

2016-17

Graduating Student Survey Report



Institutional Research and Effectiveness
St. Petersburg College



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Department of Institutional
Research and Effectiveness
St. Petersburg College
P.O. Box 13489
St. Petersburg, FL 33733
(727) 712-5237
FAX (727) 712-5411

Graduating Student Survey Report Produced by

Institutional Research and Effectiveness

Amy Eggers, Ph.D.

Research Analyst, Academic Effectiveness and Assessment

Robert Mohr, M.A.

Research Specialist, Academic Effectiveness and Assessment

Maggie Tymms, M.A.

Director, Academic Effectiveness and Assessment

Sabrina Crawford, Ph.D.

Executive Director, Institutional Research and Effectiveness

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Executive Summary

Introduction

The evaluation and assessment processes at St. Petersburg College (SPC) are centered on mission-driven outcomes in program and service areas. Analysis of outcome results is ongoing and captured in various assessment reports. Institutional effectiveness at SPC assesses all degree programs and courses, regardless of mode of delivery.

Graduating Student Survey

The Graduating Student Survey (GSS) is part of a comprehensive college-wide assessment program developed to examine the demographic profile of the responding graduates, assess their perceptions of the educational experience at the College and determine how the educational process at the College has changed their behavior and/or their knowledge as it relates to some specific areas of inquiry (educational outcomes).

In 2010, an overall evaluation of the number and types of questions that students were asked upon graduating from the institution was conducted, resulting in revisions to the GSS. The new GSS is embedded in the graduation application process, and aligned with the Entering Student Survey which was revised in 2008. In an effort to minimize the overall number of questions and reduce duplication, demographic information is no longer being asked within the GSS. The demographic information for the survey was extracted from PeopleSoft, the student database system, as part of the graduation application process. The GSS was available to students applying for graduation on-line during all three terms of academic year 2016-17. Seven hundred and seventy-nine students completed the survey.

Student Demographic and Academic Information

The demographic profile and academic background of the 779 survey respondents (N) to the Graduating Student Survey are summarized below:

- ❑ The largest age category for survey participants was “20 - 24” (29.5%), while almost fifty percent (46.4%) of survey respondents were 30 and older.
- ❑ Over two-thirds (70.0%) of the survey respondents were female. This is higher than the percentage of actual female completers (57.0%) for 2016-17 [Source: Pulse BI, June 2017].
- ❑ Almost two-thirds (62.4%) of the respondents were “White.” Sixteen percent (16.4%) of the responding students were “Black/Non-Hispanic” and thirteen percent (13.0%) were “Hispanic.” These percentages were similar to actual completers for 2016-17 [Source: Pulse BI, June 2017].
- ❑ More than forty percent (41.7%) of the respondents indicated that they were completing an associate of arts degree. Almost one-third (31.9%) of the students reported completing a baccalaureate degree, eighteen percent (18.0%) an associate of science degree, and three percent (3.2%) a certificate program as the degree they are applying for at SPC.
- ❑ Three-quarters (75.6%) of respondents stated that they “Fully” achieved their educational goal while at the College. An additional twenty-four percent (24.0%) stated that they “Somewhat” achieved their goal.
- ❑ More than half (52.9%) of respondents indicated that they planned to continue their education. Of those continuing their education, most indicated they would be going on to an “In-state public College/University,” most commonly the



University of South Florida (23.9%), followed by "Other" with eight percent (8.2%).

- Almost three percent (2.5%) of graduates plan to join the military.
- The majority (80.7%) of the responding graduates were working while they pursued their education at SPC, while nineteen percent (19.4%) were employed forty hours per week or more. Half (50.1%) are working in areas associated with their studies.

Preparedness

Graduating students were asked to address how well prepared they were in twelve academic areas. Students believe that their education has best prepared them in "Courses in Your Major Area" with a 4.4 rating on a 5-point scale. Students believe they were less prepared for "Employment after SPC" (4.0). Overall, students gave all areas of preparedness ratings a minimum of 4.0 on a 5-point scale, which surpassed the College's criterion of three or higher on a 5-point rating scale.

By comparison, eleven of the twelve areas showed increases from the previous year.

Assistance Utilization

When asked the question "Did you receive any assistance to help you attend SPC from any of these programs?" Almost three percent (2.7%) received assistance from "Vocational Rehab", one percent (1.4%) received assistance from "Wages", one percent (1.3%) received assistance from "English as a Second Language", and almost one percent (0.6%) received assistance from "Title I Workforce Investment Act." A total of six percent (6.0%) of responding graduates received support from these programs during the 2016-17 academic year.

SPC Recommendation

The majority (98.8%) of respondents stated that they would recommend the College to others.

Student Success

Graduating students were asked to select all the factors that assisted them in achieving student success from a list of thirteen areas. More than half of the students (52.9%) selected 'Career Goal' as a factor that impacted their success. This was followed by 'Job While in College' which was selected by one-third (33.8%) of the students, and 'Selecting a Major' (31.3%).

Primary Reason for Time Off

When graduating students were asked: "If you took two or more consecutive semesters off from SPC, please indicate the primary reason for doing so," the most often selected reason was "Family responsibilities including childcare," which was selected by almost one-quarter of the students (24.6%). This was followed by "Job responsibilities/schedule", selected by twenty-three percent (22.9%) of the students.

Educational Outcomes

The Educational Outcomes Questionnaire was administered as part of the Graduating Student Survey. This year seven hundred and seventy-nine graduating students completed the questionnaire.



The primary purpose of the questionnaire is to evaluate the habits, practices and/or knowledge of graduating students in four areas: "Computer and Technology Competency", "Civic Activities", "Humanities Activities", and "Lifelong Learning" and then compare their responses to those of entering students.

The rating for this section is based on a 5-point scale with (5) representing the highest possible rating and (1) representing the lowest possible rating.

A two-tailed T-test was used to determine whether the changes in the means between the 2016-17 Entering Student Survey and the 2016-17 Graduating Student Survey were significant. Across the eleven categories, all of the mean scores were significantly different at an alpha of 0.05. Moreover, all eleven questions related to each of the groups exhibited improvements.

In the area of [Computer and Technology Competency](#), students were asked to rate their competency in various computer skill areas.

- All three skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2016-17.
- The highest mean increase in the area of Computer and Technology Competency was "Using computer software" (+0.4).

In the area of [Civic Activities](#), students were asked in which activities they currently participate.

- All three skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2016-17.
- The highest mean increase in the area of Civic Activities was "Vote in an Election" (+0.7).

In the area of [Humanities Activities](#), students were asked in which activities they participated.

- All three skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2016-17.
- The highest mean increase in the area of Humanities Activities was "Visiting an Art Museum" (+0.4).

In the area of [Lifelong Learning](#), students were asked which activities they anticipated participating in following graduation.

- Both skill areas displayed mean increases between the Entering Student Survey and the Graduating Student Survey in 2016-17.
- The highest mean increase in the area of Lifelong Learning was "Participating in Continuing Education" (+0.4).



SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over seventy-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Offices of Planning, Budgeting and Research work with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and an



explicit evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Evaluation and Assessment Processes

The evaluation and assessment processes at SPC are centered on mission-driven outcomes in the following program and service areas: (i) 28 organizational units comprising 37 academic programs (lower division); (ii) 9 Colleges and Schools comprising 24 baccalaureate programs (upper division), and (iii) key administrative and educational support services. Analysis of outcome results is on-going and captured in various assessment reports. Institutional effectiveness at SPC assesses all degree programs and courses, regardless of mode of delivery. SPC also evaluates all student services to ensure students are provided the best support possible to ensure student success.

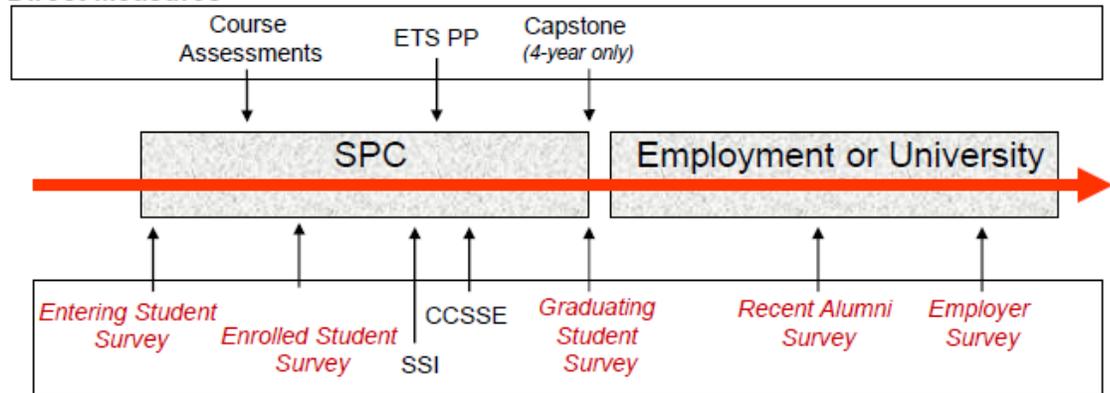
The following are the key assessments used in the evaluation and assessment processes of SPC's Institutional Effectiveness.

- Academic Program Assessments include internally and externally developed direct measures for General Education (e.g., Educational Testing Service's Proficiency Profile [formerly MAPP]), AS Program Assessments, BAS/BS Program Assessments, and Program Reviews. Outcome results for the academic programs are documented in three types of assessment reports as follows: the Academic Program Viability Report (APVR) is completed on an annual basis; the Academic Program Assessment Report (APAR) is completed on a three-year cycle; and the Comprehensive Academic Program Review (CAPR), which is completed on a four-year cycle.
- Administrative/Student Services Assessments include direct and indirect measures through Services Assessments, and the Entering Student Survey, Enrolled Student Survey, Graduating Student Survey, Recent Alumni Survey, Employer Survey, and the Community College Survey of Student Engagement (CCSSE). Administrative and educational support services are evaluated annually. Results of



college-wide student surveys are further refined and augmented through additional departmental-specific assessments.

Direct Measures



Indirect Measures

Figure 1: Student Assessment Points

Other Assessments include the State Accountability Measures, environmental scan/trends analysis, other department/function-specific assessments, and various ad hoc surveys.



Graduating Student Survey

The Graduating Student Survey (GSS) is part of a comprehensive college-wide assessment program developed to examine the demographic profile of the responding graduates, assess their perceptions of the educational experience at the College and determine how the educational process at the College has changed their behavior and/or their knowledge as it relates to some specific areas of inquiry (educational outcomes).

In 2010, an overall evaluation of the number and types of questions that students were asked upon graduating from the institution was conducted, resulting in revisions to the GSS. The new GSS is embedded in the graduation application process, and aligned with the Entering Student Survey which was revised in 2008. In an effort to minimize the overall number of questions and reduce duplication, demographic information is no longer being asked within the GSS. The demographic information for the survey was extracted from PeopleSoft, the student database system, as part of the graduation application process. The GSS was available to students applying for graduation on-line, as well as to students who graduated without applying, during all three terms of academic year 2016-17. Seven hundred and seventy-nine students completed the survey.

The survey has seven sections and an appendix:

- Section A Student Demographic and Academic Information
 - Section B Preparedness
 - Section C Assistance Utilization
 - Section D SPC Recommendation
 - Section E Student Success
 - Section F Primary Reason for Time Off
 - Section G Educational Outcomes
- Appendix Survey Instrument

The ratings for Section B: Preparedness is based on a 5-point scale with (5) representing "Excellent" and (1) representing "Poor".

The rating for Section G: Educational Outcomes is based on a 5-point scale with (5) representing the highest possible rating and (1) representing the lowest possible rating. Various descriptors were used to characterize these scales depending on the specific questions asked but in all cases the scales were converted to the aforementioned numeric scale for analysis.



Student Demographic and Academic Information

The demographic profile and academic background of the 779 survey respondents (N) to the Graduating Student Survey are summarized in the following narrative, tables, and charts.

Age

The largest age category for survey participants was “20 - 24” (29.5%), while almost fifty percent (46.4%) of survey respondents were 30 and older.

Table 1

Age

Age		
	N	%
19 and under	40	6.7%
20 - 24	175	29.5%
25 - 29	103	17.4%
30 - 39	136	22.9%
40 - 49	80	13.5%
50 - 59	52	8.8%
60 and over	7	1.2%

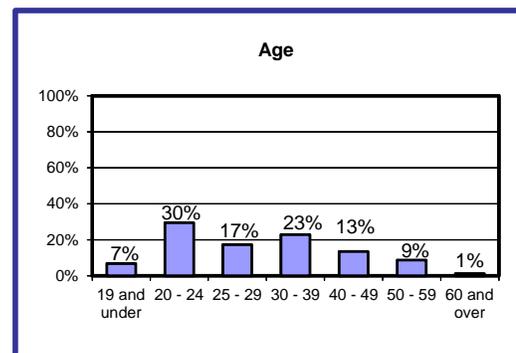


Figure 2: Age

Gender

Over two-thirds (70.0%) of the survey respondents were female. This is higher than the percentage of actual female completers (57.0%) for 2016-17 [Source: Pulse BI, June 2017].

Table 2

Gender

Gender		
	N	%
Female	409	70.0%
Male	175	30.0%

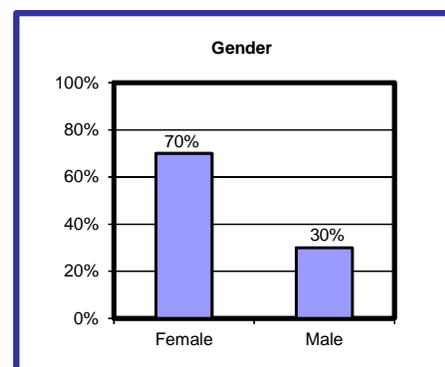


Figure 3: Gender



Primary Campus

One-quarter (25.2%) of the respondents selected the *Clearwater* campus as their primary campus. The next largest percent of respondents selected *St. Pete-Gibbs*, the *eCampus*, and the *Health Education Center* with 20.7%, 15.5%, and 12.2% of the responses, respectively.

Table 3
Primary Campus

Please select the campus where you received most of your instruction and services.		
	N	%
Clearwater	196	25.2%
St. Pete-Gibbs	161	20.7%
eCampus	121	15.5%
Health Center	95	12.2%
Tarpon Springs	93	11.9%
Seminole	79	10.1%
SPC Downtown	17	2.2%
Allstate Center	9	1.2%
Midtown	8	1.0%

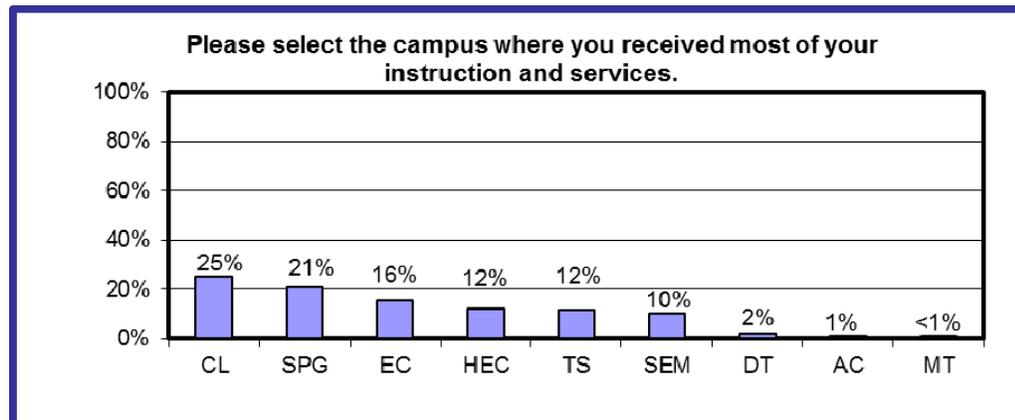


Figure 4: Primary Campus



Ethnicity

Almost two-thirds (62.4%) of the respondents were “White.” Sixteen percent (16.4%) of the responding students were “Black/Non-Hispanic” and thirteen percent (13.0%) were “Hispanic.” These percentages were similar to actual completers for 2016-17 [Source: Pulse BI, June 2017].

Table 4
Ethnicity

Ethnicity		
	N	%
White	370	62.4%
Black/Non-Hispanic	97	16.4%
Hispanic	77	13.0%
Asian/Pacific Islander	19	3.2%
Other	17	2.9%
Multi	10	1.7%
Alaskan/American Indian	3	0.5%

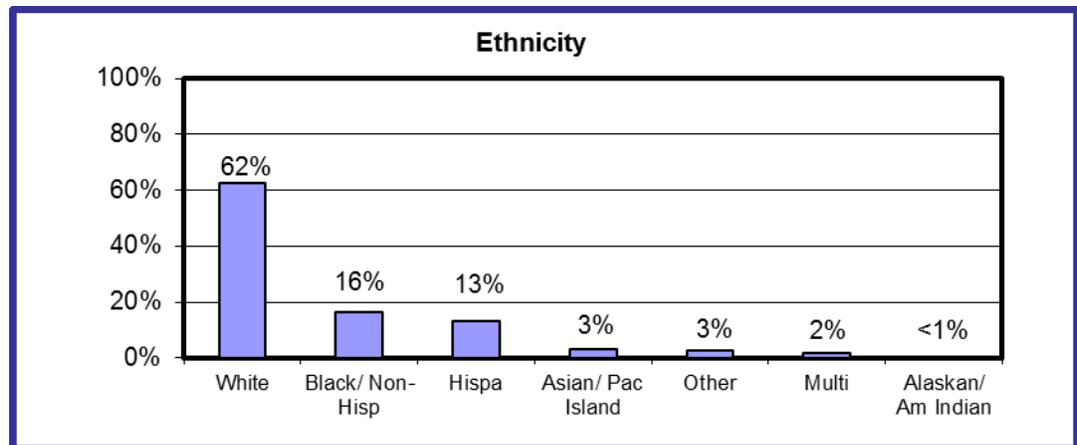


Figure 5: Ethnicity



Degree Type

More than forty percent (41.7%) of the survey respondents indicated that they were completing an associate in arts degree. Almost one-third (31.9%) of the students reported completing a baccalaureate degree, eighteen percent (18.0%) an associate of science degree, and three percent (3.2%) a certificate program as the degree they are being awarded at SPC.

Table 5
Degree Type

Which award are you applying for?		
	N	%
Associate in Arts Degree	324	41.7%
Baccalaureate	248	31.9%
A.S.	140	18.0%
Certificate or Technical Diploma	25	3.2%

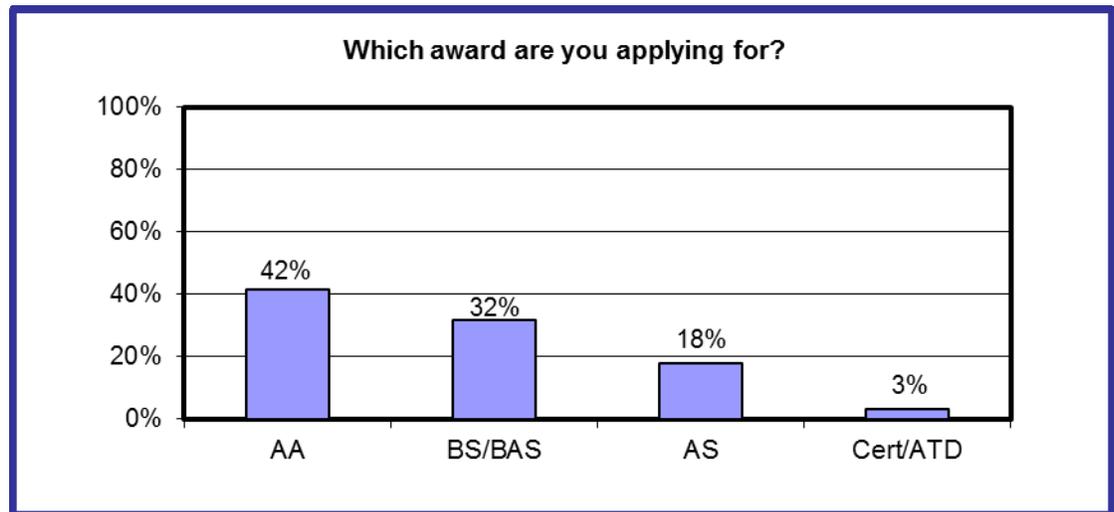


Figure 6: Degree Type



Achieve Goal

Three-quarters (75.6%) of respondents stated that they “Fully” achieved their educational goal while at the College. An additional twenty-four percent (24.0%) stated that they “Somewhat” achieved their goal.

Table 6
Achieve Goal

Did you achieve your educational goal while attending SPC?		
	N	%
Fully	588	75.6%
Somewhat	187	24.0%
Not at all	3	0.4%

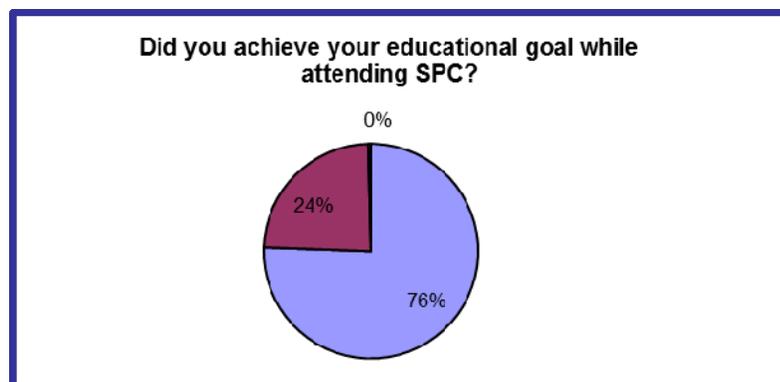


Figure 7: Achieve Goal

Military after Graduating

Almost three percent (2.5%) of survey respondents plan to enter the military after graduating.

Table 7
Military after Graduating

Do you plan to enter the military?		
	N	%
No	753	97.5%
Yes	19	2.5%



Employment Status

The majority of student respondents (80.7%) were working while they pursued their education at SPC, while nineteen percent (19.4%) were employed more than forty hours per week.

Table 8
Working Status

What is your employment status?		
	N	%
Not employed	150	19.3%
15 or fewer hours per week	81	10.4%
16 to 30 hours per week	152	19.6%
31 to 40 hours per week	243	31.3%
More than 40 hours per week	151	19.4%

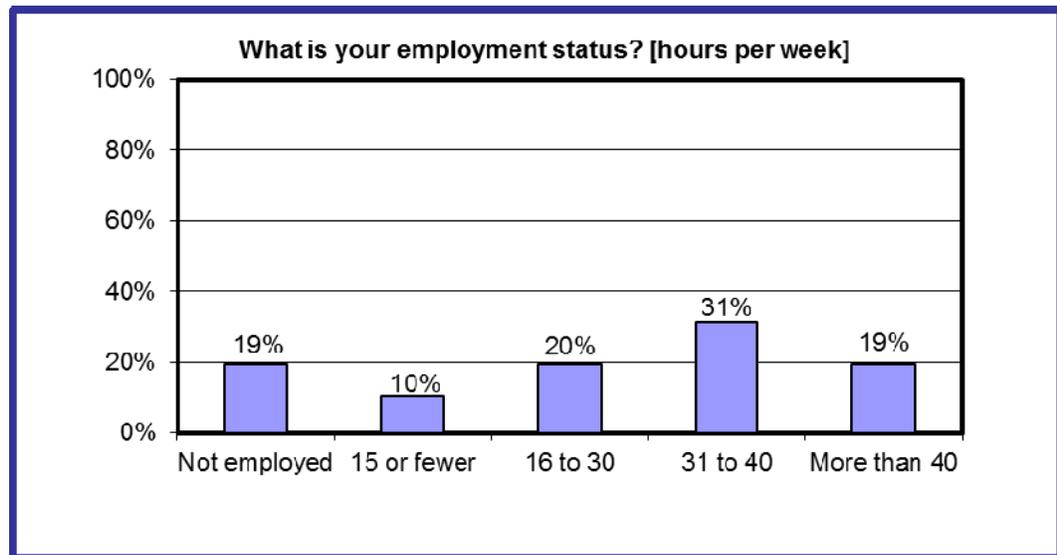


Figure 8: Employment Status



Employment Related to Studies

Half (50.1%) of employed respondents are working in areas associated with their studies.

Table 9
Employment Related to Studies

If employed, is your employment related to your studies?		
	N	%
Yes	334	50.1%
No	333	49.9%

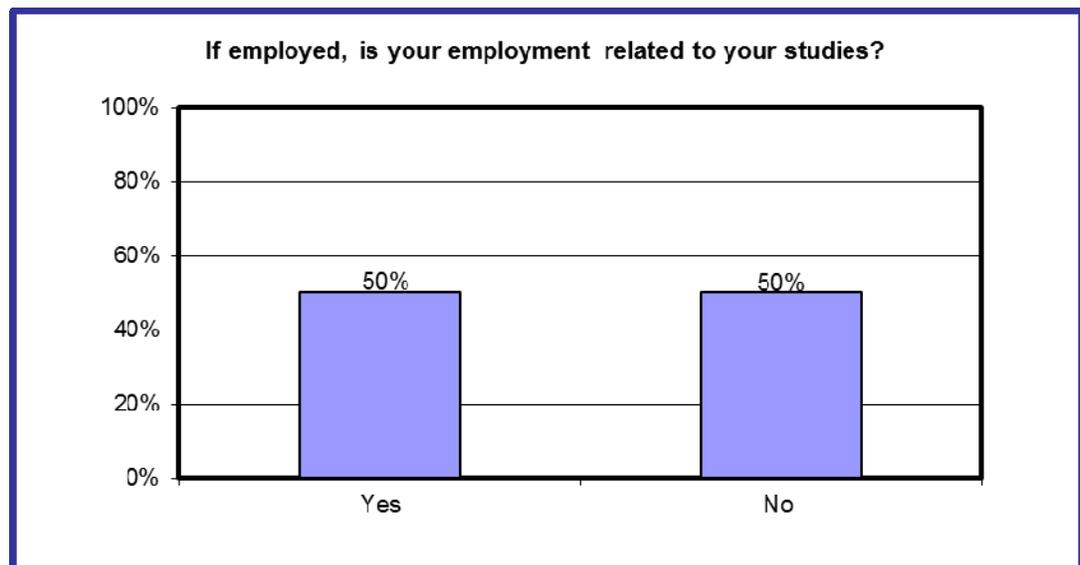


Figure 9: Employment Related to Studies



Continuing Education

More than half (52.9%) of respondents indicated that they planned to continue their education.

Table 10
Continuing Education

Do you plan to attend another college?		
	N	%
Continuing Education	411	52.9%
Not Continuing	366	47.1%

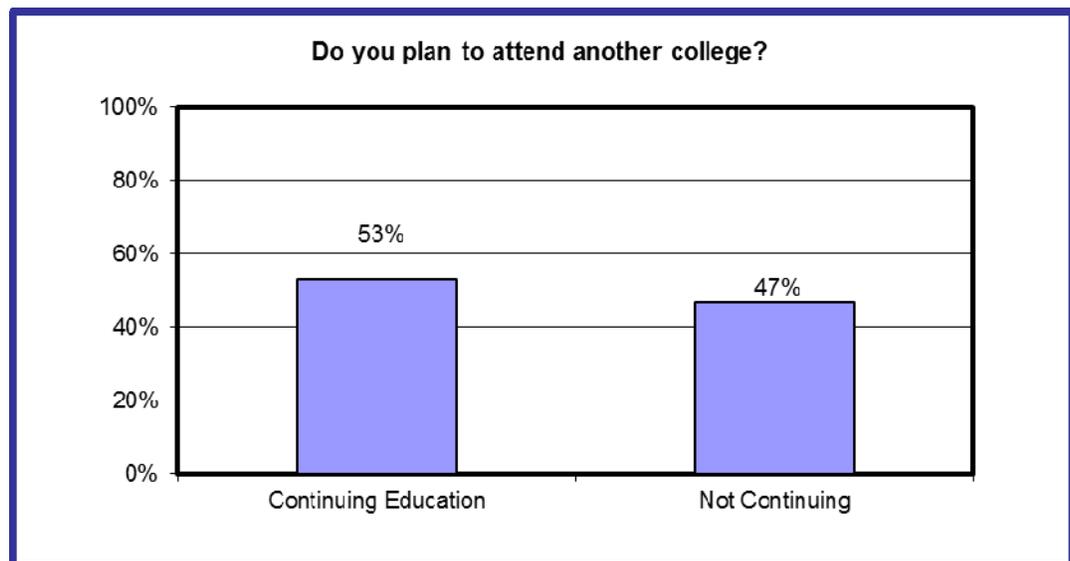


Figure 10: *Continuing Education*



Next School

Most of the respondents who are continuing their education indicated they would be going on to an “In-state public College/University”. The most commonly selected institution was University of South Florida (23.9%), followed by “Other” with eight percent (8.2%).

Table 11
Next School

If you answered, "Yes" to the above question, what college will you be attending?	N	%
University of South Florida	184	23.9%
Other	63	8.2%
SPC Baccalaureate Program	62	8.1%
Public University or college outside of Florida	22	2.9%
University of Florida	21	2.7%
Florida public university or college not listed	19	2.5%
Private university or college in Florida	15	2.0%
University of Central Florida	14	1.8%
Florida State University	12	1.6%
Private university or college outside of Florida	8	1.0%
SPC University Partnership	7	0.9%
Florida Community College other than SPC	3	0.4%



Preparedness

Graduating students were asked to address how well prepared they were in twelve academic areas. Table 12 lists each of the twelve areas, in descending order, by mean level of perceived preparedness. Students believe that their education has best prepared them in “Courses in Your Major Area” with a 4.4 rating on a 5-point scale.

The next eleven preparation areas had means of 4.0 or greater which suggests that students believe they are well prepared in these areas. Students believe they were least prepared for “Employment after SPC”.

Overall, students gave all areas of preparedness ratings a minimum of 4.0 on a 5-point scale, which surpassed the College’s criterion of three or higher on a 5-point rating scale.

Table 12
Satisfaction with Preparedness

Please tell us how well you believe SPC has prepared you in each of the following areas:	Mean	St. Dev.
Courses in Your Major Area	4.39	0.84
Ethical Understanding and Behavior	4.34	0.81
Composition/Writing	4.28	0.84
Communications/Speech	4.24	0.84
Courses in a Four-Year Program	4.24	0.87
Social and Behavioral Sciences	4.22	0.84
Humanities	4.21	0.87
Reading	4.21	0.86
Natural Sciences	4.17	0.89
Computer Competency	4.10	0.91
Mathematics	4.04	0.93
Employment After SPC	3.98	1.06

Note: Data are displayed using two decimal places due to the proximity of the values.



Table 13 compares student ratings from the current year's survey (2016-17) with the previous year's survey (2015-16). Eleven areas showed increases from the previous year, and one area showed no difference from the previous year.

Table 13
Satisfaction with Preparedness Differences from Last Year

Please tell us how well you believe SPC has prepared you in each of the following areas:	2015-16	2016-17	
	Mean	Mean	Difference
Humanities	4.21	4.21	0.00
Social and Behavioral Sciences	4.19	4.22	0.03
Communications/Speech	4.19	4.24	0.05
Reading	4.16	4.21	0.05
Natural Sciences	4.12	4.17	0.05
Mathematics	3.99	4.04	0.05
Computer Competency	4.04	4.10	0.06
Ethical Understanding and Behavior	4.27	4.34	0.07
Composition/Writing	4.19	4.28	0.09
Employment After SPC	3.89	3.98	0.09
Courses in Your Major Area	4.29	4.39	0.10
Courses in a Four-Year Program	4.14	4.24	0.10

Note: Data are displayed using two decimal places due to the proximity of the values.



Assistance Utilization

When asked the question “Did you receive any assistance to help you attend SPC from any of these programs?” Almost three percent (2.7%) received assistance from “Vocational Rehab”, one percent (1.4%) received assistance from “Wages”, one percent (1.3%) received assistance from “English as a Second Language”, and almost one percent (0.6%) received assistance from “Title I Workforce Investment Act.” A total of six percent (6.0%) of responding graduates received support from these programs during the 2016-17 academic year.

Table 14
Assistance Utilization

While at SPC did you receive assistance from any of the following governmental programs?		
	N	%
Vocational Rehab	21	2.7%
Wages	11	1.4%
English as a Second Language	10	1.3%
Title 1 Workforce Investment Act	5	0.6%

SPC Recommendation

Almost ninety-nine percent of respondents (98.8%) stated that they would recommend the College to others, while less than two percent (1.2%) stated that they would not.

Table 15
SPC Recommendation

Would you recommend SPC to others?		
	N	%
Yes	767	98.8%
No	9	1.2%



Student Success

Graduating students were asked to select all the factors that assisted them in achieving student success from a list of thirteen areas. More than half of the students (52.9%) selected “Career Goal” as a factor that impacted their success. This was followed by “Job While in College” which was selected by one-third (33.8%) of the students, and “Selecting a Major” (31.3%).

The two factors that students selected as having the least impact on their success were “Tutoring: Reading” (3.9%), and “Tutoring: Writing” (10.8%).

Table 16
Student Success

Which of the following impacted your success as a student? (Select all that apply)*	N	%
Career Goal	412	52.9%
Job While in College	263	33.8%
Selecting a Major	244	31.3%
Tutoring: Math	187	24.0%
Help with Study Skills	185	23.7%
Career Guidance	167	21.4%
Help with Oral Communication skills	108	13.9%
Job After Graduation	105	13.5%
Internship	104	13.4%
Help with Test Anxiety	91	11.7%
Help with Computer Skills	88	11.3%
Tutoring: Writing	84	10.8%
Tutoring: Reading	30	3.9%

*Note: The sum of the percentages is greater than 100% due to the multiple select.



Primary Reason for Time Off

When graduating students were asked: “If you took two or more consecutive semesters off from SPC, please indicate the primary reason for doing so”, the most often selected reason was “Family responsibilities including childcare”, which was selected by almost one-quarter of the students (24.6%). This was followed by “Job responsibilities/schedule”, selected by twenty-three percent (22.9%) of the students.

It should be noted that the majority of students (539) did not respond to this item.

Table 17
Primary Reason for Time Off

Some students are unable to maintain continuous enrollment while attending SPC. If you took two or more consecutive semesters off from SPC, please indicate the primary reason for doing so.	N	%
Family responsibilities including childcare	59	24.6%
Job responsibilities/schedule	55	22.9%
Health or personal problems	50	20.8%
Finances	33	13.8%
Availability of courses	24	10.0%
Not eligible for financial aid	10	4.2%
Availability of SPC services	7	2.9%
Transportation	2	0.8%



Educational Outcomes

The Educational Outcomes Questionnaire was administered as part of the Graduating Student Survey in 2016-17. This year seven hundred and seventy-nine graduating students completed the survey. The primary purpose of the questionnaire is to evaluate the habits, practices and/or knowledge of graduating students in four areas: "Computer and Technology Competency", "Civic Activities", "Humanities Activities", and "Lifelong Learning", and then compare their responses to those of the entering students. The rating for this section is based on a 5-point scale with (5) representing the highest possible rating and (1) representing the lowest possible rating.

Tables 18-21 present a comparison of mean scores of the eleven educational outcome areas, which are divided into four outcomes or learning categories. A two-tailed T-test was used to determine whether the changes in the mean scores between the 2016-17 Entering Student Survey and the 2016-17 Graduating Student Survey were significant. Across the eleven categories, all of the mean scores were significantly different at an alpha of .05. Moreover, all eleven questions related to each of the learning categories exhibited improvements.



Computer and Technology Competency

In the area of Computer and Technology Competency, students were asked to rate their competency in various computer skill areas. All three skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2016-17. The highest mean increase in this area was “Using computer software” (+0.4).

Table 18
Computer and Technology Competency

Computer and Technology Competency Please rate your competency in the following skill areas (5-point scale).	2016-17		
	Entering Mean	Graduating Mean	Mean Difference
Using computer software (Word Processing, etc.)	3.88	4.31*	+0.43
Conducting research through the Internet	4.24	4.57*	+0.33
Communicating through the Internet (e-mail, chat, etc.)	4.45	4.65*	+0.20

**Significant difference from Entering to Graduating at Alpha = 0.05*

Note: Data are displayed using two decimal places due to the proximity of the values.



Civic Activities

In the area of Civic Activities, students were asked in which activities they currently participate. All three skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2016-17. The highest mean increase in the area of Civic Activities was “Vote in an Election” (+0.7).

Table 19
Informed and Responsible Citizens

Civic Activities In what activities do you currently participate? (5-point scale).	2016-17		
	Entering Mean	Graduating Mean	Mean Difference
Vote in an election	3.12	3.82*	+0.70
Volunteer in community service activities	2.63	3.09*	+0.46
Participate in campaigns or forums	1.78	2.09*	+0.31

**Significant difference from Entering to Graduating at Alpha = 0.05*

Note: Data are displayed using two decimal places due to the proximity of the values.



Humanities Activities

In the area of Humanities Activities, students were asked in which activities they participated. All three skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2016-17. The highest mean increase in the area of Humanities Activities was “Visiting an Art Museum” (+0.4).

Table 20
Humanities Activities

Humanities Activities In which of the following activities do you participate? (5-point scale).	2016-17		
	Entering Mean	Graduating Mean	Mean Difference
Visiting an art museum	2.42	2.80*	+0.38
Attending a concert, dance performance or live drama	2.80	3.02*	+0.22
Creating a painting, sculpture or other work of visual art	2.30	2.45*	+0.15

**Significant difference from Entering to Graduating at Alpha = 0.05*

Note: Data are displayed using two decimal places due to the proximity of the values.



Lifelong Learning

In the area of Lifelong Learning, students were asked which lifelong learning activities they anticipated participating in following graduation. Both skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2016-17. The highest mean increase in the area of Lifelong Learning was “Participating in Continuing Education” (+0.4).

Table 21
Lifelong Learning

Lifelong Learning Which of the following life-long learning activities will you participate in following graduation? (5-point scale).	2016-17		
	Entering Mean	Graduating Mean	Mean Difference
Participating in continuing education	3.64	4.01*	+0.37
Attending college or personal enrichment classes	3.61	3.84*	+0.23

**Significant difference from Entering to Graduating at Alpha = 0.05*

Note: Data are displayed using two decimal places due to the proximity of the values.



Table 22 displays the five education outcomes areas with the largest mean increases between the 2016-17 Entering Student Survey and the 2016-17 Graduating Student Survey. The greatest individual improvement was in the category “Vote in an election” where graduating students scored a 0.7 point improvement over the entering students.

Table 22
Education Outcomes with Greatest Improvement

Please rate your competency in the following skill areas (5-point scale).	2016-17		
	Entering Mean	Graduating Mean	Difference
Vote in an election	3.12	3.82*	+0.70
Volunteer in community service activities	2.63	3.09*	+0.46
Use computer software (Word Processing, etc.)	3.88	4.31*	+0.43
Visit an art museum	2.42	2.80*	+0.38
Participate in continuing education	3.64	4.01*	+0.37

**Significant difference from Entering to Graduating at Alpha = 0.05*

Note: Data are displayed using two decimal places due to the proximity of the values.

All eleven areas resulted in a statistically significant increase in mean scores between the 2016-17 Entering Student and Graduating Student Surveys.



Table 23 displays the six education outcomes areas with the smallest mean increases between the 2016-17 Entering Student and Graduating Student Surveys. The smallest individual improvement was in the category of “Creating a painting, sculpture, or other work of visual art” where graduating students scored a 0.2 point improvement over the entering students.

Table 23
Education Outcomes with Smallest Improvement

Please rate your competency in the following skill areas (5-point scale).	2016-17		
	Entering Mean	Graduating Mean	Difference
Creating a painting, sculpture, or other work of visual art	2.30	2.45	0.15
Communicating through the Internet (e-mail, chat, etc.)	4.45	4.65	0.20
Attending a concert, dance performance, or live drama	2.80	3.02	0.22
Attending college or personal enrichment classes	3.61	3.84	0.23
Participating in campaigns or forums	1.78	2.09	0.31
Conducting research through the Internet	4.24	4.57	0.33

**Significant difference from Entering to Graduating at Alpha = 0.05*

Note: Data are displayed using two decimal places due to the proximity of the values.



Conclusion

St. Petersburg College (SPC) developed the Graduating Student Survey (GSS) as part of a comprehensive college-wide assessment program. The key purposes of the GSS is to examine the demographic profile of the responding graduates, assess their perceptions of the educational experience at the College and determine how the educational process at the College has changed their behavior and/or their knowledge as it relates to four educational outcome areas.

SPC students believe that their education has best prepared them in "Courses in Your Major Area," "Ethical Understanding and Behavior," "Composition/Writing," "Communications/Speech," and "Courses in a Four-Year Program." Eleven areas scored a 4.0 or greater on the 5-point rating scale. Students believe they were less well prepared for "Employment after SPC" (4.0). Nevertheless, students gave all areas of preparedness ratings a minimum of 4.0 on a 5-point scale, which indicates that they are well satisfied with the preparation they received in all these academic areas.

Ninety-nine percent of students would recommend the College to others. Seventy-six percent of students were fully satisfied with the educational goals they achieved while at the College and twenty-four percent were somewhat satisfied.

More than half of the students (52.9%) selected "Career Goal" as a factor that impacted their success. This was followed by "Job While in College" which was selected by one-third (33.8%) of the students, and "Selecting a Major" (31.3%).

Graduating students were asked to complete an education outcomes questionnaire and the responses were compared with those of the Entering students to gauge how the educational experience at SPC has impacted students in eleven individual categories divided into four educational outcomes areas. The rating for "Educational Outcomes" is based on a 5-point scale with five representing the highest possible rating and one representing the lowest possible rating. A two-tailed T-test was used to determine whether the changes in the mean scores between the 2016-17 Entering Student Survey and the 2016-17 Graduating Student Survey were significant. Across the eleven categories, all of the mean scores were significantly different at an alpha of 0.05. Moreover, all



eleven defined groupings showed improvements between the 2016-17 Entering Student and Graduating Student Surveys.



Contact Information

Please address any questions or comments regarding this evaluation to:

Sabrina Crawford, Ph.D.
Executive Director, Institutional Research and Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3118
crawford.sabrina@spcollege.edu



Appendix: Graduating Student Survey



Graduating Student Survey 2016-17

In order to understand the needs and expectations of our students and improve College Services, we would like your opinion about certain key areas and activities of SPC.

This survey can be completed and submitted **ONLY** once.

Please complete the questionnaire below and click **Submit**.

* 1. Please select the campus where you received MOST of your instruction and services.

2. Did you achieve your educational goal while attending SPC?

3. Would you recommend SPC to others?

4. Do you plan to attend another college or university?

5. If you answered, "Yes" to the above question, what college will you be attending (If not listed, please specify in the space below)?

6. Do you plan to enter the military?

7. What is your employment status?



8. If employed, is your employment related to your studies?

9. Which award are you applying for?

10. While at SPC did you receive assistance from any of the following government programs?

11. Which of the following impacted your success as a student? *(Select all that apply)*

- Career goal
- Job while in college
- Job after graduation
- Selecting a major
- Career guidance
- Internship
- Help with study skills
- Help with computer skills
- Help with oral communication skills
- Help with test anxiety
- Tutoring: Math
- Tutoring: Writing
- Tutoring: Reading

12. Some students are unable to maintain continuous enrollment while attending SPC. If you took two or more consecutive semesters off from SPC, please indicate the primary reason for doing so

13. College Preparation

Please tell us how well you believe SPC has prepared you in each of the following areas:

Reading

14. Composition/Writing



15. Communication/Speech

16. Computer Competency

17. Ethical Understanding and Behavior

18. Humanities (awareness of different philosophies, cultures, arts and music)

19. Social and Behavioral Sciences (Economics, Psychology, Government, etc.)

20. Natural Sciences (Biology, Chemistry, Earth Science, etc.)

21. Mathematics

22. Courses in your major area

23. Courses in a four-year program

24. Employment after SPC

25. Computer and Technology Competency

Please rate your level of competency in each of the following skill areas.



Using computer software (word processing, spreadsheets, etc.)

26. Communicating through the Internet (email, chat, instant messaging, etc.)

27. Acquiring information/conducting research through the Internet

28. Civic Activities

How often do you participate in the following activities?

Vote in an election

29. Volunteer in community service activities

30. Participate in campaigns or forums

31. Humanities Activities

How often do you participate in the following activities?

Attend a concert, dance performance, or live drama

32. Visit an art museum

33. Create a painting, sculpture, or other work of art

34. Life-long Learning

How often do you participate in the following activities?

Participate in continuing education



35. Attend college or personal enrichment classes

*Student ID#:

This survey will be submitted in **PREVIEW MODE**.
The results will not be stored.

If you have any questions or comments about this survey, please contact Technical Support at onlinehelp@spcollege.edu or call (727) 341-4357



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