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Student Survey - Fall 2021: Plans for Spring 2022

College of the Canyons

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Institutional Research, Planning, and
Institutional Effectiveness

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Introduction

At the request of Executive Cabinet, a survey was distributed to students during the Fall 2021 semester to examine student needs, perceptions, plans, and possible impacts of COVID-19. During the Fall 2021 semester, in-person classes and services were phased back in, while remote classes and services remained the primary way for access.

Survey results were split into three reports, Student Survey -Fall 2021: Course and Student Service Experiences (research brief #227), Student Survey-Fall 2021: Plans for Spring 2022 (research brief #229), and Student Survey-Fall 2021: COVID-19 Impacts (research brief #230). Research brief #227 provides information on student demographics and their experiences in courses and use of Student Services during the Fall 2021 semester. Research brief #229 provides information on student plans for enrollment during the Spring 2022 semester. Research brief #230 provides information on how COVID-19 has impacted students and their educational experiences. Results of this survey will be used to assess the degree to which classes and services offered are meeting the needs of students.

Methods

The Office of Institutional Research, Planning and Institutional Effectiveness, in conjunction with Executive Cabinet, developed a survey that contained open- and closed-ended questions to examine the degree to which student needs are being met during the Fall 2021 semester

Procedures

In Fall 2021, surveys were distributed to *new* and *continuing* students. Survey links were emailed via Survey Monkey and data were collected between October 25th and November 8th, 2021. Survey data were analyzed using SPSS (2021) and Excel (2019).

Subjects

Overall, 13,979 surveys were distributed to students. The **first group** consisted of Fall 2021 **new students** (n = 6,489). The **second group** included **continuing students** (n = 7,490).

Overall, 537 students completed the survey, resulting in an overall response rate of four percent. A total of 225 new students completed the survey, resulting in a response rate of three percent for this group. A total of 312 continuing students completed the survey, resulting in a response rate of four percent for this group. See Table 1.

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

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

Groups Surveyed	Population (N)	Responses (n)	Response Rate (%)
Group One	6,489	225	3%
Group Two	7,490	312	4%

Research Results

The Future of OnlineLIVE:

Awareness of OnlineLIVE: Overall, the majority of respondents indicated they know the difference between “Online” and “OnlineLIVE” (89 percent, n=430). The majority of respondents also indicated that they have enrolled in an OnlineLIVE class (76 percent, n=369).

Of the **new student** respondents, 59 percent indicated that they have enrolled in an OnlineLIVE class, while 76 percent of the **returning student** respondents indicated they have enrolled in an OnlineLIVE class.

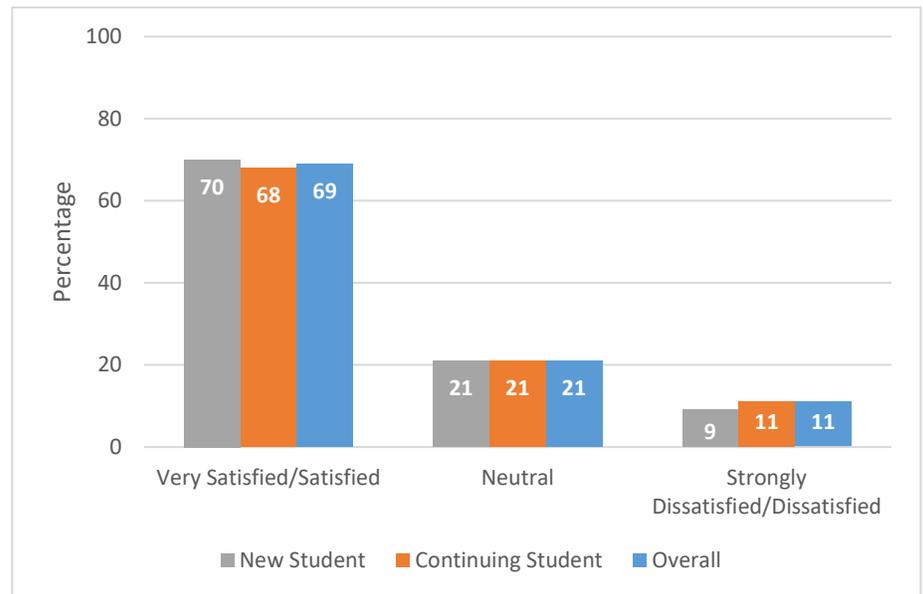
Satisfaction with OnlineLIVE: Overall, the majority of respondents indicated they are very satisfied/satisfied with OnlineLIVE courses (70 percent). Of the students who were previously enrolled

and responded to this question, 84 percent indicated that they would enroll in an OnlineLIVE class again.

Comments or Suggestions Regarding OnlineLIVE classes: Respondents who provided feedback indicated satisfaction (n=53) and frustrations/preferences (n=52):

- Satisfaction:
 - Enjoy the flexibility
 - Enjoy the interaction with professors and students
 - Continue offering OnlineLIVE classes
- Frustration/Suggestions
 - Expressed frustration with lack of faculty guidelines/communication
 - Prefer in-person classes
 - Prefer online classes that are not live

Figure 1. Level of Satisfaction with OnlineLIVE: Fall 2021 (Percentage)



Plans for Spring 2022

Enrollment: The majority of respondents indicated that they will be enrolling in the Spring 2022 semester (91 percent, n=438).

For those who indicated they are enrolling in the Spring 2022 semester, just under half of respondents indicated that they will enroll in more than 12 units (46 percent), followed by 0-6 units (30 percent), and 7-11 units (24 percent)

Figure 2. Unit Enrollment: Spring 2022 (Number and Percentage)

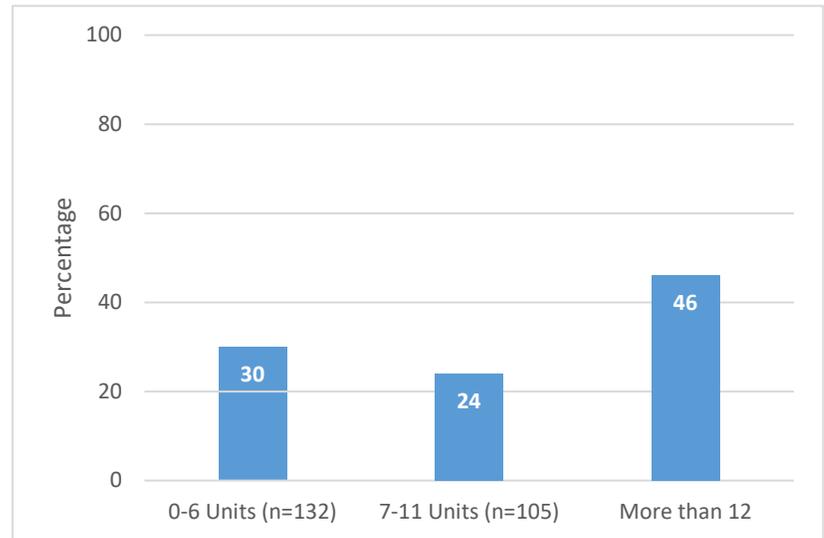
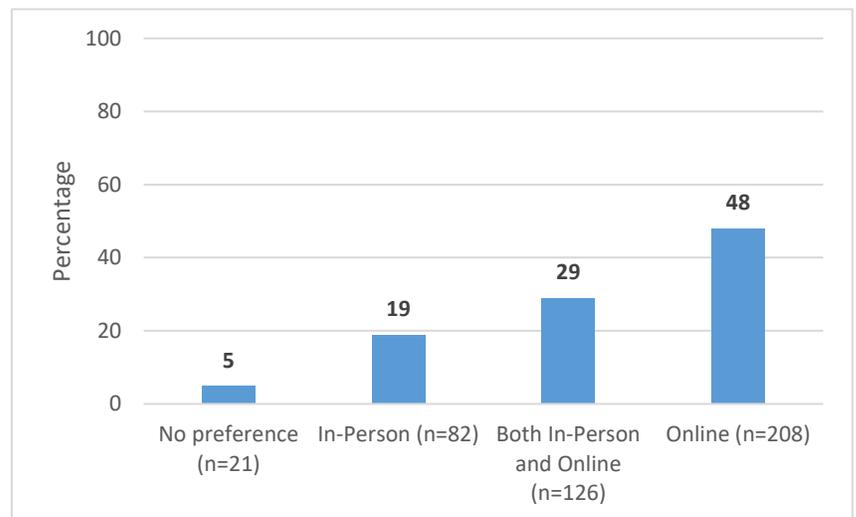


Figure 3. Class Location Preference: Spring 2022 (Number and Percentage)

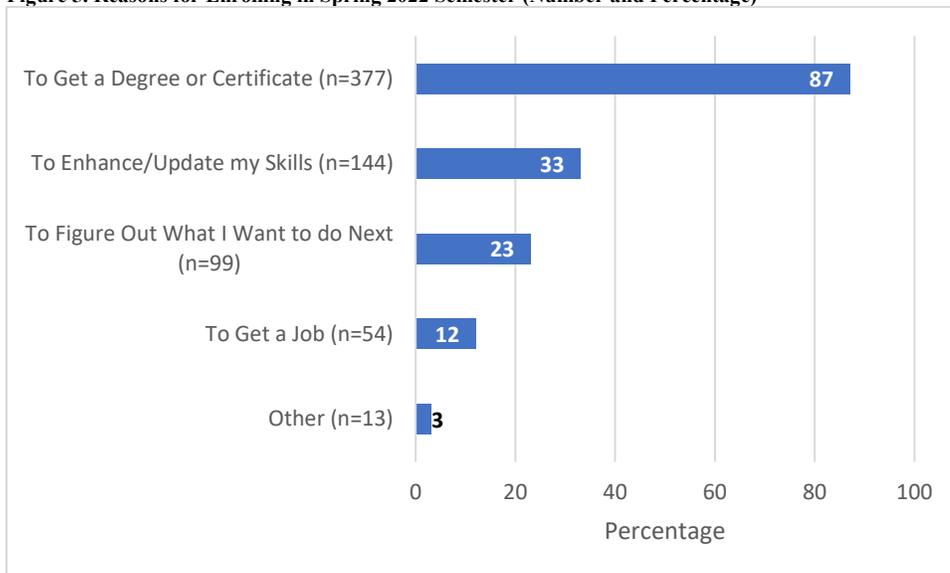


Class Location Preference: Just under half of respondents indicated they prefer to attend *most on their classes online* (48 percent), followed by *both in-person and online* (29 percent), *in-person* (19 percent), and *no preference* (5 percent).

Reasons for Enrolling in Spring 2022 semester: The majority of respondents indicated they are enrolling in the Spring 2022 semester *to get a degree or certificate* (87 percent), followed by *enhance/update skills* (33 percent), *figure out what to do next* (23 percent), *to get a job* (12 percent), and *other* (3 percent). Other reasons indicated were to complete pre-requisites for *Nursing school* and to complete *Dual Enrollment* credits. See Figure 5.

Note: Percentages do not equate to 100% because respondents could mark all that apply.

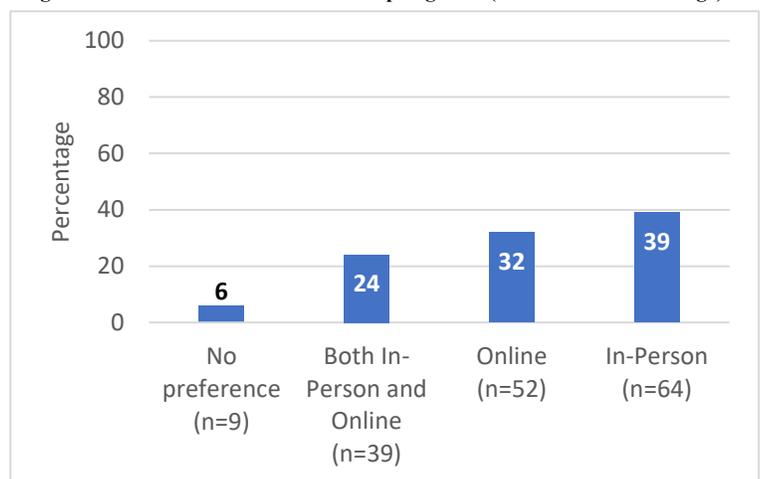
Figure 5. Reasons for Enrolling in Spring 2022 Semester (Number and Percentage)



Laboratory Science Class Preference: Overall, the majority of respondents indicated they *do not* plan to take a lab course in the Spring 2022 semester (63 percent, n=273), while 38 percent indicated they *do plan* to take a lab course (n=164).

For those who indicated they will be taking a laboratory science class, 39 percent indicated that they *prefer in-person* (39 percent), followed by *online* (32 percent), *both in-person and online* (24 person), and *no preference* (6 percent). See Figure 6 for details.

Figure 6. Format Preference for Labs: Spring 2022 (Number and Percentage)



No Plans to Enroll in the Spring 2022 Semester:

Reasons for Not Enrolling: For students who indicated that they are not returning, the following reasons were indicated:

- I finished the classes I needed – 32 respondents
- I have enrolled at another college – 10 respondents
- I need/have a job – 3 respondents
- The classes I need are not available when and/or where I need them – 3 respondents
- I need money to pay for college – 2 respondents
- I am concerned about health/COVID-19 – 2 respondents
- Other – 2 respondents
- I have to take care of my family – 1 respondent

Other reasons for not enrolling included *instructor issues* and *dissatisfaction with COC*.

Challenges:

Respondents were asked to indicate any challenges they are facing that the College may be able to help them with. Of the 118 comments, respondents indicated the following (excludes None and N/A responses):

- 15% indicated a need for **counseling**
- 12% indicated the **availability of classes** are a challenge
- 12% indicated that their **personal situations** are a challenge (e.g. financial, housing, transportation)
- 8% indicated that they are frustrated with their **faculty interactions**
- 7% indicated that they **need assistance with Financial Aid**

Respondents were also asked to indicate what the College is not currently doing, but could make their experience better. Of the 108 responses, respondents indicated the following:

- 14% would like **additional classes offered in various formats/days/times**
- 13% would like **improved teaching/communication** from teachers
- 6% would like **better access to counseling**
- 5% would like **better food options**

Success Stories:

Respondents were asked to share any success stories they may have. While 71 respondents indicated they have no stories, 68 respondents indicated the following:

- 13% **positive experiences with faculty**
- 11% **positive experiences regarding online and/or OnlineLIVE**
- 6% **commented on graduating/finishing school/transferring**
- 4% **commented about getting good grades**
- 3% **positive experiences about counseling**
- 3% **positive experiences as an older adult**
- 2% **positive experiences about housing/food insecurity**
- 2% **positive experiences related to mental health**
- 2% **positive experiences about the social aspect of connecting with other students**

A sample of specific comments made by respondents include:

- “I’m a single mother on welfare and with the help of the CalWORKS department and the availability of online classes, I am able to work toward a degree in a high income field. I hope to graduate and get a good job to support my son and myself.”
- “...my health insurance was not covering mental health testing for me and through the Health and Wellness center I have found the light at the end of the tunnel in terms of availability of testing. I so greatly appreciate it.”
- “This is my very first college experience and I’ve been enjoying my time in my classes. My onlineLIVE teachers are very engaging and my other online classes are easy to navigate. I’m very thankful for my time at COC.”

Recommendations

- Continue offering OnlineLIVE courses.
- Consider expanding the number of 100% online course offerings.
- If COVID-19 mandates permit, expand in-person offerings of laboratory science classes.
- Consider expanding access to counselors, including online counseling services.
- Explore ways to increase access to courses.
- Continue to offer professional development to instructors based on student needs (e.g. improved communication with students and teaching methods).
- Use results from this research brief in conjunction research brief #227 and #230.

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.