



**SANTA ROSA  
JUNIOR COLLEGE**

# **STUDENT SURVEY**

Fall 2019

*Report includes comparative results from  
surveys administered in Fall 2004, 2007, 2010,  
2013, and 2016*

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**Santa Rosa Junior College  
Student Survey  
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# INTRODUCTION

## Background

In Fall 2019, 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, including 41 questions. In total, 1,950 valid surveys were returned. This survey was conducted as a follow up to similar surveys conducted in Spring 2001, Fall 2004, Fall 2007, Fall 2010, Fall 2013, and Fall 2016, with the intention of collecting longitudinal data to note trends.

The purpose of the survey is to secure 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, 2013, and again in 2019. The questions were designed to gather information about student needs and perceptions, retention issues, and self-assessed gains on institutional student learning outcomes.

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 future surveys were limited to specific campuses and centers. In addition, guidance classes were oversampled in the Spring 2001 survey. For these reasons, the Spring 2001 data was retired for this report.

## 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 November 2019, paper surveys were provided to the faculty teaching the randomly selected sections at the Santa Rosa campus, Petaluma campus, and the Public Safety Training Center; both day and evening classes were included. No course sections at the Shone Farm were drawn from the random selection. Classes at the Southwest Center are generally non-credit and participated in a separate survey designed for their predominant English-learner students.

## Limitations

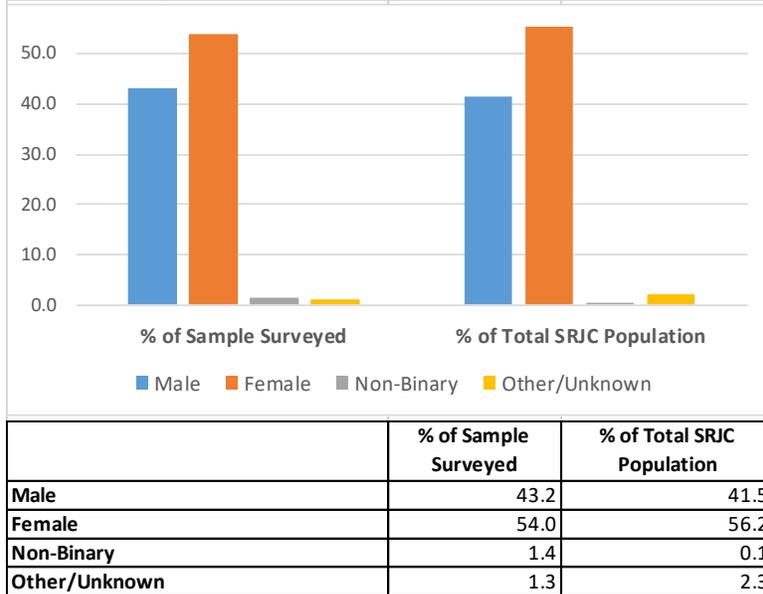
Because this survey was not administered to students enrolled at all campuses and centers, the results cannot be generalized to other samples (such as the substantial off-campus noncredit programs – other surveys address this limitation).

Due to significant school closures during the months of October and November due to fires and power outages, the survey was distributed to the randomly selected classes four weeks later than in years past. Also, due to those challenges and missed classes, faculty was not as willing to take class time to administer the survey as they have been in the past.

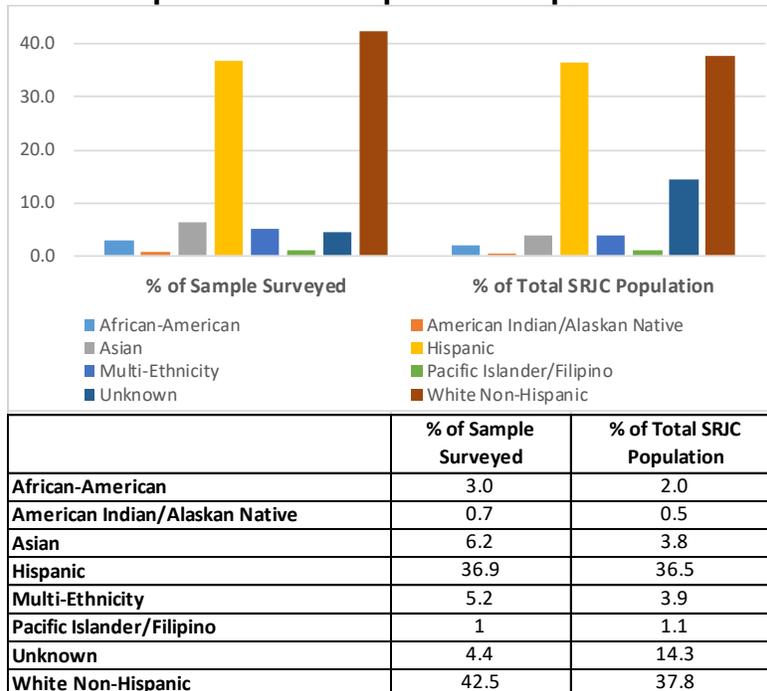
Sample

The sample is fairly representative of the student population at SRJC. As of the 11th week of classes there were 19,430 credit students enrolled at SRJC district-wide. The survey was administered approximately the 12th week of classes, and yielded 1,950 (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 following key demographic measures, with population data coming from the Chancellor’s Office Data Mart.

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



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



## STUDENT STATUS

To measure engagement in their education at SRJC, students were asked questions regarding their enrollment status (Table 3), number of terms attended (Table 4), total units/degrees earned (Table 5), educational goal (Table 6), unit load (Table 7), reasons for attending part time (Table 8), and course completion habits (Table 9).

Students reported their enrollment status in Fall 2019 as continuing (49.3%), returning (22.2%), new (20.8%), or new transfer (3.5%). Included for the first time in 2019 was the high school dual-enrollment status (4.2%) (Table 3). The most marked change between Fall 2016 and Fall 2019 was the increase in returning students from 9.6% to 22.2%, to be more aligned with pre-2016 enrollment numbers. There was also a significant decrease in continuing students from 64.2% to 49.3%, again aligning with the data from prior years. The 2016 report noted there was a typo in the 2016 survey instrument, which is likely why there were noticeable changes in this data from the 2016 survey.

Of students who took courses before Fall 2019, approximately 53% have attended one to four terms (Table 4). Progressively lower percentages are noticed as the number of terms attended increases. In the current survey year, there are slightly fewer students reporting they have been enrolled for 5-6 terms; and there are higher percentages of students reporting they have been enrolled for 7-8, 9-12, and 13+ semesters.

In 2019 there was an increase in the number of students who reported having earned a degree (Table 5). The number of students reporting to have an AA/AS degree increased from 5.1% to 9.5%, BA/BS degree increased 4.4 to 5.1%, and MA/MS or higher increased slightly as well. There were also increases in the number of students who reported earning 30-59 Units and 60+ Units. There was a decrease in the number of students reporting having earned 1-15 Units, from 35.6% to 20.9%, but this brought the data more in line with previous years of the survey.

**Table 3: Enrollment Status**

ENROLLMENT STATUS						
	Percent					
	Fall 2004	Fall 2007	Fall 2010	Fall 2013	Fall 2016	Fall 2019
New	24.4	21.3	20.5	20.0	22.0	20.8
Continuing	57.7	52.0	46.1	49.7	64.2	49.3
Returning	12.9	21.8	28.3	25.5	9.6	22.2
New transfer	5.1	4.9	5.1	4.7	4.2	3.5
High school dual enrollment	n/a	n/a	n/a	n/a	n/a	4.2
Total Percent	100.1	100	100	100	100	100
<b>Total Responses</b>	<b>2829</b>	<b>2669</b>	<b>3268</b>	<b>2744</b>	<b>2112</b>	<b>1925</b>

*Q1 – What is your student status this semester?*

**Table 4: Terms Attended**

NUMBER OF TERMS ATTENDED PRIOR TO TERM OF SURVEY						
	Percent					
	Fall 2004	Fall 2007	Fall 2010	Fall 2013	Fall 2016	Fall 2019
1-2 Terms	32.6	28.4	28.3	26.9	27.3	25.4
3-4 Terms	28.4	27.5	31.5	27.6	28.0	27.5
5-6 Terms	16.2	16.5	16.9	19.5	19.1	17.2
7-8 Terms	7.7	9.4	8.5	10.6	10.7	11.0
9-12 Terms	7.0	8.1	7.3	8.1	7.0	9.6
13+ Terms	8.2	10	7.4	7.2	7.9	9.2
Total Percent	100.1	99.9	99.9	100	100	100
<b>Total Responses</b>	<b>2194</b>	<b>2201</b>	<b>2715</b>	<b>2258</b>	<b>1664</b>	<b>1560</b>

*Q2 – How many terms have you attended college before now (Fall 2019)? Please include all terms, semesters, or quarters at all colleges ever attended.*

**Table 5: Units/Degrees Earned**

TOTAL UNITS/DEGREES EARNED PRIOR TO TERM OF SURVEY						
	Percent					
	Fall 2004	Fall 2007	Fall 2010	Fall 2013	Fall 2016	Fall 2019
1-15 Units	23.4	22.2	23.5	20.9	35.6	20.9
16-29 Units	22.5	18	24	22	17.9	17.3
30-59 Units	28.8	27.7	28.3	31	23.9	27.2
60+ Units	13.1	16.4	12	15	12	18.8
AA/AS Degree	5.6	7.8	5.4	6.7	5.1	9.5
BA/BS Degree	4.8	5.9	4.7	3.6	4.4	5.0
MA/MS or higher Degree	1.9	2	2.1	0.9	1.1	1.3
Total Percent	100.1	100	100	100	100	100
<b>Total Responses</b>	<b>2089</b>	<b>2197</b>	<b>2684</b>	<b>2235</b>	<b>1483</b>	<b>1672</b>

*Q3 – How many units/degrees have you earned in college (SRJC or other) before Fall 2019? (Select all that apply)*

Students were asked to identify their main educational goal at SRJC (Table 6). More than half (62.1%) of the 2019 students surveyed indicated that Transfer is their main educational goal. For the first time in the history of this survey (since 2001), the percentage of students reporting a goal of Associates Degree in 2019 declined slightly (18.7% down from 19.1%). In contrast, the number of students reporting a certificate as their goal increased from its low of 8.7% in 2016 back to 14%, which is consistent with pre-2016 of survey statistics.

For the first time in 2019, respondents had the option of selecting high school credit only (4.1%). In addition, the historical option ‘Improve basic skills, prepare for GED’ was divided into two separate options in the 2019 survey. Furthermore, this question regarding main educational goal, has required respondents to only select one option in past years. In 2019, during the initial scan of surveys, it was found that 8% of participants selected more than one option. Wanting to retain that data for analysis, the structure of this question was altered to allow for multiple responses.

**Table 6: Educational Goal**

MAIN EDUCATIONAL GOAL	Percent					
	Fall 2004	Fall 2007	Fall 2010	Fall 2013	Fall 2016	Fall 2019*
Certificate	15.5	13.4	12.2	11	8.7	14.0
Transfer	53	49.1	54.8	55.3	57.5	62.1
Associate's degree	13.5	18.1	18.4	19.5	19.1	18.7
Job training	3.1	3.7	2.6	2.2	1.4	2.9
Exploring educational interests and goals	7.6	8.2	3.9	3.1	6.3	6.3
Improve basic skills, prepare for GED	n/a	1.2	0.5	0.9	2.3	n/a
Improve basic skills	n/a	n/a	n/a	n/a	n/a	1.3
Prepare for GED/HS Equivalency	n/a	n/a	n/a	n/a	n/a	0.6
Not sure/undecided	7.3	6.2	7.6	8	4.6	4.6
High School Credit Only	n/a	n/a	n/a	n/a	n/a	2.1
Total	100	99.9	100	100	100	112.5
Total Responses	2712	2623	3156	2745	2094	2194

*Q14 – What is your main educational goal at SRJC? (Select one)*

*\* There was a significant number of surveys with multiple responses to this question in 2019, so the question was changed to 'select all that apply'.*

In 2019, the definition of 'Full Time' was expanded to distinguish the students taking 12-14.5 units and those taking 15+ units (Table 7). Likewise, the lowest option was changed from 1-5 units to 1-5.5 units to better reflect unit loads students are taking. Like in 2016, a majority of students were enrolled full time. The combined total from the two full-time categories (42.5% taking 12-14.5 units, and 13.9% taking 15 or more units) is 56.4%, which is consistent with the full-time data from previous years. There was an increase in the number of students reporting taking 1-5.5 units (up from 13.5% to 16.1%), and 6-11.5 units remained consistent at 27.5%.

As a result of decreasing enrollments at SRJC, many departments are looking at the number of students attending part-time, why they are attending part-time, and what could get them to increase their enrollment to full-time. According to Table 7, 43.6% of students are attending part-time. The top three reasons they are attending part time are Job (34.9%), School workload (16.6%), and Financial (13.9%) (Table 8). A follow-up text box asked these students to please explain what could get them to attend full time. Of the 315 written explanations, 132 were explanations as to why they were not attending full time (high school dual-enrollment, job, only taking for personal interest, family, waiting to transfer, too large a workload, health, schedule conflicts, the program they're in does not require full time, and academic probation were the most-mentioned comments). Of the remaining 187 comments, 105 were requesting more financial assistance (scholarships, money, free education, financial support). Other comments were requesting: more classes/more STEM classes (18 responses); easier classes (17 responses); more evening or weekend classes (10 responses); more online classes (5 responses); help with childcare (4 responses); and help attaining a higher priority registration (4 responses).

Course completion was included in the survey for the first time in 2019, primarily to be used as a factor in cross-tabulating the data (Table 9). Of the 1,378 responses to this question, 86% reported to usually or always complete their classes. This may be a result of administering the survey near the end of the semester, which allowed time for most students who would have dropped or withdrawn to already have done so.

**Table 7: Unit Load**

UNIT LOAD						
	Percent					
	Fall 2004	Fall 2007	Fall 2010	Fall 2013	Fall 2016	Fall 2019
Part time (1 - 5.5 units)*	15.9	17.8	13.3	16.0	13.5	16.1
Part time (6 - 11.5 units)	24.2	26.8	28.9	29.8	29.1	27.5
Full time 12+ units	59.9	55.4	57.8	54.2	57.5	n/a
Full time (12 - 14.5 units)	n/a	n/a	n/a	n/a	n/a	42.5
Full time (15 or more units)	n/a	n/a	n/a	n/a	n/a	13.9
Total Percent	100	100	100	100	100	100
<b>Total Responses</b>	<b>2860</b>	<b>2197</b>	<b>3268</b>	<b>2768</b>	<b>2087</b>	<b>1931</b>

*Q5 – This semester, are you a part-time or full-time student?(Select one)*

*\* In 2019 the Part time (1-5 units) value was changed to Part time (1-5.5 units).*

**Table 8: Part-Time Reasons**

REASONS FOR ATTENDING PART-TIME	
	Percent
	Fall 2019
Job	34.9
School Workload	16.6
Financial	13.9
Other	11.5
Overall time pressure	10.0
Classes not available or not able to get in	8.6
Family pressure	4.4
Total Percent	100
<b>Total Responses (duplicated)</b>	<b>1378</b>

*Q6 – If you are attending part-time, what is keeping you from attending full-time?(Mark All That Apply)*

**Table 9: Completion**

SUCCESSFUL COMPLETION	
	Percent
	Fall 2019
Always	46.2
Usually	39.8
Sometimes	10.0
Rarely	2.7
Never	1.3
Total Percent	100
<b>Total Responses</b>	<b>1378</b>

*Q4 – How often do you complete the courses you begin with a letter grade of ‘C’ or higher?*

## DEMOGRAPHICS

Students were asked a variety of demographic questions to establish whether the survey 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. Demographics in the 2019 survey include: Gender (Table 10), Age (Table 11), Ethnicity (Table 12), Sexual Orientation (Table 13), Identification as Transgender (Table 14), Primary Language (Tables 15 & 16), ESL Coursework (Table 17), Parental Education Attainment (Table 18), Veteran Status (Table 19), Foster Youth Status (Table 20), Need-Based Financial Aid Status (Table 21), Work Status (Table 22), and Housing Status (Table 23).

In 2016 and 2019, Nativity, Mother’s Birth Location, and Father’s Birth Location were removed from the survey. The birth location figures showed an increasing trend in students who reported that their mothers and fathers were foreign-born since the question was first asked in 2007. This question was not asked in 2016 and 2019 due to the federal climate on immigration. The historical data was removed from the report in 2019.

In addition, the Basic Skills Coursework was also removed in 2019 as a reflection of the new focus of California Community Colleges to have all first-year students complete transfer-level Math and English in their first year. The only remaining data from that question in 2019 is in Table 17 regarding ESL classes.

Gender (Table 10) has remained fairly consistent throughout the history of the survey. In 2019, ‘Non-Binary’ was added as an option. ‘Gender-fluid’ was also the most mentioned status in the comments field, so it was added in the report. Age (Table 11) has also remained mostly consistent, with slight increases in the 25-29, 30-34, and 35-39 categories. In Ethnicity (Table 12) there was a 2.3% increase in the Hispanic/Latinx population, and a decrease of 6.4% in the white population. In 2019, the categories Pacific Islander and Filipino were combined to be one selection.

**Table 10: Gender**

<b>GENDER</b>						
	<b>Percent</b>					
	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>	<b>Fall 2019</b>
Female	56.8	57.5	53.8	53.8	54.0	54.0
Male	42.1	41.5	45.4	45.2	45.0	43.2
Non-binary	n/a	n/a	n/a	n/a	n/a	1.4
Gender-fluid	n/a	n/a	n/a	n/a	n/a	0.2
Other	1.1	1	0.8	1	1	1.1
Total	100	100	100	100	100	100.0
<b>Total Responses</b>	<b>2862</b>	<b>2574</b>	<b>3249</b>	<b>2752</b>	<b>2094</b>	<b>1944</b>

*Q20 – What is your gender identification?*

**Table 11: Age**

AGE						
	Percent					
	Fall 2004	Fall 2007	Fall 2010	Fall 2013	Fall 2016	Fall 2019
19 or younger	37.7	36.4	39.3	32.5	40.4	39.4
20-24	32	32.3	33.3	36.2	36.9	34.4
25-29	8.2	9.0	9.3	12.0	8.8	11.0
30-34	4.6	4.8	4.7	6.1	4.5	5.1
35-39	4.1	3.7	3.2	3.5	2.3	3.7
40-49	7.7	7.2	5.5	5.3	3.2	3.3
50 or older	5.7	6.6	4.9	4.3	3.8	3.2
Total	100	100	100.2	99.9	100	100.0
<b>Total Responses</b>	<b>2857</b>	<b>2685</b>	<b>3262</b>	<b>2759</b>	<b>2095</b>	<b>1944</b>

*Q18 – How old are you?*

**Table 12: Ethnicity**

ETHNICITY*						
	Percent					
	Fall 2004	Fall 2007	Fall 2010	Fall 2013	Fall 2016	Fall 2019
Asian	5.8	6.4	6.4	8.4	8.1	9.0
Black/African American	2.4	3.7	3.6	3.8	4.8	5.2
Filipino	2.1	n/a	n/a	n/a	n/a	n/a
Hispanic	17.2	19.0	19.7	30.6	34.6	36.9
Native American	4.1	4.9	3.9	4.5	4.4	3.2
Pacific Islander	1.2	2.2	2.2	2.0	3.7	n/a
Pacific Islander/Filipino	n/a	n/a	n/a	n/a	n/a	2.6
White	70.1	68.5	60.0	61.1	58.9	52.5
International Student	n/a	1.1	0.7	1.0	1.3	1.0
Other	5.2	6.0	3.5	4.6	n/a	3.8
Total (Percent)	108.1	111.8	100.0	116.0	115.8	114.2
<b>Total Responses (duplicated)</b>	<b>3355</b>	<b>3051</b>	<b>3783</b>	<b>3229</b>	<b>2446</b>	<b>2235</b>

*Q19 – What is your racial/ethnic background? (Select all that apply)*

*\* Students were allowed to select multiple ethnicities. Percentages calculated based off the number of surveys.*

The response categories for Sexual Orientation (Table 13) were expanded in 2019 to include Asexual (1.4%). Pansexual was added to the Bisexual option, however multiple students commented that the two are very different from each other. The comments also show that numerous students did not want to answer this question. They wrote, “Why do you want to know,” “I don’t know,” or “decline to state”. There were also a number of multi-answer responses. This was added to the data for reference. Students reporting to be transgender (Table 14) increased slightly to its highest historical level (1.4%)

**Table 13: Sexual Orientation**

<b>SEXUAL ORIENTATION</b>						
	<b>Percent</b>					
	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>	<b>Fall 2019</b>
Heterosexual (straight)	n/a	93.4	93.3	91.0	86.8	84.9
Homosexual (gay/lesbian)	n/a	2.3	1.9	2.7	2.3	2.3
Asexual	n/a	n/a	n/a	n/a	n/a	1.4
Bisexual/Pansexual*	n/a	3.5	3.6	3.9	6.6	9.2
Other	n/a	n/a	n/a	2.0	2.6	1.8
Decline to state	n/a	n/a	n/a	n/a	n/a	0.4
Total		100	99.9	100	100	100
<b>Total Responses</b>		<b>2620</b>	<b>3049</b>	<b>2662</b>	<b>2096</b>	<b>1921</b>

*Q21 – What is your sexual orientation?*

*\* The 2019 survey expanded bisexual to include pansexual.*

**Table 14: Transgender Status**

<b>TRANSGENDER</b>						
	<b>Percent</b>					
	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>	<b>Fall 2019</b>
Transgender	n/a	0.8	1.1	0.4	0.9	1.4

*Q22 – Do you identify as transgender?*

Since Fall 2004, the number of students reporting that English is their primary language has been declining (from 84.7% in 2004 to 79.1% in 2019) (Table 15). Of the respondents whose primary language was not English, the majority (68.8%) speak Spanish. All other language groups are significantly smaller, with a larger group (9.8%) in the “other” category. French was the top written-in language, surpassing many of the top 10 languages of previous survey years. (Table 16)

Aside from French, the other most frequent written-in responses were: Farsi (6); Nepali (6); Portuguese (3); Punjabi (3); Swahili (3); Thai (3); Cambodian (2); German (2); Gujarati (2); Italian (2). There was also one written-in comment for each of the following languages: Arabic, Assyrian, Bengali, Dari, Fijian, Hindi, Indonesian, Kiswahili, Laotian, Persian, Polynesian, Wintun/Patwin. This survey indicates SRJC students speak at least 33 other languages besides English.

As mentioned in the introduction to this Demographics section, the only remaining ‘Basic Skills Coursework’ that was included in the 2019 survey was whether the student had ever taken an ESL class (Table 17). The 8.5% of students reporting having taken an ESL class, is lower than the 20.9% indicating English is not their primary language, which leads to the conclusion that many students are proficient in English as well as their mother tongue.

**Table 15: English Primary Language**

ENGLISH PRIMARY LANGUAGE						
	Percent					
	Fall 2004	Fall 2007	Fall 2010	Fall 2013	Fall 2016	Fall 2019
Yes	84.7	84.2	83.7	80.4	81.0	79.1
No	15.3	15.8	16.3	19.6	19.0	20.9
Total	100	100	100	100	100	100
<b>Total Responses</b>	<b>2843</b>	<b>2684</b>	<b>3273</b>	<b>2755</b>	<b>2099</b>	<b>1936</b>

Q28 -- Is English your primary language?

**Table 16: Non-English Primary Language**

NON-ENGLISH PRIMARY LANGUAGE – TOP 12 LANGUAGES						
	Percent					
	Fall 2004	Fall 2007	Fall 2010	Fall 2013	Fall 2016	Fall 2019
Spanish	65.3	58.1	61.5	63.6	67.4	68.8
Mandarin/Other Chinese	5.1	4.8	3.4	2.5	4.0	3.2
Tagalog	n/a	n/a	n/a	n/a	3.4	3.0
Japanese	n/a	2.0	1.4	1.0	1.9	2.3
Vietnamese	4.1	3.6	4.8	3.7	2.3	2.1
French	n/a	n/a	n/a	n/a	n/a	2.1
Korean	1.9	1.6	2.5	1.5	0.9	1.8
Tigrinya	1.7	3.0	2.5	1.5	1.5	1.8
Russian	2.4	3.0	1.9	1.8	0.9	1.4
Farsi	n/a	n/a	n/a	n/a	n/a	1.4
Nepali	n/a	n/a	n/a	n/a	n/a	1.4
Urdu	1.7	1.4	0.7	0.8	0.4	0.9
Other	18.2	20.2	20.5	22.2	17.2	9.8
Total	100.4	100.1	100	99.9	100	100
<b>Total Responses</b>	<b>414</b>	<b>501</b>	<b>566</b>	<b>663</b>	<b>470</b>	<b>439</b>

Q29 -- If English is NOT your primary language, then what is?

**Table 17: ESL Classes**

ESL COURSEWORK*						
	Percent					
	Fall 2004	Fall 2007	Fall 2010	Fall 2013	Fall 2016	Fall 2019
Yes	6.5	7.1	5.5	8.7	5.3	8.5

Q13 – Have you ever taken an ESL class at SRJC?

\* Historical data from the Basic Skills Coursework question from the 2004 – 2016 surveys.

Students were asked about the educational attainment of their parents as a demographic indicator of socioeconomic status (Table 18). About 45% indicated that at least one of their parents has earned a college degree, 50% indicated that they had not earned a degree, and 4.8% did not know. Prior to 2016, this question had separated mother's and father's highest education. These tables are included for historical perspective

**Table 18: Parental Educational Attainment**

<b>PARENTAL EDUCATION</b>						
	<b>Percent</b>					
	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>	<b>Fall 2019</b>
College Degree or higher	n/a	n/a	n/a	n/a	47.1	45.2
No College Degree	n/a	n/a	n/a	n/a	49	50.0
I'm not sure	n/a	n/a	n/a	n/a	3.9	4.8
Total	n/a	n/a	n/a	n/a	100	100

*Q24 – Have either of your parents earned a college degree or higher?*

<b>MOTHER'S HIGHEST EDUCATION*</b>						
	<b>Percent</b>					
	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>	<b>Fall 2019</b>
Elementary School	8	7.9	7.7	11.2	n/a	n/a
Some High School	6.7	7.2	8.1	9	n/a	n/a
High School graduate	19.3	20.6	19.6	18.5	n/a	n/a
Some college	25.2	26.7	26.9	25.5	n/a	n/a
2-Year college degree	11.8	10.7	10.9	10.8	n/a	n/a
4-Year college degree	17.3	15.8	15.6	15.8	n/a	n/a
More than 4-year degree	11.6	11.2	11.3	9.3	n/a	n/a
Total	99.9	100.1	100.1	100.1	n/a	n/a
<b>Total Responses</b>	<b>2765</b>	<b>2668</b>	<b>3241</b>	<b>2734</b>	<b>n/a</b>	<b>n/a</b>

<b>FATHER'S HIGHEST EDUCATION*</b>						
	<b>Percent</b>					
	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>	<b>Fall 2019</b>
Elementary School	7.6	8.6	9.1	11.7	n/a	n/a
Some High School	6.7	8.9	9.3	10.7	n/a	n/a
High School graduate	19.4	19.7	21.5	21.4	n/a	n/a
Some college	22	21.4	20.3	20.2	n/a	n/a
2-Year college degree	8.1	8.3	7.3	7.8	n/a	n/a
4-Year college degree	19.3	18.7	19.3	16.4	n/a	n/a
More than 4-year degree	17	14.3	13.2	11.8	n/a	n/a
Total	100	99.9	100	100	n/a	n/a
<b>Total Responses</b>	<b>2644</b>	<b>2608</b>	<b>3188</b>	<b>2707</b>	<b>n/a</b>	<b>n/a</b>

*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 years' surveys only.*

Additional demographics include veteran’s status (Table 19) and foster youth status (Table 20), and need-based financial aid is also included as an indicator of socioeconomic status (Table 21). Students who reported they were receiving need-based financial aid dropped almost 10 percentage points to 35.7%, the percentage of students who don’t know if they are receiving it rose 6%.

**Table 19: Veteran’s Status**

<b>VETERAN’S STATUS</b>						
	<b>Percent</b>					
	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>	<b>Fall 2019</b>
No	n/a	n/a	n/a	93.3	95.1	94.5
Yes – Active Duty/Reservist	n/a	n/a	n/a	1.1	0.8	0.5
Yes – Veteran/Inactive Ready Reservist	n/a	n/a	n/a	3.6	1.9	1.9
Yes – dependent of either a Veteran, Active Duty, or Reservist	n/a	n/a	n/a	2.0	2.2	3.2
Total	n/a	n/a	n/a	100	100	100.1

Q25 – Are you a veteran or a dependent of a Veteran?

**Table 20: Foster Youth Status**

<b>FOSTER YOUTH</b>	
	<b>Percent</b>
	<b>Fall 2019</b>
Yes	2.7
No	97.3
Total	100
<b>Total number valid responses</b>	<b>1944</b>

Q30 – Are you, or have you been, in the foster youth system?

**Table 21: Need-Based Financial Aid**

<b>NEED-BASED FINANCIAL AID RECIPIENT</b>						
	<b>Percent</b>					
	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>	<b>Fall 2019</b>
Yes	34.4	34.6	36.1	42.9	45.7	35.2
No	65.6	65.4	63.9	51.9	49.3	53.8
I don’t know	n/a	n/a	n/a	5.2	4.9	10.9
Total	100	100	100	100	100	99.9
<b>Total Responses</b>	<b>2846</b>	<b>2598</b>	<b>3276</b>	<b>2754</b>	<b>2094</b>	<b>1939</b>

Q17 – This semester, are you receiving any need-based Financial Aid (Cal Grant, Pell Grant, Student Loan, etc.)?

Work status (Table 22) has remained mostly consistent throughout the years. There was a slight decrease in the number of students reporting working 15-34 hours per week, and a slight increase in those reporting working 35 or more hours per week.

Housing (Table 23) has become one of the major issues of the Sonoma County Junior College District in the last three years. Students were asked about their housing status for the first time in 2016, and there were revisions to the question in 2019. ‘Living with family’ was changed to be ‘Living with family/partner’, and the word ‘homeless’ was removed from the options to be more sensitive to that population. The majority of students (83.2%) reported that they live with family, with a distant second choice of living with roommates (9.5%). The proportion of students experiencing some type of homelessness increased from 1.4% to 2.1%.

**Table 22: Work Status**

<b>WORK STATUS</b>						
	<b>Percent</b>					
	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>	<b>Fall 2019</b>
No paid work	26.6	26.0	34.9	32.0	26.1	25.5
Part-time (1-14 hours/week)	17.3	17.3	19.6	17.4	19.2	20.7
Part-time (15-34 hours/week)	36.3	37.8	30.8	32.8	39.8	36.8
Full-time (35 or more hours/week)	19.8	18.9	14.6	17.8	14.9	17.0
Total	100	100	99.9	100	100	100
<b>Total Responses</b>	<b>2851</b>	<b>2648</b>	<b>3239</b>	<b>2754</b>	<b>2091</b>	<b>1936</b>

Q31 – During this semester, are you working for pay?

**Table 23: Housing Status**

<b>HOUSING STATUS</b>		
	<b>Percent</b>	
	<b>Fall 2016</b>	<b>Fall 2019</b>
Living alone	5.9	4.2
Living with family/Partner*	78.9	83.2
Living with roommates	14.7	9.5
Living in a shelter or motel**	0.1	0.1
Living temporarily with someone else/couch surfing**	1.0	1.5
Living in a car or encampment**	0.3	0.5
Other	n/a	1.0
Total	100.9	100
<b>Total Responses</b>	<b>2083</b>	<b>1941</b>

Q24 – What is your current living situation?

\* In 2016 this was just "Living with family".

\*\* In 2019 the word "Homeless" was removed from these categories and "couch surfing" was added.

## ACCESS TO CAMPUS AND SERVICES

To better shape the services SRJC provides, students were asked when and how they access campuses and services, including time of class attendance (Table 24), location of classes accessed (Table 25), location of services used (Table 26), how they're getting to campus (Table 27), where they're coming from (Table 28), and whether they access financial aid (Tables 29 & 30).

When asked when they attend classes, students in 2019, as in previous years, reported that they mostly take classes in the morning, followed by afternoon, and then evening (Table 24). Online classes increased from 16.4% in 2016 to 22.1%. Friday and/or Weekend classes were a distant fifth place (11%) in comparison to the other options.

The majority of students attend classes at the Santa Rosa campus (Table 25), although that percentage declined 5.6%. Class attendance has remained consistent at the Petaluma campus for the last two survey years, at just over 20%. Percentages of attendance at Shone Farm and the Public Safety Training Center in Windsor more than doubled since 2016. Attendance at the Southwest Santa Rosa Center slightly increased, however, their classes are primarily non-credit and not included in the random sampling for this survey. Refer to the 2019 Southwest Center Student Survey for more information regarding that location.

In 2007, 8.2% of students indicated taking online classes; this percentage has continually increased to 25.1% in 2019. It is important to note that online class sections were not sampled in 2007, 2016, or 2019, due to the impracticality of a pencil-and-paper survey in an online 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.

Regarding accessing services (Table 26), most students (77.4%) report that they use services at the Santa Rosa campus and 16.6% use services at the Petaluma Campus. Service use at both campuses as well as online all declined. Service use at the Public Safety Training Center and the Southwest Santa Rosa Center both increased slightly.

**Table 24: Time of Class Attendance**

TIME OF CLASS ATTENDANCE						
	Percent					
	Fall 2004	Fall 2007	Fall 2010	Fall 2013	Fall 2016	Fall 2019
Day – Mornings	72.2	63.7	73.5	75.8	78.5	76.2
Day – Afternoons	57.7	52.4	63.8	63.8	71.9	63.1
Evenings	45.6	42.0	48.2	39.7	35.4	38.9
Friday and/or Weekends	6.6	4.9	4.0	2.3	11.3	11.0
Online	n/a	n/a	n/a	15.5	16.4	22.1
<b>Total Responses (duplicated)</b>	<b>5246</b>	<b>4450</b>	<b>6232</b>	<b>5462</b>	<b>4509</b>	<b>4219</b>

*Q7 – When do you attend classes? Select all that apply.*

**Table 25: Location of Classes Used**

LOCATION OF CLASSES*						
	Percent					
	Fall 2004	Fall 2007	Fall 2010	Fall 2013	Fall 2016	Fall 2019
Online	n/a	8.2	14.5	18.3	21.3	25.1
Petaluma Campus	25.9	18.4	28.8	24.8	21.0	21.4
Public Safety Training Center (Windsor)	1.9	1.7	3.8	1.3	1.3	2.9
Santa Rosa Campus	89.0	90.1	87.8	86.9	94.0	88.4
Shone Farm	n/a	n/a	3.1	1.4	0.8	1.8
Southwest Santa Rosa Center	n/a	n/a	0.2	0.3	0.2	0.3
Other location	3.0	4.1	2.0	1.0	1.4	0.6
<b>Total Responses (duplicated)</b>	<b>3452</b>	<b>3343</b>	<b>4603</b>	<b>3720</b>	<b>2957</b>	<b>2806</b>

Q8 – Where do you attend your SRJC Classes? (Select all that apply)

\* In 2019, the Two-Rock and Coddington locations were removed when the 2001 year was retired.

**Table 26: Location of Services Used**

LOCATION OF SERVICES USED*						
	Percent					
	Fall 2004	Fall 2007	Fall 2010	Fall 2013	Fall 2016	Fall 2019
Online	n/a	46.6	52.6	41.6	41.1	35.3
Petaluma Campus	20.6	13.4	20.6	20.1	17.1	16.6
Public Safety Training Center (Windsor)	0.2	0.5	1.2	0.5	0.5	0.8
Santa Rosa Campus	84.2	77.6	76.5	78.1	82.2	77.4
Shone Farm	n/a	n/a	1.1	0.2	0.6	0.4
Southwest Santa Rosa Center	n/a	n/a	0.3	0.2	0.4	0.6
Other location	2.5	1.0	1.7	1.7	1.4	1.3
<b>Total Responses (duplicated)</b>	<b>3098</b>	<b>3796</b>	<b>4990</b>	<b>3894</b>	<b>3026</b>	<b>2641</b>

Q9 – Where do you use SRJC college services, such as counseling, registration, etc.? (Select all that apply)

\* In 2019, the Two-Rock and Coddington locations were removed when the 2001 year was retired.

As for transportation, historically students have indicated that the large majority drive cars to get to classes, although this percentage has decreased noticeably since the early 2000s (Table 27). The number of students reporting that they walk decreased to 4.9% (from 5.7% in 2016). In addition, the number of students who carpool, get a ride, and motorcycle have also all declined. Bus ridership increased to 8% and bicycling increased to 2.4%. New in the 2019 survey was Ridesharing (Lyft, Uber) at 1.3%, Electric Car at 1%, and SmartTrain at 0.7%. In previous years, this question was a ‘Select one’, however, so many participants selected multiple options it was changed to ‘Mark all that apply’.

In addition to the usual transportation table, the top zip codes (Table 28) were included to be able to reference the locations from where students are traveling to get to school. 49.1% of students come from Santa Rosa, 10.6% come from Petaluma, 9.9% from Rohnert Park/Cotati, and almost 4% each come from the Healdsburg/Cloverdale and Sebastopol/Freestone zip codes.

**Table 27: Usual Transportation to and from classes**

USUAL TRANSPORTATION TO AND FROM CLASS(ES )						
	Percent					
	Fall 2004	Fall 2007	Fall 2010	Fall 2013	Fall 2016	Fall 2019
Bicycle	2.5	2.2	2.7	2.7	1.3	2.4
Bus	4.7	4.6	5.7	6.4	4.7	8.0
Car	81.6	73.7	71.1	72.6	73.6	82.5
Electric Car	n/a	n/a	n/a	n/a	n/a	1.0
Carpool	4.8	5.6	5.9	5.4	6.3	4.9
College shuttle bus	1.5	0.4	n/a	n/a	n/a	n/a
Walk	3.7	6.4	6.5	6.8	5.7	4.9
I get a ride	n/a	4.7	5.2	4.6	5.6	4.3
Motorcycle	n/a	n/a	1.2	1.4	0.8	0.6
Ridesharing (Lyft, Uber)	n/a	n/a	n/a	n/a	n/a	1.3
SmartTrain	n/a	n/a	n/a	n/a	n/a	0.7
Other	1.2	2.3	1.6	1.5	2.0	0.7
I don't come to campus	n/a	n/a	n/a	n/a	n/a	0.1
Total	100	99.9	100	100	100	111
<b>Total Responses</b>	<b>2638</b>	<b>2699</b>	<b>3223</b>	<b>2781</b>	<b>2126</b>	<b>2169*</b>

Q27 – What is your usual transportation to and from your class(es)?

\* The 2019 survey allowed for multiple responses, as many students selected more than one option.

**Table 28: Top Zip Codes Where Students Live**

ZIP CODES		
	Percent	
	Fall 2019	City Name/Area
95403	10.8	Santa Rosa, Larkfield
95401	10.6	Santa Rosa
95404	9.1	Santa Rosa
95407	8.6	Santa Rosa, Roseland
94928	8.5	Rohnert Park, Cotati
94954	7.2	Petaluma
95492	5.5	Windsor
95409	5.3	Santa Rosa, Kenwood
95405	4.7	Santa Rosa
95472	3.8	Sebastopol, Freestone
95476	3.8	Sonoma, Agua Caliente, Schellville
94952	3.4	Petaluma
95448	1.9	Healdsburg
95425	1.8	Cloverdale
94947	1.5	Novato

Q26 – Where do you live? Please write your zip code carefully in the boxes below.

Access to financial aid and online classes are two new areas of focus for the 2019 survey. Have students applied for financial aid (Table 29) and, if no, why not (Table 30) are areas of inquiry that are geared to help shape ways to be more financially inclusive for all students. In 2019, 64.5% of students had applied for financial aid, however, 30.9% had not. Of those who did not apply for financial aid, the top reason selected was that they didn't think they would qualify (49.1%). The next reason was that they didn't think they could apply (11.7%), followed by 'Couldn't provide the information that was requested' and 'The application takes too much time to complete'. There were 118 written in comments for that question. The top mentioned 'Other' response students wrote in explaining why they did not apply for financial aid was that they did not need it (23 responses). That was followed by they did not qualify for reasons such as they had recently transferred from out of state or they made too much money (21 responses). The third most mentioned comment was that they didn't think they would qualify (20 responses), like they weren't taking enough units to qualify or they already have a BA degree.

**Table 29: Financial Aid**

HAVE YOU APPLIED FOR FINANCIAL AID	
	Percent
	Fall 2019
Yes	64.5
No	30.9
I don't know	4.6
Total	100
<b>Total Responses</b>	<b>1936</b>

*Q15 – Have you applied for Financial Aid?*

**Table 30: Financial Aid Resistance**

IF NO, THEN WHY NOT?		
	#	Percent
Fall 2019		
Didn't know I could apply	81	11.7
Didn't think I would qualify	341	49.1
Couldn't access my FAFSA log in information	27	3.9
The application was too hard	32	4.6
The application takes too much time to complete	43	6.2
Couldn't provide the information that was requested	46	6.6
Other	124	17.9
<b>Total Responses (Duplicated)</b>	<b>694</b>	<b>100.0</b>

*Q16 – If no, then why not?*

One consistent barrier to education for SRJC students is classes not being available online. When asked if SRJC offered more online classes, what classes they would be interested in taking (Table 31), 46.8% said they would like more online classes for their major. That was followed by students who would like to take English classes (35.8%), Career Ed classes (30.0%), and Math classes (29.6%). In addition, there were 308 written comments regarding classes students would like to see more of online. The top most-mentioned course was Math at 37 comments (specifically Algebra, Geometry, Calculus, and Statistics). The next most-mentioned course was Science at 36 comments (Biology, Chemistry, and numerous requests for medical-related courses like Anatomy and Physiology). Other top-mentioned courses include: History (24 comments); Art (22 comments); English (18 comments); languages (15 comments); and Psychology (13

comments). At least 20 students wrote that they do not like online courses, or those types of courses do not fit their learning style.

**Table 31: Additional Online Class Preferences**

PREFERENCES FOR ADDITIONAL ONLINE CLASS OFFERINGS						
		Percent				
	Survey Year	Yes	Maybe	No	Total	Total number of responses
Career Ed	2019	30.0	32.5	37.5	100.0	1580
Classes for Major	2019	46.8	23.8	29.4	100.0	1714
English	2019	35.8	22.1	42.1	100.0	1611
Math	2019	29.6	18.8	51.5	99.9	1626
Science	2019	27.9	21.7	50.3	99.9	1579
Other	2019	25.3	36.4	38.3	100.0	1145

Q10 – If SRJC offered more online classes, would you be interested in taking any of the following?

In addition, 18.6% of all respondents said they have taken online classes at another university (Table 32). Of those students, a quarter said they took classes for their major, 14% took English, 13.4% took Math. Career Ed and Science were tied at 10.5% each (Table 33). Just over a quarter of these students indicated they took “other” classes. The 166 written in comments showed that students were predominantly taking Science (27 comments), Math, and English (20 comments each) at other universities. This was followed by Psychology (14 comments), History (14 comments), Physical Education (12 comments), and Art/Computer Graphics courses (9 comments).

**Table 32: Taken Online Classes at Another University?**

TAKEN ONLINE CLASSES AT ANOTHER UNIVERSITY	
	Percent
	Fall 2019
Yes	18.6
No	81.4
Total	100
<b>Total number of responses</b>	<b>1939</b>

Q11 – Are you, or have you ever, enrolled in online classes at another college or university?

**Table 33: The Online Classes Taken at Other Universities**

<b>ONLINE CLASSES TAKEN AT OTHER UNIVERSITIES (IN ORDER OF HIGHEST SELECTED)</b>	
	<b>Percent</b>
	<b>Fall 2019</b>
Other	26.5
Classes for Major	25.2
English	14.0
Math	13.4
Career Ed	10.5
Science	10.5
Total	100
<b>Total responses (duplicated)</b>	<b>544</b>

*Q12 – If yes, then what class(es)?*

## COMMUNICATION

Starting in 2010, students were asked about their preferences for receiving information from SRJC through different modes of communication (Table 34). That question has continued to be included in the student survey through this current report year.

As in years past, the proposed methods for contacting students in the 2019 survey included the telephone, text messaging, student portal, e-mail, US mail, SRJC website, and Twitter. In 2019, 'Facebook' was changed to 'Facebook/Instagram', and 'Cell Phone App' was changed to 'MySRJC App', as that was launched in the years since the 2016 survey. Also included this year for the first time was WhatsApp, as that tends to be a popular method of communication with multi-national people. Each method was rated independently of the others, as being preferred, not preferred, or a method the student does not use.

Consistent with all previous surveys, the vast majority of students (94.2%) indicated they prefer to be contacted by email. Students preferring text messages jumped from 68.8% to 89.1%, coming in as the second-most preferred method of communication. The percentage of students reporting they do not use text messages dropped from 11.8% in 2010 to 0.8% in 2019.

Students reporting they prefer the student portal came in at third place, however, it has dropped from a high of 79.4% in 2013 to 67.4% in 2019. The percentage of students preferring the SRJC website also decreased to 37.4%. MySRJC App (formerly 'Cell Phone App') increased slightly to be preferred by 31.5% of students.

The telephone saw an 11% drop in preference, from 41.9% in 2016 to 26.5% in 2019, and the US Mail preference continued its steady decline, now being preferred by only a quarter of students. Facebook/Instagram, Twitter, and WhatsApp saw the lowest levels of preference (11.6%, 5.1%, and 3% respectively). Likewise, Twitter and WhatsApp saw the highest reported percentages from students who say they do not use those communication methods.

In 2019 the question asking students what technology they regularly bring with them to SRJC was removed. This question was introduced in 2013 when SRJC was exploring what resources were needed to best support students' technology and connectivity needs. It is now evident that the large majority of students bring smartphones with them to campus, and SRJC systems have been established to support their needs.

**Table 34: 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	<b>3115</b>
	2013	95.1	3.7	1.2	100	<b>2652</b>
	2016	94.6	3.9	1.5	100	<b>2004</b>
	2019	94.2	4.7	1.1	100	<b>1804</b>
Text Messages	2010	37.7	50.5	11.8	100	<b>2444</b>
	2013	53.8	39.6	6.6	100	<b>2240</b>
	2016	68.8	27.8	3.4	100	<b>1787</b>
	2019	89.1	10.1	0.8	100	<b>1760</b>
Student Portal	2010	71.4	21.8	6.7	100	<b>2496</b>
	2013	79.4	16.0	4.7	100	<b>2268</b>
	2016	75.0	19.4	5.5	100	<b>1733</b>
	2019	67.4	25	7.6	100	<b>1527</b>
SRJC Website	2010	53.1	39.9	6.9	100	<b>2391</b>
	2013	50.2	40.7	9.1	100	<b>2051</b>
	2016	40.6	47.1	12.3	100	<b>1563</b>
	2019	37.4	47.4	15.1	100	<b>1421</b>
MySRJC App*	2010	15.1	38.9	46.0	100	<b>2314</b>
	2013	23.9	39.2	36.9	100	<b>2003</b>
	2016	29.3	37.6	33.1	100	<b>1547</b>
	2019	31.5	31.5	37.2	100	<b>1426</b>
Telephone	2010	46.2	49.5	4.4	100	<b>2613</b>
	2013	38.3	56.5	5.1	99.9	<b>2239</b>
	2016	41.9	52.6	5.5	100	<b>1739</b>
	2019	26.5	65.1	8.4	100	<b>1492</b>
US Mail	2010	52.2	39.0	8.8	100	<b>2363</b>
	2013	39.8	47.3	13	100	<b>2025</b>
	2016	36.0	47.7	16.3	100	<b>1548</b>
	2019	25.8	56.5	17.7	100	<b>1398</b>
Facebook/Instagram**	2010	17.1	61.1	21.8	100	<b>2321</b>
	2013	10.6	65.3	24.1	100	<b>2004</b>
	2016	10.4	60.4	29.3	100	<b>1531</b>
	2019	11.6	56.8	31.5	99.9	<b>1395</b>

**Table 34: Preferred Methods of Communication (continued)**

PREFERENCES FOR COMMUNICATION FROM SRJC						
		Percent				
	Survey Year	Preferred	Not Preferred	I don't use this	Total	Total number of responses
Twitter	2010	2.7	40.2	57.1	100	<b>2295</b>
	2013	2.0	43.0	55.0	100	<b>1978</b>
	2016	3.0	45.3	51.6	100	<b>1518</b>
	2019	5.1	43.1	51.8	100	<b>1379</b>
WhatsApp	2010	n/a	n/a	n/a	n/a	<b>n/a</b>
	2013	n/a	n/a	n/a	n/a	<b>n/a</b>
	2016	n/a	n/a	n/a	n/a	<b>n/a</b>
	2019	3.0	37.1	60.0	100.1	<b>1386</b>

Q32 – How would you prefer that SRJC communicate with you?

\* Edited this selection in 2019, changed from 'Cell Phone App' to 'MySRJC App'.

\*\* Edited this selection in 2019, added 'Instagram' to 'Facebook'.

## RETENTION

Students were asked what problems, both external and internal to SRJC, had impacted their ability to stay in college during the past year. It is important to note that these questions were asked of individuals who had remained in school, 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 top response to challenges being experienced outside of SRJC (Table 35) was ‘None of the Above’ (32.1%). It’s possible this was a result of the delayed start to administering the survey, as the students who participated had already made it through the 11<sup>th</sup> week of classes, however it is still a 10% increase from the 2016 survey.

The most frequently cited barrier to staying in college outside of SRJC was Job Pressures, cited by 29.0% of respondents. Financial Pressures was bumped from its longstanding spot as the top barrier in the history of the student survey to being the third-most selected response (28.1%).

The next most frequently marked barriers include: Personal Problems (22.6%), Overall Time Pressure (22.4%), Mental Health (21.9%), Distractions at Home (21.8%), and Family Pressure (19.3%). It is noteworthy that the cost of textbooks has consistently dropped from its high of 30.8% in 2010 to 18.8% in 2019.

**Table 35: Barriers to Staying in College (outside of SRJC)**

BARRIERS OUTSIDE OF SRJC (IN RANK ORDER FOR 2019 RESPONSES)						
	Percent					
	Fall 2004	Fall 2007	Fall 2010	Fall 2013	Fall 2016	Fall 2019
None of the above	13.6	25.5	30.3	28.1	21.9	32.1
Job pressures (time schedule conflicts)	33.0	28.3	28.1	30.9	29.4	29.0
Financial problems (not enough \$\$\$)	40.0	29.7	38.1	37.1	32.1	28.1
Personal problems	19.1	17.0	17.9	17.5	19.6	22.6
Overall time pressure	28.2	22.1	18.3	18.5	20.4	22.4
Mental health	5.8	7.0	7.5	8.6	13.8	21.9
Distractions/conflicts at home (hard to study)	27.7	20.7	20.4	20.6	21.8	21.8
Family pressure or responsibilities	24.3	18.1	18.8	18.4	19.5	19.3
Cost of textbooks	30.3	24.4	30.8	27.9	25.5	18.8
Lack of self-discipline to study or go to classes	19.5	16.7	15.5	16.2	19.1	16.9
Lack of motivation & interest in attending	14.7	14.3	11.0	11.8	14.5	16.5
Lack of clear educational/career goals	n/a	n/a	12.6	12.9	15.5	12.6

**Table 35: Barriers to Staying in College (outside of SRJC) (continued)**

<b>BARRIERS OUTSIDE OF SRJC (IN RANK ORDER FOR 2019 RESPONSES)</b>						
	<b>Percent</b>					
	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>	<b>Fall 2019</b>
Housing problems	9.4	9.3	8.7	9.6	9.8	8.7
Transportation problems	9.8	8.2	9.4	9.3	8.1	6.6
Physical health	9.6	9.9	8.2	7.5	9.0	6.0
Unable to access/buy enough food to eat	n/a	n/a	n/a	n/a	n/a	4.3
Childcare problems	5.2	3.8	4.2	5.4	3.1	4.1
Inadequate computer/internet access	7.6	5.2	5.6	6.0	4.9	4.0
Lack of computer skills/computer literacy	3.1	3.2	1.7	2.1	n/a	n/a
Language problems: learning English	3.4	3.4	n/a	n/a	n/a	n/a
Other problems: _____	3.0	n/a	n/a	n/a	n/a	n/a
<b>Total Responses (duplicated)</b>	<b>8855</b>	<b>7285</b>	<b>8271</b>	<b>7277</b>	<b>6096</b>	<b>5907</b>

Q36 – Have any of these challenges outside SRJC had an impact on your ability to stay in college in the past year?  
(Select all that apply)

The top response in 2019 to challenges being experienced within SRJC (Table 36) was also ‘None of the Above’ (33.2%). Like in Table 36, this showed a 10% increase over the 2016 statistic, however this may also have been a result of the delayed start to administering the survey.

Parking has always had the highest or the second-highest selection rate, however, in 2019 it dropped to third place for the first time in the history of the student survey. This could possibly be attributed to lower enrollment. The highest-selected barrier indicated that classes were not available at the time students need to take them (26.4%). While is the top barrier, it still dropped 8% from 2016. This was closely followed by Parking (26.3%).

Also of note is an increase in the percentage of students who marked that their learning style did not match instructor’s teaching style, up from 17.1% in 2016 to 22.1% in 2019. This was the fourth most-selected option in the list of barriers to staying in college.

**Table 36: Barriers to Staying in College (within SRJC)**

<b>BARRIERS WITHIN SRJC (IN RANK ORDER FOR 2019 RESPONSES)</b>						
	<b>Percent</b>					
	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>	<b>Fall 2019</b>
None of the above	15.6	32.3	29.8	29.3	22.3	33.2
Classes not available at the time I need to take them	30.4	34.7	37.4	36.7	34.7	26.4
Parking	46.8	25.3	32.2	29.8	37.7	26.3
My learning style doesn’t match instructor’s teaching style	na	na	na	na	17.1	22.1

**Table 36: Barriers to Staying in College (within SRJC) (continued)**

<b>BARRIERS WITHIN SRJC (IN RANK ORDER FOR 2019 RESPONSES)</b>						
	<b>Percent</b>					
	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>	<b>Fall 2013</b>	<b>Fall 2016</b>	<b>Fall 2019</b>
I couldn't get in to the classes I needed (classes full)	19.1	21.7	30.9	29.1	26.8	21.5
Classes not available at the location (or campus) I want to take them	16.0	18.4	23.9	22.5	19.9	15.2
Access to Financial Aid Services	n/a	n/a	20.4	23.9	22.9	14.0
Class work is too hard	7.9	11.9	7.7	9.6	10.3	12.8
Classes I want are not available in an online format	n/a	n/a	7.8	11.0	10.7	10.6
Classes I enrolled in were cancelled	6.3	7.3	8.6	5.1	6.2	6.7
Access to Academic Counseling	n/a	n/a	8.7	7.0	8.3	5.7
Too much to go through to get services or courses	4.9	6.2	4.3	3.3	4.5	4.5
I cannot find the information I need on the SRJC website	n/a	n/a	3.0	3.1	3.5	3.1
Difficulty completing the registration process	n/a	n/a	n/a	2.2	3.3	2.0
SRJC website is too difficult to navigate	n/a	n/a	2.4	3.1	n/a	n/a
Access to A&R services	n/a	n/a	1.4	n/a	n/a	n/a
A&R services (in person) not available when I need them	2.0	2.0	n/a	n/a	n/a	n/a
Not enough info about classes/majors/degrees/transferring	11.4	12.9	n/a	n/a	n/a	n/a
Financial Aid services not available when I need them	10.3	11.7	n/a	n/a	n/a	n/a
Staff not available when I need them	5.2	5.5	n/a	n/a	n/a	n/a
Other problems at SRJC: _____	3.9	n/a	n/a	n/a	n/a	n/a
Discrimination based on: _____	2.1	n/a	n/a	n/a	n/a	n/a
<b>Total Responses (duplicated)</b>	<b>5236</b>	<b>5180</b>	<b>6747</b>	<b>5696</b>	<b>4822</b>	<b>4076</b>

Q35 – Have any of these challenges at SRJC had an impact on your ability to stay in college in the past year? (Select all that apply)

Since the last student survey in 2016, Sonoma County has experienced devastating wildfires; the first being in October 2017 and the second being in October 2019. Additional fires throughout Northern California have also affected the SRJC student body. In the last three years, along with the rising levels of anxiety and fear throughout the area, over 5,000 homes were lost and the cost to live in Sonoma County has increased significantly. The 2019 survey sought to measure the lasting impact of those fires and the challenges they created. (Table 37)

Students experiencing lasting mental health effects was the top challenge reported (21.2%), and financial challenges are being experienced by 15.7% of students. Of the 186 written comments, 14% mentioned anxiety and stress around fires, evacuations, and fire season, and 12% wrote about challenges with mental health. Important to note, 10% mentioned issues specifically with school work, professors, and staying on track after so many missed classes. Students mentioned that after evacuations and power outages, numerous professors wanted their students to work harder and faster, not recognizing the trauma and challenges students may have experienced. In addition, approximately 8% each mentioned they were having increased issues with work (and missed work), still struggling with loss from one or both of the major fires in this area, and overall experience of hardship.

**Table 37: Effects from 2017 and Other Recent Fires**

<b>FIRE CHALLENGES</b>		
	<b>Fall 2019</b>	
	<b>#</b>	<b>Percent</b>
None	1197	61.4
Mental Health	413	21.2
Financial Challenges	306	15.7
Housing Challenges	110	5.6
Physical Health	96	4.9
Other	92	4.7
<b>Total Responses (duplicated)</b>	<b>2214</b>	

Q34 – What effects are you still experiencing from the 2017 or other recent fires? (Select all that apply)

Lastly, students were given an open-ended text box to communicate any other problems not listed that had an impact on their ability to stay in college.

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 personal challenges like health, mental health, family and safety. Those occurred 53 times or in almost a quarter (24%) of the comments. This was followed by financial concerns including scholarship availability and requirements (39 comments, 18% of total number of comments). Time challenges due to work, commuting to the college, and school work were the next most-mentioned comment (26 comments, 12% of total number of comments). The fourth most-mentioned challenge was a tie between the availability of classes and negative comments about instructors or courses (19 comments each, 9% of total number of comments).

Other common problem areas mentioned often included issues with the PG&E public safety power shutoffs, fires, and school closures (18 comments, 8% of total number of comments); negative comments about class schedules (18 comments, 8% of total number of comments);

negative comments about SRJC, SRJC services, and lack of services (15 comments, 7% of total number of comments); negative comments about the counseling department (9 comments, 4% of total number of comments).

In addition, students wrote about housing (9 comments, 4%); requests for more online/hybrid classes (8 comments, 3.6%); and positive comments about SRJC (6 comments, 3%).

Interestingly, there was a significant decrease in the number of comments mentioning parking as a challenge to their education (5 comments in 2019, down from 30 in 2016). This may have been due to the late distribution of the survey, at a time in the semester when parking is not as challenging, and/or due to lower enrollments than in past years.

## RESPECT, ENGAGEMENT, & DIVERSITY

To get an indication of the campus climate, students were asked by whom they are generally treated with respect on campus (Table 38). 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 38: Respect**

PERCENT OF STUDENTS GENERALLY TREATED WITH RESPECT BY:						
	Survey Year	Strongly Agree/Agree	Disagree/Strongly Disagree	Number stating n/a	Total	n
<b>Instructors</b>	2004	98.1	1.9	1	100	731
	2007	97.1	2.9	12	100	2523
	2010	98	2	34	100	3234
	2013	98	1.6	9	99.9	2724
	2016	98.3	1.4	7	100	2059
	2019	97.4	2.3	5	100	1925
<b>Students</b>	2004	98.6	1.4	1	100	722
	2007	95.3	4.7	31	100	2469
	2010	96.9	3.1	54	100.1	3210
	2013	95.9	3	30	100	2723
	2016	97.4	2.2	8	100	2052
	2019	96.1	2.8	20	100	1911
<b>Office Staff</b>	2004	95.8	4.2	17	100	702
	2007	89.9	10.1	147	100	2323
	2010	94.5	5.5	170	99.9	3172
	2013	90	4.3	153	100	2695
	2016	92.5	2.9	94	100	2033
	2019	91.0	2.7	118	100	1888
<b>Administrators</b>	2004	96.1	3.9	77	100	613
	2007	91.9	8.1	326	100	2101
	2010	95.9	4.1	409	100	3124
	2013	85.2	2.7	323	100	2676
	2016	86.7	2	225	100	2013
	2019	84.0	2.6	251	100	1874

**Table 38: Respect (continued)**

PERCENT OF STUDENTS GENERALLY TREATED WITH RESPECT BY:						
	Survey Year	Strongly Agree/Agree	Disagree/Strongly Disagree	Number stating n/a	Total	n
<b>Counselors</b>	2004	94.5	5.5	29	100	671
	2007	92.3	7.7	179	100	2269
	2010	93.8	6.2	261	100	3154
	2013	88.1	4.5	198	99.9	2698
	2016	92.7	2.8	91	100	2029
	2019	91.1	3.9	95	100	1895
<b>District Police Personnel</b>	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	1999
	2019	69.6	3.7	497	100	1863
<b>Librarians, library staff</b>	2004	n/a	n/a	n/a	n/a	n/a
	2007	n/a	n/a	n/a	n/a	n/a
	2010	96	4	379	100	3145
	2013	86.1	2.7	300	100	2687
	2016	88.7	1.8	192	100	2022
	2019	84.9	1.9	250	100	1889
<b>Other Staff</b>	2004	94.5	5.5	88	100	579
	2007	94.7	5.3	377	100	1965
	2010	97.1	2.9	604	100	2960
	2013	80.7	2.2	421	100	2455
	2016	81.7	1.7	310	100	1859
	2019	77.7	1.7	345	100	1673

Q38 – At SRJC, I have generally been treated with respect by:

In 2016 a new question addressed student engagement outside of the classroom. The most popular answers were attending activities and events (e.g. Sports, Theatre), volunteering, and Student Clubs. In 2019, the options in this question were updated to better reflect the SRJC student body and how they are engaged. (Table 39)

The majority of students marked that they were not engaged in student life outside of classes (59.3%). After that, the highest percentages of students reported participating in academic support (tutoring, PALS, DRD, etc.) (12.1%); attendance at activities or events (11.0%); meeting with faculty outside the classroom (9.9%); and student clubs/government/committees (7.8%).

**Table 39: Engagement in Student Life Outside of the Classroom**

<b>ENGAGEMENT OUTSIDE OF CLASSROOM</b>		
	<b>Fall 2019</b>	
	<b># Responses</b>	<b>Percent</b>
Not engaged in student life outside of classes	1156	59.3
Academic Support (tutoring, PALS, DRD, etc.)	236	12.1
Attendance at activities or events	215	11.0
Meeting with Faculty outside the classroom	193	9.9
Student clubs/Government/Committees	153	7.8
Volunteering on or off campus	130	6.7
Participation in Athletics or Intramurals	95	4.9
Other	80	4.1
Student employment on campus	72	3.7
Learning Communities	61	3.1
Connected with student success/peer coach	50	2.6
<b>Total Responses (duplicated)</b>	<b>2441</b>	

*Q33 – How are you engaged in student life outside of the classroom? (Mark all that apply)*

The question on diversity and engagement (Table 40) asked students about their engagement with various aspects at SRJC and their sense of belonging. It was added in the 2007 survey and underwent a significant re-writing in the 2019 survey to better reflect the current student services model.

Summarizing the 2019 changes: ‘I feel welcome at SRJC’ and ‘I experience a sense of community at SRJC’ were merged together to be ‘I feel a sense of belonging and part of the SRJC community’. The statement, ‘I have developed a supportive relationship with at least one SRJC instructor, counselor, or staff member’ was changed to ‘I have a supportive relationship with at least one SRJC staff or faculty member’. The statement ‘I have a clear educational goal’ was expanded to be ‘Due to counselors, staff, and instructors, I have a goal and know how to achieve it’. The historical statistics for all three of these statements were kept separate but are displayed in the following table.

Eleven new statements were added in the 2019 survey. They include: I have been introduced to campus activities, support services, and academic programs; My skills, talents, abilities, and experiences are recognized at the college; I have opportunities to contribute at SRJC and my contributions are appreciated; Experiences at SRJC have helped me form opinions and make decisions; Due to counselors, staff, and instructors, I have a goal and know how to achieve it; Thanks to the efforts of SRJC I am staying on track for my education; I actively contribute to the college community; I am reflected and represented in the campus culture; I actively participate in my learning and classes; I have felt supported through emergencies; and SRJC helps me meet my basic needs.

Three statements were removed in the 2019 survey, however, their historical statistics are included in the table for review. They include: I feel supported by academic counselors at SRJC; I have developed an educational plan with an academic counselor at SRJC; and I am aware of the “Student Success Steps” (orientation, assessment, ed planning).

As for the 2019 data, over 79% of students agree with feeling a sense of belonging and part of the SRJC community and 68% report that they have been introduced to campus activities, support services, and academic programs.

Students agreeing that SRJC cares about them as an individual was reported at 69.6%. The highest level of agreement was with instructors making students feel welcome to discuss things with them outside of class (90.5%). A large majority of students (76.6%) also agreed with the statement: Through course information and activities, my understanding of people with backgrounds different from mine has increased. These figures have generally remained consistent throughout the history of the student survey.

One significant difference in agreement can be seen between how a statement was written historically versus how it was asked in 2019. ‘I have a clear educational goal’ was asked in the 2010, 2013, and 2016 surveys and always garnered over 80% in agreement. In 2019 that was changed to ‘Due to counselors, staff, and instructors, I have a goal and know how to achieve it’ and the level of agreement dropped to just under 70%. This is possibly a result of having too many elements in the statement, causing students to disagree if they had challenges with one or more of those groups (counselors, staff, or instructors). Reverting back to the original question or separating these groups in the future may provide additional insights into where the disagreements are occurring.

There are two statements that seek to explore whether students are experiencing isolation or support because of their background and personal experiences. Essentially, they are the same question but reversed. The statement that says a student feels isolated because of their background and personal experiences at SRJC has consistently had high levels of disagreement. In fact, the percentage of students who have disagreed with that statement has increased every survey year since 2007. In contrast, the reverse statement, ‘Because of my background and personal experiences, I feel supported at SRJC’, has seen a steady decline in agreement since it was added in 2010. While still garnering agreement from over a majority of students (68%), it has fallen from a high of 80% in 2010 – a decline of 12%.

Another noticeable decline has been with the statement ‘I feel I have been as successful as I could be at SRJC’. While it has a 69.3% agreement level in 2019, this has steadily declined every survey year since 2010 (down 6% from 2010).

The new additions to this part of the 2019 survey mostly garnered high levels of agreement. The statements that received a majority of agreement include: My skills, talents, abilities, and experiences are recognized at the college (67.3%); I have opportunities to contribute at SRJC and my contributions are appreciated (59.2%); Experiences at SRJC have helped me form opinions and make decisions (79%); Thanks to the efforts of SRJC I am staying on track for my education

(73.9%); I actively participate in my learning and classes (88.7%); and I have a supportive relationship with at least one SRJC staff or faculty member (67.8%).

The two statements, both newly added to the 2019 survey, receiving the lowest levels of agreement (aside from the ‘I feel isolated’ statement mentioned above) were: I actively contribute to the college community (37.5%); and I am reflected and represented in the campus culture (55.8%). These both also had the highest numbers of ‘Not Applicable’ selections (316 and 327 respectively). It is possible this may be a reflection of the length of the survey and students becoming fatigued with answering questions, although they may also indicate areas in need of more attention.

In contrast, the last two statements (also both new in 2019) received a high level of agreement, including ‘I have felt supported through emergencies’ (70% agreement) and ‘SRJC helps me meet my basic needs’ (73.8% agreement).

**Table 40: Diversity and Student Engagement**

<b>LEVEL OF AGREEMENT WITH STATEMENTS:</b>						
	<b>Percent</b>					<b>#</b>
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Missing
<b>I feel welcome at SRJC</b>						
2007	46	51.9	1.7	0.5	100.1	32
2010	55.1	43	1.4	0.4	99.9	22
2013	54.9	42.5	1.5	0.4	100	20
2016	56.7	40.8	1.5	0.4	100	12
2019	n/a	n/a	n/a	n/a	n/a	n/a
<b>I experience a sense of community at SRJC</b>						
2007	19.2	57.8	19.8	3.2	100	139
2010	25.5	49.5	21.3	3.6	99.9	139
2013	26.5	46.8	18.8	2.8	100	136
2016	27.8	47.4	16.5	3.2	100	102
2019	n/a	n/a	n/a	n/a	n/a	n/a
<b>I feel a sense of belonging and part of the SRJC community</b>						
2019	22.1	57.2	12.3	2.5	100	111
<b>I have been introduced to campus activities, support services, and academic programs</b>						
2019	19.5	48.4	20.4	3.7	100	150
<b>SRJC cares about me as an individual</b>						
2007	15.7	55.9	23.4	5	100	221
2010	17.7	55.1	22.6	4.6	100	289
2013	18.4	49.6	18.3	3.3	99.9	275
2016	22.7	51.7	13.6	3.3	100	177
2019	18.5	51.1	16.6	4.2	100	179

**Table 40: 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>Missing</b>
<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	111
2010	41.2	49.9	7.9	0.9	99.9	53
2013	44.4	46.3	6	0.8	99.9	66
2016	48.6	44.2	5.5	0.6	100	21
2019	40.9	49.6	6.1	1.2	100	45
<b>My skills, talents, abilities, and experiences are recognized at the college</b>						
2019	20.2	47.1	19.7	3.6	100	176
<b>I have opportunities to contribute at SRJC and my contributions are appreciated</b>						
2019	17.9	41.3	19.1	2.5	100	356
<b>Because of my background and personal experiences, I feel isolated at SRJC*</b>						
2007	5.8	13.4	39.4	41.4	100	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	223
2019	6.0	15.6	38.5	23.0	100	312
<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	363
2010	26	55.4	15.6	3	100	383
2013	26.2	46.3	12.4	2	100	348
2016	33.3	43.9	9.9	1.5	100	229
2019	28.9	47.7	9.4	1.4	100	234
<b>Experiences at SRJC have helped me form opinions and make decisions</b>						
2019	26.1	52.9	10.6	2.0	100	156
<b>I have a clear educational goal</b>						
2010	43	40.6	13.8	2.5	99.9	57
2013	44.9	38.8	12.8	2.1	100	38
2016	41.4	38.8	15.9	2	100	38
2019	n/a	n/a	n/a	n/a	n/a	n/a
<b>Due to counselors, staff, and instructors, I have a goal and know how to achieve it</b>						
2019	27.5	42.4	17.0	4.2	100	167
<b>Thanks to the efforts of SRJC I am staying on track for my education</b>						
2019	26.0	47.9	15.2	2.9	100	147

**Table 40: 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>Missing</b>
<b>Because of my background and personal experiences, I feel supported at SRJC</b>						
2010	22.2	57.5	17.7	2.6	100	494
2013	21.4	48.7	13.3	1.9	100.1	396
2016	26.5	47.6	12.2	1.5	100	248
2019	20.8	47.1	14.4	2.8	100	278
<b>I feel I have been as successful as I could be at SRJC</b>						
2010	27	48.1	21.1	3.7	99.9	109
2013	27.4	46.3	19	3.7	100	96
2016	27.7	44.8	20.4	3.9	100	62
2019	23.2	46.1	22.0	4.9	100	71
<b>I actively contribute to the college community</b>						
2019	10.3	27.2	36.5	9.0	100	316
<b>I am reflected and represented in the campus culture</b>						
2019	14.1	41.7	21.6	5.0	100	327
<b>I actively participate in my learning and classes</b>						
2019	34.7	54.0	7.3	1.1	100	53
<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	2.9	100.1	244
2016	39	32	18.5	3	100	153
<b>I have a supportive relationship with at least one SRJC staff or faculty member</b>						
2019	28.1	39.7	17.4	4.7	100	189
<b>I have felt supported through emergencies</b>						
2019	22.9	47.1	12.1	3.6	100	267
<b>SRJC helps me meet my basic needs</b>						
2019	23.4	50.4	10.0	2.7	100	251
<b>I feel supported by academic counselors at SRJC</b>						
2010	33.7	45.1	16.3	4.9	100	468
2013	34.2	38.2	11.6	3.2	100	345
2016	40.7	41.8	9	2	100	134
2019	n/a	n/a	n/a	n/a	n/a	n/a

**Table 40: Diversity and Student Engagement (continued)**

<b>LEVEL OF AGREEMENT WITH STATEMENTS:</b>						
	<b>Percent</b>					<b>#</b>
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Missing
<b>I have developed an educational plan with an academic counselor at SRJC</b>						
2010	31.1	42	21	5.9	100	397
2013	32.1	37.8	14.1	3.5	100	335
2016	42	38.7	10.1	2.5	100.0	136
2019	n/a	n/a	n/a	n/a	n/a	n/a
<b>I am aware of the “Student Success Steps” (orientation, assessment, ed planning)</b>						
2016	29.6	41.6	21.8	6.9	100	127
2019	n/a	n/a	n/a	n/a	n/a	n/a

Q39 – 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 (Table 41). These statistics are used in the SRJC accreditation process and reflect the mission of the institution. They have not been changed or edited since their conception in 2007. In 2019, over 50% of students who responded reported that their SRJC education contributed “a lot” or “some” knowledge, skills, and abilities for all categories.

**Table 41: Progress in Achieving Institutional Learning Outcomes**

AMOUNT OF PROGRESS SO FAR AT SRJC						
	Percent					#
	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	9.3	100	145
2013	37.6	38	13.4	7.6	100	92
2016	36.8	39.1	13.4	7.7	100	61
2019	39.6	38.3	14.3	7.8	100	85
<b>Reading Comprehension Skills</b>						
2007	24.4	42.1	20.7	12.8	100	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	67
2019	32.0	39.0	17.1	12.0	100	91
<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	383
2013	33.9	27.9	13	14.3	100.1	291
2016	33.4	29.5	14.7	14.3	100	163
2019	32.7	30.1	18.7	18.6	100	257
<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	266
2013	20.4	31.8	21.7	19.7	100	171
2016	21.3	30.6	22.3	20.8	100	99
2019	25.0	32.9	23.0	19.2	100	138

**Table 41: Progress in Achieving Institutional Learning Outcomes (continued)**

AMOUNT OF PROGRESS SO FAR AT SRJC						
	Percent					#
	A lot	Some	A little	None	Total	Don't know/Can't answer
Developing self-awareness and confidence						
2007	23.6	37.2	23	16.2	100	129
2010	24.5	36.3	21.7	17.5	100	160
2013	26	34.3	20.7	13.8	100.1	141
2016	29	35.1	19.8	13.1	100	62
2019	28.4	33.6	21.4	16.6	100	110
Maintaining or improving personal health						
2007	17.9	29.4	20.8	31.9	100	218
2010	19.1	29.3	20.2	31.4	100	255
2013	18.9	25.9	20.1	25.3	99.9	257
2016	23.9	28	20.7	22.6	100	96
2019	21.9	28.6	22.9	26.5	100	149
Appreciating the value of lifelong learning						
2007	36.4	33.7	19.2	10.7	100	110
2010	35.7	34	18.3	12	100	153
2013	37.7	31.7	16.8	9.5	100	113
2016	40.7	31.4	16.9	8.6	100	50
2019	36.7	32.6	18.6	12.1	100	105
Listening actively and respectfully						
2007	31.3	38.7	18.6	11.5	100.1	92
2010	35.7	36.2	17.2	11	100.1	128
2013	38.4	33.9	16.4	8.2	100	83
2016	42.4	35	13	7.9	100	34
2019	36.0	37.0	17.3	9.7	100	75
Speaking coherently and effectively						
2007	27.2	38.6	20.7	13.5	100	97
2010	31.9	37.1	19	12	100	161
2013	34.6	36.9	16.1	8.6	100	101
2016	36.2	36.2	16.2	8.7	100	55
2019	33.6	36.5	18.9	11.1	100	84

**Table 41: Progress in Achieving Institutional Learning Outcomes (continued)**

AMOUNT OF PROGRESS SO FAR AT SRJC						
	Percent					#
	A lot	Some	A little	None	Total	Don't know/Can't answer
Locating, analyzing, evaluating, and synthesizing relevant information						
2007	27.3	42.4	21.2	9.1	100	124
2010	32.9	40.6	18.2	8.3	100	205
2013	34.7	39.1	15.9	5.9	100	118
2016	37.3	37.1	17	5.9	100	55
2019	34.9	39.3	17.5	8.2	100	89
Drawing reasonable conclusions in order to make decisions and solve problems						
2007	27	42.5	20.4	10.1	100	121
2010	29.6	41.6	18.3	10.5	100	211
2013	32.8	40.9	14.6	7.1	100	122
2016	34.2	39.8	16.4	6.7	100	58
2019	33.2	39.6	18.1	9.0	100	88
Responding creatively to ideas and information						
2007	25.7	42.4	22.4	9.5	100	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	54
2019	31.4	39.4	19.7	9.5	100	85
Understanding and demonstrating social and civic responsibility						
2007	19.7	37	25.6	17.7	100	170
2010	23.2	37	22.5	17.2	99.9	315
2013	25.1	35	19.6	12.4	100	209
2016	28.1	35.2	19.7	12.2	100	97
2019	27.5	37.7	20.6	14.2	100	145
Understanding and demonstrating personal responsibility						
2007	28.2	37.7	21.1	12.9	99.9	127
2010	29.7	37.9	18.4	14	100	260
2013	32.1	36.8	16.3	9.8	100	13396
2016	35.5	35.9	17.1	8.5	100	61
2019	31.8	39.9	16.7	11.6	100	102

**Table 41: Progress in Achieving Institutional Learning Outcomes (continued)**

AMOUNT OF PROGRESS SO FAR AT SRJC						
	Percent					#
	A lot	Some	A little	None	Total	Don't know/Can't answer
Understanding and demonstrating environmental responsibility						
2007	23.2	32.4	24.3	20.1	100	158
2010	23.1	33.2	22.2	21.4	99.9	364
2013	24.9	32.8	18.6	15.3	100	224
2016	29.7	33.1	18.8	14.5	100	80
2019	31.5	36.1	18.3	14.0	100	116
Becoming a more productive local and global citizen						
2007	22	32.1	23.5	22.4	100	185
2010	23.5	33.3	22.7	20.5	100	277
2013	25.2	31.1	21.3	15.8	100	177
2016	26.3	32.8	21.5	14.8	100	94
2019	26.7	33.8	21.9	17.6	100	135
Recognizing and acknowledging individual and cultural diversity						
2007	27.4	35.3	21.1	16.2	100	155
2010	31.2	35.7	19.1	13.9	99.9	204
2013	32.1	33.5	17.9	11.1	100	143
2016	37.4	33.5	16.1	9.9	100	63
2019	37.0	33.9	17.7	11.4	100	119
Practicing respectful interpersonal and intercultural communication						
2007	24.7	35.9	22.1	17.3	100	137
2010	29.3	35.2	21	14.5	100	222
2013	30.6	34.7	17.9	11	100.1	156
2016	35.7	33.5	15.8	10.9	100	83
2019	35.4	34.8	17.2	12.6	100	122
Recognizing and understanding the ideas and values expressed in the world's cultural traditions						
2007	24.1	35.5	23.2	17.2	100	154
2010	28.2	35.4	19.9	16.5	100	223
2013	30.5	34.5	17.4	11.4	100	166
2016	33.8	33.8	17.6	10.7	100	83
2019	33.6	34.8	19.3	12.3	100	133

**Table 41: Progress in Achieving Institutional Learning Outcomes (continued)**

AMOUNT OF PROGRESS SO FAR AT SRJC							
	Percent					#	
	A lot	Some	A little	None	Total	Don't know/Can't answer	
Managing resources (such as time and money) in order to advance my personal and career goals							
2007	24.6	34.4	23.6	17.5	100.1	141	
2010	26.9	33.4	22.1	17.6	100	189	
2013	27.8	33.9	18.5	14.2	100	149	
2016	30.3	32.3	19.3	14.3	100	77	
2019	28.3	31.5	20.6	19.7	100	112	

Q40 -- To what extent do you think your SRJC education so far has contributed to your knowledge, skills, and abilities in the following areas

## FINAL COMMENTS

The final section in the student survey every year is a large, open-ended comment box. These written responses are typed into the database and coded. (Table 42) Almost 25% of the comments were expressions of gratitude or a job well done. These include: great campus and staff/instructors; I have been very pleased with my experience here at SRJC; I have gratitude for the few umoja staff members who continually encourage me to go above and beyond to make my goals achievable and bring my dreams to life; student resource center is extremely helpful; and keep up the good work! But add more parking.

The next most-mentioned theme in these comments involved improving student services (13.1%). The next set of top comments were regarding class schedule and availability (10.8%). Table 42 shows a complete list of coded themes and their percentages.

**Table 42: Final Comments**

Other Comments		
	# of Comments	Percent
Gratitude/Positive comments	55	24.8
Improve student services	29	13.1
Class schedule and availability	24	10.8
Other	19	8.6
Improve faculty support, teaching, and faculty/student relationship	12	5.4
Negative comment about survey	12	5.4
Improve facilities	9	4.1
Better emergency response \ safety	9	4.1
Limitation on different view points	8	3.6
Offer evening classes and online courses	6	2.7
Improve support of /prioritize students. SRJC doesn't care	6	2.7
Better communication re: resources available to students	5	2.3
Financial concerns	5	2.3
Want more social/friend opportunities	4	1.8
Parking	4	1.8
Food	3	1.4
ESL	3	1.4
Math	2	0.9
Visit office	2	0.9
Improve diversity	2	0.9
Better scheduling of events	1	0.5
More stress-reducing opportunities	1	0.5
Need Help	1	0.5
Total Responses (possible duplicates)	222	100.0

This report is public information and can be accessed online at the SRJC Office of Institutional Research website. Visualization tools and other online resources are being developed on an ongoing basis and will also be made available at that website. For more information about this report or to submit requests for disaggregating the results, go to [research.santarosa.edu](http://research.santarosa.edu).

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