

Keeping Options Open/Technical College Preparation
Enrollment and High School Graduates

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Executive Summary

The Keeping Options Open/Technical College Preparation (KOO/TCP) program facilitates a seamless transition for students from a high school career oriented curriculum to a career program at Johnson County Community College (JCCC). An evaluation tool was developed by JCCC in order to measure the effectiveness of the KOO/TCP program, to identify students matching the State definition of a TCP student (a senior who has successfully completed the core curriculum classes and one or two electives in a Technical College Preparation cluster), and to track the number of students who transitioned and completed one of the six JCCC Technical College Preparation Clusters (Arts and Communication, Business Management and Technology, Health Services, Industrial and Engineering Technology, and Natural Resources/Agriculture).

Method

During the 2006 Fall Semester, two separate surveys were sent to thirteen school districts in Johnson County (Blue Valley, De Soto, Gardner-Edgerton, Eudora, Lawrence, Louisburg, Mill Valley, Olathe, Perry, Shawnee Mission, Spring Hill, St. Thomas Aquinas, and the Kansas School for the Deaf). Nine of the thirteen districts responded to both surveys.

The first survey gathered information about high school students enrolled in TCP cluster courses for the 2005-2006 academic year. This information included demographic information as well as the clusters in which students were enrolled. The second survey gathered information about the students in the class of 2006 that were enrolled at JCCC for the fall 2006 semester. The school districts were asked to list the clusters for each individual student who matched the state definition of a TCP student. This information was then used to describe the demographic characteristics of TCP graduates enrolled at JCCC, as well as information about their majors, educational goals, and enrollment status (full-time, part-time).

Survey results are summarized below. Tabled findings are attached as Appendix A.

Summary of Results

Enrollment Characteristics

- A total of 2,509 students enrolled in one of the twelve districts fit the state definition of a TCP student. This is a decrease of 25% from the 2004-2005 academic year.
- The largest percentage of TCP/KOO students were enrolled in the Business and Information Technology Cluster (39.3%) during the 2005-2006 academic year. The next two largest groups of students were enrolled in Arts and Communications Technology Cluster (26.3%) and Industrial and Engineering Technology Cluster (14.7%).
- There was very little difference in the number of female students (1,260) and the number of male students (1,249) enrolled in TCP Clusters.

- The vast majority of TCP/KOO students were white (87.0%). African-American students made up 4.4 % of the TCP/KOO students, while 3.5% were Hispanic. There has been almost no change in the racial makeup of students participating in TCP/KOO since the 2004-2005 academic year.

Graduates

- There were a total of 514 TCP graduates attending JCCC in the fall of 2005. This is an eight percent decrease from the fall of 2004.
- The majority of 2005 TCP graduates (79.2%) who attended JCCC in the fall 2005 were enrolled full-time. This represents a 4% decrease in the number of TCP graduates attending JCCC full-time since 2004.
- The largest percent of JCCC TCP students majored in Liberal Arts (67.3%), while those students who were undecided made up the next largest group of students (32.7%). Of the students who were either undecided or who majored in Liberal Arts, the majority hoped to transfer to another college or university (41.3% and 37% respectively).
- For students majoring in Liberal Arts, the percent who wanted to explore courses to decide on a new career (23.3%) was slightly higher than the percent of those who were undecided in their educational goals (19.6%). However, for students who had not decided on a major, a larger percent were undecided in their educational goals (29.2%), as compared to those who were exploring courses to decide on a new career (20.1%).

Appendix A: Tabled Findings

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Table 1

**HIGH SCHOOL TECHNICAL COLLEGE PREPARATION
ENROLLMENT CHARACTERISTICS
2005-2006 ACADEMIC YEAR**

Characteristics	Number	Percent
<i>Total Enrollment</i>	2509	100.0%
<i>Gender</i>		
Female	1260	50.2%
Male	1249	49.9%
<i>School District</i>		
Blue Valley	251	10.0%
De Soto	52	2.1%
Eudora	38	1.5%
Gardner	N/A	N/A
KS School for the Deaf	N/A	N/A
Lawrence	436	17.4%
Louisburg	74	2.9%
Mill Valley	N/A	N/A
Olathe	721	28.7%
Perry	N/A	N/A
Shawnee Mission	904	36.0%
Spring Hill	30	1.2%
St. Thomas Aquinas	3	0.1%
<i>Ethnicity</i>		
African American	111	4.4%
Asian or Pacific Islander	88	3.5%
Hispanic	80	3.1%
Native American	31	1.2%
White	2183	87.0%
Other/Unknown	16	0.6%
<i>Limited English Proficiency</i>	41	1.6%
<i>Students with Disabilities</i>	145	5.8%
<i>Economically and/or Educationally Disadvantaged</i>	156	6.2%
<i>Tech Prep Cluster</i>¹		
Arts and Communications Technology	661	26.3%
Business and Information Technology	988	39.3%
Health Services	204	8.1%
Human Services Technology	270	10.7%
Industrial and Engineering Technology	368	14.7%
Natural Resources/Agriculture Technology	44	1.8%

¹ Students may be enrolled in more than one cluster. Therefore, numbers and percentages are not additive.

Table 2

**HIGH SCHOOL TECHNICAL COLLEGE PREPARATION
ENROLLMENT CHARACTERISTICS
Comparisons Between
2003, 2004, 2005, and 2006
ACADEMIC YEAR**

Characteristics	2003		2004		2005		2006	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Total Enrollment	2,433	100%	2,615	100%	3,350	100%	2,509	100.0%
Gender								
Female	1,137	47%	1,370	52%	1,670	50%	1,260	50.2%
Male	1,146	47%	1,245	48%	1,680	50%	1,249	49.9%
Unknown	150	6%	0	0%		0%		
School District								
Blue Valley	50	2%	255	10%	282	8%	251	10.0%
De Soto	36	1%	49	2%	55	2%	52	2.1%
Eudora	N/A		52	2%	48	1%	38	1.5%
Gardner-Edgerton	124	5%	44	2%	76	2%	N/A	
Kansas School for the Deaf	3	0%	0	0%	0	0%	N/A	
Lawrence	150	6%	133	5%	571	17%	436	17.4%
Louisburg	57	2%	74	3%	84	3%	74	2.9%
Mill Valley	12	0%	13	0%	51	2%	N/A	
Olathe	550	23%	403	15%	590	18%	721	28.0%
Perry	44	2%	42	2%	46	1%	N/A	
Shawnee Mission	1,391	57%	1,536	59%	1,533	46%	904	36.0%
Spring Hill	6	0%	3	0%	6	0%	30	1.2%
St. Thomas Aquinas	10	0%	11	0%	8	0%	3	0.1%
Ethnicity								
African American	93	4%	93	4%	151	5%	111	4.4%
Asian or Pacific Islander	85	3%	88	3%	77	2%	88	3.5%
Hispanic	72	3%	62	2%	121	4%	80	3.1%
Native American	5	0%	7	0%	25	1%	31	1.2%
White	2,167	89%	2,347	90%	2,905	87%	2,183	87.0%
Other/Unknown	11	0%	18	1%	71	2%	16	0.6%
Limited English Proficiency	10	0%	24	1%	31	1%	41	1.6%
Students with Disabilities	86	4%	72	3%	169	5%	145	5.8%
Economically Disadvantaged	147	6%	160	6%	187	6%	156	6.2%
Tech Prep Cluster¹								
Arts and Communications Technology	437	18%	602	23%	671	20%	661	26.3%
Business and Information Technology	1,073	44%	968	37%	1,353	40%	988	39.3%
Health Services	301	12%	282	11%	332	10%	204	8.1%
Human Services Technology	300	12%	290	11%	299	9%	270	10.7%
Industrial and Engineering Technology	490	20%	650	25%	661	20%	368	14.7%
Natural Resources/Agriculture Technology	48	2%	52	2%	88	3%	44	1.8%

¹ Students may be enrolled in more than one cluster. Therefore, numbers and percentages are not additive.

Table 3

**HIGH SCHOOL TECHNICAL COLLEGE PREPARATION
ENROLLMENT BY DISTRICT BY CLUSTER 2004-2005**

School District	<u>Tech Prep Cluster</u>					
	Arts & Comm. Tech	Business & Information Tech	Health Services	Human Services Tech	Industrial & Engineering Tech	Natural Resources/ Agriculture Tech
Blue Valley	125	33	30	22	41	0
De Soto	5	9	22	7	9	0
Eudora	12	7	1	7	11	0
Lawrence	61	235	31	34	56	19
Louisburg	52	0	0	4	20	13
Olathe	249	178	90	114	90	0
Shawnee Mission	157	511	30	80	137	0
Spring Hill	0	15	0	2	1	12
St. Thomas Aquinas	0	0	0	0	3	0
Total	661	988	204	270	368	44

Table 4

**JCCC CHARACTERISTICS OF TECHNICAL PREPARATION
HIGH SCHOOL GRADUATES ATTENDING JCCC
FALL 2006**

Characteristics	Number	Percent
Enrolled	471	100.0%
Gender		
Female	218	46.3
Male	253	53.7
Status		
Full-Time	373	79.2%
Part-Time	98	20.8
Ethnicity		
African-American	18	3.8%
Asian or Pacific Islander	21	4.5
Hispanic	19	4.0
Native American	1	0.2
White	357	75.8
Other	16	3.4
Unknown	41	8.7%
Enrolled in Developmental Math	156	33.1%
Enrolled in Developmental English	87	18.5%
Enrolled in Developmental Reading	57	12.1%
Undecided on Major		
Transfer to another college/university	57	12.1%
Prepare to enter job market	6	1.3
Improve skills for present job	0	0
Explore courses to decide on career	31	6.6
Remedy or review basic skills	2	0.4
Personal interest or self-improvement	10	2.1
Undecided	48	10.2%
JCCC major corresponds to HS Tech Prep Cluster		
Minus intent to transfer students	42	8.9%

Table 4 (continued)

**JCCC CHARACTERISTICS OF TECHNICAL COLLEGE PREPARATION
HIGH SCHOOL GRADUATES ATTENDING JCCC
FALL 2006**

Characteristics	Number	Percent
JCCC Major		
Accounting	6	1.3%
Admin Support Specialist	3	0.6
Administration of Justice	3	0.6
Animation	1	0.2
Associate of General Studies	9	1.9
Automotive Technology	7	1.5
Biotechnology	2	0.4
Business Administration	34	7.2
CAD	4	0.8
Cerified Nurse Aide	3	0.6
Chef Apprenticeship	5	1.1
Civil Engineering Technology	4	0.8
Communication Design	1	0.2
Computer Aided Drafting	1	0.2
Computer Information Systems	10	2.1
Construction Management	1	0.2
Early Childhood Education	13	2.8
Electronics Technology	1	0.2
Emergency Medical Technician	2	0.4
Entrepreneurship	1	0.2
Fashion Design	5	1.1
Fashion Merchandising	4	0.8
Fire Services Administration	2	0.4
Food and Beverage Management	2	0.4
Game Development	4	0.8
Game Programming/Advanced	1	0.2
Graphic Design	10	2.1
Hotel & Lodging Management	3	0.6
HVAC Residential Service Tech	1	0.2
Interactive Media	2	0.4
Interior Design	2	0.4
Liberal Arts	159	33.8
Market and Mangement	5	1.1
Medical Transcription	1	0.2
Metal Fabrication Technology	1	0.2
Multimedia Design	1	0.2
Nursing	1	0.2
Pastry/Baking	1	0.2
Undecided	154	32.7
Visual Merchandising	1	0.2%

Table 4 (continued)

JCCC CHARACTERISTICS OF TECHNICAL PREPARATION HIGH SCHOOL
GRADUATES ATTENDING JCCC FALL 2006

Characteristics	Number	Percent
Liberal Arts Majors	317	100.0%
Transfer to another college or university	131	41.3
Prepare to enter the job market	40	12.6
Improve skills for present job	5	1.6
Explore courses to decide on new career	74	23.3
Remedy or review basic skills	0	0
Personal interest or self-improvement	5	1.6
Undecided	62	19.6
Undecided on Major	154	100.0%
Transfer to another college/university	57	37.0
Prepare to enter job market	6	3.8
Improve skills for present job	0	0.0
Explore courses to decide on career	31	20.1
Remedy or review basic skills	2	1.3
Personal interest or self-improvement	10	6.5
Undecided	48	29.2
JCCC major corresponds to HS Tech Prep Cluster		
Minus intent to transfer students	42	8.9%

Table 5

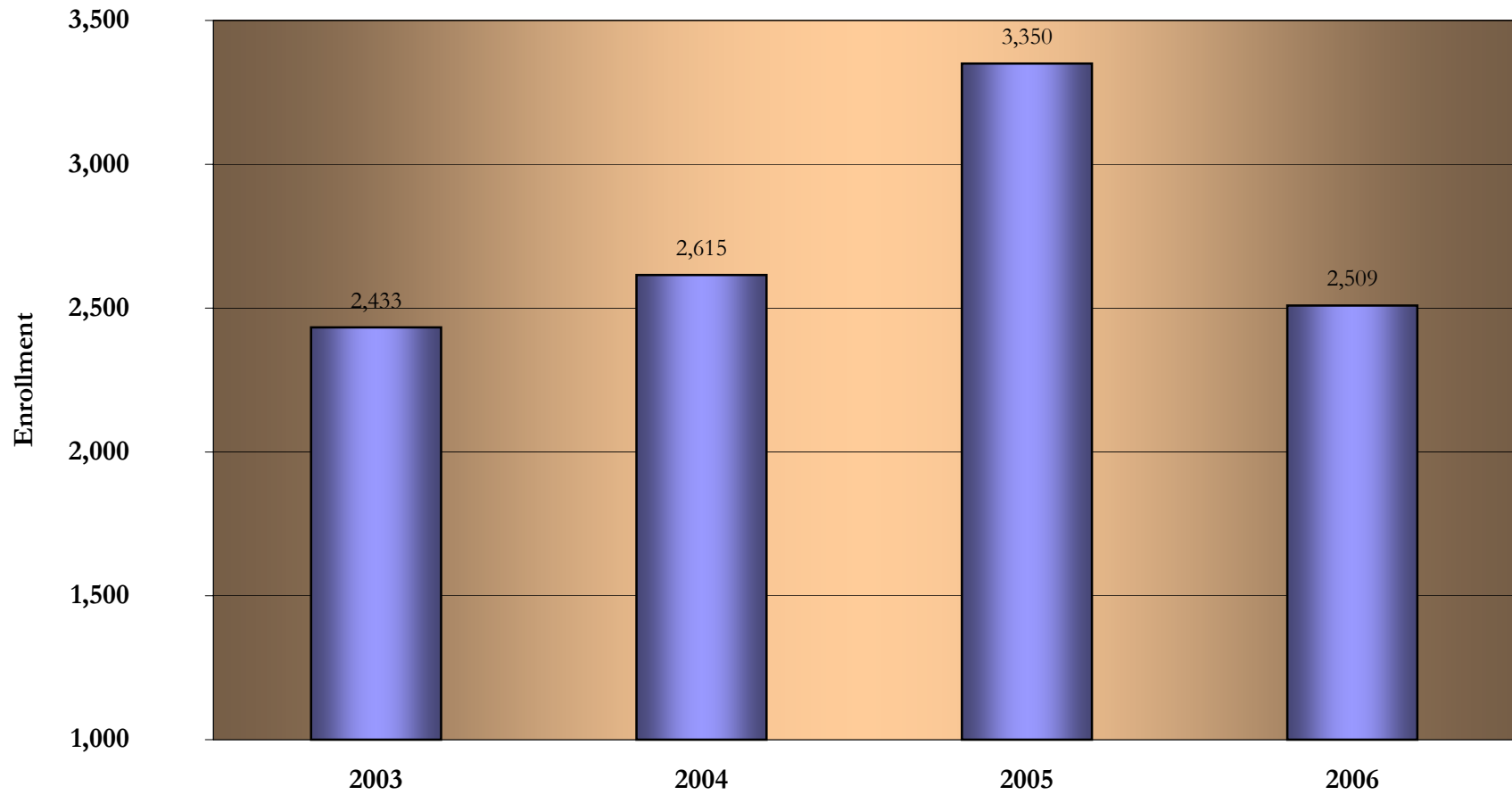
**JCCC CHARACTERISTICS OF TECHNICAL PREPARATION
HIGH SCHOOL GRADUATES ATTENDING JCCC
Comparisons Between
2003, 2004, 2005, and 2006**

Characteristics	2003		2004		2005		2006	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Enrolled	393	100%	604	100%	514	100%	471	100%
Gender								
Female	208	53%	292	48%	245	48%	218	46%
Male	185	47%	312	52%	269	52%	253	54%
Status								
Full-Time	311	79%	486	80%	425	83%	373	79%
Part-Time	82	21%	118	20%	89	17%	98	21%
Ethnicity								
African-American	7	2%	23	4%	17	3%	18	4%
Asian or Pacific Islander	3	1%	27	4%	17	3%	21	5%
Hispanic	13	3%	20	3%	22	4%	19	4%
Native American	6	2%	6	1%	6	1%	1	0.2%
White	307	78%	430	71%	387	75%	357	76%
Other	7	2%	11	2%	7	1%	16	3%
Unknown	50	13%	87	14%	58	11%	41	9%
Enrolled in Developmental Math	121	31%	172	28%	155	30%	156	33%
Enrolled in Developmental English	68	17%	133	22%	108	21%	87	19%
Enrolled in Developmental Reading	Not reported		Not reported		67	13%	57	12%
JCCC Major								
Liberal Arts	181	46%	294	49%	226	44%	317	67%
Undecided	133	34%	177	29%	178	35%	154	33%
JCCC major corresponds to Tech Prep High School cluster	38	10%	77	13%	44	9%	42	9%

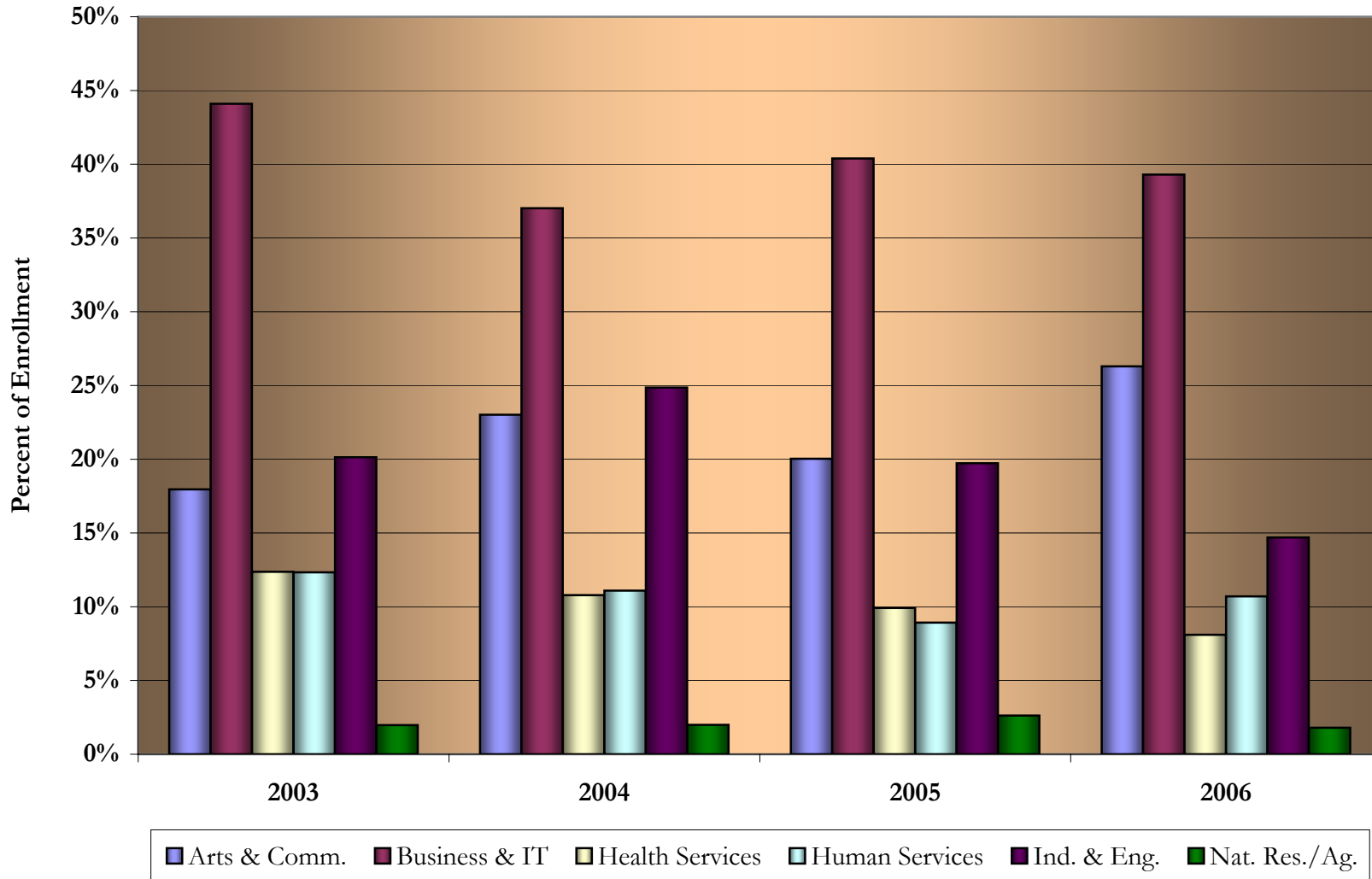
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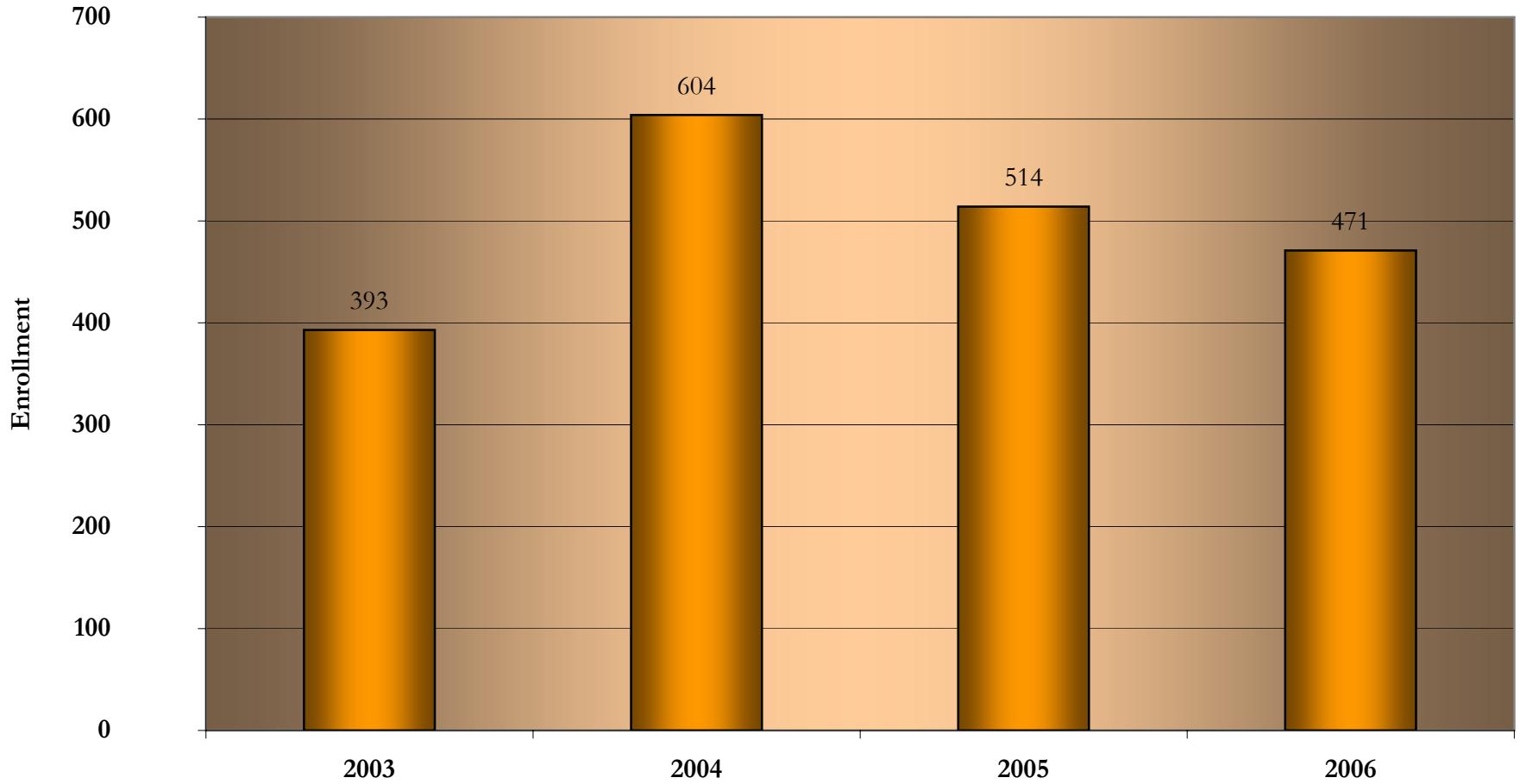
High School Technical College Preparation Enrollment



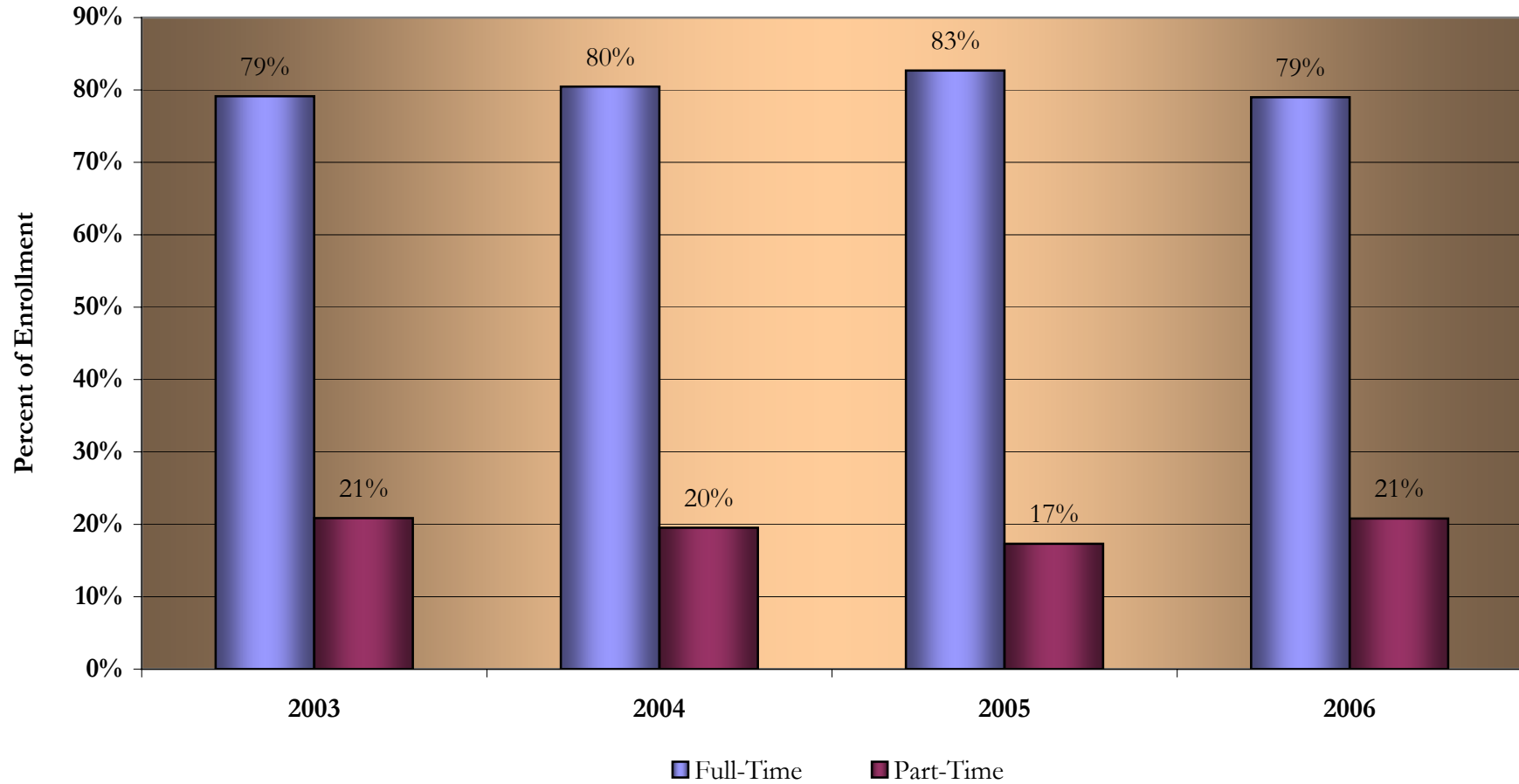
High School Enrollment by Tech Prep Cluster



TCP Graduates Attending JCCC



Enrollment Status of TCP Graduates Attending JCCC



JCCC Major Corresponds with High School TCP Cluster

