

## 2019 Innovation Mini-Grant – FINAL REPORTING



This form is required for your Innovation Mini-Grant. Please feel free to add any attachments regarding your project. Photos and videos are especially welcome. If you have any questions, or need any help completing this form, please contact Amy Schutter, Director of Grant Development, at 242-7534 or [aschutter@shastacollege.edu](mailto:aschutter@shastacollege.edu). Please submit this completed form to the Office of Grant Development no later than **March 31, 2021**.

Thank you for your support and dedication to innovation at Shasta College!

Project:	Zoom Me In	Grant No.:	19MG-2
Grantee(s):	Aleshia Hopper (current); Sharon Brisolara, Jessica Knight (previous)		

### Section 1: Narrative

#### 1. What were the key activities of this grant?

The key activities identified in the project application for this grant were to:

- Increase tutoring hours and the number of students tutored.
- Increase course success and retention rates through enhanced support and increased student engagement.
- Decrease disproportionate impact by reducing barriers to services.
- Increase the District's capacity to serve our growing online student population.
- Increase service to our Health Sciences center, support transition to Health Sciences degrees and certificates, and expand capacity for tutoring affecting gateway class success.

#### 2. What aspects of the activities and/or grant were successful?

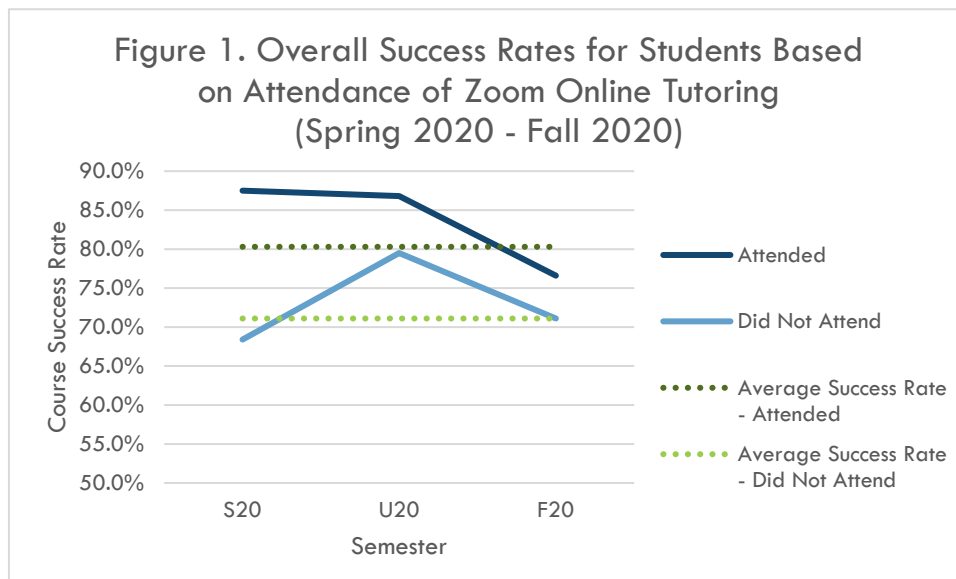
Wide-spread campus closures and the forced transition of mainly in-person services to fully online services made it challenging to determine successes for this grant. Due to the COVID-19 pandemic, this grant was not able to be fully implemented as originally intended: a pilot program originating out of the Extended Education division – providing increased access to tutoring services to students in geographically isolated areas or experiencing some other barrier which prevented them from attending on-campus services previously.

However, the timing of this pilot program could not have been more fortuitous for Shasta College as a whole. In the onset of the pandemic in March 2020, the groundwork laid by the Extended Education Tutoring & Learning Center staff enabled Redding Tutoring & Learning Centers to rapidly shift from an

in-person to an online learning environment. The transition was not without challenges, but would have been impossible to achieve when it was needed most – the final weeks of the Spring 2020 semester.

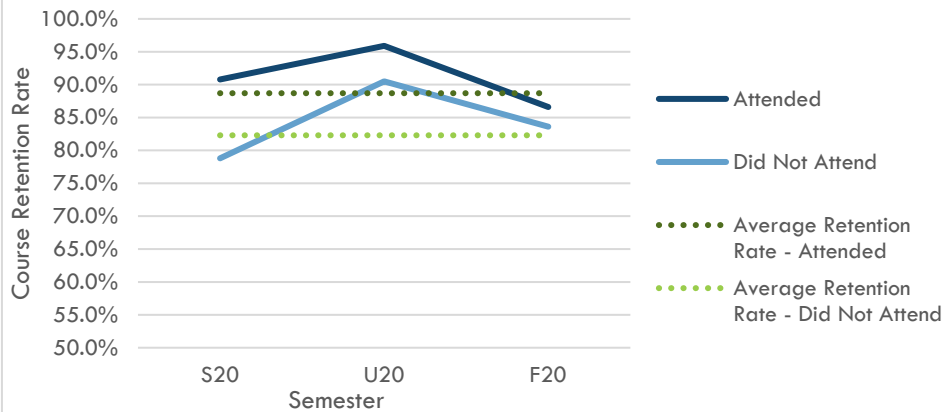
The aspects of this grant that were successful include:

- Increased course success and retention rates for students who utilized Zoom online tutoring
  - Students utilizing online tutoring had higher course success and retention rates compared to the students who did not utilize online tutoring. The average course success and retention rates for students enrolled in classes for the Spring 2020, Summer 2020 and Fall 2020 semesters were approximately 8-9% higher for students attending online tutoring sessions compared to those who did not (please see Figures 1 and 2).
  - The most significant differences between course success and retention rates were observed in the Spring 2020 semester. The course success rate for students attending online tutoring was 87.5% compared to 68.4% for those who did not – a 19.1% difference; the retention rate for students attending online tutoring was 90.8% compared to 78.8% for those who did not – a 12.0% difference (please see Figures 1 and 2).



*Data Source: Shasta College Office of Institutional Research*

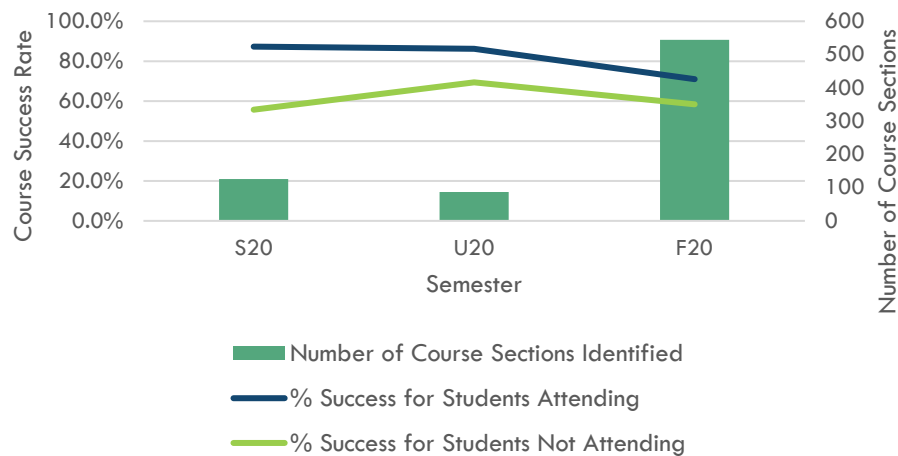
**Figure 2. Overall Retention Rates for Students Based on Attendance of Zoom Online Tutoring (Spring 2020 - Fall 2020)**



*Data Source: Shasta College Office of Institutional Research*

- The greatest difference between course success rates for students attending online tutoring compared to those who did not was observed in the specific course sections students identified as reason for attending online tutoring (please see Figure 3).
  - In the Spring 2020 semester, online tutoring supported students in 126 course sections. The students who attended online tutoring for these courses had a 31.6% higher success rate compared to those who did not.
  - By the Fall 2020 semester, online tutoring grew to support students in 544 course sections. Students who attended online tutoring for these courses had a 12.6% higher success rate compared to those who did not (*Shasta College Office of Institutional Research*).

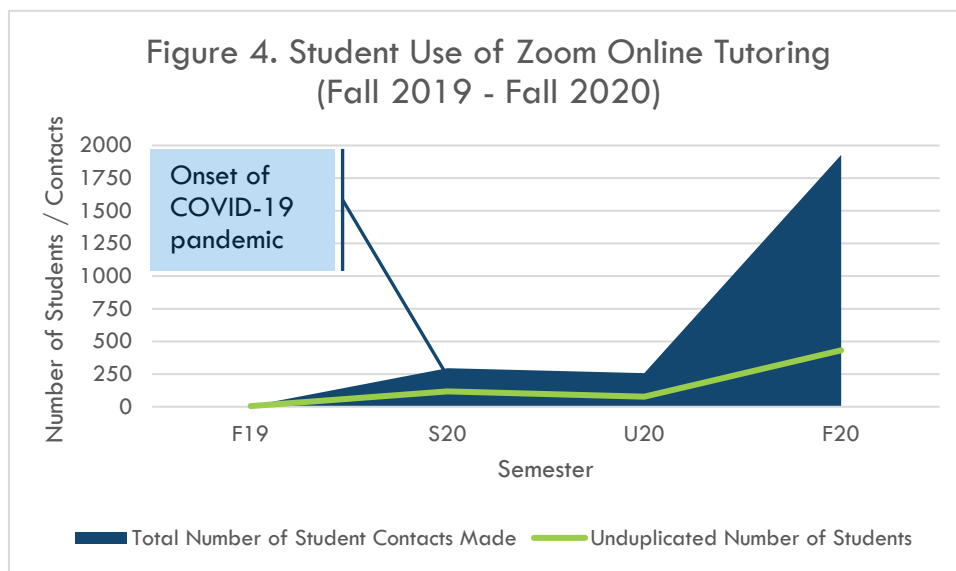
**Figure 3. Specific Course Success Rates for Students Based on Attendance of Zoom Online Tutoring (Spring 2020 - Fall 2020)**



*Data Source: Shasta College Office of Institutional Research*

- Decreased barrier to services (i.e. lack of transportation, geographic distance from any campus, life obligations, disability)
  - As part of the research for this grant, a post-online tutoring appointment survey was sent to 527 identified student participants. In this survey, students were asked to identify any barriers that might prevent them from accessing on-campus resources if they were available. Though the number of respondents (27) was too small to be statistically significant, their answers were nonetheless informative:
    - 11% of respondents lacked reliable transportation to any campus.
    - 18.5% of respondents lived between 10 and 20 miles from any campus, and 11% of respondents lived more than 20 miles from any campus.
    - Of the 23% of respondents who reported having some barrier, 50% identified disability as preventing them from accessing on-campus services.
    - 44% of respondents reported having some conflicting life obligation such as work, child and/or elderly care that interfered with their accessing on-campus services.
  - Overall, 85% of respondents from the post-online tutoring appointment survey stated that they were satisfied with their online tutoring experience, and 81% stated that they would utilize online tutoring when on-campus services were once again available. 96% of respondents reported that the Zoom meeting platform was simple to use (*Shasta College Office of Institutional Research*).
  - The ease of use and overall satisfaction with online tutoring via zoom suggests that it is a viable service that can successfully mitigate barriers caused by lack of transportation, disability, conflicting life obligations, and distance.

- Increased capacity to serve online student population
  - Before the Zoom Me In online tutoring pilot, NetTutor was the major online learning resource available to online students through Shasta College. Peer-tutoring was unavailable in an online meeting format through the Shasta College Tutoring & Learning Centers on the Redding Campus or through the Extended Education division.
  - When the online tutoring pilot began, only a few students used it as preferred option. However, as the online tutoring program grew and expanded, the number of online students utilizing online tutoring services steadily increased. The magnitude of students utilizing online tutoring during this pilot is not comparative to what it might have been without the pandemic – online tutoring has been the only tutoring option since March 2020 – however, it is clear that the capacity of the program has increased:
    - In the Fall 2019 semester, online tutoring available through the Extended Education Tutoring & Learning Centers served 4 unduplicated students for a total of 5 appointments. By the combined efforts of Redding and Extended Education Tutoring & Learning Centers, online tutoring served over 400 students in the Fall 2020 semester, for a total of 1928 student contacts, including one-on-one online tutoring appointments, embedded tutoring sessions, and drop-in assistance sessions (*SARS Reports*) (please see Figure 4).

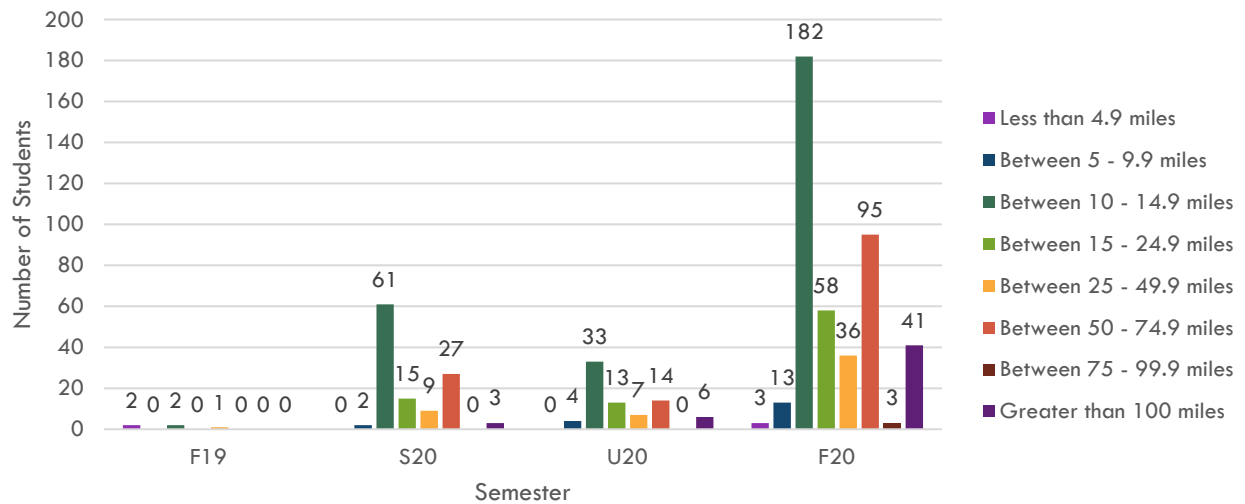


*Data Source: SARS Reports*

- For students living beyond daily driving distance – estimated to be around 100 miles for a lengthy commute in the Tricounties area – the online tutoring pilot has opened doors as never before, enabling students to access peer-tutoring from locations across the country. This was most evident in the growth of a group of students accessing online tutoring from a distance of greater than 100 miles from any campus. From the Fall 2019 semester to the Fall 2020 semester, this group grew from zero to 41, for a total of 50 students served. There were also notable increases in the number of students utilizing

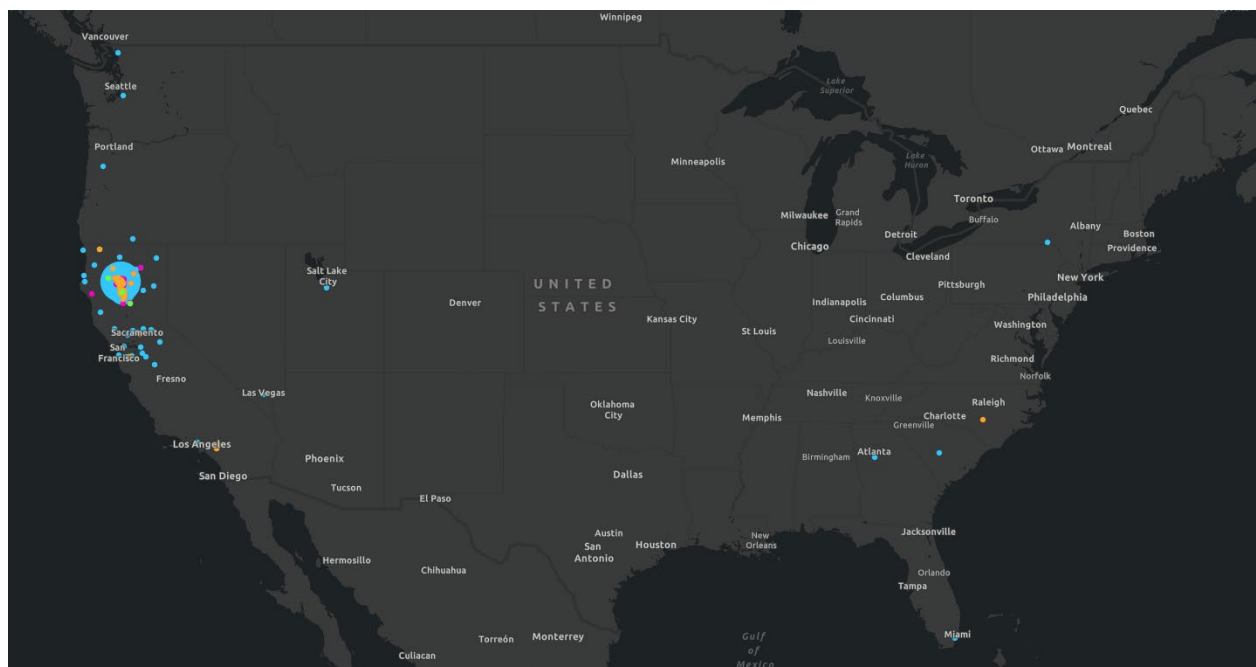
online tutoring who reside between 50 and 74.9 miles of any campus (*SARS Reports, Colleague*) (please see Figure 5 and 6).

**Figure 5. Number of Students Attending Zoom Tutoring by Residential Distance From Any Campus**



*Data Source: SARS Reports, Colleague*

**Figure 6. Geographic Distribution of Students Attending Online Tutoring**



*Students attending online tutoring by semester. (Color Key: Green – F19, Pink – S20, Orange – U20, Blue – F20)*

*Source: SARS Reports, Colleague, ArcGIS*

- Increased number of tutoring hours and number of students tutored
  - In addition to the overall growth of the online tutoring program mentioned previously, remote online tutoring has also allowed creative and flexible scheduling of services. Campus closures and remotely working tutoring staff have given all Tutoring & Learning Centers the opportunity to explore extended evening and weekend hours as a viable option, even when services reopen on-campus.
- Increase service to our Health Sciences center, support transition to Health Sciences degrees and certificates, and expand capacity for tutoring affecting gateway class success.
  - There were small successes for this activity of the grant:
    - Out of the many courses identified, students received the most support for transfer level writing, transfer level math, and science courses. Though the capacity to serve basic skills courses via online tutoring was the same as for other courses, it was utilized by only a handful of students taking a basic skills math or English course between Fall 2019 and Fall 2020 – 71 total basic skills students out of 631 total students – roughly 11%. This percentage is drastically different than the proportion of basic skills students who utilized on-campus services when available. This suggests that although the need is present, there are likely other barriers hindering the access of online tutoring for these students, such as low technology skills or lack of technology resources.
    - The Tutoring & Learning Centers continue to bridge support to students at the Health Sciences center. Between Fall 2019 and Fall 2020, online tutoring appointments were utilized by 7 students registered in a Health Science course. There is room for continued growth in this area; as online tutoring becomes more established as a resource, we expect it to be utilized by an increasing number of students in coming semesters (*SARS Reports, Colleague*).

### 3. How was/is this grant beneficial to Shasta College students?

As stated previously, the activities of this grant enabled a rapid transition from mainly in-person tutoring services to fully online tutoring services for all of the Shasta College Tutoring & Learning Centers. The initial groundwork for online tutoring through the Extended Education Tutoring & Learning Centers was laid over a period of 3 – 6 months at the beginning of the grant. Thanks to this foundational work, the transition we made collectively in March 2020 was accomplished in a matter of weeks.

Other areas where this grant has been beneficial to students include:

- Shasta College students residing outside of district are able to access peer tutoring resources.
- Students are able to access tutoring at a time and location that is more convenient and comfortable for them.
- Students with disabilities and specific learning needs are able to access tutoring easily and receive tailored, one-on-one learning support.

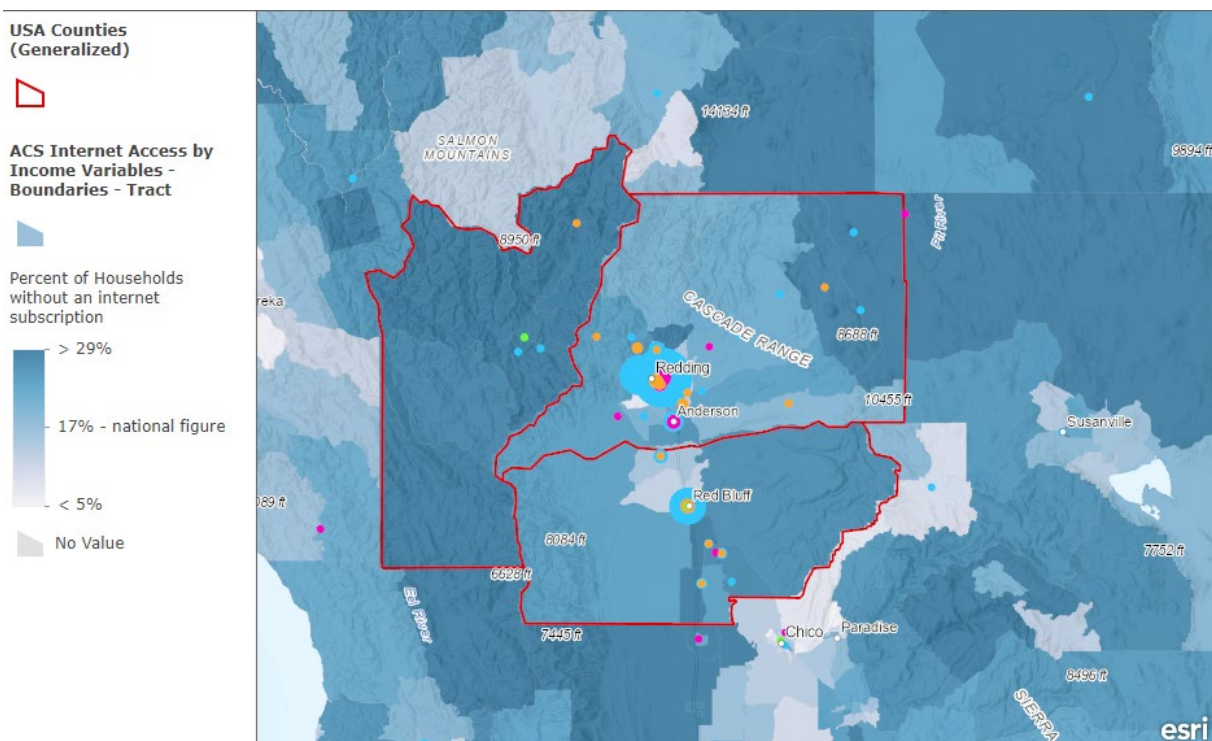
- Tutoring & Learning Center staff were able to explore use of zoom as an online meeting platform and assess for ease of use.
- Tutoring & Learning Center staff were able to test out various equipment to achieve best possible experience for students.
- Chromebooks provided students with otherwise limited access to technology needed to complete online coursework.

#### 4. What aspects of the activities/and/or grant were challenging?

Although most activities of this grant were successful, there were two areas where it was especially challenging: providing easily accessible online tutoring to students who are geographically isolated and/or have low technology skills or limited technology resources.

- Geographically isolated students
  - Though the majority of Shasta College students reside in the Northern Sacramento River Valley, a number of students reside in mountainous, geographically isolated locations around the district. Most students residing within the district who utilized online tutoring lived in the more populated valley, with better access to the necessary internet resources at home (see Figure 7). To mitigate this marked disparity, we plan to build up both Intermountain and Trinity campuses as access points to both in-person and online services once campuses reopen to students.

Figure 7. Geographic Distribution of Internet Access in Shasta-Tehama-Trinity District





- Students with low technology skills or limited technology resources
  - In the midst of the COVID-19 pandemic, it was especially difficult to assist students having low technology skills. During this time, limited staff were available by phone, inboxes quickly flooded with incoming emails, and students and staff alike were scrambling to figure out how to do work and class in an uncertain and rapidly changing environment. Help that was previously given in-person was non-existent and if a student struggled to reach out via email or use Canvas, their chances of success were slim. Though it is difficult to determine how many students fell through the cracks as a result of the high learning curve associated with online tutoring, we found that some methods helped:
    - Proactively emailing students about upcoming appointments, welcoming them and inviting them to communicate early about their needs.
    - Having phone availability as a low tech option for students struggling to navigate to online tutoring resources.

In addition to these two areas, the overall implementation of the grant was challenging. Part of this was certainly due to the COVID-19 pandemic, however some of the difficulty was also caused by the mid-cycle change in leadership, Learning Center staffing changes, and minimal communication in the handoff of this project.

#### 5. What, if anything, would you do differently if you could do this over again?

Much of this grant, considering the circumstances, was successful. However, the COVID-19 pandemic highlighted a few areas where additional consideration would have been beneficial:

- Enhanced WiFi accessibility at Trinity and Intermountain Campuses.
- Better remote support for students with limited technology skills.
- More research into other technology loan options. Although Chromebooks were an economically sound choice, they did not possess the desired functionality or compatibility with the Zoom online meeting platform for which they were intended.

#### 6. Please provide any data you have obtained regarding this project, whether reflecting success or otherwise. (Consult the Research Office if you need assistance with data collection.)

Enrollments & Success Data			Office of Institutional Research			
	# enrollments		success rate (per attending online tutoring)		retention rate (per attending online tutoring)	
	Total	Online	Attended	Did Not Attend	Attended	Did Not Attend
F19	10335	4855	no data	no data	no data	no data
S20	9539	4673	87.5%	68.4%	90.8%	78.8%
U20	3363	3179	86.8%	79.5%	95.9%	90.5%
F20	8091	6748	76.6%	71.1%	86.6%	83.6%
S20 - F20			80.3%	71.1%	88.7%	82.3%

# **Success Data for Students Tutored for Specific Courses**

Office of  
Institutional  
Research

attended zoom tutoring?	yes	no	# sections identified
F19	no data	no data	no data
S20	87.3%	55.7%	126
U20	86.2%	69.4%	87
F20	71.0%	58.4%	544

## **Unduplicated Number of Students by Semester**

### SARS Reports

Term	Grid Name	Start Date	End Date	Unduplicated # Students		Student Attendance				Total # student contacts made
				# Students*	Margin of error	Online Appts	Margin of error***	Emb. Tutoring	Drop-ins	
F19	Teh Lrn Ctr	8/19/2019	12/19/2019	5	±1	6	±1	n/a	n/a	6
S20	Teh Lrn Ctr & Online Tutoring*	1/13/2020	5/15/2020	117	±5	295	±5	n/a	0	295
U20	Online Tutoring	6/8/2020	7/30/2020	77	±5	257	±5	n/a	0	257
F20	Online Tutoring	8/17/2020	12/17/2020	432	±5	1554	±20	190	184	1928

\*collective data for both grids

\*\*does not include SI

\*\*\*appointment attendance not always marked

For more complete data, please see also attached Excel workbook titled: [19MG-2 Zoom Me In – Grant Data & Charts](#) and the PDF titled: [ZoomLearningAssistanceSurvey](#).

For an interactive map of number of students utilizing online tutoring per semester by zip code, please follow this link: <https://arcg.is/bXOPz>.

- If this project is scalable, please describe the method by which scaling up could take place, and which areas might benefit from lessons learned through this project.

In the onset of the COVID-19 pandemic, as Redding Tutoring & Learning Centers joined forces with the Extended Education Tutoring & Learning Centers, we found that this project was highly scalable. What began on a small scale in Summer 2019 with a handful of Extended Education tutors grew to full measure as college-wide tutoring services and over 100 tutors moved online in March 2020. The framework built by Extended Education Learning Center staff and tutors in the early stages of the pilot allowed for rapid transition and scale-up of online learning support in the face of wide-spread campus closures and great uncertainty.

In the semesters that followed, Extended Education Learning Center staff continued to collaborate with Redding Learning Center staff and I.T. to grow the program to its current form – a diversified utilization of Zoom online meetings for learning support. In addition to the online tutoring appointments and drop-in Zoom meetings originally offered by Extended Education Tutoring & Learning Centers in the early stages of the grant, the collective Shasta College Tutoring & Learning Centers now offer online embedded tutoring and supplemental instruction (S.I.) support for students and faculty in the virtual classroom. As a result, all of the Shasta College Tutoring & Learning Centers' staff, its students, and its faculty have benefited from the fruit of this grant.

As the world of higher education regains its vital on-campus student support, online tutoring support will continue. It will look different than it has for the past year, but as we move forward we will use the lessons learned in the implementation of this grant:

- 1) Selection of equipment and tutoring resources should strive to optimize student-tutor interaction in a digital space.
- 2) Online tutoring works best when it mimics the in-person tutoring experience as much as possible.
- 3) Best practices, clear communication, and reliable, user-friendly tools are crucial to successful student utilization of online tutoring.

## Section 2: Demographics

Please complete the following table which tells Shasta College about who you served with this grant.

Category	Unduplicated Number Directly Served	Unduplicated Number Indirectly Served (estimated)	Notes
SC Faculty	29	unknown	Fall 2020 faculty members with online embedded tutors from the Math & Business and Science Learning Centers or S.I. leaders from the Supplemental Instruction program.
SC Students	631	1500	631 students were directly served through attending online tutoring appointments, embedded tutoring or drop-in sessions. Estimated number of students served based on student enrollment in one of the 75 courses with an embedded tutor or S.I. leader during the Fall 2020 semester.
SC Campus (in General)	All	All	Redding and Extended Education Tutoring & Learning Centers merged to provide non-location specific support to all Shasta College students, including those attending courses at the Health Sciences campus.
Other Constituents	n/a	n/a	

## Section 3: Project Expenditures

- ✓ Submit a copy of the “2019 Innovation Mini-Grant Budget Worksheet” with the “Expenses 3/1/20 – 2/26/21” column completed.

## Adjusted & Approved 2019 Innovation Mini-Grant Budget Worksheet

<b>Project #:</b>		<b>PROJECT NAME:</b>		<b>Dept.</b>		
BUDGET ITEM		QUANTITY & DESCRIPTION	BUDGET	EXPENSES 7/1/19-6/30/20	EXPENSES 7/1/20-12/31/20	BALANCE
<b>EMPLOYEE COSTS</b>						
<b>Faculty Professional Expert \$50/hr</b> <i>None STRS applicable work. Object Code: 233000</i>						
<b>Faculty Stipend</b> <i>STRS applicable work. Object Code: 140000</i>						
<b>Temporary Employee</b> <i>Non-Bargained Classified Work. Object Code: 233000</i>						
<b>Student Worker</b> <i>Object Code: 237000</i>						
<b>ESTIMATED BENEFIT COSTS</b> <i>are automatically calculated using the percentages listed below</i>						
<i>Faculty Professional Expert</i> total multiplied by		8.86%	Estimated Benefits Total Cost			
<i>Faculty Stipend</i> total multiplied by		20.79%	Estimated Benefits Total Cost			
<i>Temporary Employee</i> total multiplied by		8.86%	Estimated Benefits Total Cost			
<i>Student Worker</i> total multiplied by		1.06%	Estimated Benefits Total Cost			
<b>SUPPLIES</b> Examples: Bookstore Vouchers, Textbooks, Event Refreshments, Testing Materials, and SWAG & Shipping, etc. Object Code: 439900/430000						
<b>EQUIPMENT (\$0-4999.99 Not Tagged)</b> (refer to the Business Office "Fixed Asset (Equipment) Purchases" for information). Object Code: 640000						
<b>EQUIPMENT (\$5000 or greater Tagged)</b> (refer to the Business Office "Fixed Asset (Equipment) Purchases" for information). Object Code: 649000						
<b>POSTAGE /ADVERTISING</b> Use for postage costs to mailing post-cards or flyers or place a newspaper or radio ad. Object codes: 508000/590400						
<b>PRINTING</b> Use for all printing related items, such as posters, flyers & brochures. Object Code: 590500						
<b>SERVICE FEES/OTHER CHARGES</b> Use for all contracted work such as speakers, trainers and installation services. Also includes facilities rentals. Object Code: 530000/573000						
<b>SOFTWARE</b> All software related licenses and purchases. Object Code: 578000						
<b>TRAVEL</b> All staff & student travel related expenses. Object Code: 511000						
<b>Note: The "Balance" and "Totals" columns auto-calculate</b>			<b>TOTALS</b>			

Year End Rounding Adjustments: Stu.Benefits 295+.26=295.26 / Supplies 3,720.-0.10=3,719.90 / Printing 40.-0.25=39.75 / Software 280.-0.36=15.00

11-30-2020: **Approved on 10-19-2020 Budget Transfer from Travel Funds (\$835) to Equipment 0-4999.999 -\$938+835=\$1,773**

# Shasta College

## Zoom Learning Assistance Survey

### 1 - How satisfied are you with the help from your learning assistance session?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(4)	20	74.07%	<div><div></div></div>	3.59
Satisfied	(3)	3	11.11%	<div><div></div></div>	
Dissatisfied	(2)	4	14.81%	<div><div></div></div>	
Very Dissatisfied	(1)	0	0.00%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
27/527 (5.12%)	3.59	0.75			

### 2 - How simple was using Zoom for your learning assistance session?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Simple	(4)	17	62.96%	<div><div></div></div>	3.59
Simple	(3)	9	33.33%	<div><div></div></div>	
Difficult	(2)	1	3.70%	<div><div></div></div>	
Very Difficult	(1)	0	0.00%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
27/527 (5.12%)	3.59	0.57			

### 3 - What was the best part of using Zoom for learning assistance?

Response Rate	23/527 (4.36%)
<ul style="list-style-type: none"> <li>• It's just a good option since we don't have a lot of them!</li> <li>• Nothing</li> <li>• I love being able to talk about ideas to improve my work.</li> <li>• live reaction</li> <li>• Going into a Zoom tutoring appointment I had some anxiety, but the friendly and good nature of my tutor took my anxiety away! Which opened up the communication and allowed me to focus on the work.</li> <li>• It is easy to use.</li> <li>• There's no best part</li> <li>• I like using Zoom because it is easy to use for learning scenarios. I really like the flexibility that Zoom offers to learn without leaving the house. Even after COVID is gone, I would prefer an option to learn on-line.</li> <li>• I liked that I could have an entire hour one-on-one. It was also helpful that I could do the appointment from any place as long as I had my computer.</li> <li>• Can see</li> <li>• I feel if we have a longer time with our tutor. Like I remembered it was either 30 minutes or 1 hour each day. I feel since I have a learning problem due to my lost of hearing when I was younger. Luck I got my hearing back. I find out that I need more time with my tutor because it takes time to understand what I am studying. Different subjects of all kind are all different. Like I took Chem and I found out with the words and how to pronounce the words take time to learn there true meanings. So people like me would need more time like 1 hour and also need 1 1/2 hours to 2 to 3 hours per day with a tutoring. I had a great person to help me with my class in Chemistry but I didn't pass the class. Because I could see if I had the 3 hours tutoring per day or up to 9 hours a week to help me study and to understand the whole Chemistry class textbooks.</li> <li>• N/A</li> <li>• Being able to be at home and still get help.</li> <li>• Being able to point to an exact spot in the work helps a lot</li> <li>• I was able to talk face to face with the person helping me</li> <li>• You can do it from the comfort of your bedroom</li> <li>• It makes it better seeing who you are talking to</li> <li>• Quick communication</li> <li>• I was able to see the person who was helping me.</li> <li>• The ability to do one on one with my teachers quickly and easily. I like that I can be in the comfort of my own home.</li> <li>• Using zoom for writing assignments allowed for the paper to be visible by both of us. With this and physically being able to see each other it felt like being in a classroom</li> <li>• easy</li> <li>• learning</li> </ul>	

## Shasta College



### Zoom Learning Assistance Survey

#### 4 - What would have made the Zoom appointment better?



**Response Rate** 21/527 (3.98%)

- Being in person
- That they were in person
- Nothing really except perhaps the ability to schedule longer appointments to get through my paper entirely
- the tutor knowing the material
- I have not one complaint or constructive criticism. All of my appointments have been uber helpful and delightful.
- Being able to go over material more.
- You need better qualified tutors many times I have had to teach the totors
- For large group settings, the waiting room feature is a distraction for the teacher and students.
- It would have been helpful if the math tutors were able to have teacher's editions of the textbooks. Often times I would do "even" problems where the answers were not given in the student texts and wanted to just do a quick check if they were right with the tutor but we had to go through and work each one of them.
- None
- More like 3 hours per day with tutor and up to more than 9 hours per week of time with tutoring.
- N/A
- Nothing, they are so helpful.
- If I was able to hear a little better with the sound
- Because you don't have to drive and waste gas just get up turn on your computer
- I think it is good the way it ks
- Easier sharing documents I'm not good with technology
- My computer is really old so if I had a newer computer it would of bee easier to navigate what I was working on.
- Screen sharing isn't always easily available so it's difficult to share what I need help on.
- nothing
- learning





#### 5 - Had you received learning assistance in-person at Shasta College prior to the school closures?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(2)	12	44.44%		1.44
No	(1)	15	55.56%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
27/527 (5.12%)	1.44	0.51			

#### 6 - Had you used Zoom for learning assistance prior to the school closures?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(2)	7	25.93%		1.26
No	(1)	20	74.07%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
27/527 (5.12%)	1.26	0.45			

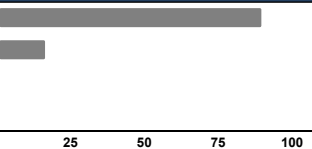
#### 7 - How likely are you to use Zoom for learning assistance after in-person assistance reopens?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Likely	(4)	13	50.00%		3.23
Likely	(3)	8	30.77%		
Unlikely	(2)	3	11.54%		
Very Unlikely	(1)	2	7.69%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
26/527 (4.93%)	3.23	0.95			

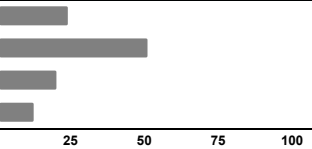
## Shasta College

### Zoom Learning Assistance Survey


#### 8 - Which of the following Shasta College campuses that offer Learning Assistance are you nearest to you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Main Campus - Redding	(1)	23	85.19%		
Tehama Campus - Red Bluff	(2)	4	14.81%		
Intermountain Campus - Burney	(3)	0	0.00%		
Trinity Campus - Weaverville	(4)	0	0.00%		
				0 25 50 75 100	
<b>Response Rate</b>					
27/527 (5.12%)					


#### 9 - About how many miles do you live from the nearest Shasta College campus that offers Learning Assistance?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Less than 5 miles	(4)	6	22.22%		2.81
5 - 10 Miles	(3)	13	48.15%		
11 - 20 Miles	(2)	5	18.52%		
21+ Miles	(1)	3	11.11%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
27/527 (5.12%)	2.81	0.92			

#### 10 - Do you have access to reliable transportation that allows you to attend on-campus services easily?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(2)	24	88.89%		1.89
No	(1)	3	11.11%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
27/527 (5.12%)	1.89	0.32			

#### 11 - Do you have obligations that make attending on-campus services difficult (Child/Elderly care, Work, etc.)?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(2)	12	44.44%		1.44
No	(1)	15	55.56%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>			
27/527 (5.12%)	1.44	0.51			



Shasta College

Zoom Learning Assistance Survey

12 - Do you have any other barriers, besides transportation and obligations, that make using on-campus services difficult?

Response Option		Weight	Frequency	Percent	Percent Responses		Means			
Yes		(2)	6	23.08%	<div></div>		1.23			
No		(1)	20	76.92%	<div></div>					
					0	25	50	75	100	Question
Response Rate		Mean	STD							
26/527 (4.93%)		1.23	0.43							

- I have no car so my mom has to drive me.
- I am disabled.
- My situation might be unique because I live over 3 hours away from the school. If it were not for COVID, I would not have the availability to attend Shasta College. If I did live closer, I still would find driving onto campus more time consuming than on-line learning. Also, with on-line learning, I don't need a babysitter which saves time and money.
- I wish you guys wouldn't have went "smoke free." I would always have to leave campus to smoke and sometimes would not come back because it was such a hassle. I was also often late to class from breaks due to the fact that I had to leave campus to smoke. You should bring the smoking sections back.
- Just work
- None at this time
- I have none
- Full time work and home
- disibility