

Career Pathways/Technical College Preparation

Enrollment and High School Graduates

Johnson County Community College
Office of Institutional Research
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Executive Summary

The Career Pathways/Technical College Preparation (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 the JCCC Office of Institutional Research in order to measure the effectiveness of the 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 Career Pathways/Technical College Preparation cluster), and to track the number of students who transitioned and completed one of the six JCCC Career Pathways/Technical College Preparation Clusters (Arts and Communication, Business Management and Technology, Health Services, Industrial and Engineering Technology, and Natural Resources/Agriculture).

Method

During the 2008 fall semester, two separate surveys were sent to thirteen high school districts in the area (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).

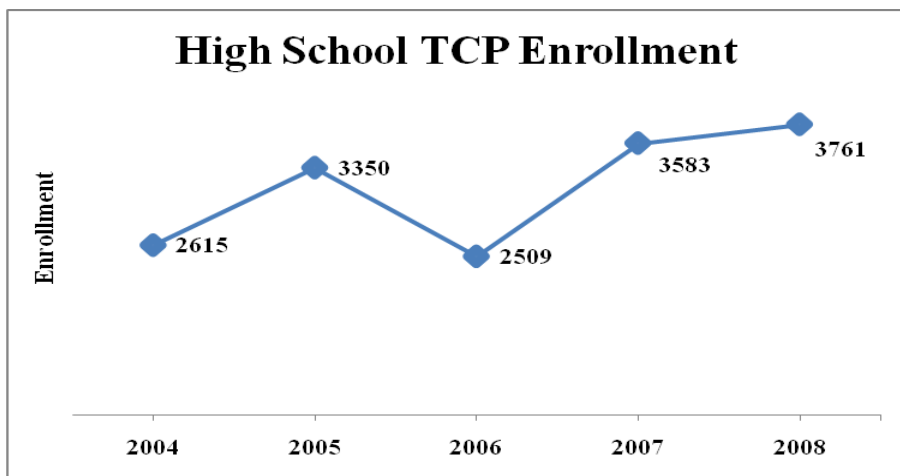
The first survey gathered information about high school students enrolled in TCP cluster courses for the 2007-2008 academic year. This information included demographic information as well as the clusters in which students were enrolled. The second survey gathered information about the students in the class of 2008 who were enrolled at JCCC for the fall 2008 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.

Survey results are summarized below. Findings are attached in tabular form in Appendix A.

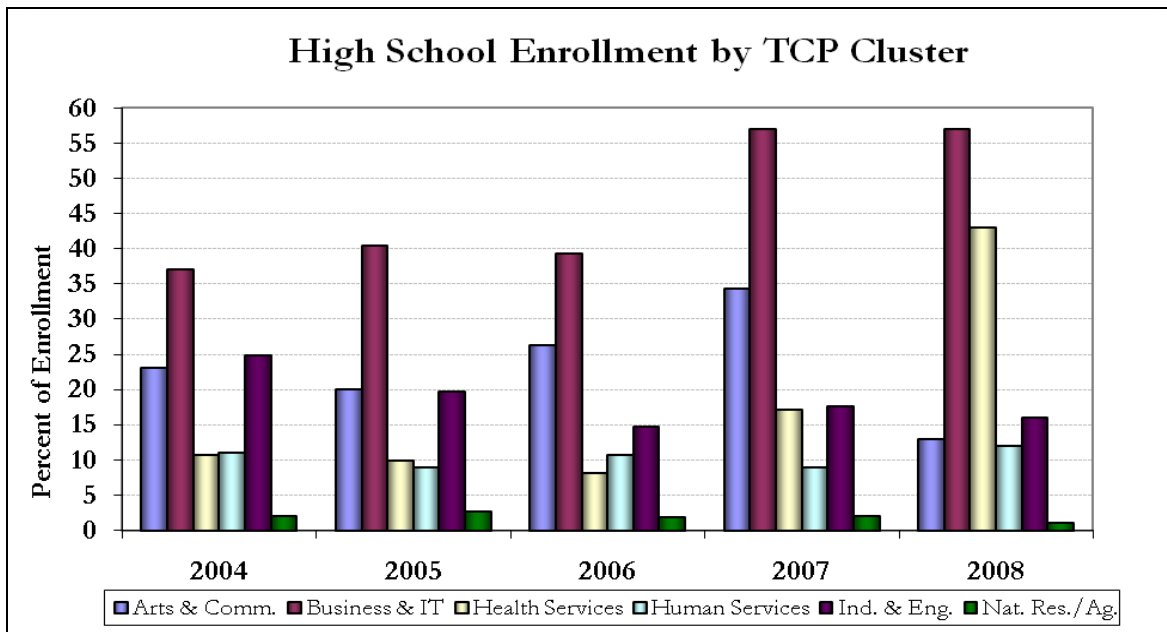
Summary of Results

Enrollment Characteristics

- A total of 3,761 students, enrolled in the thirteen high schools, fit the state definition of a TCP student. This is an increase of five percent from the 2006-2007 academic year and 44% increase from the 2003-2004 academic year.



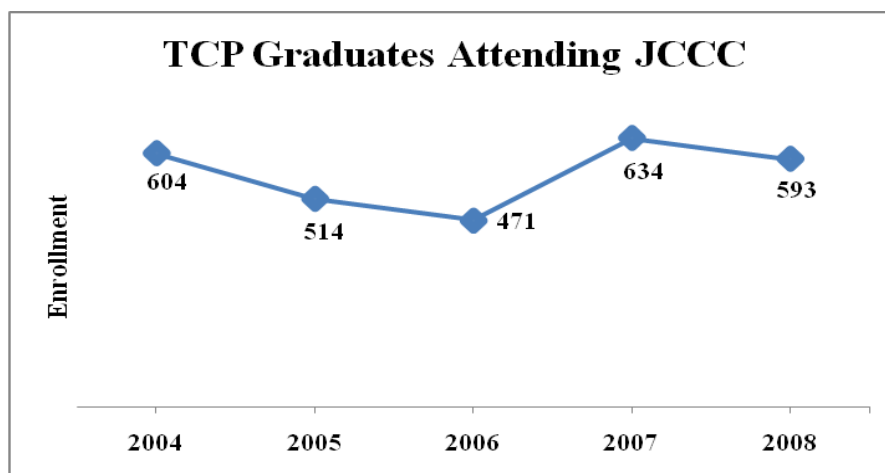
- The majority of TCP students were enrolled in the Business and Information Technology Cluster (57%) during the 2007-2008 academic year. The next largest cluster enrollments were in the Health Services (43%), Industrial and Engineering Technology (16%), and the Arts and Communications Technology (13%). Enrollment in the Health Services cluster increased by 62% when compared to the 2006-2007 academic year.



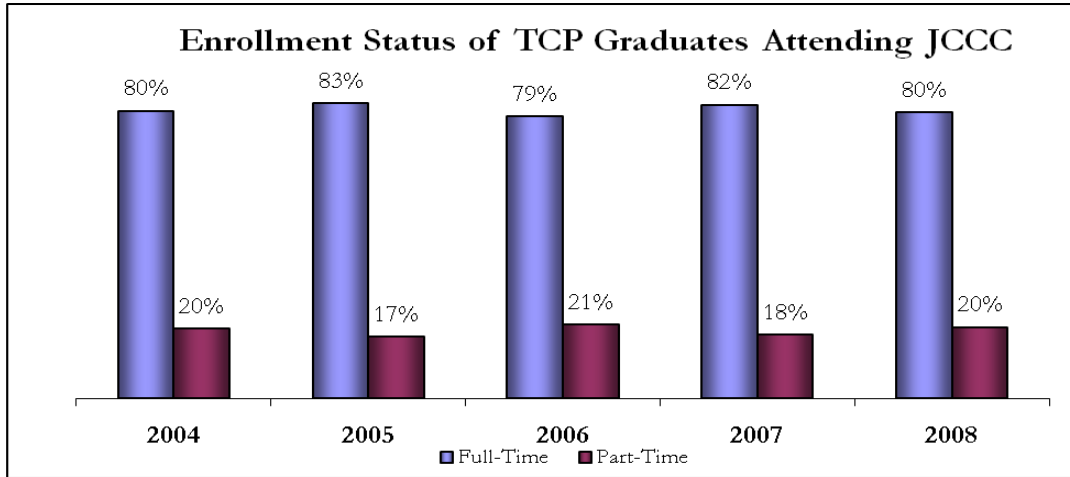
- There was very little difference in the number of female students (1,898) and the number of male students (1,863) enrolled in TCP clusters.
- The vast majority of TCP students were white (89%). Underrepresented minorities made up nearly 11% of the TCP students. There has been very little change in the ethnic makeup of students participating in TCP over the last five years.

Graduates

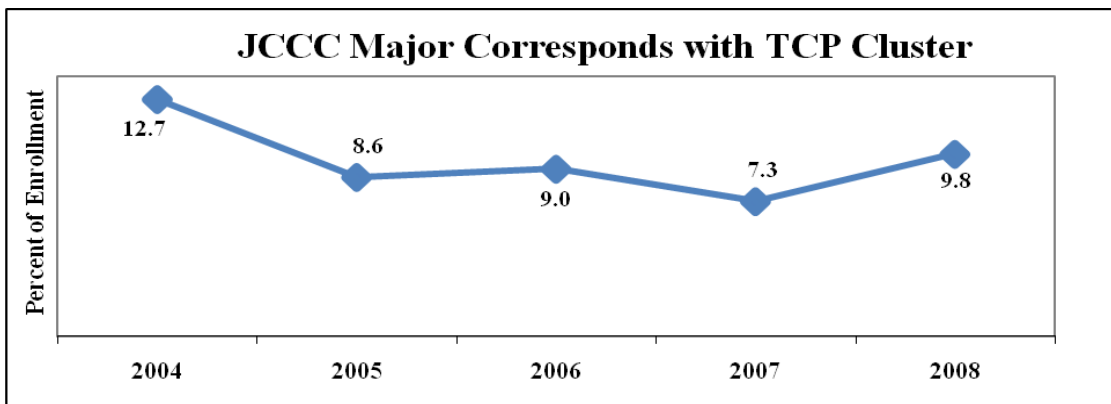
- There were a total of 593 TCP graduates attending JCCC in the fall of 2008. This is a decrease of six percent (41 students) from the fall of 2007.



- The majority of 2008 TCP graduates who attended JCCC in the fall 2008 were enrolled full-time (80%). This represents a two percent decrease in the proportion of TCP graduates attending JCCC full-time compared to the class of 2007.



- The largest percent of JCCC TCP students were undecided about their major (33%), while those students majoring in the Liberal Arts (32%) made up the next largest group. Of the students who were either undecided or majored in Liberal Arts, the majority hoped to transfer to another college or university (52% and 51%, respectively). Nearly 10% of JCCC TCP students sought a major corresponding with their high school cluster.



- For students majoring in Liberal Arts, 15% wanted to explore courses to decide on a new career and 20% were undecided in their educational goals. While students who had not decided on a major, 11% wanted to explore courses to decide on a new career and 26% were undecided in their educational goals.

Appendix A: Tabled Findings

Table 1: 5-Year Comparison of High School TCP Enrollment Characteristics Page 7

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Table 3: 5-Year Comparison of Characteristics of TCP High School Graduates
Attending JCCC..... Page 9

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Table 1
5-YEAR COMPARISON OF HIGH SCHOOL TECHNICAL COLLEGE
PREPARATION ENROLLMENT CHARACTERISTICS

Characteristics	2004		2005		2006		2007		2008	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Total Enrollment	2,615	100.0 %	3,350	100.0 %	2,509	100.0 %	3,583	100.0 %	3,761	100.0 %
Gender										
Female	1,370	52.4 %	1,670	49.9 %	1,260	50.2 %	1,732	48.3 %	1,898	50.5 %
Male	1,245	47.6	1,680	50.1	1,249	49.9	1,851	51.7	1,863	49.5
School District										
Blue Valley	255	9.8 %	282	8.4 %	251	10.0 %	1,309	36.5 %	1,445	38.4 %
De Soto	49	1.9	55	1.6	52	2.1	47	1.3	38	1.0
Eudora	52	2.0	48	1.4	38	1.5	66	1.8	55	1.5
Gardner-Edgerton	44	1.7	76	2.3	N/A	0.0	80	2.2	30	0.8
Kansas School for the Deaf	0	0.0	0	0.0	N/A	0.0	2	0.1	0	0.0
Lawrence	133	5.1	571	17.0	436	17.4	379	10.6	257	6.8
Louisburg	74	2.8	84	2.5	74	2.9	72	2.0	68	1.8
Mill Valley	13	0.0	51	2.0	N/A	0.0	N/A	0.0	212	5.6
Olathe	403	15.4	590	17.6	721	28.0	586	16.4	638	17.0
Perry	42	1.6	46	1.4	N/A	0.0	46	1.3	43	1.1
Shawnee Mission	1,536	58.7	1,533	45.8	904	36.0	985	27.5	949	25.2
Spring Hill	3	0.1	6	0.2	30	1.2	7	0.2	26	0.7
St. Thomas Aquinas	11	0.4	8	0.2	3	0.1	4	0.1	0	0.0
Ethnicity										
African American	93	3.6 %	151	4.5 %	111	4.4 %	180	5.0 %	139	3.7 %
Asian or Pacific Islander	88	3.4	77	2.3	88	3.5	141	3.9	122	3.2
Hispanic	62	2.4	121	3.6	80	3.1	138	3.9	132	3.5
Native American	7	0.3	25	0.7	31	1.2	36	1.0	15	0.4
White	2,347	89.8	2,905	86.7	2,183	87.0	3,070	85.7	3,339	88.8
Other/Unknown	18	0.7	71	2.1	16	0.6	18	0.5	14	0.4
Limited English Proficiency	24	0.9	31	0.9	41	1.6	40	1.1	31	0.8
Students with Disabilities	72	2.8	169	5.0	145	5.8	158	4.4	168	4.5
Economically Disadvantaged	160	6.1	187	5.6	156	6.2	167	4.7	137	3.6
Tech Prep Cluster¹										
Arts and Communications Technology	602	23.0 %	671	20.0 %	661	26.3 %	1,233	34.4 %	497	13.2 %
Business and Information Technology	968	37.0	1,353	40.4	988	39.3	2,043	57.0	2,132	56.7
Health Services	282	10.8	332	9.9	204	8.1	614	17.1	1,629	43.3
Human Services Technology	290	11.1	299	8.9	270	10.7	320	8.9	460	12.2
Industrial and Engineering Technology	650	24.9	661	19.7	368	14.7	631	17.6	591	15.7
Natural Resources/Agriculture Technology	52	2.0	88	2.6	44	1.8	75	2.1	44	1.2

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 BY DISTRICT BY CLUSTER 2007-2008

School District	Tech Prep Cluster					
	Arts & Comm. Tech	Business & Information Tech	Health Services	Human Services Tech	Industrial & Engineering Tech	Natural Resources/ Agriculture Tech
Blue Valley	72	1,178	1,371	191	220	0
De Soto	1	18	9	1	9	0
Eudora	13	16	3	5	21	1
Gardner-Edgerton	2	26	0	0	3	0
KS School for the Deaf	0	0	0	0	0	0
Lawrence	71	93	19	8	61	5
Louisburg	28	14	0	2	12	12
Mill Valley						
Olathe	122	181	139	125	71	0
Perry-Lecompton	0	29	0	6	8	0
Shawnee Mission	168	520	72	27	162	0
Spring Hill	5	10	N/A	0	N/A	11
St. Thomas Aquinas	0	0	0	0	0	0
Total	482	2,085	1,613	365	567	29

Table 3

**FIVE-YEAR COMPARISON OF CHARACTERISTICS OF TECHNICAL
PREPARATION HIGH SCHOOL GRADUATES ATTENDING JCCC**

Characteristics	2004		2005		2006		2007		2008	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Enrolled	604	100.0 %	514	100.0 %	471	100.0 %	634	100.0 %	593	100.0 %
Gender										
Female	292	48.3 %	245	47.7 %	218	46.0 %	290	45.7 %	270	45.5 %
Male	312	51.7	269	52.3	253	54.0	344	54.3	323	54.5
Status										
Full-Time	486	80.5 %	425	82.7 %	373	79.0 %	521	82.2 %	473	79.8 %
Part-Time	118	19.5	89	17.3	98	20.8	113	17.8	120	20.2
Ethnicity										
African-American	23	3.8 %	17	3.3 %	18	4.0 %	35	5.5 %	22	3.7 %
Asian or Pacific Islander	27	4.5	17	3.3	21	5.0	26	4.1	21	3.5
Hispanic	20	3.3	22	4.3	19	4.0	37	5.8	30	5.1
Native American	6	1.0	6	1.2	1	0.2	6	0.9	5	0.8
White	430	71.2	387	75.3	357	76.0	435	68.6	425	71.7
Other	11	1.8	7	1.4	16	3.0	13	2.1	11	1.9
Unknown/Not Reported	87	14.4	58	11.3	41	9.0	0	0.0	79	13.3
Enrolled in Developmental Math	172	28.5	155	30.2	156	33.1	227	35.8	186	31.4
Enrolled in Developmental English	133	22.0	108	21.0	87	18.5	133	21.0	124	20.9
Enrolled in Developmental Reading	N/A		67	13.0	57	12.1	89	14.0	75	12.6
JCCC Major										
Liberal Arts	294	48.7 %	226	44.0 %	317	67.0 %	193	30.4 %	190	32.0 %
Undecided	177	29.3	178	34.6	154	33.0	224	35.3	198	33.4
JCCC major corresponds to Tech Prep High School cluster ¹	77	12.7 %	44	8.6 %	42	9.0 %	46	7.3 %	58	9.8 %

¹Excludes students who reported that their educational goal was to transfer to another institution after attending JCCC.

Table 4

CHARACTERISTICS OF TECHNICAL PREPARATION HIGH SCHOOL GRADUATES ATTENDING JCCC FALL 2008

Characteristics	Number	Percent
All Majors	593	100.0 %
Transfer to another college/university	276	46.5
Explore courses to decide on career	95	16.0
Prepare to enter job market	70	11.8
Personal interest or self-improvement	20	3.4
Remedy or review basic skills	3	0.5
Improve skills for present job	2	0.3
Prepare to change careers	1	0.2
Undecided	126	21.2
Liberal Arts Majors	190	100.0 %
Transfer to another college or university	97	51.1
Explore courses to decide on new career	29	15.3
Prepare to enter the job market	17	8.9
Personal interest or self-improvement	5	2.6
Remedy or review basic skills	3	1.6
Prepare to change careers	1	0.5
Improve skills for present job	0	0.0
Undecided	38	20.0
Undecided on Major	198	100.0 %
Transfer to another college/university	103	52.0
Explore courses to decide on career	21	10.6
Prepare to enter job market	11	5.6
Personal interest or self-improvement	10	5.1
Improve skills for present job	1	0.5
Remedy or review basic skills	0	0.0
Undecided	52	26.3
JCCC major corresponds to HS Tech Prep Cluster ¹	58	9.8 %

¹Excludes students who reported that their educational goal was to transfer to another institution after attending JCCC.

Table 4 (continued)
CHARACTERISTICS OF TECHNICAL COLLEGE PREPARATION
HIGH SCHOOL GRADUATES ATTENDING JCCC
FALL 2008

Characteristics	Number	Percent
JCCC Major		
Accounting	9	1.5 %
Admin Support Specialist	5	0.8
Administration of Justice	3	0.5
American Sign Language Studies	0	0.0
Animation	3	0.5
Associate of General Studies	5	0.8
Automotive Technology	6	1.0
Biotechnology	4	0.7
Business Administration	43	7.3
Business Plan	2	0.3
CAD	7	1.2
Certified Nurse Aide	0	0.0
Chef Apprenticeship	3	0.5
Civil Engineering Technology	2	0.3
Communication Design	0	0.0
Computer Aided Drafting	1	0.2
Computer Information Systems	9	1.5
Construction Management	1	0.2
Cosmetology	1	0.2
Early Childhood Education	11	1.9
Electrical Technology	1	0.2
Electronics Technology	2	0.3
Emergency Medical Technician	1	0.2
Entrepreneurship	2	0.3
Fashion Design	2	0.3
Fashion Merchandising	2	0.3
Fire Services Administration	10	1.7
Food and Beverage Management	2	0.3
Game Development	3	0.5
Game Programming/Advanced	2	0.3
Graphic Design	17	2.9
Health Care Interpreting	2	0.3
Horticulture	3	0.5
Hotel & Lodging Management	2	0.3
HVAC	0	0.0
Information Technology	2	0.3
Installation Technician	1	0.2
Interactive Media	0	0.0
Interior Design	9	1.5
Landscape Technician Entrepreneurial	1	0.2
Liberal Arts	190	32.0
Market and Management	6	1.0
Medical Admin/Office Assistant	2	0.3
Metal Fabrication Technology	4	0.7
Microcomputer Tech Support	1	0.2
Multimedia Design	3	0.5
Networking Admin: Windows	1	0.2
Nursing	0	0.0
Pastry/Baking	1	0.2
Professional Para educator	1	0.2
Railroad	1	0.2
Teaching	6	1.0
Visual Merchandising	0	0.0
Web Design	0	0.0
Undecided	198	33.4