

ED 369 470

JC 940 306

AUTHOR Adams, Judith
 TITLE Grad 1, 3, and 5: A Longitudinal Comparison of Graduate Follow-Up Studies.
 INSTITUTION Macomb Community Coll., Warren, MI. Dept. of Research and Evaluation.
 PUB DATE 8 Feb 94
 NOTE 46p.
 PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
 EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS *College Transfer Students; Community Colleges; *Education Work Relationship; *Followup Studies; *Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Salaries; Student Attitudes; Student Characteristics; Two Year Colleges; Two Year College Students
 IDENTIFIERS Macomb Community College MI

ABSTRACT

As part of a program of graduate follow-up studies, Macomb Community College (MCC), in Michigan, regularly conducts surveys of graduates or certificate earners 1, 3, and 5 years after their departure from the college. In February 1994, a study was conducted to compare data from the three follow-up studies conducted of graduates from the class of 1988-89. Responses were compared for the 397 alumni who responded to all three follow-up studies, representing 15% of the total class but 40% of the alumni who responded to the last follow-up questionnaire. Study findings, included the following: (1) the sample was 36% male and 64% female, compared to 46% male and 53% female for the whole class, and most were from the General Studies or Arts programs; (2) with respect to their objectives for attending MCC, 58% of males and 56% of females had cited job training, 40% of females and 34% of males had mentioned transfer credit, and analyses revealed that 33% of the respondents had changed objectives on one or more follow-up survey; (3) from the first to the fifth-year follow-up, the number of full-time students decreased from 17% to 5%, with more males working full-time and more females working part-time; (4) 66% viewed their job as closely related to their MCC education in the first year follow-up, 61% in the third year, and 63% in the fifth year; and (5) more respondents indicated an objective of transfer credit than actually reported transferring in the first year follow-up, while the reverse was true for the third and fifth years. The first, third, and fifth year survey instruments are appended. (KP)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED 369 470



GRAD 1, 3, AND 5:

A LONGITUDINAL COMPARISON OF GRADUATE FOLLOW-UP STUDIES

MACOMB COMMUNITY COLLEGE

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J. Adams

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Judith Adams, Research Analyst
Dept. of Research & Evaluation
Project # 93-087
February 8, 1994

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it

☐ Minor changes have been made to improve
reproduction quality

* Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy

BEST COPY AVAILABLE

JC 940306

TABLE OF CONTENTS

Executive Summary	iii
Purpose	1
Background	1
Summary	2
Methodology	3
Overall Response Rates	3
Demographics	5
Gender	5
Ethnicity	6
Distance from MCC	7
MCC Program	7
Objective in Attending Macomb	8
Employment	9
Status	9
Relationship of Job and MCC Education	11
Wages	11
Usefulness of MCC Education	13
Education Beyond MCC	14
Reported Transfers to 4 Year Institutions	15
Status at 4 Year Institutions	15
Transfer Destinations	16
Highest Degree Held	17
Highest Degree Planned	18
Transfer Majors	18
Conclusions	19
References	22

List of Tables

1. Response Rates	4
2. Gender Distribution	5
3. Distance from MCC	7
4. Comparison of Grad Follow-Up Responses by Program	8
5. Employment Status	10
6. Relationship of Job to MCC Training	11
7. Wages Among MCC Graduates	12
8. Usefulness of MCC Education	13
9. Transfer Objectives and Actual Transfers	14
10. Transfer Institutions	17

(List of Tables continued)

11.	Highest Degree Held by G3s and G5s	18
12.	Highest Degree Planned	18
13.	Transfer Majors	19

List of Figures

1.	Gender Distribution	6
2.	Objectives in Attending MCC	9
3.	Salary 5 Years After Graduation	12
4.	Usefulness and Job Relationship	13
5.	Graduate Transfer Rates	15
6.	Student Status at Transfer Institutions	16

APPENDIX

A.	Grad 1 Instrument	24
B.	Grad 3 Instrument	29
C.	Grad 5 Instrument	31
D.	Identification of Program Codes	33
E.	Graduate Program Comparison I	34
F.	Graduate Program Comparison II	35
G.	Employment Status	36
H.	Major Field of Study	37

**GRAD 1, 3, AND 5: A LONGITUDINAL COMPARISON
MACOMB COMMUNITY COLLEGE
February 1994**

Executive Summary

According to the Michigan Student Information System (MiSIS) Activities Manual (p. IV-1) graduate follow-up studies are "one of the most frequent types of follow-up studies conducted by the community colleges." In a study conducted by the Dept. of Research & Evaluation (Breen, 1992), Macomb Community College emerged as the only community college in the State of Michigan which conducts all graduate follow-up studies annually. Thus, the information in this report is unavailable from any other community college in the state.

For the first time, this report presents information from separate inquiries to 1988-89 graduates and/or certificate holders at the first, third, and fifth year anniversaries is compared for the first longitudinal study of our graduates. Responses from those graduates who completed three successive surveys (N=397) (matched group) were analyzed to provide the following data.

The discoveries consistently imitate the findings from the larger groups of respondents. The third year after graduation appears to be somewhat of a water mark: scores are either higher or lower at Grad 3 than they are at Grad 1 or Grad 5.

The matched group represents an increasingly larger proportion of the general respondents. The farther from graduation, the fewer people respond to our follow-up surveys. General response--Table 1--was 53.6% at Grad 1, 45.4% at Grad 3, and 36.2% at Grad 5. The matched group represented 28.1% of all responses at Grad 1, 32.1% at Grad 3, and 39.9% at Grad 5.

WHO ARE THE RESPONDENTS?

- ✓ 36% male, 64% female; class was 46% male, 53% female (Table 2, Figure 2)
- ✓ About 96% white not Hispanic, about 4% other ethnic groups including Hispanic, American Indian/Alaskan Natives, Asian/Pacific Islanders, Blacks.
- ✓ Living close to Macomb campuses--Table 3: 95% live within 50 miles five years after graduation, and nearly 90% live less than 25 miles away.
- ✓ Mostly from General Studies or Arts programs at MCC--Table 4, App. E and F--and other programs generally dominated by women.

HOW DO THEY EVALUATE THEIR EDUCATION AT MCC?

- ✓ Objective was primarily job related but increasingly transfer oriented--Figure 2. 58% of males and 56% of females cited job-related objectives; 40% females and 34% males mentioned

iii

transfer credit.

- ✓ At G1, 66% see job closely/directly related to MCC training; by G3, close relationship dips to 61%; by G5, 63%.
- ✓ 69% rated MCC education very or somewhat useful on G1, dropping to 60% by G5.

WHAT ABOUT THEIR EMPLOYMENT?

- ✓ None in military.
- ✓ Full-time students decline from G1 to G5 (17% to 5%).
- ✓ Greater % of males work full time (FT), greater % of females work Part Time (PT)--Table 5.
- ✓ Number of men working PT declines while number of women working PT increases to 84% of those working part-time at G5.
- ✓ Females not in the labor force (not working and not seeking) is 6 times higher than men at G1 and 17 times higher at G5 (Table 5).
- ✓ Modal salary range is \$1500-\$1599 per month, G1; \$2000-\$2499 per month, G3; G5 salaries more dispersed, but those with wages higher than \$4,000 per month nearly double by G5 (Table 7, Figure 3).

HAVE THEY TRANSFERRED?

- ✓ 28% reported transferring to a 4 year institution on G1; levels increase dramatically at 3-year and 5-year levels: 43% (G3) and 49% (G5).
- ✓ More women transferred than men.
- ✓ More respondents indicated an objective of transfer credit than actually reported transferring on G1; by G3 and G5 more people transferred than cited transfer objective (Table 9, Figure 5).
- ✓ Wayne State University, Walsh College and Oakland University are top transfer institutions (Table 10).
- ✓ 31% reported an associate degree as their highest, but only 1% reported this was the highest degree they planned to earn (tables 11 and 12). One-fourth had bachelor degrees by G5; 24% indicated they planned to earn a bachelor's; 21%, masters; and 5% a doctorate or professional degree.
- ✓ More people (48%) transferred into professional programs (as defined by the National Center for Education Statistics, U. S. Dept. of Education--Appendix H) than arts and sciences or other compared to 30% who earned a certificate or degree from MCC in an area defined as "professional."
- ✓ Reported transfers were slightly higher among the matched group than general groups of respondents.
- ✓ G3 marks a transition point for full/part-time status: if they've been going full-time, many switch to part-time and vice-versa (Figure 6).

The 397 respondents discussed above could very well be the most important group we've surveyed in the last five years.

GRAD 1, 3, AND 5:
A LONGITUDINAL COMPARISON OF GRADUATE FOLLOW-UP STUDIES
MACOMB COMMUNITY COLLEGE

PURPOSE

The purpose of this paper is to present, for the first time ever, longitudinal data about 1988-1989 graduates and certificate-holders from Macomb Community College who have responded to three successive graduate follow-up surveys.

BACKGROUND

According to the Michigan Student Information System (MiSIS) Activities Manual (IV-1), graduate follow-up studies are "one of the most frequent types of follow-up studies conducted by the community colleges." These studies become even more important when we consider the average length of time it takes to complete an associate degree (now about 3.5 years) and, thus, the length of time a student is involved with an individual community college. (MiSIS Activities Manual, IV-1)

Each year, the Department of Research & Evaluation at Macomb Community College (Macomb or MCC) conducts follow-up surveys of its graduates and certificate holders at the first, third, and fifth year after graduation. All survey instruments are based on MiSIS samples.

MiSIS' initial objective was to collect and compile quality [emphasis in original] information for general program enhancement at community colleges. (MiSIS Activities Manual, i) The program was designed to be flexible--to allow the institution the option of choosing any degree of implementation and to decide the nature of the study to be conducted. (MiSIS Activities Manual, vii)

In a study conducted by this department (Breen, 1992), Macomb Community College emerged as the only community college in the State of Michigan which conducts all graduate follow-up studies (as well as Employer Follow-up and Non Returning Student Survey) annually. Dr. Breen concluded, "[I]t is evident that the R & E regularly provides more information than provided at other community colleges." (Breen, 1992, p.6) Thus, the information contained in this report is unavailable from any other community college in the state. However, it is specific to Macomb and may not be representative of other community colleges. In fact, nonresponse bias may make it non-representative of Macomb graduates.

In an effort to present greater information with longitudinal significance, information from separate inquiries to graduates and/or certificate holders of Macomb Community College during

1988-89 (Summer '88, Fall '88, Spring '89) is compared in this report for the first longitudinal study of our graduates.

Copies of the actual survey instruments are contained in appendices A, B, and C. Specifically, the surveys address such issues as:

- ✓ objective in attending MCC
- ✓ employment status
- ✓ wage and salary information
- ✓ relationship between MCC education and jobs
- ✓ career potential
- ✓ further education
- ✓ degree aspirations

The initial Grad 1 studies were completed in three separate telephone surveys conducted after the summer, fall, and spring semesters--in July 1989, September 1989, and February 1990. Results of these surveys were compiled into one report (R&E #90-037). The Grad 3 survey for this group was conducted in 1991 (R&E #91-034), and Grad 5 was completed just last fall (R&E #93-053). The latter two were mail surveys.

Each of the projects had a different project director.

SUMMARY

Because the matched group is an increasingly substantial portion of the general graduate respondents, the discoveries of the smaller group consistently mirror the findings from the larger groups. Some instances generated a bit of levity, e.g., when sex of respondents changed from one survey to the next. (Actually, we expect this was the result of coding and/or data entry error rather than major medical accomplishments. It could also be attributed to fluctuations in the number of no answers to this particular question.)

The third year after graduation appears to be somewhat of a water mark: scores are either higher or lower at Grad 3 than they are at Grad 1 and Grad 5. This is true for the matched group as well as the general population of respondents. Despite our best efforts, we have not been able to identify a specific reason for this phenomenon.

Based on comparative data, the typical respondent to an MCC graduate follow-up survey is a white female who lives within 25 miles of our campuses. She is a general studies or arts graduate whose objective in attending MCC was job-related. She is employed full time. Furthermore, she has transferred to a four-year college or university to complete a bachelor degree.

METHODOLOGY

Responses from those graduates who completed all three graduate follow-up surveys (N=397) will be compared, although additional data will be mentioned when appropriate for comparative or discussion purposes. Both percentages and absolute numbers are generally presented.

If we apply Middaugh's discussion of cohort survival analysis to graduate follow-up survey response instead of student persistence, the 397 alumni who have responded to all three of our graduate follow-up studies (referred to hereafter as matched group or MG) allow us to "keep the cohort homogeneously consistent throughout the analysis." (Middaugh, p. 3) However, we do not have information to determine whether these 397 alumni were first-time freshmen or returning adult students as Middaugh suggests; nor do we have information to determine how long it took them to complete the degree or certificate which made them eligible to participate in our surveys as is suggested in the MiSIS manuals.

Middaugh further states "The process for tracking students over time is quite simple. Students generally are assigned an identification number...." (Middaugh, p. 5) That number is what Senior Research Analyst Martha Snyder used to identify those graduates who had responded to all three surveys. After the matched group of respondents was identified, Ms. Snyder wrote another program to compile a summary of their responses over time which provide the statistical data used this report.

Information gathered on Grad 1 was slightly different or in a different format than that requested on the Grad 3 (G3) and Grad 5 (G5) surveys, which were identical to each other. A few questions were asked on Grad 1 that were not asked on G3 and G5 and vice versa. Results for each question on each survey were presented in separate sequential order on the printout. For example, answers to Grad 1 Question 1 were followed by the responses to that question (or the most similar question) for G3 and G5. Where questions were in different order on the original instruments, they were reordered to present sequential responses.

The Project Director then examined the data printouts, original graduate follow-up survey reports, and selected literature for the information contained in this report.

OVERALL RESPONSE RATES

Identification labels or address labels, representing unduplicated head count, were requested from the registrar's office at the College for all original surveys. These labels were the basis for the survey population designations.

Changes in N over time are caused by (1) changes in record keeping in the Research & Evaluation office, (2) unknown or incorrect addresses, (3) unknown addressees, or (4) mail that was undeliverable within the time frame of the survey because of forwarding, but for which changes were noted in the student database and used for the next follow-up study.

Schiltz (1988) suggests that the measure of response to any graduate follow-up survey must be the N of the class without regard to usable or unusable addresses. That is the measure which has been used most of the time in the last five years, and it is the measure of response in Table 1.

The classes of 1988-89 had 2,745 students (see footnote 1 below). In the original surveys, just over 1,400 were reached by callers for the Grad 1; 1,237 responded to Grad 3 (mail); and 994 responded to Grad 5 (mail). With this information, it is apparent that the farther out from MCC graduation, the lower the response rate becomes. However, the farther out from graduation the higher is the percentage of respondents represented by the matched group. The matched group (MG or M) represented approximately 15% of all '88-'89 graduates, but 40% of respondents to Grad 5.

Our response rates are in line with those expected by the creators of the MiSIS system who recognize that "Response rates approaching 50% for third and fifth year graduate follow-up studies are somewhat difficult to achieve." (MiSIS Procedures Manual, IV-4) Over time, the number of responses by females increases as the number of responses by males decreases. The number of no answers to most questions also decreases over time, suggesting that respondents are somewhat bolder about the information they provide or less suspicious about surveys in general.

TABLE 1
RESPONSE RATES

	Tot G1	Tot G3	Tot G5
Number of certs/grads (N)	2745 ¹	2723 ²	2745 ³
Respondents (R)	1412	1237	994
% N (Response rate)	53.6%	45.4%	36.2%
Matched Gp, % of R	28.1%	32.1%	39.9%

¹Unduplicated headcount for grads/certificate holders, 88-89, according to records on College student database; the G1 composite report indicated 2632 grads and certificate holders. See possible explanation of difference in paragraph 2, Overall Response Rates.

²Krnacik, p. 1

³Adams, p. 1

DEMOGRAPHICS

Gender

Over the last several semesters, the enrollment at Macomb has averaged about 47% male to 52% female, with 1% undeclared. This reflects national statistics relative to the distribution of bachelor degrees in 1990: females earned 53%, males earned 47%. (Stowe, p. 1) Responses to Macomb's follow-up surveys have generally reflected this distribution, although the Grad 3 respondents from '88-'89 were 41% male to 58% female. Grad 5 was slightly different: 40% male, 60% female. The gender distribution of the 397 grads who responded to all three surveys is different yet, so that group is not representative of class structure or general respondents with regard to gender.

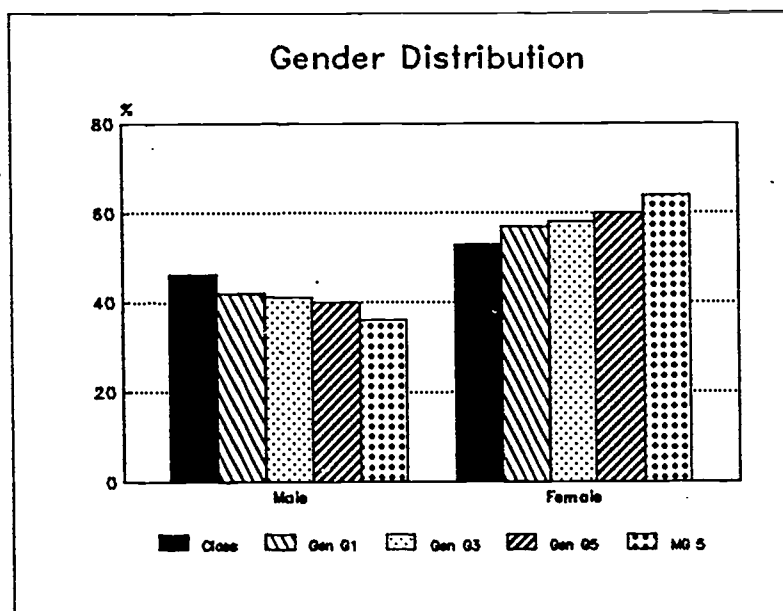
We mentioned earlier that the gender of the matched group "changed" over five years. We were able to gather the precise information by comparing data strings for all three surveys.

TABLE 2
GENDER DISTRIBUTION

SEX	ALL n2745	%	G1 n1412	%	G3 n1237	%	G5 n994	%	MG n397	%
Male	1272	46.3	589	41.7	504	40.7	397	39.9	142	36.0
Female	1441	52.5	801	56.7	716	57.9	591	59.5	255	64.0
NA	32	1.2	22	1.6	17	1.4	6	0.6	0	0.0

Table 2 presents information about the gender of the class, the general survey respondents, and the matched group (MG). Over time, the male response decreases and female response increases, indicating not only an increased willingness of females to participate in the survey but a persistence on the part of females over time. This idea is clearly presented in Figure 1.

FIGURE 1



In some instances, responses by males or females were dramatically or significantly different than the opposite sex. In other instances there was no difference. These will be discussed below.

Ethnicity

Data on ethnic backgrounds were not collected on the Grad 1 survey but the information from the matched group is consistent with general findings. Macomb has an overwhelmingly white student body--about 96%.

American Indian/Alaskan Natives, Asian or Pacific Islanders, Blacks, and Hispanics made up 3.5% of Grad 3 respondents; for Grad 5, 3.7% of general respondents. Among the matched group, these ethnic/racial groups represented 3.8% of respondents to MG3, and 3.2% of MG5. The variation can be attributed to the differences in number of respondents who answered this question.

Unfortunately, fewer respondents answer the question about ethnicity the farther they are from MCC graduation. Typically, about one percent of respondents fail to provide this information compared to five or six percent of enrolled students.

Distance from MCC

Respondents to MCC's follow-up surveys, as a group, have not moved very far from home; but over the years, as education is completed and careers and families are established, there is slight relocation. This shift is illustrated in Table 3. We did

not ask this question on the Grad 1 survey. The differences demonstrated within this particular group of 397 respondents are similar to that reflected in the larger groups for G3 and G5.

The vast majority (approaching 90%) of matched respondents live less than 25 miles from an MCC campus. This number lessens within five years after graduation by 3-7 points. However, respondents still tend to live less than 50 miles from "home." About 7% of general respondents, according to our follow-up studies, live 50 miles or more from MCC while only 3.5% of the matched group live 50 miles or more.

TABLE 3
DISTANCE FROM MCC

Distance	MG3	%	MG5	%
<25 miles	354	89.2	345	86.9
25-49 miles	27	6.8	32	8.1
50-99 miles	8	2.0	5	1.3
100-199 miles	--	--	3	0.8
>200 miles	5	1.3	8	2.0
NA	3	0.8	4	1.0

MCC Program

Respondents' programs at MCC were identified by a program code contained on the survey label. Table 4 below presents a comparison of programs between the class as a whole, general graduate follow-up respondents, and the matched group. The top 15 programs, according to the number of degrees and certificates awarded during the 1988-89 school year, are presented. Program identifications can be found in Appendix D.

Most respondents come from General Studies or Associate of Arts programs because those are the two largest programs at Macomb. The matched sample of 397 is no different. The General Studies group accounts for nearly one third of the class, and about one-fourth of respondents (range 24% - 26%) in each group.

Respondents in general are more likely to come from certain programs than others. For example, a larger proportion of Arts graduates responded to the surveys than the proportion of Arts to the class as a whole. The same was true of Business Management, Nursing, and Legal Assistant. ABD, EET, CCT, law enforcement and medical assistant graduates had the lowest response rates. These data are presented in graphic form in appendices E and F.

TABLE 4
A COMPARISON OF GRADUATE FOLLOW-UP RESPONSES BY TOP 15 PROGRAMS

PROGRAM	ALL* n2745	%	G1 n1412	%	G3 n1237	%	G5 n994	%	MG n397	%
Gen Sts.	902	32.8	343	24.3	322	26.0	240	24.1	97	24.4
Arts	281	10.2	150	10.6	131	10.6	111	11.2	47	11.8
Bus	262	9.5	112	7.9	114	9.2	87	8.8	35	8.8
Mgt	143	5.2	81	5.7	66	5.3	51	5.1	25	6.3
ABD	140	5.1	59	4.2	51	4.1	44	4.4	13	3.3
EET	134	4.9	40	2.8	29	2.3	19	1.9	7	1.8
CIS	130	4.7	68	4.8	43	3.5	42	4.2	18	4.5
ACCT	117	4.3	52	3.7	44	3.6	41	4.1	16	4.0
NUR	116	4.2	65	4.6	54	4.4	47	4.7	25	6.3
W/IP	81	3.0	19	1.3	11	0.9	8	0.8	7	1.8
GCA	64	2.3	33	2.3	15	1.2	17	1.7	6	1.5
CCT	60	2.2	13	0.9	9	0.7	8	0.8	4	1.0
LAW	48	1.7	22	1.6	15	1.2	18	1.8	4	1.0
LAT	43	1.6	24	1.7	17	1.4	15	1.5	8	2.0
MOA	40	1.5	18	1.3	17	1.4	9	0.9	8	0.8
TOTAL	2561	93.3	1099	77.8	938	76.0	757	76.2	320	80.6

*As reported in IPEDS by M. Snyder, October 16, 1989.

Objective in attending Macomb

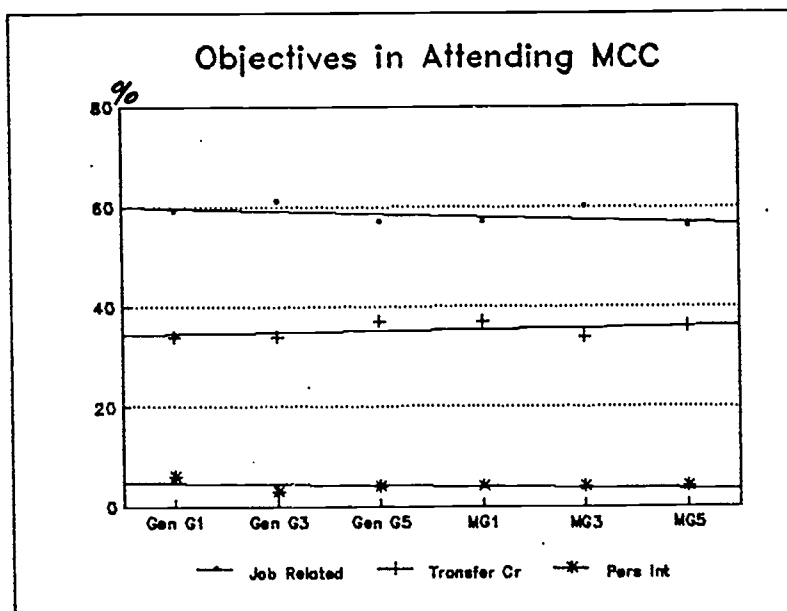
In surveys of the general population (age 18 or over) in Macomb County conducted by the College, respondents perceived the most important educational opportunity for county residents to be job-related: training or retraining. Over time, between 31% and 38%⁴ of our public sample selected that answer.

Among graduates of Macomb College, the number of survey respondents citing a job-related reason for attending MCC is as high as 61%, nearly twice that of the general public. Respondents to the Grad 3 survey, both in the general follow-up and in the matched group, rated job objectives much higher than either Grad 1 or G5 respondents. In the general surveys, job objectives were cited as respondents' main objective in attending MCC by 59% of Grad 1s, 61% of G3s and 57% of G5s. While responses from the matched group reflected those of the general

⁴Macomb Opinion Surveys (MOS) conducted semi-annually by telephone from June 1987 to April 1993; the question about most important educational opportunity was not asked on all MOS surveys.

groups relative to job-related objectives, they were consistently lower by one or two points. Responses of the general and matched groups are shown in Figure 2.

FIGURE 2



Among Grad 5 respondents, slightly more males than females cited job-related objectives (57.6% and 55.7%, respectively). However, more females indicated transfer credit as their objective (38.6% vs. 34% males). There is virtually no difference among those who cited personal interest as an objective.

Among the matched group, there is very little difference between male and female responses. Job-related objectives were cited by 57% of males and 58% of females; transfer credit was named by 36% of males, 37% of women; 4% of each group named personal interest. No answers or other accounted for 3% of men and 1% of women.

Clearly, the trend in objectives is increasingly transfer-oriented rather than job-related.

By analyzing the raw data information mentioned above, it was noted that 33% of the matched group (and, presumably about 33% of general respondents) listed a different objective on at least one of the three surveys. For example, they may have cited job objectives on one survey and transfer on another, or job and personal, or transfer and personal.

EMPLOYMENT

Status

None of the matched group reported military status. This is not

surprising since among the general respondents, the figure is less than one percent.

Grad 1 respondents were not offered the opportunity to report student status under employment, but for another question 108 (27%) of the matched group indicated they had transferred to a four year institution within one year of graduation from Macomb. This compares to 386 (27.3%) transfers within one year reported by the general group. In yet another question, they indicated

**TABLE 5
EMPLOYMENT STATUS**

Status	G1	MG1	G3	MG3	G5	MG5
Emp full time	929	250	846	244	730	278
Male		108		110		123
Female		142		134		155
Emp part time	272	80	130	57	103	55
Male		21		8		9
Female		59		49		46
% Employed	85.0%	83.1%	78.9%	75.8%	83.8%	83.9%
Unemp seeking	73	23	59	26	44	23
Male		9		8		1
Female		14		18		22
Unemp not seek	136	43	31	11	40	18
Male		6		1		1
Female		37		10		17
% Unemployed	14.8%	16.6%	7.2%	9.3%	8.4%	10.3%
Student - Full time	198	68	152	60	59	18
(Student - Part Time)		41		75		71)
% FT student status	14%	17.1%	12.3%	15.1%	5.9%	4.8%

full- or part-time status at the transfer site. Additional transfer data will be discussed under "Education."

The information in Table 5 above is presented in graphic form in Appendix G.

Some differences are apparent in the matched group when analyzing the employment data by sex of respondent. In the matched group, at Grad 1, a greater percentage of men than women are employed full time (76%:55%). A similar difference occurs in G3 and G5. More women report part-time employment, however (73%:26%).

Although more women report part-time employment, the number of men working part time declines by G5--from 26% to 16%--while the number of women working part time increases to 84% of those who reported working part time.

Unemployment among males is less than half that of females. Females not in the labor force (i.e., not working and not seeking work) is six times higher than men at Grad 1 and seventeen times higher at G5.

Relationship of job and MCC education

Respondents in the matched group consider their employment directly or closely related to their training at MCC by 2 to 1. More males than females see their jobs as directly related. The statistics presented in Table 6 are nearly identical to those of the larger groups of respondents to each follow-up survey.

TABLE 6
RELATIONSHIP OF JOB TO MCC TRAINING

	MG1	%	MG3	%	MG5	%
Yes, directly or closely related	263	66.2	241	60.7	249	62.7
No, not related	62	15.6	89	22.4	91	22.9
NA	72	18.1	67	16.9	57	14.4

Wages

The following information was compiled from two different salary structures. Grad 1 responses were coded by hourly salary, while G3 and G5 respondents were asked to select a salary range. In order to make cogent comparisons, we calculated the number of working hours per month based on the concept of a 40 hour week; then we calculated an hourly wage from the monthly scale (Range ÷ 172 hrs). This then marked the inner and outer ranges of hourly salaries according to the monthly ranges, thus allowing us to make the comparisons.

At the time the Grad 1 was administered (1989-90), minimum wage was \$3.35 per hour (Breen, p. 2). Two percent of Grad 1 respondents reported hourly salaries below minimum wage; 8.6% reported salaries between \$3.36 and \$5.81 per hour.

By 1993, when Grad 5 was conducted, state minimum wage was still \$3.35 per hour but federal minimum wage was \$4.25. (Gross volume determines whether an employee falls under state or federal guidelines according to the Fair Labor Standards Act. Volume less than \$.5 million falls under state, more than \$.5 under federal guidelines.) So it is conceivable that a portion of our graduates are still in minimum wage jobs five years after leaving Macomb. Slightly more than 2% of both general respondents and matched group respondents reported earning less than \$5.81 per hour on Grad 5.

Among the matched group, reported salaries are somewhat lower across the board than the general groups of respondents, especially for MG3 and MG5. The matched group reveals salaries 2.7 points lower on G3 and for G5, .6 point lower than the general group. Grad 1 responses were .7 point higher.

Several factors are involved in possibly explaining this apparent trend toward lower salaries in the matched group. A

disproportionate number of the matched group are arts graduates--a group which historically has lower salaries. Three other fields (nursing, word/information processing, and legal assistant) are dominated by female workers--a group which generally has salaries several percentage points below male workers. Recent government studies show women with bachelor degrees earn 87% of what men with bachelor degrees earn (Stowe, iii). Without a bachelor degree, women's salaries are undoubtedly lower than 87% of what men earn.

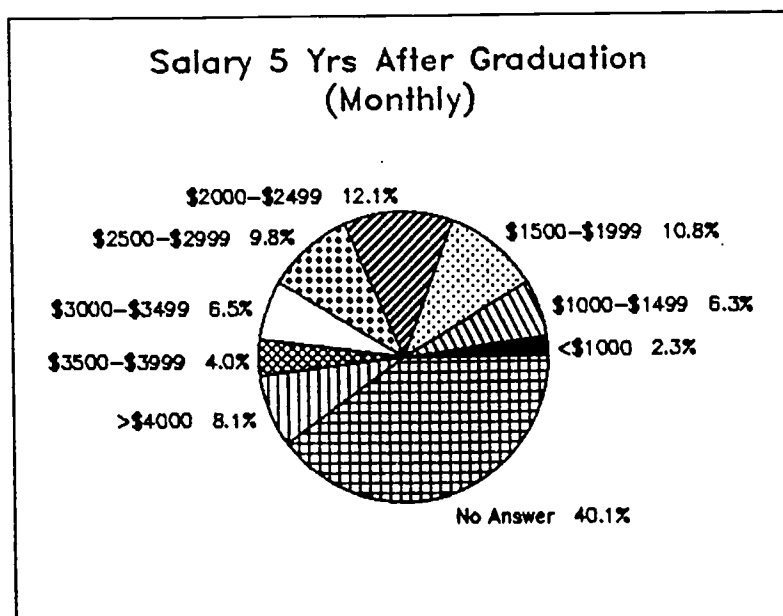
In fields with traditionally high populations of male employees and higher salaries (climate control technology, law enforcement, auto body design, and electrical engineering technology), the respondents from those groups are disproportionately fewer than among the matched group as a whole. These three situations would tend to cause lower average salary levels.

TABLE 7
WAGES AMONG MCC GRADUATES

Salary	G1	MG1	G3	MG3	G5	MG5
<\$1,000 MO = <\$5.81 HR	10.6%	11.1%	3.8%	4.0%	2.1%	2.3%
\$1,000-\$1,499 = \$5.82-\$8.71	15.7	14.4	11.2	10.8	7.4	6.3
\$1,500-\$1,999 = \$8.72-\$11.62	14.0	14.9	11.6	10.6	10.3	10.8
\$2,000-\$2,499 = \$11.63-\$14.53	11.1	12.6	13.1	12.8	12.0	12.1
\$2,500-\$2,999 = \$14.54-\$17.44	5.8	5.3	8.0	7.8	9.9	9.8
\$3,000-\$3,499 = \$17.45-\$20.34	3.0	3.5	5.6	6.0	7.7	6.5
\$3,500-\$3,999 = \$20.35-\$23.25	0.6	0.8	3.4	3.0	4.3	4.0
\$4,000 or more = \$23.26 or more	1.7	1.5	5.1	4.5	8.8	8.1
% N no answer	37.4%	36.0%	38.2%	40.3%	38%	40.1%

The visual display of this data, Figure 3 below, clearly demonstrates that this information is based only on 2/3 of respondents. No answers on salary data account for more than 1/3 of respondents, both in the general group and the matched group. This corresponds to historical data on MCC grad follow-up studies: about 2/3 of respondents present salary information.

FIGURE 3



Usefulness of MCC Education

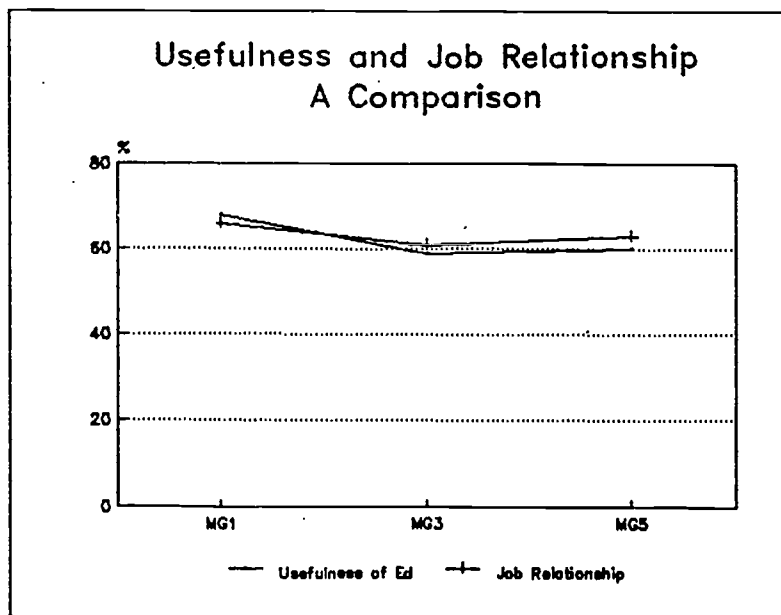
The farther out from graduation, the less useful MCC education becomes according to those respondents who participated in each survey. Usefulness ("very useful" or "somewhat useful" responses), declines to 59% at Grad 3 and rises again to 60% at Grad 5, down from a high of 68% at Grad 1. However, we also see a continual increase in the number of no answers to this question--by more than 80% at Grad 5.

TABLE 8
USEFULNESS OF MCC EDUCATION

RATING	MG1	%	MG3	%	MG5	%
Very useful	144	36.3	146	36.8	144	36.3
Somewhat useful	126	31.7	87	21.9	94	23.7
Tot R some/very useful	270	68.0%	233	58.7%	238	60.0
Neutral	24	6.0	22	5.5	23	5.8
Not too useful	21	5.3	11	2.8	6	1.5
Useless	14	3.5	9	2.3	5	1.3
No Answer	68	17.1	122	30.7	125	31.5

As shown in Figure 4, ratings about the usefulness of MCC education and the direct/close relationship of MCC education to job exchange places between the first year and third year following graduation where usefulness (higher on Grad 1) drops below the relationship ratings (lower on Grad 1). By third year, relationship to job is seen to be stronger than usefulness--whether because of maturity, job experience, further education or a combination of the three, is unclear. Figure 4 illustrates this relationship.

FIGURE 4



EDUCATION BEYOND MCC

Reported transfers to 4 year institutions

A slightly higher percentage of the matched group reported transferring to a four-year institution within one year of graduation from MCC than the general Grad 1 respondents (28% vs. 27%, respectively). These figures changes dramatically at the third-year and fifth-year levels, although reported transfer rates are lower for the MG. While the general population of respondents reporting transfer on the G3 and G5 is 47% and 51%, respectively, transfers reported by the matched group were 43% and 49%, respectively.

More females reported transfer by G3 (127 or 17.7%) than males (67 or 13.3%).

Among the larger Grad 1 group of respondents, 386 reported transferring to a four-year institution (27.3%); of those, 365 indicated they were still students at that institution (94% of those reporting transfer) one year after graduation from MCC-- apparently indicating about 6% dropout during the first year.

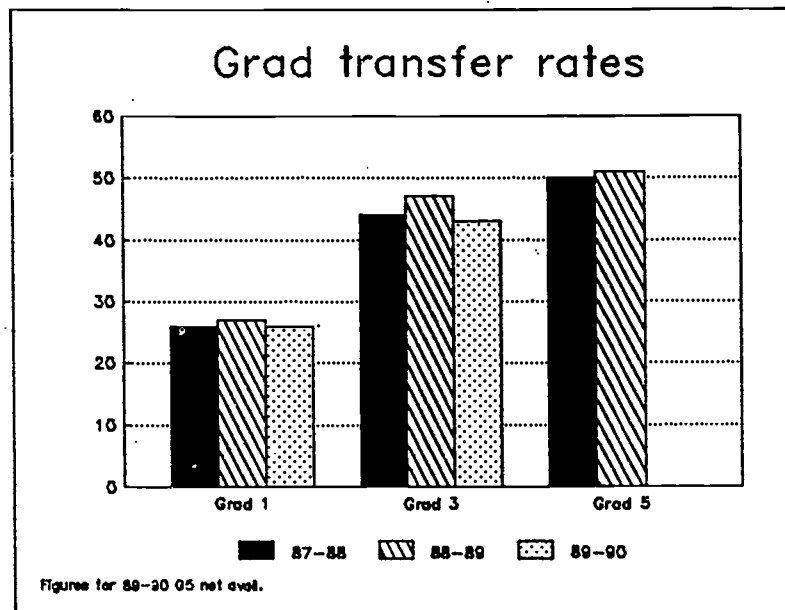
On Grad 1 responses for both the general and matched groups, more respondents indicated an objective of earning transfer credit than actually reported transferring. This situation reverses itself by Grad 3 where the number of reported transfers is 13 points higher than the number who stated an initial objective of earning transfer credit. By G5, the percentage of actual transfers is 15 points higher than objective.

TABLE 9
TRANSFER OBJECTIVES AND ACTUAL TRANSFERS

	G1	MG1	G3	MG3	G5	MG5
Rept objective (%)	33.9	36.8	33.5	33.5	36.5	36.0
Actual transfer (%)	27.3	27.7	46.6	42.6	51.0	48.4

Among the graduates of 1987-88, 1988-89, and 1989-90, the group being analyzed currently ('88-'89) has a higher percentage of reported transfers at all levels of graduate follow-up: Grad 1, 3, or 5. Figure 5 shows a comparison of transfer rates for the three classes mentioned above by survey (Grad 1, 3, 5). It is plain to see the dramatic increases in transfer by third year and fifth year.

FIGURE 5



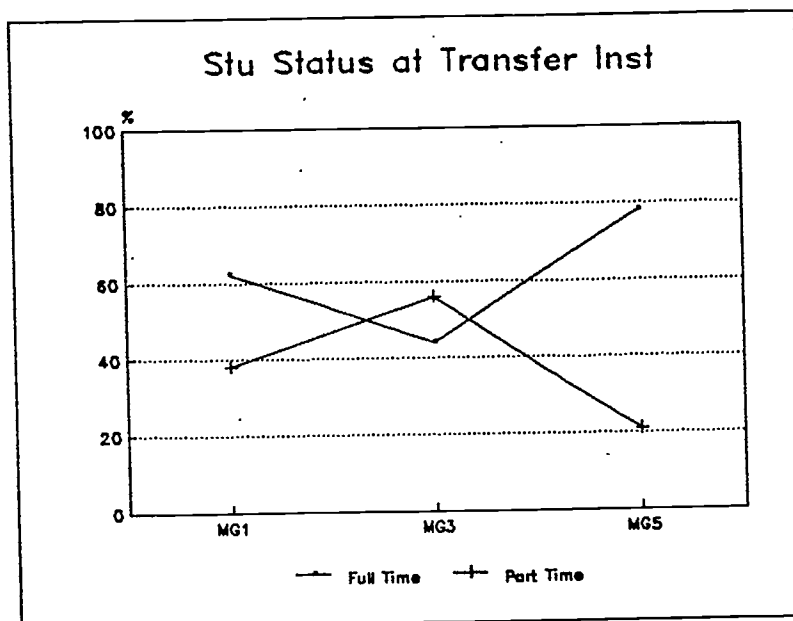
Status at 4 year institution

Among those of the matched group who reported transferring to a baccalaureate degree-granting institution, 27.5% reported they were still students at Grad 1; 34% at G3; and 22.7% at G5.

As we expected, class standing between junior, senior, and graduate changed over five years. On Grad 1, 23% report junior status and 2.5%, senior status with .3%, graduate students. On Grad 3, 12.3% reported junior status; 16.9, senior status, 3%, graduate students. By Grad 5, 9.3% indicated they were juniors; 7.1%, seniors; 6.8%, graduate students.

There was no difference between male and female regarding full- or part-time status at the transfer institution on G3. Part-time status was reported by 22%, and full-time status by 13%. Not surprisingly, as the number of respondents reporting full-time attendance increases, the number of part-timers decreased as indicated in Figure 6 below.

FIGURE 6



Transfer Destinations

Wayne State University, Walsh College, and Oakland University are the transfer institutions of choice among the matched group, just as they are among the entire groups of respondents. The choice of a local (commuter) transfer institution correlates with the fact that our respondents do not move very far out of the area after graduation.

In the matched group, however, we see the addition or elimination of several other institutions at various points of the investigation. For example, Concordia drops out; Davenport and Detroit College of Business appear as transfer sites along with Saginaw Valley and Spring Arbor.

Detroit College of Business, for instance, is a local institution with a campus in Warren; Spring Arbor, located near Jackson, has an off-campus facility in Dearborn and offers accelerated degree programs. These factors appear to make at least two institutions conducive to the fact that our respondents stay close to home.

An alphabetical list of institutions named by the matched group at Grad 1, G3, and G5 stages is presented in Table 10 below together with the number of respondents reporting transfer to a particular institution.

For the matched group, the number of reported transfers increased 54% between Grad 1 and G3, and 14% between G3 and G5. The number of reported transfers on G5 was 75% higher than Grad 1. In the general group, transfers increased 49% between Grad 1 and Grad 3

while declining 2% between Grad 3 and Grad 5. There was a 46% increase in reported transfers between Grad 1 and Grad 5 among general respondents.

TABLE 10
TRANSFER DESTINATIONS

College/University	MG1	MG3	MG5
Central MI	7	12	13
Concordia	1	-	-
Davenport	-	-	4
Det Coll Business	-	3	4
Eastern MI	3	4	6
Lawrence Tech	10	15	11
Marygrove	1	1	1
MI State	3	3	4
MI Tech	1	1	2
Northern MI	-	-	1
Northwood	1	1	1
Oakland U	16	26	35
Saginaw Valley	-	-	1
Siena Hts	-	1	-
Spring Arbor	-	1	2
U of Detroit Mercy	3	5	8
UM Ann Arbor	1	1	1
UM Dearborn	1	3	2
UM Flint	-	1	-
Walsh	20	28	41
Wayne	37	54	46
Western	-	1	-
Other	5	8	9
Tot rpt transfer in MG	110	169	192
% MG transfers	27.7%	42.6%	48.4%
Tot rpt transfer in Gen Gp	386	577	565
% Gen Gp transfers	27.3%	46.6%	56.8%

Highest degree held

Information about the highest degree held is not collected on the Grad 1 survey, but it is unlikely that a Macomb graduate would complete the requirements for a bachelor's degree within one year after graduation from MCC. Those requirements are more likely to be completed by Grad 3, but we find by Grad 5 that more respondents have transferred to a baccalaureate degree granting institution.

Table 11 presents comparative data for degrees held in the matched group and by respondents as a whole for Grad 3 and Grad 5. For the matched group, rates are somewhat lower than in the general group, but the number of no answers in the matched group was higher: 46% of matched group G3s did not respond to this

question, compared to 38% of the whole; 41% of G5s did not respond compared to 37% of the whole.

TABLE 11
HIGHEST DEGREE HELD BY GRAD 3s and GRAD 5s

Degree held	All G3 %	Matched Group %	All G5 %	Matched Group %
Associate	48.5%	44.6%	34.2%	30.7%
Bachelor	10.0	8.1	26.2	25.2
Master	0.4	0.5	2.0	1.2
Professional	0.2	0.25	0.3	0.5
Other	0.8	0.5	0.7	0.5
No answer	39.7	46.1	37.4	41.0

Highest Degree Planned

Data are presented in Table 12 below.

This question is not asked on the Grad 1 survey, but about one-third of general respondents to the Grad 5 survey indicate they do not have a degree higher than an associate degree. Only one percent indicate this is as high as they plan to go. However, among the matched respondents, the percentage is much higher for the G3 and lower on the G5: 12.6% and .8%, respectively. More general G5 respondents intend to complete a bachelor's or master's degree, while more of the matched group plan to earn a doctorate or professional degree.

The percentage of no answers for this question is lower among the general group (48% compared to 53% of the matched group).

TABLE 12
HIGHEST DEGREE PLANNED

DEGREE	MG3	MG5	All G5
Associate	12.6%	.8%	1.0
Bachelor	30.2	20.7	24.4
Master	10.1	19.4	21.0
PhD/Edd	2.5	3.8	2.9
Professional	1.8	1.2	1.6
Other	0.5	1.0	0.6
NA	53.7	53.1	48.4

Transfer Majors

Among the 397 graduates who responded to all three follow-up surveys, 30 specific majors at transfer institutions were identified on Grad 1; 33 on G3; and 40 by G5.

Over the five years' of follow-up, only eight areas involved 5% or more of the respondents per area to the question about

transfer major. Grad 1 revealed seven transfer majors; by G3, two (psychology, and finance) accounted for less than 3% of answers but another area (management) was indicated by more than 5%; by G5, there were only five areas which accounted for more than 5% of responses to the question. Education (all areas) is somewhat of an anomaly: it dropped from 8.7% on Grad 1 to 4.9% on G3 but increased to 7.5% of major declarations on G5. The information is listed in Table 13 with raw numbers and corresponding percentages.

TABLE 13
TRANSFER MAJORS

(All Ns = at least 5% of question responses)

SUBJECT	MG1	%	MG3	%	MG5	%
#R to this Q	127	32%	205	52%	213	54%
Five percent =	6+		10+		11+	
Accounting	11	8.7	14	6.8	16	7.5
Bus/Bus Adm	12	9.4	22	10.7	27	12.7
Computer Sci	8	6.3	12	5.8	16	7.5
Educ (all)	11	8.7	10	4.9*	16	7.5
Finance	7	5.5				
Management	--	--	20	9.8	22	10.3
Psychology	6	5.0				

*see note in preceding paragraph

Using criteria regarding types of majors⁵ set forth in Stowe, p. C-6, the majority of matched group respondents who transferred entered the professional fields: Grad 1 - 47.2%, G3 - 47.3%, G5 - 49.8%. Between 20% and 37% entered arts and sciences programs: Grad 1 - 37.0%, G3 - 19.5%, and G5 - 28.2%. The remainder of transfers entered other fields--those which were not classified in our data or which fell into "other" as described by Stowe.

The foregoing figures are considerably different if we examine respondents' programs at MCC in light of the same criteria. Less than 30% (27.9%) earned certificates or degrees in fields that would be considered professional; 21% from arts; and 30.5% from other. These comparisons are made to present a better idea of the shift from MCC programs to transfer programs.

CONCLUSIONS

- ✓ More women than men respond to our graduate surveys, and the responses by women persist over time.

⁵See Appendix H for list.

- ✓ Macomb graduates "stick close to home." By Grad 5, 95% of respondents still live within 50 miles of our campuses.
- ✓ More than 1/3 of respondents in the matched group are from General Studies and Arts programs at MCC.
- ✓ More respondents cited job training or improvement of skills as their objective in attending MCC; however, the trend is toward more transfer objectives and fewer job objectives.
- ✓ A greater percentage of men work full time; a greater percentage of women work part time. Moreover, the number of women who work part time decreases at a dramatically slower rate than that of men following their graduation from MCC.
- ✓ The number of females not in the labor force is six times greater than men at Grad 1 and 17 times higher at Grad 5.
- ✓ About 2/3 of the 397 respondents in this group say their job is directly or closely related to their education and/or training at MCC.
- ✓ Between Grad 1 and G3, the most reported salary range increases from \$1,500-\$1,999 per month (14.9% of respondents) to \$2,000-\$2,499 per month (12.8% of respondents). However, there is no definitive similar movement by G5 although slight increases do appear in the upper ranges by G5 with the most dramatic increase being in the \$4,000 or more range: from 4.5% in G3 to 8.1% in G5.
- ✓ Only about 2/3 of respondents provide wage and salary data.
- ✓ Roughly 2/3 report their education at MCC useful or very useful, but these ratings decline from 68% at Grad 1 to 60% at G5.
- ✓ More females than males report transferring to a baccalaureate degree granting institution.
- ✓ Transfers were slightly higher among the matched group than among general graduate survey respondents.
- ✓ More respondents reported an objective of transfer credit than actually reported transferring on Grad 1, but by G3 this trend was reversed. The reversal continued at G5.
- ✓ More graduates entered professional programs (as defined in Stowe, p. C-6) than arts and sciences or other areas.
- ✓ G3 marks a transition point for full-time/part-time student status. The number of full-time students declines and the

number of part-timers increases, but this reverses itself at G5.

- ✓ Wayne State University, Walsh College and Oakland University are the top three transfer sites.
- ✓ By G5, about 1/3 of respondents indicate an associate degree is their highest, but only 1% say this is the highest degree they plan. Nearly half indicate plans to earn a bachelor's degree or higher.

REFERENCES

- Adams, Judith. "Five Years after Graduation: A Follow-Up Study of 1988-89 Graduates/Certificate Holders." Dept. of Research & Evaluation Report #93-053, Macomb Community College. Warren, MI. November 15, 1993.
- Bailey, Kenneth D. "Mailed Questionnaires," Methods of Social Research, 3rd Ed. The Free Press, Macmillan, Inc. New York, 1987.
- Breen, Edward. "A Report on the Responses of the Graduates of the 1988-89 School Year to MiSIS Grad 1, Three Telephone Surveys, Each Conducted About a Year After the Graduations." Dept. of Research & Evaluation Report #90-037, Macomb Community College. Warren, MI. April 26, 1990.
- _____. "Research in Michigan Community Colleges." Dept. of Research & Evaluation Report #92-035, Macomb Community College. Warren, MI. August 12, 1992.
- Fowler, Floyd J. Jr. "Bias Associated with Nonresponse," Survey Research Methods, Rev. Ed. Sage Publications, Newbury Park, CA. 1988.
- Krnacik, John. "MCC's Classes of 1988-89 Three Years Later: Grad 3 Survey Results." Dept. of Research & Evaluation Report #91-034, Macomb Community College. Warren, MI. December 17, 1991.
- Middaugh, Michael F. "Persistence," (pp. 1-11) The Primer for Institutional Research. Eds. Meredith A. Whiteley, John D. Porter, and Robert H. Fenske. Association for Institutional Research, Tallahassee, FL. 1992.
- MiSIS Activities Manual. Michigan Community College System, Michigan Department of Education. Lansing, MI. August 1979.
- MiSIS Procedures Manual. Michigan Community College System, Michigan Department of Education. Lansing, MI. August 1979.
- Schiltz, Michael E. "Professional Standards for Survey Research," Research in Higher Education, Vol. 28, No. 1. Agathon Press, Inc. New York. 1988.

Stowe, Peter. Project Officer. Occupational and Educational Outcomes of Recent College Graduates 1 Year After Graduation: 1991 (Contractor Report, NCES 93-162). National Center for Education Statistics, U. S. Department of Education, Office of Educational Research and Improvement. Washington, D.C. April 1993.

A P P E N D I X A

[Attach label here]

Term: 891

G R A D 1 S T U D E N T F O L L O W - U P

Hello, this is _____, calling from the Research Office at Macomb Community College to do a brief survey of recent MCC graduates. **Caller: once you've established that you're talking with the graduate whose name appears on the label, and that the graduate is willing to participate in the survey, proceed as directed.**

1. What was your primary objective in attending MCC?

Caller: Read list.	Improving existing job skills.....1
Rotate choices 1-4.	Preparing for a future job.....2
Circle appropriate	Earning university transfer credit...3
number.	Following a personal interest.....4
	None of the above.....5
	Don't know/no answer.....9

2. What is your current employment status?

Caller: Read	On active military service.....1	-->Go to Q 3
list. Circle	Employed full-time.....2	-->Go to Q 3
appropriate	Employed part-time.....3	-->Go to Q 3
number.	Unemployed, seeking work.....4	-->Go to Q 14
	Unemployed, not seeking work...5	-->Go to Q 14
	NA/Refused.....9	-->Go to Q 14

3. What is the name of your current employer (exact company name)?
- _____

4. How long have you worked for this employer?

_____ months

5. What is your current job title?
- _____

6. How is your current job related to the courses which you completed at MCC?

Caller: Read list.	Directly or closely related.....3
Rotate choices.	Only remotely related.....2
Circle appropriate	Not related at all.....1
number.	DK/NA.....9

7. What is your current gross salary--not including overtime?

\$_____ per _____ hour
_____ day
_____ week
_____ month
_____ year
_____ DK/NA

8. As far as you know, what is your company's present beginning
gross salary--not including overtime--for someone with your
job title and duties?

\$_____ per _____ hour
_____ day
_____ week
_____ month
_____ year
_____ DK/NA

9. Were you employed in a job related to your occupational area
before you took your first classes at MCC?

Yes.....1
No.....2
DK/NA.....9

10. How useful in doing your day-to-day work is the occupational
training which you received at MCC?

Caller: Read list. Rotate choices.
Circle appropriate number.

Very useful.....5
Somewhat useful.....4
Neutral.....3
Not too useful.....2
Useless.....1
DK/NA.....9

Did the courses which you took at MCC help you in any of the
following ways? Please answer "yes" or "no" to each item.

YES NO DK/NA

11. Help you to obtain your job.....1.....2.....9

12. Help your performance on current job.....1.....2.....9

13. Help you to advance on current job.....1.....2.....9

14. How would you rate the availability of jobs in the subject area which you studied at MCC?

Caller: Read list. Rotate choices.
Circle appropriate number.

Very good.....5
Good.....4
Fair.....3
Poor.....2
Very poor.....1
DK/NA.....9

15. Since you graduated from MCC, have you transferred to a 4-year college or university

Yes.....1 --> Go to Q 16
No/NA.....2 --> Go to Q 22

16. To which college did you transfer?

Center for Creative Studies..... 01
Central Michigan University..... 03
Concordia College..... 05
Eastern Michigan University..... 07
Ferris State University..... 09
General Motors Institute..... 11
Grand Valley State University..... 13
Lake Superior State University..... 15
Lawrence Technological University..... 17
Madonna College..... 19
Marygrove College..... 21
Mercy College..... 23
Michigan State University..... 25
Michigan Technological University..... 27
Northern Michigan University..... 29
Northwood Institute..... 31
Oakland University..... 33
Saginaw Valley State University..... 35
Siena Heights College..... 37
University of Detroit..... 39
University of Michigan - Ann Arbor..... 41
University of Michigan - Dearborn..... 43
University of Michigan - Flint..... 45
Walsh College..... 47
Wayne State University..... 49
Western Michigan University..... 51
Other 4-year college..... 77

NA/Refused..... 99

17. Are you still a student at that 4-year college or university?

Yes, FT student (12 or more hours).....1 --> Go to Q 18
Yes, PT student (less than 12 hours)....2 --> Go to Q 18
No.....3 --> Go to Q 19
NA/Refused.....9 --> Go to Q 19

18. What is your status at this 4-year college?

Caller: Read list. Circle
appropriate number.

Junior.....1
Senior.....2
Graduate student...3
Other.....4
NA/Refused.....9

19. What is/was your major at the college to which you transferred?

20. How many of MCC's credits did not transfer to this college?

Caller: Do not read list.
Enter exact number below.
Circle appropriate number.

All MCC credits transferred...1
Lost 1-3 credit hours.....2
Lost 4-6 credit hours.....3
Lost 7-12 credit hours.....4
Lost 13-21 credit hours.....5
Lost > 21 credit hours.....6
DK/NA.....9

21. How well did the courses which you completed at MCC prepare you
for continuing your education?

Caller: Read My preparation was excellent in all areas.....5
list. Rotate Good in all areas.....4
choices. Excellent or good in some areas only.....3
Circle Fair, but all areas could have been better....2
appropriate My preparation was inadequate in all areas....1
number. NA/Refused.....9

On a scale of 1 to 5, with 5 being the highest rating, please rate
your experiences at Macomb:

	VERY GOOD	VERY POOR	DIDN'T USE	DK/ NA
22. Quality of instruction.....	5....4....3....2....1.....	9		
23. Grading/testing practices...5....4....3....2....1.....	9			
24. Course content.....5....4....3....2....1.....	9			
25. Class size.....5....4....3....2....1.....	9			
26. Laboratory experiences.....5....4....3....2....1.....	8.....9			
27. Job placement services.....5....4....3....2....1.....	8.....9			

28. Which of the following best describes your overall feeling about your experiences at MCC?

Caller: Read list. Rotate choices.
Circle appropriate number.

Very satisfied.....5
Satisfied.....4
Neutral.....3
Dissatisfied.....2
Very dissatisfied...1
DK/NA.....9

29. Periodically, as part of the college's follow-up activities, we contact the supervisors of graduates to see how well Macomb's education is preparing people for their work. Could you give me your supervisor's name and address?

(1) Supervisor's name _____
(2) Supervisor's title _____
(3) Company name _____
(4) Street 1 _____
(5) Street 2 _____
(6) City _____
(7) State _____ (8) ZIP code _____

30. Do you plan to take any more classes at MCC in the future?

Yes.....1
No.....2
DK/NA.....9

31. Do you want an appointment with an MCC job placement counselor?

Yes.....1
No.....2

This completes our survey. The college appreciates your participation.

32. Sex (by observation) Male.....1
Female.....2

33. Graduation date of respondent 886.....1
889.....2
891.....3

eb/revised 1/12/90
Project # 90-012



3-YEAR GRADUATE FOLLOW-UP SURVEY

GRAD 3 MISIS



Please respond as appropriate. The information will help the College plan its course and program offerings in the future.

SECTION A

1. What is your ethnic group?

- cc19 ☐ ¹ American Indian or Alaskan Native
☐ ² Asian or Pacific Islander
☐ ³ Black, not of Hispanic Origin
☐ ⁴ Hispanic
☐ ⁵ White, not of Hispanic Origin

2. What is your sex?

- cc20 ☐ ¹ Male
☐ ² Female

3. How far from MCC are you currently living?

- cc21 ☐ ¹ Less than 25 miles
☐ ² 25-49 miles
☐ ³ 50-99 miles
☐ ⁴ 100-199 miles
☐ ⁵ 200 miles or more

4. What was your **primary** objective in attending MCC?

- cc22 ☐ ¹ Improving existing job skills
☐ ² Preparing for a future job
☐ ³ Earning university transfer credit
☐ ⁴ Following a personal interest
☐ ⁵ None of the above

5. Which one of those below **best** describes your **present** status?

- cc23 ☐ ¹ On active military service
☐ ² Employed full-time
☐ ³ Employed part-time
☐ ⁴ Unemployed, seeking work
☐ ⁵ Unemployed, not seeking work
☐ ⁶ A student at a 4-year college or university

SECTION B

If you have enrolled at a 4-year college or university since your graduation from MCC, please answer questions 6 through 11. If you have not enrolled at a 4-year college or university since your graduation from MCC, skip this section and go to Section C.

6. What is the name of the 4-year college or university you attended most recently?

- cc24-25 1. _____
 School Name
 2. _____
 City and State

7. In **Column A** indicate the highest degree you **now** hold and in **Column B** indicate the degree you **plan to earn** in the future.

- | | | | |
|------|---------------------------------------|---------------------------------------|--|
| cc26 | A | B | cc27 |
| | <input type="checkbox"/> ¹ | <input type="checkbox"/> ¹ | Associate (AA, AAS, etc.) |
| | <input type="checkbox"/> ² | <input type="checkbox"/> ² | Bachelor's (BA, BS, BSN, etc.) |
| | <input type="checkbox"/> ³ | <input type="checkbox"/> ³ | Master's (MA, MS, etc.) |
| | <input type="checkbox"/> ⁴ | <input type="checkbox"/> ⁴ | Ph D or Ed D |
| | <input type="checkbox"/> ⁵ | <input type="checkbox"/> ⁵ | Professional Degree (Medicine, Dentistry, Law, Divinity, etc.) |
| | <input type="checkbox"/> ⁶ | <input type="checkbox"/> ⁶ | Other |

8. In what field of study is the highest degree you now hold? Indicate your major field or program of study:

cc28-30 _____

9. What is (was) your overall grade point average at the 4-year college or university?

- cc31 ☐ ¹ Less than 1.0
☐ ² 1.0-1.9
☐ ³ 2.0-2.9
☐ ⁴ 3.0-3.9
☐ ⁵ 4.0

10. If you are currently enrolled in a 4-year college or university, please indicate your current status.

- cc32 ☐ ¹ Part-time student
 (Less than 12 undergraduate hours)
☐ ² Full-time student (12 undergraduate hours or more)

11. If you are currently enrolled in a 4-year college or university, please indicate your classification.

- cc33 ☐ ¹ Junior
☐ ² Senior
☐ ³ Graduate student
☐ ⁴ Other

Please continue on the opposite side of this page. ▶

■ SECTION C

If you have been employed since graduation from MCC, please answer these questions as directed.

12. Are you currently employed?

- cc34 ☐ 1 Yes **Go to Question 13.**
☐ 2 No **Go to Question 14.**

13. Is your position related to the courses you completed at MCC?

- cc35 ☐ 1 Yes, directly or closely related **Go to Question 15.**
☐ 2 No **Skip to Section D.**

14. Have you been employed since your graduation in a position related to the courses you completed at MCC?

- cc36 ☐ 1 Yes, directly or closely related **Go to Question 15.**
☐ 2 No **Go to Section D.**

15. How useful in doing your day-to-day work is (was) the training which you received at MCC?

- cc37 ☐ 1 Useless
☐ 2 Not too useful
☐ 3 Neutral
☐ 4 Somewhat useful
☐ 5 Very useful

16. How satisfied are (were) you with your employment?

- cc38 ☐ 1 Extremely dissatisfied
☐ 2 Dissatisfied
☐ 3 Neutral
☐ 4 Satisfied
☐ 5 Very satisfied

17. How do you rate the courses you took at MCC in terms of your career plans?

- cc39 ☐ 1 Of no benefit
☐ 2 Of indirect benefit
☐ 3 Of direct benefit

18. If you are (have been) employed full-time, please indicate your average monthly salary range (gross). This information, when combined with that from others of your graduating class, will help current MCC students in their career planning.

- cc40 ☐ 1 Less than \$1,000
☐ 2 \$1,000–\$1,499
☐ 3 \$1,500–\$1,999
☐ 4 \$2,000–\$2,499
☐ 5 \$2,500–\$2,999
☐ 6 \$3,000–\$3,499
☐ 7 \$3,500–\$3,999
☐ 8 \$4,000 or more

Go to Section E.

■ SECTION D

19. Since, as you indicated in Section C, your occupation is (was) not related to the courses you took at MCC, please check each reason below which applies.

- cc41 ☐ 1 Transferred to a 4-year college or university
cc42 ☐ 2 My training at MCC did not qualify me for a job in my field
cc43 ☐ 3 Preferred to work in another field
cc44 ☐ 4 Found a better paying job in another field
cc45 ☐ 5 Could not find a job in my field of preparation
cc46 ☐ 6 Worked previously in field of preparation, but changed
cc47 ☐ 7 Other (Describe) _____

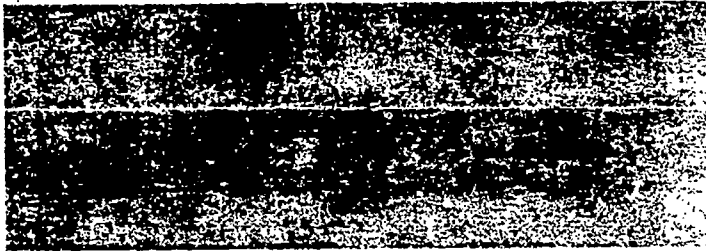
■ SECTION E

20. Would you recommend the courses you completed at MCC to others?

- cc48 ☐ 1 Yes
☐ 2 No

21. We should appreciate any comments regarding how MCC could improve the program you completed or the services the College provided. Please locate your comments here.

Thank you for answering this survey. Please return this form in the pre-paid envelope as soon as possible.

5-YEAR GRADUATE FOLLOW-UP SURVEY**GRAD 5 MISIS**

Please respond as appropriate. The information will help the College plan its course and program offerings in the future.

SECTION A

1. What is your ethnic group?

- ☐ ¹ American Indian or Alaskan Native
☐ ² Asian or Pacific Islander
 cc19 ☐ ³ Black, not of Hispanic Origin
☐ ⁴ Hispanic
☐ ⁵ White, not of Hispanic Origin

2. What is your sex?

- cc20 ☐ ¹ Male
☐ ² Female

3. How far from MCC are you currently living?

- ☐ ¹ Less than 25 miles
☐ ² 25-49 miles
 cc21 ☐ ³ 50-99 miles
☐ ⁴ 100-199 miles
☐ ⁵ 200 miles or more

4. What was your **primary** objective in attending MCC?

- ☐ ¹ Improving existing job skills
☐ ² Preparing for a future job
 cc22 ☐ ³ Earning university transfer credit
☐ ⁴ Following a personal interest
☐ ⁵ None of the above

5. Which one of those below **best** describes your **present** status?

- ☐ ¹ On active military service
☐ ² Employed full-time
 cc23 ☐ ³ Employed part-time
☐ ⁴ Unemployed, seeking work
☐ ⁵ Unemployed, not seeking work
☐ ⁶ A student at a 4-year college or university

SECTION B

If you have enrolled at a 4-year college or university since your graduation from MCC, please answer questions 6 through 11. If you have not enrolled at a 4-year college or university since your graduation from MCC, skip this section and go to Section C.

6. What is the name of the 4-year college or university you attended most recently?

cc24-25 ¹ _____
 School Name
² _____
 City and State

7. In **Column A** indicate the highest degree you **now** hold and in **Column B** indicate the degree you **plan to earn** in the future.

- | cc26 | A | B | cc27 |
|---------------------------------------|---------------------------------------|--|------|
| <input type="checkbox"/> ¹ | <input type="checkbox"/> ¹ | Associate (AA, AAS, etc.) | |
| <input type="checkbox"/> ² | <input type="checkbox"/> ² | Bachelor's (BA, BS, BSN, etc.) | |
| <input type="checkbox"/> ³ | <input type="checkbox"/> ³ | Master's (MA, MS, etc.) | |
| <input type="checkbox"/> ⁴ | <input type="checkbox"/> ⁴ | Ph D or Ed D | |
| <input type="checkbox"/> ⁵ | <input type="checkbox"/> ⁵ | Professional Degree (Medicine, Dentistry, Law, Divinity, etc.) | |
| <input type="checkbox"/> ⁶ | <input type="checkbox"/> ⁶ | Other | |

8. In what field of study is the highest degree you now hold? Indicate your major field or program of study:

cc28-30 _____

9. What is (was) your overall grade point average at the 4-year college or university?

- ☐ ¹ Less than 1.0
☐ ² 1.0-1.9
 cc31 ☐ ³ 2.0-2.9
☐ ⁴ 3.0-3.9
☐ ⁵ 4.0

10. If you are currently enrolled in a 4-year college or university, please indicate your current status.

- ☐ ¹ Part-time student
 cc32 (Less than 12 undergraduate hours)
☐ ² Full-time student (12 undergraduate hours or more)

11. If you are currently enrolled in a 4-year college or university, please indicate your classification.

- ☐ ¹ Junior
 cc33 ☐ ² Senior
☐ ³ Graduate student
☐ ⁴ Other

Please continue on the opposite side of this page. ♦

■ SECTION C

If you have been employed since graduation from MCC, please answer these questions as directed.

12. Are you currently employed?

- cc34 ☐ ¹ Yes → Go to Question 13.
☐ ² No → Go to Question 14.

13. Is your position related to the courses you completed at MCC?

- cc35 ☐ ¹ Yes, directly or closely related → Go to Question 15.
☐ ² No → Skip to Section D.

14. Have you been employed since your graduation in a position related to the courses you completed at MCC?

- cc36 ☐ ¹ Yes, directly or closely related → Go to Question 15.
☐ ² No → Go to Section D.

15. How useful in doing your day-to-day work is (was) the training which you received at MCC?

- ☐ ¹ Useless
☐ ² Not too useful
cc37 ☐ ³ Neutral
☐ ⁴ Somewhat useful
☐ ⁵ Very useful

16. How satisfied are (were) you with your employment?

- ☐ ¹ Extremely dissatisfied
☐ ² Dissatisfied
cc38 ☐ ³ Neutral
☐ ⁴ Satisfied
☐ ⁵ Very satisfied

17. How do you rate the courses you took at MCC in terms of your career plans?

- ☐ ¹ Of no benefit
cc39 ☐ ² Of indirect benefit
☐ ³ Of direct benefit

18. If you are (have been) employed full-time, please indicate your average monthly salary range (gross). This information, when combined with that from others of your graduating class, will help current MCC students in their career planning.

- ☐ ¹ Less than \$1,000
☐ ² \$1,000–\$1,499
☐ ³ \$1,500–\$1,999
cc40 ☐ ⁴ \$2,000–\$2,499
☐ ⁵ \$2,500–\$2,999
☐ ⁶ \$3,000–\$3,499
☐ ⁷ \$3,500–\$3,999
☐ ⁸ \$4,000 or more

→ Go to Section E.

■ SECTION D

19. Since, as you indicated in Section C, your occupation is (was) not related to the courses you took at MCC, please check each reason below which applies.

- cc41 ☐ ¹ Transferred to a 4-year college or university
cc42 ☐ ² My training at MCC did not qualify me for a job in my field
cc43 ☐ ³ Preferred to work in another field
cc44 ☐ ⁴ Found a better paying job in another field
cc45 ☐ ⁵ Could not find a job in my field of preparation
cc46 ☐ ⁶ Worked previously in field of preparation, but changed
cc47 ☐ ⁷ Other (Describe) _____

■ SECTION E

20. Would you recommend the courses you completed at MCC to others?

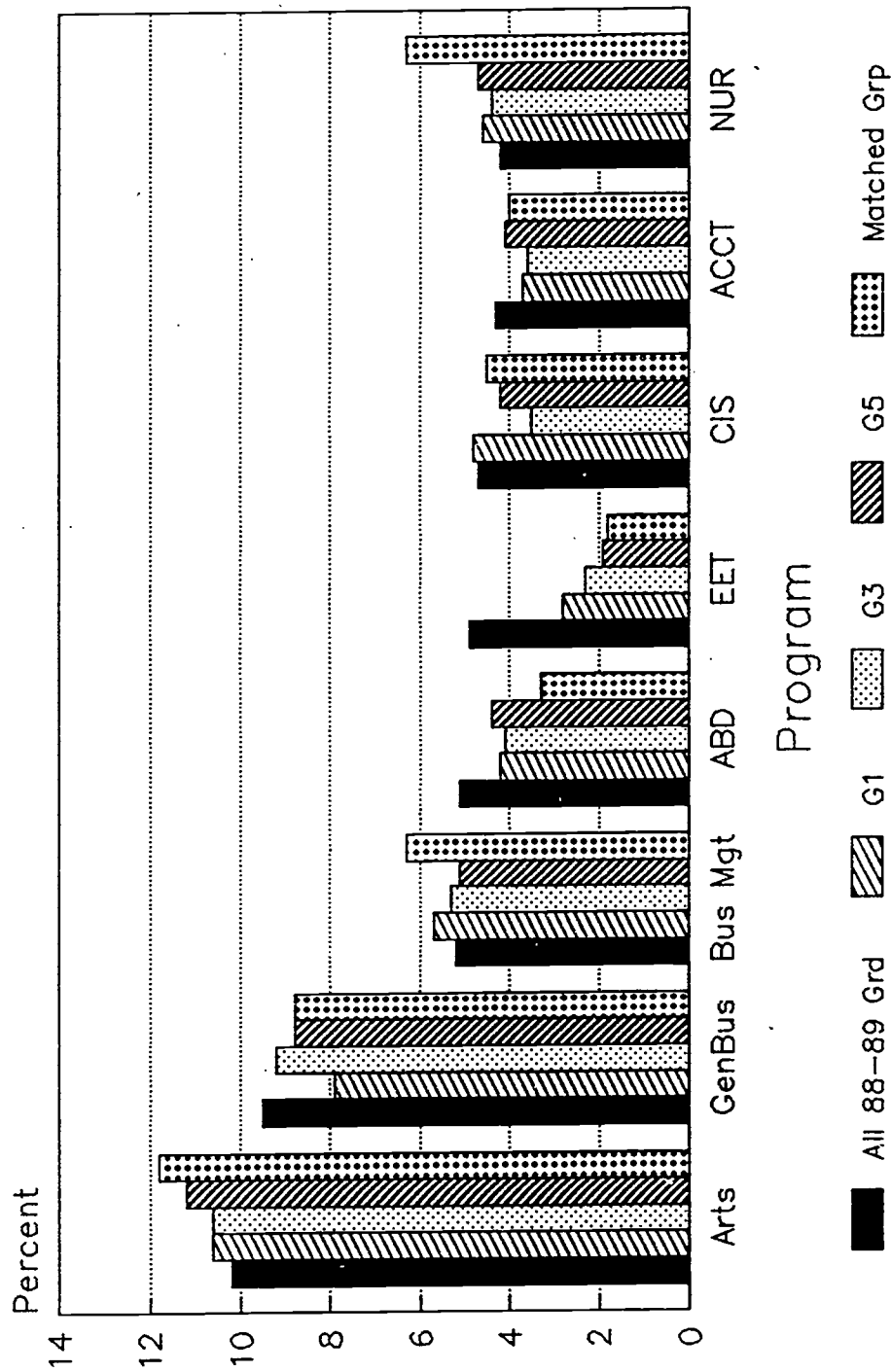
- ☐ ¹ Yes
cc48 ☐ ² No

21. We should appreciate any comments regarding how MCC could improve the program you completed or the services the College provided. Please locate your comments here.

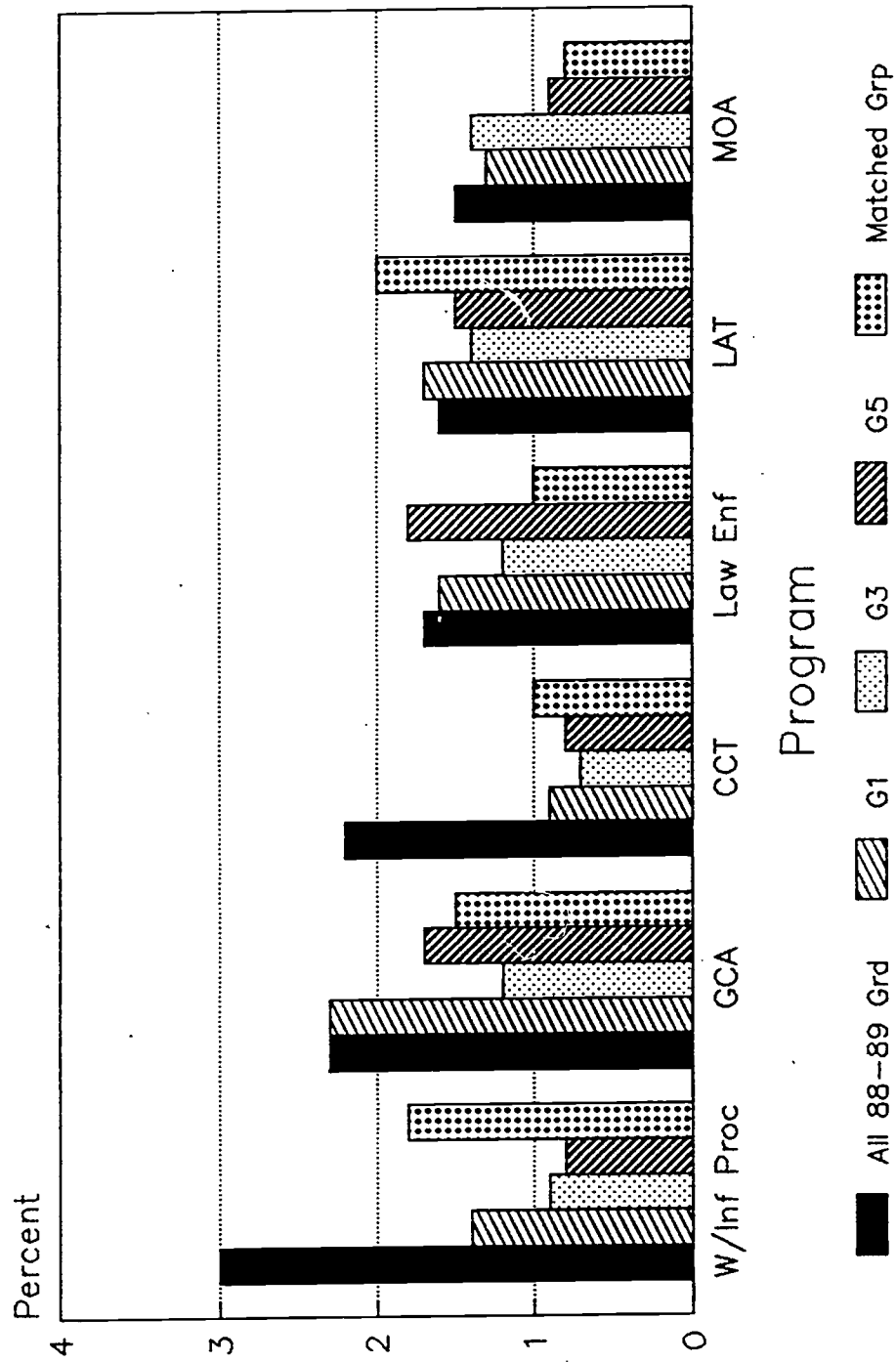
APPENDIX D
IDENTIFICATION OF PROGRAM CODES (Table 5)

Arts	Associate of Arts
ABD	Auto body design/drafting (technical)
Acct	Accounting
Bus	General business
CIS	Computer information systems, both programming and micros
CCT	Climate control technology (technical)
EET	Electrical engineering technology (technical)
GCA	Graphic and commercial art (technical)
Gen Sts	General studies
LAT	Legal assistant
Law	Law enforcement
Mgt	Business management
MOA	Medical (office) assistant
NUR	Nursing (Associate Degree/Licensed Practical)
W/IP	Word processing and information processing specialist

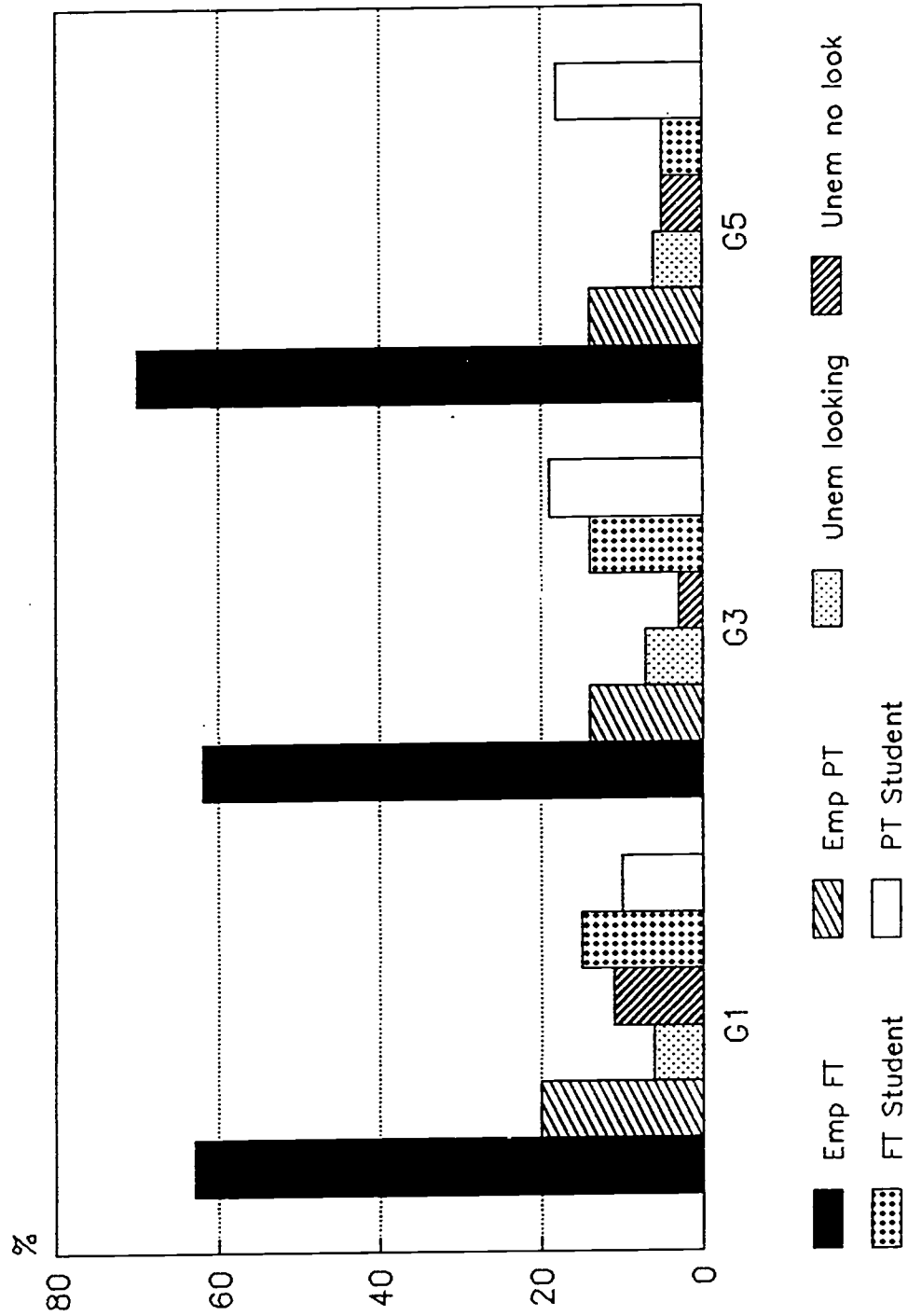
Grad Program Comparison I % By Program



Grad Program Comparison II % by program



Overall Emp/Stu Status Matched Group



APPENDIX H

MAJOR FIELD OF STUDY (TRANSFER MAJORS)

Professional fields

- Business and management
- Education
- Engineering
- Health professions
- Public affairs/social services (protective services, parks and recreation)

Arts and sciences fields

- Biological sciences (life sciences)
- Mathematics, computer sciences, and physical sciences
- Social sciences
- History
- Humanities (foreign languages, letters, philosophy, religion, theology, visual and performing arts)
- Psychology

Other fields

All other fields are grouped into one category, and include the following:

- Agriculture and natural resources
- Architecture and environmental design
- Area and ethnic studies
- Communication
- Consumer, personal and miscellaneous services
- Home economics
- Industrial arts
- Law
- Liberal/General studies
- Library and archival sciences
- Military sciences
- Multi/Interdisciplinary studies
- Personal and social development
- Trade and industrial

Source: Stowe, Peter. Occupational and Educational Outcomes of Recent College Graduates 1 Year after Graduation: 1991 (Contractor Report) National Center for Education Statistics, U.S. Department of Education, Office of Educational Research and Improvement.