



2010 LFCC Graduate Exit Survey

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Table of Contents

Executive Summary

Introduction

Methodology

Results

Demographics & Response Rates

Achieve 2015: LFCC Strategic Plan Initiatives

I. Access

Reasons for Choosing LFCC
Overall Satisfaction
Experiences with Academic and Student Services
Disability Accommodations
Willingness to Recommend LFCC

II. Affordability

Financial Aid

III. Infrastructure

Demonstration of Sustainability and Green Practices
Experiences with Services and Facilities
Priority of Improvements

IV. Organizational Development

Promoting One College

V. Resources

Potential for Graduate Giving

VI. Student Success

Self-Report of Skills and Knowledge
Future Plans
Transfer Destination
Initial Goal/Next Step

VII. Workforce

Priorities for Professional Development

Conclusion

Appendix A – Comparison of Results from 2009 to 2010

2010 LFCC Graduate Exit Survey Executive Summary

The Lord Fairfax Community College (LFCC) Graduate Exit Survey is used to collect information from graduates about their experiences at LFCC, career and education plans for the coming year, satisfaction with LFCC's programs and services, and their success in meeting their academic and/or professional goals. The 2010 survey was administered online to students completing their studies in the 2009-10 academic year, and was completed by 320 students.

A majority of students (72.2%) stated that they were "very satisfied" with their LFCC experience, and nearly all (96.3%) expressed willingness to recommend LFCC to others. The majority of students described their skills and knowledge as "stronger" or "much stronger" in eighteen distinct areas of general education. The success of LFCC in supporting students in achieving their goals is demonstrated by these comments:

"LFCC has been a great college for me to grow and learn as a student. I have been fortunate enough to have amazing instructors who have taken a lot of pride in their teaching and my education. They have not only been open to student suggestions, but have encouraged and embraced them."

"This has been an excellent college and the staff and faculty members have directly contributed to my personal growth and development, both as a student and individual."

"Thank you LFCC! You have changed my life!"

Most facilities and services were rated "very good" or "excellent" by the majority of respondents, and the highest rated were the classrooms, the library, and admissions. Graduates consider a fitness and wellness center and food service to be the most important priorities for improvement.

In terms of future plans, most graduates (59.1%) will transfer to a four-year institution. Nearly half of these will continue at James Madison University, George Mason University, or Old Dominion University. While a majority of students plan to transfer, others plan to seek a job related to their degree (31.9%).

2010 LFCC Graduate Exit Survey

Introduction

The LFCC Graduate Exit Survey collects information about the career and education plans of applicants for graduation, as well as their satisfaction with LFCC's programs and services, and how well LFCC has helped them further their academic and/or professional goals. The results are aligned with the seven initiatives of the LFCC Achieve 2015 Strategic Plan.

Methodology

In the 2009-10 academic year, LFCC conferred 846 awards to 680 students. After applying for graduation, each candidate received an email requesting that he/she complete the Graduate Exit Survey online, using the URL provided. Responses were monitored, and an additional email reminder was sent to those who had not yet responded after several weeks.

Results

Results from the 2010 survey are discussed in this report. For comparison of select results to those from the 2009 survey, see Appendix A.

Demographics & Response Rates

Three hundred and twenty graduates completed the survey. Of these respondents, 67.2% are female and 32.8% male.

The majority (92.5%) of respondents are White; 3.8% Hispanic; 1.9% African-American; 0.6% Asian/Pacific Islander; and 1.3% other/missing.

Over half (54.7%) of respondents earned an Associate of Arts and Sciences (AA&S) degree, 25.0% an Associate of Applied Science (AAS) degree, 15.0% a certificate, and 5.3% a Career Studies Certificate (CSC).

Response rates by demographics and degree are displayed in the following tables. *Graduates* refers to all students who received an award in the 2009-10 academic year, whereas *Respondents* refers to only those who completed the survey.

Table 1: Response Rate by Gender

Gender	Graduates		Respondents		Response
	Count	Percent	Count	Percent	Rate
Female	426	62.6%	215	67.2%	50.5%
Male	254	37.4%	105	32.8%	41.3%
Total	680	100.0%	320	100.0%	47.1%

Table 2: Response Rate by Race/Ethnicity

Race/Ethnicity	Graduates		Respondents		Response
	Count	Percent	Count	Percent	Rate
White	617	90.7%	296	92.5%	48.0%
African-American	18	2.7%	6	1.9%	33.3%
Hispanic	25	3.7%	12	3.8%	48.0%
Other/Missing	10	1.5%	4	1.3%	40.0%
Asian/Pacific Islander	8	1.2%	2	0.6%	25.0%
Native American	2	0.3%	0	0.0%	0.0%
Total	680	100.0%	320	100.0%	47.1%

Table 3: Response Rate by Degree Type

Degree	Graduates		Respondents		Response
	Count	Percent	Count	Percent	Rate
AA&S	264	38.8%	175	54.7%	66.3%
AAS	109	16.0%	80	25.0%	73.4%
CSC	88	12.9%	48	15.0%	54.5%
CERT	219	32.2%	17	5.3%	7.8%
Total	680	100.0%	320	100.0%	47.1%

Achieve 2015: LFCC Strategic Plan Initiatives

I. Access

Reasons for Choosing LFCC

Graduates were asked to indicate the reasons that were most important to them in choosing LFCC. Nearly all respondents indicated that affordability and having an LFCC location close to home were important factors in their choice. The percentages of respondents that endorsed each reason are displayed in the table below.

Table 1.1: Reasons for Choosing LFCC

Reason	Count	Percent
Close to Home	291	90.9%
Affordability	287	89.7%
Small Classes/Individual Attention	182	56.9%
Convenient course schedule	167	52.2%
Open Admission Policy	152	47.5%
Availability of Courses/Curriculum of Interest	144	45.0%
Supporting Faculty & Staff	125	39.1%
Availability of Financial Aid	89	27.8%
Academic Reputation	57	17.8%
Other	15	4.6%
Employer Requirement/Suggestion	9	2.8%
Athletic opportunities	3	0.9%

Overall Satisfaction

Graduates were asked about their overall satisfaction in their experience at LFCC. Nearly all respondents (94.1%) claimed to be either “somewhat satisfied” or “very satisfied.” Patterns of response are similar between campuses, although the Fauquier campus has a higher percentage of students who are “somewhat satisfied” (35.0%), and fewer who are “very satisfied” (63.3%). Response percentages are almost identical between full-time and part-time students.

Table 1.2: Overall Satisfaction by Campus

Campus	Very Dissatisfied		Somewhat Dissatisfied		Neither Satisfied nor Dissatisfied		Somewhat Satisfied		Very Satisfied		Did not Respond	
	n	%	n	%	n	%	n	%	n	%	n	%
Middletown	0	0.0%	2	0.8%	9	3.6%	49	19.4%	185	73.4%	7	2.8%
Fauquier	0	0.0%	0	0.0%	0	0.0%	21	35.0%	38	63.3%	1	1.7%
LPCC	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	100.0%	0	0.0%
Total	0	0.0%	2	0.6%	9	2.8%	70	21.9%	231	72.2%	8	2.5%

Table 1.3: Overall Satisfaction by Status

Status	Very Dissatisfied		Somewhat Dissatisfied		Neither Satisfied nor Dissatisfied		Somewhat Satisfied		Very Satisfied		Did not Respond	
	n	%	n	%	n	%	n	%	n	%	n	%
Full-Time	0	0.0%	0	0.0%	7	3.1%	49	21.9%	161	71.9%	7	3.1%
Part-Time	0	0.0%	2	2.1%	2	2.1%	21	21.9%	70	72.9%	1	1.0%
Total	0	0.0%	2	0.6%	9	2.8%	70	21.9%	231	72.2%	8	2.5%

Table 1.4: Overall Satisfaction by Plan for AA&S Graduates

Program	Very Dissatisfied		Somewhat Dissatisfied		Neither Satisfied nor Dissatisfied		Somewhat Satisfied		Very Satisfied		Did not Respond	
	n	%	n	%	n	%	n	%	n	%	n	%
Business Administration	0	0.0%	0	0.0%	0	0.0%	5	22.7%	17	77.3%	0	0.0%
Education	0	0.0%	0	0.0%	0	0.0%	3	12.0%	22	88.0%	0	0.0%
General Studies	0	0.0%	0	0.0%	0	0.0%	1	6.7%	13	86.7%	1	6.7%
Lib Arts: Communication	0	0.0%	0	0.0%	0	0.0%	2	40.0%	3	60.0%	0	0.0%
Liberal Arts	0	0.0%	0	0.0%	1	2.6%	6	15.4%	31	79.5%	1	2.6%
Liberal Arts: Fine Arts	0	0.0%	0	0.0%	0	0.0%	2	28.6%	5	71.4%	0	0.0%
Science	0	0.0%	0	0.0%	1	6.7%	5	33.3%	9	60.0%	0	0.0%
Total	0	0.0%	0	0.0%	2	1.6%	24	18.8%	100	78.1%	2	1.6%

Table 1.5: Overall Satisfaction by Plan for AAS Graduates

Program	Very Dissatisfied		Somewhat Dissatisfied		Neither Satisfied nor Dissatisfied		Somewhat Satisfied		Very Satisfied		Did not Respond	
	n	%	n	%	n	%	n	%	n	%	n	%
Accounting	0	0.0%	1	14.3%	0	0.0%	2	28.6%	4	57.1%	0	0.0%
Administrative Support Tech	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Gen Engr:Comp-Aided Drafting	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Genl Engr Tech/Mech Engr	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Genl Engr Tech: Civil Eng Tech	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
IST: Network Engineering Spec	0	0.0%	0	0.0%	1	20.0%	0	0.0%	4	80.0%	0	0.0%
IST: Web App Dev Spec	0	0.0%	0	0.0%	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Information Systems Technology	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%	0	0.0%
Management	0	0.0%	0	0.0%	0	0.0%	1	25.0%	3	75.0%	0	0.0%
Nursing	0	0.0%	1	2.2%	1	2.2%	10	22.2%	33	73.3%	0	0.0%
Total	0	0.0%	2	2.7%	3	4.1%	18	24.7%	50	68.5%	0	0.0%

Table 1.6: Overall Satisfaction by Plan for Certificate Graduates

Program	Very Dissatisfied		Somewhat Dissatisfied		Neither Satisfied nor Dissatisfied		Somewhat Satisfied		Very Satisfied		Did not Respond	
	n	%	n	%	n	%	n	%	n	%	n	%
General Education	0	0.0%	0	0.0%	3	4.4%	16	23.5.0%	45	66.2%	4	5.9%
Graphic Design Office Ass't	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Legal Assistant/Paralegal Stds	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%
Medical Billing/Coding	0	0.0%	0	0.0%	1	6.3%	3	18.8%	12	75.0%	0	0.0%
MedicalSecretary/Transcription	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%	0	0.0%
Total	0	0.0%	0	0.0%	4	4.3%	20	21.3%	65	69.1%	5	5.3%

Table 1.7: Overall Satisfaction by Plan for CSC Graduates

Program	Very Dissatisfied		Somewhat Dissatisfied		Neither Satisfied nor Dissatisfied		Somewhat Satisfied		Very Satisfied		Did not Respond	
	n	%	n	%	n	%	n	%	n	%	n	%
EMT-Enhanced	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
EMT-Intermediate	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
General Business	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%
HVAC	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Horse Science	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Information Process Technician	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	83.3%	1	16.7%
Information Tech Foundations	0	0.0%	0	0.0%	0	0.0%	2	66.7%	1	33.3%	0	0.0%
Interior Design	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Networking Specialist	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Phlebotomy	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Photography	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Police Science	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Sign Communications	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Supervision	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Total	0	0.0%	0	0.0%	0	0.0%	7	29.1%	16	66.7%	1	4.2%

Experiences with Academic and Student Services

Graduates were asked to rate the quality of their experience with academic and student services at LFCC. The highest rated services are Information Services/Front Desk, Advising with Faculty Advisor, Testing Center, and Library Services. Many graduates claimed not to have known about, or never to have used, Career Counseling, Tutoring Services, and TRIO Services.

Table 1.4: Experiences with Academic and Student Services

Facility or Service	Poor	Fair	Good	Very Good	Excellent	Don't Know/Never Used
Information Services/Front Desk	0.0%	4.4%	22.5%	31.0%	34.2%	7.9%
Advising with Faculty Advisor	6.0%	6.7%	23.1%	26.9%	31.3%	6.0%
Educational Counseling	4.4%	6.7%	19.9%	24.7%	21.8%	22.5%
Career Counseling	3.8%	2.9%	19.3%	12.7%	15.2%	46.2%
Admissions	2.2%	3.2%	28.5%	33.5%	31.3%	1.3%
Bookstore	7.9%	7.6%	30.1%	27.2%	26.0%	1.3%
Tutoring Services	1.3%	2.5%	10.1%	10.5%	11.1%	64.6%
TRIO Services	0.6%	1.6%	10.1%	6.7%	11.1%	69.6%
Testing Center	2.5%	7.6%	25.3%	30.4%	30.4%	3.8%
Library Services	1.6%	2.9%	21.2%	31.0%	41.5%	1.9%
Student Activities	1.0%	3.2%	21.5%	19.6%	20.6%	34.2%

Willingness to Recommend LFCC

As a further indication of student satisfaction, respondents were asked whether or not they would be willing to recommend LFCC to others. The vast majority (96.3%) responded that they would be willing to do so. Response percentages are very similar, regardless of primary campus or enrollment status.

Disability Accommodations

As an initiative of the Strategic Plan, LFCC is committed to increasing enrollment among underserved student populations, including students who require accommodation for a disability. Graduates were asked whether they considered themselves as having a disability, whether or not they contacted the disability services coordinator, and, if they did, in how many classes they requested accommodation.

Of the graduates responding, 6.6% considered themselves to have a disability. Of these, 71.4% contacted the disability services coordinator to request academic accommodations. Of the students who requested accommodation, 14.3% requested accommodation in less than 25% of their courses and 23.8% requested accommodation in more than 75% of courses. However, 28.6% of students with disabilities sought no accommodation.

The majority of students with disabilities replied either “excellent” or “good” in describing their experience discussing accommodation needs with faculty (57.1%) and counseling staff (61.9%).

II. Affordability

Financial Aid

Graduates were asked whether or not they received any kind of financial aid and whether they used LFCC Financial Aid Services. Of respondents, fewer than half of part-time students (42.7%) and slightly more than half of full-time students (50.4%) received financial aid. The highest percentage with financial aid was at the Luray Page County Center (75.0%). Half (50%) of Fauquier Campus respondents received aid and 46.8% of Middletown.

Respondents reported to have had “excellent” (24.4%), “very good” (12.5%), or “good” (20.0%) experiences accessing financial aid through LFCC. Only 3.4% of graduates reported having had a “poor” financial aid experience.

III. Infrastructure

Demonstration of Sustainability and Green Practices

Graduates were asked to share their view of the importance of sustainability and green practices, to which most responded either “somewhat important” (28.1%), “important” (32.5%), or “extremely important” (22.5%). Responses are summarized by campus in the table below.

Table 3.1: Importance of Sustainability and Green Practices by Campus

Campus	Not Important	Somewhat Unimportant	Somewhat Important	Important	Extremely Important	N/A
Middletown	7.9%	6.9%	27.8%	30.6%	23.4%	2.0%
Fauquier	3.3%	5.0%	30.0%	38.3%	20.0%	3.3%
Luray-Page County Center	0.0%	12.5%	25.0%	50.0%	12.5%	3.3%
Total	6.9%	6.9%	28.1%	32.5%	22.5%	2.2%

Experiences with Services and Facilities

Graduates were asked to rate their experience with LFCC services and facilities. The majority of respondents rated these infrastructure elements as “excellent,” “very good,” or “good.” The area with the largest percentage of “fair” or “poor” ratings was parking. Respondents’ comments indicate that the limited parking by the Health Sciences Building, due to the construction of the Corron Community Development Center, was problematic. Respondents’ ratings are summarized in the table below.

Table 3.2: Experiences with LFCC Services and Facilities

Facility or Service	Poor	Fair	Good	Very Good	Excellent	Don't Know/ Never Used
Classrooms	0.3%	3.8%	28.4%	35.8%	30.3%	0.6%
Laboratories	0.0%	1.6%	21.6%	29.4%	33.4%	12.8%
Parking	9.4%	15.0%	32.5%	24.4%	16.9%	0.6%
Security	2.2%	3.1%	33.4%	23.8%	24.4%	11.9%
WIFI/Internet Connection	7.5%	7.2%	28.1%	21.6%	25.0%	9.4%
Lighting	0.3%	2.8%	30.0%	34.7%	30.3%	0.6%
Signage	0.0%	4.7%	33.4%	26.9%	26.9%	6.9%
Furnishings/Decor	0.6%	6.3%	32.8%	29.7%	28.4%	0.9%

Priority of Improvements

Graduates were also asked to prioritize potential improvements at their campus, indicating how important specific improvements are to them. Across all campuses, the majority of students said that a fitness and wellness center is either “very important” or “extremely important.” At Middletown and Fauquier, the majority rated food service improvements either “very important” or “extremely important.” Sports facilities and childcare were rated least important overall.

Table 3.3: Priority of Improvements by Primary Campus

Area of Improvement	Not Important	Somewhat Unimportant	Somewhat Important	Important	Extremely Important	Don't Know/Don't Care
Middletown Campus						
Fitness & Wellness Center	2.8%	5.2%	23.4%	22.2%	39.3%	5.6%
Food Service	2.0%	6.0%	25.8%	28.2%	32.9%	3.6%
Sports Facilities	5.6%	16.3%	24.2%	21.4%	19.8%	11.1%
Childcare	7.1%	9.1%	25.0%	17.1%	22.6%	17.5%
Fauquier Campus						
Fitness & Wellness Center	1.7%	8.3%	25.0%	26.7%	28.3%	8.3%
Food Service	3.3%	8.3%	26.7%	30.0%	30.0%	0.0%
Sports Facilities	5.0%	10.0%	26.7%	15.0%	26.7%	13.3%
Childcare	11.7%	15.0%	23.3%	6.7%	8.3%	33.3%
Luray-Page County Center						
Fitness & Wellness Center	0.0%	12.5%	12.5%	50.0%	25.0%	0.0%
Food Service	12.5%	37.5%	25.0%	12.5%	12.5%	0.0%
Sports Facilities	12.5%	25.0%	25.0%	12.5%	12.5%	12.5%
Childcare	0.0%	25.0%	25.0%	12.5%	0.0%	37.5%

IV. Organizational Development

Promoting One College

As part of the Strategic Plan, LFCC is working to streamline and improve decision-making and to increase perception of the three college sites as “one college.” While 72.8% of respondents attribute some level of importance to promoting the one college concept, it is most important to Luray-Page County Center graduates, and least important to Middletown Campus graduates.

Table 4.1: Importance of Promoting “One College” by Campus

Campus	Not Important	Somewhat Unimportant	Somewhat Important	Important	Extremely Important	Missing or N/A
Middletown Campus	14.7%	27.0%	10.3%	27.8%	16.3%	4.0%
Fauquier Campus	13.3%	6.7%	28.3%	31.7%	16.7%	3.3%
Luray-Page County Center	0.0%	0.0%	25.0%	12.5%	62.5%	0.0%
Total	14.1%	9.4%	27.2%	28.1%	17.5%	3.7%

V. Resources

The survey asked respondents to rate the importance of the transparency and openness of the budget and cutbacks at LFCC. A majority of respondents (82.2%) said that this is “extremely important,” “important,” or “somewhat important.” Only 11.6% consider this to be “somewhat unimportant” or “not important.”

Potential for Graduate Giving

Responses indicate that 44.7% of graduating students support at least one charity. More than half (52.8%) expressed willingness to contribute to LFCC in the future.

Although most say they are willing to contribute, fewer than half (40.6%) express interest in returning for special events and fundraisers. Response percentages by campus are summarized below.

Table 5.1: Charities Supported by Campus

Campus	0	1	2	3 or More
Middletown	53.6%	22.2%	13.1%	7.9%
Fauquier	48.3%	30.0%	11.7%	8.3%
Luray-Page County Center	50.0%	25.0%	25.0%	0.0%
Total	52.5%	23.8%	13.1%	7.8%

Table 5.2: Willingness to Contribute by Campus

Campus	Yes	No
Middletown	52.4%	44.4%
Fauquier	51.7%	46.7%
Luray-Page County Center	75.0%	25.0%
Total	52.8%	44.4%

Table 5.3: Interest in Returning to LFCC by Campus

Campus	Yes	No
Middletown	40.1%	56.7%
Fauquier	45.0%	53.3%
Luray-Page County Center	25.0%	75.0%
Total	40.6%	56.6%

VI. Student Success

The survey asked graduates to evaluate their skill and knowledge in specific areas before and after attending LFCC. Additionally, graduates were asked to identify their future plans, indicate what four-year institution they will be attending, if any, and compare their initial goal when arriving at LFCC to their current plan for the future.

Self-Report of Skills and Knowledge

The areas with the highest percentage of respondents indicating “much stronger” or “stronger” are: judging scientific merit, problem solving skills, math skills, and relating skills and knowledge. In all areas, a majority of respondents gave a positive rating.

Table 6.1: Self-Report of Change in Skills and Knowledge

Knowledge/Skill Area	Much Weaker	Weaker	No Change	Stronger	Much Stronger
Judging scientific merit	0.0%	0.3%	14.1%	52.8%	31.9%
Personal wellness	0.0%	0.6%	26.9%	42.2%	29.4%
Job skills	0.6%	0.6%	25.0%	39.7%	33.1%
Writing effectively	0.0%	0.0%	13.1%	47.8%	38.1%
Speaking effectively	0.0%	0.3%	14.7%	41.6%	42.5%
Problem solving skills	0.0%	0.0%	12.5%	49.4%	37.2%
Planning/carrying out projects	0.0%	0.3%	12.8%	47.5%	38.4%
Working cooperatively in groups	0.3%	0.3%	20.3%	44.4%	33.8%
Understanding social/political issues	0.0%	0.0%	22.5%	46.6%	30.0%
Listening skills	0.0%	0.3%	21.6%	45.0%	32.2%
Relating skill & knowledge	0.0%	0.3%	18.1%	49.7%	30.9%
Leading others	0.0%	0.0%	24.7%	43.8%	30.6%
Art, music, literature appreciation	0.3%	0.3%	32.5%	37.2%	28.8%
Proficiency in computer technology	0.0%	0.0%	19.1%	41.3%	38.8%
Math skills	0.0%	0.0%	20.0%	49.1%	30.0%
Self-confidence	0.0%	0.6%	16.9%	43.1%	38.4%
Appreciating different cultures	0.0%	0.6%	26.9%	38.8%	32.8%
Ability to judge the validity of information	0.0%	0.6%	26.9%	38.8%	32.8%

Future Plans

Respondents were asked to provide information on what they plan to do after LFCC.

The majority of AA&S recipients (85.1%) indicate that they will transfer to a four-year institution. Most AAS (71.3%) and CSC (52.9%) recipients plan to obtain a job in their field of study. Most Certificate recipients plan either to transfer (43.8%) or to obtain a job in their field of study (43.8%).

Table 6.2: Next Step After Graduation by Degree

Degree	Continue Current Employment	Obtain a Job Outside Field of Study	Obtain a Job in Field of Study	Transfer to 4-year Institution	Use Skill for Personal Enjoyment
AA&S	2.9%	1.1%	8.6%	85.1%	0.0%
AAS	8.8%	0.0%	71.3%	18.8%	0.0%
CSC	23.5%	0.0%	52.9%	23.5%	0.0%
Certificate	2.1%	2.1%	43.8%	43.8%	2.1%
Total	5.3%	0.9%	31.9%	59.1%	0.3%

Table 6.3: Next Step After Graduation by Campus

Campus	Continue Current Employment	Obtain a Job Outside Field of Study	Obtain a Job in Field of Study	Transfer to 4-year Institution	Use Skill for Personal Enjoyment
Middletown	6.3%	1.2%	32.5%	56.7%	0.4%
Fauquier	1.7%	0.0%	31.7%	65.0%	0.0%
Luray-Page County Center	0.0%	0.0%	12.5%	87.5%	0.0%
Total	5.3%	0.9%	31.9%	59.1%	0.3%

Transfer Destination

The most popular institution for transfer is James Madison University (19.2%). Nearly all of the top eleven schools are Virginia public universities, with the exception of Shepherd University, Shenandoah University, and Liberty University.

Table 6.3: Transfer Destinations for LFCC Graduates

Transfer Institution	Percentage of Respondents	Percentage of Transferring Graduates
James Madison University	19.2%	20.9%
George Mason University	17.3%	18.7%
Old Dominion University	9.4%	9.9%
Virginia Tech	7.5%	8.2%
Shenandoah University	4.7%	4.4%
Shepherd University	3.7%	4.4%
Virginia Commonwealth University	2.8%	2.8%
Liberty University	2.8%	3.3%
University of Virginia	2.3%	2.8%
Radford University	1.9%	2.2%
University of Mary Washington	1.9%	2.2%

Initial Goal/Next Step

Respondents are relatively consistent when comparing their primary goals at admission to their current plans after graduation. The percentage of students who plan to seek employment is slightly higher currently (38.8%) than at admission (35.3%). In both initial goals and current plans, the majority of full-time students intend to transfer, whereas the majority of part-time students seek employment.

Table 6.4: Initial Goal/Next Steps

Status	Primary Goal at Enrollment		Next Step After Graduation	
	Transfer	Employment	Transfer	Employment
Full-Time	70.1%	26.8%	65.5%	31.3%
Part-Time	44.8%	55.2%	43.8%	56.2%
Total	62.5%	35.3%	59.1%	38.8%

VII. Workforce

Priorities for Professional Development

The survey included a series of questions related to LFCC Workforce Solutions courses. When asked about their interest in professional development, respondents suggested:

- Nursing CEUs
- Animal Training – specifically horse training
- Training for the new ICD-10 for medical coding and billing
- Job readiness
- Hands-on IT courses
- Management and supervision
- Spanish in the workplace and Spanish for medical personnel
- Non-verbal communication
- Teacher workshops

Graduates were asked at what times they would like to take a professional development course. Weekday evenings are the most popular (35.9%).

Table 7.1: Preferred Times for Professional Development

Time of Day/Week	Percentage of Respondents
Weekday Mornings	22.5%
Weekday Afternoons	16.3%
Weekday Evenings	35.9%
Weekends	13.4%

Conclusion

LFCC's 2010 Graduate Exit Survey provides insight into ways that LFCC might improve current and future students' experience at the college and better meet their academic and career goals. Graduates' self-evaluation of skill and knowledge development and reported satisfaction with LFCC services and facilities inform the institutional effectiveness and planning process.

The 2010 Graduate Exit Survey findings, placed in the context of the LFCC Strategic Plan, are useful to the LFCC planning and effectiveness process. Future graduating student surveys should continue to address the Strategic Plan, and could be expanded to include additional questions.

Appendix A
Comparison of Results from 2009 to 2010

Table A.1: Gender of Respondents

Gender	2009	2010
Female	68.1%	62.6%
Male	27.2%	37.4%
Missing	4.7%	0.0%
Total	100.0%	100.0%

Table A.2: Race/Ethnicity of Respondents

Race/Ethnicity	2009	2010
White	83.5%	90.7%
African-American	3.0%	2.7%
Hispanic	3.7%	3.7%
Other/Missing	6.7%	1.5%
Asian/Pacific Islander	2.1%	1.2%
Native American	0.9%	0.3%
Total	100.0%	100.0%

Table A.3: Degrees Received by Respondents

Degree	2009	2010
AA&S	62.1%	54.7%
AAS	26.0%	25.0%
CSC	1.6%	15.0%
CERT	5.1%	5.3%
Other/Missing	5.1%	0.0%
Total	100.0%	100.0%

Table A.4: Reasons for Attending LFCC

Reason	2009	2010	Diff.
Close to Home	87.0%	90.9%	3.9%
Affordability	91.4%	89.7%	-1.7%
Small Classes/Individual Attention	50.9%	56.9%	6.0%
Convenient Course Schedule	49.8%	52.2%	2.4%
Open Admission Policy	33.7%	47.5%	13.8%
Availability of Courses/Curriculum of Interest	43.5%	45.0%	1.5%
Supporting Faculty & Staff	0.0%	39.1%	39.1%
Availability of Financial Aid	24.7%	27.8%	3.1%
Academic Reputation	19.8%	17.8%	-2.0%
Other	7.4%	4.6%	-2.8%
Employer Requirement/Suggestion	1.4%	2.8%	1.4%
Athletic Opportunities	0.0%	0.9%	0.9%

Table A.5: Overall Satisfaction Graduates by Degree

Combined percentages of "somewhat satisfied" and "very satisfied" responses.

Program	2009	2010	Diff.
AA&S	96.6%	96.9%	0.3%
AAS	94.6%	93.2%	1.4%
CSC	100.0%	95.8%	4.2%
Certificate	100.0%	90.4%	9.6%
Total	96.1%	94.1%	2.0%

Table A.6: Experiences with Academic and Student Services

Combined percentages of "good," "very good," and "excellent" responses.

Facility or Service	2009	2010	Diff.
Educational Counseling	73.3%	66.4%	-6.9%
Admissions	91.9%	93.3%	1.4%
Career Counseling	47.6%	47.2%	-0.4%
Financial Aid	54.1%	56.9%	2.8%
Library Services	92.6%	93.7%	1.1%
Student Activities	58.0%	61.7%	3.7%
Classrooms	93.3%	94.5%	1.2%
Laboratories	82.0%	84.4%	2.4%
Parking	73.8%	73.8%	0.0%
Security	76.3%	81.6%	5.3%
Bookstore	82.8%	83.3%	0.5%

Table A.7: Reports of “Stronger” and “Much Stronger” Skills and Knowledge
Combined percentages of “stronger,” and “much stronger” responses.

Knowledge/Skill Area	2009	2010	Diff.
Judging scientific merit	85.3%	84.7%	-0.6%
Personal wellness	73.5%	71.6%	-1.9%
Job skills	79.3%	72.8%	-6.5%
Writing effectively	87.4%	85.9%	-1.5%
Speaking effectively	89.3%	84.1%	-5.2%
Problem solving skills	89.3%	86.6%	-2.7%
Planning/carrying out projects	84.9%	85.9%	1.0%
Working cooperatively in groups	77.7%	78.2%	0.5%
Understanding social/political issues	79.1%	76.6%	-2.5%
Listening skills	79.0%	77.2%	-1.8%
Relating skill & knowledge	84.0%	80.6%	-3.4%
Leading others	79.3%	74.4%	-4.9%
Art, music, literature appreciation	58.1%	66.0%	7.9%
Proficiency in computer technology	81.7%	80.1%	-1.6%
Math skills	74.0%	79.1%	5.1%
Self-confidence	82.3%	81.5%	-0.8%
Appreciating different cultures	76.5%	71.6%	-4.9%
Ability to judge the validity of information	89.0%	71.6%	-17.4%