



**Dallas County Community College District**

**Office of Institutional Research and Planning**

**Graduates/Completers Follow-up Survey  
2007/08**

August 2008

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## **Introduction**

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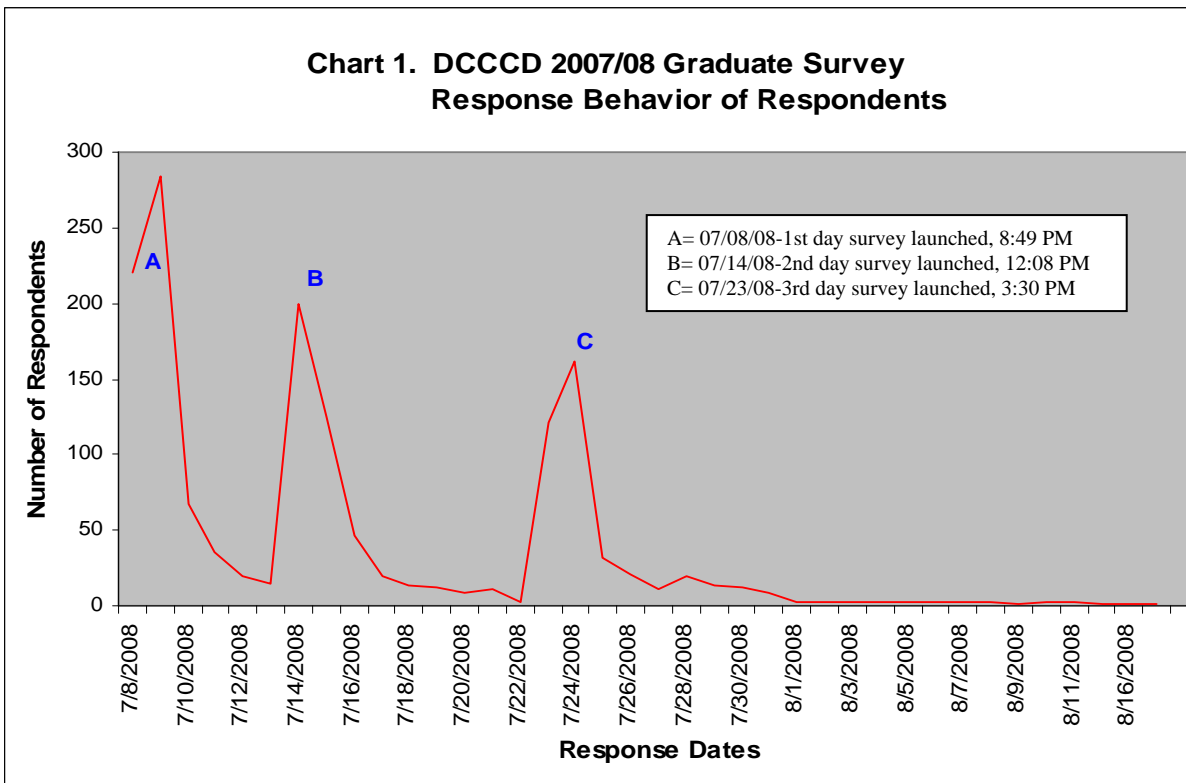
In order to measure educational effectiveness of the Dallas County Community College District (DCCCD), the Office of Institutional Research and Planning (IRAP) has conducted Graduate Follow-up Survey every even year since 2004. During each survey year, former DCCCD students who graduated or completed within a period of two years prior to the respective survey time are considered. The information gathered from the survey reflects the degree of satisfaction of the graduates or completers and has been used as a valuable instrument to improve the quality of education the District is delivering to the community.

IRAP has now completed the 2007/2008 survey that covered graduates or completers between June 2006 and May 2008. Results are compared with previous years in order to indicate the progress DCCCD has made so far and to diagnose the potential areas for further improvement.

## Methodology

An electronic version of the graduate survey instrument used in 2003/04 and 2005/06 was redesigned using SurveyMonkey which is an online survey software program (see Appendix A). All students (n= 8,030) who graduated from DCCCD between June 2006 and May 2008 were selected. A link to the survey was sent to 7,653 graduates or completers who had email addresses in the system. Of those, 388 were found to have invalid email addresses resulting in 7,265 potential online respondents.

In 2003/04 and 2005/06 the surveys were administered through online and paper versions. The 2005/06 survey results revealed that "As the use of email increases, the number of "hard copy" surveys released has dropped by more than 250.... More than 85% of the surveys were shared via email address."\* Based on this data, the 2007/08 survey was only administered online. The online only administration resulted in the highest response rate of the three comparison years. The high response rate was obtained from only three reasonably separate attempts of online data collection. Additionally, the decision to use only the online distribution of the survey reduced departmental cost and survey administration time. Chart 1 shows the three different dates when the survey was launched and the response rate for each date.



\* Survey of 2005/2006 DCCCD Graduates/Completers and Comparison to 2003/2004 Information, Office of Institutional Research Planning, March 2007, p. 1.

## 1. The Sample

The survey was open for 30 working days. A total of 1,510 responses were collected during that time. Of interest, 561 respondents provided additional information which they wanted to share with DCCCD (see Appendix B for sample comments).

## 2. Demographic Characteristics of Respondents

The ethnic distribution of survey respondents mirrors the case of all the graduates. Table 1 presents the ethnic distribution of the two groups side-by-side.

**Table 1. Ethnic Distribution of Respondents**

Ethnicity	Survey Respondents		All Graduates June '06-May '08	
	Count	%	Count	%
African American	381	25%	1,724	21%
Hispanic	307	20%	1,857	23%
White Not Hispanic	606	40%	3,187	40%
Other	216	14%	1,262	16%
<b>Total</b>	<b>1,510</b>	<b>100%</b>	<b>8,030</b>	<b>100%</b>

Table 2 shows the gender distribution of the survey respondents.

**Table 2. Gender Distribution of Respondents**

Gender	Survey Respondents		All Graduates June '06-May '08	
	Count	%	Count	%
Female	1,030	68%	4,648	58%
Male	480	32%	3,382	42%
<b>Total</b>	<b>1,510</b>	<b>100%</b>	<b>8,030</b>	<b>100%</b>

This table indicates that male graduates are under-represented in the survey and female graduates are over-represented.

**Table 3. Age Distribution of Respondents**

Age	Respondents		All Graduates June '06-May '08	
	Count	%	Count	%
16-20	54	4%	287	4%
21-25	415	27%	2,998	37%
26-30	296	20%	1,735	22%
31-35	236	16%	1,058	13%
36-40	148	10%	701	9%
41-45	146	10%	505	6%
46-50	100	7%	334	4%
50+	115	8%	412	5%
<b>Total</b>	<b>1,510</b>	<b>100%</b>	<b>8,030</b>	<b>100%</b>

Table 3 shows the aged distribution of survey respondents.

The age group 21-25 is under-represented and age groups above 30 are slightly over-represented.

### 3. Response Rate

Table 4 presents a summary of comparative survey response rates for the three years.

**Table 4. Summary of Survey Response Rate**

Survey Delivery	2003/2004			2005/2006			2007/2008		
	Distributed	Completed	Response (%)	Distributed	Completed	Response (%)	Distributed	Completed	Response (%)
Mailed	1,330	175	13.2%	1,058	102	9.6%	-	-	-
E-Mailed	2,217	347	15.6%	5,973	781	13.0%	7,265	1,510	20.8%
Total	3,547	523	14.7%	7,031	883	12.5%	7,265	1,510	20.8%

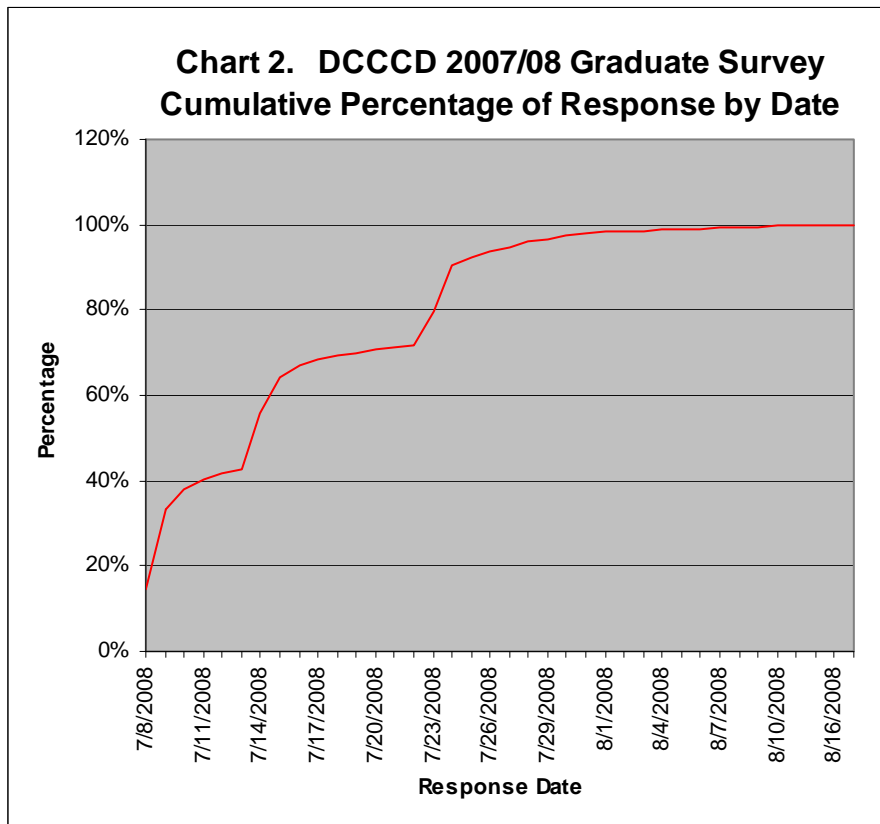


Chart 2, together with Appendix C, shows that more than 70% of the responses were collected during the first two weeks of the survey while less than 2% of the responses were collected during the last two weeks. Data shown in Chart 2 will be helpful in determining when to close the data collection period if conditions warrant truncating data collection for future surveys. Appendix C contains details of the cumulative percentage values.

### 4. Degrees/Certificates Completed

Participants were asked to identify the degree completed at DCCCD. The result indicates that majority of the respondents obtained associate degrees. Table 5 shows all headcounts with corresponding percentages for the three year data. Compared to degrees and certificates awarded, those who obtained associate degrees are slightly over-represented in all survey years.

**Table 5. Respondents by Degrees/Certificates Completed**

COMPLETED:	2003/2004		2005/2006		2007/2008	
	Headcount	Response Rate	Headcount	Response Rate	Headcount	Response Rate
Degrees	341	68%	657	75%	1,100	74%
Certificates	68	13%	109	12%	180	12%
Both	98	19%	114	13%	217	14%

Headcount of respondents who received associate degrees from DCCCD has increased from 657 in 2005/06 to 1,100 in 2007/08, a 67% increase. During the same time, headcount of those who received a certificate only or both a degrees and a certificate has also increased by 65% and 90% respectively. Additionally respondents were graduates who had completed coursework from 64 different programs in the DCCCD. Table 6 identifies the top five programs. See Appendix D for a complete listing.

**Table 6. Top Five Programs of Respondents**

Program	Respondents
General Studies	734
Business Admin. & Management	111
Accounting	94
Nursing - Registered Nurse	86
Legal Assistant/Paralegal	40

During the 2005/06 survey, most individuals listed their program as an associate degree in sciences or an associate degree in arts while relatively few identified specific disciplines.

Participants also reported receiving their degree or certificate from all DCCCD colleges. Results indicate that students are continuing to utilize multiple DCCCD locations in the pursuit of their education. Table 7 shows the college from which the respondents graduated.

**Table 7. Respondents by College of Graduation**

COLLEGE	2003/2004		2005/2006		2007/2008	
	Graduated from:	Also Attended	Graduated from:	Also Attended	Graduated from:	Also Attended
Brookhaven	68	75	116	166	216	358
Cedar Valley	46	45	91	82	168	159
Eastfield	73	62	135	131	201	232
El Centro	61	38	136	111	288	215
Mountain View	83	49	119	100	119	208
North Lake	66	69	117	94	214	239
Richland	135	82	189	164	332	336
Dallas TeleCollege	N/R	N/R	6	130	4	138

*Note: some individuals graduated from more than one college. N/R = Not Requested/Reported.*

In December 2007, IRAP evaluated student data to determine if the proportion of students attending multiple locations within DCCCD has changed over the last 10 years. Data compared the number of students registered for the fall semesters of 1997 and 2007. The results indicate that the number of students attending only one college throughout the completion of their education in the DCCCD decreased from the 1997 fall semester registration to the 2007 fall semester registration. The comparative data further revealed that the proportion of those attending three or more colleges throughout the completion of their education in the DCCCD has increased. The proportion of students attending two colleges throughout the completion of their education in the DCCCD has remained constant. Table 8 shows the relative proportions by college and student enrollment. Appendix E contains the statistical results for the data.

**Table 8. Proportion of Students Enrolled at DCCCD Colleges**

College	Enrolled in 1 College		Enrolled in 2 Colleges		Enrolled in 3 or more	
	Fall 1997 (%)	Fall 2007 (%)	Fall 1997 (%)	Fall 2007 (%)	Fall 1997 (%)	Fall 2007 (%)
BHC	69.4	61.2	22.5	22.2	8.1	16.6
CVC	68.7	55.2	21.2	22.5	10.0	22.3
EFC	73.0	58.9	20.3	23.8	6.7	17.3
ECC	59.3	49.1	28.5	26.2	12.2	24.7
MVC	71.7	62.4	20.7	20.1	7.6	17.4
NLC	76.0	63.5	17.5	19.7	6.5	16.7
RLC	74.6	66.1	19.2	19.6	6.1	14.4

## 5. College Attendance after Graduation

Since the completion of their degree or certificate, some respondents reported that they had attended a college or a university. Some of the students were enrolled in private or public universities while the remainder went to other schools or returned to DCCCD for additional coursework. Table 9 presents the data for college attendance after graduation from DCCCD.

**Table 9. College Attendance after Graduation from DCCCD**

Institute	2003/2004		2005/2006		2007/2008	
	Respon- dents	% of Total Response	Respon- dents	% of Total Response	Respon- dents	% of Total Response
Another public university	164	33%	233	28%	408	25%
Another private university	54	11%	44	5%	92	6%
A DCCCD College	64	13%	99	12%	222	14%
Another school, not specifically described	11	2%	15	2%	29	2%

\*Some individuals indicated enrollment in more than one type of educational entity.

Another group of respondents reported that they have not yet attended any college or university but they plan to attend other institutions in the future. Other students reported that they have no plans to attend any other college or university in the future. Table 10 presents comparative data for the three years for the groups who have not yet attended other colleges or universities.

**Table 10. Planned Time of College/University Attendance of Respondents**

	2003/2004		2005/2006		2007/2008	
<b>Actions or Intent</b>	<b># of Respondents</b>	<b>% of Total Response</b>	<b># of Respondents</b>	<b>% of Total Response</b>	<b># of Respondents</b>	<b>% of Total Response</b>
<b>No Plans</b>	38	8%	92	11%	127	8%
<b>Planned for:</b>						
Fall (2004) (2006) (2008)	43	9%	115	14%	326	20%
Spring (2005) (2007) (2009)	22	5%	84	10%	130	8%
At a later time	99	20%	149	18%	270	17%

Survey respondents provided the names of 99 (71 in 2005/06) institutions in which they enrolled, 65 of those were universities and 34 were colleges including those within DCCCD and other institutions. See Appendix F for a complete listing. Some participants confirmed enrollment at two or more colleges or universities.

## **6. Student Satisfaction in Skill Preparation Areas**

Graduates indicated a high level of satisfaction with the skills they acquired while attending the DCCCD. On a scale of 1 to 5 (where 1 reflects "very dissatisfied" and 5 reflects "very satisfied"), average scores and the changes exhibited between 2005/06 and 2007/08 are summarized in Table 11.

**Table 11. Average Satisfaction in Skill Preparation Areas**

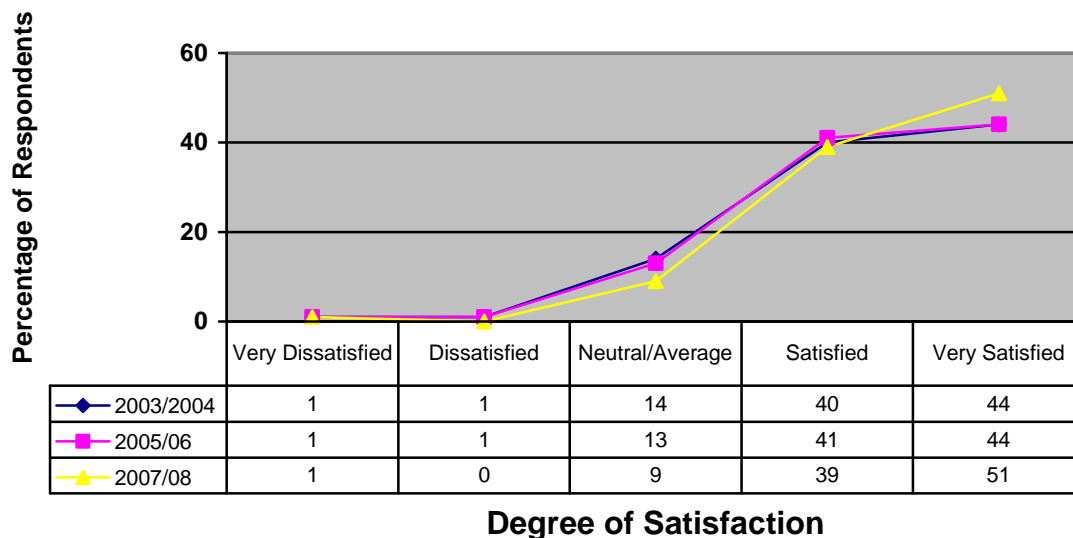
SKILL AREA	2003/04	2005/06	2007/08	CHANGE
Reading	4.25	4.28	4.39	0.11
Writing	4.20	4.25	4.38	0.13
Mathematics	4.06	4.04	4.16	0.12
Problem-Solving	4.09	4.15	4.28	0.13
Computer	4.18	4.21	4.27	0.06
Overall	4.35	4.36	4.41	0.06

Over the last 3 survey years, graduates' average level of reported satisfaction has continuously increased in all skill areas except in Mathematics which decreased slightly between 2003/04 and 2005/06.

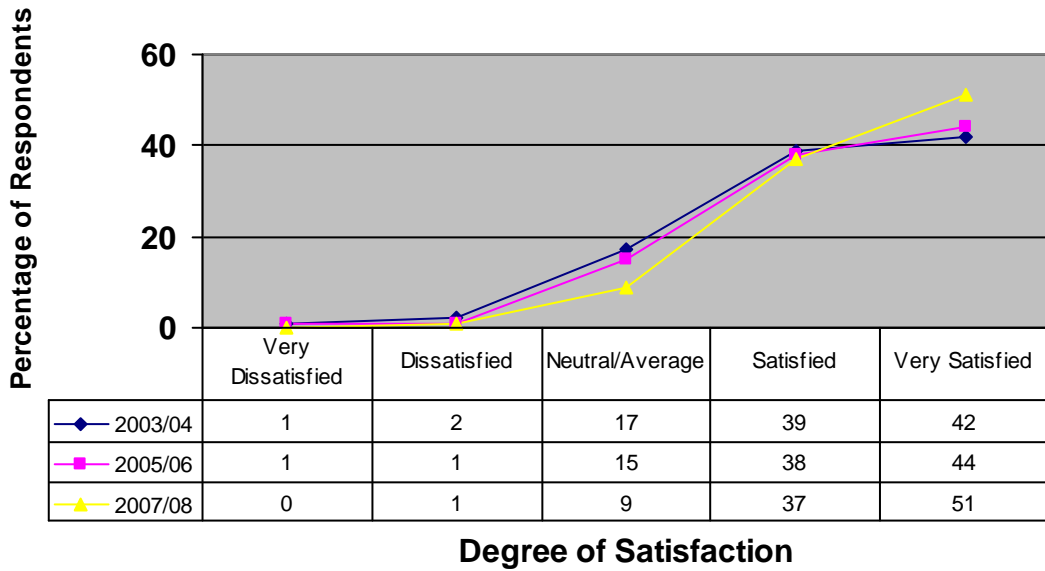
**Satisfaction by Specific Skill Area Surveyed:**

In order to provide a more complete picture of the participant responses regarding specific skills, the Charts 3, 4, 5, 6, and 7 summarize the percentage of respondents and their degree of satisfaction for specific skills over the three survey administration years.

**Chart 3. Reading Skill**



**Chart 4. Writing Skill**



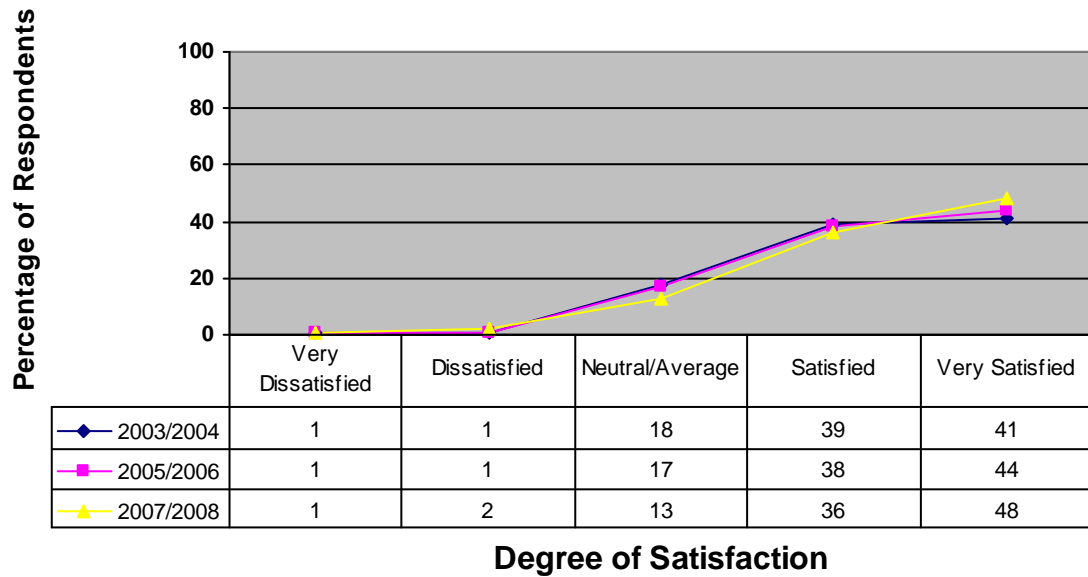
**Chart 5. Mathematical Skill**



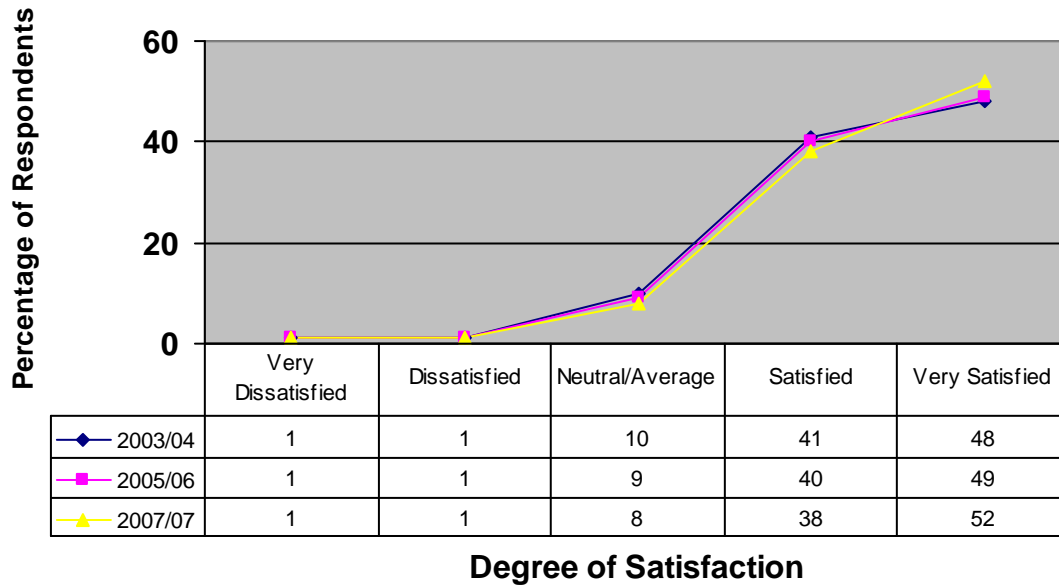
**Chart 6. Problem-Solving Skill**



**Chart 7. Computer-Related Skill**



**Chart 8. Overall Skill Satisfaction**



In the charts above, the yellow line shows the case of 2007/08 survey year. On the satisfaction side (right), this line is laying above the other two lines indicating that respondents expressed higher degree of skill satisfaction during this survey period than previously. The left hand side of the charts indicates that there are respondents between 1% and 6% who expressed their dissatisfaction. Those specific areas of dissatisfaction, including the skill areas listed above, are indicated in Appendix G.

### 7. Employment Status

Employment status is used as a measure of follow-up on educational effectiveness. In response to the question related to current employment status, 62% of respondents answered that they are employed full-time and more than one-half reported that they are employed in a job related to their degree or certificate. When compared to 2005/06, there was a 2% decrease in full-time employment and a 1% decrease in job related to degree or certificate received. Table 12 presents comparative employment status for the three years with the percent of change shown between the 2005/2006 and 2007/2008 years.

**Table 12. Current Employment Status**

	2003/2004		2005/2006		2007/2008		% CHANGE
	# of Respondents	% of Responses	# of Respondents	% of Responses	# of Respondents	% of Responses	
Employed Full-Time	286	58%	490	64%	929	62%	-2%
Employed Part-Time	91	19%	133	17%	266	18%	1%
Unemployed/Seeking	61	12%	75	10%	156	10%	0%
Unemployed/Not Seeking	52	11%	69	9%	148	10%	1%
Job Related to Degree/Certificate	226	48%	360	54%	661	53%	-1%
Job Not Related to Degree/Certificate	247	52%	310	46%	587	47%	1%

\*Some percentages may not equate to 100% due to rounding.

Respondents who indicated that their current job is not related to the degree or certificate they completed in the DCCCD also provided the reason(s) that they were not working in a related field. Table 13 shows the reasons the 2007/2008 respondents reported.

**Table 13. Reasons for Current Jobs not Related to Degree/Certificate**

REASON	RESPONSE COUNT*	RESPONSE PERCENT
Was working in current job while attending college and did not change job	317	48%
Found better paying job in another field	31	5%
Did not seek job in related field	88	13%
Could not find job in related field	77	12%
I am not yet sufficiently qualified	147	22%

\* Some respondents indicated multiple reasons

## 8. Conclusions

About 75% of the respondents had associate degrees from DCCCD. They are believed to have sufficient experience with the DCCCD education system to respond to the survey.

The number of participants and the corresponding response rates are significantly increasing as the DCCCD continues to track graduates and certificate completers in even numbered years. However, male graduates or completers and those within age-group 21-25 are slightly under-represented in the survey.

In December 2007, the DCCCD Brand Equity Study\* indicated that students expressed the highest level of satisfaction with DCCCD education (its affordability, variety and quality of courses and faculty). Eighty eight percent of participants of this survey indicated that they have highest degree of satisfaction in all skill preparation areas. Thirty seven percent of respondents complemented their answers with positive comments and suggestions about DCCCD. However, 1.4% of the respondents expressed their dissatisfaction with some faculty and counselors and the difficulties they encountered during their study. This situation was pointed out also in the Brand Equity study as follows: ‘...20% saw the need for more effective, friendly and helpful teachers and advisors’.\*

Although the headcount of respondents who continued their higher education (at public or private universities, DCCCD or other schools) after graduating or completing programs in the DCCCD increased significantly, the percentage remains the same. There is an increase in headcount and percentage of those who said that they have a plan to attend a college or a university in the future.

The number of DCCCD graduates and completers who work in a full-time capacity in a job related to their degree and/or certificate dropped by 2% compared to 2005/06.

Finally, it is highly recommended that readers of this report consider the comments and suggestions given by respondents ( A sample is attached as “Appendix B”). The full document can be obtained from the Office of Institutional Research and Planning.

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\* *DCCCD Brand Equity Study*, December 2007, pp. 23, 90.

**Appendix A.**



Dear Former Student,

Your opinion as a recent student of the Dallas County Community College District is very important to us. Feedback from students provides information about what we do well and what we can do better. Thank you in advance for helping us to collect this information. We like to inform you that your responses will remain completely anonymous and confidential. Please make your selection **Like this:**  **Not like this:**    w.

**1. From DCCCD College(s), I received:**  a degree  a certificate  both  
 Other (Please specify)

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**2. I received my degree and/or certificate from:**

- Brookhaven College  Cedar Valley College  Eastfield College
- El Centro College  Mountain View College  Northlake College
- Richland College  Dallas TeleCollege (at the LeCroy Center)

**3. My degree/certificate was in (list major or certification field):**

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**4. While working toward this award, I also attended (check all that apply).**

- Brookhaven College  Cedar Valley College  Eastfield College
- El Centro College  Mountain View College  Northlake College
- Richland College  Dallas TeleCollege (at the LeCroy Center)

**5. Since completing your degree/certificate, have you attended a college/university?**

- Yes  No

**6. If your answer to question #5 is "yes", what college/university have you attended?**

- public university  private university  DCCCD College
- some other school (name) \_\_\_\_\_

**7. If your answer to question #5 is "no", when do plan to attend a college/university?**

- I have no such plans  I plan for Fall 2008  I plan for Spring 2009  At a later date

**8. Please mark the response which describes your satisfaction with the educational**

**preparation you received from our college(s) in the following skill areas:**

	Very Satisfied	Satisfied	Average	Dissatisfied	Very Dissatisfied	No Opinion
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. Please describe if any, needed skill(s) your degree/certificate program did not address adequately:**

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**10. What is your current employment status?**

- Employed full-time (35 or more hours per week)
- Employed part-time
- Unemployed and seeking employment
- Unemployed and not seeking employment

**11. If employed, is your job related to your degree/certificate?**

- Yes       No

**12. If your answer to question #11 is "No", then which of the following could be the reason? (Check all that apply):**

- I was working in current job while attending college and did not change jobs.
- I found better paying job in another field
- I did not seek job in related field
- I could not find job in related field
- I am not yet sufficiently qualified

**13. Please use the space given below to provide additional information you would like to share with us regarding your experience as it relates to your DCCCD educational preparation.**

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### Appendix C. Cumulative Percentage of Response by Date

Date	Responses	Cumulative	% Collected
7/8/2008	221	221	15%
7/9/2008	284	505	33%
7/10/2008	67	572	38%
7/11/2008	36	608	40%
7/12/2008	19	627	42%
7/13/2008	15	642	43%
<b>7/14/2008</b>	200	842	56%
7/15/2008	125	967	64%
7/16/2008	46	1013	67%
7/17/2008	20	1033	68%
7/18/2008	13	1046	69%
7/19/2008	12	1058	70%
7/20/2008	9	1067	71%
7/21/2008	11	1078	71%
7/22/2008	3	1081	72%
7/23/2008	121	1202	80%
<b>7/24/2008</b>	162	1364	90%
7/25/2008	32	1396	92%
7/26/2008	21	1417	94%
7/27/2008	11	1428	95%
7/28/2008	20	1448	96%
7/29/2008	13	1461	97%
7/30/2008	12	1473	98%
7/31/2008	9	1482	98%
8/1/2008	3	1485	98%
8/2/2008	2	1487	98%
8/3/2008	2	1489	99%
8/4/2008	3	1492	99%
8/5/2008	3	1495	99%
8/6/2008	2	1497	99%
8/7/2008	2	1499	99%
8/8/2008	3	1502	99%
8/9/2008	1	1503	100%
8/10/2008	2	1505	100%
8/11/2008	2	1507	100%
8/14/2008	1	1508	100%
8/16/2008	1	1509	100%
8/18/2008	1	1510	100%

## Appendix D. DCCCD Academic Programs of Respondents

Program	Respon- dents
General Studies	734
Business Administration and Management	111
Accounting	94
Nursing - Registered Nurse	86
Legal Assistant/Paralegal	40
Criminal Justice/Safety Studies	37
Data Processing	37
Business/Commerce, General	35
Real Estate	35
Business/Office Automation/Tec.	34
Veterinary/Animal Health Techn.	32
Computer Systems Networking	27
Radiologic Technology/Science	27
Automobile/Automotive Mechanic	23
Computer Programming/Programme	23
Culinary Arts/Chef Training	22
Interdisciplinary Studies	22
Receptionist	22
Drafting and Design Technology	21
Radio and Television Broadcast	21
Electrical, Electronic and Com.	20
Baking and Pastry Arts/Baker/P	18
Design and Visual Communication	14
Education, General	14
Medical/Clinical Assistant	13
Autobody/Collision and Repair	11
Electrician	11
Heating, Air Conditioning, Ven	11
Marketing/Marketing Management	10
Executive Assistant/Executive Secretary	9
Interior Design	9
International Business/Trade/C	9
Teacher Assistant/Aide	9
Graphic Design	8
Licensed Practical /Vocational	8

Program	Respon- dents
Clinical/Medical Laboratory Te	7
Substance Abuse/Addiction Coun	7
Child Development	6
Fashion/Apparel Design	6
Banking and Financial Support	5
Emergency Medical Technology/T	5
Health Information/Medical Rec	5
Prepress/Desktop Publishing an	5
Respiratory Care Therapy/Thera	5
Surgical Technology/Technologi	5
Cardiovascular Technology/Tech	4
Child Care and Support Service	4
Construction Engineering Techn	4
Logistics and Materials Manage	4
Web Page, Digital/Multimedia a	4
Management Information Systems	3
Music, General	3
Social Work	3
Telecommunications Technology/	3
Biology Technician/Biotechnology	2
Computer Science	2
E-Commerce/Electronic Commerce	2
Motorcycle Maintenance and Re	2
Music Performance, General	2
Apparel and Accessories Market	1
Cartography	1
Child Care Provider/Assistant	1
Nurse/Nursing Assistant/Aide a	1
Welding Technology/Welder	1

**Appendix E . Proportion of Students Attending Multiple Campuses, the Case of Fall 1997 and 2007**

College	Attend 1 College		Attend 2 Colleges		Attend 3 or more Colleges	
	Fall 1997	Fall 2007	Fall 1997	Fall 2007	Fall 1997	Fall 2007
BHC	69.4	61.2	22.5	22.2	8.1	16.6
CVC	68.7	55.2	21.2	22.5	10.0	22.3
EFC	73.0	58.9	20.3	23.8	6.7	17.3
ECC	59.3	49.1	28.5	26.2	12.2	24.7
MVC	71.7	62.4	20.7	20.1	7.6	17.4
NLC	76.0	63.5	17.5	19.7	6.5	16.7
RLC	74.6	66.1	19.2	19.6	6.1	14.4

Observed-Expected			(Observed-Expected)^2			((Observed-Expected)^2)/Expected			
1 col	2 col	3 or more	1 col	2 col	3 or more	1 col	2 col	3 or more	Sum
-8.20	-0.30	8.50	67.24	0.09	72.25	0.97	0.00	8.92	9.89
-13.50	1.30	12.30	182.25	1.69	151.29	2.65	0.08	15.13	17.86
-14.10	3.50	10.60	198.81	12.25	112.36	2.72	0.60	16.77	20.10
-10.20	-2.30	12.50	104.04	5.29	156.25	1.75	0.19	12.81	14.75
-9.30	-0.60	9.80	86.49	0.36	96.04	1.21	0.02	12.64	13.86
-12.50	2.20	10.20	156.25	4.84	104.04	2.06	0.28	16.01	18.34
-8.50	0.40	8.30	72.25	0.16	68.89	0.97	0.01	11.29	12.27
The hypothesis:						12.33	1.18	93.56	107.07

H0: There is no change in registration behavior between 1997 and 2007

H1: There is change

Chi-Sqr=	107.07
Chi_Sqr	
(12, 0.05)	21.02
Conclusion: Reject Ho.	

## Appendix F. Other Institutes Survey Respondents Attended

Institute (University)	Count
UTA	84
UNT	76
UTD	70
TWU	26
A & M Commerce	25
University of North Texas at Dallas	17
SMU	13
DBU	12
University of Phoenix	8
Midwestern State University	7
Amberton University	5
Texas Tech University	5
Texas State University San Marcos	4
Ashford University	3
Sam Houston State University	3
Texas Wesleyan University	3
University of Texas at Austin	3
Texas State University	3
Northwood University	2
TCU	2
University of Dallas	2
The University of Houston	2
Argosy University Twin Cities Minnesota	1
Arizona State University	1
Baylor	1
Belmont University	1
Brigham Young University	1
California State University, Fullerton	1
Capella University	1
DeVry University - Irving	1
Florida State University	1
George Washington University	1
Grand Canyon University	1
Howard Payne University	1
Idaho State University	1
Jacksonville State University	1
LeTourneau University	1
Oklahoma State University/ CC of USAF	1
Portland State University, Oregon	1
Rush University Medical Center	1
SMU & UTA	1
Staffordshire University in England	1
Sul Ross State University	1
Texas A&M International	1
Texas Wesleyan & Texas A & M	1
University of Maryland Baltimore	1
University of NC Greensboro	1

Institute (University)	Count
UTA and UNT	2
University of Nevada Las Vegas	1
UNT and South University	1
UNT at Dallas/ Mountain View	1
University of South Alabama	1
University of Texas	1
UTA; Ashford University	1
University of Texas in Tyler	1
UT Southwestern Medical Center	1
UNT Dallas and CVC	1
UT Austin/Baylor	1
UT San Antonio	1
UT Southwestern	1
UTA & Baylor University	1
UTA and Northlake College	1
UTA and TWU	1
UTEP	1
Vanderbilt University	1

Institute (College or other)	Count
Brookhaven College	25
Richland College	21
Eastfield College	18
El Centro College	14
Mountain View College	11
Cedar Valley College	9
North Lake College	9
CCCCD	3
Navarro College	2
Ogeechee Technical College	2
Tarrant County College	2
Albany College of pharmacy	1
Art Institute of Dallas	1
Austin Institute of Real Estate	1
Baylor School of Nursing	1
Chippewa Valley Technical College	1
College Network	1
Criswell College	1
Dallas Telecollege	1
Everest	1
Excelsior College	1
Kilgore College	1
Loras College	1
New York Institute of Technology	1
North Central College, Naperville, IL	1
North Central Texas College	1
North Texas	1
Paul Quinn College	1
Penn Foster College	1
San Antonio College	1
Sandeep Palikhel	1
Trinity Valley Community College	1
Weatherford College	1
Western Career College	1