



Santa Rosa Junior College

Student Survey  
Fall 2010

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

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## INTRODUCTION

### Background

In Fall 2010, 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, the college's Shone Farm, and courses conducted in an on-line format. The survey totaled six pages, except that the courses surveyed at the Petaluma campus had an additional seventh page of supplemental questions. An electronic version of the six-page survey was provided to the student in courses taught on-line. In total, 3,307 surveys were returned (only 58 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, and Fall 2007, 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 2004, 2007, and again in 2010. 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 at the Santa Rosa and Petaluma campuses, Public Safety Training Center, Shone Farm, and classes taught on-line (to ensure a representative sample), ten percent of courses listed in the Schedule of Classes were randomly selected for survey administration. Paper survey forms were provided to the faculty teaching the randomly selected sections at the Santa Rosa and Petaluma campuses, the Public Safety Training Center, and Shone Farm in October 2010. Most of the faculty complied with the request to distribute surveys in their classes -- 140 out of 189 sections returned surveys, for a total of 3,249 individual surveys returned. The classes surveyed included day, evening, and weekend classes at the Petaluma and Santa Rosa campuses, the Public Safety Training Center, and Shone Farm. The electronic version of the survey was sent to instructors of 10% of 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, Public Safety Training Center, and Shone Farm, the results cannot be generalized to other locations (such as the substantial off-campus noncredit programs).

Findings from on-line students in the 2010 survey cannot be generalized to all on-line students due to the low response rate from students enrolled in the randomly selected 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.

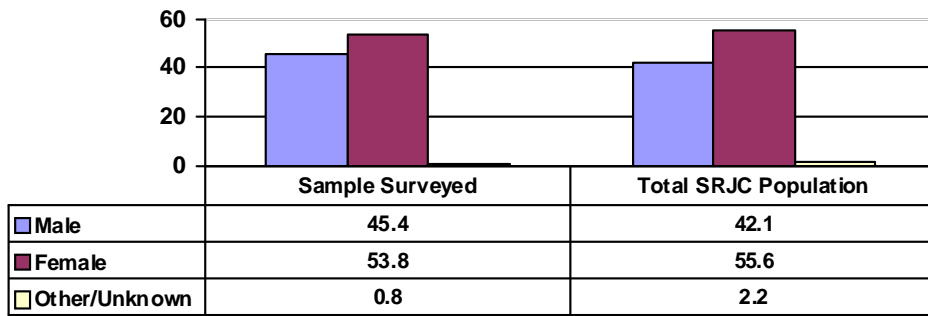
### Sample

The sample is fairly representative of the student population at SRJC. As of September 27, 2010, (first census) there were 34,011 students enrolled at SRJC district-wide.

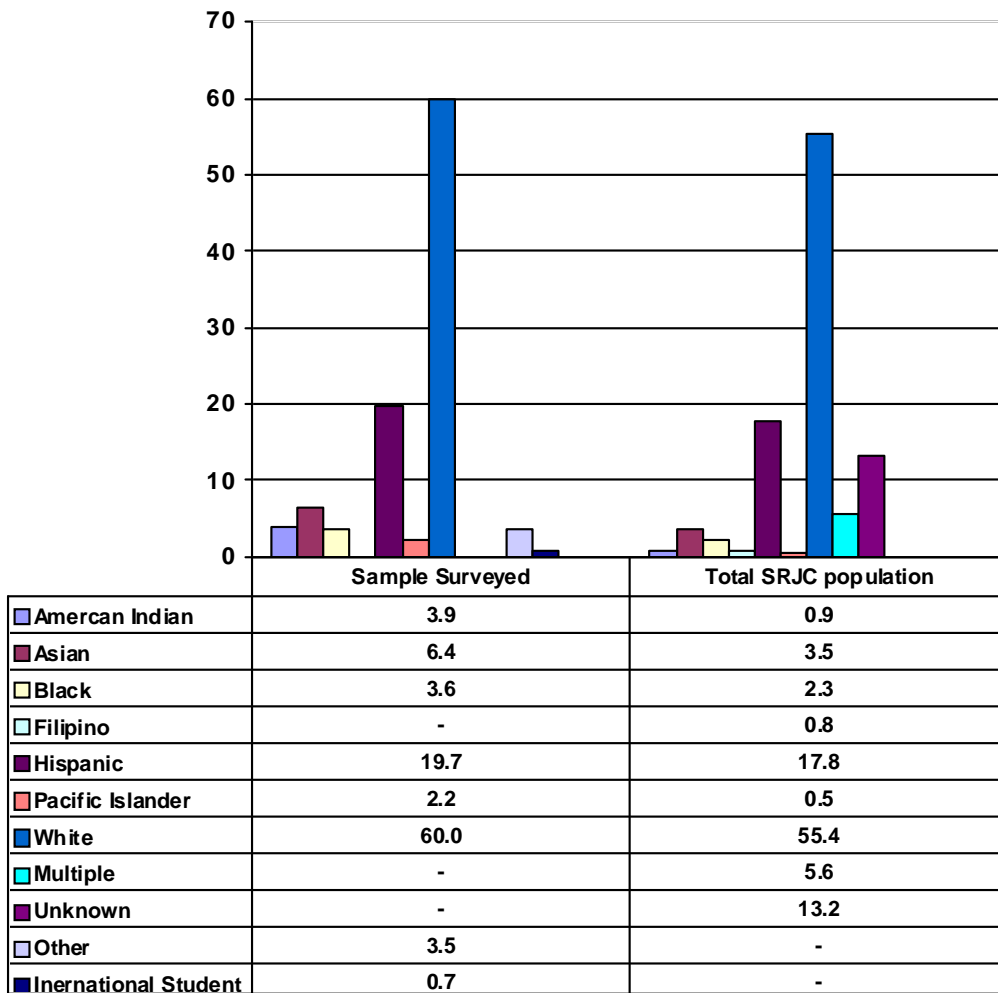
The survey, which was administered approximately the 9<sup>th</sup> week of classes, yielded 3,307 (potentially duplicated) responses, which means approximately 10% of all students responded to the survey.

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

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



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



## STUDENT STATUS

As a measure of their engagement at SRJC, students were asked questions regarding their enrollment status, unit load, terms attended, and total units/degrees earned (Table 3). Students reported their enrollment in Fall 2010 as nearly 50% continuing, with about 20% of students reporting their status as new, and 28.3% reporting their status as returning. The most marked change between Fall 2007 and Fall 2010 was the increase in returning students from 21.8% to 28.3%, and a similar decrease in continuing students from 52.0% to 46.1%. Since many students in Fall 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. Most 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 four survey years. Progressively lower percentages are noticed as Number of Terms previously attended increases. In prior survey years, there was a slightly higher percentage of students reporting they had been enrolled for 7 or more semesters.

In all four survey years, over 5% of students had earned an AA or AS degree, with a decrease from 7.8% in 2007 to 5.4% in 2010; those with higher degrees remained relatively stable.

**Table 3: Student Status**

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

<i>Total Percent</i>	100.1	100.0	100.0	100.0
Total Number of Responses	2405	2860	2197	3268

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

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 2010? 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 2010?

## ACCESS TO CAMPUS AND SERVICES

When asked when they attend classes, students in 2010, as in previous years, 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. 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.

**Table 4: Time of Class Attendance**

<b>TIME OF CLASS ATTENDANCE</b>				
	<b>Percent</b>			
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>
Day – Mornings	60.0	72.2	63.7	73.5
Day – Afternoons	47.0	57.7	52.4	63.8
Evenings	50.7	45.6	42.0	48.2
Saturdays	8.4	6.6	4.9	4.0
<i>Total responses (duplicated)</i>	2467	5246	4450	6232

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 30%) currently take classes at the Petaluma campus. The percentage of students who reported taking courses in Petaluma increased in 2004, decreased in 2007, and then increased substantially in 2010. This could be due in part to sampling inconsistencies.

In 2007, students were first asked if they had taken on-line classes, and 8.2% indicated that they had; this percentage increased to 14.5% in 2010. 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. Thus, it can be assumed that most of the students who reported that they attend classes online took at least one on-line class in addition to classes taken at the main campuses.

Most students (76.5%) use services at the Santa Rosa campus and 20.6% use services at the Petaluma Campus. Service use at the Santa Rosa campus has decreased in 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. There is also an increasing trend of students using services online, with more than half of students in 2010 reporting that they do.

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

<b>LOCATION OF CLASSES</b>				
	<b>Percent</b>			
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>
Santa Rosa Campus	87.2	89.0	90.1	87.8
Petaluma Campus	17.4	25.9	18.4	28.8
Coddingtontown	2.8	na	na	na
Two-Rock	1.1	na	na	na
Public Safety Training Center (Windsor)	na	1.9	1.7	3.8
On-line	na	na	8.2	14.5
Shone Farm	na	na	na	3.1
Southwest Santa Rosa Center	na	na	na	0.2
Other location	6.2	3.0	4.1	2.0
<i>Total responses (duplicated)</i>	<i>2467</i>	<i>3452</i>	<i>3343</i>	<i>4603</i>
<b>LOCATION OF SERVICES USED</b>				
	<b>Percent</b>			
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>
Santa Rosa Campus	83.9	84.2	77.6	76.5
Petaluma Campus	15.8	20.6	13.4	20.6
Coddingtontown	3.0	na	na	na
Two-Rock	0.3	na	na	na
Public Safety Training Center (Windsor)	na	0.2	0.5	1.2
On-line	na	na	46.6	52.6
Shone Farm	na	na	na	1.1
Southwest Santa Rosa Center	na	na	na	0.3
Other location	2.2	2.5	1.0	1.7
<i>Total responses (duplicated)</i>	<i>2467</i>	<i>3098</i>	<i>3796</i>	<i>4990</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 6.5 % of students reported that they walk, while 5% of students marked each of these categories: the bus, carpool, and I get a ride. Nearly 3% of students indicated that they ride a bicycle, and that figure has remained consistent over the last three survey years. Students who report walking increased from about 4.0% in the first two survey years, to about 6.5% in 2007 and 2010. The number of students driving cars has shown a continuing decline, although part of this decline may be due to the new “I Get a Ride” option provided since the 2007 survey. Motorcycles, added as a new category in 2010, were selected by more than 1% of students. Students who reported “Other” frequently mentioned skateboards, and a few mentioned scooters.

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

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

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 and Ethnicity**

<b>GENDER</b>				
	<b>Percent</b>			
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>
Female	61.0	56.8	57.5	53.8
Male	39.0	42.1	41.5	45.4
Other	na	1.1	1.0	0.8
<i>Total</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
<b>AGE</b>				
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>
19 or younger	26.2	37.7	36.4	39.3
20-24	32.8	32.0	32.3	33.3
25-29	11.5	8.2	9.0	9.3
30-34	7.0	4.6	4.8	4.7
35-39	4.4	4.1	3.7	3.2
40-49	11.2	7.7	7.2	5.5
50 or older	6.9	5.7	6.6	4.9
<i>Total</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.2</i>
Total number of responses	2409	2857	2685	3262
<b>ETHNICITY</b>				
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>
	<i>Predominate racial or ethnic background (choose 1)</i>	<i>Racial or ethnic background (mark all that apply)</i>	<i>Racial or ethnic background (mark all that apply)</i>	<i>Racial or ethnic background (mark all that apply)</i>
American Indian	2.3	4.1	4.9	3.9
Asian	5.0	5.8	6.4	6.4
Black	2.1	2.4	3.7	3.6
Filipino	1.1	2.1	na	na
Hispanic	12.9	17.2	19.0	19.7
Pacific Islander	0.8	1.2	2.2	2.2
White	69.7	70.1	68.5	60.0
International Student*	0.8	na	1.1	0.7
Other	5.4	5.2	6.0	3.5
<i>Total</i>	<i>100.1</i>	<i>na</i>	<i>na</i>	<i>na</i>
Total number of responses (duplicated in 2004, 2007 & 2010)	2337	3355	3051	3783

<b>SEXUAL ORIENTATION</b>				
	<b>Percent</b>			
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>
Heterosexual (straight)	na	na	93.4	93.3
Homosexual (gay/lesbian)	na	na	2.3	1.9
Bisexual	na	na	3.5	3.6
Transgender	na	na	0.8	1.1
<i>Total</i>			100.0	99.9
Total number of responses			2620	3049

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

\*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 (83.7%) indicate that yes, English, is their primary language. This statistic has remained remarkably stable over the four surveys.

**Table 8: English Primary Language**

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

Q18 -- Is English your primary language?

Of the respondents whose primary language was not English, the majority (61.5%) speak Spanish. All other language groups are significantly smaller, with a larger group (20.4%) in the “other” category. Of the number of students who indicated “other,” the most frequent written-in response was French, written in by 10 students. This was followed by nine Tagalog or Filipino speaking students, seven speaking Nepalese, six each speaking Farsi, Swahili, and Thai, five speaking Arabic, and four speaking Dutch. Other student-reported languages were Bulgarian (3), Hindi (3), Italian (2), German (2), Fijian (2), Vai (2), Polish (2), and Afrikaans (2). The following languages were written-in by one student each: Latin, Ukrainian, Creole, Cambodian, Tibetan, Finnish, Lugrinda, Bosnian, Hungarian, Hebrew, Marathi, Swedish, and Croatian. This survey indicates SRJC students speak at least 38 other languages besides English.

**Table 9: Non-English Primary Language**

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

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, and slightly more students reported that their fathers hold an Associate's degree or higher. Approximately 16% of students reported that their mothers did not graduate from high school, and about 18% reported that their fathers did not graduate from high school.

Students were first asked where their parents were born in 2007. In 2010, nearly three-quarters of students reported that their mothers (71.5%) and fathers (69.5%) were born in the USA. Conversely, approximately one-quarter of SRJC students report a foreign-born mother and/or father. These statistics are consistent with 2007 figures.

**Table 10: Parental Educational Attainment**

<b>MOTHER'S HIGHEST EDUCATION</b>				
	<b>Percent</b>			
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>
Elementary School	7.3	8.0	7.9	7.7
Some High School	6.6	6.7	7.2	8.1
High School graduate	21.9	19.3	20.6	19.6
Some college	24.3	25.2	26.7	26.9
2-Year college degree	11.7	11.8	10.7	10.9
4-Year college degree	15.1	17.3	15.8	15.6
More than 4-year degree	13.1	11.6	11.2	11.3
<i>Total</i>	<i>100.0</i>	<i>99.9</i>	<i>100.1</i>	<i>100.1</i>
Total number of responses	2298	2765	2668	3241
<b>FATHER'S HIGHEST EDUCATION</b>				
	<b>Percent</b>			
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>
Elementary School	7.9	7.6	8.6	9.1
Some High School	8.0	6.7	8.9	9.3
High School graduate	21.0	19.4	19.7	21.5
Some college	19.8	22.0	21.4	20.3
2-Year college degree	9.9	8.1	8.3	7.3
4-Year college degree	18.0	19.3	18.7	19.3
More than 4-year degree	15.4	17.0	14.3	13.2
<i>Total</i>	<i>100.0</i>	<i>100.0</i>	<i>99.9</i>	<i>100.0</i>
Total number of responses	2273	2644	2608	3188
<b>MOTHER'S BIRTH LOCATION</b>				
	<b>Percent</b>			
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>
Born in USA	na	na	73.6	71.5
Not born in USA	na	na	25.8	28.0
Not known	na	na	0.6	0.5
<i>Total</i>	<i>na</i>	<i>na</i>	<i>100.0</i>	<i>100.0</i>
Total number of responses	na	na	2674	3269
<b>FATHER'S BIRTH LOCATION</b>				
	<b>Percent</b>			
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>
Born in USA	na	na	71.5	69.5
Not born in USA	na	na	27.4	29.2
Not known	na	na	1.2	1.3
<i>Total</i>	<i>na</i>	<i>na</i>	<i>100.1</i>	<i>100.0</i>
Total number of responses	na	na	2677	3265

Q20,22 – What is the highest level of education of your mother (father)? Q21, 23 – Was your mother (father) born in the USA?

Students were asked about their financial aid as an additional indicator of socioeconomic status (Table 11). Over one-third of respondents (36.1%) indicated they are receiving financial aid. This statistic, although slightly higher, is basically consistent with the 2004 and 2007 surveys.

**Table 11: Financial Aid**

<b>FINANCIAL AID RECIPIENT</b>				
	<b>Percent</b>			
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>
Yes	na	34.4	34.6	36.1
No	na	65.6	65.4	63.9
<i>Total</i>	na	100.0	100.0	100.0
Total number of responses	na	2846	2598	3276

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

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-fifth (21.9%) of respondents indicated they had taken Math 150A/B or 151 in the past, while nearly one-fourth (24.7%) had taken English 100. A smaller percentage (16.4%) indicated they had taken a College Skills math course.

**Table 12: Basic Skills Coursework**

<b>BASIC SKILLS COURSEWORK</b>			
		<b>Current</b>	<b>Academic Career</b>
	<b>Survey year</b>	<b>Percent</b>	
Any College Skills Math courses	2004	7.5	15.3
	2007	9.0	17.0
	2010	8.4	16.4
Math 150A/B or 151	2004	7.5	22.0
	2007	8.8	23.0
	2010	7.1	21.9
Any College Skills English courses	2004	6.1	11.5
	2007	6.7	12.7
	2010	6.0	11.6
Any ESL courses	2004	5.0	6.5
	2007	4.4	7.1
	2010	4.0	5.5
English 302 or 305	2004	5.5	10.7
	2007	5.1	10.2
	2010	4.5	9.7
English 100	2004	5.9	21.1
	2007	6.2	22.3
	2010	7.8	24.7
Total responses (duplicated)	2004	1081	2509
	2007	1096	2517
	2010	1245	2959

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 (54.8%) of the 2010 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 either Associates Degree or Certificate increased between 2001 and 2004, however, Associate Degree seekers have increased each year, while the number of students reporting a certificate as their goal has gradually declined. It is notable that the percentage of students seeking an Associate degree rose markedly from 13.5% in 2004 to 18.1% in 2007, and has increased only slightly to 18.4% in 2010.

A decrease in Not sure or Undecided was previously observed – from 9.1% in 2001 to 6.2% in 2007 – but has increased to 7.6% in 2010. 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 half in the 2010 survey year (3.9%), possibly due to a reduction in the class schedule resulting from the recent budget crisis. Less than 3% of students currently cite Job Training as their main educational goal, and only 0.5% report improving basic skills or GED preparation as their main educational goal.

**Table 13: Educational Goal**

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

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

Students were asked about their work status (Table 14). The majority of students (65.0%) work for pay. Nearly one-third (30.8%) work part time, between 15 and 34 hours per week, while half (50.4%) work fifteen hours or more per week. The number of students who work full time has continually decreased, from 29.5% of students in 2001, to 14.6% in 2010, while those working between 15 and 34 hours gradually increased between 2001 and 2007, then sharply declined in 2010.

**Table 14: Work Status**

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

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

## COMMUNICATION

Students were asked a new question in 2010 regarding their preferences for receiving information from SRJC through different modes of communication (Table 15). 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%) indicated that they prefer to be contacted by email, and almost three-fourths (71.4%) prefer being contacted via the student portal. The large percentage of students who prefer the student portal can possibly be viewed as an indicator of student satisfaction with this service. Preferences for receiving information via the SRJC website or by US mail were over 50%, while the telephone was preferred by 46.2% of students.

As a testament to the explosion of technology use, only 1.3% of students report that they don't use email, less than 10% don't use the telephone (4.4%), student portal (6.7%) or college website (6.9%), and roughly 12% don't use text messaging. It is notable that about half of all students responding prefer not to be contacted by text messaging (50.5%) and the telephone (40.5%), and communication using Facebook is the method "Not Preferred" by students the most (61.1%).

**Table 15: Preferred methods of communication**

<b>PREFERENCES TO RECEIVE SRJC INFORMATION BY VARIOUS METHODS (IN RANKING ORDER OF MOST PREFERRED)</b>					
	<b>Percent</b>				
	<i>Preferred</i>	<i>Not Preferred</i>	<i>I don't use this</i>	<i>Total</i>	<b>Total number of responses</b>
E-mail	95.0	3.7	1.3	100.0	3115
Student portal	71.4	21.8	6.7	100.0	2496
SRJC website	53.1	39.9	6.9	100.0	2391
US Mail	52.2	39.0	8.8	100.0	2363
Telephone	46.2	49.5	4.4	100.0	2613
Text messages	37.7	50.5	11.8	100.0	2444
Face book	17.1	61.1	21.8	100.0	2321
cell phone app	15.1	38.9	46.0	100.0	2314
Twitter	2.7	40.2	57.1	100.0	2295

Q29 – How would you prefer that SRJC contact you?

## 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 16 and 17). 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 remains Financial Problems, which was cited by 38.1% of respondents - a large increase over the 2007 survey, which was 29.7%. The next most frequently marked problems are: Cost of Textbooks (30.8%), None of the Above (30.3%), Job Pressure (28.1%), Distractions at Home (20.4%), and Family Pressure/Responsibility (18.8%). Most of these categories showed increases since the prior survey, while “None of the Above” ranked third overall at 29.8%

**Table 16: Barriers to Staying in College (outside of SRJC)**

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

Q31 -- 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, 37.4% indicated "Classes not available at the time I need them", followed by parking (32.2%). About one-third (30.9%) selected "I couldn't get into the classes I needed (classes full)" which was an increase from 21.7% in the prior survey year. The number of students who reported "None of the Above" declined slightly from 2007, taking the fourth spot overall.

It is interesting to note that Parking, which used to be the most frequently cited barrier (53.4% in 2001 and 46.8% in 2004), had fallen to third place (25.3%) in 2007, likely due to the opening of the multi-level parking structure, but has increased again to about one-third (32.2%) of students responding.

**Table 17: Barriers to Staying in College (within SRJC)**

<b>BARRIERS WITHIN SRJC (in rank order for 2007 responses)</b>				
	<b>Percent</b>			
	<b>Spring 2001</b>	<b>Fall 2004</b>	<b>Fall 2007</b>	<b>Fall 2010</b>
Classes not available at the time I need to take them	35.3	30.4	34.7	37.4
Parking	53.4	46.8	25.3	32.2
I couldn't get in to the classes I needed (classes full)	na	19.1	21.7	30.9
None of the above (per each year's survey)	18.2	15.6	32.3	29.8
Classes not available at the location (or campus) I want to take them	na	16.0	18.4	23.9
Access to Financial Aid Services	na	na	na	20.4
Access to Academic Counseling	na	na	na	8.7
Classes I enrolled in were cancelled	na	6.3	7.3	8.6
Classes I want are not available in online format	na	na	na	7.8
Class work is too hard	7.3	7.9	11.9	7.7
Too much to go through to get services or courses	5.6	4.9	6.2	4.3
I cannot find the information I need on the SRJC website	na	na	na	3.0
SRJC website is too difficult to navigate	na	na	na	2.4
Access to A&R services	na	na	na	1.4
A&R services (in person) not available when I need them	6.3	2.0	2.0	na
Not enough info about classes/majors/degrees/transferring	12.6	11.4	12.9	na
Financial Aid services not available when I need them	7.4	10.3	11.7	na
Staff not available when I need them	9.0	5.2	5.5	na

Other problems at SRJC:	na	3.9	na	na
Discrimination based on:	1.7	2.1	na	na
Lack of help finding job that fits w/ class schedule	6.2	na	na	na
Cashiers not available when needed	2.0	na	na	na
Total responses (duplicated)	4077	5236	5180	6747

Q30 -- 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 18% (604) of students wrote in a comment, however, about one-third (197) of those 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 having enough money to pay for school (about 45), followed by getting access to financial aid or scholarships (39), and work/job conflicts (36). There were also many comments (35) regarding needed classes not being available, or classes being cancelled. Issues with the time and location of class offerings, as well as requests for specific classes, were also mentioned often (about 30 times). And even though this was an item that could be selected from the list, problems with parking were noted by 22 students, (sometimes expressed as a single word with exclamation points following), while issues with transportation and commuting were mentioned in 13 of the students comments.

Two common problem areas also described or mentioned often (more than 20 times each) included issues with teachers at SRJC, and family or relationship problems outside of school. In addition, students repeatedly identified and/or described (with over 10 occurrences each) other specific and general issues that impacted their ability to stay in school, including: not enough time, or time conflicts; physical health problems; mental health problems; disabilities; stress; class work being too difficult; alcohol and drug use; the high cost of text books; and, a lack of clear educational goals.

Finally, students occasionally discussed problems they have encountered in the following areas (between five and ten times in each area): academic counseling, the registration process, acceptance of classes for transfer, receiving incorrect or inadequate information on transferring, a lack of personal motivation and/or self-

discipline, the loss (or lack) of secure housing, and socially-related problems at SRJC, including a variety of distractions and disturbances that affected the student personally. Several challenges were also mentioned just once or twice by students, but are worth noting. These include problems concerning: academic probation, large class size, quality of education, not being challenged intellectually, availability of computers on campus, inadequate computer skills or basic skills, and quality of on-campus food service. 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 18). 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 18: Respect**

<b>PERCENT OF STUDENTS GENERALLY TREATED WITH RESPECT BY:</b>						
	<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
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
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
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
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
District Police Personnel	2010	89.3	10.6	854	99.9	3105
Librarians, library staff	2010	96.0	4.0	379	100.0	3145



**Table 18: Respect (continued)**

	Survey Year	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Number stating NA	Total	n
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

*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 19). The majority of students (98.1%) indicated that they feel welcome at SRJC, similar to 2007. Fewer students (75.0%) experience a sense of community at SRJC, and fewer still (72.8%) agreed that “SRJC cares about me as an individual” - these figures are generally consistent with the 2007 survey, and represent the majority of students responding to the survey.

The majority of students (79.7%) agreed that their background and personal experiences help them feel supported at SRJC, and the minority of students (20.6%) indicated they feel isolated at times because of their background and personal experiences. The wording of these statements was changed since the 2007 survey, which could make a comparison of statistics misleading.

A vast majority (91.1%) of students indicated that their instructors make them feel welcome to discuss things with them outside of class, while fewer students (73.1%) 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 increased by 3.4% since 2007, while the percent of those who agree with the latter has decreased by 3.8%. Finally, most students agree that their understanding of people with backgrounds different from their own has increased through course information and activities; this aspect has increased (to 81.4% from 78.7%) since 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 (83.6%) have a clear educational goal, while fewer (78.8%) feel supported by their academic counselor, and fewer still (73.1%) have developed an educational plan with their academic counselor. Three-fourths (75.1%) of the students surveyed believe they have been as successful as they could be at SRJC.

**Table 19: Diversity and Student Engagement**

<b>LEVEL OF AGREEMENT WITH STATEMENTS:</b>							
	<b>Percent</b>					<b>#</b>	
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>	<b>NA</b>	
<b>I feel welcome at SRJC</b>							
2007	46.0	51.9	1.7	0.5	100.1	32	
2010	55.1	43.0	1.4	0.4	99.9	22	
<b>I experience a sense of community at SRJC</b>							
2007	19.2	57.8	19.8	3.2	100.0	139	
2010	25.5	49.5	21.3	3.6	99.9	139	
<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	
<b>SRJC cares about me as an individual</b>							
2007	15.7	55.9	23.4	5.0	100.0	221	
2010	17.7	55.1	22.6	4.6	100.0	289	
<b>My instructors make me feel welcome to discuss things with them outside of class</b>							
2007	31.3	57.4	9.6	1.7	100.0	111	
2010	41.2	49.9	7.9	0.9	99.9	53	
<b>Because of my background and personal experiences, I feel isolated at SRJC*</b>							
2007	5.8	13.4	39.4	41.4	100.0	413	
2010	6.8	13.8	48.4	30.9	99.9	354	
<b>Through course information and activities, my understanding of people with backgrounds different from mine has increased</b>							
2007	21.8	56.9	18.4	2.9	100.0	363	
2010	26.0	55.4	15.6	3.0	100.0	383	
<b>I have a clear educational Goal</b>							
2010	43.0	40.6	13.8	2.5	99.9	57	
<b>I feel supported by my academic counselor at SRJC</b>							
2010	33.7	45.1	16.3	4.9	100.0	468	
<b>I have developed an educational plan with my academic counselor at SRJC</b>							
2010	31.1	42.0	21.0	5.9	100.0	397	
<b>Because of my background and personal experiences, I feel supported at SRJC</b>							
2010	22.2	57.5	17.7	2.6	100.0	494	
<b>I feel I have been as successful as I could be at SRJC</b>							
2010	27.0	48.1	21.1	3.7	99.9	109	

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 almost all categories, over 50% of students who responded reported that their SRJC education contributed “a lot” or “some” knowledge, skills, and abilities.

**Table 20: Progress in Achieving Institutional Learning Outcomes**

<b>AMOUNT OF PROGRESS SO FAR AT SRJC</b>							
	<b>Percent</b>					<b>#</b>	
	A lot	Some	A little	None	Total	Don't know/ Can't answer	
<b>Writing Skills</b>							
2007	34.8	43.6	13.3	8.4	100.1	113	
2010	31.2	41.5	15.0	9.3	100.0	145	
<b>Reading Comprehension Skills</b>							
2007	24.4	42.1	20.7	12.8	100.0	129	
2010	25.6	41.2	18.8	14.3	99.9	163	
<b>Performing Mathematical operations</b>							
2007	31.8	32.9	16.5	18.7	99.9	289	
2010	34.7	31.2	14.6	19.5	100.0	383	
<b>Using technology</b>							
2007	19.7	32.4	23.9	23.9	99.9	185	
2010	19.6	33.5	23.8	23.1	100.0	266	
<b>Developing self-awareness and confidence</b>							
2007	23.6	37.2	23.0	16.2	100.0	129	
2010	24.5	36.3	21.7	17.5	100.0	160	
<b>Maintaining or improving personal health</b>							
2007	17.9	29.4	20.8	31.9	100.0	218	
2010	19.1	29.3	20.2	31.4	100.0	255	
<b>Appreciating the value of lifelong learning</b>							
2007	36.4	33.7	19.2	10.7	100.0	110	
2010	35.7	34.0	18.3	12.0	100.0	153	
<b>Listening actively and respectfully</b>							
2007	31.3	38.7	18.6	11.5	100.1	92	
2010	35.7	36.2	17.2	11.0	100.1	128	
<b>Speaking coherently and effectively</b>							
2007	27.2	38.6	20.7	13.5	100.0	97	
2010	31.9	37.1	19.0	12.0	100.0	161	

**Table 20: Progress in Achieving Institutional Learning Outcomes  
(continued)**

<b>AMOUNT OF PROGRESS SO FAR AT SRJC</b>							
	<b>Percent</b>					<b>#</b>	
	A lot	Some	A little	None	Total	Don't know/ Can't answer	
<b>Locating, analyzing, evaluating, and synthesizing relevant information</b>							
2007	27.3	42.4	21.2	9.1	100.0	124	
2010	32.9	40.6	18.2	8.3	100.0	205	
<b>Drawing reasonable conclusions in order to make decisions and solve problems</b>							
2007	27.0	42.5	20.4	10.1	100.0	121	
2010	29.6	41.6	18.3	10.5	100.0	211	
<b>Responding creatively to ideas and information</b>							
2007	25.7	42.4	22.4	9.5	100.0	105	
2010	27.1	43.6	19.1	10.1	99.9	217	
<b>Understanding and demonstrating social and civic responsibility</b>							
2007	19.7	37.0	25.6	17.7	100.0	170	
2010	23.2	37.0	22.5	17.2	99.9	315	
<b>Understanding and demonstrating personal responsibility</b>							
2007	28.2	37.7	21.1	12.9	99.9	127	
2010	29.7	37.9	18.4	14.0	100.0	260	
<b>Understanding and demonstrating environmental responsibility</b>							
2007	23.2	32.4	24.3	20.1	100.0	158	
2010	23.1	33.2	22.2	21.4	99.9	364	
<b>Becoming a more productive local and global citizen</b>							
2007	22.0	32.1	23.5	22.4	100.0	185	
2010	23.5	33.3	22.7	20.5	100.0	277	
<b>Recognizing and acknowledging individual and cultural diversity</b>							
2007	27.4	35.3	21.1	16.2	100.0	155	
2010	31.2	35.7	19.1	13.9	99.9	204	
<b>Practicing respectful interpersonal and intercultural communication</b>							
2007	24.7	35.9	22.1	17.3	100.0	137	
2010	29.3	35.2	21.0	14.5	100.0	222	
<b>Recognizing and understanding the ideas and values expressed in the world's cultural traditions</b>							
2007	24.1	35.5	23.2	17.2	100.0	154	
2010	28.2	35.4	19.9	16.5	100.0	223	
<b>Managing resources (such as time and money) in order to advance my personal and career goals</b>							
2007	24.6	34.4	23.6	17.5	100.1	141	
2010	26.9	33.4	22.1	17.6	100.0	189	

Q38 -- To what extent do you think your SRJC education so far has contributed to your knowledge, skills, and abilities in the following areas:

APPENDIX A

**PETALUMA SUPPLEMENTAL SURVEY**

For the 2010 Student Services Survey, supplemental questions were asked of students who took the survey in course sections taught at the Petaluma Campus, in order to better understand that student population. A total of 562 surveys were received from these students. Of those who responded, more than half (55.0%) are enrolled in over six units at the Petaluma Campus, while the rest are evenly divided between 0.5 to 3.0 units enrolled (22.6%), and 3.5 to 6.0 units enrolled (22.4%). Only 14.6% of students surveyed in Petaluma course sections are enrolled in more than six units at the Santa Rosa Campus (Table 21).

This population of students was also asked about their needs and preferences for location of classes and services. Table 22 outlines their responses.

**Table 21: Number of Units Taken at Various Locations**

<b>Number of Units enrolled in at each location</b>							
	<b>Percent</b>						
	None	0.5 – 3.0	3.5 – 6.0	6.5 – 9.0	9.5 – 12.0	12.5 +	Total
<i>Petaluma</i>	0.0	22.6	22.4	14.4	23.1	17.5	100.0
<i>Santa Rosa</i>	39.0	25.9	20.4	8.8	5.2	0.6	99.9
<i>On-line</i>	77.3	15.3	4.6	1.9	0.9	0.0	100.0
<i>Other SRJC location</i>	91.8	4.1	1.5	0.5	0.5	1.5	99.9

Q40 – How many units are you enrolled in at the following SRJC locations?

**Table 22: Needs and Preferences Regarding SRJC Locations**

<b>Needs and Preferences of Students at the Petaluma Campus</b>							
	<b>Percent</b>						<b>n</b>
	Strongly Agree	Agree	Neutral or No Opinion	Disagree	Strongly Disagree	Total	
<i>I prefer to take classes on the Petaluma Campus</i>	68.5	13.2	11.6	4.3	2.4	100.0	536
<i>I prefer to take classes on the Santa Rosa Campus</i>	13.3	13.1	36.5	19.8	17.3	100.0	504
<i>I don't have a preference for where I take my classes</i>	7.4	9.4	30.8	28.1	24.2	99.9	487
<i>All the courses I need are offered in Petaluma</i>	9.4	12.2	21.5	37.6	19.3	100.0	498
<i>All the student services I need are offered in Petaluma</i>	20.4	29.6	30.0	13.1	6.9	100.0	504
<i>Student Services in Petaluma are convenient for me to access</i>	32.5	32.9	25.3	5.0	4.2	99.9	498

Q41 -- Please indicate your level of agreement with the following statements:

In order to gain further insight into the needs of students who take classes at the Petaluma campus of SRJC, two open-ended questions were included in the supplement to the 2010 Student Survey. Of the 562 students who took the survey in a class section located in Petaluma, more than 40% answered the following questions:

- *If you go to both the Petaluma and Santa Rosa Campuses of SRJC, why?*
- *What additional classes or services do you wish were offered in Petaluma?*

Of the 247 responses to the question of why students attend both the Petaluma and Santa Rosa campuses of SRJC, there were a number of comments that were vague, brief, confusing, or hard to read (the handwriting), so analyzing this group of responses was a difficult task and subject to interpretation in places. However, there were also many replies that were clear and concise, so general conclusions can be drawn about the students' perspectives based upon trends in their collective responses.

The majority of comments involved issues surrounding location and availability of classes and services. The largest proportion of students indicated that the specific classes they wanted or needed were not currently being offered in Petaluma. This includes students who conversely stated that that specific teachers, classes or programs they wanted or needed were available only in Santa Rosa. The most often cited were: Art, Music, Culinary, Physical Education, and the Sciences (not necessarily in that order). Students described advantages such as easier parking, newer facilities, a better environment or experience, and the campus being closer to their work or home, as reasons for that preference.

Several students explained that they were taking classes in Petaluma because all of the sections offered in Santa Rosa were already full by the time they registered, or, they had signed up for a Petaluma class section by mistake. In addition, some students indicated that the class they were taking was offered only in Petaluma. A smaller proportion of students stated a preference for going to the Santa Rosa campus because that campus has more to offer in terms of courses, programs, activities, and services, or that it is closer to their work or home.

There were also a large number of comments from students around the issues of class times and personal schedules. Students explained that attending both campuses was often the best way to maximize their time with available classes, to get the classes they want or need at the time of day that works best for them, and to take multiple classes that don't overlap with each other. Many students described the need to schedule their classes around other commitments such as work and family, while some reported that they live in between the two campuses and tend to select where to take classes by the

time of day that suits them best. A few indicated that expediting completion of their education was the motivating factor for attending classes at both campuses.

Of the 231 replies to the question asking what additional classes and services students would like to have available at the Petaluma campus of SRJC, the largest proportion of responses named specific classes, programs, or services, while other comments requested more classes at the Petaluma Campus in general (sections and selection), or wanted more evening classes, more electives, more transfer classes, more complete certificate programs, more counseling, veteran's affairs services, and expanded financial aid, in particular. Several students suggested that all of the same classes and services that are offered in Santa Rosa should be available at the Petaluma campus.

The list below is a summary of the specific requests grouped by frequency, based on interpretation of the hand-written comments (which are, in some cases, vague, brief, or unclear). Some student responses contained multiple requests, or were applicable to more than one area. It appeared that some requests do not account for the classes and services that are already being offered at the Petaluma campus. This could be due to a lack of awareness on the student's part, or a misunderstanding of the question.

The following classes, disciplines, and/or departments appeared more than 10 times each in the student's responses:

Chemistry  
Anatomy  
Physiology  
Science (additional and advanced)

The following classes, disciplines, and/or departments appeared between five and ten times each:

Nursing	Music (programs and classes)
Art (additional)	Languages/Linguistics (additional)
English	Culinary (including cooking classes)
Computer Studies/Computer Science	Physical Education (additional)
Physics	Biology (including advanced)
Engineering	Math (additional and higher-level)



The following classes, disciplines, and/or departments appeared three or four times:

Weight lifting	Animal Health
Child Development	Veterinary Technician
Administrative Justice	Radiology Technician
Theater Arts	Transfer classes (expand offerings)
Ceramics	Laboratory courses (additional)
French 2	

The following classes, disciplines, and/or departments appeared once or twice:

Sports (in general)	Technology
Swimming	Microbiology
Career-guidance classes	Film
Equestrian	Martial Arts
Advanced Spanish	Economics
Paralegal	Dental
Hospitality	MIDI
Agriculture	Medra
Automotive Technology	Japanese
Personal Training	Deep Water Running
Sports Medicine	Engineering 10
German 2	Boxing
History	Latin
Psychology 1B	Graphic Design
Cosmetology	Radio Production
Business	Woodworking
Electronics	Sculpture
Anthropology (additional)	Jewelry Making
Planetary Science and Planetarium	Print Making & Etching
Beginning Classical Guitar	Archery
Fire Technology	History of God
Digital Photography	History of Satan
Nutrition	EMS
Reggae music	Yoga (more classes)
Belly dance	English Literature
Health and Fitness	Political Science 18 & 25
Fashion Design	Chemistry 1A
Photography	Spanish 50
PSTC	College Skills
Counseling 20	

The following services generally appeared once or twice in the student's collective responses, except for Counseling, which was mentioned more frequently:

Counseling services (additional)  
Library services (extended)  
Financial Aid services (additional and improved)  
Computer lab assistance  
Cal-works counseling  
Biology tutoring  
Child care  
Veteran's Affairs  
Study Abroad office  
Planetarium  
More parking/covered parking structure  
Swimming pool  
Health Services (additional)  
Dental clinic  
Clubs (more on campus)  
Internship opportunities  
Store (extended hours)  
Counseling appointment reminders via text message