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How Does Policy Affect the Operation of CTE Programs in the California Community Colleges?



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Topics Today

- Quick Review of Research to Date
- Seven Policy “Buckets”
 - Approaches in Other States
 - What We’ve Heard So Far about California
 - More Input and Next Steps



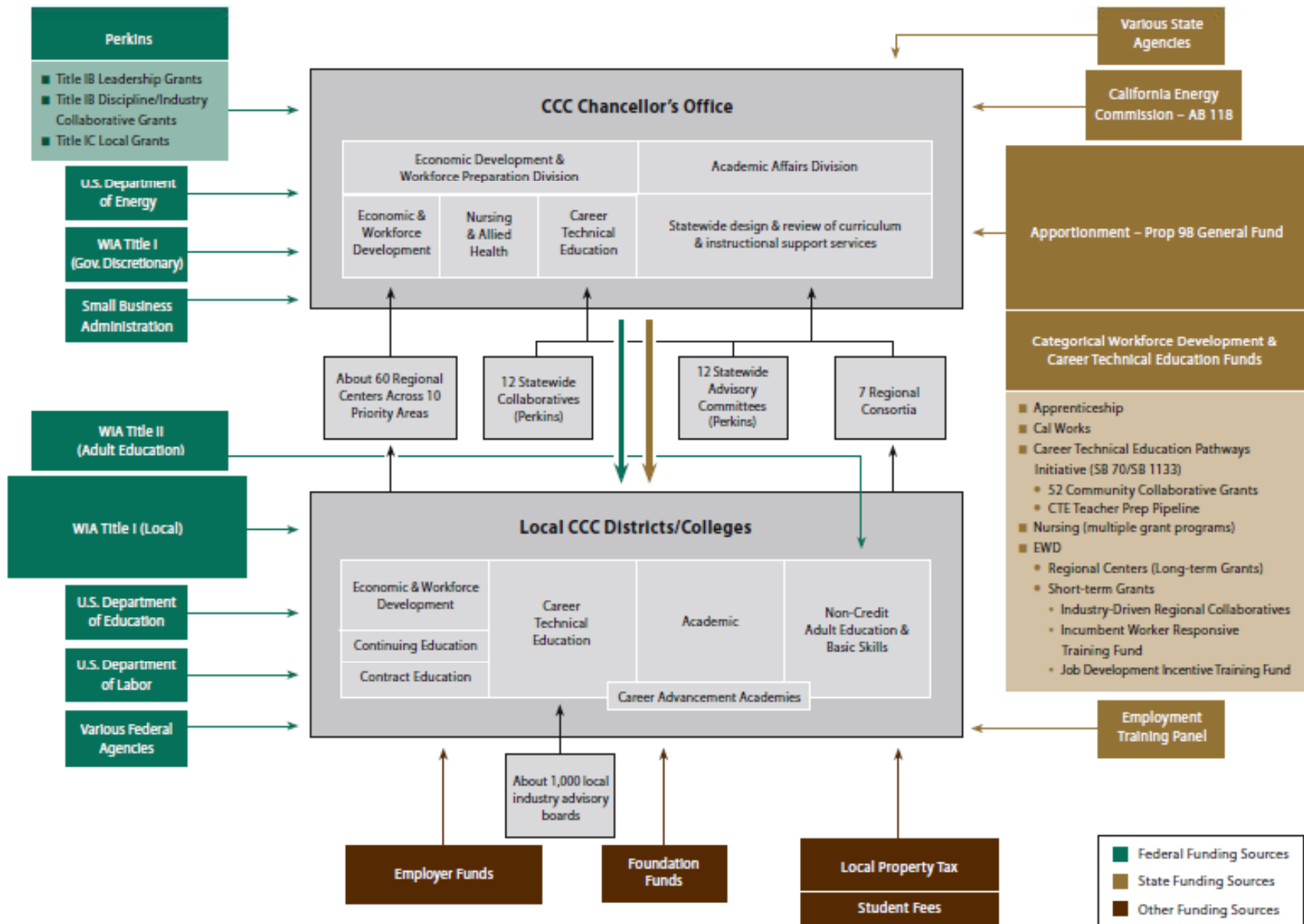


Structure and Funding: Issues Raised



1. Structure is Fragmented and Overly Complex
2. Silos Marginalize CTE and Hinder Program Vitality
3. Reliance on Competitive Grants Distorts Resource Allocation
4. Chancellor's Office Lacks Capacity for Strategic Leadership
5. Accountability for Outcomes is Inadequate

California Community Colleges Career Technical Education/Workforce Preparation Structure and Funding (Fall 2011)





Analysis of Program Inventory: Issues Raised

1. Extensive program offerings appear inefficient
2. Abundance of short-term certificates limits workplace value
3. Variability across similar programs is problematic

Enrollments Highly Concentrated: Seven Percent of Fields Enroll Half of all Students (FTE)

Figure 12
Most and Least Popular CTE Fields as Measured by Student Enrollment (FTES)

Field	Average Annual FTES, 2007-08 to 2009-10	Percentage of Ssystemwide FTES (CTE courses only)*	Cumulative Percentage of CTE FTES
Highest Enrollment			
Administration of Justice	29,456	8%	8%
Nursing	26,575	8%	16%
Child Development/ Early Care and Education	22,909	7%	23%
Accounting	19,372	6%	29%
Fire Technology	17,764	5%	34%
Office Technology/ Office Computer Applications	13,328	4%	38%
Information Technology, General	11,541	3%	41%
Nutrition, Foods, and Culinary Arts	11,445	3%	44%
Cosmetology and Barbering	10,493	3%	47%
Automotive Technology	9,610	3%	50%

Completions Highly Concentrated: Six Percent of Fields Produce Over Half of all Completions

Figure 15
CTE Fields with the Highest Number of Completions (Degrees and Certificates)

Field	Total Completions 2007-08 to 2009-10	Percentage of Total 2007-08 to 2009-10	Cumulative Percentage
Nursing	25,545	13%	13%
Child Development/ Early Care and Education	20,471	10%	23%
Administration of Justice	18,538	9%	32%
Fire Technology	8,921	5%	37%
Business Administration	8,801	4%	41%
Accounting	7,802	4%	45%
Automotive Technology	6,199	3%	48%
Business Management	5,229	3%	52%

Over 40 Percent of Completions are Short-Term Certificates

Reported completions:

Associate Degrees	40%
Certificates 30+ credits	19%
Certificates < 30 credits	41%

Example of Variation across Programs

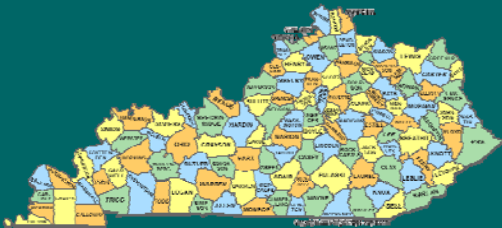
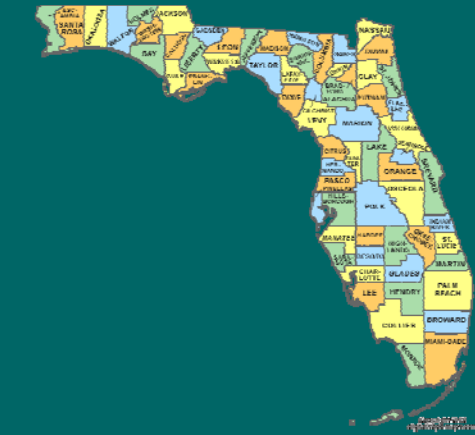
Associate Degree in Engineering Technology

Merced College	San Joaquin Delta College	Modesto Junior College
<p>30 major credits, as follows:</p> <ul style="list-style-type: none">• General Chemistry (5)• Physics (4)• Engineering Materials (3)• FORTRAN Programming (3)• Elementary Mechanics (3)• Direct and Alternating Current Circuits (5)• Descriptive Geometry (3)• Calculus I (4)	<p>18 major credits, selected from (all 3 credits):</p> <ul style="list-style-type: none">• Drafting (Engineering, Computer-aided, Civil, Machine)• Materials & Measurement• 3-dimensional Modeling• Machine Design• Mech. & Elec. Systems• Industrial Control Systems• Applied Surveying• Technical Statistics• Applied Statistics	<p>31 major credits, as follows:</p> <ul style="list-style-type: none">• General Chemistry (5)• General Physics OR Mech. Heats & Waves (5)• Intro to Engineering & Architecture (1)• Engineering Graphics (4)• Elementary Statistics (5)• 6 credits from General Computer Lit (3), Machine Tool Tech (4), Arc & Gas Welding (3)• 5 elective credits from a list (mostly Drafting or Calculus)

Learning From Other States

Seven Policy Buckets:

1. Types of Degrees and Certificates
2. Funding
3. Accountability
4. High School-to-Community College Pathways
5. Program Offerings
6. Faculty Policies
7. Curriculum Structure and Delivery



Types of Degrees and Certificates

- **Kentucky**
 - AA and AS are designed specifically for transfer students
 - AAS are designed for entry-level employment and require fewer GE credits
 - AAS degrees also carry some credits that will transfer towards baccalaureate programs
- **Washington**
 - Applied baccalaureates (AB) fill specific skill gaps
 - In fields with limited availability at four-year colleges
 - 10 AB degrees at eight colleges, e.g., Hospitality Management, Applied Design, Applied Management



Types of Degrees and Certificates

- Applied associates degree is not offered – limits needed flexibility on general education
- Applied baccalaureate is not offered in CA – limits course transfer and pathways
- Too many short-term certificates that are not aligned with industry certifications or clearly stackable

Funding

- **Arkansas** funds:
 - CTE at 1.5 times the rate of GE
 - Basic Skills at 2 times the rate of GE
 - Courses in health-related occupational fields at 2.4 times the rate of GE
- **Florida**
 - the Public Postsecondary Career Education Student Assistance Grant Program, created for students in CTE
 - Available to students enrolled in a certificate program and attending at least half-time (6 credits)



Funding

- No differential funding for high cost programs
- No differential tuition for students in high cost programs
- Limits on charging materials fees
- Dependence on competitive grants
- Constraints on combining different funding sources
- Cal Grant not designed for CTE – many constraints

Accountability

- **Arkansas**
 - Programs required to track for students who earn a certificate or degree :
 - Transition Employment Assistance (TEA) enrollment
 - Employment rates
 - Employment retention rates
- **Wisconsin**
 - Three-level assessment process:
 - Indirect/Local Assessment Standards based on internal measures such as completion rate, GPA or non-external exams
 - External Assessment Standards look at external licensure
 - Summative Assessments test the skills obtained



Accountability

- No program-based accountability (students enroll in courses but not in programs)
- No link to employment data
- SB 70 accountability for # articulation agreement but not college credits earned
- Non-completing “successes” not documented
- Incomplete reporting of short-term certificates

High School-to-Community College Pathways

- **Florida**
 - High school students are required to take courses in a “major area”
 - High school students given Information showing the pathways from secondary CTE to post-secondary CTE
- **Kentucky**
 - Every year secondary students complete an Individual Graduation Plan, a four-year career and class plan
 - During process, students given information on career pathways running from secondary to post-secondary
 - Most pathways have statewide articulation between colleges and between secondary and post-secondary



High School-To-Community College Pathways

- High school counselors not trained in career counseling
- SB 70 articulation – courses but not pathways
- Restrictions on dual enrollment
- High school reforms have curtailed CTE programs

Program Offerings

- **Arkansas**
 - Multiple layers of checks to ensure programs are useful
 - Arkansas Department of Workforce Service provides colleges with labor market information
 - Arkansas Department of Higher Education requires proof before a pathway is established that it matches with high-demand, high-wage
 - State requires follow-up information
 - An outside consultant produces local employment reports for colleges to help evaluate CTE programs
 - Active advisory councils meet at least twice a year



Program Offerings

- Curriculum approval process too slow
- Program discontinuation policies ineffective
- Policies for program sharing absent or ineffective
- Inadequate access to labor market data for planning
- Inadequate incentives for industry involvement
- Limits on customized training

Faculty Policies

- **Ohio**
 - Allows teachers in CTE to join faculty with different qualifications that focus on work experience
 - Recently expanded supports and development for new faculty
 - Provide every new teacher with 4 years of mentoring, up from 1



Faculty Policies

- Limits on adjunct faculty timebase
- Cumbersome adjunct hiring processes
- Minimum qualifications for instructors – including credentials for high school CTE teachers
- Insufficient faculty workload credit (e.g., outreach, supervised labs)
- Inadequate professional development
- 75% full-time faculty goal

Curriculum Structure and Delivery

- **Tennessee**
 - At Tennessee Technology Centers , students:
 - Enroll in the programs
 - Attend in cohorts
 - Attend full-time, approximately 30 hours per week.
 - Programs based on 'clock hours' not credits
 - Students are given limited set of course choices
 - To receive a credential, students must display mastery of the competences prescribed for each program



Curriculum Structure and Delivery

- Lack of portability of courses
- No system skill/competency standards
- No incentive for standardized curriculum where there are no industry certification standards
- Academic calendar limits some CTE formats
- Absence of basic skills policies appropriate to CTE
- Lack of policy to encourage work-based learning

IHELP Contact Information

Reports and presentations: www.csus.edu/ihelp
ihelp@csus.edu

Reports on community college student success:

Rules of the Game, February 2007

Beyond the Open Door, August 2007

Invest in Success, October 2007

It Could Happen, February 2008

Crafting a Student-Centered Transfer Process in CA, August 2009

Steps to Success, October 2009

Divided We Fail, October 2010

The Road Less Traveled, February, 2011

Sense of Direction, August, 2011

Career Opportunities-Parts 1 and 2, January-February, 2012

