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AUTHOR Frank, Jean M.  
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ABSTRACT

In spring 1990, a survey was conducted of all 247 students who had received an associate degree or certificate from Howard Community College (HCC) during fiscal year 1989. The purpose of the study was to evaluate programs and student services at HCC by collecting and analyzing data on the experiences and various outcomes of the college's graduates. A follow-up survey was also conducted of 25 employers of 1989 graduates. Major findings, based on a 42% adjusted response rate from the graduates and a 48% response rate from their employers, were as follows: (1) all respondents indicated that they had achieved their most important academic goal either completely or partly; (2) in ratings of various aspects of the college, the overall quality of the college, and the quality of classroom instruction and English skills improvement courses received the highest positive responses; (3) 74% of the respondents who entered HCC with a goal of preparing for transfer achieved their goal within one year of graduating; (4) at their transfer institution, 80% of the respondents were enrolled in the same or a related field as their program at HCC, and 74% reported a grade point average of 3.0 or higher; (5) 76% rated HCC's transfer preparation as good or very good; (6) all respondents reported having achieved their employment goals within a year after graduating from HCC; (7) over 75% of the employed respondents were working in the same or a related field as their HCC program; and (8) all responding rated HCC graduates as good or very good in their ability to learn, knowledge of specific technical job skills, and ability to solve problems. The graduate and employer survey questionnaires are included. (JMC)

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**FOLLOW-UP OF 1989 GRADUATES**

**RESEARCH REPORT NUMBER 69**

**FEBRUARY 1991**

**Office of Planning and Evaluation  
Howard Community College  
Columbia, Maryland**

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FOLLOW-UP OF 1989 GRADUATES**

**CREDITS**

**Research Analysis and  
Report Author:**

**Jean M. Frank**

**Technical Review and  
Consultation:**

**Ronald C. Heacock  
Barbara B. Livieratos  
Barbara L. Seboda**

**Editing:**

**Jacqueline L. Jenkins**

**Research Design:**

**Maryland State Board for  
Community Colleges (SBCC)  
Maryland Community College  
Research Group (MCCRG)**

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## SUMMARY OF SELECTED FINDINGS

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In the spring of 1990, a survey of all students who received an associate degree or certificate from Howard Community College (HCC) during fiscal year 1989 was conducted using survey questionnaires developed by the Maryland Community College Research Group in accordance with the Maryland State Board for Community Colleges (SBCC) procedures. The purpose was to evaluate programs and student services at HCC by collecting and analyzing data on the experiences and various outcomes of the college's graduates.

The study asked 1989 graduates to respond to questions about goals and goal achievement, personal development, transfer success, student satisfaction, and current educational and employment status. The data collected by the survey was merged with college maintained information about all 1989 graduates, such as entrance status and goals, academic performance and demographic information.

### ALL GRADUATES

In 1989, 202 associate degrees and 59 certificates were awarded to a total of 247 graduates at HCC. Forty-one percent of all graduates were in transfer programs, with Business Administration being the most popular. As in previous years, Nursing continued to be the most popular program among the 59% of 1989 graduates in career programs, with the number of graduates up 13% from that of 1988 graduates.

Sixty-seven percent of 1989 graduates earned 46 or more credits at HCC, and 57% earned a GPA of 3.0 or higher.

The most prevalent personal goal these graduates had upon entering HCC was transfer to a four year institution (66%). Seventy-one percent of those who declared an academic goal upon entering wanted to pursue an AA degree or certificate, while 29% were interested in taking courses without working toward a degree.

### GRADUATES RESPONDING TO SURVEY

Of the 247 follow-up questionnaires that were distributed, 96 were completed and included in the analysis, and 20 were returned as undeliverable. Adjusting for the undeliverable questionnaires, the response rate was 42%. Respondents were generally of the same demographic composition as the total population of 1989 graduates, with the exception of blacks, who were somewhat underrepresented in the respondent group.

All respondents (100%) indicated that they had achieved their most important goal either completely or partly.

Respondents rated enhancement of self-confidence and increased enjoyment of learning as major contributions to their personal development (mean rating of 3.6 on a 5-point scale measuring the college's contribution to personal development). Other areas rated ranged from educational and career goals to art appreciation and improvement of writing, reading and math skills.

In their ratings of various aspects of HCC, the overall quality of the college, followed equally by both quality of classroom instruction and English skills improvement courses, received the highest positive responses with 88% and 85% of respondents rating these aspects as good or very good, respectively. When asked if they would do it again, 86% indicated that they would definitely or probably attend HCC, and 67% would enroll in the same program.

### TRANSFER RESPONDENTS

Seventy-four percent of the respondents who entered HCC with a goal to prepare for transfer had achieved their goal within a year of graduating. The most frequently named transfer institutions were University of Maryland Baltimore County, Towson State University and University of Baltimore. At their transfer institution, 80% of the respondents were enrolled in the same or a related field as their program at HCC, and 74% reported a GPA of 3.0 or higher. Seventy-six percent rated HCC's transfer preparation as good or very good, and nearly three-fourths of the transfer respondents reported losing six or fewer credits.

### EMPLOYED RESPONDENTS AND THEIR EMPLOYERS

Fully 100% of the respondents reported having achieved their employment goals within a year after graduating from HCC. Forty-two percent of respondents began their present job after attending HCC, and 93% of the employed respondents were working in the Maryland/Washington, D.C. area, with about one-third of those in Howard County. Over three-fourths were employed in the same or a somewhat related field as their HCC program. Sixty percent of the respondents rated employment preparation at HCC as good or very good, while 30% rated preparation as fair. Reported gross annual income from full-time employment ranged from under \$10,000 to over \$45,000, with a median reported annual income of \$25,000.

Twelve out of 25 employers of 1989 graduates, yielding a response rate of 48%, responded to a follow-up survey conducted with the permission of employed graduates. Employers' assessment of the match between education and job requirements shows that 73% of employers perceived the match to be close, while 27% thought the program was somewhat related to the job requirements. When asked to rate employment preparation in several areas, ALL employer respondents rated HCC graduates as good or very good in ability to learn, knowledge of specific technical job skills, familiarity with equipment, the ability to solve problems and overall preparation for employment.

ALL responding employers indicated that they would hire another HCC graduate from the same program, and ALL would recommend that other employers do the same.



# HOWARD COMMUNITY COLLEGE FOLLOW-UP OF 1989 GRADUATES

## 1.0 DEGREES AWARDED AND DEMOGRAPHIC COMPARISONS

A total of 247 graduates earned degrees at Howard Community College during Fiscal Year 1989. The highest degrees earned by these graduates were:

Associate Degrees	198
Certificates	49

Twelve graduates earned two degrees and one earned three, making the total number of awards 261, broken down as follows:

Associate Degrees	202
Certificates	59

Chart 1 summarizes graduates' degree and total awards information.

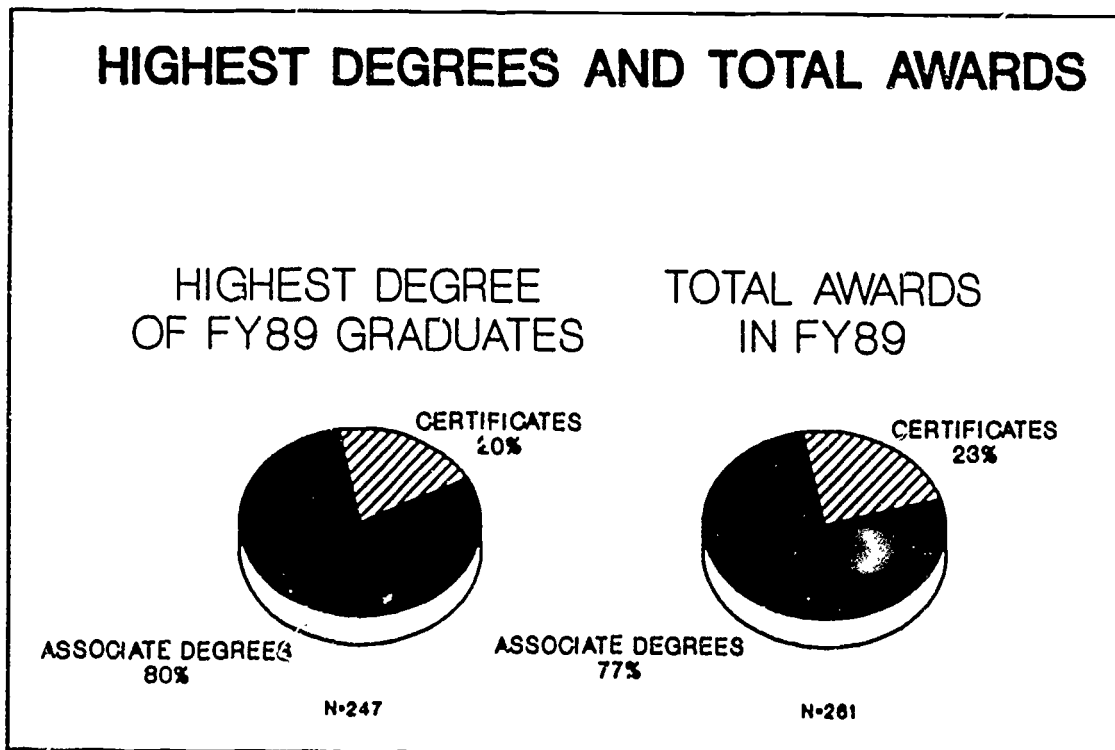


CHART 1

## 1.1 DEMOGRAPHIC COMPARISONS

The demographic characteristics of the survey respondents were compared to the characteristics of all graduates in order to determine the representativeness of the survey sample. Table 1 presents a profile of all FY89 graduates, while Charts 2, 3 and 4 present comparisons of the gender, age groups and race/ethnic status of all graduates and survey respondents.

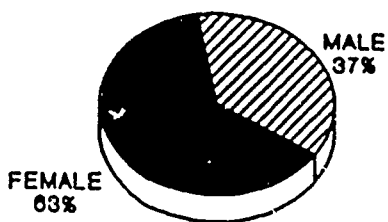
Table 1  
1989 HCC GRADUATES: A PROFILE

CHARACTERISTIC	NUMBER (N=247)	PERCENT
<b>GENDER</b>		
Female	155	62.8%
Male	92	37.2%
<b>AGE</b>		
15 - 19	5	2.0%
20 - 24	75	30.4%
25 - 29	52	21.1%
30 - 39	64	25.9%
40 - 49	42	17.0%
50 - 59	9	3.6%
60 and Over	0	0%
<b>RACE/ETHNIC STATUS</b>		
White	188	76.1%
Black	43	17.4%
Asian	10	4.0%
American Indian	1	.4%
Hispanic	1	.4%
Other	4	1.6%
<b>PROGRAM TYPE</b>		
Transfer	101	40.9%
Career	146	59.1%
<b>HIGHEST DEGREE EARNED</b>		
Associate Degree	198	80.2%
Certificate	49	19.8%

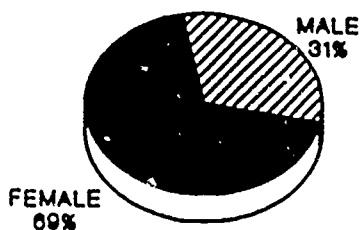
# GRADUATES BY GENDER

ALL GRADUATES

GRADUATES RESPONDING TO SURVEY



N=247



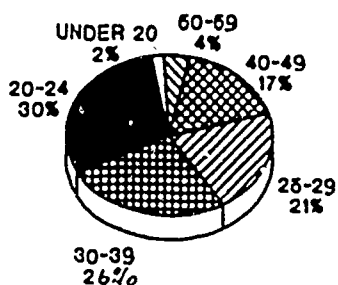
N=96

CHART 2

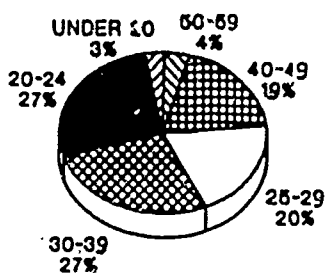
# GRADUATES BY AGE

ALL GRADUATES

GRADUATES RESPONDING TO SURVEY



N=247



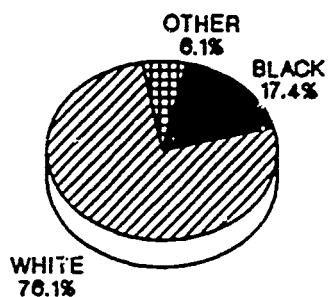
N=96

Note: There were no graduates in the 60 and over category.

CHART 3

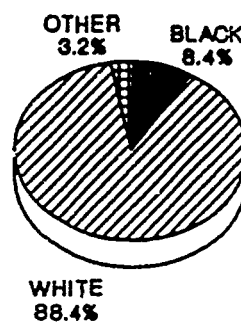
## GRADUATES BY RACE/ETHNIC STATUS

ALL GRADUATES



N=246

GRADUATES RESPONDING TO SURVEY



N=95

CHART 4

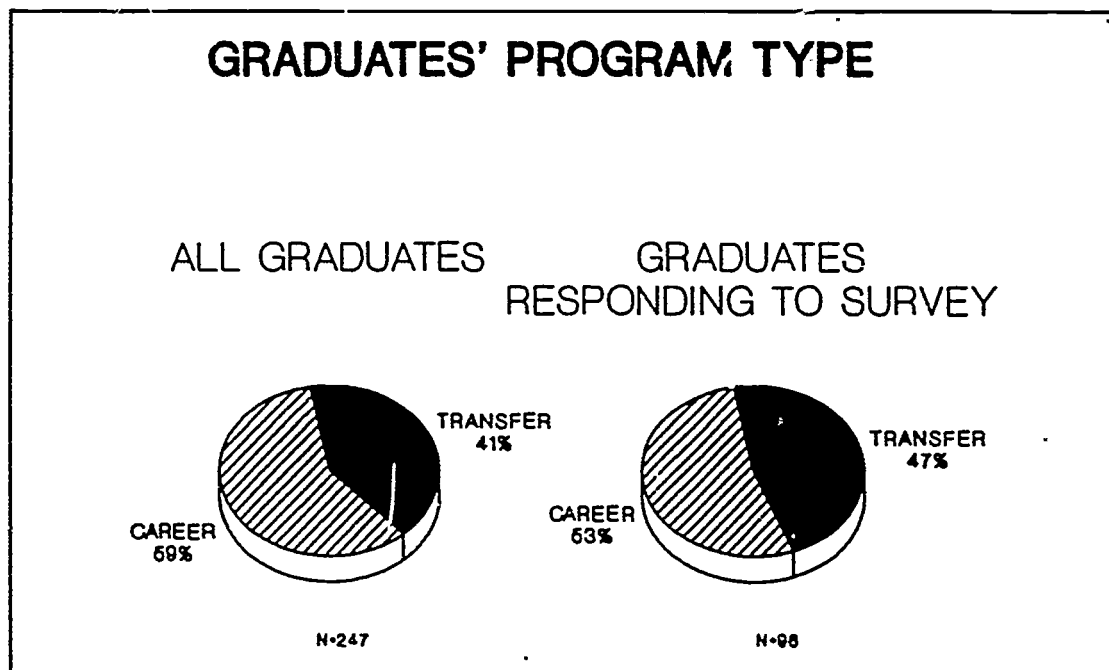
As shown, there were more female than male graduates, 76% were white, and the largest age category was 20-24 years old. Sixty-eight percent of the graduates were of non-traditional age (25 years or older).

The characteristics of the survey respondents were generally similar to the demographic characteristics for all graduates, with the exception of considerable underrepresentation of blacks and slight underrepresentation of males in the survey sample.

## 1.2 PROGRAM COMPARISONS

All graduates and survey respondents were also compared with respect to program type. Programs of study were classified into two categories:

- Transfer programs which prepare students to transfer to a four-year institution
- Career programs which directly prepare students for employment upon graduation from the community college



**CHART 5**

Percentages of all graduates and survey respondents in transfer and career programs were similar. As shown in Table 1 and Chart 5, 59% of all graduates and 53% of survey respondents were in career programs; and 41% of all graduates were in transfer programs, while 47% of survey respondents were in transfer programs. Thus, graduates of both career and transfer programs were well-represented in the survey group.

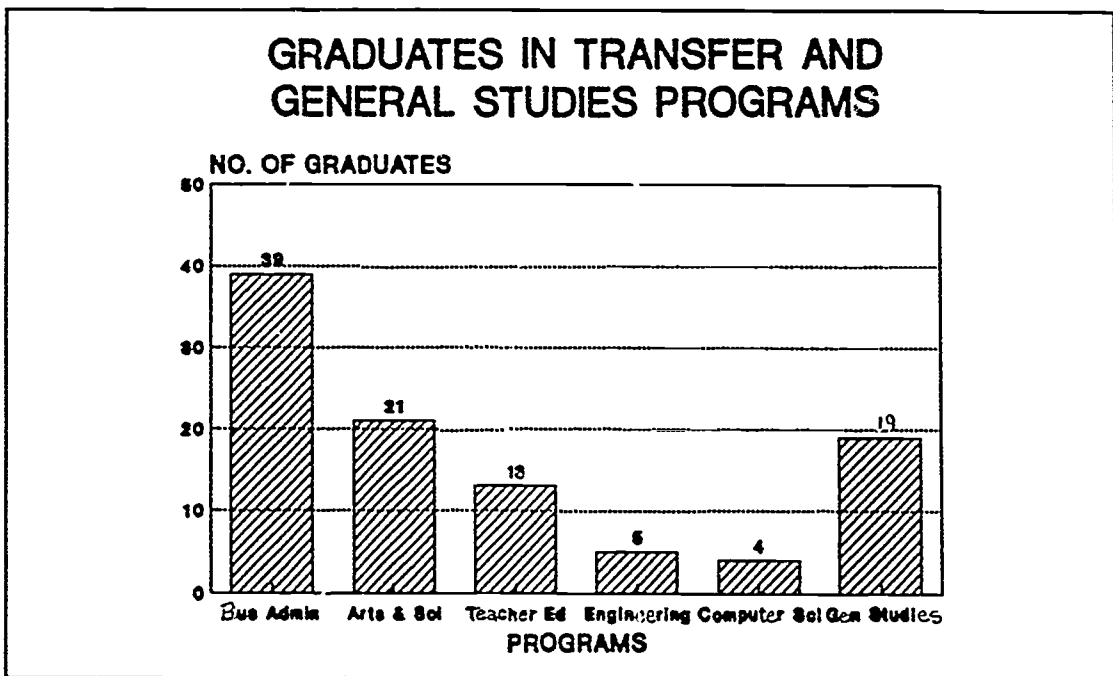
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## 2.0 ALL GRADUATES

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Looking more closely at the academic characteristics of all graduates, beginning with their programs of study, Charts 6 and 7 detail the number of FY89 graduates in transfer and general studies programs and those in career programs, respectively.

Business Administration continued to be the most popular of the transfer and general studies programs. As in 1988, Arts and Sciences and General Studies followed in popularity for 1989 graduates.



**CHART 6**

Chart 7 shows that Nursing continued to be by far the most popular career program among HCC graduates. The number of graduates in the Secretarial Science program more than doubled in FY89 (19 in FY89 and 8 in FY88), making it the second most popular program, followed closely by Electronics Technology.

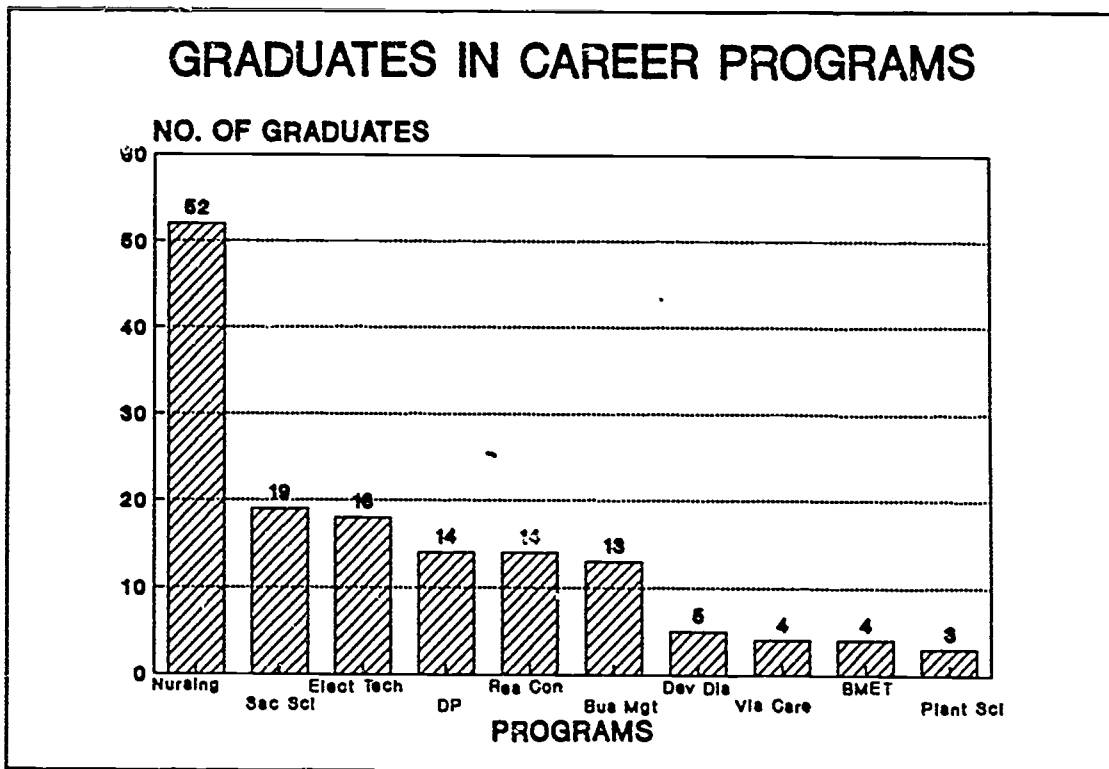


CHART 7

Looking at credits and cumulative grade point averages earned by graduates, Chart 8 shows that two-thirds (67%) earned 46 or more credits at HCC. Fifty-seven percent of 1989 graduates earned a GPA of 3.0 or higher (Chart 9). These proportions were slightly lower than those for 1987 and 1988 graduates (65% for both years).

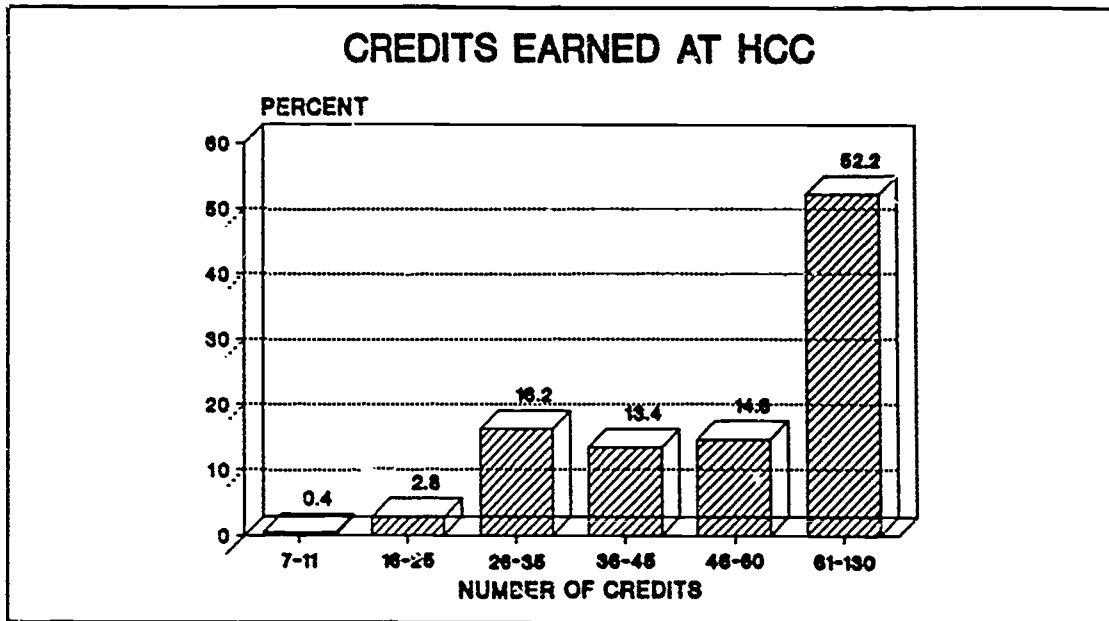


CHART 8

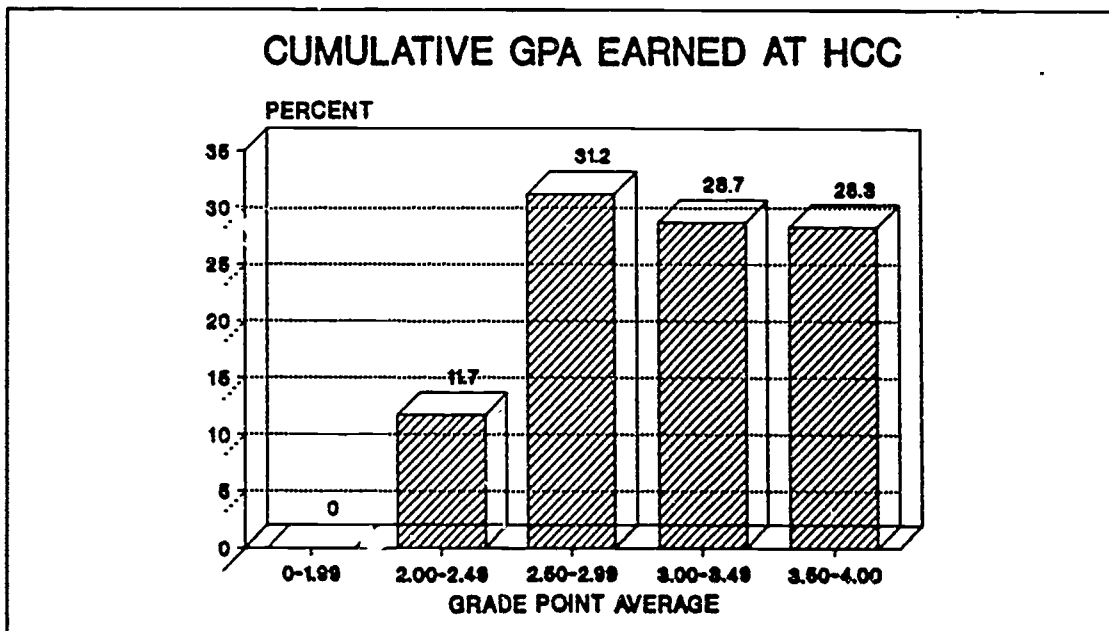
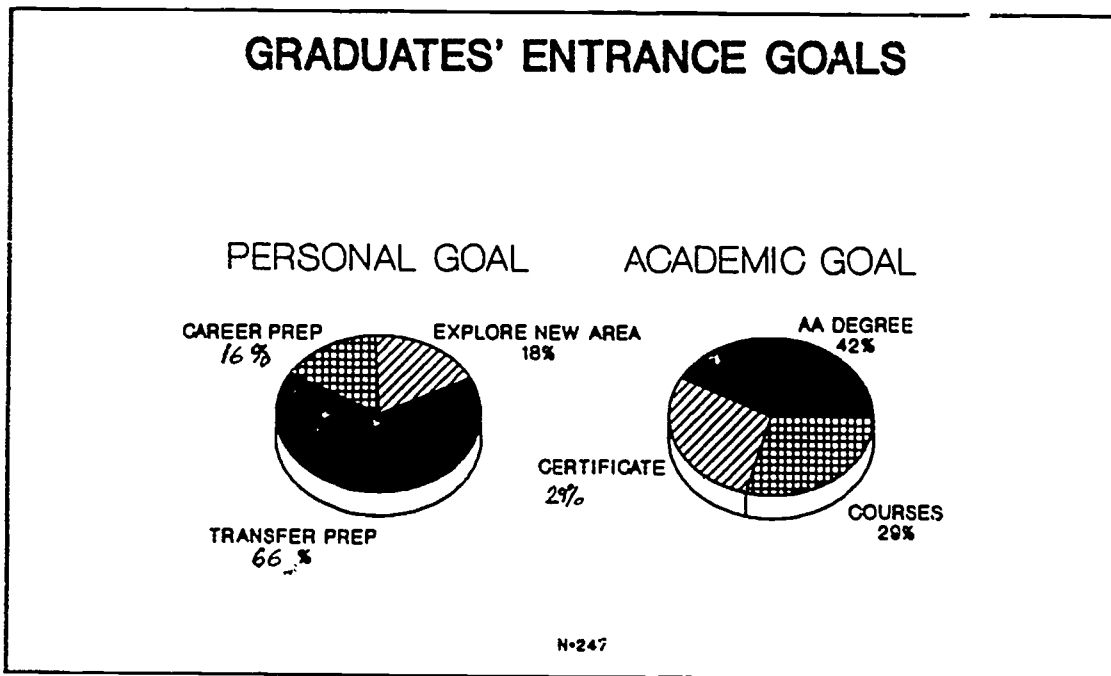


CHART 9



In examining personal and academic goals upon entering HCC, two-thirds (66%) of the graduates rated transfer to a four-year institution as their most important personal goal. Others wanted to explore a new occupational or academic area (18%) or prepare for entry into a career (16%). Among academic goals identified upon entering HCC, 42% of the graduates wanted to pursue an AA degree, while equal numbers of graduates (29%) were interested in pursuing a certificate or taking courses without working toward a degree or certificate. Chart 10 details the personal and academic goals of FY89 graduates.



**CHART 10**

### 3.0 ALL SURVEY RESPONDENTS

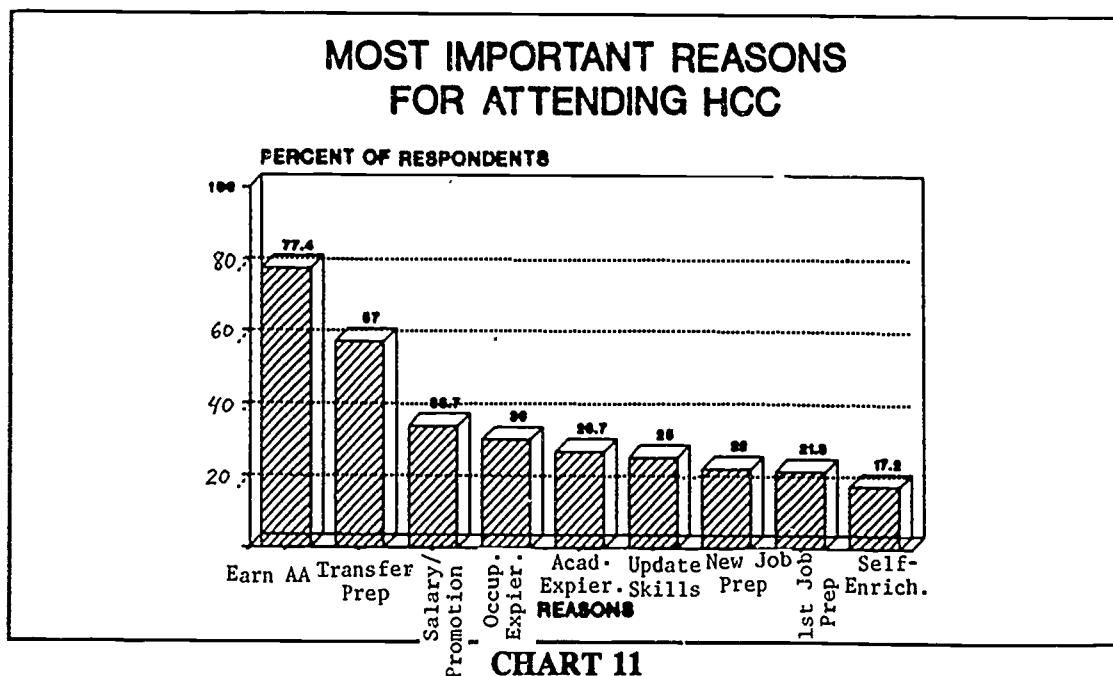
Almost one year after graduation, 78% of the responding graduates were employed; 59% of them full time and 19% part time. Of the 42% who reported that they were students, over two-thirds were full time (12 or more credit hours). Table 2 outlines the current work/education status of respondents.

**Table 2  
CURRENT WORK/EDUCATION STATUS**

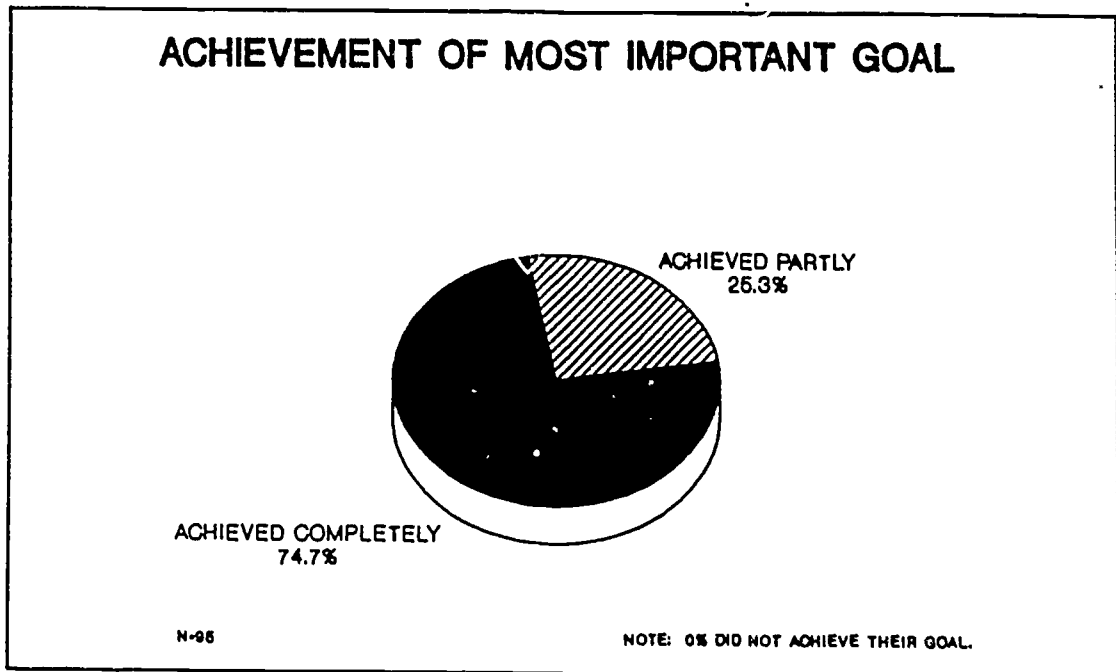
WORK/EDUCATION STATUS	N =	PERCENT *
Employed Full Time (35 hours min )	57	59.4%
Employed Part Time	18	18.8%
Full-time Student (12 credit hours min.)	27	28.1%
Part-time Student	13	13.5%
Full-time Homemaker	3	3.1%
Active Military Service	1	1%
Unemployed and Seeking Job	5	5.2%
Retired	0	0%

\* Percentages do not add up to 100% because respondents could choose more than one work/education category.

Preparing for transfer and earning an AA were cited most often (77% and 57%, respectively) as the single most important reason for deciding to attend HCC. Other reasons rated as most important in order of respondents' preferences included obtaining a salary increase and/or job promotion (34%), followed by occupational and academic exploration (30% and 27%, respectively).



When asked if their most important goal had been achieved by the time they graduated from HCC, 75% of respondents reported that their goals had been achieved completely. Another 25% said that they had partly achieved their goal. Thus, a full 100% indicated that they either completely or partly achieved their most important goal. The responses are summarized in Chart 12.



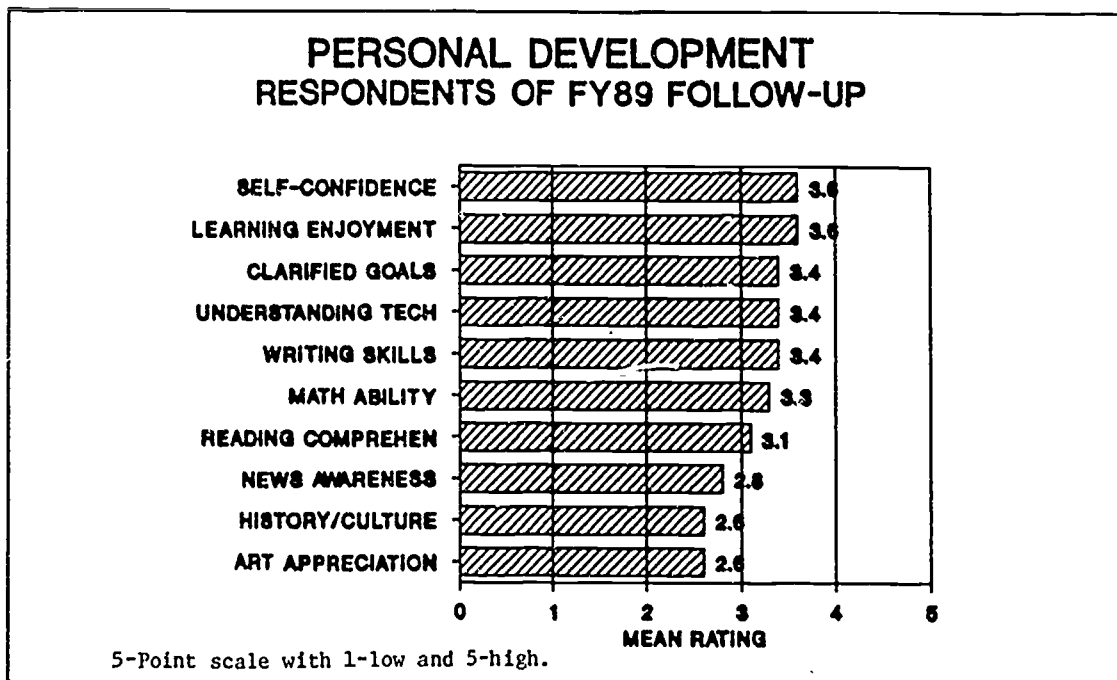
**CHART 12**

Graduates were asked to rate to what extent attending HCC contributed to their personal development in areas such as reading, writing and math skills improvement, art appreciation, self-confidence and goal clarification, and understanding of science and technology. Respondents reported that, as shown in Chart 13, self-confidence and enjoyment of learning were enhanced a great deal, each with a mean rating of 3.6 on a 5-point scale measuring the college's contribution to personal development. Clarified educational or career goals, improved understanding of science and technology, along with improved writing skills followed with a 3.4 rating. Table 3, following, details personal development achieved while at HCC and Chart 13 summarizes respondents' mean ratings for areas of personal development.

**Table 3**  
**PERSONAL DEVELOPMENT WHILE AT HCC**

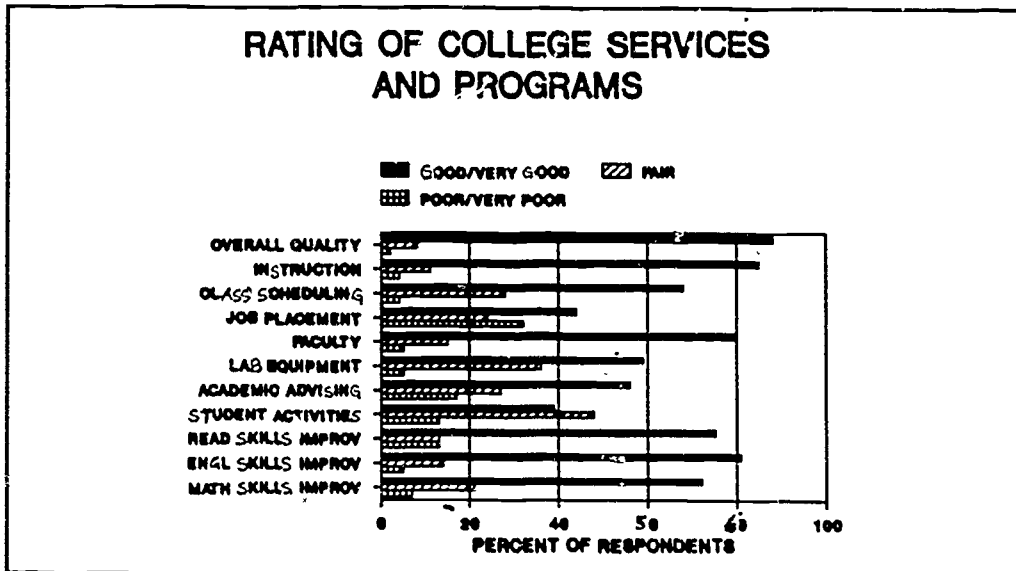
AREAS OF PERSONAL DEVELOPMENT	N=	PERCENT* WHO RATED CONTRIBUTION AS:				
		A Great Deal .....	Fair Amount.....	Not At All		
Enhanced Self-confidence	93	30%	24%	27%	14%	5%
Clarified Educational or Career Goals	92	24%	24%	26%	16%	10%
Improved Understanding of Science and Technology	92	22%	24%	36%	7%	12%
Increased Learning Enjoyment	89	32%	26%	23%	9%	11%
Increased Mathematics Ability	93	22%	23%	34%	9%	13%
Improved Writing Skills	91	20%	24%	39%	11%	7%
Improved Reading Comprehension	91	10%	29%	32%	17%	13%
Increased Attentiveness to News and World Events	91	9%	19%	35%	15%	22%
Increased Knowledge of Other Cultures and Periods of History	87	15%	10%	21%	29%	25%
Enhanced Appreciation of Art, Music, or Literature	90	12%	17%	19%	21%	31%

\* Percentages may not add up to 100% due to rounding.



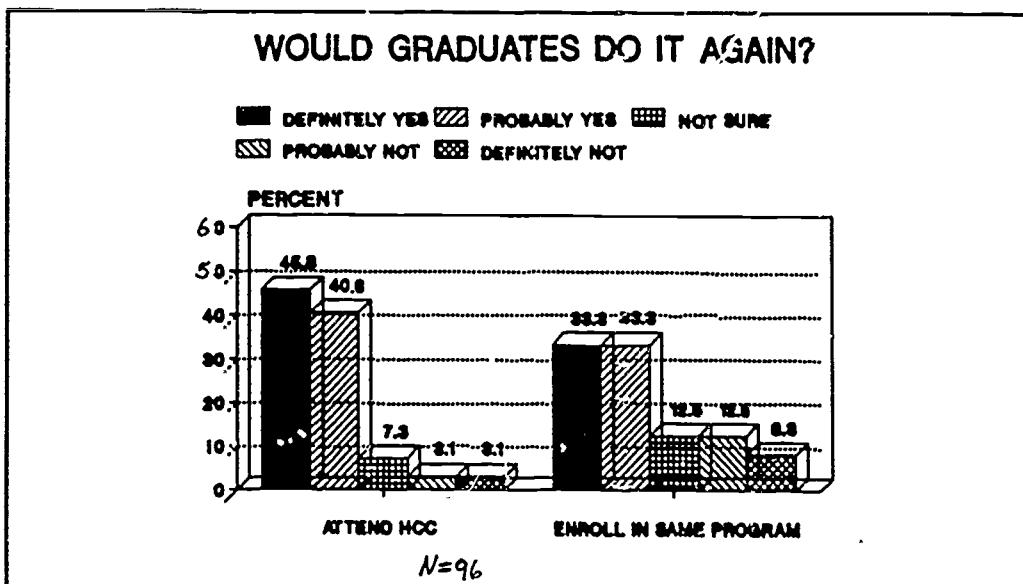
**CHART 13**

Graduates were asked to rate various aspects of HCC on a 5-point scale ranging from "very good" to "very poor". Overall quality of the college was rated as good or very good by the greatest percentage (88%) of respondents. Following closely were quality of classroom instruction (85%), English skills improvement courses (85%) and faculty availability and helpfulness (80%). Chart 14 details respondents' ratings of college services and programs.



**CHART 14**

In perhaps the most critical assessment of the college and its programs, graduates were asked, if they had it to do over again, whether they would attend HCC and enroll in the same program again. Eighty-six percent indicated that they definitely or probably would attend HCC again, and 67% said that they would enroll in the same program. Chart 15 details responses as to whether graduates would do it again.



**CHART 15**

### **3.1 RESPONDENT COMMENTS**

The survey questionnaire included an opportunity for graduates to comment about what they liked best about HCC and what changes could be made to improve services and help students achieve their goal. Respondents' comments to the specific questions are summarized below.

#### ***What did you like best about this community college?***

Comments to this question were noted by 70 of the respondents. In addition to positive comments about the location, cost and convenience of HCC and its small class sizes, the dedication to student success and friendly concern for students by faculty and staff were commended by over 80% of the respondents.

- The faculty, almost without exception, was totally supportive and encouraging.
- Basically, HCC is the place that cares. You are important and you are treated that way.
- The efficiency and availability of staff
- The idea that students were to learn rather than be failed and weeded out was the prevalent attitude of the faculty and school.
- Quality, compassion and interest the teachers gave the students
- The atmosphere of friendliness and helpfulness on campus
- The teachers and administrators were willing to go out of their way to help.
- The faculty was always available and helpful.
- The one-on-one student to teacher relationship
- The teachers really make the college! Most of them are excellent. They are able to teach on a one-to-one level and really make learning easy.

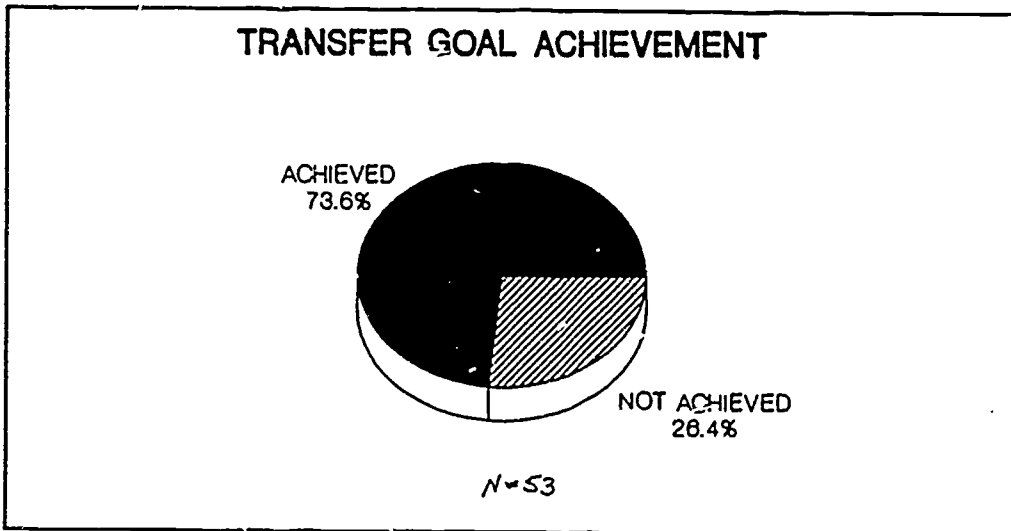
#### ***What changes could be made to improve services and to help students achieve their goal?***

Many comments were program specific, often referring to characteristics of a particular course, and some related to the need for better parking or facilities. Of the 54 comments written in response to this question, 13 expressed the need for better academic and career advising, especially in relation to transferring to another institution. Several respondents indicated a need for expanded job placement services and greater scheduling flexibility, while others could think of no improvements to be made.

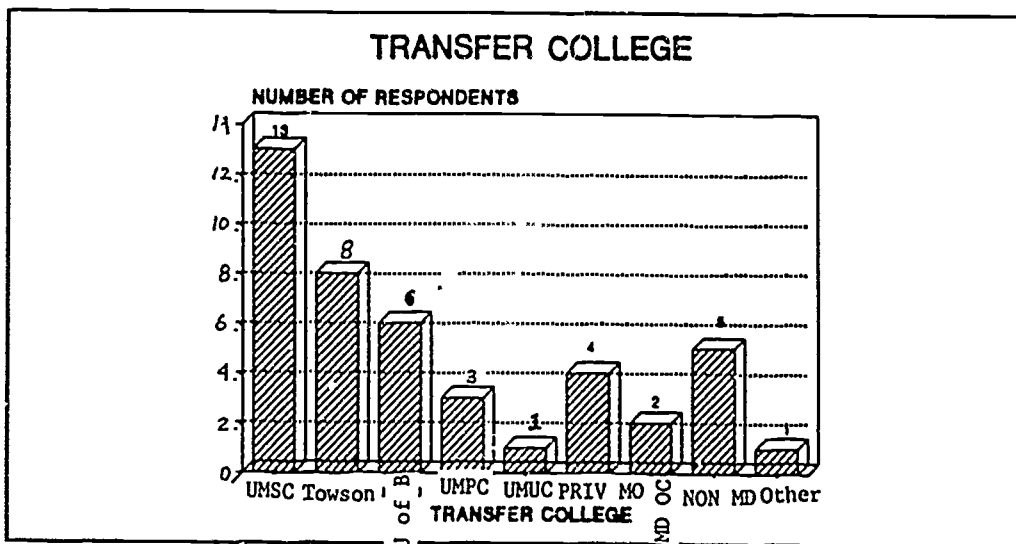
- I would like to see more activities directed towards transfer students - what courses to take, what other state colleges offer, etc.
- I've never been involved with a work-study program or a job placement service, but I think I would have benefitted by having done so. I think the school should more actively recruit and/or advertise these services.
- HCC keeps abreast with the student's interests and they improve their services constantly, thus nothing needs improvement.

## 4.0 TRANSFER RESPONDENTS

Of those respondents who had entered HCC with a goal to prepare for transfer, 74% had achieved that goal within the year after graduation (see Chart 16). A total of 53 respondents, over half of all respondents, indicated that they had taken courses at another college since graduating from HCC. As shown in Chart 17, the University of Maryland Baltimore County was the most frequently named transfer institution, followed by Towson State University and University of Baltimore.

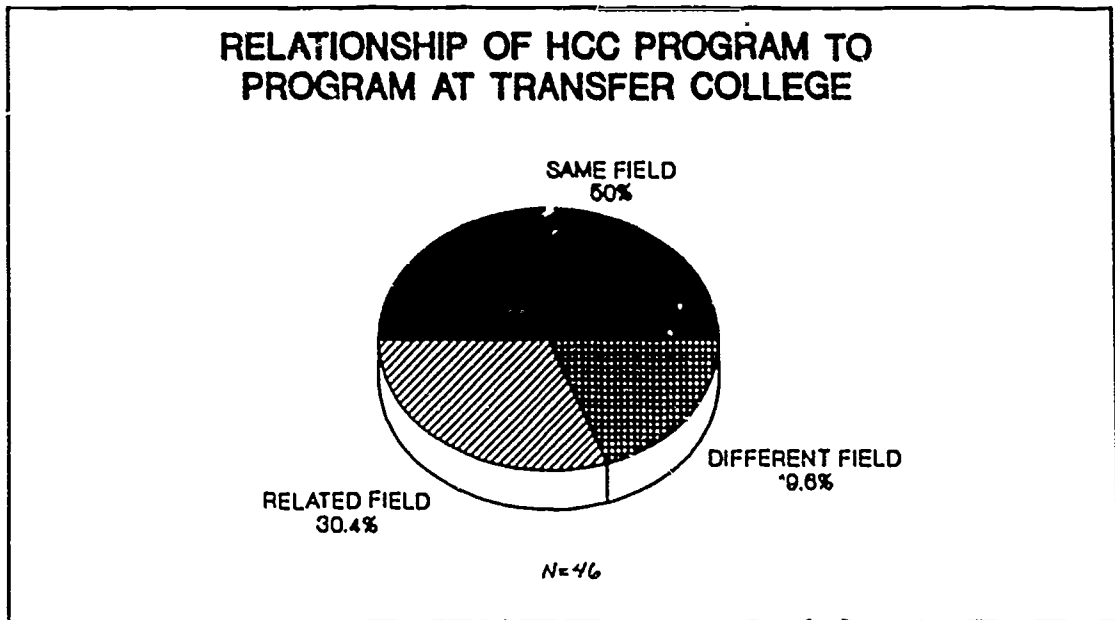


**CHART 16**



**CHART 17**

Chart 18 shows the relationship between the respondent's program at HCC and at the transfer college. One-half indicated that they were enrolled in the same field, while nearly one-third (30%) were in a related field. Twenty percent reported being enrolled in a different field.



**CHART 18**

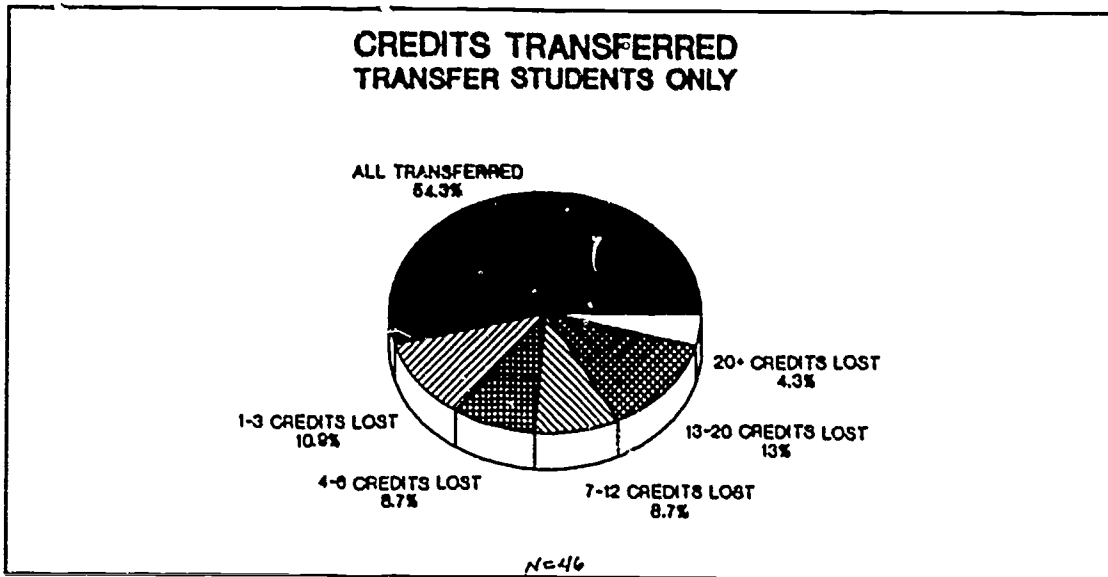
Table 4 depicts the respondents' reported grade point average intervals at their transfer institutions. Seventy-four percent had a GPA of 3.0 or higher, one-half of which were 3.5 or higher. Only one graduate reported having a GPA less than 2.5 at the transfer institution.

**Table 4  
TRANSFER GPA INTERVALS**

GPA INTERVAL	NUMBER OF RESPONDENTS	PERCENT
< 2.00	0	0%
2.00 - 2.49	1	2.6%
2.50 - 2.99	9	23.7%
3.00 - 3.49	13	34.2%
3.50 - 4.00	15	39.5%

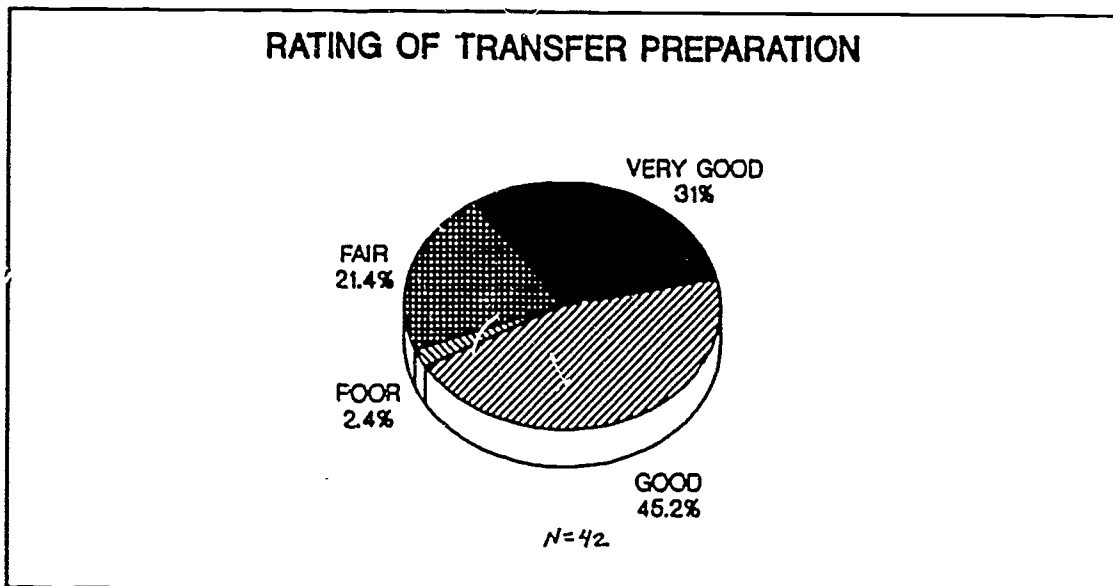


When asked how many credit hours for courses with a grade of "C" or better from HCC were accepted at the transfer institution, almost three-fourths of the respondents reported transferring all but six or fewer credits. Although 26% reported not having seven or more credits transferred, a Howard Community College research study of articulation attributes credit losses for graduates to a change in field of study. Attempting transfer of credits for nonessential courses and the fact that only 60 credits can be accepted from a two-year college were also cited as reasons for credit losses in the study. Chart 19 details the number of credits lost when respondents transferred to another institution.



**CHART 19**

Over three-fourths of the respondents rated HCC's transfer preparation as good or very good. Two percent rated HCC's transfer preparation as poor. Chart 20 summarizes FY89 respondents' ratings.



**CHART 20**

## 5.0 EMPLOYED RESPONDENTS AND THEIR EMPLOYERS

As indicated earlier in Table 2, 78% of all respondents were employed either full or part time. Among the graduates for whom employment was a goal, a full 100% had achieved that goal within a year after graduating from HCC (see Chart 21).

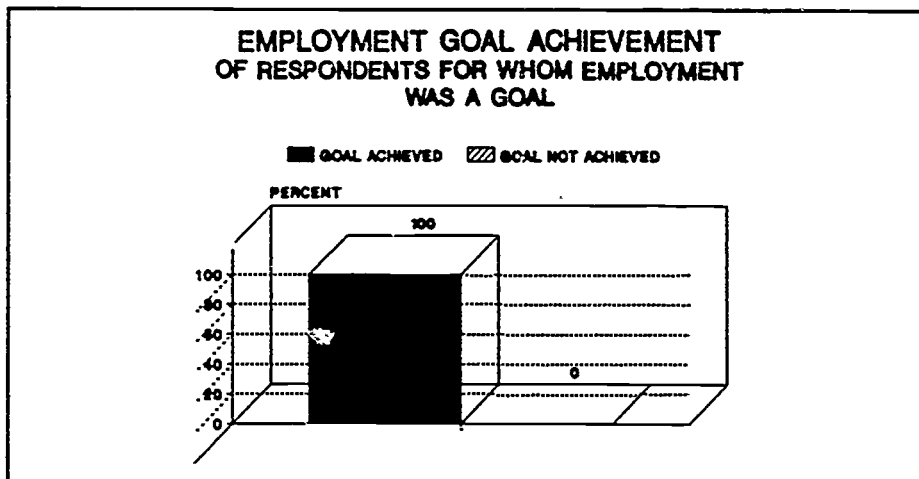


CHART 21

When asked how well HCC prepared graduates for employment, 60% of employed respondents rated their employment preparation as good or very good, while 30% rated preparation as fair. Ten percent reported employment preparation as poor or very poor.

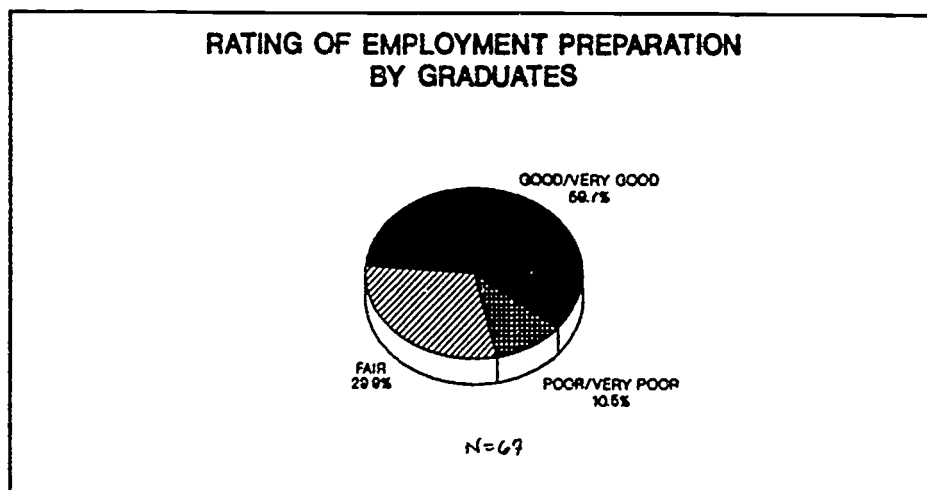
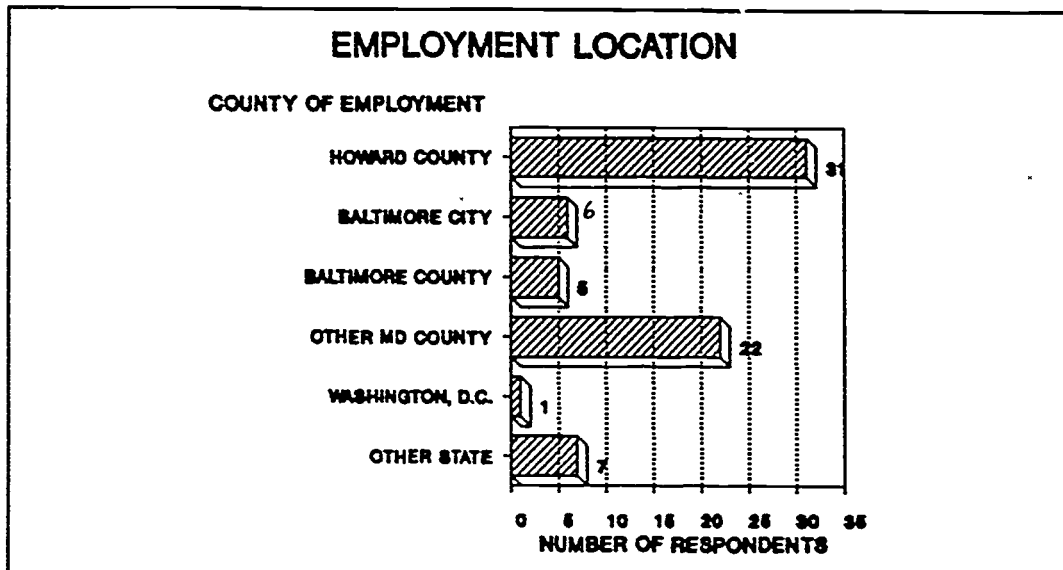


CHART 22

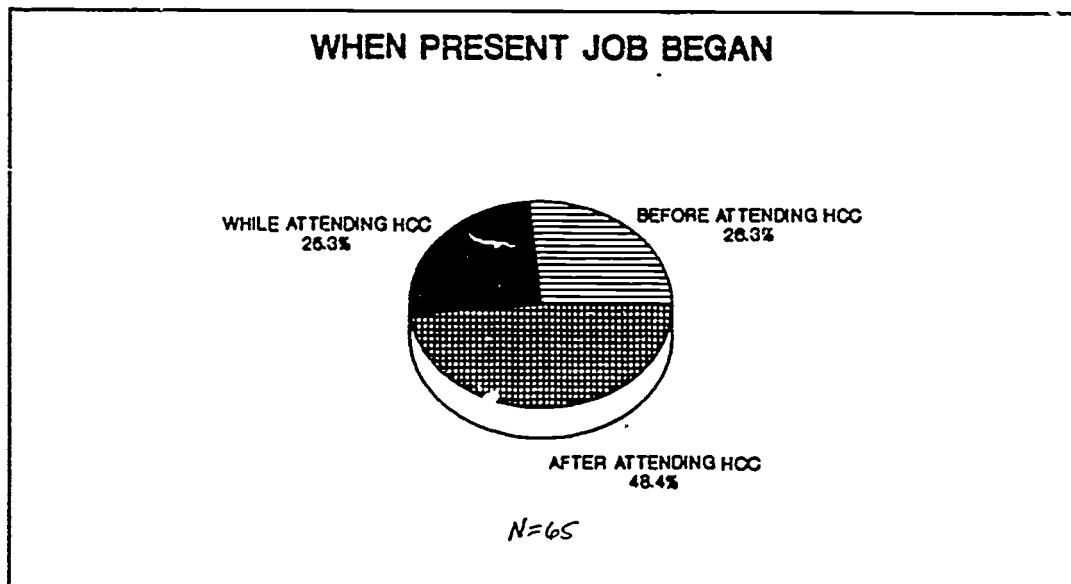
Chart 23 indicates that 90% of the employed respondents worked in the Maryland/Washington, D.C. area, with one-third of those employed in Howard County.



**CHART 23**

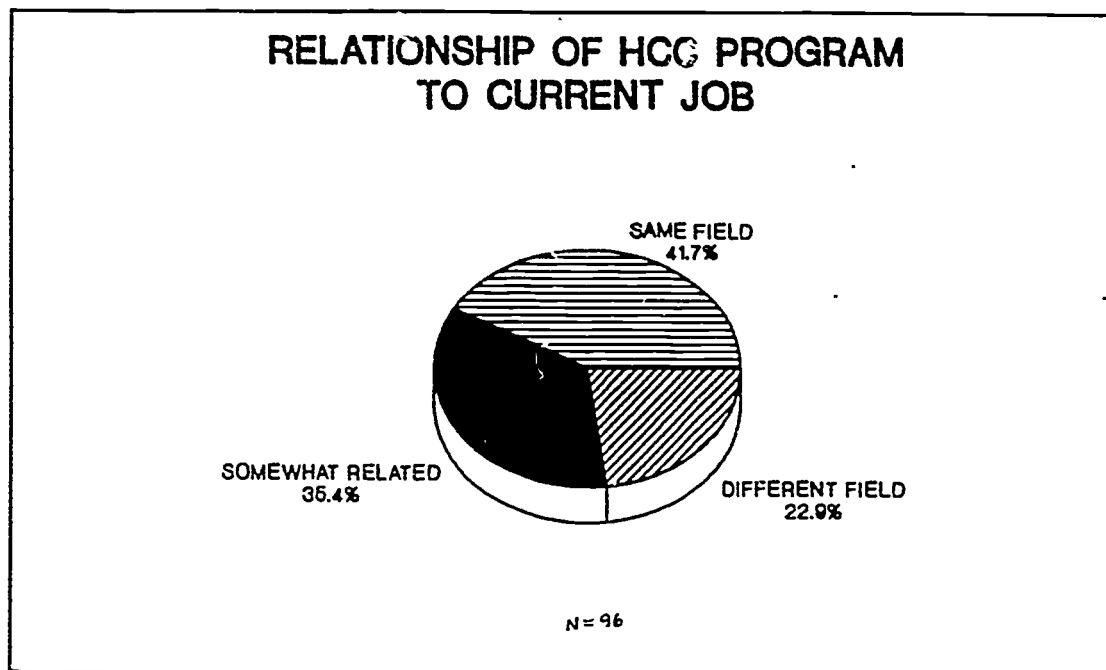
NOTE: "Other MD County" includes Montgomery, Carroll, Anne Arundel and Prince Georges counties.

Forty-two percent of the respondents began their present job after attending HCC (see Chart 24).



**CHART 24**

Over three-fourths of the respondents were working in the same or a somewhat related field as their HCC program. Nearly one-fourth were employed in a field that differed from their HCC program.



**CHART 25**

In turning to graduates' gross annual income from full-time employment, Chart 26, following, displays reported salaries in incremental ranges of five thousand dollars. Gross annual income from full-time employment ranged from under \$10,000 to over \$45,000, with a median reported annual income of \$25,000. To more closely examine the relationship between annual income and program area, Table 5 details the mean annual income of respondents who reported full-time employment related or somewhat related to their program at HCC by that program.

## GROSS ANNUAL REPORTED INCOME FROM FULL-TIME EMPLOYMENT

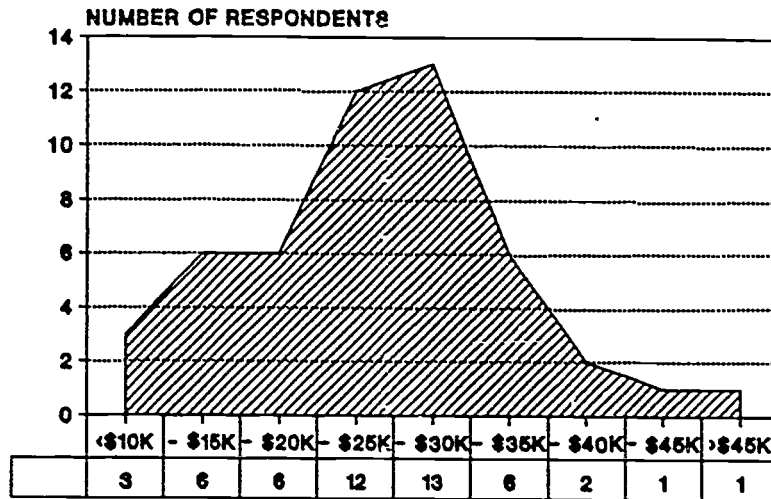


CHART 26

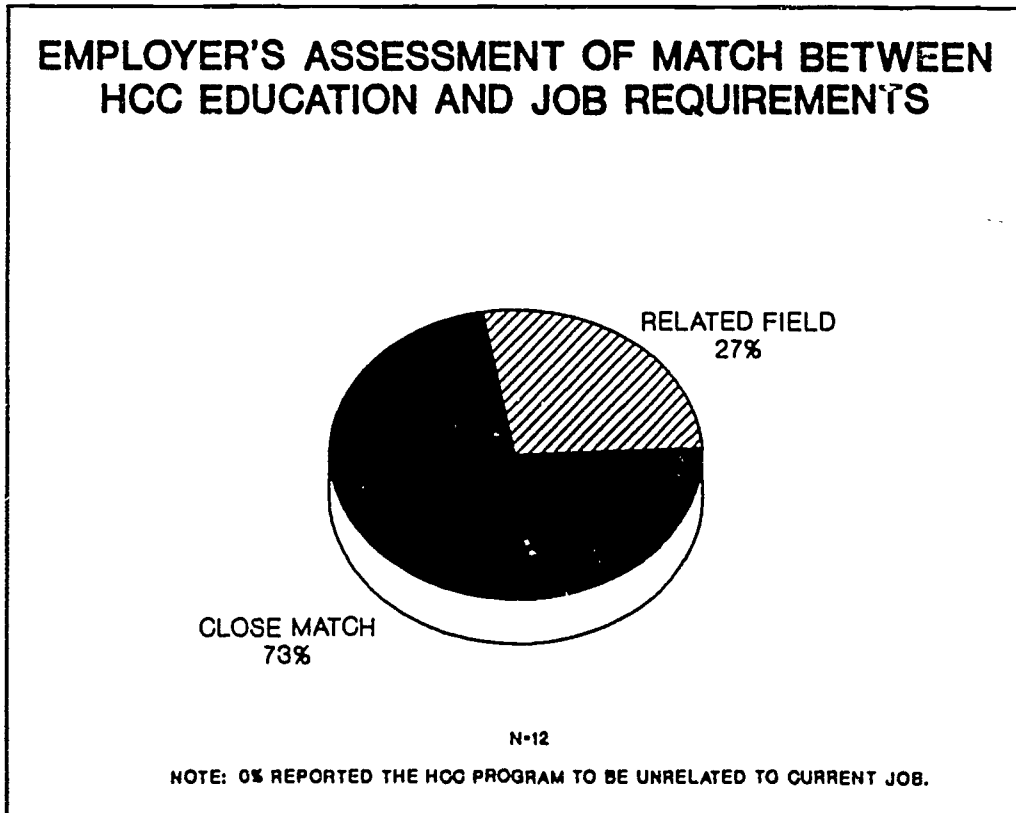
Table 5  
MEAN ANNUAL INCOME BY PROGRAM AREA

PROGRAM AREA	MEAN ANNUAL INCOME FROM FULL-TIME EMPLOYMENT	NO. OF RESPONDENTS WHO GRADUATED AND ARE WORKING IN AREA
Accounting	\$20,250	2
Business Administration	\$35,000	1
Business Management	\$45,000	1
Computer Science	\$26,000	1
Data Processing	\$26,355	4
Electronics Technology	\$26,696	6
General Studies	\$21,000	2
Information Systems Mgt.	\$22,900	2
International Business	\$32,000	1
Liberal Arts	\$ 8,500	1
Nursing	\$28,963	8
Office Automation Oper.	\$20,608	3
Secondary Education	\$30,600	1
Secretarial Science	\$19,316	7

## 5.1 EMPLOYER RATINGS

Graduates were asked if their current employer might be contacted to ask how well HCC prepared students for their jobs.

Responses from 12 employers included perceptions of the match between education and job requirements (Chart 27) and evaluation of employment preparation in several areas. Chart 28, following, specifies these areas and employers' ratings of graduates in each area. All employer respondents rated HCC graduates as good or very good in ability to learn, knowledge of specific technical job skills, familiarity with equipment, the ability to solve problems and overall preparation for employment. Written and oral communication skills followed in order with 92% of the responding employers rating preparation as good or very good.



**CHART 27**

## EMPLOYER RATINGS

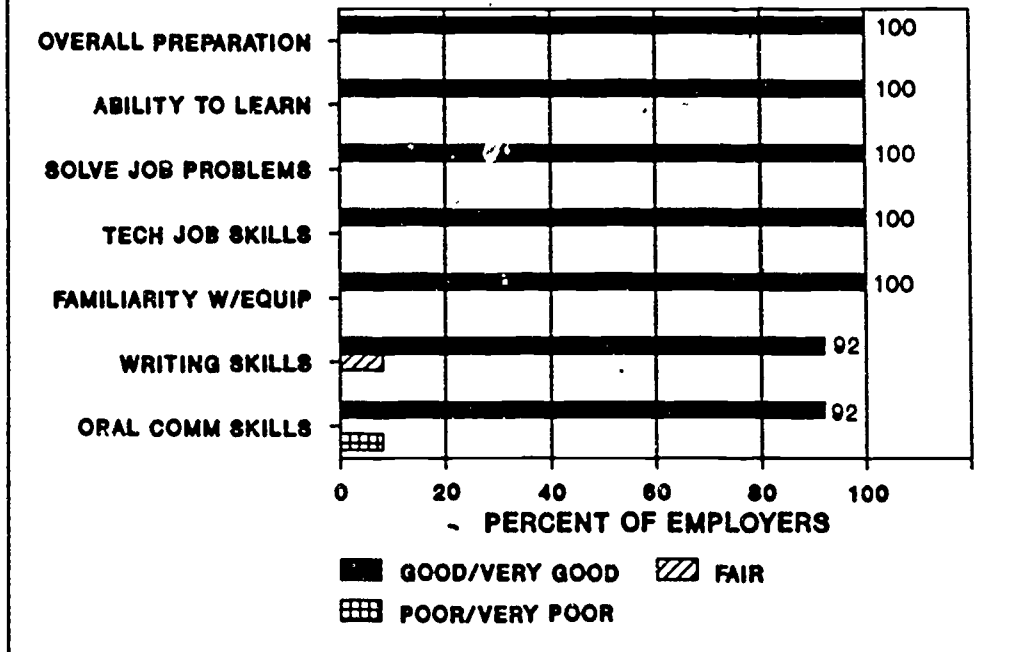


CHART 28

When asked how likely they would be to hire another graduate from the same program, all responding employers indicated that they would be likely or highly likely to do so, and all said that they would recommend that other employers do so as well.

**HOWARD COMMUNITY COLLEGE  
LIST OF MOST RECENT RESEARCH PUBLICATIONS**

Livieratos, Barbara B., HCC'S MARKET SHARE OF HOWARD COUNTY'S UNDERGRADUATES. Research Recap Vol. I, Number 1. Howard Community College, January 1991.

Livieratos, Barbara B., FINDINGS FROM THE FISCAL YEAR 1990 SURVEY OF TELECOURSE STUDENTS. Report Number 68. Howard Community College, November 1990.

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Frank, Jean M., FOLLOW-UP OF 1988 GRADUATES. Report Number 66. Howard Community College, July 1990.

Livieratos, Barbara B., STUDY ON SATURDAY? "YES!" SAY WEEKEND COLLEGE STUDENTS. Report Number 65. Howard Community College, May 1990.

Livieratos, Barbara B., STUDENT SUCCESS AND RETENTION. Report Number 64. Howard Community College, April 1990.

Frank, Jean M., Livieratos, Barbara B., Novak, Virginia E., Radcliffe, Susan K., INDICATORS FOR INSTITUTIONAL EFFECTIVENESS 1990-1991, Report Number 63. Howard Community College, March 1990. ED 316 297.\*

Livieratos, Barbara B., DISTANCE LEARNERS: HCC'S TELECOURSE STUDENTS. Report No. 62. Howard Community College, October 1989. ED 311 980.\*

Novak, Virginia E., ENROLLMENT KEEPS GROWING! Flash Facts Vol. V, Number 4. Howard Community College, October 1989.

Novak, Virginia E., RESIDENTS OF HOWARD COUNTY UNDERGRADUATE ENROLLMENT. Flash Facts Vol. V, Number 3. Howard Community College, August 1989.

Seboda, Barbara L., FOLLOW-UP OF 1987 GRADUATES. Report No. 61. Howard Community College, September 1989. ED 310 834.\*

Seboda, Barbara L., MORE THAN THREE-FIFTHS OF ALL COLLEGE PERSONNEL ATTEND STAFF DEVELOPMENT COURSES. Flash Facts Vol. V, Number 2. Howard Community College, July 1989.

Seboda, Barbara L., ARTICULATION PROBLEMS INFREQUENT FOR FY87 GRADUATES, Flash Facts Vol. V, Number 1. Howard Community College, July 1989.

Seboda, Barbara L., FOLLOW-UP OF 1984 ENTRANTS. Report No. 60. Howard Community College, May 1989. ED 309 794.\*

Livieratos, Barbara B., OUTREACH AND INFORMATION: SURVEY RESULTS. Report No. 58. Howard Community College, May 1989. ED 314 130.\*

Livieratos, Barbara B., SURVEY SHEDS LIGHT ON CONTINUING EDUCATION ENROLLEES. Report No. 59. Howard Community College, April 1989. ED 314 131.\*

Monroe, Charlotte A., HOWARD COMMUNITY COLLEGE 1989-1990 INSTITUTIONAL INDICATORS FOR PROPOSED OPERATING BUDGET. Report No. 57. Howard Community College, March 1989. ED 305 954.\*

Livieratos, Barbara B., REPORT ON THE RESULTS OF THE 1988 SURVEY OF FORMER BIOMEDICAL ENGINEERING TECHNOLOGY STUDENTS. Report No. 56. Howard Community College, January 1989. ED 303 221.\*

Novak, Virginia E. and Radcliffe, Susan K., ENROLLMENT PROJECTIONS REPORT. Report No. 55, December 1988. ED 303 220.\*

Livieratos, Barbara B., REPORT ON THE RESULTS OF THE 1988 SURVEY OF TELECOURSE STUDENTS. Report No. 54. Howard Community College, August 1988. ED 301 303.\*

Livieratos, Barbara B., THE SURVEY OF EMPLOYERS OF 1986 HOWARD COMMUNITY COLLEGE GRADUATES: A REPORT OF THE FINDINGS. Report No. 53. Howard Community College, July 1988. ED 297 809.\*

\*An ERIC Publication Number indicates that the report was published by Educational Resources Information Center and is listed in the Resources and Information Index.



**APPENDIX A:**  
**GRADUATE SURVEY QUESTIONNAIRE**  
**EMPLOYER SURVEY QUESTIONNAIRE**

A-1

## GRADUATE FOLLOW-UP SURVEY MARYLAND COMMUNITY COLLEGES

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve programs. Please complete the survey and return it in the stamped envelope provided. Additional comments are welcome. All answers will be strictly confidential. Thank you for your assistance in helping us evaluate our programs and services.

o (Please make corrections if necessary)

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

A. What is your current work/education status? (Check all that apply.)

- 1. Employed full-time (35 or more hours per week)
- 2. Employed part-time
- 3. Full-time student (12 or more credit hours)
- 4. Part-time student
- 5. Active military service
- 6. Full-time homemaker
- 7. Unemployed and seeking a job
- 8. Retired

B. Below are a number of reasons for attending a community college. Please rate how important each was to you. For each item, circle the number that most clearly reflects your opinion.

	Reason		
	Very Important	Somewhat Important	Not Important
1. Prepare for entry into first career	1	2	3
2. Prepare for entry into different career	1	2	3
3. Update skills for current job	1	2	3
4. Prepare for transfer to four-year institution	1	2	3
5. Self-enrichment/courses of interest only	1	2	3
6. Explore new occupational area	1	2	3
7. Explore new academic area	1	2	3
8. Obtain salary increase and/or job promotion	1	2	3
9. Earn an associate in arts degree	1	2	3
10. Other (specify) _____	1	2	3

C. Please give the number (from Question B) of the single most important reason for deciding to attend this community college. \_\_\_\_\_

D. Was your most important goal (indicated in Question C) achieved by the time you graduated from this community college?

1. Achieved completely     2. Achieved partly     3. Not achieved

E. Did your attendance at this community college contribute to your personal development in the following areas? (For each item, circle the number that most closely reflects your experience.) My experience at this community college:

	A Great Deal	2	A Fair Amount	3	4	Not At All	5
1. Improved my writing skills	1	2	3	4	5		
2. Enhanced my appreciation of art, music, or literature	1	2	3	4	5		
3. Increased my ability to use mathematics	1	2	3	4	5		
4. Improved my understanding of science and technology	1	2	3	4	5		
5. Increased my attentiveness to news and world events	1	2	3	4	5		
6. Clarified my educational or career goals	1	2	3	4	5		
7. Enhanced my self-confidence	1	2	3	4	5		
8. Improved my reading comprehension	1	2	3	4	5		
9. Increased my knowledge of other cultures and periods of history	1	2	3	4	5		
10. Increased my enjoyment of learning	1	2	3	4	5		

F. During the semester(s) you attended this community college, did you:

	Yes	No
1. Work full-time (35 or more hours per week)?	[ ]	[ ]
2. Work part-time?	[ ]	[ ]
3. Take a math skills improvement course?	[ ]	[ ]
4. Take an English skills improvement course?	[ ]	[ ]
5. Take a reading skills improvement course?	[ ]	[ ]
6. Use the job placement services?	[ ]	[ ]
7. Participate in student activities?	[ ]	[ ]
8. Attend primarily as a full-time student?	[ ]	[ ]

G. Please rate each of the following aspects of this community college. (Circle the answer that most closely reflects your opinion.)

	Very Good	Good	Fair	Poor	Very Poor	No Opinion
1. Quality of classroom instruction	1	2	3	4	5	0
2. Class scheduling	1	2	3	4	5	0
3. Job placement services	1	2	3	4	5	0
4. Faculty availability/helpfulness	1	2	3	4	5	0
5. Quality of laboratory equipment	1	2	3	4	5	0
6. Overall quality of college	1	2	3	4	5	0
7. Academic advising	1	2	3	4	5	0
8. Student activities	1	2	3	4	5	0
9. Reading skills improvement courses	1	2	3	4	5	0
10. English skills improvement courses	1	2	3	4	5	0
11. Math skills improvement courses	1	2	3	4	5	0

H. Have you taken courses at another college/university since attending this community college? (Check one)

- [ ] 1. Yes, full-time (12 or more credit hours per term)
- [ ] 2. Yes, part-time and seeking a degree
- [ ] 3. Yes, part-time but not seeking a degree
- [ ] 4. No, I have not taken courses at another college/university

IF YOU HAVE NOT TAKEN COURSES AT ANOTHER COLLEGE, GO TO QUESTION R.  
IF YOU HAVE TAKEN COURSES AT ANOTHER COLLEGE, PLEASE CONTINUE.

I. What is the name of the college or university you have most recently attended?

\_\_\_\_\_ at \_\_\_\_\_  
College/University Location/Campus

J. Do you intend to earn a degree at the above named institution?

1. Yes     2. No     3. Not sure

K. What is your curriculum, program, or major at your current college/university?

L. Is your transfer program in the same academic field as the program from which you graduated at this community college? Academic program is in:

1. Same academic field  
 2. Somewhat related academic field  
 3. Different academic field

M. How many credit hours have you completed at your transfer college/university?

\_\_\_\_\_ credit hours completed

N. What is your overall grade point average (GPA) for credits earned at the college/university you are now attending (based on a 4-point scale)? \_\_\_\_\_ GPA

O. How well did the community college prepare you for transfer? Preparation was:

1. Very good     2. Good     3. Fair     4. Poor     5. Very poor

P. How many credit hours for courses with a "C" or better from this community college were not accepted at your transfer college/university?

\_\_\_\_\_ credit hours not accepted

Q. Please specify the community college course(s) that did not transfer.

IF YOU ARE NOT CURRENTLY EMPLOYED, GO TO QUESTION Y.  
IF YOU ARE CURRENTLY EMPLOYED, PLEASE CONTINUE.

R. What is your current job title? \_\_\_\_\_

S. Where is your job located? \_\_\_\_\_  
City County State

T. When did you begin your present job?

1. Before attending this community college  
 2. While attending this community college  
 3. After graduating from this community college

U. If you are employed full-time, what is your current gross annual salary (before over-time, deductions, and taxes)? All responses are confidential. \$ \_\_\_\_\_

V. How well did your community college prepare you for employment? Preparation was:

1. Very good     2. Good     3. Fair     4. Poor     5. Very poor

W. Is your job related to your community college program? Job is in:

1. Same field     2. Somewhat related field     3. Different field

X. For some programs we would like to contact employers to ask how well they think the community college prepared students for their job. May we contact your supervisor for this purpose?

1. Yes     2. No

Company/Employer's name: \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Supervisor's name and title: \_\_\_\_\_

Y. If you had to do it over again, would you attend this community college?

1. Definitely yes     2. Probably yes     3. Not sure     4. Probably not     5. Definitely not

Z. If you had to do it over again, would you enroll in the same program?

1. Definitely yes     2. Probably yes     3. Not sure     4. Probably not     5. Definitely not

What did you like best about this community college? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What changes could be made to your community college program to improve its services and to help students achieve their goals?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Thank you for completing this questionnaire.  
Please return it in the enclosed prepaid envelope.*

# EMPLOYER QUESTIONNAIRE MARYLAND COMMUNITY COLLEGES

The purpose of this survey is to help improve community college instructional programs. Survey data are used by the colleges and the State Board for Community Colleges to strengthen these programs. We need you, an employer of one of our recent graduates, to tell us how well the graduate is performing on the job and to evaluate how well this graduate was prepared by the community college for your job. This graduate has given the community college permission to contact you and to ask your assistance in this evaluation. All responses will be confidential.

o

o

\_\_\_\_\_  
Name of Graduate

\_\_\_\_\_  
Graduate's Job Title

\_\_\_\_\_  
Program of Study at Community College

o

o

A. Community college graduates enter a variety of careers. Based upon your knowledge, is the employee's community college program related to the employee's current job?

- 1 - Yes, education closely matched job requirements
- 2 - In somewhat related field; education covered most job requirements
- 3 - No, in different field; education did not cover most entry job requirements
- 4 - I don't know

B. In the areas listed below, please rate the preparation of this graduate as compared to other entering employees. Circle the number that most clearly reflects your opinion.

	<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>Not Applicable</u>
1. Knowledge of specific technical job skills	1	2	3	4	5	0
2. Familiarity with equipment required by job	1	2	3	4	5	0
3. Ability to learn on the job	1	2	3	4	5	0
4. Writing skills	1	2	3	4	5	0
5. Oral communication skills	1	2	3	4	5	0
6. Ability to solve problems related to job	1	2	3	4	5	0
7. Overall preparation for employment	1	2	3	4	5	0

C. Was the graduate's specific program of study an important factor in your employment decision?

- 1 - Very important
- 2 - Important
- 3 - Of some importance
- 4 - Of little importance

D. In the appropriate circumstances, how likely would you be to hire another graduate from this particular program?

- 1 - Highly likely
- 2 - Likely
- 3 - Perhaps
- 4 - Unlikely

Comments: \_\_\_\_\_  
\_\_\_\_\_

E. For a similar job opening, would you recommend that other employers hire a graduate of this program?

- 1 - Strongly recommend
- 2 - Recommend
- 3 - Neutral
- 4 - Unlikely to recommend

F. Please specify any additional skills or areas of knowledge that you feel a community college graduate should have in order to qualify for your jobs.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

G. Please describe how this community college can better help you with the training of future employees.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supervisor completing this survey:

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Company/Organization: \_\_\_\_\_

City/State/Zip Code: \_\_\_\_\_

THANK YOU!