



CCAP PROGRAM IMPROVEMENT SURVEY

Prepared for Orange County Strong Workforce
Program Pathways Scale Up Project

January 2020

ROADMAP

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INTRODUCTION

- In the following report, Hanover Research (Hanover) presents the findings of a College and Career Access Pathways (CCAP) Program Improvement Survey administered on behalf of the Orange County community college. The survey was administered in October-December of 2019. The same survey was also administered last year in November/December of 2018, and is referenced in this report.
- The purpose of this survey is to understand:
 - Students' experiences with dual enrollment (DE).
 - Students' satisfaction with DE.
 - Areas for improvement.
 - Changes since last year's survey.
- Respondents must be a dual enrollment student.
- Hanover removed respondents who: did not provide any substantive responses, provided low-quality responses, or did not qualify to take the survey, leaving a total of 521 respondents for the final analysis.

METHODOLOGY

- The following report includes key insights from the survey, along with visualizations.
- Similar questions between years (2018 and 2019) were combined for comparative purposes. For more details relating to this process refer to the report appendix.
- Statistically significant difference (95% confidence level) between one or more groups are noted with an asterisk (*).
- The survey was fielded online using the Qualtrics survey platform, accessible on desktops, laptops, and mobile devices.
- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size ($n < 20$) should be interpreted with caution.
- For full aggregate and segmented results, please consult the accompanying data supplement.
- “Don’t Know” or “Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express opinion.
- Percentages may sum to exceed 100% for questions where respondents could select more than one answer option.
- Data labels for values less than 5% are removed from figures to improve legibility.

RESPONDENT CHARACTERISTICS

RESPONDENT CHARACTERISTICS (2018 AND 2019)

Type of DE Student (n=521-614)

	2018	2019
Plan to pursue a higher degree*	81%	92%
Plan to pursue employment	9%	8%
Former DE student*	10%	0%

Age (n=521-614)

	2018	2019
13-14*	18%	26%
15	12%	13%
16	15%	17%
17*	50%	39%
18 and over	6%	4%

DE College (n=521-614)

	2018	2019
Cypress College	50%	48%
Santa Ana College*	43%	36%
Santiago Canyon College*	0%	15%
Irvine Valley College*	6%	0%
Orange Coast College	0%	<1%
Coastline Community College	0%	<1%
Other college	0%	1%

High School (n=521-614)

	2018	2019
Oxford Academy	29%	30%
Santa Ana Unified*	34%	26%
Orange*	0%	15%
Cypress*	3%	8%
Western High School	2%	2%
Anaheim Union High School	2%	2%
Kennedy High School	3%	2%
Los Alamitos Unified*	6%	2%
Fullerton Joint Union High*	0%	1%
Magnolia*	5%	<1%
Irvine United*	1%	0%
Tustin Unified*	4%	0%
Anaheim Elementary SD	<1%	0%
Other School	11%	11%

Gender (n=497-588)

	2018	2019
Female	63%	59%
Male	34%	39%
Prefer not to respond	2%	1%
Other/Non-Binary	1%	1%

Race/Ethnicity (n=497-588)

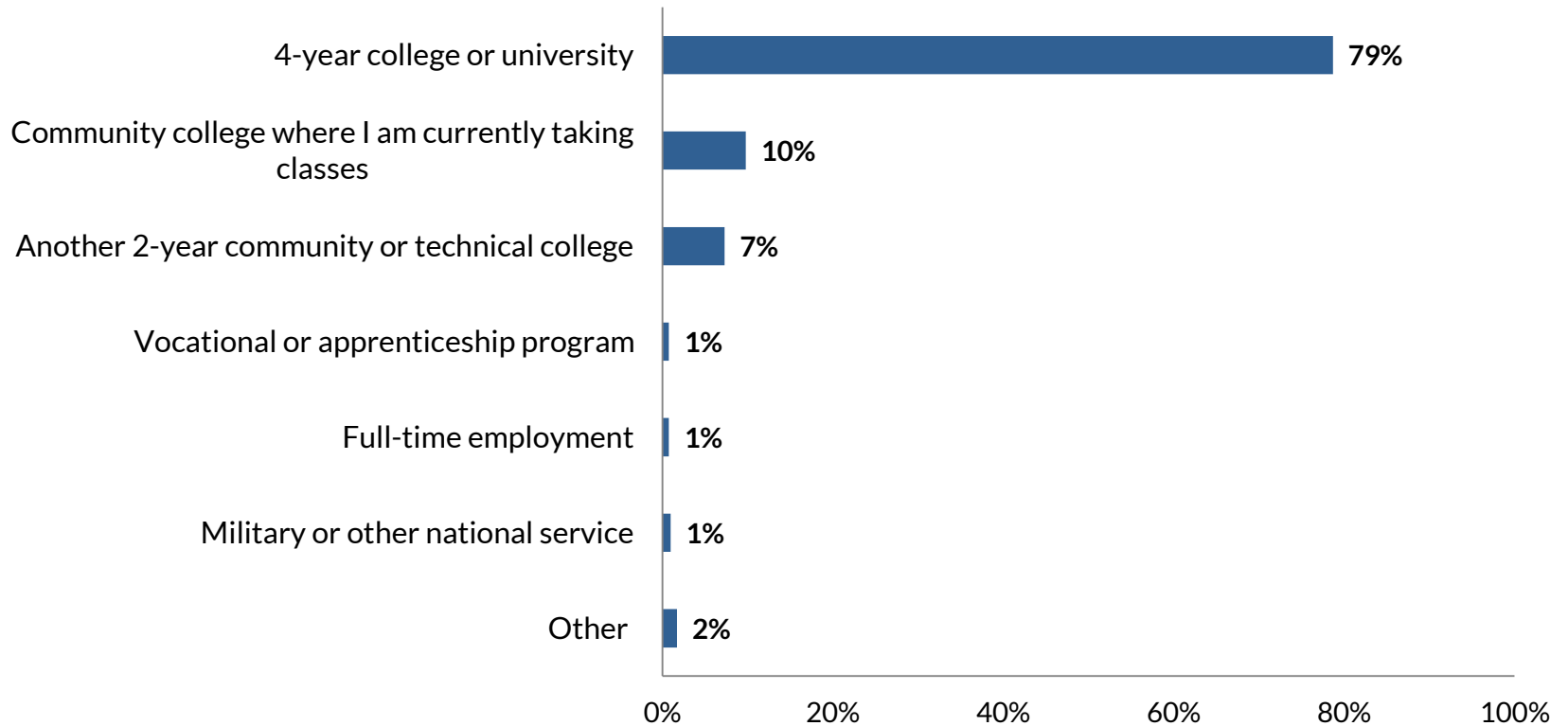
	2018	2019
Hispanic	48%	52%
Asian	35%	34%
White	16%	13%
Two or more races	5%	5%
Black or African American	3%	3%
American Indian or Alaska Native	4%	3%
Native Hawaiian /Pacific Islander	3%	2%
Prefer not to respond	4%	3%

SURVEY QUESTIONS

PLANS AFTER HS GRADUATION

The vast majority of respondents plan on continuing their education after graduating from High School.

What are your plans after you graduate from high school?

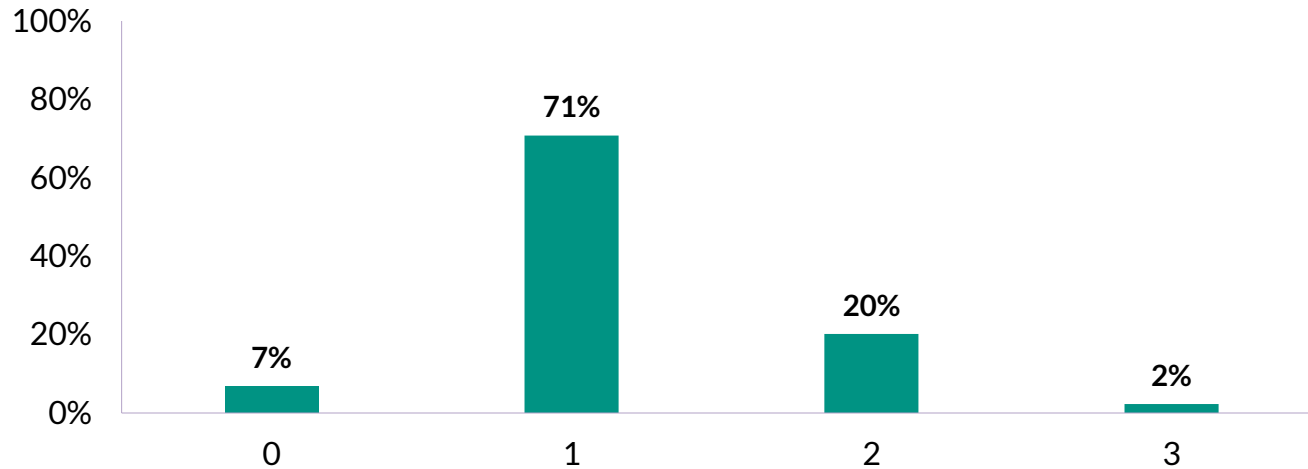


n=521

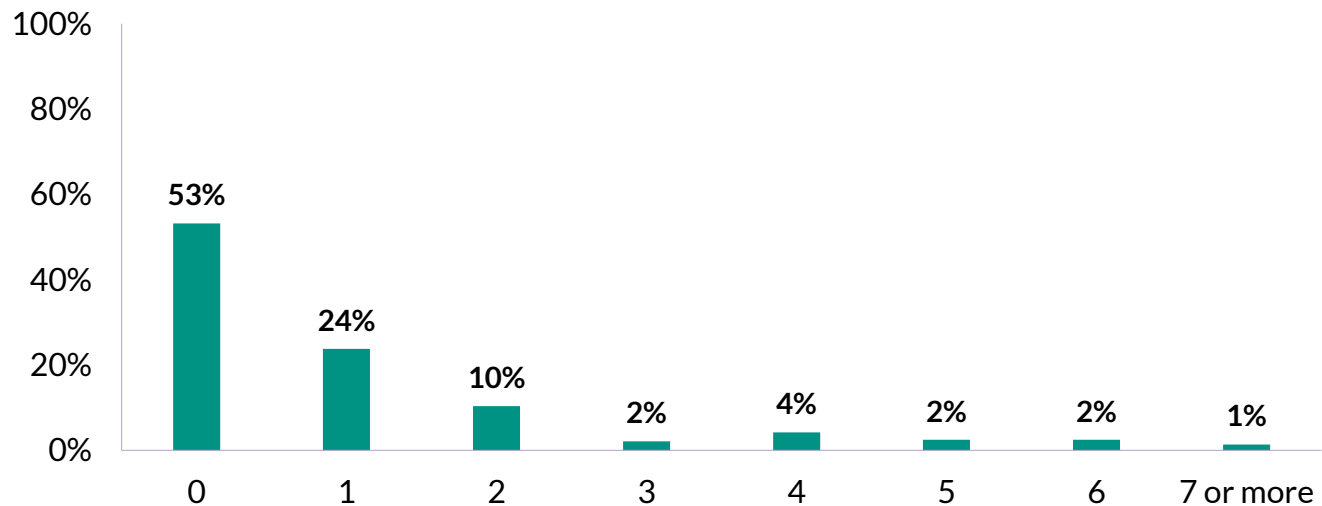


NUMBER OF DE COURSES

How many dual enrollment course are you currently taking?



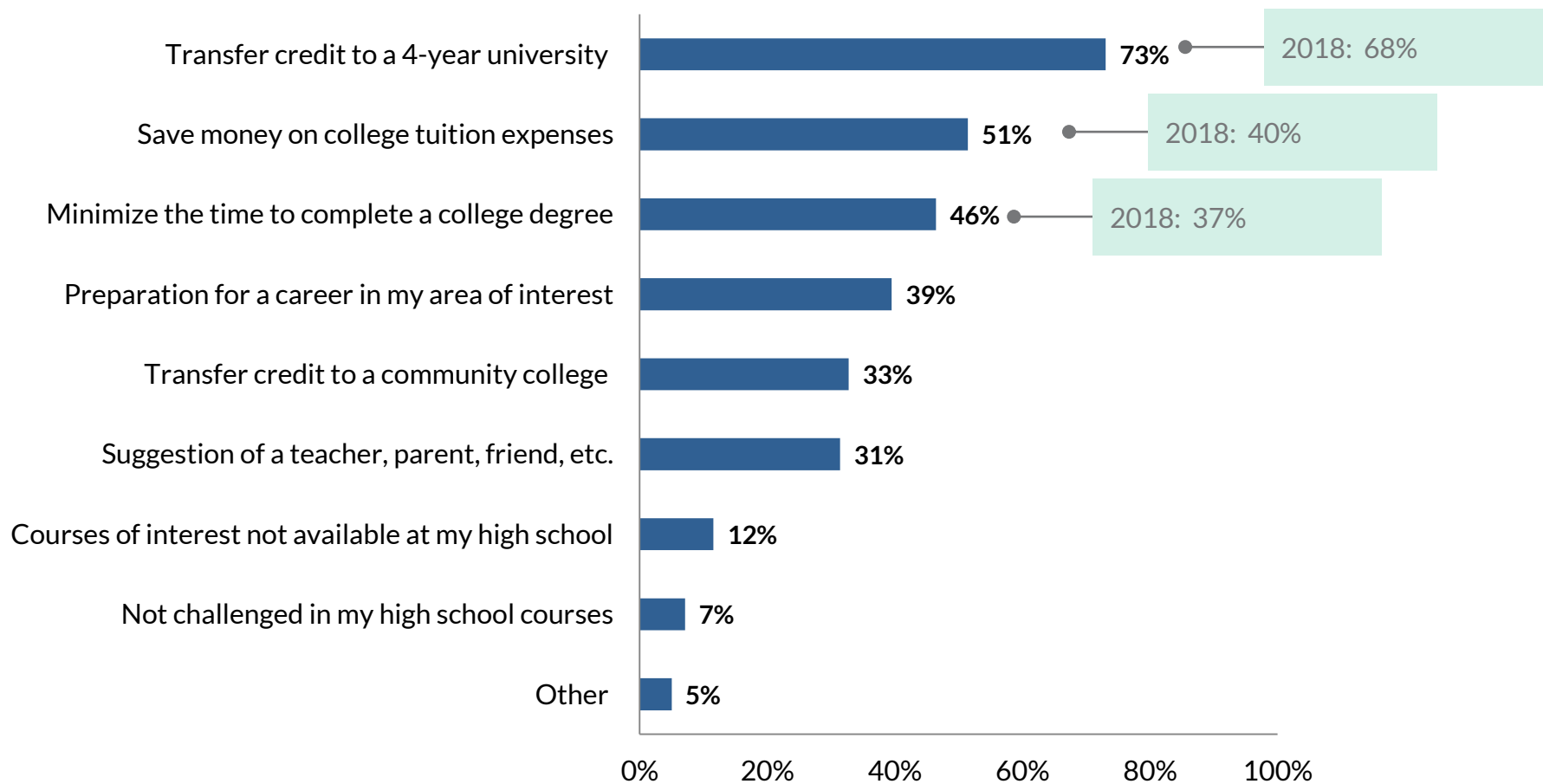
How many dual enrollment courses have you completed?



MOTIVATION FOR TAKING DE COURSES

The primary motivation for taking dual enrollment courses is to minimize the time and money it takes to complete a 4-year degree.

Why did you choose to take dual enrollment courses?



n=519



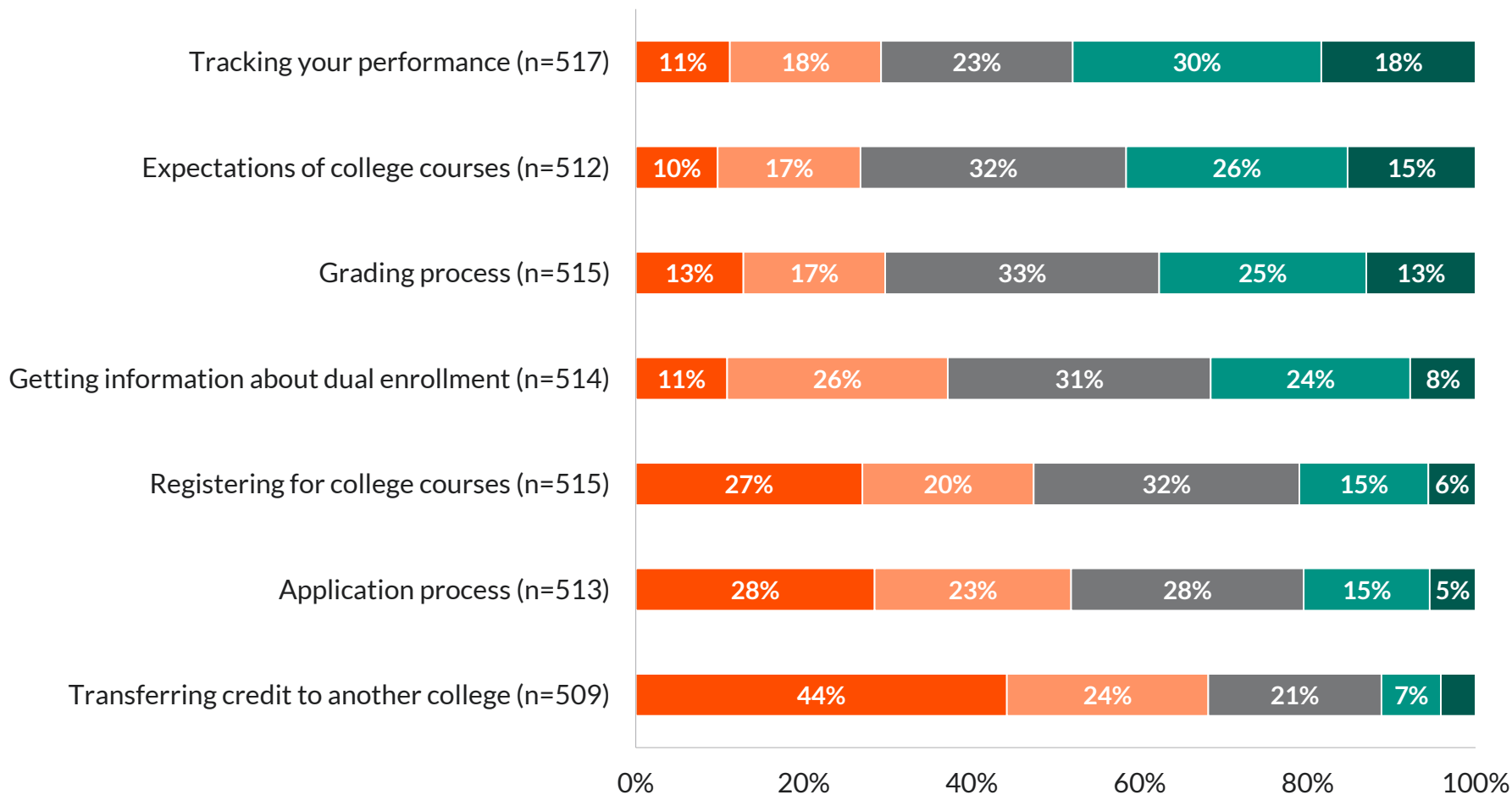
HIGHER EDUCATION

Note: The response items in the chart above have been abbreviated. For full response options, please refer to the accompanying data supplement.

FAMILIARITY WITH DE PROCESS PRIOR TO ENROLLING

How familiar were you with the following aspects of the dual enrollment process prior to enrolling?

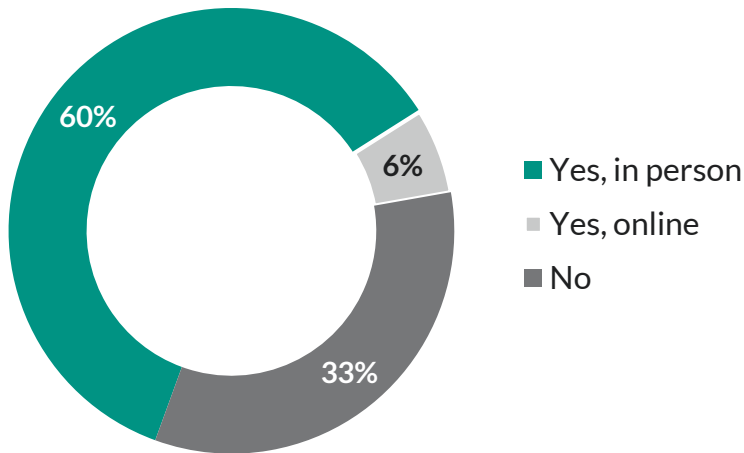
■ Not at All Familiar
 ■ Slightly Familiar
 ■ Moderately Familiar
 ■ Very Familiar
 ■ Extremely Familiar



PARTICIPATION IN DE INFORMATION SESSION

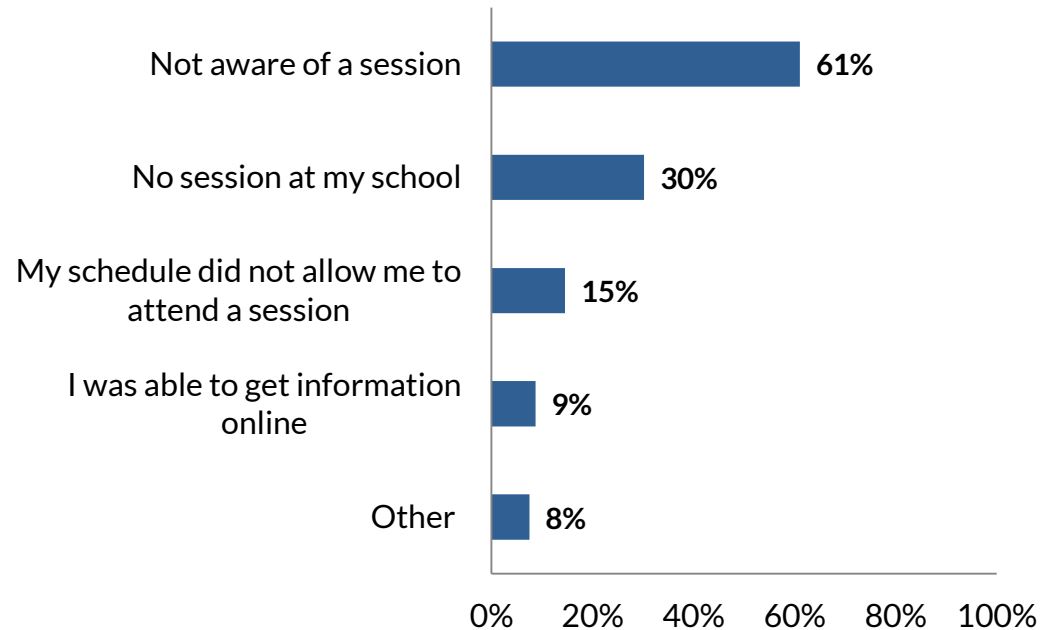
Two-thirds of respondents participated in an information session before signing up for (or beginning) dual enrollment (*this represents an increase when compared to 2018 when only 48% of respondents indicated that they participated in an information/orientation session*). The most common reason for not participating include: not being aware of the session, not having a session at one's school, and scheduling conflicts.

Did you participate in an information session (orientation session) before signing up for, or beginning, dual enrollment?



n=516

Why did you not participate in an information session?

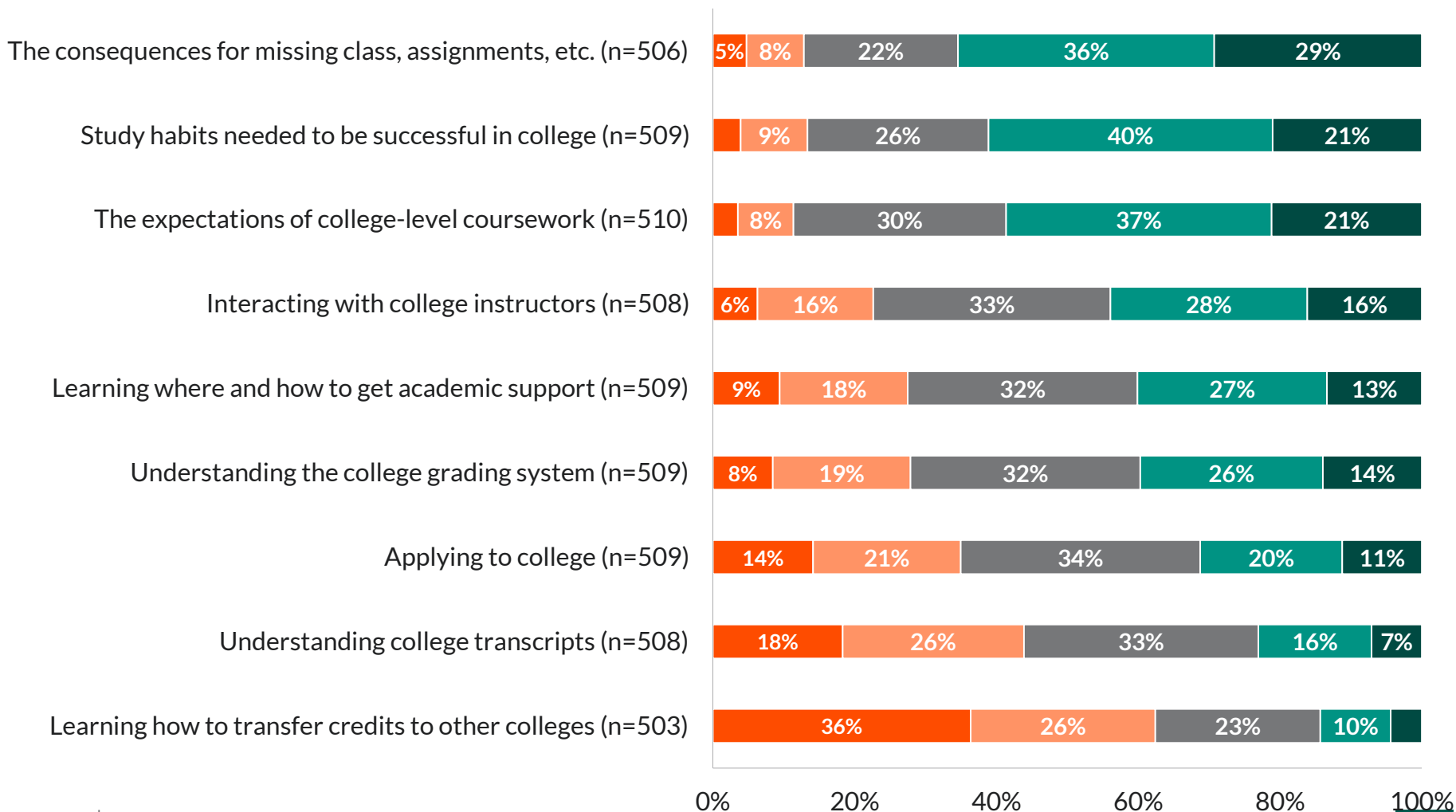


n=172

FAMILIARITY OF COLLEGE-RELATED SKILLS FOLLOWING DE

How familiar are you with the following as a result of your experiences in dual enrollment?

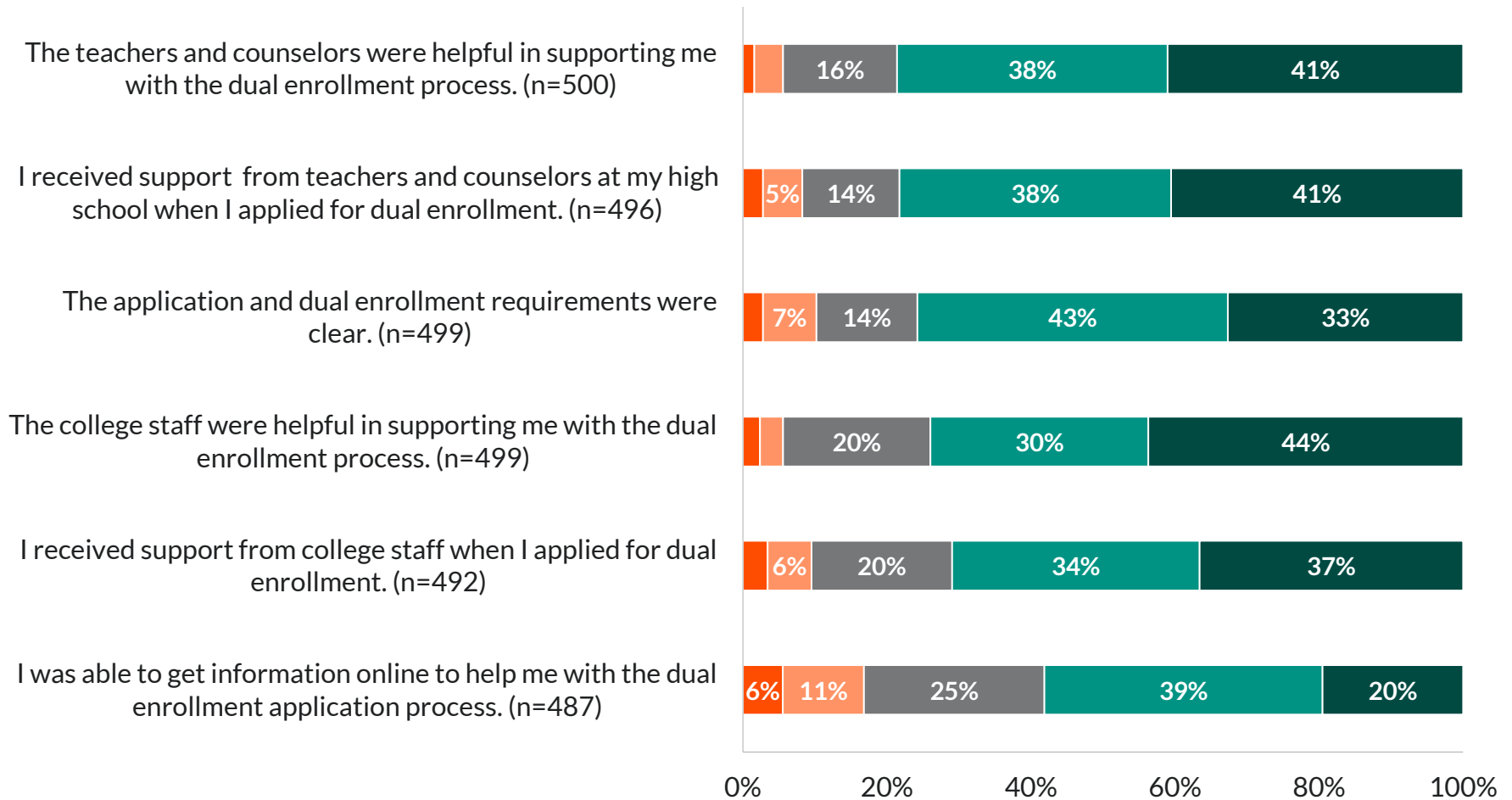
■ Not at All Familiar
 ■ Slightly Familiar
 ■ Moderately Familiar
 ■ Very Familiar
 ■ Extremely Familiar



SUPPORT DURING THE DE PROCESS

Please rate your level of agreement with the following statements.

■ Strongly Disagree
 ■ Somewhat Disagree
 ■ Neither Agree nor Disagree
 ■ Somewhat Agree
 ■ Strongly Agree

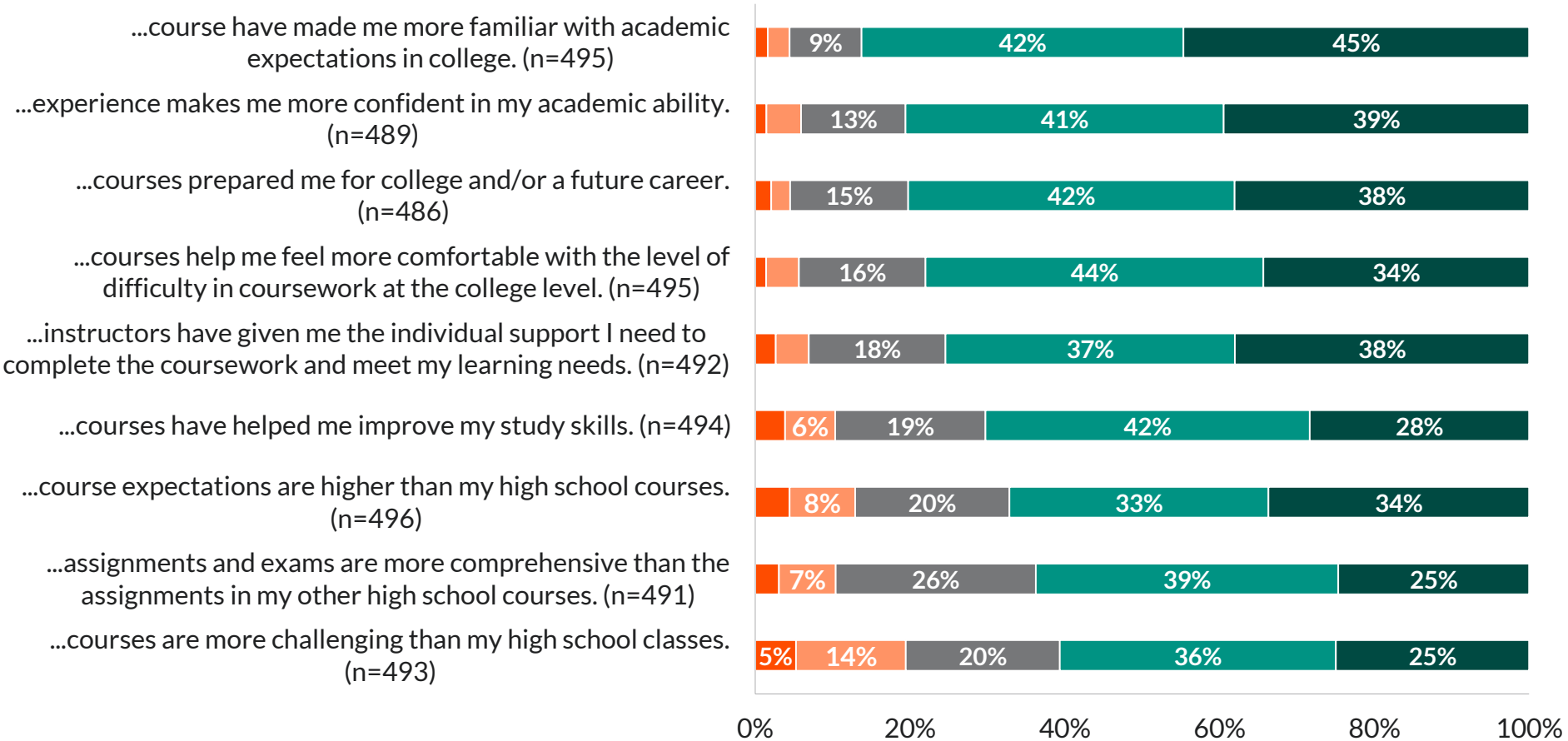


EFFECTIVENESS OF DE

Please rate your level of agreement with the following statements.

"My dual enrollment..."

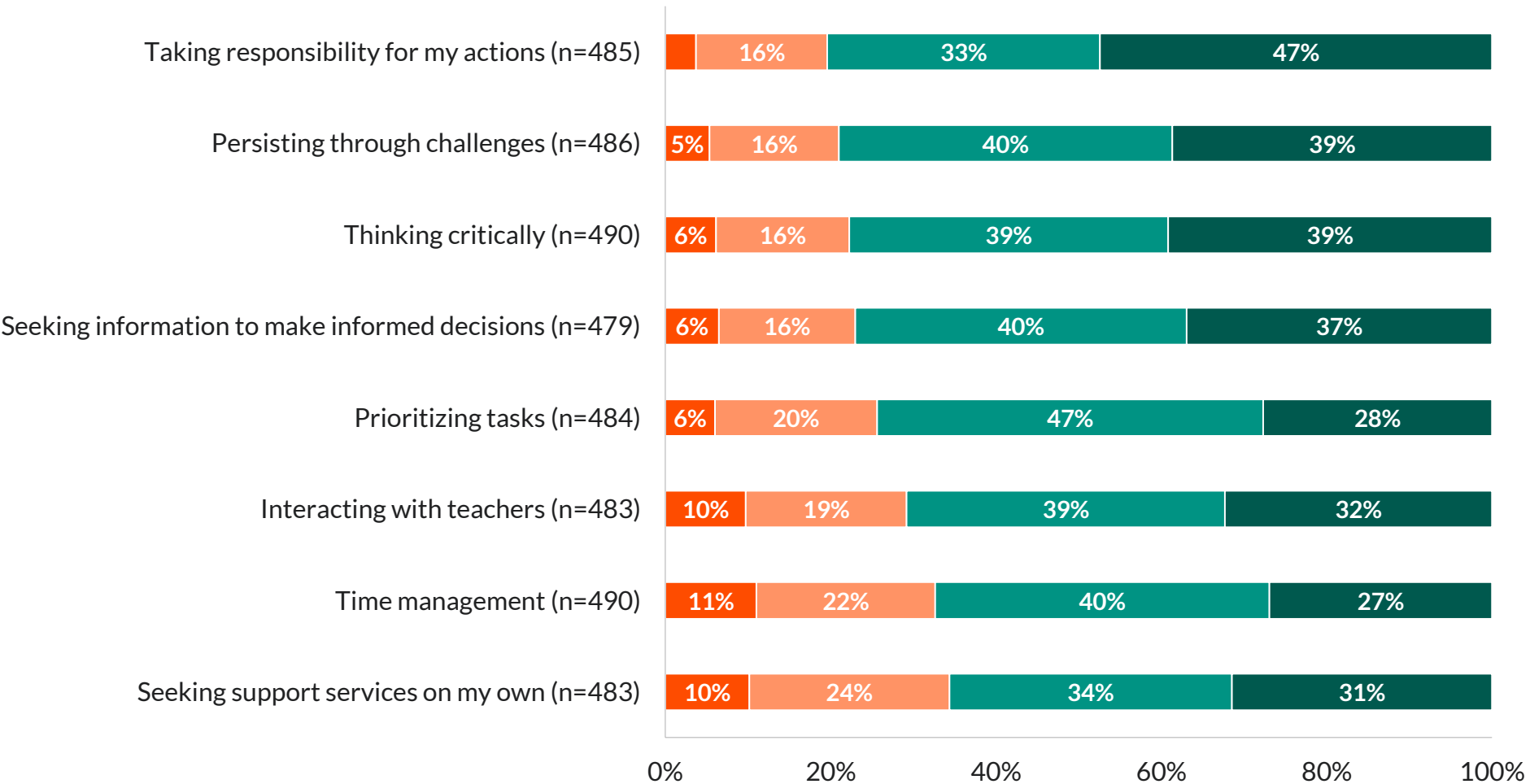
■ Strongly Disagree
 ■ Somewhat Disagree
 ■ Neither Agree nor Disagree
 ■ Somewhat Agree
 ■ Strongly Agree



IMPROVEMENTS DUE TO DE

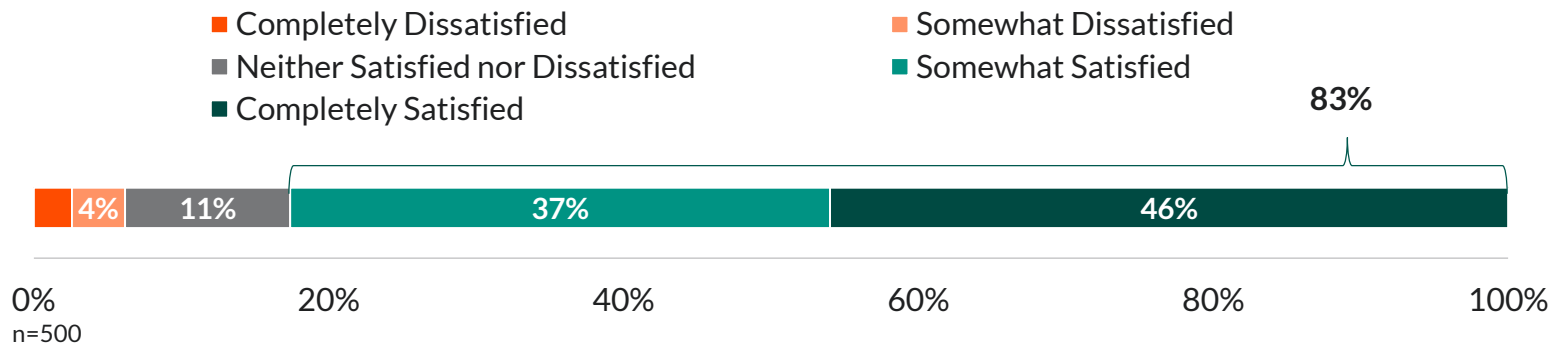
How has your experience in dual enrollment helped you improve in the following areas?

■ Did Not Improve
 ■ Slightly Improved
 ■ Moderately Improved
 ■ Greatly Improved

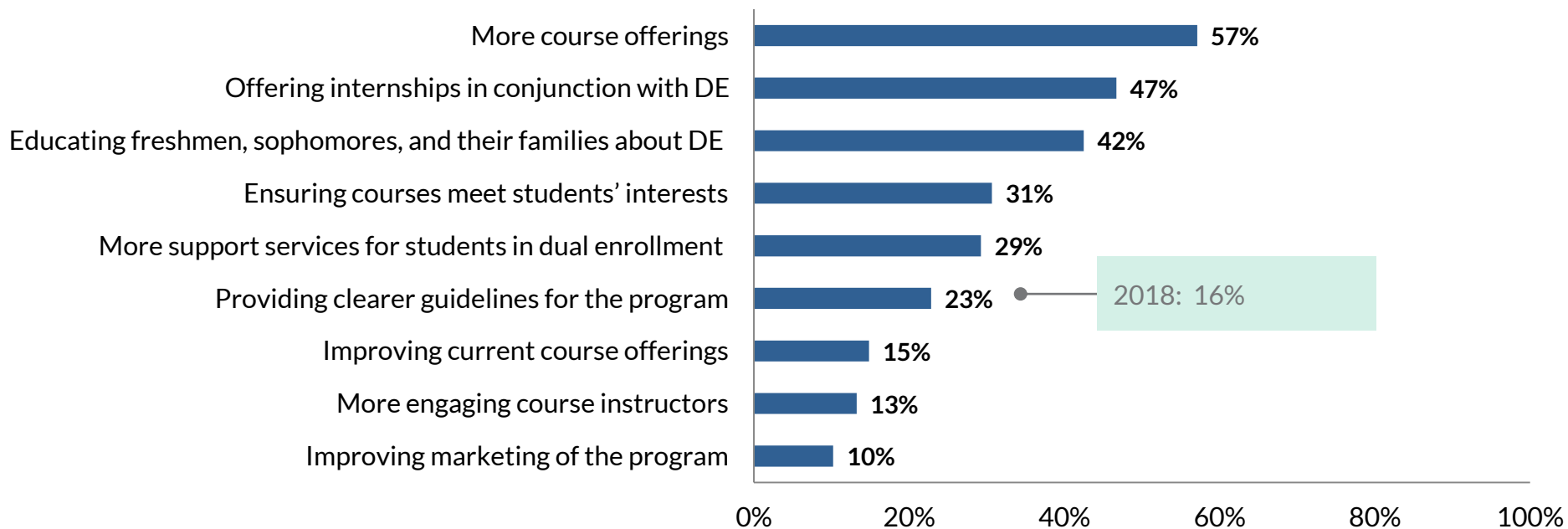


OVERALL SATISFACTION WITH DE AND AREAS FOR IMPROVEMENT

How would you rate your overall level of satisfaction with your dual enrollment experience?



Which of the following changes do you feel would lead to the biggest improvement in the dual enrollment program?



n=499



HIGHER EDUCATION

Note: The response items in the chart above have been abbreviated. For full response options, please refer to the accompanying data supplement

KEY FINDINGS

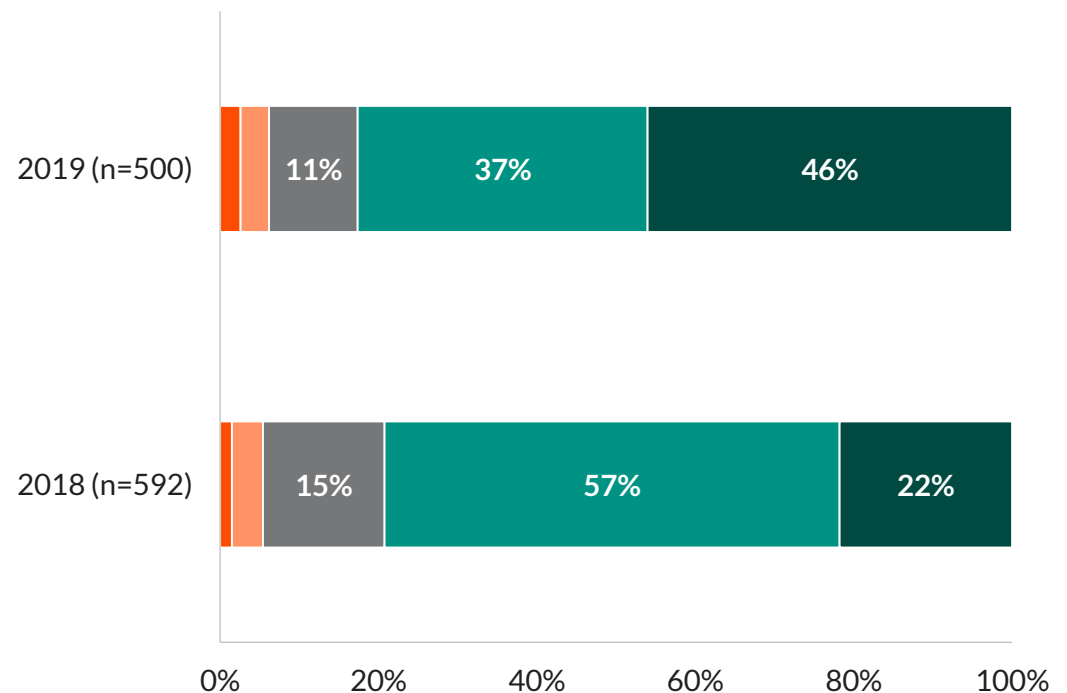
KEY FINDINGS: OVERALL SATISFACTION WITH DE

Respondents are satisfied with DE program and found it useful.

- 83% of all respondents from the current school year (2019) are “*somewhat*” or “*completely satisfied*” with the DE program.
 - The percentage of respondents who report that they are “*completely satisfied*” with their DE experience increased from 22% in 2018 to 46% in 2019.
- Respondents value being able to “ease in” to college classes through DE.
 - Most respondents in the DE program are only taking one DE course at a time.
 - A majority of respondents became “*very*” or “*extremely familiar*” with the **consequences of missing class, successful study habits, and the expectations of college-level coursework** as a result of their DE experience.
 - 81% of respondents agree that their DE experience made them more confident in their academic abilities.
- Respondents value DE so much that they would like to see it expanded—a majority of respondents (57%) would like to see the DE program offer more course offerings, and just under half (47%) would like DE to offer internship/training opportunities.

How would you rate your overall level of satisfaction with your dual enrollment experience?

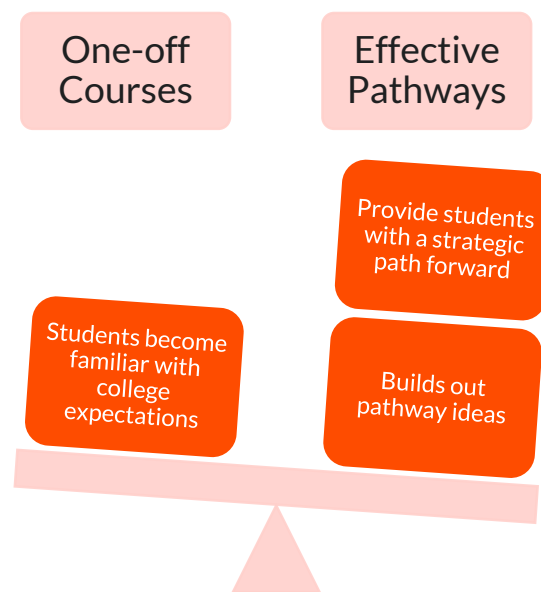
- Completely Dissatisfied
- Somewhat Dissatisfied
- Neither Satisfied nor Dissatisfied*
- Somewhat Satisfied*
- Completely Satisfied*



BREAK-OUT: “EASE IN”

- Respondents value being able to “ease in” to college classes through DE.
 - Most respondents in the DE program are only taking one DE course at a time.
 - A majority of respondents became “very” or “extremely familiar” with the consequences of missing class, successful study habits, and the expectations of college-level coursework as a result of their DE experience.
 - 81% of respondents agree that their DE experience made them more confident in their academic abilities.

How do we help weigh the balance between helping students ease into college courses and providing a consistent and effective pathway?



LONGITUDINAL ANALYSIS

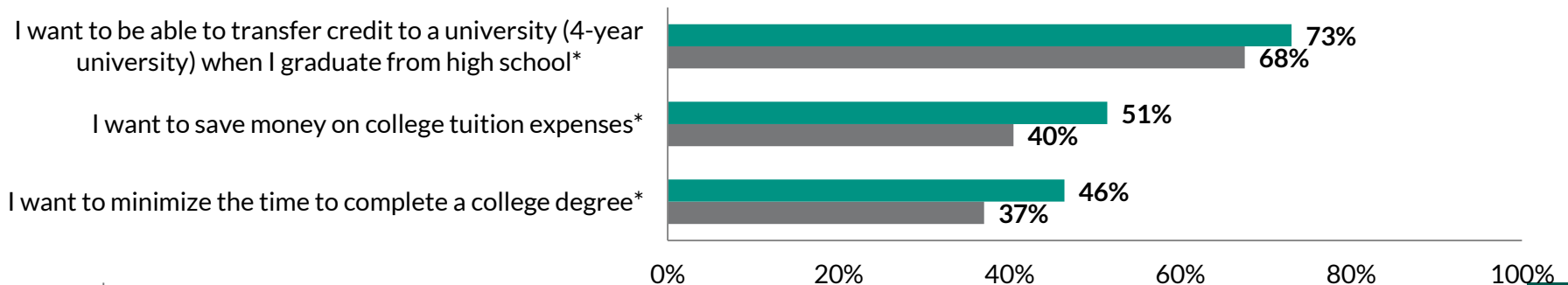
KEY FINDINGS: CHANGES SINCE 2018 (1/2)

2019 respondents have a more positive view of DE when compared to 2018 respondents.

- Respondents in 2019 are more likely to indicate that they chose to take DE courses in order to *transfer credit to a 4-year university, to save money on tuition expenses, and to minimize the time it takes to complete a college degree.*
- Respondents in 2019 indicate that they were more familiar (i.e., “very” or “extremely familiar”) with several aspects relating to DE **prior to enrolling.**
 - Application process (20% vs. 15%)
 - Expectations of college courses (42% vs. 35%)
 - Grading process (38% vs. 30%)
 - Tracking performance (i.e. grades, transcripts, GPA) (48% vs. 39%)
- Respondents in 2019 indicate that are more familiar (i.e., “very” or “extremely familiar”) with the following college skills **as a result of DE.**
 - Expectations of college-level coursework (59% vs. 53%)
 - Study habits to be successful in college (61% vs. 53%)
 - The consequence of missing class (65% vs. 57%)

Why did you choose to take dual enrollment courses?

■ 2019 (n=519) ■ 2018 (n=613)



KEY FINDINGS: CHANGES SINCE 2018 (2/2)

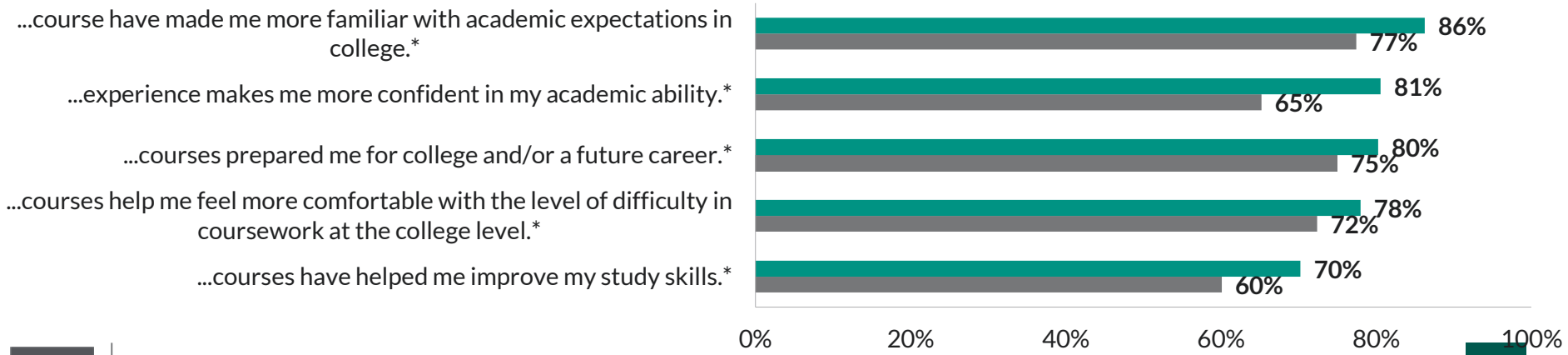
2019 respondents have a more positive view of DE when compared to 2018 respondents.

- Respondents in 2019 are more likely to agree (i.e., “somewhat” or “strongly agree”) that...
 - The application and DE requirements were clear (76% vs. 69%)
 - DE courses prepared them for college and/or a future career (80% vs. 75%)
 - DE courses helped them improve their study skills (70% vs. 60%)
 - DE experience made them more confident in their academic ability (81% vs. 65%)
 - DE experience made them more familiar with academic expectations in college (86% vs. 77%)
 - DE experience made them feel more comfortable with the level of difficulty in coursework at the college level (78% vs. 72%)
- Respondents in 2019 were more likely to participate in an information/orientation session prior to beginning DE (67% vs. 48%).
- Respondents in 2019 are more likely believe that an area of improvement in the DE program is *providing clearer guidelines for the program* (23% vs. 16%).

My Dual Enrollment...

(% "Somewhat agree" + % "Strongly agree")

■ 2019 (n=486-495) ■ 2018 (n=576-585)



KEY FINDINGS: SATISFACTION LEVEL

Respondents that are “*neither satisfied nor dissatisfied*” with their DE experience are generally less familiar with the DE program.

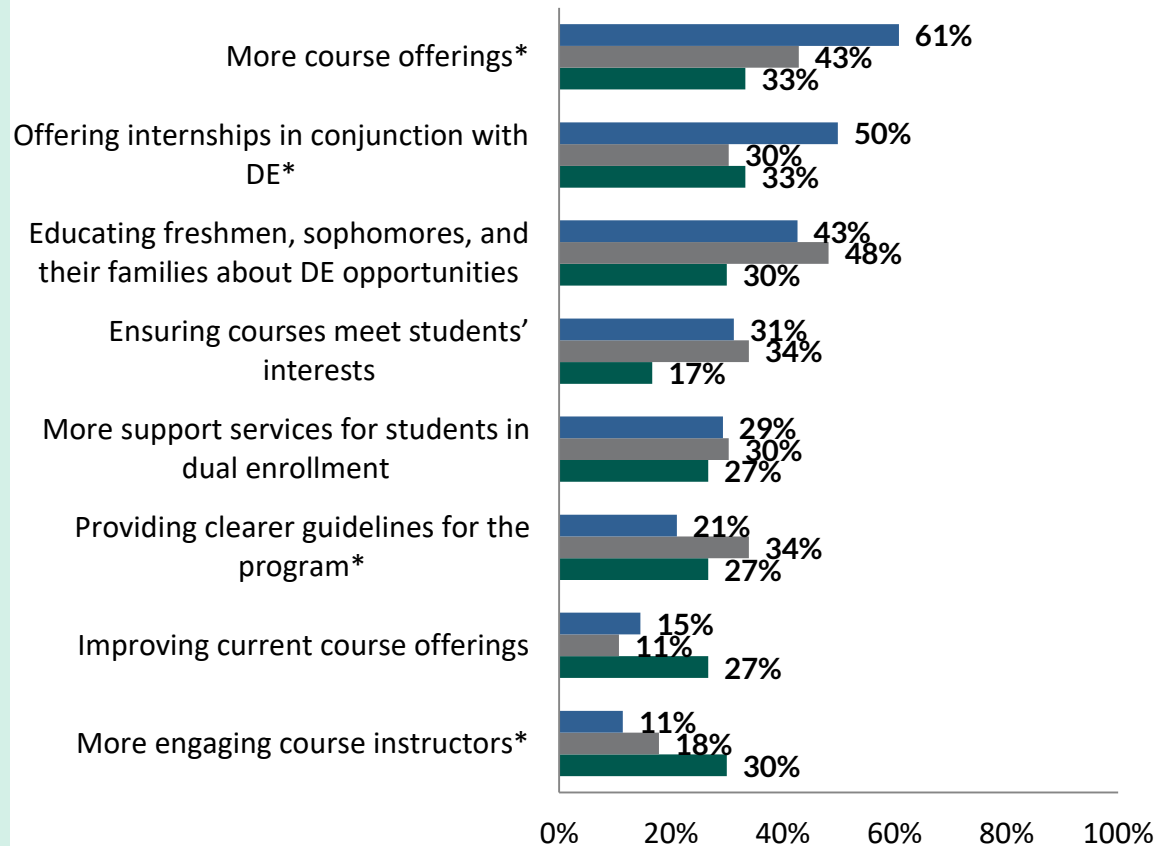
- They are less likely than either *satisfied* and *dissatisfied* students to indicate that they are familiar with specific DE and college-related concepts (e.g., application process, registering for courses, and the expectations of college coursework) both before and after their DE experiences.
- They are less likely (*when compared to satisfied students*) to attend an information/orientation session prior to beginning their DE program (54% vs. 69%).

Dissatisfied respondents are less likely to find value in the DE program.

- Dissatisfied students are less likely (*when compared to satisfied students*) to have plans to continue their education at a 4-year university (65% vs. 81%).
- Dissatisfied students are less likely (*when compared to satisfied students*) to indicate that their academic skills improved as a result of taking DE courses (e.g., prioritizing tasks, interacting with teachers, thinking critically, etc.).
- When asked how the DE program could be improved, dissatisfied students are less likely (*when compared to satisfied students*) to select **more course offerings** (33% vs. 61%), but they are more likely to select **more engaging course instructors** (30% vs. 11%).

Which of the following changes do you feel would lead to the biggest improvement in the dual enrollment program?

- Students satisfied with DE experience (n=413)
- Students neither satisfied nor dissatisfied with DE experience (n=56)
- Students dissatisfied with DE experience (n=30)[^]



[^]Interpret with caution

BREAK-OUT: FAMILIARITY AND SATISFACTION

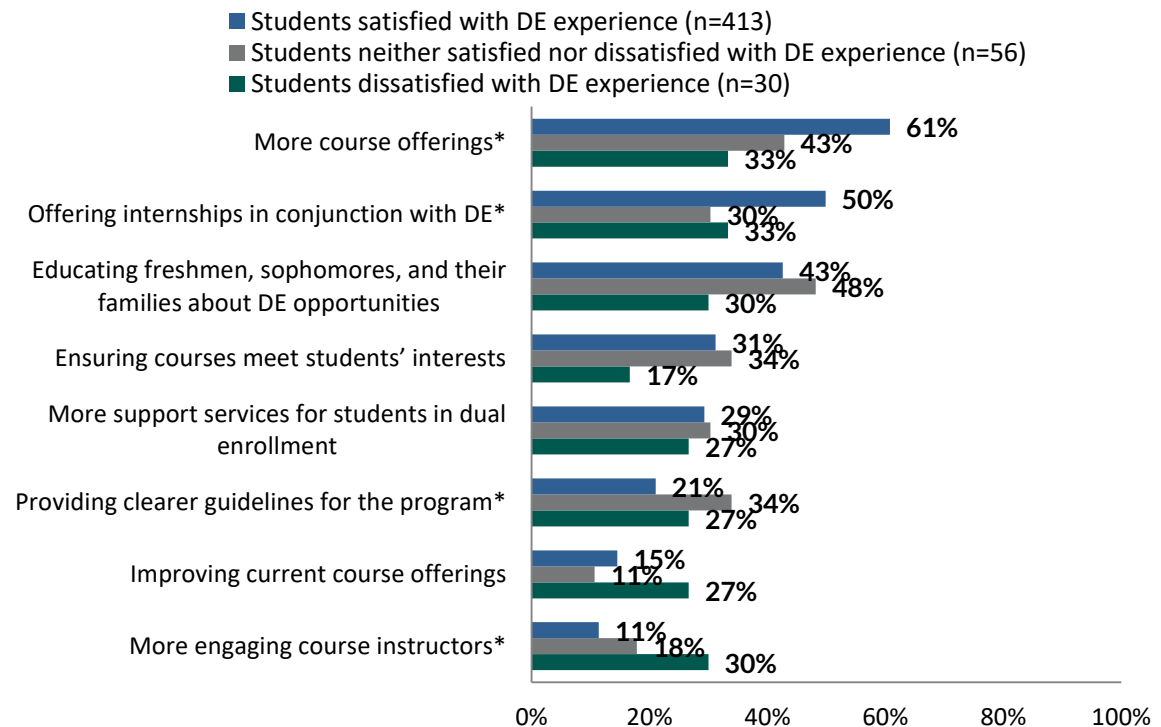
With a clear tie between familiarity and satisfaction, how do we improve upon student awareness of DE as well as the pathways?

How can we improve program information sessions and components related to programs to continue increasing satisfaction?

Respondents that are “*neither satisfied nor dissatisfied*” with their DE experience are generally less familiar with the DE program.

- They are less likely than either *satisfied* and *dissatisfied* students to indicate that they are familiar with specific DE and college-related concepts (e.g., application process, registering for courses, and the expectations of college coursework) both before and after their DE experiences.
- They are less likely (*when compared to satisfied students*) to attend an information/orientation session prior to beginning their DE program (54% vs. 69%).

Which of the following changes do you feel would lead to the biggest improvement in the dual enrollment program?



KEY FINDINGS: AREAS FOR IMPROVEMENT

Although respondents are highly satisfied with the DE program, there are two main areas for improvement.

DE Information Sessions

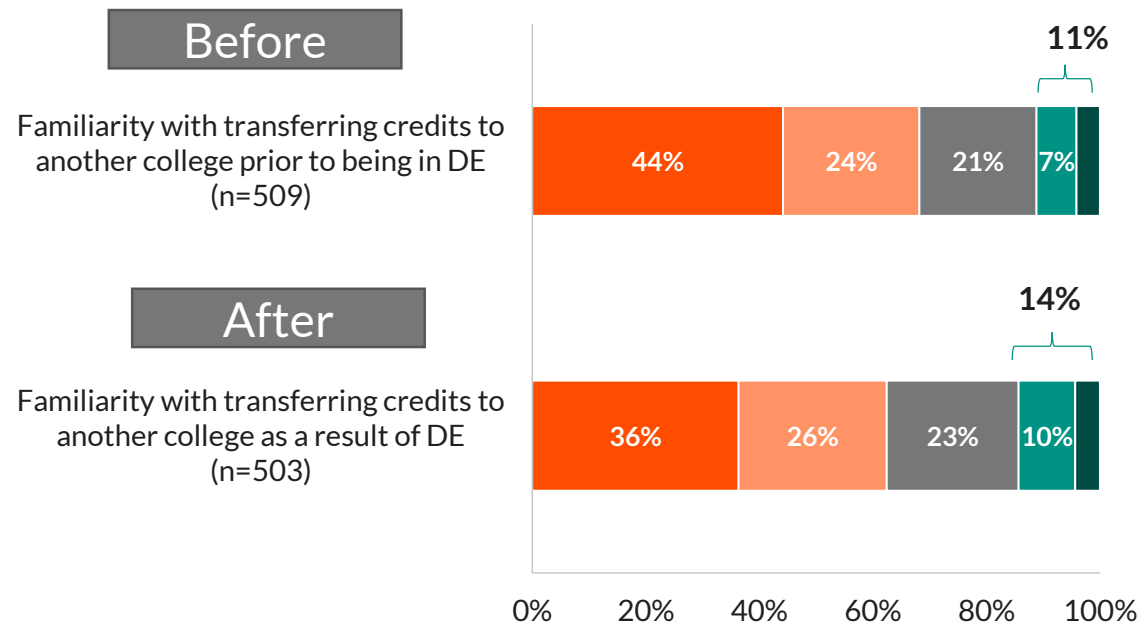
- Despite improving significantly since 2018, a third of respondents (33%) indicate that they did not participate in an information/orientation session prior to beginning the DE program. The principal reasons include **not being aware of a session** (61%), **not having a session available at their school** (30%), and **scheduling conflicts** (15%).
- Some areas where respondents have relatively little familiarity prior to enrolling in DE include **transferring credit to another college** (see below), the application process, and registering for college courses.

Transfer Credit Process

- Most respondents (73%) indicate that a reason for enrolling in the DE program is to be able to transfer college credit to a 4-year university following HS.
- Almost half of respondents (44%) indicate that they were “*not at all familiar*” with transferring credit to another college **prior to enrolling**.
- Respondents did not markedly improve their familiarity following the DE program. Over a third of respondents (36%) indicate that they are “*not at all familiar*” with learning how to transfer credits to other colleges **as a result** of their DE experience.

Familiarity with DE Before and After DE

- Not at All Familiar
- Slightly Familiar
- Moderately Familiar
- Very Familiar
- Extremely Familiar



RECOMMENDATIONS

RECOMMENDATIONS



Continue encouraging students to attend orientation/information sessions prior to enrolling in the DE program. While participation in the DE orientation/information session has increased since last year, there is still a sizable minority of DE students that do not attend the information session. Since the most commonly cited reason for not attending these sessions is a lack of awareness, consider sending more reminders to students and parents in advance of these sessions. These sessions should address some aspects of DE that respondents are least familiar with, including the application process, college credit transfer, and registering for college courses.

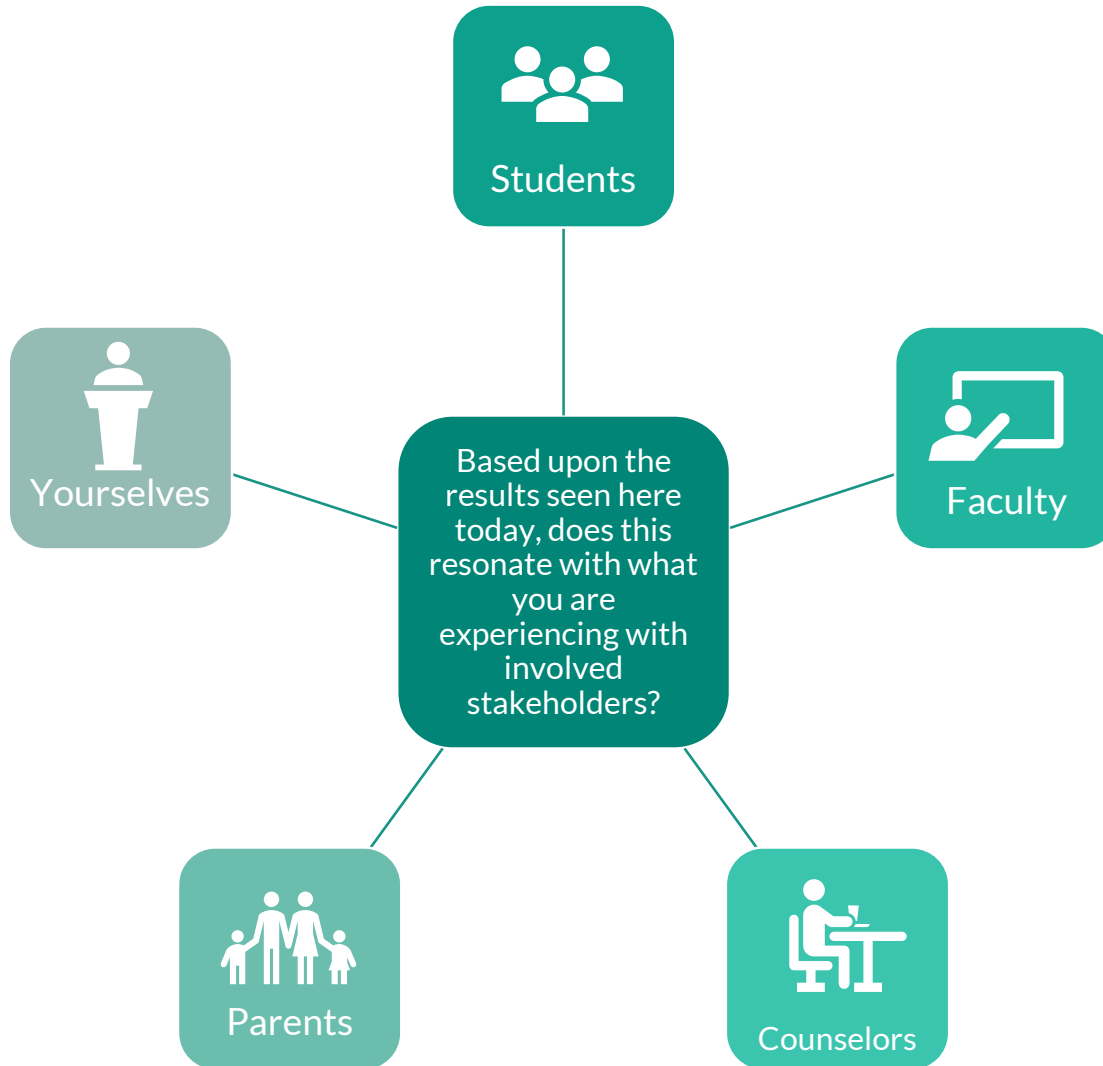


Designate more resources to helping DE students with college credit transfers. The most commonly cited reason for enrolling in DE is to complete college credits that can be transferred to a 4-year university. Despite this, respondents indicate being relatively unfamiliar with the credit transfer process both *before* and *after* their DE program. Consider providing additional training for staff and greater documentation to help when meeting with students to review the process.



Offer more courses and associated pathways to interested students. Over half of respondents indicate that the DE program could be improved by offering more courses. Most respondents have not completed even one DE course, and it's possible that this is because of limited course availability. Additionally, some respondents indicate that they would like to see internships/training programs offered in conjunction with DE. As students identified the desire to see internships/training programs offered two years in a row, colleges should assess whether such an internship/training program for all students, not just CTE students, is possible and consider linking them to related pathways.

WRAP UP





Thank you.

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