

2010-11

Entering Student Survey Report



Institutional Research and Effectiveness
St. Petersburg College

January 2012



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Executive Summary

Introduction

The evaluation and assessment processes at St. Petersburg College (SPC) are centered on mission-driven outcomes in program and service areas. Analysis of outcome results is ongoing and captured in various assessment reports. Institutional effectiveness at SPC assesses all degree programs and courses, regardless of mode of delivery.

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.

In 2008, an analysis was conducted of the application and orientation process for new students. Specifically, the number and types of questions that 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 iteration of the ESS had been available to matriculating students in electronic format since July 1, 2008. The ESS was recently revised in July 1, 2010 to include some additional demographic and marketing-related questions. The current format contains 25 questions.

Five thousand six hundred and fifty students completed the survey. The survey responses were matched via the student's ID number to five of the questions from the student application and four of the new student orientation responses.

Student Demographic and Academic Information

The majority of the respondents (54.4%) were younger than 25 years of age and sixty-one percent of the respondents were female.

More than a third of the survey respondents selected *St. Pete-Gibbs* (35.2%) as their home campus. The next largest percent of respondents selected *Seminole* (21.4%). Over three quarters (80.7%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. Fifteen percent (14.5%) of the zip codes provided were from other Florida counties, while five percent (4.8%) were from counties outside of Florida.

Nearly two-thirds (64.0%) of survey respondents selected White, non-Hispanic as their ethnicity. The next two largest categories were Black, Non-Hispanic with 15.8% and Hispanic with 9.9%.



Students were asked to identify any other institutions they considered before selecting SPC. The majority of students considered "Other State College/Community College (42.9%), followed by the consideration of a "State University" (34.0%).

Students were asked to describe their previous college experience based on the responses provided to them. Almost half of the students (48.9%) indicated "I have taken previous college classes from another institution since high school." However, forty-four percent (44.1%) of the students indicated "This is my first college experience since high school."

Almost one-third of all survey respondents (28.6%) indicated they were the first member of their immediate family to attend college.

Students were asked to indicate which of the responses provided to them best described their reason for returning to school. The top two responses were "Change my career field" and "Finish previously started degree" with 28.8% and 25.9%, respectively.

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." Almost half of the survey respondents (47.4%) gave this reason. To "Complete a degree at SPC that prepares me to enter the workforce" was the second highest response with 39.3% followed by "Complete a certificate at SPC" with 5.2%.

When asked to rate their level of satisfaction with their current occupation, by selecting their choice on a five-point Likert scale, almost forty percent of all survey respondents (38.0%) 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 (53.1%) indicated that they were Very Confident, and thirty-two (32.8%) 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) Close to home, 2) Courses or programs offered, 3) Cost, 4) Online class offerings, 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 writing in their own responses. The five most frequently listed sources for learning about the College were 1) SPC website, 2) Campus visit or tour, 3) Other, 4) Billboard, and 5) TV advertising.

The percent of survey respondents selecting the Internet as how they learned about SPC increased from a five-year low of 25% in 2004-05 to 45% in 2009-10. In July of 2010, a decision was made to replace the Internet option with more specific choices including SPC Website and Social Media. This year over half of students (50.4%) selected SPC Website as how they learned about SPC.



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 Job while in college, Career goal, Study skills, Job after graduation, and Tutoring: Math. With the exception of math tutoring, tutoring, career guidance, and care giving responsibilities were among the least selected success factors.

Students were asked to indicate which method of course delivery they preferred. More than half of all survey respondents (52.0%) indicated their preference was for "Face-to-Face classes" followed by "Online classes" (27.5%).

Students were asked to indicate which form of communication with the college they preferred. More than a third indicated a preference for communication via "Personal Email" (38.3%). The next two highest responses were communication via "Phone" and "SPC Student Email" with 18.8% and 18.4%, respectively.

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, Civic Activity, 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 score (4.44), while "Using computer software (word processing, spreadsheets, etc.)" received the lowest (3.81).

In the area of Civic Activities, students were asked how often they participated in various activities. "Vote in an election" received the highest mean score (3.09), while "Participate in campaigns or forums" received the lowest (1.82).

In the area of Humanities Activities, students were asked how often they participated in various activities. "Attend a concert, dance performance or live drama" received the highest mean score (2.98), while "Creating a painting, sculpture or other work of visual art" received the lowest (2.27).

In the area of Lifelong Learning, students were asked which Lifelong Learning Activities they anticipated participating in following graduation. "Participate in continuing education" received a mean score of 3.70 and "Attend college or personal enrichment classes" received a mean score of 3.37.



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 and globally, while retaining leadership as a comprehensive, sustainable, multi-campus postsecondary institution and as a creative partner with students, communities, and other educational institutions to deliver rich 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 an explicit 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) 28 organizational units comprising 39 academic programs (lower division); (ii) 9 Colleges and Schools comprising 26 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 types of assessment reports as follows: the Academic Program Viability Report (APVR) is completed on an annual basis; the Academic Program Assessment Report (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 through 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 college-wide student surveys are further refined and augmented through additional departmental-specific assessments.

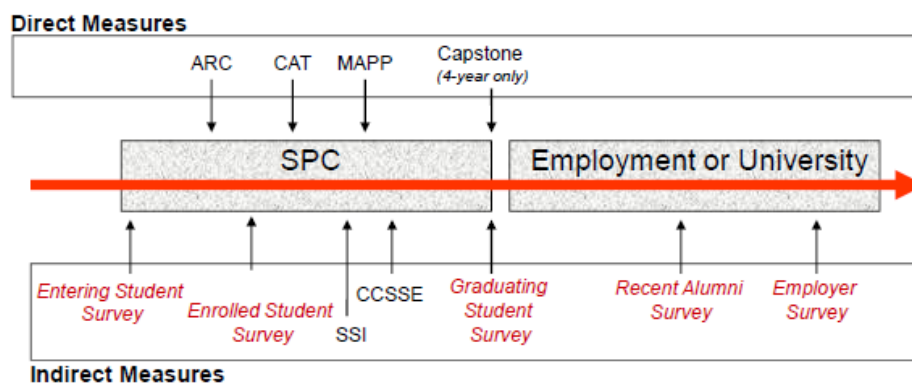


Figure 1: Student Assessment Points

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

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Five thousand six hundred and fifty students completed the survey. The survey responses were matched via the student's ID number to five of the questions from the student application and four of the new student orientation responses.

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 5,650 survey respondents (N) matched to the Student Application and the New Student Orientation are summarized in the following narrative, tables, and charts.

Age

The largest age category for survey participants was 19 and under (29.0%), while almost half (45.6%) of all survey respondents were 25 and older.

Table 1
Age

Age category calculated from birth date		
	N	%
19 and under	1510	29.0%
20 - 24	1320	25.4%
25 - 29	789	15.2%
30 - 39	859	16.5%
40 - 49	506	9.7%
50 - 59	191	3.7%
60 and over	30	0.6%

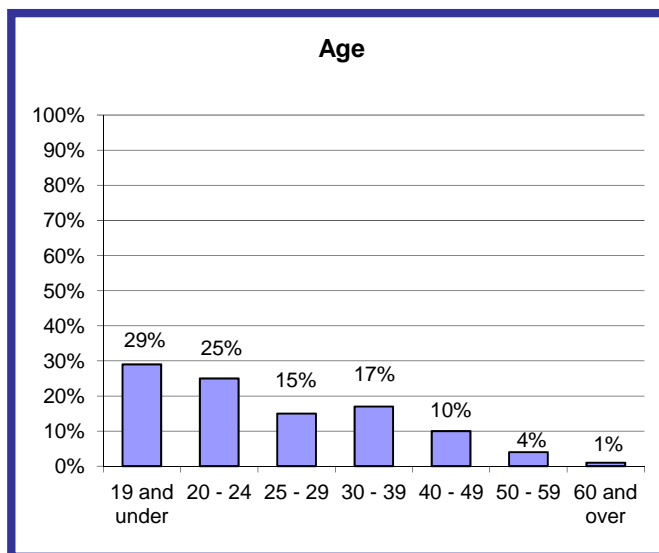


Figure 2: Age



Gender

Over half of the survey respondents were female (61.1%) as shown in Table 2.

Table 2
Gender

Gender (optional)		
	N	%
Male	1965	38.9%
Female	3089	61.1%

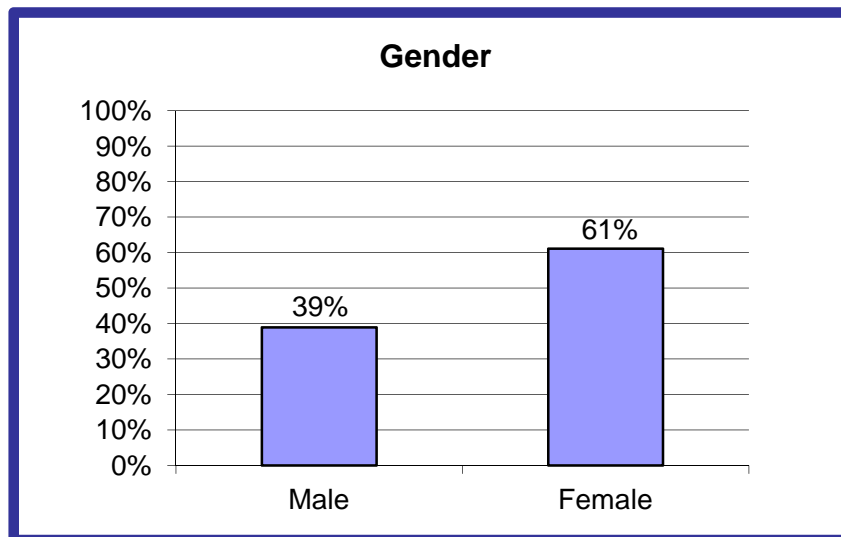


Figure 3: Gender



Home Campus

Thirty-five percent (35.2%) of the survey respondents selected *St. Pete-Gibbs* as their home campus. The next largest percent of respondents selected *Seminole* (21.4%), *Clearwater* (20.1%), and *Tarpon Springs* (15.5%).

Table 3
Home Campus

Home Campus		
	N	%
St Pete-Gibbs	1835	35.2%
Seminole	1114	21.4%
Clearwater	1046	20.1%
Tarpon Springs	806	15.5%
Health Education Center	233	4.5%
Downtown-Midtown	134	2.6%
Allstate	40	0.8%

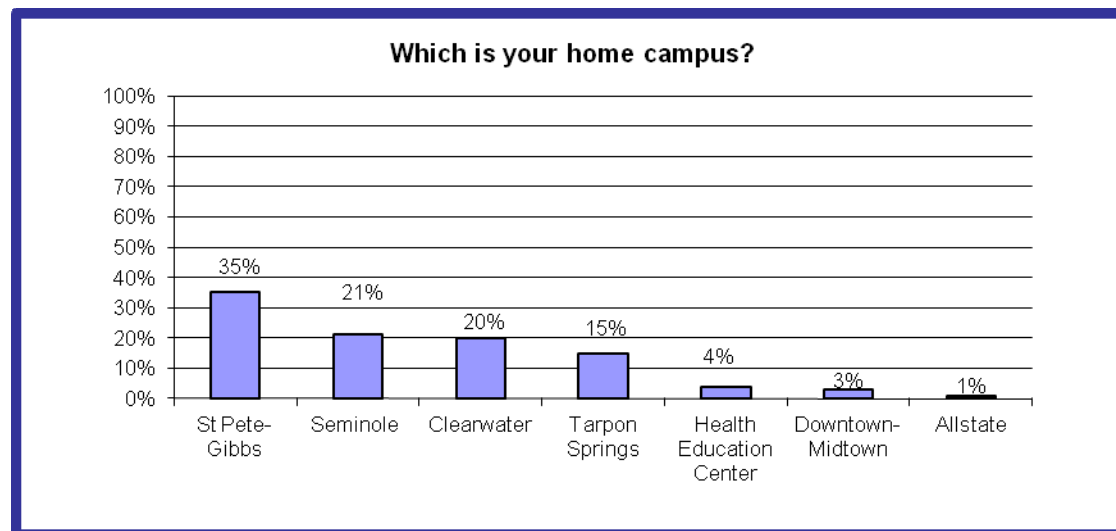


Figure 4: Primary Campus



Zip Code Analysis

Over three quarters (80.7%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. Fifteen percent (14.5%) of the zip codes provided were from other Florida counties, while five percent (4.8%) 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	4186	80.7
Other Counties in Florida	753	14.5
Counties Outside of Florida	250	4.8

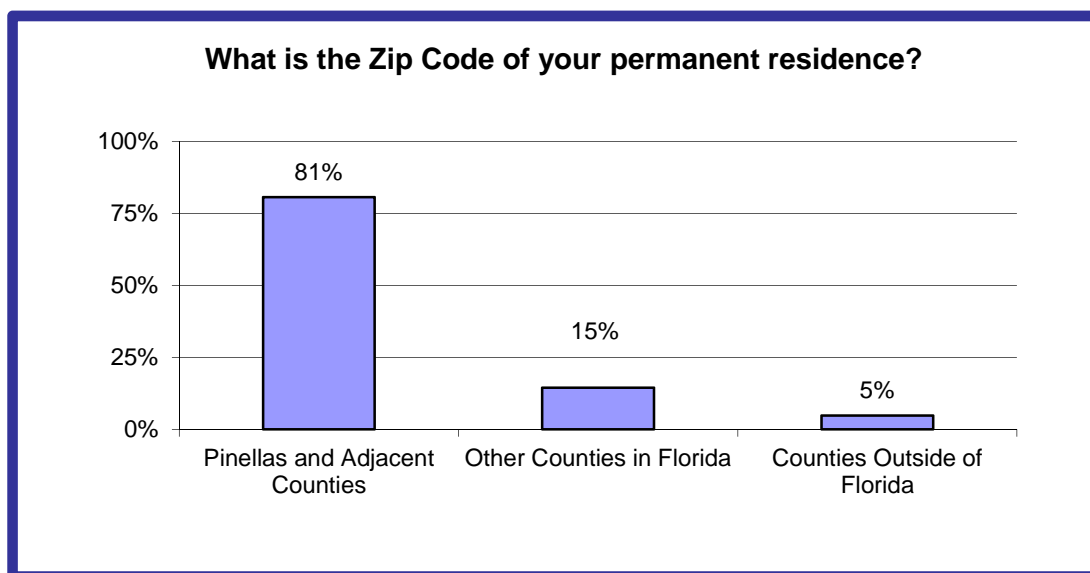


Figure 5: Zip Code Analysis



Ethnicity

Nearly two-thirds (64.0%) of survey respondents selected White, non-Hispanic as their ethnicity. The next two largest categories were Black, non-Hispanic (15.8%) and Hispanic (9.9%).

Table 5
Ethnicity

Ethnicity (Optional)		
	N	%
American Indian or Alaskan Native	59	1.1%
Asian or Pacific Islander	182	3.5%
Black, non-Hispanic	821	15.8%
Hispanic	514	9.9%
White, non-Hispanic	3334	64.0%

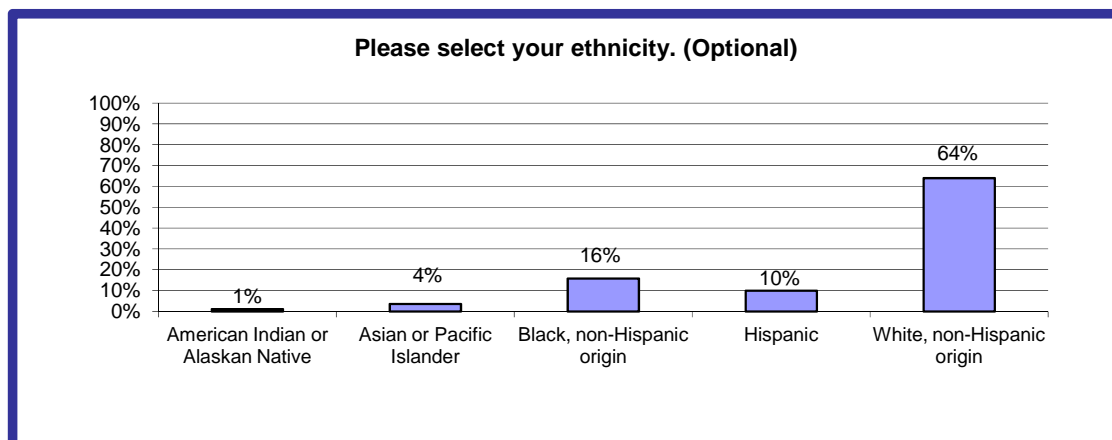


Figure 6: Ethnicity



Other Institutions

Students were asked to identify any other institutions they considered before selecting SPC. The majority of students considered “Other State College/Community College” (42.9%), followed by the consideration of a “State University” (34.0%), as shown in Table 6.

Table 6
Other Institutions

What other institutions did you consider before selecting SPC?		
	N	%
Other State College/Community College	2227	42.9%
Private Institution	485	9.4%
State University	1763	34.0%
Trade/Vocational School	712	13.7%

Previous College Experience

Students were asked to describe their previous college experience based on the responses provided to them. Almost half of the students (48.9%) indicated “I have taken previous college classes from another institution since high school.” However, forty-four percent of the students indicated “This is my first college experience since high school,” as shown in Table 7.

Table 7
Previous College Experience

Which of the following describes your previous college experience?		
	N	%
I have participated in college during high school (Early College or Dual Enrollment)	214	3.9%
I have taken previous SPC college credit classes since high school	175	3.2%
I have taken previous college credit classes from another institution since high school	2701	48.9%
This is my first college experience since high school	2437	44.1%



First-Generation Students

Almost one-third of all survey respondents (28.6%) indicated they were the first member of their immediate family to attend college, as shown in Table 8.

Table 8
First-Generation Students

Are you the first member of your immediate family to attend college?		
	N	%
Yes	1593	28.6%
No	3984	71.4%

Reason for Returning to School

Students were asked to indicate which of the responses provided to them best described their reason for returning to school. The top two responses were “Change my career field”, and “Finish previously started degree” with 28.8% and 25.9% of respondents respectively, as shown in Table 9.

Table 9
Reason for Returning to School

If you have previously attended SPC or another institution and stopped attending, which of the following BEST describes your reason for returning to school?		
	N	%
Change my career field	908	28.8%
Company downsizing	34	1.1%
Finish previously started degree	816	25.9%
Get training for a possible promotion	157	5.0%
Learn new skills	658	20.9%
Make myself more marketable	575	18.3%



Enrollment Reasons

To “Complete an associate degree or bachelor’s degree program at SPC and transfer to another college or university” was the primary reason survey respondents enrolled at SPC (47.4%). To “Complete a degree at SPC that prepares me to enter the workforce” was the second highest response (39.3%) followed by “Complete a certificate at SPC” (5.2%).

Table 10
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	1625	47.4%
Complete a degree at SPC that prepares me to enter the workforce	1347	39.3%
Complete a certificate at SPC	180	5.2%
Take classes to improve job skills, no degree objective	79	2.3%
Take classes for personal enjoyment, no degree objective	42	1.2%
Other	158	4.6%

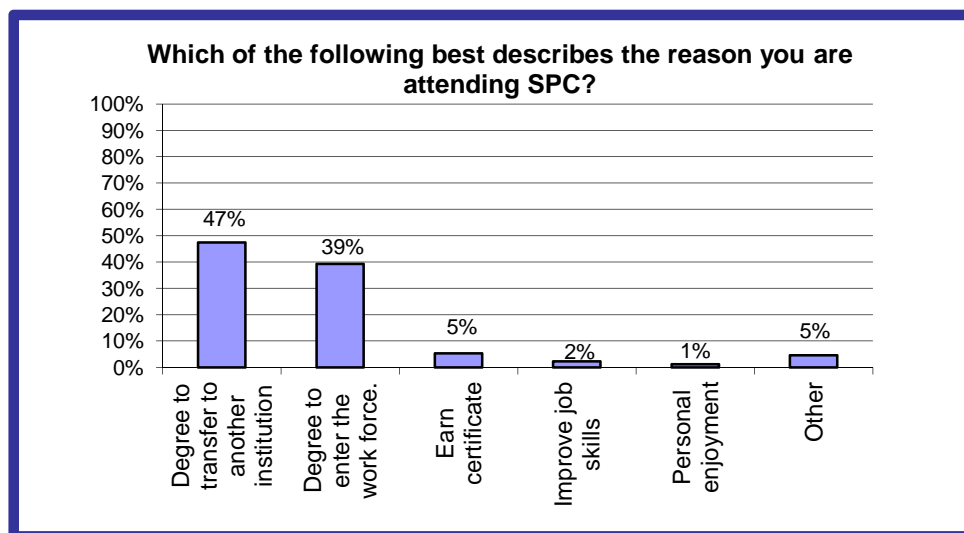


Figure 7: Enrollment Reasons



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 forty percent of all survey respondents (38.0%) indicated that they were either Very Satisfied, or Satisfied. Almost thirty percent (29.2%) reported being Very Dissatisfied or Dissatisfied, as shown in Table 11.

Table 11
Satisfaction with Current Occupation

How satisfied are you with your current occupation?		
	N	%
Very Satisfied	519	14.7%
Satisfied	825	23.3%
Neither satisfied nor dissatisfied	1162	32.8%
Dissatisfied	519	14.7%
Very Dissatisfied	513	14.5%

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 (53.1%) indicated that they were Very Confident, and approximately thirty-two percent (32.8%) indicated they were Confident, as shown in Table 12.

Table 12
Career Choice

How confident are you that this is the right career (goal after graduation)?		
	N	%
Very Confident	1884	53.1%
Confident	1163	32.8%
Not sure	470	13.2%
Not Confident	13	0.4%
Definitely not the right career	18	0.5%



Factors Influencing Students' Decision to Apply

The factors influencing the 5,650 Entering Student Survey respondents 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 13.

Table 13
Top Five Responses

What factors influenced your decision to apply to SPC? Please select all that apply.
Close to home
Courses or programs offered
Cost of tuition (affordable)
Online Class Offerings
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 eight years. It is instructive to observe that being close to home is the most important drawing factor. Courses or programs offered is the second most important drawing factor, while Cost of tuition is the third most important consideration to the responding students. Conversely, a visit to the student's high school or to the student's employer by SPC staff, and Clubs or organizations have a much smaller influence on a student's decision to apply.



Decision to Apply Factors

More than half of the respondents listed “Close to home” (53.3%), followed by “Courses or programs offered” (47.9%), and “Cost of tuition” (38.4%) as the factors that influenced their decision to apply to SPC. The full list of factors and responses is included in Table 14.

Table 14
Decision to Apply Factors

What factors influenced your decision to apply to SPC? Please select all that apply.		
	N	% of respondents
Close to home	3010	53.3%
Courses or programs offered	2705	47.9%
Cost of tuition (affordable)	2172	38.4%
Online Class Offerings	1554	27.5%
Academic reputation	1427	25.3%
Flexibility of Class Offerings	1407	24.9%
Friend’s recommendation	1354	24.0%
Ease of transfer to a state university	1148	20.3%
Financial aid availability	1101	19.5%
Parents/family recommendation	768	13.6%
Close to work	765	13.5%
Class size	727	12.9%
Employer Recommendation	240	4.2%
High School Counselor	213	3.8%
Music, art, theater	159	2.8%
SPC faculty or staff	153	2.7%
High School Teacher	149	2.6%
Experience of Faculty	143	2.5%
Athletics	105	1.9%
Clubs or organizations	91	1.6%
Other	85	1.5%
Visit to your high school by SPC staff	51	0.9%
Visit to your employer by SPC staff	5	0.1%

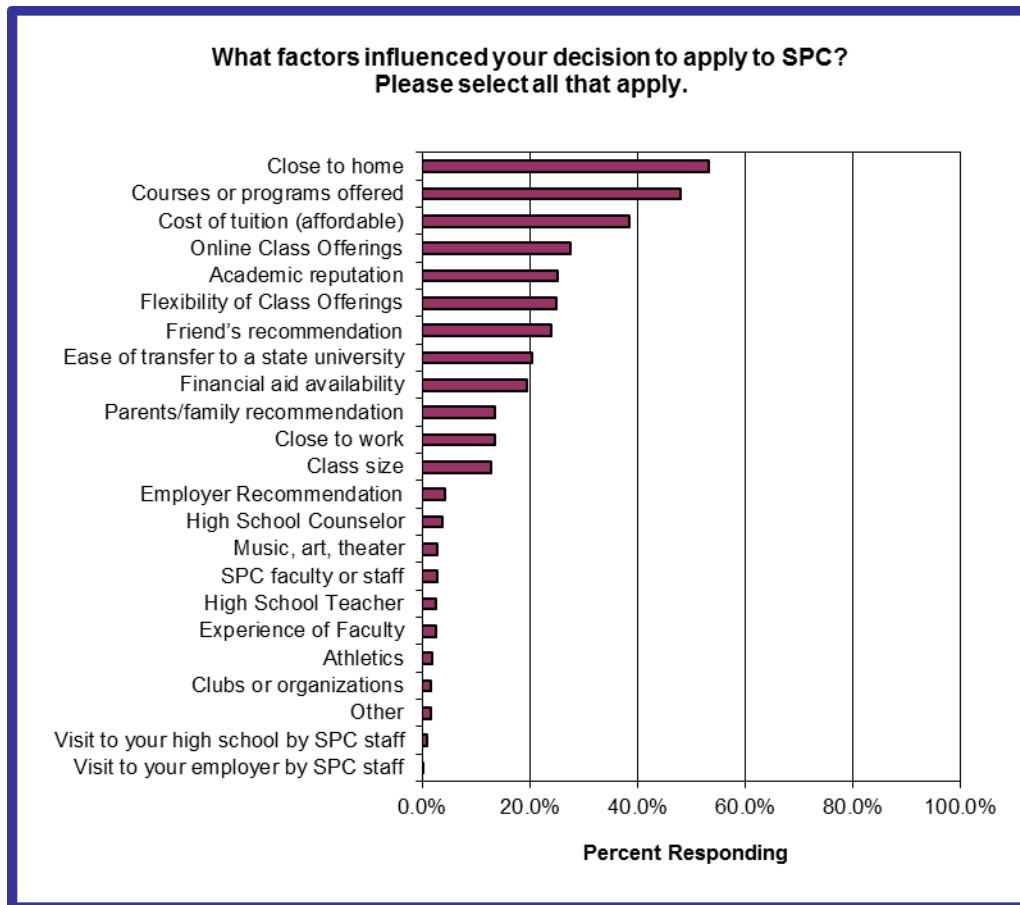


Figure 8: Decision to Apply Factors



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 15.

Table 15

Top Five Sources for Learning about SPC

Through what sources/media/event, if any, have you learned about SPC? Please select all that apply.
SPC website
Campus visit or tour
Other
Billboard
TV advertising



Five Year Trend

The percent of survey respondents selecting the Internet as how they learned about SPC increased from a four-year low (25%) in 2004-05 to 49% in 2007-08 and 2008-09. In July of 2010, a decision was made to replace the Internet option with more specific choices including SPC Website and Social Media. This year over half of students (50.4%) selected SPC Website as how they learned about SPC.

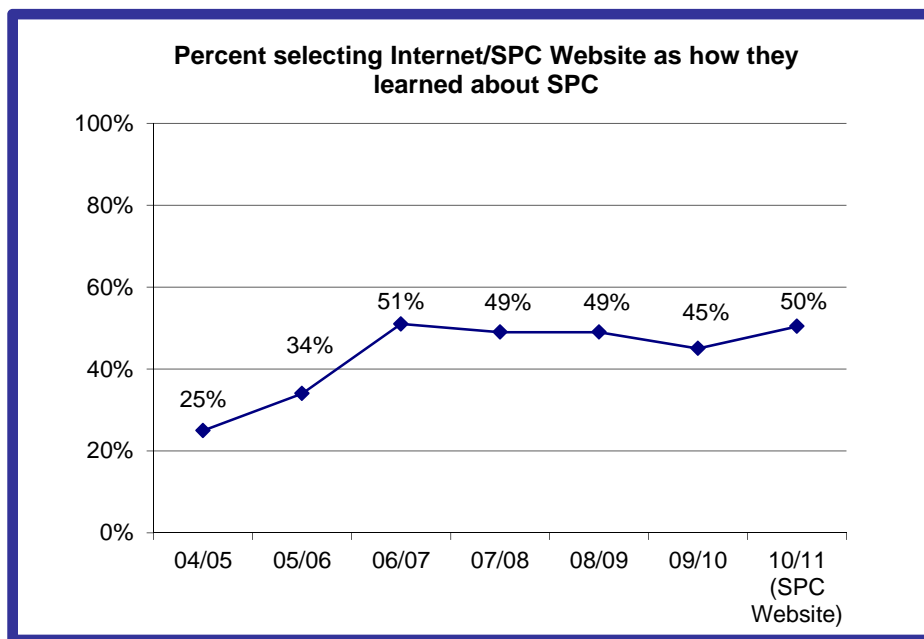


Figure 9: Percent Selecting Internet/SPC Website Trend



Referrals and Media Sourcing

Half of the respondents listed “SPC website” (50.4%) and almost a quarter listed “campus visit or tour” (21.7%), followed by “other” (13.8%) as the sources/media/event through which they learned about SPC. The full list of factors and responses is included in Table 16.

Table 16
Referrals and Media Sourcing

Through what sources/media/event, if any, have you learned about SPC? Please select all that apply.		
	N	% of respondents
SPC website	2847	50.4%
Campus visit or tour	1226	21.7%
Other	782	13.8%
Billboard	734	13.0%
TV advertising	714	12.6%
Electronic sign at SPC campus	693	12.3%
Social media (Facebook, Twitter, etc.)	499	8.8%
Newspaper and/or magazines	477	8.4%
Recruiter at your HS	462	8.2%
Printed material direct mail	442	7.8%
Radio advertising	316	5.6%
Advertisement in a movie theater	261	4.6%
Bus advertisement	246	4.4%
Information session/open house	196	3.5%
Conference	98	1.7%
Recruiter at your work	58	1.0%

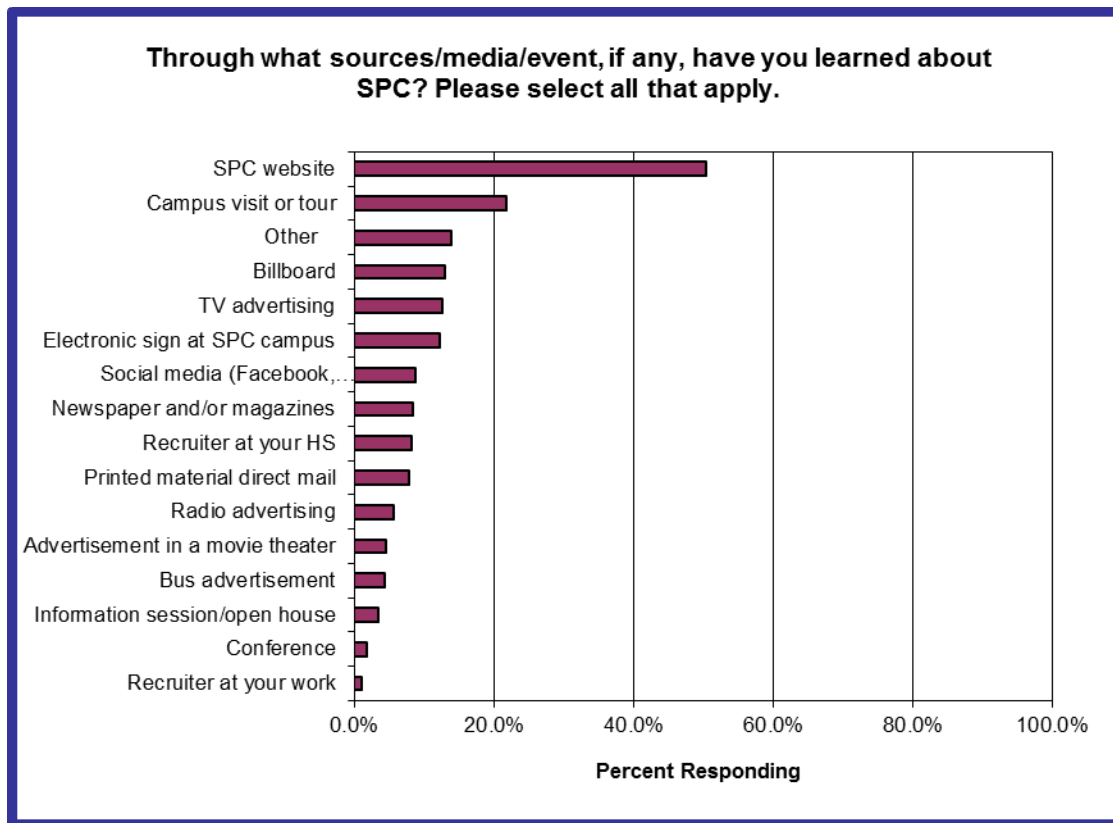


Figure 10: Referrals and Media Sourcing



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 "Job while in college," "Career goal," "Study skills," "Job after graduation," and "Tutoring: Math." With the exception of math tutoring, tutoring, care giving responsibilities, and career guidance were among the least selected success factors.

Table 17
Student Success Factors

Which of the following might impact your success as a student? Select all that apply.		
	N	%
Job while in college	1569	27.8%
Career goal	1553	27.5%
Study skills	1198	21.2%
Job after graduation	1134	20.1%
Tutoring: Math	824	14.6%
Selecting a major	777	13.8%
Computer skills	698	12.4%
None of the above	577	10.2%
Internship	527	9.3%
Tutoring: Writing	276	4.9%
Tutoring: Reading	208	3.7%
Tutoring: Other	185	3.3%
Other	50	0.9%
Care giving responsibilities	40	0.7%
Career Guidance	15	0.3%



Class Delivery Preference

Students were asked to indicate which method of course delivery they preferred. More than half of all survey respondents (52.0%) indicated their preference was for “Face-to-Face classes” followed by “Online classes” with 27.5%, as shown in Table 18.

Table 18
Class Delivery Preference

What is your preferred method of course delivery?		
	N	%
Blended Class	1137	20.5%
Face-to-Face classes	2884	52.0%
Online Classes	1528	27.5%

College Communication Preference

Students were asked to indicate which form of communication with the college they preferred. More than a third indicated a preference for communication via “Personal Email” (38.3%). The next two highest responses were communication via “Phone” and “SPC Student Email” with 18.8% and 18.4%, respectively, as shown in Table 19.

Table 19
College Communication Preference

Which is your preferred form of communication with the college?		
	N	%
College Website	949	17.1%
Direct Mail (postcard, letter)	173	3.1%
Personal Email	2130	38.3%
Phone	1044	18.8%
Phone Text or Instant Message	210	3.8%
SPC Student Email	1024	18.4%
Social Media Site (Facebook)	32	0.6%
Web Blog	2	0.0%



General Education Preparedness

Students were asked to evaluate their preparedness using a five-point Likert scale (five points was the highest rating) in the following General Education areas.

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 score (4.44), while “Using computer software (word processing, spreadsheets, etc.)” received the lowest (3.81).

Table 20
Computer and Technology Competency

Computer and Technology Competency	2010/11		
	N	Mean	SD
Please rate your competency in the following computer skill areas.			
Communicating through the Internet (email, chat, instant messaging, etc.)	5579	4.44	0.86
Acquiring information/conducting research through the Internet	5564	4.30	0.87
Using computer software (word processing, spreadsheets, etc.)	5593	3.81	1.04



Civic Activities

In the area of Civic Activities, students were asked how often they participated in various activities. “Vote in an election” received the highest mean score (3.09), while “Participate in campaigns or forums” received the lowest (1.82).

Table 21
Civic Activities

Civic Activities	2010/11		
	N	Mean	SD
How often do you participate in the following activities?			
Vote in an election	5557	3.09	1.54
Volunteer in community service activities	5561	2.82	1.20
Participate in campaigns or forums	5529	1.82	1.06

Humanities Activities

In the area of Humanities Activities, students were asked how often they participated in various activities. “Attend a concert, dance performance or live drama” received the highest mean score (2.98), while “Create a painting, sculpture or other work of art” received the lowest (2.27).

Table 22
Humanities Activities

Humanities Activities	2010/11		
	N	Mean	SD
How often do you participate in the following activities?			
Attend a concert, dance performance or live drama	5577	2.98	1.20
Visiting an art museum	5561	2.49	1.11
Create a painting, sculpture or other work of art	5530	2.27	1.25



Lifelong Learning

In the area of Lifelong Learning, students were asked which Lifelong Learning Activities they anticipated participating in following graduation. "Participate in continuing education" and "Attend college or personal enrichment classes" received 3.70 and 3.37, respectively.

Table 23
Lifelong Learning

Life-long Learning Activities	2010/11		
	N	Mean	SD
How often do you participate in the following activities?			
Participate in continuing education	5562	3.70	1.22
Attend college or personal enrichment classes	5549	3.37	1.43



Conclusion

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

A majority of respondents, sixty-one percent, were women.

The ethnic background of the responding students has a similar proportion of minorities as that of Pinellas County as a whole with sixty-four percent reporting their ethnicity as White, sixteen percent as Black, and ten 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 job while in college, selecting a career goal, their current study skills, employment after graduation, and math tutoring.

When asked, "What factors influenced your decision to apply to SPC?" being "Close to Home" was the most important factor followed by "Courses and programs offered", and "Cost of tuition (affordable)." These three responses have been the same over the last three 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. The "SPC website", "campus visit or tour", "billboards", and "TV advertisement" were chosen most often.

The academic area that the largest group of students believes 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 score (4.44), while "Using computer software (word processing, spreadsheets, etc.)" received the lowest (3.81).



In the area of Civic Activities, "Vote in an election" received the highest mean score (3.09), while "Participate in campaigns or forums" received the lowest (1.82).

In the area of Humanities, "Attend a concert, dance performance or live drama" received the highest mean score (2.98), while "Create a painting, sculpture or other work of art" the lowest (2.27).

In the area of Lifelong Learning, "Participate in continuing education" and "Attend College or personal enrichment classes" received mean scores of 3.70 and 3.37, 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:

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Appendix: Entering Student Survey



Entering Student Survey 2011-12

This survey can be completed and submitted ONLY once.

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

*Student ID#:

1. What factors influenced your decision to apply to SPC? *(Select all that apply)*

- Academic reputation
- Athletics
- Class size
- Close to home
- Close to work
- Clubs or organizations
- Cost of tuition (affordable)
- Courses or program offered
- Ease of transfer to a state university
- Employer recommendation
- Experience of Faculty
- Financial aid availability
- Flexibility of class offerings
- Friend's recommendation
- High school counselor
- High school teacher
- Music, art, or theater
- Online class offerings (eCampus)
- Parents/family recommendation
- SPC faculty or staff
- Visit to your high school by SPC staff
- Visit to your place of employment by SPC staff

Other:

2. Through what sources, media, or events, have you learned about SPC?
(Select all that apply)



Appendix: Entering Student Survey

- Advertising in a movie theater
- Billboard
- Bus advertisement
- Campus visit or tour
- Conference
- Electronic sign on SPC campus
- Information Session/Open House
- Newspaper and/or magazines
- Printed material (direct mail)
- Radio advertising
- Recruiter at your high school
- Recruiter at your work
- Social media (Facebook, Twitter, etc.)
- TV advertising
- SPC website

Other:

3. What other institutions did you consider before selecting SPC?

Select:

4. How long has it been since you graduated high school or received your GED?

Select:

5. Which of the following describes your previous college experience?

Select:

6. Are you the first member of your immediate family to attend college?

Select Yes or No:

7. If you have previously attended SPC or another institution and stopped attending, which of the following **BEST** describes your reason for returning to school?

Select:



Appendix: Entering Student Survey

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

Select:

9. What will be your enrollment status?

Select:

10. If you are enrolling part-time but would have preferred to enroll fulltime, what is the PRIMARY circumstance that prevented you from doing so?

Select:

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

Select:

12. What is your preferred method of course delivery?

Select:

13. What is your preferred form of communication with the college?

Select:

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

Select:

General Education Outcomes

St. Petersburg College defines general education outcomes for each student. For questions 15 through 25, please rate your level of competency or level of participation in each of the following general education skill areas.

15. Computer and Technology Competency

Please rate your level of competency in each of the following skill areas. Using computer software (word processing, spreadsheets, etc.)



Appendix: Entering Student Survey

Select:

16. Communicating through the Internet (email, chat, instant messaging, etc.)

Select:

17. Acquiring information/conducting research through the Internet

Select:

18. Civic Activities

How often do you participate in the following activities?

Vote in an election

Select:

19. Volunteer in community service activities

Select:

20. Participate in campaigns or forums

Select:

21. Humanities Activities

How often do you participate in the following activities?

Attend a concert, dance performance, or live drama

Select:

22. Visit an art museum

Select:

23. Create a painting, sculpture, or other work of art

Select:



Appendix: Entering Student Survey

24. Life-long Learning Activities

How often do you participate in the following activities?
Participate in continuing education

Select:

25. Attend college or personal enrichment classes

Select:

If you have any questions or comments about this survey, please contact Technical Support at onlinehelp@spcollege.edu or call (727) 341-4357

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