

Graduating Student Survey  
2005 - 2006



**The Graduating Student Survey**  
**St. Petersburg College**  
**2005-2006**  
**Tenth Annual Report**

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 to 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).

The GSS was available to students applying for graduation on-line during all three terms of academic year 2005/2006. Five hundred and fifty three students completed the survey which was imbedded in the graduation application process.

The survey has six sections and an appendix:

- Section A     Demographic and Academic Information from the Students
  - Section B     Students rate how well they believe SPC has prepared them in selected academic areas.
  - Section C     Students rate how well they believe SPC has prepared them for “Courses at a 4-year institution”, “Employment after SPC” and “Life-long learning”.
  - Section D     Students are asked if they received specific types of assistance.
  - Section E     Students are asked if they would recommend SPC to others.
  - Section F     Educational Outcomes (back page of the survey) compared to the same question asked of the entering students.
- Appendix A    A copy of the survey instrument.

The ratings for Sections B and C are based on a 7-point scale with (7) representing “Excellent” and (1) representing “Poor”. In the following tables and charts analysis of Sections B and C are presented as one unit.

The rating for Section F (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.

## **Demographic and Academic Information**

### **(Background Characteristics)**

#### **Section A**

The demographic profile of the 553 respondents (N) to the “Graduating Student Survey” is summarized below and then followed by tables and charts providing greater data detail.

Sixty five percent of the responding graduates were 25 years of age or older.

Nearly three quarters of the responding graduates were females.

Seventy four percent of the respondents listed their ethnicity as “White”. Eleven percent of the responding students listed “Black” as their ethnicity and seven percent “Hispanic”.

For the past three years the respondents’ rate to the survey by campus was roughly in line with actual campus student populations. For several years before that a disproportionate number of students were from our Tarpon Springs Campus skewing the results in favor of the unique characteristics of our Tarpon graduates.

Fifty five percent of the respondents indicated that they enrolled in the college to pursue an associate of arts degree. While fourteen percent of the students reported completing a bachelor programs, twenty three percent completing associate of science programs and eight percent completing certificate programs as their reason for enrolling at SPC.

Sixty nine percent of the respondents stated that they “Fully” achieved their educational goal while at the College while an additional thirty percent “Somewhat” completed their goal.

Fifty two percent of our students indicated that they planned to continue their education. Of those that stated they would be continuing their education over three quarters indicated they would be going on to an “In-state public College/University” usually at the University of South Florida. The second largest group plans to continue their education but did not know where they would go next. The third largest group plans to go out of state to meeting their educational needs.

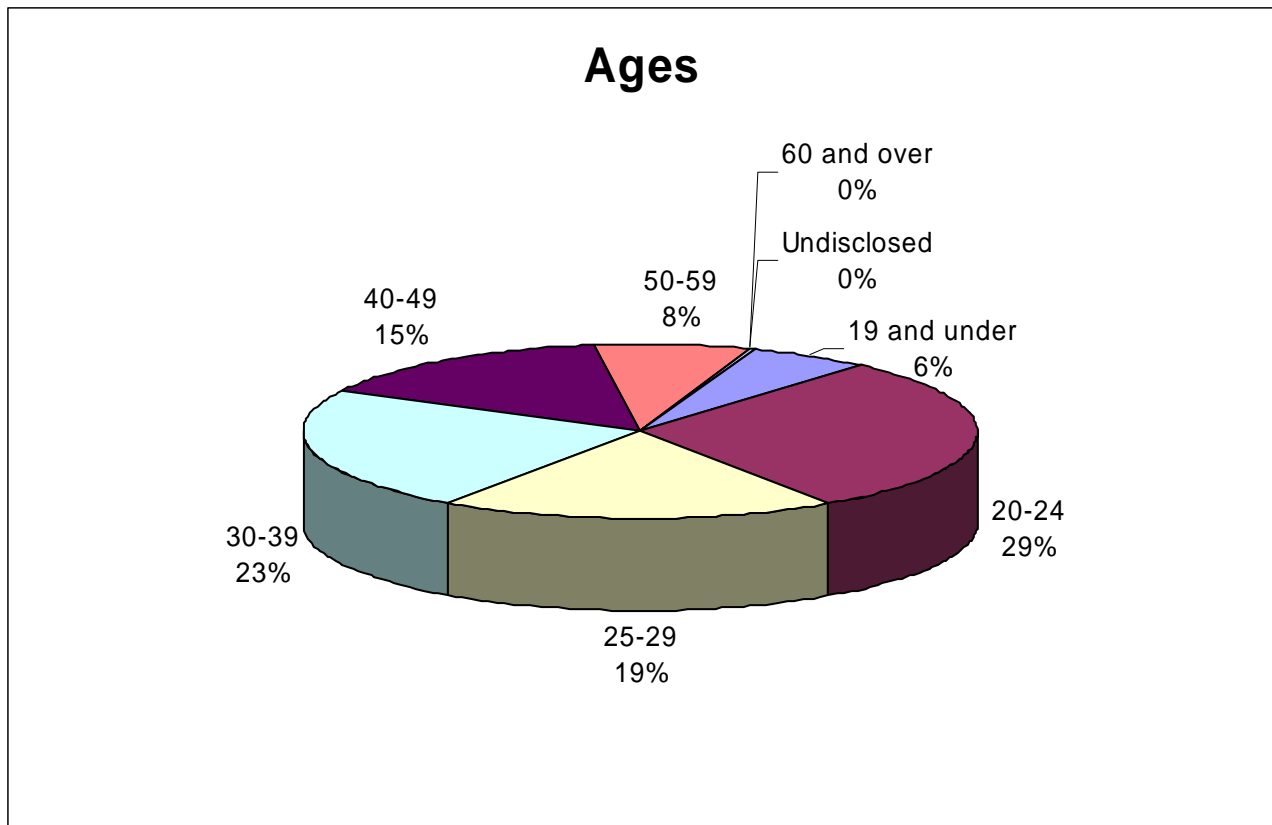
Two percent of our graduates plan to join the military.

Eighty percent of the responding graduates were working while they pursued they education at SPC while thirty one percent were employed forty hours per week or more. Forty two present are working in areas associated with their studies.

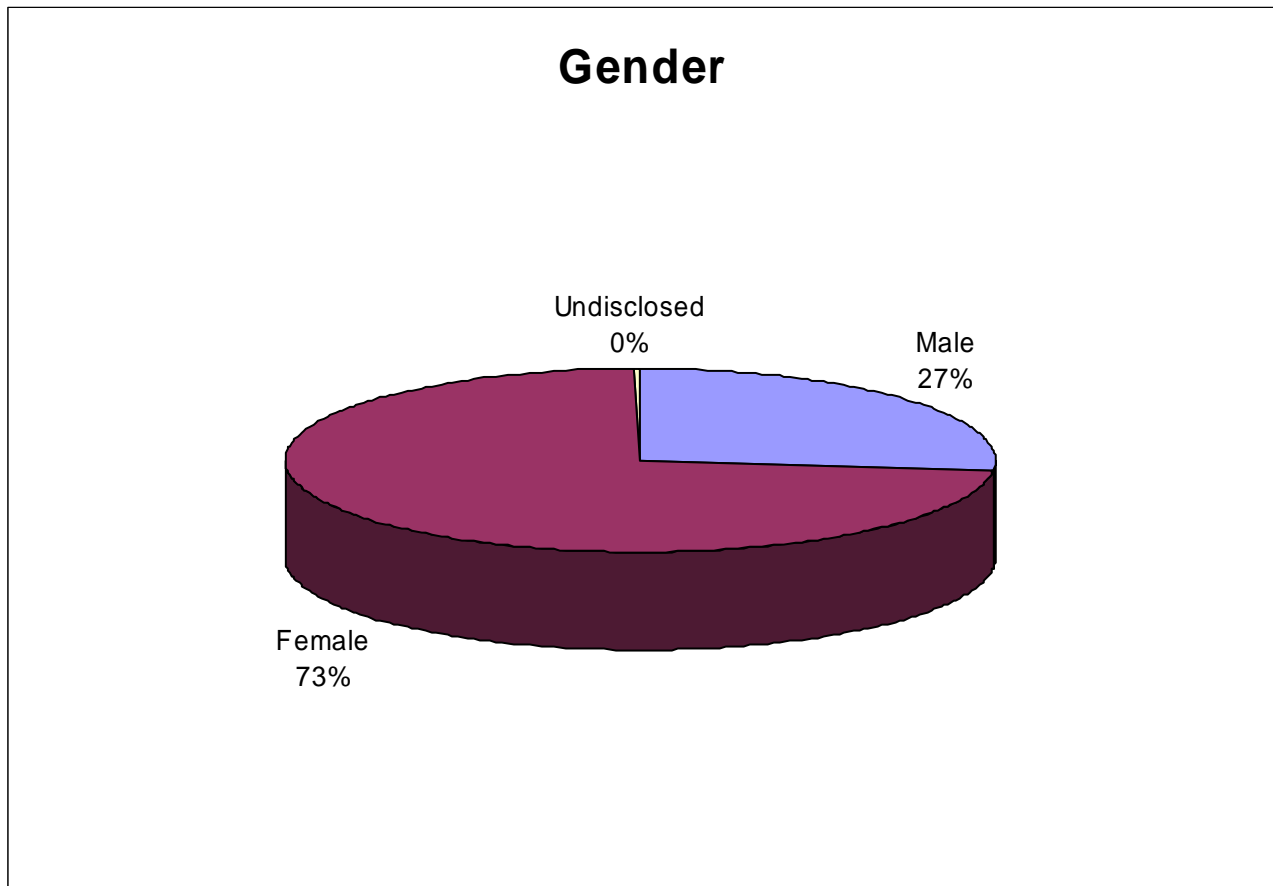
Seven percent of the responding graduates received assistance from special federal programs.

Ninety five percent of the responding graduates would recommend the College to others.

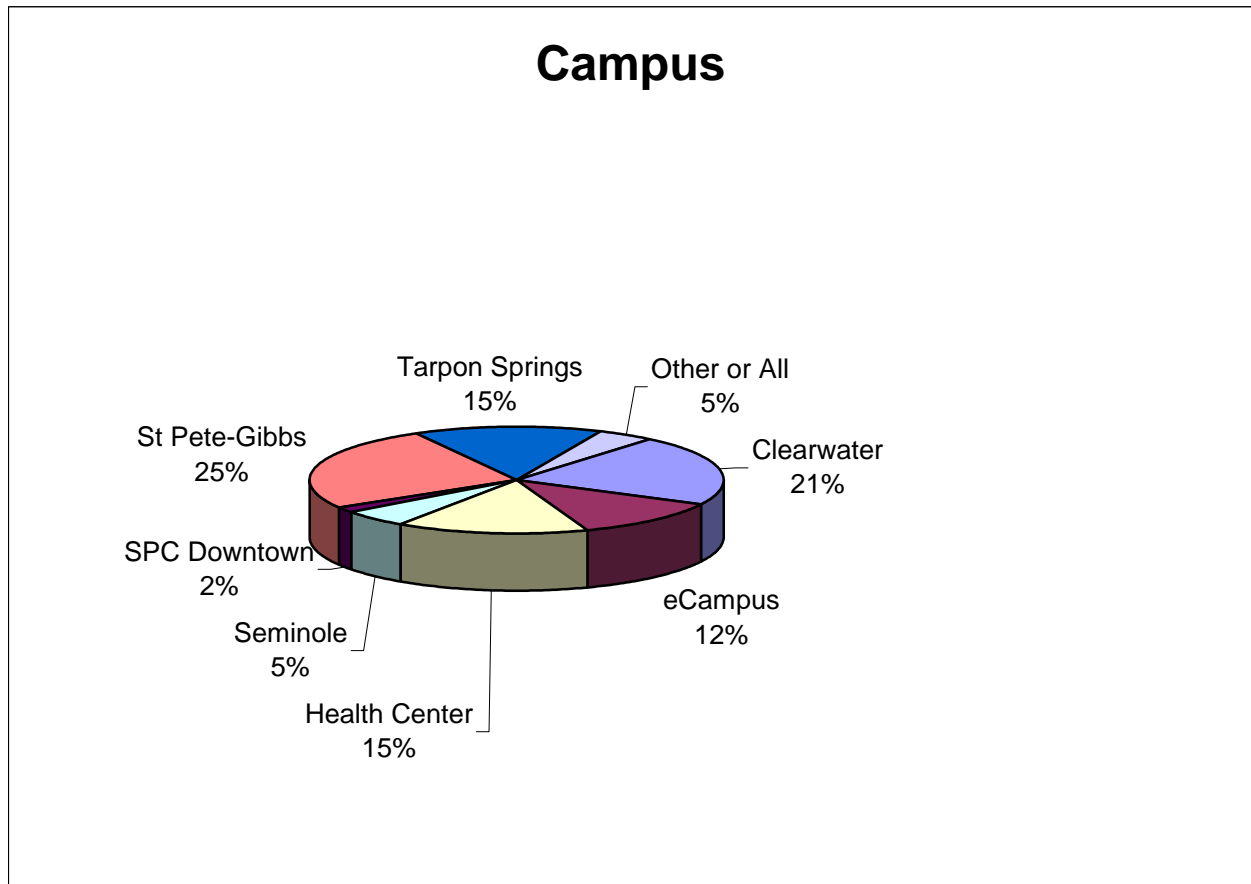
Ages	Number	% of Total
19 and under	32	5.80%
20-24	161	29.10%
25-29	107	19.30%
30-39	127	23.00%
40-49	83	15.00%
50-59	42	7.60%
60 and over	0	0.00%
Undisclosed	1	0.20%



Gender	Number	% of Total
Male	147	26.60%
Female	405	73.20%
Undisclosed	1	0.20%

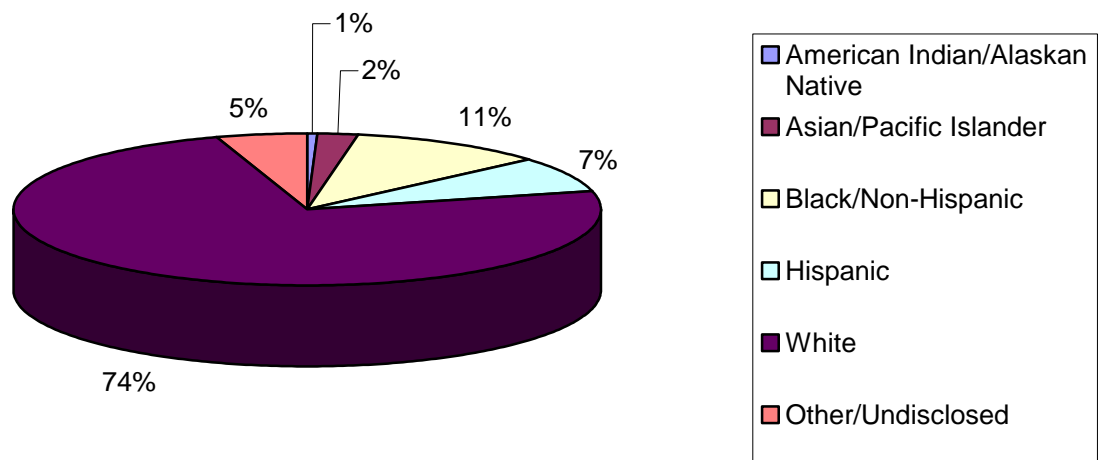


Campus	Number	% of Total
Clearwater	118	21.30%
eCampus	67	12.10%
Health Center	83	15.00%
Seminole	28	5.10%
SPC Downtown	9	1.60%
St Pete-Gibbs	142	25.70%
Tarpon Springs	81	14.60%
Other or All	25	4.50%

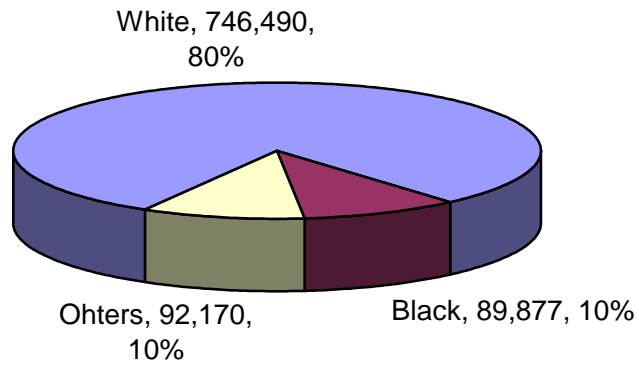


Ethnicity of Respondents	Number	% of Total
American Indian/Alaskan Native	3	0.60%
Asian/Pacific Islander	13	2.40%
Black/Non-Hispanic	60	10.80%
Hispanic	41	7.40%
White	408	73.80%
Other/Undisclosed	28	5.10%

## Ethnicity of Respondents



# Population of Pinellas by Ethnicity 2004

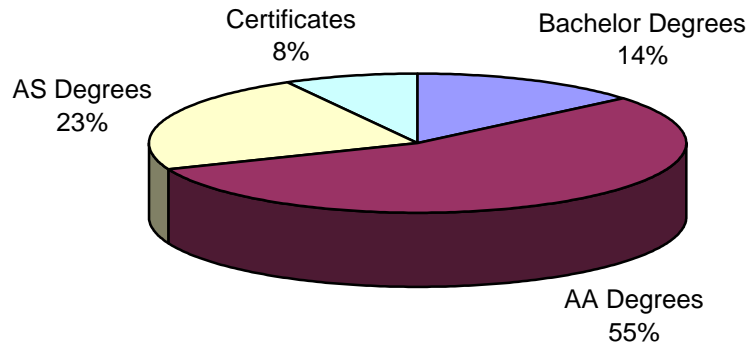




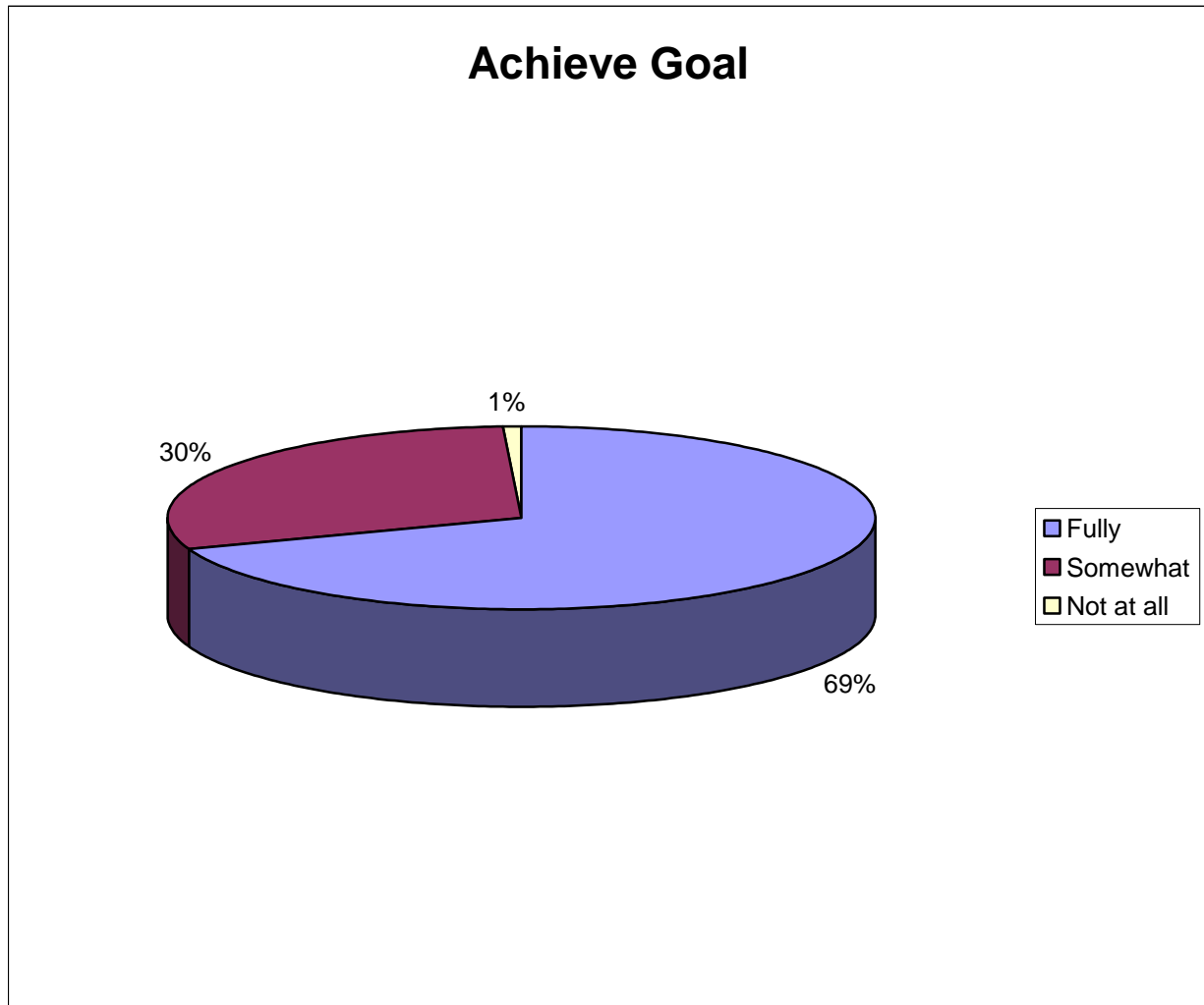
## Award Applying For

<b>Bachelor Degrees</b>	<b>14%</b>
<b>AA Degrees</b>	<b>55%</b>
<b>AS Degrees</b>	<b>23%</b>
<b>Certificates</b>	<b>8%</b>

### Award Applying For

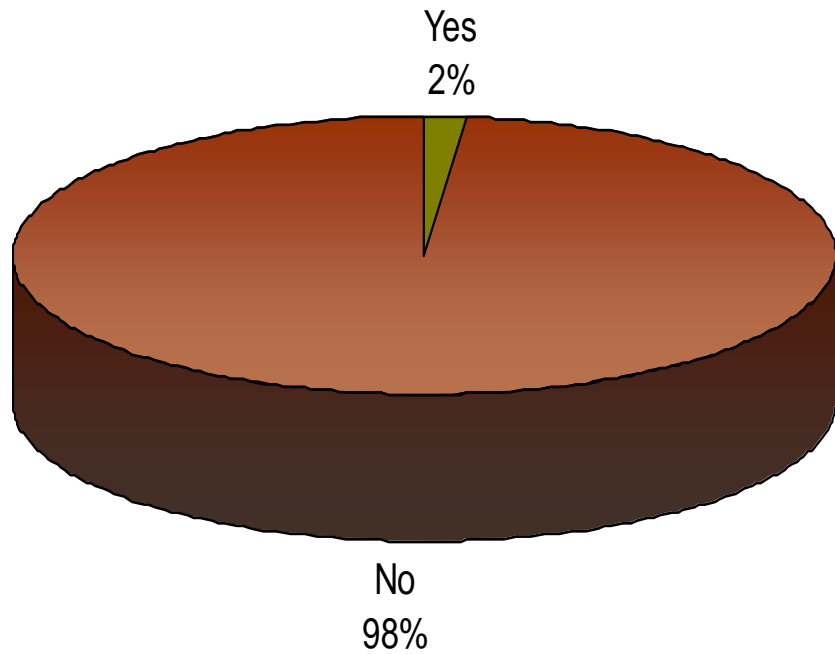


Achieve Goal?	Number	% of Total
Fully	384	69.40%
Somewhat	165	29.80%
Not at all	4	0.70%

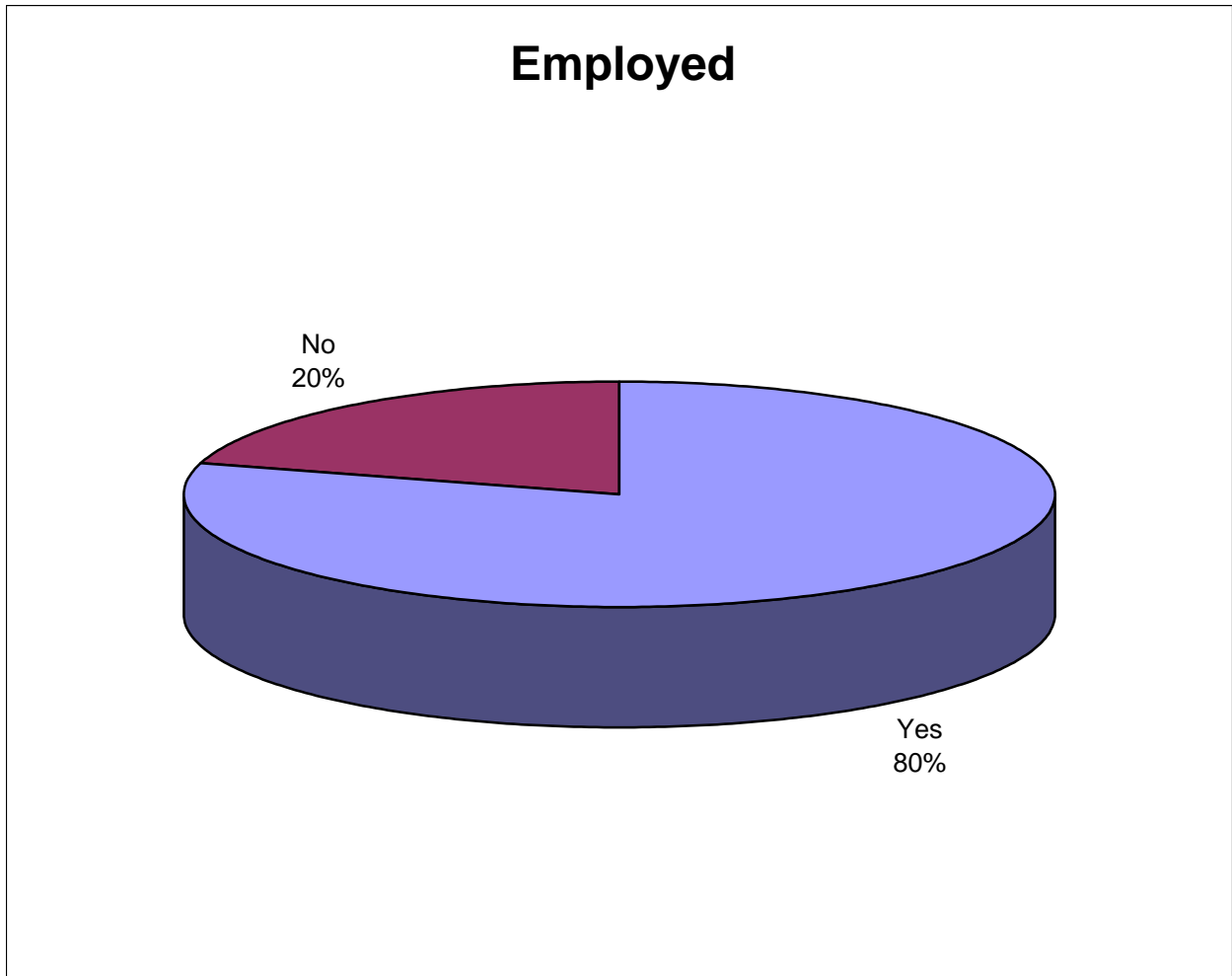


<b>Military?</b>	<b>Number</b>	<b>% of Total</b>
Yes	11	2.00%
No	542	98.00%
Not Applicable	0	0.00%

### Plan on Joining the Military

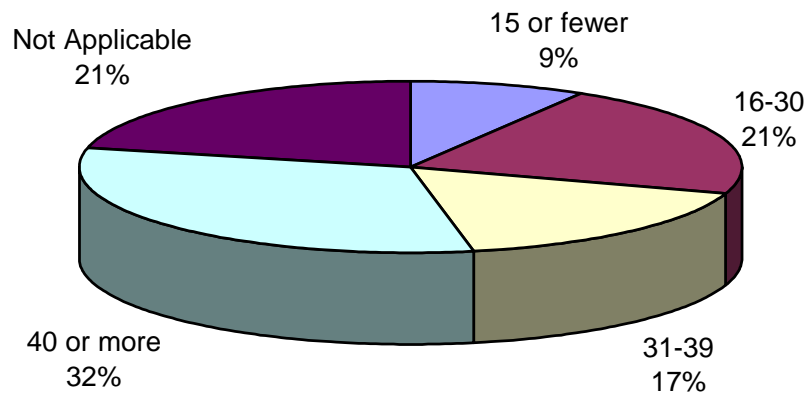


<b>Employed?</b>	<b>Number</b>	<b>% of Total</b>
Yes	440	79.60%
No	113	20.40%
Not Applicable	0	0.00%



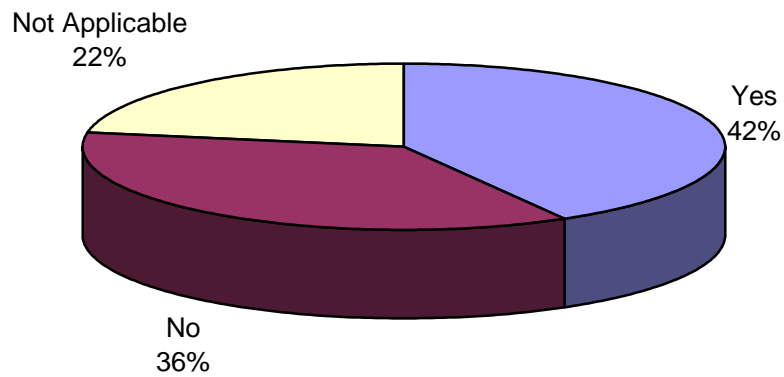
Hours	Number	% of Total
15 or fewer	48	8.70%
16-30	118	21.30%
31-39	93	16.80%
40 or more	176	31.80%
Not Applicable	118	21.30%

### Hours Worked Per Week



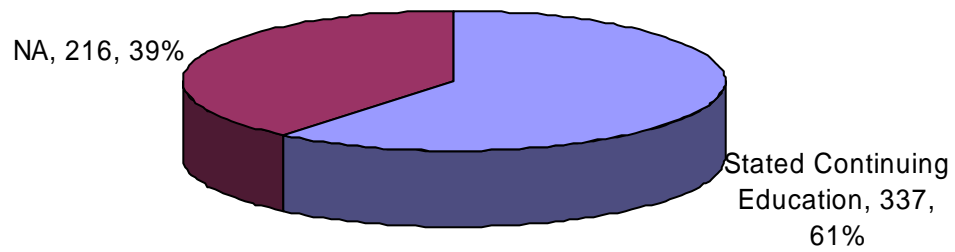
<b>Studies?</b>	<b>Number</b>	<b>% of Total</b>
Yes	230	41.60%
No	200	36.20%
Not Applicable	123	22.20%

### Studies Related to Work

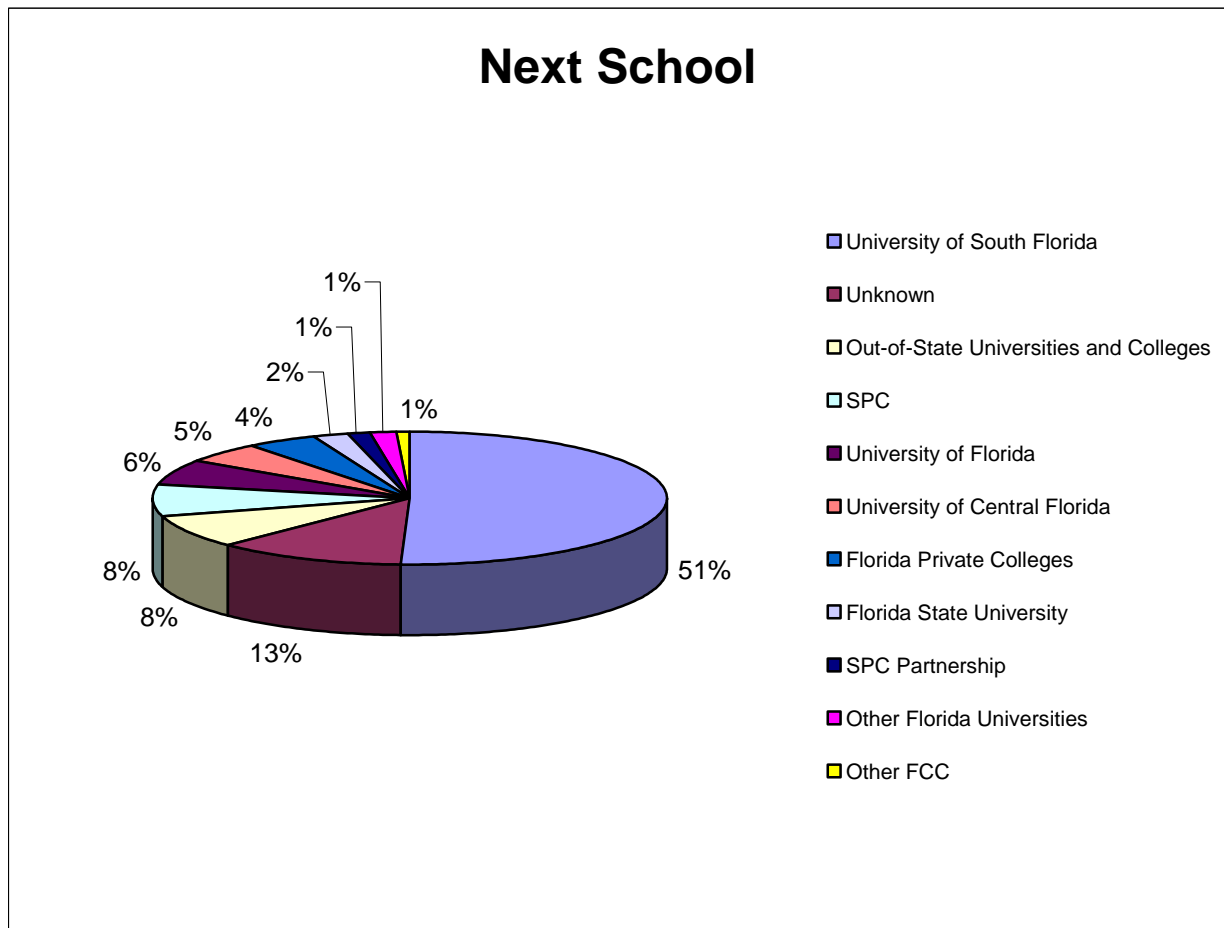


<b>Continuing Education</b>	<b>Number</b>	<b>% of</b>
Stated Continuing Education	337	61%
NA	216	39%
	<b>553</b>	

### Continuing Your Education



Next College	Number	% of
University of South Florida	170	50.4%
Unknown	41	12.2%
Out-of-State Universities and Colleges	27	8.0%
SPC	26	7.7%
University of Florida	21	6.2%
University of Central Florida	16	4.7%
Florida Private Colleges	15	4.5%
Florida State University	8	2.4%
SPC Partnership	5	1.5%
Other Florida Universities	5	1.5%
Other FCC	3	0.9%
<b>337</b>		





## Preparedness Sections B&C

The tables below address how well prepared our graduating students perceive themselves to be in thirteen academic areas.

Table A lists the areas, in descending order, by mean level of perceived preparedness as rated by our graduating students for academic year 2005/2006. Our students believe that their education has best prepared them in “Humanities” (6.24), “Social and Behavioral Sciences” (6.16) “Ethical Understanding and Behavior” (6.14) and “Composition/Writing” (6.13). Students believe they were less well prepared for “Employment after SPC” (5.60). Nevertheless, students gave all areas of preparedness ratings above 5.60 on a 7-point scale, which indicates that they are well satisfied with the preparation they received in all these academic areas.

Table B compares student ratings from the current year’s survey (2005/2006) with the previous year’s survey (2004/2005). The greatest improvement was in “Social and Behavioral Sciences”. Twelve of the thirteen areas showed improvements over the previous year.

Table C shows the ratings of the preparedness areas for the last six years. Ratings are very consistent from year to year but SPC has inched upward a bit over time.

**Table A**  
**Satisfaction with Preparedness in Descending Order**

Areas of Preparedness	Mean 2005/06	Mean 2004/05
Humanities	6.24	6.15
Social and Behavioral Sciences	6.16	5.95
Ethical Understanding and Behavior	6.14	6.00
Composition/Writing	6.13	6.02
Reading	6.1	6.04
Courses in Your Major Area	6.08	6.09
Communications/Speech	6.08	6.00
Life-Long Learning	6.06	6.02
Computer Competency	6.01	5.83
Natural Sciences	5.92	5.84
Mathematics	5.84	5.78
Courses at a 4-Year Institution	5.82	5.80
Employment After SPC	5.6	5.59

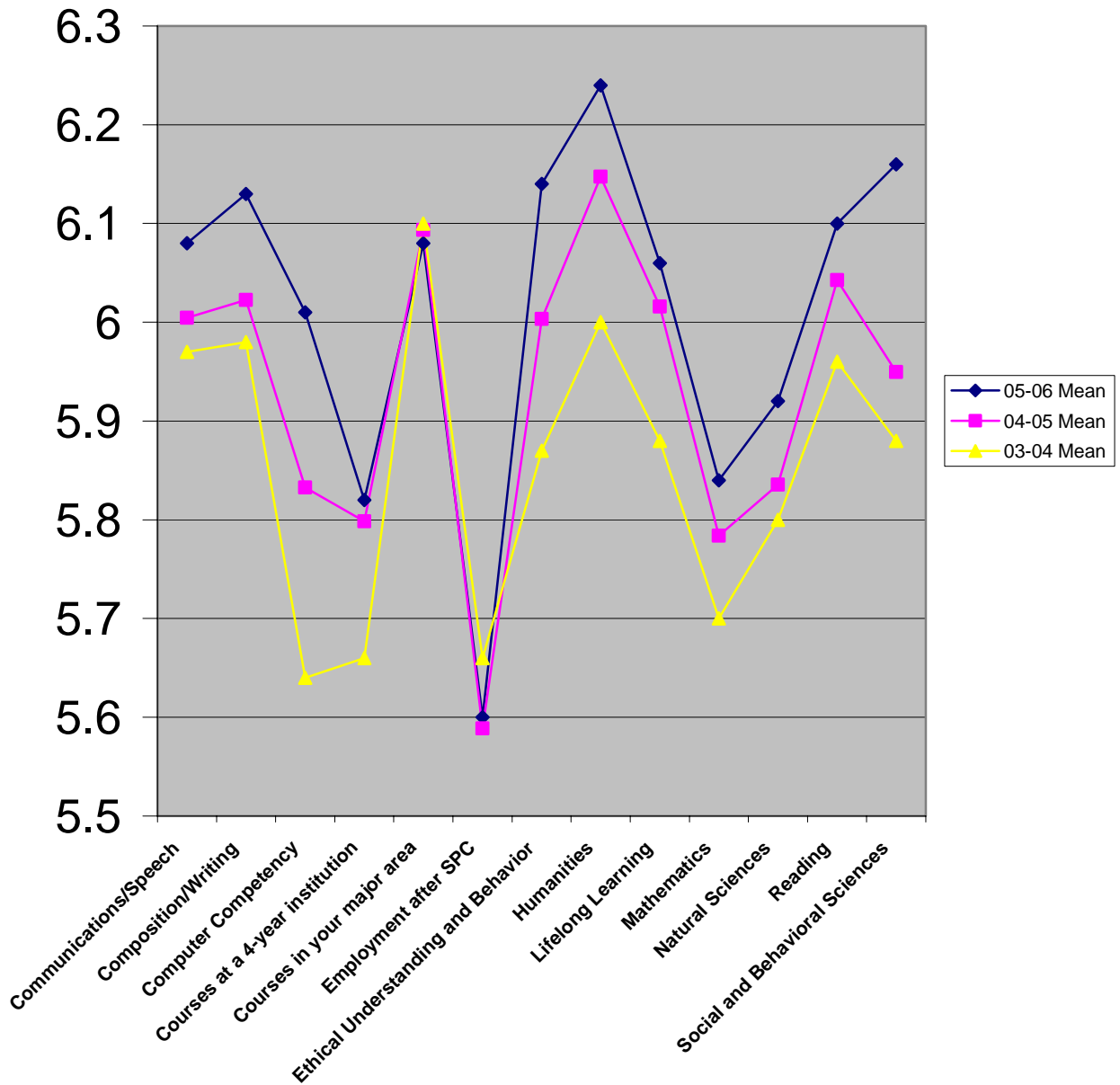
**Table B**  
**Satisfaction with Preparedness Differences from Last Year**

Areas of Preparedness	2005/2006	2004/2005	Difference
	Mean	Mean	
Social and Behavioral Sciences	6.16	5.95	0.21
Computer Competency	6.01	5.83	0.18
Ethical Understanding and Behavior	6.14	6.00	0.14
Composition/Writing	6.13	6.02	0.11
Humanities	6.24	6.15	0.09
Natural Sciences	5.92	5.84	0.08
Communications/Speech	6.08	6.00	0.08
Reading	6.1	6.04	0.06
Mathematics	5.84	5.78	0.06
Lifelong Learning	6.06	6.02	0.04
Courses at a 4-year institution	5.82	5.80	0.02
Employment after SPC	5.6	5.59	0.01
Courses in your major area	6.08	6.09	-0.01

**Table C**  
**Satisfaction with Preparedness by Academic Year**

Areas of Preparedness	05-06	04-05	03-04	02-03	01-02	00-01
	Mean	Mean	Mean	Mean	Mean	Mean
Communications/Speech	6.08	6.00	5.97	5.92	5.95	5.9
Composition/Writing	6.13	6.02	5.98	5.94	5.93	5.96
Computer Competency	6.01	5.83	5.64	5.7	5.64	5.84
Courses at a 4-year institution	5.82	5.80	5.66	5.77	5.86	5.83
Courses in your major area	6.08	6.09	6.1	6.01	5.96	5.99
Employment after SPC	5.6	5.59	5.66	5.6	5.77	5.53
Ethical Understanding and Behavior	6.14	6.00	5.87	5.8	5.87	5.84
Humanities	6.24	6.15	6	6.16	6.07	6.21
Lifelong Learning	6.06	6.02	5.88	6.04	5.83	5.85
Mathematics	5.84	5.78	5.7	5.75	5.73	5.82
Natural Sciences	5.92	5.84	5.8	5.75	5.78	5.84
Reading	6.1	6.04	5.96	5.85	5.81	5.82
Social and Behavioral Sciences	6.16	5.95	5.88	5.95	5.89	5.97
Mean	6.01	5.93	5.85	5.86	5.85	5.88

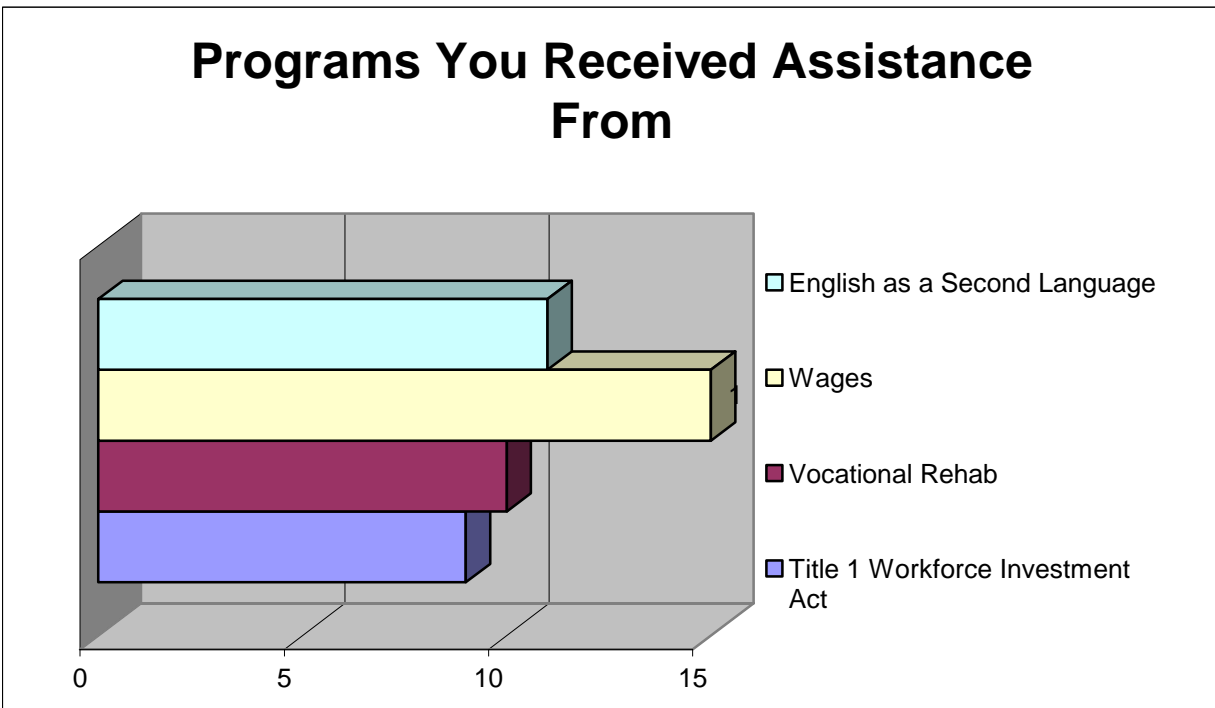
## Areas of Preparedness



## Assistance Section D

When asked the question “Did you receive any assistance to help you attend SPC from any of these programs?” Of the 553 respondents 15 received assistance from “Wages”, 10 received assistance from “Vocational Rehab”, 11 received assistance from “English as a Second Language” and 9 received assistance from “Workforce Investment Act”. Almost seven percent of our responding graduates received support from these programs in the 2005-06 year.

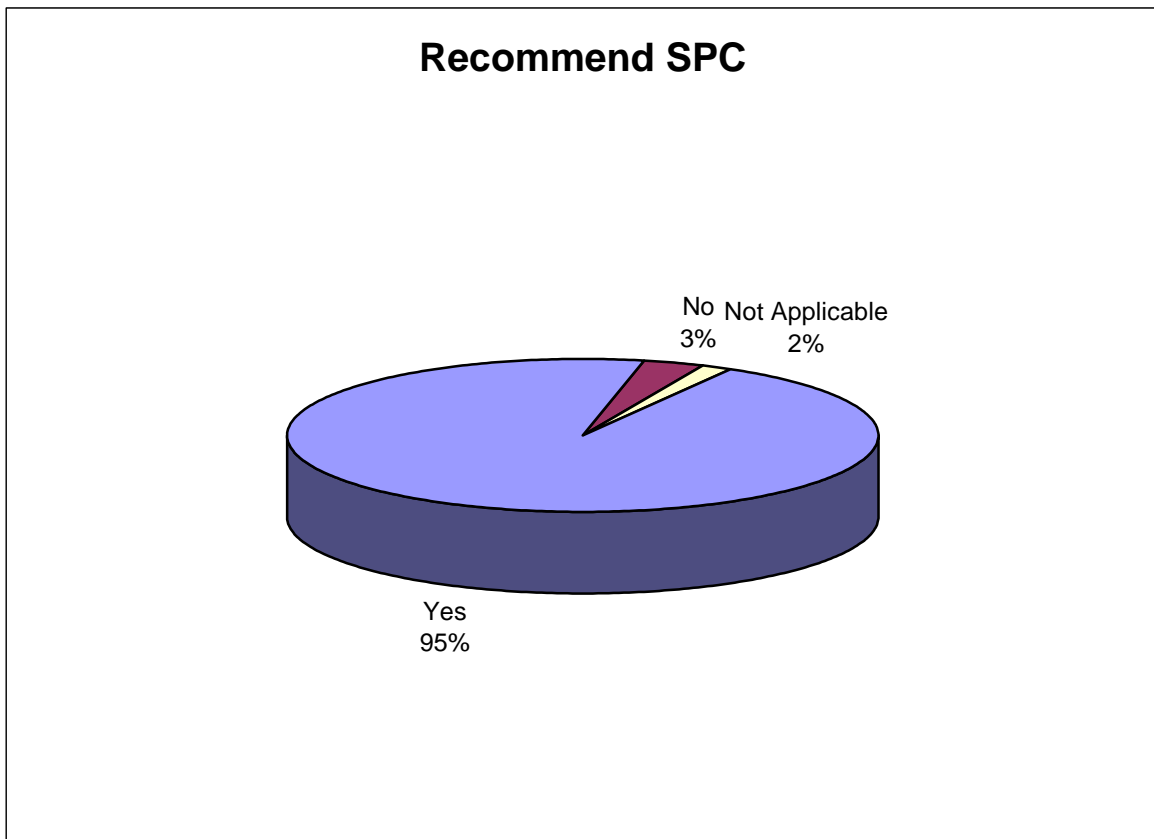
Program	Number	% of Total
Title 1 Workforce Investment Act	9	1.63%
Vocational Rehab	10	1.81%
Wages	15	2.71%
English as a Second Language	11	1.99%



## Recommend SPC Section E

When asked the question “Would you recommend SPC to others?” of the 553 respondents 525 or 95% stated that they would recommend the College to others while 19 or 3% stated that they would not recommend the College and 9 did not respond to the question.

Recommend SPC?	Number	% of Total
Yes	525	94.94%
No	19	3.44%
Not Applicable	9	1.63%
	553	



## **Educational Outcomes**

### **Section F**

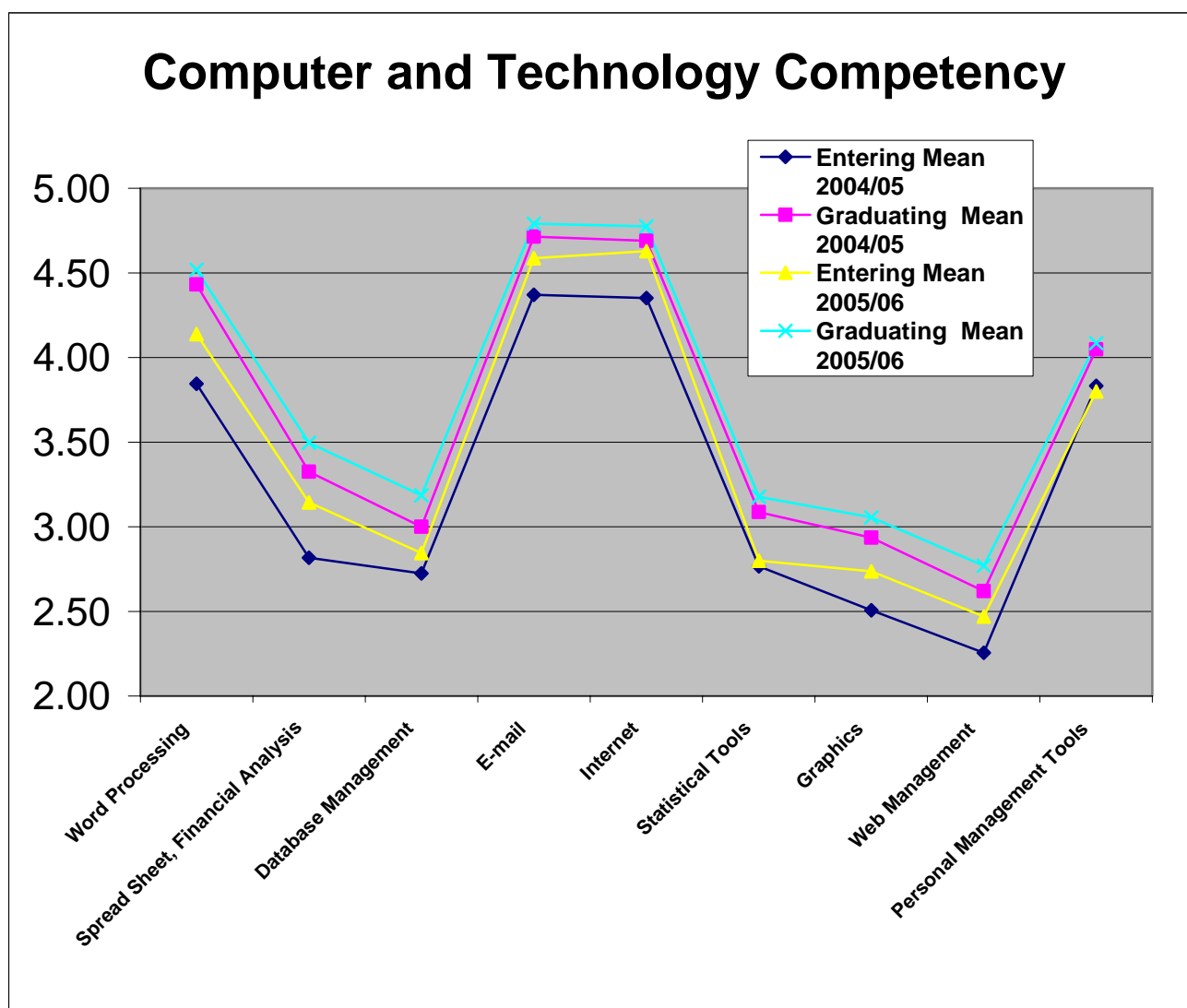
“The Educational Outcomes Questionnaire” was administered as part of the “Entering Student Survey” and again as part of the “Graduating Student Survey”. This year thirteen hundred and forty eight entering students completed “The Educational Outcomes Questionnaire” compared to five hundred and fifty three graduating student who completed the questionnaire. The primary purpose of the questionnaire is to evaluate the habits, practices and/or knowledge of in-coming students in four areas: “Computer and Technology Competency”, “Informed and Responsible Citizens”, “ Fine Arts & Humanities”, and “Lifelong Learning” and then compare their responses to graduating students. This comparison is used to gauge how the educational experience at SPC has impacted our students in these areas. The rating for this section (Educational Outcomes) is based on a 5-point scale with (5) representing the highest possible rating and (1) representing the lowest possible rating.

The following tables present a comparison of mean scores of the thirty educational outcomes areas which are divided into four outcomes or learning categories. A two-tailed T-test was used to determine if the changes in the means between the “Entering Student Survey” and the “Graduating Student Survey” were significant. Of the thirty categories twenty nine of the mean scores were significantly different at an alpha of .05 while all showed a positive numeric improvement. “Informed and Responsible Citizens” questions (as a group) exhibited the largest improvement.

# Educational Outcomes (Grouped by Learning Area)

Excerpted from a 5-point rating scale

<b>Computer and Technology Competency Questions</b>	<b>Entering Mean 2004/05</b>	<b>Graduating Mean 2004/05</b>	<b>Significant at Alpha of .05 2004/05</b>	<b>Entering Mean 2005/06</b>	<b>Graduating Mean 2005/06</b>	<b>Significant at Alpha of .05 2005/06</b>
Word Processing	3.85	4.43	Yes	4.14	4.52	Yes
Spread Sheet, Financial Analysis	2.82	3.33	Yes	3.15	3.50	Yes
Database Management	2.72	3.00	Yes	2.84	3.19	Yes
E-mail	4.37	4.71	Yes	4.59	4.79	Yes
Internet	4.35	4.69	Yes	4.63	4.78	Yes
Statistical Tools	2.77	3.09	Yes	2.80	3.18	Yes
Graphics	2.51	2.94	Yes	2.74	3.06	Yes
Web Management	2.26	2.62	Yes	2.47	2.77	Yes
Personal Management Tools	3.83	4.05	Yes	3.80	4.08	Yes

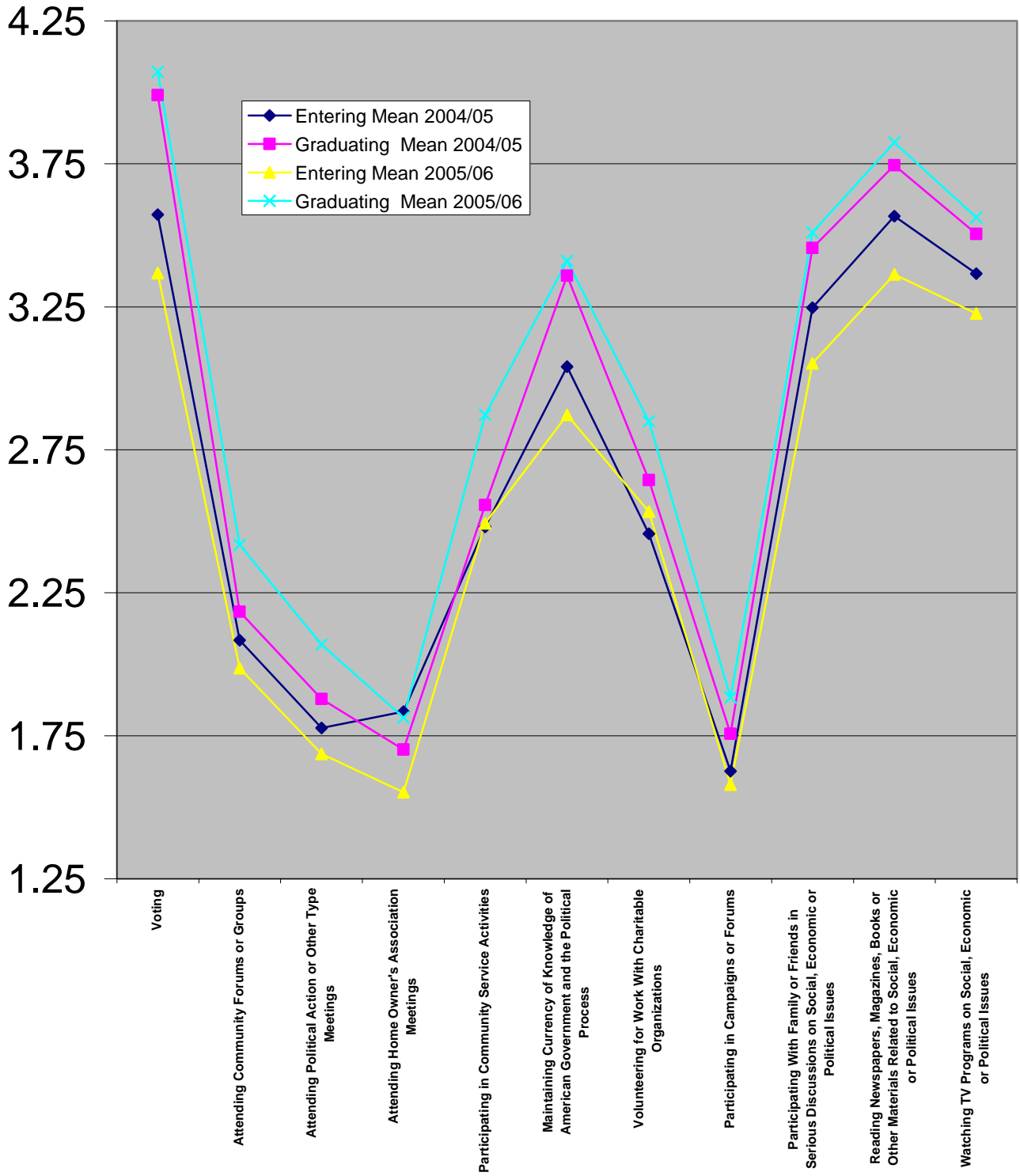


## Excerpted from a 5-point rating scale

<b>Informed and Responsible</b>	Entering	Graduating	Significant at	Entering	Graduating	Significant at
<b>Citizen Questions</b>	Mean	Mean	Alpha of .05	Mean	Mean	Alpha of .05
	2004/05	2004/05	2004/05	2005/06	2005/06	2005/06
Voting	3.57	3.99	Yes	3.37	4.07	Yes
Attending Community Forums or Groups	2.08	2.18	No	1.99	2.42	Yes
Attending Political Action or Other Type Meetings	1.78	1.88	No	1.69	2.07	Yes
Attending Home Owner's Association Meetings	1.83	1.70	No	1.55	1.81	Yes
Participating in Community Service	2.48	2.56	No	2.49	2.87	Yes
Maintaining Currency of Knowledge of American Government and the Political Process	3.04	3.36	Yes	2.87	3.41	Yes
Volunteering for Work With Charitable Organizations	2.46	2.64	Yes	2.53	2.85	Yes
Participating in Campaigns or Forums	1.63	1.76	Yes	1.58	1.88	Yes
Participating With Family or Friends in Serious Discussions on Social, Economic or Political Issues	3.25	3.46	Yes	3.05	3.51	Yes
Reading Newspapers, Magazines, Books or Other Materials Related to Social, Economic or Political Issues	3.57	3.74	Yes	3.36	3.82	Yes
Watching TV Programs on Social, Economic or Political Issues	3.37	3.50	Yes	3.23	3.56	Yes

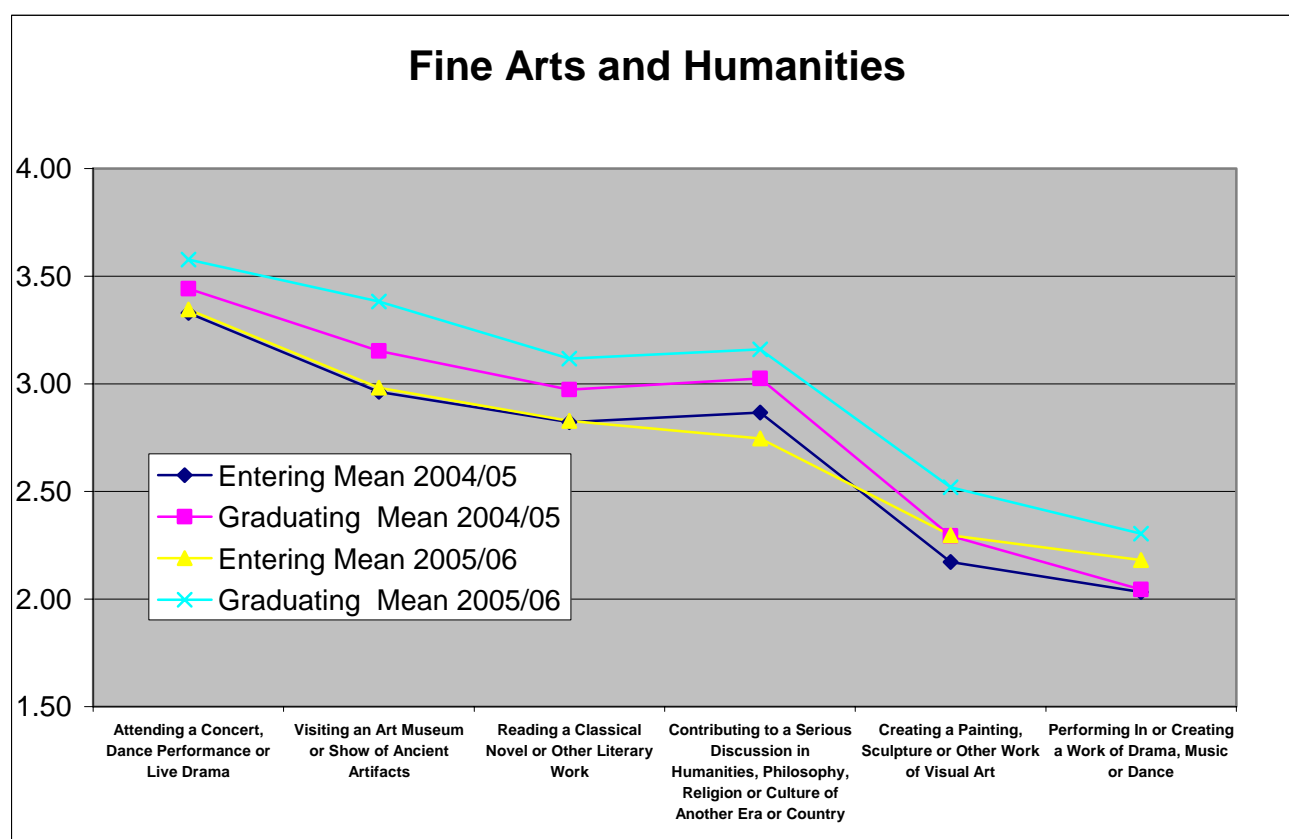


# Informed and Responsible Citizen



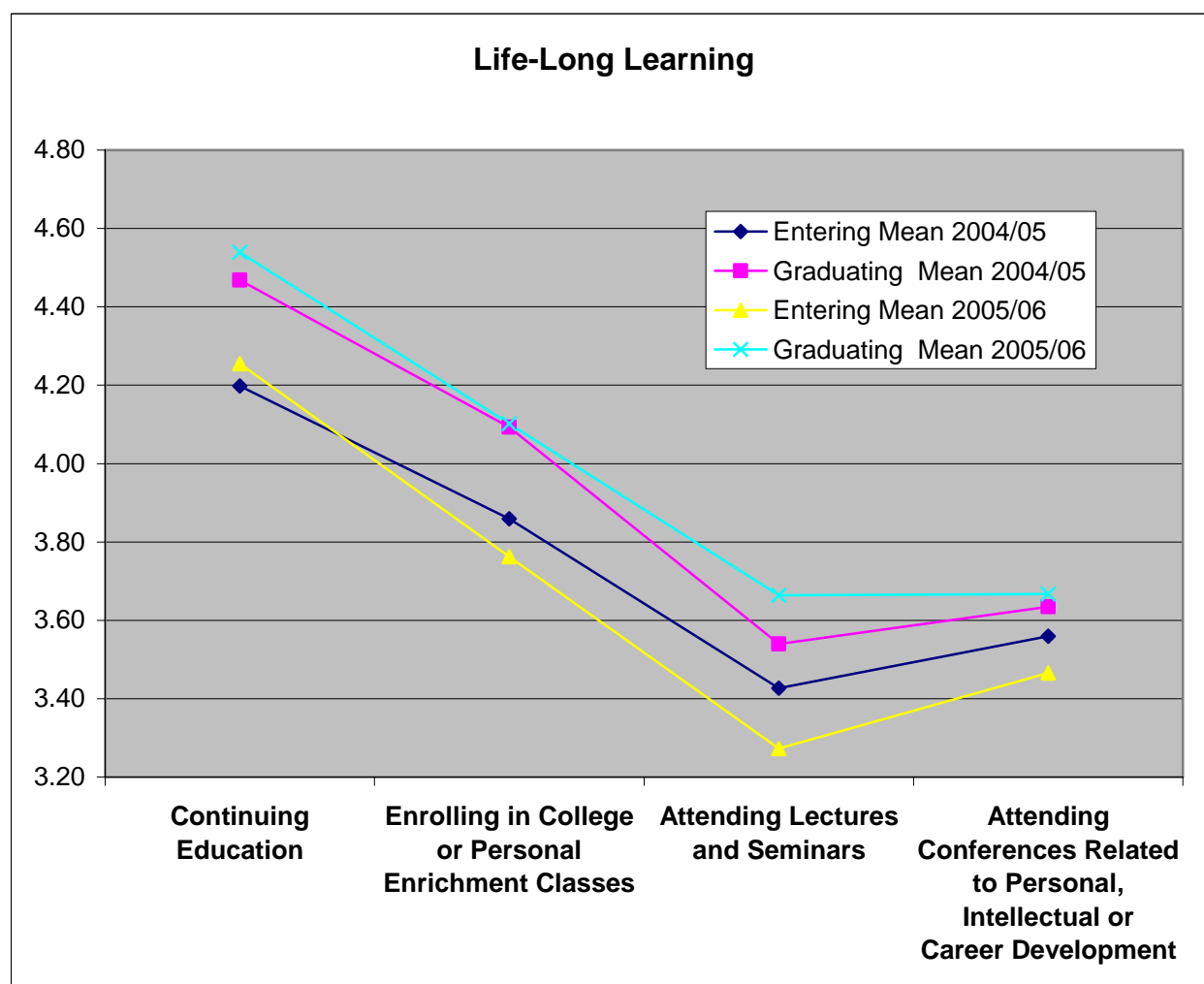
### Excerpted from a 5-point rating scale

Fine Arts and Humanities Questions	Entering	Graduating	Significant at	Entering	Graduating	Significant at
	Mean	Mean	Alpha of .05	Mean	Mean	Alpha of .05
	2004/05	2004/05	2004/05	2005/06	2005/06	2005/06
Attending a Concert, Dance Performance or Live Drama	3.33	3.44	No	3.35	3.58	Yes
Visiting an Art Museum or Show of Ancient Artifacts	2.96	3.15	Yes	2.98	3.38	Yes
Reading a Classical Novel or Other Literary Work	2.82	2.97	Yes	2.83	3.12	Yes
Contributing to a Serious Discussion in Humanities, Philosophy, Religion or Culture of Another Era or Country	2.87	3.02	Yes	2.75	3.16	Yes
Creating a Painting, Sculpture or Other Work of Visual Art	2.17	2.29	No	2.30	2.52	Yes
Performing In or Creating a Work of Drama, Music or Dance	2.03	2.04	No	2.18	2.30	No



Excerpted from a 5-point rating scale

<b>Life-long Learning Questions</b>	<b>Entering</b>	<b>Graduating</b>	<b>Significant at</b>	<b>Entering</b>	<b>Graduating</b>	<b>Significant at</b>
	Mean	Mean	Alpha of .05	Mean	Mean	Alpha of .05
	2004/05	2004/05	2004/05	2005/06	2005/06	2005/06
Continuing Education	4.20	4.47	Yes	4.25	4.54	Yes
Enrolling in College or Personal Enrichment Classes	3.86	4.09	Yes	3.76	4.10	Yes
Attending Lectures and Seminars	3.43	3.54	No	3.27	3.66	Yes
Attending Conferences Related to Personal, Intellectual or Career Development	3.56	3.63	No	3.47	3.67	Yes



To continue, the table below shows a comparison of mean responses from the “Graduating Student Survey” and “Entering Student Survey” in descending order based on the greatest positive change. Twenty nine of the thirty areas showed a numeric increase from the “Entering Student Survey” to the “Graduating Student Survey”.

The greatest individual improvement was in the category “Voting” where graduating students scored a .70 point improvement over their entering students.

<b>Questions in Ordered by Greatest Change</b>	<b>Entering Mean 2005/06</b>	<b>Graduating Mean 2005/06</b>	<b>Significant at Alpha of .05 2005/06</b>	<b>Difference Grad &amp; Entering</b>
<b>Voting</b>	3.37	4.07	Yes	0.70
<b>Maintaining Currency of Knowledge of American Government and the Political Process</b>	2.87	3.41	Yes	0.54
<b>Reading Newspapers, Magazines, Books or Other Materials Related to Social, Economic or Political Issues</b>	3.36	3.82	Yes	0.46
<b>Participating With Family or Friends in Serious Discussions on Social, Economic or Political Issues</b>	3.05	3.51	Yes	0.46
<b>Attending Community Forums or Groups</b>	1.99	2.42	Yes	0.43
<b>Contributing to a Serious Discussion in Humanities, Philosophy, Religion or Culture of Another Era or Country</b>	2.75	3.16	Yes	0.41
<b>Visiting an Art Museum or Show of Ancient Artifacts</b>	2.98	3.38	Yes	0.40
<b>Attending Lectures and Seminars</b>	3.27	3.66	Yes	0.39
<b>Attending Political Action or Other Type Meetings</b>	1.69	2.07	Yes	0.38
<b>Word Processing</b>	4.14	4.52	Yes	0.38
<b>Participating in Community Service Activities</b>	2.49	2.87	Yes	0.38
<b>Statistical Tools</b>	2.80	3.18	Yes	0.38
<b>Spread Sheet, Financial Analysis</b>	3.15	3.50	Yes	0.35
<b>Database Management</b>	2.84	3.19	Yes	0.34
<b>Enrolling in College or Personal Enrichment Classes</b>	3.76	4.10	Yes	0.34
<b>Watching TV Programs on Social, Economic or Political Issues</b>	3.23	3.56	Yes	0.34
<b>Graphics</b>	2.74	3.06	Yes	0.32
<b>Volunteering for Work With Charitable Organizations</b>	2.53	2.85	Yes	0.32
<b>Participating in Campaigns or Forums</b>	1.58	1.88	Yes	0.31
<b>Web Management</b>	2.47	2.77	Yes	0.30
<b>Reading a Classical Novel or Other Literary Work</b>	2.83	3.12	Yes	0.29
<b>Personal Management Tools</b>	3.80	4.08	Yes	0.29
<b>Continuing Education</b>	4.25	4.54	Yes	0.28
<b>Attending Home Owner's Association Meetings</b>	1.55	1.81	Yes	0.26
<b>Attending a Concert, Dance Performance or Live Drama</b>	3.35	3.58	Yes	0.23
<b>Creating a Painting, Sculpture or Other Work of</b>	2.30	2.52	Yes	0.22
<b>E-mail</b>	4.59	4.79	Yes	0.20
<b>Attending Conferences Related to Personal, Intellect</b>	3.47	3.67	Yes	0.20
<b>Internet</b>	4.63	4.78	Yes	0.15
<b>Performing In or Creating a Work of Drama, Music or Dance</b>	2.18	2.30	NO	0.12

## Summary and Conclusion

St. Petersburg College as part of a comprehensive college-wide assessment program developed the Graduating Student Survey (GSS). 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 to determine how the educational process at the College has changed their behavior and/or their knowledge as it relates to four educational outcome areas.

In an attempt to characterize the demographic and academic background of an average respondent to the 2005/2006 graduating student survey the following profile was developed. The typical respondent is a 27 year old white female who is working most likely full-time. She views her education curriculum as being related to her employment and she is satisfied with what she has achieved at the College. If she plans to continue her education it will in all likelihood be at an in-state public college/university. She believes she has been well prepared by her A.A. degree in general education and for her life after she leaves this institution.

The above profile is limiting in that it does not give one a true appreciation of the diverse make-up of the individuals that actually constitute the College's 2005/2006 graduating class. Nevertheless, it does offer one some sense of what a typical 2005/2006 graduate who has completed this survey might be like.

Next, to address more specifics of how well our students believe their SPC education has prepared them. Our students believe that their education has best prepared them in "Humanities" (6.24), "Social and Behavioral Science" (6.16) "Ethical Understanding and Behavior" (6.14) and "Composition/Writing" (6.13). Students believe they were less well prepared for "Employment after SPC" (5.60). Nevertheless, students gave all areas of preparedness ratings above 5.60 on a 7-point scale, which indicates that they are well satisfied with the preparation they received in all these academic areas.

Next, both entering and graduating students were asked to complete an education outcomes questionnaire and the responses of each group were compared to gauge how the educational experience at SPC has impacted our students in thirty individual categories divided into four educational outcomes areas. The rating for "Educational Outcomes" is based on a 5-point scale with (5) representing the highest possible rating and (1) representing the lowest possible rating. A two-tailed independent means T-test was used to determine if the changes in the means between the two groups were significant. Of the thirty individual categories twenty nine of the means were significantly different at an alpha of .05. Moreover, all thirty of the individual means showed a numeric increase from the entering student to the graduating student.

Of the four defined groupings "Informed and Responsible Citizens" showed the largest overall improvement from the "Entering Student Survey" to the "Graduating Student Survey"

To continue, ninety five percent of our students would recommend the College to others. Sixty eight percent of our students were fully satisfied with the educational goals they achieved while at the College and another thirty percent were somewhat satisfied. With regard to preparedness most students believe they have been well prepared by the College in all thirteen listed areas. Moreover, the educational experience at the College has changed our students' behavior and

competencies. The perceived level of proficiency in “Computer Skills” and the changes in the responses to the “Informed and Responsible Citizens” questions are examples of this dynamic.

## Appendix A

**Campus:**

**\* Age:**

**\* Gender:**

**\* Ethnicity:**

**\* Did you achieve your educational goal while attending SPC?**

**Educational Goal:**

**\* Would you recommend SPC to others?**

**Recommend SPC:**

**\* Do you plan to attend another college?**

**Attend:**

**If you answered "Yes" to the above question, what college will you be attending?**

**College:**

**\* Do you plan to enter the military?**

**Military:**  Yes  No

**\* Are you currently employed?**

**Employment:**  Yes  No

**If you are employed, is your work related to your studies?**

**Work Studies:**

**If you are employed, how many hours/week do you work?**

**Hours/Week:**

**\* Which awards are you applying for?**

**Awards:**  AA

Baccalaureate Degree (specify below)

BAS (specify below)

AS (specify below)

ATC (specify below)



ATD (specify below)

Select ATD Degree

Certificate (specify below)

Select Certificate

**Did you receive any assistance to attend SPC from any of these programs?**

- Programs:**
- Title 1 Workforce Investment Act
- Vocational Rehab
- Wages
- English as a Second Language

### [SPC Online Forms](#) > [Graduating Student Survey](#) > [Preparation Questions](#)

In order to understand the needs and expectations of our students and improve College Services, we'd like your opinion about certain key areas and activities of SPC. Complete the form below and click **Next**.

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

1. Reading	Select Rating <input type="text"/>
2. Composition/Writing	Select Rating <input type="text"/>
3. Communications/Speech	Select Rating <input type="text"/>
4. Computer Competency	Select Rating <input type="text"/>
5. Ethical Understanding and Behavior	Select Rating <input type="text"/>
6. Humanities (awareness of different philosophies, cultures, arts and music)	Select Rating <input type="text"/>
7. Social and Behavioral Sciences (Economics, Psychology, Government, etc)	Select Rating <input type="text"/>
8. Natural Sciences (Biology, Chemistry, Earth Sciences, etc)	Select Rating <input type="text"/>
9. Mathematics (logical reasoning)	Select Rating <input type="text"/>
10. Courses in Your Major Area	Select Rating <input type="text"/>
11. Courses at a 4-Year Institution	Select Rating <input type="text"/>
12. Employment After SPC	Select Rating <input type="text"/>
13. Life-Long Learning	Select Rating <input type="text"/>

## SPC Online Forms > Graduating Student Survey > Educational Outcomes

In order to assess if the college was instrumental in helping you to attain a specific educational outcomes, please respond to the following questions. Complete the form below and click **Submit** to send your survey.

### Computer and Technology Competency

**Which of the following computer skills do you currently demonstrate proficiency?**

- |   |   |
|---|---|
| 1. Word Processing  | <input type="text" value="Select One"/> |
| 2. Spread Sheet, Financial Analysis                                     | <input type="text" value="Select One"/> |
| 3. Database Management  | <input type="text" value="Select One"/> |
| 4. E-mail   | <input type="text" value="Select One"/> |
| 5. Internet   | <input type="text" value="Select One"/> |
| 6. Statistical Tools  | <input type="text" value="Select One"/> |
| 7. Graphics   | <input type="text" value="Select One"/> |
| 8. Web Management   | <input type="text" value="Select One"/> |
| 9. Personal Management Tools (i.e. Calendars, Contacts, Checkbook, etc) | <input type="text" value="Select One"/> |

### Informed and Responsible Citizens

**In what activities do you currently participate?**

- |   |   |
|---|---|
| 1. Voting   | <input type="text" value="Select One"/> |
| 2. Attending Community Forums or Groups   | <input type="text" value="Select One"/> |
| 3. Attending Political Action or Other Type Meetings                                  | <input type="text" value="Select One"/> |
| 4. Attending Home Owner's Association Meetings  | <input type="text" value="Select One"/> |
| 5. Participating in Community Service Activities                                      | <input type="text" value="Select One"/> |
| 6. Maintaining Currency of Knowledge of American Government and the Political Process | <input type="text" value="Select One"/> |
| 7. Volunteering for Work With Charitable Organizations                                | <input type="text" value="Select One"/> |

- |   |   |
|---|---|
| 8. Participating in Campaigns or Forums   | <input type="text" value="Select One"/> |
| 9. Participating With Family or Friends in Serious Discussions on Social, Economic or Political Issues      | <input type="text" value="Select One"/> |
| 10. Reading Newspapers, Magazines, Books or Other Materials Related to Social, Economic or Political Issues | <input type="text" value="Select One"/> |
| 11. Watching TV Programs on Social, Economic or Political Issues  | <input type="text" value="Select One"/> |

### Fine Arts and Humanities

#### In which of the following activities are you most likely to participate?

- |  |   |
|--|---|
| 1. Attending a Concert, Dance Performance or Live Drama  | <input type="text" value="Select One"/> |
| 2. Visiting an Art Museum or Show of Ancient Artifacts   | <input type="text" value="Select One"/> |
| 3. Reading a Classical Novel or Other Literary Work  | <input type="text" value="Select One"/> |
| 4. Contributing to a Serious Discussion in Humanities, Philosophy, Religion or Culture of Another Era or Country | <input type="text" value="Select One"/> |
| 5. Creating a Painting, Sculpture or Other Work of Visual Art  | <input type="text" value="Select One"/> |
| 6. Performing In or Creating a Work of Drama, Music or Dance   | <input type="text" value="Select One"/> |

### Life-long Learning

#### Which of the following lifelong learning activities are you likely to participate in following graduation?

- |  |   |
|--|---|
| 1. Continuing Education  | <input type="text" value="Select One"/> |
| 2. Enrolling in College or Personal Enrichment Classes                           | <input type="text" value="Select One"/> |
| 3. Attending Lectures and Seminars   | <input type="text" value="Select One"/> |
| 4. Attending Conferences Related to Personal, Intellectual or Career Development | <input type="text" value="Select One"/> |

