

**Graduate Survey Report**

**2020-2021 Academic Year**

Prepared by the Office of Admissions & Student Services

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# Summary

This report details the results of the 2021 Graduate Survey. This survey is administered at the end of each academic year to all students graduating in that year and serves as an important measure of student satisfaction. The survey includes a number of the College’s Key Performance Indicators (KPIs) and is evaluated as part of the College’s strategic planning process.

# Methodology

This year, the College continued to use the revised version of the Graduate Survey with 27 questions, which included the COVID-19 related questions added in 2020. It asks graduates about their experiences at the College, but also references their backgrounds, and future plans. Revisions were made jointly by the Chief Student Affairs Officer and Director of Institutional Effectiveness with feedback from other staff members as well as a number of students.

The 2021 Graduate Survey was administered via Survey Monkey to all 226 graduates of the Class of 2021, with a 98% response rate.

# Analysis

Survey results were, on the whole, very positive and provided insight into the student population. Students indicated a high level of support and awareness regarding most aspects of the College. The following is a question by question analysis of the results:

* Q1: 95% of graduates indicated they will be attending a four-year college or university and 2.9% plan on attending a two year college immediately following their graduation from Doral College. While 1.79% of graduates plan to attend an academic institution in the future but not immediately. This is consistent with the results of the last five years, further supporting the understanding that the College’s student population is more concerned with pursuing continued postsecondary study than employment opportunities.
* Q2: 54.71% of graduates indicated they had applied to more than four colleges, universities, or technical schools to continue their academic careers compared with 17.94% applying to 3-4 schools, and 22.87% applying to 1-2 schools. There is an increase in the percentage of students applying to more than four schools when compared with last year’s graduates. There is also an increase in the percentage of students applying to only one or two schools, which may reflect that many in this year’s class felt they needed fewer options than those in the past. Possible factors might include application fees, narrowing down choices in advance of 12th grade, or change in financial situation due to COVID-19.
* Q3: 38.12% of graduates indicated they had been accepted to more than four colleges, universities, or technical schools in order to continue their academic careers compared with 25.11% accepted to 3-4 schools, and 33.18% accepted to 1-2 schools. In accordance with the responses to question 2, there is a slight increase in students being accepted to 1-2 schools when compared with last year’s graduates, which correlates with the increase in the percentage of students only applying to 1-2 schools. However, results still indicate the majority of graduates are competitive candidates for continued postsecondary study and have a number of options available to them.
* Q4: Regarding how many scholarship dollars they had been offered, 19.28% of graduates indicated they had been offered $75,000 or more, 9.42% had been offered between $74,999-$50,0000, 17.91% had been offered between $49,000-$25,000, 31.84% had been offered less than $24,999, and 21.97% indicated they had been offered no scholarship dollars. When compared with last year’s results, approximately the same percentage of graduates indicate receiving a higher number of dollars; however, a lower overall percentage of graduates received some scholarship money. Also compared to last year’s graduates a higher percentage reported being offered no scholarship dollars. The graduates were only asked if they received scholarship dollars, not if they applied for scholarships. These results indicate the majority of graduates are able to obtain financial assistance to help them fund continued study.
* Q5: Concerning employment regardless of continued education, the majority of graduates (52.91%), indicated they intend to look for part-time employment, while 12.11% intend to look for full-time employment. 22.42% of graduates intend to continue employment currently held, whether part-time or full-time, and 24.22% have no plans for employment. Similar to last year, the majority of students have plans to work part time, and the overall majority indicate plans to work in some capacity.
* Q6: Regarding future careers, graduates indicated interest in a wide variety of fields. The most popular options include Medicine, health-related professions (39.01%); Engineering, computer programming (17.49%); Law (8.07%); Business, finance-related professions, sales, and real estate 16.95%). Only 2.69% indicated they were undecided. These fields were also popular with graduates in previous classes. Results also indicate the majority of graduates have very specific plans for their future professional life.
* Q7: This question asked graduates to indicate the highest degree they intend to earn. An impressive 40.36% indicated plans to earn a doctorate or medical doctorate degree. A significant number of graduates (37.67%) plan on earning a masters degree. A bachelors degree was the fourth most popular option at 9.87%. A law degree (6.73%) was the fifth most popular. These results reflect the quality of the graduating class and the extent of their academic plans. No graduates indicated he/she intended to seek no further than an associates degree. A change from 2020 was the reduction in the percentage of students planning on earning a JD, which reflects the previous question with the decrease in graduates stating the plan to pursue a career in law.
* Q8: Regarding the quality of instruction, 82.07% of students indicated their instructors taught either extremely or very well. Only three students selected the “not so well” and no students selected the “not at all well” options. These results are similar to last year’s and indicate the College is maintaining a quality faculty.
* Q9: This multi-part question asked students to indicated how well the College prepared them for each of the Associate in Arts degree’s program outcomes. Results strongly indicate the program is succeeding in preparing graduates to excel in each of the program outcomes, as follows:
	+ Reading effectively (82.51% said “very well” or “well”)
	+ Writing effectively (85.2% said “very well” or “well”)
	+ Speaking effectively (76.68% said “very well” or “well”)
	+ Thinking critically (82.96% said “very well” or “well”)
	+ Understanding human behavior, institutions, and culture (83.41% said “very well” or “well”)
	+ Understanding and applying mathematical principles and methods (79.37% said “very well” or “well”
	+ Understanding and applying scientific principles and methods (81.87% said “very well” or “well”)
	+ Finding, evaluating, organizing, and using information effectively (84.31% said “very well” or “well”)
* Q10: 53.36% of students indicated the Office of Admissions & Student Services was “Extremely useful” or “Very useful” in helping them with their post-graduation plans, with approximately 31.93% indicating they had not made use of the services. Only five (5) students indicated they found the services to be only slightly helpful, and three (3) students indicated the services were not at all helpful. This is a slight decrease from last year’s results, although still similar, and though it indicates graduates are not dissatisfied with student services, it also means fewer are using the services. The decrease in the percentage indicating the usefulness correlates with the increase in the percentage of graduates indicating they had not made use of the service
* Q11: This multi-part question addressed satisfaction with the College’s admissions and registration processes. Regarding admissions, 87.89% of graduates indicated they were either “very satisfied” or “satisfied”. Regarding registration, 90.54% of graduates indicated they were either “very satisfied” or “satisfied. The remaining percentage of students indicated neither satisfied nor dissatisfied in both categories. These results indicate an improvement in satisfaction when compared with past years as no respondents indicated “dissatisfied” or “very dissatisfied”.
* Q12: Regarding LIRN (the online library) 78.93% of graduates indicated they were either “very satisfied” or “satisfied”
* Q13: 98.65% of graduates indicated they achieved, or will have achieved upon completing their studies, the goals they had when they started the course or program, which is a slight increase from last year. This question indicates the College is doing an excellent job of helping graduates meet their personal goals.
* Q14: 99.55% of graduates indicated they were satisfied with their studies with the College. Note: only one student stated they were dissatisfied with their studies.
* Q15: 96.86% of graduates indicated they would recommend the College to a friend, which is a slight decrease from last year..
* Q16 60.99% of graduates estimated their Doral College grade point average between 3.5-3.99, 21.52% selected 4.0 and the lowest range selected was 2.5-2.99. This indicates the majority of graduates felt confident in their performance in the College.
* Q17 56.50% of graduates indicated that at least one parent had attended college, which is a slight increase from last year, which was 47.66%
* Q18 The majority (78.92%) of graduates, indicated they receive free or reduced lunch at their home high school, evidence that Doral College continues to serve “at-risk” populations.
* Q19: This open-ended question asked graduates to identify their most favorite experiences at the College. Students listed many different experiences including:
	+ My most favorite experiences was the overall friendly environment in this program and the opportunity to take these courses so I can graduate with my Associate's degree.
	+ My favorite experiences were being able to learn from great instructors in fun environments.
	+ When the teachers where very empathetic and saw the struggles we faced and helped us by allowing us to turn work late without points taken off.
	+ My favorite experience at Doral College was when we had an assignment to attend a concert for Jazz and Popular Music. It provided an opportunity for an out-of-classroom experience.
	+ How easy it was to complete while also attending high school.
	+ My favorite experience at Doral College was the overall experience that I got with the classes and the professors. I would personally like to thank Ms. Estomba for being such an important part of my journey.
	+ My most favorite experience at Doral College was coming up with Business Plans in my classes. This helped open my eyes to what is necessary for a business to succeed in the real world.
	+ My most favorite experiences at Doral College were learning how to apply concepts into real world situations. For example, in my Abnormal Psychology class, I needed to create a video asking questions as if I were a real therapist.
* Q20 This open-ended question asked graduates to identify their least favorite experiences at the College. Students listed several different experiences including:
	+ Maybe the workload, but this is only because I chose to take a certain amount of classes to achieve my goals but it was well worth it.
	+ Moments when instruction was unclear due to the entirely digital nature of the classes.
	+ Some of the classes that required me to write a lot for certain topics that didn't have much information behind them.
	+ I do not have a least favorite experience at Doral College.
	+ My least favorite experience at Doral College was having certain technical difficulties when trying to click on certain links. Some links that were assigned work, making it a bit difficult for certain assignments.
	+ You don’t have as much one-to-one contact with professors as you would want to. But it is still reasonably good because they still pay attention to their student’s concerns.
* Q21 This open-ended question asked graduates to indicate how the program might be improved. Many students said the College did not need to be improved and was enjoyable as is. Others made suggestions including:
	+ Maybe more face-to-face connection like a zoom meeting to meet my teachers, I feel that human interaction goes a long way and can help students and teachers connect and get a better understand how each person works, this could also help students become more comfortable in discussion assignments.
	+ More communication between the students and the professor would greatly improve the experience.
	+ I personally believe some instructors lack a more personal connection with the students via the updates. This could be improved as students may potentially feel more engaged within the institution. In addition, more information on the programs Doral College provides should be advertised as some students are frankly not aware on the great opportunities DC has to offer.
	+ A variety of semesters, so some being shorter than others kind of like mdc where you can get a class that is less time than other classes.
	+ The school experience will Doral College could be improved by implementing more activities for students to communicate online or in person.
	+ I would like as a student to have more lectures and to have in person classes. I would have also liked to be able to take six courses.
* Q22: The majority, 53.55%, indicated they would be interested in appearing in a Doral College Alumni directory, which is a decrease from 74% last year.
* Q23 A slight majority, 63.39%, indicated they would not be interested in joining a Doral College Alumni Association.
* Q24 The majority, 67.76%, indicated they would not be interested in learning about a leadership position in an alumni association.
* Q25 As opposed to last year, when results were almost evenly split, 30.07% responded “yes” and 63. 93% regarding attending activities hosted by the alumni association.
* Q26 This new question had been added in 2020 to learn about challenges alumni had completing the program due to COVID-19. The decision was made to retain the question in 2021. Responses included:
	+ Nothing really changed for me most of my classes were online prior to the outbreak, if anything the pandemic made doing my classwork easier because I wasn't distracted by friends or other disturbances so I could finish my work at my own pace in the comfort of my home.
	+ Concentration on the subject at hand was difficult due to the distractions that surround me at home.
	+ A lot, my family got it and it was hard to complete assignments.
	+ It made it harder for me due to personal problems that I had to endure during this academic year.
	+ It was hard to find motivation to complete my work, especially because of isolation.
	+ As the majority of students, the most complicated thing that I have faced due to the Coronavirus outbreak was having to deal with the economic situations in our family.
	+ Moving out because of a flood, getting a job because my mom became unemployed, doing high school and Doral during all of this.
	+ Due to the coronavirus outbreak many ideas and plans were forced to change. My future plans of leaving home were stopped quite quickly once my whole family contracted Covid-19. Some more delicate then others but I knew that I couldn’t leave it all behind and go so I stayed for them and to be able to enjoy what time we have left on this earth with the people that we love. One thing this pandemic has taught us is to cherish every moment with your loved ones because you never know if it’ll be your last.
	+ Completing mandatory test for college -Working with school and school work while in Doral - periods of emotional and physical breakdowns - starting and managing a business.
	+ I took more than 12 credits in various semesters to be able to graduate on time and it really took all of my time. I had to quit my job during the pandemic and even after they let us work, I didn’t. Passing my classes and getting my associates was my main focus no matter what pandemic is going on around me. I was determined and I reached my goal thanks to Doral’s flexibility of the amount of courses you can take per semester and incredible opportunities they offer.

# Use of Results

Overall, this year’s results are overwhelmingly positive and indicate the majority of graduates enjoyed a high level of satisfaction with the College with very few, if any exceptions. There is room for improvement in the area of student services. In addition, the department continues to explore ways to assist students with their academic plans. One of the most significant increase was in the percentage of students not receiving scholarships. The College does post scholarship opportunities on the College 101 site and information on scholarship webinars, even though technically the students should be working with high school counselors regarding scholarships. During the academic year, many of the high school counselors reported to Doral that there had been a decrease in students applying to college and for financial assistance. Based on responses regarding the impact of COVID-19, an assumption is the decrease in scholarship rewards is a result of the pandemic. The Office of Admissions and Student Services will be exploring additional methods to provide financial resource information to students.

The majority of students indicate they will be pursuing careers requiring higher level math and science courses. Therefore, development has begun on these types of courses to assist students in meeting degree prerequisite requirements. In relation to attainment of student learning outcomes, attainment of speaking effectively (76.68%) was the student learning outcome with the lowest percentage of “very well” or “well” response. In the Fall 2020 semester, Doral College implemented a proctored event requirement for specific courses, which is an oral assignment. Responses to this question will be monitored next year to see if the percentage increases as a result of more oral assignments.

Additionally, individual comments reflected a need for improvement in student-teacher communication and the students’ desire to interact with each other even virtually. The academics department is reviewing teacher-student interaction policies. The school is exploring ways to incorporate virtual student activities.