Townhall Presentation: Surveys and Other Planning Data

Office of Institutional Research,
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Acknowledgements

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  • Dr. Na Liu
  • Dr. Indra Liauw
  • Svetlana Tkachenko
  • Tommy Chan
Agenda

• How is data being used for planning?
  • Data from IR Database
  • Data from Student Surveys
  • Data from Faculty Survey
  • Data from Classified Professionals Survey
Data from Database

• Demographic data on characteristics of students who take DE by choice
• Historical-Current data on headcounts of students who withdrew from ALL classes
  • How, if at all, does it differ in this semester?
• Historical-Current data on grades, Ws, and XWs
• Which disciplines are experiencing above average percentage of XWs?
Demographics of Students Across Instructional Delivery Methods

- Created a handout for senior leadership displaying the demographics of students who take only distance education (DE) classes, those who take only face-to-face (F-to-F) classes, and those who take a mixture of DE and F-to-F.
- Snapshot of handout…

<table>
<thead>
<tr>
<th>Distance Education Only</th>
<th>Face-to-Face Only</th>
<th>Mixture of DE &amp; F-to-F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>Num</strong></td>
<td><strong>Pct</strong></td>
</tr>
<tr>
<td>Students</td>
<td>2,733</td>
<td>20%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1,770</td>
<td>65%</td>
</tr>
<tr>
<td>Male</td>
<td>911</td>
<td>33%</td>
</tr>
<tr>
<td>Unknown</td>
<td>52</td>
<td>2%</td>
</tr>
</tbody>
</table>
Observation and Implications for Fall 2020

Observation:
- Students who take only DE classes tend to be female, part-time, continuing, with educational goals of transfer/degree and job-training.

Implications for Fall 2020:
- In Spring 2020, the majority of students who take only DE classes are part-time.
  - IF course taking patterns of students who must take only DE courses matches → we would need to recruit many more students (i.e., have a higher headcount), in order to reach past FTES levels.
- Encourage students to take more units and offer more learning and support services to these students. This could positively impact students' success. Further, FTES gains could be made if more students are supported and therefore, persist.
- In Spring 2020, DE only students were far less likely to be male.
  - Perhaps enhance recruitment/marketing for this population?
## Headcount of Students Who Withdrew From All Classes by Semester

Spring 2020 Data is as of **5/26/2020**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Students who withdrew from all classes</th>
<th>Did not withdraw from all classes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>1,291</td>
<td>10%</td>
<td>12,064</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>1,178</td>
<td>9%</td>
<td>12,442</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>1,203</td>
<td>9%</td>
<td>12,194</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>1,174</td>
<td>9%</td>
<td>12,625</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>1,051</td>
<td>8%</td>
<td>12,402</td>
</tr>
<tr>
<td>Spring 2020*</td>
<td>1,797</td>
<td>13%</td>
<td>11,549</td>
</tr>
</tbody>
</table>

*Data for Spring 2020 are still preliminary*
## Grades and Withdrawals by Semester

**Spring 2020 Data is as of 5/26/2020**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Num</th>
<th>Pct</th>
<th>Num</th>
<th>Pct</th>
<th>Num</th>
<th>Pct</th>
<th>Num</th>
<th>Pct</th>
<th>Total</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>29,508</td>
<td>84%</td>
<td>5,484</td>
<td>16%</td>
<td>0</td>
<td>0%</td>
<td>34,992</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2016</td>
<td>29,882</td>
<td>85%</td>
<td>5,330</td>
<td>15%</td>
<td>0</td>
<td>0%</td>
<td>35,212</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2017</td>
<td>29,260</td>
<td>85%</td>
<td>5,114</td>
<td>15%</td>
<td>0</td>
<td>0%</td>
<td>34,374</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2018</td>
<td>29,769</td>
<td>86%</td>
<td>4,986</td>
<td>14%</td>
<td>0</td>
<td>0%</td>
<td>34,755</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2019</td>
<td>29,079</td>
<td>87%</td>
<td>4,396</td>
<td>13%</td>
<td>0</td>
<td>0%</td>
<td>33,475</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2020*</td>
<td>26,561</td>
<td>78%</td>
<td>2,897</td>
<td>9%</td>
<td>4,492</td>
<td>13%</td>
<td>33,950</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Data for Spring 2020 are still preliminary*
Withdrawals (regular “W” and extraordinary “XW”) by Discipline

- Created a handout to look at the number and percent of withdrawals and extraordinary withdrawals by discipline
- Which disciplines have highest XWs (i.e., might be most in need of FtoF physically distanced in fall)?
- Snapshot of handout…

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Ungraded</th>
<th>A,B,C,P,D,F,NP, NCA,NCP</th>
<th>W</th>
<th>XW</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>ADMJ</td>
<td>364</td>
<td>62%</td>
<td>99</td>
<td>17%</td>
<td>38</td>
</tr>
<tr>
<td>ADPE</td>
<td>0</td>
<td>0%</td>
<td>54</td>
<td>98%</td>
<td>1</td>
</tr>
<tr>
<td>ANAT</td>
<td>111</td>
<td>54%</td>
<td>31</td>
<td>15%</td>
<td>22</td>
</tr>
<tr>
<td>ANTH</td>
<td>114</td>
<td>15%</td>
<td>457</td>
<td>61%</td>
<td>74</td>
</tr>
</tbody>
</table>
Disciplines with Above Average Extraordinary Withdrawals as of May 26th (>17%)

- ANAT (20%)
- ARCH (17%)
- ART (27%)
- ATEC (17%)
- CAS (19%)
- CHEM (17%)
- CSCI (19%)
- DANC (26%)
- ECN (18%)
- EMS (27%)
- ENGL (21%)
- ENGR (30%)
- ENTR (32%)
- GNST (22%)
- HIS (17%)
- JAPN (17%)
- LIBS (21%)
- MTH (18%)
- MUSA (33%)
- MUSP (43%)
- PLGL (37%)
- PSCN (17%)
- SERV (27%)
- SL (18%)
- TUTR (21%)
- WELD (27%)
Data from Surveys

• Student surveys
• Faculty survey
• Classified Professionals survey
Student Survey 1: Online Learning Needs

• First survey administered: April 2\textsuperscript{nd}-9\textsuperscript{th}, 2020
• 2,425 out of 13,304* students took the survey (18%)
• Primary purpose: establish students’ needs with regard to technology for online learning

* 13,304 is the Spring 2020 headcount at the time the survey was run.
Student Survey 2: Student Experiences in the Transition to Online Learning

• Second survey administered: May 14th – May 26th, 2020
• 1,536 out of 13,346 Spring 2020 students took the survey (~12%)
  • Compared to all Chabot students enrolled in Spring 2020:
    • Students who are female students, full-time students (taking 12+ units), and with educational goals of Transfer (with/without AA/AS Degree) and Degree (AA/AS) are over represented in this survey
    • Students who are part-time taking 0.5-5.5 units and with an educational goal of a certificate are under represented.

*13,346 is the Spring 2020 headcount at the time the survey was run.
Survey 1 (April): Students’ Technology Needs

Reliable Access to a Laptop/Desktop Computer

- No Reliable Laptop/Desktop Access: 289
- Only Sometimes have Access to Laptop/Desktop: 421
- Reliable Access to Laptop/Desktop: 1996

Reliable Internet Access

- No Reliable Internet Access: 335
- Sometimes Reliable Internet Access: 269
- Reliable Internet Access: 1798

Sufficient Data to Access Internet

- Significant Concerns for Running out of Data to Access Internet: 821
- Unsure if will have enough data to access Internet: 494
- Have Plenty of Data to access Internet: 1087
Survey 2 (May): Students’ Technology Needs

Access to the technological hardware and software

I have access to the necessary technological hardware needed for my online classes.

I have access to the necessary technological software needed for my online classes.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**Bar Graph**

- I have access to the necessary technological hardware needed for my online classes:
  - Strongly Agree: 669
  - Agree: 339
  - Neutral: 105
  - Disagree: 77
  - Strongly Disagree: 44

- I have access to the necessary technological software needed for my online classes:
  - Strongly Agree: 567
  - Agree: 344
  - Neutral: 160
  - Disagree: 108
  - Strongly Disagree: 70
Survey 1 (April): How, if at all, has Covid-19 impacted your educational plans for this coming summer and/or fall 2020?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing has changed. I am graduating or was planning on stopping classes at the end of this semester.</td>
<td>10.1%</td>
<td>241</td>
</tr>
<tr>
<td>Nothing has changed. I still plan to enroll in my usual course load.</td>
<td>34.5%</td>
<td>821</td>
</tr>
<tr>
<td>My plans have somewhat changed. I plan to enroll in a reduced course load.</td>
<td>16.7%</td>
<td>398</td>
</tr>
<tr>
<td>I am unsure of my plans.</td>
<td>29.4%</td>
<td>699</td>
</tr>
<tr>
<td>I was going to enroll, but now I won't be able to.</td>
<td>4.5%</td>
<td>108</td>
</tr>
<tr>
<td>Other</td>
<td>4.7%</td>
<td>113</td>
</tr>
</tbody>
</table>
Survey 2 (May): How, if at all, has Covid-19 impacted your educational plans for this coming summer and/or fall 2020?

- 59.7%: Nothing has changed. I am graduating or was planning on stopping classes.
- 42.3%: Nothing has changed. I still plan to enroll in my usual course load.
- 13.9%: I plan to enroll in an increased course load (more units).
- 16.5%: I am unsure of my plans.
- 7.1%: Other
- 4.7%: I plan to enroll in a reduced course load (fewer units).
- 2.9%: I was going to enroll, but now I won’t be able to.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing has changed. I am graduating or was</td>
<td>59.7%</td>
<td>472</td>
</tr>
<tr>
<td>planning on stopping classes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nothing has changed. I still plan to enroll</td>
<td>42.3%</td>
<td>131</td>
</tr>
<tr>
<td>in my usual course load.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I plan to enroll in an increased course load</td>
<td>13.9%</td>
<td>63</td>
</tr>
<tr>
<td>(more units).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am unsure of my plans.</td>
<td>16.5%</td>
<td>184</td>
</tr>
<tr>
<td>I plan to enroll in a reduced course load</td>
<td>2.9%</td>
<td>32</td>
</tr>
<tr>
<td>(fewer units).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was going to enroll, but now I won’t be</td>
<td>7.1%</td>
<td>79</td>
</tr>
<tr>
<td>able to.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faculty Survey

• Chabot Faculty Survey May 7th - May 11th, 2020
  • 267 (55%) of the roughly 483 instructors at Chabot at the time of the survey responded (55%)

• Primary purposes:
  • Assess faculty perspectives on the effectiveness of various instructional delivery methods (e.g., online, face-to-face, etc.)
  • Assess faculty teaching desires for Fall 2020
Faculty Survey

Faculty from across the divisions who teach both easy and hard-to-convert classes responded

Do you teach any hard-to-convert classes?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
<td>179</td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td>84</td>
</tr>
</tbody>
</table>
Faculty Survey

- Faculty members were asked how well they believe each instructional delivery method (e.g., face-to-face, hybrid, online) can facilitate student learning.
- Not surprisingly, faculty of easy-to-convert and hard-to-convert classes differed in their ratings of each instructional delivery method.
- For faculty members of “easy-to-convert” classes:
  - 81% believed ONLINE with typical tools (e.g., Canvas, Zoom, etc.) would facilitate student learning well or very well.
  - 71% believed HYBRID would facilitate student learning well or very well.
- For faculty members of “hard-to-convert” classes:
  - 84% believed FACE-TO-FACE (with physical distancing) would facilitate student learning well or very well.
  - Hybrid was rated the second strongest, with 77%.
Assuming the state & local shelter-in-place order is removed or modified to permit face-to-face instruction AND Chabot is able to enact protective guidelines, in Fall 2020, I want to teach …

- **My regular teaching load ONLINE**: 5% (Hard-to-convert) vs. 37% (Easy-to-convert)
- **My regular teaching load FACE-TO-FACE (physically distanced)**: 7% (Hard-to-convert) vs. 20% (Easy-to-convert)
- **My regular teaching load in HYBRID model**: 9% (Hard-to-convert) vs. 22% (Easy-to-convert)
- **A reduced load or not teach at all**: 6% (Hard-to-convert) vs. 47% (Easy-to-convert)
- **My regular teaching load and I am flexible about face-to-face or hybrid or online**: 1% (Hard-to-convert) vs. 46% (Easy-to-convert)
Classified Professionals Survey

• OIR is grateful to Director Kessler and Senate President Adams and SEIU VP K Metcalf for being able to move forward quickly on a survey for Classified Professionals.

• The next two slides are visualizations from the results of their Classified Professionals Survey.
Which best describes your working location preference for Fall 2020?

- Hybrid: 40%
- Either Remote or On Campus, whatever is needed: 28%
- Remote only: 28%
- On campus only (physically distanced): 4%
Classified Professionals Survey

Work Preference in Fall 2020 on whether Job Duties can be performed remotely:

- **None of my job duties can be performed remotely**
  - Hybrid: 0
  - Either Remote or On campus, whatever is needed: 0
  - Remote only: 1
  - On Campus only: 3
  - Total: 4

- **Some of my job duties can be performed remotely**
  - Hybrid: 0
  - Either Remote or On campus, whatever is needed: 5
  - Remote only: 7
  - On Campus only: 0
  - Total: 12

- **Most of my job duties can be performed remotely**
  - Hybrid: 0
  - Either Remote or On campus, whatever is needed: 5
  - Remote only: 10
  - On Campus only: 0
  - Total: 15

- **All of my job duties can be performed remotely**
  - Hybrid: 0
  - Either Remote or On campus, whatever is needed: 4
  - Remote only: 10
  - On Campus only: 0
  - Total: 14
What’s Next?

• OIR will continue to support Chabot College with research for evidence-based decision-making
  • XWs will continue to change, more data coming soon
  • The second student survey has much more rich data to share
    • Services that students anticipate using in Fall 2020
    • Overall satisfaction with Chabot’s transition to online learning and student services
  • Faculty made open-ended comments about suggestions and needs to online teaching and learning, qualitative analysis coming soon
  • Student Satisfaction Survey data