

APPENDIX

QUALITY COACHING

The Quality Coaching indicator reflects the extent to which current students at public universities and colleges in each state report receiving guidance, relevant timely labor market information, and support in connecting their education choices with career objectives.

Given the lack of standardized and comprehensive data sources about student reception of Quality Coaching, a custom survey of current students gathered their self-reported experiences. The state categorizations are based on the percentage of students at public universities and colleges who report the following experiences:

The state categorizations are based on the following elements:

1. Personalized guidance
2. Labor market information received before entering or during the first year of their education
 - a. Information to help you understand which education to career paths might be a good fit for your strengths and interests
 - b. Information about job opportunities that your education program could lead to
 - c. Information about potential earnings in different careers related to your education program
 - d. Information about the career outcomes of students from your current institution
3. At least some support in
 - a. Setting goals and planning
 - b. Overcoming barriers to success

Approach

Strada partnered with RTI, College Pulse, Trellis Strategies, and Generation Lab to conduct an online survey to collect data on coaching experiences among students enrolled in public two-year institutions, excluding dual enrollment students who had not yet graduated high school, and seniors enrolled in public four-year institutions (students with an anticipated graduation date in 2025).

The data are representative at national and state levels¹ by race/ethnicity, gender, and three broad categories of field of study: (1) business, computer science, and engineering, (2) education and health-related programs, and (3) all other majors.² The survey was fielded from February - July 2025.

¹ Representation is based on completion data from public two- and four-year institutions, as reported to IPEDS. Statistics are not reported for states with very low sample sizes or with samples that were otherwise unrepresentative.

² Representation by major categories is based on the NCES IPEDS CIP (Classification of Instructional Programs) codes. Category (1) *business, computer science, and engineering* includes majors in the following codes: 11 Accounting and finance, 14 Business and marketing, 15 Computer science, and 52 Engineering. Category (2) *education and health-related programs* includes majors in the following codes: 13 Education, and 51 Nursing. Category (3) includes majors in the other CIP codes.

Methodology

Element 1: **Personalized guidance** is reported as the percentage of students who answered “yes” to the corresponding survey question (see question 1 text below).

Element 2: Reception of **timely labor market information** is the average of the percentages of students who receive each of the four types of critical information before entering or during their first year of study.

Element 3: **Support** is the average of the percentages of students who receive at least some support in each of the two areas.

First, each of the three elements is rated and categorized using the thresholds below, based on student response percentages and a 95% confidence interval (Table 1). Then, each of the three element ratings are averaged to determine the overall state category (Table 2).

Table 1: Category thresholds for rating elements

Element Category	Thresholds	Element Rating
Leading	Confidence interval (CI) is entirely at or above 75%	4
Advanced/ Leading	CI spans both of the following ranges: 50% to less than 75%, and 75% or greater	3.5
Advanced	CI is entirely at or above 50% and below 75%	3
Developing/ Advanced	CI spans both of the following ranges: 25% to less than 50%, and 50% to less than 75%	2.5
Developing	CI is entirely at or above 25% and below 50%	2
Foundational/ Developing	CI spans both of the following ranges: Less than 25%, and 25% to less than 50%	1.5
Foundational	CI is entirely below 25%	1

Table 2: Category thresholds for overall state Quality Coaching progress

Overall State Category	Thresholds (average of Element Ratings)
Leading	Average of ratings greater than 3
Advanced	Average of ratings greater than 2.5 and less than or equal to 3
Developing	Average of ratings greater than or equal to 2 and less than or equal to 2.5
Foundational	Average of ratings less than 2

Definitions

Further detail on the precise wording of the survey items is provided below.

Quality Coaching Survey Items

Survey Question	Response Options
1. During or before enrolling in your current education program, have you received personalized coaching or guidance to help you select the education and training experiences that will prepare you for a successful career?	• Yes • No
2. During or before enrolling in your current education program, have you received these types of information? [Select all that apply]	• Information to help you understand which education to career paths might be a good fit for your strengths and interests • Information about job opportunities that your education program could lead to • Information about potential earnings in different careers related to your education program • Information about the career outcomes of students from your current institution • None of these
3. When have you received this information or guidance? [Select all that apply]	• Before enrolling • During my first year as a college student • After my first year as a college student but before my final year • During my final year as a college student
4. During or before enrolling in your current education program, how much support have you had in setting education and career goals and developing a plan to achieve those goals?	• No support at all • A little bit of support • Some support • Quite a bit of support • A great deal of support
5. During or before enrolling in your current education program, how much support have you had in identifying and overcoming barriers to success?	• No support at all • A little bit of support • Some support • Quite a bit of support • A great deal of support

Notes

State samples: Statistics are not reported for states with very low sample sizes or with samples that were otherwise unrepresentative. Please note that there are no public two-year institutions in the District of Columbia, as reported to IPEDS.

First-generation samples: Respondents who indicated that their parent or guardian's highest level of education was vocational or technical school or lower are categorized as first-generation students. Respondents who indicated associate degree or higher are categorized as continuing-generation students.

Field of study: Please see Table 30 for a list of major classifications according to IPEDS Classification of Instructional Program (CIP) codes.

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Table 3: State results for student experiences with personalized guidance

Student Population	Four-Year Students Experiencing Personalized Guidance				Two-Year Students Experiencing Personalized Guidance			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	34%	34%	35%	15,031	45%	44%	46%
Alabama	590	38%	34%	43%	41	-	-	-
Alaska	26	-	-	-	0	-	-	-
Arizona	1,205	35%	32%	38%	139	42%	42%	42%
Arkansas	271	40%	33%	48%	168	47%	47%	47%
California	2,696	25%	23%	27%	604	47%	47%	47%
Colorado	808	35%	31%	38%	24	-	-	-
Connecticut	683	27%	23%	30%	17	-	-	-
Delaware	603	34%	27%	41%	2	-	-	-
District of Columbia	7	-	-	-	0	-	-	-
Florida	1,402	34%	31%	37%	699	46%	46%	46%
Georgia	2,592	34%	32%	36%	223	47%	47%	47%
Hawaii	465	38%	33%	43%	705	47%	47%	47%
Idaho	112	-	-	-	28	-	-	-
Illinois	1,392	31%	28%	33%	1,160	44%	44%	44%
Indiana	2,052	40%	37%	42%	18	-	-	-
Iowa	674	27%	24%	31%	201	-	-	-

Student Population	Four-Year Students Experiencing Personalized Guidance				Two-Year Students Experiencing Personalized Guidance			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
Kansas	509	47%	42%	52%	354	49%	49%	49%
Kentucky	732	38%	33%	42%	14	-	-	-
Louisiana	369	42%	36%	47%	227	33%	33%	33%
Maine	171	43%	34%	52%	267	46%	46%	46%
Maryland	865	31%	28%	35%	116	39%	39%	39%
Massachusetts	539	24%	21%	28%	112	49%	49%	49%
Michigan	1,052	31%	28%	34%	836	-	-	-
Minnesota	150	-	-	-	10	-	-	-
Mississippi	636	39%	34%	44%	137	-	-	-
Missouri	718	35%	32%	39%	218	-	-	-
Montana	208	-	-	-	1	-	-	-
Nebraska	750	44%	40%	49%	139	-	-	-
Nevada	67	-	-	-	22	-	-	-
New Hampshire	542	-	-	-	188	37%	37%	37%
New Jersey	1,004	32%	29%	35%	557	40%	40%	40%
New Mexico	24	-	-	-	68	-	-	-
New York	2,137	34%	32%	36%	691	46%	46%	46%
North Carolina	1,605	36%	33%	39%	795	50%	50%	50%
North Dakota	71	-	-	-	83	-	-	-

Student Population	Four-Year Students Experiencing Personalized Guidance				Two-Year Students Experiencing Personalized Guidance			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
Ohio	1,863	35%	33%	38%	1,231	51%	51%	51%
Oklahoma	363	34%	28%	39%	782	52%	52%	52%
Oregon	209	-	-	-	88	-	-	-
Pennsylvania	1,788	33%	30%	35%	1,229	47%	47%	47%
Rhode Island	135	28%	20%	35%	363	56%	56%	56%
South Carolina	1,263	40%	37%	43%	125	47%	47%	47%
South Dakota	62	-	-	-	0	-	-	-
Tennessee	450	37%	31%	43%	59	33%	33%	33%
Texas	2,484	35%	33%	37%	1,513	43%	43%	43%
Utah	452	46%	41%	51%	292	-	-	-
Vermont	89	-	-	-	0	-	-	-
Virginia	1,891	32%	30%	35%	22	-	-	-
Washington	534	26%	22%	30%	114	-	-	-
West Virginia	466	32%	28%	36%	78	-	-	-
Wisconsin	1,286	36%	33%	40%	187	41%	41%	41%
Wyoming	297	37%	31%	42%	84	47%	47%	47%

Table 4: National results for student experiences with personalized guidance, disaggregated by demographic

Student Population	Four-Year Students Experiencing Personalized Guidance				Two-Year Students Experiencing Personalized Guidance			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	34%	34%	35%	15,031	45%	44%	46%
Gender								
Male	13,379	34%	33%	35%	4,445	43%	41%	46%
Female	26,546	35%	34%	36%	10,196	46%	45%	47%
Another Gender Identity	1,156	32%	28%	35%	373	48%	40%	55%
Race/Ethnicity								
American Indian or Alaska Native	273	41%	34%	48%	274	41%	31%	50%
Asian	7,507	27%	25%	28%	1,191	40%	35%	44%
Black or African-American	3,208	46%	44%	48%	2,516	54%	51%	57%
Hispanic/Latino	2,972	31%	29%	33%	493	49%	43%	55%
Middle Eastern	446	30%	25%	35%	39	25%	7%	44%
Native Hawaiian or Other Pacific Island	182	47%	37%	57%	222	29%	17%	42%
White	22,809	34%	34%	35%	8,064	43%	41%	44%
Two or More Races	2,276	34%	31%	36%	1,032	48%	43%	53%

Student Population	Four-Year Students Experiencing Personalized Guidance				Two-Year Students Experiencing Personalized Guidance			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
<i>First-Generation Status</i>								
First-Generation	11,814	36%	35%	37%	7,611	45%	43%	47%
Continuing-Generation	28,098	34%	33%	34%	6,369	45%	43%	47%

Table 5: National results for student experiences with personalized guidance, disaggregated by field of study

Student Population	Four-Year Students Experiencing Personalized Guidance				Two-Year Students Experiencing Personalized Guidance			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	34%	34%	35%	15,031	45%	44%	46%
Biology	4,220	30%	29%	32%	685	45%	40%	51%
Business and Marketing	7,841	35%	34%	37%	2,094	43%	40%	47%
Computer Science	3,007	27%	25%	29%	961	43%	38%	48%
Education	2,073	44%	42%	47%	853	57%	52%	62%
Engineering	3,770	28%	26%	30%	742	44%	38%	49%
Health Professions	3,890	37%	35%	39%	3,457	45%	43%	48%
Liberal Arts and Social Sciences	8,611	36%	34%	37%	2,710	46%	43%	49%
Psychology	3,298	32%	30%	34%	661	48%	42%	55%
Other major	4,649	37%	36%	39%	2,868	42%	39%	44%

Table 6: State results for student experience with timely labor market information element: average of four types of timely labor market information

Student Population	Four-Year Students Experiencing Timely Labor Market Information Element: average of four types of information				Two-Year Students Experiencing Timely Labor Market Information Element: average of four types of information			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All students	41,359	21%	21%	21%	15,031	33%	31%	34%
Alabama	590	21%	19%	23%	41	-	-	-
Alaska	26	-	-	-	0	-	-	-
Arizona	1,205	20%	18%	21%	139	20%	10%	29%
Arkansas	271	21%	17%	24%	168	23%	16%	30%
California	2,696	20%	19%	21%	604	32%	28%	37%
Colorado	808	21%	19%	23%	24	-	-	-
Connecticut	683	24%	22%	26%	17	-	-	-
Delaware	603	26%	23%	30%	2	-	-	-
District of Columbia	7	-	-	-	0	-	-	-
Florida	1,402	21%	20%	22%	699	28%	25%	32%
Georgia	2,592	21%	20%	22%	223	25%	19%	32%
Hawaii	465	18%	16%	20%	705	37%	33%	41%
Idaho	112	-	-	-	28	-	-	-
Illinois	1,392	21%	20%	22%	1,160	32%	28%	35%
Indiana	2,052	23%	21%	24%	18	-	-	-

Student Population	Four-Year Students Experiencing Timely Labor Market Information Element: average of four types of information				Two-Year Students Experiencing Timely Labor Market Information Element: average of four types of information			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
Iowa	674	26%	24%	28%	201	-	-	-
Kansas	509	21%	19%	23%	354	31%	25%	37%
Kentucky	732	23%	21%	25%	14	-	-	-
Louisiana	369	22%	20%	25%	227	34%	24%	44%
Maine	171	17%	13%	21%	267	36%	29%	42%
Maryland	865	22%	20%	24%	116	31%	21%	41%
Massachusetts	539	22%	20%	24%	112	30%	21%	39%
Michigan	1,052	24%	23%	26%	836	-	-	-
Minnesota	150	-	-	-	10	-	-	-
Mississippi	636	21%	19%	23%	137	-	-	-
Missouri	718	22%	20%	24%	218	-	-	-
Montana	208	-	-	-	1	-	-	-
Nebraska	750	24%	22%	26%	139	-	-	-
Nevada	67	-	-	-	22	-	-	-
New Hampshire	542	-	-	-	188	43%	35%	51%
New Jersey	1,004	19%	18%	21%	557	29%	24%	33%
New Mexico	24	-	-	-	68	-	-	-
New York	2,137	18%	17%	19%	691	30%	25%	34%
North Carolina	1,605	21%	19%	22%	795	39%	35%	42%

Student Population	Four-Year Students Experiencing Timely Labor Market Information Element: average of four types of information				Two-Year Students Experiencing Timely Labor Market Information Element: average of four types of information			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
North Dakota	71	-	-	-	83	-	-	-
Ohio	1,863	24%	23%	25%	1,231	42%	38%	45%
Oklahoma	363	21%	18%	23%	782	34%	30%	38%
Oregon	209	-	-	-	88	-	-	-
Pennsylvania	1,788	20%	19%	21%	1,229	34%	31%	37%
Rhode Island	135	20%	16%	24%	363	35%	30%	41%
South Carolina	1,263	22%	21%	24%	125	31%	22%	39%
South Dakota	62	-	-	-	0	-	-	-
Tennessee	450	20%	18%	23%	59	38%	24%	51%
Texas	2,484	21%	20%	22%	1,513	34%	31%	36%
Utah	452	20%	18%	22%	292	-	-	-
Vermont	89	-	-	-	0	-	-	-
Virginia	1,891	19%	18%	20%	22	-	-	-
Washington	534	19%	17%	21%	114	-	-	-
West Virginia	466	22%	20%	24%	78	-	-	-
Wisconsin	1,286	24%	22%	25%	187	35%	27%	42%
Wyoming	297	14%	11%	16%	84	39%	27%	50%

Table 7: National results for student experiences with timely labor market information element: average of four types of timely labor market information, disaggregated by demographic

Student Population	Four-Year Students Experiencing Timely Labor Market Information Element: average of four types of information				Two-Year Students Experiencing Timely Labor Market Information Element: average of four types of information			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	21%	21%	21%	15,031	33%	31%	34%
Gender								
Male	13,379	22%	21%	22%	4,445	31%	29%	34%
Female	26,546	20%	20%	21%	10,196	34%	32%	35%
Another Gender Identity	1,156	17%	16%	19%	373	33%	26%	41%
Race/Ethnicity								
American Indian or Alaska Native	273	17%	14%	19%	274	32%	22%	42%
Asian	7,507	23%	22%	23%	1,191	31%	26%	35%
Black or African-American	3,208	21%	20%	22%	2,516	37%	34%	39%
Hispanic/Latino	2,972	21%	20%	22%	493	32%	26%	38%
Middle Eastern	446	18%	16%	20%	39	27%	9%	45%
Native Hawaiian or Other Pacific Island	182	13%	10%	16%	222	22%	9%	35%
White	22,809	21%	21%	22%	8,064	32%	30%	33%
Two or More Races	2,276	20%	19%	21%	1,032	34%	29%	39%

Student Population	Four-Year Students Experiencing Timely Labor Market Information Element: average of four types of information				Two-Year Students Experiencing Timely Labor Market Information Element: average of four types of information			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
<i>First-Generation Status</i>								
First-Generation	11,814	19%	19%	19%	7,611	33%	31%	35%
Continuing- Generation	28,098	22%	22%	22%	6,369	32%	30%	34%

Table 8: National results for student experiences with timely labor market information element: average of four types of timely labor market information, disaggregated by field of study

Student Population	Four-Year Students Experiencing Timely Labor Market Information Element: average of four types of information				Two-Year Students Experiencing Timely Labor Market Information Element: average of four types of information			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	21%	21%	21%	15,031	33%	31%	34%
Biology	4,220	20%	20%	21%	685	31%	26%	37%
Business and Marketing	7,841	22%	22%	23%	2,094	31%	28%	34%
Computer Science	3,007	26%	25%	27%	961	32%	27%	36%
Education	2,073	20%	19%	21%	853	32%	27%	37%
Engineering	3,770	27%	26%	28%	742	35%	30%	41%
Health Professions	3,890	23%	22%	24%	3,457	37%	35%	40%
Liberal Arts and Social Sciences	8,611	18%	18%	19%	2,710	29%	26%	32%
Psychology	3,298	18%	17%	19%	661	30%	24%	36%
Other major	4,649	19%	18%	20%	2,868	33%	30%	36%

Table 9: State results for student experience with timely labor market information on career paths

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Career Paths				Two-Year Students Experiencing Timely Labor Market Information on Career Paths			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All students	41,359	25%	25%	26%	15,031	40%	39%	42%
Alabama	590	24%	20%	29%	41	-	-	-
Alaska	26	-	-	-	0	-	-	-
Arizona	1,205	24%	21%	27%	139	20%	11%	30%
Arkansas	271	25%	18%	32%	168	35%	26%	43%
California	2,696	25%	23%	27%	604	43%	39%	48%
Colorado	808	26%	22%	29%	24	-	-	-
Connecticut	683	28%	24%	32%	17	-	-	-
Delaware	603	31%	25%	37%	2	-	-	-
District of Columbia	7	-	-	-	0	-	-	-
Florida	1,402	26%	23%	29%	699	36%	32%	40%
Georgia	2,592	25%	23%	27%	223	34%	26%	42%
Hawaii	465	23%	18%	27%	705	46%	41%	50%
Idaho	112	-	-	-	28	-	-	-
Illinois	1,392	25%	22%	27%	1,160	40%	37%	43%
Indiana	2,052	26%	23%	28%	18	-	-	-

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Career Paths				Two-Year Students Experiencing Timely Labor Market Information on Career Paths			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
Iowa	674	29%	25%	33%	201	-	-	-
Kansas	509	26%	21%	31%	354	39%	33%	45%
Kentucky	732	27%	23%	32%	14	-	-	-
Louisiana	369	28%	23%	34%	227	35%	25%	44%
Maine	171	22%	13%	30%	267	44%	37%	50%
Maryland	865	26%	22%	30%	116	38%	27%	49%
Massachusetts	539	29%	24%	33%	112	43%	34%	53%
Michigan	1,052	27%	24%	31%	836	-	-	-
Minnesota	150	-	-	-	10	-	-	-
Mississippi	636	26%	21%	30%	137	-	-	-
Missouri	718	25%	22%	29%	218	-	-	-
Montana	208	-	-	-	1	-	-	-
Nebraska	750	28%	24%	32%	139	-	-	-
Nevada	67	-	-	-	22	-	-	-
New Hampshire	542	-	-	-	188	52%	43%	60%
New Jersey	1,004	23%	20%	25%	557	33%	28%	37%
New Mexico	24	-	-	-	68	-	-	-
New York	2,137	22%	20%	24%	691	40%	35%	45%
North Carolina	1,605	24%	21%	27%	795	45%	41%	49%

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Career Paths				Two-Year Students Experiencing Timely Labor Market Information on Career Paths			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
North Dakota	71	-	-	-	83	-	-	-
Ohio	1,863	27%	25%	29%	1,231	48%	44%	51%
Oklahoma	363	26%	20%	32%	782	44%	40%	48%
Oregon	209	-	-	-	88	-	-	-
Pennsylvania	1,788	25%	23%	28%	1,229	42%	39%	45%
Rhode Island	135	25%	16%	33%	363	46%	41%	52%
South Carolina	1,263	27%	24%	30%	125	39%	30%	49%
South Dakota	62	-	-	-	0	-	-	-
Tennessee	450	24%	18%	30%	59	41%	27%	54%
Texas	2,484	26%	24%	28%	1,513	41%	38%	44%
Utah	452	23%	18%	28%	292	-	-	-
Vermont	89	-	-	-	0	-	-	-
Virginia	1,891	23%	21%	26%	22	-	-	-
Washington	534	23%	19%	27%	114	-	-	-
West Virginia	466	24%	19%	28%	78	-	-	-
Wisconsin	1,286	28%	25%	31%	187	36%	28%	43%
Wyoming	297	17%	11%	22%	84	42%	30%	53%

Table 10: National results for student experience with timely labor market information on career paths, disaggregated by demographic

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Career Paths				Two-Year Students Experiencing Timely Labor Market Information on Career Paths			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	25%	25%	26%	15,031	40%	39%	42%
Gender								
Male	13,379	25%	24%	26%	4,445	38%	36%	40%
Female	26,546	26%	25%	26%	10,196	42%	41%	44%
Another Gender Identity	1,156	21%	18%	24%	373	39%	31%	47%
Race/Ethnicity								
American Indian or Alaska Native	273	21%	16%	27%	274	40%	29%	50%
Asian	7,507	27%	26%	28%	1,191	39%	34%	44%
Black or African-American	3,208	26%	24%	28%	2,516	47%	44%	50%
Hispanic/Latino	2,972	27%	25%	28%	493	41%	35%	47%
Middle Eastern	446	20%	15%	25%	39	39%	16%	62%
Native Hawaiian or Other Pacific Island	182	13%	7%	20%	222	22%	10%	35%
White	22,809	25%	24%	26%	8,064	39%	37%	41%
Two or More Races	2,276	25%	23%	27%	1,032	40%	35%	45%

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Career Paths				Two-Year Students Experiencing Timely Labor Market Information on Career Paths			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
<i>First-Generation Status</i>								
First-Generation								
Continuing-Generation								

Table 11: National results for four-year public institution student experiences with timely labor market information on career paths, disaggregated by field of study

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Career Paths				Two-Year Students Experiencing Timely Labor Market Information on Career Paths			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	25%	25%	26%	15,031	40%	39%	42%
Biology	4,220	27%	25%	29%	685	42%	36%	48%
Business and Marketing	7,841	25%	24%	26%	2,094	40%	36%	43%
Computer Science	3,007	28%	25%	30%	961	37%	32%	41%
Education	2,073	25%	22%	27%	853	43%	38%	48%
Engineering	3,770	29%	27%	31%	742	41%	35%	47%
Health Professions	3,890	29%	27%	30%	3,457	44%	41%	46%
Liberal Arts and Social Sciences	8,611	23%	22%	24%	2,710	39%	36%	42%
Psychology	3,298	24%	22%	26%	661	43%	37%	50%
Other major	4,649	23%	21%	24%	2,868	38%	35%	41%

Table 12: State results for student experience with timely labor market information on job opportunities

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Job Opportunities				Two-Year Students Experiencing Timely Labor Market Information on Job Opportunities			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All students	41,359	25%	24%	26%	15,031	37%	35%	38%
Alabama	590	24%	20%	29%	41	-	-	-
Alaska	26	-	-	-	0	-	-	-
Arizona	1,205	23%	20%	26%	139	21%	11%	32%
Arkansas	271	21%	15%	28%	168	29%	21%	37%
California	2,696	23%	21%	25%	604	36%	32%	41%
Colorado	808	25%	21%	29%	24	-	-	-
Connecticut	683	29%	25%	33%	17	-	-	-
Delaware	603	29%	23%	36%	2	-	-	-
District of Columbia	7	-	-	-	0	-	-	-
Florida	1,402	24%	21%	26%	699	32%	29%	36%
Georgia	2,592	25%	23%	27%	223	27%	20%	34%
Hawaii	465	22%	17%	26%	705	45%	40%	49%
Idaho	112	-	-	-	28	-	-	-
Illinois	1,392	26%	23%	28%	1,160	36%	33%	39%
Indiana	2,052	27%	24%	29%	18	-	-	-
Iowa	674	31%	26%	35%	201	-	-	-

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Job Opportunities				Two-Year Students Experiencing Timely Labor Market Information on Job Opportunities			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
Kansas	509	26%	22%	31%	354	37%	31%	43%
Kentucky	732	26%	22%	30%	14	-	-	-
Louisiana	369	26%	21%	32%	227	40%	30%	51%
Maine	171	24%	15%	33%	267	43%	37%	50%
Maryland	865	26%	23%	30%	116	32%	21%	42%
Massachusetts	539	26%	22%	31%	112	30%	21%	39%
Michigan	1,052	26%	23%	29%	836	-	-	-
Minnesota	150	-	-	-	10	-	-	-
Mississippi	636	27%	22%	32%	137	-	-	-
Missouri	718	25%	21%	29%	218	-	-	-
Montana	208	-	-	-	1	-	-	-
Nebraska	750	30%	26%	34%	139	-	-	-
Nevada	67	-	-	-	22	-	-	-
New Hampshire	542	-	-	-	188	48%	40%	56%
New Jersey	1,004	24%	21%	27%	557	31%	27%	36%
New Mexico	24	-	-	-	68	-	-	-
New York	2,137	21%	19%	23%	691	36%	31%	40%
North Carolina	1,605	26%	23%	29%	795	44%	40%	48%
North Dakota	71	-	-	-	83	-	-	-

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Job Opportunities				Two-Year Students Experiencing Timely Labor Market Information on Job Opportunities			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
Ohio	1,863	29%	26%	31%	1,231	46%	43%	49%
Oklahoma	363	24%	18%	29%	782	37%	33%	41%
Oregon	209	-	-	-	88	-	-	-
Pennsylvania	1,788	24%	22%	27%	1,229	40%	37%	43%
Rhode Island	135	23%	15%	32%	363	40%	35%	46%
South Carolina	1,263	27%	24%	30%	125	36%	27%	46%
South Dakota	62	-	-	-	0	-	-	-
Tennessee	450	25%	19%	31%	59	38%	24%	52%
Texas	2,484	25%	23%	27%	1,513	38%	35%	40%
Utah	452	26%	21%	31%	292	-	-	-
Vermont	89	-	-	-	0	-	-	-
Virginia	1,891	23%	20%	25%	22	-	-	-
Washington	534	24%	20%	29%	114	-	-	-
West Virginia	466	26%	22%	31%	78	-	-	-
Wisconsin	1,286	27%	24%	30%	187	40%	32%	48%
Wyoming	297	17%	12%	22%	84	43%	31%	55%

Table 13: National results for student experiences with timely labor market information on job opportunities, disaggregated by demographic

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Job Opportunities				Two-Year Students Experiencing Timely Labor Market Information on Job Opportunities			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	25%	24%	26%	15,031	37%	35%	38%
Gender								
Male	13,379	26%	25%	27%	4,445	35%	33%	38%
Female	26,546	25%	24%	25%	10,196	38%	36%	39%
Another Gender Identity	1,156	21%	18%	24%	373	35%	27%	43%
Race/Ethnicity								
American Indian or Alaska Native	273	18%	12%	24%	274	38%	27%	49%
Asian	7,507	28%	27%	30%	1,191	35%	30%	39%
Black or African-American	3,208	24%	22%	26%	2,516	40%	37%	43%
Hispanic/Latino	2,972	24%	23%	26%	493	35%	28%	41%
Middle Eastern	446	22%	16%	27%	39	40%	16%	64%
Native Hawaiian or Other Pacific Island	182	14%	7%	20%	222	24%	10%	38%
White	22,809	25%	25%	26%	8,064	36%	34%	37%
Two or More Races	2,276	23%	21%	25%	1,032	38%	33%	44%

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Job Opportunities				Two-Year Students Experiencing Timely Labor Market Information on Job Opportunities			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
<i>First-Generation Status</i>								
First-Generation	11,814	23%	22%	24%	7,611	37%	35%	39%
Continuing-Generation	28,098	26%	25%	27%	6,369	36%	34%	38%

Table 14: National results for student experiences with timely labor market information on job opportunities, disaggregated by field of study

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Job Opportunities				Two-Year Students Experiencing Timely Labor Market Information on Job Opportunities			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	25%	24%	26%	15,031	37%	35%	38%
Biology	4,220	25%	23%	26%	685	33%	28%	39%
Business and Marketing	7,841	27%	26%	28%	2,094	37%	33%	40%
Computer Science	3,007	31%	29%	34%	961	37%	33%	42%
Education	2,073	25%	22%	27%	853	33%	28%	38%
Engineering	3,770	31%	29%	33%	742	39%	33%	44%
Health Professions	3,890	27%	25%	29%	3,457	41%	39%	44%
Liberal Arts and Social Sciences	8,611	21%	20%	23%	2,710	32%	29%	35%
Psychology	3,298	21%	20%	23%	661	30%	24%	35%
Other major	4,649	23%	21%	24%	2,868	39%	36%	41%

Table 15: State results for student experience with timely labor market information on potential earnings

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Potential Earnings				Two-Year Students Experiencing Timely Labor Market Information on Potential Earnings			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All students	41,359	17%	17%	18%	15,031	29%	28%	30%
Alabama	590	17%	14%	21%	41	-	-	-
Alaska	26	-	-	-	0	-	-	-
Arizona	1,205	17%	15%	20%	139	26%	16%	37%
Arkansas	271	21%	14%	27%	168	19%	12%	26%
California	2,696	16%	14%	17%	604	27%	23%	31%
Colorado	808	17%	14%	20%	24	-	-	-
Connecticut	683	19%	16%	22%	17	-	-	-
Delaware	603	21%	15%	28%	2	-	-	-
District of Columbia	7	-	-	-	0	-	-	-
Florida	1,402	18%	15%	20%	699	0.2526383	22%	29%
Georgia	2,592	18%	16%	20%	223	20%	14%	26%
Hawaii	465	17%	13%	21%	705	30%	26%	34%
Idaho	112	-	-	-	28	-	-	-
Illinois	1,392	17%	14%	19%	1,160	26%	23%	29%
Indiana	2,052	18%	16%	21%	18	-	-	-
Iowa	674	21%	18%	25%	201	-	-	-

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Potential Earnings				Two-Year Students Experiencing Timely Labor Market Information on Potential Earnings			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
Kansas	509	15%	11%	19%	354	27%	21%	32%
Kentucky	732	21%	17%	24%	14	-	-	-
Louisiana	369	18%	13%	22%	227	31%	21%	41%
Maine	171	11%	5%	17%	267	27%	21%	33%
Maryland	865	19%	16%	23%	116	30%	20%	40%
Massachusetts	539	18%	14%	21%	112	21%	13%	29%
Michigan	1,052	21%	18%	23%	836	-	-	-
Minnesota	150	-	-	-	10	-	-	-
Mississippi	636	16%	12%	20%	137	-	-	-
Missouri	718	18%	15%	21%	218	-	-	-
Montana	208	-	-	-	1	-	-	-
Nebraska	750	19%	15%	23%	139	-	-	-
Nevada	67	-	-	-	22	-	-	-
New Hampshire	542	-	-	-	188	37%	29%	44%
New Jersey	1,004	16%	14%	19%	557	30%	25%	34%
New Mexico	24	-	-	-	68	-	-	-
New York	2,137	14%	12%	15%	691	24%	19%	28%
North Carolina	1,605	17%	14%	19%	795	35%	32%	39%
North Dakota	71	-	-	-	83	-	-	-

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Potential Earnings				Two-Year Students Experiencing Timely Labor Market Information on Potential Earnings			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
Ohio	1,863	20%	18%	22%	1,231	37%	34%	41%
Oklahoma	363	18%	13%	23%	782	30%	27%	34%
Oregon	209	-	-	-	88	-	-	-
Pennsylvania	1,788	16%	14%	18%	1,229	30%	27%	33%
Rhode Island	135	17%	9%	24%	363	32%	27%	37%
South Carolina	1,263	16%	14%	19%	125	26%	17%	35%
South Dakota	62	-	-	-	0	-	-	-
Tennessee	450	18%	13%	23%	59	39%	25%	52%
Texas	2,484	17%	16%	19%	1,513	31%	28%	33%
Utah	452	16%	12%	20%	292	-	-	-
Vermont	89	-	-	-	0	-	-	-
Virginia	1,891	14%	12%	16%	22	-	-	-
Washington	534	16%	12%	20%	114	-	-	-
West Virginia	466	20%	15%	24%	78	-	-	-
Wisconsin	1,286	19%	17%	22%	187	32%	25%	40%
Wyoming	297	12%	8%	16%	84	39%	27%	50%

Table 16: National results for student experiences with timely labor market information on potential earnings, disaggregated by demographic

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Potential Earnings				Two-Year Students Experiencing Timely Labor Market Information on Potential Earnings			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	17%	17%	18%	15,031	29%	28%	30%
Gender								
Male	13,379	20%	19%	21%	4,445	30%	28%	32%
Female	26,546	16%	15%	16%	10,196	28%	26%	29%
Another Gender Identity	1,156	13%	10%	15%	373	33%	25%	41%
Race/Ethnicity								
American Indian or Alaska Native	273	14%	9%	19%	274	26%	16%	36%
Asian	7,507	19%	18%	20%	1,191	25%	21%	29%
Black or African-American	3,208	19%	17%	20%	2,516	32%	29%	34%
Hispanic/Latino	2,972	16%	15%	18%	493	30%	24%	35%
Middle Eastern	446	17%	13%	22%	39	18%	4%	32%
Native Hawaiian or Other Pacific Island	182	15%	8%	22%	222	23%	11%	34%
White	22,809	17%	16%	18%	8,064	29%	27%	30%
Two or More Races	2,276	17%	15%	19%	1,032	31%	26%	36%

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Potential Earnings				Two-Year Students Experiencing Timely Labor Market Information on Potential Earnings			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
<i>First-Generation Status</i>								
First-Generation	11,814	15%	15%	16%	7,611	29%	27%	30%
Continuing-Generation	28,098	18%	18%	19%	6,369	30%	28%	31%

Table 17: National results for student experiences with timely labor market information on potential earnings, disaggregated by field of study

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Potential Earnings				Two-Year Students Experiencing Timely Labor Market Information on Potential Earnings			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	17%	17%	18%	15,031	29%	28%	30%
Biology	4,220	15%	14%	17%	685	27%	22%	33%
Business and Marketing	7,841	19%	18%	21%	2,094	27%	24%	30%
Computer Science	3,007	26%	24%	28%	961	30%	26%	34%
Education	2,073	14%	12%	16%	853	26%	21%	30%
Engineering	3,770	27%	25%	29%	742	37%	32%	43%
Health Professions	3,890	17%	16%	19%	3,457	32%	29%	34%
Liberal Arts and Social Sciences	8,611	14%	13%	15%	2,710	26%	23%	29%
Psychology	3,298	14%	12%	15%	661	26%	20%	32%
Other major	4,649	16%	14%	17%	2,868	29%	27%	32%

Table 18: State results for student experience with timely labor market information on career outcomes from current institution

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Career Outcomes from Current Institution				Two-Year Students Experiencing Timely Labor Market Information on Career Outcomes from Current Institution			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All students	41,359	16%	16%	17%	15,031	25%	24%	26%
Alabama	590	17%	14%	21%	41	-	-	-
Alaska	26	-	-	-	0	-	-	-
Arizona	1,205	14%	12%	16%	139	11%	4%	19%
Arkansas	271	15%	10%	20%	168	9%	4%	14%
California	2,696	15%	13%	16%	604	23%	19%	27%
Colorado	808	16%	13%	19%	24	-	-	-
Connecticut	683	19%	16%	23%	17	-	-	-
Delaware	603	24%	17%	31%	2	-	-	-
District of Columbia	7	-	-	-	0	-	-	-
Florida	1,402	17%	15%	19%	699	20%	16%	23%
Georgia	2,592	17%	16%	19%	223	21%	15%	27%
Hawaii	465	11%	8%	15%	705	28%	24%	31%
Idaho	112	-	-	-	28	-	-	-
Illinois	1,392	18%	15%	20%	1,160	24%	21%	27%
Indiana	2,052	19%	17%	22%	18	-	-	-
Iowa	674	23%	19%	26%	201	-	-	-

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Career Outcomes from Current Institution				Two-Year Students Experiencing Timely Labor Market Information on Career Outcomes from Current Institution			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
Kansas	509	17%	12%	21%	354	21%	16%	25%
Kentucky	732	18%	15%	22%	14	-	-	-
Louisiana	369	18%	13%	22%	227	31%	22%	41%
Maine	171	12%	6%	19%	267	28%	22%	34%
Maryland	865	16%	13%	19%	116	23%	14%	32%
Massachusetts	539	15%	11%	18%	112	25%	17%	34%
Michigan	1,052	22%	19%	25%	836	-	-	-
Minnesota	150	-	-	-	10	-	-	-
Mississippi	636	15%	11%	19%	137	-	-	-
Missouri	718	20%	17%	24%	218	-	-	-
Montana	208	-	-	-	1	-	-	-
Nebraska	750	18%	14%	21%	139	-	-	-
Nevada	67	-	-	-	22	-	-	-
New Hampshire	542	-	-	-	188	37%	29%	45%
New Jersey	1,004	15%	13%	18%	557	21%	17%	25%
New Mexico	24	-	-	-	68	-	-	-
New York	2,137	14%	12%	15%	691	20%	16%	24%
North Carolina	1,605	16%	14%	18%	795	31%	27%	34%
North Dakota	71	-	-	-	83	-	-	-

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Career Outcomes from Current Institution				Two-Year Students Experiencing Timely Labor Market Information on Career Outcomes from Current Institution			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
Ohio	1,863	20%	18%	22%	1,231	35%	32%	39%
Oklahoma	363	15%	11%	20%	782	25%	22%	28%
Oregon	209	-	-	-	88	-	-	-
Pennsylvania	1,788	15%	13%	17%	1,229	26%	23%	29%
Rhode Island	135	16%	8%	23%	363	23%	18%	27%
South Carolina	1,263	19%	17%	22%	125	20%	13%	28%
South Dakota	62	-	-	-	0	-	-	-
Tennessee	450	16%	11%	21%	59	33%	20%	46%
Texas	2,484	15%	13%	16%	1,513	25%	22%	27%
Utah	452	15%	11%	19%	292	-	-	-
Vermont	89	-	-	-	0	-	-	-
Virginia	1,891	16%	14%	19%	22	-	-	-
Washington	534	14%	11%	18%	114	-	-	-
West Virginia	466	17%	14%	21%	78	-	-	-
Wisconsin	1,286	19%	17%	22%	187	31%	23%	38%
Wyoming	297	9%	5%	13%	84	31%	20%	42%

Table 19: National results for student experiences with timely labor market information on career outcomes from current institution, disaggregated by demographic

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Career Outcomes from Current Institution				Two-Year Students Experiencing Timely Labor Market Information on Career Outcomes from Current Institution			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	16%	16%	17%	15,031	25%	24%	26%
Gender								
Male	13,379	17%	16%	18%	4,445	22%	20%	24%
Female	26,546	16%	16%	17%	10,196	26%	25%	28%
Another Gender Identity	1,156	14%	12%	17%	373	26%	19%	33%
Race/Ethnicity								
American Indian or Alaska Native	273	13%	8%	18%	274	23%	15%	32%
Asian	7,507	17%	16%	18%	1,191	24%	20%	28%
Black or African-American	3,208	14%	13%	16%	2,516	28%	25%	31%
Hispanic/Latino	2,972	16%	14%	18%	493	24%	18%	30%
Middle Eastern	446	13%	9%	17%	39	11%	-1%	23%
Native Hawaiian or Other Pacific Island	182	10%	5%	15%	222	20%	7%	33%
White	22,809	17%	16%	18%	8,064	24%	22%	25%
Two or More Races	2,276	16%	14%	18%	1,032	27%	22%	31%

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Career Outcomes from Current Institution				Two-Year Students Experiencing Timely Labor Market Information on Career Outcomes from Current Institution			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
<i>First-Generation Status</i>								
First-Generation	11,814	14%	13%	15%	7,611	26%	24%	27%
Continuing-Generation	28,098	18%	17%	18%	6,369	24%	22%	25%

Table 20: National results for student experiences with timely labor market information on career outcomes from current institution, disaggregated by field of study

Student Population	Four-Year Students Experiencing Timely Labor Market Information on Career Outcomes from Current Institution				Two-Year Students Experiencing Timely Labor Market Information on Career Outcomes from Current Institution			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	16%	16%	17%	15,031	25%	24%	26%
Biology	4,220	15%	14%	17%	685	21%	16%	26%
Business and Marketing	7,841	17%	16%	18%	2,094	21%	19%	24%
Computer Science	3,007	20%	18%	22%	961	23%	19%	27%
Education	2,073	17%	15%	19%	853	24%	20%	29%
Engineering	3,770	21%	19%	22%	742	25%	20%	29%
Health Professions	3,890	19%	17%	21%	3,457	33%	30%	35%
Liberal Arts and Social Sciences	8,611	15%	14%	16%	2,710	20%	18%	23%
Psychology	3,298	14%	13%	16%	661	20%	15%	26%
Other major	4,649	14%	13%	16%	2,868	26%	23%	29%

Table 21: State results student experiences with support element: average of two types of support

Student Population	Four-Year Students Experiencing Support Element: average of two types of support				Two-Year Students Experiencing Support Element: average of two types of support			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All students	41,359	71%	71%	72%	15,031	74%	73%	75%
Alabama	590	74%	71%	78%	41	-	-	-
Alaska	26	-	-	-	0	-	-	-
Arizona	1,205	67%	65%	69%	139	93%	89%	97%
Arkansas	271	70%	66%	75%	168	76%	71%	81%
California	2,696	64%	62%	65%	604	72%	69%	75%
Colorado	808	70%	68%	73%	24	-	-	-
Connecticut	683	71%	68%	73%	17	-	-	-
Delaware	603	82%	79%	85%	2	-	-	-
District of Columbia ³	7	-	-	-	0	-	-	-
Florida	1,402	75%	73%	77%	699	78%	76%	80%
Georgia	2,592	75%	73%	76%	223	75%	70%	80%
Hawaii	465	72%	69%	76%	705	76%	74%	79%
Idaho	112	-	-	-	28	-	-	-
Illinois	1,392	75%	74%	77%	1,160	75%	73%	77%
Indiana	2,052	75%	73%	76%	18	-	-	-

³ Please note that there are no public two-year institutions in the District of Columbia, as reported to IPEDS.

Student Population	Four-Year Students Experiencing Support Element: average of two types of support				Two-Year Students Experiencing Support Element: average of two types of support			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
Iowa	674	75%	72%	78%	201	-	-	-
Kansas	509	76%	73%	79%	354	77%	73%	81%
Kentucky	732	73%	71%	76%	14	-	-	-
Louisiana	369	74%	71%	78%	227	68%	62%	75%
Maine	171	68%	62%	74%	267	72%	68%	76%
Maryland	865	75%	72%	77%	116	74%	67%	81%
Massachusetts	539	66%	63%	69%	112	68%	62%	75%
Michigan	1,052	68%	66%	70%	836	-	-	-
Minnesota	150	-	-	-	10	-	-	-
Mississippi	636	74%	70%	77%	137	-	-	-
Missouri	718	71%	69%	74%	218	-	-	-
Montana	208	-	-	-	1	-	-	-
Nebraska	750	73%	70%	76%	139	-	-	-
Nevada	67	-	-	-	22	-	-	-
New Hampshire	542	-	-	-	188	69%	64%	74%
New Jersey	1,004	68%	66%	70%	557	77%	74%	80%
New Mexico	24	-	-	-	68	-	-	-
New York	2,137	67%	65%	68%	691	73%	70%	76%
North Carolina	1,605	75%	74%	77%	795	74%	72%	77%

Student Population	Four-Year Students Experiencing Support Element: average of two types of support				Two-Year Students Experiencing Support Element: average of two types of support			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
North Dakota	71	-	-	-	83	-	-	-
Ohio	1,863	73%	72%	75%	1,231	76%	74%	78%
Oklahoma	363	70%	66%	74%	782	76%	73%	78%
Oregon	209	-	-	-	88	-	-	-
Pennsylvania	1,788	74%	72%	75%	1,229	76%	74%	78%
Rhode Island	135	71%	65%	77%	363	74%	71%	78%
South Carolina	1,263	78%	76%	80%	125	76%	70%	81%
South Dakota	62	-	-	-	0	-	-	-
Tennessee	450	74%	70%	78%	59	79%	71%	86%
Texas	2,484	74%	72%	75%	1,513	73%	71%	75%
Utah	452	69%	65%	72%	292	-	-	-
Vermont	89	-	-	-	0	-	-	-
Virginia	1,891	74%	72%	75%	22	-	-	-
Washington	534	63%	60%	66%	114	-	-	-
West Virginia	466	73%	71%	76%	78	-	-	-
Wisconsin	1,286	71%	69%	73%	187	71%	66%	76%
Wyoming	297	68%	64%	72%	84	81%	75%	87%

Table 22: National results for student experiences with support element: average of two types of support, disaggregated by demographic

Student Population	Four-Year Students Experiencing Support Element: average of two types of support				Two-Year Students Experiencing Support Element: average of two types of support			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	71%	71%	72%	15,031	74%	73%	75%
Gender								
Male	13,379	71%	70%	71%	4,445	76%	74%	77%
Female	26,546	72%	72%	73%	10,196	73%	72%	74%
Another Gender Identity	1,156	61%	59%	63%	373	66%	61%	71%
Race/Ethnicity								
American Indian or Alaska Native	273	69%	64%	74%	274	75%	69%	80%
Asian	7,507	68%	67%	69%	1,191	72%	69%	75%
Black or African-American	3,208	76%	74%	77%	2,516	78%	76%	79%
Hispanic/Latino	2,972	71%	70%	72%	493	78%	74%	82%
Middle Eastern	446	67%	63%	71%	39	59%	43%	75%
Native Hawaiian or Other Pacific Island	182	77%	72%	83%	222	76%	65%	87%
White	22,809	72%	71%	72%	8,064	74%	73%	75%
Two or More Races	2,276	69%	67%	70%	1,032	71%	67%	74%

Student Population	Four-Year Students Experiencing Support Element: average of two types of support				Two-Year Students Experiencing Support Element: average of two types of support			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
<i>First-Generation Status</i>								
First-Generation	11,814	67%	66%	68%	7,611	70%	69%	72%
Continuing-Generation	28,098	73%	73%	74%	6,369	78%	77%	79%

Table 23: National results for student experiences with support element: average of two types of support, disaggregated by field of study

Student Population	Four-Year Students Experiencing Support Element: average of two types of support				Two-Year Students Experiencing Support Element: average of two types of support			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	71%	71%	72%	15,031	74%	73%	75%
Biology	4,220	71%	70%	73%	685	74%	71%	78%
Business and Marketing	7,841	74%	73%	75%	2,094	69%	67%	72%
Computer Science	3,007	65%	63%	67%	961	72%	68%	75%
Education	2,073	74%	73%	76%	853	78%	75%	81%
Engineering	3,770	69%	68%	70%	742	72%	68%	75%
Health Professions	3,890	77%	76%	78%	3,457	75%	73%	77%
Liberal Arts and Social Sciences	8,611	69%	68%	70%	2,710	75%	73%	77%
Psychology	3,298	68%	67%	69%	661	73%	69%	77%
Other major	4,649	74%	73%	75%	2,868	77%	75%	78%

Table 24: State results student experiences with support in goal setting and planning support

Student Population	Four-Year Students Experiencing Support in Goal Setting and Planning				Two-Year Students Experiencing Support in Goal Setting and Planning			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All students	41,359	70%	70%	71%	15,031	74%	72%	75%
Alabama	590	74%	70%	79%	41	-	-	-
Alaska	26	-	-	-	0	-	-	-
Arizona	1,205	66%	64%	69%	139	91%	84%	98%
Arkansas	271	70%	63%	76%	168	75%	67%	83%
California	2,696	62%	60%	64%	604	72%	68%	76%
Colorado	808	68%	65%	72%	24	-	-	-
Connecticut	683	68%	64%	72%	17	-	-	-
Delaware	603	82%	77%	86%	2	-	-	-
District of Columbia	7	-	-	-	0	-	-	-
Florida	1,402	73%	70%	76%	699	77%	74%	80%
Georgia	2,592	73%	71%	75%	223	72%	65%	80%
Hawaii	465	72%	67%	77%	705	74%	71%	78%
Idaho	112	-	-	-	28	-	-	-
Illinois	1,392	75%	73%	78%	1,160	75%	72%	77%
Indiana	2,052	75%	73%	77%	18	-	-	-
Iowa	674	75%	71%	79%	201	-	-	-

Student Population	Four-Year Students Experiencing Support in Goal Setting and Planning				Two-Year Students Experiencing Support in Goal Setting and Planning			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
Kansas	509	74%	70%	79%	354	76%	70%	81%
Kentucky	732	73%	69%	77%	14	-	-	-
Louisiana	369	73%	68%	78%	227	68%	59%	77%
Maine	171	65%	57%	73%	267	71%	66%	77%
Maryland	865	74%	71%	77%	116	72%	62%	82%
Massachusetts	539	66%	61%	70%	112	70%	62%	79%
Michigan	1,052	67%	64%	70%	836	-	-	-
Minnesota	150	-	-	-	10	-	-	-
Mississippi	636	71%	66%	75%	137	-	-	-
Missouri	718	71%	67%	74%	218	-	-	-
Montana	208	-	-	-	1	-	-	-
Nebraska	750	73%	69%	77%	139	-	-	-
Nevada	67	-	-	-	22	-	-	-
New Hampshire	542	-	-	-	188	65%	58%	73%
New Jersey	1,004	66%	63%	69%	557	76%	72%	80%
New Mexico	24	-	-	-	68	-	-	-
New York	2,137	65%	63%	67%	691	73%	69%	77%
North Carolina	1,605	74%	71%	76%	795	75%	72%	78%
North Dakota	71	-	-	-	83	-	-	-

Student Population	Four-Year Students Experiencing Support in Goal Setting and Planning				Two-Year Students Experiencing Support in Goal Setting and Planning			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
Ohio	1,863	71%	69%	73%	1,231	76%	73%	79%
Oklahoma	363	70%	65%	75%	782	77%	74%	80%
Oregon	209	-	-	-	88	-	-	-
Pennsylvania	1,788	72%	70%	74%		75%	73%	78%
Rhode Island	135	70%	62%	79%		73%	69%	78%
South Carolina	1,263	76%	73%	79%		76%	68%	84%
South Dakota	62	-	-	-		-	-	-
Tennessee	450	73%	67%	79%		77%	65%	88%
Texas	2,484	73%	71%	75%		72%	70%	75%
Utah	452	69%	64%	73%		-	-	-
Vermont	89	-	-	-		-	-	-
Virginia	1,891	72%	70%	75%		-	-	-
Washington	534	61%	56%	66%		-	-	-
West Virginia	466	73%	69%	77%		-	-	-
Wisconsin	1,286	70%	67%	73%		71%	63%	78%
Wyoming	297	68%	62%	73%		81%	73%	90%

Table 25: National results for student experiences with support in goal setting and planning support

Student Population	Four-Year Students Experiencing Support in Goal Setting and Planning				Two-Year Students Experiencing Support in Goal Setting and Planning			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	70%	70%	71%	15,031	74%	72%	75%
Gender								
Male	13,379	69%	68%	70%	4,445	75%	73%	77%
Female	26,546	71%	71%	72%	10,196	73%	72%	74%
Another Gender Identity	1,156	59%	56%	63%	373	66%	58%	73%
Race/Ethnicity								
American Indian or Alaska Native	273	65%	58%	72%	274	75%	68%	83%
Asian	7,507	67%	66%	68%	1,191	74%	70%	78%
Black or African-American	3,208	75%	73%	77%	2,516	77%	75%	80%
Hispanic/Latino	2,972	69%	67%	71%	493	79%	74%	84%
Middle Eastern	446	63%	57%	69%	39	53%	30%	76%
Native Hawaiian or Other Pacific Island	182	79%	73%	86%	222	76%	61%	91%
White	22,809	71%	70%	72%	8,064	73%	71%	74%
Two or More Races	2,276	67%	65%	69%	1,032	72%	67%	76%

Student Population	Four-Year Students Experiencing Support in Goal Setting and Planning				Two-Year Students Experiencing Support in Goal Setting and Planning			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
<i>First-Generation Status</i>								
First-Generation	11,814	65%	64%	66%	7,611	70%	68%	71%
Continuing- Generation	28,098	73%	72%	73%	6,369	78%	76%	79%

Table 26: National results for student experiences with support in goal setting and planning support

Student Population	Four-Year Students Experiencing Support in Goal Setting and Planning				Two-Year Students Experiencing Support in Goal Setting and Planning			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	70%	70%	71%	15,031	74%	72%	75%
Biology	4,220	71%	69%	72%	685	75%	71%	80%
Business and Marketing	7,841	73%	72%	74%	2,094	68%	65%	71%
Computer Science	3,007	65%	62%	67%	961	72%	68%	76%
Education	2,073	73%	71%	76%	853	77%	72%	81%
Engineering	3,770	68%	66%	70%	742	69%	63%	74%
Health Professions	3,890	76%	74%	78%	3,457	75%	73%	77%
Liberal Arts and Social Sciences	8,611	68%	66%	69%	2,710	74%	71%	77%
Psychology	3,298	67%	65%	69%	661	74%	68%	79%
Other major	4,649	72%	70%	74%	2,868	77%	74%	79%

Table 27: State results student experiences with support in overcoming barriers

Student Population	Four-Year Students Experiencing Support in Overcoming Barriers				Two-Year Students Experiencing Support in Overcoming Barriers			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All students	41,359	73%	72%	73%	15,031	74%	73%	76%
Alabama	590	74%	69%	79%	41	-	-	-
Alaska	26	-	-	-	0	-	-	-
Arizona	1,205	68%	65%	71%	139	95%	90%	99%
Arkansas	271	71%	64%	78%	168	77%	70%	85%
California	2,696	66%	64%	68%	604	72%	68%	76%
Colorado	808	72%	69%	76%	24	-	-	-
Connecticut	683	73%	70%	77%	17	-	-	-
Delaware	603	83%	79%	87%	2	-	-	-
District of Columbia	7	-	-	-	0	-	-	-
Florida	1,402	77%	75%	80%	699	79%	76%	82%
Georgia	2,592	76%	74%	78%	223	77%	70%	84%
Hawaii	465	73%	68%	77%	705	78%	74%	82%
Idaho	112	-	-	-	28	-	-	-
Illinois	1,392	76%	73%	78%	1,160	75%	73%	78%
Indiana	2,052	75%	72%	77%	18	-	-	-
Iowa	674	75%	72%	79%	201	-	-	-

Student Population	Four-Year Students Experiencing Support in Overcoming Barriers				Two-Year Students Experiencing Support in Overcoming Barriers			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
Kansas	509	78%	74%	83%	354	78%	73%	83%
Kentucky	732	74%	70%	78%	14	-	-	-
Louisiana	369	76%	71%	81%	227	68%	59%	78%
Maine	171	71%	63%	79%	267	72%	67%	78%
Maryland	865	75%	72%	78%	116	75%	66%	85%
Massachusetts	539	67%	63%	71%	112	66%	57%	76%
Michigan	1,052	70%	66%	73%	836	-	-	-
Minnesota	150	-	-	-	10	-	-	-
Mississippi	636	76%	72%	81%	137	-	-	-
Missouri	718	72%	69%	76%	218	-	-	-
Montana	208	-	-	-	1	-	-	-
Nebraska	750	74%	69%	78%	139	-	-	-
Nevada	67	-	-	-	22	-	-	-
New Hampshire	542	-	-	-	188	73%	66%	80%
New Jersey	1,004	69%	66%	73%	557	78%	74%	82%
New Mexico	24	-	-	-	68	-	-	-
New York	2,137	68%	66%	70%	691	72%	68%	77%
North Carolina	1,605	77%	75%	80%	795	74%	70%	77%
North Dakota	71	-	-	-	83	-	-	-

Student Population	Four-Year Students Experiencing Support in Overcoming Barriers				Two-Year Students Experiencing Support in Overcoming Barriers			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
Ohio	1,863	75%	73%	77%	1,231	76%	73%	79%
Oklahoma	363	70%	64%	75%	782	75%	71%	78%
Oregon	209	-	-	-	88	-	-	-
Pennsylvania	1,788	75%	73%	78%	1,229	77%	74%	79%
Rhode Island	135	72%	64%	81%	363	75%	71%	80%
South Carolina	1,263	80%	78%	83%	125	76%	67%	84%
South Dakota	62	-	-	-	0	-	-	-
Tennessee	450	75%	70%	81%	59	81%	71%	91%
Texas	2,484	74%	72%	76%	1,513	74%	71%	76%
Utah	452	69%	64%	73%	292	-	-	-
Vermont	89	-	-	-	0	-	-	-
Virginia	1,891	75%	73%	78%	22	-	-	-
Washington	534	65%	61%	70%	114	-	-	-
West Virginia	466	74%	69%	78%	78	-	-	-
Wisconsin	1,286	72%	69%	74%	187	72%	64%	79%
Wyoming	297	68%	62%	74%	84	80%	71%	89%

Table 28: National results for student experiences with support in overcoming barriers

Student Population	Four-Year Students Experiencing Support in Overcoming Barriers				Two-Year Students Experiencing Support in Overcoming Barriers			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	73%	72%	73%	15,031	74%	73%	76%
Gender								
Male	13,379	72%	71%	73%	4,445	76%	74%	78%
Female	26,546	73%	73%	74%	10,196	74%	72%	75%
Another Gender Identity	1,156	63%	59%	66%	373	67%	60%	74%
Race/Ethnicity								
American Indian or Alaska Native	273	73%	67%	79%	274	75%	67%	82%
Asian	7,507	69%	68%	70%	1,191	70%	65%	75%
Black or African-American	3,208	76%	74%	78%	2,516	78%	76%	80%
Hispanic/Latino	2,972	73%	71%	75%	493	77%	72%	83%
Middle Eastern	446	70%	65%	76%	39	65%	42%	87%
Native Hawaiian or Other Pacific Island	182	75%	66%	84%	222	76%	61%	91%
White	22,809	73%	72%	74%	8,064	75%	73%	76%
Two or More Races	2,276	70%	68%	73%	1,032	70%	65%	75%

Student Population	Four-Year Students Experiencing Support in Overcoming Barriers				Two-Year Students Experiencing Support in Overcoming Barriers			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
<i>First-Generation Status</i>								
First-Generation	11,814	69%	68%	70%	7,611	71%	69%	73%
Continuing- Generation	28,098	74%	73%	75%	6,369	79%	77%	80%

Table 29: National results for student experiences with support in overcoming barriers

Student Population	Four-Year Students Experiencing Support in Overcoming Barriers				Two-Year Students Experiencing Support in Overcoming Barriers			
	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)	Sample Size	Percent	Lower bound (95% CI)	Upper bound (95% CI)
All Students	41,359	73%	72%	73%	15,031	74%	73%	76%
Biology	4,220	72%	70%	74%	685	73%	68%	78%
Business and Marketing	7,841	76%	74%	77%	2,094	70%	67%	74%
Computer Science	3,007	65%	63%	68%	961	71%	66%	75%
Education	2,073	76%	73%	78%	853	79%	74%	83%
Engineering	3,770	70%	68%	72%	742	75%	70%	79%
Health Professions	3,890	78%	76%	79%	3,457	75%	73%	77%
Liberal Arts and Social Sciences	8,611	70%	69%	72%	2,710	76%	73%	79%
Psychology	3,298	69%	67%	71%	661	72%	67%	78%
Other major	4,649	76%	75%	78%	2,868	76%	74%	79%

Table 30: Major classifications

Respondents were asked the following survey question:

What is your program of study? If you are pursuing multiple programs of study, please select the option that you consider to be your primary program.

Major Classification	IPEDS CIP Codes
Biology	Biological and Biomedical Sciences
Business and Marketing	Business, Management, Marketing, and Related Support Services
Computer Science	Computer and Information Sciences and Support Services
Education	Education
Engineering	- Engineering - Engineering Technologies/Technicians
Health Professions	Health Professions and Related Clinical Sciences
Liberal Arts and Social Sciences	- Area, Ethnic, Cultural, and Gender Studies - Communication, Journalism, and Related Programs - English Language and Literature/Letters - Foreign Languages, Literatures, and Linguistics - History - Liberal Arts and Sciences, General Studies and Humanities - Library Science - Mathematics and Statistics - Multi/Interdisciplinary Studies - Philosophy and Religious Studies - Physical Sciences - Public Administration and Social Service Professions - Social Sciences - Theology and Religious Vocations - Visual and Performing Arts
Psychology	Psychology

Other	• Agriculture, Agriculture Operations, and Related Sciences • Architecture and Related Services • Basic Skills • Citizenship Activities • Communications Technologies/Technicians and Support Services • Construction Trades • Family and Consumer Sciences/Human Sciences • Health-Related Knowledge and Skills • High School/Secondary Diplomas and Certificates • Interpersonal and Social Skills • Legal Professions and Studies • Leisure and Recreational Activities • Mechanic and Repair Technologies/Technicians • Military Technologies • Natural Resources and Conservation • Parks, Recreation, Leisure, and Fitness Studies • Personal Awareness and Self-Improvement • Personal and Culinary Services • Precision Production • Reserve Officer Training Corps (JROTC, ROTC) • Residency Programs • Science Technologies/Technicians • Security and Protective Services • Transportation and Materials Moving
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