

Student College Experiences Survey Spring 2005 Implications and Recommendations

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Employment and Effects on Academic Performance

- 72% of the respondents were employed, 46% at least 20 hours per week.
- Of those working 20 to 29 hours per week, 65% are full time students; of those working 30 to 39 hours per week, 49% are full time and 29% are full time.

- As noted later in this report, 50% of the students cited their work schedule as being an obstacle at times to their academic success. Given the substantial increases in the cost of oil and gas and products and services that use these natural resources, it is likely that in the foreseeable future, students will need to work even more hours while attending college to make ends meet. The student success initiative plan needs to identify strategies to help enable students to balance the demands of college with those of their outside employment. Strategies could include raising more funds for scholarships and paid internships, a greater emphasis on time management and financial planning, and the benefits of borrowing more money to allow students to devote the time required to be successful in their courses.

Decisions about Majors

- 74.4% of the respondents indicated that they are somewhat certain (23%) or very certain (51.4%) of their declared majors at SBCC.

Overall Satisfaction with Instruction and Services

- The majority of the students expressed a high degree of satisfaction with the quality of the instruction, relations with faculty and faculty availability, course offerings, support services and the learning environment at the college. The college registration processes (application, orientation, assessment and enrollment), draw some dissatisfaction when compared to the

- Students will need to identify their major field of study as soon as possible; preferably by the time they begin their second semester at the college. This is due to the limitations in the number of transferable units accepted by UC and CSU, the new requirements that students must complete their lower division general education and major field requirements in order to transfer, and the new caps on the number of units students are allowed to complete to remain enrolled at a UC or CSU campus. The student success plan needs to include strategies to increase the likelihood that transfer students will gain the knowledge required to make an informed choice of their major and then complete the required courses in the most efficient manner as possible.
- Increasingly, students expect to complete college business processes via the Web. Currently, the college provides students the ability to apply online. The implementation of the SCT Banner and Luminis will also provide students with the ability to enroll for classes and pay fees online.

Survey Main Findings

Implications and Recommendations

other areas mentioned, with 16.4% (compared to 12% in the 2001 survey) of the respondents thinking that the enrollment and registration process is not efficient and convenient.

Perceived Gains in Academic and Non-Academic Areas

- The perceived progress made in various academic and non-academic areas is generally good. The areas in which the largest percentages of respondents indicated that they had made no progress were:

 - a. Developing an ability to speak and understand another language (39%; down from 46% in 2001)
 - b. Developing an appreciation of arts and music (23%; down from 24% in 2001)
 - c. Understanding mathematical concepts such as probabilities, proportions, etc. (22%; down from 29% in 2001)
 - d. Solving problems using math (21%; down from 27% in 2001)

The responses indicate improvement in these areas compared to the 2001 survey.

- The implementation of SCT Banner and Luminis will allow students, counselors and academic advisors to track on a timely manner the completion of general education and major field transfer requirements. In addition, the technology will be in place to allow for immediate communication with students who are not making satisfactory progress in completing these requirements.

 - An important component of the Student Learning Outcomes (SLO) project is to identify institutional SLOs and to promote their attainment. This focus should result in a substantial increase in the percentage of students that report making progress toward achieving each of the college's institutional learning outcomes objectives.

Access to Computers and Internet

- 89% of respondents have access to a computer at home (compared to 82% who owned a computer in 2001 and 63% in 1997). Access to computers does not vary by gender, but some variations do occur by age and ethnicity, with younger students having more access to computers than older students and Hispanic students having less access to computers than the other ethnic groups.

 - 87% of respondents have Internet access off campus, 86% of whom have a high speed connection (cable or DSL). The most notable finding in this category of questions is that 50% of the respondents 60 or older do not have Internet access, compared to 67% in 2001. However, the sample size in the 60 or older age group is quite small, consisting of only 6 respondents in 2005 and 3 in 2001.

Use of SBCC Pipeline

- Regarding the use of SBCC Pipeline, 25% of respondents indicated that they use it at least

The use of the student portal will increase dramatically once the new student system will

- Faculty and staff are able to use the current Pipeline student portal and the new Luminis portal to deliver instruction and support services via the Web.

 - Nearly all students have the ability to access content and services electronically.

 - The student success plan needs to include faculty and staff on strategies they can use to deliver their courses and services via the Web. Similarly, the plan should include strategies to provide students with the knowledge and skills needed to enhance their learning by making effective use of the Web and related technologies.
 - The college needs to identify processes to ensure that all students and adjunct faculty have access to the college Web-based materials and services.

Survey Main Findings

Implications and Recommendations

- The college will have to ensure that the support structure needed to respond to students is in place.
- A student help desk has been created to assist students.
- With the expected increase in the use of Pipeline/Luminis, the number of students using the Cyber Center will also grow. The college needs to further expand the wireless access areas across the campus and allow students to use the computers in all labs.

Use of Library in Instructional Support

- 40% of respondents indicated that they did not have any courses during the 2004-2005 academic year that had assignments which required using the SBCC library to complete.

Time on Campus

- The majority of students – 69% – spends less than 4 hours per week on campus in addition to their classes.
- Student participation in out-of-class activities is limited. 25% of the respondents were interested in participating in a sport while at SBCC but only 9% actually did (up from 6% in 2001).

The Decision to Attend SBCC

- 86% of the respondents would attend SBCC again if they were starting over (up from 84% in 2001). Generally, all student groups had positive responses. International, Asian-American and American Indian/Alaskan Native students were the groups with somewhat lower percentages indicating that they would attend SBCC again (74%, 66% and 71%, respectively).

Obstacles to College Success

- 57% of respondents felt they encountered some obstacle that prevented them from being successful (down from 64% in 2001). The top four obstacles in descending order were: work schedule (50%), instructor's teaching style/approach (42%) and family responsibilities and parking (33%). Parking became a much greater obstacle in 2005, with 33% of the respondents indicating that this was an obstacle, up from 19% in 2001. Although a

Obstacles to College Success

- This information will be shared with the committee developing the college's student success plan.
- The college President has taken responsibility for developing short- and long-term strategies to mitigate parking and transportation challenges.
- It is anticipated that one of the institutional Student Learning Outcomes will be students' ability to manage their time effectively. The

Implications and Recommendations

- Although the sample sizes were somewhat small for Asian-Americans and American Indian/Alaskan Natives, steps will need to be taken this year to gain insights into the concerns each of these groups have with their decision to attend SBCC.

Survey Main Findings

smaller overall percentage of students indicated that they encountered obstacles to their success in 2005 as compared to 2001, a larger proportion of respondents indicated that they encountered each of the obstacles listed, except for child care.

Learning about the College

- The impact of printed sources of information rebounded slightly from 2001, but is still lower than in 1997. Higher percentages of respondents indicated using every source of information available in 2005 as compared to 2001, except for published directories/guides and presentations by SBCC staff at high school or community college events. Most notably, the percentage of students who indicated using the Internet for obtaining information about the college continued to grow from 26% in 1997, to 37% in 2001 and 54% in 2005.

Academic Intersections

- 60% of respondents indicated that they would consider enrolling in a 6-week Winter intersession.
- 32% of respondents would prefer enrolling in an earlier Summer intersession (June/July) compared to 11% who would prefer a later Summer intersession (July/August), and 34% indicated that they would enroll in both.
- 31% of respondents would prefer a combination that includes the earlier Summer session and the 6-week Winter intersession

Implications and Recommendations

- college will continue to expand its efforts in educating students in time management. The percentage increases for each obstacle probably reflects the fact that a greater number of students have to work longer hours while attending college to make ends meet. The absence of time needed to devote to one's studies is likely to become more acute in the future and, as such, must be addressed as part of the college's plan to increase the percentage of students that successfully complete their educational objectives.

- The college needs to continue using multiple methods to inform member of the community of its programs, courses, and registration timelines. However, since an increasing percentage of the younger students use the Internet to obtain most of the information, the college will need to expand its Web presence. In addition, the college's Web information needs to be constantly updated and accurate. The Enrollment Management Team should continue its efforts on identifying the most effective Web-based and traditional media (news papers, radio and TV) methods of informing its diverse audiences about its programs and services.

- Although the college is not currently considering adding a 6-week Winter intersession, the high degree of interest in such a session suggests that students would like to complete their course requirements in as short a time as possible. Therefore the college should consider offering two summer sessions in 2007 and, if warranted, adding a 6-week winter intersession in the more distant future.