



Santa Rosa Junior College

Student Survey  
Fall 2016

*Report includes comparative results from  
surveys administered in Spring 2001  
and Fall 2004, 2007, 2010, and 2013*

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# INTRODUCTION

## Background

In Fall 2016, on behalf of Student Services and Academic Affairs at Santa Rosa Junior College, the Office of Institutional Research conducted a survey of students enrolled in a randomly selected 10% of credit course sections offered at the Santa Rosa and Petaluma campuses, the Public Safety Training Center, and Shone Farm. The survey was six pages in length. In total, 2,112 surveys were returned. This survey was conducted as a follow up to similar surveys conducted in Spring 2001, Fall 2004, Fall 2007, Fall 2010, and Fall 2013, with the intention of collecting longitudinal data to note trends.

The purpose of the survey secures data not available elsewhere to inform district planning, policies, and practices. A group of faculty, academic affairs and student services administrators, and institutional research personnel revised the survey in 2007, 2010, and again in 2013. The questions were designed to gather information about student needs and perceptions, retention issues, and self-assessed gains on institutional student learning outcomes.

## Methodology

With the goal of surveying 10% of the students enrolled in credit courses at the Santa Rosa and Petaluma campuses, the Public Safety Training Center, and Shone Farm (to ensure a representative sample), ten percent of credit courses that are taught on-location (as listed in the Schedule of Classes) were randomly selected for survey administration. In October 2016, paper surveys were provided to the faculty teaching the randomly selected sections at the Santa Rosa and Petaluma campuses; no course sections at the Public Safety Training Center or Shone Farm were drawn from the random selection. The classes surveyed included day and evening classes at the Petaluma and Santa Rosa campuses.

## Limitations

Because this survey was administered to students enrolled at only the Petaluma and Santa Rosa campuses, the results cannot be generalized to other samples (such as the substantial off-campus noncredit programs – other surveys address this limitation).

Caution should be exercised in comparing the results of this survey with the previous Student Services Survey. Although many survey questions are identical, the sample was not. The Spring 2001 survey was conducted in the Spring term, when a higher proportion of continuing students enroll. The Spring 2001 survey was also district-wide, whereas the Fall 2004 and 2007 surveys were limited to the Petaluma and Santa Rosa campuses. In addition, guidance classes were oversampled in the Spring 2001 survey.

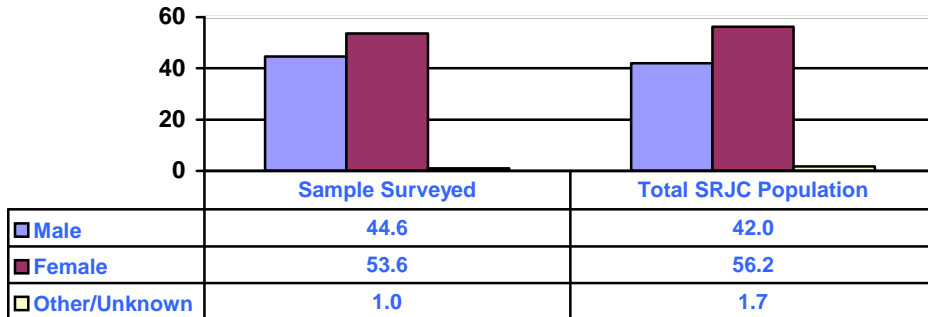
## Sample

The sample is fairly representative of the student population at SRJC. As of the eighth week of classes there were 21,386 credit students enrolled at SRJC district-wide.

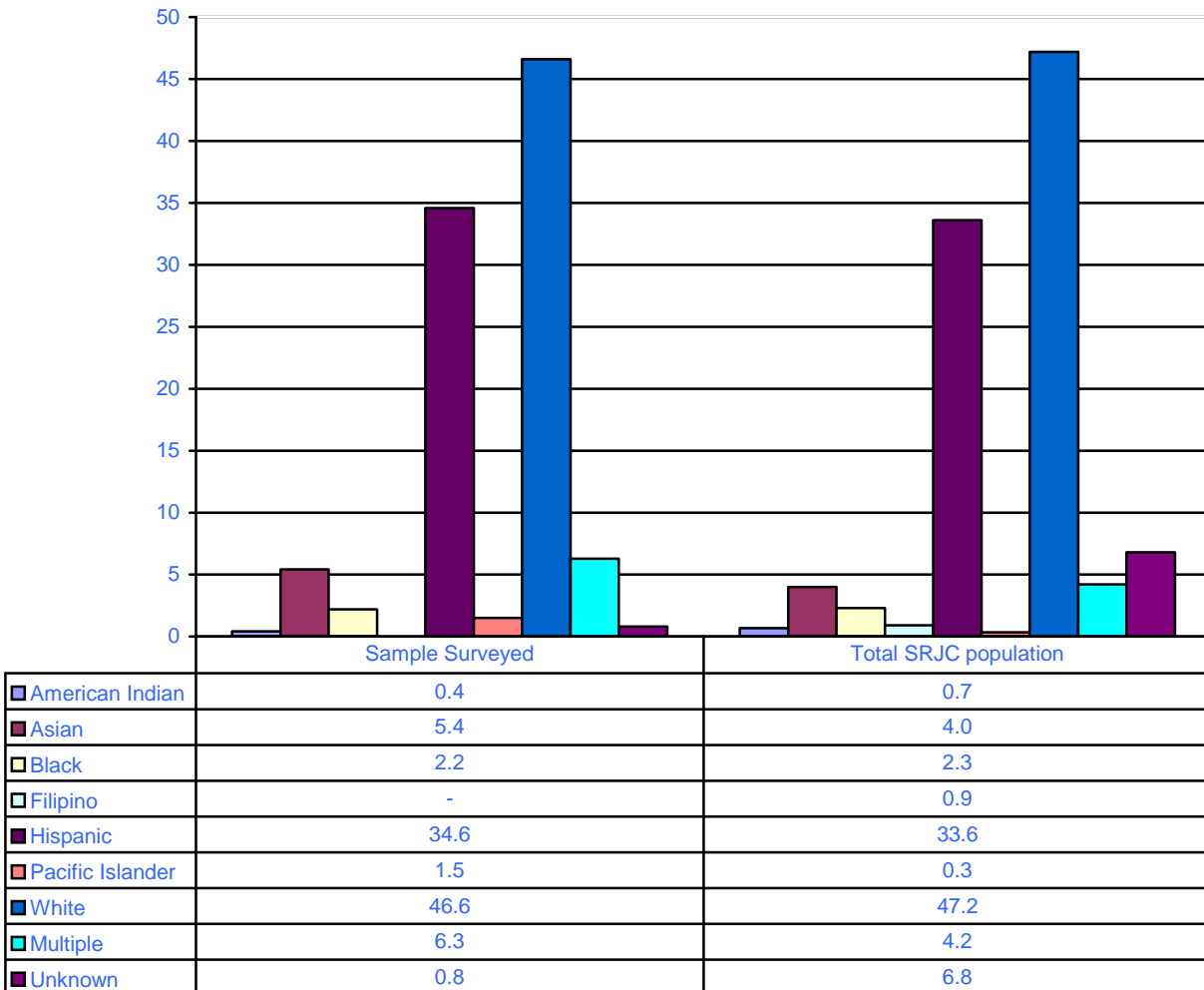
The survey, which was administered approximately the 9th week of classes, yielded 2,112 (potentially duplicated) responses, which means approximately 10% of all students responded to the survey.

As Tables 1 and 2 indicate, the sample mirrors the population in the key demographic measures of gender and ethnicity.

**Table 1: Comparison of Sample with Population – Gender**



**Table 2: Comparison of Sample with Population -- Ethnicity**



## STUDENT STATUS

To measure their engagement at SRJC, students were asked questions regarding their enrollment status, unit load, number of terms attended, and total units/degrees earned (Table 3). Students reported their enrollment status in Fall 2016 as continuing (64.2%), new (22%), or returning (10%). The most marked change between Fall 2013 and Fall 2016 was the decrease in returning students from 25.5% to 10%, and an increase in continuing students from 49.7% to 64.2%. Because many students from the Fall semester do not return the following Spring, comparing Spring 2001 data with Fall data is problematic. Also note there was a typo in the 2016 survey instrument, which is likely why there are dramatic changes in this question from the 2013 survey.

A majority of students were enrolled full time, followed by 6+ units part time. This trend remains stable over the years. Of students that took courses before the term of the survey, approximately 60% have attended one to four terms throughout the six survey years. Progressively lower percentages are noticed as Number of Terms previously attended increases. In the current survey year, a slightly higher percentage of students report they have been enrolled for 7 or more semesters.

In all six survey years, greater than 5% of students had earned an AA or AS degree, with a decrease from 7.8% in 2007 to 5.4% in 2010, an increase to 6.7% in 2013 and a decrease to 5.1% in 2016; after remaining relatively stable in prior surveys, the number of students with higher degrees decreased in 2013 and increased in 2016.

**Table 3: Student Status**

<b>ENROLLMENT STATUS</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
New	10.6	24.4	21.3	20.5	20.0	22.0
Continuing	70.0	57.7	52.0	46.1	49.7	64.2
Returning	13.7	12.9	21.8	28.3	25.5	9.6
New Transfer	5.7	5.1	4.9	5.1	4.7	4.2
<i>Total Percent</i>	<i>100.0</i>	<i>100.1</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>
Total Responses	2211	2829	2669	3268	2744	2112
<b>UNIT LOAD</b>						
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Part time 1-5 units	27.4	15.9	17.8	13.3	16.0	13.5
Part time 6-11 units	25.3	24.2	26.8	28.9	29.8	29.1
Full time 12+ units	47.4	59.9	55.4	57.8	54.2	57.5
<i>Total Percent</i>	<i>100.1</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100</i>
Total Responses	2405	2860	2197	3268	2768	2087

**Table 3: Student Status (continued)**

<b>NUMBER OF TERMS ATTENDED PRIOR TO TERM OF SURVEY</b>						
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
1-2 Terms	33.7	32.6	28.4	28.3	26.9	27.3
3-4 Terms	25.9	28.4	27.5	31.5	27.6	28.0
5-6 Terms	15.5	16.2	16.5	16.9	19.5	19.1
7-8 Terms	8.5	7.7	9.4	8.5	10.6	10.7
9-12 Terms	7.2	7.0	8.1	7.3	8.1	7.0
13+ Terms	9.1	8.2	10.0	7.4	7.2	7.9
<i>Total Percent</i>	<i>99.9</i>	<i>100.1</i>	<i>99.9</i>	<i>99.9</i>	<i>100</i>	<i>100</i>
Total Responses	2030	2194	2201	2715	2258	1664
<b>TOTAL UNITS/DEGREES EARNED PRIOR TO TERM OF SURVEY</b>						
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016*</b>
1-15 Units	31.2	23.4	22.2	23.5	20.9	35.6
16-29 Units	16.7	22.5	18.0	24.0	22.0	17.9
30-59 Units	25.8	28.8	27.7	28.3	31.0	23.9
60+ Units	11.9	13.1	16.4	12.0	15.0	12.0
AA/AS Degree	5.4	5.6	7.8	5.4	6.7	5.1
BA/BS Degree	9.0	4.8	5.9	4.7	3.6	4.4
MA/MS or higher Degree	n/a	1.9	2.0	2.1	0.9	1.1
<i>Total Percent</i>	<i>100.0</i>	<i>100.1</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>
Total Responses	1902	2089	2197	2684	2235	1483

Q1 – What is your student status this semester? Q4 – This semester, are you a part-time or full-time student? Q2 – How many terms have you attended college before Fall 2016? Please include all terms, semesters or quarters, at all college ever attended. Q3 – How many units/degrees have you earned in college (SRJC or other) before Fall 2013? (Note: this should have read “2016”)

\*Note: There was a typo in Q1 and Q3 for the Fall 2016 Survey, which may cause the results to be inaccurate.

## ACCESS TO CAMPUS AND SERVICES

When asked when they attend classes, students in 2016, as in previous years, reported that they mostly take classes in the morning, followed by afternoon, and then evening (Table 4). Saturday classes remained a distant fourth place in comparison to weekday classes, and these numbers have decreased over time, possibly due to the lack of availability of classes on Saturdays. In 2016, students were also given the option to include online class attendance, and over 16% of students marked this response.

**Table 4: Time of Class Attendance**

<b>TIME OF CLASS ATTENDANCE</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Day – Mornings	60.0	72.2	63.7	73.5	75.8	78.5
Day – Afternoons	47.0	57.7	52.4	63.8	63.8	71.9
Evenings	50.7	45.6	42.0	48.2	39.7	35.4
Friday and/or Weekends	8.4	6.6	4.9	4.0	2.3	11.3
Online	n/a	n/a	n/a	n/a	15.5	16.4
<i>Total Responses (duplicated)</i>	2467	5246	4450	6232	5462	4509

Q5 – When do you attend classes? Mark all that apply.

The majority of students attend classes at the Santa Rosa campus (Table 5). Close to 25% of students currently take classes at the Petaluma campus. The percentage of students who reported taking courses in Petaluma increased in 2004, decreased in 2007, increased substantially in 2010, declined in 2013 and again in 2016.

In 2007, 8.2% of students indicated taking on-line classes; this percentage has continually increased to 14.5% in 2010, 18.3% in 2013, and 21.3% in 2016. It is important to note that on-line class sections were not sampled in 2007 or 2016, due to the impracticality of a pencil-and-paper survey in an on-line format. Thus, it can be assumed that the students who reported that they attend classes online also enrolled in a face-to-face class on one of the two campuses.

Most students (82.2%) report that they use services at the Santa Rosa campus and about one fifth (17.1%) use services at the Petaluma Campus. Service use at the Santa Rosa campus increased in 2016 after decreasing in 2013, 2010 and 2007 from prior survey years, while service use in Petaluma increased from 2001 to 2004, decreased from 2004 to 2007, and increased again in 2010, held steady in 2013, and decreased in 2016. More than half (52.6%) of students reported that they used online services in 2010, which was a steady increase over 2007 (46.6%), however, in 2013 and 2016 there is a marked decrease (to 41.1%) in the percentage of students reporting that they use services online.

**Table 5: Location of Classes and Services Used**

<b>LOCATION OF CLASSES</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Santa Rosa Campus	87.2	89.0	90.1	87.8	86.9	94.0
Petaluma Campus	17.4	25.9	18.4	28.8	24.8	21.0
Coddingtontown	2.8	n/a	n/a	n/a	n/a	n/a
Two-Rock	1.1	n/a	n/a	n/a	n/a	n/a
Public Safety Training Center (Windsor)	n/a	1.9	1.7	3.8	1.3	1.3
On-line	n/a	n/a	8.2	14.5	18.3	21.3
Shone Farm	n/a	n/a	n/a	3.1	1.4	0.8
Southwest Santa Rosa Center	n/a	n/a	n/a	0.2	0.3	0.2
Other location	6.2	3.0	4.1	2.0	1.0	1.4
<i>Total Responses (duplicated)</i>	<i>2467</i>	<i>3452</i>	<i>3343</i>	<i>4603</i>	<i>3720</i>	<i>2957</i>
<b>LOCATION OF SERVICES USED</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Santa Rosa Campus	83.9	84.2	77.6	76.5	78.1	82.2
Petaluma Campus	15.8	20.6	13.4	20.6	20.1	17.1
Coddingtontown	3.0	n/a	n/a	n/a	n/a	n/a
Two-Rock	0.3	n/a	n/a	n/a	n/a	n/a
Public Safety Training Center (Windsor)	n/a	0.2	0.5	1.2	0.5	0.5
On-line	n/a	n/a	46.6	52.6	41.6	41.1
Shone Farm	n/a	n/a	n/a	1.1	0.2	0.6
Southwest Santa Rosa Center	n/a	n/a	n/a	0.3	0.2	0.4
Other location	2.2	2.5	1.0	1.7	1.7	1.4
<i>Total Responses (duplicated)</i>	<i>2467</i>	<i>3098</i>	<i>3796</i>	<i>4990</i>	<i>3894</i>	<i>3026</i>

Q6 – Where do you attend classes? (Mark all that apply). Q7 – Where do you use college services such as counseling, registration, etc.? (Mark all that apply).

As in previous years, students primarily drive cars to get to classes, although this percentage has decreased noticeably over time (Table 6). About 6% of students reported that they walk, and a similar percentage take the bus; approximately 6% of students responded that they carpool and another 6% indicated they get a ride. Nearly 2% of students indicated that they ride a bicycle, and that figure has remained consistent over the last four survey years. Students who reported walking increased from nearly 4% in the first two survey years to about 6.5% in 2007, 2010 and 2013. The number of students driving cars showed a continuing decline in the first four survey years, but is steady since 2010, although part of the decline starting in 2010 may be due to the “I Get a Ride” option that was added to the 2007 survey. Motorcycles, added as a new category in 2010, continue to be selected by greater than 1% of students. Students who reported “Other” most frequently mentioned skateboards.



**Table 6: Usual Transportation to and from Classes**

<b>USUAL TRANSPORTATION TO AND FROM CLASS(ES)</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Bicycle	1.3	2.5	2.2	2.7	2.7	1.3
Bus	4.1	4.7	4.6	5.7	6.4	4.7
Car	84.5	81.6	73.7	71.1	72.6	73.6
Carpool	4.6	4.8	5.6	5.9	5.4	6.3
College shuttle bus	0.5	1.5	0.4	n/a	n/a	n/a
Walk	4.0	3.7	6.4	6.5	6.8	5.7
I get a ride	n/a	n/a	4.7	5.2	4.6	5.6
Motorcycle	n/a	n/a	n/a	1.2	1.4	0.8
Other	1.0	1.2	2.3	1.6	1.5	2.0
<i>Total</i>	<i>100.0</i>	<i>100.0</i>	<i>99.9</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>
Total Responses	2309	2638	2699	3223	2781	2126

Q9 – What is your usual transportation to and from your class(es)? Mark one.

A new question in 2016 addressed student engagement outside of the classroom. The most popular answers were attending activities and events (e.g. Sports, Theatre) (14.3%), volunteering (11.5%), and Student Clubs (12.0%). Popular Other responses included; work, The Oak Leaf, and being an Athlete, but the most popular write-in response was none.

**Table 7: Student Engagement**

<b>ENGAGEMENT ACTIVITY</b>	<b>%</b>
Student Clubs	12.0
Student Government	0.9
Serving on College Wide Committees	0.8
Student Ambassadors	0.6
PEERS Coalition	0.7
Forensics Team	0.6
Learning Communities	2.6
Attendance at Activities and Events	14.3
Meeting with Faculty outside the classroom	9.3
Student Employment	5.5
Volunteering on or off campus	11.5
Other	8.0
<i>Total responses (duplicated)</i>	<i>1408</i>

Q27: How are you engaged in student life outside of the classroom? Mark all that apply.

## DEMOGRAPHICS

Students were asked a variety of demographic questions (Table 8) to establish whether the sample is representative of the student population and to gather additional information on sub-populations of students. As indicated in the introduction, the student sample surveyed is representative of the entire student population enrolled at the college.

**Table 8: Gender, Age, Ethnicity, Orientation, Gender Identity and Nativity**

<b>GENDER</b>						
	Percent					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Female	61.0	56.8	57.5	53.8	53.8	54.0
Male	39.0	42.1	41.5	45.4	45.2	45.0
Other	n/a	1.1	1.0	0.8	1.0	1.0
<i>Total</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>
Total Responses	2423	2862	2574	3249	2752	2094
<b>AGE</b>						
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
19 or younger	26.2	37.7	36.4	39.3	32.5	40.4
20-24	32.8	32.0	32.3	33.3	36.2	36.9
25-29	11.5	8.2	9.0	9.3	12.0	8.8
30-34	7.0	4.6	4.8	4.7	6.1	4.5
35-39	4.4	4.1	3.7	3.2	3.5	2.3
40-49	11.2	7.7	7.2	5.5	5.3	3.2
50 or older	6.9	5.7	6.6	4.9	4.3	3.8
<i>Total</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.2</i>	<i>99.9</i>	<i>100.0</i>
Total Responses	2409	2857	2685	3262	2759	2095
<b>ETHNICITY</b>						
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
	<i>Predominate racial or ethnic background (choose 1)</i>	<i>Racial or ethnic background (mark all that apply)</i>	<i>Racial or ethnic background (mark all that apply)</i>	<i>Racial or ethnic background (mark all that apply)</i>	<i>Racial or ethnic background (mark all that apply)</i>	<i>Racial or ethnic background (mark all that apply)</i>
American Indian	2.3	4.1	4.9	3.9	4.5	4.4
Asian	5.0	5.8	6.4	6.4	8.4	8.1
Black	2.1	2.4	3.7	3.6	3.8	4.8
Filipino	1.1	2.1	n/a	n/a	n/a	n/a
Hispanic	12.9	17.2	19.0	19.7	30.6	34.6
Pacific Islander	0.8	1.2	2.2	2.2	2.0	3.7
White	69.7	70.1	68.5	60.0	61.1	58.9
International Student*	0.8	n/a	1.1	0.7	1.0	1.3
Other	5.4	5.2	6.0	3.5	4.6	n/a
<i>Total</i>	<i>100.1</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
<i>Total number of responses to Ethnicity (duplicated in 2004, 2007, 2010, 2013, &amp; 2016)</i>	2337	3355	3051	3783	3229	2446

**Table 8: Gender, Age, Ethnicity, Orientation, Gender Identity, and Nativity  
(continued)**

<b>SEXUAL ORIENTATION</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Heterosexual (straight)	n/a	n/a	93.4	93.3	91.0	86.8
Homosexual (gay/lesbian)	n/a	n/a	2.3	1.9	2.7	2.3
Bisexual	n/a	n/a	3.5	3.6	3.9	6.6
Other	n/a	n/a	n/a	n/a	2.0	2.6
<i>Total</i>			<i>100.0</i>	<i>99.9</i>	<i>100.0</i>	<i>100.0</i>
Total Responses			2620	3049	2662	2096
<b>TRANSGENDER</b>						
Transgender	n/a	n/a	0.8	1.1	0.4	0.9
<b>NATIVITY**</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Born in the USA	n/a	n/a	n/a	n/a	82.2	n/a
Not born in the USA	n/a	n/a	n/a	n/a	17.8	n/a
<i>Total</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>100.0</i>	<i>n/a</i>

Q13 – What is your gender identification? Q16 – How old are you? Q17 – What is your racial / ethnic background? (Mark all that apply) Q14 –What is your sexual orientation? Q15 Do you identify as Transgender?

\*Note: In 2001 & 2004, students could identify themselves as International Students. In 2007, their choice was “International Student with a Visa.”

\*\*Note: Nativity was not asked in the 2016 survey due to the federal climate on immigration.

Note: In the 2001 survey, students were asked to indicate their “predominate” racial or ethnic background. Since 2004, they were asked to “Mark all that apply.”

The survey asked students if their primary language is English (Table 9). If not, they were asked to identify their primary language (Table 10). The majority (80.4%) indicate that English is their primary language. This percentage remained remarkably stable at about 84% over the first four survey years (Spring 2001, Fall 2004, 2007 and 2010) but has decreased slightly in 2016.

**Table 9: English Primary Language**

<b>ENGLISH PRIMARY LANGUAGE</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Yes	84.5	84.7	84.2	83.7	80.4	81.0
No	15.5	15.3	15.8	16.3	19.6	19.0
<i>Total</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>
Total Responses	2422	2843	2684	3273	2755	2099

Q19 -- Is English your primary language?

Of the respondents whose primary language was not English, the majority (67.4%) speak Spanish. All other language groups are significantly smaller, with a larger group (17.2%) in the “other” category. Of the number of students who indicated “other,” the most frequent written-in response was: six speaking Nepali; six speaking French; five speaking Arabic; five speaking Hindi; five speaking Thai; and three speaking Farsi. Other student-reported languages were Afrikaans (1), Bulgarian (1), Burmese (1), Cambodian (2), Dhopadhola (1), Hausa (1), Hmong (1), Indonesian (1), Laotian (1), Latin (1), Mayan (1), Persian (1), Portuguese (2), Punjabi (2), Romanian (2), Samoan (2), Shon/a (1), Swahili (2), and Swedish (2). This survey indicates SRJC students speak at least 35 other languages besides English.

**Table 10: Non-English Primary Language**

<b>NON-ENGLISH PRIMARY LANGUAGE</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Spanish	59.1	65.3	58.1	61.5	63.6	67.4
Japanese	3.2	n/a	2.0	1.4	1.0	1.9
Russian	2.7	2.4	3.0	1.9	1.8	0.9
Mandarin/Other Chinese	6.2	5.1	4.8	3.4	2.5	4.0
Tigrinya	2.4	1.7	3.0	2.5	1.5	1.5
Vietnamese	3.8	4.1	3.6	4.8	3.7	2.3
Urdu	0.8	1.7	1.4	0.7	0.8	0.4
Korean	1.6	1.9	1.6	2.5	1.5	0.9
Portuguese	3.0	na	2.4	0.9	0.6	n/a
Tagalog	n/a	n/a	n/a	n/a	n/a	3.4
Other	17.2	18.2	20.2	20.5	22.2	17.2
<i>Total</i>	<i>100.0</i>	<i>100.4</i>	<i>100.1</i>	<i>100.0</i>	<i>99.9</i>	<i>100.0</i>
Total Responses	372	414	501	566	663	470

Q20 -- If English is NOT your primary language, then what is?

Students were asked about the educational attainment of their parents as a demographic indicator of socioeconomic status (Table 11). About 47% indicated that at least one of their parents has earned a college degree, 49% indicated that they had not earned a degree, and 4% were unsure.

**Table 11: Parental Educational Attainment and Origins**

<b>PARENTAL EDUCATION</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
College Degree or higher	n/a	n/a	n/a	n/a	n/a	47.1
No College Degree	n/a	n/a	n/a	n/a	n/a	49.0
I'm not sure	n/a	n/a	n/a	n/a	n/a	3.9

Q21 – Have either of you parents earned a college degree or higher?

<b>MOTHER'S HIGHEST EDUCATION*</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Elementary School	7.3	8.0	7.9	7.7	11.2	n/a
Some High School	6.6	6.7	7.2	8.1	9.0	n/a
High School graduate	21.9	19.3	20.6	19.6	18.5	n/a
Some college	24.3	25.2	26.7	26.9	25.5	n/a
2-Year college degree	11.7	11.8	10.7	10.9	10.8	n/a
4-Year college degree	15.1	17.3	15.8	15.6	15.8	n/a
More than 4-year degree	13.1	11.6	11.2	11.3	9.3	n/a
<i>Total</i>	100.0	99.9	100.1	100.1	100.1	n/a
Total Responses	2298	2765	2668	3241	2734	n/a

<b>FATHER'S HIGHEST EDUCATION*</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Elementary School	7.9	7.6	8.6	9.1	11.7	n/a
Some High School	8.0	6.7	8.9	9.3	10.7	n/a
High School graduate	21.0	19.4	19.7	21.5	21.4	n/a
Some college	19.8	22.0	21.4	20.3	20.2	n/a
2-Year college degree	9.9	8.1	8.3	7.3	7.8	n/a
4-Year college degree	18.0	19.3	18.7	19.3	16.4	n/a
More than 4-year degree	15.4	17.0	14.3	13.2	11.8	n/a
<i>Total</i>	100.0	100.0	99.9	100.0	100.0	n/a
Total Responses	2273	2644	2608	3188	2707	n/a

What is the highest level of education of your mother? What is the highest level of education of your father?

\*(Note: These questions are from prior year surveys only)

Students were first asked where their parents were born in the 2007 survey. In 2013, about two-thirds of students reported their mothers (64.9%) and fathers (64.1%) were born in the USA. In contrast, just over one-third of SRJC students reported a foreign-born mother and/or father. These figures show an increasing trend in students who report that their mothers and fathers were foreign-born since the question was first asked in 2007. This question was not asked in 2016 due to the federal climate on immigration.

<b>MOTHER'S BIRTH LOCATION*</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Born in USA	n/a	n/a	73.6	71.5	64.9	n/a
Not born in USA	n/a	n/a	25.8	28.0	34.5	n/a
Not known	n/a	n/a	0.6	0.5	0.6	n/a
Total	n/a	n/a	100.0	100.0	100.0	n/a
Total Responses	n/a	n/a	2674	3269	2763	n/a

<b>FATHER'S BIRTH LOCATION*</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Born in USA	n/a	n/a	71.5	69.5	64.1	n/a
Not born in USA	n/a	n/a	27.4	29.2	34.7	n/a
Not known	n/a	n/a	1.2	1.3	1.2	n/a
Total	n/a	n/a	100.1	100.0	100.0	n/a
Total Responses	n/a	n/a	2677	3265	2758	n/a

*Was your mother born in the USA? Was your father born in the USA?*

*\*(Note: These questions are from prior year surveys only)*

Students were asked about their financial aid as an additional indicator of socioeconomic status (Table 12). About 46% of respondents indicated they are receiving need-based Financial Aid in 2016. This percentage increased from previous surveys.

Students were also asked about their status as a Veteran.

**Table 12: Financial Aid and Veteran's Status**

<b>FIN/ANCIAL AID RECIPIENT</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Yes	n/a	34.4	34.6	36.1	42.9	45.7
No	n/a	65.6	65.4	63.9	51.9	49.3
I don't know	n/a	n/a	n/a	n/a	5.2	4.9
<i>Total</i>	n/a	100.0	100.0	100.0	100.00	100.0
Total Responses	n/a	2846	2598	3276	2754	2094
<b>VETERAN'S STATUS</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
No	n/a	n/a	n/a	n/a	93.3	95.1
Yes – Active Duty/Reservist	n/a	n/a	n/a	n/a	1.1	0.8
Yes – Veteran/In/active Ready Reservist	n/a	n/a	n/a	n/a	3.6	1.9
Yes – dependent of either a Veteran, Active Duty, or Reservist	n/a	n/a	n/a	n/a	2.0	2.2
<i>Total</i>	n/a	n/a	n/a	n/a	100.0	100.0

Q11 – This semester, are you receiving need based Financial Aid (BOGG, grants, student loans, etc.)?

Q22 – Are you a veteran ore dependent of a Veteran?

Data on basic skills coursework has been collected since the 2004 survey. As an indicator of poor educational preparation and/or an educational disadvantage, students were asked if they were currently taking or had ever taken several different courses (Table 13). About one-fourth (24.6%) of respondents indicated they had taken Math 150A/B or 151 in the past, while one-fourth (24.7%) had taken English 100. A smaller percentage (21.9%) indicated they had taken a College Skills math course.

**Table 13: Basic Skills Coursework**

<b>BASIC SKILLS COURSEWORK</b>			
		<b>Current</b>	<b>Academic Career</b>
	<b>Survey year</b>	<b>Percent</b>	
Any College Skills Math courses	2004	7.5	15.3
	2007	9.0	17.0
	2010	8.4	16.4
	2013	10.3	19.0
	2016	11.1	21.9
Math 150A/B or 151	2004	7.5	22.0
	2007	8.8	23.0
	2010	7.1	21.9
	2013	8.9	22.8
	2016	9.3	24.6
Any College Skills English courses	2004	6.1	11.5
	2007	6.7	12.7
	2010	6.0	11.6
	2013	5.1	11.1
	2016	8.2	13.2
Any ESL courses	2004	5.0	6.5
	2007	4.4	7.1
	2010	4.0	5.5
	2013	7.0	8.7
	2016	2.5	5.3
English 302 or 305	2004	5.5	10.7
	2007	5.1	10.2
	2010	4.5	9.7
	2013	3.8	10.4
	2016	4.4	8.9
English 100	2004	5.9	21.1
	2007	6.2	22.3
	2010	7.8	24.7
	2013	7.9	25.9
	2016	7.3	26.7
Total responses (duplicated)	2004	1081	2509
	2007	1096	2517
	2010	1245	2959
	2013	1200	2722
	2016	903	2127

Q23 – Are you CURRENTLY taking any of the following courses? (Mark all that apply) Q24 – Have you EVER taken any of the following courses? (Mark all that apply)



Students were asked to identify their main educational goal at SRJC (Table 14). More than half (57.5%) of the 2016 students surveyed indicated that Transfer is their main educational goal, which is higher than any prior survey year. The percentage of students reporting a goal of Associates Degree in 2013 is almost 20%, and has increased each year since 2001 when the percentage was only 11.1%. In contrast, the number of students reporting a certificate as their goal has gradually declined, from 13.3% in 2001 to 8.7% in 2013.

There is a decrease in “Not sure/undecided”– from 9.1% in 2001 to 4.6% in 2016. Students citing Personal Interest/Self-Improvement as their major educational goal decreased from 2001 to 2004 (12.6% to 7.6%) then slightly increased in 2007 (8.2%), and increased again from 2013 (3.1%) to 2016 (6.3%). Less than 2% of students currently cite Job Training as their main educational goal, and this has steadily declined since 2001. Only 2% of respondents report improving basic skills or GED preparation as their main educational goal, but this is up from prior years.

**Table 14: Educational Goal**

<b>MAIN EDUCATIONAL GOAL</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Certificate	13.3	15.5	13.4	12.2	11.0	8.7
Transfer	49.0	53.0	49.1	54.8	55.3	57.5
Associate’s degree	11.1	13.5	18.1	18.4	19.5	19.1
Job training	5.0	3.1	3.7	2.6	2.2	1.4
Exploring educational interests and goals	12.6	7.6	8.2	3.9	3.1	6.3
Improve basic skills, prepare for GED	n/a	n/a	1.2	0.5	0.9	2.3
Not sure/undecided	9.1	7.3	6.2	7.6	8.0	4.6
<i>Total</i>	<i>100.1</i>	<i>100.0</i>	<i>99.9</i>	<i>100.0</i>	<i>100.00</i>	<i>100.0</i>
Total Responses	2078	2712	2623	3156	2745	2094

Q 12 – What is your main educational goal at SRJC?

Students were asked about their work status (Table 15). The majority of students (73.9%) are working for pay while over a quarter (26.1%) are not. Over half (54.7%) of all respondents work fifteen hours or more week, and over one-third (39.8%) work part time, between 15 and 34 hours per week. The number of students who work full time decreased over time, from 29.5% of students in 2001, to 14.6% in 2010, increased again to 17.8% in 2013, and decreased in 2016 to 14.9%

**Table 15: Work Status**

<b>WORK STATUS</b>	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
No paid work	23.0	26.6	26.0	34.9	32.0	26.1
Part-time (1-14 hours/week)	13.1	17.3	17.3	19.6	17.4	19.2
Part-time (15-34 hours/week)	34.3	36.3	37.8	30.8	32.8	39.8
Full-time (35 or more hours/week)	29.5	19.8	18.9	14.6	17.8	14.9
<i>Total</i>	99.9	100.0	100.0	99.9	100.0	100.0
Total Responses	2413	2851	2648	3239	2754	2091

Q10 – During this semester, are you working for pay?

Starting in 2016, students were asked about their housing status. The majority of students (78.9%) reported that they live with family, with a distant second choice was living with roommates (14.7%). 1.4% reported some kind of homelessness. The Other responses included; married, living with a significant other/domestic partner, living with a host family, and living with family.

**Table 16: Housing**

<b>HOUSING STATUS</b>	<b>%</b>
Living alone	5.9
Living with family	78.9
Living with roommates	14.7
Homeless, in a shelter or motel	0.1
Homeless, living temporarily with someone else	1.0
Homeless, living in a car or encampment	0.3
<i>Total</i>	100.9
Total Responses	2083

Q18: What is your current housing situation?

## COMMUNICATION

In 2013, Students were asked for the first time what mobile devices they regularly bring with them to SRJC (Table 17). The possible responses included tablet, Smart phone, laptop computer, and other devices which the student specified by writing in an answer(s) in a text box provided on the survey. Students could mark as many responses as applicable. The vast majority of students (92.4%) reported that they bring a Smart Phone, and over a third of those responding

(35.7%) reported that they bring a laptop computer with them. Of those students who wrote in a response to “Other”, most identified types of phones that are not a Smart Phone as a mobile device they generally bring with them to campus, though video game devices and smart watches were also mentioned.

**Table 17: Mobile Devices Students Bring to SRJC**

<b>MOBILE DEVICES REGULARLY BROUGHT TO CAMPUS</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Tablet (i-pad, Kindle, Galaxy)	n/a	n/a	n/a	n/a	12.5	10.3
Smart Phone	n/a	n/a	n/a	n/a	80.0	92.4
Laptop Computer	n/a	n/a	n/a	n/a	26.7	35.7
Other	n/a	n/a	n/a	n/a	7.4	1.8
<i>Total</i>	n/a	n/a	n/a	n/a	100.0	100.0
Total Responses	n/a	n/a	n/a	n/a	3510	2962

*Q25 – Which mobile devices do you regularly bring with you to SRJC? (Mark all that apply)*

Starting in 2010, students were asked about their preferences for receiving information from SRJC through different modes of communication (Table 18). The proposed methods for contacting students included the telephone, text messaging, student portal, e-mail, US mail, SRJC website, Facebook, Twitter, and mobile device app. Each method was rated independently of the others, as being a preferred or not preferred method, or something the student does not use.

The vast majority of students (94.6%) indicated that they prefer to be contacted by email, which is consistent with the 2010 and 2013 survey statistics. Three-fourths (75.0%) prefer being contacted via the student portal – consistent with the previous year of 79.4%. The growing percentage of students who prefer the student portal can possibly be viewed as an indicator of student satisfaction with this service. The percentage of students preferring to be contacted via text messages or mobile device apps increased, while the percentage preferring FaceBook has decreased.

US Mail and the telephone were preferred by about 40% of students (36.0% and 41.9%, respectively). Since the prior survey, in 2016 there has been an increase in the percentage of students who state that being contacted via the telephone is *not* preferred.

Likely because of the increased use of technology, only 1.5% of students report that they don't use email, less than 15% don't use the telephone (4.4%), student portal (5.5%) or college website (12.3%). Only 3.4% of the students reported that they don't use text messaging, which is a

decrease of nearly half from the 2013 survey (6.6%). It is notable that a growing number of students cited a preference for communication via mobile device app in 2016 (29.3%) over their stated preference in 2010 (15.1%), and, communication using Facebook is the method “Not Preferred” by students the most (60.4%).

**Table 18: Preferred Methods of Communication**

<b>PREFERENCES FOR COMMUNICATION FROM SRJC</b>						
		<b>Percent</b>				
	<b>Survey Year</b>	<b>Preferred</b>	<b>Not Preferred</b>	<b>I don't use this</b>	<b>Total</b>	<b>Total number of responses</b>
E-mail	2010	95.0	3.7	1.3	100.0	3115
	2013	95.1	3.7	1.2	100.0	2652
	2016	94.6	3.9	1.5	100.0	2004
Student portal	2010	71.4	21.8	6.7	100.0	2496
	2013	79.4	16.0	4.7	100.0	2268
	2016	75.0	19.4	5.5	100.0	1733
SRJC website	2010	53.1	39.9	6.9	100.0	2391
	2013	50.2	40.7	9.1	100.0	2051
	2016	40.6	47.1	12.3	100.0	1563
US Mail	2010	52.2	39.0	8.8	100.0	2363
	2013	39.8	47.3	13.0	100.0	2025
	2016	36.0	47.7	16.3	100.0	1548
Telephone	2010	46.2	49.5	4.4	100.0	2613
	2013	38.3	56.5	5.1	99.9	2239
	2016	41.9	52.6	5.5	100.0	1739
Text messages	2010	37.7	50.5	11.8	100.0	2444
	2013	53.8	39.6	6.6	100.0	2240
	2016	68.8	27.8	3.4	100.0	1787
Face book	2010	17.1	61.1	21.8	100.0	2321
	2013	10.6	65.3	24.1	100.0	2004
	2016	10.4	60.4	29.3	100.0	1531
cell phone app	2010	15.1	38.9	46.0	100.0	2314
	2013	23.9	39.2	36.9	100.0	2003
	2016	29.3	37.6	33.1	100.0	1547
Twitter	2010	2.7	40.2	57.1	100.0	2295
	2013	2.0	43.0	55.0	100.0	1978
	2016	3.0	45.3	51.6	100.0	1518

Q26 – How would you prefer that SRJC contact you?

In addition to the questions (above) about electronic ways to communicate, students were asked about their initial communication with SRJC prior to enrollment. Specifically, they were asked to identify the information they received that helped them to decide to enroll at SRJC. Nearly one-third of students who responded cited each of the following sources: a family member, a friend, SRJC website, or high school counselor/teacher.

**Table 19: Information Received That Influenced Decision to Enroll**

<b>PRE-ENROLLMENT INFORMATION SOURCE</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
An SRJC information booth at a fair or community event	n/a	n/a	n/a	n/a	5.3	7.1
An event on one or more of the SRJC campuses	n/a	n/a	n/a	n/a	4.7	5.1
A family member	n/a	n/a	n/a	n/a	36.8	38.9
A friend	n/a	n/a	n/a	n/a	30.0	29.6
SRJC website	n/a	n/a	n/a	n/a	36.1	32.2
My high school counselor or teacher	n/a	n/a	n/a	n/a	38.0	43.2
An SRJC representative who came to my school	n/a	n/a	n/a	n/a	14.2	13.5
I don't know	n/a	n/a	n/a	n/a	9.6	4.8
Total number of responses	n/a	n/a	n/a	n/a	2470	3832

Q31 – I received information that helped me decide to enroll at SRJC from the following: (Mark all that apply)

## RETENTION

Students were asked what problems, both internal and external to SRJC, had impacted their ability to stay in college during the past year (Tables 20 and 21). It is important to note that these questions were asked of individuals who had remained in school (at least until mid-semester) which indicates they have probably been able to resolve their challenges to the extent that they have been able to stay in college. We can infer that similar problems affect those students who drop out, but we cannot be certain.

The most frequently cited barrier to staying in college outside of SRJC remains Financial Problems, which was cited by 32.1% of respondents. The next most frequently marked problems are: Job Pressure (29.4%), Cost of Textbooks (25.5%), None of the Above (21.9%), Distractions at Home (21.8%), Overall Time Pressure (20.4%), Personal Problems (19.6%), Family Pressure (19.5%), and Lack of Self-Discipline (19.1%). All of these categories remained consistently amongst the most cited reasons, while “None of the Above” ranked fourth overall.

**Table 20: Barriers to Staying in College (outside of SRJC)**

<b>BARRIERS OUTSIDE OF SRJC (in rank order for 2016 responses)</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Financial problems (not enough \$\$\$)	34.1	40.0	29.7	38.1	37.1	32.1
Job pressures (time schedule conflicts)	36.4	33.0	28.3	28.1	30.9	29.4
Cost of textbooks	n/a	30.3	24.4	30.8	27.9	25.5
None of the above	15.5	13.6	25.5	30.3	28.1	21.9
Distractions/conflicts at home (hard to study)	28.3	27.7	20.7	20.4	20.6	21.8
Overall time pressure	29.0	28.2	22.1	18.3	18.5	20.4
Personal problems	17.1	19.1	17.0	17.9	17.5	19.6
Family pressure or responsibilities	24.4	24.3	18.1	18.8	18.4	19.5
Lack of self-discipline to study or go to classes	18.9	19.5	16.7	15.5	16.2	19.1
Lack of clear educational/career goals	n/a	n/a	n/a	12.6	12.9	15.5
Lack of motivation & interest in attending	14.2	14.7	14.3	11.0	11.8	14.5
Mental health	n/a	5.8	7.0	7.5	8.6	13.8
Housing problems	11.8	9.4	9.3	8.7	9.6	9.8
Physical health	9.2	9.6	9.9	8.2	7.5	9.0
Transportation problems	10.3	9.8	8.2	9.4	9.3	8.1
In/adequate computer/internet access	n/a	7.6	5.2	5.6	6.0	4.9
Childcare problems	7.9	5.2	3.8	4.2	5.4	3.1
Lack of computer skills/computer literacy	n/a	3.1	3.2	1.7	2.1	n/a
Language problems: learning English	4.1	3.4	3.4	n/a	n/a	na
Other problems: _____	n/a	3.0	n/a	n/a	n/a	na
Total Responses (duplicated)	2467	8855	7285	8271	7277	6096

Q29 -- Have any of these challenges had an impact on your ability to stay in college in the past year? (Mark all that apply) Challenges outside SRJC:

Problems within SRJC also impacted students' ability to stay in college.

At 37.7%, parking remains high on the list of challenges cited by students, although this statistic has dropped substantially from the high point in 2001 (53.4%) and 2007 (46.8%), most likely because the multi-level parking structure opened for students use after the 2007 survey. Also of note is an increase in the percentage of students who marked "Classes I want are not available in an online format", from 7.8% in 2010, 11.0% in 2013, and 10.7% in 2016. This response option was first added in 2010, and the increase could indicate a growing demand for online class offerings.

**Table 21: Barriers to Staying in College (within SRJC)**

<b>BARRIERS INSIDE OF SRJC (in rank order for 2016 responses)</b>						
	<b>Percent</b>					
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Parking	53.4	46.8	25.3	32.2	29.8	37.7
Classes not available at the time I need to take them	35.3	30.4	34.7	37.4	36.7	34.7
I couldn't get in to the classes I needed (classes full)	n/a	19.1	21.7	30.9	29.1	26.8
Access to Financial Aid Services	n/a	n/a	n/a	20.4	23.9	22.9
None of the above (per each year's survey)	18.2	15.6	32.3	29.8	29.3	22.3
Classes not available at the location (or campus) I want to take them	n/a	16.0	18.4	23.9	22.5	19.9
My learning style doesn't match instructor's teaching style	na	na	na	na	na	17.1
Classes I want are not available in an online format	n/a	n/a	n/a	7.8	11.0	10.7
Class work is too hard	7.3	7.9	11.9	7.7	9.6	10.3
Access to Academic Counseling	n/a	n/a	n/a	8.7	7.0	8.3
Classes I enrolled in were cancelled	n/a	6.3	7.3	8.6	5.1	6.2
Too much to go through to get services or courses	5.6	4.9	6.2	4.3	3.3	4.5
I cannot find the information I need on the SRJC website	n/a	n/a	n/a	3.0	3.1	3.5
Difficulty completing the registration process	n/a	n/a	n/a	n/a	2.2	3.3
SRJC website is too difficult to navigate	n/a	n/a	n/a	2.4	3.1	na
Access to A&R services	n/a	n/a	n/a	1.4	n/a	na
A&R services (in person) not available when I need them	6.3	2.0	2.0	n/a	n/a	n/a

**Table 21: Barriers to Staying in College (within SRJC) (continued)**

	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>
Not enough info about classes/majors/degrees/transferring	12.6	11.4	12.9	n/a	n/a	n/a
Financial Aid services not available when I need them	7.4	10.3	11.7	n/a	n/a	n/a
Staff not available when I need them	9.0	5.2	5.5	n/a	n/a	n/a
Other problems at SRJC: _____	n/a	3.9	n/a	n/a	n/a	n/a
Discrimination based on: _____	1.7	2.1	n/a	n/a	n/a	n/a
Lack of help finding job that fits w/ class schedule	6.2	n/a	n/a	n/a	n/a	n/a
Cashiers not available when needed	2.0	n/a	n/a	n/a	n/a	n/a
Total Responses (duplicated)	4077	5236	5180	6747	5696	4822

Q28 -- Have any of these challenges had an impact on your ability to stay in college during the past year? (Mark all that apply) Challenges at SRJC:

In the previous two questions, students were asked to mark any specific problems that impacted their ability to stay in college during this past year. They were then asked if they had any other problems not listed that had an impact on their ability to stay in college, or if they wanted to elaborate on any of the problems selected from the list. Roughly 14% (299) of students wrote in a comment (excluding those who answered the question with some form of “No”, “None”, or “Not Applicable”). Comments often contained a combination of different issues, were sometimes written out in detail, and other times stated with single words or phrases strung together.

The written comments most often mentioned concerns about getting access to financial aid or scholarships (30), followed by work/job conflicts (25) and having enough money to pay for school or school costing too much (12). Although it is an item that could be selected from the list, parking problems were noted by a large number of students (30), usually with exclamatory phrasing indicating a degree of frustration.

Two common problem areas also described or mentioned often included issues with teachers at SRJC (11), and family or relationship problems outside of school (5). In addition, students repeatedly identified and/or described (between 10 and 20 occurrences each) wanting classes that were unavailable, being full, or cancelled (19); problems completing the coursework or inadequate skills for succeeding in college (17); the high cost of text books (10); the timing of receiving financial aid later than they needed it (13); physical health issues (10); and problems with the location or times of classes, including specific requests for more evening and more online class offerings and classes in Petaluma (10).

Finally, students occasionally discussed problems they have encountered in the following areas (between two and ten responses in each area): financial aid services (10), issues with counseling services (8), issues with registration priority (3), time management (5), lack of motivation or



educational goals (4), need for more tutoring services (4), child care (3), housing (3), technology (computers on campus and the website) (3), problems with the registration process (2), impacted programs (2), library resources (4).

Several challenges were also mentioned just once or twice by students, but are worth noting. These include problems concerning: mental health issues, and legal or immigration status. It is important to note that not all comments were negative; there were several expressions of gratitude for the positive impact SRJC has had on student's lives.

## CAMPUS CLIMATE

To get an indication of the campus climate, students were asked by whom they are generally treated with respect on campus (Table 22). In addition, students were asked about their experience with certain diversity issues. The vast majority of students agree that they are generally treated with respect at SRJC.

**Table 22: Respect**

<b>PERCENT OF STUDENTS GENERALLY TREATED WITH RESPECT BY:</b>						
	<i>Survey Year</i>	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Number stating n/a	Total	n
Instructors	2001	96.8	3.3	n/a	100.1	2302
	2004	98.1	1.9	1	100.0	731
	2007	97.1	2.9	12	100.0	2523
	2010	98.0	2.0	34	100.0	3234
	2013	98.0	1.6	9	99.9	2724
	2016	98.3	1.4	7	100.0	2059
Students	2001	97.5	2.5	n/a	100.0	2278
	2004	98.6	1.4	1	100.0	722
	2007	95.3	4.7	31	100.0	2469
	2010	96.9	3.1	54	100.1	3210
	2013	95.9	3.0	30	100.0	2723
	2016	97.4	2.2	8	100.0	2052
Office Staff	2001	91.7	8.3	n/a	100.0	2194
	2004	95.8	4.2	17	100.0	702
	2007	89.9	10.1	147	100.0	2323
	2010	94.5	5.5	170	99.9	3172
	2013	90.0	4.3	153	100.0	2695
	2016	92.5	2.9	94	100.0	2033
Administrators	2001	94.4	5.6	n/a	100.0	1928
	2004	96.1	3.9	77	100.0	613
	2007	91.9	8.1	326	100.0	2101
	2010	95.9	4.1	409	100.0	3124
	2013	85.2	2.7	323	100.0	2676
	2016	86.7	2.0	225	100.0	2013

**Table 22: Respect (continued)**

<b>PERCENT OF STUDENTS GENERALLY TREATED WITH RESPECT BY:</b>						
	<i>Survey Year</i>	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Number stating n/a	Total	n
Counselors	2001	n/a	n/a	n/a	n/a	n/a
	2004	94.5	5.5	29	100.0	671
	2007	92.3	7.7	179	100.0	2269
	2010	93.8	6.2	261	100.0	3154
	2013	88.1	4.5	198	99.9	2698
	2016	92.7	2.8	91	100.0	2029
District Police Personnel	2001	n/a	n/a	n/a	n/a	n/a
	2004	n/a	n/a	n/a	n/a	n/a
	2007	n/a	n/a	n/a	n/a	n/a
	2010	89.3	10.6	854	99.9	3105
	2013	69.7	5.9	649	100.1	2650
	2016	71.8	4.3	477	100.0	1999
Librarians, library staff	2001	n/a	n/a	n/a	n/a	n/a
	2004	n/a	n/a	n/a	n/a	n/a
	2007	n/a	n/a	n/a	n/a	n/a
	2010	96.0	4.0	379	100.0	3145
	2013	86.1	2.7	300	100.0	2687
	2016	88.7	1.8	192	100.0	2022
Other Staff	2001	94.2	5.8	n/a	100.0	1931
	2004	94.5	5.5	88	100.0	579
	2007	94.7	5.3	377	100.0	1965
	2010	97.1	2.9	604	100.0	2960
	2013	80.7	2.2	421	100.0	2455
	2016	81.7	1.7	310	100.0	1859

Q32 – At SRJC, I have generally been treated with respect by:

A new question since the 2007 survey asked students about their engagement with various aspects of SRJC, and their sense of belonging (Table 23). The majority of students (97.5%) indicated that they feel welcome at SRJC, similar to 2013. Most students (75.2%) experience a sense of community at SRJC, and fewer (74.4%) agreed that “SRJC cares about me as an individual” - these figures are generally consistent with the 2013 survey, and represent the majority of students responding to the survey.

The majority of students (74.1%) agreed that their background and personal experiences help them feel supported at SRJC, and the minority of students (22.0%) indicated they feel isolated at times because of their background and personal experiences. The wording of the latter statement was changed from the 2007 survey to the 2010 survey, which made it difficult to compare this statistic in the 2010, however, it has remained consistent since the 2010 survey. The percentage of student who agreed they feel supported at SRJC increased, from 70.1% in 2013 to 74.1% in 2016.

A vast majority (92.8%) of students indicated that their instructors make them feel welcome to discuss things with them outside of class, while fewer students (71.1%) have developed a supportive relationship with at least one SRJC instructor, staff member, or counselor (the wording of this question was changed for the 2010 survey to include “counselor” amongst the choices). The percentage of students who agreed with the former statement has remained relatively consistent over the four survey cycles it was asked.

Most students agree that their understanding of people with backgrounds different from their own has increased through course information and activities (77.2%). This statistic has increased from 2013 (72.5%).

New statements were added to this question in 2010 to investigate some additional aspects of student engagement. The results indicate that the majority of students (80.2%) have a clear educational goal, and a similar number (82.5%) feel supported by their academic counselor, and similarly (80.7%) have developed an educational plan with their academic counselor. The percentage of students who agree they have a clear educational goal remained similar from 2010 to 2013, but those who agreed they feel supported by their academic counselor and those who agreed they have developed an educational plan with their academic counselor increased. Nearly three-fourths (72.5%) of the students surveyed believe they have been as successful as they could be at SRJC.

**Table 23: Diversity and Student Engagement**

<b>LEVEL OF AGREEMENT WITH STATEMENTS:</b>							
	<b>Percent</b>					<b>#</b>	
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>	<b>n/a</b>	
<b>I feel welcome at SRJC</b>							
2007	46.0	51.9	1.7	0.5	100.1	32	
2010	55.1	43.0	1.4	0.4	99.9	22	
2013	54.9	42.5	1.5	0.4	100.0	20	
2016	56.7	40.8	1.5	0.4	100.0	12	
<b>I experience a sense of community at SRJC</b>							
2007	19.2	57.8	19.8	3.2	100.0	139	
2010	25.5	49.5	21.3	3.6	99.9	139	
2013	26.5	46.8	18.8	2.8	100.0	136	
2016	27.8	47.4	16.5	3.2	100.0	102	
<b>I have developed a supportive relationship with at least one SRJC instructor, counselor, or staff member</b>							
2007	29.7	46.2	19.4	4.8	100.1	149	
2010	35.3	37.8	22.7	4.3	100.1	225	
2013	34.9	33.2	20.0	2.9	100.1	244	
2016	39.0	32.0	18.5	3.0	100.0	153	

**Table 23: Diversity and Student Engagement (continued)**

<b>LEVEL OF AGREEMENT WITH STATEMENTS:</b>						
	<b>Percent</b>					<b>#</b>
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>	<b>n/a</b>
<b>SRJC cares about me as an individual</b>						
2007	15.7	55.9	23.4	5.0	100.0	221
2010	17.7	55.1	22.6	4.6	100.0	289
2013	18.4	49.6	18.3	3.3	99.9	275
2016	22.7	51.7	13.6	3.3	100.0	177
<b>My instructors make me feel welcome to discuss things with them outside of class</b>						
2007	31.3	57.4	9.6	1.7	100.0	111
2010	41.2	49.9	7.9	0.9	99.9	53
2013	44.4	46.3	6.0	0.8	99.9	66
2016	48.6	44.2	5.5	0.6	100.0	21
<b>Because of my background and personal experiences, I feel isolated at SRJC*</b>						
2007	5.8	13.4	39.4	41.4	100.0	413
2010	6.8	13.8	48.4	30.9	99.9	354
2013	6.4	14.5	39.2	26.2	99.9	366
2016	8.6	13.4	42.6	24.5	100.0	223
<b>Through course information and activities, my understanding of people with backgrounds different from mine has increased</b>						
2007	21.8	56.9	18.4	2.9	100.0	363
2010	26.0	55.4	15.6	3.0	100.0	383
2013	26.2	46.3	12.4	2.0	100.0	348
2016	33.3	43.9	9.9	1.5	100.0	229
<b>I have a clear educational goal</b>						
2010	43.0	40.6	13.8	2.5	99.9	57
2013	44.9	38.8	12.8	2.1	100.0	38
2016	41.4	38.8	15.9	2.0	100.0	38
<b>I feel supported by academic counselors at SRJC</b>						
2010	33.7	45.1	16.3	4.9	100.0	468
2013	34.2	38.2	11.6	3.2	100.0	345
2016	40.7	41.8	9.0	2.0	100.0	134
<b>I have developed an educational plan with an academic counselor at SRJC</b>						
2010	31.1	42.0	21.0	5.9	100.0	397
2013	32.1	37.8	14.1	3.5	100.0	335
2016	42.0	38.7	10.1	2.5	100.0	136
<b>Because of my background and personal experiences, I feel supported at SRJC</b>						
2010	22.2	57.5	17.7	2.6	100.0	494
2013	21.4	48.7	13.3	1.9	100.1	396
2016	26.5	47.6	12.2	1.5	100.0	248
<b>I feel I have been as successful as I could be at SRJC</b>						
2010	27.0	48.1	21.1	3.7	99.9	109
2013	27.4	46.3	19.0	3.7	100.0	96
2016	27.7	44.8	20.4	3.9	100.0	62
<b>I am aware of the "Student Success Steps" (orientation, assessment, ed planning)</b>						
2016	29.6	41.6	21.8	6.9	100.0	127

Q33 -- Please indicate your level of agreement with the following statements:

\*STATEMENT REVISED SINCE 2007 SURVEY, FROM: At times, because of my background (ethnicity, gender, sexual orientation, age, or religion), I feel isolated at SRJC

## INSTITUTIONAL LEARNING OUTCOMES

Beginning with the 2007 survey, students were asked to self-assess gains in learned knowledge, skills, and abilities as defined in the district-wide institutional learning outcomes. In all categories, over 50% of students who responded reported that their SRJC education contributed “a lot” or “some” knowledge, skills, and abilities.

**Table 24: Progress in Achieving Institutional Learning Outcomes**

<b>AMOUNT OF PROGRESS SO FAR AT SRJC</b>							
	<b>Percent</b>					<b>#</b>	
	A lot	Some	A little	None	Total	Don't know/ Can't answer	
<b>Writing Skills</b>							
2007	34.8	43.6	13.3	8.4	100.1	113	
2010	31.2	41.5	15.0	9.3	100.0	145	
2013	37.6	38.0	13.4	7.6	100.0	92	
2016	36.8	39.1	13.4	7.7	100.0	61	
<b>Reading Comprehension Skills</b>							
2007	24.4	42.1	20.7	12.8	100.0	129	
2010	25.6	41.2	18.8	14.3	99.9	163	
2013	28.4	39.6	17.5	10.4	99.9	107	
2016	30.1	38.7	16.6	11.4	100.0	67	
<b>Performing Mathematical operations</b>							
2007	31.8	32.9	16.5	18.7	99.9	289	
2010	34.7	31.2	14.6	19.5	100.0	383	
2013	33.9	27.9	13.0	14.3	100.1	291	
2016	33.4	29.5	14.7	14.3	100.0	163	
<b>Using technology</b>							
2007	19.7	32.4	23.9	23.9	99.9	185	
2010	19.6	33.5	23.8	23.1	100.0	266	
2013	20.4	31.8	21.7	19.7	100.0	171	
2016	21.3	30.6	22.3	20.8	100.0	99	
<b>Developing self-awareness and confidence</b>							
2007	23.6	37.2	23.0	16.2	100.0	129	
2010	24.5	36.3	21.7	17.5	100.0	160	
2013	26.0	34.3	20.7	13.8	100.1	141	
2016	29.0	35.1	19.8	13.1	100.0	62	
<b>Maintaining or improving personal health</b>							
2007	17.9	29.4	20.8	31.9	100.0	218	
2010	19.1	29.3	20.2	31.4	100.0	255	
2013	18.9	25.9	20.1	25.3	99.9	257	
2016	23.9	28.0	20.7	22.6	100.0	96	
<b>Appreciating the value of lifelong learning</b>							
2007	36.4	33.7	19.2	10.7	100.0	110	
2010	35.7	34.0	18.3	12.0	100.0	153	
2013	37.7	31.7	16.8	9.5	100.0	113	
2016	40.7	31.4	16.9	8.6	100.0	50	

**Table 24: Progress in Achieving Institutional Learning Outcomes (continued)**

<b>AMOUNT OF PROGRESS SO FAR AT SRJC</b>						
	<b>Percent</b>					<b>#</b>
	<b>A lot</b>	<b>Some</b>	<b>A little</b>	<b>None</b>	<b>Total</b>	<b>Don't know/ Can't answer</b>
<b>Listening actively and respectfully</b>						
2007	31.3	38.7	18.6	11.5	100.1	92
2010	35.7	36.2	17.2	11.0	100.1	128
2013	38.4	33.9	16.4	8.2	100.0	83
2016	42.4	35.0	13.0	7.9	100.0	34
<b>Speaking coherently and effectively</b>						
2007	27.2	38.6	20.7	13.5	100.0	97
2010	31.9	37.1	19.0	12.0	100.0	161
2013	34.6	36.9	16.1	8.6	100.0	101
2016	36.2	36.2	16.2	8.7	100.0	55
<b>Locating, analyzing, evaluating, and synthesizing relevant information</b>						
2007	27.3	42.4	21.2	9.1	100.0	124
2010	32.9	40.6	18.2	8.3	100.0	205
2013	34.7	39.1	15.9	5.9	100.0	118
2016	37.3	37.1	17.0	5.9	100.0	55
<b>Drawing reasonable conclusions in order to make decisions and solve problems</b>						
2007	27.0	42.5	20.4	10.1	100.0	121
2010	29.6	41.6	18.3	10.5	100.0	211
2013	32.8	40.9	14.6	7.1	100.0	122
2016	34.2	39.8	16.4	6.7	100.0	58
<b>Responding creatively to ideas and information</b>						
2007	25.7	42.4	22.4	9.5	100.0	105
2010	27.1	43.6	19.1	10.1	99.9	217
2013	30.6	40.1	17.5	6.8	99.9	131
2016	34.8	39.3	16.4	6.8	100.0	54
<b>Understanding and demonstrating social and civic responsibility</b>						
2007	19.7	37.0	25.6	17.7	100.0	170
2010	23.2	37.0	22.5	17.2	99.9	315
2013	25.1	35.0	19.6	12.4	100.0	209
2016	28.1	35.2	19.7	12.2	100.0	97
<b>Understanding and demonstrating personal responsibility</b>						
2007	28.2	37.7	21.1	12.9	99.9	127
2010	29.7	37.9	18.4	14.0	100.0	260
2013	32.1	36.8	16.3	9.8	100.0	13396
2016	35.5	35.9	17.1	8.5	100.0	61
<b>Understanding and demonstrating environmental responsibility</b>						
2007	23.2	32.4	24.3	20.1	100.0	158
2010	23.1	33.2	22.2	21.4	99.9	364
2013	24.9	32.8	18.6	15.3	100.0	224
2016	29.7	33.1	18.8	14.5	100.0	80
<b>Becoming a more productive local and global citizen</b>						
2007	22.0	32.1	23.5	22.4	100.0	185
2010	23.5	33.3	22.7	20.5	100.0	277
2013	25.2	31.1	21.3	15.8	100.0	177
2016	26.3	32.8	21.5	14.8	100.0	94

**Table 24: Progress in Achieving Institutional Learning Outcomes (continued)**

<b>AMOUNT OF PROGRESS SO FAR AT SRJC</b>						
	<b>Percent</b>					<b>#</b>
	A lot	Some	A little	None	Total	Don't know/ Can't answer
<b>Recognizing and acknowledging individual and cultural diversity</b>						
2007	27.4	35.3	21.1	16.2	100.0	155
2010	31.2	35.7	19.1	13.9	99.9	204
2013	32.1	33.5	17.9	11.1	100.0	143
2016	37.4	33.5	16.1	9.9	100.0	63
<b>Practicing respectful interpersonal and intercultural communication</b>						
2007	24.7	35.9	22.1	17.3	100.0	137
2010	29.3	35.2	21.0	14.5	100.0	222
2013	30.6	34.7	17.9	11.0	100.1	156
2016	35.7	33.5	15.8	10.9	100.0	83
<b>Recognizing and understanding the ideas and values expressed in the world's cultural traditions</b>						
2007	24.1	35.5	23.2	17.2	100.0	154
2010	28.2	35.4	19.9	16.5	100.0	223
2013	30.5	34.5	17.4	11.4	100.0	166
2016	33.8	33.8	17.6	10.7	100.0	83
<b>Managing resources (such as time and money) in order to advance my personal and career goals</b>						
2007	24.6	34.4	23.6	17.5	100.1	141
2010	26.9	33.4	22.1	17.6	100.0	189
2013	27.8	33.9	18.5	14.2	100.0	149
2016	30.3	32.3	19.3	14.3	100.0	77

Q34 -- To what extent do you think your SRJC education so far has contributed to your knowledge, skills, and abilities in the following areas: