

Shasta-Tehama-Trinity Joint  
Community College District

# Self-Efficacy ISLO Report -CCSSE 2019



## Background

In spring 2019, Shasta College partnered with the Center for Community College Student Engagement to administer the Community College Survey of Student Engagement (CCSSE) to students via 39 course sections determined by the Center. In addition to the nationally normed questions, the college took the opportunity to ask eight additional campus-specific questions on self-efficacy. These statements were established by Chen, G., Gully, S. M., & Eden, D. (2001) and adopted with permission by the Student Learning Outcomes (SLO) Committee to support the assessment of the Self-Efficacy Institutional SLO (ISLO). Students were asked to rate themselves on a scale of 1 to 5, with 5 being strongly agree, and 1 being strongly disagree for each statement. This report summarizes the responses of these self-efficacy statements.

There were 514 students who started the survey; a range of 412 to 424 students responded to the self-efficacy statements at the end of the survey. Demographic differences between the students who responded to the survey and the Shasta College population exist in multiple areas: education level, athletes, ethnicity, first-generation, and veterans. Surveyed students were significantly more likely to have a college certificate or degree (16.8% vs 5.9%). Athletes are over-represented on the survey (11.8% vs 2.4%) as one of the courses surveyed was a team sport. Compared to the student body, a higher percentage of surveyed students reported two or more ethnicities (12.3% vs 6.0%) and a lower percentage reported Hispanic or Latino (9.8% vs 17.3%). First-generation students and veterans are also over represented on the survey.

## Demographics of respondents

Gender	2019 CCSSE	SC Sp2019
<i>Men</i>	45.2%	40.9%
<i>Women</i>	52.6%	56.8%
<i>Other/Unkn</i>	2.2%	2.3%

Age	2019 CCSSE	SC Sp2019
<i>Traditional age (&lt;25)</i>	65.1%	61.2%
<i>Adult Student (25+)</i>	34.9%	38.8%

Education Level Cmpl	2019 CCSSE	SC Sp2019
<i>High School</i>	83.2%	94.1%
<i>College Certificate</i>	5.0%	
<i>College Degree</i>	11.8%	5.9%

Race/Ethnicity	2019 CCSSE	SC Sp2019
<i>Amer Ind/AK Native</i>	1.7%	2.2%
<i>Asian</i>	3.6%	3.5%
<i>Black or African Amer</i>	1.7%	1.5%
<i>Hispanic or Latino</i>	9.8%	17.3%
<i>Hawaiian/Pacific Islander</i>	0.4%	0.2%
<i>White</i>	64.8%	64.2%
<i>Two or more</i>	12.3%	6.2%
<i>Other/Unknown</i>	5.8%	4.2%

Other Demographics	2019 CCSSE	SC Sp2019
<i>Athlete</i>	11.8%	2.4%
<i>First-Generation</i>	39.9%	28.6%
<i>Veteran</i>	6.3%	2.1%

## Data Findings

### Summary

Students rated themselves on average at a 4.42 (out of 5) across all statements. This is between the responses of agree and strongly agree. Although no benchmark has been set to indicate successful attainment of this outcome, it appears students are achieving the self-efficacy outcome. The highest

average of 4.56 was shared by two statements: “In general, I think that I can obtain outcomes that are important to me” and “I believe I can succeed at most any endeavor to which I set my mind.” The lowest average of 4.25 was on the statement: “Compared to other people, I can do most tasks very well.”

	n	Mean
<i>I will be able to achieve most of the goals that I have set for myself.</i>	424	4.50
<i>When facing difficult tasks, I am certain that I will accomplish them</i>	424	4.36
<i>In general, I think that I can obtain outcomes that are important to me.</i>	423	4.56
<i>I believe I can succeed at most any endeavor to which I set my mind.</i>	420	4.56
<i>I will be able to successfully overcome many challenges.</i>	412	4.51
<i>I am confident that I can perform effectively on many different tasks.</i>	414	4.52
<i>Compared to other people, I can do most tasks very well.</i>	413	4.25
<i>Even when things are tough, I can perform quite well.</i>	413	4.31

### Detail

When comparing these statements across demographics factors, there were no significant differences by gender, but two statements did have significant differences by ethnicity. Due to small response numbers across the ethnic groups, non-white and unknown groups were combined into a single group. Non-white students scored themselves lower on their perceived ability to obtain outcomes that are important to them (4.47 vs 4.60). The statement: “Compared to other people, I can do most tasks very well” was also lower than white students (4.09 vs 4.30).

	Gender		Ethnicity		
	Men	Women	White	Non-White	
<i>I will be able to achieve most of the goals that I have set for myself.</i>	4.49	4.49	4.54	4.41	
<i>When facing difficult tasks, I am certain that I will accomplish them</i>	4.41	4.32	4.38	4.33	
<i>In general, I think that I can obtain outcomes that are important to me.</i>	4.60	4.52	4.60	4.47	*
<i>I believe I can succeed at most any endeavor to which I set my mind.</i>	4.61	4.51	4.57	4.51	
<i>I will be able to successfully overcome many challenges.</i>	4.56	4.47	4.51	4.49	
<i>I am confident that I can perform effectively on many different tasks.</i>	4.53	4.49	4.52	4.49	
<i>Compared to other people, I can do most tasks very well.</i>	4.29	4.17	4.30	4.09	**
<i>Even when things are tough, I can perform quite well.</i>	4.38	4.22	4.32	4.23	

Student age has an impact on self-efficacy. Students who are 25 years or older, above the traditional age of a college student, rated themselves higher on all but the last two statements. The largest difference was with the statement: “When facing difficult tasks, I am certain that I will accomplish them” (4.52 vs 4.26).

	Age		
	Trad, <25	Non-Trad	
<i>I will be able to achieve most of the goals that I have set for myself.</i>	4.43	4.61	**
<i>When facing difficult tasks, I am certain that I will accomplish them</i>	4.26	4.52	**

	Age		
	Trad, <25	Non-Trad	
<i>In general, I think that I can obtain outcomes that are important to me.</i>	4.50	4.65	**
<i>I believe I can succeed at most any endeavor to which I set my mind.</i>	4.47	4.70	**
<i>I will be able to successfully overcome many challenges.</i>	4.43	4.64	**
<i>I am confident that I can perform effectively on many different tasks.</i>	4.45	4.64	**
<i>Compared to other people, I can do most tasks very well.</i>	4.21	4.28	
<i>Even when things are tough, I can perform quite well.</i>	4.25	4.37	

\*\*significant at  $\alpha < .01$

Educational level and credits completed were indicators of improved self-efficacy. In both demographic categories students with more education completed rated their abilities higher. As an example, the statement: “In general, I think that I can obtain outcomes that are important to me” was 0.23 points higher for students who earned a college certificate or degree than those whose highest education level was a high school diploma or below. For students who completed at least 30 credits, they self-rated themselves 0.16 points higher on the statement: “Compared to other people, I can do most tasks very well.” There were no significant differences for the statement: “Even when things are tough, I can perform quite well;” this is true across all demographic comparisons.

When accounting for the impact of age on educational level, the significance differences between educational level disappeared, but with one exception. Traditional college-age students with a college certificate or higher rated themselves higher on the statement: “Compared to other people, I can do most tasks very well” (4.62 vs 4.17).

	Ed Level			Credits Cmpt		
	HS Diploma	College Cert		<30 credits	30+ credits	
<i>I will be able to achieve most of the goals that I have set for myself.</i>	4.47	4.55		4.44	4.58	*
<i>When facing difficult tasks, I am certain that I will accomplish them</i>	4.31	4.54	**	4.31	4.44	*
<i>In general, I think that I can obtain outcomes that are important to me.</i>	4.51	4.72	**	4.51	4.62	*
<i>I believe I can succeed at most any endeavor to which I set my mind.</i>	4.51	4.69	**	4.51	4.62	
<i>I will be able to successfully overcome many challenges.</i>	4.47	4.64	*	4.52	4.51	
<i>I am confident that I can perform effectively on many different tasks.</i>	4.48	4.68	**	4.46	4.60	*
<i>Compared to other people, I can do most tasks very well.</i>	4.19	4.38	*	4.18	4.34	*
<i>Even when things are tough, I can perform quite well.</i>	4.26	4.39		4.26	4.36	

\*significant at  $\alpha < .05$ ; \*\*significant at  $\alpha < .01$

Other demographics examined included first-generation, athletes, and veteran. For first-generation students, the only significant difference was in the statement: “I am confident that I can perform effectively on many different tasks,” where they rated themselves at 4.44 vs 4.56. Athletes rated themselves equal to that of non-athletes, as did veterans vs non-veterans.

	First-Gen	Other
<i>I will be able to achieve most of the goals that I have set for myself.</i>	4.48	4.50
<i>When facing difficult tasks, I am certain that I will accomplish them</i>	4.37	4.36
<i>In general, I think that I can obtain outcomes that are important to me.</i>	4.58	4.54
<i>I believe I can succeed at most any endeavor to which I set my mind.</i>	4.58	4.53
<i>I will be able to successfully overcome many challenges.</i>	4.51	4.49
<i>I am confident that I can perform effectively on many different tasks.</i>	4.44	4.56 *
<i>Compared to other people, I can do most tasks very well.</i>	4.22	4.24
<i>Even when things are tough, I can perform quite well.</i>	4.24	4.31

\*significant at  $\alpha < .05$

#### References

Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a new general self-efficacy scale. *Organizational Research Methods, 4*(1), 62-83.