2012-13
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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St. Petersburg College is dedicated to the concept of equal opportunity. The college will not discriminate on the basis of race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the college will not tolerate such conduct.

Table of Contents

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 six hundred and thirty 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 (56.2%) were younger than 25 years of age, and about sixty-two percent of the respondents were female.

Almost one-third of the survey respondents selected St. Pete-Gibbs (29.8%) as their home campus. The next largest percent of respondents selected Clearwater (20.7%). Over three quarters (80.0%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. Almost sixteen percent (15.6%) of the zip codes provided were from other Florida counties, while about four percent (4.4%) were from counties outside of Florida.

More than two-thirds (67.1%) of survey respondents selected White, non-Hispanic as their ethnicity. The next two largest categories were Black, Non-Hispanic with 15.2% and Hispanic with 12.3%.

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" (44.1%), and more than one-third of students considered a "State University" (36.5%).

Students were asked to select a response that best described their previous college experience. More than half of the students (52.8%) indicated "I have taken previous college classes from another institution since high school." However, almost forty percent of the students (39.0%) 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 "Change my career field" (28.3%) and "Finish previously started degree" (28.1%).

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 nearly half of survey respondents (46.0%) giving this reason. An additional forty percent of students (40.4%) 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 5.5%.

When asked to rate their level of satisfaction with their current occupation, forty percent of all survey respondents (40.4%) 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 (53.6%) indicated that they were Very Confident, and approximately one-third (33.3%) 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) Social media, and 5) Billboard.

The percent of survey respondents selecting the Internet as how they learned about SPC decreased from 49% in 2008-09 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 (53.3%) selected SPC Website as how they learned about SPC, and 12.6% 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) Job while in college, 2) Career goal, 3) Study skills, 4) Job after graduation, and 5) Tutoring: Math. Other, career guidance, and care giving responsibilities 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 (52.4%) indicated their preference was for "Face-to-Face classes" followed by "Online classes" (27.7%).

Students were asked to indicate which form of communication with the college they preferred. Nearly sixty-three percent of students selected e-mail as their preferred form of communication with the college. More than one-third of students indicated "Personal Email" (39.3%) as their preference, while less than one-quarter selected "SPC Student Email" (23.1%). Less than ten percent of students indicated that they prefer phone texts, instant messages, or direct mail such as postcards or letters (8.1%).

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.)" (4.5), followed by "Acquiring information/conducting research through the Internet" (4.4) and "Using computer software (word processing, spreadsheets, etc.)" (3.9).

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" (3.3), while "Participate in campaigns or forums" received the lowest mean score of 1.8.

In the area of Humanities Activities, students indicated that they "Attend a concert, dance performance or live drama" (mean score of 3.0) more frequently than they "visit an art museum" (2.5) or "create a painting, sculpture or other work of visual art" (2.3).

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 3.7, and "attend college or personal enrichment classes" received a mean score of 3.3.

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

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 38 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
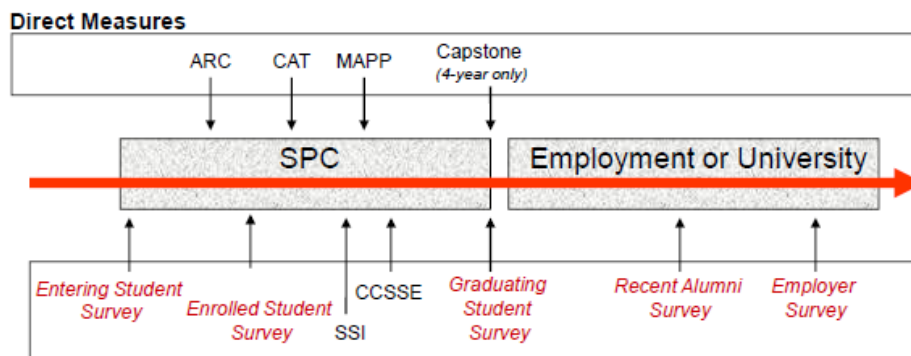
Other Assessments include the President's Annual Evaluation portion of the Year-End Report on Strategic Directions and Institutional Objectives (SD-IOs), State Accountability Measures, Core Effectiveness Indicators, environmental scan/trends analysis, and other department/function-specific assessments.

2012-13 Entering Student Survey Report
Institutional Research and Effectiveness

Entering Student Survey

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Five thousand six hundred and thirty students completed the survey during the 2012-13 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 5,630 survey respondents (N) matched to the Student Application and the New Student Orientation are summarized in the following narrative, tables, and charts.

Age
Thirty percent of survey participants were 19 and under (31.1%), and over half (56.2%) of all respondents were younger than 25 years of age.

Table 1
Age

Age category calculated from birth date	N	%
19 and under	1663	31.1%
20 - 24	1338	25.1%
25 - 29	754	14.1%
30 - 39	851	15.9%
40 - 49	485	9.1%
50 - 59	213	4.0%
60 and over	38	0.7%

Figure 2: Age

2012-13 Entering Student Survey Report
Institutional Research and Effectiveness
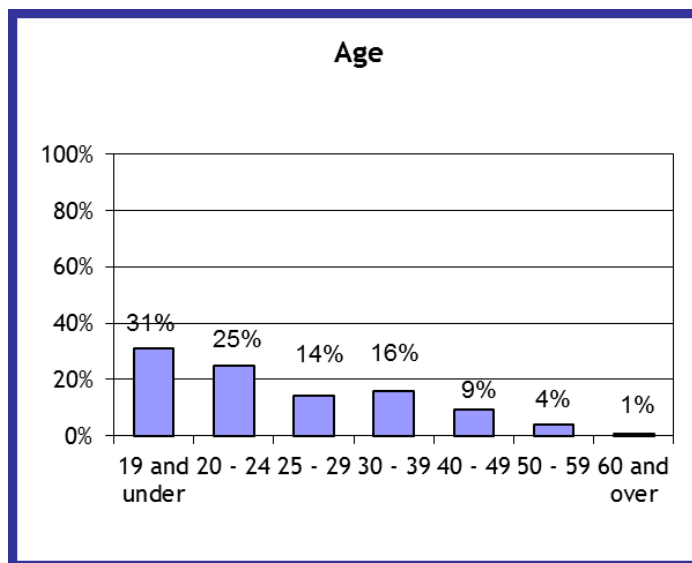
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Gender

Almost two-thirds of the survey respondents were female (62.1%).

Table 2
Gender

Gender (optional)	N	%
Male	1977	37.9%
Female	3246	62.1%
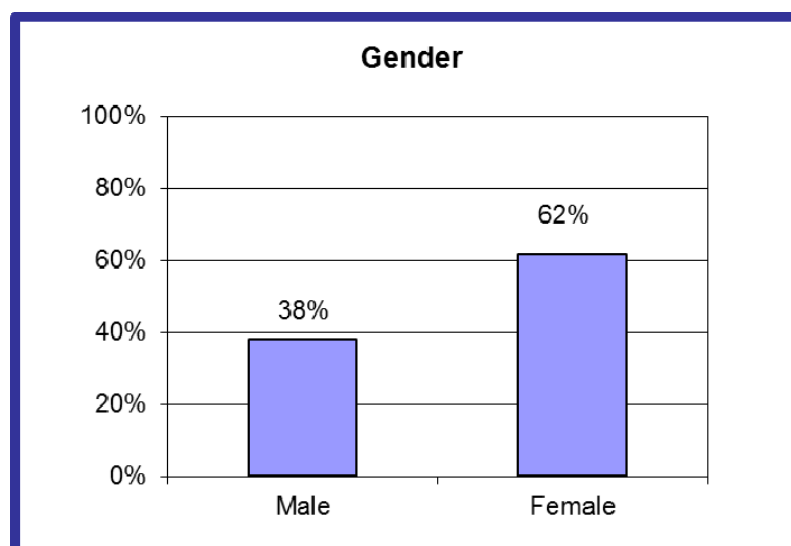
Figure 3: Gender

Home Campus

Almost one third (29.8%) of the survey respondents selected *St. Pete-Gibbs* as their home campus. The next largest percent of respondents selected *Clearwater* (20.7%), *Seminole* (19.5%), and *Tarpon Springs* (15.8%).

Table 3
Home Campus

Home Campus	N	%
St Pete-Gibbs	1594	29.8%
Clearwater	1104	20.7%
Seminole	1043	19.5%
Tarpon Springs	843	15.8%
Health Education Center	426	8.0%
Downtown-Midtown	273	5.1%
Allstate	60	1.1%
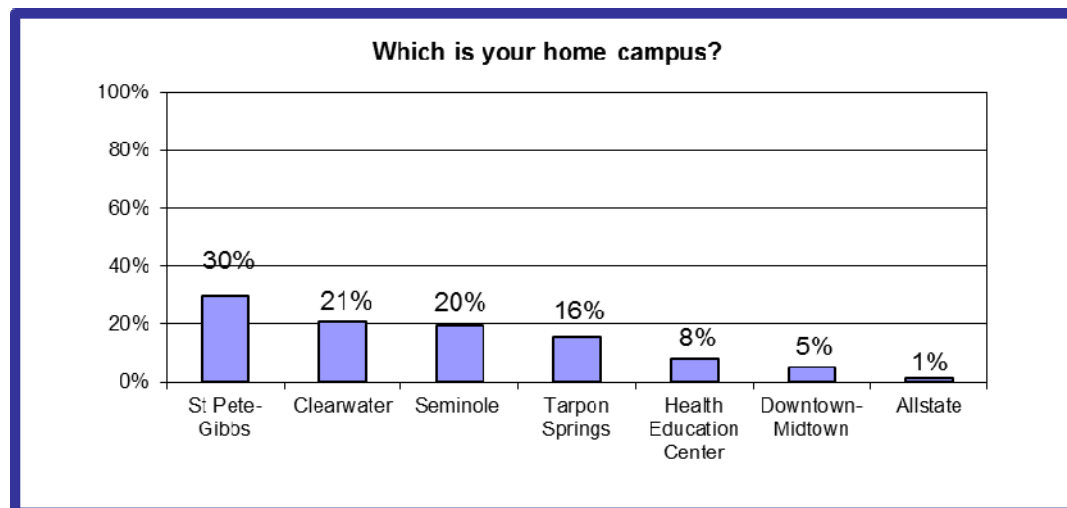
Figure 4: Primary Campus

Zip Code Analysis

Over three quarters (80.0%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. Almost sixteen percent (15.6%) of the zip codes provided were from other Florida counties, while about four percent (4.4%) 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	4268	80.0%
Other Counties in Florida	832	15.6%
Counties Outside of Florida	233	4.4%
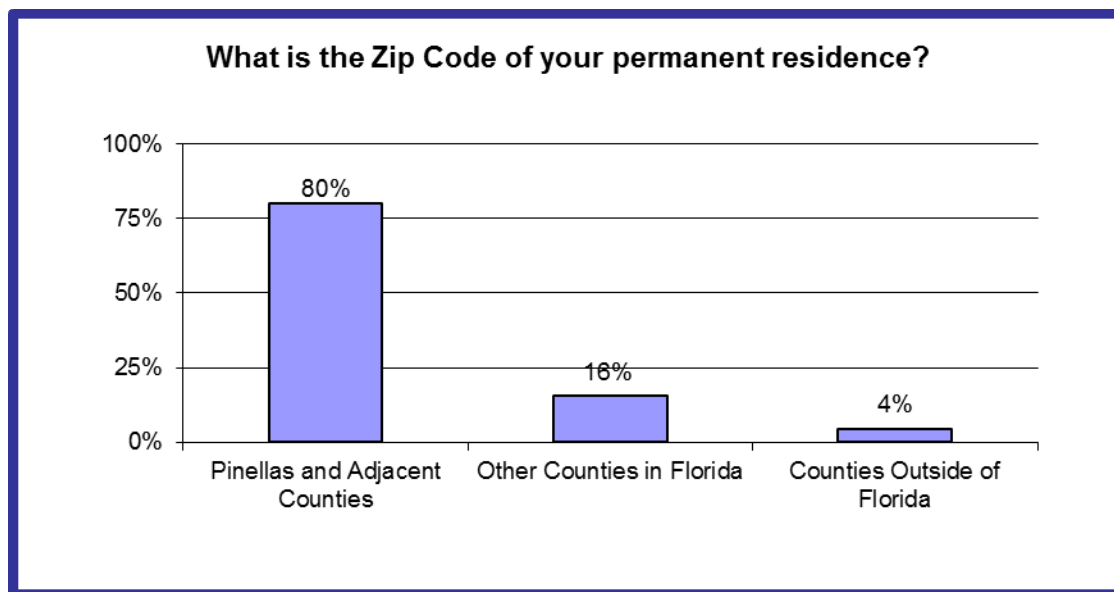
Figure 5: Zip Code Analysis

Ethnicity

More than two-thirds (67.1%) of survey respondents selected White, non-Hispanic as their ethnicity. The next two largest categories were Black, Non-Hispanic (15.2%) and Hispanic (12.3%).

Table 5
Ethnicity

Ethnicity (Optional)	N	%
American Indian or Alaskan Native	56	1.1%
Asian or Pacific Islander	217	4.3%
Hispanic	629	12.3%
Black, non-Hispanic	777	15.2%
White, non-Hispanic	3424	67.1%
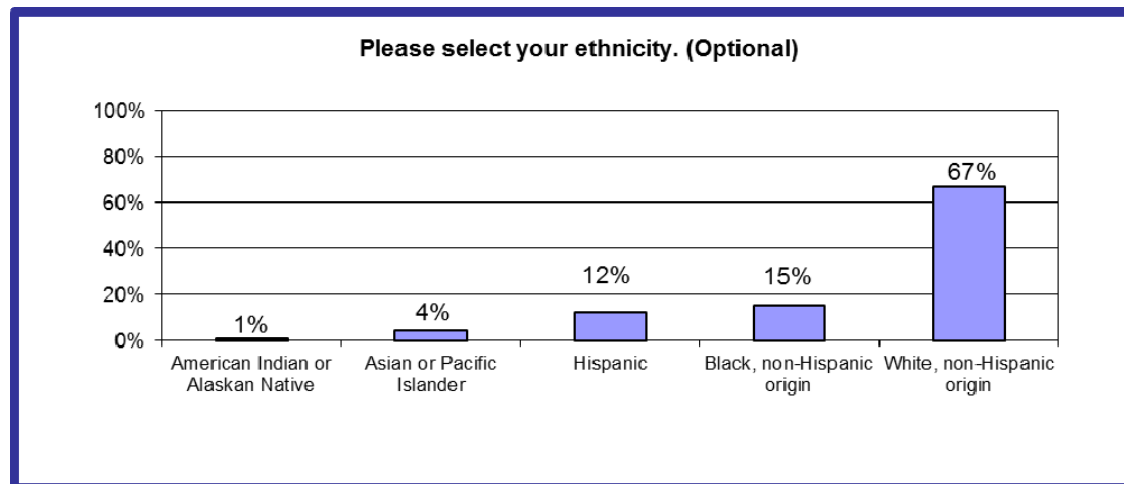
Figure 6: Ethnicity

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" (44.1%), followed by the consideration of a "State University" (36.5%), as shown in Table 6.

Table 6
Other Institutions

What other institutions did you consider before selecting SPC?	N	%
Other State College/Community College	2271	44.1%
State University	1879	36.5%
Trade/Vocational School	580	11.3%
Private Institution	415	8.1%

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 (52.8%) indicated "I have taken previous college classes from another institution since high school." However, almost forty percent (39.0%) 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	179	3.2%
I have participated in college during high school (Early College or Dual Enrollment)	274	4.9%
I have taken previous college credit classes from another institution since high school	2930	52.8%
This is my first college experience since high school	2162	39.0%

First-Generation Students

Less than 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	1557	27.9%
No	4020	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 "Change my career field" and "Finish previously started degree", with 28.3% and 28.1% 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	893	28.3%
Finish previously started degree	887	28.1%
Learn new skills	594	18.8%
Make myself more marketable	573	18.1%
Get training for a possible promotion	181	5.7%
Company downsizing	30	0.9%

Enrollment Reasons

When asked to describe the reason they are attending SPC, the primary reason selected by survey respondents was to "Complete an associate degree or bachelor's degree program at SPC and transfer to another college or university" (46.0%). The second highest reason selected by respondents was to "Complete a degree at SPC that prepares me to enter the workforce" (40.4%).

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	1527	46.0%
Complete a degree at SPC that prepares me to enter the workforce	1342	40.4%
Complete a certificate at SPC	182	5.5%
Other	153	4.6%
Take classes to improve job skills, no degree objective	83	2.5%
Take classes for personal enjoyment, no degree objective	36	1.1%
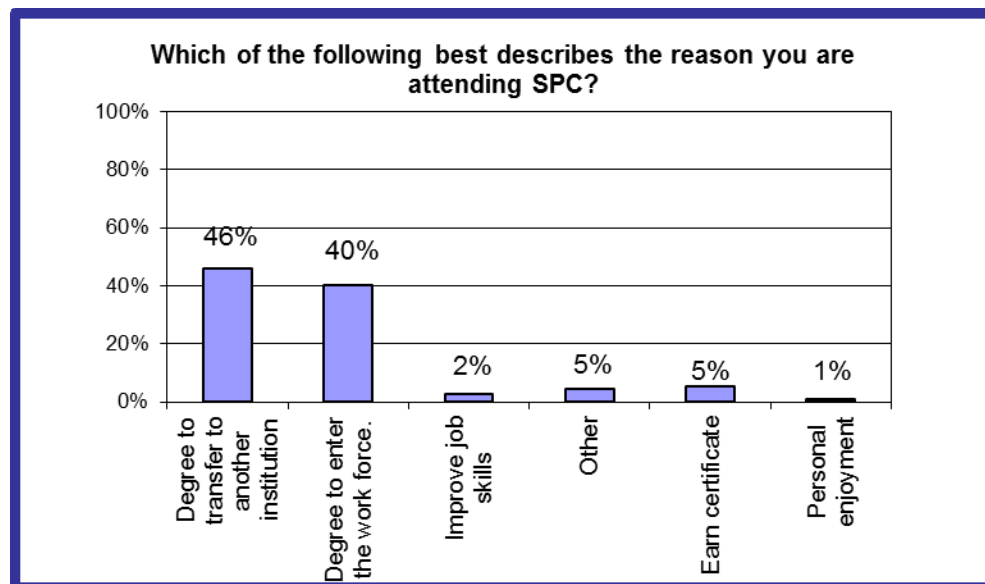
Figure 7: Enrollment Reasons

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. Forty percent of all survey respondents (40.4%) indicated that they were either Very Satisfied, or Satisfied. About a quarter (25.5%) reported being Very Dissatisfied or Dissatisfied.

Table 11
Satisfaction with Current Occupation

How satisfied are you with your current occupation?	N	%
Very Satisfied	541	15.7%
Satisfied	852	24.7%
Neither satisfied nor dissatisfied	1178	34.1%
Dissatisfied	485	14.1%
Very Dissatisfied	395	11.4%

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 (53.6%) indicated that they were Very Confident, and approximately one-third (33.3%) indicated they were Confident, while about twelve percent (12.1%) noted that they were Not Sure.

Table 12
Career Choice

How confident are you that this is the right career (goal after graduation)?	N	%
Very Confident	1852	53.6%
Confident	1152	33.3%
Not sure	420	12.1%
Not Confident	26	0.8%
Definitely not the right career	8	0.2%

Factors Influencing Students' Decision to Apply

The factors influencing the 5,630 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 ten years, although the first two switched places two years ago. It is instructive to observe that being close to home has been the most important drawing factor for the past two years. 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 employer by SPC staff, athletics, and Clubs or organizations have a much smaller influence on a student's decision to apply.
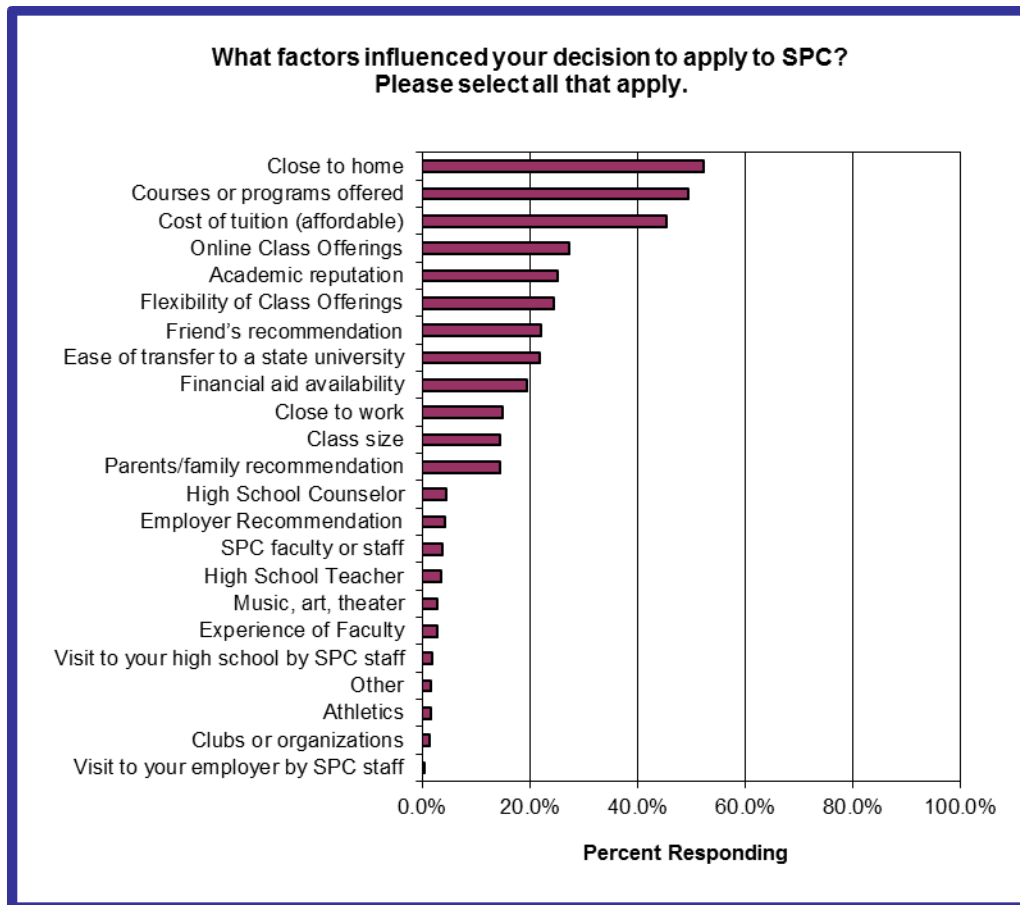
Decision to Apply Factors

More than half of the respondents listed "Close to home" (52.3%), followed by "Courses or programs offered" (49.5%), and "Cost of tuition" (45.4%) 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	2946	52.3%
Courses or programs offered	2786	49.5%
Cost of tuition (affordable)	2556	45.4%
Online Class Offerings	1535	27.3%
Academic reputation	1421	25.2%
Flexibility of Class Offerings	1382	24.5%
Friend's recommendation	1243	22.1%
Ease of transfer to a state university	1231	21.9%
Financial aid availability	1092	19.4%
Close to work	841	14.9%
Class size	811	14.4%
Parents/family recommendation	811	14.4%
High School Counselor	245	4.4%
Employer Recommendation	236	4.2%
SPC faculty or staff	208	3.7%
High School Teacher	193	3.4%
Music, art, theater	163	2.9%
Experience of Faculty	158	2.8%
Visit to your high school by SPC staff	97	1.7%
Other	94	1.7%
Athletics	89	1.6%
Clubs or organizations	75	1.3%
Visit to your employer by SPC staff	22	0.4%

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
Flexibility of Class Offerings
Friend's recommendation
Ease of transfer to a state university
Financial aid availability
Close to work
Class size
Parents/family recommendation
High School Counselor
Employer Recommendation
SPC faculty or staff
High School Teacher
Music, art, theater
Experience of Faculty
Visit to your high school by SPC staff
Other
Athletics
Clubs or organizations
Visit to your employer by SPC staff

0.0%   20.0%   40.0%   60.0%   80.0%   100.0%

Percent Responding

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
Social media (Facebook, Twitter, etc.)
Billboard

The percent of survey respondents selecting the Internet as how they learned about SPC decreased from 49% in 2008-09 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 (53.3%) selected SPC Website as how they learned about SPC.
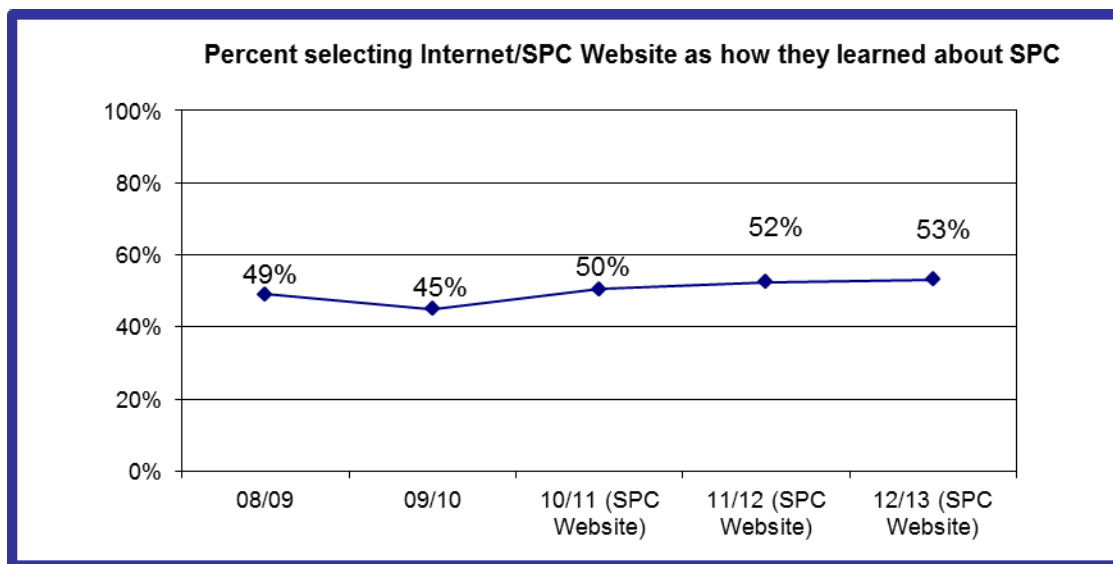
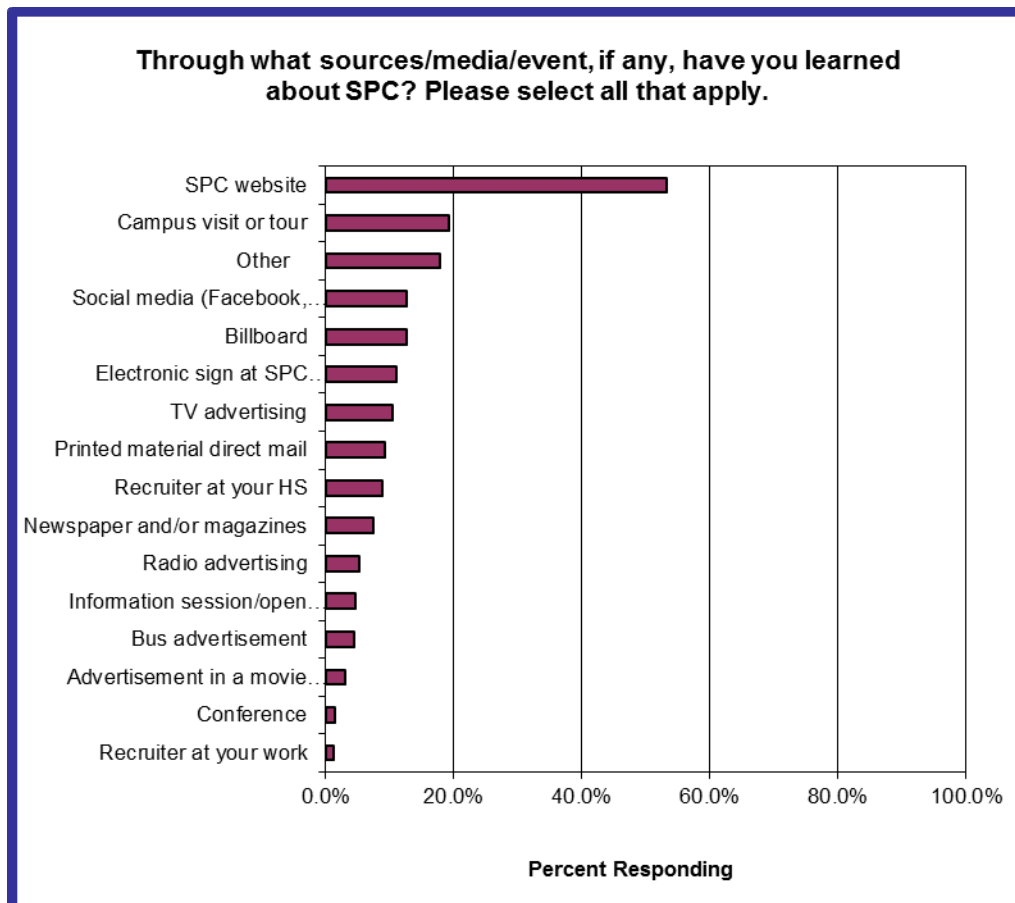*Figure 9: Percent Selecting Internet/SPC Website Trend*

Referrals and Media Sourcing

More than half of the respondents listed "SPC website" (53.3%) and less than one quarter listed "campus visit or tour" (19.2%), 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	3001	53.3%
Campus visit or tour	1079	19.2%
Other	1005	17.9%
Social media (Facebook, Twitter, etc.)	714	12.7%
Billboard	709	12.6%
Electronic sign at SPC campus	616	10.9%
TV advertising	585	10.4%
Printed material direct mail	517	9.2%
Recruiter at your HS	498	8.8%
Newspaper and/or magazines	415	7.4%
Radio advertising	295	5.2%
Information session/open house	257	4.6%
Bus advertisement	254	4.5%
Advertisement in a movie theater	168	3.0%
Conference	78	1.4%
Recruiter at your work	69	1.2%

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

Percent Responding

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." Other, career guidance, and care giving responsibilities 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	%
Job while in college	1580	28.1%
Career goal	1563	27.8%
Study skills	1175	20.9%
Job after graduation	1150	20.4%
Tutoring: Math	780	13.9%
Selecting a major	766	13.6%
Computer skills	623	11.1%
None of the above	560	9.9%
Internship	556	9.9%
Tutoring: Writing	228	4.0%
Tutoring: Reading	169	3.0%
Tutoring: Other	164	2.9%
Other	47	0.8%
Career Guidance	12	0.2%
Care giving Responsibilities	11	0.2%

Class Delivery Preference

Students were asked to indicate which method of course delivery they preferred. More than half of all survey respondents (52.4%) 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	2911	52.4%
Online Classes	1539	27.7%
Blended Class	1109	19.9%

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" (39.3%), 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	2187	39.3%
SPC Student Email	1283	23.1%
Phone	889	16.0%
College Website	731	13.1%
Phone Text or Instant Message	327	5.9%
Direct Mail (postcard, letter)	121	2.2%
Social Media Site (Facebook)	14	0.3%
Web Blog	8	0.1%

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.)" (4.5), followed by "Acquiring information/conducting research through the Internet" (4.4) and "Using computer software (word processing, spreadsheets, etc.)" (3.9).

Table 20
Computer and Technology Competency

Computer and Technology Competency			
	2012/13		
Please rate your competency in the following computer skill areas.	N	Mean	SD
Communicating through the Internet (email, chat, instant messaging, etc.)	5577	4.5	0.8
Acquiring information/conducting research through the Internet	5575	4.4	0.8
Using computer software (word processing, spreadsheets, etc.)	5574	3.9	1.0

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 (3.3), while "Participate in campaigns or forums" received the lowest (1.8).

Table 21
Civic Activities

Civic Activities			
	2012/13		
How often do you participate in the following activities?	N	Mean	SD
Vote in an election	5539	3.3	1.6
Volunteer in community service activities	5564	2.9	1.2
Participate in campaigns or forums	5541	1.8	1.1

Humanities Activities

In the area of Humanities Activities, students indicated that they "Attend a concert, dance performance or live drama" (mean score of 3.0) slightly more than they "Visit an art museum" (2.5) or "Create a painting, sculpture or other work of visual art" (2.3), as outlined in Table 22.

Table 22
Humanities Activities

Humanities Activities			
	2012/13		
How often do you participate in the following activities?	N	Mean	SD
Attend a concert, dance performance or live drama	5566	3.0	1.2
Visit an art museum	5563	2.5	1.1
Create a painting, sculpture or other work of art	5552	2.3	1.2

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 3.7, and "attend college or personal enrichment classes" received a mean score of 3.3.

Table 23
Lifelong Learning

Life-long Learning Activities	2012/13		
How often do you participate in the following activities?	N	Mean	SD
Participate in continuing education	5525	3.7	1.2
Attend college or personal enrichment classes	5513	3.3	1.4

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-two percent, were female.

The ethnic background of the responding students has a similar proportion of minorities as that of Pinellas County as a whole with sixty-seven percent reporting their ethnicity as White, fifteen percent as Black, and about twelve 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, career goal, study skills, job 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", "other," "Social media (Facebook, Twitter, etc.), and "Billboards," 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.)" (4.5); "Acquiring information/conducting research through the internet" (4.4); "Using computer software (word processing, spreadsheets, etc.)" (3.9); and "Participating in continuing education" (3.7). 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 2012-13

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)*

2012-13 Entering Student Survey Report
Institutional Research and Effectiveness

31

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?

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

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

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

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?

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

Appendix: Entering Student Survey

9. What will be your enrollment status?

> ☐ ▼

---

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?

> ☐ ▼

---

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

> ☐ ▼

---

12. What is your preferred method of course delivery?

> ☐ ▼

---

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

> ☐ ▼

---

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

> ☐ ▼

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.

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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.)

> ☐ ▼

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

> ☐ ▼

Appendix: Entering Student Survey

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17. Acquiring information/conducting research through the Internet

[▼]

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18. Civic Activities
How often do you participate in the following activities?
Vote in an election

[▼]

---

19. Volunteer in community service activities

[▼]

---

20. Participate in campaigns or forums

[▼]

---

21. Humanities Activities
How often do you participate in the following activities?
Attend a concert, dance performance, or live drama

[▼]

---

22. Visit an art museum

[▼]

---

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

[▼]

---

24. Life-long Learning Activities
How often do you participate in the following activities?
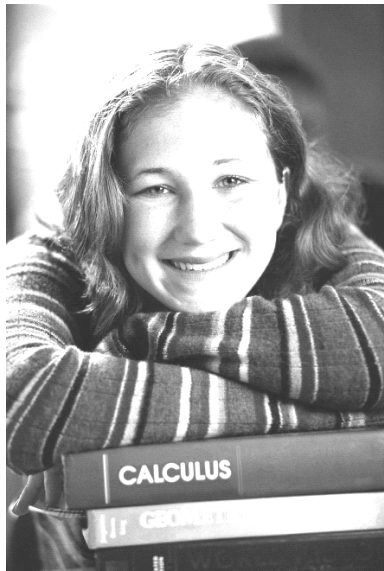Participate in continuing education

[▼]

Appendix: Entering Student Survey

25. Attend college or personal enrichment classes

[▼]

_____

[Submit] [Cancel]

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