2006-07
Entering Student Survey Report

Department of Institutional Research and Effectiveness
St. Petersburg College

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Executive Summary

Introduction

The evaluation and assessment processes at SPC are centered on mission-driven outcomes in the following program and service areas: (i) 27 organizational units comprising 40 academic programs (lower division); (ii) 18 organizational units comprising 18 academic programs (upper division), and (iii) key administrative and educational support services. Analysis of outcome results is on-going and captured in various assessment reports. Institutional effectiveness at SPC assesses all degree programs and courses, regardless of mode of delivery. SPC also evaluates all student services to ensure students are provided the best support possible to ensure student success.

Entering Student Survey

The Entering Student Survey (ESS) developed by St. Petersburg College is part of a comprehensive college-wide assessment program to ensure that the College delivers quality academic and support services to our students. The 2006-2007 iteration of the ESS was available to matriculating students in electronic format from July 1, 2006 to June 30, 2007. The primary purpose of the ESS is to develop a demographic profile of the students entering the College, discover what factors influence their decision to apply to the College, discern how they learned about the College, and measure their perception of the importance of various academic, student support services and tutoring areas provided to them by the College.

Student Demographic and Academic Information

Fifty percent of the respondents were younger than 25 years of age and sixty-three percent of the respondents were female.

Seventy-eight percent of the respondents' permanent residences are Pinellas or adjacent Counties, while an additional sixteen percent of the respondents identified other Florida counties as their place of residency. Six percent of our students' permanent residences were outside of Florida.

Fifty percent of the responding students stated that it had been more than five years since they graduated from high school. This percent has declined since a five-year high of 62% in 2002/03 to 50% this year.

Seventy-three percent of the respondents listed their ethnicity as "White" while nine percent of our students selected "Hispanic" and another ten percent selected "Black/Non-Hispanic" as their ethnicity.

The single largest group of students identified their primary campus as eCampus, while the second largest group of respondents identified St Petersburg/Gibbs as their primary campus.

This year the most often stated reason for attending SPC was to pursue an A.S. or an A.A.S. degree with twenty-eight percent of the respondents. The percent of survey respondents who selected earning an A.A. as the primary reason for enrolling at SPC has

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declined to a five-year low of 23%. This percentage is down considerably from the 46% selecting this response last year.

Fifty-two percent of our respondents plan to attend the College for credit on a full-time basis. About forty-five percent of our students plan to attend for credit part-time, and about twenty percent of our students prefer attending part-time. The remaining twenty five percent are part-time but would prefer being full-time. The primary reasons that prevented responding students from attending full-time include the following: Job Responsibilities, Finances, and Family Responsibilities.

Twenty-two percent of our survey respondents already had an academic degree.

Ninety percent of our students plan to work while attending college, and thirty-seven percent plan to work full-time or more.

The percent of survey respondents indicating that the weekend is the preferred time to take most classes was at a five-year high of 11%. This was considerably higher than the 3%-4% selecting this response over the last three years.

Factors Influencing Students' Decision to Apply
Students were asked to identify factors that influenced their decision to apply to the College. The five most selected responses were 1) Course(s) or program(s) offered, 2) Close to home, 3) Cost, 4) Ease of transfer to a state university, and 5) Academic reputation.

Referrals and Media Sourcing
Students were asked to identify how they learned about the College by selecting from a roster of categories or by providing their own responses. The five most frequently listed sources for learning about the College were 1) Internet, 2) A friend, 3) A family member, 4) Recruiter at their high school, and 5) A high school teacher or guidance counselor.

The percent of survey respondents selecting the Internet as how they learned about SPC has increased over the last five years from 14% in 2002/03 to a five-year high of 51% this year.

Offices and Student Support Services
Students were asked to rate how important they thought specific offices/services would be to them. Of the eleven offices/services addressed in this survey, the top five most important as determined by mean ratings include 1) Academic Advising, 2) Financial aid information and services, 3) Library, 4) Career Counseling, and 5) Career Assessment. The two lowest mean ratings were Student publications and Student activities.

Students were also asked where they were most likely to need help. The top five areas were help with 1) Math skills, 2) Study skills and habits, 3) Test anxiety, 4) Writing skills, and 5) Time management.

General Education Preparedness

The Educational Outcomes Questionnaire was administered as part of the Entering Student Survey. The primary purpose of the questionnaire is to evaluate the habits, practices and/or knowledge of in-coming students in four areas: Computer and Technology Competency, Informed and Responsible Citizens, Fine Arts and Humanities, and Lifelong Learning and then compare their responses to graduating students. This comparison is used to gauge or as a proxy of 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.

In the area of Computer and Technology Competency, students were asked to rate their competency in various computer skill areas. The majority of year-to-year mean comparisons in this area were slightly lower this year than last. The two exceptions were Statistical Tools (+.04) and Web Management (+.01).

In the area of Informed and Responsible Citizens, students were asked in which activities they planned on participating. All of the year-to-year mean comparisons were higher this year than last. The largest mean differences were in Attending homeowner's association meetings (+.25), Maintaining current knowledge of American Government and the political process (+.21), and Attending community forums or groups (+.20).

In the area of Fine Arts and Humanities, students were asked in which activities they planned on participating. Four of the six questions in this area showed mean decreases from last year. The largest changes were in Attend a concert, dance performance or live drama (-.16) and Visiting an art museum or show of ancient artifacts (-.12). The largest increase was in Contributing to a serious discussion in Humanities, Philosophy, Religion or culture of another era or country (+.05).

In the area of Lifelong learning, students were asked which lifelong learning activities they anticipated participating in following graduation. The largest change in this area and also the largest change in the general education section was in Continuing Education (-.27). Enrolling in college or personal enrichment classes also showed a decline in the mean scores from last year (-.17).

SPC Mission Statement

The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area as well as globally in program areas in which the College has special expertise. As a comprehensive, multi-campus postsecondary institution, St. Petersburg College seeks to be a creative leader and partner with students, communities, and other educational institutions to deliver enriched learning experiences and to promote economic and workforce development. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over seventy-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC the Offices of Planning, Budgeting and Research work with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality

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improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Evaluation and Assessment Processes
The evaluation and assessment processes at SPC are centered on mission-driven outcomes in the following program and service areas: (i) 27 organizational units comprising 40 academic programs (lower division); (ii) 18 organizational units comprising 18 academic programs (upper division), and (iii) key administrative and educational support services. Analysis of outcome results is on-going and captured in various assessment reports. Institutional effectiveness at SPC assesses all degree programs and courses, regardless of mode of delivery. SPC also evaluates all student services to ensure students are provided the best support possible to ensure student success.

The following are the key assessments used in the evaluation and assessment processes of SPC's Institutional Effectiveness.

☐ Academic Program Assessments include internally and externally developed direct measures for General Education (e.g., Educational Testing Service's Measure of Academic Proficiency and Progress [MAPP]), AAS/AS Program Assessments, BAS/BS Program Assessments, and Program Reviews. Outcome results for the academic programs are documented in three (3) types of

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assessment reports as follows: the Academic Program Viability Report (APVR) is completed on an annual basis; the Academic Program Assessment Review (APAR) is completed on a 3-year cycle; and the Comprehensive Academic Program Review (CAPR), which is also completed on a three-year cycle.

☐ Academic/Student Services Assessments include indirect measures for Entering Students Survey, Enrolled Students Survey, Graduating Student Survey, Recent Alumni Survey, Employer Survey, and the Community College Survey of Student Engagement (CCSSE). Administrative and educational support services are evaluated annually. Results of collegewide student surveys are further refined and augmented through additional departmental-specific assessments.
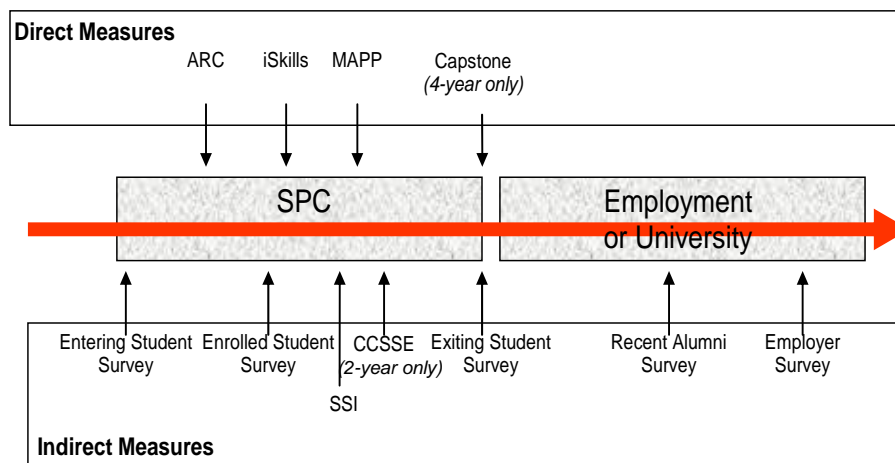
Student Assessment Points

Figure 1: Student Assessment Points

Other Assessments include the President's Annual Evaluation portion of the Year-End Report on Strategic Directions and Institutional Objectives (SD-IOs), State Accountability Measures, Core Effectiveness Indicators, environmental scan / trends analysis, and other department/function-specific assessments.

Entering Student Survey

The Entering Student Survey (ESS) developed by St. Petersburg College is part of a comprehensive college-wide assessment program to ensure that the College delivers quality academic and support services to our students. The 2006-2007 iteration of the ESS was available to matriculating students in electronic format from July 1, 2006 to June 30, 2007. The primary purpose of the ESS is to develop a demographic profile of the students entering the College, discover what factors influence their decision to apply to the College, discern how they learned about the College, and measure their perception of the importance of various academic, student support services and tutoring areas provided to them by the College. The online questionnaire was embedded in the application process and surveys completed during the 2006-2007 academic year are the basis of this report.

Three thousand and eighty four students completed the survey. However not every student answered every question and some responses were not included for technical reasons. As a consequence, the number of responses (N) varies from question to question.

The survey has five major sections:

Section A   Student Demographic and Academic Information
Section B   Factors Influencing Students' Decision to Apply
Section C   Referrals and Media Sourcing
Section D   Offices and Student Support Services
Section E   General Education Preparedness

The remainder of this report is a summary of the survey data with commentary.

Student Demographic and Academic Information

The demographic profile and academic background of the 3,084 survey respondents (N) to the Entering Student Survey are summarized in the following narrative, tables, and charts.

Age

The largest age category for survey participants was 19 and under (28%), while half of survey respondents were 25 and older.

<u>Table 1</u>
Age

Please select your age category. (Optional)		
	N	%
19 and under	841	28
20 - 24	666	22
25 - 29	477	16
30 - 39	573	19
40 - 49	340	11
50 - 59	121	4
60 and over	21	1
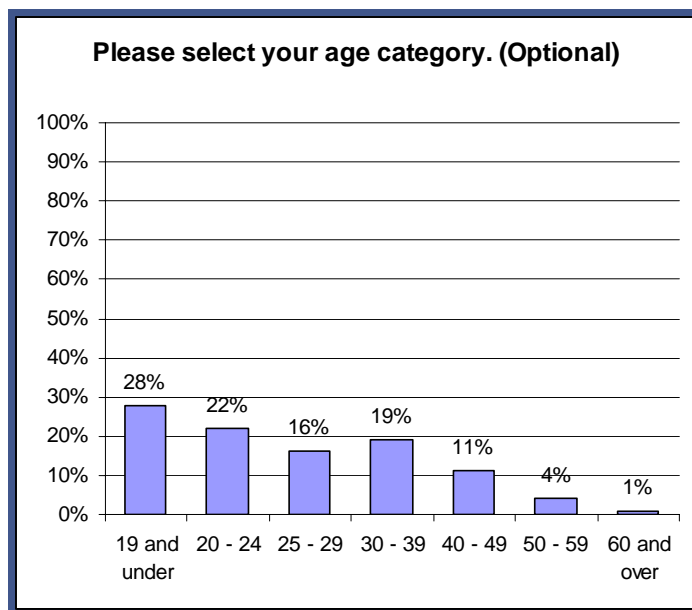
Figure 2: Age

Gender

Almost two thirds of the survey respondents were female (63%) as shown in Table 2.

Table 2
Gender

Please select your gender. (Optional)	N	%
Male	1116	37
Female	1901	63

Please select your gender. (Optional)

Male	37%
Female	63%
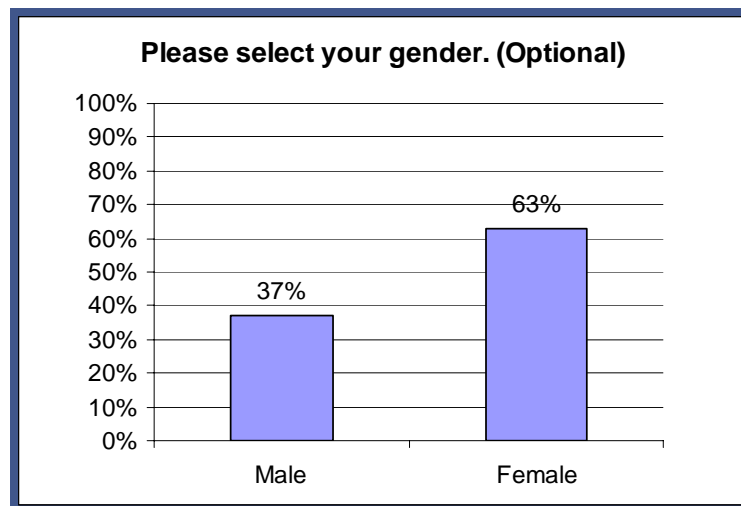
Figure 3: Gender

Time since High School

Half of the survey respondents (50%) had either graduated from high school or received their G.E.D. more than five years ago. This result is consistent with the reported age of survey respondents.

Table 3
Time since High School

How long has it been since you graduated from high school or received your G.E.D.?		
	N	%
Less than 1 year ago	755	25
1 - 3 years ago	529	17
4 - 5 years ago	239	8
More than 5 years ago	1550	50

How long has it been since you graduated from high school or received your G.E.D.?

Figure 4: Time since High School

The percent of survey respondents who have graduated More than 5 years ago has declined since a five-year high of 62% in 2002/03 to 50% this year. There have been slight yearly increases from the five-year low of 44% in 2004/05.

Percent with more than 5 years since graduating high school or receiving a G.E.D.
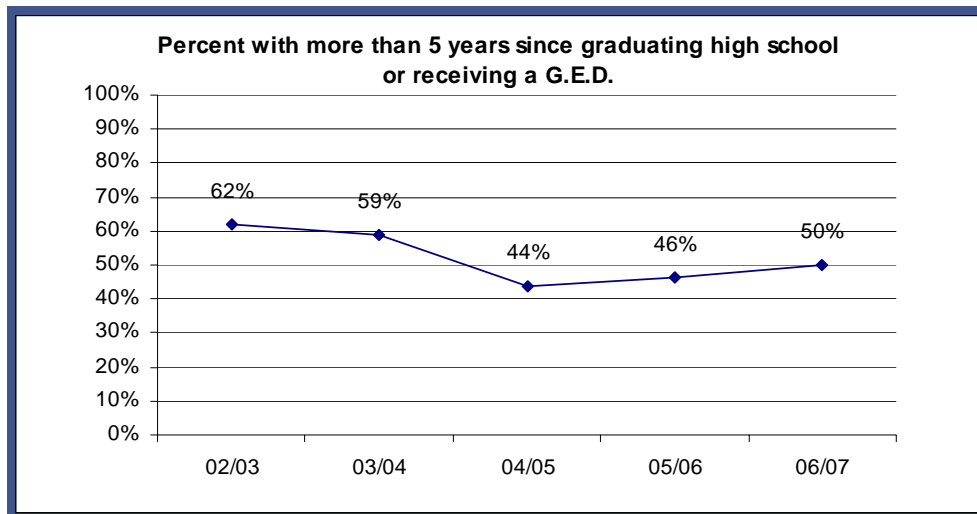
Figure 5: Five or More Years since Graduation or G.E.D. Trend

Primary Campus

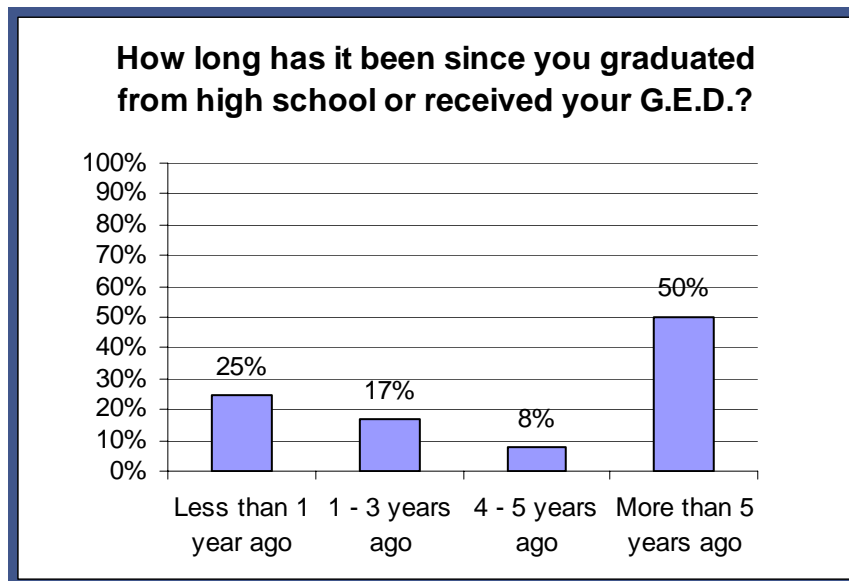Almost a quarter (24%) of the respondents selected *eCampus* as their primary campus. The next largest percent of responses were *St. Pete-Gibbs* campus with 20%, and *Clearwater* and *Tarpon Springs* each with approximately 16% of the responses.

Table 4
Primary Campus

Which will be your primary campus?	N	%
eCampus	726	24
St Pete-Gibbs	600	20
Clearwater	497	16
Tarpon Springs	483	16
Seminole	284	9
Health Center	155	5
Other or all	116	4
Downtown	91	3
Allstate Center	60	2
Mid-Town	30	1

Figure 6: Primary Campus

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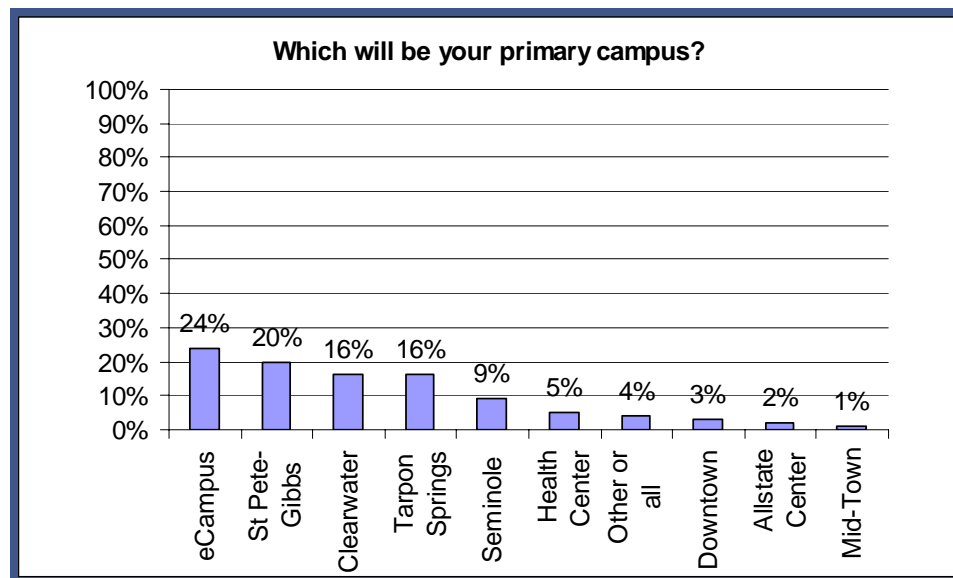
Zip Code Analysis

Over three quarters (78%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. Sixteen percent of the zip codes provided were from other Florida counties, while 6% were from counties outside of Florida.

Table 5
Zip Code Analysis Results

What is the Zip Code of your permanent residence?		
	N	%
Pinellas and Adjacent Counties	2050	78
Other Counties in Florida	431	16
Counties Outside of Florida	153	6

What is the Zip Code of your permanent residence?
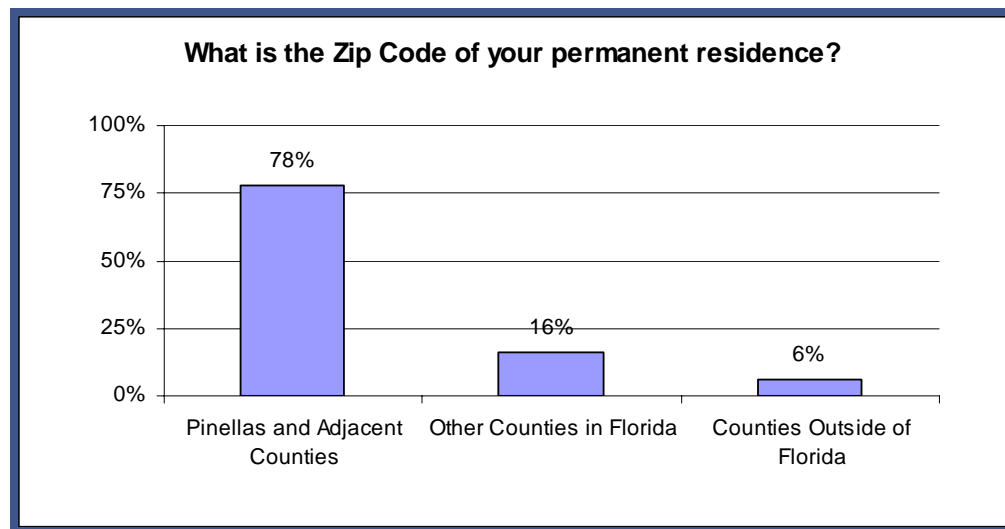
Figure 7: Zip Code Analysis

Ethnicity

Over three quarters (76%) of survey respondents selected *White* as their ethnicity. The next two largest categories were *Black/Non-Hispanic* with 10% and *Hispanic* with 9%.

Table 6
Ethnicity

Please select your ethnicity. (Optional)	N	%
Alaskan Native	0	0
American Indian	16	1
Asian Pacific Islander	80	3
Black/Non-Hispanic	290	10
Hispanic	262	9
White	2,239	76
Other	72	2
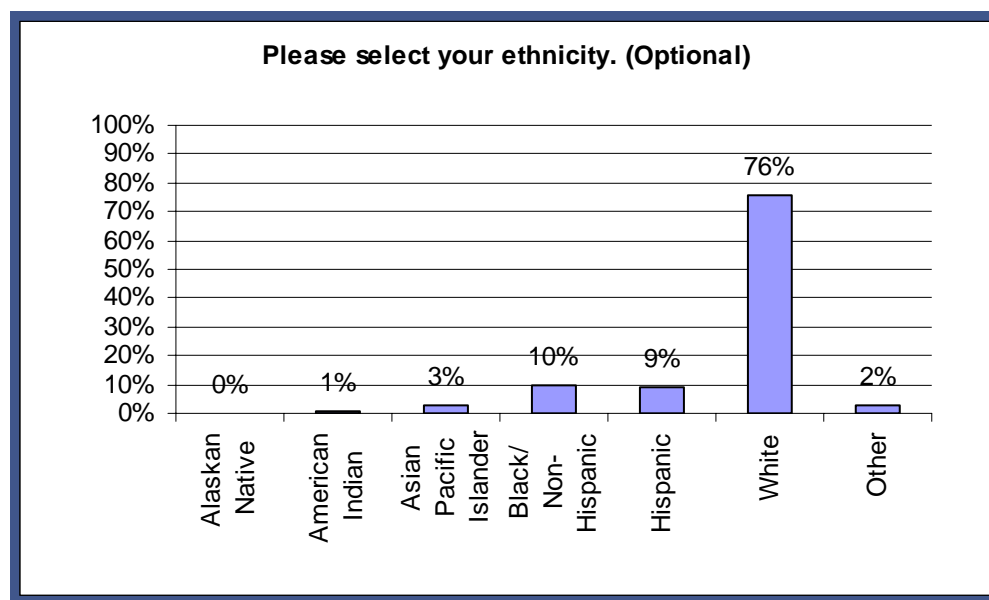
Figure 8: Ethnicity

Enrollment Reasons

An *Associate degree* (either AA, AS, or AAS) is the selected primary reason for enrolling at SPC for over half of the survey respondents (51%). A Baccalaureate degree was the third highest response with 16% followed by to take courses for a new career with 13%.

Table 7
Enrollment Reasons

What is the primary reason you are enrolling at SPC?		
	N	%
Baccalaureate Degree	428	16
Associate in Arts Degree	593	23
Associates in Science or Associates in Applied Science	732	28
Certificate or Technical Diploma	125	5
To take courses to upgrade job skills	132	5
To take courses for a new career	329	13
To take courses for personal enrichment	106	4
Other	172	7
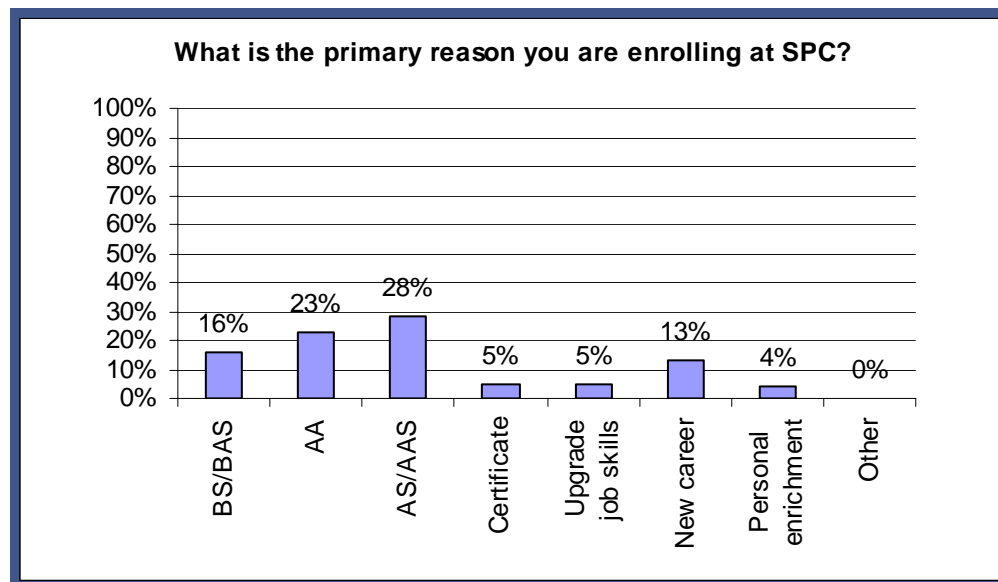
Figure 9: Enrollment Reasons

The percent of survey respondents who selected earning an AA as the primary reason for enrolling at SPC has declined to a five-year low of 23%. This percentage is down considerably from the 46% selecting this response last year.

Earning an AA is the primary reason for enrolling at SPC
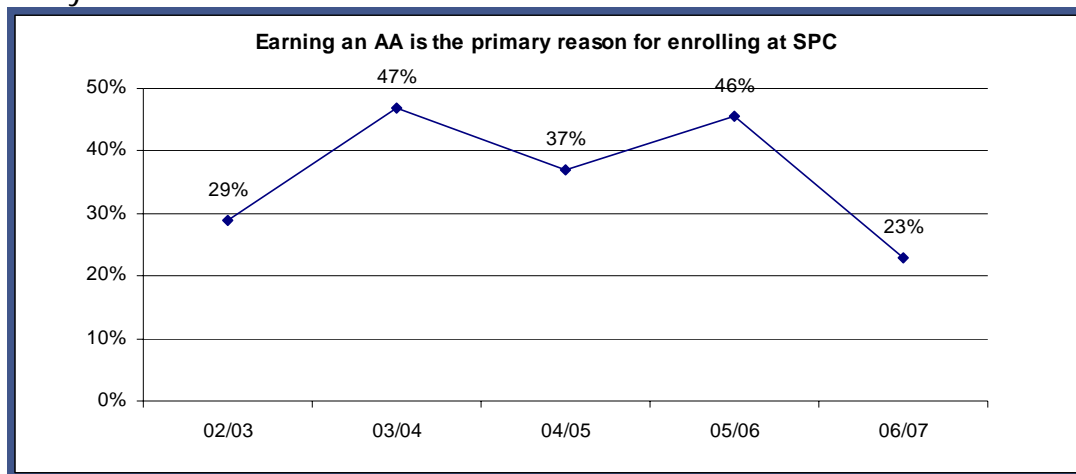
Figure 10: AA Primary Enrollment Reason Trend

Class Time Preference

The majority of survey respondents preferred weekdays to take the majority of their classes (27% *weekday mornings* and 26% *weekday afternoons*). Only 11% selected anytime during the *weekend* as an option.

Table 8
Class Time Preference

When would you prefer to take most of your classes?		
	N	%
Weekday mornings	709	27
Weekday afternoons	679	26
Weekday evenings	560	21
Anytime during the week	306	12
Anytime during the weekend	281	11
No preference	73	3

When would you prefer to take most of your classes?

Category	%
Weekday mornings	27%
Weekday afternoons	26%
Weekday evenings	21%
Anytime during the week	12%
Anytime during the weekend	11%
No preference	3%
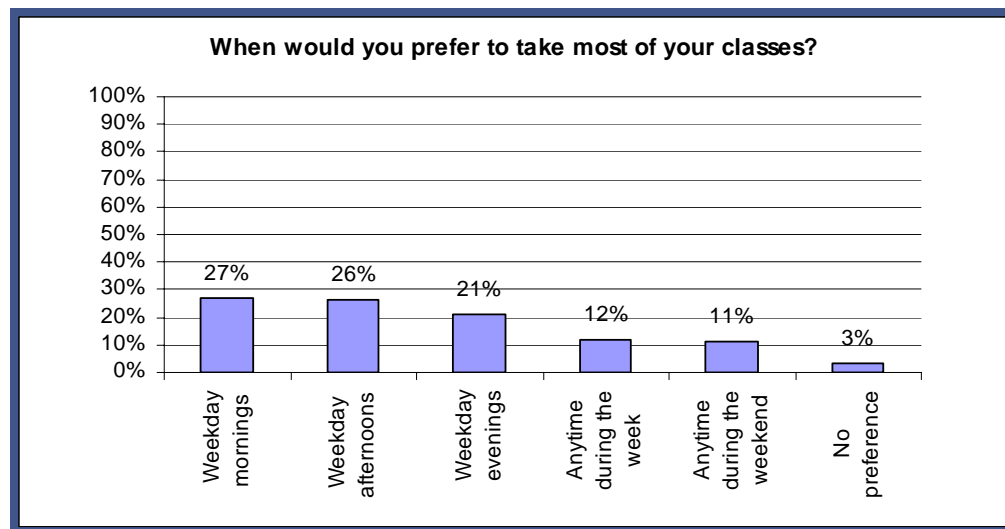
Figure 11: Class Time Preference

The percent of survey respondents indicating that the weekend is the preferred time to take most classes was at a five year high of 11%. This was considerably higher than the 3%-4% selecting this response over the last three years.
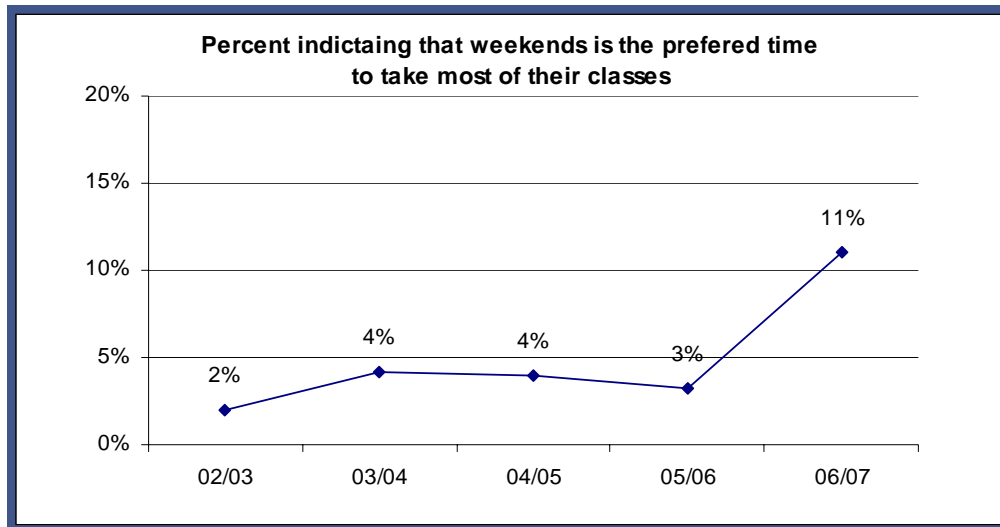
Figure 12: Weekend as Preferred Class Time Trend

Enrollment Status

Over half (52%) of the survey respondents selected fulltime for credit as their primary enrollment status, while forty-five percent selected part-time for credit as their primary enrollment status. The remaining three percent selected not for credit.

Table 9
Enrollment Status

What will be your enrollment status?	N	%
Primarily for credit and full-time	1379	52
Primarily for credit and part-time	1186	45
Primarily not for credit	69	3
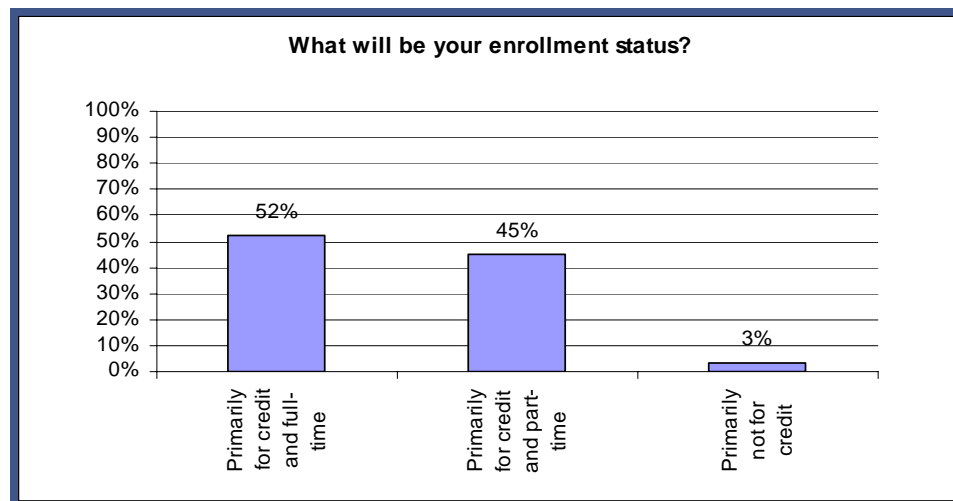
Figure 13: Enrollment Status

Preference for Part-time

While forty-five percent selected part-time for credit as their primary enrollment status, over half of those students (51%) would prefer fulltime enrollment.

Table 10
Preference for Part-time

If your enrollment status is part-time, is that your preference?		
	N	%
Yes	584	49
No	602	51

If your enrollment status is part-time, is that your preference?
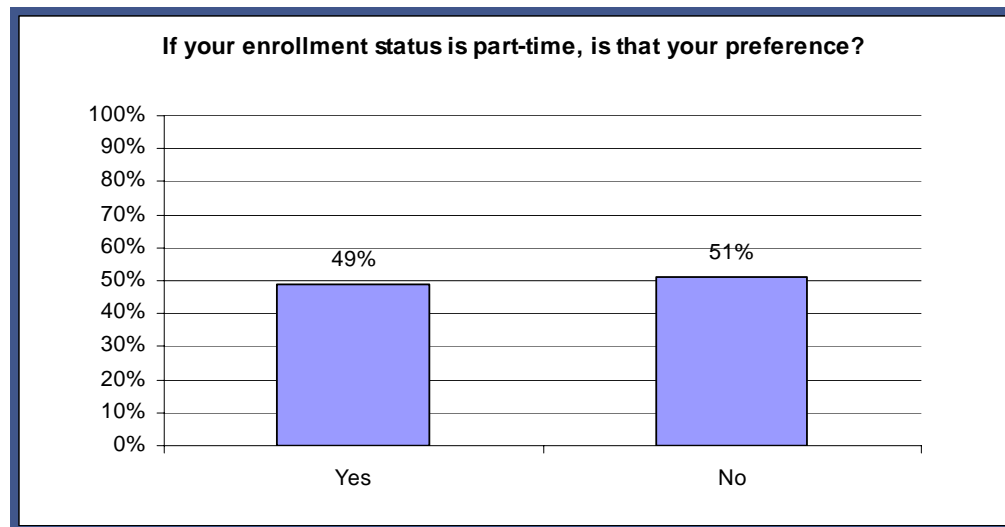
Figure 14: Preference for Part-time

Circumstances Preventing Fulltime Enrollment

Of the students who responded, half (50%) cited *job responsibilities/schedule* as the primary circumstance that prevented them from enrolling full time. Other circumstances included *finances* (19%) and *family responsibilities including child care* (13%). Five percent selected *availability of courses* as the primary circumstance that prevented them from enrolling full time.

Table 11
Circumstances Preventing Fulltime Enrollment

If you are enrolling part-time but would have preferred to enroll full-time, what circumstances prevented you from doing so?	N	%
Finances	292	19
Family responsibilities including child care	204	13
Job responsibilities/schedule	761	50
Transportation	23	2
Health or personal problems	20	1
Availability of courses	73	5
Availability of SPC services	4	<1
Other	142	9
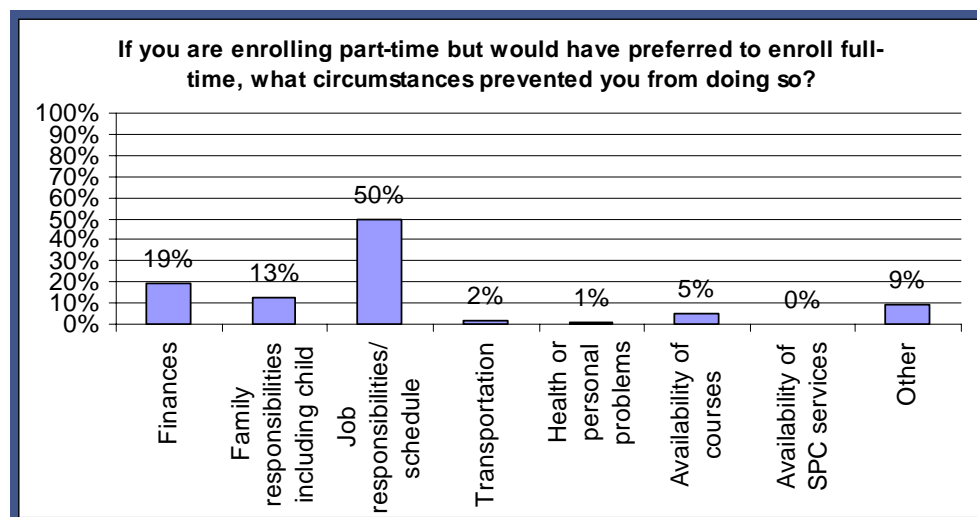
Figure 15: Circumstances Preventing Fulltime Enrollment

Prior Degree

Over three quarters (78%) of the students responding did not receive a degree prior to enrolling at SPC. Of those who earned a degree prior to enrolling, Associate (13%) and Baccalaureate (8%) degrees were the most common.

Table 12
Prior Degree

Have you earned a degree prior to enrolling at SPC?		
	N	%
No degree prior to SPC	2048	78
AA	148	6
AS/AAS	175	7
BA/BS	213	8
MA/MS/MBA	29	1
Ed.D/JD/Ph.D/MD	10	1
Certificate	11	1
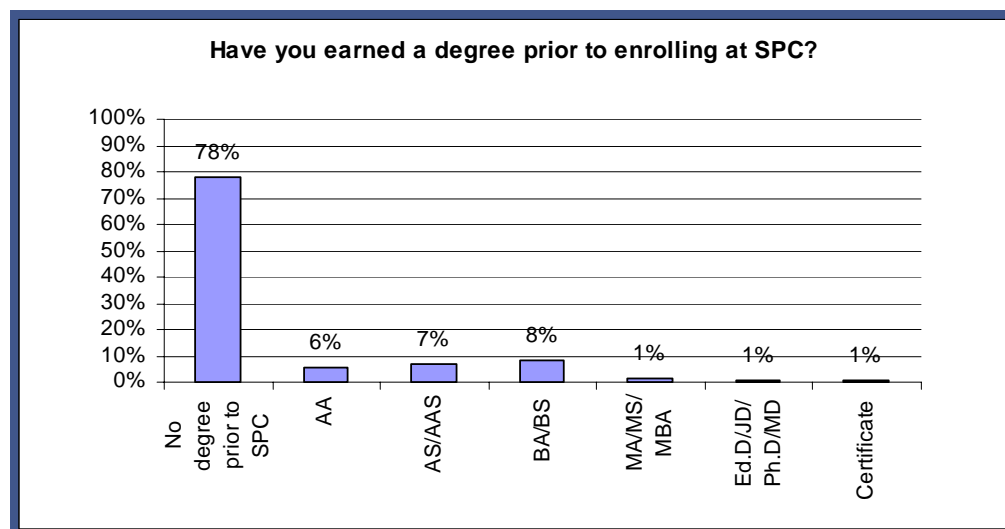
Figure 16: Prior Degree

Working Status

The majority of students responding (90%) are expecting to work while attending SPC. The highest hourly categories include 40 or more hours per week (37%) and 16 to 30 hours per week (27%).

Table 13
Working Status

Do you expect to be working while attending SPC?	N	%
Do not expect to be working	306	10
Working 15 or fewer hours per week	332	11
Working 16 to 30 hours per week	816	27
Working 31 to 39 hours per week	471	15
Working 40 or more hours per week	1144	37
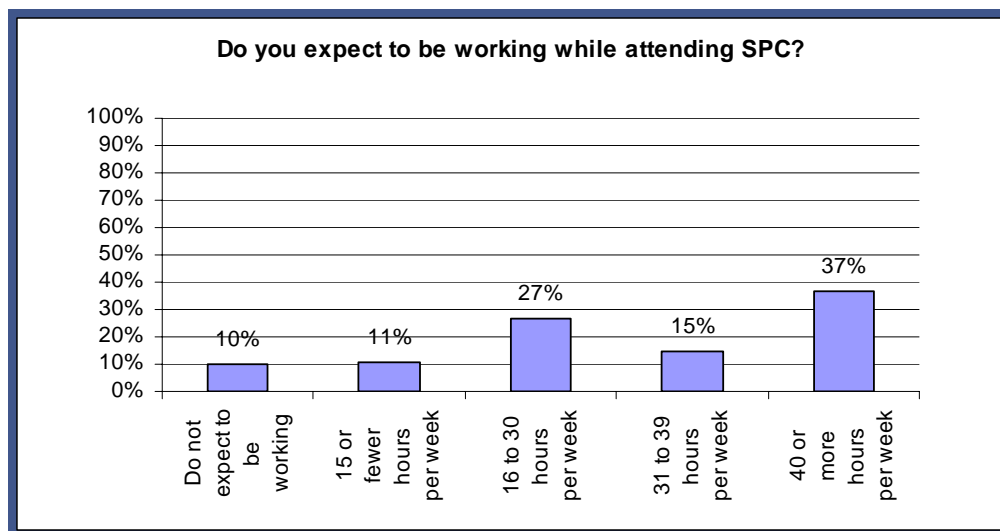
Figure 17: Working Status

Factors Influencing Students' Decision to Apply

Top Five Decisions to Apply

Students were asked to identify factors that influenced their decision to apply to the College. The five most often given responses are listed in Table 14.

Table 14
Top Five Responses

What factors influenced your decision to apply to SPC? Please select all that apply.
Course(s) or program(s) offered
Close to home
Cost
Ease of transfer to a state university
Academic reputation

Student responses are very consistent from year-to-year on this survey question. The top three student responses have remained the same over the last five years. It is instructive to observe that the programs offered by the College is the most important factor in determining if students will apply to the College. Being close to home is the second most important drawing factor, while the relative low cost of our programs is the third most important consideration to the responding students. On the other hand "Club or Organizations", "Music Programs" or "Athletic Programs" have a much smaller influence on our students' decision to apply.

Decision to Apply Factors

The table and chart below characterizes the responses to this survey question.

Table 15
Decision to Apply Factors

What factors influenced your decision to apply to SPC? Please select all that apply.	N	% of respondents
Course(s) or program(s) offered	1752	67
Close to home	1355	51
Cost	1058	40
Ease of transfer to a state university	579	22
Academic reputation	571	22
Close to work	563	21
Friends recommendation	559	21
Financial aid availability	446	17
Parents/family recommendation	316	12
Class size	243	9
Online (Other)	161	6
Employer recommendation	131	5
Visit to your high school by SPC staff	124	5
SPC faculty or staff	101	4
High school counselor	99	4
Music, art or theater	46	2
Athletics	30	1
Located Florida (Other)	29	1
Clubs or organizations	26	1

What factors influenced your decision to apply to SPC?
Please select all that apply.

Chart — *Percent Responding*:

- Course(s) or program(s) offered
- Close to home
- Cost
- Ease of transfer to a state university
- Academic reputation
- Close to work
- Friends recommendation
- Financial aid availability
- Parents/family recommendation
- Class size
- Online (Other)
- Employer recommendation
- Visit to your high school by SPC staff
- SPC faculty or staff
- High school counselor
- Music, art or theater
- Athletics
- Located Florida (Other)
- Clubs or organizations

Figure 18: Decision to Apply Factors

Referrals and Media Sourcing

Top Five Sources for Learning about SPC

Students were asked to identify how they learned about the College by selecting from a roster of categories or by writing in their own responses. The five most frequently listed sources for learning about the College are listed in Table 16.

Table 16
Top Five Sources for Learning about SPC

Through what sources/media/event, if any, have you learned about SPC? Please select all that apply.
Internet
A friend
A family member
Recruiter at your high school
A high school teacher or guidance counselor

The Internet and the College's web site have been consistent responses to this question, but for the first time in many years the SPC TV station has fallen out of the top five responses.

Five Year Trend

The percent of survey respondents selecting the Internet as how they learned about SPC has increased over the last five years from 14% in 2002/03 to a five-year high of 51% this year.

Percent selecting Internet as how they learned about SPC
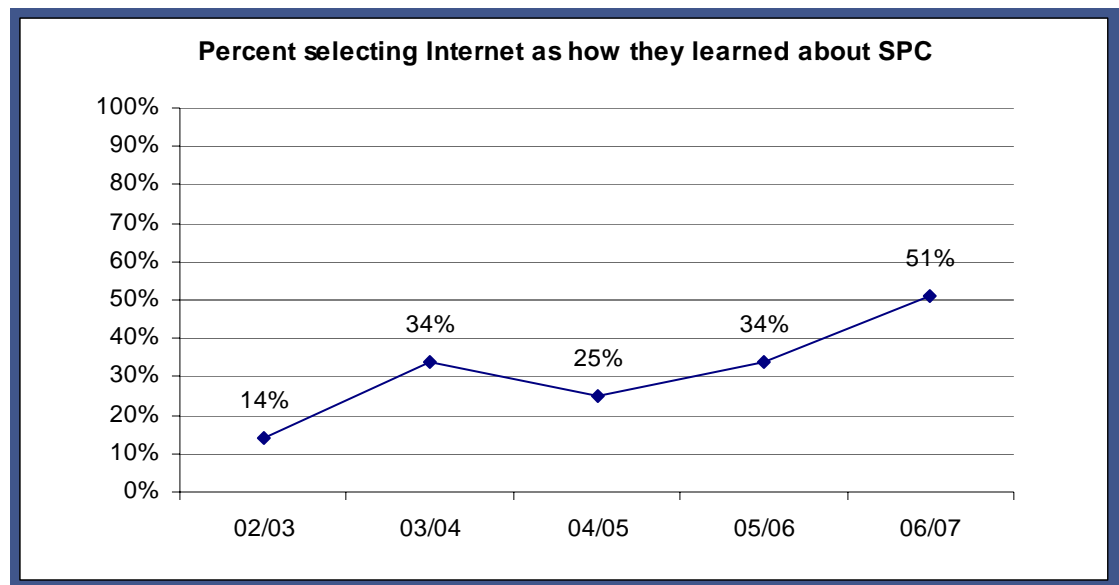
Figure 19: Percent Selecting Internet Trend

Referrals and Media Sourcing

The table and chart below characterizes the responses to this survey question.

Table 17
Referrals and Media Sourcing

Through what sources/media/event, if any, have you learned about SPC? Please select all that apply.	N	% of respondents
Internet	1350	51
A friend	1243	47
A family member	623	24
Recruiter at your high school	363	14
A high school teacher or guidance counselor	339	13
Campus visit or campus open house	244	9
SPC TV station	169	6
Electronic sign on an SPC campus	146	6
Printed material mailed to your home	131	5
Material from display rack, poster or shopping center display	130	5
Billboard	101	4
Movie theater screen	93	4
Newspaper	74	3
PSTA bus advertisement	58	2
Other TV station	55	2
Radio	51	2

Through what sources/media/event, if any, have you learned about SPC? Please select all that apply.

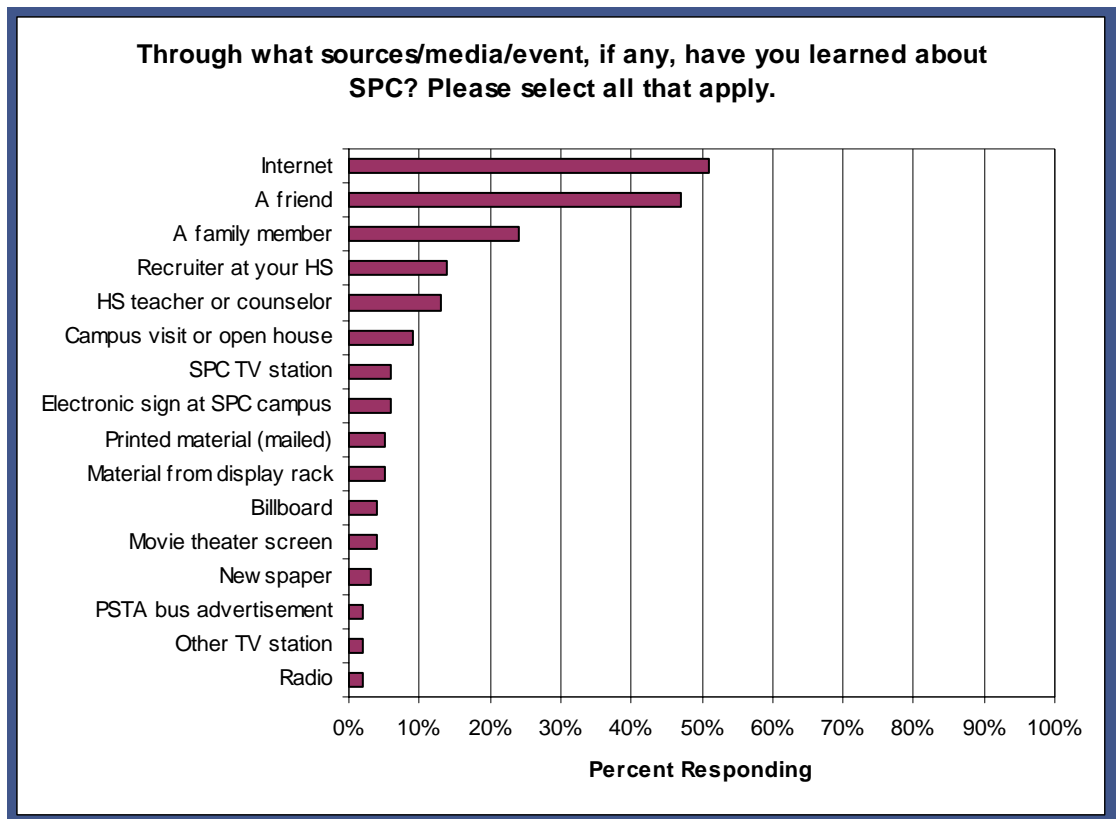| Source	Percent Responding
Internet	~51%
A friend	~47%
A family member	~24%
Recruiter at your HS	~14%
HS teacher or counselor	~13%
Campus visit or open house	~9%
SPC TV station	~6%
Electronic sign at SPC campus	~6%
Printed material (mailed)	~5%
Material from display rack	~5%
Billboard	~4%
Movie theater screen	~4%
New spaper	~3%
PSTA bus advertisement	~2%
Other TV station	~2%
Radio	~2%

Percent Responding

Figure 20: Referrals and Media Sourcing

Offices and Student Support Services

On the Entering Student Survey, students were asked to rate how important they thought specific offices/services would be to them. Of the eleven offices/services addressed in this survey, Academic Advising and Financial Aid have appeared at or near the top of the list regarding their importance to students for a number of years while Student Activities has been at or near the bottom of the list of all offices/services.

Table 18 is a complete roster of offices/services and their mean importance scores. A "7" score indicates that the office/service is considered "Critical" important while a "1" score indicates that it is considered "unimportant".

Table 18
Importance of College Offices and Services

How **important** do you expect each of the following offices/services to be to you while at SPC?	N	Mean
Academic Advising (info on programs of study, course/degree requests, transfer to universities)	2599	6.11
Financial aid information and services	2500	5.79
Library	2548	5.61
Career Counseling	2551	5.49
Career Assessment	2541	5.33
Tutoring	2524	5.29
Access to computer labs	2485	5.27
Job placement services	2469	5.13
Volunteer/community service learning experiences	2466	4.37
Student publications	2485	4.26
Student activities	2455	4.02

Importance of College Tutoring (Help Areas)

The table below shows the specific tutoring areas where students expect to need help. Help with math skills and help with study skills and habits had the greatest percentage of responses.

Table 19
Importance of College Tutoring

In which tutoring areas are you most likely to need help? Select all that apply.		
	N	%
Help with math skills	1203	46
Help with study skills and habits	553	21
Help with test anxiety	471	18
Help with writing skills	409	16
Help with time management	376	14
Help with oral communication skills	336	13
Help with computer skills	278	11
Help with reading skills	214	8

General Education Preparedness

The Educational Outcomes Questionnaire was administered as part of the Entering Student Survey. This year three-thousand and eighty-four entering students completed the Educational Outcomes Questionnaire. The primary purpose of the questionnaire is to evaluate the habits, practices and/or knowledge of in-coming students in four areas: Computer and Technology Competency, Informed and Responsible Citizens, Fine Arts and Humanities, and Lifelong Learning and then compare their responses to graduating students. This comparison is used to gauge or as a proxy of how the educational experience at SPC has impacted our students in these areas. The rating for this section 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 educational outcomes areas which are divided into four outcomes or learning categories. Scores from the 2005/06 survey are compared to this year's survey.

Computer and Technology Competency

In the area of Computer and Technology Competency, students were asked to rate their competency in various computer skill areas. The majority of year-to-year mean comparisons in this area were slightly lower this year then last. The two exceptions were Statistical Tools with an increase of .04 and Web Management with an increase of .01.

Table 20
Computer and Technology Competency

Computer and Technology Competency Please rate your competency in the following computer skill areas.	2005/06 Mean	2006/07 Mean	 Difference
Word Processing	4.14	4.06	-.08
Spreadsheet, Financial Analysis	3.15	3.07	-.08
Database Management	2.84	2.82	-.02
E-mail	4.59	4.53	-.06
Internet	4.63	4.54	-.09
Statistical Tools	2.80	2.84	+.04
Graphics	2.74	2.70	-.04
Web Management	2.47	2.48	+.01

Informed and Responsible Citizens

In the area of Informed and Responsible Citizens, students were asked in which activities they planned on participating. All of the year-to-year mean comparisons were higher this year than last. The largest mean differences were in Attending homeowner's association meetings (.25), Maintaining current knowledge of American Government and the political process (.21), and Attending community forums or groups (.20).

Table 21
Informed and Responsible Citizens

Informed and Responsible Citizens In what activities do you currently participate?	2005/06 Mean	2006/07 Mean	Difference
Voting	3.37	3.44	+.07
Attending community forums or groups	1.99	2.19	+.20
Attending political action or other type meetings	1.69	1.81	+.12
Attending homeowner's association meetings	1.55	1.80	+.25
Participating in community service activities	2.49	2.55	+.06
Maintaining current knowledge of American Government and the political process	2.87	3.08	+.21
Volunteering for work with charitable organizations	2.53	2.63	+.10
Participating in campaigns or forums	1.58	1.71	+13
Participating with family or friends in serious discussions on social, economic or political issues	3.05	3.18	+.13
Reading newspapers, magazines, books or material related to social, economic or political issues	3.36	3.52	+.16
Watch TV programs on social, economic or political issues	3.23	3.31	+.08

Fine Arts and Humanities

In the area of Fine Arts and Humanities, students were asked which activities they planned on participating. Four of the six questions in this area showed mean decreases from last year. The largest changes were in Attend a concert, dance performance or live drama (down .16) and Visiting an art museum or show of ancient artifacts (down .12). The largest increase was in Contributing to a serious discussion in Humanities, Philosophy, Religion or culture of another era or country (.05).

Table 22
Fine Arts and Humanities

Fine Arts and Humanities	2005/06	2006/07	
In which of the following activities do you participate?	Mean	Mean	Difference
Attend a concert, dance performance or live drama	3.35	3.19	-.16
Visiting an art museum or show of ancient artifacts	2.98	2.86	-.12
Reading a classical novel or other literary work	2.83	2.85	+.02
Contributing to a serious discussion in Humanities, Philosophy, Religion or culture of another era or country	2.75	2.80	+.05
Creating a painting, sculpture or other work of visual art	2.30	2.27	-.03
Performing in or creating a work of drama, music or dance	2.18	2.12	-.06

Lifelong Learning

In the area of Lifelong learning, students were asked which Lifelong learning activities they anticipated participating in following graduation. The largest change in this area and also the largest change in the general education section was in Continuing Education (down .27). Enrolling in college or personal enrichment classes also showed a decline in the mean scores from last year (down .17).

Table 23
Lifelong Learning

Lifelong Learning As you begin your educational program at SPC which of the following life-long learning activities do you anticipate participating in following graduation?	2005/06 Mean	2006/07 Mean	 Difference
Continuing Education	4.25	3.98	-.27
Enrolling in college or personal enrichment classes	3.76	3.59	-.17
Attending lectures and seminars	3.27	3.27	.00
Attending conferences related to personal, intellectual or career development	3.47	3.49	+.02

Conclusion

Students entering St. Petersburg College programs encompass a broad range of age categories with almost half the respondents to this survey being under the age of 25 years.

A majority of respondents, sixty-three percent, are women.

Seventy-eight percent of the responding students' permanent addresses were in Pinellas or an adjacent county while an additional sixteen percent reside in other areas of Florida. Only six percent live outside of Florida.

The ethnic background of the responding students has a similar proportion of minorities as that of Pinellas County as a whole with seventy-three percent reporting their ethnicity as White, ten percent as Black, and nine percent as Hispanic.

A broad range of academic goals brings students to the College. But the largest group in this survey was in pursuit of an A.S. or A.A.S. degree.

Twenty-two percent of the in-coming students have a prior college degree.

Most of our students plan to take classes during the weekday, but about a quarter are planning to attend SPC in the evening. Only eleven percent of the respondents plan to take classes on the weekend.

The vast majority of our students plan on working while attending college and well over a third of all SPC students plan to work full time or more.

Fifty percent of the incoming students believed they will be attending college full time; however, when you compare their expectations to what actually happens (SPC Factbook) you find that only about a quarter of SPC students actually do attend full time.

The circumstances that most often prevent our students from attending full time are Job Responsibility, Finances and Family Responsibilities. Of these three areas the College has the most ability to help with finances through scholarships and grants. Although the College is limited in its ability to assist with job and family responsibilities multiple class options and child care may help some students with these problems.

When asked "What factors influenced your decision to apply to SPC?" the Courses or Programs Offered was the most important factor followed by Close to Home and Cost.

When asked, "Through what sources/media/events have you learned about SPC?" a mixture of high and low technology approaches seemed to be effective in getting the College's message out. Internet/World Wide Web, A friend, and A family member were chosen most often. The current survey results show, for the first time in the survey's history that the SPC TV Station was not in the top five ways students learned about SPC.

When asked the question "How important do you expect each of the following offices/services to be to you?" students responded that Academic Advising, Financial Aid and The Library were the most important

offices/services while Student Activity was relatively unimportant to the respondents.

The academic area that the largest group of students believes that they will need tutoring help is in math.

Each department/unit of the College should review the findings of this survey so they may better align their efforts to the needs and expectations of incoming students.

Contact Information

Please address any questions or comments regarding this evaluation to:

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Appendix: Entering Student Survey

Entering Student Survey

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 of SPC. Please complete the questionnaire below and click **Submit**.

1. Please select your age category. (Optional)

   Select: ▪

2. Please select your gender. (Optional)

   Select: ▪

3. Please select your ethnicity. (Optional)

   Select: ▪

4. Which will be your primary campus?

   Select: ▪

5. What is the Zip Code of your permanent residence?

6. How long has it been since you graduated from high school or received your G.E.D.?

   Select: ▪

http://it.spcollege.edu/cfsurveys/survey.cfm?su_id=866&preview=true   10/11/2007

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7. What is the primary reason you are enrolling at SPC?

Select: _____ ▣

Other:

_____

8. Space for providing specific degree

_____

9. When would you prefer to take most of your classes?

Select: ▣

_____

10. What will be your enrollment status?

Select: ▣

_____

11. If your enrollment status is part-time, is that your preference?

Select: ▣

_____

12. If you are enrolling part-time but would have preferred to enroll full-time, what circumstances prevented you from doing so?

Select: ▣

Other:

_____

13. Do you expect to be working while attending SPC?

Select: ▣

_____

14. What factors influenced your decision to apply to SPC? Please select all that apply.

☐ Course(s) or program(s) offered
☐ Academic reputation

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☐ Cost
☐ Financial aid availability
☐ Close to home
☐ Close to work
☐ Ease of transfer to a state university
☐ Athletics
☐ Clubs or organizations
☐ Music, art or theater
☐ Parents/family recommendation
☐ Friends recommendation
☐ Employer recommendation
☐ High school counselor
☐ High school teacher
☐ SPC faculty or staff
☐ Class size
☐ Visit to your high school by SPC staff
☐ Visit to your place of employment by SPC staff
Other:

_____

15. Through what sources/media/event, if any, have you learned about SPC?
Please select all that apply.

☐ Internet
☐ Movie theater screen
☐ Material from display rack, poster or shopping center display
☐ A friend
☐ A family member
☐ SPC TV station
☐ Other TV station
☐ Newspaper
☐ Radio
☐ A high school teacher or guidance counselor
☐ Recruiter at your high school
☐ Campus visit or campus open house
☐ Electronic sign on an SPC campus
☐ Billboard
☐ PSTA bus advertisement
☐ Printed material mailed to your home
Other:

_____

16. Have you earned a degree prior to enrolling at SPC?

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Select:

Other:

17. College Services and Offices

How **important** do you expect each of the following offices/services to be to you while at SPC?

Academic Advising (info on programs of study, course/degree requests, transfer to universities)

Select:

18. Career Counseling

Select:

19. Career Assessment

Select:

20. Financial aid information and services

Select:

21. Library

Select:

22. Student activities

Select:

23. Volunteer/community service learning experiences

Select:

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24. Student publications

Select: ▪

---

25. Access to computer labs

Select: ▪

---

26. Job placement services

Select: ▪

---

27. Tutoring

Select: ▪

---

28. In which tutoring areas are you most likely to need help? Select all that apply.

☐ Help with reading skills
☐ Help with math skills
☐ Help with time management
☐ Help with study skills and habits
☐ Help with test anxiety
☐ Help with writing skills
☐ Help with oral communication skills
☐ Help with computer skills
☐ N/A

Other:

---

29. ## Computer and Technology Competency

Please rate your competency in the following computer skill areas.
Word Processing

Select: ▪

---

30. Spreadsheet, Financial Analysis

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Select: ▪

---

31. Database Management

Select: ▪

---

32. E-mail

Select: ▪

---

33. Internet

Select: ▪

---

34. Statistical Tools

Select: ▪

---

35. Graphics

Select: ▪

---

36. Web Management

Select: ▪

---

37. Personal Management Tools (i.e. calendars, contacts, checkbooks etc.)

Select: ▪

---

38. Informed and Responsible Citizens
In what activities do you currently participate?
Voting

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Select: ▪

---

39. Attending community forums or groups

Select: ▪

---

40. Attending political action or other type meetings

Select: ▪

---

41. Attending homeowner's association meetings

Select: ▪

---

42. Participating in community service activities

Select: ▪

---

43. Maintaining current knowledge of American Government and the political process

Select: ▪

---

44. Volunteering for work with charitable organizations

Select: ▪

---

45. Participating in campaigns or forums

Select: ▪

---

46. Participating with family or friends in serious discussions on social, economic or political issues

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Select: ▫

---

47. Reading newspapers, magazines, books or material related to social, economic or political issues

Select: ▫

---

48. Watch TV programs on social, economic or political issues

Select: ▫

---

49. ## Fine Arts and Humanities
In which of the following activities do you participate?
Attend a concert, dance performance or live drama

Select: ▫

---

50. Visiting an art museum or show of ancient artifacts

Select: ▫

---

51. Reading a classical novel or other literary work

Select: ▫

---

52. Contributing to a serious discussion in Humanities, Philosophy, Religion or culture of another era or country

Select: ▫

---

53. Creating a painting, sculpture or other work of visual art

Select: ▫

---

54. Performing in or creating a work of drama, music or dance

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55. Life-long Learning

As you begin your educational program at SPC which of the following life-long learning activities do you anticipate participating in following graduation?
Continuing Education

Select:

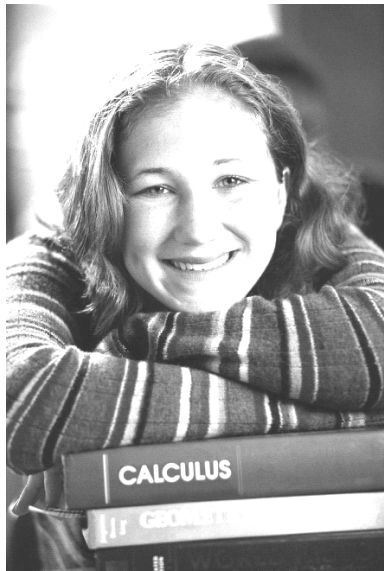### 56. Enrolling in college or personal enrichment classes

Select:

57. Attending lectures and seminars

Select:

58. Attending conferences related to personal, intellectual or career development

Select:

If you have any questions or comments about this survey, please contact Jerry Dyer at Dyer.Jerry@spcollege.edu or call (727) 341-3391

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