

Seminole State College
Entering Student Engagement Survey
Fall 2016

The Assessment of Student Learning Committee began planning for the Survey of Entering Student Engagement in 2014. The members created a survey, ran a trial survey in spring 2016, and conducted the survey in fall 2016. The survey asks for students' first experiences at Seminole State College on course engagement, course placement, freshman orientation, financial aid, and actions by students indicating their engagement. The survey was administered during the fourth week of 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 three weeks of the semester, and occurrence of student engagement actions in the first three weeks.

2015-16 Survey of Entering Student Engagement Results

Two hundred nine of 496 students (42%) enrolled in Freshman Seminar and PASS classes took the Survey of Entering Student Engagement in fall 2016. The following table shows the results of the surveys. Table 1 gives the student responses to general information prompts. The majority of the students are 18-19 years of age.

Table 1. Fall 2016 General Information Responses	
Question and Responses	Percentage
Did you begin college at SSC?	
Yes	90.5%
No	9.5%
Did you earn college credit while in high school?	
Yes	26.4%
No	73.6%
What is your age group?	
Under 18 years	1.9%
18-19 years	66.0%
20-24 years	11.8%
25-29 years	8.5%
30-44 years	9.4%
45-59 years	1.9%
60+ years	0.5%
What is your ethnicity?	
American Indian or Native American	23.6%
Asian, Asian American, Pacific Islander	0.0%
Native Hawaiian	0.0%
Black or African American, non-Hispanic	3.3%
White, non-Hispanic	65.6%
Hispanic, Latino, Spanish	5.2%
Other	2.3%
Please select the highest level of education your parent(s) completed	
High School	29.1%
Career/technical training	8.0%
Attended college	10.1%
Associate degree	9.3%
Bachelor degree	10.1%
Took graduate level classes	7.2%
Graduate degree (Masters, Doctorate degree)	9.7%
None of the above	5.9%

Over 95 percent of the students responded to enrolling before the first of the semester. This was the first semester for 71.2% of the respondents, and 61.3% reported having an assigned person who will help them at SSC. Only 25.6% of the respondents reporting placing into college level courses without taking a placement test. Forty-three percent of students reported that they did not have to take developmental courses.

Table 2. Fall 2016 Experiences Prior to First Class Responses	
Question and Responses	Percentage
Including this one, how many semesters have you been enrolled at this college?	
1	71.2%
2	14.6%
3	5.2%
4+	9.0%
How many credit hours did you take for your first semester at SSC?	
1-11	20.8%
12-15	56.1%
16+	23.1%
When did you register for your first semester at SSC?	
More than 1 week before classes began	87.7%
The week before classes began	9.0%
The day classes began	0.5%
The two days after classes began	2.8%
Up to this time, who has been the main source of your academic advising?	
Family member	21.2%
Friend	5.2%
High school counselor	7.1%
SSC advisor	34.4%
Self	25.5%
None	6.6%
Has a specific person been assigned to help you when you needed information at SSC?	
Yes	61.3%
No	46.2%
I don't know	17.9%
Of the courses you enrolled in originally, how many have you dropped?	
0	87.0%
1	9.1%
2	2.9%
3	1.0%
4+	0%
How many courses did you add?	
0	85.0%
1	10.1%
2	1.9%
3	1.5%
4+	1.5%
Were you required to take a placement test?	
Yes	67.6%
No, I placed into the first transitional course	6.8%
No, my scores were high enough that I did not take a placement test	25.6%
Were you required to take a developmental course?	
Yes	51.2%
No	48.6%
If you answered yes to the previous question, which courses were you required to take?	
Basic Algebra	47.3%
Elementary Algebra	5.6%
Intermediate Algebra	6.8%
Special Topics with College Algebra	4.8%
Fundamentals of Language Arts	17.9%
I did not take any developmental courses	43.0%

Ninety-nine percent of students reported that they believe instructors want them to succeed. Over 70% 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 2016 Experiences in First 3-weeks of Class Responses				
Prompt	Percentage of Responses			
	Agree	Disagree		
I believe the instructors at SSC want me to succeed.	99.0%	1%		
I was able to meet with an academic advisor at times convenient to me.	86.0%	14.0%		
I have discussed creating a plan for reaching my goals with students or instructors at SSC.	68.1%	31.9%		
The courses were available at convenient time for me.	90.8%	9.2%		
I talked with a college representative about managing my commitments to be able to reach my goals.	57.0%	43.0%		
I received information about financial aid from an SSC representative.	76.8%	23.2%		
An SSC representative helped me determine if I qualify for financial aid.	61.8%	38.2%		
Prompt	Percentage of Responses			
	All did	Most did	Most did not	None did
Instructors had class activities to introduce students to one another.	36.7%	47.8%	13.1%	2.4%
Instructors explained course syllabi.	82.6%	15.9%	1.0%	0.5%
Instructors gave students their contact information to help outside of class.	76.8%	19.8%	1.9%	1.5%
Prompt	Percentage of Responses			
	Yes	No		
At least one college staff member learned my name.	89.9%	10.1%		
I have learned the name of at least one other classmate in each class.	93.2%	6.8%		
At least one classmate in each class has learned my name.	86.5%	13.5%		
Are you feeling as motivated in the fourth week of school as you did in the previous three weeks?	83.1%	16.9%		

As shown in Table 3, over 80% 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 83% 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 2016 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 three weeks of school.						
Number of class periods you skipped.	74.7%	22.8%	1.9%	0.5%	0%	0%
Discussed a grade with an instructor.	57.8%	32.5%	8.3%	1.0%	0%	0.4%
Discussed attendance with an instructor.	70.2%	24.4%	4.9%	0.5%	0%	0%
Received grades or points on assignments, quizzes, tests, papers, etc.	1.5%	14.6%	27.2%	35.0%	13.5%	8.2%
Discussed an assignment with an instructor outside of class.	42.2%	39.3%	11.2%	4.9%	1.0%	1.4%
Asked for help from a campus employee regarding an assignment.	67.5%	20.4%	8.3%	2.4%	0.4%	1.0%
Asked questions in class.	14.6%	34.5%	27.2%	12.1%	5.8%	5.8%
Contributed to class discussions.	6.3%	30.1%	29.6%	20.4%	4.3%	9.3%
Turned in late assignments.	74.3%	20.1%	3.4%	1.0%	0%	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.	75.7%	20.4%	2.9%	0.5%	0.5%	0%
Came to class unprepared by not completing readings or assignments.	77.1%	17.5%	3.9%	1.0%	0.5%	0%
Worked with other students on a project outside of class.	59.2%	19.4%	15.5%	3.9%	1.0%	0.5%
Participated in a student led study group.	78.6%	11.2%	6.8%	1.9%	1.0%	0.5%
Used Brightspace, D2L, texting, emails, messaging, etc. to communicate with an instructor about the course.	20.9%	27.2%	22.3%	12.6%	6.3%	10.7%
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 have planned a beginning pathway 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.