

Tech Prep 2007 Report

**Institutional Research and Planning
San Diego Community College District**

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Tech Prep 2007 Report

INTRODUCTION

The San Diego Community College District (SDCCD) operates the Tech Prep program with its high school feeders in order to prepare students for community college and facilitate their transition to the district. The program awards college credit to students taking pre-approved courses at their high school. This study was designed to examine: (1) the number of high school senior Tech Prep participants in 05/06 that enrolled at SDCCD in Fall 2006 after graduation from high school; (2) characteristics of the Tech Prep participants who enrolled at SDCCD; and (3) their performance at SDCCD. The report describes the data and analysis, details the results, and provides a brief summary.

DATA AND ANALYSIS

The Tech Prep participants, who were seniors in the feeder high schools of the SDCCD in the 2005/06 academic year, were identified by the Tech Prep coordinator. These students were matched to student records at SDCCD that include demographic and performance data.

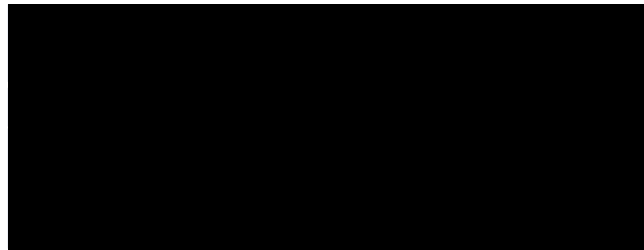
Enrollment, student characteristics, and performance of the Tech Prep students were analyzed.

In some cases, reporting on the qualifying Tech Prep classes was delayed and, therefore, don't appear in the student's record until the following fall term and consequently included in the fall term GPA and units enrolled. When useful, Tech Prep students were compared to a comparison group. The comparison group was constituted of the other 5,658 SDCCD students who had also just completed high school in 2006, but did not participate in Tech Prep.

RESULTS

Enrollment

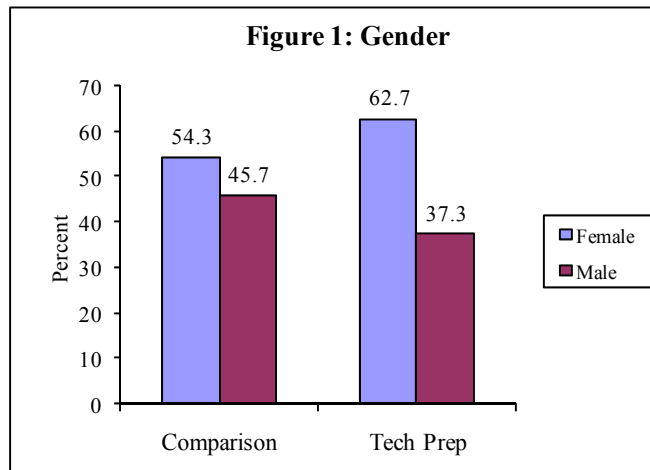
There were a total of 715 senior high school Tech Prep participants in 05/06. Of these, 201 (28.1%) enrolled in a SDCCD college in the Fall of 2006. Their primary college was distributed as indicated in Table 1. More of the Tech Prep participants ended up at Mesa (42.3%) than the other colleges, while Miramar saw the fewest (20.9%). Data is available only for those 201 students enrolled at SDCCD, so the 514 Tech Prep participants who did not attend SDCCD are excluded from the remainder of the analyses.

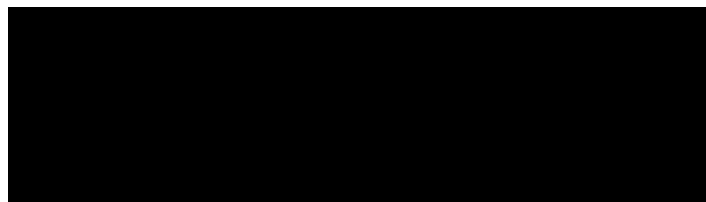
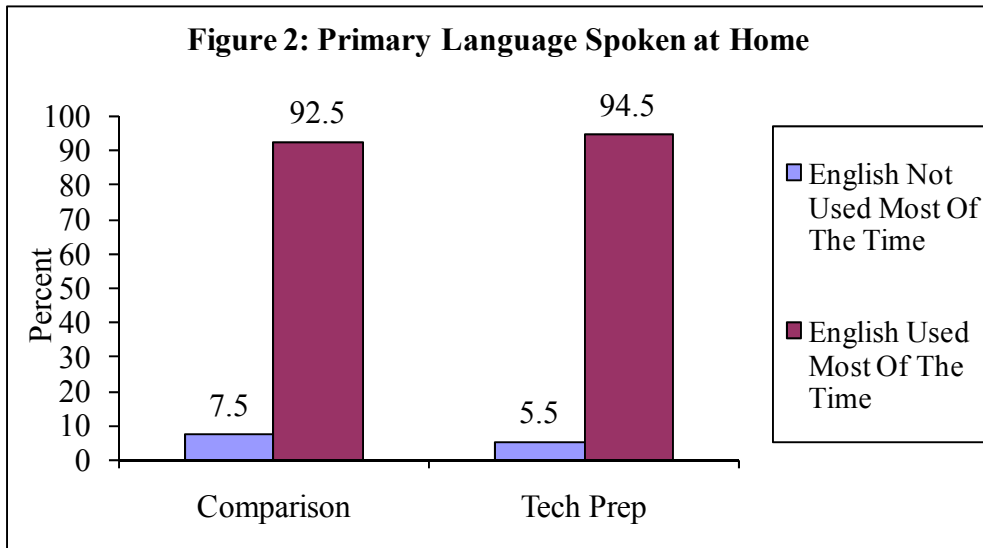
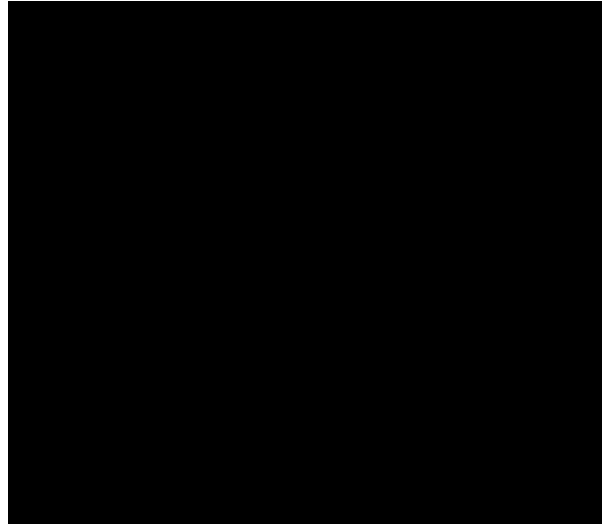


Student Characteristics

Demographics

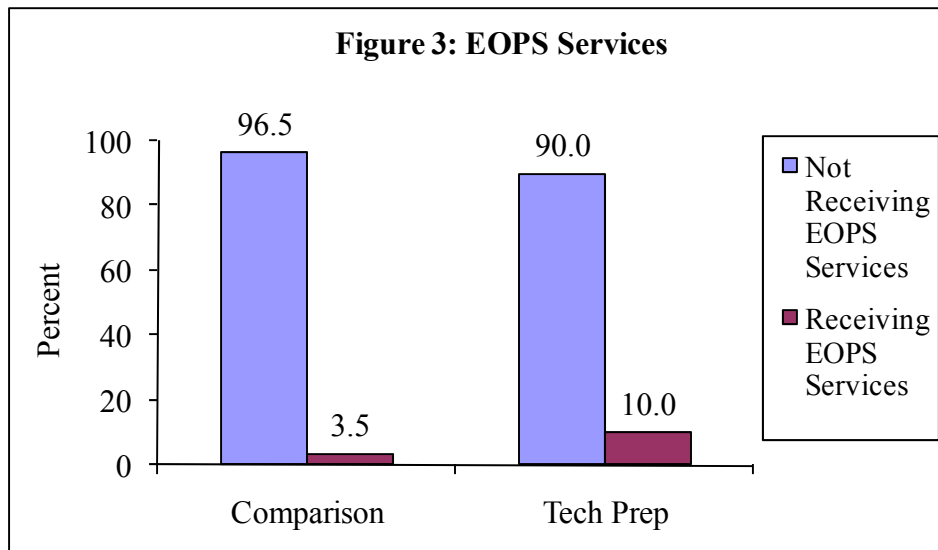
A number of demographic characteristics were assessed. Generally, the Tech Prep population looked much like the other recent high school graduates, as illustrated in the four tables and figures that follow. That is, Tech Prep students did not differ from the control group on race and ethnicity, primary language used at home, or total family income. However, as Figure 1 shows, Tech Prep participants were more likely to be female than were students in the comparison group.





Other Characteristics

The EOPS status, DSPS status, and declared major of the Tech Prep students were also examined. Figure 3 shows that Tech Prep students were more likely to be receiving EOPS services than were the comparison students. Tech Prep and comparison students did not differ in the likelihood of receiving DSPS services, as Figure 4 reveals. Table 4 lists the declared majors of the Tech Prep students.



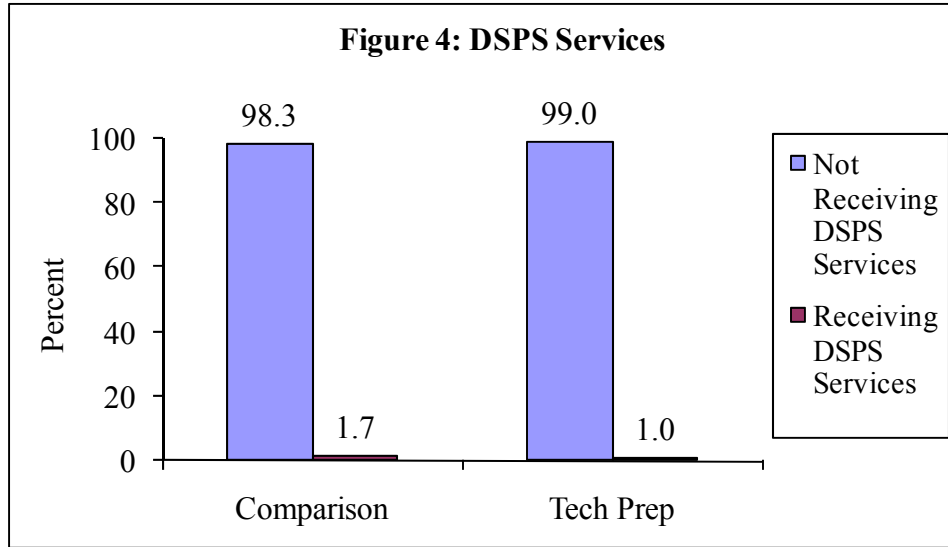


Table 4: Majors Declared by Tech Prep Students

	Frequency	Percent
046 TRANSFER	9.0	4.5
047 LIBERAL ARTS	2.0	1.0
075 LEGAL ASSISTANT	1.0	0.5
104 ART-FINE ART	2.0	1.0
107 BLACK STUDIES	1.0	0.5
111 BIOLOGY	11.0	5.5
120 FOREIGN LANGUAGE	1.0	0.5
130 LIBERAL ARTS-OPTION I	1.0	0.5
145 MATHEMATICS	2.0	1.0
150 MUSIC	1.0	0.5
152 PHYSICAL SCIENCE GENERAL	1.0	0.5
159 PSYCHOLOGY	9.0	4.5
170 SOCIAL SCIENCES	2.0	1.0
173 SOCIOLOGY	1.0	0.5
178 SOCIAL SCIENCE-HISTORY	1.0	0.5
198 UNCLASS RESTRICTED TECH PROG	5.0	2.5
199 UNDECLARED OR UNCLASS A&S	66.0	32.8
200 ACCOUNTING	5.0	2.5
207 BUSINESS MANAGEMENT	1.0	0.5
217 COMPUTER/INFORMATION SCIENCE	5.0	2.5
230 FASHION	3.0	1.5
239 ENGINEERING	6.0	3.0
246 MARKETING	1.0	0.5
255 REAL ESTATE	2.0	1.0
279 TRAVEL AND TOURISM	1.0	0.5
298 BUSINESS	16.0	8.0
302 AVIATION MAINTENANCE TECH	1.0	0.5
306 AVIATION OCCUPATIONS	2.0	1.0
320 AUTOMOTIVE TECHNOLOGY	1.0	0.5
324 ARCHITECTURE	4.0	2.0
329 ADMIN OF JUST-LAW ENFORCEMENT	2.0	1.0
340 CHILD DEVELOPMENT	11.0	5.5
347 INTERIOR DESIGN	2.0	1.0
355 COSMETOLOGY	3.0	1.5
360 FOOD SERVICE OCCUPATIONS	2.0	1.0
382 ELECTRICITY	1.0	0.5
506 ELECTRICITY - APPRENTICESHIP	1.0	0.5
542 VIS & PERF ART-ART GRAPHIC DES	2.0	1.0
549 VIS & PERF ART-PHOTOGRAPHY	1.0	0.5

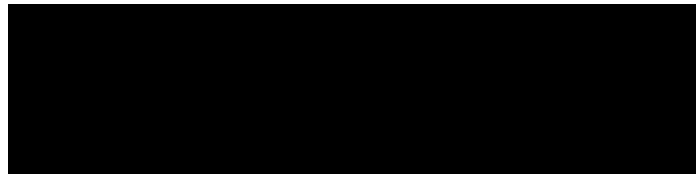
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564 BEHAVIORAL SCI-SOCIAL WORK	4.0	2.0
584 FIRE PROTECTION TECHNOLOGY	1.0	0.5
631 TRANSFER STUDIES CSU	3.0	1.5
639 TRANSFER STUDIES	2.0	1.0
688 TRANSFER STUDIES SDSU	1.0	0.5
999	1.0	0.5

Performance

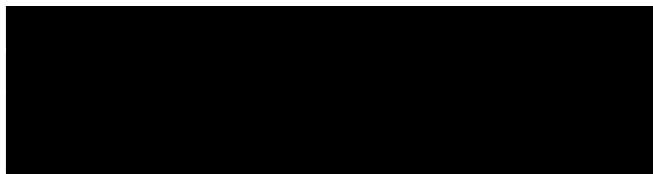
Units Enrolled

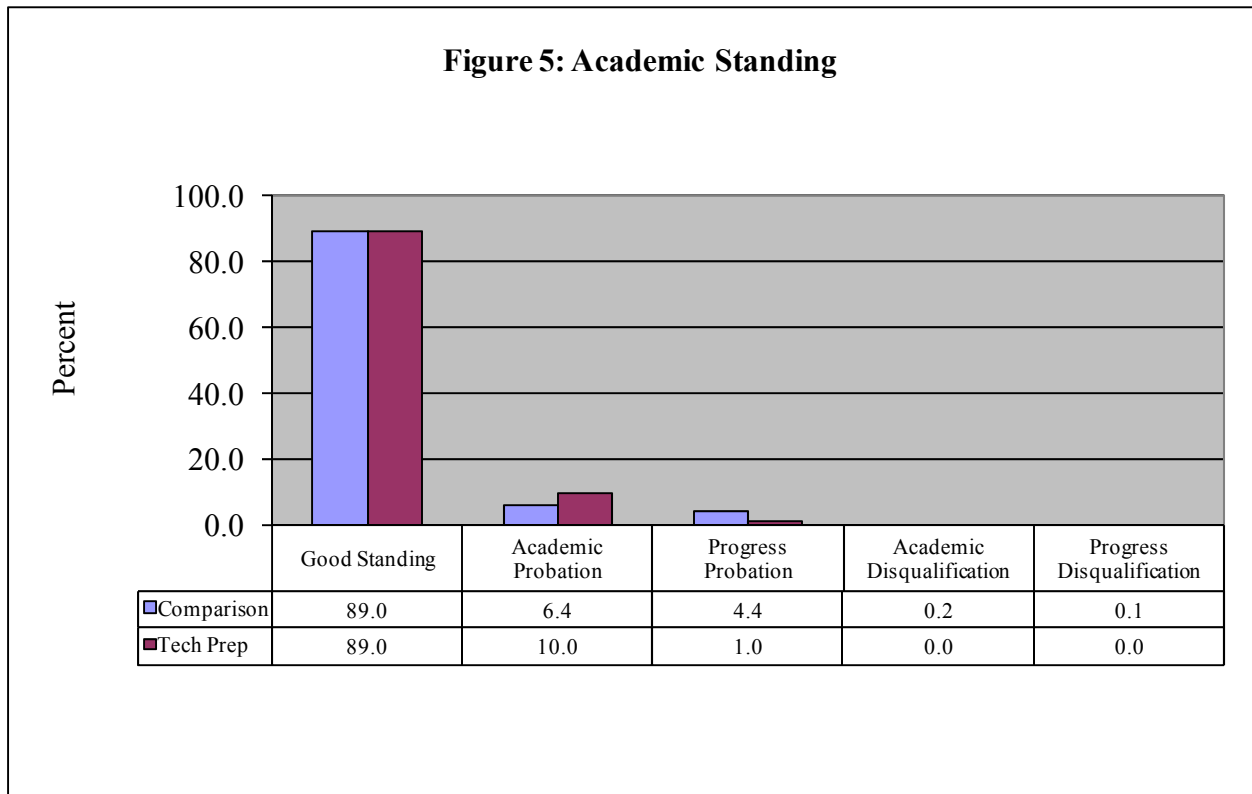
The performance of Tech Prep students was measured in a number of ways, including the number of units in which the student was enrolled in the Fall 06 semester. Table 5 shows that Tech Prep students enrolled in an average of two and a half units more than did the comparison students.



Academic Performance

GPA was computed only for the 145 of the 201 Tech Prep students that had grades that would allow for computation of a GPA. GPA cannot be computed for students who dropped or withdrew from all their classes, or took only Credit/Non-credit classes. Tech Prep students had an average GPA of 2.12. GPA was the same for Tech Prep students as it was for the comparison students, as seen in Table 6. Academic standing is summarized in Figure 5. The figure reveals no differences between the Tech Prep students and the comparison group.

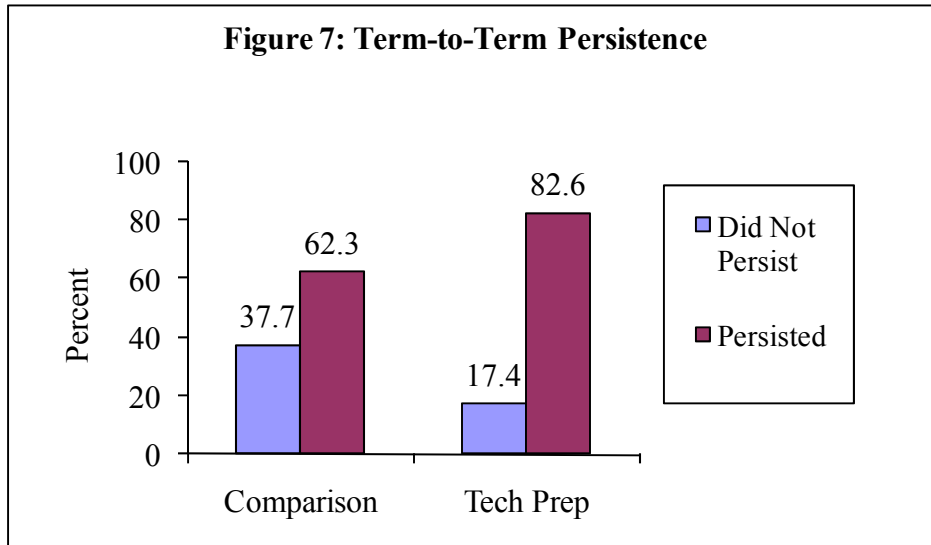
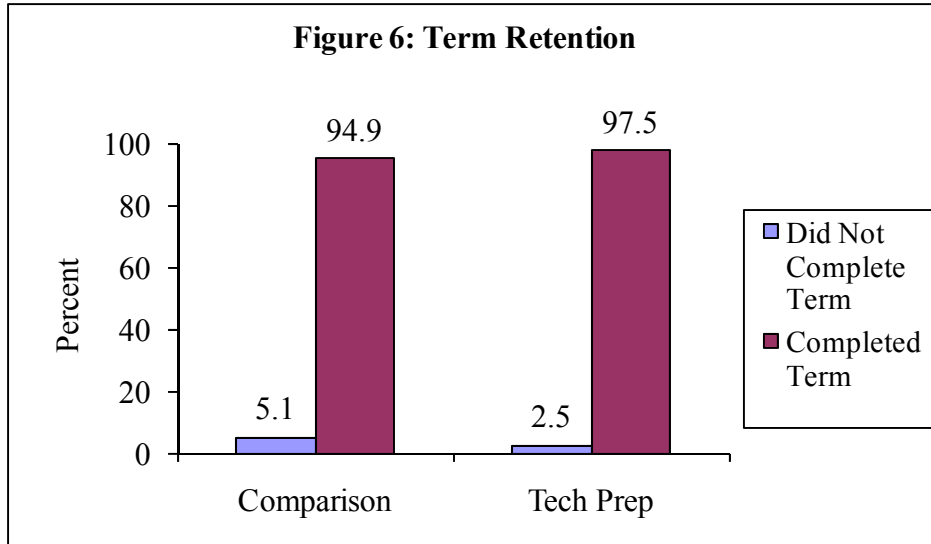




Retention and Persistence

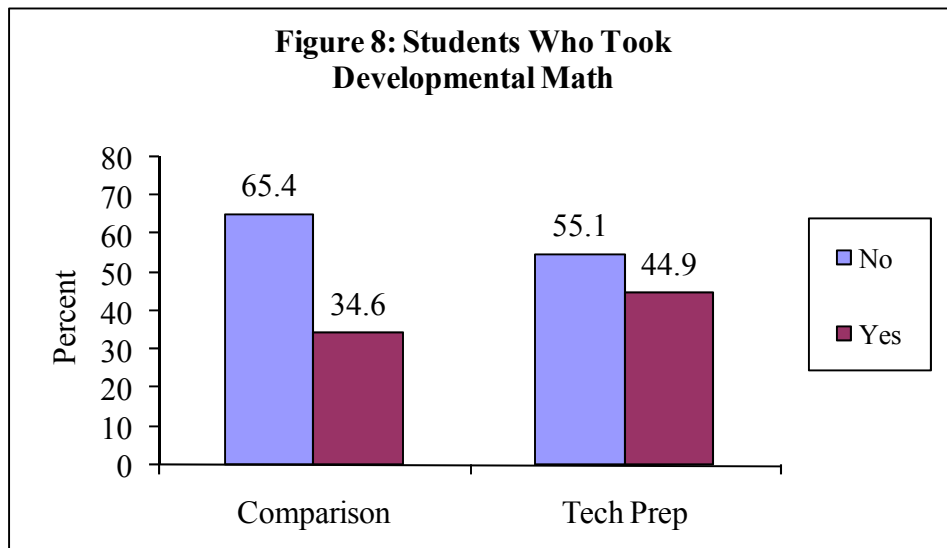
Retention and persistence were also examined. *Retention* refers to completing a term without dropping or withdrawing from all classes. The retention rate for Tech Prep students, shown in Figure 6, was 97.5% – about the same as the comparison group. *Persistence* refers to the continuation of enrollment into the following term, in this case, into Spring 2007. Persistence did differ by group. Figure 7 shows that Tech Prep students persisted to the following term at a much higher rate than did the comparison group. While 62.3% of the comparison students persisted to Spring 2007 term, 82.6% of the Tech Prep students did so. This finding suggests

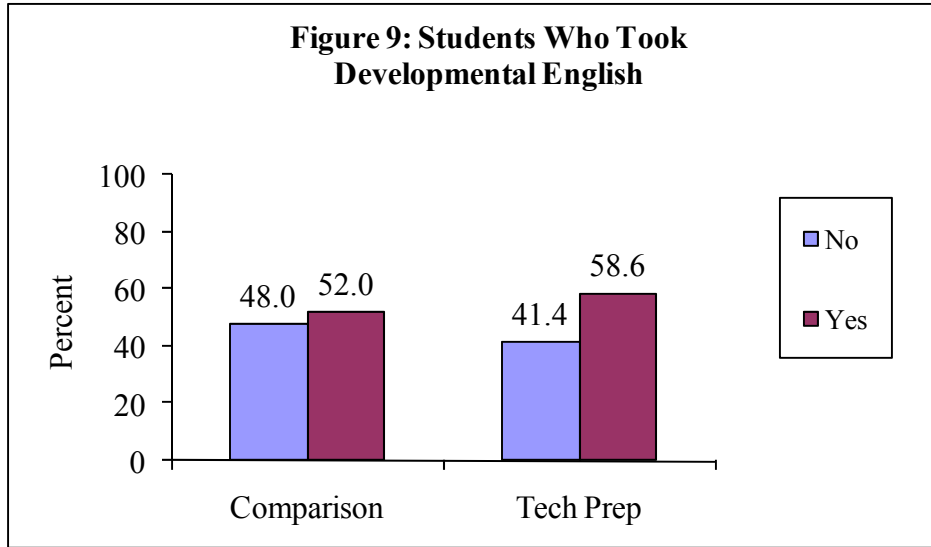
that the Tech Prep program was successful in preparing students in terms of both their performance and expectations.



Developmental Courses

Course-taking behavior with respect to developmental courses was examined. Figure 8 shows that Tech Prep students were more likely to take developmental math (math courses below Math 095). A plausible explanation is that Tech Prep students are more directed at taking math their first semester, and are less likely to put off taking math regardless of the level at which they start. Figure 9 shows no difference in the rate at which Tech Prep and the comparison students took developmental English courses (English courses below 101).





SUMMARY AND CONCLUSIONS

This report has described the student characteristics of the Tech Prep population, and compared Tech Prep students to a comparison group of students in terms of performance and other measures. While similar to other recent high school graduates in terms of demographic characteristics, those students who participated in the Tech Prep program performed at a higher level than the comparison group. Tech Prep students enrolled in more units and were more likely to return in the following term. Some key points are noted below.

- Of the 715 senior high school Tech Prep participants, 28.1% enrolled in a SDCCD college in the Fall of 2006.
- Tech Prep students were similar to the comparison group (the other recent high school graduates) in terms of demographic characteristics.
- Tech Prep students enrolled in more units than did the comparison students.
- Tech Prep students were more likely to persist to the following spring term than were the comparison students.
- Tech Prep students were more likely to take developmental math courses than were comparison students.