2022

Springfield Technical Community College

Office of Assessment

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[GRADUATING STUDENT SURVEY RESULTS]

Executive Summary

Survey Respondents and Response Rate: 151 graduating students took the survey

In June 2022, students graduating with either an associate degree or certificate were surveyed using an online survey distributed through Qualtrics. Emails were sent out 794 graduating students asking them to complete the graduating student survey. There were 151 usable responses for a response rate of 19%. Of these respondents, 121(80%) are receiving an associate degree and 30 (20%) are receiving a certificate. There were 845 students receiving degrees in FY2022.

Employment Plans: 47% of new graduates are seeking new employment and 15% 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 74% report being currently employed. About 15% of students have secured new positions as they graduate, whether they were already employed or not. About 47% of graduates are seeking new positions, whether they are currently employed or not.

Continuing Education Plans: 66% 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 67% 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: 94% 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 four students reported being somewhat unprepared. Over 63% of all award recipients said they were very well prepared.

Perceived Educational Barriers: Family responsibilities, personal and/or health challenges and financial difficulties cited as most frequent barriers to student success

We also asked graduates about the barriers they faced as they worked to obtain their credentials. Approximately 50% of associate degree students experienced either minor or major barriers to their education because of family responsibilities, financial difficulties, personal and/or health challenges and job demands. For certificate recipients, over 50% experienced either minor or major educational barriers to their education because of family responsibilities, personal and/or health challenges, due to not being in school for a long time, and not being academically prepared when they started.

Perceived Educational Supports: Faculty and family support 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 85% cited faculty and/or instructors (in-class time) and in-class experience and activities as being a part of their completion success. For students receiving certificates, more than 96% cited faculty and/or instructors (in-class time) as being part of their completion success.

STCC Graduating Student Survey Results: 2022

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: 151 graduating students took the survey

In June 2022, students graduating with either an associate degree or certificate were surveyed using an online survey distributed through Qualtrics. Emails were sent out 794 graduating students asking them to complete the graduating student survey. There were 151 usable responses for a response rate of 19%. Of these respondents, 121(80%) are receiving an associate degree and 30 (20%) are receiving a certificate. There were 845 students receiving degrees in FY2022.

Of the respondents who answered the questions on race/ethnicity, 34% identified as Hispanic, 38% as white, and 11% as black; 6% identified as other races or as multi-racial. Race was unknown for 11% of the respondents. The majority of respondents were female (73%) with only 27% identifying as male. At the time of graduation, 3% were 19 years old or younger, 32% were 20-24, 15% were 25-29, and 28% were 30-39, 13% were 40-49 and 8% were 50 or older.

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	1	1%	12	39%
1 year to less than 2 years	16	13%	12	39%
2 years to less than 3 years	58	48%	6	19%
3 years to less than 4 years	18	15%		0%
4 years to less than 5 years	11	9%		0%
5 years to less than 6 years	11	9%		0%
6 or more years	5	4%	1	3%
Total	*120*	*100%*	*31*	*100%*

Employment Plans: 47% of new graduates are seeking new employment and 15% 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 74% report being currently employed. About 15% of students have secured new positions as they graduate, whether they were already employed or not. About 47% 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 not be currently employed by seeking employment (white: 57%, Hispanic: 26%, black: 9%) or currently employed and not seeking a new position (white: 40%, Hispanic: 27%, black: 13%) than students who identify as Hispanic or black. Hispanic and white students were more likely to be currently employed and have secured a new position (Hispanic: 39%, white: 39%, black: 6%) or currently employed and seeking a new positon (Hispanic: 34%, white: 34%, black: 17%) than students who identify as black.

Work Status	Associates (n = 118)	Certificates (n = 31)
Currently employed, SEEKING new position	31%	32%
Currently employed, NOT seeking new position	29%	35%
Not employed, SEEKING position	16%	13%
Currently employed, SECURED new position	13%	10%
Not employed, NOT seeking position	8%	3%
Not employed, SECURED position	3%	6%
Entering or continuing military service	1%	0%

Graduating students who reported being currently employed or having secured a new position were asked about their full-time versus part-time status. Twenty-three students had secured new positions as of this survey.

Work Hours	Associates		Certificates	
	Current Position (n = 86)	New Position (n = 18)	Current Position (n = 24)	New Position (n = 5)
Full-Time Work	53%	89%	71%	80%
Part-Time Work	47%	11%	29%	20%

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 = 86)	New Position (n = 18)	Current Position (n = 24)	New Position (n = 5)
Work Directly Related to STCC Education	33%	83%	58%	80%
Work Somewhat Related to STCC Education	33%	17%	8%	20%
Not Related	35%	0%	33%	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 = 86)	New Position (n = 18)	Current Position (n = 24)	New Position (n = 5)
Very well prepared	52%	78%	63%	100%
Somewhat prepared	14%	22%	13%	0%
Somewhat unprepared	5%	0%	0%	0%
Very unprepared	0%	0%	0%	0%
STCC education played no role in preparation for position	29%	0%	25%	0%

Continuing Education Plans: 66% 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 67% 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 = 119)	Certificates (n = 30)
At a 4-year college/university	52%	3%
In a new program at STCC	10%	53%
At a different 2 year college	3%	3%
At another non-degree educational program	3%	0%
I'm not beginning any additional education this year.	33%	40%

More students identifying as white plan to attend a 4-year college or university (white: 40%, Hispanic: 32%, black: 8%). White students were also more likely to respond that they did not have immediate continuing education plans (white: 51%, Hispanic: 25%, black: 8%). Hispanic students were most likely to have plans to continue in another program at STCC (Hispanic: 46%, black: 29%, white: 18%).

Of those students pursuing additional education, about 72% plan to attend full time. Students identifying as Hispanic plan to attend full-time at a higher rate than those who identify as black or white (Hispanic: 71%, black: 69%, white: 68%).

Hours	Associates (n = 79)	Certificates (n = 18)
Full-Time Schooling	75%	61%
Part-Time Schooling	25%	39%

Perceived Educational Preparation: 94% 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 four students reported being somewhat unprepared. Over 63% of all award recipients said they were very

well prepared. Hispanic higher levels of being very well prepared to continue their education than black and white students (Hispanic: 78%, black: 62%, white: 52%).

Educational Preparation	Associates (n = 80)	Certificates (n = 18)
Very well prepared	63%	67%
Somewhat prepared	30%	33%
Somewhat unprepared	5%	0%
Very unprepared	0%	0%
STCC education played no role in preparation for continuing education	3%	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 use computers and common software, mobile devices or internet or cloud-based applications, think critically, research a problem and assess information to address it, better serve my community or society in general, and make and justify decisions. Black and 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
Use computers and common software, mobile devices or internet or cloud-based applications	7%	8%	17%	34%	34%	3.80
Think critically	7%	8%	22%	32%	33%	3.76
Research a problem and assess information to address it	8%	10%	18%	33%	31%	3.68
Make and justify decisions	8%	13%	16%	33%	30%	3.65
Better serve my community or society in general	12%	9%	15%	32%	33%	3.64
Use evidence to support/oppose a point of view	8%	10%	22%	31%	29%	3.63
Consider a subject from multiple points of view	12%	7%	21%	33%	28%	3.58
Contribute to group discussions and work	13%	6%	25%	25%	32%	3.58
Get along with many different kinds of people	13%	8%	19%	29%	31%	3.57
Examine assumptions	13%	8%	28%	29%	22%	3.38
Give oral presentations	14%	13%	23%	25%	24%	3.32
Write clearly	13%	14%	23%	27%	23%	3.31
Persuade others of your view	15%	9%	24%	32%	20%	3.31
Use math to address day-to-day issues or problems	16%	16%	23%	22%	24%	3.23

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
Research a problem and assess information to address it	7%	10%	17%	38%	28%	3.69
Get along with many different kinds of people	13%	10%	10%	33%	33%	3.63
Think critically	10%	10%	13%	40%	27%	3.63
Contribute to group discussions and work	13%	3%	19%	39%	26%	3.61
Better serve my community or society in general	13%	10%	10%	37%	30%	3.60
Use computers and common software, mobile devices or internet or cloud-based applications	10%	14%	7%	48%	21%	3.55
Consider a subject from multiple points of view	10%	13%	10%	47%	20%	3.53
Make and justify decisions	17%	10%	7%	41%	24%	3.45
Examine assumptions	20%	10%	10%	43%	17%	3.27
Use evidence to support/oppose a point of view	23%	7%	17%	33%	20%	3.20
Persuade others of your view	23%	10%	17%	37%	13%	3.07
Use math to address day-to-day issues or problems	24%	14%	10%	38%	14%	3.03
Write clearly	29%	10%	13%	42%	6%	2.87
Give oral presentations	30%	13%	13%	30%	13%	2.83

Perceived Educational Barriers: Family responsibilities, personal and/or health challenges and financial difficulties cited as most frequent barriers to student success

We also asked graduates about the barriers they faced as they worked to obtain their credentials. Approximately 50% of associate degree students experienced either minor or major barriers to their education because of family responsibilities, financial difficulties, personal and/or health challenges and job demands. For certificate recipients, over 50% experienced either minor or major educational barriers to their education because of family responsibilities, personal and/or health challenges, due to not being in school for a long time, and not being academically prepared when they started.

Students identifying as white reported family responsibilities (white: 34%, black: 33%, Hispanic: 29%), personal and/or health challenges (white: 21%, Hispanic: 17%, black: 13%), job demands (white: 18%, Hispanic: 16%, black 13%) and not having a good place to study or complete their work (white: 11%, black: 7%, Hispanic: 4%) as significant barriers more often than students identifying as black or Hispanic. Students identifying as Hispanic reported financial difficulties (Hispanic: 20%, white: 16%, black: 13%), not being in school for a long time (Hispanic: 16%, white: 14%, black: 13%), unclear academic or career goals (Hispanic: 14%, white: 9%, black: 7%), and not enough access to tutors or other academic support (Hispanic: 12%, black: 7%, white: 4%) as significant barriers more often than students identifying as black or white.

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	33%	37%	30%	1.96
Financial difficulties	39%	42%	19%	1.81
Personal and/or health challenges	41%	41%	18%	1.76
Job demands	46%	35%	19%	1.73
I had not been in school for a long time	50%	34%	16%	1.65
My academic or career goals were unclear	52%	37%	11%	1.59
I didn't have a good place to study or complete my work	61%	27%	12%	1.50
My course load was too heavy	57%	38%	5%	1.48
It took me a while to find the program I wanted to complete	62%	29%	10%	1.48
I was not academically prepared when I started	62%	30%	8%	1.46
After selecting my program, I had trouble finding the best path for completing it	69%	23%	8%	1.39
Not enough access to advisors	70%	22%	8%	1.37
Housing issues	69%	26%	5%	1.36
I had difficulty completing courses for my program	72%	24%	3%	1.31
Expectations of me were too low	74%	22%	4%	1.30
Not enough access to tutors or other academic support	78%	15%	7%	1.29
It was difficult to get into the classes I needed	76%	20%	4%	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	20%	43%	37%	2.17
Personal and/or health challenges	23%	53%	23%	2.00
I had not been in school for a long time	40%	40%	20%	1.80
I was not academically prepared when I started	47%	47%	7%	1.60
Financial difficulties	57%	30%	13%	1.57
My course load was too heavy	57%	30%	13%	1.57
After selecting my program, I had trouble finding the best path for completing it	55%	38%	7%	1.52
Job demands	63%	27%	10%	1.47
My academic or career goals were unclear	63%	27%	10%	1.47
I had difficulty completing courses for my program	63%	30%	7%	1.43
It took me a while to find the program I wanted to complete	66%	28%	7%	1.41
Expectations of me were too low	67%	27%	7%	1.40
Housing issues	63%	33%	3%	1.40
Not enough access to tutors or other academic support	73%	13%	13%	1.40
Not enough access to advisors	77%	23%	0%	1.23
I didn't have a good place to study or complete my work	83%	17%	0%	1.17
It was difficult to get into the classes I needed	83%	17%	0%	1.17

Perceived Educational Supports: Faculty and family support 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 85% cited faculty and/or instructors (in-class time) and in-class experience and activities as being a part of their completion success. For students receiving certificates, more than 96% cited faculty and/or instructors (in-class time) as being part of their completion success.

Students identifying as Hispanic identified family inspiration, support, or encouragement (Hispanic: 81%, black: 69%, white: 59%), being a role model for others (Hispanic: 66%, black: 46%, white: 44%), classmate inspiration, support, or encouragement (Hispanic: 62%, black: 54%, white: 41%), faculty and/or instructors (out-of-class time) (Hispanic: 60%, white: 57%, black: 46%), internship, clinical placements, or other

career/program-related experience (Hispanic: 49%, black: 46%, white: 44%), and campus activity group or club (Hispanic: 36%, black: 31%, white: 17%) as major success factors more frequently than students identifying as black or white. Students identifying as black identified in-class experience and activities (black: 69%, Hispanic: 60%, white: 50%), other, non-family inspiration, support, or encouragement (black: 62%, Hispanic: 59%, white: 45%), out-of-class homework and projects (black: 62%, Hispanic: 38%, white: 31%), academic advisors (black: 54%, Hispanic: 53%, white: 50%), and college staff (not faculty or advisors) (black: 54%, Hispanic: 49%, white: 37%) as more important for their success than students identifying as Hispanic 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)	14%	20%	66%	2.51
Family inspiration, support, or encouragement	17%	15%	68%	2.51
In-class experience and activities	16%	33%	51%	2.35
Being a role model for others	22%	28%	50%	2.28
Faculty and/or instructors (out-of-class time)	22%	29%	50%	2.28
Other, non-family inspiration, support, or encouragement	20%	33%	46%	2.26
Academic advisors	23%	29%	48%	2.24
Out-of-class homework and projects	12%	52%	36%	2.24
Classmate inspiration, support, or encouragement	23%	32%	46%	2.23
Internship, clinical placements, or other career/program-related experience	38%	18%	44%	2.06
College staff (not faculty or advisors)	32%	30%	38%	2.05
Campus activity group or club	59%	19%	23%	1.64

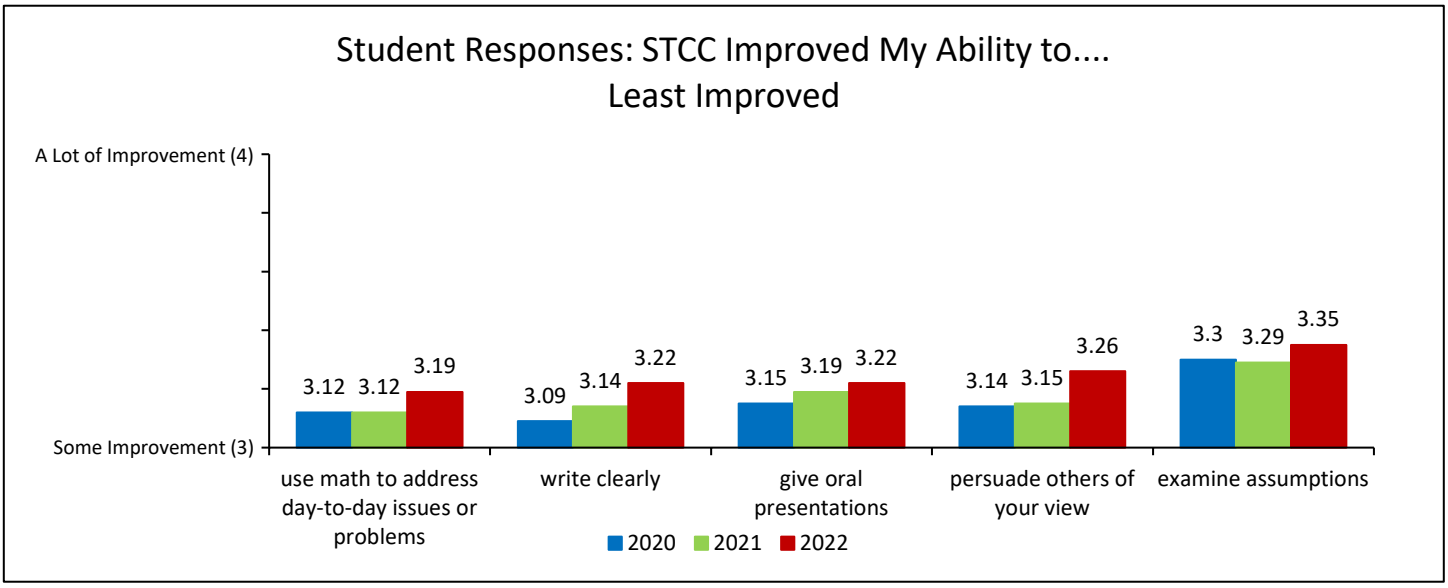
Certificate Recipients:

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)	4%	18%	79%	2.75
Family inspiration, support, or encouragement	14%	21%	64%	2.50
Academic advisors	14%	29%	57%	2.43
Faculty and/or instructors (out-of-class time)	21%	18%	61%	2.39
Other, non-family inspiration, support, or encouragement	29%	14%	57%	2.29
Classmate inspiration, support, or encouragement	32%	14%	54%	2.21
In-class experience and activities	36%	7%	57%	2.21
Being a role model for others	32%	18%	50%	2.18
Out-of-class homework and projects	25%	36%	39%	2.14
College staff (not faculty or advisors)	43%	7%	50%	2.07
Internship, clinical placements, or other career/program-related experience	46%	7%	46%	2.00
Campus activity group or club	57%	7%	36%	1.79

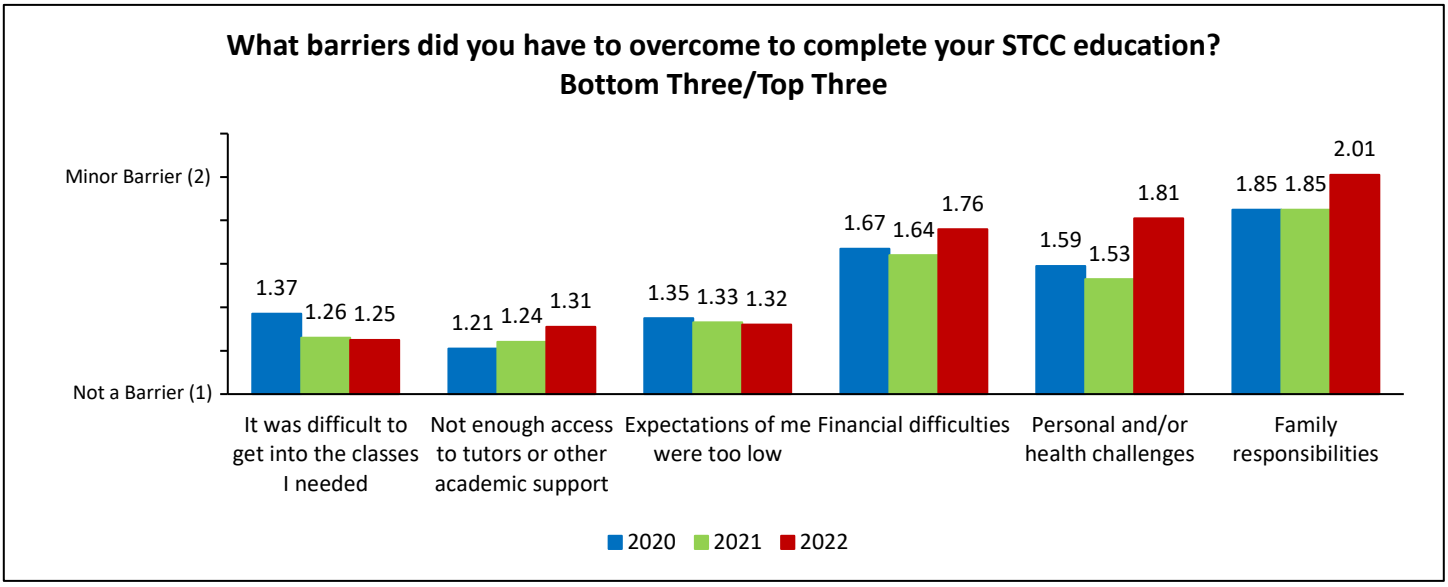
Graduate Survey Trends: Writing and math continue to be least improved for our students, difficulty with getting into classes and not enough tutors most common barriers, faculty still leading student success factor

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 2022.

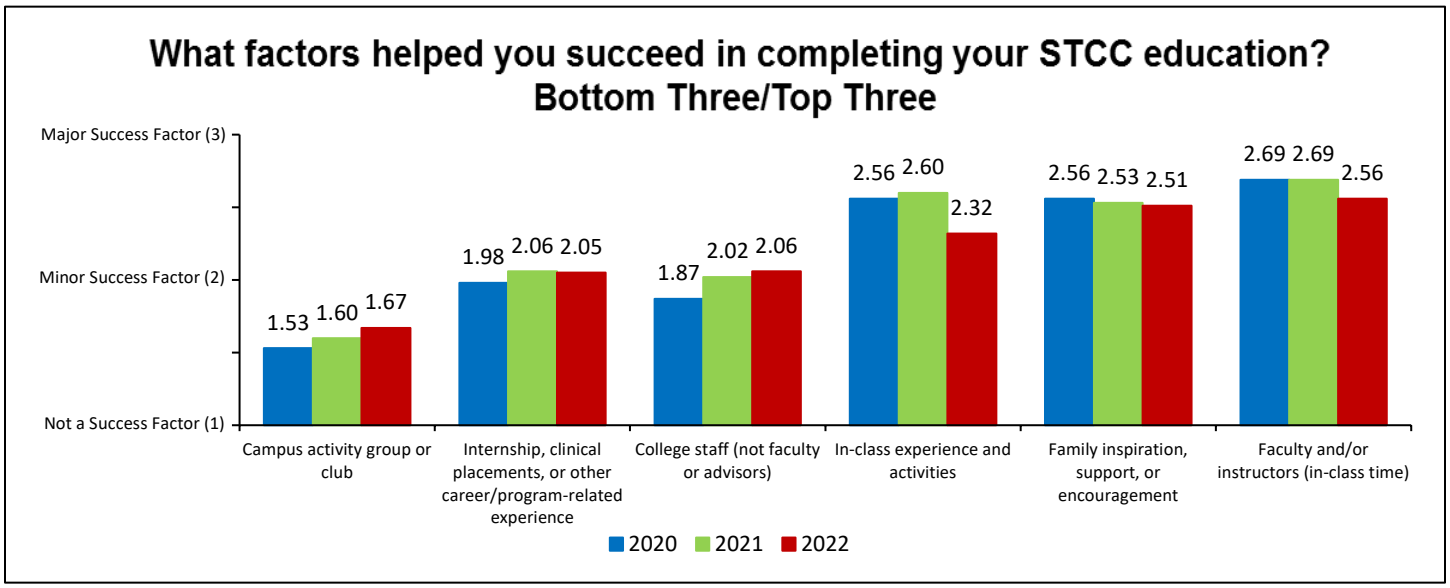
Since the College started collecting data on graduating students, the ability to write clearly and the ability to use math to address day-to-day issues or problems have consistently been reported as the least improved by graduating students. In 2022, using math day-to-day was the least improved with a mean of 3.19 and writing clearly was second least improved with a mean of 3.22. In comparison, the abilities that showed the most improvement in 2022 were using computers and common software, mobile devices or internet or cloud-based applications (3.75), thinking critically (3.73) and researching a problem and assessing information to address it (3.68).



Family responsibilities and financial difficulties have consistently been in the top three barriers to student success at Springfield Technical Community College for the last three years. In 2022, the mean for family responsibilities was 2.01 and the mean for financial difficulties was 1.76. This year, personal and/or health challenges (1.81) was also in the top three. This barrier has not been in the top three since the graduate survey was developed in 2013. In comparison, the barriers that have had the least impact on our students' success in 2022 were expectations were too low (1.32), not enough access to tutors or other academic support (1.31) and difficulty getting into the classes they needed (1.25).



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 2022 the mean for in-class time with faculty and/or instructors was 2.56. Family inspiration, support, or encouragement (2.51) and in-class experience and activities (2.32) 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 college staff who are not faculty or advisors (2.06), internships, clinical placements, or other career/program-related experience (2.05), and campus activity groups or clubs (1.67).



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	❍	❍	❍	❍	❍
give oral presentations	❍	❍	❍	❍	❍
persuade others of your view	❍	❍	❍	❍	❍
examine assumptions	❍	❍	❍	❍	❍
think critically	❍	❍	❍	❍	❍
use evidence to support/oppose a point of view	❍	❍	❍	❍	❍
make and justify decisions	❍	❍	❍	❍	❍
use math to address day-to-day issues or problems	❍	❍	❍	❍	❍
research a problem and assess information to address it	❍	❍	❍	❍	❍
use computers and common software, mobile devices or internet or cloud-based applications	❍	❍	❍	❍	❍
contribute to group discussions and work	❍	❍	❍	❍	❍
consider a subject from multiple points of view	❍	❍	❍	❍	❍
get along with many different kinds of people	❍	❍	❍	❍	❍
better serve my community or society in general	❍	❍	❍	❍	❍

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	❍	❍	❍
I had not been in school for a long time	❍	❍	❍
My academic or career goals were unclear	❍	❍	❍
Expectations of me were too low	❍	❍	❍
It took me a while to find the program I wanted to complete	❍	❍	❍
After selecting my program, I had trouble finding the best path for completing it	❍	❍	❍
It was difficult to get into the classes I needed	❍	❍	❍
I had difficulty completing courses for my program	❍	❍	❍
My course load was too heavy	❍	❍	❍
I didn't have a good place to study or complete my work	❍	❍	❍
Not enough access to advisors	❍	❍	❍
Not enough access to tutors or other academic support	❍	❍	❍
Financial difficulties	❍	❍	❍
Job demands	❍	❍	❍
Housing issues	❍	❍	❍
Family responsibilities	❍	❍	❍
Personal and/or health challenges	❍	❍	❍
Other (please describe)	❍	❍	❍

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)	❍	❍	❍
Faculty and/or instructors (out-of-class time)	❍	❍	❍
Academic advisors	❍	❍	❍
College staff (not faculty or advisors)	❍	❍	❍
In-class experience and activities	❍	❍	❍
Out-of-class homework and projects	❍	❍	❍
Internship, clinical placements, or other career/program-related experience	❍	❍	❍
Campus activity group or club	❍	❍	❍
Classmate inspiration, support, or encouragement	❍	❍	❍
Family inspiration, support, or encouragement	❍	❍	❍
Other, non-family inspiration, support, or encouragement	❍	❍	❍
Being a role model for others	❍	❍	❍
Other (please describe)	❍	❍	❍

Appendix II: Graduate Respondents by Credential and Program

No. Associates by Program	
LTGS.AA	16
NURS.AS	13
HSSW.AA	8
CITS.AS	5
CLLS.AS	5
CRJT.AS	5
BUSN.AS	4
CSET.AS	4
ECTR.AS	4
MCBS.AS	4
PROG.AS	4
FIRE.AS	3
SURG.AS	3
ENGR.AS	3
ARBT.AS	3
HLTH.AS	3
MECH.AS	3
CSCI.AS	2
DHYG.AS	2
BUSNO.AS	2
APSY.AA	2
BTCM.AS	2
PTAS.AS	2
OCCP.AS	2
FINE.AA	2
CDMT.AS	2
BIOL.AS	1
CART.AS	1
DMIS.AS	1
EDEL.AA	1
ELEC.AS	1

No. Associates by Program	
HTHC.AA	1
LECJ.AS	1
LEOT.AS	1
PMGT.AS	1
RSPC.AS	1
TPRD.AS	1
URBN.AA	1
Total	*120*

No. Certificates by Program	
CDA.COC	11
MEDA.COC	4
BCMT.COC	3
CLER.CRT	3
MEDC.COC	3
LEOT.COC	2
ARCH.COC	1
CITS.COC	1
ENGY.COC	1
LECJ.COC	1
MOAA.COC	1
Total	*31*