

FLC Graduate Exit Survey Summary Report: 2016

Survey Design

Folsom Lake College surveyed graduates to solicit feedback regarding their experiences as an FLC student and how prepared they feel as they move ahead to next phase of their life. The survey was administered online through the Office of Institutional Research via SurveyMonkey. The survey link was emailed to all FLC students petitioning to graduate with a degree in the 2015-16 academic year (675), followed by two reminder emails.

- Dates Administered: May 2, 2016 – May 20, 2016
- Total Survey Responses: 149

Overview

This is the first time FLC has formally surveyed its graduates. The data presented here should be interpreted with caution. This report does not represent the opinions and experiences “all FLC graduates”; it is limited in scope to only the 2015-16 cohort of graduates. The college will continue to survey graduates, and over time we will develop a more comprehensive data set. With a greater sample size, we will feel more confident describing the experiences of our graduates, and we will be better positioned to gauge appropriate actions to take in response to identified needs.

The survey design did not include random sampling, so it is not appropriate to generalize the survey results to the entire cohort of 2015-16 graduates. However, the demographic features of survey participants closely mirror the overall graduate population, so we feel confident that the findings well represent the experiences and opinions of this cohort of graduates. The response rate for the survey is 22%, which is typical for an online survey, but on the low end for an internal survey.

Highlights

Student Learning Outcomes

When asked how well their academic training helped them achieve institutional and program student learning outcomes (SLOs), students overwhelmingly reported receiving excellent or good preparation:

- 88%: utilize active and critical listening skills in a variety of communication contexts to solve problems, offer feedback, and manage conflict
- 87%: write purposely and persuasively in a variety of contexts and formats including academic essays and research papers.

Student Success

- 97%: report being very or somewhat successful in reaching their academic goals
- 77%: report that they plan to transfer to a 4-year college or university
- 58%: report there were college services & supports that significantly supported the achievement of their academic goals

Institutional Student Learning Outcomes

Graduates were asked to consider all the classes they had completed at FLC, and to rate how well their classes prepared them to meet each of FLC’s Institutional Student Learning Outcomes (ISLOs). Overall, graduates reported their classes had well prepared them to meet the ISLOs. They reported excellent or generally good preparation at 80% or higher, for 8 out of the 11 ISLOs. Graduates reported the highest percentage of excellent or generally good preparation (88%) for the ISLO: *utilize active and critical listening skills in a variety of communication contexts to solve problems, offer feedback, and manage conflict*. Graduates reported being most inadequately or only fairly prepared (14%) for the ISLO: *Apply knowledge of impact of human activity on physical environment and biodiversity as an informed citizen, consumer, and voter in order to foster sustainable practices that could be practically implemented*.

Table 1. Institutional Student Learning Outcomes

	# of Respondents	Excellent Preparation	Generally Good Preparation	Good in Some Areas Only	Fair, all areas could have been Better	Inadequate Preparation
Recognize the multiple perspectives and values that exist within a diverse society as well as the cultural factors which contribute to this multitude of perspectives.	145	49.0%	32.4%	11.7%	4.8%	2.1%
Write purposefully and persuasively in a variety of contexts and formats including academic essays and research papers.	141	44.0%	42.6%	8.5%	2.1%	2.8%
Utilize active and critical listening skills in a variety of communication contexts to solve problems, offer feedback, and manage conflict.	146	43.2%	45.2%	7.5%	2.1%	2.1%
Draw reasonable conclusions based on available data, articulate unstated assumptions, and avoid fallacious thinking	147	42.9%	42.2%	10.9%	2.7%	1.4%
Use knowledge of values, interests, and personality to set realistic goals and manage health, careers, and relationships with integrity.	145	40.0%	40.7%	13.1%	2.8%	3.4%
Evaluate texts critically, demonstrating the ability to not only evaluate ideas, but also critique and respond to the rhetorical choices made by writers in a variety of contexts.	146	38.4%	37.7%	18.5%	3.4%	2.1%
Speak purposefully and persuasively in a variety of contexts and formats including formal presentations.	143	37.8%	44.8%	10.5%	4.9%	2.1%
Solve problems and create products, both individually and collaboratively, using the techniques and tools appropriate to the discipline studied.	147	35.4%	46.3%	11.6%	4.8%	2.0%
Locate, analyze, and communicate information appropriately and accurately in various formats and through various technologies.	146	34.9%	48.6%	10.3%	2.7%	3.4%
Apply knowledge of impact of human activity on physical environment and biodiversity as an informed citizen, consumer, and voter in order to foster sustainable practices that could be practically implemented.	140	32.9%	35.7%	17.1%	11.4%	2.9%
Recognize the elements of various aesthetic modes as well as the reciprocal relationships between art and culture.	134	29.1%	41.0%	18.7%	7.5%	3.7%

Program of Study

Graduates were asked to identify what degree they most recently completed. If they earned more than one degree, they were asked to select the one they considered to be their primary focus. Graduates participating in the survey received awards in a wide variety of programs. Programs with the most graduates participating in the survey were the Interdisciplinary Studies programs and Business Administration.

Table 2. Degree or Certificate Most Recently Awarded

	Total (N=149)	Percentage of Total
Accounting AA	3	2.0%
Administration of Justice AA	2	1.3%
Administration of Justice AA_T	3	2.0%
Art - Studio Art AA	4	2.7%
Biological Sciences AS	2	1.3%
Biological Sciences: Pre-Nursing AS	7	4.7%
Business Administration AS_T	13	8.7%
Business: General AA	5	3.4%
Business: General Transfer AA	3	2.0%
Communication Studies AA_T	7	4.7%
Computer Information Science: Computer Science AS	5	3.4%
Dance Studies AA	2	1.3%
Early Childhood Education: AA	4	2.7%
English AA	2	1.3%
English AA_T	3	2.0%
Human Services: General AA	3	2.0%
Humanities, Interdisciplinary Studies AA	6	4.0%
Interdisciplinary Studies: Arts and Humanities AA	7	4.7%
Interdisciplinary Studies: Math and Science AA	11	7.4%
Interdisciplinary Studies: Social and Behavioral Sciences AA	31	20.8%
Interdisciplinary Studies: Understanding and Self Development AA	1	0.7%
Liberal Studies for Elementary Education AA	1	0.7%
Management AA	1	0.7%
Mathematics AS	3	2.0%
Mathematics AS_T	1	0.7%
Medical Laboratory Technician AS	1	0.7%
Other	7	4.7%
Psychology AA or AA_T	9	6.0%
Sociology AAT	2	1.3%

Program Student Learning Outcomes

Graduates were asked to consider all the classes they had completed at FLC in their program of study, and to rate how well those classes prepared them to meet the Program Student Learning Outcomes (PSLOs). Given that the majority of programs have less than 10 survey respondents, an analysis of PSLOs by program would not be very meaningful at this time. Analysis of PSLOs for three programs with 10 or more survey respondents shows similar findings to the ISLO data, with the majority graduates reporting excellent or good preparation.

Academic Goals

Graduates were asked how long it took them to complete their degree. The majority of graduates completed their degree within 4 years (72%). Graduates were asked how successful they were in achieving their academic goals at FLC. An overwhelming majority of graduates (97%) reported they had been very or somewhat successful in achieving their academic goals.

Chart 1: Number of Years to Complete Degree

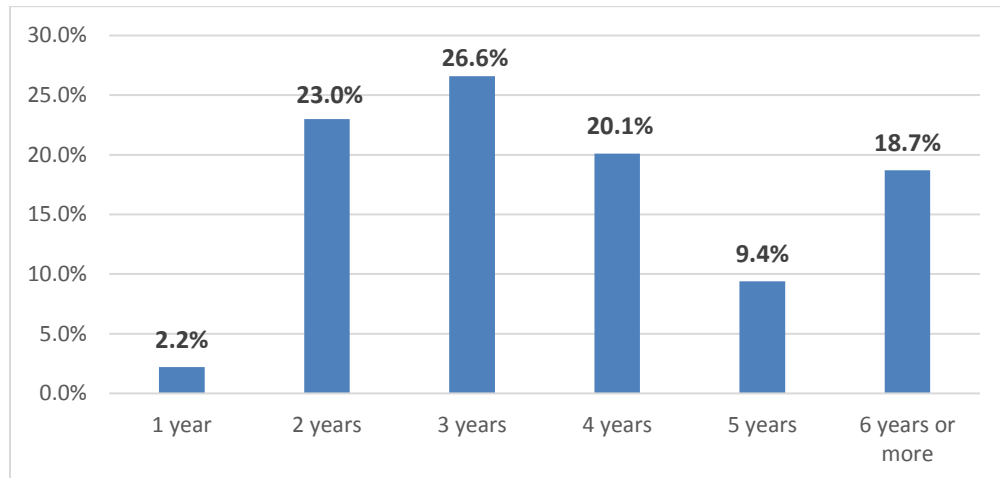
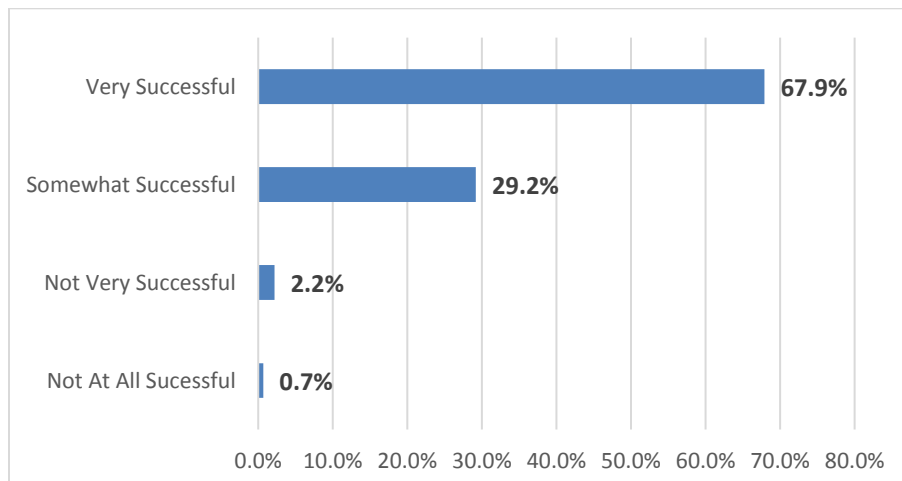


Chart 2: Success in Achieving Academic Goals



Services Supporting Student Success

Graduates were asked if there were any services and supports offered by the college that were a significant support to the achievement of their academic goals. The majority to graduates (58%) reported there were college services and supports that significantly supported the achievement of their academic goals.

Table 3: Any Significant Services and Supports?

	# of Respondents (n= 137)	% of Respondents
Yes	79	57.7%
No	58	42.3%

Graduates were asked to describe the services and supports that contributed to their success. Table 4 outlines the top services and supports that graduates identified as contributing to their success (note that many graduates provided multiple answers; the first three responses were included in analysis). The most frequently cited support service were counseling, tutoring, DSPS, and financial aid.

- *[Counselor Name] was awesome! My grades were not the best and he/she was non-judgmental and very helpful with outlining my education plan!*
- *The Counseling Department really helped me plan out my time at FLC and helped me utilize my time efficiently by not only coming out with one, but two AA's after 3 years of schooling.*
- *My counselor... was very informative, knowledgeable, and encouraging when it came to my education. There were a few times I wanted to give up, but he/she kept pushing me to succeed and keep going.*
- *Tutoring center and the counseling department helped me plan very well.*
- *I was very impressed with the majority of the educators I worked with. They made learning a pleasure.*
- *Yes, the professors genuinely care about the students and were very helpful.*
- *BOG Fee waiver and accurate financial aid help and advice allowed me to pursue my goal.*
- *Financial Aid got me through the last 3 years being a student who commutes.*
- *Science Center, Science Shop, Tutoring center, Study Skills.*

Table 4: Top Services Supporting Student Success

	# of Respondents (n=71)
Counseling Services	24
Tutoring Services	17
DSPS Services	11
Financial Aid	8
Library	6
Faculty Interactions	6
CalWORKS / EOPS	5
Science Center	4
Reading & Writing Center	3
BOG Waiver	2

Barriers to Student Success

Graduates were asked if they have experienced any significant barriers to achieving their academic goals. The majority of graduates (72%) reported that they did not experience any significant barriers to achieving their academic goals.

Table 5: Any Barriers to Achieving Goals?

	# of Respondents (n= 137)	% of Respondents
Yes	39	28.5%
No	98	71.5%

Those graduates who experienced barriers to success were asked to describe the types of barriers they experienced. The most frequently mentioned barrier was course scheduling and availability, including the frequency of course offerings, times and location of course offerings, and wait lists. Other significant barriers included inaccurate or inconsistent information from academic counselors, other life responsibilities (family, personal & work), and financial hardship.

- *Not being able to get into classes put me back an entire year, even with taking summer classes.*
- *Lack of the support that I needed from counselors. Counselors gave me conflicting and incorrect information several times regarding the courses I needed and the path to graduation. I was also faced with waitlist battles right up until my very last year. Even though I should have had priority registration because it was my last semester.*
- *I have never felt so discouraged walking out of a counselor's office. I have seen 6 or more counselors during my 4 years at FLB and they all told me something COMPLETELY different when I've been striving toward the same goal for all 4 years. It wasn't only my experience either. Every friend, classmate and acquaintance I've come in contact with at FLC has agreed with me 100%.*
- *Not having the classes available at either campus of FLC. Had to travel to ARC or SCC to take the class.*
- *The system takes time to learn....Time wasted tootling about doing classes you don't need because you can't get the ones you need.*
- *Financial hardship. My husband lost his job and I almost had to drop out because we could not survive (financially speaking) much longer.*
- *Health problems along with depression and anxiety made things more difficult.*

Table 6: Top Barriers to Success

	# of Respondents (n=39)
Course scheduling / course availability	10
Inaccurate / inconsistent counseling	8
Family / personal responsibilities	7
Work responsibilities	6
Financial hardship	6
Issues with an instructor	*
Health / mental health	*

**To protect student anonymity, data are masked when the number of respondents is 5 or less.*

Graduates who reported experiencing barriers to success were asked what they think the college could have done to better support them in addressing those barriers. The most frequently mentioned suggestion to address barriers was to increase course availability. Other suggestions included more training for staff, improved consistency of counseling, and improved communications with students. Six graduates indicated that there was nothing the college could have done to address the barriers they experienced, as they were personal in nature.

- *Offering more options for evening classes for working students.*
- *More classes of popular subjects.*
- *Required meeting with a counselor as a freshman, to discuss goals. Would have helped me decide what my plans from the start/figure out my journey.*
- *I would have liked to better counseling services in regards to their approach to assisting students. Very early on, I spoke to a counselor needing assistance in finding a career or careers that I liked in order to pick the correct major. He/She was only concerned with getting me a degree... I was concerned with picking the wrong degree because I wanted to Envision my future. He/She only gave me a list of classes I needed to take to graduate. Did not help me to find a career. This not knowing what I wanted and with no adequate support I stagnated at FLC for 6 years.*
- *The college should acknowledge the fact that not all their teachers are experienced enough to take charge of their own curriculum because that leaves the students hanging.*
- *Make it easier to access information about general ed. and other requirements. It seemed the only way to access the info was to see a counselor and waiting in the counseling department is comparable to waiting in the DMV.*
- *Simplify the process. Have set class schedules for people depending on their degree.*
- *Notify students of new policies or course prerequisites.*
- *Listen to the students who had problems with professors.*
- *Sent out a warning email when my window to pay for classes was ending.*
- *The only barrier the college could have helped me with was the putting too many classes on my plate. Possibly requiring that a student meet with a counselor every semester would have better prepared me for the classes, and given me a better expectation on what was ahead of me.*

Table 7: Suggestions to Address Barriers to Success

	# of Respondents (n=29)
Increase course availability	7
More training for faculty	*
Improve consistency of counseling	*
Improve communication	*
Require early counseling for all students	*

Next Steps

Graduates were asked what their immediate plans were after graduating from FLC. The vast majority of graduates participating in the survey (77%) plan to transfer to a 4-year college or university. Nine percent of graduates plan to apply their academic training to their current job. Seven percent of graduates plan to begin a full-time career related to their academic training. Four percent of graduates plan to use their degree for personal development.

Table 8: Immediate plans after graduating from FLC

	# of Respondents (n= 137)	% of Respondents
Transfer to a 4-year college or university	105	76.6%
Apply degree or certification to my current job	12	8.8%
Begin a full-time career related to my degree or certificate	8	5.8%
Use degree or certificate for personal development (not job related)	6	4.4%
Other	6	4.4%

Demographics

Graduates who participated in the survey were asked a series of demographic questions. The demographic features of survey participants were generally reflective of the entire population of 2015-2016 graduates. The only area of significant demographic difference was gender, with more females participating in the survey.

Table 9: Age

	# of Respondents (n= 131)	% of Respondents	% of All Graduates ¹ (N=636 ²)
19 or less	*	4.6%	3.0%
20-24	72	55.0%	61.5%
25-29	16	12.2%	16.7%
30-39	13	9.9%	9.3%
40-49	16	12.2%	5.7%
50-59	*	4.6%	3.3%
60+	*	1.5%	0.5%

**To protect student anonymity, demographic data are masked when there are 10 or few respondents per category.*

¹ Demographic features of all 2015-16 graduates queried from LRCCD Awards data warehouse.

² Note that the total number of graduates (636) is smaller than the total number of students petitioning to graduate who were sent the survey link (675). Not all students who petition for a degree successfully complete the needed coursework, or other requirements, to be awarded the degree.

Table 10: Race/Ethnicity

	# of Respondents (n=133)	% of Respondents	% of All Graduates (N=636)
African American	*	2.3%	1.6%
American Indian/ Alaska Native	*	2.3%	0.8%
Asian	*	3.8%	5.5%
Filipino	*	0.8%	2.0%
Hispanic/Latino	22	16.5%	13.4%
Multi-Ethnic	*	3.8%	5.7%
Pacific Islander	0	n/a	0.5%
White(non-Hispanic)	87	65.4%	67.9%
Other (<i>Unknown</i>)	*	5.3%	2.6%

Table 11: BOG Waiver

	# of Respondents (n=134)	% of Respondents	% of All Graduates (N=636)
Yes: Received BOG Waiver	72	53.7%	50.1%
No: Do not receive BOG Waiver	62	46.3%	49.8%

Table 12: Gender

	# of Respondents (n=135)	% of Respondents	% of All Graduates (N=636)
Female	105	77.8%	62.1%
Male	30	22.2%	36.0%
Unknown	*	0.0%	1.9%

Table 13: Do you self-identify as any of the following:

	# of Respondents (n=135)	% of Respondents	% of All Graduates ³ (N=636)
First Generation	38	28.1%	30.5%
Foster Youth	*	0.0%	0.0%
Person with a Disability	14	10.3%	8.5%
Veteran	*	3.7%	4.7%

³ Data reflects percentage of all graduates who identified as First Generation in their CCCApply application, and those students who enrolled/participated in Foster Youth, DSPS, and/or Veteran services.