



Santa Rosa Junior College

Student Survey
Fall 2013

*Report includes comparative results from
the Spring 2001, Fall 2004, Fall 2007,
and Fall 2010 Student Surveys*

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INTRODUCTION

Background

In Fall 2013, 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, Public Safety Training Center, and the college's Shone Farm, and all courses conducted in an on-line format. The survey totaled six pages. An electronic version of the six-page survey was provided to the students in courses taught on-line. In total, 2780 surveys were returned, 171 of these were from students surveyed through their on-line classes, which equates to approximately 10% of students enrolled at the time of survey distribution. This survey was conducted as a follow up to similar surveys conducted in Spring 2001, Fall 2004, Fall 2007 and Fall 2010, with the intention of collecting longitudinal data to note trends.

The purpose of the survey was to elicit data and information not available elsewhere to inform district planning, policies and practices. A group including 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 to better understand 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, 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 2013, paper survey forms 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 in the random selection. Most faculty complied with the request to distribute surveys in their classes – 117 out of 153 sections returned surveys, for a total of 2,609 individual surveys returned. The classes surveyed included day and evening classes at the Petaluma and Santa Rosa campuses.

Because there were so few responses from students enrolled in on-line courses during the last survey cycle in 2010, all students enrolled in on-line classes were sent surveys in 2013. The electronic version of the survey was sent to instructors of all on-line courses being offered, to be administered by the instructors electronically by providing their

students with a set of written directions that included a website link to the digital survey form. The students had to independently navigate to the link, complete the form, and submit their responses electronically by clicking on a submit command.

Limitations

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

Findings from on-line students in the 2013 survey cannot be generalized to all on-line students due to the low response rate from students enrolled in on-line courses.

Caution should be exercised in comparing the results of this survey with the previous Student Services Surveys. While many of the questions are identical, the sample surveyed 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, while the Fall 2004 and 2007 surveys were limited to the Petaluma and Santa Rosa campuses. In addition, the Spring 2001 population was somewhat skewed by an oversampling of guidance classes.

Sample

The sample is fairly representative of the student population at SRJC. As of September 27, 2013, (first census) there were 25,990 students enrolled at SRJC district-wide.

The survey, which was administered approximately the 9th week of classes, yielded 2,780 (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

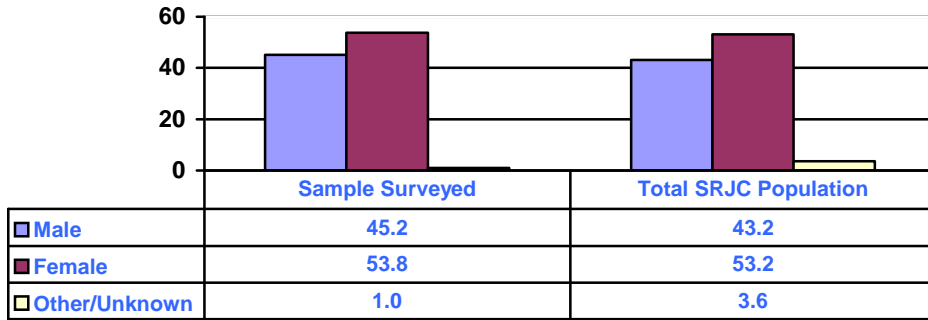


Table 2: Comparison of Sample with Population by Ethnicity



STUDENT STATUS

As a measure of 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 in Fall 2013 as nearly 50% continuing, with 20% of students reporting their status as new, and 25.5% reporting their status as returning. The most marked change between Fall 2010 and Fall 2013 was the decrease in returning students from 28.3% to 25.5%, and a similar increase in continuing students from 46.1% to 49.7%. Since many students from the Fall semester do not return the following Spring, comparing Spring 2001 data with Fall data is problematical.

Similarly, when comparing Unit Load from Spring to Fall, it is difficult to draw conclusions. A majority of students were enrolled full time, followed by 6+ units part time, and that trend remains over the years. Of the student body that has taken college courses prior to the term of the survey, approximately 60% have attended one to four terms throughout the five 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 five 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, and an increase to 6.7% in 2013; after remaining relatively stable in prior surveys, the number of students with higher degrees has decreased in 2013.

Table 3: Student Status

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

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

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 2013? 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?

ACCESS TO CAMPUS AND SERVICES

When asked when they attend classes, students in 2013, 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. In 2013, students were also given the option to include online class attendance, and over 15% of students marked this response. Students could mark more than one time category, and while Fall 2007 students marked slightly fewer categories across the board than Fall 2004 students, Fall 2010 students marked more categories than in 2007. In Fall 2013 this number declined again, as students marked fewer categories than in Fall 2010.

Table 4: Time of Class Attendance

<i>Time of class attendance</i>	Percent				
	<i>Spring 2001</i>	<i>Fall 2004</i>	<i>Fall 2007</i>	<i>Fall 2010</i>	<i>Fall 2013</i>
Day – Mornings	60.0	72.2	63.7	73.5	75.8
Day – Afternoons	47.0	57.7	52.4	63.8	63.8
Evenings	50.7	45.6	42.0	48.2	39.7
Saturdays	8.4	6.6	4.9	4.0	2.3
Online					15.5
<i>Total responses (duplicated)</i>	2467	5246	4450	6232	5462

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

The majority of students attend classes at the Santa Rosa campus (Table 5). A sizeable number of students (close to 25%) 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, and declined in 2013.

In 2007, students were first asked if they had taken on-line classes, and 8.2% indicated that they had; this percentage has continually increased to 14.5% in 2010, and 18.3% in 2013. It is important to note that on-line class sections were not sampled in 2007, due to the impracticality of a pencil-and-paper survey in an on-line format. In 2010, an electronic version of the survey was created and administered to students in their on-line classes, however, only a very small number of those students responded to the survey - 58 students out of 34 total sections surveyed. In 2013, all online courses that met at the time the survey was conducted were queried, yet only 171 responses were received from students in those courses. Thus, it can be assumed that most of 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 (78.1%) report that they use services at the Santa Rosa campus and about one fifth (21.1%) use services at the Petaluma Campus. Service use at the Santa Rosa campus has decreased 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, holding steady in 2013. 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 there is a marked decrease (to 41.6%) in the percentage of students reporting that they use services online.

Table 5: Location of Classes and Services Used

LOCATION OF CLASSES					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
Santa Rosa Campus	87.2	89.0	90.1	87.8	86.9
Petaluma Campus	17.4	25.9	18.4	28.8	24.8
Coddingtontown	2.8	na	na	na	na
Two-Rock	1.1	na	na	na	na
Public Safety Training Center (Windsor)	na	1.9	1.7	3.8	1.3
On-line	na	na	8.2	14.5	18.3
Shone Farm	na	na	na	3.1	1.4
Southwest Santa Rosa Center	na	na	na	0.2	0.3
Other location	6.2	3.0	4.1	2.0	1.0
<i>Total responses (duplicated)</i>	<i>2467</i>	<i>3452</i>	<i>3343</i>	<i>4603</i>	<i>3720</i>
LOCATION OF SERVICES USED					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
Santa Rosa Campus	83.9	84.2	77.6	76.5	78.1
Petaluma Campus	15.8	20.6	13.4	20.6	20.1
Coddingtontown	3.0	na	na	na	na
Two-Rock	0.3	na	na	na	na
Public Safety Training Center (Windsor)	na	0.2	0.5	1.2	0.5
On-line	na	na	46.6	52.6	41.6
Shone Farm	na	na	na	1.1	0.2
Southwest Santa Rosa Center	na	na	na	0.3	0.2
Other location	2.2	2.5	1.0	1.7	1.7
<i>Total responses (duplicated)</i>	<i>2467</i>	<i>3098</i>	<i>3796</i>	<i>4990</i>	<i>3894</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 the same percentage take the bus; approximately 5% of students responded that they carpool and another 5% indicated they get a ride. Nearly 3% of students indicated that they ride a bicycle, and that figure has remained consistent over the last four survey years. Students who report walking increased from nearly 4% in the first two survey years to about 6.5% in 2007, 2010 and 2013. Bus ridership has continually increased over the years from 4.1% in 2001 to 6.3% in 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. Several also noted they did not travel, since they were only attending classes online.

Table 6: Usual Transportation to and from Classes

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

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

DEMOGRAPHICS

Students were asked a variety of demographic questions (Table 7) for two reasons: to establish whether the sample is reflective of the student population, and to gather additional information on sub-populations of students. As indicated in the introduction, the student sample surveyed is reflective of the entire student population enrolled at the college.

Table 7: Gender, Age, Ethnicity, Orientation, and Nativity

GENDER					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
Female	61.0	56.8	57.5	53.8	53.8
Male	39.0	42.1	41.5	45.4	45.2
Other	na	1.1	1.0	0.8	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>
Total number of responses	2423	2862	2574	3249	2752
AGE					
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
19 or younger	26.2	37.7	36.4	39.3	32.5
20-24	32.8	32.0	32.3	33.3	36.2
25-29	11.5	8.2	9.0	9.3	12.0
30-34	7.0	4.6	4.8	4.7	6.1
35-39	4.4	4.1	3.7	3.2	3.5
40-49	11.2	7.7	7.2	5.5	5.3
50 or older	6.9	5.7	6.6	4.9	4.3
<i>Total</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.2</i>	<i>99.9</i>
Total number of responses	2409	2857	2685	3262	2759
ETHNICITY					
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
	<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>
American Indian	2.3	4.1	4.9	3.9	4.5
Asian	5.0	5.8	6.4	6.4	8.4
Black	2.1	2.4	3.7	3.6	3.8
Filipino	1.1	2.1	na	na	na
Hispanic	12.9	17.2	19.0	19.7	30.6
Pacific Islander	0.8	1.2	2.2	2.2	2.0
White	69.7	70.1	68.5	60.0	61.1
International Student*	0.8	na	1.1	0.7	1.0
Other	5.4	5.2	6.0	3.5	4.6
<i>Total</i>	<i>100.1</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

Table 7: Gender, Age, Ethnicity, Orientation and Nativity (continued)

Total number of responses to Ethnicity (duplicated in 2004, 2007, 2010 & 2013)	2337	3355	3051	3783	3229
SEXUAL ORIENTATION					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
Heterosexual (straight)	na	na	93.4	93.3	91.0
Homosexual (gay/lesbian)	na	na	2.3	1.9	2.7
Bisexual	na	na	3.5	3.6	3.9
Transgender	na	na	0.8	1.1	0.4
Other	na	na	na	na	2.0
<i>Total</i>			<i>100.0</i>	<i>99.9</i>	<i>100.0</i>
Total number of responses			2620	3049	2662
NATIVITY					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
Born in the USA)	na	na	na	na	82.2
Not born in the USA	na	na	na	na	17.8
<i>Total</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>100.0</i>

Q14 – What is your gender identification? Q16 – How old are you? Q17 – What is your racial / ethnic background? (Mark all that apply) Q15 –What is your sexual orientation? Q10 –Were you born in the USA?

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

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 8). If not, they were asked to identify their primary language (Table 9). The majority (80.4%) indicate that yes, English, is their primary language. This statistic remained remarkably stable at about 84% over the first four survey years (Spring 2001, Fall 2004, 2007 and 2010) but has decreased some in 2013.

Table 8: English Primary Language

ENGLISH PRIMARY LANGUAGE					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
Yes	84.5	84.7	84.2	83.7	80.4
No	15.5	15.3	15.8	16.3	19.6
<i>Total</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>
Total number of responses	2422	2843	2684	3273	2755

Q18 -- Is English your primary language?

Of the respondents whose primary language was not English, the majority (63.6%) speak Spanish. All other language groups are significantly smaller, with a larger group (22.2%) in the “other” category. Of the number of students who indicated “other,” the most frequent written-in response was: ten Tagalog speaking students; seven speaking Arabic; six speaking Thai; six speaking Khmer; five speaking French; five speaking Farsi, and four each speaking American Sign Language, Persian, Nepalese, and Punjabi. Other student-reported languages were Amharic (1), Bulgarian (1), Cambodian (2), Danish (2), Dutch (1), Ebonics (1), Filipino (1); German (3); Indonesian (1); Italian (2); Kapampangan (1); Klingon (1); Kellen (1); Kirundi (2); Latin (1); Laotian (3); Mexican (1); Norwegian (2); Pig Latin (1); Pigeon (1); Swahili (3); Telugu (1); Yoruba (1); Zambian (1). This survey indicates SRJC students speak at least 43 other languages besides English.

Table 9: Non-English Primary Language

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

Q19 -- 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 10). About 40% of students reported that their mothers hold an Associate’s degree or higher, while 36% reported that their fathers hold an Associate’s degree or higher. Approximately 20% of students reported that their mothers did not graduate from high school, and about 22% reported that their fathers did not graduate from high school. Since the 2010 survey, there has

been a notable decrease in the students who reported their father and/or their mother had attained an Associate's degree or higher and an increase in those reporting their father and/or mother did not graduate from high school.

Table 10: Parental Educational Attainment and Origins

MOTHER'S HIGHEST EDUCATION					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
Elementary School	7.3	8.0	7.9	7.7	11.2
Some High School	6.6	6.7	7.2	8.1	9.0
High School graduate	21.9	19.3	20.6	19.6	18.5
Some college	24.3	25.2	26.7	26.9	25.5
2-Year college degree	11.7	11.8	10.7	10.9	10.8
4-Year college degree	15.1	17.3	15.8	15.6	15.8
More than 4-year degree	13.1	11.6	11.2	11.3	9.3
<i>Total</i>	<i>100.0</i>	<i>99.9</i>	<i>100.1</i>	<i>100.1</i>	<i>100.1</i>
Total number of responses	2298	2765	2668	3241	2734
FATHER'S HIGHEST EDUCATION					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
Elementary School	7.9	7.6	8.6	9.1	11.7
Some High School	8.0	6.7	8.9	9.3	10.7
High School graduate	21.0	19.4	19.7	21.5	21.4
Some college	19.8	22.0	21.4	20.3	20.2
2-Year college degree	9.9	8.1	8.3	7.3	7.8
4-Year college degree	18.0	19.3	18.7	19.3	16.4
More than 4-year degree	15.4	17.0	14.3	13.2	11.8
<i>Total</i>	<i>100.0</i>	<i>100.0</i>	<i>99.9</i>	<i>100.0</i>	<i>100.0</i>
Total number of responses	2273	2644	2608	3188	2707

Q20 – What is the highest level of education of your mother? Q21 – What is the highest level of education of your father?

Students were first asked where their parents were born in 2007. In 2013, about two-thirds of students reported their mothers (64.9%) and fathers (64.1%) were born in the USA. Conversely, 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.

MOTHER'S BIRTH LOCATION					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
Born in USA	na	na	73.6	71.5	64.9
Not born in USA	na	na	25.8	28.0	34.5
Not known	na	na	0.6	0.5	0.6
Total	na	na	100.0	100.0	100.00
Total number of responses	na	na	2674	3269	2763

FATHER'S BIRTH LOCATION					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
Born in USA	na	na	71.5	69.5	64.1
Not born in USA	na	na	27.4	29.2	34.7
Not known	na	na	1.2	1.3	1.2
Total	na	na	100.1	100.0	100.00
Total number of responses	na	na	2677	3265	2758

Q21 – Was your mother born in the USA? Q23 – Was your father born in the USA?

Students were asked about their financial aid as an additional indicator of socioeconomic status (Table 11). For the first time in 2013, students could respond that they don't know if they are receiving need based Financial Aid, and approximately 5% selected that option. About 43% of respondents indicated they are receiving need based Financial Aid in 2013. This statistic shows an upward trend from the 2007 and 2010 surveys, when closer to one-third of students responded affirmatively.

Students were also asked about their status as a Veteran.

Table 11: Financial Aid and Veteran's Status

FINANCIAL AID RECIPIENT					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
Yes	na	34.4	34.6	36.1	42.9
No	na	65.6	65.4	63.9	51.9
I don't know	na	na	na	na	5.2
<i>Total</i>	na	100.0	100.0	100.0	100.00
Total number of responses	na	2846	2598	3276	2754
VETERAN'S STATUS					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
No	na	na	na	na	42.9
Yes – Active Duty/Reservist	na	na	na	na	51.9
Yes – Veteran/Inactive Ready Reservist	na	na	na	na	5.2
Yes – dependent of either a Veteran, Active Duty, or Resesrvist					
<i>Total</i>	na	na	na	na	100.00

Q12 – This semester, are you receiving need based Financial Aid (BOGG, grants, student loans, etc.)?

Q24 – 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 12). About one-fourth (22.8%) of respondents indicated they had taken Math 150A/B or 151 in the past, while over one-fourth (25.9%) had taken English 100. A smaller percentage (19.0%) indicated they had taken a College Skills math course.

Table 12: Basic Skills Coursework

BASIC SKILLS COURSEWORK			
		Current	Academic Career
	Survey year	Percent	
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
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
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
Any ESL courses	2004	5.0	6.5
	2007	4.4	7.1
	2010	4.0	5.5
	2013	7.0	8.7
English 302 or 305	2004	5.5	10.7
	2007	5.1	10.2
	2010	4.5	9.7
	2013	3.8	10.4
English 100	2004	5.9	21.1
	2007	6.2	22.3
	2010	7.8	24.7
	2013	7.9	25.9
Total responses (duplicated)	2004	1081	2509
	2007	1096	2517
	2010	1245	2959
	2013	1200	2722

Q25 – Are you CURRENTLY taking any of the following courses? (Mark all that apply) Q26 – 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 13). More than half (55.3%) of the 2013 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 11.0% in 2013.

A decrease in Not sure or Undecided was previously observed – from 9.1% in 2001 to 6.2% in 2007 – but has increased to 8.0% in 2013. Students citing Personal interest/self-improvement as their major educational goal decreased from 2001 to 2004 (12.6% to 7.6%) and then a slight increase was observed in 2007 (8.2%). This number has decreased by more than half since then, possibly due to a reduction in the class schedule resulting from the ongoing fiscal difficulties in the state. Less than 3% of students currently cite Job Training as their main educational goal, and this has steadily declined since 2001. Only 1% of respondents report improving basic skills or GED preparation as their main educational goal.

Table 13: Educational Goal

MAIN EDUCATIONAL GOAL	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
Certificate	13.3	15.5	13.4	12.2	11.0
Transfer	49.0	53.0	49.1	54.8	55.3
Associate's degree	11.1	13.5	18.1	18.4	19.5
Job training	5.0	3.1	3.7	2.6	2.2
Personal interest/self-improvement	12.6	7.6	8.2	3.9	3.1
Improve basic skills, prepare for GED	na	na	1.2	0.5	0.9
Not sure/undecided	9.1	7.3	6.2	7.6	8.0
<i>Total</i>	<i>100.1</i>	<i>100.0</i>	<i>99.9</i>	<i>100.0</i>	<i>100.00</i>
Total number of responses	2078	2712	2623	3156	2745

Q 13 – What is your main educational goal at SRJC?

Students were asked about their work status (Table 14). The majority of students (68.0%) are working for pay while close to one third are not. Half (50.6%) of all respondents work fifteen hours or more per week, and nearly one-third (32.8%) 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, but has increased again to 17.8% in 2013.

Table 14: Work Status

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

Q11 – During this semester, are you working for pay?

COMMUNICATION

In 2013, Students were asked for the first time what mobile devices they regularly bring with them to SRJC (Table 15). The possible responses included tablet (iPad, Kindle, Galaxy, Transformer), 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. A majority of students (80.0%) reported that they bring a Smart Phone, and about a quarter of those responding (26.7%) 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.

Table 15: Mobile Devices Students Bring to SRJC

MOBILE DEVICES REGULARLY BROUGHT TO CAMPUS					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
Tablet (i-pad, Kindle, Galaxy, Transformer)	na	na	na	na	12.5
Smart Phone	na	na	na	na	80.0
Laptop Computer	na	na	na	na	26.7
Other	na	na	na	na	7.4
<i>Total</i>	na	na	na	na	100.0
Total number of responses	na	na	na	na	3510

Q27 – 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 16). The proposed methods for contacting students included the telephone, text messaging, student portal, e-mail, US mail, SRJC website, Facebook, Twitter, and cell phone 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 (95.1%) indicated that they prefer to be contacted by email, which is consistent with the 2010 survey statistic. Over three-fourths (79.4%) prefer being contacted via the student portal - an increase over the prior survey in 2010 (71.4%). 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 cell phone apps increased, while the percentage preferring FaceBook has decreased.

US Mail and the telephone were preferred by less than 40% of students (39.8% and 38.3%, respectively). Since the prior survey, in 2010 there has been an increase in the percentage of students who state that being contacted via the telephone or US Mail is not preferred.

As a testament to the explosion of technology use, only 1.2% of students report that they don't use email, less than 10% don't use the telephone (5.1%), student portal (4.7%) or college website (9.1%). Only 6.6% of the students reported that they don't use text messaging, which is a decrease of nearly half from the 2010 survey (11.8%). It is notable that a growing number of students cited a preference for communication via cell phone app in 2013 (23.9%) over their stated preference in 2010 (15.1%), and, communication using Facebook is the method "Not Preferred" by students the most (65.3%).

Table 16: Preferred methods of communication

PREFERENCES FOR COMMUNICATION FROM SRJC						
		Percent				
	Survey Year	Preferred	Not Preferred	I don't use this	Total	Total number of responses
E-mail	2010	95.0	3.7	1.3	100.0	3115
	2013	95.1	3.7	1.2	100.0	2652
Student portal	2010	71.4	21.8	6.7	100.0	2496
	2013	79.4	16.0	4.7	100.0	2268
SRJC website	2010	53.1	39.9	6.9	100.0	2391
	2013	50.2	40.7	9.1	100.0	2051
US Mail	2010	52.2	39.0	8.8	100.0	2363
	2013	39.8	47.3	13.0	100.0	2025
Telephone	2010	46.2	49.5	4.4	100.0	2613
	2013	38.3	56.5	5.1	99.9	2239
Text messages	2010	37.7	50.5	11.8	100.0	2444
	2013	53.8	39.6	6.6	100.0	2240
Face book	2010	17.1	61.1	21.8	100.0	2321
	2013	10.6	65.3	24.1	100.0	2004
cell phone app	2010	15.1	38.9	46.0	100.0	2314
	2013	23.9	39.2	36.9	100.0	2003
Twitter	2010	2.7	40.2	57.1	100.0	2295
	2013	2.0	43.0	55.0	100.0	1978

Q28 – 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. Over 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 17: Information Received That Influenced Decision to Enroll

PRE-ENROLLMENT INFORMATION SOURCE					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
An SRJC information booth at a fair or community event	na	na	na	na	5.3
An event on one or more of the SRJC campuses	na	na	na	na	4.7
A family member	na	na	na	na	36.8
A friend	na	na	na	na	30.0
SRJC website	na	na	na	na	36.1
My high school counselor or teacher	na	na	na	na	38.0
An SRJC representative who came to my school	na	na	na	na	14.2
I don't know	na	na	na	na	9.6
<i>Total</i>	na	na	na	na	100.0
Total number of responses	na	na	na	na	2470

Q32 – 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 18 and 19). 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 37.1% of respondents. The next most frequently marked problems are: Job Pressure (30.9%), None of the Above (28.1%), Cost of Textbooks (27.9%), Distractions at Home (20.6%), Overall time pressure (18.5%) and Family Pressure/Responsibility (18.4%). All of these categories remained consistently amongst the most cited reasons, while “None of the Above” ranked third overall, as it did in the 2010 survey.

Table 18: Barriers to Staying in College (outside of SRJC)

BARRIERS OUTSIDE OF SRJC (in rank order for 2013 responses)					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
Financial problems (not enough \$\$\$)	34.1	40.0	29.7	38.1	37.1
Job pressures (time/schedule conflicts)	36.4	33.0	28.3	28.1	30.9
None of the above	15.5	13.6	25.5	30.3	28.1
Cost of textbooks	na	30.3	24.4	30.8	27.9
Distractions/conflicts at home (hard to study)	28.3	27.7	20.7	20.4	20.6
Overall time pressure	29.0	28.2	22.1	18.3	18.5
Family pressure or responsibilities	24.4	24.3	18.1	18.8	18.4
Personal problems	17.1	19.1	17.0	17.9	17.5
Lack of self-discipline to study or go to classes	18.9	19.5	16.7	15.5	16.2
Lack of clear educational/career goals	na	na	na	12.6	12.9
Lack of motivation & interest in attending	14.2	14.7	14.3	11.0	11.8
Housing problems	11.8	9.4	9.3	8.7	9.6
Transportation problems	10.3	9.8	8.2	9.4	9.3
Mental health	na	5.8	7.0	7.5	8.6
Physical health	9.2	9.6	9.9	8.2	7.5
Childcare problems	7.9	5.2	3.8	4.2	5.4
Inadequate internet access	na	3.9	2.7	3.2	3.4
Inadequate computer access	na	3.7	2.5	2.4	2.6
Lack of computer skills/computer literacy	na	3.1	3.2	1.7	2.1
Language problems: learning English	4.1	3.4	3.4	na	na
Other problems: _____	na	3.0	na	na	na
Total (duplicated)	2467	8855	7285	8271	7277

Q30 -- 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. Of those who responded, the most oft-cited challenge remained, since the 2007 survey, "Classes not available at the time I need them" (37.6%). About one-third of students responded with Parking (29.8%), None of the above (29.3%), or "I couldn't get into the classes I needed/classes full" (29.1%). Almost a quarter of student marked Access to Financial Aid (23.9%) and "Classes not available at the location (or campus) I want to take them" (22.5%) as barriers to staying in college.

At 29.8%, 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 to 11.0% in 2013. This response option was first added in 2010, and the increase could indicate a growing demand for online class offerings.

Table 19: Barriers to Staying in College (within SRJC)

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

**Table 19: Barriers to Staying in College (within SRJC)
(continued)**

BARRIERS INSIDE OF SRJC (in rank order for 2013 responses)					
	Percent				
	Spring 2001	Fall 2004	Fall 2007	Fall 2010	Fall 2013
Not enough info about classes/majors/degrees/transferring	12.6	11.4	12.9	na	na
Financial Aid services not available when I need them	7.4	10.3	11.7	na	na
Staff not available when I need them	9.0	5.2	5.5	na	na
Other problems at SRJC: _____	na	3.9	na	na	na
Discrimination based on: _____	1.7	2.1	na	na	na
Lack of help finding job that fits w/ class schedule	6.2	na	na	na	na
Cashiers not available when needed	2.0	na	na	na	na
Total responses (duplicated)	4077	5236	5180	6747	5696

Q29 -- 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 13% (357) 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 (36), followed by work/job conflicts (29) and having enough money to pay for school or school costing too much (23). Although it is an item that could be selected from the list, parking problems were noted by a large number of students (32), usually with exclamatory phrasing indicating a degree of frustration. Issues with transportation and commuting were mentioned in 18 of the student’s comments.

Two common problem areas also described or mentioned often included issues with teachers at SRJC (22), and family or relationship problems outside of school (24). In addition, students repeatedly identified and/or described (between 10 and 20 occurrences each) wanted classes not being available, being full, or cancelled (18); problems completing the coursework or inadequate skills for succeeding in college (17); the high cost of text books (15); mental health issues (15); lack of motivation or

educational goals (14); issues with counseling services (13); the timing of receiving of receiving financial aid later than they needed it (13); physical health issues (12); and problems with the location or times of classes, including specific requests for more evening and more online class offerings (10).

Finally, students occasionally discussed problems they have encountered in the following areas (between three and ten responses in each area): financial aid services (8), challenges due to disabilities (8), issues with registration priority (7), time management (6), need for more tutoring services (6), child care (6), housing (5), technology (computers on campus and the website) (5), problems with the registration process (4), impacted programs (4), library resources (3), drug or alcohol use (3).

Several challenges were also mentioned just once or twice by students, but are worth noting. These include problems concerning: mental health issues specific to Veterans, legal or immigration status, and a concern that SRJC could do more in the area of sustainability. 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 20). 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 20: Respect

PERCENT OF STUDENTS GENERALLY TREATED WITH RESPECT BY:						
	<i>Survey Year</i>	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Number stating NA	Total	n
Instructors	2001	96.8	3.3	na	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
Students	2001	97.5	2.5	na	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
Office Staff	2001	91.7	8.3	Na	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
Administrators	2001	94.4	5.6	na	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
Counselors	2001	na	na	na	na	na
	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

Table 20: Respect (continued)

	Survey Year	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Number stating NA	Total	n
District Police Personnel	2001	na	na	na	na	na
	2004	na	na	na	na	na
	2007	na	na	na	na	na
	2010	89.3	10.6	854	99.9	3105
	2013	69.7	5.9	649	100.1	2650
Librarians, library staff	2001	na	na	na	na	na
	2004	na	na	na	na	na
	2007	na	na	na	na	na
	2010	96.0	4.0	379	100.0	3145
	2013	86.1	2.7	300	100.0	2687
Other Staff	2001	94.2	5.8	na	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

Q33 – 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 21). The majority of students (97.4%) indicated that they feel welcome at SRJC, similar to 2010. Most students (73.3%) experience a sense of community at SRJC, and fewer (68.0%) agreed that “SRJC cares about me as an individual” - these figures are generally consistent with the 2010 survey, and represent the majority of students responding to the survey.

The majority of students (70.1%) agreed that their background and personal experiences help them feel supported at SRJC, and the minority of students (20.9%) 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 dropped, from 79.7% in 2010 to 70.1% in 2013.

A vast majority (90.7%) of students indicated that their instructors make them feel welcome to discuss things with them outside of class, while fewer students (68.1%) 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 three survey cycles it was asked, while the percent of those who agree with the latter indicates a declining trend over the last three survey cycles, decreasing by 7.8% overall.

Most students agree that their understanding of people with backgrounds different from their own has increased through course information and activities (72.5%). Although this statistic increased from 2007 to 2010 (to 81.4% from 78.7%), the 2013 survey data indicates that fewer students agree with this statement than they did in 2010 and in 2007.

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 (83.7%) have a clear educational goal, while fewer (72.4 %) feel supported by their academic counselor, and fewer still (69.9%) have developed an educational plan with their academic counselor. The percentage of students who agree they have a clear educational goal remained consistent 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 decreased. Nearly three-fourths (73.7%) of the students surveyed believe they have been as successful as they could be at SRJC.

Table 21: Diversity and Student Engagement

LEVEL OF AGREEMENT WITH STATEMENTS:							
	Percent					#	
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	NA	
I feel welcome at SRJC							
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	
I experience a sense of community at SRJC							
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	
I have developed a supportive relationship with at least one SRJC instructor, counselor, or staff member							
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	

Table 21: Diversity and Student Engagement (continued)

LEVEL OF AGREEMENT WITH STATEMENTS:							
	Percent					#	
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	NA	
SRJC cares about me as an individual							
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	
My instructors make me feel welcome to discuss things with them outside of class							
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	
Because of my background and personal experiences, I feel isolated at SRJC*							
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	
Through course information and activities, my understanding of people with backgrounds different from mine has increased							
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	
I have a clear educational Goal							
2010	43.0	40.6	13.8	2.5	99.9	57	
2013	44.9	38.8	12.8	2.1	100.0	38	
I feel supported by my academic counselor at SRJC							
2010	33.7	45.1	16.3	4.9	100.0	468	
2013	34.2	38.2	11.6	3.2	100.0	345	
I have developed an educational plan with my academic counselor at SRJC							
2010	31.1	42.0	21.0	5.9	100.0	397	
2013	32.1	37.8	14.1	3.5	100.0	335	
Because of my background and personal experiences, I feel supported at SRJC							
2010	22.2	57.5	17.7	2.6	100.0	494	
2013	21.4	48.7	13.3	1.9	100.1	396	
I feel I have been as successful as I could be at SRJC							
2010	27.0	48.1	21.1	3.7	99.9	109	
2013	27.4	46.3	19.0	3.7	100.0	96	

Q34 -- 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 except one, over 50% of students who responded reported that their SRJC education contributed “a lot” or “some” knowledge, skills, and abilities. The category titled “maintaining or improving personal health” declined to below half (44.8%) of all students responding with either “a lot” or “some” this year.

Table 21: 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	
Writing Skills							
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	
Reading Comprehension Skills							
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	
Performing Mathematical operations							
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	
Using technology							
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	
Developing self-awareness and confidence							
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	
Maintaining or improving personal health							
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	
Appreciating the value of lifelong learning							
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	

Table 21: 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
Listening actively and respectfully						
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
Speaking coherently and effectively						
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
Locating, analyzing, evaluating, and synthesizing relevant information						
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
Drawing reasonable conclusions in order to make decisions and solve problems						
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
Responding creatively to ideas and information						
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
Understanding and demonstrating social and civic responsibility						
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
Understanding and demonstrating personal responsibility						
2007	28.2	37.7	21.1	12.9	99.9	127
2010	29.7	37.9	18.4	14.0	100.0	260
2013	32.1	36.8	16.3	9.8	100.0	133
Understanding and demonstrating environmental responsibility						
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
Becoming a more productive local and global citizen						
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

Table 21: 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	
Recognizing and acknowledging individual and cultural diversity							
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	
Practicing respectful interpersonal and intercultural communication							
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	
Recognizing and understanding the ideas and values expressed in the world's cultural traditions							
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	
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	100.0	189	
2013	27.8	33.9	18.5	14.2	100.0	149	

Q35 -- To what extent do you think your SRJC education so far has contributed to your knowledge, skills, and abilities in the following areas: