

## Survey of 2005/2006 DCCCD Graduates/Completers and Comparison to 2003/2004 Information

THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT  
OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

### The Sample

This survey was administered and data collected with Edward Hummingbird as Project Lead; results have been reviewed, edited, and combined with 2004 data for presentation by Susan Hall.

The graduate survey instrument used in July 2004 was used again in July 2006. A copy of this survey appears in Appendix A.

As the use of email increases, the number of "hard copy" surveys released has dropped by more than 250. While more than 1000 surveys were mailed, this represents only 14% of the total of more than 7,000 surveys distributed. More than 85% of the surveys were shared via email address.

It is important to note that the actual return rate increased by more than 350 survey responses, but with the larger sample size used in 2005/2006, the percentage response rate decreased.

### Survey Summary

	2003/2004			2005/2006		
	Distributed	Completed	% Response	Distributed	Completed	% Response
Surveys Mailed	1,330	175	13.2%	1,058	102	9.6%
Surveys E-Mailed	2,217	347	15.6%	5,973	781	13.0%
Total Sample	3,547	523	14.7%	7,031	883	12.5%

## Degrees/Certificates Completed

Participants were asked to identify the degree completed and the DCCCD college from which they received their degree or certificate. The following tables confirm an overall degree/certificate completion for the participants as well as the source of those completions:

	2003/2004		2005/2006	
For Survey Respondents:	Headcount	% Response	Headcount	% Response
Degrees Completed	341	68%	657	75%
Certificates Completed	68	13%	109	12%
Both Completed	98	19%	114	13%

	2003/2004		2005/2006	
For Survey Respondents:	Graduated from:	Also Attended	Graduated from:	Also Attended
Brookhaven	68	75	116	166
Cedar Valley	46	45	91	82
Eastfield	73	62	135	131
El Centro	61	38	136	111
Mountain View	83	49	119	100
North Lake	66	69	117	94
Richland	135	82	189	164
Dallas TeleCollege	N/R	N/R	6	130

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

These survey responses seem to confirm that the ease of internet participation allows us to gain a significant increase in reported information, as well as confirm that our students are continuing to utilize multiple DCCCD locations in the pursuit of their education.

## Major Areas of Study

When asked about their major field of study (or certification field), most individuals listed their associates degree (in sciences or arts), while relatively few identified specific disciplines. The most commonly listed majors related to the business or computer disciplines. See Appendix B for a complete listing of participant's responses.

## College Attendance Since DCCCD Degree or Certification Completion

Actions or Intent	2003/2004		2005/2006	
	# of Respondents	% of Total Response	# of Respondents	% of Total Response
No Plans	38	8%	92	11%
<b>No Actual Attendance but planned for in:</b>				
Fall (2004) (2006)	43	9%	115	14%
Spring (2005) (2007)	22	5%	84	10%
At a later time	99	20%	149	18%
<b>Already Attending: *</b>				
Another public university	164	33%	233	28%
Another private university	54	11%	44	5%
A DCCCD College	64	13%	99	12%
Another school, not specifically described	11	2%	15	2%

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

## Colleges and Universities of Enrollment

Most respondents provided the name of the institution in which they enrolled, with respondents providing 71 different institutions. See this list in Appendix C. 31 institutions were duplicated from the 2004 report. Some participants confirmed enrollment at two or more colleges since completing studies at the DCCCD.

## Student Satisfaction in Skill Preparation Areas

Graduates indicated a remarkable level of satisfaction with the skills they acquired while attending the DCCCD. Average scores (where 1 reflects "very dissatisfied" and 5 reflects "very satisfied") are summarized below:

### Average Satisfaction in Skill Preparation Areas

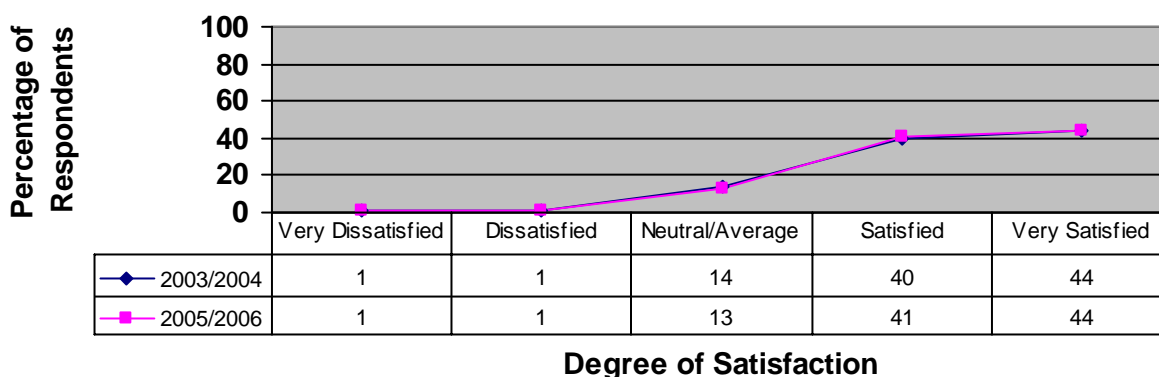
SKILL AREA	2003/2004	2005/2006	CHANGE
Reading	4.25	4.28	.03
Writing	4.20	4.25	.05
<b>Mathematics</b>	<b>4.06</b>	<b>4.04</b>	<b>-.02</b>
Problem-Solving	4.09	4.15	.06
Computer	4.18	4.21	.03
Overall	4.35	4.36	.01

The overall change in average satisfaction is insignificant between the two years of surveys considered. Mathematics is the only area to have decreased in average satisfaction since the 2003/2004 survey.

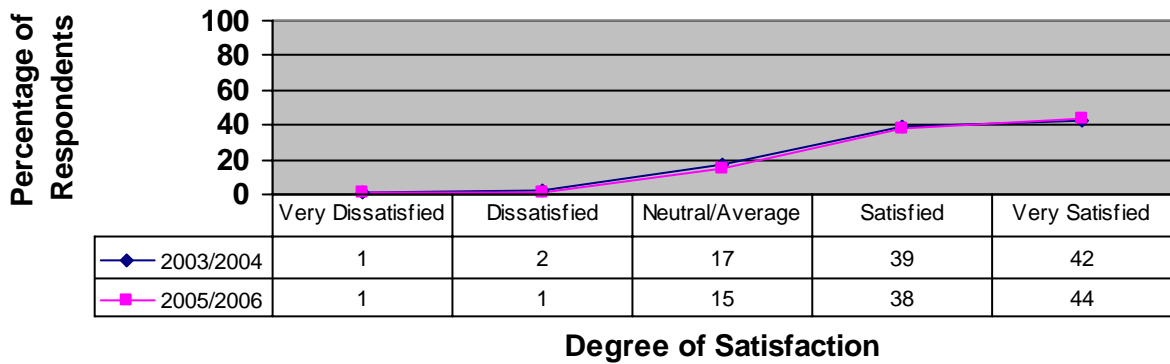
### Satisfaction by Specific Skill Area Surveyed

In order to provide a more complete picture of the participant responses regarding specific skills, the following charts summarize the percentage of respondents and their degree of satisfaction for specific skills between the 2004 and 2006 survey administration.

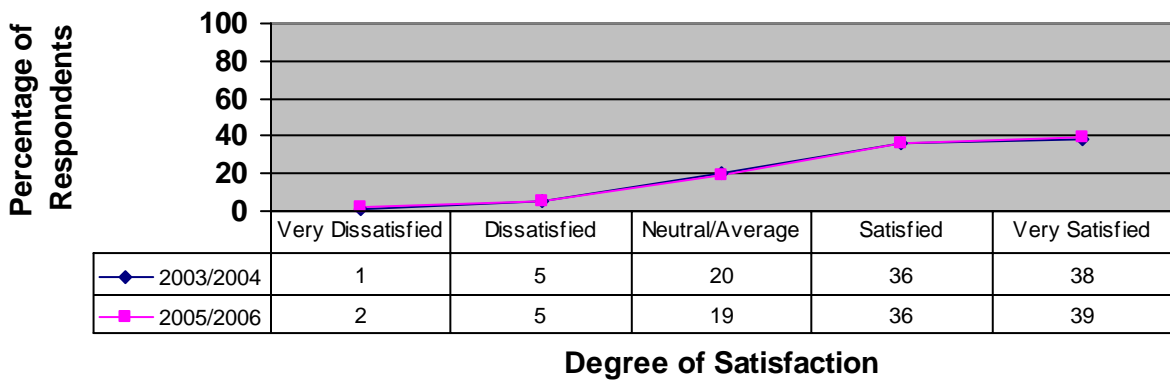
#### Reading Skill



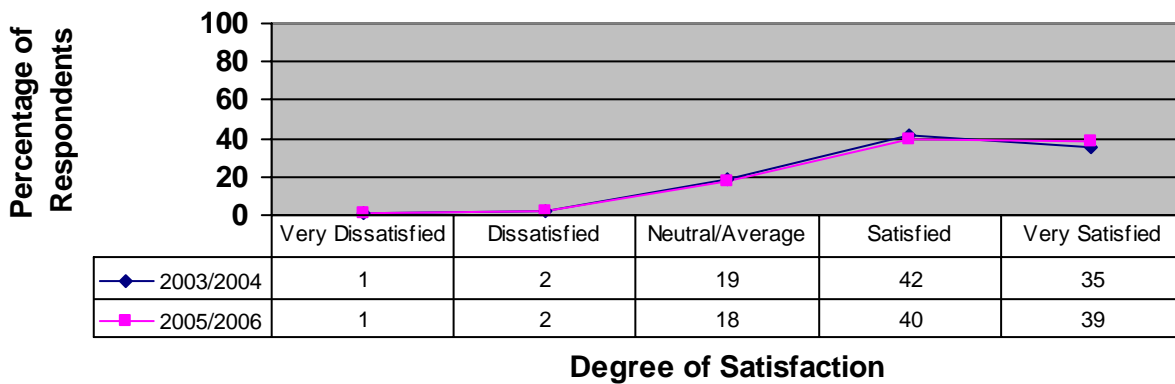
### Writing Skill



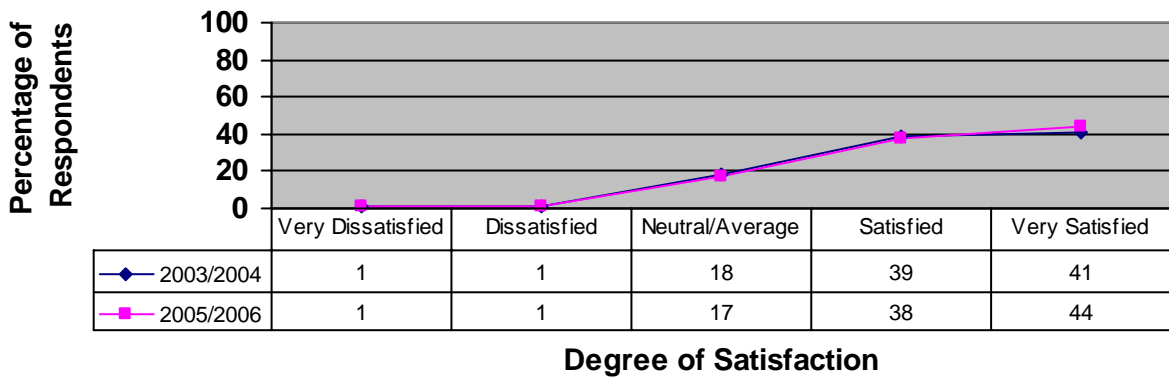
### Mathematical Skill



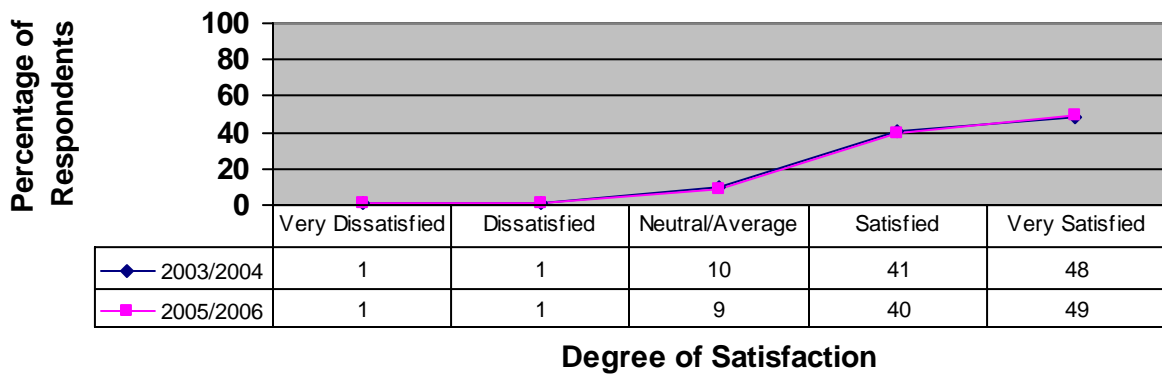
### Problem-Solving Skill



### Computer-Related Skill



### Overall Skill Satisfaction



## Employment Status

Employment status is used as a measure of follow-up on educational effectiveness, and in answer to this question, more than 2/3 of the respondents included that they are currently employed full-time and more than half reported that they are employed in a job related to their degree or certificate.

	2003/2004		2005/2006		% Change
	# of Respondents	% of Responses	# of Respondents	% of Responses	
Employed Full-Time	286	58%	490	64%	6%
Employed Part-Time	91	19%	133	17%	-2%
Unemployed/Seeking	61	12%	75	10%	-2%
Unemployed/Not Seeking	52	11%	69	9%	-2%
Job Related to Degree/Certificate	226	48%	360	54%	6%
Job Not Related to Degree/Certificate	247	52%	310	46%	-6%

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

## Conclusions

The DCCCD continues to track graduates and certificate completers in even years, and the respondent rates are positive.

While there was a decrease in the *percentage* of respondents already continuing their higher education, the *headcount* of participants increased significantly in those attending another public university, and increased by almost 1/3 for individuals continuing their work within the DCCCD.

The DCCCD continues to receive positive ratings in satisfaction for specific skills provided, with a slight decrease in the mathematics category.

The number of DCCCD graduates/completers who work in a full-time capacity in a job related to their degree and/or certificate continues to increase.

Appendix A

From the Dallas County Community College District

Your opinion as a recent student of a Dallas County Community College is important to us. Feedback from students provides information about what we do well and what we can do better. Thank you in advance for your help in collecting this information and best wishes for future success.

I received a \_\_\_ degree and/or \_\_\_ certificate from the following college:

- \_\_\_ Brookhaven \_\_\_ Cedar Valley \_\_\_ Eastfield \_\_\_ El Centro \_\_\_ Mountain View \_\_\_ North Lake \_\_\_ Richland \_\_\_ Dallas TeleCollege/Distance Learning

My degree/certificate was in (list major, or certification field): \_\_\_\_\_

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

- \_\_\_ Brookhaven \_\_\_ Cedar Valley \_\_\_ Eastfield \_\_\_ El Centro \_\_\_ Mountain View \_\_\_ North Lake \_\_\_ Richland \_\_\_ Dallas TeleCollege/Distance Learning \_\_\_ did not attend any other DCCCD college

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

- \_\_\_ No, and I have no such plans \_\_\_ No, but I plan to \_\_\_ Fall 2006 \_\_\_ Spring 2007 \_\_\_ at a later date

- or Yes, a \_\_\_ public university \_\_\_ private university (please list name) \_\_\_\_\_ \_\_\_ DCCCD college \_\_\_ some other school (please list name) \_\_\_\_\_

When did you first enroll at this college/university?

- Semester: \_\_\_ Fall \_\_\_ Spring \_\_\_ Summer Year: \_\_\_ 2004 \_\_\_ 2005 \_\_\_ 2006

Circle the numbered response which describes your satisfaction with the educational preparation you received from our college(s) in the following skill areas:

Table with 7 columns: Skill Area, Very Satisfied, Satisfied, Average, Dissatisfied, Very Dissatisfied, No Opinion. Rows include Reading, Writing, Math, Problem solving, Computer literacy, Overall DCCCD education.

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

What is your current employment status?

Employed: \_\_\_ full-time (35 or more hours per week) \_\_\_ part-time

or

Unemployed and: \_\_\_ seeking employment \_\_\_ not seeking employment

If employed, is your job related to your degree/certificate

\_\_\_ Yes, it is directly or closely related

or

No, it is only remotely related or not related at all because I (check all that apply)

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

Please use the back of this form to provide additional information you would like to share with us regarding your experience as a DCCCD student or employment/additional education as it relates to your DCCCD educational preparation. Thank you for completing and returning this survey. We appreciate your input.

**Appendix B**  
**Survey Responses Regarding Student Majors**

Accounting	Bilingual Early Childhood - 4th	E-Commerce
Accounting Assistant	Education	Education
Accounting Clerk	Bilingual Teacher Prep	Educational Personnel
Administrative Assistant	Biotech	Electrical Technology
Air Conditioning Tech	Business	Electronic Commerce
Air Conditioning/Mechanical	Business Administration	Electronic Telecommunication
Technology	Business Computer Information	Electronics
Application Development	System	Electronics Engineering
Applied Animal Science	CAD/CAM	Technology
- Veterinary Technician	Cardiac Sonography	Electronics Technology
Applied Arts and Science	Child Development	Elementary Teacher PreK-4th
Applied Computer Science	CIT - UNIX	grade
Applied Science	CIT Software	Engine Technology
Applied Science - Automotive	Programmer/Developer	Executive Assistant
Applied Science - Business	Communication Design	Ford Asset
Administration	Computer	GED Prep Course
Applied Science - CAD	Computer Aid Design - Integrated	General Arts
Applied Science - Computer	Circuit Design	General Science
Information Technology	Computer and Information	General Studies
Applied Science - Early Childhood	Technology	Heating, Air Conditioning
Applied Science -	Computer Information Systems	Residential
Echocardiography	Computer Information Technology	Horticulture
Applied Science - Electrical	Computer Office Tech	Horticulture/Landscape Design
Construction	Computer Programmer	Hospitality Management
Applied Science - Network	Computer Science	Human Resource Management
Administration	Computer Support	Human Resources Assistant
Applied Science - Paralegal	Construction Management and	Humanities
Applied Science - PC Support	Technology	HVAC
Applied Science - Science	Criminal Justice	HVAC TECH III
Applied Science - Video	Culinary Arts	IC Layout
Production	Design	Information Technology Help
Art	Diagnostic Medical Sonography	Desk
Arts & Sciences	Diagnostic Medical Ultrasound	Interdisciplinary Studies
Associate of Arts for College	Digital Imaging Technology - Dig.	Interior Design
Transfer	Photography	Interiorscape/Florist Technician
Associate of Science	Drafting	Intervention
Associate of Science - Business	Drug Counseling	Invasive Cardiovascular
Associate of Science - EMT-B	Early Childhood EC-4 Teacher	Technology
Associate of Science - Teacher	Prep.	IT Networking and PC User
Preparation	Early Childhood Education	Journalism
Auto Technology	Early Childhood	Landscape Design Specialist
Autobody Technology	Education/Administration	Liberal Arts
AutoCAD	Early Childhood Training	Liberal Sciences
AutoCAD operator	Certificate	Logistics Technology
Automotive	Early Childhood/Child	LVN
Automotive Technology	Development	Management
Bakery/Pastry	Early Education	Mathematics
Basic Culinary Skills	Echocardiography	Medical Assistant
	Echocardiography Technology	Medical Staff

Medical Transcription	Supervision
Meetings	Surgical Technology
Microsoft	Teacher Preparation
Microsoft Office Programs	Telecom Electronics
Mortgage Banking	Travel, Exposition and Meeting Management
Motorcycle Mechanics	Unix Administration
Multimedia	Urban Education
Multimedia Developer	Veterinary Technician
Multimedia Web Design	Visual Communications
Music Performance	Visual Merchandising
Network Administration	Vocational Nursing
Network Support & Administration	Web Design and Multimedia
Nurses Aide/Patient Care Tech	Welding Technology
Nursing	
Office Administration	
Office Assistant	
Office Technology	
Office Technology Software	
Ornamental Horticulture	
Ornamental Horticulture Technology	
Paralegal Studies	
Paramedic/EMT/Firefighter	
Performance musician	
Personal Computer Support	
Personal Computer Technician	
Programmer/developer	
Psychology	
Radiographic Technology	
Radiologic Science	
Radiology	
Radiology Technology	
Real Estate	
Recording Technology	
Residential Air Conditioning	
Respiratory Care	
RN	
Science	
Semiconductor/Electronics	
Semiconductor Manufacturing	
Small Animal Assisting	
Social Work	
Sociology	
Software Application	
Software Application Specialist Certificate	
Software Development	
Software Programmer/Developer Assistant Certificate	
Software Specialist	
Sonography	
Spanish Conversation	
Substance Abuse Counseling	

**Appendix C**  
**Colleges Identified as Attended by Respondents**

A&M Commerce	Texas A & M University-Commerce
AIU American Intercontinental	Texas A&M International University
Alliant International University	Texas A&M University
Amarillo College	Texas Christian University
Amberton University	Texas Southern University
American University of Paris	Texas State University
Art Institute of Dallas	Texas Tech University
ATI	Texas Wesleyan University
Baylor College of Dentistry	Texas Womans University
Brigham Young University	Trinity Valley Community College
Brookhaven College	University of Arkansas at Little Rock
Cedar Valley College	University of Dallas
Collin County Community College	University of Houston
Dallas Baptist University	University of North Texas
Dallas TeleCollege	University of Oklahoma
Devry Institute of Technology	University of Phoenix
Eastfield College	University of Texas
El Centro College	University of Texas at Arlington
Everest College	University of Texas at Dallas
ITT Technical Institute	University of Texas Medical Branch
Kaplan University	University of Utah
Latrobe University, Australia	Washington State University
LeTourneau University	Xavier University
Louisiana State University	
Madras University, India	
Mary Ann Smith	
Meharry Medical College	
Midwestern State University	
Mountain View College	
Middle Tennessee State University	
Navarro College	
North Lake College	
Northwest Vista	
Northwood University	
Paris Junior College - Greenville Campus	
Park University	
Parker College of Chiropractic	
Ramapo	
Regent University	
Richland College	
Southeastern Oklahoma State University	
Southern Methodist University	
Southwestern Assemblies of God University	
St. Edwards University	
Sul Ross State University	
Tarleton State University	
Tarrant County Community College	
Texas A&M at Commerce	
Texas A&M at Galveston	