2023

Springfield Technical Community College

Office of Assessment

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[GRADUATING STUDENT SURVEY RESULTS]

Revised

Executive Summary

Survey Respondents and Response Rate: 412 graduating students took the survey.

Students were surveyed at Cap & Gown Pick-Up in May of 2023. In addition, graduates who did not complete the survey at Cap & Gown Pickup were sent a link to complete the survey during the beginning of June. Of the 741 students receiving degrees in FY2023, 412 participated in the survey for a 56% response rate. Of these respondents, 342 (83%) are receiving an associate degree and 70 (17%) are receiving a certificate.

Employment Plans: 45% of new graduates are seeking new employment and 11% 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 75% report being currently employed. About 11% of students have secured new positions as they graduate, whether they were already employed or not. About 45% 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: 62% 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 63% of graduates receiving associate degrees plan to continue their education within the year, with most planning to attend a 4-year college or university. About 62% 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 6% of students reported being unprepared. About 71% of all award recipients said they were very well prepared.

Perceived Educational Barriers: Family responsibilities, financial difficulties, and not being in school for a long time 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 40% of associate degree students experienced either minor or major barriers to their education because of financial difficulties, family Responsibilities, not being academically prepared when they started, personal and/or health challenges, job demands, and not being in school for a long time. For certificate recipients, over 40% experienced either minor or major educational barriers to their education because of not being in school for a long time, not being academically prepared when they started, unclear academic or career goals, personal and/or health challenges, family Responsibilities, expectations of them were too low, and financial difficulties.

Perceived Educational Supports: Faculty and/or instructors 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 93% cited faculty and/or instructors (in-class time), In-class experience or activities, and family inspiration, support, or encouragement as being a part of their completion success. For students receiving certificates, more than 90% cited faculty and/or instructors (in-class time), out-of-class homework and projects, and in-class experience or activities as being part of their completion success.

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STCC Graduating Student Survey Results: 2023

Since 2013 the Office of Assessment 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: 412 graduating students took the survey

Students were surveyed at Cap & Gown Pick-Up in May of 2023. In addition, graduates who did not complete the survey at Cap & Gown Pickup were sent a link to complete the survey during the beginning of June. Of the 741 students receiving degrees in FY2023, 412 participated in the survey for a 56% response rate. Of these respondents, 342 (83%) are receiving an associate degree and 70 (17%) are receiving a certificate.

Of the respondents who answered the questions on race/ethnicity, 44% identified as White, 35% as Hispanic, 12% as Black; 5% as Asian, and 3% identifying as other races or as multi-racial. Race was unknown for 1% of the respondents. The majority of respondents were female (67%), with only 32% identifying as male. We also asked students how old they were when they started their STCC education: 29% were 19 years old or younger; 27% were 20-24; 16% 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. Most students graduating with an associate degree graduated in 3 years or less and most 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%	23	32%
1 year to less than 2 years	42	12%	26	37%
2 years to less than 3 years	185	54%	18	25%
3 years to less than 4 years	64	19%	2	3%
4 years to less than 5 years	30	9%	0	0%
5 years to less than 6 years	9	3%	0	0%
6 or more years	9	3%	1	1%
Total	341	100%	71	100%

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Employment Plans: 45% of new graduates are seeking new employment and 11% 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 75% report being currently employed. About 11% of students have secured new positions as they graduate, whether they were already employed or not. About 45% 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 white were more likely to be currently employed and not seeking a new position (White: 46%, Hispanic: 37%, Black: 30%, Asian: 26%) or not currently employed but having secured a new position (White: 6%, Hispanic: 5%, Black: 4%, Asian: 0%). Asian students were more likely to currently employed and seeking a new position (Asian: 42%, Hispanic: 37%, Black: 28%, White: 22), or not seeking employment (Asian: 16%, Hispanic: 6%, White: 3%, black: 0%). Black students were more likely to be not currently employed but seeking employment (Black: 30%, White 16%, Hispanic: 12%, Asian: 11%) or currently employed and having secured a new position (Black: 8%, White: 7%, Asian: 5%, Hispanic: 4%).

Work Status	Associates (n = 340)	Certificates (n = 70)
Currently employed, NOT seeking new position	43%	26%
Currently employed, SEEKING position	28%	36%
Not employed, SEEKING position	14%	23%
Currently employed, SECURED new position	7%	1%
Not employed, SECURED position	5%	4%
Not employed, NOT seeking position	3%	10%

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

Work Hours	Associates		Certificates	
	Current Position (n = 263)	New Position (n = 41)	Current Position (n = 44)	New Position (n = 4)
Full-Time Work	60%	80%	82%	50%
Part-Time Work	40%	20%	18%	50%

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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 = 263)	New Position (n = 41)	Current Position (n = 44)	New Position (n = 4)
Work Directly Related to STCC Education	39%	88%	55%	75%
Work Somewhat Related to STCC Education	18%	7%	14%	0%
Not Related	43%	5%	32%	25%

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 = 262)	New Position (n = 41)	Current Position (n = 44)	New Position (n = 4)
Very well prepared	62%	76%	61%	50%
Somewhat prepared	20%	20%	25%	25%
Somewhat unprepared	3%	2%	0%	25%
Very unprepared	1%	2%	0%	0%
STCC education played no role in preparation for position	14%	0%	14%	0%

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Continuing Education Plans: 62% 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 63% of graduates receiving associate degrees plan to continue their education within the year, with most planning to attend a 4-year college or university. About 62% of certificate graduates plan to continue their education, with the majority returning to STCC.

Education Status	Associates (n = 339)	Certificates (n = 69)
At a 4-year college/university	48%	3%
In a new program at STCC	7%	51%
At a different 2-year college	6%	1%
At another non-degree educational program	1%	1%
I'm not beginning any additional education this year.	37%	43%

More students identifying as Black plan to attend a 4-year college/university (Black: 46%, Asian: 42%, White: 41%, Hispanic: 36%). White students were more likely to respond that they did not have immediate continuing education plans (White: 45%, Hispanic: 36%, Asian: 32%: Black: 30%) or that they would be attending another non-degree program (White:2%, Hispanic: 1%, Asian: 0%, Black: 0%). Hispanic students were more likely to respond that they have plans to continue in another program at STCC (Hispanic: 20%, Black: 14%, Asian: 11%, White: 10%). Asian students are more likely to be attending a different 2-year college (Asian: 16%, Black: 10%, Hispanic: 6%, White: 3%).

Of those students pursuing additional education, about 64% plan to attend full time. Students identifying as Black plan to attend full-time at a higher rate than those who identify as other, Hispanic, or white (Black: 83%, Asian: 77%, White: 59%, Hispanic: 58%).

Hours	Associates (n = 212)	Certificates (n = 39)
Full-Time Schooling	67%	49%
Part-Time Schooling	33%	51%

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 6% of students reported being unprepared. About 71% of all award recipients said they were very well prepared. Hispanic students reported higher levels of being very well prepared to continue their education than students identifying as another race/ethnicity (Hispanic: 77%, Asian: 69%, White: 68%, black: 60%).

Educational Preparation	Associates (n = 212)	Certificates (n = 39)
Very well prepared	72%	64%
Somewhat prepared	21%	31%
Somewhat unprepared	3%	3%
Very unprepared	4%	0%
STCC education played no role in preparation for continuing education	0%	3%

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, get along with many different kinds of people, use computers and common software, mobile devices or internet or cloud-based applications, consider a subject from multiple points of view, research a problem and assess information to address it, make and justify decisions, use evidence to support/oppose a point of view, and better serve my community or society in general. Black and Hispanic students reported the greatest gains in 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%	3%	16%	46%	32%	4.02
Get along with many different kinds of people	6%	5%	21%	33%	35%	3.84
Make and justify decisions	4%	3%	21%	45%	26%	3.84
Use evidence to support/oppose a point of view	3%	5%	22%	44%	26%	3.84
Consider a subject from multiple points of view	4%	7%	22%	39%	29%	3.83
Research a problem and assess information to address it	4%	4%	22%	41%	28%	3.83
Use computers and common software, mobile devices or internet or cloud-based applications	7%	6%	20%	35%	33%	3.82
Better serve my community or society in general	4%	6%	26%	34%	30%	3.79
Contribute to group discussions and work	5%	5%	23%	40%	27%	3.79
Write clearly	9%	6%	21%	44%	20%	3.60
Examine assumptions	7%	7%	30%	39%	17%	3.52
Use math to address day-to-day issues or problems	10%	8%	32%	28%	22%	3.44
Give oral presentations	9%	10%	29%	36%	17%	3.43
Persuade others of your view	9%	9%	33%	33%	17%	3.41

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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	16%	6%	13%	33%	31%	3.57
Use computers and common software, mobile devices or internet or cloud-based applications	9%	10%	29%	22%	29%	3.53
Better serve my community or society in general	10%	10%	25%	29%	25%	3.49
Contribute to group discussions and work	12%	13%	15%	35%	25%	3.49
Think critically	13%	9%	21%	32%	25%	3.47
Consider a subject from multiple points of view	9%	16%	22%	31%	22%	3.41
Research a problem and assess information to address it	12%	12%	21%	37%	18%	3.37
Write clearly	19%	10%	9%	41%	22%	3.36
Make and justify decisions	12%	10%	28%	37%	13%	3.29
Use evidence to support/oppose a point of view	13%	15%	21%	34%	18%	3.28
Examine assumptions	13%	13%	32%	29%	12%	3.13
Persuade others of your view	15%	21%	22%	28%	13%	3.04
Give oral presentations	17%	20%	23%	25%	14%	2.99
Use math to address day-to-day issues or problems	26%	18%	25%	19%	12%	2.72

Perceived Educational Barriers: Family responsibilities, financial difficulties, and not being in school for a long time 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 40% of associate degree students experienced either minor or major barriers to their education because of financial difficulties, family Responsibilities, not being academically prepared when they started, personal and/or health challenges, job demands, and not being in school for a long time. For certificate recipients, over 40% experienced either minor or major educational barriers to their education because of not being in school for a long time, not being academically prepared when they started, unclear academic or career goals, personal and/or health challenges, family Responsibilities, expectations of them were too low, and financial difficulties.

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Students identifying as Hispanic reported family responsibilities (Hispanic: 26%, Asian: 21%, White: 15%, Black: 13%), not being in school for a long time (Hispanic: 17%, Asian: 16%, Black: 14%, White: 13%), financial difficulties (Hispanic: 16%, White: 14%, Black: 13%, Asian: 0%), personal and/or health challenges (Hispanic: 14%, White: 12%, Asian: 5%, Black: 4%), not being academically prepared when they started (Hispanic: 12%, Black: 8%, White: 6%, Asian: 5%), and unclear academic or career goals (Hispanic: 10%, Black: 8%, White: 6%, Asian: 5%) as significant barriers more often than students identifying another race or ethnicity. Asian students identified job demands (Asian: 11%, Hispanic: 10%, White: 10%, Black: 9%) and taking while to find a program (Asian: 11%, Hispanic: 9%, Black: 6%, White: 6%) as more of a major barrier than other races/ethnicities.

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	53%	27%	19%	1.66
Financial difficulties	51%	33%	16%	1.65
I was not academically prepared when I started	54%	37%	9%	1.55
Personal and/or health challenges	58%	29%	13%	1.54
I had not been in school for a long time	60%	28%	12%	1.52
Job demands	59%	30%	11%	1.52
My academic or career goals were unclear	62%	31%	7%	1.46
My course load was too heavy	63%	34%	4%	1.41
It took me a while to find the program I wanted to complete	68%	24%	7%	1.39
After selecting my program, I had trouble finding the best path for completing it	69%	26%	5%	1.37
I had difficulty completing courses for my program	72%	24%	4%	1.33
Expectations of me were too low	73%	22%	5%	1.32
I didn't have a good place to study or complete my work	76%	21%	3%	1.27
Housing issues	79%	16%	5%	1.26
It was difficult to get into the classes I needed	79%	17%	3%	1.24
Not enough access to advisors	82%	15%	4%	1.22
Not enough access to tutors or other academic support	83%	14%	2%	1.19

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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	41%	35%	25%	1.84
Family Responsibilities	58%	26%	16%	1.58
I was not academically prepared when I started	48%	46%	6%	1.58
My academic or career goals were unclear	52%	38%	10%	1.58
Personal and/or health challenges	57%	34%	9%	1.51
Expectations of me were too low	59%	32%	9%	1.49
Financial difficulties	59%	36%	4%	1.45
It took me a while to find the program I wanted to complete	64%	29%	7%	1.43
My course load was too heavy	59%	39%	1%	1.42
Job demands	70%	20%	10%	1.41
After selecting my program, I had trouble finding the best path for completing it	71%	26%	3%	1.32
Housing issues	81%	12%	7%	1.26
I had difficulty completing courses for my program	75%	23%	1%	1.26
I didn't have a good place to study or complete my work	77%	22%	1%	1.25
Not enough access to tutors or other academic support	81%	16%	3%	1.22
Not enough access to advisors	84%	13%	3%	1.19
It was difficult to get into the classes I needed	84%	14%	1%	1.17

Perceived Educational Supports: Faculty and and/or instructors 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 93% cited faculty and/or instructors (in-class time), In-class experience or activities, and family inspiration, support, or encouragement as being a part of their completion success. For students receiving certificates, more than 90% cited faculty and/or instructors (in-class time), out-of-class homework and projects, and in-class experience or activities as being part of their completion success.

Students identifying as Asian identified faculty and/or instructors (in-class time) (Asian: 89%, Hispanic: 78%, White: 73%, Black: 72%), academic advisors (Asian: 74%, Hispanic: 70%, Black: 66%, White: 57%), college staff (not faculty or advisors) (Asian: 74%, Black: 53%, Hispanic: 53%, White: 41%), faculty and/or instructors (out-of-class time) (Asian: 74%, Hispanic: 69%, Black: 62%, White: 53%), in-class experience and activities (Asian: 74%, Hispanic: 73%, Black: 68%, White: 67%), and out-of-class homework and projects (Asian: 63%, Black:

62%, Hispanic: 58%, White: 50%) as more important for their success than students identifying as another race/ethnicity. Black students identified family inspiration, support, or encouragement (Black: 76%, Hispanic: 75%, Asian: 72%, White: 67%) as a major success factor more than other races/ethnicities. Students identifying as Hispanic identified other, non-family inspiration, support, or encouragement (Hispanic: 71%, Asian: 56%, Black: 54%, White: 50%), being a role model for others (Hispanic: 68%, Black: 66%, White: 49%, Asian: 44%), internship, clinical placements, or other career/program-related experience (Hispanic: 60%, Asian: 58%, Black: 55%, White: 47%), classmate inspiration, support, or encouragement (Hispanic: 58%, Black: 50%, White: 49%, Asian: 44%), and campus activity group or club (Hispanic: 39%, Asian: 39%, Black: 38%, White: 28%) as more important for their success than students identifying as another race/ethnicity.
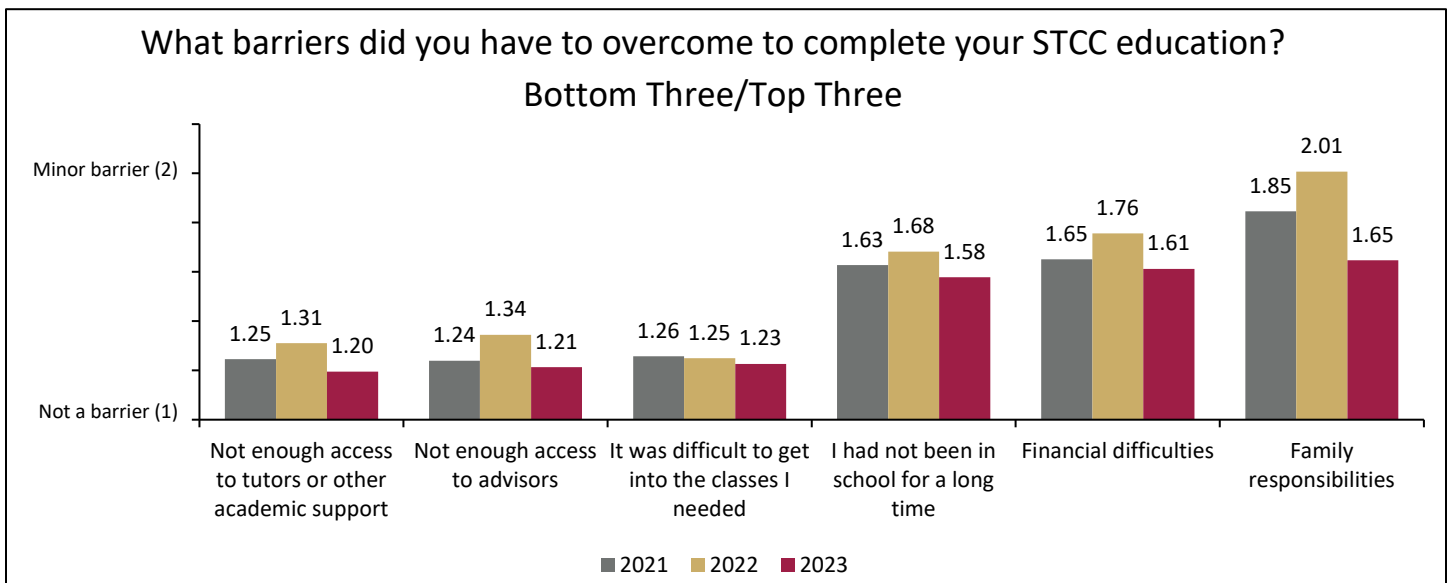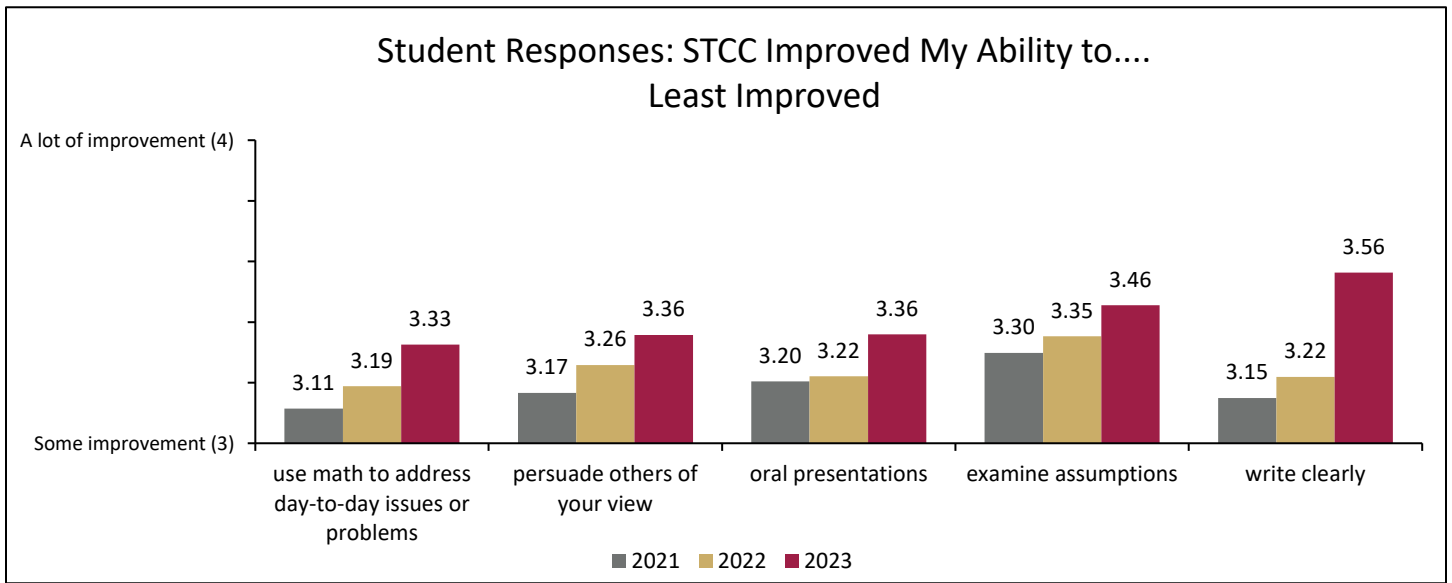
Associate Degree Recipients:

What factors helped you succeed in completing your STCC education?	Not a factor (1)	Minor factor (2)	Major factor (3)	Mean
Faculty and/or instructors (in-class time)	5%	21%	75%	2.70
Family inspiration, support, or encouragement	7%	20%	72%	2.65
In-class experience or activities	7%	23%	69%	2.62
Academic advisors	11%	25%	64%	2.52
Faculty and/or instructors (out-of-class time)	11%	30%	59%	2.49
Other, non-family inspiration, support, or encouragement	13%	27%	60%	2.47
Out-of-class homework and projects	11%	34%	55%	2.45
Being a role model for others	14%	28%	58%	2.44
Classmate inspiration, support, or encouragement	16%	34%	50%	2.35
College staff (not faculty or advisors)	19%	34%	47%	2.27
Internship, clinical placements, or other career/program-related experience	28%	20%	52%	2.23
Campus activity group or club	46%	21%	33%	1.88

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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)	7%	14%	79%	2.71
In-class experience or activities	10%	20%	70%	2.60
Faculty and/or instructors (out-of-class time)	13%	20%	67%	2.54
Family inspiration, support, or encouragement	13%	22%	65%	2.51
Classmate inspiration, support, or encouragement	13%	25%	62%	2.49
Academic advisors	13%	27%	60%	2.47
Out-of-class homework and projects	9%	37%	54%	2.46
Being a role model for others	16%	28%	57%	2.41
College staff (not faculty or advisors)	23%	24%	53%	2.30
Internship, clinical placements, or other career/program-related experience	29%	12%	59%	2.30
Other, non-family inspiration, support, or encouragement	19%	32%	49%	2.30
Campus activity group or club	40%	22%	37%	1.97

Graduate Survey Trends: Math continues to be least improved for our students, family responsibilities and financial difficulties most common barriers, faculty still leading student success factor
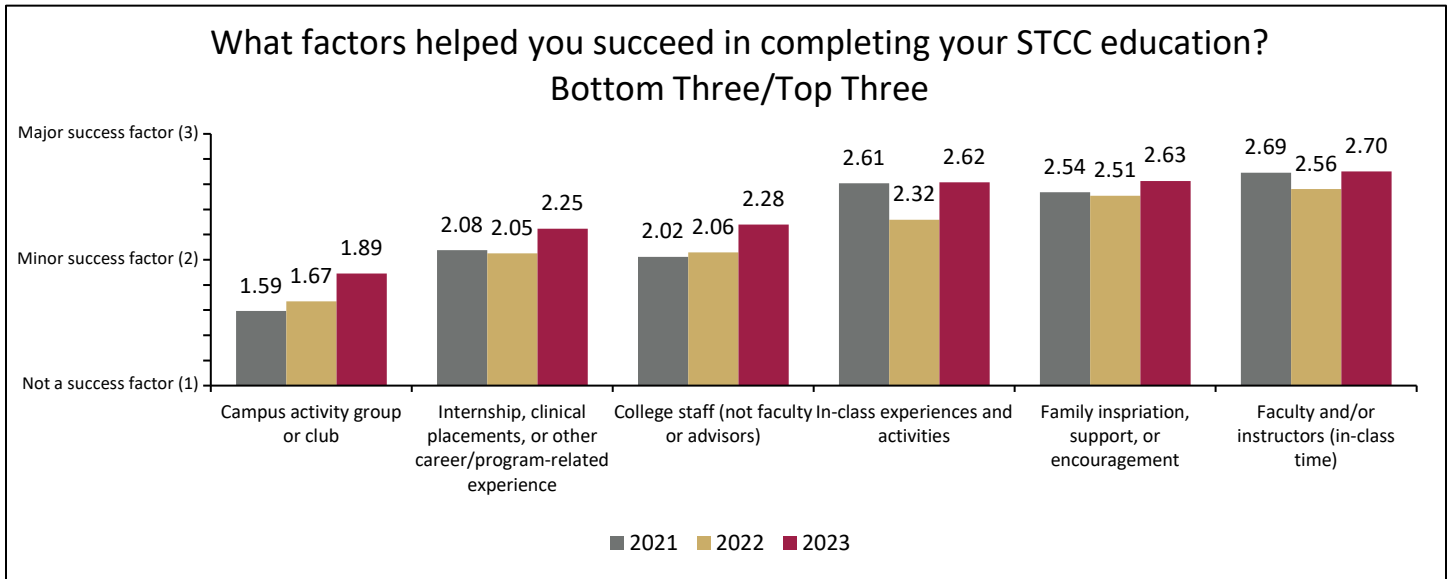
The College now has seven years of graduating student survey data. The graduating student survey was first administered in 2013 and has been done annually at cap and gown pickup. The paragraphs below summarize some of the noteworthy trends for 2023.

Since the College started collecting data on graduating students, the ability to use math to address day-to-day issues or problems have consistently been reported as one of the least improved by graduating students. In 2023, using math day-to-day was the least improved with a mean of 3.33. The ability to persuade others of their view (3.36), present orally (3.36), examine assumptions (3.46), and write clearly (3.56) were also among the least improved. In comparison, the abilities that showed the most improvement in 2023 were thinking critically (3.93), getting along with different kinds of people (3.80), using computers and common software, mobile devices or internet or cloud-based applications (3.77), researching a problem and assessing information to address it (3.76), and making and justifying decisions (3.76).

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Student Responses: STCC Improved My Ability to....
Least Improved

A lot of improvement (4)

Some improvement (3)

	use math to address day-to-day issues or problems	persuade others of your view	oral presentations	examine assumptions	write clearly
2021	3.11	3.17	3.20	3.30	3.15
2022	3.19	3.26	3.22	3.35	3.22
2023	3.33	3.36	3.36	3.46	3.56

■ 2021 ■ 2022 ■ 2023

What barriers did you have to overcome to complete your STCC education?
Bottom Three/Top Three

Minor barrier (2)

Not a barrier (1)

	Not enough access to tutors or other academic support	Not enough access to advisors	It was difficult to get into the classes I needed	I had not been in school for a long time	Financial difficulties	Family responsibilities
2021	1.25	1.24	1.26	1.63	1.65	1.85
2022	1.31	1.34	1.25	1.68	1.76	2.01
2023	1.20	1.21	1.23	1.58	1.61	1.65

■ 2021 ■ 2022 ■ 2023

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 2023, the mean for family responsibilities was 1.65 and the mean for financial difficulties was 1.61. This year, not being in school for a long time (1.58) was also in the top three. In comparison, the barriers that have had the least impact on our students' success in 2022 were expectations were not enough access to tutors or other academic support (1.20), not enough access to advisors (1.21) and difficulty getting into the classes they needed (1.23).

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Faculty and/or instructors (in-class time) has been one of the top success factors for our students since the Graduating Student Survey was first administered in 2013. In 2023 the mean for in-class time with faculty and/or instructors was 2.70. Family inspiration, support, or encouragement (2.63) and in-class experience and activities (2.62) 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 2023 were college staff who are not faculty or advisors (2.28), internships, clinical placements, or other career/program-related experience (2.25), and campus activity groups or clubs (1.89).

What factors helped you succeed in completing your STCC education? Bottom Three/Top Three

	2021	2022	2023
Campus activity group or club	1.59	1.67	1.89
Internship, clinical placements, or other career/program-related experience	2.08	2.05	2.25
College staff (not faculty or advisors)	2.02	2.06	2.28
In-class experiences and activities	2.61	2.32	2.62
Family inspiration, support, or encouragement	2.54	2.51	2.63
Faculty and/or instructors (in-class time)	2.69	2.56	2.70

Legend: Major success factor (3), Minor success factor (2), Not a success factor (1)

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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)	○	○	○

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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)	○	○	○

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

Springfield Technical Community College

❑ 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	
LGTS.AA	55
NURS.AS	41
HSSW.AA	16
BTCM.AS	15
HLTH.AS	11
CITS.AS	11
ELEC.AS	11
RSPC.AS	11
MECH.AS	10
PTAS.AS	10
OCCP.AS	9
DHYG.AS	8
ARBT.AS	8
SURG.AS	8
CSET.AS	7
CLLS.AS	7
MCBS.AS	6
CSCI.AS	6
CRJT.AS	6
DMIR.AS	7
APSY.AA	6
ECTR.AS	5
DMIS.AS	5
LECJ.AS	5
BUSN.AS	5
OAAP.AS	5
FIRE.AS	4
ENGY.AS	4
BIOL.AS	4
PMGT.AS	4
PROG.AS	4

No. Associates by Program	
ENGR.AS	4
HIIM.AS	3
EDSE.AA	3
LEOT.AS	2
LAND.AS	2
EDEL.AA	1
CHEM.AS	1
MAST.AS	1
ENGL.AA	1
MANG.AS	1
ENGC.AA	1
HRHC.AA	1
TPRD.AS	1
FINE.AA	1
BMET.AS	1
DPHO.AS	1
Total	*339*

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No. Certificates by Program	
CDA.COC	17
MEDA.COC	16
ENGY.COC	9
MEDC.COC	4
CNCO.COC	4
LECJ.COC	3
MOAA.COC	3
ARCH.COC	2
CADM.COC	2
LEOT.COC	2
CLER.CRT	2
FIRE.COC	2
HSSW.COC	1
DPHO.COC	1
Total	*68*

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