COLLEGE OF
ALAMEDA

Community College Survey of Student Engagement 2017

Findings for College of Alameda

Presentation Overview

- *CCSSE* Overview

- Student Respondent Profile

- *CCSSE* Benchmarks

- Community College Student Challenges

- Strategies to Promote Learning that Matters

CCSSE Overview

What is Student Engagement?

…the amount of time and energy students invest in meaningful educational practices

…the institutional practices and student behaviors that are highly correlated with student learning and retention
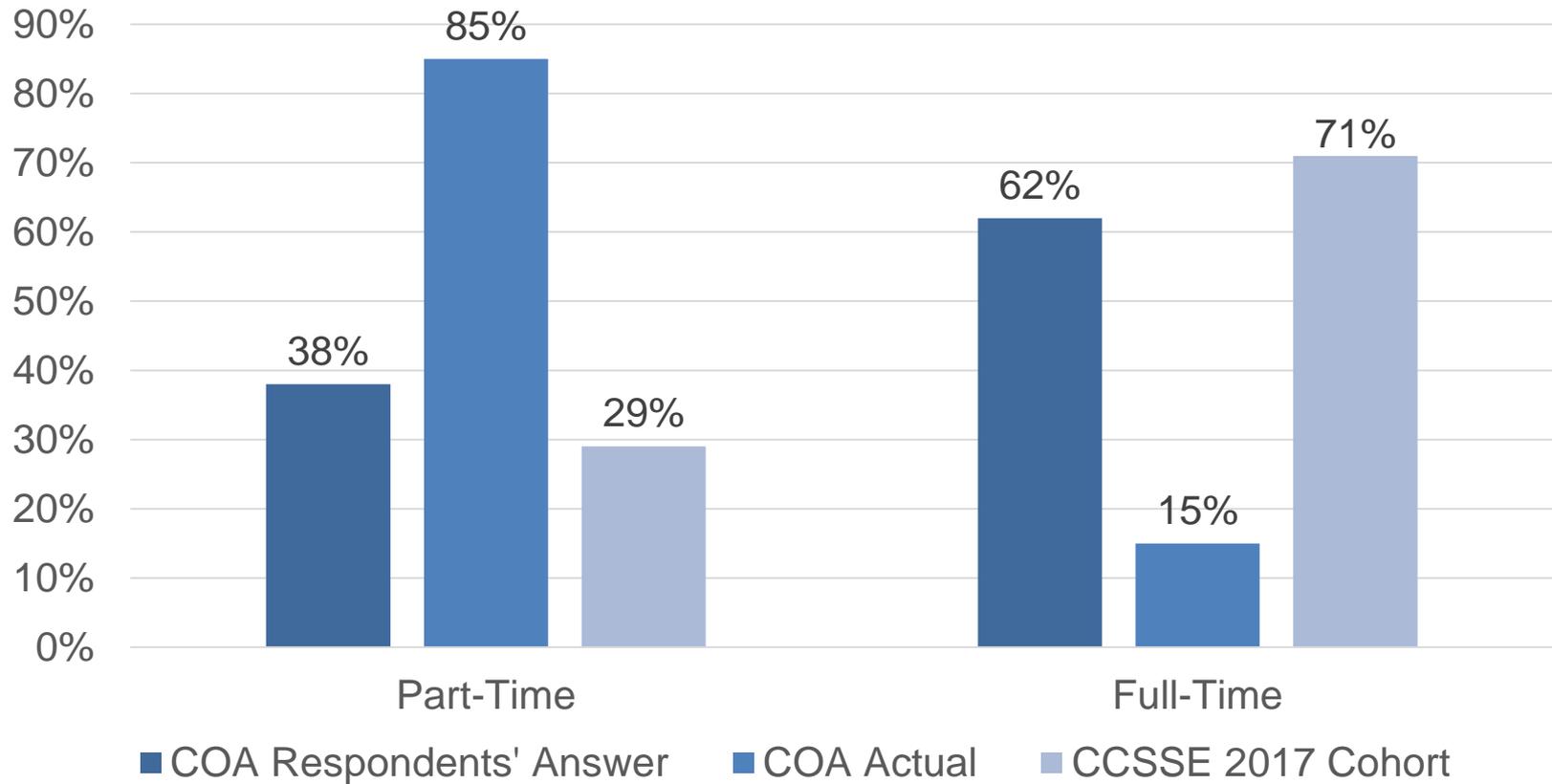
Student Respondent Profile at College of Alameda

Survey Respondents

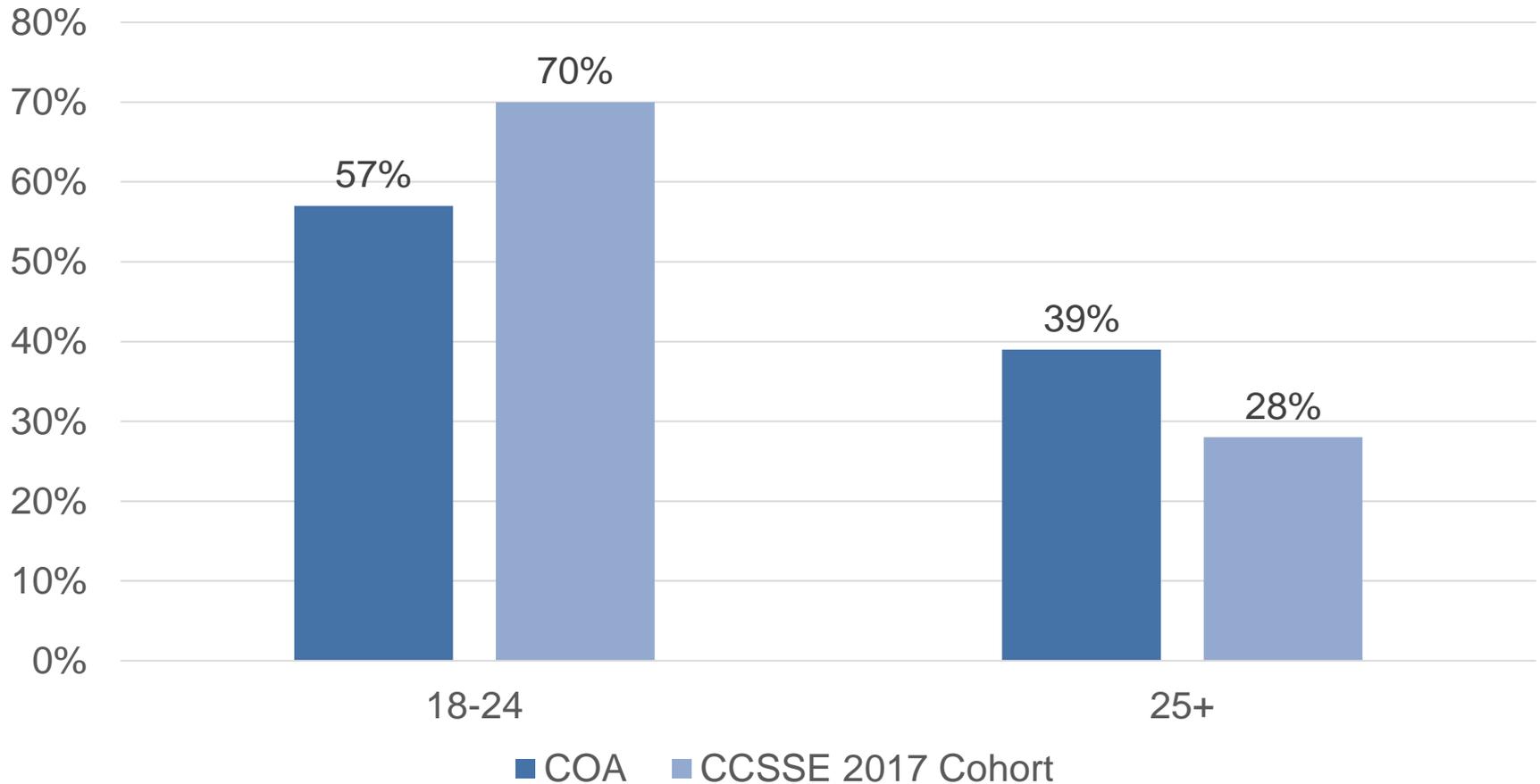- 649 adjusted survey count

- 81% overall "percent of target" rate

This high response rate allows us to extrapolate a great deal from these results

Source: 2017 CCSSE data

Student Respondent Profile: Enrollment Status

Source: 2017 CCSSE data

Student Respondent Profile: Age

80%

70% — 70%

60% — 57%

50%

40% — 39%

30% — 28%

20%

10%

0%

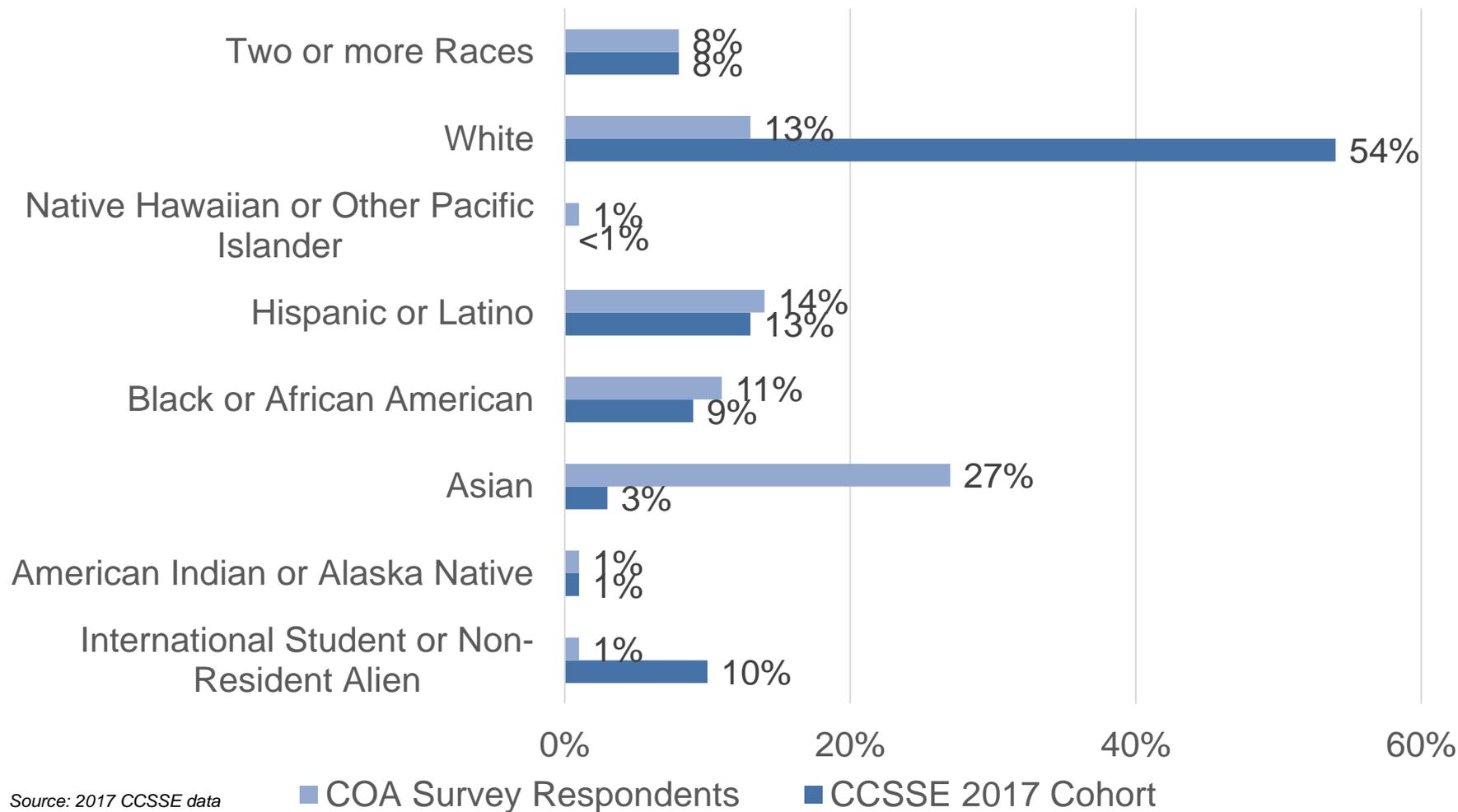18-24   25+

■ COA   ■ CCSSE 2017 Cohort

Source: 2017 CCSSE data

Student Respondent Profile: Gender Identity
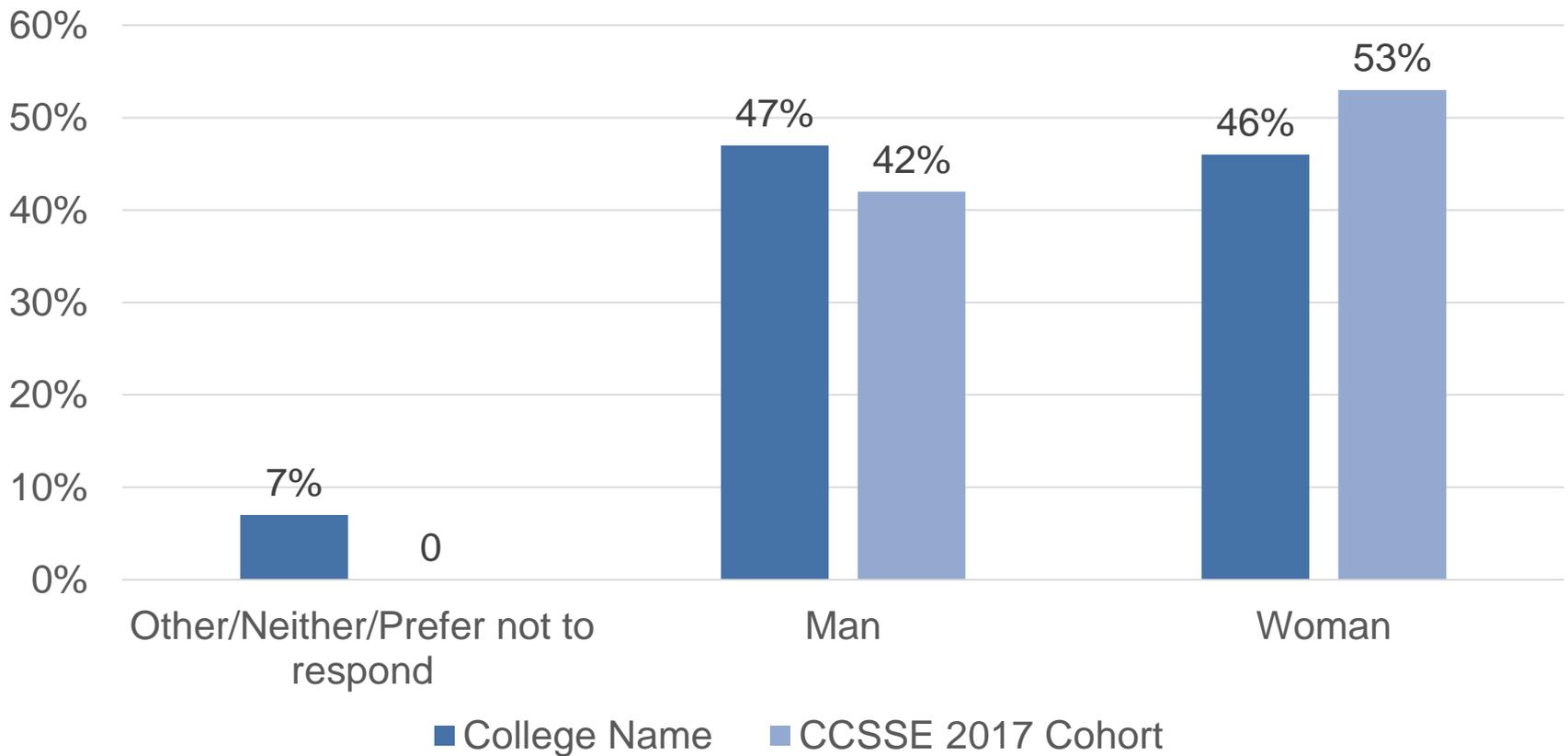
Source: 2017 CCSSE data

Student Respondent Profile: Racial/Ethnic Identification

Source: 2017 CCSSE data

■ COA Survey Respondents ■ CCSSE 2017 Cohort

Student Respondent Profile: English is first language
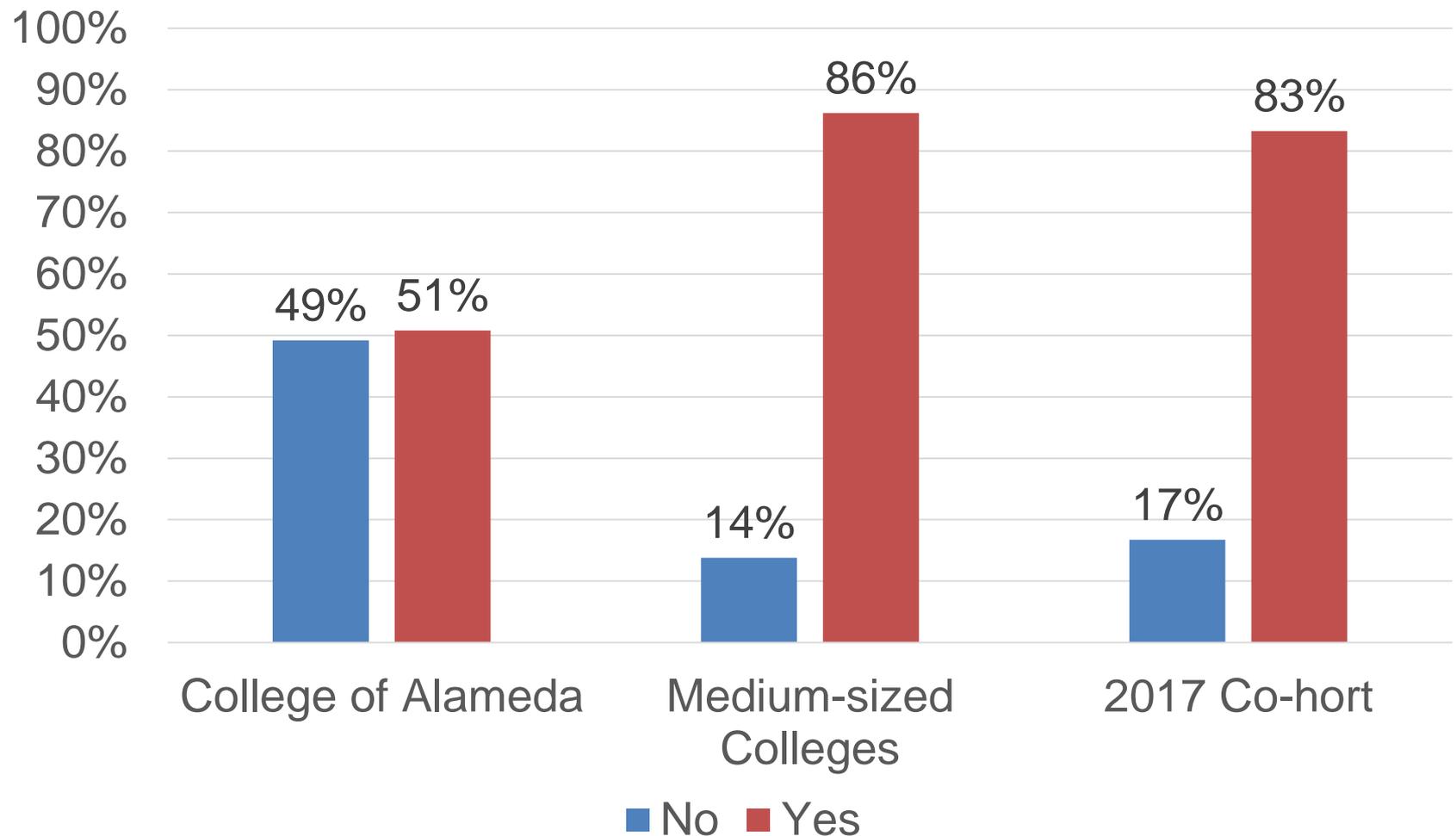
Student Respondent Profile: First-Generation Status
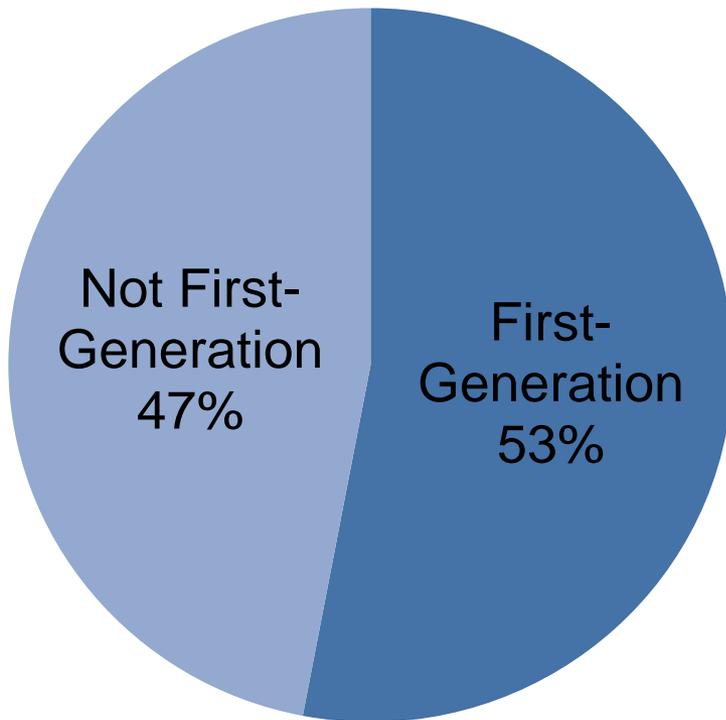
COA students 50% more likely to be first in their family to attend college

	COA Sample	National Sample
No one in their family had attended at least some college	**22%**	**15%**

Not First-Generation 47%

First-Generation 53%

Source: 2017 CCSSE data

Student Respondent Profile: Educational Attainment

Bachelor's degree, 12%

Master's degree or higher, 2%

None, 6%

GED, 5%

Associate degree, 8%
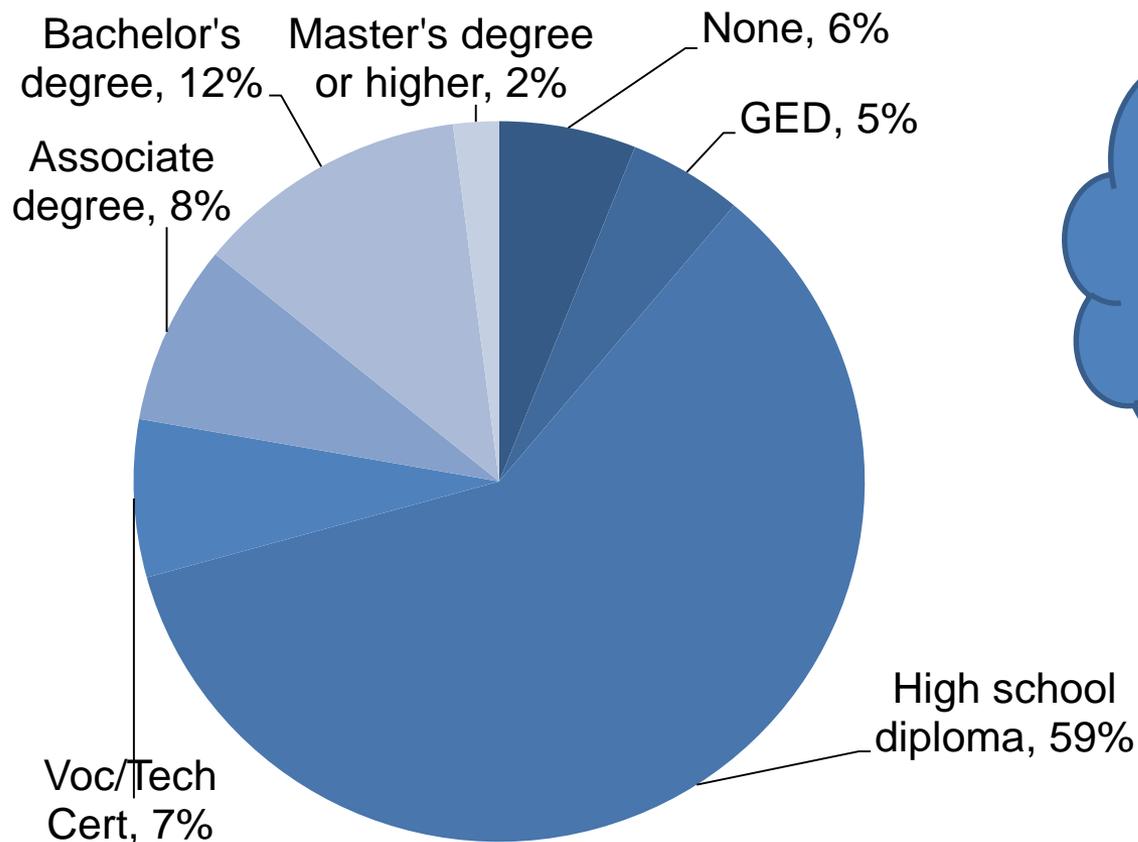
30% of COA respondents already had a post-secondary degree

High school diploma, 59%

Voc/Tech Cert, 7%

Source: 2017 CCSSE data

Student Respondent Profile: Goals

Chart: Reasons for attending this college

- Self-improvement/personal…: 67%
- Change careers: 39%
- Obtain/update job-related skills: 52%
- Transfer to a 4-year college or…: 75%
- Obtain an associate degree: 53%
- Complete a certificate program: 38%

X-axis: 0% 20% 40% 60% 80%

Legend: ■ Reasons for attending this college

Source: 2017 CCSSE data

Student Respondent Profile: Goals

Reasons for attending this college:
- Self-improvement/personal…: 67%
- Change careers: 39%
- Obtain/update job-related skills: 52%
- Transfer to a 4-year college or…: 75%
- Obtain an associate degree: 53%
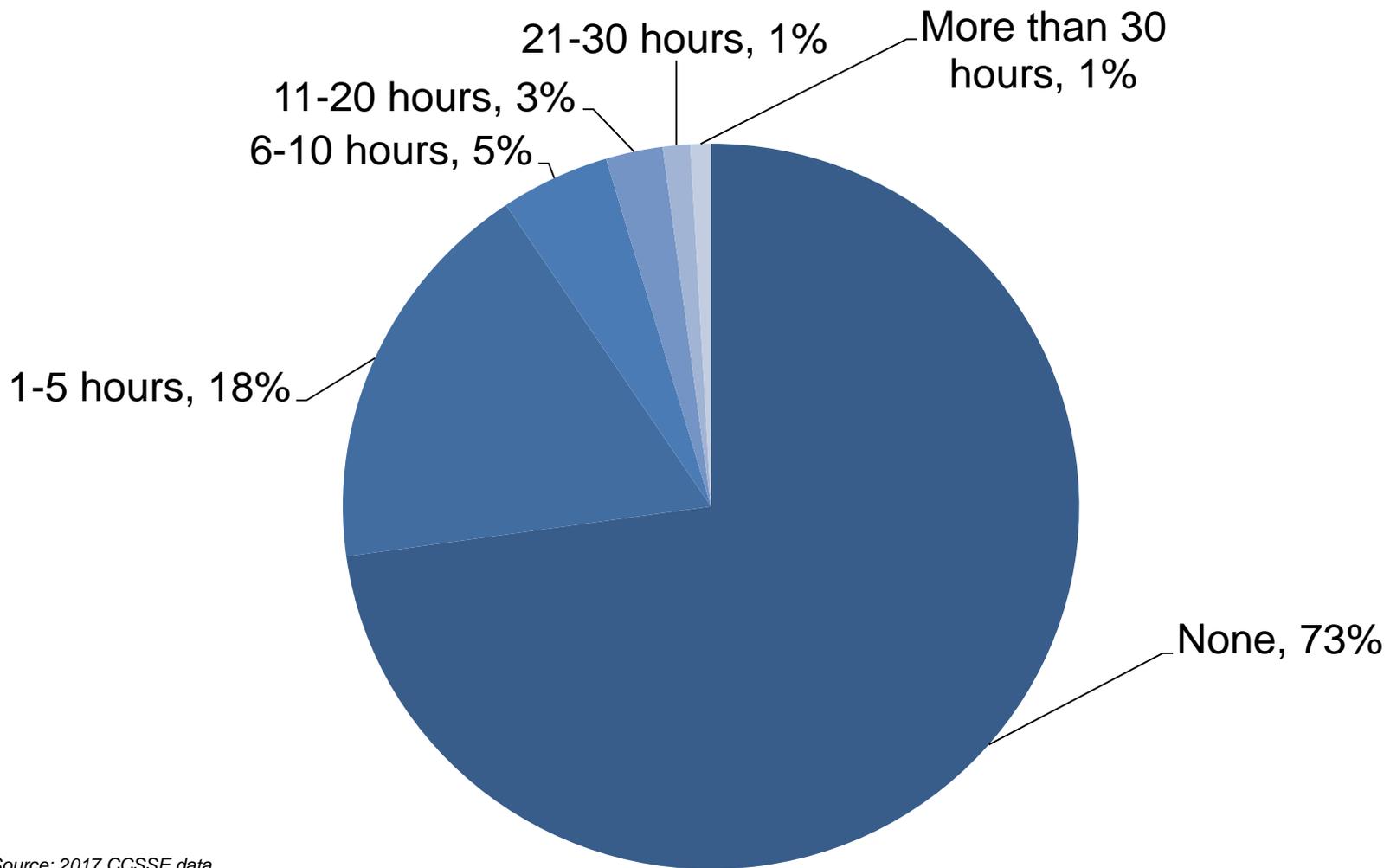- Complete a certificate program: 38%

Source: 2017 CCSSE data

Student Respondent Profile: External Commitments
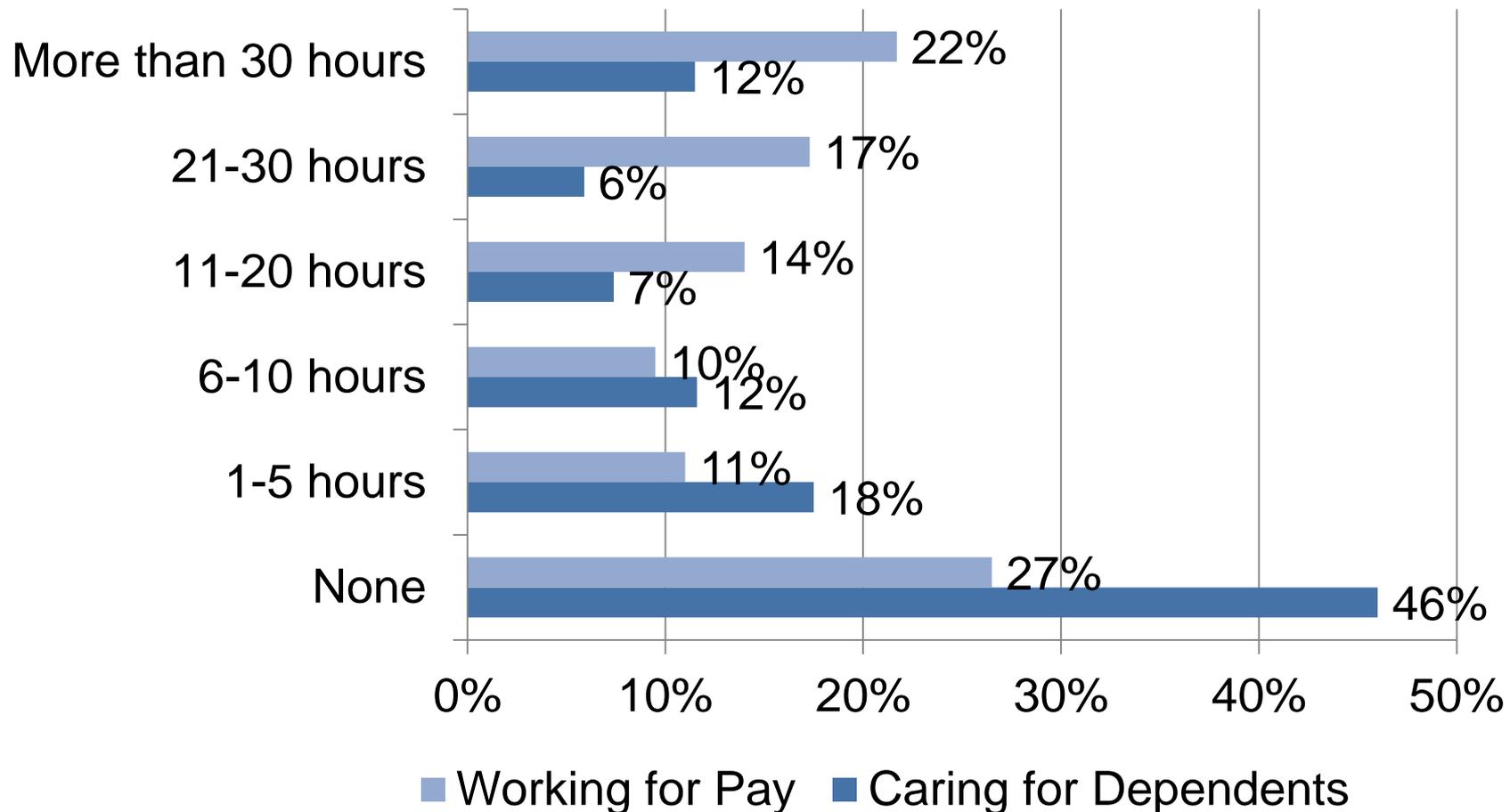
Source: 2017 CCSSE data

Student Respondent Profile: College-Sponsored Activities

21-30 hours, 1%

More than 30 hours, 1%

11-20 hours, 3%

6-10 hours, 5%

1-5 hours, 18%

None, 73%

Source: 2017 CCSSE data

When do you plan to take classes at this college again?
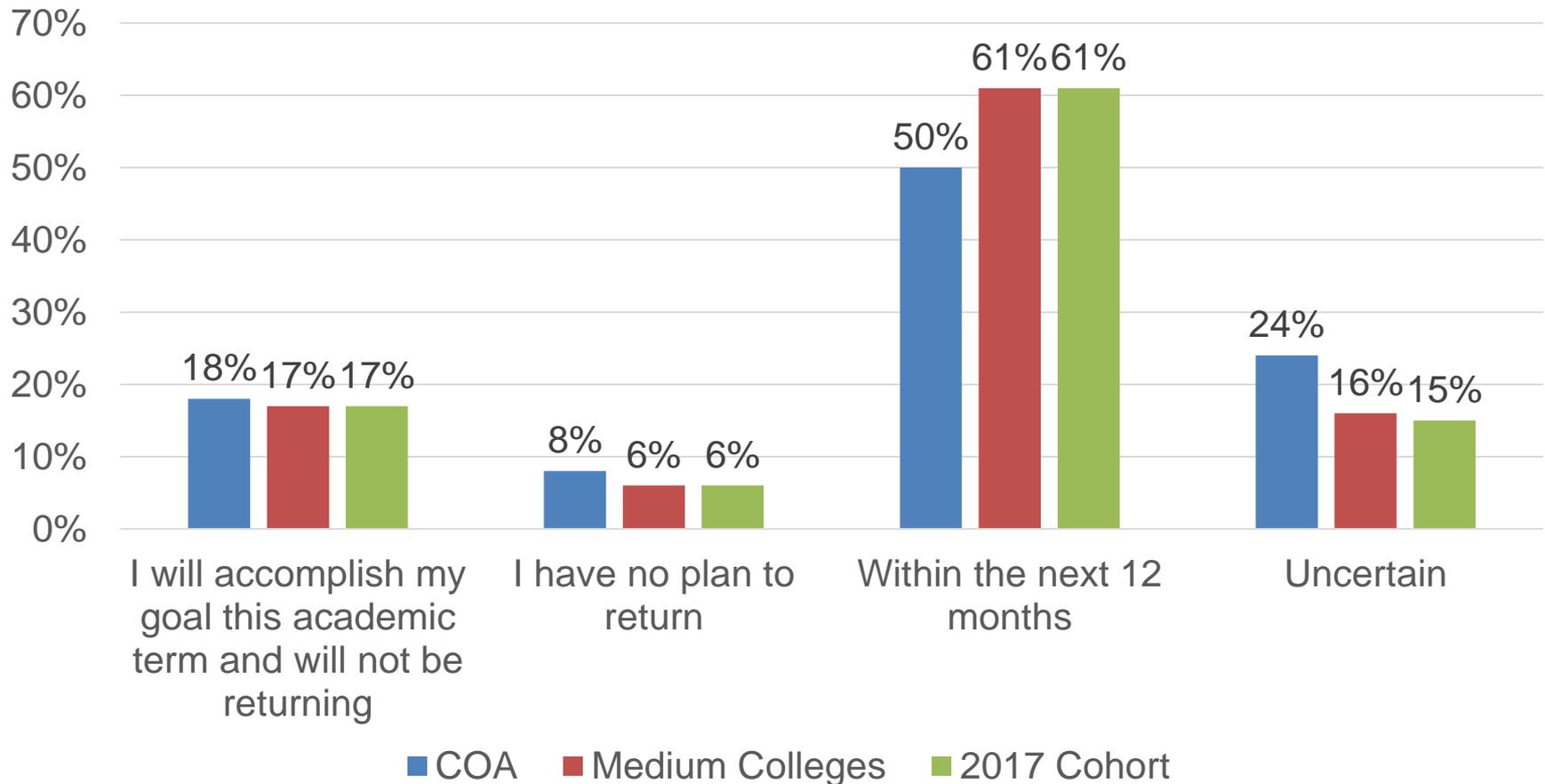
When do you most frequently take classes at this college?

Bar chart comparing COA, Medium Colleges, and 2017 Cohort by class time.

- **Day classes:** COA 69%, Medium Colleges 81%, 2017 Cohort 79%
- **Evening classes:** COA 27%, Medium Colleges 18%, 2017 Cohort 20%
- **Weekend classes:** COA 4%, Medium Colleges 0%, 2017 Cohort 0%

Legend: COA, Medium Colleges, 2017 Cohort
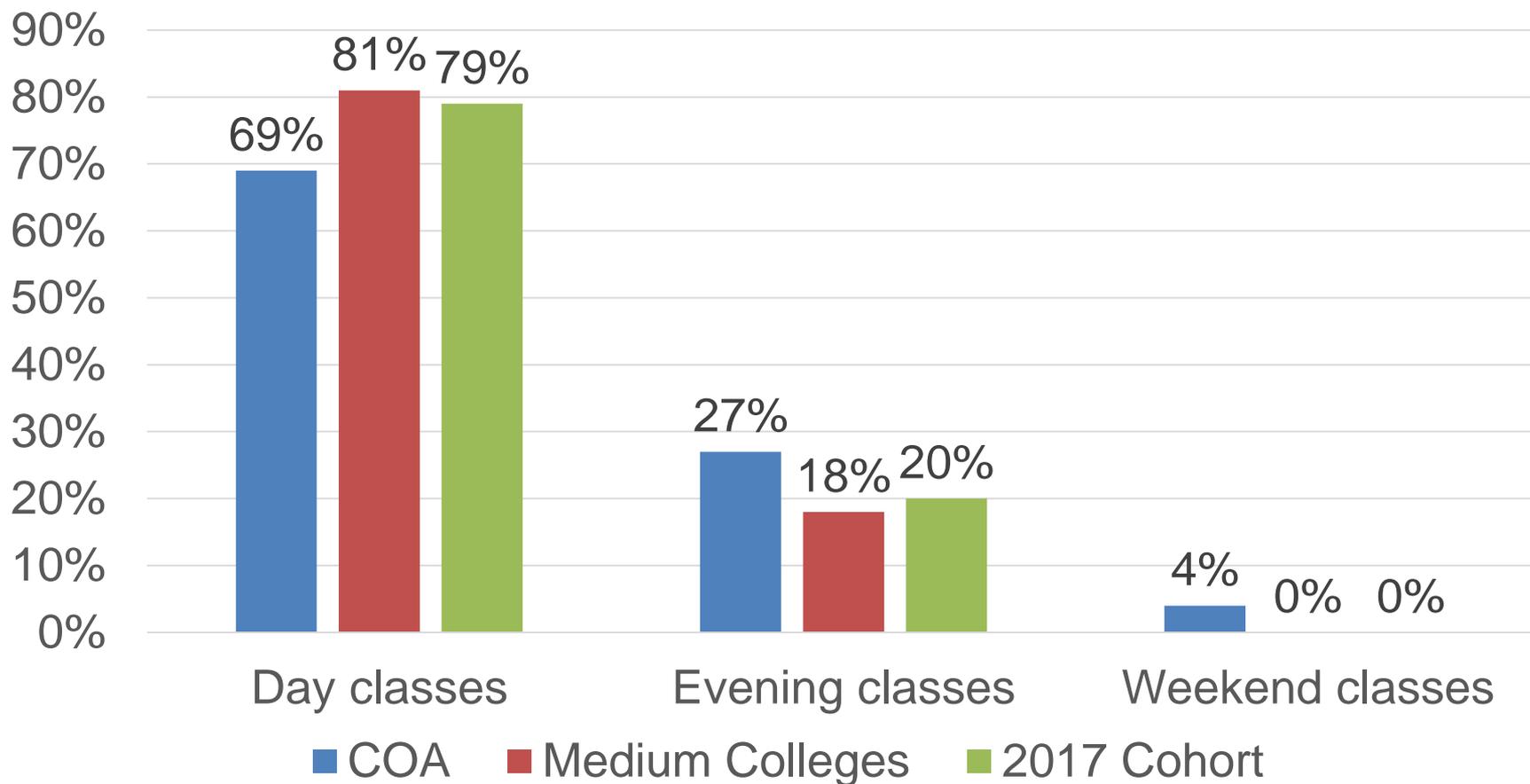
CCSSE Benchmarks

5 Benchmarks for Effective Educational Practice

- Active and Collaborative Learning

- Student Effort

- Academic Challenge

- Student-Faculty Interaction

- Support for Learners

Active and Collaborative Learning

COA students responded in ways similar to that of the entire 2017 CCSSE Cohort and other students of Medium-Sized colleges nationally to how often they:

- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Discussed grades or assignments with an instructor

They were less similar in…

Source: 2017 CCSSE data

COA students are…

Less likely to ask questions in class or contribute to class discussions

COA students are…

More likely to tutor or teach other students (paid or voluntary)

COA students are…

More likely to participate in a community-based project (service-learning activity) as part of a regular course

Student Effort

COA students responded in ways similar to that of the entire 2017 CCSSE Cohort and other students of Medium-Sized colleges nationally to how often they:

- Prepared two or more drafts of a paper or assignment before turning it in
- Come to class without completing readings or assignments
- Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
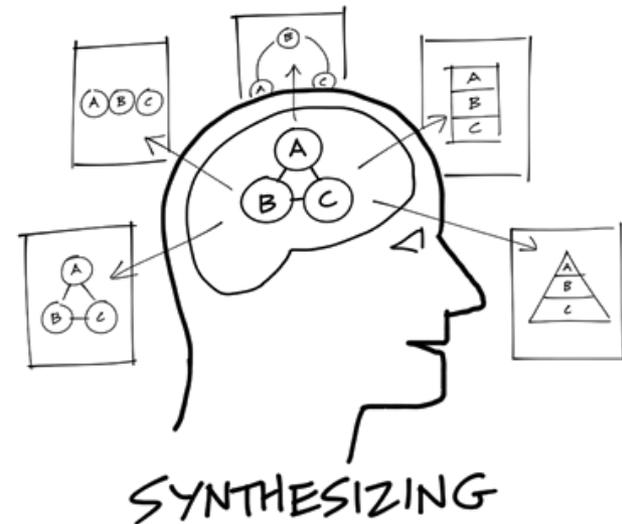- Peer or other tutoring
- Skill labs (writing, math, etc)

They were less similar in…

Source: 2017 CCSSE data

COA students are…

Less likely to work on a paper or project that requires integrating ideas and information from various resources

SYNTHESIZING

COA students are…

Less likely to use a computer lab

Academic Challenge

COA students responded in ways similar to that of the entire 2017 CCSSE Cohort and other students of Medium-Sized colleges nationally to::

- During the current academic year, how often have you:
  - Worked harder than you thought you could to meet an instructor's standards or expectations (#4o)

- During the current academic year, how much has your coursework emphasized:
  - Analyzing the basic elements of an idea, experience, or theory (#5b)
  - Forming a new idea or understanding from various pieces of information (#5c)
  - Making judgments about the value or soundness of information, arguments, or methods (#5d)
  - Applying theories or concepts to practical problems or in new situations (#5e)
  - Using information you have read or heard to perform a new skill (#5f)

- During the current academic year:
  - To what extent have your examinations challenged you to do your best work (#7)

- How much does this college emphasize:
  - Encouraging you to spend significant amounts of time studying (#9a)

Source: 2017 CCSSE data

They were less similar in…

COA students have…

Read fewer assigned textbooks, manuals, books, or packets of course readings
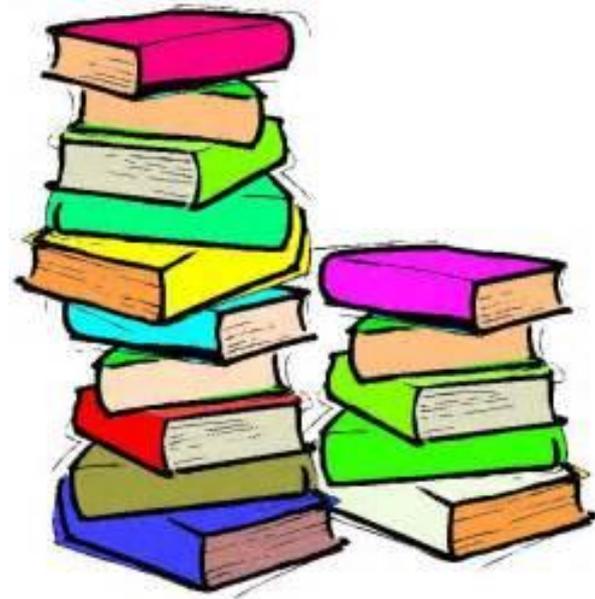
COA students have…

Written fewer papers or reports of any length

Student-Faculty Interaction

COA students responded in ways similar to that of the entire 2017 CCSSE Cohort and other students of Medium-Sized colleges nationally to:

- During the current school year, how often have you:
  - Discussed grades or assignments with an instructor (#4k)
  - Talked about career plans with an instructor or advisor (#4l)
  - Discussed ideas from your readings or classes with instructors outside of class (#4m)
  - Received prompt feedback (written or oral) from instructors on your performance (#4n)
  - Worked with instructors on activities other than coursework (#4p)

Source: 2017 CCSSE data

COA students are…

Less likely to e-mail to communicate with an instructor

Support for Learners

COA students responded in ways similar to that of the entire 2017 CCSSE Cohort and other students of Medium-Sized colleges nationally to:

- How much does this college emphasize:
  - Providing the support you need to help you succeed at this college (#9b)
  - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (#9c)
  - Helping you cope with your non-academic responsibilities (work, family, etc.) (#9d)
  - Providing the support you need to thrive socially (#9e)
- During the current academic year, how often have you:
  - Used academic advising/planning services (#12a)

Source: 2017 CCSSE data

COA students think…

Their college puts LESS emphasis on providing the financial support they need to afford their education (than do their peers at medium sized colleges)…

COA students are…

More likely to use career counseling support
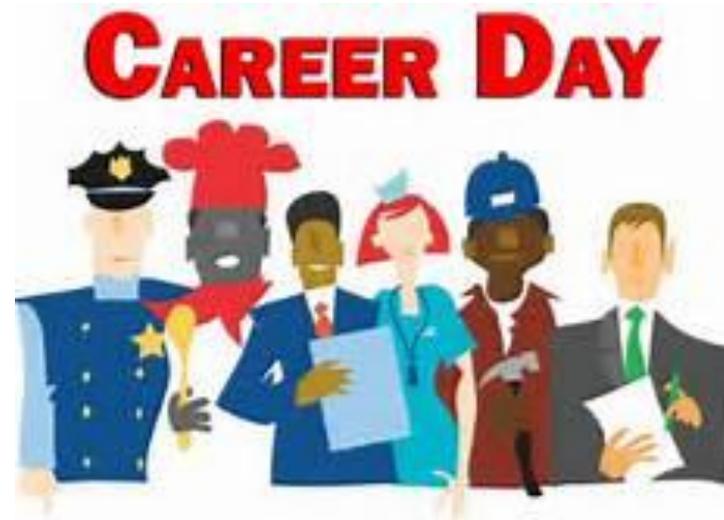
CCSSE Benchmark Scores for COA v. the national average

Chart showing CCSSE benchmark scores with a red line indicating "national average for medium sized colleges = 50"

Benchmark	Score
Active and Collaborative Learning	52.9
Student Effort	46.1
Academic Challenge	46.6
Student-Faculty Interaction	47.2
Support for Learners	50.6
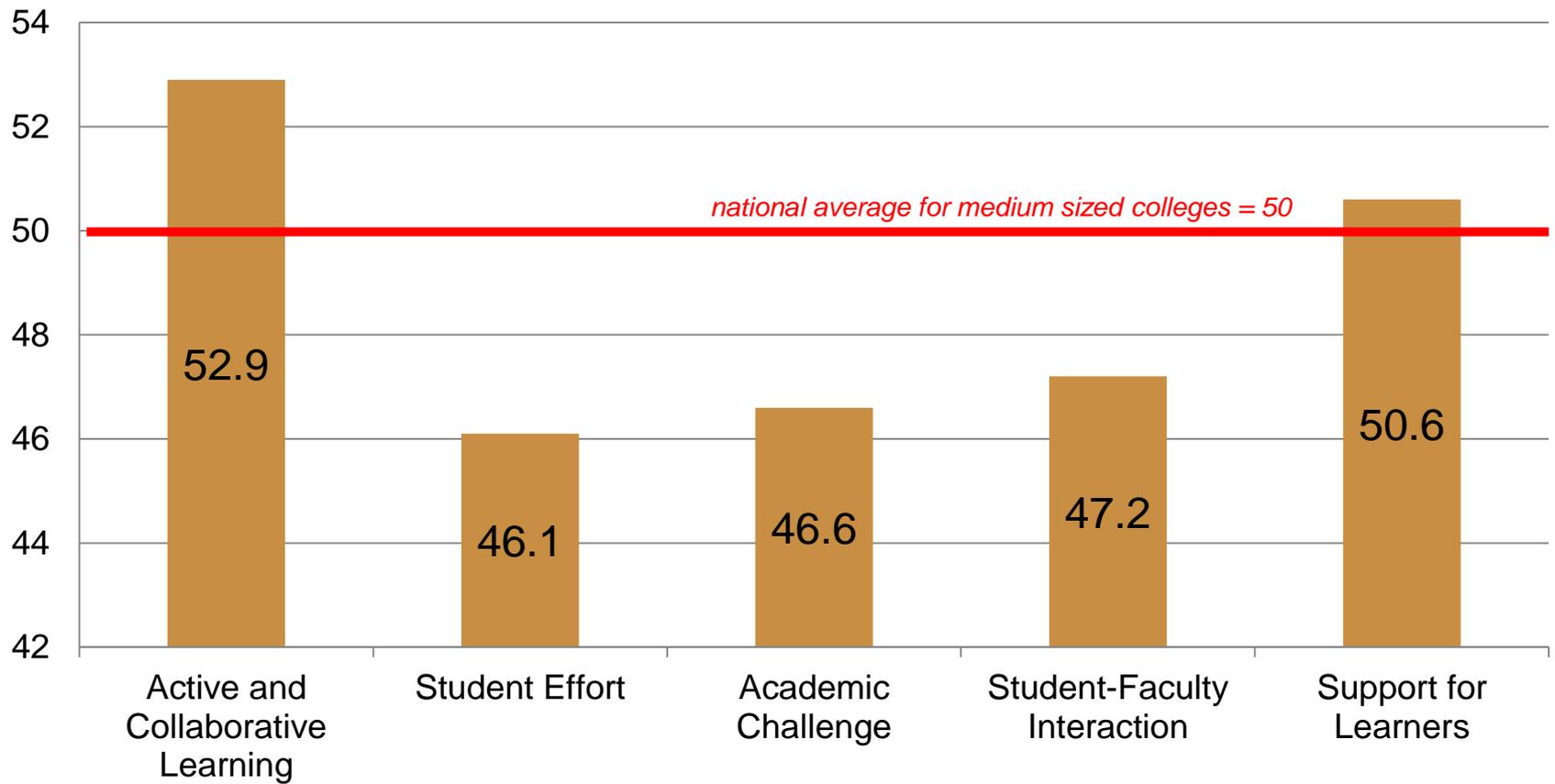
Source: 2017 CCSSE data

CCSSE Benchmark Scores for COA v. other medium sized colleges nationally

Chart data (2017 CCSSE):

Benchmark	College of Alameda	Medium-Sized Colleges Nationally
Active and Collaborative Learning	52.9	49.5
Student Effort	47.1	49.2
Academic Challenge	46.4	49.6
Student-Faculty Interaction	47.2	50
Support for Learners	50.6	49.2

Legend: College of Alameda · Medium-Sized Colleges Nationally
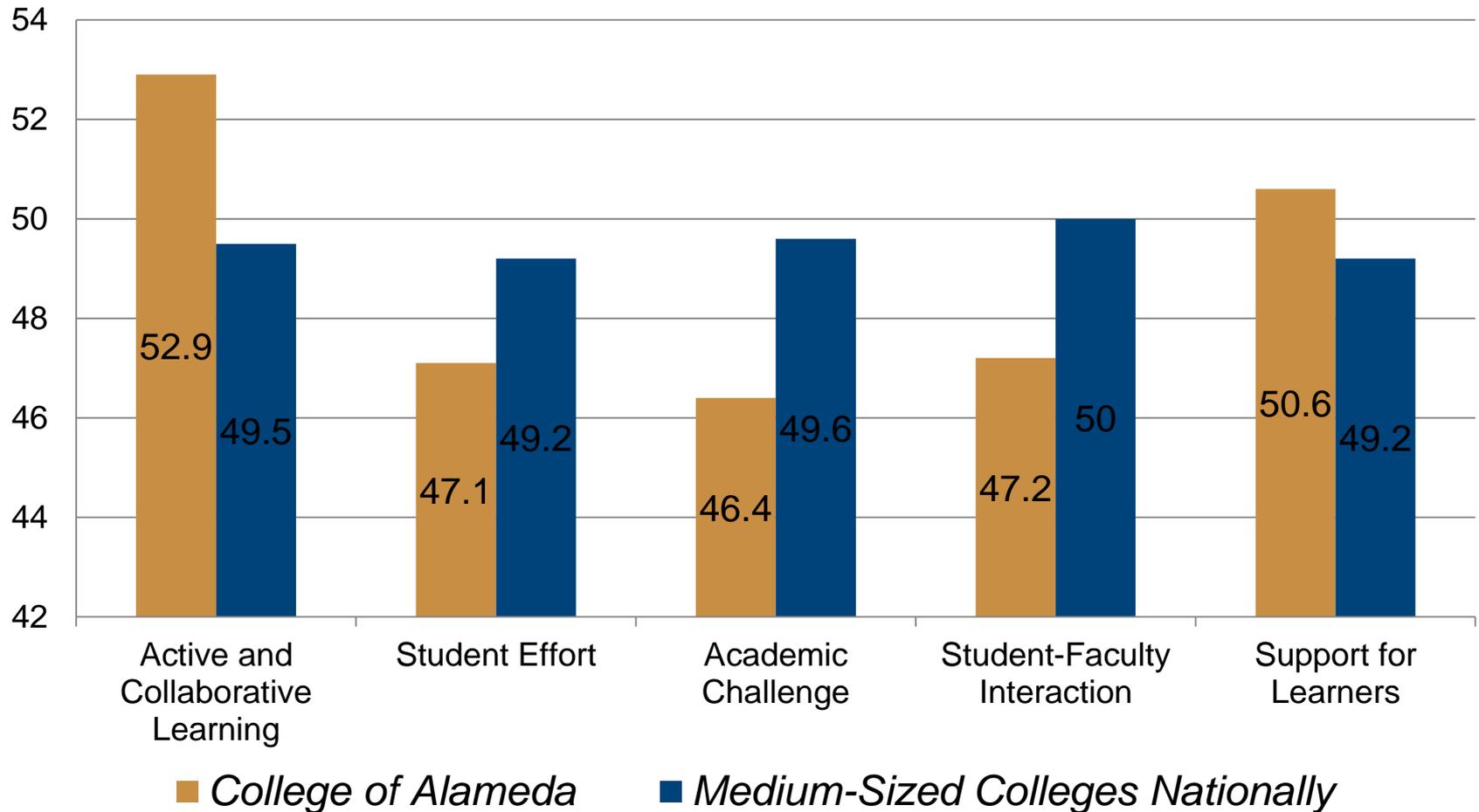
Source: 2017 CCSSE data

COA students are not meeting their goals…

Student Aspirations from CCSSE

Student Goals

Indicate which of the following are your reasons/goals for attending this college.

	Yes	No
Complete a certificate program	38%	62%
Obtain an associate degree	55%	45%
Transfer to a four-year college or university	75%	25%
Obtain or update job-related skills	52%	48%
Change careers	39%	61%
Self-improvement/personal enjoyment	67%	33%

Note: Respondents may indicate more than one goal.

Source: 2017 CCSSE data

Only 250 COA students actually transfer in a typical year (2% of those enrolled)

Cert of Achievement (30-<60) 10%

Cert of Proficiency (6-<18) 1%

Cert of Achievement (18-<30) 3%

AA/AS for Transfer 18%

Associate of Science 18%

Associate of Arts 50%
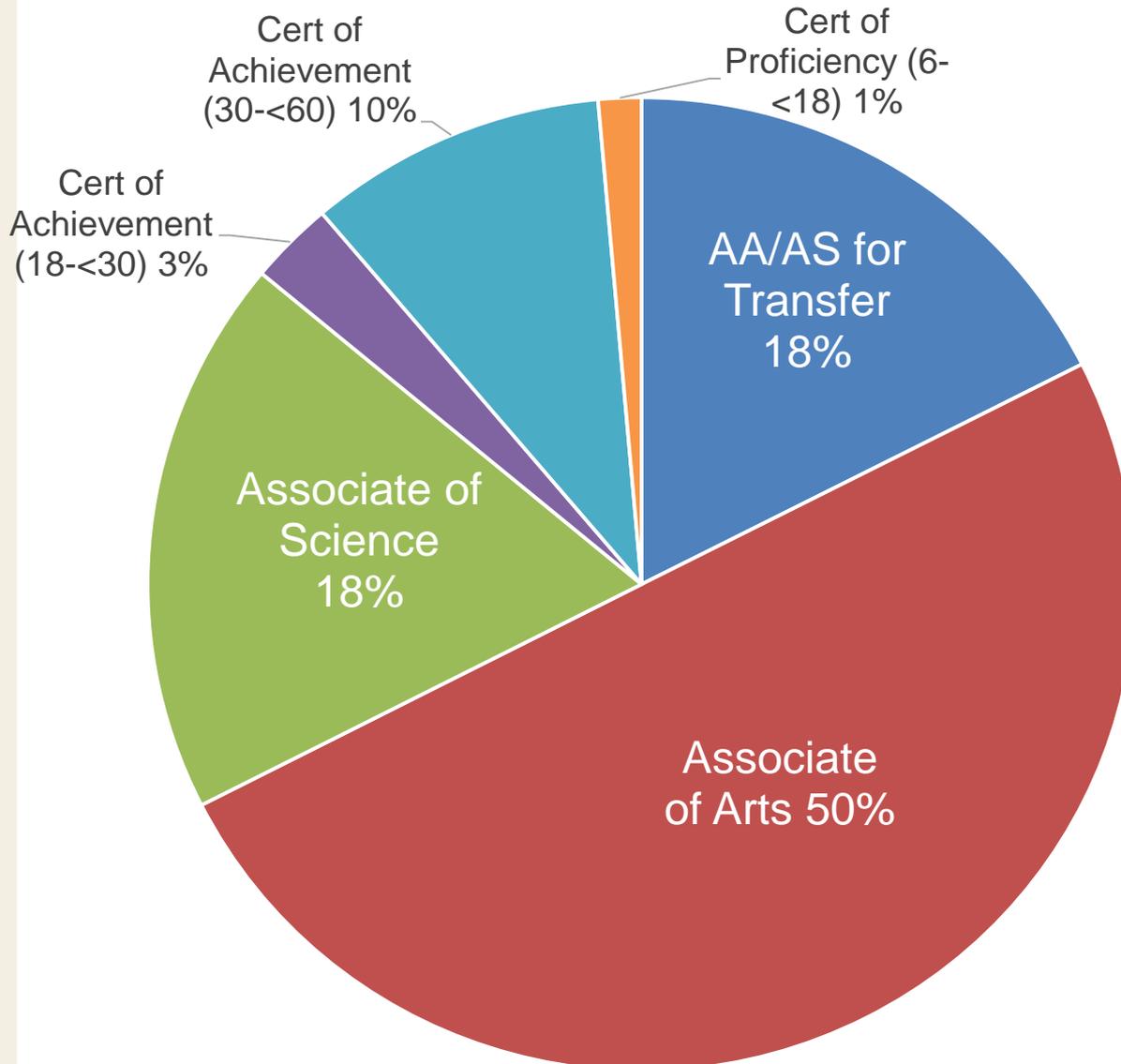
SEP Aspirations: 86% of students intend to earn at least a 2-year degree

Source: COA active Student Education Plans (SEPs) 2015-17

And 258 earn an Associates Degree (2% of those enrolled)

COA Placement into Basic Skills: first-time students

COA First-time Students		2015-16		2016-17		Difference
		#	%	#	%	
ENG Transfer Level	ENG 1A, 5, 10	210	39%	218	54%	**15%**
ENG 1 level below	ENG 201B	113	21%	109	27%	**6%**
ENG 2 levels below	ENG 201A	121	23%	0	0%	**-23%**
ENG 3 or more levels below	ENG 269B and ENG 269A	91	17%	75	19%	**2%**
TOTAL ENGLISH		**535**		**402**		
MATH Transfer Level	Math 1, 50, 13, 3A, 3B etc	153	32%	152	33%	**1%**
MATH 1 level below	Math 202, 203, 206, 208, 221, 220	93	19%	98	21%	**2%**
MATH 2 levels below	Math 201, 210	121	25%	106	23%	**-2%**
MATH 3 or more levels below	Math 253, 250, 251	118	24%	106	23%	**-1%**
TOTAL MATH		**485**		**462**		

Source: PCCD BI Tool; First-time Students include SPX

% of students who first enroll in basic skills who then complete a college-level course in the same discipline within 6 years

Remedial Math	Remedial English	ESL
37.2%	32.1%	24.5%

Source: CCCCO 2017 Student Success Scorecard (2010-11 co-hort)

Early results from our "multiple measures" pilot:

	Transfer-level placement in English	Transfer-level placement in Math
HSMMCOA	79%	43%
CoA Overall (No HS transcript)	66%	21%

Note: HSMMCOA students who graduated HS in 2017 and took a math or English course during the summer or fall of 2017 at COA

Note: COA Overall includes all students who graduated in 2017 (not placed with HS transcript data) who matriculated to COA and took an English or math course during the summer or fall of 2017 at COA

COA Students - first time ever in college

665

COA: 2015-16 academic year
Source: CCCCO Launchboard Key Performance Indicator data

Persisted from Fall to Spring

54%

COA: 2015-16 academic year (first time ever in college)
Source: CCCCO Launchboard Key Performance Indicator data

Successfully completed transfer-level Math in Year 1

12%

COA: 2015-16 academic year (first time ever in college)
Source: CCCCO Launchboard Key Performance Indicator data

Successfully completed transfer-level English in Year 1

13%

COA: 2015-16 academic year (first time ever in college)
Source: CCCCO Launchboard Key Performance Indicator data

Successfully completed both transfer-level Math and English in Year 1

6%

COA: 2015-16 academic year (first time ever in college)
Source: CCCCO Launchboard Key Performance Indicator data

Average number of degree-applicable credits attempted in Year 1

13

COA: 2015-16 academic year (first time ever in college)
Source: CCCCO Launchboard Key Performance Indicator data

Successfully earned 15+ college credits in Year 1

22%

COA: 2015-16 academic year (first time ever in college)
Source: CCCCO Launchboard Key Performance Indicator data
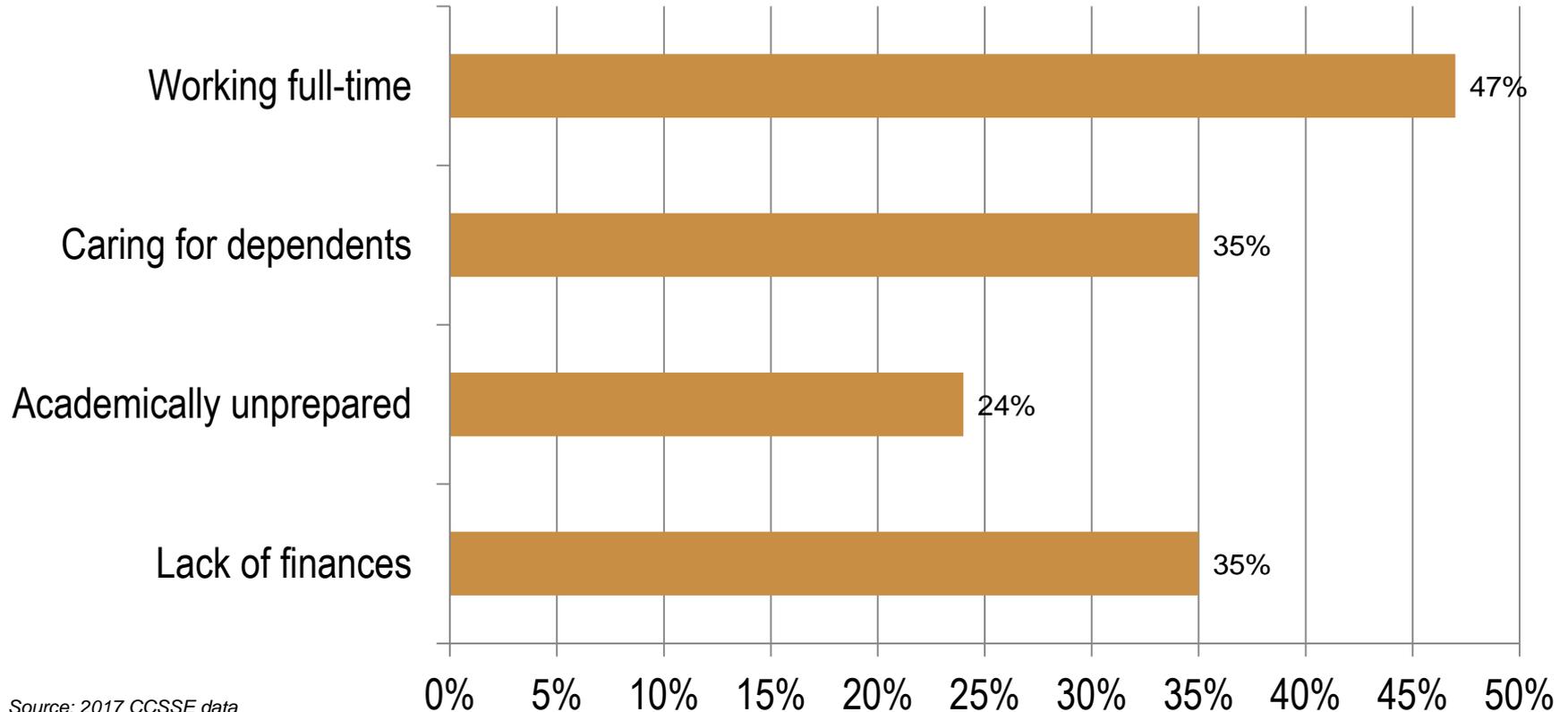
Successfully earned 30+ college credits in Year 1

2%

COA: 2015-16 academic year (first time ever in college)
Source: CCCCO Launchboard Key Performance Indicator data

# Student Persistence: risk factors

Barriers to Returning to College

The % of students who said the following issues were "likely" or "very likely" to cause them to withdraw from class or from College of Alameda:

Barrier	Percentage
Working full-time	47%
Caring for dependents	35%
Academically unprepared	24%
Lack of finances	35%

Source: 2017 CCSSE data

How much does COA help you cope with your non-academic responsibilities (work, family, etc.?
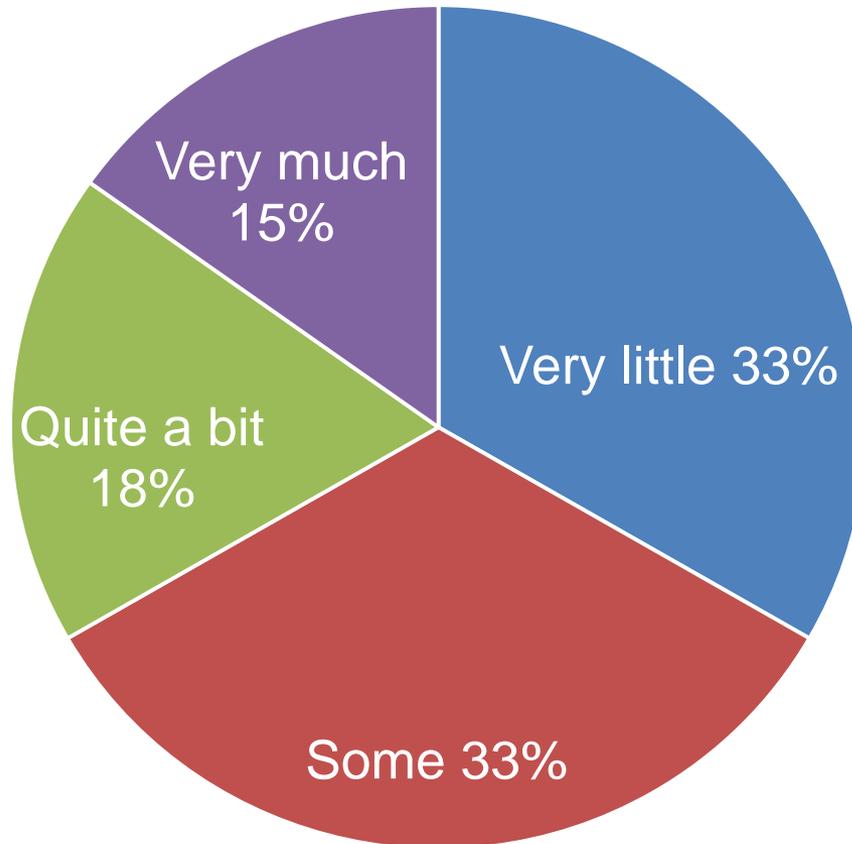
Strategies to Promote Learning that Matters

Strategies to Promote Learning that Matters

The Center describes four key strategies to promote strengthened classroom experiences:

- Strengthen classroom engagement

- Integrate student support into learning experiences

- Focus institutional policies on creating the conditions for learning

- Expand professional development focused on engaging students

Our focus:

Integrate Student Support into Learning Experiences

Students are most likely to succeed when expectations are high and they receive the support they need to rise to those expectations

Integrate Student Support into Learning Experiences
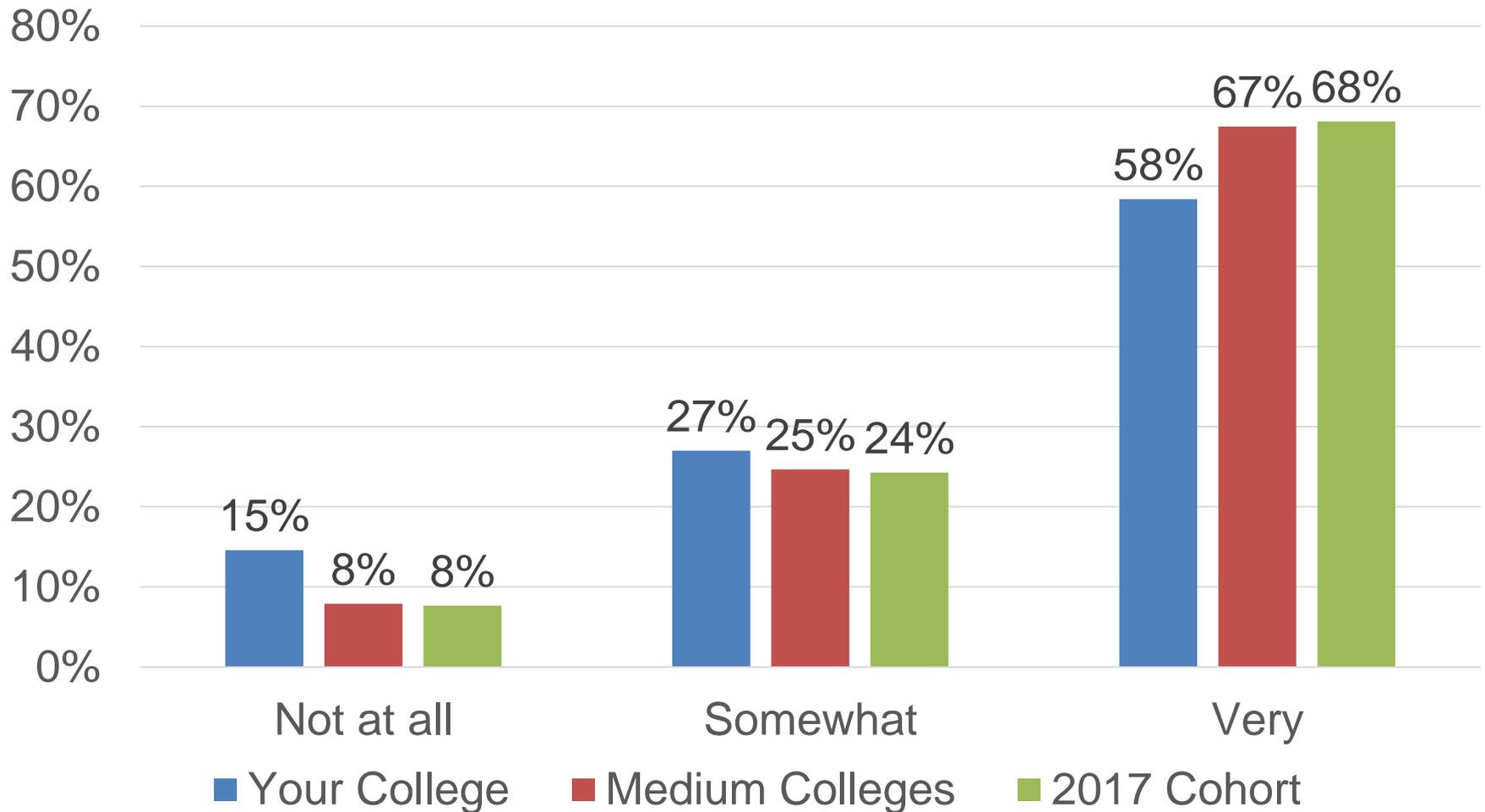
Student Use and Value of Student Services

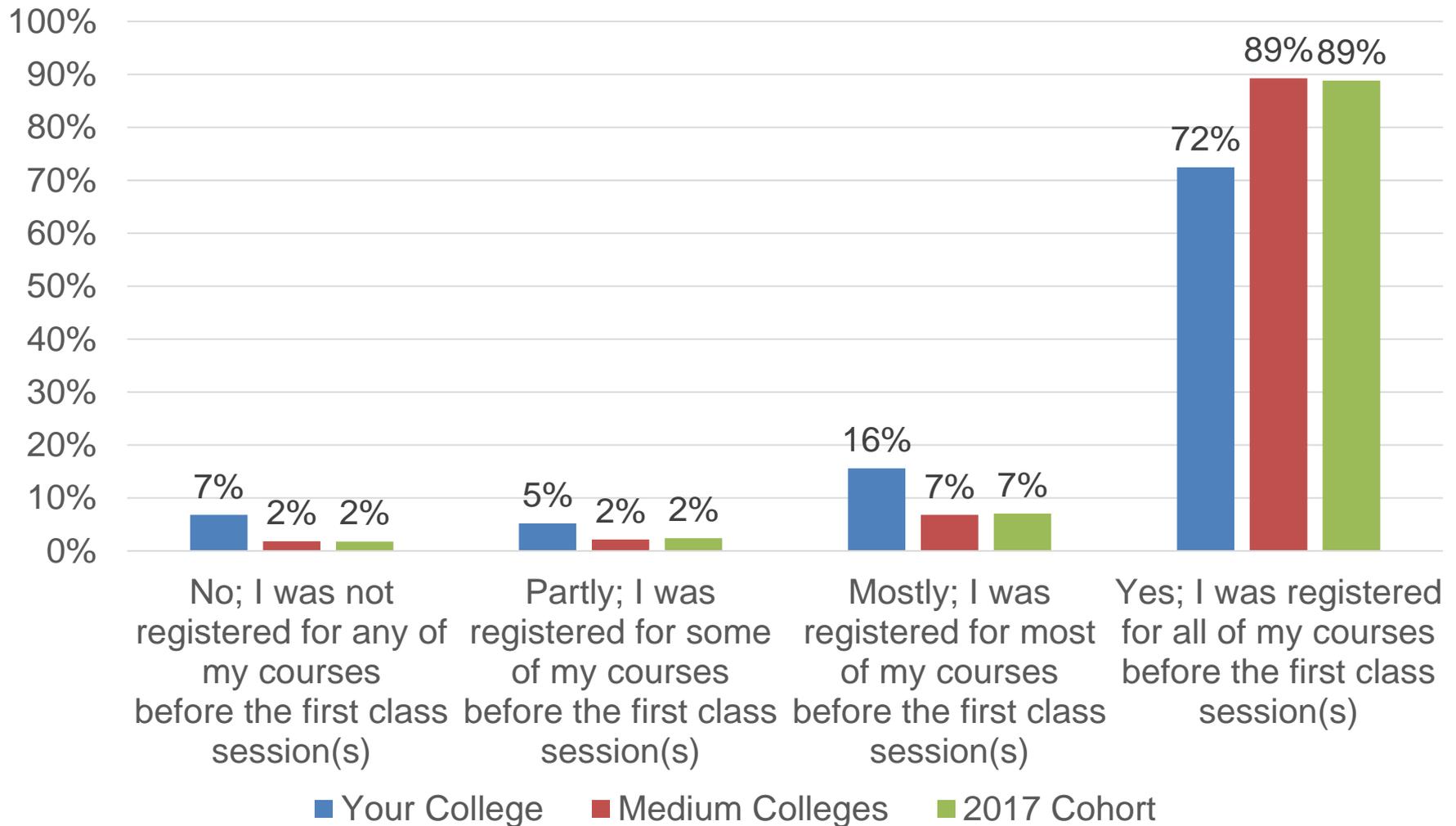| How important are the services?			How often do you use the services?	
	Very	*Not at all*		*Never*
Academic advising/planning	58%	15%	Academic advising/planning	25%
Career counseling	48%	22%	Career counseling	52%
Peer or other tutoring	40%	28%	Peer or other tutoring	54%
Skill labs (writing, math, etc.)	46%	27%	Skill labs (writing, math, etc.)	53%
Financial Aid Advising	47%	28%	Financial Aid Advising	54%

Source: 2017 CCSSE data

How important is academic advising/planning to you at COA?

Chart: "How important is academic advising/planning to you at COA?"

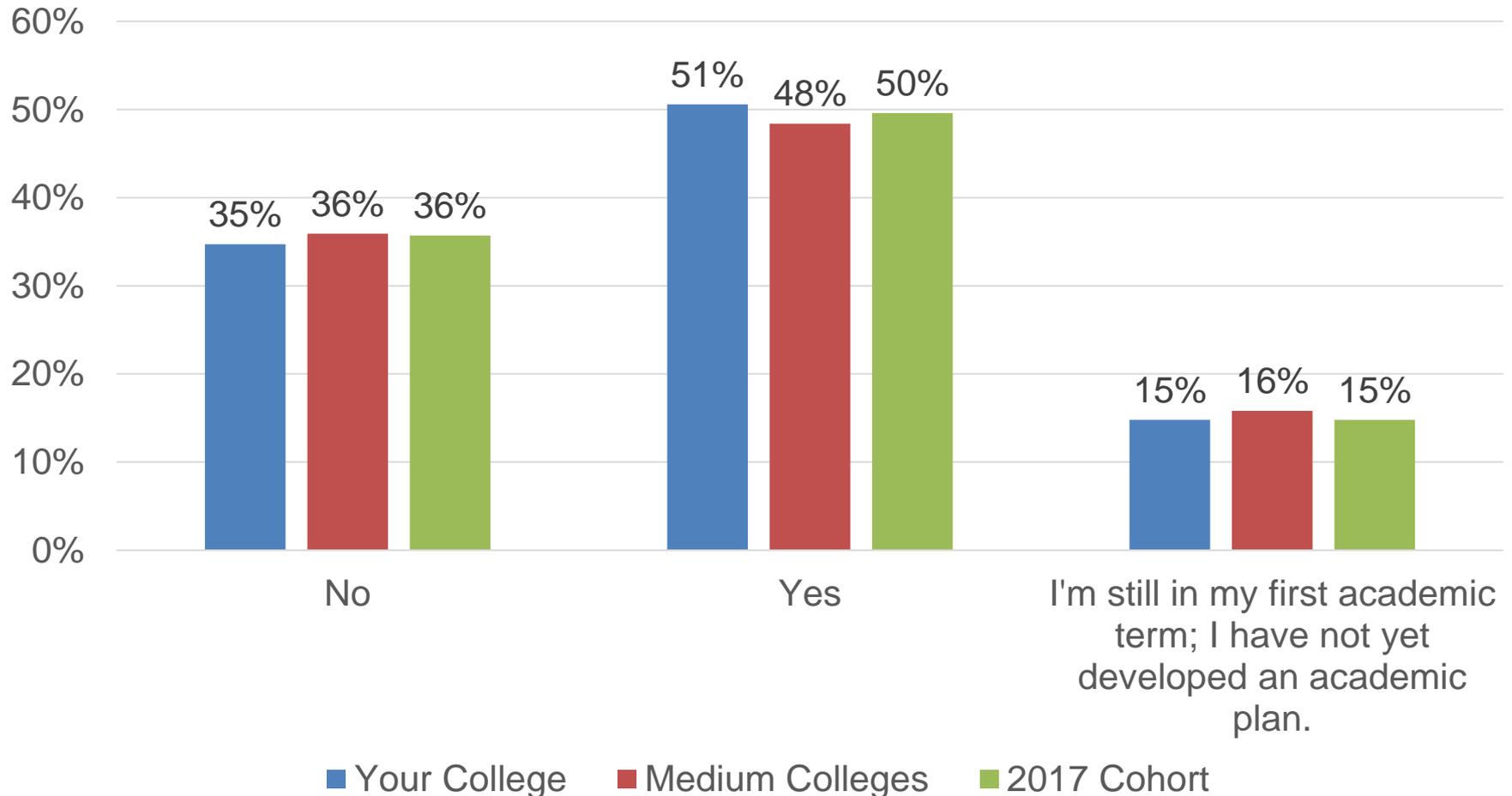|	Not at all	Somewhat	Very
Your College	15%	27%	58%
Medium Colleges	8%	25%	67%
2017 Cohort	8%	24%	68%

During the current academic term, I completed registration before the first class session(s):

Bar chart with categories on the x-axis and percentage on the y-axis (0% to 100%). Legend: Your College (blue), Medium Colleges (red), 2017 Cohort (green).

| Response	Your College	Medium Colleges	2017 Cohort
No; I was not registered for any of my courses before the first class session(s)	7%	2%	2%
Partly; I was registered for some of my courses before the first class session(s)	5%	2%	2%
Mostly; I was registered for most of my courses before the first class session(s)	16%	7%	7%
Yes; I was registered for all of my courses before the first class session(s)	72%	89%	89%

# The one response that best describes my experience with <u>orientation</u> when I first came to this college is:
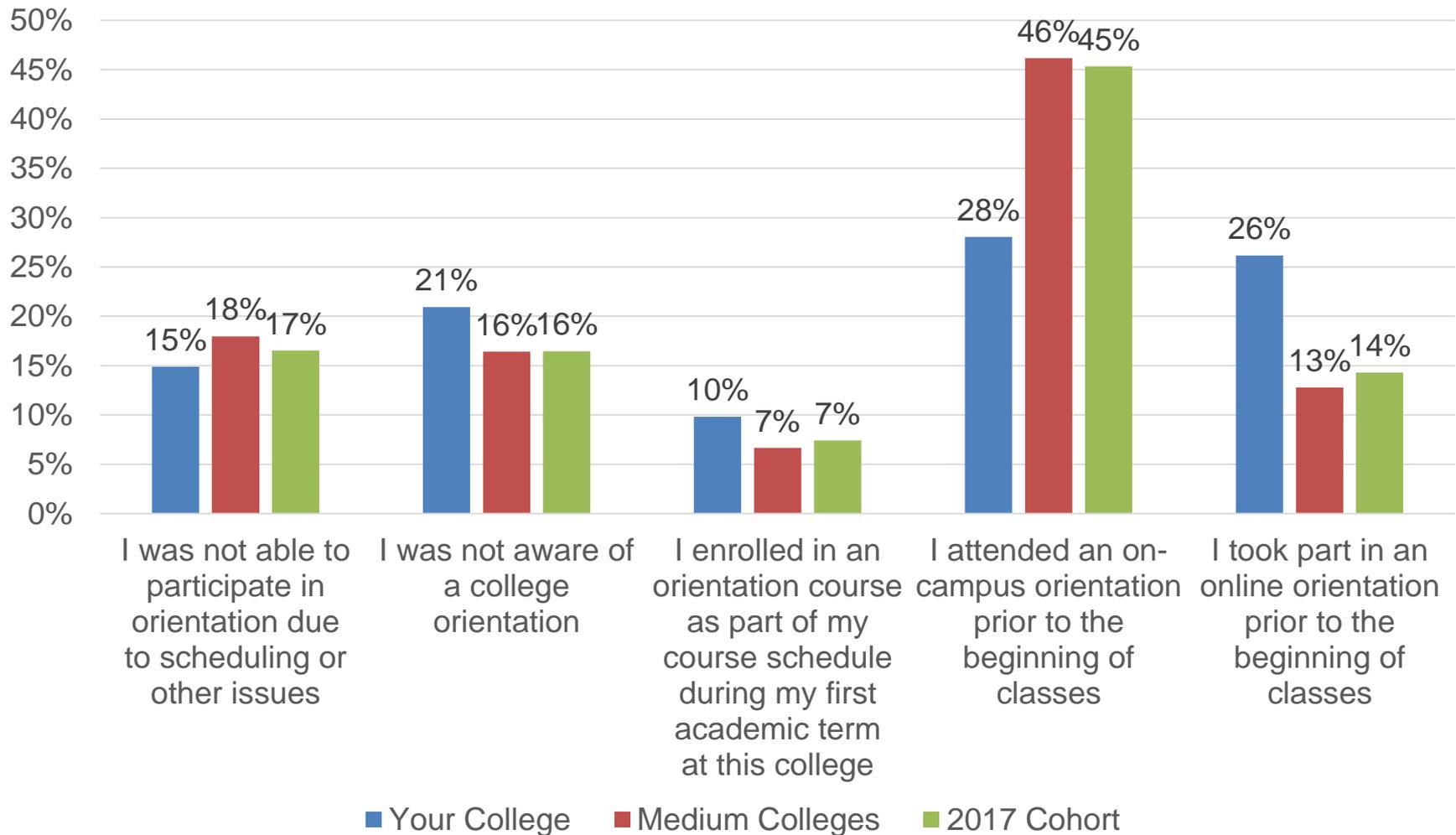
Before the end of my first academic term at COA, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing my college certificate, degree, or transferring to a 4-year college or U.

Legend: Your College (blue), Medium Colleges (red), 2017 Cohort (green)

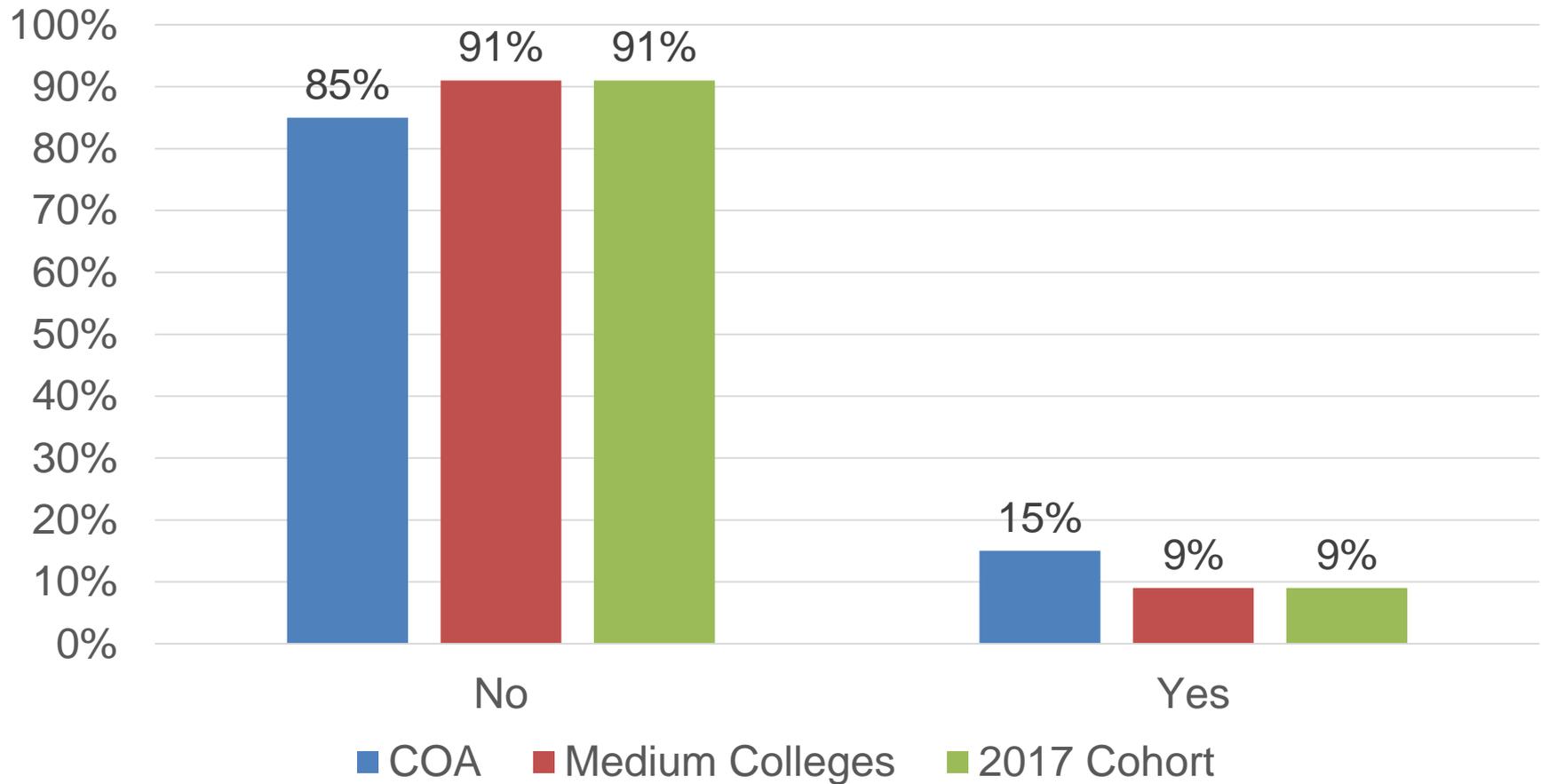|	No	Yes	I'm still in my first academic term; I have not yet developed an academic plan.
Your College	35%	51%	15%
Medium Colleges	36%	48%	16%
2017 Cohort	36%	50%	15%

Someone from COA contacts me if I am struggling with my students to help me get the assistance I need.
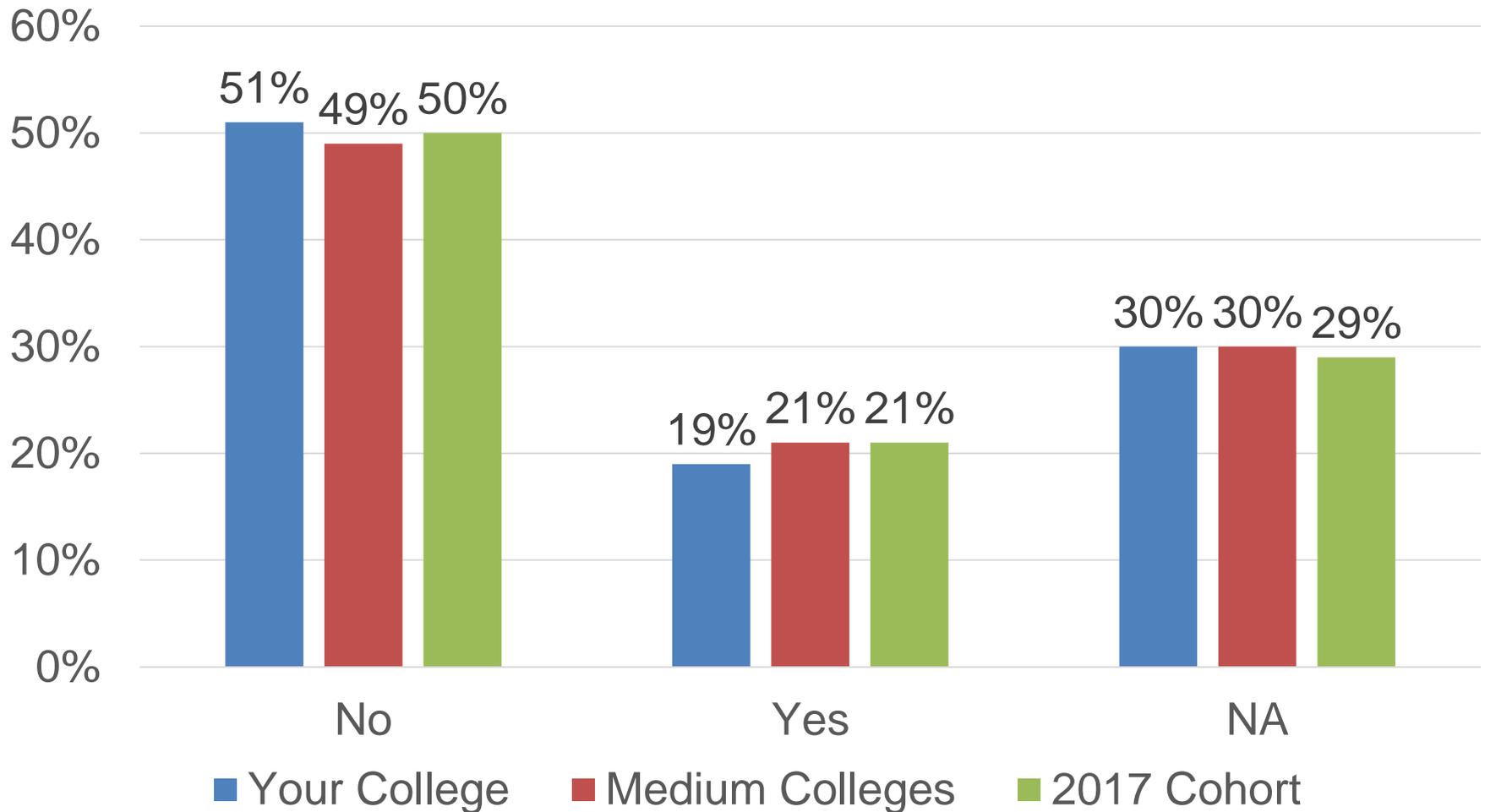
During my first academic term at this college, I participated in a first-year experience program
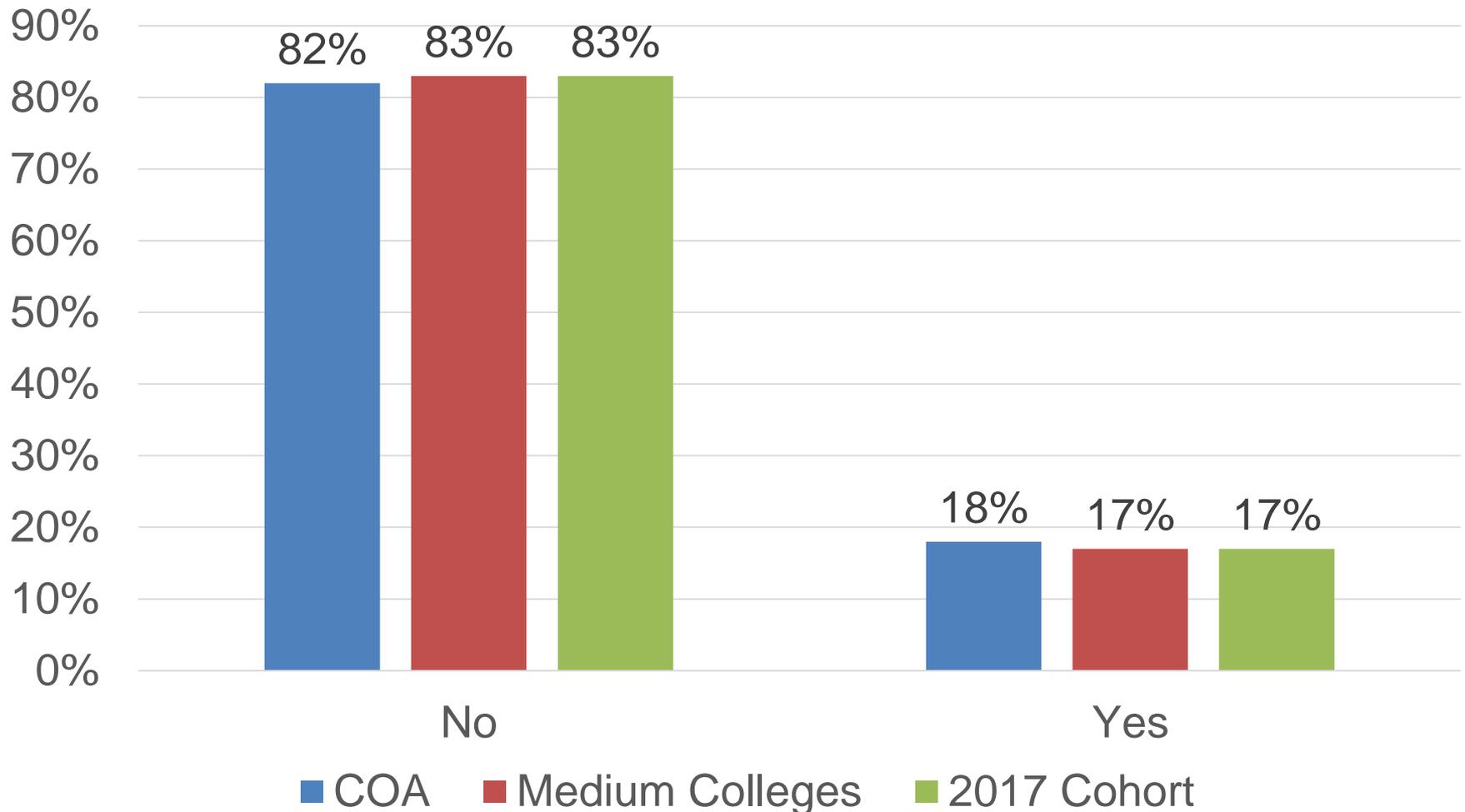
During my first academic term at this college, I participated in an organized learning community (groups who take more than two classes together)

Closing Remarks and Questions

Would you recommend this college to a friend or family member?

Legend: COA, Medium Colleges, 2017 Cohort

No: COA 9%, Medium Colleges 6%, 2017 Cohort 6%
Yes: COA 91%, Medium Colleges 94%, 2017 Cohort 94%