



# **2008 Community College Graduates Follow-Up Survey Report**

**March 2010**

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## **Analysis of Maryland's 2008 Community College Graduates**

Every three years, the Maryland Higher Education Commission conducts a follow-up survey of community college graduates in collaboration with the state's two-year institutions. This year's study includes students who graduated during the 2007-2008 academic year. Similar to previous years, this year's study focused on graduates' college experiences, perceptions about education quality, post-graduation educational activities and employment.<sup>1</sup> This report contains a presentation of the results, and an analysis of community college graduation trend data gleaned for over 25 years.

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<sup>1</sup> Results from the survey are included in each college's Performance Accountability Report and in the Commission's Managing for Results submission to the state.

## I. SURVEY RESPONSES

During the 2007-2008 academic year, Maryland's community colleges graduated 11,664 students.<sup>2</sup> In spring 2009, questionnaires were administered to those graduates who earned either an associate degree or certificate (see Appendix). Each graduate was mailed a four-page survey. Two copies of the survey were printed for each graduate to allow the colleges to conduct a follow-up mailing. If necessary, two weeks after the initial mailing, colleges sent follow-up mailings to non-responders. In all, colleges were able to deliver 11,328 surveys to graduates; 409 surveys were returned as undeliverable (Table 1). Overall, Maryland's community colleges collected surveys from 2,955 students for a total response rate of 26 percent, down 5 percent from the previous iteration of this survey conducted in 2007.

**Table 1. Community College Graduate Follow-Up Survey Response Rate**

<b>Institution</b>	<b>Adjusted Sample Size</b>	<b>Responses</b>	<b>Response Rate</b>
Allegany College of Maryland	570	131	23.0%
Anne Arundel Community College	1,470	416	28.3%
Baltimore City Community College	495	83	16.8%
Carroll Community College	356	137	38.5%
Cecil Community College	190	32	16.8%
College of Southern Maryland	737	232	31.5%
The Community College of Baltimore County	1,845	429	23.3%
Chesapeake College	209	72	34.4%
Frederick Community College	669	201	30.0%
Garrett College	149	37	24.8%
Hagerstown Community College	541	126	23.3%
Harford Community College	548	145	26.5%
Howard Community College	631	220	34.9%
Montgomery College	1,858	334	18.0%
Prince George's Community College	740	225	30.8%
Wor-Wic Community College	330	135	40.9%
<b>Statewide Total</b>	<b>11,328</b>	<b>2,995</b>	<b>26.1%</b>

<sup>2</sup> Data is from the Maryland Higher Education Commission's Degree Information System, 2008.

## **II. DEOMGRAPHIC AND ACADEMIC CHARACTERISTICS**

Table 2 displays the demographics and academic characteristics of both the survey respondents and all 2007-2008 community college graduates. The data show that women accounted for 71.4 percent of all respondents, and that the majority of respondents were White (67.9 percent). African Americans accounted for 19.5 percent of respondents and Asians accounted for 5.1 percent of respondents. Associate degree earners accounted for 87 percent of survey respondents. Over half of all respondents were in transfer programs (52.4 percent) and the majority of these students were in general studies (26.7 percent) and arts & sciences (10.9 percent) programs.

In general, survey respondents were demographically representative of all Maryland 2007-2008 community college graduates. However in terms of gender, men were slightly underrepresented and women were over-represented among the survey respondents. Furthermore, there was slightly more associate degree earners represented among those who returned the survey.

**Table 2. Distribution of Student Demographics and Academic Characteristics: Survey Graduates vs. All Community College Graduates**

	Survey Respondents		All Community College Graduates	
	#	%	#	%
<b>Race</b>				
African American	550	19.5%	2,526	21.7%
Native American	12	<1.0%	39	<1.0%
Asian	145	5.1%	581	5.0%
Hispanic	89	3.2%	466	4.0%
White	1,917	67.9%	7,210	61.9%
Foreign	67	2.4%	360	3.1%
Other	44	1.6%	462	4.0%
<b>Gender</b>				
Male	830	28.6%	4,248	36.5%
Female	2,072	71.4%	7,396	63.5%
<b>Highest Degree Earned</b>				
Certificate	357	13.0%	1,708	14.7%
Associate	2,395	87.0%	9,936	85.3%
<b>Academic Program</b>				
Business & Commerce	340	11.7%	1,296	11.1%
Data Processing	111	3.8%	470	4.0%
Health Services and Paramedical Studies	591	20.4%	2,505	21.5%
Mechanical Technologies & Engineering	103	3.5%	404	3.5%
Natural Science	14	<1.0%	77	<1.0%
Public Service	221	7.6%	890	7.6%
Directed Service	1	<1.0%	1	<1.0%
<b>All Non-Transfer Majors</b>	<b>1,381</b>	<b>47.6%</b>	<b>5,643</b>	<b>48.4%</b>
<i>Transfer Programs</i>				
Arts & Sciences	315	10.9%	1,142	9.8%
Humanities & Social Sciences	7	<1.0%	12	<1.0%
Engineering	28	1.0%	94	<1.0%
General Studies	775	26.7%	3,260	27.9%
Teacher Education	116	4.0%	342	2.9%
Business Administration	260	9.0%	1,072	9.2%
Computer Science	14	<1.0%	68	<1.0%
Interdisciplinary	6	<1.0%	11	<1.0%
<b>All Transfer Majors</b>	<b>1,521</b>	<b>52.4%</b>	<b>6,001</b>	<b>51.4%</b>
<b>TOTAL</b>	<b>2,955</b>		<b>11,664</b>	

\*\*Data on all community colleges graduates is from the Maryland Higher Education Degree Information System, 2008.

### III. OBJECTIVES, SKILLS & EXPERIENCES

#### The Community College Experience

Maryland's community college graduates reported having overwhelmingly positive experiences in school (Table 3.1). Graduates were asked to rate their learning and schooling experiences as either *very good* (5), *good* (4), *fair* (3), *poor* (2) or *very poor* (1).<sup>3</sup> On average, respondents gave high marks in regards to the overall quality of their college (mean = 4.45), and indicated that they had a very good overall college experience (mean = 4.46). Respondents also highly regarded the quality of their institution's classroom instruction (mean = 4.35), the helpfulness and accessibility of faculty members (mean = 4.35) and the access to information technology (mean = 4.20).

Graduates had less than favorable experiences with their colleges student activities (mean = 4.00), academic advising (mean = 3.94) and job placement and referral services (mean = 3.55).

**Table 3.1. Graduate Rating of the Community College Experience**

<b>How would you rate your community college experience:</b>	<b>M</b>	<b>SD</b>
Overall college experience	4.46	0.68
Overall quality of college	4.45	0.66
Quality of classroom instruction	4.35	0.67
Faculty availability/helpfulness	4.35	0.76
Access to information technology	4.20	0.75
Class scheduling	4.22	0.79
Library	4.18	0.78
Quality of laboratory equipment	4.09	0.79
Tutorial services	4.07	0.88
Quality of online instruction	4.01	0.90
Student activities	4.00	0.82
Academic advising	3.94	1.01
Job placement/referral services	3.55	1.14

<sup>3</sup> Students who answered *no basis to judge* were excluded from the analysis.

Overall, graduates gave high ratings to their overall experiences at their community colleges (Table 3.2). Across all of Maryland’s community colleges, more than 80 percent of survey respondents rated their overall experiences as *very good* or *good*.

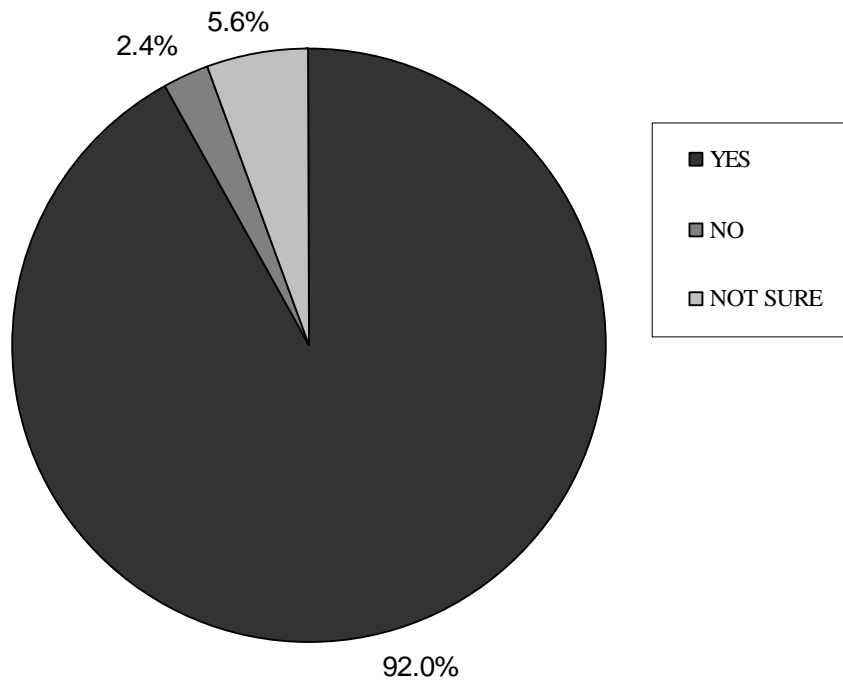
**Table 3.2. Percent of Graduates Highly Rating Overall Community College Experience by Institution**

<b>Institution</b>	<b>%</b>
Allegany College of Maryland	89.2%
Anne Arundel Community College	96.6%
Baltimore City Community College	85.4%
Carroll Community College	92.0%
Cecil Community College	100.0%
Chesapeake College	97.2%
College of Southern Maryland	91.4%
The Community College of Baltimore County	90.3%
Frederick Community College	84.4%
Garrett College	91.9%
Hagerstown Community College	90.4%
Harford Community College	91.0%
Howard Community College	92.7%
Montgomery College	91.6%
Prince George's Community College	92.4%
Wor-Wic Community College	96.3%



Across all of Maryland's community colleges, 92 percent of respondents affirmed that they would repeat their community college experience if given the chance (Figure 3.). Less than three percent of respondents indicated that they would not repeat their community college experience. Overall, students were satisfied with the academic and career preparation offered by Maryland's community colleges.

**Figure 3. Percent of Graduates Who Would Repeat Their Community College Experience**



When asked whether they would enroll in the same academic program, nearly 70 percent of all respondents said that they would if given the opportunity. Of those students who majored in academic transfer programs (n = 1,509), 62 percent reported that they would re-enroll in their respective majors, the majority coming from engineering (85.2 percent) and interdisciplinary (83.3 percent) programs.

In terms of those students who did not major in transfer programs, those in the natural sciences (92.3 percent), healthcare (82.8 percent) and mechanical technologies and engineering (75.3 percent) satisfied with their experiences, and would re-enroll in the same program (Table 3.3).

**Table 3.3. Percent of Graduates Who Would Enroll in the Same Academic Program by Program**

<b>Academic Program</b>	<b>%</b>
Natural Science	92.3%
Health Services and Paramedical Studies	82.8%
Mechanical Technologies & Engineering	75.3%
Public Service	74.1%
Business & Commerce	69.4%
Data Processing	64.9%
<i>Transfer Programs</i>	
Engineering	85.2%
Interdisciplinary	83.3%
Teacher Education	77.4%
Computer Science	71.4%
Humanities & Social Sciences	71.4%
Business Administration	66.4%
Arts & Sciences	65.3%
General Studies	55.8%

Since 1980, community college graduates have rated their overall experiences highly (Table 3.4). The percentage of graduates who have expressed satisfaction with the quality of their college has consistently exceeded 90 percent since 2002.

**Table 3.4. Percent of Graduates Highly Rating Overall Community College Experience**

<b>Graduation Year</b>	<b>%</b>
1980	97.1%
1982	98.0%
1984	97.6%
1986	91.0%
1988	89.4%
1990	89.8%
1992	88.9%
1994	87.7%
1996	87.9%
1998	87.4%
2000	88.1%
2002	91.4%
2005	90.8%
2008	91.9%

\*\*In the 1980, 1982 and 1984 surveys, graduates were prompted to choose *extremely satisfied* or *satisfied* as answer choices.

\*\*In the surveys from 1986 to 2005, graduates were prompted to choose *very good* or *good* as answer choices.

\*\*In the 2008 survey, graduates were prompted to choose from *very good* or *good* as answer choices.

## **Schooling Objectives**

Graduates responded to several questions concerning the objectives, skills and experiences they attained while attending community college. Table 3.5 displays the average responses provided regarding the objectives graduates hoped to achieve at community college. Respondents were asked to rate the importance of each of the objectives below as *very important* (3), *somewhat important* (2) or *not important* (1).

**Table 3.5. Graduate Rating of the Most Important Schooling Objectives**

<b>How important were each of these objectives to you:</b>	<b>M</b>	<b>SD</b>
Earn an associate degree or certificate	2.84	0.42
Self-Enrichment	2.44	0.67
Prepare for transfer to a four-year institution	2.40	0.78
Prepare for entry into first career	2.01	0.86
Prepare for entry into different career	1.87	0.85
Update skills for current job	1.81	0.84

Maryland's community college students placed high value on obtaining an education and earning a degree. The analysis reveals that on average, respondents gave high importance to earning an associate's degree or certificate (mean = 2.84). The majority of respondents, 44.7 percent, noted that this was their most important objective (Table 3.6). Thirty percent of respondents indicated that *preparing to transfer to a four-year institution* was their most important objective (mean = 2.40).

In a cross-analysis with transfer information, the data revealed that nearly 80 percent of students who rated earning a degree and preparing for transfer as their most important objective, had successfully transferred to a four-year institution as either part-time or full-time student. This suggests that the majority of students view community college as an important stepping-stone to a baccalaureate degree. Over 80 percent of graduates responded that their most important objective was achieved by the time of graduation.

**Table 3.6. Distribution of Graduates Responses: The Most Important Schooling Objectives**

	#	%
Earn an Associate's degree or certificate	1,167	44.7%
Prepare for transfer to a four-year institution	790	30.2%
Prepare for entry into first career	238	9.1%
Prepare for entry into different career	228	8.7%
Self-Enrichment	138	5.3%
Update skills for current job	52	2.0%
<b>TOTAL</b>	<b>2,613</b>	<b>100.0%</b>

## **Mastery of Academic Skills and Personal Values**

Maryland's graduates indicated that attending community college overwhelmingly improved their academic skills and increased their appreciation of personal values. Table 3.7 shows the percentage of respondents who indicated that they improved both skills and values. The analysis of the data shows that the majority of respondents believe they improved their mastery of science and technology (89.9 percent), writing (88.5 percent) and mathematics (82.5 percent). Respondents also indicated that they experienced personal clarity in their educational and career aspirations (87.9 percent). Many of the graduates also specified increased self-confidence (87.1 percent) and enjoyment of learning (83.3 percent).

**Table 3.7. Percent of Graduates Rating Overall Improvement of Academic Skills and Increased Personal Values**

	#	%
<b>Academic Skills</b>		
Science and Technology	2,596	89.9%
Writing	2,577	88.5%
Mathematics	2,395	82.5%
Computer	2,383	82.3%
Reading Comprehension	2,345	81.1%
<b>Personal Values</b>		
Clarity of educational and career goals	2,563	87.9%
Self-confidence	2,541	87.1%
Enjoyment of learning	2,436	83.3%
Appreciation of cultural diversity	2,073	71.1%
Appreciation of art, music and literature	1,799	61.6%

#### IV. POST-GRADUATION ACTIVITY

This section of the report focuses on the post-graduation activities of students. Students were asked to respond to questions relating to their educational and career activities after graduation.

##### **Graduates Who Transferred to a Four-Year Institution**

Graduates were asked about their post-graduation educational experiences. Nearly half (n = 1,406; 46.9 percent) of all respondents transferred to a post-secondary institution. Of those respondents who transferred to another school, the majority were full-time students; 73 percent re-enrolled as full-time students, and 27 percent re-enrolled as part-time students. More women elected to transfer to a four-year school than men (68.6 percent and 29.7 percent respectively), and the majority of students who transferred were White (61.8 percent), African American (20.3 percent) and Asian (5.4 percent).

There were 1,521 survey respondents enrolled in academic transfer programs at their community college. Nearly 70 percent of these students (n = 1,034) re-enrolled at a four-year institution after graduating from community college. Additionally, the majority (80 percent) of students who were academic transfer majors re-enrolled as full-time students at a four-year institution (Table 4.1.).

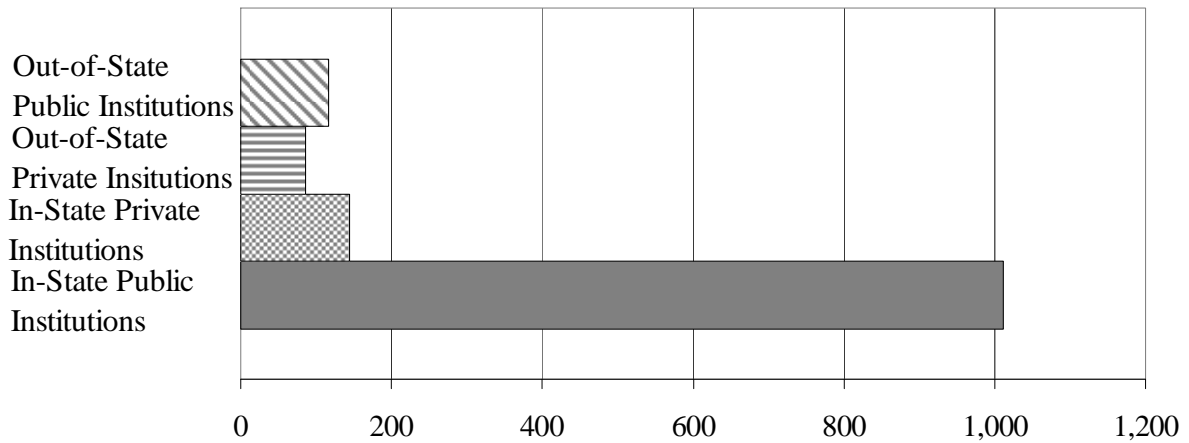
**Table 4.1. Frequency Distribution of Graduates Who Transferred to a Four-Year School by Academic Enrollment and Graduating Community College**

	<u>Students Enrolled in Transfer Program</u>				<u>Students Not Enrolled in Transfer Program</u>			
	Full-Time		Part-Time		Full-Time		Part-Time	
	#	%	#	%	#	%	#	%
Allegany College of Maryland	20	100.0%	0	0.0%	4	66.7%	2	33.3%
Anne Arundel Community College	124	81.0%	29	19.0%	37	69.8%	16	30.2%
Baltimore City Community College	11	73.3%	4	26.7%	13	52.0%	12	48.0%
Carroll Community College	57	81.4%	13	18.6%	3	60.0%	2	40.0%
Cecil Community College	8	88.9%	1	11.1%	1	25.0%	3	75.0%
Chesapeake College	17	94.4%	1	5.6%	5	50.0%	5	50.0%
College of Southern Maryland	66	82.5%	14	17.5%	11	26.8%	30	73.2%
The Community College of Baltimore County	74	69.2%	33	30.8%	32	52.5%	29	47.5%
Frederick Community College	53	75.7%	17	24.3%	12	60.0%	8	40.0%
Garrett College	12	85.7%	2	14.3%	3	100.0%	0	0.0%
Hagerstown Community College	36	85.7%	6	14.3%	9	60.0%	6	40.0%
Harford Community College	47	79.7%	12	20.3%	8	66.7%	4	33.3%
Howard Community College	76	84.4%	14	15.6%	4	30.8%	9	69.2%
Montgomery College	146	82.5%	31	17.5%	18	60.0%	12	40.0%
Prince George's Community College	53	69.7%	23	30.3%	15	48.4%	16	51.6%
Wor-Wic Community College	25	73.5%	9	26.5%	10	35.7%	18	64.3%
<b>TOTAL</b>	<b>825</b>	<b>79.8%</b>	<b>209</b>	<b>20.2%</b>	<b>185</b>	<b>51.8%</b>	<b>172</b>	<b>48.2%</b>



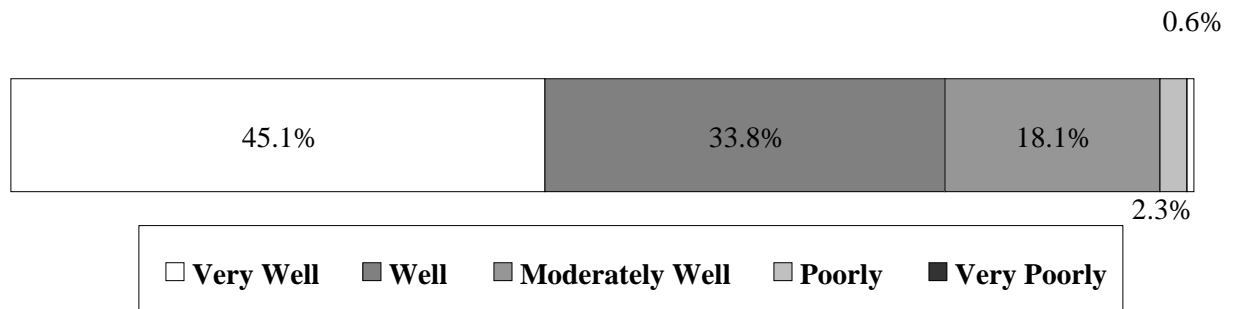
The majority of **all** graduates who transferred to a four-year institution enrolled at a Maryland public institution (74.5 percent). The top three transfer institutions of choice were the University of Maryland – University College (17.3 percent), Towson University (13.8 percent) and University of Maryland – College Park (13.4 percent) (Figure 4a). Nearly 15 percent of graduates transferred to an out-of-state institution, and 10.6 percent of students transferred to a Maryland independent institution.

**Figure 4a. School Transfer Choices of 2008 Community College Graduates**



Across the state, Maryland’s community college graduates who transferred to a four-year institution reported high satisfaction with their academic preparation from the community college. Overall, nearly 80 percent of respondents indicated that their community college prepared them *very well* or *well* for a four-year college or university (Figure 4b).

**Figure 4b. All Survey Respondents' Rating of Community College Transfer Preparation**



The majority of students who majored in both transfer programs and non-transfer academic programs noted that they were *very well* or *well* prepared further academic studies (Table 4.2.).

**Table 4.2. Graduate Rating of Community College Transfer Preparation as Very Well or Well by Academic Program and Institution**

<b>Institution</b>	<b><u>Enrolled in Transfer Academic Program</u></b>	<b><u>Enrolled in Non-Transfer Academic Program</u></b>
Allegany College of Maryland	90.0%	83.3%
Anne Arundel Community College	77.8%	83.0%
Baltimore City Community College	80.0%	52.0%
Carroll Community College	72.9%	80.0%
Cecil Community College	88.9%	75.0%
Chesapeake College	72.2%	100.0%
College of Southern Maryland	75.0%	82.9%
The Community College of Baltimore County	73.8%	77.1%
Frederick Community College	80.0%	75.0%
Garrett College	50.0%	100.0%
Hagerstown Community College	73.8%	80.0%
Harford Community College	78.0%	91.7%
Howard Community College	81.1%	84.6%
Montgomery College	75.7%	83.3%
Prince George's Community College	77.6%	87.1%
Wor-Wic Community College	91.2%	88.9%

For almost three decades, community college graduates have reported high satisfaction with the preparation they receive from community colleges prior to enrolling into a four-year institution (Table 4.3). Since 1980, more the three-quarters of transfer students have indicated their approval and liking of their preparation.

**Table 4.3. Percent of Transfer Students Rating Transfer Preparation Highly**

<b>Graduation Year</b>	<b>%</b>
1980	92.0%
1982	91.7%
1984	92.2%
1986	78.2%
1988	81.4%
1990	82.7%
1992	81.3%
1994	81.9%
1996	80.1%
1998	79.7%
2000	79.3%
2002	84.6%
2005	82.0%
2008	78.9%

\*\*In the 1980, 1982 and 1984 surveys, graduates were prompted to choose *extremely satisfied* or *satisfied* as answer choices.

\*\*In the surveys from 1986 to 2005, graduates were prompted to choose *very good* or *good* as answer choices.

\*\*In the 2008 survey, graduates were prompted to choose from *very well* or *well* as answer choices.

Respondents who transferred to a four-year institution were also asked about the number of credits for which they earned at least a “C” grade in community college, but which were not accepted at the transfer institution. Recall, overall there were 1,406 respondents who transferred to a four-year institution. Of those students, forty percent of respondents reported that they were able to transfer all of their community college credits, while an additional 32.4 percent lost between one and six credits of course work (Table 4.4). Nearly 30 percent of the students were unable to transfer six or more of the credits that they had earned at their community college.

There were 815 respondents who indicated that at least one of the community college courses for which they had earned a grade of “C” or better were not accepted at the transfer institution. The majority of these students reported that their coursework was not accepted because comparable courses were not offered by the transfer institution and because the student earned over 60 credits at the community college.

Students have experienced much greater success in recent years in getting their community college credits accepted by their transfer institution. In the last 10 years, the percentage of transfer students for whom all credits were accepted was considerably higher than for those prior to 2000 (see Table 4.4). This finding reflects the combined articulation and policy efforts made by the State and the campuses.

**Table 4.4. Percent of Transfer Credit Acceptance, 1996 - 2008**

Year	All		
	Credits Accepted	Lost 1-6 Credits	Lost Over 6 Credits
1996	12.8%	47.3%	39.9%
1998	13.9%	49.7%	36.4%
2000	16.4%	46.8%	36.8%
2002	45.2%	31.9%	22.9%
2005	45.2%	30.0%	25.8%
2008	40.2%	32.4%	27.5%

## **Graduates' Employment Activities**

Respondents were queried about their current employment status. Participants were given the opportunity to choose more than one response from the following selections: 1) employed full-time, 2) employed part-time, 3) active military duty, 4) full-time homemaker, 5) unemployed and seeking a job, 6) unemployed and not seeking a job, and 7) retired. The majority of respondents chose more than one response. For ease of analysis, respondents who marked *full-time employment* at anytime are considered as such for this analysis. The same is true for respondents who chose *employed part-time* or *active military*. Respondents who chose any other responses are considered *unemployed*.

One year after graduation from a Maryland community college, nearly 80 percent (N = 2,355) of graduates had full-time or part-time employment. The majority of the respondents worked full-time (55 percent), and 25 percent worked part-time. Twenty percent of respondents were unemployed and either seeking or not seeking a job. Of those respondents who were unemployed, 47 percent (n = 277) were seeking a job and 28 percent (n = 166) were not.

As illustrated in Table 4.5, more women (71.4 percent) reported having full-time employment in comparison to male respondents (28.6 percent). Additionally, White respondents (68.6 percent) were more likely to be employed full-time than minority respondents (31.4 percent).

**Table 4.5. Frequency Distribution of Student Demographics by Employment Status**

	Employed Full-Time		Employed Part-Time		Active Military		Unemployed	
	#	%	#	%	#	%	#	%
<b>Race</b>								
African American	331	21.4%	102	14.5%	1	10.0%	116	20.6%
Native American	7	0.5%	3	0.4%	0	—	2	<1.0%
Asian	62	4.0%	38	5.4%	0	—	45	8.0%
Hispanic	45	2.9%	29	4.1%	1	10.0%	14	2.5%
White	1,061	68.6%	499	70.8%	8	80.0%	349	62.1%
Foreign	20	1.3%	16	2.3%	0	—	31	5.5%
Other	21	1.4%	18	2.6%	0	—	5	<1.0%
<b>Gender</b>								
Male	452	28.6%	187	25.6%	7	58.3%	184	31.7%
Female	1,127	71.4%	543	74.4%	5	41.7%	397	68.3%
<b>Highest Degree Earned</b>								
Certificate	231	15.3%	63	9.2%	1	10.0%	62	11.4%
Associate	1,280	84.7%	622	90.8%	9	90.0%	484	88.6%
<b>Academic Program</b>								
Business & Commerce	225	14.3%	60	8.2%	1	8.3%	54	9.3%
Data Processing	67	4.2%	15	2.1%	0	—	29	5.0%
Health Services and Paramedical Studies	463	29.3%	79	10.8%	1	8.3%	48	8.3%
Mechanical Technologies & Engineering	75	4.8%	11	1.5%	0	—	17	2.9%
Natural Science	7	0.4%	6	<1.0%	0	—	1	<1.0%
Public Service	152	9.6%	33	4.5%	1	8.3%	35	6.0%
<b>Transfer Programs</b>								
Arts & Sciences	112	7.1%	116	15.9%	1	8.3%	86	14.8%
Humanities & Social Sciences	2	<1.0%	2	<1.0%	0	—	3	<1.0%
Engineering	9	<1.0%	7	1.0%	2	16.7%	10	1.7%
General Studies	309	19.6%	272	37.3%	5	41.7%	189	32.5%
Teacher Education	34	2.2%	46	6.3%	0	—	36	6.2%
Business Administration	116	7.4%	77	10.5%	1	8.3%	66	11.4%
Computer Science	3	<1.0%	5	<1.0%	0	—	6	1.0%
Interdisciplinary	4	<1.0%	1	<1.0%	0	—	1	<1.0%
<b>TOTAL</b>	<b>1,614</b>		<b>739</b>		<b>12</b>		<b>590</b>	

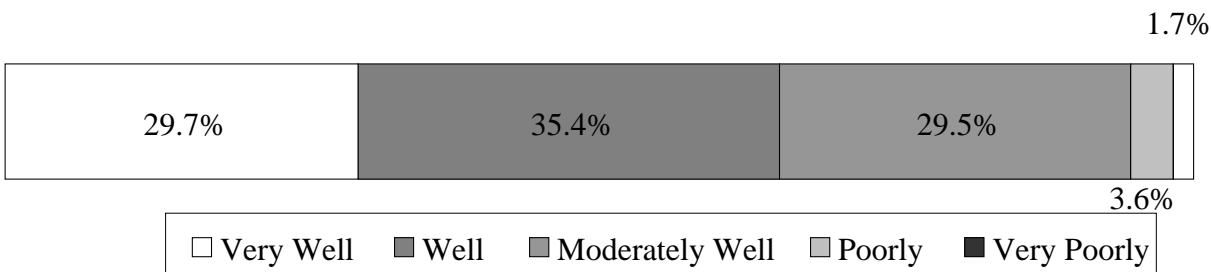
Many graduates are honing the skills they learn in class, and utilizing them in the workplace. Table 4.6 highlights the percentage of respondents with full-time employment who have careers directly related to their academic program of choice. In terms of students who were not enrolled in program specifically designed for transfer to a four-year institution, those who majored in health, mechanical technologies and engineering and the natural sciences were highly likely to work full-time in a career related to their schooling (96.3 percent, 86.3 percent and 85.7 percent respectively).

**Table 4.6. Relation of Full-Time Employment to Community College Major by Academic Program**

<b>Program</b>	<b>Related Field</b>	<b>Different Field</b>
Health Services and Paramedical Studies	96.3%	3.7%
Mechanical Technologies & Engineering	86.3%	13.7%
Natural Science	85.7%	14.3%
Business & Commerce	79.3%	20.7%
Data Processing	74.6%	25.4%
Public Service	74.5%	25.5%
<i>Transfer Programs</i>		
Arts & Sciences	47.3%	52.7%
Humanities & Social Sciences	50.0%	50.0%
Engineering	88.9%	11.1%
General Studies	52.9%	47.1%
Teacher Education	67.7%	32.4%
Business Administration	78.3%	21.7%
Computer Science	66.7%	33.3%
Interdisciplinary	100.0%	0.0%

Overall, Maryland’s community colleges are effectively preparing their students to enter the workforce (Figure 4c). Across all colleges 65.10 percent of students who are working full-time or part-time reported that they were *very well* or *well* prepared for their careers.

**Figure 4c. Respondents' Rating of Community College Employment Preparation**



**Table 4.7. Graduate Rating of Community College Employment Preparation as Very Good or Good by Institution**

Institution	%
Allegany College of Maryland	74.3%
Anne Arundel Community College	63.1%
Baltimore City Community College	72.9%
Carroll Community College	57.4%
Cecil Community College	84.6%
Chesapeake College	64.1%
College of Southern Maryland	55.85%
The Community College of Baltimore County	65.3%
Frederick Community College	66.4%
Garrett College	35.7%
Hagerstown Community College	67.4%
Harford Community College	63.6%
Howard Community College	66.7%
Montgomery College	61.1%
Prince George's Community College	69.9%
Wor-Wic Community College	80.0%

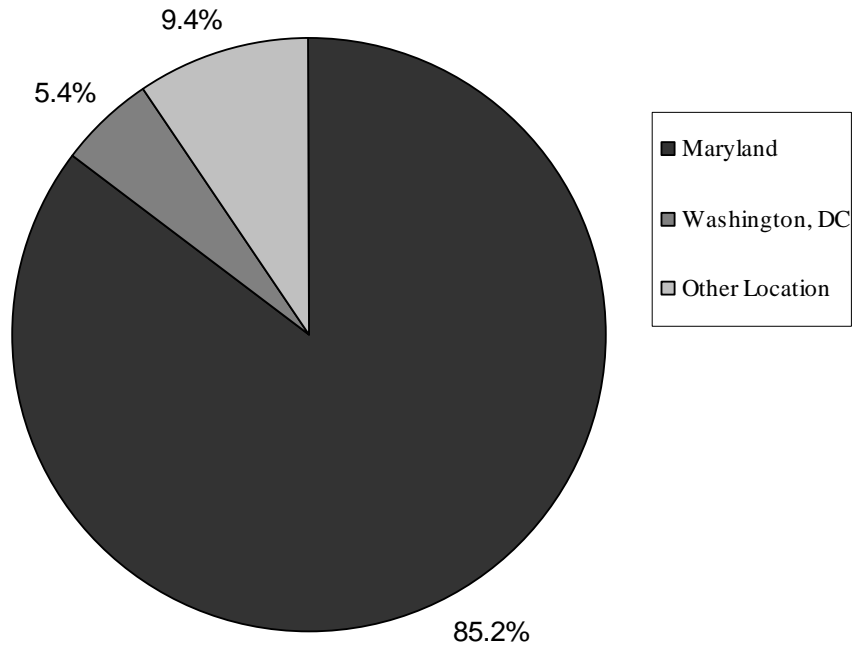


Maryland’s community college graduates who are working full-time or part-time are using their education to invest in the State’s workforce (Table 4.8), and the majority of respondents (85.2 percent) reported working in Maryland (Figure 4d.).

**Table 4.8. Distribution of Job Location of Graduates by Institution**

<b>Institution</b>	<b>% Working in Maryland</b>	<b>% Working in Washington, DC</b>	<b>% Working Elsewhere</b>
Allegany College of Maryland	66.3%	0.0%	33.7%
Anne Arundel Community College	91.8%	2.2%	6.0%
Baltimore City Community College	96.7%	3.3%	0.0%
Carroll Community College	94.9%	0.0%	5.1%
Cecil Community College	75.9%	0.0%	24.1%
Chesapeake College	92.1%	0.0%	7.9%
College of Southern Maryland	83.3%	7.8%	8.9%
The Community College of Baltimore County	94.6%	1.2%	4.2%
Frederick Community College	85.6%	3.4%	11.0%
Garrett College	86.2%	0.0%	13.8%
Hagerstown Community College	74.2%	3.1%	22.7%
Harford Community College	96.3%	<1.0%	2.8%
Howard Community College	92.2%	2.4%	5.4%
Montgomery College	76.8%	14.8%	8.4%
Prince George's Community College	63.0%	26.0%	11.0%
Wor-Wic Community College	94.2%	0.0%	5.8%

**Figure 4d. Percent of Graduates Working in Maryland, Washington, D.C. or A Different Location**



## V. SUMMARY

The purpose of this analysis was to describe the experiences and post-graduation activities of the 2007 – 2008 graduates of Maryland’s community colleges. The graduates in the analysis received either an associate degree or certificate during the academic year. The analysis includes descriptive and cross-analyses that capture graduates demographic and academic characteristics, their perceptions and experiences in college and their employment and educational activities one year after graduation.

There were several major findings from the analysis. First, Maryland’s community college graduates highly value their education. Graduates believe that earning a degree or certificate and transferring to a four-year institution is a very important goal. Results from this study also show that many graduates are successfully transferring to four-institutions, and highly regard their preparation at the community college.

Another major finding from this analysis is that graduates are re-investing their education into the state’s workforce. The majority of students in this analysis are working in the state of Maryland. This finding has important implications for policy and practice in the state’s two-year institutions.

Finally, this study has shown that over the last 25 years, community colleges have continued to improve upon the services they deliver to students. An analysis of trend data showed that students are increasingly satisfied with their experiences and the preparation they receive to pursue careers and baccalaureate degrees.

## APPENDIX

### FOLLOW-UP SURVEY OF 2007-2008 Maryland Community College Graduates

The purpose of this survey is to help your community college and the Maryland Higher Education Commission assess and improve programs. Please complete this questionnaire and return it in the pre-paid envelope provided. All individual responses will remain confidential. Thank you for your assistance in helping us evaluate our programs and services.

- 1. Below are several objectives one might achieve at a community college. In the left-hand columns, please rate how important each of these objectives was to you. Then, in the far-right column, mark the one that was your SINGLE MOST important objective.**

Very Important	Somewhat Important	Not important		Mark the <u>most</u> <u>important</u> objective (Select only one)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Earn an Associate's Degree or Certificate	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Prepare for transfer to a four-year institution	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Prepare for entry into first career	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Prepare for entry into different career	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Update skills for current job	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Self Enrichment	<input type="radio"/>

- 2. Was your most important objective (as reported in Q. 1 above) achieved by the time you graduated from your community college?**

Completely       Partly       Not at all

- 3. If you had to do it over again, would you attend the same community college?**

Yes                       No                       Not sure

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

Yes                       No                       Not sure

**5. Please rate how attending your community college affected your mastery of each of the following skills.**

	<i>Mastery of Skills As a Result of Community College Attendance</i>		
	Improved a	Improved a	No
	Great Deal	Fair Amount	Improvement At All
Writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of science and technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. Please rate how attending your community college affected you in each of the following areas.**

	<i>Personal Change As a Result of Community College Attendance</i>		
	Increased a	Increased	Remained
	Great Deal	Somewhat	the Same
Appreciation of art, music and literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity of educational and career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciation of cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoyment of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. Please rate each of the following aspects of your community college experience. Mark the response that most closely reflects your opinion. Choose “No basis to judge” if you did not have any experience with an item.**

	Very Good	Good	Fair	Poor	Very Poor	No basis to judge
Overall college experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of online instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of laboratory equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty availability/helpfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutorial services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job placement/referral services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall quality of college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**TRANSFER COLLEGE INFORMATION**

**8. Have you taken courses at a college or university since graduating from your community college? (Select only one)**

- Yes, primarily as a full-time student at a 4-year institution. (12 or more credits per semester)
- Yes, primarily as a part-time student at a 4-year institution. (less than 12 credits per semester)
- Yes, primarily as a student at a community college. (Skip to Q. 14)
- No, I have not taken any courses since graduating. (Skip to Q. 14)

**9. To which 4-year college or university did you transfer?**

- |   |  |  |
|---|--|--|
| Maryland Public   |  | Selected MD Private                            |
| <input type="radio"/> Bowie State Univ.                           | <input type="radio"/> Coppin State College | <input type="radio"/> Frostburg State Univ     |
| <input type="radio"/> Morgan State Univ                           | <input type="radio"/> Salisbury Univ       | <input type="radio"/> St. Mary's College       |
| <input type="radio"/> Towson Univ                                 | <input type="radio"/> Univ of Baltimore    | <input type="radio"/> UM Baltimore             |
| <input type="radio"/> UM Baltimore County                         | <input type="radio"/> UM College Park      | <input type="radio"/> UM Eastern Shore         |
| <input type="radio"/> UM University College                       |  |  |
| <input type="radio"/> Baltimore Hebrew                            | <input type="radio"/> Capitol College      | <input type="radio"/> College of Notre Dame    |
| <input type="radio"/> Columbia Union                              | <input type="radio"/> Goucher College      | <input type="radio"/> Hood College             |
| <input type="radio"/> Johns Hopkins Univ                          | <input type="radio"/> Loyola College       | <input type="radio"/> Maryland Inst Col of Art |
| <input type="radio"/> McDaniel College (W. MD)                    | <input type="radio"/> Mt. St. Mary's Univ  | <input type="radio"/> St. John's College       |
| <input type="radio"/> Sojourner- Douglass                         |  |  |
| <input type="radio"/> Stevenson University (formerly Villa Julie) | <input type="radio"/> Washington College   | <input type="radio"/> Other MD Private Inst    |
|   |  | Specify:<br>_____                              |
|   |  | _____  |
|   |  | _____  |
|   |  | Other  |
|   | <input type="radio"/> Out-of State Private | <input type="radio"/> Out-of-State Public      |
|   |  | Specify:<br>_____                              |
|   |  | _____  |
|   |  | _____  |

**10. How well did your community college prepare you for transfer to this 4-yr institution?**

- Very Well       Well       Moderately Well       Poorly       Very Poorly

**11. Is your current major in the same academic field as the program from which you graduated at your community college?**

- Same academic field       Somewhat related academic field       Different academic field

**12. How many credit hours with a "C" or better were NOT accepted by your transfer college/university?**

- None       1-6       7-10       11-15       16-20       More than 20

**13. Why were the courses with a “C” or better NOT accepted? (Mark all that apply.)**

- Changed major
- No comparable course offered at the transfer college
- Earned over 60 credits
- Other (please specify)\_\_\_\_\_

**EMPLOYMENT INFORMATION**

**14. What is your current employment status? (Mark all that apply)**

- Employed full-time (35 or more hours per week)
- Employed part-time (less than 35 hours per week)
- Active duty military
- Full-time homemaker
- Unemployed and seeking a job
- Unemployed and not seeking a job
- Retired

**If you selected any of these three options, please Continue to Q. 15. Otherwise, SKIP to Q. 19.**

**15. How is your job related to your community college program?**

- Same field
- Somewhat related field
- Different field

**16. How well did your community college prepare you for employment?**

- Very well
- Well
- Moderately Well
- Poorly
- Very Poorly

**17. Where is your primary job located?**

- |   |                                     |  |  |  |
|---|-------------------------------------|--|--|--|
| <input type="checkbox"/> Allegany         | <input type="checkbox"/> Cecil      | <input type="checkbox"/> Kent            | <input type="checkbox"/> Washington County | <input type="checkbox"/> Washington DC |
| <input type="checkbox"/> Anne Arundel     | <input type="checkbox"/> Charles    | <input type="checkbox"/> Montgomery      | <input type="checkbox"/> Wicomico          | <input type="checkbox"/> Pennsylvania  |
| <input type="checkbox"/> Baltimore City   | <input type="checkbox"/> Dorchester | <input type="checkbox"/> Prince George’s | <input type="checkbox"/> Worcester         | <input type="checkbox"/> Virginia      |
| <input type="checkbox"/> Baltimore County | <input type="checkbox"/> Frederick  | <input type="checkbox"/> Queen Anne’s    |  | <input type="checkbox"/> Delaware      |
| <input type="checkbox"/> Calvert          | <input type="checkbox"/> Garrett    | <input type="checkbox"/> St. Mary’s      |  | <input type="checkbox"/> West Virginia |
| <input type="checkbox"/> Caroline         | <input type="checkbox"/> Harford    | <input type="checkbox"/> Somerset        |  | <input type="checkbox"/> Other Area    |
| <input type="checkbox"/> Carroll          | <input type="checkbox"/> Howard     | <input type="checkbox"/> Talbot          |  | _____                                  |



**18. Please select the range that includes your current gross annual salary (before overtime, deductions, and taxes)? PLEASE REMEMBER, ALL RESPONSES ARE CONFIDENTIAL!**

- |  |  |
|--|--|
| <input type="radio"/> Less than \$20,000   | <input type="radio"/> \$45,000 to \$49,999 |
| <input type="radio"/> \$20,000 to \$24,999 | <input type="radio"/> \$50,000 to \$54,999 |
| <input type="radio"/> \$25,000 to \$29,999 | <input type="radio"/> \$55,000 to \$59,999 |
| <input type="radio"/> \$30,000 to \$34,999 | <input type="radio"/> \$60,000 to \$64,999 |
| <input type="radio"/> \$35,000 to \$39,999 | <input type="radio"/> \$65,000 to \$69,999 |
| <input type="radio"/> \$40,000 to \$44,999 | <input type="radio"/> \$70,000 or more     |

ADDITIONAL COMMENTS

**19. Please use the space below to enter any additional comments that you would like to share concerning your community college experience (e.g. what you liked best about your community college experience, what you would suggest to improve the community college experience, etc.).**

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