CCCSE Survey Results

Academic Senate
October 29, 2012
Overview

• Survey Administration
• Survey Respondents
• Student Characteristics
• Institutional Learning Outcomes
• Instruction
• Student Services
• General Student Experiences
Respondents

• 925 completed surveys out of 1,874 (50%)
• 43 out of 58 selected sections administered survey
• 73% response rate among all surveyed sections
• Survey does favor full-time students, GE courses, face-to-face instruction.
Student Characteristics
• While almost two-thirds of respondents are between ages 18-24 (64%); less than half of the student population fits the same age range (40%).
• International students comprised a higher rate among the survey respondents compared to the student population (19% vs. 5%).
• White students comprised a lower rate among the survey respondents compared to the student population (29% vs. 42%).
• Survey respondents were primarily full-time students compared to our student population, which is composed of primarily part-time students.
• Almost half of respondents have completed between 1-29 credits while another 21% completed over 60 credits.
• Females represented 53% of respondents while males represented 43%. Gender breakdown in student population is more evenly divided (51% vs. 49%).
At least half of the survey respondents indicated that their primary reason for attending Foothill is to transfer (56%).

Over half of the respondents plan on taking classes again within the coming year (63%). About a quarter of students were uncertain or had no immediate plans to take classes again at Foothill.

Over half of the respondents have earned a high school diploma as their highest degree (60%) while roughly a quarter earned a bachelor’s degree or higher (26%).
Institutional Learning Outcomes
Communication

How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas?

<table>
<thead>
<tr>
<th>Communication ILO</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very Little</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate your opinion/viewpoint clearly</td>
<td>N</td>
<td>173</td>
<td>236</td>
<td>230</td>
<td>155</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>22%</td>
<td>30%</td>
<td>29%</td>
<td>20%</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>N</td>
<td>181</td>
<td>284</td>
<td>216</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>21%</td>
<td>33%</td>
<td>25%</td>
<td>22%</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>N</td>
<td>167</td>
<td>244</td>
<td>249</td>
<td>216</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>19%</td>
<td>28%</td>
<td>28%</td>
<td>25%</td>
</tr>
</tbody>
</table>

• At least half of survey respondents felt that the college had contributed very much or quite a bit to their ability to communicate their opinions clearly (52%) and to write clearly and effectively (54%).

• A higher percentage rate of students at other ex-large institutions (over 15,000) report their college contributed very much or quite a bit to their ability to write (63% vs. 54%) and speak (59% vs. 47%) clearly and effectively.
Communication

How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas?

- Writing clearly and effectively: Full time 68%, Part time 47%
- Communicating clearly: Full time 64%, Part time 47%
- Speaking clearly and effectively: Full time 63%, Part time 41%

Students responding very much or quite a bit.

• While over half of full-time students responded very much or quite a bit, less than half of part-time students responded similarly across all three statements.

FOOTHILL COLLEGE
Computation

How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas?

<table>
<thead>
<tr>
<th>Computation ILO</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very Little</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using computing and information technology</td>
<td>203</td>
<td>244</td>
<td>279</td>
<td>154</td>
<td>880</td>
</tr>
<tr>
<td>%</td>
<td>23%</td>
<td>28%</td>
<td>32%</td>
<td>18%</td>
<td>100%</td>
</tr>
<tr>
<td>Solving numerical problems</td>
<td>172</td>
<td>251</td>
<td>245</td>
<td>206</td>
<td>874</td>
</tr>
<tr>
<td>%</td>
<td>20%</td>
<td>29%</td>
<td>28%</td>
<td>24%</td>
<td>100%</td>
</tr>
<tr>
<td>Your mathematical skills</td>
<td>152</td>
<td>179</td>
<td>194</td>
<td>255</td>
<td>780</td>
</tr>
<tr>
<td>%</td>
<td>20%</td>
<td>23%</td>
<td>25%</td>
<td>33%</td>
<td>100%</td>
</tr>
<tr>
<td>Your ability to solving problems</td>
<td>153</td>
<td>276</td>
<td>240</td>
<td>128</td>
<td>797</td>
</tr>
<tr>
<td>%</td>
<td>19%</td>
<td>35%</td>
<td>30%</td>
<td>16%</td>
<td>100%</td>
</tr>
</tbody>
</table>

- Over half of the respondents felt that the college had contributed very much and quite a bit to their ability to use computing and information technology (51%).

- A higher percentage rate of students at other ex-large institutions report their college contributed very much or quite a bit to using technology (59% vs. 51%) and solving numerical problems (56% vs. 49%).

FOOTHILL COLLEGE
Computation

How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas?

- General problem solving
- Solving numerical problems
- Using information technology
- Mathematical skills

• The greatest gap between full-time and part-time students in relation to the computation ILO is in solving numerical problems (23%) and mathematical skills (22%).

FOOTHILL COLLEGE
Over half of the survey respondents felt that the college contributed very much or quite a bit to their ability to learn on their own (64%), think critically (64%), interpret ideas or issues (57%), and synthesize information from various formats (51%).

A higher percentage rate of students at other ex-large institutions report their college contributed very much or quite a bit to learning effectively on their own (69% vs. 64%) and thinking critically and analytically (70% vs. 64%).
Critical Thinking

How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas?

- Critical thinking & analysis: 77%
- Learning effectively on your own: 74%
- Interpreting ideas thoughtfully & logically: 66%
- Synthesizing information into a final product: 60%

- The gap between full-time compared to part-time students ranges from 12-18%.
- Critical thinking represents the highest rated ILO among full-time and part-time students.

FOOTHILL COLLEGE
Community

How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas?

<table>
<thead>
<tr>
<th>Community ILO</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very Little</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working effectively with others</td>
<td>N 222</td>
<td>306</td>
<td>248</td>
<td>102</td>
<td>878</td>
</tr>
<tr>
<td></td>
<td>% 25%</td>
<td>35%</td>
<td>28%</td>
<td>12%</td>
<td>100%</td>
</tr>
<tr>
<td>Value different ways of seeing and doing</td>
<td>N 193</td>
<td>257</td>
<td>195</td>
<td>134</td>
<td>779</td>
</tr>
<tr>
<td></td>
<td>% 25%</td>
<td>33%</td>
<td>25%</td>
<td>17%</td>
<td>100%</td>
</tr>
<tr>
<td>Understanding yourself</td>
<td>N 205</td>
<td>244</td>
<td>264</td>
<td>164</td>
<td>877</td>
</tr>
<tr>
<td></td>
<td>% 23%</td>
<td>28%</td>
<td>30%</td>
<td>19%</td>
<td>100%</td>
</tr>
<tr>
<td>Understanding people of other racial and</td>
<td>N 182</td>
<td>241</td>
<td>266</td>
<td>181</td>
<td>870</td>
</tr>
<tr>
<td>ethnic backgrounds</td>
<td>% 21%</td>
<td>28%</td>
<td>31%</td>
<td>21%</td>
<td>100%</td>
</tr>
<tr>
<td>Developing a personal code of values and</td>
<td>N 155</td>
<td>226</td>
<td>253</td>
<td>230</td>
<td>864</td>
</tr>
<tr>
<td>ethics</td>
<td>% 18%</td>
<td>26%</td>
<td>29%</td>
<td>27%</td>
<td>100%</td>
</tr>
<tr>
<td>Understanding of the relevance of current</td>
<td>N 138</td>
<td>223</td>
<td>234</td>
<td>186</td>
<td>781</td>
</tr>
<tr>
<td>events in your daily life</td>
<td>% 18%</td>
<td>29%</td>
<td>30%</td>
<td>24%</td>
<td>100%</td>
</tr>
<tr>
<td>Contributing to the welfare of your community</td>
<td>N 97</td>
<td>184</td>
<td>255</td>
<td>330</td>
<td>866</td>
</tr>
<tr>
<td></td>
<td>% 11%</td>
<td>21%</td>
<td>29%</td>
<td>38%</td>
<td>100%</td>
</tr>
</tbody>
</table>

- Students felt that the college contributed very much or quite a bit to working effectively with others (60%) and value different ways of seeing and doing (58%).
- A higher percentage rate at other ex-large institutions report their college contributed very much or quite a bit to working effectively with others (60% vs. 50%) and understanding themselves (56% vs. 51%) but a lower rate of contributing to the welfare of your community (29% vs. 32%).
Over half of the full-time and part-time respondents report that Foothill has contributed very much or quite a bit to their ability to work effectively with others and value different ways of seeing and doing.
## ILO Comparisons

How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas?

<table>
<thead>
<tr>
<th>Institutional Learning Outcomes</th>
<th>Very much/Quite a bit</th>
<th>Foothill</th>
<th>Ex-Large</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>465</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>411</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td><strong>Computation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using computing and information technology</td>
<td>447</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>Solving numerical problems</td>
<td>423</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td><strong>Critical thinking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td>565</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>Learning effectively on your own</td>
<td>558</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>528</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Understanding yourself</td>
<td>449</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td>423</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>Developing a personal code of values and ethics</td>
<td>381</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Contributing to the welfare of your community</td>
<td>281</td>
<td>33%</td>
<td></td>
</tr>
</tbody>
</table>
Instruction
• Consider college’s role in providing support regarding social support and coping with non-academic issues?
• Consider college’s role in encouraging contact among diverse groups, especially as it relates to equity plan?
Almost all students report that instructors are at least somewhat available, helpful and sympathetic (99%).

A higher percentage of students report instructors are available, helpful and sympathetic compared to students at other ex-large colleges (69% vs. 60%).
Student-Faculty Interaction

In your experiences at this college during the current school year, about how often have you done each of the following?

- Used email to communicate with an instructor: 66%
- Received prompt feedback (written or oral) from instructors on your performance: 55%
- Discussed grades or assignments with an instructor: 44%
- Discussed ideas from your readings or classes with instructors outside of class: 23%
- Discussed career plans with an instructor or advisor: 20%
- Worked with instructors on activities other than coursework: 11%

Students responding very often and quite a bit.

- Consider importance or value of having students and faculty discuss assignments, grades or topics unrelated to course material?
Academic Challenge

During the current school year, how much has your coursework at this college emphasized the following mental activities?

- Analyzing the basic elements of an idea, experience, or theory: 74%
- Using information you have read or heard to perform a new skill: 67%
- Applying theories or concepts to practical problems or in new situations: 65%
- Synthesizing and organizing ideas, information, or experiences in new ways: 64%
- Making judgments about the value or soundness of information, arguments, or methods: 56%

Students responding very much or quite a bit.

• Consider the relationship of these activities to the critical thinking ILO?

FOOTHILL COLLEGE
Almost all students report being at least somewhat challenged by their exams to do their best work (96%).

Almost half of students noted that they often or very often worked harder than they thought they could to meet an instructor’s standards (46%).
Almost 40% of respondents indicated that they spent more than 10 hours a week preparing for class (38%). Compared to students attending other ex-large institutions, only 27% of students reported spending as much time preparing for class.
Over half of the students reported that they very often or often used the internet or instant messaging (68%) for an assignment and to communicate with instructors, staff and students (51% often or sometimes).

Consider how faculty may continue to manage the use of the internet to maximize learning while maintaining academic integrity?

Consider how to continue to leverage technology as way to inform and support students?
General Student Experiences
• A majority of students reported that friends and family along with the college website served as their primary source of information that helped them decide to attend Foothill (91%).

• Almost a quarter of respondents did not consider any other options other than attending Foothill (22%).
How Students Spend Time

About how many hours do you spend in a typical 7-day week doing each of the following?

- **Working for pay**
  - 11+ hours: 53%
  - 6-10 hours: 6%
  - 1-5 hours: 7%
  - None: 6%

- **Preparing for class**
  - 11+ hours: 37%
  - 6-10 hours: 29%
  - 1-5 hours: 32%
  - None: 1%

- **Commuting to and from classes**
  - 11+ hours: 67%
  - 6-10 hours: 20%
  - 1-5 hours: 10%
  - None: 3%

- More students report spending 11 or more hours working for pay and preparing for class.
- A lower percentage of students at other ex-large colleges spend 11 or more hours preparing for class compared (28% vs. 37%).

FOOTHILL COLLEGE
Questions at Foothill

If you have a question related to your experience at this college, what are you most likely to do?

- Look at the college website (including Ask Foothill): 51%
- Contact a specific college instructor or staff member: 20%
- Go to the department or office in person: 18%
- Call a department or office: 8%
- Look at printed publications: 3%

• Consider importance of student use of technology in helping navigate their experiences.
A major tuition source for roughly half of the respondents are either their own or their family’s income or savings (56% vs. 46%).

Compared to other ex-large colleges, 37% rely primarily on their own income and 30% on their family’s income. Another 21% cite student loans and 37% report grants and scholarships as a major tuition source.
Reasons to Leave Foothill

How likely is it that the following issues would cause you to withdraw from class or from this college?

- When combining likely and very likely responses, at least one-third of students indicate that working full-time and a lack of finances could lead them to leave Foothill (41% and 39%).
- At other ex-large colleges, transfer to a four-year, a lack of finances and caring for dependents were reasons that would very likely lead to a student to withdraw from their college (35%, 30% and 29%).
About one-fourth of respondents are enrolled at another institution (20%).
12% are taking courses at another community college while another 4% are concurrently enrolled at a four-year college or university.
90% of survey respondents reported that their educational experience at Foothill was excellent or good.

Compared to other ex-large colleges, only 84% evaluated their educational experience as excellent or good.
Summary

• Measuring our institutional learning outcomes.

• Role of faculty in engaging students.

• Role of technology.

• Almost half evaluate their Foothill experience as excellent (43% compared to 29% at other ex-large colleges).
Next Steps

• Disaggregation of international and basic skills students.

• Ideas for further exploration?

• How to apply to program review and program improvement?