

INSTITUTIONAL REPORT
RISC STUDENT SURVEY SPRING 2021
FOOTHILL COLLEGE

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SURVEY ADMINISTRATION

The survey was administered in Spring 2021 to 10,514 Foothill students. There were 1,606 responses used in this report, for a 15.3% response rate. Median time Foothill students spent taking the survey was 7.8 minutes.

The table below provides some background information about your college's benchmark sample. Forty-two other community colleges participating in the survey during the past two years are used for the benchmark numbers in this report; each college is weighted equally when calculating benchmarks. Your benchmark sample has a total of 35,283 respondents.

Table 1.1 Community colleges in the benchmark sample

| Carnegie classification | | Urbanicity | | Student enrollment | |
|--------------------------------|-----|-------------------|-----|---------------------------|-----|
| High Career & Technical | 22% | City | 30% | Under 1,000 | 8% |
| Mixed | 35% | Suburb | 22% | 1,000-4,999 | 41% |
| High Transfer | 30% | Town | 22% | 5,000-9,999 | 24% |
| Other | 14% | Rural | 27% | 10,000-19,999 | 22% |
| | | | | 20,000 and above | 0% |

CHALLENGES TO STUDENT SUCCESS

MAIN CHALLENGE AREAS

The RISC survey contains over 80 unique challenges that students face during college, and students can indicate they faced more than one challenge. The specific challenges are divided into five main areas:

- ▶ Academic support services
- ▶ Campus environment
- ▶ Finances and financial aid
- ▶ Success in courses
- ▶ Work and personal

The survey begins by asking students if they faced challenges in each of these areas, and then asks about more specific challenges, depending on how students initially respond. The challenge order is randomly assigned for each respondent.

For example, students are asked:

Think about your finances and financial aid. Have you had any challenges in the following areas?

| | Yes | No |
|--|-----------------------|-----------------------|
| Paying college and living expenses | <input type="radio"/> | <input type="radio"/> |
| Working with financial aid office | <input type="radio"/> | <input type="radio"/> |
| Military and employer tuition benefits | <input type="radio"/> | <input type="radio"/> |

Students choosing “yes” to one or more of these response options are coded as having a challenge with finances and financial aid.

Table 2.1 provides an overview of the main challenges students faced at Foothill in Spring 2021 in the five main areas. *Work and personal issues* is the area where your students most frequently reported having challenges, with 58% reporting one or more challenges in this area.

A negative number in the *Dif.* column indicates a lower proportion of students at your institution reported challenges in an area, compared to the benchmarking group. These are presented graphically with green bars. Positive numbers indicate a greater proportion of your students are reporting challenges, and are presented with red bars.

Table 2.1 Major challenges to student success

FC %

Table 2.2

Table 2.3 Challenges with success in courses

| | FC % | Bench. % | Dif. % | n |
|--|-------------|-----------------|---------------|----------|
| Success in courses | 54 | 60 | -6 | 861 |
| Online classes | 39 | 43 | -4 | 634 |
| Dif culty learning the material on my own | 26 | 29 | -3 | 421 |
| Lack of interaction with other students | 24 | 19 | +5 | 387 |
| Lack of interaction with faculty | 22 | 22 | +0 | 349 |
| Dif culty keeping up because of no regular class times | 19 | 20 | -1 | 301 |
| Dif culty using course technology | 9 | 13 | -4 | 149 |
| Dif culty taking exams at testing center | 5 | 4 | +1 | 73 |

Table 2.4 Challenges with finances and financial aid

| | FC % | Bench. % | Dif. % | n |
|--|------|----------|--------|-----|
| Finances and financial aid | 36 | 40 | -4 | 581 |
| Paying college and living expenses | 32 | 32 | +0 | 519 |
| Living expenses (housing, food, healthcare) | 24 | 21 | +3 | 389 |
| Books, software, and other supplies | 21 | 20 | +1 | 335 |
| Tuition and fees | 20 | 18 | +2 | 320 |
| Childcare | 3 | 4 | -1 | 49 |
| None of the above | 1 | 1 | +0 | 13 |
| Working with financial aid office | 12 | 14 | -2 | 189 |
| Difficult to meet with, speak to, or email staff | 6 | 7 | -1 | 103 |
| Process was unclear | 6 | 7 | -1 | 98 |
| Errors processing financial aid | 4 | 5 | -1 | 66 |
| Unable to answer questions | 4 | 5 | -1 | 62 |
| Delays in getting money | 3 | 5 | -2 | 54 |
| Gave me wrong information | 2 | 3 | -1 | 27 |
| None of the above | 2 | 2 | +0 | 26 |
| Military and employer tuition benefits | 1 | 2 | -1 | 20 |
| Did not know process for obtaining benefits | 0 | 1 | -1 | 7 |
| Experienced delays receiving benefits | 0 | 1 | -1 | 6 |
| Received wrong information about benefits | 0 | 0 | +0 | 1 |
| None of the above | 1 | 1 | +0 | 10 |

Notes

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. "None of the above" percentages do not sum to 100 because students could choose multiple challenges within this topic area.

Table 2.5 Challenges with academic support services

| | FC % | Bench. % | Dif. % | n |
|--|-------------|-----------------|---------------|----------|
| Academic support services | 35 | 34 | +1 | 555 |
| Registering for courses | 21 | 16 | +5 | 340 |
| Course was offered but full | 12 | 6 | +6 | 197 |
| Course not offered at times I needed | 10 | 6 | +4 | 159 |
| Course not offered this semester | 7 | 4 | +3 | 112 |
| Had a registration hold | 5 | 4 | +1 | 80 |
| None of the above | 4 | 6 | -2 | 70 |
| Academic advising | 15 | 14 | +1 | 233 |
| Difficult to meet with, speak to, or email advisor | 9 | 9 | +0 | 138 |
| Not told to take necessary course | 4 | 5 | -1 | 71 |
| Told to take unnecessary course | 3 | 3 | +0 | 42 |
| Course/program materials were incorrect | 2 | 2 | +0 | 38 |
| None of the above | 0 | 0 | 0 | 0 |

STUDENT-OFFICE INTERACTIONS

03

Table 3.1 shows the administrative support units your college chose for the RISC Survey. Unit names appeared on the survey exactly as they are listed in this report. Counseling was the most commonly used office, with 42% reporting using the office during the Spring 2021 semester, followed by Admissions & Records (32%) and Financial Aid (22%).

Table 3.1 Office usage

FC %
o

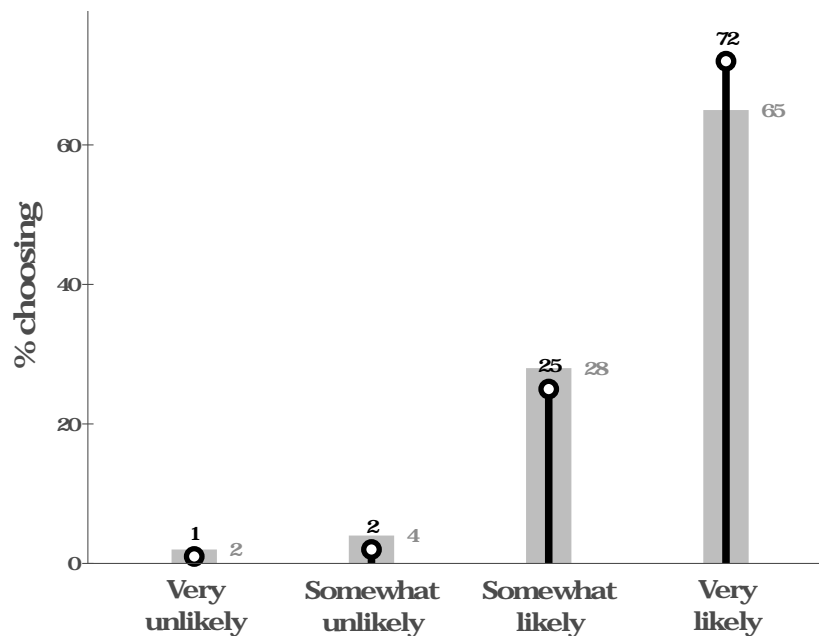
How effective were [unit name] staff when addressing your issue?

STUDENT VIEWS OF THE INSTITUTION

Besides challenges and of ce interactions, students were asked several questions about Foothill overall.

The frst question, “Based on your experiences, how likely are you to recommend Foothill to a friend?”, is a summative measure of how students view your institution. Results are presented in Figure 4.1, with Foothill represented by the black line and the benchmark sample by the gray line. 97% of your students would be somewhat or very likely to recommend Foothill. The Foothill distribution of responses is statistically signif cantly dif erent from the benchmark sample.

Figure 4.1 Would student recommend Foothill to a friend?



Notes

Foothill is the black bar; benchmark sample is gray. $\chi^2 = 61.2, p < .01; n = 1585$.

Next, students were asked to rate the overall value of their education at Foothill (see Figure 4.2). 98% of your students believe their education is worth what they paid (or even worth more). The Foothill distribution of responses is statistically significantly different from the benchmark sample.

Figure 4.2 Overall value of education?

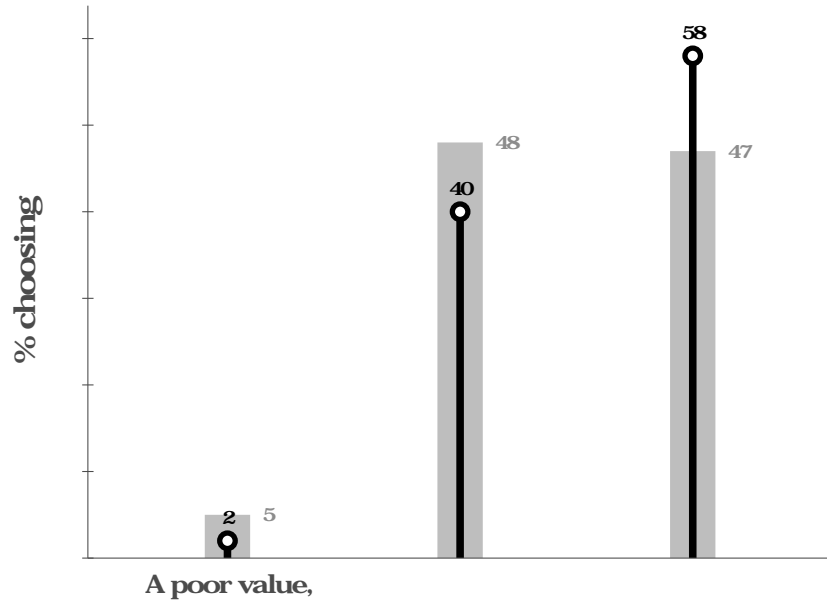


Table 4.1 How well is education helping accomplish goals

| | FC % ○ | Bench. % ■ | Dif. - | n | |
|--|-----------|---------------|-----------|-----|---------------------|
| Purpose of taking courses at FC | | | | | 0 10 20 30 40 50 60 |
| Prepare for a four-year degree | 57 | 50 | +7 | 900 | |
| Increase job and career opportunities | 33 | 42 | -9 | 521 | |
| Self-improvement | 10 | 8 | +2 | 164 | |
| How well is education at FC... | | | | | |
| Prepare for a four-year degree | 47 | 46 | +1 | 897 | |
| Increase job and career opportunities | 41 | 45 | -4 | 520 | |
| Self-improvement | 55 | 46 | +9 | 165 | |

Notes

Top panel row percentage is the proportion of students choosing one of the three educational goals. Bottom panel row percentage is the proportion of students choosing *very well* in response to the preparation question for that goal. Bold indicates a statistically significant difference from the benchmark sample (two-sample test of proportions, $p < .05$). n in table row is the total number of students responding to the question; i.e., the denominator for the row percentage. Difference bars in the top panel of the table are in black, to reflect that schools may score high or low on these measures, depending on their institutional mission. In the bottom panel, green indicates that Foothill has a higher proportion of students reporting that Foothill is helping them achieve their educational goal compared to the benchmark sample; red indicates a lower proportion.

RESPONDENT CHARACTERISTICS

Table 5.1 Gender identity

| | % | <i>n</i> |
|--------------------------------------|----|----------|
| Female/Woman | 67 | 996 |
| Male/Man | 31 | 466 |
| Transgender Female/Transgender Woman | 0 | 3 |
| Transgender Male/Transgender Man | 0 | 4 |
| Another gender identity | 1 | 22 |

Table 5.2 Race/ethnicity

| | % | <i>n</i> |
|---|----|----------|
| African American or Black | 6 | 81 |
| Asian American or Asian | 43 | 627 |
| Native American or Alaska Native | 2 | 24 |
| Hispanic or Latino | 23 | 345 |
| Native Hawaiian or Other Pacific Islander | 3 | 37 |
| White | 38 | 554 |

Notes

Percentages may not sum to 100 because students could choose more than one category.

Table 5.3 Age

| | % | <i>n</i> |
|---------------|----|----------|
| 18 or younger | 12 | 181 |
| 19-24 | 40 | 606 |
| 25-34 | 23 | 349 |
| 35-44 | 12 | 184 |
| 45-54 | 8 | 114 |
| 55 or older | 5 | 68 |

Table 5.4 Part-time/full-time status

| | % | <i>n</i> |
|---------------------------------------|----|----------|
| Part-time (less than 12 credit hours) | 54 | 816 |
| Full-time (12 or more credit hours) | 46 | 690 |

Table 5.5 Total credit hours earned at Foothill

| | % | <i>n</i> |
|--------------------|----|----------|
| None | 11 | 162 |
| 1-15 credits | 26 | 394 |
| 16-29 credits | 19 | 290 |
| 30-45 credits | 14 | 204 |
| 46 or more credits | 30 | 453 |