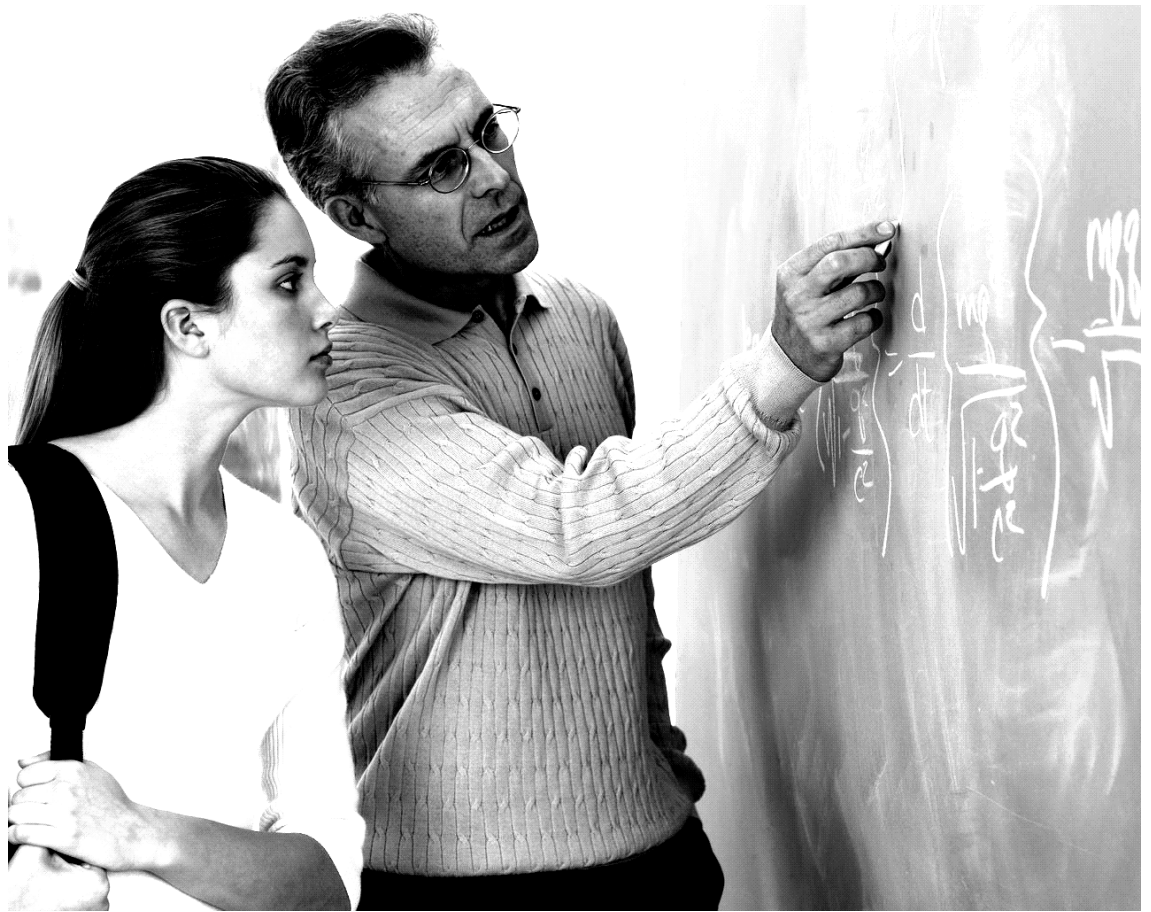


2021-22

Entering Student Survey Report



Institutional Research and Effectiveness
St. Petersburg College

September 2022



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Data and information contained herein cannot be used without the express written authorization of St. Petersburg College. All inquiries about the use of this information should be directed to the Director of Institutional Effectiveness at St. Petersburg College.

2021-22 Entering Student Survey Report
Institutional Research and Effectiveness

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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.

During summer 2021, a revision committee was convened with the purpose of updating the ESS. As a result of the committee's efforts, additional questions regarding student experiences, needs, and preferences were incorporated into the survey. In an effort to further streamline the ESS process, all student data were gathered using SurveyMonkey. To ensure the correct subpopulation was being surveyed, cohorts were created for students categorized as "First Time in College." Once identified, these students were prompted to complete the survey through a pop-up message in MyCourses. Due to the varying course length types, students enrolled in 16-week courses, 12-week courses, and 8-week 1 and 2 courses were surveyed.

Three hundred and sixty-three students completed the survey during the 2021-22 academic year. During spring 2022, the survey was not administered during 12-week and 8-week 2 courses due to the 2022 Student Textbook and Instructional Materials Survey being disseminated.

Student Demographic Information

About eighty percent of the respondents (79.8%) were younger than 25 years of age, and almost two-thirds of the respondents were female (66.2%).

More than half (58.7%) of survey respondents selected White/Non-Hispanic as their ethnicity. The next two largest categories were Hispanic with 17.4% and Black/Non-Hispanic with 12.7%.

Students were asked to select a response that best described their previous college experience. More than three-quarters of the students (78.2%) indicated "This is my first college experience since high school." However, twelve percent of students indicated "I have participated in college during high school" (12.2%).

More than one-quarter of all survey respondents (26.2%) indicated they were the first member of their immediate family to attend college.



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) Cost of tuition, 3) Course or program offered, 4) Flexibility of class offerings, and 5) Ease of transfer to a state university.

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) Emails, 3) Campus visit or tour, 4) Recruiter at your high school, and 5) Social Media.

Students were asked to identify any other institutions they considered before selecting SPC. Over one-third of the students considered a “State University” (39.4%), followed by the consideration of an “Other State College/Community College” (37.8%).

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 “Learn new skills” (6.1%), followed by “Change my career field” (4.9%).

Student Academic Information

Students were asked to indicate which method of course delivery they preferred. Almost half of all survey respondents (40.4%) indicated their preference was for “Face-to-Face classes.”

Students who indicated a preference for “Face-to-Face,” “Live Online,” and “Blended” courses were also asked to select which days they would prefer to take most of their classes. Almost three-quarters of survey respondents (71.6%) indicated a preference for “Monday and Wednesday,” followed by “Tuesday and Thursday” (63.4%)

College Communication and Information

Students were asked to indicate which form of communication with the college they preferred. More than half (59.7%) indicated a preference for email communications, including “SPC Student Email” (42.7%) and “Personal Email” (17.0%). Almost one-third of students (29.1%) selected “Text Message” as their preferred form of communication.

Student Success Influences

The most frequently selected reason for attending SPC was to “Earn a certificate or degree and transfer to another institution” (53.6%), while almost one-third of students selected to “Earn a certificate or degree and enter the workforce” (32.5%) as their reason for enrollment at SPC.

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) Study skills, 2) Working while in college, 3) Physical/mental health, 4) Tutoring, and 5) Finances.

Students who selected tutoring as a factor that might impact their success were asked to identify the specific type of tutoring that they might need. Over three-fourths of survey respondents selected “Tutoring: Math (85.2%),” followed by “Tutoring: Writing” (53.0%), and “Tutoring: Reading” (32.2%).



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 three areas: Computer and Technology Competency, Civic Activity, and Humanities. The rating for this section (Educational Outcomes) is based on a 5-point scale with (5) representing the highest possible rating or level of participation and (1) representing the lowest possible rating or level of participation.

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 (i.e., highly proficient) in the area of “Communicating through the Internet (email, chat, instant messaging, etc.)” (65.4%), followed by “Acquiring information/conducting research through the Internet” (56.3%) and “Using computer software (word processing, spreadsheets, etc.)” (46.8%).

In the area of Civic Activities, students were asked how often they participated in six activities. The top three activities included “Vote in an election,” which received the highest percentage (41.4%), followed by “Engage in activities with people whose religious, political, racial, cultural, economic and/or other characteristics that are different than your own” (27.6%), and “Community involvement through a campus organization or clubs” (18.7%).

In the area of Humanities Activities, students indicated that they “Create: painting, drawing, sculpture, digital art, video, music, or other creative works” (25.7%) more frequently than they “Attend a concert, musical event, dance performance, play, live drama, or performing arts event” (24.1%) or “Visit an art museum, gallery, art show, experience public art” (20.1%).



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 34 academic programs (lower division); (ii) 9 Colleges and Schools comprising 18 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.

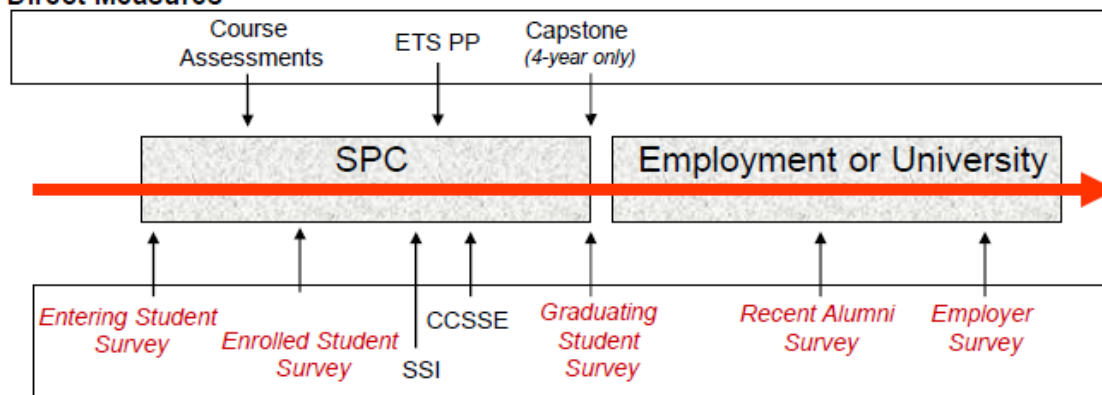
The following are the key assessments used in the evaluation and assessment processes of SPC's Institutional Effectiveness.

- Academic Program Assessments include internally and externally developed direct measures for General Education (e.g., Educational Testing Service's Proficiency Profile [PP]), AS Program Assessments, BAS/BS Program Assessments, and Program Reviews. Outcome results for the academic programs are documented in two types of assessment reports as follows: the Academic Program Viability Report (APVR) is completed on an annual basis and the Academic Program Assessment Report (APAR), which is completed on a three-year cycle.
- Administrative/Student Services Assessments include direct and indirect measures through Services Assessments, and 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.

Direct Measures



Indirect Measures

Figure 1: Student Assessment Points

Other Assessments include the State Accountability Measures, environmental scan/trends analysis, other department/function-specific assessments, and various ad hoc surveys.



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.

During summer 2021, a revision committee was convened with the purpose of updating the ESS. As a result of the committee's efforts, additional questions regarding student experiences, needs, and preferences were incorporated. In an effort to further streamline the ESS process, all student data were gathered using SurveyMonkey. To ensure the correct subpopulation was being surveyed, cohorts were created for students categorized as "First Time in College." Once identified, these students were prompted to complete the survey through a pop-up message in MyCourses. Due to the varying course length types, students enrolled in 16-week courses, 12-week courses, and 8-week 1 and 2 courses were surveyed.

Three hundred and sixty-three students completed the survey during the 2021-22 academic year. During spring 2022, the survey was not administered during 12-week and 8-week 2 courses due to the 2022 Student Textbook and Instructional Materials Survey being disseminated.

The survey has five major sections:

- Section A Student Demographic Information
- Section B Student Academic Information
- Section C College Communication and Information
- Section D Student Success Influences
- Section E General Education Preparedness



Student Demographic Information

The demographic profile and academic information of the 363 survey respondents (N) to the Entering Student Survey are summarized in the following narrative, tables, and charts.

Age

More than two-thirds of survey participants were 19 and under (69.1%), and about eighty percent (79.8%) of all respondents were younger than 25 years of age, as shown in Table 1.

Table 1

Age

Select your age category.		
	N	%
19 and under	251	69.1%
20 - 24	39	10.7%
25 - 29	18	5.0%
30 - 39	26	7.2%
40 - 49	18	5.0%
50 - 59	10	2.8%
60 and over	1	0.3%

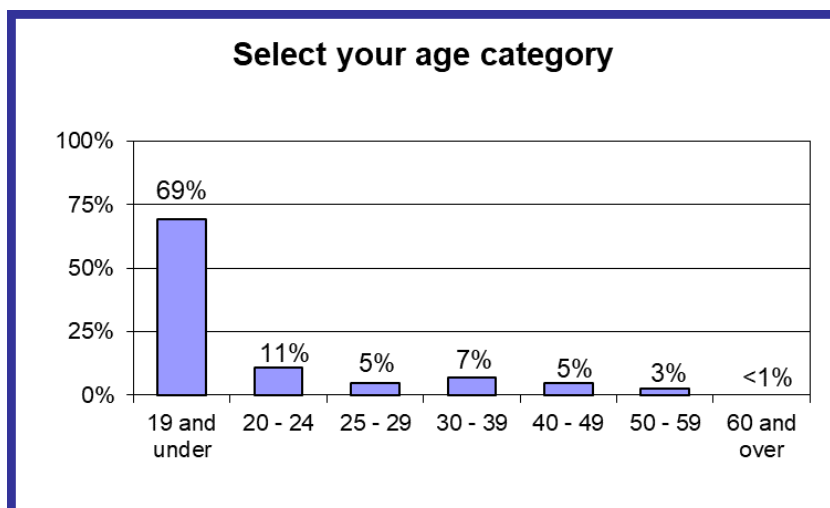


Figure 2: Age



Ethnicity

More than half (58.7%) of survey respondents selected White/Non-Hispanic as their ethnicity. The next two largest categories were Hispanic (17.4%) and Black/Non-Hispanic (12.7%), as shown in Table 2.

Table 2
Ethnicity

Select your ethnicity.		
	N	%
Alaskan Native	0	0.0%
American Indian	2	0.6%
Asian/Pacific Islander	11	3.0%
Black/Non-Hispanic	46	12.7%
Hispanic	63	17.4%
White/Non-Hispanic	213	58.7%
Other	28	7.7%

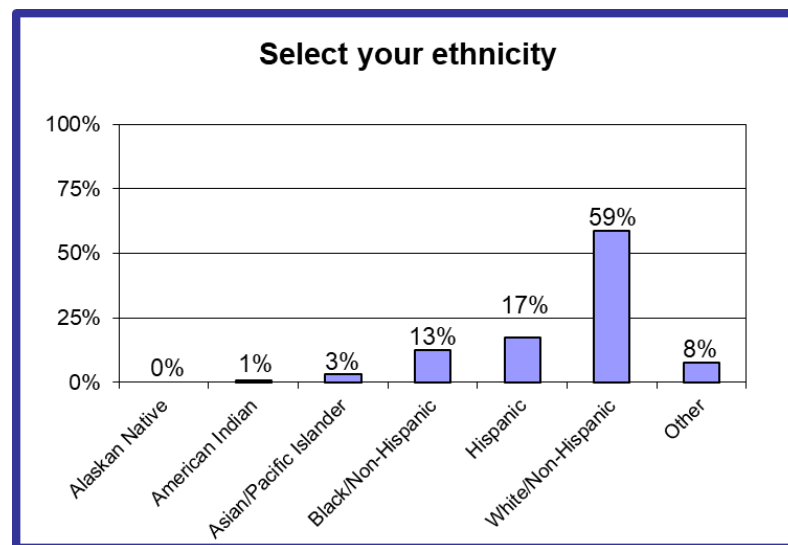


Figure 3: Ethnicity



Gender

Almost two-thirds of the survey respondents were female (66.2%), as shown in Table 3.

Table 3
Gender

Select your gender		
	N	%
Male	106	29.4%
Female	239	66.2%
Prefer not to answer	7	1.9%
Other	9	2.5%

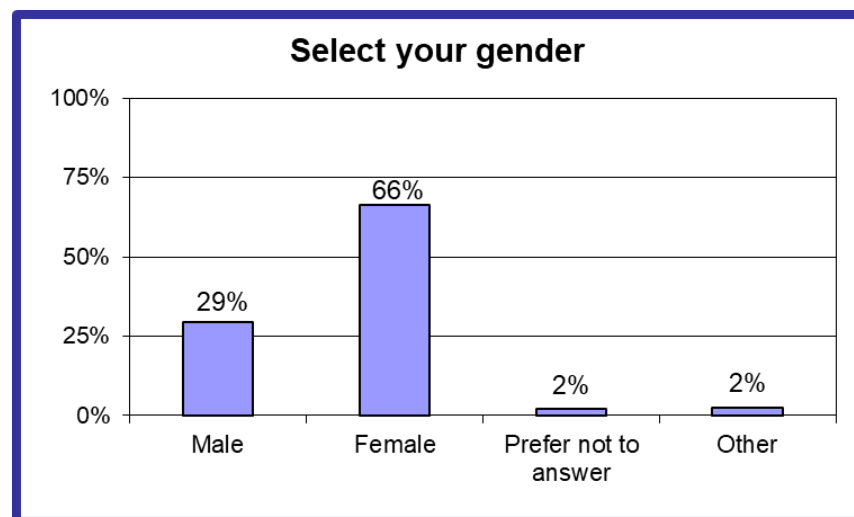


Figure 4: Gender



High School

Almost two-thirds (65.8%) of the survey respondents indicated they had either graduated from high school or received their GED “less than one year” ago. The next largest percent of respondents selected “More than 5 years” ago (19.8%), as shown in Table 4.

Table 4
High School

How long has it been since you graduated from high school or received your GED?		
	N	%
Less than one year	239	65.8%
Between 1 and 3 years	40	11.0%
Between 4 and 5 years	12	3.3%
More than 5 years	72	19.8%

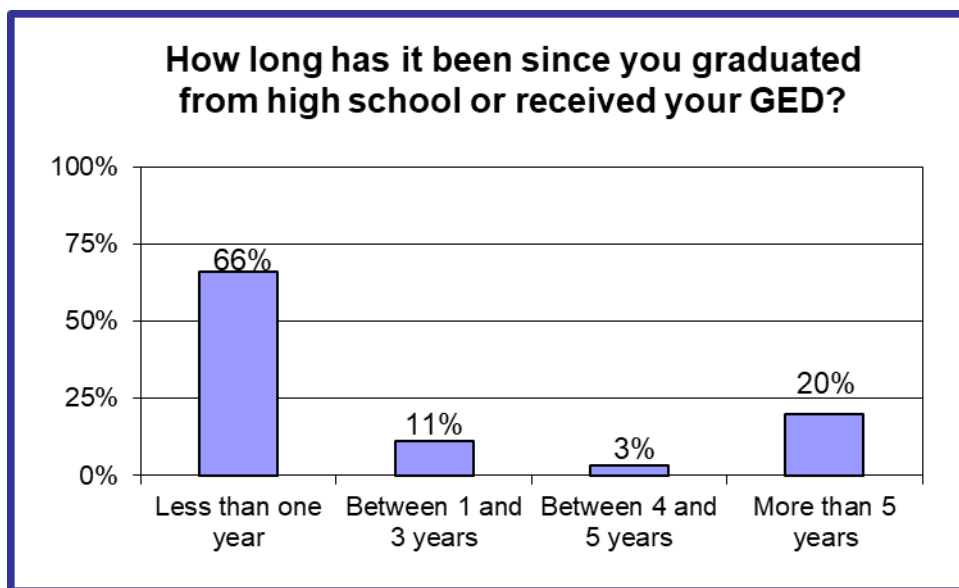


Figure 5: High School



Previous College Experience

Students were asked to describe their previous college experience based on the responses provided to them. More than three-quarters of the students (78.2%) indicated “This is my first college experience since high school.” However, twelve percent (12.1%) of the students indicated “I have participated in college during high school (Early College or Dual Enrollment),” as shown in Table 5.

Table 5
Previous College Experience

Which of the following describes your previous college experience?		
	N	%
This is my first college experience since high school.	284	78.2%
I have participated in college during high school (Early College or Dual Enrollment)	44	12.1%
I have taken previous SPC college credit classes since high school.	6	1.7%
I have taken previous college credit classes from another institution since high school.	29	8.0%

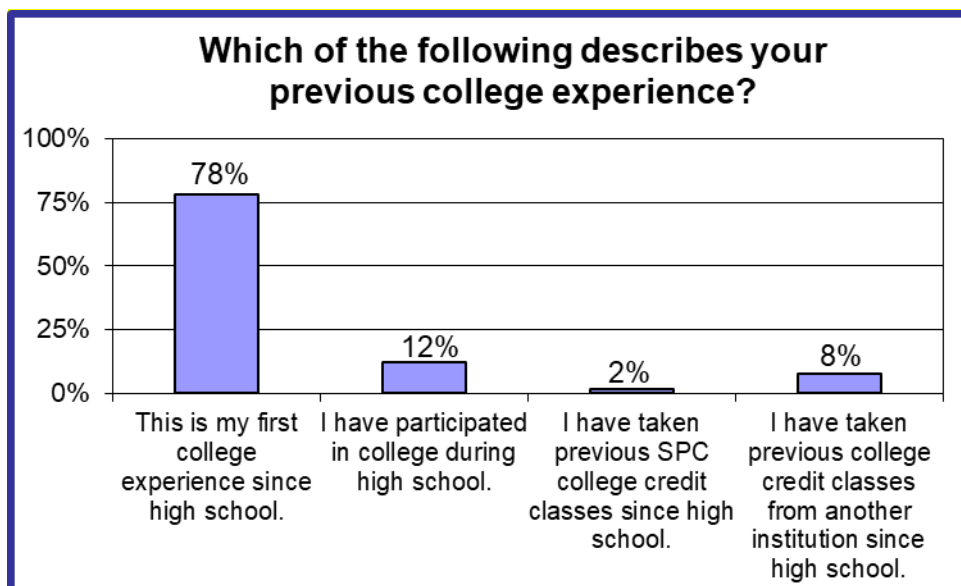


Figure 6: Previous College Experience



First Generation Students

More than one-quarter of survey respondents (26.2%) indicated they were the first member of their immediate family to attend college, as shown in Table 6.

Table 6
First Generation Students

Are you the first member of your immediate family to attend college?		
	N	%
Yes	95	26.2%
No	253	69.7%
Unsure	15	4.1%

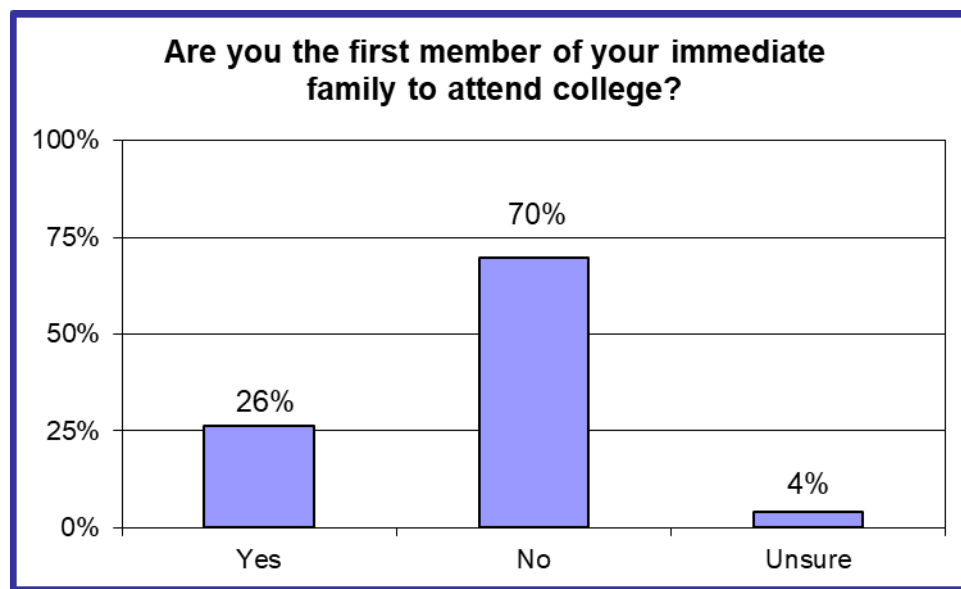


Figure 7: First Generation Students



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 7.

Table 7
Top Five Responses

What factors influenced your decision to apply to SPC? Select all that apply.
Close to home
Cost of tuition (affordable)
Course or program offered
Flexibility of class offerings
Ease of transfer to a state university

“Close to home” was the most important drawing factor, followed by “Cost of tuition,” and “Course or program offered”. Conversely, a “Visit to your employer by SPC staff,” “Experience of faculty,” a “Visit to your high school by SPC staff,” “Clubs or Organizations,” and “Employer Recommendation” had a much smaller influence on a student’s decision to apply.



Decision to Apply Factors

Almost two-thirds of the respondents listed “Close to home” (63.4%), followed by “Cost of tuition (affordable)” (58.6%), and “Course or program offered” (33.7%) as the factors that influenced their decision to apply to SPC. The full list of factors and responses is included in Table 8.

Table 8
Decision to Apply Factors

What factors influenced your decision to apply to SPC? Select all that apply.		
	N	% of respondents
Close to home	222	63.4%
Cost of tuition (affordable)	205	58.6%
Course or program offered	118	33.7%
Flexibility of class offerings	115	32.9%
Ease of transfer to a state university	104	29.7%
Online class offerings	94	26.9%
Financial aid availability	90	25.7%
Fully online programs	81	23.1%
Parents/family recommendation	69	19.7%
Academic reputation	68	19.4%
Close to work	58	16.6%
Class time	47	13.4%
Friend’s recommendation	41	11.7%
Programs aligned to workforce/careers	40	11.4%
Student support services (advising, tutoring, etc.)	36	10.3%
High school teacher	28	8.0%
High school counselor	26	7.4%
Music, art, theater	19	5.4%
SPC faculty or staff	18	5.1%
Job placement services	15	4.3%
Short-term training programs	14	4.0%
Athletics	11	3.1%
Other	11	3.1%
Employer recommendation	8	2.3%



What factors influenced your decision to apply to SPC? Select all that apply.		
	N	% of respondents
Clubs or organizations	8	2.3%
Visit to your high school by SPC staff	8	2.3%
Experience of faculty	6	1.7%
Visit to your employer by SPC staff	2	0.6%

Note: The total may exceed 100% as this question allows multiple selections.

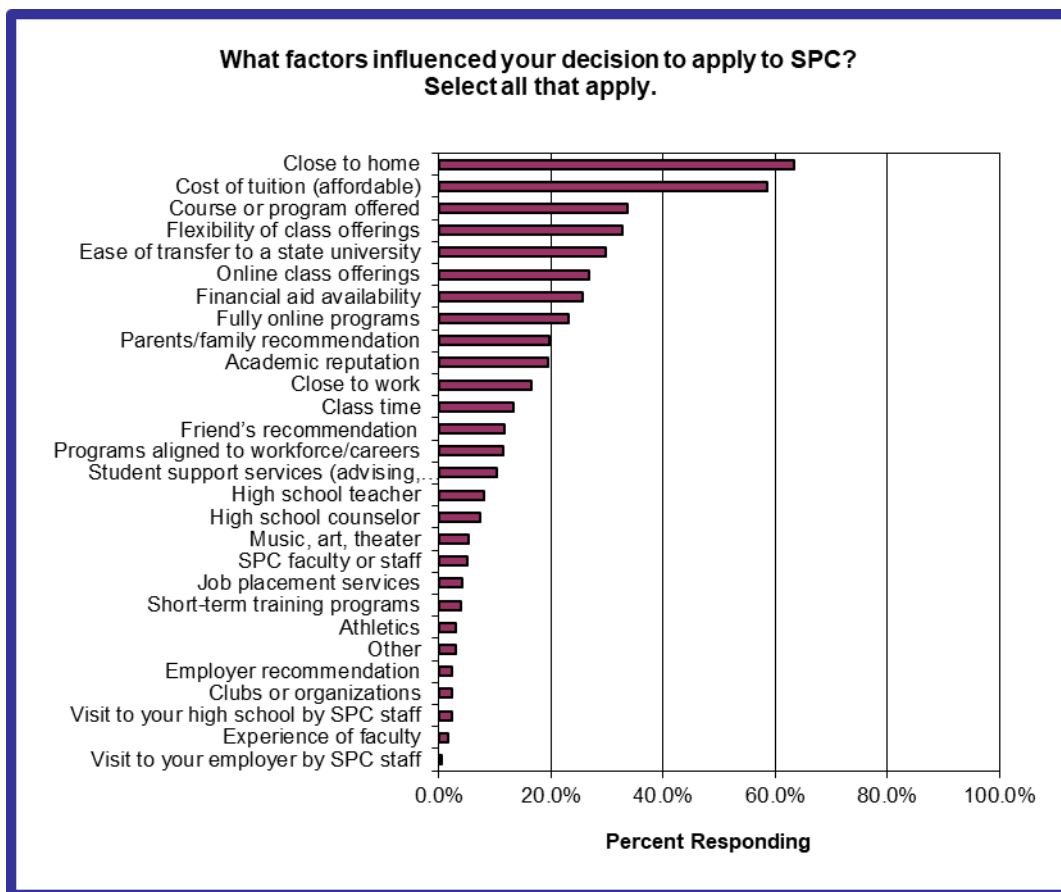


Figure 8: Decision to Apply Factors



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 9.

Table 9

Top Five Sources for Learning about SPC

Through what sources, media, or events, have you learned about SPC? Select all that apply.
SPC website
Emails
Campus visit or tour
Recruiter at your high school
Social media (Facebook, Twitter, etc.)



Referrals and Media Sourcing

More than half of the respondents listed “SPC website” (56.0%), while about thirty percent listed “Emails” (30.1%), followed by “Campus visit or tour” (20.8%) as the sources, media, or events through which they learned about SPC. The full list of factors and responses is included in Table 10.

Table 10
Referrals and Media Sourcing

Through what sources, media, or events, have you learned about SPC? Select all that apply.		
	N	% of respondents
SPC website	186	56.0%
Emails	100	30.1%
Campus visit or tour	69	20.8%
Recruiter at your high school	56	16.9%
Social media (Facebook, Twitter, etc.)	55	16.6%
Other	50	15.1%
Electronic sign at SPC campus	35	10.5%
Digital ads on websites	30	9.0%
Printed material (direct mail)	24	7.2%
Information session/open house	13	3.9%
Ad on streaming radio or TV	10	3.0%
Billboard	9	2.7%
Newspaper and/or magazines	9	2.7%
Bus advertisement	6	1.8%
TV advertising	6	1.8%
Conference	6	1.8%
Radio advertising	5	1.5%
Recruiter at your work	2	0.6%

Note: The total may exceed 100% as this question allows multiple selections.

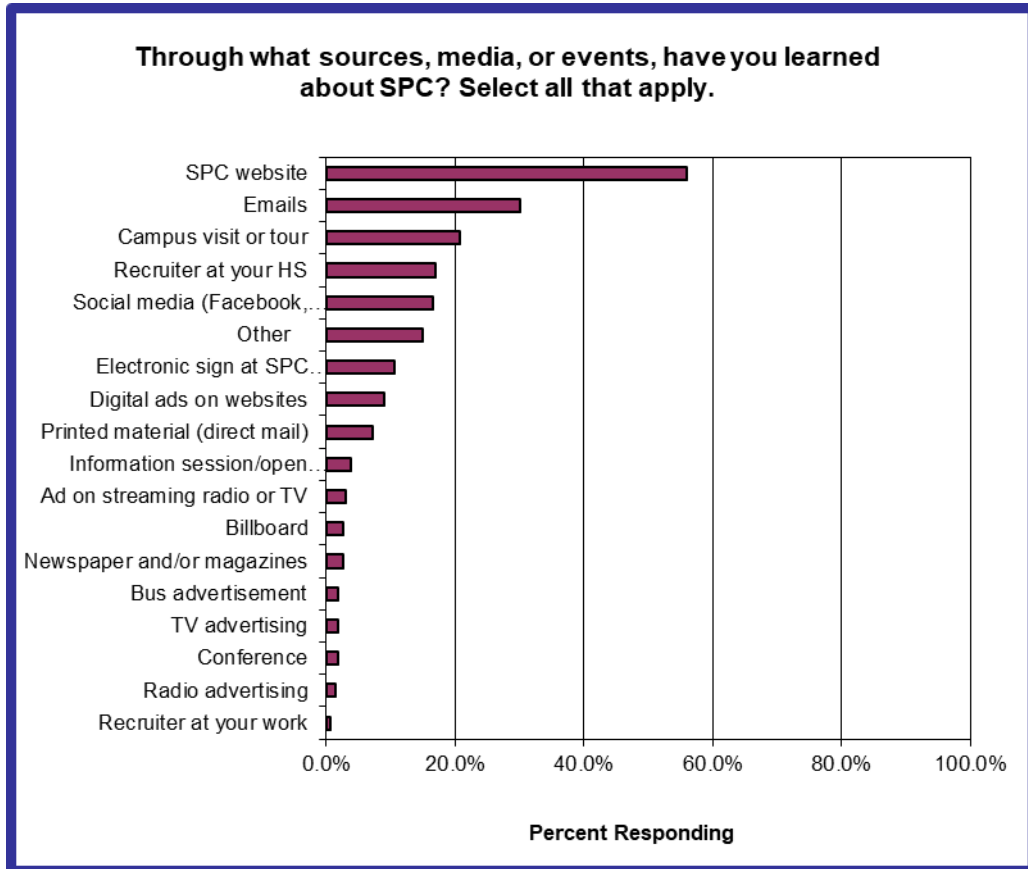


Figure 9: Referrals and Media Sourcing



Other Institutions

Students were asked to identify any other institutions they considered before selecting SPC. Over one-third of students considered a “State University” (39.4%), followed by the consideration of an “Other State College/Community College” (37.8%), as shown in Table 11.

Table 11
Other Institutions

What other institutions did you consider before selecting SPC?		
	N	%
State University	128	39.4%
Other State College/Community College	123	37.8%
Technical College	50	15.4%
Private Institution	24	7.4%

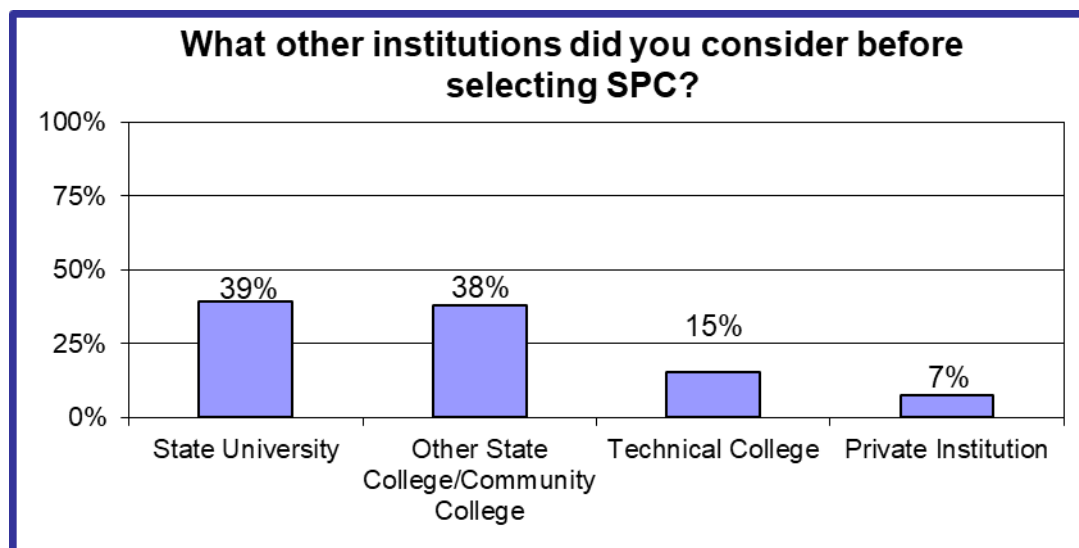


Figure 10: Other Institution



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 majority of respondents (79.9%) stated that this question was not applicable. The next top two responses were “Learn new skills” (6.1%), followed by “Change my career field” (4.9%), as shown in Table 12.

Table 12
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	14	4.3%
Change my career field	16	4.9%
Get training for a possible promotion	1	0.3%
Make myself more marketable	8	2.4%
Learn new skills	20	6.1%
Enter the workforce	6	1.8%
Company downsizing	1	0.3%
Not applicable	263	79.9%



Highest Degree Earned Prior to Enrolling

Students were asked to select the highest degree they earned prior to enrolling at SPC. The top two responses were a “Certificate” (82.2%) and an “Associate’s Degree” (13.8%), as shown in Table 13.

Table 13
Highest Degree Earned Prior to Enrolling

Select the highest degree you earned prior to enrolling at SPC.		
	N	%
Certificate	208	82.2%
Associate's Degree (AA, AS)	35	13.8%
Bachelor's Degree (BA, BS, BAS)	7	2.8%
Master's Degree (MA, MS, MBA)	1	0.4%
Doctoral or Professional Degree (PhD, EdD, JD, MD)	2	0.8%

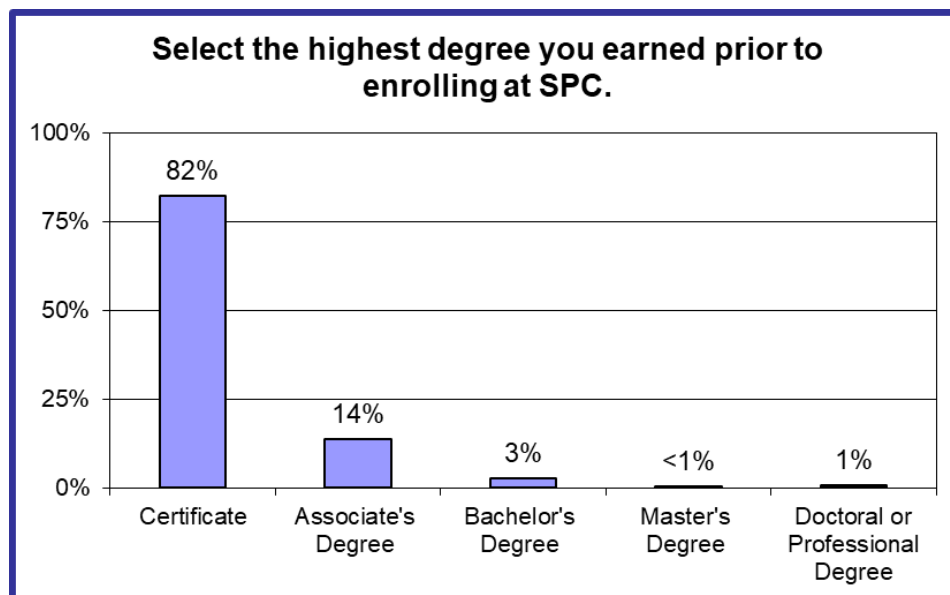


Figure 11: Highest Degree Earned Prior to Enrolling



Student Academic Information

Enrollment Status

Students were asked to select their enrollment status at SPC. Almost three-quarters of survey respondents selected “Full-time (12 or more credits)” (72.2%), as shown in Table 14.

Table 14
Enrollment Status

What will your enrollment status be?		
	N	%
Full-time (12 or more credits)	244	72.2%
Part-time (less than 12 credits)	94	27.8%

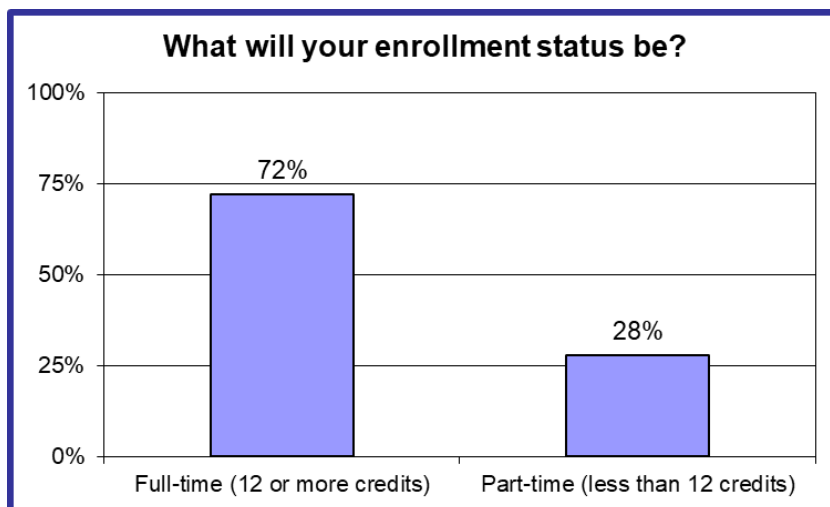


Figure 12: Enrollment Status



Part-Time Enrollment

Survey respondents who indicated they would be enrolling part-time were asked to identify the primary circumstance that prevented them enrolling full-time, if that was their preference.

Almost two-thirds of survey respondents (61.1%) selected “Job responsibilities/schedule” as their primary circumstance, followed by “finances” (11.1%), as shown in Table 15.

Table 15
Part-Time Enrollment

If you are enrolling part-time but would have preferred to enroll full-time, what is the PRIMARY circumstance that prevented you from doing so?		
	N	%
Availability of courses	5	5.6%
Availability of SPC services	1	1.1%
Family responsibilities including childcare	8	8.9%
Finances	10	11.1%
Lack of sufficient financial aid	4	4.4%
Health or personal problems	6	6.7%
Job responsibilities/ schedule	55	61.1%
Transportation	1	1.1%



Course Delivery Preference

Students were asked to select which method of course delivery they preferred. Almost half of all survey respondents (40.4%) indicated their preference was for “Face-to-Face” classes,” as shown in Table 16.

Table 16
Course Delivery Preference

What is your preferred course delivery method?		
	N	%
Face-to-Face	136	40.4%
Live Online	25	7.4%
Online	93	27.6%
Blended (Combination of online and face-to-face)	83	24.6%

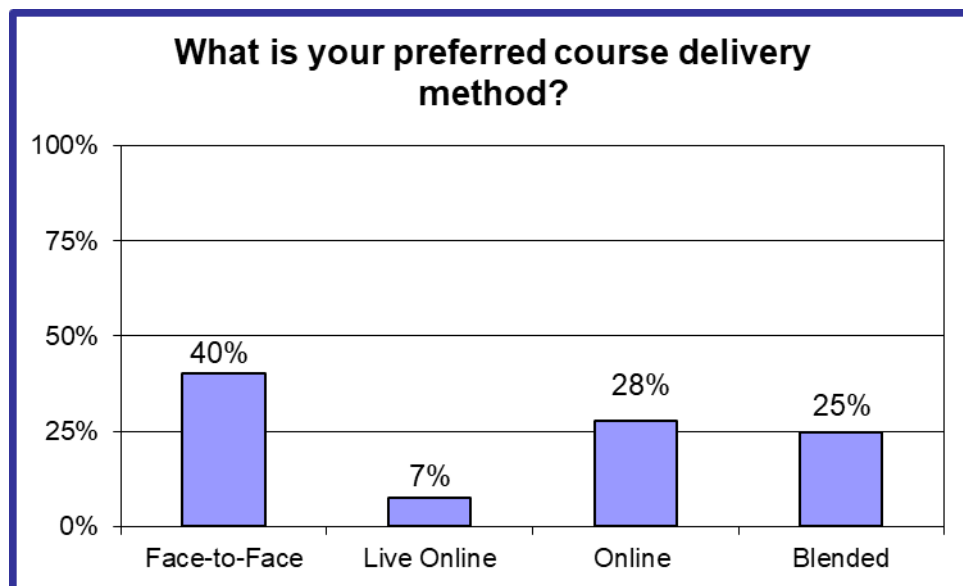


Figure 13: Course Delivery Preference



Time of Day

Students who indicated a preference for “Face-to-Face,” “Live Online”, and “Blended” courses were asked to select when they were most likely to take their classes. More than half of survey respondents (53.9%) indicated a preference for “Weekday Mornings,” followed by “Weekday Afternoons” (23.5%), as shown in Table 17.

Table 17
Time of Day

When are you most likely to take your classes?		
	N	%
Weekday Mornings	131	53.9%
Weekday Afternoons	57	23.5%
Weekday Evenings	26	10.7%
Weekends	0	0.0%
No Preference	29	11.9%

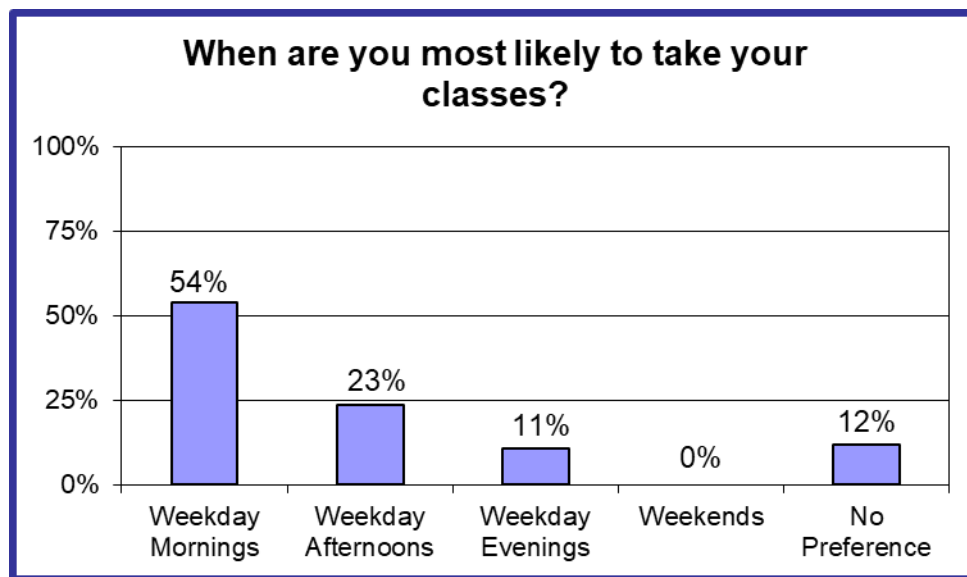


Figure 14: Time of Day



Days of the Week

Students who indicated a preference for “Face-to-Face,” “Live Online”, and “Blended” courses were also asked to select which days they would prefer to take most of their classes. Almost three-quarters of survey respondents (71.6%) indicated a preference for “Monday and Wednesday,” followed by “Tuesday and Thursday” (63.4%), as shown in Table 18.

Table 18
Days of the Week

On which days would you prefer to take most of your classes? Select all that apply.		
	N	%
Monday and Wednesday	174	71.6%
Tuesday and Thursday	154	63.4%
Friday	23	9.5%
Saturday	5	2.1%
No Preference	31	12.8%

Note: The total may exceed 100% as this question allows multiple selections.

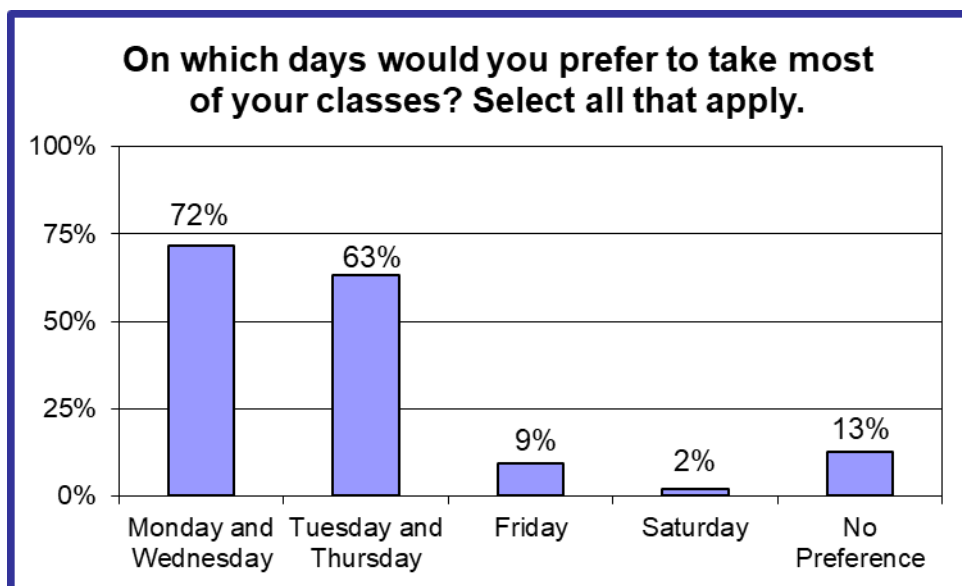


Figure 15: Day of the Week



College Communication and Information

College Communication Preference

Students were asked to select which form of communication with the college they preferred. More than half (59.7%) indicated a preference for email communications, including “SPC Student Email” (42.7%) and “Personal Email” (17.0%). Almost one-third of students (29.1%) selected “Text Message” as their preferred form of communication, as shown in Table 19.

Table 19
College Communication Preference

How do you prefer the college contact you directly?		
	N	%
Phone Call	23	7.0%
Text Message	96	29.1%
Email to SPC student account	141	42.7%
Email to personal account	56	17.0%
Mail	2	0.6%
Message in MyCourses	12	3.6%

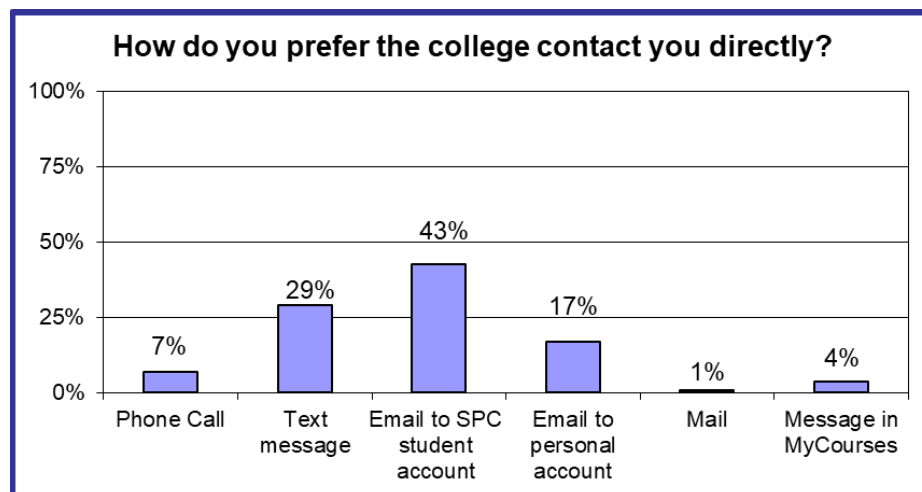


Figure 16: *College Communication Preference*



Information Channel Preference

Students were asked to select what communication channel they would prefer to receive information about the college. Over one third of survey respondents indicated their preference was for “Email to SPC student account” (36.4%), followed by “Text message” (20.6%), as shown in Table 20.

Table 20
Information Channel Preference

On what communication channel do you prefer to receive information about the college?		
	N	%
College website	53	16.1%
Mail	17	5.2%
Email to personal account	63	19.1%
Text message	68	20.6%
Phone call	3	0.9%
Social media site	5	1.5%
Email to SPC student account	120	36.4%
Other	1	0.3%

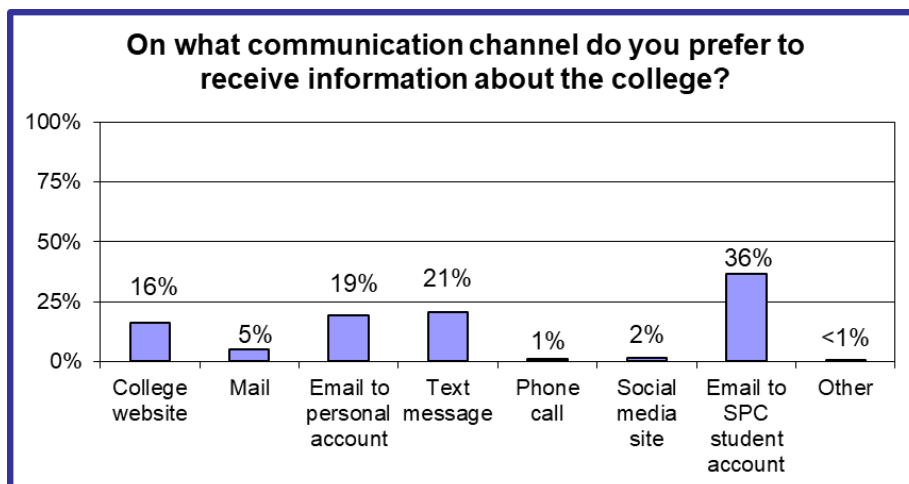


Figure 17: Information Channel Preference



Social Media Channels

Students were asked to select which social media channel they use to engage or interact with the college. Almost three-quarters of all survey respondents (74.5%) indicated they do not engage with SPC on any social media channel, followed by “Instagram” (18.5%), as shown in Table 21.

Table 21
Social Media Channels

On which social media channels do you engage/interact with the college? Select all that apply.		
	N	%
Facebook	28	8.5%
Twitter	15	4.6%
Instagram	61	18.5%
LinkedIn	4	1.2%
None	245	74.5%
Other	3	0.9%

Note: The total may exceed 100% as this question allows multiple selections.

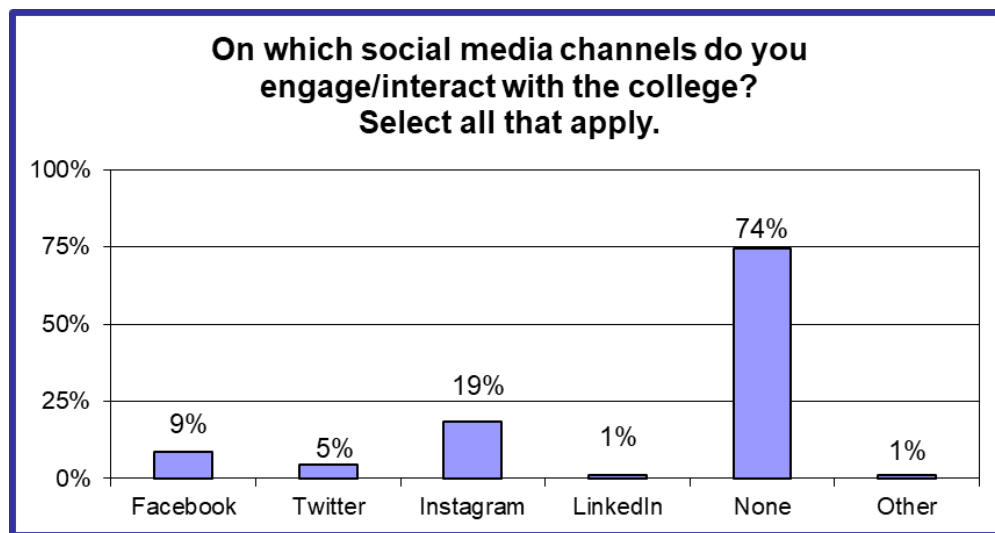


Figure 18: Social Media Channels



Student Success Influences

Work Hours

About thirty-eight percent (37.6%) of survey respondents indicated they expect to be working “16 to 30 hours per week” while attending SPC. Almost twenty percent of survey respondents indicated they expected to work “31 to 40 hours per week” (19.9%), while nineteen percent (18.6%) stated they would not be working while attending SPC, as shown in Table 22.

Table 22
Work Hours

How many hours per week do you expect to be working while attending SPC?		
	N	%
15 or fewer hours per week	52	16.1%
16 to 30 hours per week	121	37.6%
31 to 40 hours per week	64	19.9%
More than 40 hours per week	25	7.8%
I am not working while attending SPC	60	18.6%

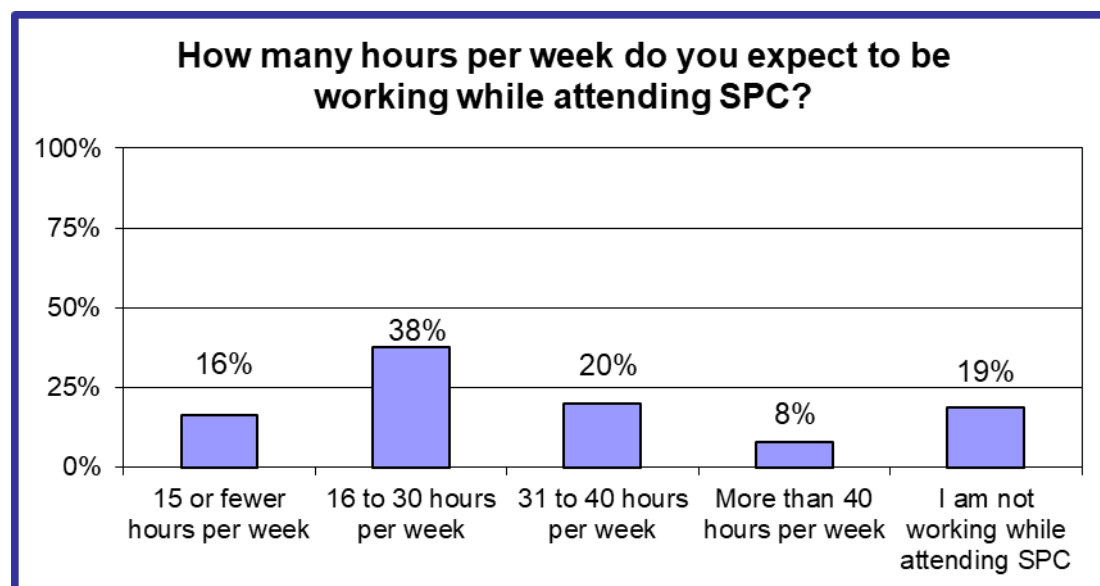


Figure 19: Work Hours



Enrollment Reasons

More than half (53.6%) of survey respondents selected to “Earn a certificate or degree and transfer to another institution” as their primary reason for enrolling at SPC, while almost one-third of students selected to “Earn a certificate or degree and enter the workforce (32.5%),” as shown in Table 23.

Table 23
Enrollment Reasons

What is the primary reason you are enrolling at SPC?		
	N	%
Earn a certificate or degree and transfer to another institution	173	53.6%
Earn a certificate or degree and enter the workforce	105	32.5%
Improve job skills/career advancement	40	12.4%
Personal enjoyment	5	1.5%

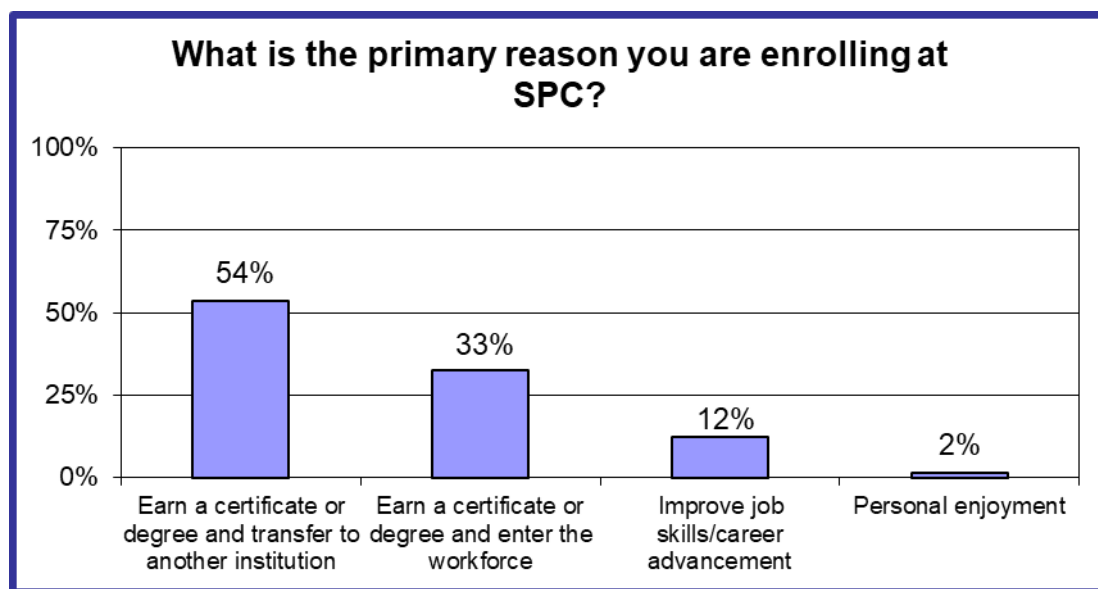


Figure 20: Enrollment Reasons



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 “Study skills” (55.7%), “Working while in college” (51.3%), “Physical/mental health” (50.0%) “Tutoring” (36.5%), and “Finances” (35.5%), as shown in Table 24.

Table 24
Student Success Factors

Which of the following might impact your success as a student? Select all that apply.		
	N	% of respondents
Study skills	177	55.7%
Working while in college	163	51.3%
Physical/mental health	159	50.0%
Tutoring	116	36.5%
Finances	113	35.5%
Career goal	94	29.6%
Career guidance	78	24.5%
Selecting a major	59	18.6%
Computer skills	53	16.7%
Transportation	52	16.4%
Internship	45	14.2%
Access to technology	43	13.5%
Care giving responsibilities including child care	30	9.4%
Accessibility issues	28	8.8%
Other	5	1.6%

Note: The total may exceed 100% as this question allows multiple selections.

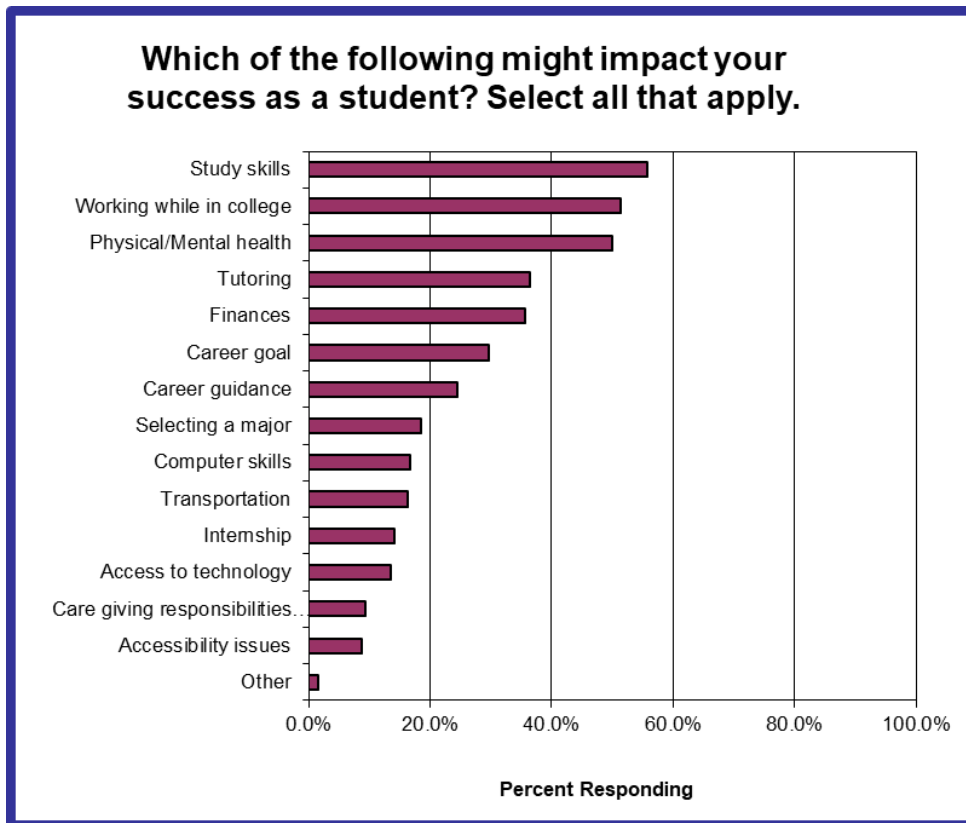


Figure 21: Student Success Factors



Tutoring Type

Students who selected tutoring as a factor that might impact their success were asked to identify the specific type of tutoring that they might need.

More than three-fourths of survey respondents selected “Tutoring: Math” (85.2%), followed by “Tutoring: Writing” (53.0%), and “Tutoring: Reading” (32.2%), as shown in Table 25.

Table 25
Tutoring Type

Which of the following might impact your success as a student? Select all that apply.		
	N	% of respondents
Tutoring: Math	98	85.2%
Tutoring: Reading	37	32.2%
Tutoring: Writing	61	53.0%
Other	6	5.2%

Note: The total may exceed 100% as this question allows multiple selections.

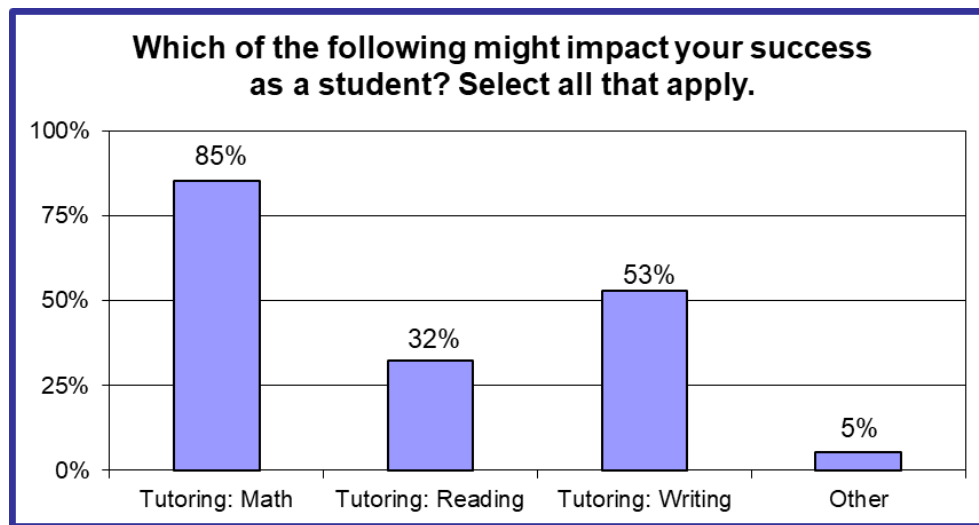


Figure 22: Tutoring Type



Factors Needed for Success

Students were asked to identify which factors they need for SPC to provide in order to be successful. The top two factors selected were “Advising” (58.0%) and “Financial aid/scholarships” (58.0%), followed by “Career guidance” (52.2%), as shown in Table 26.

Table 26
Factors Needed for Success

In order to be successful, I am looking for SPC to provide the following. Select all that apply.		
	N	% of respondents
Financial aid/scholarships	181	58.0%
Advising	181	58.0%
Career guidance	163	52.2%
Tutoring	159	51.0%
Access to mental health resources	95	30.4%
Mentoring	93	29.8%
Internships	85	27.2%
Clubs/student life	75	24.0%
Accessibility services	56	17.9%
Access to physical health resources	41	13.1%
Other	8	2.6%

Note: The total may exceed 100% as this question allows multiple selections.

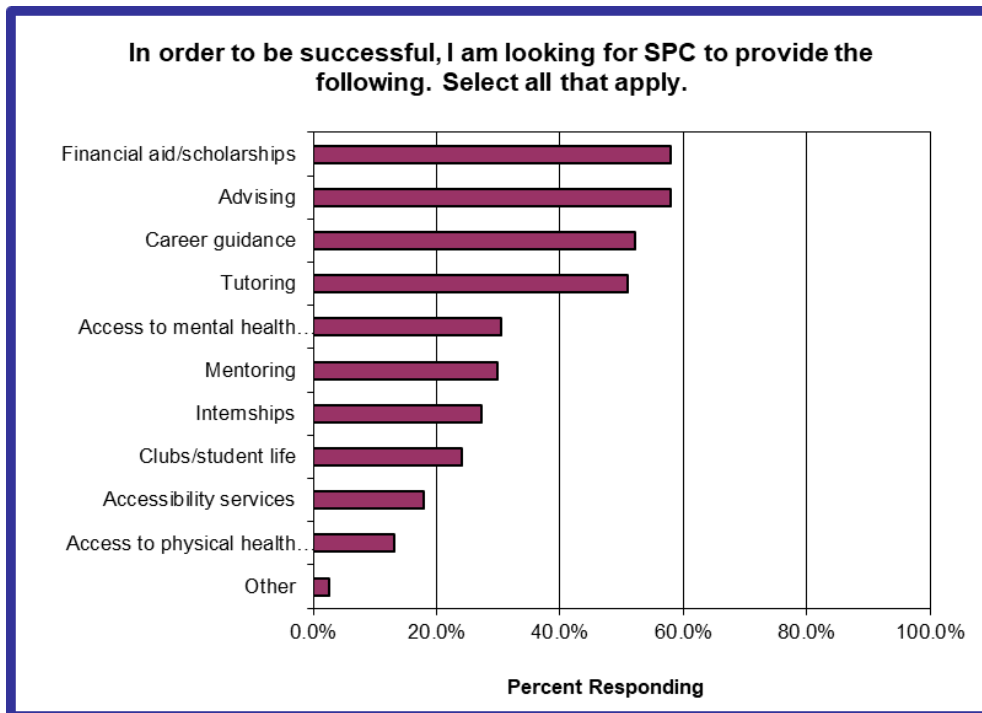


Figure 23: Factors Needed for Success



Expected Participation

Students were asked how often they expect to participate in one of the following student activities outside of class: On-campus Activities; Community Engagement; and Virtual Activities.

About one-fifth of survey respondents indicated they expected to participate “Whenever Possible” or “Frequently” in On-Campus Activities (23.3%); Community Engagement (22.6%); and Virtual Activities (20.8%), as shown Table 27.

Table 27
Expected Participation

How often do you expect to participate in student activities outside of class?					
	Whenever Possible	Frequently	Occasionally	Seldom	Never
On-Campus Activities	17.3%	6.0%	23.6%	19.8%	33.3%
Community Engagement	15.3%	7.3%	23.9%	22.0%	31.5%
Virtual Activities	12.8%	8.0%	24.6%	19.5%	35.1%

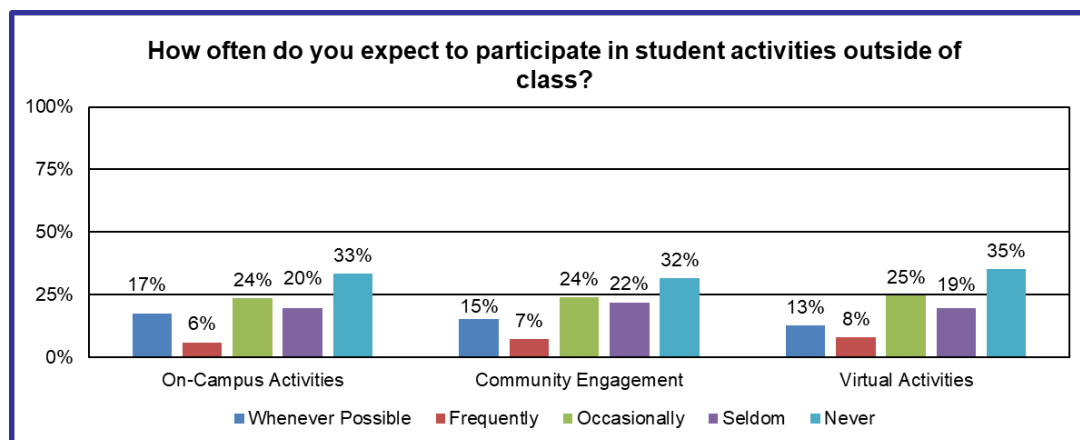


Figure 24: Expected Participation



Early SPC Experience - Feeling Connected

Students were asked to think about their experiences with SPC from the time of their decision to SPC through the first few weeks of their first semester.

Over three-quarters of survey respondents indicated they *Strongly Agree* or *Agree* with the following statements: “I felt welcome at SPC in my first interaction with the College” (78.4%); “SPC feels very inclusive and celebrates all students with diverse backgrounds and cultures” (77.5%); and “I know how to contact services such as advising, financial aid, or tutoring, if I need support” (78.9%). Over two-thirds of survey respondents indicated they *Strongly Agree* or *Agree* with the following statements: “I feel a sense of belonging at SPC” (66.8%) and “I feel comfortable reaching out to someone at the College if I have a question” (69.7%). Almost two-thirds of survey respondents indicated they *Strongly Agree* or *Agree* with the following statement: “I see myself as part of the SPC community” (64.3%), as shown in Table 28.

Table 28
Feeling Connected

As you respond to these questions, think about your experiences from the time of your decision to attend SPC, through the first few weeks of your first semester.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I felt welcome at SPC in my first interaction with the college.	46.6%	31.8%	20.0%	1.0%	0.7%
SPC feels very inclusive and celebrates all students with diverse backgrounds and cultures.	43.8%	33.7%	20.6%	1.0%	1.0%
I feel a sense of belonging at SPC.	37.0%	29.8%	27.5%	4.9%	0.7%
I feel comfortable reaching out to someone at the college if I have a question.	41.4%	28.3%	23.7%	5.3%	1.3%
I know how to contact services such as advising, financial aid, or tutoring, if I need support.	46.2%	32.7%	14.5%	4.6%	2.0%



As you respond to these questions, think about your experiences from the time of your decision to attend SPC, through the first few weeks of your first semester.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I see myself as part of the SPC community.	34.8%	29.5%	30.2%	4.9%	0.7%

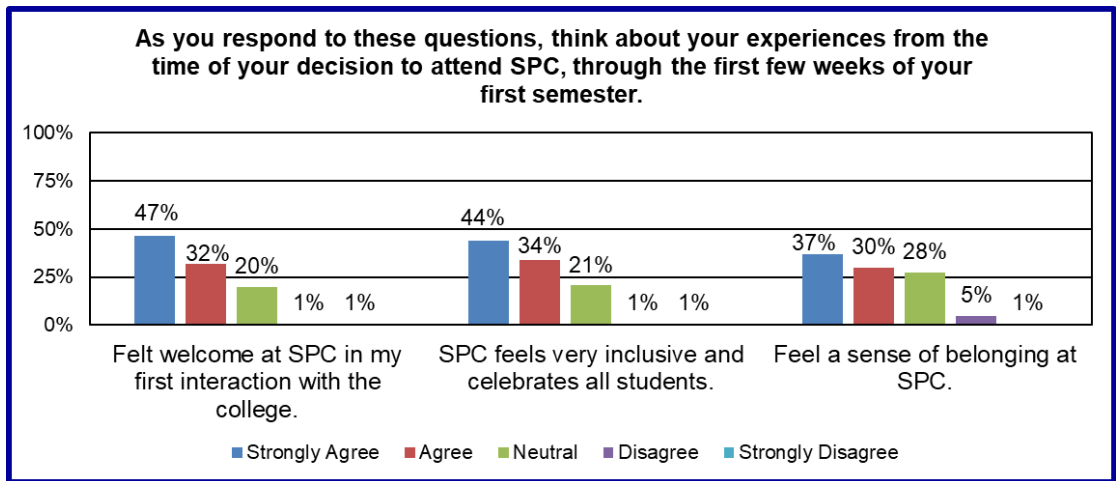


Figure 25: Feeling Connected A

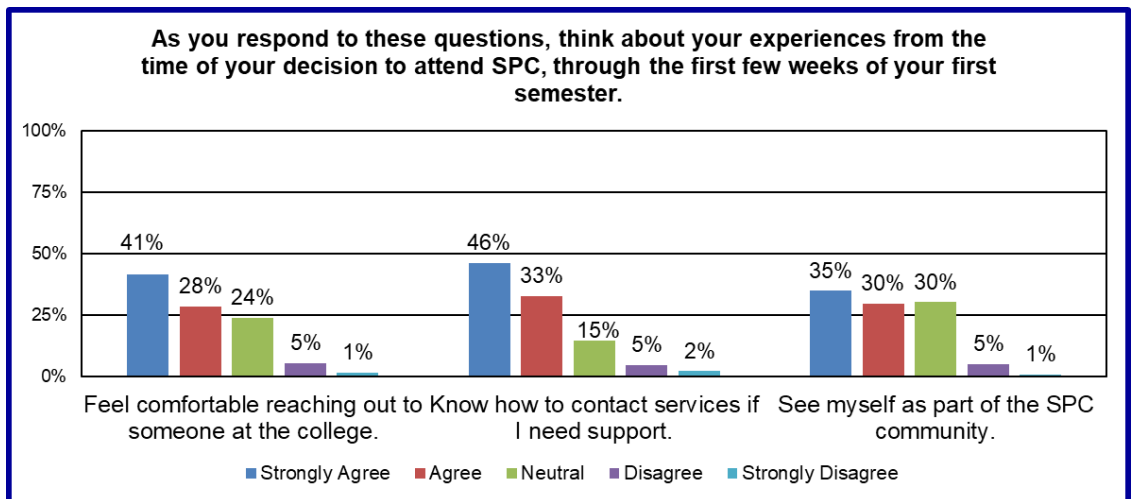


Figure 26: Feeling Connected B



Early SPC Experience - Academics

Students were asked to think about their experiences with SPC from the time of their decision to SPC through the first few weeks of their first semester.

Over three-quarters of survey respondents indicated they *Strongly Agree* or *Agree* with the following statements: “I am prepared academically to succeed in college” (79.6%); “I have the motivation to do what it takes to succeed in college” (79.2%); and “I believe my time at SPC will help me develop the skills and knowledge to reach my goals” (88.2%). Almost three-quarters of survey respondents indicated they *Strongly Agree* or *Agree* with the following statement: “I am confident in chosen academic pathway” (74.0%), as shown in Table 29.

Table 29
Academics

As you respond to these questions, think about your experiences from the time of your decision to attend SPC, through the first few weeks of your first semester.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am prepared academically to succeed in college.	42.8%	36.8%	16.8%	3.3%	0.3%
I have the motivation to do what it takes to succeed in college.	46.5%	32.7%	16.2%	3.6%	1.0%
I am confident in my chosen academic pathway.	47.0%	27.0%	21.7%	3.6%	0.7%
I believe my time at SPC will help me develop the skills and knowledge to reach my goals.	53.3%	34.9%	11.5%	0.0%	0.3%

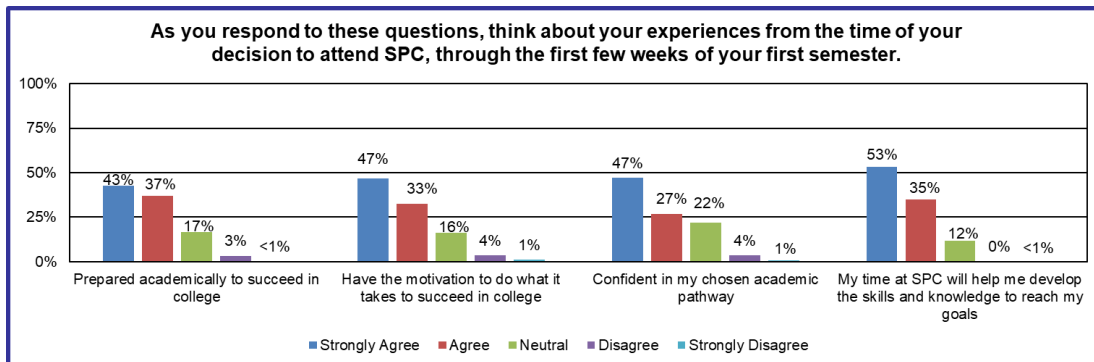


Figure 27: Academics



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. Over three-fourths of students rated their skills as “Highly proficient” or “Somewhat Proficient” highest in all three areas: “Using computer software (word processing, spreadsheets, etc.)” (76.7%); “Communicating through the Internet (email, chat, instant messaging, etc.)” (85.3%); and “Acquiring information/conducting research through the Internet” (83.0%), as shown in Table 30.

Table 30
Computer and Technology Competency

Computer and Technology Competency	2021-22				
	Highly Proficient	Somewhat Proficient	Average	Moderate	None
Please rate your level of competency in each of the following skill areas.					
Using computer software (word processing, spreadsheets, etc.)	46.8%	29.9%	14.0%	6.3%	3.0%
Communicating through the Internet (email, chat, instant messaging, etc.)	65.4%	19.9%	10.6%	2.7%	1.3%
Acquiring information/conducting research through the Internet	56.3%	26.7%	13.7%	2.7%	0.7%

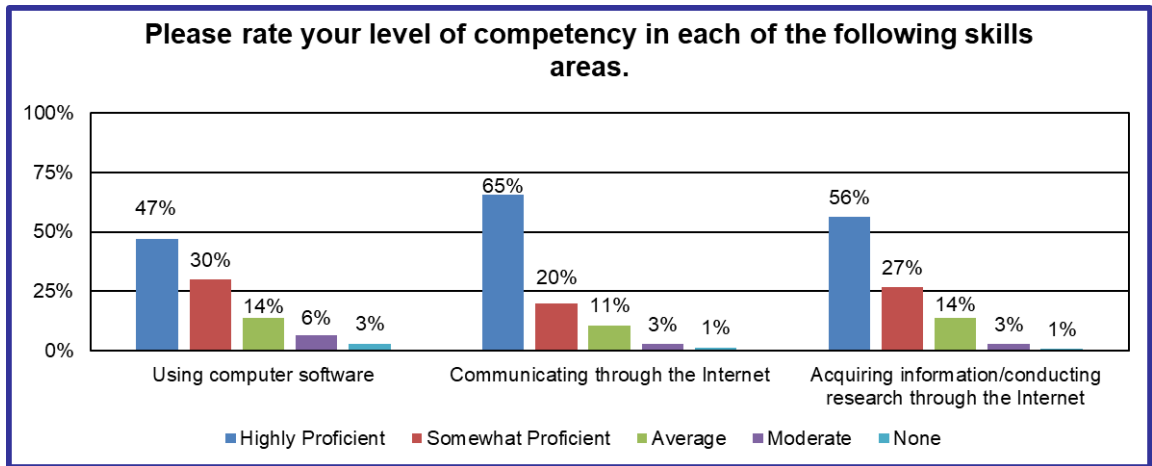


Figure 28: Computer and Technology Competency



Civic Activities

Participation in Civic Activities

In the area of Civic Activities, students were asked how often they expected to participate in various activities each year. Of the six activities, “Vote in an election” received the highest percentage of survey respondents who indicated they would participate “Whenever Possible” (41.4%), followed by “Engage in activities with people whose religious, political, racial, cultural, economic and/or other characteristics that are different than your own” (27.6%).

Survey respondents expected to largely never participate in the following activities: “Participate in campaigns, public debates, or assisting with voter registration” (40.2%), “Volunteer with others from SPC for one-time community services” (30.0%) and “Community involvement through campus organizations or clubs” (27.1%), as shown in Table 31.

Table 31
Participation in Civic Activities

How often do you expect to participate in the following activities each year?					
	Whenever Possible	Frequently	Occasionally	Seldom	Never
Vote in an election	41.4%	13.6%	18.3%	9.5%	17.3%
Community involvement through campus organizations or clubs	18.7%	9.0%	26.8%	18.4%	27.1%
Volunteer with others from SPC for one-time community service activities	17.5%	9.1%	22.6%	20.9%	30.0%
Participate in campaigns, public debates, or assisting with voter registration	10.8%	5.4%	20.6%	23.0%	40.2%
Courses that include community service activities	14.2%	12.2%	25.1%	21.7%	26.8%
Engage in activities with people whose religious, political, racial, cultural, economic and/or other characteristics that are different than your own	27.6%	15.2%	26.3%	11.8%	19.2%

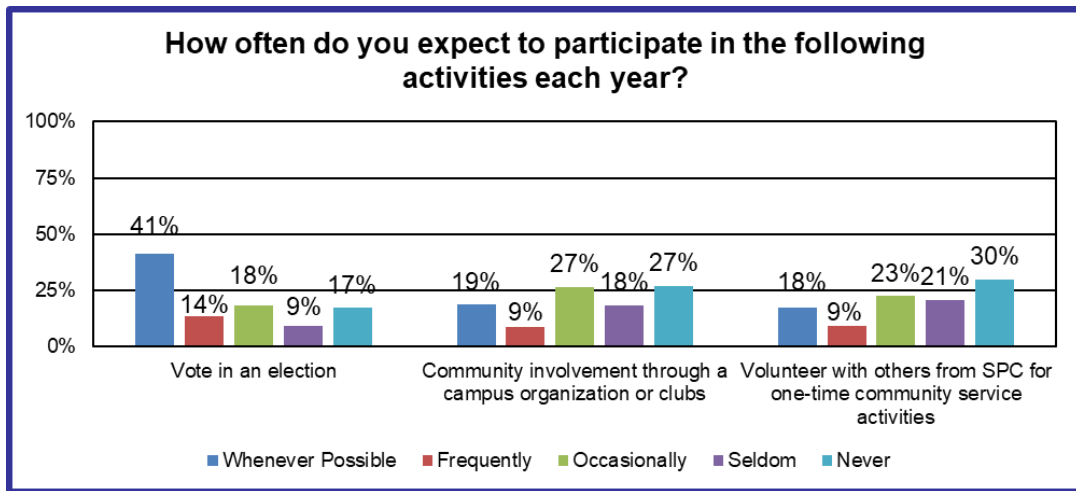


Figure 29: Civic Activities A

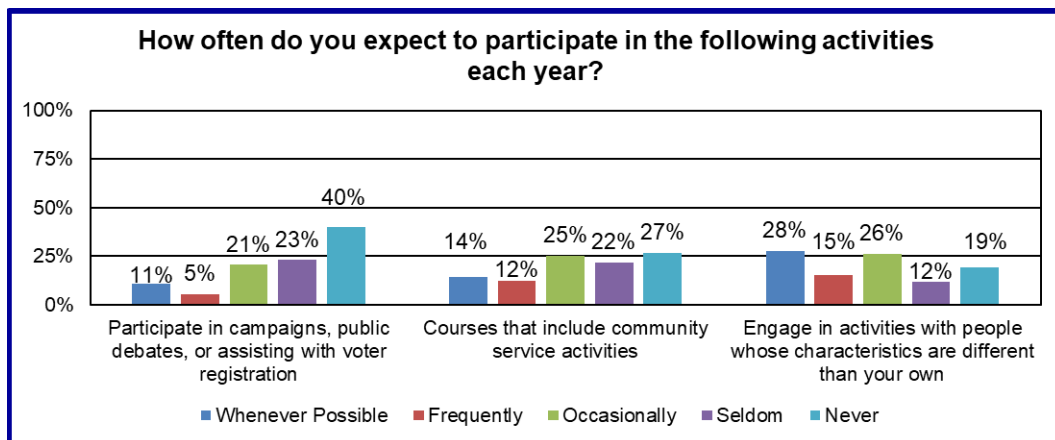


Figure 30: Civic Activities B



Making a Difference with Civic Activities

When asked if their contribution to community and civic activities makes a difference, over half of survey respondents selected “yes” (53.2%), as shown in Table 32.

Table 32
Making a Difference with Civic Activities

Do you feel that your contribution to community and civic activities makes a difference?		
	N	% of respondents
Yes	158	53.2%
No	22	7.4%
No opinion	117	39.4%

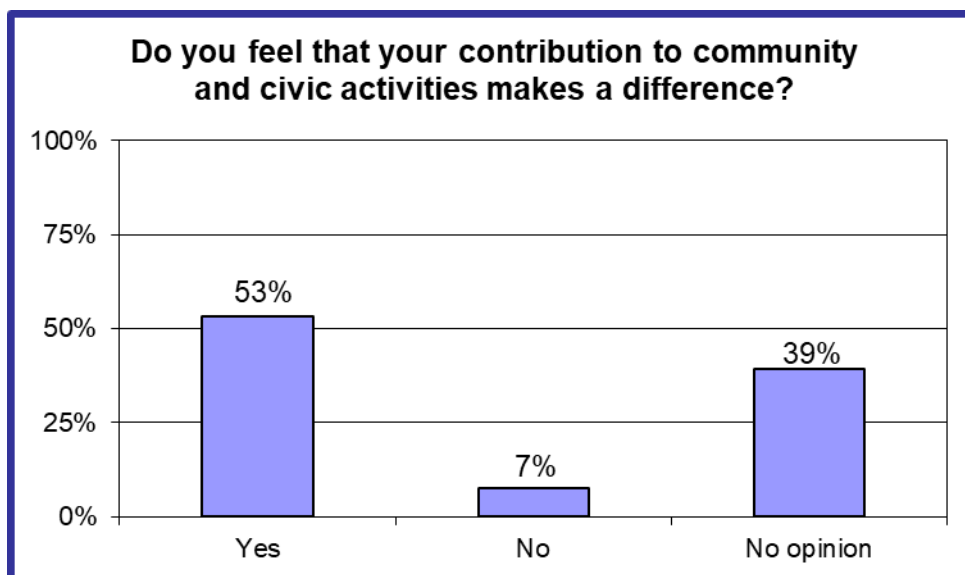


Figure 31: Making a Difference with Civic Activities



Succeeding with Civic Activities

Students were asked if they thought their community and civic activities as an SPC student will help them succeed in college and beyond, fifty-one percent of survey respondents selected “Yes” (51.2%), as shown in Table 33.

Table 33
Succeeding with Civic Activities

Do you think community and civic activities as an SPC student will help you succeed in college and beyond?		
	N	% of respondents
Yes	152	51.2%
No	25	8.4%
No opinion	120	40.4%

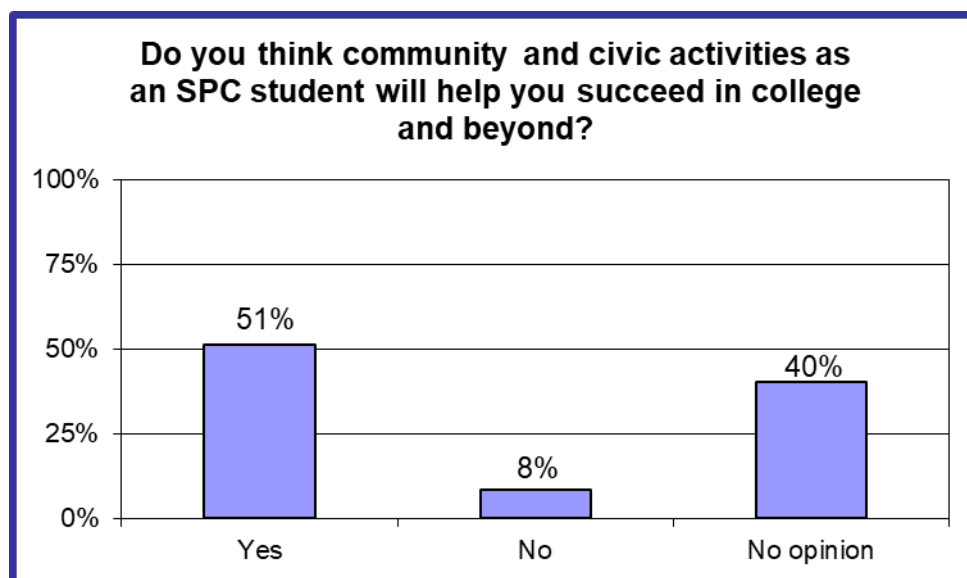


Figure 32: Succeeding with Civic Activities



Humanities Activities

In the area of Humanities Activities, students were asked how often they participate in three different activities. Of the three activities, almost half of survey respondents indicated they would “Create: painting, drawing, sculpture, digital art, video, music, or other creative works” (40.4%) *Whenever Possible* or *Frequently*. This was followed by about one-third of students who indicated they would “Attend a concert, musical event, dance performance, play, live drama, or performing arts event” (35.1%) and “Visit an art museum, gallery, art show, experience public art” (31.4%) *Whenever Possible* or *Frequently*.

Table 34
Humanities Activities

How often do you participate in the following activities?					
	Whenever Possible	Frequently	Occasionally	Seldom	Never
Attend a concert, musical event, dance performance, play, live drama, or performing arts event	24.1%	11.0%	21.4%	21.0%	22.4%
Visit an art museum, gallery, art show, experience public art	20.1%	11.3%	29.7%	21.2%	17.7%
Create: painting, drawing, sculpture, digital art, video, music, or other creative works	25.7%	14.7%	24.3%	16.8%	18.5%

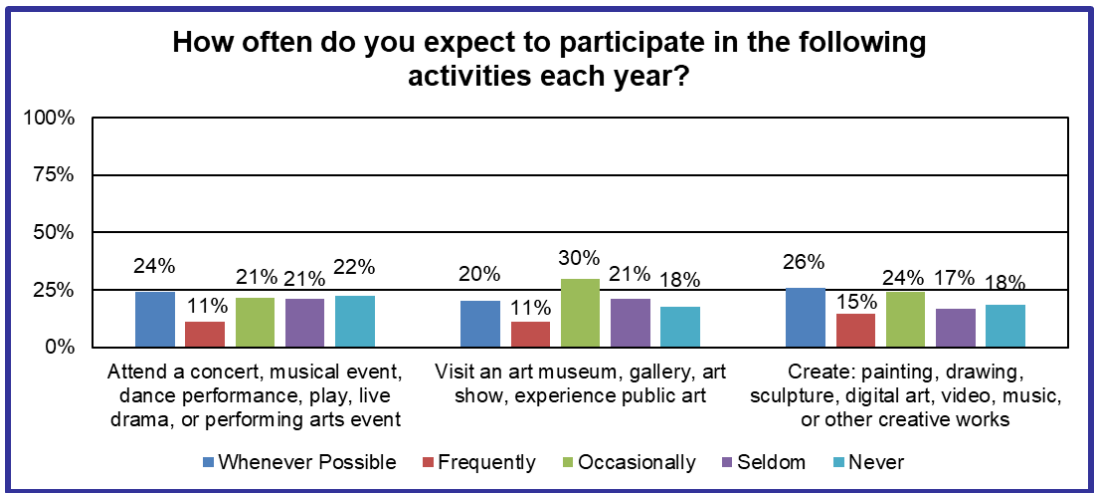


Figure 33: Humanities Activities



Conclusion

Students entering St. Petersburg College encompass a broad range of age categories. About eighty-percent of the survey respondents were younger than 25 years of age, and almost two-thirds were female.

The ethnic background of the survey respondents was as follows: more than half were White/Non-Hispanic; followed by seventeen percent Hispanic, and about thirteen percent Black/Non-Hispanic.

When asked, “What factors influenced your decision to apply to SPC?” “Close to home” was the most important factor followed by “Cost of tuition (affordable)” and “Course or program offered.”

When asked, “Through what sources, media, or 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”, followed by almost by one-third who listed “Emails” and twenty percent who listed “Campus visit or tour.”

A broad range of academic goals brings students to the College, but the two primary reasons selected by survey respondents as to why they were attending SPC, was to “Earn a certificate or degree and transfer to another institution” and to “Earn a certificate or degree to enter the workforce.”

The five most frequently listed factors students thought might impact their success were study skills, working while in college, physical/mental health, tutoring, and finances.

When students were asked to rate their competency in computer and technology, the top-rated skills included the following: “Communicating through the Internet (email, chat, instant messaging, etc.)” (65.4%); “Acquiring information/conducting research through the internet” (56.3%); and “Using computer software (word processing, spreadsheets, etc.)” (46.8%).

When students were asked to rate their participation in various activities in two general education areas, the top-rated activities (i.e., whenever possible) included the following: “Vote in an election” (41.4%); “Engage in activities with people whose religious, political, racial, cultural, economic



and/or other characteristics that are different than your own” (27.6%); and “Create: painting, drawing, sculpture, digital art, video, music, or other creative works” (25.7%).

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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St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3195
tymms.magaly@spcollege.edu



Appendix: Entering Student Survey

St. Petersburg College is committed to providing the best academic and student support services to our students.

Please take a few minutes to complete this survey, and help us ensure that we are meeting your needs. Individual responses will remain confidential and only aggregate information will be used for reporting purposes.

This survey takes approximately 10-15 minutes to complete, and should only be completed once.



Appendix: Entering Student Survey

Survey Instructions

As you respond to the survey questions, you must click on "Next" in order to move the survey forward. Once the survey is completed, please click on "Done" to submit your responses.

Demographics

1. Select your age category.

- 19 and under
- 20 • 24
- 25 - 29
- 30 • 39
- 40 • 49
- 50 - 59
- 60 and over

2. Select your ethnicity.

- Alaskan Native
- American Indian
- Asian Pacific Islander
- Black/Non-Hispanic
- Hispanic
- White/Non-Hispanic
- Other (please specify)

3. Select your gender.

- Male
- Female
- Prefer not to answer
- Other (please specify)



Appendix: Entering Student Survey

4. How long has it been since you graduated from high school or received your GED?

- Less than one year
- Between 1 and 3 years
- Between 4 and 5 years
- More than 5 years

5. Which of the following describes your previous college experience?

- This is my first college experience since high school.
- I have participated in college during high school (Early College or Dual Enrollment).
- I have taken previous SPC college credit classes since high school.
- I have taken previous college credit classes from another institution since high school.

6. Are you the first member of your immediate family to attend college?

- Yes
- No
- Unsure



Appendix: Entering Student Survey

Survey Instructions

As you respond to the survey questions, you must click on "Next" in order to move the survey forward. Once the survey is completed, please click on "Done" to submit your responses.

7. What factors influenced your decision to apply to SPC? (Select all that apply)

- Academic Reputation
- Athletics
- Class time
- Close to home
- Close to work
- Clubs or organizations
- Cost of tuition (affordable)
- Course 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
- Fully online programs
- High school counselor
- High school teacher
- Job placement services
- Music, art, or theater
- Online class offerings
- Parents/family recommendation
- Programs aligned to workforce/careers
- Short-term training programs
- SPC faculty or staff
- Student support services (advising, tutoring, etc.)
- Visit to your high school by SPC staff
- Visit to your place of employment by SPC staff
- Other (please specify)



Appendix: Entering Student Survey

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

- Ad on streaming radio or TV
- Billboard
- Bus advertisement
- Campus visit or tour
- Conference
- Digital ads on websites
- Electronic sign on SPC campus
- Emails
- 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 (please specify)



Appendix: Entering Student Survey

Survey Instructions

As you respond to the survey questions, you must click on "Next" in order to move the survey forward. Once the survey is completed, please click on "Done" to submit your responses.

9. What other institutions did you consider before selecting SPC?

- State University
- Other State College/Community College
- Technical College
- Private Institution

10. If you have previously attended SPC or another institution and stopped attending, which of the following BEST describes your reason for returning to school?

- Finish previously started degree
- Change my career field
- Get training for a possible promotion
- Make myself more marketable
- Learn new skills
- Enter the workforce
- Company downsizing
- Not Applicable

11. Select the highest degree you earned prior to enrolling at SPC.

- Certificate
- Associate's Degree (AA, AS, AAS)
- Bachelor's Degree (BA, BS, BAS)
- Master's Degree (MA, MS, MBA)
- Doctorate or Professional Degree (PhD, EdD, JD, MD)



Appendix: Entering Student Survey

Survey Instructions

As you respond to the survey questions, you must click on "Next" in order to move the survey forward. Once the survey is completed, please click on "Done" to submit your responses.

Academics

12. What will your enrollment status be?

- Full-time (12 or more credits)
- Part-time (less than 12 credits)



Appendix: Entering Student Survey

13. If you are enrolling part-time but would have preferred to enroll full-time, what is the PRIMARY circumstance that prevented you from doing so?

- Availability of courses
- Availability of SPC services
- Family responsibilities including childcare
- Finances
- Lack of sufficient financial aid
- Health or personal problems
- Job responsibilities/schedule
- Transportation



Appendix: Entering Student Survey

14. What is your preferred course delivery method?

- Face-to-Face
- Live Online
- Online
- Blended (Combination of online and face-to-face)



Appendix: Entering Student Survey

15. When are you most likely to take your classes?

- Weekday Mornings
- Weekday Afternoons
- Weekday Evenings
- Weekends
- No preference

16. On which days would you prefer to take most of your classes? *(Select all that apply)*

- Monday and Wednesday
- Tuesday and Thursday
- Friday
- Saturday
- No preference



Appendix: Entering Student Survey

Survey Instructions

As you respond to the survey questions, you must click on "Next" in order to move the survey forward. Once the survey is completed, please click on "Done" to submit your responses.

Communications

17. How do you prefer the college contact you directly?

- Phone call
- Text message
- Email to SPC student account (live.spcollege.edu)
- Email to personal account (i.e. Gmail, Outlook, Yahoo, etc.)
- Mail (postcard, letter, etc.)
- Message in MyCourses

18. On what communication channel do you prefer to receive information about the college?

- College website (www.spcollege.edu, blogs, etc.)
- Mail (postcard, letter, etc.)
- Email to personal account (i.e. Gmail, Outlook, Yahoo, etc.)
- Text message
- Phone call
- Social media site (FaceBook, Instagram, Twitter, etc.)
- Email to SPC student account (live.spcollege.edu)
- Other (please specify)

19. On which social media channels do you engage/interact with the college? (Select all that apply)

- Facebook
- Twitter
- Instagram
- LinkedIn
- None
- Other (please specify)



Appendix: Entering Student Survey

Survey Instructions

As you respond to the survey questions, you must click on "Next" in order to move the survey forward. Once the survey is completed, please click on "Done" to submit your responses.

20. How many hours per week do you expect to be working while attending SPC?

- 15 or fewer hours per week
- 16 to 30 hours per week
- 31 to 40 hours per week
- More than 40 hours per week
- I am not working while attending SPC

21. What is the primary reason you are enrolling at SPC?

- Earn a certificate or degree and transfer to another institution
- Earn a certificate or degree and enter the workforce
- Improve job skills/Career advancement
- Personal enjoyment

22. Which of the following might impact your success as a student? (Select all that apply)

- Tutoring
- Working while in college
- Career goal
- Study skills
- Finances
- Physical/Mental health
- Care giving responsibilities including child care
- Transportation
- Selecting a major
- Computer skills
- Access to technology
- Internship
- Career guidance
- Accessibility issues
- Other (please specify)



Appendix: Entering Student Survey

23. Which of the following might impact your success as a student? *(Select all that apply)*

- Tutoring: Math
- Tutoring: Reading
- Tutoring: Writing
- Other (please specify)



Appendix: Entering Student Survey

24. In order to be successful, I am looking for SPC to provide the following. (Select all that apply)

- Advising
- Access to physical health resources
- Access to mental health resources
- Accessibility services
- Career guidance
- Clubs/student life
- Financial aid/scholarships
- Internships
- Mentoring
- Tutoring
- Other (please specify)

25. How often do you expect to participate in student activities outside of class?

	Whenever Possible	Frequently	Occasionally	Seldom	Never
On-campus activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Appendix: Entering Student Survey

Survey Instructions

As you respond to the survey questions, you must click on "Next" in order to move the survey forward. Once the survey is completed, please click on "Done" to submit your responses.

26. As you respond to these questions, think about your experiences from the time of your decision to attend SPC, through the first few weeks of your first semester,

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I felt welcome at SPC in my first interaction with the College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPC feels very inclusive and celebrates all students with diverse backgrounds and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of belonging at SPC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable reaching out to someone at the College if I have a question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to contact services such as advising, financial aid, or tutoring, if I need support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as part of the SPC community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Appendix: Entering Student Survey

27. As you respond to these questions, think about your experiences from the time of your decision to attend SPC, through the first few weeks of your first semester.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am prepared academically to succeed in college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the motivation to do what it takes to succeed in college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my chosen academic pathway.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my time at SPC will help me develop the skills and knowledge to reach my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Appendix: Entering Student Survey

General Education Outcomes

St. Petersburg College defines general education outcomes for each student. For questions 28 through 32, please rate your level of competency or level of participation in each of the following general education skill areas.

28. Computer and Technology Competency

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

	Highly Proficient	Somewhat Proficient	Average	Moderate	None
Using computer software (word processing, spreadsheets, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating through the Internet (email, chat, instant messaging, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring information/conducting research through the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Appendix: Entering Student Survey

29. Civic Activities

How often do you expect to participate in the following activities each year?

	Whenever Possible	Frequently	Occasionally	Seldom	Never
Vote in an election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Involvement through a campus organizations or clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer with others from SPC for one-time community service activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in campaigns, public debates, or assisting with voter registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses that include community service activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in activities with people whose religious, political, racial, cultural, economic and/or other characteristics that are different than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Do you feel that your contribution to community and civic activities makes a difference?

- Yes
- No
- No opinion

31. Do you think community and civic activities as an SPC student will help you succeed in college and beyond?

- Yes
- No
- No opinion



Appendix: Entering Student Survey

32. Humanities Activities

How often do you participate in the following activities?

	Whenever possible	Frequently	Occasionally	Seldom	Never
Attend a concert, musical event, dance performance, play, live drama, or performing arts event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit an art museum, gallery, art show, experience public art (murals, sculptures, installations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create: painting, drawing, sculpture, digital art, video, music, or other creative works	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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