



Student College Experiences Survey Spring 2008

Institutional Assessment, Research and Planning

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Executive Summary

In Spring 2008, the College conducted the Student College Experiences Survey. This comprehensive survey, conducted once every three or four years, is intended to determine students' levels of satisfaction with various aspects of college life including the environment, instruction, and services. The survey also aims to determine student characteristics that are not available from the data collected through the student information system, such as access to and use of computers, e-mail and the Internet, participation in out-of-class activities, and preferences for course scheduling and location. Another purpose of the survey is to obtain feedback from students regarding the amount of progress they feel they have made in a variety of skill areas that correspond to the College's student learning outcomes (SLOs). 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, four different forms of the Student College Experiences Survey were administered to students enrolled in 157 representative on-campus classes with a total enrollment of 4,259 students (22% of all Spring 2008 SBCC students). Responses were obtained from 132 sections (84% response rate) and 2,646 students (62% response rate). Respondents were generally representative of the student population. Hispanic students were slightly under-represented and full-time students as well as students between the ages of 18-25 were over-represented.

Overall, the results of the 2008 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 and 2005 surveys, 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:

- 93% of the respondents indicated that they would recommend SBCC to a friend or family member.
- Over 90% of respondents agreed that SBCC provides an inclusive and welcoming environment for students regardless of their gender, age, race/ethnicity, sexual orientation, religious affiliation or disability.
- 70% of the respondents were employed, 46% at least 20 hours per week.
- 75% of the respondents indicated that they are somewhat committed (27%) or very committed (48%) to a major or career/technical program 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 enrollment processes (application, assessment, orientation, advising and registration) draw some dissatisfaction when compared to the other areas mentioned, with 22% of the respondents thinking that the advising process is not efficient and convenient, and 24% of respondents indicating that the classes they needed were not available when they registered.
- The amount of progress students perceived that they 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 are:
 - a. Developing an ability to speak and understand another language (38%; down from 39% in 2005 and 46% in 2001)
 - b. Understanding mathematical concepts such as probabilities, proportions, etc. (23%; compared to 22% in 2005 and 29% in 2001)
 - c. Developing an understanding of scientific concepts (23%; compared to 15% in 2005 and 25% in 2001)
 - d. Developing an appreciation of arts and music (21%; down from 23% in 2005 and 24% in 2001)
 - e. Solving problems using math (20%; down from 21% in 2005 and 27% in 2001)

- 90% of respondents have access to a computer at home (compared to 89% who owned a computer in 2001, 82% 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.
- 91% of respondents have Internet access off campus, compared to 87% in 2005, and 85% have a high speed connection (cable or DSL).
- 73% of respondents own a laptop computer, compared to only 38% in 2005.
- Regarding the use of SBCC Pipeline, 36% of respondents indicated that they use it at least several times every week, compared to 25% in 2005. The most common uses for Pipeline are accessing course materials and/or participating in course activities, e-mail, and accessing college information. The least used feature is participation in Pipeline “groups,” with 75% of respondents indicating that they had never done so.
- 63% of respondents indicated that they had at least one course during the 2007-2008 academic year that had assignments which required using the SBCC library to complete; up from 59% in 2005.
- Student participation in out-of-class activities is limited:
 - a. 40% of the respondents were interested in participating in a sport while at SBCC (up from 25% in 2005), but only 11% actually did (up from 8% in 2005 and 5% in 2001).
 - b. A majority of students (75%) spends 4 hours or less per week on campus in addition to their classes; up from 69% in 2005.
 - c. The limited amount of student participation in out-of-class activities and time spent on campus may be due in large part to the commuter nature of the campus, with 51% of respondents commuting 15 minutes or longer to get to SBCC, and 47% of respondents driving alone in their car
- 85% of the respondents would attend SBCC again if they were starting over (up from 84% in 2005 and 2001). Generally, all student groups had positive responses. Asian-American, Pacific Islander and American Indian/Alaskan Native students were the groups with somewhat lower percentages indicating that they would attend SBCC again (72%, 67% and 43%, respectively), compared to an average of 87% for all other ethnic groups combined.
- 65% of respondents felt they encountered some obstacle that prevented them from being successful in their classes (compared to 57% in 2005 and 64% in 2001). The top four obstacles in descending order were: work schedule (35% vs. 50% in 2005), family responsibilities (28% vs. 33% in 2005), faculty teaching style/approach (25% vs. 42% in 2005) and parking (23% vs. 33% in 2005).
- The SBCC catalog and printed class schedule continue to be the primary sources of information, being viewed by 76% of respondents; up from 68% in 2005 and 65% in 2001. Higher percentages of respondents indicated using every source of information available in 2008 as compared to 2005, except for letters/postcards from SBCC, the Santa Barbara News Press and radio stations. Most notably, the percentage of students who indicated using the SBCC Website for obtaining information about the College continued to grow from 26% in 1997, to 37% in 2001, 54% in 2005 and 75% in 2008.

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, and 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, and 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' levels of satisfaction with various aspects of college life including environment, instruction, and services. The survey also aims at determining student characteristics that are not available from the data collected through the student information system, such as access to and use of computers, e-mail and Internet, participation in out-of-class activities, and preferences for course scheduling and location. Another purpose of the survey is to get feedback from students regarding the amount of progress they feel they have made in a variety of skill areas that correspond to the College's student learning outcomes (SLOs). 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, four different forms of the Student College Experiences Survey were administered to students enrolled in 157 representative on-campus classes at SBCC, with a total enrollment of 4,259 students (22% of all Spring 2008 SBCC students). Responses were obtained from 132 sections (84% response rate) and 2,646 students (62% response rate). On all four forms of the survey, students responded to 26 questions capturing information regarding basic demographics, academic standing, unit load, employment, sources of funding for tuition payment, parents' education, 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 and to the Internet; 3) information sources about SBCC; 4) estimate of gain in various academic areas, general skills and knowledge; 5) inclusiveness of the college environment; 6) use of the housing office and library; 7) degree of personal engagement in the educational experience; and 8) participation in out-of-class activities. The survey instruments are available in Appendices 5-8.

Survey Results

Demographic Characteristics

Respondents were generally representative of SBCC students on most demographic characteristics. While SBCC has a slightly larger female student population, the survey sample includes slightly more male students (see Table 1).

Table 1. Gender

<i>Gender</i>	Survey Respondents	All Spring 2008 SBCC Students	Difference
Male	51%	47%	4%
Female	49%	53%	-4%

Students who are 17 or younger or 30 or older are slightly under-represented, while 18-25 year olds are somewhat over-represented. This may be partly because the sections selected for the survey were primarily on-campus, and a large number of students who are 17 or younger take classes at their high schools through the dual enrollment program (see Table 2).

Table 2. Age

<i>Age</i>	Survey Respondents	All Spring 2008 SBCC Students	Difference
17 or younger	2%	10%	-8%
18-20	49%	31%	18%
21-25	29%	23%	6%
26-29	7%	8%	-1%
30-49	10%	19%	-9%
50 or older	3%	8%	-5%

Note: figures may not total 100% due to rounding

Hispanic students appear to be slightly under-represented in the respondent group and Other students are slightly over-represented (see Table 3).

Table 3. Ethnicity

<i>What is your predominant ethnic background?</i>	Survey Respondents	All Spring 2008 SBCC Students	Difference
African American/Black	2%	3%	-1%
Asian/Asian-American	9%	7%	2%
Filipino	1%	1%	0%
Latino/Hispanic	23%	30%	-7%
Pacific Islander	1%	1%	0%
White/Non-Hispanic	56%	55%	1%
Native American/Alaskan Native	1%	1%	0%
Other	6%	2%	4%

Note: figures may not total 100% due to rounding

International students are also somewhat over-represented, as are out-of-area students, which includes international, out-of-state and students who come from outside of the College's district area (see Tables 4 & 5).

Table 4. International Students

<i>Are you an international student?</i>	Survey Respondents	All Spring 2008 SBCC Students	Difference
Yes	13%	5%	8%
No	87%	95%	-8%

Table 5. Out-of-Area Students

<i>Did you move from another part of California, another state, or another country to attend SBCC?</i>	Survey Respondents	All Spring 2008 SBCC Students	Difference
Yes	48%	40%	8%
No	52%	60%	-8%

Thirteen percent of respondents have taken an ESL class within the last five years (see Table 6).

Table 6. ESL Classes

<i>Have you taken any ESL classes at SBCC or elsewhere in the last five years?</i>	Survey Respondents
Yes	13%
No	87%

Survey respondents indicated a somewhat higher incidence of physical and learning disabilities than is seen among the general Spring 2008 student population (see Table 7).

Table 7. Students with Disabilities

<i>Do you have a physical or learning disability?</i>	Survey Respondents	All Spring 2008 SBCC Students	Difference
Yes	12%	7%	5%
No	88%	93%	-5%

Regarding parents' education, survey respondents come from a diverse range of backgrounds, consisting of 13% who indicated that their mother and/or father did not graduate from high school, 17% who indicated that their mother (14% for fathers) had obtained a high school diploma or GED, and 36% whose mothers (42% for fathers) had obtained a Bachelor's degree or higher (see Table 8).

Table 8. Level of Parents' Education

<i>What is the highest level of education obtained by your:</i>	Mother	Father
Not a high school graduate	13%	13%
High school diploma or GED	17%	14%
Some college, but did not complete degree	17%	14%
Vocational certificate/Trade school	3%	3%
Associate degree	8%	5%
Bachelor's degree	21%	21%
Master's degree	13%	15%
Doctorate degree	3%	6%
Unknown	6%	8%

Note: figures may not total 100% due to rounding

Significantly more survey respondents are enrolled full time, compared to all Spring 2008 enrolled students (see Table 9).

Table 9. Spring 2008 Unit Load

<i>In how many units are you enrolled this semester?</i>	Survey Respondents	All Spring 2008 SBCC Students	Difference
Less than 6 units	13%	40%	-27%
6-11.9 units	25%	25%	0%
12-14.9 units	43%	23%	20%
15 or more units	19%	11%	8%

Sixty-eight percent of respondents indicated that they pay for at least part of their tuition out of their own and/or their family's income or savings, and 32% indicated that they receive some form of financial assistance (see Table 10).

Table 10. Sources of Funding for Tuition

<i>Indicate which of the following sources you use to pay your tuition at SBCC:</i> (more than one answer allowed)	
Family's income/savings/loans	41%
My own income/savings	38%
BOG fee waiver	15%
Financial aid grants	14%
Student loans	8%
Scholarships	8%
Employer contributions	2%
Work study	2%
Public assistance	1%

Employment

Thirty percent of the respondents indicated that they are not currently employed (up from 27% in 2005 and 20% in 2001). Twenty-four percent said that they are employed less than 20 hours per week, and 25% work 30 or more hours per week, which is the same as in 2005 and down from 34% in 2001 (see Table 11). As expected, students 17 or younger and those 50 or older have the highest percentages of unemployed respondents (55% and 42%, respectively).

Table 11. Hours of Employment Per Week

<i>During the time college is in session, about how many hours a week do you usually spend working for pay?</i>	2008	2005	2001
0 hours	30%	27%	20%
1-19 hours	24%	26%	24%
20-29 hours	21%	22%	22%
30-39 hours	11%	12%	15%
40 hours or more	14%	13%	19%

Note: figures may not total 100% due to rounding

Seventy-five percent of respondents are very committed (48%) or somewhat committed (27%) to a major or career/technical program (see Table 12).

Table 12. Commitment to Major/Program

<i>How committed are you to a major or career/technical program?</i>	
Very committed	48%
Somewhat committed	27%
Not certain	12%
No declared major at SBCC	13%

Academic Standing

To the extent that the responses are accurate (in numerous studies it has been found that there is a tendency for respondents to inflate their self-reported GPAs), survey respondents' GPAs can be seen in Table 13.

Table 13. Cumulative GPA

<i>What is your cumulative GPA at SBCC?</i>	
Less than 1.99	3%
Between 2.00-2.99	28%
Between 3.00-3.49	27%
3.50 or higher	21%
1 st Semester at SBCC - no GPA yet	8%
Not certain	13%

Seventy percent of the respondents completed or were about to have completed at least 16 units at SBCC (see Table 14). This figure is relevant as it relates to the amount of time and opportunity students have had to develop informed perceptions about the various aspects of the College that are addressed in this survey.

Table 14. Total Units Completed at SBCC

<i>Including the units you are taking now, what is the total number of course units you have completed at SBCC?</i>	
1-15 units	23%
16-30 units	27%
31-45 units	17%
46-60 units	13%
Over 60 units	12%
Not certain	7%

Note: figures may not total 100% due to rounding

Study and Time Spent on Campus

A majority of respondents (74%) spends 4 hours per week or less studying for each course, which is an increase from 61% in 2005. This result means that only 26% of respondents spend 5 or more hours per week studying for each course, compared to 39% in 2005 and 52% in 2001 (see Table 15).

Table 15. Study Hours per Week for Each Course

<i>On average, about how many hours a week do you usually spend outside of class preparing for each of your courses (e.g., reading, studying, completing assignments)?</i>	2008	2005
Less than 2 hours per course	27%	18%
Between 2-4 hours per course	47%	43%
Between 5-8 hours per course	20%	26%
More than 8 hours per course	6%	13%

Note: figures may not total 100% due to rounding

A majority of respondents (75%) also spends 4 hours per week or less on campus in addition to their classes (see Table 16). This result is expected, as students in community colleges are generally not likely to spend significant amounts of time on campus since there is no on-campus housing, and all students must commute.

Table 16. Hours per Week on Campus Not Including Class Attendance

<i>About how many hours a week do you usually spend on the SBCC campus outside of class?</i>	
None	19%
Less than 2 hours	29%
Between 2-4 hours	27%
Between 5-8 hours	13%
More than 8 hours	11%

Note: figures may not total 100% due to rounding

Approximately half (49%) of survey respondents commute 15 minutes or less to the College, and the other half travels more than 15 minutes one way (see Table 17).

Table 17. Length of Commute to Campus

<i>How far do you commute to SBCC one way?</i>	
Less than 15 minutes	49%
15 - 30 minutes	38%
30 - 60 minutes	12%
More than an hour	2%
I don't commute to the campus (taking online or off campus classes)	0.5%

Note: figures may not total 100% due to rounding

It is not surprising to find that a much larger percentage (24%) of respondents who commute less than 15 minutes choose to walk or ride a bike, compared to only 7% of those who commute 15 minutes or more. However, it is worth noting that larger percentages (51%) of respondents with shorter commutes also drive alone in a car than those with longer commutes (42%). Members of the latter group are more likely to take a bus or share a ride (49%) than those in the former group (24%) (see Table 18).

Table 18. Usual Mode of Transportation by Length of Commute

<i>How do you usually commute to campus?</i>	Less than 15 minutes	15 or more minutes	Total Count
Drive alone in car	51%	42%	1,181
Bus	7%	30%	478
Carpool/Vanpool/Get dropped off	17%	19%	454
Walk	19%	4%	289
Bike	5%	3%	101
Motorcycle/scooter	1%	1%	25

Note: figures may not total 100% due to rounding

Another contributing factor to the lack of time spent on campus outside of class is the amount of online course participation. Twenty-two percent of respondents indicated that they had taken at least one online course during the current academic year (see Table 19).

Table 19. Number of Online Courses Taken this Academic Year

<i>How many online courses have you taken at SBCC this academic year (Summer 2007, Fall 2007 or Spring 2008)?</i>	
None	78%
One	14%
Two to three	7%
Four or more	1%

Fifty-six percent of respondents indicated that they attend classes primarily during the day; with another 26% attending classes both in the daytime and evening (see Table 20).

Table 20. Time of Class Attendance

<i>When do you most frequently take classes at SBCC?</i>	
Day	56%
Evening	18%
Day and Evening	26%
Weekend	0%
Online	0%

Forty-one percent of respondents would consider enrolling in a course that they need if it were offered on Friday mornings, compared to only 17% who would consider enrolling in a course that was offered on Saturday afternoons (see Table 21).

Table 21. Course Scheduling Options

<i>Would you consider enrolling in courses you needed if they were offered at the following days and times?</i>	Yes
Friday mornings (9:00am-11:50am)	41%
Friday afternoons (1:00pm-3:50pm)	29%
Saturday mornings (9:00am-11:50am)	20%
Saturday afternoons (1:00pm-3:50pm)	17%

Reason for Attending SBCC

Fifty-four percent of the respondents indicated that their primary reason for attending SBCC was to prepare for transfer to a four-year college or university (see Table 22). This percentage is higher than the 38% of all Spring 2008 students who indicated a similar goal on their applications. However, when a comparison is made between the survey and the application using only the answer choices that are included on both the application and the survey, the difference is less than 5%.

Table 22. Reason for Attending SBCC

<i>What is your most important reason for attending SBCC at this time?</i>	
To prepare for transfer to a four-year college or university	54%
To complete an AA or AS Degree	9%
To satisfy a personal interest (cultural, social, meet people my age, etc.)	8%
To gain skills necessary to enter a new job or occupation	7%
To explore my career interests/options	6%
To gain skills necessary to retrain, remain current, or advance in a current job or occupation	5%
To improve my English, reading, or math skills	4%
Other	4%
To earn a vocational certificate	3%
To earn a skills competency award	0.4%

Participation in Special Programs

Many respondents did not complete the information regarding participation in special programs at SBCC, thus the percentages in Table 23 appear very low. However, larger percentages of students in 2008 indicated that they are currently participating in Athletics (11% vs. 8% in 2005), the Transfer Achievement Program (11% vs. 5% in 2005), ESL classes and DSPS (both are 7% vs. 5% in 2005).

Table 23. Participation in Special Programs

<i>Are you currently participating in:</i> (more than one answer allowed)	2008	2005
Financial Aid	20%	21%
A Gateway class	12%	N/A
Athletics	11%	8%
Transfer Achievement Program (TAP)	11%	5%
On campus job/internship	8%	N/A
ESL classes	7%	5%
DSPS	7%	5%
EOPS/CARE	6%	7%
Student government/clubs	4%	N/A
CalWORKs	1%	N/A

Use of Computers

The 2008 survey reveals notable differences in terms of access to computers at home compared to the 2005, 2001 and 1997 responses. In 2008, 90% of respondents have access to a computer at home compared to 89% who owned a computer in 2005, 82% in 2001 and 63% in 1997. Additionally, 3% plan to purchase one in the next year (see Table 24).

Table 24. Access to a Computer at Home

<i>Do you have a personal computer in your home?</i>	2008	2005	2001
Yes	90%	89%	82%
No	7%	9%	13%
No, but I plan to purchase one in the next year	3%	2%	5%

The 2008 responses indicate that access to computers does not differ based on gender; however, there are some differences based on age group (see Tables 25 and 26). The 30-49 age group has the lowest percentage of respondents who indicated access to a computer at home (80%). The next lowest percentage is 81% for the 50 or older age group. For students 26-29 or 21-25, the percentages are 87% and 88%, respectively. Ninety-four percent of 18-20 year olds and 100% of students 17 or younger have access to a computer at home. However, sample size must be considered here, as there are only 16 students in the 17 or younger group, and 21 students in the 50 or older group.

Table 25. 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	90%	7%	2%
Female	90%	6%	3%

Note: figures may not total 100% due to rounding

Table 26. 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%
18-20	94%	4%	2%
21-25	88%	7%	5%
26-29	87%	11%	2%
30-49	80%	17%	4%
50 or older	81%	19%	0%

Note: figures may not total 100% due to rounding

There are also slight differences by ethnicity, with Native American/Alaskan Native respondents having the lowest percentage of access to computers at home (71%). However, there are only 7 respondents in this ethnic group. The next lowest percentage is 77% for Latino/Hispanic respondents. While 100% of Pacific Islanders, Filipinos and African-Americans/Blacks have access to a computer at home, there are only 5, 10 and 10 respondents in each of these groups, respectively (see Table 27).

Table 27. 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
African-American/Black	100%	0%	0%
Asian/Asian-American	100%	0%	0%
Filipino	100%	0%	0%
Latino/Hispanic	77%	15%	8%
Pacific Islander	100%	0%	0%
White/Non-Hispanic	95%	4%	1%
Native American/Alaskan Native	71%	14%	14%
Other	88%	8%	4%

Note: figures may not total 100% due to rounding

Eighty-two percent of respondents who have taken an ESL class in the last 5 years have access to a computer at home, compared to 92% of respondents who have not taken an ESL class in the last 5 years (see Table 28).

Table 28. 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	82%	13%	5%
Has not taken ESL classes in the last five years	92%	6%	3%

Note: figures may not total 100% due to rounding

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 92% of respondents who are not currently participating in EOPS/CARE or Financial Aid (see Table 29). These responses suggest that there are still some differences between student groups in terms of access to computers.

Table 29. 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%	10%	4%
Not Currently participating in EOPS/CARE or Financial Aid	92%	6%	3%

Regarding access to other types of technology, 84% of respondents indicated that they own a cell phone, 73% own a laptop computer, compared to 38% in 2005, and 71% own an iPod or other MP3 player (see Table 30).

Table 30. Access to Technology

<i>Do you own any of the following items?</i>	Yes
Cell phone	84%
Laptop computer	73%
iPod or other MP3 player	71%
Video game player (i.e., Sony PSP, Nintendo Wii)	33%
Cell phone with web access	33%

Along with a high percentage of access to computers at home (90%), respondents also indicated a high percentage (91%) of access to the Internet off campus (see Table 31). A majority of respondents (85%) indicated that they have a high-speed Internet connection (cable or DSL).

Table 31. Off Campus Internet Access

<i>Do you have internet access off campus?</i>	
Yes, high speed (e.g., cable, DSL)	85%
Yes, dial up	6%
No	9%

Again, there are no differences in terms of gender, but only 79% of the 50 or older age group has off campus Internet access (see Tables 32 and 33). However, it must be noted that the sample size in the 50 or older age group is quite small, consisting of only 19 respondents.

Table 32. Off Campus Internet Access By Gender

	Internet Access	No Internet Access
Male	91%	9%
Female	90%	10%

Table 33. Off Campus Internet Access By Age

	Internet Access	No Internet Access
17 or younger	100%	0%
18-20	94%	6%
21-25	88%	12%
26-29	93%	7%
30-49	83%	17%
50 or older	79%	21%

The differences in access to the Internet by ethnicity are similar to access to computers at home, with Latino/Hispanic and Other students indicating the lowest percentage (84%) of Internet access (see Table 34). Latino/Hispanic students also have the highest rate of dial up (11%) versus high speed connection (73%).

Table 34. Off Campus Internet Access By Ethnicity

	Internet Access	No Internet Access
African-American/Black	100%	0%
Asian/Asian-American	95%	5%
Filipino	90%	10%
Latino/Hispanic	84%	16%
Pacific Islander	100%	0%
White/Non-Hispanic	94%	6%
Native American/Alaskan Native	100%	0%
Other	84%	16%

For students who have taken ESL classes in the last five years, 82% have Internet access off campus, but only 73% have a high speed connection. Eighty-eight percent of respondents who are currently participating in EOPS/CARE or Financial Aid, compared to 92% of respondents not currently participating, have Internet access off campus (see Tables 35 and 36).

Table 35. Off Campus Internet Access By ESL Students

	Internet Access	No Internet Access
Has taken ESL classes in the last five years	82%	18%
Has not taken ESL classes in the last five years	92%	8%

Table 36. Off Campus Internet Access By EOPS/CARE or Financial Aid Students

	Internet Access	No Internet Access
Currently participating in EOPS/CARE or Financial Aid	88%	12%
Not Currently participating in EOPS/CARE or Financial Aid	92%	8%

Regarding the use of SBCC Pipeline, 36% of respondents indicated that they use it at least several times a week to access course materials or to participate in course activities, and 31% use it just as often for e-mail (see Table 37). Almost all of the respondents have used Pipeline at least a few times to check class schedules (91%), access college information (90%), or check their grades, financial aid, etc. (89%). However, 75% of respondents indicated that they have never participated in Pipeline “groups.”

Table 37. Use of SBCC Pipeline

<i>During this academic year, how often have you used SBCC Pipeline to do the following?</i>	Almost every day	Several times a week	Several times a month	Just a few times	Never
Access course materials and/or participate in course activities	10%	26%	18%	30%	16%
Communicate with your instructors	5%	12%	25%	39%	19%
Access college information	7%	20%	31%	32%	10%
Access college services	6%	12%	27%	34%	21%
Use e-mail	12%	19%	16%	30%	23%
Check class schedules	4%	14%	28%	45%	9%
Participate in Pipeline “groups”	2%	4%	5%	13%	75%
Check your grades, financial aid, etc.	4%	13%	30%	42%	11%

A majority of students (93%) indicated that they feel comfortable using a computer to complete course-related assignments (see Table 38).

Table 38. Use of Computers in Completing Course-related Assignments

<i>How would you assess your comfort with using a computer to complete course-related assignments?</i>	
Very comfortable	68%
Somewhat comfortable	25%
Somewhat uncomfortable	5%
Very uncomfortable	3%

Note: figures may not total 100% due to rounding

Only 3% of the respondents indicated that they need special technology to accommodate a physical or learning disability (see Table 39). 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 2008.

Table 39. Disability Needs in Computer Usage

<i>When using a computer, do you need any special technology to accommodate a physical or learning disability?</i>	
Yes	3%
No	94%
Not certain	2%

Information about SBCC

Compared to previous surveys, students responding to the 2008 survey indicated greater reliance on Internet-based information about SBCC within the last year; 75% compared to 54% in 2005, 37% in 2001 and 26% in 1997. This reinforces the idea that maintaining the College website is of increasing importance. The percentage of respondents who utilized the SBCC catalog and/or direct-mail of the class schedule increased to 76% in 2008 from 68% in 2005, 65% in 2001 and 75% in 1997 (see Table 40).

Table 40. Sources of Information About SBCC

<i>We have used the following sources to inform the public about the College. Where have you seen information about SBCC in the past year?</i> (more than one answer allowed)	2008	2005	2001
SBCC Catalog/Printed copy of the SBCC Class Schedule	76%	68%	65%
SBCC Website	75%	54%	37%
SBCC ads on the city bus/college vans	40%	28%	N/A
Letter/Postcard from SBCC	36%	52%	44%
Television	23%	22%	15%
Facebook/MySpace	20%	N/A	
Santa Barbara Independent	20%	18%	15%
Santa Barbara News Press	17%	21%	20%
SBCC Channels printed paper	17%	N/A	
SBCC ads in the movie theatres	13%		
Presentation by SBCC staff at high school and/or community college events (e.g., College Fair)	10%	8%	12%
Radio station(s)	8%	18%	15%
SBCC Channels Online	8%	N/A	
Special events on campus or in the community (e.g., Open House, Career Day, Cinco de Mayo)	7%		
Santa Barbara Daily Sound	6%		
Internet ads	5%		
High school newspaper or yearbook	4%		
Other	3%	7%	5%
Magazines	3%	N/A	
Online or print directories/guides (e.g., Peterson's Guide to Two-Year Colleges, Hobson's, Study USA)	3%	2%	3%
Other newspapers	0%	N/A	

The percentages of respondents using the Independent and the News Press have fluctuated slightly over time. In 1997, 32% and 35%, respectively, used each of the two newspapers. In 2001, these percentages dropped to 15% and 20%, respectively, rose to 18% and 21% in 2005, and dropped again to 20% and 17% in 2008. The impact of postcards and letters from SBCC has decreased from 66% in 1997, to 44% in 2001, 52% in 2005 and to a low of 36% in 2008. However, the impact of ads on the city buses and college vans increased from 28% in 2005 to 40% in 2008. Also, several new options were added to the survey in 2008, which received relatively high response rates, such as Facebook/MySpace (20%), the SBCC Channels printed paper (17%), and SBCC ads in the movie theatres (13%).

Regarding the usefulness of the SBCC website, 95% of the respondents who used the SBCC website were able to find what they needed (see Table 41).

Table 41. Usefulness of the SBCC website

<i>When you have used the SBCC website to get information on the College, were you able to find what you needed?</i>	
Yes	95%
No	5%

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. These questions also help the College assess student learning as part of its efforts to incorporate student learning outcomes (SLOs) into both the curricular and co-curricular aspects of the College. Table 42 presents the collapsed responses for those who indicated that they have made very much or some progress in the areas specified. The detailed responses are available in Appendix 1. The areas where most students felt they gained significantly are:

- a) Acquiring the ability to solve problems on my own – 86%
- b) Improving reading, writing and oral communication skills – 86%
- c) Developing the ability to learn on my own and pursue my own ideas – 86%
- d) Understanding myself, my abilities and interests – 86%

The areas where the largest percentages of respondents indicated that they had made no progress are:

- a) Developing an ability to speak and understand another language – 38%
- b) Understanding mathematical concepts such as probabilities, proportions, etc. – 23%
- c) Developing an understanding of scientific concepts – 23%
- d) Developing an appreciation of arts and music – 21%
- e) Solving problems using math – 20%

Table 42. Estimate of Gains – Collapsed Responses for Very Much or Some and No Progress

<i>In thinking about your experiences at SBCC up to now, how much progress have you made in each of the following areas?</i> (Please note that these items have been organized by ISLO Standard)	Very Much or Some	No Progress
I. Critical Thinking, Problem Solving, Creative Thinking		
Acquiring the ability to solve problems on my own	86%	5%
Putting ideas together to see relationships, similarities, and differences	81%	7%
Developing an understanding of our impact on the environment and behaviors and practices that lessen this impact	68%	13%
II. Communication		
Improving reading, writing and oral communication skills	86%	6%
Interpreting and responding appropriately to verbal and/or nonverbal communication	81%	7%
Developing an ability to speak and understand another language	47%	38%
III. Quantitative Analysis and Scientific Reasoning		
Solving problems using math	64%	20%
Understanding mathematical concepts such as probabilities, proportions, etc.	59%	23%
Interpreting information presented in graphs, charts, tables and diagrams	59%	18%
Developing an understanding of scientific concepts	56%	23%

Table 42. Estimate of Gains – Collapsed Responses for Very Much or Some and No Progress (Continued)

<i>In thinking about your experiences at SBCC up to now, how much progress have you made in each of the following areas?</i> (Please note that these items have been organized by ISLO Standard)	Very Much or Some	No Progress
IV. Social, Cultural and Aesthetic Perspectives		
Developing an understanding and enjoyment of literature (e.g., novels, stories, essays, poetry)	77%	10%
Learning more about other parts of the world and other people	73%	12%
Seeing the importance of history to understand the present as well as the past	64%	14%
Developing an interest in political and economic events	61%	19%
Developing an appreciation of arts and music	60%	21%
V. Information, Technology and Media Literacy		
Acquiring the ability to use computers to effectively find information	71%	13%
VI. Personal, Academic and Career Development		
Developing the ability to learn on my own and pursue my own ideas	86%	5%
Understanding myself, my abilities and interests	86%	4%
Working collaboratively with others	82%	6%
Identifying and clarifying future educational plans	79%	6%
Making lifestyle choices that promote self-reliance and mental and social health	79%	7%
Developing good self-management habits for success in college/life	75%	8%
Identifying and clarifying a college major	71%	12%
Developing and clarifying career objectives	69%	12%
Acquiring the skills to enter the workforce or advance in my career	69%	12%
Developing good health habits and physical fitness	63%	17%

Housing

The percentage of students who are aware that the College has a Housing Office is 56% (see Table 43). The percentage of students who used the Housing Office in 2008 increased to 19% from 16% in 2005 and 9% in 2001, with 26% indicating that they would have used the services of the office had they known about it (see Table 44).

Table 43. Aware of Housing Office

<i>Did you know the College offers housing services to help students find a place to live while attending classes at SBCC?</i>	
Yes	56%
No	44%

Table 44. Use of Housing Office

<i>Have you ever used the College's housing services?</i>	
Yes	19%
No, but I would have if I had known about this service	26%
No, I have no need to use the College's housing services	55%

Student Experience at SBCC

Ninety-five percent of respondents agree (60%) or strongly agree (35%) that the College is fulfilling its vision statement, “SBCC is dedicated to the success of each of its students” (see Table 45).

Table 45. College Fulfillment of its Vision Statement

<i>To what extent do you agree that the College is fulfilling its vision statement? “SBCC is dedicated to the success of each of its students.”</i>	
Strongly Agree	35%
Agree	60%
Disagree	4%
Strongly Disagree	1%

Students were asked 24 questions regarding their experiences in various areas of the College. Table 46 presents the collapsed percentages of those choosing strongly agree or somewhat agree in response to the statements in the questionnaire. The detailed responses are available in Appendix 2 (note: not sure/no opinion responses were removed from the analysis). The top six statements on the survey with which 93% of respondents either strongly agreed or somewhat agreed are:

- a) The quality of instruction in most classes is excellent – 93%
- b) There is a good variety of courses offered at SBCC – 93%
- c) There are places on campus to meet and study with other students – 93%
- d) Faculty are knowledgeable in their fields – 93%
- e) Most students at SBCC with whom I have interacted have been friendly and supportive – 93%
- f) I am able to experience intellectual growth at the College – 93%

The statements with the lowest percentages of agreement are listed below, but it is important to note that these rates still indicate that a majority of students are satisfied:

- a) The classes I needed were available when I registered – 76%
- b) The college advising process is convenient and efficient – 78%
- c) The college assessment process is convenient and efficient – 79%

Table 46. Student Experience at SBCC – Collapsed Responses for Strongly Agree or Somewhat Agree

<i>Based on your experiences at SBCC, to what extent do you agree with each of the following statements?</i>	Strongly Agree or Somewhat Agree
INSTRUCTION AND COURSES	
The quality of instruction in most classes is excellent	93%
There is a good variety of courses offered at SBCC	93%
Most classes are scheduled at times that are convenient	87%
The classes I needed were available when I registered	76%

Table 46. Student Experience at SBCC – Collapsed Responses for Strongly Agree or Somewhat Agree (Continued)

<i>Based on your experiences at SBCC, to what extent do you agree with each of the following statements?</i>	Strongly Agree or Somewhat Agree
ENROLLMENT PROCESS	
The college application process is convenient and efficient	91%
The college registration process is convenient and efficient	89%
The college orientation process is convenient and efficient	83%
The college assessment process is convenient and efficient	79%
The college advising process is convenient and efficient	78%
CAMPUS FACILITIES	
There are places on campus to meet and study with other students	93%
Campus facilities are accessible to individuals with disabilities	92%
In general, the campus and classrooms are well maintained	88%
Campus buildings and grounds are designed to decrease our environmental impact and provide a healthy environment	87%
FACULTY	
Faculty are knowledgeable in their fields	93%
My instructors are helpful and supportive	91%
When needed, I am able to communicate with my instructors outside of class	90%
My instructors provide me with timely feedback on my class performance	84%
STUDENTS	
Most students at SBCC with whom I have interacted have been friendly and supportive	93%
I am able to experience intellectual growth at the College	93%
I have made friends with other students at the College	89%
COLLEGE STAFF	
The academic counselors with whom I have contact are helpful, considerate and knowledgeable	87%
The career counselors with whom I have contact are helpful, considerate and knowledgeable	84%
The personal counselors (Health & Wellness) with whom I have contact are helpful, considerate and knowledgeable	84%
The financial aid staff with whom I have had contact are helpful, considerate and knowledgeable	81%

Students were asked 11 questions regarding their classroom experiences and their interactions with faculty and other students. Table 47 presents the collapsed percentages for respondents who indicated that they had engaged in each type of behavior very often or often. The detailed responses are available in Appendix 3. The most frequently reported behaviors are asking questions in class or contributing to class discussions (58%), working harder than you thought you could to meet an instructor's standards or expectations (48%), and working with other students on projects during class (45%). The least common behaviors reported by survey respondents are coming to class without completing readings or assignments (26%), leaving a class session without fully understanding the concepts presented by your instructor (25%), and skipping class (14%).

Table 47. Classroom and Interpersonal Experiences – Collapsed Responses for Very Often or Often

<i>At SBCC during the current academic year, how often have you done the following?</i>	Very Often or Often
Asked questions in class or contributed to class discussions	58%
Worked harder than you thought you could to meet an instructor's standards or expectations	48%
Worked with other students on projects during class	45%
Had meaningful discussions with students from a country other than my own	38%
Discussed ideas from your readings or classes with other students outside of class	36%
Discussed grades or assignments with an instructor	36%
Worked with classmates outside of class to prepare class assignments	32%
Talked about career plans with an instructor or counselor	31%
Come to class without completing readings or assignments	26%
Left a class session without fully understanding the concepts presented by your instructor	25%
Skipped class	14%

Student Satisfaction with SBCC

Regarding student satisfaction with a variety of support programs and services on campus, a majority (94%) of respondents is very satisfied or somewhat satisfied with the Writing Center, the Tutoring Center in the LRC, the Library, and the JSB Café (see Table 48). Respondents were less satisfied with the West Campus Food Services (73%), Financial Aid (77%) and the Cafeteria (79%), but again these rates indicate that a significant majority of students are satisfied. The detailed responses are available in Appendix 4 (note: no opinion responses were removed from the analysis).

Table 48. Student Satisfaction – Collapsed Responses for Very Satisfied or Somewhat Satisfied

<i>How satisfied are you with each of the following student support programs and services?</i>	Very Satisfied or Somewhat Satisfied
Writing Center	94%
Tutoring Center in the LRC	94%
Library	94%
JSB Cafe	94%
Gateway Center	93%
Campus Center	92%
Cyber Center (East Campus)	91%
Admissions and Records	91%
Tutoring offered in other campus locations	91%
Gateway tutor(s) assigned to your classes	90%
DSPS	88%
Health Center	88%
Life Fitness Center	88%
EOPS/CARE	87%
CalWORKs	86%
Personal Counseling	86%
Academic Counseling	82%
Career Counseling	82%
Transfer Center	82%
College Bookstore	81%
Cafeteria	79%
Financial Aid	77%
West Campus Food Services	73%

Participation In Out-of-Class Activities

Participation in out-of-class activities is generally very low. These responses are consistent with the responses reported earlier regarding the number of hours spent on campus outside of class. Sixty-four percent of the respondents (down from 76% in 2005) indicated that they never attended a meeting of a student club or organization, which indicates that more students are participating in campus clubs and organizations. Seven percent of respondents indicated that they attended an SBCC activity on campus, such as speakers or bands, often or very often (see Table 49).

Table 49. Participation In Out-of-Class Activities

<i>During the current academic year, how often have you attended:</i>	Very Often	Often	Sometimes	Rarely	Never
A meeting of a student club or organization	5%	6%	9%	16%	64%
An SBCC activity on campus (e.g., speakers, bands)	2%	5%	17%	23%	52%
A career development or transfer information activity on campus (e.g., Transfer Day, Career Day, UCSB Major Day, Meet the Pros)	2%	4%	16%	22%	56%

Note: figures may not total 100% due to rounding

The Santa Barbara Zoo and the Art Museum appear to be the most popular activities, with the same percentage of respondents (32%) visiting the Art Museum in 2005 and 2008. Attending off-campus theatre or music productions dropped from 33% in 2001 to 23% in 2005 and 21% in 2008. Attending on-campus theatre or music productions dropped from 29% in 2001 to 23% in 2005 and 18% in 2008 (see Table 50).

Table 50. Participation In Out-of-Class Activities

<i>During the current academic year, have you:</i> (more than one answer allowed)	2008	2005	2001
Visited the Santa Barbara Zoo	34%	N/A	
Visited the Santa Barbara Art Museum	32%	32%	34%
Visited the Santa Barbara Museum of Natural History	22%	N/A	
Attended an athletic event at SBCC	22%	17%	18%
Visited the Santa Barbara Botanical Garden	22%	21%	25%
Attended a theatre production (play) or music concert off campus	21%	23%	33%
Attended a theatre production (play) or music concert at SBCC	18%	23%	29%
Attended an event sponsored by the UCSB Arts and Lecture series	11%	N/A	
Visited the Ty Warner Sea Center	9%		
Visited the Santa Barbara Maritime Museum	7%		
Participated in intramurals at UCSB	3%		

Forty percent of the respondents (up from 25% in 2005) were interested in participating in an intercollegiate sports team while studying at SBCC (see Table 51), but only 11% actually participated in 2007-08 (up from 8% in 2004-05).

Table 51. Interest in Intercollegiate Sports While at SBCC

<i>Do you have any interest in participating on an intercollegiate athletic team?</i>	2008	2005
Yes	40%	25%
No	60%	75%

College Environment

Students gave high marks to all aspects of the College environment addressed in the survey. However, the responses in most of these areas have declined since 2005 and 2001. Seventy-three percent of the respondents indicated that most or all of the courses they take at SBCC are challenging, stimulating and worthwhile; down from 77% in 2005 and 82% in 2001 (see Table 52).

Table 52. Perceptions About Courses

<i>How many of your courses at SBCC would you describe as challenging, stimulating and worthwhile?</i>	2008	2005	2001
All	27%	37%	33%
Most	46%	40%	49%
Some	19%	17%	13%
Few	6%	5%	3%
None	1%	1%	2%

Note: figures may not total 100% due to rounding

Seventy-seven percent of respondents indicated that all or most of their instructors make them feel like they can succeed in their classes; down from 81% in 2005 and 84% in 2001 (see Table 53).

Table 53. Perceptions About Instructors

<i>How many of your instructors make you feel that you can succeed in their classes?</i>	2008	2005	2001
All	35%	40%	42%
Most	42%	41%	42%
Some	18%	16%	13%
Few	4%	2%	3%
None	1%	1%	0%

Almost all (93%) of the respondents indicated that they would recommend SBCC to a friend or family member (see Table 54).

Table 54. Recommending SBCC to Others

<i>Would you recommend SBCC to a friend or family member?</i>	
Yes	93%
No	1%
Unsure	5%

Note: figures may not total 100% due to rounding

Eighty-five percent of the respondents indicated that they would attend SBCC if they were to start over; up slightly from 84% in 2005 and 2001 (see Table 55).

Table 55. Attending SBCC Again

<i>If you could start over, would you attend SBCC?</i>	2008	2005	2001
Yes	85%	84%	84%
No	4%	5%	5%
Maybe	11%	10%	10%

Note: figures may not total 100% due to rounding

The responses to this latter question are the same and highly positive regardless of gender (see Table 56).

Table 56. Attending SBCC Again By Gender

	Would attend SBCC again	Would not attend SBCC again	Might attend SBCC again
Male	87%	4%	9%
Female	84%	4%	12%

Younger students have a slightly lower tendency to indicate that they would attend SBCC again; 71% of those who are 17 or younger (see Table 57).

Table 57. Attending SBCC Again By Age

	Would attend SBCC again	Would not attend SBCC again	Might attend SBCC again
17 or younger	71%	0%	29%
18-20	84%	4%	12%
21-25	84%	5%	11%
26-29	97%	0%	3%
30-49	89%	3%	8%
50 or older	86%	0%	14%

Note: figures may not total 100% due to rounding

In terms of ethnicity, American-Indian/Alaskan Natives have the highest percentage (29%), and African-American/Black students the second highest percentage (19%) who indicated that they would not attend SBCC again (see Table 58). However, it is important to note that only 7 American-Indian and 16 African-American students responded to the survey.

Table 58. Attending SBCC Again By Ethnicity

	Would attend SBCC again	Would not attend SBCC again	Might attend SBCC again	N
African-American/Black	75%	19%	6%	16
Asian/Asian-American/ Filipino/ Pacific Islander	73%	9%	18%	55
Latino/Hispanic	91%	2%	7%	164
White/Non-Hispanic	86%	2%	12%	363
Native American/Alaskan Native	43%	29%	29%	7
Other	88%	6%	6%	34

Note: figures may not total 100% due to rounding

Students who have taken an ESL class in the last five years are also slightly less inclined to want to attend SBCC again compared to those who have not: 78% of the ESL students would attend again compared to 86% of the non-ESL students (see Table 59).

Table 59. 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	78%	7%	15%
Has not taken ESL classes in the last five years	86%	3%	11%

Note: figures may not total 100% due to rounding

Consistent with these responses, international students are somewhat less likely to want to attend again than domestic students: 75% of the international students would attend again compared to 86% of the domestic students (see Table 60).

Table 60. Attending SBCC Again By Foreign Status

	Would attend SBCC again	Would not attend SBCC again	Might attend SBCC again
International Students	75%	8%	17%
Domestic Students	86%	3%	10%

Note: figures may not total 100% due to rounding

Sixty-five percent of respondents reported that they had encountered some obstacles that prevented them from being successful in their courses (up from 57% in 2005 and 64% in 2001). The primary obstacle was work schedule (35%, up from 30% in 2005 and 31% in 2001), followed by family responsibilities (28%, up from 18% in 2005 and 22% in 2001), and faculty teaching style/approach (25%, up from 24% in 2005 and 2001). While issues related to conflicts between students' work and course schedules are already being addressed through alternative instructional offerings, faculty teaching style/approach might be an area for further investigation (see Table 61). Parking rated fairly high, with 23% of the respondents indicating that this was an obstacle (up from 19% in 2005 and 2001).

Table 61. Obstacles to Course Success

<i>Have you encountered obstacles that prevented you from being successful in your classes?</i>	2008	2005	2001
Yes	65%	57%	64%
No	35%	43%	36%
<i>If yes, which one(s)? (more than one answer allowed)</i>			
Work schedule	35%	30%	31%
Family responsibilities	28%	18%	22%
Faculty teaching style/approach	25%	24%	24%
Parking	23%	19%	19%
Difficulty learning the material in my courses	22%	N/A	
Did not have time to complete reading and homework assignments	20%		
Course schedule	19%	13%	12%
Financial need	18%	12%	18%
Too much homework	17%	N/A	
Personal relationships	14%		
Social life	13%		
Personal medical problems	12%		
Transportation	12%	7%	10%
Depression/loneliness	10%	N/A	
Missed too many class sessions	10%		
Housing	10%	7%	8%
Other	7%	10%	11%
Alcohol and/or drug use	5%	N/A	
Faculty availability	5%	2%	2%
Child care	4%	2%	5%

A majority (91% - 95%) of respondents strongly agreed or somewhat agreed that the College provides an inclusive and welcoming environment for students regardless of their personal background (note: not sure/no opinion responses were removed from the analysis). Table 62 presents the collapsed percentages for respondents who strongly agreed or somewhat agreed with each area, and the detailed responses are available in Appendix 5.

Table 62. SBCC Campus Environment – Collapsed Responses for Strongly Agree or Somewhat Agree

<i>SBCC provides an inclusive and welcoming environment for students, regardless of their:</i>	Strongly Agree or Somewhat Agree
Gender	95%
Race/ethnicity	94%
Sexual orientation	94%
Religious affiliation	93%
Age	92%
Disability status	91%

There was a high level of agreement among males (94%) and females (97%) that SBCC provides an inclusive and welcoming environment for students regardless of their gender. While the levels of agreement were also relatively high among all ethnic groups for the inclusiveness of the SBCC environment regardless of race/ethnicity, the lowest percentages were among Asian/Asian-American/ Filipino/ Pacific Islander students, African-American/Black and Other students (89%). However, sample size must be taken into account, as the African-American/Black group consisted of only 9 respondents, and the Native American/Alaskan Native group consisted of only 6 respondents (see Table 63).

Table 63. SBCC Campus Environment – Predominant Ethnic Background by Race/Ethnicity Crosstabulation

<i>SBCC provides an inclusive and welcoming environment for students, regardless of their Race/Ethnicity</i>	Strongly Agree or Somewhat Agree	N
Native American/Alaskan Native	100%	6
White/Non-Hispanic	97%	233
Latino/Hispanic	92%	124
African-American/Black	89%	9
Other	89%	36
Asian/Asian-American/ Filipino/ Pacific Islander	89%	76

The differences by age group show that older students are less in agreement than younger students that SBCC provides an inclusive and welcoming environment for students regardless of age. Seventy-nine percent of those in the 50 or older age group and 85% of 30-49 year-olds strongly agreed or somewhat agreed. However, it should be noted that there were only 19 respondents in the 50 or older group, and while there was 100% agreement among students age 17 or younger, this group consisted of only 14 respondents (see Table 64).

Table 64. SBCC Campus Environment – Age Group by Age Crosstabulation

<i>SBCC provides an inclusive and welcoming environment for students, regardless of their Age</i>	Strongly Agree or Somewhat Agree
17 or younger	100%
18-20	93%
21-25	93%
26-29	93%
30-49	85%
50 or older	79%

For students with physical or learning disabilities, the percentage of agreement (86%) was a bit lower than that of students without disabilities (92%) (see Table 65).

Table 65. SBCC Campus Environment – Physical or Learning Disability by Disability Status Crosstabulation

<i>SBCC provides an inclusive and welcoming environment for students, regardless of their Disability Status</i>	Strongly Agree or Somewhat Agree
Physical or Learning Disability	86%
No Physical or Learning Disability	92%

Library

Regarding use of the library, 63% of respondents (up from 59% in 2005) indicated that they had at least one class during the 2007-2008 academic year with assignments that required using the SBCC library to complete (see Table 66).

Table 66. Use of SBCC Library

<i>During the current academic year, how many of your classes had assignments that required the SBCC library to complete?</i>	2008	2005
None	37%	40%
One	26%	23%
Two	21%	21%
Three	10%	8%
Four or more	6%	7%

Note: figures may not total 100% due to rounding

Eighty percent of respondents indicated that the library's resources and services supported their learning experience very well (54%) or somewhat (26%) (see Table 67).

Table 67. SBCC Library's Resources and Services

<i>At SBCC, how well do you feel the Library's resources and services support your learning experience?</i>	
Very well	54%
Somewhat	26%
Not very well	3%
Not at all	1%
Don't use the library	16%

Note: figures may not total 100% due to rounding

Implications for the College

Overall, the results of the 2008 survey indicate a high degree of satisfaction with the various aspects of the College. The main findings of the survey that indicate implications for the College are as follows:

Finding	Implication
70% of the respondents were employed, 46% at least 20 hours per week.	Although the percentages of students who work while attending SBCC have decreased from 2005 and 2001, the College must stay aware that a large majority of students have employment obligations that can have an impact on their success in school.
22% of the respondents indicated that the advising process is not efficient and convenient.	It may be worthwhile for the College to examine the advising process in order to improve its efficiency and convenience for students.
24% of respondents indicated that the classes they needed were not available when they registered.	It is important for the College to ensure that core classes are offered with sufficient sections to meet student demand.
The amount of progress students perceived that they 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 <u>no</u> progress were:	
a. Developing an ability to speak and understand another language (38%; down from 39% in 2005 and 46% in 2001).	Learning a foreign language is not required.
b. Understanding mathematical concepts such as probabilities, proportions, etc. (23%; compared to 22% in 2005 and 29% in 2001), and solving problems using math (20%; down from 21% in 2005 and 27% in 2001).	Math is an obstacle for many students and a fair number of them avoid or postpone taking math classes. The College could increase its efforts to identify students who need help with math and to provide the needed assistance.
c. Developing an understanding of scientific concepts (23%; compared to 15% in 2005 and 25% in 2001).	Science is challenging and many students avoid taking science courses. The College could increase its efforts to identify students who need help with science and to provide the needed assistance.
d. Developing an appreciation of arts and music (21%; down from 23% in 2005 and 24% in 2001).	Developing an appreciation of arts and music is not required.
While a vast majority of respondents has access to a computer at home and the Internet, access is somewhat reduced for older students, Hispanic and ESL students, as well as students in EOPS/CARE and those receiving financial aid.	The College could look for ways to increase access to computers and the Internet for all students, in order to bridge the gap for students who do not have a computer at home or Internet access off campus.
91% of respondents have Internet access off campus, compared to 87% in 2005, and 85% have a high speed connection (cable or DSL).	The College could take advantage of the high percentage of students who have access to the Internet, particularly those with high speed connections, by offering more streaming video content in online courses.

Finding	Implication
73% of respondents own a laptop computer, compared to only 38% in 2005.	The College could take advantage of the high percentage of students who have laptop computers by incorporating online technology components into on-campus classes.
Regarding the use of SBCC Pipeline, the least used feature is participation in Pipeline “groups,” with 75% of respondents indicating that they had never done so.	It may be worthwhile for the College to increase its efforts to inform students about the value of Pipeline “groups,” and to show how students can benefit from participating.
1 out of 4 respondents has come to class often without completing readings or assignments, or has left a class session without fully understanding the concepts presented by the instructor.	The College could increase its efforts to teach students effective in-class participation skills.
A majority of students (74%) spends 4 hours or less per week studying for each course; up from 61% in 2005.	The College needs to increase its efforts to teach students effective study habits.
A majority of students (75%) spends 4 hours or less per week on campus in addition to their classes; up from 69% in 2005.	The College needs to increase its efforts to entice students to stay on campus.
51% of respondents commute 15 minutes or longer to get to SBCC and a total of 47% drive alone in their car.	The College needs to continue its efforts to find ways to reduce the impact on parking availability.
73% of the respondents indicated that all or most of the courses they take at SBCC are challenging, stimulating and worthwhile (down from 77% in 2005 and 82% in 2001).	The College needs to continue its efforts to maintain a high standard of quality in its courses and programs.
77% of the respondents indicated that all or most of their instructors make them feel like they can succeed in their classes (down from 81% in 2005 and 84% in 2001).	The College could look for ways to increase professional development opportunities for faculty, especially in the area of learning styles and pedagogy.
41% of respondents would consider enrolling in a course they need if it were offered on Friday mornings (9:00-11:50), and 29% would take a course on Friday afternoons (1:00-3:50).	The College could increase its Friday morning and afternoon course offerings.
26% of respondents would have used the services of the Housing Office if they had known about it.	The College should increase its efforts to inform students about the Housing Office.
Asian-American, Pacific Islander and American Indian/Alaskan Native students, in addition to ESL and International students had somewhat lower percentages indicating that they would choose to attend SBCC again.	An increased level of outreach to students in these groups could help them to feel more connected to the College.

Finding	Implication
The top four obstacles encountered by students, which they felt had prevented them from being successful, are: work schedule (35%), family responsibilities (28%), faculty teaching style/approach (25%) and parking (23%).	Of the top four obstacles identified by students, only two are within the College's purview; faculty teaching style and parking. It is important for the College to continue its efforts to provide faculty with useful and timely feedback on their teaching, and to provide opportunities for professional development. The College must continue to support and encourage all members of the college community to take advantage of alternative means of transportation in order to reduce the impact on parking.
The percentage of students who indicated using the SBCC Website for obtaining information about the College continued to grow from 26% in 1997, to 37% in 2001, 54% in 2005 and 75% in 2008.	This finding highlights the importance of keeping the College website constantly up-to-date and comprehensive, as well as ensuring that it is easy for users to navigate.

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. These findings also help to highlight those areas where the College can focus its efforts for improvement. 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.