2014-15
Graduating Student Survey Report

Institutional Research and Effectiveness
St. Petersburg College

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Graduating Student Survey Report Produced by

Institutional Research and Effectiveness

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Table of Contents

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).

In 2010, an overall evaluation of the number and types of questions that students were asked upon graduating from the institution was conducted, resulting in revisions to the GSS. The new GSS is embedded in the graduation application process, and aligned with the Entering Student Survey which was revised in 2008. In an effort to minimize the overall number of questions and reduce duplication, demographic information is no longer being asked within the GSS. The demographic information for the survey was extracted from PeopleSoft, the student database system, as part of the graduation application process. The GSS was available to students applying for graduation on-line during all three terms of academic year 2014-15. Two-thousand, one-hundred and seventeen students completed the survey.

Student Demographic and Academic Information

The demographic profile and academic background of the 2,117 survey respondents (N) to the Graduating Student Survey are summarized below:

☐ The largest age category for survey participants was "20 – 24" (29.5%), while forty-six percent (46.3%) of survey respondents were 30 and older.

☐ Over two-thirds (69.2%) of the survey respondents were female. This is higher than the percentage of actual female completers (61.0%) for 2014-15 [Source: Pulse BI, September 2015].

☐ About seventy percent (69.9%) of the respondents were "White." Eleven percent (11.6%) of the responding students were "Black/Non-Hispanic" and eight percent (8.4%) were "Hispanic." These percentages were similar to actual completers for 2014-15 [Source: Pulse BI, September 2015].

☐ Almost half (46.0%) of the respondents indicated that they were completing an associate of arts degree. About twenty-seven percent (26.6%) of the students reported completing a baccalaureate degree, about nineteen percent (18.5%) an associate of science degree, and almost five percent (4.6%) a certificate program as the degree they are applying for at SPC.

☐ Almost three-quarters (72.9%) of respondents stated that they "Fully" achieved their educational goal while at the College. An additional twenty-seven percent (26.5%) stated that they "Somewhat" achieved their goal.

☐ Almost sixty percent (57.8%) of respondents indicated that they planned to continue their education. Of those continuing their education, most indicated they would be going on to an "In-state public College/University," most

2014-15 Graduating Student Survey Report
Institutional Research and Effectiveness

1

commonly the University of South Florida (26.1%), followed by "SPC Baccalaureate Program" with ten percent (10.3%).
- ☐ Two percent (2.4%) of graduates plan to join the military.
- ☐ Eighty percent (80.0%) of the responding graduates were working while they pursued their education at SPC, while twenty percent (20.3%) were employed forty hours per week or more. More than half (52.5%) are working in areas associated with their studies.

Preparedness

Graduating students were asked to address how well prepared they were in twelve academic areas. Students believe that their education has best prepared them in "Courses in Your Major Area" with a 4.3 rating on a 5-point scale. Students believe they were less prepared for "Employment after SPC" (3.9). Overall, students gave all areas of preparedness ratings above a 3.9 on a 5-point scale, which surpassed the College's criterion of three or higher on a 5-point rating scale.

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

Assistance Utilization

When asked the question "Did you receive any assistance to help you attend SPC from any of these programs?" Two percent (2.1%) received assistance from "Wages", about two percent (1.6%) received assistance from "Vocational Rehab", one percent (1.1%) received assistance from "English as a Second Language", and almost one percent (0.9%) received assistance from "Workforce Investment Act." A total of almost six percent (5.7%) of responding graduates received support from these programs during the 2014-15 academic year.

SPC Recommendation

The majority (97.4%) of respondents stated that they would recommend the College to others.

Student Success

Graduating students were asked to select all the factors that assisted them in achieving student success from a list of thirteen areas. Over half of the students (52.9%) selected 'Career Goal' as a factor that impacted their success. This was followed by 'Job While in College' which was selected by over one-third (34.9%) of the students, and 'Selecting a Major' (27.5%).

Primary Reason for Time Off

When graduating students were asked: "If you took two or more consecutive semesters off from SPC, please indicate the primary reason for doing so," the most often selected reason was "Job responsibilities/schedule", which was selected by almost one-quarter of the students (24.6%). This was followed by "Family responsibilities including childcare," selected by twenty percent (20.0%) of the students.

Educational Outcomes

The Educational Outcomes Questionnaire was administered as part of the Graduating Student Survey. This year two thousand, one-hundred and seventeen graduating students completed the questionnaire.

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

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

A two-tailed T-test was used to determine whether the changes in the means between the 2014-15 Entering Student Survey and the 2014-15 Graduating Student Survey were significant. Of the eleven categories, nine of the mean scores were significantly different at an alpha of .05. Moreover, ten of the questions related to each of the groups exhibited improvements.

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

☐ All three skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2014-15.
☐ The highest mean increase in the area of Computer and Technology Competency was "Using computer software" (+0.4).

In the area of Civic Activities, students were asked in which activities they currently participate.

☐ All three skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2014-15.
☐ The highest mean increase in the area of Civic Activities was "Vote in an Election" (+0.4).

In the area of Humanities Activities, students were asked in which activities they participated.

☐ Two skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2014-15.
☐ The highest mean increase in the area of Humanities Activities was "Visiting an Art Museum" (+0.3).

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

☐ Both skill areas displayed mean increases between the Entering Student Survey and the Graduating Student Survey in 2014-15.
☐ The highest mean increase in the area of Lifelong Learning was "Attend College or Personal Enrichment Classes" (+0.3).

SPC Mission Statement

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

Introduction

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

Institutional Effectiveness

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

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

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

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

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

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

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

☐ Academic Program Assessments include internally and externally developed direct measures for General Education (e.g., Educational Testing Service's Proficiency Profile [formerly MAPP]), 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.
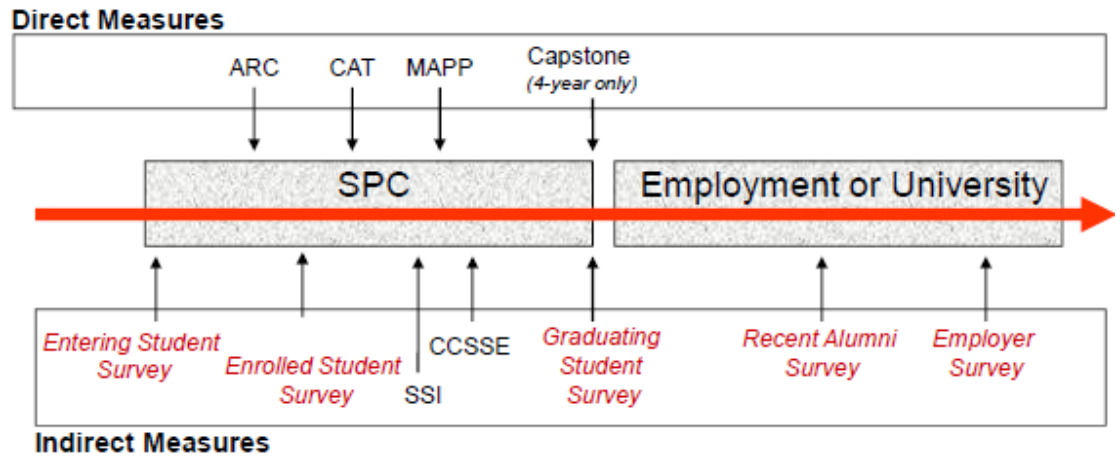
Direct Measures

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 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).

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The survey has seven sections and an appendix:

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

Appendix   Survey Instrument

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

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

Student Demographic and Academic Information

The demographic profile and academic background of the 2,117 survey respondents (N) to the Graduating Student Survey are summarized in the following narrative, tables, and charts.

Age
The largest age category for survey participants was "20 – 24" (29.5%), while forty-six percent (46.3%) of survey respondents were 30 and older.

Table 1
Age

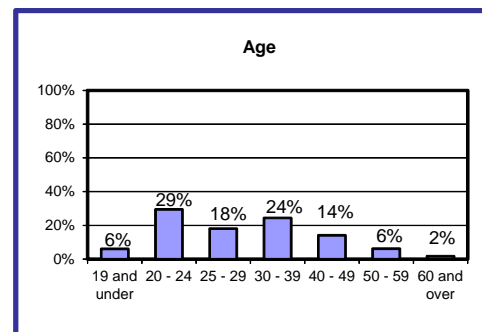| Age	N	%
19 and under	111	6.1%
20 - 24	538	29.5%
25 - 29	329	18.0%
30 - 39	445	24.4%
40 - 49	258	14.1%
50 - 59	113	6.2%
60 and over	30	1.6%

Figure 2: Age

Gender
Over two-thirds (69.2%) of the survey respondents were female. This is higher than the percentage of actual female completers (61.0%) for 2014-15 [Source: Pulse BI, September 2015].

Table 2
Gender

Gender	N	%
Male	546	30.8%
Female	1227	69.2%
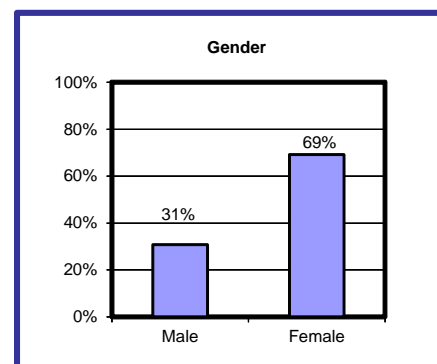
Figure 3: Gender

Primary Campus

Twenty percent (20.1%) of the respondents selected the *St. Pete-Gibbs* campus as their primary campus. The next largest percent of respondents selected *Clearwater*, *eCampus*, and the *Health Education Center* with 19.1%, 18.9%, and 14.9% 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	425	20.1%
Clearwater	405	19.1%
eCampus	400	18.9%
Health Education Center	316	14.9%
Tarpon Springs	314	14.8%
Seminole	182	8.6%
SPC Downtown	45	2.1%
Allstate Center	28	1.3%
SPC Midtown	2	0.1%
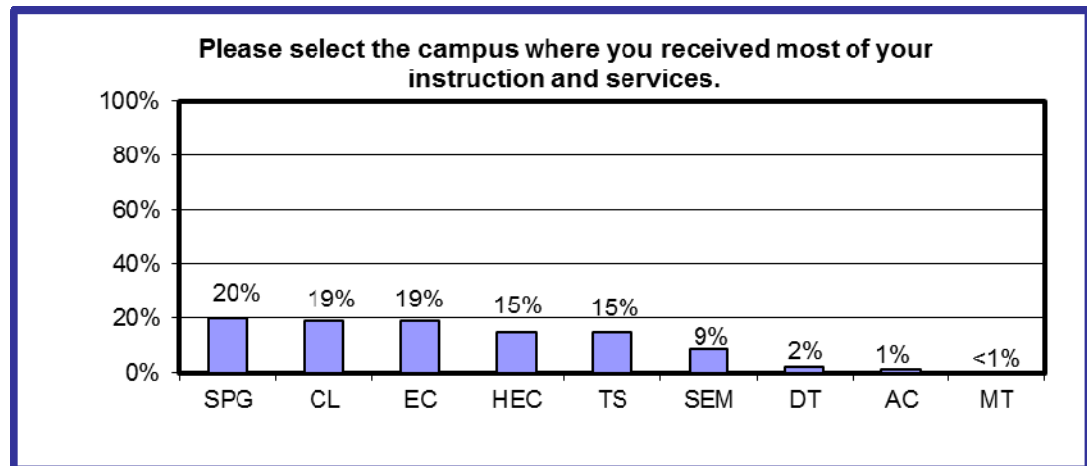
Figure 4: Primary Campus

Ethnicity

About seventy percent (69.9%) of the respondents were "White." Eleven percent (11.6%) of the responding students were "Black/Non-Hispanic" and eight percent (8.4%) were "Hispanic." These percentages were similar to actual completers for 2014-15 [Source: Pulse BI, September 2015].

Table 4
Ethnicity

Ethnicity	N	%
White	1275	69.9%
Black/Non-Hispanic	211	11.6%
Hispanic	153	8.4%
Asian/Pacific Islander	83	4.6%
Other	73	4.0%
Multi	23	1.3%
Alaskan/American Indian	6	0.3%
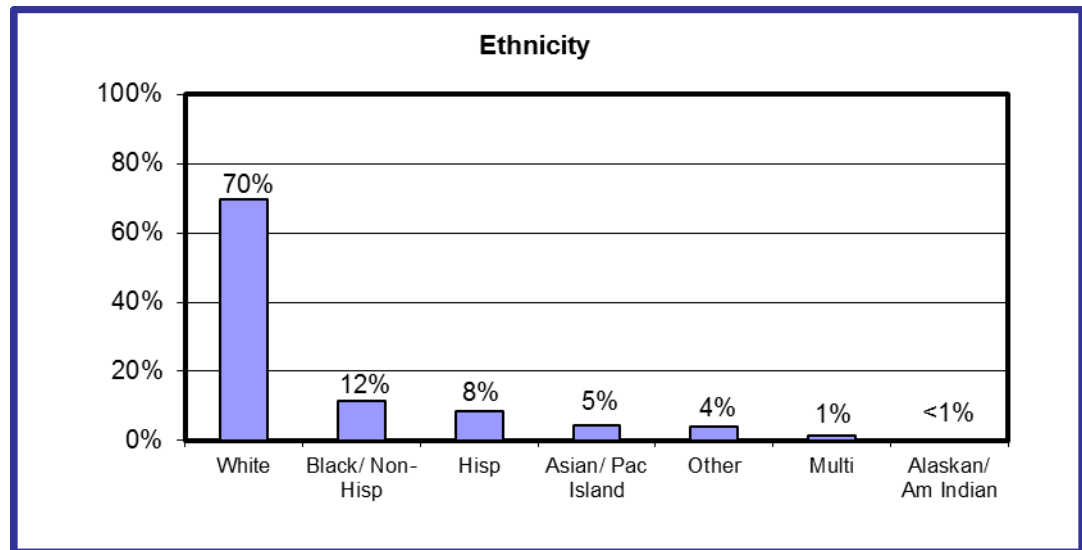
Figure 5: Ethnicity

Degree Type

Almost half (46.0%) of the survey respondents indicated that they were completing an associate in arts degree. Approximately twenty-seven percent (26.6%) of the students reported completing a baccalaureate degree, about nineteen percent (18.5%) an associate of science degree, and almost five percent (4.6%) a certificate program as the degree they are applying for at SPC.

Table 5
Degree Type

Which award are you applying for?	N	%
Associate in Arts Degree	961	46.0%
Baccalaureate	555	26.6%
A.S. or A.A.S. Degree	387	18.5%
Certificate or Technical Diploma	96	4.6%
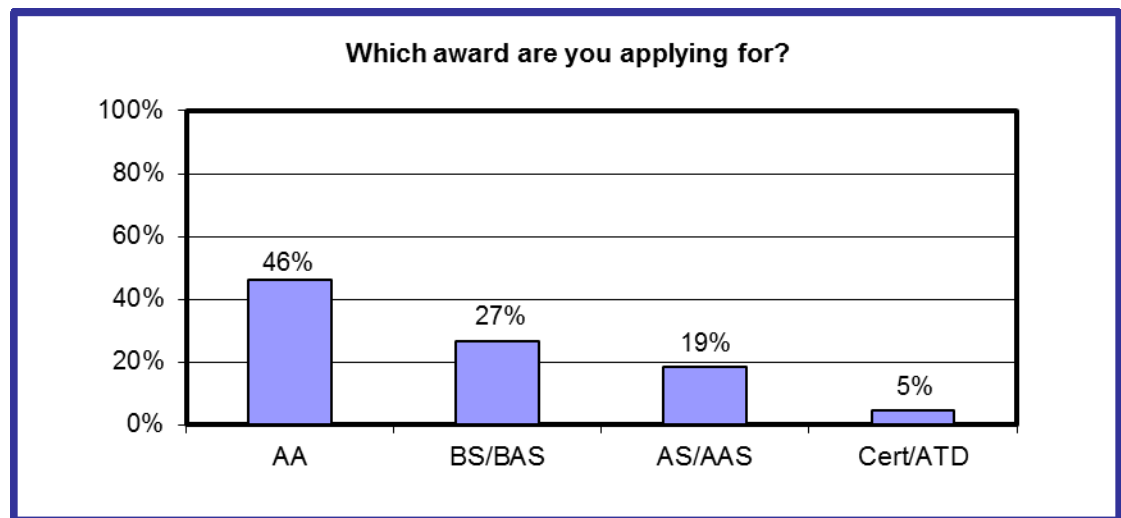
Figure 6: Degree Type

Achieve Goal

Almost three-quarters (72.9%) of respondents stated that they "Fully" achieved their educational goal while at the College. An additional twenty-seven percent (26.5%) stated that they "Somewhat" achieved their goal.

Table 6
Achieve Goal

Did you achieve your educational goal while attending SPC?		
	N	%
Fully	1537	72.9%
Somewhat	558	26.5%
Not at all	12	0.6%
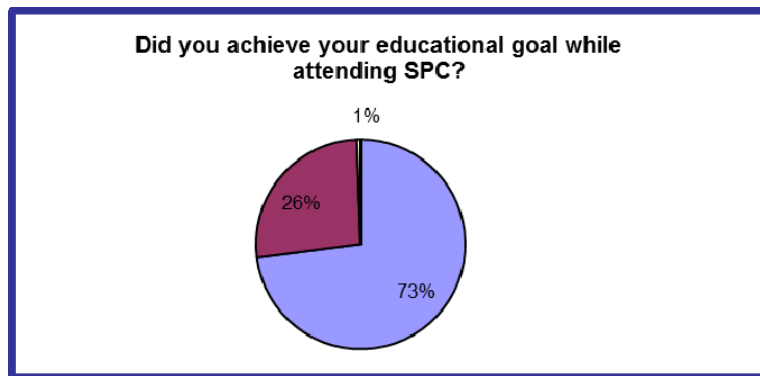
Figure 7: Achieve Goal

Military after Graduating

Two percent (2.4%) of survey respondents plan to enter the military after graduating.

Table 7
Military after Graduating

Do you plan to enter the military?		
	N	%
Yes	51	2.4%
No	2031	97.6%

Employment Status

The majority of student respondents (80.0%) were working while they pursued their education at SPC, while twenty percent (20.3%) were employed more than forty hours per week.

Table 8
Working Status

What is your employment status?	N	%
Not employed	419	20.0%
15 or fewer hours per week	209	10.0%
16 to 30 hours per week	442	21.1%
31 to 40 hours per week	603	28.7%
More than 40 hours per week	426	20.3%
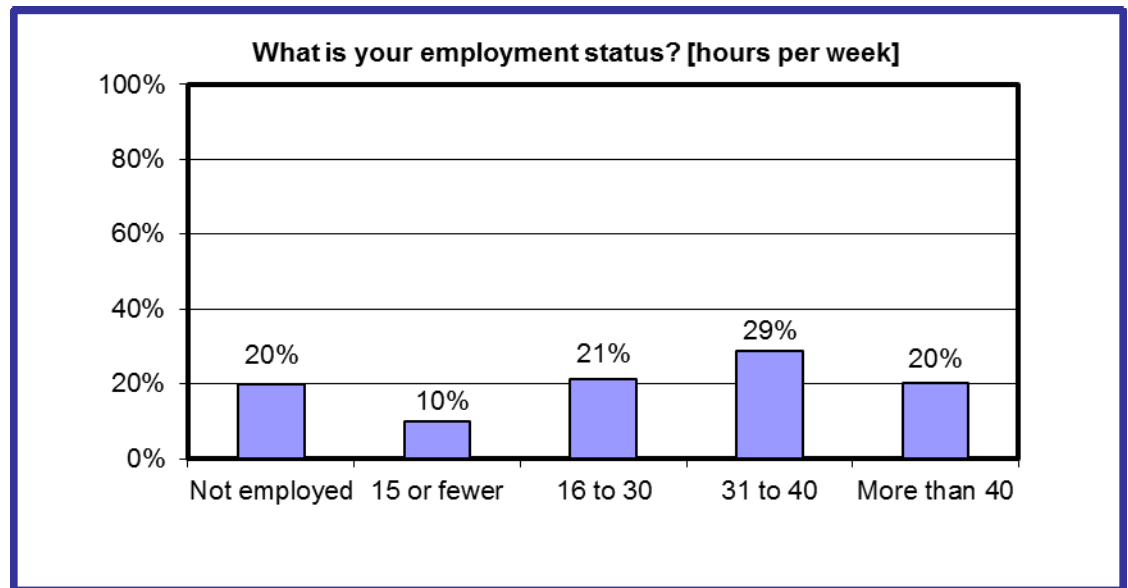
Figure 8: Employment Status

Employment Related to Studies

More than half (52.5%) 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	850	47.5%
Yes	938	52.5%
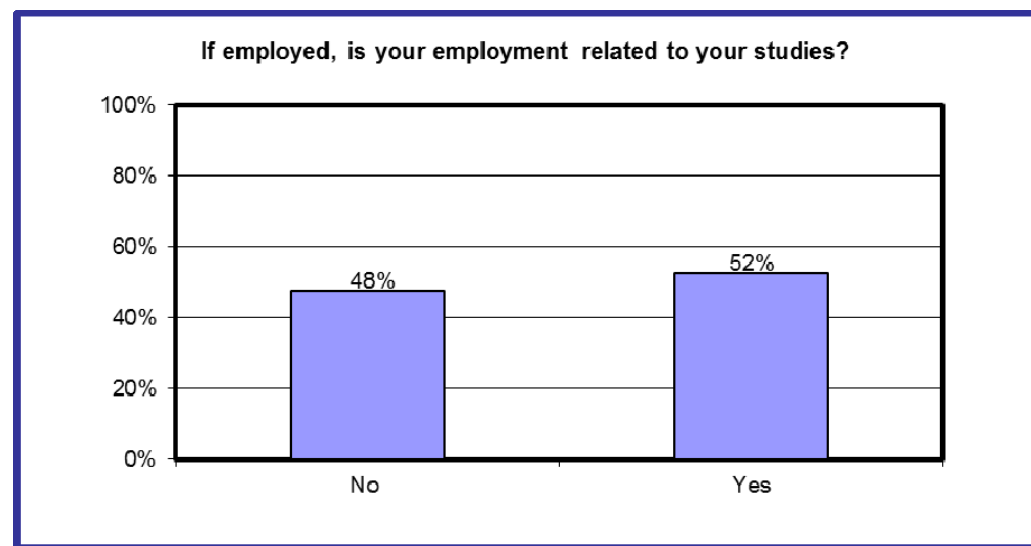
Figure 9: Employment Related to Studies

Continuing Education

Almost sixty percent (57.8%) of respondents indicated that they planned to continue their education.

Table 10
Continuing Education

Do you plan to attend another college?	N	%
Not Continuing	883	42.2%
Continuing Education	1209	57.8%
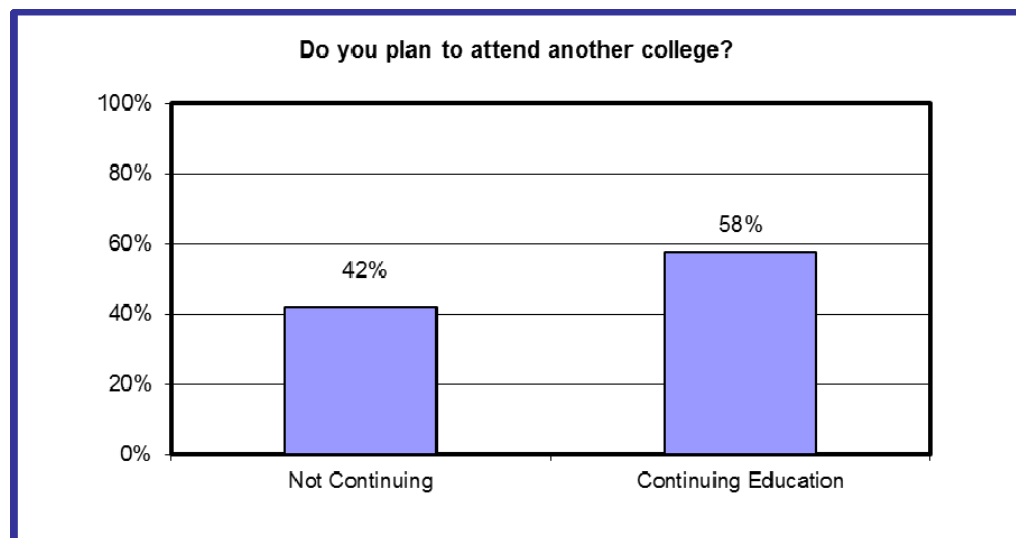
Figure 10: Continuing Education

Next School

Most of the respondents who are continuing their education indicated they would be going on to an "In-state public College/University". The most commonly selected institution was University of South Florida (26.1%), followed by "SPC Baccalaureate Program" with ten percent (10.3%).

Table 11
Next School

If you answered, "Yes" to the above question, what college will you be attending?	N	%
University of South Florida	535	26.1%
SPC Baccalaureate Program	211	10.3%
Other	160	7.8%
University of Central Florida	61	3.0%
University of Florida	61	3.0%
Private university or college in Florida	55	2.7%
Public University or college outside of Florida	41	2.0%
Florida State University	37	1.8%
Florida public university or college not listed	33	1.6%
SPC University Partnership	27	1.3%
Private university or college outside of Florida	16	0.8%
Other Community College	7	0.3%

Preparedness

Graduating students were asked to address how well prepared they were in twelve academic areas. Table 12 lists each of the twelve areas, in descending order, by mean level of perceived preparedness. Students believe that their education has best prepared them in "Courses in Your Major Area" with a 4.3 rating on a 5-point scale.

The next nine preparation areas had means of four or greater which suggests that students believe they are well prepared in these areas. Students believe they were least prepared for "Employment after SPC" (3.9).

Overall, students gave all areas of preparedness ratings above 3.9 on a 5-point scale, which surpassed the College's criterion of three or higher on a 5-point rating scale.

Table 12
Satisfaction with Preparedness

Please tell us how well you believe SPC has prepared you in each of the following areas:	Mean	St. Dev.
Courses in Your Major Area	4.31	0.87
Ethical Understanding and Behavior	4.27	0.84
Humanities	4.21	0.87
Communications/Speech	4.17	0.87
Composition/Writing	4.17	0.87
Social and Behavioral Sciences	4.16	0.88
Courses in a Four-Year Program	4.14	0.95
Reading	4.10	0.89
Natural Sciences	4.07	0.93
Computer Competency	4.03	0.93
Mathematics	3.95	0.97
Employment After SPC	3.89	1.08

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

Table 13 compares student ratings from the current year's survey (2014-15) with the previous year's survey (2013-14). All twelve areas showed increases from the previous year.

Table 13
Satisfaction with Preparedness Differences from Last Year

Please tell us how well you believe SPC has prepared you in each of the following areas:	2013-14 Mean	2014-15 Mean	Difference
Courses in Your Major Area	4.25	4.31	0.06
Ethical Understanding and Behavior	4.26	4.27	0.01
Humanities	4.17	4.21	0.04
Communications/Speech	4.15	4.17	0.02
Composition/Writing	4.15	4.17	0.02
Social and Behavioral Sciences	4.13	4.16	0.03
Courses in a Four-Year Program	4.12	4.14	0.02
Reading	4.09	4.10	0.01
Natural Sciences	4.03	4.07	0.04
Computer Competency	3.97	4.03	0.06
Mathematics	3.91	3.95	0.04
Employment After SPC	3.82	3.89	0.07

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

Assistance Utilization

When asked the question "Did you receive any assistance to help you attend SPC from any of these programs?" Two percent (2.1%) received assistance from "Wages", about two percent (1.6%) received assistance from "Vocational Rehab", one percent (1.1%) received assistance from "English as a Second Language", and almost one percent (0.9%) received assistance from "Workforce Investment Act." A total of almost six percent (5.7%) of responding graduates received support from these programs during the 2014-15 academic year.

Table 14
Assistance Utilization

While at SPC did you receive assistance from any of the following governmental programs?		
	N	%
Wages	44	2.1%
Vocational Rehab	33	1.6%
English as a Second Language	24	1.1%
Title 1 Workforce Investment Act	20	0.9%

SPC Recommendation

Ninety-seven percent of respondents (97.4%) stated that they would recommend the College to others, while less than three percent (2.6%) stated that they would not.

Table 15
SPC Recommendation

Would you recommend SPC to others?		
	N	%
Yes	2044	97.4%
No	55	2.6%

Student Success

Graduating students were asked to select all the factors that assisted them in achieving student success from a list of thirteen areas. Over half of the students (52.9%) selected "Career Goal" as a factor that impacted their success. This was followed by "Job While in College" which was selected by over one-third (34.9%) of the students, and "Selecting a Major" (27.5%).

The two factors that students selected as having the least impact on their success were "Tutoring: Reading" (2.6%), and "Tutoring: Writing" (8.0%).

Table 16
Student Success

Which of the following impacted your success as a student? (Select all that apply)*	N	%
Career Goal	1119	52.9%
Job While in College	738	34.9%
Selecting a Major	583	27.5%
Tutoring: Math	442	20.9%
Career Guidance	400	18.9%
Help with Study Skills	370	17.5%
Job After Graduation	320	15.1%
Help with Oral Communication skills	229	10.8%
Internship	210	9.9%
Help with Computer Skills	208	9.8%
Help with Test Anxiety	175	8.3%
Tutoring: Writing	170	8.0%
Tutoring: Reading	55	2.6%

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

Primary Reason for Time Off

When graduating students were asked: "If you took two or more consecutive semesters off from SPC, please indicate the primary reason for doing so", the most often selected reason was "Job responsibilities/schedule", which was selected by almost one-quarter of the students (24.6%). This was followed by "Family responsibilities including childcare", selected by twenty percent (20.0%) of the students.

It should be noted that the majority of students (1,437) did not respond to this item.

Table 17
Primary Reason for Time Off

Some students are unable to maintain continuous enrollment while attending SPC. If you took two or more consecutive semesters off from SPC, please indicate the primary reason for doing so.	N	%
Job responsibilities/schedule	167	24.6%
Family responsibilities including childcare	136	20.0%
Finances	125	18.4%
Health or personal problems	103	15.1%
Availability of courses	100	14.7%
Not eligible for financial aid	30	4.4%
Availability of SPC services	18	2.6%
Transportation	1	0.1%

Educational Outcomes

The Educational Outcomes Questionnaire was administered as part of the Graduating Student Survey in 2014-15. This year two-thousand, one-hundred and seventeen graduating students completed the survey. The primary purpose of the questionnaire is to evaluate the habits, practices and/or knowledge of graduating students in four areas: "Computer and Technology Competency", "Civic Activities", "Humanities Activities", and "Lifelong Learning", and then compare their responses to those of the entering students. The rating for this section is based on a 5-point scale with (5) representing the highest possible rating and (1) representing the lowest possible rating.

Tables 18-21 present a comparison of mean scores of the eleven educational outcome areas, which are divided into four outcomes or learning categories. A two-tailed T-test was used to determine whether the changes in the mean scores between the 2014-15 Entering Student Survey and the 2014-15 Graduating Student Survey were significant. Of the eleven categories, nine of the mean scores were significantly different at an alpha of .05. Moreover, ten of eleven questions related to each of the learning categories exhibited improvements.

Computer and Technology Competency

In the area of Computer and Technology Competency, students were asked to rate their competency in various computer skill areas. All three skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2014-15. The highest mean increase in this area was "Using computer software" (+0.4).

Table 18
Computer and Technology Competency

Computer and Technology Competency	2014-15		
Please rate your competency in the following skill areas (5-point scale).	Entering Mean	Graduating Mean	Mean Difference
Using computer software (Word Processing, etc.)	3.89	4.33*	+0.44
Conducting research through the Internet	4.38	4.60*	+0.22
Communicating through the Internet (e-mail, chat, etc.)	4.50	4.66*	+0.16

Significant difference from Entering to Graduating at Alpha = 0.05
Note: Data are displayed using two decimal places due to the proximity of the values.

Civic Activities

In the area of Civic Activities, students were asked in which activities they currently participate. All three skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2014-15. The highest mean increase in the area of Civic Activities was "Vote in an Election" (+0.4).

Table 19
Informed and Responsible Citizens

Civic Activities In what activities do you currently participate? (5-point scale).	2014-15		
	Entering Mean	Graduating Mean	Mean Difference
Vote in an election	3.12	3.55*	+0.43
Participate in campaigns or forums	1.75	1.98*	+0.23
Volunteer in community service activities	2.80	2.99*	+0.19

Significant difference from Entering to Graduating at Alpha = 0.05
Note: Data are displayed using two decimal places due to the proximity of the values.

Humanities Activities

In the area of Humanities Activities, students were asked in which activities they participated. Two skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2014-15. The highest mean increase in the area of Humanities Activities was "Visiting an Art Museum" (+0.3).

Table 20
Humanities Activities

Humanities Activities In which of the following activities do you participate? (5-point scale).	2014-15		
	Entering Mean	Graduating Mean	Mean Difference
Visiting an art museum	2.43	2.73*	+0.30
Creating a painting, sculpture or other work of visual art	2.27	2.32	+0.05
Attending a concert, dance performance or live drama	2.93	2.90	-0.03

Significant difference from Entering to Graduating at Alpha = 0.05
Note: Data are displayed using two decimal places due to the proximity of the values.

Lifelong Learning

In the area of Lifelong Learning, students were asked which lifelong learning activities they anticipated participating in following graduation. Both skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2014-15. The highest mean increase in the area of Lifelong Learning was "Attend College or Personal Enrichment Classes" (+0.3).

Table 21
Lifelong Learning

Lifelong Learning Which of the following life-long learning activities will you participate in following graduation? (5-point scale).	2014-15		
	Entering Mean	Graduating Mean	Mean Difference
Attend college or personal enrichment classes	3.35	3.66*	+0.31
Participating in continuing education	3.68	3.91*	+0.23

*Significant difference from Entering to Graduating at Alpha = 0.05
Note: Data are displayed using two decimal places due to the proximity of the values.

Table 22 displays the six education outcomes areas with the largest mean increases between the 2014-15 Entering Student Survey and the 2014-15 Graduating Student Survey. The greatest individual improvement was in the category "Using computer software" where graduating students scored a 0.4 point improvement over the entering students.

Table 22
Education Outcomes with Greatest Improvement

Please rate your competency in the following skill areas (5-point scale).	2014-15		
	Entering Mean	Graduating Mean	Difference
Using computer software	3.89	4.33*	+0.44
Vote in an election	3.12	3.55*	+0.43
Attend college or personal enrichment classes	3.35	3.66*	+0.31
Visiting an art museum	2.43	2.73*	+0.30
Participate in campaigns or elections	1.75	1.98*	+0.23
Participate in continuing education	3.68	3.91*	+0.23

Significant difference from Entering to Graduating at Alpha = 0.05
Note: Data are displayed using two decimal places due to the proximity of the values.

Nine of the eleven areas resulted in a statistically significant increase in mean scores between the 2014-15 Entering Student and Graduating Student Surveys.

Table 23 displays the five education outcomes areas with a mean decrease and the smallest mean increases between the 2014-15 Entering Student and Graduating Student Surveys. The only category with a mean decrease was "Attend a concert, dance, performance, or live drama." A mean decrease is an instance where the scores of graduating students were lower in comparison to those for entering students.

Table 23
Education Outcomes with Smallest Improvement

Please rate your competency in the following skill areas (5-point scale).	2014-15		
	Entering Mean	Graduating Mean	Difference
Attend a concert, dance performance, or live drama	2.93	2.90	-0.03
Creating a painting, sculpture, or other work of visual art	2.27	2.32	+0.05
Communicating through the Internet (i.e. e-mail, chat, etc.)	4.50	4.66*	+0.16
Volunteer in community service activities	2.80	2.99*	+0.19
Conducting research through the Internet	4.38	4.60*	+0.22

Significant difference from Entering to Graduating at Alpha = 0.05
Note: Data are displayed using two decimal places due to the proximity of the values.

Conclusion

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

SPC students believe that their education has best prepared them in "Courses in Your Major Area," "Ethical Understanding and Behavior," "Humanities," "Communications/Speech," and "Composition/Writing." Ten areas scored a four or greater on the 5-point rating scale. Students believe they were less well prepared for "Employment after SPC" (3.9). Nevertheless, students gave all areas of preparedness ratings above 3.9 on a 5-point scale, which indicates that they are well satisfied with the preparation they received in all these academic areas.

About ninety-seven percent of students would recommend the College to others. About seventy-three percent of students were fully satisfied with the educational goals they achieved while at the College and twenty-six percent were somewhat satisfied.

Over half of the students (52.9%) selected "Career Goal" as a factor that impacted their success. This was followed by "Job While in College" which was selected by over one-third (34.9%) of the students, and "Selecting a Major" (27.5%).

Graduating students were asked to complete an education outcomes questionnaire and the responses were compared with those of the Entering students to gauge how the educational experience at SPC has impacted students in eleven individual categories divided into four educational outcomes areas. The rating for "Educational Outcomes" is based on a 5-point scale with five representing the highest possible rating and one representing the lowest possible rating. A two-tailed T-test was used to determine whether the changes in the mean scores between the 2014-15 Entering Student Survey and the 2014-15 Graduating Student Survey were significant. Of the eleven categories, nine of the mean scores were significantly different at an alpha of 0.05. Moreover, ten of the eleven defined groupings showed improvements between the 2014-15 Entering Student and Graduating Student Surveys.

Contact Information

Please address any questions or comments regarding this evaluation to:

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Appendix: Graduating Student Survey

St. Petersburg College

SPC

Graduating Student Survey 2014-15

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

This survey can be completed and submitted ONLY once.

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

---

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

[▾]

---

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

[▾]

---

3. Would you recommend SPC to others?

[▾]

---

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

[▾]

---

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

[▾]

---

6. Do you plan to enter the military?

[▾]

---

7. What is your employment status?

[▾]

---

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

[dropdown]

9. Which award are you applying for?

[dropdown]

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

[dropdown]

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

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

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

[dropdown]

13. **College Preparation**

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

Reading

[dropdown]

14. Composition/Writing

[dropdown]

15. Communication/Speech

[dropdown]

16. Computer Competency

[▼]

17. Ethical Understanding and Behavior

[▼]

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

[▼]

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

[▼]

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

[▼]

21. Mathematics

[▼]

22. Courses in your major area

[▼]

23. Courses in a four-year program

[▼]

24. Employment after SPC

[▼]

25. ## Computer and Technology Competency
Please rate your level of competency in each of the following skill areas.
Using computer software (word processing, spreadsheets, etc.)

[▼]

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

[▼]

27. Acquiring information/conducting research through the Internet

[▼]

---

28. Civic Activities
How often do you participate in the following activities?
Vote in an election

[▼]

---

29. Volunteer in community service activities

[▼]

---

30. Participate in campaigns or forums

[▼]

---

31. Humanities Activities
How often do you participate in the following activities?
Attend a concert, dance performance, or live drama

[▼]

---

32. Visit an art museum

[▼]

---

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

[▼]

---

34. Life-long Learning
How often do you participate in the following activities?
Participate in continuing education

[▼]

---

35. Attend college or personal enrichment classes

[▼]

---

*Student ID#: [   ]

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

Submit Cancel

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