

2017-18

Graduating Student Survey Report



Institutional Research and Effectiveness
St. Petersburg College

February 2019



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Research and Effectiveness**

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2017-18 Graduating Student Survey Report
Institutional Effectiveness

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Executive Summary

Introduction

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

Graduating Student Survey

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

In 2010, an overall evaluation of the number and types of questions that students were asked upon graduating from the institution was conducted, resulting in revisions to the GSS. The new GSS is 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 2017-18. Five hundred and ninety-four students completed the survey.

Student Demographic and Academic Information

The demographic profile and academic background of the 594 survey respondents (N) to the Graduating Student Survey are summarized below:

- The largest age category for survey participants was “20 - 24” (30.6%), while more than one third (38.1%) of survey respondents were 30 and older.
- Over two-thirds (70.9%) of the survey respondents were female. This is higher than the percentage of actual female completers (59.7%) for 2017-18 [Source: Pulse BI, January 2018].
- Almost two-thirds (64.7%) of the respondents were “White.” Fourteen percent (13.8%) of the responding students were “Hispanic” and another fourteen percent (13.5%) were “Black/Non-Hispanic.” These percentages were similar to actual completers for 2017-18 [Source: Pulse BI, January 2018].
- More than forty percent (43.0%) of the respondents indicated that they were completing an associate of arts degree. Almost one-third (29.4%) of the students reported completing a baccalaureate degree, almost twenty percent (19.7%) an associate of science degree, and two percent (2.2%) a certificate program as the degree they are applying for at SPC.
- More than three-quarters (79.9%) of respondents stated that they “Fully” achieved their educational goal while at the College. An additional nineteen percent (19.2%) stated that they “Somewhat” achieved their goal.
- More than half (54.1%) of respondents indicated that they planned to continue their education. Of those continuing their education, most indicated they would be going on to an “In-state public College/University,” most commonly the



University of South Florida (44.1%), followed by “SPC Baccalaureate Program” with almost seventeen percent (16.5%).

- Almost four percent (3.7%) of graduates plan to join the military.
- The majority (82.2%) of the responding graduates were working while they pursued their education at SPC, while eighteen percent (18.2%) were employed forty hours per week or more. Almost half (46.0%) are working in areas associated with their studies.

Preparedness

Graduating students were asked to address how well prepared they were in twelve academic areas. Students believe that their education has best prepared them in “Courses in Your Major Area” with a 4.4 rating on a 5-point scale. Students believe they were less prepared for “Employment after SPC” (3.9). Overall, students gave all areas of preparedness ratings a minimum of 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, eleven of the twelve areas showed increases from the previous year.

Assistance Utilization

When asked the question “Did you receive any assistance to help you attend SPC from any of these programs?” One percent (1.2%) received assistance from “English as a Second Language”, one percent (1.2%) received assistance from “Wages”, one percent (1.0%) received assistance from “Vocational Rehab”, and almost one percent (0.2%) received assistance from “Title I Workforce Investment Act.” A total of three percent (3.5%) of responding graduates received support from these programs during the 2017-18 academic year.

SPC Recommendation

The majority (98.6%) of respondents stated that they would recommend the College to others.

Student Success

Graduating students were asked to select all the factors that assisted them in achieving student success from a list of thirteen areas. More than half of the students (56.4%) selected ‘Career Goal’ as a factor that impacted their success. This was followed by ‘Job While in College’ which was selected by forty percent (40.9%) of the students, and ‘Selecting a Major’ (36.0%).

Primary Reason for Time Off

When graduating students were asked: “If you took two or more consecutive semesters off from SPC, please indicate the primary reason for doing so,” the most often selected reason was “Family responsibilities including childcare,” which was selected by almost one-quarter of the students (23.8%). This was followed by “Job responsibilities/schedule”, selected by twenty-two percent (21.9%) of the students.

Educational Outcomes

The Educational Outcomes Questionnaire was administered as part of the Graduating Student Survey. This year five hundred and ninety-four 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 2017-18 Entering Student Survey and the 2017-18 Graduating Student Survey were significant. Across the eleven categories, ten of the mean scores were significantly different at an alpha of 0.05. Moreover, all eleven questions related to each of the groups exhibited improvements.

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

- All three skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2017-18.
- 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 2017-18.
- 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.

- All three skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2017-18.
- 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 2017-18.
- The highest mean increase in the area of Lifelong Learning was “Participating in Continuing Education” (+0.4).



SPC Mission Statement

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

Introduction

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

Institutional Effectiveness

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

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

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



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

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

Evaluation and Assessment Processes

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

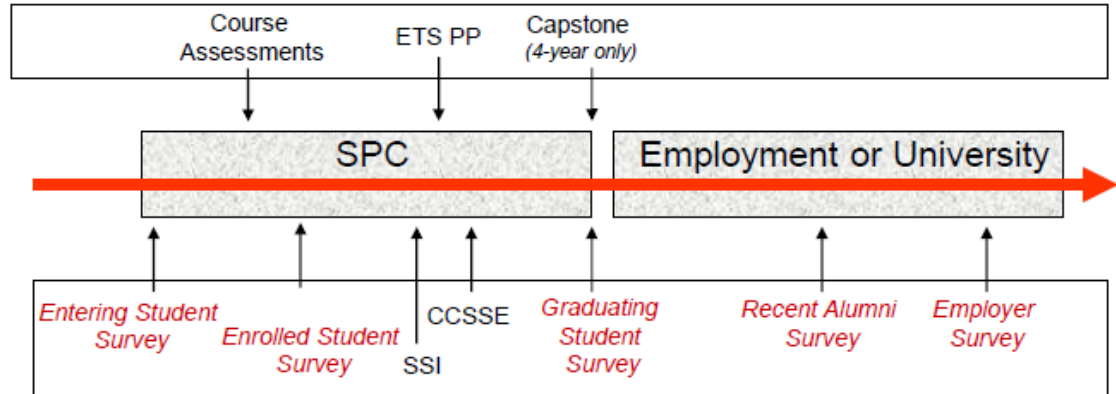
The following are the key assessments used in the evaluation and assessment processes of SPC's Institutional Effectiveness.

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



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

Direct Measures



Indirect Measures

Figure 1: Student Assessment Points

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



Graduating Student Survey

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

In 2010, an overall evaluation of the number and types of questions that students were asked upon graduating from the institution was conducted, resulting in revisions to the GSS. The new GSS is embedded in the graduation application process, and aligned with the Entering Student Survey which was revised in 2008. In an effort to minimize the overall number of questions and reduce duplication, demographic information is no longer being asked within the GSS. The demographic information for the survey was extracted from PeopleSoft, the student database system, as part of the graduation application process. The GSS was available to students applying for graduation on-line, as well as to students who graduated without applying, during all three terms of academic year 2017-18. Five hundred and ninety-four students completed the survey.

The survey has seven sections and an appendix:

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

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

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



Student Demographic and Academic Information

The demographic profile and academic background of the 594 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” (30.6%), while more than one-third (38.1%) of survey respondents were 30 and older.

Table 1

Age

Age		
	N	%
19 and under	83	15.1%
20 - 24	168	30.6%
25 - 29	89	16.2%
30 - 39	92	16.8%
40 - 49	71	12.9%
50 - 59	39	7.1%
60 and over	7	1.3%

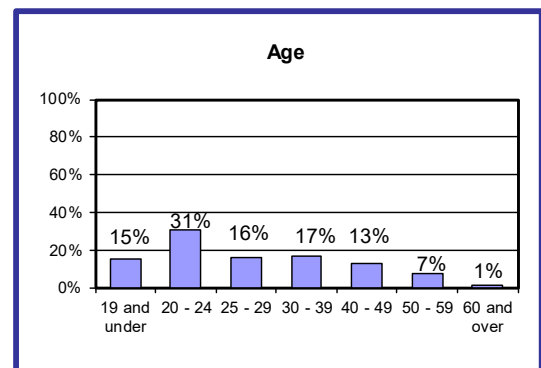


Figure 2: Age

Gender

Over two-thirds (70.9%) of the survey respondents were female. This is higher than the percentage of actual female completers (59.7%) for 2017-18 [Source: Pulse BI, January 2018].

Table 2

Gender

Gender		
	N	%
Female	380	70.9%
Male	156	29.1%

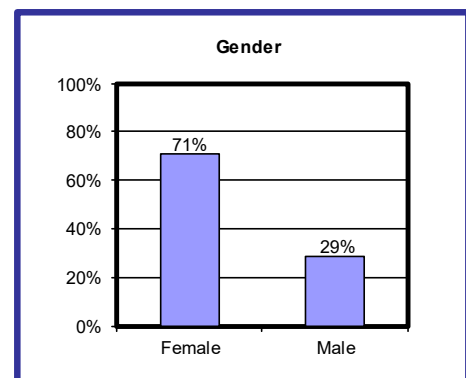


Figure 3: Gender



Primary Campus

More than one-quarter (26.1%) of the respondents selected the *Clearwater* campus as their primary campus. The next largest percent of respondents selected the *eCampus*, *St. Pete-Gibbs*, and the *Tarpon Springs* campus with 19.0%, 17.8%, and 13.5% of the responses, respectively.

Table 3
Primary Campus

Please select the campus where you received most of your instruction and services.		
	N	%
Clearwater	155	26.1%
eCampus	113	19.0%
St. Pete-Gibbs	106	17.8%
Tarpon Springs	80	13.5%
Health Center	61	10.3%
Seminole	61	10.3%
SPC Downtown	9	1.5%
Allstate Center	6	1.0%
Midtown	3	0.5%

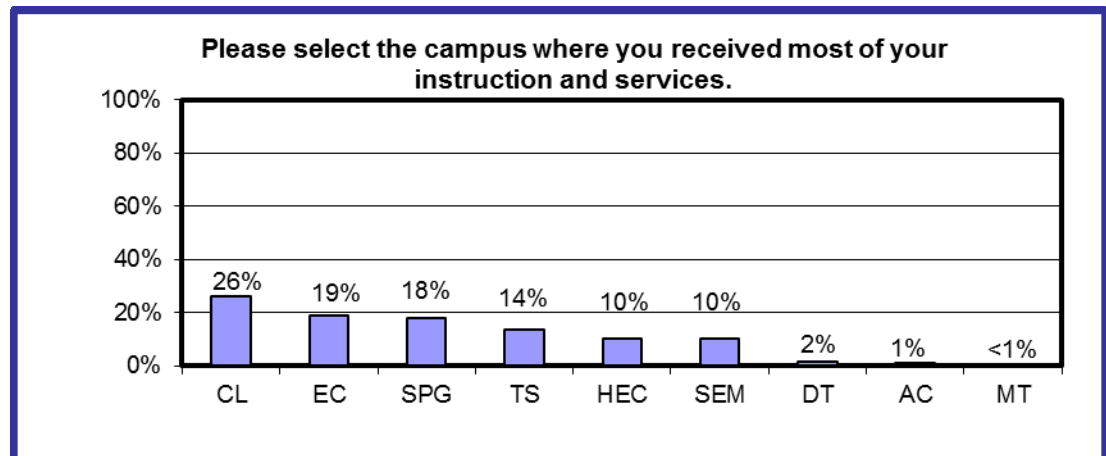


Figure 4: Primary Campus



Ethnicity

Almost two-thirds (64.7%) of the respondents were “White.” Fourteen percent (13.8%) of the responding students were “Hispanic” and another fourteen percent (13.5%) were “Black/Non-Hispanic.” These percentages were similar to actual completers for 2017-18 [Source: Pulse BI, January 2018].

Table 4
Ethnicity

Ethnicity		
	N	%
White	355	64.7%
Hispanic	76	13.8%
Black/Non-Hispanic	74	13.5%
Asian/Pacific Islander	17	3.1%
Other	15	2.7%
Multi	12	2.2%
Alaskan/American Indian	0	0.0%

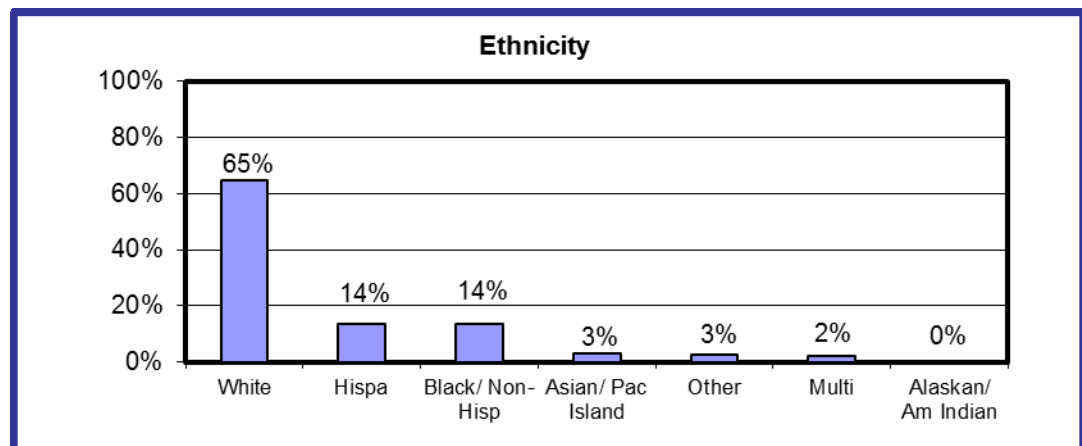


Figure 5: Ethnicity



Degree Type

More than forty percent (43.0%) of the survey respondents indicated that they were completing an associate in arts degree. Almost one-third (29.4%) of the students reported completing a baccalaureate degree, almost twenty percent (19.7%) an associate of science degree, and two percent (2.2%) a certificate program as the degree they are being awarded at SPC.

Table 5
Degree Type

Which award are you applying for?		
	N	%
Associate in Arts Degree	253	43.0%
Baccalaureate	173	29.4%
A.S.	116	19.7%
Certificate or Advanced Technical Diploma	13	2.2%

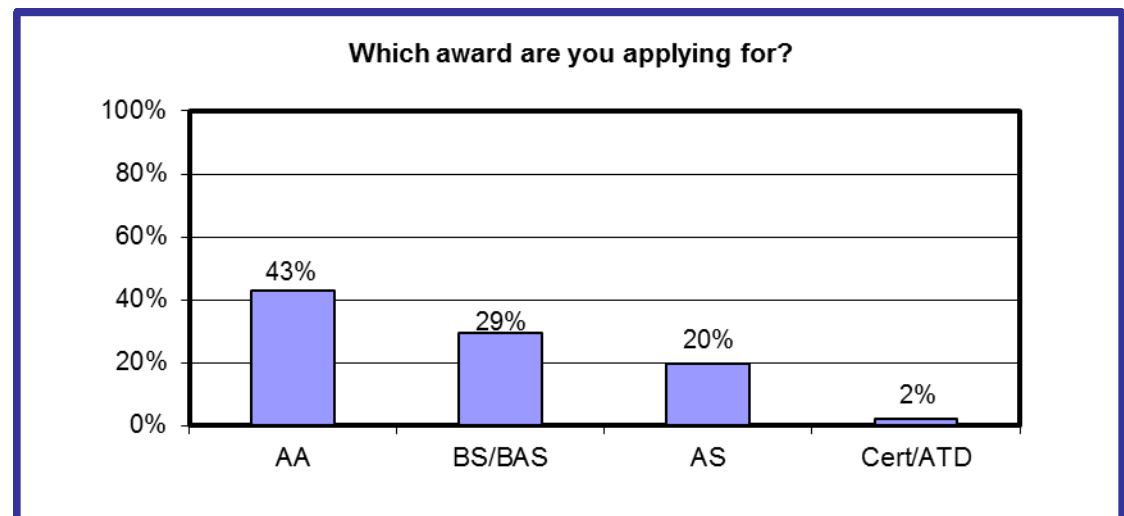


Figure 6: Degree Type



Achieve Goal

Almost eighty percent (79.9%) of respondents stated that they “Fully” achieved their educational goal while at the College. An additional nineteen percent (19.2%) stated that they “Somewhat” achieved their goal.

Table 6
Achieve Goal

Did you achieve your educational goal while attending SPC?		
	N	%
Fully	474	79.9%
Somewhat	114	19.2%
Not at all	5	0.8%

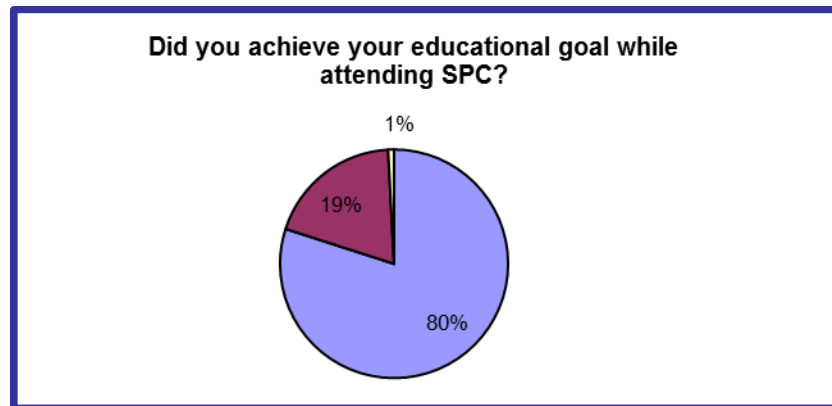


Figure 7: Achieve Goal

Military after Graduating

Almost four percent (3.7%) of survey respondents plan to enter the military after graduating.

Table 7
Military after Graduating

Do you plan to enter the military?		
	N	%
No	567	96.3%
Yes	22	3.7%



Employment Status

The majority of student respondents (82.2%) were working while they pursued their education at SPC, while eighteen percent (18.2%) were employed more than forty hours per week.

Table 8
Working Status

What is your employment status?		
	N	%
Not employed	104	17.8%
15 or fewer hours per week	61	10.4%
16 to 30 hours per week	135	23.1%
31 to 40 hours per week	178	30.5%
More than 40 hours per week	106	18.2%

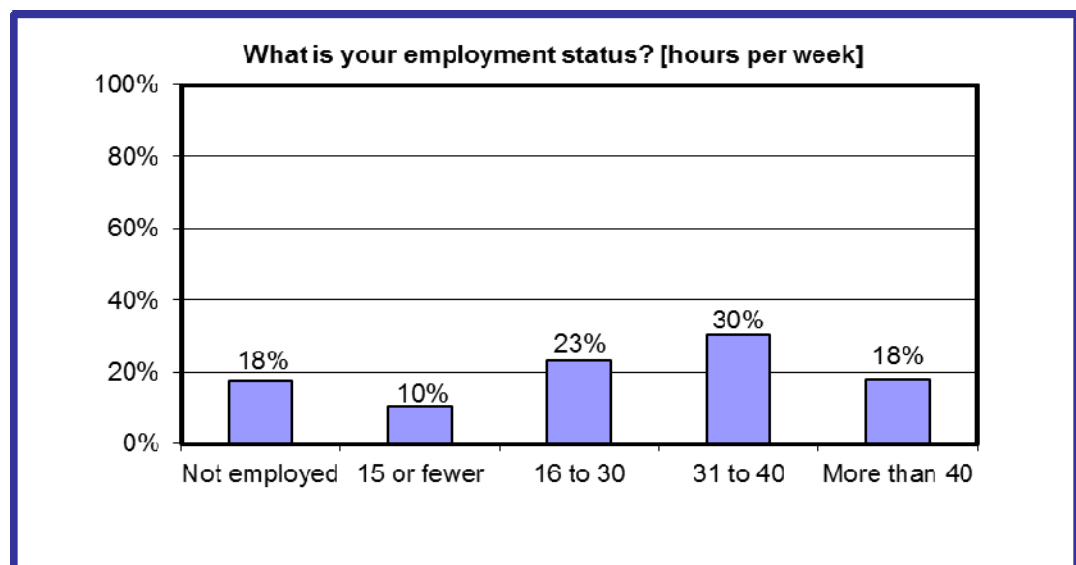


Figure 8: Employment Status



Employment Related to Studies

Almost half (46.0%) of respondents are working in areas associated with their studies.

Table 9
Employment Related to Studies

If employed, is your employment related to your studies?		
	N	%
Yes	235	46.0%
No	276	54.0%

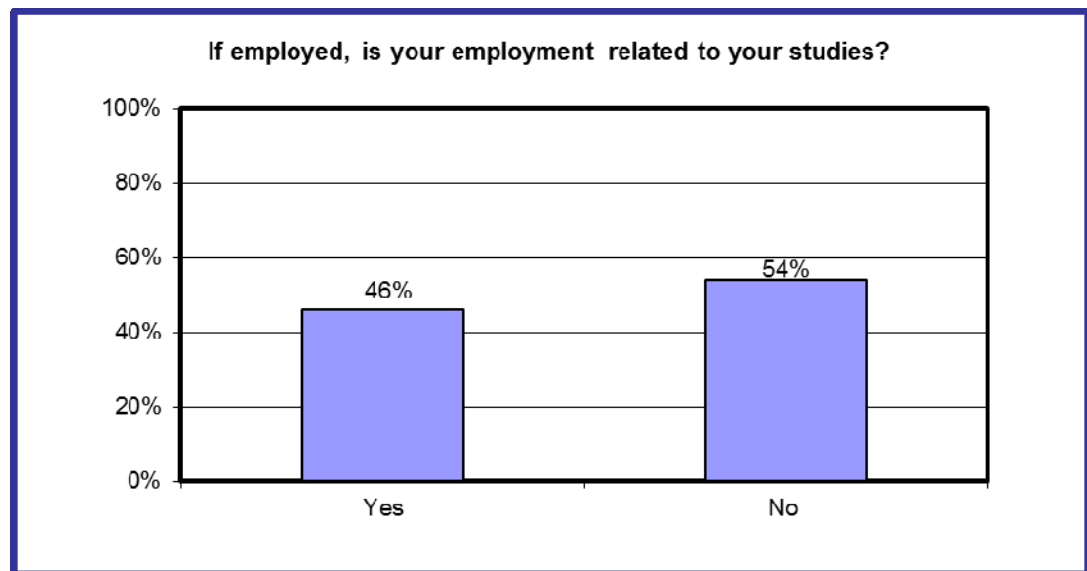


Figure 9: Employment Related to Studies



Continuing Education

More than half (54.1%) of respondents indicated that they planned to continue their education.

Table 10
Continuing Education

Do you plan to attend another college?		
	N	%
Continuing Education	318	54.1%
Not Continuing	270	45.9%

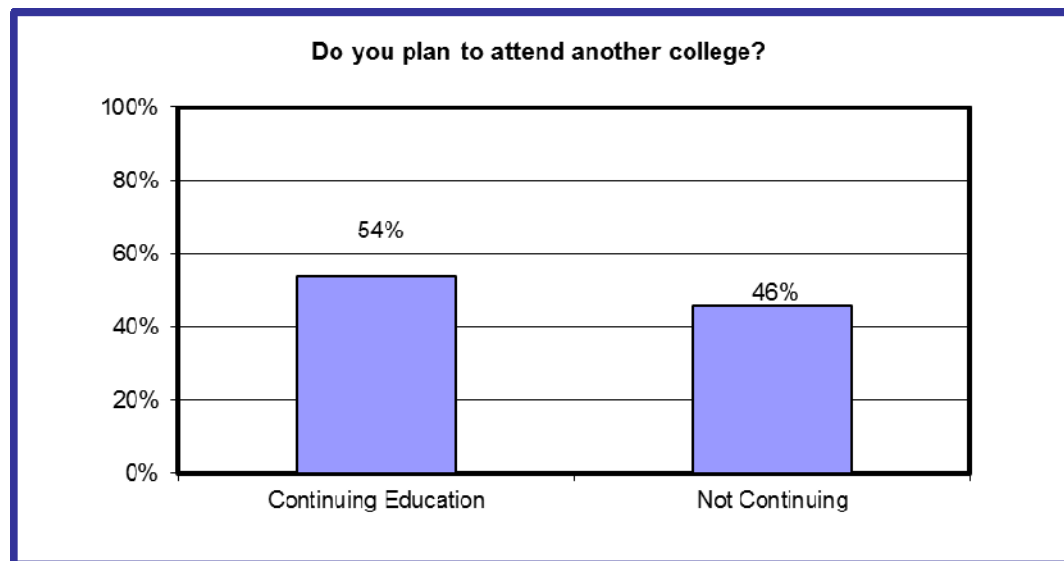


Figure 10: Continuing Education



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 the University of South Florida (44.1%), followed by the “SPC Baccalaureate Program” with almost seventeen percent (16.5%).

Table 11
Next School

If you answered, "Yes" to the above question, what college will you be attending?	N	%
University of South Florida	147	44.1%
SPC Baccalaureate Program	55	16.5%
Other	39	11.7%
Florida public university or college not listed	18	5.4%
Private university or college in Florida	15	4.5%
Florida State University	12	3.6%
Public University or college outside of Florida	11	3.3%
University of Florida	11	3.3%
Private university or college outside of Florida	9	2.7%
University of Central Florida	9	2.7%
SPC University Partnership	6	1.8%
Other Community College	1	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 4.4 rating on a 5-point scale.

The next ten preparation areas had means of 4.0 or greater which suggests that students believe they are well prepared in these areas. Students believe they were least prepared for “Employment after SPC” (3.9).

Overall, students gave all areas of preparedness ratings a minimum of 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	4.42	0.81
Ethical Understanding and Behavior	4.37	0.82
Humanities	4.33	0.87
Courses in a Four-Year Program	4.32	0.81
Composition/Writing	4.30	0.83
Social and Behavioral Sciences	4.28	0.87
Communications/Speech	4.27	0.87
Natural Sciences	4.24	0.87
Reading	4.23	0.88
Computer Competency	4.15	0.88
Mathematics	4.12	0.91
Employment After SPC	3.92	1.05

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 (2017-18) with the previous year’s survey (2016-17). Eleven areas showed increases from the previous year, and one area showed a decrease 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:	2016-17	2017-18	
	Mean	Mean	Difference
Employment After SPC	3.98	3.92	-0.06
Composition/Writing	4.28	4.30	0.02
Reading	4.21	4.23	0.02
Communications/Speech	4.24	4.27	0.03
Courses in Your Major Area	4.39	4.42	0.03
Ethical Understanding and Behavior	4.34	4.37	0.03
Computer Competency	4.10	4.15	0.05
Social and Behavioral Sciences	4.22	4.28	0.06
Natural Sciences	4.17	4.24	0.07
Courses in a Four-Year Program	4.24	4.32	0.08
Mathematics	4.04	4.12	0.08
Humanities	4.21	4.33	0.12

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?” One percent (1.2%) received assistance from “English as a Second Language”, one percent (1.2%) received assistance from “Wages”, one percent (1.0%) received assistance from “Vocational Rehab”, and less than one percent (0.2%) received assistance from “Title I Workforce Investment Act.” A total of three percent (3.5%) of responding graduates received support from these programs during the 2017-18 academic year.

Table 14
Assistance Utilization

While at SPC did you receive assistance from any of the following governmental programs?		
	N	%
English as a Second Language	7	1.2%
Wages	7	1.2%
Vocational Rehab	6	1.0%
Title 1 Workforce Investment Act	1	0.2%

SPC Recommendation

Almost ninety-nine percent of respondents (98.6%) stated that they would recommend the College to others, while less than two percent (1.4%) stated that they would not.

Table 15
SPC Recommendation

Would you recommend SPC to others?		
	N	%
Yes	583	98.6%
No	8	1.4%



Student Success

Graduating students were asked to select all the factors that assisted them in achieving student success from a list of thirteen areas. More than half of the students (56.4%) selected “Career Goal” as a factor that impacted their success. This was followed by “Job While in College” which was selected by forty-one percent (40.9%) of the students, and “Selecting a Major” (36.0%).

The two factors that students selected as having the least impact on their success were “Tutoring: Reading” (3.9%), and “Tutoring: Writing” (12.8%).

Table 16
Student Success

Which of the following impacted your success as a student? (Select all that apply)*	N	%
Career Goal	335	56.4%
Job While in College	243	40.9%
Selecting a Major	214	36.0%
Help with Study Skills	160	26.9%
Career Guidance	139	23.4%
Tutoring: Math	138	23.2%
Help with Computer Skills	105	17.7%
Help with Oral Communication skills	95	16.0%
Internship	93	15.7%
Job After Graduation	91	15.3%
Help with Test Anxiety	81	13.6%
Tutoring: Writing	76	12.8%
Tutoring: Reading	23	3.9%

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



Primary Reason for Time Off

When graduating students were asked: “If you took two or more consecutive semesters off from SPC, please indicate the primary reason for doing so”, the most often selected reason was “Family responsibilities including childcare”, which was selected by almost one-quarter of the students (23.8%). This was followed by “Job responsibilities/schedule”, which was selected by twenty-two percent (21.9%) of the students.

It should be noted that the majority of students (434) did not respond to this item.

Table 17
Primary Reason for Time Off

Some students are unable to maintain continuous enrollment while attending SPC. If you took two or more consecutive semesters off from SPC, please indicate the primary reason for doing so.	N	%
Family responsibilities including childcare	38	23.8%
Job responsibilities/schedule	35	21.9%
Finances	31	19.4%
Health or personal problems	25	15.6%
Availability of courses	16	10.0%
Not eligible for financial aid	10	6.3%
Transportation	3	1.9%
Availability of SPC services	2	1.3%



Educational Outcomes

The Educational Outcomes Questionnaire was administered as part of the Graduating Student Survey in 2017-18. This year five hundred and ninety-four 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 2017-18 Entering Student Survey and the 2017-18 Graduating Student Survey were significant. Across the eleven categories, ten of the eleven mean scores were significantly different at an alpha of .05. Moreover, all eleven questions related to each of the learning categories exhibited improvements.



Computer and Technology Competency

In the area of Computer and Technology Competency, students were asked to rate their competency in various computer skill areas. All three skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2017-18. The highest mean increase in this area was “Using computer software” (+0.4).

Table 18
Computer and Technology Competency

Computer and Technology Competency Please rate your competency in the following skill areas (5-point scale).	2017-18		
	Entering Mean	Graduating Mean	Mean Difference
Using computer software (Word Processing, etc.)	4.05	4.42*	+0.37
Conducting research through the Internet	4.39	4.70*	+0.31
Communicating through the Internet (e-mail, chat, etc.)	4.57	4.78*	+0.21

**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 2017-18. 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).	2017-18		
	Entering Mean	Graduating Mean	Mean Difference
Vote in an election	3.17	3.61*	+0.44
Volunteer in community service activities	2.70	2.99*	+0.29
Participate in campaigns or forums	1.78	1.89	+0.11

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

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



Humanities Activities

In the area of Humanities Activities, students were asked in which activities they participated. All three skill areas displayed mean increases from the Entering Student Survey to the Graduating Student Survey in 2017-18. 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).	2017-18		
	Entering Mean	Graduating Mean	Mean Difference
Visiting an art museum	2.49	2.79*	+0.30
Attending a concert, dance performance or live drama	2.77	2.97*	+0.20
Creating a painting, sculpture or other work of visual art	2.30	2.49*	+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.



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 2017-18. The highest mean increase in the area of Lifelong Learning was “Participating in Continuing Education” (+0.4).

Table 21
Lifelong Learning

Lifelong Learning Which of the following life-long learning activities will you participate in following graduation? (5-point scale).	2017-18		
	Entering Mean	Graduating Mean	Mean Difference
Participating in continuing education	3.63	4.00*	+0.37
Attending college or personal enrichment classes	3.45	3.73*	+0.28

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

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



Table 22 displays the five education outcomes areas with the largest mean increases between the 2017-18 Entering Student Survey and the 2017-18 Graduating Student Survey. The greatest individual improvement was in the category “Vote in an election” 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).	2017-18		
	Entering Mean	Graduating Mean	Difference
Vote in an election	3.17	3.61*	+0.44
Use computer software (Word Processing, etc.)	4.05	4.42*	+0.37
Participate in continuing education	3.63	4.00*	+0.37
Conducting research through the Internet	4.39	4.70*	+0.31
Visit an art museum	2.49	2.79*	+0.30

**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.

Ten out of the eleven areas resulted in a statistically significant increase in mean scores between the 2017-18 Entering Student and Graduating Student Surveys.



Table 23 displays the six education outcomes areas with the smallest mean increases between the 2017-18 Entering Student and Graduating Student Surveys. The smallest individual improvement was in the category of “Participating in campaigns or forums” where graduating students scored a 0.1-point improvement over the entering students.

Table 23
Education Outcomes with Smallest Improvement

Please rate your competency in the following skill areas (5-point scale).	2017-18		
	Entering Mean	Graduating Mean	Difference
Participating in campaigns or forums	1.78	1.89	+0.11
Creating a painting, sculpture, or other work of visual art	2.30	2.49*	+0.19
Attending a concert, dance performance, or live drama	2.77	2.97*	+0.20
Communicating through the Internet (e-mail, chat, etc.)	4.57	4.78*	+0.21
Attending college or personal enrichment classes	3.45	3.73*	+0.28
Volunteer in community service activities	2.70	2.99*	+0.29

**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,” “Courses in a Four-Year Program,” and “Composition/Writing.” Eleven areas scored a 4.0 or greater on the 5-point rating scale. Students believe they were less well prepared for “Employment after SPC” (3.9). Nevertheless, students gave all areas of preparedness ratings a minimum of 3.9 on a 5-point scale, which indicates that they are well satisfied with the preparation they received in all these academic areas.

Almost ninety-nine percent of students would recommend the College to others. Almost eighty percent of students were fully satisfied with the educational goals they achieved while at the College and nineteen percent were somewhat satisfied.

More than half of the students (56.4%) selected “Career Goal” as a factor that impacted their success. This was followed by “Job While in College” which was selected by forty-one percent (40.9%) of the students, and “Selecting a Major” (36.0%).

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 2017-18 Entering Student Survey and the 2017-18 Graduating Student Survey were significant. Across the eleven categories, ten of the mean scores were significantly different at an alpha of 0.05. Moreover, all



eleven defined groupings showed improvements between the 2017-18 Entering Student and Graduating Student Surveys.



Contact Information

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Appendix: Graduating Student Survey



Graduating Student Survey 2017-18

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

This survey can be completed and submitted ONLY once.

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

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

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

3. Would you recommend SPC to others?

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

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

6. Do you plan to enter the military?

7. What is your employment status?

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

9. Which award are you applying for?

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

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



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

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

13. College Preparation

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

Reading

14. Composition/Writing

15. Communication/Speech

16. Computer Competency

17. Ethical Understanding and Behavior

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

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

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

21. Mathematics



22. Courses in your major area

23. Courses in a four-year program

24. Employment after SPC

25. Computer and Technology Competency

Please rate your level of competency in each of the following skill areas.
Using computer software (word processing, spreadsheets, etc.)

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

27. Acquiring information/conducting research through the Internet

28. Civic Activities

How often do you participate in the following activities?
Vote in an election

29. Volunteer in community service activities

30. Participate in campaigns or forums

31. Humanities Activities

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

32. Visit an art museum

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

34. Life-long Learning

How often do you participate in the following activities?
Participate in continuing education



35. Attend college or personal enrichment classes

*Student ID#:

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

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

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