

Results and Analysis of the Career Advantage Survey of Career Advantage Alumni

Four Years after High School

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Introduction

The Office of institutional Effectiveness at Des Moines Area Community College (DMACC) was engaged by the DMACC Career Advantage Office to summarize and analyze the results of a survey conducted during the spring and summer of 2013 of past career advantage (dual or concurrent enrollment) students four years after graduating. The intent of this report is to provide summary information, highlight important findings and make recommendations for consideration regarding both career advantage programming and this survey. If there are questions or comments regarding this information, please feel free to contact the Office of Institutional Effectiveness according to the title page of this report.

This survey presents several unique challenges due to the fact that the survey is designed to follow up with career advantage students 4 years after graduating high school. It is often difficult to contact these students because student records are difficult to maintain once a student leaves the institution. The first challenge is getting correct contact information for these students. After 4 years, often the student's permanent address (usually a parent or guardian) is also out of date. The second challenge is getting potential respondents to take the time to respond to the survey so many years after participation. Lastly, students' perceptions of their career advantage experience may not be as clear as they once were. All of these challenges traditionally result in a lower sample size and response rates.

With only 46 overall respondents it will be difficult to make valuable conclusions for the data contained in this report. All conclusions and analyses might better be considered preliminary issues worthy of discussion, however, no program changes should be made from this report.

Demographics

As in the one-year follow-up survey, this survey does a good job of representing minority students. For the 2008-2009 academic year, 13% of all career advantage students were minority. This survey captured 33% minority respondents. For gender, however, this survey captured only 41% male respondents with males representing 49% of all career advantage students for the 2008-2009 school year. Future surveys would benefit from either oversampling males, additional follow up for male respondents, and/or incentives to encourage males to participate. Table 1 below shows racial and gender breakdowns. Table 2 shows the individual race breakdown by gender.

Table 1 -Number and Percent of Survey Respondents by Sex and Minority Status

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL	%	Female		Male	
			N	%	N	%
Minority	16	32.7	8.0	50.0	8.0	50.0
White	30	61.2	20.0	66.7	10.0	33.3
Unreported	3	6.1	1.0	33.3	2.0	66.7
TOTAL	49	100.0	29.0	59.2	20.0	40.8

Table 2 -Number and Percent of Survey Respondents by Sex and Race

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL	%	Female		Male	
			N	%	N	%
AI_AN	1	2.0	1.0	100.0	.	.
Black	1	2.0	.	.	1.0	100.0
Unreported	3	6.1	1.0	33.3	2.0	66.7
White	30	61.2	20.0	66.7	10.0	33.3
Multiple Races	14	28.6	7.0	50.0	7.0	50.0
TOTAL	49	100.0	29.0	59.2	20.0	40.8

Impact of Career Advantage Programming on Future College Experiences

Over 95% of all respondents attended college at some point since graduating high school 4 years ago with more than half of them attending a 4-year institution. This number is much higher than the percentages reported in the one-year survey (37%). Community colleges have recently been recognized for their value in the higher education market with greater market share for post-secondary students. In its current format, it is difficult to know how many students first attended a 2-year school and then transferred to a 4-year institution. When asked what the students are doing currently, approximately one in three responded that they are employed full-time, part-time or self-employed. Also, more than 80% of the reported respondents say that DMACC credits reduced their student loans or tuition. This shows that the program not only impacts college experiences but also impacts economic conditions of the student.

Table 3 - Number and Percent of Survey Respondents by Post-High School Institution Type, Sex and Employment Status

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL		Female		Male		Employed	
	N	%	N	%	N	%	N	%
Career School or College or an Apprenticeship program	1	2.9	.	.	1	100.0	1	100
Private 2-year Community or Technical College	1	2.9	1	100.0	.	.	.	.
Private 4-year College or University	5	14.7	3	60.0	2	40.0	2	40.0
Public 2-year Community or Technical College	13	38.2	11	84.6	2	15.4	3	23.1
Public 4-year College or University	14	41.2	9	64.3	5	35.7	5	35.7
TOTAL	34	100.0	24	70.6	10	29.4	11	32.4

Table 4 - Career Advantage Program credits earned reduced student loan or tuition by Sex

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL		Female		Male	
	N	%	N	%	N	%
No	6	17.1	5	83.3	1	16.7
Yes	29	82.9	17	58.6	12	41.4
TOTAL	35	100.0	22	62.9	13	37.1

The data in table 5 below shows that respondents began college after high school having earned 13.9 career advantage credit hours on average. This represents about a one-semester head start for these students assuming that all career advantage credits transferred successfully. Compared to the average number of career advantage credits taken by the one-year respondents, it appears that the average number of credits taken by career advantage students is increasing. In other words, those who graduated in 2009 school year had an average of 13.9 career advantage credits in comparison to those who graduated in 2011 and later with an average of 16 career advantage credits. This may be a result of the increased popularity and offerings of DMACC’s career advantage programs.

Table 5 - Average Number of Career Advantage Credits Taken by Sex

Source: DMACC, Career Advantage Student Survey-2013

	N	AVG	Female	Male
Minority	16	14.7	17.2	11.5
White	30	11.6	10.8	13.2

	N	AVG	Female	Male
TOTAL	46	13.9	13.5	14.7

Table 6 looks at specific college experiences including internship participation, double majors and minors and studying abroad. Two out of every three students who reported either had a double major, an internship, major/minor, studied abroad or a combination. Since majority of the students four years later have had post-secondary experiences, one can imply that the career advantage program is impacting their lives in a positive manner. Having said that, the survey also shows that one-third are unreported indicating that they either declined to report or have nothing positive to share.

Table 6 - Number and Percent of Survey Respondents with Post-secondary experiences by Sex

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL		Female		Male	
	N	%	N	%	N	%
Double Major	1	2.2	1	100.0	.	.
Internship	8	17.4	5	62.5	3	37.5
Internship and Double Major	4	8.7	2	50.0	2	50.0
Internship and Major and Minor	4	8.7	2	50.0	2	50.0
Internship and Study Abroad and Major and Minor	1	2.2	1	100.0	.	.
Major and Minor	8	17.4	7	87.5	1	12.5
Study Abroad	2	4.3	1	50.0	1	50.0
Study Abroad and Double Major and Major and Minor	1	2.2	1	100.0	.	.
Study Abroad and Major and Minor	1	2.2	1	100.0	.	.
Unreported	16	34.8	6	37.5	10	62.5
TOTAL	46	100.0	27	58.7	19	41.3

Respondents were asked 6 questions meant to evaluate their career advantage experience on a scale from strongly agree, agree, neutral, disagree and strongly disagree. A score of 5 was given to the strongly agree value ending with a 1 for the strongly disagree.

Tables 7-12 below show similar results for each question. Majority of the students felt that as a result of career advantage, they; a) were better prepared academically, b) had more realistic expectations about college, c) were more confident in their abilities, d) had stronger study habits, and e) strengthened time management skills.

Table 7 - Student Agreement with the Statement, I was Better Prepared Academically

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL		Female		Male	
			N	%	N	%
1-Strongly Agree	12	32.4	9	75.0	3	25.0
2-Agree	17	45.9	11	64.7	6	35.3
3-Neutral	3	8.1	2	66.7	1	33.3
4-Disagree	4	10.8	2	50.0	2	50.0
5-Strongly Disagree	1	2.7	1	100.0	.	.
TOTAL	37	100.0	25	67.6	12	32.4

Table 8 - Student Agreement with the Statement, I Developed More Realistic Academic Expectations about College

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL		Female		Male	
			N	%	N	%
1-Strongly Agree	12	33.3	8	66.7	4	33.3
2-Agree	13	36.1	9	69.2	4	30.8
3-Neutral	7	19.4	4	57.1	3	42.9
4-Disagree	2	5.6	1	50.0	1	50.0
5-Strongly Disagree	2	5.6	2	100.0	.	.
TOTAL	36	100.0	24	66.7	12	33.3

Table 9 - Student Agreement with the Statement, I Was More Confident in My Ability to Succeed in College

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL		Female		Male	
			N	%	N	%
1-Strongly Agree	15	41.7	10	66.7	5	33.3
2-Agree	11	30.6	8	72.7	3	27.3
3-Neutral	5	13.9	3	60.0	2	40.0
4-Disagree	3	8.3	1	33.3	2	66.7

5-Strongly Disagree	2	5.6	2	100.0	.	.
TOTAL	36	100.0	24	66.7	12	33.3

Table 10 - Student Agreement with the Statement, I considered enrolling in college for the first time

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL	%	Female		Male	
			N	%	N	%
1-Strongly Agree	7	19.4	4	57.1	3	42.9
2-Agree	3	8.3	2	66.7	1	33.3
3-Neutral	9	25.0	7	77.8	2	22.2
4-Disagree	6	16.7	4	66.7	2	33.3
5-Strongly Disagree	11	30.6	7	63.6	4	36.4
TOTAL	36	100.0	24	66.7	12	33.3

Table 11 - Student Agreement with the Statement, I Strengthened My Study Habits

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL	%	Female		Male	
			N	%	N	%
1-Strongly Agree	9	25.0	6	66.7	3	33.3
2-Agree	10	27.8	9	90.0	1	10.0
3-Neutral	10	27.8	6	60.0	4	40.0
4-Disagree	6	16.7	3	50.0	3	50.0
5-Strongly Disagree	1	2.8	.	.	1	100.0
TOTAL	36	100.0	24	66.7	12	33.3

Table 12- Student Agreement with the Statement, I Strengthened My Time Management Skills

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL	%	Female		Male	
			N	%	N	%
1-Strongly Agree	10	27.8	7	70.0	3	30.0
2-Agree	12	33.3	8	66.7	4	33.3

3-Neutral	9	25.0	7	77.8	2	22.2
4-Disagree	4	11.1	2	50.0	2	50.0
5-Strongly Disagree	1	2.8	.	.	1	100.0
TOTAL	36	100.0	24	66.7	12	33.3

Table 13 below assessed their overall experience with career advantage and Table 13 looks at whether or not they would recommend career advantage students to high school students. About 84% of all respondents rated their overall experience as excellent or good with 4 respondents rating their experience as neutral and 3 rating their experience as fair or poor. Overall, respondent's ratings give evidence that they were satisfied with their career advantage experience. This would be an excellent question to benchmark against with other schools asking this same question of their recently graduated career advantage students. Only 2 respondents would not recommend career advantage programming to high school students which also indicates a high level of satisfaction for the respondents.

Table 13 - Number and Percent of Career Advantage Survey Respondents by Overall Program Satisfaction, Sex and Minority Status

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL		Female		Male		Minority		White		Unreported	
	N	%	N	%	N	%	N	%	N	%	N	%
1-Excellent	25	58.1	14	56.0	11	44.0	5	20.0	17	68.0	3	12.0
2-Good	11	25.6	8	72.7	3	27.3	3	27.3	8	72.7	.	.
3-Neutral	4	9.3	2	50.0	2	50.0	.	.	4	100.0	.	.
4-Fair	1	2.3	1	100.0	.	.	1	100.0	.	.	.	.
5-Poor	2	4.7	1	50.0	1	50.0	2	100.0	.	.	.	.
TOTAL	43	100.0	26	60.5	17	39.5	11	25.6	29	67.4	3	7.0

Table 14- Number and Percent of Career Advantage Survey Respondents Who Would Recommend Career Advantage Programming to Their Peers by Sex

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL		Female		Male	
	N	%	N	%	N	%
No	2	4.5	1	50	1	50
Yes	42	95.5	25	59.5	17	40.5

	TOTAL	%	Female		Male	
			N	%	N	%
TOTAL	44	100.0	26	59.1	18	40.9

Familial College Experience and Income

Additional questions concerning familial college experience and income were included to help describe the students' served by career advantage programming. Table 14 shows that only 20% of respondents would be considered first-generation college students. Tables 15-16, it appears that career advantage programming is serving students from all income levels at a significant level. This is consistent with schools soliciting participation from students they feel are academically prepared to do college-level work while in high school and not on ability to pay or political factors.

Table 15- Number and Percent of Career Advantage Survey Respondents by Parent's Previous College Experience, Sex

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL	%	Female		Male	
			N	%	N	%
No	10	20.4	5	17.2	5	25.0
Yes	25	51.0	17	58.6	8	40.0
Unreported	14	28.6	7	24.1	7	35.0
TOTAL	49	100.0	29	100.0	20	100.0

Table 16- Number and Percent of Career Advantage Survey Respondents Five-Years Since Graduation by Free or Reduced Price Meal Eligibility by Sex

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL		Female		Male	
	L	%	N	%	N	%
No	23	46.9	14	48.3	9	45.0
Yes	12	24.5	7	24.1	5	25.0
Unreported	14	28.6	8	27.6	6	30.0
TOTAL	49	100.0	29	100.0	20	100.0

Table 17 - Number and Percent of Survey Respondents by Pell Grant eligibility by Sex

Source: DMACC, Career Advantage Four-year Follow-up Survey, 2013

	TOTAL		Female		Male	
			N	%	N	%
No	19	54.3	10	52.6	9	47.4
Yes	16	45.7	13	81.3	3	18.8
TOTAL	35	100.0	23	65.7	12	34.3

Recommendations

Recommendations made from this study are about the survey and additional uses of the data collected. No program recommendations are made as the data is not conclusive enough to do so. Recommendations for this survey include the following.

- Review all questions according to the recommendations made in the one-year follow up report
- Focus on methods for improving response rates for the survey including follow up or incentives. DMACC might consider using a data appending service to update old information.
- The four-year follow-up survey needs to be same or similar with one-year follow survey so comparisons between both can be made efficiently. Currently only few questions on the survey match but not all.