

2024-25

Entering Student Survey Report



Institutional Effectiveness
St. Petersburg College

September 2025



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2024-25 Entering Student Survey Report
Institutional Effectiveness

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Executive Summary

Introduction

The evaluation and assessment processes at St. Petersburg College (SPC) are centered on mission-driven outcomes in program and service areas. Analysis of outcome results is ongoing and captured in various assessment reports. Institutional effectiveness at SPC assesses all degree programs and courses, regardless of mode of delivery.

Entering Student Survey

The Entering Student Survey (ESS) developed by St. Petersburg College is part of a comprehensive college-wide assessment program to ensure that the College delivers quality academic and support services to students. The primary purpose of the ESS is to develop a demographic profile of the students entering the College, discover what factors influence their decision to apply to the College, discern how they learned about the College, and measure their perception of the importance of various academic, student support services and tutoring areas provided to them by the College.

During summer 2021, a revision committee was convened with the purpose of updating the ESS. As a result of the committee's efforts, additional questions regarding student experiences, needs, and preferences were incorporated into the survey. In an effort to further streamline the ESS process, all student data were gathered using SurveyMonkey. To ensure the correct subpopulation was being surveyed, cohorts were created for students categorized as "First Time in College." Once identified, these students were prompted to complete the survey through the St. Petersburg College Titan Hub, as a task.

Of the three-thousand, seven-hundred and sixty-two (3,762) students eligible to complete the survey, one-thousand, one-hundred and fifty-eight (1,158) students responded to the survey during the 2024-25 academic year for a response rate of 30.8%.

Student Demographic Information

Over four-fifths of the respondents (84%) were younger than 25 years of age, and over three-fifths of the respondents were female (61%).

Nearly half (48%) of the respondents selected White/Non-Hispanic as their ethnicity. The next two largest categories were Hispanic with 22% and Black/Non-Hispanic with 17%.

Students were asked to select a response that best described their previous college experience. Over four-fifths of the respondents (82%) indicated "This is my first college experience since high school." Almost one-tenth of the students indicated "I have participated in college during high school (Early College or Dual Enrollment)" (9%).

More than one-quarter of the respondents (28%) 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 six most frequently selected factors were “Close to home,” “Cost of tuition,” “Financial aid availability,” “Course or program offered,” “Ease of transfer to a state university,” and “Flexibility of 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 “SPC website,” “Recruiter at your high school,” “Campus visit or tour,” “Emails,” and “Other.”

Students were asked to identify any other institutions they considered before selecting SPC. Over two-fifths of the students considered a “State University” (41%), followed by the consideration of an “Other State College/Community College” (34%).

Student Academic Information

Students were asked to select which method of course delivery they preferred. Over two-fifths of the respondents (44%) indicated their preference was for “Face-to-Face” 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 the respondents (69%) indicated a preference for “Monday and Wednesday,” followed by “Tuesday and Thursday” (66%).

College Communication and Information

Students were asked to indicate which form of communication with the college they preferred. The largest individual choice was “Text Message,” selected by over two-fifths of students (43%) as their preferred form of communication. Over two-fifths (43%) also indicated a preference for email communications, including “SPC Student Account” (26%) and “Personal Account” (17%).

Student Success Influences

The most frequently selected reason for enrolling at SPC was to “Earn a certificate or degree and transfer to another institution” (51%), while over one-third of respondents selected “Earn a certificate or degree and enter the workforce” (34%) 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 “Study skills,” “Working while in college,” “Physical/mental health,” “Finances,” and “Tutoring.”

Respondents 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 the respondents selected “Tutoring: Math (82%),” followed by “Tutoring: Writing” (56%), and “Tutoring: Reading” (32%).



Early SPC Experiences

Over four-fifths of respondents indicated they Strongly Agree or Agree with the following statements: “I believe my time at SPC will help me develop the skills and knowledge to reach my goals” (87%), “I felt welcome at SPC in my first interaction with the college” (85%), “I have the motivation to do what it takes to succeed in college” (81%), and “I know how to contact services such as advising, financial aid, or tutoring, if I need support” (81%).

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-quarters of survey respondents rated their skills as “Highly Proficient” or “Somewhat Proficient” in the areas of “Communicating through the Internet (email, chat, instant messaging, etc.)” (78%) and “Acquiring information/conducting research through the Internet” (76%), while almost two-thirds of survey respondents rated their skills as “Highly proficient” or “Somewhat Proficient” in the area of “Using computer software (word processing, spreadsheets, etc.)” (64%).

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” (33%). Survey respondents expected to largely never “Participate in campaigns, public debates, or assisting with voter registration” (38%).

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” (41%) Whenever Possible or Frequently. This was followed by nearly one-third of students who indicated that they would “Attend a concert, musical event, dance performance, play, live drama, or performing arts event” (33%), and over one-quarter of students who indicated that they would “Visit an art museum, gallery, art show, experience public art” (29%) Whenever Possible or Frequently.



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.

The 2024-25 Entering Student Survey was conducted during the Fall 2024, Spring 2025, and Summer 2025 terms. Of the three-thousand, seven-hundred and sixty-two (3,762) students eligible to complete the survey, one-thousand, one-hundred and fifty-eight (1,158) students responded to the survey during the 2024-25 academic year for a response rate of 30.8%.

The survey has six 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 Early SPC Experience
- Section F General Education Preparedness



Student Demographic Information

The demographic profile and academic information of the 1158 survey respondents (N) to the Entering Student Survey are summarized in the following narrative, tables, and charts.

Age

Almost three-quarters of survey participants were 19 and under (71%), and over four-fifths (84%) of respondents were younger than 25 years of age, as shown in Table 1.

Table 1

Age (n=1156)

Select your age category.	N	%
19 and Under	818	71%
20 - 24	152	13%
25 - 29	65	6%
30 - 39	62	5%
40 - 49	42	4%
50 - 59	15	1%
60 and Over	2	<1%

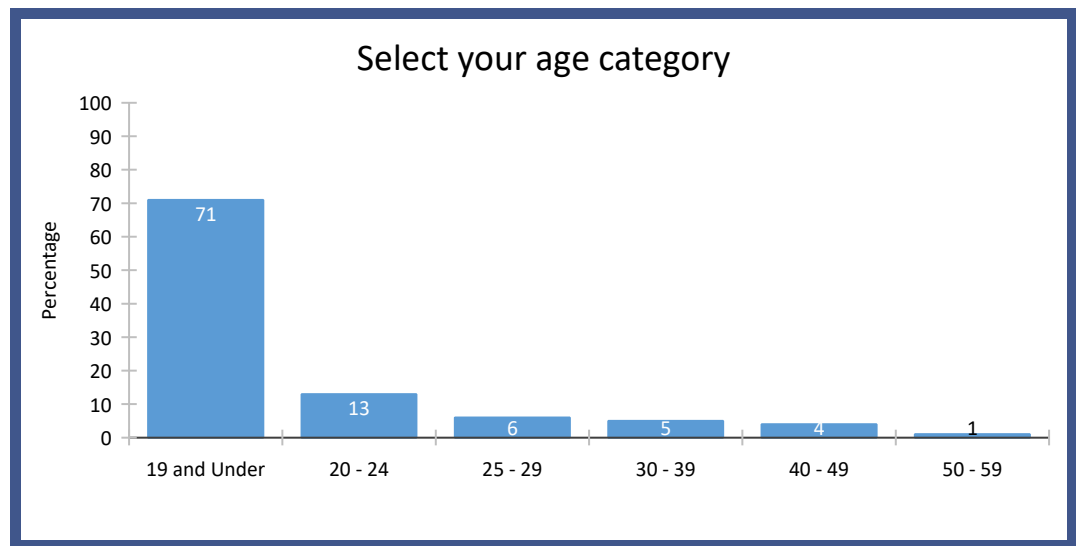


Figure 1. Age. Values less than 1% are not displayed.



Ethnicity

Almost half (48%) of survey respondents selected White/Non-Hispanic as their ethnicity. The next two largest categories were Hispanic (22%) and Black/Non-Hispanic (17%), as shown in Table 2.

Table 2

Ethnicity (n=1153)

Select your ethnicity.	N	%
Alaskan Native	0	0%
American Indian	8	1%
Asian/Pacific Islander	71	6%
Black/Non-Hispanic	196	17%
Hispanic	259	22%
White/Non-Hispanic	548	48%
Other	71	6%

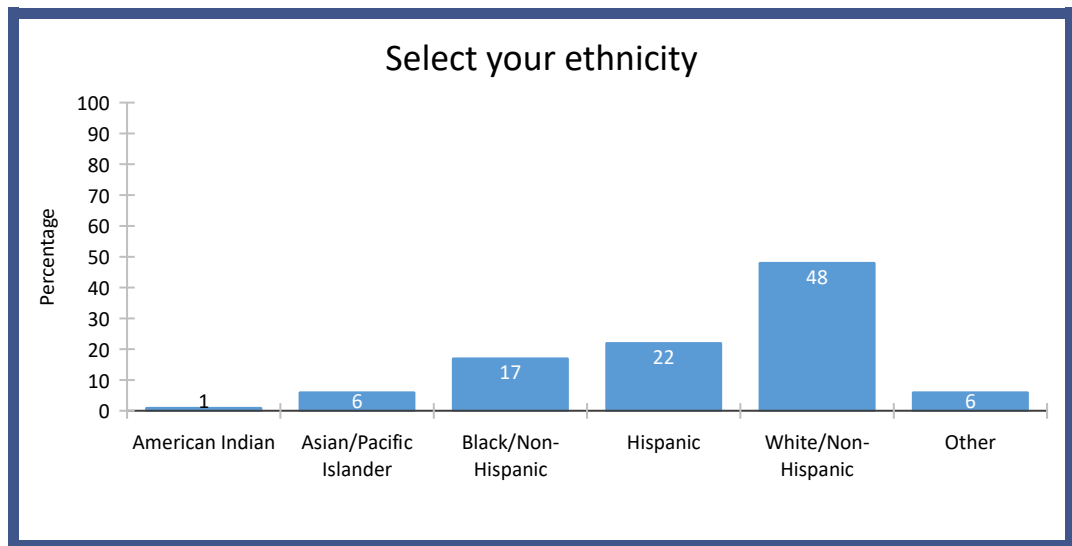


Figure 2. Ethnicity. Values less than 1% are not displayed.



Gender

Over three-fifths of the survey respondents were female (61%), as shown in Table 3.

Table 3

Gender (n=1154)

Select your gender.	N	%
Female	709	61%
Male	401	35%
Prefer not to answer	32	3%
Other	12	1%



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



High School

About two-thirds (66%) of the survey respondents indicated they had either graduated from high school or received their GED “less than one year” ago. The next largest percent of respondents selected “more than 5 years” ago (16%), as shown in Table 4.

Table 4

High School (n=1156)

How long has it been since you graduated from high school or received your GED?	N	%
Less than one year	764	66%
Between 1 and 3 years	179	15%
Between 4 and 5 years	32	3%
More than 5 years	181	16%

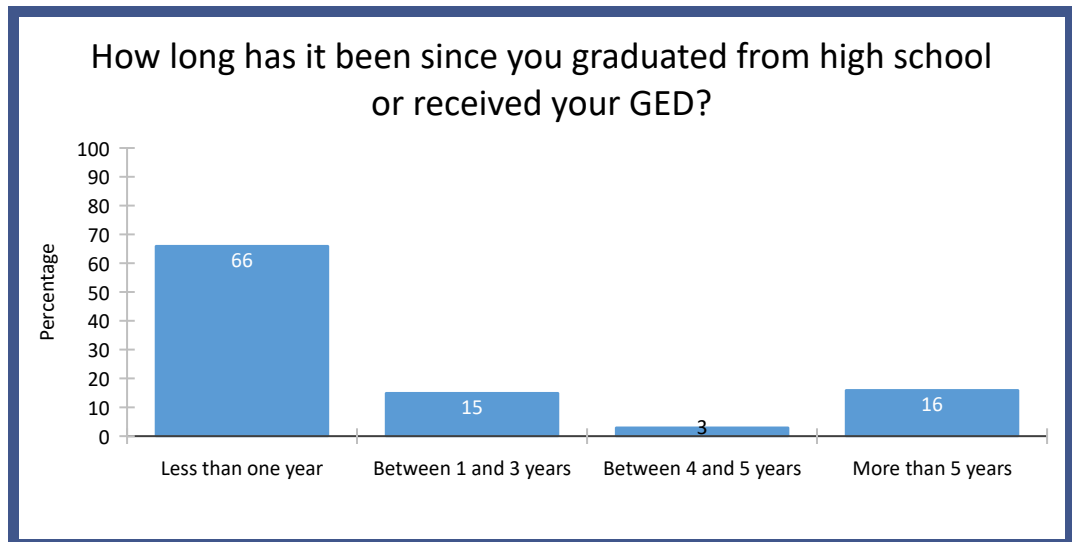


Figure 4. High School. Values less than 1% are not displayed.



Previous College Experience

Students were asked to describe their previous college experience based on the responses provided to them. Over four-fifths of the students (82%) indicated “This is my first college experience since high school.” Almost one-tenth (9%) of the students indicated “I have participated in college during high school (Early College or Dual Enrollment),” as shown in Table 5.

Table 5

Previous College Experience (n=1155)

Which of the following describes your previous college experience?	N	%
This is my first college experience since high school.	950	82%
I have participated in college during high school (Early College or Dual Enrollment).	107	9%
I have taken previous SPC college credit classes since high school.	24	2%
I have taken previous college credit classes from another institution since high school.	74	6%

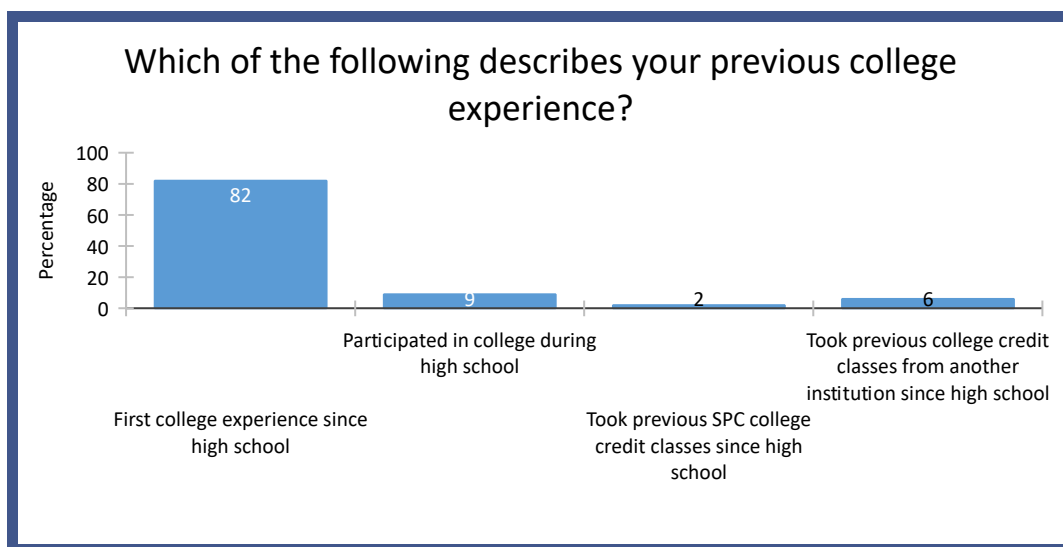


Figure 5. Previous College Experience. Values less than 1% are not displayed.



First Generation Students

More than one-quarter of survey respondents (28%) indicated they were the first member of their immediate family to attend college, as shown in Table 6.

Table 6

First Generation Students (n=1157)

Are you the first member of your immediate family to attend college?	N	%
Yes	325	28%
No	747	65%
Unsure	85	7%

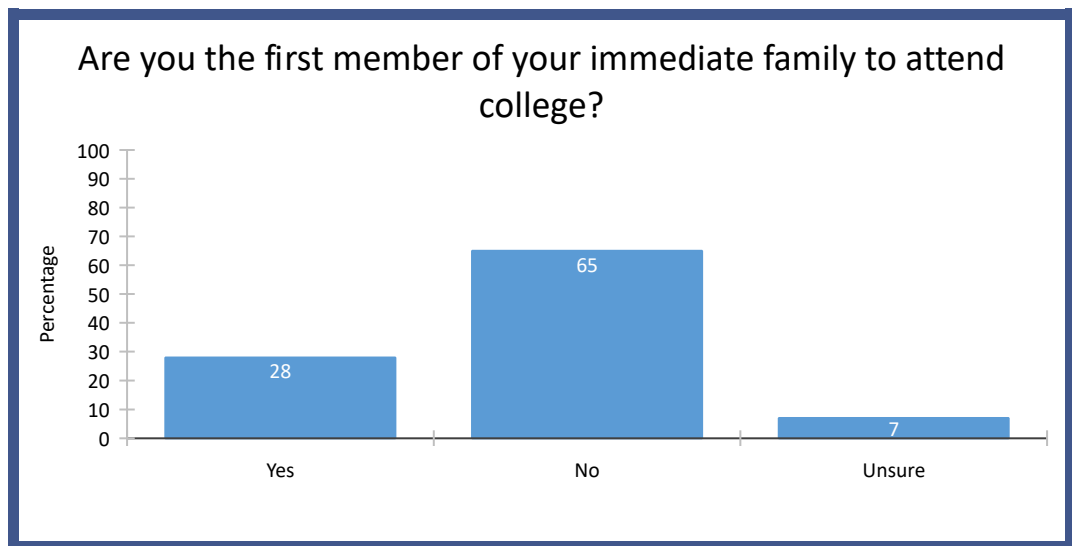


Figure 6. First Generation Students. Values less than 1% are not displayed.



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 responses most often selected are listed in Table 7.

Table 7
Top Factors Influencing Decision to Apply

What factors influenced your decision to apply to SPC? Select all that apply.
Close to Home
Cost of Tuition (Affordable)
Financial Aid Availability
Course or Program Offered
Ease of Transfer to a State University
Flexibility of Class Offerings

“Close to Home” was the most important drawing factor, followed by “Cost of Tuition (Affordable),” and “Financial Aid Availability.” Conversely, “Experience of Faculty,” “Short-Term Training Programs”, and “Athletics” had a much smaller influence on a student’s decision to apply.



Decision to Apply Factors

More than three-fifths of the respondents listed “Close to home” (62%), followed by “Cost of tuition (affordable)” (56%), and “Financial Aid” (34%) 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=1101)

What factors influenced your decision to apply to SPC? (Select all that apply)	N	%
Academic Reputation	201	18%
Athletics	24	2%
Class Time	180	16%
Close to Home	679	62%
Close to Work	193	18%
Clubs or Organizations	42	4%
Cost of Tuition (Affordable)	615	56%
Course or Program Offered	349	32%
Ease of Transfer to a State University	302	27%
Employer Recommendation	37	3%
Experience of Faculty	18	2%
Financial Aid Availability	369	34%
Flexibility of Class Offerings	297	27%
Friend's Recommendation	164	15%
Fully Online Programs	211	19%
High School Counselor	123	11%
High School Teacher	94	9%
Job Placement Services	32	3%
Music, Art, or Theater	67	6%
Online Class Offerings	216	20%
Parents/Family Recommendation	188	17%
Programs Aligned to Workforce/Careers	96	9%
Short-Term Training Programs	21	2%
SPC Faculty or Staff	38	3%
Student Support Services (Advising, Tutoring, Etc.)	70	6%
Visit to Your High School by SPC Staff	104	9%
Visit to Your Place of Employment by SPC Staff	4	<1%



Table 8

Decision to Apply Factors (n=1101)

What factors influenced your decision to apply to SPC? (Select all that apply)	N	%
Other	36	3%

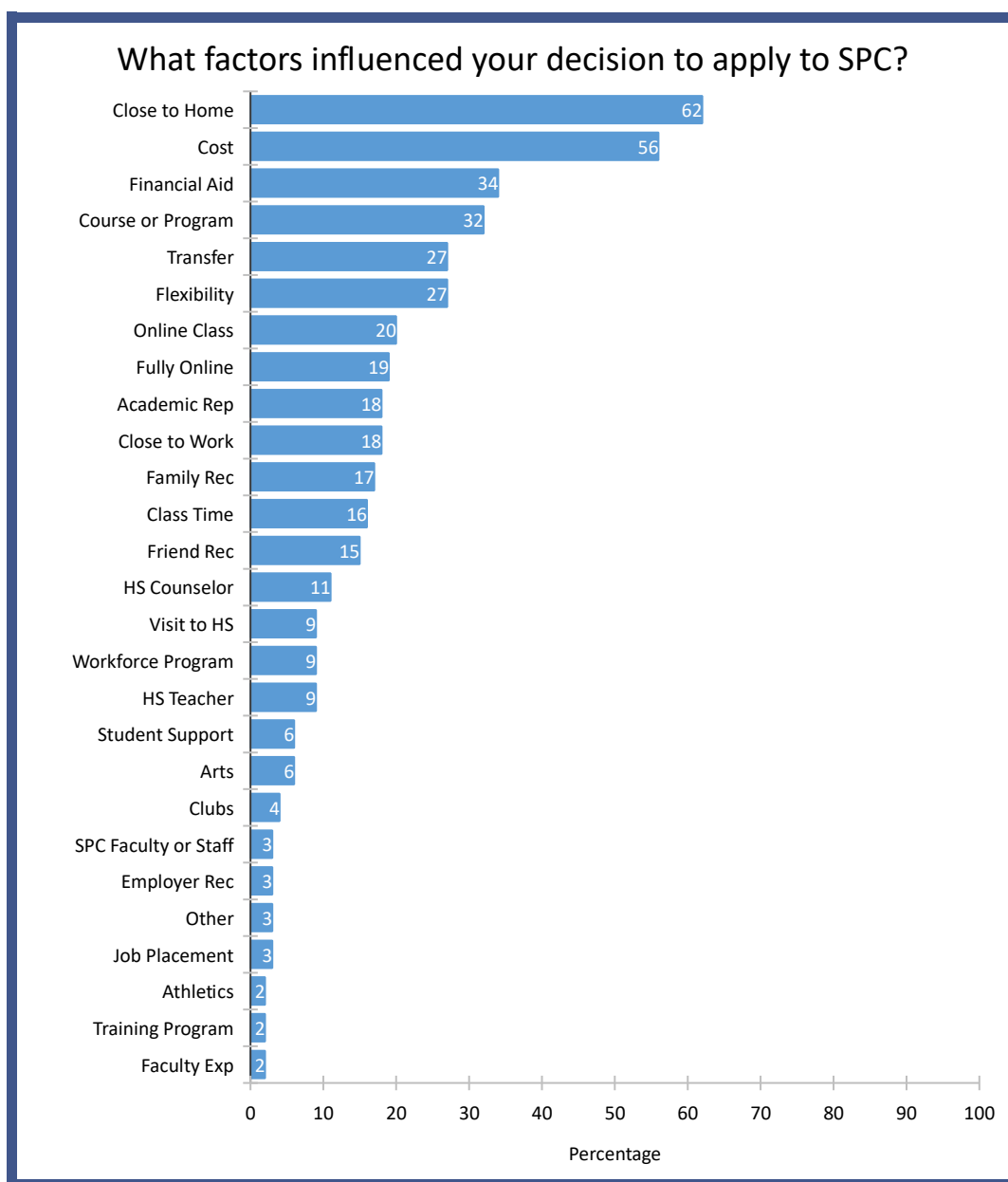


Figure 7. Decision to Apply Factors. Values less than 1% are not displayed.

2024-25 Entering Student Survey Report

Institutional Effectiveness



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 most frequently listed sources for learning about the College are listed in Table 9.

Table 9

Top Sources for Learning about SPC

Through what sources, media, or events, have you learned about SPC? Select all that apply.
SPC Website
Recruiter at Your High School
Campus Visit or Tour
Emails
Other



Referrals and Media Sourcing

Half of the respondents listed “SPC Website” (50%), while over one-quarter listed “Recruiter at Your High School” (30%) and “Campus Visit or Tour” (27%) 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=1044)

Through what sources, media, or events have you learned about SPC? (Select all that apply)	N	%
Ad on Streaming Radio or TV	45	4%
Billboard	113	11%
Bus Advertisement	79	8%
Campus Visit or Tour	280	27%
Conference	31	3%
Digital Ads on Websites	98	9%
Electronic Sign on SPC Campus	88	8%
Emails	254	24%
Information Session/Open House	70	7%
Newspaper and/or Magazines	23	2%
Printed Material (Direct Mail)	61	6%
Radio Advertising	11	1%
Recruiter at Your High School	316	30%
Recruiter at Your Work	19	2%
Social Media (Facebook, X, Etc.)	113	11%
TV Advertising	26	2%
SPC Website	517	50%
Other	124	12%

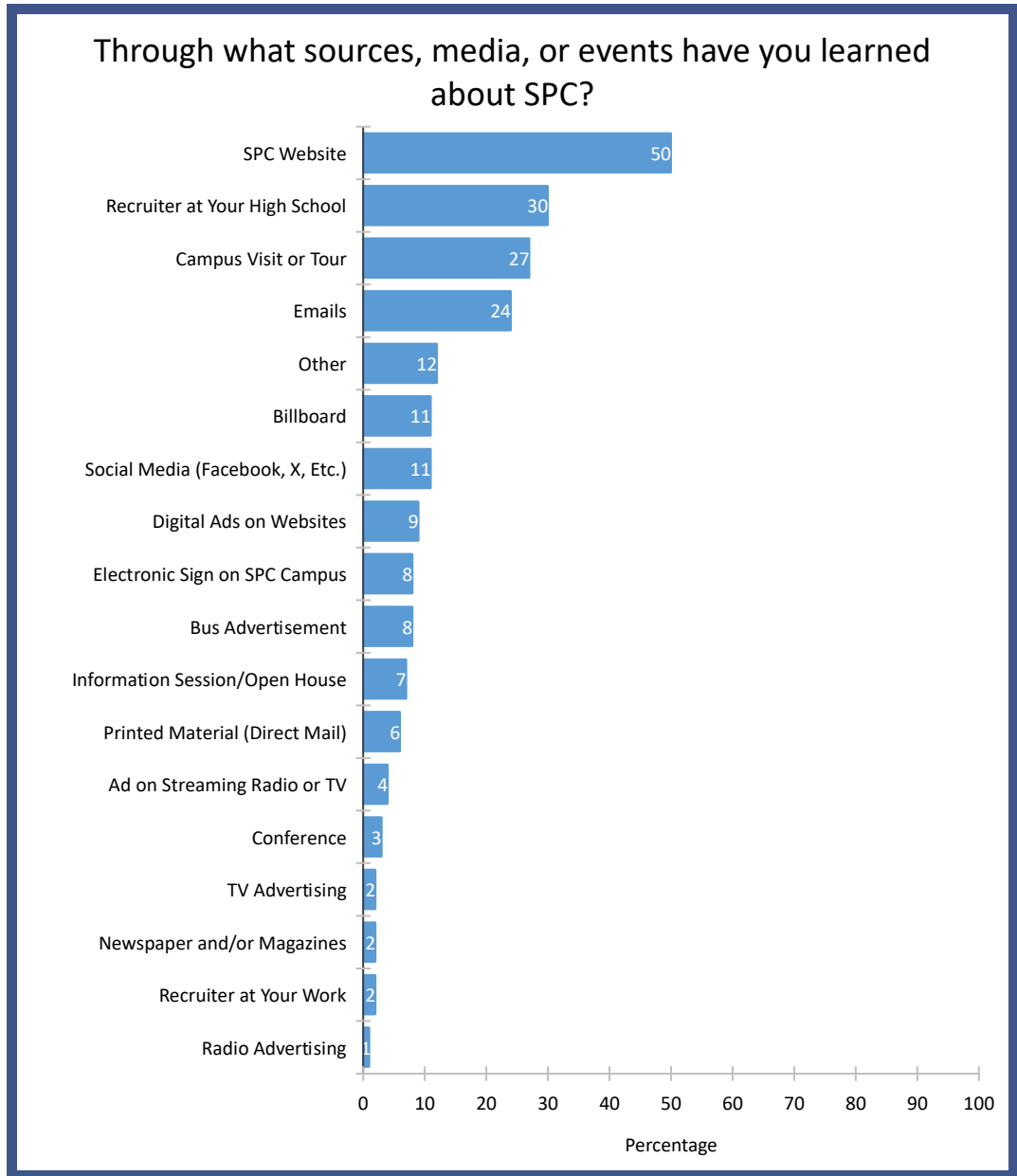


Figure 8. Referrals and Media Sourcing. Values less than 1% are not displayed.



Other Institutions

Students were asked to identify any other institutions they considered before selecting SPC. Over two-fifths of students considered a “State University” (41%), followed by the consideration of an “Other State College/Community College” (34%), as shown in Table 11.

Table 11

Other Institutions (n=1060)

What other institutions did you consider before selecting SPC?	N	%
State University	435	41%
Other State College/Community College	361	34%
Technical College	212	20%
Private Institution	52	5%

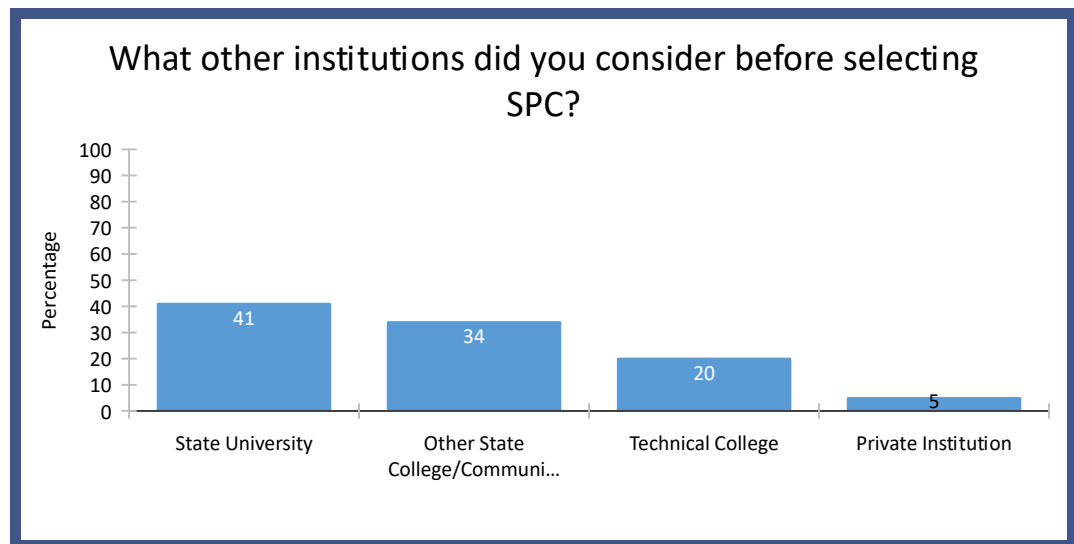


Figure 9. Other Institutions. Values less than 1% are not displayed.



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 (82%) stated that this question was not applicable. The next top two responses were “Learn New Skills” (6%), followed by “Change my career field” (4%), as shown in Table 12.

Table 12

Reason for Returning to School (n=1049)

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	22	2%
Change My Career Field	47	4%
Get Training for a Possible Promotion	11	1%
Make Myself More Marketable	21	2%
Learn New Skills	63	6%
Enter the Workforce	23	2%
Company Downsizing	2	<1%
Not Applicable	860	82%

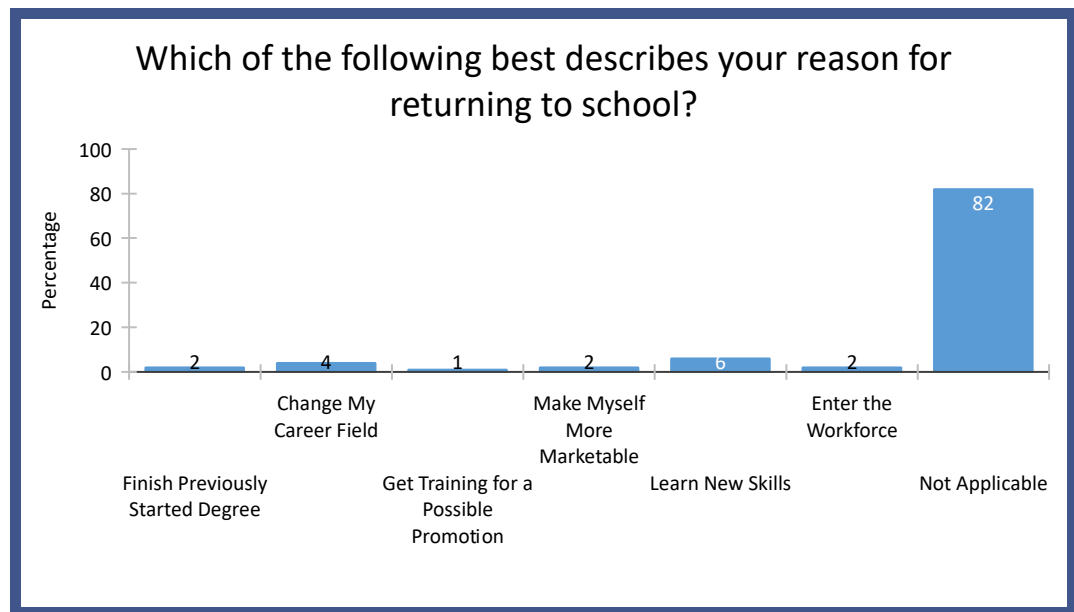


Figure 10. Reason for Returning to School. Values less than 1% are not displayed.



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” (82%) and an “Associate’s Degree” (14%), as shown in Table 13.

Table 13

Highest Degree Earned Prior to Enrolling (n=857)

Select the highest degree you earned prior to enrolling at SPC.	N	%
Certificate	700	82%
Associate's Degree (AA, AS, AAS)	117	14%
Bachelor's Degree (BA, BS, BAS)	34	4%
Master's Degree (MA, MS, MBA)	3	<1%
Doctorate or Professional Degree (PhD, EdD, JD, MD)	3	<1%

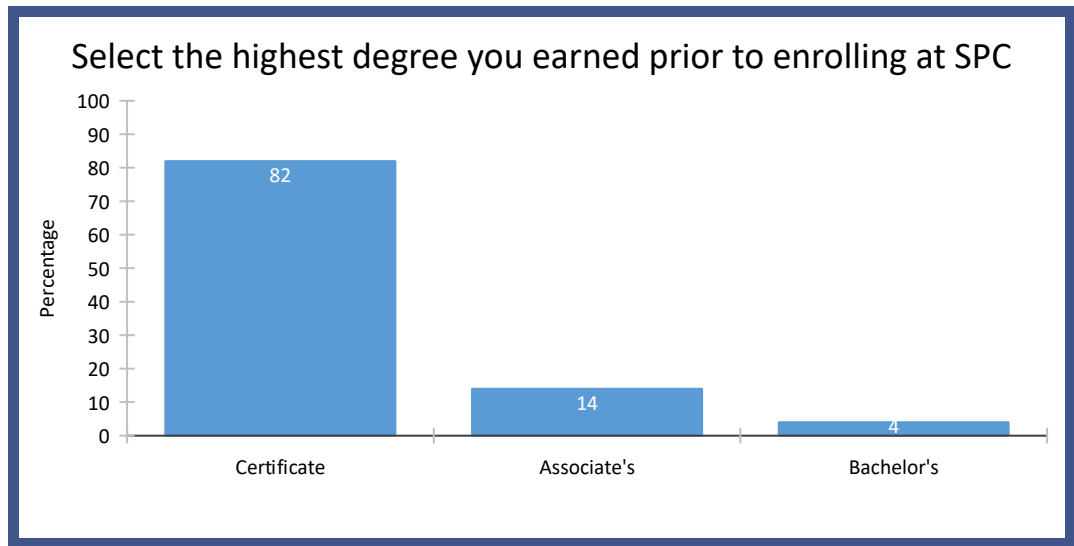


Figure 11. Highest Degree Earned Prior to Enrolling. Values less than 1% are not displayed.



Student Academic Information

Enrollment Status

Students were asked to select their enrollment status at SPC. About two-thirds of survey respondents selected “Full-time (12 or more credits)” (66%), as shown in Table 14.

Table 14

Enrollment Status (n=1072)

What will your enrollment status be?	N	%
Full-Time (12 or More Credits)	706	66%
Part-Time (Less than 12 Credits)	366	34%

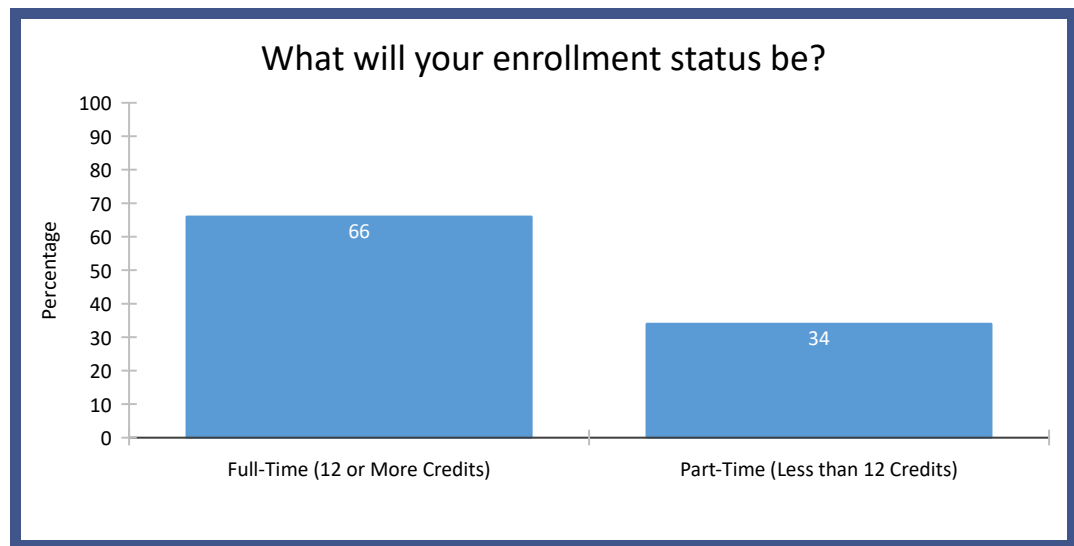


Figure 12. Enrollment Status. Values less than 1% are not displayed.



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 (53%) selected “Job responsibilities/schedule” as their primary circumstance, followed by “Finances” (11%) and “Availability of Courses” (11%), as shown in Table 15.

Table 15

Part-Time Enrollment (n=346)

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	39	11%
Availability of SPC Services	6	2%
Family Responsibilities Including Childcare	29	8%
Finances	37	11%
Lack of Sufficient Financial Aid	15	4%
Health or Personal Problems	16	5%
Job Responsibilities/Schedule	185	53%
Transportation	19	5%



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?

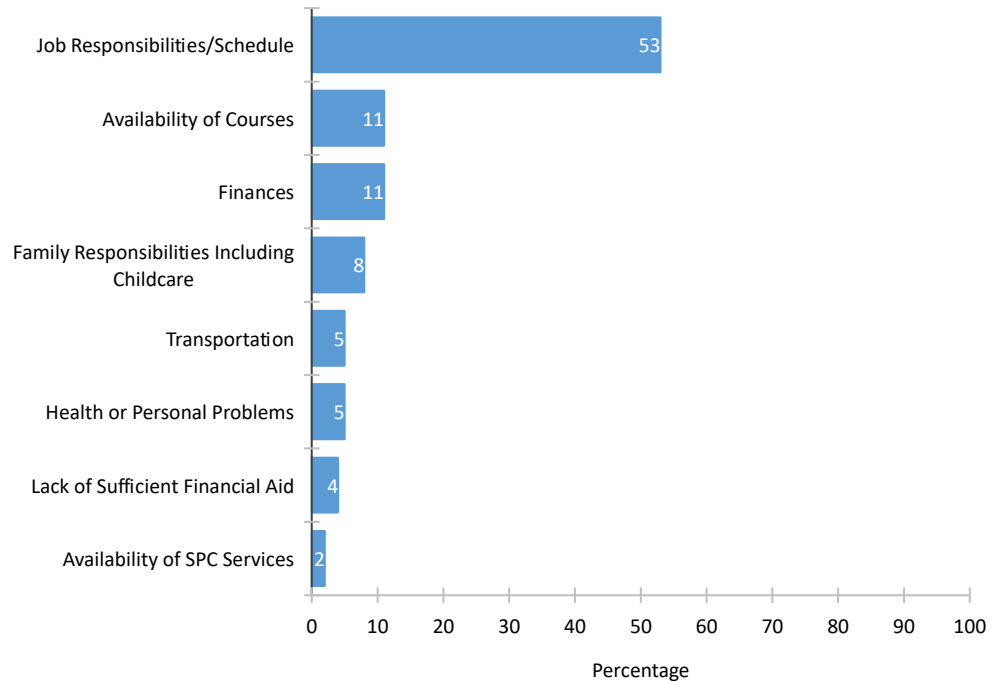


Figure 13. Part-Time Enrollment. Values less than 1% are not displayed.



Course Delivery Preference

Students were asked to select which method of course delivery they preferred. Over two-fifths of survey respondents (44%) indicated their preference was for “Face-to-Face” classes, as shown in Table 16.

Table 16

Course Delivery Preference (n=1069)

What is your preferred course delivery method?	N	%
Face-to-Face	472	44%
Live Online	24	2%
Online	307	29%
Blended (Combination of Online and Face-to-Face)	266	25%

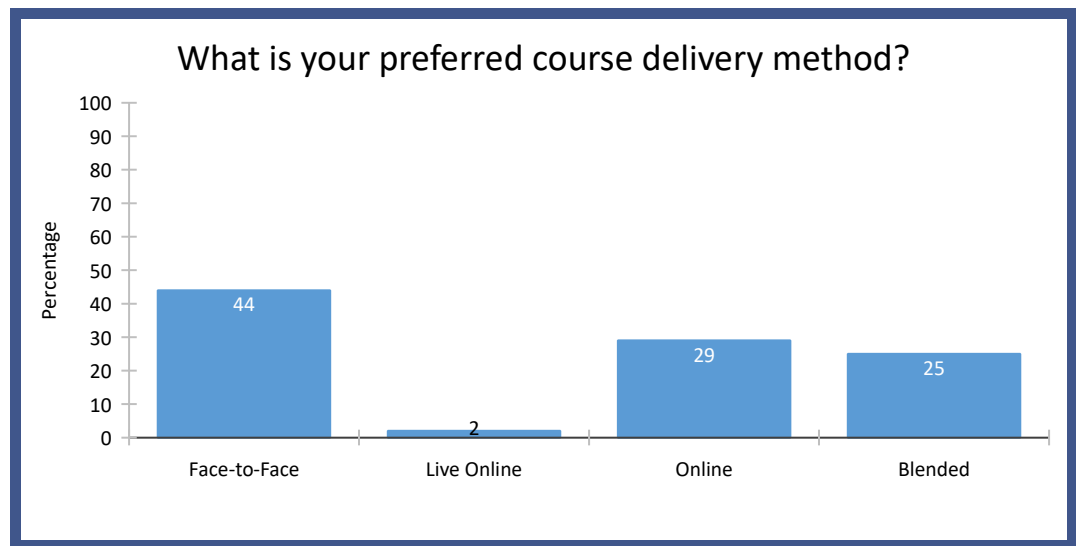


Figure 14. Course Delivery Preference. Values less than 1% are not displayed.



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. Over half of survey respondents (58%) indicated a preference for “Weekday Mornings,” followed by “Weekday Afternoons” (23%), as shown in Table 17.

Table 17

Time of Day (n=759)

When are you most likely to take your classes?	N	%
Weekday Mornings	441	58%
Weekday Afternoons	178	23%
Weekday Evenings	60	8%
Weekends	13	2%
No Preference	67	9%

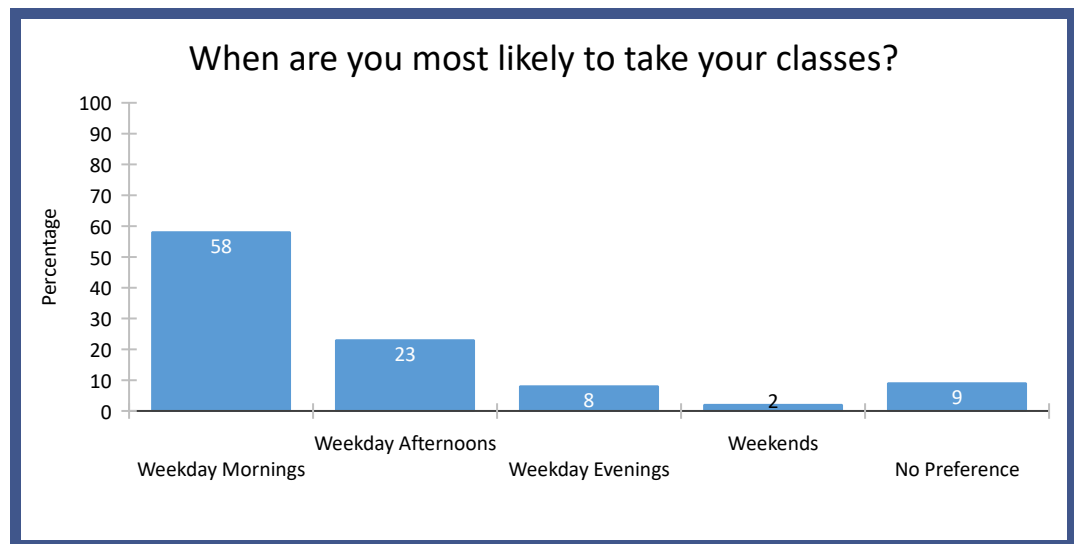


Figure 15. Time of Day. Values less than 1% are not displayed.



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 (69%) indicated a preference for “Monday and Wednesday,” followed by “Tuesday and Thursday” (66%), as shown in Table 18.

Table 18

Days of the Week (n=760)

On which days would you prefer to take most of your classes? (Select all that apply)	N	%
Monday and Wednesday	528	69%
Tuesday and Thursday	499	66%
Friday	60	8%
Saturday	14	2%
No Preference	82	11%

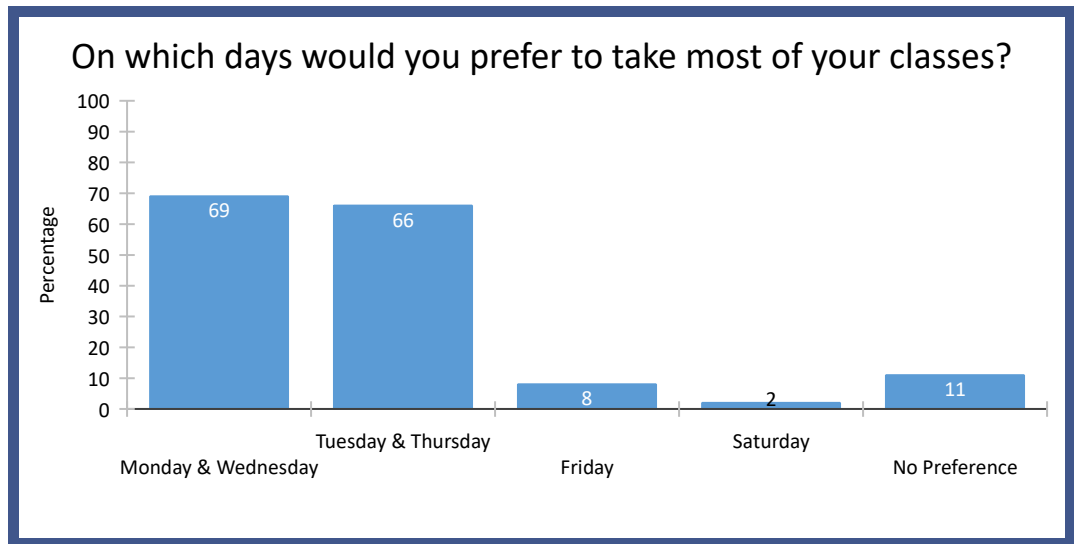


Figure 16. Days of the Week. Values less than 1% are not displayed.



College Communication and Information

College Communication Preference

Students were asked to select which form of communication with the college they preferred. The largest individual choice was "Text Message," selected by over two-fifths of students (43%). Over two-fifths (43%) also indicated a preference for email communications, including "SPC Student Account" (26%) and "Personal Account" (17%), as shown in Table 19.

Table 19

College Communication Preference (n=1045)

How do you prefer the college contact you directly?	N	%
Phone Call	112	11%
Text Message	447	43%
Email to SPC Student Account (live.spcollege.edu)	270	26%
Email to Personal Account (i.e. Gmail, Outlook, Yahoo, Etc.)	178	17%
Mail (Postcard, Letter, Etc.)	6	1%
Message in MyCourses	32	3%

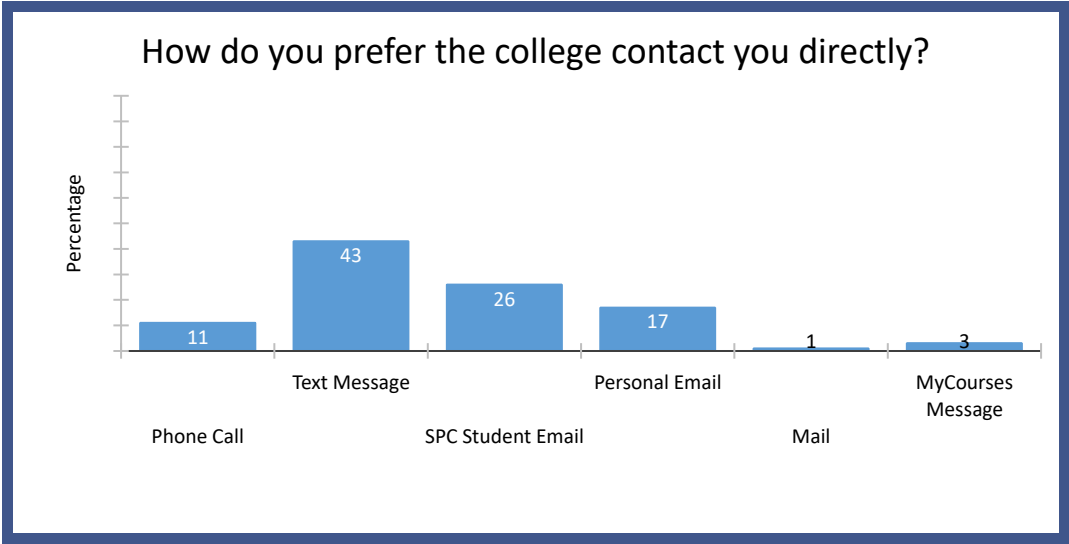


Figure 17. College Communication Preference. Values less than 1% are not displayed.



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 “Text Message” (29%), followed by “Email to SPC Student Account” (26%), as shown in Table 20.

Table 20

Information Channel Preference (n=1046)

On what communication channel do you prefer to receive information about the college?	N	%
College Website (www.spcollege.edu, Blogs, Etc.)	177	17%
Mail (Postcard, Letter, Etc.)	30	3%
Email to Personal Account (i.e. Gmail, Outlook, Yahoo, Etc.)	222	21%
Text Message	300	29%
Phone Call	31	3%
Social Media Site (Facebook, Instagram, X, Etc.)	6	1%
Email to SPC Student Account (live.spcollege.edu)	273	26%
Other	7	1%



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

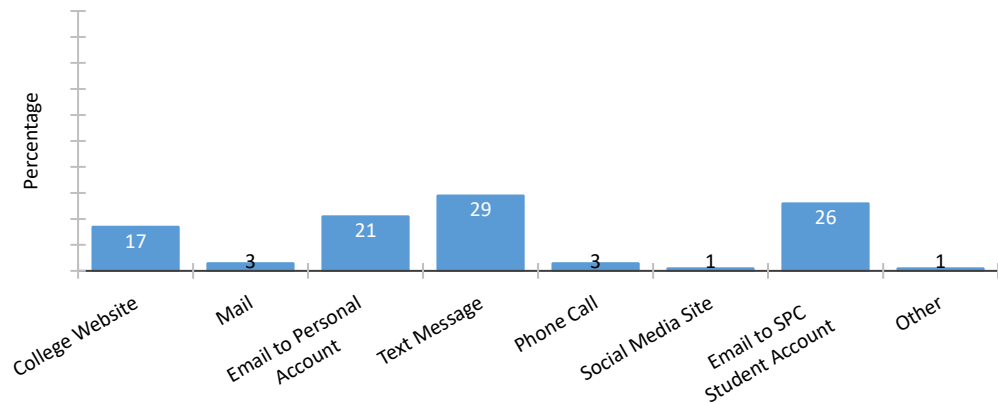


Figure 18. Information Channel Preference. Values less than 1% are not displayed.



Social Media Channels

Students were asked to select which social media channel they use to engage or interact with the college. Nearly three-quarters of survey respondents (73%) indicated they do not engage with SPC on any social media channel, followed by “Instagram” (20%), as shown in Table 21.

Table 21

Social Media Channels (n=1029)

On which social media channels do you engage/interact with the college? (Select all that apply)	N	%
Facebook	80	8%
X	16	2%
Instagram	206	20%
LinkedIn	16	2%
YouTube	51	5%
Other	8	1%
None	747	73%

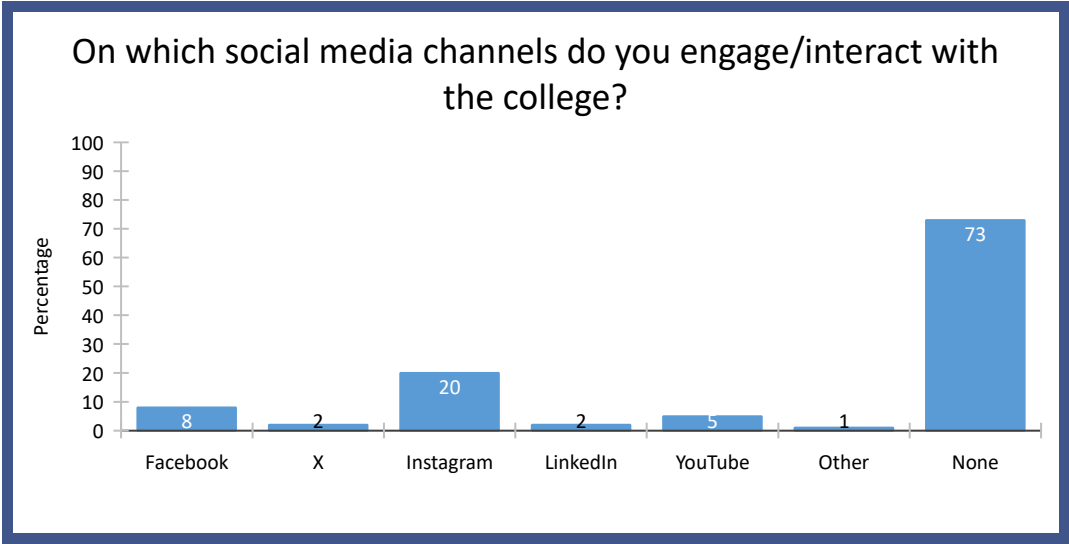


Figure 19. Social Media Channels. Values less than 1% are not displayed.



Student Success Influences

Work Hours

Over one-third (35%) of survey respondents indicated they expect to be working “16 to 30 hours per week” while attending SPC. One-fifth (20%) indicated “31 to 40 hours per week,” and another fifteen percent (15%) of survey respondents indicated “15 or fewer hours per week,” while over one-fifth (22%) stated they would not be working while attending SPC, as shown in Table 22.

Table 22

Work Hours (n=1016)

How many hours per week do you expect to be working while attending SPC?	N	%
15 or Fewer Hours Per Week	156	15%
16 to 30 Hours Per Week	357	35%
31 to 40 Hours Per Week	205	20%
More than 40 Hours Per Week	79	8%
I am Not Working While Attending SPC	219	22%

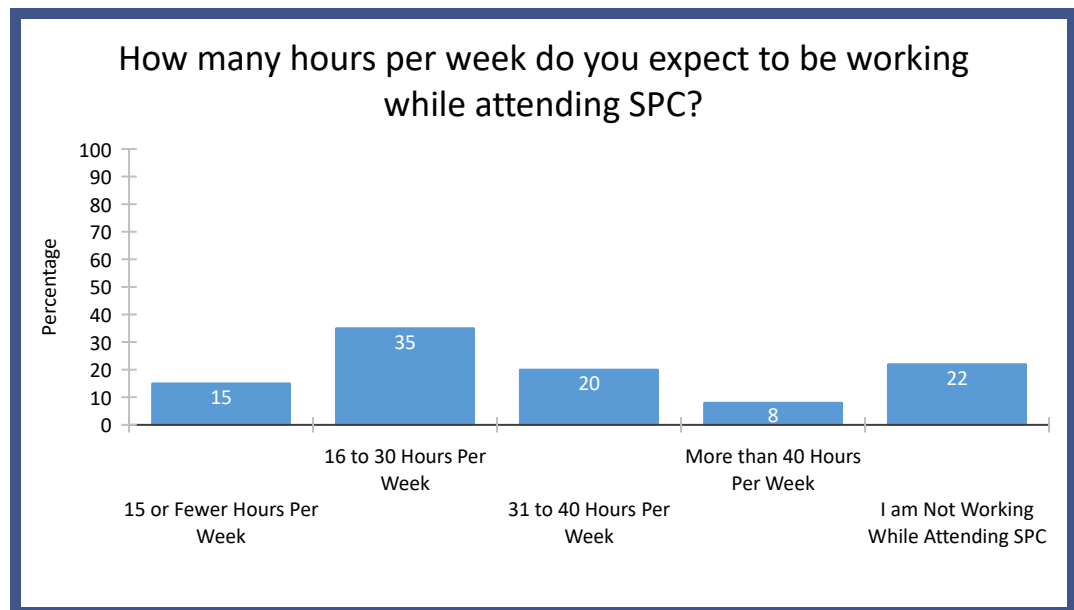


Figure 20. Work Hours. Values less than 1% are not displayed.



Enrollment Reasons

Over half (51%) of survey respondents selected to “Earn a certificate or degree and transfer to another institution” as their primary reason for enrolling at SPC, while over one-third of students (34%) selected to “Earn a certificate or degree and enter the workforce,” as shown in Table 23.

Table 23

Enrollment Reasons (n=1016)

What is the primary reason you are enrolling at SPC?	N	%
Earn a Certificate or Degree and Transfer to Another Institution	520	51%
Earn a Certificate or Degree and Enter the Workforce	343	34%
Improve Job Skills/Career Advancement	131	13%
Personal Enjoyment	22	2%

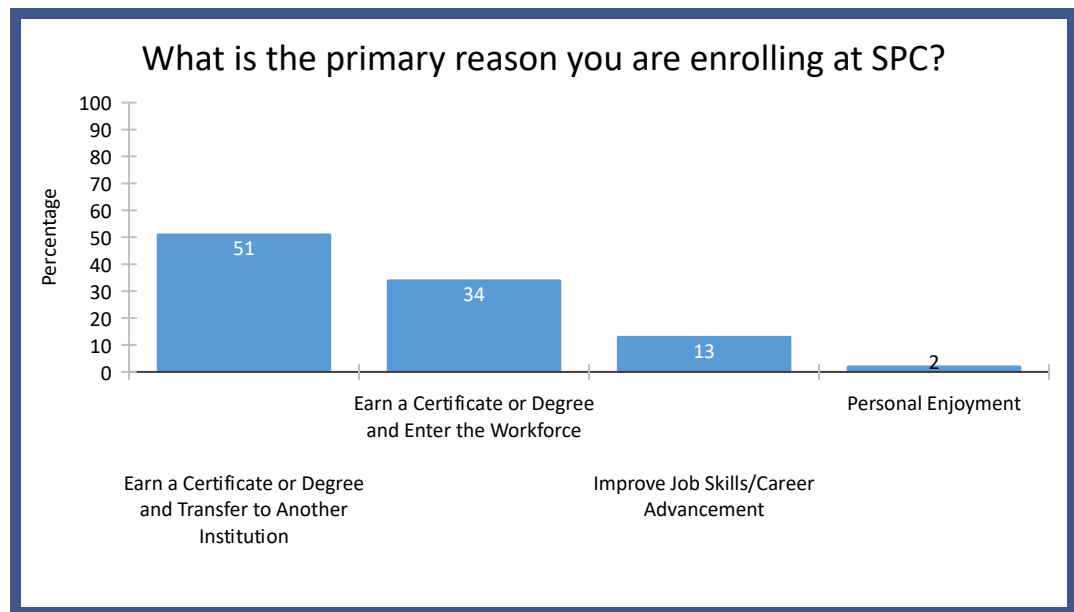


Figure 21. Enrollment Reasons. Values less than 1% are not displayed.



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 “Study Skills” (52%), “Working While in College” (52%), “Physical/Mental Health” (45%), “Finances” (38%), and “Tutoring” (36%), as shown in Table 24.

Table 24

Student Success Factors (n=995)

Which of the following might impact your success as a student? (Select all that apply)	N	%
Tutoring	359	36%
Working While In College	513	52%
Career Goal	305	31%
Study Skills	513	52%
Finances	381	38%
Physical/Mental Health	445	45%
Care Giving Responsibilities Including Child Care	83	8%
Transportation	161	16%
Selecting a Major	161	16%
Computer Skills	117	12%
Access to Technology	114	11%
Internship	158	16%
Career Guidance	241	24%
Accessibility Issues	67	7%
Other	12	1%

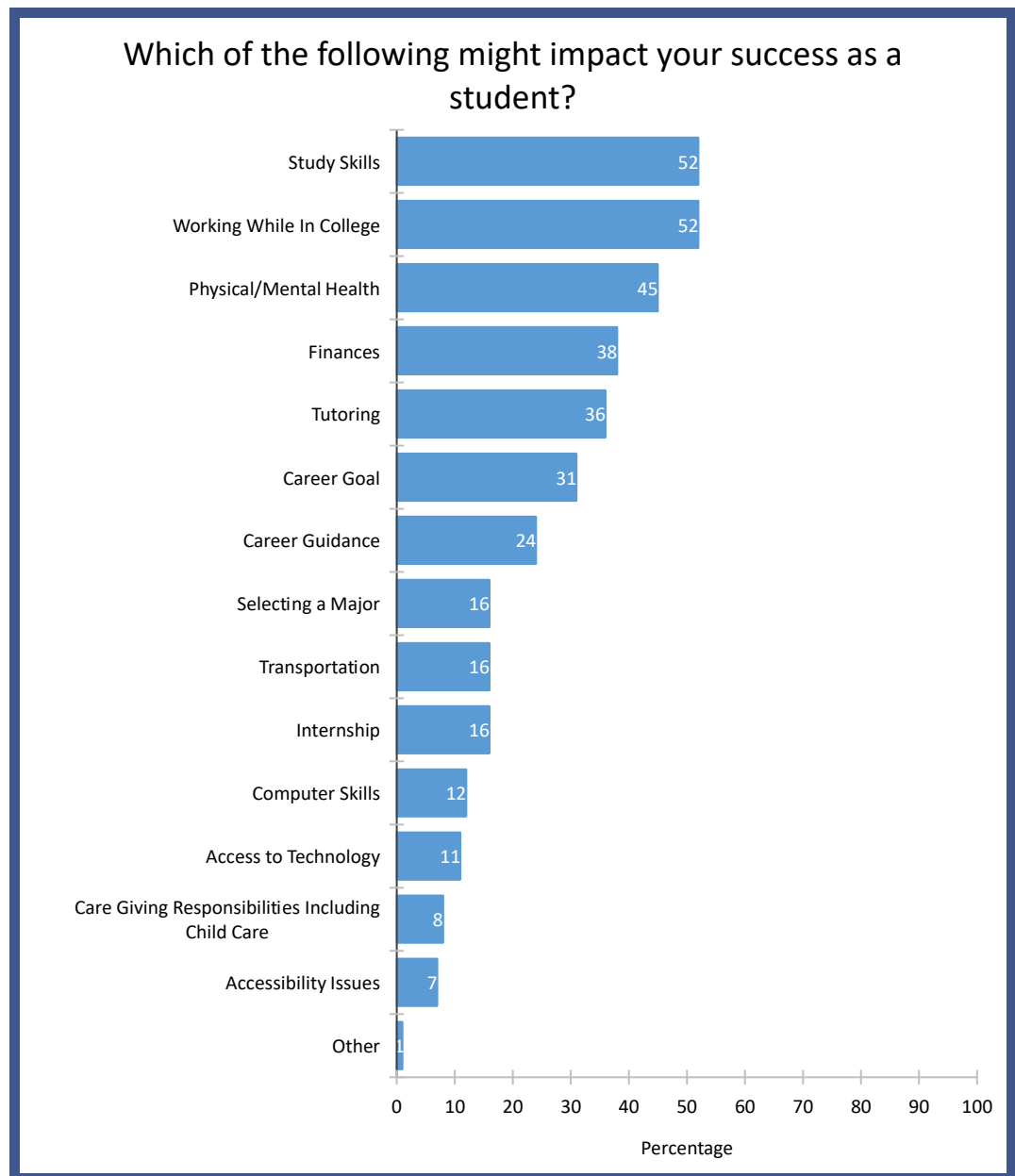


Figure 22. Student Success Factors. Values less than 1% are not displayed.



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” (82%), followed by “Tutoring: Writing” (56%), and “Tutoring: Reading” (32%), as shown in Table 25.

Table 25

Tutoring Type (n=349)

Which of the following tutoring types might impact your success as a student? (Select all that apply)	N	%
Tutoring: Math	286	82%
Tutoring: Reading	111	32%
Tutoring: Writing	197	56%
Other	12	3%

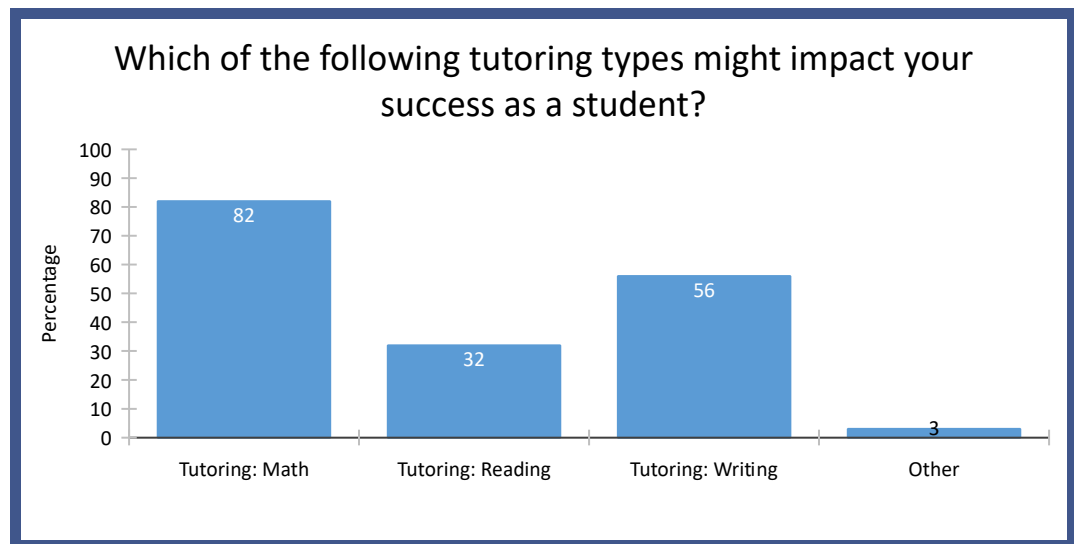


Figure 23. Tutoring Type. Values less than 1% are not displayed.



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 “Financial Aid/Scholarships” (61%), “Career Guidance” (54%), and “Advising” (53%), as shown in Table 26.

Table 26

Factors Needed for Success (n=953)

In order to be successful, I am looking for SPC to provide the following. (Select all that apply)	N	%
Advising	505	53%
Access to Physical Health Resources	116	12%
Access to Mental Health Resources	191	20%
Accessibility Services	146	15%
Career Guidance	510	54%
Clubs/Student Life	212	22%
Financial Aid/Scholarships	577	61%
Internships	283	30%
Mentoring	275	29%
Tutoring	442	46%
Other	4	<1%



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

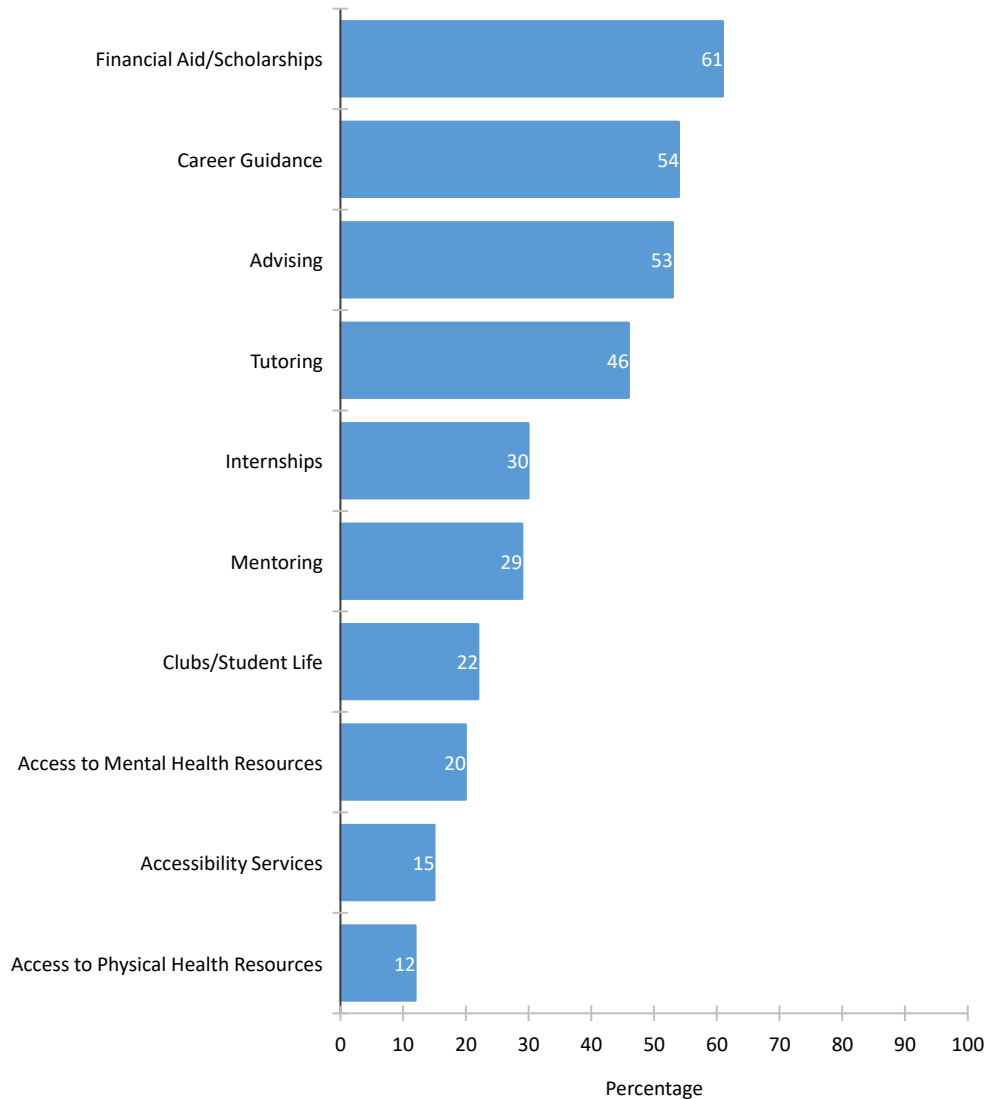


Figure 24. Factors Needed for Success. Values less than 1% are not displayed.



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-quarter of survey respondents indicated they expected to participate “Whenever Possible” or “Frequently” in On-Campus Activities (27%); while over one-fifth indicated they expected to participate “Whenever Possible” or “Frequently” in Community Engagement (24%) and Virtual Activities (21%), 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=990)	20%	7%	27%	23%	23%
Community Engagement (n=988)	16%	8%	31%	23%	22%
Virtual Activities (n=982)	14%	7%	26%	25%	28%

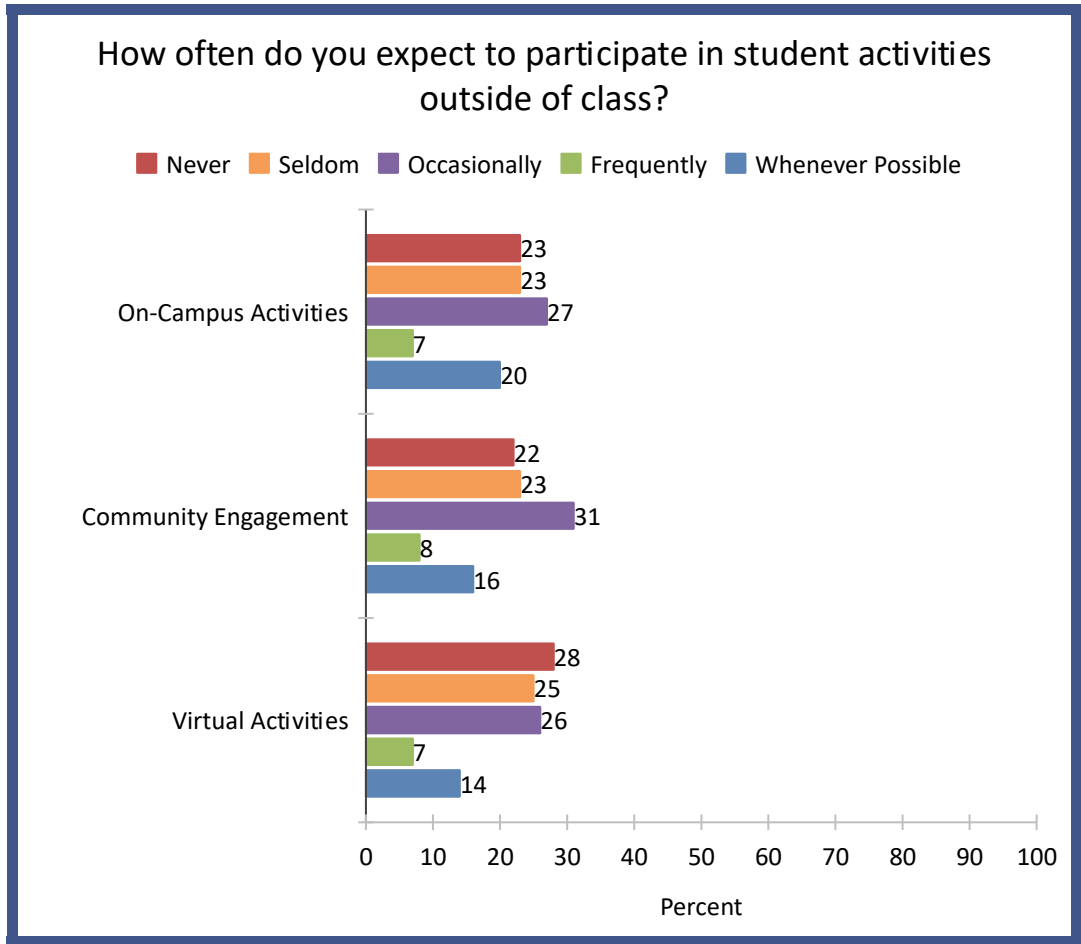


Figure 25. Expected Participation. Values less than 1% are not displayed.



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 four-fifths 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” (85%), and “I know how to contact services such as advising, financial aid, or tutoring, if I need support” (81%). Over three-quarters of survey respondents indicated they Strongly Agree or Agree with the following statement: “I feel comfortable reaching out to someone at the College if I have a question” (76%). About two-thirds of survey respondents indicated they Strongly Agree or Agree with the following statements: “I feel a sense of belonging at SPC” (68%) and “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=958)	48%	37%	14%	1%	<1%
I feel a sense of belonging at SPC. (n=955)	35%	33%	29%	3%	<1%
I feel comfortable reaching out to someone at the College if I have a question. (n=957)	41%	35%	20%	3%	1%
I know how to contact services such as advising, financial aid, or tutoring, if I need support. (n=956)	43%	38%	15%	4%	<1%
I see myself as part of the SPC community. (n=956)	33%	33%	30%	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

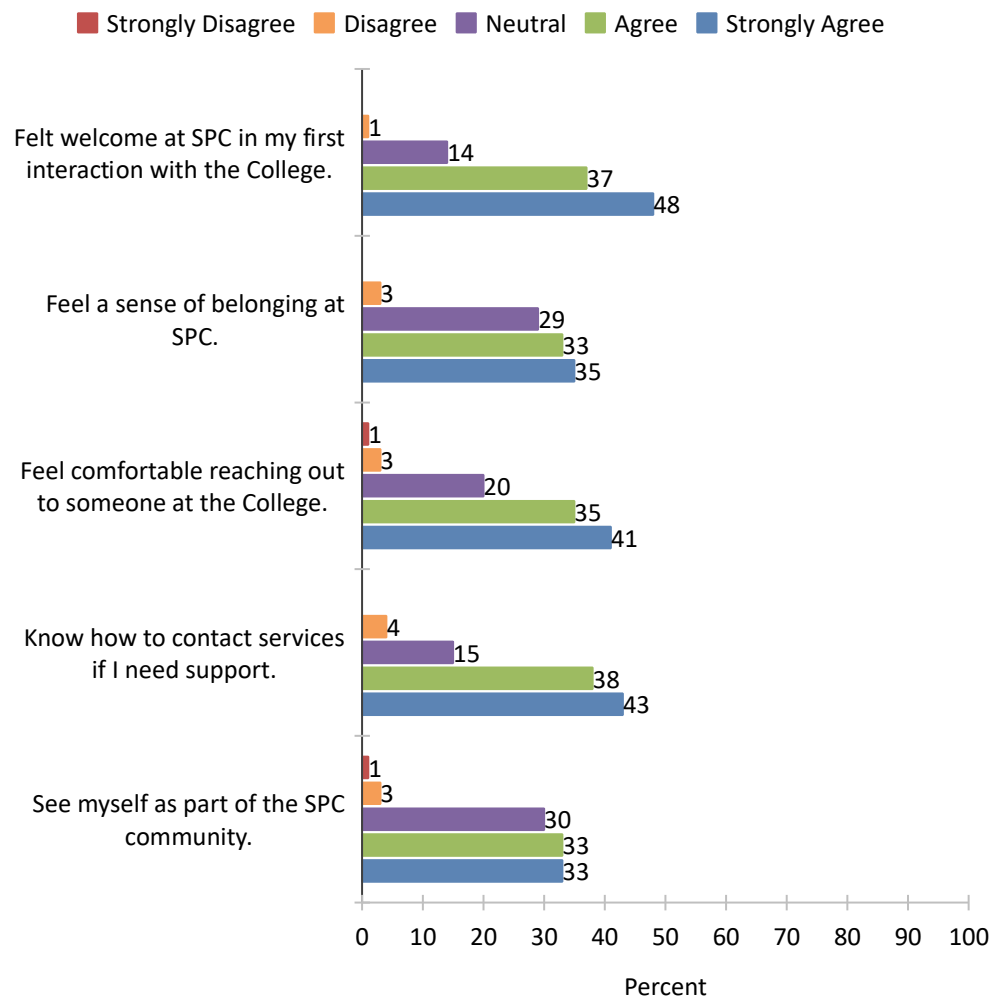


Figure 26. Feeling Connected. Values less than 1% are not displayed.



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 four-fifths of survey respondents indicated they Strongly Agree or Agree with the following statements: "I believe my time at SPC will help me develop the skills and knowledge to reach my goals" (87%) and "I have the motivation to do what it takes to succeed in college" (81%). Over three-quarters of survey respondents indicated they Strongly Agree or Agree with the following statement: "I am prepared academically to succeed in college" (76%). Almost three-quarters of survey respondents indicated they Strongly Agree or Agree with the following statement: "I am confident in my chosen academic pathway" (73%), 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=960)	37%	39%	22%	2%	1%
I have the motivation to do what it takes to succeed in college. (n=959)	40%	41%	17%	2%	1%
I am confident in my chosen academic pathway. (n=959)	41%	32%	24%	3%	1%
I believe my time at SPC will help me develop the skills and knowledge to reach my goals. (n=957)	46%	41%	12%	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.

Strongly Disagree Disagree Neutral Agree Strongly Agree

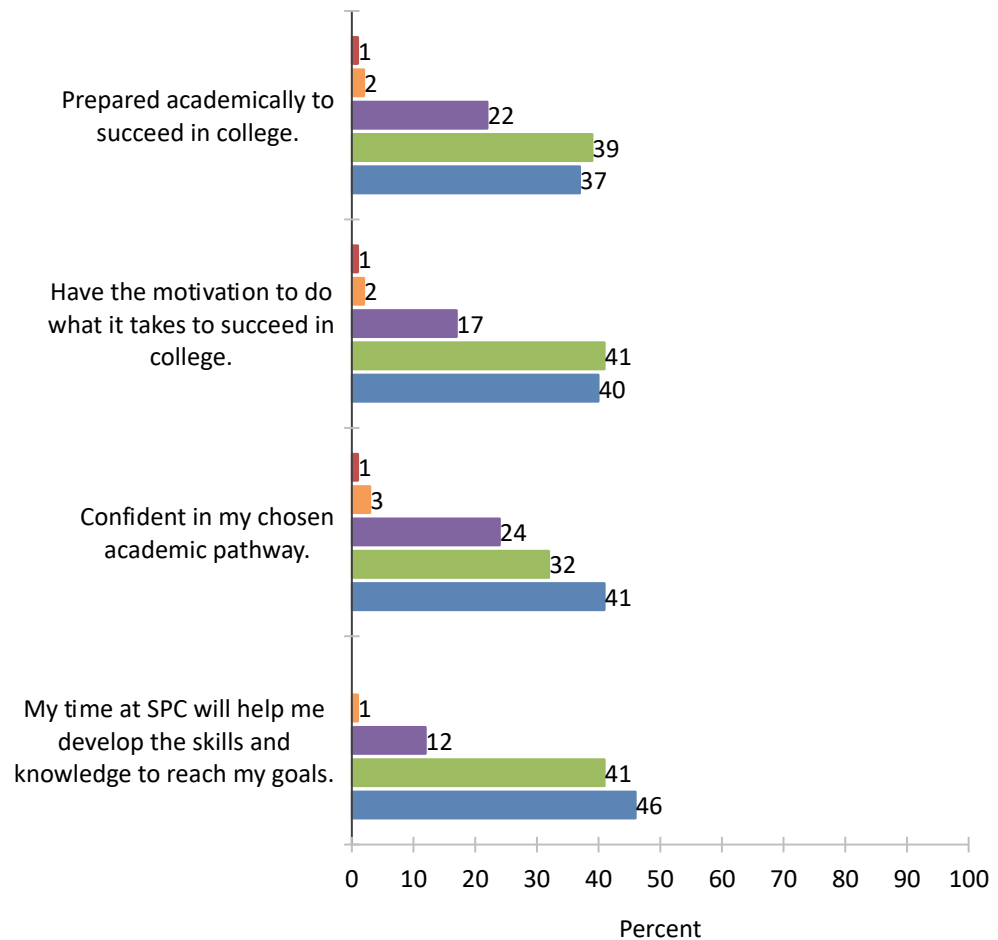


Figure 27. Academics. Values less than 1% are not displayed.



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-quarters of survey respondents rated their skills as “Highly Proficient” or “Somewhat Proficient” in the areas of “Communicating through the Internet (email, chat, instant messaging, etc.)” (78%) and “Acquiring information/conducting research through the Internet” (76%), while almost two-thirds of survey respondents rated their skills as “Highly proficient” or “Somewhat Proficient” in the area of “Using computer software (word processing, spreadsheets, etc.)” (64%), 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=947)	34%	30%	26%	8%	2%
Communicating through the Internet (email, chat, instant messaging, etc.) (n=946)	52%	26%	17%	4%	1%
Acquiring information / conducting research through the Internet (n=945)	45%	31%	19%	4%	1%



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

None Moderate Average Somewhat Proficient Highly Proficient

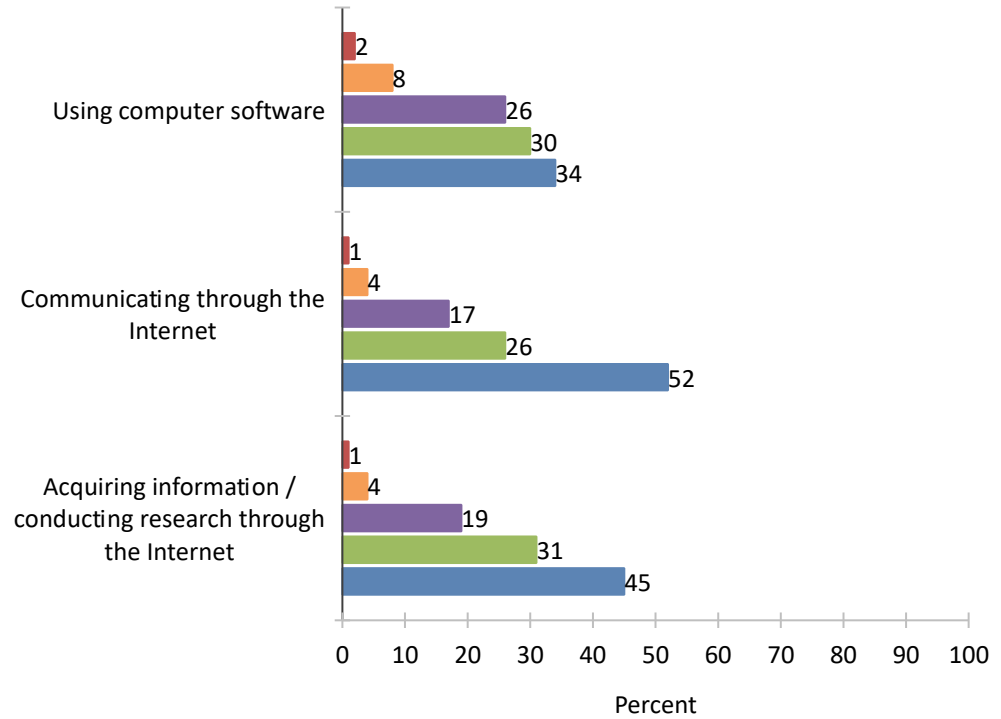


Figure 28. Computer and Technology Competency. Values less than 1% are not displayed.



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” (33%). Survey respondents expected to largely never “Participate in campaigns, public debates, or assisting with voter registration” (38%), 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=914)	33%	15%	21%	15%	17%
Community involvement through a campus organization or club (n=919)	14%	10%	29%	27%	19%
Volunteer with others from SPC for one-time community service activities (n=927)	12%	8%	31%	28%	21%
Participate in campaigns, public debates, or assisting with voter registration (n=929)	9%	5%	20%	28%	38%
Courses that include community service activities (n=924)	12%	9%	32%	25%	22%
Engage in activities with people whose religious, political, racial, cultural, economic and/or other characteristics are different than your own (n=925)	17%	17%	28%	20%	17%

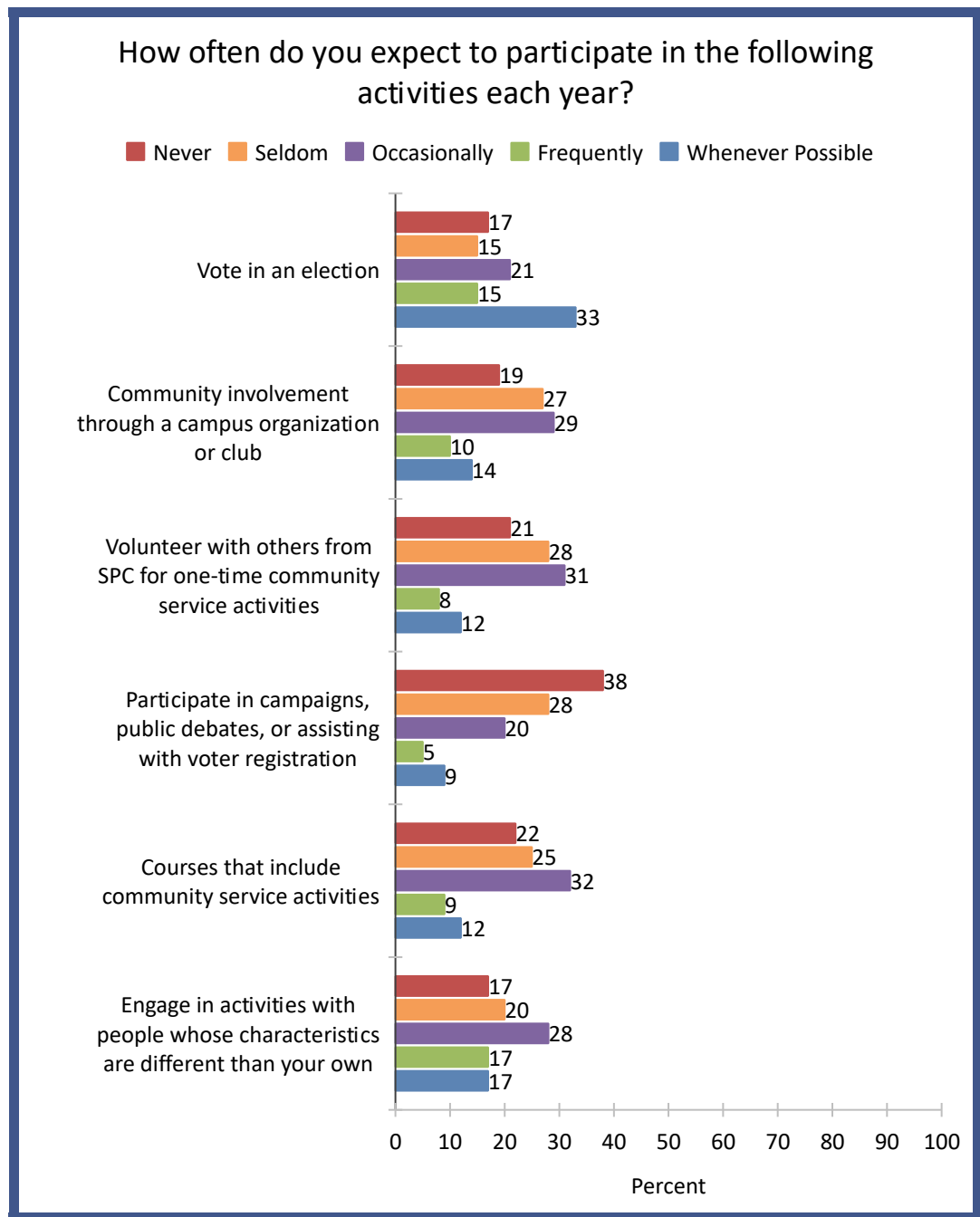


Figure 29. Civic Activities. Values less than 1% are not displayed.



Civic Activities

Making a Difference with Civic Activities

When asked if their contribution to community and civic activities makes a difference, over two-fifths of survey respondents selected “Yes” (43%), as shown in Table 32.

Table 32

Making a Difference with Civic Activities (n=931)

Do you feel that your contribution to community and civic activities makes a difference?	N	%
Yes	404	43%
No	84	9%
No Opinion	443	48%

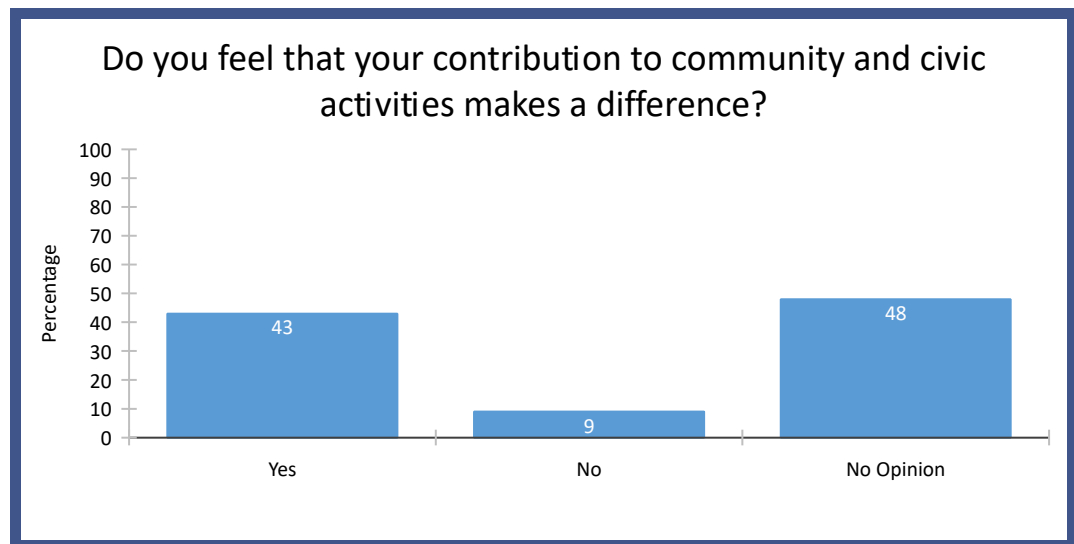


Figure 30. Making a Difference with Civic Activities. Values less than 1% are not displayed.



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. Almost half of survey respondents selected “Yes” (48%), as shown in Table 33.

Table 33

Succeeding with Civic Activities (n=931)

Do you think community and civic activities as an SPC student will help you succeed in college and beyond?	N	%
Yes	445	48%
No	53	6%
No Opinion	433	47%

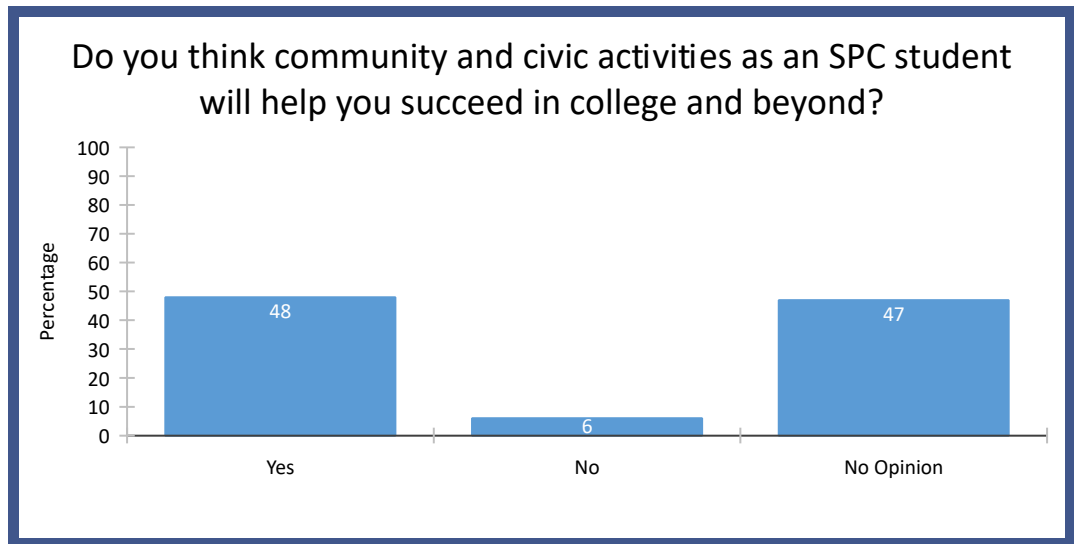


Figure 31. Succeeding with Civic Activities. Values less than 1% are not displayed.



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” (41%) Whenever Possible or Frequently. This was followed by nearly one-third of students who indicated that they would “Attend a concert, musical event, dance performance, play, live drama, or performing arts event” (33%), and over one-quarter of students who indicated that they would “Visit an art museum, gallery, art show, experience public art” (29%) 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=918)	23%	10%	28%	20%	18%
Visit an art museum, gallery, art show, experience public art (murals, sculptures, installations) (n=916)	18%	11%	29%	24%	18%
Create: painting, drawing, sculpture, digital art, video, music, or other creative works (n=917)	25%	16%	25%	17%	17%

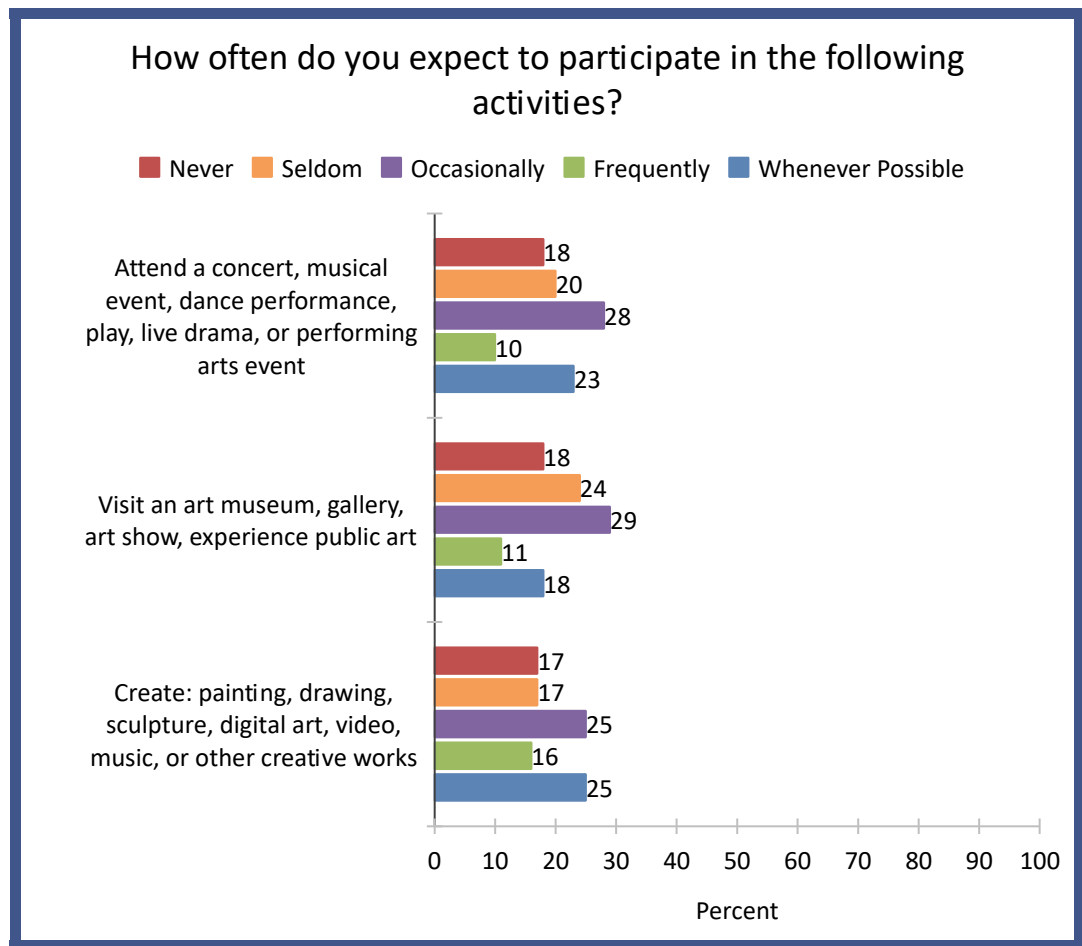


Figure 32. Humanities Activities. Values less than 1% are not displayed.



Conclusion

Students entering St. Petersburg College encompass a broad range of age categories. Over four-fifths of the survey respondents were younger than 25 years of age, and over three-fifths were female.

The ethnic background of the survey respondents was as follows: forty-eight percent were White/Non-Hispanic; followed by twenty-two 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).”

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. Half of the respondents listed “SPC website”, followed by nearly one-third who listed “Recruiter at your high school” and over one-quarter 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 were to “Earn a certificate or degree and transfer to another institution” and to “Earn a certificate or degree and enter the workforce.”

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

Students were asked to rate their competency in three computer skill areas. Over three-quarters of survey respondents rated their skills as “Highly Proficient” or “Somewhat Proficient” in the areas of “Communicating through the Internet (email, chat, instant messaging, etc.)” (78%) and “Acquiring information/conducting research through the Internet” (76%), while almost two-thirds of survey respondents rated their skills as “Highly proficient” or “Somewhat Proficient” in the area of “Using computer software (word processing, spreadsheets, etc.)” (64%).



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” (33%). Survey respondents expected to largely never “Participate in campaigns, public debates, or assisting with voter registration” (38%).

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” (41%) Whenever Possible or Frequently. This was followed by nearly one-third of students who indicated that they would “Attend a concert, musical event, dance performance, play, live drama, or performing arts event” (33%), and over one-quarter of students who indicated that they would “Visit an art museum, gallery, art show, experience public art” (29%) 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@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.

- ☐ Female
- ☐ Male
- ☐ 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, X, etc.)
- ☐ TV advertising
- ☐ SPC website
- ☐ Other (please specify)



Appendix: Entering Student Survey

Survey Instructions

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

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

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

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

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

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

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



Appendix: Entering Student Survey

Survey Instructions

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

Academics

12. What will your enrollment status be?

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



Appendix: Entering Student Survey

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

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



Appendix: Entering Student Survey

14. What is your preferred course delivery method?

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



Appendix: Entering Student Survey

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

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

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

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



Appendix: Entering Student Survey

Survey Instructions

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

Communications

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

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

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

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

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

- ☐ Facebook
- ☐ X
- ☐ Instagram
- ☐ LinkedIn
- ☐ YouTube
- ☐ 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	☐	☐	☐	☐	☐
Community engagement	☐	☐	☐	☐	☐
Virtual activities	☐	☐	☐	☐	☐



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.	☐	☐	☐	☐	☐
I feel a sense of belonging at SPC.	☐	☐	☐	☐	☐
I feel comfortable reaching out to someone at the College if I have a question.	☐	☐	☐	☐	☐
I know how to contact services such as advising, financial aid, or tutoring, if I need support.	☐	☐	☐	☐	☐
I see myself as part of the SPC community.	☐	☐	☐	☐	☐

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.	☐	☐	☐	☐	☐
I have the motivation to do what it takes to succeed in college.	☐	☐	☐	☐	☐
I am confident in my chosen academic pathway.	☐	☐	☐	☐	☐
I believe my time at SPC will help me develop the skills and knowledge to reach my goals.	☐	☐	☐	☐	☐



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.)	☐	☐	☐	☐	☐
Communicating through the Internet (email, chat, instant messaging, etc.)	☐	☐	☐	☐	☐
Acquiring information/conducting research through the Internet	☐	☐	☐	☐	☐



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	☐	☐	☐	☐	☐
Community involvement through a campus organization or club	☐	☐	☐	☐	☐
Volunteer with others from SPC for one-time community service activities	☐	☐	☐	☐	☐
Participate in campaigns, public debates, or assisting with voter registration	☐	☐	☐	☐	☐
Courses that include community service activities	☐	☐	☐	☐	☐
Engage in activities with people whose religious, political, racial, cultural, economic and/or other characteristics are different than your own	☐	☐	☐	☐	☐

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	☐	☐	☐	☐	☐
Visit an art museum, gallery, art show, experience public art (murals, sculptures, installations)	☐	☐	☐	☐	☐
Create: painting, drawing, sculpture, digital art, video, music, or other creative works	☐	☐	☐	☐	☐



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