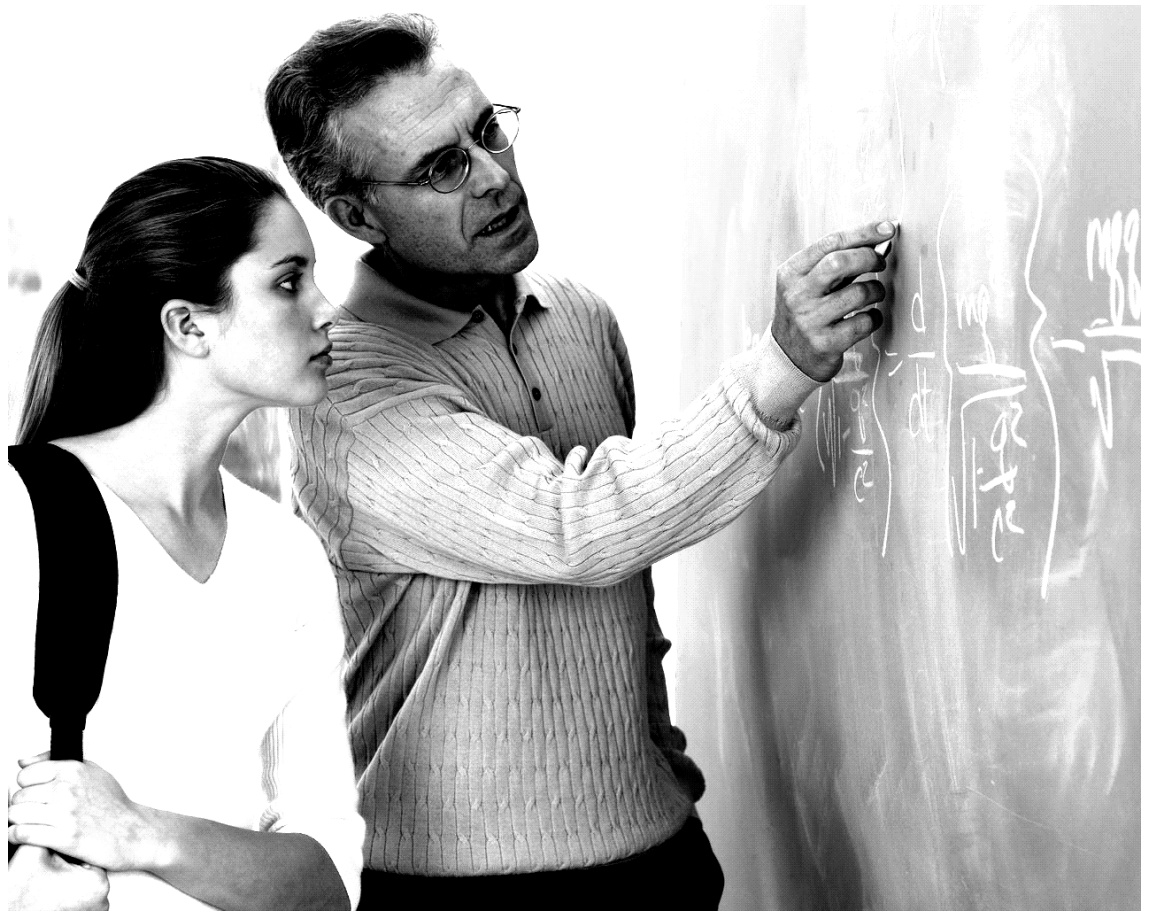


2023-24

Entering Student Survey Report



Institutional Effectiveness
St. Petersburg College

September 2024



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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 Associate Vice President of Institutional Effectiveness and Academic Services at St. Petersburg College.

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Institutional Effectiveness

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Table of Contents

Executive Summary	4
SPC Mission Statement	7
Introduction	7
Institutional Effectiveness.....	7
Evaluation and Assessment Processes	8
Entering Student Survey	10
Student Demographic Information	11
Student Academic Information	30
College Communication and Information	40
Student Success Influences	46
Early SPC Experience	58
General Education Preparedness	63
Conclusion	74
Contact Information	76
Appendix: Entering Student Survey	77





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 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 courses were surveyed.

Seven-hundred and twenty students completed the survey during the 2023-24 academic year.

Student Demographic Information

Three-fifths of the respondents (60%) were younger than 25 years of age, and approximately two-thirds of the respondents were female (67%).

Over half (52%) of survey respondents selected White/Non-Hispanic as their ethnicity. The next two largest categories were Hispanic with 19% and Black/Non-Hispanic with 17%.

Students were asked to select a response that best described their previous college experience. Nearly two-thirds of the students (63%) indicated "This is my first college experience since high school." Almost one-quarter of the students indicated "I have taken previous college credit classes from another institution since high school" (24%).

More than one-quarter of all survey respondents (31%) 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

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Institutional Effectiveness

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tuition, 3) Course or program offered, 4) Flexibility of class offerings, and 5) Online class 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) Campus visit or tour, 3) Emails, 4) Recruiter at your high school, and 5) Social Media (Facebook, Twitter, Etc.).

Students were asked to identify any other institutions they considered before selecting SPC. Over two-fifths of the students considered an “Other State College/Community College” (42%), followed by the consideration of a “State University” (32%).

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” (11%), tied with “Change my career field” (11%).

Student Academic Information

Students were asked to select which method of course delivery they preferred. Two-fifths of all survey respondents (40%) indicated their preference was for “Online” classes.

Students who indicated a preference for “Face-to-Face,” “Live Online”, and “Blended” courses, or expressed no preference, were also asked to select which days they would prefer to take most of their classes. Over two-thirds of survey respondents (68%) indicated a preference for “Tuesday and Thursday,” followed by “Monday and Wednesday” (62%).

College Communication and Information

Students were asked to indicate which form of communication with the college they preferred. Over two-fifths (44%) indicated a preference for email communications, including “SPC Student Account” (29%) and “Personal Account” (15%). The largest individual choice was “Text Message,” selected by over two-fifths of students (41%), 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 transfer to another institution” (40%), while over one-third of students selected “Earn a certificate or degree and enter the workforce” (36%) 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) Study skills, 3) Finances, 4) Physical/mental health, 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. Over four-fifths of survey respondents selected “Tutoring: Math (85%),” followed by “Tutoring: Writing” (43%), 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. Three-fourths of students or more 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” (84%) and “Using computer software (word processing, spreadsheets, etc.)” (75%).

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” (36%). Survey respondents expected to largely never participate in the following activities: “Participate in campaigns, public debates, or assisting with voter registration” (45%), “Volunteer with others from SPC for one-time community service activities” (29%) and “Courses that include community service activities” (28%).

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 over one-third of students who indicated that they would “Attend a concert, musical event, dance performance, play, live drama, or performing arts event” (36%), and nearly one-third of students who indicated they would “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 empower our students and community to achieve success and economic mobility through academic excellence and engagement.

St. Petersburg College fulfills this 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 Department of Institutional Effectiveness, along with the Strategic Planning Office, works 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

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Institutional Effectiveness

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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) 27 organizational units (lower division); (ii) 9 Colleges and Schools comprising 17 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

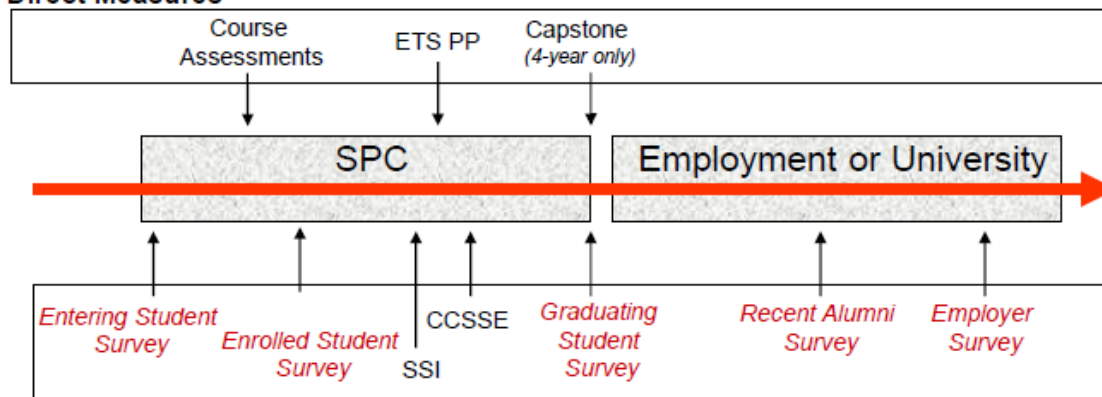
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educational support services are evaluated annually via these surveys. Results of college-wide student surveys are further refined and augmented through additional departmental-specific assessments.

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 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 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 courses were surveyed.

Seven-hundred and twenty students completed the survey during the 2023-24 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 720 survey respondents (N) to the Entering Student Survey are summarized in the following narrative, tables, and charts.

Age

Almost two-fifths of survey participants were 19 and under (39%), and three-fifths (60%) of all respondents were younger than 25 years of age, as shown in Table 1.

Table 1

Age (n=719)

Select your age category.	N	%
19 and Under	283	39%
20 - 24	149	21%
25 - 29	81	11%
30 - 39	95	13%
40 - 49	72	10%
50 - 59	33	5%
60 and Over	6	1%

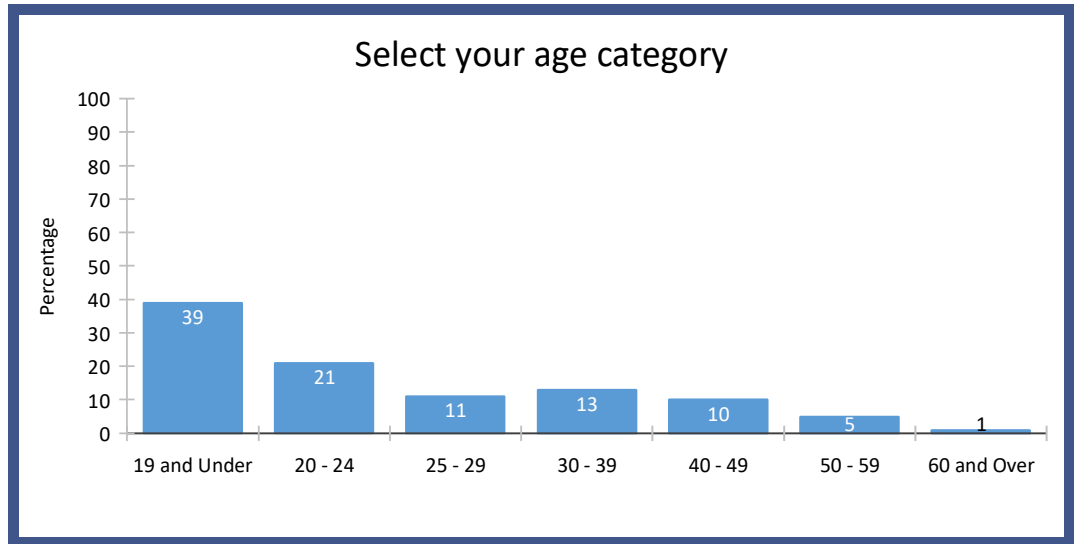


Figure 2. Age. Values less than 1% are not displayed.





Ethnicity

Over half (52%) of survey respondents selected White/Non-Hispanic as their ethnicity. The next two largest categories were Hispanic (19%) and Black/Non-Hispanic (17%), as shown in Table 2.

Table 2

Ethnicity (n=719)

Select your ethnicity.	N	%
Alaskan Native	1	<1%
American Indian	8	1%
Asian/Pacific Islander	42	6%
Black/Non-Hispanic	123	17%
Hispanic	138	19%
White/Non-Hispanic	371	52%
Other	36	5%

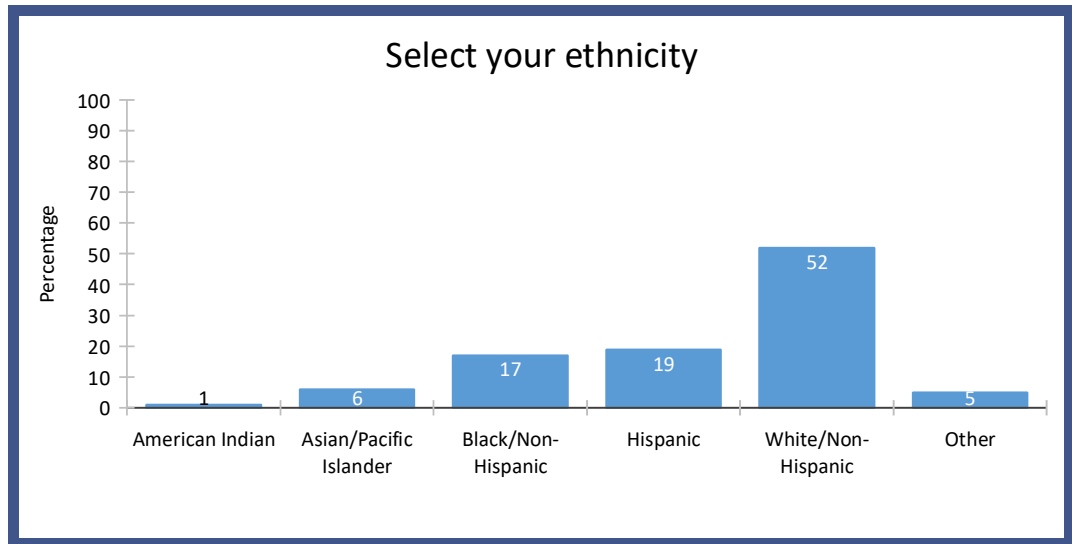


Figure 3. Ethnicity. Values less than 1% are not displayed.



Gender

Approximately two-thirds of the survey respondents were female (67%), as shown in Table 3.

Table 3

Gender (n=719)

Select your gender.	N	%
Female	481	67%
Male	207	29%
Prefer not to answer	24	3%
Other	7	1%

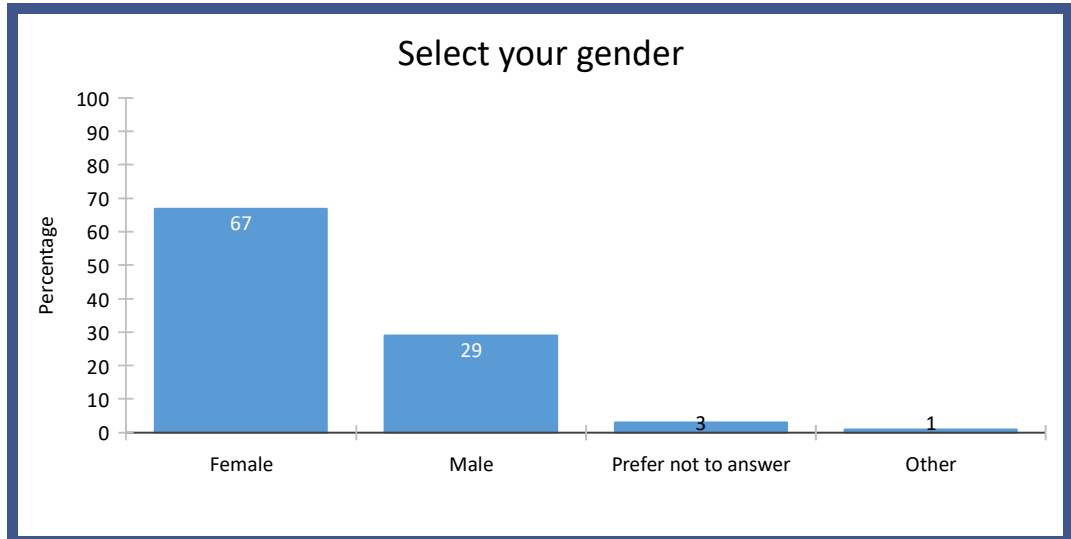


Figure 4. Gender. Values less than 1% are not displayed.





High School

Over one-third (38%) 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 (34%), as shown in Table 4.

Table 4

High School (n=718)

How long has it been since you graduated from high school or received your GED?	N	%
Less than one year	243	34%
Between 1 and 3 years	153	21%
Between 4 and 5 years	50	7%
More than 5 years	272	38%

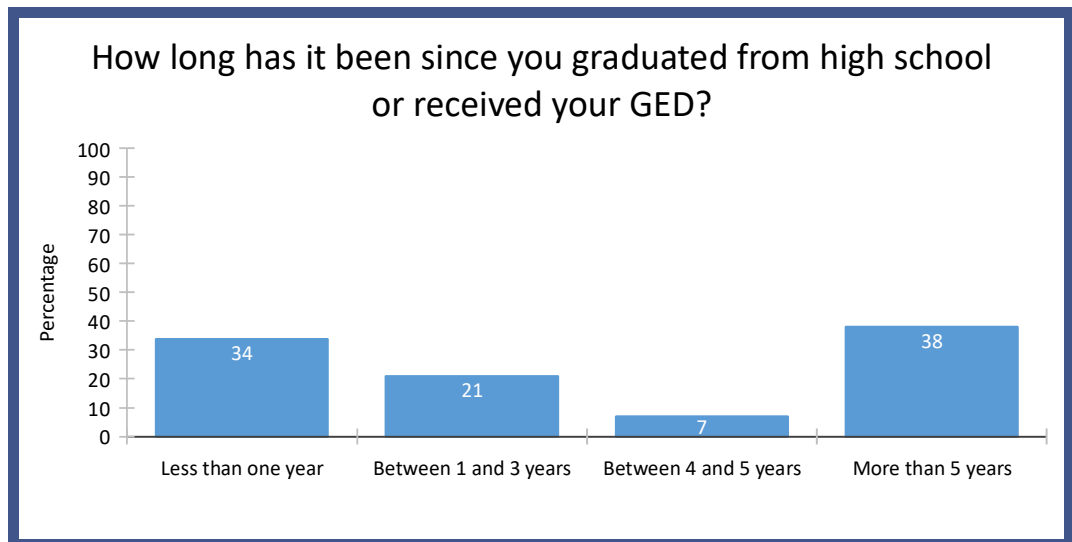


Figure 5. High School. Values less than 1% are not displayed.





Previous College Experience

Students were asked to describe their previous college experience based on the responses provided to them. Nearly two-thirds of the students (63%) indicated “This is my first college experience since high school.” Almost one-quarter (24%) 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=717)

Which of the following describes your previous college experience?	N	%
This is my first college experience since high school.	455	63%
I have participated in college during high school (Early College or Dual Enrollment).	50	7%
I have taken previous SPC college credit classes since high school.	42	6%
I have taken previous college credit classes from another institution since high school.	170	24%

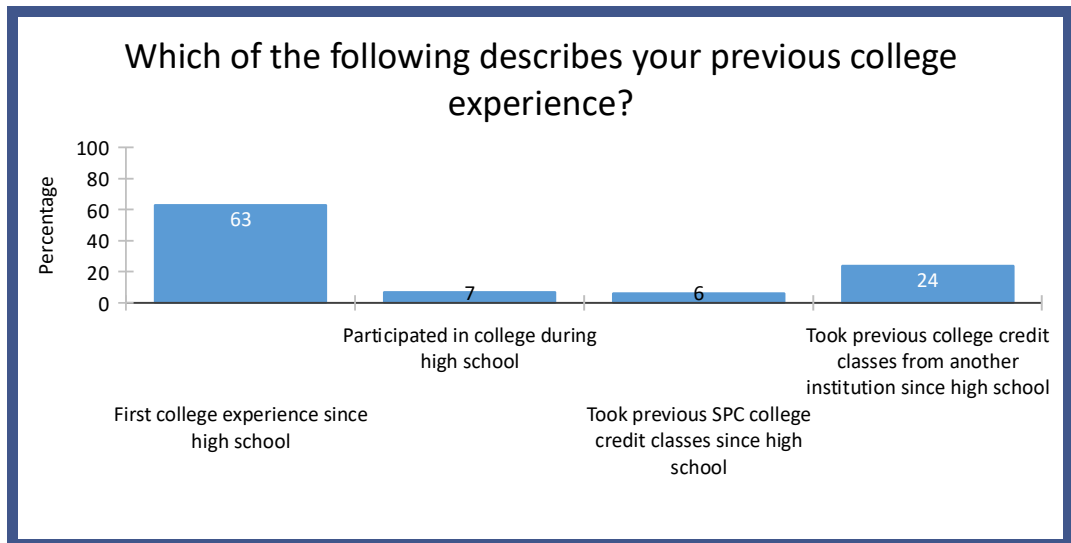


Figure 6. Previous College Experience. Values less than 1% are not displayed.



First Generation Students

More than one-quarter of survey respondents (31%) indicated they were the first member of their immediate family to attend college, as shown in Table 6.

Table 6

First Generation Students (n=719)

Are you the first member of your immediate family to attend college?	N	%
Yes	221	31%
No	462	64%
Unsure	36	5%

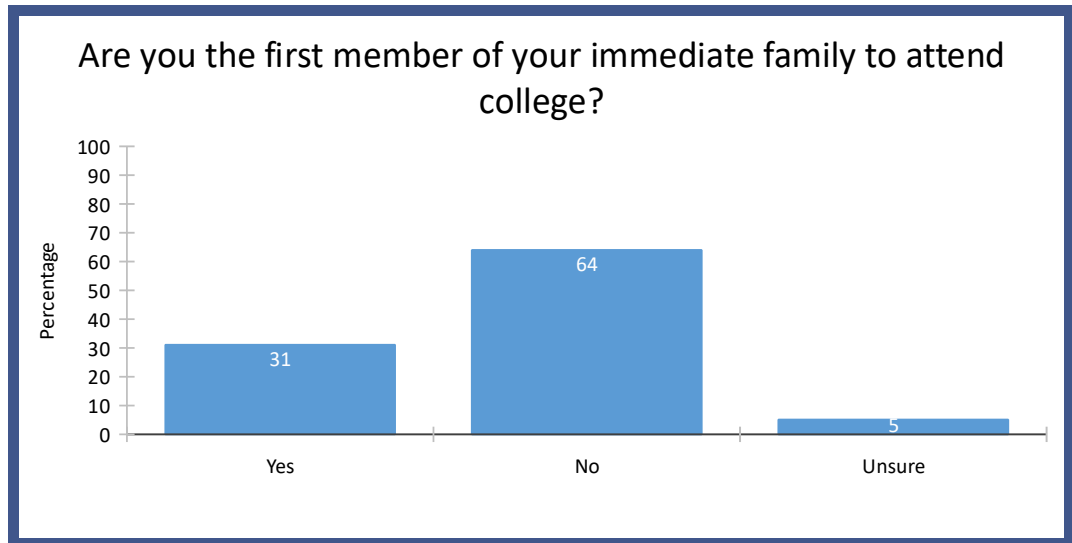


Figure 7. First Generation Students. Values less than 1% are not displayed.





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

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



Decision to Apply Factors

More than half of the respondents listed “Close to home” (53%), followed by “Cost of tuition (affordable)” (52%), and “Course or program offered” (40%) 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=693)

What factors influenced your decision to apply to SPC? (Select all that apply)	N	%
Academic Reputation	121	17%
Athletics	18	3%
Class Time	120	17%
Close to Home	368	53%
Close to Work	115	17%
Clubs or Organizations	21	3%
Cost of Tuition (Affordable)	359	52%
Course or Program Offered	280	40%
Ease of Transfer to a State University	166	24%
Employer Recommendation	34	5%
Experience of Faculty	21	3%
Financial Aid Availability	190	27%
Flexibility of Class Offerings	206	30%
Friend's Recommendation	98	14%
Fully Online Programs	175	25%
High School Counselor	41	6%
High School Teacher	33	5%
Job Placement Services	32	5%
Music, Art, or Theater	28	4%
Online Class Offerings	202	29%
Parents/Family Recommendation	94	14%
Programs Aligned to Workforce/Careers	76	11%
Short-Term Training Programs	17	2%
SPC Faculty or Staff	43	6%
Student Support Services (Advising, Tutoring, Etc.)	66	10%
Visit to Your High School by SPC Staff	34	5%
Visit to Your Place of Employment by SPC Staff	3	<1%





Table 8

Decision to Apply Factors (n=693)

What factors influenced your decision to apply to SPC? (Select all that apply)	N	%
Other	30	4%

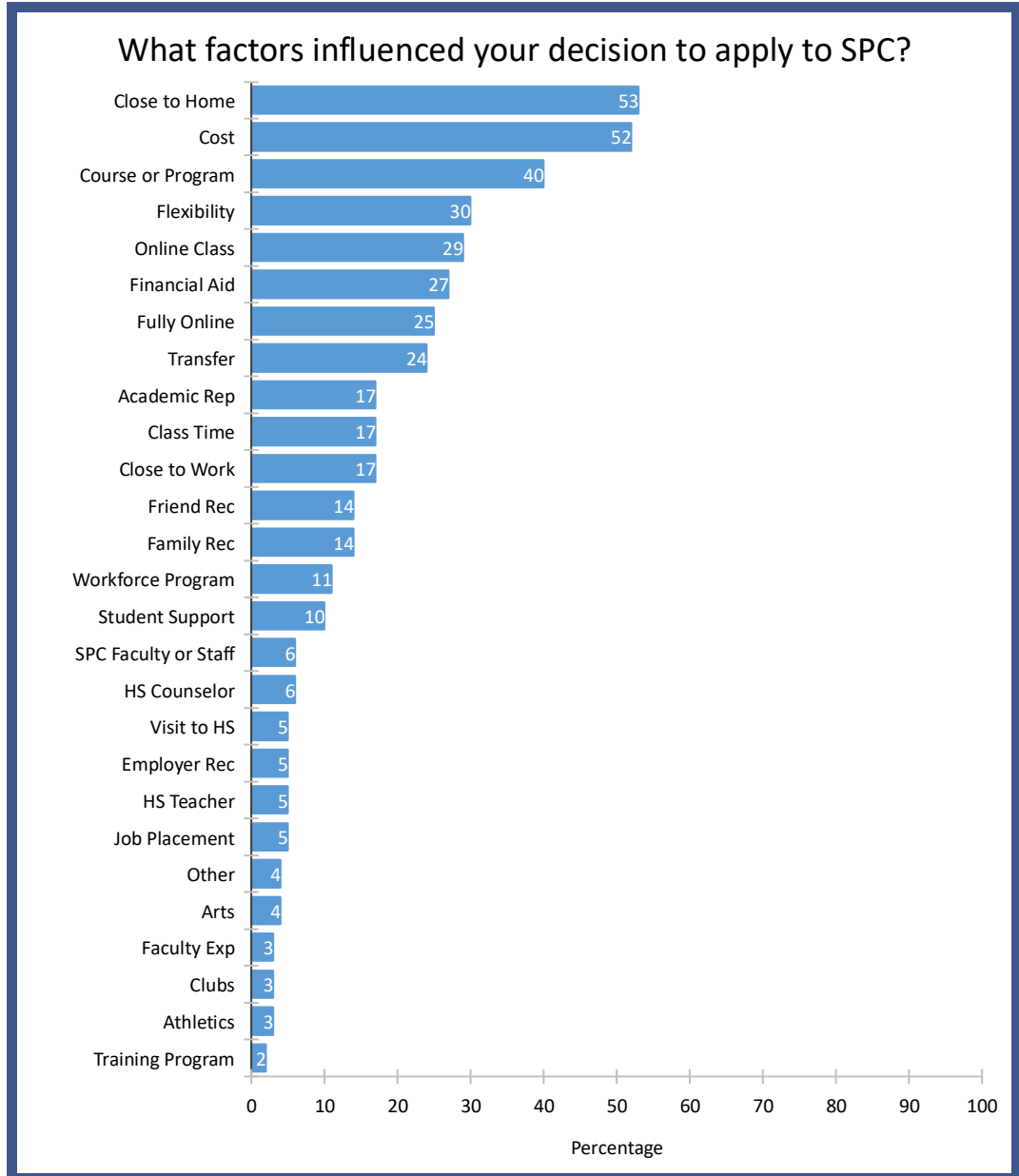


Figure 8. Decision to Apply Factors. Values less than 1% are not displayed.

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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
Campus visit or tour
Emails
Recruiter at your high school
Social Media (Facebook, Twitter, Etc.)



Referrals and Media Sourcing

More than half of the respondents listed “SPC website” (57%), while one-quarter listed “Campus visit or tour” (25%), followed by “Emails” (21%) 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=649)

Through what sources, media, or events have you learned about SPC? (Select all that apply)	N	%
Ad on Streaming Radio or TV	25	4%
Billboard	73	11%
Bus Advertisement	46	7%
Campus Visit or Tour	165	25%
Conference	6	1%
Digital Ads on Websites	65	10%
Electronic Sign on SPC Campus	56	9%
Emails	135	21%
Information Session/Open House	39	6%
Newspaper and/or Magazines	16	2%
Printed Material (Direct Mail)	25	4%
Radio Advertising	4	1%
Recruiter at Your High School	108	17%
Recruiter at Your Work	7	1%
Social Media (Facebook, Twitter, Etc.)	91	14%
TV Advertising	12	2%
SPC Website	367	57%
Other	90	14%





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

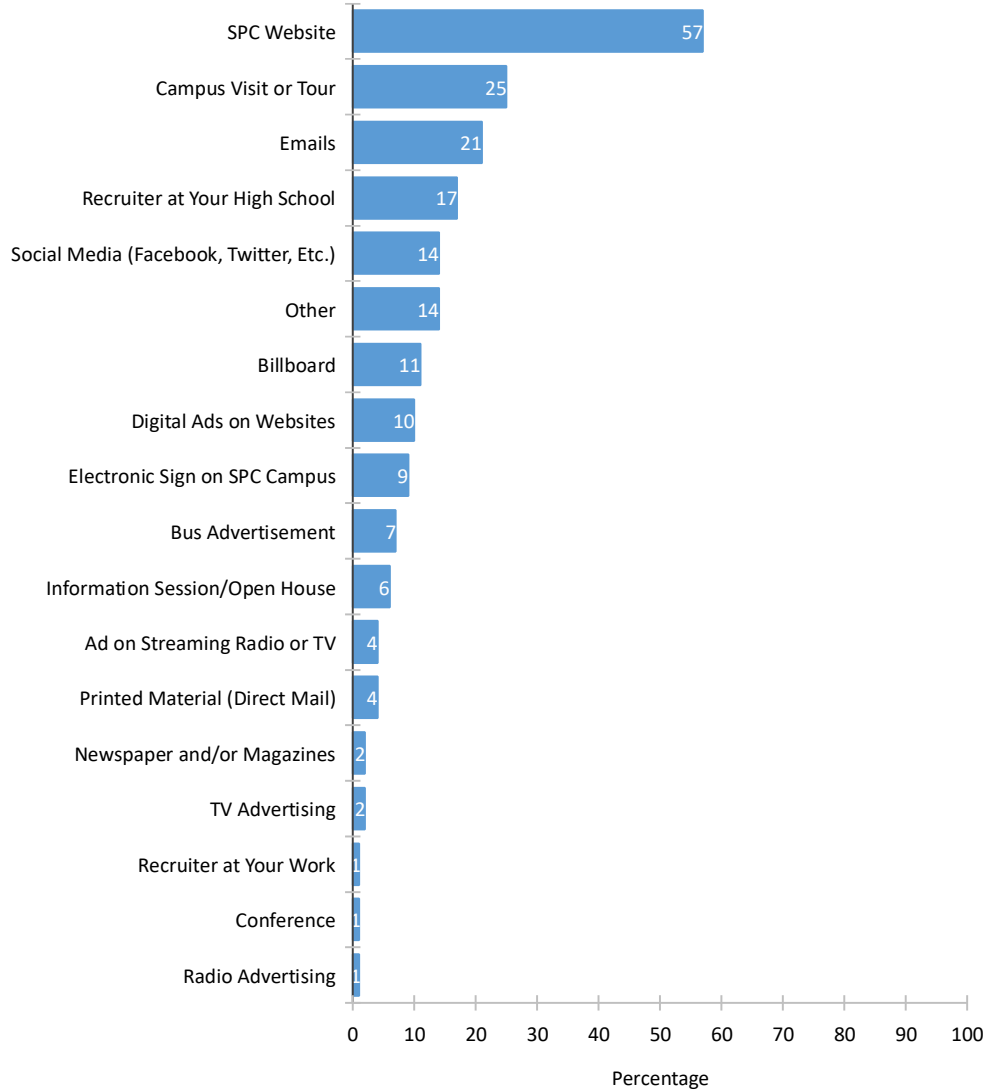


Figure 9. Referrals and Media Sourcing. Values less than 1% are not displayed.





Other Institutions

Students were asked to identify any other institutions they considered before selecting SPC. Over two-fifths of students considered an “Other State College/Community College” (42%), followed by the consideration of a “State University” (32%), as shown in Table 11.

Table 11

Other Institutions (n=652)

What other institutions did you consider before selecting SPC?	N	%
State University	206	32%
Other State College/Community College	272	42%
Technical College	124	19%
Private Institution	50	8%



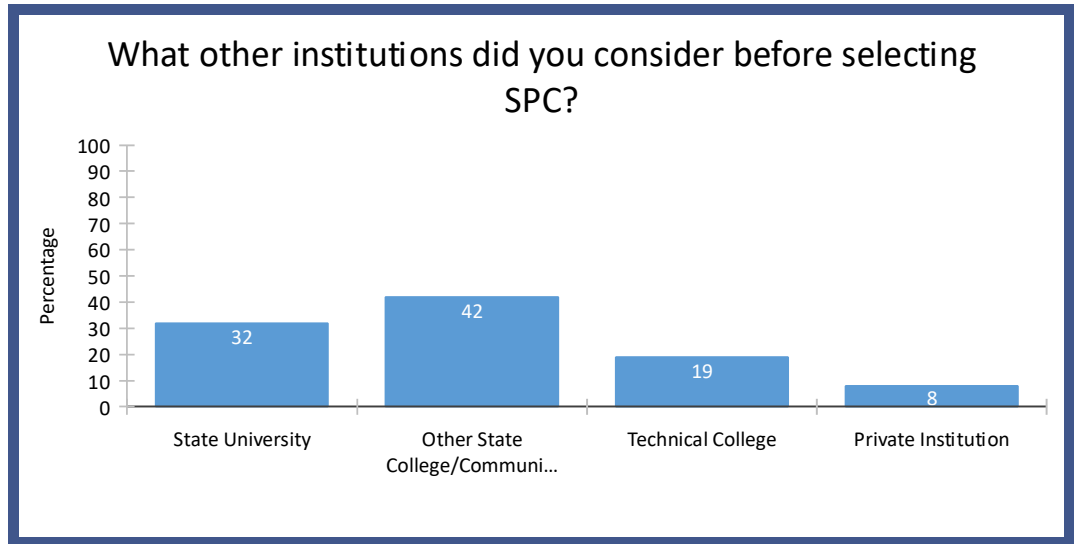


Figure 10. Other Institutions. Values less than 1% are not displayed.





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 (65%) stated that this question was not applicable. The next top two responses were “Finish previously started degree” (11%), tied with “Change my career field” (11%), as shown in Table 12.

Table 12

Reason for Returning to School (n=662)

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	70	11%
Change My Career Field	70	11%
Get Training for a Possible Promotion	12	2%
Make Myself More Marketable	27	4%
Learn New Skills	41	6%
Enter the Workforce	14	2%
Company Downsizing	1	<1%
Not Applicable	427	65%

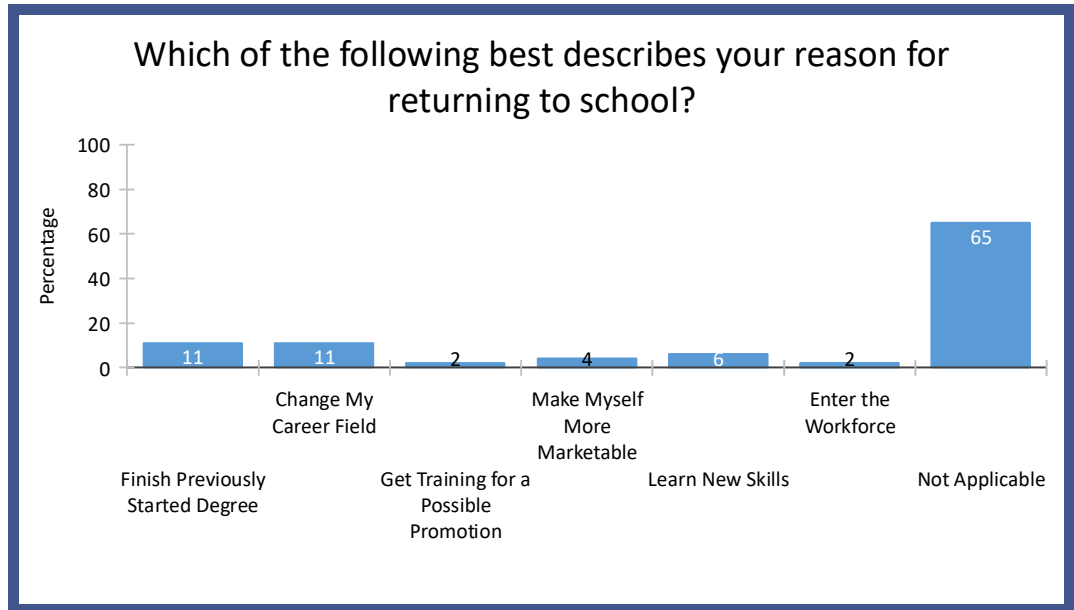


Figure 11. Reason for Returning to School. Values less than 1% are not displayed.





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” (73%) and an “Associate’s Degree” (20%), as shown in Table 13.

Table 13

Highest Degree Earned Prior to Enrolling (n=552)

Select the highest degree you earned prior to enrolling at SPC.	N	%
Certificate	404	73%
Associate’s Degree (AA, AS, AAS)	108	20%
Bachelor’s Degree (BA, BS, BAS)	35	6%
Master’s Degree (MA, MS, MBA)	4	1%
Doctorate or Professional Degree (PhD, EdD, JD, MD)	1	<1%



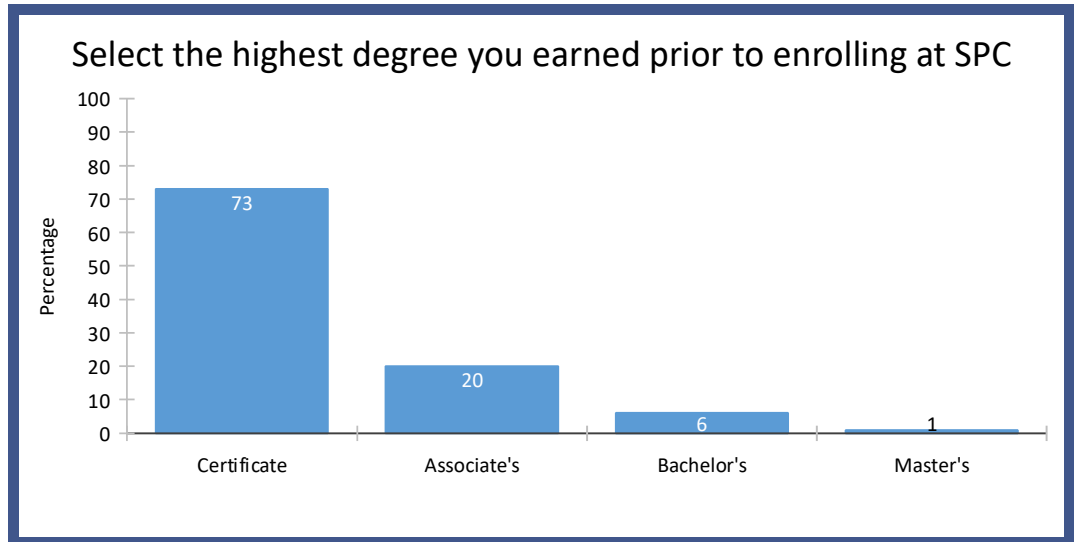


Figure 12. Highest Degree Earned Prior to Enrolling. Values less than 1% are not displayed.





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)” (57%), as shown in Table 14.

Table 14

Enrollment Status (n=676)

What will your enrollment status be?	N	%
Full-Time (12 or More Credits)	385	57%
Part-Time (Less than 12 Credits)	291	43%



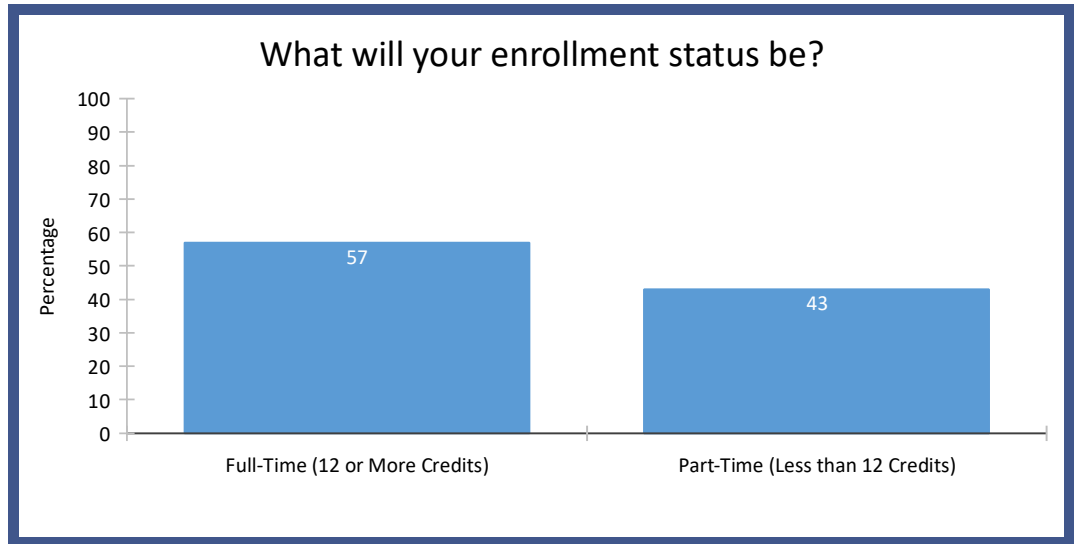


Figure 13. Enrollment Status. Values less than 1% are not displayed.





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 three-fifths of survey respondents (63%) selected “Job responsibilities/schedule” as their primary circumstance, followed by “Finances” (13%), as shown in Table 15.

Table 15

Part-Time Enrollment (n=278)

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	20	7%
Availability of SPC Services	5	2%
Family Responsibilities Including Childcare	21	8%
Finances	36	13%
Lack of Sufficient Financial Aid	9	3%
Health or Personal Problems	9	3%
Job Responsibilities/Schedule	175	63%
Transportation	3	1%



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?

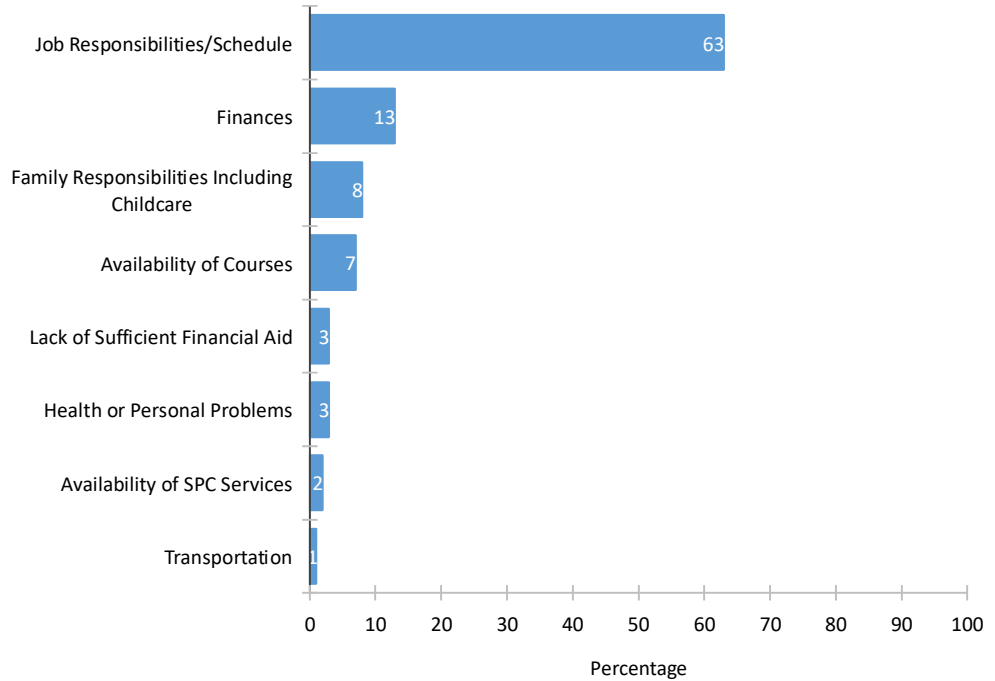


Figure 14. Part-Time Enrollment. Values less than 1% are not displayed.





Course Delivery Preference

Students were asked to select which method of course delivery they preferred. Two-fifths of all survey respondents (40%) indicated their preference was for “Online” classes,” as shown in Table 16.

Table 16

Course Delivery Preference (n=673)

What is your preferred course delivery method?	N	%
Face-to-Face	229	34%
Live Online	29	4%
Online	269	40%
Blended (Combination of Online and Face-to-Face)	146	22%



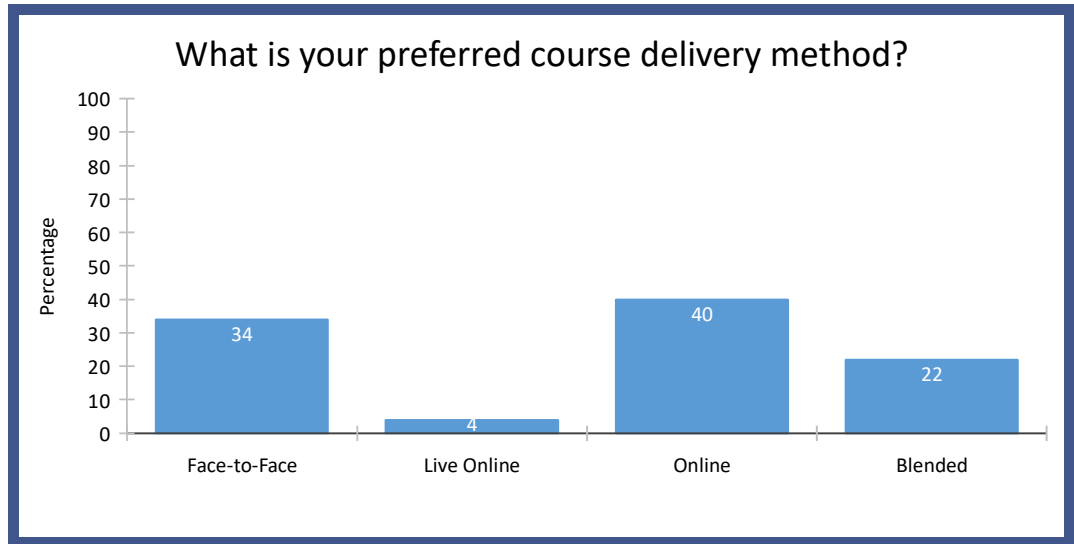


Figure 15. Course Delivery Preference. Values less than 1% are not displayed.





Time of Day

Students who indicated a preference for “Face-to-Face,” “Live Online”, and “Blended” courses, or expressed no preference, were asked to select when they were most likely to take their classes. Nearly half of survey respondents (49%) indicated a preference for “Weekday Mornings,” followed by “Weekday Afternoons” (19%), as shown in Table 17.

Table 17
Time of Day (n=405)

When are you most likely to take your classes?	N	%
Weekday Mornings	200	49%
Weekday Afternoons	76	19%
Weekday Evenings	71	18%
Weekends	9	2%
No Preference	49	12%



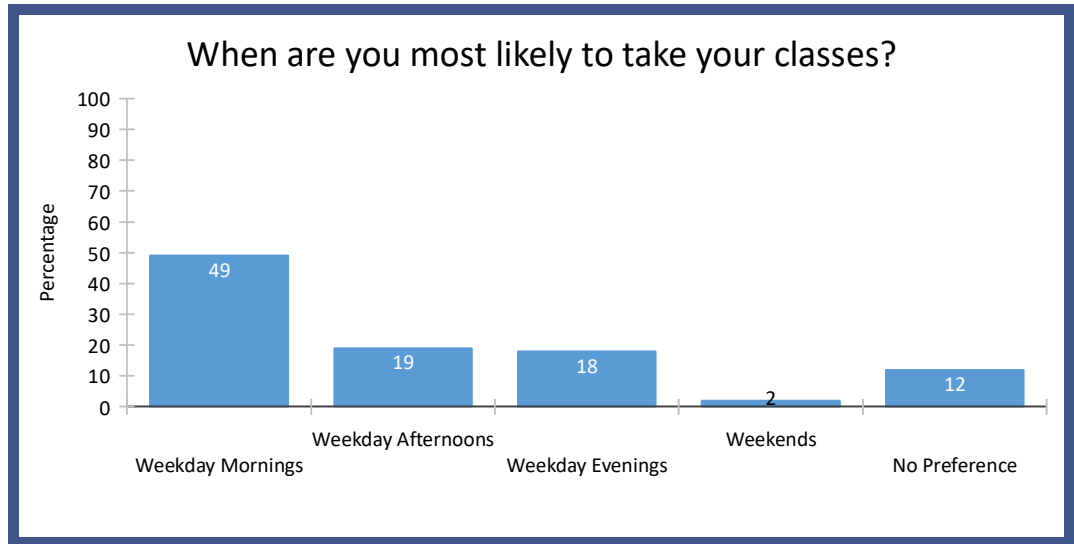


Figure 16. Time of Day. Values less than 1% are not displayed.





Days of the Week

Students who indicated a preference for “Face-to-Face,” “Live Online”, and “Blended” courses, or expressed no preference, were also asked to select which days they would prefer to take most of their classes. Over two-thirds of survey respondents (68%) indicated a preference for “Tuesday and Thursday,” followed by “Monday and Wednesday” (62%), as shown in Table 18.

Table 18

Days of the Week (n=406)

On which days would you prefer to take most of your classes? (Select all that apply)	N	%
Monday and Wednesday	252	62%
Tuesday and Thursday	276	68%
Friday	38	9%
Saturday	21	5%
No Preference	55	14%

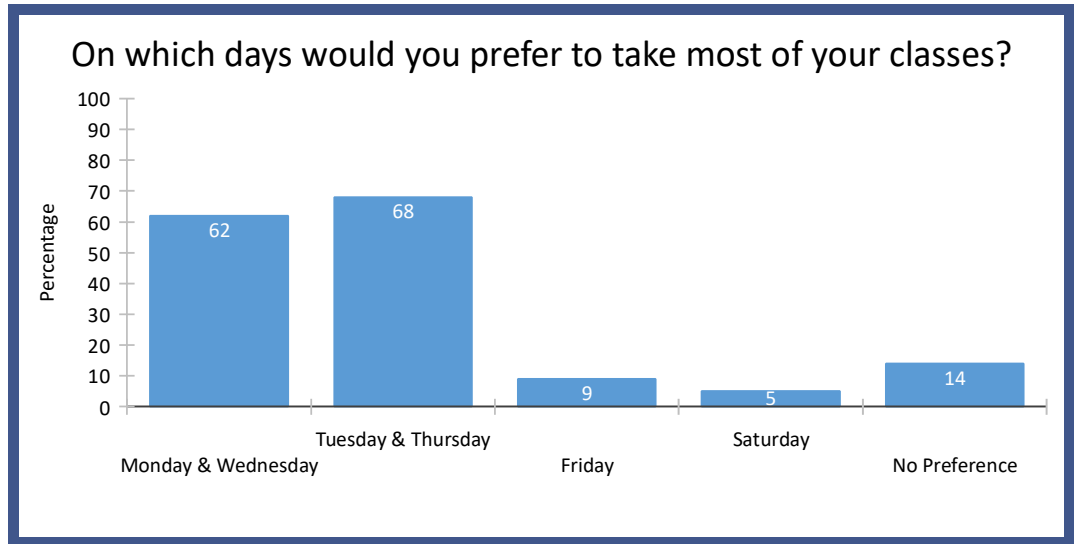


Figure 17. Days of the Week. Values less than 1% are not displayed.





College Communication and Information

College Communication Preference

Students were asked to select which form of communication with the college they preferred. Over two-fifths (44%) indicated a preference for email communications, including “SPC Student Account” (29%) and “Personal Account” (15%). The largest individual choice was "Text Message," selected by over two-fifths of students (41%), as shown in Table 19.

Table 19

College Communication Preference (n=664)

How do you prefer the college contact you directly?	N	%
Phone Call	66	10%
Text Message	271	41%
Email to SPC Student Account (live.spcollege.edu)	195	29%
Email to Personal Account (i.e. Gmail, Outlook, Yahoo, Etc.)	101	15%
Mail (Postcard, Letter, Etc.)	1	<1%
Message in MyCourses	30	5%



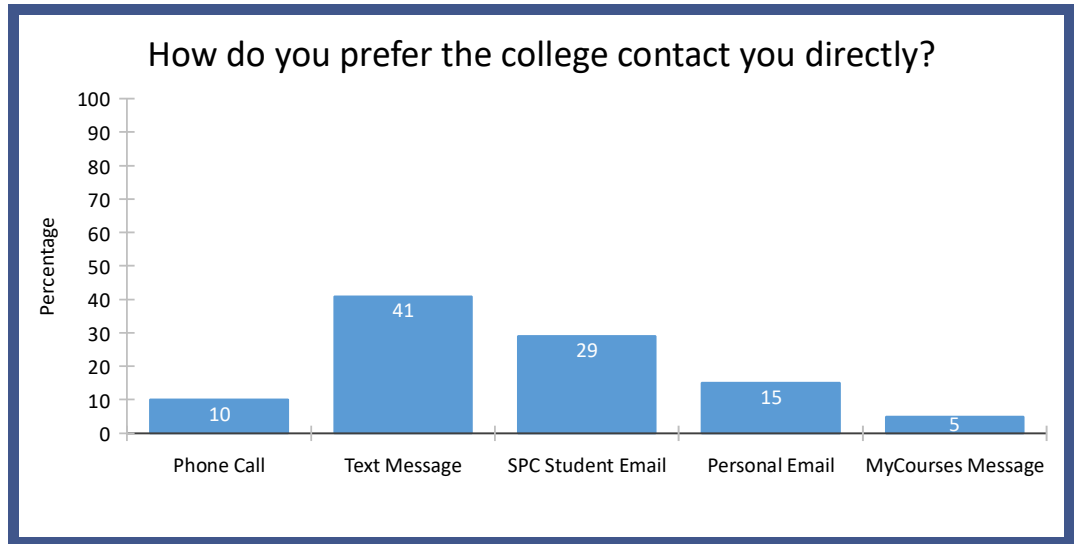


Figure 18. College Communication Preference. Values less than 1% are not displayed.





Information Channel Preference

Students were asked to select what communication channel they would prefer to receive information about the college. Over one-quarter of survey respondents indicated their preference was for “Email to SPC student account” (27%), followed by “Text Message” (26%), as shown in Table 20.

Table 20

Information Channel Preference (n=657)

On what communication channel do you prefer to receive information about the college?	N	%
College Website (www.spcollege.edu, Blogs, Etc.)	120	18%
Mail (Postcard, Letter, Etc.)	9	1%
Email to Personal Account (i.e. Gmail, Outlook, Yahoo, Etc.)	157	24%
Text Message	170	26%
Phone Call	16	2%
Social Media Site (Facebook, Instagram, Twitter, Etc.)	4	1%
Email to SPC Student Account (live.spcollege.edu)	178	27%
Other	3	<1%

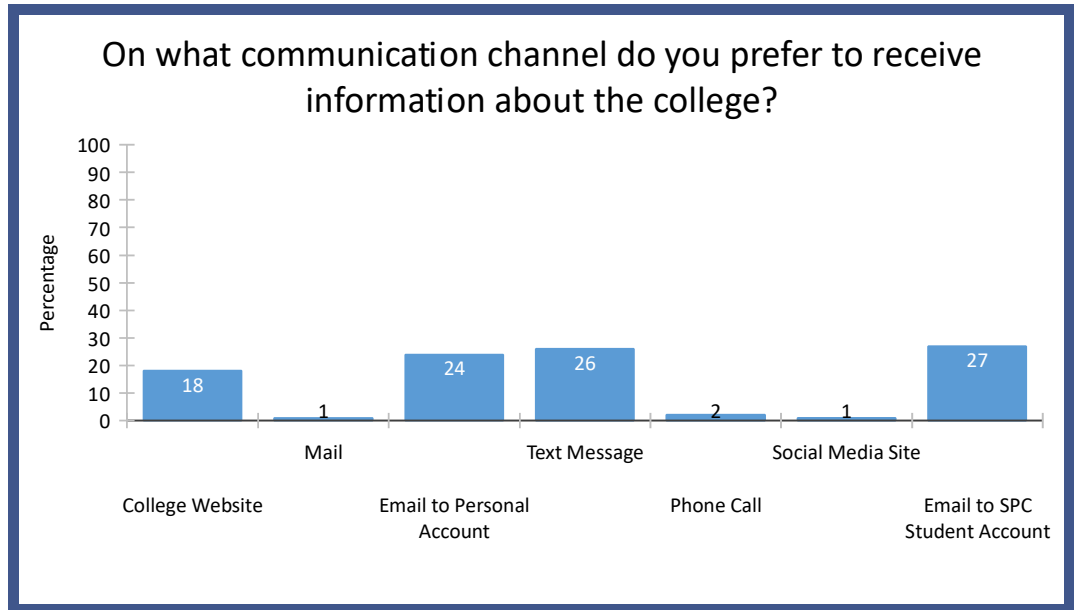


Figure 19. Information Channel Preference. Values less than 1% are not displayed.





Social Media Channels

Students were asked to select which social media channel they use to engage or interact with the college. Over seventy percent of all survey respondents (71%) indicated they do not engage with SPC on any social media channel, followed by “Instagram” (18%), as shown in Table 21.

Table 21

Social Media Channels (n=656)

On which social media channels do you engage/interact with the college? (Select all that apply)	N	%
Facebook	101	15%
Twitter	18	3%
Instagram	117	18%
LinkedIn	18	3%
Other	7	1%
None	463	71%



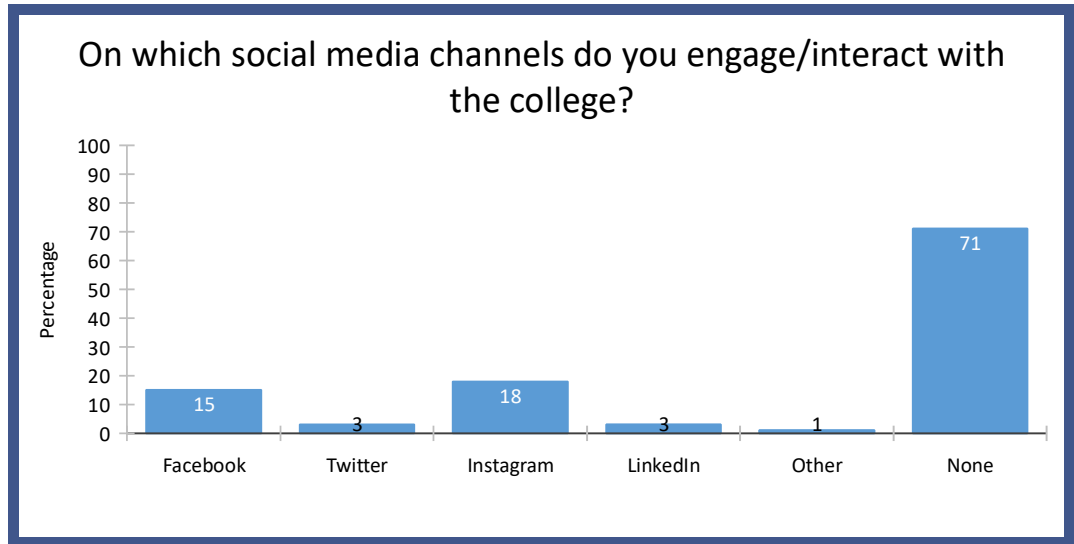


Figure 20. Social Media Channels. Values less than 1% are not displayed.





Student Success Influences

Work Hours

Over one-quarter (28%) of survey respondents indicated they expect to be working “16 to 30 hours per week” while attending SPC. One-quarter (25%) indicated “31 to 40 hours per week,” and another seventeen percent (17%) of survey respondents indicated “More than 40 hours per week,” while sixteen percent (16%) stated they would not be working while attending SPC, as shown in Table 22.

Table 22

Work Hours (n=654)

How many hours per week do you expect to be working while attending SPC?	N	%
15 or Fewer Hours Per Week	88	13%
16 to 30 Hours Per Week	186	28%
31 to 40 Hours Per Week	164	25%
More than 40 Hours Per Week	111	17%
I am Not Working While Attending SPC	105	16%

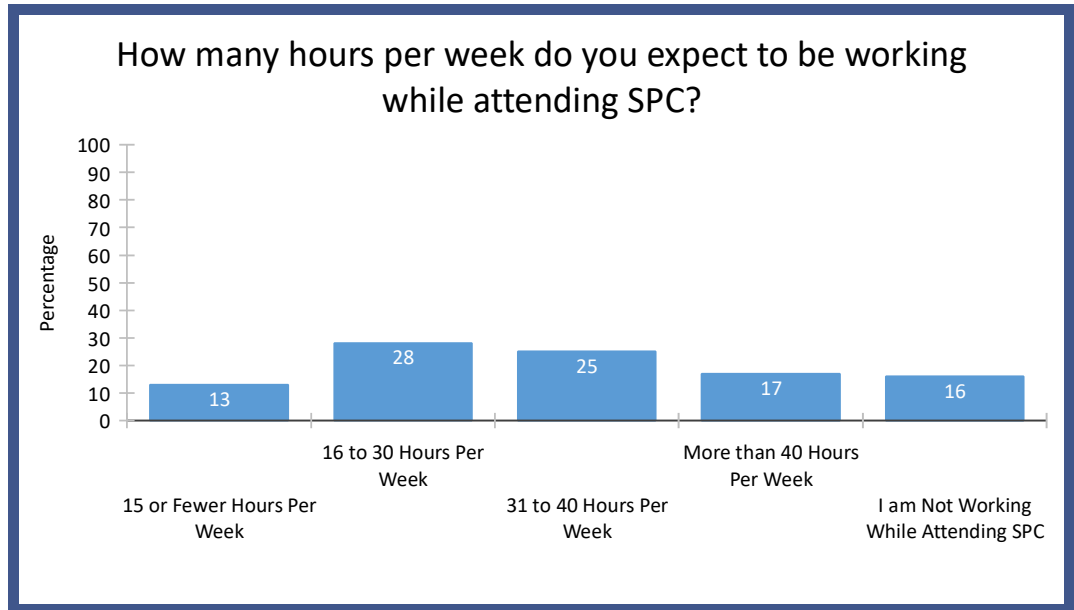


Figure 21. Work Hours. Values less than 1% are not displayed.





Enrollment Reasons

Two-fifths (40%) of survey respondents selected to “Earn a certificate or degree and transfer to another institution” as their primary reason for enrolling at SPC, while another one-third of students (36%) selected to “Earn a certificate or degree and enter the workforce,” as shown in Table 23.

Table 23

Enrollment Reasons (n=653)

What is the primary reason you are enrolling at SPC?	N	%
Earn a Certificate or Degree and Transfer to Another Institution	259	40%
Earn a Certificate or Degree and Enter the Workforce	232	36%
Improve Job Skills/Career Advancement	139	21%
Personal Enjoyment	23	4%



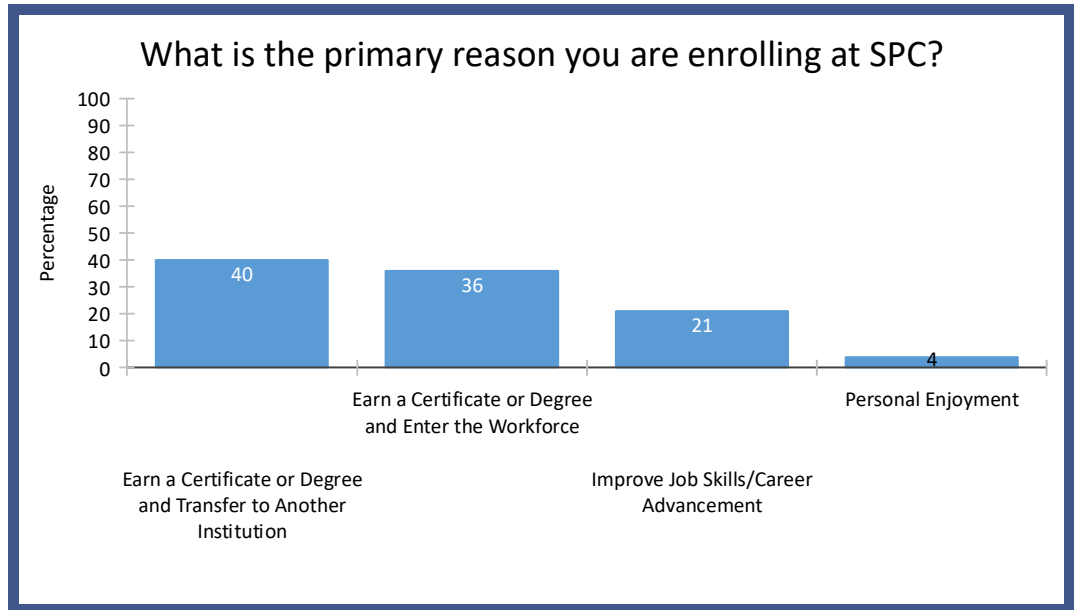


Figure 22. Enrollment Reasons. Values less than 1% are not displayed.





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” (57%), “Study skills” (46%), “Finances” (44%), “Physical/mental health” (40%), and “Tutoring” (32%), as shown in Table 24.

Table 24

Student Success Factors (n=625)

Which of the following might impact your success as a student? (Select all that apply)	N	%
Tutoring	200	32%
Working While In College	357	57%
Career Goal	170	27%
Study Skills	286	46%
Finances	276	44%
Physical/Mental Health	251	40%
Care Giving Responsibilities Including Child Care	83	13%
Transportation	78	12%
Selecting a Major	93	15%
Computer Skills	58	9%
Access to Technology	52	8%
Internship	76	12%
Career Guidance	127	20%
Accessibility Issues	45	7%
Other	12	2%

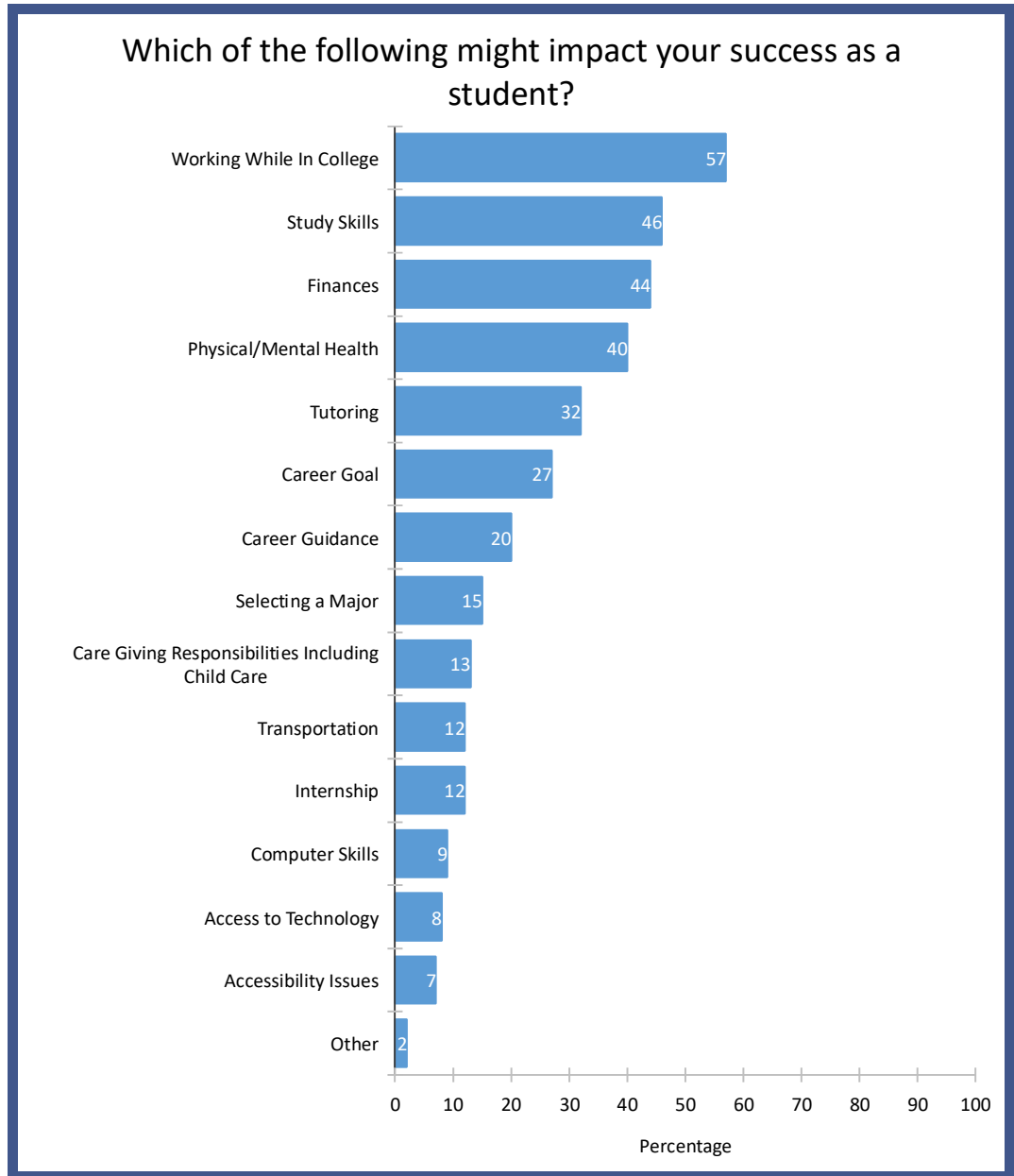


Figure 23. Student Success Factors. Values less than 1% are not displayed.





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.

Over four-fifths of survey respondents selected “Tutoring: Math” (85%), followed by “Tutoring: Writing” (43%), and “Tutoring: Reading” (25%), as shown in Table 25.

Table 25

Tutoring Type (n=193)

Which of the following tutoring types might impact your success as a student? (Select all that apply)	N	%
Tutoring: Math	164	85%
Tutoring: Reading	48	25%
Tutoring: Writing	83	43%
Other	9	5%



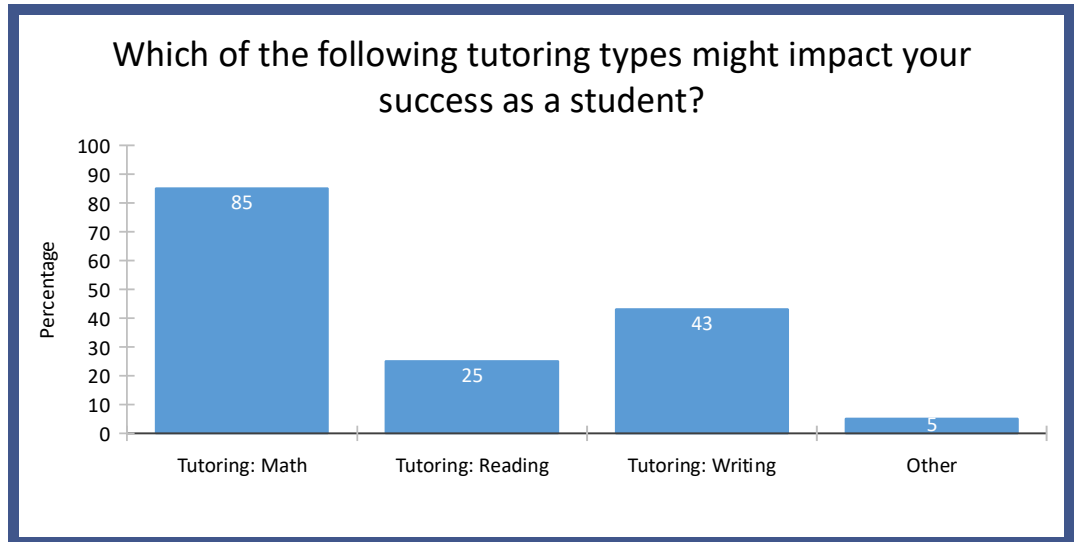


Figure 24. Tutoring Type. Values less than 1% are not displayed.





Factors Needed for Success

Students were asked to identify which factors they need for SPC to provide in order to be successful. The top three factors selected were “Advising” (62%), “Financial aid/scholarships” (60%), and “Career guidance” (50%), as shown in Table 26.

Table 26

Factors Needed for Success (n=623)

In order to be successful, I am looking for SPC to provide the following. (Select all that apply)	N	%
Advising	388	62%
Access to Physical Health Resources	86	14%
Access to Mental Health Resources	139	22%
Accessibility Services	101	16%
Career Guidance	311	50%
Clubs/Student Life	101	16%
Financial Aid/Scholarships	372	60%
Internships	169	27%
Mentoring	185	30%
Tutoring	284	46%
Other	13	2%



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

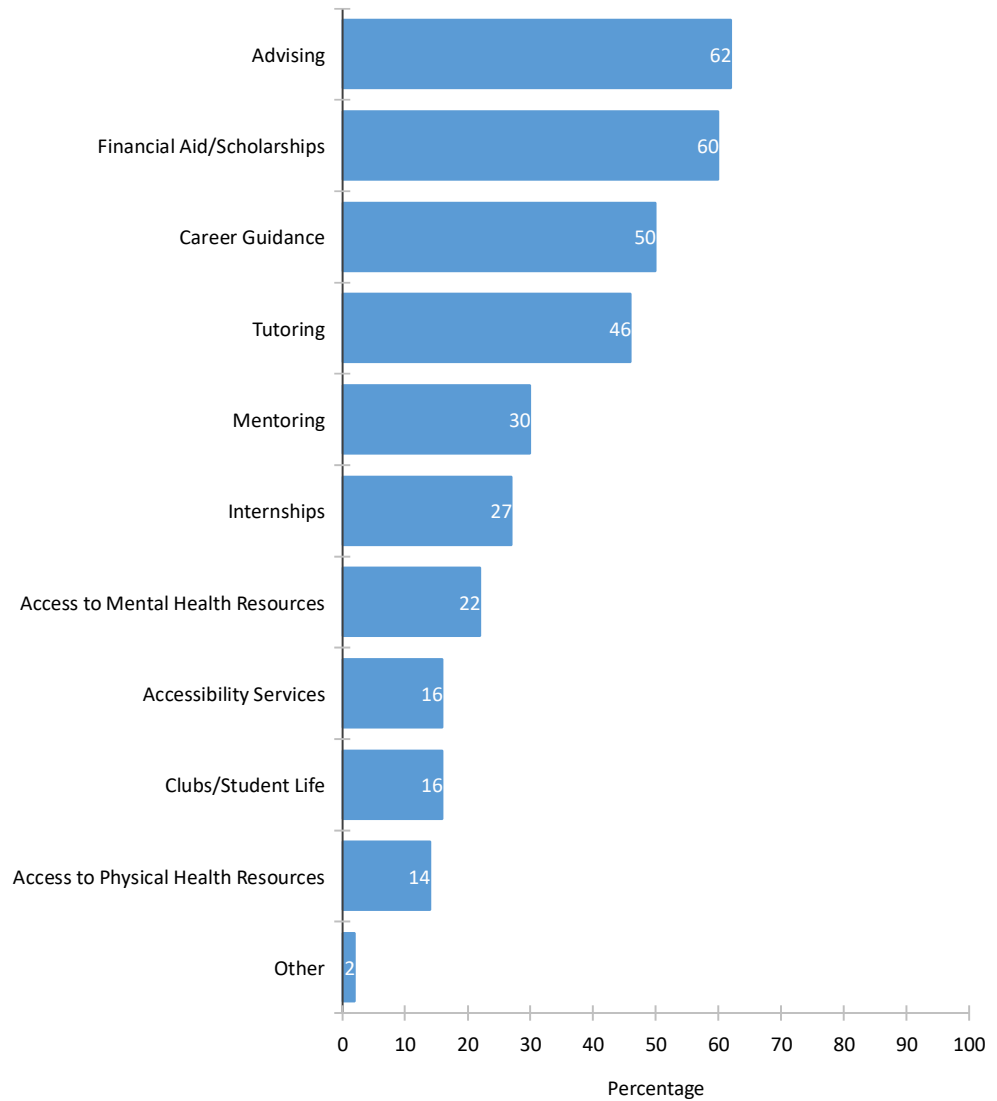


Figure 25. Factors Needed for Success. Values less than 1% are not displayed.





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.

Over one-fifth of survey respondents indicated they expected to participate “Whenever Possible” or “Frequently” in On-Campus Activities (23%); Community Engagement (21%); and Virtual Activities (23%), 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 (n=636)	18%	5%	22%	24%	31%
Community Engagement (n=631)	16%	5%	27%	25%	28%
Virtual Activities (n=630)	16%	7%	25%	21%	30%

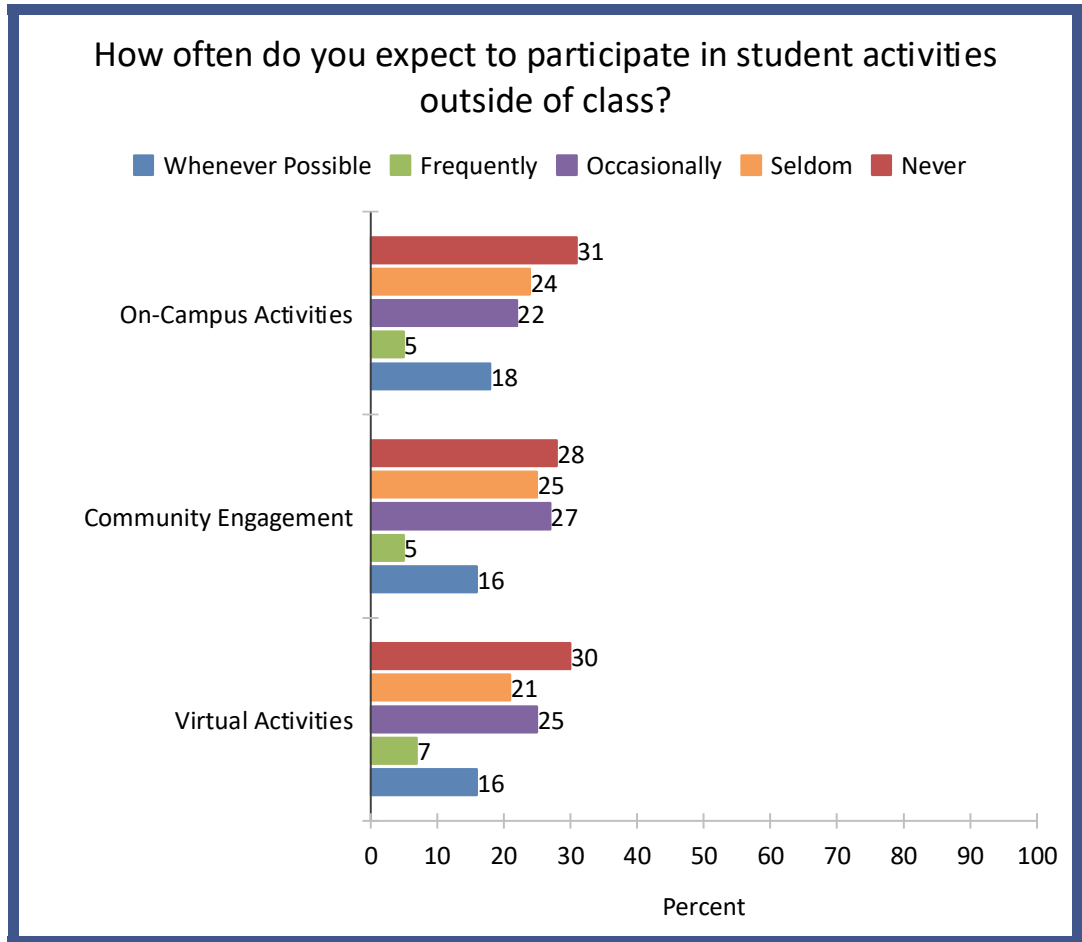


Figure 26. Expected Participation. Values less than 1% are not displayed.





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” (84%); “I feel comfortable reaching out to someone at the College if I have a question” (76%), 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” (71%). About two-thirds of survey respondents indicated they Strongly Agree or Agree with the following statement: “I see myself as part of the SPC community” (66%), 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. (n=617)	51%	33%	13%	1%	2%
I feel a sense of belonging at SPC. (n=615)	40%	31%	26%	2%	2%
I feel comfortable reaching out to someone at the College if I have a question. (n=618)	44%	32%	19%	3%	1%
I know how to contact services such as advising, financial aid, or tutoring, if I need support. (n=617)	51%	32%	13%	2%	1%

2023-24 Entering Student Survey Report
Institutional Effectiveness

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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 see myself as part of the SPC community. (n=618)	35%	31%	28%	3%	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

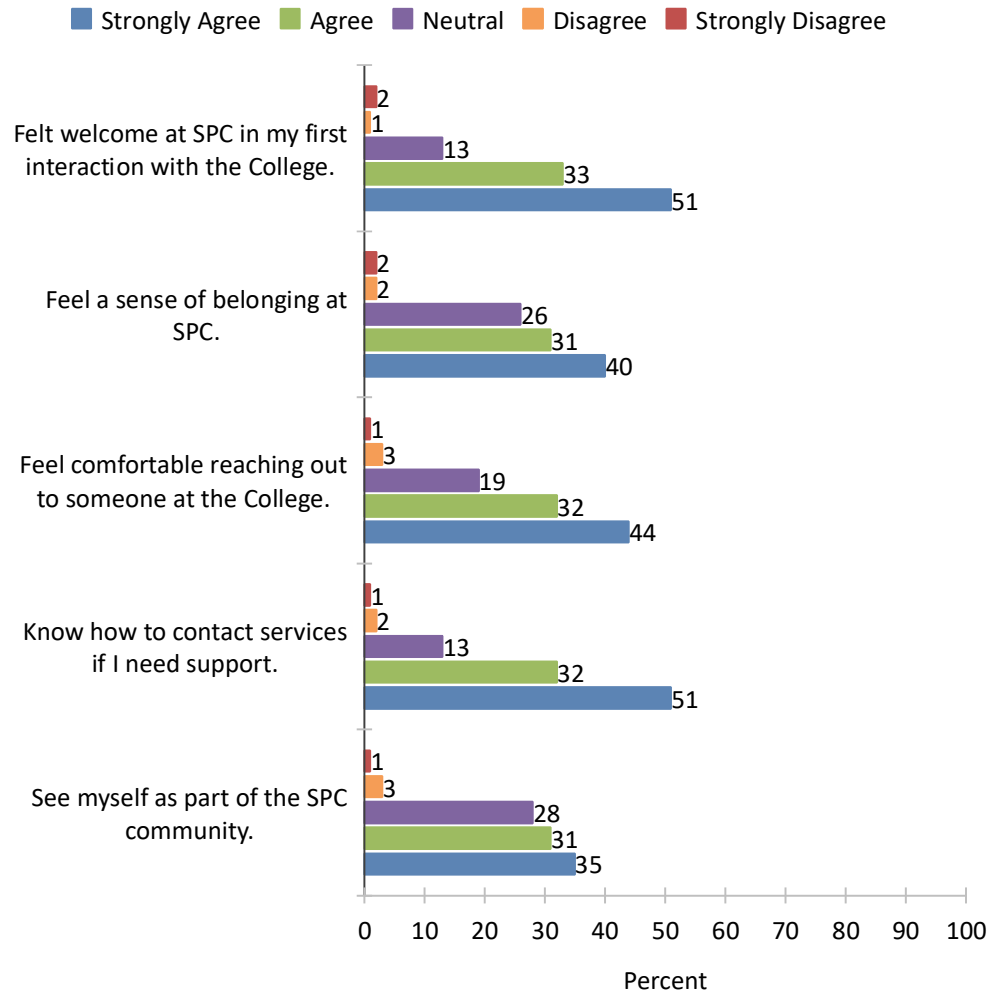


Figure 27. Feeling Connected. Values less than 1% are not displayed.





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” (82%); “I have the motivation to do what it takes to succeed in college” (81%); “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” (88%), 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. (n=617)	42%	40%	15%	2%	1%
I have the motivation to do what it takes to succeed in college. (n=618)	47%	34%	16%	2%	1%
I am confident in my chosen academic pathway. (n=617)	44%	34%	17%	4%	2%
I believe my time at SPC will help me develop the skills and knowledge to reach my goals. (n=617)	50%	38%	11%	<1%	<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.

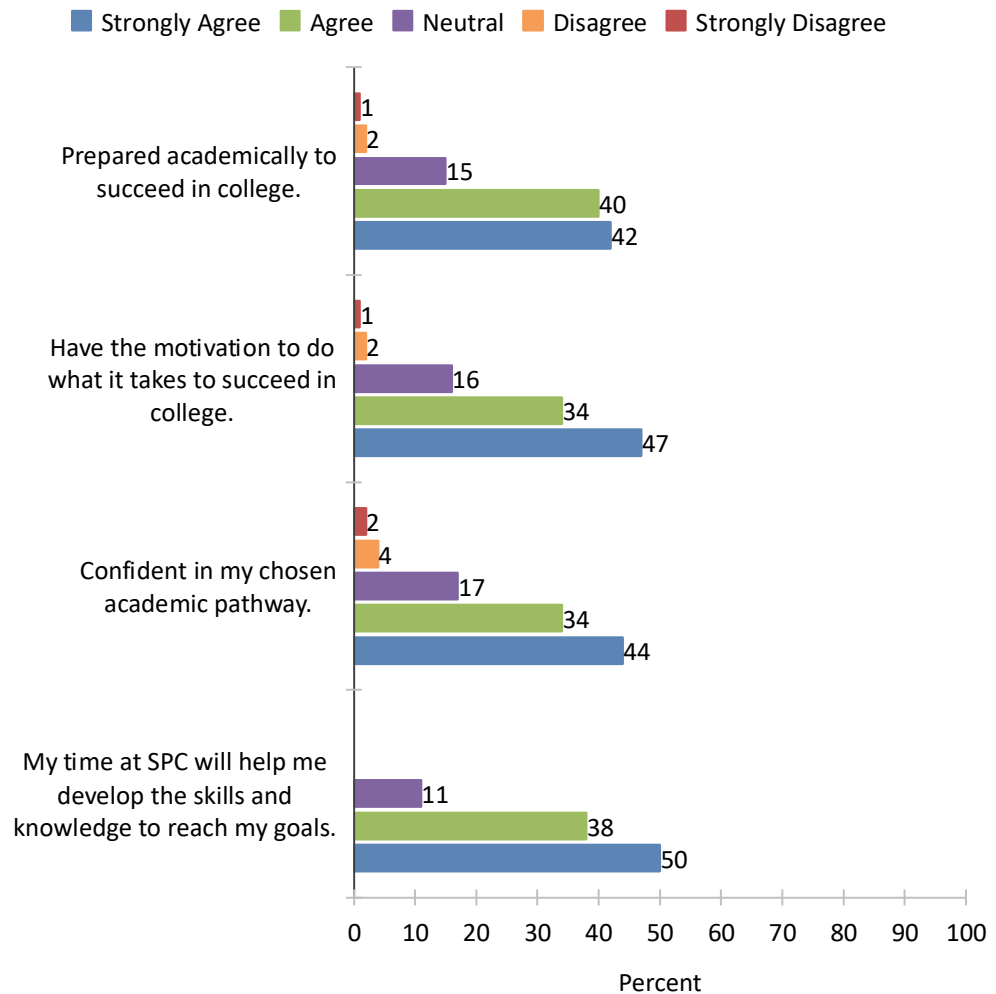


Figure 28. Academics. Values less than 1% are not displayed.





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. Three-fourths of students or more 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” (84%) and “Using computer software (word processing, spreadsheets, etc.)” (75%), 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.) (n=613)	43%	32%	19%	5%	2%
Communicating through the Internet (email, chat, instant messaging, etc.) (n=613)	64%	23%	10%	3%	1%
Acquiring information / conducting research through the Internet (n=612)	54%	30%	13%	3%	<1%



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

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

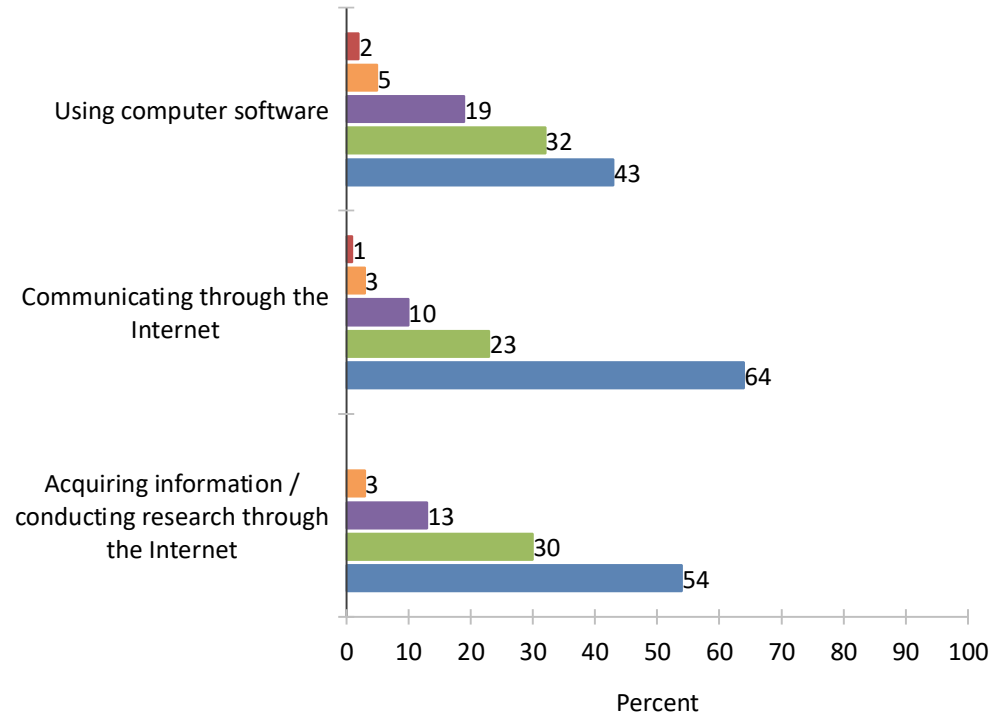


Figure 29. Computer and Technology Competency. Values less than 1% are not displayed.





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” (36%).

Survey respondents expected to largely never participate in the following activities: “Participate in campaigns, public debates, or assisting with voter registration” (45%), “Volunteer with others from SPC for one-time community service activities” (29%) and “Courses that include community service activities” (28%), 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 (n=588)	36%	12%	21%	11%	20%
Community involvement through a campus organization or club (n=592)	16%	7%	27%	23%	27%
Volunteer with others from SPC for one-time community service activities (n=594)	17%	7%	25%	22%	29%
Participate in campaigns, public debates, or assisting with voter registration (n=595)	13%	4%	15%	22%	45%
Courses that include community service activities (n=592)	15%	7%	27%	23%	28%



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 (n=594)	22%	14%	26%	17%	21%



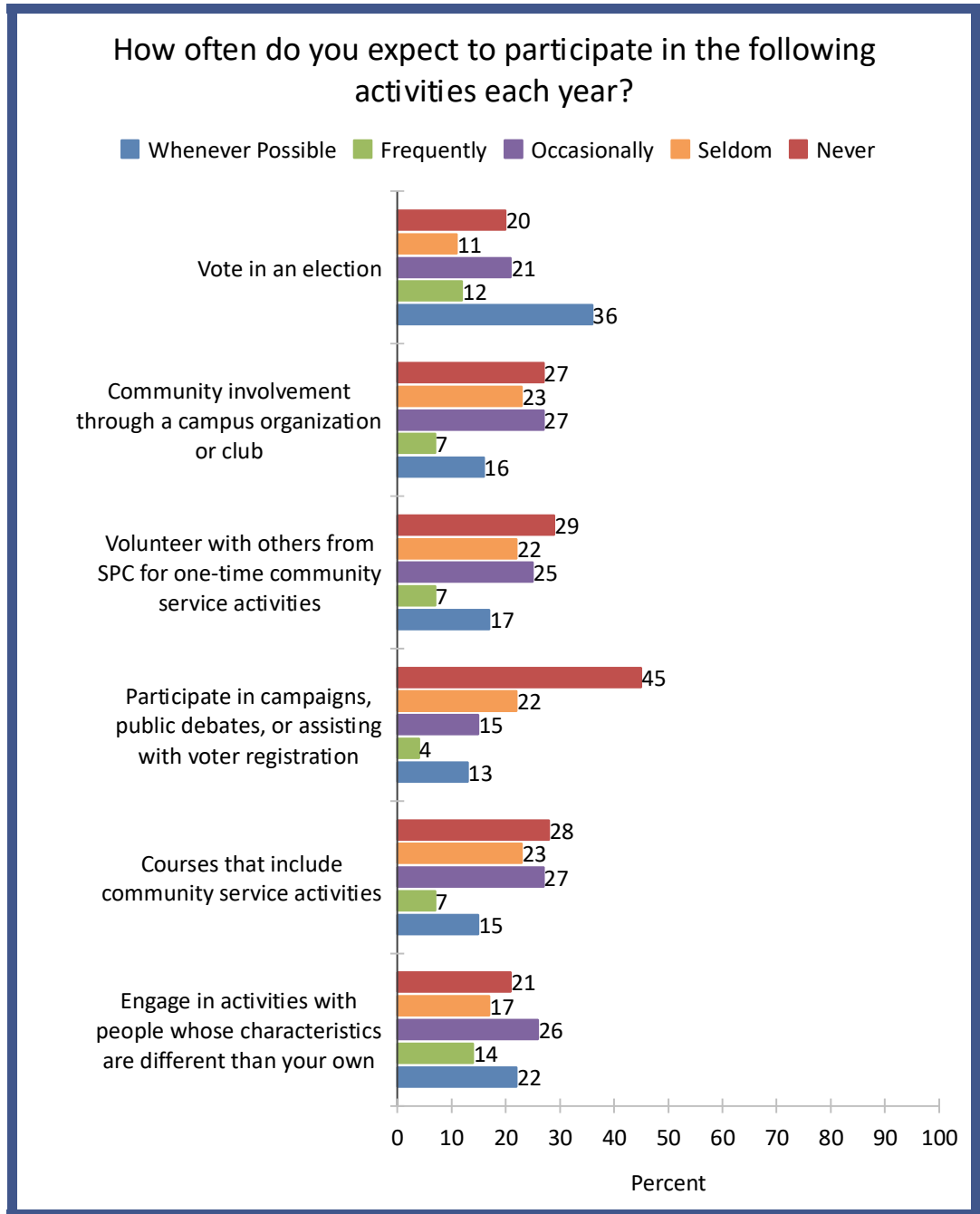


Figure 30. Civic Activities. Values less than 1% are not displayed.





Civic Activities

Making a Difference with Civic Activities

When asked if their contribution to community and civic activities makes a difference, almost half of survey respondents selected “Yes” (49%), as shown in Table 32.

Table 32

Making a Difference with Civic Activities (n=602)

Do you feel that your contribution to community and civic activities makes a difference?	N	%
Yes	293	49%
No	46	8%
No Opinion	263	44%



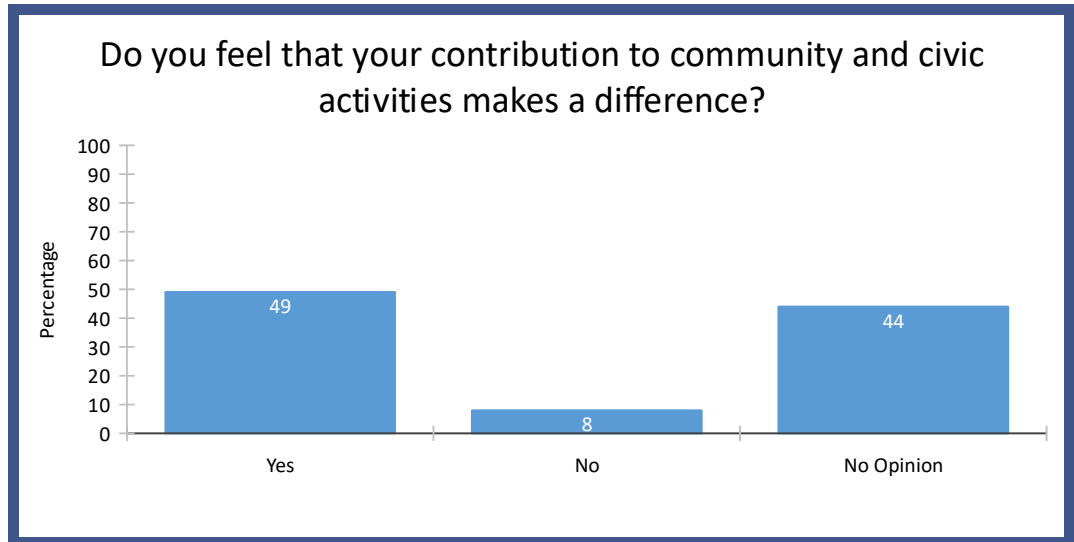


Figure 31. Making a Difference with Civic Activities. Values less than 1% are not displayed.



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. Half of survey respondents selected “Yes” (50%), as shown in Table 33.

Table 33

Succeeding with Civic Activities (n=602)

Do you think community and civic activities as an SPC student will help you succeed in college and beyond?	N	%
Yes	303	50%
No	43	7%
No Opinion	256	43%



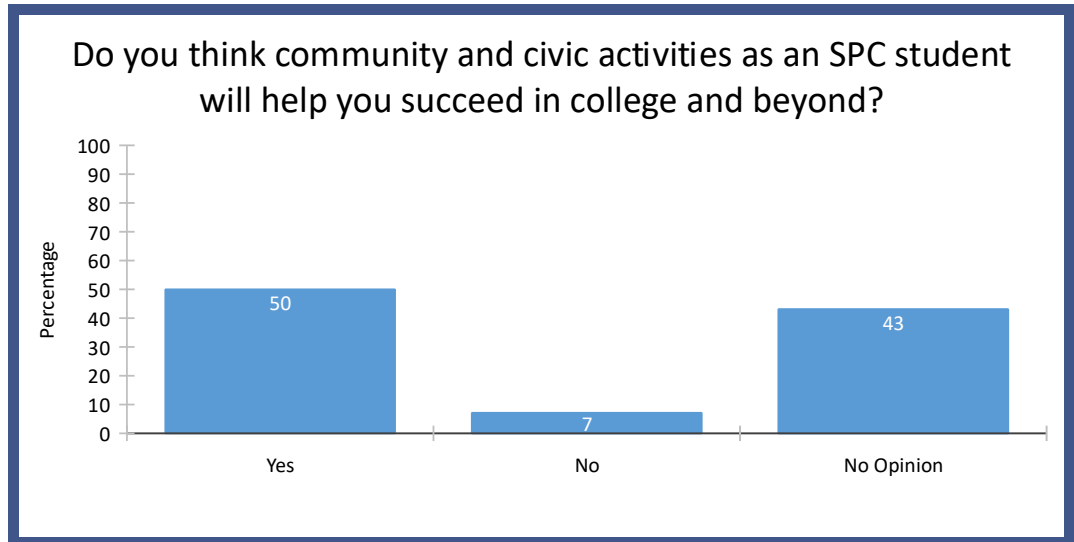


Figure 32. Succeeding with Civic Activities. Values less than 1% are not displayed.





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 over one-third of students who indicated that they would “Attend a concert, musical event, dance performance, play, live drama, or performing arts event” (36%), and nearly one-third of students who indicated that they would “Visit an art museum, gallery, art show, experience public art” (31%) Whenever Possible or Frequently, as shown in Table 34.

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 (n=595)	23%	13%	26%	19%	19%
Visit an art museum, gallery, art show, experience public art (murals, sculptures, installations) (n=595)	20%	11%	29%	25%	16%
Create: painting, drawing, sculpture, digital art, video, music, or other creative works (n=595)	25%	12%	26%	19%	18%



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

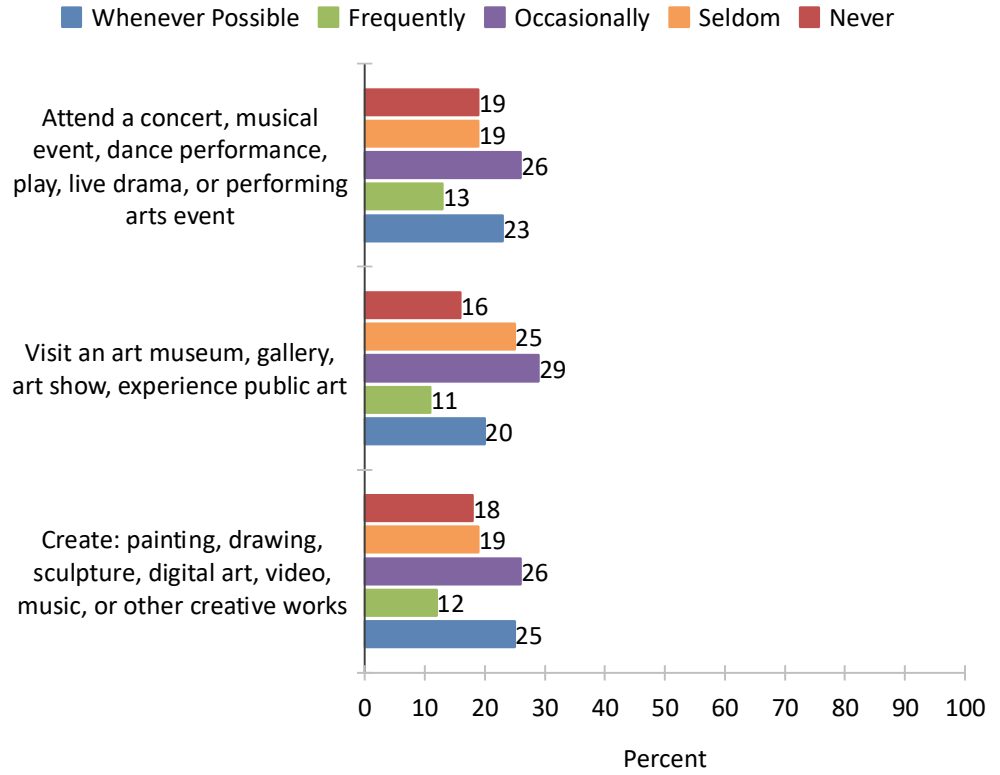


Figure 33. Humanities Activities. Values less than 1% are not displayed.





Conclusion

Students entering St. Petersburg College encompass a broad range of age categories. Three-fifths of the survey respondents were younger than 25 years of age, and approximately two-thirds were female.

The ethnic background of the survey respondents was as follows: fifty-two percent were White/Non-Hispanic; followed by nineteen percent Hispanic, and seventeen 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 twenty-five percent who listed “Campus visit or tour” and twenty-one percent who listed “Emails.”

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 working while in college, study skills, finances, physical/mental health, and tutoring.

Students were asked to rate their competency in three computer skill areas. Three-fourths of students or more 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” (84%) and “Using computer software (word processing, spreadsheets, etc.)” (75%).

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” (36%). Survey respondents expected to largely never participate in the following activities: “Participate in campaigns, public debates, or assisting with voter registration” (45%), “Volunteer with others from SPC for one-time community service activities” (29%) and “Courses that include community service activities” (28%).

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 over one-third of students who indicated that they would “Attend a concert, musical event, dance performance, play, live drama, or performing arts event” (36%) and nearly one-third of students who indicated they would “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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St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-7118
mcbride.jennifer@scollege.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"/>
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"/>

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 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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