Community College Survey of Student Engagement Results

Classified Senate

November 8, 2012
Overview

- Survey Administration
- Survey Respondents
- Student Characteristics
- Institutional Learning Outcomes
- 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.
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%).
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%).
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%).
# 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></td>
<td>N</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>465</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>411</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>Solving numerical problems</td>
<td>423</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>Learning effectively on your own</td>
<td>558</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td></td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>528</td>
</tr>
<tr>
<td>Understanding yourself</td>
<td>449</td>
</tr>
<tr>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td>423</td>
</tr>
<tr>
<td>Developing a personal code of values and ethics</td>
<td>381</td>
</tr>
<tr>
<td>Contributing to the welfare of your community</td>
<td>281</td>
</tr>
</tbody>
</table>
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 your 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
Middlefield Campus

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

- Similar pattern to other students surveyed regarding importance of services.
- Middlefield students more likely to use disability services compared to other students (15% vs. 6%) but less likely to use academic advising (30% vs. 45%).
• 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?

FOOTHILL COLLEGE
Middlefield Campus

How satisfied are you with the services at this college?

- Compared to all surveyed respondents, Middlefield students are more likely to be satisfied with services except for peer or other tutoring (-6%), financial aid counseling (-3%), student organizations (-9%) and disability services (-2%).
- Should satisfaction with disability services be higher?

FOOTHILL COLLEGE
Less than half of the students report participating in orientation (43%).

Compared to other ex-large colleges, more students at Foothill were not aware of a college orientation (39% vs. 24%).
• 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.

FOOTHILL COLLEGE
• One-third of respondents did not meet with a counselor.
• Only half of those who met with staff completely understood the consequences of receiving a poor grade and/or withdrawing from a class.
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.
Career Development

About half of the students report that their Foothill experience has contributed very much or quite a bit to their career goals, interests and preparation.

Students responding very much and quite a bit

- Developing clearer career goals: 53%
- Gaining information about career opportunities: 47%
- Acquiring job or work-related knowledge and skills: 47%
General Student Experiences
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%).
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 to continue to leverage technology as way to inform and support students?
Almost all students report that instructors and administrators/staff are at least somewhat available, helpful and sympathetic (99% vs. 90%).

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

A slightly lower percentage of students report administrators/staff are available, helpful and sympathetic compared to ex-larges colleges (35% vs. 37%).
• 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.
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%).
Concurrent Enrollment

How many classes are you presently taking at other institutions?

- None: 79%
- 1 class: 7%
- 2 classes: 6%
- 3 classes: 5%
- 4 classes or more: 3%

- 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.
• Use of student support services.
• 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?