Student Satisfaction with Support Services Survey
Summary Report: Spring 2019

The Folsom Lake College (FLC) used online questionnaire to collect information regarding student satisfaction with support services. The survey was administered through the Office of Institutional Research via SurveyMonkey. In Spring 2019, the total number of students enrolled was 8,813, and all students received an email with the survey link followed by two reminder emails. Survey questions include satisfaction and use of student services, barriers to academic goals, services that contributed to their academic success, and overall suggestions for improvement. The survey was administered between April 23 to May 8. A lottery of two $25 gift cards was used to encourage student participation.

A total of 580 surveys were returned yielding a response rate of 7%, which is in the range of acceptable survey response rate. The survey result is not generalizable to the entire FLC population, because the survey design did not include a random sampling of survey participants. However, the demographic features of the students who participated in the survey were generally representative of the overall student population demographics; therefore, the information gathered through this survey well represents the opinions and experiences of FLC students (see page 13 for demographic data).

Demographic Highlights

- 73% Female
- 51% Enrolled in 12 or more units
- 22% Identified their sexual orientation as other than heterosexual
- 58% Indicated BOG Waiver as a major source for tuition & living expense
- Location of course—online: primary campus (6%) vs. preferred campus (16%)
- Time of course—online: primary schedule (8%) vs. preferred schedule (11%)
- Time of course—split between day and evening: primary schedule (28%) vs. preferred schedule (13%)

Support Services – Identified Strengths

- Over 70% of respondents were aware of the support services offered at FLC.
- Over 85% of respondents were satisfied with the support services.
- Support services with the highest satisfaction level were Extended Opportunity Programs and Services (EOPS), Disabled Students Programs & Services (DSPS), Food Pantry, Veterans Resource Center, and WEAVE Advocate.
- Support services with the highest use were Admission & Records, Academic Counseling, Financial Aid, Online Orientation for New Students, and Academic Planning.

- Over 80% of respondents believe the support services were important to their success at FLC.
- Support services identified as most important to success were Financial Aid, Academic Counseling, DSPS, Career and Transfer, and WEAVE.
- Sixty-seven percent of respondents sometimes or frequently used Academic Advising and Planning to assist in choosing a major.
- Sixty percent of respondents indicated the Career & Transfer Center Services helped them in identifying steps required to transfer.
- Seventy-four percent of respondents have not experienced any significant barriers to their academic success.

Support Services – Areas to Address

- Twenty-six percent of respondents had experienced significant barriers to achieving their academic goals.
- The most frequently mentioned barrier to success was course scheduling, including the frequency of course offering and times and location of course offering.
- Additional barriers include (1) inaccurate or inconsistent academic counseling, (2) disability and health, and (3) personal financial hardship and difficulties accessing financial aid.
- Other issues that were barriers to their success include (1) unreliable transportation, (2) lack of motivation, (3) multiple relocations or homelessness, (4) language barrier, (5) food selection after certain hour, (6) cultural and racial ignorance on campus, and (7) lack of inclusiveness and services for lesbian, bisexual, gay and transgender (LBGT) students.

Support Services – Suggestions for Improvement

- Suggestion with the highest percent of respondents (28%) was to improve and increase awareness of student services programs. Ideas of improvement were to (1) provide additional services such as a child care and bus services—location, routes, and service times, (2) increase the number of all-gender restrooms and microwaves, (2) extend the hours at the library and food services, and (3) increase the awareness of student services programs, especially programs servicing special populations.
- Other suggestions were to (1) increase course availability, (2) improve consistency and provide training for academic counselors, and (3) increase financial aid access and availability.

Awareness of Support Services

Students were asked if they were aware of 23 different support services offered at FLC. The majority of students reported a high level of awareness for most support services (17 out of 23 support services had a 70% or higher level of awareness). Services with the highest level of awareness were Counseling (99%), Admission & Records (98%), Financial Aid (98%), Career & Transfer (95%), and Online Orientation for New Students (92%). Support services with lower level of awareness were primarily services targeting specific sub-populations of students.

Table 1. Awareness of Support Services

	# of Respondents	Aware of the Service	Don't Know what this service is/Didn't know FLC offered this service
Academic Planning Sessions	578	86.2%	13.8%
Admissions & Records	578	98.3%	1.7%
CARE – Coop Agencies Resources for Education	578	58.1%	41.5%
CalWORKS	576	78.1%	21.9%
Career & Transfer Services	578	95.2%	4.8%
Counseling, Academic	576	99.0%	1.0%
DSPS – Disabled Students Programs & Services	576	89.4%	10.6%
"Early Alert" Program	576	58.7%	41.3%
EOPS – Extended Opportunities Programs & Services	574	74.2%	25.8%
Financial Aid	578	97.8%	2.2%
First Year Experience	547	83.7%	16.3%
FLC Workshops at your high dchool	543	61.0%	39.0%
Food Pantry	577	71.1%	28.9%
Health & Wellness Services	546	83.0%	17.0%
In-Person Orientation for New Students	544	85.5%	14.5%
Online Orientation for New Students	545	92.1%	7.9%
PASS – Program for Academic & Student Success	545	57.8%	42.2%
Student Life (clubs, activities, student representation)	545	91.2%	8.8%
Summer Bridge	545	57.2%	42.8%
Veterans Resource Center	544	75.0%	25.0%
WEAVE Advocate	545	71.7%	28.3%
Welcome & Student Success Center	543	87.7%	12.3%
WellSpace	543	47.1%	52.9%

Satisfaction with Support Services

Students who used specific support services were asked how satisfied they were with the service. Over 85% of students reported feeling somewhat or very satisfied with the support services they received. The support services with the highest satisfaction level were EOPS, DSPS, Food Pantry, Veterans Resource Center, and WEAVE Advocate. The support services with the lowest satisfaction level were Financial Aid, Counseling, Student Life, FLC Workshops at your high school, and First Year Experience.

Table 2. Satisfaction with Support Services

	# of Respondents	Very Satisfied	Somewhat Satisfied	Not Satisfied
Academic Planning Sessions	375	52.0%	40.8%	7.2%
Admissions & Records	509	61.5%	35.2%	3.3%
CARE – Coop Agencies Resources for Education	149	65.1%	31.5%	3.4%
CalWORKS	141	68.8%	29.1%	2.1%
Career & Transfer Services	370	54.1%	38.9%	7.0%
Counseling, Academic	494	53.8%	36.4%	9.7%
DSPS – Disabled Students Programs & Services	157	75.2%	21.0%	3.8%
"Early Alert" Program	192	70.8%	26.6%	2.6%
EOPS – Extended Opportunities Programs & Services	160	76.3%	17.5%	6.3%
Financial Aid	416	57.5%	31.0%	11.5%
First Year Experience	344	62.2%	29.7%	8.1%
FLC Workshops at your high school	158	59.5%	32.3%	8.2%
Food Pantry	153	75.2%	17.6%	7.2%
Health & Wellness Services	156	67.3%	26.9%	5.8%
In-Person Orientation for New Students	268	57.8%	34.3%	7.8%
Online Orientation for New Students	389	56.8%	36.5%	6.7%
PASS – Program for Academic & Student Success	141	64.5%	29.1%	6.4%
Student Life (clubs, activities, student representation)	252	57.1%	34.1%	8.7%
Summer Bridge	107	68.2%	25.2%	6.5%
Veterans Resource Center	88	75.0%	22.7%	2.3%
WEAVE Advocate	104	75.0%	20.2%	4.8%
Welcome & Student Success Center	352	71.9%	25.9%	2.3%
WellSpace	88	68.2%	29.5%	2.3%

Use of Support Services

The percentage of students using specific support services varied widely. The support services used by the highest percentage of students were Admissions & Records (88%), Academic Counseling (86%), Financial Aid (72%), Online Orientation for New Students (71%), and Academic Planning (65%). The support services with the lowest student usage rates were WellSpace (16%), Veterans Resource Center (16%), WEAVE Advocate (19%), Summer Bridge (20%), and CalWORKS (25%)

Table 3. Use of Support Services

	# of Respondents	# of Students Who Used Support Services	% of Students Who Used Support Services
Academic Planning Sessions	578	375	64.9%
Admissions & Records	578	509	88.1%
CARE – Coop Agencies Resources for Education	578	149	25.8%
CalWORKS	576	141	24.5%
Career & Transfer Services	578	370	64.0%
Counseling, Academic	576	494	85.8%
DSPS – Disabled Students Programs & Services	576	157	27.3%
"Early Alert" Program	576	192	33.3%
EOPS – Extended Opportunities Programs & Services	574	160	27.9%
Financial Aid	578	416	72.0%
First Year Experience	547	344	62.9%
FLC Workshops at your high school	543	158	29.1%
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Health & Wellness Services	546	156	28.6%
In-Person Orientation for New Students	544	268	49.3%
Online Orientation for New Students	545	389	71.4%
PASS – Program for Academic & Student Success	545	141	25.9%
Student Life (clubs, activities, student representation)	545	252	46.2%
Summer Bridge	545	107	19.6%
Veterans Resource Center	544	88	16.2%
WEAVE Advocate	545	104	19.1%
Welcome & Student Success Center	543	352	64.8%
WellSpace	543	88	16.2%

Services Supporting Student Success

Students were asked if there were any services and supports offered by the college that were a significant support in the achievement of their academic goals. Forty-one percent of students reported that there were college services and supports that significantly supported their academic achievement.

Table 4: Significant Services and Supports

	# of Respondents (n=537)	% of Respondents
Yes	220	41.0%
No	317	59.0%

Students identified the services and supports that contribute to their success. Many students provided multiple services, and all of their responses were included in analysis. Table 5 outlines the most frequently cited support services. The top five services were Counseling, Financial Aid, DSPS, EOPS/CARE, and Career & Transfer Center.

Table 5: Top Services Supporting Student Success

	# of Respondents (n=284)	% of Respondents
Counseling / Academic Advising	65	22.6%
Financial Aid	32	11.3%
DSPS	31	10.9%
EOPS/CARE	31	10.9%
Career & Transfer Center	23	8.1%
Tutoring Services	20	7.0%
Reading & Writing Center	10	3.5%
Note: Only support services with 10 or more respondents are included.		

- *The **academic counseling sessions** are lifesavers. The counselors that I have had are super nice and encouraging and really care about my success. The best part, however, is the fact that they know everything about everything when it comes to making a schedule with FLC classes. This service has helped me so much, and I have heard from others that it has helped them quite a bit as well.*
- ***Counseling** has been very helpful for planning my classes and helping plan the steps to take for my transfer. I also love how the **Career and Transfer Center** has appointments with reps from transfer colleges, because it's been super helpful to get information straight from that college.*
- ***DSPS**: I have some health issues and being able to take exams with extended time in case I was having a bad day relieved a ton of stress, and I don't think I'd have been successful in my classes*

*without it. The **tutoring center**: having so much access to individual tutoring outside of class helped me get through a lot of classes, improving my understanding of the material that I couldn't manage at home on my own. The **science center**: I took INDIS 314 class in the science center this past semester and learned a lot of great strategies to help me study effectively for my current and future classes, and plan on taking INDIS 315 next semester.*

- *Everyone involved with the **financial aid office** have been helpful and courteous. They went above and beyond to help me get the maximum assistance, and they're the reason I'm able to attend school and receive the support I do.*
- ***First Year Experience** and **Summer Bridge** were very helpful for my first year as I was able to surround myself with student ambassadors who have proven very helpful in informing me of things. I have learned many things from them. Those services also helped me gain information and knowledge for college life. I was able to learn helpful tips.*
- *The **FLCMakerspace** opened my eyes up to a whole new world. [NAME] welcomes all to [his/her] creative space and embraces all ideas for making. The FLC Makerspace supported me as an engineer. I got to start doing things that will help me build a resume. Best service on campus.*
- ***Internship and Work Experience Program**. [NAME] and [NAME] have been helping me with my resume and cover letter. They gave me valuable information about how to look for internships and jobs.*
- *The **veteran success center** has been amazing. Mostly because I am a veteran as well, and if there are any issues regarding tuition or classes or anything, they can better assist me rather than anyone else who may not be familiar with how the VA works. The **writing center** at the main campus and EDC have been very useful when I needed assistance with my English papers.*
- ***The Welcome and Student Success Center** has been very helpful with getting work done while I'm on campus and printing when my own printer isn't working. It's really nice to have a place to do homework when I have classes with an hour or two in between.*
- ***Wellspace**. I am able to receive hospital quality therapy on campus in frequent appointments.*

Barriers to Student Success

Students were asked if they had experienced any significant barriers to achieving their academic goals. The majority of students (74%) reported that they have not experienced any significant barriers to achieving their academic goals.

Table 6: Experienced Barriers to Student Success

	# of Respondents (n=540)	% of Respondents
Yes	139	25.7%
No	401	74.3%

Those students who did experience barriers to success were asked to describe the types of barriers they experienced. The most frequently mentioned barrier was course scheduling, including the frequency of course offerings and times and location of course offerings. The next two frequently mentioned barriers were inaccurate or inconsistent academic counseling and disability and health issues. Other issues that were mentioned as hindrances to their academic success were unreliable transportation, lack of motivation, multiple relocations or homelessness, language barrier, food selection after certain hour, cultural and racial ignorance on campus, and lack of inclusiveness and services for LGBT students.

Table 7: Top Barriers to Success

	# of Respondents (n=133)	% of Respondents
Course scheduling / Course availability	26	19.5%
Inaccurate/inconsistent academic counseling	24	18.0%
Disability / Health / Mental Health issues	21	15.8%
Financial hardship/issues accessing financial aid	19	14.3%
Other issues	19	14.3%
Family/Personal/Work responsibilities	17	12.8%
Faculty interaction/classroom issues	7	5.3%

- *After my first or second year I got discouraged after receiving an "F" in my favorite subject. [I] left school and pursued a career, had a baby, and came back part-time while being a full-time single mom [and] work full-time. So… juggling childcare with work and school.*
- *Horrible guidance by the counselor who did not help me and made it very difficult to determine what I needed for my degree. I am behind a year or two because of them and have wasted valuable time and money. Instead of planning out my 2-3 years at FLC, I was told the counselor didn't have time for me and gave me very little information.*
- *My education is coming from my own pockets. My parents don't pay for my tuition or my books, but I don't qualify for financial aid. It has been hard to afford a higher education when I don't get financial aid and have qualified for none of the scholarships I've applied for. The income of my parents should absolutely not determine my financial need. I've had to work hard and constantly save to go to FLC while I watched/heard of other students using their financial aid on luxury/personal items.*
- *The music department is lacking in more musical classes and opportunities especially within choir without an accompanist.*
- *The lack of tutoring. For example, there isn't any stats tutoring and rarely any professors have office hours for it.*

- *Receiving registration times late and not being able to get classes due to impact and availability of classes.*
- *The biggest [barrier] is my disability and my electric wheelchair fitting in the classroom.*
- *FLC doesn't offer the classes I need.*
- *Immigrant parents; 1st generation college student.*
- *The bookstore hours are not usable for me except during the first week of classes, when there are Saturday hours. Evening hours are not feasible when I have to drive from South Sacramento to Folsom after I get off work at 4:30 pm.*

Suggestions to Address Barriers to Student Success

Students who reported experiencing barriers to success were asked what they think the college could have done to better support them in addressing those barriers. The most frequently mentioned suggestion was to improve and increase student services programs. Students suggested to add additional services such as a child care and bus services—routes, locations, and service times, and more all-gender restrooms and microwaves. Students also indicated a need to extend the hours at the library and food services for students working full-time. Other suggestions were to increase the awareness of student services programs, especially programs servicing special populations. Of all the students who responded, 18% indicated they had no suggestions or thought the college was already doing a great job.

Table 8: Suggestions to Address Barriers to Success

	# of Respondents (n=125)	% of Respondents
Improve/Increase student services programs	35	28.0%
Increase course availability	23	18.4%
No suggestions/FLC is doing great	23	18.4%
Improve consistency and provide training for academic counselors	22	17.6%
Increase financial aid access/availability	13	10.4%
Improve quality of teaching	9	7.2%

- *I addressed my concerns with the counselor I met with, but despite my concerns and wishes, I was dissuaded from taking more than 12 units and pursuing other academic goals. I cannot speak to anything the college could have done. Rather I believe the competence of the counselor is the issue at hand.*
- *We just need more TLC for the music department. We are lacking in so many ways. We have excellent staff that can provide quality education for students; however, there are tools that we*

need in order to enhance the success of students. I guess that I would like more support in fighting for what the music department needs.

- *The college ought to offer food service from 9AM to 6PM, and should have 3 Microwave ovens for students to use. Only 1 is available and lines form between 11AM and 2PM to use it.*
- *Nothing. Folsom Lake College is great, I just never had the time to use any of the support services.*
- *More detailed information from financial aid and better support services for students with special needs and financial issues. Also being able to live chat with counselors would be great.*
- *Instead of every counselor assisting every student, maybe try specialized counselors—counselors who have extensive knowledge about specific majors or schools so students can get more than just an IGETC form every time they enter the counselors' office. If I had met with a counselor who was trained to know about my major, as well as fully understanding the requirements to graduate/transfer or get a degree at FLC, I would have felt much more secure about the information I was receiving. Or, make sure EVERY counselor in the department knows the answers to all the basic questions students have instead of just pushing them out the door with another IGETC plan.*
- *The nurse was helpful, but I found there to be an utter lack of books in the library regarding mental health. College students are one of the most at-risk groups for mental health disorders, yet the library has very little regarding the subject matter. I would love to see a greater selection of these kinds of books in the library.*
- *Update eservices to be more user friendly, including: (1) Show wait-list size, (2) Keep all classes registered for in one box, regardless of campus, (3) When adding a campus (like SCC) add it to the term rather than being a separate term, and (4) If a student does not have a prerequisite, allow them to send a request to register to the professor rather than blocking registration.*
- *Rethink the type of lighting you install in your buildings - LEDs can cause retinal damage and pain. Get your online ordering system to allow PO Box without a business address.*
- *Maybe have a daycare center or later classes, a grievance period, or moving period. I failed English during Fall of 2018 due to insufficient time on my behalf. Which is why I am part time.*

Importance of Support Services

Students who used specific support services were asked how important the services were to their success at FLC. The vast majority (80% or higher) of students reported that the services they used were somewhat or very important to their success. The support services identified as most important to success were Financial Aid, Academic Counseling, DSPS, Career and Transfer, and WEAVE. The support services least important to success were CARE, Summer Bridge, CalWORKS, "Early Alert" Program, and WellSpace.

Table 9. Importance of Support Services

Count	# of Respondents	Very Important	Somewhat Important	Not Very Important	Not At All Important
Academic Planning Sessions (APS)	362	66.9%	21.8%	7.5%	3.9%
Admissions & Records	462	69.3%	26.2%	3.7%	0.9%
CARE – Coop Agencies Resources for Education	139	66.2%	16.5%	6.5%	10.8%
CalWORKS	153	70.6%	14.4%	6.5%	8.5%
Career & Transfer Services	363	76.9%	19.3%	1.9%	1.9%
Counseling, Academic	457	82.9%	13.8%	1.3%	2.0%
DSPS – Disabled Students Programs & Services	180	81.1%	10.0%	3.3%	5.6%
"Early Alert" Program	188	61.7%	24.5%	5.9%	8.0%
EOPS – Extended Opportunities Programs & Services	168	72.6%	17.3%	4.2%	6.0%
Financial Aid	395	86.6%	10.4%	1.8%	1.3%
First Year Experience	297	67.7%	22.6%	6.1%	3.7%
FLC Workshops at your high school	184	54.9%	27.2%	12.5%	5.4%
Food Pantry	184	67.4%	19.6%	8.7%	4.3%
Health & Wellness Services	206	65.0%	25.2%	5.8%	3.9%
In-Person Orientation for New Students	280	59.3%	28.2%	6.4%	6.1%
Online Orientation for New Students	375	48.5%	32.3%	13.1%	6.1%
PASS – Program for Academic & Student Success	159	61.0%	23.9%	7.5%	7.5%
Student Life (clubs, activities, student representation)	268	51.5%	34.7%	8.6%	5.2%
Summer Bridge	134	60.4%	22.4%	8.2%	9.0%
Veterans Resource Center	121	67.8%	19.0%	8.3%	5.0%
WEAVE Advocate	130	71.5%	15.4%	6.9%	6.2%
Welcome & Student Success Center	323	59.8%	30.0%	6.8%	3.4%
WellSpace	115	58.3%	22.6%	11.3%	7.8%

Career & Transfer Center Services

Students were asked about their use of Career & Transfer Center Services. The most commonly used service was Transfer Counseling. The least commonly used service was Job Services. Students heard about the Career & Transfer Center Services through counselors or support staff (54%), family or friends (19%), and faculty (15%). Approximately 12% of students learned about the Services from college website, flyers or posters.

Table 10: Use of Career & Transfer Center Services

	# of Respondents (n=447)	% of respondents
Transfer Counseling	201	45.0%
Career Counseling	141	31.5%
Career Encounter Program	62	13.9%
Job Services	43	9.6%

Students were asked how frequently they use Career & Transfer Center Services. More than half of students have used Academic Advising and Career Counseling. The service that was most used by students was academic advising and planning to choosing a major. The service that was least used by students was Job Services.

Table 11: Frequency of Use of Career & Transfer Center Services

	# of Respondents	Often	Sometimes	Rarely/ Never
Academic advising/planning to choosing a major	503	33.0%	34.2%	32.8%
Career Counseling/Career Exploration	503	23.5%	29.6%	46.9%
Job Services	502	9.2%	14.1%	76.7%

The vast majority (75% or higher) of students reported that the services they used were somewhat or very helpful in meeting their career and transfer outcomes. The services identified as most helpful was identifying steps required to transfer.

Table 12. Helpfulness of Career & Transfer Center Services

	# of Respondents	Very Helpful	Somewhat Helpful	Not Very Helpful	Not Helpful at All
Identifying occupational interests	179	49.2%	38.5%	7.3%	5.0%
Identifying a college major	182	51.1%	34.1%	11.0%	3.8%
Matching my values & interests with potential careers	165	51.5%	27.3%	13.3%	7.9%
Identifying steps required to transfer	206	59.7%	29.6%	7.3%	3.4%
Connecting me with other student support services	169	45.6%	29.6%	16.6%	8.3%

Students were asked to provide feedback to the Career & Transfer Center staff. Approximately 60% of feedback was positive. Students were appreciative of the staff at the front desk and the continuous support and informed guidance from the counselors. However, many students were frustrated with the inconsistency of advice. Several students needed a quicker response from their counselor and suggested counselors be more available for students, especially students who work full-time and are unable to make to a mid-day appointment.

- *I once called multiple times to ask a question during the open hours, and I did not connect to someone.*
- *I received different advice from different counselors which confused me.*
- *Counselors are extremely difficult to even get an appointment with. FLC advertises that they have resources available for students for transferring but they make it extremely difficult to access those resources when there is a lack of personnel to sit down with them one-on-one when they are needed.*
- *Staff is very helpful and friendly. They truly want to help you to find something that fits who you are and goes through all the steps of doing so.*
- *They did an amazing job at helping me choose the major/career choice that was right for me. I don't have any suggestions for improvement because I think they did a fantastic job.*
- *Thank you for always being there and continuing to improve things. Especially while I was gone for 8+ years.*

Demographics

Students were asked a series of demographic questions. When compared to the college-wide demographics for the entire FLC student body for the spring 2019 term, those participating in the survey were fairly representative of the larger group. Students were much more likely to be female (73%% vs. 54%), proportionally similar in their ethnic/racial identity and age, more likely to be graduates of a different high school from California (18% vs 11%) or Folsom High School (12% vs. 7%), and significantly more likely to be taking 12 units or more (51% vs. 30%).

Students were also asked about their sexual orientation. While 78% indicated heterosexual, 11% identified themselves as bisexual, and 10% identified themselves as either gay, lesbian, pansexual, asexual, questioning, or other. No college-wide data are available in regards to sexual orientation, therefore, comparison data are not included.

Table 13: Gender

	# of Respondents (n=455)	% of Respondents	College-wide Comparison Data
Female	333	73.2%	53.6%
Male	112	24.6%	44.3%
Transgender	3	0.7%	*Option not available*
Do not identify as female, male, or transgender	1	0.2%	*Option not available*
Other	6	1.3%	*Option not available*

Table 14: Sexual Orientation

	# of Respondents (n=448)	% of Respondents
Bisexual	51	11.4%
Gay	3	0.7%
Lesbian	5	1.1%
Pansexual	10	2.2%
Asexual	6	1.3%
Questioning	7	1.6%
Straight/Heterosexual	351	78.3%
Other	15	3.3%

Table 15: Ethnic/Racial Identity

	# of Respondents (n=453)	% of Respondents	College-wide Comparison Data
African-American	15	3.3%	4.2%
American Indian	4	0.9%	0.7%
Asian	49	10.8%	9.8%
Filipino	7	1.5%	2.0%
Hispanic/Latino	66	14.6%	20.4%
Multi-Ethnic	33	7.3%	6.7%
Pacific Islander	6	1.3%	0.5%
White	251	55.4%	53.6%
Other	22	4.1%	0.2%
Unknown	0	0.0%	1.7%

Table 16: Age

	# of Respondents (n=455)	% of Respondents	College-wide Comparison Data
Under 18	11	2.4%	6.3%
18-24	264	58.0%	56.8%
25-29	54	11.9%	12.7%
30-39	71	15.6%	12.4%
40-49	31	6.8%	6.0%
50-59	12	2.6%	3.8%
60+	12	2.6%	2.1%

Table 17: Top High Schools

	# of Respondents (n=276)	% of Respondents	College-Wide Comparison Data
Folsom High School	32	11.6%	6.6%
Vista del Lago High School	16	5.8%	4.3%
Oak Ridge High School	20	7.2%	8.1%
El Dorado High School	19	6.9%	3.8%
Ponderosa High School	16	5.8%	5.2%
Cordova High School	17	6.2%	4.3%
Union Mine High School	16	5.8%	3.2%
Other: I attended a different high school in California	50	18.1%	10.6%

Table 18: Units Enrolled

	# of Respondents (n=433)	% of Respondents	College-Wide Comparison Data
Less than 6 units	66	15.2%	32.5%
6 to 11.99 units	145	33.5%	37.8%
12 or more	222	51.3%	29.7%

There were some demographic questions asked in the survey that were worded differently than college-wide variables, making a direct comparison to college-wide data less clear but likely still valuable. In the survey, students were asked if they self-identify as being first generation, a foster youth, a person with a disability, or a veteran. Significantly more students self-identified as foster youth (+2.6%), first generation (+46.2%) and as a person with a disability (+16.2%). Students were somewhat more likely to have a primary educational goal of earning a degree and then transferring (64% vs. 54%).

Table 19: Self-Identify as Special Population

	# of Respondents (n=239)	% of Respondents	College-Wide Comparison Data
First Generation[1]	160	66.9%	20.7%
Foster Youth[2]	7	2.9%	0.3%
Homeless	3	1.3%	*Option not available*
Student Athlete	11	4.6%	1.3%
Person with a Disability[3]	51	21.3%	5.1%
Veteran[4]	7	2.9%	1.9%

Table 20: Primary Educational Goal

	# of Respondents (n=446)	% of Respondents	College-Wide Comparison Data
Earn an Associate Degree and then transfer	286	64.1%	53.8%
Transfer without earning a degree	78	17.5%	13.9%
Earn an Associate Degree without transfer	32	7.2%	11.8%
Earn a certificate	14	3.1%	3.1%
Improve/Add job skills (skills builder)	18	4.0%	2.3%
Developmental education classes (basic skills)	4	0.9%	1.0%
Maintain a license	0	0.0%	0.5%
Personal development	14	3.1%	2.3%

[1] First Generation: Defined in this survey as first person in immediate family to attend college. Defined in college-wide data as calculation of highest level of education achieved by each parent -- if neither parents has at least "some college", then the student is considered to be first generation.
[2] Foster Youth: Defined in this survey as self-identifies as foster youth or former foster youth. Defined in college-wide data as assessed and made eligible for foster youth services.
[3] Person with Disability: Defined in the survey as self-identifies as a person with a disability. Defined in college-wide data as assessed and made eligible for DSPS services.
[4] Veteran: Defined in this survey as self-identifies as veteran. Defined in college-wide data as assessed and made eligible for veterans services.

Students were asked whether they have considered stopping their studies. The vast majority of students (73%) have not considered stopping their studies. For students who have considered, the top three considering factors were academic challenges—including demands of courses, poor academic performances, conflicts with professors, and uncertainty of future direction (23%), work responsibility (17%), and disability and physical/mental health issues (17%).

Table 21: Considering Factors for Dropping Out

	# of Respondents (n=81)	% of Respondents
Academic Challenges	19	23.5%
Work Responsibility	14	17.3%
Disability and physical/mental health issues	14	17.3%
Financial Issues	13	16.0%
Lack of available courses	13	16.0%
Family responsibility	8	9.9%

- *At one point, it was a struggle balancing a job with a full-school load and raising my daughter.*
- *I could not get into the classes I needed to graduate at FLC, and it is the closest college to where I live.*
- *I have health issues and get discouraged every so often that I can't handle so much physical activity.*
- *It seemed difficult because I was fresh out of high school and didn't know exactly what I'm doing.*
- *Uncertainty about my major/ academic path. Thought about working full-time instead.*
- *There is no public transportation after 6:40PM. That means I can't take night classes.*
- *Considered killing myself instead. Entirely unrelated to my experience at FLC.*

The remaining demographic survey questions do not directly correlate to existing college-wide data, so no comparison data are available. The majority of students (72%) were in the first or second year of enrollment at FLC. Student were asked at what campus they take most of their courses. Approximately 67% of students take most of their courses at FLC Main, followed by EDC—El Dorado Center (11%) and RCC—Rancho Cordova Center (11%). Six percent of students reported taking most of their courses online and 5% reported taking at other colleges in the Los Rios Community College District (LRCCD). Students were asked at what campus they prefer to take most of their courses. While the percentage difference between primary and preferred campus at EDC, RCC, and other LRCCD colleges remain relatively similar, there is a significant difference (+10%) for online classes and FLC Main (-8.8%).

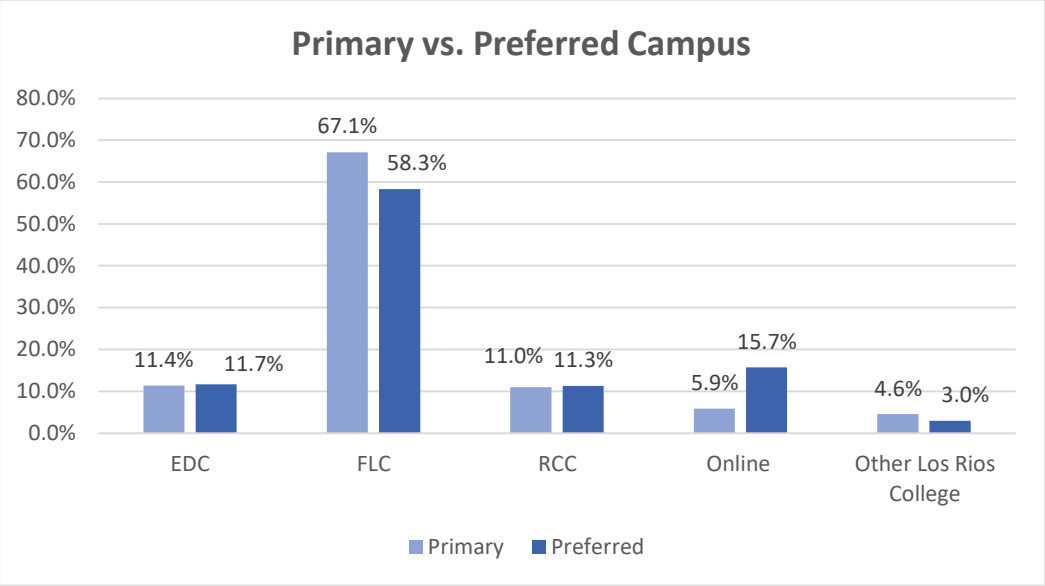
Table 22: Length of Time at FLC

	# of Respondents (n=452)	% of Respondents
This is my first semester	88	19.5%
This is my second semester	129	28.5%
2nd year	107	23.7%
3rd year	80	17.7%
4th year or more	48	10.6%

Table 23: Primary Campus vs. Preferred Campus

	Primary Campus		Preferred Campus	
	# of Respondents (n=237)	% of Respondents	# of Respondents (n=230)	% of Respondents
EDC: El Dorado Center	27	11.4%	27	11.7%
FLC: Main Campus - Folsom	159	67.1%	134	58.3%
RCC: Rancho Cordova Center	26	11.0%	26	11.3%
Online	14	5.9%	36	15.7%
Other Los Rios College	11	4.6%	7	3.0%

Chart 1: Primary Campus vs. Preferred Campus

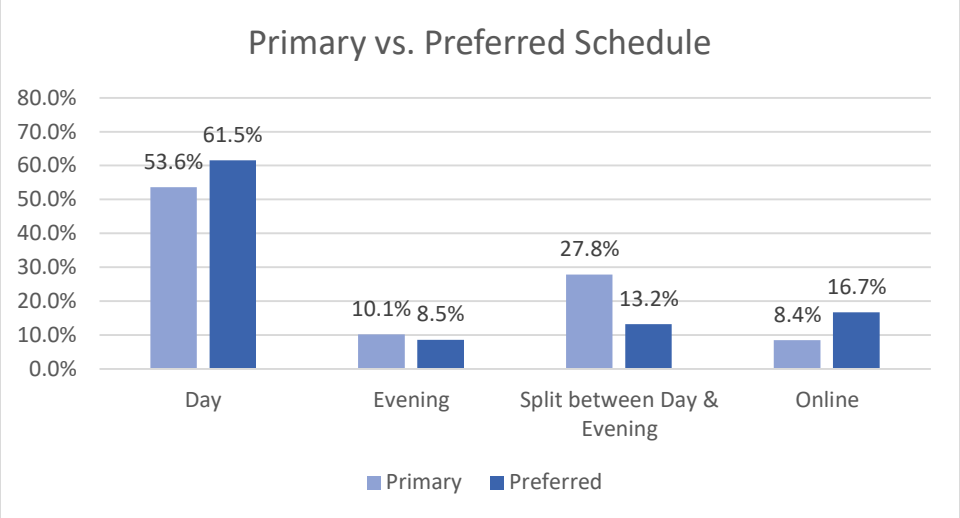


Students were asked when they take the majority of courses. Sixty-four percent of students reported that they were most likely to take their courses during the day, 28% reported they split their schedule between day and evening, 10% reported evening, and 8% online. Students were asked when they prefer to take most of their courses. Most students still prefer courses during the day (62%). There is a significant difference for online courses (+8%) and for a schedule split between day and evening (-15%).

Table 24: Primary Schedule vs. Preferred Schedule

	Primary Schedule		Preferred Schedule	
	# of Respondents (n=237)	% of Respondents	# of Respondents (n=234)	% of Respondents
Day	127	53.6%	144	61.5%
Evening	24	10.1%	20	8.5%
Split between Day & Evening	66	27.8%	31	13.2%
Online	20	8.4%	39	16.7%

Chart 2: Primary Campus vs. Preferred Schedule



Student were asked what sources of income they use to pay for their tuition and living expenses (see Table 25). The primary sources of income used were the BOG Waiver (58%), parent/spouse/significant other's income or savings (40%), and personal savings (37%). Students were least likely to use employer contributions to pay for their tuition.

Table 25: Sources Used to Pay Tuition & Living Expenses

	# of Respondents	Major Source	Minor Source	Not a Source
My own savings	434	36.6%	26.5%	36.9%
My own income from a part-time job	429	32.9%	21.7%	45.5%
My own income from a full-time job (or multiple part-time jobs)	430	27.7%	8.1%	64.2%
Parent or spouse / Significant other's income/savings	438	40.0%	18.7%	41.3%
Employer contributions	421	3.6%	4.5%	91.9%
BOG Waiver	443	58.2%	6.1%	35.7%
Pell Grant	439	35.3%	6.2%	58.5%
Other Grants or Scholarships	430	22.3%	10.2%	67.4%
Federal Student Loan	426	14.6%	4.2%	81.2%

Students were asked a series of questions related to their access to housing, food, medical care, and transportation. The vast majority of students (72% or more) reported "always" having access to all the resources. Resources that students were most likely to report having only "sometimes, rarely, or never" were access to medical care when needed (20%), access to reliable transportation (18%), access to enough food to maintain good health (18%), access to health insurance coverage (18%), and access to stable/permanent housing (14%).

Table 26: Access to Resources

	# of Respondents	Always	Sometimes	Rarely	Never
I have stable/permanent housing.	450	86.4%	11.3%	1.1%	1.11%
I have access to healthy food.	450	75.6%	19.6%	2.0%	0.9%
I have access to enough food to maintain good health.	449	82.2%	14.9%	2.2%	0.7%
I have health insurance coverage.	450	82.2%	10.9%	3.3%	3.3%
I have access to medical care when needed.	450	79.6%	14.0%	3.8%	2.7%
I have access to reliable transportation	450	82.0%	14.2%	2.9%	0.9%