

# 2018

Springfield Technical Community College

Department of Institutional Effectiveness

# **[GRADUATING STUDENT SURVEY RESULTS]**

## Executive Summary

### **Survey Respondents and Response Rate: 385 graduating students took survey**

Of the 592 students at Cap & Gown Pick-Up, 385 participated in this survey for a 65% response rate. Of these respondents, 345 (91%) reported that they would be receiving an associate degree and 36 (9%) reported receiving a certificate. There were 986 students receiving degrees in FY2018.

### **Employment Plans: 58% of new graduates are seeking new employment and 10% have already secured new positions**

Graduates were asked about their current employment status which includes military service. If graduates responded that they were either continuing employment or beginning new employment, they were asked about the relationship of their work to their STCC education as well as whether their work is or will be full- or part-time. Of graduates responding to this question, about 69% report being currently employed. Notably, about 10% of students have secured new positions as they graduate, whether they were already employed or not. Nearly 58% of graduates are seeking new positions, whether they are currently employed or not. Many graduates are pursuing further education instead of or in addition to employment.

### **Continuing Education Plans: 69% of new graduates expect to continue their education**

Graduates were asked about whether they will be continuing their education within the next year and whether they will do so in a full- or part-time capacity. About 69% of graduates receiving associates degrees plan to continue their education within the year, with most planning to attend a 4-year college or university. About 67% of certificate graduates plan to continue their education with the majority returning to STCC.

### **Perceived Educational Preparation: 97% of graduating students feel that STCC prepared them for continuing education**

We asked graduates several questions about their educational experience at STCC including their overall preparedness, how their education at STCC had improved their academic and personal skills, and the barriers and supports they experienced in their efforts to complete their credentials. In response to a question about how well their STCC education had prepared them for employment or further education, only 6 students reported being either somewhat or very unprepared. Approximately 70% of all award recipients said they were very well prepared.

### **Perceived Educational Barriers: Family responsibilities and financial difficulties most frequent barriers to student success**

We also asked graduates about the barriers they faced as they worked to obtain their credential. More than 50% of associate degree students experienced either minor or major barriers to their education because of: family responsibilities and financial difficulties. For certificate recipients, 50% or more experienced either minor or major educational barriers due to: not being academically prepared when they started, family responsibilities, and personal and/or health challenges.

### **Perceived Educational Supports: Faculty and learning activities pave the way for success**

Finally, we asked students about the factors that helped them succeed in completing their credentials. For students receiving their associate degree, more than 90% cited faculty and/or instructors (in-class time), in-class experience and activities, out-of-class homework and projects, faculty and/or instructors (out-of-class times), and family inspiration, support, and encouragement as being a part of their completion success. For students receiving certificates, more than 90% faculty and/or instructors (in-class time), other, non-family inspiration, support, or encouragement, being a role model for others, classmate inspiration, support, or encouragement, and family inspiration, support, or encouragement as being part of their completion success.

## STCC Graduating Student Survey Results: 2018

Since 2013 the Department of Institutional Effectiveness has conducted a graduating student survey at Cap & Gown Pick-Up. All survey questions can be found in Appendix I. (Please note that not all totals equal 100% due to rounding.)

### Survey Respondents and Response Rate: 385 graduating students took survey

Of the 592 students at Cap & Gown Pick-Up, 385 participated in this survey for a 65% response rate. Of these respondents, 345 (91%) reported that they would be receiving an associate degree and 36 (9%) reported receiving a certificate. There were 986 students receiving degrees in FY2018.

Of the respondents who answered the questions on race/ethnicity, 28% identified as Hispanic, 45% as white and 17% as black; 9% identified as other races or as multi-racial. There were 34% of respondents who identified as male and 65% who identified as female. We also asked students how old they were when they started their STCC education: 24% were 19 years old or younger; 33% were 20-24; 18% were 25-29, and 25% reported being 30 or older when they began their program.

Graduates were asked how long it took them to complete their credential and from which program they were receiving it. The majority of students graduating with an associate’s degree graduated in 3 years or less. The majority of students graduating with a certificate graduated in 2 years or less. The list of programs represented by credential type can be found in Appendix II of this report.

Time to Completion	Associates		Certificates	
	N	%	N	%
Less than 1 year	4	1%	14	39%
1 year to less than 2 years	35	10%	11	31%
2 years to less than 3 years	153	44%	7	19%
3 years to less than 4 years	70	20%	2	6%
4 years to less than 5 years	39	11%	1	3%
5 years to less than 6 years	17	5%	0	0%
6 or more years	27	8%	1	3%
<b>Total</b>	<b>345</b>	<b>100%</b>	<b>36</b>	<b>100%</b>

**Employment Plans: 58% of new graduates are seeking new employment and 10% have already secured new positions**

Graduates were asked about their current employment status which includes military service. If graduates responded that they were either continuing employment or beginning new employment, they were asked about the relationship of their work to their STCC education as well as whether their work is or will be full- or part-time. Of graduates responding to this question, about 69% report being currently employed. Notably, about 10% of students have secured new positions as they graduate, whether they were already employed or not. Nearly 58% of graduates are seeking new positions, whether they are currently employed or not. Many graduates are pursuing further education instead of or in addition to employment.

Students of color were more likely to be currently employed but seeking a new position (black: 51%, Hispanic: 41%, white: 31%). Graduate students who identified as white were more likely to currently be employed and not seeking a new position (white: 32%, Hispanic: 24%, black: 19%). Students identifying as white were more likely to have secured a new position (white: 11%, Hispanic: 9%, black: 8%).

Work Status	Associates (n = 339)	Certificates (n = 36)
Currently employed, SEEKING new position	38%	28%
Currently employed, NOT seeking new position	27%	22%
Not employed, SEEKING position	19%	39%
Not employed, NOT seeking position	6%	6%
Currently employed, SECURED new position	6%	0%
Not employed, SECURED position	4%	6%
Entering or continuing military service	0%	0%

Graduating students who reported being currently employed or having secured a new position were asked about their full-time versus part-time status. Thirty-six (36) students had secured new positions as of Cap & Gown Pick-Up.

Work Hours	Associates		Certificates	
	Current Position (n = 241)	New Position (n = 33)	Current Position (n = 18)	New Position (n = 2)
Full Time Work	49%	64%	50%	50%
Part Time Work	51%	36%	50%	50%

## Institutional Effectiveness

Graduates were also asked whether their current and/or new employment was related to the academic work they completed at STCC.

Work to STCC Relationship	Associates		Certificates	
	Current Position (n = 241)	New Position (n = 32)	Current Position (n = 18)	New Position (n = 2)
<b>Work Directly Related to STCC Education</b>	26%	81%	39%	100%
<b>Work Somewhat Related to STCC Education</b>	23%	3%	17%	0%
<b>Not Related</b>	51%	16%	44%	0%

Lastly, graduates were asked how prepared they felt for their current and/or new employment as a result of the academic work they completed at STCC.

Work Preparation	Associates		Certificates	
	Current Position (n = 240)	New Position (n = 32)	Current Position (n = 18)	New Position (n = 2)
<b>Very well prepared</b>	59%	78%	67%	100%
<b>Somewhat prepared</b>	22%	13%	6%	0%
<b>Somewhat unprepared</b>	2%	0%	11%	0%
<b>Very unprepared</b>	1%	0%	0%	0%
<b>STCC education played no role in preparation for position</b>	16%	9%	17%	0%

**Continuing Education Plans: 69% of new graduates expect to continue their education**

Graduates were asked about whether they will be continuing their education within the next year and whether they will do so in a full- or part-time capacity. About 69% of graduates receiving associates degrees plan to continue their education within the year, with most planning to attend a 4-year college or university. About 67% of certificate graduates plan to continue their education with the majority returning to STCC.

Education Status	Associates (n = 340)	Certificates (n = 36)
At a 4-year college/university	56%	11%
In a new program at STCC	9%	44%
At a different 2 year college	4%	6%
At another non-degree educational program	1%	6%
I'm not beginning any additional education this year.	31%	33%

More students identifying as black plan to attend a 4-year college or university (black: 62%, Hispanic: 50%, white: 45%). White students were more likely to respond that they did not have immediate continuing education plans (white: 40%, black: 30%, Hispanic: 25%). Hispanic students were most likely to have plans to continue in another program at STCC (Hispanic: 20%, white: 10%, black: 3%).

Of those students pursuing additional education, about 68% plan to attend full time. This percentage remained similar when the responses were broken down by race/ethnicity (black: 68%, Hispanic: 72%, white: 63%).

Hours	Associates (n = 234)	Certificates (n = 24)
Full Time Schooling	71%	42%
Part Time Schooling	29%	58%

**Perceived Educational Preparation: 97% of graduating students feel that STCC prepared them for continuing education**

We asked graduates several questions about their educational experience at STCC including their overall preparedness, how their education at STCC had improved their academic and personal skills, and the barriers and supports they experienced in their efforts to complete their credentials.

## Institutional Effectiveness

---

In response to a question about how well their STCC education had prepared them for employment or further education, only 6 students reported being either somewhat or very unprepared. Approximately 70% of all award recipients said they were very well prepared. Students of color reported higher levels of being very well prepared to continue their education than white students (Hispanic: 71%, black: 70%, white: 66%).

<b>Educational Preparation</b>	<b>Associates (n = 234)</b>	<b>Certificates (n = 24)</b>
<b>Very well prepared</b>	70%	67%
<b>Somewhat prepared</b>	27%	29%
<b>Somewhat unprepared</b>	0%	4%
<b>Very unprepared</b>	2%	0%
<b>STCC education played no role in preparation for continuing education</b>	1%	0%

## Institutional Effectiveness

To learn more specifically about the preparation of the graduates, we provided a list of educational and personal skills and asked students to rate how much their STCC experience had improved these abilities. Mean improvement responses were somewhat lower for certificate than associate degree holders as might be expected given that they have spent less time at STCC to complete their credential. All mean scores were between 3 (some improvement) and 4 (a lot of improvement). Of all the skills, graduates reported the largest gains in their abilities to think critically, to consider a subject from multiple points of view, to get along with many different kinds of people, to research a problem and assess information to address it, to make and justify decisions and to use computers and common software, mobile devices or internet or cloud-based applications. Students of color reported the greatest gains in each of these skills.

### Associate Degree Recipients:

Rate how your experience at STCC improved your ability to:	No Improvement (1)	A little (2)	Some (3)	A lot (4)	Tremendous (5)	Mean
Think critically	4%	4%	16%	44%	32%	3.97
Consider a subject from multiple points of view	4%	4%	18%	44%	29%	3.89
Make and justify decisions	4%	4%	19%	43%	29%	3.89
Research a problem and assess information to address it	4%	6%	18%	45%	28%	3.89
Get along with many different kinds of people	6%	4%	18%	40%	32%	3.87
Use computers and common software, mobile devices or internet or cloud-based applications	6%	5%	17%	37%	34%	3.86
Use evidence to support/oppose a point of view	4%	5%	20%	44%	27%	3.86
Better serve my community or society in general	6%	4%	21%	37%	32%	3.84
Contribute to group discussions and work	5%	5%	17%	46%	26%	3.84
Give oral presentations	6%	8%	21%	42%	23%	3.70
Examine assumptions	5%	6%	25%	43%	21%	3.70
Persuade others of your view	7%	7%	24%	44%	19%	3.60
Use math to address day-to-day issues or problems	8%	9%	26%	33%	23%	3.54
Write clearly	10%	7%	25%	40%	19%	3.49



**Certificate Recipients:**

Rate how your experience at STCC improved your ability to:	No Improvement (1)	A little (2)	Some (3)	A lot (4)	Tremendous (5)	Mean
Get along with many different kinds of people	8%	6%	6%	33%	47%	4.06
Contribute to group discussions and work	6%	11%	8%	33%	42%	3.94
Better serve my community or society in general	11%	8%	3%	31%	47%	3.94
Think critically	6%	11%	17%	25%	42%	3.86
Consider a subject from multiple points of view	6%	11%	11%	36%	36%	3.86
Use computers and common software, mobile devices or internet or cloud-based applications	8%	8%	14%	33%	36%	3.81
Give oral presentations	9%	3%	29%	23%	37%	3.77
Persuade others of your view	9%	6%	29%	17%	40%	3.74
Research a problem and assess information to address it	8%	11%	19%	22%	39%	3.72
Use evidence to support/oppose a point of view	11%	6%	26%	14%	43%	3.71
Make and justify decisions	8%	11%	19%	25%	36%	3.69
Write clearly	9%	18%	18%	21%	35%	3.56
Examine assumptions	8%	17%	25%	17%	33%	3.50
Use math to address day-to-day issues or problems	11%	14%	26%	20%	29%	3.40

**Perceived Educational Barriers: Family responsibilities and financial difficulties most frequent barriers to student success**

We also asked graduates about the barriers they faced as they worked to obtain their credential. More than 50% of associate degree students experienced either minor or major barriers to their education because of: family responsibilities and financial difficulties. For certificate recipients, 50% or more experienced either minor or major educational barriers due to: not being academically prepared when they started, family responsibilities, and personal and/or health challenges.

Students identifying as black or Hispanic reported family responsibilities (black: 34%, Hispanic: 24%, white: 12%) as a significant barrier more often than students identifying as white. Students of color also reported

## Institutional Effectiveness

financial difficulties (black 27%, Hispanic: 24%, white 10%), personal and/or health challenges (black: 20%, Hispanic: 16%, white: 7%), and taking a while to find the program they wanted to complete (black: 22%, Hispanic: 14%, white: 9%) as major barriers more often than students identifying as white. Students identifying as black or African American also reported not being in school in a long time (black: 28%, Hispanic: 14%, white 12%), job demands (black: 25%, Hispanic: 12%, white: 9%), housing issues (black: 22%, Hispanic: 11%, white: 3%), and not being academically prepared when they started (black: 22%, Hispanic: 8%, white: 5%), their course load being too heavy (black: 17%, Hispanic: 4%, white: 3%), expectations of them were too low (black: 15%, Hispanic: 6%, white: 5%) as a significant barrier more often than students identifying as white or Hispanic.

### Associate Degree Recipients:

Which barriers did you have to overcome to complete your STCC education?	Not a barrier (1)	Minor barrier (2)	Major barrier (3)	Mean
Family responsibilities	47%	30%	23%	1.76
Financial difficulties	48%	33%	18%	1.70
Job demands	51%	37%	13%	1.62
My academic or career goals were unclear	52%	34%	14%	1.62
I had not been in school for a long time	55%	28%	16%	1.61
I was not academically prepared when I started	56%	35%	9%	1.53
It took me a while to find the program I wanted to complete	60%	28%	12%	1.53
Personal and/or health challenges	66%	21%	13%	1.48
My course load was too heavy	63%	31%	6%	1.42
After selecting my program, I had trouble finding the best path for completing it	67%	26%	7%	1.40
Housing issues	71%	19%	10%	1.39
Expectations of me were too low	69%	25%	6%	1.37
I had difficulty completing courses for my program	71%	25%	4%	1.33
I didn't have a good place to study or complete my work	73%	21%	6%	1.33
It was difficult to get into the classes I needed	74%	22%	4%	1.31
Not enough access to advisors	76%	19%	5%	1.29
Not enough access to tutors or other academic support	81%	16%	4%	1.23

**Certificate Recipients:**

Which barriers did you have to overcome to complete your STCC education?	Not a barrier (1)	Minor barrier (2)	Major barrier (3)	Mean
Family responsibilities	46%	40%	14%	1.69
I had not been in school for a long time	56%	28%	17%	1.61
I was not academically prepared when I started	42%	56%	3%	1.61
Financial difficulties	63%	14%	23%	1.60
Expectations of me were too low	56%	31%	14%	1.58
Personal and/or health challenges	50%	42%	8%	1.58
Job demands	60%	29%	11%	1.51
It took me a while to find the program I wanted to complete	61%	28%	11%	1.50
My academic or career goals were unclear	58%	33%	8%	1.50
My course load was too heavy	61%	31%	8%	1.47
After selecting my program, I had trouble finding the best path for completing it	64%	31%	6%	1.42
I had difficulty completing courses for my program	69%	28%	3%	1.33
Housing issues	74%	20%	6%	1.31
It was difficult to get into the classes I needed	72%	28%	0%	1.28
I didn't have a good place to study or complete my work	78%	19%	3%	1.25
Not enough access to tutors or other academic support	81%	19%	0%	1.19
Not enough access to advisors	89%	11%	0%	1.11

**Perceived Educational Supports: Faculty and learning activities pave the way for success**

Finally, we asked students about the factors that helped them succeed in completing their credentials. For students receiving their associate degree, more than 90% cited faculty and/or instructors (in-class time), in-class experience and activities, out-of-class homework and projects, faculty and/or instructors (out-of-class times), and family inspiration, support, and encouragement as being a part of their completion success. For students receiving certificates, more than 90% faculty and/or instructors (in-class time), other, non-family inspiration, support, or encouragement, being a role model for others, classmate inspiration, support, or encouragement, and family inspiration, support, or encouragement as being part of their completion success.

Students of color reported in-class time with faculty and/or instructors (Hispanic: 78%, white: 76%, black: 67%), family inspiration, support, or encouragement (black: 71%, Hispanic: 71%, white: 63%), being a role

## Institutional Effectiveness

---

model for others (black: 66%, Hispanic: 63%, white: 47%), other, non-family inspiration, support, or encouragement (black: 63%, Hispanic: 55%, white: 46%), out-of-class time with faculty and/or instructors (black: 62%, Hispanic: 61%, white: 52%), academic advisors (black: 57%, Hispanic: 52%, white: 44%), out-of-class homework and projects (black: 57%, Hispanic: 56%, white: 43%), and college staff who are not faculty or advisors (black: 48%, Hispanic: 44%, white: 38%) as factors to their success in completing their education more than those who identified as white. Students who identified as Hispanic reported classmate inspiration, support, or encouragement (Hispanic: 47%, black: 38%, white: 23%), and campus activity groups or clubs (Hispanic: 47%, black: 38%, white: 23%) as student success factors more than those who identified as black or African American or who identified as white.

### Associate Degree Recipients:

What factors helped you succeed in completing your STCC education?	Not a factor (1)	Minor factor (2)	Major factor (3)	Mean
Faculty and/or instructors (in-class time)	5%	21%	75%	2.70
In-class experience and activities	6%	28%	66%	2.60
Family inspiration, support, or encouragement	10%	25%	65%	2.55
Faculty and/or instructors (out-of-class time)	9%	34%	57%	2.48
Being a role model for others	12%	34%	54%	2.42
Out-of-class homework and projects	7%	44%	48%	2.41
Other, non-family inspiration, support, or encouragement	17%	31%	52%	2.35
Classmate inspiration, support, or encouragement	14%	38%	48%	2.35
Academic advisors	16%	36%	48%	2.31
College staff (not faculty or advisors)	21%	37%	42%	2.20
Internship, clinical placements, or other career/program-related experience	33%	21%	46%	2.13
Campus activity group or club	43%	26%	30%	1.87

Certificate Recipients:

What factors helped you succeed in completing your STCC education?	Not a factor (1)	Minor factor (2)	Major factor (3)	Mean
Faculty and/or instructors (in-class time)	3%	22%	75%	2.72
Family inspiration, support, or encouragement	8%	22%	69%	2.61
In-class experience and activities	11%	18%	71%	2.61
Being a role model for others	6%	31%	63%	2.57
Other, non-family inspiration, support, or encouragement	6%	33%	61%	2.56
Out-of-class homework and projects	11%	28%	61%	2.50
Academic advisors	11%	29%	60%	2.49
Classmate inspiration, support, or encouragement	8%	39%	53%	2.44
Faculty and/or instructors (out-of-class time)	17%	22%	61%	2.44
Campus activity group or club	26%	14%	60%	2.34
Internship, clinical placements, or other career/program-related experience	23%	23%	54%	2.31
College staff (not faculty or advisors)	17%	40%	43%	2.26

## Appendix I: Graduate Survey

Congratulations on your degree! We want to learn more from you to improve the college, programs, and courses so that even more students can be successful at STCC. Thank you in advance for sharing your thoughts and experiences!! As you graduate, you become a STCC alumni member. We hope you will become an active STCC alumni member and continue to provide feedback and guidance to the college. Happy graduation, Class of 2018!

Q1 What is the PRIMARY degree you are receiving? If you are receiving more than one degree or certificate, please answer based on the degree you consider to be your main area or focus.

- Associates Degree
- Certificate

Based on their response to this question, students saw one version of Q2 and a corresponding drop-down menu listing all Associates Degrees or Certificates.

Q2: In which program are you receiving your PRIMARY associates degree?

OR

Q2: In which program are you receiving your PRIMARY certificate?

Q3 About how long did it take you to finish this degree or certificate?

- Less than 1 year
- 1 year to less than 2 years
- 2 years to less than 3 years
- 3 years to less than 4 years
- 4 years to less than 5 years
- 5 years to less than 6 years
- 6 or more years

## Institutional Effectiveness

Q4 Rate how your experience at STCC improved your ability to:

	No improvement	A little improvement	Some improvement	A lot of improvement	Tremendous Improvement
write clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
give oral presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
persuade others of your view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
examine assumptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
think critically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use evidence to support/oppose a point of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
make and justify decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use math to address day-to-day issues or problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
research a problem and assess information to address it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use computers and common software, mobile devices or internet or cloud-based applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contribute to group discussions and work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
consider a subject from multiple points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
get along with many different kinds of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
better serve my community or society in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Institutional Effectiveness

---

Q5 Continuing Education: If you are pursuing additional education (within the year) upon receiving your degree or certificate from STCC, where are you continuing?

- In a new program at STCC
- At a different 2 year college
- At a 4-year college/university
- At another non-degree educational program
- I'm not beginning any additional education this year.

If students answered that they would be continuing their education, they were also asked Q6 and Q7.

Q6 Will you be attending college full or part time?

- Full Time
- Part Time

Q7 As a result of your education at STCC, how prepared do you feel to pursue your post-graduation education plans?

- Very well prepared
- Somewhat prepared
- Somewhat unprepared
- Very unprepared
- STCC education had no role in preparing me for my post-graduation education plans

Q8 Employment Activity: If you are currently employed or seeking employment upon receiving your degree or certificate at STCC, what is your status?

- I am currently employed and not seeking a new position
- I am currently employed and seeking a new position
- I am currently employed and have secured a new position
- I am not currently employed but am seeking employment
- I am not currently employed but have secured a new position
- I am not seeking employment
- I am entering or continuing military service

If students answered that they were currently employed, they were also asked Q9, Q10, and Q11.

Q9 Is your CURRENT position full or part time?

- Full Time
- Part Time

Q10 Is your CURRENT job related to the STCC degree/certificate you completed?

- Yes, it is directly related.
- It is somewhat related.
- No, it is not related.



## Institutional Effectiveness

Q11 As a result of your education at STCC, how prepared do you feel in your CURRENT employment?

- Very well prepared
- Somewhat prepared
- Somewhat unprepared
- Very unprepared
- STCC education had no role in preparing me for my CURRENT employment

If students answered that they had secured new employment, they were also asked Q12, Q13, and Q14.

Q12 Is your NEW position full or part time?

- Full Time
- Part Time

Q13 Is your NEW job related to the STCC degree/certificate you completed?

- Yes, it is directly related.
- It is somewhat related.
- No, it is not related.

Q14 As a result of your education at STCC, how prepared do you feel in your NEW employment?

- Very well prepared
- Somewhat prepared
- Somewhat unprepared
- Very unprepared
- STCC education had no role in preparing me for my NEW employment

Q15 Which barriers did you have to overcome to complete your STCC education? Please indicate if each was: Not a barrier, Minor barrier, or Major barrier.

	Not a barrier	Minor barrier	Major barrier
I was not academically prepared when I started	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had not been in school for a long time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic or career goals were unclear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expectations of me were too low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It took me a while to find the program I wanted to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After selecting my program, I had trouble finding the best path for completing it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Institutional Effectiveness

It was difficult to get into the classes I needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had difficulty completing courses for my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My course load was too heavy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I didn't have a good place to study or complete my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough access to advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough access to tutors or other academic support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal and/or health challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please describe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 What factors helped you succeed in completing your STCC education? Please indicate if each was: Not a factor, Minor factor, or Major factor.

	Not a success factor	Minor success factor	Major success factor
Faculty and/or instructors (in-class time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty and/or instructors (out-of-class time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College staff (not faculty or advisors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-class experience and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-class homework and projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship, clinical placements, or other career/program-related experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Institutional Effectiveness

Campus activity group or club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classmate inspiration, support, or encouragement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family inspiration, support, or encouragement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, non-family inspiration, support, or encouragement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a role model for others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please describe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 Ethnicity (This information is used for statistical purposes only and is optional.) Please choose one answer.

- Hispanic or Latino/a
- NOT Hispanic or Latino/a

Q18 Race (This information is used for statistical purposes only and is optional.) Please choose one or more answers.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White

Q19 Gender Identity (This information is used for statistical purposes only and is optional.) Please choose one answer.

- Male
- Female
- Other

Q20 WHEN YOU BEGAN your education at STCC, how old were you? (This information is used for statistical purposes only and is optional.) Please choose one answer.

- 19 or Younger
- 20 to 24
- 25 to 29
- 30 or Older

**Appendix II: Graduate Respondents by Credential and Program**

No. Associates by Program	
LTGS.AA	56
NURS.AS	24
LECJ.AS	21
LTRR.AA	19
BTCM.AS	13
BUSN .AS	12
CITS.AS	12
ARBT.AS	12
DHGY.AS	11
MECH.AS	10
HTHC.AA	8
CART.AS	8
ACCT.AS	6
DAUD.AS	6
TPRD.AS	6
OCCP.AS	6
RSPC.AS	6
SURG.AS	6
HTHC.GS	6
CHLD.AS	5
AUTM.AS	5
CSET.AS	5
ENGY.AS	5
DMIR.AS	5
FINE.AA	4
LEOT.AS	4
PTAS.AS	4
CSCI.AS	4
ENGR.AS	4
HIIM.AS	4
CLLS.AS	4

No. Associates by Program	
ENTM.AS	3
MANG.AS	3
MCBS.AS	3
POAA.AS	3
PROG.AS	3
DPHO.AS	3
ELEC.AS	3
DMIS.AS	3
EDSE.AA	2
PMGT.AS	2
BIOL.AS	2
BIOT.AS	2
MDVT.AS	2
ENGS.AS	2
LAND.AS	2
UWWL.AA	1
ESET.AS	1
FIRE.AS	1
MATH.AS	1
No Response	2
<i>Total</i>	<i>345</i>

<b>No. Certificates by Program</b>	
COSM.CRT	6
MEDA.COC	6
ENGY.COC	5
DAST.CRT	3
CLER.CRT	2
MEDC.COC	2
CNCO.COC	2
MOAA.COC	1
AUTO.COC	1
DPHO.COC	1
EROB.COC	1
LECJ.COC	1
CITS.COC	1
No Response	4
<i>Total</i>	36