

2013

State Center Community
College District

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Institutional Research

[SCCCD REG-TO-GO SURVEY]

During the Reg-to-Go period, district high schools are visited and seniors are given the opportunity to take placement tests and register for State Center Community College classes. As this process has developed, matriculation counselors from all area campuses have gotten together to create a survey to measure satisfaction with the program as well as a learning outcome. The following is the information gathered from spring 2013 when a total of 3,180 seniors returned the survey at the completion of the process. Thirty-six local high schools along with other alternative schools participated. Participation rates from area high schools ranged from 1 (Minarets, Tranquility) to 231 (Reedley) (Table 1). Students were asked to indicate where they intended to take most of their classes and they reported the following: FCC – 1,008, RC – 1,038, WI – 523, MC – 196, and OC – 10.

Table 1: Participation rate by high school

High School	N	High School	N
Buchanan	109	Madera South	65
Bullard	78	McLane	73
Caruthers	2	Mendota, Firebaugh	2
Central	75	Minarets	1
Clovis	115	Orange Cove	86
Clovis East	95	Parlier	137
Clovis North	114	Reedley	231
Clovis West	119	Riverdale	6
Dinuba	187	Roosevelt	61
Duncan Polytechnic	33	San Joaquin Memorial	10
Edison	70	Sanger	225
Fowler	58	Selma	166
Fresno	137	Sierra	29
Hoover	64	Sunnyside	69
Immanuel	20	Tranquility	1
Kerman	44	Washington Union	49
Kingsburg	79	Yosemite	36
Liberty	35	Alternative Schools	87
Madera	165	Total	2,933

Note: 247 students did not list a location are not included in the mean calculations.

Students were also asked to identify which campus location they registered for most of their classes. The following table shows the breakdown of locations by high school. Please note that the total student count is slightly lower than the overall and is due to removing those students who did not indicate a high school and also those students who did not have both high school and campus location marked for a match. While generally following the alignment of feeder school to college location, it is interesting to see the intentions of students in this way. For instance, Clovis East has a larger population indicating FCC while being thought of as a Willow feeder school.

Table 2: Indicated campus registration by high school

	FCC	RC	WI	MC	OC
Buchanan	9	3	90	-	-
Bullard	52	1	19	-	-

Caruthers	1	-	-	-	-
Central	43	4	17	3	-
Clovis	23	3	85	-	-
Clovis East	54	3	33	-	-
Clovis North	14	1	87	-	-
Clovis West	31	2	68	1	-
Dinuba	7	171	-	1	-
Duncan Polytechnic	30	1	-	-	-
Edison	62	2	5	-	-
Fowler	23	31	-	-	-
Fresno	120	3	2	-	-
Hoover	45	-	14	-	-
Immanuel	1	16	2	-	-
Kerman	42	-	-	-	-
Kingsburg	8	70	-	-	-
Liberty	6	1	13	13	-
Madera	25	4	4	123	-
Madera South	20	1	-	44	-
McLane	65	1	1	-	-
Mendota, Firebaugh	1	-	-	-	-
Minarets	-	-	1	-	-
Orange Cove	1	83	-	-	-
Parlier	13	120	-	-	-
Reedley	3	218	4	-	-
Riverdale	5	-	1	-	-
Roosevelt	56	1	-	-	-
San Joaquin Memorial	5	1	3	-	-
Sanger	64	145	8	-	-
Selma	64	101	-	-	-
Sierra	1	6	21	-	-
Sunnyside	54	7	5	-	-
Tranquility	-	-	1	-	-
Washington Union	27	11	4	1	-
Yosemite	9	10	5	1	10
Alternative Schools	24	17	30	9	-
Totals	1008	1038	523	196	10

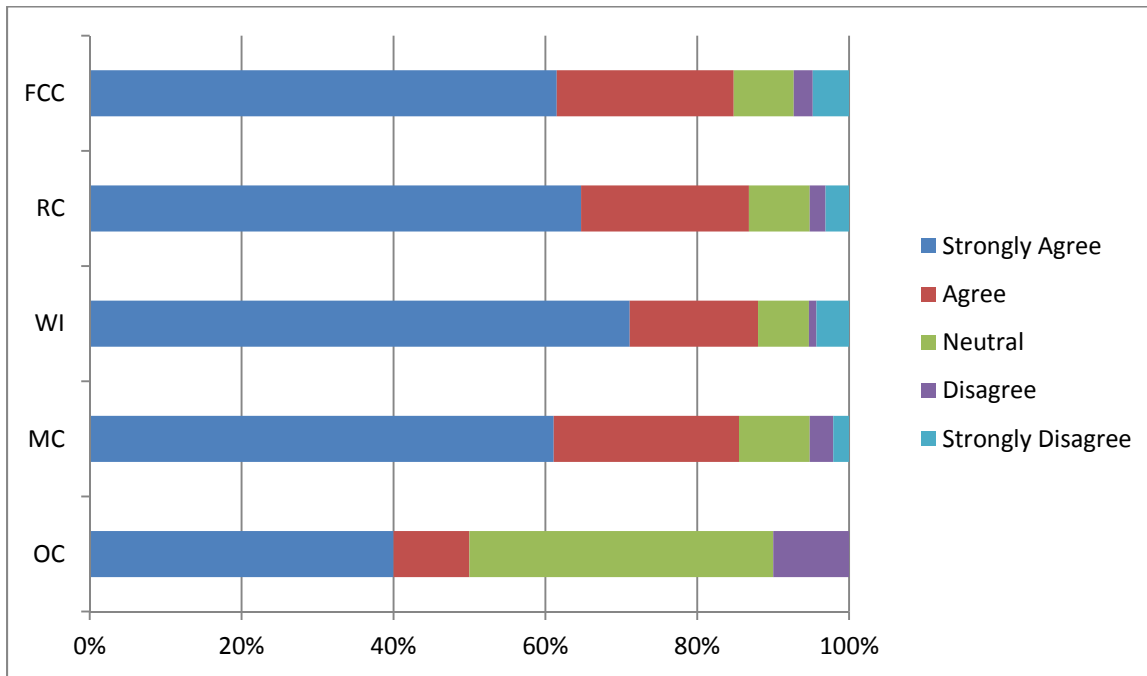
Students were asked to indicate their level of agreement with a series of statements and given a scale of response from 1 (strongly disagree) to 5 (strongly agree). Overall, students were satisfied with their experience and gave an inclusive mean rating of 4.29 out of 5.00. Table 3 reflects mean values from the first 5 statements which dealt with satisfaction and impressions from the Reg-to-Go experience. Students tied the highest rating (4.41) to the global feeling that the time was well spent and worthwhile and feeling welcomed by staff and the lowest rating (4.29) to the statement 'After getting help from college staff, I am now more confident about going to college'.

Table 3: Means and standard deviations of items 1-5

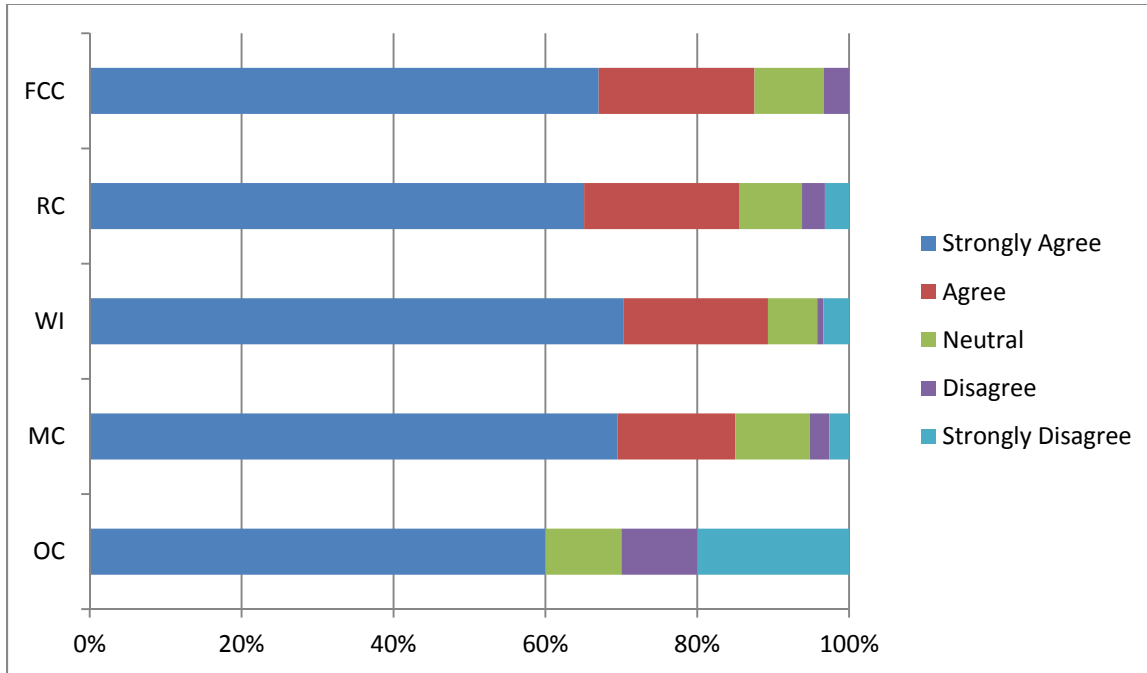
Items 1-5	N	Mean	SD
I felt welcomed by college staff and was made to feel at ease	2,810	4.41	1.00
I felt that my time and effort spent at this event was worthwhile	2,829	4.41	1.01
College staff adequately explained the registration process	2,838	4.37	0.99
After getting help from college staff I am now more confident about going to college	2,831	4.29	1.00
The RTG program did assist me matriculate into community college and resulted in me registering into coursework.	2,816	4.31	0.97

The next five charts show the response rates (by percentage) of students by intended campus location. At a glance, it is easy to see that students are generally satisfied and similar despite planned campus attendance. The exception is the Oakhurst site which has great variability due to a small sample size (n=10) and is not stable.

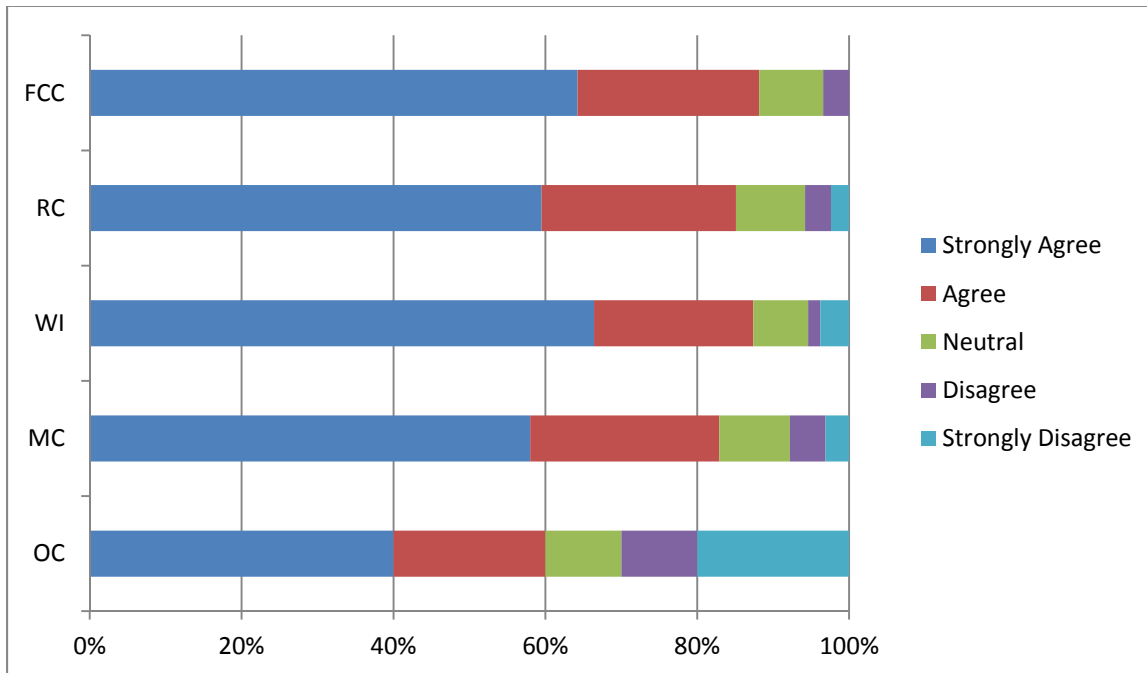
Item 1: I felt welcomed by college staff and was made to feel at ease



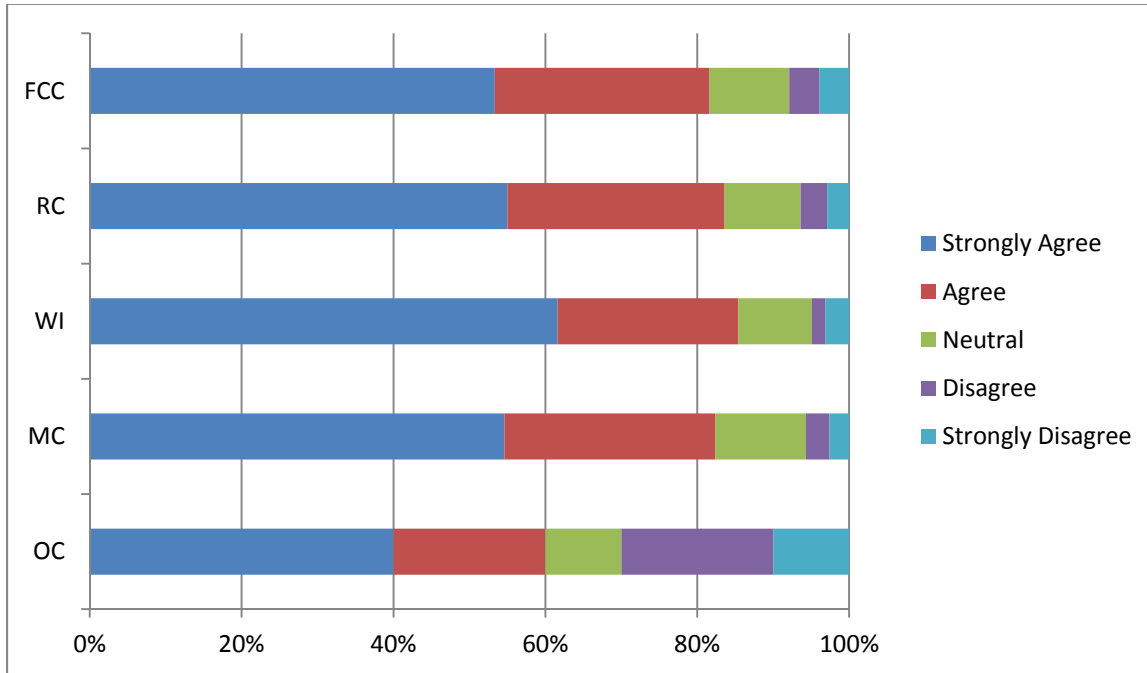
Item 2: I felt that my time and effort spent at this event was worthwhile



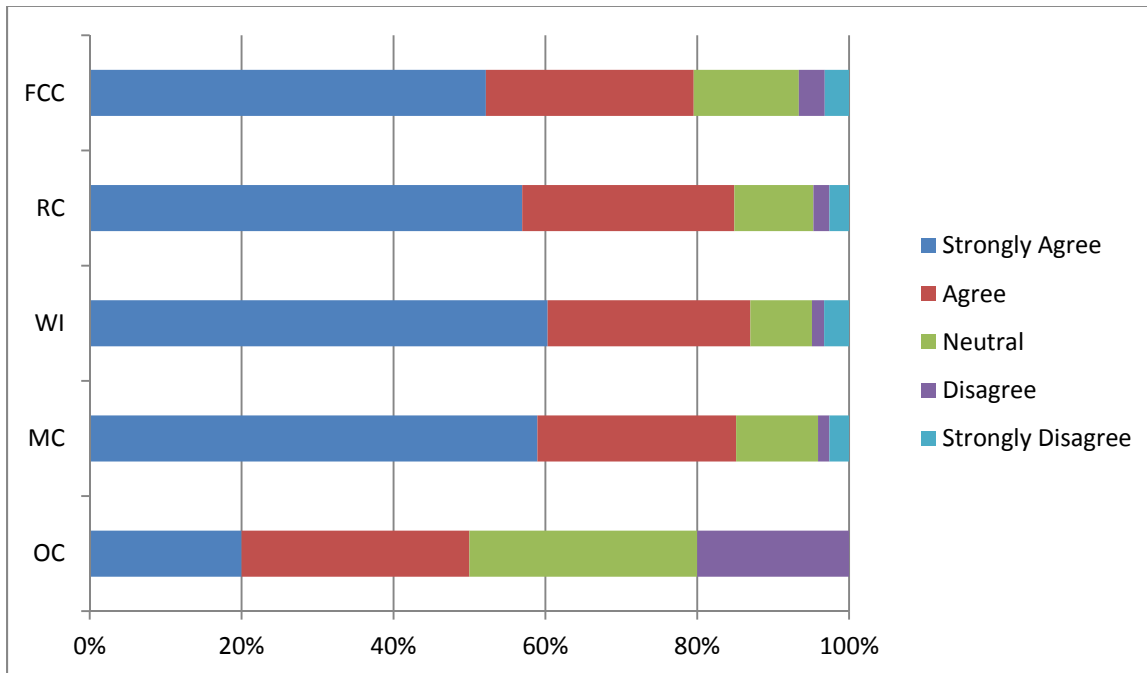
Item 3: College Staff adequately explained the registration process



Item 4: After getting help from college staff I am now more confident about going to college



Item 5: The RTG program did assist me matriculate into community college and resulted in me registering into coursework



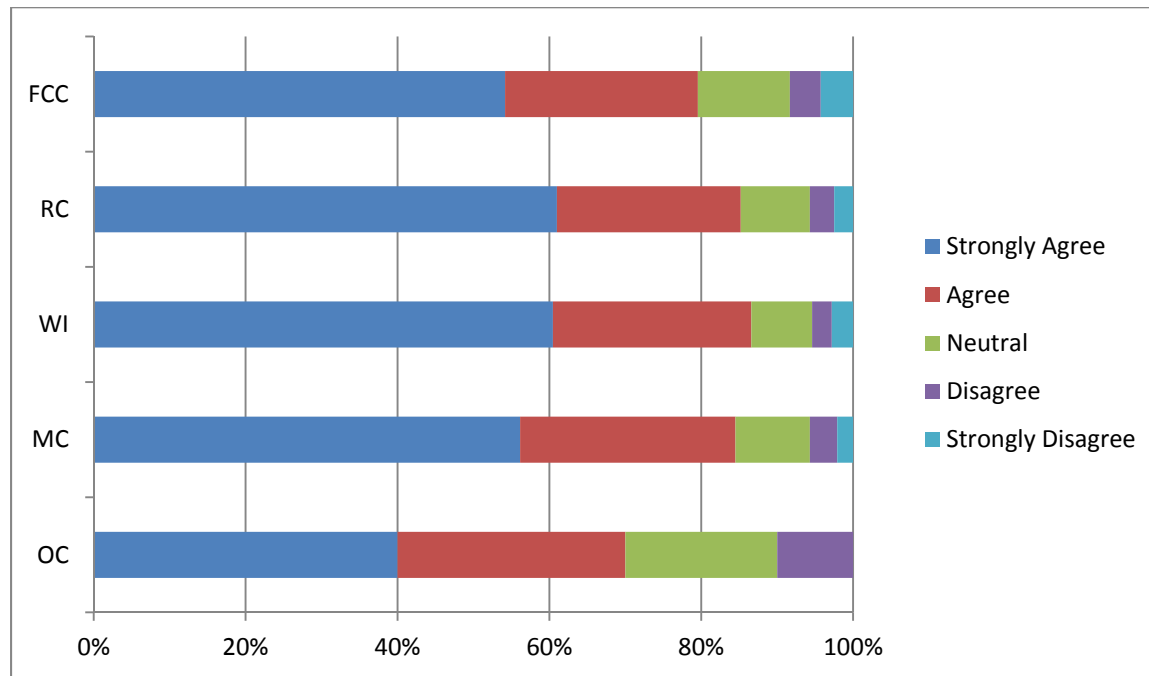
The next section of statements referenced whether or not the student was able to register into appropriate coursework for their educational goal and their level of competency in English and math. Additionally, they were asked if appropriate resources were given so that they would be able to access needed services in the future. Once again, students had general satisfaction in this area and response

rates ranged from 4.23 (I registered into math and English courses appropriate to my skills and abilities and I was given resources (i.e., online orientation, Smart Start (RC) or Pre-SEP (FCC/NC), email activation, WebAdvisor, etc.) to assist and guide me to access services and complete additional matriculation steps in the future) to 4.33 (I registered into appropriate coursework related to my educational goal).

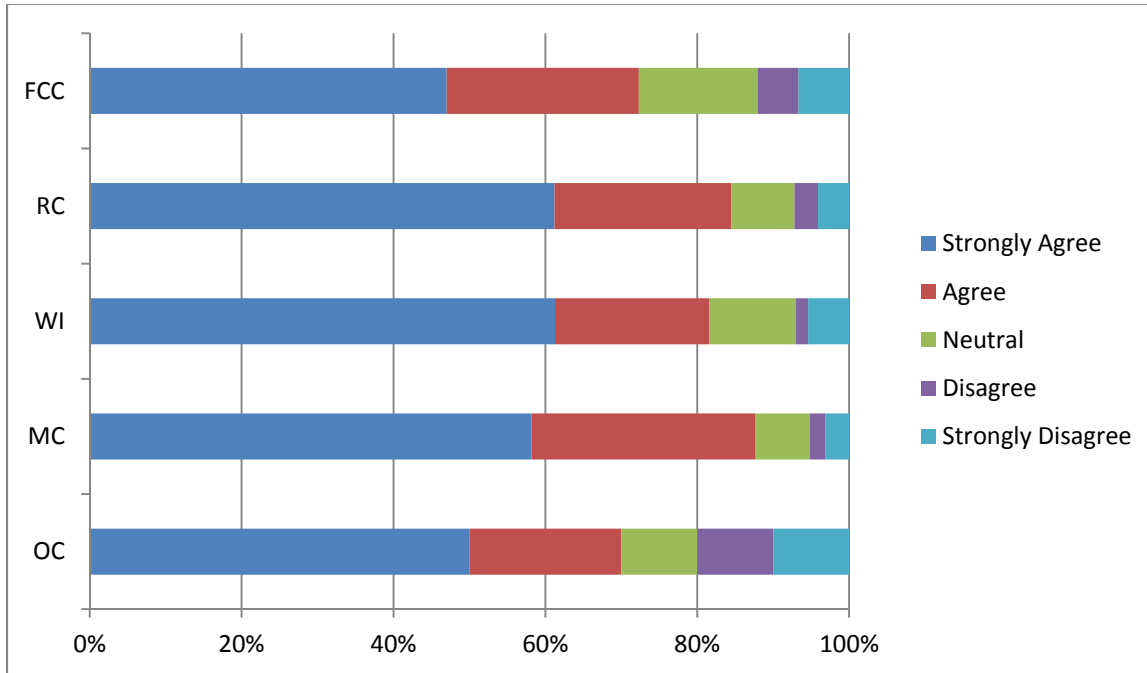
Table 4: Means and standard deviations of items 6-8

Items 6-8	N	Mean	SD
I registered into appropriate coursework related to my educational goal.	2,828	4.33	0.99
I registered into math and English courses appropriate to my skills and abilities.	2,839	4.23	1.11
I was given resources (i.e., online orientation, Smart Start (RC) or Pre-SEP (FCC/NC), email activation, WebAdvisor, etc.) to assist and guide me to access services and complete additional matriculation steps in the future.	2,820	4.23	1.02

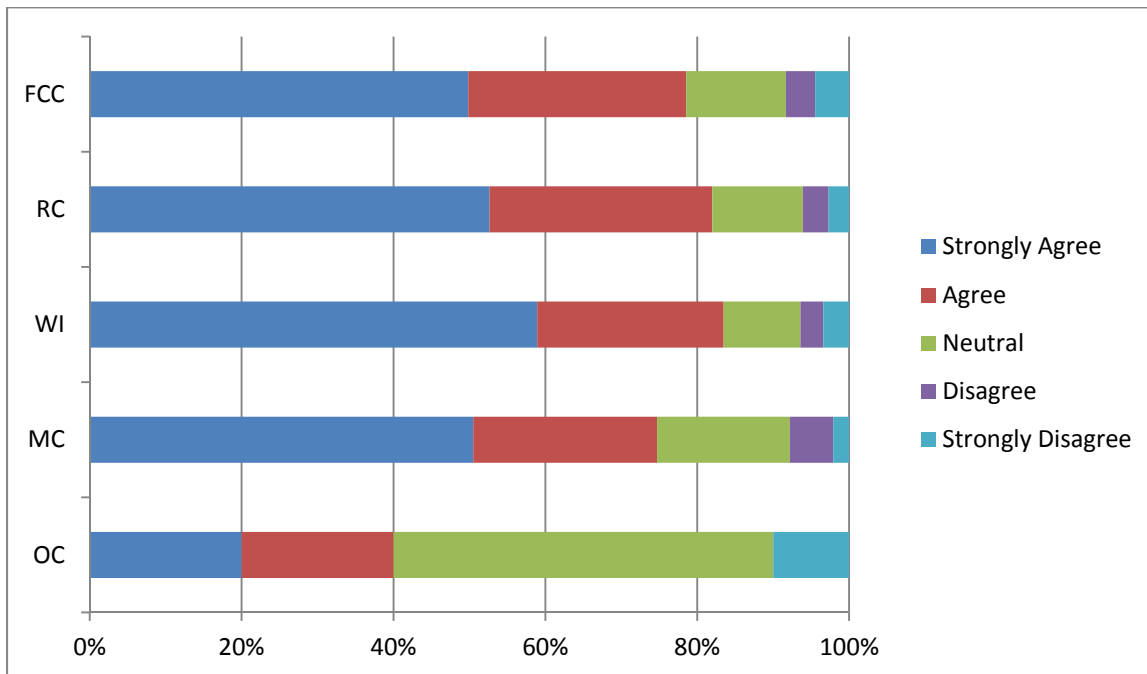
Item 6: I registered into appropriate coursework related to my educational goal



Item 7: I registered into math and English courses as appropriate to my skills and abilities



Item 8: I was given resources (i.e., online orientation, Smart Start (RC) or Pre-SEP (FCC/NC), email activation, Web Advisor, etc.) to assist and guide me to access services and complete additional matriculation steps in the future



The next four items were a pulse of how students gauge their knowledge of the process before and after Reg-to-Go. As can be seen in Table 3, mean ratings went up in the follow up questions by what appeared to be quite a lot. Because of that, paired samples t-tests were performed by campus location. In every case, the follow up question was significantly higher than the original meaning students indicated they

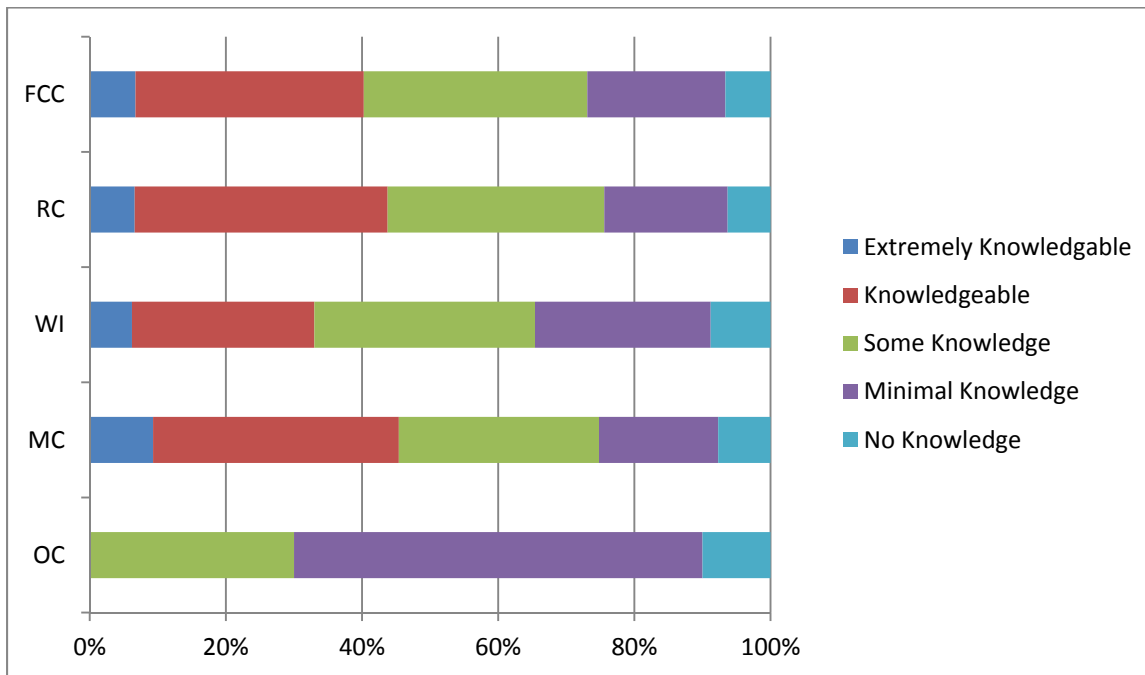
had a significantly better understanding of what they would need to do in terms of college planning and preparation after the activity than before.

Table 5: Means and standard deviations of items 9-12

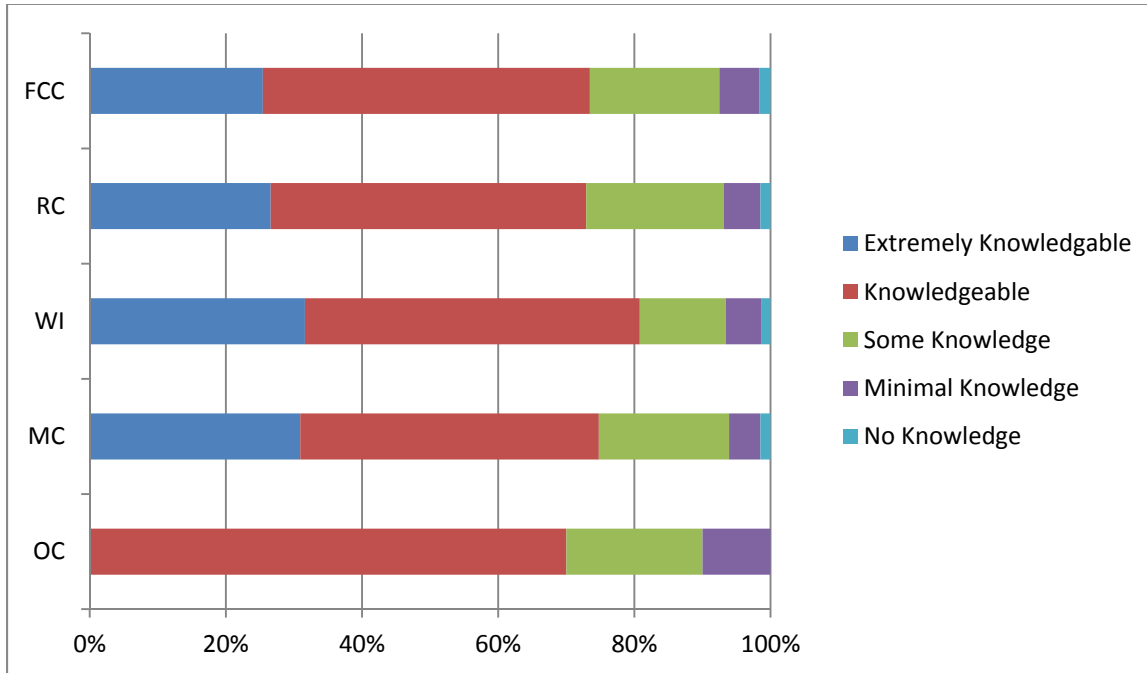
Items 9-12	N	Mean	SD
What was your knowledge of college planning and preparation <i>prior</i> to participating in the RTG process?	2841	3.12	1.05
What was your knowledge of college planning and preparation <i>after</i> participating in the RTG process?	2,826	3.93	0.91
What was your knowledge of the need to prepare early for college enrollment <i>prior</i> to receiving services in the RTG process?	2,820	3.31	1.05
What was your knowledge of the need to prepare early for college enrollment <i>after</i> receiving services in the RTG process?	2,817	3.99	0.93

The information is presented below by response percentage by campus.

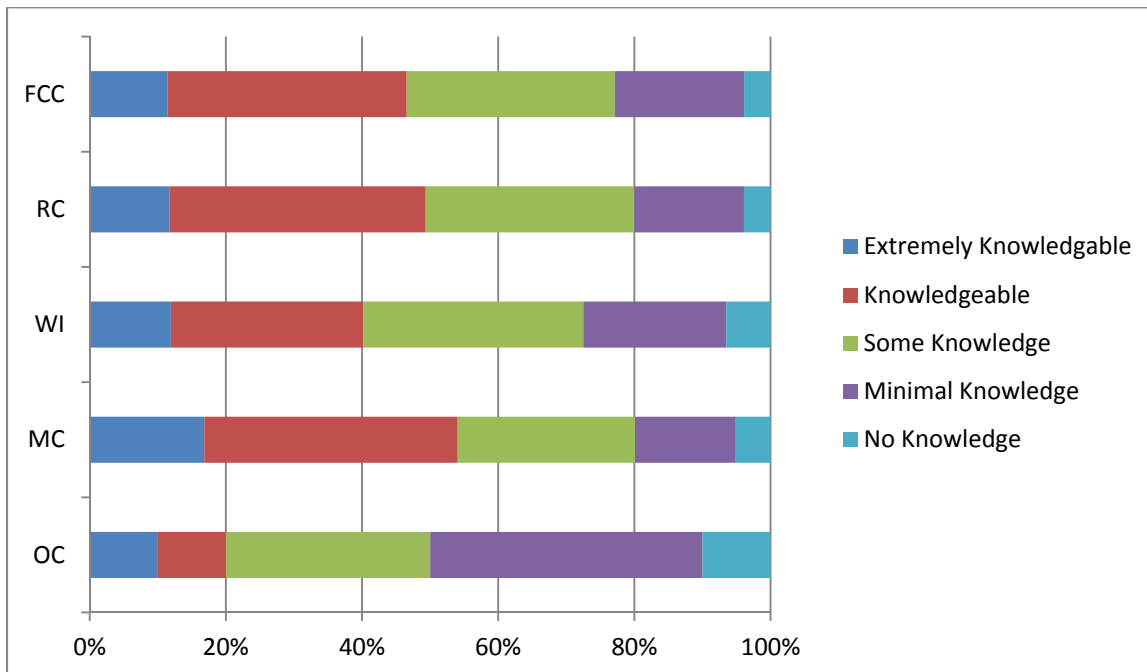
Item 9: What was your knowledge of college planning and preparation prior to participating in the RTG process?



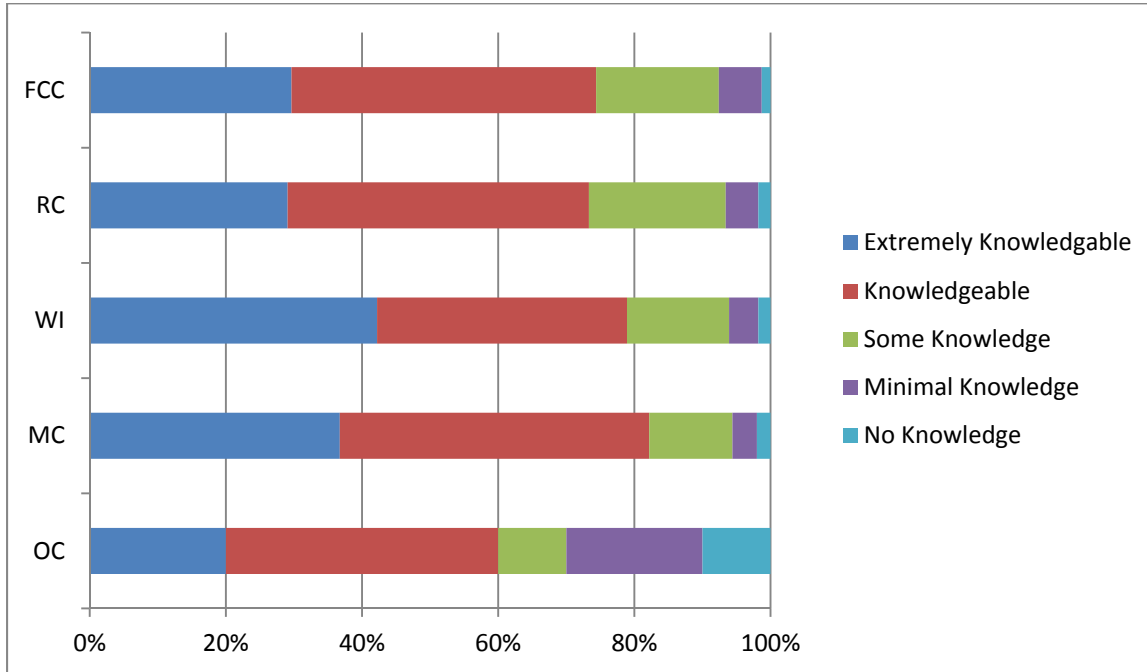
Item 10: What was your knowledge of college planning and preparation after participating in the RTG process?



Item 11: What was your knowledge of the need to prepare early for college enrollment prior to receiving services in the RTG process?



Item 12: What was your knowledge of the need to prepare early for college enrollment after receiving services in the RTG process?



Students were asked about which services they used during the Reg-to-Go process. Overall participation ranked from Application (57.2%) to Registering for Classes (82.8%). A breakdown of percentage by campus location is given below (Item 13).

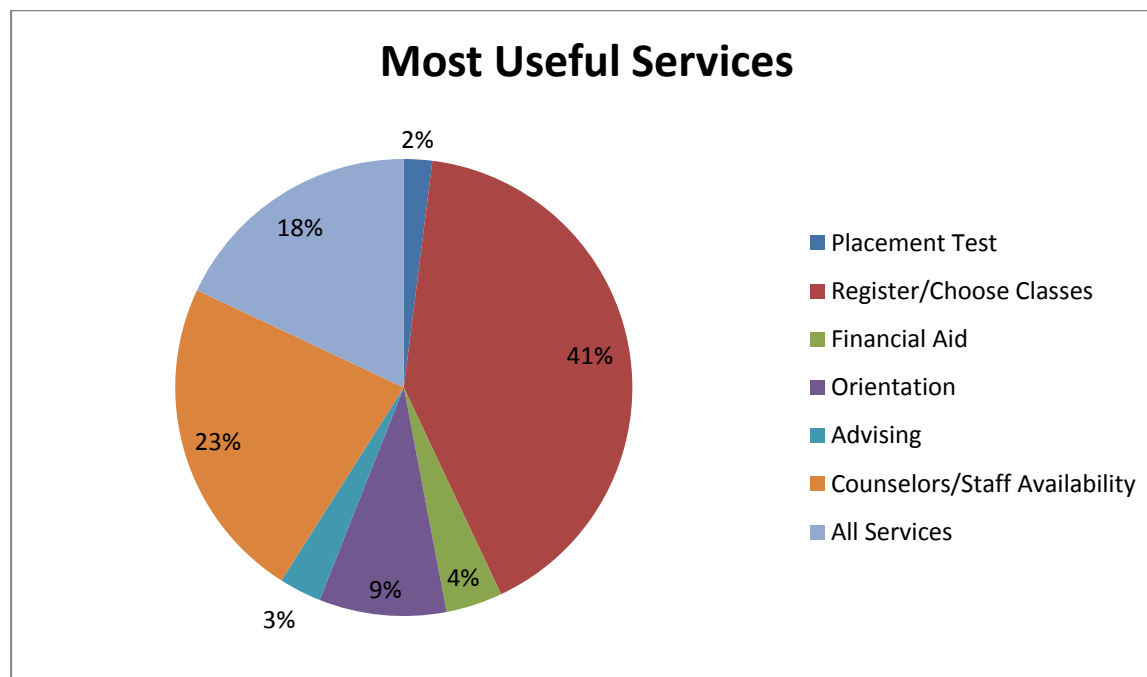
Item 13: Participation by Service offered



In addition, students were asked two open questions as to what service(s) they found helpful and why and which service(s) they felt could be more useful and why. The following is a summary of their responses.

There were 1,665 responses to the question which asked ‘which services do feel were helpful in the RTG process and why’.

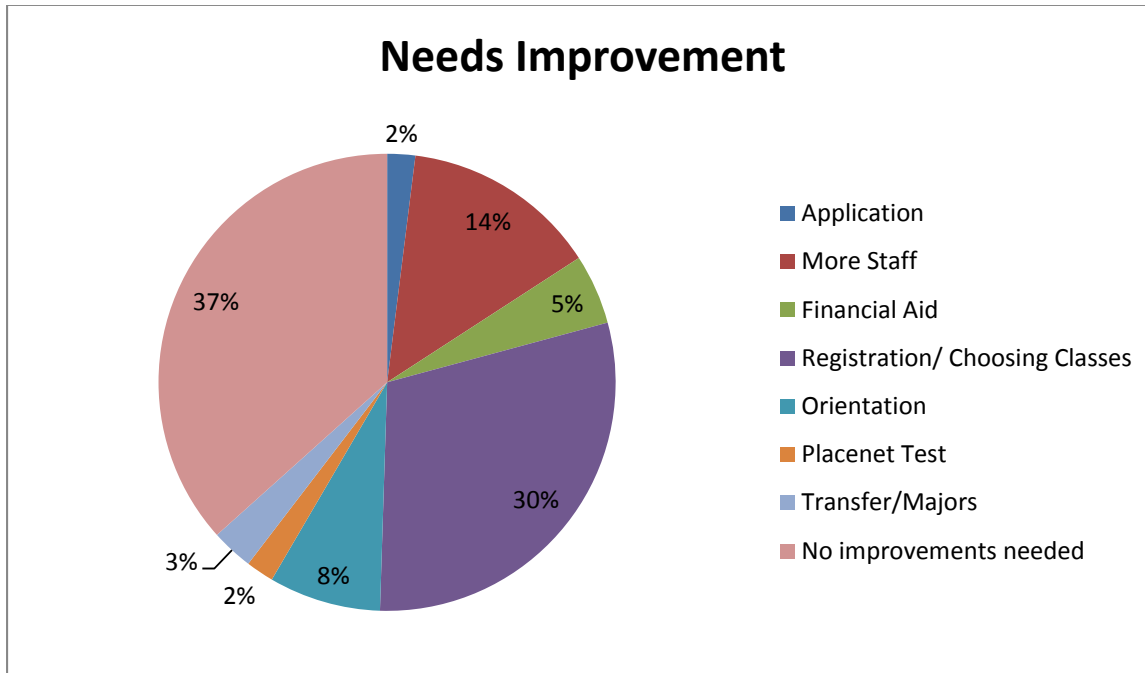
Figure 1: Student response rates by percentage of most helpful services



Clearly, students appreciated the chance to be able to choose and register for courses on site. They also mentioned how helpful the process was in what could have been a stressful and overwhelming situation. Generally, students liked the one on one time with counselors and, if there were one criticism of the experience, it would be that there were not enough counselors for the students. Some did find wait times too long and the process laborious. However, that was a very small percentage. Most students felt that the process was very helpful and that the staff and counselors were encouraging and friendly.

When specifically asked what could be improved, students were once again forthcoming. A large percentage had nothing to report and felt the services were all good and needed no improvements (37%). However, there were some who had constructive feedback to provide. In all, 1,181 students made a comment in this area.

Figure 2: Student response rates by percentage of services needing improvement



When discussing registration and choosing courses, people wanted more one on one time. Students suggested that perhaps other students could be brought in to help assist as well as bringing in faculty, coaches, and advisors from various clubs to help with specific questions. They also pointed out that they needed more help with class selection, in general, as well as 'major specific'. It appears that some had a difficult time grasping the complexity of the scheduling in a short time or in a group of 5 or more. There were mentions of time being a factor and several students mentioned a second session or a longer session.