

Graduating Student Survey 2004-2005



The Graduating Student Survey
St. Petersburg College
2004-2005
Ninth Annual Report

The Graduating Student Survey (GSS) is part of a comprehensive college-wide assessment program developed to examine the demographic profile of the responding graduates, assess their perceptions of the educational experience at the College and to determine how the educational process at the College has changed their behavior and/or their knowledge as it relates to some specific areas of inquiry (educational outcomes).

The GSS was available to students applying for graduation in an on-line version and in a paper and pencil version during all three terms of academic year 2004/2005. Eleven hundred and five students completed the electronic version while an additional one hundred and ninety eight completed the paper version for a grand total of thirteen hundred and three surveys completed in usable form. For the second year, more survey, were completed in the electronic format.

The survey has six sections:

- Section A Demographic and Academic Information from the Students
- Section B Students rate how well they believe SPC has prepared them in selected academic areas.
- Section C Students rate how well they believe SPC has prepared them for “Courses at a 4-year institution”, “Employment after SPC” and “Life-long learning”.
- Section D Students are asked if they received specific types of assistance.
- Section E Students are asked if they would recommend SPC to others.
- Section F Educational Outcomes (back page of the survey) compared to the same question asked of the entering students.

The ratings for Sections B and C are based on a 7-point scale with (7) representing “Excellent” and (1) representing “Poor”. In the following tables and charts analysis of Sections B and C are presented as one unit.

The rating for Section F (Educational Outcomes) is based on a 5-point scale with (5) representing the highest possible rating and (1) representing the lowest possible rating. Various descriptors were used to characterize these scales depending on the specific questions asked but in all cases the scales were converted to the aforementioned numeric scale for analysis.

A copy of the survey is included as Appendix A.

Demographic and Academic Information **(Background Characteristics)** **Section A**

The demographic profile of the 1303 respondents (N) to the “Graduating Student Survey” is summarized below and then followed by tables and charts providing greater data detail.

Sixty percent of the responding graduates were 25 years of age or older.

More than two thirds of the responding graduates were females.

Seventy five percent of the respondents listed their ethnicity as “White”. Ten percent of the responding students listed “Black” as their ethnicity and seven percent “Hispanic”.

For the past two years respondents by campus were roughly in line with campus populations. For several years before that a disproportionate number of students were from our Tarpon Springs Campus skewing the results in favor of the unique characteristics of our Tarpon graduates.

The primary reason for attending the College remains the completion of an A.A. degree with fifty seven percent of the responding graduates indicating the achievement of this degree as their goal. Fifteen percent of the students reported completing bachelor programs and twenty one percent completed associate of arts programs. Another twelve percent completed certificate programs.

Sixty eight percent of the respondents stated that they “Fully” achieved their educational goal while at the College while an additional thirty percent “Somewhat” completed their goal.

Seven hundred and forty three or fifty seven percent of our students plan to continue their education. Of those that stated they would be continuing their education over half indicated they would be going on to an “In-state public College/University” usually at the University of South Florida. The second largest group plans to continue their education but did not know where they would go next. The third largest group plans to continue on at SPC.

Two percent of our graduates plan to join the military.

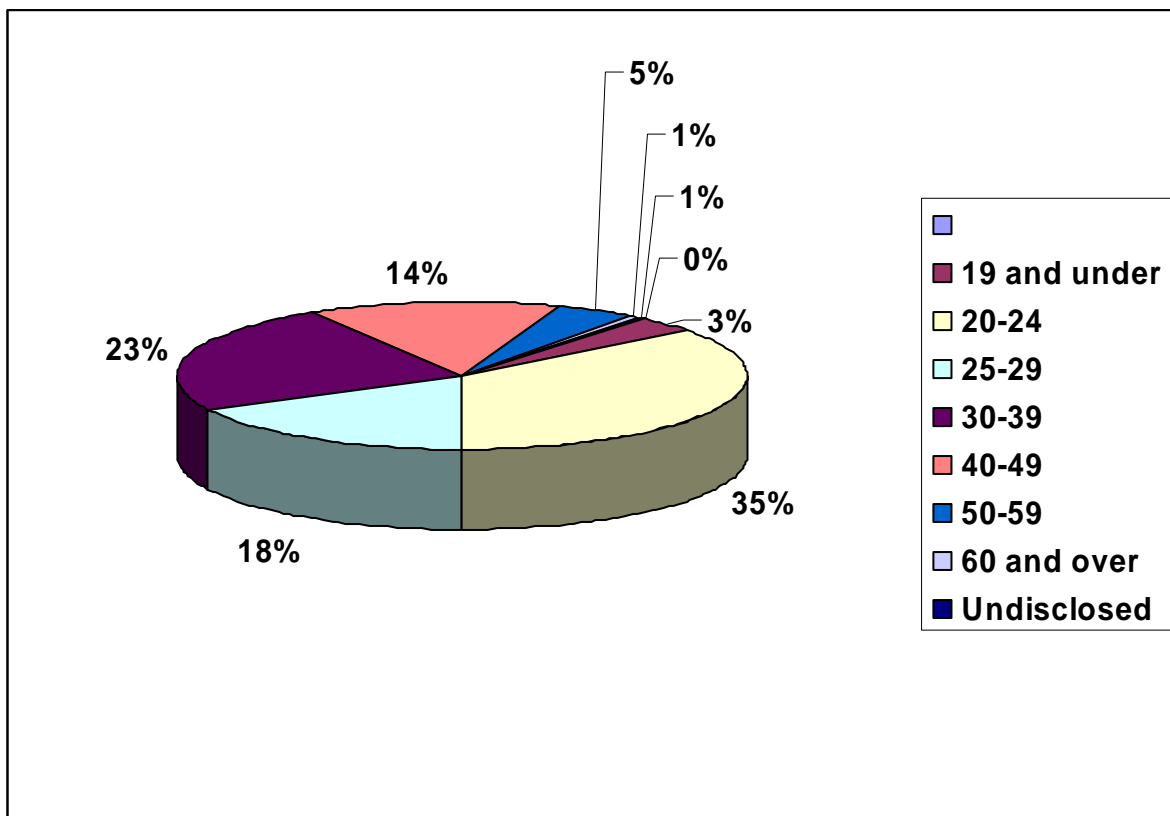
Eighty percent of the responding graduates are working while thirty six percent are employed forty hours per week or more. Forty two percent are working in areas associated with their studies.

Nine percent of the responding graduates received assistance from special federal work force programs.

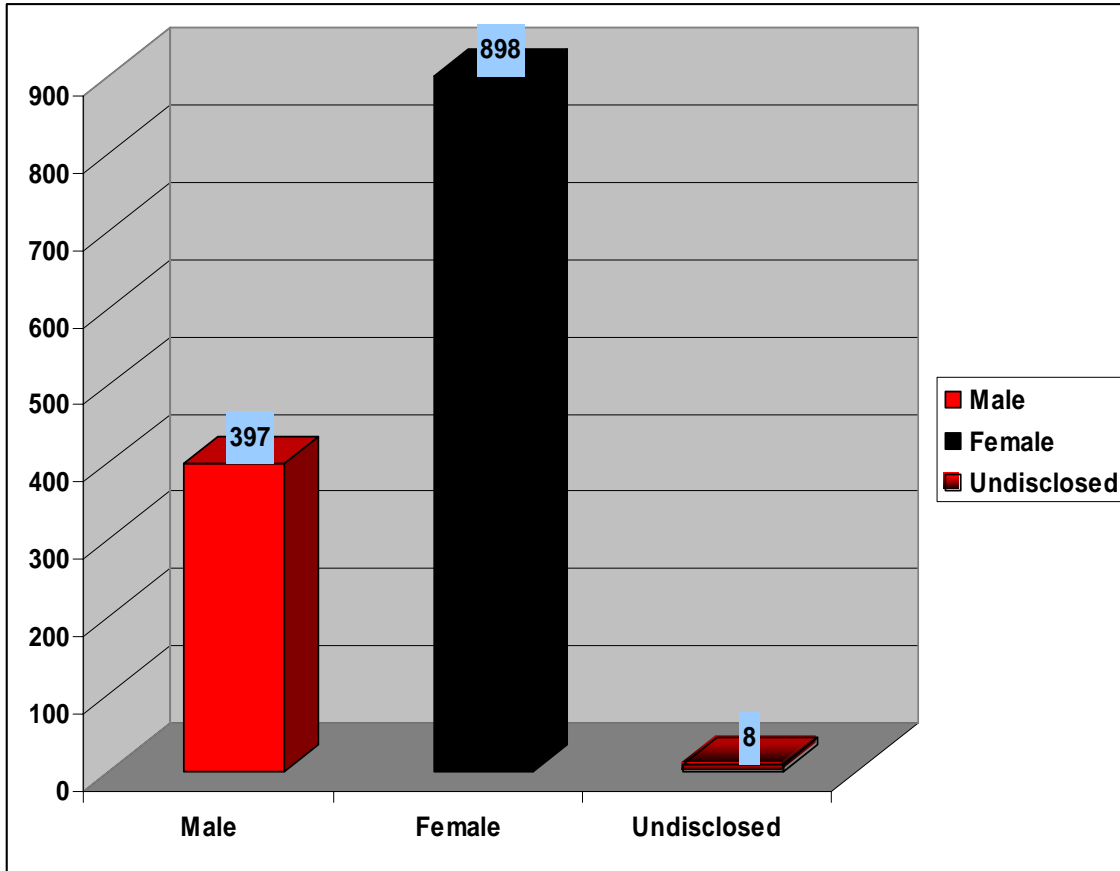
Ninety six percent of the responding graduates would recommend the College to others.

Ages

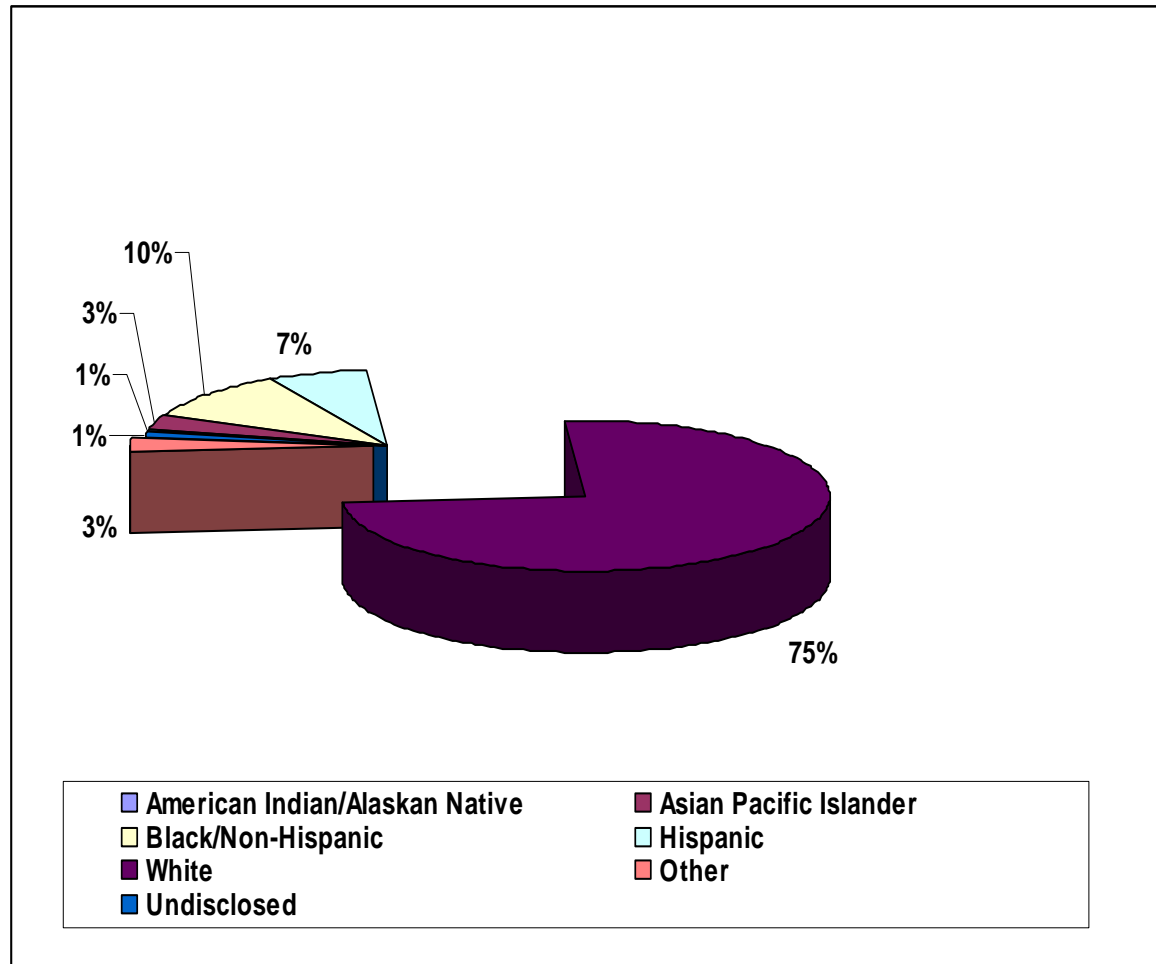
Ages	Respondents	Percent
19 and under	43	3%
20-24	464	36%
25-29	229	18%
30-39	306	23%
40-49	188	14%
50-59	59	5%
60 and over	7	1%
Undisclosed	7	1%
	1303	100%



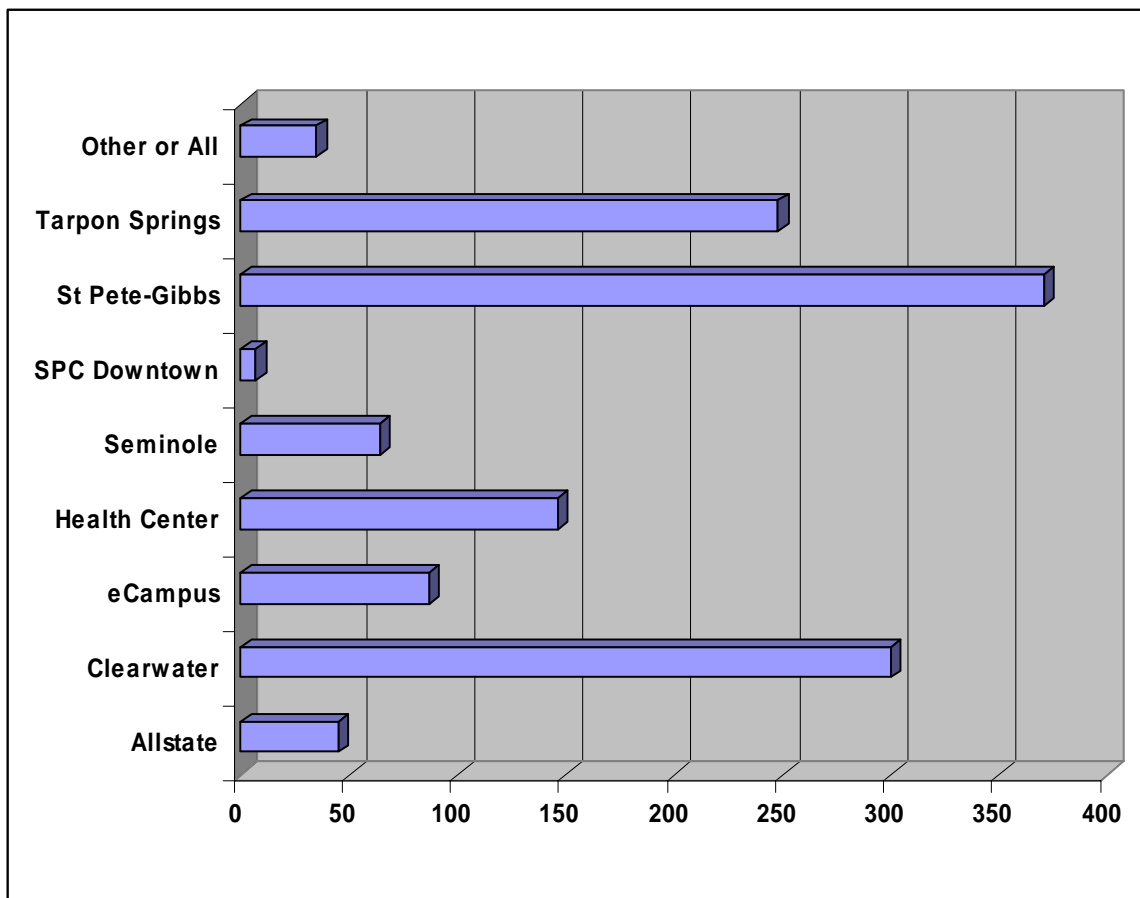
Gender	Respondents	Percent
Male	397	30%
Female	898	69%
Undisclosed	8	1%
	1303	100%



Ethnicity	Respondents	Percent
American Indian/Alaskan Native	9	1%
Asian Pacific Islander	41	3%
Black/Non-Hispanic	136	10%
Hispanic	86	7%
White	977	75%
Other	41	3%
Undisclosed	13	1%
	1303	100%

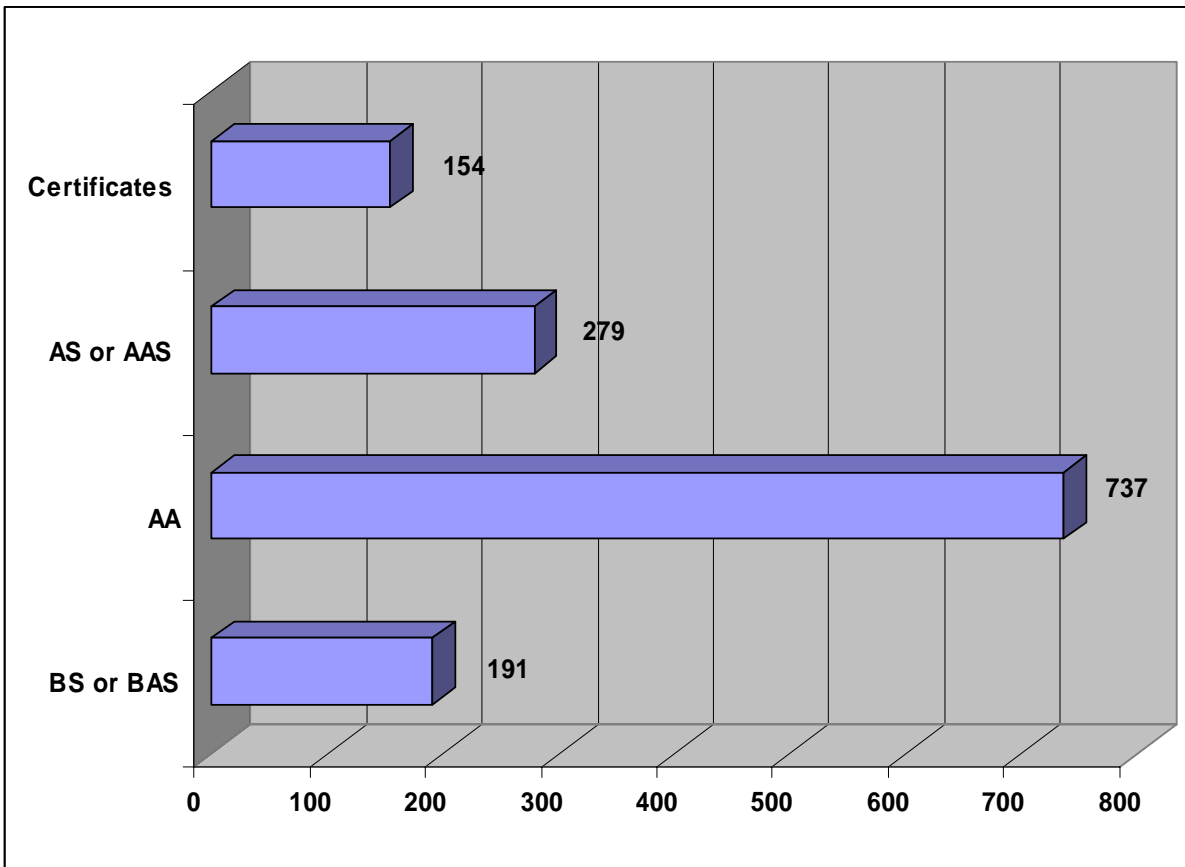


Campus	Respondents	Percent
Allstate	45	3%
Clearwater	300	23%
eCampus	87	7%
Health Center	146	11%
Seminole	64	5%
SPC Downtown	7	1%
St Pete-Gibbs	371	28%
Tarpon Springs	248	19%
Other or All	35	3%
	1303	100%

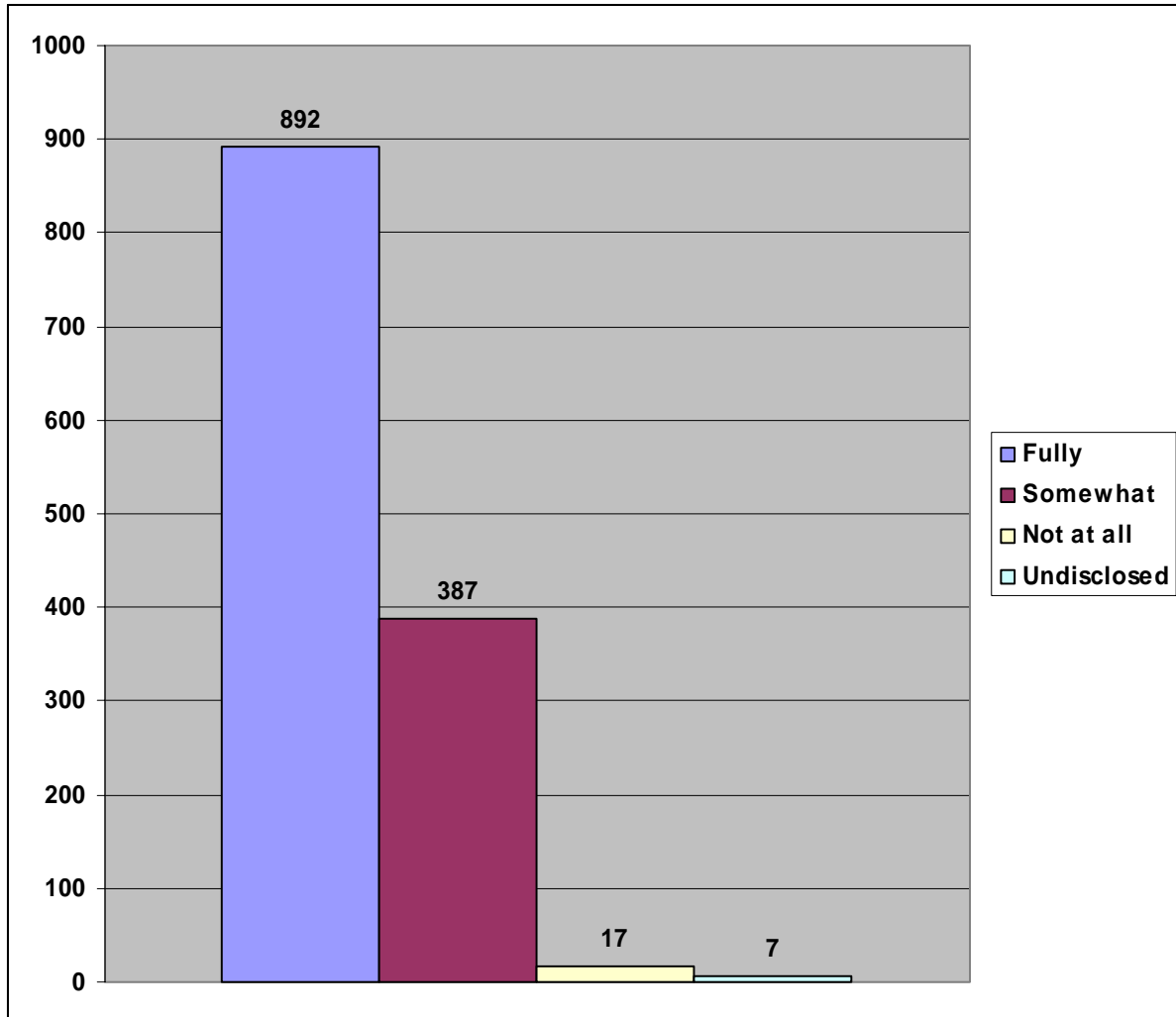


Which award are you applying for?

BS or BAS	191	15%
AA	737	57%
AS or AAS	279	21%
Certificates	154	12%
Total	1361	100%
		104%

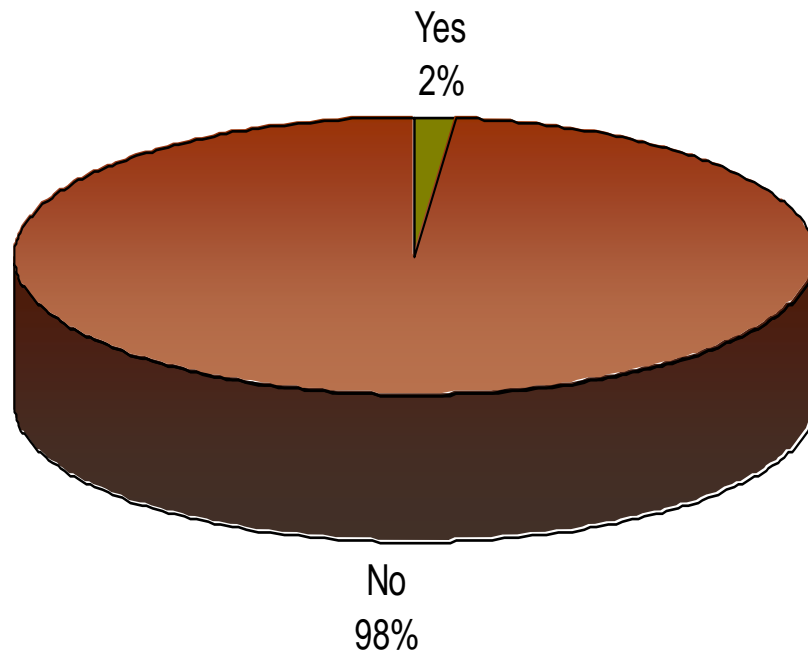


Achieve Goal?	Respondents	Percent
Fully	892	68%
Somewhat	387	30%
Not at all	17	1%
Undisclosed	7	1%
	1303	100%

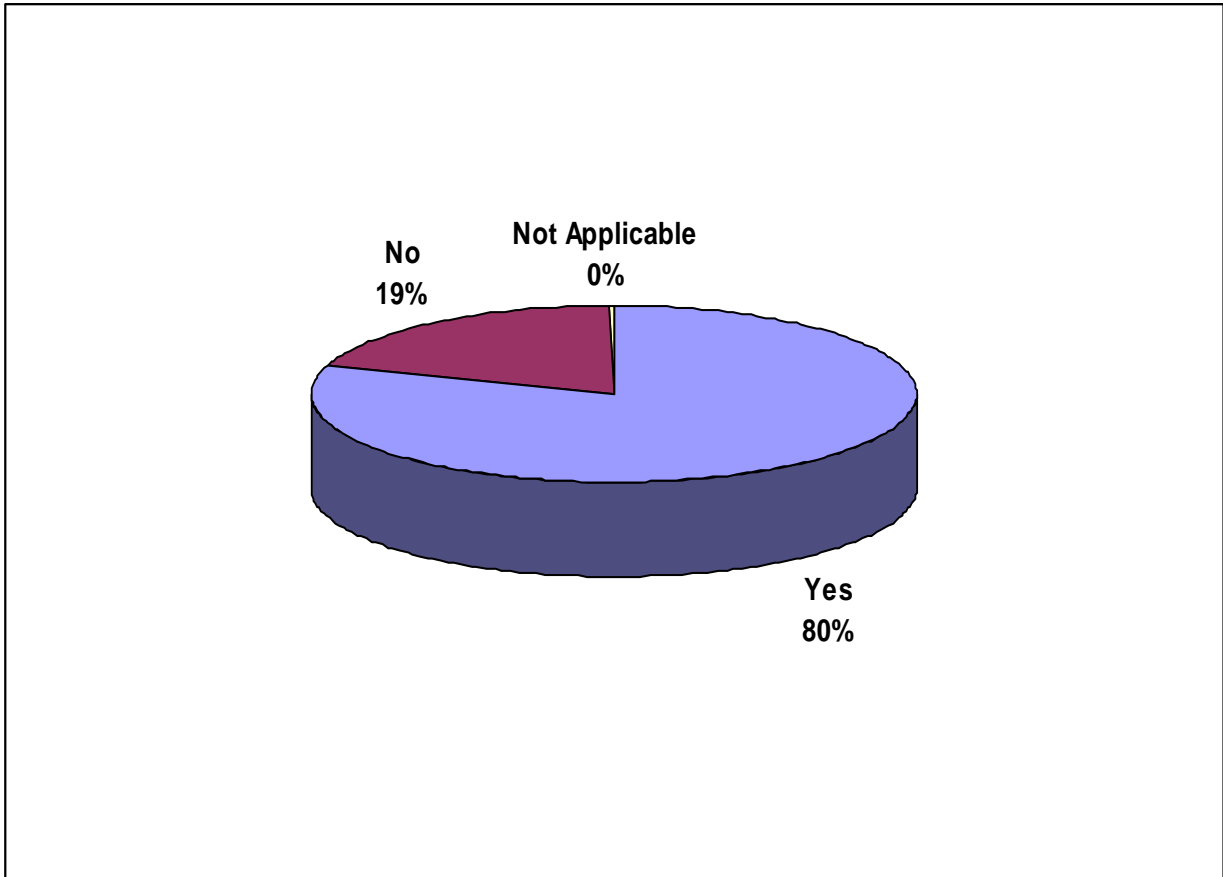


Military	Respondents	Percent
Yes	25	2%
No	1274	98%
Not Applicable	4	0%
	1303	100%

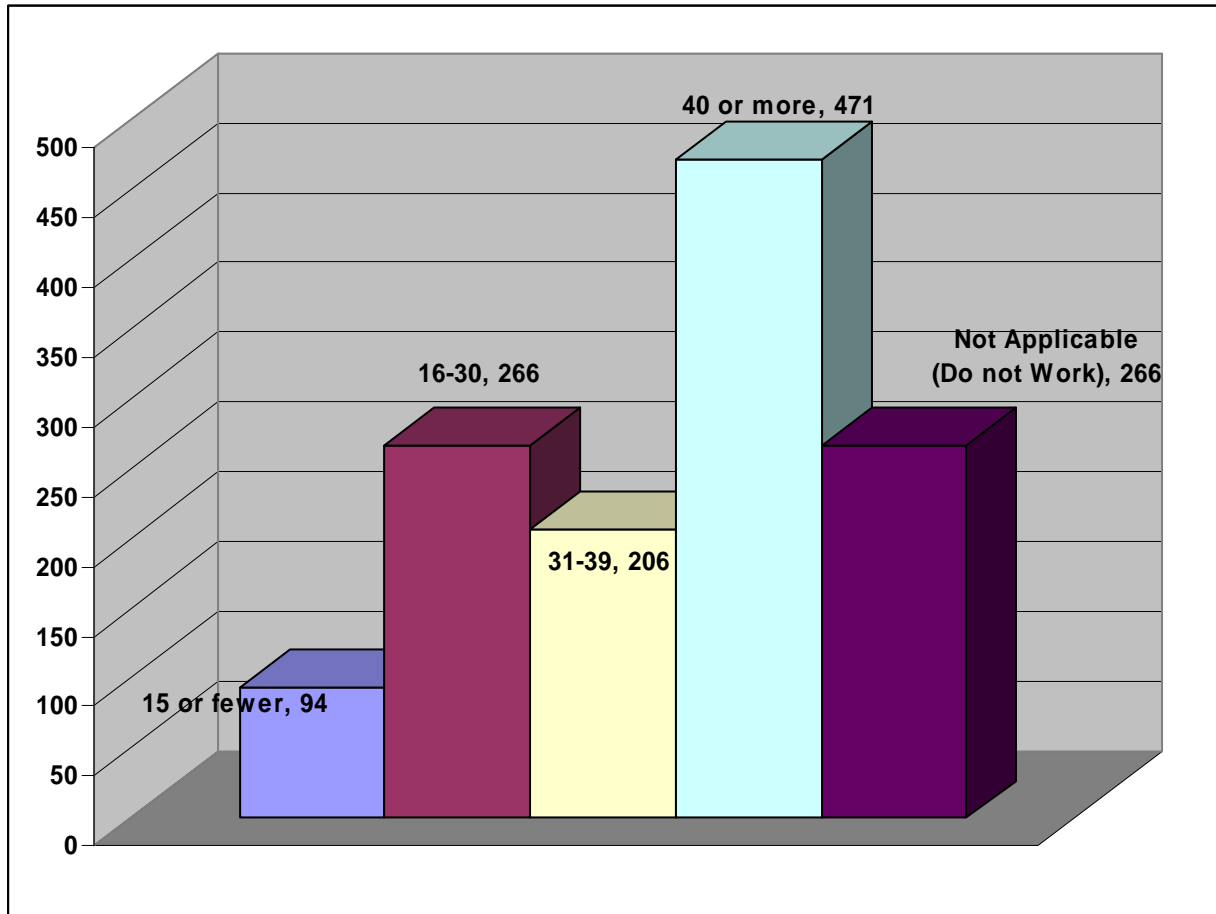
Plan on Joining the Military



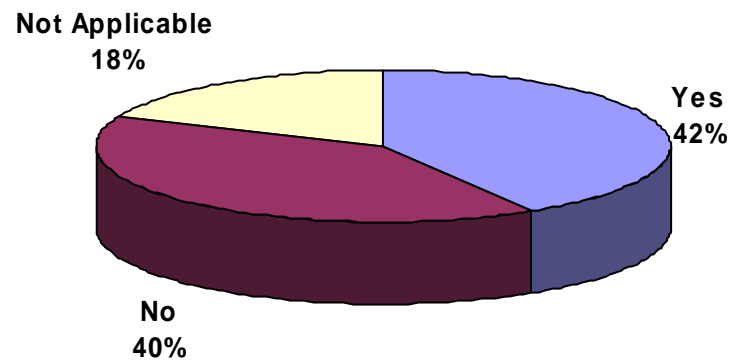
Employed?	Respondents	Percent
Yes	1047	80%
No	254	19%
Not Applicable	2	0%
	1303	100%



Hours Worked Per Week	Respondents	Percent
15 or fewer	94	7%
16-30	266	20%
31-39	206	16%
40 or more	471	36%
Not Applicable	266	20%
	1303	100%

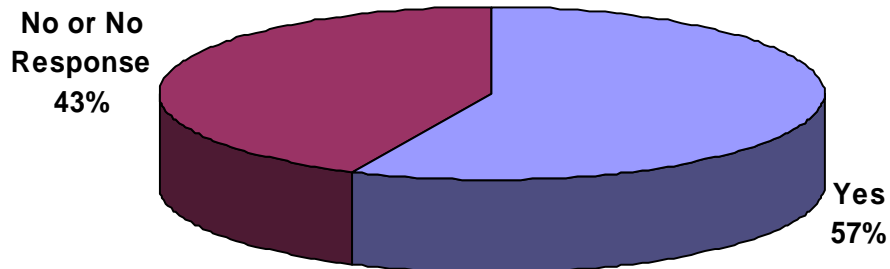


Studies Related to Employment	Respondents	Percent
Yes	541	42%
No	521	40%
Not Applicable	241	18%
	1303	100%



Plan to Continue with Your Education

	Respondents	Percent
Yes	743	57%
No or No Response	560	43%



Preparedness Sections B&C

The tables below address how well prepared our graduating students perceive themselves to be in fourteen academic areas.

Table A lists the areas, in descending order, by mean level of perceived preparedness as rated by our graduating students for academic year 2004/2005. Our students believe that their education has best prepared them in “Humanities” (6.15), “Courses in your major area” (6.09) “Reading” (6.04) and “Composition/Writing” (6.02). Students believe they were less well prepared for “Employment after SPC” (5.59) and “Personal Well” (5.57). The wellness requirement was dropped from the College’s curriculum three year ago. Nevertheless, students gave all areas of preparedness ratings above 5.57 on a 7-point scale, which indicates that they are rather well satisfied with the preparation they received in all these academic areas.

Table B compares student ratings from the current year’s survey (2004/2005) with the previous year’s survey (2003/2004). The greatest improvement was in “Personal Wellness” which is the area where SPC students believe they are least prepared. This seems to be an anomaly. Overall twelve listed areas improved while two areas regressed.

Table C shows the ratings of the preparedness areas for the last five years. Ratings are very consistent from year to year but SPC has inched upward a bit this last year.

Table A
Satisfaction with Preparedness in Descending Order

Areas of Preparedness	Mean
Humanities	6.15
Courses in Your Major Area	6.09
Reading	6.04
Composition/Writing	6.02
Life-Long Learning	6.02
Communications/Speech	6.00
Ethical Understanding and Behavior	6.00
Social and Behavioral Sciences	5.95
Natural Sciences	5.84
Computer Competency	5.83
Courses at a 4-Year Institution	5.80
Mathematics	5.78
Employment After SPC	5.59
Personal Wellness	5.57

Table B
Satisfaction with Preparedness Differences from Last Year

Areas of Preparedness	2004/2005	2003/2004	Difference
	Mean	Mean	
Personal Wellness	5.57	5.36	0.21
Computer Competency	5.83	5.64	0.19
Humanities	6.15	6	0.15
Courses at a 4-year institution	5.80	5.66	0.14
Lifelong Learning	6.02	5.88	0.14
Ethical Understanding and Behavior	6.00	5.87	0.13
Mathematics	5.78	5.7	0.08
Reading	6.04	5.96	0.08
Social and Behavioral Sciences	5.95	5.88	0.07
Composition/Writing	6.02	5.98	0.04
Natural Sciences	5.84	5.8	0.04
Communications/Speech	6.00	5.97	0.03
Courses in your major area	6.09	6.1	-0.01
Employment after SPC	5.59	5.66	-0.07

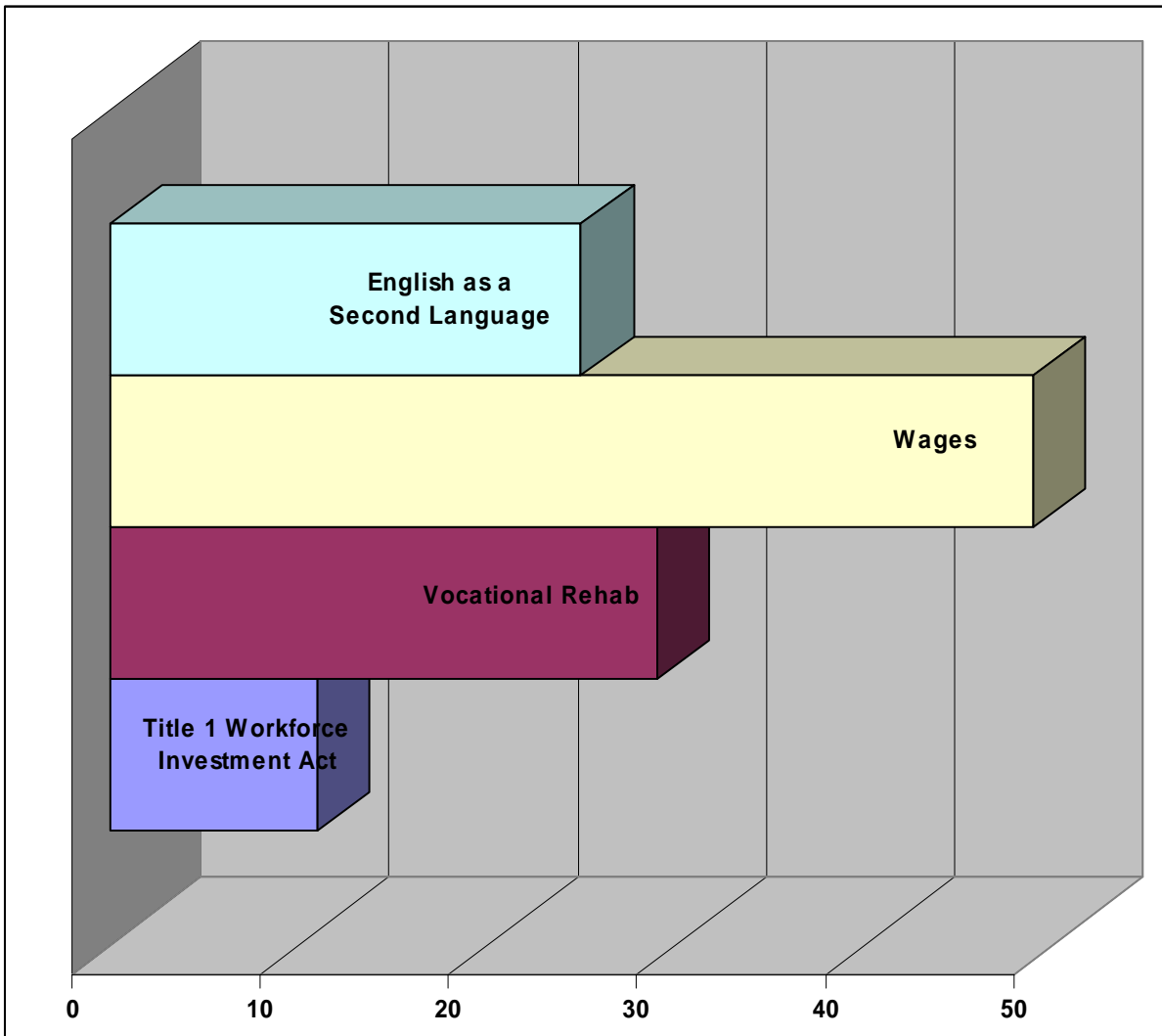
Table C
Satisfaction with Preparedness by Academic Year

Areas of Preparedness	2004/05	2003/04	2002/03	2001/02	2000/01
	Mean	Mean	Mean	Mean	Mean
Courses in your major area	6.09	6.1	6.01	5.96	5.99
Humanities	6.15	6	6.16	6.07	6.21
Composition/Writing	6.02	5.98	5.94	5.93	5.96
Communications/Speech	6.00	5.97	5.92	5.95	5.9
Reading	6.04	5.96	5.85	5.81	5.82
Lifelong Learning	6.02	5.88	6.04	5.83	5.85
Social and Behavioral Sciences	5.95	5.88	5.95	5.89	5.97
Ethical Understanding and Behavior	6.00	5.87	5.8	5.87	5.84
Natural Sciences	5.84	5.8	5.75	5.78	5.84
Mathematics	5.78	5.7	5.75	5.73	5.82
Courses at a 4-year institution	5.80	5.66	5.77	5.86	5.83
Employment after SPC	5.59	5.66	5.6	5.77	5.53
Computer Competency	5.83	5.64	5.7	5.64	5.84
Personal Wellness	5.57	5.36	5.43	5.81	5.72
Mean	5.91	5.82	5.83	5.85	5.87

Assistance Section D

When asked the question “Did you receive any assistance to attend SPC from any of these programs?” of the 1303 respondents 49 received assistance from “Wages”, 29 received assistance from “Vocational Rehab”, 25 received assistance from “English as a Second Language’ and 11 received assistance from “Workforce Investment Act”. Nine percent of our responding graduating students received support from these programs last year this figure was at ten percent of survey respondents.

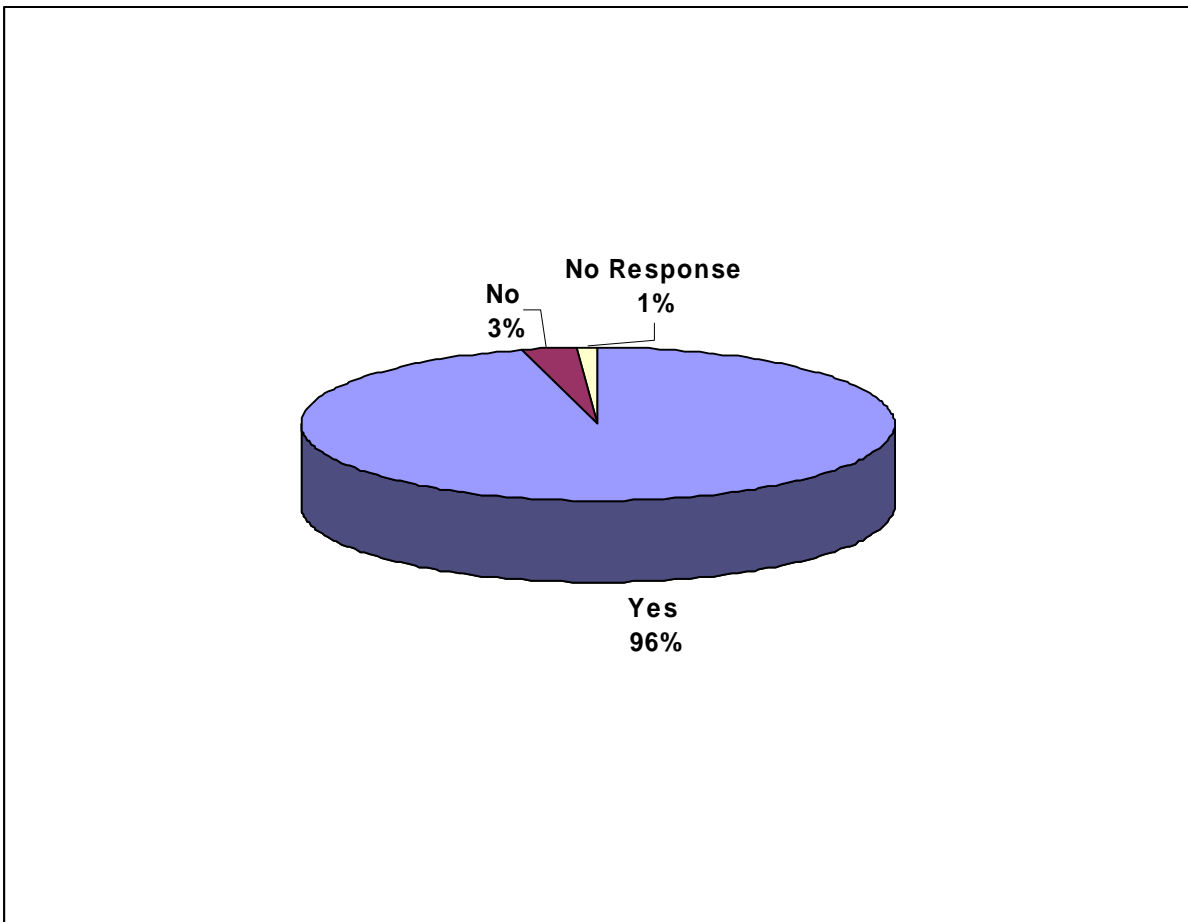
Helped by Special Programs	Respondents	Percent
Title 1 Workforce Investment Act	11	0.8%
Vocational Rehab	29	2.2%
Wages	49	3.8%
English as a Second Language	25	1.9%
114		9%
Total Survey Respondents 1303		



Recommend SPC Section E

When asked the question “Would you recommend SPC to others?” of the 1303 respondents 1250 or 96% stated that they would recommend the College to others while 38 or 3% stated that they would not recommend the College and 15 did not respond to the question.

Recommend SPC?	Respondents	Percent
Yes	1250	96%
No	38	3%
No Response	15	1%
	1303	100%



Educational Outcomes

Section F

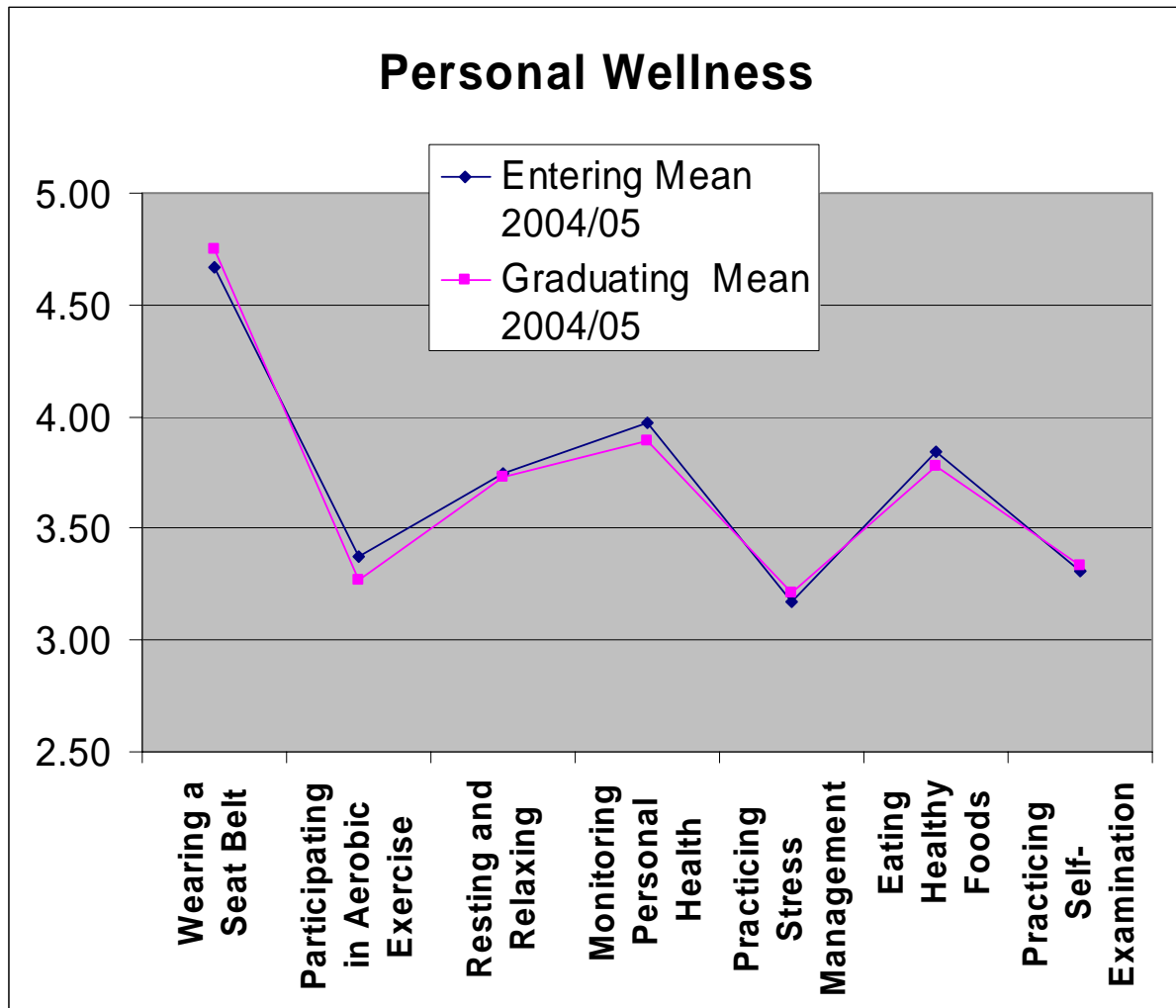
“The Educational Outcomes Questionnaire” was administered as a supplement to the “Entering Student Survey” and again as part of the “Graduating Student Survey”. This year three hundred and eighty three entering students completed “The Educational Outcomes Questionnaire” compared to thirteen hundred and three graduating student who completed the questionnaire. The primary purpose of the questionnaire is to evaluate the habits, practices and/or knowledge of in-coming students in five areas: “Personal Wellness”, “Computer and Technology Competency”, “Informed and Responsible Citizens”, “ Fine Arts & Humanities”, and “Lifelong Learning” and then compare their responses to graduating students. This comparison is used to gauge how the educational experience at SPC has impacted our students in these areas. The rating for this section (Educational Outcomes) is based on a 5-point scale with (5) representing the highest possible rating and (1) representing the lowest possible rating.

The following tables present a comparison of mean scores of the thirty seven educational outcomes areas which are divided into five outcomes or learning categories. A two-tailed T-test was used to determine if the changes in the means between the “Entering Student Survey” and the “Graduating Student Survey” were significant. Of the thirty seven categories twenty one of the mean scores were significantly different at an alpha of .05. The categories that show statistically significant differences are highlighted in blue on the tables below “Computer and Technology Competency” as a grouping exhibited the largest improvement.

Educational Outcomes (Grouped by Learning Area)

Personal Wellness Questions

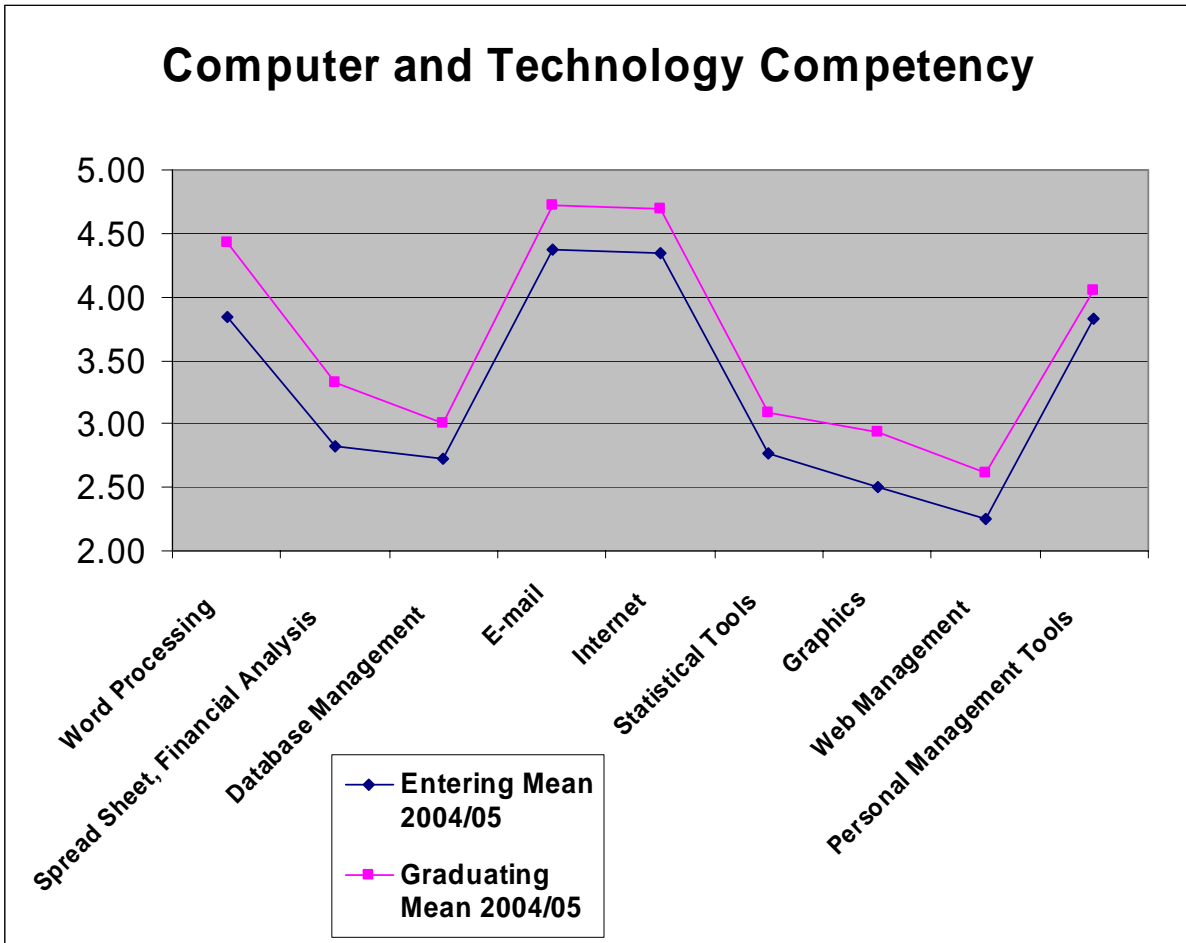
	Entering Mean 2004/05	Graduating Mean 2004/05	Significant at Alpha of .05 2004/05
Wearing a Seat Belt	4.67	4.75	No
Participating in Aerobic Exercise	3.38	3.27	No
Resting and Relaxing	3.74	3.73	No
Monitoring Personal Health	3.98	3.89	No
Practicing Stress Management Techniques	3.17	3.21	No
Eating Healthy Foods	3.85	3.78	No
Practicing Self-Examination Techniques	3.31	3.34	No



Excerpted from a 5-point rating scale

Computer and Technology Competency Questions

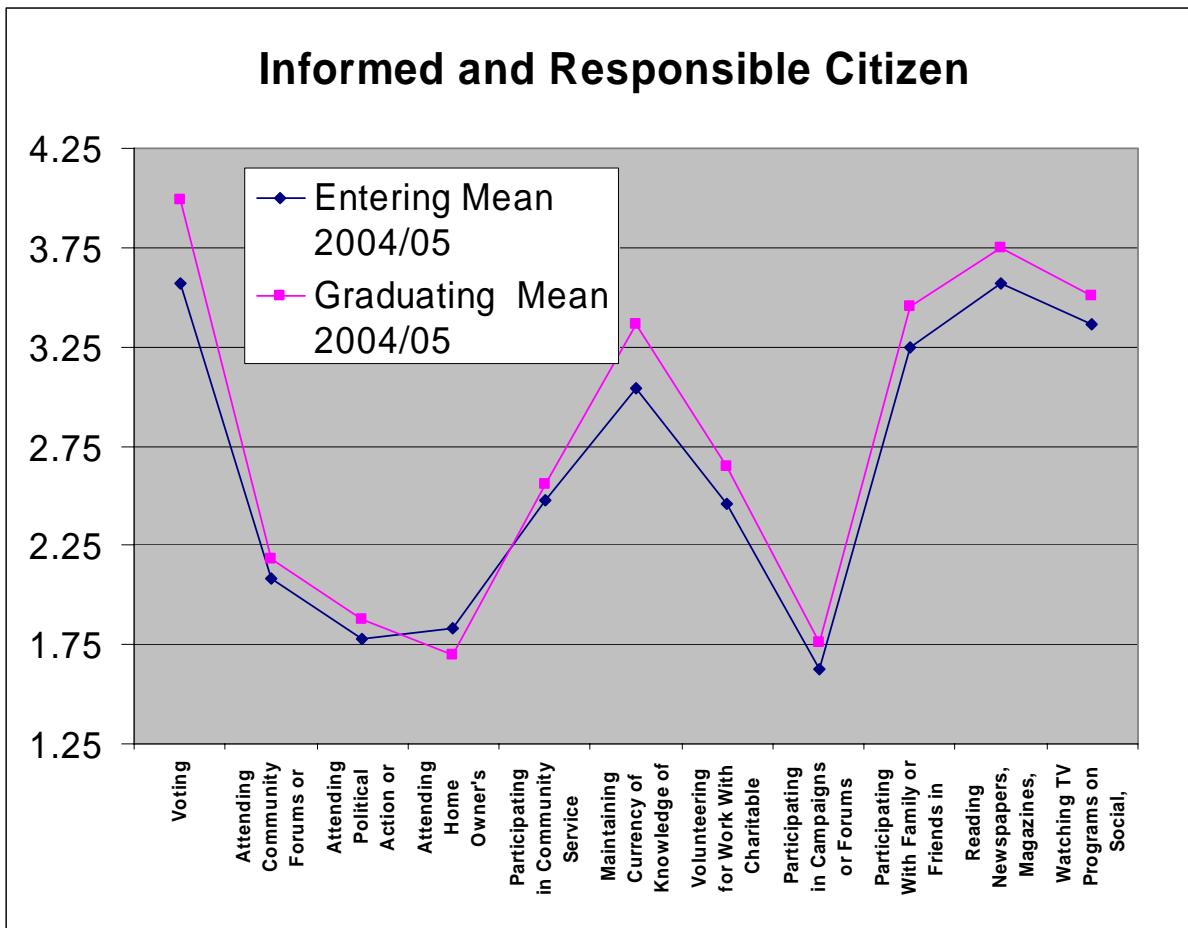
	Entering Mean 2004/05	Graduating Mean 2004/05	Significant at Alpha of .05 2004/05
Word Processing	3.85	4.43	Yes
Spread Sheet, Financial Analysis	2.82	3.33	Yes
Database Management	2.72	3.00	Yes
E-mail	4.37	4.71	Yes
Internet	4.35	4.69	Yes
Statistical Tools	2.77	3.09	Yes
Graphics	2.51	2.94	Yes
Web Management	2.26	2.62	Yes
Personal Management Tools	3.83	4.05	Yes



Excerpted from a 5-point rating scale

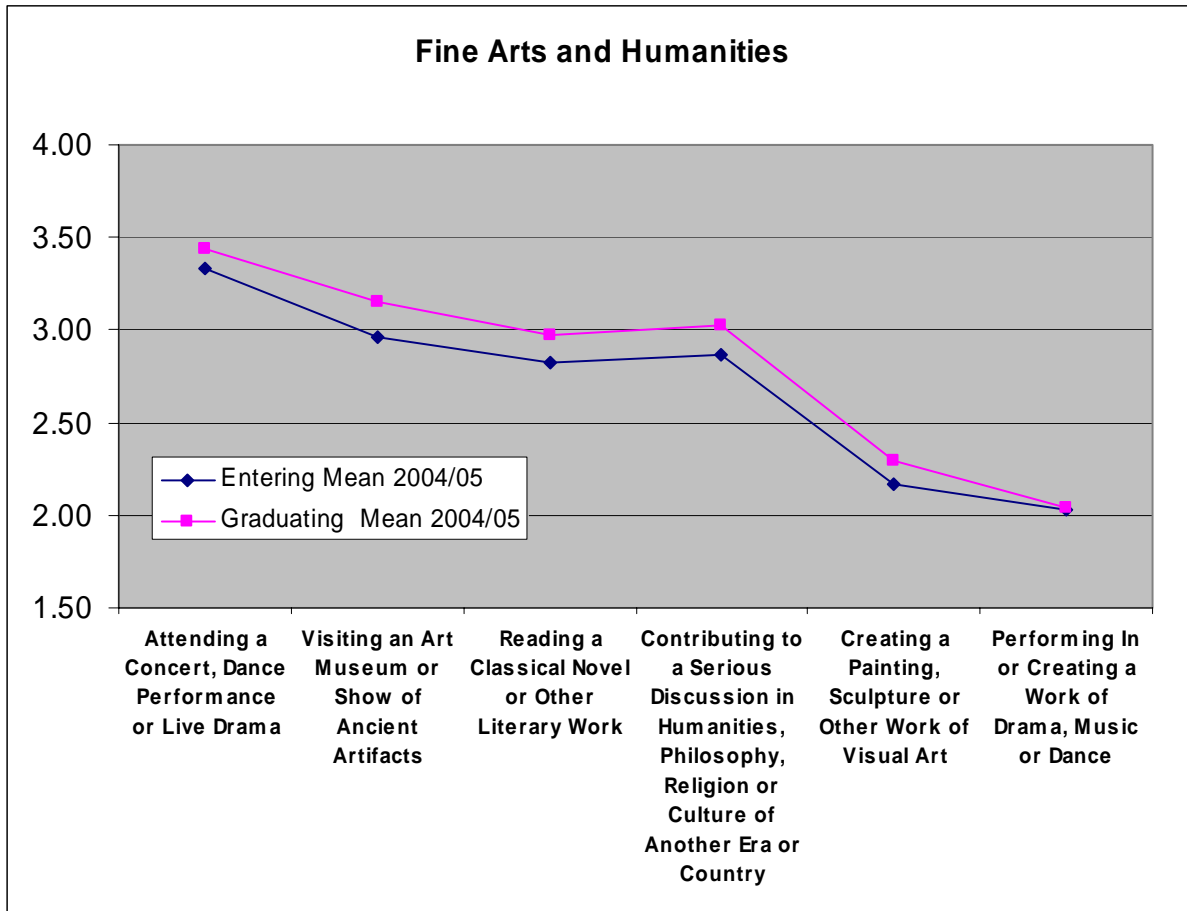
Informed and Responsible Citizen Questions

	Entering Mean 2004/05	Graduating Mean 2004/05	Significant at Alpha of .05 2004/05
Voting	3.57	3.99	Yes
Attending Community Forums or Groups	2.08	2.18	No
Attending Political Action or Other Type Meetings	1.78	1.88	No
Attending Home Owner's Association Meetings	1.83	1.70	No
Participating in Community Service Activities	2.48	2.56	No
Maintaining Currency of Knowledge of American Government and the Political Process	3.04	3.36	Yes
Volunteering for Work With Charitable Organizations	2.46	2.64	Yes
Participating in Campaigns or Forums	1.63	1.76	Yes
Participating With Family or Friends in Serious Discussions on Social, Economic or Political Issues	3.25	3.46	Yes
Reading Newspapers, Magazines, Books or Other Materials Related to Social, Economic or Political Issues	3.57	3.74	Yes
Watching TV Programs on Social, Economic or Political Issues	3.37	3.50	Yes



Excerpted from a 5-point rating scale

Fine Arts and Humanities Questions	Entering	Graduating	Significant at
	Mean	Mean	Alpha of .05
	2004/05	2004/05	2004/05
Attending a Concert, Dance Performance or Live Drama	3.33	3.44	No
Visiting an Art Museum or Show of Ancient Artifacts	2.96	3.15	Yes
Reading a Classical Novel or Other Literary Work	2.82	2.97	Yes
Contributing to a Serious Discussion in Humanities, Philosophy, Religion or Culture of Another Era or Country	2.87	3.02	Yes
Creating a Painting, Sculpture or Other Work of Visual Art	2.17	2.29	No
Performing In or Creating a Work of Drama, Music or Dance	2.03	2.04	No



Excerpted from a 5-point rating scale

To continue, the table below shows a comparison of mean responses from the “Graduating Student Survey” and “Entering Student Survey” in descending order based on the greatest positive change. Twenty nine of the thirty four areas showed a numeric increase from the “Entering Student Survey” to the “Graduating Student Survey”. Five categories showed a statistically insignificant decrease.

The greatest individual improvement was in the category “Word Processing” where graduating students scored a .59 point improvement over their entering students. Moreover, all individual “Computer and Technology Competency” categories did show statistically significant improvements. This is a positive finding in that improving computer competencies has been a point of focus for the College over the past several years.

Questions in Ordered by Greatest Change	ESS	GSS	GSS-ESS	Significant at
	Mean	Mean	Difference	Alpha of .05
	2004/05	2004/05	2004/05	2004/05
Word Processing	3.85	4.43	0.59	Yes
Spread Sheet, Financial Analysis	2.82	3.33	0.51	Yes
Graphics	2.51	2.94	0.43	Yes
Voting	3.57	3.99	0.42	Yes
Web Management	2.26	2.62	0.36	Yes
E-mail	4.37	4.71	0.34	Yes
Internet	4.35	4.69	0.34	Yes
Statistical Tools	2.77	3.09	0.32	Yes
Maintaining Currency of Knowledge of American Government and the Political Process	3.04	3.36	0.32	Yes
Database Management	2.72	3.00	0.28	Yes
Continuing Education	4.20	4.47	0.27	Yes
Enrolling in College or Personal Enrichment Classes	3.86	4.09	0.23	Yes
Personal Management Tools	3.83	4.05	0.22	Yes
Participating With Family or Friends in Serious Discussions on Social, Economic or Political Issues	3.25	3.46	0.21	Yes
Visiting an Art Museum or Show of Ancient Artifacts	2.96	3.15	0.19	Yes
Volunteering for Work With Charitable Organizations	2.46	2.64	0.19	Yes
Reading Newspapers, Magazines, Books or Other Materials Related to Social, Economic or Political Issues	3.57	3.74	0.18	Yes
Contributing to a Serious Discussion in Humanities, Philosophy, Religion or Culture of Another Era or Country	2.87	3.02	0.16	Yes
Reading a Classical Novel or Other Literary Work	2.82	2.97	0.15	Yes
Watching TV Programs on Social, Economic or Political Issues	3.37	3.50	0.14	Yes
Participating in Campaigns or Forums	1.63	1.76	0.13	Yes
Creating a Painting, Sculpture or Other Work of Visual Art	2.17	2.29	0.12	No
Attending a Concert, Dance Performance or Live Drama	3.33	3.44	0.11	No
Attending Lectures and Seminars	3.43	3.54	0.11	No
Attending Political Action or Other Type Meetings	1.78	1.88	0.10	No
Attending Community Forums or Groups	2.08	2.18	0.10	No
Participating in Community Service Activities	2.48	2.56	0.08	No
Attending Conferences Related to Personal, Intellectual or Career Development	3.56	3.63	0.08	No
Wearing a Seat Belt	4.67	4.75	0.07	No
Practicing Stress Management Techniques	3.17	3.21	0.04	No
Practicing Self-Examination Techniques	3.31	3.34	0.03	No
Performing In or Creating a Work of Drama, Music or Dance	2.03	2.04	0.01	No
Resting and Relaxing	3.74	3.73	-0.01	No
Eating Healthy Foods	3.85	3.78	-0.07	No
Monitoring Personal Health	3.98	3.89	-0.08	No
Participating in Aerobic Exercise	3.38	3.27	-0.11	No
Attending Home Owner's Association Meetings	1.83	1.70	-0.13	No

Summary and Conclusion

St. Petersburg College as part of a comprehensive college-wide assessment program developed the Graduating Student Survey (GSS). The key purposes of the GSS is to examine the demographic profile of the responding graduates, assess their perceptions of the educational experience at the College and to determine how the educational process at the College has changed their behavior and/or their knowledge as it relates to five educational outcome areas.

In an attempt to characterize the demographic and academic background of an average respondent to the 2004/2005 graduating student survey the following profile was developed. The typical respondent is a 30 year old white female who completed most of her classes at the St. Petersburg/Gibbs campus and she is working most likely full-time. She views her education curriculum as being related to her employment and she is to large degree satisfied with what she has achieved at the College. If she plans to continue her education it will in all likelihood be at an in-state public college/university or at SPC. She believes she has been well prepared by the A.A. degree she just completed to move on.

The above profile is limiting in that it does not give one a true appreciation of the diverse make-up of the individuals that actually constitute the College's 2004/2005 graduating class. Nevertheless, it does offer one some sense of what a typical 2004/2005 graduate who has completed this survey might be like.

Next, to address how well our students believe their SPC education has prepared them. Our students believe that their education has best prepared them in "Humanities" (6.15), "Courses in your major area" (6.09) "Reading" (6.04) and "Composition/Writing" (6.02). Students believe they were less well prepared for "Employment after SPC" (5.59) and "Personal Well" (5.57). The wellness requirement was dropped from the College's curriculum three year ago. Nevertheless, students gave all areas of preparedness ratings above 5.57 on a 7-point scale, which indicates that they are well satisfied with the preparation they received in all these academic areas.

Next, both entering and graduating students were asked to complete an education outcomes questionnaire and the responses of each group were compared to gauge how the educational experience at SPC has impacted our students in thirty seven individual categories divided into five educational outcomes areas. The rating for "Educational Outcomes" is based on a 5-point scale with (5) representing the highest possible rating and (1) representing the lowest possible rating. A two-tailed independent means T-test was used to determine if the changes in the means between the two groups were significant. Of the thirty seven individual categories twenty one of the means were significantly different at an alpha of .05. Moreover, thirty two of the individual means showed a numeric increase from the entering student to the graduating student.

Of the five defined groupings "Computer and Technology Competency" showed the largest overall improvement from the "Entering Student Survey" to the "Graduating Student Survey" which aligns with the College's computer competency initiatives. However, the "Personal Wellness" categories showed very little change between the entering and graduating students.

To continue, ninety six percent of our students would recommend the College to others. Sixty eight percent of our students were fully satisfied with the educational goals they achieved while at the College and another thirty percent were somewhat satisfied. With regard to preparedness most students believe they have been well prepared by the College in all fourteen listed areas. Moreover, the educational experience at the College has changed our students' behavior and competencies. The level of proficiency in computer skills is an example of this change.

GRADUATING STUDENT SURVEY

DIRECTIONS
 • MARK COMPLETE MARKS
 • CORRECT MARKS
 • INCORRECT MARKS

In order to understand the needs and expectations of our students and improve College Services, we'd like your opinion about certain key areas and activities.

A First, tell us a little about yourself:

1. Age (optional):
 19 and under 40 - 49
 20 - 24 50 - 59
 25 - 29 60 & over
 30 - 39
2. Gender (optional):
 Male
 Female
3. Ethnicity (optional):
 Amer. Ind./Alaskan Native
 Asian Pacific Islander
 Black/Non-Hispanic
 Hispanic
 White
 Other _____
4. Campus where you received most of your instruction and services:
 SP/G AC
 CL SE
 TS Other _____
 HEC
5. Which awards are you applying for?
 AA
 AS (Specify) _____
 Certificate, (Specify) _____
6. Did you achieve your educational goal while attending SPJC?
 Fully
 Somewhat
 Not at all
7. Do you plan to attend another College?
 Yes, I plan to enroll at: _____
 In-State Public College/Univ. Out-of-State Private College/Univ.
 Out-of-State Public College/Univ. Technical Institute
 In-State Public Comm. Coll. SPJC
 In-State Private College/Univ.
 Name of Institution: _____
 No, I do not plan to attend another college
8. Do you plan to enter the military?
 Yes
 No
9. Are you currently employed?
 Yes No
 If yes, how many hours do you work per week?
 15 or fewer 16 to 30 Yes
 31 - 39 40 or more No
9. A. Is your employment related to your studies?
 Yes
 No

B Please, tell us how well you think SPJC has prepared you in each of the following areas:

	Excellent						Poor	N/A
10. Reading	7	6	5	4	3	2	1	0
11. Composition/Writing	7	6	5	4	3	2	1	0
12. Communications/Speech	7	6	5	4	3	2	1	0
13. Computer Competency	7	6	5	4	3	2	1	0
14. Ethical Understanding and Behavior	7	6	5	4	3	2	1	0
15. Humanities (awareness of different philosophies, cultures, arts and music)	7	6	5	4	3	2	1	0
16. Social and Behavioral Sciences (Economics, Psychology, Government, etc.)	7	6	5	4	3	2	1	0
17. Personal Wellness	7	6	5	4	3	2	1	0
18. Natural Sciences (Biology, Chemistry, Earth Sciences, etc.)	7	6	5	4	3	2	1	0
19. Mathematics (logical reasoning)	7	6	5	4	3	2	1	0
20. Courses in your major area	7	6	5	4	3	2	1	0

C How well do you feel SPJC prepared you for:

	Excellent						Poor	N/A
21. Courses at a 4-year institution	7	6	5	4	3	2	1	0
22. Employment after SPJC	7	6	5	4	3	2	1	0
23. Life-long learning	7	6	5	4	3	2	1	0

D Did you receive any assistance to attend SPJC from any of these programs? If yes, mark all that apply.

- Title I Workforce Investment Act Vocational Rehab Wages English as a Second Language

E Would you recommend SPJC to others? Yes No

EDUCATIONAL OUTCOMES

In order to assess if the college was instrumental in helping you to attain specific educational outcomes, please respond to the following questions. Do not respond to the questions if you are not comfortable with disclosing this information.

Personal Wellness

Which of the following activities do you practice to promote good health?

	Never	Seldom	Occasionally	Frequently	Always
Wearing a seat belt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in aerobic exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resting and relaxing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring personal health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practicing stress management techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating healthy foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practising self examination techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Computer and Technology Competency

Which of the following computer skills do you currently demonstrate proficiency?

	None	Moderate	Average	Somewhat Proficient	Highly Proficient
Word processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spread sheet, financial analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date base management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statistical tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal management tools ; i.e. calendars, contacts, checkbook, and banking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informed and Responsible Citizens

In what activities do you currently participate?

	Never	Seldom	Occasionally	Frequently	Whenever Possible
Voting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending community forums or community groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending political action or other type meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending home owners association meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in community service activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining currency of knowledge of American government and political process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering for work with charitable organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating with family and friends in serious discussions on social, economic, or political issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading newspaper, magazines, books or other materials related to social, economic or political issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching TV programs on social, economic, or political issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fine Arts & Humanities

In which of the following activities are you most likely to participate?

	Never	Seldom	Occasionally	Frequently	Whenever Possible
Attending a concert, a dance performance or a live drama.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visiting an art museum or a show of ancient artifacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading a classical novel or other literacy work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to a serious discussion in humanities, philosophy, religion, or culture of another era or country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating a painting, sculpture, or other work of visual art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performing in or creating a work of drama music or dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lifelong Learning

Which of the following lifelong learning activities are you likely to participate in following graduation?

	Never	Seldom	Occasionally	Frequently	Whenever Possible
Continuing education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrolling in College or personal enrichment classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending lectures and seminars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending conferences related to personal, intellectual or career development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>