How Are You Doing at SCC? – Fall 2019
Survey Results

Compiled by

Planning, Research, and Institutional Effectiveness Office

Sacramento City College

NOTE: This survey was formerly called the Perception of Progress (POP) Survey

Survey Procedure

This survey was administered by PRIE toward the end of the Fall 2019 semester. Results of this survey, as show in this document, were analyzed by PRIE.

Survey Sample

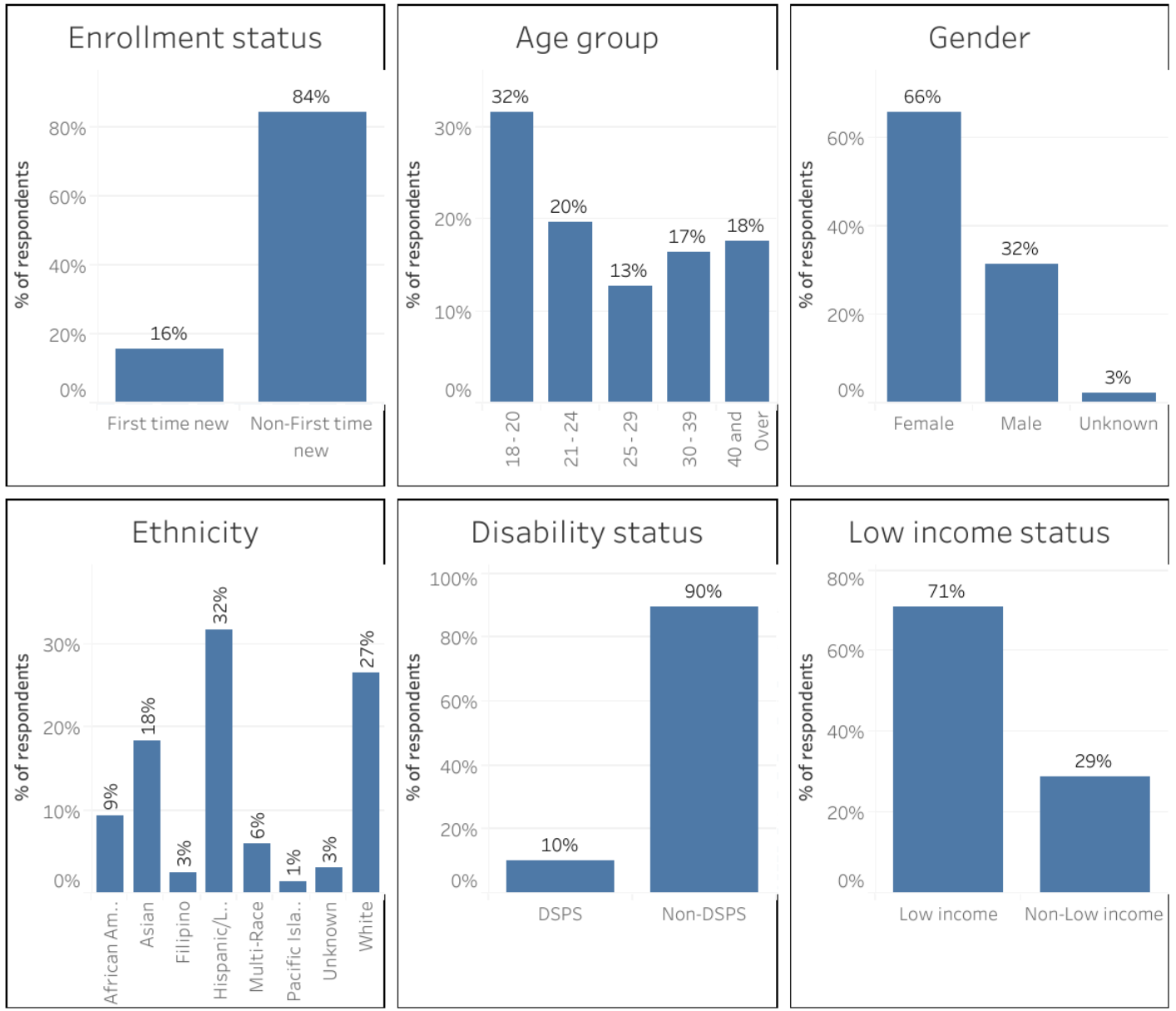
This survey was administered electronically (via SurveyMonkey) to all students enrolled at SCC during Fall 2019.

Information shown on this slide provides details about the student population surveyed, including enrollment status, age group, gender, ethnicity, disability status, and low-income status.

Note: Student groups where N ≤ 10 are not shown on slides, per CCCCO equity reporting guidelines.

HOW ARE YOU DOING AT SAC CITY? - FALL 2019 SURVEY

Total number of respondents: 1,997 (Response rate: 10%)

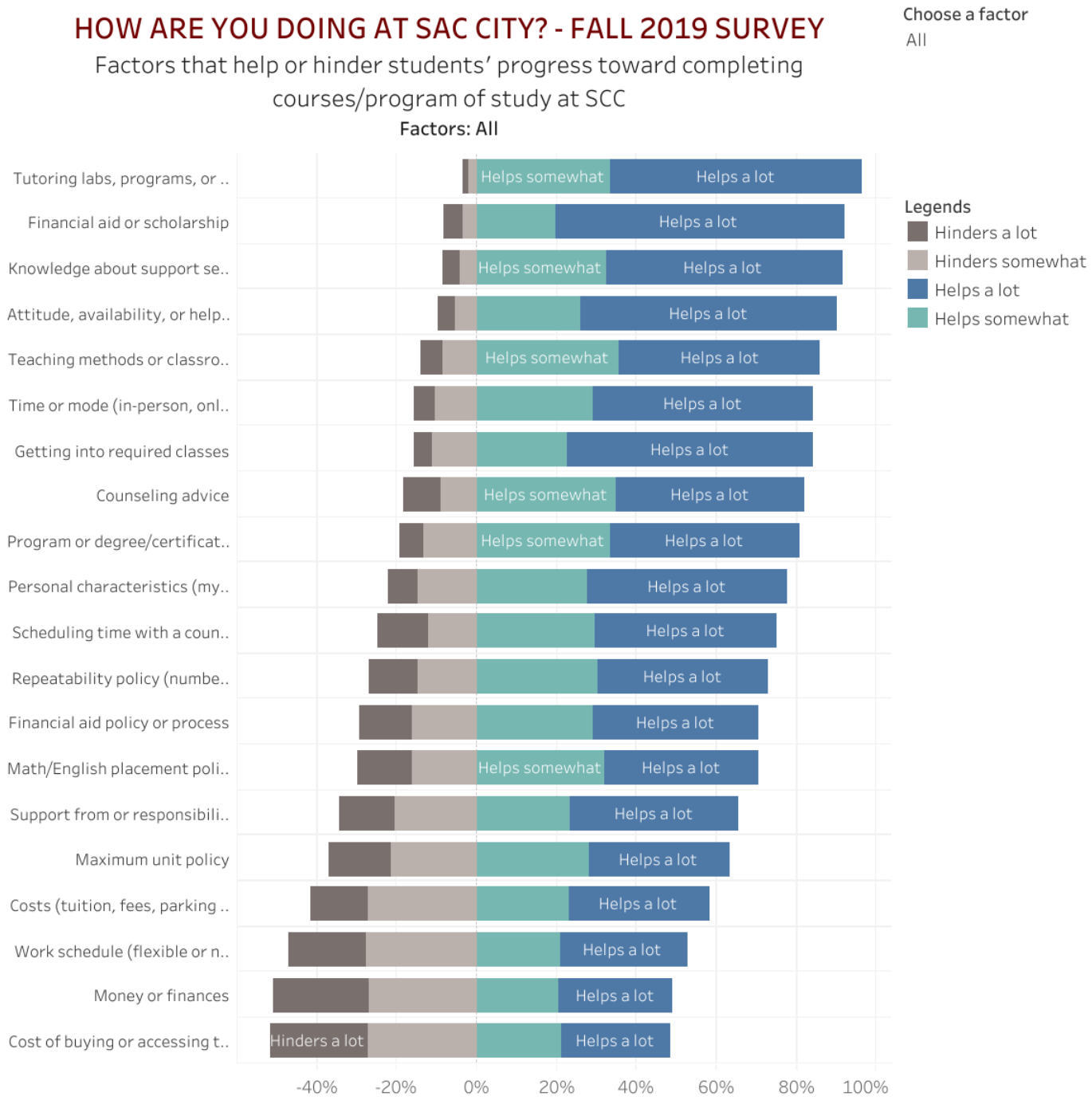


Information shown in slides 4 to 8 indicate
Overall Results of Students…

…***by various factors as follows***—
→ all factors (including those concerning college, district, or state-wide rules; classes; personal life; and support services outside of the classroom)
→ factors concerning college, district, or state-wide rules
→ factors concerning classes
→ factors concerning personal life
→ factors concerning support services outside of the classroom

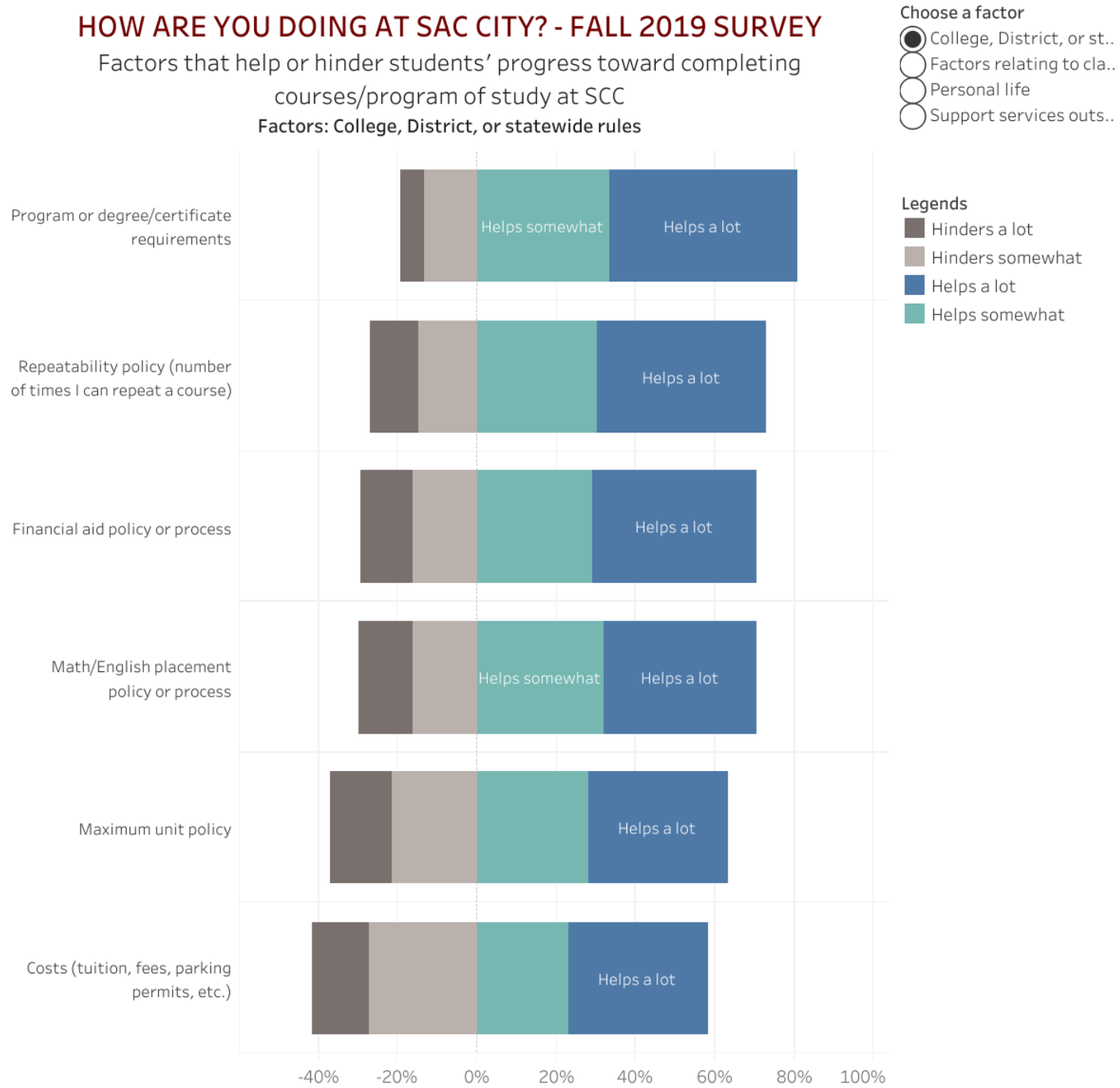
Overall Results…

…of all students while taking into account all factors, including the following:
those concerning college, district, or state-wide rules;
those concerning classes;
those concerning personal life; and
those concerning support services outside of the classroom



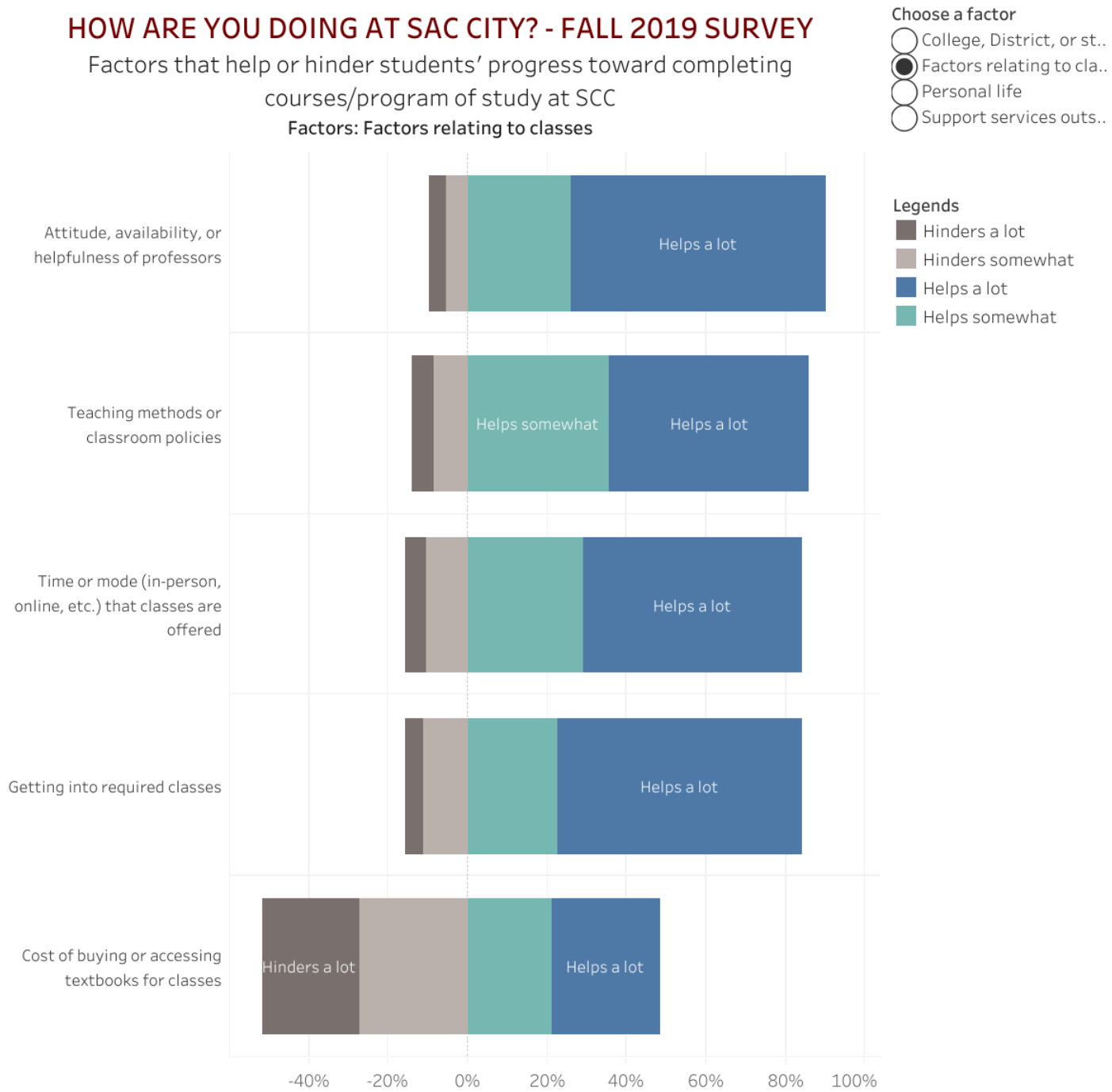
Overall Results…

…of all students while taking into account factors concerning college, district, or state-wide rules



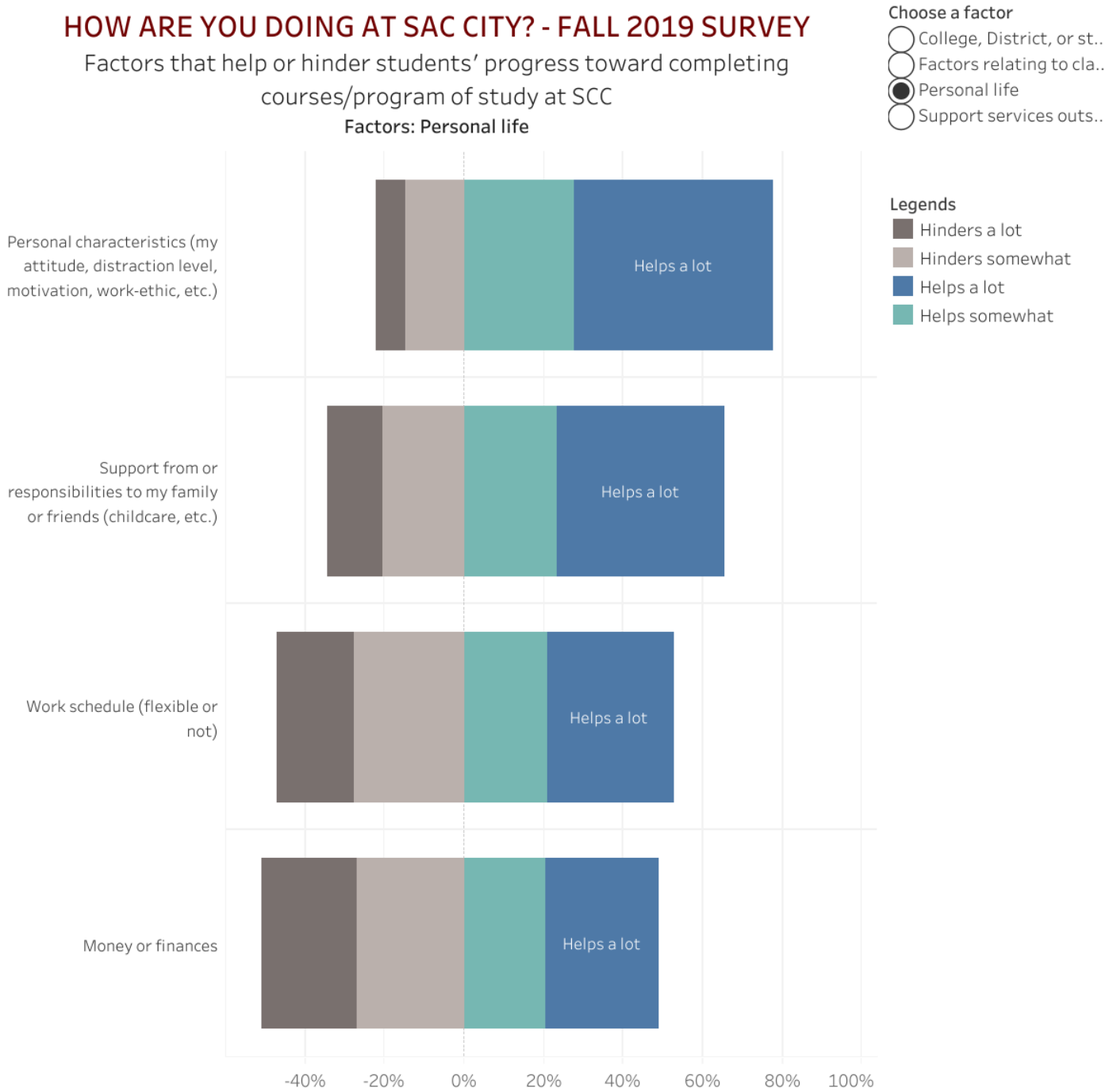
Overall Results…

…of all students while taking into account factors concerning classes



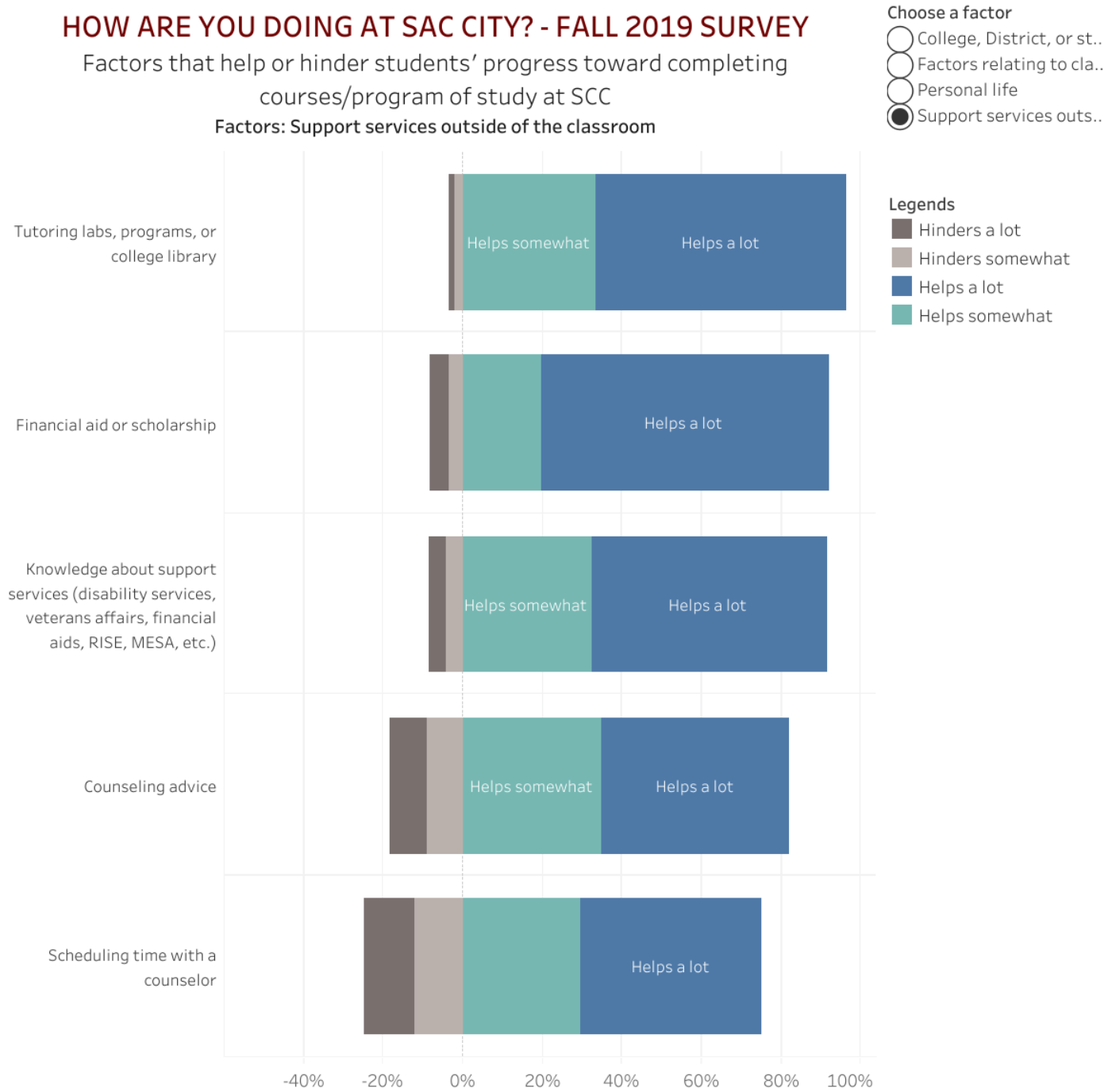
Overall Results…

…of all students while taking into account factors concerning personal life



Overall Results…

…of all students while taking into account factors concerning support services outside of the classroom



Information shown in slides 10 to 37 indicate
Overall Results of Students (in more detail)…

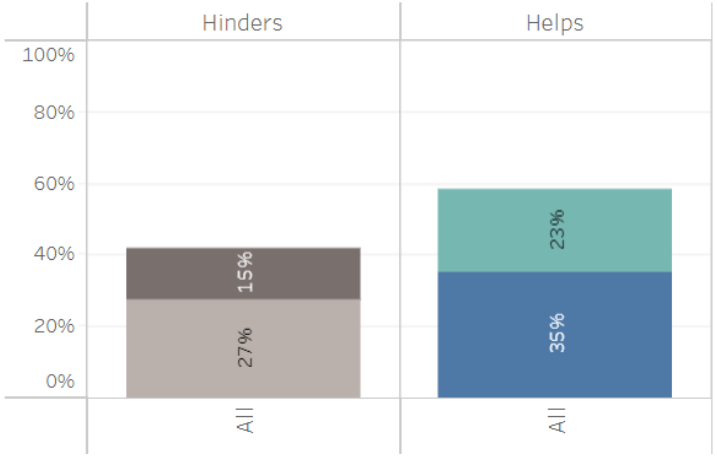
…by various factors as follows—
→ all factors (including those concerning college, district, or state-wide rules; classes; personal life; and support services outside of the classroom)
→ factors concerning college, district, or state-wide rules
→ factors concerning classes
→ factors concerning personal life
→ factors concerning support services outside of the classroom

…and by student characteristics as follows—
→ all characteristics (including ethnicity, gender, age group, disability status, low-income status, and enrollment status)
→ ethnicity
→ gender
→ age group
→ disability status
→ low-income status
→ enrollment status

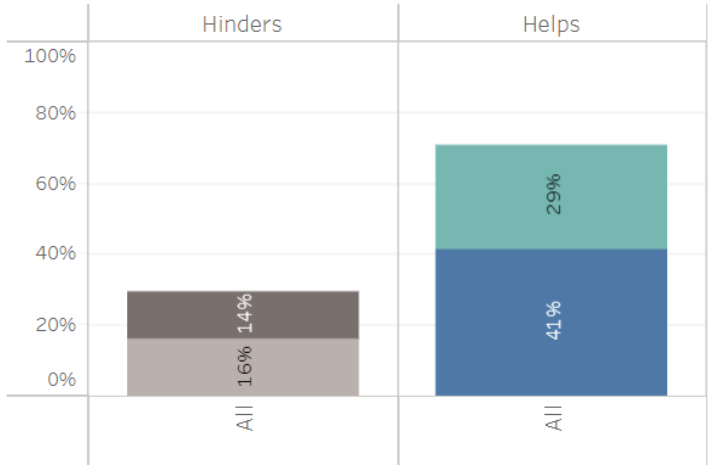
Overall Results (in more detail)…

…of all students (not disaggregated by any characteristics) while taking into account factors concerning college, district, or state-wide rules

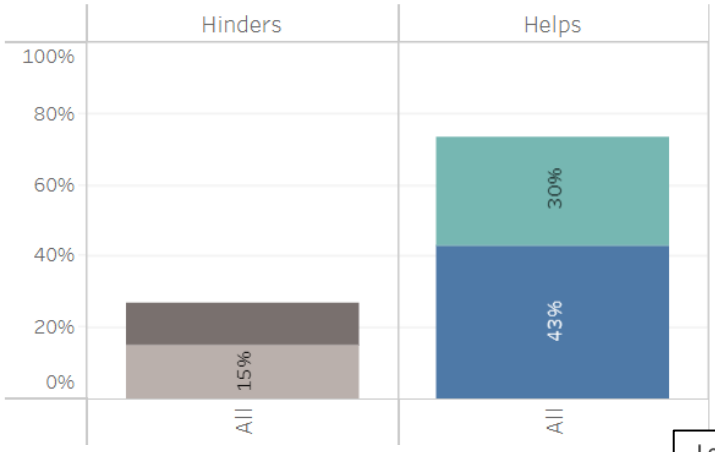
College, District, or statewide rules: Costs (tuition, fees, parking permits, etc.)



College, District, or statewide rules: Financial aid policy or process

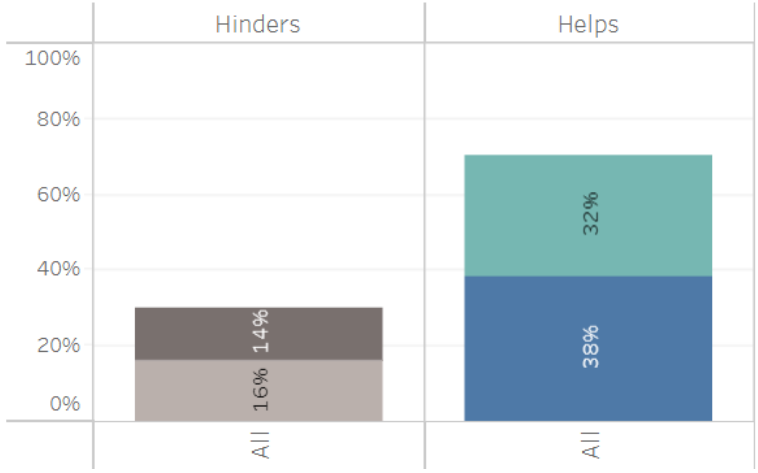


College, District, or statewide rules: Repeatability policy (number of times I can repeat a course)

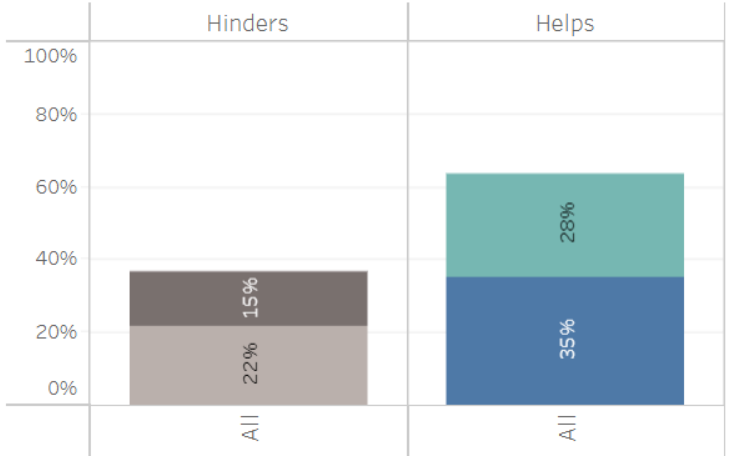


N ≤ 10 not shown

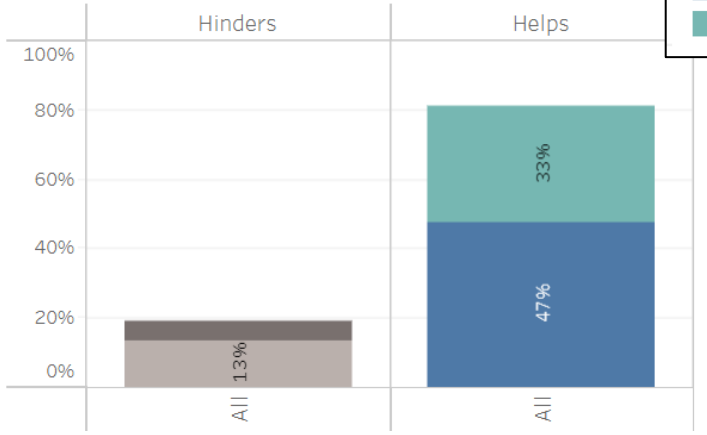
College, District, or statewide rules: Math/English placement policy or process

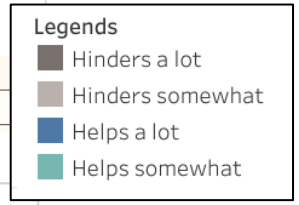


College, District, or statewide rules: Maximum unit policy



College, District, or statewide rules: Program or degree/certificate requirements





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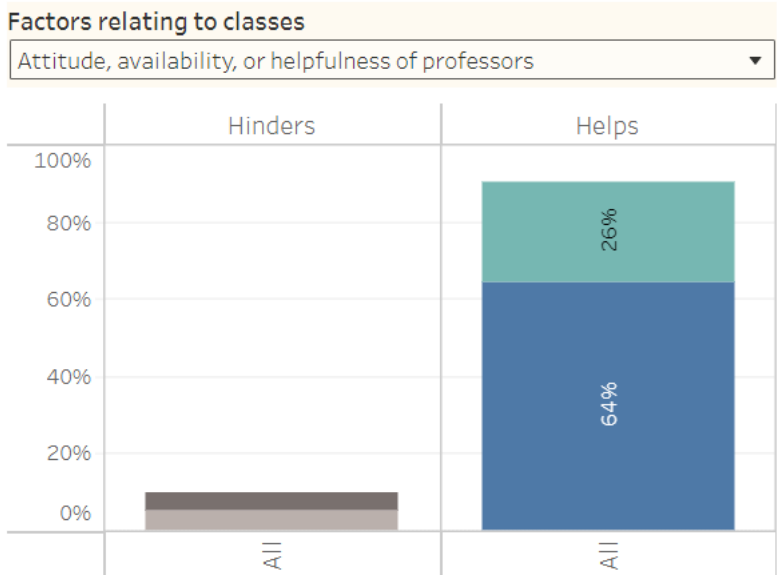
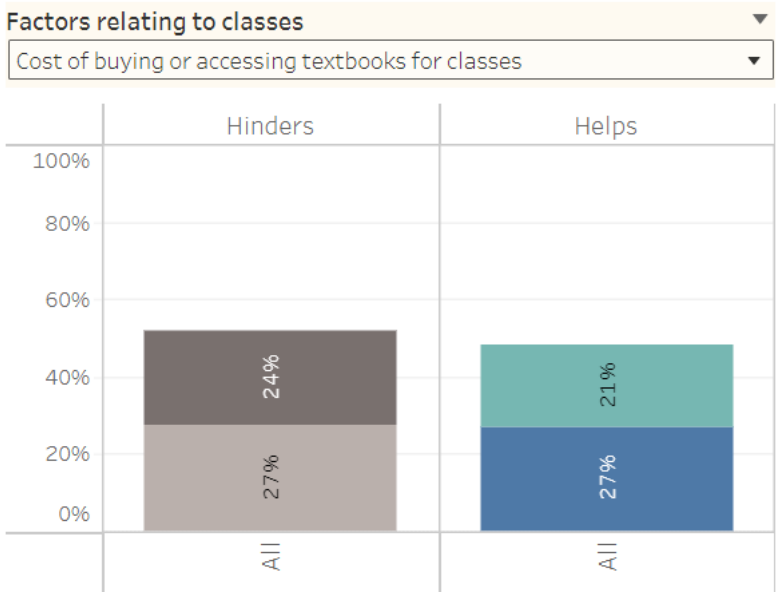
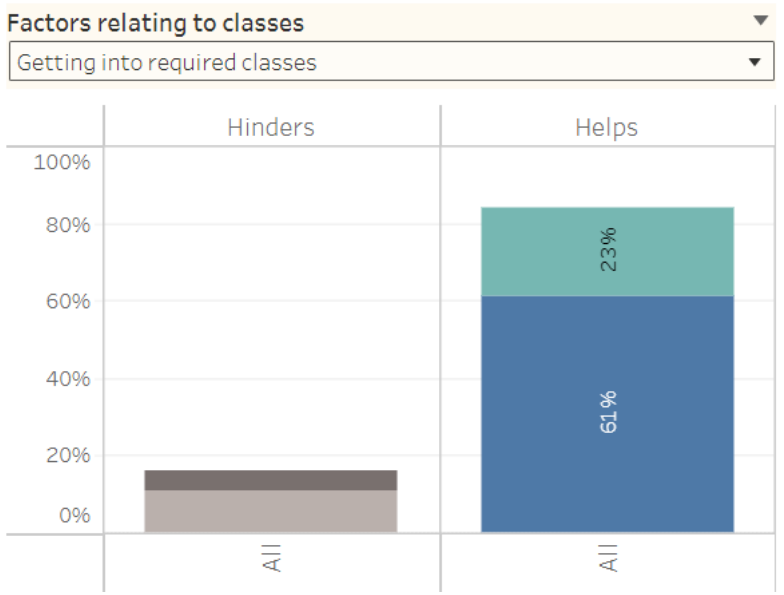
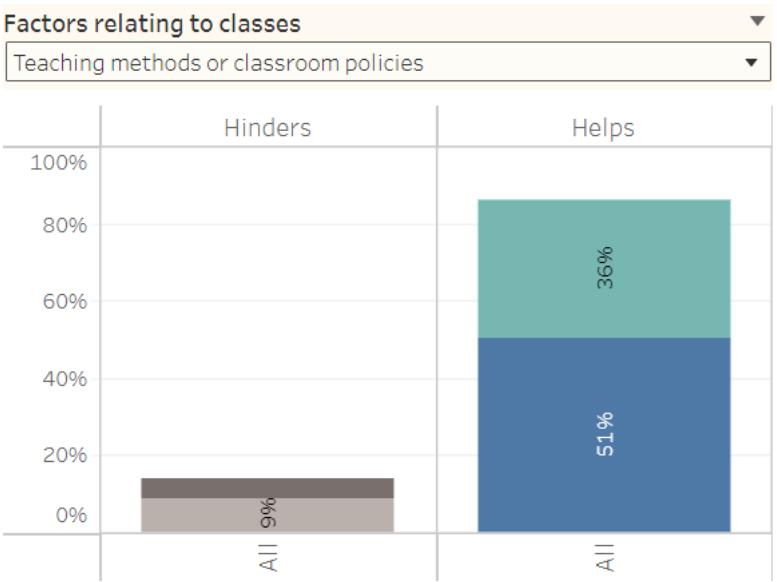
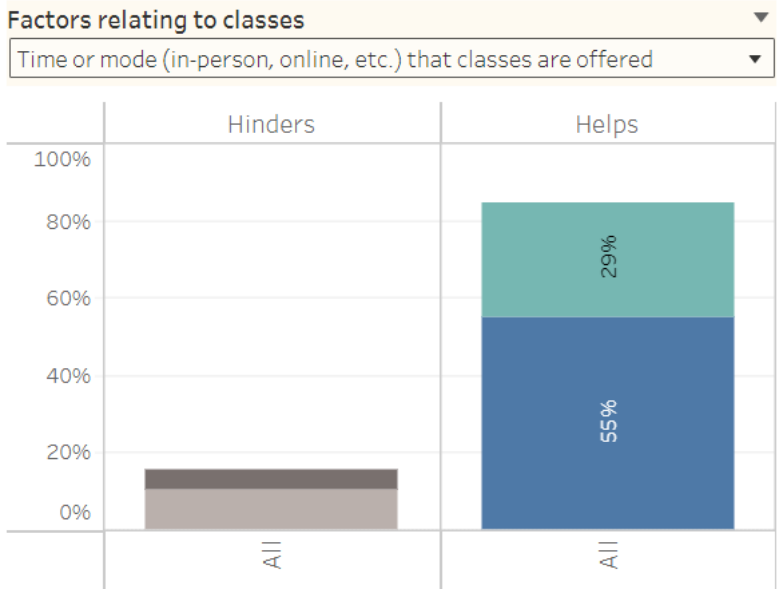
…of all students (not disaggregated by any characteristics) while taking into account factors concerning classes











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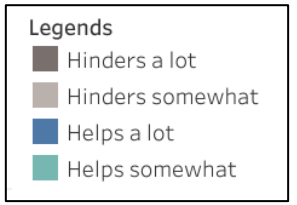

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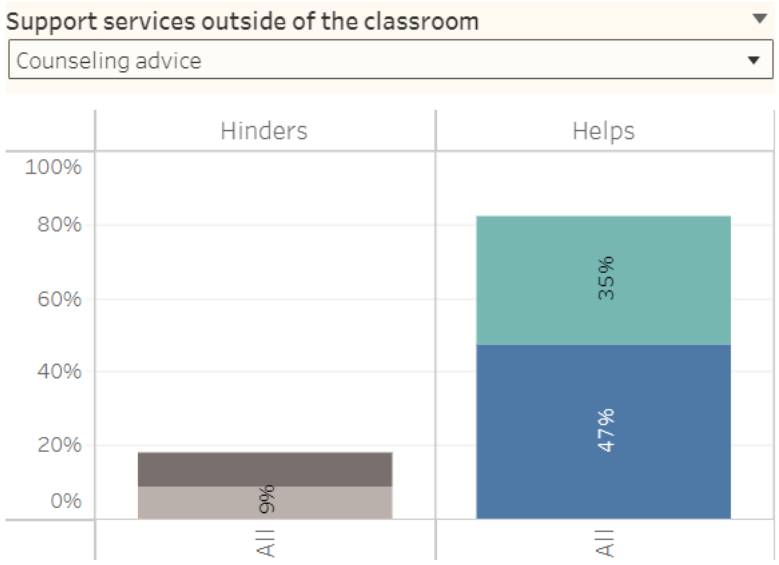
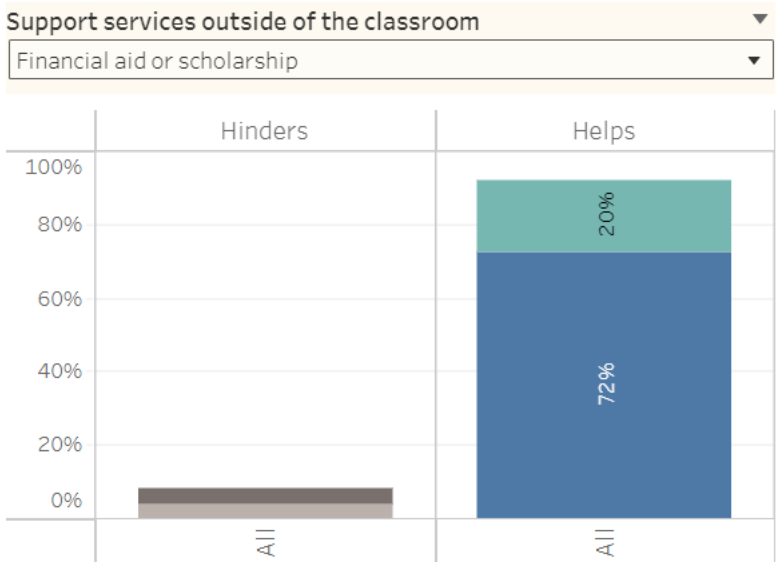
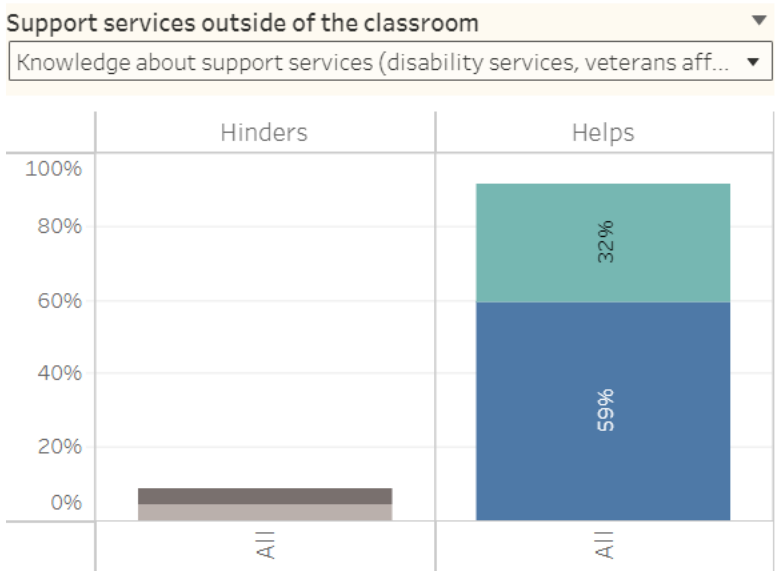
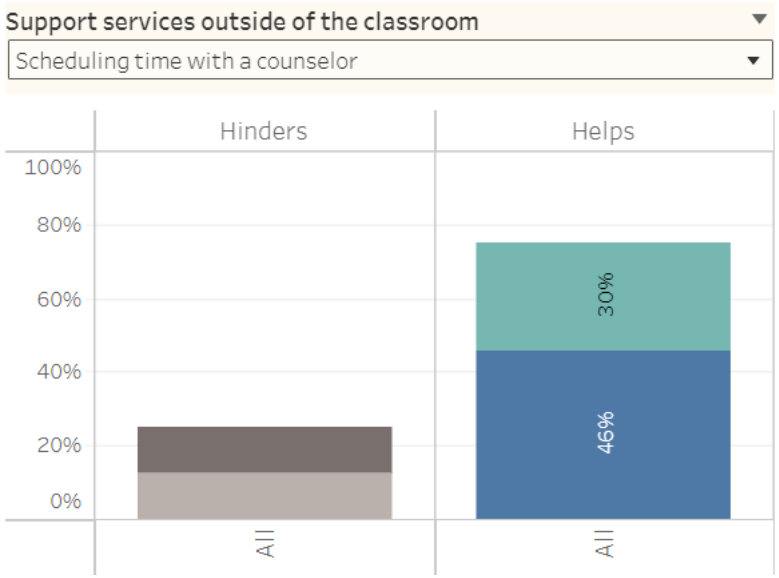
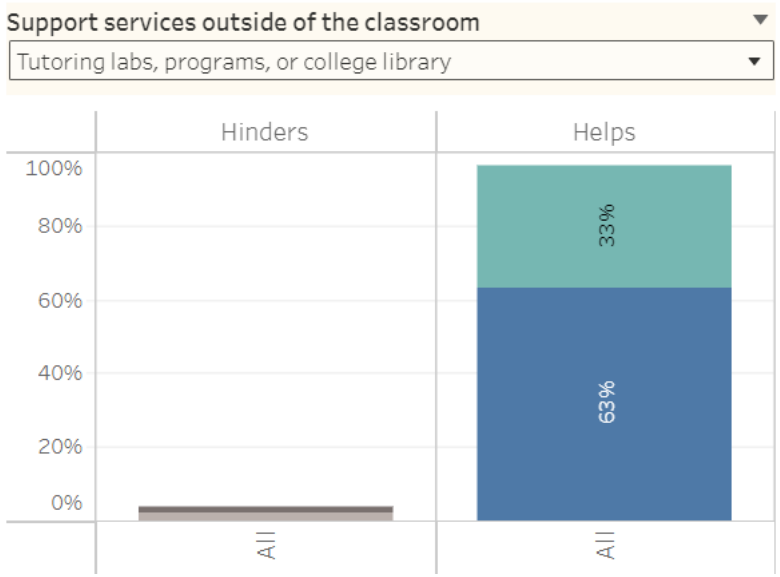
…of all students (not disaggregated by any characteristics) while taking into account factors concerning support services outside of the classroom











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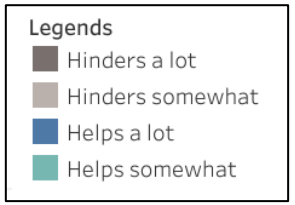

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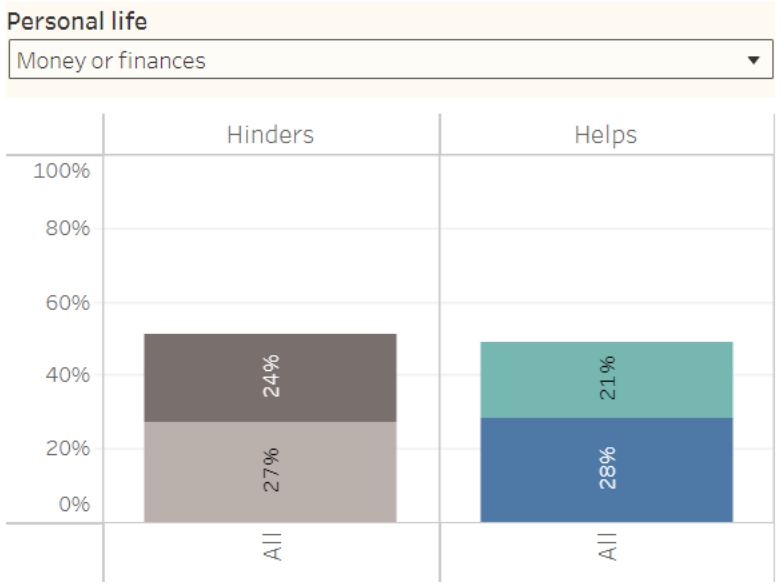
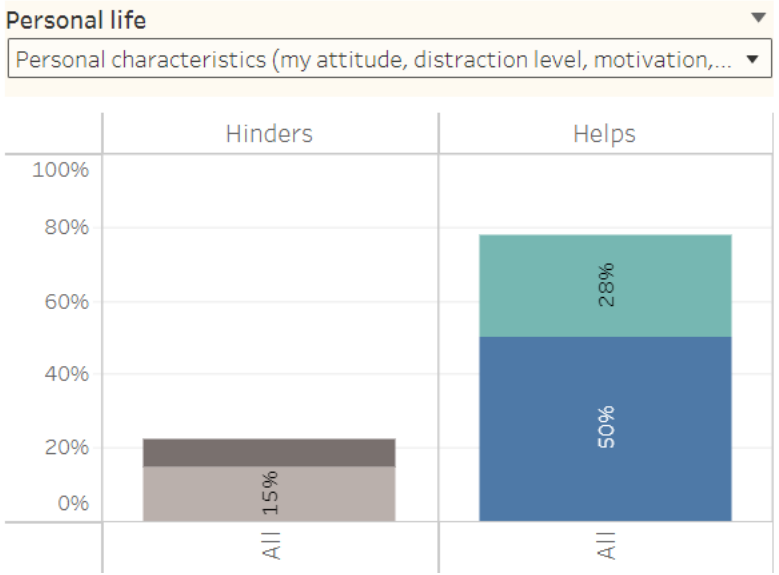
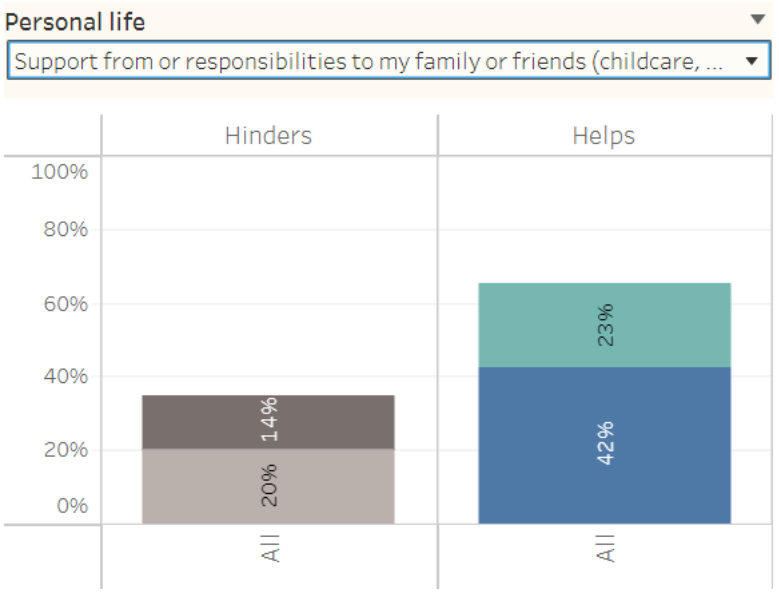
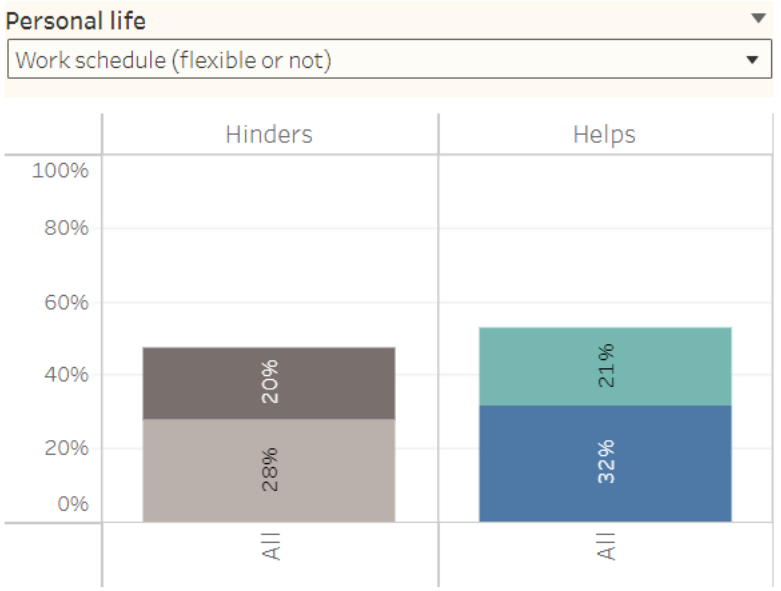
…of all students (not disaggregated by any characteristics) while taking into account factors concerning personal life









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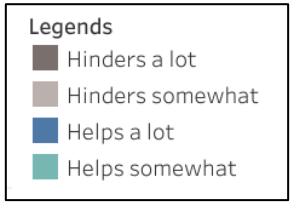
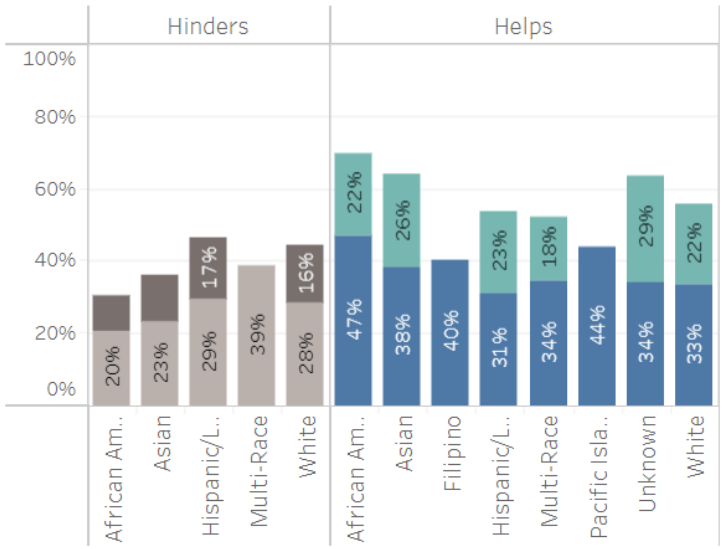


Overall Results (in more detail)…

…of students by ethnicity while taking into account factors concerning college, district, or state-wide rules

College, District, or statewide rules: Costs (tuition, fees, parking permits, etc.)



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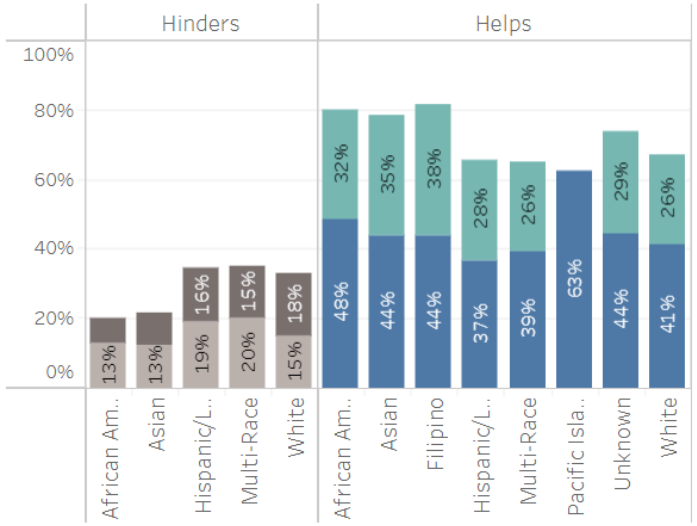

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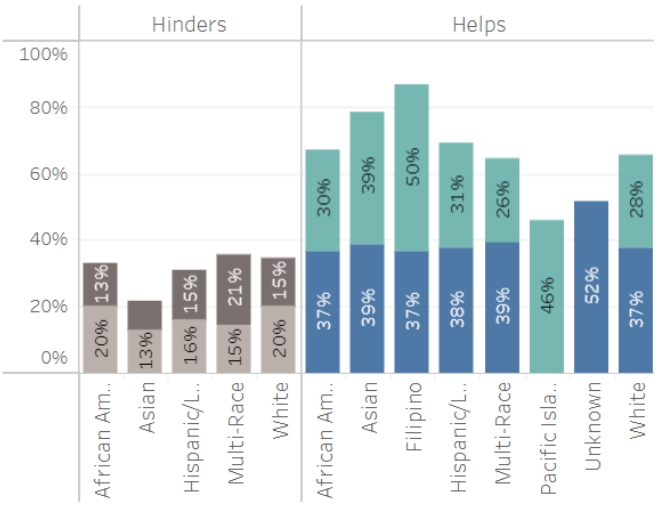

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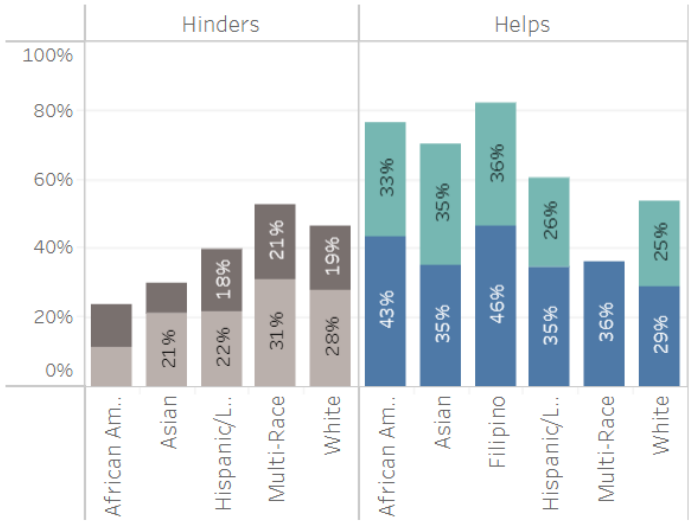
Legends
- Hinders a lot
- Hinders somewhat
- Helps a lot
- Helps somewhat

College, District, or statewide rules: Maximum unit policy



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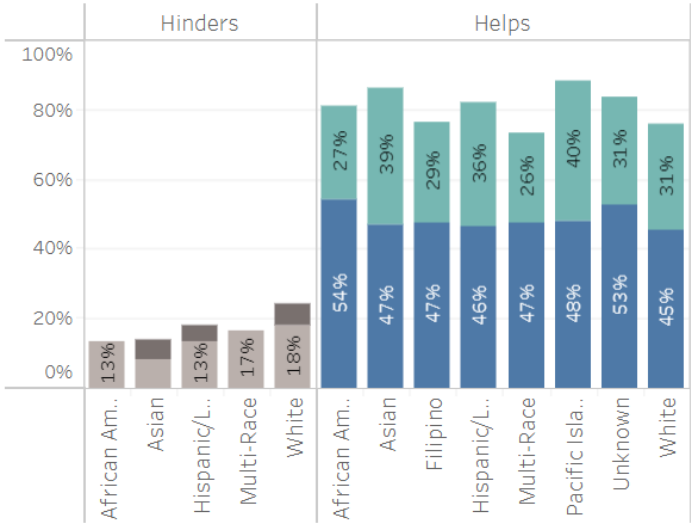

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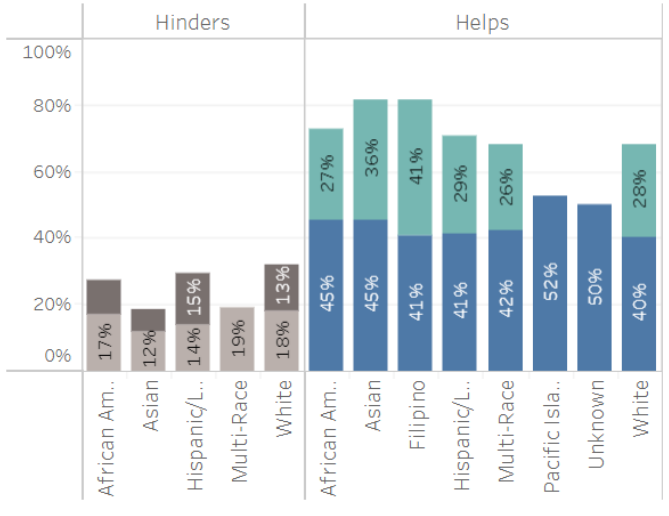
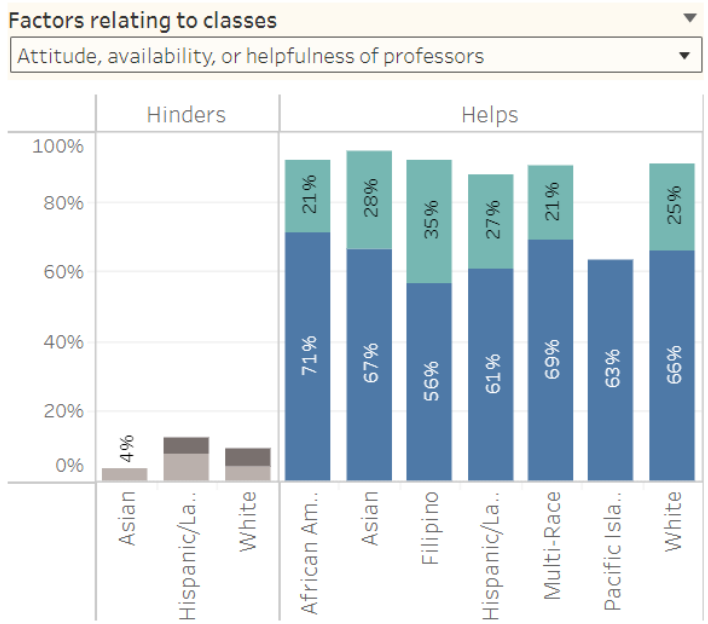
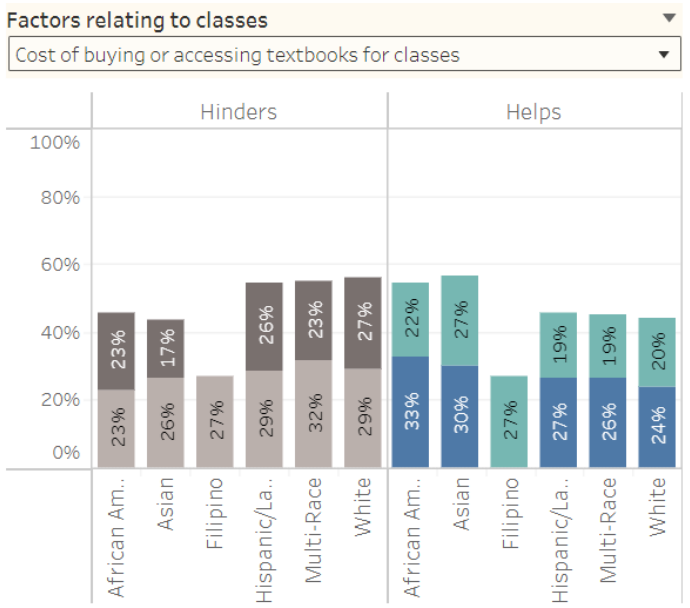
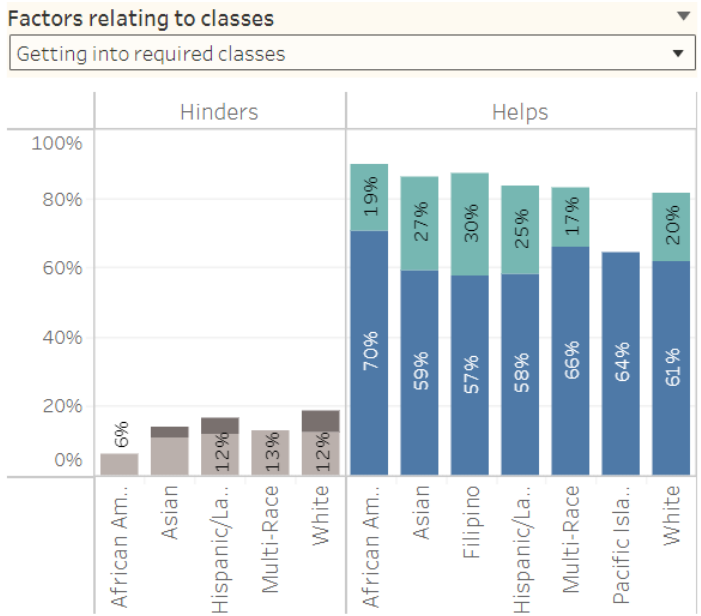


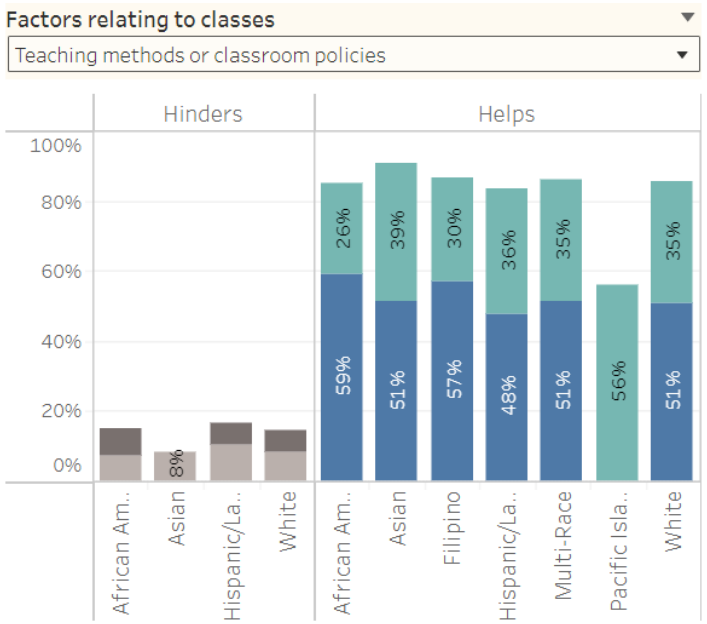
Overall Results (in more detail)…

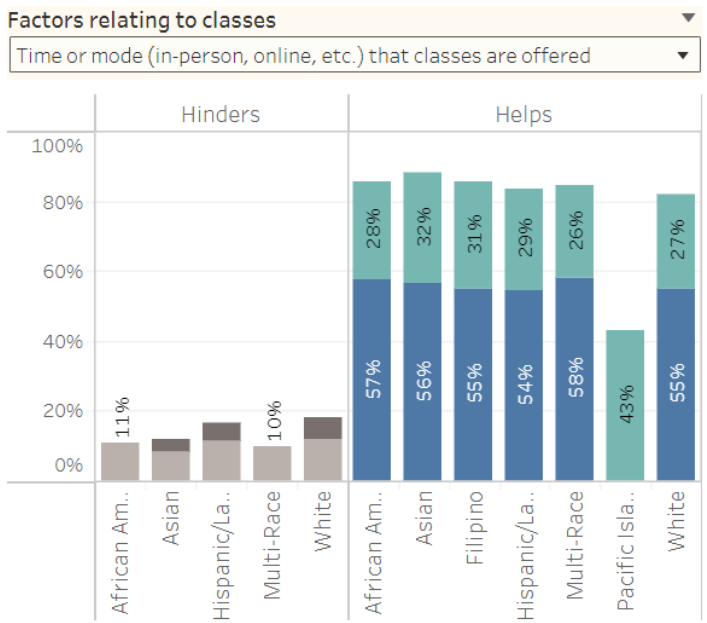
…of students by ethnicity while taking into account factors concerning classes











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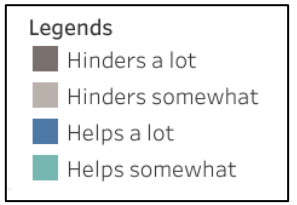

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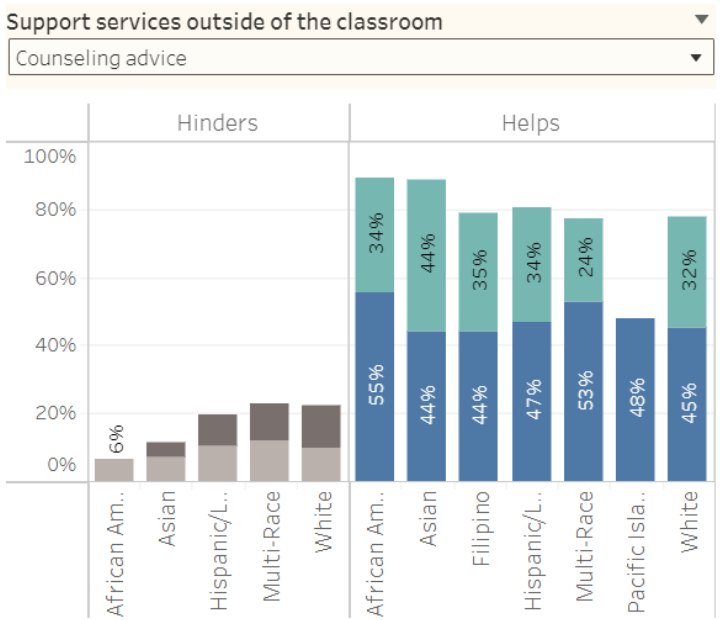

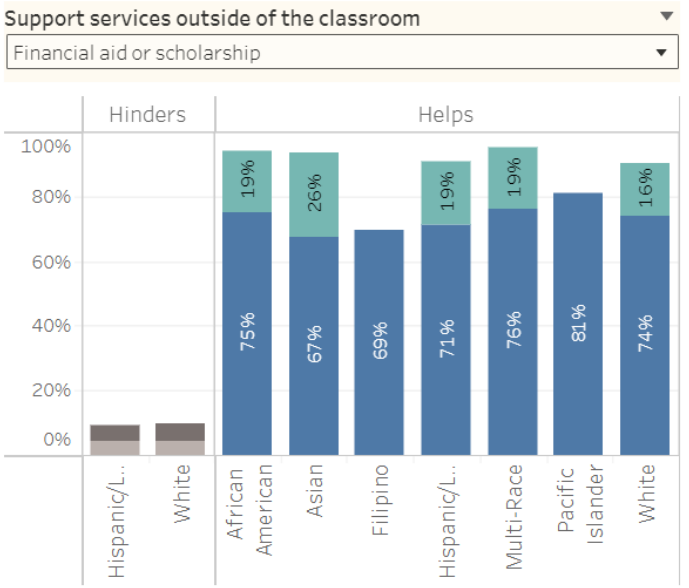

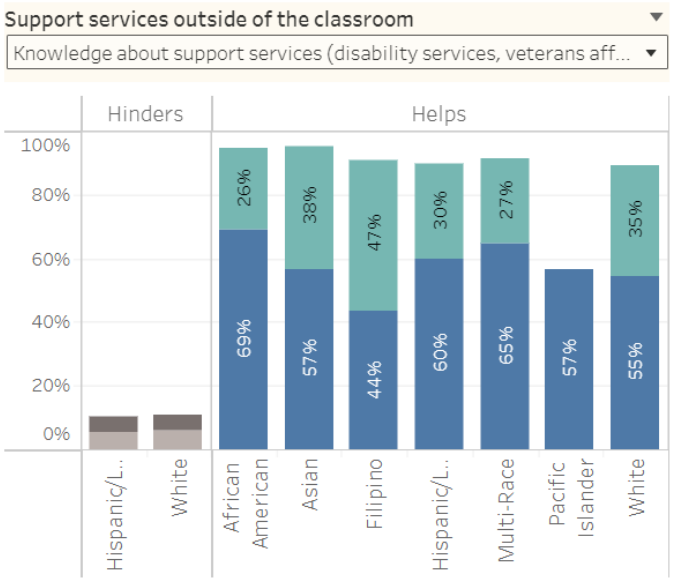

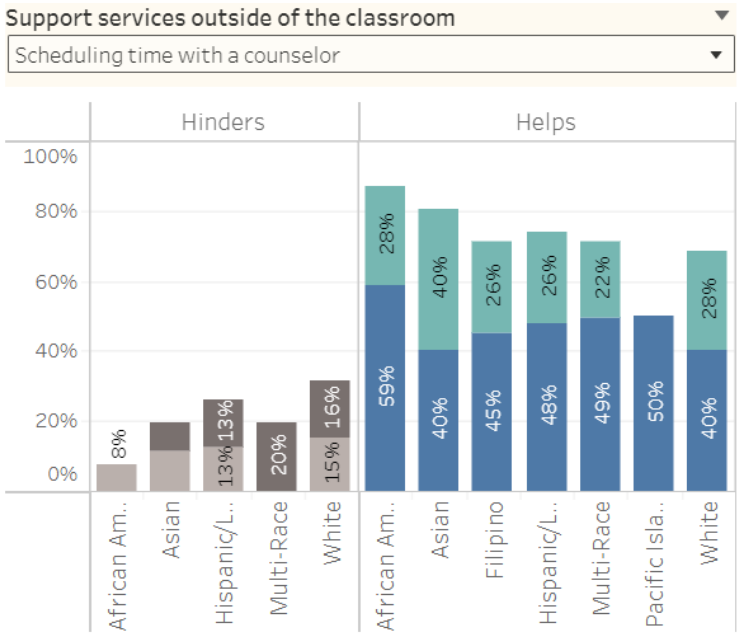

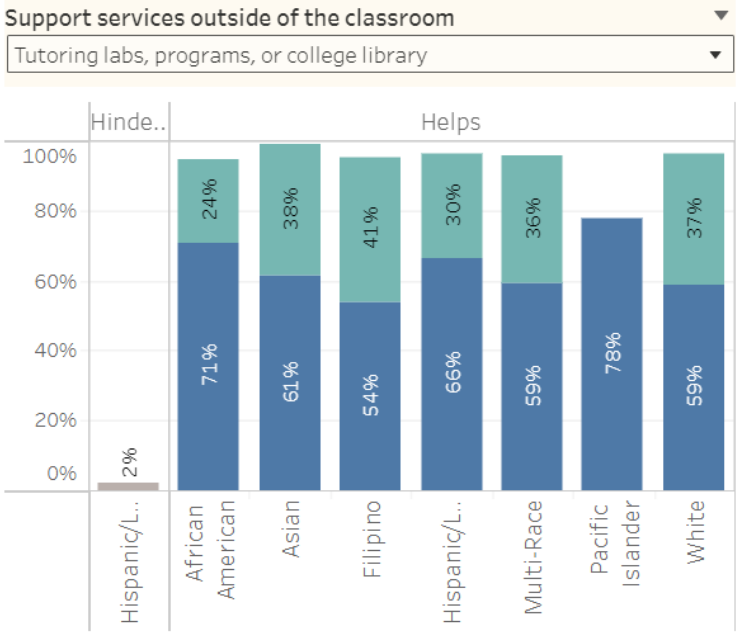

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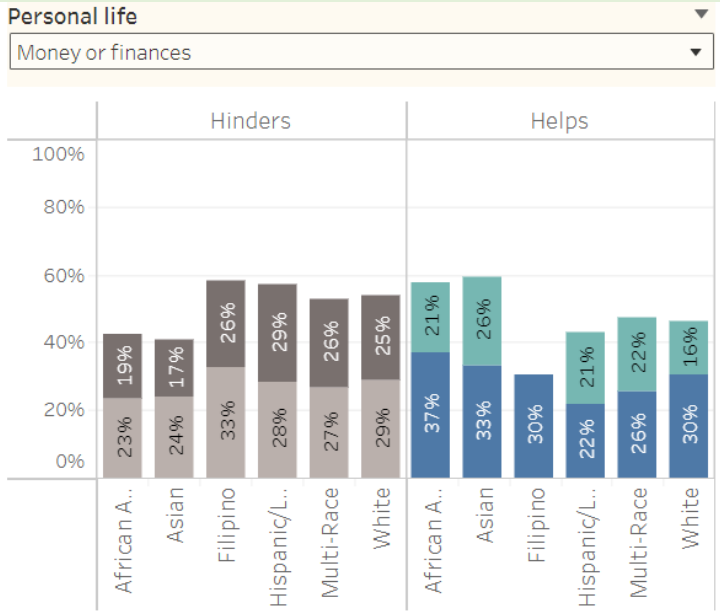

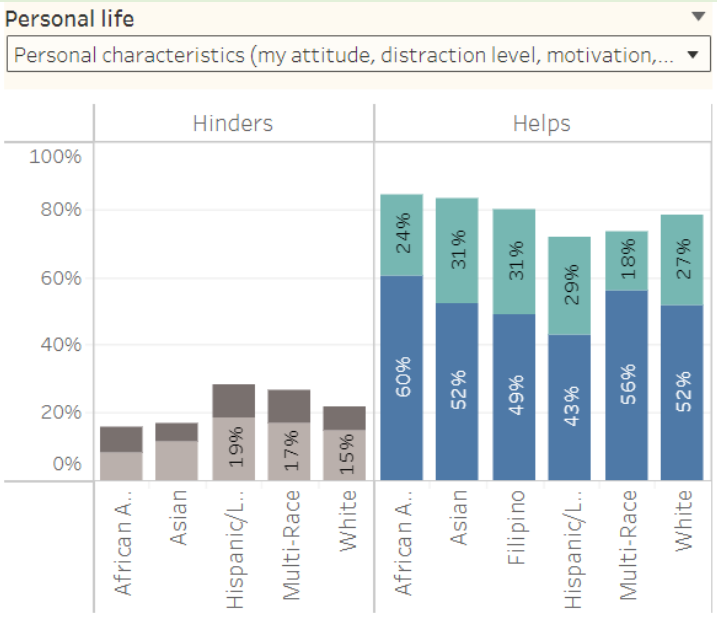

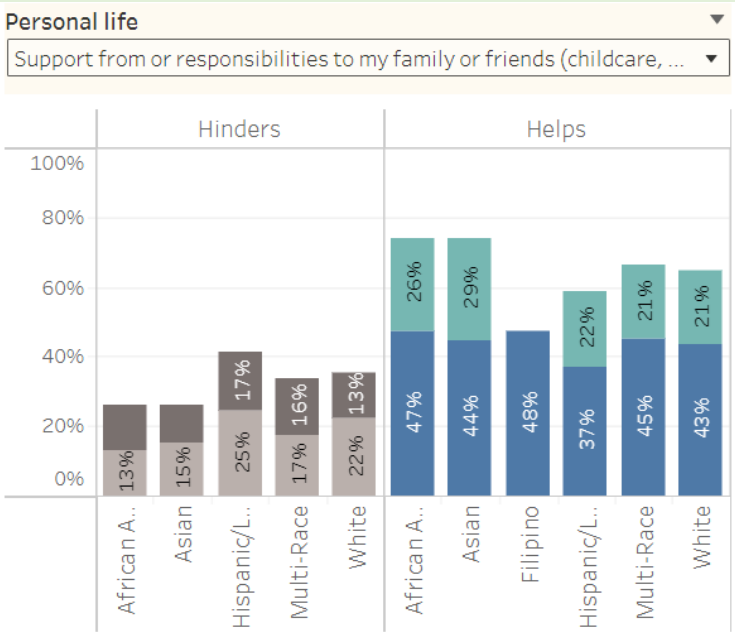

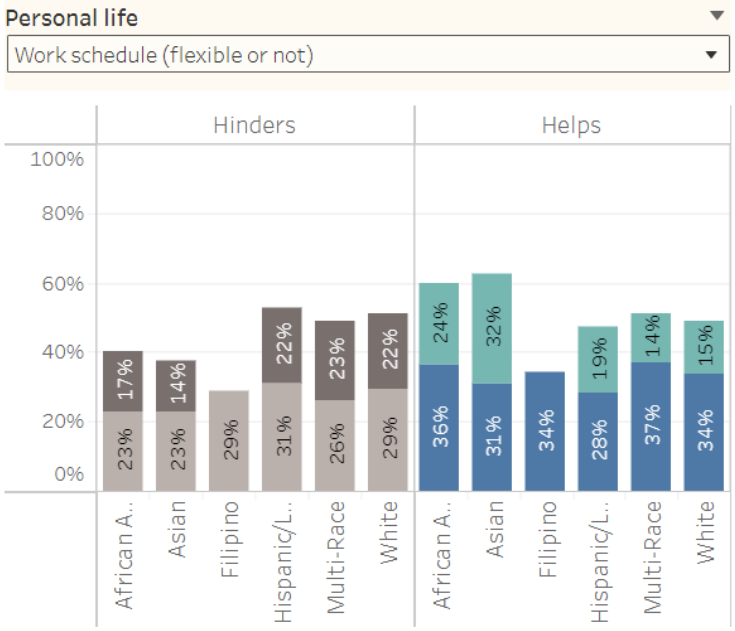

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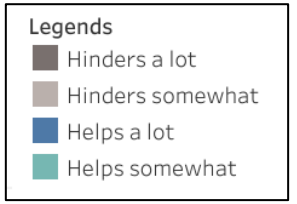
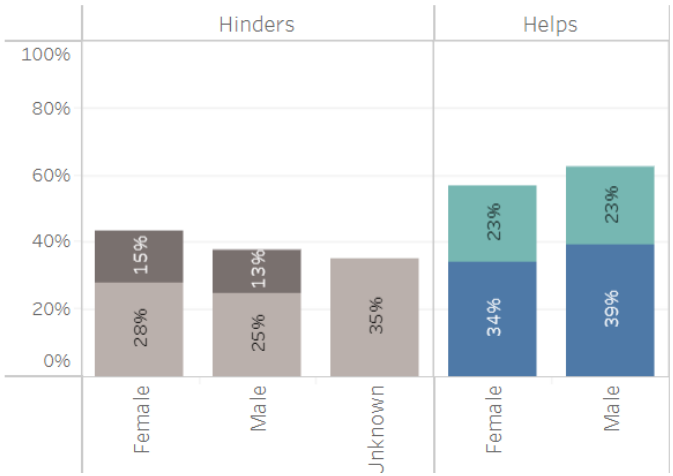


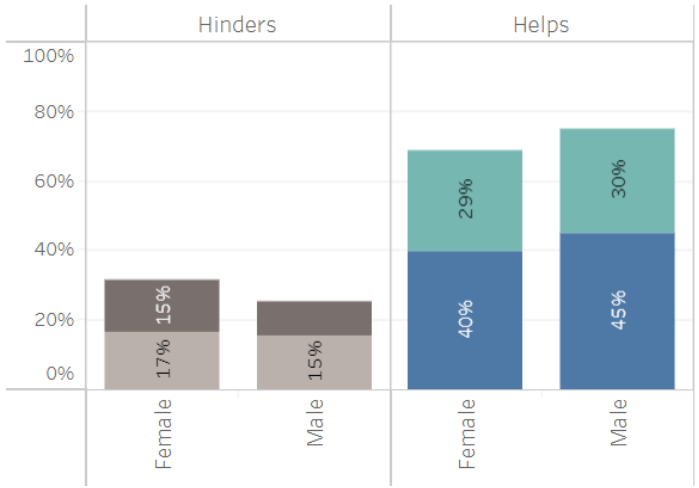
Overall Results (in more detail)…

…of students by gender while taking into account factors concerning college, district, or state-wide rules

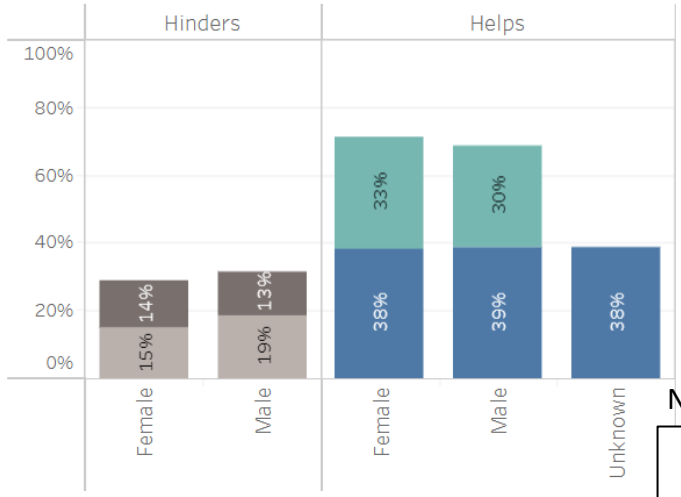
College, District, or statewide rules: Costs (tuition, fees, parking permits, etc.)



College, District, or statewide rules: Financial aid policy or process



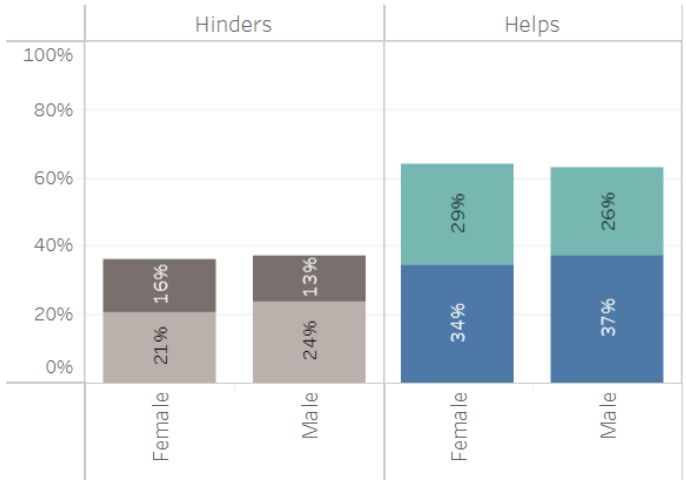
College, District, or statewide rules: Math/English placement policy or process



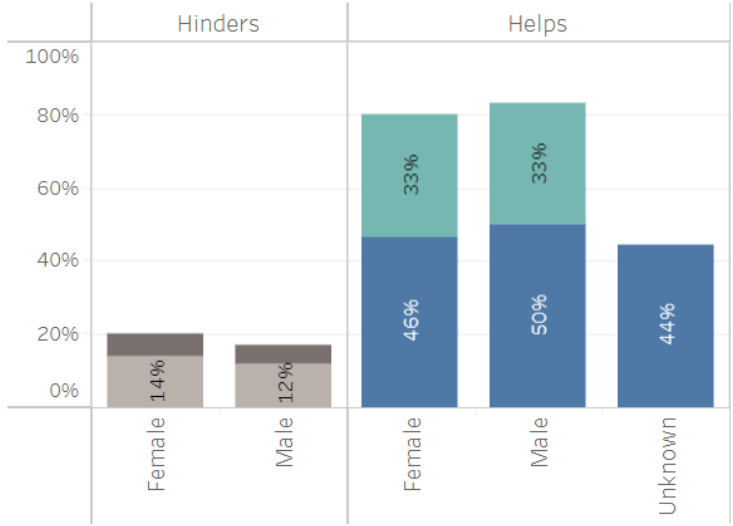
N ≤ 10 not shown

Legends
- Hinders a lot
- Hinders somewhat
- Helps a lot
- Helps somewhat

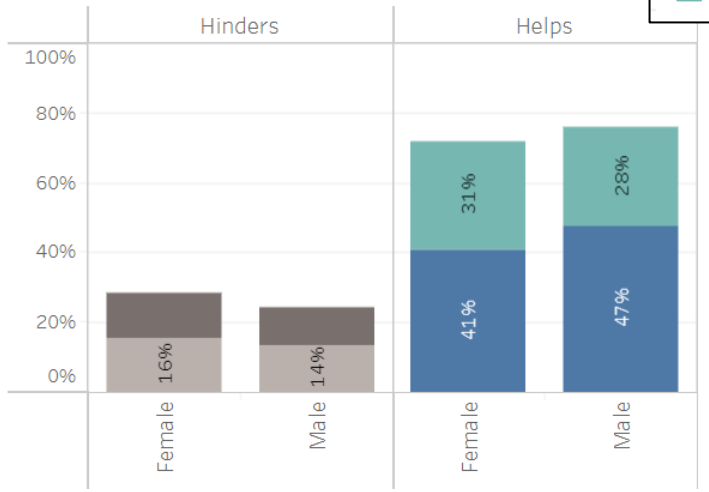
College, District, or statewide rules: Maximum unit policy



College, District, or statewide rules: Program or degree/certificate requirements

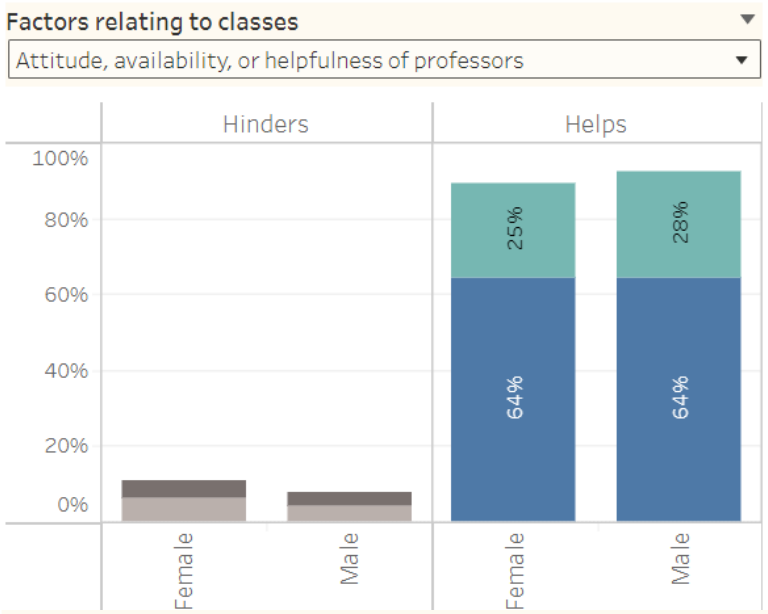


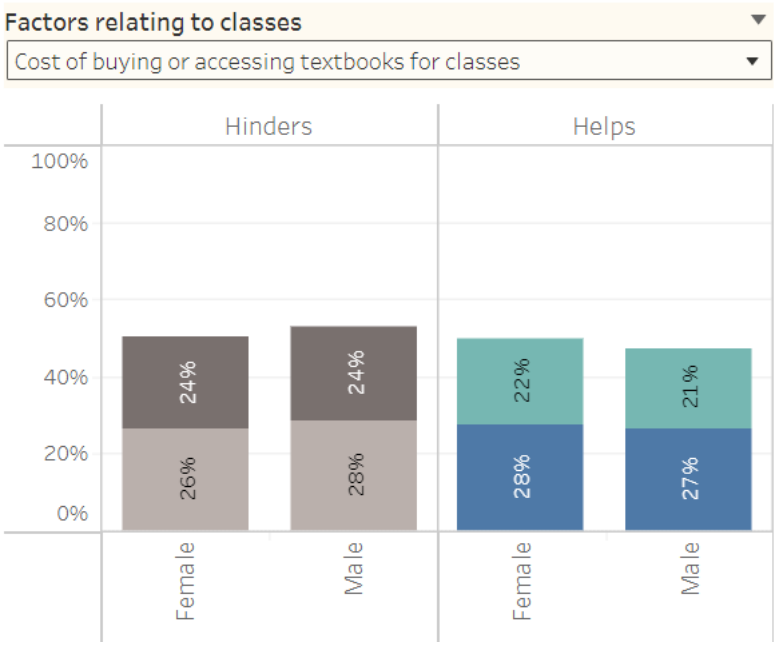
College, District, or statewide rules: Repeatability policy (number of times I can repeat a course)

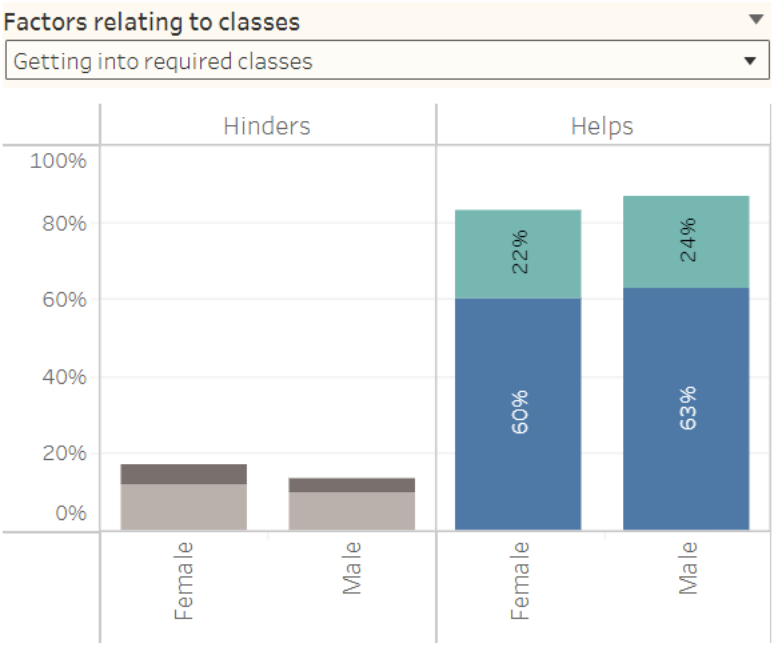


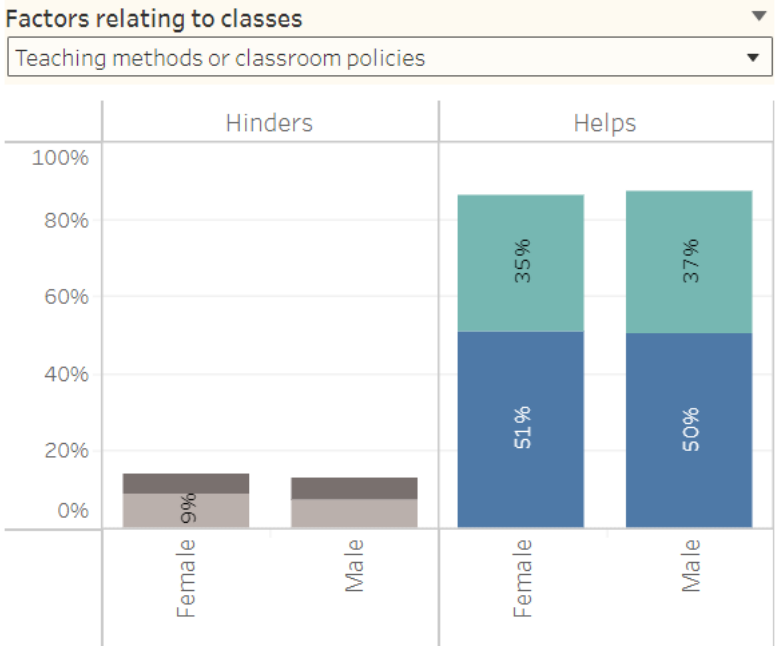
Overall Results (in more detail)…

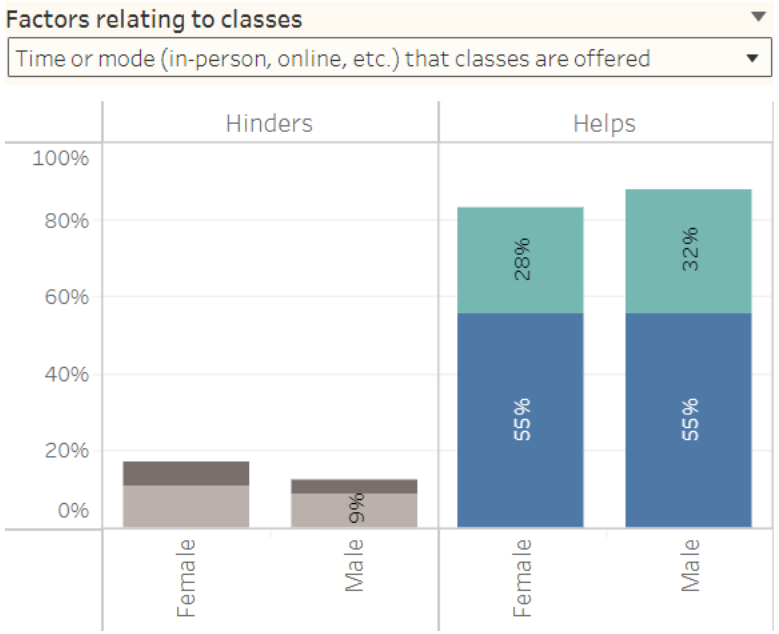
…of students by gender while taking into account factors concerning classes









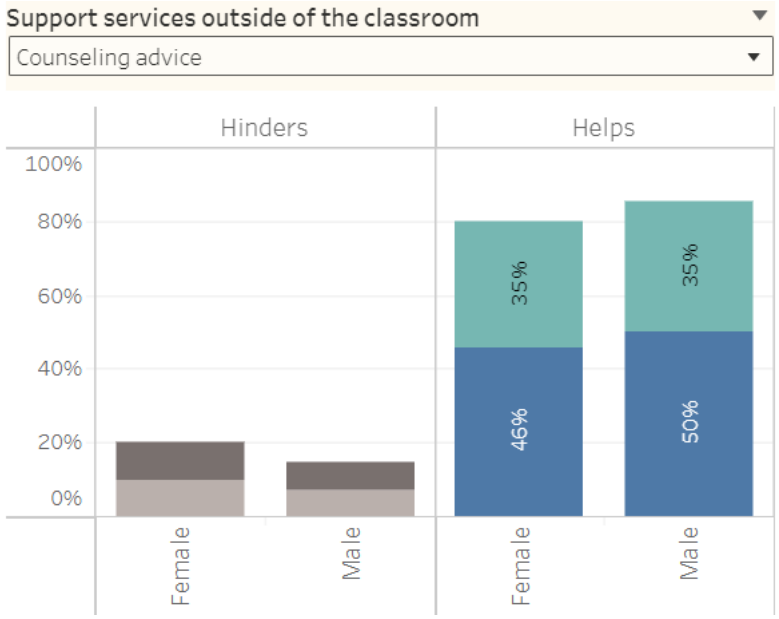


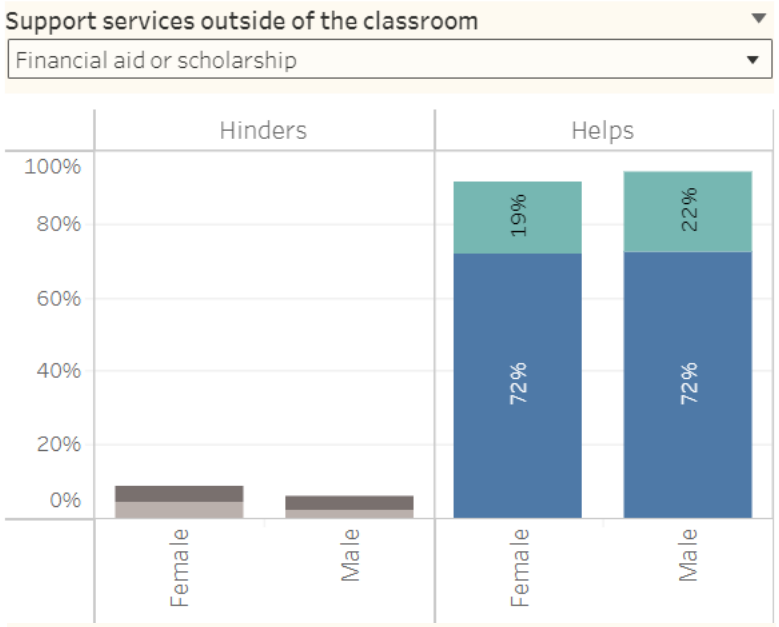
N ≤ 10 not shown

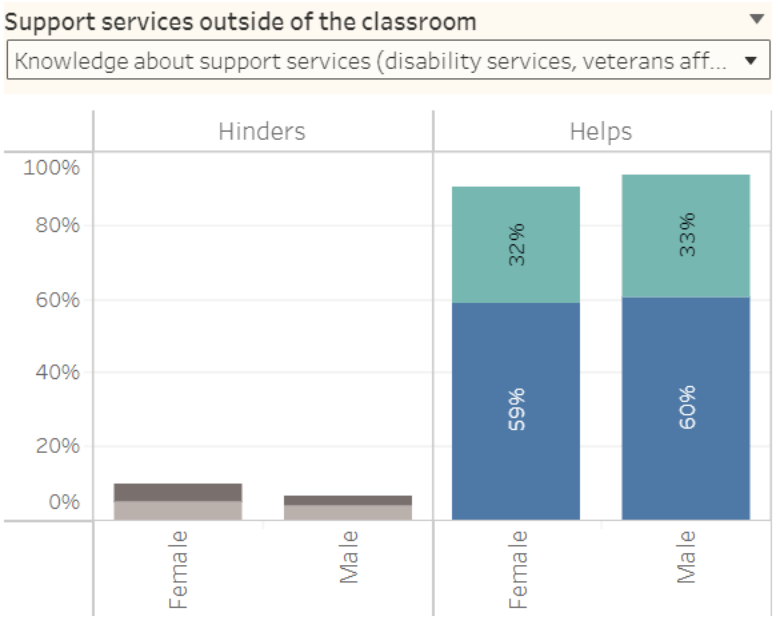
Legends
- Hinders a lot
- Hinders somewhat
- Helps a lot
- Helps somewhat

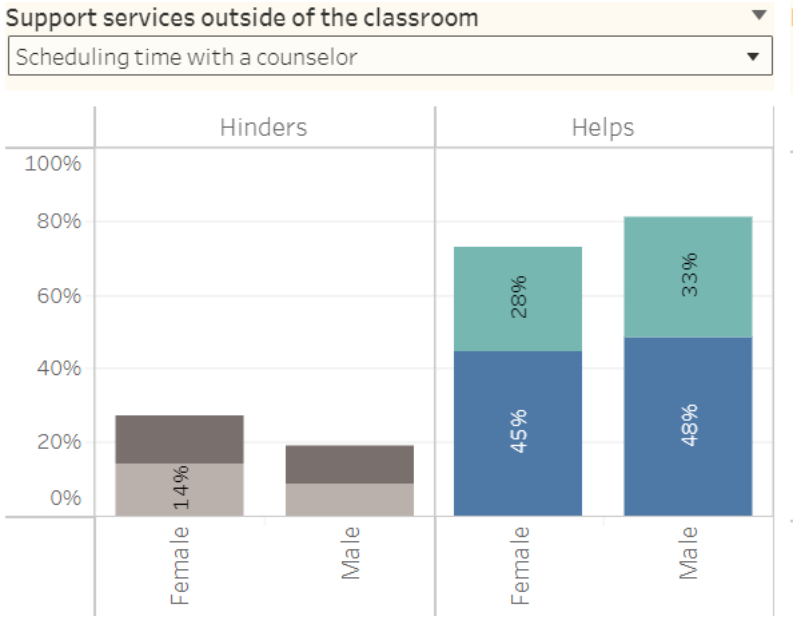
Overall Results (in more detail)…

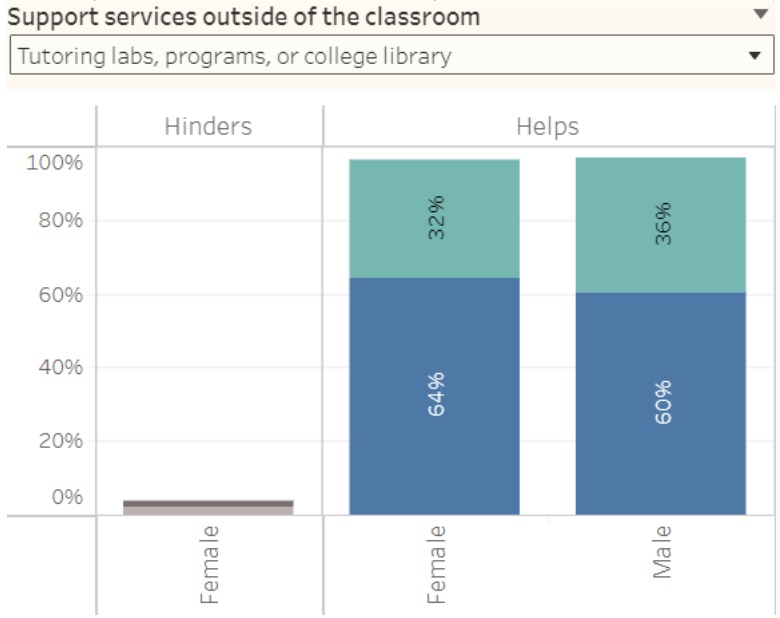
…of students by gender while taking into account factors concerning support services outside of the classroom











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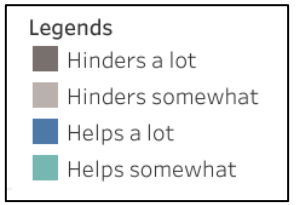
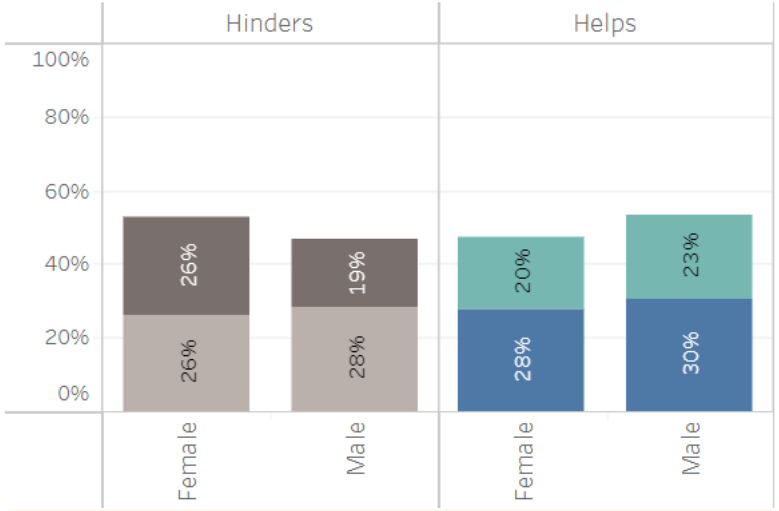


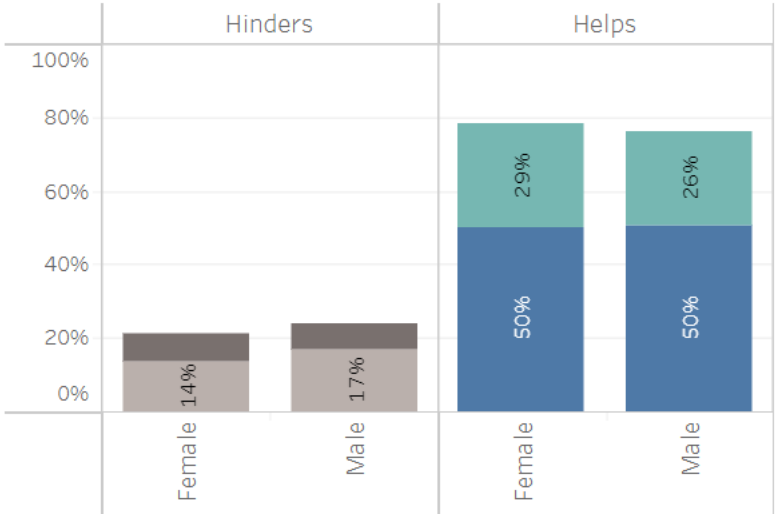
Overall Results (in more detail)…

…of students by gender while taking into account factors concerning personal life

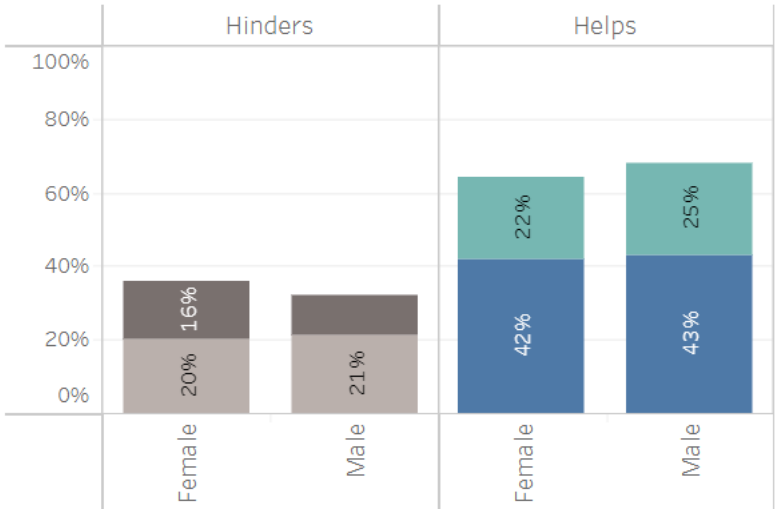
Personal life: Money or finances



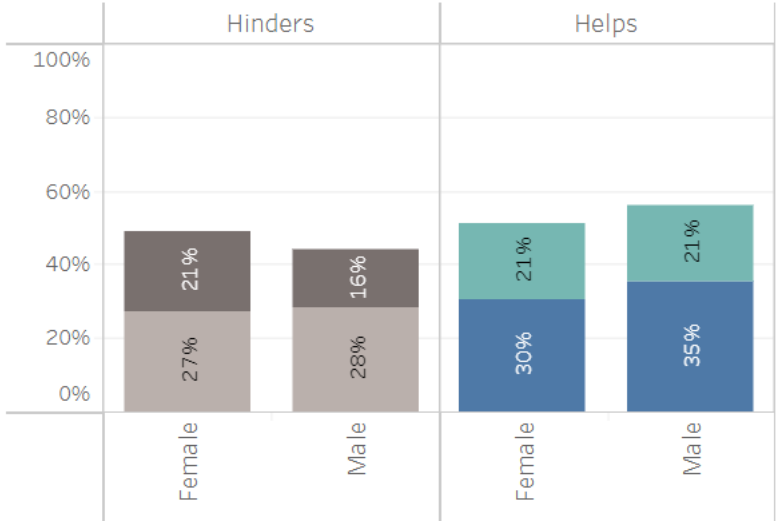
Personal life: Personal characteristics (my attitude, distraction level, motivation,...



Personal life: Support from or responsibilities to my family or friends (childcare, ...



Personal life: Work schedule (flexible or not)

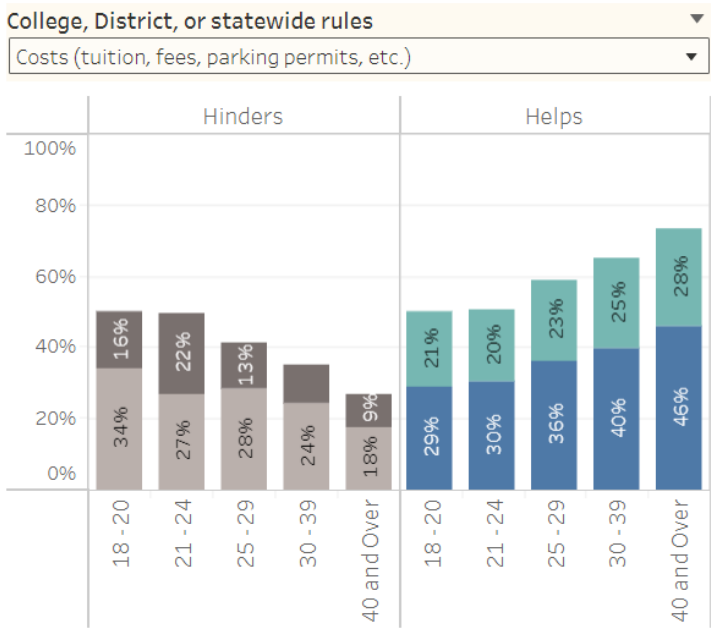


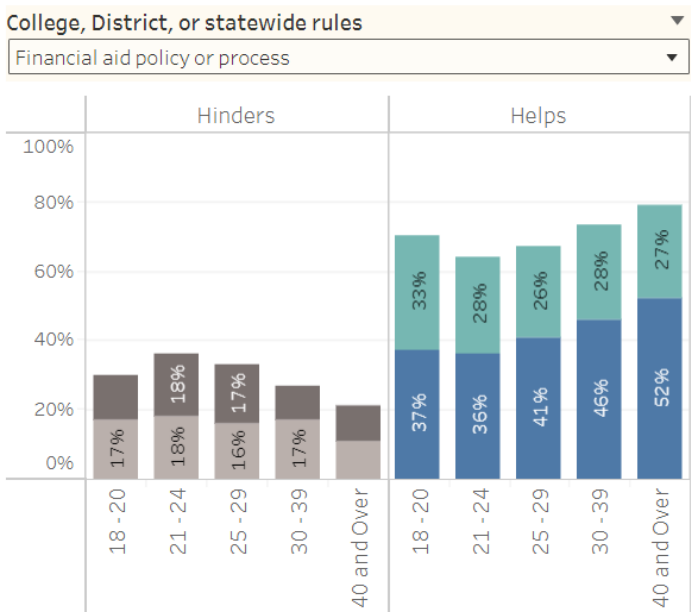
N ≤ 10 not shown

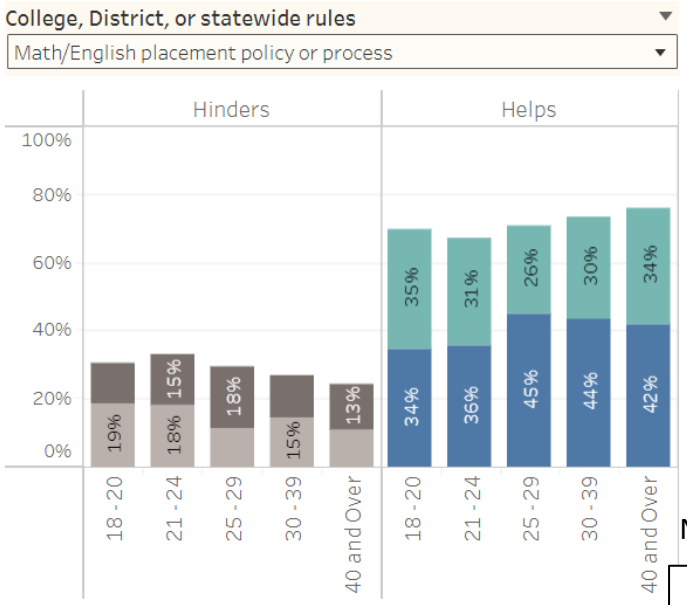
Legends
- Hinders a lot
- Hinders somewhat
- Helps a lot
- Helps somewhat

Overall Results (in more detail)…

…of students by age group while taking into account factors concerning college, district, or state-wide rules







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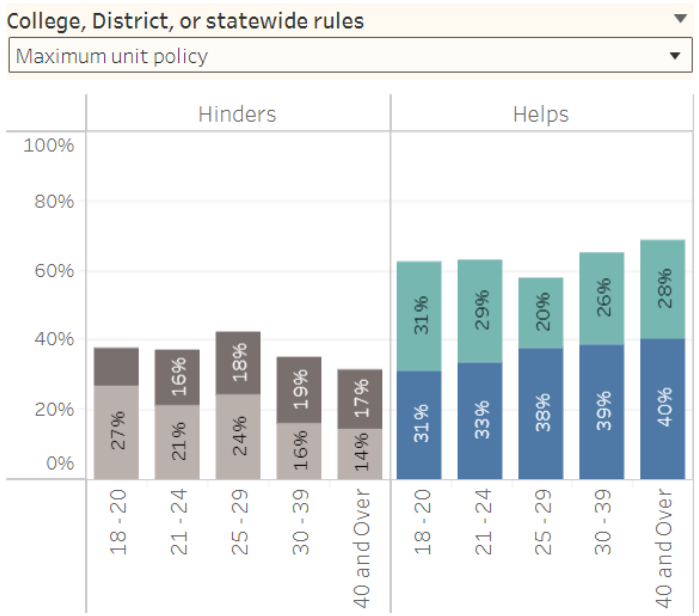

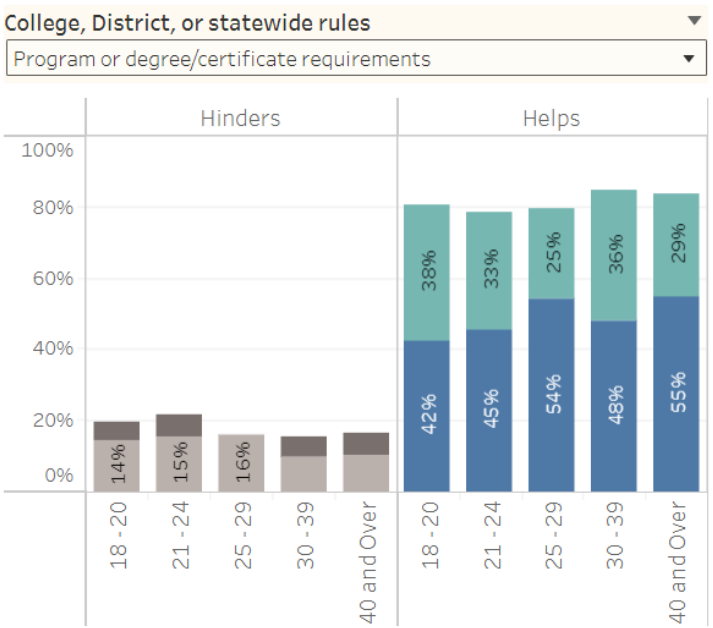

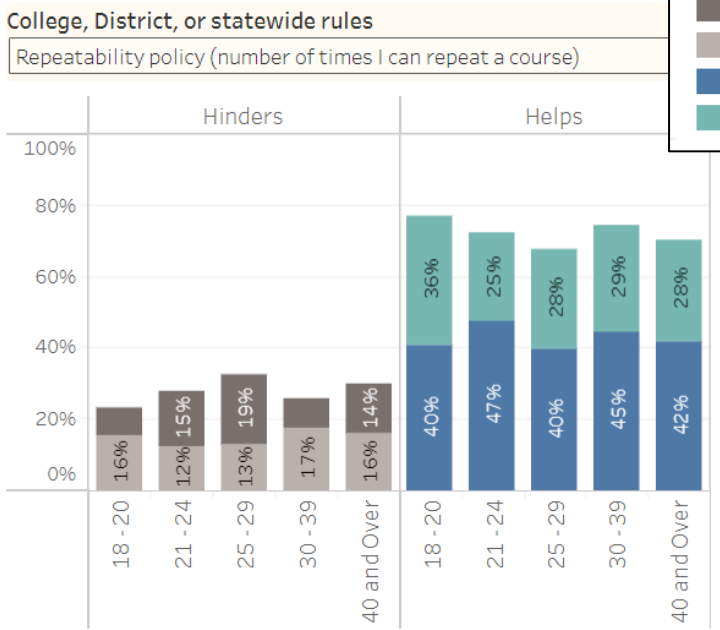

Legends
- Hinders a lot
- Hinders somewhat
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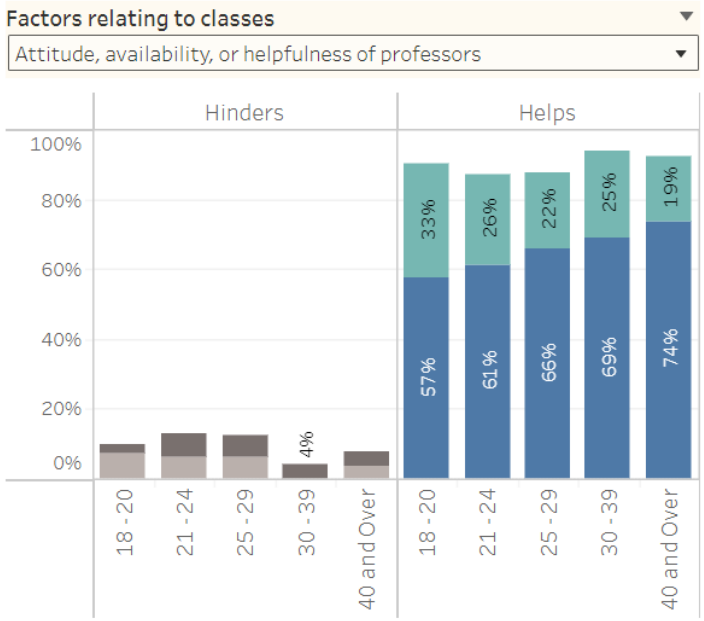
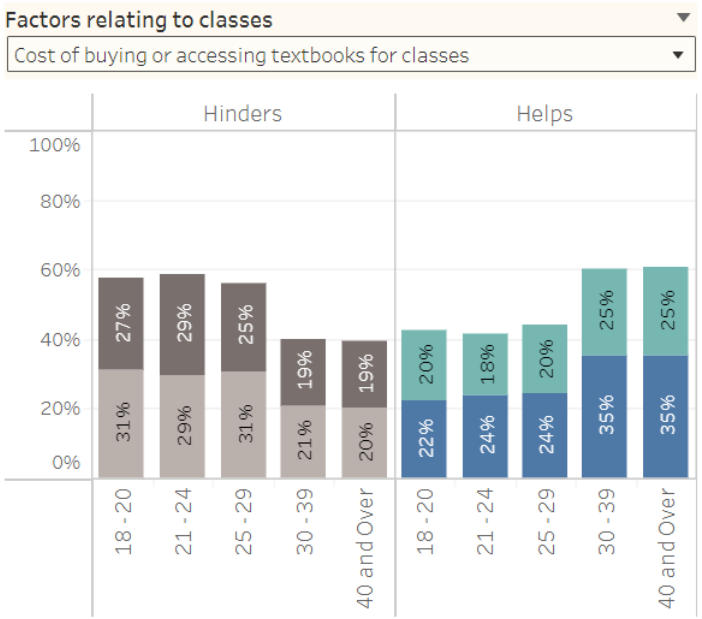
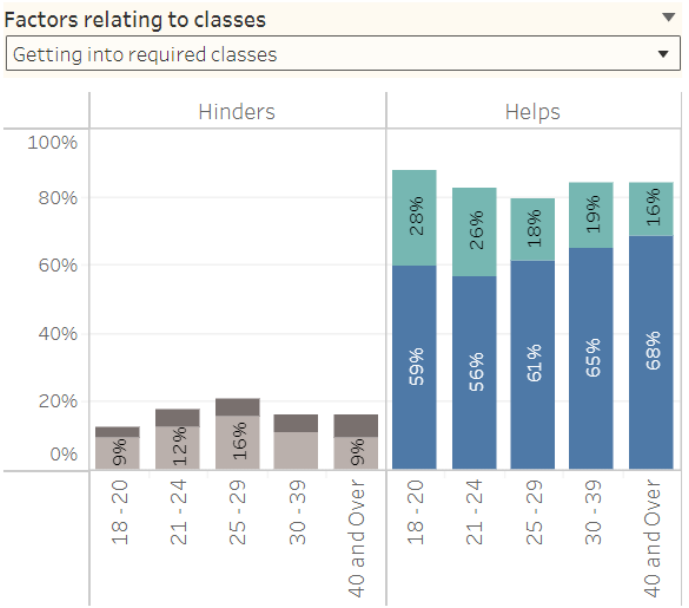
- Helps somewhat

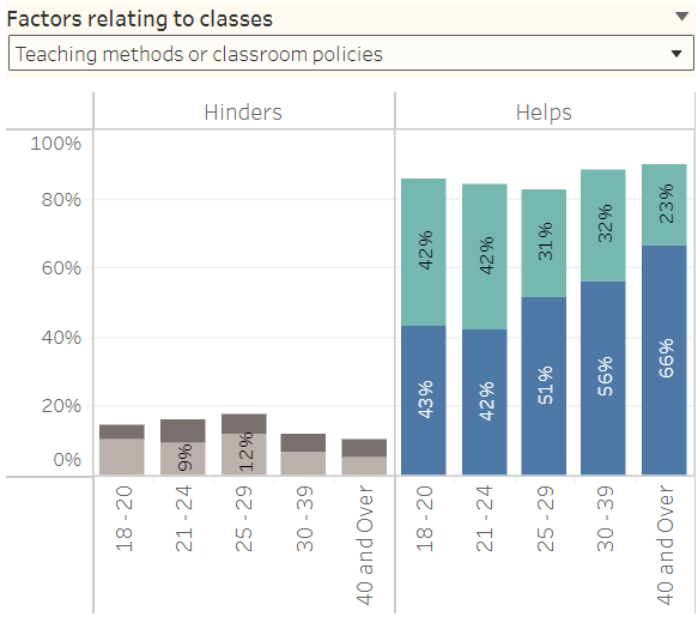
Overall Results (in more detail)…

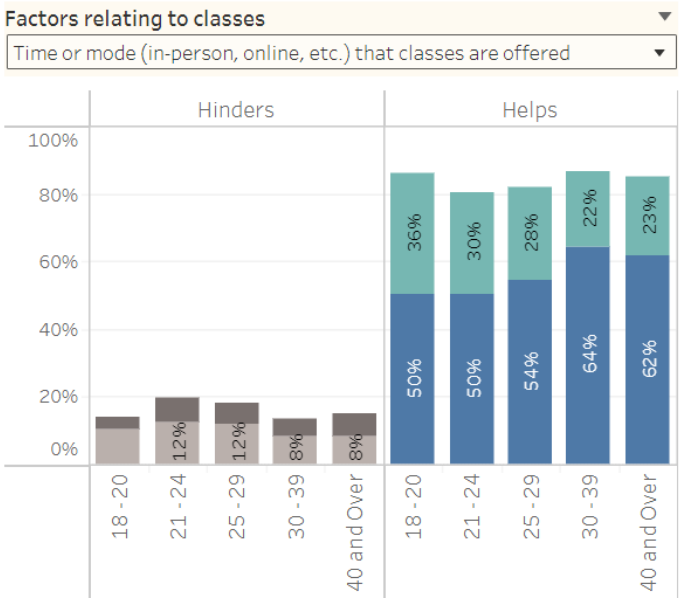
…of students by age group while taking into account factors concerning classes











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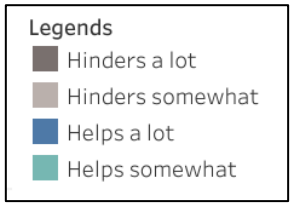
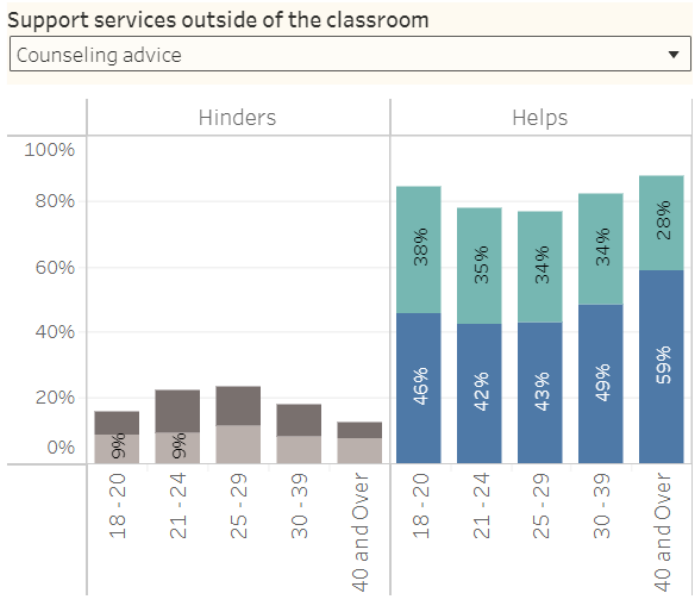
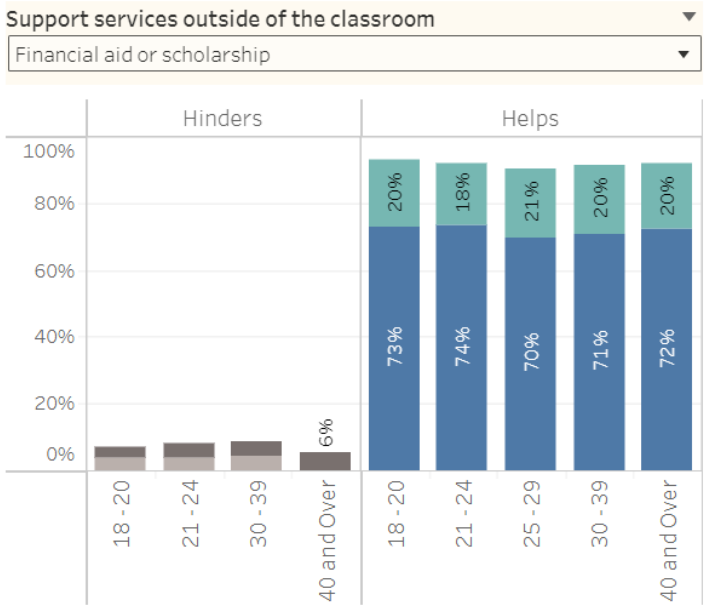
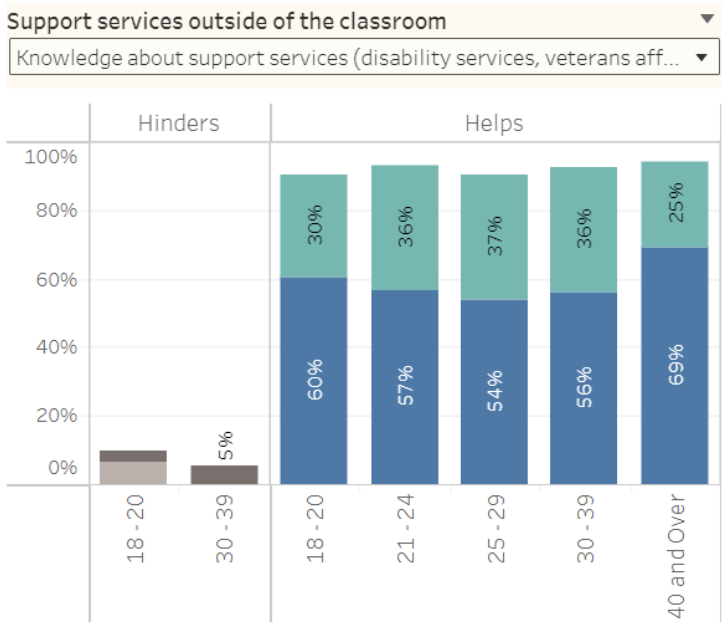


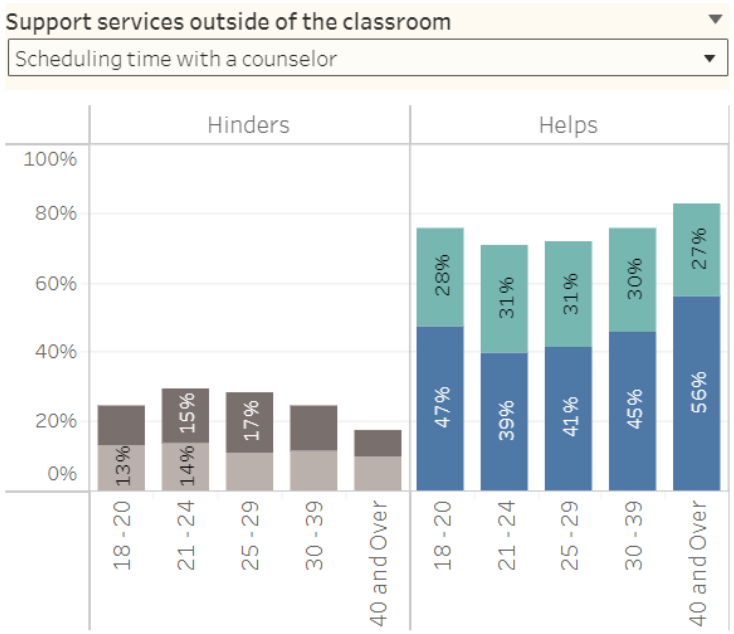
Overall Results (in more detail)…

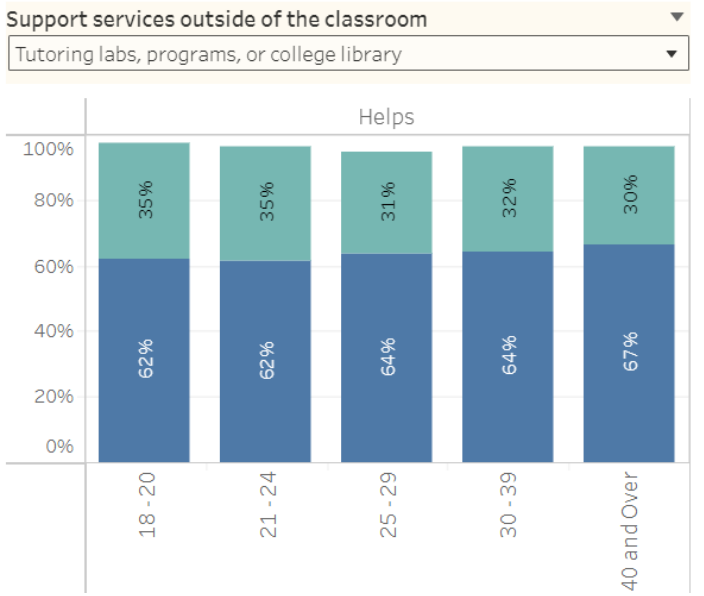
…of students by age group while taking into account factors concerning support services outside of the classroom











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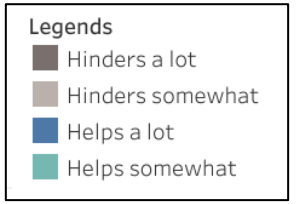
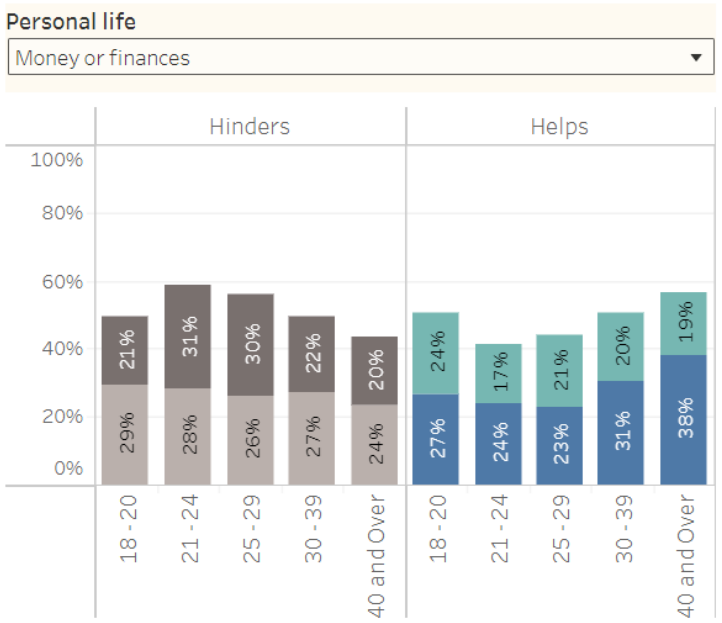
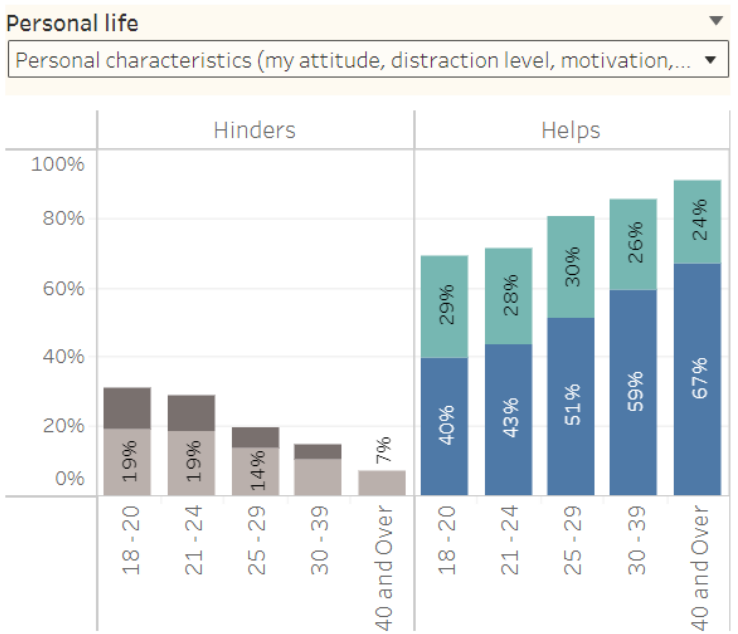
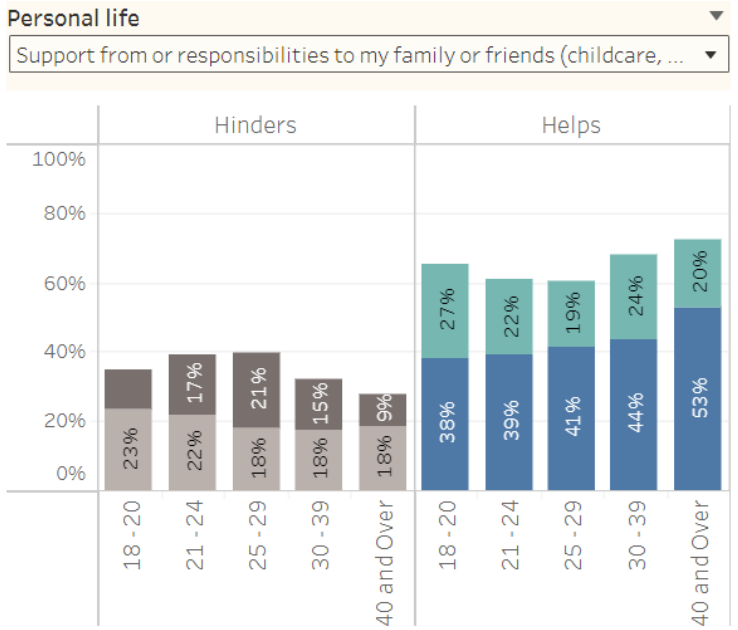


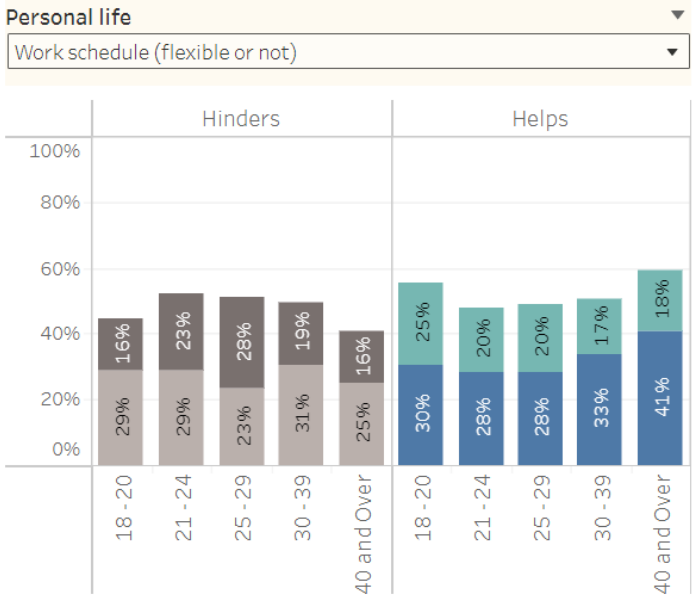
Overall Results (in more detail)…

…of students by age group while taking into account factors concerning personal life









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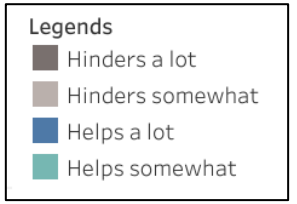
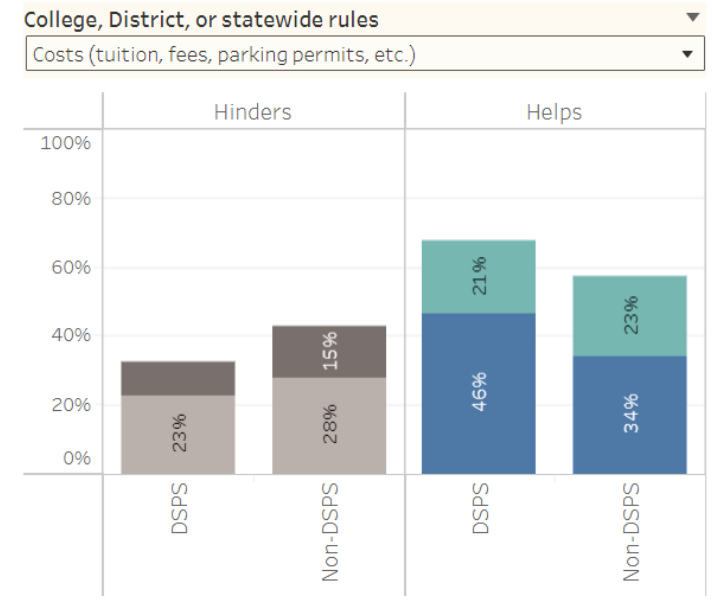
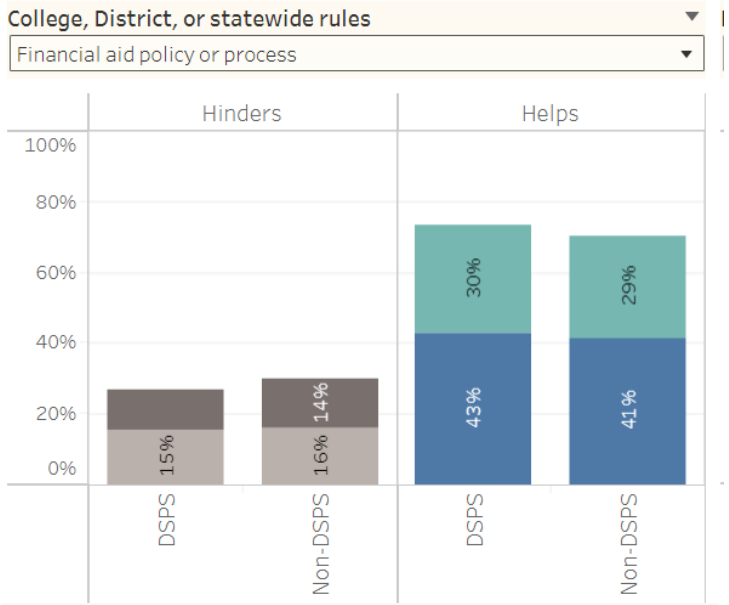
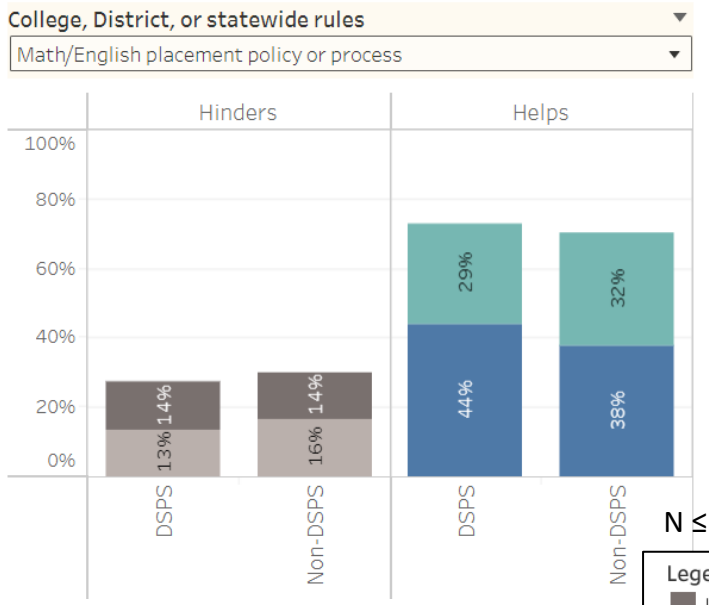


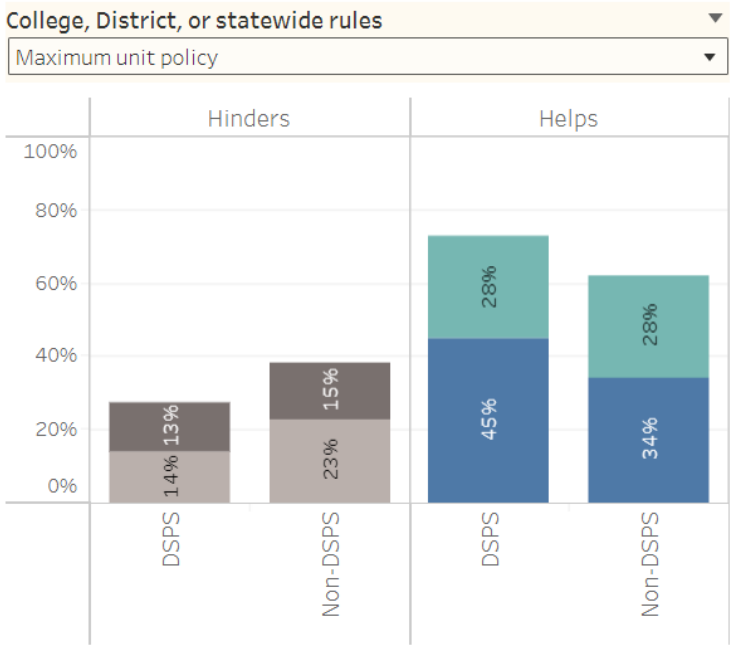
Overall Results (in more detail)…

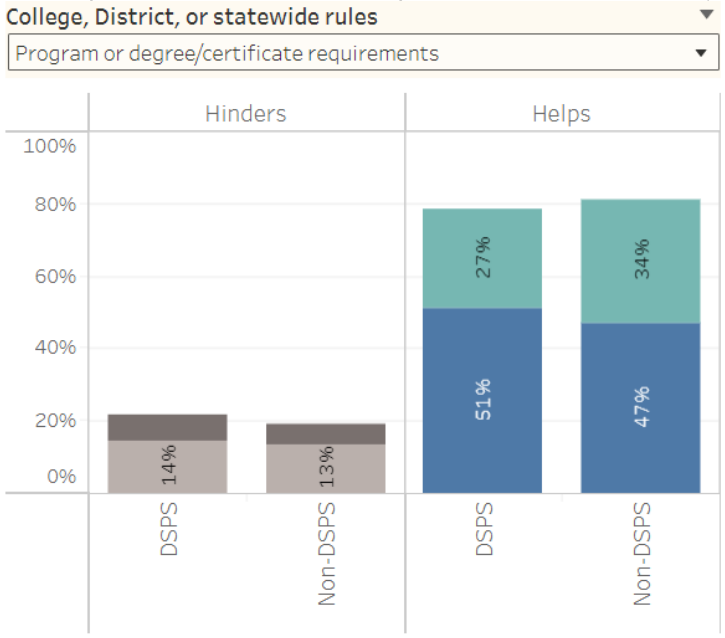
…of students by disability status while taking into account factors concerning college, district, or state-wide rules

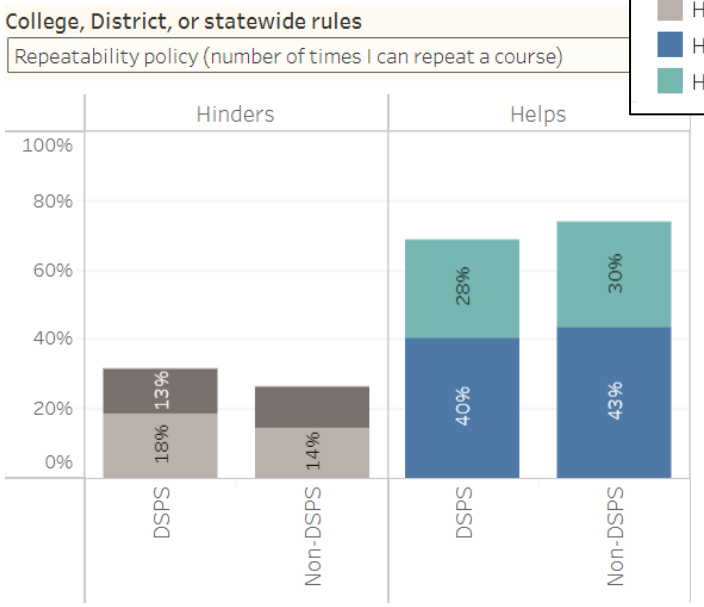












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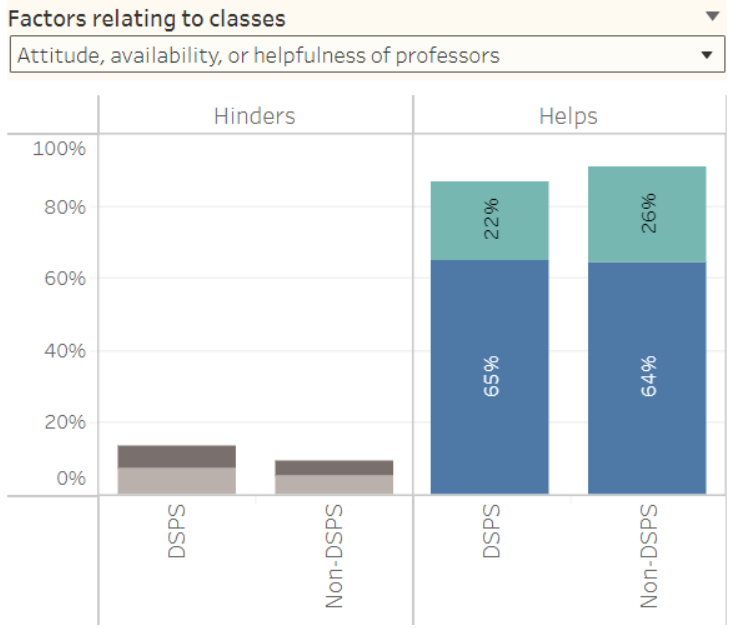
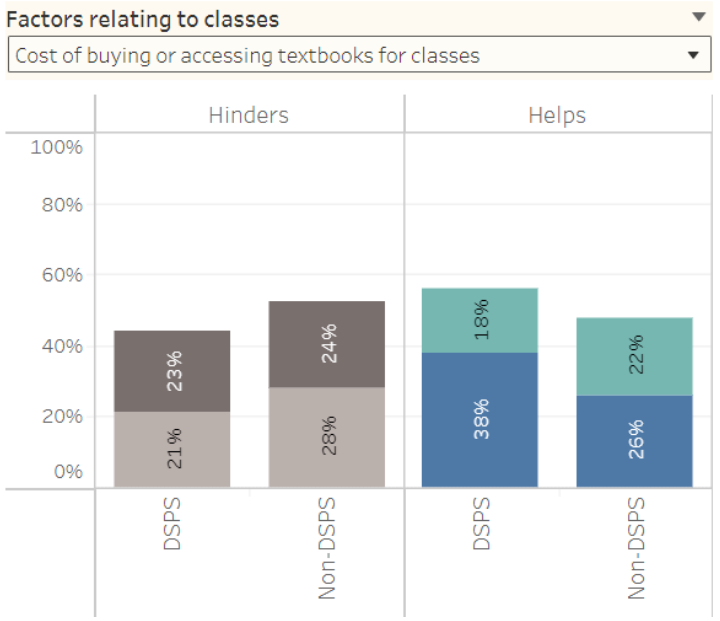
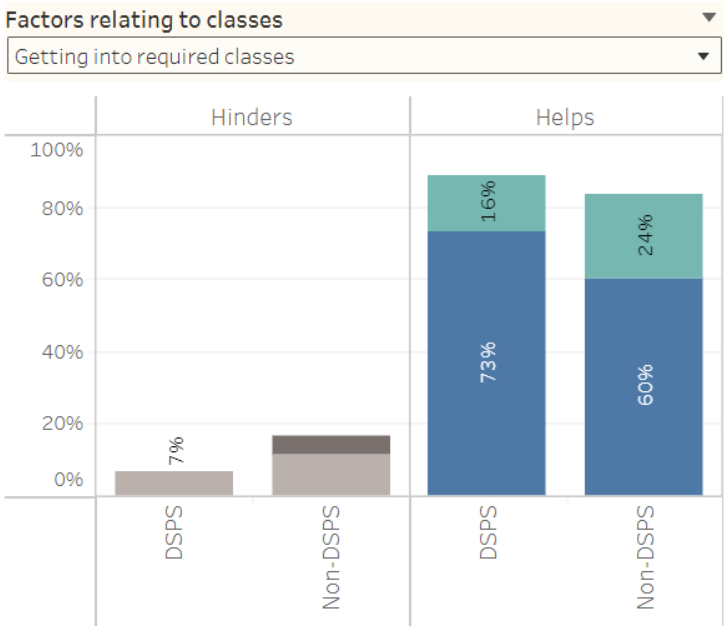
Legends
- Hinders a lot
- Hinders somewhat
- Helps a lot
- Helps somewhat

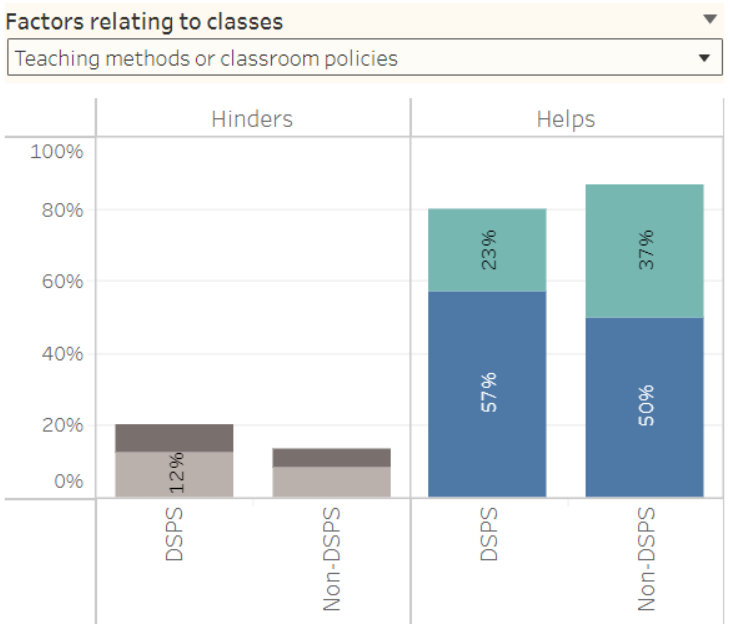
Overall Results (in more detail)…

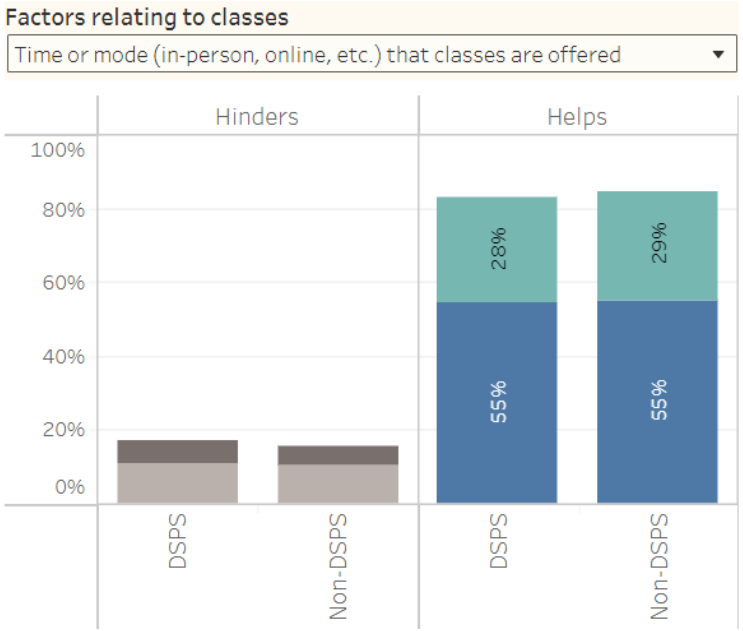
…of students by disability status while taking into account factors concerning classes











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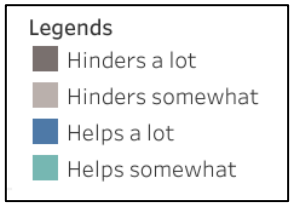
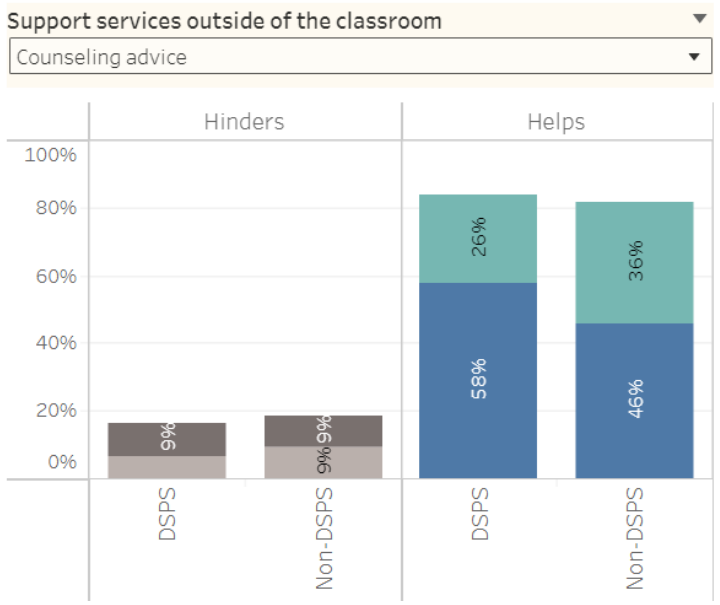
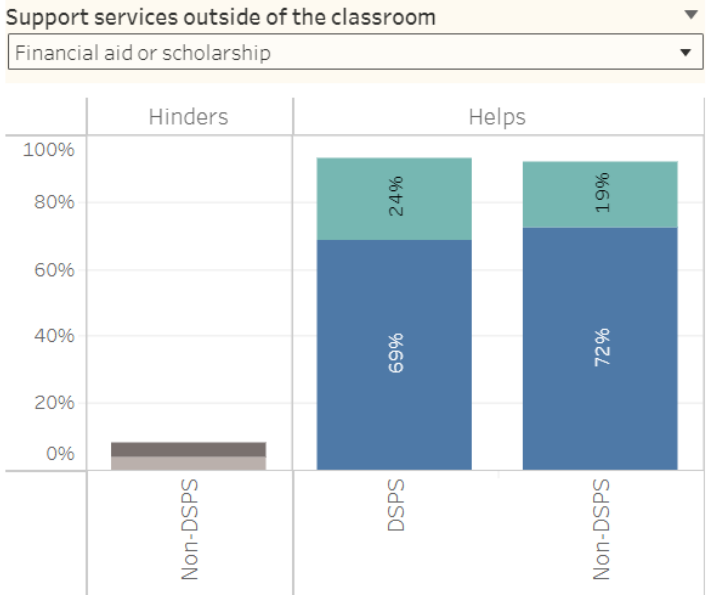
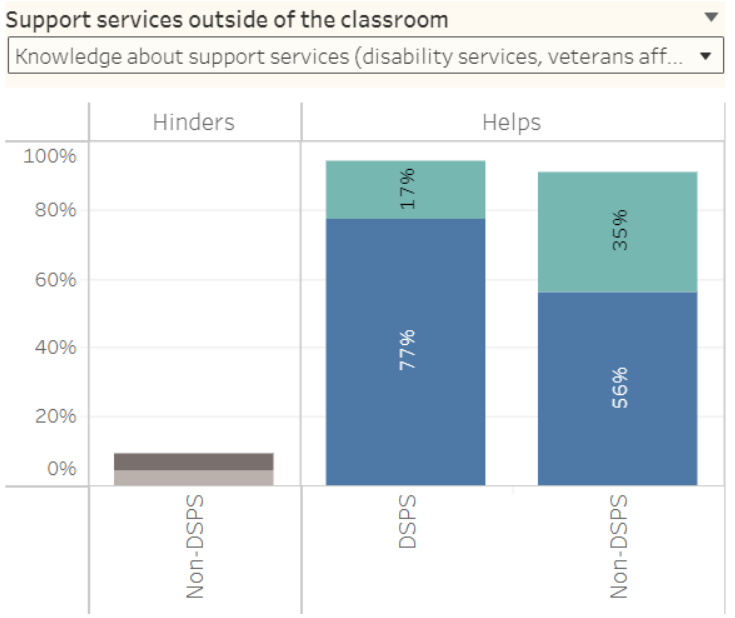


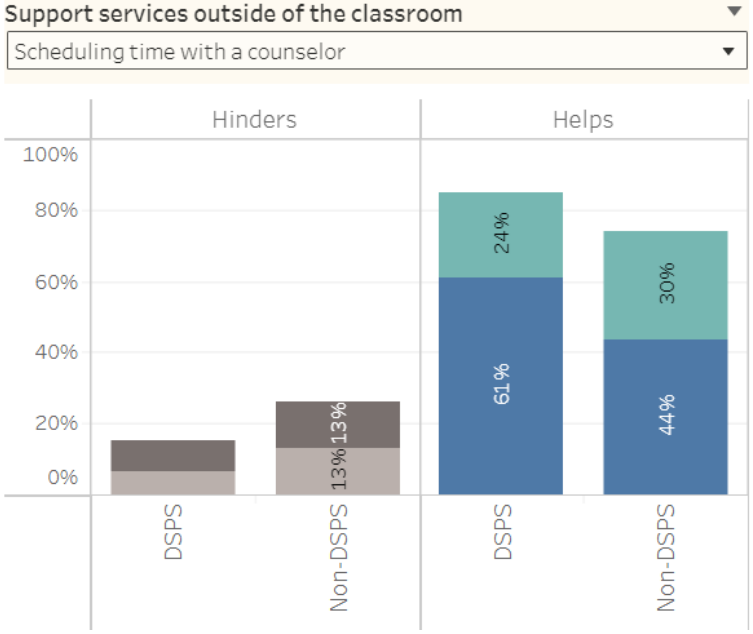
Overall Results (in more detail)…

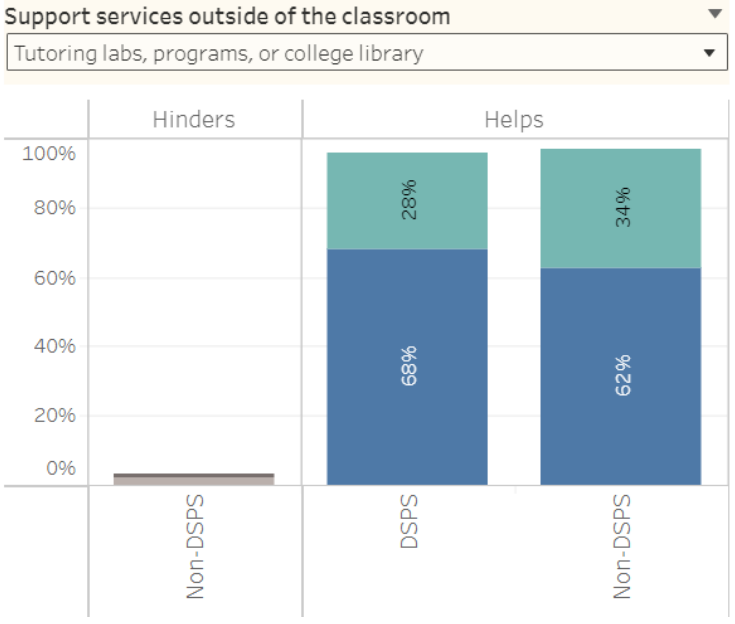
…of students by disability status while taking into account factors concerning support services outside of the classroom











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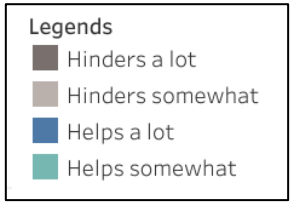
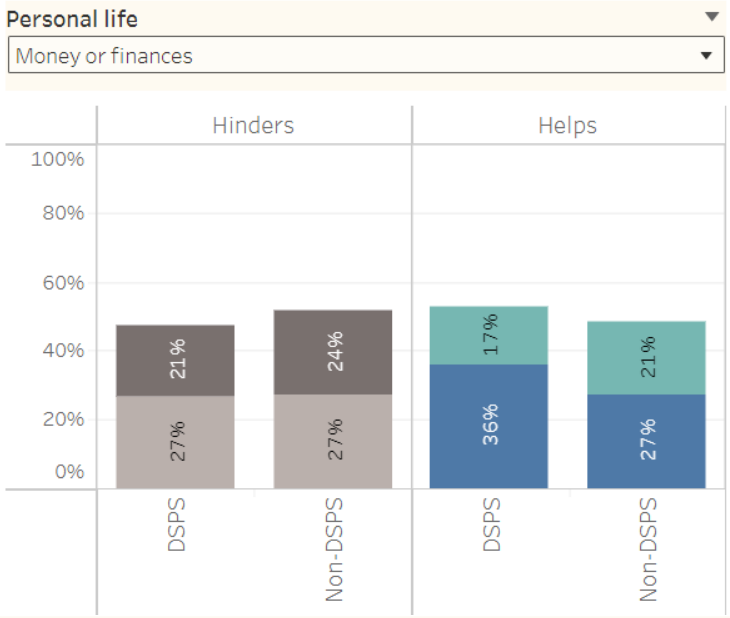
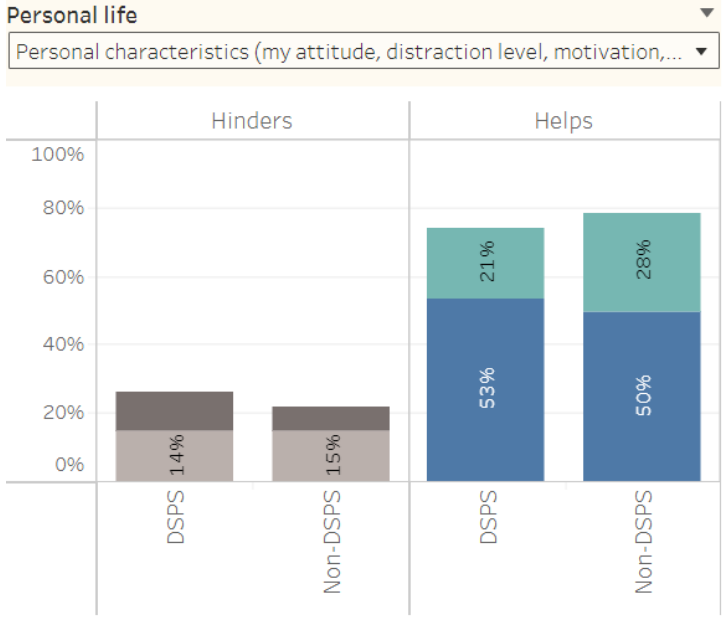
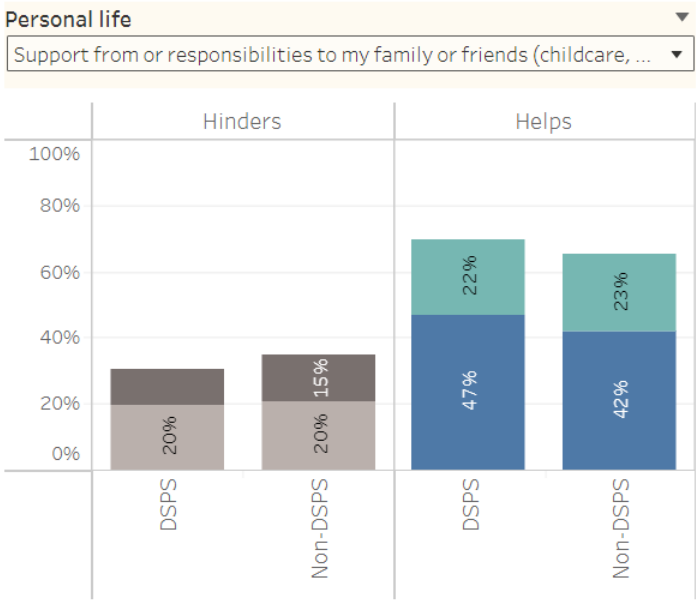


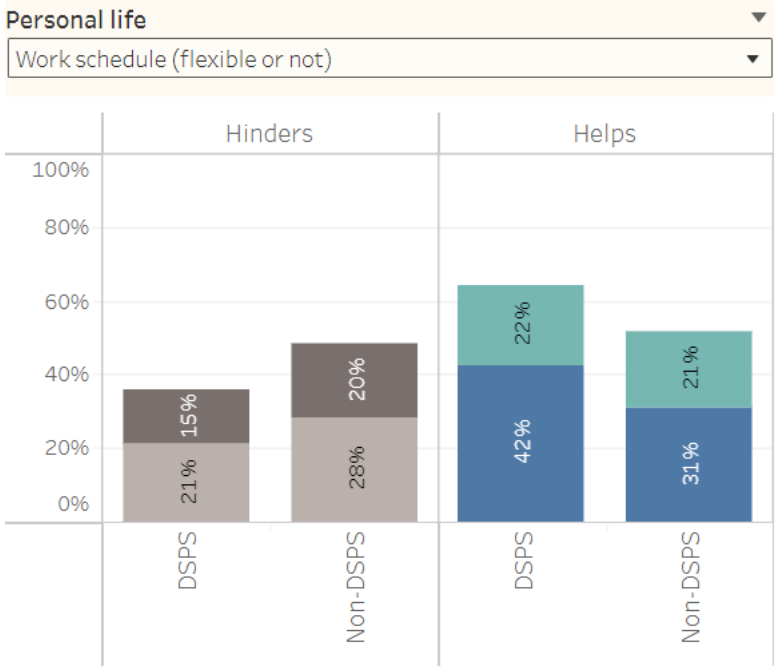
Overall Results (in more detail)…

…of students by disability status while taking into account factors concerning personal life









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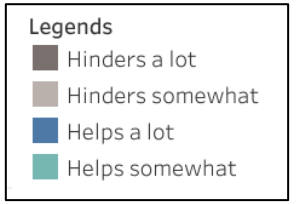
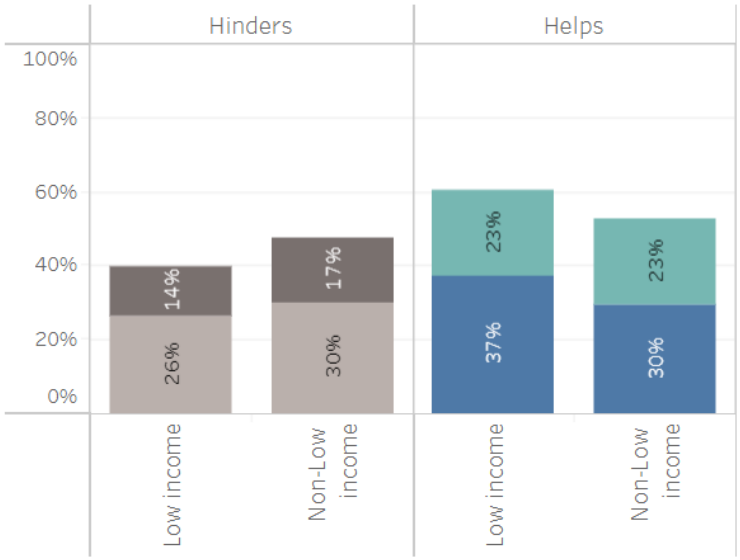


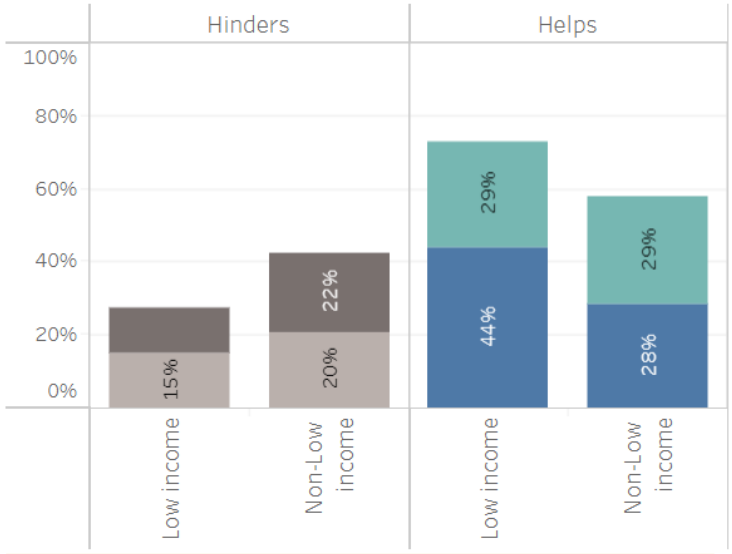
Overall Results (in more detail)…

…of students by low-income status while taking into account factors concerning college, district, or state-wide rules

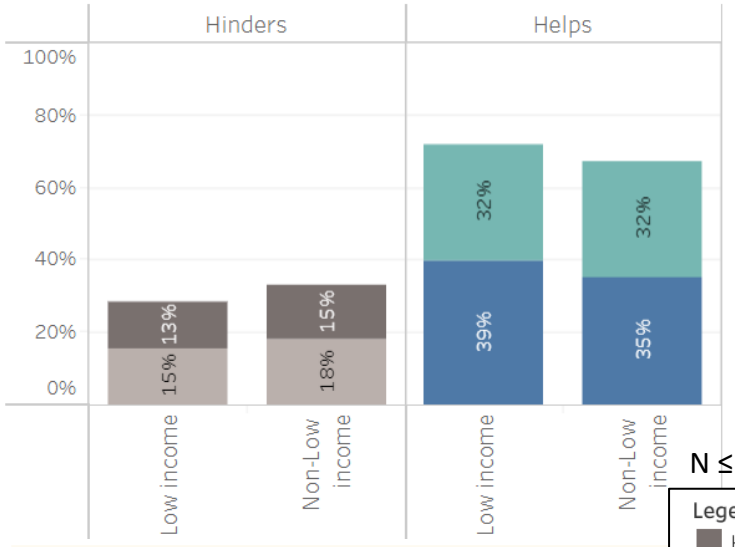
College, District, or statewide rules: Costs (tuition, fees, parking permits, etc.)



College, District, or statewide rules: Financial aid policy or process



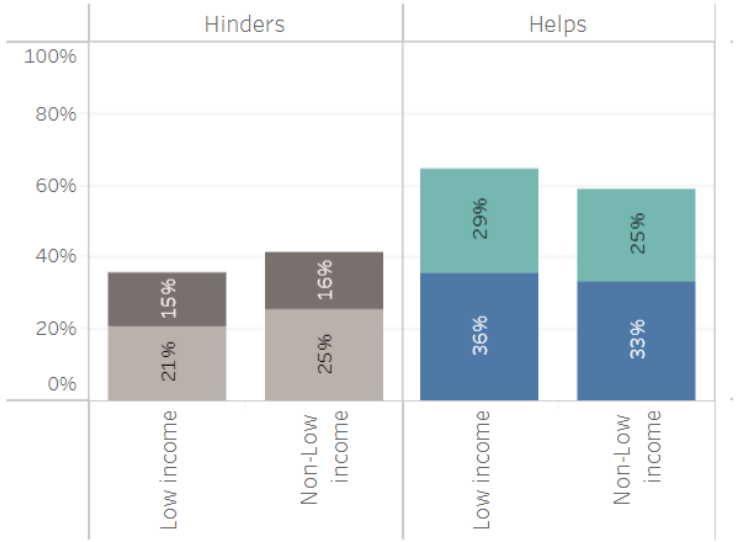
College, District, or statewide rules: Math/English placement policy or process



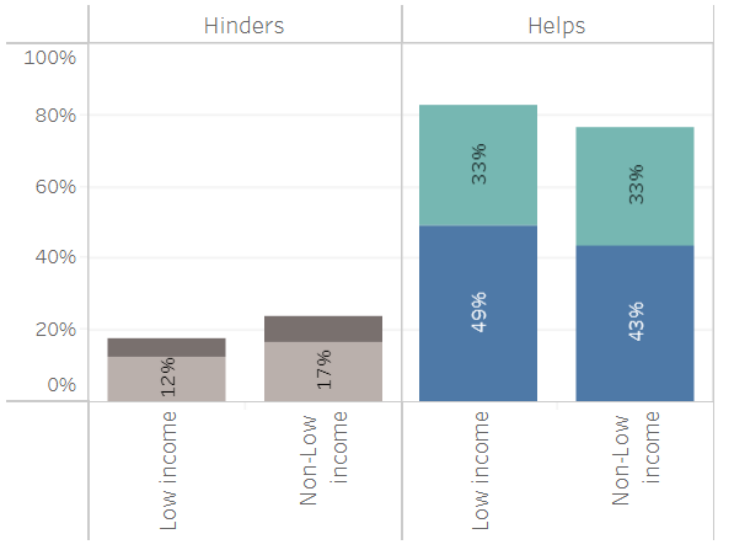
N ≤ 10 not shown

Legends
- Hinders a lot
- Hinders somewhat
- Helps a lot
- Helps somewhat

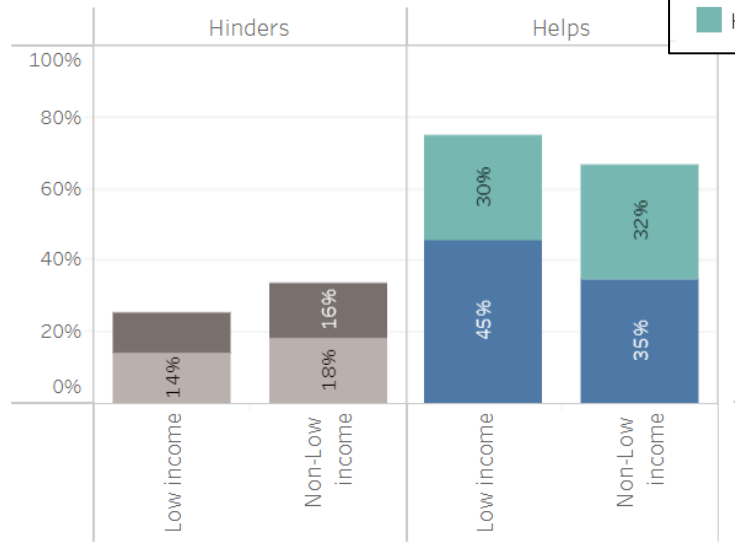
College, District, or statewide rules: Maximum unit policy



College, District, or statewide rules: Program or degree/certificate requirements

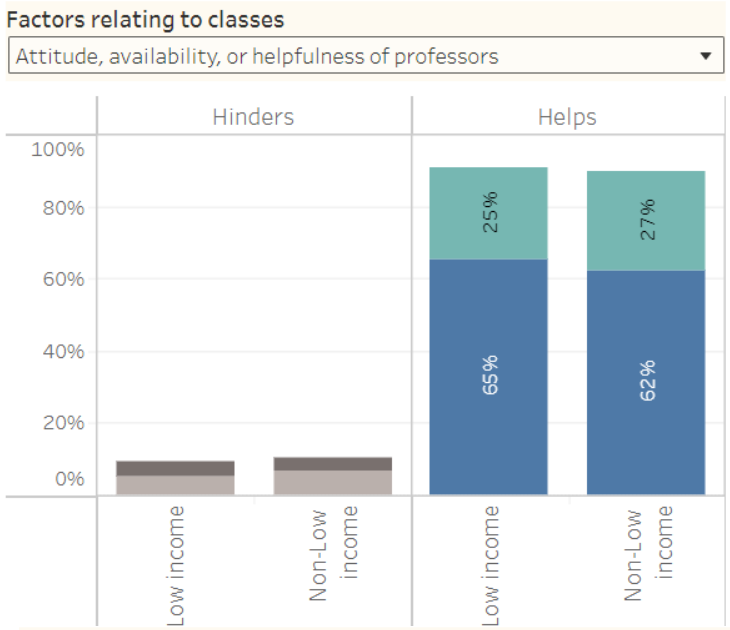


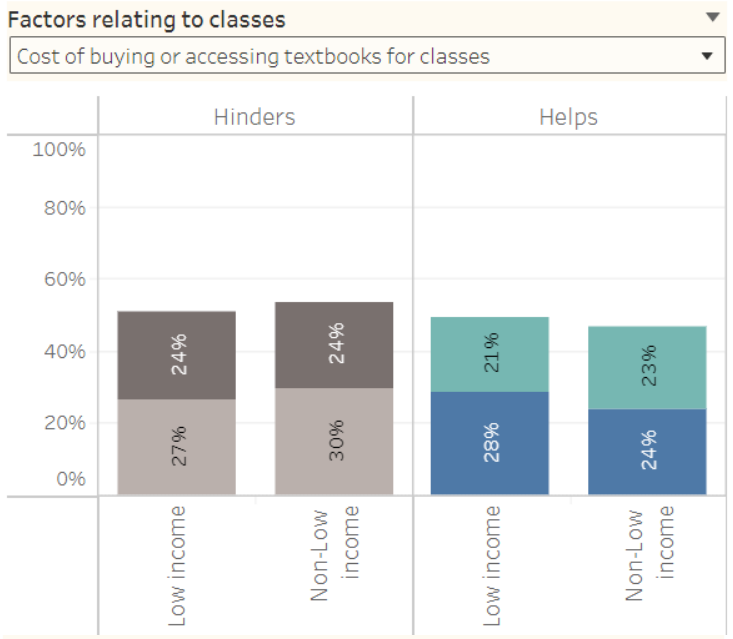
College, District, or statewide rules: Repeatability policy (number of times I can repeat a course)

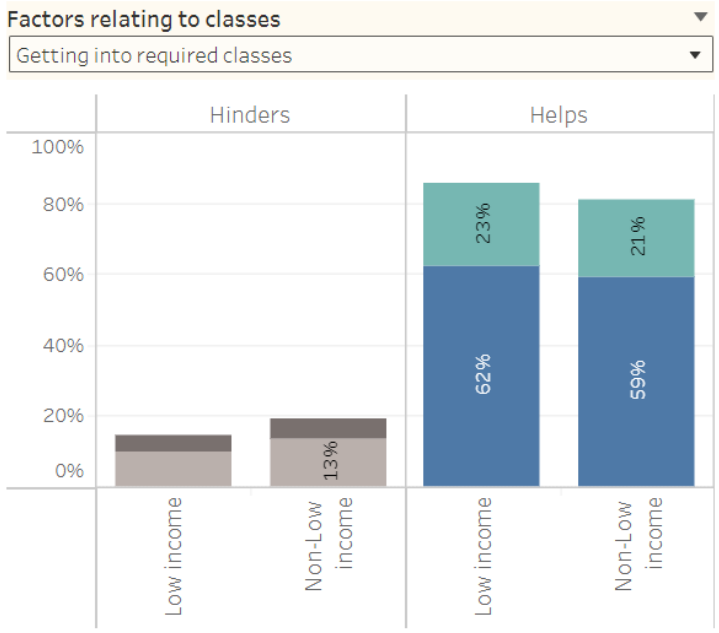


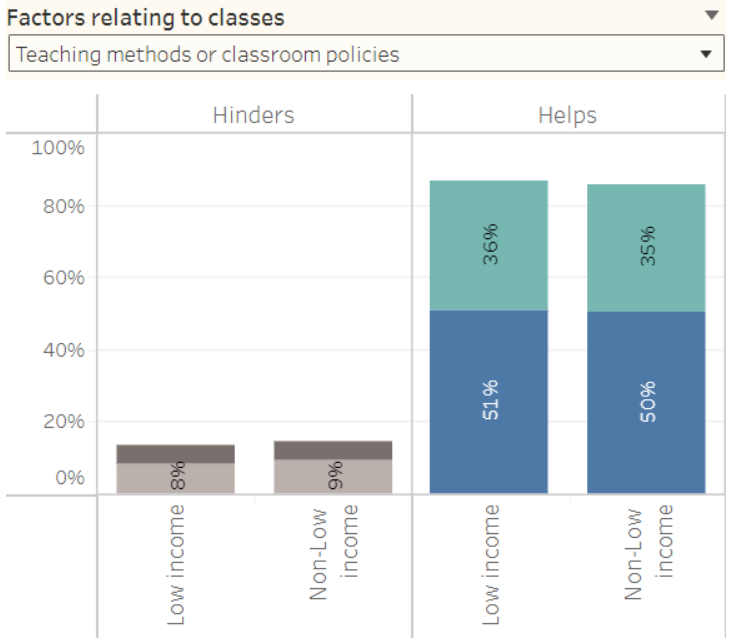
Overall Results (in more detail)…

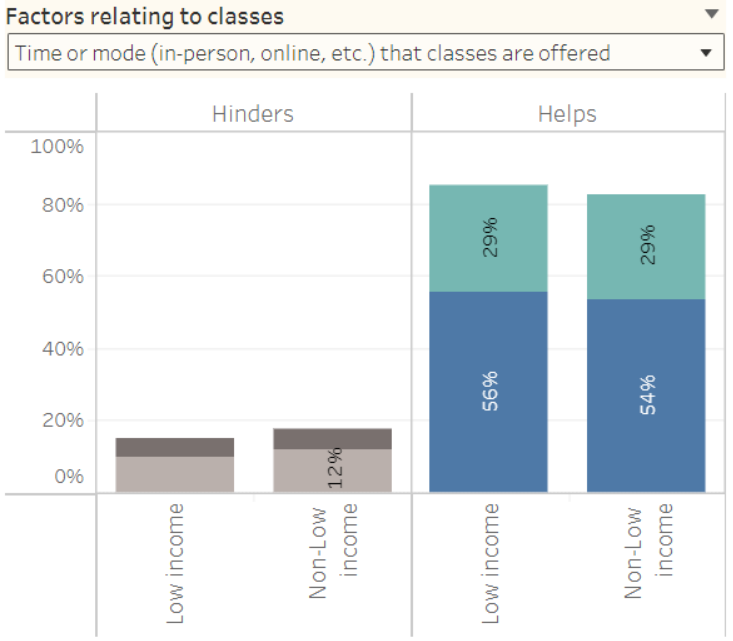
…of students by low-income status while taking into account factors concerning classes



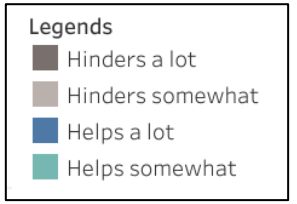






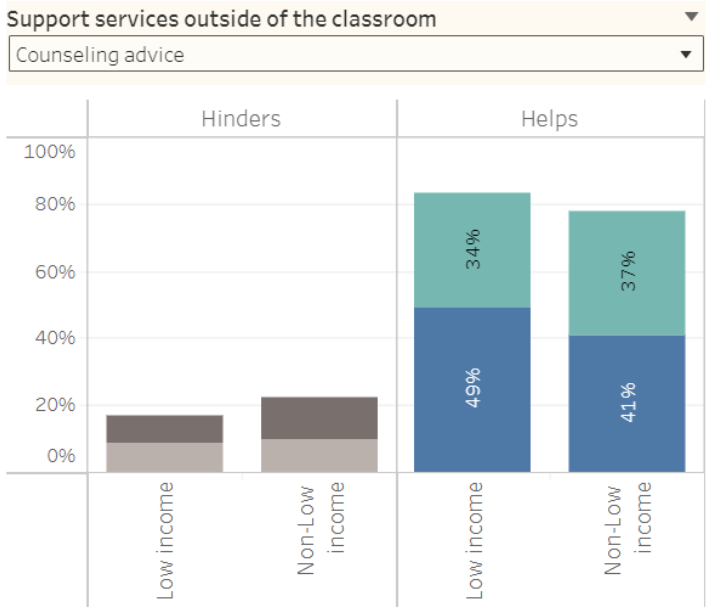


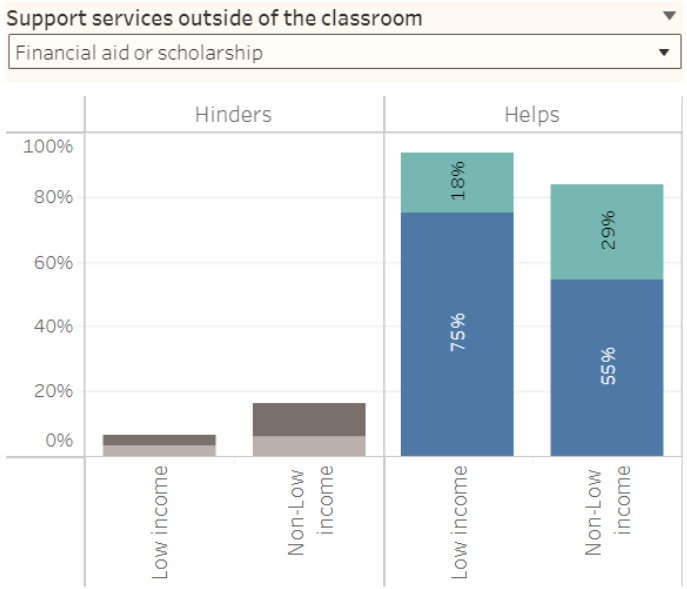
N ≤ 10 not shown

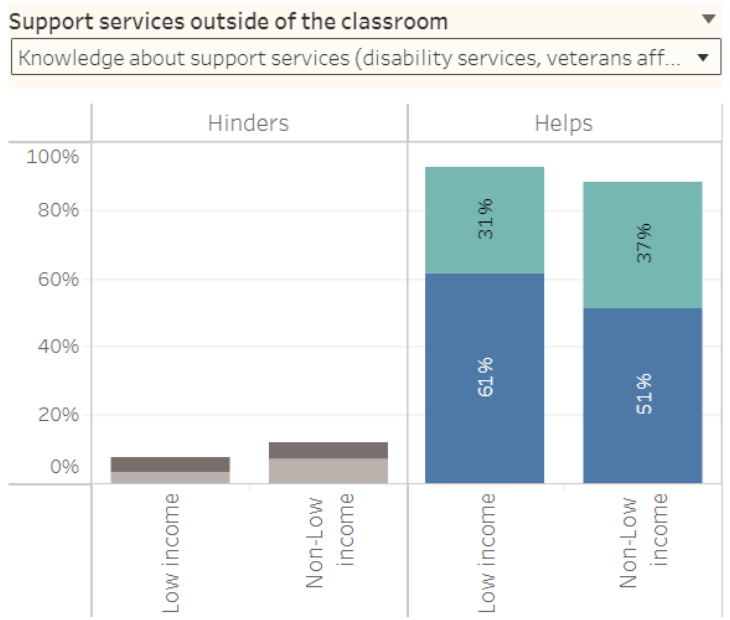


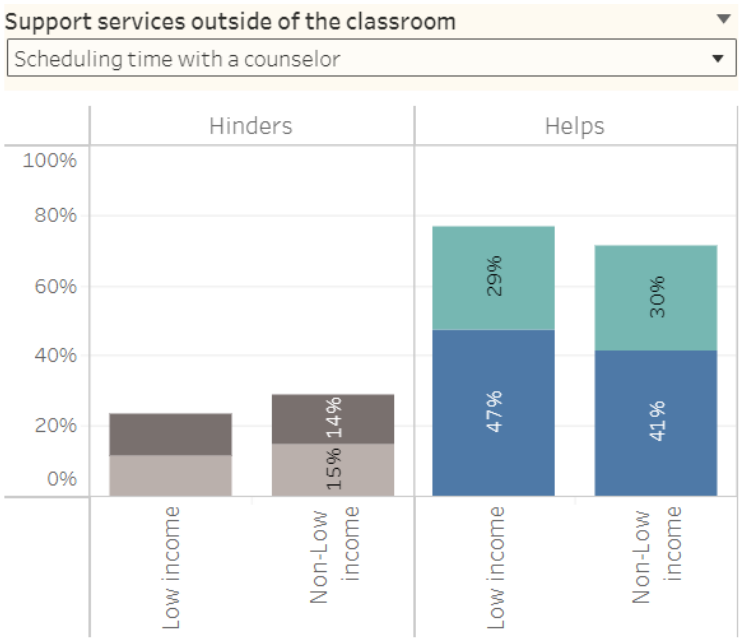
Overall Results (in more detail)…

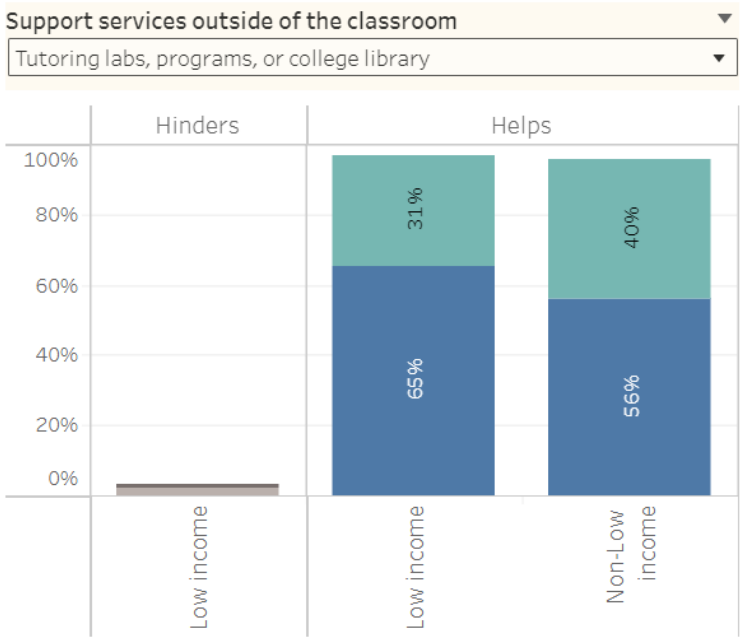
…of students by low-income status while taking into account factors concerning support services outside of the classroom











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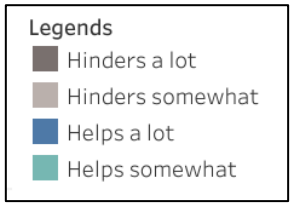
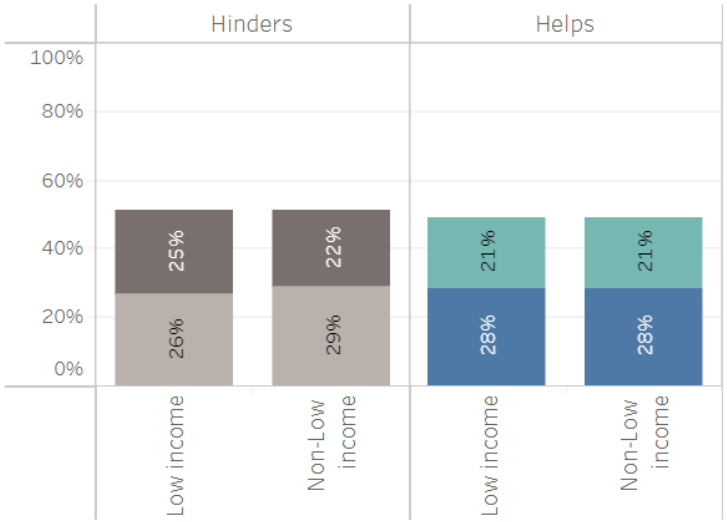


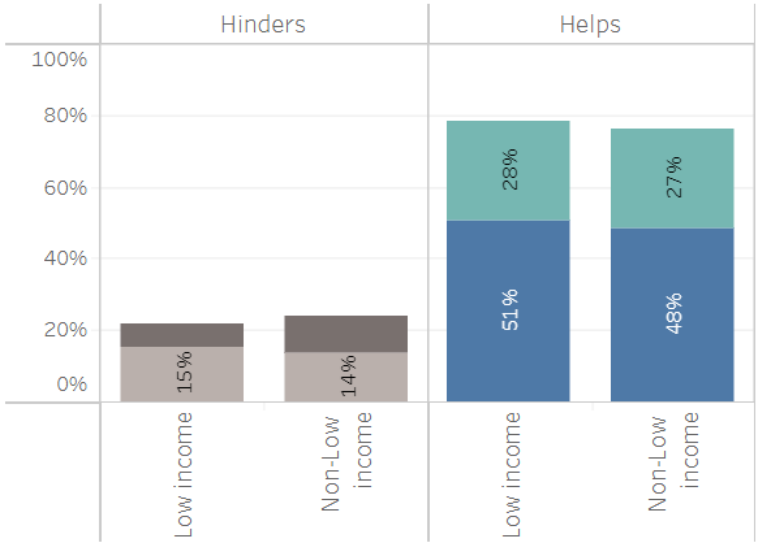
Overall Results (in more detail)…

…of students by low-income status while taking into account factors concerning personal life

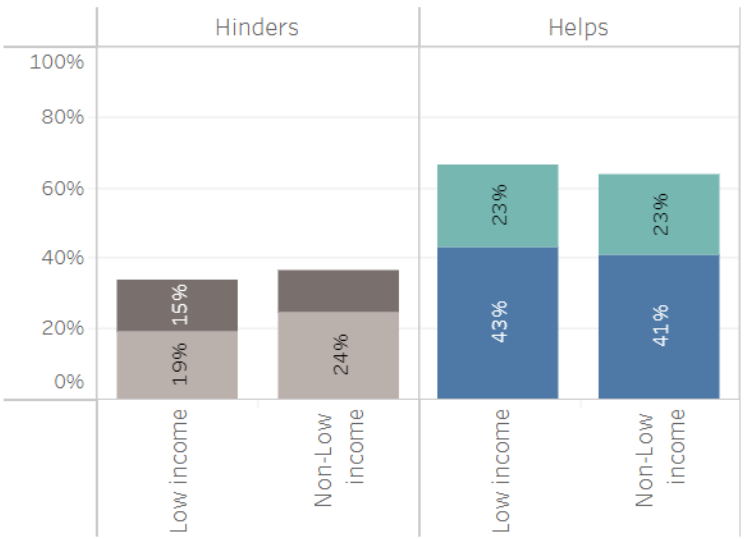
Personal life: Money or finances



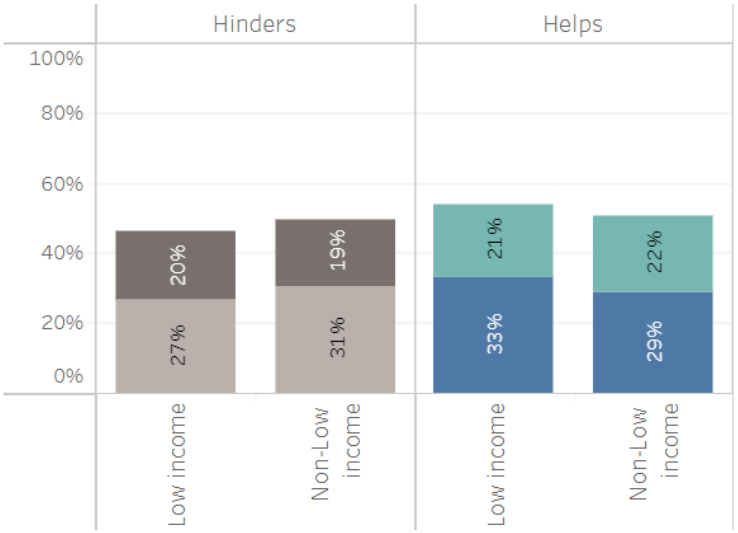
Personal life: Personal characteristics (my attitude, distraction level, motivation,...



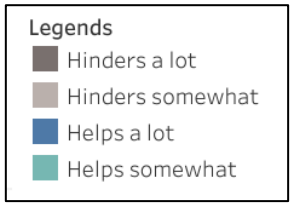
Personal life: Support from or responsibilities to my family or friends (childcare, ...



Personal life: Work schedule (flexible or not)



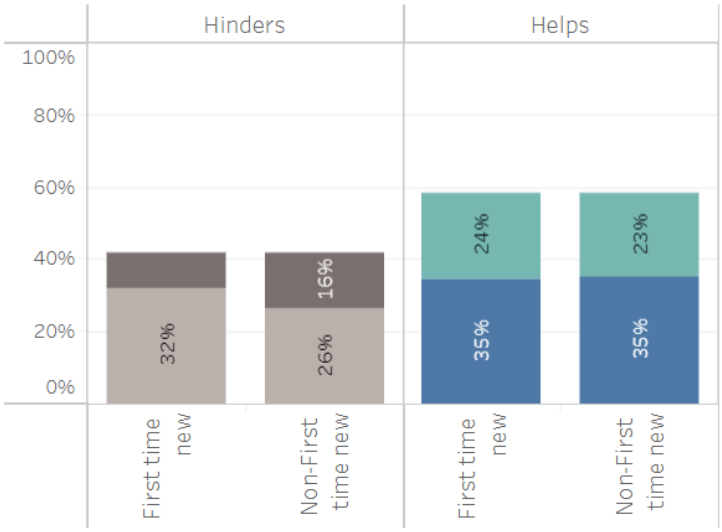
N ≤ 10 not shown



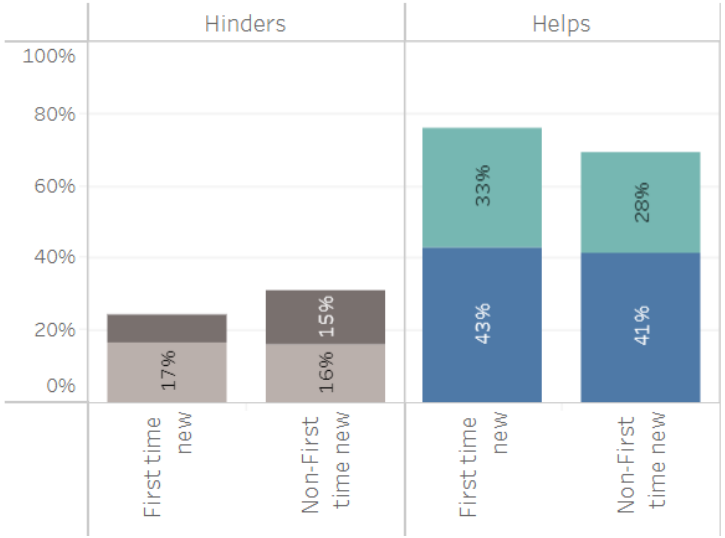
Overall Results (in more detail)…

…of students by enrollment status while taking into account factors concerning college, district, or state-wide rules

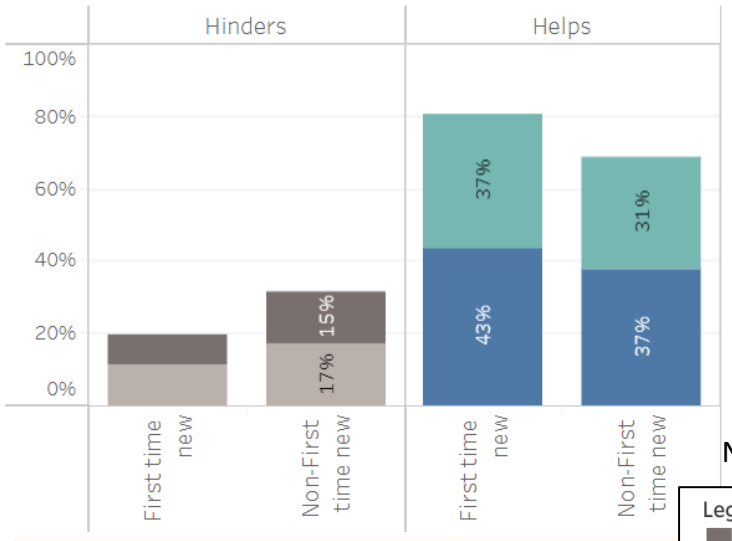
College, District, or statewide rules: Costs (tuition, fees, parking permits, etc.)



College, District, or statewide rules: Financial aid policy or process



College, District, or statewide rules: Math/English placement policy or process



N ≤ 10 not shown

Legends
- Hinders a lot
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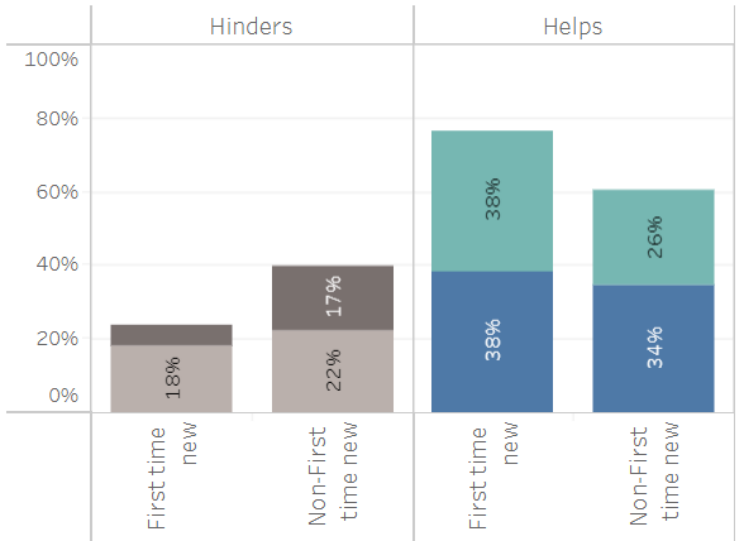
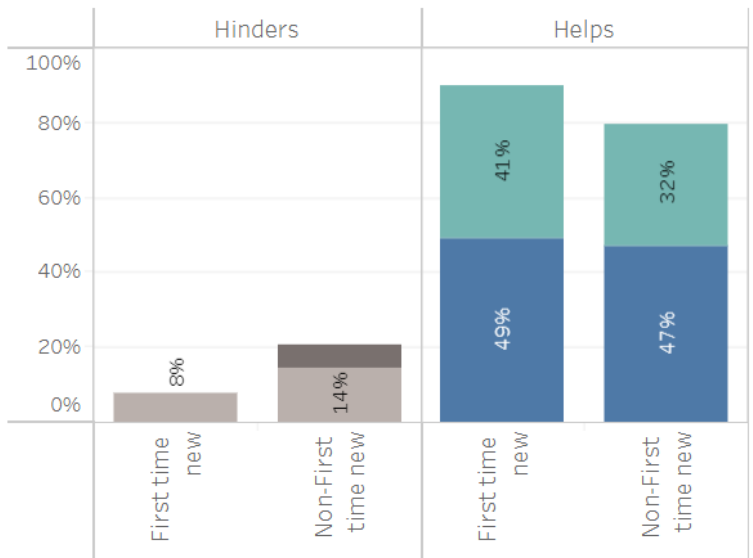
- Helps somewhat

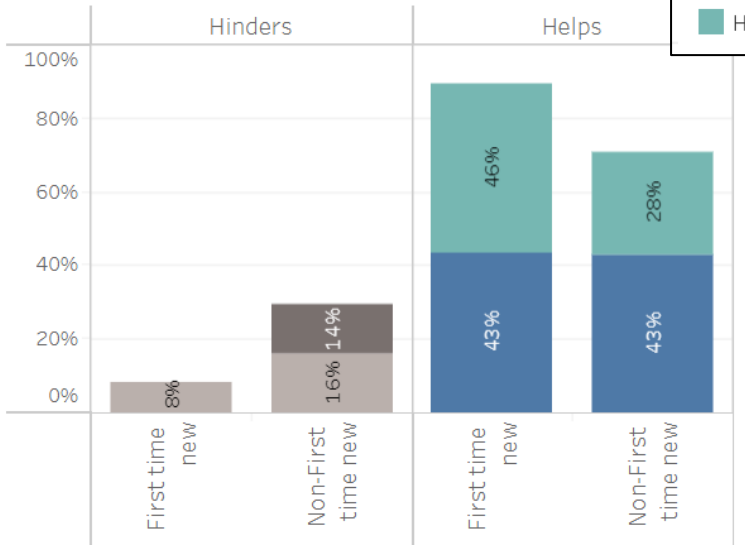
College, District, or statewide rules: Maximum unit policy



College, District, or statewide rules: Program or degree/certificate requirements

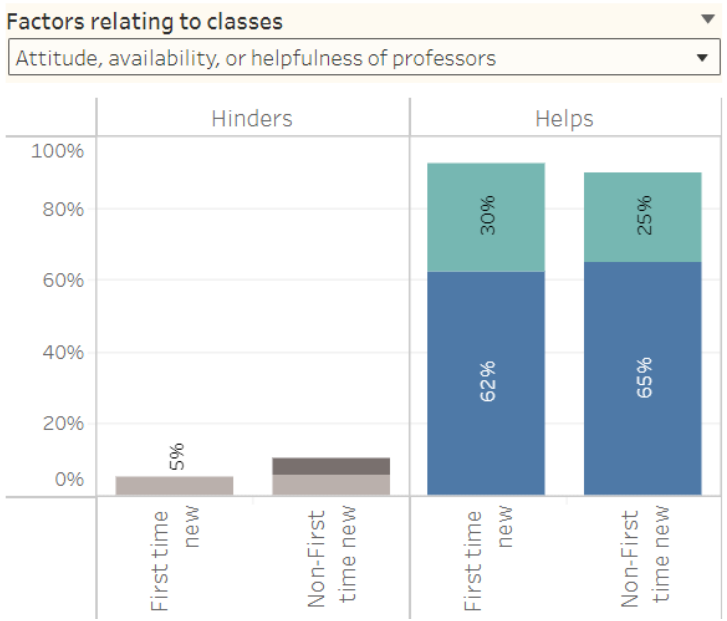


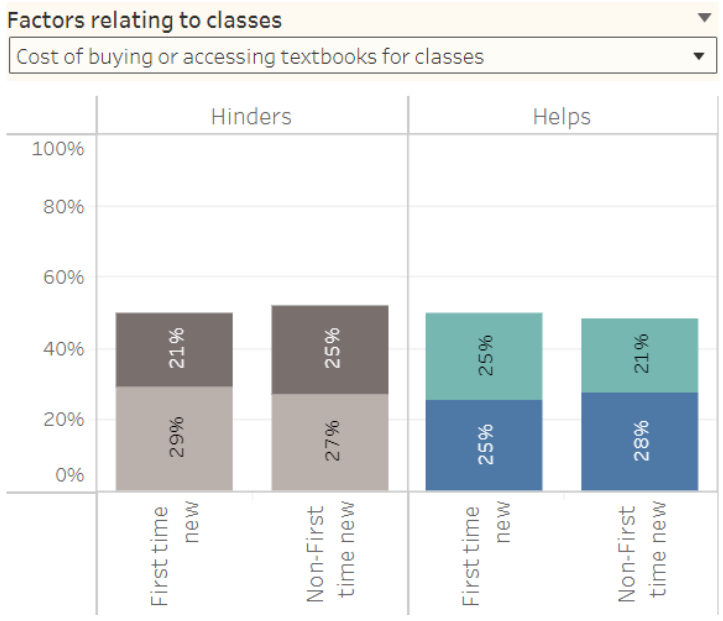
College, District, or statewide rules: Repeatability policy (number of times I can repeat a course)

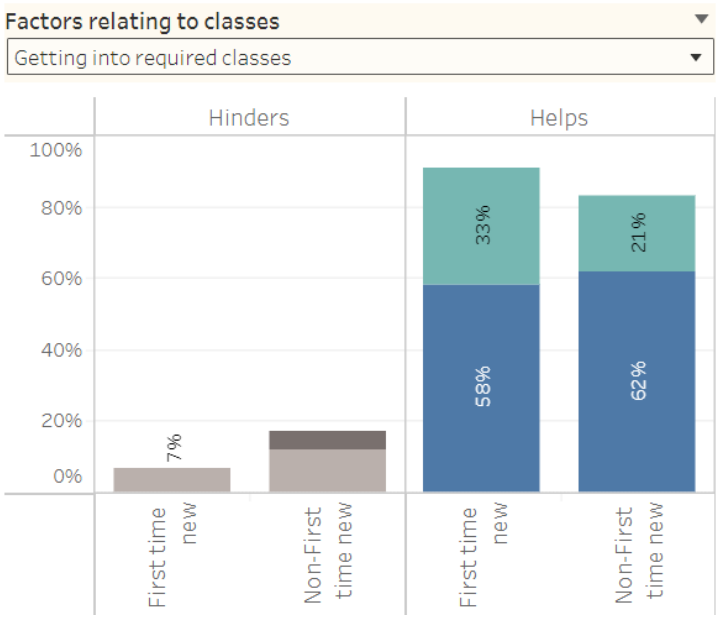


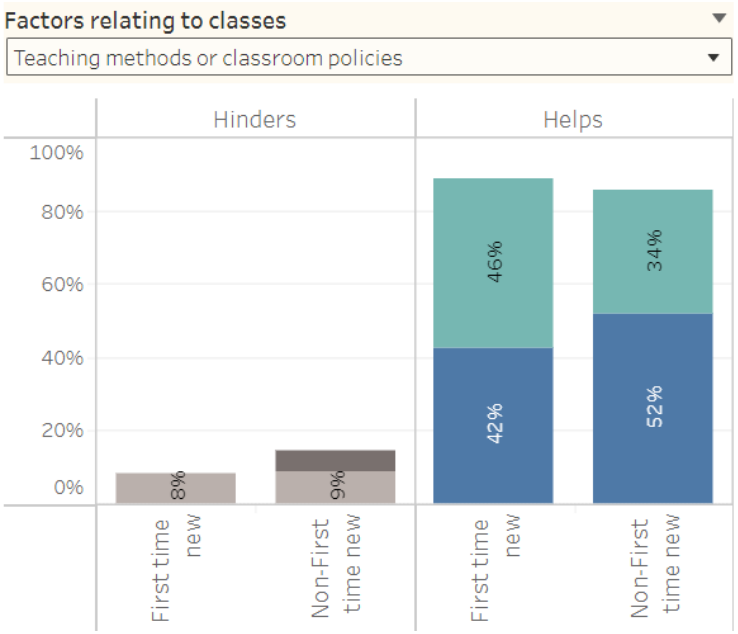
Overall Results (in more detail)…

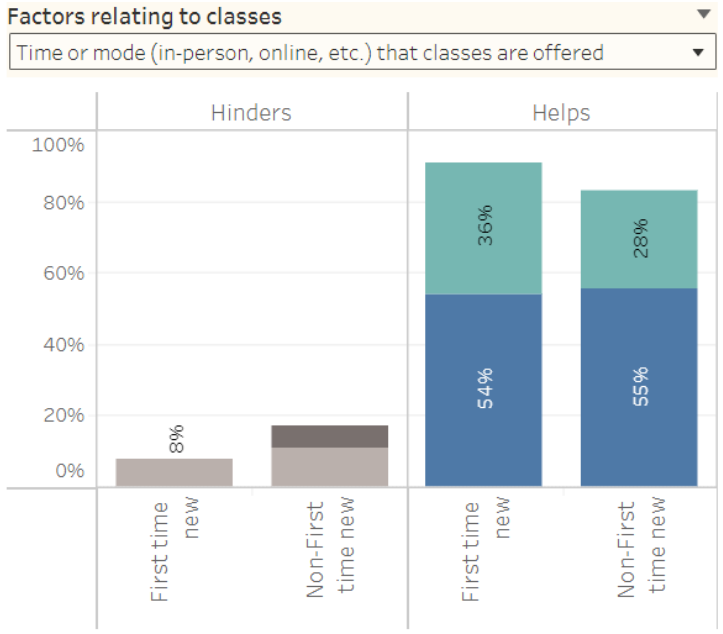
…of students by enrollment status while taking into account factors concerning classes









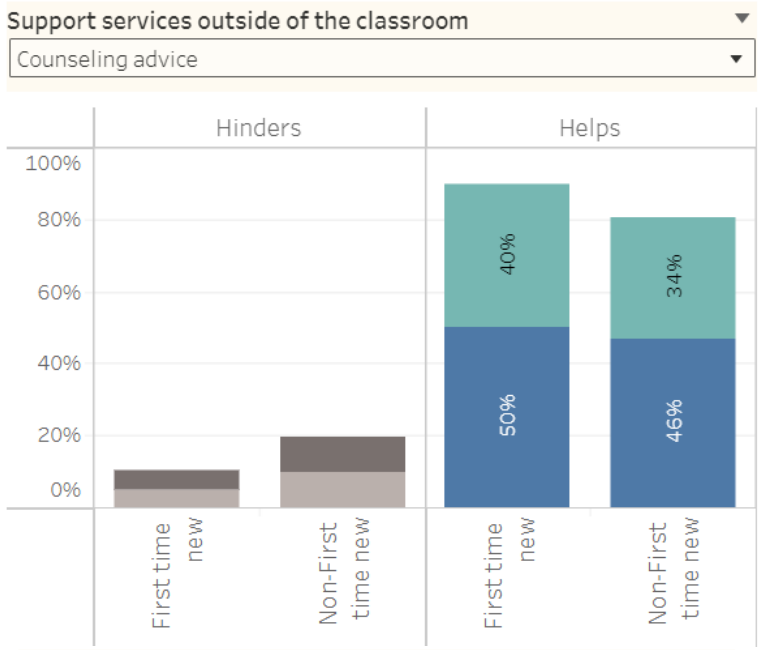


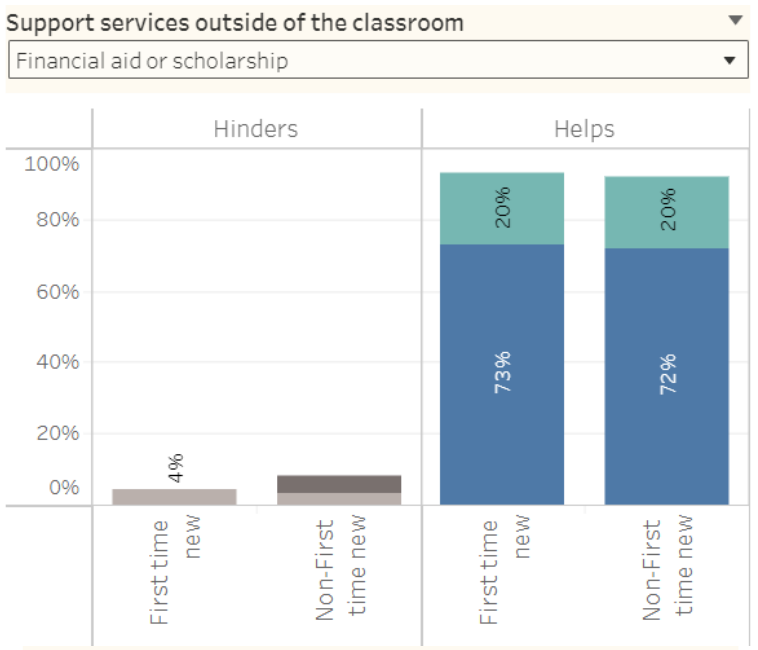
N ≤ 10 not shown

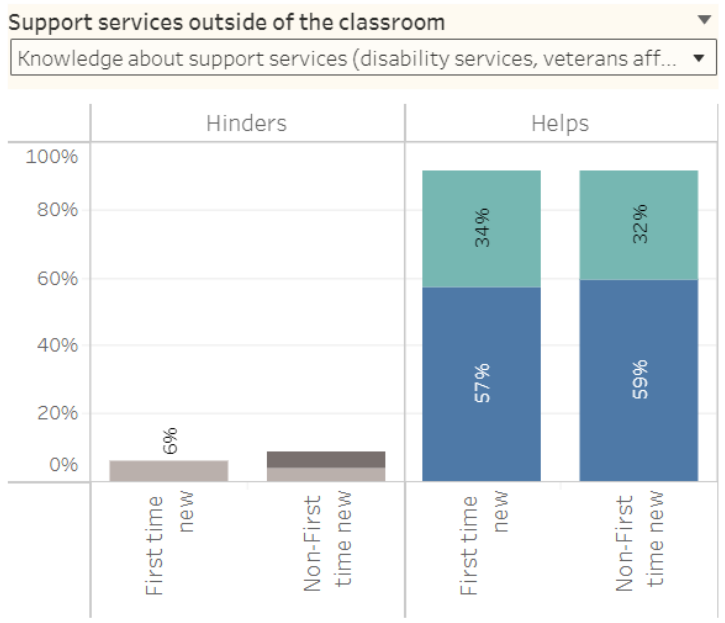
Legends
- Hinders a lot
- Hinders somewhat
- Helps a lot
- Helps somewhat

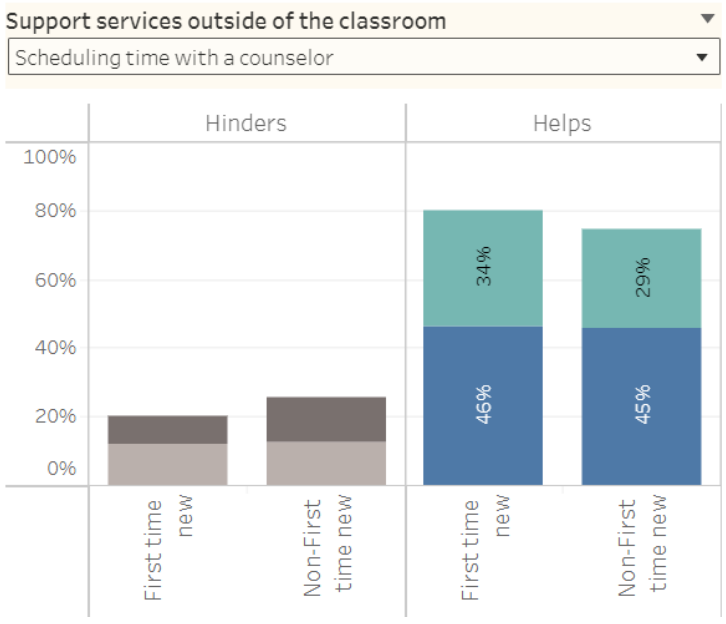
Overall Results (in more detail)…

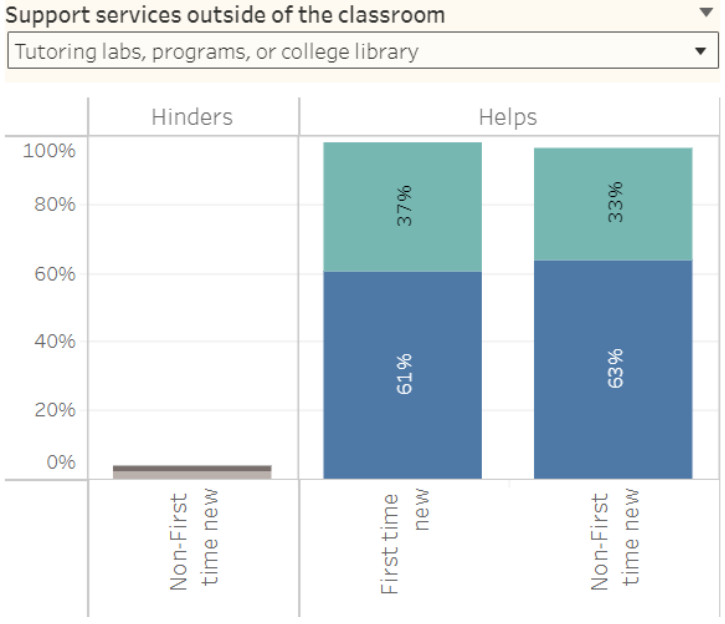
…of students by enrollment status while taking into account factors concerning support services outside of the classroom











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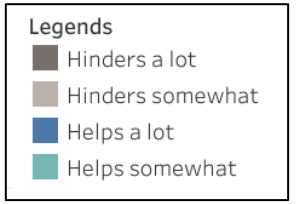
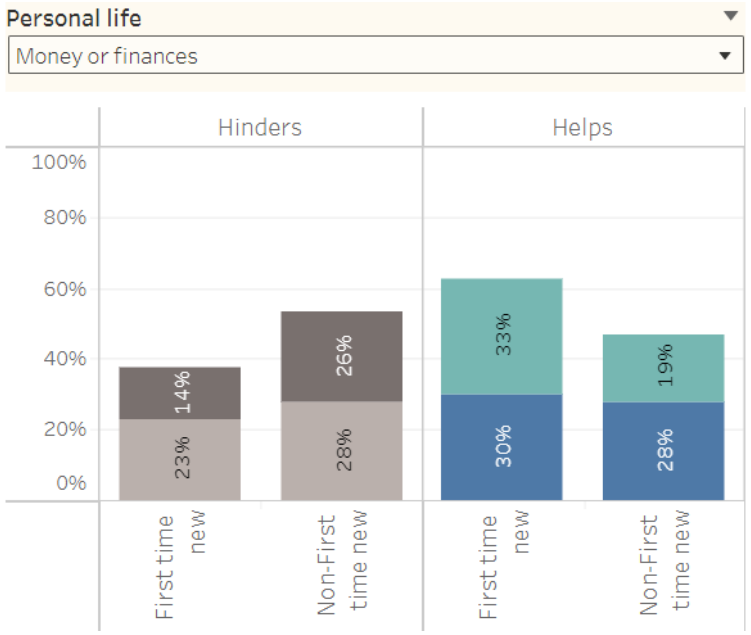
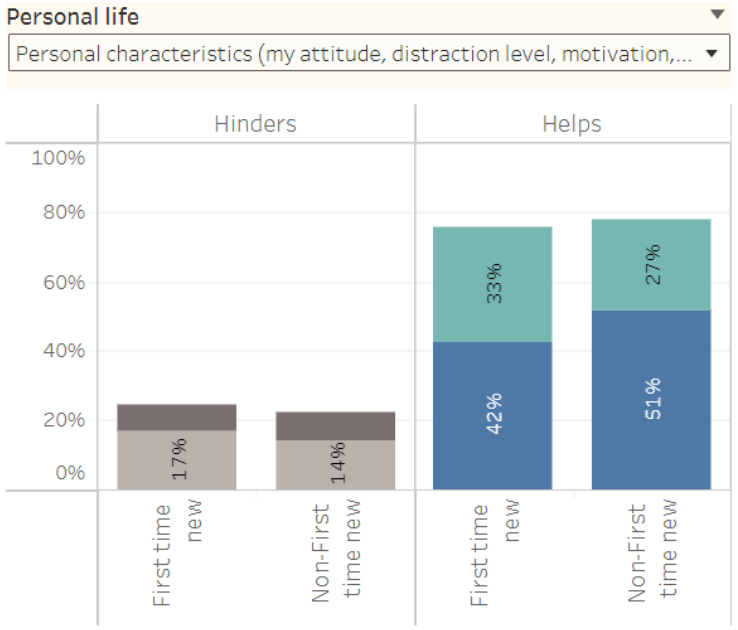
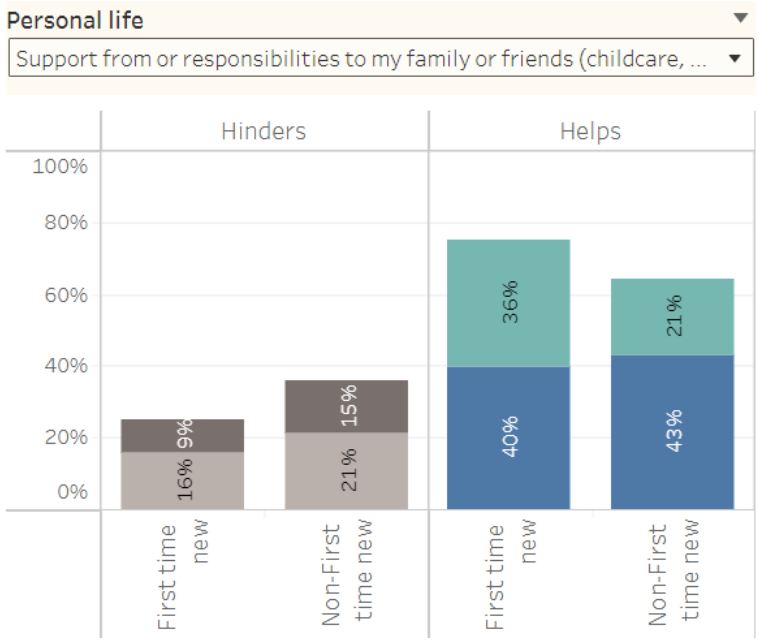


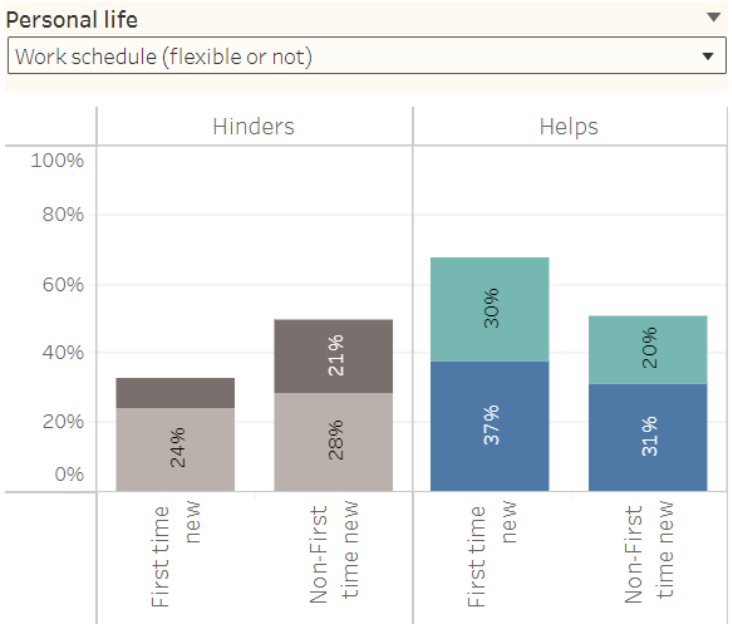
Overall Results (in more detail)…

…of students by enrollment status while taking into account factors concerning personal life









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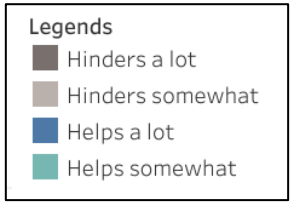
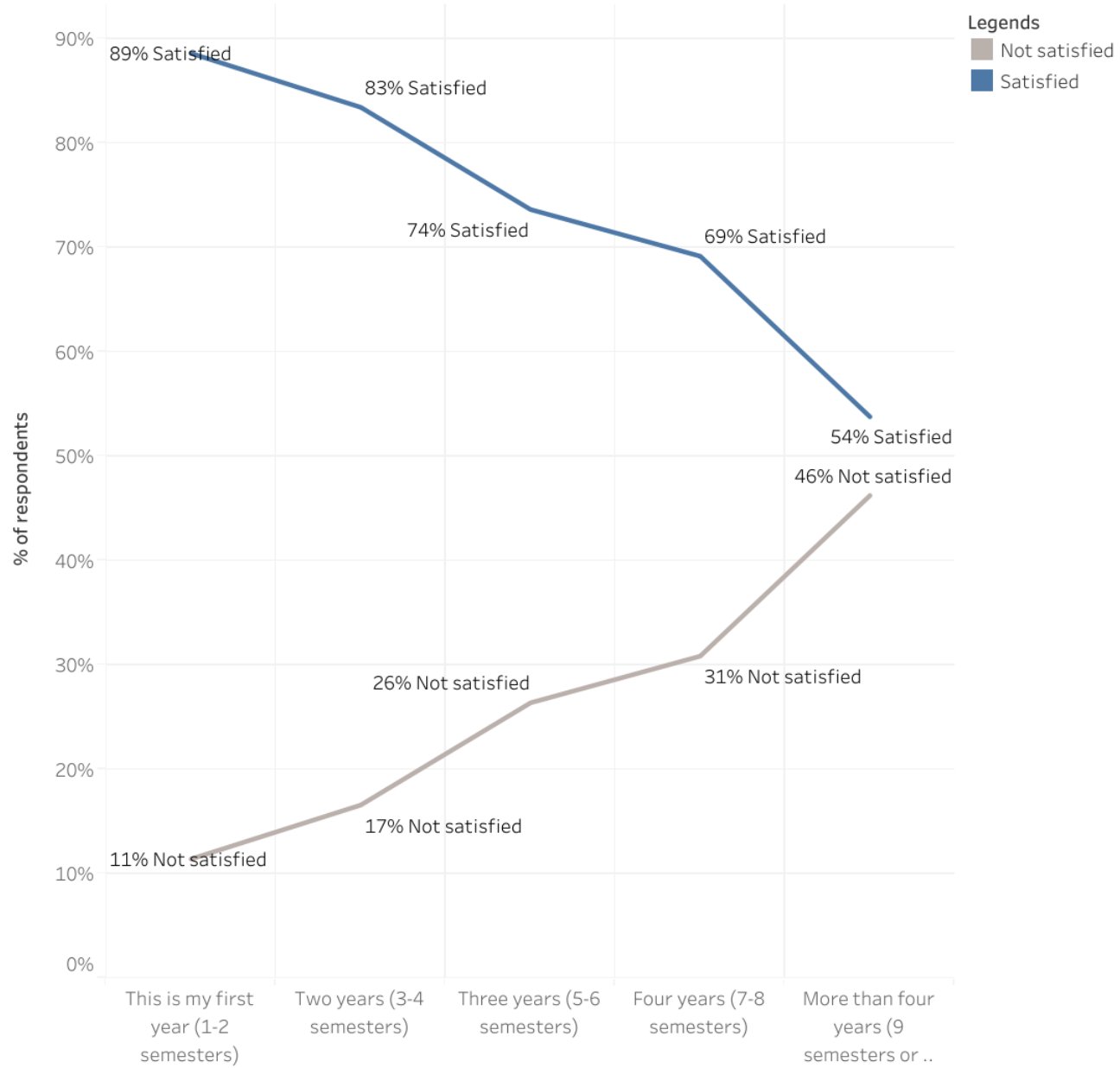


Information shown in slide 39 indicates
Satisfaction of Students…

…***based on the self-reported amount of time spent at the college as follows:***
→ This is my first year (1-2 semesters)
→ Two years (3-4 semesters)
→ Three years (5-6 semesters)
→ Four years (7-8 semesters)
→ More than four years (9 semesters or more)

HOW ARE YOU DOING AT SAC CITY? - FALL 2019 SURVEY

Satisfaction by years spent at SCC



Information shown in slides 41 to 43 is a copy of the survey instrument.

This survey was administered electronically (via SurveyMonkey) to all students enrolled at SCC during Fall 2019.

Survey Instrument

(page 1 of 3)

How are you doing at Sac City - Survey Fall 2019

The Research Office is conducting the HOW ARE YOU DOING AT SAC CITY survey to learn about factors affecting students' educational progress at the College. The survey results will help the College review and/or revise existing policies and/or develop additional services to serve students' educational needs.

The results will be reported in the aggregate. Your responses are kept anonymous and will in no way affect your academic standing or services available to you at the College.

There are 7 questions in the survey, which will take approximately 3-5 minutes to complete. Please make sure you hit the "DONE" button at the end of the survey.

Thank you for your participation.

As you begin, please think about your overall experience at the college and with its services and policies.

Please think about your goals in attending Sacramento City College.

1. How long have you been working toward completing your courses/program of study at SCC?

If you have returned to SCC after a break from school, think about only the most recent amount of time you've spent at SCC since returning.

- ◯ This is my first year (1-2 semesters)
- ◯ Two years (3-4 semesters)
- ◯ Three years (5-6 semesters)
- ◯ Four years (7-8 semesters)
- ◯ More than four years (9 semesters or more)

2. Are you satisfied with how quickly you are moving toward completing your courses/program of study at SCC?

- ◯ Yes, very satisfied
- ◯ Yes, somewhat satisfied
- ◯ Neutral
- ◯ No, not satisfied
- ◯ No, very unsatisfied

Survey Instrument

(page 2 of 3)

3. Please think about factors at SCC that help or hinder (slow down or make harder) your progress toward completing your courses/program of study at SCC.

FACTORS RELATING TO CLASSES: Did the following factors help or hinder your progress?

	Helps a lot	Helps somewhat	Neither helps nor hinders	Hinders somewhat	Hinders a lot	Not applicable or don't know
Getting into required classes	○	○	○	○	○	○
Time or mode (in-person, online, etc.) that classes are offered	○	○	○	○	○	○
Attitude, availability, or helpfulness of professors	○	○	○	○	○	○
Teaching methods or classroom policies	○	○	○	○	○	○
Cost of buying or accessing textbooks for classes	○	○	○	○	○	○

4. SUPPORT SERVICES OUTSIDE OF THE CLASSROOM: Did the following factors help or hinder your progress?

	Helps a lot	Helps somewhat	Neither helps nor hinders	Hinders somewhat	Hinders a lot	Not applicable or don't know
Scheduling time with a counselor	○	○	○	○	○	○
Counseling advice	○	○	○	○	○	○
Knowledge about support services (disability services, veterans affairs, financial aids, RISE, MESA, etc.)	○	○	○	○	○	○
Tutoring labs, programs, or college library	○	○	○	○	○	○
Financial aid or scholarship	○	○	○	○	○	○

Survey Instrument

(page 3 of 3)

5. COLLEGE, DISTRICT, OR STATEWIDE RULES: Did the following factors help or hinder your progress?

	Helps a lot	Helps somewhat	Neither helps nor hinders	Hinders somewhat	Hinders a lot	Not applicable or don't know
Costs (tuition, fees, parking permits, etc.)	○	○	○	○	○	○
Financial aid policy or process	○	○	○	○	○	○
Repeatability policy (number of times I can repeat a course)	○	○	○	○	○	○
Program or degree/certificate requirements	○	○	○	○	○	○
Math/English placement policy or process	○	○	○	○	○	○
Maximum unit policy	○	○	○	○	○	○

6. PERSONAL LIFE: Did the following factors help or hinder your progress?

	Helps a lot	Helps somewhat	Neither helps nor hinders	Hinders somewhat	Hinders a lot	Not applicable or don't know
Work schedule (flexible or not)	○	○	○	○	○	○
Support from or responsibilities to my family or friends (childcare, etc.)	○	○	○	○	○	○
Money or finances	○	○	○	○	○	○
Personal characteristics (my attitude, distraction level, motivation, work-ethic, etc.)	○	○	○	○	○	○

7. How are you doing at SCC? Is there anything else you'd like to share with us?