2011-12
Entering Student Survey Report

Institutional Research and Effectiveness
St. Petersburg College

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Entering Student Survey Report Produced by

Institutional Research and Effectiveness

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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 on-going 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 eight hundred and twenty-three 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 (56.5%) were younger than 25 years of age and about sixty-three percent of the respondents were female.

One-third of the survey respondents selected *St. Pete-Gibbs* (33.0%) as their home campus. The next largest percent of respondents selected *Clearwater* (19.3%). Over three quarters (83.4%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. Twelve percent (12.2%) of the zip codes provided were from other Florida counties, while four percent (4.3%) were from counties outside of Florida.

More than two-thirds (68.0%) of survey respondents selected White, non-Hispanic as their ethnicity. The next two largest categories were Black, Non-Hispanic with 15.3% and Hispanic with 10.7%.

Students were asked to identify any other institutions they considered before selecting SPC. More than forty percent of students considered "Other State College/Community

College" (42.9%), and approximately one-third of students considered a "State University" (36.8%).

Students were asked to select a response that best described their previous college experience. More than half of the students (51.7%) indicated "I have taken previous college classes from another institution since high school." However, forty percent of the students (40.6%) indicated "This is my first college experience since high school."

Slightly more than one-quarter of all survey respondents (27.9%) indicated they were the first member of their immediate family to attend college.

Students who had previously attended SPC or another institution were asked to select the response that best described their reason for returning to school. The top two responses were "Finish previously started degree" (29.0%) and "Change my career field" (28.0%).

The most frequently selected reason for attending SPC was to "Complete an associate degree or bachelor's degree program and transfer to another college or university," with almost half of survey respondents (47.5%) giving this reason. An additional forty percent of students (40.9) selected "Complete a degree at SPC that prepares me to enter the workforce" as their reason for enrollment at SPC, followed by the reason of "Complete a certificate at SPC" with 4.9%.

When asked to rate their level of satisfaction with their current occupation, almost forty percent of all survey respondents (39.0%) indicated that they were either Very Satisfied, or Satisfied.

When asked to rate their level of confidence with their future career choice, more than half of all survey respondents (53.9%) indicated that they were Very Confident, and one-third (33.7%) 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) Electronic sign at SPC campus.

The percent of survey respondents selecting the Internet as how they learned about SPC increased from 34% in 2005-06 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 (52.4%) selected SPC Website as how they learned about SPC, and 11% indicated they learned about SPC via Social Media.

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 1) Career goal, 2) Job while in college, 3) Study skills, 4) Job after graduation, and 5) Tutoring: Math. Career guidance, care giving responsibilities, and other types of tutoring were among the factors that students selected the least as possibly impacting success.

Students were asked to indicate which method of course delivery they preferred. More than half of all survey respondents (53.4%) indicated their preference was for "Face-to-Face classes" followed by "Online classes" (27.1%).

Students were asked to indicate which form of communication with the college they preferred. Nearly sixty percent of students selected e-mail as their preferred form of communication with the college. More than one-third of students indicated "Personal Email" (35.2%) as their preference, while less than one-quarter selected "SPC Student Email" (23.8%). Less than ten percent of students indicated that they prefer phone texts, instant messages, or direct mail such as postcards or letters (7.7%).

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 incoming 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. Students rated their skills highest in the area of "Communicating through the Internet (email, chat, instant messaging, etc.)" (4.48), followed by "Acquiring information/conducting research through the Internet" (4.34) and "Using computer software (word processing, spreadsheets, etc.)" (3.86).

In the area of Civic Activities, students were asked how often they participated in various activities. Students reported that of the three activities, they participate most frequently in the activity of "Vote in an election" (3.08), while "Participate in campaigns or forums" received the lowest mean score of 1.81.

In the area of Humanities Activities, students indicated that they "Attend a concert, dance performance or live drama" (mean score of 3.02) more frequently than they "visit an art museum" (2.84) or "create a painting, sculpture or other work of visual art" (2.34).

In the area of Lifelong Learning, students were asked which Lifelong Learning Activities they expect to participate in, following graduation. Students rated their expected frequency of "participation in continuing education" as 3.70, and "attend college or personal enrichment classes" received a mean score of 3.35.

SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. 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

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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.
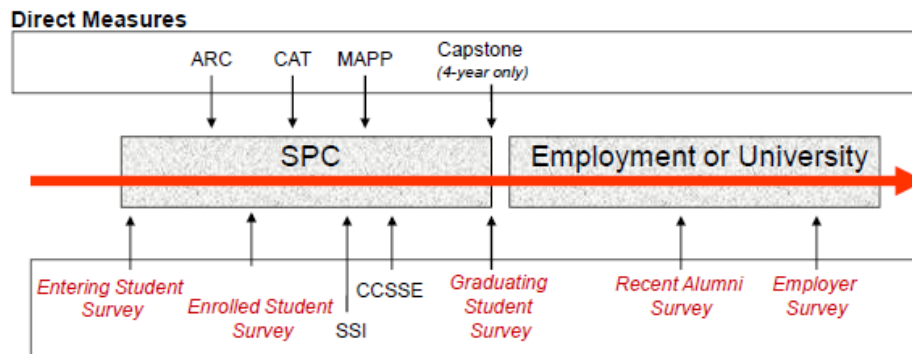
Direct Measures

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

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Five thousand eight hundred and twenty-three students completed the survey during the 2011-12 academic year. 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 5,823 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 (31.1%), while almost half (43.6%) of all survey respondents were 25 and older.

Table 1
Age

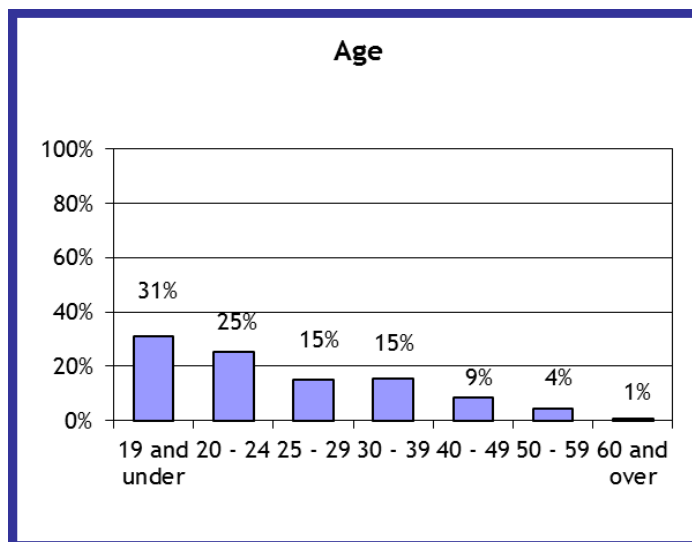| Age category calculated from birth date	N	%
19 and under	1707	31.1%
20 - 24	1394	25.4%
25 - 29	814	14.8%
30 - 39	838	15.3%
40 - 49	475	8.7%
50 - 59	231	4.2%
60 and over	31	0.6%

Figure 2: Age

Gender

Over half of the survey respondents were female (62.9%) as shown in Table 2.

Table 2
Gender

Gender (optional)	N	%
Male	1995	37.1%
Female	3389	62.9%
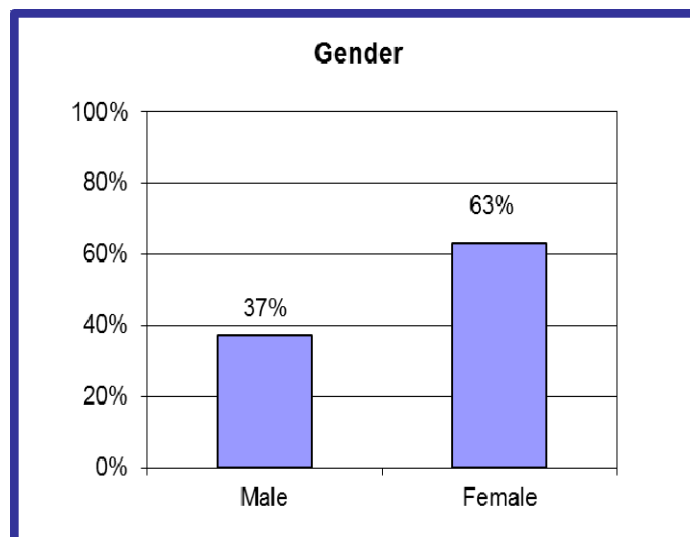
Figure 3: Gender

Home Campus

Thirty-three percent (33.0%) of the survey respondents selected *St. Pete-Gibbs* as their home campus. The next largest percent of respondents selected *Clearwater* (19.3%), *Seminole* (18.4%), and *Tarpon Springs* (15.5%).

Table 3
Home Campus

Home Campus	N	%
St Pete-Gibbs	1814	33.0%
Clearwater	1061	19.3%
Seminole	1010	18.4%
Tarpon Springs	850	15.5%
Health Education Center	416	7.6%
Downtown-Midtown	283	5.2%
Allstate	61	1.1%
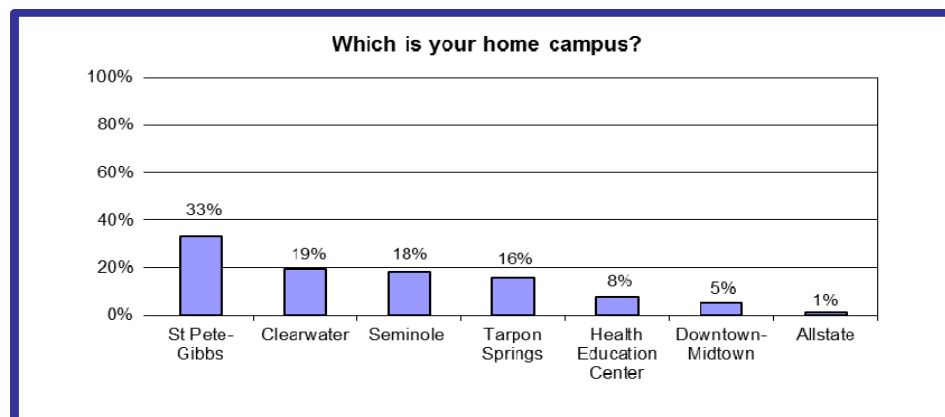
Figure 4: Primary Campus

Zip Code Analysis

Over three quarters (83.4%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. Twelve percent (12.2%) 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	4471	83.4%
Other Counties in Florida	656	12.2%
Counties Outside of Florida	232	4.3%
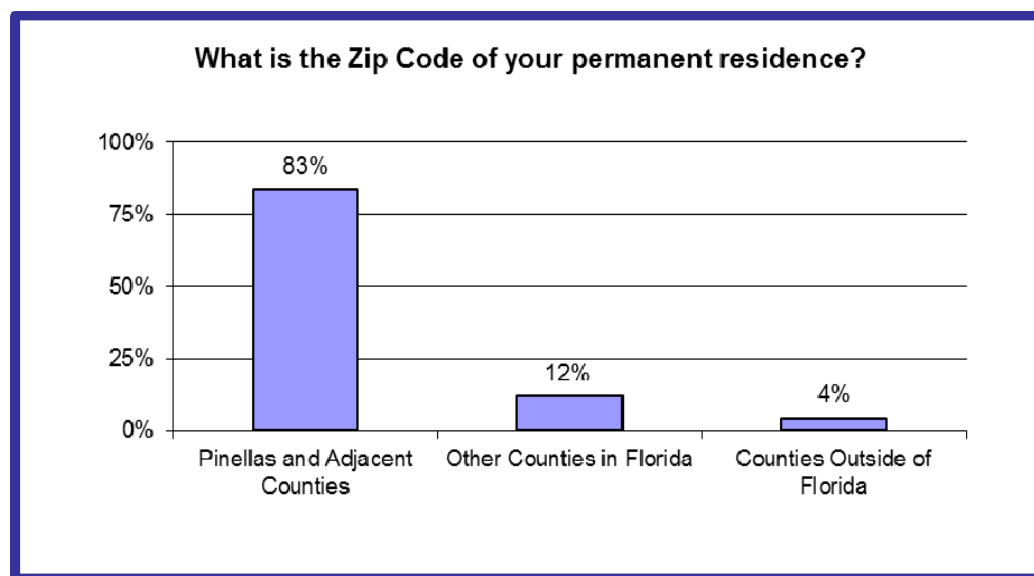
Figure 5: Zip Code Analysis

Ethnicity

More than two-thirds (68.0%) of survey respondents selected White, non-Hispanic as their ethnicity. The next two largest categories were Black, Non-Hispanic (15.3%) and Hispanic (10.7%).

Table 5
Ethnicity

Ethnicity (Optional)	N	%
American Indian or Alaskan Native	78	1.5%
Asian or Pacific Islander	232	4.4%
Hispanic	561	10.7%
Black, non-Hispanic	801	15.3%
White, non-Hispanic	3559	68.0%
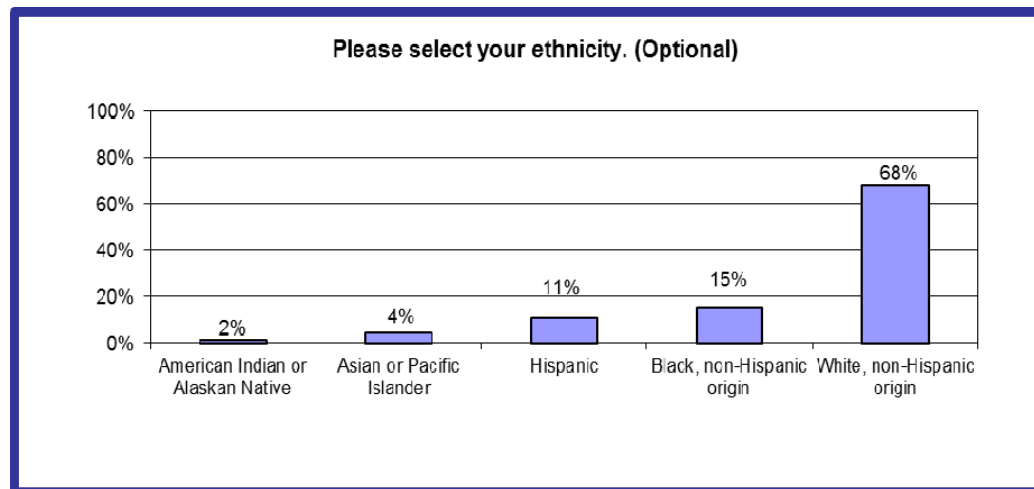
Figure 6: Ethnicity

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" (36.8%), as shown in Table 6.

Table 6
Other Institutions

What other institutions did you consider before selecting SPC?	N	%
Other State College/Community College	2305	42.9%
State University	1978	36.8%
Trade/Vocational School	617	11.5%
Private Institution	472	8.8%

Previous College Experience

Students were asked to describe their previous college experience based on the responses provided to them. More than half of the students (51.7%) indicated "I have taken previous college classes from another institution since high school." However, about forty-one 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 taken previous SPC college credit classes since high school	170	3.0%
I have participated in college during high school (Early College or Dual Enrollment)	276	4.8%
I have taken previous college credit classes from another institution since high school	2969	51.7%
This is my first college experience since high school	2332	40.6%

First-Generation Students

Almost one-third of all survey respondents (27.9%) 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	1612	27.9%
No	4158	72.1%

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 "Finish previously started degree" and "Change my career field", with 29.0% and 28.0% 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	%
Finish previously started degree	947	29.0%
Change my career field	917	28.0%
Learn new skills	609	18.6%
Make myself more marketable	587	18.0%
Get training for a possible promotion	191	5.8%
Company downsizing	20	0.6%

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 (47.5%). To "Complete a degree at SPC that prepares me to enter the workforce" was the second highest response (40.9%) followed by "Complete a certificate at SPC" (4.9%).

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	1569	47.5%
Complete a degree at SPC that prepares me to enter the workforce	1351	40.9%
Complete a certificate at SPC	161	4.9%
Take classes to improve job skills, no degree objective	54	1.6%
Take classes for personal enjoyment, no degree objective	27	0.8%
Other	143	4.3%
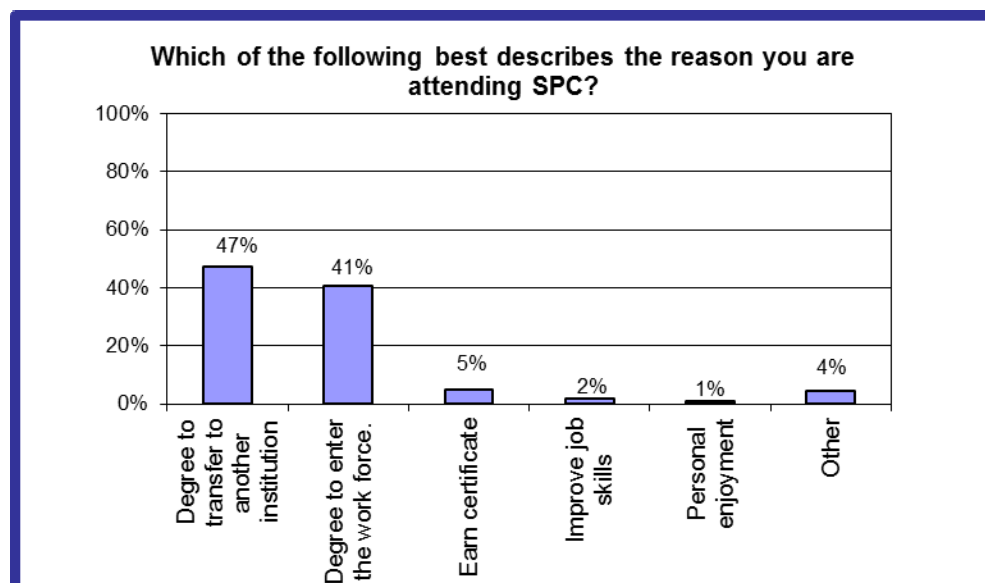
Figure 7: Enrollment Reasons

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 (39.0%) indicated that they were either Very Satisfied, or Satisfied. Thirty percent (30.1%) 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	505	14.7%
Satisfied	833	24.3%
Neither satisfied nor dissatisfied	1064	31.0%
Dissatisfied	510	14.9%
Very Dissatisfied	521	15.2%

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 (53.9%) indicated that they were Very Confident, and approximately thirty-four percent (33.7%) 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	1851	53.9%
Confident	1156	33.7%
Not sure	398	11.6%
Not Confident	20	0.6%
Definitely not the right career	10	0.3%

Factors Influencing Students' Decision to Apply

The factors influencing the 5,823 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" (53.6%), followed by "Courses or programs offered" (48.3%), and "Cost of tuition" (43.6%) 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	3120	53.6%
Courses or programs offered	2815	48.3%
Cost of tuition (affordable)	2536	43.6%
Online Class Offerings	1584	27.2%
Academic reputation	1514	26.0%
Flexibility of Class Offerings	1406	24.1%
Friend's recommendation	1382	23.7%
Ease of transfer to a state university	1228	21.1%
Financial aid availability	1171	20.1%
Parents/family recommendation	866	14.9%
Close to work	852	14.6%
Class size	823	14.1%
Employer Recommendation	246	4.2%
High School Counselor	237	4.1%
SPC faculty or staff	183	3.1%
Music, art, theater	163	2.8%
Experience of Faculty	156	2.7%
High School Teacher	150	2.6%
Other	95	1.6%
Athletics	85	1.5%
Clubs or organizations	82	1.4%
Visit to your high school by SPC staff	54	0.9%
Visit to your employer by SPC staff	9	0.2%

What factors influenced your decision to apply to SPC?
Please select all that apply.
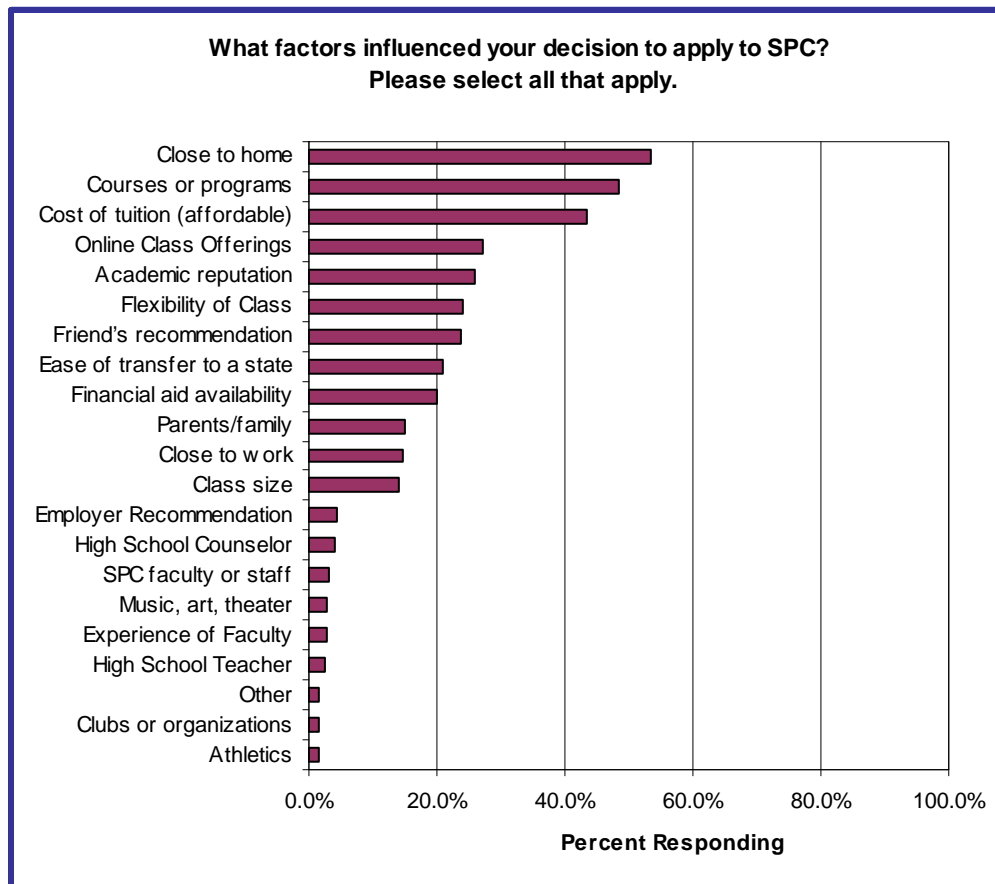
Figure 8: Decision to Apply Factors

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 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
Electronic sign at SPC campus

The percent of survey respondents selecting the Internet as how they learned about SPC increased from 34% in 2005-06 to 45% in 2009-10. In July of 2010, a decision was made to replace the Internet option on the survey with more specific choices including SPC Website and Social Media. This year over half of students (52.4%) selected SPC Website as how they learned about SPC.
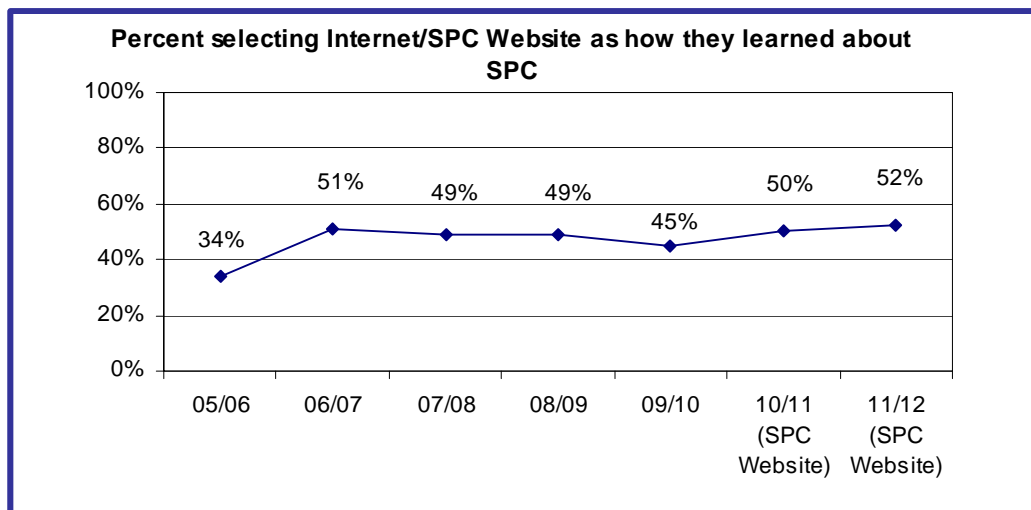
Percent selecting Internet/SPC Website as how they learned about SPC

Figure 9: Percent Selecting Internet/SPC Website Trend

Referrals and Media Sourcing

More than half of the respondents listed "SPC website" (52.4%) and one-fifth listed "campus visit or tour" (20.6%), followed by "other" (17.9%) 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, or events, have you learned about SPC? (*Select all that apply*)	N	% of respondents
SPC website	3053	52.4%
Campus visit or tour	1199	20.6%
Other	1043	17.9%
Billboard	793	13.6%
Electronic sign at SPC campus	681	11.7%
TV advertising	669	11.5%
Social media (Facebook, Twitter, etc.)	646	11.1%
Printed material direct mail	530	9.1%
Recruiter at your HS	481	8.3%
Newspaper and/or magazines	459	7.9%
Radio advertising	312	5.4%
Bus advertisement	286	4.9%
Advertisement in a movie theater	220	3.8%
Information session/open house	190	3.3%
Conference	81	1.4%
Recruiter at your work	68	1.2%

Through what sources/media/event, if any, have you learned about SPC? Please select all that apply.
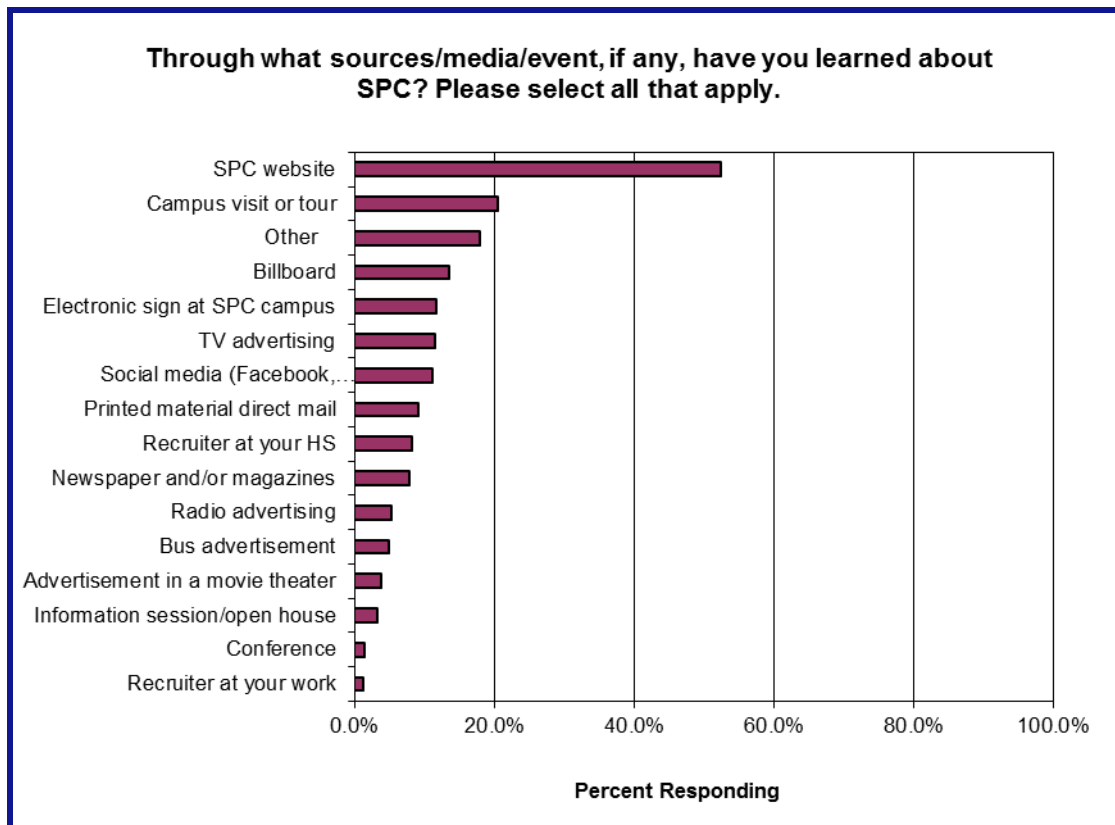
Figure 10: Referrals and Media Sourcing

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 "Tutoring: Math." Career guidance, care giving responsibilities, and other types of tutoring were among the factors that students selected the least as possibly impacting success.

Table 17
Student Success Factors

Which of the following might impact your success as a student? Select all that apply.	N	%
Career goal	1620	27.8%
Job while in college	1593	27.4%
Study skills	1207	20.7%
Job after graduation	1148	19.7%
Tutoring: Math	824	14.2%
Selecting a major	779	13.4%
Computer skills	678	11.6%
Internship	568	9.8%
None of the above	500	8.6%
Tutoring: Writing	255	4.4%
Tutoring: Other	204	3.5%
Tutoring: Reading	175	3.0%
Other	62	1.1%
Care giving responsibilities	10	0.2%
Career Guidance	14	0.2%

Class Delivery Preference

Students were asked to indicate which method of course delivery they preferred. More than half of all survey respondents (53.4%) indicated their preference was for "Face-to-Face classes," as shown in Table 18.

Table 18
Class Delivery Preference

What is your preferred method of course delivery?	N	%
Face-to-Face classes	3066	53.4%
Online Classes	1555	27.1%
Blended Class	1121	19.5%

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" (35.2%), while very few students prefer communication through direct mail, social media, or blogs, as shown in Table 19.

Table 19
College Communication Preference

Which is your preferred form of communication with the college?	N	%
Personal Email	2027	35.2%
SPC Student Email	1373	23.8%
Phone	992	17.2%
College Website	904	15.7%
Phone Text or Instant Message	265	4.6%
Direct Mail (postcard, letter)	177	3.1%
Social Media Site (Facebook)	19	0.3%
Web Blog	1	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

Students were asked to rate their competency in three computer skill areas. Students rated their skills highest in the area of "Communicating through the Internet (email, chat, instant messaging, etc.)" (4.48), followed by "Acquiring information/conducting research through the Internet" (4.34) and "Using computer software (word processing, spreadsheets, etc.)" (3.86).

Table 20
Computer and Technology Competency

Computer and Technology Competency			
	2011/12		
Please rate your competency in the following computer skill areas.	N	Mean	SD
Communicating through the Internet (email, chat, instant messaging, etc.)	5770	4.48	0.83
Acquiring information/conducting research through the Internet	5764	4.34	0.86
Using computer software (word processing, spreadsheets, etc.)	5775	3.86	1.01

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 (3.08), while "Participate in campaigns or forums" received the lowest (1.81).

Table 21
Civic Activities

Civic Activities			
	2011/12		
How often do you participate in the following activities?	N	Mean	SD
Vote in an election	5735	3.08	1.54
Volunteer in community service activities	5758	2.84	1.15
Participate in campaigns or forums	5711	1.81	1.02

Humanities Activities

In the area of Humanities Activities, students indicated that they "Attend a concert, dance performance or live drama" (mean score of 3.02) slightly more than they "visit an art museum" (2.84) or "create a painting, sculpture or other work of visual art" (2.34), as outlined in Table 22.

Table 22
Humanities Activities

Humanities Activities			
	2011/12		
How often do you participate in the following activities?	N	Mean	SD
Attend a concert, dance performance or live drama	5764	3.02	1.19
Visiting an art museum	5753	2.50	1.11
Create a painting, sculpture or other work of art	5746	2.34	1.27

Lifelong Learning

In the area of Lifelong Learning, students were asked which Lifelong Learning Activities they expect to participate in, following graduation. Students rated their expected frequency of "participation in continuing education" as 3.70, and "attend college or personal enrichment classes" received a mean score of 3.35.

Table 23
Lifelong Learning

Life-long Learning Activities	2011/12		
How often do you participate in the following activities?	N	Mean	SD
Participate in continuing education	5735	3.70	1.21
Attend college or personal enrichment classes	5701	3.35	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 under the age of 25 years.

A majority of respondents, about sixty-three 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-eight percent reporting their ethnicity as White, fifteen percent as Black, and about eleven 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, job while in college, 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", "Electronic sign at SPC campus", and "TV advertisement" were chosen most often.

When students were asked to rate their competency or participation in various activities in four main areas, the top-rated skills and activities included the following: "Communicating through the Internet (email, chat, instant messaging, etc.)" (4.48); "Participate in continuing education" (3.70) "Vote in an election" (3.08); and, "Attend a concert, dance performance or live drama" (3.02).

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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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
☐ Recuriter 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 recieved 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.)

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: [-]

24. Life-long Learning Activities

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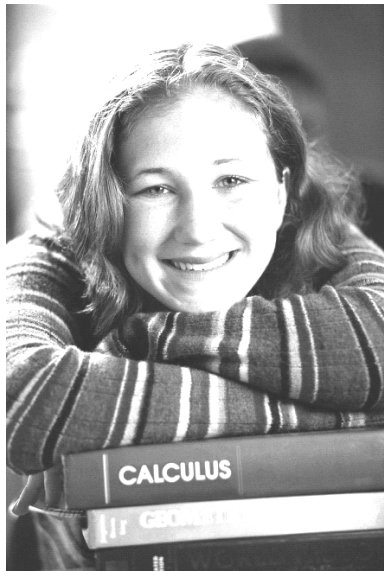
Participate in continuing education

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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