

CBM-116 Supplemental Follow-Up

Collin College

2016 – 2017 Program Completers

By Classification of Instructional Programs (CIP)

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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 (October, November, December) following program completion, either (1) transfer to another post-secondary institution to continue their education, (2) find gainful employment, or (3) enlists in the military. Historically, the state's placement standard was 85%. Now, there is no such state standard. However, Carl Perkins regulations designate an average student success rate that varies by year (76.1%¹, this year) for a 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 program completers to the Texas Workforce Commission (TWC) to match against the TWC's unemployment insurance (UI) Wage Record Database to identify completers who were employed by organizations that participate in the State's UI program. The THECB calculates an initial "success rate" 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 the institution's completers who were not identified as "successful" in the first two steps. Each institution, then, has the opportunity to supplement the initial success rates by undertaking its own efforts to track down its program completers who were not identified as "successful" in the first two steps. The missing students are tracked using whatever sources and strategies an institution can devise. As each missing completer is found, the institution administers a brief questionnaire to determine if a given completer continued onto additional post-secondary 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, and the revised success rates are applied to each program.

¹ Texas Higher Education Coordinating Board, Perkins Data Resources for 2018-2019, p. 5 (Accessed 11/29/2018).
http://www.txhighereddata.org/reports/performance/perkdata/perkdata_pdf.cfm?dfice=023614&progyr=2018

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 additional higher education

During fall 2018, the THECB notified Collin's Institutional Research Office (IRO) that a list of 2016-2017 program completers who had not been identified as "successful" was available for supplemental follow-up. The deadline for submitting supplemental information was November 30, 2018. The list comprised of 467 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 resources such as the National Student Clearinghouse, Internet search engines, Collin faculty, an online survey², LinkedIn, and other social networks. Of all tracking methods, the National Student Clearinghouse was the most efficient. All the tracking methods are summarized in Table 2.

Table 1 indicates that, after completion of the first two steps in the ASALFS process, 11 of Collin's 39 instructional programs that produced completers during 2016-2017, and for whom the THECB was unable to track all completers, fell below the 76.1% target (Col.3); and 28 programs met the standard. IRO's supplemental follow-up improved the success of all but 9 programs (Col. 5). In most cases, the "unsuccessful" completers were either unemployed or stay-at-home parents during the fall 2017 reference period or became employed after the reference period. After IRO's follow-up, only 5 of the 39 programs fell below the 76.1% target (Col. 6).

In column 5 of Table 1, the darker green shade indicates the improvement that resulted from the IRO's follow-up efforts. The cells without dark green shading identify the 9 programs that saw no improvement in their success rates following IRO's efforts, though 7 of 9 programs met the 76.1% standard prior to IRO's supplemental follow-up. The check marks in column 6 identify the programs that met or exceeded the target after IRO's supplemental follow-up. Of 39 programs, 34 (92.6%) met or exceeded the State target of 76.1% percent (Col. 6).

To get a sense of success over time, 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. Not all programs had completers to be tracked in each of the three years included in the average. Therefore, column 8 indicates the number of years that were used in the computation of the average for each program. Four programs fell below the current Carl Perkins target over the three-year period.

² An online survey was administered on 11/08/2018 to 3,226 graduates. The survey asked the graduates about their employment status in fall 2017.

Table 1
CBM-116 Supplemental Follow-up Summary by Classification of Instructional Program (CIP) for 2016-2017 Graduates and
Three-Year Averages for Successful Outcomes by CIP
Collin College

CIP	Program	ASALFS Initial Matching Outcomes			IRO Supplemental Follow-up Outcomes			3-Year Averages	
		Successful Outcomes			Additional Success			Successful Revised Outcomes	
		N	%	N	% Final Success	Meet or exceed 76.1% target	% Final Success	Yrs. in Avg.	
		(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 5)	(Col. 6)	(Col. 7)	(Col. 8)
09010100	Speech Communication and Rhetoric	27	25	92.60%	2	100.00%	✓	98.20%	3
11010100	Computer and Information Sciences, General	13	10	76.90%	*2	92.30%	✓	87.20%	3
11070100	Computer Science	17	15	88.20%	1	94.10%	✓	87.80%	3
11080100	Web Page, Digital/Multimedia and Information Resources Design	11	4	36.40%	4	72.70%		78.60%	3
11100200	System, Networking, and LAN/WAN Management/Manager	6	3	50.00%	*1	66.70%		80.00%	3
11100300	Computer and Information Systems Security/Information Assurance	25	21	84.00%	1	88.00%	✓	89.10%	3
12050100	Baking and Pastry Arts/Baker/Pastry Chef	18	15	83.30%	0	83.30%	✓	53.70%	3
12050300	Culinary Arts/Chef Training	28	25	89.30%	1	92.90%	✓	90.40%	3
13121000	Early Childhood Education and Teaching	33	30	90.90%	2	97.00%	✓	92.80%	3
15030300	Electrical, Electronic and Communications Engineering Technology/Technician	7	6	85.70%	0	85.70%	✓	85.70%	3
15130100	Drafting and Design Technology/Technician, General	18	15	83.30%	0	83.30%	✓	85.20%	2
16160300	Sign Language Interpretation and Translation	19	15	78.90%	4	100.00%	✓	91.30%	3
19070600	Child Development	7	6	85.70%	*0	85.70%	✓	82.90%	3
22030200	Legal Assistant/Paralegal	39	34	87.20%	*3	94.90%	✓	89.50%	3
24010200	General Studies	1,979	1,702	86.00%	138	93.00%	✓	92.70%	3
43010400	Criminal Justice/Safety Studies	41	35	85.40%	4	95.10%	✓	93.90%	3
43010700	Criminal Justice/Police Science	41	37	90.20%	*2	95.10%	✓	95.70%	3
43020300	Fire Science/Firefighting	55	54	98.20%	1	100.00%	✓	96.50%	3
50040200	Commercial and Advertising Art	28	22	78.60%	*4	92.90%	✓	86.90%	3
50040600	Commercial Photography	3	2	66.70%	1	100.00%	✓	100.00%	1
50040900	Graphic Design	4	3	75.00%	*0	75.00%		91.70%	3
50041000	Illustration	5	4	80.00%	0	80.00%	✓	50.00%	3
50041100	Game and Interactive Media Design	21	12	57.10%	5	81.00%	✓	83.30%	3
50100300	Music Management	36	27	75.00%	5	88.90%	✓	90.70%	3
51000000	Health Services/Allied Health/Health Sciences, General	20	14	70.00%	5	95.00%	✓	95.00%	1
51060200	Dental Hygiene/Hygienist	15	14	93.30%	0	93.30%	✓	96.70%	2
51070700	Health Information/Medical Records Technology/Technician	28	27	96.40%	1	100.00%	✓	84.40%	3
51071300	Medical Insurance Coding Specialist/Coder	16	12	75.00%	0	75.00%		74.00%	3
51090300	Electroneurodiagnostic/Electroencephalographic Technology/Technologist	21	15	71.40%	*3	85.70%	✓	91.20%	2
51090400	Emergency Medical Technology/Technician (EMT Paramedic)	25	22	88.00%	3	100.00%	✓	100.00%	2

CIP	Program	ASALFS Initial Matching Outcomes		IRO Supplemental Follow-up Outcomes			3-Year Averages		
		Successful Outcomes		Additional Success			Successful Revised Outcomes		
		Graduates	N	%	N	% Final Success	Meet or exceed 76.1% target	% Final Success	Yrs. in Avg.
		(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 5)	(Col. 6)	(Col. 7)	(Col. 8)
51090800	Respiratory Care Therapy/Therapist	20	18	90.00%	2	100.00%	✓	100.00%	1
51090900	Surgical Technology/Technologist	14	13	92.90%	*0	92.90%	✓	96.70%	3
51380100	Registered Nursing/Registered Nurse	184	174	94.60%	2	95.70%	✓	95.70%	3
52010100	Business/Commerce, General	178	148	83.10%	16	92.10%	✓	92.90%	3
52020100	Business Administration and Management, General	37	29	78.40%	3	86.50%	✓	89.80%	3
52021200	Retail Management	5	4	80.00%	1	100.00%	✓	85.70%	3
52040100	Administrative Assistant and Secretarial Science, General	16	11	68.80%	1	75.00%		75.00%	3
52090100	Hospitality Administration/Management, General	29	24	82.80%	*2	89.70%	✓	90.20%	3
52150100	Real Estate	62	37	59.70%	14	82.30%	✓	81.70%	3
Total		3,151	2,684	85.20%	234	92.60%	✓	91.90%	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, being self-employed, enlisted in the military, or having transferred to a college or university during the fall 2017 period (October - December 2017).

Note 1: Light green cells identify programs that meet or exceed the current Carl Perkins standard of 76.1% (Carl Perkins Data Resources, Measure 4P1)

http://www.txhighereddata.org/reports/performance/perkdata/perkdata_pdf.cfm?dfice=023614&progyr=2018

Note 2: Dark green cells identify program that showed improved success following IRO's tracking.

Note 3: Lavender cells identify program that did not meet the current Carl Perkins standard of 76.1%.

Note 4: Cells with no fill color in col. 5 identify programs where no improvement could be made despite IRO's follow-up efforts.

Note 5: Check marks identify programs that meet or exceed the current Carl Perkins target.

Note 6: Asterisks (*) indicate that all graduates were tracked. However, they were either unemployed or voluntarily out of the workforce. A few were retired, disabled, stay at home parents, or had left the country.

Table 2 CBM-116 – Tracking Methods

Graduates To Track: 467

Method	Found	Reportable	Reportable/Found %	Reportable/To Track %
National Student Clearing House	86	86	100.0%	18.4%
HEPData	84	80	95.2%	17.1%
Graduate Survey	49	30	61.2%	6.4%
Phone	47	30	63.8%	6.4%
LinkedIn	49	21	42.9%	4.5%
SNAP Survey	30	19	63.3%	4.1%
Faculty Leads & Deans	12	7	58.3%	1.5%
Other (trec.texas.gov)	9	5	55.6%	1.1%

Note 1: A student may be found by multiple methods. Consequently, summing the columns produces a duplicated count.

Note 2: The table is sorted by the last column in descending order.

Note 3: The “Found” column refers to students IRO was able to contact or find information to document their status. The “Reportable” column refers to students who were employed, enrolled at another institution, or in the military.