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Student Survey Summer 2021:
COVID-19 and the Vaccine
Research Brief #226

College of the Canyons

Santa Clarita Community College District
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Institutional Research, Planning, and
Institutional Effectiveness

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Introduction

At the request of the office of Chancellor's Office, a survey was distributed to students during the Summer 2021 semester to examine how COVID-19 and the vaccine would impact their decision to enroll in the Fall 2021 semester. Results of this survey will be used to assess the degree to which classes, programs, and services offered are meeting the needs of students.

Methods

The Office of Institutional Research, Planning and Institutional Effectiveness in conjunction with the Chancellor's Office, developed a survey that contained open- and closed-ended questions to examine how COVID-19 and a vaccine mandate would impact their enrollment decision for the fall 2021 term.

Procedures

Surveys were distributed to students with an application for Fall 2021, but for whom there was no enrollment as of the start of data collection, and students who were previously enrolled in either Spring 2021/Summer 2021/Fall 2021 (excluding graduates). Survey links were sent via Survey Monkey and data were collected between July 23rd and August 6th, 2021. Survey data were analyzed using SPSS (2020) and Excel (2019).

Subjects

Overall, 31,045 surveys were distributed to students. The **first group** consisted of Fall 2021 **applicants who did not have an enrollment as of the start of data collection** (n = 7,546). The **second group** included **students who were enrolled in either the prior terms of Spring 2021/Summer 2021 or the upcoming Fall 2021 term, excluding graduates** (n = 23,499).

Overall, 2,653 students completed the survey, resulting in an overall response rate of nine percent. A total of 1,399 students with an application for Fall 2021, but no enrollment as of the start of data collection completed the survey, resulting in a response rate of 19 percent for this group. A total of 1,254 students enrolled in either Spring 2021/Summer 2021/Fall 2021, excluding graduates completed the survey, resulting in a response rate of five percent for this group. See Table 1.

Table 1. Breakdown of Groups Surveyed (Number and Percentage)

Groups Surveyed	Population (N)	Responses (n)	Response Rate (%)
Group One	7,546	1,399	19%
Group Two	23,499	1,254	5%

Note: Copy of survey instrument and open-ended comments available upon request.

Research Results

Demographics:

Age: The distribution of age categories for survey respondents is not representative of the College as a Whole. Overall, survey respondents had a higher representation of students under 18 to 24 years (65 percent) compared to the College as a whole (56 percent). Specifically, the age category of 18-19 years for survey respondents had the highest percentage (32 percent), followed by under 18 (18 percent), and 20-24 (15 percent). For the College as a whole, the age category of 25-39 years had the highest percentage (27 percent), followed by 20-24 (24 percent), and 18-19 (23 percent). Survey data was compared to Fall 2020 enrollment data. See Figure 1 for details on the representation of survey respondents by age compared to the College as a Whole. See Table 2 for age categories by frequency.

Figure 1. Age of Survey Respondents vs. College as a Whole (Percentage)

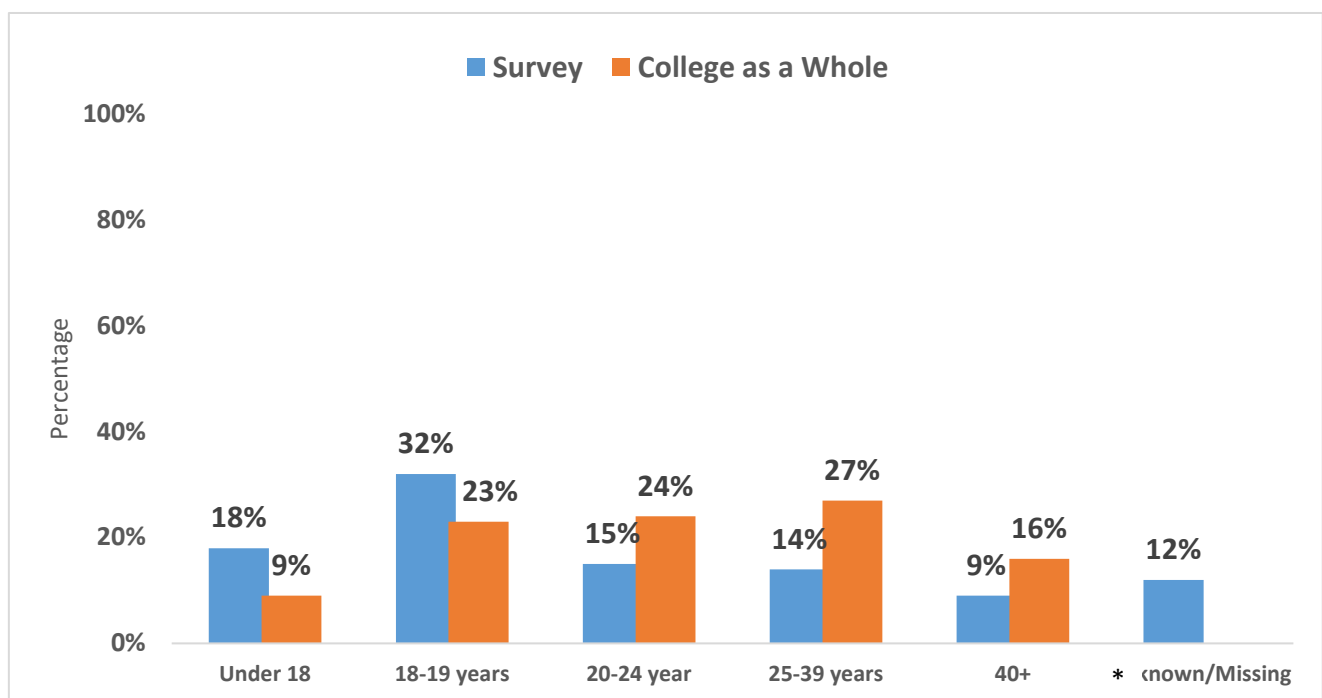


Table 2. Age of Survey Respondents vs. College as a Whole (Number)

Age	Survey Respondents (N)	College as a Whole Fall 2020 (N)
Under 18	479	1,870
18-19 years	836	4,637
20-24 year	402	4,850
25-39 years	371	5,543
40+	225	3,307
Unknown/Missing	326	--

Notes: “*” indicates there was no missing age data for College as a whole.

Ethnicity: The distribution of ethnicity for survey respondents is somewhat representative of the College as a whole. Compared to survey respondents, Hispanic/Latinx for the College as a Whole had a higher representation (39 percent – College and 33 percent – survey). The College as a whole also had a higher representation of White students compared to survey respondents (28 and 23 percent, respectively). Hawaiian/Pacific Islander, Native American, Filipino, Asian, and Black/African American are relatively similar for survey respondents and the College as a Whole. See Figure 2 for details on the representation of survey respondents by ethnicity compared to the College as a Whole. See Table 3 for ethnicity by distribution for survey respondents in comparison to the distribution for the college as a whole.

Figure 2. Ethnicity of Survey Respondents vs. College as a Whole (Percentage)

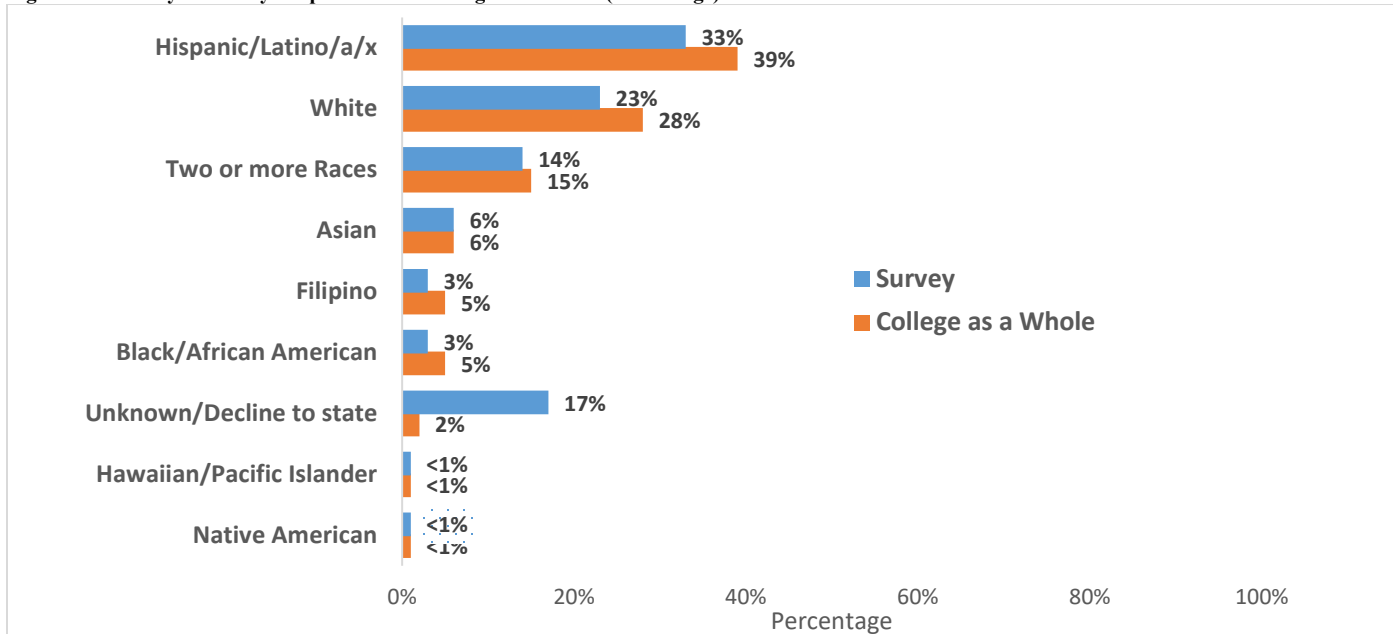


Table 3. Ethnicity of Survey Respondents vs. College as a Whole (Number)

Ethnicity	Survey Respondents (N)	College as a Whole Fall 2020 (N)
Hispanic/Latino/a/x	862	6,509
White	612	4,626
Two or more Races	364	2,456
Asian	147	1,026
Filipino	80	830
Black/African American	89	766
Unknown/Decline to state	484	310
Native American	6	41
Hawaiian/Pacific Islander	5	31

Note: Ethnicity data for the College as a Whole are for Fall 2020 active students, excluding ISAs.

Gender: The distribution of gender for survey respondents is not representative of the College as a Whole. There was a higher representation of female survey respondents compared to the College as a Whole (66 and 45 percent, respectively). However, there was a lower representation of male survey respondents compared to the College as a Whole (33 and 55 percent, respectively). Survey data were compared to Fall 2020 enrollment data. See Figure 3 for details on the representation of survey respondents by gender compared to the College as a Whole. The survey instrument asked for additional categories of gender. See Table 4 for details.

Figure 3. Gender of Survey Respondents vs. College as a Whole (Percentage)

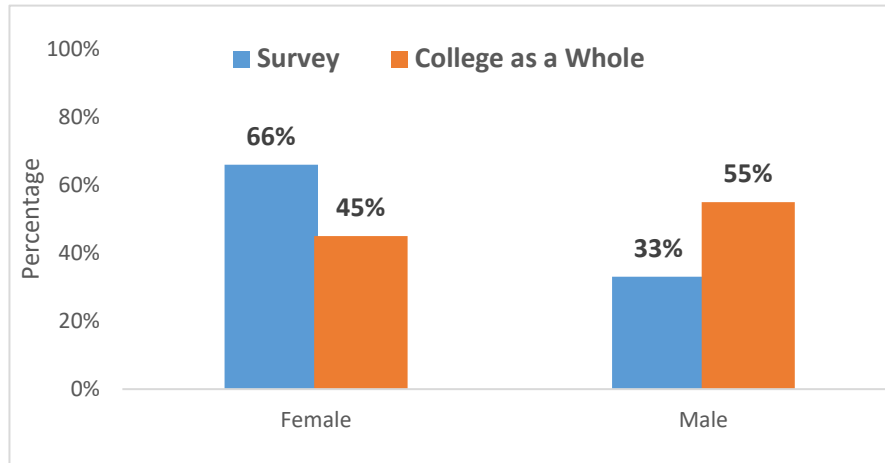


Table 4. Gender of Survey Respondents vs. College as a Whole (Number)

Gender	Survey Respondents (N)	College as a Whole (N)
Female	1479	9,110
Male	742	11,007
Non-Binary/Trans/GenderQueer	53	--
Decline to state	44	--
Other (optional to specify)	6	--
Unknown/Missing	329	90

Notes: "--" indicates no data available and data excludes "unknown".

Attendance –Fall 2021 semester:

Overall, the majority of respondents indicated that they planned to attend COC in the Fall 2021 semester (92 percent, n = 2,305). Of those who planned to attend, 70 percent indicated that they planned to enroll part-time.

Of the eight percent (N=201) who indicated they were not going to take classes in the Fall 2021 semester, the top five reasons indicated were they finished the classes they needed, they enrolled somewhere else, need/have a job, they have concerns about COVID-19, and they are still in high school. See Table 5 for details.

Table 5. Reasons for Not Taking Classes in Fall 2021 (Number)

Reasons for Not Taking Classes	N
Finished classes needed	57
Enrolled somewhere else	47
Other (specify)	46
Need/have a job	29
Concerns about COVID19	24
Still in High School	23
Classes I need are not available	18
Need money to pay for college	13
Care for family	11
Don't know what courses to take	6

Respondents also indicated other reasons, including: they are on academic probation/dismissal, they have other educational goals, they are dually enrolled, have personal challenges and challenges related to COVID-19.

Enrolling at COC

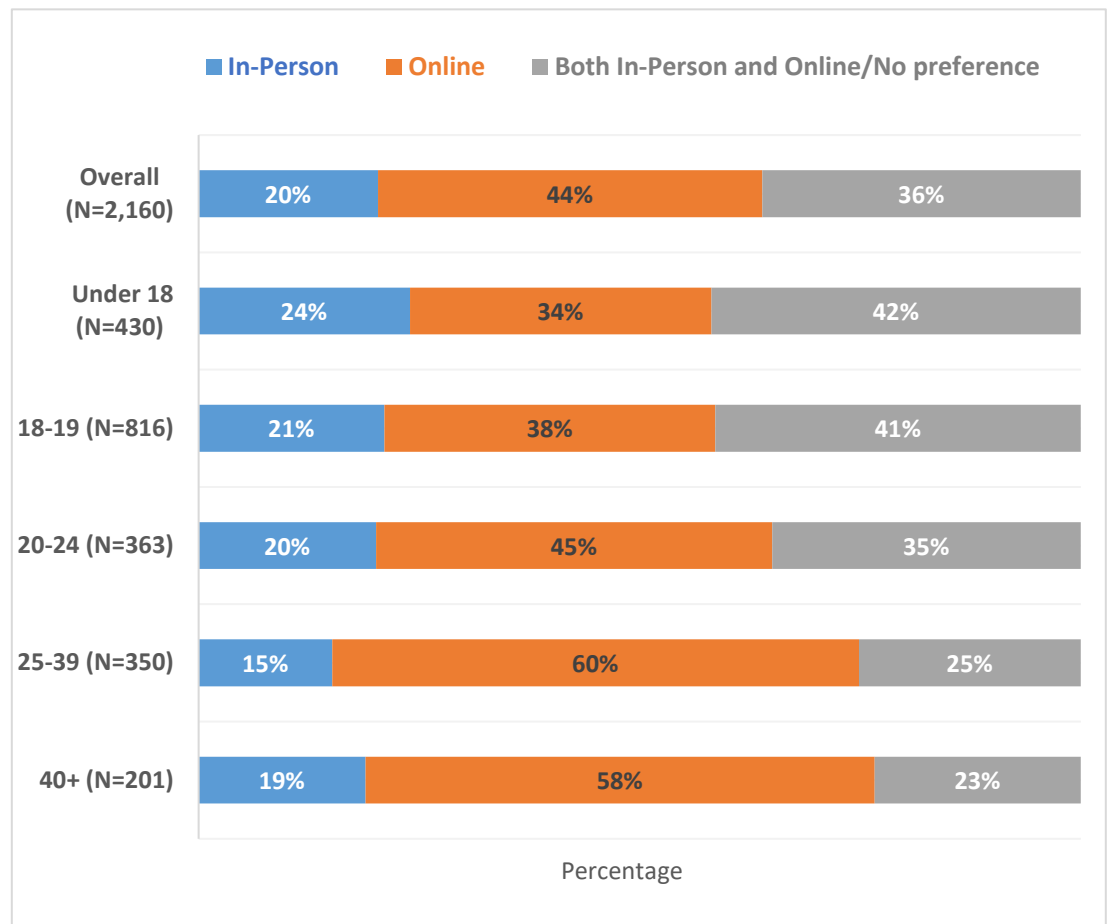
Class Preferences: Respondents were asked to indicate where they prefer to take most of their classes. The highest percentage was for online (44 percent), followed by both in-person and online/no preference (36 percent), and in-person (21 percent). See Table 6 for details.

Table 6. Class Preference for Fall 2021 (Number and Percent)

Preference	N	Percent
Online	1,010	44%
Both In-Person and Online/ No preference	828	36%
In-Person	474	21%
Total	2,312	

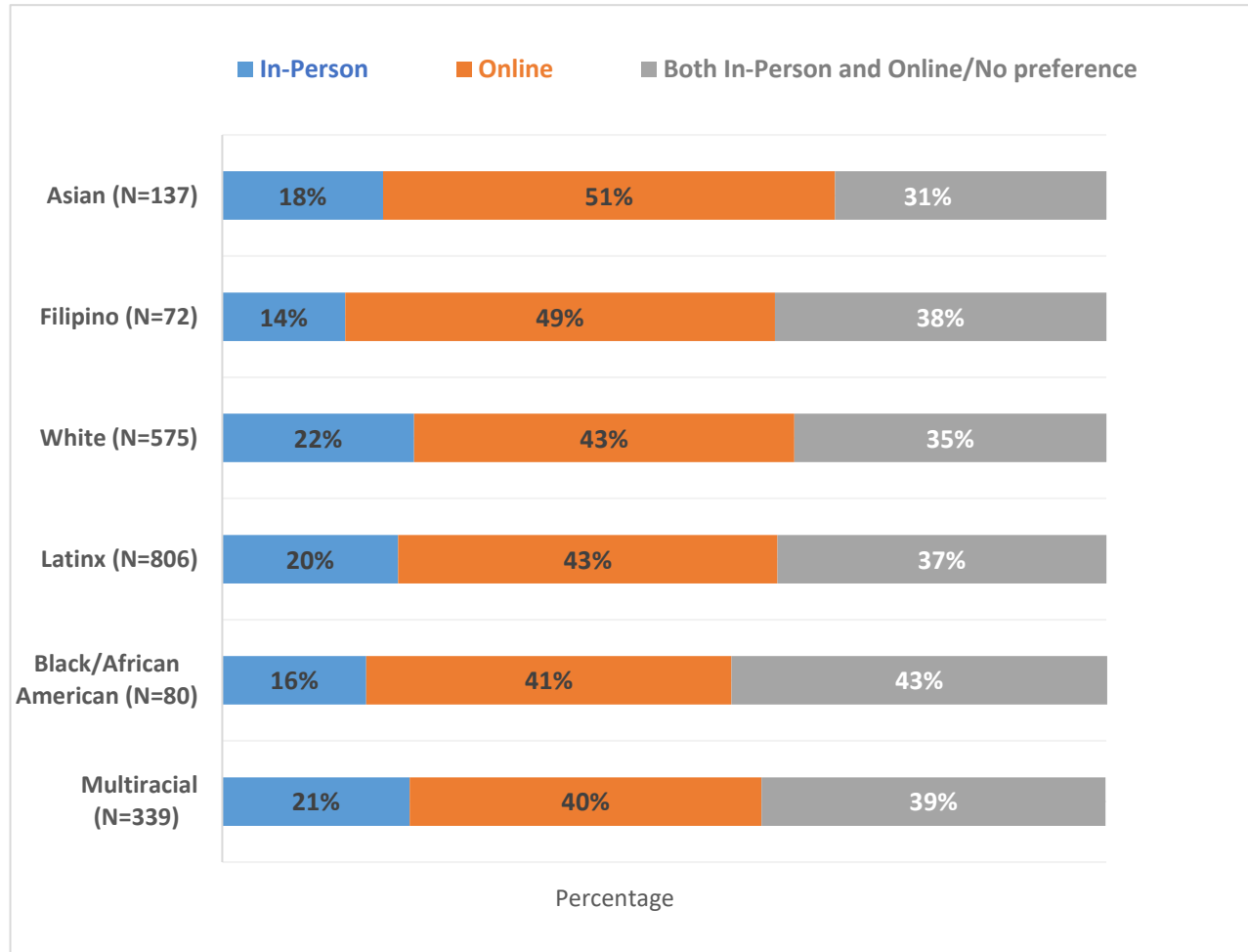
Figure 4. Class Preference by Age (Percentage)

Class preference was further examined by age and ethnicity categories. Age categories of **25-39** and **40+** had the highest percentages indicate that they *prefer online* (60 and 58 percent, respectively) and *lowest for in-person* (15 and 19 percent, respectively). The age categories of **under 18 years** and **18-19** had the *lowest percentages* indicating they *prefer online* (34 and 38 percent, respectively) and *highest for in-person* (24 and 21 percent, respectively). Furthermore, age categories of **under 18** and **40+** had *highest percentage of no preference* (42 and 23 percent, respectively). See Figure 4 for details.



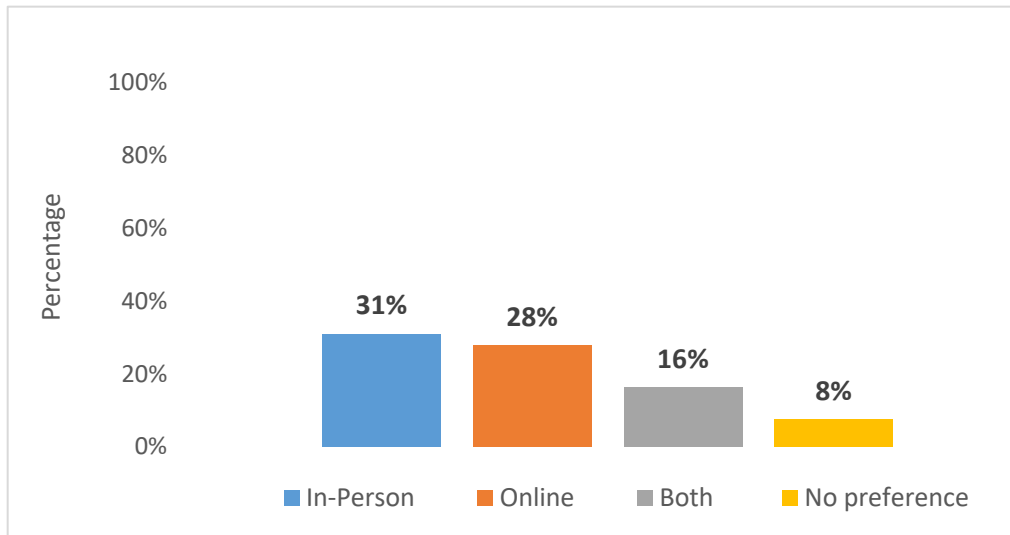
For ethnicity, respondents who indicated they were **Asian** and **Filipino** had the highest percentage indicate that they *prefer online* (51 and 49 percent, respectively), while those who indicated they were **Filipino** and **Black/African American** had the *lowest percentage* indicate they *prefer in-person* (14 and 16 percent, respectively). Respondents who indicated they were **White** and **Multiracial** had the *highest percentage* indicate they *prefer in-person* (22 and 21 percent, respectively). While respondents who indicated they were **Black/African American** had one of the lowest percentages indicating they prefer in-person, they had the *highest percentage* indicate they have *no preference* (43 percent). See Figure 5 for details. Note: data is not available for Native American and Hawaiian/Pacific Islander respondents.

Figure 5. Class Modality Preference by Ethnicity



Location of STEM courses: Respondents were also asked to indicate where they would prefer to take a science, math, or engineering class, if applicable. The highest percentage was preference for *in-person* (31 percent), followed by *online* (28 percent), *both in-person and online* (16 percent), and no preference (8 percent). Data exclude respondents who indicated that they do not plan on taking a science, math, or engineering class in the Fall 2020 semester (N=405). See Figure 6 for details.

Figure 6. Preference for Location of Science, Math, or Engineering Course (Percentage)



Reasons for Attending in the Fall: Respondents were asked to indicate reasons for why they want to be a student on the Fall 2021 semester (mark all that apply). The most frequently indicated reason was to get a degree/certificate (n=1,802). See Table 7 for details.

Respondents indicated other reasons for attending in the Fall 2021 semester, including to take prerequisite courses for a program, personal growth, dual enrollment, specific programs (e.g. nursing and fire academy), sports, social, GED, Canyons Promise, and career growth.

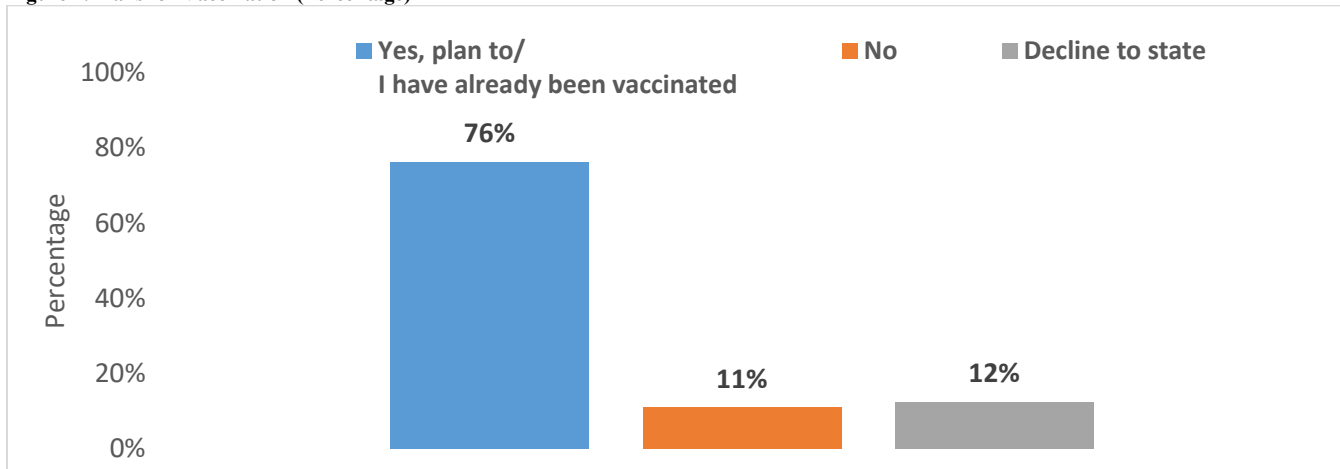
Table 7. Reasons for Attending in the Fall 2021 Semester (Number)

Reasons	N
To get a degree/certificate	1,802
To figure out what I want to do next	601
To enhance/update my skills	322
To get a job	591
Other	212

Effects of COVID-19 for Students Overall:

Vaccine: Respondents were asked to indicate if they plan to get the COVID-19 vaccine or are already vaccinated. The **majority** of respondents indicated that they **plan to or have already been vaccinated** (76 percent, n=1800), while **11 percent** (n=260) indicated they **do not plan to get the vaccine**. Twelve percent declined to state (n=294). See Figure 7.

Figure 7. Plans for Vaccination (Percentage)



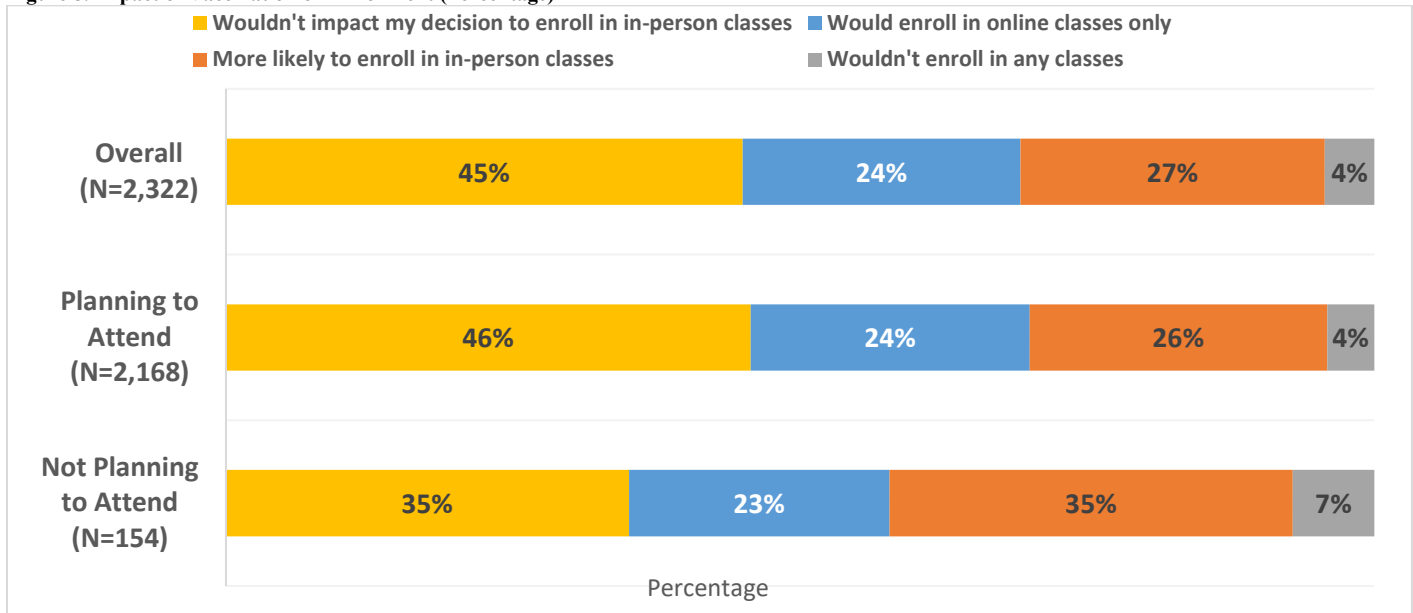
Respondents were also asked if there was a requirement to be vaccinated to attend in-person classes at the college, if it would impact their decision to enroll in in-person classes. Data were disaggregated by respondents who indicated they *plan to attend* and *not plan to attend* in the Fall 2021 semester. Overall, just under half indicated that it would impact their decision to enroll (45 percent), followed by respondents who indicated they would be more likely to enroll in in-person classes (27 percent), would only enroll in online classes (24 percent), and would not enroll in any classes (4 percent).

For the disaggregated results, a *higher proportion* of those *who indicated they do not plan to attend* indicated they *would be more likely to enroll in in-person classes* (35 vs. 26 percent among those who indicated they plan to attend). See Figure 8 for details.

Respondents indicated additional comments in regards to this, including: they support the mandate, they do not support the mandate, want in-person classes, no impact to them, and prefer online. Sample comments provided by respondents were as follows:

- “Students should not be required to be vaccinated. This is a personal decision and each individual should make their own choice for getting vaccinated.”
- “As someone who is high risk, I would not enroll in in-person classes without vaccinations and masks required at all times in the classroom.”
- “I would have to think about my decision as the time comes”
- “I don't think it's safe to even be on campus with cases still going around or even at a decline so I rather the online option be open for personal safety.”

Figure 8. Impact of Vaccination on Enrollment (Percentage)



Student Support:

Help needed from the College: Respondents were asked to indicate how the college can help support them. For those who responded to this question, the top three ways were money for college (17 percent, n = 649), speak to a counselor (16 percent, n = 625) and tutoring (9 percent, n = 354). While these were the top three ways in which students indicated they needed help, almost one thousand students indicated they do not need any help from the College at this time (26 percent, n = 998). See Table 8 for details.

Respondents indicated other ways in which they could use help from the College, including bringing students back on campus, developing 100% online programs, more diverse course types/times, disability accommodations, child care, support their well-being, and quality of instruction.

Table 8. Ways in Which the College Can Help (Number and Percentage)

Ways In Which the College Can Help	N	%
I don't need any help from the College at this time	998	26%
Need money for College	652	17%
Need to speak to Counselor	627	16%
Need tutor	354	9%
Need to find a job	336	9%
Need assistance registering	270	7%
Would like to tour the college	198	5%
Need a computer/software/internet etc.	179	5%
Need access to food/nutrition	104	3%
Need a place to live	75	2%
Other	68	2%

Enrollment: Respondents were asked to indicate what is important to them in deciding to enroll. Of those who responded to this item, the top three responses indicated were availability of classes they need (34 percent, n =1,940), clear degree/certificate requirements (25 percent, n = 1,429), and helpfulness of faculty/staff (18 percent and n = 1,042). See Table 9 for details.

Respondents indicated other ways that are important to them in deciding to enroll, including childcare, flexibility, more online classes, sports, no vaccine/masks, in-person classes, and financial assistance.

Table 9. Student Needs for Enrollment (Percentage and Number)

Student Needs for Enrollment	N	%
Availability of Classes I need	1940	34%
Clear degree/cert requirements	1429	25%
Helpfulness of faculty/staff	1042	18%
Access to services	878	15%
Co-curricular activity	317	6%
Other	77	1%

Food Service: Respondents were asked to indicate if they would take advantage of regular coffee and/or food service if it was available on campus. The majority of respondents indicated *yes* (71 percent, n =1,655), followed by *no preference* (20 percent, n = 473) and *no* (8 percent, n =192).

Communication:

Advertisements: Respondents were asked to indicate where they have seen advertisements for COC (mark all that apply). For those who responded to this item, the top three places were mail delivered to home (25 percent, n = 938), bridge banners around Santa Clarita (23 percent, n = 859), and on their mobile device (18 percent, n = 686). See Table 10 for details.

Respondents also indicated other places they have seen advertisements for COC, including through personal relationships/word of mouth, high school/other school, social media/internet, they live close to or drive by COC, their own research for programs, email, events, they are already attending COC, and signage.

Table 10. Location in Which Respondents Have Seen Advertisements for COC (Number and Percentage)

Location of Advertisement	N	%
Mail delivered to home	938	25%
Bridge banners around Santa Clarita	859	23%
On my mobile device	686	18%
Other	322	9%
College Marquee	212	6%
TV	200	5%
Signal e-newsletter	161	4%
KHTS e-newsletter	116	3%
Radio	112	3%
TikTok	77	2%
Music streaming service	32	1%
Pizza boxes	4	<1%

Preferred Communication: Respondents were asked to indicate the best ways in which the College can communicate information to them. For those who responded to this item, the top three ways in which respondents indicated was best for communication were email (46 percent, n = 2,074), text (30 percent, n = 1,324), and mail delivered to home (10 percent, n = 438). See Table 11 for details.

Respondents also indicated other ways they prefer communication, including: call/text, Canvas, email, mail, personal relationships, and Zoom.

Table 11. Preferred Communication from College (Number and Percentage)

Preferred Communication	N	%
Email	2,074	46%
Text	1,324	30%
Mail delivered to home	438	10%
College website	276	6%
Canyons M mobile app	229	5%
College social media	120	3%
Other	23	1%

Challenges:

Respondents also indicated additional comments they have in regards to this, including they want more online class options/prefer online; safety concerns; outdated technology; student services, including financial aid, admissions, counseling, tutoring, and Academic Accommodation Center (formerly DSPS); physical and mental health issues; laptop/technology assistance; don't like the class format; personal situations, and prefer to be back on campus. Sample comments by respondents were as follows:

- “I cannot get the vaccine for health reasons, I am hoping the vaccine is not mandated because I prefer in person classes.”
- “Availability of classes and financial aid! All classes [I] want to take are waitlisted and [I] am afraid of not making the cut. [I] also have not received aid for the fall semester yet.”
- “If all of my classes isn't online then, transportation would be hard for me.”
- “Your website looks and acts like it was last updated in the late 90’s. It’s slow and extremely unintuitive.”
- “Mental health [h]as been hard for students to complete their work at home. They've been isolated more than ever. Its [sic] concerning”

Recommendations

- Consider offering more online classes and programs/pathways (see also Research Brief #224 recommendations).
- If in line with CDC guidelines, consider offering STEM courses in-person.
- Explore options for vaccine mandates and its implications for increased in-person course offerings.

For more detailed information on this research brief, stop by the Institutional Research office located in BONH-224, or call Catherine Parker, Research Analyst at 661.362.5879 or Daylene Meuschke, Associate Vice President of Institutional Research, Planning, and Institutional Effectiveness at 661.362.5329.