates, GPA, and persistence.

Units Attempted and Completed

Tables 3.1.1 to 3.1.3 display the average units attempted, the average units completed, and the percentage of attempted units that were completed by CTE transition students in the primary fall and spring terms of 2011/12, 2012/13, and 2013/14. The CTE transition students from all SDCCD colleges completed between 72% and 76% of the units they attempted between Fall 2011 and Spring 2014.

Table 3.1.1. Average Units Attempted

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
City College/ECC	7.86	8.49	8.93	8.85	8.09	8.43
Mesa College	9.86	10.36	9.86	10.32	9.43	8.86
Miramar College	9.81	10.01	9.45	8.66	7.99	7.16
All Colleges	10.34	11.23	11.30	11.59	10.83	10.49

Source: SDCCD Information System and CTE CATEMA DB

Table 3.1.2. Average Units Completed

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
City College/ECC	5.75	5.79	6.31	6.24	5.87	6.34
Mesa College	7.40	7.42	7.51	7.85	6.67	6.61
Miramar College	8.13	8.05	7.42	6.67	6.18	5.78
All Colleges	7.88	8.15	8.50	8.66	7.84	7.96

Source: SDCCD Information System and CTE CATEMA DB

Table 3.1.3. Average Percentage of Attempted Units that were Completed

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
City College/ECC	73%	68%	71%	71%	73%	75%
Mesa College	75%	72%	76%	76%	71%	75%
Miramar College	83%	80%	79%	77%	77%	81%
All Colleges	76%	73%	75%	75%	72%	76%

Source: SDCCD Information System and CTE CATEMA DB

Course Retention, Course Success, and Average GPA

Tables 3.2.1 to 3.2.3 show course retention rates, course success rates, and the average GPAs of CTE transition students in 2011/12, 2012/13, and 2013/14. Data include the primary fall and spring terms in each academic year. Note that the 2014 City, Mesa, Miramar, and SDCCD Fact Books provide annual retention, success, and GPA information for the general population of students which may be used as a point of reference.

The annual retention rates among the CTE transition students from all SDCCD colleges were 90% in 2011/12, 87% in 2012/13, and 87% in 2013/14 (see Table 3.2.1). On average, the annual retention rate of the general population of students at all colleges was 85% between 2009/10 and 2013/14 (see SDCCD Fact Book 2014).

The annual success rates of the CTE transition students from all SDCCD colleges were 69% each year (see Table 3.2.2). On average, the annual success rate of the general population of students at all colleges was 68% between 2009/10 and 2013/14 (see SDCCD Fact Book 2014).

The annual GPAs of the CTE transition students from all SDCCD colleges were 2.40 in 2011/12, 2.48 in 2012/13, and 2.50 in 2013/14 (see Table 3.2.3). On average, the annual GPA of the general population of students at all colleges was 2.65 between 2009/10 and 2013/14 (see SDCCD Fact Book 2014).

Table 3.2.1. Retention Rates

	2011/12	2012/13	2013/14
City College/ECC	89%	87%	89%
Mesa College	89%	88%	85%
Miramar College	93%	87%	89%
All Colleges	90%	87%	87%

Source: SDCCD Information System and CTE CATEMA DB

Table 3.2.2. Success Rates

	2011/12	2012/13	2013/14
City College/ECC	65%	64%	69%
Mesa College	68%	70%	68%
Miramar College	76%	73%	74%
All Colleges	69%	69%	69%

Source: SDCCD Information System and CTE CATEMA DB

Table 3.2.3. Average Student GPA

	2011/12	2012/13	2013/14
City College/ECC	2.35	2.36	2.46
Mesa College	2.37	2.49	2.47
Miramar College	2.52	2.60	2.65
All Colleges	2.40	2.48	2.50

Source: SDCCD Information System and CTE CATEMA DB

Note. Some students attended multiple colleges. City/ECC, Mesa, and Miramar GPAs included graded courses only at the college of course offering.

Persistence

Table 3.3 displays term persistence (fall to spring) and annual persistence (fall to spring to fall) for the CTE transition students. Eighty-nine percent of the CTE transition students from all SDCCD colleges persisted from Fall 2011 to Spring 2012, 82% persisted from Fall 2012 to Spring 2013, and 81% persisted from Fall 2013 to Spring 2014. As a point of reference for the term persistence rates of the Fall 2011 CTE transition students who were enrolled in their first fall term post high school senior year, the term persistence rates of the general population of first-time students in Fall 2011 were the following: City College/ECC, 69%; Mesa College, 74%; Miramar College, 69%; and All Colleges, 78% (see SDCCD Fact Book 2014).

Over three fourths (77%) of the Fall 2011 CTE transition students from all SDCCD colleges continuously persisted to Fall 2012. Over two thirds (67%) of the Fall 2012 CTE transition students from all SDCCD colleges continuously persisted to Fall 2013 and over half (55%) of the Fall 2013 CTE transition students from all SDCCD colleges continuously persisted to Fall 2014. As a point of reference for the annual persistence rates of the Fall 2011 CTE transition students who were enrolled in their first fall term post high school senior year, the annual persistence rates of the general population of first-time students in Fall 2011 were the following: City College/ECC, 46%; Mesa College, 51%; Miramar College, 49%; and All Colleges, 57% (see SDCCD Fact Book 2014).

Table 3.3. Term and Annual Persistence

		Fall Enrolled Cohort	Term Persistence Count	Term Persistence Rate	Annual Persistence Count	Annual Persistence Rate
City College/ECC	Fall 2011	162	121	75%	86	53%
	Fall 2012	186	119	64%	93	50%
	Fall 2013	160	105	66%	62	39%
Mesa College	Fall 2011	330	275	83%	222	67%
	Fall 2012	351	272	77%	200	57%
	Fall 2013	285	204	72%	122	43%
Miramar College	Fall 2011	147	117	80%	100	68%
	Fall 2012	149	113	76%	73	49%
	Fall 2013	113	79	70%	45	40%
All Colleges	Fall 2011	566	501	89%	434	77%
	Fall 2012	588	484	82%	394	67%
	Fall 2013	467	378	81%	255	55%

Source: SDCCD Information System and CTE CATEMA DB

Awards Conferred

Table 4 shows the volume of awards conferred to CTE transition students and the unduplicated award rate for these students across four years. The overall four-year award volume and the overall unduplicated four-year award rate are also provided. Award volume and rates are displayed for students from all SDCCD colleges.

The CTE transition participant cohort includes the 2009/10 high school seniors who participated in the CTE transition program and subsequently enrolled at SDCCD within three years. These students were longitudinally tracked four years (2010/11-2013/14) to determine award counts and rates. Note that students who enrolled in only SDSU/UCSD courses offered through SDCCD were excluded.

Overall, 11% of the CTE transition students earned a degree or certificate within four years of high school completion. The overall award rates increased each year among enrolled students, from 0% in 2010/11 to 10% in 2013/14.

Table 4. Volume of Awards and Award Rate

	2010/11	2011/12	2012/13	2013/14	4-Year Total
AA/AS Degree	0	13	39	39	91
Certificate 30 to 59 Units	1	2	3	2	8
Certificate 29 or Fewer Units	0	4	2	6	12
Total Awards Volume	1	19	44	47	111
Student Award Rate	0%	2%	7%	10%	11%

Source: SDCCD Information System and CTE CATEMA DB

Transfer to a 4-Year University

Table 5 shows the number of CTE transition students who transferred to a 4-year university by college and the transfer rate for these students across six years. The overall six-year transfer counts by college and the overall six-year transfer rate for students are also provided. Transfer rates are displayed for students from all SDCCD colleges.

The CTE transition participant cohort includes the 2007/08 high school seniors who participated in the CTE transition program and subsequently enrolled at SDCCD within three years. These students were longitudinally tracked six years (2008/09-2013/14) to determine transfer counts and rates. Note that students who enrolled in only SDSU/UCSD courses offered through SDCCD were excluded.

Overall, 15% of the CTE transition students transferred to a university within six years of high school completion. The transfer rates were highest in the first and sixth years post high school (7% each in 2008/09 and 2013/14).

Table 5. Transfer to a 4-Year University

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	6-Year Total
City College	5	4	6	1	3	4	23
Mesa College	11	10	8	2	1	3	35
Miramar College	10	4	7	2	0	1	24
Total Transfers	26	18	21	5	4	8	82
Student Transfer Rate	7%	5%	6%	2%	2%	7%	15%

Source: SDCCD Information System, CTE CATEMA DB, and National Student Clearinghouse

Note 1. Credit for transfer was determined by the first college of enrollment within the district.

Note 2. Students who transferred to a 4-year university may also continue to enroll at SDCCD. These students were counted only in the year they transferred.