

Texas Higher Education Coordinating Board
2006-2007 Texas Public Postsecondary Education Exit Cohorts

The Texas Higher Education Coordinating Board (THECB) is responsible for providing the Texas legislature advice and comprehensive planning capability for higher education, to coordinate the effective delivery of higher education, to administer programs efficiently, and to improve higher education for the people of Texas (THECB website).

The state's higher education plan is called "Closing the Gaps" by 2015. It was approved for implementation by the THECB on October 2000. The plan aims to close the educational gaps within Texas and between Texas and other leading states in student participation, student success, institutional excellence and research (THECB website).

The 2005 changes in the plan established the following goals to be achieved by 2015:

- Goal 1: By 2015, close the gaps in participation rates across Texas to add 630,000 more students.
- Goal 2: By 2015, award 210,000 undergraduate degrees, certificates and other identifiable student successes from high quality programs.
- Goal 3: By 2015, substantially increase the number of nationally recognized programs or services at colleges and universities in Texas.
- Goal 4: By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to 6.5% of obligations to higher education institutions across the nation.

Since its inception, the success of Closing the Gaps by 2015 has been measured every year. The most recent report can be found at

<http://www.thecb.state.tx.us/Reports/PDF/1377.PDF>

To implement closing the Gaps by 2015, the Texas public postsecondary education system consists of community colleges, state technical colleges, universities and health-related institutions:

- There are 50 community college districts in Texas, the Texas State Technical College System with four campuses, and the Texas State University System-Lamar with three (technical college) campuses. A total of 575,712 students in credit courses were enrolled in all campuses in fall 2006, with an increase to 587,244 in fall 2007 (THECB, 2009).
- There are 35 public universities and nine health-related institutions with a total enrollment of 507,253 students in credit courses in fall 2006, with an increase to 513,937 in fall 2007 (THECB, 2009).

A. Community and Technical Colleges

Community colleges are two-year institutions primarily serving their local taxing district and service area. Community colleges provide the following services (TACC):

- Technical programs up to two years in length leading to associate degrees or certificates.
- Vocational programs leading directly to employment in semi-skilled and skilled occupations.
- Freshman and sophomore courses in arts and sciences.
- Continuing adult education programs for occupational or cultural upgrading.
- Compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students.
- A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals.
- Work force development programs designed to meet local and statewide needs.
- Adult literacy and other basic skills programs for adults.
- Other purposes as may be prescribed by the Coordinating Board, or the College District's Board.

Texas' technical colleges are coeducational, two-year institutions of higher education offering courses of study in technical vocational education for which there is demand. Technical colleges offer occupationally oriented programs with supporting academic course work, emphasizing highly specialized advanced and emerging technical and vocational areas for certificate or associate degrees (TSTC).

Seed Records

The selection of participants was based on guidelines from the Texas Workforce Commission (TWC). It includes all students in the fiscal year who graduated from credit and non-credit programs offered by public institutions, as well as those who were enrolled in an institution but did not return in the following fall semester. For fiscal year (FY) 2007 a total of 783,978 students enrolled in CTC institutions were included in the analysis. About 7% of the enrolled students (52,255 individuals) graduated and 93% (731,723 individuals) left the institutions they were enrolled in either to transfer to another higher education institution or to work full-time. Some were not located either in the higher education databases or in the TWC's Unemployment Insurance (UI) wage records. They may have left the state, may have been unemployed or employed by a small business. It is also possible they were self-employed, or may have been stay-at-home individuals. Table 1a shows a breakdown of the seed records by student exit status.

Table 1a. Seed Records by Exit Status

Exit Status	N	% of Cohort
Graduates	52,255	6.67
Leavers	731,723	93.33
Total	783,978	100.0

The number of females in the cohort was slightly higher (54.2% - 425,064) than males (45.8% - 358,914). The ethnic compositions showed that 51.1% were white, 13.1% were African-American, 27.6% were Hispanic, 4.1% Asian, 0.5% Native American, 1.3% international, and 2.3% unknown or not reported.

Methodology

The Texas Higher Education Coordinating Board (THECB) selected the records of all individuals enrolled in Texas public community and technical colleges during FY 2007. Those records were matched with TWC UI wage records and public postsecondary enrollment records for predetermined periods of analysis. In addition, national databases including Office of Personnel Management, US Postal Office and military records from Department of Defense were used to determine employment. Employment was determined if the former student was found working in the 4th quarter 2007 according to the records mentioned. Pursuit of additional higher education was documented if the former student was found enrolled in the fall semester 2007 by linking the seed records to the THECB public postsecondary education enrollment files.

Graduates are former students who were reported on the CTC Graduation Report (CBM009) for academic year 2007 and separated at an approved exit point, such as receiving an Associated Applied Science (AAS) degree or credential. Leavers are former students who were enrolled at a CTC during the 2006-2007 academic year, but who did not return to the same institution in Fall 2007. In addition, there are a number of exiters that were not found and labeled “not located.” No information is provided for this group.

The records of former students (graduates and leavers) who were found working in the 4th quarter 2007 with total quarterly earnings greater than or equal to \$25,000 were excluded from analysis to keep from skewing the measures of central tendency. The dataset used in this study was unduplicated by Social Security Number (SSN). Students who were taking classes at correctional facilities and those with invalid SSNs were excluded.

The instructional program areas producing graduates are grouped by six-digit Classification of Instructional Program (CIP) code and possible corresponding occupations after exit. A field of training (CIP) may result in the acquisition of sufficient skills to prepare an individual for multiple occupations upon completion. The CIP taxonomy is used nationally to support the accurate tracking, assessment, and reporting of fields of study and program completion activity (NCES, 2002). They are not intended to correspond to any specific degree so that a program can be offered at different levels using the same CIP code.

Limitations

The THECB does not have access to resource databases maintained by the Texas Department of Criminal Justice. As a result, the reports lack information about people in that system. The number of students for the “not found” category might be lower if this information could be obtained. THECB also does not have information about exiters that left the state and enrolled in out-of-state institutions because it is not a subscriber to the National Student Clearinghouse.

The employment information is a snapshot in time. The seed records were matched with wage records of the 4th quarter in 2007. The information illustrates the employment status of individuals as it was in that particular quarter, without any information being provided regarding the length of employment. The military records obtained for the Department of Defense were used to see how many of the students exiting higher education joined the military. Federal databases (Postal Office and Office of Personnel Management) add to the list of exiters employed by the federal government, inside or outside of Texas.

The wage records provided by TWC include information about the industry of employment but no information can be extracted to determine if the employed graduates/leavers are working in occupations related to their field of study.

Programs Offered by CTC

Community colleges offer diverse programs through diverse routes:

1. Academic programs are for the most part designed to transfer credits to a 4-year institution;
2. Technical programs provide occupationally specific knowledge, skills, and abilities designed to help students enter the labor market immediately after exit. It is assumed that graduates of technical programs are more likely to seek employment than to pursue further education;
3. Tech-Prep is a program designed to start a college technical major in high school. In a Tech-Prep program, a student can begin a course of study in high school and continue taking a coherent sequence of courses in a community or technical college. The result is a certificate or associate degree in a career field (Tech-Prep, 2005);
4. Continuing education programs are a combination of continuing education courses that total 360 or more contact hours and approved as a workforce education program (THECB, 2005b).

Texas technical colleges and Lamar two-year colleges offer mainly programs leading to technical degrees and certificates, either for credit or continuing education classes. In the latest years the number of students studying for transfer degrees at these institutions increased.

A special type of curriculum offered by the community colleges is the “field of study.”

According to the Texas Education Code "field of study curriculum means a set of courses that will satisfy the lower division requirements for a bachelor's degree in a specific academic area at a general academic teaching institution" (Texas Education Code, 1971). Presently, there are 10 field of study curricula approved by THECB has including business, communication, computer science, criminal justice, engineering technology, engineering, music, nursing, Mexican-American studies, and early childhood education. The courses included in a field of study are transferable as a block toward a bachelor's degree in the specific academic area of a student's intended major (THECB, 2009b).

Summary of Follow-up Results

Table 2a shows a summary of the results of electronic linkages. About 80 percent of the cohort was located through electronic linkages with either THECB enrollment files or TWC UI wage records. Sixty-eight percent of exiters were found working and 11% were found enrolled in higher education.

Tables 3a and 4a show the top ten instructional program areas producing graduates (by six-digit CIP code), as well as possible corresponding occupations.

Table 2a. Summary of Electronic Linkages

Linkages	N	Percent of Cohort
TWC UI Wage Records		
All Working	531,586	67.81
THECB Fall 2007 Enrollment Records		
Enrolled	86,778	11.07
Not Located	165,614	21.12
Total Seed Records	783,978	100.00

Table 3a. Top 10 Programs of Study of CTC Graduates and Possible Occupations by 6-digit CIP

Programs of Study of CTC Graduates	Possible Related Occupations
Multi-/Interdisciplinary Studies, Other	Postsecondary Teachers, All Other
Undeclared	
Nursing – Registered Nurse Training (RN, ASN, BSN, MSN)	Registered Nurses; Nursing Instructors and Teachers, Postsecondary
General Studies	Postsecondary Teachers, All Other
Business Administration and Management, General	Chief Executives; General and Operations Managers; Sales Managers; Administrative Services Managers; Industrial Production Managers; Transportation, Storage and Production Managers; Construction Managers; Social and Community Service Managers; Cost Estimators; Management Analyst; Business Teachers, Postsecondary
Business/Commerce, General	Chief Executives; General and Operations Managers; Sales Managers; Administrative Services Managers; Industrial Production Managers; Transportation, Storage and Production Managers; Construction Managers; Social and Community Service Managers; Cost Estimators; Management Analyst; Business Teachers, Postsecondary
Liberal Arts and Sciences/Liberal Studies	Postsecondary Teachers, All Other
Psychology, General	Clinical, Counseling, & School Psychologists; Industrial-Organizational Psychologists; Life, Physical, & Social Science Technicians, All Other; Psychologists, All Other; Psychology Teachers, Postsecondary
Accounting	Accountants; auditors; budget analysts; credit analysts; financial examiners; tax examiners
Biology/Biological Sciences	Biological scientists; All Other Library, Museum, Training, & Education Workers; Life Scientists

Table 4a. Top 10 CTC Programs By Highest Number of Graduates in 2007

Field of Study	Graduates	Employed in 4th Qtr. 2007	% Employed	Mean Earnings 4th Qtr. 2007	Median Earnings 4th Qtr. 2007
General Studies	10,031	6,796	68	\$6,044	\$5,112
Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)	4,025	3,683	92	\$13,576	\$13,425
Liberal Arts and Sciences/Liberal Studies	3,731	2,535	68	\$5,751	\$4,671
Licensed Practical/Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS)	3,232	2,912	90	\$8,280	\$8,098
Criminal Justice/Police Science	1,575	1,441	91	\$9,831	\$9,356
Business/Commerce, General	1,483	1,055	71	\$6,943	\$5,922
Business Administration and Management, General	1,404	1,128	80	\$7,772	\$6,923
Cosmetology/Cosmetologist, General	877	524	60	\$3,404	\$3,132
Fire Science/Firefighting	806	672	83	\$8,022	\$7,990
Emergency Medical Technology/Technician (EMT Paramedic)	771	670	97	\$9,670	\$9,528

Outcomes of Program Graduates

Seven percent (6.7%) of the exiters graduated, with females being more likely to graduate (60.80% of graduates) than men. Graduating females represent 7.47% of the original cohort of women, more than males (5.70%). The ethnic composition of graduates showed that 50.40% were white, 12.09% were African-American, 30.50% were Hispanic, 3.31% Asian, 0.53% Native American, 1.78% international, and 1.36% unknown or not reported.

Of the original cohort 6.57% of white students graduated, 6.13% of African-American, 7.37% of Hispanic students, 5.41% of Asians, 6.89% of Native Americans, 8.84% of international students, and 3.95% of those with ethnicity unknown or not reported.

The successful outcomes of the CTC graduates range from graduating and entering the workforce to continuing to go to school. For the 2006-2007 graduates about 46% went to work and 12% enrolled in school, continuing their education in spite of the associate degree or the certificate earned. Almost one-third (29%) do both, working while going to school (see Figure 1a).

Figure 1a. Follow-up Activities of the 2006-2007 Graduates

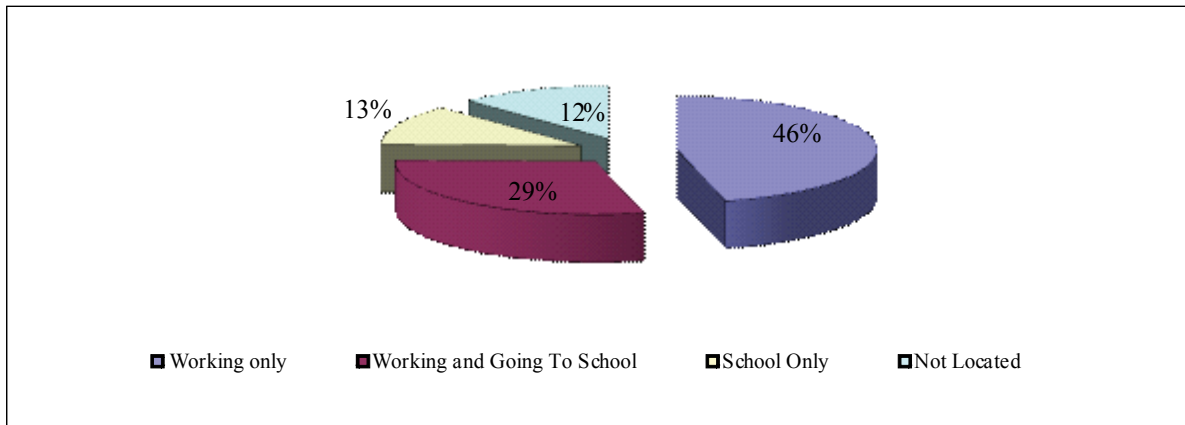
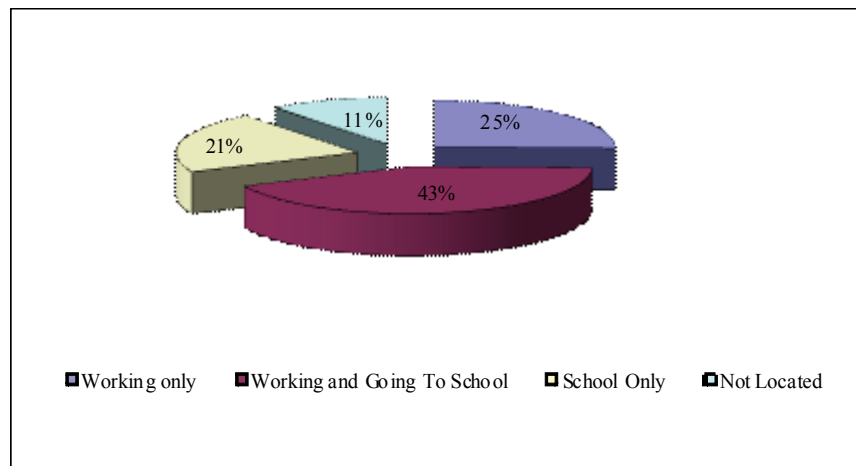


Figure 2a depicts the post-exit achievements of academic programs graduates. Sixty-four percent of academic programs graduates were pursuing additional education post-exit. Academic program graduates found working and not pursuing additional education in 4th quarter 2007 had median quarterly earnings of \$6,293. The academic graduates working and also going to school had the median quarterly earnings of \$3,921 suggesting either lower wages or part-time hours.

Figure 2a. Follow-up Activities of the 2006-2007 CTC Academic Program Graduates



As shown in Figure 3a, about 78.8% of technical programs graduates were employed after exiting school, with median quarterly earnings of \$8,650 for the ones working only and \$6,432 for the ones working and going to school during the 4th quarter 2007. Despite completing a technical degree or certificate, approximately 28% of the graduates continued their postsecondary education post-exit.

The median quarterly wages of graduates of academic programs compared with wages of the same period of technical programs graduates show higher earnings for technical program graduates, confirming better marketability due to higher job skills achievement in those programs.

Figure 3a. Follow-up Activities of 2006-2007 CTC Technical Program Graduates

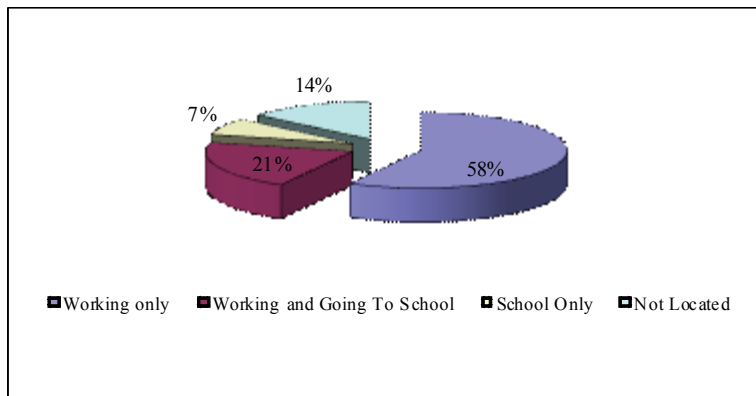


Figure 4a shows the post-exit results for Tech-Prep program graduates. More than three quarters (81.86%) of this group was found working in the 4th Quarter 2007 with median quarterly earnings of \$8,959 for those graduates who just worked and median quarterly earnings of \$6,305 for graduates who worked while going to school. Twenty-seven percent of the graduates were continuing their education in postsecondary institutions in Fall 2007.

Figure 4a. General Achievements of 2006-2007 CTC Tech-Prep Program Graduates

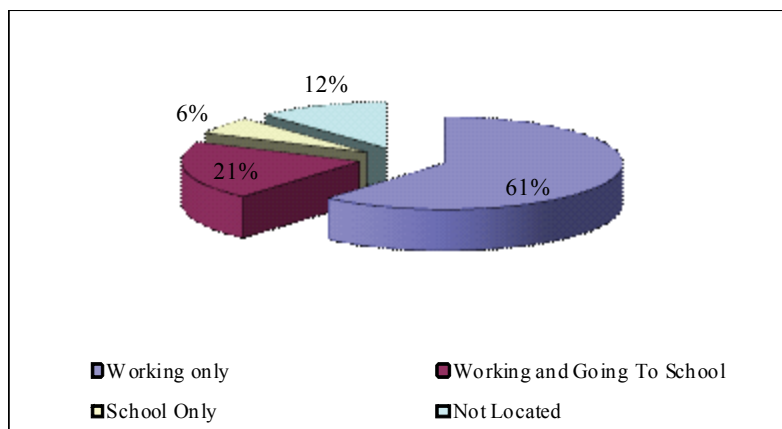
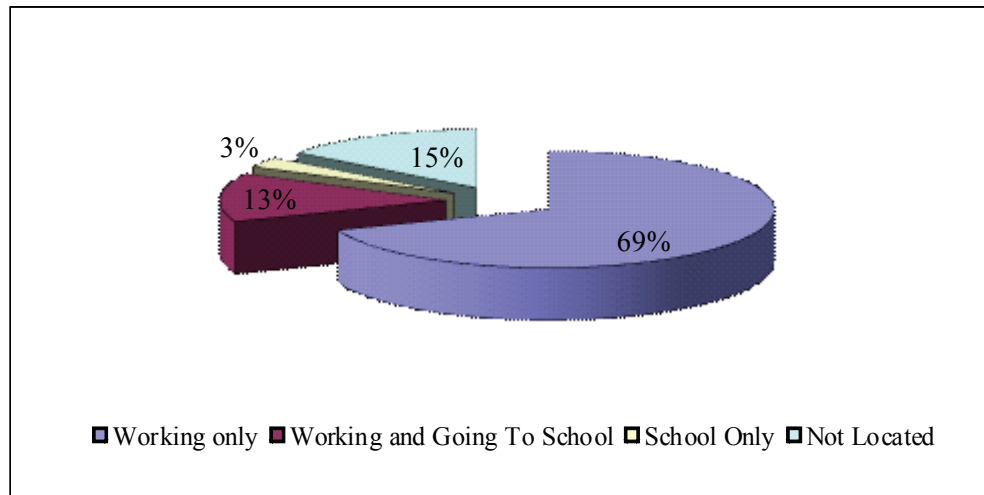


Figure 5a shows post-exit results for Continuing Education program graduates. About 82% of the cohort was found working in 4th Quarter 2007, with median quarterly earnings of \$8,486 for the graduates that entered the workforce and median quarterly earnings of \$8,681 for the graduates who worked but also continued their education. Sixteen percent of the graduates went back to school after exit.

Figure 5a. Follow-up Activities of 2006-2007 CTC Continuing Education Program Graduates



In conclusion, 21% of the CTC academic program graduates continue their education without working, compared with technical programs graduates (7.23%). The technical programs graduates are more likely to go to work (78.8%) than to continue their education (7.23%). A similar pattern can be seen in tech-prep programs graduates, with 6.15% of graduates continuing school. The lower number of continuing education programs graduates continuing their education suggests that the goal of these individuals was to upgrade their skills for a better job and not earning a higher level of degree.

The highest earnings of the graduates belong to the continuing education program, especially the ones that work and continue to go to school. The leavers of the continuing education programs earned higher quarterly salaries than the graduates (\$8,681 vs. \$6,432). These findings suggests that continuing education programs are mostly attended by working people who want to improve their skills that will gain either a raise or a better paid job at the end of the program, not by people who start in the workforce.

There is wide variability in employment rates and earnings by field of study. Also, the fields with the highest number of graduates are not necessarily the ones with the highest employment rates and/or the highest earnings. This shows that people are choosing their career based more on their interests than for monetary reasons. The high number of graduates in majors like general studies and liberal arts, designed for transfer to a four-year institution, suggests that a high percentage of community college students want to continue their education as about three quarters of graduates are enrolled in Texas educational institutions.

Table 5a shows that for CTC programs graduating five or more, graduates majoring in The top ten all had at least ninety percent placement post-exit.

Table 6a shows the top 10 CTC programs (with five or more graduates) whose graduates had the highest earnings in the 4th quarter 2007. Graduates in “Petroleum Technology/Technician” program had the highest mean quarterly earnings in 4th quarter 2007 at \$23,879 followed by “Fire Services Administration” at \$17,239. Thirty percent of the highest earning fields of study were in allied health.

Table 5a. Top 10 CTC Programs By Highest Employment Rate by Field of Study in 4th Quarter 2007

Field of Study	Graduates	Employed in 4th Qtr. 2007	% Employed	Mean Earnings 4th Qtr. 2006	Median Earnings 4th Qtr. 2007
Heavy Equipment Maintenance Technology/Technician	11	11	100	\$10,806	\$11,965
Lineworker	10	10	100	\$7,925	\$9,382
Forensic Science and Technology	6	6	100	\$5,719	\$4,452
Funeral Service and Mortuary Science, General	43	41	95	\$9,242	\$6,882
Computer and Information Systems Security (NEW)	20	19	95	\$7,185	\$6,043
Fire Services Administration	18	17	94	\$17,239	\$17,613
Banking and Financial Support Services	78	73	94	\$8,052	\$8,038
Industrial Mechanics and Maintenance Technology	58	54	93	\$11,698	\$11,005
Nursing-Registered Nurse Training (RN, ASN, BSN, MSN)	4,025	3,683	92	\$13,576	\$13,425
Criminal Justice/Police Science	1,575	1,441	91	\$9,831	\$9,356

**Table 6a. Top 10 CTC Programs By Highest Earnings by Field of Study
in 4th Quarter 2007**

Field of Study	Graduates	Employed in 4th Qtr. 2007	% Employed	Mean Earnings 4th Qtr. 2007	Median Earnings 4th Qtr. 2007
Petroleum Technology/Technician	5	n/a	80	\$23,879	\$18,537
Fire Services Administration	18	17	94	\$17,239	\$17,613
Manufacturing Technology/Technician (NEW)	5	n/a	80	\$16,956	\$15,882
Chemical Technology/Technician	380	336	88	\$13,604	\$13,523
Nursing-Registered Nurse Training (RN, ASN, BSN, MSN)	4,025	3,683	92	\$13,576	\$13,425
Pipefitting/Pipefitter and Sprinkler Fitter (NEW)	20	17	85	\$13,137	\$12,589
Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	131	114	87	\$13,069	\$13,402
Hospital and Health Care Facilities Administration/Management	8	7	88	\$13,003	\$15,080
Fire Protection and Safety Technology/Technician	194	176	91	\$12,529	\$13,551
Instrumentation Technology/Technician	181	157	87	\$12,492	\$11,852

Note: Cells with values less than 5 have been marked as “n/a” to protect the privacy of cohort members.

One method to determine if the right mix of programs is being offered to supply employer demands is to compare the largest programs producing graduates with the programs that have the highest employment rates. Theoretically, the largest programs in the state should match those with the highest employment rates.

Table 7a shows a comparison of the top 10 largest CTC programs to the programs with the highest employment rates. The absence of large programs in the highest placement category may be indicative of insufficient market demand for program graduates, or for the curricula which does not match regional hiring requirements. In any case, these types of investigations and comparisons are useful to ensure market responsiveness. Additional research including an employer follow-up survey is needed to determine the dynamics between the current mix of workforce programs, demand occupations’ hiring criteria, and actual occupations of employment.

Those graduating in “General Studies” and “Liberal Arts and Sciences” are probably transfer students and may not be intending to join the labor force immediately after graduation. However, the other large programs in the top 10 are occupationally specific and can have an immediate impact on the labor market.

Table 7a. Comparison of Largest CTC Programs Producing Graduates to Programs with the Highest Employment Rates for Graduates

Largest CTC Programs with Graduates		CTC Programs by Highest Placement Of Graduates	
Program	Graduates	Program	Placement Rate
General Studies	10,031	Heavy Equipment Maintenance Technology/Technician	100%
Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)	4,025	Lineworker	100%
Liberal Arts and Sciences/Liberal Studies	3,731	Forensic Science and Technology	100%
Licensed Practical/Vocational Nurse Training (LPN, LVN, Cert, Dipl, AAS)	3,232	Funeral Services and Mortuary Science, General	95%
Criminal Justice/Police Science	1,575	Computer and Information Systems Security (NEW)	95%
Business/Commerce, General	1,483	Fire Services Administration	94%
Business Administration and Management, General	1,404	Banking and Financial Support Services	94%
Cosmetology/Cosmetologist, General	877	Industrial Mechanics and Maintenance Technology	93%
Fire Science/Firefighting	806	Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)	92%
Emergency Medical Technology/Technician (EMT Paramedic)	771	Criminal Justice/Police Science	91%

Outcomes for Program Leavers

Students are considered “leavers” if they were enrolled at a community college during the 2006-2007 school-year but did not return to the same institution in the following fall semester (fall 2007).

Ninety-three percent (93.33%) of the exiters were “leavers,” with females being more likely to leave without graduating (53.74%) than men. Leaving females represent 92.56% of the original cohort of women, less than males (94.29%). The ethnic composition of leavers showed that 51.10% were white, 13.21% were African-American, 27.35% were Hispanic, 4.12% Asian, 0.5% Native American, 1.31% international, and 2.36% unknown or not reported.

Of the original cohort 93.42% of white students left their institution, 93.86% of African-American, 92.62% of Hispanic students, 94.58% of Asians, 93.10% of Native Americans, 91.15% of international students, and 96.04% of those with ethnicity unknown or not reported.

About three-fourths (78.24%) of this group was found working and/or pursuing higher education at a public postsecondary institution. The median quarterly earnings in 4th quarter 2007 for those found working in this group was \$6,126.

As shown in Figure 6a, nearly one fifth (18%) of academic program leavers were not located through electronic linkages. It is possible that more of them have left the state or enrolled in a private postsecondary institution. Sixty-four percent were working, with median earnings of \$4,504.

Figure 6a. Follow-up Activities of 2006-2007 CTC Academic Program Leavers

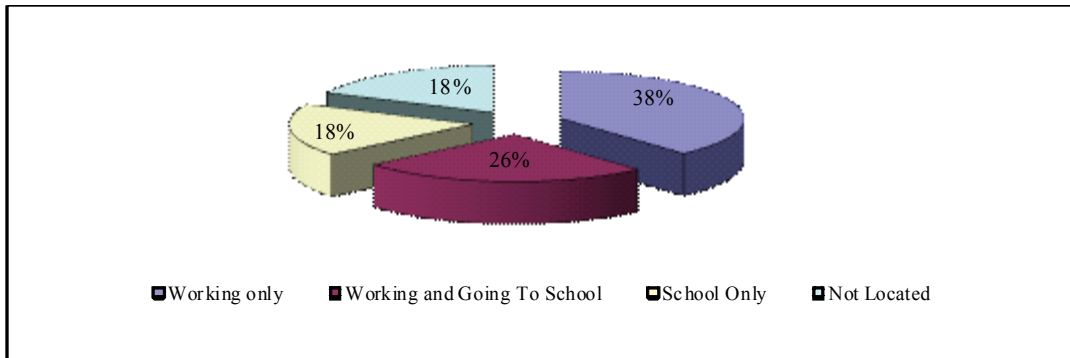
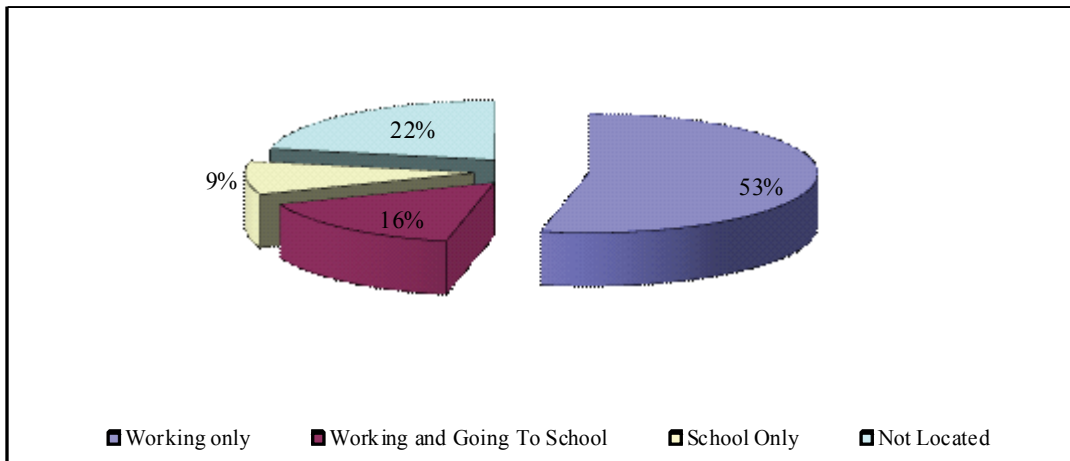


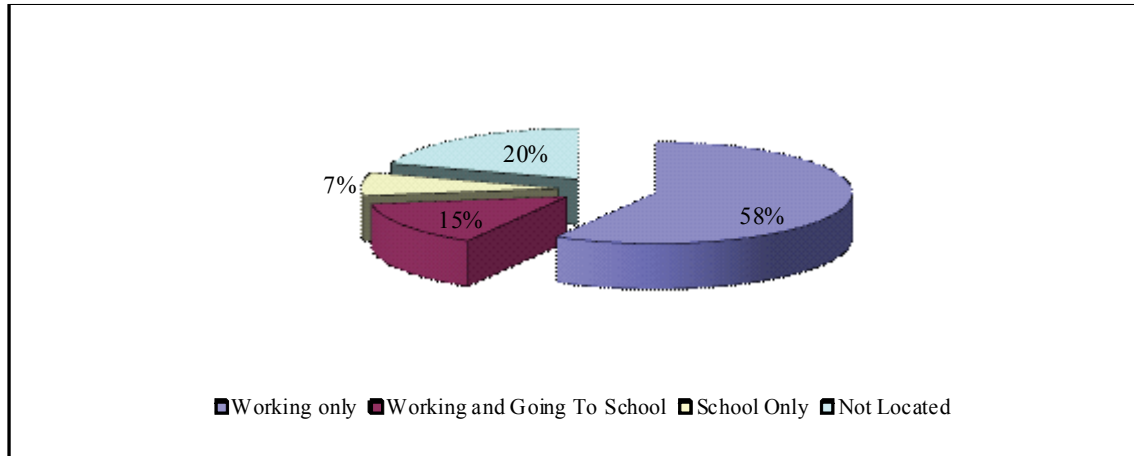
Figure 7a shows that there were large numbers of technical program leavers found “working only” (53.4%) when compared with academic programs leavers (38%) above. This may be the result of technical program leavers having job skills that make them more marketable in the labor market, also known as “marketable skills achievers.” The median quarterly earnings in 4th quarter 2007 for those found “working only” in this group was \$6,246, higher than leavers from academic programs (\$5,483).

Figure 7a. Follow-up Activities of 2006-2007 CTC Technical Program Leavers



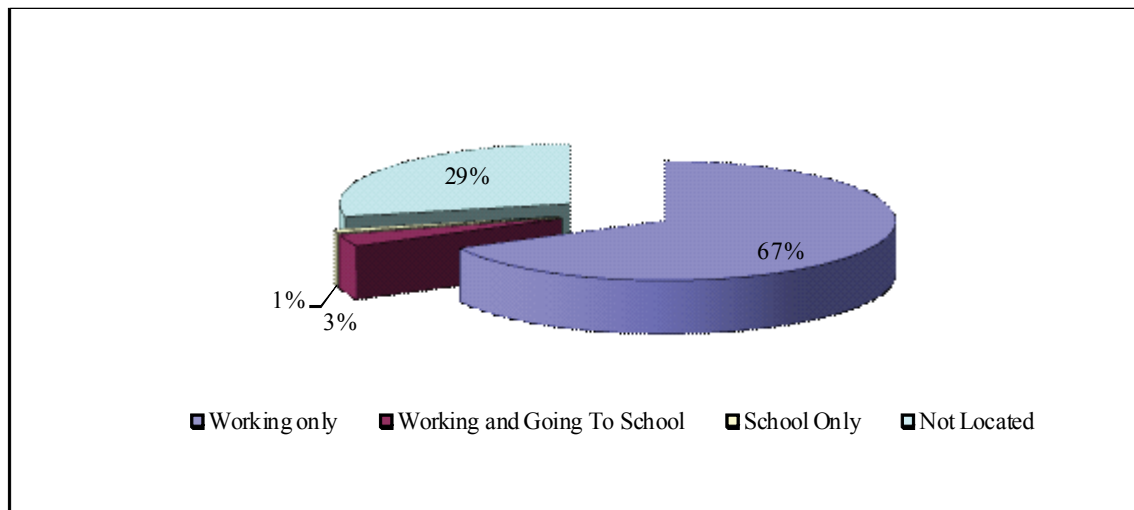
Along with technical program leavers, Figure 8a shows that large percentages of Tech-Prep program leavers were working post-exit. The median quarterly earnings in 4th quarter 2007 for those found working in this group was \$5,623, which is slightly lower than the technical programs leavers.

Figure 8a. Follow-up Activities of 2006-2007 CTC Tech-Prep Program Leavers



Continuing education leavers had the highest percentage (67.3%) of former students found working exclusively (see Figure 9a). This group also had the highest median quarterly earnings at \$9,925 among leavers who were found working in 4th quarter 2007. The higher employment rate and earnings suggest that many students were already employed while taking continuing education courses. Continuing education is usually common for people already in the workforce who need to learn new skills or upgrade existing skills.

Figure 9a. Follow-up Activities of 2005-2006 CTC Continuing Education Program Leavers



Industry and Educational Destinations for Graduates and Leavers

The top 10 industries of employment for CTC 2006-2007 graduates are shown in Table 8a. The largest industry of employment was “General Medical and Surgical Hospitals” garnering 13.57% of all graduates found working. “General Medical and Surgical Hospitals” is to be expected since the “Nursing and Allied Health” programs at CTCs in FY 2007 produced the largest group of graduates, representing 22% of the total AAS and certificates awarded for that year. The industry sectors are represented by the 4-digit North American Industry Classification System (NAICS).

Table 8a. Top 10 Most Common Industries for 2006-2007 CTC Graduates by 4-digit NAICS codes

Industry	Employed	% of All Working
General Medical and Surgical Hospitals	5,341	13.57
Executive, Legislative, and Other General Government Support	2,366	6.01
Elementary and Secondary Schools	2,304	5.85
Employment Services	1,617	4.11
Full-Service Restaurants	1,172	2.98
Nursing Care Facilities	1,161	2.95
Junior Colleges	1,048	2.66
Offices of Physicians	869	2.21
Home Health Care Services	838	2.13
Depository Credit Intermediation	751	1.91

As shown in Table 9a, the top industry of employment for 2006-2007 CTC leavers was “Elementary and Secondary Schools” followed by “Executive, Legislative, and Other General Government Support” and “General Medical and Surgical Hospitals.” The industries of employment for leavers differ significantly from graduates. There were more low-skill and low-wage industries such as Full-Service Restaurants, Limited Service Eating Places and Grocery Stores.

Table 9a. Top 10 Most Common Industries for 2006-2007 CTC Leavers by 4-digit NAICS Code

Industry	Employed	% of All Working
Elementary and Secondary Schools	26,990	5.48
Executive, Legislative, and Other General Government Support	25,577	5.20
Full-Service Restaurants	24,685	5.02
Employment Services	22,843	4.64
General Medical and Surgical Hospitals	20,625	4.19
Limited - Service Eating Places	16,906	3.43
Clothing Stores	11,291	2.29
Colleges, Universities, and Professional Schools	10,828	2.20
Depository Credit Intermediation	9,929	2.02
Grocery Stores	9,327	1.89

The overwhelming majority of 2006-2007 CTC Graduates who went back to school after graduating were found at 4-year universities (see Table 10a), even though the Houston Community College was the preferred institutions for a large number of students. The University of Texas at Arlington and The University of North Texas were the top university destinations for 2006-2007 CTC graduates. Houston Community College and South Texas College were the two community colleges in the top 10 most frequent institutions for enrollment by CTC graduates.

Table 10a. Top 10 Institutions for 2006-2007 CTC Graduates Pursuing Additional Education

Institution	Enrolled	% of All Enrolled
University of Texas at Arlington	813	3.74
University of North Texas	767	3.53
University of Texas at El Paso	735	3.38
Houston Community College	671	3.09
University of Houston	609	2.80
University of Texas-Pan American	562	3.58
University of Texas at San Antonio	546	2.51
University of Houston-Downtown	480	2.21
South Texas College	478	2.20
University of Houston-Clear Lake	475	2.18

The majority of 2006-2007 CTC graduates pursuing additional education were “Multi-/Interdisciplinary Studies” (see Table 11a). The second most popular major was “Undeclared” and the most popular occupationally specific major was “Nursing – Registered Nurse Training.”

Table 11a. Top 10 Majors for 2006-2007 CTC Graduates Pursuing Additional Education in Fall 2007 by 6-digit 2000 CIP

Major	Enrolled	% of All Enrolled
Multi-/Interdisciplinary Studies, Other	1,967	9.04
Undeclared	1,602	7.37
Nursing – Registered Nurse Training (RN, ASN, BSN, MSN)	1,442	6.63
General Studies	1,398	6.43
Business Administration and Management, General	1,007	4.63
Business/Commerce, General	696	3.20
Liberal Arts and Sciences/Liberal Studies	653	3.00
Psychology, General	580	2.67
Accounting	523	2.40

The most common majors for CTC leavers are shown in Table 13a. The majority of leavers were “General Studies.” When combined with “Liberal Arts and Sciences/Liberal Studies” and “Multi-/Interdisciplinary Studies, Other” and “Undeclared” almost 30% of the former students have not chosen an occupationally specific major. Among those who did choose such a major, “Nursing” was the most popular.

Table 12a. Top 10 Institutions for 2006-2007 CTC Leavers Pursuing Additional Education in Fall 2007

Institution	Enrolled	As % of All Enrolled
Texas A&M University	15,500	7.60
University of Texas at Austin	11,768	5.77
University of Houston	9,169	4.50
University of North Texas	8,966	4.40
Texas State University-San Marcos	7,989	3.92
Texas Tech University	7,001	3.43
University of Texas at Arlington	6,620	3.25
University of Texas at San Antonio	5,965	2.92
University of Texas at El Paso	4,935	2.42
Sam Houston State University	4,310	2.11

**Table 13a. Top 10 Majors for 2006-2007 CTC Leavers
Pursuing Additional Education in Fall 2007
by 6-digit 2000CIP**

Major	Enrolled	% of All Enrolled
General Studies	16,493	8.09
Undeclared	15,902	7.80
Multi-/Interdisciplinary Studies, Other	12,117	5.94
Nursing – Registered Nurse Training (RN, ASN, BSN, MSN)	10,166	4.98
Liberal Arts and Sciences/Liberal Studies	8,989	4.41
Business Administration and Management, General	7,035	3.45
Biology/Biological Sciences, General	6,932	3.40
Business/Commerce, General	6,482	3.18
Psychology, General	5,050	2.48

About 30% of the exiters pursuing additional education went to community colleges, whereas 60% continue in a university. About 28% of community college leavers who were found pursuing additional higher education continued at community colleges (see Table 16b), as were 46% of the graduates.

Table 14a. Type of Institution Preferred by CTC Students that Continue Their Education (2006-2007 CTC Exiters)

Category	Total Enrolled	CTC	Pct of Enrolled	University	Pct of Enrolled	HSC	Pct of Enrolled
Enrolled (All Exiters)	86,778	18,122	20.9%	56,636	65.3%	1,399	1.6%
Both (All Exiters)	138,925	49,715	35.8%	78,871	56.8%	1,004	0.7%
All Enrolled (All Exiters)	225,703	67,837	30.1%	135,507	60.0%	2,403	1.1%
Enrolled (Graduates)	6,480	2,502	38.6%	3,582	55.3%	70	1.1%
Both (Graduates)	15,268	7,542	49.4%	7,132	46.7%	104	0.7%
All Enrolled (Graduates)	21,748	10,044	46.2%	10,714	49.3%	174	0.8%
Enrolled (Leavers)	80,298	15,620	19.5%	53,054	66.1%	1,329	1.7%
Both (Leavers)	123,657	42,173	34.1%	71,739	58.0%	900	0.7%
All Enrolled (Leavers)	203,955	57,793	28.3%	124,793	61.2%	2,229	1.1%

B. Universities and Health-Related Institutions

Universities and health-related institutions have a statewide mission to provide undergraduate and graduate education in programs designed to address the education and training requirements of Texas. Many of Texas' universities and health-related institutions are recognized nationally as leaders in research and education.

Seed Records

The selection of participants was again based on guidelines from the TWC. For FY 2006-2007 a total of 247,216 students enrolled in universities and health-related institutions were included in the cohort. Forty-two percent (42.22%) of the total selected students (104,385 individuals) graduated and 57.78% (142,831 individuals) left the institutions they were enrolled in either to transfer to another higher education institution or to work full-time. Some were not located either in the higher education databases or in the UI wage records; they may have left the state, may have been unemployed or employed by a small business. Also it is possible they may have owned their own business or may have been stay-at-home individuals. Table 1b shows the composition of the 2006-2007 public universities and health science institutions cohort by exit status. Graduates are former students who were reported on the University Graduation Report (CBM009) and exited with some type of award. Leavers are former students who were enrolled at a university or health science institution during the 2006-2007 academic year, but who did not return to the same institution in Fall 2007.

Table 1b. Seed Records by Exit Status

Exit Status	N	% of Cohort
Graduates	104,385	42.22
Leavers	142,831	57.78
Total	247,216	100.0

More females were in the cohort (56.68% - 140,135) than males (43.31% - 107,081). The ethnic compositions showed that 52.7% were white, 12.3% were African-American, 23.1% were Hispanic, 5.9% Asian, 0.6% Native American, 4.3% international, and 1.1% unknown or not reported.

Methodology

Texas Higher Education Coordinating Board (THECB) selected the records of all individuals enrolled in Texas public universities and health-related institutions during the 2006-2007 fiscal year. Those records were matched with TWC UI wage records and public postsecondary enrollment records for predetermined periods of analysis. In addition, national databases including Office of Personnel Management, US Postal Office and military records from Department of Defense were used to determine employment. Employment was determined if the former student was found working in the 4th quarter 2007 according to the records mentioned. Pursuit of additional higher education was

documented if the former student was found enrolled in the fall semester 2007 by linking the seed records to the THECB public postsecondary education enrollment files.

In addition, there are a number of exiters that were not found and labeled “not located.” No information is provided for this group.

In calculating the mean/median income of exiters wages greater than \$25,000 were excluded so that the mean/median values will not be skewed. The dataset used in this study was unduplicated by Social Security Number (SSN). Students who were taking classes at correctional facilities and those with invalid SSNs were excluded.

The instructional program areas producing graduates are grouped by six-digit Classification of Instructional Program (CIP) code and possible corresponding occupations after exit. A field of training (CIP) may result in the acquisition of sufficient skills to prepare an individual for multiple occupations upon completion. The CIP taxonomy is used nationally to support the accurate tracking, assessment, and reporting of fields of study and program completion activity (NCES, 2002). They are not intended to correspond to any specific degree so that a program can be offered at different levels using the same CIP code.

Limitations

The Coordinating Board does not have access to Texas Department of Criminal Justice, and state welfare rolls so the reports lack information about people such as those in these databases. The post-exit results for the “not found” category might be positive if information could be obtained from the aforementioned agency. THECB also does not have information about exiters that left the state and enrolled in out-of-state institutions because the agency is not a subscriber to the National Student Clearinghouse.

The employment information is a snapshot in time. The seed records were matched with wage records of the 4th quarter in 2007. The information illustrates the employment status of individuals as it was in that particular quarter, without any information being provided regarding the length of employment.

The wage records provided by the TWC include information about the industry of employment but no information can be extracted to determine if the employed graduates/leavers are working in occupations related to their field of study.

Summary of Follow-up Results

Table 2b shows the summary results of electronic linkages. Overall, almost 79% of the cohort was found working and/or pursuing higher education post-exit.

Table 2b. Results of Electronic Linkages

Linkages with	N	% of Cohort
TWC UI Wage Records		
All Working	175,999	71.19
THECB Fall 2006 Enrollment Record		
All Enrolled	18,803	7.61
Not Located	52,414	21.20
Total Seed Records	247,216	100.00

The academic achievements of former students are illustrated in table 3b.

Table 3b. Academic Achievements of 2006-2007 Cohort

Level of Degree	Total	% of Cohort
Associate Degree (A.A.S.)	364	0.1
Bachelor (B.A/B.S)	73,232	29.7
Grad/Professional	27,256	11.0
Doctoral	3,147	1.3
Leaver	142,831	57.9
Total	246,830	100.0

Outcomes of Program Graduates

Forty-two percent (42.22%) of the exiters graduated, with females being more likely to graduate (56.68% of exiters) than men. Graduating females represent 43.57% of the original cohort of women, more than males (40.45%). The ethnic composition of graduates showed that 57.2% were white, 8.9% were African-American, 20.1% were Hispanic, 6.7% Asian, 0.5% Native American, 5.6% international, and 1.1% unknown or not reported.

Of the original cohort 43.30% of white students graduated, 27.16% of African-American, 33.40% of Hispanic students, 44.34% of Asians, 35.47% of Native Americans, 45.91% of international students, and 32.99% of those with ethnicity unknown or not reported.

Figure 1b shows the achievements of university and health related institutions graduates who received an Associate in Applied Science (AAS) degree. AAS degrees awarded at universities and HRIs are primarily in the health care field. Eighty-eight percent (88%) of the graduates are working and the median quarterly earnings for this group were

\$12,848. The median earnings are used in this report because they are less affected by extremely large values than mean earnings, some of which may be incorrect due to UI wage record anomalies. This group of graduates had the lowest number of former students who were not located, indicating that the majority of these former students remained in Texas after graduation.

Figure 1b. Follow-up Activities of 2006-2007 University and HRI AAS Degree Graduates

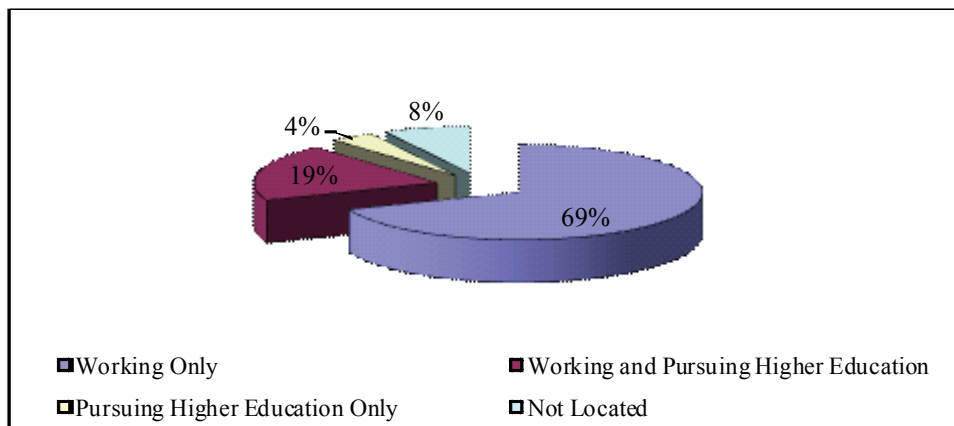
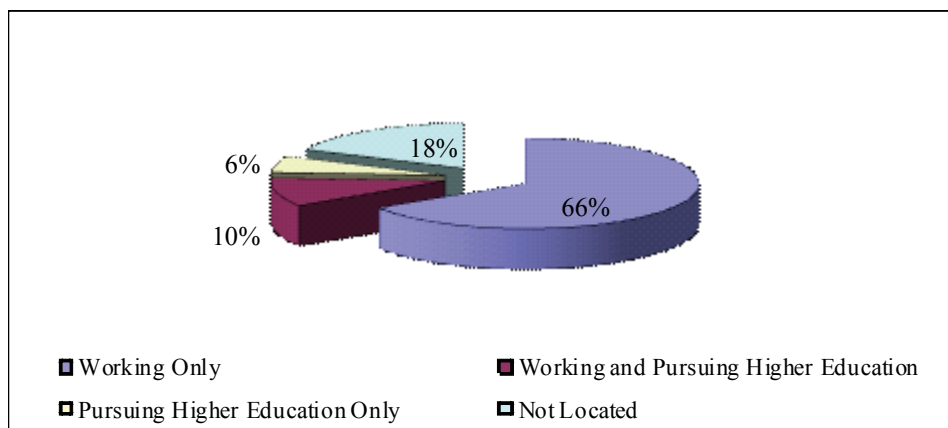


Figure 2b shows the achievements of bachelor's degree graduates. Almost one in five (18%) baccalaureate degree graduates was not located. It is possible that those who were not located may have moved to other states in pursuit of jobs and/or additional higher education. Seventy-six percent (76%) of this group was found working in 4th Quarter 2007 with median quarterly earnings of \$8,588, significantly less than an AAS graduate.

Figure 2b. Follow-up Activities of 2006-2007 University and HRI Bachelor's Degree Graduates



The follow-up activities of master's degree graduates are shown in Figures 3b. Almost 75% of this group was located through electronic record linkages. It is possible that those not located (25%) have left the state for jobs and/or pursuits of additional education. Those found working had median quarterly earnings of \$12,294 in the 4th quarter 2007.

Figure 3b. Follow-up Activities of 2006-2007 University and HSC Master's Degree Graduates

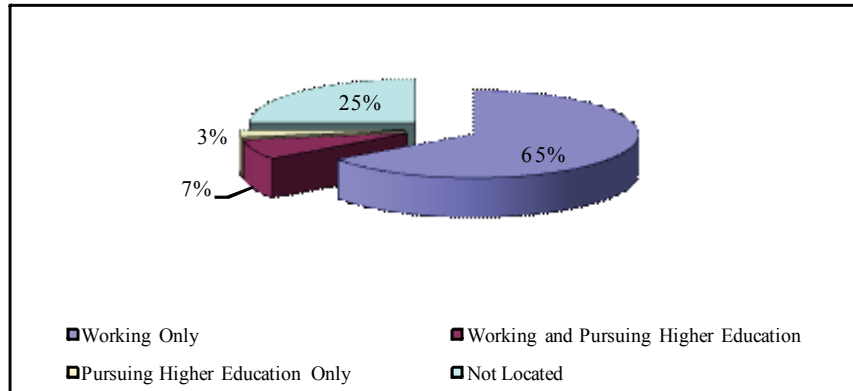
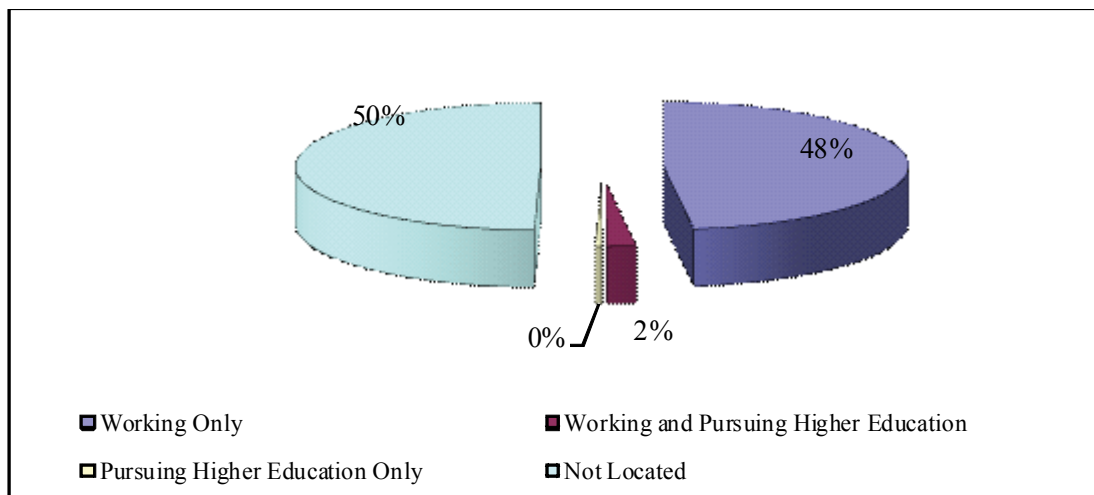


Figure 4b shows the general achievements of doctoral program graduates. Almost half of the graduates (49.6%) were not located through the resource databases available. It is possible that these former students have gone to other states in pursuit of jobs and/or postdoctoral work. Those found working in 4th quarter 2007 had median quarterly earnings of \$14,040.

Figure 4b. Follow-up Activities of 2006-2007 University Doctoral Graduates



In conclusion, the comparison of earnings of graduates of universities and health-related institutions programs shows that doctorate and associate in applied science degrees top the list, followed by master and bachelor's degrees. Further investigation is needed to determine the difference in earnings between AAS and BA/BS graduates.

There is a variety of employment rates and earnings based on the field of study. Table 4b illustrates the university programs with the highest employment rate. All of the ten top university programs had high graduate placement rates. The data for HRIs is found separately in Table 5b.

Table 4b. Top 10 University Programs By Highest Employment Rate in 4th Quarter 2007

Field of Study	Graduates	Employed in 4th Qtr. 2007	% Employed	Mean Earnings 4th Qtr. 2007	Median Earnings 4th Qtr. 2007
Clinical Nurse Specialist (NEW)	16	16	100	\$19,495	\$18,830
Urban Forestry (NEW)	9	9	100	\$7,273	\$8,368
Nursing, other	59	57	97	\$16,917	\$15,544
Educational, Instructional, and Curriculum Supervision	55	53	96	\$12,423	\$12,691
Nursing Administration (MSN, MS, PhD)	53	51	96	\$20,722	\$20,726
Office Management and Supervision	26	25	96	\$8,666	\$8,616
Elementary&Middle School Admin/Principalship	136	130	96	\$14,210	\$14,159
Teacher Education, multiple levels	39	37	95	\$12,239	\$12,412
Drafting and Design Technology	16	15	94	\$10,128	\$10,384
Health Information/Medical Records Admin/Administrator	44	41	93	\$8,630	\$8,226

Table 5b. Top 10 HRI Programs By Highest Employment Rate in 4th Quarter 2007

Field of Study	Graduates	Employed in 4th Qtr. 2007	% Employed	Mean Earnings 4th Qtr. 2007	Median Earnings 4th Qtr. 2007
Cell/Cellular Biology and Histology	5	5	100	\$7,998	\$8,250
Respiratory Care Therapy/Therapist	40	37	93	\$11,678	\$12,126
Nursing – Registered Nurse Training (RN, ASN, BSN, MSN)	938	857	91	\$14,872	\$14,215
Occupational Therapy/Therapist	65	59	91	\$14,452	\$14,329
Emergency Medical Technology/Technician (EMT Paramedic)	168	151	90	\$14,498	\$14,818
Clinical Laboratory Science/Medical Technology/Technologist	127	114	90	\$10,832	\$10,754
Nursing Administration (MSN, MS, PhD)	39	35	90	\$21,848	\$19,819
Medical Scientist (MS, PhD)	24	21	88	\$28,534	\$30,075
Pharmacy (PharmD [USA] PharmD, BS, BPharm [Canada])	76	66	87	\$27,702	\$29,400
Medical Radiologic Technology/Science- Radiation Therapist	21	18	86	\$15,705	\$15,682

Tables 6b and 7b show the top ten programs at universities and HRI whose graduates had the highest earnings in the 4th quarter 2007. Graduates in Nursing Science (MS/PhD) programs had the highest mean quarterly earnings in 4th quarter 2007 at \$24,163 followed by Pharmacy (PharmD [USA] PharmD, BS, BPharm [Canada]) at \$24,082. Looking at similar majors offered by both universities and HRIs, it seems that graduates of HRI institutions earn a slightly higher wage than the graduates of universities in the same majors. Further research may clarify if the employers prefer graduates from one type of institutions versus the other. Care must be taken in interpreting these data because of the small cell sizes. Also further research is needed to look at the previous training of some of the graduate programs.

Table 6b. Top 10 University Programs By Highest Earnings in 4th Quarter 2006

Field of Study	Graduates	Employed in 4th Qtr. 2007	% Employed	Mean Earnings 4th Qtr. 2007	Median Earnings 4th Qtr. 2007
Nursing Science (MS, PhD)	28	18	64	\$24,163	\$20,966
Pharmacy (PharmD [USA] PharmD, BS, BPharm [Canada])	326	292	90	\$24,082	\$26,316
Banking, Corporate, Finance, and Securities Law (LL.M., J.S.D., S.L.J.) (NEW)	6	n/a	50	\$23,652	\$25,477
Engineering, Other	49	38	78	\$23,003	\$22,853
Health law (LL.M., J.S.D./S.J.D.) (NEW)	10	n/a	40	\$22,268	\$19,660
Energy, Environment, and Natural Resources Law (LL.M., M.S., J.S.D./S.J.D.) (NEW)	8	5	63	\$21,494	\$25,000
Nursing Administration (MSN, MS, PhD)	53	51	96	\$20,722	\$20,726
Business/Managerial Operations, Other	67	38	57	\$20,712	\$19,110
Petroleum Engineering	292	165	57	\$20,314	\$20,000
Tax Law/ Taxation (LL.M., J.S.D./S.J.D.) (NEW)	13	11	85	\$19,969	\$15,542

Note: Cells with values less than 5 have been marked as "n/a" to protect the privacy of cohort members.

Table 7b. Top 10 HRI Programs By Highest Earnings in 4th Quarter 2006

Field of Study	Graduates	Employed in 4th Qtr. 2007	% Employed	Mean Earnings 4th Qtr. 2007	Median Earnings 4th Qtr. 2007
Nurse Anesthetist	61	21	34	\$35,259	\$35,000
Endodontics/Endodontology (Cert, MS, PhD) (NEW)	7	n/a	29	\$31,565	\$31,565
Medical Scientist (MS, PhD)	24	21	88	\$28,534	\$30,075
Pediatric Dentistry/Pedodontics (Cert, MS, PhD) (NEW)	7	n/a	43	\$27,940	\$27,940
Orthodontics/Orthodontology (Cert, MS, PhD) (NEW)	7	5	71	\$27,807	\$28,696
Pharmacy (PharmD [USA] PharmD, BS, BPharm [Canada])	76	66	87	\$27,702	\$29,400
Orthodontics Specialty	14	5	36	\$26,337	\$31,736
Nursing Science (MS, PhD)	16	11	69	\$22,164	\$19,147
Nursing Administration (MSN, MS, PhD)	39	35	90	\$21,848	\$19,819
Prosthodontics/Prosthodontology (Cert, MS, PhD) (NEW)	5	20	20	\$21,250	\$21,250

Note: Cells with values less than 5 have been marked as "n/a" to protect the privacy of cohort members.

One method to determine if the right mix of programs is being offered to supply employer demands is to compare the largest programs producing graduates with the programs that have the highest employment rates. Ultimately, to be considered fully market responsive, the largest programs in the state should align with those with the highest employment rates. Tables 8b and 9b compare programs with the highest number of graduates with those with the highest employment rate.

None of the programs offered by universities can be found in both top 10 by highest number of graduates and by the highest employment rate. For the HRIs three out of ten programs can be found on both lists (see Table 10). Further analysis may be needed to further understand the apparent disparity between number of graduates from a program and placement rates for a program particularly for universities.

Table 8b. Comparison of Largest University Programs Producing Graduates to Programs with the Highest Employment Rates for Graduates

University Programs by Largest Number of Graduates		University Programs by Highest Placement of Graduates	
Program	Graduates	Program	Placement Rate
Multi/ Interdisciplinary Studies, Other	8,947	Clinical Nurse Specialist (NEW)	100%
Business Administration and Management, General	5,737	Urban Forestry (NEW)	100%
Psychology, General	3,913	Nursing, other	97%
Accounting	3,429	Educational, Instructional, and Curriculum Supervision	96%
Biology/Biological Sciences, General	3,335	Nursing Administration (MSN, MS, PhD)	96%
Finance, General	2,593	Office Management and Supervision	96%
Health and Physical Education, General	2,464	Elementary&Middle School Admin/Principalship	96%
Marketing/Marketing Management, General	2,460	Teacher Education, multiple levels	95%
Educational Leadership and Administration, General	2,283	Drafting and Design Technology	94%
English Language and Literature, General	2,164	Health Information/Medical Records Admin/Administrator	93%

Table 9b. Comparison of Largest HRI Programs Producing Graduates to Programs with the Highest Employment Rates for Graduates

HRI Programs by Largest Number of Graduates		HRI Programs by Highest Placement Of Graduates	
Program	Graduates	Program	Placement Rate
Medicine (MD)	1,188	Cell/Cellular Biology and Histology	100%
Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)	938	Respiratory Care Therapy/Therapist	93%
Dentistry (DDS, DMD)	221	Nursing – Registered Nurse Training (RN, ASN, BSN, MSN)	91%
Emergency Medical Technologist/Technician (EMT Paramedic)	168	Occupational Therapy/Therapist	91%
Biophysics	166	Emergency Medical Technology/Technician (EMT, Paramedic)	90%
Physician Assistant	163	Clinical Laboratory Science/Medical Technology/Technologist	90%
Physical Therapy/ Therapist	159	Nursing Administration (MSN, MS, PhD)	90%
Family Practice Nurse/Nurse Practitioner	146	Medical Scientist (MS, PhD)	88%
Clinical Laboratory Science/ Medical Technology/ Technologist	127	Pharmacy (PharmD [USA] PharmD, BS/BPharm [Canada])	87%
Osteopathic Medicine/ Osteopathy (DO)	126	Medical Radiologic Technology/Science – Radiation Therapist	86%

Table 10b shows that the most common industry of employment for university and HRI graduates was “Elementary and Secondary Schools,” employing about 22% of the graduates. Combined with “Colleges, Universities and Professional Schools,” the education industry employed almost thirty percent of all graduates. General Medical and Surgical Hospitals came in a distant third with more than five percent of the graduates.

**Table 10b. Top 10 Most Common Industries for 2006-2007
University and HRI Graduates**

Industry	Employed	% of All Working
Elementary and Secondary Schools	16,793	21.65
Colleges, Universities, and Professional Schools	5,266	6.79
General Medical and Surgical Hospitals	4,118	5.31
Employment Services	2,926	3.77
Architectural, Engineering, and Related Services	2,126	2.74
Executive, Legislative, and Other General Government Support	1,824	2.35
Full-Service Restaurants	1,726	2.22
Accounting, Tax Preparation, Bookkeeping, and Payroll Services	1,600	2.06
Depository Credit Intermediation	1,525	1.97
Individual and Family Services	1,320	1.70

About 12% of university and HRI graduates pursuing additional higher education were enrolled at the Texas A&M University and University of Texas at Austin (see Table 11b). There were no public community or technical colleges in the top ten institutions for this group, showing that none of these graduates went for more skills training at community college in the period studied.

Table 12b shows the most common majors for graduates pursuing additional education. The top major was “Undeclared” followed by “Business Administration and Management.” Undeclared usually means that the student is taking additional courses but has not declared a major.

**Table 11b. Top 10 Most Common Institutions for 2006-2007
University and HRI Graduates**

Institution	Enrolled	% of All Enrolled
Texas A&M University	919	6.23
University of Texas at Austin	789	5.35
University of Houston	760	5.15
Texas Tech University	754	5.11
University of North Texas	562	3.81
University of Texas-Pan American	525	3.56
University of Texas at Dallas	500	3.39
Texas State University-San Marcos	483	3.27
University of Texas at Arlington	475	3.22
University of Texas at El Paso	433	2.93

**Table 12b. Top 10 Most Common Majors for 2006-2007 University and HRI
Graduates By 6-digit 2000 CIP**

Major	Enrolled	% of All Enrolled
Undeclared	1,251	8.48
Not Reported	862	5.84
Business Administration and Management, General	755	5.12
Medicine (MD)	513	3.48
Accounting	456	3.09
Curriculum and Instruction	412	2.79
Educational Leadership and Administration	373	2.53
Law (LLB, JD)	305	2.07
General Studies	293	1.99
Education, General	289	1.96

Outcomes of Program Leavers

Students are considered “leavers” if they were enrolled at a higher education institution during the 2006-2007 school-year but did not return to the same institution in the following fall semester (fall 2007).

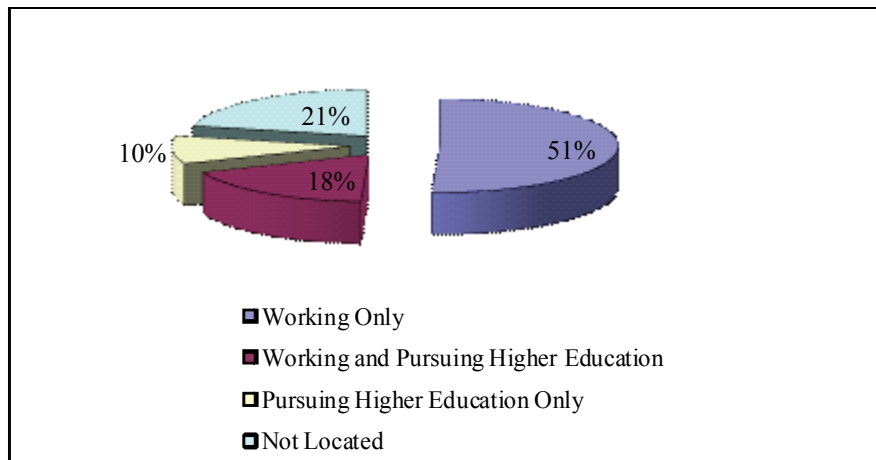
Fifty-seven percent (57.78%) of the exiters were “leavers,” with females being more likely to leave without graduating (55.35%) than men. Leaving females represent 56.42% of the original cohort of women, less than males (59.54%). The ethnic composition of leavers showed that 49.4% were white, 14.8% were African-American, 25.3% were Hispanic, 5.5% Asian, 0.7% Native American, 3.3% international, and 1.1% unknown or not reported.

Of the original cohort 54.2% of white students left their institution, 69.5% of African-American, 63.3% of Hispanic students, 52.9% of Asians, 64.8% of Native Americans, 44.6% of international students, and 58.8% of those with ethnicity unknown or not reported.

More than a quarter of leavers (27.79%) were found enrolled in a higher education institution in the next academic year, with 28.36% of females being enrolled compared with men (27.08%). Twenty-seven (27.64%) of white students that left their institution were found continuing their education, 24.42% of African-American, 30.60% of Hispanic students, 36.36% of Asians, 26.48% of Native Americans, 10.52% of international students, and 24.63 % of those with ethnicity unknown or not reported.

Figure 5b shows that almost sixty-nine percent (68.90%) of all leavers were found working in Texas in 4th Quarter 2007. They had median earnings of \$6,235. More than one in five (21.47%) was not located through the resource databases available. Ten percent of this group was enrolled in higher education exclusively.

Figure 5b. Follow-up Activities of 2006-2007 University and HRI Leavers



The education industry (Elementary and Secondary Schools) was also the top employer for university and HRI leavers, employing about 16% of the former students (see Table 13b). A distant second was “Full-Service Restaurants.”

**Table 13b. Top 10 Most Common Industries for 2006-2007
University and HRI Leavers**

Industry	Employed	% of All Working
Elementary and Secondary Schools	15,585	15.84
Full-Service Restaurants	5,776	5.87
Employment Services	4,074	4.14
Colleges, Universities, and Professional Schools	3,940	4.00
Limited-Service Eating Places	3,020	3.07
General Medical and Surgical Hospitals	3,015	3.06
Clothing Stores	2,744	2.79
Depository Credit Intermediation	2,411	2.45
Executive, Legislative, and Other General Government Support	2,124	2.16
Department Stores	1,946	1.98

**Table 14b. Top 10 Most Common Institutions for 2006-2007
University and HRI Leavers**

Institution	Enrolled	% of All Enrolled
University of Texas at Austin	1,853	4.67
Houston Community College	1,747	4.40
Texas A&M University	1,418	3.57
Austin Community College	1,392	3.51
University of Houston	1,178	2.97
University of North Texas	1,051	2.65
El Paso Community College District	1,043	2.63
Texas State University-San Marcos	1,020	2.57
South Texas College	941	2.37
University of Texas at Arlington	807	2.03

Almost 13% of leavers pursuing higher education were General Studies (see Table 15b). When combined with Undeclared, Liberal Arts and Sciences/Liberal Studies, almost one third (30.59%) of the former students have not chosen an occupationally specific major. The most popular occupationally specific major was “Nursing-Registered Nurse Training,” but enrollment increased only slightly from since last year.

**Table 15b. Top 10 Most Common Majors for 2006-2007
University and HRI Leavers**

Major	Enrolled	% of All Enrolled
General Studies	5,128	12.92
Undeclared	4,442	11.19
Not Reported	2,702	6.81
Liberal Arts and Sciences/Liberal Studies	2,571	6.48
Nursing – Registered Nurse Training	1,848	4.66
Business Administration and Management, General	1,492	3.76
Business/Commerce, General	1,368	3.45
Biology/Biological Sciences, General	1,268	3.19
Multi-/Interdisciplinary Studies, Other	1,123	2.83
Psychology, General	785	1.98

About 40% of the exiters pursuing additional education went to community colleges, whereas 47% continue in a university. About 50% of university and HRI leavers who were found pursuing additional higher education were enrolled at community colleges (see Table 16b), as were 11% of the graduates.

Table 16b. Type of Public Institution Preferred by University and HRI Students that Continue Their Education (2006-2007 Exiters)

Category	Total Enrolled	CTC	Pct of Enrolled	University	Pct of Enrolled	HSC	Pct of Enrolled
Enrolled (All Exiters)	18,803	5,592	29.7%	9,586	51.0%	1,694	9.0%
Both (All Exiters)	35,644	16,845	47.3%	16,063	45.1%	1,103	3.1%
All Enrolled (All Exiters)	54,447	22,437	41.2%	25,649	47.1%	2,797	5.1%
Enrolled (Graduates)	5,050	266	5.3%	3,339	66.1%	945	18.7%
Both (Graduates)	9,705	1,404	14.5%	7,391	76.2%	548	5.7%
All Enrolled (Graduates)	14,755	1,670	11.3%	10,730	72.7%	1,493	10.1%
Enrolled (Leavers)	13,753	5,326	38.7%	6,247	45.4%	749	5.5%
Both (Leavers)	25,939	15,441	59.5%	8,672	33.4%	555	2.1%
All Enrolled (Leavers)	39,692	20,767	52.3%	14,919	37.6%	1,304	3.3%

C. Career Schools and Colleges

THECB has had oversight of degree-granting career schools and colleges (CSC) since 1992. Texas Workforce Commission oversees the approval to operate and administration of career schools, and THECB oversees the degree-granting functions at those schools that have approval to grant degrees.

Approximately 50 career schools have authority to grant degrees in Texas, and have approval for approximately 150 degree programs. All degree programs at career schools are applied associate degrees; all but two of those approved programs are applied associate in science degrees, while the remaining two are applied associate in arts degrees. Most of the degree programs are in the general categories of technology, business, and allied health. Some degree-granting career schools offer a variety of generally related programs, while others specialize in one or two related areas.

The number of degree programs at career schools varies between one and nine, with the average at around five. Many career schools concentrate on a general area, such as allied health or business, and offer several related programs in that general area, but a few specialize in one degree. For instance, two schools award solely mortuary degrees, two

award solely culinary degrees, one awards a paralegal degree, and one awards theater degrees.

Seed Records

The selection of participants was based on guidelines from the Texas Workforce Commission (TWC). It includes all students in the fiscal year who graduated from programs offered by career schools, as well as those who were enrolled in an institution but did not return in the following fall semester. For FY2007 a total of 16,721 students enrolled in these institutions were included in the analysis. About 43% of the enrolled students (7,186 individuals) graduated and 57% (9,535 individuals) left the institutions they were enrolled in either to transfer to another higher education institution (public or private) or to work full-time. Some were not located either in the higher education databases or in the TWC's Unemployment Insurance (UI) wage records. They may have left the state, may have been unemployed or employed by a small business. It is also possible they were self-employed, or may have been stay-at-home individuals. Table 1c shows a breakdown of the seed records by student exit status.

Table 1c. Seed Records by Exit Status

Exit Status	N	% of Cohort
Graduates	7,186	42.98
Leavers	9,535	57.02
Total	16,721	100.0

The number of females in the cohort was higher (60.9% - 6,845) than males (39.1% - 8,229). The ethnic compositions showed that 22.4% were white, 21.7% were African-American, 28.5% were Hispanic, 1.4% Asian, 0.2% Native American, 0.1% international, and 25.7% unknown or not reported.

Methodology

The Texas Higher Education Coordinating Board (THECB) used the same methodology in selecting the records, match them with education and employment records as it did with the public institutions.

Limitations

These institutions face the same limitations as the public institutions.

Summary of Follow-up Results

Table 2c shows a summary of the results of electronic linkages. Over 72 percent of the cohort was located through electronic linkages with either THECB enrollment files or wage records.

Tables 3c and 4c show the top ten instructional program areas producing graduates (by six-digit CIP code), as well as possible corresponding occupations.

Table 2c. Summary of Electronic Linkages

Linkages	N	Percent of Cohort
TWC UI Wage Records		
All Working	12,094	72.33
THECB Fall 2007 Enrollment Records		
All Enrolled	234	1.40
Not Located	4,393	26.27
Total Seed Records	16,721	100.00

Table 3c. Top 10 Programs of Study of CSC Graduates and Possible Occupations by 6-digit CIP

Programs of Study of CSC Graduates	Possible Related Occupations
Medical/Clinical Assistant	Medical Assistants; Medical Equipment Preparers
Electrical, Electronic and Communications Engineering Technology/Technician	Electrical & Electronic Engineering Technicians
Medical Insurance Coding Specialist/Coder (NEW)	Medical Office Assistant, Insurance Biller, Medical Secretaries; Medical Records & Health Information Technicians;
Pharmacy Technician/Assistant	Executive Secretaries & Administrative Assistants; Secretaries, Except Legal, Medical, & Executive
Culinary Arts/Chef Training	Chef, Cook
Drafting and Design Technology/Technician, General	Architectural & Civil Drafters; Drafters, All Other
Criminal Justice/Safety Studies	Parole Officer, Police Officer, Dept of Homeland Security
Medical Insurance Specialist/Medical Biller (NEW)	Medical Secretaries; Medical Records & Health Information Technicians;
Funeral Service and Mortuary Science, General	Funeral Directors; Embalmers; Funeral Attendants
Legal Assistant/Paralegal	Paralegals & Legal Assistants; Title Examiners, Abstractors, & Searchers; Legal Support Workers, All Other

Table 4c. Top 10 CSC Programs By Highest Number of Graduates in 2007

Field of Study	Graduates	Employed in 4th Qtr. 2007	Employment Rate	Mean Earnings 4th Qtr. 2007	Median Earnings 4th Qtr. 2007
Medical/Clinical Assistant	1,751	1,332	76	\$4,662	\$4,665
Electrical, Electronic and Communications Engineering Technology/Technician	857	727	85	\$7,948	\$7,725
Medical Insurance Coding Specialist/Coder (NEW)	523	419	80	\$5,324	\$5,358
Pharmacy Technician/Assistant	506	421	83	\$5,218	\$5,169
Culinary Arts/Chef Training	447	333	74	\$5,740	\$5,232
Drafting and Design Technology/Technician, General	317	259	82	\$8,500	\$8,143
Criminal Justice/Safety Studies	247	191	77	\$5,958	\$5,923
Medical Insurance Specialist/Medical Biller (NEW)	202	158	78	\$5,541	\$5,481
Funeral Service and Mortuary Science, General	178	127	71	\$7,210	\$6,934
Legal Assistant/Paralegal	162	127	78	\$8,633	\$8,150

Outcomes of Program Graduates

Forty-three percent (42.98%) of the exiters graduated, with females being more likely to graduate (62.2% of graduates) than men. Graduating females represent 43.9% of the original cohort of women, far more than males (41.44%). The ethnic composition of graduates showed that 25.3% were white, 20.0% were African-American, 36.0% were Hispanic, 1.4% Asian, 0.2% Native American, 0.1% international, and 16.9% unknown or not reported.

Of the original cohort 48.5% of white students graduated, 39.7% of African-American, 54.4% of Hispanic students, 42.5% of Asians, 39.0% of Native Americans, 80.0% of international students, and 28.3% of those with ethnicity unknown or not reported.

The successful outcomes of the CSC graduates range from graduating and entering the workforce to continuing to go to school. For the 2006-2007 graduates about 75.63% went to work and 0.68% enrolled in school, continuing their education in spite of the award earned. Very few (3.15%) do both, working while going to school (see Figure3c).

Figure 1c. Follow-up Activities of the 2006-2007 Graduates

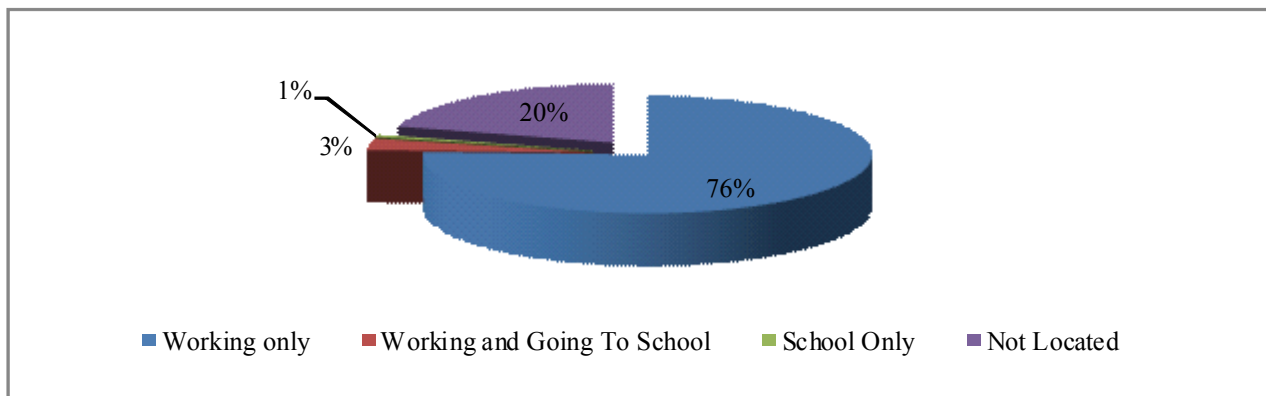
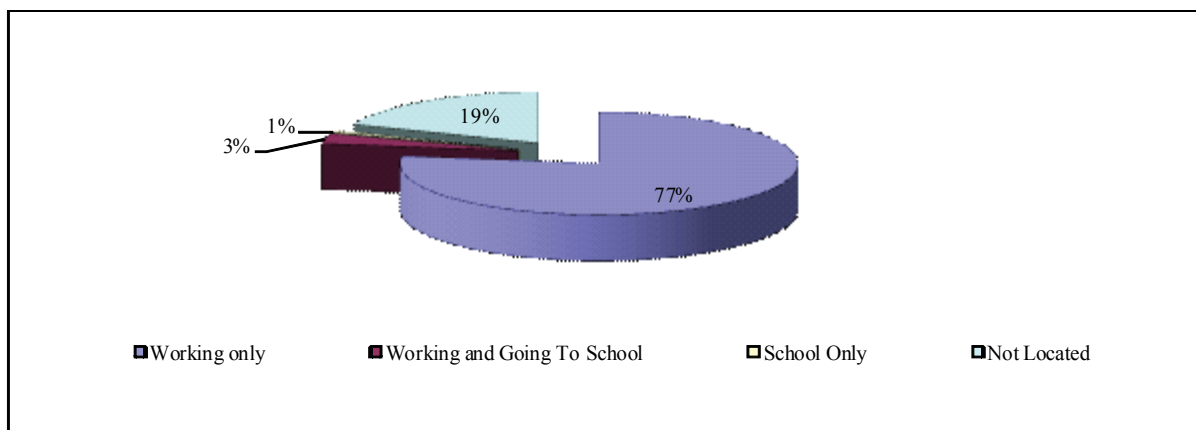


Figure 2c depicts the post-exit achievements of graduates with an associate degree. The majority (77.24%) of these graduates were found working and not pursuing additional education in 4th quarter 2007, with median quarterly earnings of \$6,533. The graduates with an associate degree that were working and also going to school (3.10%) had the median quarterly earnings of \$5,742 suggesting either lower wages or part-time hours.

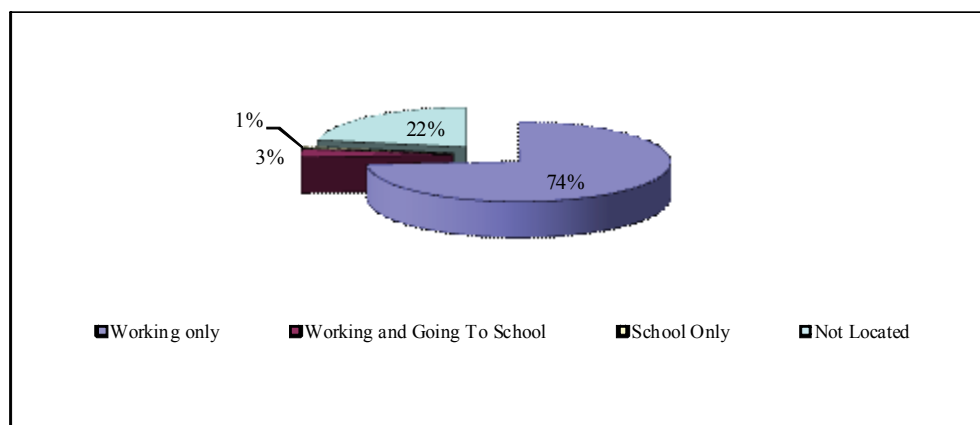
Figure 2c. Follow-up Activities of the 2006-2007 CSC Associate Degree Program Graduates



As shown in Figure 3c, about 74% of certificate programs graduates were employed after exiting school, with median quarterly earnings of \$4,941 for the ones working only and \$4,947 for the ones working and going to school during the 4th quarter 2007. Only .75% of the graduates continued their postsecondary education post-exit and 22% were not found in either employment databases or the higher education enrollment records.

The median quarterly wages of graduates of associate degree programs compared with wages of the same period of certificate programs graduates show higher earnings for associate degrees program graduates. However, these wages are below the wages earned by community college graduates of technical or tech-prep programs.

Figure 3c. Follow-up Activities of 2006-2007 CSC Certificate Program Graduates



Tables 5c and 6c show the “Top 10 Programs” by employment rate and by earnings.

Table 5c. Top 10 CSC Programs By Highest Employment Rate by Field of Study in 4th Quarter 2007

Field of Study	Graduates	Employed in 4th Qtr. 2007	% Employed	Mean Earnings 4th Qtr. 2007	Median Earnings 4th Qtr. 2007
Restaurant, Culinary, and Catering Management/Manager	9	9	100	\$12,900	\$10,749
Medical Administrative/Executive Assistant and Medical Secretary	8	8	100	\$6,110	\$5,700
Computer Engineering Technology/Technician	18	17	94	\$6,564	\$6,782
Business Administration and Management General	30	28	93	\$6,109	\$6,020
Computer Systems Analysis/Analyst	82	75	91	\$7,642	\$7,843
Diesel Mechanics Technology/Technician	20	18	90	\$5,317	\$5,402
Interior Design	16	14	88	\$7,845	\$8,150
Surgical Technology/Technologist	23	20	87	\$6,651	\$6,817
Business Management, Marketing and Related Support Services, Other	14	12	86	\$6,204	\$5,651
Accounting	48	41	85	\$5,967	\$5,100

**Table 6c. Top 10 CSC Programs By Highest Earnings by Field of Study
in 4th Quarter 2007**

Field of Study	Graduates	Employed in 4th Qtr. 2007	% Employed	Mean Earnings 4th Qtr. 2007	Median Earnings 4th Qtr. 2007
Restaurant, Culinary, and Catering Management/Manager	9	9	100	\$12,900	\$10,749
Diagnostic medical Sonography/Sonographer and Ultrasound Technician	42	35	83	\$11,504	\$10,780
Respiratory Care Therapy/Therapist	94	79	84	\$10,970	\$10,787
Legal Assistant/Paralegal	162	127	78	\$8,633	\$8,150
Drafting and Design Technology/Technician, General	317	259	82	\$8,500	\$8,143
Electrical, Electronic and Communications Engineering Technology/ Technician	857	727	85	\$7,948	\$7,725
Interior Design	16	14	88	\$7,845	\$8,150
Computer Systems Analysis/Analyst	82	75	91	\$7,642	\$7,843
Computer Engineering, General	9	7	78	\$7,493	\$7,553
Avionics, Maintenance Technology/Technician	120	96	80	\$7,413	\$7,240

One method to determine if the right mix of programs is being offered to supply employer demands is to compare the largest programs producing graduates with the programs that have the highest employment rates. Theoretically, the largest programs in the state should match those with the highest employment rates.

Table 7c shows a comparison of the top 10 largest CSC programs to the programs with the highest employment rates. No program appears in both high employment rate and high number of graduates sections.

Table 7c. Comparison of Largest CSC Programs Producing Graduates to Programs with the Highest Employment Rates for Graduates

Largest CSC Programs with Graduates		CSC Programs by Highest Placement Of Graduates	
Program	Graduates	Program	Placement Rate
Medical/Clinical Assistant	1,751	Restaurant, Culinary, and Catering Management/Manager	100
Electrical, Electronic and Communications Engineering Technology/Technician	857	Medical Administrative/Executive Assistant and Medical Secretary	100
Medical Insurance Coding Specialist/Coder (NEW)	523	Computer Engineering Technology/Technician	94
Pharmacy Technician/Assistant	506	Business Administration and Management General	93
Culinary Arts/Chef Training	447	Computer Systems Analysis/Analyst	91
Drafting and Design Technology/Technician, General	317	Diesel Mechanics Technology/Technician	90
Criminal Justice/Safety Studies	247	Interior Design	88
Medical Insurance Specialist/Medical Biller (NEW)	202	Surgical Technology/Technologist	87
Funeral Service and Mortuary Science, General	178	Business Management, Marketing and Related Support Services, Other	86
Legal Assistant/Paralegal	162	Accounting	85

Outcomes for Program Leavers

Students are considered “leavers” if they were enrolled at a career school during the 2006-2007 school-year but did not return to the same institution in the following fall semester (fall 2007).

Fifty-seven percent (57.02%) of the exiters were “leavers,” with females being more likely to leave without graduating (34.1%) than men. Leaving females represent 56.0% of the original cohort of women, less than males (58.55%). The ethnic composition of leavers showed that 20.3% were white, 22.9% were African-American, 22.8% were Hispanic, 1.5% Asian, 0.3% Native American, 0.0% international, and 32.3% unknown or not reported.

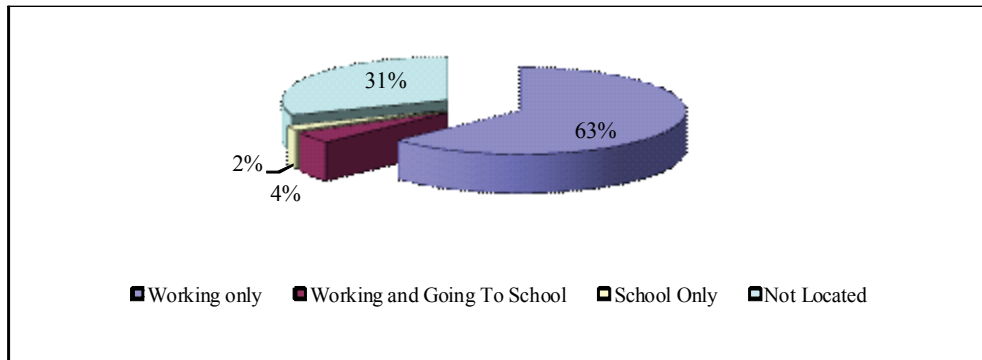
Of the original cohort 51.5% of white students left their institution, 60.3% of African-American, 45.6% of Hispanic students, 57.5% of Asians, 61.0% of Native Americans, 20.0% of international students, and 71.7% of those with ethnicity unknown or not reported.

More than half (65.01%) of this group was found working and/or pursuing higher education at a public postsecondary institution. The median quarterly earnings in 4th quarter 2007 for those found working in this group was \$4,077. As shown in Figure 4c, a third (32%) of the program leavers was not located through electronic linkages. It is

possible that more of them have left the state, are self-employed, or worked in a small business not required to report to UI wage records.

Five percent of leavers (1.94%) were found enrolled in a higher education institution in the next academic year, with 1.95% of females being enrolled compared with men (1.93%). Two percent (2.33%) of white students that left their institution were found continuing their education, 1.78% of African-American, 2.07% of Hispanic students, 2.17% of Asians, 4.00% of Native Americans, 0% of international students, and 1.69 % of those with ethnicity unknown or not reported.

Figure 4c. Follow-up Activities of 2006-2007 CSC Program Leavers



Industry and Educational Destinations for Graduates and Leavers

The top 10 industries of employment for CSC 2006-2007 graduates are shown in Table 8c. The largest industry of employment was “Offices of Physicians” garnering 10.90% of all graduates found working. The industry sectors are represented by the 4-digit North American Industry Classification System (NAICS).

Table 8c. Top 10 Most Common Industries for 2006-2007 CSC Graduates by 4-digit NAICS codes

Industry	Employed	% of All Working
Offices of Physicians	617	10.90
Employment Services	511	9.03
Full-Service Restaurants	226	3.99
General Medical and Surgical Hospitals	204	3.60
Health and Personal Care Stores	195	3.44
Limited-Service Eating Places	159	2.81
Architectural, Engineering and Related Services	143	2.53
Business Support Services	134	2.37
Other General Merchandise Stores	131	2.31
Grocery Stores	115	2.03

As shown in Table 9c, the top industry of employment for 2006-2007 CSC leavers was “Employment Services” followed by “Limited-Service Eating Places” and “Full-Service Restaurants.” The industries of employment for leavers are fairly similar from graduates.

Table 9c. Top 10 Most Common Industries for 2006-2007 CSC Leavers by 4-digit NAICS Code

Industry	Employed	% of All Working
Employment Services	773	12.68
Limited - Service Eating Places	429	6.67
Full-Service Restaurants	330	5.13
Other General Merchandise Stores	284	4.41
Department Stores	194	3.02
Business Support Services	189	2.94
Clothing Stores	150	2.33
Grocery Stores	148	2.30
Investigation and Security Services	147	2.29
Architectural, Engineering and Related Services	114	1.77

The majority of 2006-2007 CSC graduates who went back to school after graduating were found at for profit institutions, followed by community colleges (see Table 10c).

Table 10c. Top 10 Institutions for 2006-2007 CSC Graduates Pursuing Additional Education

Institution	Enrolled	% of All Enrolled
El Paso Community College District	4	8.16
Remington College-Fort Worth	4	8.16
Houston Community College	3	6.12
Virginia College at Austin	3	6.12
Alamo CCD NW Vista College	2	4.08
Dallas Baptist University	2	4.08
Trinity Valley Comm. College	2	4.08
Paul Quinn College	2	4.08
CTR for Advanced Legal Studies	2	4.08
Tarrant CO Southeast Campus	1	2.04

The 2006-2007 CSC graduates pursuing additional education were in very specific majors that seem to relate with what they studied before (see Table 11c).

Table 11c. Top 10 Majors for 2006-2007 CSC Graduates Pursuing Additional Education in Fall 2007 By 6-digit 2000 CIP

Major	Enrolled	% of All Enrolled
General Studies	49	17.82
Undeclared	32	11.64
Not Reported	19	6.91
Liberal Arts and Sciences/Liberal Studies	18	6.55
Nursing – Registered Nurse Training (RN, ASN, BSN, MSN)	15	5.45
Business Administration and Management, General	9	3.27
Medical/Clinical Assistant	8	2.91
Electrical, Electronic and Communications Engineering Technology/Technician	7	2.55
Criminal Justice/Safety Studies	7	2.55
Legal Assistant/Paralegal	5	1.82

Most CSC leavers who continued pursuing higher education did so at community college or for-profit institution (see Table 12c).

The most common majors for CSC leavers are shown in Table 13c. The majority of leavers were “Electrical, Electronic and Communications Engineering Technology/Technician.” Almost half of the majors in the “top 10 majors” selected are related with the judicial system.

Table 12c. Top 10 Institutions for 2006-2007 CSC Leavers Pursuing Additional Education in Fall 2007

Institution	Enrolled	As % of All Enrolled
Austin Community College	25	5.97
Remington College – Dallas	17	4.06
DCCCD Richland College	16	3.82
Houston Community College	14	3.34
Remington College-Fort Worth	13	3.10
DCCCD El Centro College	12	2.86
DCCCD Eastfield College	11	2.63
ITT Tech Institute-Arlington	11	2.63
ITT Tech Institute – Houston W	11	2.63
Lone Star College-N Harris	10	2.39

Table 13c. Top 9 Majors for 2006-2007 CSC Leavers Pursuing Additional Education in Fall 2007 by 6-digit 2000CIP

Major	Enrolled	% of All Enrolled
General Studies	56	13.37
Electrical, Electronic and Communications Engineering Technology/ Technician	30	7.16
Undeclared	26	6.21
Drafting and Design Technology/Technician, General	24	5.73
Liberal Arts and Sciences/Liberal Studies	24	5.73
Criminal Justice/Safety Studies	23	5.49
Medical/Clinical Assistant	19	4.53
Court Reporting/Court Reporter	12	2.86
Nursing- Registered Nurse Training (RN, ASN, BSN, MSN)	10	2.39

In general, 73% of the CSC students (graduates and leavers) that decide to continue their education can be found in public institutions. No student was found in a public HRI.

Table 14c. Type of Public Institution Preferred by CSC Students that Continue Their Education

Category	Total Enrolled	CTC	Pct of Enrolled	University	Pct of Enrolled
Enrolled (Graduates)	49	25	51.02	n/a	8.16
Enrolled and Working (Graduates)	226	158	69.91	20	8.85
All Enrolled (Graduates)	275	183	66.55	24	8.73
Enrolled (Leavers)	185	99	53.51	19	10.27
Enrolled and Working (Leavers)	419	237	56.56	22	5.25
All Enrolled (Leavers)	6,433	237	3.68	22	0.34

Note: Cells with values less than 5 have been marked as “n/a” to protect the privacy of cohort members.

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APPENDIX A

Glossary

All Working	All participants that are found working in the TWC UI wage records and participants who are working at the same time going to school
All Enrolled	All participants that are found enrolled in a higher education institution and participants who are working at the same time going to school
Enrolled Only	Participants found enrolled in a higher education institution but not working
Graduates	Graduates during 2006-2007 academic year
Leavers	Non-returning students enrolled during Summer (I or II), Fall 2006, Spring 2007, and did not enroll in Fall 2007 at the same institution
Working only	All participants that are found working in the TWC UI wage records but not enrolled in higher education
Not Located	Participants not found in the UI wage records or in the THECB database