



# Student College Experiences Survey Spring 2005

**Institutional Assessment, Research and Planning**

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## *Executive Summary*

In Spring 2005, the college conducted the Student College Experiences Survey. This comprehensive survey, conducted once every three or four years, is intended to determine students' level of satisfaction with various aspects of the college life including environment, instruction, and services. The survey also aims to determine student characteristics not available from the data collected through the student information system such as ownership and use of computers, e-mail and Internet access, participation in out-of-class activities, and preferences for course scheduling and location. The results of this survey are used to identify areas with which students are satisfied and those that need improvement. The survey is not intended to assess student satisfaction with any particular class.

Using a matrix sampling technique, three different forms of the Student College Experiences Survey were administered to students enrolled in 103 representative on-campus classes at SBCC with a total enrollment of 3,178 students (20% of all Spring 2005 SBCC students). Responses were obtained from 85 sections (83%) and 1,862 students (59%). Respondents were generally representative of the student population. Hispanic students were somewhat under-represented and full-time students over-represented.

Overall, the results of the 2005 survey indicate a high degree of satisfaction with the various aspects of the college. The results are consistent to a large degree to the 2001 survey except for areas such as access to computers at home and Internet access, where significant progress has occurred.

The main findings of the survey are as follows:

- 72% of the respondents were employed, 46% at least 20 hours per week.
- 74.4% of the respondents indicated that they are somewhat certain (23%) or very certain (51.4%) of their declared majors at SBCC.
- 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 other areas mentioned, with 16.4% of the respondents thinking that the enrollment and registration process is not efficient and convenient. However, 57.6% of the respondents strongly agreed or agreed to the contrary. In the 2001 survey, 12% of respondents indicated that the enrollment and registration process was not efficient and convenient, while 59% strongly agreed or agreed to the contrary.
- 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)
- 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.

- Regarding the use of SBCC Pipeline, 25% of respondents indicated that they use it at least several times every week. Another 25% indicated that they never use it or they do not know what it is. Over half (52%) of the respondents use Pipeline to access college information, 39% use it to communicate with their instructors, and 29% use it to access college services.
- 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.
- 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).
- 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).
- 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 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.
- 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.
- 60% of respondents indicated that they would consider enrolling in a 6-week Winter intersession.

The findings of the survey provide support for the directions the college is taking regarding alternative scheduling and instructional delivery, expanding courses and certificates related to occupational skills, enhancement of student services and their integration with instruction. The significant progress made in access to computers by students will facilitate these directions. Some areas of concern do exist, including the lower rate of access to computers by Hispanic students and the lack of perceived progress in areas such as math.

Overall, the results of the survey re-affirm the efforts of the college, its faculty and staff to maintain an academic, physical and psychological environment that facilitates student success and students' satisfaction with their college experiences at SBCC.

## ***Introduction***

Once every three years the college conducts an extensive survey to determine students' level of satisfaction with various aspects of the college life including environment, instruction, and services. The survey also aims at determining student characteristics not available from the data collected through the student information system such as ownership and use of computers, e-mail and Internet, participation in out-of-class activities, and preferences for Winter/Summer intersessions. The results of this survey are used to identify areas with which students are satisfied and those that need improvement. The survey is not intended to assess student satisfaction with any particular class.

## ***Research Design and Method***

Using a matrix sampling technique, three different forms of the Student College Experiences Survey were administered to students enrolled in 103 representative on-campus classes at SBCC with a total enrollment of 3,178 students (20% of all Spring 2005 SBCC students). Responses were obtained from 85 sections (83%) and 1,862 students (59%). On all three forms of the survey, students responded to 15 questions capturing information regarding basic demographics, academic standing, unit load, employment, main reason for attending SBCC and participation in special programs such as financial aid, Transfer Achievement Program, EOPS, and others. Depending on which form was completed, students additionally responded to questions regarding 1) their satisfaction with SBCC, 2) access to computers at home, access to Internet, 3) information sources about SBCC, 4) estimate of gain in various academic areas, general skills and knowledge, 5) preference for Winter/Summer intersessions, 6) use of the housing office, and 7) participation in out-of-class activities.

## ***Demographic Characteristics***

Respondents were generally representative of SBCC students on most demographic characteristics. Hispanic students appear to be slightly under-represented in the respondent group and Asians slightly over-represented (see Tables 1- 5). International students are also somewhat over-represented. Because the sections selected concentrated only on on-campus sections, the group of 17 or younger is slightly under-represented (a large number in this group take classes taught at their high schools through the dual enrollment classes) and the 18-21 age group is somewhat over-represented (see Table 1).

**Table 1. Age**

<b><i>Age</i></b>	<b>Survey Respondents</b>	<b>All Spring 2005 SBCC Students</b>
17 or younger	3%	4%
18-21	52%	44%
22-29	28%	26%
30-39	9%	11%
40-59	7%	12%
60 or older	1%	2%

*Note: figures may not total 100% due to rounding*

**Table 2. Gender**

<i><b>Gender</b></i>	Survey Respondents	All Spring 2005 SBCC Students
Male	51%	48%
Female	49%	52%

**Table 3. Ethnicity**

<i><b>What is your predominant ethnic background?</b></i>	Survey Respondents	All Spring 2005 SBCC Students
Asian-American	9%	7%
Black/African American/Non-Hispanic	2%	2%
Hispanic	20%	27%
White/Non-Hispanic	62%	58%
American Indian/Alaskan Native	1%	1%
Other	7%	4%

*Note: figures may not total 100% due to rounding*

**Table 4. ESL Classes**

<i><b>Have you taken any ESL classes at SBCC or elsewhere in the last five years?</b></i>	Survey Respondents
Yes	11%
No	89%

**Table 5. International Students**

<i><b>Are you an international student?</b></i>	Survey Respondents	All Spring 2005 SBCC Students
Yes	9%	4%
No	91%	96%

## ***Responses***

This section presents the student responses. They are following the topical clusters included in the three forms.

### **Employment**

26% of the respondents indicated that they are not currently employed (up from 20% in 2001). 27% said that they are employed less than 20 hours per week. 25% work 30 or more hours per week, which is down from 34% in 2001 (see Table 6). As expected, students 17 or younger and those 60 or older have the highest percentages of unemployed respondents. 75% of respondents are very certain (52%) or somewhat certain (23%) of their declared major at SBCC (see Table 7).

**Table 6. Hours of Employment Per Week**

<i><b>During the time college is in session, about how many hours a week do you usually spend working for pay?</b></i>	<b>2001</b>	<b>2005</b>
0 hours	20%	27%
1-19 hours	24%	26%
20-29 hours	22%	22%
30-39 hours	15%	12%
40 hours or more	19%	13%

*Note: figures may not total 100% due to rounding*

**Table 7. Certainty of Declared Major**

<i><b>How certain are you of your declared major at SBCC?</b></i>	
Very certain	52%
Somewhat certain	23%
Not certain	9%
No declared major at SBCC	16%

*Note: figures may not total 100% due to rounding*

## Academic Standing

To the extent that the responses are accurate (in numerous studies it has been found that there is a tendency to inflate the self reported GPAs), students in the survey have higher GPAs than SBCC students and significantly more of them are full time (see Tables 9 and 10).

**Table 9. Cumulative GPA**

<i>What is your cumulative GPA at SBCC?</i>	
Less than 1.99	2%
Between 2.00-2.49	9%
Between 2.50-2.99	19%
Between 3.00-3.49	27%
3.50 or higher	23%
1 <sup>st</sup> Semester at SBCC - no GPA yet	8%
Not certain	11%

*Note: figures may not total 100% due to rounding*

**Table 10. Spring 2005 Unit Load**

<i>In how many units are you enrolled this semester?</i>	
1-6.9 units	18%
7-11.9 units	21%
12-14.9 units	40%
15 units or more	21%

71% of the respondents completed or were about to have completed at least 16 units at SBCC (see Table 11). This is relevant as it relates to the time and opportunity students have had to develop informed perceptions about the various aspects addressed in the questionnaires.



**Table 11. Total Units Completed at SBCC**

<b><i>Including the units you are taking now, what is the total number of course units you have completed at SBCC?</i></b>	
1-15 units	20%
16-30 units	24%
31-45 units	17%
46-60 units	16%
Over 60 units	14%
Not certain	9%

*Note: figures may not total 100% due to rounding*

## **Study and Time Spent on Campus Per Week**

Respondents appear to be split between spending either less than 4 hours per week for study for each course or more than 4 hours per week (see Table 12). This is consistent with their distribution by unit load, as full-time students tend to generally spend more time for study than part-time students.

**Table 12. Study Hours per Week for Each Course**

<b>On average, about how many hours a week do you usually spend preparing for each of your courses (e.g., reading, studying, completing assignments)?</b>	
Less than 2 hours	18%
Between 2-4 hours	43%
Between 5-8 hours	26%
More than 8 hours	13%

*Note: figures may not total 100% due to rounding*

The majority of students – 69% - spends less than 4 hours per week on campus in addition to their classes (see Table 13). This is expected, as students in community colleges are generally not likely to spend significant time on campus.

**Table 13. Hours per Week on Campus not Including Class Attendance**

<i>About how many hours a week do you usually spend on the SBCC campus, not including time attending classes and labs?</i>	
Less than 2 hours	45%
Between 2-4 hours	24%
Between 5-8 hours	16%
More than 8 hours	15%

*Note: figures may not total 100% due to rounding*

### **Reason for Attending SBCC**

51% of the respondents indicated that their primary reason for attending SBCC was to prepare for transfer to a four-year college or university. This percentage is higher than the 38% of all Spring 2005 students who indicated a similar goal in their applications. The difference could be explained by the larger percentage of respondents in the 18-21 age group, who are more likely to seek transfer.

**Table 14. Reason for Attending SBCC**

<i>What is your most important reason for attending SBCC at this time?</i>	
To satisfy a personal interest (cultural, social, meet people my age, etc.)	6%
To prepare for transfer to a four-year college or university	51%
To improve my English, reading, or math skills	3%
To gain skills necessary to retrain, remain current, or advance in a current job or occupation	5%
To gain skills necessary to enter a new job or occupation	10%
To explore my career interests/options	6%
To earn a vocational certificate	3%
To complete an AA or AS Degree	12%
Other	3%

## Participation in Special Programs

Many respondents did not fill in the information regarding participation in special programs at SBCC, thus the percentages in Table 15 appear very low.

**Table 15. Participation in Special Programs**

<i>Are you in:</i> (more than one answer allowed)	
Athletics	8%
DSPS	5%
EOPS/CARE	7%
ESL classes	5%
Financial Aid	21%
TAP	5%

## Use of Computers

The 2005 survey reveals notable differences in terms of access to computers at home compared to the 2001 and 1997 responses. In 2005, 89% of respondents have access to a computer at home compared to 82% who owned a computer in 2001 and 63% in 1997. Additionally, 2% plan to purchase one in the next year (see Table 16). A slight majority (53%) of respondents indicated that they have access to a desktop PC at home, followed by 34% who have a laptop (see Table 17). The 2005 responses indicate that access to computers does not differ based on gender (see Table 18). However, there are some differences based on age group. The 60 or older age group has the lowest percentage of respondents who indicated access to a computer at home (66%). However, there are only 6 students in this age group. The next low percentage is 86% for the 22-39 age group. For students 18-21 or 40-59, the percentage is 91%, and 100% of students 17 or younger have access to a computer at home. Again, sample size must be considered here, as there are only 10 students in the 17 or younger group (see Table 19).

There are also slight differences by ethnicity, with Hispanic respondents having the lowest percentage of access to computers at home – 77%. 100% of the American Indian/Alaskan Native students indicated that they have access to a computer at home. However, there are only 7 respondents in this ethnic group (see Table 20). 79% of respondents who have taken an ESL class in the last 5 years has access to a computer at home, compared to 90% of respondents who have not taken an ESL class in the last 5 years (see Table 21). For respondents who are currently participating in EOPS/CARE or Financial Aid, 86% indicated that they have access to a computer at home, compared to 90% of respondents who are not currently participating in EOPS/CARE or Financial Aid. These responses suggest that there are still some differences between student groups in terms of access to computers.

**Table 16. Access to a Computer at Home**

<i>Do you have access to a personal computer in your home?</i>	
Yes	89%
No	9%
No, but I plan to purchase one in the next year	2%

**Table 17. Type of Computer**

<i>If yes, what type of personal computer do you have?</i>	
Desktop PC	53%
Desktop Mac	4%
Laptop (PC or Mac)	34%
Desktop PC & Laptop	6%
Desktop Mac & Laptop	2%
Desktop PC & Mac	0.6%
Desktop PC, Mac & Laptop	0.2%

*Note: figures may not total 100% due to rounding*

**Table 18. Access to a Computer at Home By Gender**

	Access to a computer at home	No access to a computer at home	Will purchase a computer within the next year
Male	89%	9%	2%
Female	90%	9%	1%

**Table 19. Access to a Computer at Home By Age**

	Access to a computer at home	No access to a computer at home	Will purchase a computer within the next year
17 or younger	100%	0%	0%
18-21	91%	8%	1%
22-29	86%	12%	2%
30-39	86%	12%	3%
40-59	91%	5%	3%
60 or older	67%	33%	0%

*Note: figures may not total 100% due to rounding*

**Table 20. Access to a Computer at Home By Ethnicity**

	Access to a computer at home	No access to a computer at home	Will purchase a computer within the next year
Asian-American	94%	6%	0%
Black/African-American/Non-Hispanic	93%	7%	0%
Hispanic	77%	19%	4%
White/Non-Hispanic	92%	7%	1%
American Indian/Alaskan Native	100%	0%	0%
Other	88%	10%	2%

*Note: figures may not total 100% due to rounding*

**Table 21. Access to a Computer at Home By ESL Students**

	Access to a computer at home	No access to a computer at home	Will purchase a computer within the next year
Has taken ESL classes in the last five years	79%	17%	4%
Has not taken ESL classes in the last five years	90%	8%	1%

*Note: figures may not total 100% due to rounding*

**Table 22. Access to a Computer at Home By EOPS/CARE or Financial Aid Students**

	Access to a computer at home	No access to a computer at home	Will purchase a computer within the next year
Currently participating in EOPS/CARE or Financial Aid	86%	14%	0%
Not Currently participating in EOPS/CARE or Financial Aid	90%	8%	2%

Along with a high percentage of access to computers at home (89%), respondents also indicated a high percentage of access to the Internet off campus (87%). A majority of respondents (86%) indicated that they have a high-speed Internet connection (cable or DSL). Again, there are no differences in terms of gender, and all age groups have similar percentages indicating off campus Internet access except for the 60 or older group, of whom only 50% indicated having such access (see Table 25). The differences in access to Internet by ethnicity are similar to access to computers at home, with Hispanic students indicating the lowest percentage (74%), and American Indian/Alaskan Natives the highest (100%). For students who have taken ESL classes in the last five years, 79% have access to a computer at home, while only 70% have Internet access off campus (see Table 27). 83% of respondents currently participating in EOPS/CARE or Financial Aid, compared to 88% of respondents not currently participating, have Internet access off campus (see Table 28).

**Table 23. Off Campus Internet Access**

<i>Do you have internet access off campus?</i>	
Yes	87%
No	13%
<i>If yes, what kind?</i> (more than one answer allowed)	
Dial up	13%
High speed (cable, DSL)	86%
Both	1%
<i>If yes, where?</i> (more than one answer allowed)	
Home	93%
Work	20%
Other	13%

**Table 24. Off Campus Internet Access By Gender**

	Internet Access	No Internet Access
Male	87%	13%
Female	87%	13%

**Table 25. Off Campus Internet Access By Age**

	Internet Access	No Internet Access
17 or younger	90%	10%
18-21	88%	12%
22-29	87%	13%
30-39	82%	18%
40-59	90%	10%
60 or older	50%	50%

**Table 26. Off Campus Internet Access By Ethnicity**

	Internet Access	No Internet Access
Asian-American	81%	19%
Black/African-American/Non-Hispanic	93%	7%
Hispanic	74%	26%
White/Non-Hispanic	92%	8%
American Indian/Alaskan Native	100%	0%
Other	83%	17%

**Table 27. Off Campus Internet Access By ESL Students**

	Internet Access	No Internet Access
Has taken ESL classes in the last five years	70%	30%
Has not taken ESL classes in the last five years	89%	11%

**Table 28. Off Campus Internet Access By EOPS/CARE or Financial Aid Students**

	Internet Access	No Internet Access
Currently participating in EOPS/CARE or Financial Aid	83%	17%
Not Currently participating in EOPS/CARE or Financial Aid	88%	12%

Regarding the use of SBCC Pipeline, 25% of respondents indicated that they use it at least several times every week. Another 25% indicated that they never use it or they do not know what it is (see Table 29). Over half (52%) of the respondents use Pipeline to access college information, 39% use it to communicate with their instructors, and 29% use it to access college services (see Table 30).

**Table 29. Use of SBCC Pipeline**

<b><i>During this academic year, how often have you used SBCC Pipeline?</i></b>	
Almost every day	7%
Several times every week	18%
Several times every month	16%
Just a few times	33%
Never	18%
I do not know what SBCC Pipeline is	7%

**Table 30. Use of SBCC Pipeline**

<b><i>Do you use SBCC Pipeline to:</i></b> (more than one answer allowed)	
Communicate with your instructors	39%
Access college information	52%
Access college services	29%
Use e-mail	21%
I do not use it	26%

Students rely more extensively than expected on using a computer at SBCC to complete course assignments that require using a computer – 42% (this question allowed multiple responses); 80% of the respondents would use a computer at home (see Table 31).

**Table 31. Use of Computers in Completing Course-related Assignments**

<b><i>If you were asked to complete a course-related assignment that required using a computer, how would you complete the assignment?</i></b> (more than one answer allowed)	
Use a computer at home	80%
Use a computer at work	8%
Use a computer at SBCC	42%
Use a computer located in an off-campus site other than my home or workplace	6%



A very high percentage of respondents indicated that they have the computer skills necessary to complete their course assignments – 92%. Only 5% of respondents felt they are not at a level of computer mastery with which they feel comfortable (see Table 32). Only 4% of the respondents indicated they need special technology to accommodate a physical or learning disability (see Table 33). This is slightly lower than the percentage of students served through DSPS, which is 7% (DSPS students as a percentage of all SBCC students) for Spring 2005.

**Table 32. Computer Mastery**

<i>Do you feel you have the computer skills necessary to complete your course assignments?</i>	
Yes	92%
No	5%
None of my courses involve using a computer	3%

**Table 33. Disability Needs in Computer Usage**

<i>When using a computer, do you need any special technology to accommodate a physical or learning disability?</i>	
No	92%
Yes	4%
Not certain	4%

## **Information About SBCC**

Compared to previous surveys, students responding to the 2005 survey indicated greater reliance on Internet-based information on SBCC within the last year – 54% compared to 37% in 2001 and 26% in 1997. The percentage of respondents who utilized the SBCC catalog and/or direct-mail of the class schedule increased to 68% in 2005 from 65% in 2001, but was still lower than the 75% in 1997 (see Table 34). Also increased slightly from 2001, but still lower than 1997, were the percentages of respondents using the News Press and the Independent. In 1997, 35% and 32% respectively, used each of the two newspapers. In 2001, these percentages dropped to 20% and 15%, respectively, and rose to 21% and 18% in 2005. The impact of postcards and letters from SBCC has also increased from 44% in 2001 to 52% in 2005, but is still lower than 66% in 1997. In 2005, higher percentages of respondents indicated using every source of information available than in 2001, except for published directories/guides and presentations by SBCC staff at high school or community college events. However, several of these information sources remain at lower levels of use than in 1997, with the strong exception of the Internet. This reinforces the idea that maintaining the Web site of the college current and up to date is of increasing importance.

**Table 34. Sources of Information About SBCC**

<i>We have used the following sources to inform the public about the College. Which of the following announcements did you hear or see this past year?</i> (more than one answer allowed)	
Information from the SBCC Catalog and/or direct-mail Class Schedule	68%
Announcements on radio station(s)	18%
Letter/Postcard from SBCC	52%
Santa Barbara News-Press	21%
Santa Barbara Independent	18%
KEYT (television)	19%
Channel 18, 19, or 8 (cable announcements)	8%
SBCC Website	54%
Presentation by SBCC staff at high school and/or community college events (e.g., SBCC Preview Night)	8%
Information from published directories/guides such as Peterson's Guide to Two-Year Colleges	2%
Advertisements on the city bus	28%
Other	7%

### Estimate of Gains

The perceptions related to gains one makes while in college are very important as they are one way of addressing value added by the college. Table 35 presents the collapsed responses for those who indicated that they have gained Very Much or Quite a Bit in the areas specified. The areas where most students felt they gained significantly are: understanding themselves and their abilities (66%); developing the ability to learn on their own, pursue ideas and find information they need (58%); and identifying and clarifying future educational plans (58%). The areas with the lowest perception of gain are:

- a) Developing an ability to speak and understand another language – 27%
- b) Understanding mathematical concepts such as probabilities, proportions, etc. – 33%
- c) Acquiring the ability to use computers – 33%

In four other areas of importance, the percentage of respondents who perceived large gains increased by at least 5% from 2001 (see Table 35). They are:

- a) Developing an understanding of scientific concepts (from 33% to 46%)
- b) Putting ideas together to see relationships, similarities, and differences (from 50% to 57%)
- c) Developing an interest in political and economic events (from 28% to 36%)
- d) Developing an appreciation of arts and music (from 29% to 36%)

**Table 35. Estimate of Gains – Collapsed Responses for Very Much or Quite a Bit**

<i>In thinking about your experiences at SBCC up to now, how much progress have you made in each of the following areas?</i>	Very Much or Quite a Bit		Very Much or Quite a Bit
Understanding myself, my abilities, and interests	66%	Developing an understanding and enjoyment of literature (e.g., novels, stories, essays, poetry)	43%
Developing the ability to learn on my own, pursue ideas, and find information I need	58%	Developing good health habits and physical fitness	41%
Identifying and clarifying future educational plans	58%	Solving problems using math	40%
Putting ideas together to see relationships, similarities, and differences	57%	Seeing the importance of history to understand the present as well as the past	37%
Improving reading, writing and oral communication skills	56%	Developing an appreciation of arts and music	36%
Developing and clarifying career objectives	55%	Developing an interest in political and economic events	36%
Acquiring the skills to enter the workforce or advance in my career	54%	Learning more about other parts of the world and other people (e.g., Asia, Africa, Europe, South America, Australia)	34%
Identifying and clarifying a college major	54%	Acquiring the ability to use computers	33%
Developing an appreciation of different philosophies, cultures, and ways of life	50%	Understanding mathematical concepts such as probabilities, proportions, etc.	33%
Developing good self-management habits for success in college/life	49%	Developing an ability to speak and understand another language	27%
Developing an understanding of scientific concepts	46%		

**Table 36. Estimate of Gains – Detail Responses**

<i>In thinking about your experiences at SBCC up to now, how much progress have you made in each of the following areas?</i>	Responses (%)				
	Very Much	Quite a Bit	Some	Very Little	None
Understanding myself, my abilities, and interests	35%	31%	25%	6%	3%
Developing the ability to learn on my own, pursue ideas, and find information I need	26%	32%	27%	8%	7%
Identifying and clarifying future educational plans	30%	28%	26%	8%	9%
Putting ideas together to see relationships, similarities, and differences	24%	33%	31%	7%	6%
Improving reading, writing and oral communication skills	25%	30%	29%	7%	8%
Developing and clarifying career objectives	25%	30%	27%	10%	7%
Acquiring the skills to enter the workforce or advance in my career	27%	26%	27%	11%	8%
Identifying and clarifying a college major	29%	25%	24%	9%	13%
Developing an appreciation of different philosophies, cultures, and ways of life	23%	27%	30%	8%	12%

<i><b>In thinking about your experiences at SBCC up to now, how much progress have you made in each of the following areas?</b></i>	<b>Responses (%)</b>				
	Very Much	Quite a Bit	Some	Very Little	None
Developing good self-management habits for success in college/life	20%	29%	32%	10%	9%
Developing an understanding of scientific concepts	23%	23%	27%	12%	15%
Developing an understanding and enjoyment of literature (e.g., novels, stories, essays, poetry)	18%	25%	31%	13%	14%
Developing good health habits and physical fitness	18%	23%	26%	13%	19%
Solving problems using math	18%	23%	26%	13%	21%
Seeing the importance of history to understand the present as well as the past	16%	21%	30%	15%	18%
Developing an appreciation of arts and music	18%	18%	27%	15%	23%
Developing an interest in political and economic events	14%	22%	28%	16%	19%
Learning more about other parts of the world and other people (e.g., Asia, Africa, Europe, South America, Australia)	17%	17%	29%	17%	19%
Acquiring the ability to use computers	15%	19%	28%	19%	20%
Understanding mathematical concepts such as probabilities, proportions, etc.	14%	18%	28%	17%	22%
Developing an ability to speak and understand another language	13%	13%	20%	14%	39%

*Note: figures may not total 100% due to rounding*

## Housing

The percentage of students who used the Housing Office in 2005 increased to 16% from 9% in 2001 (see Table 37). The percentage of students who were not aware that the college has such an office was 24%, half of whom indicated that they would have used the services of the office had they known about it.

**Table 37. Housing**

<i><b>Did you use the College's Housing Office, including its Web site, to find a place to live while attending classes at SBCC?</b></i>	
Yes	16%
No, I did not need the services of the Housing Office	60%
No, I was not aware that the College has a Housing Office, but I would not have used it	12%
No, I was not aware that the College has a Housing Office, but I would have used it if I had known about it	12%

## Student Satisfaction with SBCC

Students were asked 15 questions regarding their overall satisfaction with various areas of the college. Table 38 presents the collapsed percentages of those choosing Strongly Agree or Agree to the statements in the questionnaire. Satisfaction continues to be high in most areas as it was in 2001. However, there have been slight drops in student satisfaction in all but 5 areas, two of which remained the same. The largest increase from 2001 to 2005 is in regards to the college's counselors being helpful, considerate and knowledgeable, which increased from 62% to 66%. As in 1997 and 2001, faculty receive the highest mark of the respondents agreeing that faculty are knowledgeable in their fields. 86% agree or strongly agree with this statement, down from 91% in 2001. The only item where the percentage fell under 60 is regarding the convenience and efficiency of the enrollment and registration process (58%).

**Table 38. Student Satisfaction with SBCC – Collapsed Responses for Strongly Agree or Agree**

<i><b>Based on your experiences at SBCC, to what extent do you agree with each of the following statements?</b></i>	<b>Strongly Agree or Agree</b>
Faculty are knowledgeable in their fields	86%
I am able to experience intellectual growth at the college	86%
There is a good variety of courses offered at SBCC	85%
On the whole, the campus and classrooms are well maintained	84%
When needed, I am able to communicate with my instructors outside of class	80%
My instructors are helpful and supportive	79%
The quality of instruction in most classes is excellent	78%
The college's staff with whom I have had contact are helpful, considerate and knowledgeable	76%
There are places on campus to meet and study with other students	75%
Most classes are scheduled at times that are convenient	71%
Most students at SBCC are friendly and supportive of one another	71%
The classes I needed were available when I registered	66%
The college's counselors with whom I have contact are helpful, considerate and knowledgeable	66%
My instructors provide me with timely feedback on my class performance	65%
The college registration processes (application, orientation, assessment, enrollment) are convenient and efficient	58%

**Table 39. Student Satisfaction with SBCC - Detailed Responses**  
**Responses (%)**

<i><b>Based on your experiences at SBCC, to what extent do you agree with each of the following statements?</b></i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Somewhat Agree</b>	<b>Disagree</b>	<b>Not Sure</b>
Faculty are knowledgeable in their fields	40%	47%	12%	1%	0%
I am able to experience intellectual growth at the college	36%	50%	12%	2%	1%
There is a good variety of courses offered at SBCC	39%	45%	13%	1%	1%
On the whole, the campus and classrooms are well maintained	36%	48%	13%	2%	1%
When needed, I am able to communicate with my instructors outside of class	31%	49%	16%	2%	2%
My instructors are helpful and supportive	31%	48%	18%	2%	0%
The quality of instruction in most classes is excellent	29%	49%	20%	2%	1%
The college's staff with whom I have had contact are helpful, considerate and knowledgeable	26%	50%	18%	2%	4%
There are places on campus to meet and study with other students	30%	45%	16%	4%	6%
Most classes are scheduled at times that are convenient	20%	52%	22%	7%	0%
Most students at SBCC are friendly and supportive of one another	21%	50%	23%	4%	3%
The classes I needed were available when I registered	31%	35%	21%	12%	1%
The college's counselors with whom I have contact are helpful, considerate and knowledgeable	25%	41%	19%	5%	10%
My instructors provide me with timely feedback on my class performance	22%	43%	28%	7%	1%
The college registration processes (application, orientation, assessment, enrollment) are convenient and efficient	21%	37%	25%	16%	1%

*Note: figures may not total 100% due to rounding*

## **Participation In Out-of-Class Activities**

Participation in out-of-class activities is generally very low. These responses are consistent with the responses reported regarding the number of hours spent on campus not including class attendance discussed earlier. 18% of the respondents (down from 26% in 2001) indicated that they read the Channels often or very often (see Table 40). The other activities listed in Table 40 received only low percentages of frequent participation. However, 26% of respondents did use the Internet frequently to learn about college events.

The Santa Barbara Art Museum and theater and music productions on or off-campus appear to still be the most popular activities, as they were in 2001. However, the percentage of participation in each of these areas has dropped. Visiting the art museum dropped from 34% to 32%, attending off-campus theatre or music productions dropped from 33% to 23%, and attending on-campus theatre or music productions dropped from 29% to 23% (see Table 41). Participation in campus-based clubs and organizations increased from 9% in 2001 to 12% in 2005.

**Table 40. Participation In Out-of-Class Activities (a)**

<i>How often have you:</i>	Very Often	Often	Occasionally	Never
Read the Channels to learn about events taking place on campus	7%	11%	34%	48%
Attended a meeting of a student club or organization	2%	6%	15%	76%
Attended a noontime college-sponsored activity on campus (e.g., speakers, bands)	3%	4%	19%	75%
Attended a college-sponsored career development or transfer information activity on campus (e.g., Transfer Day, Career Day, UCSB Major Day)	2%	8%	27%	64%
Used the Internet to learn about college events	8%	18%	33%	41%

*Note: figures may not total 100% due to rounding*

**Table 41. Participation In Out-of-Class Activities (b)**

<i>During the current academic year, have you:</i> (more than one answer allowed)	
Visited the Santa Barbara Art Museum	32%
Attended a theatre production (play) or music concert at SBCC	23%
Attended a theatre production or music concert off-campus	23%
Visited the Santa Barbara Botanical Garden	21%
Attended an athletic event at SBCC	17%
Participated in campus-based clubs and organizations	12%
Participated in intercollegiate athletics	7%

25% of the respondents indicated interest in participating in an intercollegiate sports team while studying at SBCC (see Table 42), but only 9% actually participated in 2004-05.

**Table 42. Interest in Intercollegiate Sports While at SBCC**

<i>Are you interested in participating in an intercollegiate sports team at SBCC?</i>	
Yes	25%
No	75%

## College Environment

Students are giving high marks to all aspects of the college environment addressed in the survey. However, the responses in most of these areas have declined since 2001. 77% of the respondents indicated that most or all of the courses they take at SBCC are challenging, stimulating and worthwhile; down from 82% in 2001 (see Table 43). 71% of the respondents thought that SBCC is a stimulating place to be most or all the time; down from 87% (see Table 44). 86% of the respondents indicated that they would attend SBCC if they were to start over; up from 84% (see Table 47). The responses to this latter question are the same and highly positive regardless of gender (see Table 48). Younger students have a slightly greater tendency to indicate that they would not attend SBCC again; 5% of 18-21 year-olds and 4% of those 17 or younger (see Table 49). This is compared to 2% in the 22-29 age group, and 0% for students 30 or older.

In terms of ethnicity, American-Indian/Alaskan Native students have the highest percentage (14%) that indicated they would not attend SBCC again (see Table 50). Students who have taken an ESL class in the last five years are also slightly less inclined to attend SBCC again compared to those who have not: 80% of the ESL students would attend again compared to 87% of the non-ESL students (see Table 51). Consistent with these responses, international students are somewhat less enthusiastic than domestic students. 75% of the international students would attend again compared to 88% of the domestic students (see Table 52).

**Table 43. Perceptions About Courses**

<i>How many of your courses at SBCC would you describe as challenging, stimulating and worthwhile?</i>	
All	37%
Most	40%
Some	17%
Few	5%
None	1%

*Note: figures may not total 100% due to rounding*

**Table 44. Perceptions about SBCC**

<i>Do you feel that outside the classroom, SBCC is a stimulating place to be?</i>	
All of the time	33%
Most of the time	38%
Some of the time	19%
Seldom	9%

*Note: figures may not total 100% due to rounding*



**Table 45. Instructors**

<i>How many of your instructors make you feel like you can succeed in their classes?</i>	
All	40%
Most	41%
Some	16%
Few	2%
None	1%

*Note: figures may not total 100% due to rounding*

**Table 46. Courses and Instructors**

	All or Most
<i>How many of your courses at SBCC would you describe as challenging, stimulating and worthwhile?</i>	78%
<i>How many of your instructors make you feel like you can succeed in their classes?</i>	81%

**Table 47. Attending SBCC Again**

<i>If you could start over, would you attend SBCC?</i>	
Yes	84%
No	5%
Maybe	10%

*Note: figures may not total 100% due to rounding*

**Table 48. Attending SBCC Again By Gender**

	Would attend SBCC again	Would not attend SBCC again	Might attend SBCC again
Male	87%	3%	10%
Female	85%	4%	11%

**Table 49. Attending SBCC Again By Age**

	Would attend SBCC again	Would not attend SBCC again	Might attend SBCC again
17 or younger	82%	4%	14%
18-21	83%	5%	12%
22-29	89%	2%	9%
30-39	94%	0%	6%
40-59	96%	0%	4%
60 or older	100%	0%	0%

*Note: figures may not total 100% due to rounding*

**Table 50. Attending SBCC Again By Ethnicity**

	Would attend SBCC again	Would not attend SBCC again	Might attend SBCC again
Asian-American	66%	11%	23%
Black/African-American/Non-Hispanic	100%	0%	0%
Hispanic	87%	5%	8%
White/Non-Hispanic	89%	2%	9%
American Indian/Alaskan Native	71%	14%	14%
Other	89%	3%	8%

*Note: figures may not total 100% due to rounding*

**Table 51. Attending SBCC Again By ESL Students**

	Would attend SBCC again	Would not attend SBCC again	Might attend SBCC again
Has taken ESL classes in the last five years	80%	6%	14%
Has not taken ESL classes in the last five years	87%	3%	10%

*Note: figures may not total 100% due to rounding*

**Table 52. Attending SBCC Again By Foreign Status**

	Would attend SBCC again	Would not attend SBCC again	Might attend SBCC again
International Students	75%	7%	18%
Domestic Students	88%	3%	9%

*Note: figures may not total 100% due to rounding*

57% of respondents reported that they have encountered some obstacles that prevented them from being successful in their courses (down from 64% in 2001). The top obstacle was the work schedule (50%, up from 31% in 2001), followed by the instructor's teaching style/approach (42%, up from 24% in 2001). While issues related to conflicts between students' work and course schedules are already being addressed through alternative instructional offerings, the instructor's teaching style/approach might be an area for further investigation (see Table 53). The third obstacle was family responsibilities (33%, up from 22% in 2001). Parking rated fairly high, with 33% of the respondents indicating that this was an obstacle (up from 19% in 2001).

**Table 53. Obstacles to Course Success**

<i><b>Have you encountered obstacles that prevent you from being successful in your classes?</b></i>	
Yes	57%
No	43%
<b>If yes, which one(s)?</b> (more than one answer allowed)	
Work schedule	50%
Instructor's teaching style/approach	42%
Family responsibilities	33%
Parking	33%
Course schedule	23%
Financial need	21%
<b>If yes, which one(s)?</b> (more than one answer allowed)	
Other	17%
Transportation	12%
Housing	11%
Information availability	5%
Child care	4%
Faculty availability	4%

## Intersessions

In terms of intersessions, 60% of respondents indicated that they would consider enrolling in a 6-week Winter intersession (see Table 54). 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 (see Table 55). 31% of respondents would prefer a combination that includes the earlier Summer session and the 6-week Winter intersession (see Table 56).

**Table 54. Winter Intersession**

<i>Would you consider enrolling in a 6-week Winter intersession that would begin January 2 and end on February 11?</i>	
Yes	60%
No	40%

**Table 55. Summer Intersessions**

<i>If the college offered a second 6-week Summer session, in which one would you more likely enroll?</i>	
First 6-week Summer intersession (June 6 – July 15) only	32%
Second 6-week Summer intersession (July 18 – August 26) only	11%
Both	34%
None	23%

**Table 56. Summer Intersessions**

<i>Which intersession or combination of intersessions would you most prefer?</i>	
6-week Winter intersession only	12%
6-week Summer intersessions only	22%
First 6-week Summer session and 6-week Winter intersession	31%
Second 6-week Summer session and 6-week Winter intersession	12%
None	23%

*Note: figures may not total 100% due to rounding*

Regarding use of the library, 40% of respondents indicated that they did not have any courses during the 2004-2005 academic year that had assignments that required using the SBCC library to complete (see Table 57).

**Table 57. Use of SBCC Library**

<i>During this academic year (Fall 2004 and/or Spring 2005), how many of your classes had assignments that required using the SBCC library to complete?</i>	
None	40%
One	23%
Two	21%
Three	8%
Four or more	7%

*Note: figures may not total 100% due to rounding*

## ***Discussion and Implications for the College***

Overall, the results of the 2005 survey indicate a high degree of satisfaction with the various aspects of the college. The results are consistent to a large degree to the 2001 survey except for areas such as access to computers at home and Internet access, where significant progress has occurred.

The main findings of the survey are as follows:

- 72% of the respondents were employed, 46% at least 20 hours per week.
- 74.4% of the respondents indicated that they are somewhat certain (23%) or very certain (51.4%) of their declared majors at SBCC.
- 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 other areas mentioned, with 16.4% of the respondents thinking that the enrollment and registration process is not efficient and convenient. However, 57.6% of the respondents strongly agreed or agreed to the contrary. Compare this to the 2001 survey, in which 12% of respondents indicated that the enrollment and registration process was not efficient and convenient, while 59% strongly agreed or agreed to the contrary.
- 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)
- 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.
- 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).
- 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).
- 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%). Although a smaller 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.
- 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.

- 60% of respondents indicated that they would consider enrolling in a 6-week Winter intersession.

The findings of the survey provide support for the directions the college is taking regarding alternative scheduling and instructional delivery, expanding courses and certificates related to occupational skills, enhancement of student services and their integration with instruction. The significant progress made in access to computers by students will facilitate these directions. Some areas of concern do exist, including the lower rate of access to computers by Hispanic students and the lack of perceived progress in areas such as math.

Overall, the results of the survey re-affirm the efforts of the college, its faculty and staff to maintain an academic, physical and psychological environment that facilitates student success and students' satisfaction with their college experiences at SBCC.



# Student College Experiences Survey

## DIRECTIONS

This survey is designed to gather information that will enable Santa Barbara City College to better serve the educational needs of its students. This survey should take about 10 minutes to complete. The responses to this survey are anonymous. **DO NOT** write your name or Social Security number on this form. Please respond to this survey in class and return the completed form to your instructor. Thank you for taking the time to respond to the items on this form.

Please respond to each of the following questions. Fill in **ONLY ONE ANSWER** unless otherwise stated. Please **fill in EACH CIRCLE COMPLETELY** like this ● **DO NOT** check or circle like this Æ Ä ©.

1. Your age:
  - ☐ 17 or younger
  - ☐ 18-21
  - ☐ 22-29
  - ☐ 30-39
  - ☐ 40-59
  - ☐ 60 or older
2. Your gender:
  - ☐ Male
  - ☐ Female
3. What is your predominant ethnic background?  
**Please fill in ONE:**
  - ☐ Asian/Asian-American
  - ☐ Black/African-American/Non-Hispanic
  - ☐ Hispanic
  - ☐ White/Non-Hispanic
  - ☐ American Indian/Alaskan Native
  - ☐ Other \_\_\_\_\_  
 (Please specify)
4. Have you taken any ESL classes at SBCC or elsewhere in the last five years?
  - ☐ Yes
  - ☐ No
5. Are you an international student with F1, J1 Visas?
  - ☐ Yes
  - ☐ No
6. During the time the college is in session, about how many hours a week do you usually spend **working for pay**?
  - ☐ 0 hours
  - ☐ 1-19 hours
  - ☐ 20-29 hours
  - ☐ 30-39 hours
  - ☐ 40 hours or more
7. How certain are you of your declared major at SBCC?
  - ☐ Very certain
  - ☐ Somewhat certain
  - ☐ Not certain
  - ☐ No declared major at SBCC
8. What is your cumulative GPA at SBCC (A=4, B=3, C=2, D=1, F=0)?
  - ☐ Less than 1.99
  - ☐ Between 2.00-2.49
  - ☐ Between 2.50-2.99
  - ☐ Between 3.00-3.49
  - ☐ 3.50 or higher
  - ☐ 1<sup>st</sup> Semester at SBCC – no GPA yet
  - ☐ Not certain
9. In how many units are you enrolled this semester?
  - ☐ 1-6.9 units
  - ☐ 7-11.9 units
  - ☐ 12-14.9 units
  - ☐ 15 units or more



10. Including the units you are taking now, what is the total number of units you have completed at SBCC?

- ☐ 1-15 units
- ☐ 16-30 units
- ☐ 31-45 units
- ☐ 46-60 units
- ☐ Over 60 units
- ☐ Not certain

11. On average, about how many hours a week do you usually spend preparing for **each of your courses** (e.g., reading, studying, completing assignments)?

- ☐ Less than 2 hours
- ☐ Between 2-4 hours
- ☐ Between 5-8 hours
- ☐ More than 8 hours

12. About how many hours a week do you usually spend on the SBCC campus, not including time attending classes and labs?

- ☐ Less than 2 hours
- ☐ Between 2-4 hours
- ☐ Between 5-8 hours
- ☐ More than 8 hours

13. In how many sections are you currently enrolled?

- ☐ One
- ☐ Two
- ☐ Three
- ☐ Four
- ☐ Five or more

14. What is your **most important reason** for attending SBCC at this time?

***Please fill in ONE:***

- ☐ To satisfy a personal interest (cultural, social, meet people my age, etc.)
- ☐ To prepare for transfer to a four-year college or university
- ☐ To improve my English, reading or math skills
- ☐ To gain skills necessary to retrain, remain current, or advance in a current job or occupation
- ☐ To gain skills necessary to enter a new job or occupation
- ☐ To explore my career interests/options
- ☐ To earn a vocational certificate
- ☐ To complete an AA or AS Degree
- ☐ Other \_\_\_\_\_

(Please specify)

15. Are you currently participating in:

***Please fill in all that apply:***

- ☐ Athletics
- ☐ DSPS
- ☐ EOPS/CARE
- ☐ ESL Classes
- ☐ Financial Aid
- ☐ TAP

## USE OF COMPUTERS

16. Do you have access to a personal computer in your home?

- ☐ Yes
- ☐ No
- ☐ No, but I plan to purchase one in the next year

If yes, what type of personal computer do you have?

- ☐ Desktop PC
- ☐ Desktop Mac
- ☐ Laptop (PC or Mac)

17. Do you have Internet access off campus?

- ☐ Yes
- ☐ No

If yes, what kind?

- ☐ Dial up
- ☐ High speed (cable, DSL)

If yes, where? ***Please fill in all that apply:***

- ☐ Home
- ☐ Work
- ☐ Other

18. During this academic year, how often have you used SBCC Pipeline?

- ☐ Almost every day
- ☐ Several times every week
- ☐ Several times every month
- ☐ Just a few times
- ☐ Never
- ☐ I do not know what SBCC Pipeline is

19. Do you use SBCC Pipeline to? *Please fill in all that apply:*

- ☐ Communicate with your instructors
- ☐ Access college information
- ☐ Access college services
- ☐ Use e-mail
- ☐ I do not use it

20. If you were asked to complete a course-related assignment that required using a computer, how would you complete the assignment?

*Please fill in all that apply:*

- ☐ Use a computer at home
- ☐ Use a computer at work
- ☐ Use a computer at SBCC
- ☐ Use a computer located in an off-campus site other than my home or workplace

21. Do you feel you have the computer skills necessary to complete your course assignments?

- ☐ Yes
- ☐ No
- ☐ None of my courses involve using a computer

22. When using a computer, do you need any special technology to accommodate a physical or learning disability?

- ☐ No
- ☐ Yes
- ☐ Not certain

### INFORMATION ABOUT SBCC

23. We have used the following sources to inform the public about the College. Which of the following announcements did you hear or see this past year?

*Please fill in all that apply:*

- ☐ Information from the SBCC Catalog and/or the Class Schedule that was mailed to your residence
- ☐ Announcements on radio station(s). Please list station(s) \_\_\_\_\_
- ☐ Letter/Postcard from SBCC
- ☐ Santa Barbara News Press
- ☐ Santa Barbara Independent
- ☐ KEYT (television)
- ☐ Channel 18, 19 or 8 (cable announcements)
- ☐ SBCC Website
- ☐ Presentation by SBCC staff at high school and/or community college events (e.g., SBCC Preview Night)
- ☐ Information from published directories/guides such as Peterson's Guide to Two-Year Colleges
- ☐ Advertisements on the city bus
- ☐ Other \_\_\_\_\_

(Please specify)

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### ESTIMATE OF GAINS

In thinking about your experiences at SBCC up to now, how much progress have you made in each of the following areas?

	Very Much	Quite a Bit	Some	Very Little	None
24. Developing an understanding and enjoyment of literature (e.g., novels, stories, essays, poetry)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Developing an appreciation of arts and music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Developing an appreciation of different philosophies, cultures, and ways of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Solving problems using math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Developing an understanding of scientific concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Developing an ability to speak and understand another language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Learning more about other parts of the world and other people (e.g., Asia, Africa, Europe, South America, Australia)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Understanding myself, my abilities and interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Putting ideas together to see relationships, similarities, and differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Developing an interest in political and economic events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Developing and clarifying career objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Acquiring the skills to enter the workforce or advance in my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Acquiring the ability to use computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Understanding mathematical concepts such as probabilities, proportions, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Developing the ability to learn on my own, pursue ideas, and find information I need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Seeing the importance of history to understand the present as well as the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Developing good health habits and physical fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Developing good self-management habits for success in college/life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Improving reading, writing and oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Identifying and clarifying a college major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Identifying and clarifying future educational plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Thank you for completing this survey.**



# Student College Experiences Survey

## DIRECTIONS

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Please respond to each of the following questions. Fill in **ONLY ONE ANSWER** unless otherwise stated. **Fill in EACH CIRCLE COMPLETELY** like this ● **DO NOT** check or circle like this Æ Ä ©.

1. Your age:
  - ☐ 17 or younger
  - ☐ 18-21
  - ☐ 22-29
  - ☐ 30-39
  - ☐ 40-59
  - ☐ 60 or older
2. Your gender:
  - ☐ Male
  - ☐ Female
3. What is your predominant ethnic background?  
**Please fill in ONE:**
  - ☐ Asian/Asian-American
  - ☐ Black/African-American/Non-Hispanic
  - ☐ Hispanic
  - ☐ White/Non-Hispanic
  - ☐ American Indian/Alaskan Native
  - ☐ Other \_\_\_\_\_  
 (Please specify)
4. Have you taken any ESL classes at SBCC or elsewhere in the last five years?
  - ☐ Yes
  - ☐ No
5. Are you an international student with F1, J1 Visas?
  - ☐ Yes
  - ☐ No
6. During the time the college is in session, about how many hours a week do you usually spend **working for pay**?
  - ☐ 0 hours
  - ☐ 1-19 hours
  - ☐ 20-29 hours
  - ☐ 30-39 hours
  - ☐ 40 hours or more
7. How certain are you of your declared major at SBCC?
  - ☐ Very certain
  - ☐ Somewhat certain
  - ☐ Not certain
  - ☐ No declared major at SBCC
8. What is your cumulative GPA at SBCC (A=4, B=3, C=2, D=1, F=0)?
  - ☐ Less than 1.99
  - ☐ Between 2.00-2.49
  - ☐ Between 2.50-2.99
  - ☐ Between 3.00-3.49
  - ☐ 3.50 or higher
  - ☐ 1<sup>st</sup> Semester at SBCC – no GPA yet
  - ☐ Not certain
9. In how many units are you enrolled this semester?
  - ☐ 1-6.9 units
  - ☐ 7-11.9 units
  - ☐ 12-14.9 units
  - ☐ 15 units or more

10. Including the units you are taking now, what is the total number of units you have completed at SBCC?

- ☐ 1-15 units
- ☐ 16-30 units
- ☐ 31-45 units
- ☐ 46-60 units
- ☐ Over 60 units
- ☐ Not certain

11. On average, about how many hours a week do you usually spend preparing for **each of your courses** (e.g., reading, studying, completing assignments)?

- ☐ Less than 2 hours
- ☐ Between 2-4 hours
- ☐ Between 5-8 hours
- ☐ More than 8 hours

12. About how many hours a week do you usually spend on the SBCC campus, not including time attending classes and labs?

- ☐ Less than 2 hours
- ☐ Between 2-4 hours
- ☐ Between 5-8 hours
- ☐ More than 8 hours

13. In how many sections are you currently enrolled?

- ☐ One
- ☐ Two
- ☐ Three
- ☐ Four
- ☐ Five or more

14. What is your **most important reason** for attending SBCC at this time?

*Please fill in ONE:*

- ☐ To satisfy a personal interest (cultural, social, meet people my age, etc.)
- ☐ To prepare for transfer to a four-year college or university
- ☐ To improve my English, reading or math skills
- ☐ To gain skills necessary to retrain, remain current, or advance in a current job or occupation
- ☐ To gain skills necessary to enter a new job or occupation
- ☐ To explore my career interests/options
- ☐ To earn a vocational certificate
- ☐ To complete an AA or AS Degree
- ☐ Other \_\_\_\_\_

(Please specify)

15. Are you currently participating in:

*Please fill in all that apply:*

- ☐ Athletics
- ☐ DSPS
- ☐ EOPS/CARE
- ☐ ESL Classes
- ☐ Financial Aid
- ☐ TAP

## HOUSING

16. Did you use the College's Housing Office services, including its Web site, to find a place to live while attending classes at SBCC? *Please fill in ONE:*

- ☐ Yes
- ☐ No, I did not need the services of the Housing Office
- ☐ No, I was not aware that the College has a Housing Office, but I would not have used it
- ☐ No, I was not aware that the College has a Housing Office, but I would have used it if I had known about it

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**STUDENT SATISFACTION WITH SBCC**

Based on your experiences at SBCC, to what extent do you agree with each of the following statements:

	Strongly Agree	Agree	Somewhat Agree	Disagree	Not Sure
17 The quality of instruction in most classes is excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18 Most classes are scheduled at times that are convenient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19 Faculty are knowledgeable in their fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20 The classes I needed were available when I registered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21 The college registration processes (application, orientation, assessment, enrollment) are convenient and efficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22 There is a good variety of courses offered at SBCC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23 On the whole, the campus and classrooms are well maintained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24 I am able to experience intellectual growth at the college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25 When needed, I am able to communicate with my instructors outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26 My instructors provide me with timely feedback on my class performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27 My instructors are helpful and supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28 Most students at SBCC are friendly and supportive of one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29 There are places on campus to meet and study with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30 The college's counselors with whom I have contact are helpful, considerate and knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31 The college's staff with whom I have had contact are helpful, considerate and knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**PARTICIPATION IN OUT-OF-CLASS ACTIVITIES**

How often have you:

	Very Often	Often	Occasionally	Never
32 Read the Channels to learn about events taking place on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33 Attended a meeting of a student club or organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34 Attended a noontime college-sponsored activity on campus (e.g., speakers, bands)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35 Attended a college-sponsored career development or transfer information activity on campus (e.g., Transfer Day, Career Day, UCSB Major Day)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36 Used the Internet to learn about college events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. During the current academic year, have you:

***Please fill in all that apply:***

- ☐ Participated in campus-based clubs and organizations
- ☐ Attended a theatre production (play) or music concert at SBCC
- ☐ Attended a theatre production or music concert off-campus
- ☐ Visited the Santa Barbara Art Museum
- ☐ Visited the Santa Barbara Botanical Garden
- ☐ Participated in intercollegiate athletics
- ☐ Attended an athletic event at SBCC

38. Are you interested in participating in an intercollegiate sports team at SBCC?

- ☐ Yes
- ☐ No

If yes, please list the intercollegiate sports teams in which you are interested:

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- ☐ To earn a vocational certificate
- ☐ To complete an AA or AS Degree
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(Please specify)

15. Are you currently participating in:

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- ☐ DSPS
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- ☐ ESL Classes
- ☐ Financial Aid
- ☐ TAP

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## COLLEGE ENVIRONMENT

16. How many of your courses at SBCC would you describe as challenging, stimulating and worthwhile?

- ☐ All
- ☐ Most
- ☐ Some
- ☐ Few
- ☐ None

17. Do you feel that outside the classroom, SBCC is a stimulating place to be?

- ☐ All of the time
- ☐ Most of the time
- ☐ Some of the time
- ☐ Seldom

18. How many of your instructors make you feel that you can succeed in their classes?

- ☐ All
- ☐ Most
- ☐ Some
- ☐ Few
- ☐ None

19. If you could start over, would you attend SBCC?

- ☐ Yes
- ☐ No
- ☐ Maybe

20. Have you encountered obstacles that prevent you from being successful in your classes?

- ☐ Yes
- ☐ No

If yes, which one(s)? *Please fill in all that apply:*

- ☐ Family responsibilities
- ☐ Work schedule
- ☐ Child care
- ☐ Course schedule
- ☐ Instructor's teaching style/approach
- ☐ Faculty availability
- ☐ Information availability
- ☐ Financial need
- ☐ Transportation
- ☐ Parking
- ☐ Housing
- ☐ Other \_\_\_\_\_

(Please specify)

### INTERSESSIONS

21. Would you consider enrolling in a 6-week Winter intersession that would begin January 2 and end on February 11?

- ☐ Yes
- ☐ No

22. If the college offered a second 6-week Summer session, in which one would you more likely enroll?

- ☐ First 6-week Summer intersession (June 6 – July 15) only
- ☐ Second 6-week Summer intersession (July 18 – August 26) only
- ☐ Both
- ☐ None

23. Which intersession or combination of intersessions would you most prefer?

- ☐ 6-week Winter intersession only
- ☐ 6-week Summer intersessions only
- ☐ First 6-week Summer session and 6-week Winter intersession
- ☐ Second 6-week Summer session and 6-week Winter intersession
- ☐ None

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**USE OF SBCC LIBRARY**

24. During this academic year (Fall 2004 and/or Spring 2005), how many of your classes had assignments that required using the SBCC library to complete:

- ☐ None
- ☐ One
- ☐ Two
- ☐ Three
- ☐ Four or more

**Thank you for completing this survey.**