

2009-10

Entering Student Survey Report



Department of Academic Effectiveness and
Assessment
St. Petersburg College

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Entering Student Survey Report Produced by

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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 new iteration of the ESS was available to matriculating students in electronic format from July 1, through June 30, 2010.

Seven thousand four hundred fourteen students completed the survey. The survey responses were matched (when available via the student's ID number) to five of the questions from the student application and four of the new student orientation responses. There were 6,565 matches to the student application and/or, and one-thousand one-hundred and ninety matches to the new student orientation.

Student Demographic and Academic Information

The majority of the respondents (54%) were younger than 25 years of age and sixty percent of the respondents were female.

Nearly half of the survey respondents selected *St. Pete-Gibbs* (43.4%) as their home campus. The next largest percent of respondents selected *Clearwater* (20.6%).

Over three quarters (82.9%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. Fourteen percent (13.7%) of the zip codes provided were from other Florida counties, while three percent (3.4%) were from counties outside of Florida.

Nearly three quarters (70.2%) of survey respondents selected White, non-Hispanic as their ethnicity. The next two largest categories were Black, Non-Hispanic with 16% and Hispanic with 10%.



The most often stated reason for attending SPC was to "Complete an associate degree or bachelor's degree program and transfer to another college or university." Almost half of the survey respondents (46.7%) gave this reason. To "Complete a degree at SPC that prepares me to enter the workforce" was the second highest response with 37.5% followed by "Other" reasons with 7%.

When asked to rate their level of satisfaction with their current occupation, by selecting their choice on a five-point Likert scale, almost half of all survey respondents (43.6%) indicated that they were either Very Satisfied, or Satisfied.

When asked to rate their level of confidence with their future career choice, by selecting their choice on a five-point Likert scale, over half of all survey respondents (55.3%) indicated that they were Very Confident, and thirty-two percent indicated they were Confident.

Factors Influencing Students' Decision to Apply

Students were asked to identify factors that influenced their decision to apply to the College. The five most frequently listed factors were 1) Course(s) or program(s) offered, 2) Close to home, 3) Cost, 4) Friends recommendation, and 5) Financial aid availability.

Referrals and Media Sourcing

Students were asked to identify how they learned about the College by selecting from a roster of categories or by writing in their own responses. The five most frequently listed sources for learning about the College were 1) A friend, 2) Internet, 3) A family member, 4) A high school teacher or guidance counselor, and 5) A campus visit.

The percent of survey respondents selecting the Internet as how they learned about SPC increased from a five-year low of 25% in 2004/05 to 49% in 2008-09, with a slight decrease to 45% in 2009-10.

Offices and Student Services

Students were asked to identify which factors might impact their success as a student by selecting from a roster of categories. The five most frequently listed factors were Career goal, Job while in college, Study skills, Job after graduation, and None of the above, indicating none of the factors offered for selection might impact their success as a student. With the exception of math tutoring, tutoring and career guidance were among the least selected success factors.

General Education Preparedness

The Educational Outcomes Questionnaire was administered as part of the Entering Student Survey. The primary purpose of the questionnaire is to evaluate the habits, practices and/or knowledge of in-coming students in four areas: Computer and Technology Competency, Civic Activity, Fine Arts and Humanities, and Lifelong Learning. The rating for this section (Educational Outcomes) is based on a 5-point scale with (5) representing the highest possible rating and (1) representing the lowest possible rating.

In the area of Computer and Technology Competency, students were asked to rate their competency in three computer skill areas. "Communicating through the Internet (email,



chat, instant messaging, etc.)" received the highest mean scores (4.43), while "Using computer software (word processing, spreadsheets, etc.)" received the lowest (3.82).

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 (3.21), while "Participate in campaigns or forums" received the lowest (1.91).

In the area of Fine Arts and Humanities, students were asked how often they participated in various activities. "Attend a concert, dance performance or live drama" received the highest mean score (3.12), while "Creating a painting, sculpture or other work of visual art" received the lowest (2.33).

In the area of Lifelong Learning, students were asked which Lifelong learning activities they anticipated participating in following graduation. Both activities received similar mean scores with "Participate in continuing education" and "Attend college or personal enrichment classes" receiving 3.70 and 3.30, respectively.



SPC Mission Statement

The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area and globally, while retaining leadership as a comprehensive, sustainable, multi-campus postsecondary institution and as a creative partner with students, communities, and other educational institutions to deliver rich learning experiences and to promote economic and workforce development. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over seventy-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC the Offices of Planning, Budgeting and Research work with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.



The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and an explicit evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Evaluation and Assessment Processes

The evaluation and assessment processes at SPC are centered on mission-driven outcomes in the following program and service areas: (i) 28 organizational units comprising 39 academic programs (lower division); (ii) 9 Colleges and Schools comprising 24 baccalaureate programs (upper division), and (iii) key administrative and educational support services. Analysis of outcome results is on-going and captured in various assessment reports. Institutional effectiveness at SPC assesses all degree programs and courses, regardless of mode of delivery. SPC also evaluates all student services to ensure students are provided the best support possible to ensure student success.

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

- Academic Program Assessments include internally and externally developed direct measures for General Education (e.g., Educational Testing Service's Measure of Academic Proficiency and Progress [MAPP]), AAS/AS Program Assessments, BAS/BS Program Assessments, and Program Reviews. Outcome results for the academic programs are documented in three types of assessment reports as follows: the Academic Program Viability Report (APVR) is completed on an annual basis; the Academic Program Assessment Report (APAR) is completed on a 3-year cycle; and the Comprehensive Academic Program Review (CAPR), which is also completed on a three-year cycle.



- Academic/Student Services Assessments include indirect measures through the Entering Student Survey, Enrolled Student Survey, Graduating Student Survey, Recent Alumni Survey, Employer Survey, and the Community College Survey of Student Engagement (CCSSE). Administrative and educational support services are evaluated annually. Results of college-wide student surveys are further refined and augmented through additional departmental-specific assessments.

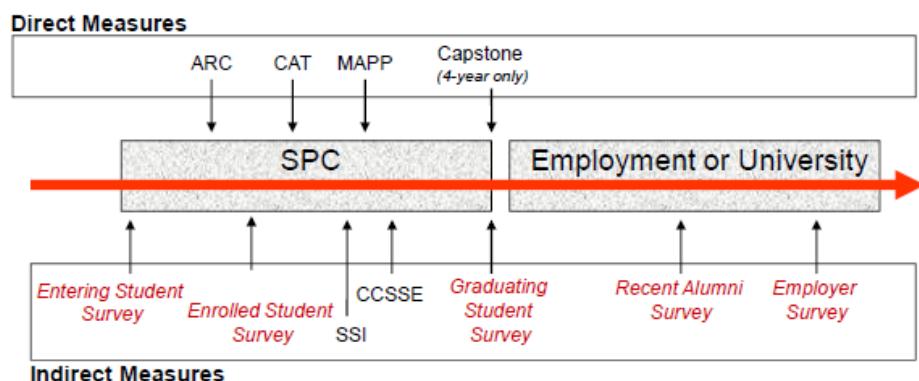


Figure 1: Student Assessment Points

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



Entering Student Survey

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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Seven thousand four hundred fourteen students completed the survey. However, it is important to note that not every student answered every question. The survey responses were then matched (when available via the student's ID number) to five of the questions from the student application and four of the new student orientation responses. There were 6,565 matches to the student application and/or to the new student orientation. As a consequence, the number of responses (N) varies from question to question.

The survey has five major sections:

- Section A Student Demographic and Academic Information (*Application*)
- Section B Factors Influencing Students' Decision to Apply (*Survey*)
- Section C Referrals and Media Sourcing (*Survey*)
- Section D Offices and Student Support Services (*Survey*)
- Section E General Education Preparedness (*Survey*)



Student Demographic and Academic Information

The demographic profile and academic background of the 6,565 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 (28.8%), while just under half (46%) of all survey respondents were 25 and older.

Table 1

Age

Age category calculated from birth date		
	N	%
19 and under	1598	28.8
20 - 24	1388	25.0
25 - 29	835	15.1
30 - 39	911	16.4
40 - 49	539	9.7
50 - 59	245	4.4
60 and over	34	0.6

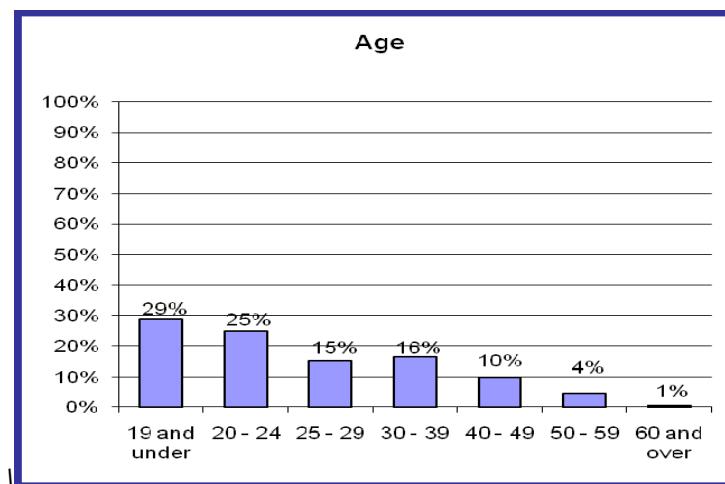


Figure 2: Age



Gender

Over half of the survey respondents were female (59.8%) as shown in Table 2.

Table 2

Gender

Gender (optional)	N	%
Male	2113	40.2%
Female	3140	59.8%

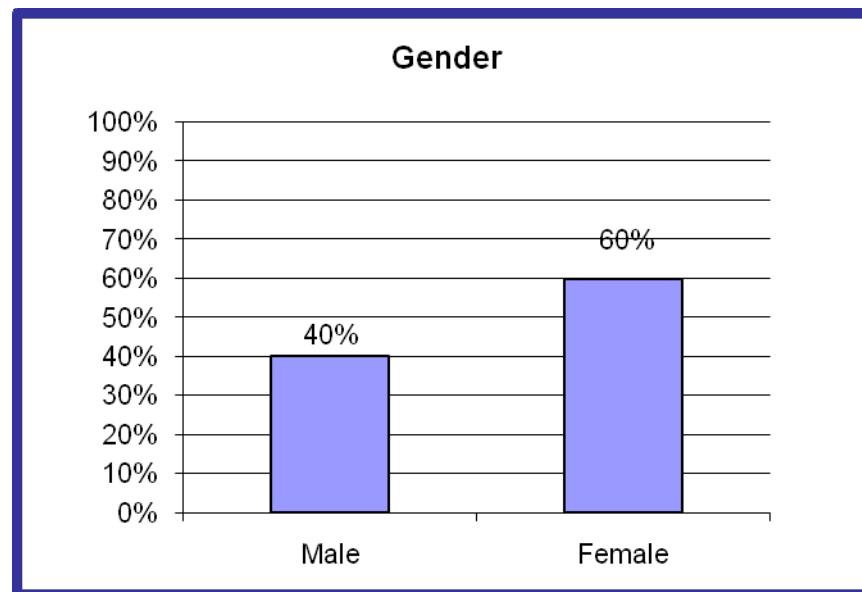


Figure 3: Gender



Home Campus

Forty-three percent (43.4%) of the survey respondents selected *St. Pete-Gibbs* as their home campus. The next largest percent of respondents selected *Clearwater* or *Seminole*, both at 21%, and then *Tarpon Springs* with 15%.

Table 3
Home Campus

Home Campus	N	%
St Pete-Gibbs	2410	43.4
Clearwater	1144	20.6
Seminole	1164	21.0
Tarpon Springs	837	15.1

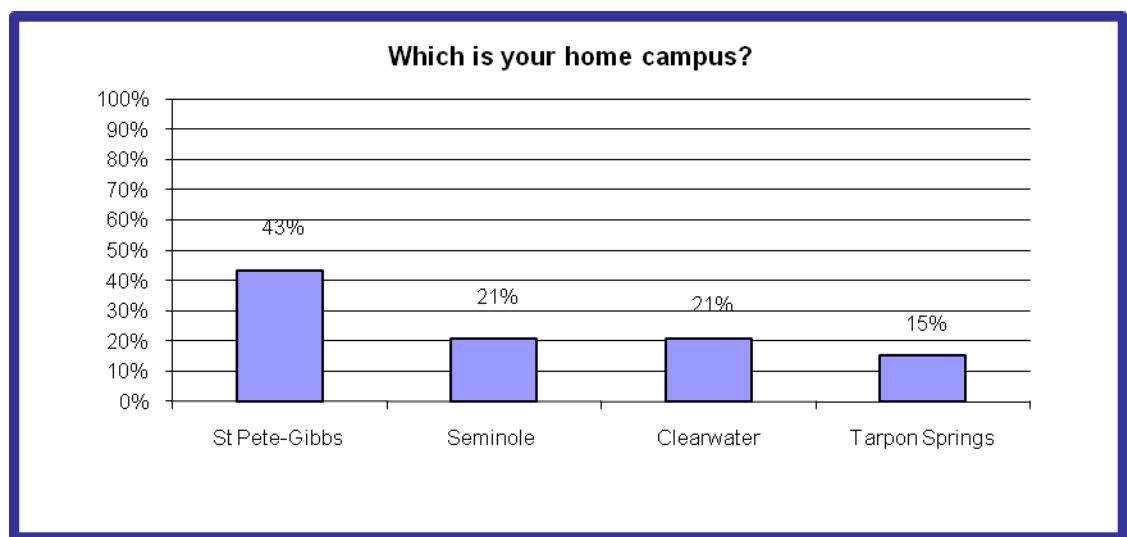


Figure 4: Primary Campus



Zip Code Analysis

Over three quarters (82.9%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. Fourteen percent (13.7%) of the zip codes provided were from other Florida counties, while three percent (3.4%) 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	4586	82.9%
Other Counties in Florida	758	13.7%
Counties Outside of Florida	187	3.4%

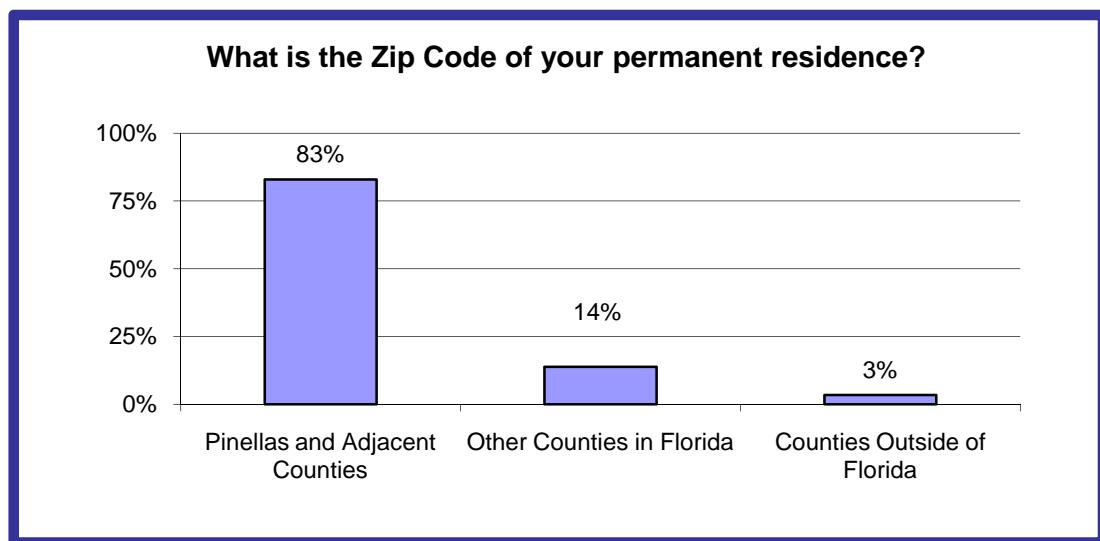


Figure 5: Zip Code Analysis



Ethnicity

Nearly three quarters (70.2%) of survey respondents selected White, non-Hispanic as their ethnicity. The next two largest categories were Black, Non-Hispanic with 16% and Hispanic with 10%.

Table 5
Ethnicity

Ethnicity (Optional)		
	N	%
American Indian or Alaskan Native	30	0.6
Asian or Pacific Islander	177	3.6
Black, non-Hispanic	766	15.6
Hispanic	494	10.1
White, non-Hispanic	3448	70.2

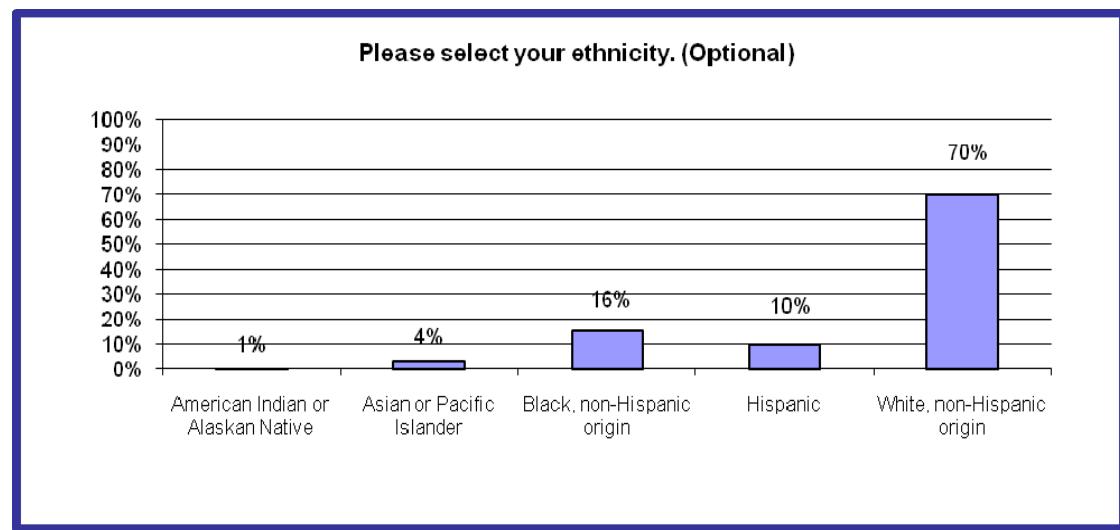


Figure 6: Ethnicity



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 (46.7%). To "Complete a degree at SPC that prepares me to enter the workforce" was the second highest response (37.5%) followed by "Other" reasons (7%).

Table 6
Enrollment Reasons

Which of the following best describes the reason you are attending SPC?	N	%
Complete an associate degree or bachelor's degree program at SPC and transfer to another college or university	1806	46.7%
Complete a degree at SPC that prepares me to enter the workforce	1452	37.5%
Complete a certificate at SPC	200	5.2%
Take classes to improve job skills, no degree objective	110	2.8%
Take classes for personal enjoyment, no degree objective	30	0.8%
Other	271	7.0%

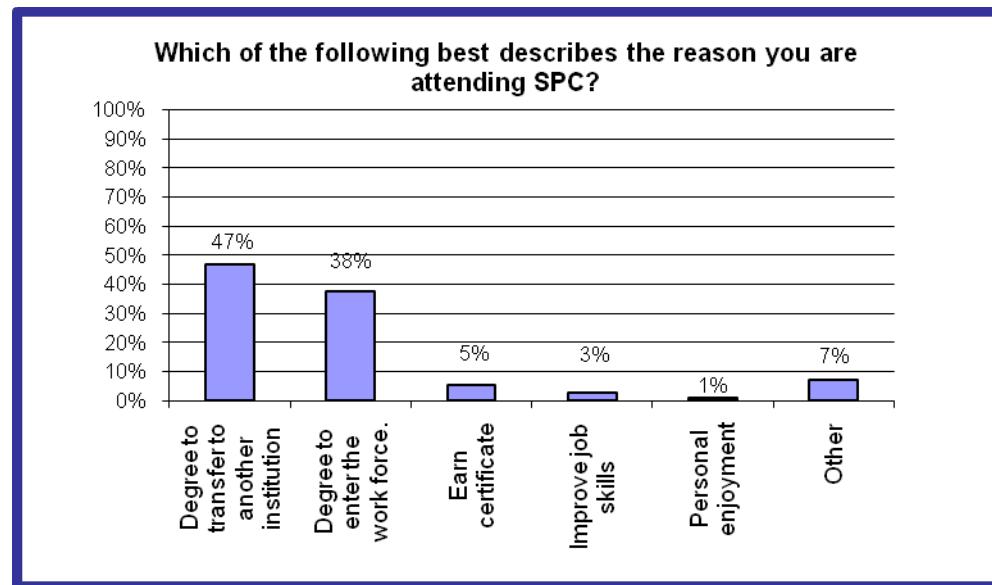


Figure 7: Enrollment Reasons



Satisfaction with Current Occupation

Students were asked to rate their level of satisfaction with their current occupation by selecting their choice on a five-point Likert scale. Almost half of all survey respondents (43.6%) indicated that they were either Very Satisfied, or Satisfied. One quarter of the respondents (25.7%) reported being Very Dissatisfied or Dissatisfied as shown on Table 7.

Table 7
Satisfaction with Current Occupation

How satisfied are you with your current occupation?	N	%
Very Satisfied	719	18.4
Satisfied	983	25.2
Neither satisfied nor dissatisfied	1198	30.7
Dissatisfied	489	12.5
Very Dissatisfied	515	13.2

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 (55.3%) indicated that they were Very Confident, and thirty-two percent indicated they were Confident as shown on Table 8.

Table 8
Career Choice

How confident are you that this is the right career (goal after graduation)?	N	%
Very Confident	2159	55.3
Confident	1248	32.0
Not sure	458	11.7
Not Confident	28	0.7
Definitely not the right career	13	0.3



Factors Influencing Students' Decision to Apply

The factors influencing the 7,414 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 9.

Table 9
Top Five Responses

What factors influenced your decision to apply to SPC? Please select all that apply.
Course(s) or program(s) offered
Close to home
Cost
Friend's recommendation
Financial aid availability

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 seven years. It is instructive to observe that programs offered by the College is the most important factor in determining if students will apply to the College. Being close to home is the second most important drawing factor, while the relative low cost is the third most important consideration to the responding students. Conversely, clubs or organizations, a visit to the student's high school by SPC staff or a visit to the student's employer have a much smaller influence on a student's decision to apply.



Decision to Apply Factors

More than a third of the respondents listed Course(s) or program(s) offered (55.9%), Close to home (50.1%), and Cost (35.4%) as the factors that influenced their decision to apply to SPC. The full list of factors and response is included in Table 10.

Table 10

Decision to Apply Factors

What factors influenced your decision to apply to SPC? Please select all that apply.	N	% of respondents
Course(s) or program(s) offered	4145	55.9%
Close to home	3711	50.1%
Cost	2621	35.4%
Friend's recommendation	1739	23.5%
Financial aid availability	1396	18.8%
Ease of transfer to a state university	1365	18.4%
Academic reputation	1299	17.5%
Parents/family recommendation	1154	15.6%
Close to work	901	12.2%
Class size	591	8.0%
High school counselor	277	3.7%
Employer recommendation	241	3.3%
SPC faculty or staff	223	3.0%
Music, art or theater	192	2.6%
High school Teacher	180	2.4%
Other	134	1.8%
Athletics	109	1.5%
Clubs or organizations	89	1.2%
Visit to your high school by SPC staff	36	0.5%
Visit to your employer by SPC staff	13	0.2%

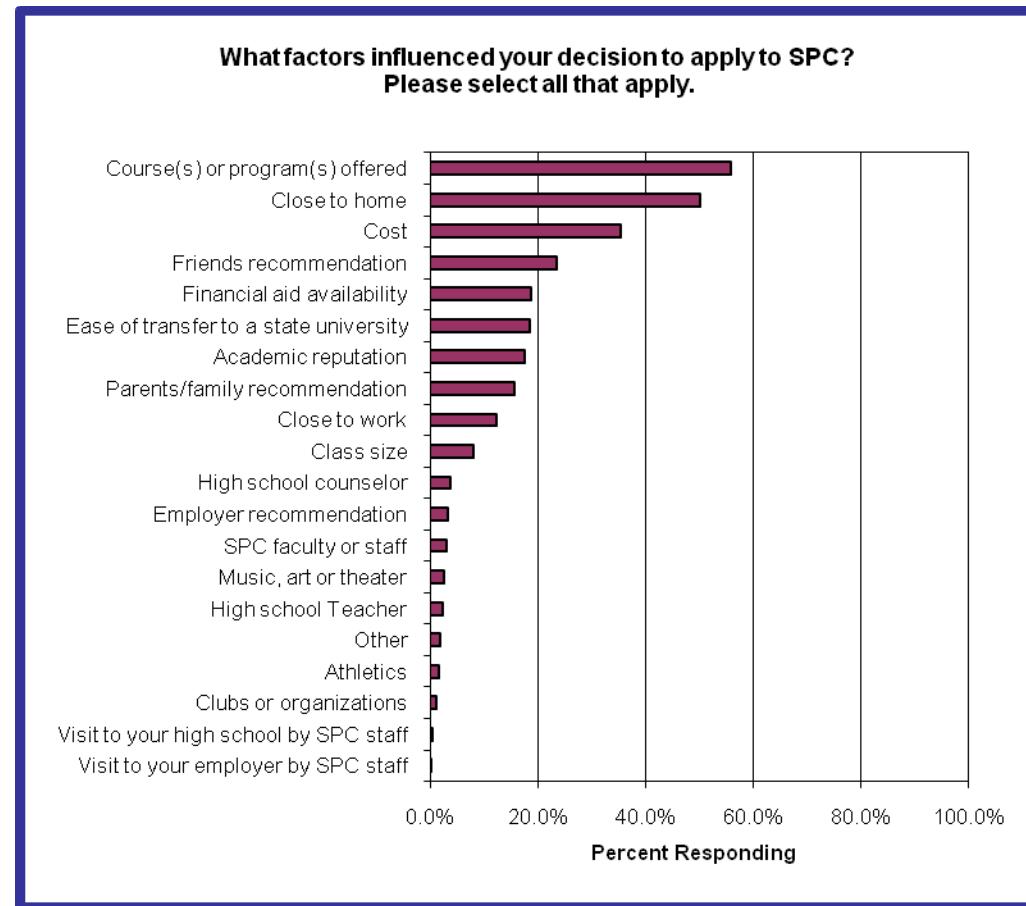


Figure 8: Decision to Apply Factors



Referrals and Media Sourcing

Top Five Sources for Learning about SPC

Students were asked to identify how they learned about the College by selecting from a roster of categories or by writing in their own responses. The five most frequently listed sources for learning about the College are listed in Table 11.

Table 11

Top Five Sources for Learning about SPC

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

The Internet has been a consistent response to this question, but for the fourth time in many years the SPC TV station has fallen out of the top five responses.



Five Year Trend

The percent of survey respondents selecting the Internet as how they learned about SPC increased from a five-year low (25%) in 2004-05 to 49% in 2007-08 and 2008-09. The 2009-10 year saw a slight decrease to 45%.

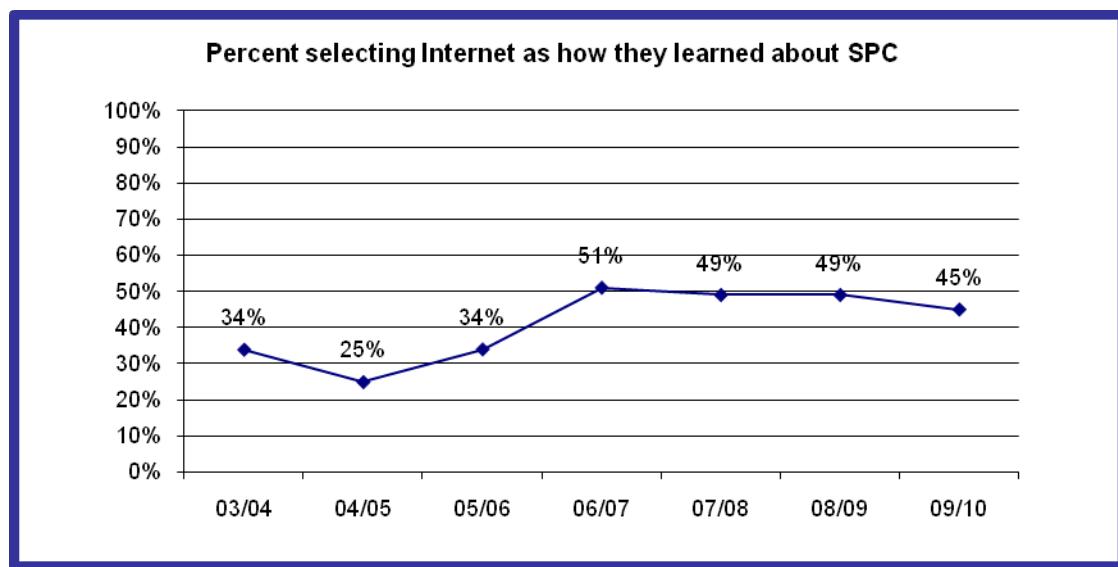


Figure 9: Percent Selecting Internet Trend



Referrals and Media Sourcing

More than a quarter of the respondents listed A friend (45.3%), Internet (45.2%), and A family member (26.5%) as the sources/media/event through which they learned about SPC. The full list of factors and response is included in Table 12.

Table 12
Referrals and Media Sourcing

Through what sources/media/event, if any, have you learned about SPC? Please select all that apply.	N	% of respondents
A friend	3358	45.3%
Internet	3349	45.2%
A family member	1968	26.5%
HS teacher or counselor	1150	15.5%
Campus visit or open house	691	9.3%
Electronic sign at SPC campus	368	5.0%
Other TV station	363	4.9%
Newspaper	297	4.0%
Billboard	285	3.8%
Radio	280	3.8%
Printed material (mailed)	279	3.8%
Other	271	3.7%
SPC TV station	184	2.5%
Recruiter at your HS	176	2.4%
Movie theater screen	175	2.4%
PSTA bus advertisement	136	1.8%
Material from display rack	0	0.0%



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

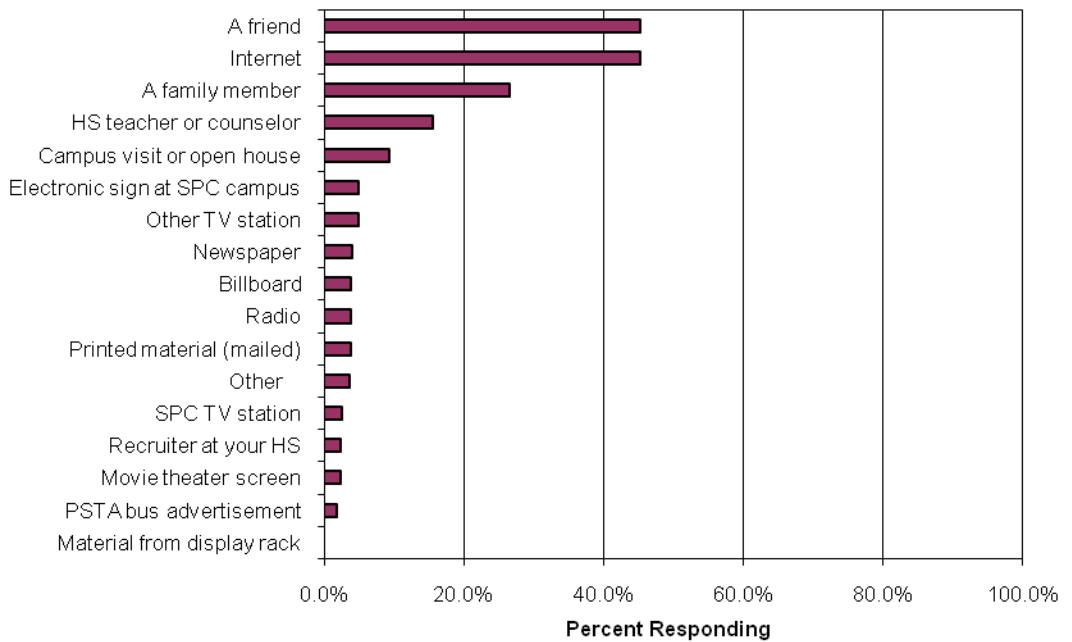


Figure 10: Referrals and Media Sourcing



Offices and Student Support Services

Student Success Factors

Students were asked to identify which factors might impact their success as a student by selecting from a roster of categories. The five most frequently listed factors were Career goal, Job while in college, Study skills, Job after graduation, and none of the above. With the exception of math tutoring, tutoring and Career Guidance were among the least selected success factors.

Table 13
Student Success Factors

Which of the following might impact your success as a student? Select all that apply.	N	%
Career goal	1583	24.1%
Job while in college	1403	21.4%
Study skills	1096	16.7%
Job after graduation	985	15.0%
None of the above	861	13.1%
Tutoring: Math	734	11.2%
Selecting a major	706	10.8%
Computer skills	578	8.8%
Internship	480	7.3%
Care giving responsibilities	459	7.0%
Tutoring: Writing	226	3.4%
Tutoring: Reading	160	2.4%
Tutoring: Other	150	2.3%
Career Guidance	10	0.2%
Other	2	0.0%



General Education Preparedness

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

Computer and Technology Competency

In the area of Computer and Technology Competency, students were asked to rate their competency in three computer skill areas "Communicating through the Internet (email, chat, instant messaging, etc.)" received the highest mean score (4.43), while "Using computer software (word processing, spreadsheets, etc.)" received the lowest (3.82).

Table 14
Computer and Technology Competency

Computer and Technology Competency	2009/10		
	N	Mean	SD
Please rate your competency in the following computer skill areas.			
Communicating through the Internet (email, chat, instant messaging, etc.)	6565	4.43	0.86
Acquiring information/conducting research through the Internet	6565	4.27	0.88
Using computer software (word processing, spreadsheets, etc.)	6565	3.82	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 (3.21), while "Participate in campaigns or forums" received the lowest (1.91).



Table 15
Civic Activities

Civic Activities	2009/10		
	N	Mean	SD
How often do you participate in the following activities?			
Vote in an election	6565	3.21	1.54
Volunteer in community service activities	6565	2.87	1.15
Participate in campaigns or forums	6565	1.91	1.04

Fine Arts and Humanities

In the area of Fine Arts and Humanities, students were asked how often they participated in various activities. "Attend a concert, dance performance or live drama" received the highest mean score (3.12), while "Create a painting, sculpture or other work of art" received the lowest (2.33).

Table 16
Fine Arts and Humanities

Humanities Activities	2009/10		
	N	Mean	SD
How often do you participate in the following activities?			
Attend a concert, dance performance or live drama	6565	3.12	1.18
Visiting an art museum	6565	2.55	1.08
Create a painting, sculpture or other work of art	6565	2.33	1.23

Lifelong Learning

In the area of Lifelong Learning, students were asked which Lifelong Learning activities they anticipated participating in following graduation. "Participate in continuing education" and "Attend college or personal enrichment classes" received 3.70 and 3.30 respectively.



Table 17
Lifelong Learning

Life-long Learning Activities How often do you participate in the following activities?	2009/10		
	N	Mean	SD
Participate in continuing education	6565	3.70	1.19
Attend college or personal enrichment classes	6565	3.30	1.42



Conclusion

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

A majority of respondents, sixty percent, were women.

Over three quarters (82.9%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. fourteen percent of the zip codes provided were from other Florida counties, while three percent were from counties outside of Florida.

The ethnic background of the responding students has a similar proportion of minorities as that of Pinellas County as a whole with seventy percent reporting their ethnicity as White, sixteen percent as Black, and ten percent as Hispanic.

A broad range of academic goals brings students to the College, but the largest group in this survey was in pursuit of completing an associate degree or bachelor's degree program and transfer to another college or university.

The five most frequently listed factors students selected that may impact their success were selecting a career goal, finding employment while in college, their current study skills, finding employment after graduation, and none of the factors listed.

When asked, "What factors influenced your decision to apply to SPC?" the Courses or Programs Offered was the most important factor followed by Close to Home and Cost. These 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. "A friend," the "Internet," and "A family member" were chosen most often. The current survey results show, for the fourth time in the survey's history that the SPC TV Station was not in the top five ways students learned about SPC.



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

In the area of Computer and Technology Competency, "Communicating through the Internet (email, chat, instant messaging, etc.)" received the highest mean scores (4.43), while "Using computer software (word processing, spreadsheets, etc.)" received the lowest (3.82).

In the area of Civic Activities, "Vote in an election" received the highest mean score (3.21), while "Participate in campaigns or forums" received the lowest (1.91).

In the area of Fine Arts and Humanities, "Attend a concert, dance performance or live drama" received the highest mean score (3.12), while "Create a painting, sculpture or other work of art" the lowest (2.33).

In the area of Lifelong learning, "Participate in continuing education" and "Attend College or personal enrichment classes" received mean scores of 3.70 and 3.30 respectively.

These results can be helpful to better align college efforts to the needs and expectations of incoming students.



Contact Information

Please address any questions or comments regarding this evaluation to:

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Appendix: Entering Student Survey

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

Computer and Technology Competency

Please rate your level of competency in each of the following skill areas

- 4 Using computer software (word processing, spreadsheets, etc.)
- 5 Communicating through the Internet (email, chat, instant messaging, etc.)
- 6 Acquiring information/conducting research through the Internet

Civic Activities

How often do you participate in the following activities?

- 7 Vote in an election
- 8 Volunteer in community service activities
- 9 Participate in campaigns or forums

Humanities Activities

How often do you participate in the following activities?

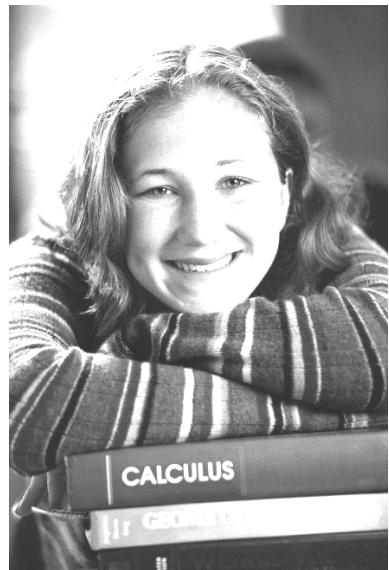
- 10 Attend a concert, dance performance or live drama
- 11 Visit an art museum
- 12 Create a painting, sculpture or other work of art

Life-long Learning Activities

How often do you participate in the following activities?

- 13 Participate in continuing education
- 14 Attend college or personal enrichment classes

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