

# **A Pilot Student Perception Survey: Methodology, Key Results, and Impact**

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## Goals of the Pilot Study

- To examine whether student attitudes and perceptions were associated with college success at CRC (GPA, retention)
- To examine students' perception of cultural congruity, college environment, academic efficacy, and social support.
- To examine whether there are gender/ethnic differences in these variables.



# Limitations

- Sample is NOT Representative of CRC's Student Population
  - Basic Skills and large classes are overrepresented (about 40% of sample)
  - Does not include very basic ESL students, but includes middle and upper level
  - Data collected week 3-4 of semester
    - **Strength** - assesses students before dropping out
    - **Weakness** - assesses students before had opportunity to participate in student some services/activities)



## Sample (n = 543)

- Introductory Social Sciences Courses, Behavioral Statistics, ESL, Reading, and Basic Math courses
- Students volunteered to complete the survey
- Approximately 10% failed to include Student ID so were excluded from survey



## Survey Instrument

- Conducted a literature search for student success predictive modeling
- Contacted Dr. Alberta Gloria, University of Wisconsin-Madison, for permission to use/modify her research instruments:
  - Cultural Congruity
  - College (University Environment)
  - Mentoring Scale



## Survey Instrument (cont.)

- Added
  - items modified from Bandura's Academic Self Efficacy Measure
  - Student Social Support Questions based on article on student success from President
- Scantron form limited questions to 50, up to a 5 point likert scale
- Asked students to provide student ID so links could be made to student application



# Survey Implementation

- Questionnaire took about 10-15 minutes to complete.
- Data collected during class
  - Time was longer for ESL students (especially middle level) and some lower level reading students
  - ESL professor and faculty researcher were available for questions related to vocabulary question for ESL courses
  - Researcher was also available to answer questions for all of the classes.

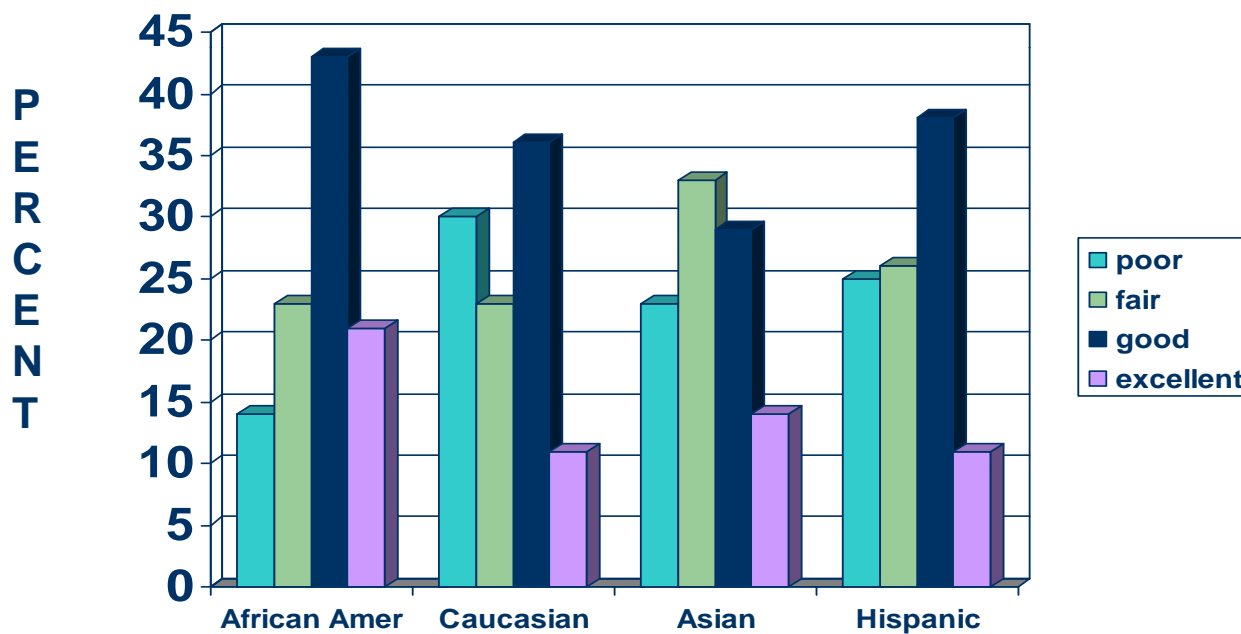


# Discussion of Selected Results

- Social Support Items
  - Mentoring Scale (5 Items)
  - Student Social Scale (3 Items)
  - Importance of Campus Social Life (1 item)
  - Club participation (1 item)

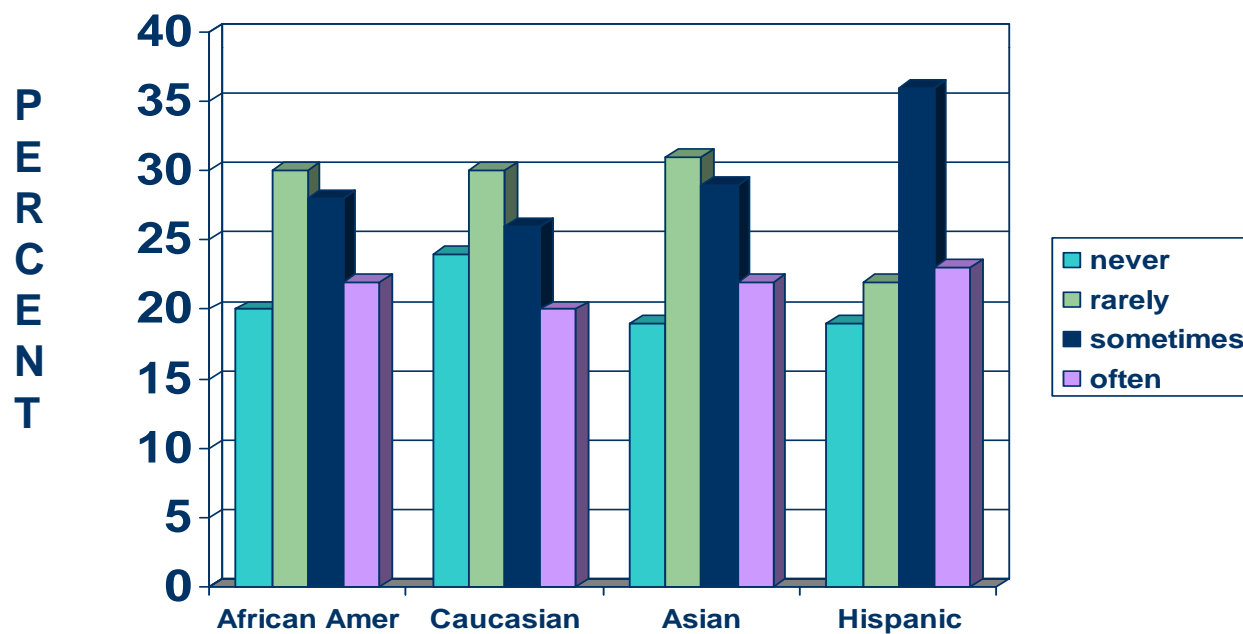


# Rate Your Social Life On Campus



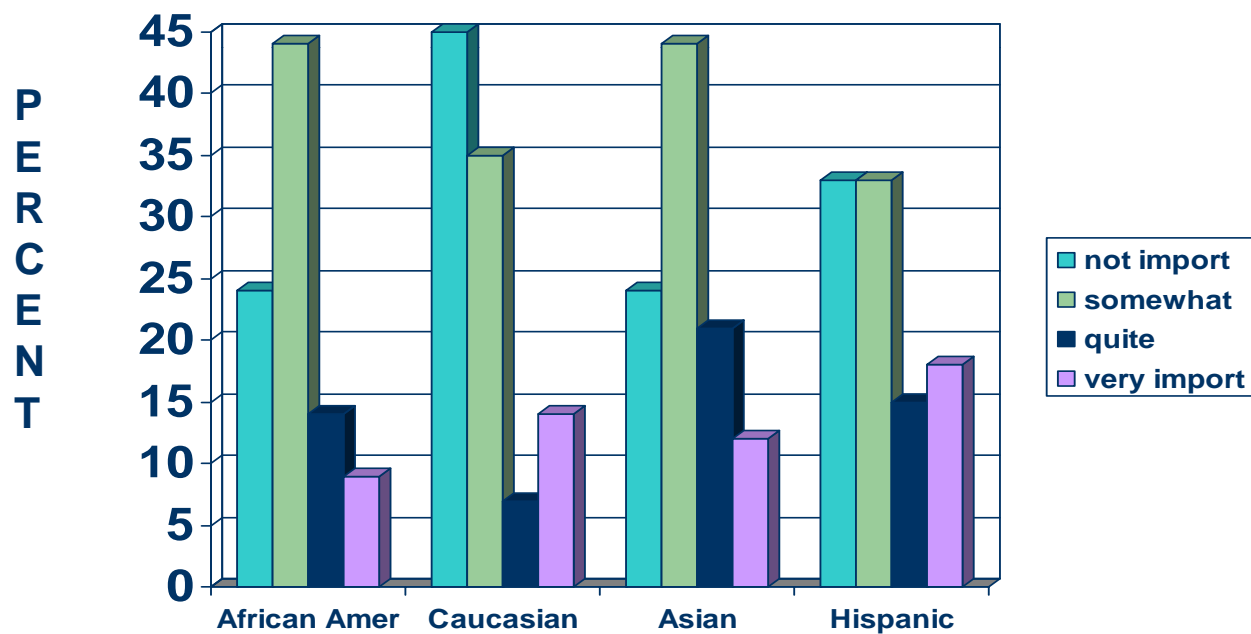


# How Often Do You Socialize On Campus?



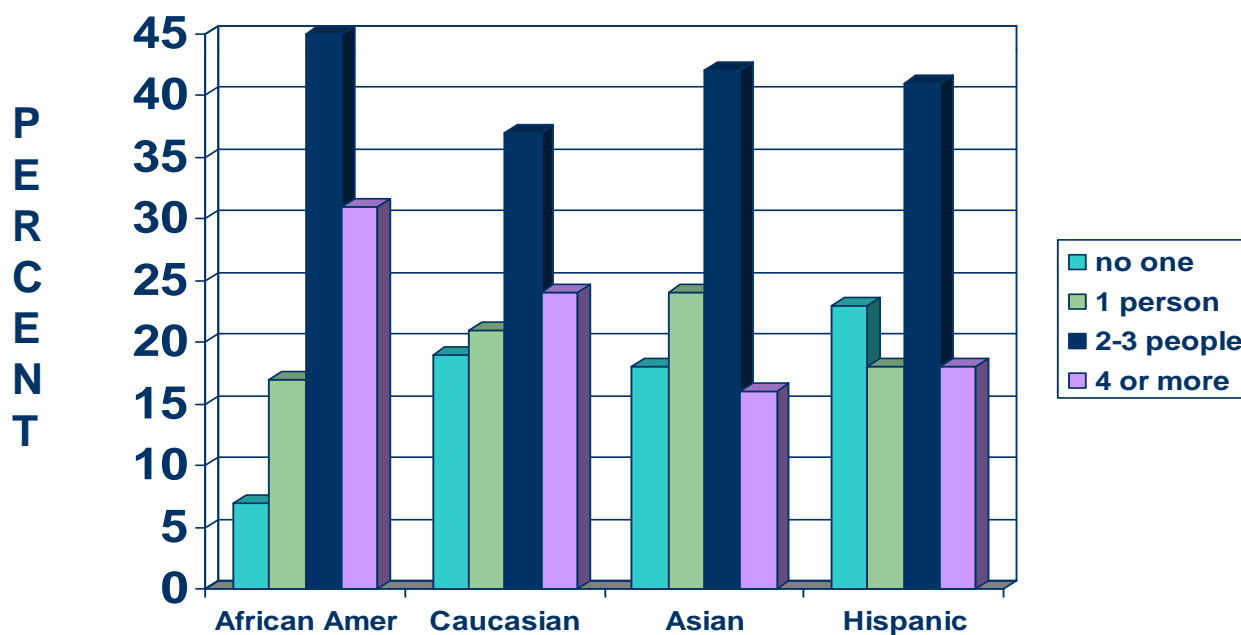


# How Important Is Your Social Life At CRC?



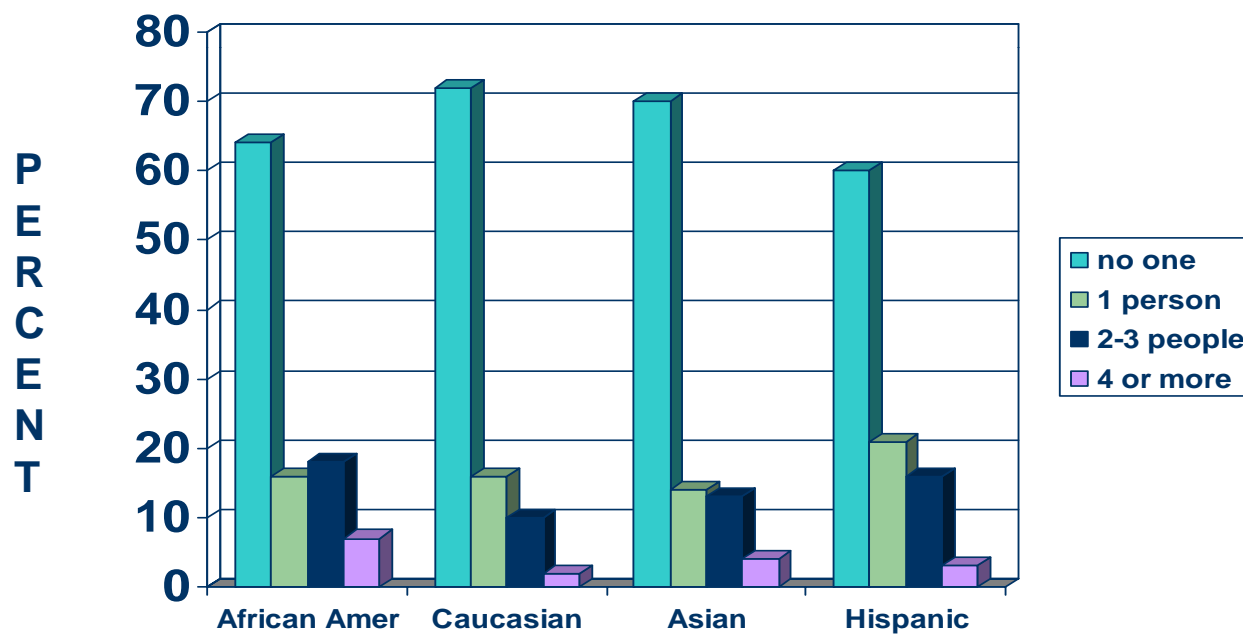


# Professors/Counselors Encouraged Your Education



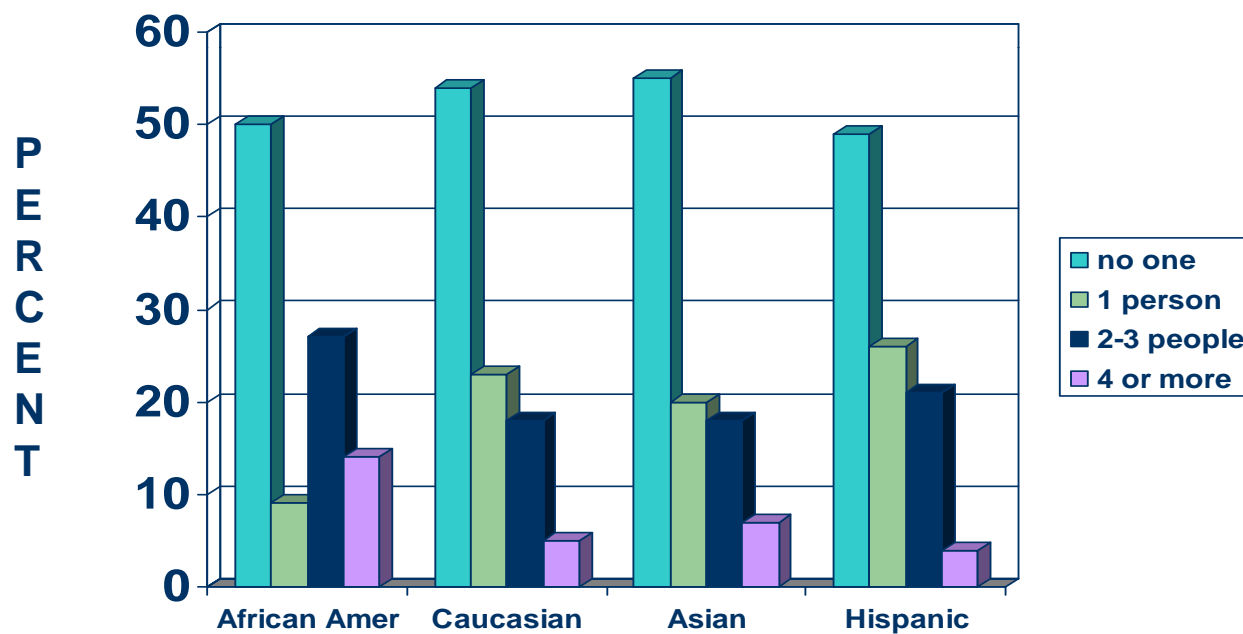


# Have A Mentor



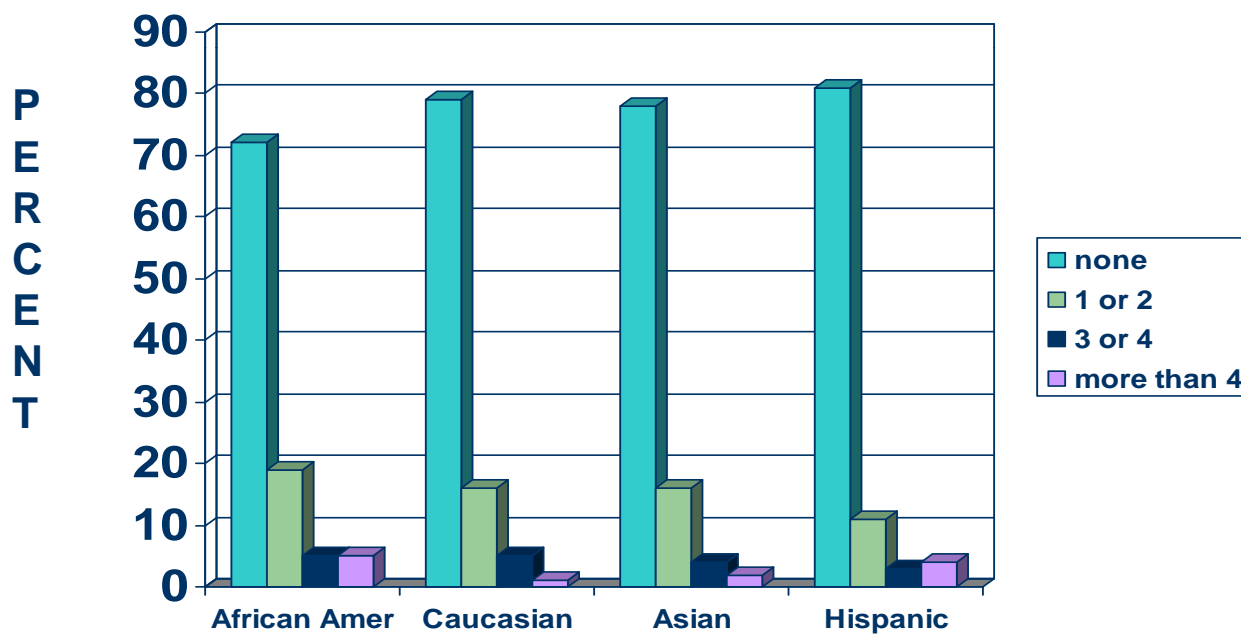


# Someone On Campus Serves As A Role Model





# How Many Clubs/Activities Do You Participate In At CRC?





## Summary of Conclusions

- Students in general felt affirmed and supported on campus
- Most students did not feel connected to individuals at the institution
- It appears that most students did not see the importance of connecting socially or via participation in campus clubs and activities



# Applications of Survey Results

- Development of Freshman Seminar
  - Need for seminar
  - Curriculum in Seminar
    - Requirements
    - Structure
- Enhancement of Puente
  - Mentor training
- Development of Diop Scholars program
  - Program components



# Applications of Survey Results

- Campus Wide Dialogue
  - With faculty who supported administration of survey
  - Regarding
    - Need to create connections with and for students
    - Need to establish relevance of extra curricular activities
  - Challenged our assumptions about creating a sense of place on campus



# Applications of Survey Results

- Will be disseminating key results to other constituency groups for further implementation
  - Cultural Competence and Equity Committee
  - Asian/Pacific Islander Faculty and Staff
- Will be conducting further data analysis
- Assessment of Student Learning Outcomes (future application)



## One Area of College-wide SLOs: Engaged and Self-Reliant Learners

Students will make progress toward becoming engaged and self-reliant learners, including:

- Actively engage in intellectual inquiry beyond that required in order to pass classes
- Confidently seek out the information and resources needed to develop academically and personally
- Be actively involved in campus life and express a sense of engagement with the campus culture



## One Area of College-Wide SLOs: Engaged and Self-Reliant Learners

Students will make progress toward becoming engaged and self-reliant learners, including:

- Incorporate what is learned at school into daily life and use this information to make positive personal, educational and career choices
- Utilize skills from the “academic tool kit” including time management, study skills, etc.



## Engaged and Self-reliant Learners: Related Measures from Survey

- Engagement with support systems that provide encouragement and foster academic self-efficacy
  - Development of mentoring relationships
  - Perception that one has role models
- Development of personal ties to the college that enhance engagement and validation
  - Sense of encouragement and respect from professors/counselors
  - Social connections on campus
- Participation in campus events and activities

# Future Implementation

Use the survey as part of our college-wide outcomes assessment cycle.

- Focus on specific areas in each part of the overall cycle
  - Five areas of college-wide outcomes
  - GE outcomes assessment
- Enhance the sampling methodology
- Flexible survey that rests on well established and validated templates = a well-tailored fit for CRC.

# Conclusion

- Survey is a promising pilot
- Methodology valuable
  - Brevity
  - Validity
  - Flexibility and adaptability
  - Link to demographic and student success data
- Survey results valuable
  - Planning
  - Assessment of college wide SLO's