

2013-14

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 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 sixty-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 and four of the new student orientation responses.

Student Demographic and Academic Information

The majority of the respondents (55.3%) were younger than 25 years of age, and about sixty-four percent of the respondents were female.

Almost one-third of the survey respondents selected St. Pete-Gibbs (31.3%) as their home campus. The next largest percent of respondents selected Clearwater (20.9%). Over three quarters (78.1%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. Sixteen percent (16.2%) of the zip codes provided were from other Florida counties, while about six percent (5.7%) were from counties outside of Florida.

Almost two-thirds (63.9%) of survey respondents selected White, non-Hispanic as their ethnicity. The next two largest categories were Black Non-Hispanic with 16.1% and Hispanic with 13.8%.

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" (44.2%), and more than one-third of students considered a "State University" (37.3%).

Students were asked to select a response that best described their previous college experience. More than half of the students (55.9%) indicated "I have taken previous college classes from another institution since high school." However, almost forty percent of the students (36.1%) indicated "This is my first college experience since high school."

Over one-quarter of all survey respondents (29.0%) 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" (28.8%) and "Change my career field" (27.3%).

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 (45.4%) giving this reason. Over forty percent of students (40.5%) selected "Complete a degree at SPC that prepares me to enter the workforce" as their reason for enrollment at SPC, followed by "Complete a certificate at SPC" with 6.7%.

When asked to rate their level of satisfaction with their current occupation, forty-three percent of all survey respondents (43.2%) 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 (56.3%) indicated that they were Very Confident, and approximately one-third (32.5%) 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) 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 has gradually increased since 2009-10, reaching a five-year high in 2013-14. 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 (55.4%) selected SPC Website as how they learned about SPC, and 13.3% 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) Career goal, 3) Study skills, 4) Job after graduation, and 5) Tutoring: Math. Care giving responsibilities, and career guidance 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. Almost half of all survey respondents (47.1%) indicated their preference was for "Face-to-Face classes", followed by "Online classes" (32.5%).

Students were asked to indicate which form of communication with the college they preferred. Almost two-thirds (63.6%) indicated a preference for email communications, including "Personal Email" (40.9%) and "SPC Student Email" (22.7%), while very few students (2.5%) 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" (4.4) 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" (3.2), 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" (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 indicated that they expected to "Participate in continuing education" (3.7), and "Attend college or personal enrichment classes" (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.

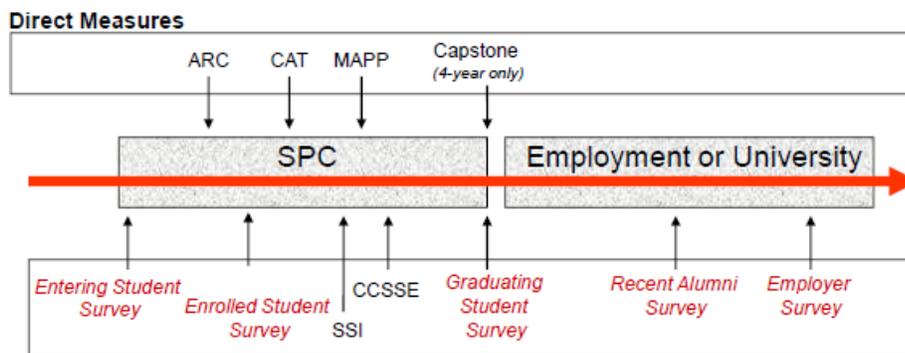


Figure 1: Student Assessment Points

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.



Entering Student Survey

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Five thousand six hundred and sixty-seven students completed the survey during the 2013-14 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 5,667 survey respondents (N) matched to the Student Application and the New Student Orientation are summarized in the following narrative, tables, and charts.

Age

Almost thirty percent of survey participants were 19 and under (28.8%), and over half (55.3%) of all respondents were younger than 25 years of age.

Table 1

Age

Age category calculated from birth date		
	N	%
19 and under	1560	28.8%
20 - 24	1431	26.5%
25 - 29	835	15.4%
30 - 39	837	15.5%
40 - 49	493	9.1%
50 - 59	218	4.0%
60 and over	35	0.6%

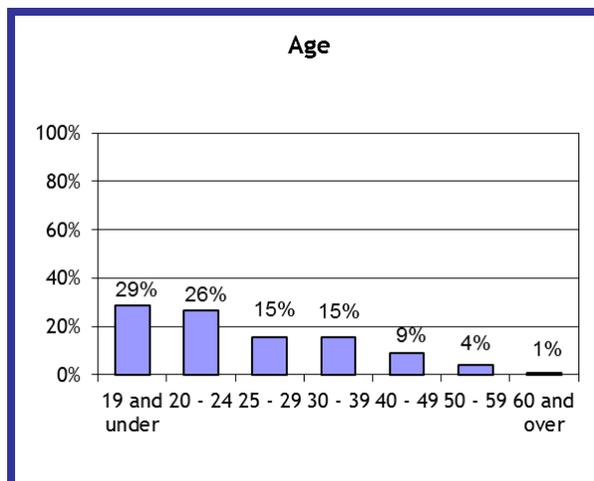


Figure 2: Age



Gender

Almost two-thirds of the survey respondents were female (64.3%).

Table 2
Gender

Gender (optional)		
	N	%
Male	1887	35.7%
Female	3401	64.3%

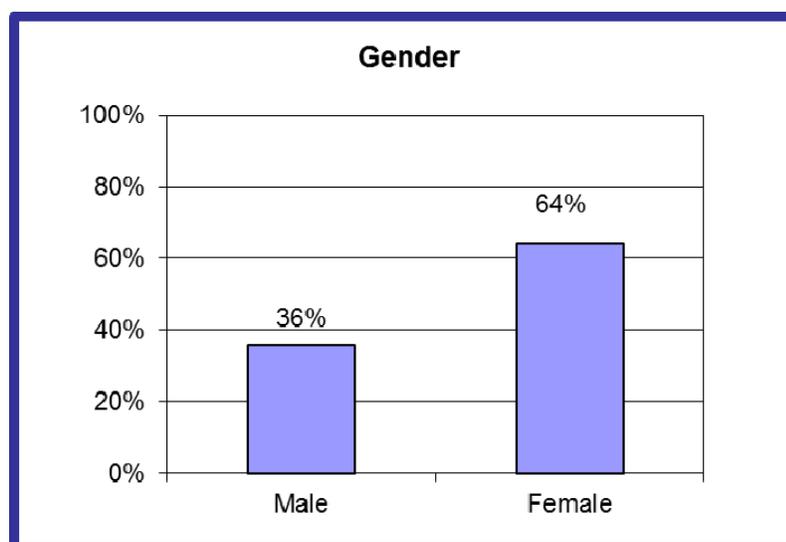


Figure 3: Gender



Home Campus

Almost one third (31.3%) of the survey respondents selected *St. Pete-Gibbs* as their home campus. The next largest percent of respondents selected *Clearwater* (20.9%), *Seminole* (18.6%), and *Tarpon Springs* (15.7%).

Table 3
Home Campus

Home Campus		
	N	%
St Pete-Gibbs	1695	31.3%
Clearwater	1131	20.9%
Seminole	1008	18.6%
Tarpon Springs	852	15.7%
Health Education Center	382	7.1%
Downtown-Midtown	286	5.3%
Allstate	56	1.0%

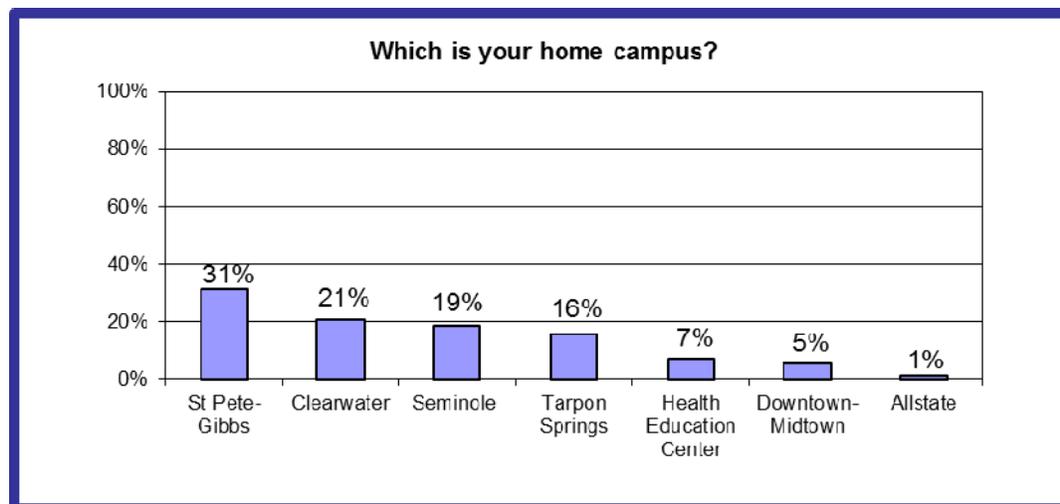


Figure 4: Primary Campus



Zip Code Analysis

Over three quarters (78.1%) of survey respondents had a permanent residence zip code from Pinellas and adjacent counties. Sixteen percent (16.2%) of the zip codes provided were from other Florida counties, while about six percent (5.7%) 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	4214	78.1%
Other Counties in Florida	876	16.2%
Counties Outside of Florida	307	5.7%

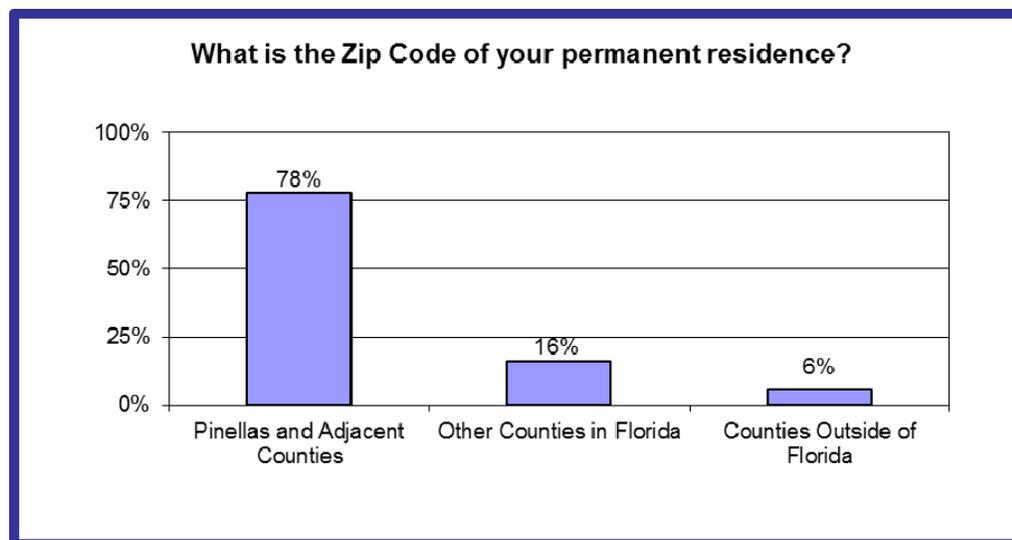


Figure 5: Zip Code Analysis



Ethnicity

Almost two-thirds (63.9%) of survey respondents selected White, non-Hispanic as their ethnicity. The next two largest categories were Black, non-Hispanic (16.1%) and Hispanic (13.8%).

Table 5
Ethnicity

Ethnicity (Optional)		
	N	%
American Indian or Alaskan Native	82	1.6%
Asian or Pacific Islander	234	4.5%
Hispanic	719	13.8%
Black, non-Hispanic	838	16.1%
White, non-Hispanic	3321	63.9%

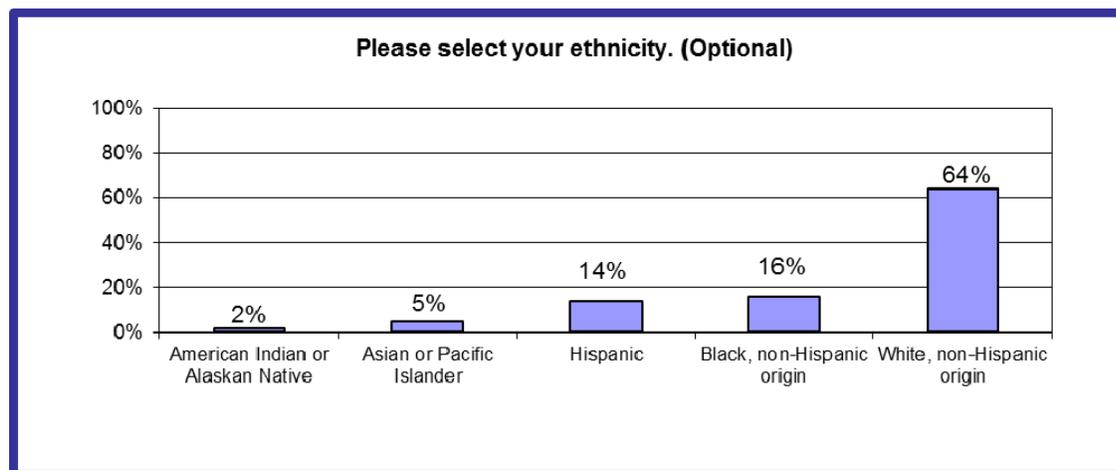


Figure 6: Ethnicity



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” (44.2%), followed by the consideration of a “State University” (37.3%), as shown in Table 6.

Table 6
Other Institutions

What other institutions did you consider before selecting SPC?		
	N	%
Other State College/Community College	2317	44.2%
State University	1959	37.3%
Trade/Vocational School	544	10.4%
Private Institution	427	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 (55.9%) indicated “I have taken previous college classes from another institution since high school.” However, almost forty percent (36.1%) 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 college credit classes from another institution since high school	3131	55.9%
This is my first college experience since high school	2021	36.1%
I have participated in college during high school (Early College or Dual Enrollment)	269	4.8%
I have taken previous SPC college credit classes since high school	178	3.2%



First-Generation Students

More than a quarter of all survey respondents (29.0%) 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	1633	29.0%
No	3989	71.0%

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” (28.8%) and “Change my career field” (27.3%), 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	974	28.8%
Change my career field	923	27.3%
Make myself more marketable	666	19.7%
Learn new skills	590	17.5%
Get training for a possible promotion	212	6.3%
Company downsizing	12	0.4%



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” (45.4%). The second highest reason selected by respondents was to “Complete a degree at SPC that prepares me to enter the workforce” (40.5%).

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	1432	45.4%
Complete a degree at SPC that prepares me to enter the workforce	1277	40.5%
Complete a certificate at SPC	213	6.7%
Other	147	4.7%
Take classes to improve job skills, no degree objective	59	1.9%
Take classes for personal enjoyment, no degree objective	28	0.9%

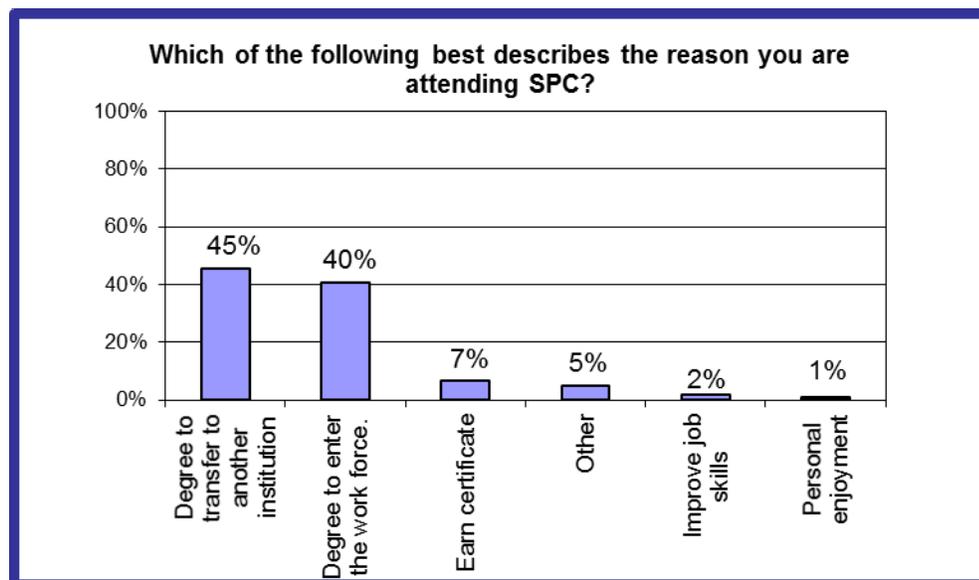


Figure 7: Enrollment Reasons



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-three percent of all survey respondents (43.2%) indicated that they were either Very Satisfied, or Satisfied. Less than a quarter (23.7%) reported being Very Dissatisfied or Dissatisfied.

Table 11
Satisfaction with Current Occupation

How satisfied are you with your current occupation?		
	N	%
Very Satisfied	584	17.9%
Satisfied	824	25.3%
Neither satisfied nor dissatisfied	1078	33.1%
Dissatisfied	427	13.1%
Very Dissatisfied	344	10.6%

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 (56.3%) indicated that they were Very Confident, and approximately one-third (32.5%) indicated they were Confident, while about ten percent (10.1%) 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	1844	56.3%
Confident	1064	32.5%
Not sure	330	10.1%
Not Confident	21	0.6%
Definitely not the right career	14	0.4%



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
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 eleven years, although the first two switched places in 2009-10. It is instructive to observe that being "Close to home" has been the most important drawing factor for the past three 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 or high school by SPC staff, Clubs or organizations, and Athletics have a much smaller influence on a student's decision to apply.



Decision to Apply Factors

Almost half of the respondents listed “Close to home” (49.2%), followed by “Courses or programs offered” (48.9%), and “Cost of tuition” (45.1%) 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	2790	49.2%
Courses or programs offered	2770	48.9%
Cost of tuition (affordable)	2555	45.1%
Online Class Offerings	1683	29.7%
Academic reputation	1440	25.4%
Friend’s recommendation	1350	23.8%
Flexibility of Class Offerings	1341	23.7%
Ease of transfer to a state university	1185	20.9%
Financial aid availability	1082	19.1%
Close to work	878	15.5%
Parents/family recommendation	817	14.4%
Class size	731	12.9%
Employer Recommendation	258	4.6%
High School Counselor	256	4.5%
High School Teacher	192	3.4%
SPC faculty or staff	172	3.0%
Experience of Faculty	135	2.4%
Music, art, theater	135	2.4%
Other	98	1.7%
Athletics	95	1.7%
Clubs or organizations	77	1.4%
Visit to your high school by SPC staff	64	1.1%
Visit to your employer by SPC staff	16	0.3%

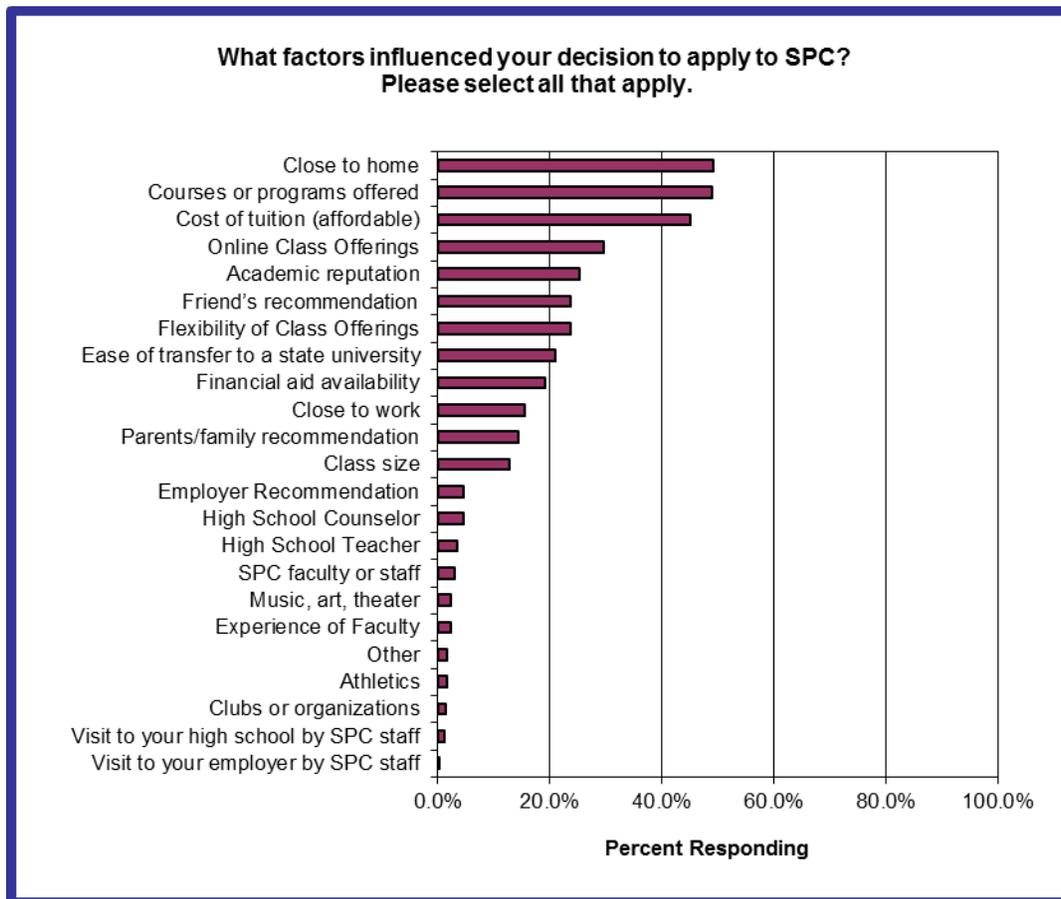


Figure 8: Decision to Apply Factors



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



Five Year Trend

The percent of survey respondents selecting the Internet as how they learned about SPC has gradually increased since 2009-10, reaching a five-year high in 2013-14. 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 (55.4%) selected SPC Website as how they learned about SPC.

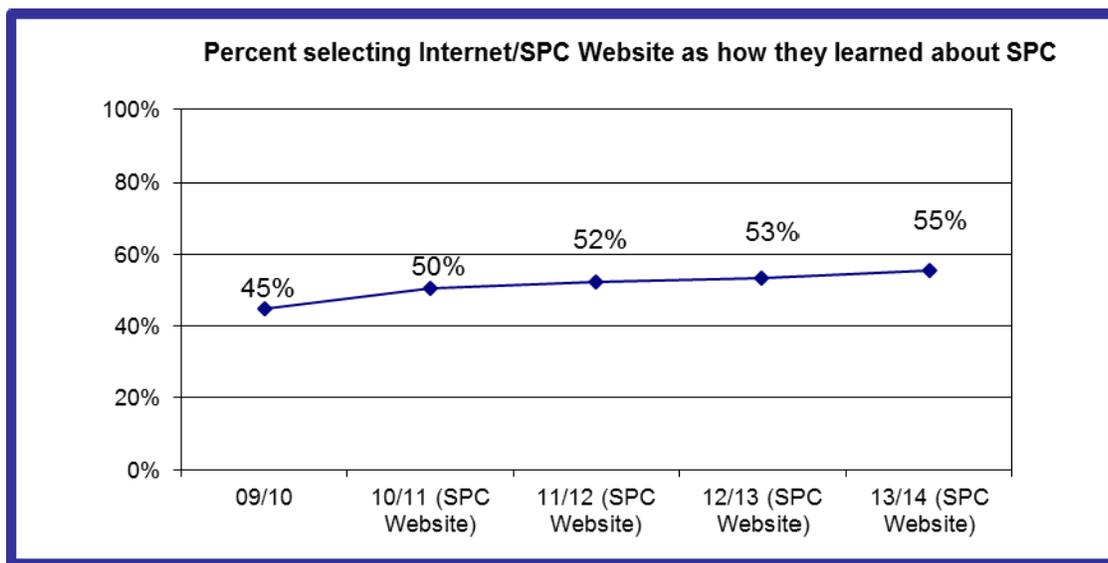


Figure 9: Percent Selecting Internet/SPC Website Trend



Referrals and Media Sourcing

More than half of the respondents listed “SPC website” (55.4%), while about eighteen percent listed “Campus visit or tour” (17.6%), followed by “Other” (16.4%) 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	3140	55.4%
Campus visit or tour	995	17.6%
Other	932	16.4%
Social media (Facebook, Twitter, etc.)	755	13.3%
Billboard	651	11.5%
Electronic sign at SPC campus	557	9.8%
TV advertising	519	9.2%
Recruiter at your HS	468	8.3%
Printed material direct mail	449	7.9%
Newspaper and/or magazines	342	6.0%
Radio advertising	316	5.6%
Information session/open house	246	4.3%
Bus advertisement	228	4.0%
Advertisement in a movie theater	141	2.5%
Recruiter at your work	88	1.6%
Conference	73	1.3%

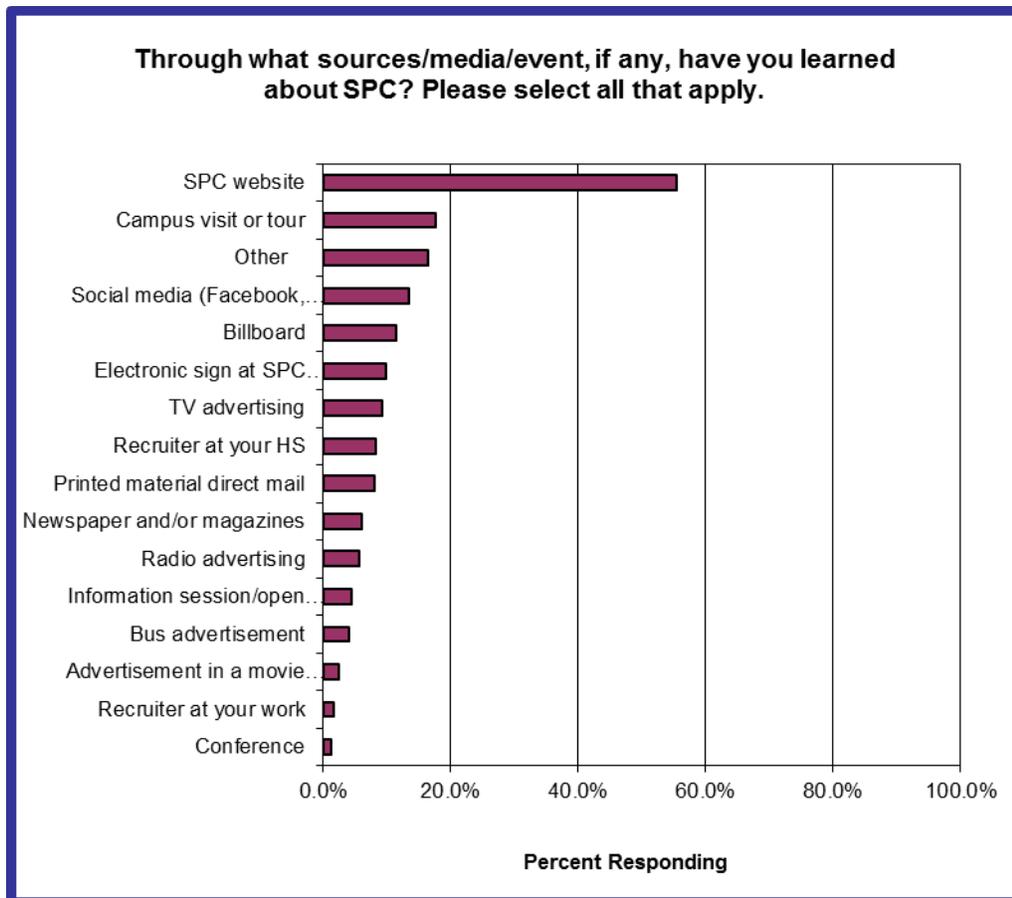


Figure 10: Referrals and Media Sourcing



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”, “Care giving responsibilities”, and “Career guidance” 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	1585	28.0%
Career goal	1480	26.1%
Study skills	1142	20.2%
Job after graduation	1004	17.7%
Tutoring: Math	744	13.1%
Selecting a major	687	12.1%
Computer skills	613	10.8%
Internship	544	9.6%
None of the above	526	9.3%
Tutoring: Writing	271	4.8%
Tutoring: Other	198	3.5%
Tutoring: Reading	197	3.5%
Other	42	0.7%
Care giving responsibilities	13	0.2%
Career Guidance	10	0.2%



Class Delivery Preference

Students were asked to select which method of course delivery they preferred. Almost half of all survey respondents (47.1%) 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	2645	47.1%
Online Classes	1825	32.5%
Blended Class	1141	20.3%

College Communication Preference

Students were asked to select which form of communication with the college they preferred. Almost two-thirds (63.6%) indicated a preference for email communications, including “Personal Email” (40.9%) and “SPC Student Email” (22.7%), while very few students (2.5%) 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	%
Personal Email	2297	40.9%
SPC Student Email	1278	22.7%
Phone	911	16.2%
College Website	615	10.9%
Phone Text or Instant Message	380	6.8%
Direct Mail (postcard, letter)	117	2.1%
Social Media Site (Facebook)	21	0.4%
Web Blog	1	0.0%



General Education Preparedness

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

Computer and Technology Competency

Students were asked to rate their competency in three computer skill areas. Students rated their skills highest in the area of “Communicating through the Internet (email, chat, instant messaging, etc.)” (4.5), 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	2013-14		
	N	Mean	SD
Please rate your competency in the following computer skill areas.			
Communicating through the Internet (email, chat, instant messaging, etc.)	5628	4.5	0.8
Acquiring information/conducting research through the Internet	5617	4.4	0.8
Using computer software (word processing, spreadsheets, etc.)	5623	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 (3.2), while “Participate in campaigns or forums” received the lowest (1.8), as depicted in Table 21.

Table 21
Civic Activities

Civic Activities	2013-14		
How often do you participate in the following activities?	N	Mean	SD
Vote in an election	5590	3.2	1.5
Volunteer in community service activities	5610	2.9	1.2
Participate in campaigns or forums	5590	1.8	1.0

Humanities Activities

In the area of Humanities Activities, students indicated that they “Attend a concert, dance performance or live drama” (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 displayed in Table 22.

Table 22
Humanities Activities

Humanities Activities	2013-14		
How often do you participate in the following activities?	N	Mean	SD
Attend a concert, dance performance or live drama	5619	3.0	1.2
Visit an art museum	5611	2.5	1.1
Create a painting, sculpture or other work of art	5618	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 indicated that they expected to “Participate in continuing education” (3.7), and “Attend college or personal enrichment classes” (3.3), as depicted in Table 23.

Table 23
Lifelong Learning

Life-long Learning Activities	2013-14		
How often do you participate in the following activities?	N	Mean	SD
Participate in continuing education	5589	3.7	1.2
Attend college or personal enrichment classes	5572	3.3	1.4



Conclusion

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

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

A broad range of academic goals brings students to the College, but the primary reason 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.

The five most frequently listed factors students thought might 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 four 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 eighteen 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" (4.4); "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 2013-14

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



Appendix: Entering Student Survey

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

- 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.

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.)

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



Appendix: Entering Student Survey

17. Acquiring information/conducting research through the Internet

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

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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