CCSSE Survey Results

Administrative Council
October 11, 2012

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FH IR&P
Overview

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

FOOTHILL COLLEGE
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 (64%). 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%).

FOOTHILL COLLEGE
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>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>173</td>
<td>22%</td>
<td>236</td>
<td>30%</td>
<td>230</td>
</tr>
<tr>
<td></td>
<td>181</td>
<td>21%</td>
<td>284</td>
<td>33%</td>
<td>216</td>
</tr>
<tr>
<td></td>
<td>167</td>
<td>19%</td>
<td>244</td>
<td>28%</td>
<td>249</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>N</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>193</td>
<td>22%</td>
<td>155</td>
<td>20%</td>
<td>794</td>
</tr>
<tr>
<td></td>
<td>193</td>
<td>22%</td>
<td>155</td>
<td>20%</td>
<td>794</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>N</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>216</td>
<td>28%</td>
<td>216</td>
<td>25%</td>
<td>876</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 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
- Communicating clearly
- Speaking clearly and effectively

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.
# 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>N</td>
<td>203</td>
<td>244</td>
<td>279</td>
<td>154</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>23%</td>
<td>26%</td>
<td>32%</td>
<td>18%</td>
</tr>
<tr>
<td>Solving numerical problems</td>
<td>N</td>
<td>172</td>
<td>251</td>
<td>245</td>
<td>206</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>20%</td>
<td>29%</td>
<td>28%</td>
<td>24%</td>
</tr>
<tr>
<td>Your mathematical skills</td>
<td>N</td>
<td>152</td>
<td>179</td>
<td>194</td>
<td>255</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>20%</td>
<td>23%</td>
<td>25%</td>
<td>33%</td>
</tr>
<tr>
<td>Your ability to solving problems</td>
<td>N</td>
<td>153</td>
<td>276</td>
<td>240</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>19%</td>
<td>35%</td>
<td>30%</td>
<td>16%</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%).
Computation

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

- **General problem solving**: 66% (full time) vs. 49% (part time)
- **Solving numerical problems**: 65% (full time) vs. 42% (part time)
- **Using information technology**: 60% (full time) vs. 47% (part time)
- **Mathematical skills**: 51% (full time) vs. 39% (part time)

• 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
### Critical Thinking

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

<table>
<thead>
<tr>
<th>Critical thinking 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>Learning effectively on your own</td>
<td>253</td>
<td>305</td>
<td>236</td>
<td>85</td>
<td>879</td>
</tr>
<tr>
<td>%</td>
<td>29%</td>
<td>35%</td>
<td>27%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td>246</td>
<td>319</td>
<td>245</td>
<td>71</td>
<td>881</td>
</tr>
<tr>
<td>%</td>
<td>28%</td>
<td>36%</td>
<td>28%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>Interpret ideas or issues thoughtfully and logically</td>
<td>168</td>
<td>283</td>
<td>219</td>
<td>117</td>
<td>787</td>
</tr>
<tr>
<td>%</td>
<td>21%</td>
<td>36%</td>
<td>28%</td>
<td>15%</td>
<td>100%</td>
</tr>
<tr>
<td>Synthesize information from various formats into a final product</td>
<td>143</td>
<td>254</td>
<td>252</td>
<td>133</td>
<td>782</td>
</tr>
<tr>
<td>%</td>
<td>18%</td>
<td>33%</td>
<td>32%</td>
<td>17%</td>
<td>100%</td>
</tr>
</tbody>
</table>

- 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%).

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FOOTHILL COLLEGE
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% (full time) vs. 59% (part time)
- Learning effectively on your own: 74% (full time) vs. 59% (part time)
- Interpreting ideas thoughtfully & logically: 66% (full time) vs. 54% (part time)
- Synthesizing information into a final product: 60% (full time) vs. 47% (part time)

- 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>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>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>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 ethnic backgrounds</td>
<td>182</td>
<td>241</td>
<td>266</td>
<td>181</td>
<td>870</td>
</tr>
<tr>
<td></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 ethics</td>
<td>155</td>
<td>226</td>
<td>253</td>
<td>230</td>
<td>864</td>
</tr>
<tr>
<td></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 events in your daily life</td>
<td>138</td>
<td>223</td>
<td>234</td>
<td>186</td>
<td>781</td>
</tr>
<tr>
<td></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>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%).

FOOTHILL COLLEGE
Community

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

- Working effectively with others: 67% Full time, 57% Part time
- Value different ways of seeing and doing: 65% Full time, 55% Part time
- Understanding yourself: 61% Full time, 47% Part time
- Understanding other ethnic backgrounds: 57% Full time, 45% Part time
- Understanding relevance of current events to daily life: 56% Full time, 43% Part time
- Developing a personal code of values and ethics: 55% Full time, 40% Part time
- Contributing to community welfare: 37% Full time, 31% Part time

- 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foothill</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>465</td>
</tr>
<tr>
<td></td>
<td>53%</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>411</td>
</tr>
<tr>
<td></td>
<td>47%</td>
</tr>
<tr>
<td><strong>Computation</strong></td>
<td></td>
</tr>
<tr>
<td>Using computing and information technology</td>
<td>447</td>
</tr>
<tr>
<td></td>
<td>51%</td>
</tr>
<tr>
<td>Solving numerical problems</td>
<td>423</td>
</tr>
<tr>
<td></td>
<td>48%</td>
</tr>
<tr>
<td><strong>Critical thinking</strong></td>
<td></td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td>565</td>
</tr>
<tr>
<td></td>
<td>64%</td>
</tr>
<tr>
<td>Learning effectively on your own</td>
<td>558</td>
</tr>
<tr>
<td></td>
<td>64%</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td></td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>528</td>
</tr>
<tr>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>Understanding yourself</td>
<td>449</td>
</tr>
<tr>
<td></td>
<td>51%</td>
</tr>
<tr>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td>423</td>
</tr>
<tr>
<td></td>
<td>49%</td>
</tr>
<tr>
<td>Developing a personal code of values and ethics</td>
<td>381</td>
</tr>
<tr>
<td></td>
<td>44%</td>
</tr>
<tr>
<td>Contributing to the welfare of your community</td>
<td>281</td>
</tr>
<tr>
<td></td>
<td>33%</td>
</tr>
</tbody>
</table>
Instruction
student effort

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

- Worked on a paper/project that required integrating ideas/information from various sources: 52%
- Prepared two or more drafts of a paper/assignment before turning it in: 42%
- Came to class without completing readings or assignments: 14%

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 (over 15,000), only 27% of students reported spending as much time preparing for class.
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?

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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%
- Talked about career plans with an instructor or advisor: 23%
- Discussed ideas from your readings or classes with instructors outside of class: 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?

FOOTHILL COLLEGE
• 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?

FOOTHILL COLLEGE
Student Services
Support for Learners

How much does this college emphasize the following?

- Providing the support you need to help you succeed at this college: 72%
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds: 56%
- Providing the financial support you need to afford your education: 32%
- Providing the support you need to thrive socially: 30%
- Helping you cope with you non-academic responsibilities: 24%

• 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?

FOOTHILL COLLEGE
Support Services

How important are the following services to you at this college?
How often do you use the following services at this college?

- Compare importance vs. usage.
- Consider outcomes of those who use services compared to those who do not.

FOOTHILL COLLEGE
Support Services

How satisfied are you with the following services at this college?

- Compared to other ex-large institutions, Foothill generally ranks lower in satisfaction across a variety of services.
- Consider additional data collection regarding satisfaction issues?
- Consider limitations to satisfaction questions?
Counseling

• One-third of respondents did not meet with a counselor.
• Only half of those who met with staff complete understood the consequences of receiving a poor grade and/or withdrawing from a class.
91% of respondents stated that they had completed or mostly completed registering before the first day of class.

82% of students reported that registration was very easy or somewhat easy.

80% indicated that their registration questions were completely or somewhat answered.
General Student Experiences
Choosing Foothill

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%).
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%).

FOOTHILL COLLEGE
• 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.
Overall Foothill Experience

How would you evaluate your entire educational experience at this college?

- 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.

FOOTHILL COLLEGE
Summary

• Measuring our institutional learning outcomes.
• Role of technology.
• Use of student services.
• Almost half evaluate their Foothill experience as excellent (43% compared to 29% at other ex-large colleges).
Next Steps

• Ideas for further exploration?
• How to apply to program review and program improvement?