2007-08
Entering Student Survey Report

Department of Institutional Research and Effectiveness
St. Petersburg College

November 2008

Department of Institutional Research and Effectiveness
St. Petersburg College
P.O. Box 13489
St. Petersburg, FL 33733
(727) 341-3084
FAX (727) 341-5411

Entering Student Survey Report Produced by

Department of Institutional Research and Effectiveness

James Coraggio, Ph.D.
Director

Magaly Tymms, B.S.
Assessment Coordinator for Academic Programs

Table of Contents

Executive Summary

Introduction

The evaluation and assessment processes at SPC are centered on mission-driven outcomes in the following program and service areas: (i) 26 organizational units comprising 39 academic programs (lower division); (ii) 8 Colleges and Schools comprising 20 Majors (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 students. The 2007-08 iteration of the ESS was available to matriculating students in electronic format from July 1, 2007 to June 30, 2008. 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

Over fifty percent of the respondents were younger than 25 years of age and sixty-four percent of the respondents were female.

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

Almost 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 59% in 2003/04 to 49% this year.

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

Almost half of the survey respondents selected either *eCampus* (22%) or *St. Pete-Gibbs* (22%) 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-nine percent of the respondents. The percent of survey respondents who selected earning an A.A. as the primary reason for enrolling at SPC increased slightly to 25% from a five-year low of 23% last year. This percentage is still down considerably from the 46% selecting this response in 2005-06.

Fifty-five percent of respondents plan to attend the College for credit on a full-time basis. About forty-three percent of students plan to attend for credit part-time, but almost half of those students (44%) would prefer fulltime enrollment. The primary reasons that prevented responding students from attending full-time include the following: job responsibilities, finances, and family responsibilities.

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

Ninety percent of students plan to work while attending college, and thirty-five percent plan to work 40 or more hours per week.

The percent of survey respondents indicating that the weekend is the preferred time to take most classes dropped to 2% from a five-year high of 11% last year. This was slightly lower than the 3%-4% selecting this response between 2003 and 2006.

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) A high school teacher or guidance counselor, and 5) A campus visit.

The percent of survey respondents selecting the Internet as how they learned about SPC increased from a five-year low 25% in 2004/05 to 49% 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 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 higher or the same, this year then last. The three exceptions were Database Management, E-mail, and Personal Management Tools, each with a decrease of .01.

In the area of Informed and Responsible Citizens, students were asked in which activities they planned on participating. Six of the year-to-year mean comparisons were higher this year than last. The largest mean differences were in Attending community forums or groups (.06), and Participating in community service activities (.05).

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 Visiting an art museum or show of ancient artifacts (-.07), and Reading a classical novel or other literary work (-.05).

In the area of Lifelong learning, students were asked which lifelong learning activities they anticipated participating in following graduation. All four questions in this area showed mean decreases from last year. The largest changes were in Continuing Education, Enrolling in college or personal enrichment classes, and Attending conferences related to personal, intellectual or career development, each with a decrease of .04.

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

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) 26 organizational units comprising 39 academic programs (lower division); (ii) 8 Colleges and Schools comprising 20 Majors (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

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 The Entering Student Survey, Enrolled Student 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.

QEP Student Assessment Points

Direct Measures

ARC   iSkills   MAPP   Capstone (4-year only)

SPC   Employment or University

Entering Student Survey   Enrolled Student Survey   CCSSE   Exiting Student Survey   Recent Alumni Survey   Employer Survey
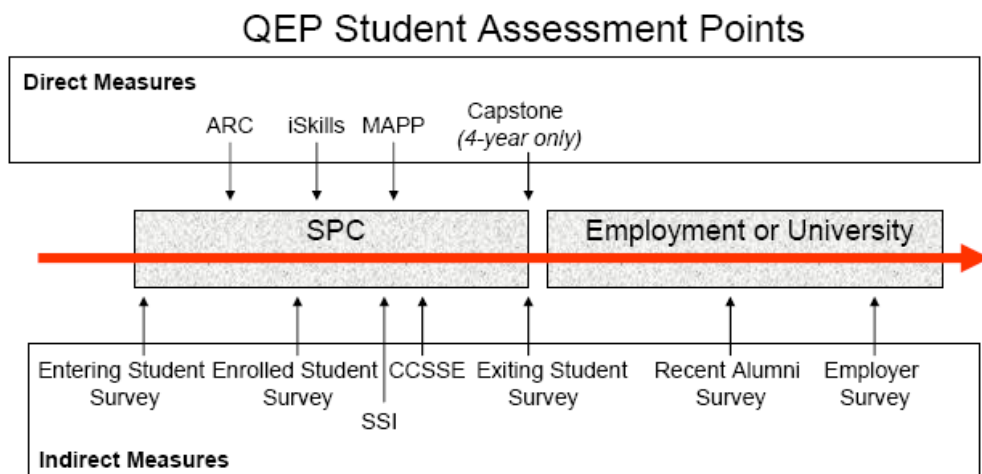
SSI

Indirect Measures

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 students. The 2007-08 iteration of the ESS was available to matriculating students in electronic format from July 1, 2007 to June 30, 2008. 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 2007-08 academic year are the basis of this report.

Four-thousand eight hundred and twenty-one 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 4,821 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 (31%), while almost half (48%) of all survey respondents were 25 and older.

Table 1
Age

Please select your age category. (Optional)	N	%
19 and under	1453	31
20 - 24	1012	21
25 - 29	680	14
30 - 39	860	18
40 - 49	509	11
50 - 59	186	4
60 and over	48	1
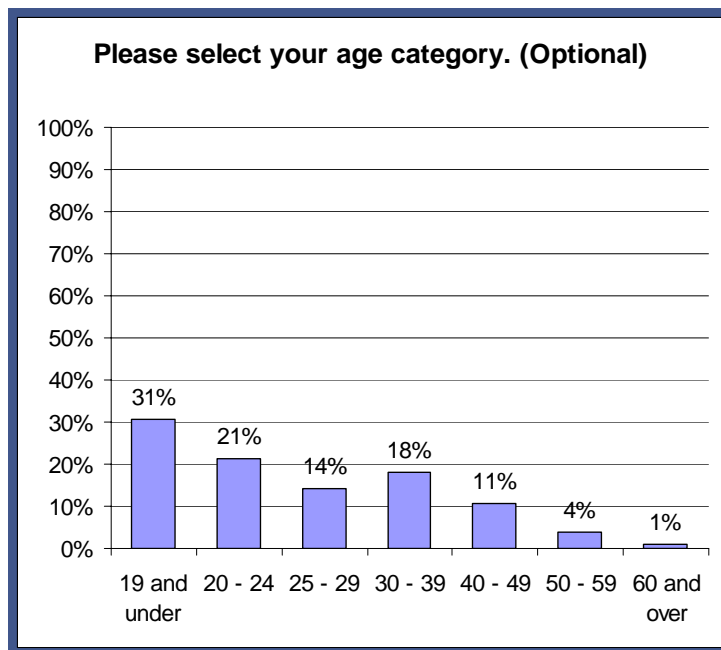
Figure 2: Age

Gender

Almost two thirds of the survey respondents were female (64%) as shown in Table 2.

Table 2
Gender

Please select your gender. (Optional)		
	N	%
Male	1699	36
Female	3026	64
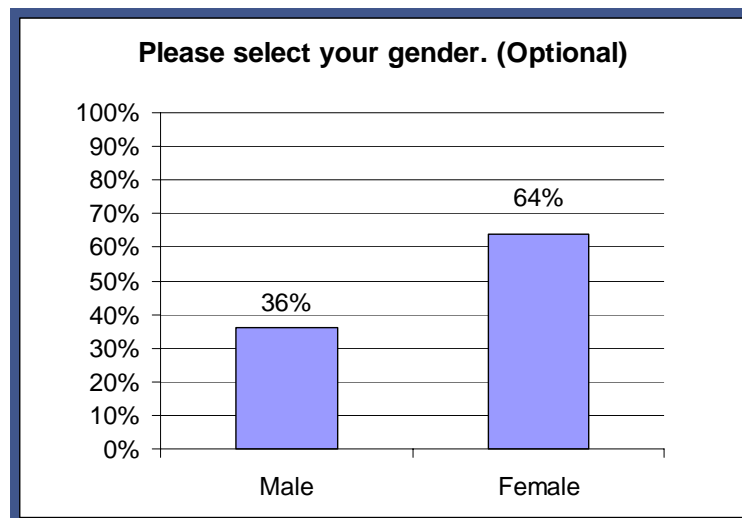
Figure 3: Gender

Time since High School

Half of the survey respondents (49%) 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	1316	27
1 - 3 years ago	726	15
4 - 5 years ago	416	9
More than 5 years ago	2359	49

Figure 4: Time since High School

The percent of survey respondents who graduated more than 5 years ago has declined since a five-year high of 59% in 2003/04 to 49% this year. This is slight higher than 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.
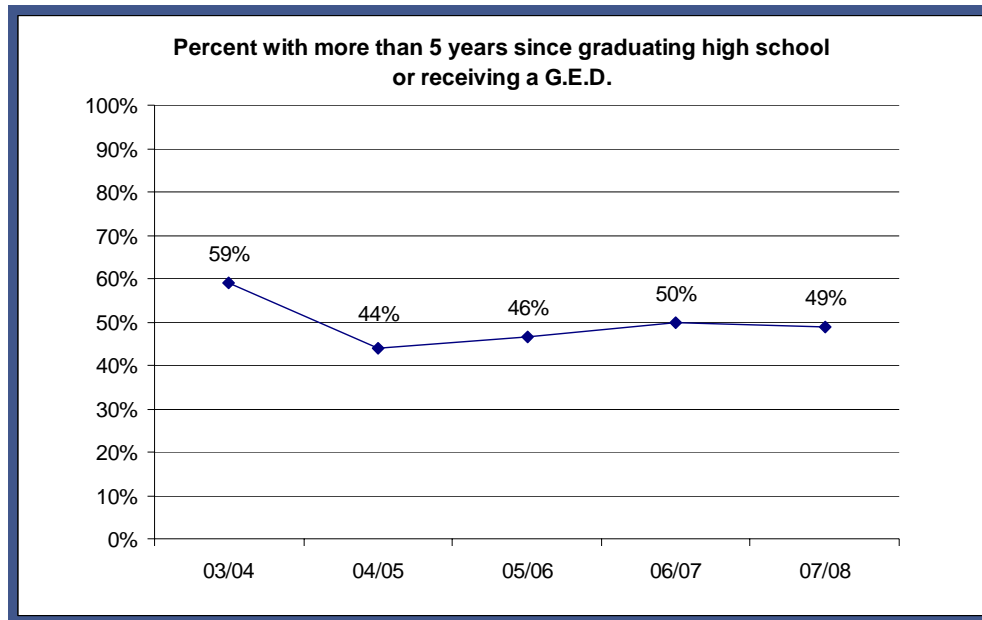
Figure 5: Five or More Years since Graduation or G.E.D. Trend

Primary Campus

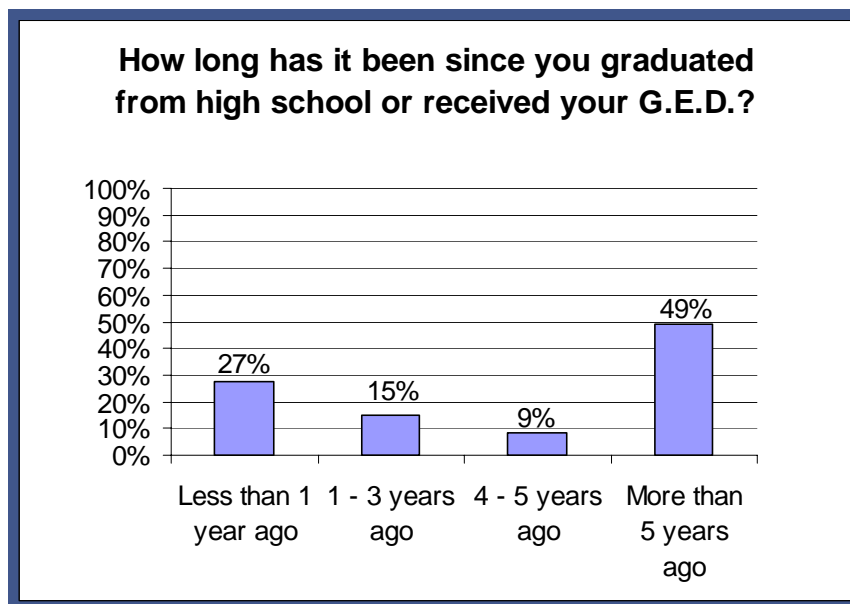Almost half of the survey respondents selected *eCampus* (22%) or *St. Pete-Gibbs* (22%) as their primary campus. The next largest percent of responses were *Clearwater* and *Tarpon Springs* each with approximately 17%, followed by Seminole with approximately 8% of the responses.

Table 4
Primary Campus

Which will be your primary campus?		
	N	%
eCampus	1004	22
St Pete-Gibbs	1041	22
Clearwater	785	17
Tarpon Springs	784	17
Seminole	393	8
Health Center	213	5
Other or all	169	4
Downtown	160	3
Allstate Center	57	1
Mid-Town	39	1
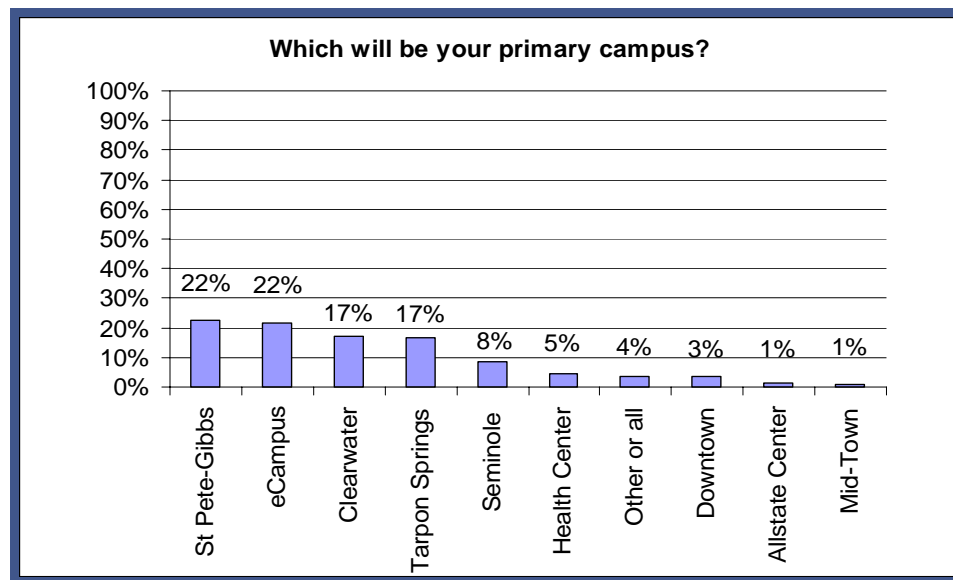
Figure 6: Primary Campus

Zip Code Analysis

Over three quarters (77%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. Seventeen 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	3639	77
Other Counties in Florida	798	17
Counties Outside of Florida	282	6
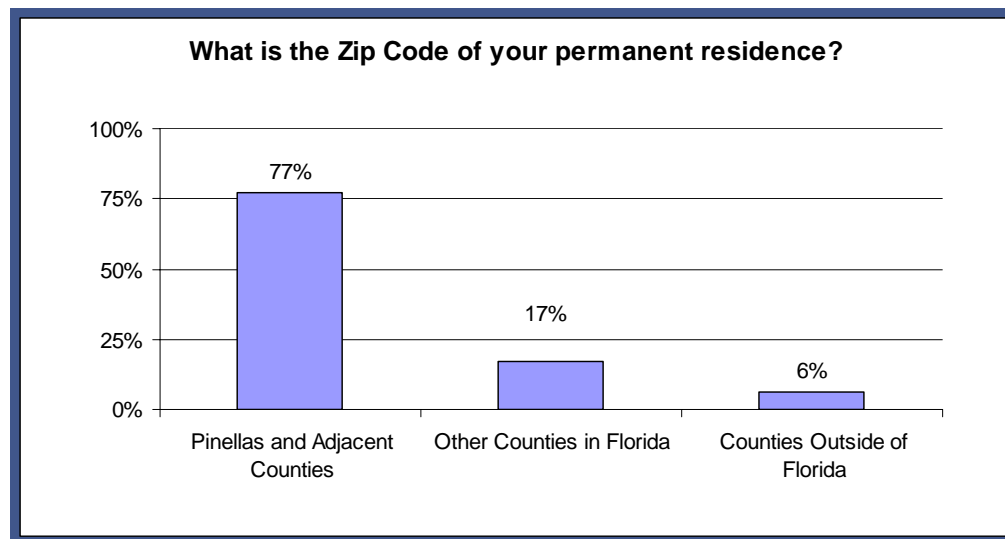
Figure 7: Zip Code Analysis

Ethnicity

Almost three quarters (73%) of survey respondents selected *White* as their ethnicity. The next two largest categories were *Black/Non-Hispanic* with 11% and *Hispanic* with 9%.

Table 6
Ethnicity

Please select your ethnicity. (Optional)		
	N	%
Alaskan Native	0	0
American Indian	18	0
Asian Pacific Islander	145	3
Black/Non-Hispanic	518	11
Hispanic	422	9
White	3355	73
Other	153	3
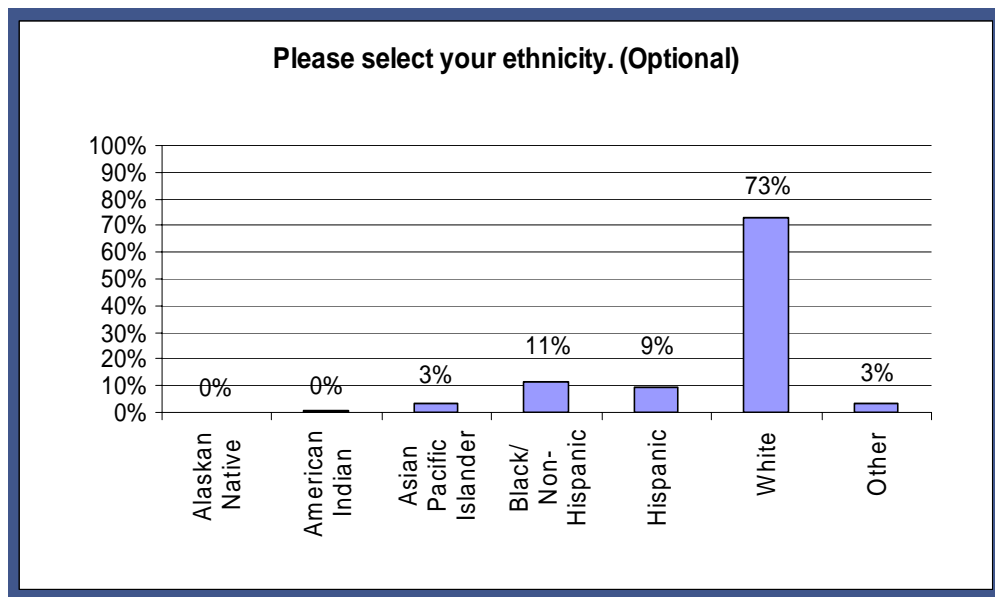
Figure 8: Ethnicity

Enrollment Reasons

An *Associate degree* (either AA, AS, or AAS) was the primary reason for enrolling at SPC for over half of the survey respondents (54%). A Baccalaureate degree was the third highest response with 18% followed by to take courses for a new career with 11%.

Table 7
Enrollment Reasons

What is the primary reason you are enrolling at SPC?		
	N	%
Baccalaureate Degree	860	18
Associate in Arts Degree	1173	25
Associates in Science or Associates in Applied Science	1393	29
Certificate or Technical Diploma	269	6
To take courses to upgrade job skills	242	5
To take courses for a new career	533	11
To take courses for personal enrichment	173	4
Other	90	2
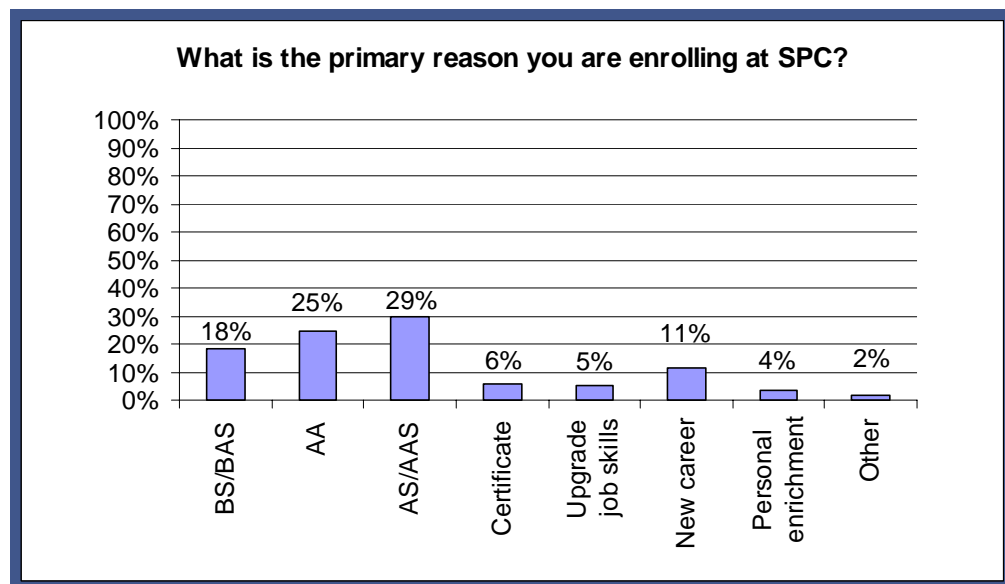
Figure 9: Enrollment Reasons

The percent of survey respondents who selected earning an AA as the primary reason for enrolling at SPC increased slightly to 25% from a five-year low (23%) last year. This percentage is down considerably from the 46% selecting this response during 2005-06.

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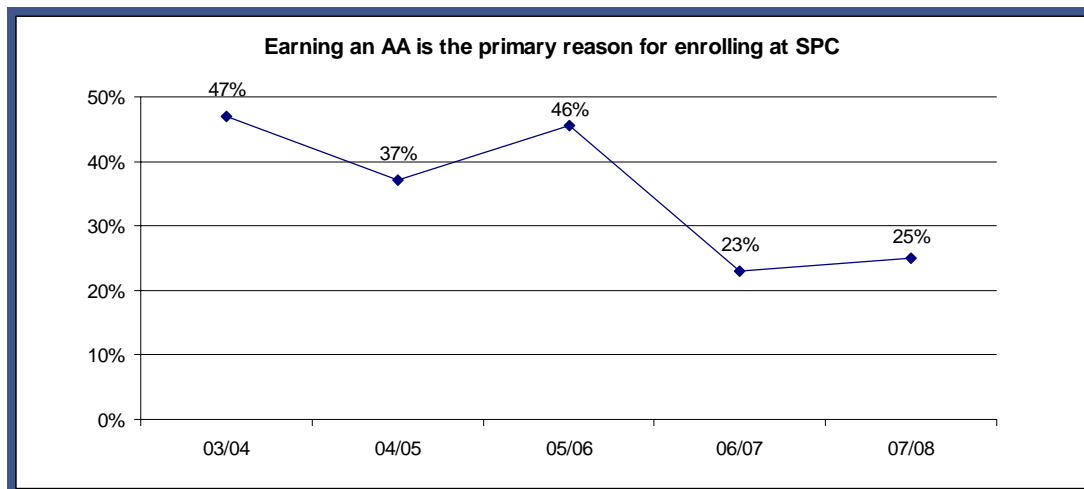
Figure 10: AA Primary Enrollment Reason Trend

Class Time Preference

The majority of survey respondents preferred weekdays to take most of their classes (30% *weekday mornings*, 25% *weekday evenings* and 11% *weekday afternoons*). Only 2% 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	1399	30
Weekday afternoons	514	11
Weekday evenings	1166	25
Anytime during the week	576	12
Anytime during the weekend	115	2
No preference	935	20
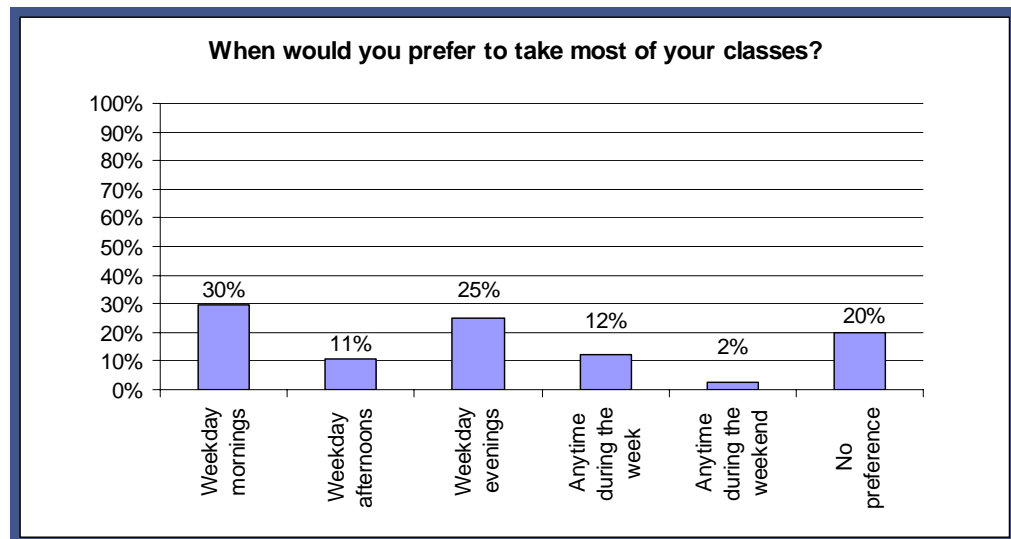
Figure 11: Class Time Preference

The percent of survey respondents indicating that the weekend is the preferred time to take most classes dropped to 2% from a five year high of 11%. This was slightly lower than the 3%-4% selecting this response between 2003 and 2006.
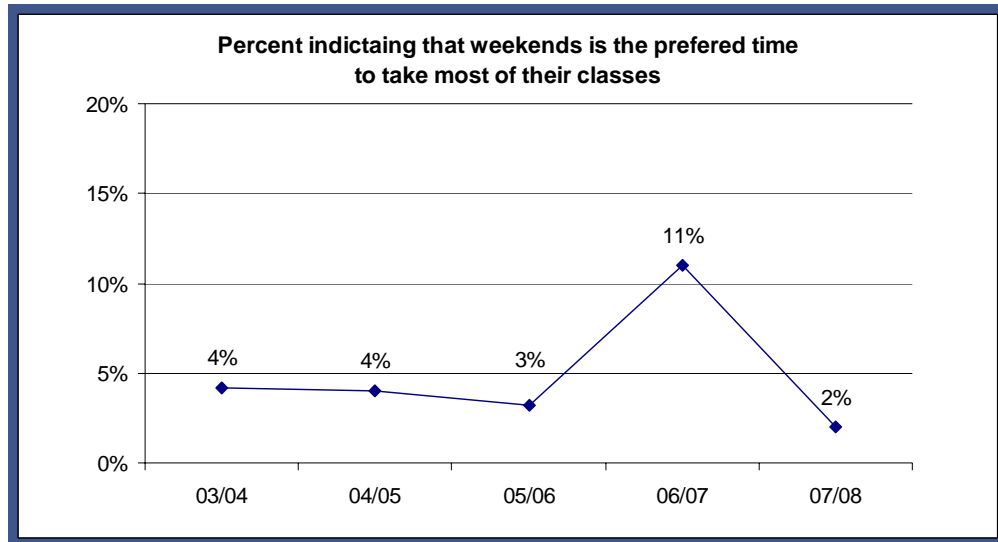
Figure 12: Weekend as Preferred Class Time Trend

Enrollment Status

Over half (55%) of the survey respondents selected fulltime for credit as their primary enrollment status, while forty-three percent selected part-time for credit as their primary enrollment status. The remaining two percent selected not for credit.

Table 9
Enrollment Status

What will be your enrollment status?	N	%
Primarily for credit and full-time	2663	55
Primarily for credit and part-time	2051	43
Primarily not for credit	103	2
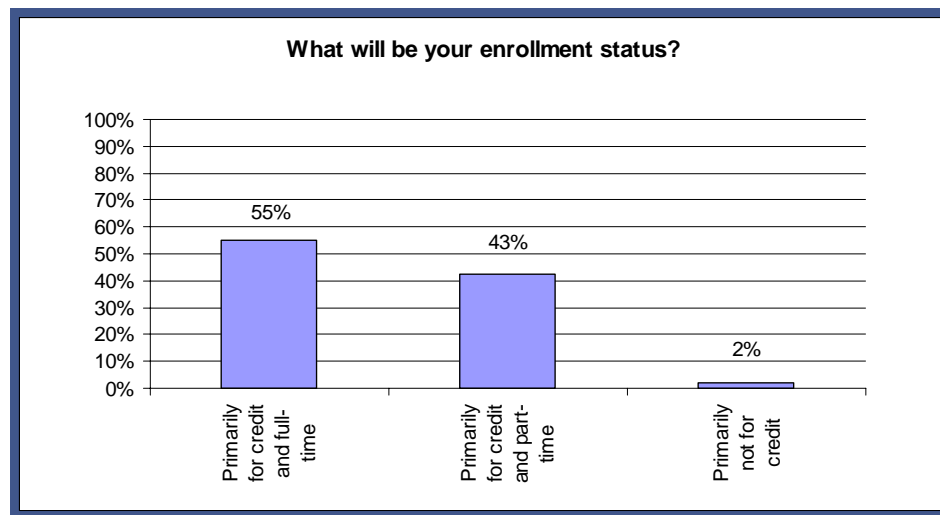
Figure 13: Enrollment Status

Preference for Part-time

While forty-three percent selected part-time for credit as their primary enrollment status, almost half of those students (44%) would prefer fulltime enrollment.

Table 10
Preference for Part-time

If your enrollment status is part-time, is that your preference?		
	N	%
Yes	1608	56
No	1242	44
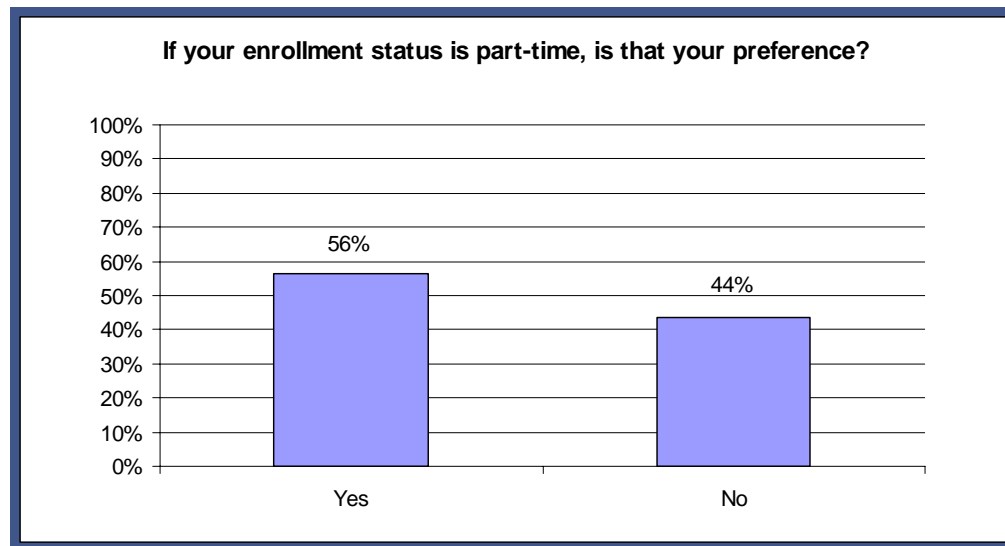
Figure 14: Preference for Part-time

Circumstances Preventing Fulltime Enrollment

Of the students who responded, over half (58%) cited *job responsibilities/schedule* as the primary circumstance that prevented them from enrolling full time. Other circumstances included *finances* (20%) and *family responsibilities including child care* (12%). 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	405	20
Family responsibilities including child care	241	12
Job responsibilities/schedule	1188	58
Transportation	29	1
Health or personal problems	22	1
Availability of courses	103	5
Availability of SPC services	23	1
Other	46	2
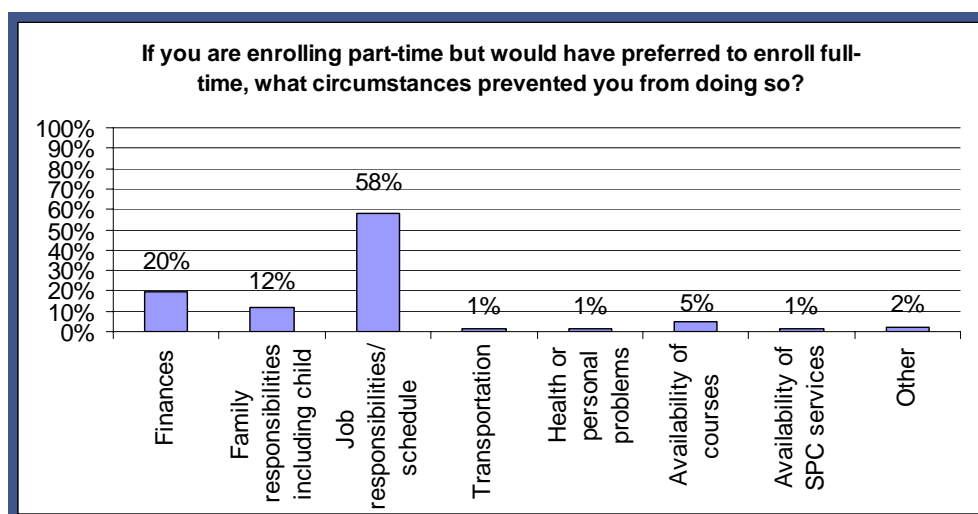
Figure 15: Circumstances Preventing Fulltime Enrollment

Prior Degree

Over three quarters (76%) 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	3682	76
AA	281	6
AS/AAS	335	7
BA/BS	380	8
MA/MS/MBA	74	2
Ed.D/JD/Ph.D/MD	11	<1
Certificate	54	1
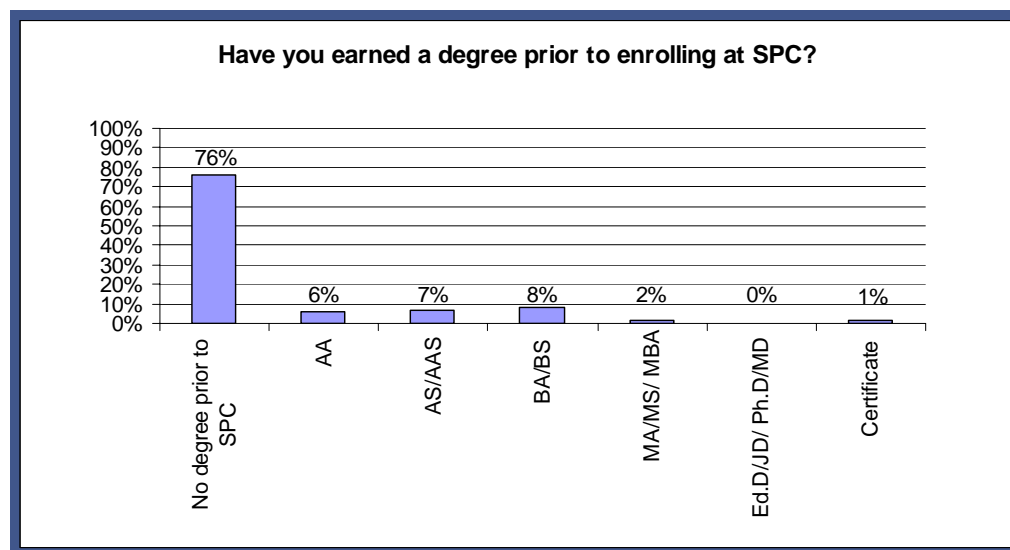
Figure 16: Prior Degree

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 (35%) and 16 to 30 hours per week (29%).

Table 13
Working Status

Do you expect to be working while attending SPC?	N	%
Do not expect to be working	461	10
Working 15 or fewer hours per week	536	11
Working 16 to 30 hours per week	1388	29
Working 31 to 39 hours per week	731	15
Working 40 or more hours per week	1701	35
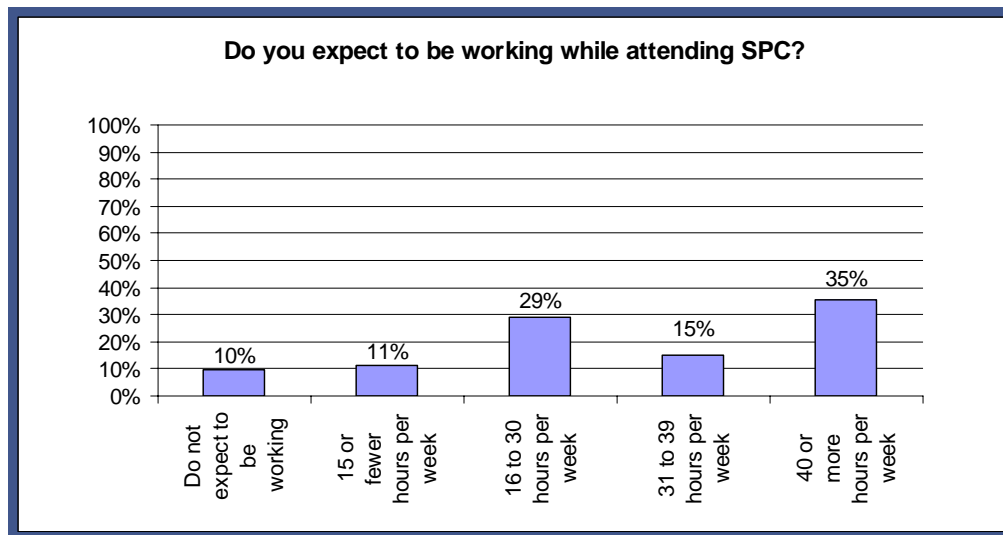
Figure 17: Working Status

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 is the third most important consideration to the responding students. On the other hand "Club or Organizations", "Visit to your high school by SPC staff" or "Athletic Programs" have a much smaller influence on 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	3097	64
Close to home	2573	53
Cost	1991	41
Ease of transfer to a state university	1081	22
Academic reputation	1077	22
Friends recommendation	1059	22
Close to work	967	20
Financial aid availability	864	18
Parents/family recommendation	681	14
Class size	464	10
Employer recommendation	271	6
SPC faculty or staff	172	4
High school counselor	163	3
Other	124	3
High school Teacher	102	2
Music, art or theater	100	2
Athletics	71	1
Clubs or organizations	54	1
Visit to your high school by SPC staff	28	1
Visit to your employer by SPC staff	13	0

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

Factor	Percent Responding
Course(s) or program(s) offered	~64%
Close to home	~53%
Cost	~41%
Ease of transfer to a state university	~22%
Academic reputation	~22%
Friends recommendation	~21%
Close to work	~20%
Financial aid availability	~18%
Parents/family recommendation	~14%
Class size	~9%
Employer recommendation	~5%
SPC faculty or staff	~3%
High school counselor	~3%
Other	~2%
High school Teacher	~2%
Music, art or theater	~1%
Athletics	~1%
Clubs or organizations	~1%
Visit to your high school by SPC staff	~0%
Visit to your employer by SPC staff	~0%

Percent Responding

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
A high school teacher or guidance counselor
Campus visit or open house

The Internet and the College's web site have been consistent responses to this question, but for the second 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 from a five-year low (25%) in 2004-05 to 49% in 2007-08.

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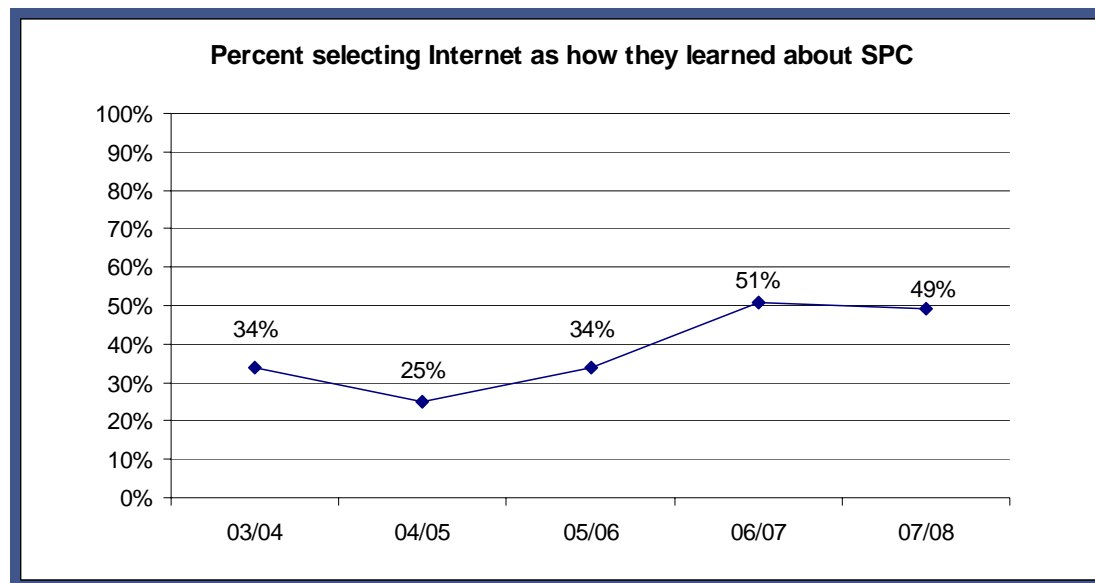
Figure 19: Percent Selecting Internet Trend

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	2349	49
A friend	2271	47
A family member	1234	26
HS teacher or counselor	669	14
Campus visit or open house	435	9
Other	266	6
Printed material (mailed)	249	5
Electronic sign at SPC campus	231	5
SPC TV station	229	5
Newspaper	202	4
Billboard	189	4
Recruiter at your HS	144	3
Radio	142	3
Movie theater screen	141	3
Other TV station	122	3
PSTA bus advertisement	72	1
Material from display rack	0	0

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

Source	Percent Responding
Internet	~49%
A friend	~47%
A family member	~25%
HS teacher or counselor	~14%
Campus visit or open house	~9%
Other	~6%
Electronic sign at SPC campus	~5%
Printed material (mailed)	~5%
SPC TV station	~5%
Newspaper	~4%
Billboard	~4%
Recruiter at your HS	~3%
Radio	~3%
Movie theater screen	~3%
Other TV station	~2%
PSTA bus advertisement	~1%

Percent Responding

Figure 20: Referrals and Media Sourcing

Offices and Student Support Services
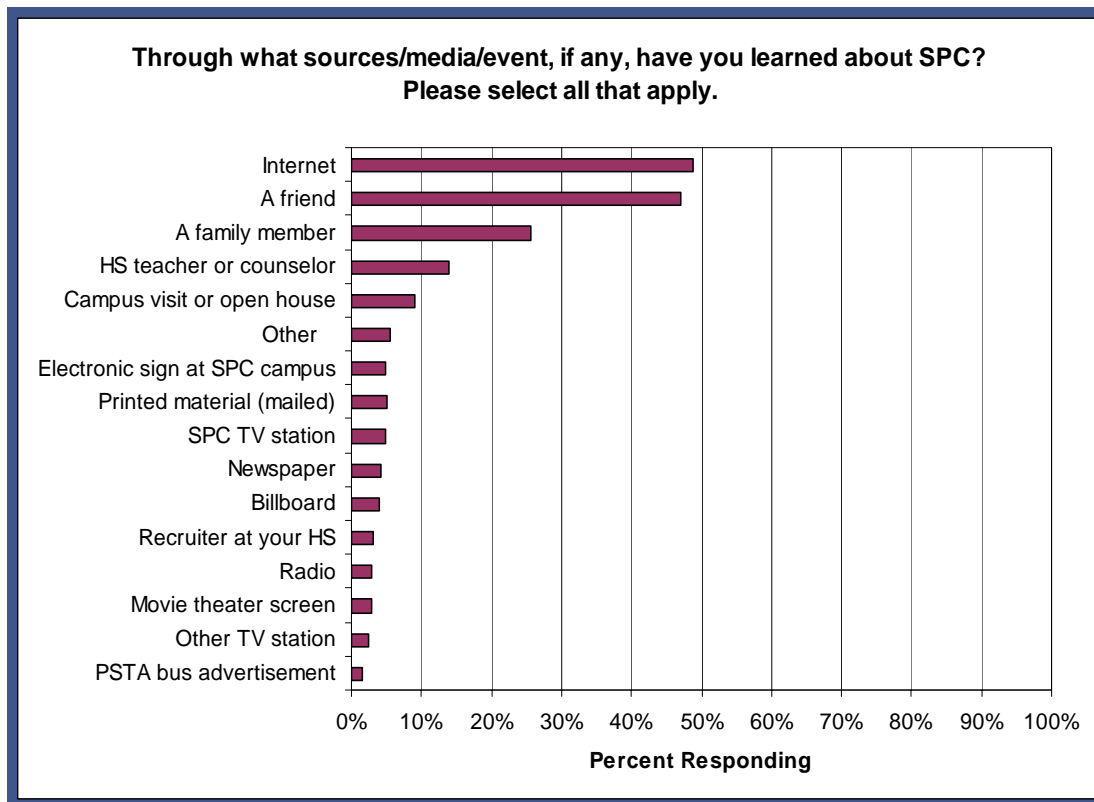
On the Entering Student Survey, students were asked to rate how important they thought specific offices/services would be to them. Of the eleven offices/services addressed in this survey, Academic Advising and Financial Aid have appeared at or near the top of the list regarding their importance to students 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 critically 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)	4713	6.18
Financial aid information and services	4493	5.95
Library	4585	5.74
Career Counseling	4524	5.71
Career Assessment	4493	5.57
Tutoring	4469	5.48
Access to computer labs	4381	5.49
Job placement services	4400	5.42
Volunteer/community service learning experiences	4136	4.73
Student publications	4136	4.60
Student activities	4040	4.38

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	2219	46%
Help with study skills and habits	1114	23%
Help with test anxiety	892	19%
Help with writing skills	796	17%
Help with time management	737	15%
Help with oral communication skills	700	15%
Help with computer skills	492	10%
Help with reading skills	409	8%

General Education Preparedness

The Educational Outcomes Questionnaire was administered as part of the Entering Student Survey. This year four-thousand eight-hundred and seventeen 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 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 2006/07 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 higher or the same, this year then last. The three exceptions were Database Management, E-mail, and Personal Management Tools, each with a decrease of .01.

Table 20
Computer and Technology Competency

Computer and Technology Competency Please rate your competency in the following computer skill areas.	2006/07 Mean	2007/08 Mean	 Difference
Word Processing	4.06	4.10	+.04
Spreadsheet, Financial Analysis	3.07	3.07	0
Database Management	2.82	2.81	-.01
E-mail	4.53	4.52	-.01
Internet	4.54	4.56	+.02
Statistical Tools	2.84	2.88	+.04
Graphics	2.70	2.72	+.02
Web Management	2.48	2.48	0
Personal Management Tools	3.87	3.86	-.01

Informed and Responsible Citizens

In the area of Informed and Responsible Citizens, students were asked in which activities they planned on participating. Six of the year-to-year mean comparisons were higher this year than last. The largest mean differences were in Attending community forums or groups (.06), and Participating in community service activities (.05).

Table 21
Informed and Responsible Citizens

Informed and Responsible Citizens	2006/07	2007/08	
In what activities do you currently participate?	Mean	Mean	Difference
Voting	3.44	3.39	-.05
Attending community forums or groups	2.19	2.25	+.06
Attending political action or other type meetings	1.81	1.84	+.03
Attending homeowner's association meetings	1.80	1.57	-.23
Participating in community service activities	2.55	2.60	+.05
Maintaining current knowledge of American Government and the political process	3.08	3.12	+.04
Volunteering for work with charitable organizations	2.63	2.64	+.01
Participating in campaigns or forums	1.71	1.71	0
Participating with family or friends in serious discussions on social, economic or political issues	3.18	3.21	+.03
Reading newspapers, magazines, books or material related to social, economic or political issues	3.52	3.49	-.03
Watch TV programs on social, economic or political issues	3.31	3.29	-.02

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 Visiting an art museum or show of ancient artifacts (-.07), and Reading a classical novel or other literary work (-.05).

Table 22
Fine Arts and Humanities

Fine Arts and Humanities	2006/07	2007/08	
In which of the following activities do you participate?	Mean	Mean	Difference
Attend a concert, dance performance or live drama	3.19	3.17	-.02
Visiting an art museum or show of ancient artifacts	2.86	2.79	-.07
Reading a classical novel or other literary work	2.85	2.80	-.05
Contributing to a serious discussion in Humanities, Philosophy, Religion or culture of another era or country	2.80	2.77	-.03
Creating a painting, sculpture or other work of visual art	2.27	2.27	0
Performing in or creating a work of drama, music or dance	2.12	2.13	+.01

Lifelong Learning

In the area of Lifelong learning, students were asked which Lifelong learning activities they anticipated participating in following graduation. All four questions in this area showed mean decreases from last year. The largest changes were in Continuing Education, Enrolling in college or personal enrichment classes, and Attending conferences related to personal, intellectual or career development, each with a decrease of .04.

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?	2006/07 Mean	2007/08 Mean	Difference
Continuing Education	3.98	3.94	-.04
Enrolling in college or personal enrichment classes	3.59	3.55	-.04
Attending lectures and seminars	3.27	3.26	-.01
Attending conferences related to personal, intellectual or career development	3.49	3.45	-.04

Conclusion

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

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

Over three quarters (77%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. Seventeen percent of the zip codes provided were from other Florida counties, while 6% were from counties 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, eleven 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., A.A., or A.A.S. degree.

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

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

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

Over 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 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 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, A friend, and A family member were chosen most often. The current survey results show, for the second 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 Activities 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:

James Thomas Coraggio, Ph.D.
Director of Institutional Research and Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3084
coraggio.jesse@spcollege.edu

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:

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

Select: ▢

_____

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: ▢

_____

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
☐ Cost
☐ Financial aid availability
☐ Close to home
☐ Close to work

2007-08 Entering Student Survey Report
Department of Institutional Research and Effectiveness

40

☐ 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?

Select: ☐

_____

17. ## College Services and Offices

2007-08 Entering Student Survey Report
Department of Institutional Research and Effectiveness

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:

---

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

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

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

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

Select:

---

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

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

Select:

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