

Seminole State College
Entering Student Engagement Survey
2019-20

ENTERING STUDENT ENGAGEMENT SURVEY

The third annual Entering Student Engagement Survey at Seminole State College was conducted during the sixth week of the fall 2019 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 Learning Strategies classes. Formerly named Freshman Seminar or PASS, Learning Strategies is now a course for entering student designed to empower students to succeed. Learning Strategies classes are now mainly offered as 16-week courses along with 8-week options and 5-week Saturday options. 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.

2019-20 Survey of Entering Student Engagement Results

Two hundred forty-one of 358 students (67.3%) enrolled in Learning Strategies classes took the Survey of Entering Student Engagement in fall 2019. 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 2019 General Information Responses	
Question and Responses	Percentage
Did you begin college at SSC?	
Yes	91.7%
No	8.3%
Did you earn college credit while in high school?	
Yes	39.4%
No	60.6%
What is your age group?	
Under 18 years	7.9%
18-19 years	72.2%
20-24 years	10.0%
25-29 years	4.6%
30-44 years	4.6%
45-59 years	0.8%
60+ years	0%
What is your ethnicity?	
American Indian or Native American	32.0%
Asian, Asian American, Pacific Islander	1.2%
Native Hawaiian	0%
Black or African American, non-Hispanic	11.6%
White, non-Hispanic	64.7%
Hispanic, Latino, Spanish	9.5%
Other	0.8%
Please select the highest level of education your parent(s) completed	
High School	36.5%
Career/technical training	5.4%
Attended college	12.4%
Associate degree	11.6%
Bachelor degree	21.2%
Took graduate level classes	0.4%
Graduate degree (Masters, Doctorate degree)	10.6%
None of the above	1.7%

About 90 percent of the students responded to enrolling before the first of the semester. This was the first semester for 66.8% of the respondents compared to 69.4% for fall 2018. At a rate of 37.3% students reported having an assigned person who will help them at SSC compared to 77.6% for fall 2018. Thirty-eight percent of the respondents reporting placing into college level courses without taking a placement test as compared to 36% in fall 2018. About 55% of students reported that they did not have to take developmental courses as compared to 45% in fall 2018.

Table 2. Fall 2019 Experiences Prior to First Class Responses

Question and Responses	Percentage
Including this semester, how many semesters have you been enrolled at this college?	
1	66.8%
2	11.2%
3	13.3%
4+	8.7%
How many credit hours did you take for your first semester at SSC?	
1-11	23.7%
12-15	61.4%
16+	14.9%
When did you register for your first semester at SSC?	
More than 1 week before classes began	89.6%
The week before classes began	7.9%
The day classes began	1.7%
The two weeks after classes began	0.8%
Choose the statement that best describes the length of time since your last math class.	
I took a math class last year.	56.3%
It has been more than a year but less than 5 years since I took a math class.	34.5%
My last math class was more than 5 years ago.	9.2%
Up to this time, who has been the main source of your academic advising?	
Family member	27.0%
Friend	5.4%
High school counselor	14.5%
SSC advisor	22.4%
Self	25.7%
None	5.0%
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	37.3%
No	24.5%
I don't know	38.2%
About how many hours do you spend per week preparing for class?	
0-3	31.5%
4-6	47.3%
7-10	14.9%
11+	6.2%
About how many hours do you spend per week working?	
0-15	54.4%
16-35	35.3%
36+	10.4%
Have you declared a major field of study at SSC?	
Yes	86.3%
No	13.7%
Have you created a graduation plan with your advisor?	
Yes	25.7%
No	74.3%
Do you expect to earn a degree at SSC?	
Yes	93.8%
No	6.2%
Of the courses you enrolled in originally, how many have you dropped?	
0	83.8%
1	12.4%
2	2.5%
3	0%
4+	1.2%
How many courses did you add?	
0	83.4%
1	10.0%
2	2.9%
3	1.2%

4+	2.5%
Were you required to take a placement test?	
Yes	51.9%
No, I placed into the first transitional course	10.4%
No, my scores were high enough that I did not take a placement test	37.8%
Were you required to take a developmental course?	
Yes	44.8%
No	55.2%
If you answered yes to the previous question, which courses were you required to take?	
Special Topics (Math)	63.9%
Basic Algebra	8.3%
Fundamentals of Language Arts	13.9%
Special Topics (English)	46.3%

Over ninety-nine percent of students reported that they believe instructors want them to succeed and that classes were available at convenient times for them. Over 80% of students had set academic goals.

Table 3. Fall 2019 Experiences in First 5-weeks of Class Responses				
Prompt	Percentage of Responses			
	Agree		Disagree	
I believe the instructors at SSC want me to succeed.	99.2%		0.8%	
I was able to meet with an academic advisor at times convenient to me.	78.0%		22.0%	
I have set my academic goals.	86.7%		13.3%	
I have discussed creating a plan for reaching my goals with students or instructors at SSC.	68.0%		32.0%	
The courses were available at convenient times for me.	92.9%		7.1%	
I talked with a college representative about managing my commitments to be able to reach my goals.	47.3%		52.7%	
I received information about financial aid from an SSC representative.	76.3%		23.7%	
An SSC representative helped me determine if I qualify for financial aid.	61.4%		38.6%	
Prompt	Percentage of Responses			
	All did	Most did	Most did not	None did
Instructors had class activities to introduce students to one another.	39.0%	49.8%	10.0%	1.2%
Instructors explained course syllabi.	89.2%	10.1%	0.4%	0%
Instructors gave students their contact information to help outside of class.	75.5%	19.5%	2.9%	2.1%
Prompt	Percentage of Responses			
	Yes		No	
At least one college staff member learned my name.	94.6%		5.4%	
I have learned the name of at least one other classmate in each class.	90.9%		9.1%	
At least one classmate in each class has learned my name.	88.0%		12.0%	
Are you feeling as motivated in the 6th week of school as you did in the previous five weeks?	73.9%		26.1%	

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 88% that they had learned other students' names and other students had learned their names. Over 73% of students claimed that they were still motivated at the sixth 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 46% 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 2019 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.	53.1%	29.0%	14.5%	3.3%	0.0%	0.0%
Discussed a grade with an instructor.	44.4%	36.1%	7.1%	1.2%	0.4%	0.8%
Discussed attendance with an instructor.	62.2%	28.6%	5.8%	2.1%	0.4%	0.8%
Received grades or points on assignments, quizzes, tests, papers, etc.	3.7%	10.0%	16.6%	24.9%	14.9%	29.9%
Discussed an assignment with an instructor outside of class.	31.1%	44.0%	19.5%	2.9%	0.4%	1.2%
Asked for help from a campus employee regarding an assignment.	68.9%	17.8%	10.0%	1.7%	0.4%	1.2%
Received help from a campus employee regarding an assignment.	63.9%	22.4%	10.0%	1.7%	0.4%	1.7%
Asked questions in class.	13.7%	29.0%	29.9%	17.0%	5.4%	5.0%
Contributed to class discussions.	8.7%	28.2%	24.9%	22.0%	7.9%	8.3%
Turned in late assignments.	52.7%	35.7%	8.7%	2.5%	0.4%	0.0%
Prepared a draft of a paper in time to allow for revisions or discussion with the instructor.	28.6%	45.6%	15.4%	7.5%	0.8%	2.1%
Did not complete an assignment.	46.5%	39.8%	10.0%	2.9%	0.4%	0.4%
Came to class unprepared by not completing readings or assignments.	54.4%	35.3%	8.3%	1.7%	0%	0.4%
Worked with other students on a project outside of class.	42.3%	29.0%	16.2%	9.1%	2.5%	0.8%
Participated in a student led study group.	71.4%	14.5%	9.1%	3.7%	0.8%	0.4%
Used Brightspace, D2L, texting, emails, messaging, etc. to communicate with an instructor about the course.	7.9%	23.7%	27.0%	19.5%	6.2%	15.8%
Used Brightspace, D2L, texting, emails, messaging, etc. to communicate with another student about the course.	43.2%	24.1%	11.6%	9.1%	2.9%	9.1%

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 the results to inform faculty and staff of the importance of early engagement of students in academic pathways and knowledge of the importance of completing a degree at SSC. Twenty-one students responded with comments. One student said “At SSC, I have never felt more welcomed by students and staff. The kind nature of everyone makes me enjoy my day and allows me mentally to feel better about the idea of college.”

2019-20 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 continues the new process of having one learning strategies course for every student.