

Stop-Out Students Online Survey Presentation of Results

July 2022

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Study Overview

Methodology

- An online survey was created by Graduate Communications using the Question Pro platform. The survey was offered in both English and Spanish to accommodate language of choice.
- Fieldwork occurred from May through mid-June of 2022 with a survey link sent via email to students who didn't complete their educational program at one of the Orange County Community Colleges (stop-out students).
- A total of 595 respondents met this criteria (out of 873 who started the survey) and 509 fully completed their survey. The survey consisted of 16 questions and took an average of 5 minutes to complete.

Sample Characteristics

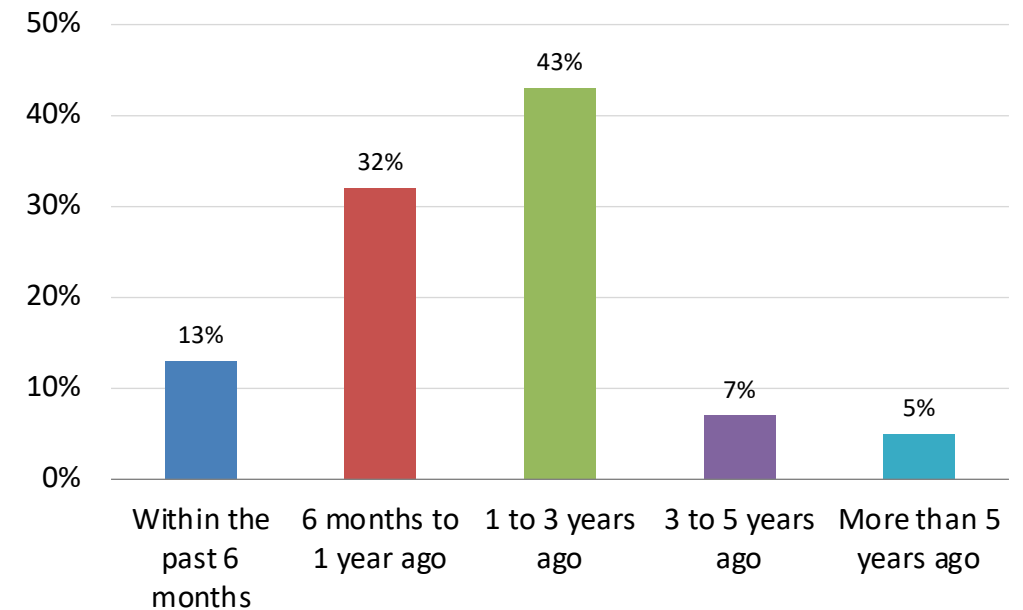
- The sample is well-distributed across age groups with 29% of respondents 25 or younger, 37% age 26 to 50, and 34% age 51 and older.
- The sample is ethnically diverse, skewing Non-Hispanic White (41%) and Hispanic (28%), but with a good representation of Asian/Pacific Islander (15%), multiple race (11%) and Black (5%) respondents.
- The education level varies broadly across respondents: nearly half are high school graduates (45%) with the remaining sample consisting of those with a bachelor's degree (22%), an advanced degree (16%) an associate degree (13%), as well as some who attended high school but didn't graduate (4%).
- Roughly one-third of respondents (30%) were the first in their family to take college-level classes.

Past OCCC Enrollment Information

Past Program Enrollment

- About half of the survey respondents were enrolled at an Orange County Community College (OCCC) within the past year (45%).
- A similar portion of the sample was enrolled 1 to 3 years ago (43%).
- A much smaller group was enrolled more than 3 years ago (12%).

When previously enrolled in OCCC program

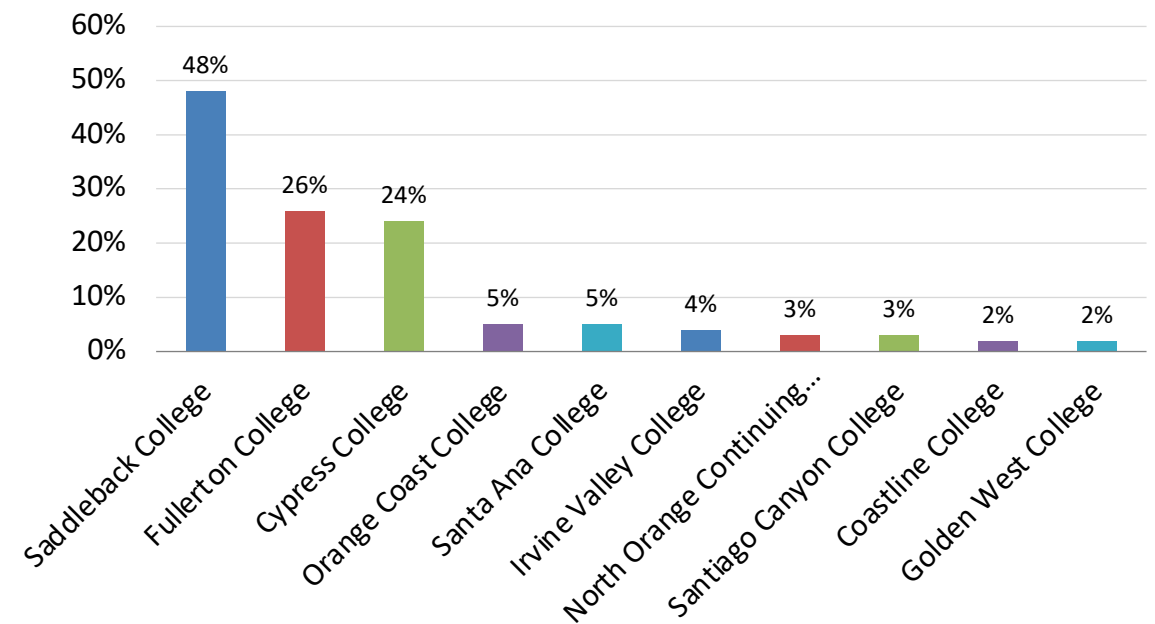


Past Program College

Most of the study participants attended three specific OCCCs:

- Nearly half of respondents were previously enrolled at Saddleback College (48%).
- Roughly one quarter of the sample attended either Fullerton (26%) or Cypress (24%) College.
- All other OCCCs had minimal representation in the study.

Where previously enrolled in OCCC program

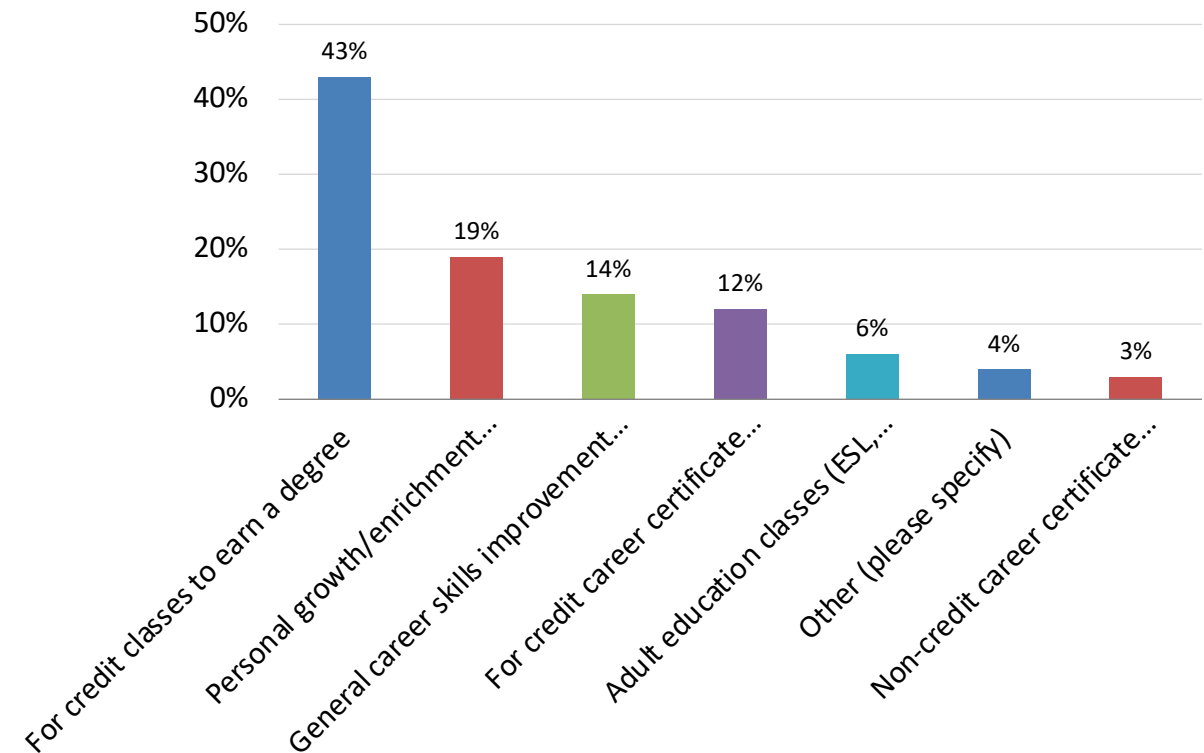


**Adds to more than 100% because some students indicate being enrolled at more than one college.*

Past Program Type

- Nearly half of the sample was enrolled in for credit classes to earn a degree (43%).
- About one-fifth of respondents (19%) were taking personal growth/enrichment classes (Emeritus, etc.).
- The next most popular programs were general career skills improvement (14%) and for credit career certification (12%).

Type of program previously enrolled at OCCC



Key Subgroups Analysis

Younger students and those who are the first in their family to attend college were both much more likely to have been enrolled in for credit classes to earn a degree before stopping out.

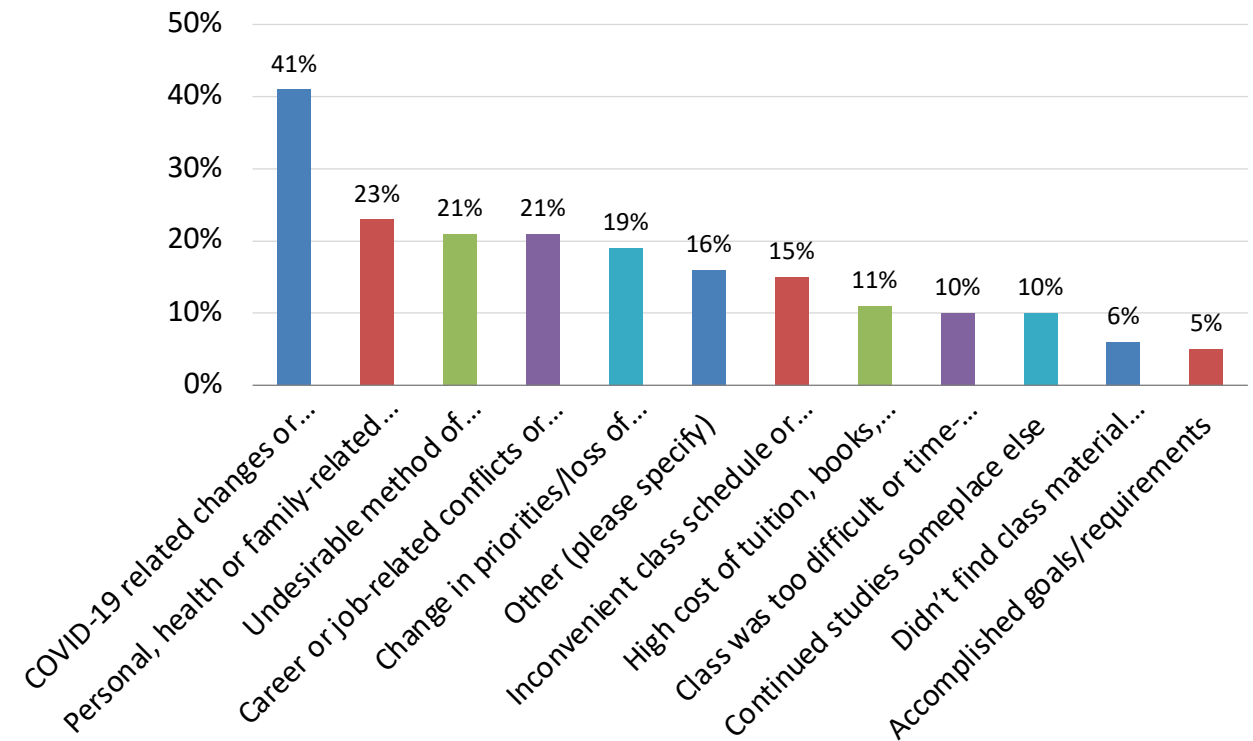
	Total Sample		25 or younger (n=150)		First to attend college (n=158)
For credit classes to earn a degree	43%		67%		61%
Personal growth/enrichment classes (Emeritus, etc.)	19		2		9
General career skills improvement (not specific degree or certificate)	14		9		8
For credit career certificate program	12		11		13
Adult education classes (ESL, citizenship, etc.)	6		3		4
Other (please specify)	4		6		3
Non-credit career certificate program	3		2		2

Reason(s) for Discontinuing Program

Respondents cite a broad range and often multiple reasons for not completing their OCCC program:

- The most frequent justification is due directly to COVID-19 related changes, challenges or cancellations (41%).
- Either personal/family-related (23%) or career/job-related (21%) conflicts or limitations were also common.
- Some cite an undesirable method of instruction (online or in-person) (21%) or inconvenient class schedule (15%).
- A general change in priorities/loss of motivation was also a factor (16%).
- "Other" reasons given (16%) were often related to the college (inferior teacher, poor communication, strict health policies, etc.) or moving out of the area.

Reasons for discontinuing OCCC program



*Multiple responses allowed, does not add to 100%.

Key Subgroups Analysis

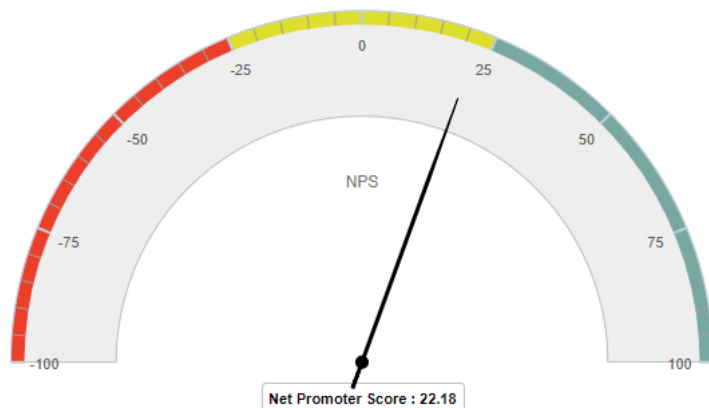
- Younger students were more likely to discontinue their OCCC program due to a change in priorities, the shift to online classes during the pandemic, or they decided to continue their studies elsewhere.
- First to attend college students often stopped out because of career or job-related responsibilities or conflicts.

	Total Sample	25 or younger (n=150)	First to attend college (n=158)
COVID-19 related changes or cancellations	41%	45%	44%
Personal, health or family-related reasons	23	26	25
Undesirable method of instruction	21	27	20
Career or job-related conflicts or limitations	21	23	27
Change in priorities/loss of motivation	19	32	22
Other (please specify)	16	13	13
Inconvenient class schedule or lack of availability	15	15	18
High cost of tuition, books, materials	11	14	15
Class was too difficult or time-consuming	10	13	10
Continued studies someplace else	10	23	8
Didn't find class material useful/interesting	6	9	5
Accomplished goals/requirements	5	5	4

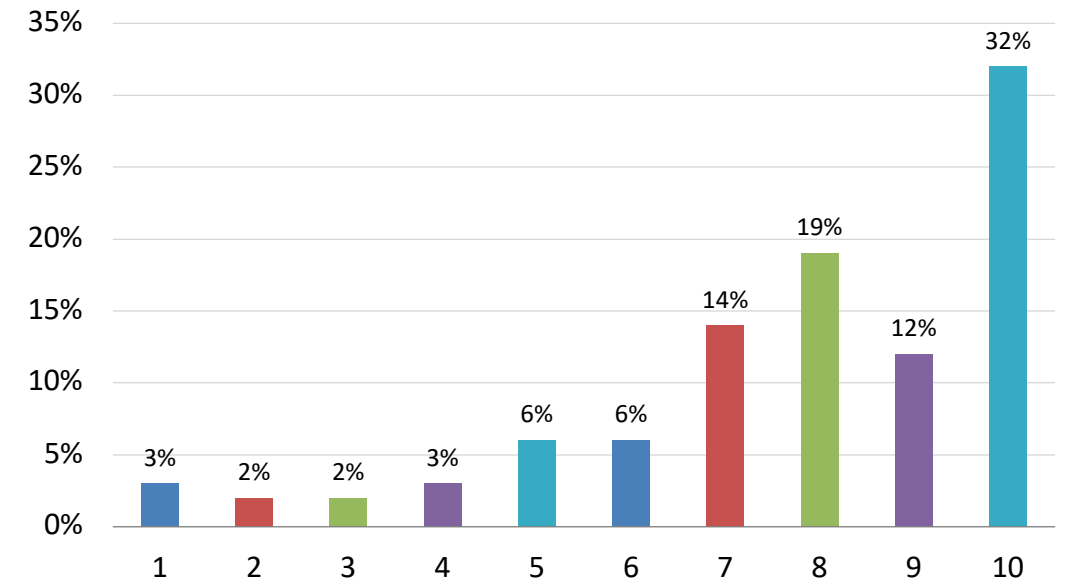
Satisfaction with Discontinued Program

Encouragingly, satisfaction with their past OCCC program is typically moderate to high:

- 44% of the sample is classified as “promoters” (top 2 box ratings) with nearly one third of respondents rating their past program a “10.”
- 33% of respondents are described as “passive” with scores of “7” or “8.”
- 22% of the sample are considered “detractors,” with ratings of “6” or lower.



Satisfaction with past OCCC program



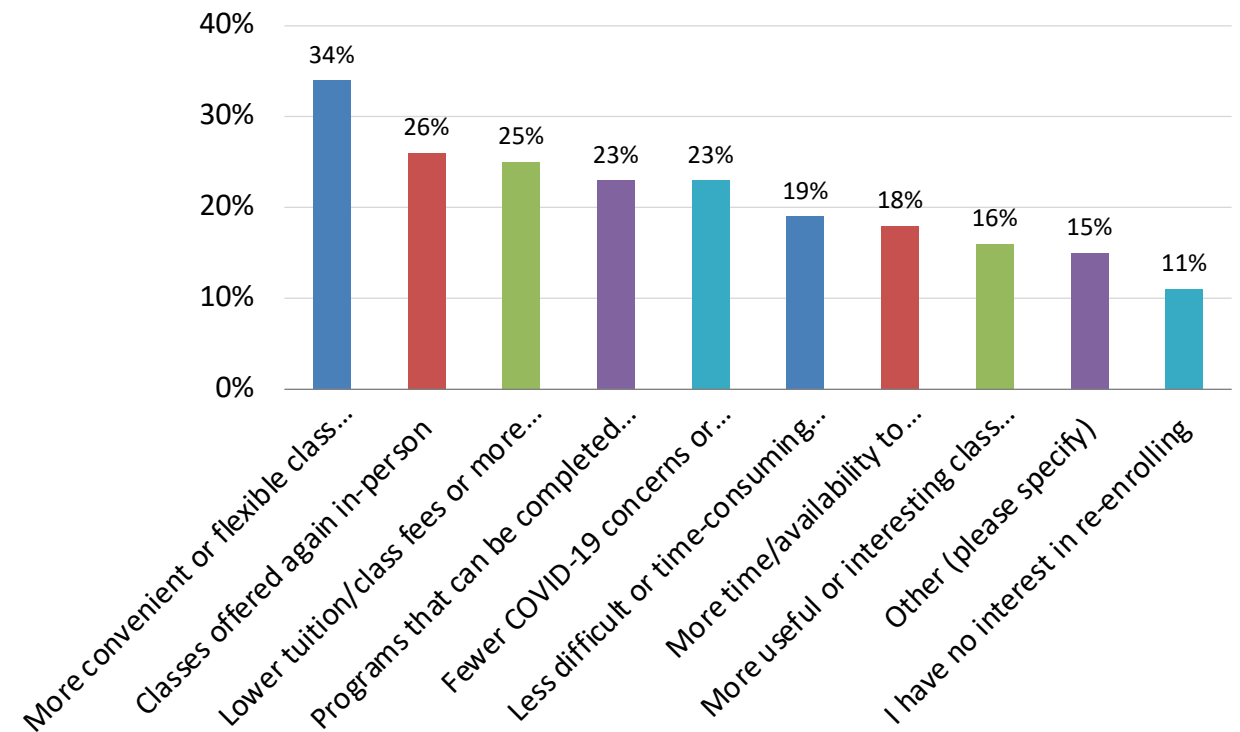
Future Interest in Attending an Orange County Community College

Desired OCCC Improvements

Most respondents indicate that many of the proposed changes would influence their decision to re-enroll at an OCCC:

- The most popular improvement is more convenient or flexible class schedules (34%).
- The next most common choices are classes being offered in-person again (26%) and lower tuition/fees (25%).
- Programs that can be completed more quickly and fewer COVID-related issues are also motivating (23% each).
- Common “other” responses (15%) include offering classes online, higher quality instructors, easier registration, as well as some who already have or plan to re-enroll.
- Only 11% of the sample indicated no interest in re-enrolling regardless of improvements.

Desired changes to consider re-enrolling



*Multiple responses allowed, does not add to 100%.

Key Subgroups Analysis

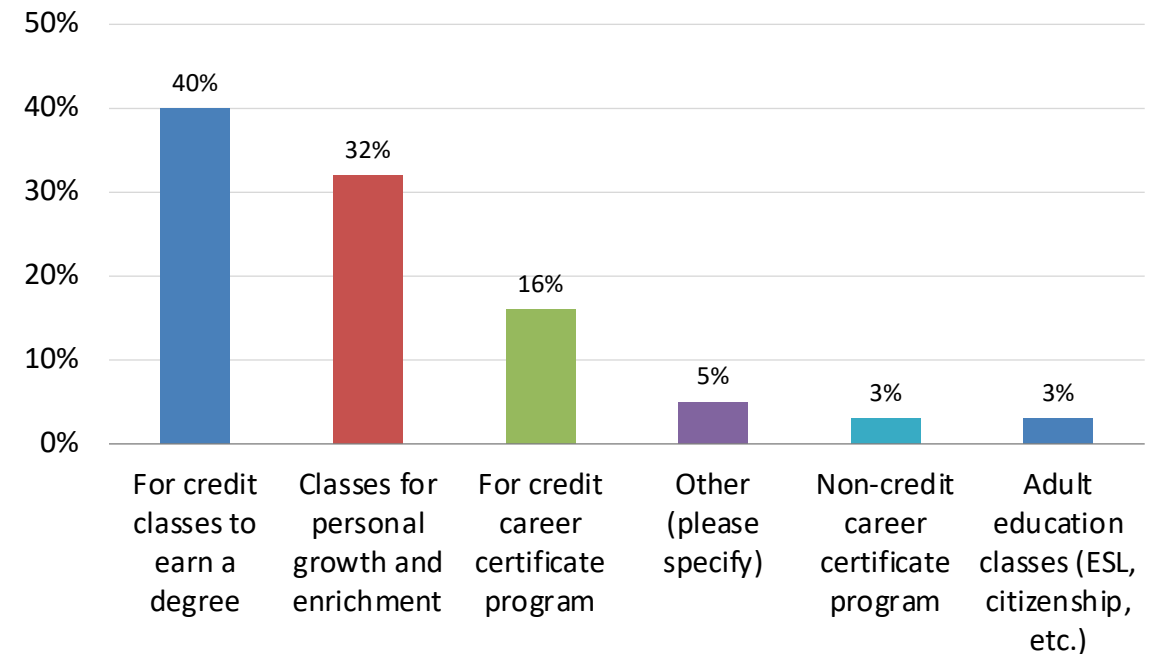
- Younger students are more motivated by numerous OCCC improvements such as lower tuition costs, faster programs, fewer COVID concerns or restrictions, more interesting class topics, as well as having more time to continue their studies.
- First to attend college students are particularly interested in more convenient class schedules, lower education costs and faster programs.

	Total Sample		25 or younger (n=150)		First to attend college (n=158)
More convenient or flexible class schedules	34%		38%		41%
Classes offered again in-person	26		26		27
Lower tuition/class fees or more financial aid	25		37		31
Programs that can be completed more quickly	23		32		29
Fewer COVID-19 concerns or restrictions	23		31		25
Less difficult or time-consuming class requirements	19		24		22
More time/availability to continue with classes	18		27		18
More useful or interesting class topics	16		25		17
Other (please specify)	15		7		15
No interest in re-enrolling	11		15		6

Programs of Interest

- For credit classes to earn a degree have the greatest interest (40%).
- About a third of respondents (32%) would most likely consider personal growth/enrichment classes, far higher than past enrollment.
- A for credit career certification program is third most popular (16%).
- Many of the “other” responses suggest consideration of multiple types of classes.

Type of program most likely to consider in the future



Key Subgroups Analysis

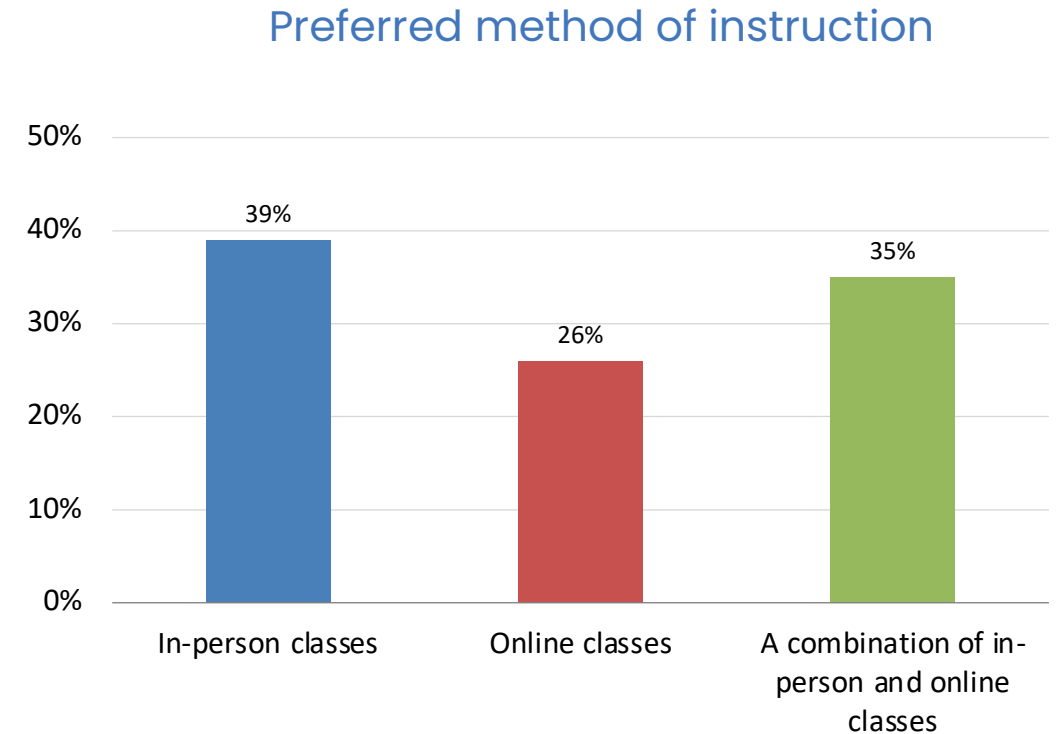
Younger students and those who are the first in their family to attend college are both much more likely to re-enroll in for credit classes to earn a degree.

	Total Sample		25 or younger (n=150)		First to attend college (n=158)
For credit classes to earn a degree	40%		63%		59%
Classes for personal growth and enrichment	32		12		16
For credit career certificate program	16		19		20
Other (please specify)	5		3		3
Non-credit career certificate program	3		4		1
Adult education classes (ESL, citizenship, etc.)	3		0		2

Method of Instruction

The preferred method of instruction generally includes in-person classes.

- The strongest preference is for classes to be offered only in-person (39%).
- Roughly one-third of respondents (35%) would prefer a combination class types.
- Only a quarter of the sample would prefer online classes only (26%).



Key Subgroups Analysis

Particularly younger students would like the added convenience of having classes offered both in-person and online.

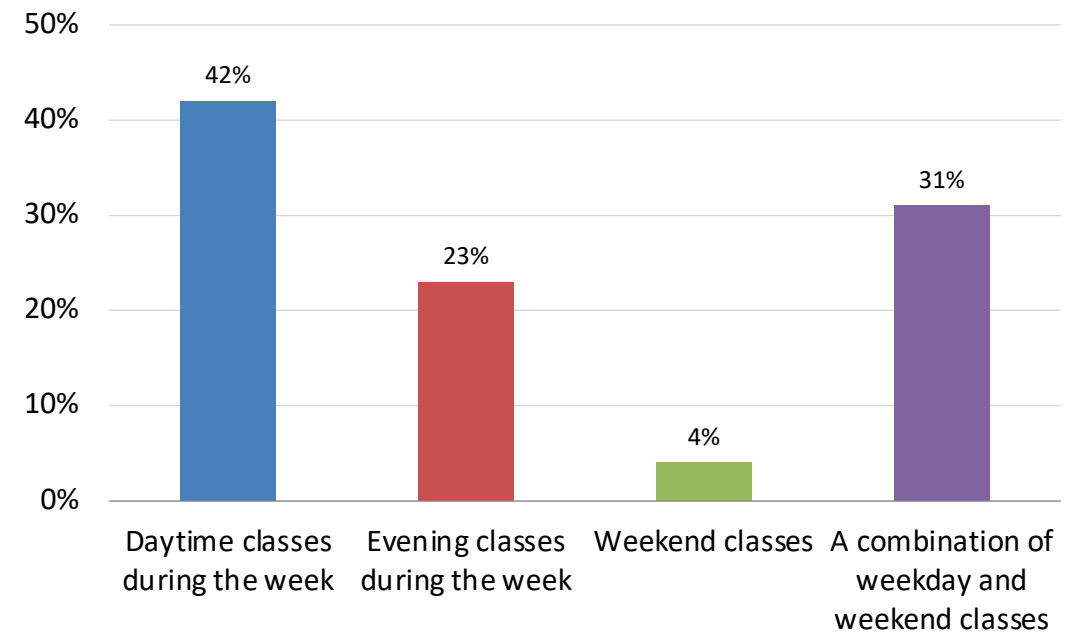
	Total Sample		25 or younger (n=150)		First to attend college (n=158)
In-person classes	39%		34%		37%
Online classes	26		21		24
A combination of in-person and online classes	35		45		39

Class Schedule

The desired class schedule is somewhat mixed:

- Daytime classes during the week are most often preferred (42%).
- However, nearly one-third of respondents (31%) would prefer a mix of weekday and weekend classes.
- About a quarter of the sample would prefer weekday evening classes (23%).

Preferred class schedule



Key Subgroups Analysis

Younger students are far more interested in attending daytime classes during the week.

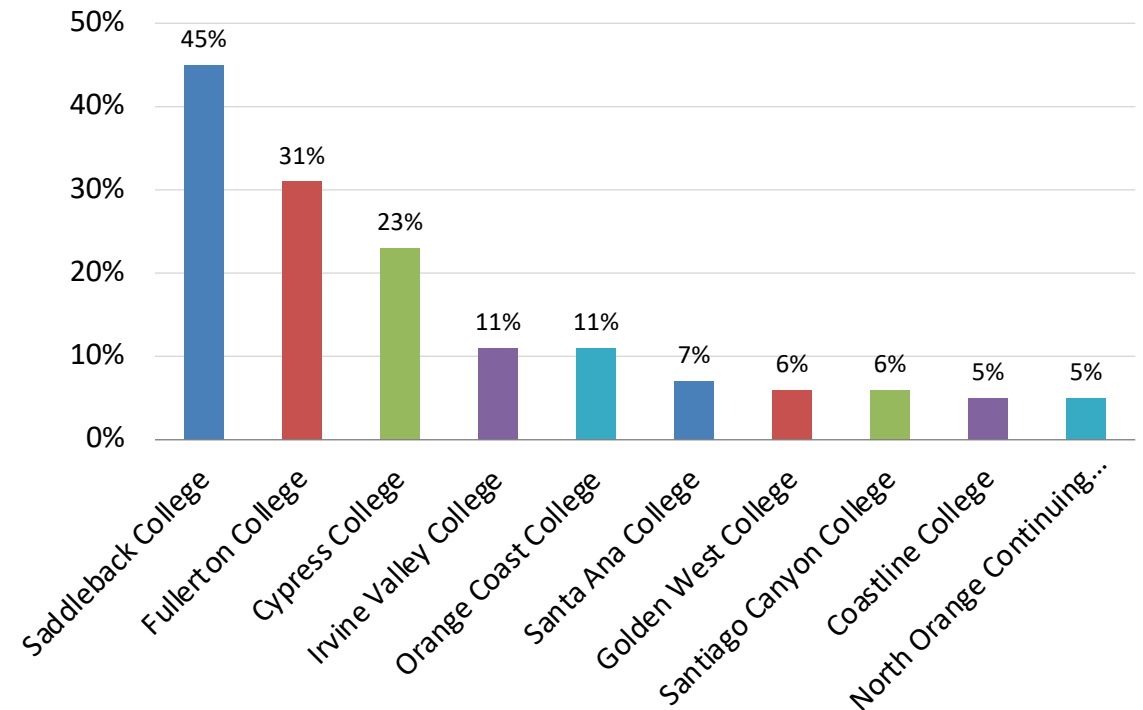
	Total Sample		25 or younger (n=150)		First to attend college (n=158)
Daytime classes during the week	42%		59%		37%
Evening classes during the week	23		16		24
Weekend classes	4		2		5
A combination of weekday and weekend classes	31		23		34

Colleges of Interest

Future consideration of specific OCCC schools aligns with the sample's past enrollment.

- The three colleges with greatest participation in the study are most likely to be considered.
- Future interest in Irvine Valley and Orange Coast Colleges are noticeably higher (11% each)

OCCC schools considered for a future program

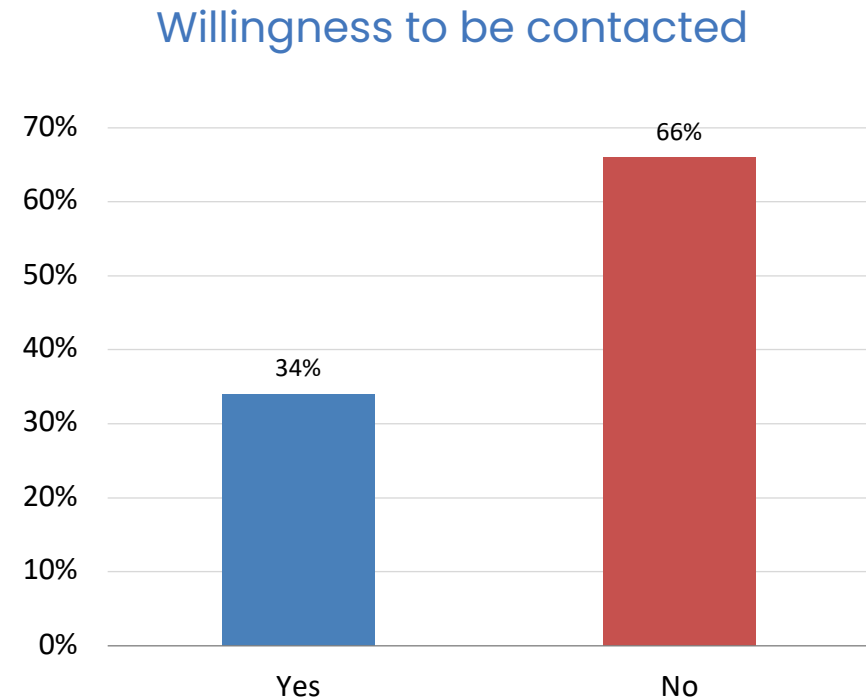


*Multiple responses allowed, does not add to 100%.

Willingness to be Contacted

About a third of the total sample was open to having someone from their preferred OCCC contact them directly to assist with re-enrolling.

- This is consistent with stop-out students aged 25 or younger (33%).
- Those who are first to attend college are even more interested (44%).



Implications & Opportunities

Implications & Opportunities

The ongoing COVID-19 pandemic has been the major contributor to stop-out activity.

- Most of these students were enrolled at an OCCC during the past couple of years after the onset of the pandemic.
- Most attribute their decision to discontinue their studies either directly to COVID-19 or due to resulting personal/career-related changes or the shift to online classes.
- Many of these students were in for-credit programs and may have needed to reprioritize (i.e., earning income, caring for family) during this unprecedented period.

Fortunately, overall favorability and interest in re-enrolling at an OC community college remain quite high.

- Three fourths of the sample were somewhat or very satisfied with their past program prior to discontinuing.
- Roughly one-third of respondents are willing to be contacted directly for assistance with re-enrolling and only a small portion indicates no interest whatsoever.
- Future consideration of for-credit classes to earn a degree is roughly in line with past enrollment, whereas there is a noticeable jump in consideration of personal growth/enrichment classes.

Implications & Opportunities

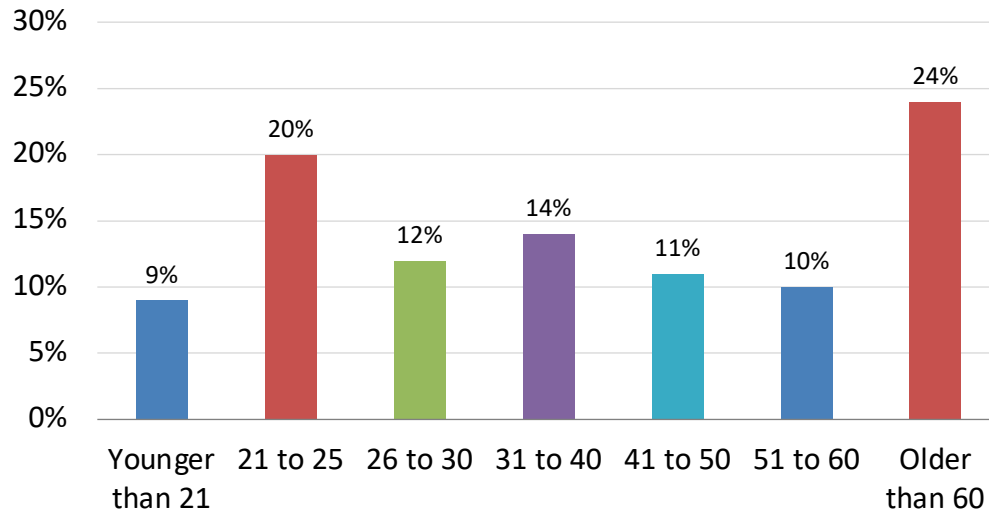
Making some program improvements and/or providing greater flexibility would help to ensure maximum re-enrollment at OCCCs.

- Though many students prefer in-person classes, there are also some who seem to favor the greater comfort and/or convenience of online learning (or a combination of both). Communication campaigns should focus on options available to students.
- Weekday daytime classes are most popular, though offering more flexible and convenient class schedules is strongly desired (perhaps including weekday, weekend and remote options). Communication campaigns should focus on options available to students.
- Making programs more affordable (i.e., reducing tuition/class fees or increasing financial aid), able to be completed more quickly and/or including new areas of study would be highly motivating for high priority student audiences (younger, first generation). Communication campaigns should focus on options available to students.
- Efforts should be made to address more commonly cited complaints unrelated to COVID-19 such as registration issues, poor quality instructors, or inadequate communication or follow-through by the individual colleges.

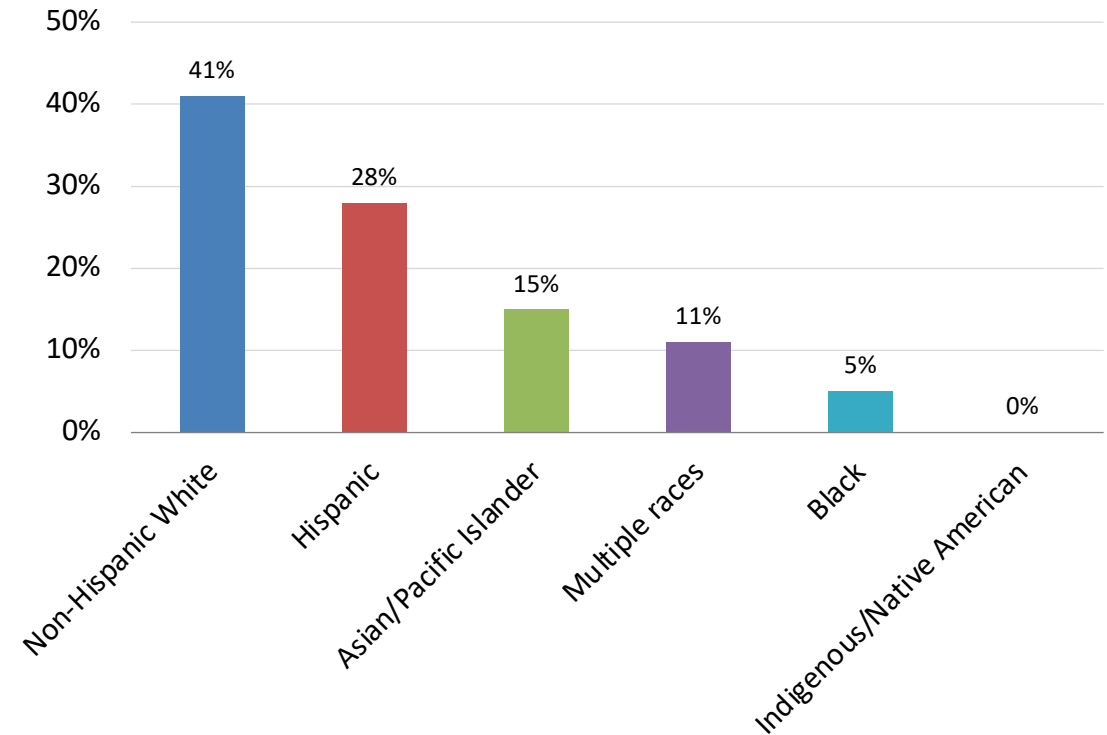
Appendix: Sample Characteristics

Age & Ethnicity

Age composition

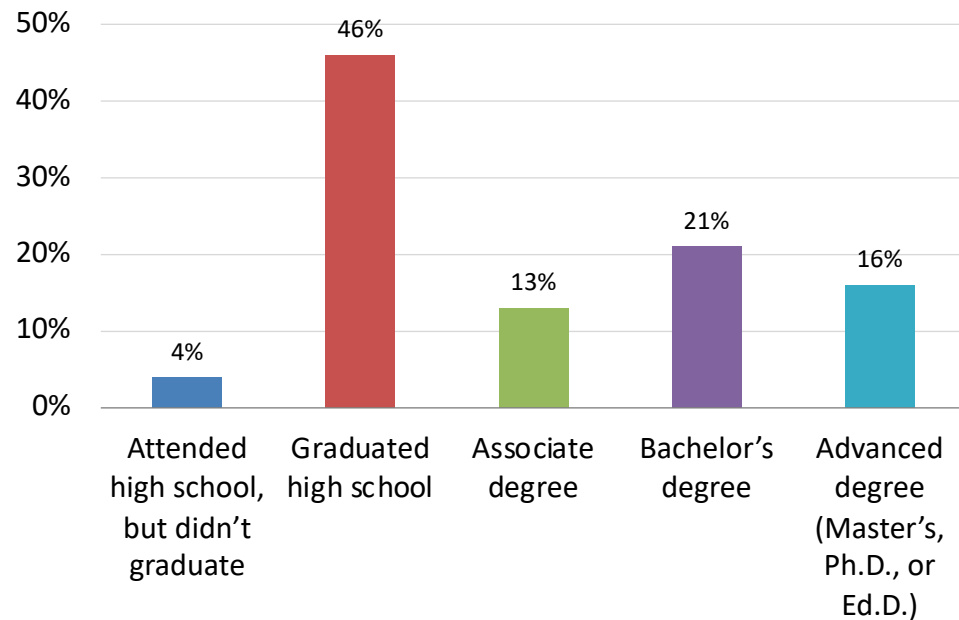


Ethnicity composition

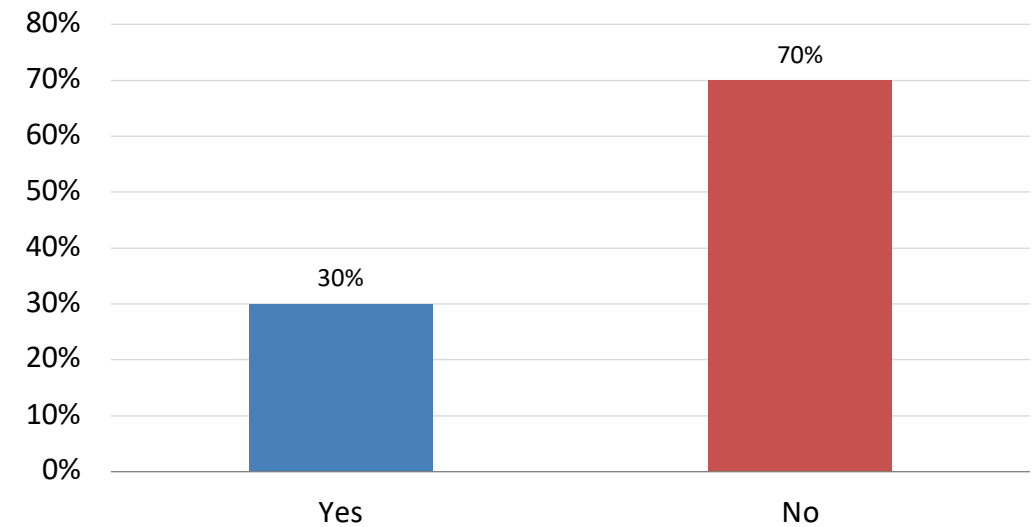


Education & Scholastic History

Highest level of education



First in family to take college-level classes





Thank You!