2006-07
Graduating Student Survey Report

Department of Institutional Research and Effectiveness
St. Petersburg College

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Graduating Student Survey Report Produced by

Department of 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 program and service areas. 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.

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). The GSS was available to students applying for graduation on-line during all three terms of academic year 2006/07. Nine hundred and twenty students completed the survey.

Student Demographic and Academic Information

The demographic profile and academic background of the 920 survey respondents (N) to the Graduating Student Survey are summarized below:

- ☐ Almost half (47%) of survey respondents were '30 and older.' This is higher than the percentage of students '30 and older' (34%) at the end of the Fall 2006 semester [Source: 2007-2008 Factbook, Table 22] and, as such, may impact the reported results.
- ☐ Almost three-quarters of the survey respondents were female. This is slightly higher than the actual percentage of female completers for 2006/07 [Source: 2007-2008 Factbook, Table 29] and, as such, may impact the reported results.
- ☐ Seventy-five percent of the respondents listed their ethnicity as "White." Ten percent of the responding students listed "Black" as their ethnicity and six percent "Hispanic." These percentages were very similar to actual completers for 2006/07 [Source: 2007-2008 Factbook, Table 29].
- ☐ Fifty-three percent of the respondents indicated that they enrolled in the college to pursue an associate of arts degree, while eighteen percent of the students reported completing a bachelor program, twenty-three percent completing associate of science program and six percent completing a certificate program as their reason for enrolling at SPC.
- ☐ Seventy-two percent of the respondents stated that they "Fully" achieved their educational goal while at the College. An additional twenty eight percent "Somewhat" achieved their goal.
- ☐ Sixty-two percent of our students indicated that they planned to continue their education. Of those, most indicated they would be going on to an "In-state public College/University" most commonly the University of South Florida (43%). The next highest selected institution was the SPC Baccalaureate Program with 12% of the survey respondents.
- ☐ About two percent of our graduates plan to join the military.

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- Eighty percent of the responding graduates were working while they pursued they education at SPC, while forty percent were employed forty hours per week or more. Fifty-seven present are working in areas associated with their studies.

Preparedness

Graduating students were asked to address how well prepared they were in thirteen academic areas. Students believe that their education has best prepared them in "Ethical Understanding and Behavior" with a 6.04 rating on a 7-point scale. Students believe they were less well prepared for "Employment after SPC" (5.56).

Nevertheless, students gave all areas of preparedness ratings above 5.56 on a 7-point scale, surpassing the College's criterion of five or higher on a 7-point rating scale.

Twelve of the thirteen areas showed decreases from the previous year. The remaining area, Courses at a 4-year Institution, had no change. Ratings are fairly consistent from year-to-year with experienced a slight decline this past year.

Assistance Utilization

When asked the question "Did you receive any assistance to help you attend SPC from any of these programs?" three percent received assistance from "Wages", three percent received assistance from "Vocational Rehab", two percent received assistance from "English as a Second Language" and one percent received assistance from "Workforce Investment Act". A total of nine percent of our responding graduates received support from these programs during the 2005/06 academic year.

SPC Recommendation

Ninety-eight percent of respondents stated that they would recommend the College to others.

Educational Outcomes

The Educational Outcomes Questionnaire was administered as part of the Entering Student Survey and again as part of the Graduating Student Survey. This year, three thousand and eighty-four entering students and nine hundred and twenty graduating students 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 and Humanities", and "Lifelong Learning" and then compare their responses to graduating students.

This comparison is used to gauge or as a proxy of how the educational experience at SPC has impacted our students in these areas. The rating for this section 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 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 improvement. "Computer and Technology Competency" questions as a group exhibited the largest improvement.

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

- ☐ The majority of year-to-year Entering Student Survey mean comparisons in this area were slightly lower this year then last.
- ☐ Five of the nine areas resulted in larger mean gains from Entering Student Survey to Graduating Student Survey this year.
- ☐ Four of the skill areas resulted in negative gains.
- ☐ One skill area (Internet) had the same increase of 0.15 as last year.

The greatest individual improvement was in the category "Statistical Tools" where graduating students scored a 0.59 point improvement over the entering students.

In the area of Informed and Responsible Citizens, students were asked in which activities they planned on participating.

- ☐ All of the year-to-year Entering Student Survey mean comparisons in this area were higher this year then last.
- ☐ Only one skill area ("Volunteering for work with charitable organizations") resulted in a larger mean gain from Entering Student Survey to Graduating Student Survey this year.

The high incoming scores may have impacted this result. The highest change this year was in "Voting" (+0.47).

In the area of Fine Arts and Humanities, students were asked which activities they planned on participating.

- ☐ Only two of the year-to-year Entering Student Survey mean comparisons in this area were higher this year then last.
- ☐ Mean gains in the six activities from Entering Student Survey to Graduating Student Survey were about the same this year (+0.09 to +0.35).
- ☐ "Performing in or creating a work of drama, music or dance" was the only activity that did not have a statistically significant increase in mean scores from the Entering Student Survey to the Graduating Student Survey.

In the area of Lifelong learning, students were asked which Lifelong learning activities they anticipated participating in following graduation.

- ☐ Mean gains in the four learning activities from Entering Student Survey to Graduating Student Survey were about the same this year as last year (+0.25 to +0.44).

Conclusion
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.

SPC Mission Statement

The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area as well as globally in program areas in which the College has special expertise. As a comprehensive, multi-campus postsecondary institution, St. Petersburg College seeks to be a creative leader and partner with students, communities, and other educational institutions to deliver enriched learning experiences and to promote economic and workforce development. 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 a frank 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) 26 Organizational units comprising 40 Academic programs (lower division); (ii) 8 Colleges and Schools comprising 20 Majors (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 Measure of Academic Proficiency and Progress [MAPP]), AAS/AS Program Assessments, BAS/BS Program Assessments, and Program Reviews. Outcome results for the academic programs are documented in three (3) types of assessment reports as follows: the Academic Program Viability Report (APVR) is completed on an annual basis; the Academic Program Assessment Review (APAR) is completed on a 3-year cycle; and the Comprehensive Academic Program Review (CAPR), which is also completed on a three-year cycle.

❑ Academic/Student Services Assessments include indirect measures for Entering Students Survey, Enrolled Students 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 collegewide student surveys are further refined and augmented through additional departmental-specific assessments.
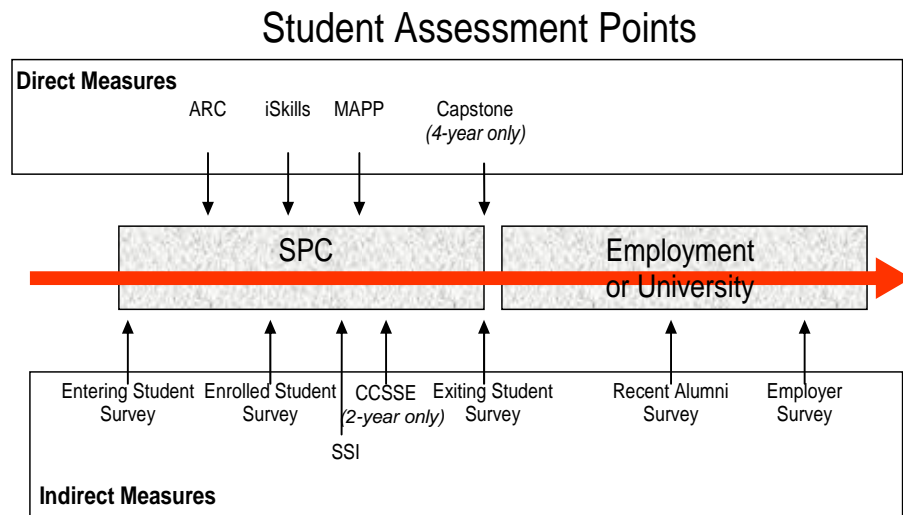
Student Assessment Points

Figure 1: Student Assessment Points

Other Assessments include the President's Annual Evaluation portion of the Year-End Report on Strategic Directions and Institutional Objectives (SD-IOs), State Accountability Measures, Core Effectiveness Indicators, environmental scan / trends analysis, and other department/function-specific assessments.

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 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 during all three terms of academic year 2006/07. Nine hundred and twenty students completed the survey.

The survey has five sections and an appendix:

Section A   Student Demographic and Academic Information
Section B   Preparedness
Section C   Assistance Utilization
Section D   SPC Recommendation
Section E   Educational Outcomes

Appendix   Survey Instrument

The ratings for Section B: Preparedness is based on a 7-point scale with (7) representing "Excellent" and (1) representing "Poor".

The rating for Section E: 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 920 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%), while almost half (47%) of survey respondents were '30 and older.' This is higher than the percentage of students '30 and older' (34%) at the end of the Fall 2006 semester [Source: 2007-2008 Factbook, Table 22] and, as such, may impact the reported results.

Table 1
Age

Age: (Optional)		
	N	%
19 and under	34	4
20 - 24	264	29
25 - 29	174	19
30 - 39	217	24
40 - 49	153	17
50 - 59	58	6
60 and over	3	<1
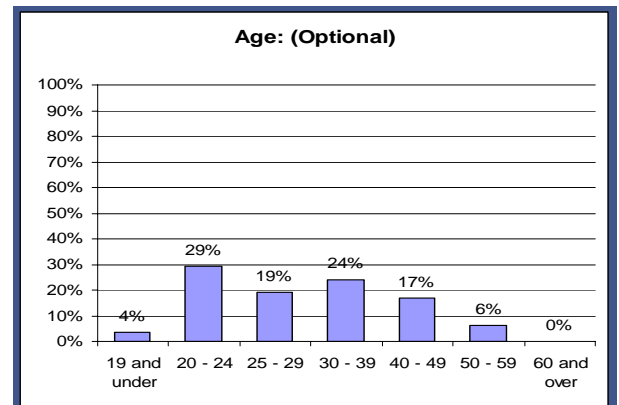
Figure 2: Age

Gender

Almost three-quarters (72%) of the survey respondents were female as shown in Table 2. This is slightly higher than the percentage of actual female completers (62%) for 2006/07 [Source: 2007-2008 Factbook, Table 29] and, as such, may impact the reported results.

Table 2
Gender

Gender: (Optional)		
	N	%
Male	250	28
Female	651	72
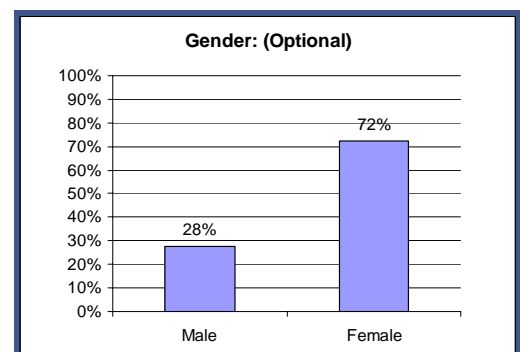
Figure 3: Gender

Primary Campus

Over a quarter (26%) of the respondents selected *St. Pete-Gibbs* as their primary campus. The next largest percent of responses was the *Clearwater* campus with 23%, and *the Health Education Center* and *eCampus* had 15% and 14% of the responses, respectively.

Table 3
Primary Campus

Please select the campus where you received most of your instruction and services.	N	%
St Pete-Gibbs	236	26%
Clearwater	215	23%
Health Center	134	15%
eCampus	126	14%
Tarpon Springs	106	12%
Seminole	42	5%
Allstate Center	24	3%
Other or all	19	2%
Downtown	14	2%
Mid-Town	4	<1
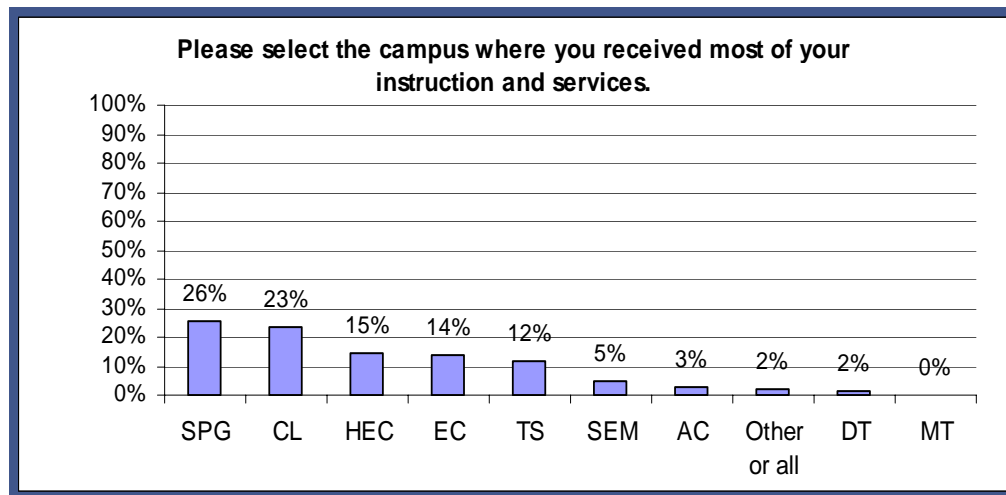
Figure 4: Primary Campus

Ethnicity

Seventy-five percent of the respondents listed their ethnicity as "White". Ten percent of the responding students listed "Black" as their ethnicity and six percent "Hispanic". These percentages were very similar to actual completers for 2006/07 [Source: 2007-2008 Factbook, Table 29].

Table 4
Ethnicity

Ethnicity: (Optional)		
	N	%
Alaskan Native/ American Indian	3	<1
Asian Pacific Islander	29	3%
Black/ Non-Hispanic	90	10%
Hispanic	58	6%
White	688	75%
Other/ undisclosed	52	6%
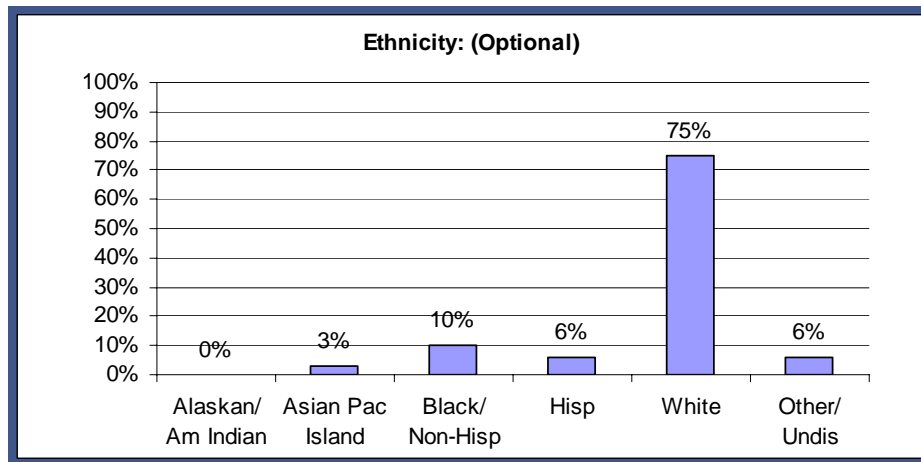
Figure 5: Ethnicity

Degree Type

Over half (53%) of the respondents indicated that they enrolled in the college to pursue an associate of arts degree. While eighteen percent of the students reported completing a bachelor program, twenty-three percent completing associate of science program and six percent completing a certificate program as their reason for enrolling at SPC.

Table 5
Degree Type

Which award are you applying for?	N	%
Certificate or Technical Diploma	38	6%
A.S. or A.A.S. Degree	142	23%
Associate in Arts Degree	330	53%
Baccalaureate	114	18%
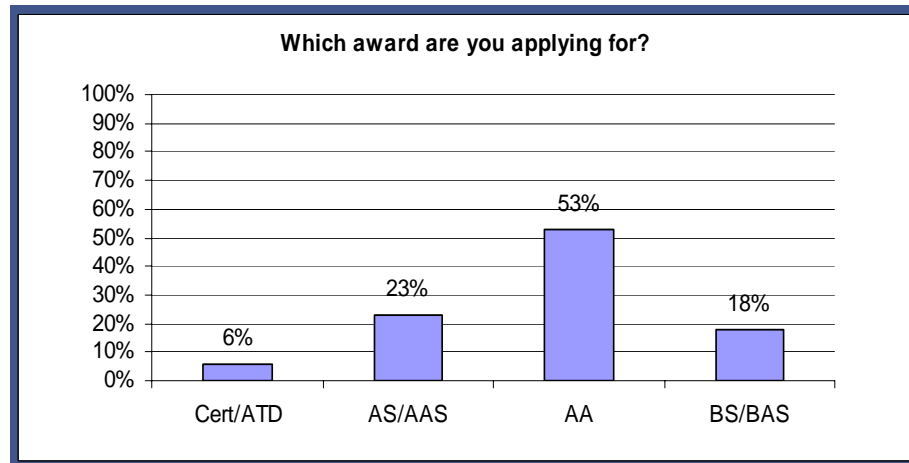
Figure 6: Degree Type

Achieve Goal

Almost three-quarters (72%) of respondents stated that they "Fully" achieved their educational goal while at the College. An additional twenty eight percent "Somewhat" achieved their goal.

Table 6
Achieve Goal

Did you achieve your educational goal while attending SPC?	N	%
Fully	659	72%
Somewhat	256	28%
Not al all	5	<1
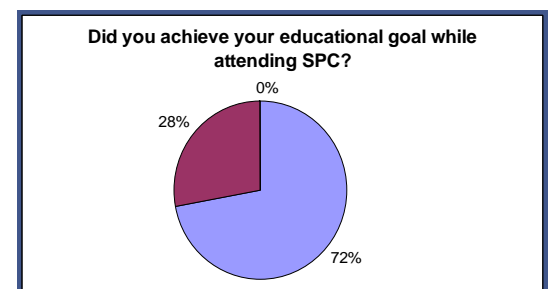
Figure 15: Achieve Goal

Military after Graduating

Approximately 2% of survey respondents plan on entering the military after graduating.

Table 7
Military after Graduating

Do you plan to enter the military?		
	N	%
Yes	24	2%
No	896	98%

Employment Status

The majority of students responding (80%) were working while they pursued they education at SPC, while forty percent were employed forty hours per week or more.

Table 8
Working Status

What is your employment status?		
	N	%
Not employed	174	20%
15 or fewer hours per week	88	10%
16 to 30 hours per week	167	18%
31 to 39 hours per week	115	13%
40 or more hours per week	376	40%
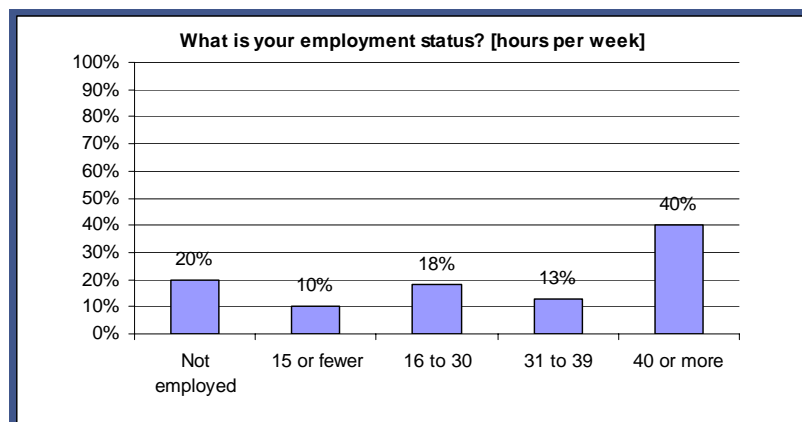
Figure 7: Employment Status

Employment Related to Studies

Over half (57%) 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	%
No	237	43%
Yes	310	57%
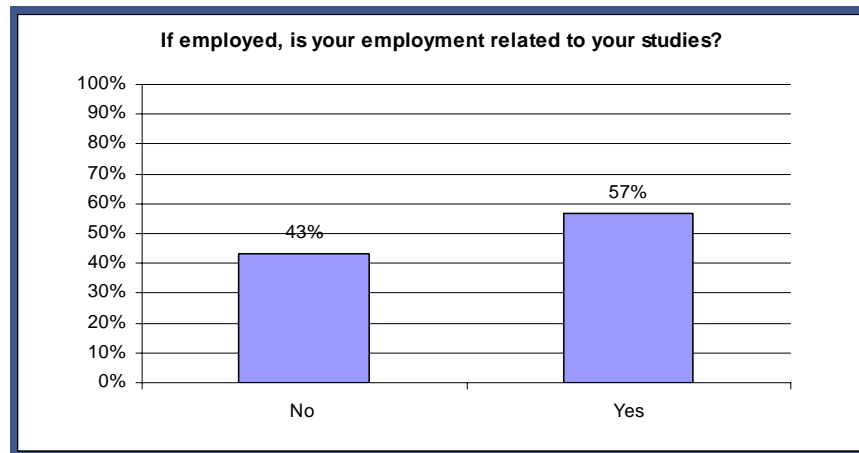
Figure 8: Employment Related Studies

Continuing Education

Almost two-thirds (63%) of respondents indicated that they planned to continue their education.

Table 10
Continuing Education

Do you plan to attend another college?		
	N	%
Not Continuing	245	37%
Continuing Education	417	63%

Do you plan to attend another college?
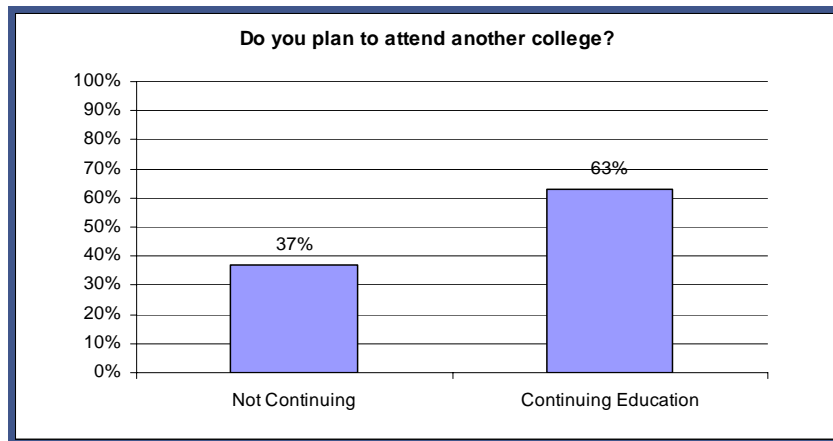
Figure 9: Continuing Education

Next School

Most of the respondents who are continuing their education indicated they would be going on to an "In-state public College/University" with University of South Florida as the most commonly selected institution (43%). The next highest institution was SPC Baccalaureate Program with 12% of the survey respondents.

Table 11
Next School

If you answered, "Yes" to the above question, what college will you be attending?		
	N	%
University of South Florida	175	43%
Other	56	14%
SPC Baccalaureate Program	48	12%
University of Florida	31	8%
Public University or college outside of Florida	19	5%
SPC University Partnership	17	4%
Florida State University	16	4%
Private university or college in Florida	16	4%
Florida public university or college not listed	14	3%
University of Central Florida	11	3%
Private university or college outside of Florida	6	1%

Preparedness

Graduating students were asked to address how well prepared they were in thirteen academic areas. Table 12 lists each of the thirteen areas, in descending order, by mean level of perceived preparedness. Our students believe that their education has best prepared them in "Ethical Understanding and Behavior" with a 6.04 rating on a 7-point scale.

The next five preparation areas had approximately the same rating which indicates that our students believe they are also well prepared in these areas. Students believe they were less well prepared for "Employment after SPC" (5.56).

Nevertheless, students gave all areas of preparedness ratings above 5.56 on a 7-point scale, surpassing the College's criterion of five or higher on a 7-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.
Ethical Understanding and Behavior	6.04	1.19
Courses in Your Major Area	6.03	1.23
Communications/Speech	6.01	1.23
Humanities	5.99	1.17
Social and Behavioral Sciences	5.97	1.15
Composition/Writing	5.97	1.16
Reading	5.89	1.19
Life-Long Learning	5.88	1.27
Courses at a 4-year Institution	5.82	1.27
Natural Sciences	5.81	1.24
Computer Competency	5.71	1.37
Mathematics	5.65	1.39
Employment After SPC	5.56	1.47

Table 13 compares student ratings from the current year's survey (2006/07) with the previous year's survey (2005/06). Twelve of the thirteen areas showed decreases from the previous year. The remaining area, Courses at a 4-year Institution, had no change.

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:	2006/07	2005/06	
	Mean	Mean	Difference
Computer Competency	5.71	6.01	-0.30
Humanities	5.99	6.24	-0.25
Reading	5.89	6.10	-0.21
Social and Behavioral Sciences	5.97	6.16	-0.19
Mathematics	5.65	5.84	-0.19
Life-Long Learning	5.88	6.06	-0.18
Composition/Writing	5.97	6.13	-0.16
Natural Sciences	5.81	5.92	-0.11
Ethical Understanding and Behavior	6.04	6.14	-0.10
Communications/Speech	6.01	6.08	-0.07
Courses in Your Major Area	6.03	6.08	-0.05
Employment After SPC	5.56	5.60	-0.04
Courses at a 4-year Institution	5.82	5.82	0.00

Table 14 table displays the ratings of the preparedness areas for the last six years. Ratings are fairly consistent from year-to-year with experienced a slight decline this past year.

Table 14
Satisfaction with Preparedness by Academic Year

Satisfaction Mean Differences						
	2006/07	2005/06	2004/05	2003/04	2002/03	2001/02
Communications/Speech	6.01	6.08	6.00	5.97	5.92	5.95
Composition/Writing	5.97	6.13	6.02	5.98	5.94	5.93
Computer Competency	5.70	6.01	5.83	5.64	5.70	5.64
Courses at a 4-year Institution	5.82	5.82	5.80	5.66	5.77	5.86
Courses in Your Major Area	6.03	6.08	6.09	6.10	6.01	5.96
Employment After SPC	5.56	5.60	5.59	5.66	5.60	5.77
Ethical Understanding and Behavior	6.04	6.14	6.00	5.87	5.80	5.87
Humanities	5.99	6.24	6.15	6.00	6.16	6.07
Life-Long Learning	5.88	6.06	6.02	5.88	6.04	5.83
Mathematics	5.65	5.84	5.78	5.70	5.75	5.73
Natural Sciences	5.81	5.92	5.84	5.80	5.75	5.78
Reading	5.89	6.10	6.04	5.96	5.85	5.81
Social and Behavioral Sciences	5.97	6.16	5.95	5.88	5.95	5.89
Overall Mean	**5.87**	**6.01**	**5.93**	**5.85**	**5.86**	**5.85**

Assistance Utilization

When asked the question "Did you receive any assistance to help you attend SPC from any of these programs?" three percent received assistance from "Wages", three percent received assistance from "Vocational Rehab", two percent received assistance from "English as a Second Language" and one percent received assistance from "Workforce Investment Act". A total of nine percent of our responding graduates received support from these programs during the 2006/07 academic year.

Table 15
Assistance Utilization

While at SPC did you receive assistance from any of the following governmental programs?		
	N	%
English as a Second Language	10	1%
Wages	25	3%
Vocational Rehab	23	3%
Title 1 Workforce Investment Act	17	2%

SPC Recommendation

Ninety-eight percent of respondents stated that they would recommend the College to others, while two percent stated that they would not. Only one respondent selected "Not Applicable."

<u>Table 16</u>
SPC Recommendation

Would you recommend SPC to others?		
	N	%
No	20	2%
Yes	899	98%
N/A	1	<1

Educational Outcomes

The Educational Outcomes Questionnaire was administered as part of the Entering Student Survey and again as part of the Graduating Student Survey. This year three thousand and eighty-four entering students and nine hundred and twenty graduating students 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 and Humanities", and "Lifelong Learning" and then compare their responses to graduating students. This comparison is used to gauge or as a proxy of how the educational experience at SPC has impacted our students in these areas. 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 17-20 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 improvement. "Computer and Technology Competency" questions as a group exhibited the largest improvement.

Computer and Technology Competency

In the area of Computer and Technology Competency, students were asked to rate their competency in various computer skill areas. While the majority of year-to-year Entering Student Survey mean comparisons in this area were slightly lower this year then last, five of the nine areas resulted in larger mean gains from Entering Student Survey to Graduating Student Survey this year. Four of the skill areas resulted in negative gains and one skill area (Internet) had the same increase of 0.15 as last year.

Table 17
Computer and Technology Competency

Computer and Technology Competency Please rate your competency in the following skill areas (5-point scale).	2005/06		2006/07	
	Entering Mean	Graduating Mean	Entering Mean	Graduating Mean
Word Processing	4.14	4.52*	4.06	4.41*
Spreadsheet, Financial Analysis	3.15	3.50*	3.07	3.53*
Database Management	2.84	3.19*	2.82	3.27*
E-mail	4.59	4.79*	4.53	4.69*
Internet	4.63	4.78*	4.54	4.69*
Statistical Tools	2.80	3.18*	2.84	3.43*
Graphics	2.74	3.06*	2.70	3.17*
Web Management	2.47	2.77*	2.48	2.93*
Personal Management Tools	3.80	4.08*	3.87	4.07*

* Significant difference from Entering to Graduating at Alpha = 0.05

Informed and Responsible Citizens

In the area of Informed and Responsible Citizens, students were asked in which activities they currently participate. While all of the year-to-year Entering Student Survey mean comparisons in this area were higher this year then last, only one skill area ("Volunteering for work with charitable organizations") resulted in a larger mean gain from Entering Student Survey to Graduating Student Survey this year. The high incoming scores may have impacted this result. The highest change this year was in "Voting" (+0.47).

Table 18
Informed and Responsible Citizens

Informed and Responsible Citizens In what activities do you currently participate? (5-point scale).	2005/06		2006/07	
	Entering Mean	Graduating Mean	Entering Mean	Graduating Mean
Voting	3.37	4.07*	3.44	3.91*
Attending community forums or groups	1.99	2.42*	2.19	2.53*
Attending political action or other type meetings	1.69	2.07*	1.81	2.11*
Attending homeowner's association meetings	1.55	1.81*	1.60	1.82*
Participating in community service activities	2.49	2.87*	2.55	2.86*
Maintaining current knowledge of American Government and the political process	2.87	3.41*	3.08	3.39*
Volunteering for work with charitable organizations	2.53	2.85*	2.63	2.99*
Participating in campaigns or forums	1.58	1.88*	1.71	1.93*
Participating with family or friends in serious discussions on social, economic or political issues	3.05	3.51*	3.18	3.48*
Reading newspapers, magazines, books or material related to social, economic or political issues	3.36	3.82*	3.52	3.75*
Watch TV programs on social, economic or political issues	3.23	3.56*	3.31	3.55*

* Significant difference from Entering to Graduating at Alpha = 0.05

Fine Arts and Humanities

In the area of Fine Arts and Humanities, students were asked which activities they planned on participating. While only two of the year-to-year Entering Student Survey mean comparisons in this area were higher this year then last, mean gains in the six activities from Entering Student Survey to 'Graduating Student Survey were about the same this year (+0.09 to +0.35).

"Performing in or creating a work of drama, music or dance" was the only activity that did not have a statistically significant increase in mean scores from the Entering Student Survey to the Graduating Student Survey.

Table 19
Fine Arts and Humanities

Fine Arts and Humanities	2005/06		2006/07	
In which of the following activities do you participate? (5-point scale).	Entering Mean	Graduating Mean	Entering Mean	Graduating Mean
Attend a concert, dance performance or live drama	3.35	3.58*	3.19	3.46*
Visiting an art museum or show of ancient artifacts	2.98	3.38*	2.86	3.26*
Reading a classical novel or other literary work	2.83	3.12*	2.85	3.04*
Contributing to a serious discussion in Humanities, Philosophy, Religion or culture of another era or country	2.75	3.16*	2.80	3.15*
Creating a painting, sculpture or other work of visual art	2.30	2.52*	2.27	2.42*
Performing in or creating a work of drama, music or dance	2.18	2.30	2.12	2.21

* Significant difference from Entering to Graduating at Alpha = 0.05

Lifelong Learning

In the area of Lifelong learning, students were asked which Lifelong learning activities they anticipated participating in following graduation. Mean gains in the four learning activities from Entering Student Survey to Graduating Student Survey were about the same this year as last year (+0.25 to +0.44).

Table 20
Lifelong Learning

Lifelong Learning	2005/06		2006/07	
Which of the following life-long learning activities will you participate in following graduation? (5-point scale).	Entering Mean	Graduating Mean	Entering Mean	Graduating Mean
Continuing Education	4.25	4.54*	3.98	4.31*
Enrolling in college or personal enrichment classes	3.76	4.10*	3.59	4.03*
Attending lectures and seminars	3.27	3.66*	3.27	3.60*
Attending conferences related to personal, intellectual or career development	3.47	3.67*	3.49	3.74*

* Significant difference from Entering to Graduating at Alpha = 0.05

Table 21 displays the five largest mean differences in the area of education outcomes between the Graduating Student Survey and Entering Student Survey, while Table 22 displays the five smallest mean differences between the two surveys.

The greatest individual improvement was in the category "Statistical Tools" where graduating students scored a 0.59 point improvement over the entering students.

Table 21
Education Outcomes Largest Change

Please rate your competency in the following skill areas (5-point scale).	2006/07 Entering Mean	2006/07 Graduating Mean	Difference
Statistical Tools	2.84	3.43	+0.59*
Voting	3.44	3.91	+0.47*
Graphics	2.70	3.17	+0.47*
Spreadsheet, Financial Analysis	3.07	3.53	+0.46*
Database Management	2.82	3.27	+0.45*

Significant difference from Entering to Graduating at Alpha = 0.05

Twenty nine of the thirty areas resulted in a statistically significant increase in mean scores from the "Entering Student Survey" to the "Graduating Student Survey." The lone exception was "Performing in or creating a work of drama, music or dance" which only had a mean difference of 0.09.

Table 22
Education Outcomes Smallest Change

Please rate your competency in the following skill areas (5-point scale).	2006/07 Entering Mean	2006/07 Graduating Mean	Difference
Reading a classical novel or other literary work	2.85	3.04	+0.19*
E-mail	4.53	4.69	+0.16*
Internet	4.54	4.69	+0.15*
Creating a painting, sculpture or other work of visual art	2.27	2.42	+0.15*
Performing in or creating a work of drama, music or dance	2.12	2.21	+0.09

Significant difference from Entering to Graduating at Alpha = 0.05

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 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 "Ethical Understanding and Behavior", "Courses in Your Major Area"," Communications/Speech" "Humanities", "Social and Behavioral Science" and "Composition/Writing". All six areas scoring approximately a 6 on the 7-point rating scale. Students believe they were less well prepared for "Employment after SPC" (5.56). Nevertheless, students gave all areas of preparedness ratings above 5.56 on a 7-point scale, which indicates that they are well satisfied with the preparation they received in all these academic areas.

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 five representing the highest possible rating and one 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 "Computer and Technology Competency" showed the largest overall improvement from the Entering Student Survey to the Graduating Student Survey

Ninety-eight percent of our students would recommend the College to others. Seventy-one percent of our students were fully satisfied with the educational goals they achieved while at the College and another twenty-eight 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.

Contact Information

Please address any questions or comments regarding this evaluation to:

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Appendix: Graduating Student Survey

Graduating Student Survey

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

---

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

   Select: ▢

---

2. Age: (Optional)

   Select: ▢

---

3. Gender: (Optional)

   Select: ▢

---

4. Ethnicity: (Optional)

   Select: ▢

---

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

   Select: ▢

---

6. Would you recommend SPC to others?

   Select: ▢

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7. Do you plan to attend another college?

Select: ▪

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

Select: ▪

Other:

9. Do you plan to enter the military?

Select: ▪

10. What is your employment status?

Select: ▪

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

Select: ▪

12. Which award are you applying for?

Select: ▪

Other:

13. While at SPC did you receive assistance from any of the following governmental programs?

Select: ▪

14. **College Preparation**
Please tell us how well you believe SPC has prepared you in each of the following areas:

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Reading

Select: ▪

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15. Composition/Writing

Select: ▪

---

16. Communication/Speech

Select: ▪

---

17. Computer Competency

Select: ▪

---

18. Ethical Understanding and Behavior

Select: ▪

---

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

Select: ▪

---

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

Select: ▪

---

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

Select: ▪

---

22. Mathematics

Select: ▪

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23. Courses in your major area

Select: ▢

---

24. Courses in a four-year program

Select: ▢

---

25. Employment after SPC

Select: ▢

---

26. Life-long Learning

Select: ▢

---

27. # Computer and Technology Competency
Please rate your competency in the following computer skill areas.
Word Processing

Select: ▢

---

28. Spreadsheet, Financial Analysis

Select: ▢

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29. Database Management

Select: ▢

---

30. E-mail

Select: ▢

---

31. Internet

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Select:

---

32. Statistical Tools

Select:

---

33. Graphics

Select:

---

34. Web Management

Select:

---

35. Personal Management Tools (i.e. calendars, contacts, checkbooks etc.)

Select:

---

36. **Informed and Responsible Citizens**
In what activities do you currently participate?
Voting

Select:

---

37. Attending community forums or groups

Select:

---

38. Attending political action or other type meetings

Select:

---

39. Attending homeowner's association meetings

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Select: ▪

---

40. Participating in community service activities

Select: ▪

---

41. Maintaining current knowledge of American Government and the political process

Select: ▪

---

42. Volunteering for work with charitable organizations

Select: ▪

---

43. Participating in campaigns or forums

Select: ▪

---

44. Participating with family or friends in serious discussions on social, economic or political issues

Select: ▪

---

45. Reading newspapers, magazines, books or material related to social, economic or political issues

Select: ▪

---

46. Watch TV programs on social, economic or political issues

Select: ▪

---

47. **Fine Arts and Humanities**

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In which of the following activities do you participate?
Attend a concert, dance performance or live drama

Select: ▫

---

48. Visiting an art museum or show of ancient artifacts

Select: ▫

---

49. Reading a classical novel or other literary work

Select: ▫

---

50. Contributing to a serious discussion in Humanities, Philosophy, Religion or culture of another era or country

Select: ▫

---

51. Creating a painting, sculpture or other work of visual art

Select: ▫

---

52. Performing in or creating a work of drama, music or dance

Select: ▫

---

53. ## Life-long Learning
Which of the following life-long learning activities will you participate in following graduation?
Continuing Education

Select: ▫

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54. Enrolling in college or personal enrichment classes

Select: ▫

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55. Attending lectures and seminars

Select: ▢

---

56. Attending conferences related to personal, intellectual or career development

Select: ▢

If you have any questions or comments about this survey, please contact Jerry Dyer at
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