Cabrillo College’s Campus Climate Study

Most recent field work: Fall 2008

45 Classes visited
(9 Evening)
(7 Watsonville)

Total: 1025 Surveys


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What is the Campus Climate Study?

Campus climate or atmosphere refers to students’ activities and perceptions of aspects inside and outside the classroom environment. It provides an assessment of the psychological climate.

Overall campus climate is analyzed in relation to:
- Demographics
- Academic behavior
- Vulnerability factors

The study also assessed:
- Student engagement
- Satisfaction with services & programs
- Technology usage
## Report Topics

- **Student Profile**
  - Is the sample surveyed representative of the entire College?
  - Who did we survey?

- **Campus Atmosphere**
  - What are students’ perception of the campus environment?

- **Student Engagement**
  - How are students engaged?

- **Student Technology Usage**
  - Are students using tech tools outside the classroom?

- **Student Preferences & Satisfaction**
  - Are students satisfied with Cabrillo’s services, facilities, & programs? Is Cabrillo students’ first choice?

- **Highlights**
  - What are the lessons learned?
The fall 2008 Campus Climate sample is generally representative of the overall student body, though it tends to include a higher proportion of full time students.

In the sample, 53% of students were enrolled full time students (12 units or more) whereas in the general student body for 2008, 28% were enrolled full time.

Sample demographics are quite similar to the overall college population in terms of gender, ethnicity, & age, though tilted toward the demographic profile of typical full time students (e.g., younger, more Latino).
College population vs. sample

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>College Population (Fall 08)</th>
<th>Climate 2008 Sample (n=1025)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>55%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Latino</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>59%</td>
</tr>
<tr>
<td>Age</td>
<td>18-20</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>21-25</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>26-30</td>
<td>10%</td>
</tr>
<tr>
<td>Workload</td>
<td>Full Time</td>
<td>28%</td>
</tr>
</tbody>
</table>
Sample characteristics

Demographics
• 41% reside in North county, 34% in South.
• 15% speak primarily Spanish at home
• 72% commute in car alone

Goals
• 75% are seeking degrees or transfer (the Academic track); 14% are Career Technical Education (CTE) Students.

Vulnerability Factors
• 20% support at least 1 child
• 6.5% in Extended Opportunity Programs & Services (EOPS)
• 59% did not apply to Financial Aid in Fall 08
• 48% are living with parents/guardians
• 32% have a household income below $19,000; while 22% are over $80,000
Campus Atmosphere

1=Strongly Disagree
2=Disagree
3=Agree
4=Strongly Agree

Overall, Cabrillo College is perceived as an environment in which:

• Courses help to achieve goals (3.53, n=930)

• Instructors show respect in the classroom (3.48, n=939) and are highly skilled (3.40, n=920)

• There is reputation for quality education (3.46, n=870)

• Facilities are well maintained (3.38, n=917)
Campus Atmosphere

1=Strongly Disagree
2=Disagree
3=Agree
4=Strongly Agree

Students are somewhat less likely to agree that Cabrillo College:

• Has taught them about sustainability (2.84, n=654)

• Has a student government that is relevant (2.84, n=350)

• Has clubs & activities that represent their interests (2.78, n=454)
Student engagement is “… the interaction or fusion of behavior, emotion, and cognition in the process of learning”

Student Engagement

Engagement Behaviors

- Participated in class: 2.87
- Rapid instructor feedback: 2.70
- Asked instructor re: assignments: 2.67
- Worked with other students: 2.45
- Sought advice re: career plans: 2.04
- Used chat or email for class: 1.90

Data range from 1.0 to 4.0.
Student Engagement

Cognitive Activities

Memorizing: 3.01
Combining/Organizing: 2.87
Evaluating: 2.79
Applying concepts: 2.88
Performing new skills: 2.94
Student Engagement

- 42% of students dedicate more than 20 hours to paid work
- 60% spend between 6-20 hours preparing for class (studying, reading, homework, etc.)
- 66% report reading at least 1 book per school year on their own
- 81% of students DO NOT invest time in school organizations, students government or sports.
There is a negative correlation between the number of hours spent working for pay and a student’s unit load.

<table>
<thead>
<tr>
<th>Unit Load and percent of students working 20+ hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;3</td>
</tr>
<tr>
<td>73.7%</td>
</tr>
</tbody>
</table>
- Females report more support from:
  - friends (76%) than male students (56%)
  - relatives (85%) than male students (78%)

- Students who speak English at home are more likely to have friends who are supportive of their education (71%) than students who speak primarily Spanish at home (48%).

- **Full time** students are more likely to be highly engaged

- Students with **heavier unit loads** are more engaged
Student Engagement

Comparison with Community College Survey of Student Engagement (CCSSE) 2009*

a) % Full timers speaking with faculty/staff about career plans

- Cabrillo: 29%
- CA: 31%
- Nation: 32%

b) Worked with other students on projects during class (Total population)

- Cabrillo: 45%
- CA: 50%
- Nation: 46%

c) % Full timers reporting Five or fewer hrs per week preparing for class

- Cabrillo: 24%
- CA: 32%
- Nation: 36%

Charts a and b show the percentage of respondents indicating “Often” or “Very Often”

* National and California data from CSSE
Technology Usage

Frequency of Usage

<table>
<thead>
<tr>
<th></th>
<th>My Space</th>
<th>Facebook</th>
<th>Campus Wireless</th>
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</thead>
<tbody>
<tr>
<td>Often</td>
<td>39%</td>
<td>19%</td>
<td>23%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Seldom</td>
<td>10%</td>
<td>10%</td>
<td>16%</td>
</tr>
<tr>
<td>Never</td>
<td>10%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Legend:
- Often
- Sometimes
- Seldom
- Never
Technology Usage: Social Network Sites

Frequency of Usage by Age

1 = Never  /  2 = Seldom  /  3 = Often  /  4 = Very Often

Facebook

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Facebook</th>
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<tbody>
<tr>
<td>Less than 18</td>
<td>1.91</td>
</tr>
<tr>
<td>18 to 19</td>
<td>2.05</td>
</tr>
<tr>
<td>20 to 24</td>
<td>2.02</td>
</tr>
<tr>
<td>25 to 29</td>
<td>1.53</td>
</tr>
<tr>
<td>30 +</td>
<td>1.39</td>
</tr>
</tbody>
</table>

My Space

<table>
<thead>
<tr>
<th>Age Group</th>
<th>My Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 18</td>
<td>3.09</td>
</tr>
<tr>
<td>18 to 19</td>
<td>2.64</td>
</tr>
<tr>
<td>20 to 24</td>
<td>2.42</td>
</tr>
<tr>
<td>25 to 29</td>
<td>2.15</td>
</tr>
<tr>
<td>30 +</td>
<td>1.47</td>
</tr>
</tbody>
</table>
South County students have significantly lower rates of home internet access (86%) than North (91%) and Mid (93%) county students.
Spanish-speaking students (63%) have less access to broadband than do English speakers (86%).

EOPS (65%) students also have a lower rate of Broadband access relative to non-EOPS students (84%).
iPods or similar devices are popular:
- Seven of ten of the students own an iPod-like device; four out of ten have video capable devices.
- More Academic track students (43%) have video-capable iPods than do their CTE peers (25%)
Student preferences

• Cabrillo was the first choice for 75% of the students.

• Students on the CTE track report Cabrillo as their first choice (86%) more often than Academic track students (73%).

• Only 3% prefer the Online course format overall, however 23% felt that online courses were a convenient option in some circumstances.
Satisfaction with Services/Facilities/Programs

"Excellent" ratings for DSPS and EOPS

- DSPS.excellent
- EOPS.excellent

Satisfaction with Services/Facilities/Programs

"Excellent" ratings for Library & Bookstore

- library.excellent
- bookstore.excellent

Satisfaction with Services/Facilities/Programs

Overall Experience with Cafeteria, Coffee Break

- Very Bad: 168
- Satisfactory: 1502
- Very Good: 1276
- Excellent: 600
Satisfaction with Services/Facilities/Programs

"Excellent" ratings for Cafeteria & Parking

- cafeteria.excellent
- parking.excellent

<table>
<thead>
<tr>
<th>Year</th>
<th>cafeteria.excellent</th>
<th>parking.excellent</th>
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<tbody>
<tr>
<td>1999</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>2001</td>
<td>15%</td>
<td>5%</td>
</tr>
<tr>
<td>2003</td>
<td>20%</td>
<td>5%</td>
</tr>
<tr>
<td>2005</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>2008</td>
<td>20%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Satisfaction with Services/Facilities/Programs

"Excellent" ratings for Admissions & Records (A&R), Assessment & Registration

- A&R.excellent
- Assessment.excellent
- Registration.excellent

Years:
- 1999
- 2001
- 2003
- 2005
- 2008
Satisfaction with Services/Facilities/Programs

"Excellent" ratings for Fast Track to Work (FTTW), Job Placement & Career Planning

- FTTW.excellent
- Job.Placement.excellent
- Career Planning.excellent

Year:
- 1999
- 2001
- 2003
- 2005
- 2008
Satisfaction with Services/Facilities/Programs

"Excellent" ratings for Associated Students of Cabrillo College (ASCC) and Counseling

- ASCC.excellent
- Counseling.excellent

1999 2001 2003 2005 2008
Satisfaction with Services/Facilities/Programs

"Excellent" ratings for Financial Aid and Transfer Center

- FinAid.excellent
- Transfer.Ctr.excellent

<table>
<thead>
<tr>
<th>Year</th>
<th>FinAid.excellent</th>
<th>Transfer.Ctr.excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
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<td>2005</td>
<td></td>
<td></td>
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<tr>
<td>2008</td>
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</tbody>
</table>
Satisfaction with Services/Facilities/Programs

Satisfaction with Assessment

- Assessment.excellent
- Assessment.satisfied

Yearly data:
- 1999
- 2001
- 2003
- 2005
- 2008
Satisfaction with Services/Facilities/Programs

"Excellent" ratings for DSPS and EOPS

- DSPS.excellent
- EOPS.excellent

What is the student’s point of view regarding the campus environment?

- Students recognize four areas as outstanding: Helpful Courses, prepared and respectful instructors, reputation for quality education and adequate facilities.

- However, Cabrillo is less likely to be perceived as a strong environment for diversity, intercollegiate sports, & sustainability.

- There are gaps in the perception on how helpful the college is in the settlement of career goals and as a provider of student government or clubs and activities that fits the students needs.
Are students engaged?

✓ Cabrillo students report regularly *participating in class discussions*, particularly those students with heavier unit loads.

✓ Students were most likely to report *memorizing* material and *performing new skills*. They were least likely to report that they had evaluated arguments, methods or information.

✓ Students who are *undecided about their career goals* report low levels of the following cognitive activities: organizing ideas and evaluating arguments, methods or information.

✓ Cabrillo students talk with faculty about their career plans at about the same level as reported in other California Community Colleges. However, they are less likely work in groups than are students at other California Community Colleges.
What is the perception on what the campus offers?

- Eight out of ten students considered Cabrillo to be their “first choice”. Career technical education (CTE) students were more likely to indicate Cabrillo was their first choice than were academic track students.

- There is a strong location between a student’s city of residence and the locations where they prefer to take classes.

- Tuesdays, Wednesdays, and Thursdays were the most popular days to take classes. Twenty three percent of students felt that online classes were also convenient.
Are Cabrillo students using tech tools outside the classroom?

Students with higher household incomes and greater parental educational use technology.

Students in higher income brackets are 50% more likely to own iPods or similar devices than are students in the lowest income brackets.

Students in the higher income brackets more likely to have broadband internet access at home (93%) than are students in the lowest income brackets (73%).

Students whose parents have Bachelor’s degrees are more likely to use Facebook than their peers whose parents do not have a diploma.