2009-10
Graduating Student Survey Report

Department of Academic Effectiveness and Assessment

St. Petersburg College

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Graduating Student Survey Report Produced by

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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 on-going 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). The GSS was available to students applying for graduation on-line during all three terms of academic year 2009/10. Five hundred and five students completed the survey.

Student Demographic and Academic Information
The demographic profile and academic background of the 505 survey respondents (N) to the Graduating Student Survey are summarized below:

- ☐ The largest age category for survey participants was "20 – 24" (27.6%), while almost half (49.8%) of survey respondents were '30 and older.' The percentage of students '30 and older' was over thirty percent (32.4%) at the end of the fall 2008 semester [Source: 2009-10 Factbook, Table 22].
- ☐ Over two-thirds (68.0%) of the survey respondents were female. This is slightly higher than the percentage of actual female completers (63.1%) for 2008/09 [Source: 2009-10 Factbook, Table 29]
- ☐ Seventy-one percent of the respondents listed their ethnicity as "White". Twelve percent (12.4%) of the responding students listed "Black/ Non-Hispanic" as their ethnicity and eight percent (7.6%) listed "Hispanic". These percentages were similar to actual completers for 2008/09.
- ☐ Nearly half (46.5%) of the respondents indicated that they enrolled in the college to pursue an associate of arts degree. Twenty-five percent (24.8%) of the students reported completing a bachelor program, twenty-two percent (21.7%) completing associate of science program and seven percent (6.9%) a certificate program as their reason for enrolling at SPC.
- ☐ Over two-thirds (70.9%) of respondents stated that they "Fully" achieved their educational goal while at the College. An additional twenty-eight percent (28.3%) "Somewhat" achieved their goal.
- ☐ Over half (58.6%) of respondents 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 (24.5%). The next highest selected institution was the SPC Baccalaureate Program with 8% of the survey respondents.
- ☐ About five percent of graduates plan to join the military.
- ☐ Seventy-three percent of the responding graduates were working while they pursued their education at SPC, while thirty-two percent were employed forty hours per week or more. Fifty-three percent are working in areas associated with their studies.

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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 "Communications/Speech" with a 6.25 rating on a 7-point scale. Students believe they were less well prepared for "Employment after SPC" (5.43). Nevertheless, students gave all areas of preparedness ratings above 5.42 on a 7-point scale, surpassing the College's criterion of five or higher on a 7-point rating scale.

Eight of the thirteen areas showed increases from the previous year, while one area had no change and the remaining four areas had a decrease.

Assistance Utilization

When asked the question "Did you receive any assistance to help you attend SPC from any of these programs?" almost three percent (2.8%) received assistance from "English as a Second Language", one percent (1.0%) received assistance from "Wages," nearly one percent (0.8%) received assistance from "Workforce Investment Act," and over four percent (4.4%) received assistance from "Vocational Rehab." A total of nine percent (9.0%) of responding graduates received support from these programs during the 2009/10 academic year.

SPC Recommendation

Ninety-eight percent of respondents stated that they would recommend the College to others, while two percent stated that they would not.

Educational Outcomes

The Educational Outcomes Questionnaire was administered as part of the Graduating Student Survey. This year five-hundred and five 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", "Informed and Responsible Citizens", "Fine Arts and Humanities", and "Lifelong Learning" and then compare their responses to those of the prior year.

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 if the changes in the means between the 2008-09 and the 2009-10 Graduating Student Surveys were significant. Of the thirty categories four of the mean scores were significantly different at an alpha of .05. "Computer and Technology Competency" questions as a group exhibited the largest improvement.

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

- ☐ Six of the nine skill areas displayed mean increases, and two showed slight decreases between the 2008-09 and 2009-10 Graduating Student Surveys.
- ☐ The highest increase in the area of Computer and Technology Competency was "Database Management" (+0.11).

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

☐ Three of the eleven skill areas displayed mean increases, and eight showed declines between the 2008-09 and 2009-10 Graduating Student Surveys.
☐ The highest increase in the area of Informed and Responsible Citizens was "Volunteering for work with charitable organizations" (+0.14).

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

☐ Five skill areas displayed a mean decrease between the 2008-09 and 2009-10 Graduating Student Surveys, and one area showed no change from the prior year.
☐ The skill area of "Contributing to a serious discussion in Humanities, Philosophy, Religion or culture of another era or country" had the largest mean decrease (-.08) of the six skill areas.

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

☐ All four skill areas displayed mean decreases between the 2008-09 and 2009-10 Graduating Student Surveys.
☐ The highest decrease in the area of Lifelong Learning was "Continuing Education" (+0.15).

Conclusion
The educational experience at the College has changed students' behavior and competencies. The perceived level of proficiency in "Computer Skills" is an example 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 and globally, while retaining leadership as a comprehensive, sustainable, multi-campus postsecondary institution and as a creative partner with students, communities, and other educational institutions to deliver rich 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 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 39 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 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 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 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 through 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.
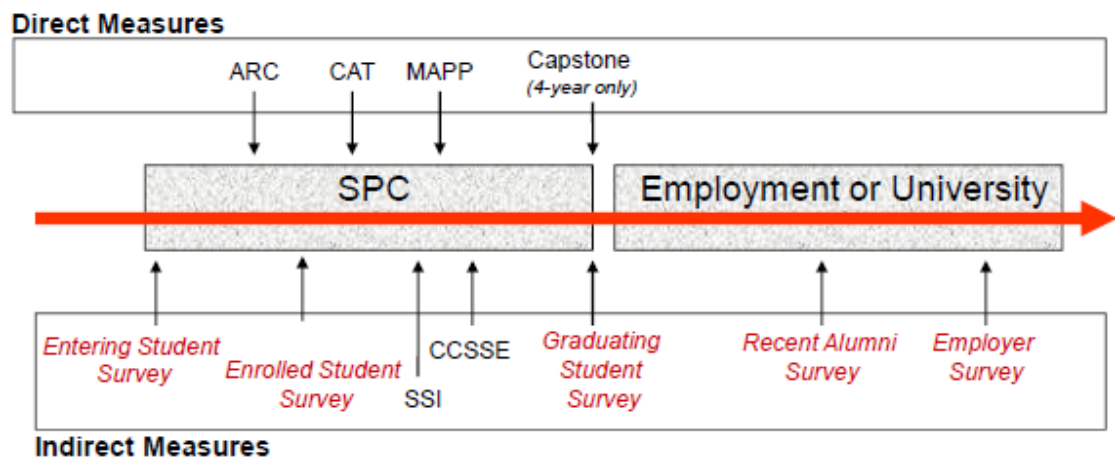
Direct Measures

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 2009/10. Five hundred five 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 505 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" (27.6%), while almost half (49.8%) of survey respondents were '30 and older.' The percentage of students '30 and older' was over thirty percent (32.4%) at the end of the fall 2008 semester [Source: 2009-10 Factbook, Table 22].

Table 1
Age

Age: (Optional)	N	%
19 and under	18	3.7
20 - 24	134	27.6
25 - 29	92	18.9
30 - 39	114	23.5
40 - 49	83	17.1
50 - 59	43	8.8
60 and over	2	0.4
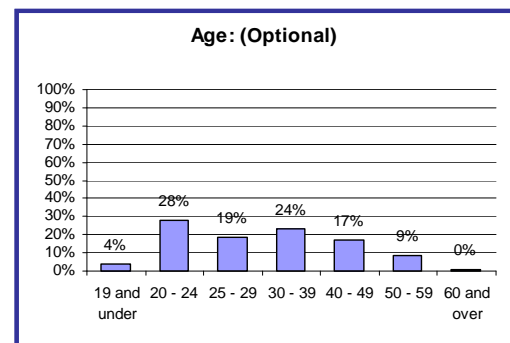
Figure 2: Age

Gender
Over two-thirds (68.0%) of the survey respondents were female. This is slightly higher than the percentage of actual female completers (63.1%) for 2008/09 [Source: 2009-10 Factbook, Table 29] and, as such, may impact the reported results.

Table 2
Gender

Gender: (Optional)	N	%
Male	157	32.0
Female	333	68.0
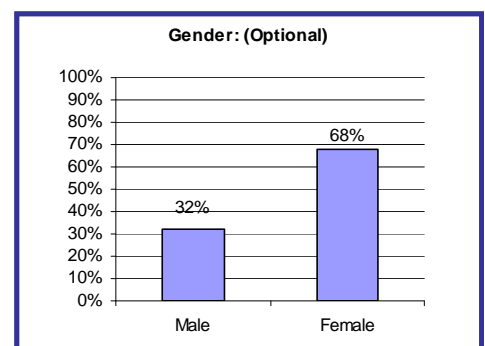
Figure 3: Gender

Primary Campus

Almost a quarter (24.2%) of the respondents selected *St. Pete-Gibbs* as their primary campus. The next largest percent of responses was the *Clearwater* campus with 19.4%, and *eCampus* and the *Health Center* with 19.2% and 15.8% 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	122	24.2
Clearwater	98	19.4
eCampus	97	19.2
Health Center	80	15.8
Tarpon Springs	65	12.9
Seminole	23	4.5
Other or all	12	2.4
SPC Downtown	4	0.8
Allstate Center	4	0.8
SPC Mid-town	0	0.0
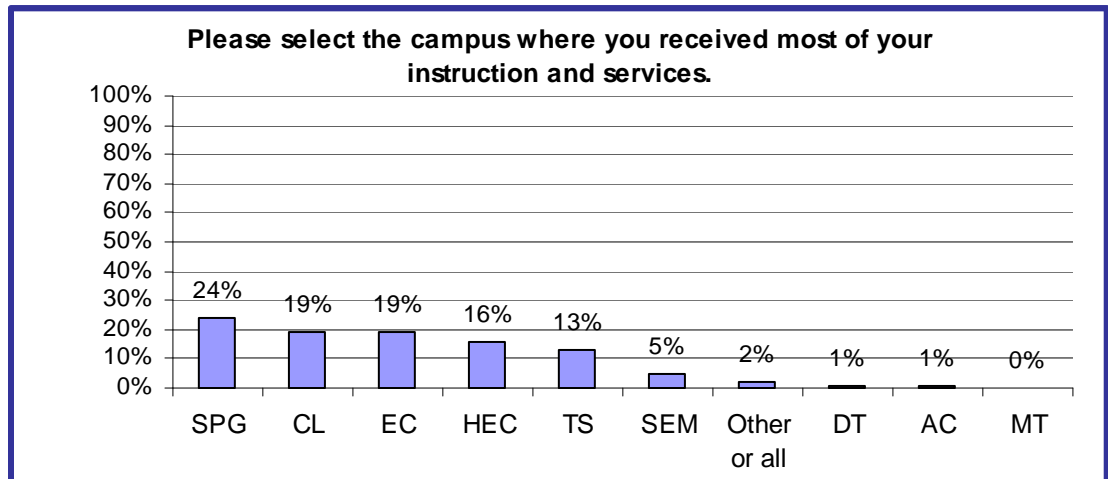
Figure 4: Primary Campus

Ethnicity

Seventy-one percent of the respondents (71.1%) listed their ethnicity as "White". Twelve percent (12.4%) of the responding students listed "Black/ Non-Hispanic" as their ethnicity and eight percent (7.6%) listed "Hispanic". These percentages were similar to actual completers for 2008/09 [Source: 2009-10 Factbook, Table 29].

Table 4
Ethnicity

Ethnicity: (Optional)	N	%
Alaskan Native/ American Indian	8	1.7
Asian Pacific Islander	21	4.3
Black/ Non-Hispanic	60	12.4
Hispanic	37	7.6
White	344	71.1
Other/ undisclosed	14	2.9
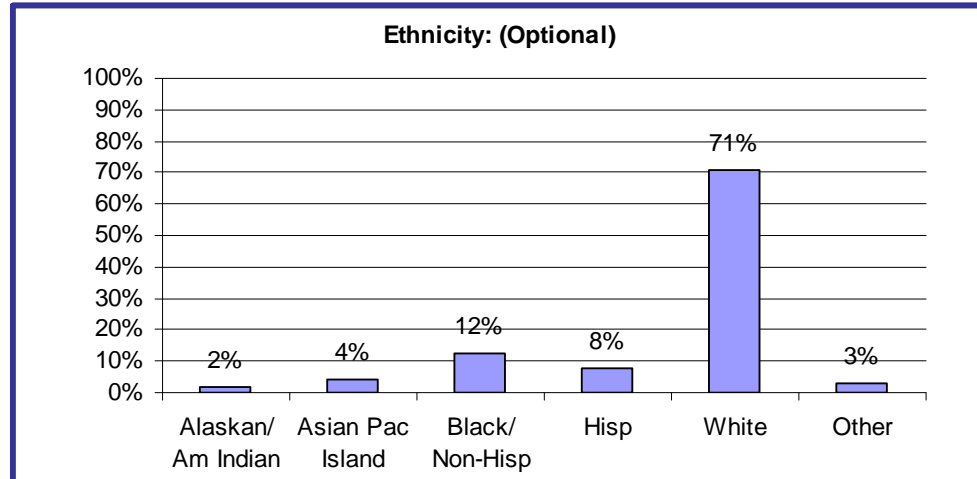
Figure 5: Ethnicity

Degree Type

Nearly half (46.5%) of the respondents indicated that they enrolled in the college to pursue an associate of arts degree. Twenty-five percent (24.8%) of the students reported completing a bachelor program, twenty-two percent (21.7%) completing associate of science program and seven percent (6.9%) 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	34	6.9
A.S. or A.A.S. Degree	107	21.7
Associate in Arts Degree	229	46.5
Baccalaureate	122	24.8

Which award are you applying for?
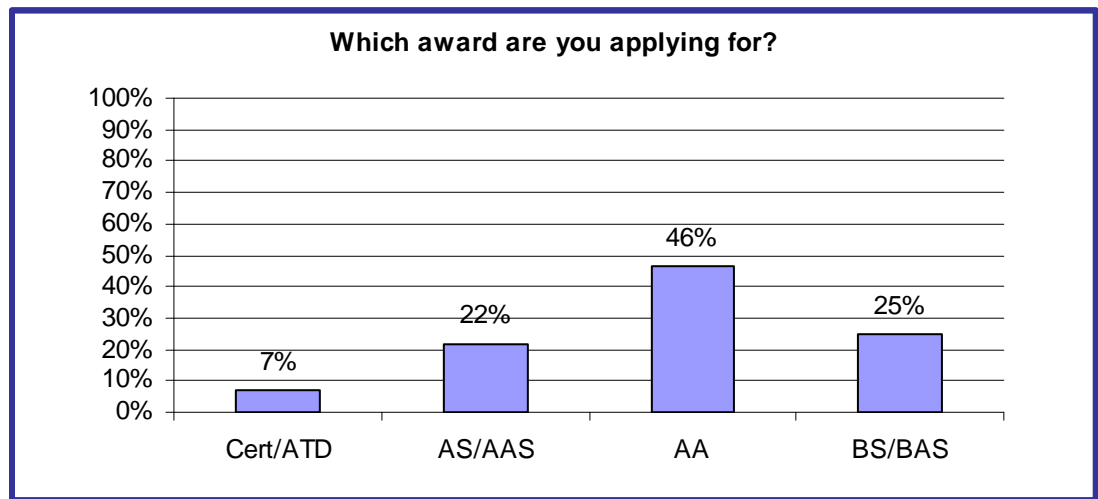
Figure 6: Degree Type

Achieve Goal

Over two-thirds (70.9%) of respondents stated that they "Fully" achieved their educational goal while at the College. An additional twenty-eight percent (28.3%) "Somewhat" achieved their goal.

Table 6
Achieve Goal

Did you achieve your educational goal while attending SPC?	N	%
Fully	358	70.9%
Somewhat	143	28.3%
Not al all	4	0.8%
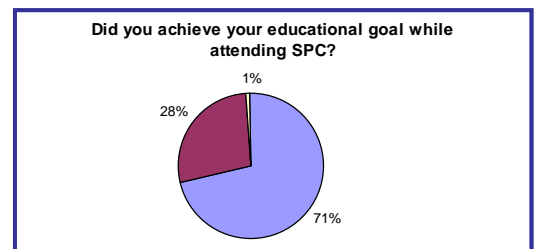
Figure 15: Achieve Goal

Military after Graduating

Approximately five percent (4.6%) of survey respondents plan on entering the military after graduating.

Table 7
Military after Graduating

Do you plan to enter the military?		
	N	%
Yes	23	4.6
No	482	95.5

Employment Status

The majority of students responding (73.3%) were working while they pursued they education at SPC, while thirty-nine percent (32.5%) were employed forty hours per week or more.

Table 8
Working Status

What is your employment status?		
	N	%
Not employed	135	26.7
15 or fewer hours per week	54	10.7
16 to 30 hours per week	95	18.8
31 to 39 hours per week	57	11.3
40 or more hours per week	164	32.5
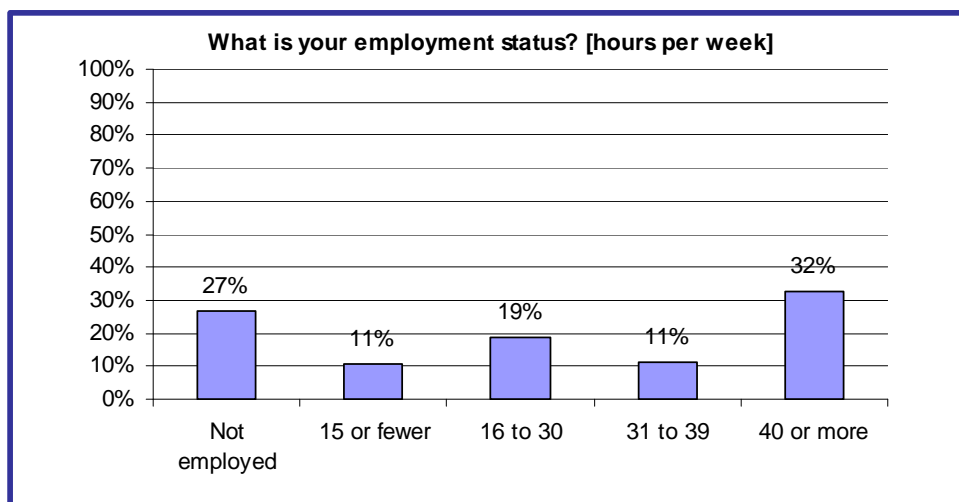
Figure 7: Employment Status

Employment Related to Studies

Over half (52.9%) 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	177	47.1
Yes	199	52.9
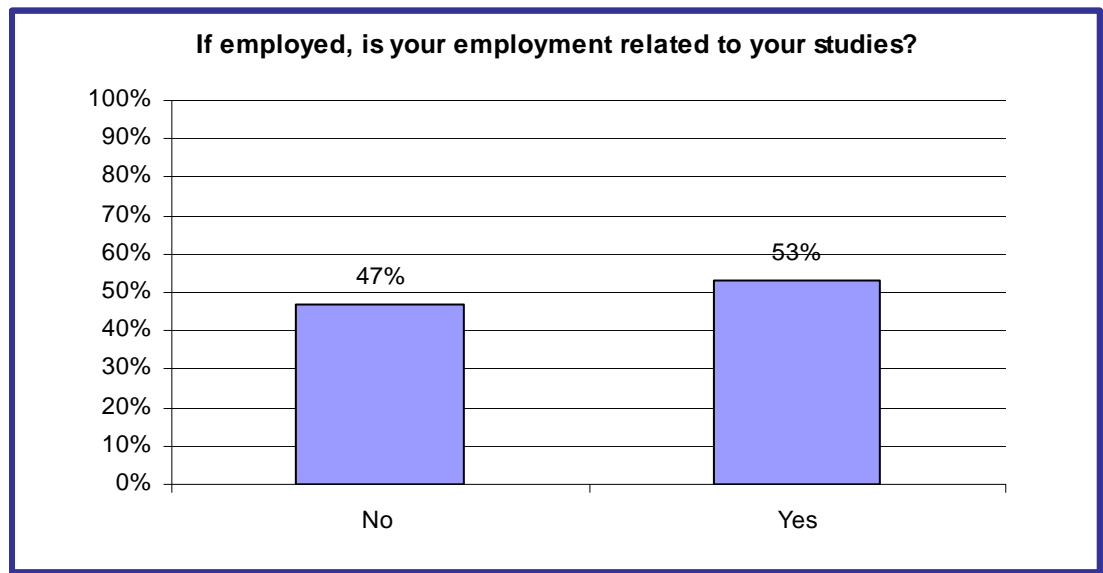
Figure 8: Employment Related Studies

Continuing Education

Over half (58.6%) of respondents indicated that they planned to continue their education.

Table 10
Continuing Education

Do you plan to attend another college?		
	N	%
Not Continuing	206	41.4
Continuing Education	292	58.6

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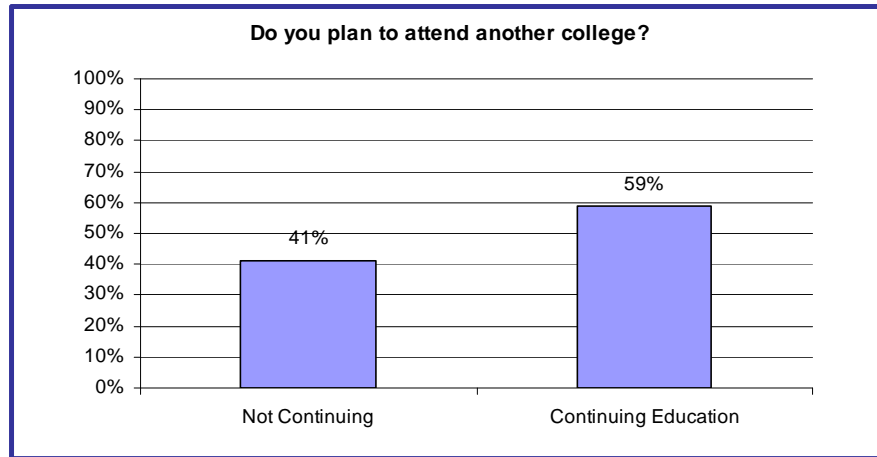
Figure 9: Continuing Education

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 (24.5%). The next highest institution was SPC Baccalaureate Program with nine percent (8.4%) 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	120	24.5
SPC Baccalaureate Program	41	8.4
Private university or college in Florida	19	3.9
SPC University Partnership	16	3.3
Other	16	3.3
Public University or college outside of Florida	14	2.9
Florida State University	14	2.9
University of Florida	12	2.5
University of Central Florida	11	2.3
Private university or college outside of Florida	11	2.3
Florida public university or college not listed	9	1.8
Other Community College	3	0.6

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. Students believe that their education has best prepared them in "Communications/Speech" with a 6.25 rating on a 7-point scale.

The next six preparation areas had means of a six or greater which indicates that students believe they are also well prepared in these areas. Students believe they were less well prepared for "Employment after SPC" (5.43).

Nevertheless, students gave all areas of preparedness ratings above 5.42 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.
Communications/Speech	6.25	1.30
Courses in Your Major Area	6.17	1.21
Ethical Understanding and Behavior	6.09	1.24
Humanities	6.05	1.16
Courses in a Four-Year Program	6.02	1.32
Composition/Writing	6.01	1.23
Social and Behavioral Sciences	6.00	1.16
Reading	5.87	1.27
Life-Long Learning	5.87	1.26
Natural Sciences	5.78	1.33
Computer Competency	5.76	1.32
Mathematics	5.76	1.27
Employment After SPC	5.43	1.60

Table 13 compares student ratings from the current year's survey (2009/10) with the previous year's survey (2008/09). Eight of the thirteen areas showed increases from the previous year, while one area exhibited no change, and the remaining four areas displayed a decrease.

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:	2008/09	2009/10	
	Mean	Mean	Difference
Courses in Your Major Area	6.09	6.17	0.08
Composition/Writing	5.94	6.01	0.07
Communications/Speech	6.20	6.25	0.05
Mathematics	5.72	5.76	0.04
Courses in a Four-Year Program	5.98	6.02	0.04
Ethical Understanding and Behavior	6.06	6.09	0.03
Humanities	6.02	6.05	0.03
Social and Behavioral Sciences	5.98	6.00	0.02
Natural Sciences	5.78	5.78	0.00
Reading	5.89	5.87	-0.02
Computer Competency	5.82	5.76	-0.06
Employment After SPC	5.53	5.43	-0.10
Life-Long Learning	6.05	5.87	-0.18

Table 14 table displays the ratings of the preparedness areas for the last six years. Ratings are fairly consistent from year-to-year with an overall mean the same as last year.

Table 14
Satisfaction with Preparedness by Academic Year

Satisfaction Mean Differences	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Communications/Speech	6.00	6.08	6.01	6.11	6.20	6.25
Composition/Writing	6.02	6.13	5.97	5.93	5.94	6.01
Computer Competency	5.83	6.01	5.70	5.75	5.82	5.76
Courses in a Four-Year Program	5.80	5.82	5.82	5.87	5.98	6.02
Courses in Your Major Area	6.09	6.08	6.03	6.10	6.09	6.17
Employment After SPC	5.59	5.60	5.56	5.59	5.53	5.43
Ethical Understanding and Behavior	6.00	6.14	6.04	6.03	6.06	6.09
Humanities	6.15	6.24	5.99	6.04	6.02	6.05
Life-Long Learning	6.02	6.06	5.88	6.00	6.05	5.87
Mathematics	5.78	5.84	5.65	5.79	5.72	5.76
Natural Sciences	5.84	5.92	5.81	5.81	5.78	5.78
Reading	6.04	6.10	5.89	5.84	5.89	5.87
Social and Behavioral Sciences	5.95	6.16	5.97	5.95	5.98	6.00
Overall Mean	**5.93**	**6.01**	**5.87**	**5.91**	**5.93**	**5.93**

Assistance Utilization

When asked the question "Did you receive any assistance to help you attend SPC from any of these programs?" almost three percent (2.8%) received assistance from "English as a Second Language", one percent (1.0%) received assistance from "Wages", nearly one percent (0.8%) received assistance from "Workforce Investment Act", and over four percent (4.4%) received assistance from "Vocational Rehab". A total of nine percent (9.0%) of responding graduates received support from these programs during the 2009/10 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	14	2.8%
Wages	5	1.0%
Title 1 Workforce Investment Act	4	0.8%
Vocational Rehab	22	4.4%

SPC Recommendation

Ninety-eight percent of respondents (98.0%) stated that they would recommend the College to others, while two percent (2.0%) stated that they would not.

Table 16
SPC Recommendation

Would you recommend SPC to others?		
	N	%
No	10	2.0%
Yes	495	98.0%

Educational Outcomes

The Educational Outcomes Questionnaire was administered as part of the Graduating Student Survey in 2009-10. This year five-hundred five graduating students completed the questionnaire. The primary purpose of the questionnaire was to evaluate the habits, practices and/or knowledge of graduating 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 those of the prior year. 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 mean scores between the 2008-09 and the 2009-10 Graduating Student Surveys were significant. Of the thirty categories, four of the mean scores were significantly different at an alpha of .05. "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. Seven of the nine skill areas displayed mean increases, and two showed slight decreases between the 2008-09 and 2009-10 Graduating Student Surveys. The highest increase in the area of Computer and Technology Competency was "Database Management" (+0.11).

Table 17
Computer and Technology Competency

Computer and Technology Competency	Graduating Student Survey Mean Scores		
Please rate your competency in the following skill areas (5-point scale).	2008/09	2009/10	% Difference
Word Processing	4.44	4.43	-0.01
Spreadsheet, Financial Analysis	3.55	3.61	0.06
Database Management	3.22	3.33	0.11
E-mail	4.63	4.63	0.00
Internet	4.64	4.62	-0.02
Statistical Tools	3.44	3.54	0.10
Graphics	3.17	3.22	0.05
Web Management	2.91	3.01	0.10
Personal Management Tools	4.07	4.13	0.06

Informed and Responsible Citizens

In the area of Informed and Responsible Citizens, students were asked in which activities they currently participate. Three of the eleven skill areas displayed mean increases, and while the rest showed declines between the 2008-09 and 2009-10 Graduating Student Surveys. The highest increase in the area of Informed and Responsible Citizens was "Volunteering for work with charitable organizations" (+0.14).

Table 18
Informed and Responsible Citizens

Informed and Responsible Citizens	Graduating Student Survey Mean Scores		
In what activities do you currently participate? (5-point scale).	2008/09	2009/10	% Difference
Voting	3.89	3.83	-0.06
Attending community forums or groups	2.57	2.54	-0.03
Attending political action or other type meetings	2.17	2.15	-0.02
Attending homeowner's association meetings	1.74	1.69	-0.05
Participating in community service activities	2.84	2.88	0.04
Maintaining current knowledge of American Government and the political process	3.58	3.46	-0.12
Volunteering for work with charitable organizations	2.90	3.04	0.14
Participating in campaigns or forums	1.89	1.92	0.03
Participating with family or friends in serious discussions on social, economic or political issues	3.55	3.50	-0.05
Reading newspapers, magazines, books or material related to social, economic or political issues	3.79	3.74	-0.05
Watch TV programs on social, economic or political issues	3.70	3.53	-0.17

Fine Arts and Humanities

In the area of Fine Arts and Humanities, students were asked in which activities they planned on participating. Of the six skill areas, five displayed a mean decrease between the 2008-09 and 2009-10 Graduating Student Surveys while one area showed no change from last year. The skill area of "Contributing to a serious discussion in Humanities, Philosophy, Religion or culture of another era or country" had the largest mean decrease (-0.08) of the five declining skill areas.

Table 19
Fine Arts and Humanities

Fine Arts and Humanities In which of the following activities do you participate? (5-point scale).	Graduating Student Survey Mean Scores		
	2008/09	2009/10	% Difference
Attend a concert, dance performance or live drama	3.33	3.29	-0.04
Visiting an art museum or show of ancient artifacts	3.10	3.05	-0.05
Reading a classical novel or other literary work	3.00	2.99	-0.01
Contributing to a serious discussion in Humanities, Philosophy, Religion or culture of another era or country	3.13	3.05	-0.08
Creating a painting, sculpture or other work of visual art	2.28	2.27	-0.01
Performing in or creating a work of drama, music or dance	2.10	2.10	0.00

Lifelong Learning

In the area of Lifelong Learning, students were asked which lifelong learning activities they anticipated participating in following graduation. All four skill areas displayed mean decreases between the 2008-09 and 2009-10 Graduating Student Surveys. The highest mean decrease in the area of Lifelong Learning was "Continuing Education" (-0.15).

Table 20
Lifelong Learning

Lifelong Learning Which of the following life-long learning activities will you participate in following graduation? (5-point scale).	Graduating Student Survey Mean Scores		
	2008/09	2009/10	% Difference
Continuing Education	4.30	4.15	-0.15
Enrolling in college or personal enrichment classes	3.97	3.83	-0.14
Attending lectures and seminars	3.52	3.50	-0.02
Attending conferences related to personal, intellectual or career development	3.73	3.65	-0.08

Table 21 displays the seven education outcomes areas with the largest mean increases between the 2008-09 and 2009-10 Graduating Student Surveys. The greatest individual improvement was in the category "Volunteering for work with charitable organizations" where graduating students scored a 0.14 point improvement. All six of the remaining outcomes were in the area of Computer and Technology Competency.

Table 21
Education Outcomes with Greatest Improvement

Please rate your competency in the following skill areas (5-point scale).	Graduating Student Survey Mean Scores		
	2008/09	2009-10	Difference
Volunteering for work with charitable organizations	2.90	3.04	0.14
Database management	3.22	3.33	0.11
Statistical tools	3.44	3.54	0.10
Web management	2.91	3.01	0.10
Spreadsheet, Financial Analysis	3.55	3.61	0.06
Personal Management Tools (i.e., calendars, contacts, checkbooks, etc.)	4.07	4.13	0.06
Graphics	3.17	3.22	0.05

Four of the thirty areas resulted in a statistically significant increase in mean scores between the 2008-09 and the 2009-10 Graduating Student Surveys.

Table 22 displays the seven education outcomes areas with highest mean decreases between the 2008-09 and the 2009-10 Graduating Student Surveys. The largest individual decline was in the category "Watch TV programs on social, economic or political issues" where graduating students scored a -0.17.

Table 22
Education Outcomes with Largest Declines

Please rate your competency in the following skill areas (5-point scale).	Graduating Mean		
	2008/09	2009-10	Difference
Watch TV programs on social, economic or political issues	3.70	3.53	-0.17
Continuing Education	4.30	4.15	-0.15
Enrolling in college or personal enrichment classes	3.97	3.83	-0.14
Maintaining current knowledge of American Government and the political process	3.58	3.46	-0.12
Attending conferences related to personal, intellectual or career development	3.73	3.65	-0.08
Contributing to a serious discussion in Humanities, Philosophy, Religion or culture of another era or country	3.13	3.05	-0.08
Voting	3.89	3.83	-0.06

Conclusion

St. Petersburg College (SPC) 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 "Communications/Speech," "Courses in Your Major Area," "Ethical Understanding and Behavior," "Humanities," "Courses in a Four-Year Program," "Composition/Writing," and "Social and Behavioral Sciences." All seven areas scored a 6 or greater on the 7-point rating scale. Students believe they were less well prepared for "Employment after SPC" (5.43). Nevertheless, students gave all areas of preparedness ratings above 5.42 on a 7-point scale, which indicates that they are well satisfied with the preparation they received in all these academic areas.

Graduating students were asked to complete an education outcomes questionnaire and the responses were compared with those of the prior year to gauge how the educational experience at SPC has impacted 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 T-test was used to determine if the changes in the mean scores between the 2008-09 and the 2009-10 Graduating Student Surveys were significant. Of the thirty categories, four of the mean scores were significantly different at an alpha of .05. Of the four defined groupings "Computer and Technology Competency" showed the largest overall improvement between the 2008-09 and 2009-10 Graduating Student Surveys.

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

competencies. The perceived level of proficiency in "Computer Skills" is an example 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:

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:

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:

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:
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: [___]

---

23. Courses in your major area

Select: [___]

---

24. Courses in a four-year program

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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:

29. Database Management

Select:

30. E-mail

Select:

31. Internet

Select:

32. Statistical Tools

Select:

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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

Select:

---

40. Participating in community service activities

Select:

---

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

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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
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

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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: ▢

---

54. Enrolling in college or personal enrichment classes

Select: ▢

---

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 Jesse Coraggio at
coraggio.jesse@spcollege.edu or call (727) 341-3391

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