

CBM-116 Supplemental Follow-Up

Collin College

2018 – 2019 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 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 2018-2019 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 2018-2019.
http://www.txhighereddata.org/reports/performance/perkdata/perkdata_pdf.cfm?dfice=023614&progyr=2019

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.

On December 7, 2020, the THECB notified Collin's Institutional Research Office (IRO) that the list of 2018-2019 program completers who had not been identified as "successful" was available for supplemental follow-up. The deadline for submitting supplemental information was January 15, 2021. The list comprised 471 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, 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, 12 of Collin's 43 instructional programs that produced completers during 2018-2019, and for whom the THECB was unable to track all completers, fell below the 76.1% target (Col.3); and 31 programs met the standard. IRO's supplemental follow-up improved the success of all but 15 programs (Col. 5). In most cases, the "unsuccessful" completers were either unemployed or stay-at-home parents during the fall 2019 reference period or became employed after the reference period. After IRO's follow-up, only 4 of the 43 programs fell below the 76.1% target (Col. 6).

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 15 programs that saw no improvement in their success rates following IRO's efforts, though 12 of 15 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 the 43 programs, 39 (90.7%) 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 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 9 indicates the number of years that were used in the computation of the average for each program. Five programs fell below the current Carl Perkins target over the three-year period.

² An Qualtrics survey was sent via email on December 8, 2020 to 448 graduates. The survey asked the graduates about their employment status in fall 2019.

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	Outcomes			IRO Supplemental Follow-up Outcomes				3-Year Averages	
		Successful Outcomes			Students Tracked	Additional Success	Successful Outcomes	Outcomes	Successful Outcomes	
		Graduates	N	%	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)	(Col. 9)	
09010100	Speech Communication and Rhetoric	41	40	97.6%	1		97.6%	✓	98.9%	3
11010100	Computer and Information Sciences, General	19	14	73.7%	5	3	89.5%	✓	91.1%	3
11070100	Computer Science	38	35	92.1%	3	2	97.4%	✓	95.3%	3
11080100	Web Page, Digital/Multimedia and Information Resources Design	11	7	63.6%	4		63.6%		68.2%	2
11090100	Computer Systems Networking and Telecommunications	33	30	90.9%	3		90.9%	✓	90.9%	1
11100300	Computer and Information Systems Security/Information Assurance	36	30	83.3%	6	3	91.7%	✓	88.3%	3
12050100	Baking and Pastry Arts/Baker/Pastry Chef	21	18	85.7%	3	1	90.5%	✓	62.1%	3
12050300	Culinary Arts/Chef Training	20	16	80.0%	4	1	85.0%	✓	87.3%	3
13120300	Junior High/Intermediate/Middle School Education and Teaching	4	3	75.0%	1		75.0%		75.0%	1
13120500	Secondary Education and Teaching	17	16	94.1%	1	1	100.0%	✓	100.0%	1
13121000	Early Childhood Education and Teaching	52	51	98.1%	1		98.1%	✓	95.1%	3
14010100	Engineering, General	16	15	93.8%	1		93.8%	✓	92.3%	2
15030300	Electrical, Electronic and Communications Engineering Technology/Technician	10	6	60.0%	4	1	70.0%		76.2%	3
15050100	Heating, Ventilation, Air Conditioning and Refrigeration Technology/Technician	31	28	90.3%	3		90.3%	✓	93.0%	2
15130100	Drafting and Design Technology/Technician, General	17	13	76.5%	4	2	88.2%	✓	87.3%	3
16160300	Sign Language Interpretation and Translation	15	14	93.3%	1		93.3%	✓	96.2%	3
19070600	Child Development	10	9	90.0%	1		90.0%	✓	89.7%	3
22030200	Legal Assistant/Paralegal	42	33	78.6%	9	3	85.7%	✓	91.2%	3
24010200	General Studies	2186	1894	86.6%	292	150	93.5%	✓	92.8%	3
43010400	Criminal Justice/Safety Studies	50	45	90.0%	5	3	96.0%	✓	94.4%	3
43010700	Criminal Justice/Police Science	47	43	91.5%	4	2	95.7%	✓	95.9%	3
43020300	Fire Science/Firefighting	58	55	94.8%	3	1	96.6%	✓	97.2%	3
45070200	Geographic Information Science and Cartography	9	7	77.8%	2		77.8%	✓	78.9%	2
50040200	Commercial and Advertising Art	23	16	69.6%	7	4	87.0%	✓	88.8%	3
50040600	Commercial Photography	18	12	66.7%	6	2	77.8%	✓	86.2%	3
50040800	Interior Design	8	6	75.0%	2	1	87.5%	✓	76.0%	2
50041000	Illustration	10	7	70.0%	3	1	80.0%	✓	83.3%	3
50041100	Game and Interactive Media Design	12	8	66.7%	4	2	83.3%	✓	80.4%	3
50090100	Music, General	7	4	57.1%	3	1	71.4%	✓	82.4%	2
50100300	Music Management	27	20	74.1%	7	4	88.9%	✓	87.6%	3
51071300	Medical Insurance Coding Specialist/Coder	22	20	90.9%	2		90.9%	✓	81.3%	3
51080800	Veterinary/Animal Health Technology/Technician and Veterinary Assistant	17	14	82.4%	3	1	88.2%	✓	88.2%	1
51090300	Electroencephalographic/Electrodiagnostic Technology/Technologist	3	1	33.3%	2		33.3%		86.1%	3
51090400	Emergency Medical Technology/Technician (EMT Paramedic)	64	58	90.6%	6	5	98.4%	✓	97.8%	3
51090800	Respiratory Care Therapy/Therapist	16	14	87.5%	2	1	93.8%	✓	97.2%	2
51090900	Surgical Technology/Technologist	45	44	97.8%	1		97.8%	✓	94.7%	3
51380100	Registered Nursing/Registered Nurse	201	180	89.6%	21	7	93.0%	✓	94.6%	3
52010100	Business/Commerce, General	259	235	90.7%	24	15	96.5%	✓	94.4%	3
52020100	Business Administration and Management, General	62	52	83.9%	10	4	90.3%	✓	90.8%	3
52021200	Retail Management	8	7	87.5%	1	1	100.0%	✓	94.1%	3
52040100	Administrative Assistant and Secretarial Science, General	11	9	81.8%	2		81.8%	✓	75.0%	3
52090100	Hospitality Administration/Management, General	14	12	85.7%	2		85.7%	✓	87.7%	3
52150100	Real Estate	19	17	89.5%	2	1	94.7%	✓	85.5%	3
Total		3,629	3,158	87.0%	471	223	93.2%	✓	91.5%	3
	TO TRACK	471								
	Number Tracked	223								
	% Found	47%								

Data Source: Texas Higher Education Coordinating Board Automated Adult Student Learner Follow-up System data for 2018-2019.

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 2019 period (October - December 2019).

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. http://www.txhighereddata.org/reports/performance/perkdata/perkdata_pdf.cfm?dfce=023614&progyr=2019

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:	471	
Method	Successful	Successful / To Track %
NSC	104	22.1%
HepData	68	14.4%
Qualtrics Survey	24	5.1%
Phone	22	4.7%
<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>		