

2015-16

Entering Student Survey Report



Institutional Research and Effectiveness
St. Petersburg College

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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 revised in July 1, 2010 to include some additional demographic and marketing-related questions. The ESS was further revised in 2016, to include four questions that were no longer being requested of students during the student orientation. The current format contains 29 questions.

Three thousand seven hundred and seven students completed the survey. The survey responses were matched via the student's ID number to five of the questions from the student application.

Student Demographic and Academic Information

Almost two-thirds of the respondents (62.8%) were younger than 25 years of age, and about sixty-one percent of the respondents were female.

More than one-quarter of the survey respondents selected Tarpon Springs (27.2%) as their home campus. The next largest percent of respondents selected Clearwater (25.7%). Almost ninety percent (89.7%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. About ten percent (8.2%) of the zip codes provided were from other Florida counties, while two percent (2.0%) were from counties outside of Florida.

Almost two-thirds (64.5%) of survey respondents selected White, non-Hispanic as their ethnicity. The next two largest categories were Black, Non-Hispanic with 15.7% and Hispanic with 14.6%.



Students were asked to identify any other institutions they considered before selecting SPC. More than forty percent of students considered a "State University" (41.4%), and another forty percent of students considered "Other State College/Community College" (40.4%).

Students were asked to select a response that best described their previous college experience. Almost half of the students (49.7%) indicated "This is my first college experience since high school." However, almost forty percent of the students (39.8%) indicated "I have taken previous college credit classes from another institution since high school."

More than one-quarter of all survey respondents (27.6%) 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 "Finish previously started degree" (28.3%) and "Change my career field" (26.6%).

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 forty percent of survey respondents (40.3%) giving this reason. Almost forty percent of students (38.1%) selected "Complete a degree at SPC that prepares me to enter the workforce" as their reason for enrollment at SPC.

When asked to rate their level of satisfaction with their current occupation, over half of all survey respondents (51.3%) 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 (51.6%) indicated that they were Very Confident, and almost one-third (31.8%) 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 selected factors were 1) Close to home, 2) Cost of tuition, 3) Courses or programs offered, 4) Flexibility of class offerings, and 5) Ease of transfer to a state university.

Referrals and Media Sourcing

Students were asked to identify how they learned about the College by selecting from a roster of categories or by writing in their own responses. The five most frequently listed sources for learning about the College were 1) SPC website, 2) Campus visit or tour, 3) Social media, 4) Electronic sign at SPC campus, and 5) Other.

The percent of survey respondents selecting the Internet as how they learned about SPC gradually increased between 2011-12 and 2013-14, but showed a slight decrease the past two years. 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 (52.6%) selected SPC Website as how they learned about SPC, and 18.9% indicated they learned about SPC through 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 selected factors were 1) Job while in college, 2) Study skills, 3) Tutoring: Math, 4) Career goal, and 5) Job after graduation. None of the above and other 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 (57.9%) indicated their preference was for "Face-to-Face classes", followed by "Online classes" (25.1%).

Students were asked to indicate which form of communication with the college they preferred. Almost two-thirds (61.7%) indicated a preference for email communications, including "Personal Email" (29.2%) and "SPC Student Email" (32.5%), while very few students (2.1%) prefer to communicate through direct mail, social media, or blogs.

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" (4.3) 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. Of the three activities, "Vote in an election" received the highest mean score (3.0), followed by "Volunteer in community service activities" (2.6), whereas, "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" (2.9) more frequently than they "Create a painting, sculpture or other work of art" (2.4) or "Visit an art museum" (2.4).

In the area of Lifelong Learning, students were asked which Lifelong Learning Activities they expected to participate in, following graduation. Students indicated that they expected to "Participate in continuing education" (3.6), and "Attend college or personal enrichment classes" (3.5).



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.

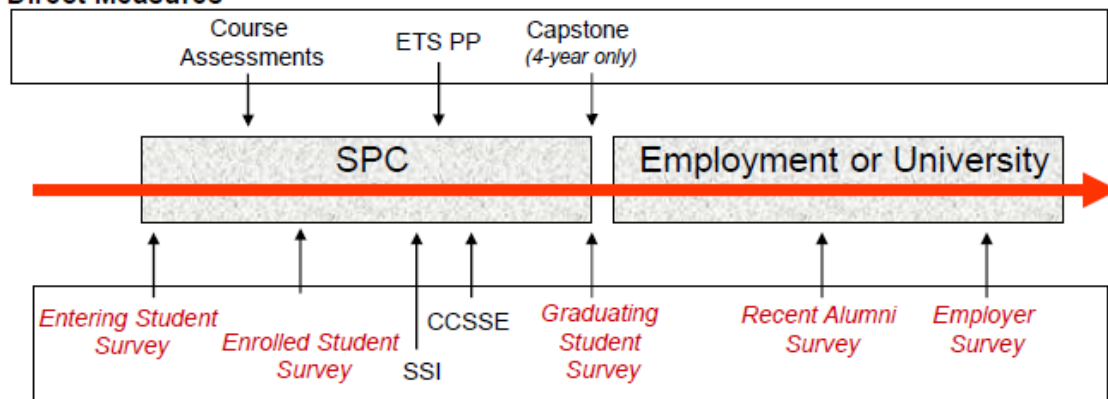
The following are the key assessments used in the evaluation and assessment processes of SPC's Institutional Effectiveness.

- Academic Program Assessments include internally and externally developed direct measures for General Education (e.g., Educational Testing Service's Proficiency Profile [PP]), 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 three-year cycle; and the Comprehensive Academic Program Review (CAPR), which is completed on a four-year cycle.
- Administrative/Student Services Assessments include direct and indirect measures through Services Assessments, and 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



Indirect Measures

Figure 1: Student Assessment Points

Other Assessments include the State Accountability Measures, environmental scan/trends analysis, other department/function-specific assessments, and various ad hoc surveys.



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.

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Three thousand seven hundred and seven students completed the survey during the 2015-16 academic year. The survey responses were matched via the student's ID number to five of the questions from the student application.

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 3,707 survey respondents (N) matched to the Student Application and the New Student Orientation are summarized in the following narrative, tables, and charts.

Age

More than one-third of survey participants were 19 and under (34.5%), and almost two-thirds (62.8%) of all respondents were younger than 25 years of age, as shown in Table 1.

Table 1

Age

Age category calculated from birth date		
	N	%
19 and under	939	34.5%
20 - 24	772	28.3%
25 - 29	430	15.8%
30 - 39	351	12.9%
40 - 49	158	5.8%
50 - 59	67	2.5%
60 and over	8	0.3%

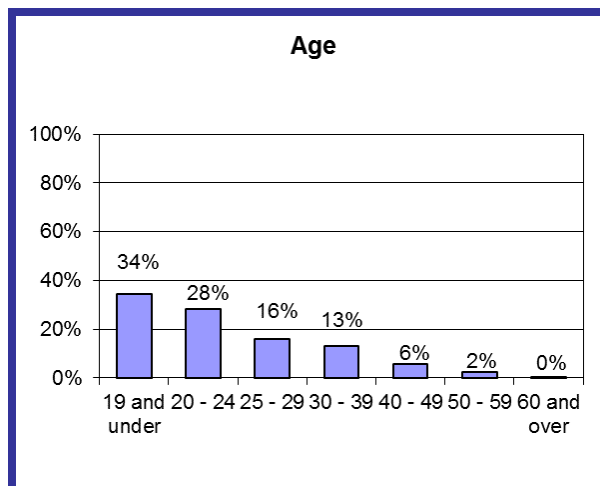


Figure 2: Age



Gender

Over half of the survey respondents were female (60.5%), as shown in Table 2.

Table 2
Gender

Gender (optional)		
	N	%
Male	1368	39.5%
Female	2095	60.5%

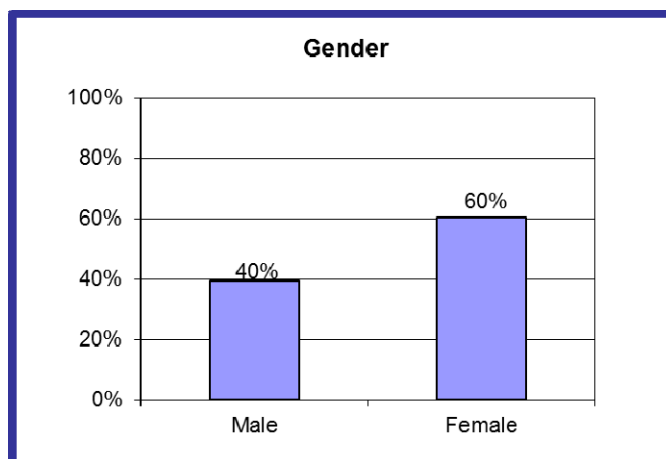


Figure 3: Gender



Home Campus

More than one-quarter (27.2%) of the survey respondents selected Tarpon Springs as their home campus. The next largest percent of respondents selected Clearwater (25.7%), St. Pete-Gibbs (24.4%), and Seminole (14.9%), as shown in Table 3.

Table 3
Home Campus

Home Campus		
	N	%
Tarpon Springs	954	27.2%
Clearwater	902	25.7%
St Pete-Gibbs	857	24.4%
Seminole	523	14.9%
Health Education Center	137	3.9%
Downtown-Midtown	127	3.6%
Allstate	13	0.4%

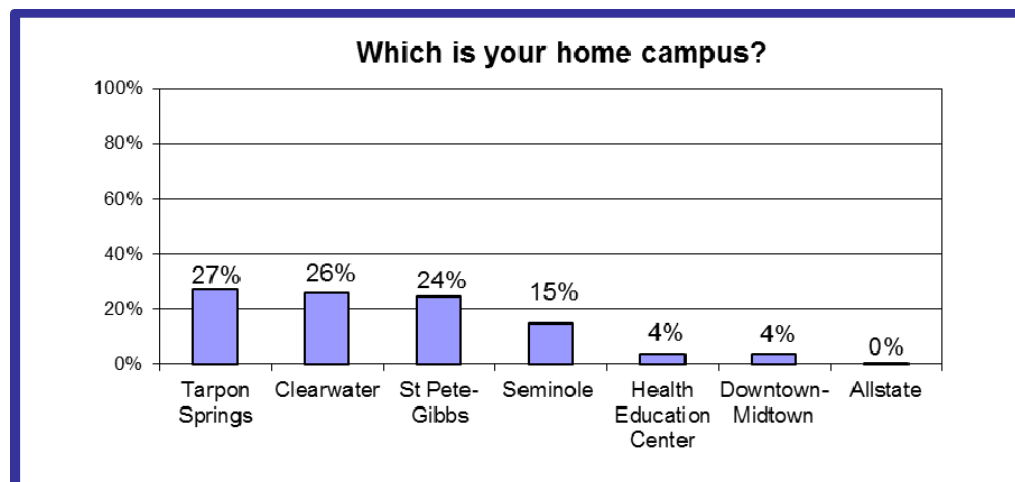


Figure 4: Primary Campus



Zip Code Analysis

Almost ninety percent (89.7%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. About ten percent (8.2%) of the zip codes provided were from other Florida counties, while two percent (2.0%) were from counties outside of Florida, as shown in Table 4.

Table 4
Zip Code Analysis Results

What is the Zip Code of your permanent residence?		
	N	%
Pinellas and Adjacent Counties	3167	89.7%
Other Counties in Florida	291	8.2%
Counties Outside of Florida	72	2.0%

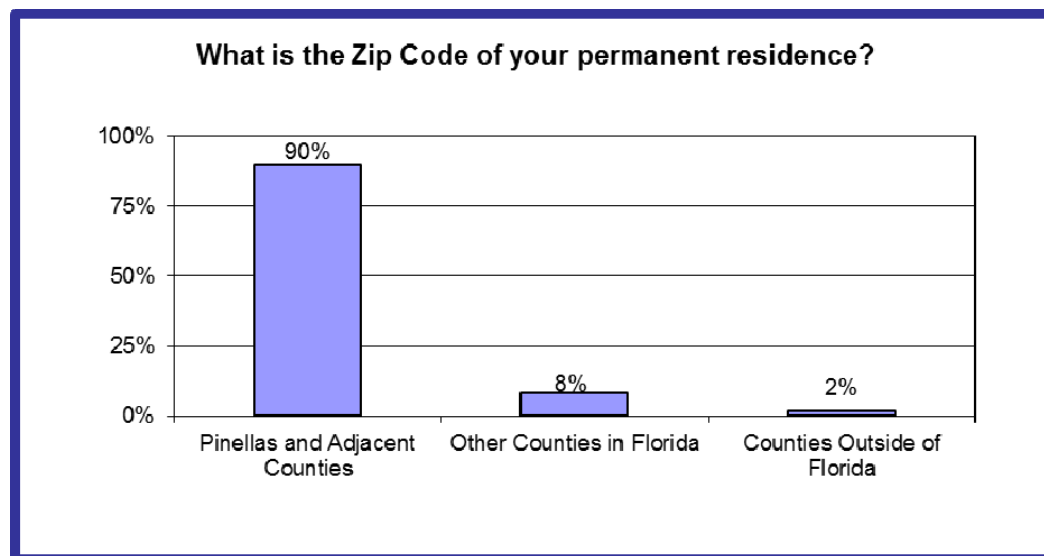


Figure 5: *Zip Code Analysis*



Ethnicity

Almost two-thirds (64.5%) of survey respondents selected White, non-Hispanic as their ethnicity. The next two largest categories were Black, non-Hispanic (15.7%) and Hispanic (14.6%), as shown in Table 5.

Table 5
Ethnicity

Ethnicity (Optional)		
	N	%
American Indian or Alaskan Native	45	1.3%
Asian or Pacific Islander	135	4.0%
Hispanic	498	14.6%
Black, non-Hispanic	535	15.7%
White, non-Hispanic	2201	64.5%

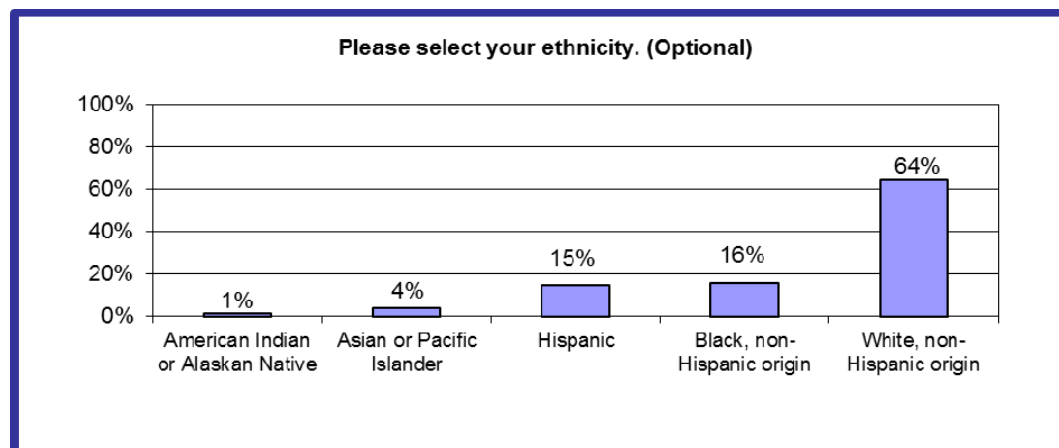


Figure 6: Ethnicity



Other Institutions

Students were asked to identify any other institutions they considered before selecting SPC. The majority of students considered a “State University” (41.4%), followed by the consideration of “Other State College/Community College” (40.4%), as shown in Table 6.

Table 6
Other Institutions

What other institutions did you consider before selecting SPC?		
	N	%
State University	1434	41.4%
Other State College/ Community College	1401	40.4%
Trade/Vocational School	384	11.1%
Private Institution	245	7.1%

Previous College Experience

Students were asked to describe their previous college experience based on the responses provided to them. Almost half of the students (49.7%) indicated “This is my first college experience since high school.” However, almost forty percent (39.8%) of the students indicated “I have taken previous college credit classes from another institution since high school,” as shown in Table 7.

Table 7
Previous College Experience

Which of the following describes your previous college experience?		
	N	%
This is my first college experience since high school	1820	49.7%
I have taken previous college credit classes from another institution since high school	1459	39.8%
I have taken previous SPC college credit classes since high school	217	5.9%
I have participated in college during high school (Early College or Dual Enrollment)	167	4.6%



First-Generation Students

More than one-quarter of all survey respondents (27.6%) 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	1018	27.6%
No	2665	72.4%

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 "Finish previously started degree" (28.3%) and "Change my career field" (26.6%), 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	595	28.3%
Change my career field	559	26.6%
Learn new skills	480	22.8%
Make myself more marketable	329	15.6%
Get training for a possible promotion	119	5.7%
Company downsizing	21	1.0%



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” (40.3%). The second highest reason selected by respondents was to “Complete a degree at SPC that prepares me to enter the workforce” (38.1%), as shown in Table 10.

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	1421	40.3%
Complete a degree at SPC that prepares me to enter the workforce	1344	38.1%
Take classes to improve job skills, no degree objective	398	11.3%
Complete a certificate at SPC	235	6.7%
Take classes for personal enjoyment, no degree objective	127	3.6%

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. Over half of all survey respondents (51.3%) indicated that they were either Very Satisfied, or Satisfied. Less than a quarter (16.9%) 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	657	18.9%
Satisfied	1125	32.4%
Neither satisfied nor dissatisfied	1106	31.8%
Dissatisfied	352	10.1%
Very Dissatisfied	237	6.8%



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. More than half of all survey respondents (51.6%) indicated that they were Very Confident, and almost one-third (31.8%) indicated they were Confident, while about fourteen percent (13.9%) noted that they were Not Sure, 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	1871	51.6%
Confident	1153	31.8%
Not sure	504	13.9%
Not Confident	54	1.5%
Definitely not the right career	46	1.3%



Factors Influencing Students' Decision to Apply

The factors influencing the 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
Cost of tuition (affordable)
Courses or programs offered
Flexibility of Class Offerings
Ease of transfer to a state university

Student responses are very consistent from year-to-year on this survey question. The top three student responses have remained basically the same over the last thirteen years. It is important to note that being "Close to home" was the most important drawing factor for quite a number of years, despite dropping to the second most influential factor last year. The second and third most influential factors swapped places from the majority of prior reporting years in that "Cost of tuition" emerged as the second most important factor; whereas, "Courses or programs offered" represented the third most influential factor. Conversely, a visit to the student's employer or high school by SPC staff, Athletics, and Other had 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” (61.2%), followed by “Cost of tuition” (51.4%), and “Courses or programs offered” (40.1%) 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	2268	61.2%
Cost of tuition (affordable)	1906	51.4%
Courses or programs offered	1485	40.1%
Flexibility of Class Offerings	1160	31.3%
Ease of transfer to a state university	920	24.8%
Online Class Offerings	900	24.3%
Financial aid availability	894	24.1%
Academic reputation	879	23.7%
Close to work	807	21.8%
Class size	785	21.2%
Friend’s recommendation	712	19.2%
Parents/family recommendation	545	14.7%
High School Counselor	173	4.7%
SPC faculty or staff	170	4.6%
High School Teacher	142	3.8%
Employer Recommendation	130	3.5%
Experience of Faculty	105	2.8%
Music, art, theater	103	2.8%
Clubs or organizations	100	2.7%
Other	71	1.9%
Athletics	66	1.8%
Visit to your high school by SPC staff	36	1.0%
Visit to your employer by SPC staff	11	0.3%

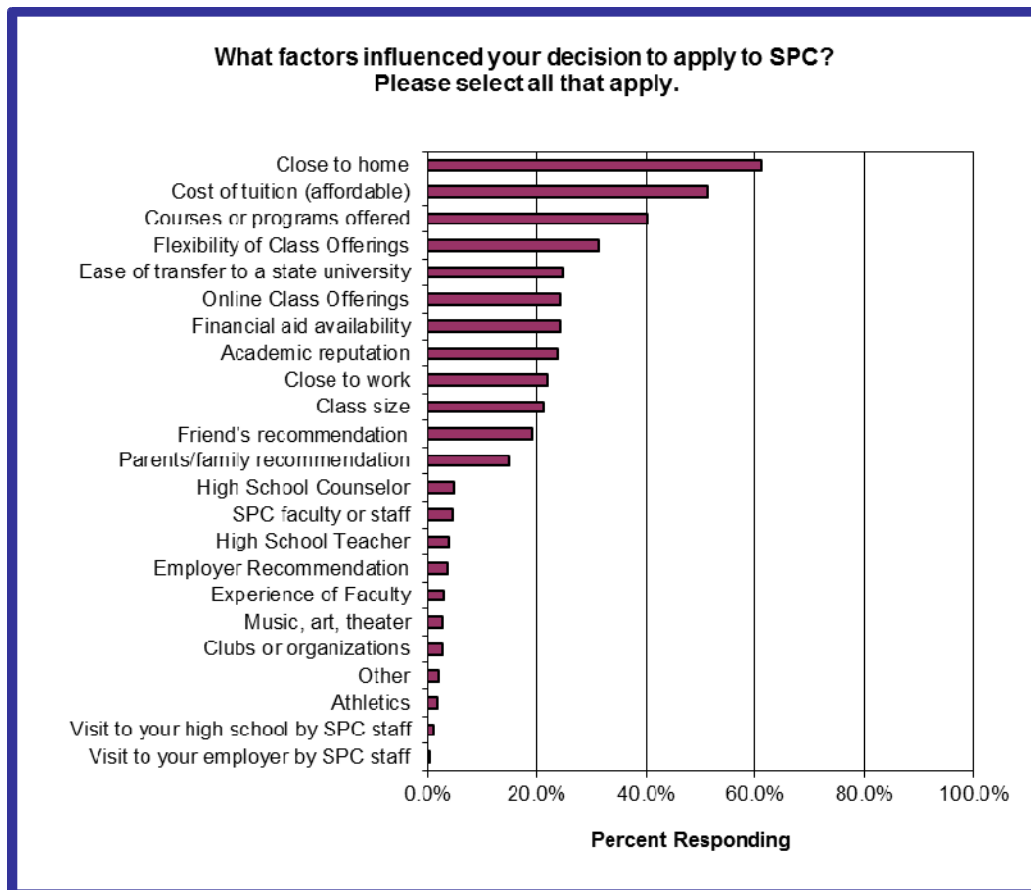


Figure 7: Decision to Apply Factors



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
Social media (Facebook, Twitter, etc.)
Electronic sign at SPC campus
Other



Five Year Trend

The percent of survey respondents selecting the SPC Website as how they learned about SPC gradually increased between 2011-12 and 2013-14, but showed a slight decrease the past two years with over half of students (52.6%) selecting SPC Website as how they learned about SPC.

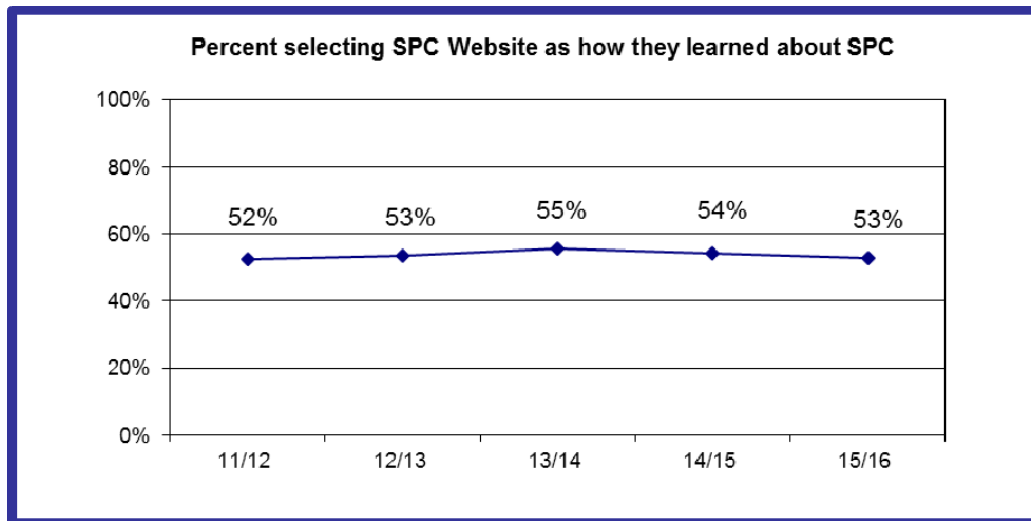


Figure 8: Percent Selecting SPC Website Trend



Referrals and Media Sourcing

More than half of the respondents listed “SPC website” (52.6%), while about twenty-nine percent listed “Campus visit or tour” (28.9%), followed by “Social media (Facebook, Twitter, etc.)” (18.9%) 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? <i>(Select all that apply)</i>		
	N	% of respondents
SPC website	1949	52.6%
Campus visit or tour	1071	28.9%
Social media (Facebook, Twitter, etc.)	699	18.9%
Electronic sign at SPC campus	551	14.9%
Other	514	13.9%
Recruiter at your HS	421	11.4%
Printed material direct mail	395	10.7%
Billboard	375	10.1%
TV advertising	322	8.7%
Bus advertisement	280	7.6%
Radio advertising	245	6.6%
Information session/open house	212	5.7%
Newspaper and/or magazines	206	5.6%
Advertisement in a movie theater	99	2.7%
Conference	78	2.1%
Recruiter at your work	44	1.2%

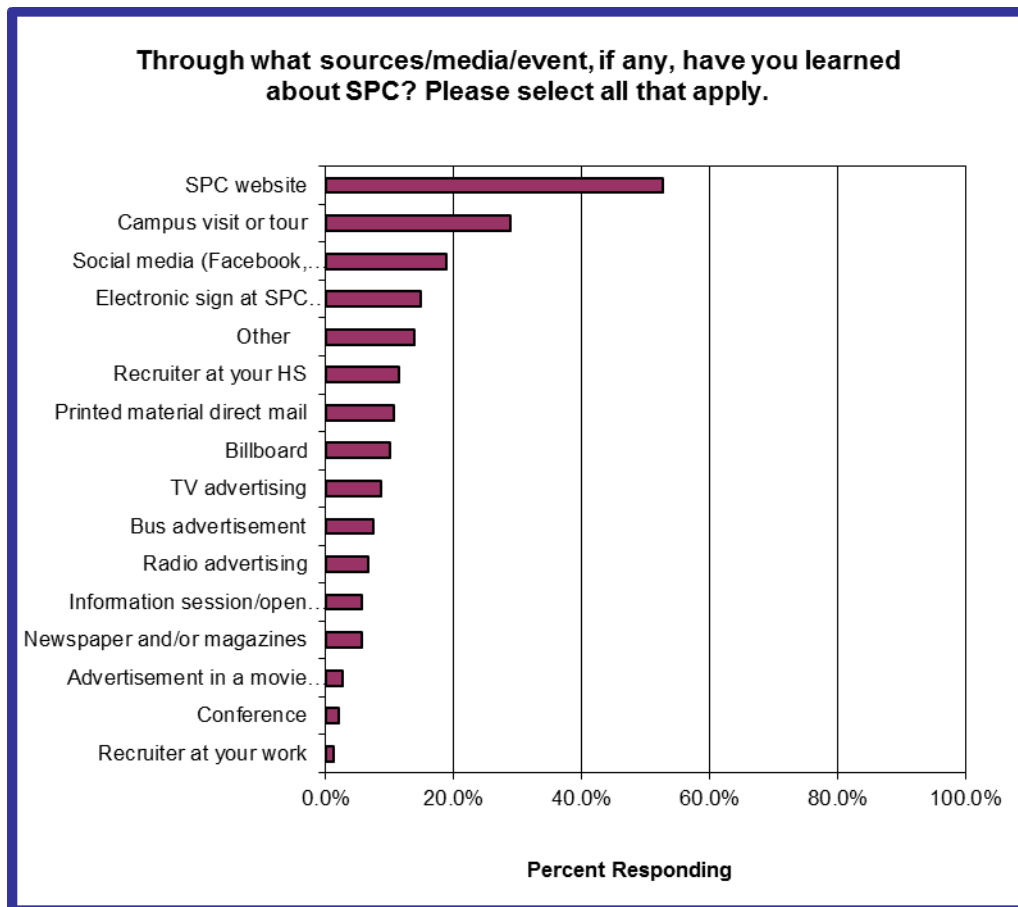


Figure 9: Referrals and Media Sourcing



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,” “Study skills,” “Tutoring: Math,” “Career goal,” and “Job after graduation.” “None of the above,” “,” and “Other,” were among the factors that students selected the least as possibly impacting success, as shown in Table 17.

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	2016	54.4%
Study skills	1688	45.5%
Tutoring: Math	1213	32.7%
Career goal	1104	29.8%
Job after graduation	799	21.6%
Internship	676	18.2%
Career Guidance	675	18.2%
Selecting a major	600	16.2%
Computer skills	570	15.4%
Tutoring: Writing	559	15.1%
Care giving responsibilities	461	12.5%
Tutoring: Reading	374	10.1%
Tutoring: Other	338	9.1%
None of the above	328	8.8%
Other	90	2.4%



Class Delivery Preference

Students were asked to select which method of course delivery they preferred. More than half of all survey respondents (57.9%) 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	2120	57.9%
Online Classes	918	25.1%
Blended Class	623	17.0%

College Communication Preference

Students were asked to select which form of communication with the college they preferred. Almost two-thirds (61.7%) indicated a preference for email communications, including “Personal Email” (29.2%) and “SPC Student Email” (32.5%), while very few students (2.1%) prefer to communicate 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	%
SPC Student Email	1188	32.5%
Personal Email	1067	29.2%
Phone	562	15.4%
College Website	495	13.6%
Phone Text or Instant Message	262	7.2%
Direct Mail (postcard, letter)	60	1.6%
Social Media Site (Facebook)	15	0.4%
Web Blog	3	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” (4.3) and “Using computer software (word processing, spreadsheets, etc.)” (3.9), as shown in Table 20.

Table 20
Computer and Technology Competency

Computer and Technology Competency	2015-16		
Please rate your competency in the following computer skill areas.	N	Mean	SD
Communicating through the Internet (email, chat, instant messaging, etc.)	3654	4.5	0.8
Acquiring information/conducting research through the Internet	3642	4.3	0.9
Using computer software (word processing, spreadsheets, etc.)	3654	3.9	1.0



Civic Activities

In the area of Civic Activities, students were asked how often they participated in various activities. Of the three activities, “Vote in an election” received the highest mean score (3.0), followed by “Volunteer in community services activities” (2.6), whereas, “Participate in campaigns or forums” received the lowest mean score (1.8), as shown in Table 21.

Table 21
Civic Activities

Civic Activities	2015-16		
	N	Mean	SD
How often do you participate in the following activities?			
Vote in an election	3649	3.0	1.5
Volunteer in community service activities	3654	2.6	1.2
Participate in campaigns or forums	3633	1.8	1.0

Humanities Activities

In the area of Humanities Activities, students indicated that they “Attend a concert, dance performance or live drama” (2.9) slightly more than they “Create a painting, sculpture or other work of art” (2.4) or “Visit an art museum” (2.4), as shown in Table 22.

Table 22
Humanities Activities

Humanities Activities	2015-16		
	N	Mean	SD
How often do you participate in the following activities?			
Attend a concert, dance performance or live drama	3653	2.9	1.3
Create a painting, sculpture or other work of art	3644	2.4	1.3
Visit an art museum	3642	2.4	1.1



Lifelong Learning

In the area of Lifelong Learning, students were asked how often they expect to participate in Lifelong Learning Activities following graduation. Students indicated that they expected to “Participate in continuing education” (3.6), and “Attend college or personal enrichment classes” (3.5), as shown in Table 23.

Table 23
Lifelong Learning

Life-long Learning Activities	2015-16		
How often do you participate in the following activities?	N	Mean	SD
Participate in continuing education	3640	3.6	1.1
Attend college or personal enrichment classes	3641	3.5	1.3



Conclusion

Students entering St. Petersburg College encompass a broad range of age categories. Almost two-thirds of the survey respondents were younger than 25 years of age, and the majority, about sixty-one percent, were female.

The ethnic background of the survey respondents reflected the proportion of minorities in Pinellas County as a whole. Sixty-five percent of respondents were White, sixteen percent Black, and about fifteen percent Hispanic.

A broad range of academic goals brings students to the College, but the two primary reasons selected by survey respondents as to why they were attending SPC, was to 'complete an associate degree or bachelor's degree program and transfer to another college or university', and 'complete a degree at SPC that prepares me to enter the workforce'.

The five most frequently listed factors students thought might impact their success, were job while in college, study skills, math tutoring, career goal, and job after graduation.

When asked, "What factors influenced your decision to apply to SPC?" Being "Close to Home" was the most important factor followed by "Cost of tuition (affordable)" and "Courses and programs offered" These responses have been in the top three for the past thirteen 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. More than half of the respondents listed "SPC website", while about twenty-nine percent listed "Campus visit or tour".

When students were asked to rate their competency or participation in various activities in four general education 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" (4.3); "Using computer software (word processing, spreadsheets, etc.)" (3.9); and "Participate in continuing education" (3.6).



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 2015-16

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)

- Advertising in a movie theater
- Billboard
- Bus advertisement



Appendix: Entering Student Survey

- 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?

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?



Appendix: Entering Student Survey

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?

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

16. How satisfied are you with your current occupation?

17. How confident are you that this is the right career (goal after graduation)?

18. Which of the following might impact your success as a student? *(Select all that apply)*

- Job while in college
- Career goal
- Study skills
- Job after graduation
- Tutoring: Math
- Tutoring: Writing
- Tutoring: Reading
- Tutoring: Other
- Selecting a major
- Computer skills
- Internship
- Care giving responsibilities
- Career guidance
- Other



Appendix: Entering Student Survey

None of the above

General Education Outcomes

St. Petersburg College defines general education outcomes for each student. For questions 19 through 29, please rate your level of competency or level of participation in each of the following general education skill areas.

19. Computer and Technology Competency

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

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

21. Acquiring information/conducting research through the Internet

22. Civic Activities

How often do you participate in the following activities?
Vote in an election

23. Volunteer in community service activities

24. Participate in campaigns or forums

25. Humanities Activities

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

26. Visit an art museum



Appendix: Entering Student Survey

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

28. Life-long Learning Activities

How often do you participate in the following activities?

Participate in continuing education

29. Attend college or personal enrichment classes

This survey will be submitted in **PREVIEW MODE**.
The results will not be stored.

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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