

Results

CB-116 Supplemental Follow-Up Survey

Collin College

2013 – 2014 Program Completers

**(By Classification of Instructional Programs (CIP)
Listed in Ascending CIP Order)**

Nasreen Ahmad, Director

Institutional Research Office

January 7, 2016

Results
CB-116 Supplemental Follow-Up Survey
Collin College
2013 – 2014 Program Completers
(By Classification of Instructional Programs (CIP) Listed in
Ascending CIP Order)

Executive Summary

Each year, the Texas Higher Education Coordinating Board (THECB) tracks community college program completers in an effort to determine what proportion of the state's community college program completers were "successful" in their subsequent endeavors. The THECB defines as "successful" those community college program completers who, during the first fall (September, October, November) following program completion, either (1) transfer to another post-secondary institution to continue their education, or (2) find gainful employment. Historically, the state's placement standard used to be 85 percent. As of now there are no such state standards. However, Carl Perkins regulations designate an average student success rate of 80.5 percent for any given instructional program to be deemed "successful" (Core indicator 4P1).

The THECB uses the following multi-step process, known as the Automated Student and Adult Learner Follow-up System (ASALFS), to identify "successful" program completers.

Step 1: The THECB uses its own statewide student database to track students who completed instructional programs at Texas community colleges to determine which completers continued their education during the year following their community college program completion. (For the purposes of ASALFS, instructional programs are identified by federal CIP Codes.)

Step 2: The THECB sends the Social Security Numbers of the program completers to the Texas Workforce Commission (TWC) to match against the TWC's unemployment insurance (UI) Wage Record Database to identify which completers were employed by organizations that participate in the State's UI program. An initial "success" rate is calculated for every instructional program at every community college in the State based on the first two steps.

Step 3: The THECB notifies institutions that a list is available on the THECB Internet site identifying completers who were not found as "successful" in the first two steps. The institutions, then, have the opportunity to supplement the initial success rates by undertaking their own efforts to track down any program completers who were not identified as "successful" in the first two steps. The missing students are tracked using multiple sources and strategies. When these

missing completers are found, the institution administers a brief questionnaire to determine if a given completer continued her/his education or became employed/self-employed since program completion. The results of this supplemental tracking effort are entered into the THECB database by the institution via the Internet.

Typically, THECB is unable to find students who:

- transferred to colleges outside Texas
- worked for companies in Texas not covered by UI regulations
- were self-employed
- were incarcerated after exiting the program
- were employed outside of Texas
- were truly unemployed and not pursuing higher education

During fall 2015, the THECB notified Collin's Institutional Research Office (IRO) that a list was available for supplemental follow-up of 2013-2014 program completers who had not been identified as "successful." The deadline for submitting supplemental information was November 7, 2015. The list included 369 completers for whom the THECB found no information. IRO undertook an extensive effort to locate and contact as many of these completers as possible using as resources the National Student Clearinghouse, Internet search engines, Collin faculty, an online survey¹, and LinkedIn and other social networks. In addition, other surveys, such as an Interpreter Preparation Program survey, were leveraged by including a few questions relating to the completers' work and educational status.

Table 1 indicates that, after completion of the first two steps in the ASALFS process, 23 of Collin's 39 instructional programs fell below the State 80.5 percent standard (Col.3); and 16 programs met the standard. IRO's supplemental follow-up improved the success of all but five programs (Col. 5). In most cases, these "unsuccessful" completers were either unemployed or stay-at-home parents during the reference period. After IRO's follow-up, only three of the 39 programs fell below the 80.5 percent target (Col. 6). For two of those programs, all completers were found and contacted, but they were unemployed. For the third program, one completer was unemployed and the other could not be found.

In column 5 of Table 1, the darker green shade indicates an improvement as a result of IRO follow-up. The five cells with no dark green shading identify the five programs that saw no improvement in their success rates following IRO's efforts, though three of those programs met the 80.5 percent standard prior to IRO's supplemental follow-up. The check marks in column 6 identify the programs that met or exceeded the State standard after IRO's supplemental follow-up. Of 39 programs, 36 (92.3%) met or exceeded the State standard of 80.5 percent (Col. 6).

¹ An online survey went out on 10/20/2015 to 282 students on the list; some did not have personal email addresses.

Three-year averages were computed for completers of the listed programs (Col. 7). The 3-year averages were calculated by adding the additional successes tracked by IRO to the initial outcomes from ASALFS in the last three years and dividing them by the total graduates in the program. Since not all programs had completers to be tracked in each of the three years included in the average, column 8, indicate the number of years that were used in the computation of the average for each program.

Table 1
CB116 Follow-up Summary by Classification of Instructional Program (CIP) & 3-Year Averages
Fall 2013 through Summer 2014 Graduates
Collin College

CIP Program		ASALFS Initial Matching Outcomes			IRO Supplemental Follow-up Outcomes			3-Year Averages	
		Successful Outcomes			Additional Success	Successful Revised Outcomes	Successful Revised Outcomes		
		Graduates (Col. 1)	N (Col. 2)	%	N (Col. 4)	% Final Success (Col. 5)	Meet or exceed 80.5% target (Col. 6)	% Final Success (Col. 7)	Years in Avg. (Col. 8)
9010100	Speech Communication and Rhetoric	8	6	75%	2	100%	✓	100%	2
11010100	Computer and Information Sciences, General	17	13	76%	*2	88%	✓	94%	2
11070100	Computer Science	6	5	83%	*0	83%	✓	83%	2
11080100	Web Page, Digital/Multimedia and Information Resources Design	13	9	69%	*3	92%	✓	88%	2
11100100	Network and System Administration/Administrator	10	8	80%	2	100%	✓	100%	2
11100200	System, Networking, and LAN/WAN Management/Manager	12	8	67%	*2	83%	✓	86%	2
11100300	Computer and Information Systems Security/Information Assurance	21	16	76%	*3	90%	✓	87%	3
12050100	Baking and Pastry Arts/Baker/Pastry Chef	11	8	73%	*1	82%	✓	90%	2
12050300	Culinary Arts/Chef Training	28	21	75%	3	86%	✓	88%	3
13121000	Early Childhood Education and Teaching	26	24	92%	*0	92%	✓	94%	3
15030300	Electrical, Electronic and Communications Engineering Technology/Technician	5	3	60%	2	100%	✓	93%	3
15030500	Telecommunications Technology/Technician	2	1	50%	*0	50%		50%	1
15130100	Drafting and Design Technology/Technician, General	14	12	86%	2	100%	✓	96%	3
16160300	Sign Language Interpretation and Translation	10	7	70%	*2	90%	✓	82%	2
19070600	Child Development	7	4	57%	*1	71%	✓	76%	2

CIP	Program	ASALFS Initial Matching Outcomes			IRO Supplemental Follow-up Outcomes			3-Year Averages	
		Graduates (Col. 1)	N (Col. 2)	%	Additional Success (Col. 4)	Successful Revised Outcomes (Col. 5)	Meet or exceed 80.5% target (Col. 6)	Successful Revised Outcomes	
								% Final Success (Col. 7)	Years in Avg. (Col. 8)
22030200	Legal Assistant/Paralegal	33	22	67%	8	91%	✓	93%	3
24010200	General Studies	1,440	1,239	86%	74	91%	✓	93%	3
43010000	Criminal Justice and Corrections	33	28	85%	3	94%	✓	92%	3
43010700	Criminal Justice/Police Science	46	42	91%	2	96%	✓	96%	3
43020300	Fire Science/Firefighting	40	34	85%	5	98%	✓	99%	3
50040200	Commercial and Advertising Art	23	19	83%	*3	96%	✓	91%	3
50040800	Interior Design	10	5	50%	*1	60%		64%	2
50041100	Game and Interactive Media Design	8	6	75%	*1	88%	✓	92%	3
50090100	Music, General	5	3	60%	2	100%	✓	97%	3
50100300	Music Management	24	18	75%	5	96%	✓	94%	3
51060200	Dental Hygiene/Hygienist	16	14	88%	*0	88%	✓	88%	2
51070700	Health Information/Medical Records Technology/Technician	43	33	77%	4	86%	✓	85%	3
51071300	Medical Insurance Coding Specialist/Coder	10	7	70%	2	90%	✓	83%	3
51090300	Electroneurodiagnostic/Electroencephalographic Technology/Technologist	8	6	75%	0	75%		75%	1
51090400	Emergency Medical Technology/Technician (EMT Paramedic)	40	36	90%	4	100%	✓	100%	2
51090800	Respiratory Care Therapy/Therapist	17	16	94%	1	100%	✓	98%	3
51090900	Surgical Technology/Technologist	35	30	86%	2	91%	✓	91%	2
51380100	Registered Nursing/Registered Nurse	109	94	86%	6	92%	✓	94%	3
52010100	Business/Commerce, General	90	79	88%	7	96%	✓	95%	3

CIP	Program	ASALFS Initial Matching Outcomes			IRO Supplemental Follow-up Outcomes			3-Year Averages	
		Graduates (Col. 1)	N (Col. 2)	N (Col. 3)	Additional Success (Col. 4)	Successful Revised Outcomes (Col. 5)	Meet or exceed 80.5% target (Col. 6)	Successful Revised Outcomes	
								% (Col. 3)	% Final Success (Col. 5)
52020100	Business Administration and Management, General	33	27	82%	3	91%	✓	90%	3
52021200	Retail Management	4	3	75%	1	100%	✓	90%	2
52040100	Administrative Assistant and Secretarial Science, General	11	8	73%	1	82%	✓	76%	3
52090100	Hospitality Administration/Management, General	20	18	90%	2	100%	✓	95%	3
52150100	Real Estate	32	19	59%	10	91%	✓	93%	3
Total All Programs		2,320	1,951	76%	153	92%	✓	93%	3

Data Source: Texas Higher Education Coordinating Board Automated Adult Student Learner Follow-up System data.

Successful outcomes/Student success is defined as students having obtained employment during the months of September October, and November 2014 or having transferred to a college or university in the fall 2014 semester or being self-employed in fall 2014.

- Note 1:** The light green cells indicate that the programs either meet or exceed the State's standard of 80.5% average as stated in the Carl Perkins data resources for measure 4P1.
- Note 2:** The dark green cells indicate that the program showed an improvement in success following IRO's tracking.
- Note 3:** The pink cells indicate that the program did not meet the standard of 80.5%.
- Note 4:** The cells without any fill in col. 5 indicate programs where no improvement could be made despite IRO efforts.
- Note 5:** The check marks indicate that the program either meets or exceeds the standard.
- Note 6:** The asterisks (*) in col. 4 indicates that all graduates were tracked. However, they were either, unemployed and searching for work, or they were voluntarily out of the workforce. A few were either retired, disabled, stay-at-home parents, or had left the country.