Appendix

State Opportunity Index 2026

Quality Coaching

The Quality Coaching indicator reflects the extent to which current students at public universities and colleges in each state report receiving guidance, 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:

1. Personalized guidance to help you select the education and training experiences that will prepare you for a successful career
2. Labor market information received before entering college or during the first year of your 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 education and career goals and developing a plan to achieve those goals
    b. Identifying and overcoming barriers to success

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Approach

The 2026 results for Quality Coaching are based on a rolling average of student survey responses collected in 2025 and 2026. This approach, similar to the U.S. Census American Community Survey's use of multi-year estimates, increases sample size, allowing for more precise and stable state estimates.

Strada partnered with College Pulse, Trellis Strategies, RTI, and Generation Lab to conduct the 2025 survey and with College Pulse and Trellis Strategies to conduct the 2026 survey. The surveys collected data on Quality Coaching experiences among students enrolled at public associate degree-granting institutions, excluding dual enrollment students who had not yet graduated from high school, and senior students enrolled at public bachelor's degree-granting institutions (students in their last year of study). The 2025 survey was conducted from February through July 2025, and the 2026 survey was fielded from January through June 2026.

The data are representative at the national and state levels by race/ethnicity, gender, setting (metropolitan or non-metropolitan), institutional research classification (R1 or non-R1), 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.[1]

[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. Representation by major categories is based on the IPEDS CIP (Classification of Instructional Programs) codes. *Category 1* includes majors in the following codes: 11 Accounting and finance, 14 Business and marketing, 15 Computer science, and 52 Engineering. *Category 2* 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 Survey Items section).

Element 2

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

Element 3

Support is the average of the percentages of students who received 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 percent confidence interval (Table 1). Then, each of the three element ratings is averaged to determine the overall state category (Table 2).

Table 1: Category thresholds for Quality Coaching 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

Table 3: State results for student experiences with personalized guidance

	Students experiencing personalized guidance at bachelor's institutions				Students experiencing personalized guidance at associate institutions			
State	**n**	**Percent**	**95% CI**		**n**	**Percent**	**95% CI**	
USA	**77,803**	**35%**	**34%**	**35%**	**32,005**	**45%**	**44%**	**45%**
Alabama	1,177	41%	38%	44%	117	40%	30%	50%
Alaska	76	–	–	–	0	–	–	–
Arizona	2,660	36%	34%	38%	187	41%	32%	51%
Arkansas	677	38%	33%	42%	215	40%	31%	48%
California	6,241	30%	29%	32%	1,054	42%	39%	46%
Colorado	1,336	33%	31%	36%	159	39%	31%	47%
Connecticut	1,267	28%	25%	31%	62	–	–	–
Delaware	1,066	31%	28%	34%	54	–	–	–
District of Columbia	11	–	–	–	0	–	–	–
Florida	2,375	33%	31%	35%	924	42%	38%	45%
Georgia	6,148	35%	33%	36%	866	43%	40%	47%
Hawaii	695	36%	32%	40%	1,076	47%	44%	50%
Idaho	409	38%	33%	43%	50	–	–	–
Illinois	2,089	32%	30%	34%	1,544	43%	40%	45%
Indiana	3,179	38%	36%	39%	360	47%	40%	53%
Iowa	1,306	29%	26%	32%	282	40%	33%	46%
Kansas	1,050	43%	40%	47%	380	48%	42%	54%
Kentucky	1,328	38%	35%	41%	2,175	51%	48%	53%
Louisiana	760	34%	30%	38%	254	42%	34%	50%
Maine	331	36%	30%	41%	306	46%	41%	52%
Maryland	1,436	33%	30%	36%	167	38%	30%	47%
Massachusetts	977	27%	23%	31%	144	47%	38%	56%
Michigan	1,902	31%	28%	33%	1,405	43%	40%	46%
Minnesota	935	32%	29%	35%	213	32%	25%	39%
Mississippi	989	35%	31%	38%	153	45%	37%	54%
Missouri	1,247	35%	32%	38%	246	47%	40%	54%

	Students experiencing personalized guidance at bachelor's institutions				Students experiencing personalized guidance at associate institutions			
State	**n**	**Percent**	**95% CI**		**n**	**Percent**	**95% CI**	
USA	**77,803**	**35%**	**34%**	**35%**	**32,005**	**45%**	**44%**	**45%**
Montana	410	34%	29%	39%	10	–	–	–
Nebraska	930	41%	37%	45%	150	45%	35%	55%
Nevada	622	34%	30%	38%	75	–	–	–
New Hampshire	1,142	40%	36%	43%	276	41%	35%	47%
New Jersey	1,695	32%	29%	34%	625	39%	35%	43%
New Mexico	470	36%	30%	41%	123	43%	33%	52%
New York	4,390	34%	32%	35%	1,533	46%	43%	49%
North Carolina	2,695	36%	34%	38%	1,705	50%	48%	53%
North Dakota	266	36%	30%	43%	96	37%	26%	47%
Ohio	2,903	36%	34%	38%	5,501	44%	42%	45%
Oklahoma	572	35%	30%	39%	829	52%	48%	55%
Oregon	1,054	32%	29%	36%	532	42%	37%	47%
Pennsylvania	2,926	34%	32%	36%	2,621	44%	42%	46%
Rhode Island	560	32%	28%	36%	369	54%	48%	59%
South Carolina	2,268	40%	38%	43%	418	40%	35%	45%
South Dakota	260	31%	25%	37%	4	–	–	–
Tennessee	1,171	43%	40%	46%	557	47%	42%	51%
Texas	3,970	34%	32%	36%	2,517	46%	44%	48%
Utah	697	41%	37%	46%	655	44%	39%	48%
Vermont	199	25%	19%	32%	187	48%	40%	55%
Virginia	2,968	32%	30%	34%	255	37%	30%	44%
Washington	985	26%	23%	29%	185	35%	28%	43%
West Virginia	1,931	36%	33%	38%	214	38%	31%	45%
Wisconsin	712	36%	30%	41%	87	–	–	–
Wyoming	340	37%	32%	42%	88	44%	33%	56%

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

	Students experiencing personalized guidance at bachelor's institutions				Students experiencing personalized guidance at associate institutions			
Demographic group	**n**	**Percent**	**95% CI**		**n**	**Percent**	**95% CI**	
USA	**77,803**	**35%**	**34%**	**35%**	**32,005**	**45%**	**44%**	**45%**
Gender								
Male	25,292	33%	33%	34%	8,684	44%	43%	45%
Female	49,460	36%	35%	36%	22,334	46%	45%	47%
Another gender identity	2,209	34%	32%	36%	970	40%	36%	43%
Race/ethnicity								
Native American/Alaska Native	315	39%	33%	45%	286	45%	38%	53%
Asian	12,459	28%	27%	29%	2,397	38%	36%	40%
Black or African American	6,313	44%	43%	46%	5,528	51%	49%	52%
Hispanic/Latino	12,424	35%	35%	36%	6,174	46%	45%	47%
Middle Eastern	987	33%	29%	36%	291	34%	28%	39%
Native Hawaiian or other Pacific Islander	229	36%	29%	43%	288	44%	37%	51%
Two or more races	3,787	33%	32%	35%	1,520	44%	42%	47%
White	39,481	34%	34%	35%	14,656	44%	43%	45%
Other/unknown	1,808	30%	28%	32%	865	36%	33%	40%
Parental education status								
First-generation	23,443	35%	35%	36%	16,913	45%	44%	46%
Continuing-generation	51,337	34%	34%	35%	12,647	45%	44%	46%
Pell status								
Received Pell	29,937	36%	36%	37%	18,882	46%	45%	47%
Did not receive Pell	38,469	33%	33%	34%	8,562	42%	40%	43%

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

	Students experiencing personalized guidance at bachelor's institutions				Students experiencing personalized guidance at associate institutions			
Field of study	**n**	**Percent**	**95% CI**		**n**	**Percent**	**95% CI**	
USA	**77,803**	**35%**	**34%**	**35%**	**32,005**	**45%**	**44%**	**45%**
Applied or technical fields	917	36%	33%	39%	1,748	48%	45%	50%
Arts and humanities	6,127	37%	36%	38%	2,976	43%	41%	45%
Biology, environmental, or life sciences	7,575	33%	32%	34%	1,442	44%	41%	47%
Business	16,244	35%	34%	36%	4,475	44%	43%	46%
Communications	3,315	36%	34%	38%	432	48%	43%	53%
Computer and information sciences	5,671	26%	25%	27%	1,971	39%	37%	42%
Education	3,669	45%	43%	46%	1,738	55%	52%	57%
Engineering	6,614	27%	26%	28%	1,342	41%	38%	44%
Math	1,022	27%	25%	30%	179	51%	43%	59%
Nursing and other health professions	8,728	36%	35%	37%	9,636	46%	44%	47%
Other major	4,920	40%	38%	41%	2,606	44%	42%	47%
Physical sciences	1,076	33%	30%	36%	280	46%	39%	52%
Social and behavioral sciences	11,925	34%	34%	35%	3,180	44%	42%	46%

Table 6: State results for student experiences with timely labor market information at bachelor's institutions

		Average of four types of timely information			Career paths			Job opportunities			Potential earnings			Institution outcomes		
State	n	Percent	95% CI		Percent	95% CI		Percent	95% CI		Percent	95% CI		Percent	95% CI	
USA	77,803	26%	25%	26%	34%	34%	34%	30%	30%	31%	21%	21%	21%	17%	17%	18%
Alabama	1,177	28%	27%	30%	37%	34%	40%	32%	29%	35%	24%	21%	27%	21%	18%	23%
Alaska	76	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Arizona	2,660	25%	24%	26%	35%	33%	37%	29%	27%	30%	22%	20%	24%	15%	14%	17%
Arkansas	677	26%	24%	28%	32%	28%	36%	31%	27%	36%	24%	20%	28%	16%	12%	19%
California	6,241	23%	23%	24%	33%	31%	34%	28%	27%	29%	18%	17%	19%	14%	13%	15%
Colorado	1,336	26%	25%	27%	34%	31%	37%	31%	28%	34%	22%	19%	25%	18%	15%	20%
Connecticut	1,267	26%	24%	27%	32%	29%	36%	28%	25%	32%	21%	18%	24%	21%	17%	24%
Delaware	1,066	27%	25%	28%	36%	32%	39%	30%	27%	34%	20%	17%	23%	20%	18%	23%
District of Columbia	11	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Florida	2,375	24%	23%	25%	33%	31%	36%	28%	26%	30%	20%	19%	22%	16%	14%	18%
Georgia	6,148	28%	27%	29%	37%	36%	39%	32%	31%	34%	24%	22%	25%	19%	18%	20%
Hawaii	695	21%	20%	23%	29%	25%	33%	26%	23%	30%	19%	15%	22%	12%	9%	14%
Idaho	409	28%	26%	30%	38%	33%	43%	34%	29%	39%	26%	21%	30%	13%	10%	17%
Illinois	2,089	25%	24%	27%	33%	31%	35%	30%	28%	33%	20%	18%	22%	19%	17%	20%
Indiana	3,179	28%	27%	29%	34%	32%	36%	33%	31%	34%	22%	20%	24%	22%	20%	23%
Iowa	1,306	31%	30%	33%	40%	37%	43%	37%	34%	40%	26%	23%	29%	23%	21%	26%
Kansas	1,050	28%	26%	29%	38%	34%	41%	34%	31%	38%	22%	19%	25%	17%	15%	20%
Kentucky	1,328	29%	28%	30%	37%	34%	40%	33%	30%	36%	25%	22%	28%	21%	18%	23%
Louisiana	760	27%	25%	29%	36%	31%	40%	31%	27%	35%	22%	19%	26%	18%	15%	22%
Maine	331	21%	19%	24%	29%	24%	34%	28%	22%	33%	16%	11%	20%	13%	9%	17%
Maryland	1,436	26%	24%	27%	33%	30%	37%	32%	28%	35%	22%	19%	25%	16%	14%	19%
Massachusetts	977	25%	23%	27%	32%	28%	36%	29%	25%	33%	22%	18%	25%	15%	12%	19%
Michigan	1,902	29%	28%	30%	35%	33%	38%	34%	32%	37%	25%	22%	27%	22%	20%	24%
Minnesota	935	30%	29%	32%	42%	39%	46%	34%	31%	38%	24%	21%	27%	20%	17%	23%
Mississippi	989	25%	23%	27%	33%	29%	36%	31%	28%	35%	20%	17%	23%	16%	14%	19%
Missouri	1,247	28%	27%	29%	35%	32%	38%	32%	29%	35%	23%	21%	26%	21%	19%	24%
Montana	410	25%	23%	28%	32%	26%	37%	33%	28%	39%	20%	15%	25%	16%	11%	20%

		Average of four types of timely information			Career paths			Job opportunities			Potential earnings			Institution outcomes		
State	n	Percent	95% CI		Percent	95% CI		Percent	95% CI		Percent	95% CI		Percent	95% CI	
USA	77,803	26%	25%	26%	34%	34%	34%	30%	30%	31%	21%	21%	21%	17%	17%	18%
Nebraska	930	26%	24%	28%	33%	29%	37%	32%	28%	36%	20%	16%	23%	19%	15%	22%
Nevada	622	29%	27%	31%	39%	35%	44%	35%	31%	39%	26%	22%	30%	15%	11%	18%
New Hampshire	1,142	28%	26%	30%	37%	33%	40%	35%	31%	38%	21%	18%	24%	20%	17%	23%
New Jersey	1,695	23%	22%	24%	28%	26%	31%	27%	25%	30%	19%	17%	21%	16%	14%	18%
New Mexico	470	24%	22%	27%	38%	33%	44%	29%	24%	34%	17%	13%	21%	14%	10%	18%
New York	4,390	22%	22%	23%	31%	29%	32%	27%	25%	28%	17%	16%	18%	16%	14%	17%
North Carolina	2,695	26%	25%	27%	34%	32%	36%	31%	29%	33%	22%	20%	24%	18%	17%	20%
North Dakota	266	40%	36%	43%	47%	40%	53%	44%	37%	51%	38%	31%	45%	30%	23%	36%
Ohio	2,903	29%	28%	30%	37%	35%	40%	33%	31%	36%	24%	22%	26%	21%	20%	23%
Oklahoma	572	24%	22%	26%	32%	27%	37%	25%	20%	29%	22%	18%	26%	16%	13%	20%
Oregon	1,054	25%	24%	27%	34%	31%	38%	30%	27%	34%	21%	18%	24%	15%	13%	18%
Pennsylvania	2,926	25%	24%	26%	35%	33%	38%	30%	27%	32%	20%	18%	22%	16%	14%	18%
Rhode Island	560	28%	26%	31%	37%	33%	42%	32%	28%	36%	26%	22%	30%	18%	15%	22%
South Carolina	2,268	27%	26%	28%	36%	33%	39%	33%	31%	36%	20%	18%	22%	19%	17%	21%
South Dakota	260	37%	34%	40%	46%	40%	53%	47%	40%	53%	31%	25%	37%	24%	18%	30%
Tennessee	1,171	28%	27%	29%	40%	37%	43%	33%	30%	36%	22%	20%	25%	17%	14%	19%
Texas	3,970	24%	23%	25%	32%	30%	34%	28%	27%	30%	21%	19%	22%	15%	14%	17%
Utah	697	26%	24%	28%	33%	28%	37%	33%	29%	37%	21%	18%	25%	15%	12%	18%
Vermont	199	26%	22%	29%	35%	28%	43%	30%	23%	37%	21%	15%	28%	16%	10%	21%
Virginia	2,968	24%	23%	25%	32%	30%	34%	28%	26%	30%	19%	17%	20%	19%	17%	21%
Washington	985	25%	24%	27%	34%	31%	38%	29%	26%	32%	21%	18%	24%	17%	15%	20%
West Virginia	1,931	28%	26%	29%	35%	33%	38%	32%	29%	34%	23%	20%	25%	21%	19%	23%
Wisconsin	712	23%	21%	25%	30%	25%	35%	27%	23%	32%	19%	15%	23%	16%	12%	20%
Wyoming	340	15%	13%	18%	20%	15%	25%	19%	14%	24%	13%	8%	17%	9%	6%	13%

Table 7: State results for student experiences with timely labor market information at associate institutions

		Average of four types of timely information			Career paths			Job opportunities			Potential earnings			Institution outcomes		
State	n	Percent	95% CI		Percent	95% CI		Percent	95% CI		Percent	95% CI		Percent	95% CI	
USA	32,005	35%	35%	35%	45%	44%	46%	40%	39%	41%	31%	31%	32%	23%	23%	24%
Alabama	117	28%	23%	32%	35%	25%	45%	29%	19%	38%	33%	23%	43%	15%	8%	23%
Alaska	0	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Arizona	187	29%	25%	34%	34%	24%	44%	34%	24%	44%	35%	25%	45%	14%	7%	21%
Arkansas	215	28%	23%	32%	38%	29%	48%	34%	25%	43%	21%	14%	29%	17%	9%	24%
California	1,054	32%	30%	34%	46%	43%	50%	34%	31%	37%	26%	23%	29%	22%	19%	25%
Colorado	159	29%	25%	33%	39%	30%	47%	34%	26%	42%	28%	20%	35%	15%	9%	21%
Connecticut	62	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Delaware	54	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
District of Columbia	0	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Florida	924	29%	27%	30%	38%	34%	41%	33%	30%	36%	27%	24%	30%	19%	16%	21%
Georgia	866	31%	30%	33%	44%	40%	48%	36%	32%	39%	27%	24%	30%	18%	16%	21%
Hawaii	1,076	35%	33%	37%	46%	42%	49%	42%	39%	46%	27%	24%	30%	25%	22%	28%
Idaho	50	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Illinois	1,544	33%	31%	34%	43%	40%	46%	37%	35%	40%	27%	24%	29%	24%	22%	27%
Indiana	360	36%	33%	38%	44%	38%	50%	41%	35%	47%	37%	31%	43%	21%	16%	26%
Iowa	282	41%	37%	44%	46%	39%	52%	47%	40%	54%	37%	30%	43%	33%	27%	39%
Kansas	380	33%	30%	35%	40%	34%	46%	40%	34%	46%	29%	23%	35%	21%	16%	26%
Kentucky	2,175	39%	37%	40%	53%	51%	56%	43%	40%	45%	35%	33%	37%	23%	21%	25%
Louisiana	254	37%	33%	41%	42%	34%	50%	42%	34%	50%	32%	24%	40%	31%	23%	38%
Maine	306	37%	34%	39%	45%	39%	51%	42%	36%	48%	29%	24%	35%	29%	24%	35%
Maryland	167	35%	31%	39%	42%	33%	51%	40%	32%	49%	32%	24%	41%	24%	17%	31%
Massachusetts	144	33%	28%	37%	44%	34%	53%	34%	25%	43%	26%	18%	35%	27%	18%	35%
Michigan	1,405	32%	31%	34%	40%	37%	43%	37%	34%	40%	29%	26%	32%	23%	20%	26%
Minnesota	213	36%	32%	40%	46%	38%	55%	41%	33%	49%	32%	25%	40%	24%	17%	30%
Mississippi	153	43%	39%	47%	50%	41%	58%	48%	40%	57%	41%	32%	49%	32%	24%	40%
Missouri	246	35%	31%	38%	45%	37%	52%	38%	30%	45%	32%	25%	39%	25%	18%	32%
Montana	10	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

State	n	Average of four types of timely information			Career paths			Job opportunities			Potential earnings			Institution outcomes		
		Percent	95% CI		Percent	95% CI		Percent	95% CI		Percent	95% CI		Percent	95% CI	
USA	**32,005**	**35%**	**35%**	**35%**	**45%**	**44%**	**46%**	**40%**	**39%**	**41%**	**31%**	**31%**	**32%**	**23%**	**23%**	**24%**
Nebraska	150	31%	26%	36%	43%	32%	53%	34%	24%	44%	23%	14%	32%	24%	15%	33%
Nevada	75	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
New Hampshire	276	40%	37%	43%	46%	40%	53%	47%	40%	53%	33%	27%	39%	35%	29%	41%
New Jersey	625	30%	28%	32%	34%	30%	38%	34%	30%	39%	29%	25%	33%	22%	19%	26%
New Mexico	123	33%	28%	37%	43%	33%	53%	35%	26%	45%	24%	15%	32%	28%	20%	37%
New York	1,533	31%	29%	32%	42%	39%	44%	36%	34%	39%	24%	21%	26%	21%	19%	23%
North Carolina	1,705	38%	37%	39%	48%	45%	51%	44%	41%	46%	34%	31%	36%	26%	24%	29%
North Dakota	96	46%	40%	51%	51%	39%	62%	57%	46%	68%	37%	26%	48%	39%	28%	50%
Ohio	5,501	37%	36%	38%	47%	46%	49%	43%	42%	45%	34%	33%	36%	24%	22%	25%
Oklahoma	829	34%	32%	36%	44%	40%	48%	36%	32%	40%	31%	27%	34%	26%	22%	29%
Oregon	532	33%	31%	36%	46%	41%	51%	39%	34%	44%	33%	28%	38%	16%	12%	19%
Pennsylvania	2,621	35%	34%	36%	44%	42%	47%	41%	39%	44%	30%	28%	32%	24%	22%	26%
Rhode Island	369	33%	30%	35%	42%	36%	48%	39%	34%	45%	29%	24%	34%	20%	16%	25%
South Carolina	418	34%	32%	37%	45%	39%	50%	40%	35%	46%	31%	26%	36%	21%	17%	26%
South Dakota	4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Tennessee	557	34%	32%	36%	46%	41%	50%	39%	34%	43%	30%	26%	34%	22%	18%	26%
Texas	2,517	34%	32%	35%	46%	43%	48%	36%	34%	38%	29%	27%	32%	23%	21%	25%
Utah	655	34%	32%	37%	42%	37%	46%	43%	38%	47%	33%	28%	37%	21%	17%	25%
Vermont	187	36%	32%	40%	52%	45%	60%	41%	33%	48%	29%	22%	36%	22%	15%	28%
Virginia	255	32%	29%	35%	42%	35%	49%	37%	30%	43%	33%	26%	40%	16%	11%	21%
Washington	185	28%	24%	32%	37%	28%	46%	31%	23%	39%	29%	21%	38%	15%	9%	21%
West Virginia	214	36%	32%	40%	40%	33%	48%	41%	33%	48%	32%	25%	39%	30%	23%	37%
Wisconsin	87	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Wyoming	88	38%	32%	44%	42%	30%	54%	43%	31%	55%	39%	27%	51%	29%	18%	40%

Table 8: National results for student experiences with timely labor market information at bachelor's institutions by demographic

		Average of four types of timely information			Career paths			Job opportunities			Potential earnings			Institution outcomes		
Demographic group	**n**	**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**	
USA	**77,803**	**26%**	**25%**	**26%**	**34%**	**34%**	**34%**	**30%**	**30%**	**31%**	**21%**	**21%**	**21%**	**17%**	**17%**	**18%**
Gender																
Male	25,292	28%	28%	28%	34%	33%	35%	33%	32%	33%	25%	25%	26%	19%	19%	20%
Female	49,460	24%	24%	25%	34%	34%	35%	29%	28%	29%	18%	18%	18%	16%	16%	17%
Another gender identity	2,209	23%	22%	23%	29%	27%	31%	28%	26%	30%	18%	16%	19%	16%	14%	17%
Race/ethnicity																
Native American/ Alaska Native	315	21%	19%	24%	30%	24%	36%	27%	21%	32%	16%	11%	21%	12%	8%	17%
Asian	12,459	26%	26%	27%	34%	33%	35%	32%	31%	33%	22%	21%	23%	18%	17%	18%
Black or African American	6,313	26%	25%	26%	35%	34%	36%	31%	30%	32%	21%	20%	23%	15%	14%	16%
Hispanic/Latino	12,424	23%	22%	23%	32%	31%	33%	27%	26%	28%	18%	17%	18%	14%	14%	15%
Middle Eastern	987	23%	22%	25%	30%	27%	34%	27%	24%	30%	21%	18%	23%	15%	13%	18%
Native Hawaiian or other Pacific Islander	229	19%	16%	22%	24%	18%	31%	22%	16%	28%	17%	11%	23%	12%	7%	17%
Two or more races	3,787	26%	25%	27%	35%	33%	36%	30%	29%	32%	22%	21%	24%	18%	16%	19%
White	39,481	27%	27%	27%	35%	34%	36%	31%	31%	32%	22%	21%	22%	19%	19%	19%
Other/unknown	1,808	24%	23%	25%	30%	27%	32%	29%	27%	31%	21%	19%	23%	15%	13%	17%
Parental education status																
First-generation	23,443	23%	23%	23%	31%	30%	32%	28%	27%	28%	19%	18%	19%	15%	14%	15%
Continuing-generation	51,337	27%	27%	27%	36%	35%	36%	32%	31%	32%	22%	22%	23%	19%	19%	19%
Pell status																
Received Pell	29,937	24%	24%	24%	33%	32%	33%	29%	28%	29%	20%	19%	20%	16%	15%	16%
Did not receive Pell	38,469	28%	27%	28%	36%	35%	37%	32%	32%	33%	23%	22%	23%	19%	19%	20%

Table 9: National results for student experiences with timely labor market information at associate institutions by demographic

		Average of four types of timely information			Career paths			Job opportunities			Potential earnings			Institution outcomes		
Demographic group	**n**	**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**	
USA	**32,005**	**35%**	**35%**	**35%**	**45%**	**44%**	**46%**	**40%**	**39%**	**41%**	**31%**	**31%**	**32%**	**23%**	**23%**	**24%**
Gender																
Male	8,684	36%	35%	36%	45%	44%	46%	41%	40%	42%	34%	33%	35%	23%	22%	24%
Female	22,334	34%	34%	35%	45%	45%	46%	39%	39%	40%	29%	28%	30%	24%	23%	24%
Another gender identity	970	33%	31%	34%	42%	39%	46%	38%	35%	42%	30%	26%	33%	20%	17%	23%
Race/ethnicity																
Native American/ Alaska Native	286	33%	29%	37%	44%	36%	52%	35%	28%	43%	27%	20%	35%	26%	18%	33%
Asian	2,397	35%	34%	36%	46%	43%	48%	41%	39%	44%	29%	27%	31%	23%	21%	25%
Black or African American	5,528	37%	36%	38%	49%	48%	51%	43%	42%	44%	32%	31%	34%	24%	23%	25%
Hispanic/Latino	6,174	34%	33%	34%	45%	44%	47%	38%	37%	40%	28%	27%	30%	23%	22%	25%
Middle Eastern	291	33%	30%	36%	46%	40%	52%	37%	31%	43%	31%	25%	36%	18%	13%	23%
Native Hawaiian or other Pacific Islander	288	33%	30%	37%	43%	35%	50%	37%	30%	44%	32%	25%	40%	21%	15%	27%
Two or more races	1,520	37%	36%	38%	47%	44%	50%	42%	39%	45%	34%	31%	37%	24%	22%	27%
White	14,656	35%	35%	35%	44%	43%	45%	40%	39%	41%	33%	32%	34%	23%	22%	24%
Other/unknown	865	31%	29%	33%	39%	35%	43%	37%	34%	41%	28%	25%	31%	19%	16%	22%
Parental education status																
First-generation	16,913	35%	34%	35%	46%	45%	47%	40%	39%	41%	30%	30%	31%	24%	23%	24%
Continuing-generation	12,647	35%	35%	36%	45%	44%	46%	40%	39%	41%	33%	32%	34%	23%	22%	23%
Pell status																
Received Pell	18,882	35%	35%	35%	45%	44%	46%	40%	39%	41%	31%	30%	32%	23%	23%	24%
Did not receive Pell	8,562	35%	35%	36%	46%	44%	47%	40%	39%	42%	32%	31%	33%	23%	22%	24%

Table 10: National results for student experiences with timely labor market information at bachelor's institutions by field of study

		Average of four types of timely information			Career paths			Job opportunities			Potential earnings			Institution outcomes		
Field of study	**n**	**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**	
USA	**77,803**	**26%**	**25%**	**26%**	**34%**	**34%**	**34%**	**30%**	**30%**	**31%**	**21%**	**21%**	**21%**	**17%**	**17%**	**18%**
Applied or technical fields	917	24%	22%	25%	28%	25%	31%	29%	26%	33%	20%	17%	23%	17%	14%	19%
Arts and humanities	6,127	21%	21%	22%	30%	28%	31%	25%	24%	27%	15%	14%	16%	15%	14%	16%
Biology, environmental, or life sciences	7,575	26%	26%	27%	37%	36%	38%	32%	31%	33%	20%	19%	21%	17%	16%	18%
Business	16,244	28%	28%	28%	35%	35%	36%	33%	32%	34%	24%	23%	25%	20%	19%	20%
Communications	3,315	23%	22%	24%	33%	32%	35%	27%	26%	29%	16%	14%	17%	16%	15%	17%
Computer and information sciences	5,671	30%	29%	31%	34%	32%	35%	35%	34%	37%	31%	29%	32%	20%	19%	22%
Education	3,669	23%	22%	24%	33%	31%	34%	27%	25%	28%	16%	15%	18%	16%	14%	17%
Engineering	6,614	32%	32%	33%	37%	36%	38%	38%	36%	39%	32%	31%	34%	23%	21%	24%
Math	1,022	25%	23%	26%	31%	27%	34%	27%	24%	30%	24%	21%	27%	16%	14%	19%
Nursing and other health professions	8,728	26%	25%	26%	36%	35%	37%	30%	29%	31%	20%	19%	21%	17%	16%	18%
Other major	4,920	24%	23%	25%	33%	31%	34%	28%	27%	29%	19%	18%	20%	17%	16%	18%
Physical sciences	1,076	27%	25%	28%	33%	30%	37%	32%	28%	35%	23%	20%	26%	18%	16%	21%
Social and behavioral sciences	11,925	23%	23%	23%	33%	32%	34%	27%	26%	28%	17%	16%	18%	15%	14%	15%

Table 11: National results for student experiences with timely labor market information at associate institutions by field of study

		Average of four types of timely information			Career paths			Job opportunities			Potential earnings			Institution outcomes		
Field of study	**n**	**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**	
USA	**32,005**	**35%**	**35%**	**35%**	**45%**	**44%**	**46%**	**40%**	**39%**	**41%**	**31%**	**31%**	**32%**	**23%**	**23%**	**24%**
Applied or technical fields	1,748	41%	40%	43%	47%	44%	49%	50%	48%	53%	39%	37%	42%	30%	27%	32%
Arts and humanities	2,976	31%	30%	31%	43%	40%	45%	34%	32%	35%	26%	24%	27%	21%	19%	22%
Biology, environmental, or life sciences	1,442	33%	32%	34%	45%	42%	48%	37%	34%	40%	29%	26%	31%	21%	19%	23%
Business	4,475	34%	33%	34%	45%	43%	47%	38%	37%	40%	29%	28%	31%	22%	20%	23%
Communications	432	32%	30%	35%	46%	41%	51%	38%	32%	43%	25%	21%	30%	21%	16%	25%
Computer and information sciences	1,971	36%	35%	37%	44%	42%	47%	42%	39%	44%	36%	34%	38%	21%	19%	23%
Education	1,738	33%	32%	34%	47%	44%	49%	38%	35%	40%	26%	24%	29%	21%	19%	23%
Engineering	1,342	39%	37%	40%	49%	46%	51%	44%	41%	47%	40%	37%	42%	23%	21%	26%
Math	179	32%	28%	36%	45%	36%	53%	33%	25%	42%	35%	27%	43%	16%	10%	23%
Nursing and other health professions	9,636	37%	36%	37%	45%	44%	47%	43%	41%	44%	33%	32%	34%	27%	26%	28%
Other major	2,606	31%	30%	32%	40%	38%	43%	36%	34%	38%	29%	27%	31%	21%	19%	22%
Physical sciences	280	38%	34%	41%	48%	42%	55%	40%	34%	46%	32%	26%	38%	30%	24%	36%
Social and behavioral sciences	3,180	33%	32%	34%	47%	45%	49%	37%	35%	39%	27%	26%	29%	20%	18%	21%

Table 12: State results for student experiences with support at bachelor's institutions

		Average of two types of support			Goal setting and planning			Identifying and overcoming barriers		
State	n	Percent	95% CI		Percent	95% CI		Percent	95% CI	
USA	77,803	72%	72%	72%	71%	71%	71%	73%	72%	73%
Alabama	1,177	78%	77%	80%	78%	76%	81%	78%	76%	81%
Alaska	76	-	-	-	-	-	-	-	-	-
Arizona	2,660	69%	67%	70%	68%	66%	70%	69%	67%	71%
Arkansas	677	71%	68%	74%	70%	66%	74%	72%	68%	76%
California	6,241	65%	64%	66%	64%	63%	66%	65%	64%	67%
Colorado	1,336	70%	68%	72%	68%	65%	71%	73%	70%	75%
Connecticut	1,267	71%	69%	74%	69%	66%	73%	73%	70%	77%
Delaware	1,066	79%	77%	81%	78%	75%	81%	79%	77%	82%
District of Columbia	11	-	-	-	-	-	-	-	-	-
Florida	2,375	74%	73%	76%	73%	71%	75%	76%	74%	78%
Georgia	6,148	73%	72%	74%	73%	71%	74%	74%	73%	75%
Hawaii	695	69%	67%	72%	68%	65%	72%	70%	67%	74%
Idaho	409	74%	70%	77%	72%	67%	77%	75%	71%	80%
Illinois	2,089	75%	74%	77%	74%	72%	76%	76%	74%	78%
Indiana	3,179	76%	75%	78%	76%	74%	78%	77%	75%	78%
Iowa	1,306	75%	73%	77%	75%	73%	78%	75%	73%	78%
Kansas	1,050	78%	76%	80%	77%	74%	80%	78%	76%	81%
Kentucky	1,328	76%	74%	78%	75%	73%	78%	77%	74%	80%
Louisiana	760	73%	71%	76%	73%	69%	76%	74%	70%	78%
Maine	331	64%	60%	68%	61%	56%	67%	67%	61%	72%
Maryland	1,436	73%	71%	75%	71%	68%	74%	74%	72%	77%
Massachusetts	977	67%	64%	70%	67%	63%	71%	67%	63%	72%
Michigan	1,902	70%	68%	72%	70%	67%	72%	71%	68%	73%
Minnesota	935	72%	69%	74%	71%	68%	74%	72%	69%	75%
Mississippi	989	75%	73%	77%	74%	70%	77%	76%	73%	79%
Missouri	1,247	74%	72%	75%	73%	71%	76%	74%	71%	76%
Montana	410	66%	62%	69%	64%	59%	70%	67%	62%	72%
Nebraska	930	73%	71%	76%	72%	68%	76%	75%	71%	78%

		Average of two types of support			Goal setting and planning			Identifying and overcoming barriers		
State	n	Percent	95% CI		Percent	95% CI		Percent	95% CI	
USA	77,803	72%	72%	72%	71%	71%	71%	73%	72%	73%
Nevada	622	69%	67%	72%	70%	66%	74%	69%	65%	73%
New Hampshire	1,142	77%	74%	79%	77%	73%	80%	77%	73%	80%
New Jersey	1,695	69%	68%	71%	68%	65%	70%	71%	68%	73%
New Mexico	470	75%	71%	78%	72%	67%	77%	77%	73%	82%
New York	4,390	67%	66%	68%	66%	64%	67%	68%	66%	69%
North Carolina	2,695	75%	74%	76%	74%	72%	76%	76%	74%	77%
North Dakota	266	70%	66%	75%	71%	65%	77%	69%	63%	75%
Ohio	2,903	74%	72%	75%	72%	70%	74%	75%	73%	77%
Oklahoma	572	72%	69%	75%	72%	68%	77%	72%	68%	76%
Oregon	1,054	63%	60%	65%	62%	58%	65%	64%	60%	67%
Pennsylvania	2,926	72%	70%	73%	71%	68%	73%	73%	71%	75%
Rhode Island	560	75%	72%	78%	74%	69%	78%	76%	72%	80%
South Carolina	2,268	78%	77%	80%	77%	74%	79%	80%	78%	82%
South Dakota	260	71%	67%	75%	71%	65%	77%	71%	64%	77%
Tennessee	1,171	76%	74%	78%	76%	73%	78%	77%	74%	79%
Texas	3,970	73%	72%	74%	72%	70%	73%	74%	72%	75%
Utah	697	70%	67%	73%	70%	66%	74%	70%	66%	74%
Vermont	199	66%	61%	71%	67%	60%	74%	66%	59%	73%
Virginia	2,968	73%	72%	75%	72%	70%	74%	75%	73%	77%
Washington	985	67%	65%	70%	65%	62%	69%	69%	66%	72%
West Virginia	1,931	71%	70%	73%	70%	68%	73%	73%	70%	75%
Wisconsin	712	75%	71%	78%	75%	71%	79%	74%	70%	79%
Wyoming	340	67%	64%	71%	67%	62%	72%	68%	62%	73%

Table 13: State results for student experiences with support at associate institutions

		Average of two types of support			Goal setting and planning			Identifying and overcoming barriers		
State	n	Percent	95% CI		Percent	95% CI		Percent	95% CI	
USA	32,005	73%	73%	73%	73%	72%	73%	73%	73%	74%
Alabama	117	67%	60%	74%	67%	57%	77%	68%	58%	77%
Alaska	0	-	-	-	-	-	-	-	-	-
Arizona	187	79%	73%	86%	78%	69%	87%	81%	72%	90%
Arkansas	215	73%	67%	79%	70%	61%	79%	77%	68%	85%
California	1,054	70%	67%	72%	69%	66%	73%	70%	67%	73%
Colorado	159	61%	55%	67%	61%	53%	69%	61%	53%	69%
Connecticut	62	-	-	-	-	-	-	-	-	-
Delaware	54	-	-	-	-	-	-	-	-	-
District of Columbia	0	-	-	-	-	-	-	-	-	-
Florida	924	73%	71%	76%	72%	69%	75%	75%	72%	77%
Georgia	866	72%	70%	74%	72%	69%	76%	72%	68%	75%
Hawaii	1,076	75%	73%	77%	74%	71%	77%	76%	73%	79%
Idaho	50	-	-	-	-	-	-	-	-	-
Illinois	1,544	74%	72%	75%	74%	72%	77%	73%	71%	76%
Indiana	360	74%	70%	78%	74%	69%	80%	73%	68%	79%
Iowa	282	72%	67%	76%	73%	67%	78%	71%	65%	77%
Kansas	380	78%	74%	81%	75%	70%	81%	80%	75%	84%
Kentucky	2,175	74%	73%	76%	74%	72%	76%	74%	72%	76%
Louisiana	254	71%	66%	76%	71%	64%	78%	72%	64%	79%
Maine	306	72%	68%	75%	71%	65%	76%	72%	67%	78%
Maryland	167	77%	71%	82%	77%	70%	84%	76%	69%	84%
Massachusetts	144	68%	62%	74%	70%	61%	78%	66%	57%	75%
Michigan	1,405	69%	67%	71%	69%	66%	72%	69%	66%	72%
Minnesota	213	69%	64%	75%	67%	60%	75%	71%	64%	79%
Mississippi	153	79%	74%	84%	78%	71%	85%	80%	73%	87%
Missouri	246	74%	70%	79%	76%	70%	82%	72%	65%	79%
Montana	10	-	-	-	-	-	-	-	-	-
Nebraska	150	70%	63%	77%	70%	61%	80%	69%	60%	79%

		Average of two types of support			Goal setting and planning			Identifying and overcoming barriers		
State	n	Percent	95% CI		Percent	95% CI		Percent	95% CI	
USA	32,005	73%	73%	73%	73%	72%	73%	73%	73%	74%
Nevada	75	–	–	–	–	–	–	–	–	–
New Hampshire	276	67%	63%	71%	65%	59%	71%	69%	63%	74%
New Jersey	625	74%	71%	76%	71%	68%	75%	76%	72%	79%
New Mexico	123	79%	74%	85%	80%	73%	88%	78%	70%	86%
New York	1,533	74%	72%	75%	73%	70%	75%	75%	72%	77%
North Carolina	1,705	74%	72%	76%	74%	72%	77%	74%	71%	76%
North Dakota	96	76%	70%	83%	72%	63%	82%	80%	72%	89%
Ohio	5,501	70%	69%	71%	70%	69%	72%	70%	68%	71%
Oklahoma	829	75%	72%	77%	75%	72%	79%	74%	70%	77%
Oregon	532	64%	61%	68%	64%	59%	69%	65%	60%	70%
Pennsylvania	2,621	74%	73%	75%	74%	72%	76%	74%	72%	76%
Rhode Island	369	74%	70%	77%	73%	68%	78%	75%	70%	79%
South Carolina	418	72%	69%	76%	73%	68%	77%	72%	67%	77%
South Dakota	4	–	–	–	–	–	–	–	–	–
Tennessee	557	72%	69%	75%	74%	70%	78%	70%	66%	74%
Texas	2,517	75%	73%	76%	74%	72%	76%	76%	74%	78%
Utah	655	66%	63%	69%	65%	61%	70%	67%	63%	71%
Vermont	187	69%	64%	74%	69%	62%	76%	70%	63%	77%
Virginia	255	68%	63%	73%	69%	62%	76%	67%	60%	74%
Washington	185	78%	73%	83%	77%	70%	84%	79%	72%	85%
West Virginia	214	72%	67%	76%	70%	63%	77%	73%	67%	80%
Wisconsin	87	–	–	–	–	–	–	–	–	–
Wyoming	88	80%	73%	87%	80%	71%	90%	79%	70%	89%

Table 14: National results for student experiences with support at bachelor's institutions by demographic

		Average of two types of support			Goal setting and planning			Identifying and overcoming barriers		
Demographic group	**n**	**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**	
USA	**77,803**	**72%**	**72%**	**72%**	**71%**	**71%**	**71%**	**73%**	**72%**	**73%**
Gender										
Male	25,292	71%	71%	72%	70%	69%	71%	72%	72%	73%
Female	49,460	73%	73%	74%	73%	72%	73%	74%	73%	74%
Another gender identity	2,209	62%	60%	63%	61%	58%	63%	63%	61%	65%
Race/ethnicity										
Native American/Alaska Native	315	72%	68%	76%	71%	66%	77%	73%	68%	79%
Asian	12,459	69%	68%	69%	68%	67%	69%	69%	69%	70%
Black or African American	6,313	76%	76%	77%	77%	76%	78%	76%	75%	77%
Hispanic/Latino	12,424	71%	70%	71%	69%	68%	70%	72%	71%	73%
Middle Eastern	987	69%	67%	71%	67%	64%	70%	70%	67%	73%
Native Hawaiian or Other Pacific Islander	229	76%	72%	80%	75%	69%	81%	77%	71%	83%
Two or More Races	3,787	68%	67%	70%	68%	66%	69%	69%	68%	71%
White	39,481	73%	73%	73%	72%	72%	72%	74%	73%	74%
Other/unknown	1,808	68%	66%	70%	68%	65%	70%	68%	66%	71%
Parental education status										
First-generation	23,443	68%	68%	68%	67%	66%	68%	69%	68%	70%
Continuing-generation	51,337	74%	74%	74%	73%	73%	74%	75%	74%	75%
Pell status										
Received Pell	29,937	69%	68%	69%	69%	68%	69%	69%	69%	70%
Did not receive Pell	38,469	74%	73%	74%	73%	72%	73%	75%	74%	75%

Table 15: National results for student experiences with support at associate institutions by demographic

		Average of two types of support			Goal setting and planning			Identifying and overcoming barriers		
Demographic group	**n**	**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**	
USA	**32,005**	**73%**	**73%**	**73%**	**73%**	**72%**	**73%**	**73%**	**73%**	**74%**
Gender										
Male	8,684	73%	73%	74%	73%	72%	74%	74%	73%	75%
Female	22,334	73%	73%	74%	73%	73%	74%	73%	73%	74%
Another gender identity	970	62%	59%	64%	60%	57%	64%	63%	60%	66%
Race/ethnicity										
Native American/Alaska Native	286	73%	68%	77%	73%	66%	79%	72%	66%	79%
Asian	2,397	74%	73%	76%	75%	73%	77%	74%	72%	76%
Black or African American	5,528	76%	75%	77%	76%	75%	77%	75%	74%	76%
Hispanic/Latino	6,174	74%	73%	75%	73%	72%	74%	75%	73%	76%
Middle Eastern	291	71%	67%	75%	70%	64%	75%	72%	67%	78%
Native Hawaiian or other Pacific Islander	288	80%	76%	84%	80%	74%	86%	80%	75%	86%
Two or more races	1,520	71%	69%	73%	70%	68%	73%	72%	69%	74%
White	14,656	72%	72%	73%	72%	71%	73%	72%	72%	73%
Other/unknown	865	61%	59%	64%	61%	57%	64%	62%	58%	65%
Parental education status										
First-generation	16,913	71%	70%	71%	71%	70%	71%	71%	70%	72%
Continuing-generation	12,647	75%	75%	76%	75%	74%	76%	76%	75%	77%
Pell status										
Received Pell	18,882	72%	72%	73%	72%	72%	73%	73%	72%	73%
Did not receive Pell	8,562	73%	73%	74%	73%	72%	74%	74%	73%	75%

Table 16: National results for student experiences with support at bachelor's institutions by field of study

		Average of two types of support			Goal setting and planning			Identifying and overcoming barriers		
Field of study	**n**	**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**	
USA	**77,803**	**72%**	**72%**	**72%**	**71%**	**71%**	**71%**	**73%**	**72%**	**73%**
Applied or technical fields	917	74%	71%	76%	72%	69%	75%	75%	72%	78%
Arts and humanities	6,127	69%	68%	70%	68%	66%	69%	70%	69%	72%
Biology, environmental, or life sciences	7,575	72%	71%	73%	72%	71%	73%	73%	71%	74%
Business	16,244	74%	74%	75%	73%	72%	74%	75%	74%	76%
Communications	3,315	75%	74%	76%	74%	72%	75%	76%	74%	78%
Computer and information sciences	5,671	64%	63%	65%	63%	62%	65%	64%	63%	66%
Education	3,669	77%	76%	78%	77%	75%	78%	77%	76%	79%
Engineering	6,614	69%	68%	70%	69%	67%	70%	70%	69%	71%
Math	1,022	65%	63%	67%	63%	60%	66%	67%	64%	70%
Nursing and other health professions	8,728	78%	77%	78%	77%	76%	78%	78%	77%	79%
Other major	4,920	74%	73%	75%	73%	71%	74%	75%	74%	76%
Physical sciences	1,076	68%	66%	70%	66%	63%	69%	69%	66%	72%
Social and behavioral sciences	11,925	70%	69%	70%	69%	68%	70%	70%	69%	71%

Table 17: National results for student experiences with support at associate institutions by field of study

		Average of two types of support			Goal setting and planning			Identifying and overcoming barriers		
Field of study	**n**	**Percent**	**95% CI**		**Percent**	**95% CI**		**Percent**	**95% CI**	
USA	**32,005**	**73%**	**73%**	**73%**	**73%**	**72%**	**73%**	**73%**	**73%**	**74%**
Applied or technical fields	1,748	76%	75%	78%	76%	73%	78%	77%	74%	79%
Arts and humanities	2,976	73%	72%	74%	72%	70%	74%	74%	72%	75%
Biology, environmental, or life sciences	1,442	70%	69%	72%	71%	69%	74%	70%	67%	72%
Business	4,475	70%	69%	71%	69%	68%	71%	71%	70%	73%
Communications	432	77%	74%	80%	76%	72%	81%	77%	73%	81%
Computer and information sciences	1,971	69%	67%	71%	69%	67%	72%	69%	66%	71%
Education	1,738	78%	77%	80%	79%	77%	81%	77%	75%	80%
Engineering	1,342	72%	70%	74%	71%	68%	74%	74%	71%	76%
Math	179	74%	69%	79%	71%	64%	79%	77%	70%	84%
Nursing and other health professions	9,636	74%	73%	75%	74%	73%	75%	74%	73%	75%
Other major	2,606	75%	73%	76%	74%	73%	76%	75%	73%	77%
Physical sciences	280	70%	66%	74%	69%	63%	75%	70%	64%	76%
Social and behavioral sciences	3,180	72%	71%	73%	72%	70%	74%	72%	70%	74%

Table 18: Major classifications

Quality Coaching participation rates are reported by field of study. The survey questions used to classify students' majors differed slightly in the 2025 and 2026 surveys. To ensure comparability across years, majors were harmonized into common categories.

Respondents were asked the following question in the 2025 survey:

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.

Respondents were asked the following question in the 2026 survey:

Please select the category that best describes your program or the focus of your studies. If you have more than one program or focus, choose the one that requires the most courses to complete.

Reported major category	Response options included from 2025 survey	Response options included from 2026 survey
Applied or technical fields	▪ Communications Technologies/Technicians and Support Services ▪ Construction Trades ▪ Mechanic and Repair Technologies/Technicians ▪ Military Technologies ▪ Personal and Culinary Services ▪ Precision Production ▪ Science Technologies/Technicians ▪ Security and Protective Services ▪ Transportation and Materials Moving	▪ Applied or Technical Fields (manufacturing technology, skilled trades, HVAC, automotive, drafting, construction management, applied technology, culinary arts)
Arts and humanities	▪ Architecture and Related Services ▪ Area, Ethnic, Cultural, and Gender Studies ▪ English Language and Literature/Letters ▪ Foreign Languages, Literatures, and Linguistics ▪ History ▪ Liberal Arts and Sciences, General Studies and Humanities ▪ Philosophy and Religious Studies ▪ Theology and Religious Vocations ▪ Visual and Performing Arts	▪ Arts and Humanities (English, history, philosophy, fine arts, design, languages, architecture, performing arts)
Biology, environmental, or life sciences	▪ Biological and Biomedical Sciences	▪ Biology, Environmental, or Life Sciences

Reported major category	Response options included from 2025 survey	Response options included from 2026 survey
Business	▪ Business, Management, Marketing, and Related Support Services	▪ Business (accounting or finance) ▪ Business (marketing, management, administration, or other)
Communications	▪ Communication, Journalism, and Related Programs	▪ Communications (communications, journalism, public relations, media studies)
Computer and information sciences	▪ Computer and Information Sciences and Support Services	▪ Computer and Information Sciences
Education	▪ Education ▪ Library Science	▪ Education
Engineering	▪ Engineering ▪ Engineering Technologies/Technicians	▪ Engineering
Nursing and other health professions	▪ Health Professions and Related Clinical Sciences ▪ Health-Related Knowledge and Skills	▪ Health Professions other than Nursing ▪ Nursing
Math	▪ Mathematics and Statistics	▪ Math
Other major	▪ Agriculture, Agriculture Operations, and Related Sciences ▪ Basic Skills ▪ Citizenship Activities ▪ Family and Consumer Sciences/Human Sciences ▪ High School/Secondary Diplomas and Certificates ▪ Interpersonal and Social Skills ▪ Leisure and Recreational Activities ▪ Multi/Interdisciplinary Studies ▪ Natural Resources and Conservation ▪ Parks, Recreation, Leisure, and Fitness Studies ▪ Personal Awareness and Self-Improvement ▪ Reserve Officer Training Corps (JROTC, ROTC) ▪ Residency Programs	▪ Other major

Reported major category	Response options included from 2025 survey	Response options included from 2026 survey
Physical sciences	▪ Physical Sciences	▪ Physical Sciences (physics, chemistry)
Social and behavioral sciences	▪ Legal Professions and Studies ▪ Psychology ▪ Public Administration and Social Service Professions ▪ Social Sciences	▪ Social and Behavioral Sciences (psychology, sociology, political science, anthropology, criminal justice) ▪ Economics

Quality Coaching Survey Items

2026 items

1. **Before enrolling or during 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?**
   a. Yes
   b. No

2. **Before enrolling or during your current education program, how much support have you had in setting education and career goals and developing a plan to achieve those goals?**
   a. No support at all
   b. A little bit of support
   c. Some support
   d. Quite a bit of support
   e. A great deal of support

3. **Before enrolling or during your current education program, how much support have you had in identifying and overcoming barriers to success?**
   a. No support at all
   b. A little bit of support
   c. Some support
   d. Quite a bit of support
   e. A great deal of support

4. **Before enrolling or during your current education program, have you received these types of information? [Select all that apply]**
   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 alumni from your current college
   e. None of these [exclusive]

5. **[skip if Q4 = None of these; displayed for each selection in Q4] When have you received this information? [Select all that apply]**
   a. During high school
   b. After high school, but before enrolling in my current program
   c. During my first year as a college student
   d. After my first year as a college student but before my final year
   e. During my final year as a college student

2025 items

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?**
    a. Yes
    b. No

2. **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?**
    a. No support at all
    b. A little bit of support
    c. Some support
    d. Quite a bit of support
    e. A great deal of support

3. **During or before enrolling in your current education program, how much support have you had in identifying and overcoming barriers to success?**
    a. No support at all
    b. A little bit of support
    c. Some support
    d. Quite a bit of support
    e. A great deal of support

4. **During or before enrolling in your current education program, have you received these types of information? [Select all that apply]**
    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
    e. None of these [exclusive]

5. **[skip if Q4 = None of these; displayed for each selection in Q4] When have you received this information or guidance? [Select all that apply]**
    f. Before enrolling
    g. During my first year as a college student
    h. After my first year as a college student but before my final year
    i. During my final year as a college student

Notes

State samples

Statistics are not reported for states with very low sample sizes or with samples that are otherwise unrepresentative.

Parental education 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.

Timely labor market information tables

Tables 6–11 present estimates of student experiences receiving timely labor market information. The columns are defined as follows:

- Average: The average of the percentages of students who receive each of the following four types of information before entering college or during their first year of study, presented with a lower and upper 95 percent confidence interval.
- Career paths: Information to help you understand which education-to-career paths might be a good fit for your strengths and interests.
- Job opportunities: Information about job opportunities that your education program could lead to.
- Potential earnings: Information about potential earnings in different careers related to your education program.
- Institution outcomes: Information about the career outcomes of students from your current institution.

Support tables

Tables 12–17 present estimates of student experiences with support. The columns are defined as follows:

- Average: The average of the percentages of students who receive at least some support across the following two types of support, presented with a lower and upper 95 percent confidence interval.
- Goal setting and planning: Setting education and career goals and developing a plan to achieve those goals.
- Identifying and overcoming barriers: Identifying and overcoming barriers to success.