

Seminole State College
Entering Student Engagement Survey
2017-18

ENTERING STUDENT ENGAGEMENT SURVEY

The second annual Entering Student Engagement Survey at Seminole State College was conducted during the sixth week of the fall 2017 semester. The survey requests first experiences by students at Seminole State College on course engagement, course placement, freshman orientation, financial aid, and actions by students indicating their engagement. The survey was administered in all Freshman Seminar and PASS classes. Freshman Seminar classes are 8-week courses and PASS classes are 16-week courses. The results are divided into the categories of general information, experiences before the first day of classes, experiences during the first five weeks of the semester, and occurrence of student engagement actions in the first five weeks.

2017-18 Survey of Entering Student Engagement Results

Two hundred eighty-two of 437 students (64.5%) enrolled in Freshman Seminar and PASS classes took the Survey of Entering Student Engagement in fall 2017. The results of the survey follow. Table 1 gives the student responses to general information prompts. The majority of the students are 18-19 years of age.

Table 1. Fall 2017 General Information Responses	
Question and Responses	Percentage
Did you begin college at SSC?	
Yes	91.5%
No	8.5%
Did you earn college credit while in high school?	
Yes	29.4%
No	71.6%
What is your age group?	
Under 18 years	1.4%
18-19 years	70.2%
20-24 years	10.6%
25-29 years	4.3%
30-44 years	12.1%
45-59 years	1.1%
60+ years	0.4%
What is your ethnicity?	
American Indian or Native American	24.1%
Asian, Asian American, Pacific Islander	0.4%
Native Hawaiian	0.4%
Black or African American, non-Hispanic	6.7%
White, non-Hispanic	64.2%
Hispanic, Latino, Spanish	2.1%
Other	2.1%
Please select the highest level of education your parent(s) completed	
High School	31.6%
Career/technical training	5.7%
Attended college	12.4%
Associate degree	11.7%
Bachelor degree	14.2%
Took graduate level classes	10.3%
Graduate degree (Masters, Doctorate degree)	8.5%
None of the above	5.7%

Almost 93 percent of the students responded to enrolling before the first of the semester. This was the first semester for 79.1% of the respondents, and 77.7% reported having an assigned person who will help them at SSC. Twenty-six percent of the respondents reporting placing into college level courses without taking a placement test. Sixty-five percent of students reported that they did not have to take developmental courses.

Table 2. Fall 2017 Experiences Prior to First Class Responses	
Question and Responses	Percentage
Including this one, how many semesters have you been enrolled at this college?	
1	79.1%
2	8.2%
3	6.7%
4+	5.6%
How many credit hours did you take for your first semester at SSC?	
1-11	19.9%
12-15	60.6%
16+	19.2%
When did you register for your first semester at SSC?	
More than 1 week before classes began	86.2%
The week before classes began	6.7%
The day classes began	2.1%
The two weeks after classes began	4.6%
Up to this time, who has been the main source of your academic advising?	
Family member	25.5%
Friend	2.8%
High school counselor	6.4%
SSC advisor	41.8%
Self	17.7%
None	5.3%
Has a specific person been assigned to be your advisor and provide you with information about SSC and your plan of study at SSC?	
Yes	77.7%
No	9.7%
I don't know	12.4%
About how many hours do you spend per week preparing for class?	
0-5	36.5%
5-10	45.4%
10-20	14.5%
21+	3.2%
About how many hours do you spend per week working?	
0-15	52.5%
16-35	34.0%
36+	13.1%
Have you declared a major field of study at SSC?	
Yes	84.0%
No	10.3%
Have you created a graduation plan with your advisor?	
Yes	56.3%
No	36.5%
Do you expect to earn a degree at SSC?	
Yes	92.9%
No	2.1%
Of the courses you enrolled in originally, how many have you dropped?	
0	81.9%
1	11.7%
2	1.8%
3	0.4%
4+	0.4%
How many courses did you add?	
0	81.6%
1	9.6%
2	1.4%
3	0.0%
4+	3.6%
Were you required to take a placement test?	

Yes	59.2%
No, I placed into the first transitional course	11.0%
No, my scores were high enough that I did not take a placement test	25.9%
Were you required to take a developmental course?	
Yes	31.2%
No	64.9%
If you answered yes to the previous question, which courses were you required to take?	
Basic Algebra	5.3%
Elementary Algebra	3.5%
Intermediate Algebra	4.3%
Special Topics with College Algebra	12.1%
Fundamentals of Language Arts	15.2%
I did not take any developmental courses	60.6%

Over ninety-nine percent of students reported that they believe instructors want them to succeed. Over 80% of students received information about financial aid, enrolled in courses at times convenient to their schedule, and met with an academic advisor at times convenient to the student.

Table 3. Fall 2017 Experiences in First 5-weeks of Class Responses				
Prompt	Percentage of Responses			
	Agree	Disagree		
I believe the instructors at SSC want me to succeed.	99.6%	0%		
I was able to meet with an academic advisor at times convenient to me.	85.7%	14.0%		
I have discussed creating a plan for reaching my goals with students or instructors at SSC.	82.3%	16.9%		
The courses were available at convenient time for me.	94.5%	5.2%		
I talked with a college representative about managing my commitments to be able to reach my goals.	66.9%	32.7%		
I received information about financial aid from an SSC representative.	81.6%	18.0%		
An SSC representative helped me determine if I qualify for financial aid.	71.7%	27.6%		
Prompt	Percentage of Responses			
	All did	Most did	Most did not	None did
Instructors had class activities to introduce students to one another.	43.0%	46.3%	8.2%	1.8%
Instructors explained course syllabi.	82.0%	15.6%	1.8%	0.0%
Instructors gave students their contact information to help outside of class.	73.5%	22.8%	1.8%	1.5%
Prompt	Percentage of Responses			
	Yes	No		
At least one college staff member learned my name.	97.4%	2.2%		
I have learned the name of at least one other classmate in each class.	96.7%	2.9%		
At least one classmate in each class has learned my name.	93.4%	5.9%		
Are you feeling as motivated in the fourth week of school as you did in the previous five weeks?	79.8%	19.9%		

As shown in Table 3, over 89% of the students stated that all or most of their instructors conducted class activities to introduce students to each other. Students indicated at a rate over

96% that they had learned other students' names and other students had learned their names. Students claimed that they were still motivated at the fourth week of school.

Besides responding to statements about the initial engagement activities, students responded to statements reporting on student and course engagement opportunities. Students reported low occurrences of discussing grades or attendance with instructors. If students are attending regularly, they would not have a reason to discuss attendance with the instructor. Many instructors make the grades available through Brightspace which could limit the need for discussion with students who have adequate grades. Over 70% of respondents reported that they completed all assignments, came to class prepared every session, and turned in their assignments in a timely manner.

Table 4. Fall 2017 Occurrence of Student Engagement Responses						
Statements	Percentage of Responses					
	0	1-2	3-4	5-10	11-19	20+
Please respond with the number of times you did each of the following in the first five weeks of school.						
Number of class periods you skipped.	66.2%	27.7%	4.6%	1.5%	0%	0%
Discussed a grade with an instructor.	55.8%	30.4%	10.8%	2.3%	0%	0.4%
Discussed attendance with an instructor.	55.8%	33.9%	7.3%	1.9%	0.4%	0.8%
Received grades or points on assignments, quizzes, tests, papers, etc.	3.9%	11.9%	25.4%	25.8%	14.6%	18.5%
Discussed an assignment with an instructor outside of class.	33.5%	41.5%	16.2%	6.5%	1.5%	0.8%
Asked for help from a campus employee regarding an assignment.	59.9%	26.6%	9.7%	3.4%	0.0%	0.4%
Received help from a campus employee regarding an assignment.	59.5%	26.6%	10.0%	3.1%	0.4%	0.4%
Asked questions in class.	12.3%	25.5%	27.4%	21.2%	7.7%	5.8%
Contributed to class discussions.	5.4%	23.9%	28.2%	19.7%	10.8%	11.6%
Turned in late assignments.	61.0%	29.3%	7.72%	1.2%	0.8%	0.5%
Prepared a draft of a paper in time to allow for revisions or discussion with the instructor.	44.2%	35.4%	14.6%	5.3%	0%	0.5%
Did not complete an assignment.	28.2%	42.5%	18.9%	8.1%	0.8%	1.5%
Came to class unprepared by not completing readings or assignments.	64.5%	26.6%	6.2%	2.7%	0.0%	0.0%
Worked with other students on a project outside of class.	40.5%	32.8%	18.2%	6.6%	1.5%	0.4%
Participated in a student led study group.	13.9%	24.7%	28.6%	18.5%	5.4%	8.9%
Used Brightspace, D2L, texting, emails, messaging, etc. to communicate with an instructor about the course.	46.3%	22.0%	16.2%	10.8%	1.9%	2.7%
Used Brightspace, D2L, texting, emails, messaging, etc. to communicate with another student about the course.	51.9%	23.8%	15.0%	3.9%	2.9%	2.4%

This report shows that SSC staff supports engaged learning, early connections, and has a clear track for college readiness. The Assessment of Student Learning Committee and the Student Success Committee will consider how this instrument might be modified to show the early engagement of students in academic pathways and knowledge of the importance of completing a degree at SSC. Twenty-one students responded with comments.

2017-18 Entering Student Engagement Survey Analysis

This report shows that SSC staff and faculty support engaged learning, early connections, and has a clear track for college readiness through interventions and incorporating best practices for student success. The Assessment of Student Learning Committee will consider how this instrument might be modified to show the early engagement of students in academic pathways and knowledge of the importance of completing a degree at SSC as the college begins the new process of having one learning strategies course for every student.

