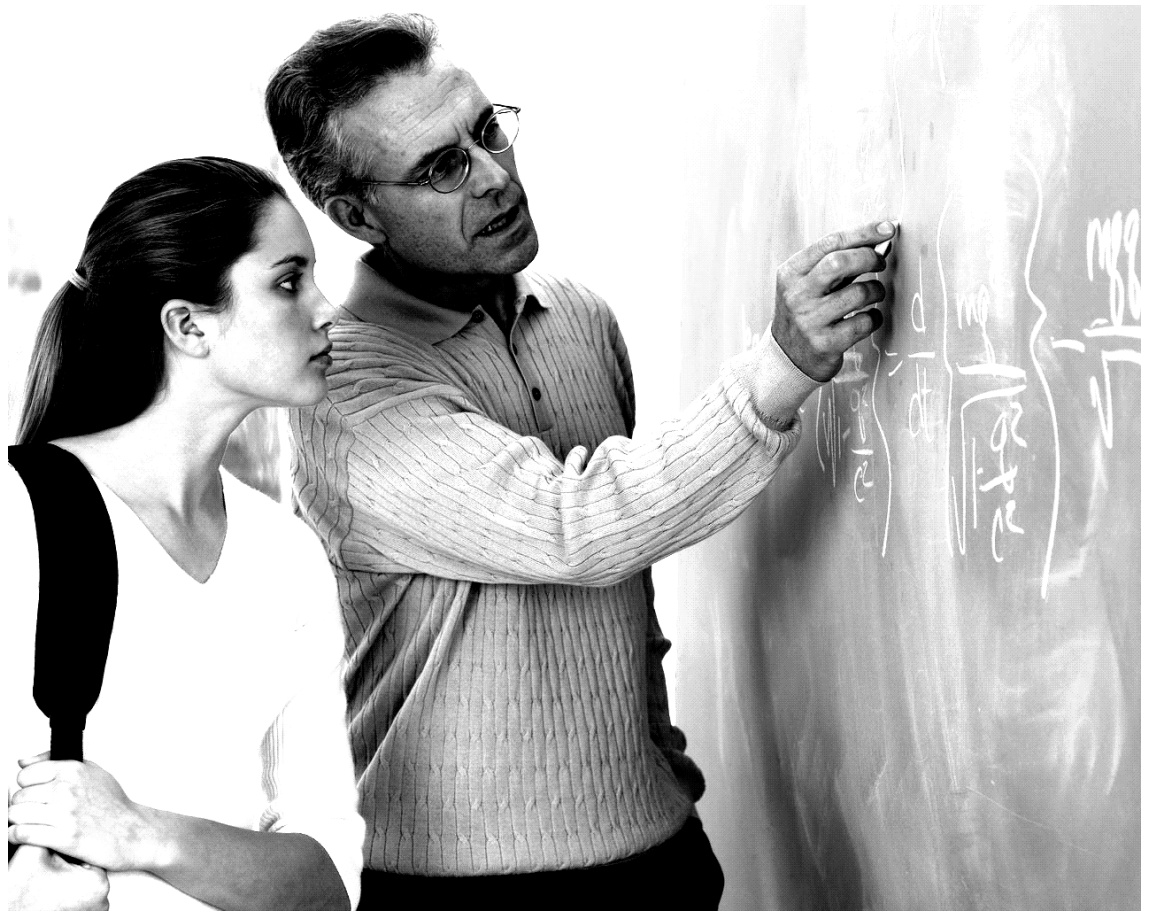


2022-23

# Entering Student Survey Report



**Institutional Research and Effectiveness**  
St. Petersburg College

October 2023



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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.

One-thousand, eight-hundred and eighty-one students completed the survey during the 2022-23 academic year.

### *Student Demographic Information*

About half of the respondents (47%) were younger than 25 years of age, and almost two-thirds of the respondents were female (66%).

Sixty percent (60%) of survey respondents selected White/Non-Hispanic as their ethnicity. The next two largest categories were Black/Non-Hispanic with 15% and Hispanic with 14%.

Students were asked to select a response that best described their previous college experience. More than one-third of the students (36%) indicated "This is my first college experience since high school." Almost one-third of the students indicated "I have taken previous college credit classes from another institution since high school" (32%).

More than one-quarter of all survey respondents (29%) 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) Cost of tuition, 2) Close to

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home, 3) Course or program offered, 4) Flexibility of class offerings, and 5) Online course offerings.

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

Students were asked to identify any other institutions they considered before selecting SPC. Forty percent of the students considered an “Other State College/Community College” (40%), followed by the consideration of a “State University” (37%).

Students were asked to indicate which of the responses provided to them best described their reason for returning to school. The top two responses were “Finish previously started degree” (18%), followed by “Change my career field” (13%).

#### *Student Academic Information*

Students were asked to indicate which method of course delivery they preferred. More than forty percent of all survey respondents (41%) indicated their preference was for “Online” 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 two-thirds of survey respondents (64%) indicated a preference for “Monday and Wednesday,” followed by “Tuesday and Thursday” (61%).

#### *College Communication and Information*

Students were asked to indicate which form of communication with the college they preferred. More than half (52%) indicated a preference for email communications, including “SPC Student Email” (37%) and “Personal Account” (15%). Almost one-third of students (31%) selected “Text Message” as their preferred form of communication.

#### *Student Success Influences*

The most frequently selected reason for enrolling at SPC was to “Earn a certificate or degree and enter the workforce” (36%), while another one-third of students selected to “Earn a certificate or degree and transfer to another institution” (35%) 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) Working while in college, 2) Finances, 3) Physical/mental health, 4) Study skills, and 5) Tutoring.

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. Almost three-fourths of survey respondents selected “Tutoring: Math (73%),” followed by “Tutoring: Writing” (44%), and “Tutoring: Reading” (25%).



### *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. Over three-fourths of students rated their skills as “Highly proficient” or “Somewhat Proficient” in all three areas: “Communicating through the Internet (email, chat, instant messaging, etc.)” (87%); “Acquiring information/conducting research through the Internet” (83%) and “Using computer software (word processing, spreadsheets, etc.)” (77%).

In the area of Civic Activities, students were asked how often they participated in six activities. Of the six activities, “Vote in an election,” received the highest percentage of survey respondents who indicated they would participate “Whenever Possible” (45%). Survey respondents expected to largely never participate in the following activities: “Participate in campaigns, public debates, or assisting with voter registration” (46%), “Volunteer with others from SPC for one-time community service activities” (34%) and “Courses that include community service activities” (32%).

In the area of Humanities Activities, students were asked how often they participate in three different activities. Of the three activities, over one-third of survey respondents indicated they would “Create: painting, drawing, sculpture, digital art, video, music, or other creative works” (37%) Whenever Possible or Frequently. This was followed by almost one-third of students who indicated that they would “Attend a concert, musical event, dance performance, play, live drama, or performing arts event” (33%) or “Visit an art museum, gallery, art show, experience public art” (31%) Whenever Possible or Frequently.





## 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

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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 (lower division); (ii) 9 Colleges and Schools comprising 16 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.

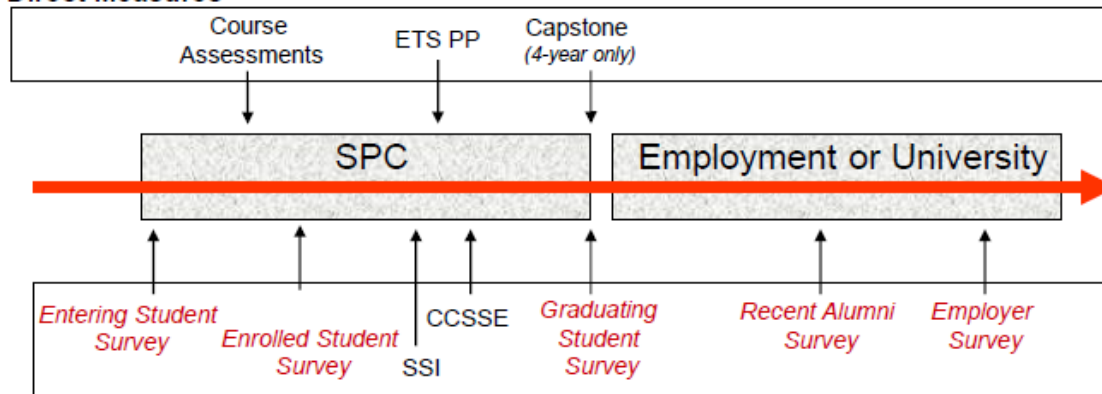
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**Direct Measures**



**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 the St. Petersburg College Titan Hub, as a task. 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.

One-thousand, eight-hundred and eighty-one students completed the survey during the 2022-23 academic year.

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 1,881 survey respondents (N) to the Entering Student Survey are summarized in the following narrative, tables, and charts.

### Age

Almost one-third of survey participants were 19 and under (32%), and about half (47%) of all respondents were younger than 25 years of age, as shown in Table 1.

Table 1

*Age (n=1878)*

Select your age category.	N	%
19 and Under	599	32%
20 - 24	276	15%
25 - 29	161	9%
30 - 39	283	15%
40 - 49	263	14%
50 - 59	193	10%
60 and Over	103	5%

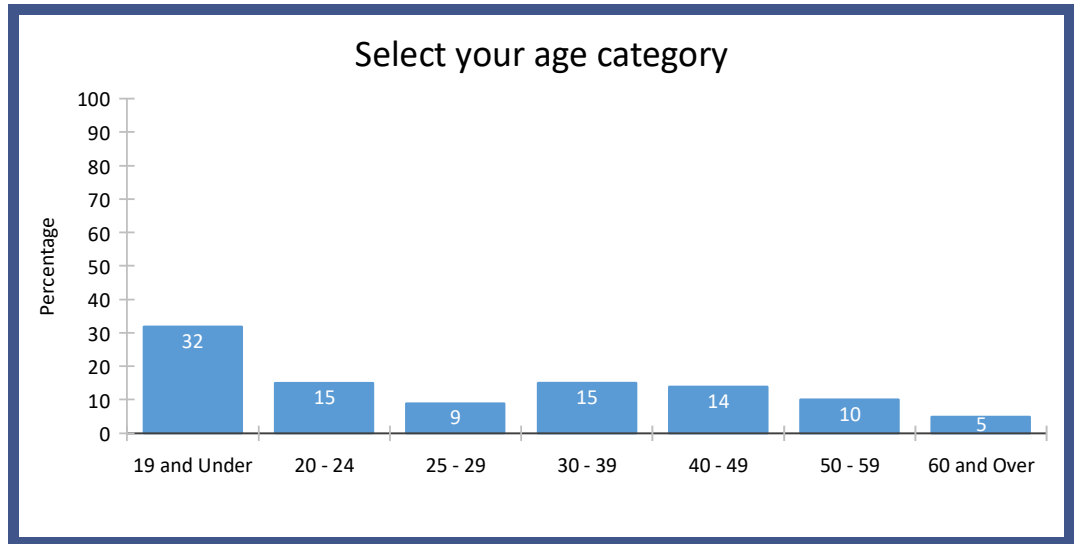


Figure 2. Age. Values less than 1% are not displayed.





### Ethnicity

Sixty percent (60%) of survey respondents selected White/Non-Hispanic as their ethnicity. The next two largest categories were Black/Non-Hispanic (15%) and Hispanic (14%), as shown in Table 2.

Table 2

Ethnicity (n=1863)

Select your ethnicity.	N	%
Alaskan Native	2	<1%
American Indian	14	1%
Asian/Pacific Islander	103	6%
Black/Non-Hispanic	275	15%
Hispanic	266	14%
White/Non-Hispanic	1118	60%
Other	85	5%

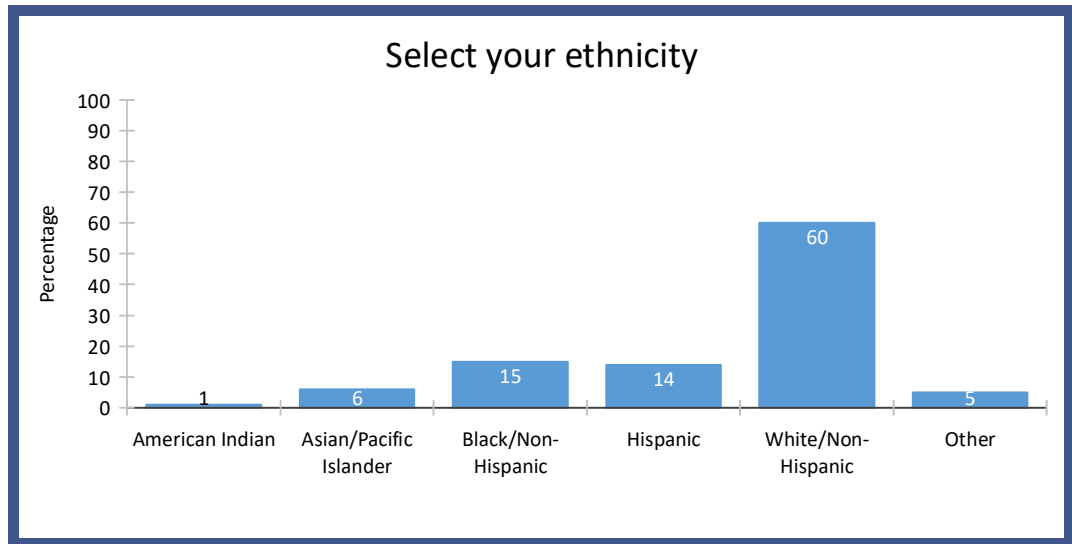


Figure 3. Ethnicity. Values less than 1% are not displayed.



### Gender

Almost two-thirds of the survey respondents were female (66%), as shown in Table 3.

Table 3

Gender (n=1865)

Select your gender.	N	%
Male	566	30%
Female	1226	66%
Prefer not to answer	42	2%
Other	31	2%

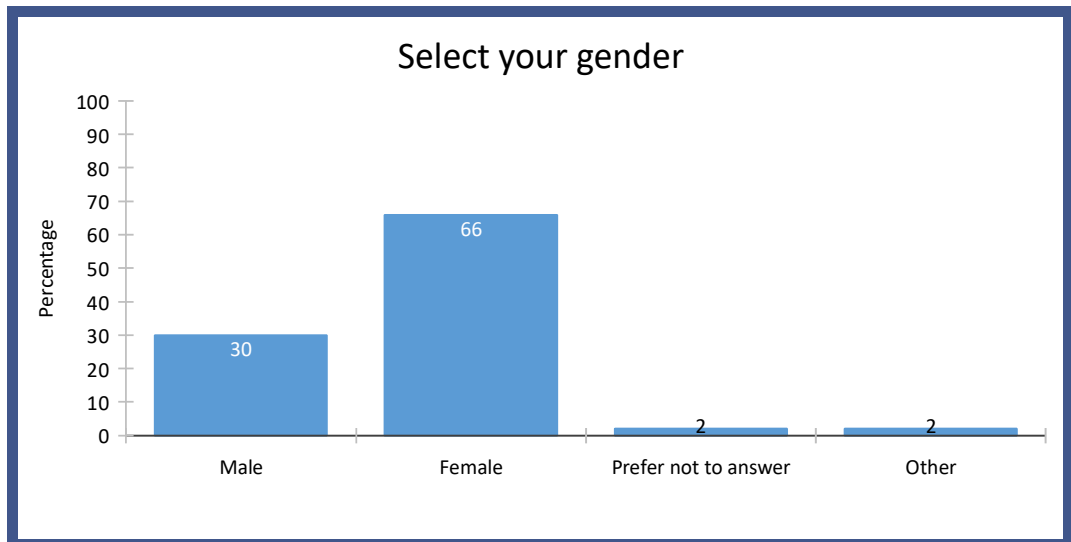


Figure 4. Gender. Values less than 1% are not displayed.





### High School

More than half (53%) of the survey respondents indicated they had either graduated from high school or received their GED “more than 5 years” ago. The next largest percent of respondents selected “less than one year” ago (27%), as shown in Table 4.

Table 4

High School (n=1847)

How long has it been since you graduated from high school or received your GED?	N	%
Less than one year	506	27%
Between 1 and 3 years	262	14%
Between 4 and 5 years	93	5%
More than 5 years	986	53%

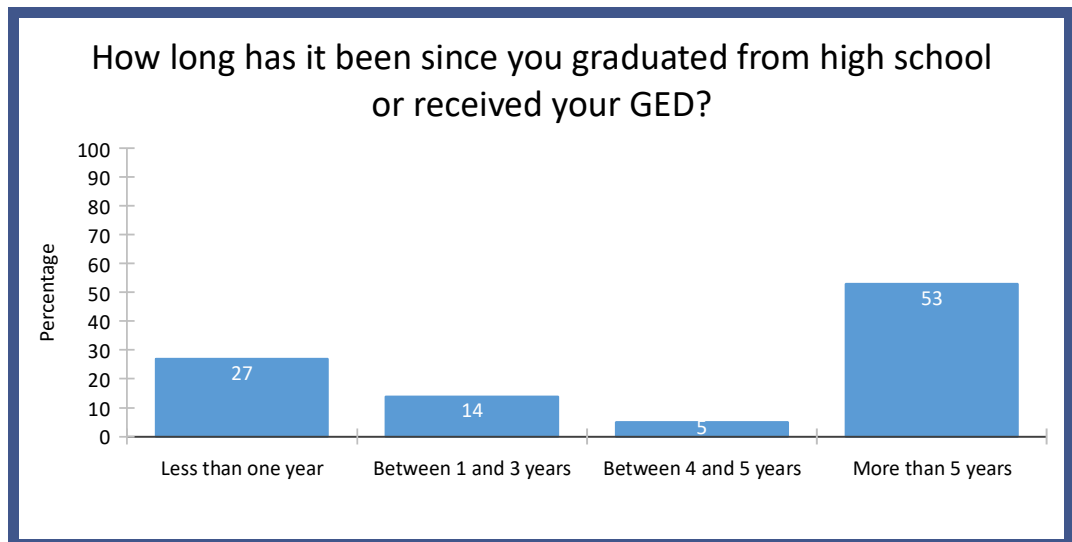


Figure 5. High School. Values less than 1% are not displayed.





### Previous College Experience

Students were asked to describe their previous college experience based on the responses provided to them. More than one-third of the students (36%) indicated “This is my first college experience since high school.” Almost one-third (32%) of the students indicated “I have taken previous college credit classes from another institution since high school,” as shown in Table 5.

**Table 5**

*Previous College Experience (n=1854)*

Which of the following describes your previous college experience?	N	%
This is my first college experience since high school.	659	36%
I have participated in college during high school (Early College or Dual Enrollment).	216	12%
I have taken previous SPC college credit classes since high school.	391	21%
I have taken previous college credit classes from another institution since high school.	588	32%

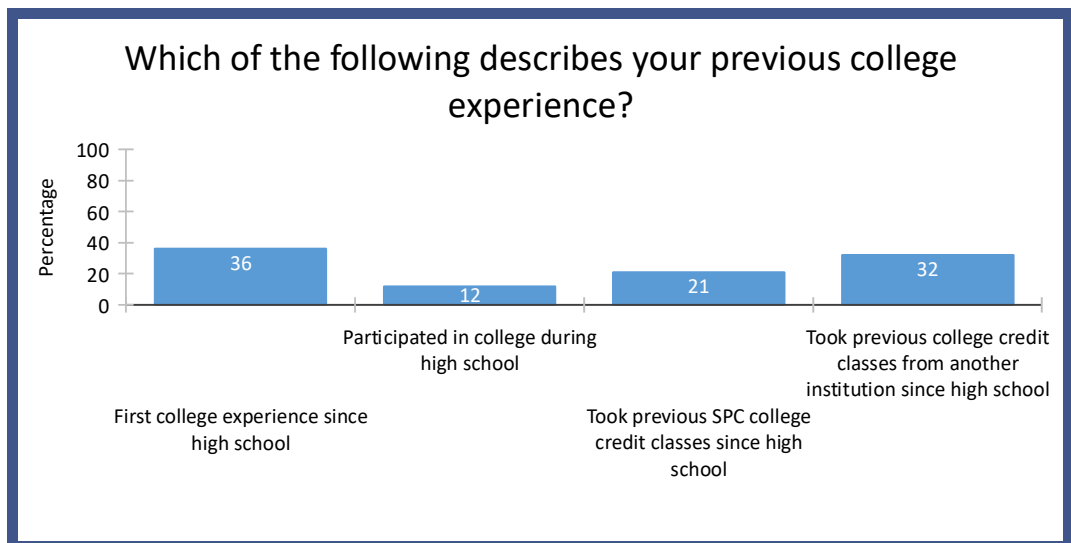


Figure 6. Previous College Experience. Values less than 1% are not displayed.



### *First Generation Students*

More than one-quarter of survey respondents (29%) indicated they were the first member of their immediate family to attend college, as shown in Table 6.

Table 6

*First Generation Students (n=1871)*

Are you the first member of your immediate family to attend college?	N	%
Yes	550	29%
No	1261	67%
Unsure	60	3%

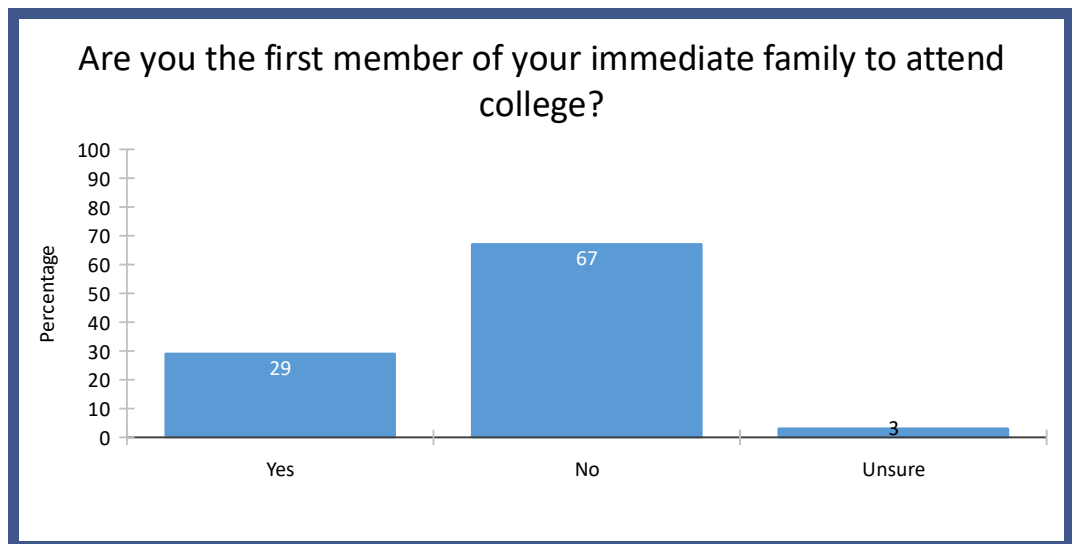


Figure 7. First Generation Students. Values less than 1% are not displayed.





## 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.
Cost of tuition (affordable)
Close to home
Course or program offered
Flexibility of class offerings
Online course offerings

“Cost of tuition” was the most important drawing factor, followed by “Close to home,” and “Course or program offered”. Conversely, a “Visit to your place of employment by SPC staff,” “Athletics,” “Clubs or Organizations,” “Employer Recommendation” and “Short-term training programs” had a much smaller influence on a student’s decision to apply.



### *Decision to Apply Factors*

More than half of the respondents listed “Cost of tuition (affordable)” (56%), followed by “Close to home” (51%), and “Course or program offered” (45%) 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 (n=1781)*

What factors influenced your decision to apply to SPC? (Select all that apply)	N	%
Academic Reputation	387	22%
Athletics	25	1%
Class Time	343	19%
Close to Home	917	51%
Close to Work	258	14%
Clubs or Organizations	50	3%
Cost of Tuition (Affordable)	995	56%
Course or Program Offered	806	45%
Ease of Transfer to a State University	373	21%
Employer Recommendation	56	3%
Experience of Faculty	92	5%
Financial Aid Availability	415	23%
Flexibility of Class Offerings	603	34%
Friend's Recommendation	201	11%
Fully Online Programs	510	29%
High School Counselor	121	7%
High School Teacher	82	5%
Job Placement Services	64	4%
Music, Art, or Theater	65	4%
Online Class Offerings	569	32%
Parents/Family Recommendation	234	13%
Programs Aligned to Workforce/Careers	240	13%
Short-Term Training Programs	59	3%
SPC Faculty or Staff	142	8%
Student Support Services (Advising, Tutoring, Etc.)	183	10%
Visit to Your High School by SPC Staff	68	4%
Visit to Your Place of Employment by SPC Staff	11	1%





**Table 8**

*Decision to Apply Factors (n=1781)*

What factors influenced your decision to apply to SPC? (Select all that apply)	N	%
Other	117	7%

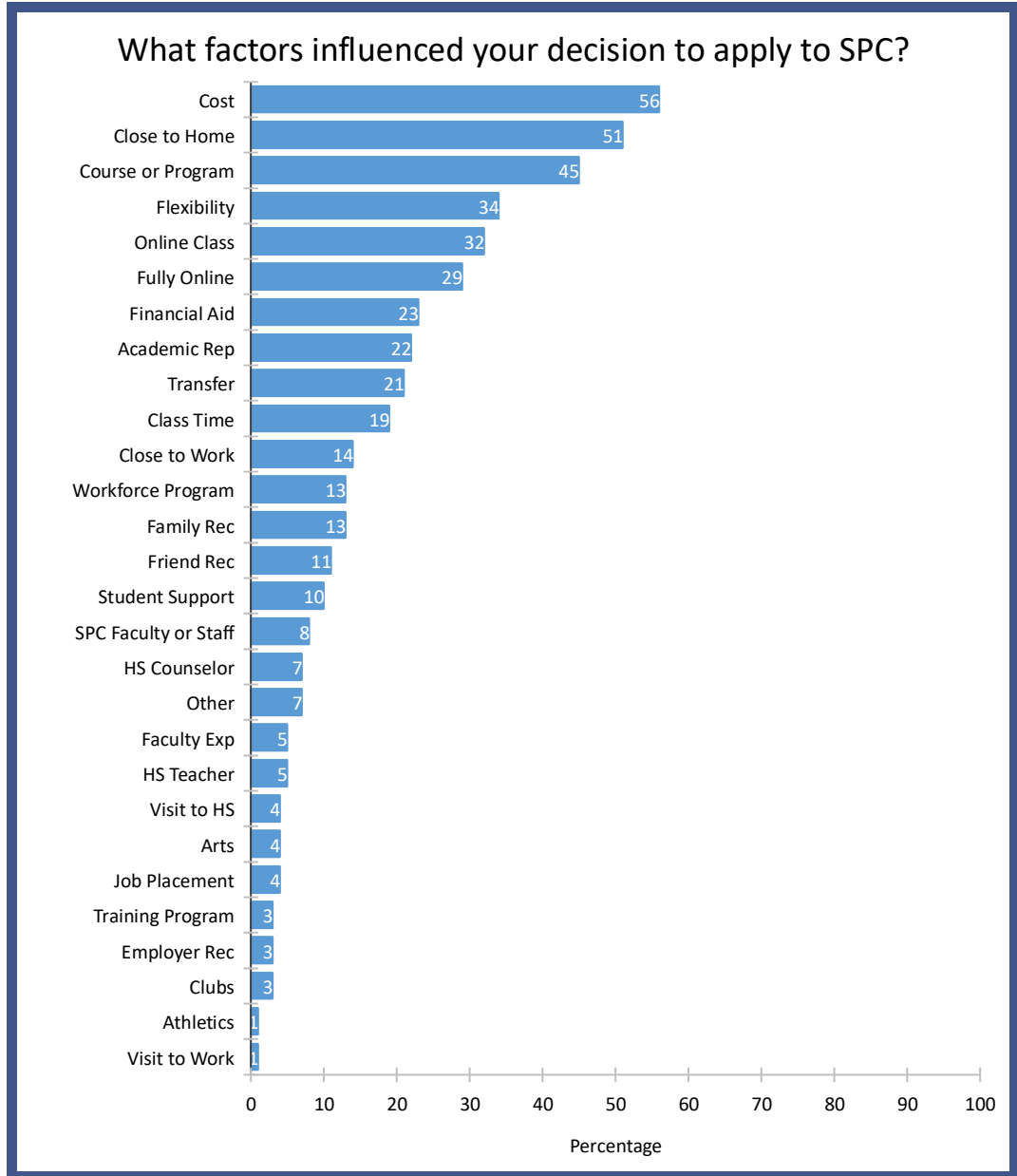


Figure 8. Decision to Apply Factors. Values less than 1% are not displayed.

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Institutional Effectiveness

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## 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
Other
Campus visit or tour
Emails
Recruiter at your high school



### *Referrals and Media Sourcing*

More than half of the respondents listed “SPC website” (53%), while twenty-two percent listed “Other” (22%), followed by “Campus visit or tour” (20%) 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 (n=1675)*

Through what sources, media, or events have you learned about SPC? (Select all that apply)	N	%
Ad on Streaming Radio or TV	85	5%
Billboard	132	8%
Bus Advertisement	48	3%
Campus Visit or Tour	335	20%
Conference	37	2%
Digital Ads on Websites	161	10%
Electronic Sign on SPC Campus	166	10%
Emails	317	19%
Information Session/Open House	114	7%
Newspaper and/or Magazines	48	3%
Printed Material (Direct Mail)	108	6%
Radio Advertising	27	2%
Recruiter at Your High School	241	14%
Recruiter at Your Work	29	2%
Social Media (Facebook, Twitter, Etc.)	176	11%
TV Advertising	49	3%
SPC Website	883	53%
Other	369	22%





### Through what sources, media, or events have you learned about SPC?

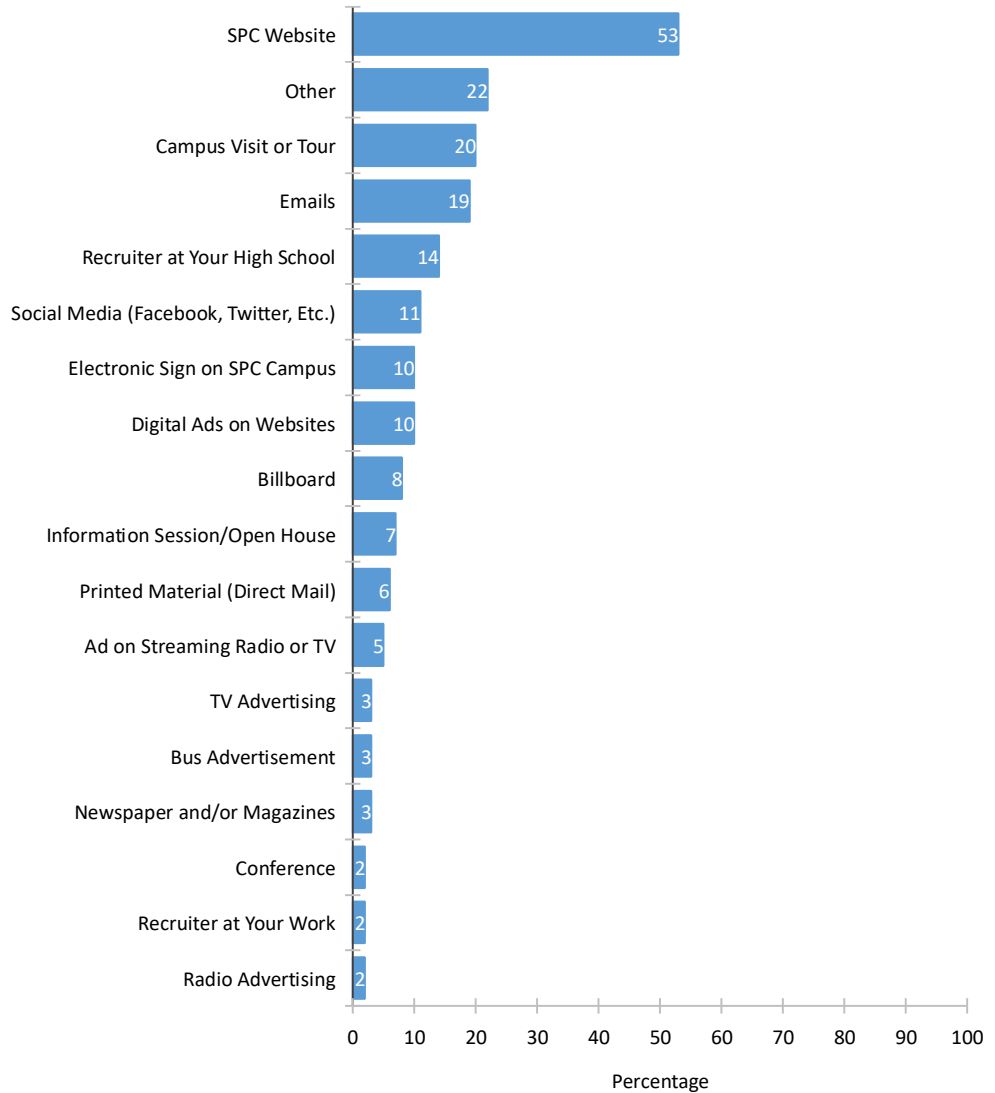


Figure 9. Referrals and Media Sourcing. Values less than 1% are not displayed.





### *Other Institutions*

Students were asked to identify any other institutions they considered before selecting SPC. Forty percent of students considered an “Other State College/Community College” (40%), followed by the consideration of a “State University” (37%), as shown in Table 11.

Table 11

*Other Institutions (n=1656)*

What other institutions did you consider before selecting SPC?	N	%
State University	607	37%
Other State College/Community College	661	40%
Technical College	252	15%
Private Institution	136	8%



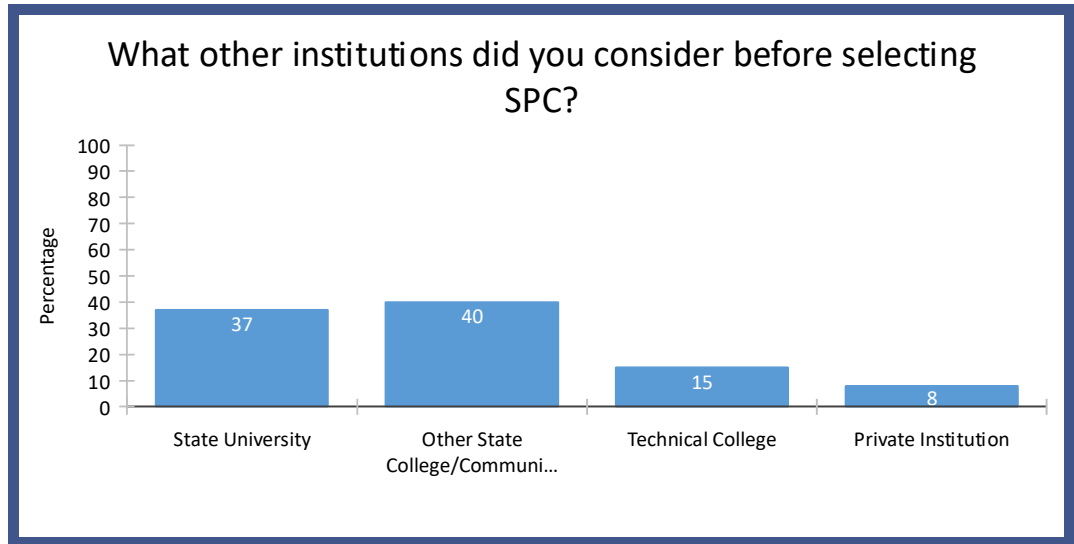


Figure 10. Other Institutions. Values less than 1% are not displayed.





### *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 (51%) stated that this question was not applicable. The next top two responses were “Finish previously started degree” (18%), followed by “Change my career field” (13%), as shown in Table 12.

Table 12

*Reason for Returning to School (n=1715)*

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	306	18%
Change My Career Field	228	13%
Get Training for a Possible Promotion	36	2%
Make Myself More Marketable	94	5%
Learn New Skills	121	7%
Enter the Workforce	52	3%
Company Downsizing	3	<1%
Not Applicable	875	51%



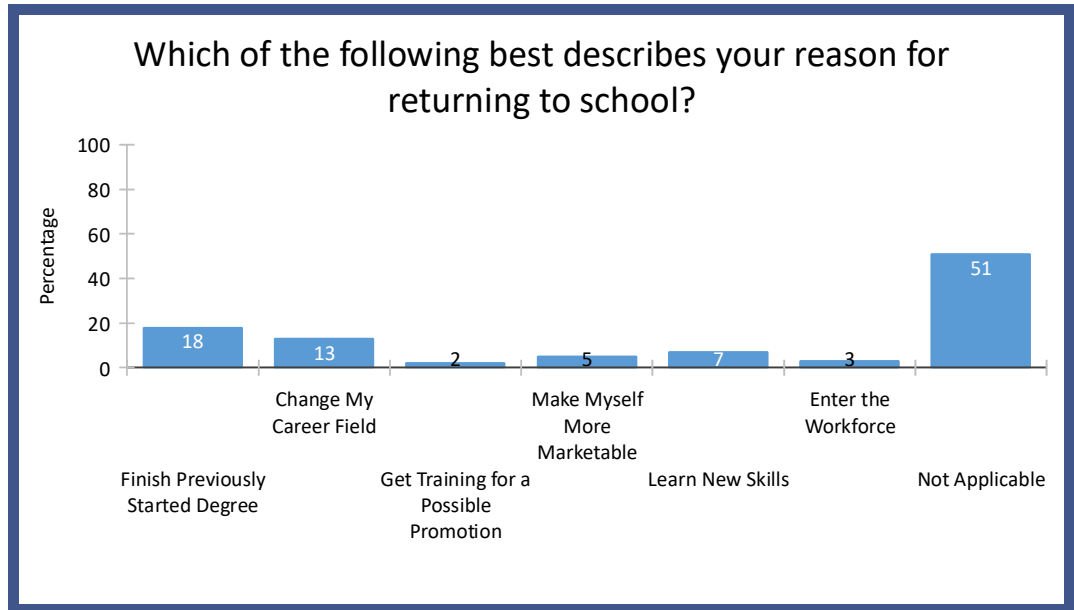


Figure 11. Reason for Returning to School. Values less than 1% are not displayed.





### *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” (56%) and an “Associate’s Degree” (29%), as shown in Table 13.

Table 13

*Highest Degree Earned Prior to Enrolling (n=1443)*

Select the highest degree you earned prior to enrolling at SPC.	N	%
Certificate	805	56%
Associate’s Degree (AA, AS, AAS)	421	29%
Bachelor’s Degree (BA, BS, BAS)	156	11%
Master’s Degree (MA, MS, MBA)	45	3%
Doctorate or Professional Degree (PhD, EdD, JD, MD)	16	1%



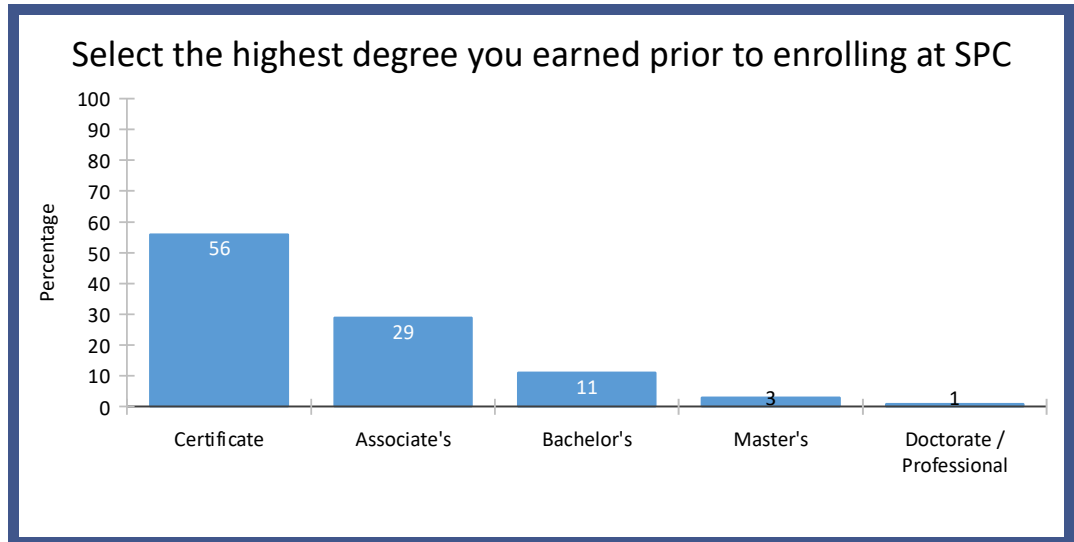


Figure 12. Highest Degree Earned Prior to Enrolling. Values less than 1% are not displayed.





## Student Academic Information

### *Enrollment Status*

Students were asked to select their enrollment status at SPC. More than half of survey respondents selected “Full-time (12 or more credits)” (54%), as shown in Table 14.

Table 14

*Enrollment Status (n=1734)*

What will your enrollment status be?	N	%
Full-Time (12 or More Credits)	932	54%
Part-Time (Less than 12 Credits)	802	46%



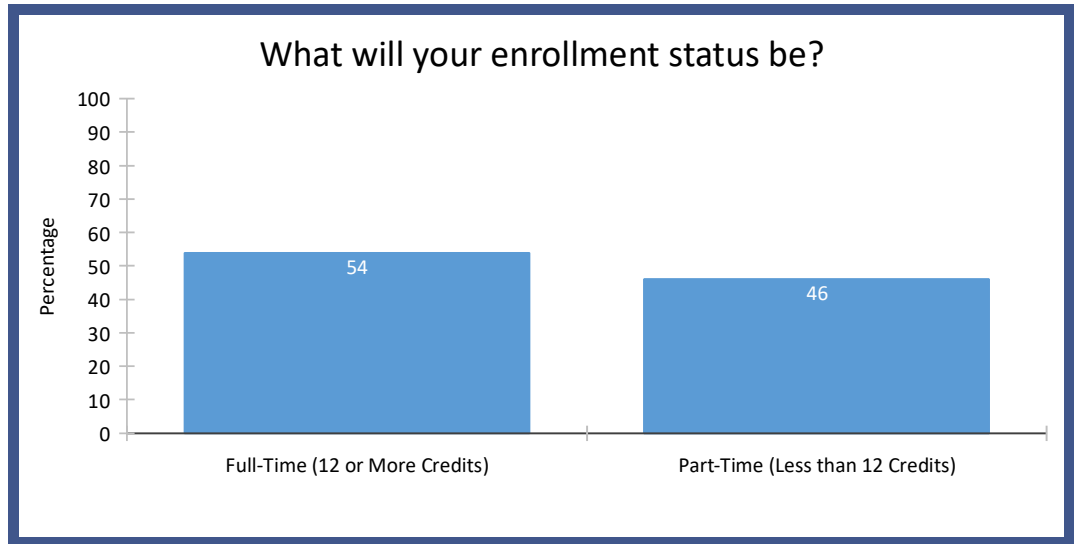


Figure 13. Enrollment Status. Values less than 1% are not displayed.





### *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.

More than half of survey respondents (56%) selected “Job responsibilities/schedule” as their primary circumstance, followed by “Finances” (13%), as shown in Table 15.

Table 15

*Part-Time Enrollment (n=741)*

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	75	10%
Availability of SPC Services	10	1%
Family Responsibilities Including Childcare	68	9%
Finances	93	13%
Lack of Sufficient Financial Aid	26	4%
Health or Personal Problems	44	6%
Job Responsibilities/Schedule	412	56%
Transportation	13	2%



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?

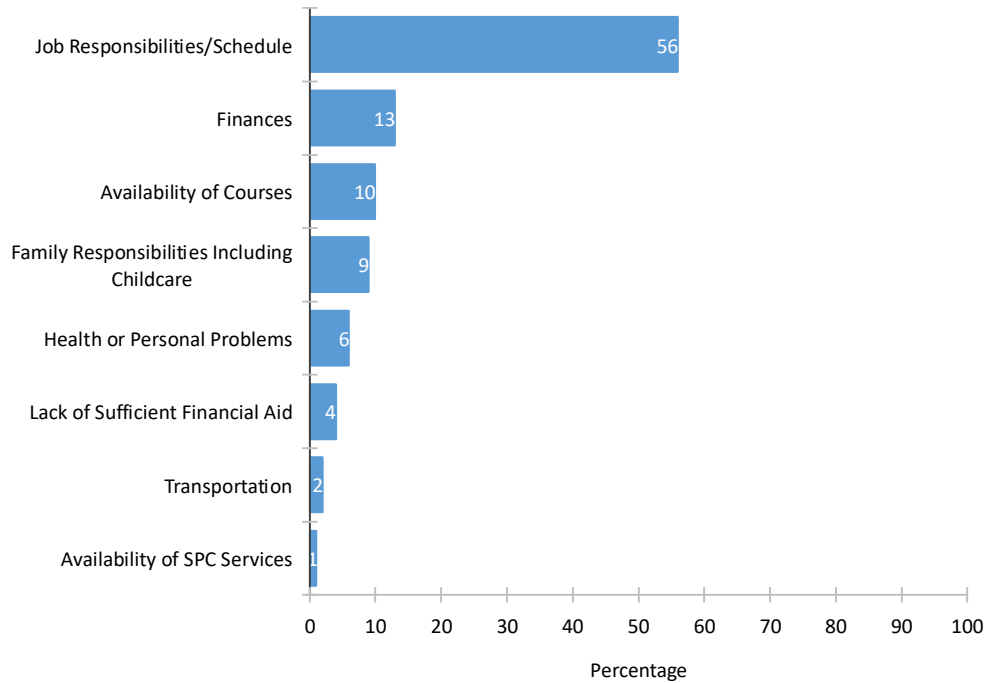


Figure 14. Part-Time Enrollment. Values less than 1% are not displayed.





### *Course Delivery Preference*

Students were asked to select which method of course delivery they preferred. More than forty percent of all survey respondents (41%) indicated their preference was for “Online” classes,” as shown in Table 16.

Table 16

*Course Delivery Preference (n=1726)*

What is your preferred course delivery method?	N	%
Face-to-Face	519	30%
Live Online	98	6%
Online	714	41%
Blended (Combination of Online and Face-to-Face)	395	23%





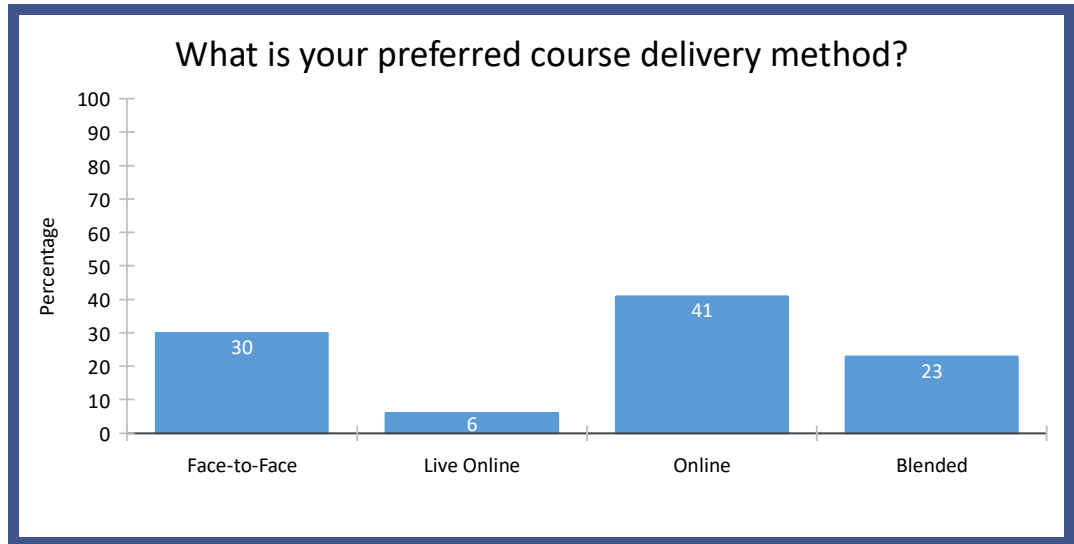


Figure 15. Course Delivery Preference. Values less than 1% are not displayed.





### *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 forty percent of survey respondents (42%) indicated a preference for “Weekday Mornings,” followed by “Weekday Afternoons” (23%), as shown in Table 17.

Table 17

*Time of Day (n=1012)*

When are you most likely to take your classes?	N	%
Weekday Mornings	422	42%
Weekday Afternoons	234	23%
Weekday Evenings	175	17%
Weekends	29	3%
No Preference	152	15%

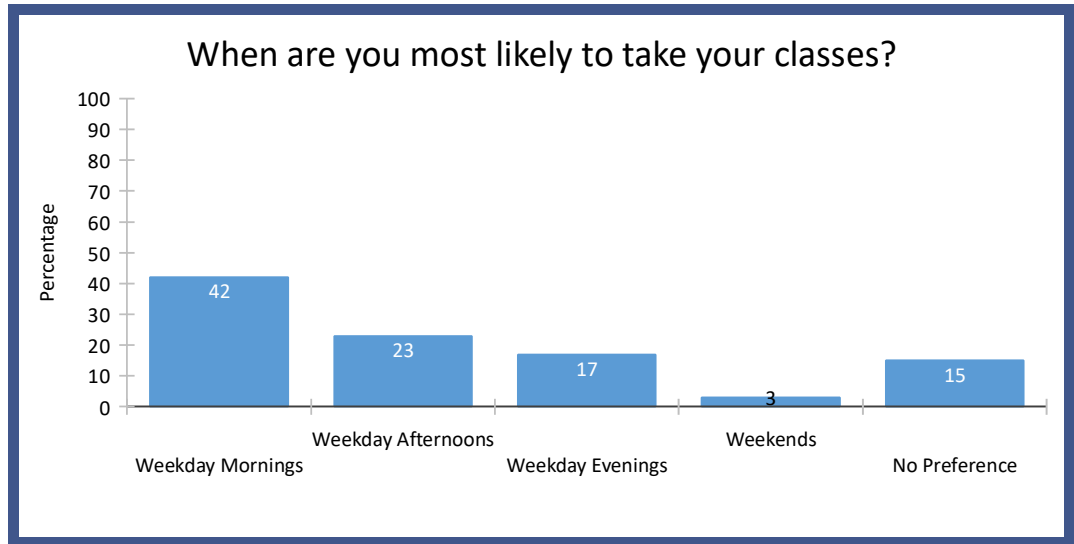


Figure 16. Time of Day. Values less than 1% are not displayed.





### *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 two-thirds of survey respondents (64%) indicated a preference for “Monday and Wednesday,” followed by “Tuesday and Thursday” (61%), as shown in Table 18.

**Table 18**

*Days of the Week (n=1011)*

On which days would you prefer to take most of your classes? (Select all that apply)	N	%
Monday and Wednesday	647	64%
Tuesday and Thursday	619	61%
Friday	106	10%
Saturday	69	7%
No Preference	190	19%

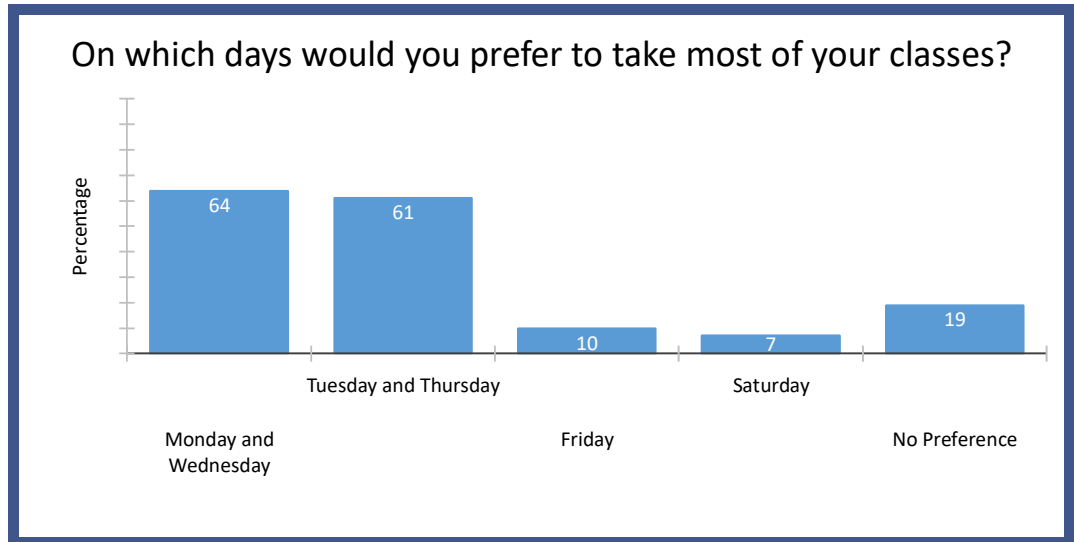


Figure 17. Days of the Week. Values less than 1% are not displayed.



## College Communication and Information

### *College Communication Preference*

Students were asked to select which form of communication with the college they preferred. More than half (52%) indicated a preference for email communications, including “SPC Student Account” (37%) and “Personal Account” (15%). Almost one-third of students (31%) selected “Text Message” as their preferred form of communication, as shown in Table 19.

Table 19

*College Communication Preference (n=1696)*

How do you prefer the college contact you directly?	N	%
Phone Call	160	9%
Text Message	534	31%
Email to SPC Student Account (live.spcollege.edu)	629	37%
Email to Personal Account (i.e. Gmail, Outlook, Yahoo, Etc.)	249	15%
Mail (Postcard, Letter, Etc.)	14	1%
Message in MyCourses	110	6%



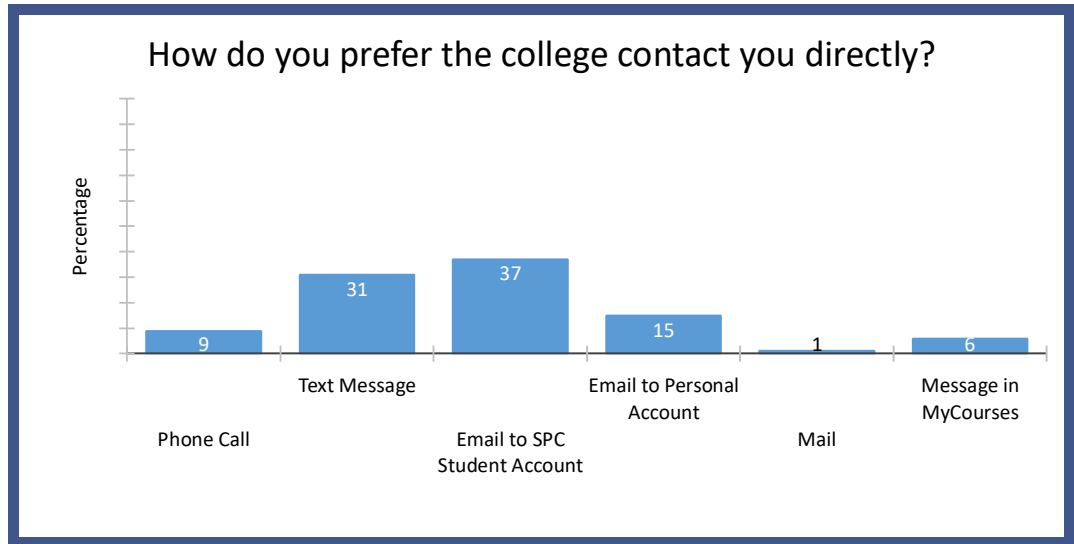


Figure 18. College Communication Preference. Values less than 1% are not displayed.





### *Information Channel Preference*

Students were asked to select what communication channel they would prefer to receive information about the college. Almost one-third of survey respondents indicated their preference was for “Email to SPC student account” (32%), followed by “Email to personal account” (21%), as shown in Table 20.

Table 20

*Information Channel Preference (n=1688)*

On what communication channel do you prefer to receive information about the college?	N	%
College Website (www.spcollege.edu, Blogs, Etc.)	325	19%
Mail (Postcard, Letter, Etc.)	55	3%
Email to Personal Account (i.e. Gmail, Outlook, Yahoo, Etc.)	362	21%
Text Message	330	20%
Phone Call	40	2%
Social Media Site (Facebook, Instagram, Twitter, Etc.)	7	<1%
Email to SPC Student Account (live.spcollege.edu)	545	32%
Other	24	1%



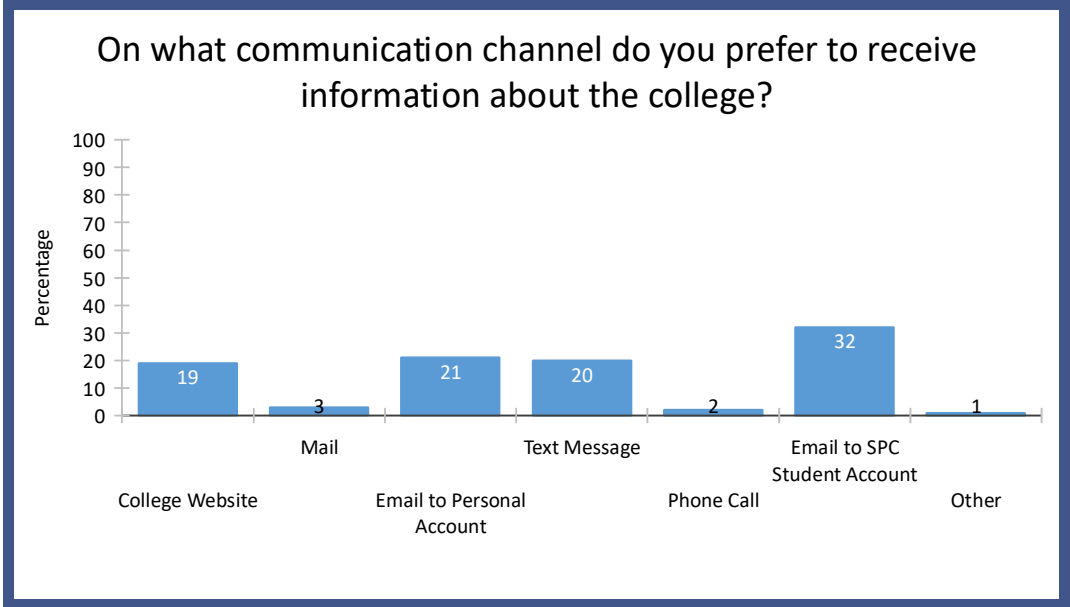


Figure 19. Information Channel Preference. Values less than 1% are not displayed.





### *Social Media Channels*

Students were asked to select which social media channel they use to engage or interact with the college. Seventy percent of all survey respondents (71%) indicated they do not engage with SPC on any social media channel, followed by “Facebook” (16%), as shown in Table 21.

Table 21

*Social Media Channels (n=1666)*

On which social media channels do you engage/interact with the college? (Select all that apply)	N	%
Facebook	269	16%
Twitter	54	3%
Instagram	199	12%
LinkedIn	138	8%
Other	32	2%
None	1177	71%



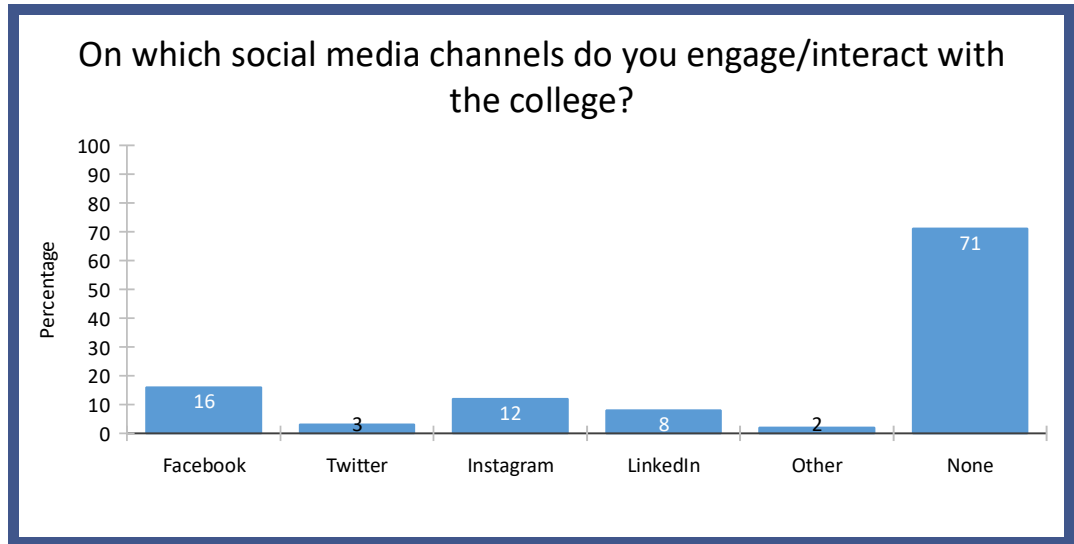


Figure 20. Social Media Channels. Values less than 1% are not displayed.





## Student Success Influences

### *Work Hours*

One-quarter (25%) of survey respondents indicated they expect to be working “16 to 30 hours per week” while attending SPC. Nearly one-quarter (24%) indicated “31 to 40 hours per week,” and another eighteen percent (18%) of survey respondents indicated “More than 40 hours per week,” while one-fifth (21%) stated they would not be working while attending SPC, as shown in Table 22.

Table 22

*Work Hours (n=1669)*

How many hours per week do you expect to be working while attending SPC?	N	%
15 or Fewer Hours Per Week	211	13%
16 to 30 Hours Per Week	414	25%
31 to 40 Hours Per Week	396	24%
More than 40 Hours Per Week	301	18%
I am Not Working While Attending SPC	347	21%

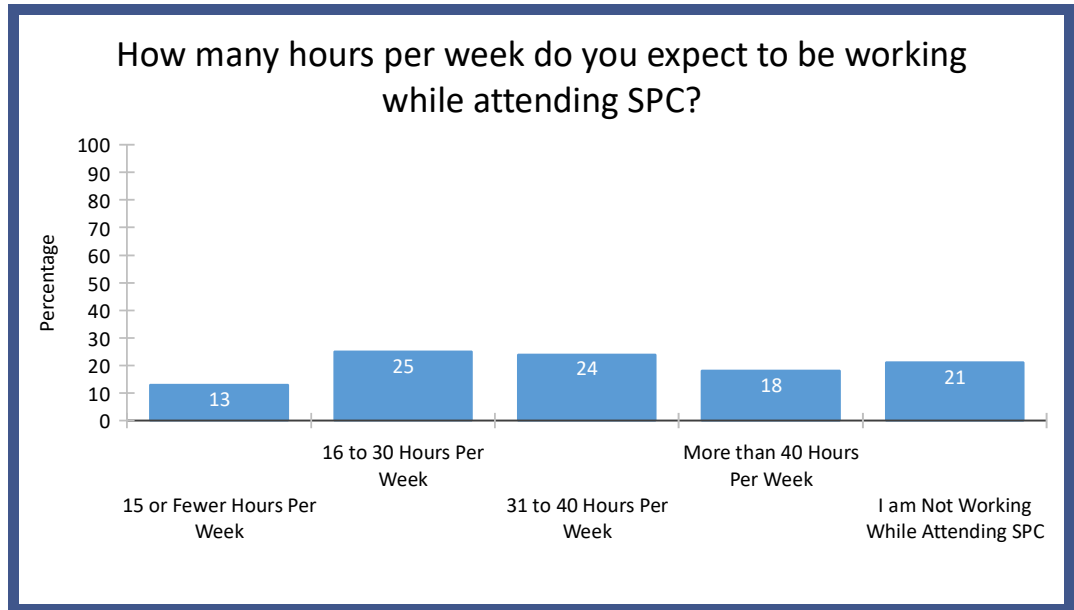


Figure 21. Work Hours. Values less than 1% are not displayed.





### *Enrollment Reasons*

More than one-third (36%) of survey respondents selected to “Earn a certificate or degree and enter the workforce” as their primary reason for enrolling at SPC, while another one-third of students selected to “Earn a certificate or degree and transfer to another institution” (35%), as shown in Table 23.

Table 23

*Enrollment Reasons (n=1662)*

What is the primary reason you are enrolling at SPC?	N	%
Earn a Certificate or Degree and Transfer to Another Institution	584	35%
Earn a Certificate or Degree and Enter the Workforce	593	36%
Improve Job Skills/Career Advancement	399	24%
Personal Enjoyment	86	5%



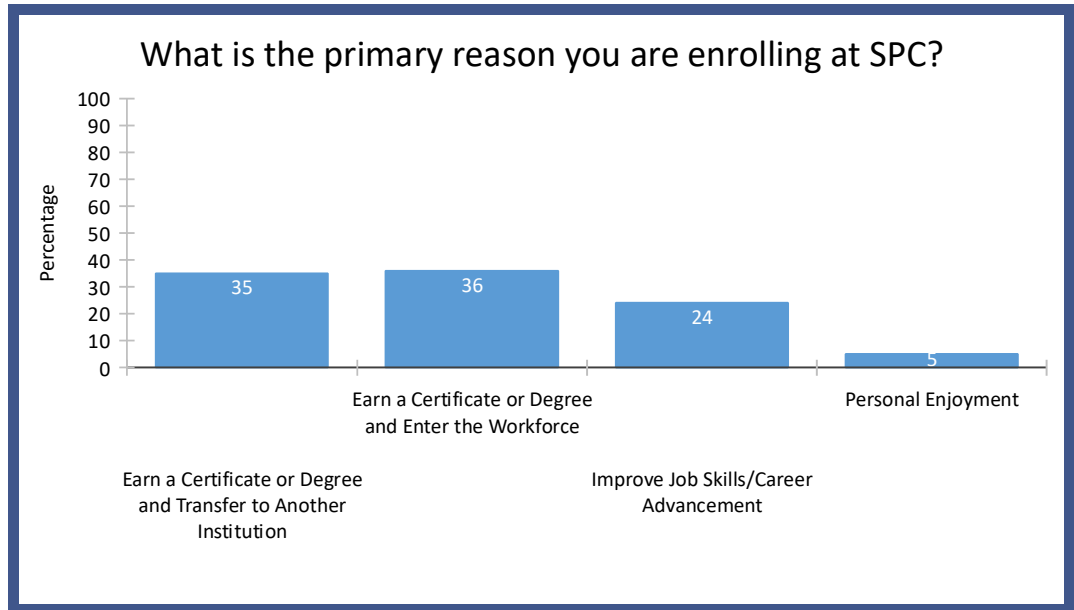


Figure 22. Enrollment Reasons. Values less than 1% are not displayed.





### *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 “Working while in college” (53%), “Finances” (45%), “Physical/mental health” (44%), “Study skills” (42%), and “Tutoring” (30%), as shown in Table 24.

Table 24

*Student Success Factors (n=1607)*

Which of the following might impact your success as a student? (Select all that apply)	N	%
Tutoring	481	30%
Working While In College	853	53%
Career Goal	404	25%
Study Skills	677	42%
Finances	727	45%
Physical/Mental Health	709	44%
Care Giving Responsibilities Including Child Care	190	12%
Transportation	219	14%
Selecting a Major	225	14%
Computer Skills	202	13%
Access to Technology	167	10%
Internship	239	15%
Career Guidance	326	20%
Accessibility Issues	136	8%
Other	92	6%



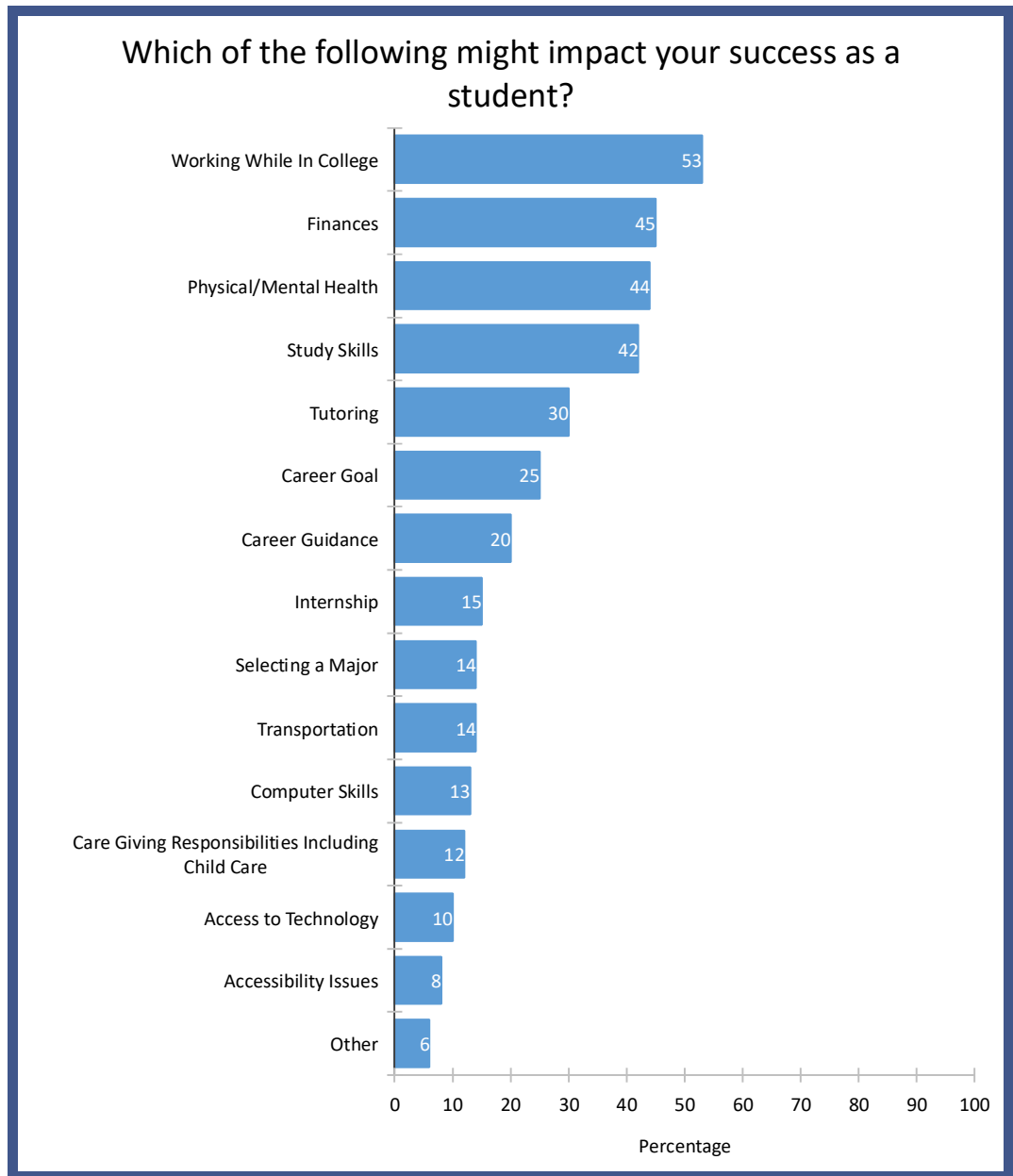


Figure 23. Student Success Factors. Values less than 1% are not displayed.





### *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.

Almost three-fourths of survey respondents selected “Tutoring: Math” (73%), followed by “Tutoring: Writing” (44%), and “Tutoring: Reading” (25%), as shown in Table 25.

Table 25

*Tutoring Type (n=459)*

Which of the following tutoring types might impact your success as a student? (Select all that apply)	N	%
Tutoring: Math	337	73%
Tutoring: Reading	115	25%
Tutoring: Writing	201	44%
Other	75	16%



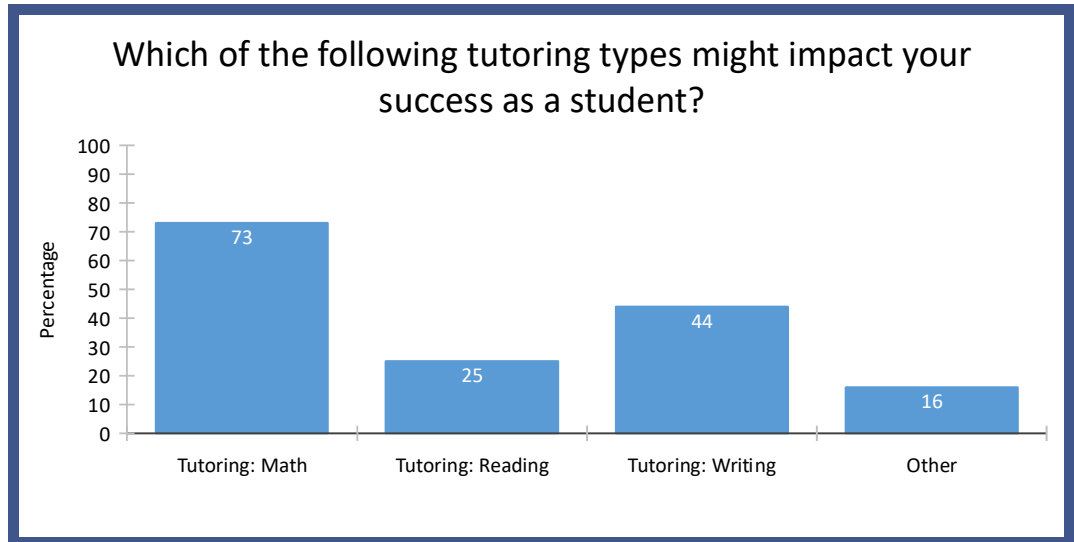


Figure 24. Tutoring Type. Values less than 1% are not displayed.





### *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%) and “Financial aid/scholarships” (56%), followed by “Career guidance” (49%), as shown in Table 26.

Table 26

*Factors Needed for Success (n=1540)*

In order to be successful, I am looking for SPC to provide the following. (Select all that apply)	N	%
Advising	890	58%
Access to Physical Health Resources	259	17%
Access to Mental Health Resources	409	27%
Accessibility Services	280	18%
Career Guidance	749	49%
Clubs/Student Life	282	18%
Financial Aid/Scholarships	862	56%
Internships	432	28%
Mentoring	447	29%
Tutoring	672	44%
Other	63	4%



In order to be successful, I am looking for SPC to provide the following:

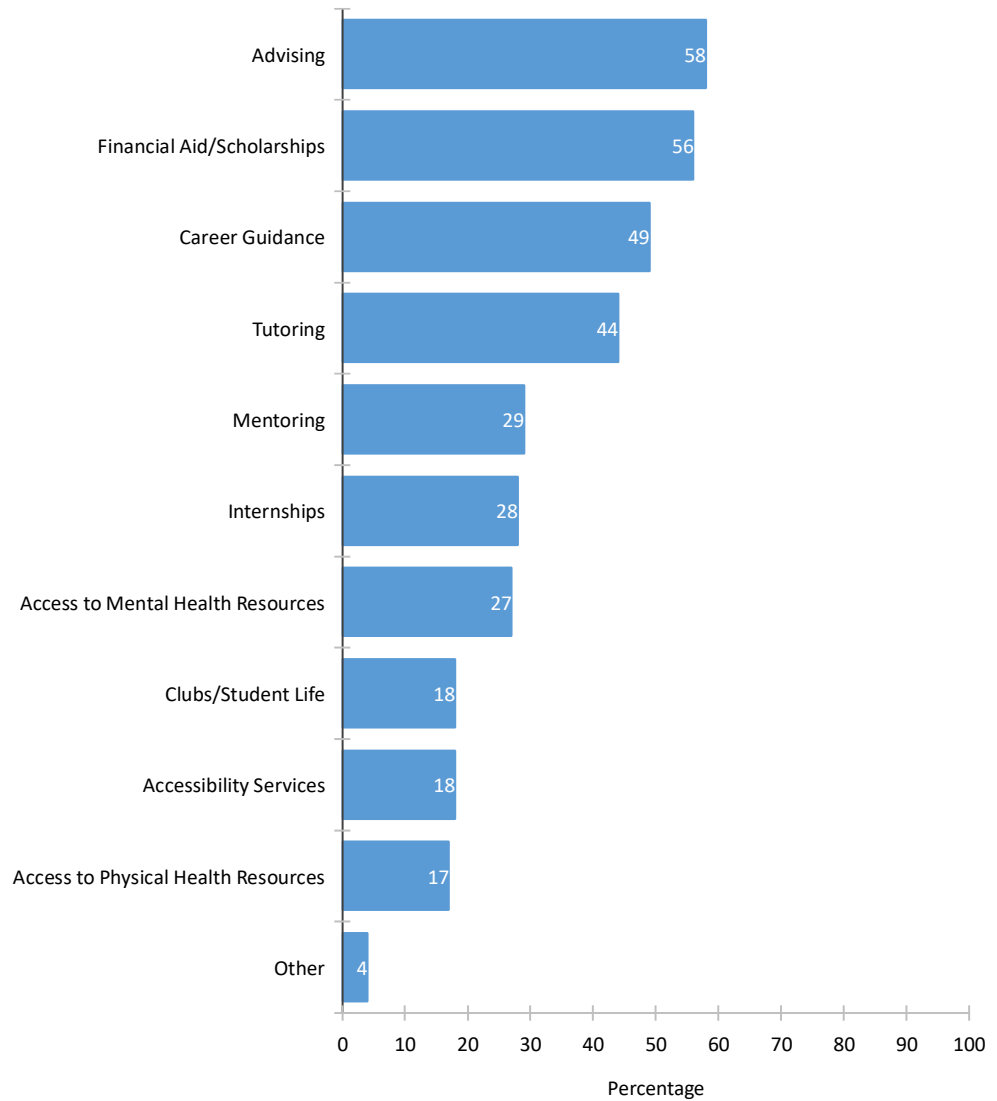


Figure 25. Factors Needed for Success. Values less than 1% are not displayed.





## Student Success Influences

### *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 (19%); Community Engagement (19%); and Virtual Activities (19%), 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	13%	6%	19%	23%	39%
Community Engagement	12%	7%	24%	23%	35%
Virtual Activities	12%	7%	23%	25%	33%



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

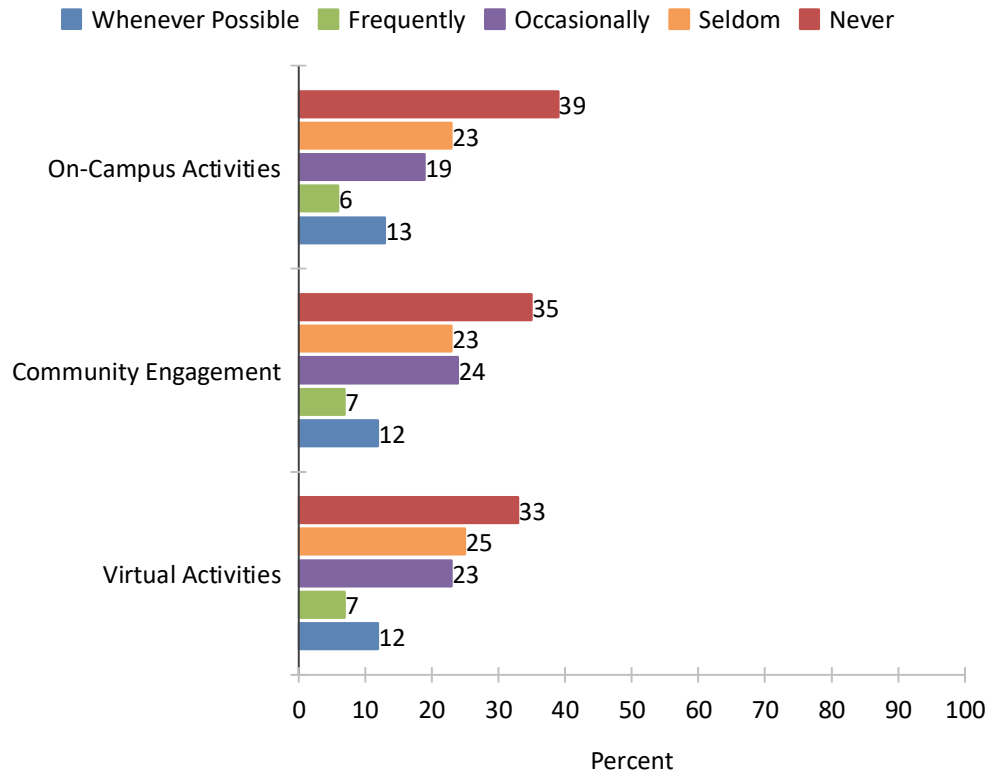


Figure 26. Expected Participation. Values less than 1% are not displayed.





## Early SPC Experience

### *Feeling Connected*

Students were asked to think about their experiences with SPC from the time of their decision to attend 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” (83%); “SPC feels very inclusive and celebrates all students with diverse backgrounds and cultures” (80%); “I feel comfortable reaching out to someone at the College if I have a question” (78%), and “I know how to contact services such as advising, financial aid, or tutoring, if I need support” (83%). Over two-thirds of survey respondents indicated they Strongly Agree or Agree with the following statement: “I feel a sense of belonging at SPC” (67%). 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%), 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.	50%	33%	14%	2%	2%
SPC feels very inclusive and celebrates all students with diverse backgrounds and cultures.	49%	31%	17%	1%	1%
I feel a sense of belonging at SPC.	39%	28%	27%	4%	2%





**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 feel comfortable reaching out to someone at the College if I have a question.	46%	32%	15%	4%	3%
I know how to contact services such as advising, financial aid, or tutoring, if I need support.	49%	34%	13%	3%	2%
I see myself as part of the SPC community.	36%	28%	28%	5%	3%





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

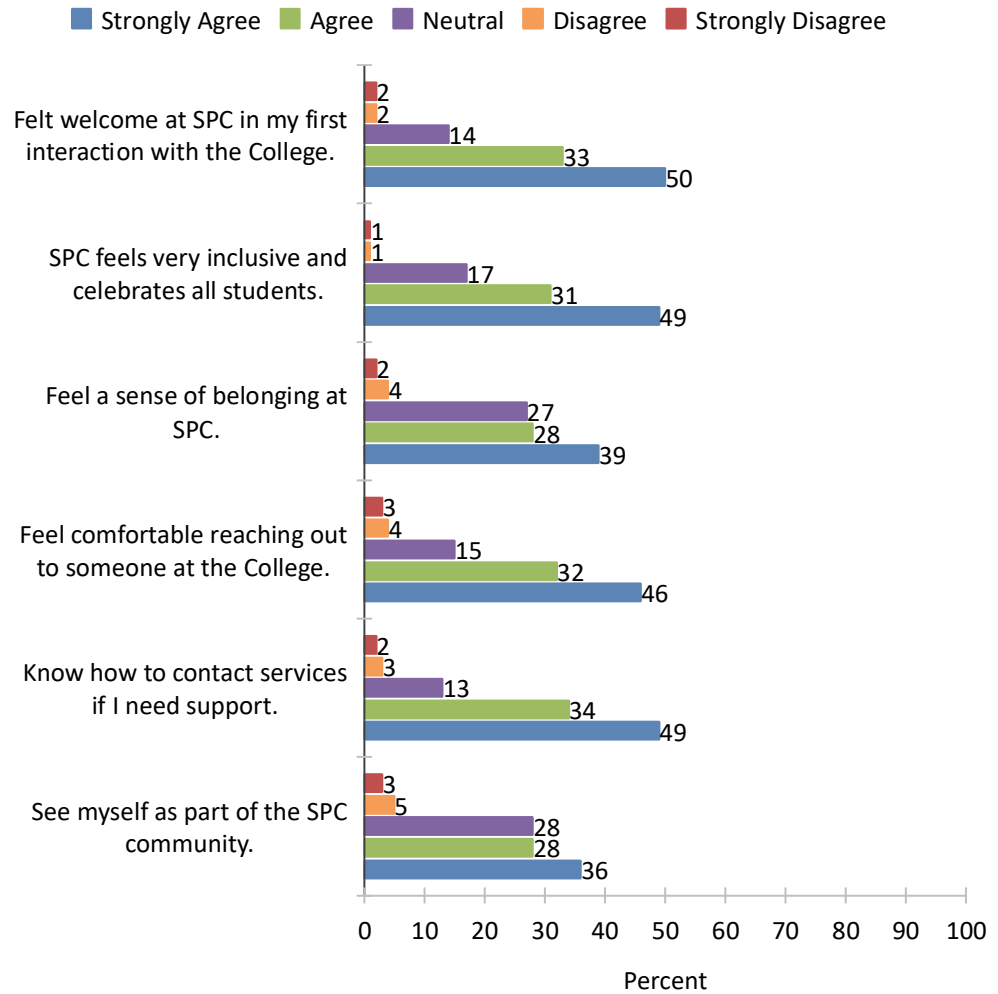


Figure 27. Feeling Connected. Values less than 1% are not displayed.





### Academics

Students were asked to think about their experiences with SPC from the time of their decision to attend 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” (84%); “I have the motivation to do what it takes to succeed in college” (84%); “I am confident in my chosen academic pathway” (78%); and “I believe my time at SPC will help me develop the skills and knowledge to reach my goals” (85%), 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.	48%	36%	13%	1%	1%
I have the motivation to do what it takes to succeed in college.	53%	31%	12%	3%	1%
I am confident in my chosen academic pathway.	49%	29%	16%	4%	2%
I believe my time at SPC will help me develop the skills and knowledge to reach my goals.	51%	34%	12%	2%	1%





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.

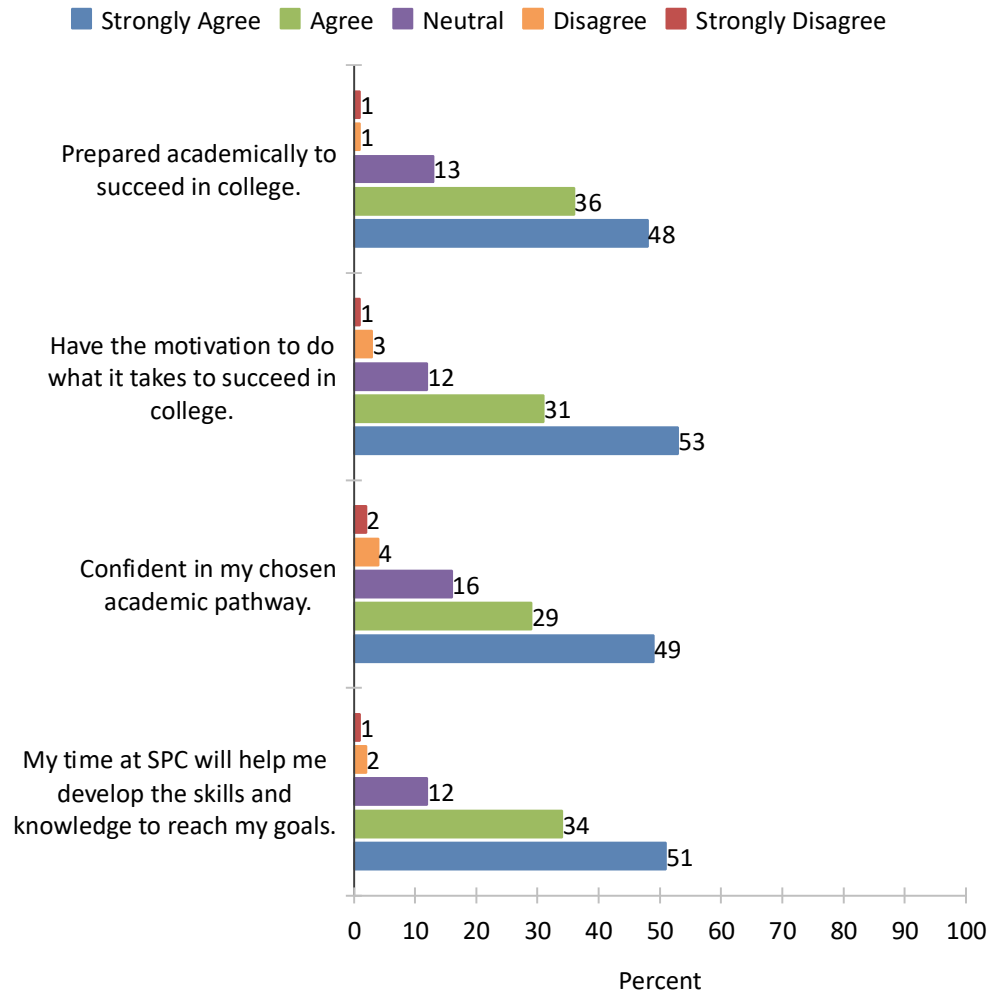


Figure 28. Academics. Values less than 1% are not displayed.





## 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” in all three areas: “Communicating through the Internet (email, chat, instant messaging, etc.)” (87%); “Acquiring information/conducting research through the Internet” (83%) and “Using computer software (word processing, spreadsheets, etc.)” (77%), as shown in Table 30.

Table 30

#### *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.)	48%	29%	16%	6%	1%
Communicating through the Internet (email, chat, instant messaging, etc.)	68%	19%	10%	2%	<1%
Acquiring information / conducting research through the Internet	59%	24%	13%	3%	1%



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

■ Highly Proficient ■ Somewhat Proficient ■ Average ■ Moderate ■ None

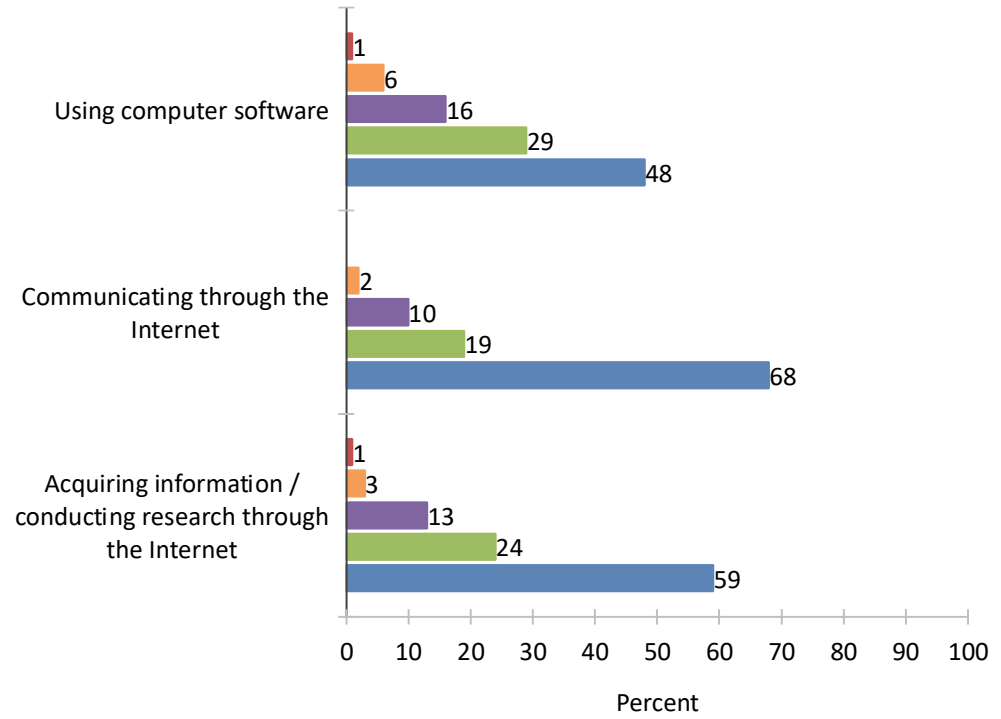


Figure 29. Computer and Technology Competency. Values less than 1% are not displayed.





## 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” (45%).

Survey respondents expected to largely never participate in the following activities: “Participate in campaigns, public debates, or assisting with voter registration” (46%), “Volunteer with others from SPC for one-time community service activities” (34%) and “Courses that include community service activities” (32%), 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	45%	14%	15%	8%	17%
Community involvement through a campus organization or club	14%	8%	23%	25%	30%
Volunteer with others from SPC for one-time community service activities	13%	7%	24%	22%	34%
Participate in campaigns, public debates, or assisting with voter registration	12%	5%	15%	22%	46%
Courses that include community service activities	13%	9%	23%	23%	32%



**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
Engage in activities with people whose religious, political, racial, cultural, economic and/or other characteristics are different than your own	22%	17%	25%	13%	23%





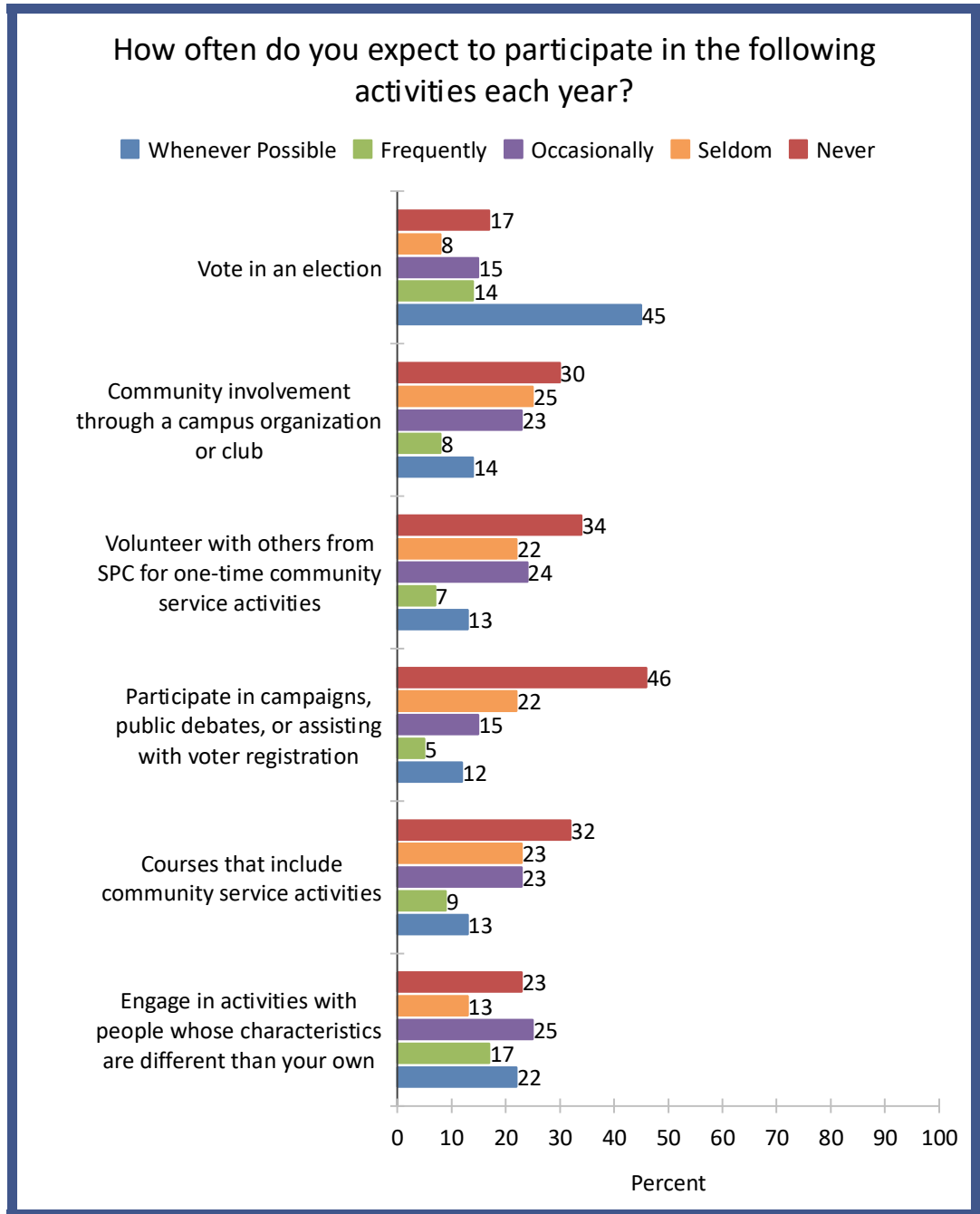


Figure 30. Civic Activities. Values less than 1% are not displayed.





## Civic Activities

### *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” (52%), as shown in Table 32.

Table 32

*Making a Difference with Civic Activities (n=1523)*

Do you feel that your contribution to community and civic activities makes a difference?	N	%
Yes	793	52%
No	139	9%
No Opinion	591	39%

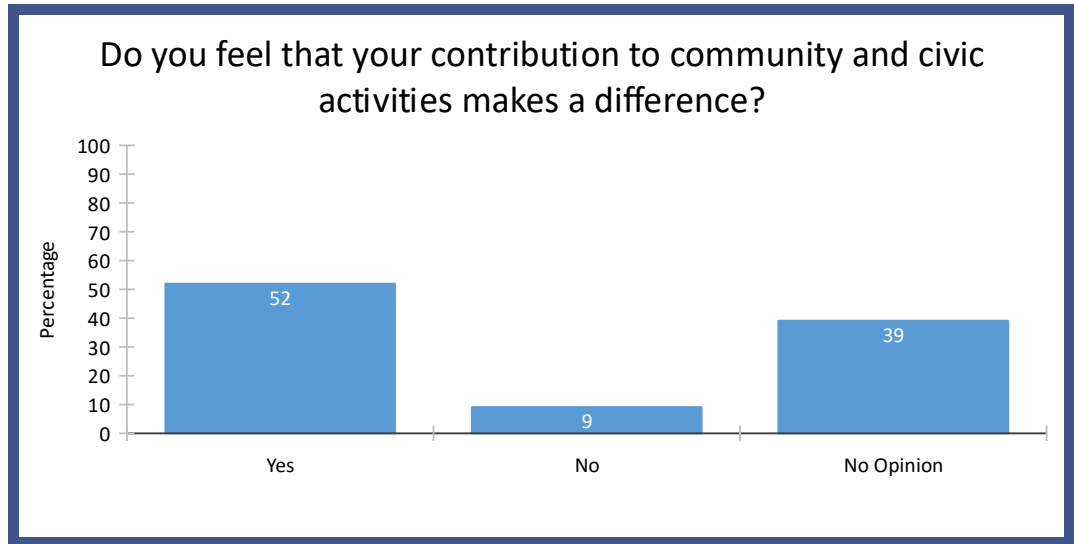


Figure 31. Making a Difference with Civic Activities. Values less than 1% are not displayed.



### *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. Nearly half of survey respondents selected “Yes” (47%), as shown in Table 33.

Table 33

*Succeeding with Civic Activities (n=1521)*

Do you think community and civic activities as an SPC student will help you succeed in college and beyond?	N	%
Yes	722	47%
No	155	10%
No Opinion	644	42%



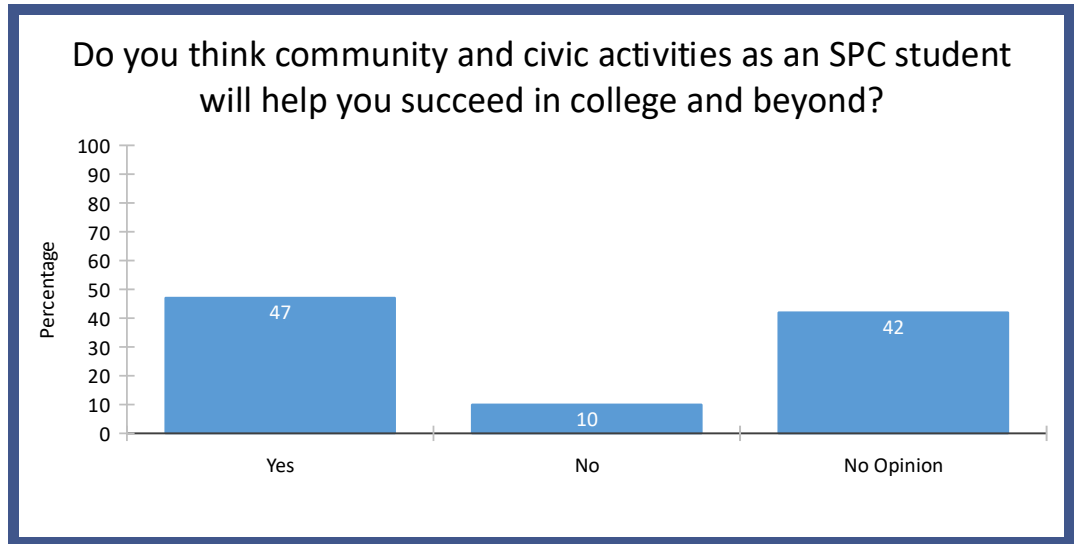


Figure 32. Succeeding with Civic Activities. Values less than 1% are not displayed.





## Humanities Activities

### *Participation in Humanities Activities*

In the area of Humanities Activities, students were asked how often they participate in three different activities. Of the three activities, over one-third of survey respondents indicated they would “Create: painting, drawing, sculpture, digital art, video, music, or other creative works” (37%) Whenever Possible or Frequently. This was followed by almost one-third of students who indicated that they would “Attend a concert, musical event, dance performance, play, live drama, or performing arts event” (33%) or “Visit an art museum, gallery, art show, experience public art” (31%) Whenever Possible or Frequently.

Table 34

### *Participation in Humanities Activities*

How often do you expect to 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	22%	11%	27%	22%	18%
Visit an art museum, gallery, art show, experience public art (murals, sculptures, installations)	20%	11%	31%	22%	16%
Create: painting, drawing, sculpture, digital art, video, music, or other creative works	23%	14%	23%	19%	20%



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

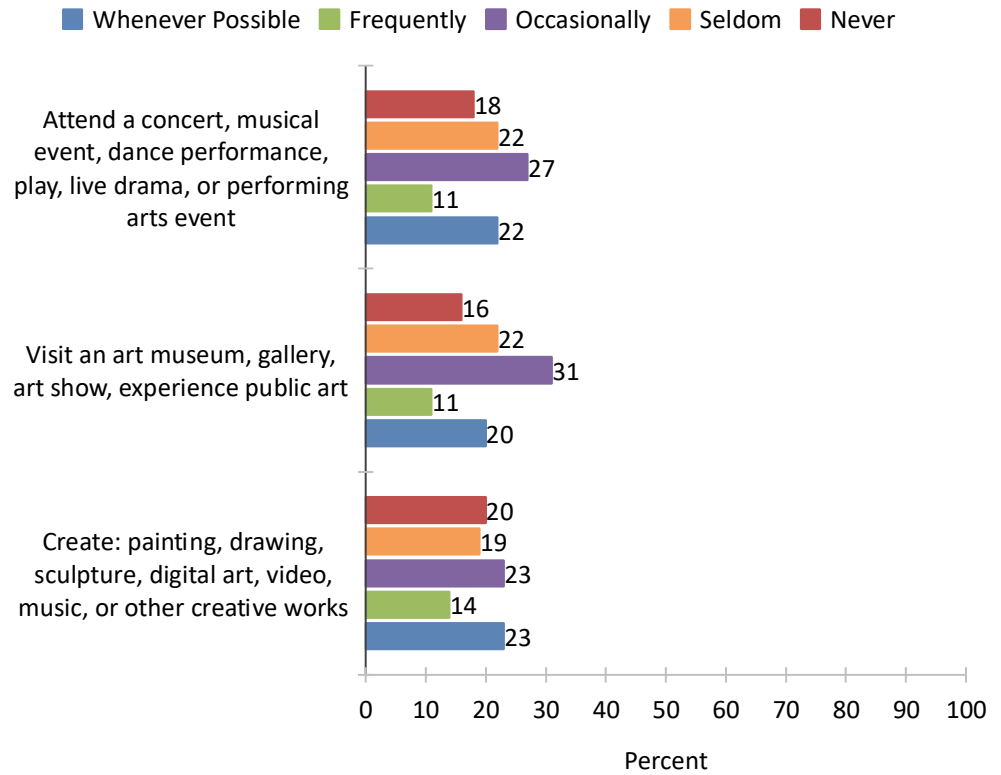


Figure 33. Humanities Activities. Values less than 1% are not displayed.





## Conclusion

Students entering St. Petersburg College encompass a broad range of age categories. About half 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: sixty percent were White/Non-Hispanic; followed by fifteen percent Black/Non-Hispanic, and fourteen percent Hispanic.

When asked, “What factors influenced your decision to apply to SPC?” “Cost of tuition (affordable)” was the most important factor followed by “Close to home” 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 twenty-two percent who listed “Other” 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 to enter the workforce” and to “Earn a certificate or degree and transfer to another institution.”

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

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” in all three areas: “Communicating through the Internet (email, chat, instant messaging, etc.)” (87%); “Acquiring information/conducting research through the Internet” (83%) and “Using computer software (word processing, spreadsheets, etc.)” (77%).

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” (45%). Survey respondents expected to largely never participate in the following activities: “Participate in campaigns, public debates, or assisting with voter registration” (46%), “Volunteer with others from SPC for one-time community service activities” (34%) and “Courses that include community service activities” (32%).

In the area of Humanities Activities, students were asked how often they participate in three different activities. Of the three activities, over one-third of survey respondents indicated they would “Create: painting, drawing, sculpture, digital art, video, music, or other creative works” (37%) Whenever Possible or Frequently. This was followed by almost one-third of students who indicated that they would “Attend a concert, musical event, dance performance, play, live drama, or performing arts event” (33%) or “Visit an art museum, gallery, art show, experience public art” (31%) Whenever Possible or Frequently.

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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Director, Institutional Effectiveness  
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733  
(727) 341-3195  
[tymms.magaly@spcollege.edu](mailto: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 Colleges/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.spccollege.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.spccollege.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.spccollege.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 organization or club	<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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