



Revealing Institutional
Strengths and Challenges

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INSTITUTIONAL REPORT
RISC STUDENT SURVEY SPRING 2023
ANTELOPE VALLEY COLLEGE

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RISC SURVEY OVERVIEW

01

SURVEY DESCRIPTION

The Revealing Institutional Strengths and Challenges (RISC) Survey provides detailed, actionable data about student success, using the latest advances in survey research and technology. Survey results pinpoint where students are experiencing obstacles and identify campus offices that excel in helping students succeed in college. The survey has three main sections.

The survey first asks students about facing challenges during the current semester in five broad areas: academic support services, campus environment, finances and financial aid, succeeding in their courses, and work and personal issues. Each section has multiple challenges, with over 80 unique challenges to student success across the five areas, such as errors with financial aid paperwork, not being told to take a course necessary for their degree, or difficulty using course technology in online classes.

Next, the survey asks students about their interactions with campus offices. Our research indicates that students want office staff who are accessible, concerned about helping them, and able to effectively solve their problem. Students describe five campus offices on these three dimensions; AVC chose the specific offices that appeared in the survey. The survey used office names specific to AVC, so that students saw office names they recognized.

Finally, students provide their overall perceptions of the college. Students are asked if they would recommend the college to a friend, whether the college is a good value, and how well the college is helping them meet their enrollment goals, such as improving job and career opportunities or preparing for a four-year degree.

Students are also given two open-response questions, where they could write out an answer: what is AVC's greatest strength, and if AVC could change one thing to increase student success, what should it change? See your college contact for the written responses to these two questions.

The survey concludes with a section asking about student demographic information.

Interactive and printable versions of the survey can be found at:

<https://www.risc.college/two-year-survey>

SURVEY ADMINISTRATION

The survey was administered in Spring 2023 to 10,489 AVC students. There were 1,390 responses used in this report, for a 13.3% response rate. Median time AVC students spent taking the survey was 8.5 minutes.

The table below provides some background information about your college's benchmark sample. Forty-four 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 27,896 respondents.

Table 1.1 Community colleges in the benchmark sample

Carnegie classification		Urbanicity		Student enrollment	
High Career & Technical	28%	City	48%	Under 1,000	7%
Mixed	41%	Suburb	21%	1,000-4,999	31%
High Transfer	24%	Town	14%	5,000-9,999	31%
Other	7%	Rural	14%	10,000-19,999	24%
				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 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 AVC in Spring 2023 in the five main areas. *Work and personal issues* is the area where your students most frequently reported having challenges, with 65% reporting one or more challenges in this area.

A negative number in the *Diff.* 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

	AVC % ○	Bench. % ■	Diff.	<i>n</i>	
Work and personal issues	65	59	+6	908	
Success in courses	53	52	+1	736	
Finances and financial aid	44	38	+6	611	
Academic support services	43	31	+12	601	
Campus environment	35	18	+17	488	

Notes

Green indicates that AVC has a lower proportion of students reporting a challenge compared to the benchmark sample proportion; red indicates AVC has a higher proportion. Bold indicates a statistically significant difference from the benchmark sample (two-sample test of proportions, $p < .05$). Percentages do not sum to 100 because students could choose multiple challenges across the five topic areas. *n* in table row is the number of students choosing a challenge in that area at your college; overall sample $n=1,390$.

Tables 2.2 to 2.6 provide more detail about student challenges. For example, if a student answered “yes” to “Paying college and living expenses”, they were prompted with a follow-up question:

Where did you have issues paying expenses? Please check all that apply.

- Tuition and fees
- Paying college and living expenses
- Living expenses (housing, food, healthcare)
- Childcare
- None of the above

To help uncover where your students are facing challenges, we rank the major categories of challenges in descending order. We then rank the more specific challenges within each major category in descending order.

For example, 65% of your students chose one or more challenges in the major category of *Work and personal issues*. The most common subcategory was *Family*, with 41% choosing challenges in this subcategory. The most common specific challenge within the *Family* subcategory was *Difficulty balancing demands of family and college*, with 31% of your students mentioning this as a challenge to their success. All percentages in these tables are calculated as the percentage of the entire respondent sample.

Table 2.2 Challenges with work and personal life

	AVC %	Bench. %	Diff. %	<i>n</i>
Work and personal issues	65	59	+6	908
Family	41	36	+5	563
Difficulty balancing demands of family and college	31	25	+6	435
Difficulty dealing with health of family	16	14	+2	217
Difficulty finding childcare	6	5	+1	81
Family does not support me going to college	4	4	+0	60
None of the above	5	6	-1	65
Work	39	38	+1	541
Work hours do not leave me enough time to study	20	22	-2	282
Work schedule conflicts with classes	16	14	+2	227
Pay is not enough to cover expenses while in school	16	17	-1	225
Work schedule prevents campus resource use	15	13	+2	209
Work schedule is not flexible during the semester	12	10	+2	163
None of the above	6	5	+1	86
Health and disability issues	26	23	+3	361
Emotional/mental health issue	18	16	+2	250
Physical health issue	12	12	+0	160
Campus is difficult to navigate with my disability	2	1	+1	25
Faculty did not provide necessary accomodations	2	1	+1	22
Disability services did not provide necessary support	1	1	+0	17
Pregnancy and childbirth	1	1	+0	11
None of the above	3	2	+1	37
Transportation to campus	23	14	+9	326
Car or carpool not reliable	12	7	+5	163
Travel to campus takes a long time	10	6	+4	138
Public transportation system not reliable	7	4	+3	96
Campus transportation system not reliable	3	1	+2	37
None of the above	4	3	+1	55

Notes

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. Denominator for percentages is the total number of survey respondents; *n* in table row is the number of students choosing a challenge in that area.

Table 2.3 Challenges with success in courses

	AVC %	Bench. %	Diff. %	<i>n</i>
Success in courses	53	52	+1	736
Developmental courses (math, reading, or writing)	24	21	+3	336
Courses were too hard	7	7	+0	97
Did not prepare me for college-level courses	6	4	+2	78
Required to take too many	6	4	+2	78
Courses were too easy	0	1	-1	5
None of the above	11	9	+2	147
Online classes	23	30	-7	319
Difficulty learning the material on my own	12	17	-5	161
Lack of interaction with faculty	10	14	-4	135
Lack of interaction with other students	9	10	-1	126
Difficulty keeping up because no regular class time	8	12	-4	115
Difficulty using course technology	6	8	-2	81
Difficulty taking exams at testing center	2	3	-1	30
None of the above	4	4	+0	52
Doing college-level work	22	20	+2	306
Poor planning and time management skills	12	11	+1	164
Poor study skills	10	9	+1	136
Not motivated to study	10	9	+1	136
Reading or writing assignments were difficult	7	7	+0	95
Required level of math was difficult	6	5	+1	82
Took too many classes	4	3	+1	62
Skipped too many classes	2	1	+1	22
None of the above	2	3	-1	32
Faculty	18	17	+1	252
Did not teach well	11	11	+0	157
Not concerned about my academic success	8	7	+1	108
Feedback on assignments not helpful	8	8	+0	105
Took too long to grade assignments	7	7	+0	92
Not responsive to email	6	6	+0	83
Not helpful outside of class	5	6	-1	68
Not available to meet in person	2	2	+0	23
None of the above	2	3	-1	33

Notes

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. Denominator for percentages is the total number of survey respondents; *n* in table row is the number of students choosing a challenge in that area.

Table 2.4 Challenges with finances and financial aid

	AVC %	Bench. %	Diff. %	<i>n</i>
Finances and financial aid	44	38	+6	611
Paying college and living expenses	38	34	+4	522
Living expenses (housing, food, healthcare)	27	24	+3	369
Books, software, and other supplies	25	19	+6	345
Tuition and fees	17	19	-2	238
Childcare	5	4	+1	67
None of the above	1	1	+0	14
Working with financial aid office	17	13	+4	238
Process was unclear	8	6	+2	112
Difficult to meet with, speak to, or email staff	8	5	+3	107
Unable to answer questions	7	4	+3	98
Delays in getting money	6	5	+1	86
Errors processing financial aid	6	5	+1	80
Gave me wrong information	4	3	+1	51
None of the above	2	2	+0	32
Military and employer tuition benefits	3	2	+1	35
Did not know process for obtaining benefits	1	1	+0	17
Experienced delays receiving benefits	1	1	+0	12
Received wrong information about benefits	1	0	+1	9
None of the above	1	1	+0	11

Notes

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. Denominator for percentages is the total number of survey respondents; *n* in table row is the number of students choosing a challenge in that area.

Table 2.5 Challenges with academic support services

	AVC %	Bench. %	Diff. %	<i>n</i>
Academic support services	43	31	+12	601
Registering for courses	29	17	+12	401
Course not offered at times I needed	16	7	+9	223
Course was offered but full	15	6	+9	210
Course not offered this semester	12	4	+8	163
Had a registration hold	7	4	+3	97
None of the above	5	6	-1	74
Academic advising	20	14	+6	277
Difficult to meet with, speak to, or email advisor	12	8	+4	173
Not told to take necessary course	7	5	+2	101
Told to take unnecessary course	6	3	+3	77
Course/program materials were incorrect	3	2	+1	36
None of the above	4	3	+1	58
Tutoring	11	7	+4	158
Tutors not available when I need assistance	6	3	+3	79
Tutoring hours not convenient	5	3	+2	73
Tutoring not available in the subject area I needed	4	3	+1	59
Tutoring not helpful	2	2	+0	26
None of the above	2	2	+0	29
Computer and science labs	7	6	+1	94
Problems using computers and equipment	2	2	+0	32
Lab hours not convenient	1	1	+0	20
Lab busy when needed	1	1	+0	17
None of the above	3	2	+1	41
Library	6	5	+1	83
Resources I needed not available online	2	1	+1	27
Study spaces not available when needed	1	1	+0	19
Hours not convenient	1	1	+0	19
Staff not helpful	1	1	+0	16
None of the above	2	2	+0	32

Notes

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. Denominator for percentages is the total number of survey respondents; *n* in table row is the number of students choosing a challenge in that area.

Table 2.6 Challenges with the campus environment

	AVC %	Bench. %	Diff. %	<i>n</i>
Campus environment	35	18	+17	488
Parking	27	12	+15	377
Difficulty finding parking on or near campus	20	10	+10	283
Difficulty getting parking pass	7	1	+6	98
Parking on or near campus is too expensive	6	1	+5	83
None of the above	3	2	+1	41
Interactions with other students	12	9	+3	161
Did not know many other students	8	6	+2	105
Did not feel welcome due to my race or ethnicity	2	1	+1	24
Did not feel welcome due to my sexual orientation	1	0	+1	9
Did not feel welcome due to my gender identity	0	1	-1	5
None of the above	3	3	+0	43
Safety and crime	6	3	+3	85
Parking lots not safe	3	1	+2	40
Campus not safe	3	1	+2	38
Was a victim of a crime	1	1	+0	12
None of the above	2	1	+1	27

Notes

Percentages do not sum to 100 because students could choose multiple challenges within this topic area. Denominator for percentages is the total number of survey respondents; *n* in table row is the number of students choosing a challenge in that area.

STUDENT-OFFICE INTERACTIONS

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. Advising/Counseling was the most commonly used office, with 64% reporting using the office during the Spring 2023 semester, followed by Financial Aid Office (46%) and Registration/Student Records (35%).

Table 3.1 Office usage

	AVC % ○	Bench. % ■	Diff.	<i>n</i>	
Advising/Counseling	64	56	+8	884	
Financial Aid Office	46	37	+9	633	
Registration/Student Records	35	29	+6	486	
Student Life/Student Events	14	20	-6	188	
Distance Learning/LMS	9			121	

If students indicated they interacted with an office during the semester, they were asked three questions about their interactions with staff:

How available were [unit name] staff when you interacted with them?

- Very available
- Somewhat available
- Somewhat unavailable
- Very unavailable

How concerned were [unit name] staff about addressing your issue?

- Very concerned
- Somewhat concerned
- Somewhat unconcerned
- Very unconcerned

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

- Very effective
- Somewhat effective
- Somewhat ineffective
- Very ineffective

Results are presented in Table 3.2, which shows the percentage of respondents choosing the top category (*very available/concerned/effective*). Because each college chose the administrative offices for this set of questions, the table only presents benchmark comparisons for an administrative office when at least five other colleges surveyed students about the same type of office.

Table 3.2 Student-administration interactions

	AVC % ○	Bench. % ■	Diff.	<i>n</i>	
					40 50 60 70 80
Advising/Counseling					
Available	53	64	-11	880	
Concerned	51	59	-8	873	
Effective	59	67	-8	866	
Distance Learning/LMS					
Available	66			119	
Concerned	51			115	
Effective	54			114	
Financial Aid Office					
Available	62	64	-2	626	
Concerned	43	52	-9	624	
Effective	57	63	-6	621	
Registration/Student Records					
Available	61	63	-2	483	
Concerned	48	51	-3	479	
Effective	62	64	-2	474	
Student Life/Student Events					
Available	70	74	-4	188	
Concerned	57	57	+0	188	
Effective	67	69	-2	185	

Notes

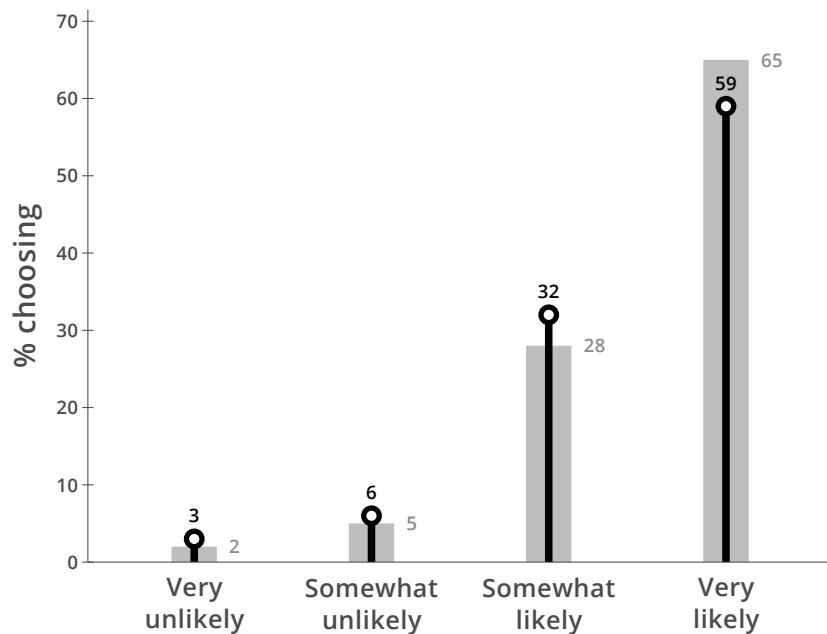
Percentage is the proportion of students rating an office in the top response category (*very available/concerned/effective*). Green indicates that AVC has a higher proportion of students choosing the category compared to the benchmark sample proportion; red indicates AVC has a lower proportion. Bold 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 at your college rating an office on that dimension; i.e., the denominator for the row percentage.

STUDENT VIEWS OF THE INSTITUTION

Besides challenges and office interactions, students were asked several questions about AVC overall.

The first question, “Based on your experiences, how likely are you to recommend AVC to a friend?”, is a summative measure of how students view your institution. Results are presented in Figure 4.1, with AVC represented by the black line and the benchmark sample by the gray line. 91% of your students would be somewhat or very likely to recommend AVC. The AVC distribution of responses is statistically significantly different from the benchmark sample.

Figure 4.1 Would student recommend AVC to a friend?

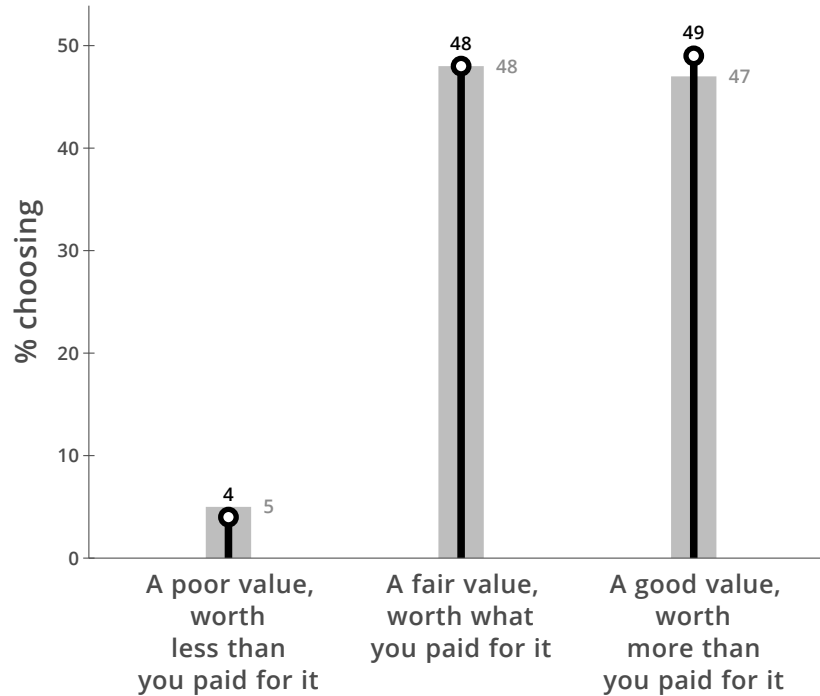


Notes

AVC is the black bar; benchmark sample is gray. $\chi^2 = 41.3, p < .01; n = 1360$.

Next, students were asked to rate the overall value of their education at AVC (see Figure 4.2). 97% of your students believe their education is worth what they paid (or even worth more). The AVC distribution of responses is not statistically significantly different from the benchmark sample.

Figure 4.2 Overall value of education?



Notes

AVC is the black bar; benchmark sample is gray. $\chi^2 = 5.1, p < .08; n = 1356$.

The last set of questions asks students how well your college is doing in preparing students for their educational goals. The top half of Table 4.1 lists students' responses to their primary reason for attending AVC. 52% chose *Prepare for a four-year degree* as their primary purpose for attending your institution.

Students were then asked how well AVC is helping them achieve the specific goal they chose. Students could choose from *very well*, *fairly well*, *somewhat*, or *not at all*. Responses from the top category are presented in the bottom half of Table 4.1. For example, 44% of the students who chose *Prepare for a four-year degree* as their primary goal indicated that AVC is doing *very well* in terms of preparing them for a four-year degree.

Table 4.1 How well is education helping accomplish goals

	AVC % ○	Bench. % ■	Diff.	<i>n</i>	
Purpose of taking courses at AVC					
Prepare for a four-year degree	52	48	+4	711	
Increase job and career opportunities	39	42	-3	529	
Self-improvement	9	10	-1	123	
How well is education at AVC ...					
Prepare for a four-year degree	44	47	-3	710	
Increase job and career opportunities	36	46	-10	526	
Self-improvement	46	49	-3	123	

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 AVC has a higher proportion of students reporting that AVC is helping them achieve their educational goal compared to the benchmark sample; red indicates a lower proportion.

RESPONDENT CHARACTERISTICS

05

Table 5.1 Gender identity

	%	<i>n</i>
Female/Woman	66	841
Male/Man	31	392
Transgender Female/Transgender Woman	0	3
Transgender Male/Transgender Man	0	6
Another gender identity	3	38

Table 5.2 Race/ethnicity

	%	<i>n</i>
African American or Black	18	226
Asian American or Asian	8	103
Native American or Alaska Native	2	31
Hispanic or Latino	58	745
Native Hawaiian or Other Pacific Islander	2	28
White	27	342

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	9	112
19-24	45	583
25-34	21	276
35-44	13	173
45-54	6	84
55 or older	5	65

Table 5.4 Part-time/full-time status

	<i>%</i>	<i>n</i>
Part-time (less than 12 credit hours)	58	749
Full-time (12 or more credit hours)	42	542

Table 5.5 Total credit hours earned at AVC

	<i>%</i>	<i>n</i>
None	7	95
1-15 credits	31	396
16-29 credits	19	248
30-45 credits	15	192
46 or more credits	28	364