



Townhall Presentation: Surveys and Other Planning Data

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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...

	Distance Education Only		Face-to-Face Only		Mixture of DE & F-to-F	
Total	Num	Pct	Num	Pct	Num	Pct
Students	2,733	20%	7,265	54%	3,348	25%
Gender	Num	Pct	Num	Pct	Num	Pct
Female	1,770	65%	3,130	43%	1,848	55%
Male	911	33%	3,964	55%	1,452	43%
Unknown	52	2%	171	2%	48	1%

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**

	Students who withdrew from all classes		Did not withdraw from all classes		Total	
Semester	Num	Pct	Num	Pct	Num	Pct
Spring 2015	1,291	10%	12,064	90%	13,355	100%
Spring 2016	1,178	9%	12,442	91%	13,620	100%
Spring 2017	1,203	9%	12,194	91%	13,397	100%
Spring 2018	1,174	9%	12,625	91%	13,799	100%
Spring 2019	1,051	8%	12,402	92%	13,453	100%
Spring 2020*	1,797	13%	11,549	87%	13,346	100%

*Data for Spring 2020 are still preliminary

Grades and Withdrawals by Semester

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

Semester	Grades (A,B,C,D,F...)		Withdrawals - W		XW		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Spring 2015	29,508	84%	5,484	16%	0	0%	34,992	100%
Spring 2016	29,882	85%	5,330	15%	0	0%	35,212	100%
Spring 2017	29,260	85%	5,114	15%	0	0%	34,374	100%
Spring 2018	29,769	86%	4,986	14%	0	0%	34,755	100%
Spring 2019	29,079	87%	4,396	13%	0	0%	33,475	100%
Spring 2020*	26,561	78%	2,897	9%	4,492	13%	33,950	100%

*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...

Discipline	Ungraded		A,B,C,P,D,F,NP, NCA,NCP		W		XW		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
ADMJ	364	62%	99	17%	38	7%	82	14%	583	100%
ADPE	0	0%	54	98%	1	2%	0	0%	55	100%
ANAT	111	54%	31	15%	22	11%	42	20%	206	100%
ANTH	114	15%	457	61%	74	10%	108	14%	753	100%

Disciplines with Above Average Extraordinary Withdrawals as of May 26th ($\geq 17\%$)

- **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 2nd-9th, 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.

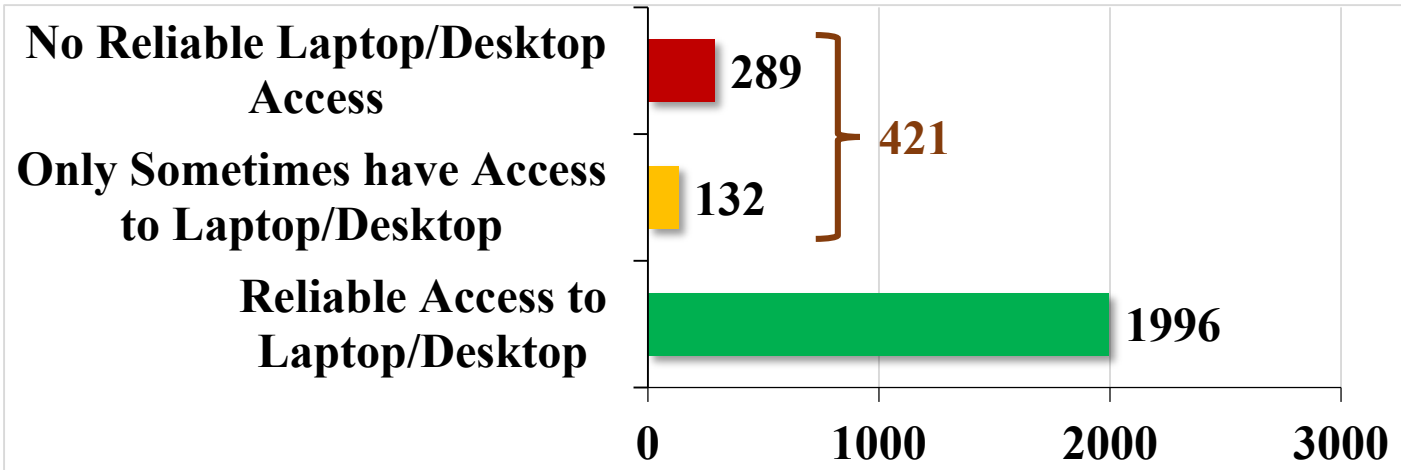
Student Survey 2: Student Experiences in the Transition to Online Learning

- 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.

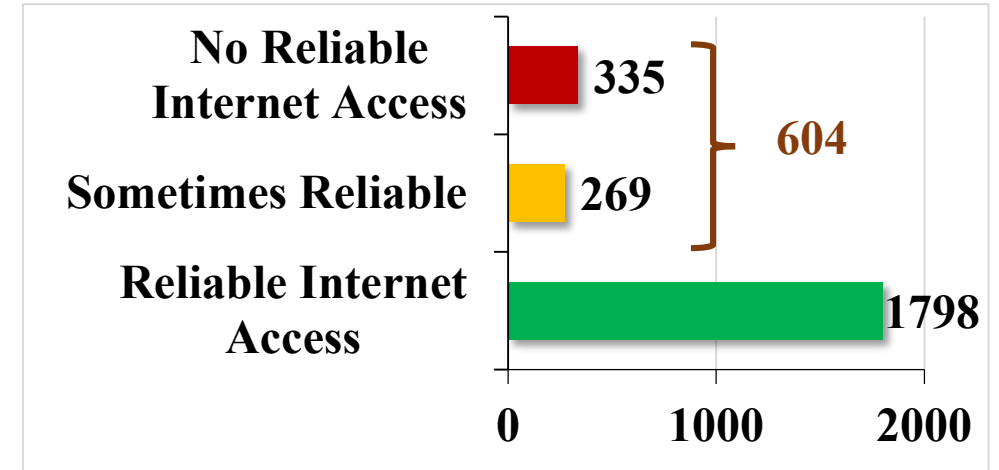
*13,346 is the Spring 2020 headcount at the time the survey was run.

Survey 1 (April): Students' Technology Needs

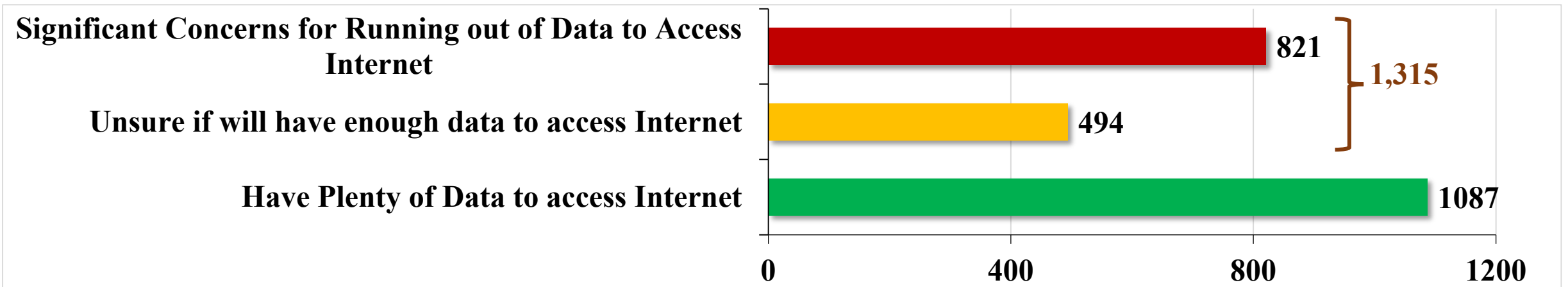
Reliable Access to a Laptop/Desktop Computer



Reliable Internet Access

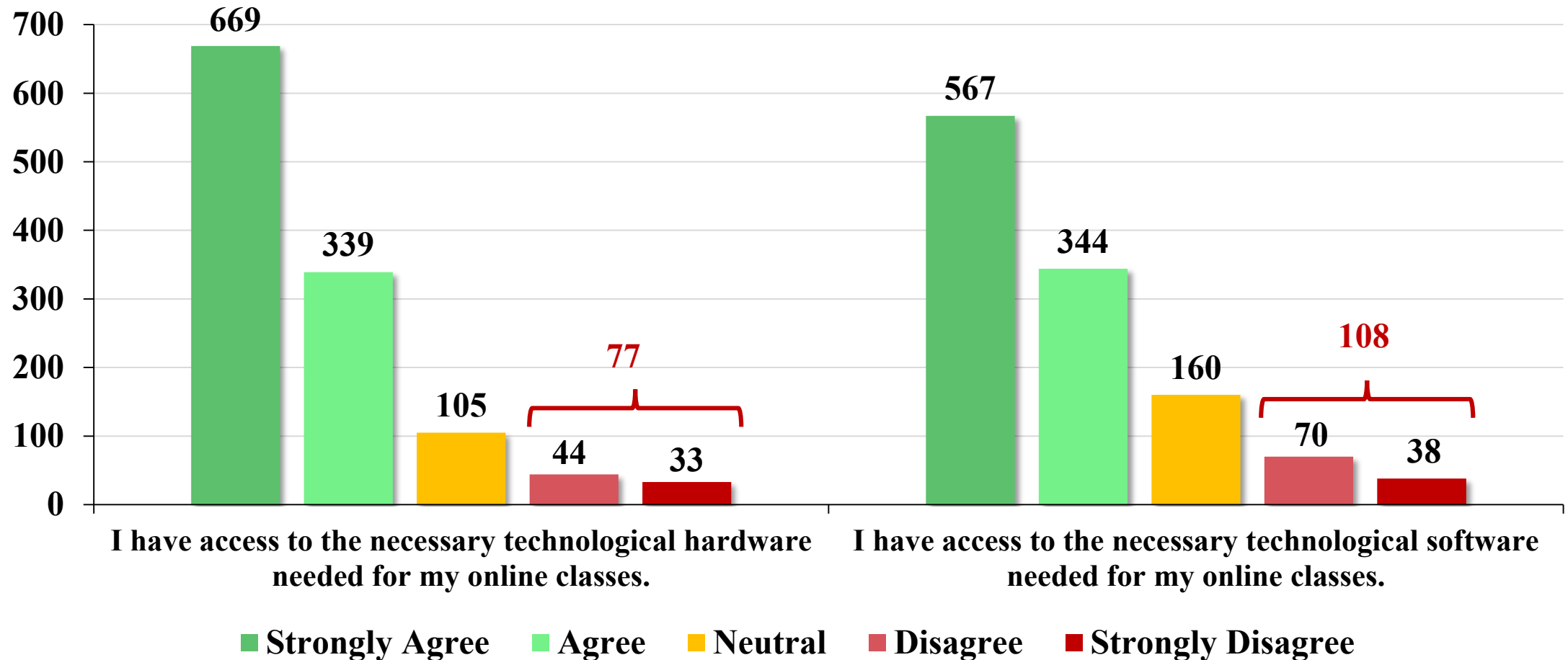


Sufficient Data to Access Internet

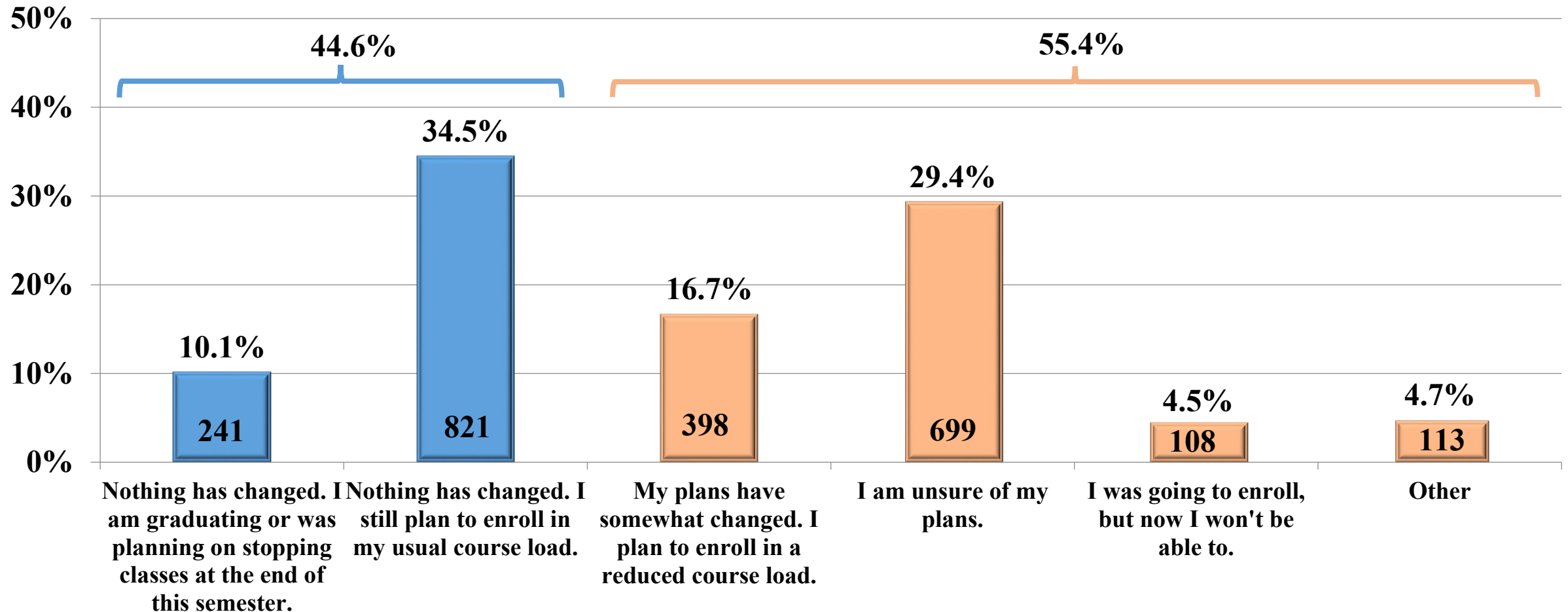


Survey 2 (May): Students' Technology Needs

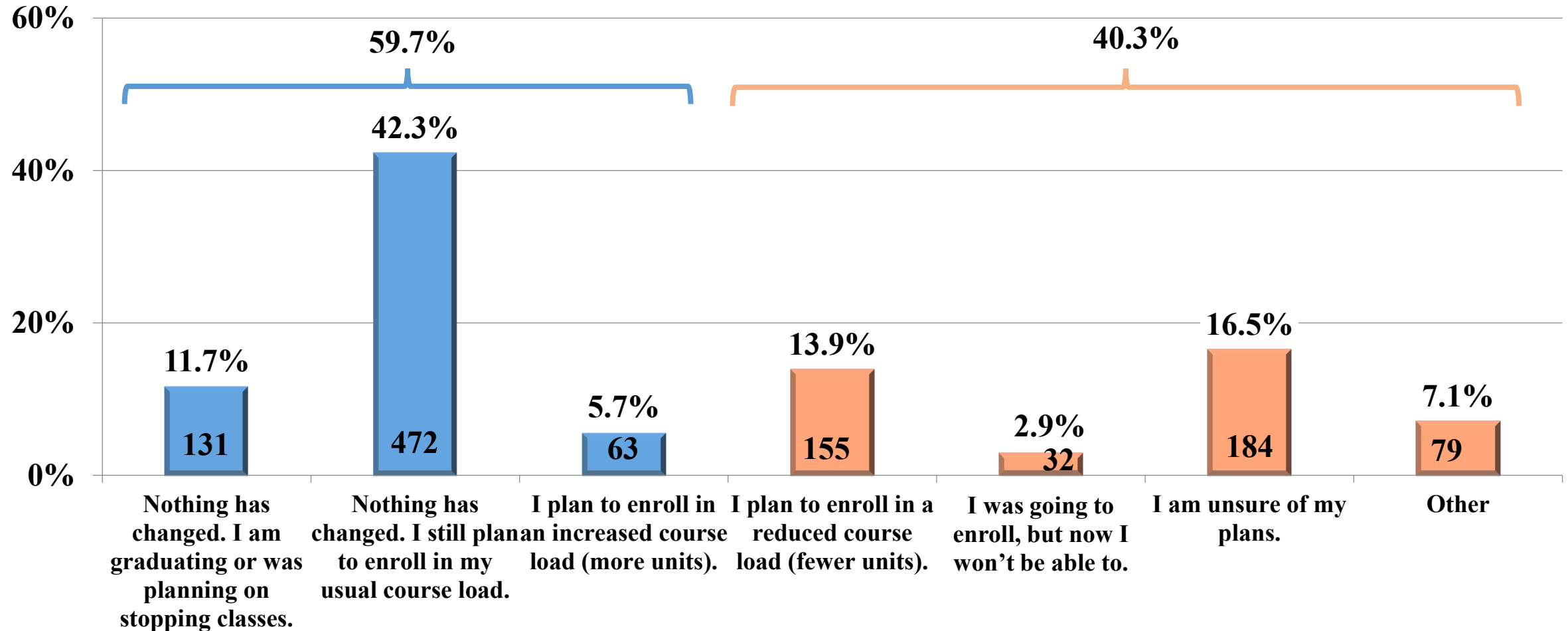
Access to the technological hardware and software



Survey 1 (April): How, if at all, has Covid-19 impacted your educational plans for this coming summer and/or fall 2020?



Survey 2 (May): How, if at all, has Covid-19 impacted your educational plans for this coming summer and/or fall 2020?

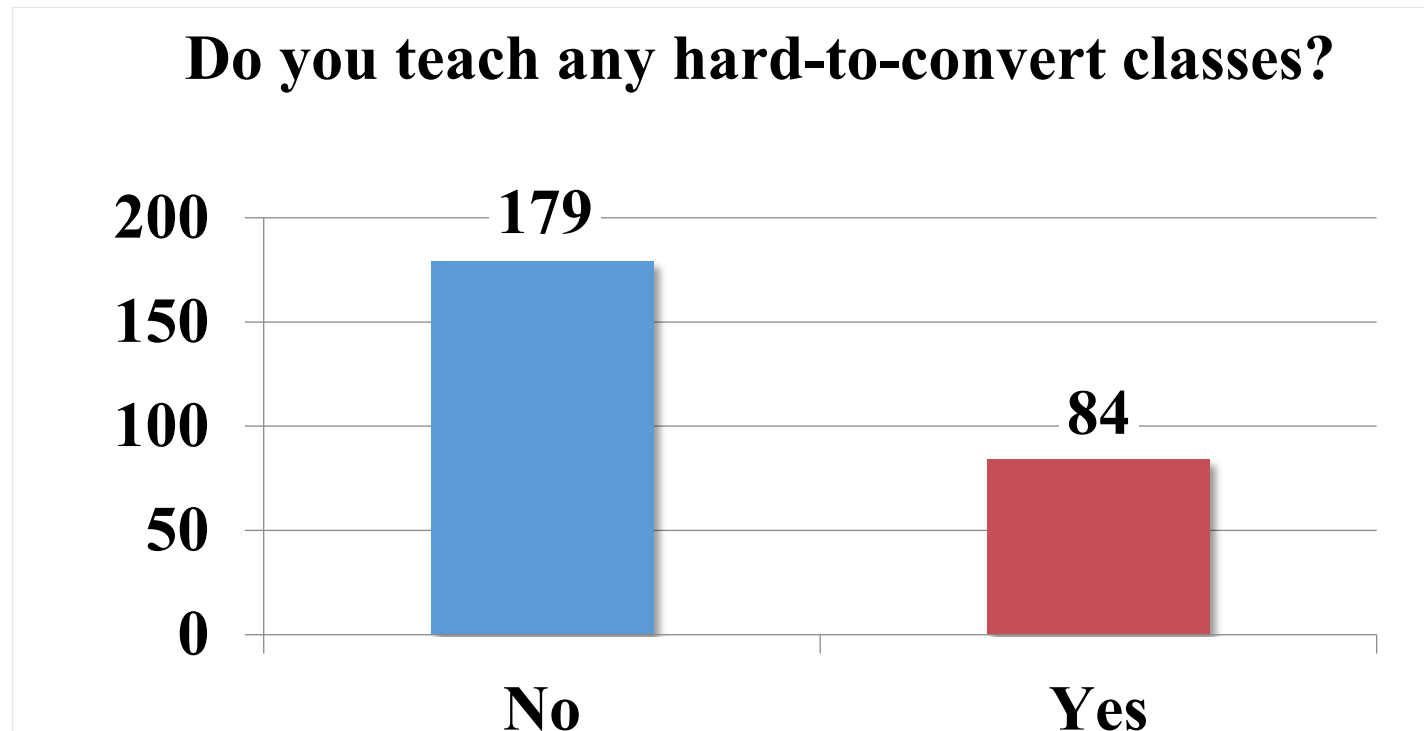


Faculty Survey

- 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

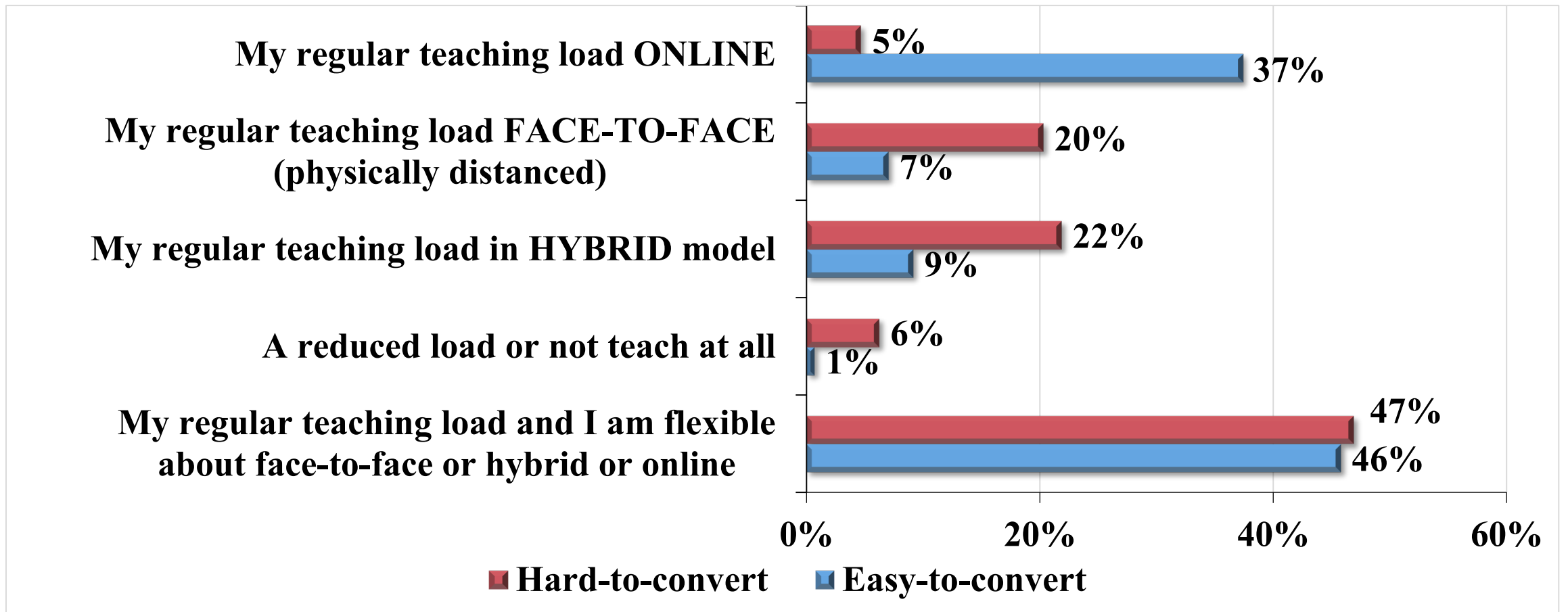


Faculty Survey

- 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%

Faculty Survey

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 ...

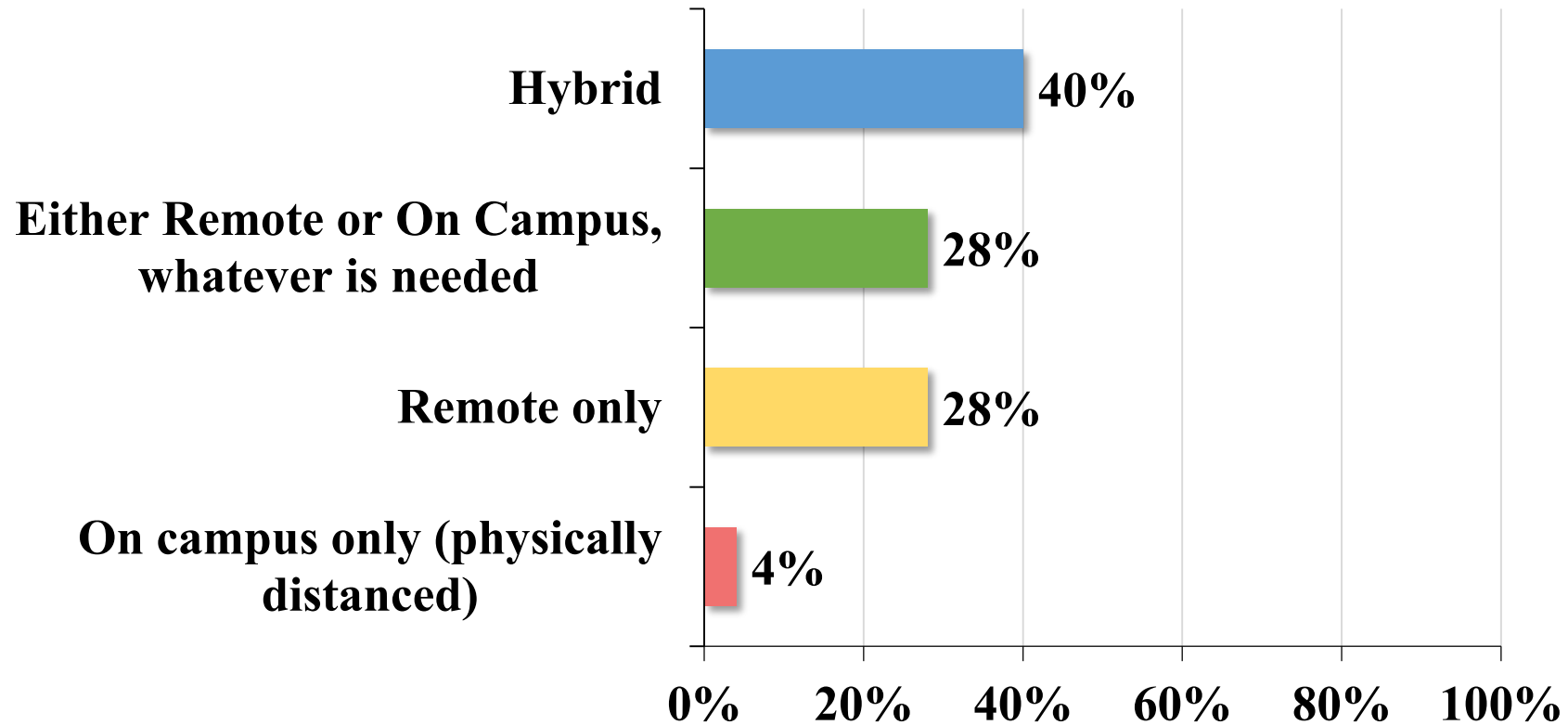


Classified Professionals Survey

- 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.

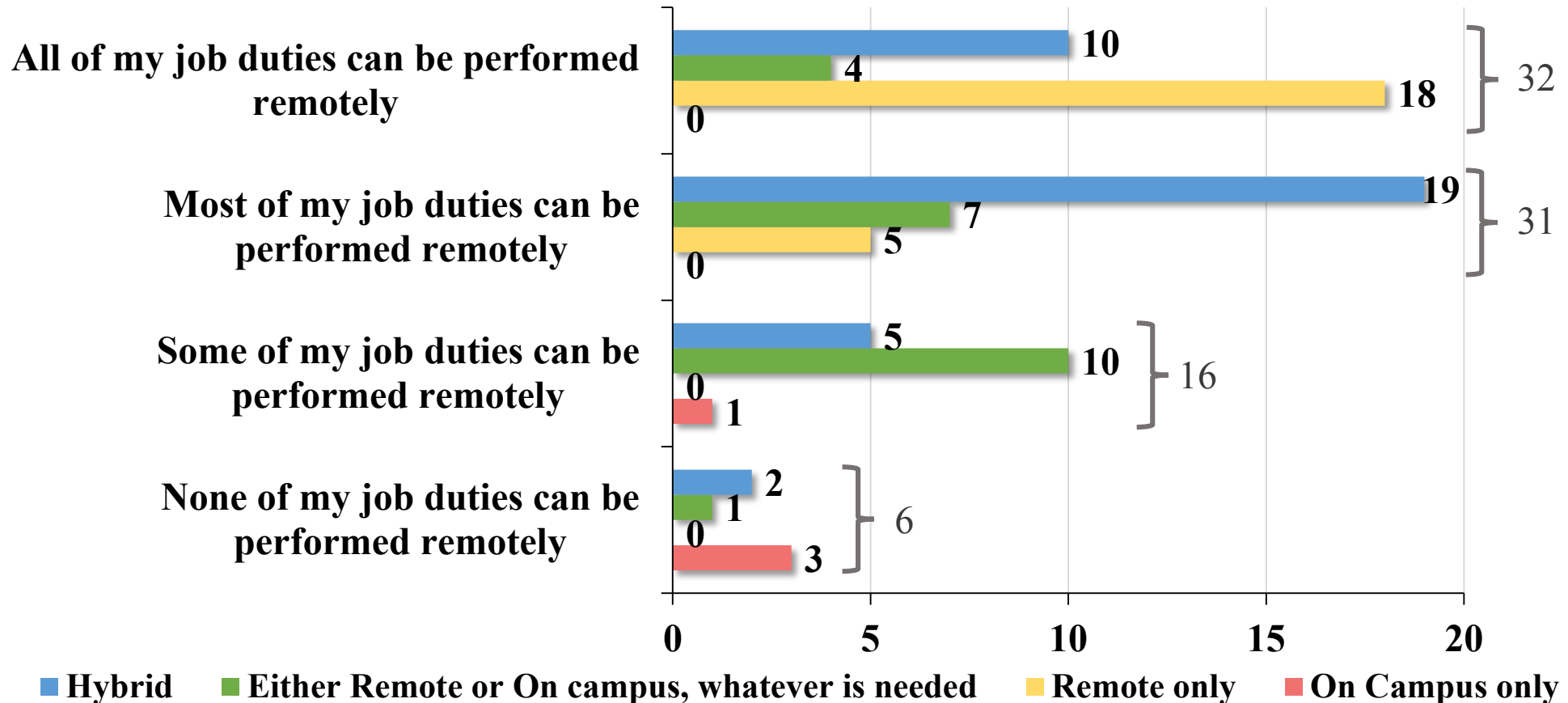
Classified Professionals Survey

Which best describes your working location preference for Fall 2020?



Classified Professionals Survey

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



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