Understanding CTE Data Tools

June 19, 2014
### What Resources Are Out There?

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
<th>Who</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>LaunchBoard</td>
<td>discuss CTE student progress and outcomes in contexts such a program review or regional planning</td>
<td>• CTE deans &amp; directors</td>
<td>aggregates information on intersegmental student progress and completion, employment outcomes, and labor market information in a dashboard format</td>
</tr>
<tr>
<td><a href="http://www.calpassplus.org/launchboard/Home.aspx">www.calpassplus.org/launchboard/Home.aspx</a></td>
<td></td>
<td>• CTE faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• college leadership</td>
<td></td>
</tr>
</tbody>
</table>
| Cal-PASS Plus                             | • see intersegmental progress
• get data for program review
• conduct research                         | • deans & directors
• researchers                             | • information on transitions from K-12 to community college
• program review tool
• student-level data                        |                                                                      |
| [www.calpassplus.org](http://www.calpassplus.org) |                                                                      |                              |                                                                      |
| CTE Outcomes Survey Query Tool            | see results of CTE Outcomes Survey                                  | • CTE deans & directors
• CTE faculty                             | displays results of the survey in a dashboard format                |
| Coming soon                               |                                                                      |                              |                                                                      |
## What Resources Are Out There?

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<tr>
<th>What</th>
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<th>How</th>
</tr>
</thead>
</table>
| Salary Surfer | understand wage outcomes at the system level | • deans & directors  
• faculty  
• counselors  
• students  | view tables that show average earnings of graduates by program |
| Wage Tracker | understand wage outcomes at the college level  | • deans & directors  
• faculty  
• researchers  | view tables that show average earnings of graduates by program |
| Data Mart  | get a better understanding of the local and state context  | • deans & directors  
• faculty  
• counselors  | access tables and Excel downloads on students, courses, student services, staffing, and outcomes |
Using the LaunchBoard

LaunchBoard
Data-Backed Decisions

The CTE Launchboard is a statewide data system supported by the California Community Colleges Chancellor’s Office and hosted by Cal-PASS Plus, providing data to California community colleges and their feeder K-12 school districts on the effectiveness of CTE programs. This information is intended to facilitate local, regional, and statewide conversations about how to improve student transitions from K-12 to college and on to the workforce.

Launchboard Features
The Launchboard includes several tools to support collecting and viewing information on student outcomes in CTE.

Program Snapshot
The Program Snapshot section includes program information and student outcomes that are grouped into categories such as enrollments, milestones, credentials, employment, and alignment with regional labor market demand.

Common Metrics
The Common Metrics section enables colleges to upload and view information on 34 indicators used to track progress on the California Community College Chancellor’s Office’s Doing What Matters framework.

Additional Tracking
The Additional Tracking tool allows colleges to gather information on learners who participate in training or events outside the college application and enrollment process, such as contract education or career fairs.

Help Desk
This area provides users with a place to request assistance and view resources.
Analyze Job Retention

Administration of Justice

- **Credentials**: Most credentials are locally-issued—25

- **Employment**: More than three-quarters of participants retain their jobs
Analyze Job Retention

**Administration of Justice**

- **Employment:**
  Significant wage gains over time for certificate holders—$22,972 to $70,520

- **Regional LMI:** Wages are in sync with regional averages

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Entry level salary</th>
<th>Median salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailiffs</td>
<td>$18,657.60</td>
<td>$25,896.00</td>
</tr>
<tr>
<td>Correctional Officers and Jailers</td>
<td>$39,321.60</td>
<td>$73,548.80</td>
</tr>
<tr>
<td>Detectives and Criminal Investigators</td>
<td>$50,232.00</td>
<td>$76,918.40</td>
</tr>
<tr>
<td>First-Line Supervisors/Managers of Correctional Officers</td>
<td>$81,972.80</td>
<td>$87,734.40</td>
</tr>
<tr>
<td>First-Line Supervisors/Managers of Police and Detectives</td>
<td>$80,163.20</td>
<td>$113,630.40</td>
</tr>
<tr>
<td>Forensic Science Technicians</td>
<td>$42,244.80</td>
<td>$62,192.00</td>
</tr>
<tr>
<td>Police and Sheriff’s Patrol Officers</td>
<td>$51,584.00</td>
<td>$84,032.00</td>
</tr>
<tr>
<td>Private Detectives and Investigators</td>
<td>$34,216.00</td>
<td>$42,494.40</td>
</tr>
<tr>
<td>Security Guards</td>
<td>$18,158.40</td>
<td>$23,254.40</td>
</tr>
<tr>
<td>Transit and Railroad Police</td>
<td>$32,446.00</td>
<td>$54,184.00</td>
</tr>
</tbody>
</table>
Analyze Job Retention

What does this show?

• Many Administration of Justice training programs are focused on mandatory retraining that is required to stay in the field

• The LaunchBoard allows you to quantify the benefits of “re-skilling”
Analyze Wage Gains

Automotive Technology

- **Credentials:** Almost no completions

- **Employment:** High rate of wage gain in field of study and decent wages
Analyze Wage Gains

Automotive Technology

• Employment & Regional Labor Market Information:
  Look at the content of the program to see if students’ wages are on target for the specific occupation.
Analyze Wage Gains

What does this show?

• In some fields, targeted skills-building can translate into better wages, even without a community college credential
Analyze Low-Unit Certificates

Locally-issued certificates

- 2/3 of CTE programs lead to short-term certificates, but only 40% of awards are in short-term certificates (IHELP, 2012)
- If colleges don’t report locally-issued certificates to MIS we can’t count these completions
- If you do report these awards, they will show in the LaunchBoard, which can help clarify whether these programs contribute to employment gains
Analyze Low-Unit Certificates

Fire Technology

- **Credentials:** Overwhelmingly locally-issued certificates (253)

- **Employment:** High rate of retention and sizable wage gains-$20,804 to $50,389
Using Cal-PASS Plus

Welcome to Cal-PASS Plus, California’s actionable system of data linking student performance from pre-K through 12, to college and the workplace.

Explore Data and Collaborate
- Pre K-12 Schools
- Community Colleges
- Universities
- Regional Learning Councils

Education-to-Workforce Pipeline

Select Your Economic Region OR Select Your County

Select region
Select county

Early Childhood Education - Elementary School - Middle School - High School - Community College - University - Labor Market

School Readiness - Elementary Education - High School Readiness - College Readiness and Access - Certificates AA Degrees Transfers - Baccalaureate Completion - Employment Living Wage Jobs
This report will display transitions from K-12 to post-secondary by selecting a K-12 district, K-12 graduation year, and the transition to post-secondary within years.

Search Parameters Criteria

K-12 District
Select K-12 District
Please select a K-12 district.

K-12 Graduation Year
Select graduation year

Transition to Post-Secondary Within
Number of years is inclusive (i.e. "2 years" includes all students from "1 year" and "2 years", "3 years" include previous and "3 years").
Select transition time

K-12 District ONLY

Run Feeder Summary Query
Run Feeder Summary With ELA Remediation Query
Run Feeder Summary With Math Remediation Query
Run Feeder Student Success Summary
Run Feeder Student Success Summary With ELA Remediation Query
Run Feeder Student Success Summary With Math Remediation Query
K-12 Transition Reports

*Feeder Summary Report:* disaggregated information on which colleges K-12 students transition to after they graduate

*Feeder Summary with ELA/Math Remediation Reports:* disaggregated breakdown of students who enroll in remedial English or math courses once reaching college

*The Feeder Student Success Summary Report:* disaggregated breakdown of student attainment of milestones such as certificate, degree, and transfer attainment

*The Feeder Student Success Summary with ELA or Math Remediation Report:* combines the remediation and success summary reports
Where Are Our Students Enrolling in College?

Each box can be expanded to provide additional detail: school names, demographics, etc.

<table>
<thead>
<tr>
<th>District</th>
<th>Transition Segment</th>
<th>Transition School</th>
<th>Demographic</th>
<th>K-12 Count</th>
<th>Transition Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>XYZ Unified</td>
<td>Community College</td>
<td>Segment Total</td>
<td></td>
<td>512</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University</td>
<td>Segment Total</td>
<td></td>
<td>132</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Cal-PASS</td>
<td>Segment Total</td>
<td></td>
<td>389</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Transition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>District Total</td>
<td></td>
<td></td>
<td>1,023</td>
<td>634</td>
</tr>
</tbody>
</table>

Total 1,023 634
Are Students “Ready” to Progress?

Cal-PASSPlus
Partnership for Achieving Student Success

Standard Query -- Feeder Report:
Summary By Selected Community College, K-12 Graduation Year, Transition Within Selected Years, and Math Remediation

Data Current As Of: 10/2/2013 6:06:29 PM
K-12 Graduation Year: 2010-2011
Transition to Post-Secondary Within: 1 year
Organization: XYZ Unified

<table>
<thead>
<tr>
<th>District</th>
<th>Transition Segment</th>
<th>Transition School</th>
<th>Demographic</th>
<th>K-12 Count</th>
<th>No Remediation</th>
<th>Remediation</th>
<th>No Transition*</th>
</tr>
</thead>
<tbody>
<tr>
<td>XYZ Unified</td>
<td>District Total</td>
<td></td>
<td></td>
<td>1,023</td>
<td>367</td>
<td>272</td>
<td>389</td>
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</tbody>
</table>
### Are Students Progressing through the Pipeline?

**K-12 Graduation Year:** 2004-2005  
**Transition to Post-Secondary Within:** 1 year  
**Organization:** XYZ Unified

<table>
<thead>
<tr>
<th>Math Remediation</th>
<th>K-12 District</th>
<th>K-12 School</th>
<th>Community College</th>
<th>University</th>
<th>Demographic</th>
<th>K-12 Students</th>
<th>CC Certificate Received</th>
<th>CC AA/AS Received</th>
<th>CC Transfer to University</th>
<th>CC Transfer to University with AA/AS</th>
<th>BA/BS Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remediation</td>
<td>XYZ Unified</td>
<td>High School A</td>
<td>K-12 School Total</td>
<td></td>
<td></td>
<td>144</td>
<td>8</td>
<td>23</td>
<td>40</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High School B</td>
<td>K-12 School Total</td>
<td></td>
<td></td>
<td>139</td>
<td>13</td>
<td>17</td>
<td>27</td>
<td>7</td>
<td>19</td>
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<tr>
<td></td>
<td></td>
<td>High School C</td>
<td>K-12 School Total</td>
<td></td>
<td></td>
<td>16</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High School D</td>
<td>(Continuation)</td>
<td>K-12 School Total</td>
<td></td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>K-12 District Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>307</strong></td>
<td><strong>22</strong></td>
<td><strong>43</strong></td>
<td><strong>68</strong></td>
<td><strong>20</strong></td>
<td><strong>43</strong></td>
</tr>
<tr>
<td>Remediation Total</td>
<td></td>
<td><strong>Remediation Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>307</strong></td>
<td><strong>22</strong></td>
<td><strong>43</strong></td>
<td><strong>68</strong></td>
<td><strong>20</strong></td>
<td><strong>43</strong></td>
</tr>
<tr>
<td>No Remediation</td>
<td>Remediation Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>354</strong></td>
<td><strong>27</strong></td>
<td><strong>38</strong></td>
<td><strong>116</strong></td>
<td><strong>20</strong></td>
<td><strong>114</strong></td>
</tr>
<tr>
<td>No Transition*</td>
<td>Remediation Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>320</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>932</strong></td>
<td><strong>49</strong></td>
<td><strong>81</strong></td>
<td><strong>175</strong></td>
<td><strong>40</strong></td>
<td><strong>152</strong></td>
</tr>
</tbody>
</table>
## Access a Program Review Tool

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Current Course Id</th>
<th>Enrollment</th>
<th>FTES</th>
<th>Retention Rate</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>2011-2012</td>
<td>ACCT100 - Accounting for Entrepreneurs</td>
<td>30</td>
<td>66</td>
<td>29</td>
<td>3.11</td>
</tr>
<tr>
<td></td>
<td>ACCT130 - Financial Accounting</td>
<td>53</td>
<td>151</td>
<td>156</td>
<td>2.90</td>
</tr>
<tr>
<td></td>
<td>ACCT140 - Managerial Accounting</td>
<td>29</td>
<td>52</td>
<td>61</td>
<td>3.00</td>
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<tr>
<td></td>
<td>ACCT150 - Intro to Acct Info Systems</td>
<td>31</td>
<td></td>
<td>3.21</td>
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<tr>
<td></td>
<td>ACCT160 - Intro Fin Statement Analysis</td>
<td>33</td>
<td></td>
<td>3.42</td>
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<tr>
<td></td>
<td>ACCT170 - Introduction to Tax Accounting</td>
<td>34</td>
<td></td>
<td>3.63</td>
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<tr>
<td></td>
<td>ACCT317 - Bookkeeping 1</td>
<td>57</td>
<td>37</td>
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<td>0.93</td>
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<td></td>
<td>ACCT318 - Bookkeeping 2</td>
<td>17</td>
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<tr>
<td></td>
<td>ACCT327 - Payroll Accounting</td>
<td>31</td>
<td>19</td>
<td>3.31</td>
<td>2.03</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>112</td>
<td>390</td>
<td>384</td>
<td>11.61</td>
</tr>
<tr>
<td>2012-2013</td>
<td>ACCT100 - Accounting for Entrepreneurs</td>
<td>29</td>
<td>60</td>
<td>39</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>ACCT130 - Financial Accounting</td>
<td>59</td>
<td>133</td>
<td>149</td>
<td>2.80</td>
</tr>
</tbody>
</table>
# CTE Outcomes Survey Query Tool

<table>
<thead>
<tr>
<th>Disaggregation</th>
<th>Primary reason students studied at the college</th>
<th>Explain methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn a certificate or degree AND transfer</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Earn a certificate or degree NOT to transfer</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Earn transfer units with or without getting an associate degree</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Take classes to update job skills or renew a license/permit</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Take classes for self-enrichment only</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Other</td>
<td>Number</td>
<td>Percent</td>
</tr>
</tbody>
</table>
Using the Chancellor’s Office Wage Tools

### Consumer Education and Home Economics

Instructional programs that study the relationship between the physical, social, emotional and intellectual environment in and of the home and family and the development of individuals, including programs in child development, family studies, gerontology, fashion, interior design and merchandising, consumer services, foods and nutrition, culinary arts, and hospitality.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Award Type</th>
<th>Median Annual Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Child Development Administration and Management**: Degree: $14,308, $20,469, $17,573
- **Child Development Administration and Management**: Certificate: $16,671, $20,261, $26,458
- **Child Development/Early Care and Education**: Degree: $14,074, $20,168, $23,056
- **Child Development/Early Care and Education**: Certificate: $12,563, $18,075, $20,867
- **Culinary Arts**: Degree: $9,788, $24,946, $23,357
- **Culinary Arts**: Certificate: $12,490, $21,435, $25,430
- **Dietetic Services and Management**: Certificate: $20,429, $33,021, $39,602
- **Dietetic Technology**: Degree: $11,047, $40,046, $42,059
- **Family and Consumer Sciences, General**: Degree: $11,921, $21,284, $23,076
- **Fashion**: Certificate: $14,310, $26,963, $28,045
- **Fashion Design**: Degree: $13,962, $24,895, $31,257
- **Fashion Design**: Certificate: $12,211, $21,311, $24,167
- **Fashion Merchandising**: Degree: $7,995, $14,433, $21,330
- **Fashion Merchandising**: Certificate: $15,256, $24,517, $38,035
- **Gerontology**: Certificate: $22,484, $28,197, $31,879
- **Hospitality**: Degree: $10,885, $16,868, $32,802
- **Hospitality**: Certificate: $6,863, $19,046, N/A
- **Infants and Toddlers**: Certificate: $15,400, $19,749, $23,670
- **Interior Design and Merchandising**: Degree: $14,563, $24,267, $29,009
- **Interior Design and Merchandising**: Certificate: $17,333, $25,878, $29,835
- **Nutrition, Foods, and Culinary Arts**: Certificate: $22,850, $40,932, $50,321
- **Preschool Age Children**: Certificate: $14,797, $16,290, $16,046
- **Restaurant and Food Services and Management**: Degree: $15,469, $31,003, $33,730
- **Restaurant and Food Services and Management**: Certificate: $11,064, $24,552, $32,662
Salary Surfer: Value of Credentials and Where to Earn Them

• Practitioners, counselors, and students can learn the relative earning returns for specific disciplines

• But, only includes information on completers

• Not good for cohorts—the date aggregates several years worth of inflation-adjusted returns, statewide
Wage Tracker: College and Program-level Earnings

- Allows searches by individual schools or groups of schools
- Low numbers mean data is often aggregated at a higher level (number of programs, institutions)
- Not good for cohorts or non-completers

```
<table>
<thead>
<tr>
<th>Award Recipient Wages - Parameter Selection Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select College: LA City/LA Harbor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Award Recipient Wages - Report Data &amp; Format Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report Area</td>
</tr>
<tr>
<td>Award Recipient Wages</td>
</tr>
<tr>
<td>Award Year 2001-2002 - 2008-2009</td>
</tr>
<tr>
<td>Median Wage 3 Years After Award: $42,642</td>
</tr>
</tbody>
</table>

**Notes & Links**
- Median calculations are omitted for TOP codes with less than 10 students having wages.
- Wages are adjusted to constant dollars using CPI-U.
- For description and methodology, please click here.
```
Using the Data Mart

### Courses/Calendar

Various reports showing course characteristics such as TOP code, credit status, SAA code, etc., as well as how the course was offered such as day/ evening status and accounting method. The reports include:
- Counts of sections offered, students enrolled, and FTES by credit course characteristics
- Counts of sections offered, students enrolled, and FTES by noncredit course characteristics
- Counts of sections offered, students enrolled, and FTES by basic skills course characteristics
- List of courses offered during a term with section counts and characteristics
- Academic Calendar Summary for all colleges for a fiscal year
- Academic Calendar for a district for a fiscal year

### Faculty & Staff

Reports showing faculty and staff:
- Annual Statewide Staffing Reports
- Faculty & Staff Demographics

### Outcomes

Reports showing student outcomes in enrollments and programs, with demographic breakdowns if desired, by:
- Basic Skills Cohort Progress Tracker
- Enrollment Retention and Success Rate
- Grade Distribution
- Program Awards
- Student Success Scorecard Metrics
- Transfer Velocity
- System Wage Tracker
- College Wage Tracker
- Transfer Volume

### Other Educational Links

- Accountability Reporting (AARQ)
- Basic Skills Accountability Reporting
- CCCD Research Reports
- Alliance for Institutional Research (AIR)
- California Association for Institutional Research (CAIR)
- The Research and Planning Group for CCC
- American Educational Research Association
- National Center for Education Statistics
- SACS for Communities and Universities Planning
- Academic Senate for CCC
- Community College League of California
- California State University
- University of California Presidents Office (UCOP)

### About Chancellor’s Office

The California Community Colleges is the largest postsecondary education system in the nation. The primary missions of the system are:
- Preparing students to transfer to four-year universities
- Workforce development and training
- Basic skills and remedial education

Established by legislation in 1967, the Chancellor’s office is the administrative branch charged with providing leadership, advocacy, and support for the system.

The Chancellor’s office operates under the direction of the state chancellor who is guided by the Board of Governors. The state chancellor is appointed by the board and board members are appointed by the Governor.
Understand Student Enrollment Status

- Information on a number of student characteristics (day/evening, part-time/full-time, counts and demographics)
- Can be cut statewide, by district, or by school, as well as term
- Does not disaggregate for CTE students
View Special Populations Status

- Information on participation in student services (DSPS, EOPS, CalWorks, matriculation, financial aid)
- Can be cut statewide, by district, or by school, as well as term
- Does not disaggregate for CTE students
Investigate Course Offerings

- Information on courses (credit/noncredit, sections and counts, academic calendar)
- Can be cut statewide, by district, or by school, as well as term
- Includes SAM and 6 digit TOP for CTE disaggregation
Examine Awards

- Information on outcomes (scorecard, transfer velocity, basic skills, grades, retention and success)

- Can be cut statewide, by district, or by school, as well as term

- Allows you to cut by TOP code (2-4-6)
Q&A

What else would you like to know?