

2006-2010 Graduate Follow-up Survey Report



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Executive Summary

During October of each year, Midlands Technical College conducts a Graduate Follow-up Survey (GFU) of recent alumni to determine their satisfaction with MTC's programs and services as well as capture respondent demographic data. The survey results help faculty and staff at the college to evaluate and plan. This report highlights the results of the Graduate Follow-Up Survey conducted in 2010, and compares these results with those of 2006, 2007, 2008, and 2009 GFU surveys.

Overall, survey respondents are satisfied with the academic programs they completed and the support services offered at the college. In 2010 and in each of the prior four years, more than 94% of the respondents expressed great satisfaction with their majors, instruction in that major, with general education courses they have taken, and instruction in those general education courses. Each of the five years, more than 93% of GFU respondents indicate they would recommend MTC to others. Respondents also expressed satisfaction with most college student support services such as orientation, admissions, and registration. However, alumni were somewhat less so with MTC financial aid, career counseling, and job placement college services perhaps because of the difficulty finding employment while in college and upon graduation.

The GFU surveys also suggest that the economic downturn may be affecting MTC graduates' further education and employment. More than 49% of the 2009 and 46% of the 2010 GFU survey respondents are attending college after graduation from MTC, up from 32% in 2006. An increasing percentage of those respondents continuing their education are continuing it here at MTC. A smaller percentage of 2010 GFU respondents are employed full time than respondents in earlier years reported. Part-time employment rates of alumni, however, have increased. The annual earnings of employed 2010 graduates are somewhat lower than 2006 graduates reported. (For example, in 2006 nearly 25% of responding graduates' earnings were in the \$30,000-\$39,000 range per year. Only 19.1% of 2010, MTC graduates had similar earnings.) For all the survey years, graduate earnings are below the average income for a single job in an urban setting in South Carolina, \$42,086.

Post graduation surveys like the GFU have limitations. Response rates can be low. Often too, those who respond are more likely to be stably employed or continuing their education, not the unemployed or those who have recently moved. For its Graduate Follow Up Survey (GFU), Midlands takes exceptional steps to survey all MTC graduates each year by employing first a mail out survey and, for those who do not respond, a streamlined telephone survey. For the five-year period presented, the overall response rate for the GFU averages at approximately 46.5%, well above the state average for a post-graduate-type survey.

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2006-2010 Graduate Follow-up Survey Report

Midlands Technical College (MTC) works to provide an affordable, quality education to assist each student to reach his or her personal goal. To help ensure quality, each fall the Department of Assessment, Research and Planning (ARP) conducts a follow-up survey of graduates who earned a certificate and/or associate degree during the prior academic year. Through the Graduate Follow-up Survey (GFU), alumni can assess the quality of MTC's instructional and student service programs, as well as provide information on their post-graduate employment and education.

This report provides the results of the Fall 2010, Graduate Follow-up Survey (GFU), as well as data from the GFU surveys conducted in years 2006, 2007, 2008, and 2009, for longitudinal analyses.

The report is divided into seven sections. The methodology section below provides details on survey questions, how the GFU survey is administered, and survey limitations. The six other sections of the report focus on survey content areas such as College Programs and Services, Academic Programs, Alumni Educational Goals, Continuing Education, Personal Growth and Life Skills, and Employment Profile. Three appendices provide survey details and comprehensive data tables.

Methodology

MTC's Assessment, Research and Planning (ARP) Department developed the GFU, a standardized 19-question survey, to gather alumni perceptions in six areas: College Programs and Services, Academic Programs, Alumni Educational Goals, Continuing Education, Personal Life and Growth Skills, and an Employment Profile. The results from this survey give a picture of graduating alumni's experience at MTC and in the months following graduation.

Survey administration begins in October each year with a post card mailing that lets alumni know that they will be receiving the GFU survey in the near future. About two weeks later, ARP mails out the Graduate Follow-Up survey to students who graduated during any semester of the previous school year, Summer, Fall, or Spring. In early November, ARP then sends a postcard reminder to graduates who have not responded to the mail out survey, followed by a third mailing of the survey at the end of November. For alumni who have not responded to either paper survey, ARP conducts a streamlined telephone survey to supplement the paper survey data. The phone survey does not include questions regarding Personal Growth/Life Skills or College Programs and Services.

When the paper and phone surveys are completed, ARP collects and organizes the data. For all data contained in this report, ARP used the eListens Scantron system to tabulate survey data, SAS statistical software to analyze the data, and Microsoft Excel to graphically represent the data. To ease the display interpretation of alumni opinions from the GFU survey, ARP combined positive and negative responses on the figures presented within this report. Combined responses included:

- **Extremely Helpful** and **Helpful**;
- **Somewhat Helpful** and **Not Helpful**;
- **Very Satisfied** and **Satisfied**; and
- **Very Dissatisfied** and **Dissatisfied**.

Tables throughout the report and within Appendix A, however, contain the original, uncombined data. Data is presented in percentages of alumni who selected the indicated response. Because invalid responses (unanswered questions and answers of "Not Applicable") lower the impact of valid responses, ARP dropped invalid responses from all analyses. An "N" or "number of observations" indicates sample size.

College Programs and Services

To assess institutional effectiveness, MTC asks graduates to rate their satisfaction with 10 core student services. As can be seen in Figures 1 and 2, alumni have high levels of satisfaction with most of the core services provided at MTC. Respondents had levels of satisfaction above 80% for seven of the 10 services listed including admissions, student assessment, new student orientation, new student advising, registration, veteran affairs, and student life programs. As seen in Figure 2, students were somewhat less satisfied overall with career counseling, financial aid, and job placement services, perhaps due to the economic hardships many students and citizens are facing. Responding alumni in 2010 had higher levels of satisfaction with career counseling, financial aid services, and job placement services than those in 2009, suggesting that MTC is better adjusting to accommodate growing student needs in today's economy. (Appendix A, Table 1 shows the counts and percentages for each response given.)

Figure 1. Alumni satisfaction with college programs and services

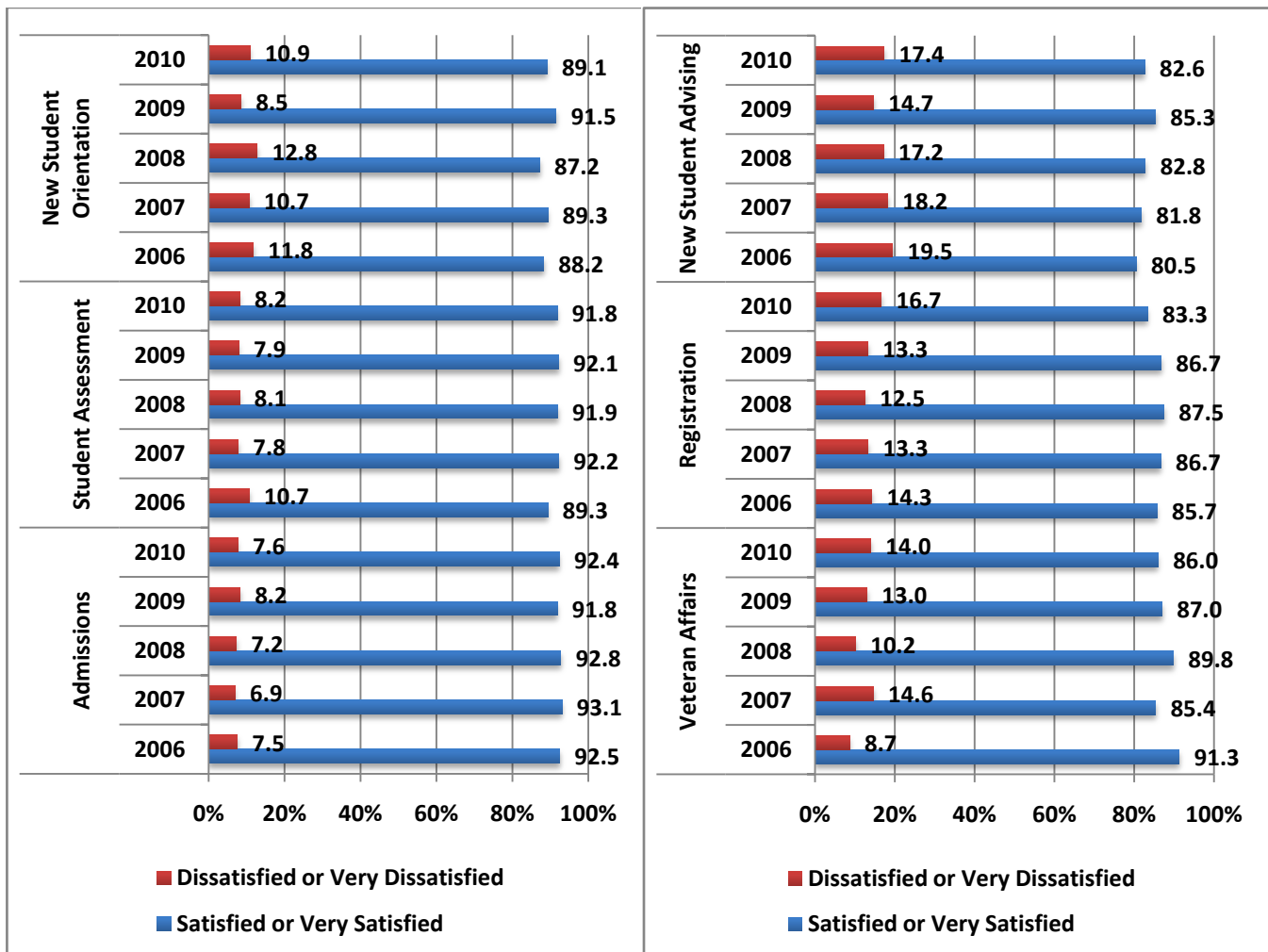
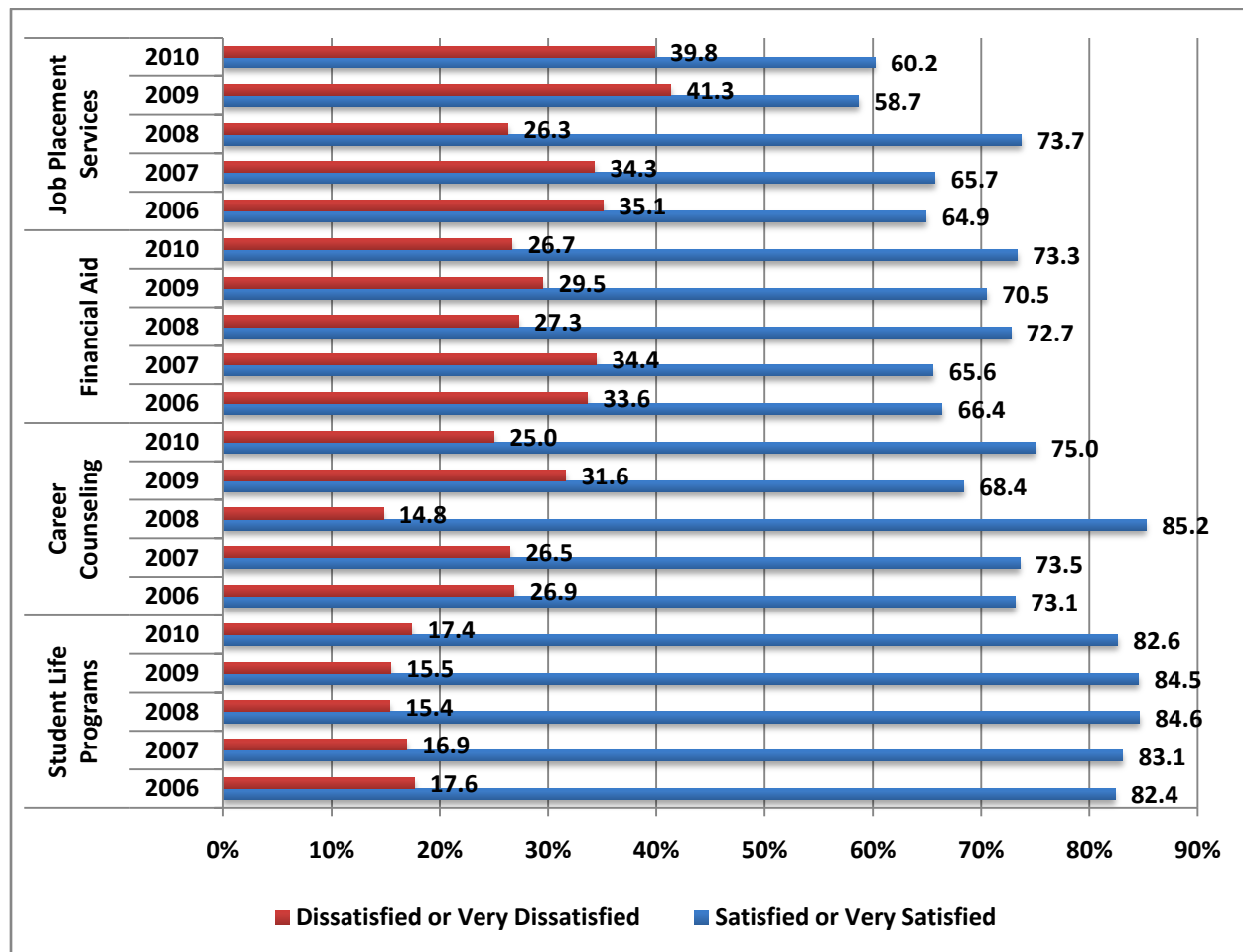


Figure 2. Alumni satisfaction with college programs and services, continued



Academic Program

Alumni were asked to indicate their level of satisfaction with their overall educational experience, major program of study, instruction in their major program, general education program of study, and instruction in their general education courses using a **Very Dissatisfied**, **Dissatisfied**, **Satisfied**, and **Very Satisfied** response scale. As can be seen in Figure 3, graduates of MTC had high levels of satisfaction with their Academic Program for all questions and all years included in this report. Respondents had 94% or greater **Satisfied** or **Very Satisfied** responses on all five of the academic program topics examined for the past five years. Positive responses showed a slight to moderate decline (0.2 to 3.8 percent) between 2009 and 2010, in all five of the academic program topics examined, but are nevertheless very high.

Figure 3. Alumni satisfaction by academic program topics

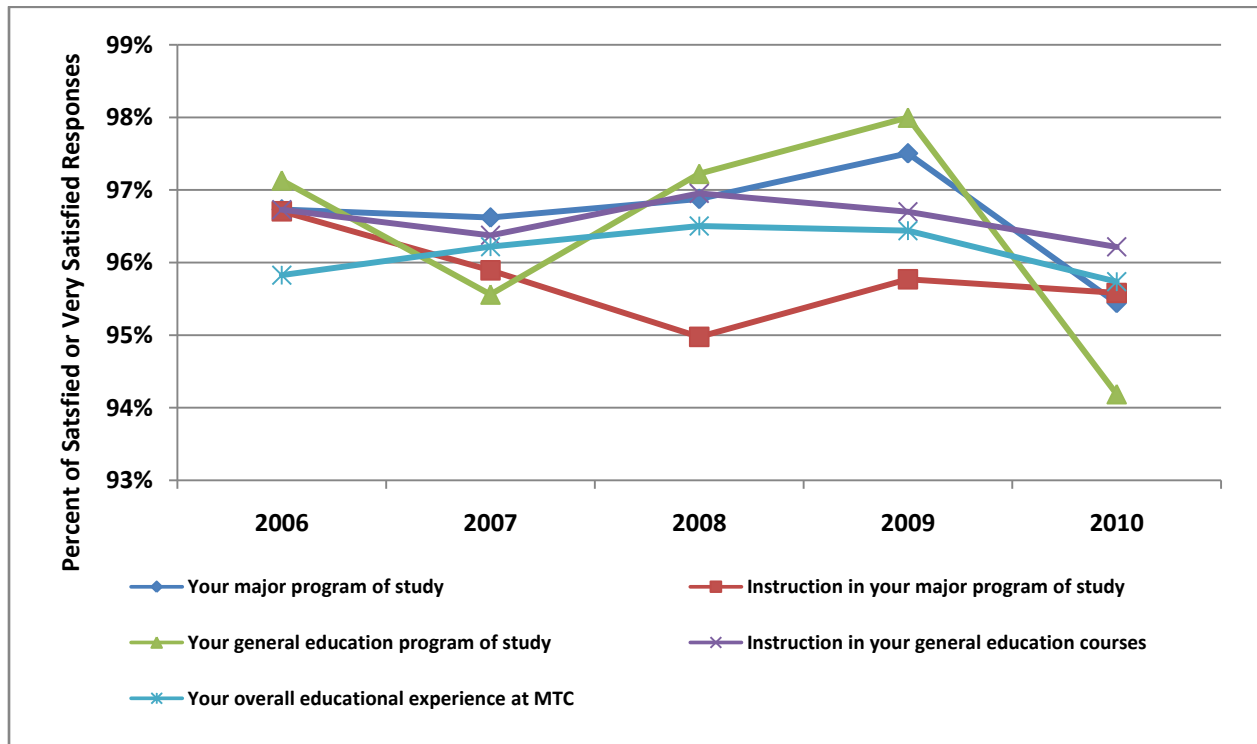


Table 1. Alumni satisfaction by academic program topics: Detailed data table

		Major Program of Study					Instruction in Major Area					General Education Program					Instruction in General Education Courses					Overall Educational Experience				
	Year	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
VD	N	2	11	9	3	8	2	13	8	8	6	1	7	5	2	3	1	9	5	2	2	5	11	11	5	8
	%	0.4	1.5	1.1	0.5	1.1	0.4	1.8	1.0	1.3	0.8	0.2	1.1	0.7	0.3	0.4	0.2	1.4	0.7	0.3	0.3	0.9	1.5	1.4	0.8	1.1
D	N	15	13	16	13	25	15	16	32	19	26	13	22	16	10	37	15	15	18	18	24	17	16	17	18	23
	%	2.9	1.8	2.0	2.0	3.5	2.9	2.3	4.0	3.0	3.6	2.7	3.4	2.1	1.7	5.4	3.1	2.3	2.4	3.0	3.5	3.2	2.2	2.1	2.8	3.2
S	N	247	348	384	327	360	268	401	394	336	378	325	422	497	408	443	304	449	484	399	447	252	377	377	345	379
	%	47.5	49.0	48.0	51.0	49.7	51.9	56.8	49.5	52.7	52.2	66.6	64.6	65.7	68.1	64.4	62.2	67.8	64.1	65.8	65.1	47.8	52.8	47.1	53.4	52.1
VS	N	256	338	391	298	331	231	276	362	275	314	149	202	238	179	205	169	189	248	187	214	253	310	396	278	317
	%	49.2	47.6	48.9	46.5	45.7	44.8	39.1	45.5	43.1	43.4	30.5	30.9	31.5	29.9	29.8	34.6	28.5	32.8	30.9	31.1	48	43.4	49.4	43.0	43.6

*Note. VS = Very Satisfied, S = Satisfied, D = Dissatisfied, VD = Very Dissatisfied, “%” = Percentage of respondents.

Alumni Education Goals

Alumni selected their primary goal for attending MTC from a list including “learning skills for a new job”, “upgrading skills for their current job”, “earning transfer credits towards a bachelor’s degree”, and “learning things for their personal benefit or enjoyment.” As shown Figure 4, the primary goal of the majority of respondents across all years was “to learn skills that would help them get a new job” (Table 2, Appendix A contains individual year data). Twenty-five percent selected “to earn transfer credit toward a bachelor’s degree.”

Over the past five years, 78.2% of alumni responded that they had indeed accomplished their educational goals (76.2 to 79.2 percent) while at MTC, and 95.6% agreed that they would recommend MTC to their friends and acquaintances (93.4 to 97.0 percent). As seen in Figures 5 and 6, however, positive response to these questions has been declining slowly, suggesting minor decreases in levels of satisfaction with goal accomplishment and willingness to recommend MTC to others. (Appendix A, Tables 3 and 4, contain detailed data.)

Figure 4. Primary goal of alumni (percentage of responses)

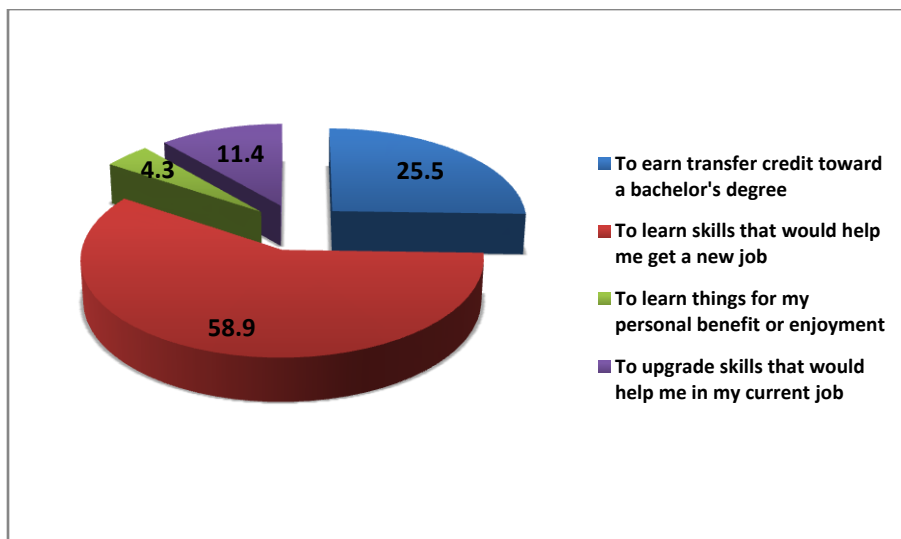


Figure 5. Did you accomplish this goal?

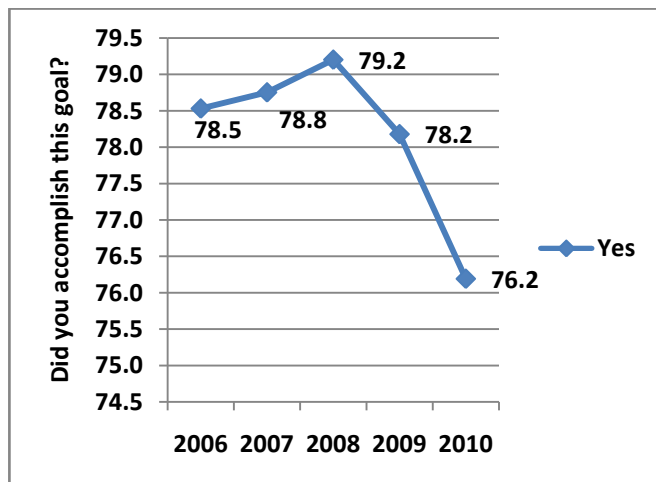
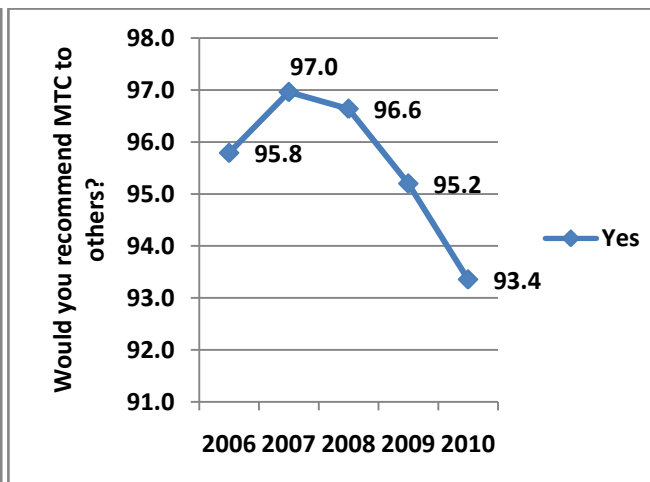


Figure 6. Would you recommend MTC to others?



Continuing Education

Not only does MTC help students to obtain the skills and abilities needed to succeed in the current job market, but it also prepares students to transfer to four-year colleges or otherwise continue their education. The survey asked responding alumni if they were currently attending college. As seen in Figure 7, now more students are continuing their education (2007 to 2010) than were previously (2006). Alumni report that the education they receive at MTC has prepared them adequately for transfer (Figure 8). As seen in Figure 9, each year 50% or more alumni are choosing to continue their education at MTC. Others are attending MTC Bridge Program partner schools (University of South Carolina-Columbia, and Columbia College), or other 2- and 4-year institutions. (The MTC Bridge Program provides opportunities for students to learn the skills needed to successfully transfer to selected four-year colleges and universities.)

As seen in Figure 10, the number of students continuing their education increases as unemployment rates in South Carolina increase, suggesting students tend to continue their education in a difficult job market. (The number of respondents continuing their education corresponds with unemployment rates.) The proportion of alumni who do not have a full-time job are approximately equal to the proportion of alumni who are continuing their education, also suggesting that respondents who cannot find full-time employment may be returning to school. Appendix A, Table 5 shows detailed data for Figures 7 and 8.

Figure 7. Are you currently attending college?

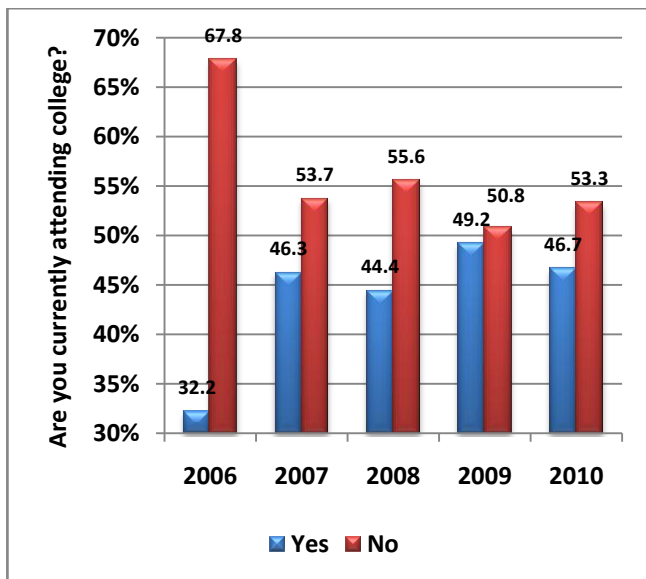


Figure 8. Do you feel the education you received at MTC adequately prepared you for transfer to another institution?

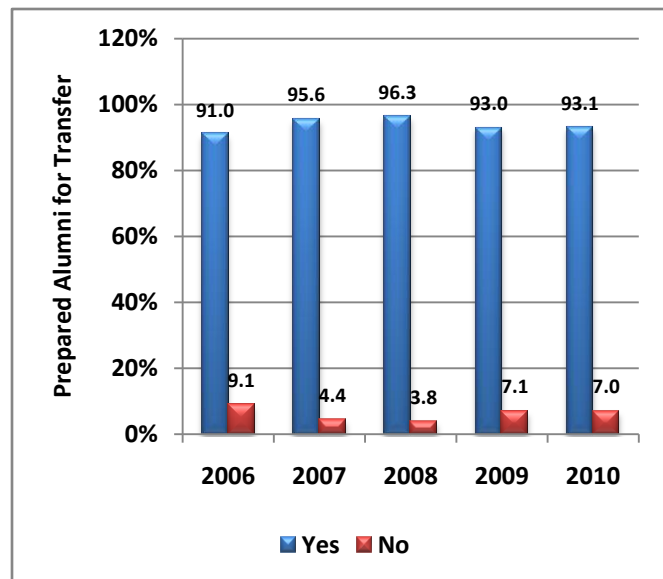


Figure 9. Colleges where alumni currently attend

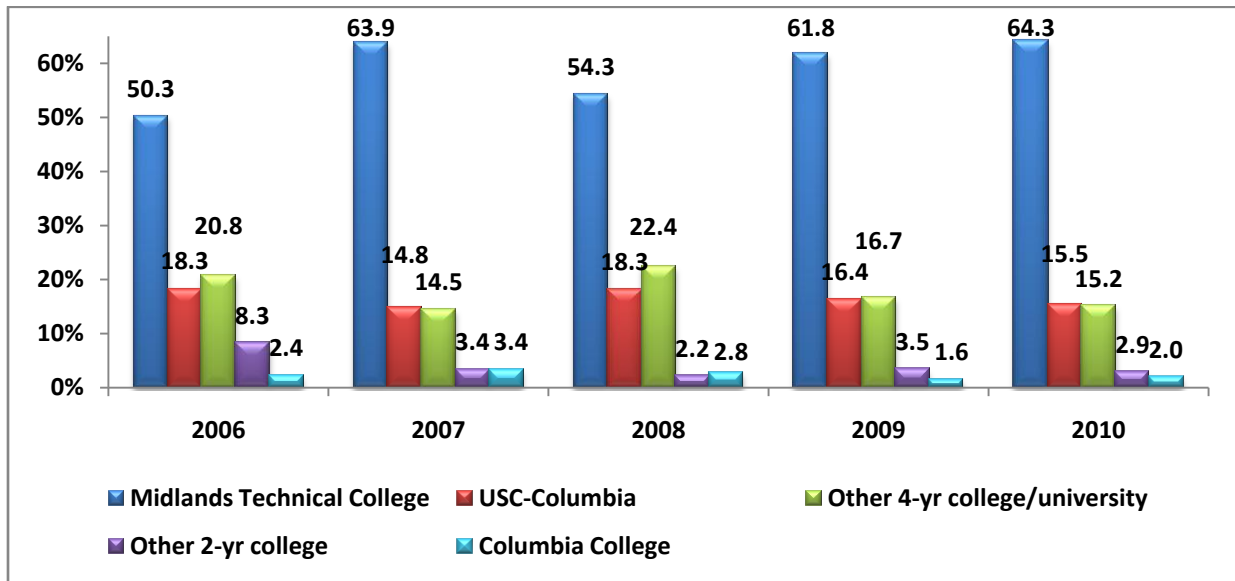


Figure 10. Full-time employment, continuing education, and unemployment rates

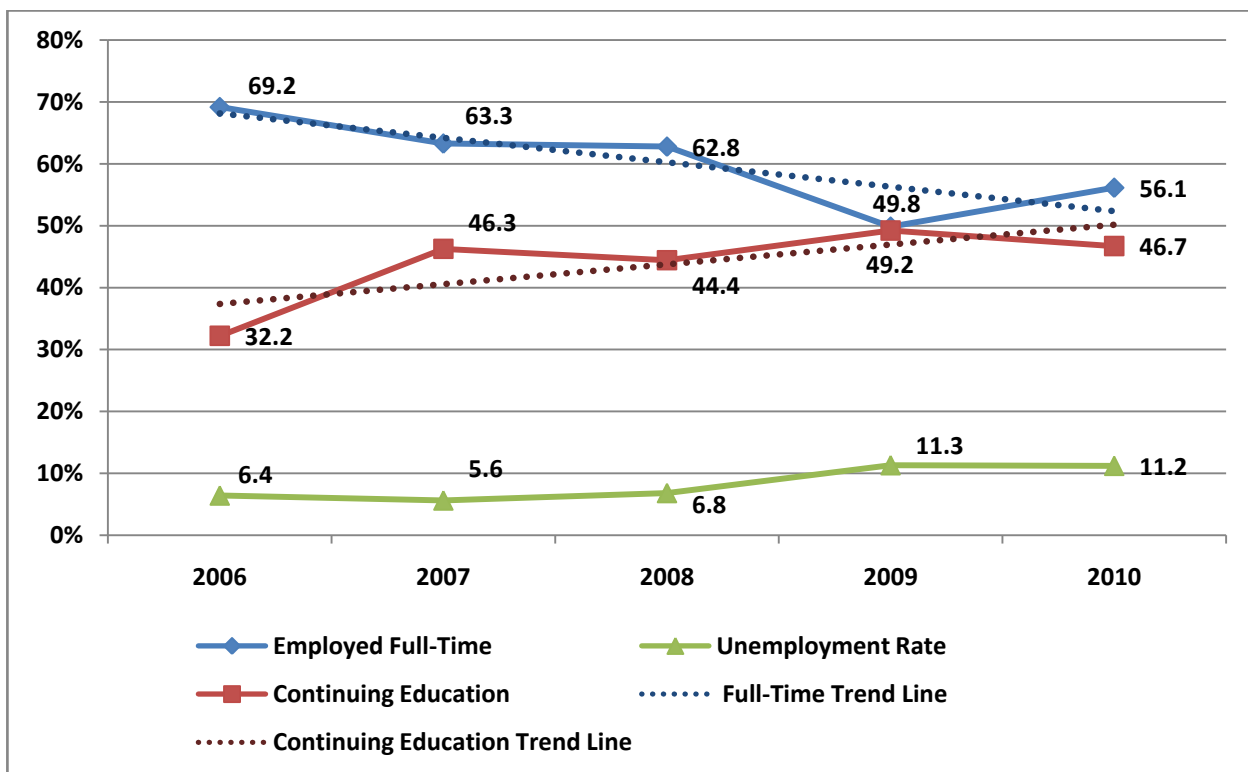


Table 2. Colleges where alumni currently attend

College Where Alumni Attend	Year	N	% Selecting Option
Midlands Technical College	2006	85	50.3
	2007	207	63.9
	2008	196	54.3
	2009	196	61.8
	2010	220	64.3
USC- Columbia	2006	31	18.3
	2007	48	14.8
	2008	66	18.3
	2009	52	16.4
	2010	53	15.5
USC- Aiken	2006	2	1.2
	2007	2	0.6
	2008	3	0.8
	2009	2	0.6
	2010	2	0.6
Other 2-Year College	2006	14	8.3
	2007	11	3.4
	2008	8	2.2
	2009	11	3.5
	2010	10	2.9
Other 4-Year College	2006	33	19.6
	2007	45	13.9
	2008	78	21.6
	2009	51	16.1
	2010	50	14.6
Columbia College	2006	4	2.4
	2007	11	3.4
	2008	10	2.8
	2009	5	1.6
	2010	7	2.0

*Note. “%” = Percent of respondents

Personal Growth and Life Skills

An important aspect of any higher-level education is the development of both career and life skills. MTC has identified 12 key career and life skills that are important to its student's success in meeting their educational, life, and career goals. As seen in Figures 11 and 12, 70% or more of the GFU survey respondents felt MTC was **Helpful** or **Extremely Helpful** in the development of nine of the twelve personal growth and life skills measured. These included learning on your own, oral communication, working cooperatively with others, written communication, problem solving and critical thinking, utilizing research, enhancing self-confidence, comprehending and applying scientific principles, and utilizing computers. Respondents felt that MTC was somewhat less important in determining personal and career goals, utilizing computational math skills, and understanding different cultures and philosophies. Appendix A, Table 6 contains detailed data tables.

Figure 11. Alumni ratings on MTC's impact on skill development

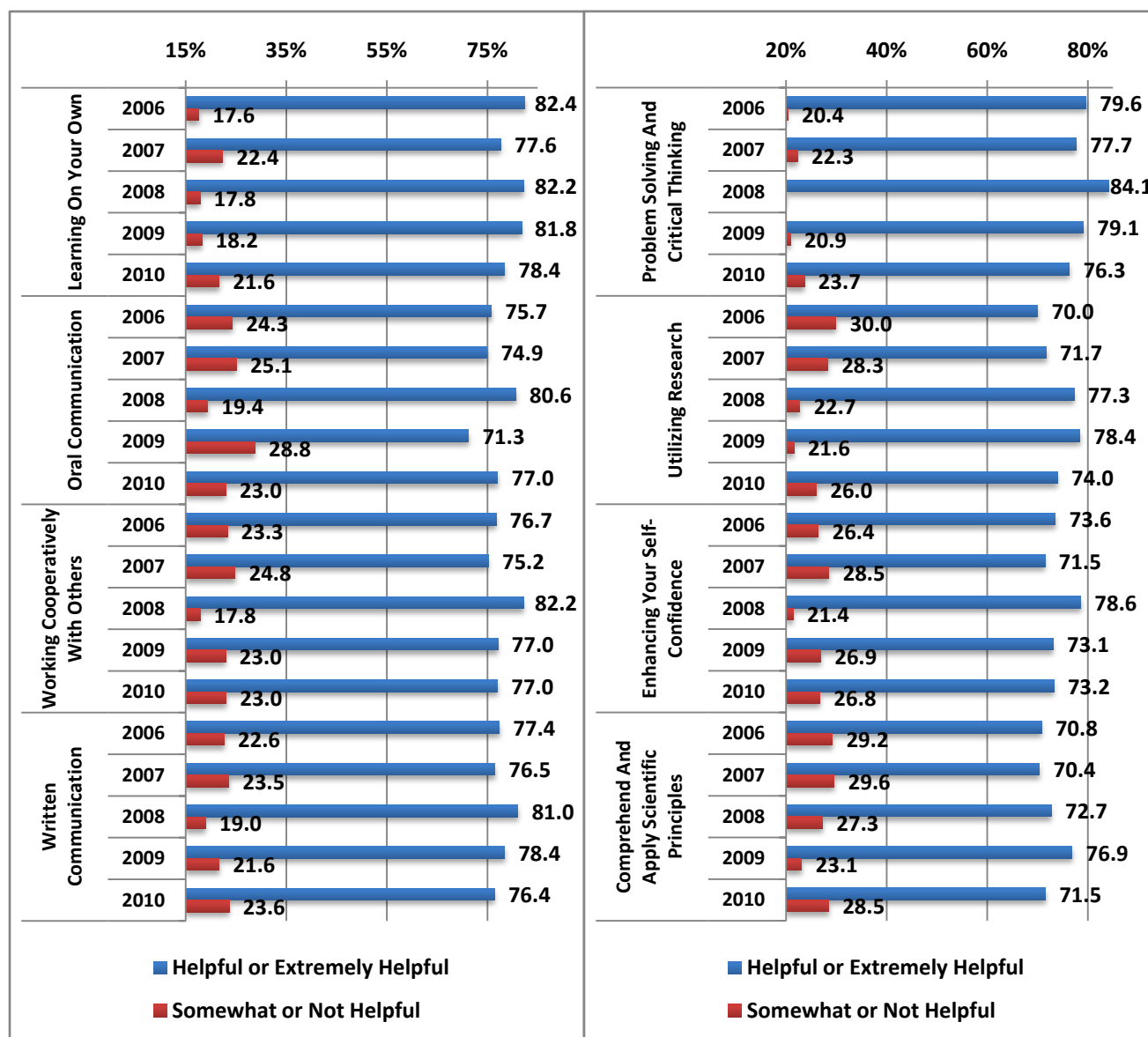
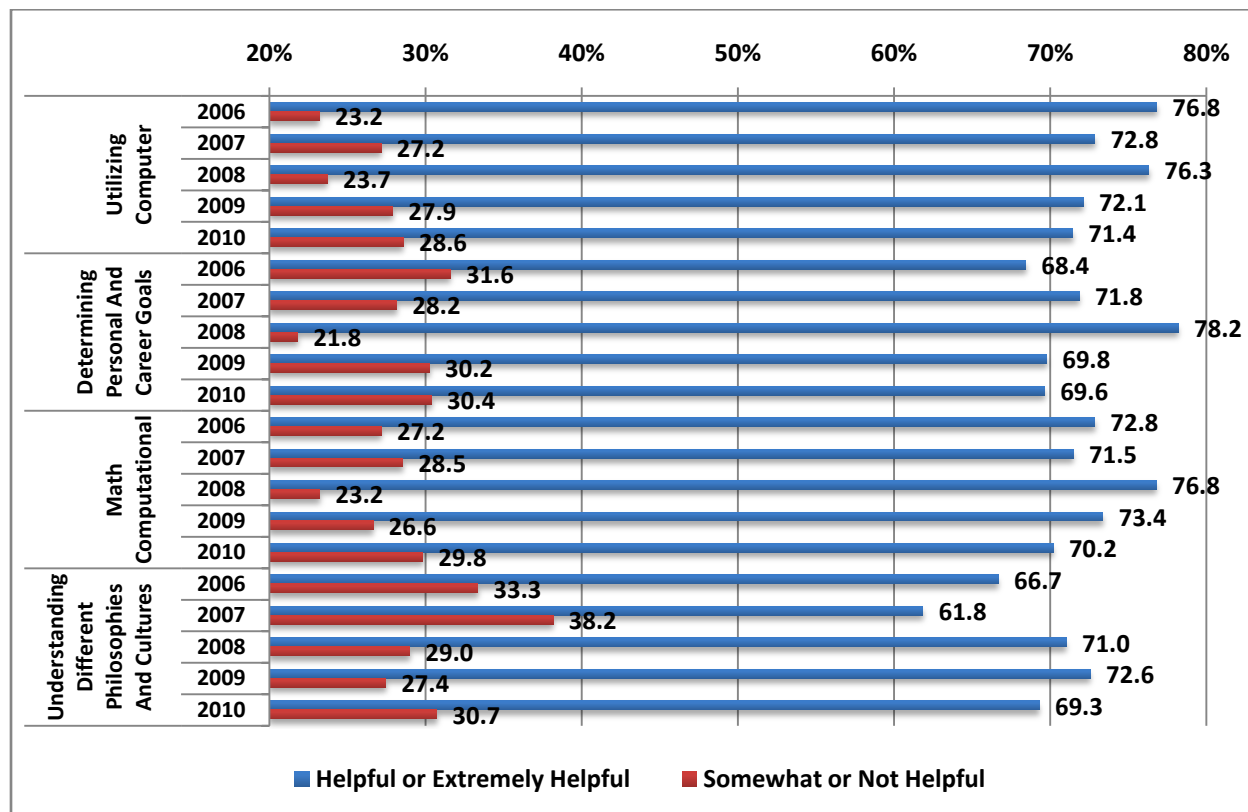


Figure 12. Alumni ratings on MTC's impact on skill development, continued



Employment Profile

The GFU survey includes several questions about alumni employment status, including whether or not their current job relates to their degree. If respondent was not currently working in the field, the survey asked if they had ever worked in the field since graduating from MTC. The survey also asked respondents to estimate their annual income and place of employment.

As was noted in the Continuing Education section, respondents' rates of full-time employment have shown a decreasing trend for the past five years (see Figure 11, Page 9); even so, Figure 13 shows that the majority of respondents each year are reporting full-time employment status. Additionally, 50% or more of respondents are employed in a setting that is related to the program they completed at MTC (Figure 14). Also in Figure 14, 32% or more of respondents are not employed in a setting that is related to their program at MTC, and of these 25% or less have ever had a job that related to their studies at MTC. Considering that approximately 60% of respondents reported that they were attending MTC to learn skill to help them get a new job (Figure 5, Page 7), full-time employment of alumni is on a downward trend, and statewide unemployment rates are rising (Figure 17). It appears many of the survey respondents who are unemployed are suffering the effects of the recent economy.

From 2006 to 2010, most alumni worked in Richland or Lexington County, which both have lower than average unemployment rates (Figures 16 and 17). Additionally, most graduates have annual income of \$49,999 or less in the 5 years surveyed (Figure 18). Appendix A, Tables 7-9 contain detailed data tables for Employment Profile.

Figure 13. Employment status 2006-2010 averages

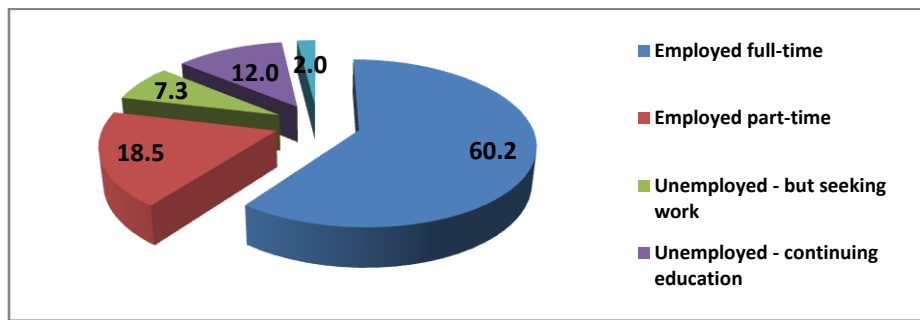


Figure 14. Is your [current] job related to the program you completed at MTC?

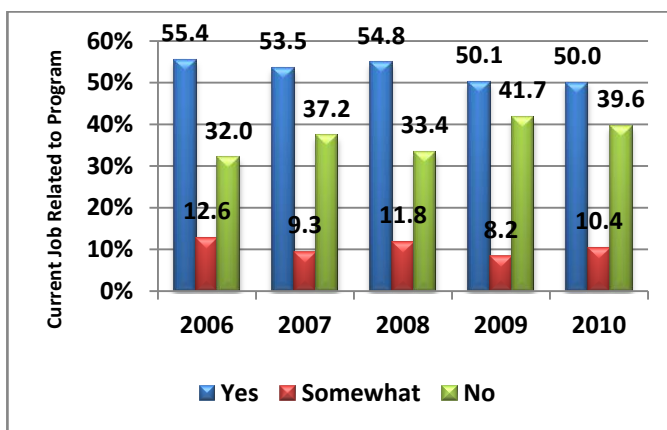


Figure 15. If not currently related, have you worked in a related job since graduating?

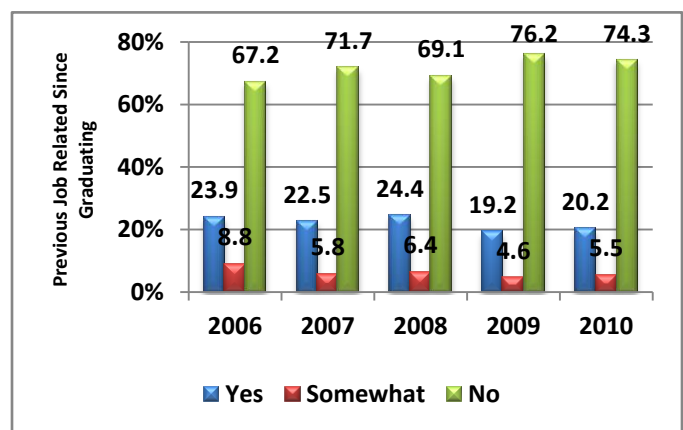


Figure 16. Counties where alumni work

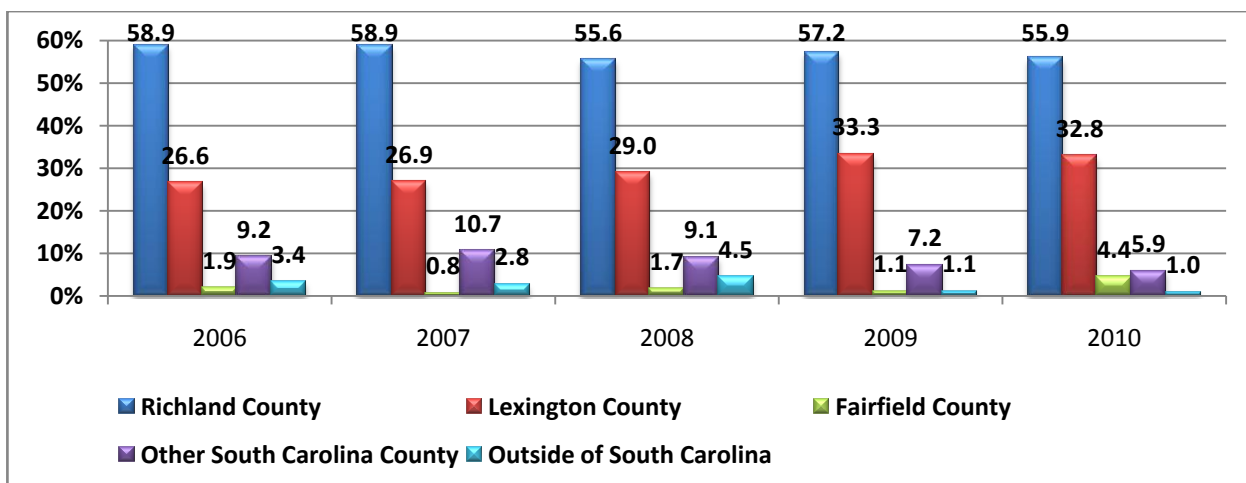


Figure 17. Unemployment rates in South Carolina

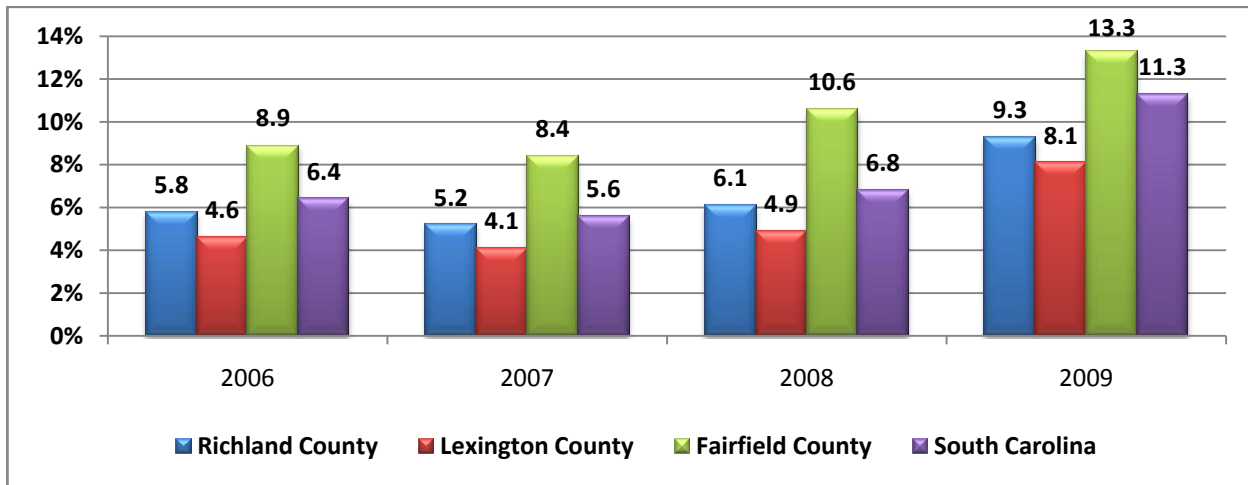


Figure 18. Annual income of alumni

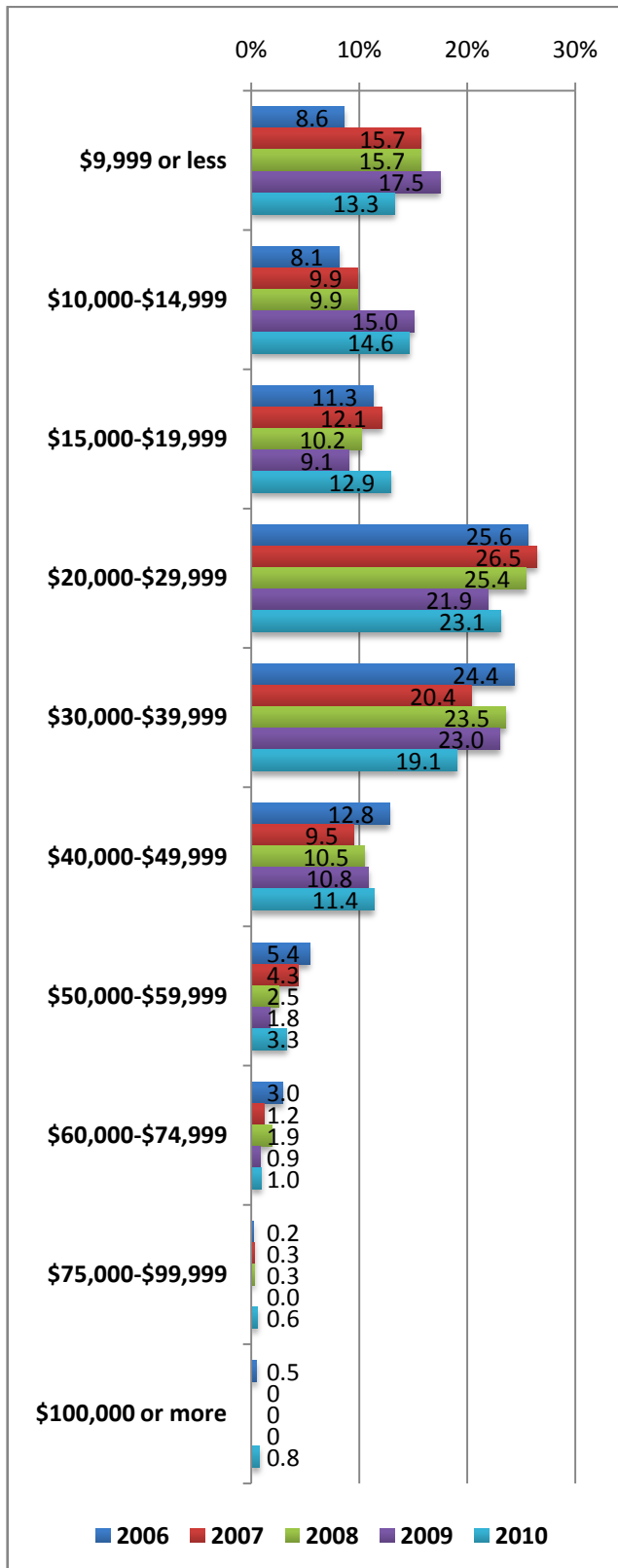


Table 3. Annual income of alumni

Annual Income of Alumni	Year	N	% Selecting Option
\$9,999 or less	2006	35	8.6
	2007	91	15.7
	2008	100	15.7
	2009	79	17.5
	2010	69	13.3
\$10,000-\$14,000	2006	33	8.1
	2007	57	9.9
	2008	63	9.9
	2009	68	15.0
	2010	76	14.6
\$15,000-\$19,999	2006	46	11.3
	2007	70	12.1
	2008	65	10.2
	2009	41	9.1
	2010	67	12.9
\$20,000-\$29,999	2006	104	25.6
	2007	153	26.5
	2008	162	25.4
	2009	99	21.9
	2010	120	23.1
\$30,000-\$39,999	2006	99	24.4
	2007	118	20.4
	2008	150	23.5
	2009	104	23.0
	2010	99	19.1
\$40,000-\$49,999	2006	52	12.8
	2007	55	9.5
	2008	67	10.5
	2009	49	10.8
	2010	59	11.4
\$50,000-\$59,999	2006	22	5.4
	2007	25	4.3
	2008	16	2.5
	2009	8	1.8
	2010	17	3.3
\$60,000-\$74,999	2006	12	3.0
	2007	7	1.2
	2008	12	1.9
	2009	4	0.9
	2010	5	1.0
\$75,000-\$99,999	2006	1	0.2
	2007	2	0.3
	2008	2	0.3
	2009	3	0.6
	2010	46	11.3
\$100,000 or more	2006	2	0.5
	2007	0	0
	2008	0	0
	2009	0	0
	2010	4	0.8

Appendix A: Tables

Table 1. Alumni satisfaction with college programs and services

Skill	Year	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied	
		N	%	N	%	N	%	N	%
Admissions	2006	5	1.8	16	5.7	189	67.7	69	24.7
	2007	6	1.8	17	5.1	228	68.7	81	24.4
	2008	8	2.2	18	5.0	223	61.9	111	30.8
	2009	2	0.8	19	7.4	159	62.1	76	29.7
	2010	6	2.0	17	5.6	185	61.5	93	30.9
Student Assessment- Placement Testing	2006	2	0.9	22	9.8	150	66.7	51	22.7
	2007	7	2.6	14	5.2	184	68.1	65	24.1
	2008	7	2.4	17	5.7	192	64.9	80	27.0
	2009	4	1.9	13	6.0	144	66.7	55	25.5
	2010	8	3.1	13	5.1	168	65.4	68	26.5
New Student Orientation	2006	3	1.8	17	10.0	117	68.8	33	19.4
	2007	6	3.0	15	7.6	147	74.6	29	14.7
	2008	8	3.4	22	9.4	158	67.5	46	19.7
	2009	3	1.7	12	6.8	116	65.5	46	26.0
	2010	6	3.0	16	7.9	139	68.8	41	20.3
Veteran Affairs	2006	2	4.3	2	4.3	14	30.4	28	60.9
	2007	3	7.3	3	7.3	21	51.2	14	34.1
	2008	2	3.4	4	6.8	24	40.7	29	49.2
	2009	4	8.7	2	4.3	22	47.8	18	39.1
	2010	3	6.0	4	8.0	23	46.0	20	40.0
Registration	2006	7	2.5	33	11.8	180	64.3	60	21.4
	2007	15	4.5	29	8.8	215	65.2	71	21.5
	2008	13	3.6	32	8.9	221	61.6	93	25.9
	2009	8	3.1	26	10.2	154	60.2	68	26.6
	2010	13	4.3	37	12.3	174	58.0	76	25.3
New Student Advising	2006	15	7.7	23	11.8	119	61.0	38	19.5
	2007	13	5.8	28	12.4	144	64.0	40	17.8
	2008	17	6.1	31	11.1	158	56.6	73	26.2
	2009	5	2.8	21	11.9	105	59.3	46	26.0
	2010	16	7.3	22	10.0	130	59.4	51	23.3
Student Life Programs/Services	2006	8	7.8	10	9.8	61	59.8	23	22.5
	2007	12	9.7	9	7.3	85	68.5	18	14.5
	2008	11	6.5	15	8.9	97	57.4	46	27.2
	2009	3	2.7	14	12.7	76	69.1	17	15.5
	2010	10	7.6	13	9.8	79	59.8	30	22.7
Career Counseling	2006	15	11.2	21	15.7	75	56.0	23	17.2
	2007	11	7.1	30	19.4	84	54.2	30	19.4
	2008	13	7.4	13	7.4	98	55.7	52	29.5
	2009	11	9.4	26	22.2	60	51.3	20	17.1
	2010	15	10.7	20	14.3	73	52.1	32	22.9
Financial Aid Services	2006	30	12.8	49	20.9	113	48.1	43	18.3
	2007	37	12.4	66	22.1	140	46.8	56	18.7
	2008	37	11.2	53	16.1	155	47.0	85	25.8
	2009	22	9.7	45	19.8	99	43.6	61	26.9
	2010	36	12.6	40	14.0	145	50.9	64	22.5
Job Placement Services	2006	16	14.0	24	21.1	54	47.4	20	17.5
	2007	12	11.1	25	23.1	53	49.1	18	16.7
	2008	13	9.5	23	16.8	68	49.6	33	24.1
	2009	17	16.3	26	25.0	49	47.1	12	11.5
	2010	24	21.2	21	18.6	41	36.3	27	23.9

*Note. “%” = Percent of respondents

Table 2. Main goal of alumni

	Learn skills for new job					Upgrade skills for current job					Earn transfer credit					Learn things for my personal benefit				
Year	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
N	347	420	476	378	448	65	75	108	76	77	113	211	215	177	191	28	29	26	32	34
%	62.7	57.1	57.7	57	59.7	11.8	10.2	13.1	11.5	10.3	20.4	28.7	26.1	26.7	25.5	5.1	3.9	3.2	4.8	4.5

*Note. “%” = Percent of respondents

Table 3. Goal accomplishment

Question	Year	Yes		No	
		N	%	N	%
Did you accomplish this [educational] goal?	2006	417	78.5	114	21.5
	2007	556	78.8	150	21.2
	2008	636	79.2	167	20.8
	2009	498	78.2	139	21.8
	2010	544	76.2	170	23.8

*Note. “%” = Percent of respondents

Table 4. MTC recommendation

Question	Year	Yes		No	
		N	%	N	%
Would you recommend MTC to your friends and acquaintances?	2006	273	95.8	12	4.2
	2007	319	97.0	10	3.0
	2008	345	96.6	12	3.4
	2009	238	95.2	12	4.8
	2010	281	93.4	20	6.6

*Note. “%” = Percent of respondents

Table 5. Current education

Question	Year	Yes		No	
		N	%	N	%
Are you currently attending college?	2006	170	32.2	358	67.8
	2007	328	46.3	381	53.7
	2008	358	44.4	448	55.6
	2009	317	49.2	327	50.8
	2010	340	46.7	388	53.3
Do you feel the education you received at MTC adequately prepared you for transfer to another institution?	2006	161	91.0	16	9.0
	2007	196	95.6	9	4.4
	2008	229	96.2	9	3.8
	2009	159	93.0	12	7.0
	2010	175	93.0	13	7.0

Table 6. Alumni ratings on MTC's impact on skill development

Skill	Year	Not Helpful		Somewhat Helpful		Helpful		Extremely Helpful	
		N	%	N	%	N	%	N	%
Learning on your own	2006	10	3.7	37	13.9	141	52.8	79	29.6
	2007	17	5.4	53	16.9	156	49.8	87	27.8
	2008	11	3.1	52	14.7	165	46.7	125	35.4
	2009	5	2.0	40	16.2	115	46.6	87	35.2
	2010	11	3.7	53	17.9	141	47.6	91	30.7
Oral Communication	2006	9	3.4	56	20.9	134	50.0	69	25.7
	2007	17	5.5	60	19.5	156	50.8	74	24.1
	2008	13	3.7	55	15.7	174	49.6	109	31.1
	2009	8	3.3	61	25.4	118	49.2	53	22.1
	2010	11	3.9	54	19.1	140	49.5	78	27.6
Working Cooperatively with Others	2006	9	3.4	52	19.8	137	52.3	64	24.4
	2007	23	7.4	54	17.4	145	46.8	88	28.4
	2008	15	4.2	48	13.6	178	50.4	112	31.7
	2009	6	2.5	50	20.5	116	47.5	72	29.5
	2010	13	4.5	54	18.6	142	48.8	82	28.2
Written Communication	2006	3	1.1	57	21.5	152	57.4	53	20.0
	2007	16	5.2	57	18.4	159	51.3	78	25.2
	2008	11	3.2	54	15.7	183	53.4	95	27.7
	2009	9	3.7	44	18.0	145	59.2	47	19.2
	2010	11	3.8	58	19.9	148	50.7	75	25.7
Problem Solving and Critical Thinking	2006	45	16.7	10	3.7	138	51.1	77	28.5
	2007	66	20.8	5	1.6	157	49.4	90	28.3
	2008	47	13.4	9	2.6	173	49.1	123	34.9
	2009	47	19.3	4	1.6	114	46.7	79	32.4
	2010	61	20.3	10	3.3	142	47.3	87	29.0
Utilizing Research	2006	12	4.5	68	25.5	116	43.4	71	26.6
	2007	18	5.9	68	22.4	143	47.0	75	24.7
	2008	14	4.1	64	18.7	169	49.3	96	28.0
	2009	5	2.1	47	19.5	121	50.2	68	28.2
	2010	10	3.4	66	22.6	147	50.3	69	23.6
Enhancing your Self-Confidence	2006	17	6.5	52	19.9	121	46.4	71	27.2
	2007	24	7.7	65	20.8	146	46.8	77	24.7
	2008	26	7.4	49	14.0	154	44.0	121	34.6
	2009	20	8.0	47	18.9	106	42.6	76	30.5

	2010	13	4.6	63	22.2	129	45.4	79	27.8
Comprehend and Apply Scientific Principles	2006	57	23.5	14	5.8	118	48.6	54	22.2
	2007	60	21.7	22	7.9	133	48.0	62	22.4
	2008	70	21.9	17	5.3	150	47.0	82	25.7
	2009	41	19.3	8	3.8	111	52.4	52	24.5
	2010	59	22.7	15	5.8	126	48.5	60	23.1
Utilizing Computers	2006	49	18.6	12	4.6	126	47.9	76	28.9
	2007	66	21.9	16	5.3	144	47.7	76	25.2
	2008	63	19.1	15	4.6	138	41.9	113	34.3
	2009	57	24.5	8	3.4	102	43.8	66	28.3
	2010	66	23.6	14	5.0	123	43.9	77	27.5
Determining Personal and Career Goals	2006	59	22.2	25	9.4	112	42.1	70	26.3
	2007	55	17.8	32	10.4	131	42.4	91	29.4
	2008	58	16.9	17	4.9	158	45.9	111	32.3
	2009	57	23.0	18	7.3	96	38.7	77	31.0
	2010	64	21.8	25	8.5	126	43.0	78	26.6
Math Computational	2006	10	3.9	59	23.2	126	49.6	59	23.2
	2007	19	6.4	66	22.1	150	50.3	63	21.1
	2008	13	4.0	62	19.2	159	49.2	89	27.6
	2009	8	3.5	53	23.1	116	50.7	52	22.7
	2010	14	5.1	68	24.7	138	50.2	55	20.0
Understanding Difficult Philosophies and Cultures	2006	58	24.5	21	8.9	101	42.6	57	24.1
	2007	76	26.9	32	11.3	120	42.4	55	19.4
	2008	63	20.1	28	8.9	134	42.7	89	28.3
	2009	46	20.4	16	7.1	101	44.7	63	27.9
	2010	61	22.8	21	7.9	112	41.9	73	27.3

*Note. “%” = Percent of respondents

Table 7. Employment status

	Employed Full-Time					Employed Part-Time					Unavailable for Employment					Unemployed- But Seeking Work					Unemployed- Continuing Education				
Year	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
N	368	448	506	323	407	66	142	137	155	138	13	17	11	8	19	37	28	55	65	62	48	73	97	97	99
%	69.2	63.3	62.8	49.8	56.1	12.4	20.1	17.0	23.9	19.0	2.4	2.4	1.4	1.2	2.6	7.0	4.0	6.8	10.0	8.6	9.0	10.3	12.0	15.0	13.7

*Note. “%” = Percent of respondents

Table 8. Employment since graduation

Question	Year	Yes		No		Somewhat	
		N	%	N	%	N	%
Is your [current] job related to program you completed at MTC?	2006	246	55.4	142	32.0	56	12.6
	2007	321	53.5	223	37.2	56	9.3
	2008	358	54.8	218	33.4	77	11.8
	2009	244	50.1	203	41.7	40	8.2
	2010	283	50.0	224	39.6	59	10.4
If not related, have you worked in a related job since graduation?	2006	57	23.9	160	67.2	21	8.8
	2007	78	22.5	248	71.7	20	5.8
	2008	99	24.4	280	69.1	26	6.4
	2009	71	19.2	281	76.2	17	4.6
	2010	80	20.2	295	74.3	22	5.5

*Note. “%” = Percent of respondents

Table 9. Counties where alumni work

	Richland County					Lexington County					Fairfield County					Other South Carolina County					Outside of South Carolina				
Year	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
N	122	149	159	103	114	55	68	83	60	67	4	2	5	2	9	19	27	26	13	12	7	7	13	2	2
%	58.9	58.9	55.6	57.2	55.9	26.6	26.9	29.0	33.3	32.8	1.9	0.8	1.7	1.1	4.4	9.2	10.7	9.1	7.2	5.9	3.4	2.8	4.5	1.1	1.0

*Note. “%” = Percent of respondents

Appendix B: Detailed Methodology

Detailed Methodology

The graduate follow-up survey is a 19 item questionnaire with multiple choice, single choice, and open answer questions. The survey utilized the same format for all five years included in this report. Some questions are not mutually exclusive; in this case, all responses are included in analyses. Many students will also not answer questions; ARP dropped these responses from analyses.

Many of the graphs presented in this survey combined the positive and negative responses or years that were not significantly different. Combined responses allow for ease of interpretation and alleviate space constraints.

Tables within the report, as well as in Appendix A, contain the separated data.

ARP collected data via mailings and phone interviews. ARP completed the initial mailings in October of each year. Students had approximately 2-3 weeks to respond to the first mailing. If ARP did not receive a response, a second mailing was sent. ARP again gave students 2-3 weeks to respond. If there again was no response the student was included in a calling list for a phone interview. ARP outsourced the phone interviews to the call center at the University of South Carolina. ARP condensed the phone surveys for ease of administration, and therefore do not include information on questions 12 and 13.

ARP collected and entered all data into the eListens survey software program, which scans the surveys and creates electronic tabulations of the results. ARP keyed in open response answers manually and matched to the survey respondents. ARP completed data analyses using SAS statistical software's "proc freq" procedure, which produces a table with row percentages for each question and answer combination. ARP created graphical representations of the data in Microsoft Excel.

ARP calculated response rates for first mailing responders, second mailing responders, and phone responders. This was done by comparing the total number of responses with the total number of surveys attempted for that mailing or phone survey. The following table summarizes response rates.

	2006	2007	2008	2009	2010
Total Respondents/ Total Graduates	417/1510 (27.7%)	714/1400 (51.0%)	841/1474 (57.1%)	714/1435 (49.8%)	733/1563 (46.9%)
Respondents to Mailing One/Surveys Attempted	181/1510 (12.0%)	245/1400 (17.5%)	279/1474 (19.0%)	228/1435 (15.9%)	217/1563 (13.9%)
Respondents to Mailing Two/Surveys Attempted	105/1329 (7.9%)	92/1155 (8.0%)	85/1195 (7.2%)	96/1207 (8.0%)	94/1346 (7.0%)
Phone Survey Respondents/Surveys Attempted	131/1124 (11.7%)	337/1003 (33.6%)	447/1110 (40.3%)	390/1111 (35.1%)	442/1252 (35.3%)

*Note. (Percentage Completed)

Appendix C: Copy of Survey Instrument

Midlands Technical College
2010 Graduate Follow-Up Survey
 A Survey of 2009-2010 Graduates

1. ACADEMIC PROGRAM: Please blacken the box that best describes your satisfaction with the quality of each of the following:	Not Applicable	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Your major program of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction in your major program of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your general education program of study (non-major degree requirements)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction in your general education courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your overall educational experience at MTC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What was your main goal while attending MTC?

☐ To learn skills that would help me get a new job
☐ To upgrade skills that would help me in my current job
☐ To earn transfer credit toward a bachelor's degree
☐ To learn things for my personal benefit or enjoyment

3. Did you accomplish this goal?

☐ Yes ☐ No

4. Would you recommend MTC to your friends and acquaintances?

☐ Yes ☐ No

5. What is your current employment status?

☐ Employed full-time (30 or more hours a week)
☐ Employed part-time (Less than 30 hours a week)
☐ Unemployed - but seeking work
☐ Unemployed - continuing education
☐ Unavailable for employment

6a. If you are CURRENTLY employed, is your job related to the program you completed at MTC?

☐ Yes ☐ No ☐ Somewhat

6b. If not currently related, have you worked in a related job since graduating?

☐ Yes ☐ No ☐ Somewhat

If currently employed, please complete the following questions about your job, otherwise please proceed to question 12 on the next page.

7. For whom do you work?

Company	Supervisor
Department	Supervisor's Phone Number
Mailing Address	City, State, Zip

8. What is your job title? (for example, nurse, accountant, paralegal)

9. May we send your supervisor a brief follow-up survey?

☐ Yes ☐ No

10. In what county is your current job located?

<input type="checkbox"/> Richland County	<input type="checkbox"/> Other South Carolina County
<input type="checkbox"/> Lexington County	<input type="checkbox"/> Outside of South Carolina
<input type="checkbox"/> Fairfield County	

11. Which of the following categories best describes your ANNUAL income from this job? (DO NOT include income from other sources.)

<input type="checkbox"/> \$9,999 or less	<input type="checkbox"/> \$40,000-\$49,999
<input type="checkbox"/> \$10,000-\$14,999	<input type="checkbox"/> \$50,000-\$59,999
<input type="checkbox"/> \$15,000-\$19,999	<input type="checkbox"/> \$60,000-\$74,999
<input type="checkbox"/> \$20,000-\$29,999	<input type="checkbox"/> \$75,000-\$99,999
<input type="checkbox"/> \$30,000-\$39,999	<input type="checkbox"/> \$100,000 or more

12. Please rate MTC's impact on your skills in the following areas. Blacken only one response for each skill or you may choose "Not Applicable."

	Not Applicable	Not Helpful	Somewhat Helpful	Helpful	Extremely Helpful
Written Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Computational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizing Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizing Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehend And Apply Scientific Principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving And Critical Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining Personal And Career Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhancing Your Self-Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning On Your Own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Cooperatively With Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Different Philosophies And Cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. When you attended MTC, how satisfied were you with each item listed below. Blacken only one response for each item. If the item does not apply to you choose "Not Applicable."

	Not Applicable	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Assessment - Placement Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Aid Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Student Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Placement Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Life Programs/Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Student Advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veteran Affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Are you currently attending college?

☐ Yes ☐ No

15. If yes, which college?

☐ Midlands Technical College
☐ USC-Columbia
☐ USC-Aiken
☐ Columbia College
☐ College of Charleston
☐ Clemson University
☐ Benedict College
☐ S.C. State University
☐ Other 2-yr college
☐ Other 4-yr college/university

16. Do you feel that the education you received at MTC adequately prepared you for transfer to another institution?

☐ Yes ☐ No ☐ N/A

17. What do you feel was the greatest strength of the MTC program you completed?

18. What can be done to improve the MTC program you completed? (i.e.- equipment, support, training, content, etc.)

19. Additional Comments:

Thank you!