

Office of Institutional Research

“Collecting, analyzing, interpreting, and delivering institutional information.”

2016 Graduate Survey Analysis (AY15 Graduates)

The Office of Institutional Research administered a survey during the winter of 2015/16 to all FRCC graduates from the academic year of AY15. While there were 3,770 distinct graduates, they can be duplicated across types of degrees and programs. 1,430 responded to our survey, resulting in a 38% response rate (up from last year’s 35%). This year had one large difference from prior years because FRCC auto-conferred approximately 1,000 certificates to students who had completed the necessary courses but had never applied for graduation. Please visit the FRCC IR web page to view a more comprehensive research brief on the impact of these auto-conferred awards.

All graduates, Career Technical (CTE) and Transfer degrees, were emailed a long survey if they had a valid email address. CTE non-respondents were then phoned using a short form of the survey with the 10 questions mandated by the state. Because of the more intense effort employed with CTE graduates, their response rate was 47% compared to 18% from the graduates with transfer degrees. The complete survey and all summary results are posted on the IR web site.

Highlights of this year’s results include:

Overall

- 94% of respondents reported that their program of study met their educational goals.
- 94% felt that FRCC prepared them “Well” or “Very Well” for continuing their educational programs.
- 73% are currently pursuing further education.
- 78% are employed.
- 44% of CTE respondents had taken a state licensing or industry certification test, with 97% of them passing.
- 82% reported that Technology enhanced their learning process at FRCC.

Demographics

Respondents were slightly older and more likely to be female than their proportions of all graduates. Response rates did not differ substantially between Race/Ethnicity

Employment Success

78% of graduates were employed, with 49% in occupations related to their training. The median wage of those employed related to their training was \$15.00

Objective

While the majority of graduates reported their objective was to earn a degree or certificate, there was a large minority of respondents who reported that their objective had been to take a few courses and transfer, or personal interest. Whatever their original objective, they all graduated.

What was your Primary objective in attending FRCC?	Total	%
Earn AA, AS, or AGS degree	419	30%
Earn AAS (Career/technical) degree	533	38%
Earn Certificate	259	18%
Personal interest	88	6%
Take a few courses and transfer	74	5%
Take a few courses for job or career	12	1%
Take high school/concurrent college credits	15	1%
Other	20	1%

Continuing Education Success

73% of respondents are continuing their education.

A total of 89 graduates reported problems transferring to other institutions. Lost credit hours were the most common problem reported.

Did you have any transfer problems?	
Transfer problems with Admission	24
Transfer problems with academic advising	22
Transfer problems with course offerings at convenient times	26
Transfer problems with lost credit hours	47

Campus Experience

More than three-fourths of respondents felt that technology enhanced their learning process and that their learned technology skills were up-to-date.

Technology enhanced learning process at FRCC	429	82%
Technology skills learned were complete and up to date	459	88%

Comments

400 students wrote comments in the survey. While these can be very contradictory, with one graduate praising a department while the next is highly critical of it, the clear majority of students indicated a high degree of satisfaction with FRCC, their program, other students and staff, but most especially, their instructors. They called instructors out by name to express their appreciation for these extraordinary people. They often had suggestions for how a program could be improved, and they expressed sadness at leaving an environment that had nurtured them. A copy of these comments is available upon request.

If you would like a more detailed analysis or have additional questions, please contact Kim Wallace (kim.wallace@Frontrange.edu (303) 404-5316).