Overview of Survey Results Grayson College
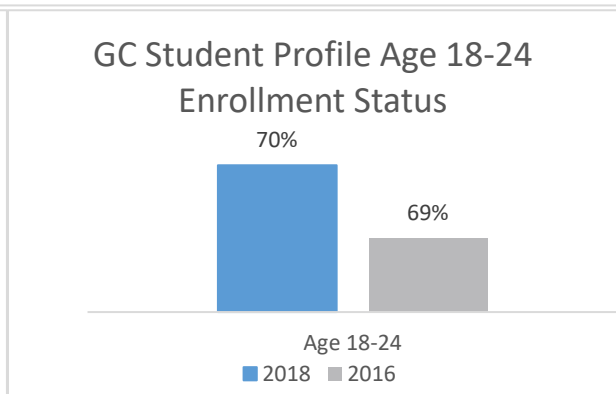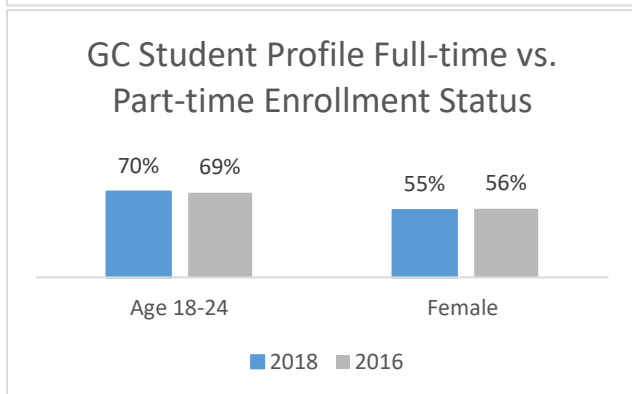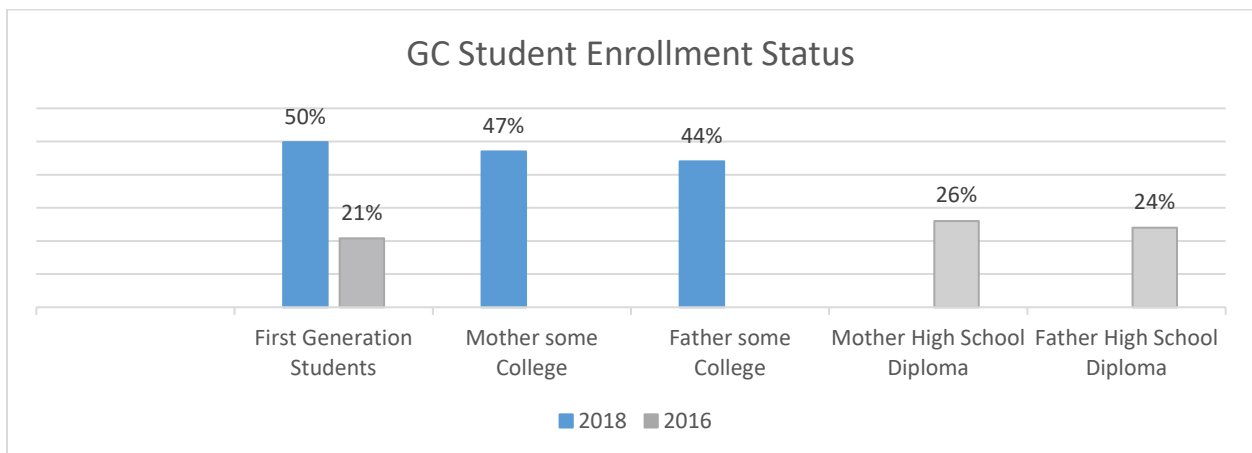
Student Profile

In 2018, more students reported being part-time, a 10% increase over 2016 reporting. The 2018 cohort and 2016 cohort part-time student percentages remained the same at 28%.

According to our 2018 student population, 69% of our students are part-time and 31% attend full-time, in 2016 they reported in at 59% and 41% respectfully. There was a 1% increase in the percentage of students (70%) that report being aged 18 to 24, up from 69% in 2016. In addition, there was a slight decrease of 1% in the percentage of female students in the student population with 55% down from 56% in 2016.

When considering race and ethnicity, there is a new classification 7% of students that marked more than one category when responding to the question, "What is your racial or ethnic identification?" In 2016, only 3% of students marked other.

Our student sample is as equally diverse as the 2018 CCSSE Cohort.

Grayson College saw an increase in the 2018 reporting in regards to first generation students, rising from 20.8% to 49.8%. Students report that 47% of mothers have at least some college and 44% report that their fathers have at least some college. In 2016, 26% reported that that their mothers highest level of education is a high school diploma (with no college experience), and 24.1% indicate that level for their fathers.

GC Student Enrollment Status

	First Generation Students	Mother some College	Father some College	Mother High School Diploma	Father High School Diploma
2018	50%	47%	44%		
2016	21%			26%	24%

■ 2018 ■ 2016

GC Student Profile Full-time vs. Part-time Enrollment Status

	Age 18-24	Female
2018	70%	55%
2016	69%	56%

■ 2018 ■ 2016

GC Student Profile Age 18-24 Enrollment Status

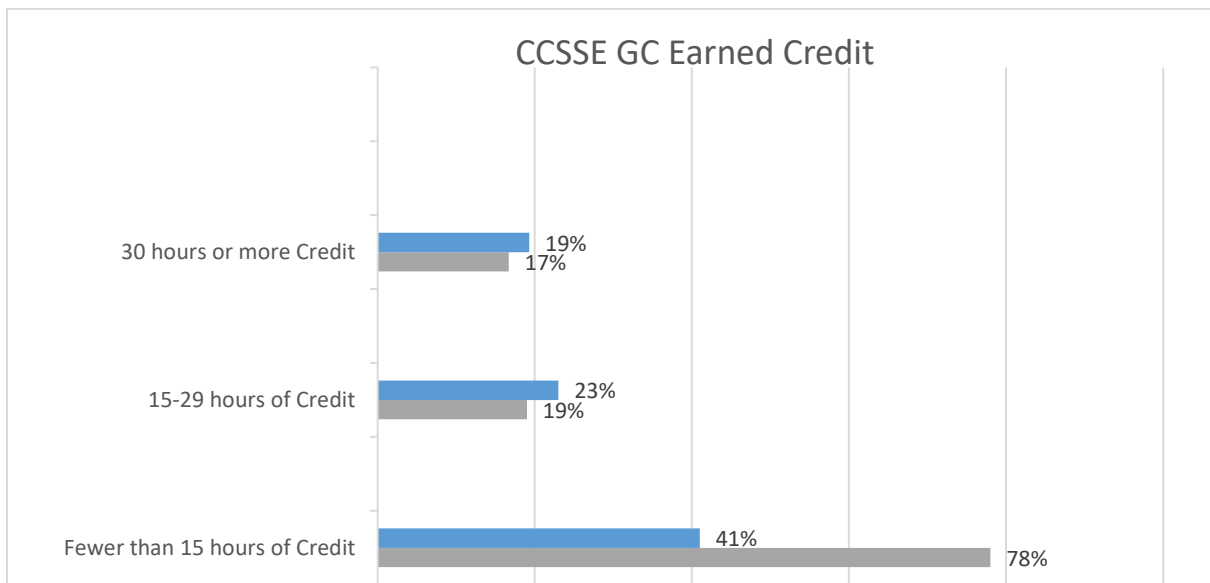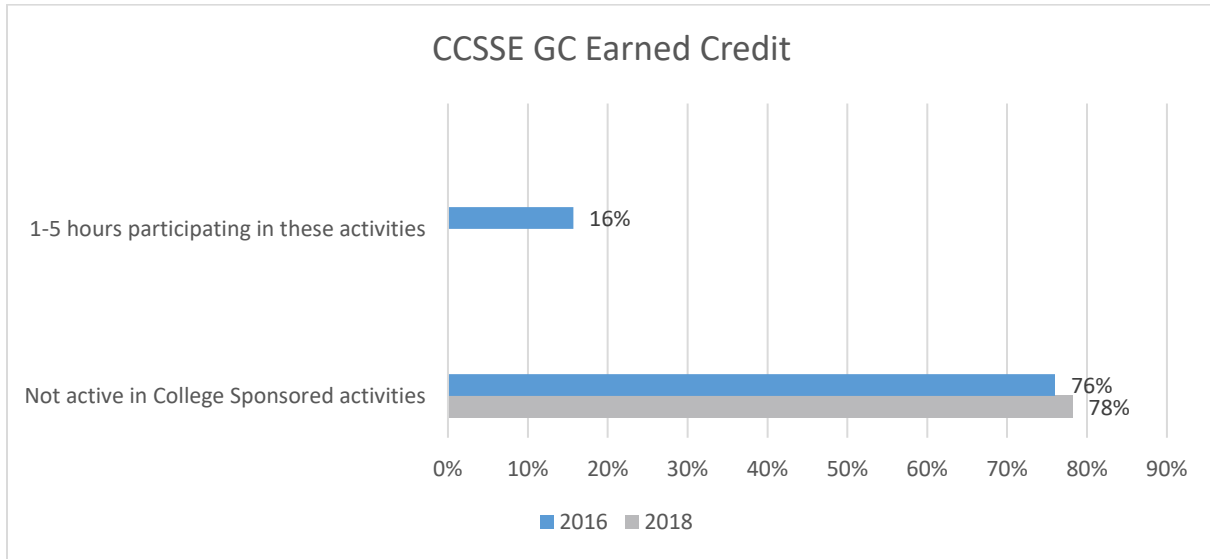|	Age 18-24
2018	70%
2016	69%

■ 2018 ■ 2016

Results

In the 2018 CCSSE sample 78%, a 2% increase, of students report that they do "not" participate in any college-sponsored activities (including organizations, campus publications, student government, intramural sports, etc.) In the 2016 sample, 76% of student respondents stated that they did not participate in any college-sponsored activities and 15.7% typically spent only 1 to 5 hours per week participating in these activities.

Seventy-eight percent of respondents, a 37% increase, reported that they have completed fewer than 15 hours of credit vs 41% in 2016. Nineteen percent of students in 2018 reported earning 15-29 hours vs 23% in 2016. There was a 20% decrease in the percentage of students reporting they had earned thirty-hours or more in 2018 vs. 36 % in 2016.

GC Hours of Credit

GC Sponsored Activities
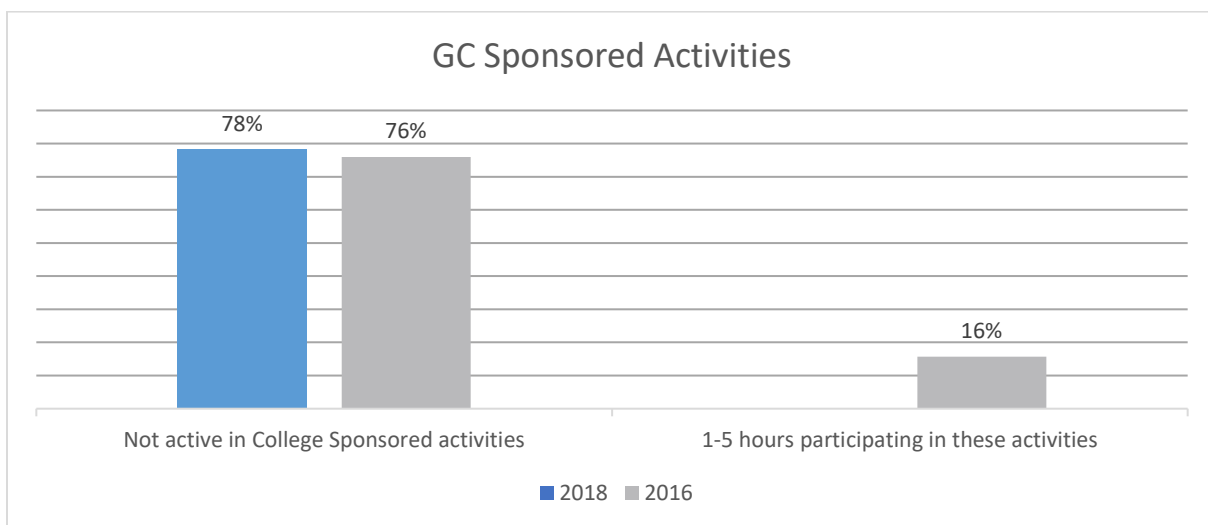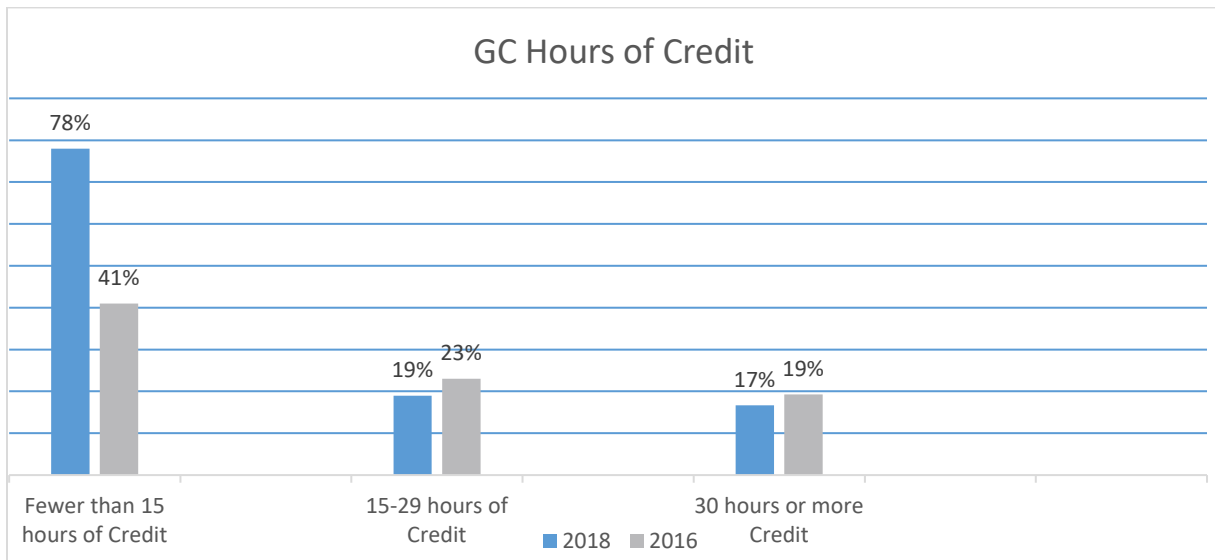
Students report they are working less, 19.2% report that they are working more than 21 hours vs. 52.1 % previously reported in 2016.   Only 6.2 % report taking care of dependents where as in 2016, 44reported

taking care of dependents at least 6 hours per week. In 2018, less students report they commute 6-10 hours to class at 16.7% vs. 25.8% spent at least 6 hours per week commuting to class.

CCSSE GC Earned Credit

Category	2016	2018
1-5 hours participating in these activities	16%	
Not active in College Sponsored activities	76%	78%

Legend: ■ 2016 ■ 2018

CCSSE GC Earned Credit

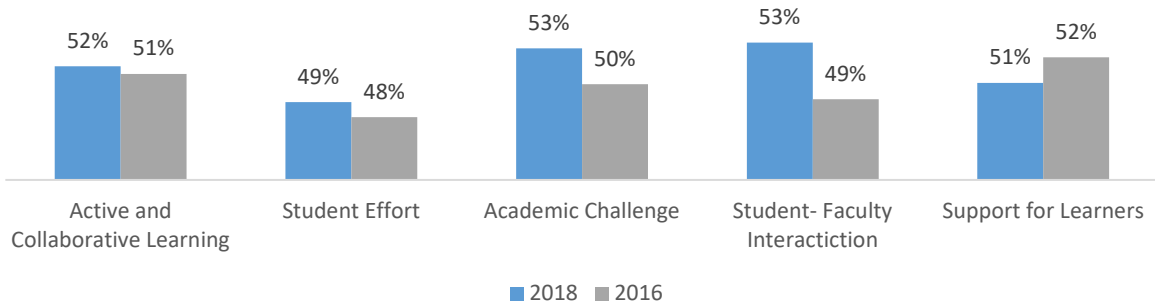| Category	2016	2018
30 hours or more Credit	19%	17%
15-29 hours of Credit	23%	19%
Fewer than 15 hours of Credit	41%	78%

In the 2018 CCSSE sample, 56.9% of students reported that they are planning to transfer to a four-year college or university as a goal, while 7.6% identified obtaining an associate's degree and 53.4% identified completing a certificate program as a goal. 66.5% indicated obtaining or updating job-related skills is a goal, and 34.5% a career change as a goal for attending college.

CCSSE 2018 Student Goal

- Career Changes: 35%
- Obtaing a Job Related Skill: 0.7
- Completeing a Certificate Program: 53%
- Obtaining an Associates Degree: 8%
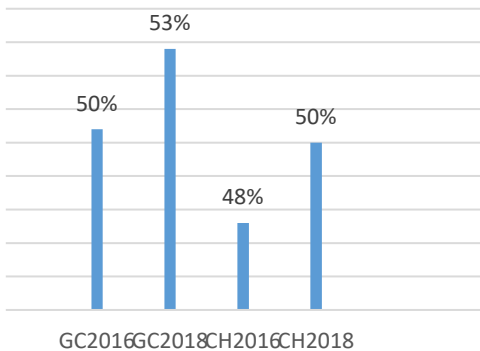- Tranfer to a four year College or University: 57%
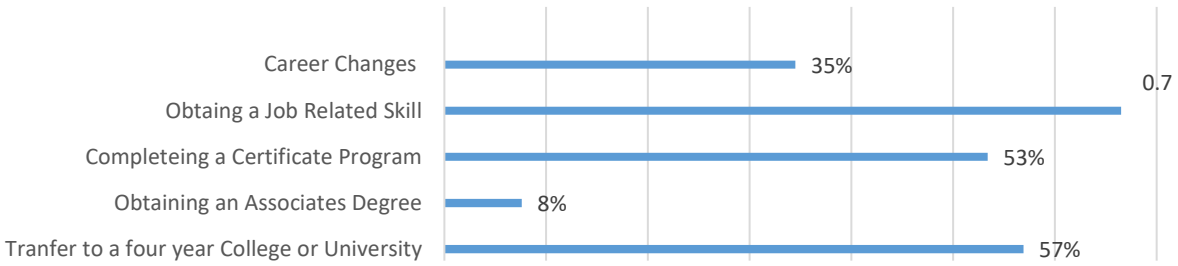
In the 2016 CCSSE 74.8% of respondents reported starting their college careers at this community college. Approximately 72.4 % of students indicate that their highest level of education attainment is a high school diploma or GED; 63.8% have completed fewer than 30 credit hours of college-level19.3% report having either a certificate or an associate degree; 4.5% have earned a bachelor's degree; and .8% have earned an advanced degree.
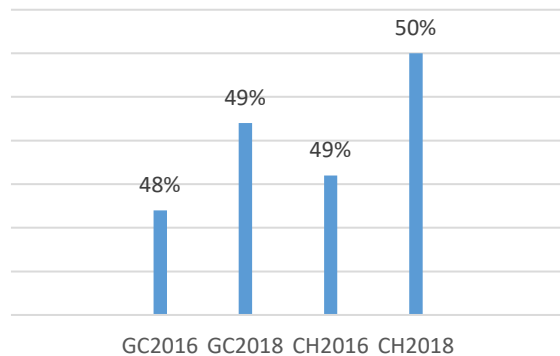
CCSSE Benchmark Comparison 2018 vs. 2016

	2018	2016
Active and Collaborative Learning	52%	51%
Student Effort	49%	48%
Academic Challenge	53%	50%
Student- Faculty Interactiction	53%	49%
Support for Learners	51%	52%

Academic Challenege

GC2016	GC2018	CH2016	CH2018
50%	53%	48%	50%

Student Effort

GC2016	GC2018	CH2016	CH2018
48%	49%	49%	50%

Support for Learners	Student Faculty -Interaction

Support for Learners

52% GC2016
51% GC2018
53% CH2016
50% CH2018

Student Faculty -Interaction

49% GC2016
53% GC2018
51% CH2016
50% CH2018

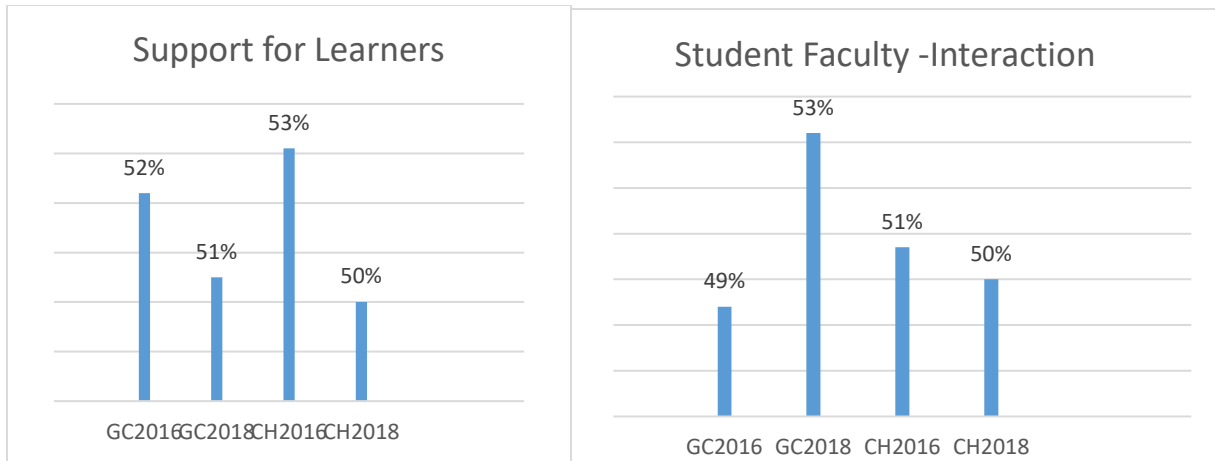## Recommendations for Improvement

As we think about the challenges of what would improve student success and college completion let us consider the following ideas. What is known already about effective educational practice? What makes practice effective here at Grayson? How will we execute what we know into daily practice?

Student Faculty-Interaction

Student –Faculty Interaction has increased by 2% as reported by GC students. Congratulations! This issue was moved to action from the CCSSE results 2012 and has reaped the benefits in 2018. Was noted as high impact and low cost in 2012.

Academic Planning and Advising: (Items, 4l,7,8,10a,11,12,12a, 12.1j,12.3a,13,14, 15,16,17, 18, 20, 21)

  a.   Consider offering Incoming Student Orientation/complete need analysis for college and departments.

  *Boylan, H., & Saxon, D. (2002). *What works in remediation: Lessons from 30 years of research* Prepared for the League for Innovation in the Community College.

  **Gardner, J. (1998). *The Changing role of developmental educators in creating and maintaining student success.* Keynote address delivered at the College Reading and Learning Association Conference, Salt Lake City, UT.

Financial Wellbeing: (items, 9e, 10, 12g, 12.3d, 23d, 27a-h)

  a.   Check on process for students who are self-pay. Could issues pertaining to this be because of mixed results from experiences? How students are first contacted and can the process be Stream-lined? What about student's who are self- pay? Are self-pay students staying on track? Who is tracking these students and if so what are the results?   Is there a need to track them?
  b.   Look at what students are needing to help in their financial Wellness planning?

  c.   We see that students appear to be more academically prepared than we previously thought? Are they?

    d. Commuter Services

    e. Daycare for students who have children/ potential private daycare agreement

       Baldwin, D. R., Towler, K., Oliver, M. D., & Datta, S. (2017). An examination of college student wellness: A research and liberal arts perspective. Health Psychology Open. https://doi.org/10.1177/2055102917719563

       U.S. Department of Education, National Center for Education Statistics. (2016, August). Undergraduates who do not apply for financial aid (NCES Publication No. 2016406). Retrieved from https://nces.ed.gov/pubs2016/2016406.pdf 3 Hultin, S., & Weeden, D. (2016, April). Free Community College. Retrieved

       Chaplot, P., Cooper, D., Johnstone, R., & Karandjeff, K. (2015, June). Beyond financial aid: How colleges can strengthen the financial stability of low-income students and improve student outcomes. Retrieved from Lumina Foundation website: https://www.luminafoundation.org/files/publications/BFA/Beyond. Financial.Aid.pdf 2 U.S. Department of Education

Strengthen Career Focused Experiences

Job Skills/Job Placement/ Career Advising/Career Counseling: (items, 4l, 11a, 11h, 11i, 12 b-c, 26d)

    a. Career Services- Is a formal Career/Placement Office needed or viable? Financially feasible for college/students? Early placement is critical for job placement. What could be possible alternatives for a full office considering it is a national trend and best practice?

    b. Is the lack of use of tutoring areas according to these students because of a lack of awareness? Not offered in academically difficult areas? (Tutoring and use of these services).

    c. First –Year Experience, Ex. Consider celebrating 1st and 2nd term G.P.A (Freshman Programs-achievements).
*Brownell, J.E., & Saner, L.E. (2010). *Five high-impact practices: Research on learning outcomes, completion, and quality.* Washington DC: Association of American Colleges and Universities.

    d. Campus Wide celebrations and achievement bench marks

    e. Family Centered Programing/Activities/Family and Friends Day

    f. Learning Community

       *Moore, C., & Shlock, N. (2009). *Student progress toward degree completion: Lessons from the research literature*. Institute for Higher Education Leadership and Policy publication retrieved from http://www.csus.edu/ihelp/PDFs/ R_Student_Progress_Toward_Degree_Completion.pdf

       **Bourdon, C., & Carducci, R. (2002). *What works in the community colleges: A synthesis of literature on best practices?* Los Angeles, CA: UCLA Graduate School of Education.

Integrate into Student Co-curricular Experiences

Connections/Peer to Peer interactions/ Relationships/Student Support Services): (items, Peer-to-peer interaction in class, 4a,4b,4f,4s, Peer to peer interaction outside of the class, 4g,4h,4q, relationships, 4p, Student faculty Interaction, 4j-n, 4p, 4j,14, 23, Barriers to persistence, 9 a-e, 10, 25, 28)

   a. Look at use of facilities and validate delivery Computer Lab, Library
   b. Awareness? Of programs initial interactions/ How is the information being communicated?
   d. How often are students using resources and services, when, where and how are services being used? (Business Services, Student Services and Academic Services)
   e. For Veteran's Services- Look at male and female difference in engaging services.
   f. Review the connections made with students during their entire time at the college. Discuss ways that each department and Program could help to further facilitate these interactions. Ramp up Student Life /Residence Life transition is happening.
   Since students are commuting what ways are we connecting them to the college?
   The data is reflecting that fewer students are commuting than we actually think and the ones who are spending between 1-5 hours in their commute.
   g. Experiential Learning beyond the Classroom