



2006-2007 Graduate Survey

August 2007

Office of Institutional Research & Planning
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Introduction

The Questionnaire

Graduates from the class of 2007 completed a short pilot questionnaire prior to their participation in a graduation rehearsal session on May 17, 2007. The survey, which is included in the appendix, is divided into three parts. In part one, graduates entered their Banner ID, selected their initial goal statement when first entering the Community College of Rhode Island (CCRI), and answered whether or not they would recommend CCRI to a friend or family member. Section two, "Learning Outcomes-General Education Effectiveness," was designed to collect feedback from graduates about learning outcomes which are part of CCRI's general education objectives. Although these objectives are still being clarified and refined, CCRI's Learning Evidence Team decided that current graduates might provide the Team with some preliminary assessments of CCRI's general education effectiveness. The final section, identified as the "College Environment-Level of Satisfaction," asked graduates to rate their level of satisfaction with some selected instructional and student services.

The "Learning Outcomes" and the "College Environment" parts of the survey used Likert type scales for responses. Also the latter section included a "not applicable (NA)" response choice to be selected by graduates where appropriate. The "Learning Outcomes" statements were rated from "strongly agree" to "strongly disagree." For the "College Environment," graduates used the response from "very satisfied" to "very dissatisfied." A statement at the top of the survey assured graduates that all responses would be kept strictly confidential.

Population Surveyed

The group of students surveyed included all graduates of the class of 2007 who attended the rehearsal session the week of graduation and agreed to complete the survey. Faculty marshals and four volunteer faculty members from the Learning Evidence Team (LET) introduced the survey across 12 classrooms. The distribution of the surveys by classrooms coincided with the rooms assigned to students as the initial point from which they prepared for graduation rehearsal. The college's learning assessment coordinator with the assistance of the office of institutional research & planning (IR&P) and four faculty members conducted the distribution and collection of the surveys. In most cases, students completed the survey in about ten minutes.

A total of 427 surveys were returned to the office of IR&P for analysis. This represents about one-third of the total number of graduates of the class of 2006-2007. Although this was a sample of convenience, the students were reasonably representative of the entire class on variables of ethnicity, gender (see appendix), and grade point average.

Data Analysis

The 2006-2007 Graduate Survey was designed using Remark Office OMR (version 5.0) from Principia Products, Inc. Four hundred and twenty-seven surveys were scanned and a frequency distribution report was generated for the 23 items in the survey. Respondents also entered their CCRI Banner ID which enabled the office of IR&P to relate this identifier with demographic and academic history information. Another 31 data elements were added to each student's survey response record. Examples of data elements extracted from CCRI's Banner database include gender, ethnicity, age, primary major, cumulative grade point average, and initial enrollment year. Some of these extracted data elements have been used to contrast the respondents by various groups or categories. Frequency distributions and cross-tabulations (also referred to as pivot tables) were generated for many of these variables. Selected distributions and tables are included in this short report. A complete list of all the data elements can be found in the appendix.

Results

Looking at the design of the survey, tabulations from three parts of the survey are presented. The first section looks at the graduates' initial goal as they remember it as well as whether they "would recommend CCRI to a friend or family member." Summary information from two other sections of the survey, 'Learning Outcomes-General Education Effectiveness" and the "College Environment-Level of Satisfaction" follows the results of the first section.

Part I:

What was your goal when you first entered CCRI?

Only four of the 427 respondents did not answer this question. Since the Community College of Rhode Island has been collecting a goal statement on first-time freshmen for many years then the response distribution of this question could be compared with two groups of students. The groups included those entering as first-time freshmen and those exiting as graduates.

Goal	Respondents: Class of 2007 Graduates	First-Time Freshmen Fall 2006
	N = 423	N = 2,834
Earn a degree or certificate	64.5%	25.0%
Earn a degree then transfer	28.6%	48.9%
Transfer before earning a degree	4.0%	20.5%
Other (self-improvement, etc.)	2.9%	5.6%
	100.0%	100.0%

The contrast in the response percentages between first-time freshmen and graduates is dramatic. A much higher percentage of first-time freshmen enter with a goal of “transfer before earning a degree” (20.5% vs. only 4% of graduates). The percentage reported by first-time freshmen here has been fairly consistent over many years ranging from 19% to 22%. Graduates also report that their initial goal was clearly directed at earning a degree or certificate more than any of the other choices. When combining the first two choices, “earn a degree or certificate” and “earn a degree then transfer” one finds that this includes over 93% of the graduates. Unquestionably CCRI graduates have met their goal!

Looking at responses by gender, 73% reported their gender as female and 27% male. This is similar to the entire graduating class of 2007 but different from the typical semester enrollment distribution by gender. For example, last fall, 62% of CCRI's students were female while 38% reported their gender as male.

Graduates “initial” goal statements collected from the survey were also compared by gender. As can be seen in the table below, females were more directed at obtaining a degree or certificate than males. On the other side, a higher percentage of males had a goal of transfer before earning a degree. It should also be noted that of the 6% of males selecting one of the “other” categories, half chose “no definite intent.” No female graduates selected “no definite intent” in the other goal group. (Possible choices in the “other” group included: obtain job related skills; GED preparation; Self improvement; and No definite intent.)

Goal	Female Respondents: Class of 2007	Male Respondents: Class of 2007	Total Respondents: Class of 2007
	N = 273	N = 101	*N = 427
Earn a degree or certificate	66.3%	51.5%	64.6%
Earn a degree then transfer	27.8%	36.6%	28.6%
Transfer before earning a degree	4.0%	5.9%	4.0%
Other (self-improvement, etc.)	1.9%	6.0%	2.8%
	100.0%	100.0%	100.0%

Would you recommend CCRI to a friend or family member?

When graduates were asked this question, **nearly 99% of the respondents selected “yes.”** Clearly this was an overwhelmingly positive endorsement of their CCRI experience. The results are provided in the table that follows.

Response	Female Respondents: Class of 2007	Male Respondents: Class of 2007	Total Respondents: Class of 2007
	N = 252	N = 98	N = 396
Yes	98.8%	98.0%	98.7%
No	1.2%	2.0%	1.3%
	100.0%	100.0%	100.0%

Thirty-one students (7% of the respondents) skipped this question due in part to the position of the question on the survey. It was probably located too close to the previous question which made it easy to miss or skip.

Part II: Learning Outcomes—General Education Effectiveness

Utilizing a final working draft of learning outcomes from the General Education subcommittee of the Learning Evidence Team, eight competencies/skills were included in this survey. Students responded to each of the competencies using a five point Likert assessment scale. The lead statement to each of the eight competencies was as follows: **“My experience at CCRI helped me to develop the competencies/skills to:.”** Students then proceeded to rate the degree to which their CCRI experience helped them to develop each competency along the continuum of “strongly disagree to strongly agree.”

In the table that follows, the item number and letters used in the survey are included for reference. The graduate survey can be found in the appendix. The five point Likert scale response percentages are displayed in the table. For each of eight questions a weighted mean was calculated to produce a “satisfaction rate.” Also, the response percentages of “strongly agree” and “agree” were combined to report a “percent satisfied.” Looking at both the “disagree” and “strongly disagree” response percents, four of the eight competencies received less than a one percent negative assessment. The remaining four had negative responses between 1.1% and 1.4% (sum of disagree and strongly disagree).

The eight general education competencies for CCRI graduates are listed from highest to lowest “satisfaction rate.” In all cases this rate exceeded 81% with an overall average satisfaction rate of 84.1%. For the competency which received the highest mean satisfaction rating, “Identify, analyze, and understand complex ideas,” nearly 90% of the graduates selected “strongly agree” or “agree.”

Graduates of the Community College of Rhode Island demonstrated by their responses to the Learning Outcomes-General Education competencies that they agreed that their experiences at CCRI helped them develop the eight competencies rated in this survey. This self-report evidence can be used in conjunction with other indicators and assessment measures to demonstrate the degree of effectiveness of CCRI’s general education.

3. Learning Outcomes - General Education Effectiveness	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Weighted Mean	Satisfaction Rate	% Satisfied
3c Identify, analyze, and understand complex ideas	39.0%	50.7%	10.1%	0.2%	0.0%	4.28	85.7%	89.7%
3b Effectively organize and present ideas in writing	38.6%	49.9%	10.6%	0.9%	0.0%	4.26	85.2%	88.5%
3a Effectively organize and present ideas orally	38.0%	49.5%	11.6%	0.9%	0.0%	4.25	84.9%	87.5%
3d Use information technology to locate, evaluate and apply research data	40.4%	43.7%	15.4%	0.2%	0.2%	4.24	84.8%	84.2%
3g Use teamwork to accomplish tasks in groups	39.2%	46.5%	12.9%	1.4%	0.0%	4.23	84.7%	85.7%
3e Demonstrate an understanding of mathematical and scientific principles	35.1%	45.5%	17.9%	1.4%	0.0%	4.14	82.9%	80.7%
3h Demonstrate an understanding of global, cultural and historical perspectives	35.1%	42.9%	20.5%	1.4%	0.0%	4.12	82.4%	78.1%
3f Apply scientific methods to problem solving	32.1%	46.9%	19.8%	0.9%	0.2%	4.10	81.9%	79.0%
Overall Averages	37.2%	47.0%	14.8%	0.9%	0.1%	4.20	84.1%	84.2%

Note:

The satisfaction rate is the weighed mean converted to a percent. It represents an overall "score" for each category.

Percent Satisfied represents the percent of respondents who gave positive feedback. It is the sum of the two positive responses (Strongly Agree and Agree).

Part III: College Environment—Your Level of Satisfaction

In this final section of the graduate survey, questions were developed to address two critical areas of the college environment. These areas included instruction and student services. The goal here was to collect graduates' assessments of very important elements of instruction as well as their "satisfaction level" of key student services. Although many more questions were included in the early drafts of the survey, only thirteen made it in the final survey in order to keep the survey short and on one page.

As in the "learning outcomes-general education effectiveness" section of the survey, the questions are listed from highest to lowest mean satisfaction rate (a weighted mean converted to a percent). A four point Likert rating scale was used from "very dissatisfied" to "very satisfied." Also, since some of these questions/statements would not be relevant to all graduates, a "not applicable" option was added.

The "satisfaction rate" for the thirteen statements ranged from 90.4% to 77.4%. The highest rated one asked the students how satisfied they were with "the instructor's

knowledge of the material in your field.” This question produced over a 90% satisfaction rate. Other questions in the top five included “availability of computers on campus to complete assignments,” “variety of courses offered in major field,” “size of a typical class,” and “positive attitude of the faculty toward students.” All of the questions, the response percentages, and the satisfaction rates can be found in the table “College Environment-Level of Satisfaction” which follows.

4. College Environment - Level of Satisfaction	Very Satisfied 5	Satisfied 4	Neutral 3	Very Dissatisfied 1	Weighted Mean	Satisfaction Rate	% Satisfied
4b. In general, the instructors' knowledge of material in your major field	57.4%	37.9%	4.4%	0.2%	4.52	90.4%	95.3%
4j. Availability of computers on campus on which to complete assignments	50.4%	39.3%	8.6%	1.7%	4.37	87.3%	89.7%
4a. Variety of courses offered in your major field	52.1%	35.8%	9.7%	2.4%	4.35	87.1%	88.0%
4g. Size of a typical class	46.0%	44.8%	8.2%	0.9%	4.35	87.0%	90.8%
4f. Support and encouragement toward students	45.6%	43.7%	8.3%	2.4%	4.30	86.1%	89.4%
4e. Positive attitude of the faculty toward students	46.4%	41.0%	10.5%	2.1%	4.30	85.9%	87.4%
4c. In general, the instructors' use of technology in the classroom	40.5%	44.7%	13.4%	1.4%	4.23	84.6%	85.2%
4d. Out-of-class availability of your instructors	35.6%	46.3%	16.2%	1.9%	4.14	82.7%	81.9%
4m. Helpfulness of student services staff	35.3%	40.3%	19.6%	4.8%	4.01	80.3%	75.6%
4h. Availability of courses in the semester you need them	35.9%	40.6%	16.0%	7.5%	3.97	79.5%	76.5%
4i. Availability of courses at the hours you want them	35.1%	39.8%	18.5%	6.6%	3.97	79.4%	74.9%
4l. Timeliness of financial aid awards	34.4%	33.8%	25.1%	6.7%	3.89	77.8%	68.2%
4k. Helpfulness of financial aid personnel	33.9%	34.2%	24.4%	7.6%	3.87	77.4%	68.1%
Overall Averages	42.2%	40.2%	14.1%	3.5%	4.17	83.5%	82.4%

Note:

The satisfaction rate is the weighed mean converted to a percent. It represents an overall "score" for each category.

Percent Satisfied represents the percent of respondents who gave positive feedback. It is the sum of the two positive responses (Very Satisfied and Satisfied).

Summary

The idea for this Graduate Survey of the class of 2006-2007 emerged from the Learning Evidence Team of the Community College of Rhode Island. While the college is in the preliminary phase of implementing various learning assessment activities, the Learning Evidence Team has been charged with building a process and system to begin to measure learning outcomes. As a pilot, the Learning Evidence Team (LET) approved the use of a self report survey to capture graduates assessments of CCRI's general education outcomes. Although still in final draft form, eight outcome statements were included in this survey. These allowed the LET to collect general education effectiveness ratings from CCRI's most recent graduates. The survey also gave the college the

opportunity to add other important questions including graduates' satisfaction levels with key instructional services and student services.

Under the direction of CCRI's coordinator of assessment and with the assistance of faculty volunteers and faculty marshals, the survey was successfully administered to 427 graduates on rehearsal day. These surveys were then delivered to the office of institutional research & planning and tabulated. A preliminary summary was quickly released and the president, Raymond Di Pasquale, reported some of the results during a "Critical Thinking" conference for faculty on May 23, 2007.

Although the sample was not random, many of the respondents' key characteristics were reasonably representative of the entire graduating class of approximately 1,300 students. However, one group, Nursing, was proportionally under-represented when comparing majors. Since no attempt was made to contrast results by major then this should have little effect on interpreting the results.

Looking at the goal statements of the respondents, over 93% indicated their initial goal was to earn a degree or certificate (before transfer). Clearly these graduates, if they were accurate in their reflection of their initial goal, achieved success! Only 4% selected "transfer before earning a degree." This is in sharp contrast to what our first time freshmen (FTF) tell us. For example, the FTF for the fall of 2006 indicated that more than 20% had a goal of "transfer before earning a degree." Since transfer is a very strong part of CCRI's mission, it is not surprising that many who have such a goal do indeed transfer "before graduation." In a typical year, CCRI has been able to identify 1,200 to 1,400 students who transfer-out to a baccalaureate granting institution.

The respondents, when asked if they would recommend CCRI to a friend or family member, could not have been more positive! Unquestionably, they demonstrated overwhelming support of their CCRI experience with **nearly 99% of the graduates responding "YES!"** This graduate "exit" survey question provided the LET with a very strong, positive indicator of support for the Community College of Rhode Island.

Part II of the survey captured graduates' assessments of eight general education outcomes. The average satisfaction rate (actually the level to which they agreed to each statement) for the eight outcomes was reported as 84.1% with the lowest satisfaction rate mean of 81.9% and the highest of 85.7%. Reviewing the results for each of the eight competencies, in general, graduates were satisfied that their "experience at CCRI helped to develop the competencies/skills to...", as an example, "identify, analyze and understand complex ideas." Actually this was the highest rated of the eight outcomes with nearly 90% of the graduates selecting strongly agree or agree. Together, these eight general education statements provide CCRI with important assessments which can be used as evidence of CCRI's general education effectiveness as judged by current graduates.

In the final part of this brief survey, graduates were asked to evaluate their level of satisfaction with key aspects of instruction and student services. Again, a satisfaction

rate, or “overall score,” was computed for each of the thirteen questions. Many satisfaction rates approached 90% while four questions ranged from 77.4% to 79.5%. The four statements with the highest satisfaction ratings included: 1) In general, the instructor’s knowledge of material in major field, 2) Availability of computers on campus on which to complete assignments, 3) Variety of courses offered in major field, and 4) Size of a typical class. The four statements with the lowest (although still relatively positive satisfaction levels) satisfaction levels were as follows (lowest to highest): 1) Helpfulness of financial aid personnel, 2) Timeliness of financial aid awards, 3) Availability of courses at the hours you want them, and 4) Availability of courses in the semester you need them.

The 2006-2007 Graduate Survey produced some important information and evidence to assess educational goal attainment, general education effectiveness, and satisfaction with some instructional and student services. As an initial pilot survey, the results should be used with other measures and outcome indicators to begin to develop a comprehensive learning outcomes assessment review system. Clearly the positive results of this pilot will prove very helpful to the Learning Evidence Team as it moves forward with its agenda.

Appendix

2006-2007 Graduate Survey

Age & Ethnicity Comparison of Respondents with all Graduates

Major Comparison of Respondents with all Graduates

College Environment - Level of Satisfaction (4a through 4m)

College Environment - Size of a Typical Class (4g)

Data Elements



2006-2007 Graduate Survey

Please completely fill in the circle using pencil or black pen. Do not use a check mark or X. ALL RESPONSES WILL BE KEPT STRICTLY CONFIDENTIAL.

CCRI ID

0 0 0 0 0 0 0 0
 1 1 1 1 1 1 1 1
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 5 5 5 5 5 5 5 5
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1. What was your goal when you first entered CCRI?

- Associate degree or certificate
 Earn a degree then transfer
 Transfer to 4 year college before earning a degree/certificate
 Obtain job related skills (without pursuing a degree/certificate)
 GED preparation
 Self improvement
 No definite intent

2. Would you recommend CCRI to a friend or family member?

- Yes No

	A = Strongly Agree	B = Agree	C = Neutral	D = Disagree	E = Strongly Disagree
3. LEARNING OUTCOMES - GENERAL EDUCATION EFFECTIVENESS					
	Meeting Expectations				
My experience at CCRI helped me to develop the competencies/skills to:	A	B	C	D	E
a. Effectively organize and present ideas orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Effectively organize and present ideas in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Identify, analyze, and understand complex ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Use information technology to locate, evaluate and apply research data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Demonstrate an understanding of mathematical and scientific principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Apply scientific methods to problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Use teamwork to accomplish tasks in groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Demonstrate an understanding of global, cultural and historical perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A = Very Satisfied	B = Satisfied	C = Neutral	D = Very Dissatisfied	N/A = Not Applicable
4. COLLEGE ENVIRONMENT - YOUR LEVEL OF SATISFACTION					
	Level of Satisfaction				
My Satisfaction with Instruction and Student Services	A	B	C	D	N/A
a. Variety of courses offered in your major field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. In general, the instructors' knowledge of material in your major field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. In general, the instructors' use of technology in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Out-of-class availability of your instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Positive attitude of the faculty toward students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Support and encouragement toward students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Size of a typical class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Availability of courses in the semester you need them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Availability of courses at the hours you want them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Availability of computers on campus on which to complete assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Helpfulness of the financial aid personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Timeliness of financial aid awards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Helpfulness of Student Services staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comparison of Respondents with all Graduates
Graduate Survey, Completed 5-17-07

	Survey Respondents	All Graduates 2006-2007	Percent Difference
Gender			
Females	72.9%	69.7%	3.2%
Males	27.1%	30.3%	-3.2%
Total	100.0%	100.0%	
Ethnicity			
Am. Indian	0.5%	0.5%	0.0%
Asian	1.9%	2.9%	-1.0%
Black	8.0%	7.4%	0.6%
Hispanic	10.4%	7.4%	3.0%
White	69.0%	72.9%	-3.1%
Other	10.2%	8.9%	1.3%
Total	100.0%	100.0%	

Note: Unknown gender and/or race excluded
Those responding were given the option to not include their ID.

Community College of Rhode Island
Comparison of 2006-2007 Graduates with 2007 Graduate Exit Survey

Major	Graduates	Total* Graduates	Percent of Total	Grand Total	Percent of Major Responding to Survey
ACCT	Accounting	33	2.5%	12	2.0%
ACTC	Accounting Certificate	11	0.8%	3	0.5%
ADAD	Admin Assistant/Secretary	8	0.6%	4	1.5%
ADNU	Nursing-Associate's Degree	229	17.4%	55	9.2%
ARTS	Art	17	1.3%	4	1.0%
BIOT	Biotechnology Certificate	2	0.2%		
BOSC	Basic Office Skills	7	0.5%	1	0.5%
CETC	Computer Engineering Technlgy	1	0.1%		
CHLD	Early Child/Child Development	33	2.5%	11	2.6%
CHMC	Chemical Technology	1	0.1%		
CHMT	Chemical Technology	3	0.2%	3	0.5%
CLAB	Clinical Laboratory Technology	4	0.3%	4	1.0%
CMGC	General Micro-Computing Cert.	1	0.1%		
CMGD	General Micro-Computing	3	0.2%		
CMID	Computer Science Micro-Computg	2	0.2%	1	0.5%
CMNC	Micro-Computing Network Cert	1	0.1%		
CMND	Micro-Computing Networking	18	1.4%	6	2.6%
CMSD	IT Support Specialist	1	0.1%		
CNMC	Computer Network Maint Cert	4	0.3%	2	0.5%
CNTD	Computer & Networking Technlgy	11	0.8%	3	0.5%
CPRD	Computer Science	13	1.0%	2	0.5%
DENT	Dental Assisting Certificate	13	1.0%	2	1.0%
DHYG	Dental Hygiene	28	2.1%	8	3.1%
DMSC	Diagnostic Medical Sonography	1	0.1%		
DMSD	Diagnostic Medical Sonography	15	1.1%	4	0.5%
EMER	Emergency/Disaster Mngt Certif	7	0.5%		
ENGN	Engineering	11	0.8%	1	0.0%
ESPE	Education/Special Education	30	2.3%	13	4.1%
ETEK	Electronics Technology	1	0.1%		
ETRC	Entrepreneurship Certificate	1	0.1%		
FIRE	Fire Science	13	1.0%	3	1.0%
FNBK	Financial Services	4	0.3%	2	1.0%
GBUS	General Business	53	4.0%	18	4.1%
GENS	General Studies	326	24.8%	96	21.4%
HSTO	Histotechnician	1	0.1%	1	0.5%
INTC	Health Care Interpreter	10	0.8%		
LAEN	Liberal Arts - English	3	0.2%	1	0.5%
LAPS	Liberal Arts - Psychology	4	0.3%	4	1.5%
LENF	Law Enforcement	79	6.0%	22	5.6%
LGAD	Legal Admin Assistant/Secrtary	2	0.2%	2	0.5%
LIBA	Liberal Arts	15	1.1%	7	2.0%
LPNU	Practical Nursing	62	4.7%	4	0.5%
MARK	Marketing	5	0.4%	2	0.5%
MDAD	Medical Admin Asstnt/Secretary	12	0.9%	7	1.5%
MEDT	Medical Transcription Cert	5	0.4%		
METC	Mechanical Engineering Tech	4	0.3%	1	0.0%
MFGT	Manufacturing Technology	1	0.1%		
MGTC	Management Certificate	2	0.2%		
MNGT	Management	15	1.1%	1	0.0%
MRIC	Magnetic Resonance Imaging	6	0.5%		
MRKC	Marketing	1	0.1%		
MUSC	Music	3	0.2%	2	1.0%
OCTA	Occupational Therapy Assistant	1	0.1%		
OFAC	Office Administration Cert	5	0.4%	2	1.0%
PALG	Paralegal Studies	31	2.4%	8	0.5%
PHLE	Phlebotomy	27	2.1%	16	3.1%
PHTA	Physical Therapist Assistant	8	0.6%	3	1.0%
PRCC	Process Control Tech Cert	1	0.1%		
RESP	Respiratory Therapy	21	1.6%	13	2.0%
RLST	Real Estate	4	0.3%	1	0.5%
SCIA	Science - Track A	1	0.1%		
SCIB	Science - Track B	1	0.1%	1	0.0%
SOWK	Social Work	13	1.0%	2	0.0%
SUBS	Substance Abuse	2	0.2%		
TECH	Technical Studies	10	0.8%	2	0.0%
TETD	Telecommunication Technology	3	0.2%	2	0.5%
TMSG	Therapeutic Massage	18	1.4%	1	0.5%
TRVL	Travel/Tourism Mgt.	6	0.5%	1	0.5%
XRAY	Radiography	28	2.1%	9	2.6%
BLANK				54	13.8%
Grand Total		1,316	100.0%	427	100.0%

* Unofficial, Total Graduates as of August 2, 2007

Graduates for 2006-2007

College Environment - Your Level of Satisfaction

4a Variety of courses offered in your major field

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Blank	Grand Total
F	54.2%	32.2%	11.0%	1.5%	0.7%	0.4%	100.0%
M	46.5%	44.6%	5.0%	4.0%	0.0%	0.0%	100.0%
(blank)	49.1%	35.8%	11.3%	3.8%	0.0%	0.0%	100.0%
Grand Total	51.8%	35.6%	9.6%	2.3%	0.5%	0.2%	100.0%

4b In general, the instructor' knowledge of material in your major field

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	Grand Total
Female	55.7%	39.6%	4.4%	0.4%	100.0%
Male	59.4%	35.6%	5.0%	0.0%	100.0%
(blank)	62.3%	34.0%	3.8%	0.0%	100.0%
Grand Total	57.4%	37.9%	4.4%	0.2%	100.0%

4c In general, the instructors' knowledge of material in your major field

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Blank	Grand Total
Female	41.4%	41.8%	14.7%	1.5%	0.4%	0.4%	100.0%
Male	37.6%	47.5%	13.9%	1.0%	0.0%	0.0%	100.0%
(blank)	39.6%	52.8%	5.7%	1.9%	0.0%	0.0%	100.0%
Grand Total	40.3%	44.5%	13.3%	1.4%	0.2%	0.2%	100.0%

4d Out-of-class availability of your instructors

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Blank	Grand Total
Female	37.0%	42.5%	16.8%	1.5%	1.8%	0.4%	100.0%
Male	26.7%	53.5%	15.8%	2.0%	2.0%	0.0%	100.0%
(blank)	39.6%	45.3%	11.3%	3.8%	0.0%	0.0%	100.0%
Grand Total	34.9%	45.4%	15.9%	1.9%	1.6%	0.2%	100.0%

4e Positive attitude of the faculty toward students

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	Grand Total
Female	43.6%	42.9%	11.7%	1.8%	100.0%
Male	51.5%	39.6%	8.9%	0.0%	100.0%
(blank)	50.9%	34.0%	7.5%	7.5%	100.0%
Grand Total	46.4%	41.0%	10.5%	2.1%	100.0%

4f Support and encouragement toward students

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	Blank	Grand Total
Female	44.0%	43.2%	9.9%	2.6%	0.4%	100.0%
Male	44.6%	46.5%	5.9%	1.0%	2.0%	100.0%
(blank)	52.8%	37.7%	3.8%	3.8%	1.9%	100.0%
Grand Total	45.2%	43.3%	8.2%	2.3%	0.9%	100.0%

4g Size of a typical class

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Grand Total
Female	45.4%	43.6%	9.2%	1.5%	0.4%	100.0%
Male	44.6%	49.5%	5.9%	0.0%	0.0%	100.0%
(blank)	50.9%	41.5%	7.5%	0.0%	0.0%	100.0%
Grand Total	45.9%	44.7%	8.2%	0.9%	0.2%	100.0%

**Community College of Rhode Island
Graduates for 2006-2007
College Environment - Your Level of Satisfaction**

4h Availability of courses in the semester you need them

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Grand Total
Female	35.2%	43.2%	15.4%	5.9%	0.4%	100.0%
Male	36.6%	33.7%	20.8%	8.9%	0.0%	100.0%
(blank)	37.7%	39.6%	9.4%	13.2%	0.0%	100.0%
Grand Total	35.8%	40.5%	15.9%	7.5%	0.2%	100.0%

4i Availability of courses at the house you want them

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	Grand Total
Female	34.1%	41.0%	19.8%	5.1%	100.0%
Male	36.6%	37.6%	18.8%	6.9%	100.0%
(blank)	37.7%	37.7%	11.3%	13.2%	100.0%
Grand Total	35.1%	39.8%	18.5%	6.6%	100.0%

4j Availability of computers on campus on which to complete assignments

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Total
Female	49.1%	37.0%	9.9%	2.2%	1.8%	100.0%
Male	47.5%	42.6%	6.9%	0.0%	3.0%	100.0%
(blank)	52.8%	37.7%	3.8%	1.9%	3.8%	100.0%
Total	49.2%	38.4%	8.4%	1.6%	2.3%	100.0%

4k Helpfulness of financial aid personnel

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Blank	Grand Total
Female	28.9%	28.9%	19.8%	6.6%	15.4%	0.4%	100.0%
Male	26.7%	25.7%	24.8%	6.9%	15.8%	0.0%	100.0%
(blank)	28.3%	32.1%	15.1%	3.8%	18.9%	1.9%	100.0%
Grand Total	28.3%	28.6%	20.4%	6.3%	15.9%	0.5%	100.0%

4l Timeliness of financial aid awards

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Blank	Grand Total
Female	29.3%	28.6%	18.3%	5.9%	17.2%	0.7%	100.0%
Male	19.8%	26.7%	27.7%	5.0%	20.8%	0.0%	100.0%
(blank)	34.0%	20.8%	15.1%	3.8%	24.5%	1.9%	100.0%
Grand Total	27.6%	27.2%	20.1%	5.4%	19.0%	0.7%	100.0%

4m Helpfulness of student services staff

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Blank	Grand Total
Female	30.8%	36.3%	20.1%	5.5%	7.0%	0.4%	100.0%
Male	33.7%	40.6%	13.9%	4.0%	7.9%	0.0%	100.0%
(blank)	41.5%	37.7%	17.0%	0.0%	1.9%	1.9%	100.0%
Grand Total	32.8%	37.5%	18.3%	4.4%	6.6%	0.5%	100.0%

Community College of Rhode Island
 Graduates for 2006-2007

4g College Environment--Size of a typical class

Code	Major	Very Satisfied		Satisfied		Neutral		Very Dissatisfied		N/A		Number Total	% Total
		Number	% of Row	Number	% of Row	Number	% of Row	Number	% of Row	Number	% of Row		
ACCT	Accounting	4	33.3%	8	66.7%		0.0%		0.0%			12	100.0%
ACTC	Accounting Certificate	1	33.3%	2	66.7%		0.0%		0.0%			3	100.0%
ADAD	Admin Assistant/Secretary	3	75.0%	1	25.0%		0.0%		0.0%			4	100.0%
ADNU	Nursing-Associate's Degree	18	32.7%	27	49.1%	9	16.4%		0.0%	1	1.8%	55	100.0%
ARTS	Art	2	50.0%	2	50.0%		0.0%		0.0%			4	100.0%
BOSC	Basic Office Skills	1	100.0%		0.0%		0.0%		0.0%			1	100.0%
CHLD	Early Child/Child Development	5	45.5%	6	54.5%		0.0%		0.0%			11	100.0%
CHMT	Chemical Technology	1	33.3%	2	66.7%		0.0%		0.0%			3	100.0%
CLAB	Clinical Laboratory Technology	2	50.0%	2	50.0%		0.0%		0.0%			4	100.0%
CMID	Computer Science Micro-Computg	1	100.0%		0.0%		0.0%		0.0%			1	100.0%
CNND	Micro-Computing Networking	5	83.3%	1	16.7%		0.0%		0.0%			6	100.0%
CNMC	Computer Network Maint Cert	1	50.0%	1	50.0%		0.0%		0.0%			2	100.0%
CNTD	Computer & Networking Technlgy	1	33.3%	2	66.7%		0.0%		0.0%			3	100.0%
CPRD	Computer Science	1	50.0%	1	50.0%		0.0%		0.0%			2	100.0%
DENT	Dental Assisting Certificate	2	100.0%		0.0%		0.0%		0.0%			2	100.0%
DHYG	Dental Hygiene	6	75.0%	1	12.5%		0.0%	1	12.5%			8	100.0%
DMSD	Diagnostic Medical Sonography	1	25.0%	2	50.0%	1	25.0%		0.0%			4	100.0%
ENGN	Engineering		0.0%		0.0%	1	100.0%		0.0%			1	100.0%
ESPE	Education/Special Education	8	61.5%	5	38.5%		0.0%		0.0%			13	100.0%
FIRE	Fire Science	2	66.7%	1	33.3%		0.0%		0.0%			3	100.0%
FNBK	Financial Services	2	100.0%		0.0%		0.0%		0.0%			2	100.0%
GBUS	General Business	8	44.4%	10	55.6%		0.0%		0.0%			18	100.0%
GENS	General Studies	42	43.8%	43	44.8%	10	10.4%	1	1.0%			96	100.0%
HSTO	Histotechnician	1	100.0%		0.0%		0.0%		0.0%			1	100.0%
LAEN	Liberal Arts - English	1	100.0%		0.0%		0.0%		0.0%			1	100.0%
LAPS	Liberal Arts - Psychology	3	75.0%	1	25.0%		0.0%		0.0%			4	100.0%
LENF	Law Enforcement	11	50.0%	9	40.9%	1	4.5%	1	4.5%			22	100.0%
LGAD	Legal Admin Assistant/Secretary	1	50.0%	1	50.0%		0.0%		0.0%			2	100.0%
LIBA	Liberal Arts	4	57.1%	3	42.9%		0.0%		0.0%			7	100.0%
LPNU	Practical Nursing	1	25.0%	2	50.0%	1	25.0%		0.0%			4	100.0%
MARK	Marketing	1	50.0%	1	50.0%		0.0%		0.0%			2	100.0%
MDAD	Medical Admin Asstnt/Secretary	3	42.9%	2	28.6%	2	28.6%		0.0%			7	100.0%
METC	Mechanical Engineering Tech		0.0%	1	100.0%		0.0%		0.0%			1	100.0%
MNGT	Management		0.0%	1	100.0%		0.0%		0.0%			1	100.0%
MUSC	Music	2	100.0%		0.0%		0.0%		0.0%			2	100.0%
OFAC	Office Administration Cert	2	100.0%		0.0%		0.0%		0.0%			2	100.0%
PALG	Paralegal Studies	1	12.5%	6	75.0%	1	12.5%		0.0%			8	100.0%
PHELE	Phiebotomy	6	37.5%	7	43.8%	3	18.8%		0.0%			16	100.0%
PHTA	Physical Therapist Assistant	2	66.7%	1	33.3%		0.0%		0.0%			3	100.0%
RESP	Respiratory Therapy	4	30.8%	8	61.5%	1	7.7%		0.0%			13	100.0%
RLST	Real Estate	1	100.0%		0.0%		0.0%		0.0%			1	100.0%
SCIB	Science - Track B		0.0%	1	100.0%		0.0%		0.0%			1	100.0%
SOWK	Social Work		0.0%	2	100.0%		0.0%		0.0%			2	100.0%
TECH	Technical Studies		0.0%	2	100.0%		0.0%		0.0%			2	100.0%
TETD	Telecommunication Technology		0.0%	1	50.0%		0.0%		0.0%			2	100.0%
TMSG	Therapeutic Massage	1	100.0%		0.0%		0.0%		0.0%			1	100.0%
TRVL	Travel/Tourism Mgt.	1	100.0%		0.0%		0.0%		0.0%			1	100.0%
XRAY	Radiography	5	55.6%	3	33.3%	1	11.1%		0.0%			9	100.0%
(blank)	(blank)	27	50.0%	22	40.7%	4	7.4%	1	1.9%			54	100.0%
Grand Total		196	45.9%	191	44.7%	35	8.2%	4	0.9%	1	0.2%	427	

**Community College of Rhode Island
Data Elements Included in 2006-2007 Graduate Survey**

SID
 GRAD_TYPE
 AGE
 IPEDS_AGE_GRP
 STATE
 ETHNICITY
 GENDER
 AWARD1_MAJR_CODE
 AWARD1_MAJR_DESC
 AWARD1_DEGREE_CODE
 AWARD1_DEGREE_DESC
 AWARD1_GRAD_DATE
 AWARD1_GRAD_TERM
 AWARD2_MAJR_CODE
 AWARD2_MAJR_DESC
 AWARD2_DEGREE_CODE
 AWARD2_DEGREE_DESC
 AWARD2_GRAD_DATE
 AWARD2_GRAD_TERM
 GPA
 FT_SEMESTER_COUNT
 FT_HOURS_ATT
 PT_SEMESTER_COUNT
 PT_HOURS_ATT
 TOT_HOURS_ATT
 TRANS_HOURS_EARNED
 INST_HOURS_EARNED
 TOTAL_HOURS_EARNED
 TOT_SEMESTER_COUNT
 PRIOR_AWARDS
 YEARS_IN_CCRI_SYSTEM
 FIRST_YEAR
 1What was your goal when you first entered CCRI?
 2Would you recommend CCRI to others?
 3aEffectively organize and present ideas orally
 3bEffectively organize and present ideas in writing
 3cIdentify, analyze, and understand complex ideas
 3dUse information technology to locate, evaluate and apply
 3eDemonstrate an understanding of mathematical and scientif
 3fApply scientific methods to problem solving
 3gUse teamwork to accomplish tasks in groups
 3hDemonstrate an understanding of global, cultural and hist
 4aVariety of courses offered in your major field
 4bIn general, the instructors' knowledge of material in your ma
 4cIn general, the instructors' use of technology in the classro
 4dOut-of-class availability of your instructors
 4ePositive attitude of the faculty toward students
 4fSupport and encouragement toward students
 4gSize of a typical class
 4hAvailability of courses in the semester you need them
 4iAvailability of courses at the hours you want them
 4jAvailability of computers on campus on which to complete assi
 4kHelpfulness of the financial aid personnel
 4lTimeliness of financial aid awards
 4mHelpfulness of Student Services staff

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