



# Outcomes Committee Agenda

Monday, August 29, 2016  
BE 323  
3:00 – 4:30pm

**Type of Meeting:** *Regular*

**Note Taker:** *Melissa Jauregui, Academic Affairs Specialist*

**Please Review/Bring:** Review the past minutes for accuracy.

**Committee Members:**

- Stacey Adams, Faculty Division Rep
- Svetlana Deplazes, Research Analyst
- Jessica Eaton, Faculty Division Rep
- Meeta Goel, Cochair
- Glenn Haller, Cochair
- Anne Hemsley, Faculty Division Rep
- Cindy Hendrix, Faculty Division Rep
- Melissa Jauregui, Confidential Management
- Rachel Jennings, Faculty Division Rep
- Scott Lee, Faculty Division Rep/Librarian
- Tim Lynskey, Faculty Division Rep
- Karen Lubick, Faculty Division Rep
- Candace Martin, Faculty Division Rep
- Tom O’Neil, Academic Dean
- Melanie Parker, Faculty Division Rep
- Brenda Solis, Student Rep
- Wendy Stout, Faculty Division Rep
- LaDonna Trimble , Student Services Dean

Items	Person	Action
I. Opening Comments from the Co-chair	<i>Glenn / Meeta</i>	
II. Approval of Previous Minutes -5/23/2016	<i>All</i>	<p><b><u>Issues Discussed:</u></b></p> <p><b><u>Action Taken:</u></b></p> <p><b><u>Follow Up Items:</u></b></p>
III. Informational Item – Meeting Schedule 16-17 9/19/2016, 10/10/2016, 10/24/2016, 11/7/2016, 3/6/2017, 3/20/2017, 4/10/2017, 4/24/2017 5/8/2017, 5/22/2017	<i>Glenn</i>	<p><b><u>Issues Discussed:</u></b></p> <p><b><u>Action Taken:</u></b></p> <p><b><u>Follow Up Items:</u></b></p>
IV. Welcome to new and returning Representatives	<i>Glenn</i>	<p><b><u>Issues Discussed:</u></b></p> <p><b><u>Action Taken:</u></b></p> <p><b><u>Follow Up Items:</u></b></p>



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V.	Representative Training	<i>Glenn</i>	<b><u>Issues Discussed:</u></b>  <b><u>Action Taken:</u></b>  <b><u>Follow Up Items:</u></b>
VI.	Linking and it's training for Department Chairs (attachments)	<i>Glenn</i>	<b><u>Issues Discussed:</u></b>  <b><u>Action Taken:</u></b>  <b><u>Follow Up Items:</u></b>
VII.	WEAVE replacement sub-committee and a replacement for the chair	<i>Glenn</i>	<b><u>Issues Discussed:</u></b>  <b><u>Action Taken:</u></b>  <b><u>Follow Up Items:</u></b>
VIII.	2016-17 Goals	<i>Glenn</i>	<b><u>Issues Discussed:</u></b>  <b><u>Action Taken:</u></b>  <b><u>Follow Up Items:</u></b>
IX.	Definition of Learning Outcomes Sub-Committee	<i>Glenn</i>	<b><u>Issues Discussed:</u></b>  <b><u>Action Taken:</u></b>  <b><u>Follow Up Items:</u></b>
X.	CTE Outcomes Survey Results	<i>Meeta/ Svetlana</i>	<b><u>Issues Discussed:</u></b>  <b><u>Action Taken:</u></b>  <b><u>Follow Up Items:</u></b>
XI.	Action Item – Consent Agenda Non-Substantial SLOs: ASTR 101L, CFE 113, CFE 150, CFE 155, CFE 157	<i>All</i>	<b><u>Issues Discussed:</u></b>  <b><u>Action Taken:</u></b>  <b><u>Follow Up Items:</u></b>
<b>NEXT MEETING DATE: 9/19/2016</b>			



<h1 style="margin: 0;">Outcomes Committee Agenda</h1>	<p><b>Monday, May 23, 2016</b>  <b>BE 323</b>  <b>3:00 – 4:30pm</b></p>
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**Type of Meeting:** *Regular*  
**Note Taker:** *Melissa Jauregui, Academic Affairs Specialist*  
**Please Review/Bring:** Review the past minutes for accuracy.

<p><b><u>Committee Members:</u></b>          Stacey Adams, Faculty Division Rep          Meeta Goel, Cochair          Glenn Haller, Cochair          Anne Hemsley, Faculty Division Rep          Cindy Hendrix, Faculty Division Rep          Melissa Jauregui, Confidential Management          Rachel Jennings, Faculty Division Rep          Scott Lee, Faculty Division Rep/Librarian          Tim Lyskey, Faculty Division Rep          Candace Martin, Faculty Division Rep          Tom O’Neil, Academic Dean          Melanie Parker, Faculty Division Rep</p>	<p><b><u>Committee Members Absent:</u></b>          Svetlana Deplazes, Research Analyst          Jessica Eaton, Faculty Division Rep          Karen Lubick, Faculty Division Rep          Brenda Solis, Student Rep          Wendy Stout, Faculty Division Rep          LaDonna Trimble , Student Services Dean</p>
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Items	Person	Action
I. Opening Comments from the Co-chair	<i>Glenn / Meeta</i>	<p>The Outcomes Committee meeting was called to order at 3:04pm. Dr. Glenn Haller thanked the committee for their time and efforts this academic year. He also announced the following:</p> <ul style="list-style-type: none"> <li>• The division structure changes impact the committee make up. Deans will be notified of empty positions.</li> <li>• Stacey and Glenn are working on department chair trainings that will incorporate the outcomes process.</li> <li>• Carol Eastin has joined the Weave Replacement conversation as her own request.</li> <li>• Rick Shaw has not agreed to participate as of yet.</li> </ul>
II. Approval of Previous Minutes -3/21/2016 -5/9/2016	<i>All</i>	<p><b><u>Issues Discussed:</u></b> None.</p> <p><b><u>Action Taken:</u></b> A motion was made and seconded to approve the noted minutes as presented. After a brief review of each set of minutes, no edits were noted or requested. Motion carried by all members present.</p> <p><b><u>Follow Up Items:</u></b> None.</p>
III. Informational Item – Meeting Schedule 16-17		<p><b><u>Issues Discussed:</u></b> Dr. Glenn Haller announced the scheduled meeting dates for</p>



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<p>8/29/2016, 9/19/2016, 10/10/2016, 10/24/2016, 11/7/2016, 3/6/2017, 3/20/2017, 4/10/2017, 4/24/2017 5/8/2017, 5/22/2017</p>		<p>the 16-17 academic year. He wished the committee to take note of the August meeting date and the last May date.</p> <p><b><u>Action Taken:</u></b> None.</p> <p><b><u>Follow Up Items:</u></b> None.</p>
<p>IV. Action Item – -ILOs (see attachment)</p>	<p><i>All</i></p>	<p><b><u>Issues Discussed:</u></b></p> <p><b><u>Action Taken:</u></b> A motion was made and seconded to approve the ILO measures document as presented. After a brief moment, not edits were requested or noted. Motion carried by all members present.</p> <p><b><u>Follow Up Items:</u></b></p>
<p>V. Discussion Item – -ILO crosswalks -ILO rollout on opening day</p>	<p><i>Svetlana/ Glenn</i></p>	<p><b><u>Issues Discussed:</u></b> Dr. Glenn Haller requested to committee to review the new ILOs document along with the previous ILOs. He asked the committee to consider crosswalking the old ILOs to the new ILOs so data can be updated in CurricUNET. After a brief moment, the committee agreed to the following:</p> <ul style="list-style-type: none"> <li>• Old ILO 1 is New ILO 3</li> <li>• Old ILO 2 is New ILO 4</li> <li>• Old ILO 3 is New ILO 3, 4</li> <li>• Old ILO 4 is New ILO 1, 2</li> <li>• Old ILO 5 is New ILO 3</li> <li>• Old ILO 6 is New ILO 4</li> </ul> <p><b><u>Action Taken:</u></b> A motion was made and seconded to add ILO Crosswalk to the action item list. Motion carried by all members present.</p> <p><b><u>Follow Up Items:</u></b> None.</p>
<p>VI. Action Item – ILO Crosswalk SLOs Revisions -ART 103, CA 221, CFE 213 -WELD 240</p> <p>Consent Agenda Non-Substantial SLOs: -ASTR 101, BIOL 102, BIOL 104 -CFE 102, CFE 103, HIST 110</p>	<p><i>All</i></p>	<p><b><u>Issues Discussed:</u></b> None.</p> <p><b><u>Action Taken:</u></b> A motion was made and seconded to approve the discussed crosswalk implement in CurricUNET for all existing ILO linking. After a brief moment, not edits were requested or noted. Motion carried by all members present.</p>



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<p>-HIST 111, INT 201, MUS 126 -MUS 160, MUS 165, MUS 170 -MUS 171, MUS 260, MUS 270 -MUS 291, MUS 292, MUSC 102 -MUSC 103, MUSC 104 -MUSC 107, MUSC 124 -MUSC 173, MUSC 175 -PHIL 101, PHIL 105, PHIL 106 -PSY101, PSY 201, PSY 212 -PSY 230, PSY 232</p>		<p>A motion was made and seconded to approve the noted SLO revisions. After a review of each outcome for each noted course, no edits were requested or noted. Motion carried by all members present.</p> <p>A motion was made and seconded to approve the noted SLO revisions in the Consent Agenda list. Motion carried by all members present.</p> <p><b><u>Follow Up Items:</u></b> None.</p>
<p><b>NEXT MEETING DATE:</b> 8/29/2016</p>		<p>The meeting concluded at 4:07pm.</p>

## **What we are asking:**

Relooking at all your PLOs and then relinking the PLOs to the new ILOs and then figuring out which of the Program's classes and SLOs should be linked to the PLOs.

## **Why are we asking you to do this?**

Through no one's fault, we started the wrong way with our assessments.

We started with SLOs, then tied them to ILOs mainly because it was easier. PLOs have sat with no real ties to anything (yes, to the ILOs but that was fairly meaningless in the Committee's opinion).

In light of the Outcomes and Program Review's assessment of the current situation with WEAVE, the new ILOs and Action Plans, it is clear to us that we need to clear the slate regarding PLOs and their links.

This is the start of creating a better, stronger and more accurate assessment situation.

## **More to the point, why are we ruining your summer and asking you to do it now?**

1. When accreditation comes in, there are things they will be looking for. This crosswalk, bridge, map or whatever you might call it will show that even though we are woefully behind – not in individually assessing SLOs, PLOs and ILOs but in bringing the data together in a meaningful way, we are beginning to take the necessary steps already to make the changes.
2. Even more importantly to our exigency, as part of the Quality Focus Essay, we are planning to have a replacement for WEAVE determined on Dec. 31 of this year. By redoing the links from the PLOs out, we will have in place specific things we want the new program to do. This will greatly help us determine what we need and get the best possible replacement.

## **Overview of situation**

Most assessment goes from the PLOs out. As noted earlier, it was (in complete sincerity and good faith effort to do what is best for AVC) done differently here at AVC. It is now the determination of the Outcomes Committee the need to take the various parts of the Learning Outcomes that are working well – SLO and PLO creation, revisions and data gathering – and properly connect them in such a way that all can be measured accurately and meaningfully to each other.

So the Committee is asking all PLOs be looked at specifically and assessments be made to both the new ILOs and SLOs.

## **How to proceed:**

Step one is actually fairly easy.

Take each PLO and link it to an ILO. The four approved ILOs with their explanations are:

### **1. Communication**

- Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation, and synthesis.
- Demonstrates listening and speaking skills that result in focused and coherent communications.

### **2. Creative, Critical, and Analytical Thinking**

- Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration, and application of knowledge and skills.
- Solves problems utilizing technology, quantitative and qualitative information, and mathematical concepts.

### **3. Community/Global Consciousness**

- Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment.
- Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics, and varied cultural expressions.

### **4. Career and Specialized Knowledge**

- Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer, and personal enrichment.

When making these determinations these rules of thumb should be used when establishing and connecting SLOs, PLOs to ILO(s):

- Each program need NOT fulfill every Institutional Outcome;
- Most PLOs will link to only one ILO. It is up to the faculty to make the determination, however if the PLO has cross-overs between the ILOs the faculty might wish to revisit the PLO and perhaps break them up. Often if a PLO has more than one ILO it links too, the PLO is too broad regarding successful student learning.

We have following a look at the Kinesiology AA-T PLOs and the new links the faculty came up with.

Notice that the faculty has determined there is only one link to the new ILOs for each PLO and that there are no links to ILO 1. Again, this is not mandatory, however – using only one ILO for each PLO makes assessment easier, and in many ways, more accurate.

Kinesiology does not have a PLO relate to ILO 1 – Communications. That is not to say, though many wags would snicker otherwise, that there is no communications skills being learned as part of student success. There is. It's just the Kinesiology Department believes that the other three ILO areas do a better job of determining student success in the program.

Step 2 is a tad more complicated because there are more moving parts

Determine which SLOs of the classes that make up the program link to each PLO.

To do this the faculty needs to take every course that is a part of the program, and their SLOs. Then they need to look at the ILO links from those SLOs (all approved SLOs have at least one ILO link). Finally, they need to decide which of those SLOs link to each PLO.

In the process, please remember that:

Each course within a program need NOT fulfill any PLO

Each course must link to at least one of the ILOs

Now if we remember that we now have PLOs linked to ILOs as well as SLOs linked to ILOs, we have a good starting point.

When we are looking to link an SLO to a PLO, the first thing we look at should be “Does the SLO and PLO link to the same ILO?” If so, it can be used as a link, if not, then it shouldn’t be used.

\*A note about the new “cross walks.” With the new ILOs, which have four main components, the Outcomes Committee determined there was a need to easily and quickly map the old ILOs to the new ILOs.

Their determination was the following:

Old ILO 1 is New ILO 3

Old ILO 2 is New ILO 4

Old ILO 3 is New ILO 1, 2

Old ILO 4 is New ILO 1, 2

Old ILO 5 is New ILO 3

Old ILO 6 is New ILO 4

This is just an immediate guide, and can be easily changed. The faculty of each course should take a good look at the SLO to ILO link and determine any need to change them.

While doing this, please remember unlike PLOs, most SLOs will link to a couple of ILOs. It is up to the faculty to make the determination, however if the SLO is linked to all four ILOs the faculty might wish to revisit the SLO and perhaps break them up. Often, if a SLO has more than two ILOs it links to, the SLO is too broad regarding successful student learning.



## Program Learning Outcomes of Kinesiology AA-T

Link to Institutional Learning Outcomes

PLO		Old ILO links	New ILO links
1	Demonstrate, apply and incorporate the physiological aspects of human movement required for understanding the Kinesiology and Exercise Science disciplines.	2,3,4,6	2
2	Understand and apply life time skills employed by those in physical fitness, personal fitness, and coaching careers	1,6	4
3	Recognize and apply an understanding of the diversity of backgrounds, body types and physical needs relative to Kinesiology.	1,2,3,5	3

### **1. Communication**

- Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation, and synthesis.
- Demonstrates listening and speaking skills that result in focused and coherent communications.

### **2. Creative, Critical, and Analytical Thinking**

- Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration, and application of knowledge and skills.
- Solves problems utilizing technology, quantitative and qualitative information, and mathematical concepts.

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- Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment.
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### **4. Career and Specialized Knowledge**

- Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer, and personal enrichment.

**Program Learning Outcomes of \_\_\_\_\_**

Link to Institutional Learning Outcomes

PLO	Old ILO links	New ILO links
1		
2		
3		
4		
5		

**1. Communication**

- Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation, and synthesis.
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**4. Career and Specialized Knowledge**

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KIN AA-T

			PLO 1 - ILO link 2	PLO 2 - ILO link 4	PLO 3 - ILO link 3
SLO to ILO link					
Required					
KIN 100	SLO 1	2,4	X		X
	SLO 2	2,4			X
	SLO 3	3,4		X	
BIOL 201	SLO 1	1,2,4			
	SLO 2	1,2,4			
	SLO 3	1,2,4	X		
	SLO 4	1,2,4	X		
	SLO 5	1,2,4			
BIOL 202	SLO 1	1,2,3,4			
	SLO 2	1,2,4			
	SLO 3	1,2,4			
	SLO 4	1,2,4	X		
Required Electives					
MATH 115	SLO 1	1,2,4			
	SLO 2	1,2,4		X	
	SLO 3	1,2,4			
	SLO 4	1,2,4			
CHEM 110	SLO 1				
	SLO 2				
	SLO 3				
	SLO 4				
	SLO 5				
	SLO 6				
PHYS 101	SLO 1				
	SLO 2				
	SLO 3				
	SLO 4				
	SLO 5				
	SLO 6				
	SLO 7				
KIN 191	SLO 1	1,2,4			
	SLO 2	1,2,4		X	
	SLO 3	1,2,4		X	

Movement Based

KIN 102	SLO 1	2,3			X
	SLO 2	4		X	
KIN 155	SLO 1	2,3			X
	SLO 2	4		X	
KIN 156	SLO 1	2,3			X
	SLO 2	4		X	
KIN 111	SLO 1	2,3			X
	SLO 2	4		X	
KIN 112A	SLO 1	2,3			X
	SLO 2	4		X	
KIN 112B	SLO 1	2,3			X
	SLO 2	4		X	
KIN 113	SLO 1	2,3			X
	SLO 2	4		X	
KIN 115	SLO 1	2,3			X
	SLO 2	4		X	
KIN 128	SLO 1	2,3			X
	SLO 2	4		X	
KIN 135	SLO 1	2,3			X
	SLO 2	4		X	
KIN 157	SLO 1	2,3			X
	SLO 2	4		X	
KIN 160	SLO 1	2,3			X
	SLO 2	4		X	
KIN 165	SLO 1	2,3			X
	SLO 2	4		X	
KIN 170	SLO 1	2,3			X
	SLO 2	4		X	
KIN 173	SLO 1	2,3			X
	SLO 2	4		X	

		PLO 1 - ILO link x	PLO 2 - ILO link x	PLO 3 - ILO link x	PLO 4 - ILO link x	PLO 5 - ILO link x
SLO to ILO link						
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# Career & Technical Education (CTE) Employment Outcomes Survey 2016 Antelope Valley College

## Background

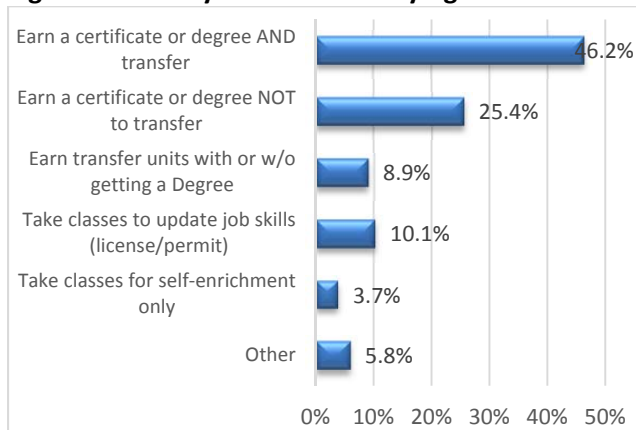
Skills-building students from Antelope Valley College were surveyed if they met one of the following criteria in 2013-2014, and did not enroll in 2014-2015: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2016 by e-mail, telephone and US mail. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career.

A total of 1,162 students were surveyed and 327 unduplicated students responded, 83 of whom responded by e-mail (25.4%), 212 by telephone (64.8%), and 32 (9.8%) by US Mail, for a total overall response rate of 28.1%.

## Results

- Respondents were asked their primary reason for studying at Antelope Valley College, and the majority (71.6%) indicated earning a certificate or degree (with or without transfer). Figure 1 shows the results.

**Figure 1. Primary reason for studying**



- Respondents were asked why they stopped taking classes at Antelope Valley College. Here are the most frequently cited reasons, in rank order of frequency:

- ✓ I completed the program (164)
- ✓ My goals were met (144)
- ✓ I got a job (85)
- ✓ Transferred to another school (84)

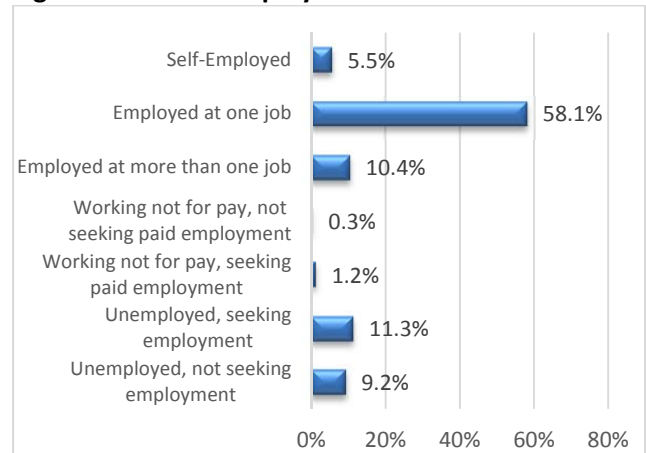
- 44.6% of former students were “very satisfied” with the education and training they received at Antelope Valley College, and 39.5% were “satisfied” for an overall satisfaction rate of 84.1%.

- 36.7% of respondents indicated they had transferred to another College or University.

- 74.0% of respondents are employed for pay.

Figure 2 shows the results.

**Figure 2. Current Employment Status**



- Overall, statewide, students who transferred have 1.7 times the likelihood of being unemployed and not seeking employment (7.1% for not transferring vs. 12.0% for transferring), likely because they are enrolled at a four year institution.



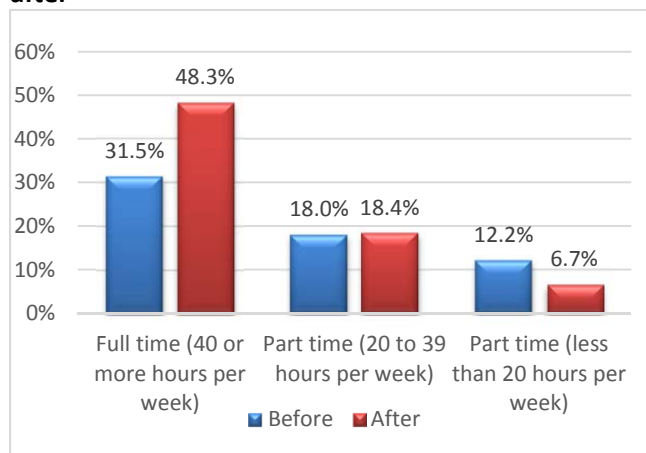
- Respondents were asked, if currently employed, how closely related their job is to their field of study at Antelope Valley College. 47.2% indicated they are working in the same field as their studies and training, followed by 20.0% indicating they work in a field that is “close” to their studies and training, and 32.8% indicated their job is not related to their studies. When asked if they were actively seeking a job in another field, 10.8% of employed respondents said no.

- Of those respondents who engaged in a job search after finishing their studies, 75.0% reported finding a job and 25.0% were still looking. Of those with a successful job search, 77.3% found a job within six months (60.5% within three months).

- Of currently employed respondents, 15.8% had been employed at their current job less than six months, 16.7% between six months and one year, 26.7% between one and two years, 10.8% between two and three years and 28.8% had been employed at their current job for more than three years.

- Before their studies, 31.5% of respondents worked full time. After completing their studies, 48.3% work full time. Figure 3 shows the results.

**Figure 3. Work status before studies/training and after**



- The hourly wage of all respondents increased 35.0% from their hourly wage before their studies (\$17.49) to their hourly wage after completing their studies (\$23.62). Figure 4 shows the results.

**Figure 4. Earnings before studies/training and after**



- Respondents, including those who had transferred, were asked what impact their coursework had on their employment. Here are the responses, listed in rank order of frequency:

- ✓ No impact on my employment (118)
- ✓ Prepared me for a possible new job (71)
- ✓ Enabled me to learn skills that allowed me to get a job at a new organization (63)
- ✓ Enabled me to learn skills that allowed me to get a promotion at my same organization (18)
- ✓ Enabled me to learn skills that allowed me to stay in my current job (15)
- ✓ Enabled me to start my own business (7)

### Summary and Conclusions

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed, are working in the same field as their studies or training, and are working full time. Respondents overall posted a 35.0% increase in their hourly wage after completing their studies at Antelope Valley College and the vast majority were satisfied with the education and training they received.

# Career & Technical Education (CTE) Employment Outcomes Survey 2016 Statewide

## Background

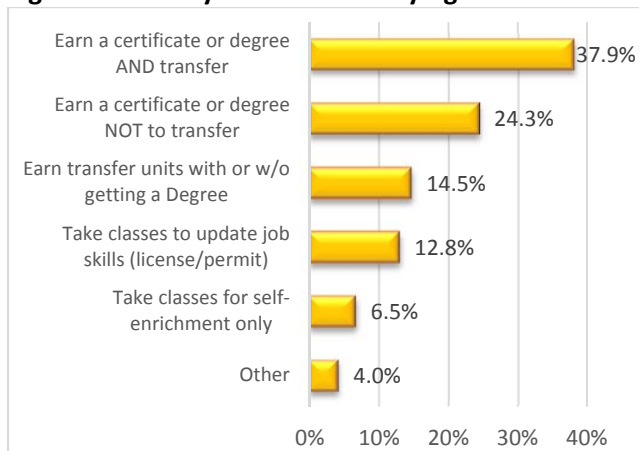
Skills-building students from all Statewide surveyed colleges were surveyed if they met one of the following criteria in 2013-2014, and did not enroll in 2014-2015: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2016 by e-mail, telephone and US mail. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career.

A total of 102,114 students were surveyed and 28,474 unduplicated students responded, 5,638 of whom responded by e-mail (19.3%), 19,079 by telephone (67.4%), and 3,757 (13.2%) by US Mail, for a total overall response rate of 28%.

## Results

- Respondents were asked their primary reason for studying, and the majority (62.2%) indicated earning a certificate or degree (with or without transfer). Figure 1 shows the results.

**Figure 1. Primary reason for studying**



- Respondents were asked why they stopped taking classes. Here are the most frequently cited reasons, in rank order of frequency:

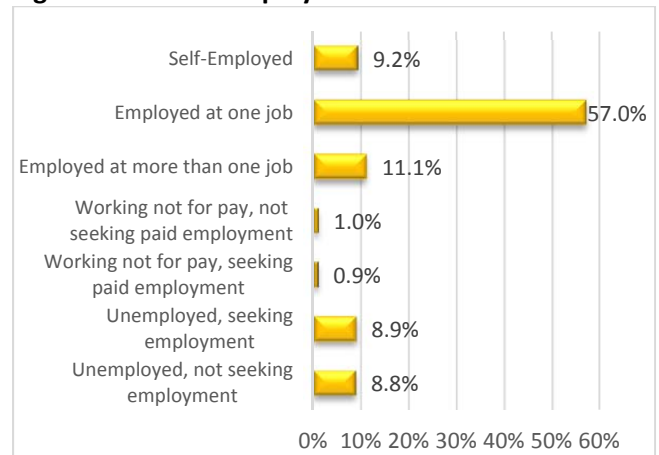
- ✓ My goals were met (12,722)
- ✓ I completed the program (11,544)
- ✓ Transferred to another school (8,323)
- ✓ I got a job (7,618)

- 52.8% of former students were “very satisfied” with the education and training they received, and 37.0% were “satisfied” for an overall satisfaction rate of 89.8%.

- 38.0% of respondents indicated they had transferred to another College or University.

- 77.3% of respondents are employed for pay. Figure 2 shows the results.

**Figure 2. Current Employment Status**



- Overall, statewide, students who transferred have 1.7 times the likelihood of being unemployed and not seeking employment (7.1% for not transferring vs. 12.0% for transferring), likely because they are enrolled at a four year institution.

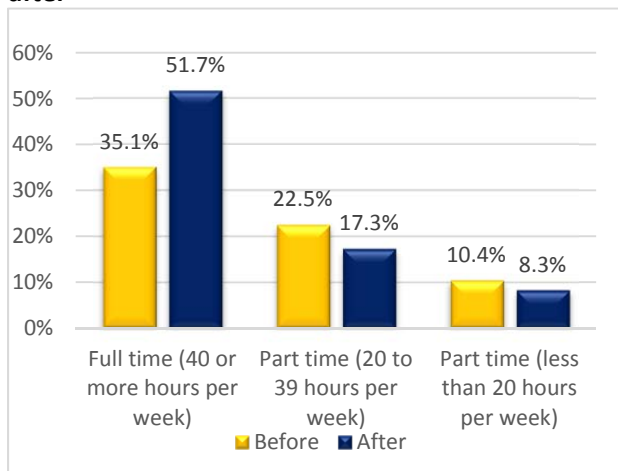
- Respondents were asked, if currently employed, how closely related their job is to their field of study. 45.1% indicated they are working in the same field as their studies and training, followed by 24.0% indicating they work in a field that is “close” to their studies and training, and 30.9% indicated their job is not related to their studies. When asked if they were actively seeking a job in another field, 77.0% of employed respondents said no.

- Of those respondents who engaged in a job search after finishing their studies, 80.5% reported finding a job and 19.5% were still looking. Of those with a successful job search, 82.3% found a job within six months (67.0% within three months).

- Of currently employed respondents, 17.2% had been employed at their current job less than six months, 17.1% between six months and one year, 23.5% between one and two years, 13.5% between two and three years and 27.7% had been employed at their current job for more than three years.

- Before their studies, 35.1% of respondents worked full time. After completing their studies, 51.7% work full time. Figure 3 shows the results.

**Figure 3. Work status before studies/training and after**



- The hourly wage of all respondents increased 41.1% from their hourly wage before their studies

(\$17.62) to their hourly wage after completing their studies (\$24.87). Figure 4 shows the results.

**Figure 4. Earnings before studies/training and after**



- Respondents, including those who had transferred, were asked what impact their coursework had on their employment. Here are the responses, listed in rank order of frequency:

- ✓ No impact on my employment (7897)
- ✓ Prepared me for a possible new job (6794)
- ✓ Enabled me to learn skills that allowed me to get a job at a new organization (4548)
- ✓ Enabled me to learn skills that allowed me to stay in my current job (2054)
- ✓ Enabled me to learn skills that allowed me to get a promotion at my same organization (2052)
- ✓ Enabled me to start my own business (1236)

### Summary and Conclusions

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed, are working in the same field as their studies or training, and are working full time. Respondents overall posted a 41.1% increase in their hourly wage after completing their studies and the vast majority were satisfied with the education and training they received.