

2020

Springfield Technical Community College

Office of Assessment

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[GRADUATING STUDENT SURVEY RESULTS]

Executive Summary

Survey Respondents and Response Rate: 216 graduating students took the survey

In June 2020, students graduating with either an associate degree or certificate were surveyed using an online survey distributed through Qualtrics. A total of 775 emails were sent out to graduating students asking them to complete the graduating student survey. There were 216 usable responses for a response rate of 28%. Of these respondents, 197 (91%) reported that they would be receiving an associate degree and 19 (9%) reported receiving a certificate. There were 894 students receiving degrees in FY2020.

Employment Plans: 60% 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 65% report being currently employed. About 7% of students have secured new positions as they graduate, whether they were already employed or not. Nearly 60% 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: 64% of new graduates expect to continue their education

Graduates were asked 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 66% 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 47% of certificate graduates plan to continue their education, with the majority returning to STCC.

Perceived Educational Preparation: 93% 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 further education, only six students reported being either somewhat or very unprepared. Approximately 61% 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 credentials. 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 in school for a long time, family responsibilities, job demands, financial difficulties, and not having clear academic or career goals when they started.

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

STCC Graduating Student Survey Results: 2020

Since 2013 the Office of Assessment has conducted a graduating student survey at Cap & Gown Pick-Up. This year, due to COVID-19, the survey was conducted using an online survey tool. 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: 216 graduating students took the survey

In June 2020, students graduating with either an associate degree or certificate were surveyed using an online survey distributed through Qualtrics. A total of 775 emails were sent out to graduating students asking them to complete the graduating student survey. There were 216 usable responses for a response rate of 28%. Of these respondents, 197 (91%) reported that they would be receiving an associate degree and 19 (9%) reported receiving a certificate. There were 894 students receiving degrees in FY2020.

Of the respondents who answered the questions on race/ethnicity, 28% identified as Hispanic, 52% as white, and 13% as black; 6% identified as other races or as multi-racial. There were 32% of respondents who identified as male and 68% who identified as female. We also asked students how old they were when they started their STCC education: 36% were 19 years old or younger; 16% were 20-24; 19% were 25-29, and 29% reported being 30 or older when they began their program.

Graduates were asked how long it took them to complete their credentials and from which program they were receiving it. The majority of students graduating with an associate 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	2	1%	4	21%
1 year to less than 2 years	20	10%	9	47%
2 years to less than 3 years	88	45%	5	26%
3 years to less than 4 years	45	23%	1	5%
4 years to less than 5 years	13	7%	0	0%
5 years to less than 6 years	14	7%	0	0%
6 or more years	15	8%	0	0%
Total	197	100%	19	100%

Employment Plans: 60% 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 65% report being currently employed. About 7% of students have secured new positions as they graduate, whether they were already employed or not. Nearly 60% 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.

White students were more likely to be currently employed and not seeking a new position (white: 27%, Hispanic: 25%, black: 16%). Black students were more likely not to be currently employed, but seeking employment (black: 40%, white: 24%, Hispanic: 23%). Graduating students who identified as black were likely to be currently employed and seeking a new position (black: 40%, Hispanic: 39%, white: 30%). Students who identified as Hispanic were more likely to have secured a new position (Hispanic: 11%, white: 9%, black: 4%) than students who identified as black or white.

Work Status	Associates (n = 195)	Certificates (n = 19)
Currently employed, SEEKING new position	35%	26%
Currently employed, NOT seeking new position	26%	32%
Not employed, SEEKING position	25%	37%
Not employed, NOT seeking position	7%	0%
Currently employed, SECURED new position	5%	5%
Not employed, SECURED position	3%	0%
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. Sixteen (16) students had secured new positions as of this survey.

Work Hours	Associates		Certificates	
	Current Position (n = 126)	New Position (n = 15)	Current Position (n = 12)	New Position (n = 1)
Full-Time Work	54%	80%	75%	100%
Part-Time Work	46%	20%	25%	0%

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 = 127)	New Position (n = 15)	Current Position (n = 12)	New Position (n = 1)
Work Directly Related to STCC Education	23%	60%	50%	100%
Work Somewhat Related to STCC Education	27%	20%	8%	0%
Not Related	50%	20%	42%	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 = 127)	New Position (n = 15)	Current Position (n = 12)	New Position (n = 1)
Very well prepared	45%	67%	50%	100%
Somewhat prepared	24%	27%	33%	0%
Somewhat unprepared	2%	0%	0%	0%
Very unprepared	1%	0%	0%	0%
STCC education played no role in preparation for position	28%	7%	17%	0%

Continuing Education Plans: 64% of new graduates expect to continue their education

Graduates were asked 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 66% 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 47% of certificate graduates plan to continue their education, with the majority returning to STCC.

Education Status	Associates (n = 194)	Certificates (n = 19)
At a 4-year college/university	53%	5%
In a new program at STCC	8%	42%
At a different 2 year college	4%	0%
At another non-degree educational program	2%	0%
I'm not beginning any additional education this year.	34%	53%

More students identifying as Hispanic plan to attend a 4-year college or university (Hispanic: 60%, black: 56%, white: 38%). White students were more likely to respond that they did not have immediate continuing education plans (white: 44%, Hispanic: 31%, black: 28%). Black students were most likely to have plans to continue in another program at STCC (black: 16%, white: 11%, Hispanic: 7%).

Of those students pursuing additional education, about 61% plan to attend full time. Students identifying as black plan to attend full-time at a higher rate than those who identify as Hispanic or white (black: 78%, Hispanic: 68%, white: 48%).

Hours	Associates (n = 128)	Certificates (n = 9)
Full-Time Schooling	62%	56%
Part-Time Schooling	38%	44%

Perceived Educational Preparation: 93% 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 further education, only six students reported being either somewhat or very unprepared. Approximately 61% of all award recipients

said they were very well prepared. White and Hispanic students reported higher levels of being very well prepared to continue their education than black students (white: 69%, Hispanic: 66%, black: 50%).

Educational Preparation	Associates (n = 128)	Certificates (n = 9)
Very well prepared	63%	44%
Somewhat prepared	31%	44%
Somewhat unprepared	3%	11%
Very unprepared	1%	0%
STCC education played no role in preparation for continuing education	2%	0%

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 credentials. 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, research a problem and assess information to address it, make and justify decisions, use evidence to support/oppose a point of view, and get along with many different kinds of people. Hispanic students 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	7%	13%	18%	38%	25%	3.61
research a problem and assess information to address it	7%	14%	23%	35%	20%	3.47
make and justify decisions	8%	15%	19%	40%	19%	3.45
use evidence to support/oppose a point of view	8%	15%	22%	35%	20%	3.44
get along with many different kinds of people	10%	17%	19%	32%	23%	3.41
consider a subject from multiple points of view	8%	15%	27%	32%	18%	3.37
use computers and common software, mobile devices or internet or cloud-based applications	9%	18%	21%	30%	22%	3.37
contribute to group discussions and work	8%	17%	24%	33%	17%	3.33
examine assumptions	11%	13%	28%	35%	14%	3.28
better serve my community or society in general	14%	14%	26%	24%	22%	3.27
give oral presentations	13%	19%	21%	32%	14%	3.16
persuade others of your view	14%	12%	32%	30%	11%	3.13
use math to address day-to-day issues or problems	15%	17%	28%	23%	18%	3.12
write clearly	17%	16%	26%	26%	16%	3.09

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
use computers and common software, mobile devices or internet or cloud-based applications	11%	5%	11%	26%	47%	3.95
think critically	11%	11%	17%	22%	39%	3.67
research a problem and assess information to address it	11%	17%	6%	28%	39%	3.67
get along with many different kinds of people	11%	16%	16%	16%	42%	3.63
make and justify decisions	11%	17%	11%	22%	39%	3.61
better serve my community or society in general	11%	16%	21%	16%	37%	3.53
contribute to group discussions and work	11%	16%	16%	26%	32%	3.53
examine assumptions	11%	11%	22%	28%	28%	3.50
consider a subject from multiple points of view	11%	21%	21%	16%	32%	3.37
use evidence to support/oppose a point of view	22%	11%	11%	22%	33%	3.33
persuade others of your view	16%	16%	26%	16%	26%	3.21
use math to address day-to-day issues or problems	17%	17%	17%	33%	17%	3.17
write clearly	22%	11%	22%	28%	17%	3.06
give oral presentations	28%	6%	22%	22%	22%	3.06

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 credentials. 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 in school for a long time, family responsibilities, job demands, financial difficulties, and not having clear academic or career goals when they started.

Students identifying as black reported not being academically prepared (black: 27%, Hispanic: 14%, white: 10%), taking a while to find a program they wanted to complete (black: 24%, Hispanic: 9%, white: 4%), job demands (black 24%, Hispanic: 16%, white: 14%), expectations of them were too low (black: 20%, Hispanic: 7%, white: 4%), and unclear academic or career goals (black: 16%, white: 12%, Hispanic: 11%) as significant barriers more often than students identifying as white or Hispanic. Students of color reported family responsibilities (Hispanic 29%, black: 27%, white 19%) and personal and/or health challenges (black: 16%, Hispanic: 14%, white: 10%) as major barriers more often than students identifying as white. Students identifying as Hispanic also reported financial difficulties (Hispanic: 21%, white: 14%, black 12%), and not being in school for a long time (Hispanic: 21%, white: 20%, black: 8%) 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	42%	34%	24%	1.82
Financial difficulties	50%	34%	16%	1.66
Job demands	51%	35%	14%	1.64
I was not academically prepared when I started	55%	30%	15%	1.60
I had not been in school for a long time	59%	25%	17%	1.58
Personal and/or health challenges	54%	34%	12%	1.58
My academic or career goals were unclear	61%	26%	13%	1.52
My course load was too heavy	57%	37%	6%	1.49
It took me a while to find the program I wanted to complete	67%	24%	9%	1.42
It was difficult to get into the classes I needed	69%	23%	8%	1.38
Not enough access to advisors	70%	23%	6%	1.36
After selecting my program, I had trouble finding the best path for completing it	72%	20%	8%	1.36
I didn't have a good place to study or complete my work	72%	22%	6%	1.34
Expectations of me were too low	74%	20%	6%	1.32
Housing issues	76%	18%	6%	1.30
I had difficulty completing courses for my program	73%	25%	2%	1.30
Not enough access to tutors or other academic support	82%	14%	4%	1.22

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
I had not been in school for a long time	26%	32%	42%	2.16
Family responsibilities	21%	47%	32%	2.11
Job demands	37%	47%	16%	1.79
Financial difficulties	47%	32%	21%	1.74
My academic or career goals were unclear	47%	32%	21%	1.74
I was not academically prepared when I started	53%	26%	21%	1.68
Personal and/or health challenges	42%	47%	11%	1.68
Expectations of me were too low	58%	21%	21%	1.63
It took me a while to find the program I wanted to complete	53%	32%	16%	1.63
I didn't have a good place to study or complete my work	53%	42%	5%	1.53
After selecting my program, I had trouble finding the best path for completing it	53%	47%	0%	1.47
My course load was too heavy	63%	26%	11%	1.47
Housing issues	74%	16%	11%	1.37
I had difficulty completing courses for my program	68%	32%	0%	1.32
Not enough access to tutors or other academic support	79%	21%	0%	1.21
It was difficult to get into the classes I needed	79%	21%	0%	1.21
Not enough access to advisors	79%	21%	0%	1.21

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

Students of color reported faculty and/or instructors (in-class time) (black: 77%, Hispanic: 75%, white: 73%), in-class experience and activities (Hispanic: 71%, black: 69%, white: 61%), out-of-class homework and projects (black: 54%, Hispanic: 54%, white: 43%), being a role model for others (Hispanic: 66%, black: 54%, white: 49%), classmate inspiration, support, or encouragement (black: 50%, Hispanic: 48%, white: 41%), and other, non-family inspiration, support, or encouragement (Hispanic: 50%, black: 46%, white: 44%), as critical to their success more frequently than students identifying as white. Students identifying as black identified faculty and/or instructors (out-of-class time) (black: 58%, Hispanic: 45%, white: 44%), academic advisors (black: 58%, Hispanic: 44%, white: 31%), and college staff (not faculty or advisors) (black: 42%, Hispanic: 32%, white: 18%), as major success factors more frequently than students identifying as Hispanic or white. Students identifying as Hispanic identified family inspiration, support or encouragement (Hispanic: 70%, black: 65%, white: 65%) as more important for their success than students identifying as black or 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%	23%	72%	2.68
Family inspiration, support, or encouragement	10%	23%	67%	2.57
In-class experience and activities	9%	27%	64%	2.55
Being a role model for others	15%	31%	54%	2.40
Out-of-class homework and projects	9%	46%	46%	2.37
Faculty and/or instructors (out-of-class time)	15%	40%	45%	2.29
Classmate inspiration, support, or encouragement	19%	36%	45%	2.26
Other, non-family inspiration, support, or encouragement	22%	33%	46%	2.24
Academic advisors	22%	41%	38%	2.16
Internship, clinical placements, or other career/program-related experience	42%	18%	40%	1.99
College staff (not faculty or advisors)	40%	34%	26%	1.85
Campus activity group or club	66%	17%	17%	1.52

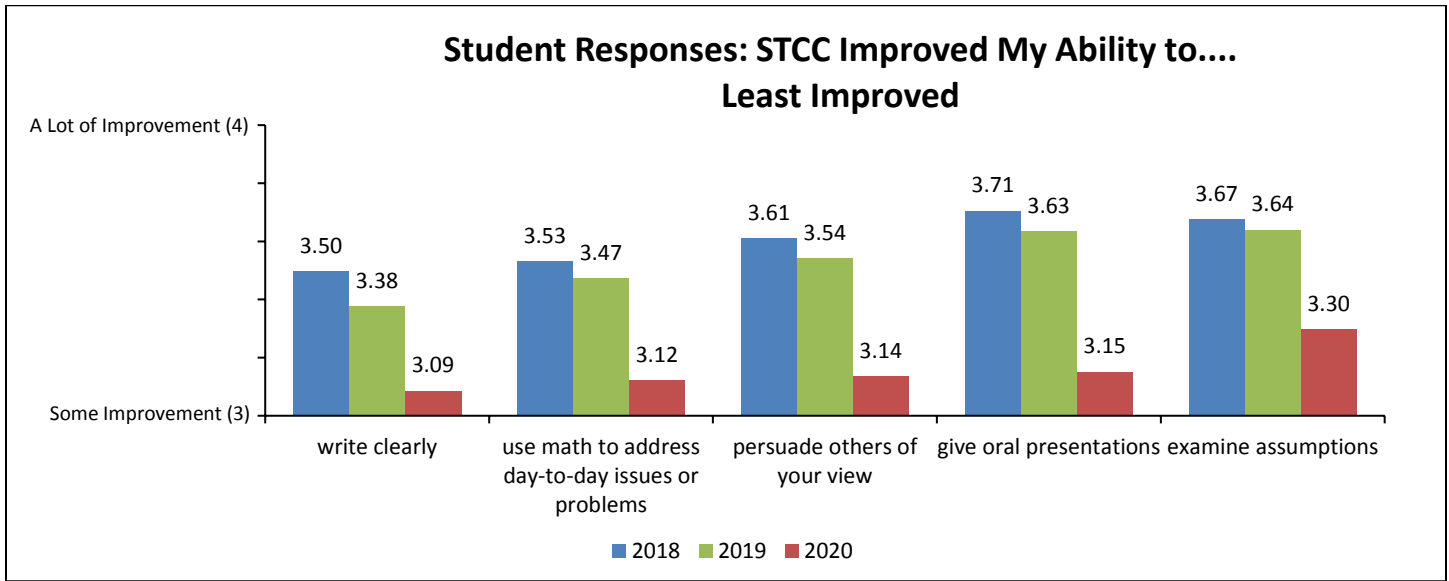
Certificate Recipients:

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)	5%	11%	84%	2.79
In-class experience and activities	5%	21%	74%	2.68
Faculty and/or instructors (out-of-class time)	5%	21%	74%	2.68
Academic advisors	11%	26%	63%	2.53
Family inspiration, support, or encouragement	11%	26%	63%	2.53
Out-of-class homework and projects	5%	42%	53%	2.47
Being a role model for others	11%	32%	58%	2.47
Other, non-family inspiration, support, or encouragement	21%	26%	53%	2.32
Classmate inspiration, support, or encouragement	26%	32%	42%	2.16
College staff (not faculty or advisors)	32%	37%	32%	2.00
Internship, clinical placements, or other career/program-related experience	42%	26%	32%	1.89
Campus activity group or club	53%	26%	21%	1.68

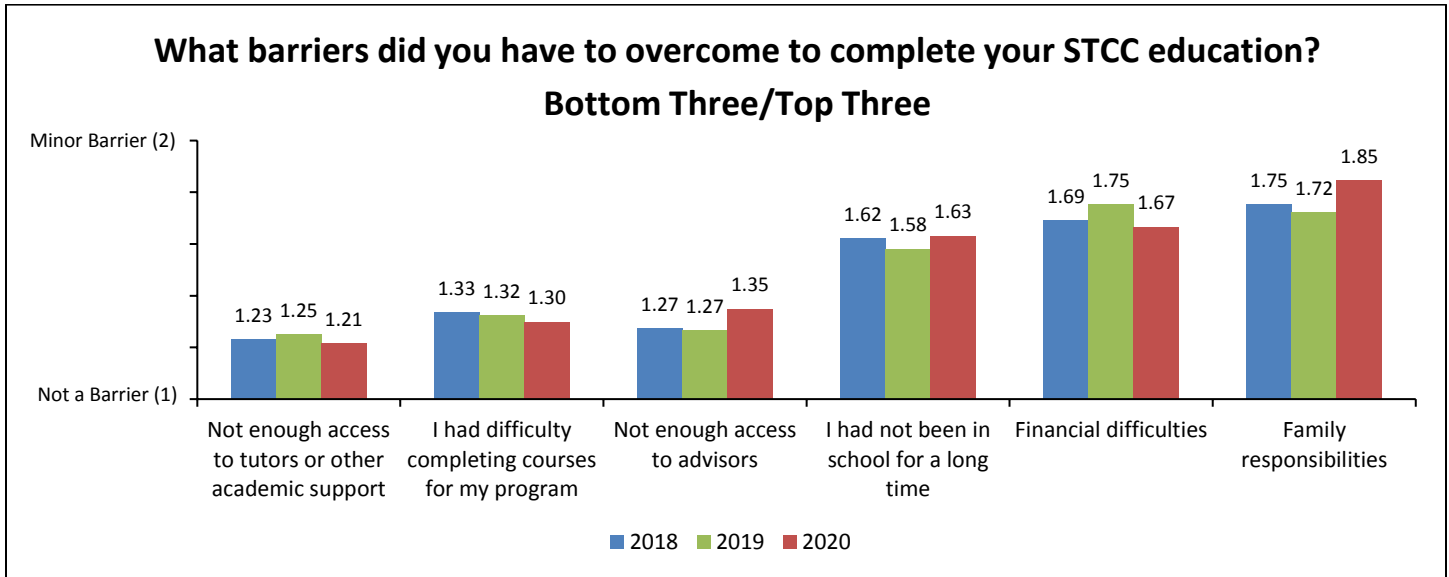
Graduate Survey Trends: Writing and math continue to be least improved for our students, non-academic barriers most common, faculty still leading student success factor

The College now has seven years of graduating student survey data. The graduating student survey was first administered in 2013 and has been done annually at cap and gown pickup. The paragraphs below summarize some of the noteworthy trends for 2020.

Since the College started collecting data on graduating students, the ability to write clearly and the ability to use math to address day-to-day issues or problems have consistently been reported as the least improved by graduating students. In 2020, writing clearly was the least improved with a mean of 3.09 and using math day-to-day was second least improved with a mean of 3.12. In comparison, the abilities that showed the most improvement in 2020 were thinking critically (3.62), researching a problem and assessing information to address it (3.48), and getting along with many different kinds of people (3.43).

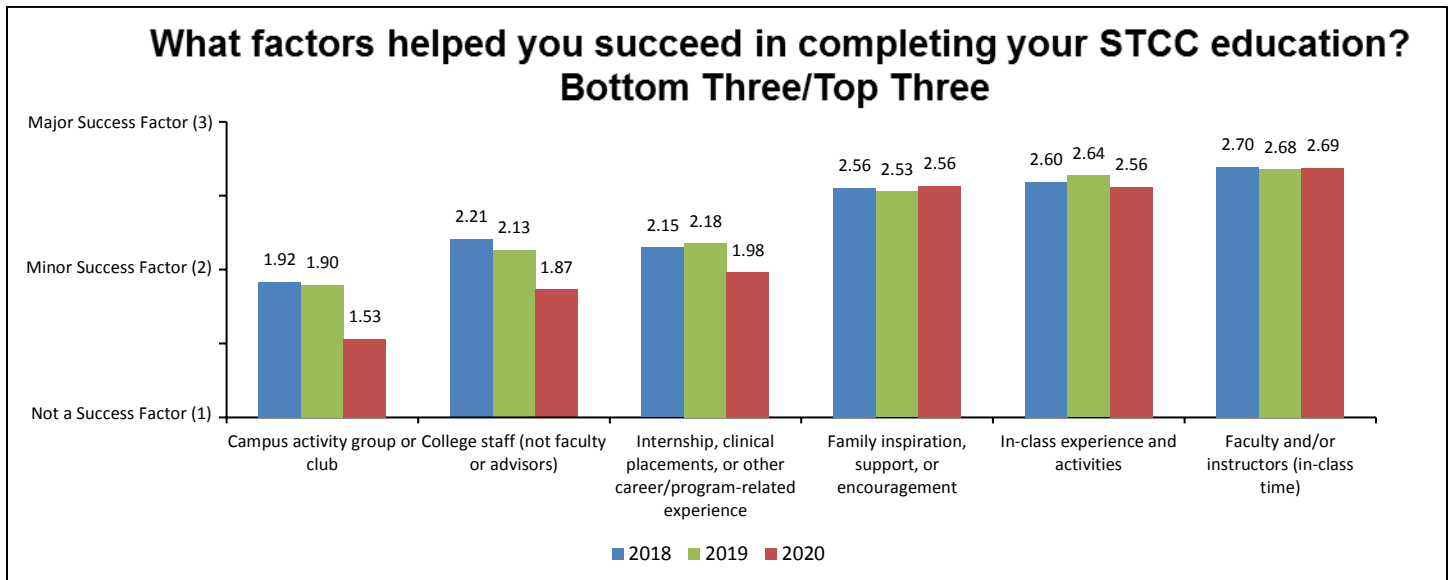


Family responsibilities and financial difficulties have consistently been the largest barriers to student success at Springfield Technical Community College for the last three years. In 2020, the mean for family responsibilities was 1.85 and the mean for financial difficulties was 1.67. In comparison, the barriers that have had the least impact on our students’ success in 2020 were not enough access to advisors (1.35), difficulty getting into classes they needed (1.30), and not enough access to tutors or other academic support (1.21).



Faculty and/or instructors has been one of the top success factors for our students since the Graduating Student Survey was first administered in 2013. In 2020 the mean for in-class time with faculty and/or instructors was 2.69. In-class experience and activities (2.56) and family inspiration, support, or encouragement (2.56) have also been consistently in the top three for the last three years. In comparison, the

success factors that have had the least impact on our students' success in 2020 were internships, clinical placements, or other career/program-related experience (1.98), college staff who are not faculty or advisors (1.87) and campus activity groups or clubs (1.53).



Appendix I: Graduating Student 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 2019!

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

Q2 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

Q3 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"/>

Q4 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 Q5 and Q6.

Q5 Will you be attending college full or part time?

- Full Time
- Part Time

Q6 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

Q7 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 Q8, Q9, and Q10.

Q8 Is your CURRENT position full or part time?

- Full Time
- Part Time

Q9 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.

Q10 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 Q11, Q12, and Q13.

Q11 Is your NEW position full or part time?

- Full Time
- Part Time

Q12 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.

Q13 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

Q14 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"/>

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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"/>

Q15 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"/>

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"/>

Q16 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

Q17 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

Q18 Gender Identity (This information is used for statistical purposes only and is optional.) Please choose one answer.

- Male
- Female
- Other

Q19 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	
NURS.AS	31
LTGS.AA	30
BTCM.AS	11
HTHC.AA	11
CITS.AS	9
LECJ.AS	8
CSET.AS	5
HIIM.AS	5
MCBS.AS	5
RSPC.AS	5
CRJT.AS	4
FIRE.AS	4
HSSW.AA	4
MECH.AS	4
AUTM.AS	3
BUSN.AS	3
DHYG.AS	3
DMIR.AS	3
DPHO.AS	3
ELEC.AS	3
ENGR.AS	3
MOAA.AS	3
PMGT.AS	3
SURG.AS	3
ACCT.AS	2
ARBT.AS	2
CART.AS	2
CSCI.AS	2
EDSE.AA	2
ENGY.AS	2
FINE.AA	2

No. Associates by Program	
HLTH.AS	2
LTTR.AA	2
MANG.AS	2
MLTD.AS	2
APSY.AA	1
BIOL.AS	1
BUSNO.AS	1
CDMT.AS	1
CIVL.AS	1
ECTR.AS	1
ENGC.AA	1
ENTM.AS	1
PHYS.AS	1
Total	197

No. Certificates by Program	
MEDC.COC	5
MOAA.COC	4
CDA.COC	3
CNCO.COC	2
AUTO.COC	1
CLER.CRT	1
DPHO.COC	1
ENGY.COC	1
FIRE.COC	1
Total	19