New Faculty Academy: Skyline College Student Profile

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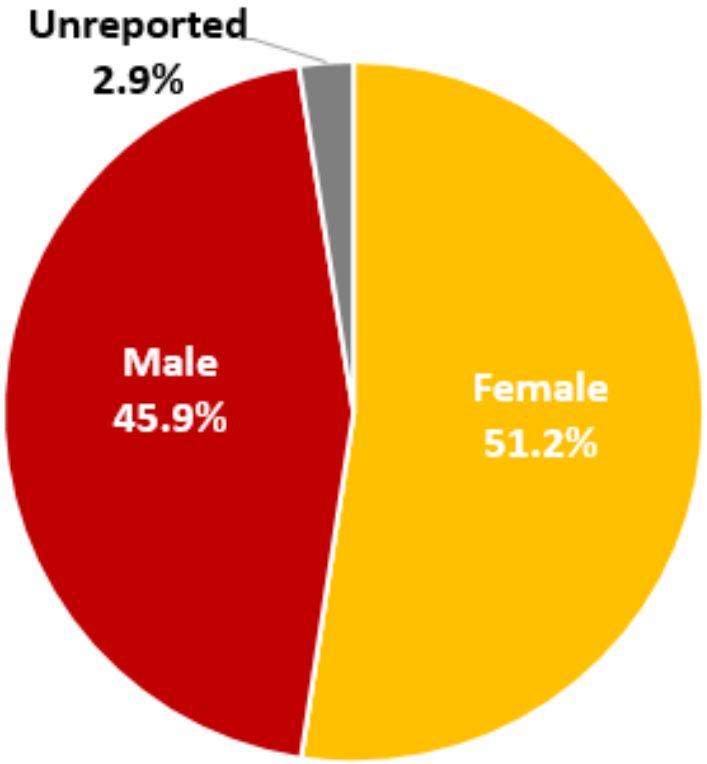
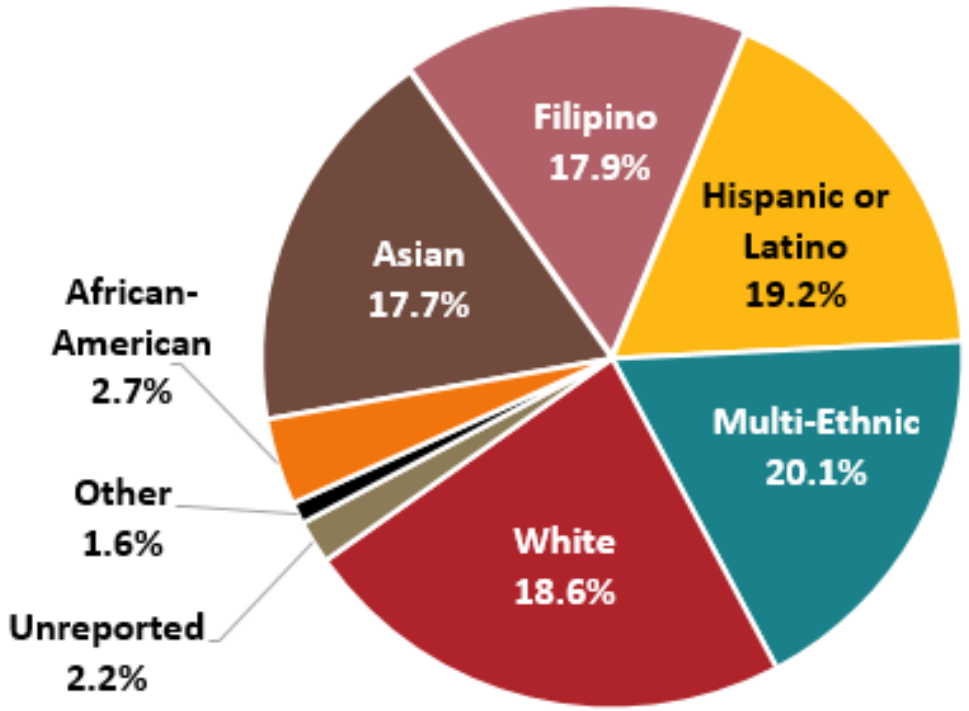
Skyline COLLEGE

Presentation Outcomes

- Describe the demographic profile of Skyline College students
- Review a sample of key findings from CCSSE 2016 and Student Voice 2018
- Collectively generate effective strategies to potentially implement this upcoming semester based on key survey findings.

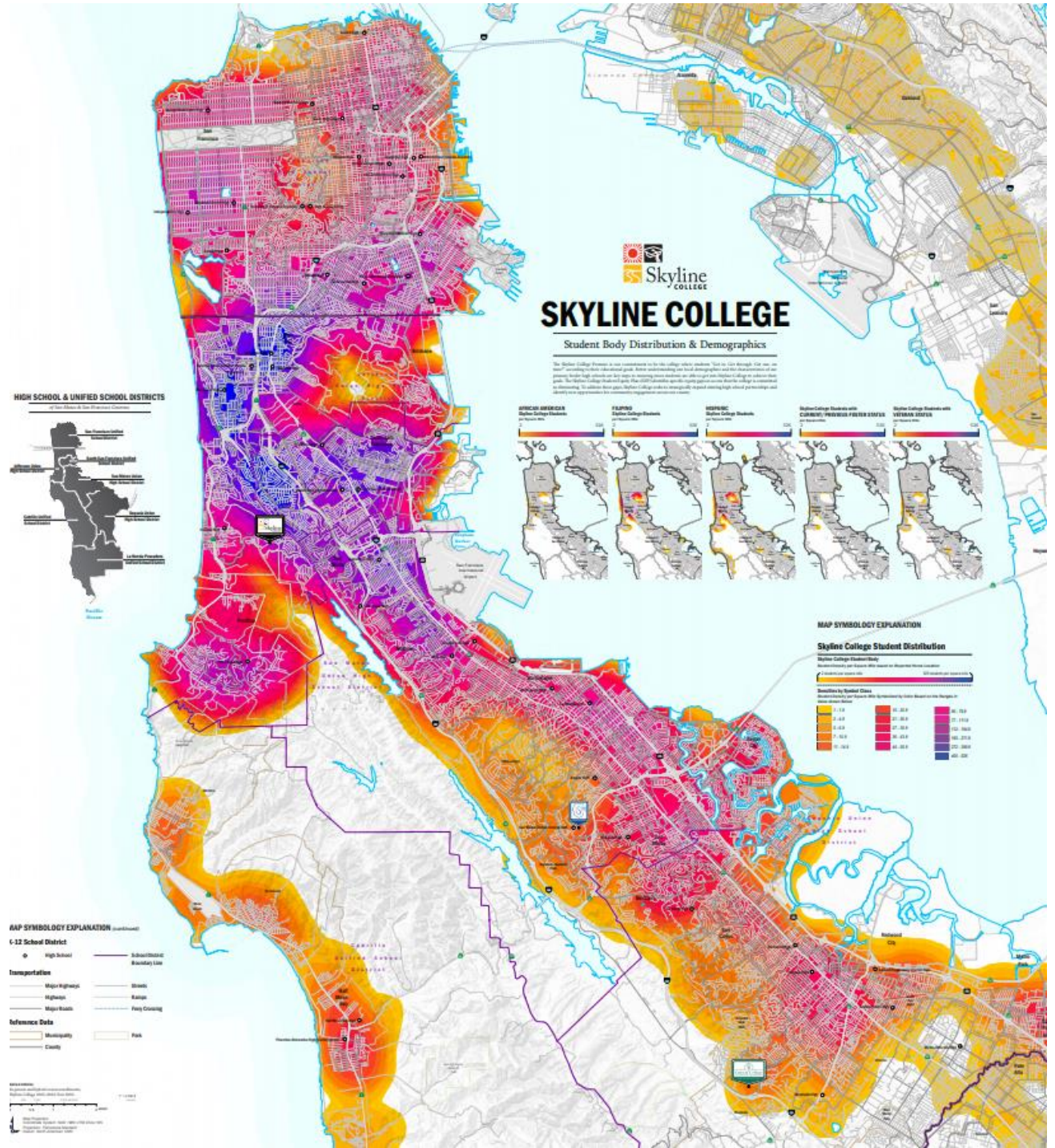
Fall 2017: College-Wide Demographics





Student Count: 9,605 Students

Geographic Look: College-Wide Student Population

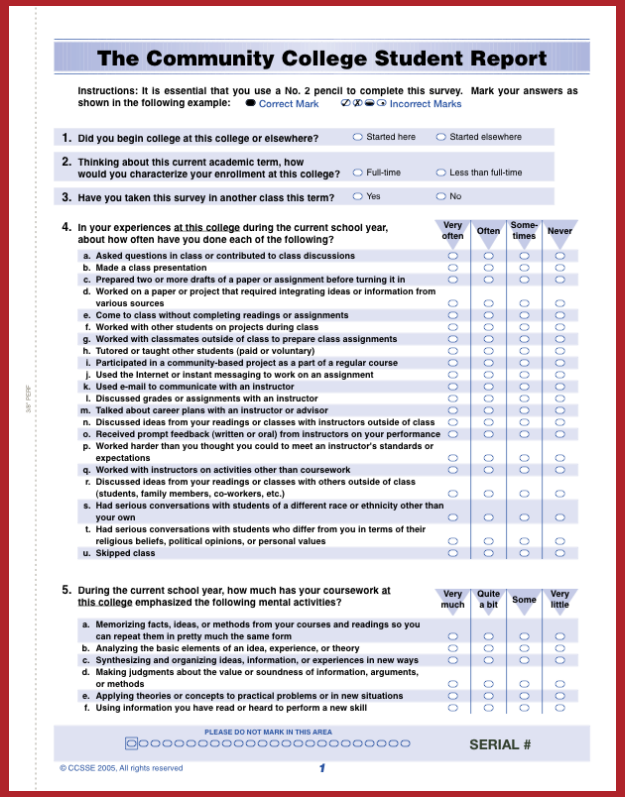


Fall 2017: First-Time Student Demographics

RANK	TOP HIGH SCHOOLS	N	% ‡
1	South San Francisco High	148	12%
2	Westmoor High	130	10%
3	El Camino High	129	10%
4	Terra Nova High	79	6%
5	Capuchino High	72	6%
6	Jefferson High	58	5%
7	Oceana High	35	3%
8	Mills High	33	3%
9	George Washington High	25	2%
10	Half Moon Bay High	21	2%

‡ Share of total first-time student cohort; high schools of origin based on self-reported CCCApply data

CCSSE: Measuring Institutional Quality



The Community College Student Report

Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answers as shown in the following example: Correct Mark Incorrect Marks

1. Did you begin college at this college or elsewhere? Started here / Started elsewhere
2. Thinking about this current academic term, how would you characterize your enrollment at this college? Full-time / Less than full-time
3. Have you taken this survey in another class this term? Yes / No
4. In your experiences at this college during the current school year, about how often have you done each of the following?

	Very often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions				
b. Made a class presentation				
c. Prepared two or more drafts of a paper or assignment before turning it in				
d. Worked on a paper or project that required integrating ideas or information from various sources				
e. Come to class without completing readings or assignments				
f. Worked with other students on projects during class				
g. Worked with classmates outside of class to prepare class assignments				
h. Tutored or taught other students (paid or voluntary)				
i. Participated in a community-based project as a part of a regular course				
j. Used the Internet or instant messaging to work on an assignment				
k. Used e-mail to communicate with an instructor				
l. Discussed grades or assignments with an instructor				
m. Talked about career plans with an instructor or advisor				
n. Discussed ideas from your readings or classes with instructors outside of class				
o. Received prompt feedback (written or oral) from instructors on your performance				
p. Worked harder than you thought you could to meet an instructor's standards or expectations				
q. Worked with instructors on activities other than coursework				
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)				
s. Had serious conversations with students of a different race or ethnicity other than your own				
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values				
u. Skipped class				

5. During the current school year, how much has your coursework at this college emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form				
b. Analyzing the basic elements of an idea, experience, or theory				
c. Synthesizing and organizing ideas, information, or experiences in new ways				
d. Making judgments about the value or soundness of information, arguments, or methods				
e. Applying theories or concepts to practical problems or in new situations				
f. Using information you have read or heard to perform a new skill				

PLEASE DO NOT MARK IN THIS AREA

SERIAL #

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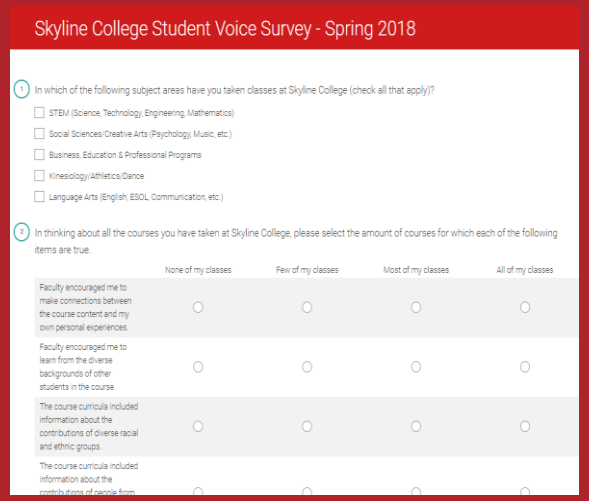
- Administered in Spring 2016
- Designed to capture "the institutional practices and student behaviors that are highly correlated with student learning and retention."
  - Active and Collaborative Learning
  - Student-Faculty Interaction
  - Academic Challenge
  - Student Effort
  - Support for Learners

Skyline College Student Voice Survey


Skyline College Student Voice Survey - Spring 2018

1 In which of the following subject areas have you taken classes at Skyline College (check all that apply)?

- STEM (Science, Technology, Engineering, Mathematics)
- Social Sciences/Creative Arts (Psychology, Music, etc.)
- Business, Education & Professional Programs
- Kinesiology/Athletics/Dance
- Language Arts (English, ESOL, Communication, etc.)

2 In thinking about all the courses you have taken at Skyline College, please select the amount of courses for which each of the following items are true.

	None of my classes	Few of my classes	Most of my classes	All of my classes
Faculty encouraged me to make connections between the course content and my own personal experiences.				
Faculty encouraged me to learn from the diverse backgrounds of other students in the course.				
The course curricula included information about the contributions of diverse racial and ethnic groups.				
The course curricula included information about the contributions of people from				

- Administered in Spring 2018
- Designed to capture student experiences in terms of diversity, equity, and campus climate.
  - Topics covered include food and housing insecurity, textbook affordability, etc.

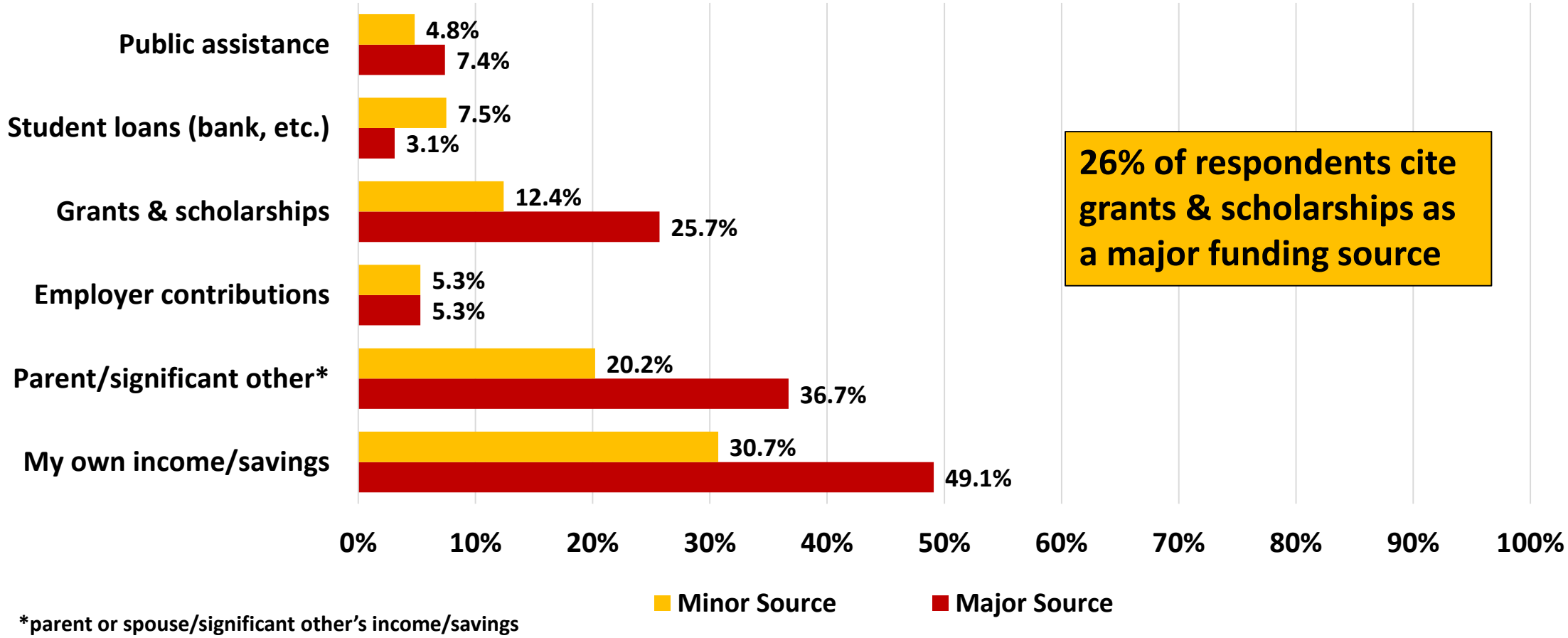
Faculty Prediction Exercise

Directions: Predict the responses given on the select items included in the activity handout.

CCSSE: Impacts on Student Engagement from Beyond the Classroom

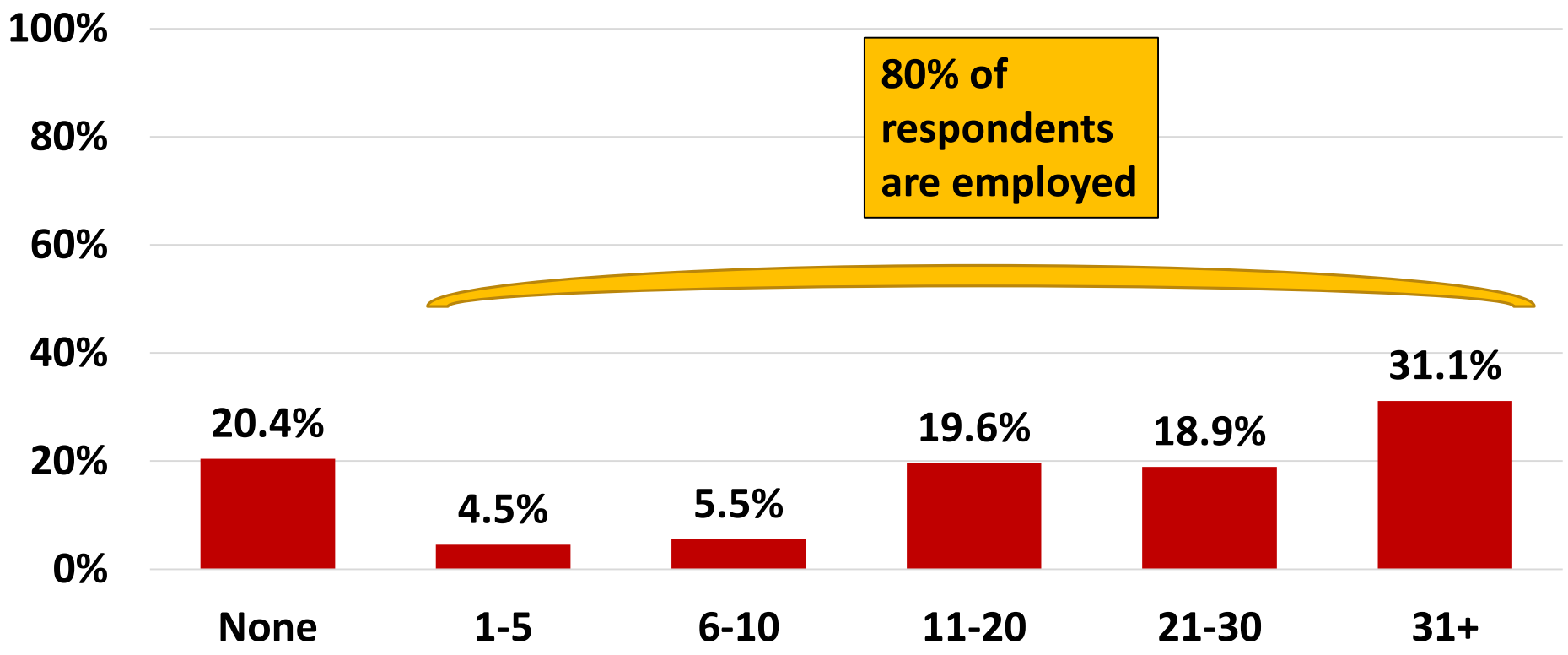
- How do respondents report financing their tuition?
- What responsibilities do respondents face outside of class?

2016 CCSSE Results:
Financial Sources for Paying for Tuition

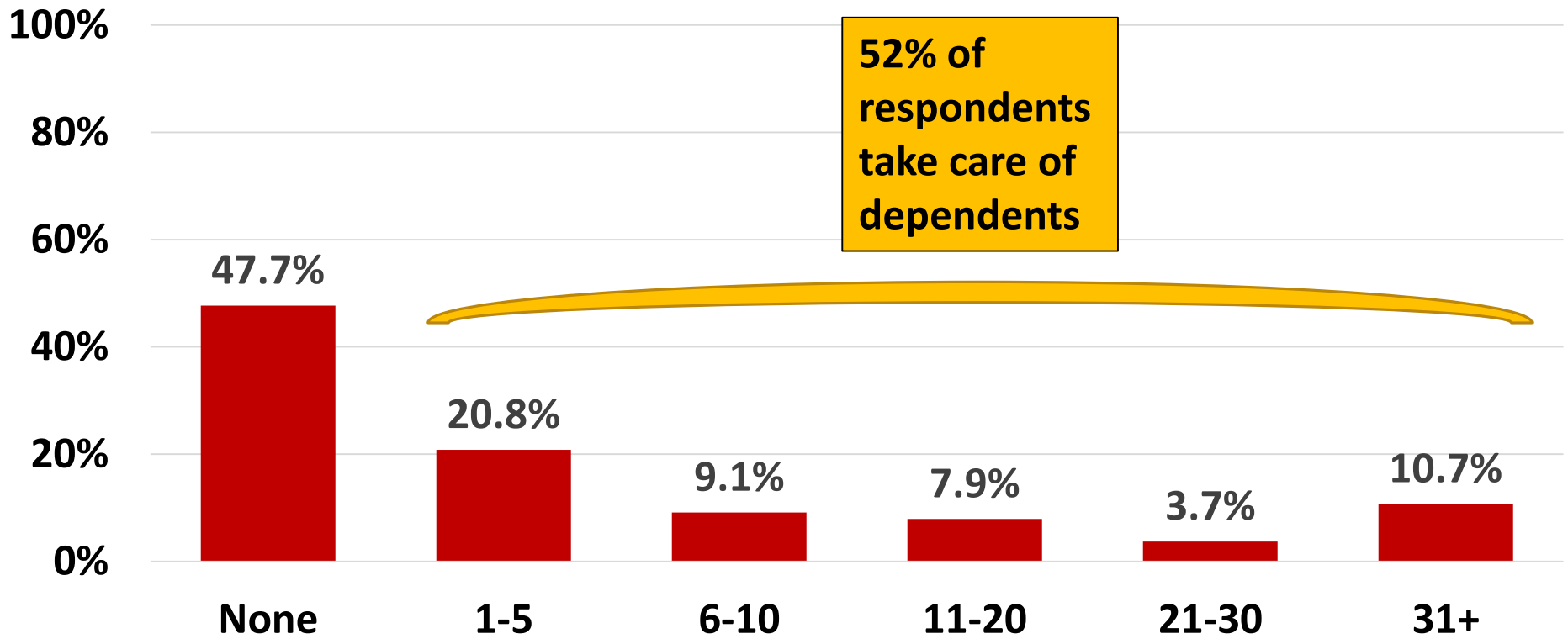


*parent or spouse/significant other's income/savings

2016 CCSSE Results:
Hours of Paid Employment per Week



2016 CCSSE Results:
Hours Spent Caring for Dependents per Week



2018 Student Voice Survey: **Food Insecurity**

In the past two years…			
Question	**Yes**	**No**	**Total**
I have skipped a meal or ate less because there wasn't enough money for food	30.60% (557)	69.40% (1,263)	1,820

2018 Student Voice Survey: **Housing Insecurity**

In the past two years, have you experienced inadequate housing or housing instability based on having experienced at least one of the items* listed below?		
Yes	**No**	**Total**
13.70% (249)	86.30% (1,569)	1,818

*Loss of housing (e.g. eviction); Economic hardship resulting in ability to secure stable housing; Stayed at a shelter or other temporary housing program; Lived temporarily in motel because there was nowhere else to go; Lived temporarily in car because there was nowhere else to go; Thrown out of home (e.g. by family); Temporarily living with others (e.g. couch surfing) because there was nowhere else to go.

2018 Student Voice Survey: **Financial Challenges**

In the past two years…			
Question	**Yes**	**No**	**Total**
I have had financial challenges paying my rent/housing on time	28.11% (513)	43.18% (788)	1,825*

2018 Student Voice Survey:
Textbook Affordability

In the past two years…I have dropped a course because I could not afford the course textbook(s)			
Yes	**No**	**Not Applicable**	**Total**
12.90% (236)	66.05% (1,208)	21.05% (385)	1,829

2018 Student Voice Survey: **Textbook Affordability**

Has the cost of required textbook(s) ever led to you to do any of the following? (check all that apply)		
Answer Choices (total respondents: 1,466)	**Responses**	**n**
Take fewer classes	34.11%	500
Not register for a specific course you needed to take	19.24%	282
Not purchase textbook(s) for a course	57.44%	842
Earn a lower course grade	22.10%	324
Use textbook reserves in the Skyline College library	29.40%	431
Share course textbook(s) with friends or classmates	45.70%	670
Use an older edition of a course textbook	52.66%	772
Access "unauthorized" copy of course textbook(s)	25.99%	381

Fall 2017 Course Success Rates

	FIRST-TIME STUDENTS		COLLEGE WIDE	
UNIT LOAD §	Success	Withdrawal	Success	Withdrawal
Full-Time	74%	9%	76%	10%
Part-Time	62%	17%	70%	16%
Less than Part-Time	59%	15%	75%	12%
OVERALL	72%	11%	73%	13%

Fall 2017 College-Wide Course Success Rates

Total:	**73%**
Hispanic Students:	67%
African American Students:	60%

Fall 2017 to Spring 2018 Persistence

	FIRST-TIME STUDENTS WITH GOAL OF DEGREE, CERTIFICATE AND/OR TRANSFER		
UNIT LOAD §	Headcount	Persisted	Persist Rate
Full Time	670	599	89%
Part Time	255	181	71%
Less than Part-Time	123	55	45%
OVERALL	1048	835	80%

Discussion: Supporting Students with Basic Needs Insecurity

Source : Goldrick-Rab, Sara. https://medium.com/@saragoldrickrab/basic-needs-security-and-the-syllabus-d24cc7afe8c9

Two examples of language for syllabus:

- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

- Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

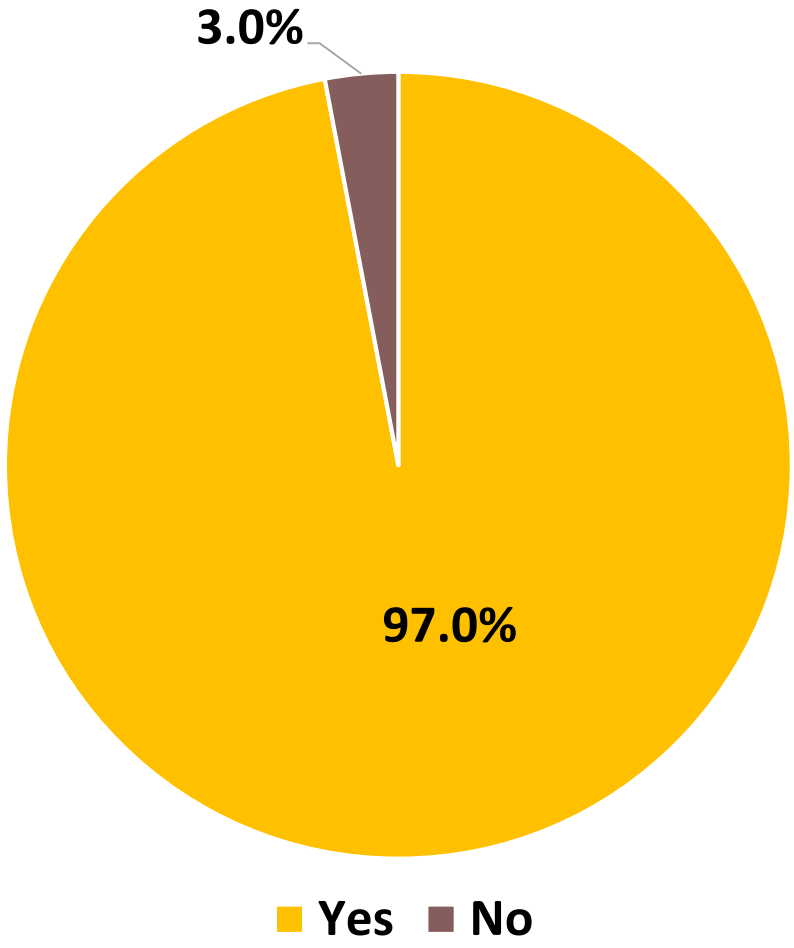
Discussion: Supporting Students with Basic Needs Insecurity

Holistic Approach

- Connections to campus resources:
  - SparkPoint
    - Food Pantry
  - Financial Aid Office
  - Psychological Services
  - Dream Center
  - Guardian Scholars Program
  - Etc.
- Student Crisis Support Manager

Overall Skyline College Experience

Would you recommend this college to a friend or family member?



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Questions?

For additional institutional survey results, see PRIE website:

https://skylinecollege.edu/prie/studentfeedback.php