Results and Analysis of the Career Advantage Survey of Career Advantage Alumni One Year after High School

Spring/Summer 2012 to 2015

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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 surveys conducted during the spring and summer of 2012 to 2015 of past career advantage (dual or concurrent enrollment) students one year after graduation. This office had previously done a similar study in 2010. The results from 2012 to 2015 surveys were aggregated to provide summary information, highlight important findings, discover possible trends over the two reports, 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.

Demographics

A total of 360 career advantage students responded to the survey that was conducted one year after graduation every year from 2012 to 2015. Majority of respondents (76%) were white and female. Among the non-white respondents, 42% were male and 58% female indicating a somewhat representative sample. In future surveys, more effort is needed to ensure there is equal representation of male and female respondents through oversampling or incentivizing male respondents. The survey, however, represent a good cross section of the total career advantage minority students. For the school years from 2011 to 2014, the average enrollment of minority population was 17%. The survey captured 14.7% minority students. The follow-up survey that was done in 2010 show similar patterns in demographic profile as Table 1 below.

Table 1- Number and Percent of Career Advantage Survey Respondents One-Year after Graduation by Sex and Race

Source: DMACC, Career Advantage Student Survey-2012-2015

			Female		Male	
	TOTAL	%	N	%	N	%
Asian	9	2.5	6.0	66.7	3.0	33.3
Black	10	2.8	5.0	50.0	5.0	50.0
Hispanic	11	3.1	5.0	45.5	6.0	54.5
Other	6	1.7	3.0	50.0	3.0	50.0
White	304	84.4	230.0	75.7	74.0	24.3
Multiple Races	17	4.7	12.0	70.6	5.0	29.4
Unreported	3	0.8	3.0	100.0	.	.

			Female		Male	
	TOTAL	%	N	%	N	%
TOTAL	360	100.0	264.0	73.3	96.0	26.7

Impact of Career Advantage Programming on Future College Experiences

More than 95% of the respondents attended college after graduating high school. This number significantly went up from 83% in 2010. Table 2 below shows the number and percent of respondents by type of college attended after graduation. A majority of the graduating career advantage students enrolled in a 2-year institution. Close to 20% of them are non-white. In comparison less than 10% enrolled in 4-year institution. The high number of students attending 2-year schools may be accounted for by the familiarity and comfort levels students receive from participating in career advantage. As before, an "other" category was created to handle indiscernible survey data. Revisions in the survey can eliminate this problem and improve data quality.

Table 2- Number and Percent of Career Advantage Survey Respondents One-Year after Graduation by Post-High School Institution Type, Sex and Race

Source: DMACC, Career Advantage Student Survey-2012-2015

			Female		Male		Minority		White		Unreported	
	TOTAL	%	N	%	N	%	N	%	N	%	N	%
Two-year college	212	59.4	153	72.2	59	27.8	40	18.9	170	80.2	2	0.9
Four-year college	132	37.0	98	74.2	34	25.8	11	8.3	121	91.7	.	.
Still in HS	2	0.6	1	50.0	1	50.0	.	.	2	100.0	.	.
Other	11	3.1	10	90.9	1	9.1	2	18.2	8	72.7	1	9.1
TOTAL	357	100.0	262	73.4	95	26.6	53	14.8	301	84.3	3	0.8

On average, respondents indicated that they began college having earned approximately 16 credit hours. This represents about a one semester head start for these students assuming all career advantage credits transferred successfully. The average credits earned is the same between male and female respondents as shown in Table 3 below. The 2010 report showed higher credits earned by minority students, however, the opposite is show with the data since 2010. Significance of these differences cannot be determined but continue to be an area worth monitoring.

Table 3- Number and Average Number of Concurrent Credits Earned by Sex and Minority Status

Source: DMACC, Career Advantage Student Survey-2012-2015

	TOTAL			Female			Male		
	N	Mean	Median	N	Mean	Median	N	Mean	Median
Minority	41	12.5	9.0	26	11.6	9.0	15	14.2	6.0
White	249	16.7	12.0	190	16.6	12.0	59	17.0	12.0
Unreported	3	17.3	13.0	3	17.3	13.0	.	.	.
TOTAL	293	16.1	12.0	219	16.0	12.0	74	16.5	11.0

Tables 4, 5 and 6 below provide evidence that these credits were of value to their college and resulted in them being applied towards their college degree at varying levels. Difficulties with survey design in 2010 prevent direct comparison with current data. However, the current survey design will allow for these comparisons in the future. More than half of the total students were exempt from taking a required course in college. When aggregated by sex and race, there is about 20% difference in response between white male and female respondents. In comparison, the difference between gender among the minority students is minimal. The large difference in male and female responses could be due to the low male response rates. Future surveys can benefit from capturing more male responses.

Table 4- Was Exempt from a Required Course Resulting from Concurrent Enrollment Credits

Source: DMACC, Career Advantage Student Survey-2012-2015

				Female		Male	
		TOTAL	%	N	%	N	%
Minority	Exempt from Required Course	21	39.6	12	38.7	9	40.9
	Not Exempt from Required Course	32	60.4	19	61.3	13	59.1
	Sub Total	53	100.0	31	100.0	22	100.0
White	Exempt from Required Course	165	54.3	136	59.1	29	39.2
	Not Exempt from Required Course	139	45.7	94	40.9	45	60.8
	Sub Total	304	100.0	230	100.0	74	100.0
Unreported	Not Exempt from Required Course	3	100.0	3	100.0	.	.
	Sub Total	3	100.0	3	100.0	.	.
Exempt from Required Course	All	186	51.7	148	56.1	38	39.6
Not Exempt from Required Course	All	174	48.3	116	43.9	58	60.4
All		360	100.0	264	100.0	96	100.0

Being able to start college with advanced standing is a significant reason school districts and parents elect for career advantage courses. Table 5 below shows that about one-third (31%) of the students who responded to the survey were able to skip an entry level course and start their college level education with an advanced course. This number doubled from 15% from the 2010 survey.

Table 5- Started in Advanced Course Resulting from Concurrent Enrollment Credits

Source: DMACC, Career Advantage Student Survey-2012-2015

				Female		Male	
		TOTAL	%	N	%	N	%
Minority	Started with Advanced Course	16	30.2	7	22.6	9	40.9
	Did Not Start in Advanced Course	37	69.8	24	77.4	13	59.1
	Sub Total	53	100.0	31	100.0	22	100.0
White	Started with Advanced Course	95	31.3	74	32.2	21	28.4
	Did Not Start in Advanced Course	209	68.8	156	67.8	53	71.6
	Sub Total	304	100.0	230	100.0	74	100.0
Unreported	Started with Advanced Course	2	66.7	2	66.7	.	.
	Did Not Start in Advanced Course	1	33.3	1	33.3	.	.
	Sub Total	3	100.0	3	100.0	.	.
Started with Advanced Course	All	113	31.4	83	31.4	30	31.3
Did Not Start in Advanced Course	All	247	68.6	181	68.6	66	68.8
All		360	100.0	264	100.0	96	100.0

Overall, about 80% of students who responded to the survey indicate that their credits that they earned in the program were used towards graduating from college. This shows a significant positive impact Career Advantage programming has on college experience.

Table 6- Applied Concurrent Enrollment Credits Towards College Graduation

Source: DMACC, Career Advantage Student Survey-2012-2015

				Female		Male	
		TOTAL	%	N	%	N	%
Minority	Credits Applied Toward Graduation	40	75.5	22	71.0	18	81.8
	Credits Did Not Apply Towards Graduation	13	24.5	9	29.0	4	18.2
	Sub Total	53	100.0	31	100.0	22	100.0

				Female		Male	
		TOTAL	%	N	%	N	%
White	Credits Applied Toward Graduation	243	79.9	188	81.7	55	74.3
	Credits Did Not Apply Towards Graduation	61	20.1	42	18.3	19	25.7
	Sub Total	304	100.0	230	100.0	74	100.0
Unreported	Credits Applied Toward Graduation	2	66.7	2	66.7	.	.
	Credits Did Not Apply Towards Graduation	1	33.3	1	33.3	.	.
	Sub Total	3	100.0	3	100.0	.	.
Credits Applied Toward Graduation	All	285	79.2	212	80.3	73	76.0
Credits Did Not Apply Towards Graduation	All	75	20.8	52	19.7	23	24.0
All		360	100.0	264	100.0	96	100.0

Student Evaluation of Their Career Advantage Experience

Respondents were asked 7 questions to evaluate their career advantage experience. They were asked to rate 6 of these questions using a Likert scale with categories of 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. The one remaining question was on overall student experience of the programming that used different scales. A question on family income was also asked in the survey.

Table 7-12 below show similar results for each question. Overall 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, e) were better writers, and f) had better speaking skills. Though still generally agreeing with the statement, better study habits and speaking skills were rated lower with confidence, expectations and preparedness receiving higher scores. This trend was similar with results from the 2010 survey. In general, minority male students strongly agreed to four out of the six statements and white female students strongly agreed to all statements.

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

Source: DMACC, Career Advantage Student Survey-2012-2015

				Female		Male	
		TOTAL	%	N	%	N	%
Minority	1-Strongly Agree	17	32.7	9	29.0	8	38.1

				Female		Male	
		TOTAL	%	N	%	N	%
	2-Agree	18	34.6	12	38.7	6	28.6
	3-Neutral	10	19.2	7	22.6	3	14.3
	4-Disagree	3	5.8	2	6.5	1	4.8
	5-Strongly Disagree	3	5.8	1	3.2	2	9.5
	Don't Know	1	1.9	.	.	1	4.8
	Sub Total	52	100.0	31	100.0	21	100.0
White	1-Strongly Agree	107	35.2	87	37.8	20	27.0
	2-Agree	111	36.5	85	37.0	26	35.1
	3-Neutral	56	18.4	37	16.1	19	25.7
	4-Disagree	13	4.3	10	4.3	3	4.1
	5-Strongly Disagree	14	4.6	11	4.8	3	4.1
	Don't Know	3	1.0	.	.	3	4.1
	Sub Total	304	100.0	230	100.0	74	100.0
Unreported	1-Strongly Agree	2	66.7	2	66.7	.	.
	3-Neutral	1	33.3	1	33.3	.	.
	Sub Total	3	100.0	3	100.0	.	.
1-Strongly Agree	All	126	35.1	98	37.1	28	29.5
2-Agree	All	129	35.9	97	36.7	32	33.7
3-Neutral	All	67	18.7	45	17.0	22	23.2
4-Disagree	All	16	4.5	12	4.5	4	4.2
5-Strongly Disagree	All	17	4.7	12	4.5	5	5.3
Don't Know	All	4	1.1	.	.	4	4.2
All		359	100.0	264	100.0	95	100.0

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

Source: DMACC, Career Advantage Student Survey-2012-2015

				Female		Male	
		TOTAL	%	N	%	N	%
Minority	1-Strongly Agree	16	30.8	9	29.0	7	33.3
	2-Agree	13	25.0	9	29.0	4	19.0
	3-Neutral	11	21.2	8	25.8	3	14.3

				Female		Male	
		TOTAL	%	N	%	N	%
	4-Disagree	7	13.5	3	9.7	4	19.0
	5-Strongly Disagree	3	5.8	1	3.2	2	9.5
	Don't Know	2	3.8	1	3.2	1	4.8
	Sub Total	52	100.0	31	100.0	21	100.0
White	1-Strongly Agree	94	31.1	77	33.6	17	23.3
	2-Agree	108	35.8	75	32.8	33	45.2
	3-Neutral	55	18.2	42	18.3	13	17.8
	4-Disagree	28	9.3	23	10.0	5	6.8
	5-Strongly Disagree	15	5.0	11	4.8	4	5.5
	Don't Know	2	0.7	1	0.4	1	1.4
	Sub Total	302	100.0	229	100.0	73	100.0
Unreported	1-Strongly Agree	2	66.7	2	66.7	.	.
	3-Neutral	1	33.3	1	33.3	.	.
	Sub Total	3	100.0	3	100.0	.	.
1-Strongly Agree	All	112	31.4	88	33.5	24	25.5
2-Agree	All	121	33.9	84	31.9	37	39.4
3-Neutral	All	67	18.8	51	19.4	16	17.0
4-Disagree	All	35	9.8	26	9.9	9	9.6
5-Strongly Disagree	All	18	5.0	12	4.6	6	6.4
Don't Know	All	4	1.1	2	0.8	2	2.1
All		357	100.0	263	100.0	94	100.0

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

Source: DMACC, Career Advantage Student Survey-2012-2015

				Female		Male	
		TOTAL	%	N	%	N	%
Minority	1-Strongly Agree	14	26.9	8	25.8	6	28.6
	2-Agree	19	36.5	12	38.7	7	33.3
	3-Neutral	15	28.8	10	32.3	5	23.8
	5-Strongly Disagree	3	5.8	1	3.2	2	9.5
	Don't Know	1	1.9	.	.	1	4.8

				Female		Male	
		TOTAL	%	N	%	N	%
	Sub Total	52	100.0	31	100.0	21	100.0
White	1-Strongly Agree	105	34.7	81	35.4	24	32.4
	2-Agree	107	35.3	82	35.8	25	33.8
	3-Neutral	61	20.1	44	19.2	17	23.0
	4-Disagree	16	5.3	10	4.4	6	8.1
	5-Strongly Disagree	11	3.6	10	4.4	1	1.4
	Don't Know	3	1.0	2	0.9	1	1.4
	Sub Total	303	100.0	229	100.0	74	100.0
Unreported	1-Strongly Agree	2	66.7	2	66.7	.	.
	3-Neutral	1	33.3	1	33.3	.	.
	Sub Total	3	100.0	3	100.0	.	.
1-Strongly Agree	All	121	33.8	91	34.6	30	31.6
2-Agree	All	126	35.2	94	35.7	32	33.7
3-Neutral	All	77	21.5	55	20.9	22	23.2
4-Disagree	All	16	4.5	10	3.8	6	6.3
5-Strongly Disagree	All	14	3.9	11	4.2	3	3.2
Don't Know	All	4	1.1	2	0.8	2	2.1
All		358	100.0	263	100.0	95	100.0

Table 10- Student Agreement with the Statement, 'I Strengthened My Study Habits'

Source: DMACC, Career Advantage Student Survey-2012-2015

				Female		Male	
		TOTAL	%	N	%	N	%
Minority	1-Strongly Agree	8	15.7	5	16.7	3	14.3
	2-Agree	21	41.2	12	40.0	9	42.9
	3-Neutral	14	27.5	9	30.0	5	23.8
	4-Disagree	4	7.8	2	6.7	2	9.5
	5-Strongly Disagree	2	3.9	1	3.3	1	4.8
	Don't Know	2	3.9	1	3.3	1	4.8
	Sub Total	51	100.0	30	100.0	21	100.0
White	1-Strongly Agree	58	19.1	51	22.2	7	9.5
	2-Agree	110	36.2	87	37.8	23	31.1

				Female		Male	
		TOTAL	%	N	%	N	%
	3-Neutral	89	29.3	58	25.2	31	41.9
	4-Disagree	28	9.2	21	9.1	7	9.5
	5-Strongly Disagree	16	5.3	11	4.8	5	6.8
	Don't Know	3	1.0	2	0.9	1	1.4
	Sub Total	304	100.0	230	100.0	74	100.0
Unreported	2-Agree	1	33.3	1	33.3	.	.
	4-Disagree	2	66.7	2	66.7	.	.
	Sub Total	3	100.0	3	100.0	.	.
1-Strongly Agree	All	66	18.4	56	21.3	10	10.5
2-Agree	All	132	36.9	100	38.0	32	33.7
3-Neutral	All	103	28.8	67	25.5	36	37.9
4-Disagree	All	34	9.5	25	9.5	9	9.5
5-Strongly Disagree	All	18	5.0	12	4.6	6	6.3
Don't Know	All	5	1.4	3	1.1	2	2.1
All		358	100.0	263	100.0	95	100.0

Table 11- Student Agreement with the Statement, 'I Strengthened My Writing Skills'

Source: DMACC, Career Advantage Student Survey-2012-2015

				Female		Male	
		TOTAL	%	N	%	N	%
Minority	1-Strongly Agree	9	17.6	6	20.0	3	14.3
	2-Agree	19	37.3	10	33.3	9	42.9
	3-Neutral	19	37.3	13	43.3	6	28.6
	4-Disagree	1	2.0	.	.	1	4.8
	5-Strongly Disagree	3	5.9	1	3.3	2	9.5
	Sub Total	51	100.0	30	100.0	21	100.0
White	1-Strongly Agree	78	25.7	69	30.0	9	12.2
	2-Agree	113	37.2	85	37.0	28	37.8
	3-Neutral	68	22.4	44	19.1	24	32.4
	4-Disagree	29	9.5	20	8.7	9	12.2
	5-Strongly Disagree	13	4.3	10	4.3	3	4.1
	Don't Know	3	1.0	2	0.9	1	1.4

				Female		Male	
		TOTAL	%	N	%	N	%
	Sub Total	304	100.0	230	100.0	74	100.0
Unreported	1-Strongly Agree	1	33.3	1	33.3	.	.
	3-Neutral	1	33.3	1	33.3	.	.
	4-Disagree	1	33.3	1	33.3	.	.
	Sub Total	3	100.0	3	100.0	.	.
1-Strongly Agree	All	88	24.6	76	28.9	12	12.6
2-Agree	All	132	36.9	95	36.1	37	38.9
3-Neutral	All	88	24.6	58	22.1	30	31.6
4-Disagree	All	31	8.7	21	8.0	10	10.5
5-Strongly Disagree	All	16	4.5	11	4.2	5	5.3
Don’t Know	All	3	0.8	2	0.8	1	1.1
All		358	100.0	263	100.0	95	100.0

Table 12- Student Agreement with the Statement, 'I Strengthened My Speaking Skills'

Source: DMACC, Career Advantage Student Survey-2012-2015

				Female		Male	
		TOTAL	%	N	%	N	%
Minority	1-Strongly Agree	7	13.7	4	13.3	3	14.3
	2-Agree	19	37.3	10	33.3	9	42.9
	3-Neutral	21	41.2	13	43.3	8	38.1
	4-Disagree	2	3.9	2	6.7	.	.
	5-Strongly Disagree	2	3.9	1	3.3	1	4.8
	Sub Total	51	100.0	30	100.0	21	100.0
White	1-Strongly Agree	50	16.5	45	19.7	5	6.8
	2-Agree	111	36.6	80	34.9	31	41.9
	3-Neutral	100	33.0	73	31.9	27	36.5
	4-Disagree	25	8.3	18	7.9	7	9.5
	5-Strongly Disagree	15	5.0	12	5.2	3	4.1
	Don’t Know	2	0.7	1	0.4	1	1.4
	Sub Total	303	100.0	229	100.0	74	100.0
Unreported	1-Strongly Agree	1	33.3	1	33.3	.	.
	3-Neutral	1	33.3	1	33.3	.	.

				Female		Male	
		TOTAL	%	N	%	N	%
	4-Disagree	1	33.3	1	33.3	.	.
	Sub Total	3	100.0	3	100.0	.	.
1-Strongly Agree	All	58	16.2	50	19.1	8	8.4
2-Agree	All	130	36.4	90	34.4	40	42.1
3-Neutral	All	122	34.2	87	33.2	35	36.8
4-Disagree	All	28	7.8	21	8.0	7	7.4
5-Strongly Disagree	All	17	4.8	13	5.0	4	4.2
Don't Know	All	2	0.6	1	0.4	1	1.1
All		357	100.0	262	100.0	95	100.0

Table 13 below assessed their overall experience with career advantage. Little over 85% of all respondents rated their overall experience as good to excellent with minority males being the most satisfied group at 90%. Overall, only 4.5% of respondents rated their experience as poor. Though no program wants to see any poor responses, 4.5% is very low overall and does indicate an overall satisfaction with career advantage programming. In 2010, 3% respondents rated their overall experience as poor or very poor. This would be an excellent question to benchmark against with other schools asking this same question of their recently graduated career advantage students.

Table 13- Student Rating of Overall Concurrent Enrollment Experience

Source: DMACC, Career Advantage Student Survey-2012-2015

				Female		Male	
		TOTAL	%	N	%	N	%
Minority	1-Excellent	12	23.1	5	16.1	7	33.3
	2-Very Good	14	26.9	6	19.4	8	38.1
	3-Good	20	38.5	16	51.6	4	19.0
	4-Fair	6	11.5	4	12.9	2	9.5
	Sub Total	52	100.0	31	100.0	21	100.0
White	1-Excellent	67	22.0	50	21.7	17	23.0
	2-Very Good	102	33.6	79	34.3	23	31.1
	3-Good	91	29.9	69	30.0	22	29.7
	4-Fair	29	9.5	22	9.6	7	9.5
	5-Poor	15	4.9	10	4.3	5	6.8

				Female		Male	
		TOTAL	%	N	%	N	%
	Sub Total	304	100.0	230	100.0	74	100.0
Unreported	1-Excellent	1	33.3	1	33.3	.	.
	3-Good	1	33.3	1	33.3	.	.
	5-Poor	1	33.3	1	33.3	.	.
	Sub Total	3	100.0	3	100.0	.	.
1-Excellent	All	80	22.3	56	21.2	24	25.3
2-Very Good	All	116	32.3	85	32.2	31	32.6
3-Good	All	112	31.2	86	32.6	26	27.4
4-Fair	All	35	9.7	26	9.8	9	9.5
5-Poor	All	16	4.5	11	4.2	5	5.3
All		359	100.0	264	100.0	95	100.0

Familial Income

Additional questions concerning familial income were included to help describe the students served by career advantage programming. Table 14 indicate that the majority of career advantage students consider themselves middle income. The difficulty with this question is that there are no definitions for low, middle or high incomes. Without these definitions, most people define themselves as middle income. Respondents may be hesitant to identify themselves as high or low income and since there are no definitions, they are allowed to respond according to their perceptions of income but not their actual income. To add value to the survey, income levels need to be added to yield better data and insight. The 2010 survey results also showed similar trends as the current aggregated survey.

Table 14- Student Rating Family Income

Source: DMACC, Career Advantage Student Survey-2012-2015

				Female		Male	
		TOTAL	%	N	%	N	%
Minority	Low Income	20	39.2	7	23.3	13	61.9
	Middle Income	28	54.9	21	70.0	7	33.3
	High Income	3	5.9	2	6.7	1	4.8
	Sub Total	51	100.0	30	100.0	21	100.0
White	Low Income	38	12.5	26	11.3	12	16.2

				Female		Male	
		TOTAL	%	N	%	N	%
	Middle Income	233	76.6	186	80.9	47	63.5
	High Income	33	10.9	18	7.8	15	20.3
	Sub Total	304	100.0	230	100.0	74	100.0
Unreported	Low Income	1	33.3	1	33.3	.	.
	Middle Income	2	66.7	2	66.7	.	.
	Sub Total	3	100.0	3	100.0	.	.
Low Income	All	59	16.5	34	12.9	25	26.3
Middle Income	All	263	73.5	209	79.5	54	56.8
High Income	All	36	10.1	20	7.6	16	16.8
All		358	100.0	263	100.0	95	100.0

Conclusions

Major conclusions below are drawn from this survey by the Office of Institutional Effectiveness and are not meant to discourage others from drawing additional conclusions. The conclusions made in the 2010 report remain valid and are reflected in the new data.

- Overall the survey does a good job of representing both the geography and enrollment of DMACC's career advantage programming. Response rate could be higher, but that is true of all surveys.
- Career advantage credits earned while in high school benefit students in their post-secondary careers.
- Students agree that their career advantage experiences made them better prepared for college, gave them more realistic expectations of college-level work, improved their academic confidence, strengthened their study habits, and improved their writing and speaking skills.
- Respondents felt very favorable about their career advantage careers and would recommend career advantage programming to others.

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 do not warrant any from the perspective of the institutional effectiveness office. Recommendations for this survey include the following.

- If possible, steps need to be taken to get better male representation. This may include oversampling of male students, additional follow up for male respondents, and/or incentives to encourage males to participate.
- The survey needs to define income levels in order to obtain an accurate picture of the financial background of the students.
- Benchmarking data should be solicited from other schools using similar surveys to see how DMACC compares to other schools. Over time developing trend lines will help DMACC know if the school is improving or not, but benchmarking with other schools will give a clearer picture of overall performance.