

2016

Springfield Technical
Community College

Department of
Institutional
Effectiveness

[STCC GRADUATING STUDENT SURVEY RESULTS]

Executive Summary

Survey Respondents and Response Rate: 411 graduating students took survey

Of the 547 students at Cap & Gown Pick-Up, 411 participated in this survey for a 75% response rate. Of these respondents, 365 (89%) reported that they would be receiving an associate degree and 44 (11%) reported receiving a certificate. There were 1048 students receiving degrees in FY2016.

Employment Plans: 63% of new graduates are seeking new employment and 7% 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 66% report being currently employed. Notably, about 7% of students have secured new positions as they graduate, whether they were already employed or not. Nearly 63% 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: 73% 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 75% 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 60% of certificate graduates plan to continue their education with the majority returning to STCC.

Perceived Educational Preparation: 95% 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. Only 12 students out of 296 who responded to this question reported being either somewhat or very unprepared to further their education.

Perceived Educational Barriers: Family responsibilities, finances, and job demands are most frequent barriers to student success

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

Perceived Educational Supports: Family, faculty, and classroom 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) as well as in-class experience and activities as being a part of their completion success. For students receiving certificates, more than 90% cited in-class experience and activities, faculty and/or instructors (in-class time), and classmate inspiration, support, or encouragement as being part of their completion success.



STCC Graduating Student Survey Results: 2016

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: 411 graduating students took survey

Of the 547 students at Cap & Gown Pick-Up, 411 participated in this survey for a 75% response rate. Of these respondents, 365 (89%) reported that they would be receiving an associate degree and 44 (11%) reported receiving a certificate. There were 1048 students receiving degrees in FY2016.

Of the respondents who answered the questions on race/ethnicity, 29% identified as Hispanic, 49% as white and 17% as black; 5% identified as other races or as multi-racial. There were 37% of respondents who identified as male and 63% who identified as female. We also asked students how old they were when they started their STCC education: 25% were 19 years old or younger; 31% were 20-24; 18% were 25-29, and 26% 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	3	1%	20	47%
1 year to less than 2 years	30	8%	13	30%
2 years to less than 3 years	175	48%	7	16%
3 years to less than 4 years	78	21%	3	7%
4 years to less than 5 years	40	11%	0	0%
5 years to less than 6 years	15	4%	0	0%
6 or more years	23	6%	0	0%
Total	364	100%	43	100%



Employment Plans: 63% of new graduates are seeking new employment and 7% 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 66% report being currently employed. Notably, about 7% of students have secured new positions as they graduate, whether they were already employed or not. Nearly 63% 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 identifying as black were more likely to be not employed but seeking a new position (black: 36%, Hispanic: 25%, white: 23%). Graduating students who identified as Hispanic were more likely to currently have a job and be seeking a new position (Hispanic: 42%, black: 34%, white: 34%). Students identifying as white were more likely to currently have a job and not be seeking a new position than other students (white: 28%, black: 21%, Hispanic: 18%).

Work Status	Associates (n = 363)	Certificates (n = 44)
Currently employed, SEEKING new position	38%	25%
Not employed, SEEKING position	23%	52%
Currently employed, NOT seeking new position	25%	9%
Currently employed, SECURED new position	6%	0%
Not employed, NOT seeking position	6%	9%
Not employed, SECURED position	2%	2%
Entering or continuing military service	1%	2%

Graduating students who reported being currently employed or having secured a new position were asked about their full-time versus part-time status. Twenty-nine (29) students had secured new positions as of Cap & Gown Pick-Up (May 2016).

Work Hours	Associates		Certificates	
	Current Position (n = 249)	New Position (n = 27)	Current Position (n = 15)	New Position (n = 1)
Full Time Work	53%	74%	27%	0%
Part Time Work	47%	26%	73%	100%



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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 = 250)	New Position (n = 28)	Current Position (n = 15)	New Position (n = 1)
Work Directly Related to STCC Education	26%	68%	20%	100%
Work Somewhat Related to STCC Education	24%	14%	20%	0%
Not Related	50%	18%	60%	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 = 250)	New Position (n = 28)	Current Position (n = 15)	New Position (n = 1)
Very well prepared	53%	89%	47%	100%
Somewhat prepared	26%	7%	33%	0%
Somewhat unprepared	2%	0%	0%	0%
Very unprepared	1%	0%	0%	0%
STCC education played no role in preparation for position	18%	4%	20%	0%



Continuing Education Plans: 73% 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 75% 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 60% of certificate graduates plan to continue their education with the majority returning to STCC.

Education Status	Associates (n = 363)	Certificates (n = 42)
A 4-year college/university	58%	5%
A new program at STCC	10%	48%
No additional education beginning this year	25%	40%
Another 2-year college	6%	7%
Another non-degree educational program	1%	0%

More students identifying as black plan to attend a 4-year college or university (black: 63%, Hispanic: 53%, white: 48%). White students were more likely to respond that they did not have immediate continuing education plans (white: 33%, Hispanic: 24%, black: 15%). Hispanic students were most likely to have plans to continue in another program at STCC (Hispanic: 19%, black: 13%, white: 11%).

Of those students pursuing additional education, about 67% plan to attend full time. Students of color responded that they were more likely to attend full time (black: 77%, Hispanic: 67%, white: 59%). A similar number of associate degree graduates and certificate graduates plan to attend full time.

Hours	Associates (n = 271)	Certificates (n = 25)
Full Time Schooling	66%	68%
Part Time Schooling	34%	32%

Perceived Educational Preparation: 95% 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 12 students reported being either somewhat or very unprepared. Almost 69% of all award

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recipients said they were very well prepared. All students reported a similar level of being very well prepared to continue their education (Hispanic: 72%, white: 71%, black: 68%).

Educational Preparation	Associates (n = 270)	Certificates (n = 25)
Very well prepared	69%	68%
Somewhat prepared	26%	28%
Somewhat unprepared	2%	4%
Very unprepared	2%	0%
STCC education played no role in preparation for continuing education	1%	0%



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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 research a problem and assess information to address it, to contribute to group discussions and work, to get along with many different kinds of people, and to better serve their community or society in general. 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	3%	5%	17%	41%	34%	3.98
Get along with many different kinds of people	6%	7%	18%	34%	36%	3.87
Research a problem and assess information to address it	5%	7%	20%	41%	27%	3.80
Make and justify decisions	5%	7%	20%	41%	26%	3.77
Consider a subject from multiple points of view	5%	7%	21%	40%	27%	3.77
Better serve my community or society in general	5%	8%	22%	35%	30%	3.76
Use evidence to support/oppose a point of view	4%	7%	25%	41%	24%	3.75
Contribute to group discussions and work	5%	9%	21%	37%	28%	3.73
Use computers and common software, mobile devices or internet or cloud-based applications	7%	9%	21%	31%	31%	3.70
Give oral presentations	6%	8%	25%	42%	19%	3.60
Examine assumptions	6%	9%	25%	43%	18%	3.59
Persuade others of your view	6%	11%	28%	38%	17%	3.52
Write clearly	9%	9%	26%	41%	15%	3.43
use math to address day-to-day issues or problems	11%	10%	29%	32%	19%	3.37



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	7%	5%	16%	28%	44%	3.98
Better serve my community or society in general	7%	10%	21%	26%	36%	3.74
Contribute to group discussions and work	2%	9%	23%	47%	19%	3.70
Give oral presentations	5%	14%	14%	45%	23%	3.68
Think critically	9%	7%	20%	39%	25%	3.64
Research a problem and assess information to address it	7%	5%	30%	37%	21%	3.60
Use computers and common software, mobile devices or internet or cloud-based applications	12%	9%	19%	28%	33%	3.60
Consider a subject from multiple points of view	2%	9%	33%	37%	19%	3.60
Make and justify decisions	7%	12%	19%	42%	21%	3.58
Persuade others of your view	5%	9%	32%	41%	14%	3.50
Use evidence to support/oppose a point of view	12%	9%	26%	35%	19%	3.40
Examine assumptions	5%	11%	43%	25%	16%	3.36
Write clearly	18%	7%	36%	27%	11%	3.07
use math to address day-to-day issues or problems	26%	9%	28%	23%	14%	2.91

Perceived Educational Barriers: Family responsibilities, finances, and job demands are most frequent barriers to student success

We also asked graduates about the barriers they faced as they worked to obtain their credential. For associate degree recipients, more than 50% of students experienced either minor or major barriers to their education because of: family responsibilities, financial difficulties, and job demands. More than 50% of certificate recipients experienced either minor or major educational barriers due to: family responsibilities, job demands, not being academically prepared when they started, and financial difficulties. Students identifying as black or Hispanic reported not being academically prepared as a significant barrier more often than students identifying as white (Hispanic: 18%, black: 12%, white: 5%). They also reported family responsibilities as a major barrier more often than students identifying as white (Hispanic: 34%, black: 24%,

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white: 15%). Students identifying as black reported that not enough access to advisors was a major barrier to their success more often than students identifying white or Hispanic (black: 15%, white: 7%, Hispanic: 6%). Hispanic students also reported job demands (Hispanic: 29%, black: 15%, white: 14%), housing issues (Hispanic: 14%, black: 11%, white: 4%) and personal and/or health challenges (Hispanic: 21%, black: 12%, white: 7%) as significant barriers more often than students identifying as white or black.

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	44%	35%	22%	1.78
Financial difficulties	45%	37%	18%	1.73
Job demands	47%	36%	18%	1.71
I had not been in school for a long time	59%	25%	17%	1.58
My academic or career goals were unclear	56%	30%	14%	1.57
Personal and/or health challenges	58%	30%	11%	1.53
I was not academically prepared when I started	59%	31%	9%	1.50
It took me a while to find the program I wanted to complete	63%	26%	11%	1.48
My course load was too heavy	57%	39%	4%	1.46
Expectations of me were too low	70%	22%	8%	1.39
After selecting my program, I had trouble finding the best path for completing it	68%	25%	7%	1.38
I had difficulty completing courses for my program	68%	27%	6%	1.38
Housing issues	71%	22%	8%	1.37
Not enough access to advisors	72%	20%	8%	1.36
It was difficult to get into the classes I needed	71%	25%	4%	1.34
I didn't have a good place to study or complete my work	70%	27%	4%	1.34
Not enough access to tutors or other academic support	79%	15%	6%	1.27



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	45%	26%	29%	1.83
Job demands	43%	33%	24%	1.81
I was not academically prepared when I started	37%	47%	16%	1.79
Financial difficulties	42%	42%	16%	1.74
I had not been in school for a long time	56%	21%	23%	1.67
Personal and/or health challenges	51%	33%	16%	1.65
My course load was too heavy	51%	40%	9%	1.58
It took me a while to find the program I wanted to complete	58%	33%	9%	1.51
Housing issues	64%	24%	12%	1.48
My academic or career goals were unclear	63%	30%	7%	1.44
I didn't have a good place to study or complete my work	63%	33%	5%	1.42
Expectations of me were too low	67%	26%	7%	1.40
I had difficulty completing courses for my program	67%	26%	7%	1.40
Not enough access to tutors or other academic support	70%	21%	9%	1.40
After selecting my program, I had trouble finding the best path for completing it	67%	30%	2%	1.35
Not enough access to advisors	74%	21%	5%	1.30
It was difficult to get into the classes I needed	79%	19%	2%	1.23

Perceived Educational Supports: Family, faculty, and classroom 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) as well as in-class experience and activities as being a part of their completion success. For students receiving certificates, more than 90% cited in-class experience and activities, faculty and/or instructors (in-class time), and classmate inspiration, support, or encouragement as being part of their completion success. Students of color reported college staff (not faculty or advisors) as critical for their success more frequently than students

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identifying as white (black: 49%, Hispanic: 41%, white: 30%). Students identifying as black reported out-of-class homework and projects as major success factor more frequently than students identifying as Hispanic or white (black: 61%, Hispanic: 53%, white: 47%). Students identifying as Hispanic reported being a role model for others as critical for their success more frequently than students identifying black or white (Hispanic: 66%, black: 61%, white: 54%).

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)	7%	22%	71%	2.64
In-class experience and activities	7%	28%	65%	2.58
Family inspiration, support, or encouragement	11%	26%	63%	2.52
Being a role model for others	13%	30%	58%	2.45
Out-of-class homework and projects	10%	41%	49%	2.39
Faculty and/or instructors (out-of-class time)	15%	33%	52%	2.37
Classmate inspiration, support, or encouragement	14%	37%	48%	2.34
Other, non-family inspiration, support, or encouragement	16%	34%	50%	2.34
Academic advisors	23%	34%	43%	2.21
College staff (not faculty or advisors)	28%	35%	37%	2.09
Internship, clinical placements, or other career/program-related experience	39%	22%	38%	1.99
Campus activity group or club	48%	27%	25%	1.76



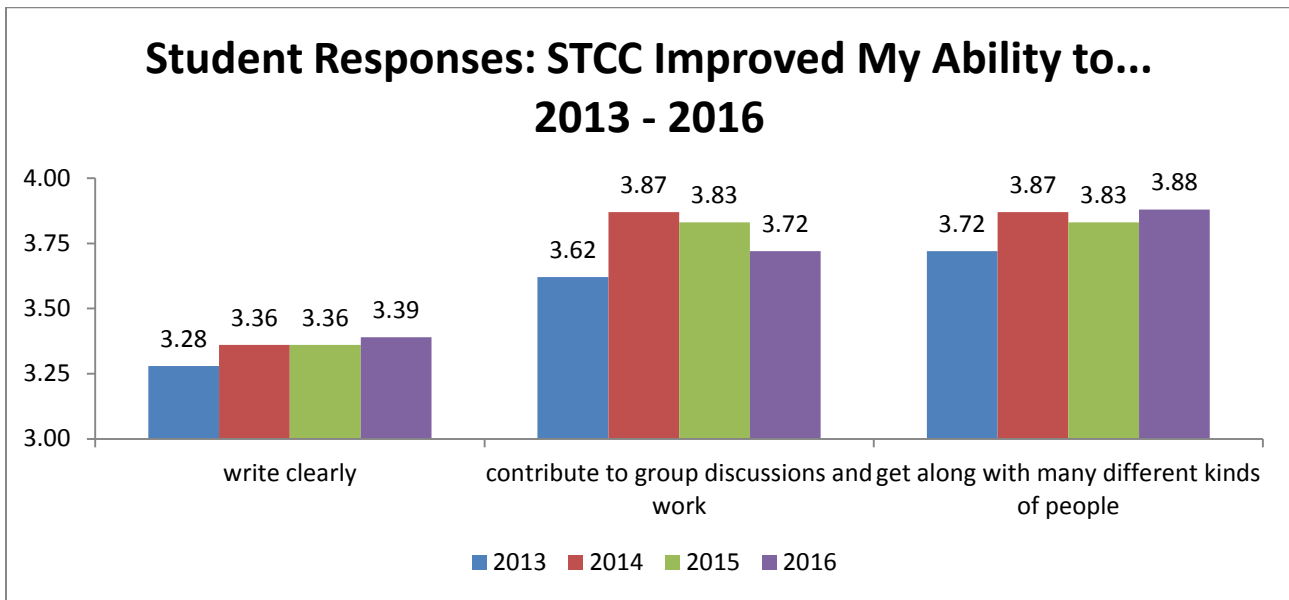
Certificate Recipients:

What factors helped you succeed in completing your STCC education?	Not a factor (1)	Minor factor (2)	Major factor (3)	Mean
In-class experience and activities	5%	19%	76%	2.71
Faculty and/or instructors (in-class time)	5%	20%	75%	2.70
Classmate inspiration, support, or encouragement	5%	24%	71%	2.67
Family inspiration, support, or encouragement	12%	20%	68%	2.56
Out-of-class homework and projects	10%	29%	62%	2.52
Being a role model for others	17%	21%	62%	2.45
Faculty and/or instructors (out-of-class time)	14%	32%	55%	2.41
Academic advisors	21%	19%	60%	2.40
Other, non-family inspiration, support, or encouragement	17%	33%	50%	2.33
College staff (not faculty or advisors)	33%	23%	44%	2.12
Internship, clinical placements, or other career/program-related experience	48%	12%	40%	1.93
Campus activity group or club	50%	19%	31%	1.81

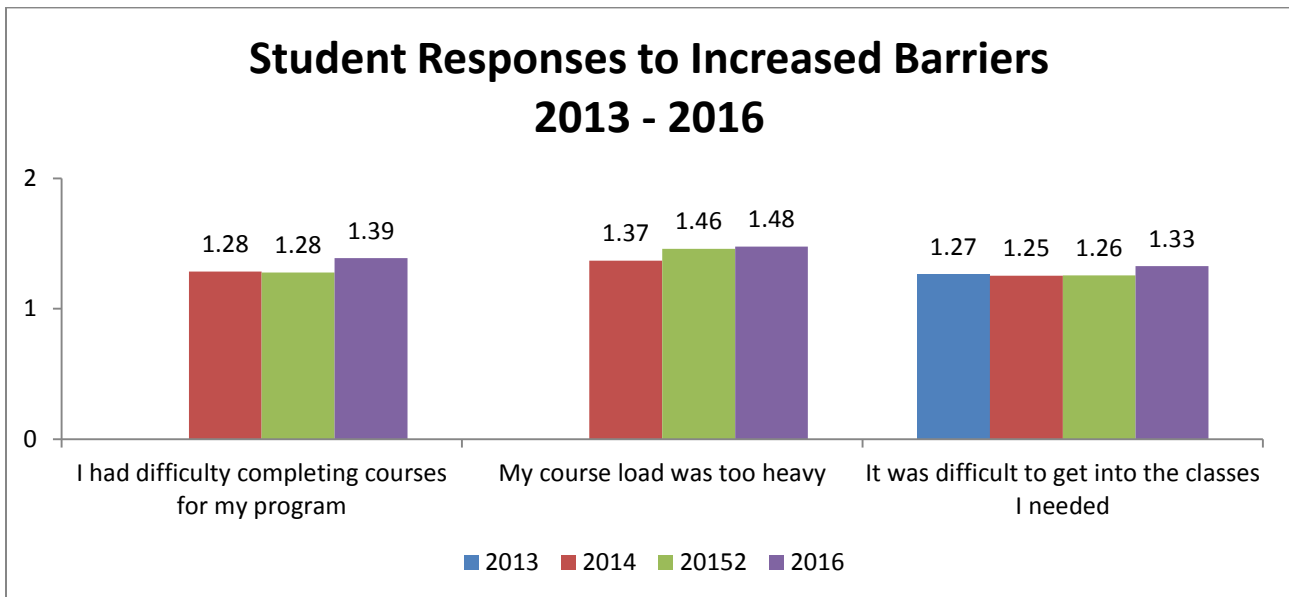
Graduate Survey Trends: Improved abilities, decreased barriers, and changes to success factors

We now have four years of graduate student survey data. The graduate student survey was first implemented in 2013 and has been done annually at cap and gown pickup. Though data changes every year on most of the variables, below is a summary of some noteworthy trends for 2016.

In 2016, most abilities remained similar to last year’s results or even dropped slightly, except for writing clearly and getting along with many different kinds of people. Writing clearly has shown a gradual increase over the last four years, from a mean of 3.28 in 2013 to a mean of 3.39 in 2016, a percentage increase of 3%. Getting along with many different kinds of people has increased from 3.71 in 2013 to 3.88 in 2016 with variability between years. A decreasing trend for students has been their ability to contribute to group discussions and work. In 2014 the mean was 3.87 and in 2016 the mean was 3.72, an almost 4% decrease in the last three years.



Students reported that a barrier which has increased for them over the last three years was that they had difficulty completing courses for their program. In 2014 student’s perception of this was 1.28 and in 2016 student’s perception of this had increased to 1.39, a 7.5% increase during this time. Students also perceived increases to the following barriers: (a) their course load was too heavy (7.4%) and (b) it was difficult getting into the classes I need (4.6%). There was also a gradual increase to students not having enough access to advisors, from 1.31 in 2014 to 1.36 in 2016, a 3.6% increase over that time. Students perceived decreases to the following barriers: not being in school for a long time (a decrease of 5%).



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In terms of student success factors, graduates' perception of out-of-class homework and projects increased over the last year, after decreasing for the previous three years. In 2013 this factor had a mean of 2.47; in 2015 it had decreased to a low of 2.32. This year it increased back to a mean of 2.41.



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 2016!

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



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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"/>



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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.



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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

Q21 As new alumni of Springfield Technical Community College, please update your contact information: (PLEASE NOTE -- This information is kept separate from all other answers in this survey.)

First Name, Last Name, personal (non-STCC) email address, phone



Appendix II: Graduate Respondents by Credential and Program

No. Associates by Program	
LTGS.AA	54
LECI.AS	42
NURS.AS	37
BTCM.AS	22
LTTR.AA	21
ARBT.AS	12
MECH.AS	10
BUSN.AS	10
HTHC.GS	9
HTHC.AA	9
SURG.AS	8
DMIR.AS	8
CSET.AS	7
ELEC.AS	6
CITS.AS	6
TPRD.AS	6
DHGY.AS	5
MOAA.AS	5
ENGY.AS	5
CSCI.AS	5
ACCT.AS	5
RSPC.AS	5
HIIM.AS	4
CLLS.AS	4
OCCP.AS	4
PTAS.AS	4
AUTM.AS	4
CHLD.AS	4
CART.AS	3
ENGR.AS	3
FIRE.AS	3

No. Associates by Program	
CIVL.AS	3
POAA.AS	2
BIOT.AS	2
LANT.AS	2
MDVT.AS	2
MCBS.AS	2
ENGC.GS	2
ESET.AS	2
MRKT.AS	1
EDSE.AA	1
DPHO.AS	1
PMGT.AS	1
INHM.AS	1
CNST.AS	1
PROG.AS	1
ENGS.AS	1
MATH.AS	1
DMIS.AS	1
DAUD.AS	1
ENGC.AA	1
BIOL.AS	1
EDEL.AA	1
MANG.AS	1
UWWL.AA	1
No Response	2
<i>Total</i>	363



No. Certificates by Program	
COSM.CRT	12
CLER.CRT	8
MEDC.COC	4
CSVC.COC	4
ENGY.COC	3
MOAA.COC	2
DAST.CRT	2
DPHO.COC	2
LEJ.COC	1
AUTO.COC	1
CSET.COC	1
ARCH.COC	1
MEDA.COC	1
No Response	2
<i>Total</i>	44

