2008-09
Entering Student Survey Report

Department of Academic Effectiveness and Assessment

St. Petersburg College

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Department of Academic Effectiveness and Assessment
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 Academic Effectiveness and Assessment

James Coraggio, Ph.D.
Director, Academic Effectiveness and Assessment

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

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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) 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 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.

Approximately a year and a half ago, an analysis was conducted of the application and orientation process for new students. Specifically, the number and types of questions students were asked upon entering the institution were reviewed. The ESS was evaluated as part of this process. As a result of the intent to minimize the overall number of questions and forms as well as avoid any unnecessary duplication, the ESS was reduced in size to 14 items. The additional information for the survey was to be extracted from the student application and the new orientation process. This new iteration of the ESS was available to matriculating students in electronic format from July 1, 2008 through June 30, 2009.

Three-thousand nine hundred and eighty-one students completed the survey. The survey responses were then matched (when available via the student's ID number) to five of the questions from the student application and four of the new student orientation responses. There were one-thousand five-hundred and eighty-eight matches to the student application, and one-thousand one-hundred and ninety matches to the new student orientation.

Student Demographic and Academic Information
Over half (58%) of the respondents were younger than 25 years of age and almost sixty percent (58%) of the respondents were female.

The majority of survey respondents selected *St. Pete-Gibbs* (41.9%) as their home campus. The next largest percent of respondents selected *Clearwater* (25.5%).

Over three quarters (81.8%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. Fourteen percent (13.9%) of the zip codes provided were from other Florida counties, while four percent (4.3%) were from counties outside of Florida.

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Over three quarters (76.2%) of survey respondents selected White, non-Hispanic as their ethnicity. The next two largest categories were Black, Non-Hispanic with 12% and Hispanic with 8%.

This year the most often stated reason for attending SPC was to complete an associate degree or bachelor's degree program and transfer to another college or university, for almost half of the survey respondents (48.0%). Complete a degree at SPC that prepares me to enter the workforce was the second highest response with 35% followed by Other with 7%.

When asked to rate their level of satisfaction with their current occupation, by selecting their choice on a five-point Likert scale, almost half of all survey respondents (47.3%) indicated that they were either Very Satisfied, or Satisfied.

When asked to rate their level of confidence with their future career choice, by selecting their choice on a five-point Likert scale, over half of all survey respondents (52.7%) indicated that they were Very Confident, and thirty-one percent indicated they were Confident.

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

Referrals and Media Sourcing
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 were 1) A friend, 2) Internet, 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% in 2007-08 and 2008-09.

Offices and Student Services
Students were asked to identify which factors might impact their success as a student by selecting from a roster of categories. The five most frequently listed factors were Career goal, Job while in college, Study skills, Job after graduation, and Selecting a major. With the exception of math tutoring, tutoring and career guidance were among the least selected success factors.

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. 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 three computer skill areas. 'Communicating through the Internet (email, chat, instant messaging, etc.)' received the highest mean scores (4.33), while 'Using computer software (word processing, spreadsheets, etc.)' received the lowest (3.74).

In the area of Informed and Responsible Citizens, students were asked how often they participated in various activities. 'Vote in an election' received the highest mean score (3.37), while 'Participate in campaigns or forums' received the lowest (1.90).

In the area of Fine Arts and Humanities, students were asked how often they participated in various activities. 'Attend a concert, dance performance or live drama' received the highest mean score (3.11), while 'Create a painting, sculpture or other work of art' the lowest (2.29).

In the area of Lifelong learning, students were asked which Lifelong learning activities they anticipated participating in following graduation. Both activities received similar mean scores with 'Participate in continuing education', and 'Attend college or personal enrichment classes' receiving 3.68 and 3.28 respectively.

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) 30 organizational units comprising 41 academic programs (lower division); (ii) 7 Colleges and Schools comprising 23 baccalaureate 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 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.
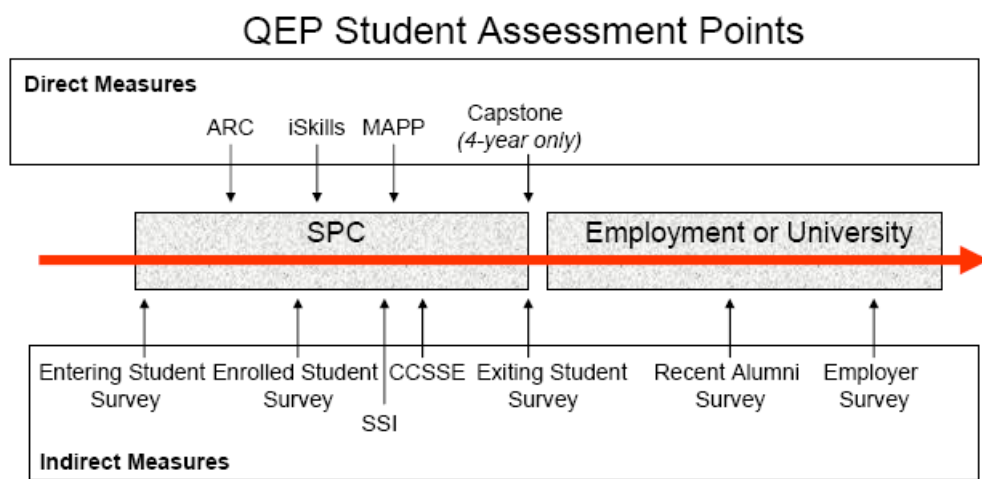

Figure 1: Student Assessment Points

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 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.

Approximately a year and a half ago, an analysis was conducted of the application and orientation process for new students. Specifically, the number and types of questions students were asked upon entering the institution were reviewed. The ESS was evaluated as part of this process. As a result of the intent to minimize the overall number of questions and forms as well as avoid any unnecessary duplication, the ESS was reduced in size to 14 items. The additional information for the survey was to be extracted from the student application and the new orientation process. This new iteration of the ESS was available to matriculating students in electronic format from July 1, 2008 through June 30, 2009.

Three-thousand nine hundred and eighty-one students completed the survey. However, it is important to note that not every student answered every question. The survey responses were then matched (when available via the student's ID number) to five of the questions from the student application and four of the new student orientation responses. There were one-thousand five-hundred and eighty-eight matches to the student application, and one-thousand one-hundred and ninety matches to the new student orientation. 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 (*Application*)
Section B   Factors Influencing Students' Decision to Apply (*Survey*)
Section C   Referrals and Media Sourcing (*Survey*)
Section D   Offices and Student Support Services (*Survey*)
Section E   General Education Preparedness (*Survey*)

Student Demographic and Academic Information

The demographic profile and academic background of the one-thousand five-hundred and eighty-eight (1,588) survey respondents (N) to the Student Application are summarized in the following narrative, tables, and charts.

Age
The largest age category for survey participants was 19 and under (34.4%), while almost half (42%) of all survey respondents were 25 and older.

Table 1
Age

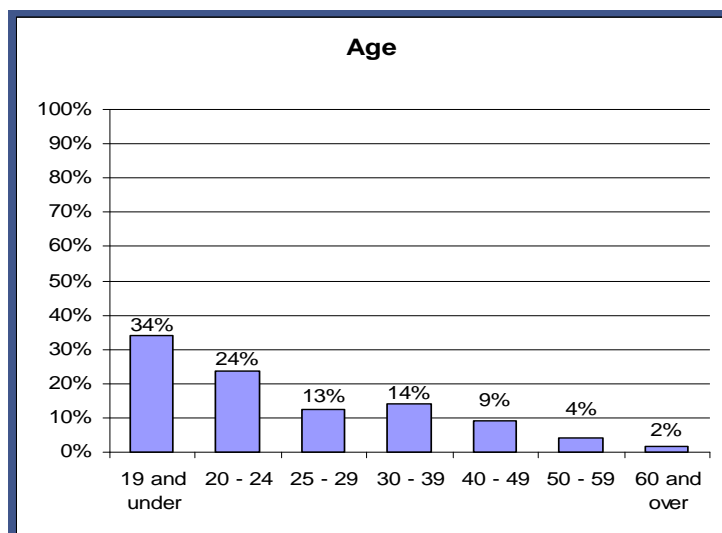| Age category calculated from birth date	N	%
19 and under	541	34.4
20 - 24	375	23.9
25 - 29	200	12.7
30 - 39	223	14.2
40 - 49	142	9.0
50 - 59	64	4.1
60 and over	27	1.7

Figure 2: Age

Gender

Over half of the survey respondents were female (57.7%) as shown in Table 2.

Table 2
Gender

Gender (optional)	N	%
Male	644	42.3%
Female	880	57.7%
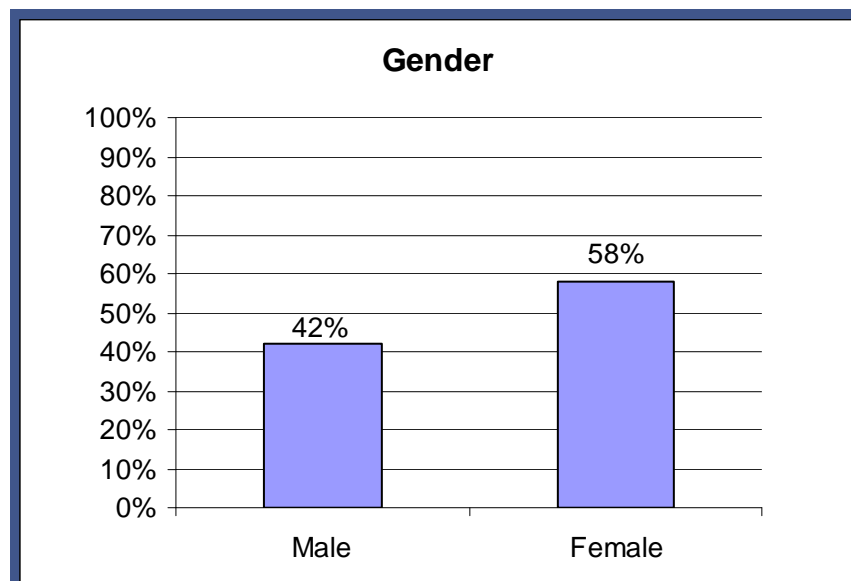
Figure 3: Gender

Home Campus

The majority of survey respondents selected *St. Pete-Gibbs* (41.9%) as their home campus. The next largest percent of respondents selected *Clearwater* (25.5%), followed by *Seminole* and *Tarpon Springs* each with approximately 16%.

Table 3
Home Campus

Home Campus		
	N	%
St Pete-Gibbs	665	41.9
Clearwater	405	25.5
Seminole	262	16.5
Tarpon Springs	256	16.1

Figure 4: Primary Campus

Zip Code Analysis
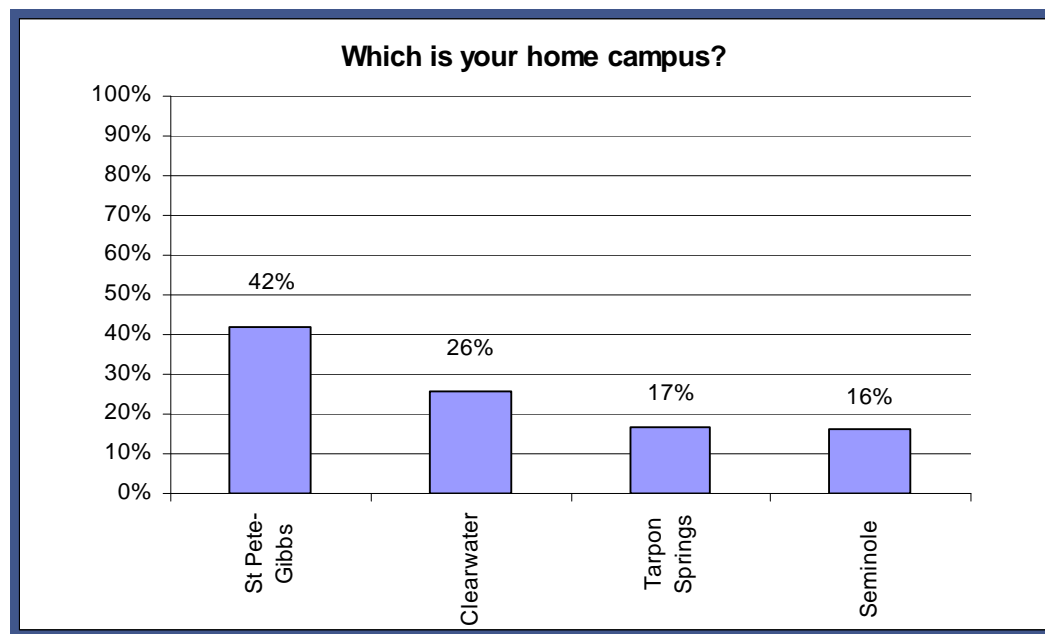
Over three quarters (81.8%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. Fourteen percent (13.9%) of the zip codes provided were from other Florida counties, while four percent (4.3%) were from counties outside of Florida.

Table 4
Zip Code Analysis Results

What is the Zip Code of your permanent residence?		
	N	%
Pinellas and Adjacent Counties	1287	81.8%
Other Counties in Florida	219	13.9%
Counties Outside of Florida	68	4.3%
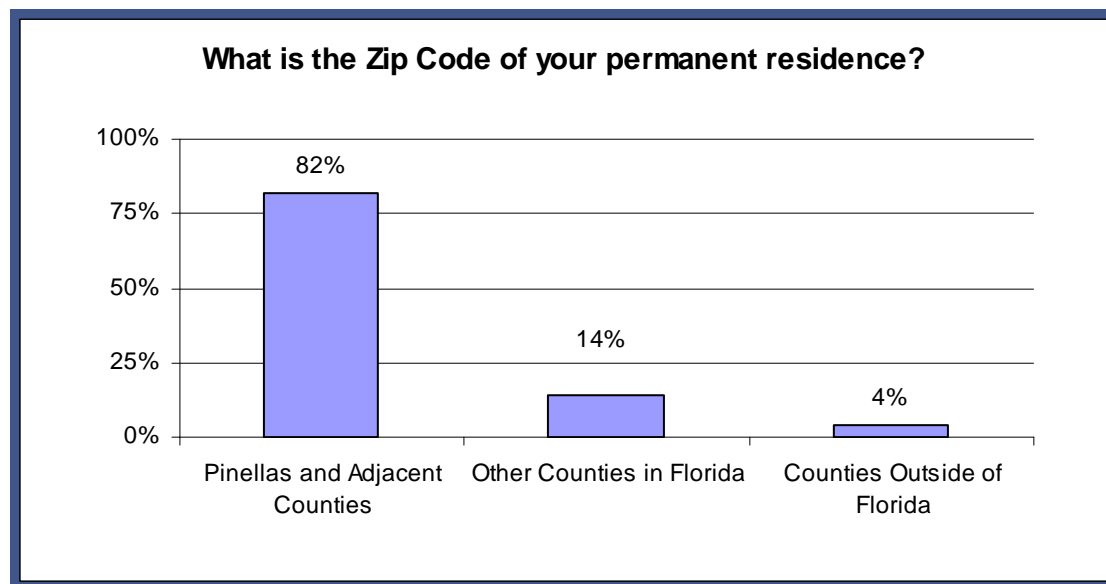
Figure 5: Zip Code Analysis

Ethnicity

Over three quarters (76.2%) of survey respondents selected White, non-Hispanic as their ethnicity. The next two largest categories were Black, Non-Hispanic with 12% and Hispanic with 8%.

Table 5
Ethnicity

Ethnicity (Optional)	N	%
American Indian or Alaskan Native	7	0.5
Asian or Pacific Islander	46	3.1
Black, non-Hispanic	178	12.0
Hispanic	122	8.2
White, non-Hispanic	1128	76.2

Figure 6: Ethnicity

Enrollment Reasons

Complete an associate degree or bachelor's degree program at SPC and transfer to another college or university was the pri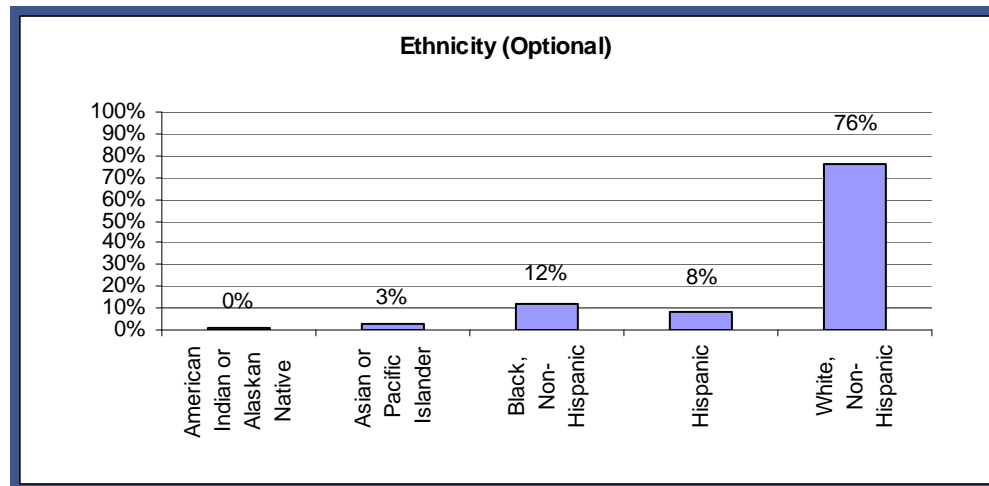mary reason for enrolling at SPC for almost half of the survey respondents (48.0%). Complete a degree at SPC that prepares me to enter the workforce was the second highest response with 35% followed by Other with 7%.

Table 6
Enrollment Reasons

| Which of the following best describes the reason you are attending SPC?		
	N	%
Complete an associate degree or bachelor's degree program at SPC and transfer to another college or university	565	48.0%
Complete a degree at SPC that prepares me to enter the workforce	421	35.4%
Complete a certificate at SPC	62	5.2%
Take classes to improve job skills, no degree objective	31	2.6%
Take classes for personal enjoyment, no degree objective	17	1.4%
Other	82	7.0%
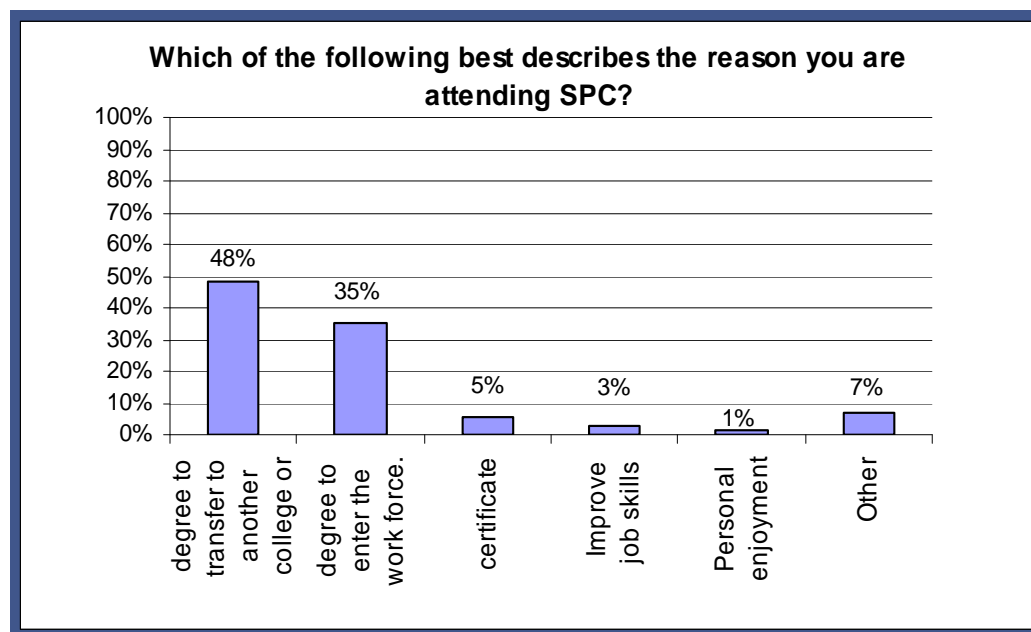
Figure 7: Enrollment Reasons

Satisfaction with Current Occupation

Students were asked to rate their level of satisfaction with their current occupation, by selecting their choice on a five-point Likert scale. Almost half of all survey respondents (47.3%) indicated that they were either Very Satisfied, or Satisfied. Approximately one quarter of the respondents (22.7%) reported being Very Dissatisfied or Dissatisfied as shown on Table 7.

Table 7
Satisfaction with Current Occupation

How satisfied are you with your current occupation?	N	%
Very Satisfied	242	20.4
Satisfied	319	26.9
Neither satisfied nor dissatisfied	355	30.0
Dissatisfied	151	12.7
Very Dissatisfied	118	10.0

Career Choice

Students were asked to rate their level of confidence with their current career choice, by selecting their choice on a five-point Likert scale. Over half of all survey respondents (52.7%) indicated that they were Very Confident, and thirty-one percent indicated they were Confident, as shown on Table 8.

Table 8
Career Choice

How confident are you that this is the right career (goal after graduation)?	N	%
Very Confident	627	52.7
Confident	372	31.3
Not sure	178	15.0
Not Confident	8	0.7
Definitely not the right career	5	0.4

Factors Influencing Students' Decision to Apply

The factors influencing the three-thousand nine hundred and eighty-one Entering Student Survey respondents' (N) decision to apply are summarized in the following narratives, tables, and charts.

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 9.

Table 9
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
Friends recommendation
Ease of transfer to a state university

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 six 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 10
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	2526	63.5
Close to home	2439	61.3
Cost	1633	41.0
Friends recommendation	969	24.3
Ease of transfer to a state university	883	22.2
Financial aid availability	820	20.6
Academic reputation	815	20.5
Parents/family recommendation	704	17.7
Close to work	648	16.3
Class size	384	9.6
Employer recommendation	225	5.7
High school counselor	196	4.9
High school Teacher	128	3.2
SPC faculty or staff	109	2.7
Music, art or theater	88	2.2
Other	69	1.7
Athletics	50	1.3
Clubs or organizations	49	1.2
Visit to your high school by SPC staff	19	0.5
Visit to your employer by SPC staff	12	0.3

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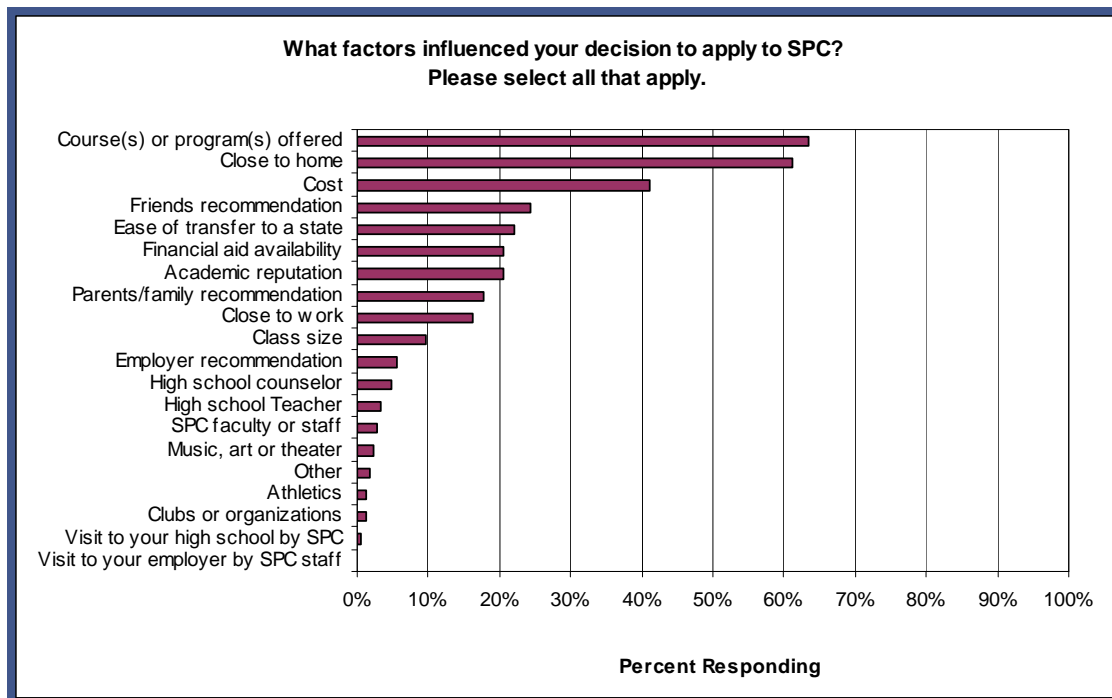**Please select all that apply.**

Figure 8: 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 11.

Table 11
Top Five Sources for Learning about SPC

Through what sources/media/event, if any, have you learned about SPC? Please select all that apply.
A friend
Internet
A family member
HS teacher or counselor
Campus visit or open house

The Internet has been a consistent response to this question, but for the third 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 and 2008-09.
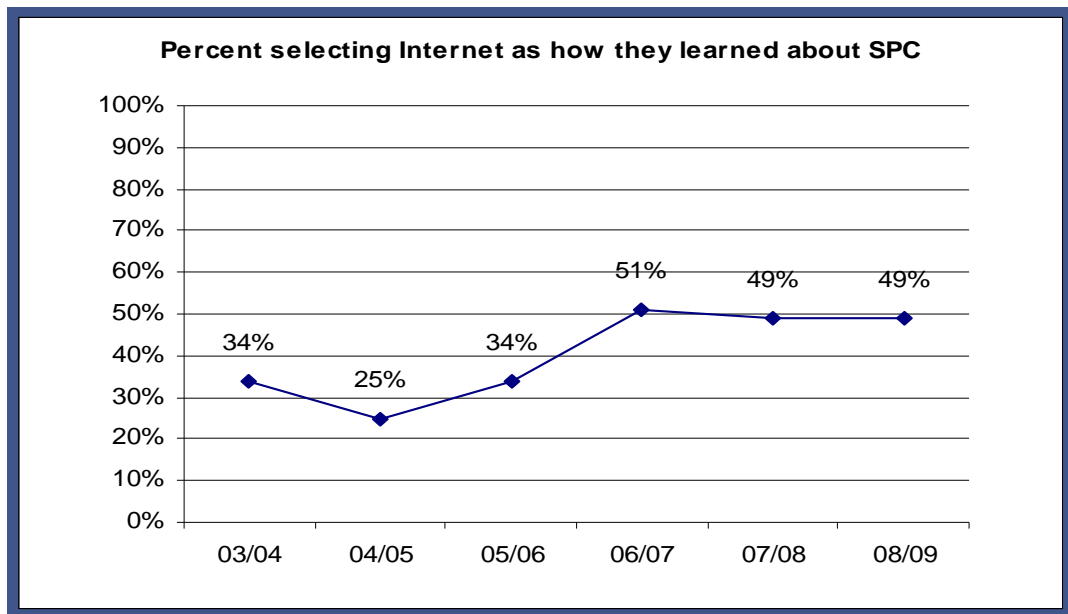
Percent selecting Internet as how they learned about SPC

Figure 9: Percent Selecting Internet Trend

Referrals and Media Sourcing

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

Table 12
Referrals and Media Sourcing

Through what sources/media/event, if any, have you learned about SPC? Please select all that apply.	N	% of respondents
A friend	1986	49.9%
Internet	1949	49.0%
A family member	1160	29.1%
HS teacher or counselor	787	19.8%
Campus visit or open house	439	11.0%
Electronic sign at SPC campus	226	5.7%
Printed material (mailed)	211	5.3%
Newspaper	202	5.1%
Billboard	202	5.1%
Other	182	4.6%
Other TV station	179	4.5%
Movie theater screen	132	3.3%
Radio	123	3.1%
SPC TV station	120	3.0%
Recruiter at your HS	113	2.8%
PSTA bus advertisement	74	1.9%
Material from display rack	0	0.0%

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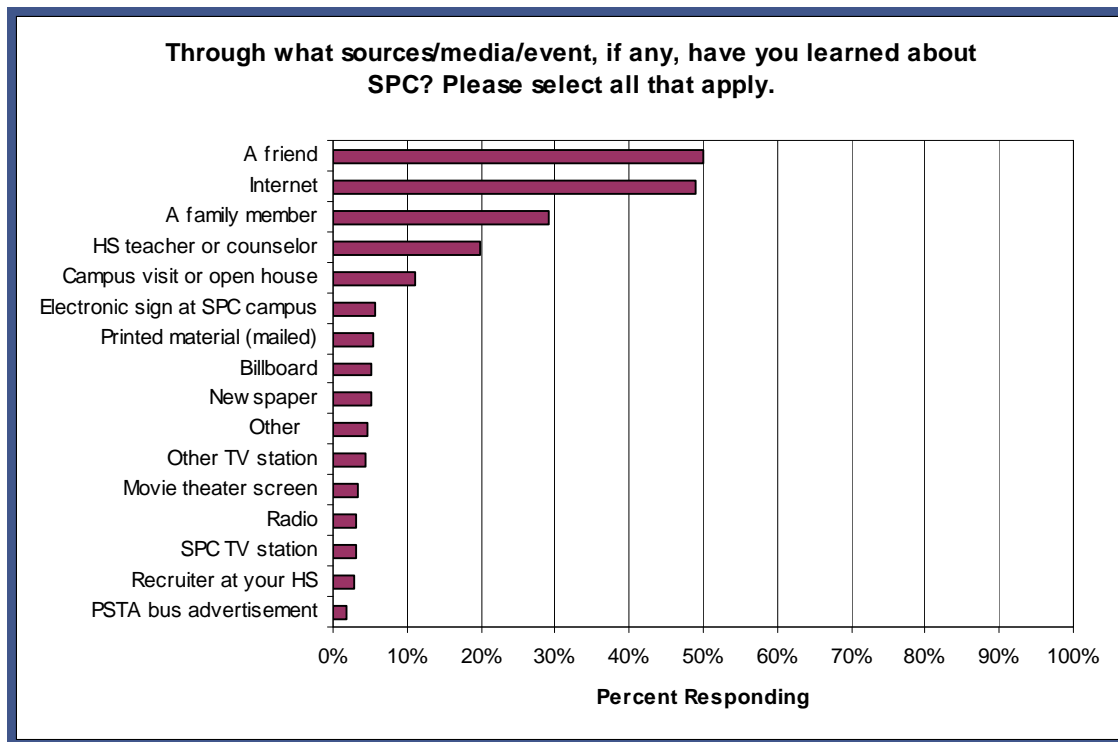

Figure 10: Referrals and Media Sourcing

Offices and Student Support Services

Student Success Factors

Students were asked to identify which factors might impact their success as a student by selecting from a roster of categories. The five most frequently listed factors were Career goal, Job while in college, Study skills, Job after graduation, and selecting a major. With the exception of math tutoring, tutoring and career Guidance were among the least selected success factors.

Table 13
Student Success Factors

Which of the following might impact your success as a student? Select all that apply.	N	%
Career goal	492	41.3%
Job while in college	432	36.3%
Study skills	326	27.4%
Job after graduation	304	25.5%
Selecting a major	240	20.2%
None of the above	238	20.0%
Tutoring: Math	191	16.1%
Computer skills	172	14.5%
Care giving responsibilities	144	12.1%
Internship	122	10.3%
Tutoring: Writing	54	4.5%
Tutoring: Other	46	3.9%
Tutoring: Reading	41	3.4%
Career Guidance	4	0.3%

General Education Preparedness

Computer and Technology Competency

In the area of Computer and Technology Competency, students were asked to rate their competency in three computer skill areas. 'Communicating through the Internet (email, chat, instant messaging, etc.)' received the highest mean scores (4.33), while 'Using computer software (word processing, spreadsheets, etc.)' received the lowest (3.74).

Table 14
Computer and Technology Competency

Computer and Technology Competency			
	2008/09		
Please rate your competency in the following computer skill areas.	N	Mean	SD
Using computer software (word processing, spreadsheets, etc.)	3981	3.74	1.03
Communicating through the Internet (email, chat, instant messaging, etc.)	3981	4.33	0.92
Acquiring information/conducting research through the Internet	3981	4.21	0.90

Informed and Responsible Citizens

In the area of Informed and Responsible Citizens, students were asked how often they participated in various activities. 'Vote in an election' received the highest mean score (3.37), while 'Participate in campaigns or forums' received the lowest (1.90).

Table 15
Informed and Responsible Citizens

Civic Activities			
	2008/09		
How often do you participate in the following activities?	N	Mean	SD
Vote in an election	3981	3.37	1.53
Volunteer in community service activities	3981	2.82	1.15
Participate in campaigns or forums	3981	1.90	1.05

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Fine Arts and Humanities

In the area of Fine Arts and Humanities, students were asked how often they participated in various activities. 'Attend a concert, dance performance or live drama' received the highest mean score (3.11), while 'Create a painting, sculpture or other work of art' the lowest (2.29).

Table 16
Fine Arts and Humanities

Humanities Activities	2008/09		
How often do you participate in the following activities?	N	Mean	SD
Attend a concert, dance performance or live drama	3981	3.11	1.16
Visiting an art museum	3981	2.55	1.06
Create a painting, sculpture or other work of art	3981	2.29	1.23

Lifelong Learning

In the area of Lifelong learning, students were asked which Lifelong learning activities they anticipated participating in following graduation. Both activities received similar mean scores with 'Participate in continuing education', and 'Attend college or personal enrichment classes' receiving 3.68 and 3.28 respectively.

Table 17
Lifelong Learning

Life-long Learning Activities	2008/09		
How often do you participate in the following activities?	N	Mean	SD
Participate in continuing education	3981	3.68	1.19
Attend college or personal enrichment classes	3981	3.28	1.41

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, fifty-eight percent, were women.

Over three quarters (81.8%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. fourteen percent of the zip codes provided were from other Florida counties, while 4% 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-six percent reporting their ethnicity as White, twelve percent as Black, and eight 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 completing an associate degree or bachelor's degree program and transfer to another college or university.

The five most frequently listed factors students selected that may impact their success were selecting a career goal, finding employment while in college, their current study skills, finding employment after graduation, and selecting a major.

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. These have been the same two choices over the last two years.

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. A friend, Internet, and A family member were chosen most often. The current survey results show, for the third 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 "Which of the following might impact your success as a student?" students five most frequent responses were Career goal, Job while in college, Study skills, Job after graduation, and Selecting a major. With the exception of math tutoring, tutoring and career Guidance were among the least selected success factors.

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

In the area of Computer and Technology Competency, 'Communicating through the Internet (email, chat, instant messaging, etc.)' received the highest mean scores (4.33), while 'Using computer software (word processing, spreadsheets, etc.)' received the lowest (3.74).

In the area of Informed and Responsible Citizens, 'Vote in an election' received the highest mean score (3.37), while 'Participate in campaigns or forums' received the lowest (1.90).

In the area of Fine Arts and Humanities, 'Attend a concert, dance performance or live drama' received the highest mean score (3.11), while 'Create a painting, sculpture or other work of art' the lowest (2.29).

In the area of Lifelong learning, 'Participate in continuing education', and 'Attend college or personal enrichment classes' both received similar mean scores receiving 3.68 and 3.28 respectively.

These results can be helpful to better align college 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 Academic Effectiveness and Assessment
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3084
coraggio.jesse@spcollege.edu

Appendix: Entering Student Survey

1 Please enter your SPC login information to access this survey:
2 What factors influenced your decision to apply to SPC? Please select all that apply.
3 Through what sources/media/event, if any, have you learned about SPC? Please select all that apply.

Computer and Technology Competency
Please rate your level of competency in each of the following skill areas
4 Using computer software (word processing, spreadsheets, etc.)
5 Communicating through the Internet (email, chat, instant messaging, etc.)
6 Acquiring information/conducting research through the Internet

Civic Activities
How often do you participate in the following activities?
7 Vote in an election
8 Volunteer in community service activities
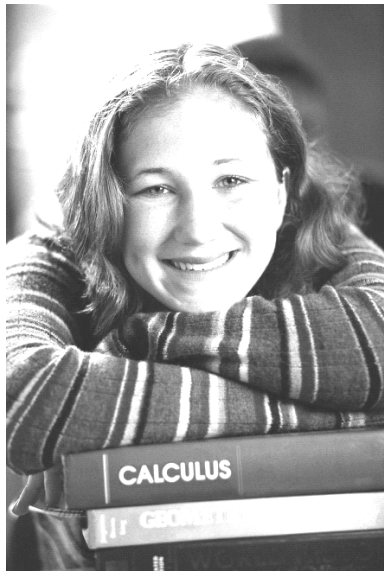9 Participate in campaigns or forums

Humanities Activities
How often do you participate in the following activities?
10 Attend a concert, dance performance or live drama
11 Visit an art museum
12 Create a painting, sculpture or other work of art

Life-long Learning Activities
How often do you participate in the following activities?
13 Participate in continuing education
14 Attend college or personal enrichment classes