



# Student Voice

Student research results presented by:  
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# Contents

- Guided Pathways basic elements
- Thinking about COA “loss points”
- CCSSE survey results spring 2017
- COA student focus group results fall 2017
- Food for thought

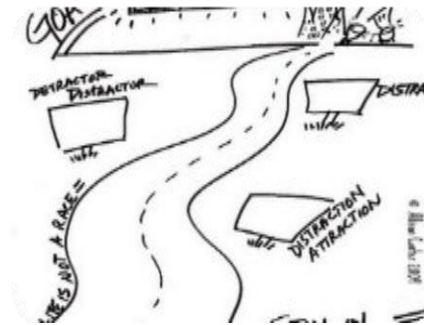
# Four pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

# Possible loss points...

- Takes an assessment test without adequate preparation
- Selects a major without information about what it means
- Finds out required courses are full
- Does not know there are financial incentives to remain full time
- Drops to part-time and spends less time on campus, feels less connected
- Changes majors and needs to “start over”
- Stops out, believing they will return next year

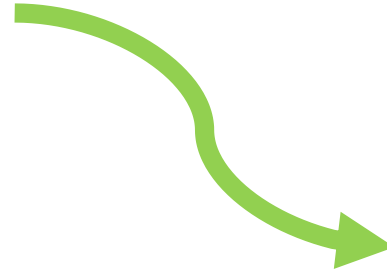


# Students have a greater likelihood of completion, as a result of:

- Improved placement (AB 705)
- Basic skills reform (co-requisites; noncredit)
- Earlier advising (college and career)
- Embedded supports
- Clearer pathways (interest areas)
- Better scheduling
- Monitoring student progress (reaching out)
- Reduced unit accumulation



**86%** of CoA students have  
“Earn an Associate’s Degree”  
as their educational goal



but only **2%** of CoA non-  
first time students **actually**  
**earn** an Associates Degree  
in a typical year (258)

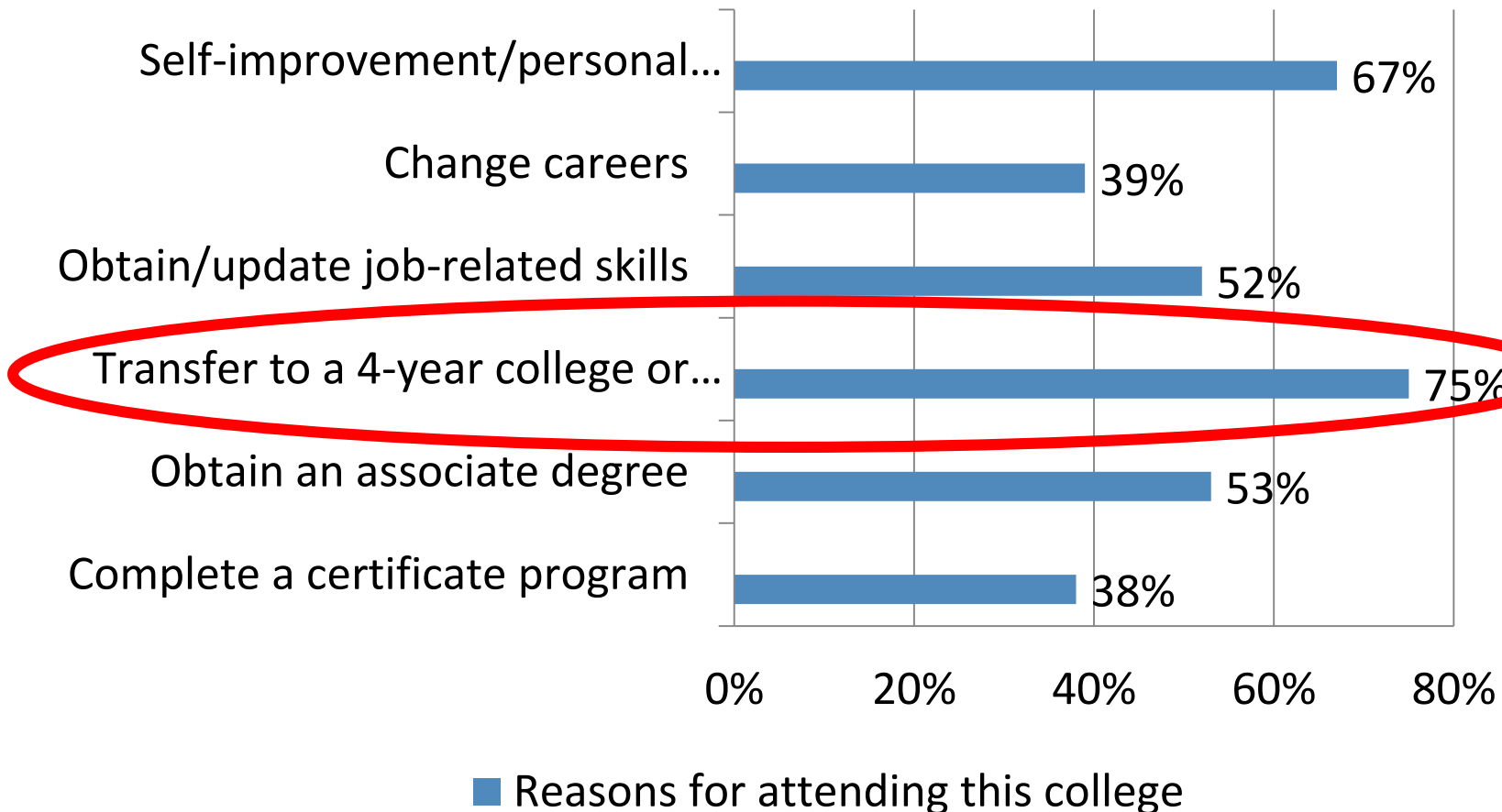
Associate’s



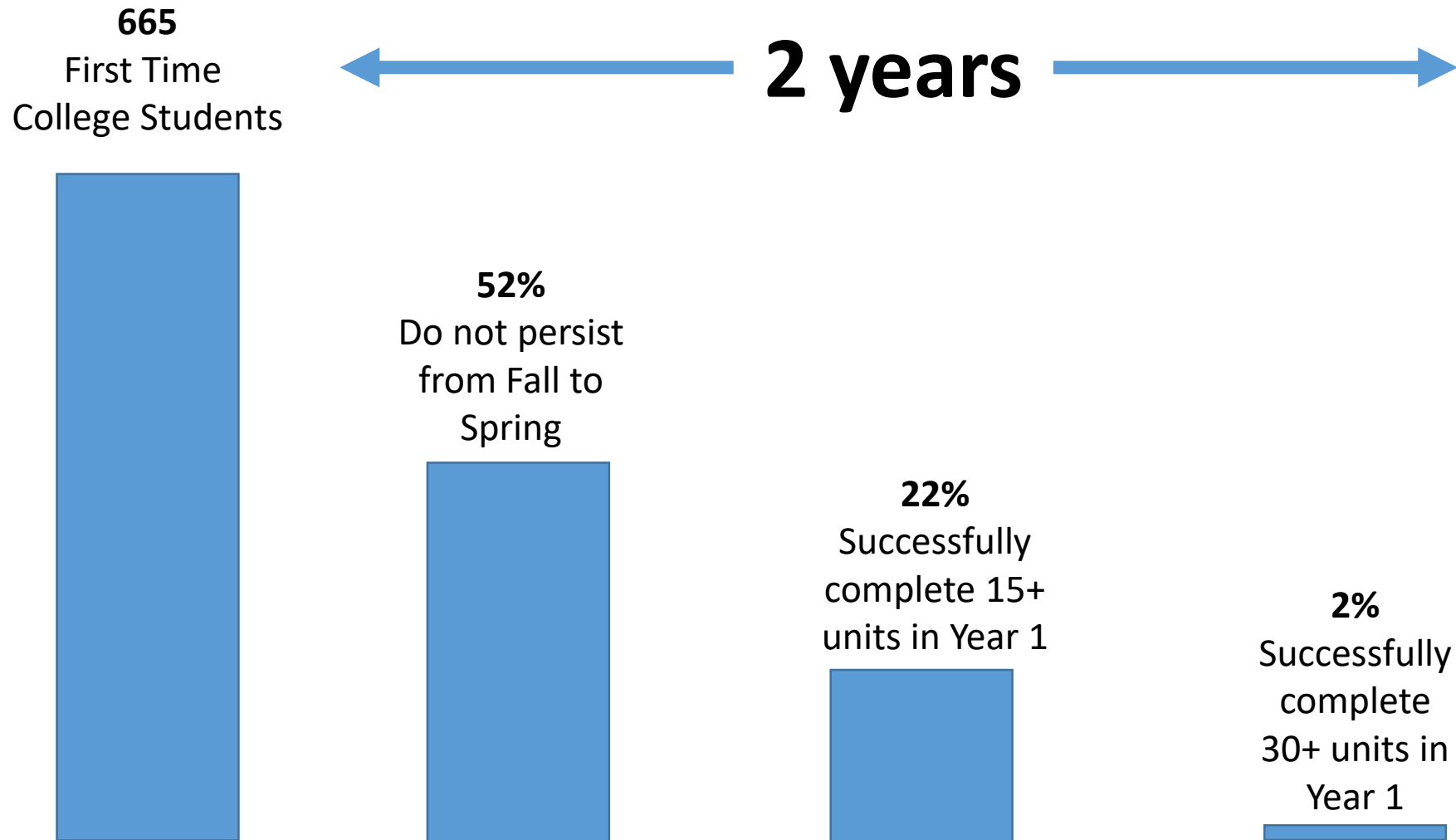
Degree

**75%** of CoA students have “**transfer to a 4-year college or university**” as a goal

but only **2%** of non-first-time students ***actually transfer*** to a 4-year college or university in a typical year (250)

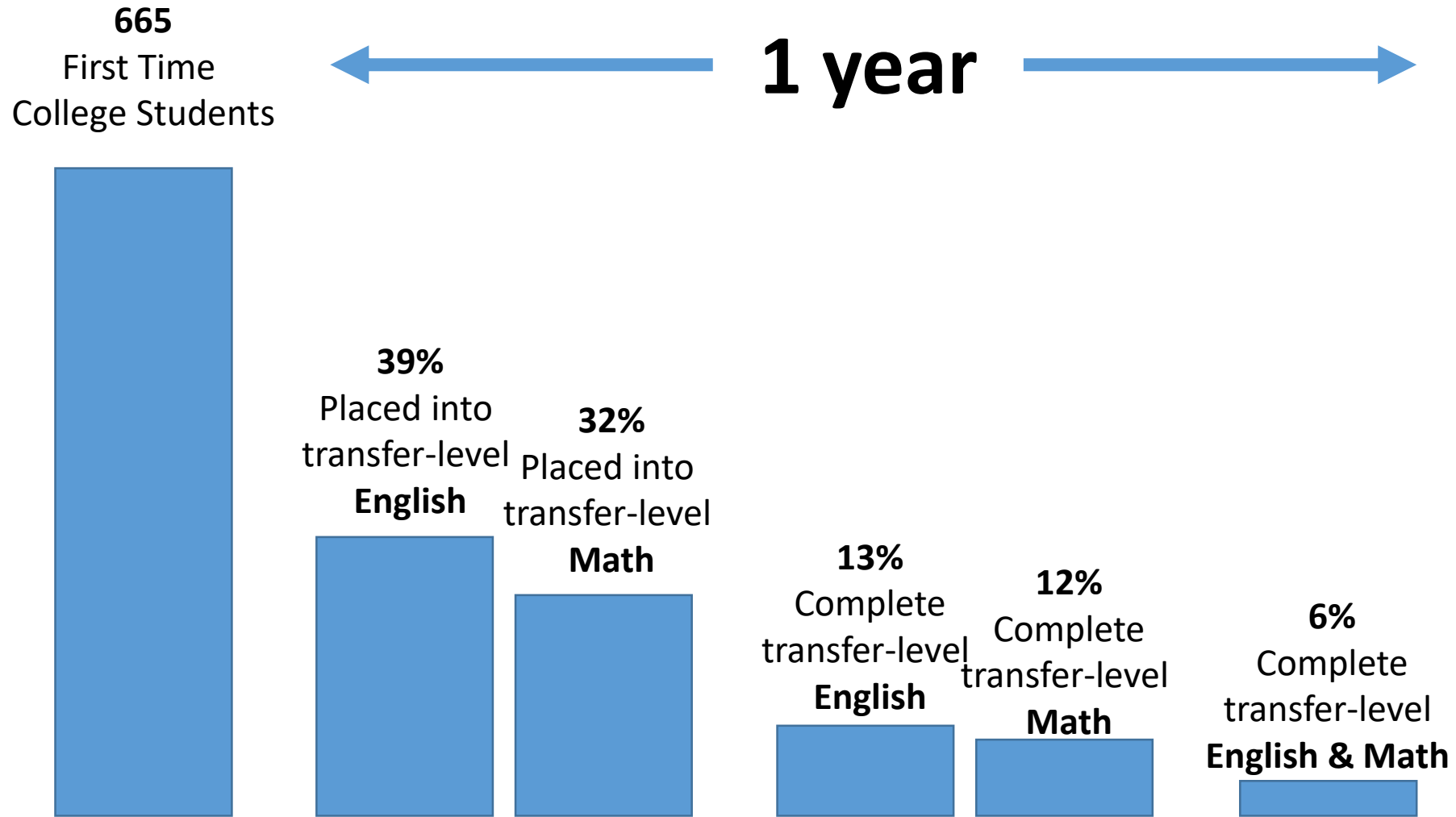


# CoA **First-time** students...need to earn 60 units in 2 years to complete an AA/AS “on time”





# CoA **First-time** students...have difficulty placing into and successfully completing English & Math



# Community College Student Survey of Engagement (CCSSE)

College of Alameda Survey Results  
2018

Implications for building Guided Pathways



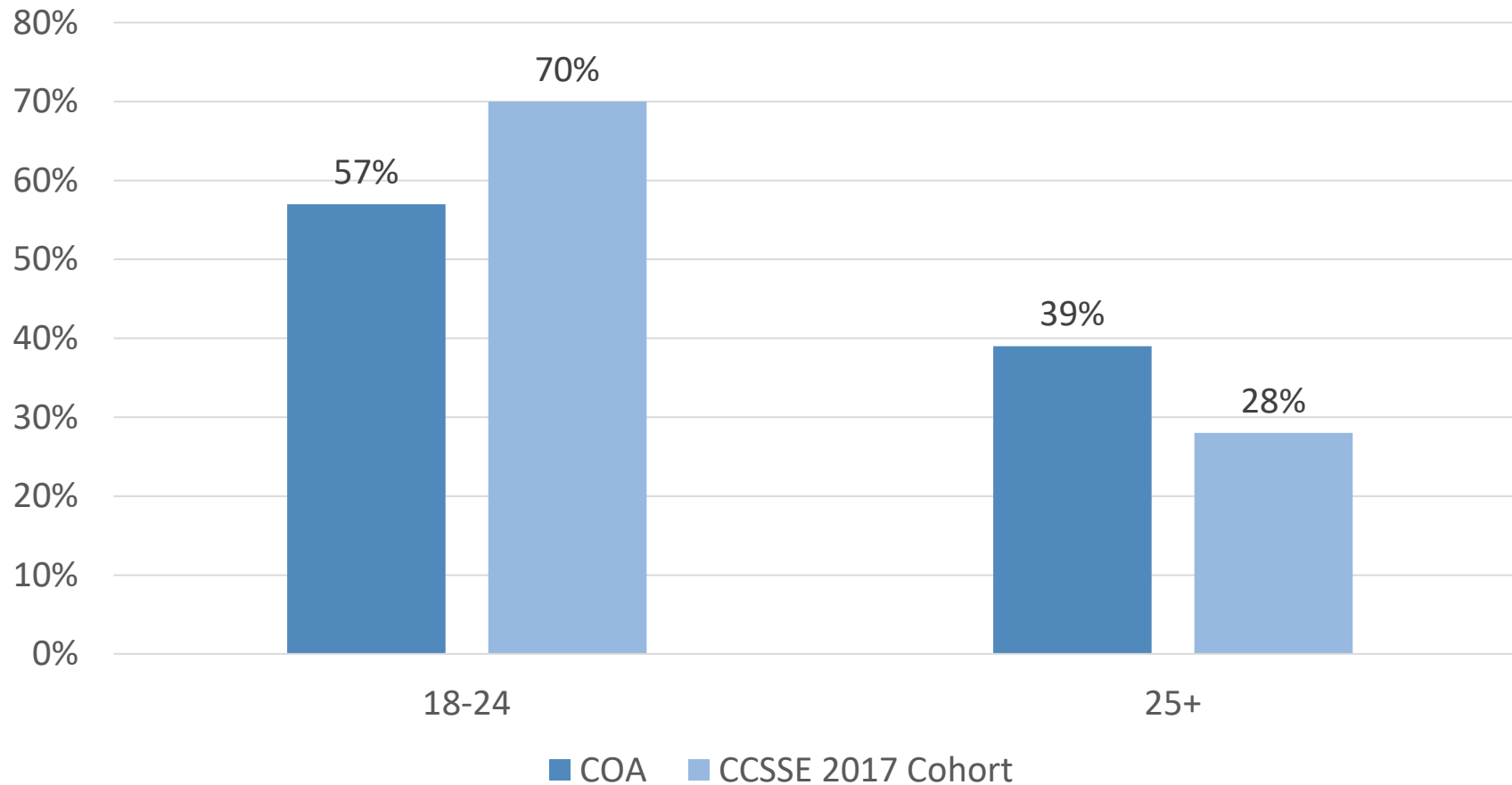
# Survey Respondents

649 adjusted survey count

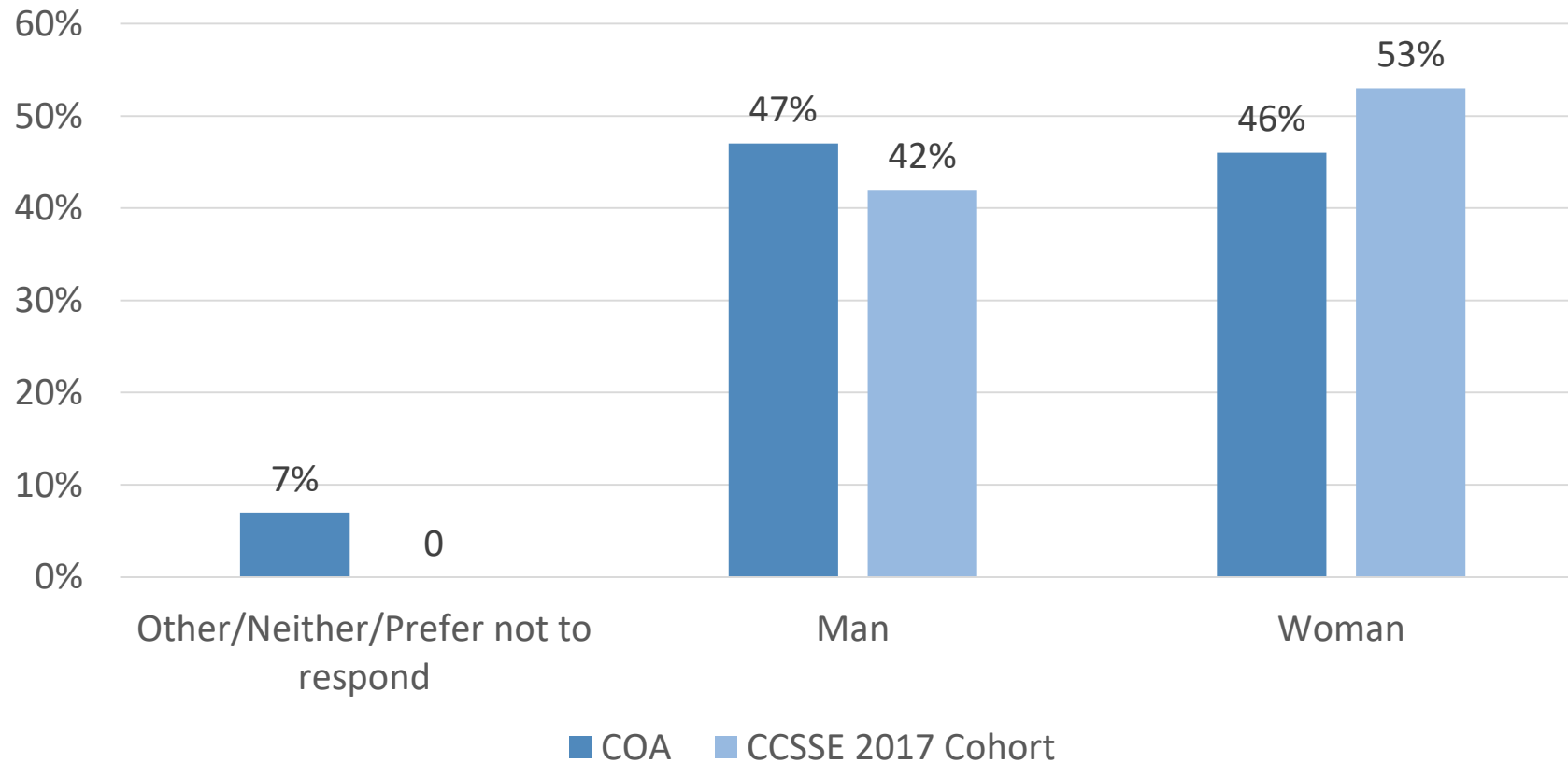
81% overall “percent of target” rate

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

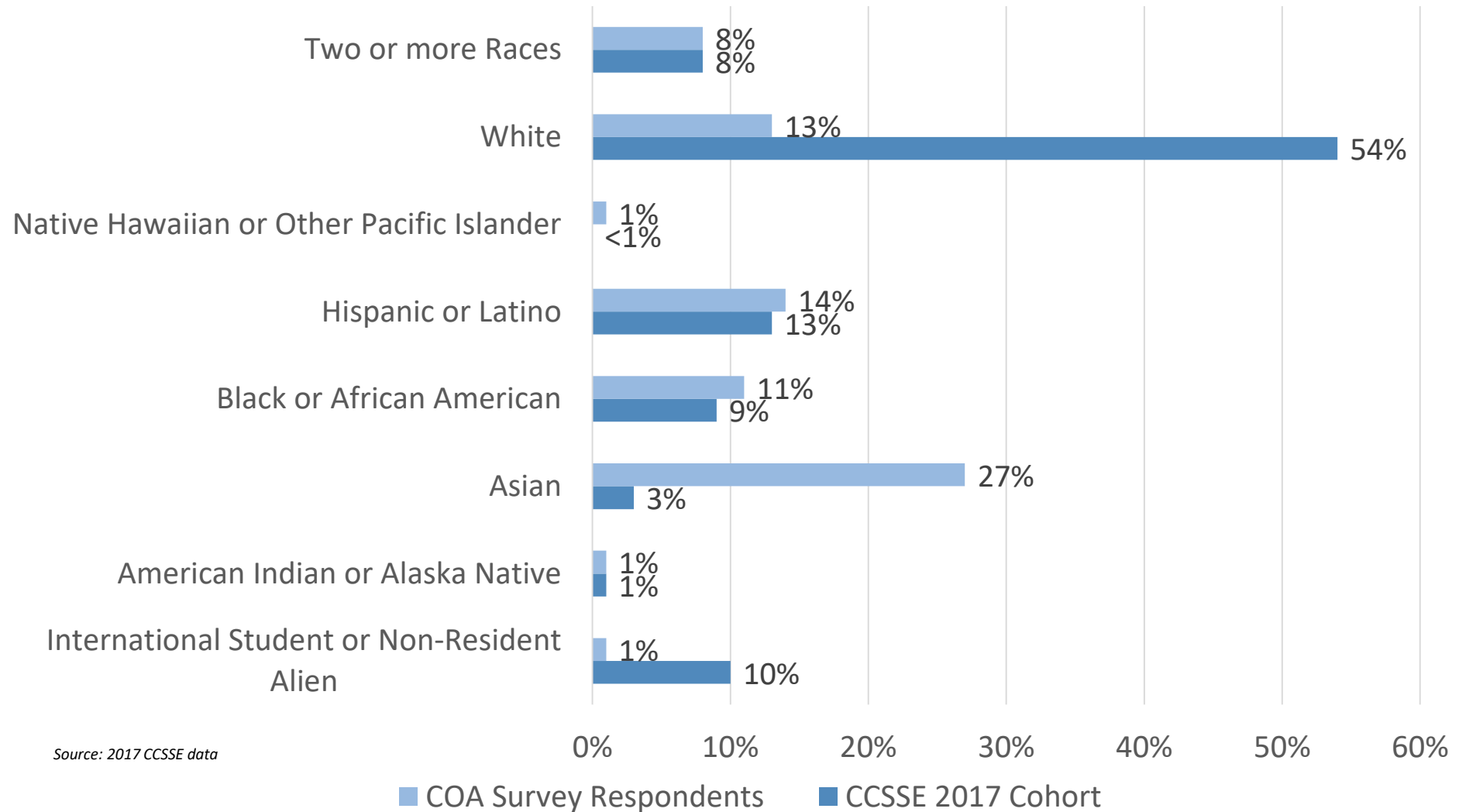
# Student Respondent Profile: Age



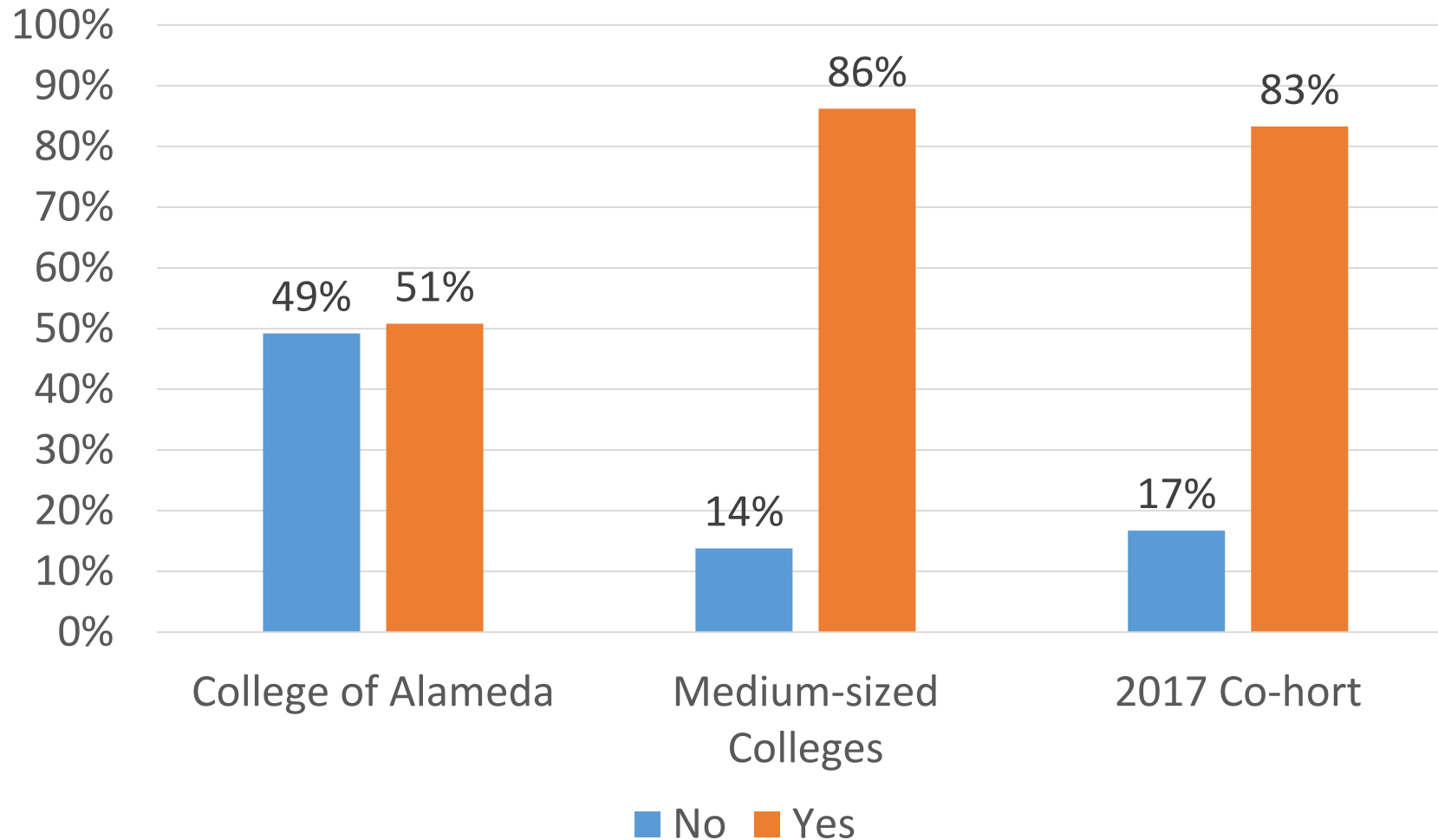
# Student Respondent Profile: Gender Identity



# Student Respondent Profile: Racial/Ethnic Identification



# Student Respondent Profile: English is first language



# Factors that put undergraduate students at risk of not attaining their educational goals:

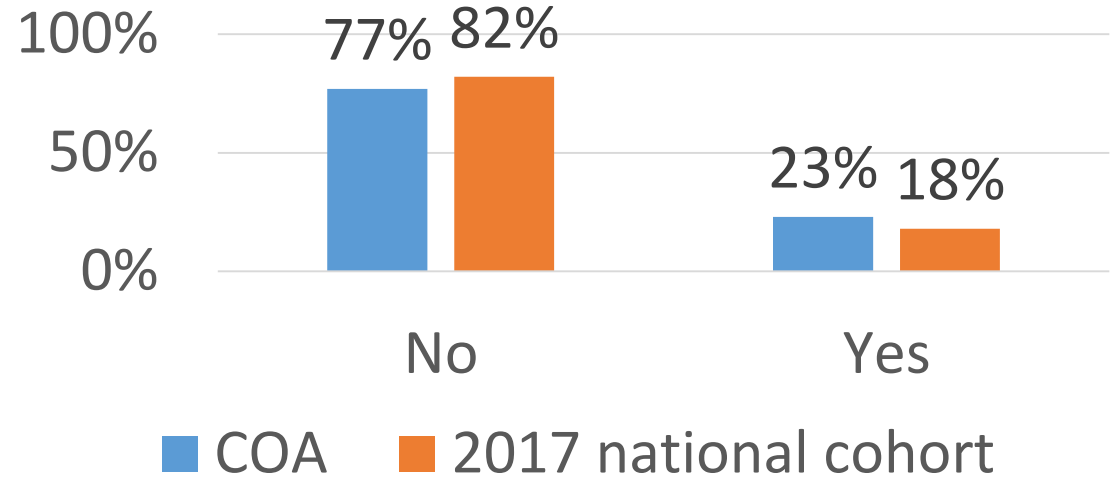
- attending college part-time (COA: 85%)
- working more than 30 hours per week off-campus (COA: 22%)
- challenges pertaining to childcare (COA: 18%)
- academically under-prepared (COA: 30%)
- identifying the cost of attending college as a significant issue (COA: 35%)
- financial independence (52% of COA students indicate their own income/savings is the major source for paying tuition at COA – compared to 35% nationally)
- first-generation status (COA: 53%)



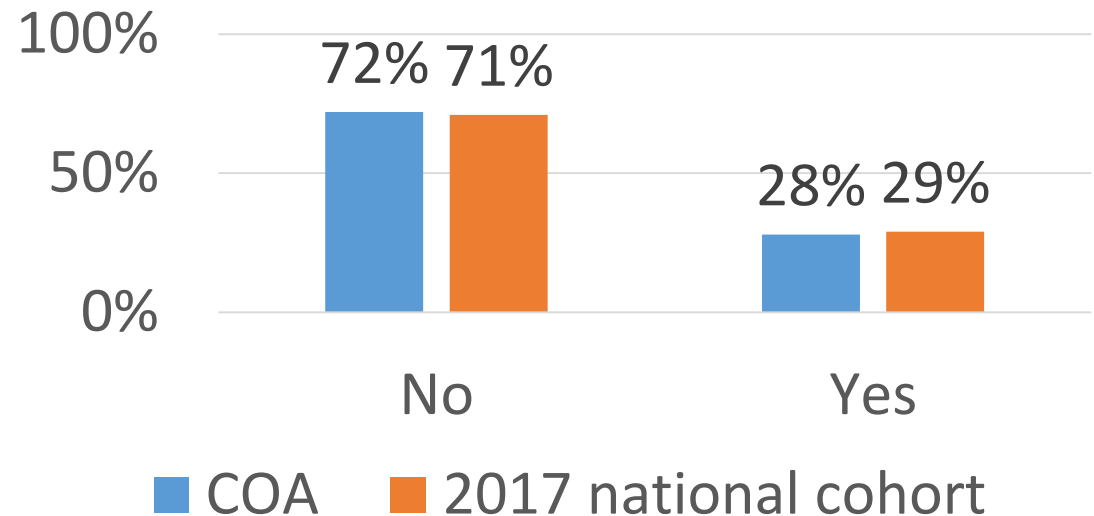
Helping students get on their path

COA students are...

**More** likely to take a remedial **reading** course



**Just as** likely to take a remedial **math** course



% 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%

# Early results from our “multiple measures” pilot:

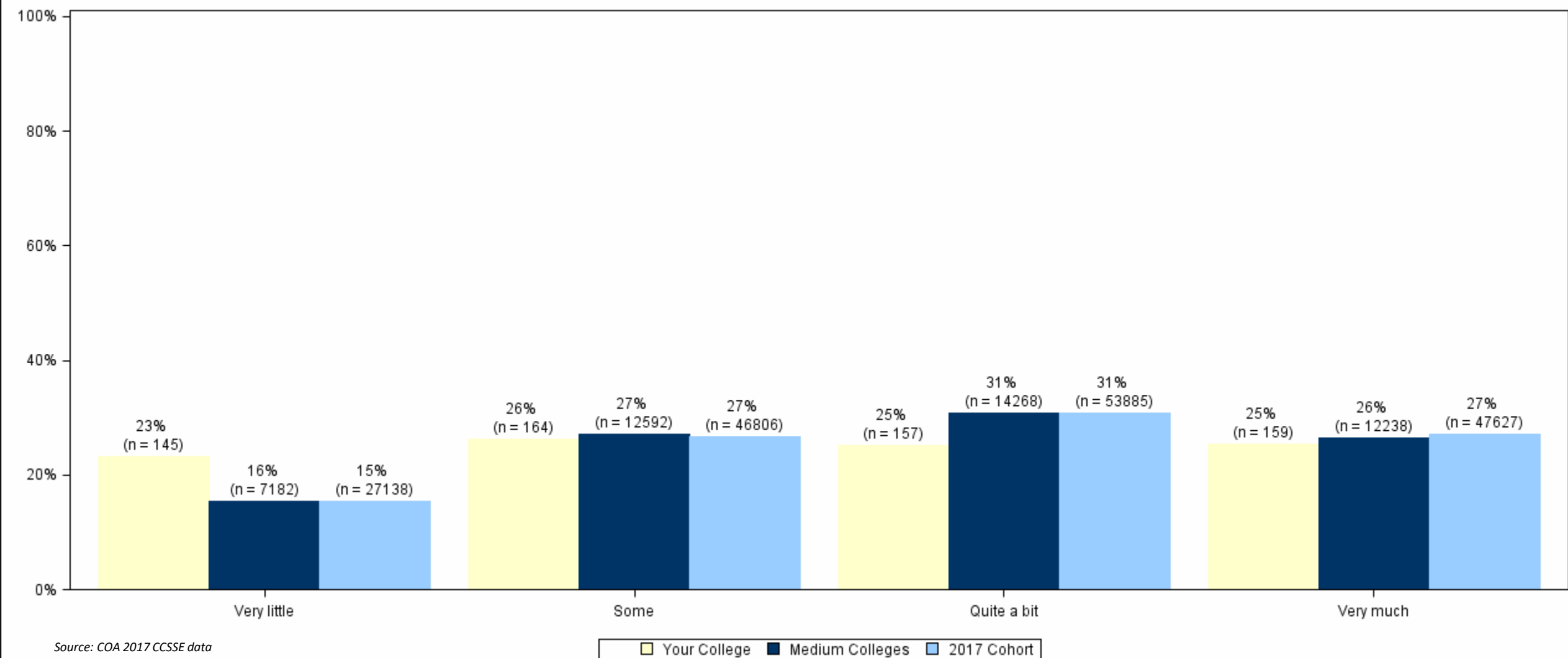
	Transfer-level placement in English	Transfer-level placement in Math
HSMCOA	79%	43%
CoA Overall (No HS transcript)	66%	21%

Note: HSMCOA 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

# How much has your experience at this college contributed to your knowledge, skills, and personal development in....

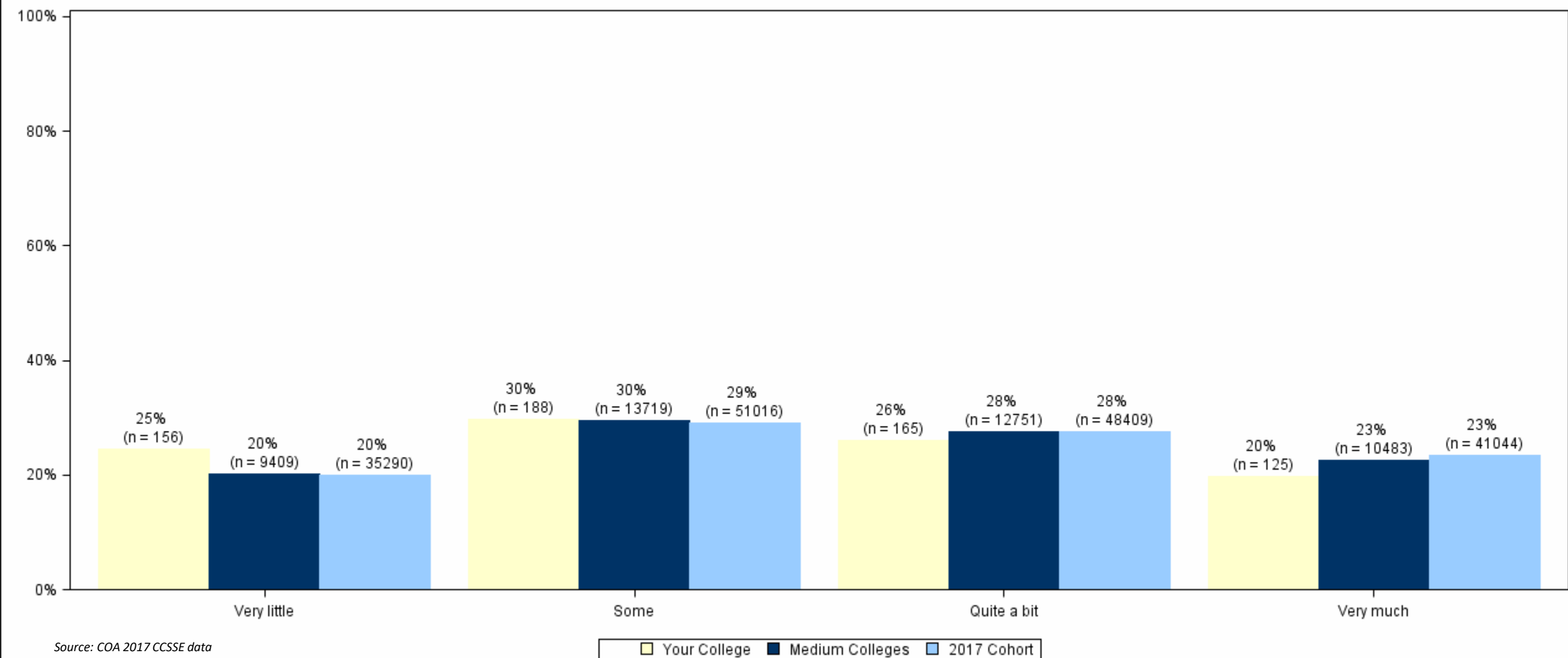
11h. Developing career goals



Source: COA 2017 CCSSE data

# How much has your experience at this college contributed to your knowledge, skills, and personal development in....

11i. Gaining information about career opportunities



Source: COA 2017 CCSSE data

How often have you used these services during the current academic year?

	<i>Never</i>	<i>Once</i>	<i>2-4 times</i>	<i>5 or more times</i>
Academic Advising/Planning	25%	22%	42%	11%
Career Counseling	52%	13%	27%	8%
Financial Aid Advising	54%	18%	19%	9%
Transfer Advising	45%	21%	24%	9%

## How important are the services to you at this college?

*Not at all*

*Somewhat*

*Very*

	<i>Not at all</i>	<i>Somewhat</i>	<i>Very</i>
Academic Advising/Planning	15%	27%	58%
Career Counseling	22%	30%	48%
Financial Aid Advising	28%	25%	47%
Transfer Advising	25%	24%	51%



## How satisfied are you with the services?

*Not at all*

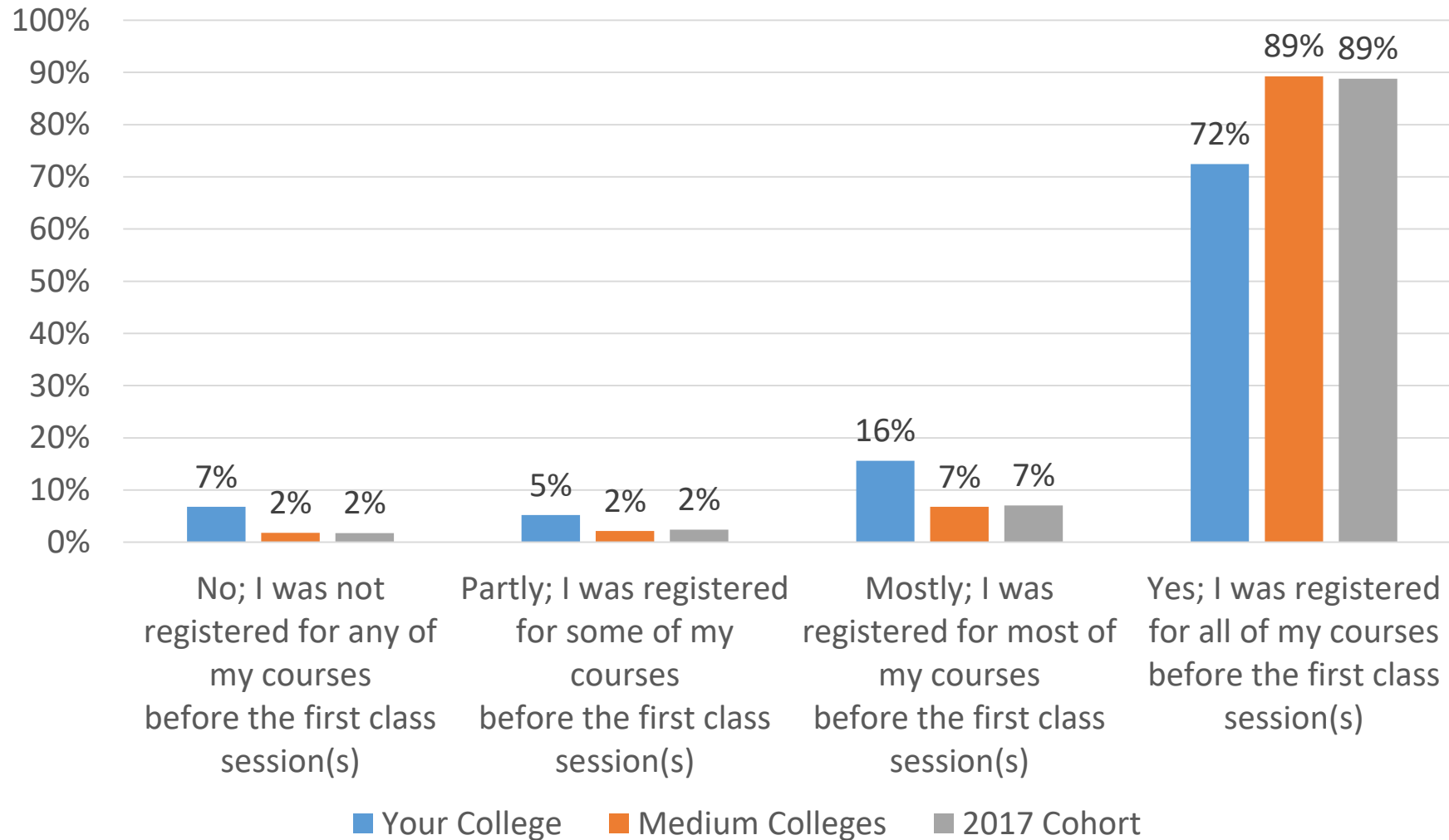
*Somewhat*

*Very*

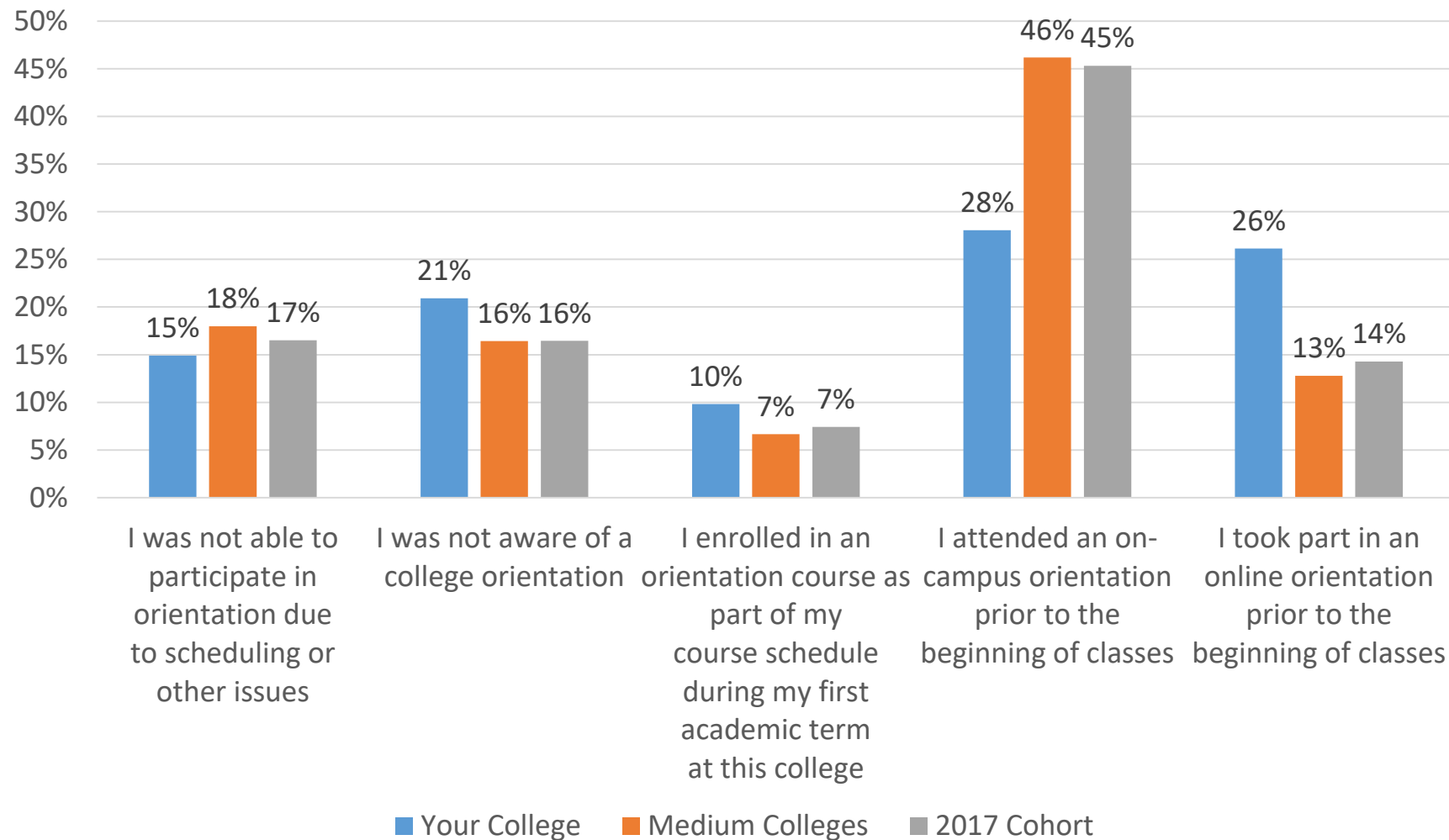
	<i>Not at all</i>	<i>Somewhat</i>	<i>Very</i>
Academic Advising/Planning	11%	37%	31%
Career Counseling	12%	25%	18%
Financial Aid Advising	12%	23%	20%
Transfer Advising	11%	27%	25%

Source: COA 2017 CCSSE data. Some respondents selected "NA" or not applicable as they had never used the service.

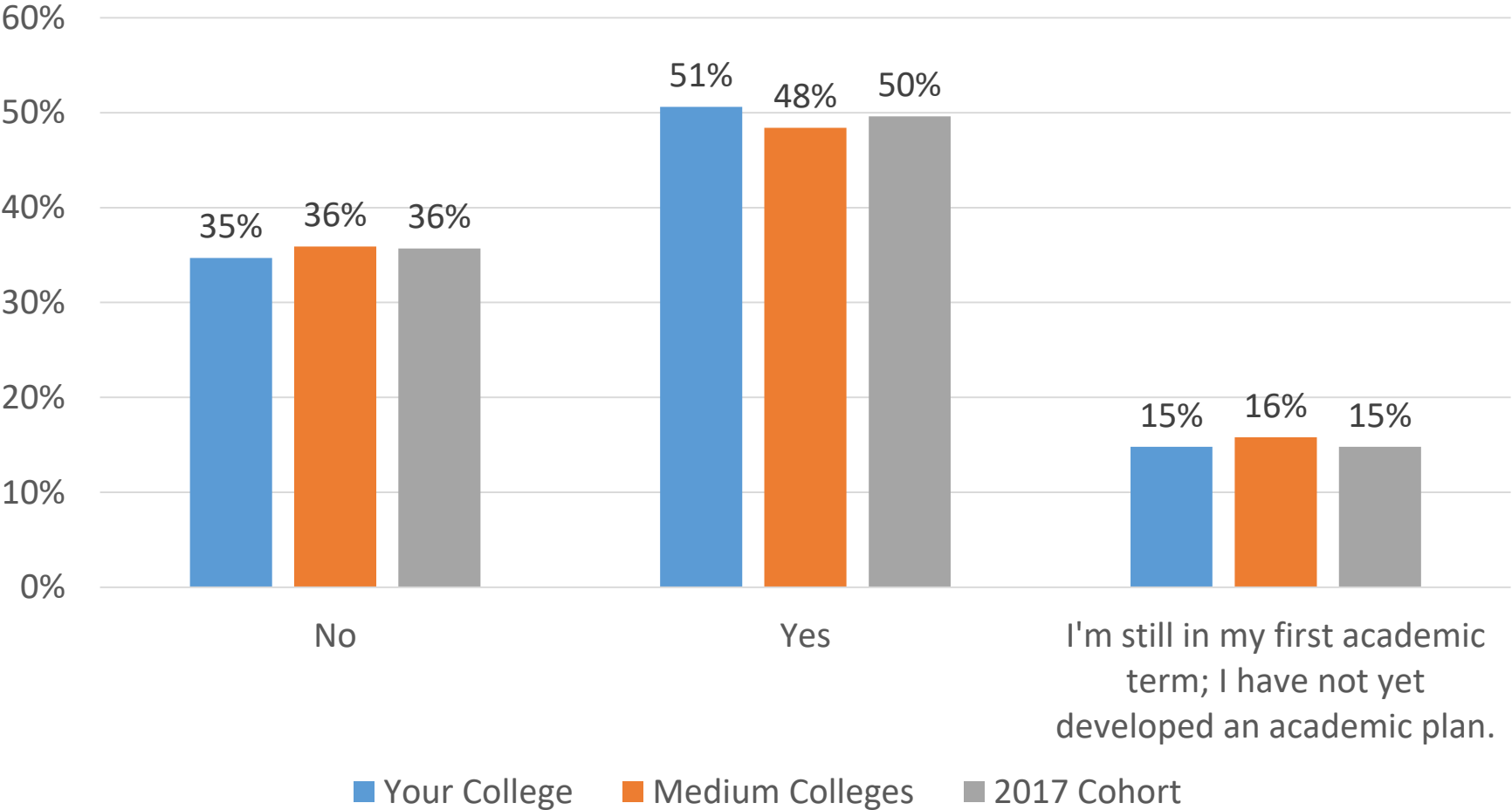
# During the current academic term, I completed registration before the first class session(s):



# The one response that best describes my experience with orientation 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.



Helping students stay on their path

How often have you used these services during the current academic year?

	<i>Never</i>	<i>Once</i>	<i>2-4 times</i>	<i>5 or more times</i>
Peer or other tutoring	54%	18%	16%	11%
Skill labs (writing, math, etc.)	53%	11%	17%	19%

Source: COA 2017 CCSSE data

How important are the services to you at this college?

	<i>Not at all</i>	<i>Somewhat</i>	<i>Very</i>
Peer or other tutoring	28%	32%	40%
Skill labs (writing, math, etc.)	27%	27%	46%

## How satisfied are you with the services?

*Not at all*

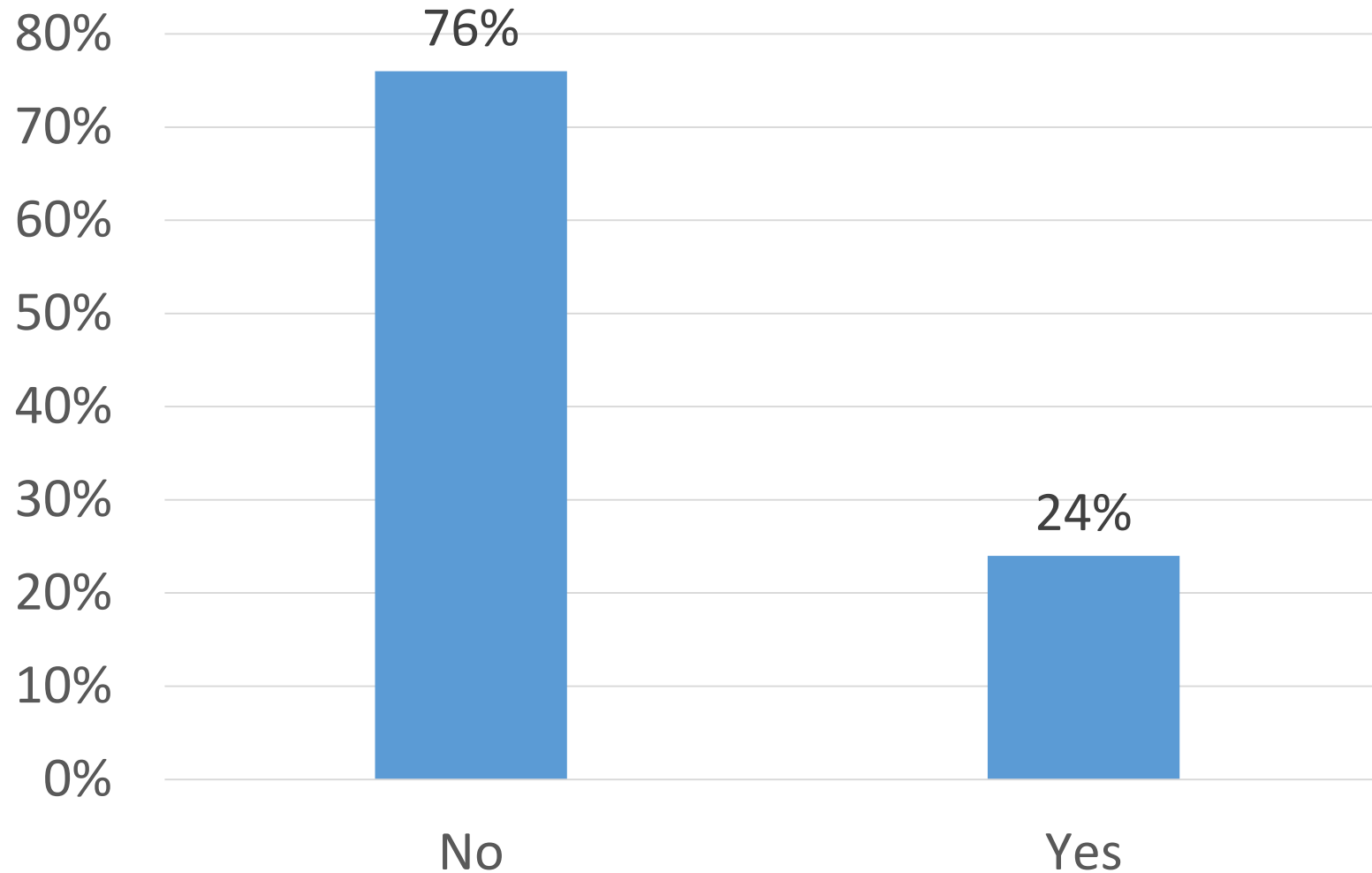
*Somewhat*

*Very*

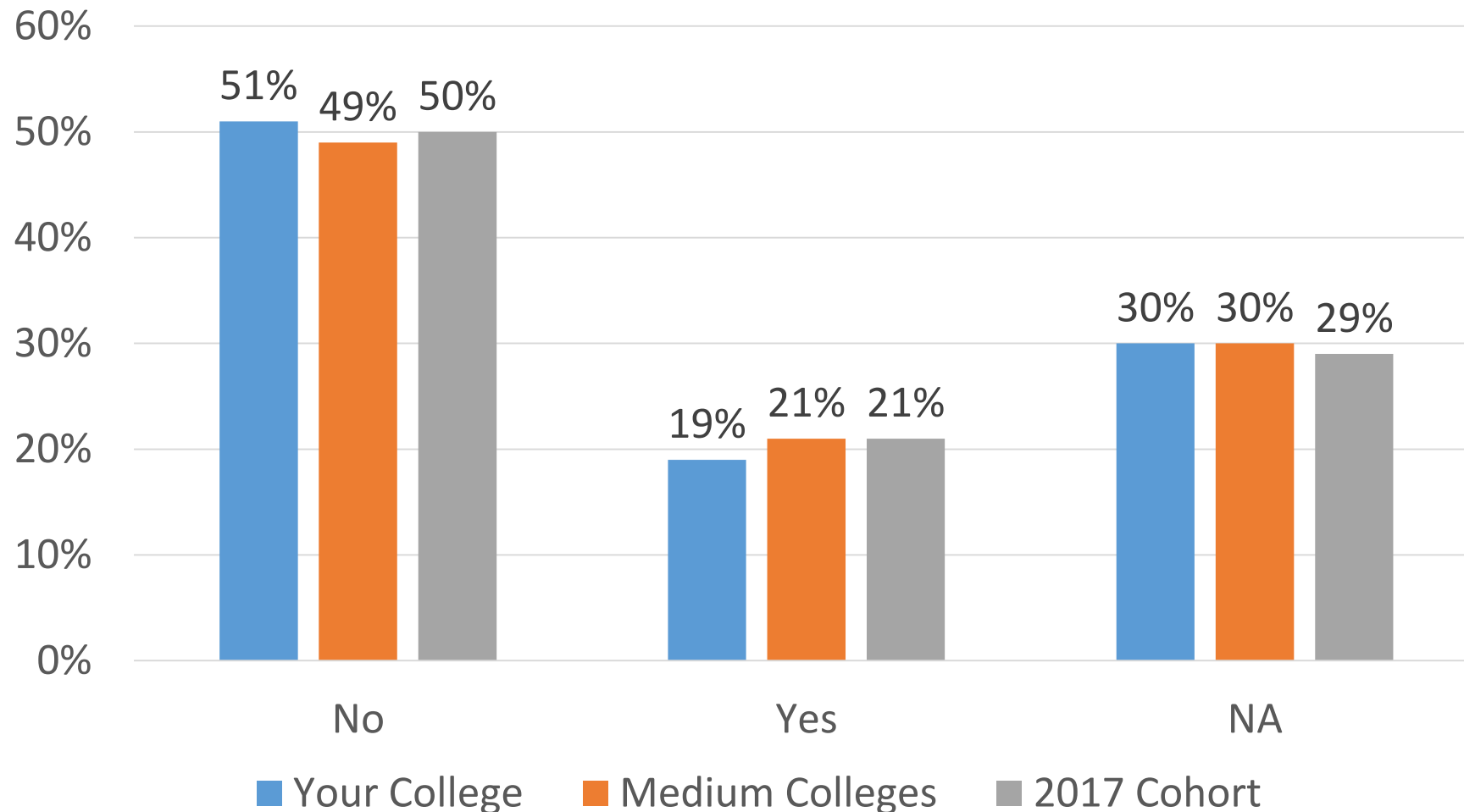
	<i>Not at all</i>	<i>Somewhat</i>	<i>Very</i>
Peer or other tutoring	10%	26%	19%
Skill labs (writing, math, etc.)	8%	20%	28%



During my first academic term at COA, I participated in a student success course (a course that teaches the skills needed to succeed in college).



Someone from COA contacts me if I am struggling with my students to help me get the assistance I need.



Ensure students are learning

# 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...

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

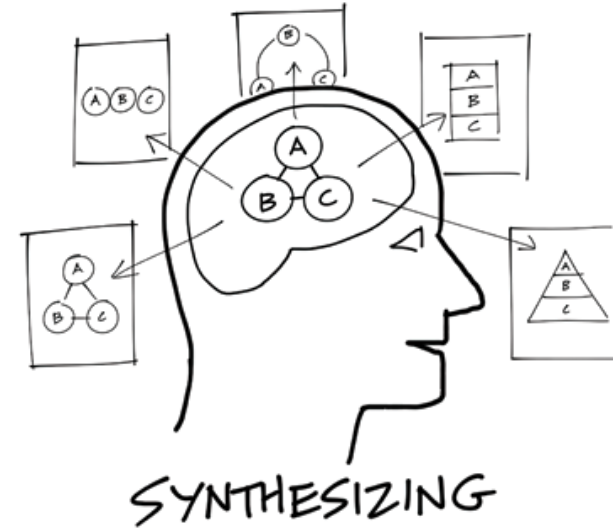
*COA students responded in ways similar to that of the entire 2017 CCSSE Cohort and other students of Medium-Sized colleges nationally to how often they:*

- 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...

COA students are...

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



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 how often they:*

- 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)

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 how often they:*

- 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)

They were less similar in...

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)

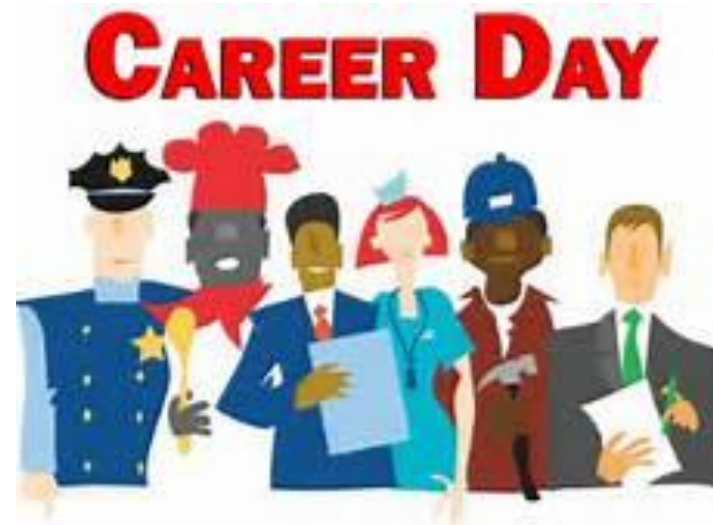
COA students think...

**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



# Acquiring knowledge and skills

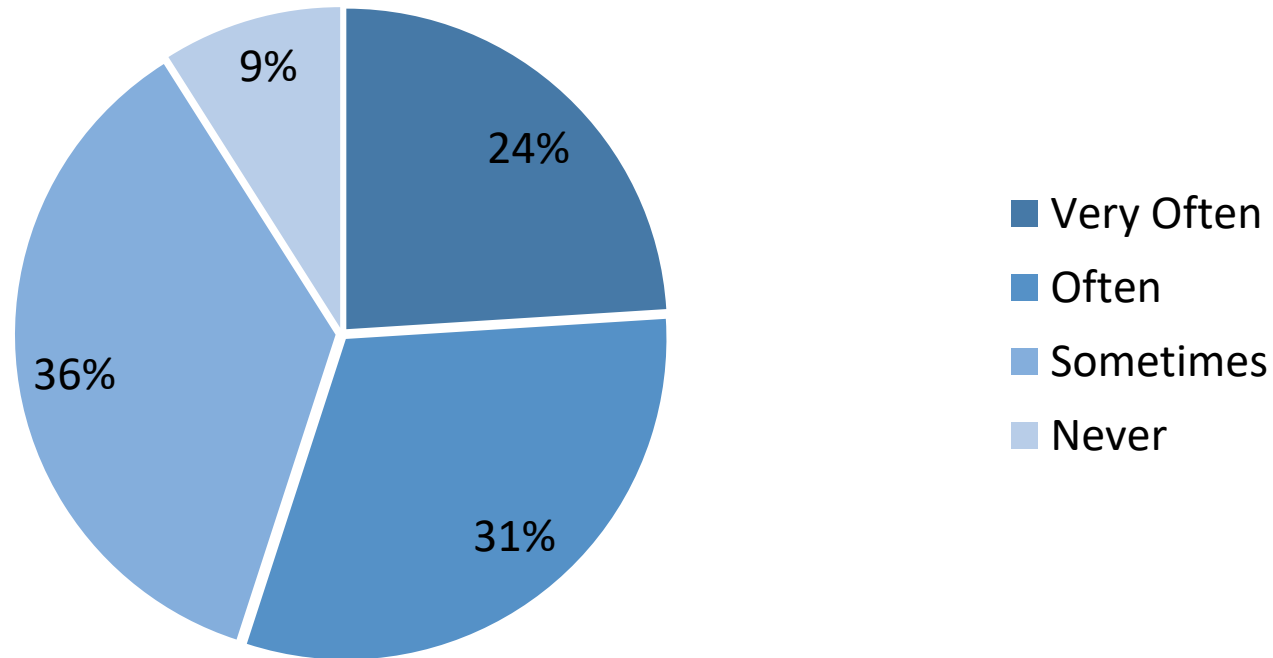
*COA students responded in ways similar to that of the entire 2017 CCSSE Cohort and other students of Medium-Sized colleges nationally to:*

- How much has your experience at COA contributed to your knowledge, skills and personal development in the following areas:
  - Acquiring job or work-related knowledge and skills
  - Writing clearly and effectively
  - Speaking clearly and effectively
  - Thinking clearly and analytically
  - Solving numerical problems
  - Working effectively with others
  - Learning effectively on your own

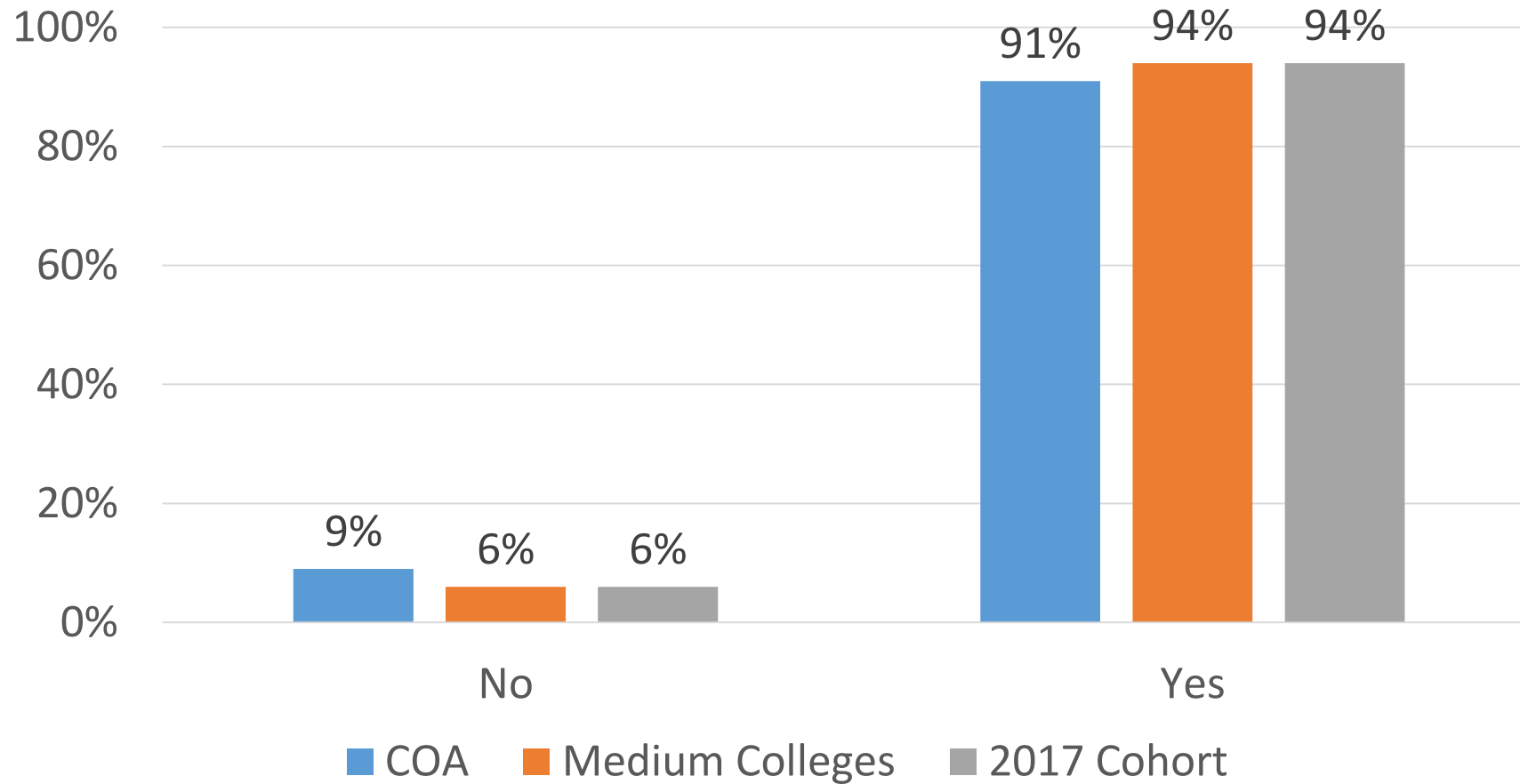
# Ensure that Students Know Where They Stand

## Student Perceptions of Feedback

During the current school year, how often have you received prompt feedback (written or oral) from instructors on your performance?



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





# Student Focus Group

Key Takeaways

December 8, 2017

# Group characteristics

- 16 CoA students
- Ages 19-37; most in the 20-23 range
- 7 EOPS students
- 5 had taken a college or AP level course while in high school or during the summer before they enrolled
- 9 female; 7 male
- All major race/ethnicity groups represented



# Selecting a major

- All had chosen a major (half indicated it was not a final choice)
- Most were following an Education Plan
  - All knew which courses they were taking next semester
- Sources of information on selecting a major:
  - GE experiences (took a class and liked it)
  - Counselor input (although not always helpful)
  - Guesses re the connection between subjects (like Psychology and Sociology) and the desire to find work that “helps people” or “fix things/change the world”

# Understanding the relationship between career interests and majors

- Half had a sense of how their major would help them access the career they want
- Half knew about Counseling 57 (but few had taken it)
- Best sources of information about careers:
  - Internships
  - Faculty (their shared experiences and perspectives)
  - Realization that there is only a loose relationship between major and career. Just having a degree and networking are more important.

# How can COA help students explore their interest areas

- Get rid of remedial classes
- Career exploration assessments followed by counseling
- Coop Ed (possibly – few know about it)

# Course accessibility

- Faculty quality is key in student course selection. All students packed classes based on the instructor (Rate My Professor; word of mouth)
- Students resent “staff” indication of who will teach a section as well as last-minute changes re who will teach a section
- Half appreciate being able to take classes across the district
- Most would prefer taking all of their classes at one college (would be much more convenient)
- Most agree the block schedule (as described by facilitators) would really help them complete and manage their work-school balance

# Counseling

- More than half (9 out of 16) indicate they are able to get the advice they need from counselors
- 7 are EOPS students and really appreciate and value the help they get there – especially from the EOPS counselors
- Access to information is key:
  - Most felt they didn't feel they had enough information about options and how the system works (transfer; programs; support services available)
  - Many report getting inconsistent information “depending on who they talk to”
- Most greatly prefer the idea of being assigned to one counselor and being able to access that person whenever they need it (emails and phone are frequently enough)
- Hard to get an appointment when you need it (especially during the summer and at peak times)

# Support Services accessibility

- Transfer Center
  - Only one out of 16 students utilize the Transfer Center
  - Half of the students knew it existed
- Most reported being unaware of services that are out there and wishing they had known about things earlier
- Some admitted that they may have been told (orientation) but that they didn't have enough context at the time to understand the information

# Communication

- Students' preferred methods of communication (roughly in order of preference):
  - Faculty announcements (in class) - **#1!**
  - Social media (Facebook, Twitter)
  - Special presentations in their classes (when reps from various services or programs come in and explain it)
  - A physical bulletin board on campus where information is posted
  - Email
  - Grad Guru
  - Text (not popular)
- Very few use the COA website (average score: 5.31 out of 10)
- They mostly use PROMT/Passport to find classes

# Orientation

- 11 out of 16 found it unhelpful
- It was overwhelming
- Too much of the information was irrelevant for new students (they didn't understand what the terms or concepts used meant at the time)



# Remedial math and English

- We heard many complaints about remedial classes
  - Many personal stories of students being forced to re-take material they had already had and passed in HS
  - Waste of financial aid
  - Makes everything take longer
  - Gives community colleges a bad reputation (students feel embarrassed)

# Education goals

- All of the students intend to transfer
- All report wanting to transfer in two years
- Anger and frustration once they realized what having to take remedial math and English would “cost” them in terms of time and money

# First Year Experience program

- Only 2 had heard of it
- Most really like the idea of a “family” of peers that provide support and go through the experience with you
- Learning community groups (cohorts) can be great, but organize them on the basis of interest areas (not race or ethnicity)
- Cohorts that support first-generation and/or DACA students would be much appreciated

# Distance Education

- Nearly all had taken a course online
- Most value DE as an option but don't want it to be the only option
- Most prefer face-to-face or hybrid classes (connection and dialogue with teacher and peers) highly valued

Food for Thought