

CBM-116 Supplemental Follow-Up

Collin College

2017 – 2018 Program Completers

By Classification of Instructional Programs (CIP)

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January 14, 2021

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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 their program completion, either (1) continued their education at a post-secondary institution, (2) found gainful employment, or (3) enlisted in the military. Historically, the state's success standard was 85%. There is no longer a constant THECB-designated standard. However, Carl Perkins regulations designate an average student success rate that varies by year (76.1%¹, for the 2017-2018 academic year) 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 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 an 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 resources 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 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 2017-2018, p. 5.
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;
- joined the military.

During fall 2019, the THECB notified Collin’s Institutional Research Office (IRO) that a list of 2017-2018 program completers who had not been identified as “successful” was available for supplemental follow-up. The deadline for submitting supplemental information was December 8, 2019. The list comprised 466 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. All the tracking methods are summarized in Table 2.

Table 1 indicates that, after completion of the first two steps in the ASALFS process, 16 of Collin’s 43 instructional programs that produced completers during 2017-2018, and for whom the THECB was unable to track all completers, fell below the 76.1% target (Col.3); and 27 programs met the standard. IRO’s supplemental follow-up improved the success of all but 8 programs (Col. 6). In most cases, the “unsuccessful” completers were either unemployed or stay-at-home parents during the fall 2018 reference period or became employed after the reference period. After IRO’s follow-up, only 7 of the 43 programs fell below the 76.1% target (Col. 7).

In column 6 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 8 programs that saw no improvement in their success rates following IRO’s efforts, though 6 of the 8 programs met the 76.1% standard prior to IRO’s supplemental follow-up. The check marks in column 7 identify the programs that met or exceeded the target after IRO’s supplemental follow-up. Of the 43 programs, 36 (84.7%) met or exceeded the State target of 76.1% percent (Col. 7).

To get a sense of success over time, three-year averages were computed for completers of the listed programs (Col. 8). The three-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 9 indicates the number of years that were used in the computation of the average for each program. Seven programs fell below the current Carl Perkins target over the three-year period.

² A Qualtrics survey was administered to the 466 graduates. The survey asked the graduates about their employment status in fall 2018.

Table 1
CBM-116 Supplemental Follow-up Summary by Classification of Instructional Program
(CIP) for 2017-2018 Graduates and Three-Year Averages for Successful Outcomes by CIP
Collin College

CIP	Program	ASALFS Initial Matching			IRO Supplemental		Follow-up Outcomes		3-Year Averages	
		Successful Outcomes			Students Tracked	Additional Success	Successful Outcomes	Meet or exceed	% Final Success	Yrs. in
		N	%		N	N	% Final Success	76.1% target	% Final Success	Avg.
		(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 5)	(Col. 6)	(Col. 7)	(Col. 8)	(Col. 9)
09010100	Speech Communication and Rhetoric	22	18	81.8%	4	4	100.0%	✓	100.0%	3
11010100	Computer and Information Sciences, General	13	8	61.5%	5	4	92.3%	✓	86.8%	3
11070100	Computer Science	30	26	86.7%	2	2	93.3%	✓	90.0%	3
11100100	Network and System Administration/Administrator	8	7	87.5%	1	1	100.0%	✓	100.0%	1
11100200	System, Networking, and LAN/WAN Management/Manager	7	5	71.4%	1	0	71.4%		76.2%	3
11100300	Computer and Information Systems Security/Information Assurance	33	26	78.8%	6	2	84.8%	✓	89.1%	3
12050100	Baking and Pastry Arts/Baker/Pastry Chef	19	16	84.2%	3	1	89.5%	✓	57.4%	3
12050300	Culinary Arts/Chef Training	23	17	73.9%	5	2	82.6%	✓	87.2%	3
13121000	Early Childhood Education and Teaching	37	33	89.2%	0	0	89.2%	✓	93.3%	3
14010100	Engineering, General	10	8	80.0%	1	1	90.0%	✓	90.0%	1
15030300	Electrical, Electronic and Communications Engineering Technology/Technician	4	3	75.0%	1	0	75.0%		84.6%	3
15050100	Heating, Ventilation , Air Conditioning and Refrigeration Technology/Technician	12	11	91.7%	1	1	100.0%	✓	100.0%	1
15130100	Drafting and Design Technology/Technician, General	20	17	85.0%	1	1	90.0%	✓	86.8%	2
16160300	Sign Language Interpretation and Translation	19	16	84.2%	3	2	94.7%	✓	94.6%	3
19070600	Child Development	12	10	83.3%	1	1	91.7%	✓	84.2%	3
22030200	Legal Assistant/Paralegal	33	27	81.8%	5	4	93.9%	✓	93.6%	3
24010200	General Studies	1719	1482	86.2%	122	98	91.9%	✓	92.2%	3
41010100	Biology Technician/Biotechnology Laboratory Technician	2	1	50.0%	1	0	50.0%		50.0%	1
43010400	Criminal Justice/Safety Studies	52	44	84.6%	5	3	90.4%	✓	93.3%	3
43010700	Criminal Justice/Police Science	33	31	93.9%	1	1	97.0%	✓	96.1%	3
43020300	Fire Science/Firefighting	65	61	93.8%	4	1	95.4%	✓	96.7%	3
45070200	Geographic Information Science and Cartography	10	7	70.0%	3	1	80.0%	✓	80.0%	1
50040200	Commercial and Advertising Art	29	22	75.9%	6	3	86.2%	✓	87.5%	3
50040600	Commercial Photography	8	7	87.5%	1	1	100.0%	✓	100.0%	2
50040800	Interior Design	17	11	64.7%	4	1	70.6%		70.6%	1
50041000	Illustration	3	2	66.7%	1	1	100.0%	✓	70.0%	3
50041100	Game and Interactive Media Design	18	14	77.8%	2	0	77.8%	✓	81.3%	3
50090100	Music, General	10	8	80.0%	1	1	90.0%	✓	90.0%	1
50100300	Music Management	50	37	74.0%	7	6	86.0%	✓	87.9%	3
51000000	Health Services/Allied Health/Health Sciences, General	46	38	82.6%	4	4	91.3%	✓	92.4%	2
51070700	Health Information/Medical Records Technology/Technician	27	20	74.1%	4	2	81.5%	✓	88.2%	3
51071300	Medical Insurance Coding Specialist/Coder	37	28	75.7%	7	3	83.8%	✓	73.2%	3
51090300	Electroneurodiagnostic/Electroencephalographic Technology/Technologist	12	10	83.3%	2	2	100.0%	✓	93.5%	3
51090400	Emergency Medical Technology/Technician (EMT Paramedic)	48	45	93.8%	1	1	95.8%	✓	97.3%	2
51090900	Surgical Technology/Technologist	35	31	88.6%	2	1	91.4%	✓	93.1%	3
51380100	Registered Nursing/Registered Nurse	156	139	89.1%	15	10	95.5%	✓	94.8%	3
52010100	Business/Commerce, General	190	157	82.6%	26	22	94.2%	✓	93.4%	3
52020100	Business Administration and Management, General	43	37	86.0%	5	4	95.3%	✓	90.9%	3
52020300	Logistics, Materials, and Supply Chain Management	3	2	66.7%	1	0	66.7%		66.7%	1
52021200	Retail Management	4	3	75.0%	1	0	75.0%		77.8%	3
52040100	Administrative Assistant and Secretarial Science, General	9	6	66.7%	3	0	66.7%		71.1%	3
52090100	Hospitality Administration/Management, General	14	11	78.6%	2	1	85.7%	✓	89.3%	3
52150100	Real Estate	92	66	71.7%	20	13	85.9%	✓	82.9%	3
Total		3,034	2,568	84.6%	291	206	91.4%	✓	91.5%	3
	TO TRACK	466								
	Number Tracked	291								
	% Found	62%								

Data Source: Texas Higher Education Coordinating Board Automated Adult Student Learner Follow-up System data for 2017-2018.
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 2018 period (October - December 2018).

Note 1: The light green cells indicate that the programs either meet or exceed the State's standard of 76.1% 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 lavender cells indicate that the program did not meet the standard of 76.1%.
Note 4: The cells without any fill in col. 6 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.

Table 2 CBM-116 – Tracking Methods

To Track:	466			
Method	Found	Reportable	Reportable / Found %	Reportable / To Track %
HepData	79	71	89.9%	15.2%
Phone	114	53	46.5%	11.4%
NSC	42	42	100.0%	9.0%
Qualtrics Survey	52	30	57.7%	6.4%
LinkedIn	51	22	43.1%	4.7%
Faculty Leads & Deans	19	6	31.6%	1.3%
Other (trec.texas.gov)	5	5	100.0%	1.1%
<i>Note 1: A student can be found from multiple methods.</i>				
<i>Note 2: The table is sorted by the last column in descending order.</i>				