



Student Involvement

A Research Report from the 2022 Campus Involvement Survey

Center for Organizational Excellence and Data Analytics (COEDA)

June 2022

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EXECUTIVE SUMMARY

This report explores the interests, engagement, and campus involvement outcomes of students at Danville Community College (DCC). Data for this report are from the Spring 2022 Campus Involvement Survey. In April 2022, 1,233 undergraduate students were surveyed; 15% responded (n = 185). In addition, the survey was sent to dually enrolled high school students and undergraduate DCC students who were enrolled in the Summer 2021 and Fall 2021 semesters. Seven dually enrolled students and 17 students from the summer and fall semesters responded for a grand total of 209 respondents.

Student Interests

Sports

1. 69.8% of students reported being somewhat to strongly in favor of supporting an athletics program at DCC.

Top Five Most Frequently Named Sports in which Students are Interested to Participate

1. **Basketball** (64.3% of males and 60.0% of females)
 2. **Baseball** (71.4% of males and 52.8% of females)
 3. **Football** (57.1% of males and 44.8% of females)
 4. **Volleyball** (65.6% of females and 28.6% of males)
 5. **Softball** (53.6% of females and 33.3% of males)
2. **65.6% of female** students selected **volleyball** as the sport of choice, followed by 60% choosing basketball as their preferred sport.
 3. **71.4% of male** students selected **baseball** as the sport of choice, followed by 64.3% choosing basketball as their preferred sport.
 4. **58.4% of respondents** (115 students) reported being likely or very likely to participate in their sport of choice, if offered at DCC.

Student Clubs

Top Five Most Frequently Named Student Club Interests

1. **Fitness Club** (59.4% of females and 40.0% of males)
 2. **Music Club** (59.4% of females and 35.0% of males)
 3. **Art Club** (49.3% of females and 40.0% of males)
 4. **Gaming Club** (55.0% of males and 30.4% of females)
 5. **Photography Club** (58.0% of females and 25.0% of males)
5. Other clubs of interest in the top ten include sports club, drama club, book club, anime club, and agriculture club.

Activities and Events

Top Three Choices of **Activity and Event** Interests of Students

1. **Sport Events** (46.2% of students)
 2. **Concerts** (36.5% of students)
 3. **Family-friendly Events** (30.8% of students / tie)
Movies (30.8% of students / tie)
6. The top three **most popular days** students are likely to attend an activity or event are **Thursdays** (55.1%), **Fridays** (54.2%), and **Wednesdays** (51.7%).
7. The **most popular time** students are likely to attend an activity or event is **afternoons** from 12pm to 3pm (67.5%), followed by **early evenings** from 3pm to 6pm (49.6%), and **mornings** from 8am to 12pm (41.0%).

Top Three Methods of Discovering **College Events and Activities**

1. **72.8% of students** ranked **email** as their most common way of hearing about college events and activities.
2. **29.5% of students** ranked **Knightly News** as their second most common way of hearing about college events and activities.
3. **27.0% of students** ranked **DCC's website** as their third most common way of hearing about college events and activities.

Student Engagement

8. The top ten areas of **personal learning** and **improvements** from **community service** and **volunteering activities** ('somewhat' and 'to a great extent' responses combined):
- | | |
|---|---|
| 1. Teamwork (96.0%) | 6. Problem-solving skills (94.0%) |
| 2. Helping others make their situation better (94.5%) | 7. Time management (92.6%) |
| 3. Leadership skills (94.3%) | 8. Organizational skills (92.5%) |
| 4. Communication skills (94.1%) | 9. Confidence (90.0%) |
| 5. Empathy (94.1%) | 10. Knowledge of other cultures (86.3%) |
9. Students joined clubs and organizations to gain skills and abilities (64.0%), based on personal interests (58.6%), and to make new friends (48.7%).

10. The top ten areas of **personal learning and improvements** from **student clubs and organizations** ('somewhat' and 'to a great extent' responses combined):

- | | |
|---|---------------------------------|
| 1. Confidence (94.9%) | 6. Teamwork (85.0%) |
| 2. Helping others make their situation better (88.4%) | 7. Time management (82.7%) |
| 3. Communication skills (86.1%) | 8. Empathy (83.2%) |
| 4. Problem-solving skills (86.1%) | 9. Connectedness to DCC (81.8%) |
| 5. Organizational skills (85.3%) | 10. Leadership skills (80.6%) |

Campus Involvement

Student Clubs & Organizations

11. The main reason students did not join clubs or organizations was due to **lack of time** (53.8%).
12. **79.2% of the students** who did not join student clubs or organizations were **enrolled full-time** (12+ credits per semester).
13. The **employment status** of students who did not join student clubs or organization due to lack of time was as follows:
 - 33% were not employed during the academic year
 - 17% worked 1-20 hours per week
 - 25% worked 21-35 hours per week
 - 25% worked 35+ hours per week

Community Service & Volunteerism

- Students self-reported participating in **1,100 hours** of community service and volunteering in total. That is an average of **5.3 community service and volunteering hours per respondent**.
- **442** community service and volunteering opportunities (duplicated) were participated in by 209 respondents. That is an average of **2.1 community service and volunteering activities per respondent**.

Quick Facts about Community Service and Volunteering

- **Female students** participated 214 times in 760 hours
- **Male students** participated 228 times in 340 hours
- **African American students** participated 290 times in 498 hours
- **Caucasian students** participated 113 times in 494 hours

INTRODUCTION

This report explores the interests, engagement, and campus involvement outcomes of students at Danville Community College (DCC). Campus involvement and engagement in student clubs, organizations, activities, community service, and volunteering can assist with student success, experiential learning, the development of soft skills, and helping students to feel connected to DCC. In turn, campus involvement aids in student retention.

METHODS

The Campus Involvement Survey is administered by the Center for Organizational Excellence & Data Analytics (COEDA) to examine the interests, engagement, and campus involvement of students. The Spring 2022 Campus Involvement Survey was administered to all 1,233 undergraduate students; 15% responded (n = 185). In addition, the survey was sent to dually enrolled high school students and undergraduate DCC students who were enrolled in the Summer 2021 and Fall 2021 semesters. Seven dually enrolled students and 17 students from the Summer and Fall semesters responded for a grand total of 209 respondents. The respondents' demographics compared to the student population as of the Spring of 2022 were as follows:

Gender Distribution of Respondents		Gender Distribution of Student Body	
Male	Female	Male	Female
22.5%	63.6%	42.6%	57.4%
Enrollment Status of Respondents		Enrollment Status of Student Body	
Full-Time	Part-Time	Full-Time	Part-Time
65.1%	21.1%	26.3%	73.7%
Race/Ethnicity of Respondents		Race/Ethnicity of Student Body	
White/Caucasian	50.7%	White/Caucasian	64.2%
Black/African American	25.8%	Black/African American	25.6%
Two or More Races	3.3%	Two or More Races	4.5%
Hispanic	2.9%	Hispanic	3.1%
Other	2.9%	Other	1.4%
Asian	1.0%	Asian	0.9%
American Indian	0%	American Indian	0.3%

Therefore, demographics of the students included in the report are generally representative of the racial and ethnical make-up of the student population. However, white students are under-represented by 13.5%. Also, the demographics of the students included in this report reflect an overrepresentation of full-time students (65.1%), whereas 73.7% of the student body are part-

time students. In addition, there is a slight overrepresentation of female students (63.6%) in the data compared to 57.4% of the student body being female.

FINDINGS

Athletics

The Spring 2022 Campus Involvement Survey explored student interest in athletic programs without specifying intercollegiate or intramural sports. No commitments were made in the survey that DCC would fund or start athletic programs. Overall, 69.8% of respondents were in favor of supporting athletic programs (See **Figure 1** and **Table 1**).

According to the Community College Review website, “The NJCAA believes that athletics enhance community college life and bring more students and more money to the colleges. Community colleges that offer intercollegiate sports regard the athletics programs as an integral part of the education they offer....Placed in its best light, intercollegiate competition that encourages personal development is an integral part of a student's overall educational experience. Sports programs may also attract more students to a community college and enhance pride in the college both on campus and within the community.”

Figure 1: Level of Support for Athletic Programs

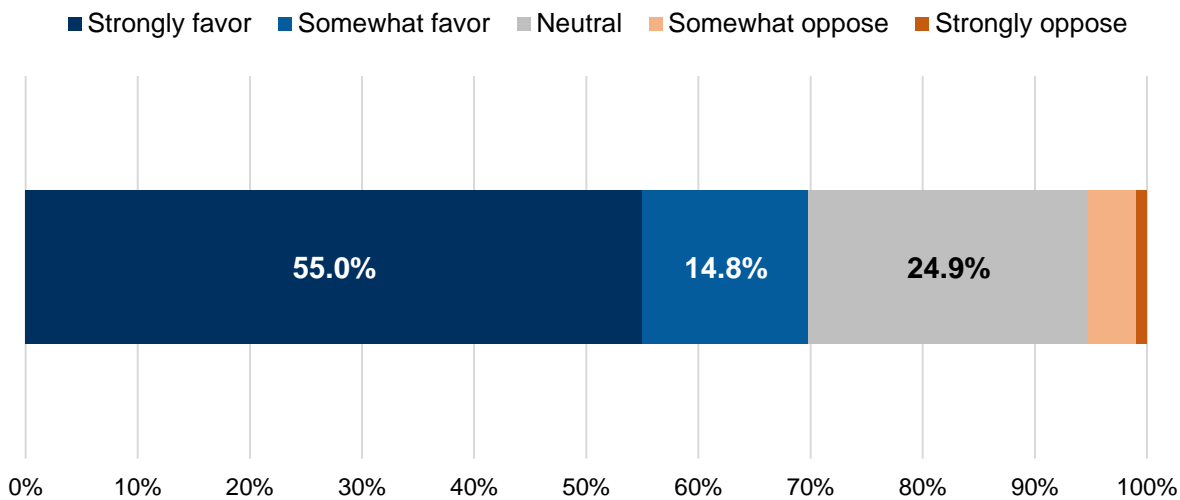


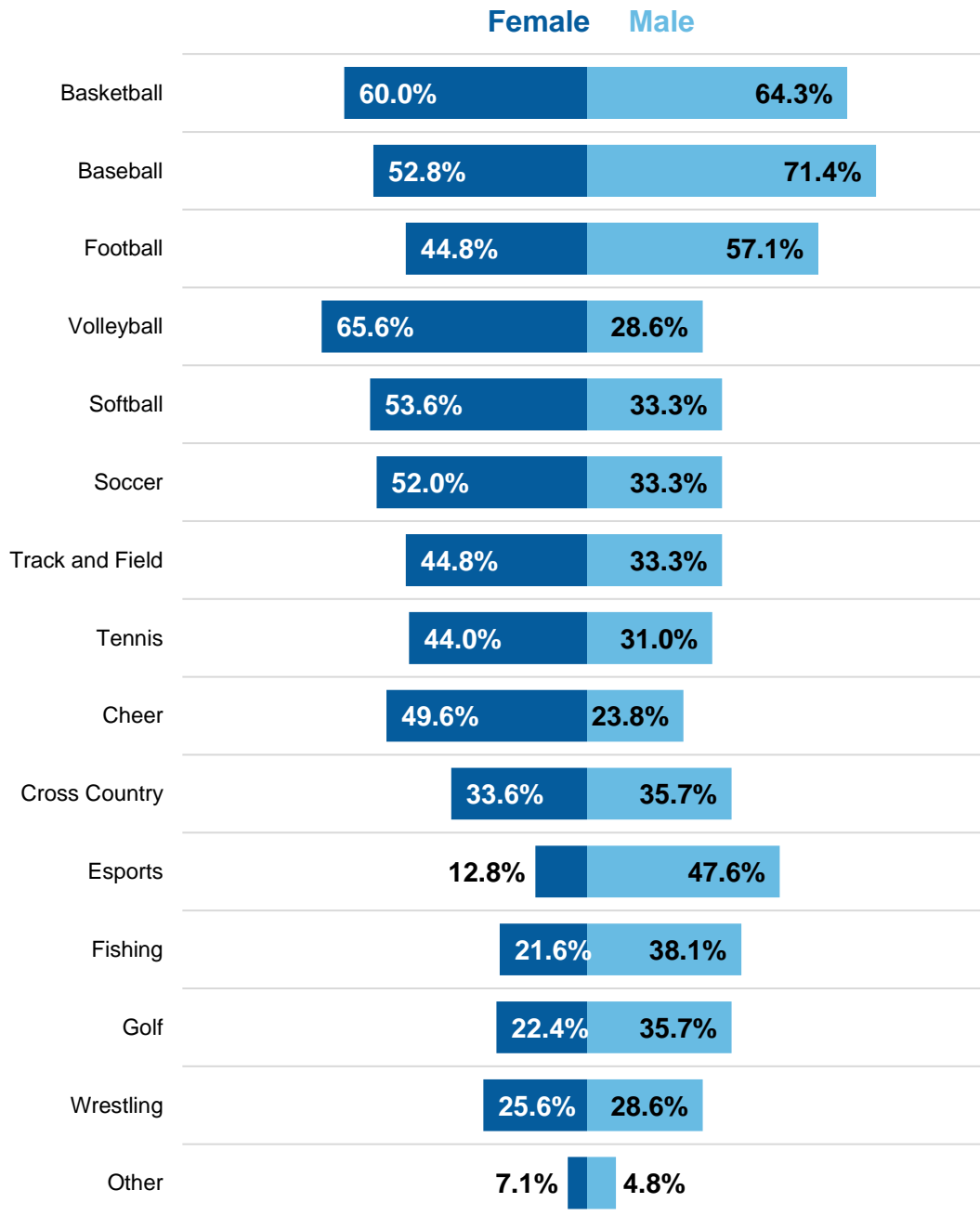
Table 1: Level of Support for Athletic Programs

	n	Percent
Total	209	
Strongly favor	115	55.0%
Somewhat favor	31	14.8%
Neutral	52	24.9%
Somewhat oppose	9	4.3%
Strongly oppose	2	1.0%

With 146 students reporting support for athletics at DCC, athletic interests by gender reveals differing levels of support. The starkest contrast is interest in volleyball with 65.6% of females reporting interest versus 28.6% of males. Similarly, 49.6% of female students support cheer versus 23.8% of males. Also, 47.6% of male students support Esports versus 12.8% of females. See **Figure 2** for the list of athletic program interests sorted by survey response popularity.



Above: Danville Half-Marathon based at DCC's Regional Center for Advanced Technology & Training

Figure 2: Athletic Interests by Gender

Overall, 115 students (58.4% of respondents) reported being likely or very likely to participate in sports, if offered at DCC (See **Figure 3** and **Table 2**).

Figure 3: Likelihood of Participating in Sports

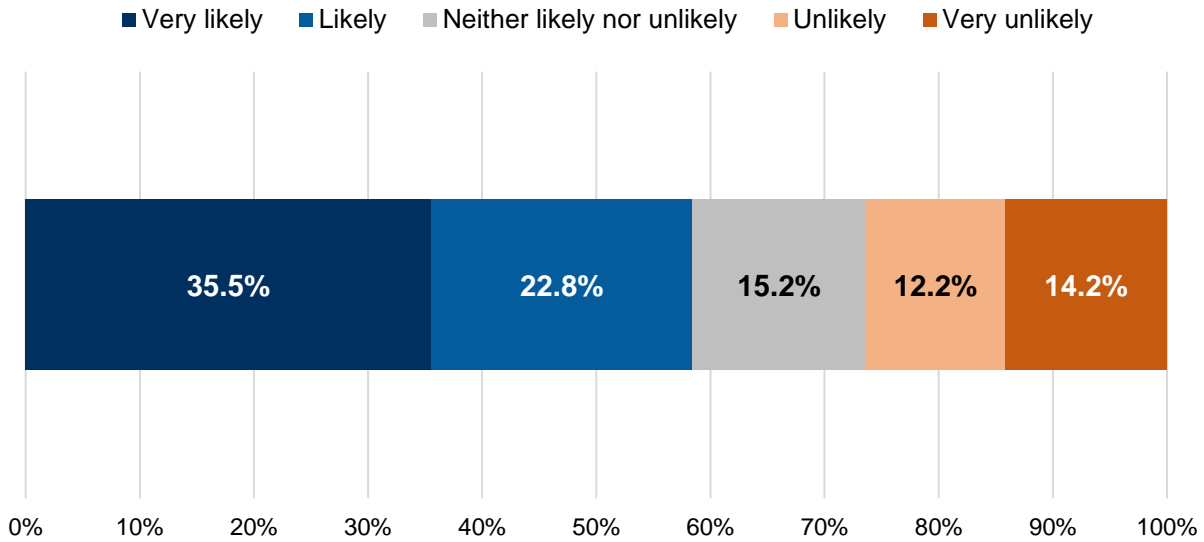


Table 2: Likelihood of Participating in Sports

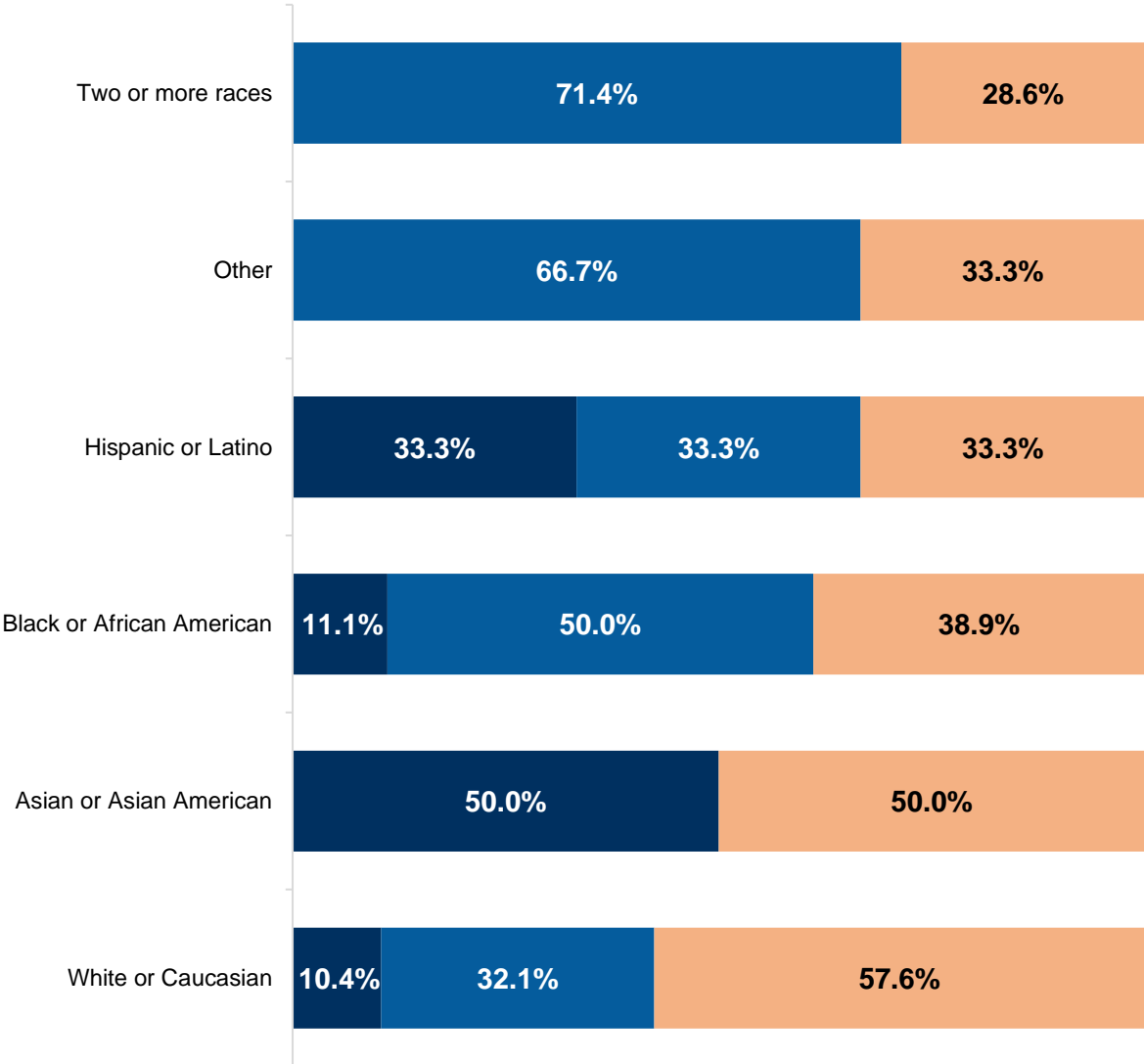
	n	Percent
Total	209	
Very likely	70	35.53%
Likely	45	22.84%
Neither likely nor unlikely	30	15.23%
Unlikely	24	12.18%
Very unlikely	28	14.21%

Student Clubs and Organizations

Students develop interpersonal competence and learn new skills through participation in college clubs and organizations. **Figure 4** reflects the student participation levels in student clubs and organizations by ethnicity.

Figure 4: Involvement in Student Clubs and Organizations by Ethnicity

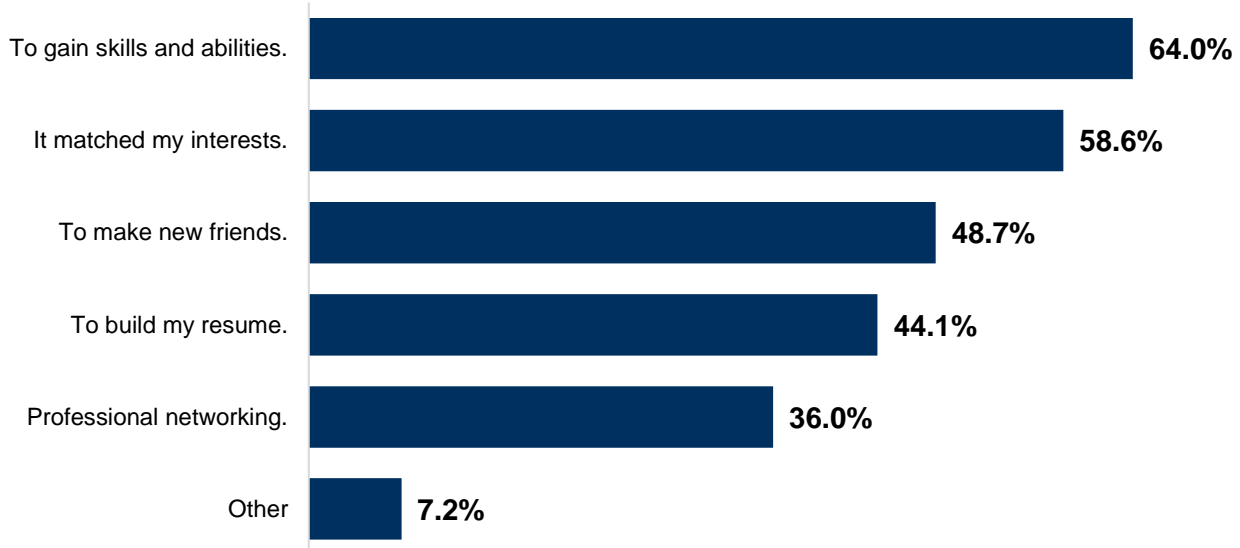
- I am an active participant in student clubs and organizations.
- I am currently not as involved in student clubs and organizations as I would like to be.
- I do not participate in any student clubs or organizations.



Next, **Figure 5** and **Figure 7** provide insight into students' motivations and availability for joining and not joining student clubs and organizations at DCC.

Figure 5: Reasons for Joining/Not Joining a Student Club or Organization

Reasons for Joining



Reasons for Not Joining

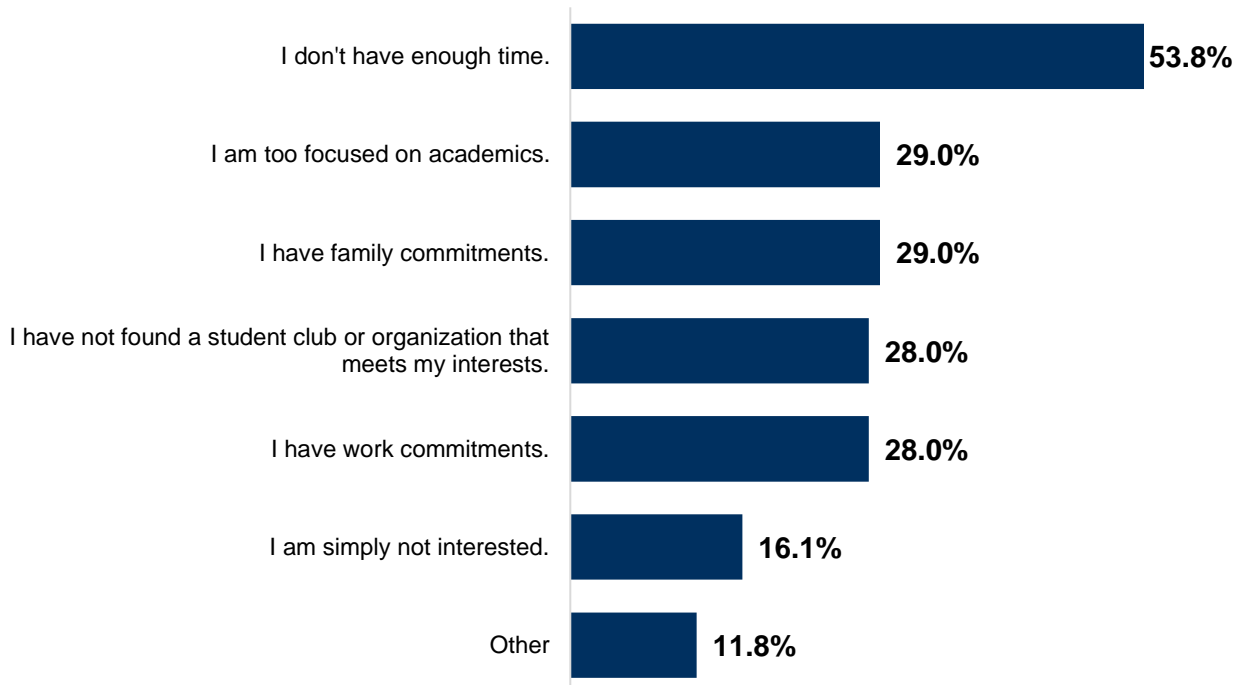


Figure 6: College Enrollment Status of Students Who Did Not Join Student Clubs and Organizations Due to Lack of Time

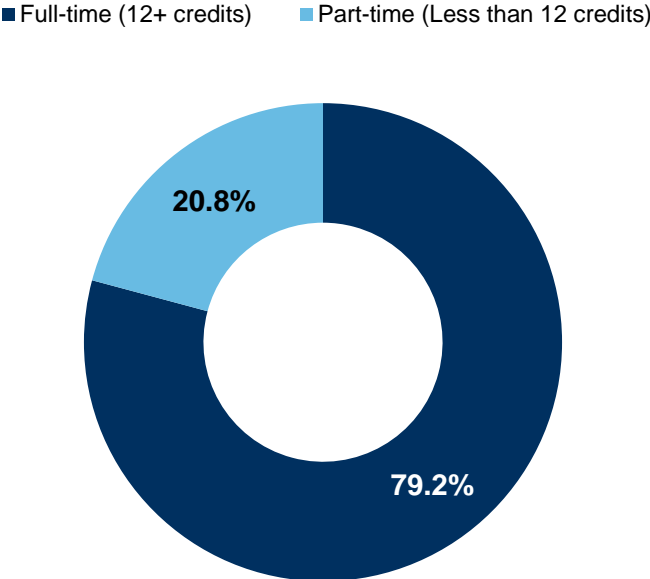
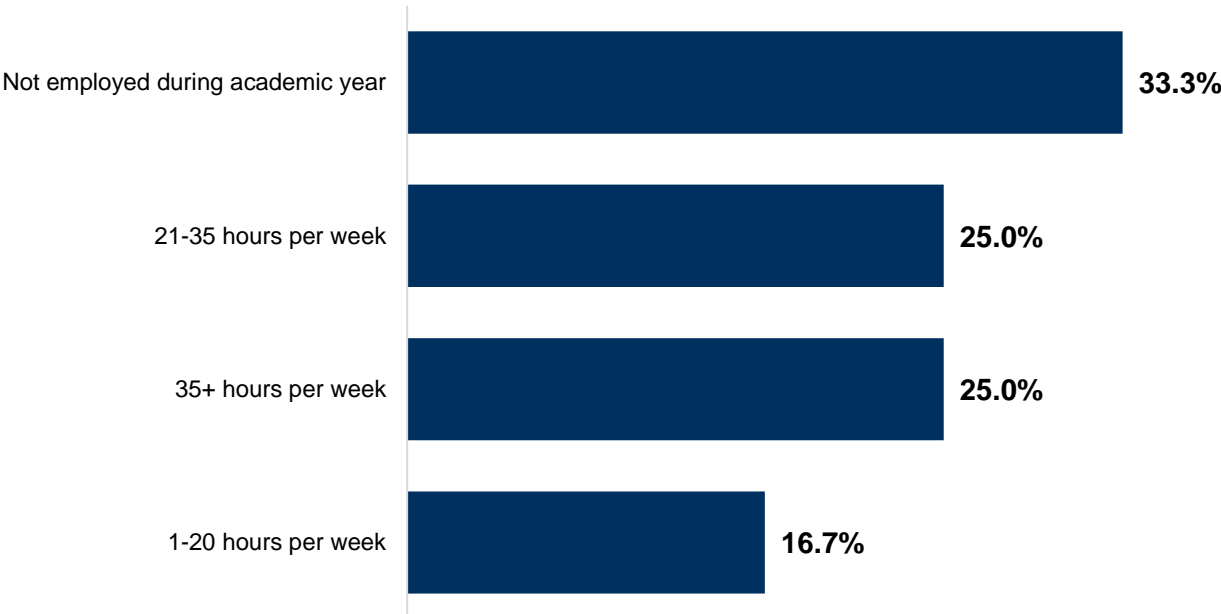


Figure 7: Employment Status of Students Who Did Not Join Student Clubs and Organizations Due to Lack of Time



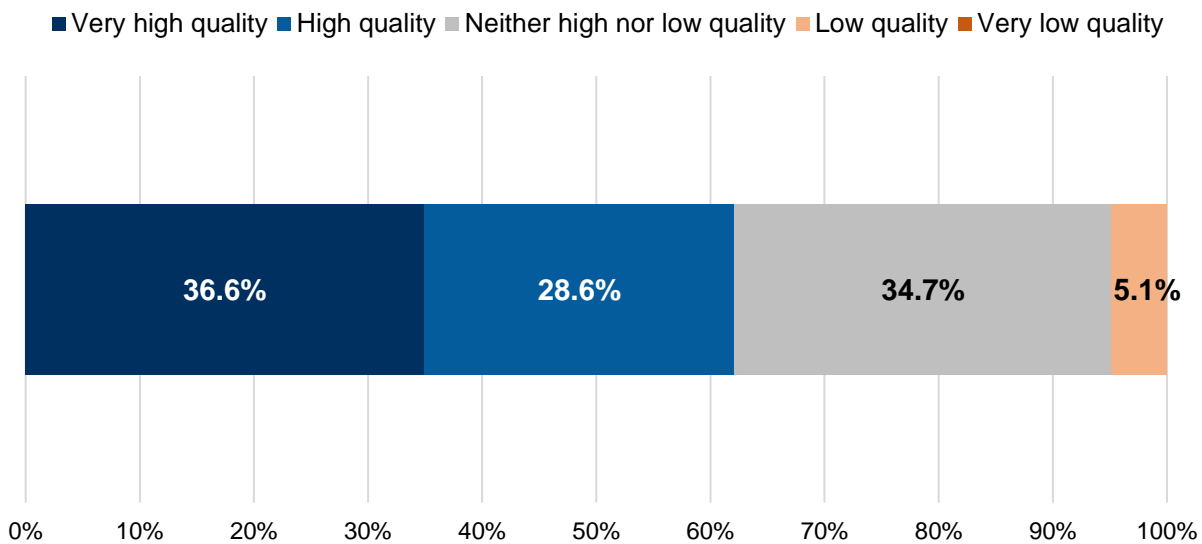
While many students work out of necessity, the data reflects that as students work more the average cumulative GPA decreases. For example, students who are not employed during the academic year have a cumulative average GPA that is .634 grade points higher than those who work 35 or more hours per week.

Figure 8: Employment Status Compared to Average of Cumulative GPA

	Average Cumulative GPA
Not Employed During Academic Year	3.385
1 - 20 Hours per Week	3.069
21 - 35 Hours per Week	2.999
35+ Hours per Week	2.742
No Response/Blank	2.931

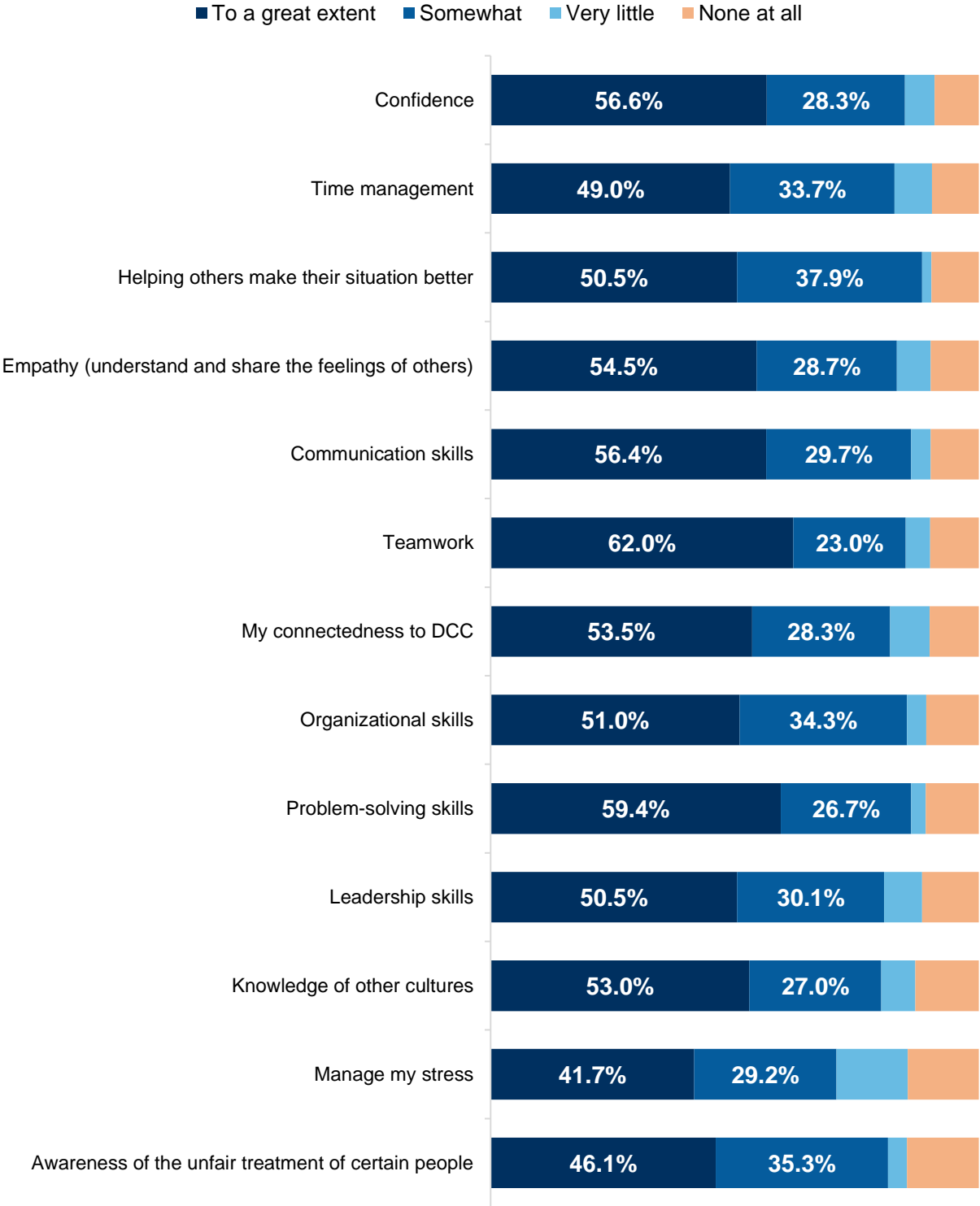
Overall, 65.2% of respondents rate the quality of student clubs and organizations as high or very high quality (See **Figure 9**).

Figure 9: Quality of Student Clubs and Organizations



At DCC, students report personal growth in several areas based on their participation in student clubs and organizations (See Figure 10).

Figure 10: Personal Learning and Improvements from Student Clubs and Organizations



Next, student club and organization interest were surveyed. A fitness club and a music club tied for the top clubs among female students. A gaming club was the most popular choice among male students.

Top Five Most Frequently Named Student Club Interests

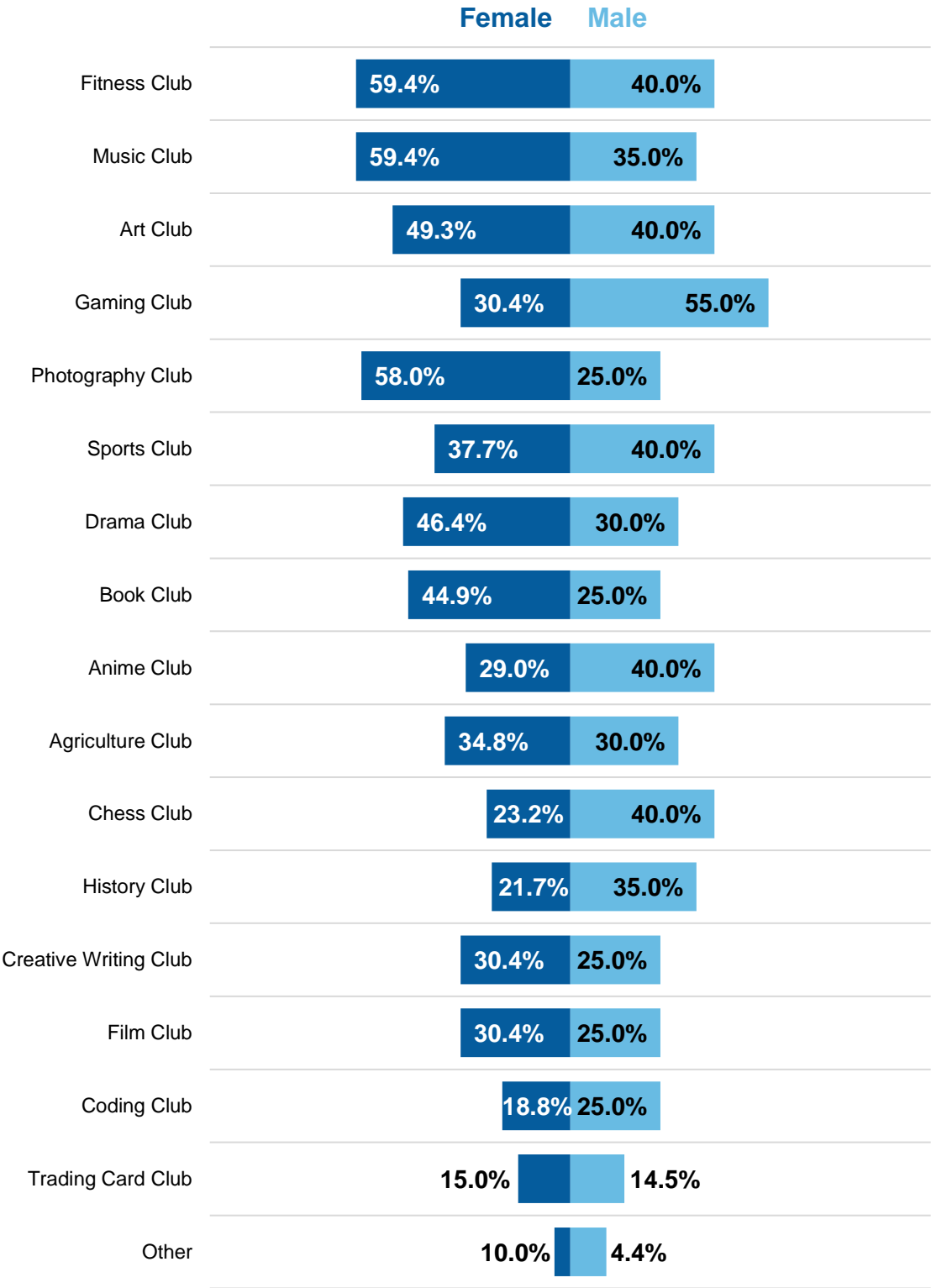
1. **Fitness Club** (59.4% of females and 40.0% of males)
2. **Music Club** (59.4% of females and 35.0% of males)
3. **Art Club** (49.3% of females and 40.0% of males)
4. **Gaming Club** (55.0% of males and 30.4% of females)
5. **Photography Club** (58.0% of females and 25.0% of males)

Other clubs of interest in the top ten, when considering all student respondents, include sports club, drama club, book club, anime club, and agriculture club (See **Figure 11**).



Above: 2019 Phi Theta Kappa Honor Society Induction

Figure 11: Student Club Interests by Gender



Community Service and Volunteering

One of DCC's general education competencies is civic engagement, which is defined as the ability to contribute to the civic life and well-being of local, national, and global communities as both a social responsibility and a life-long learning process. The 2022 Campus Involvement Survey captured self-reported community service and volunteering activities for the 2021-2022 academic year. Community service and volunteering was disaggregated based on ethnicity (See **Figure 12**), type of activity (See **Figure 13**), and quality of the activities (See **Figure 14**).

The top ten areas of personal learning and improvements from community service and volunteering activities ('somewhat' and 'to a great extent' responses combined):

1. Teamwork (96.0%)
2. Helping others make their situation better (94.5%)
3. Leadership skills (94.3%)
4. Communication skills (94.1%)
5. Empathy (94.1%)
6. Problem-solving skills (94.0%)
7. Time management (92.6%)
8. Organizational skills (92.5%)
9. Confidence (90.0%)
10. Knowledge of other cultures (86.3%)

Figure 17 ranks the personal learning and improvements from community service and volunteering activities based on the combination of responses including 'very little', 'somewhat', and 'to a great extent'.

Students self-reported participating in 1,100 hours of community service and volunteering in total by ethnicity (See **Figure 15**) and by gender (See **Figure 16**). Overall, 1,100 hours yields an average of 5.3 community service and volunteering hours per respondent. In addition, 442 community service and volunteering opportunities (duplicated) were participated in by 209 respondents. That is an average of 2.1 community service and volunteering activities per respondent.

Quick Facts about Community Service and Volunteering

- **Female students** participated 214 times in 760 hours
- **Male students** participated 228 times in 340 hours
- **African American students** participated 290 times in 498 hours
- **Caucasian students** participated 113 times in 494 hours

Figure 12: Participation in Community Service and Volunteering Activities by Ethnicity

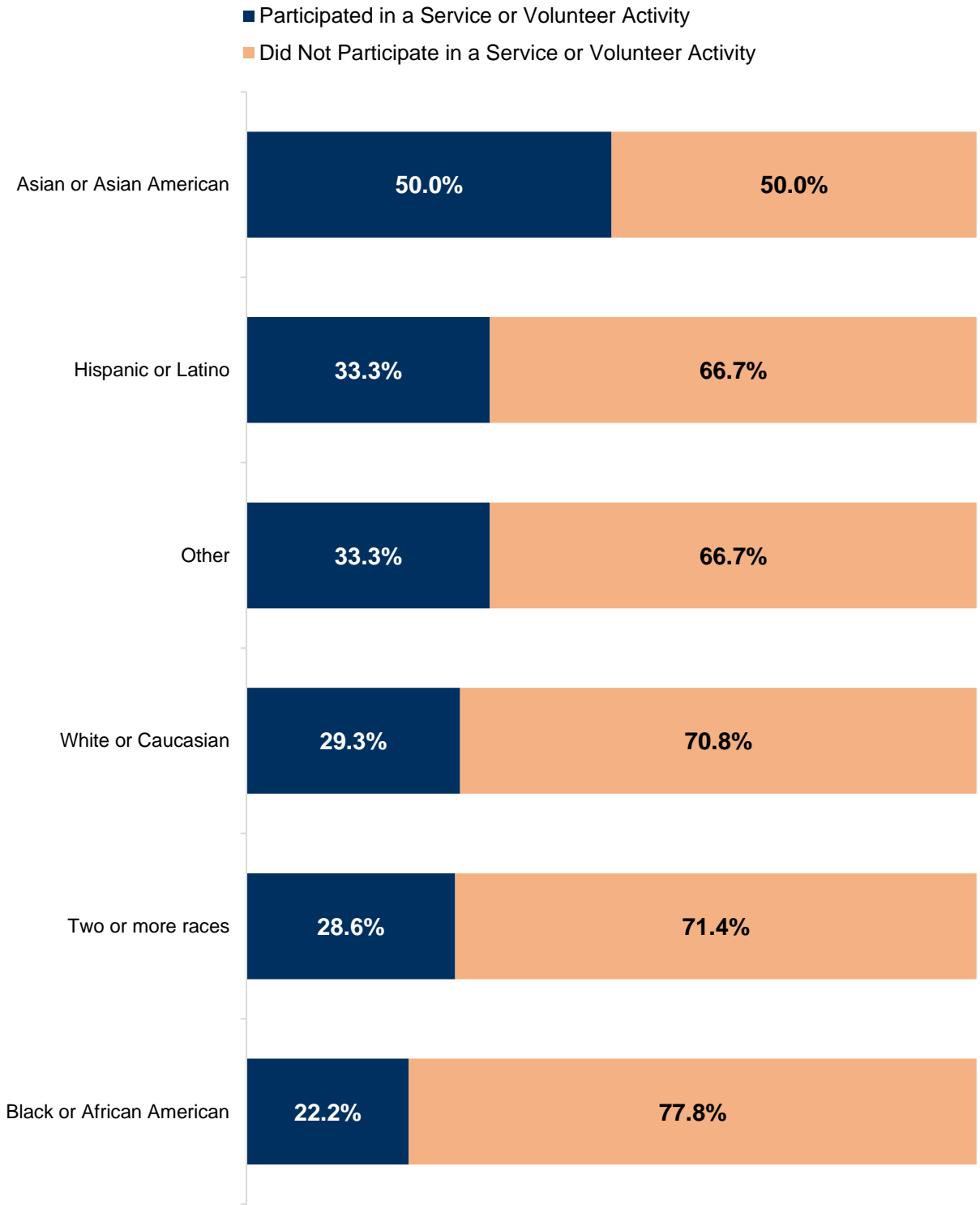


Figure 13: Participation in Community Service and Volunteering Activities by Type

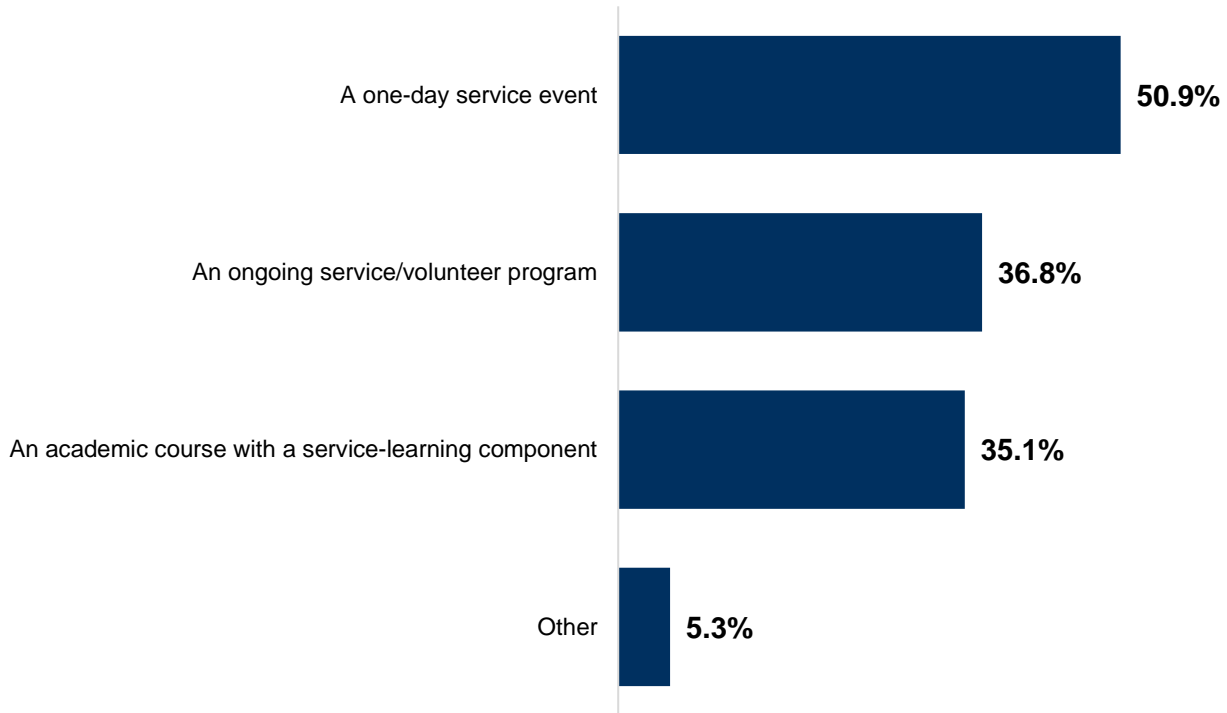


Figure 14: Quality of Community Service and Volunteering Activities

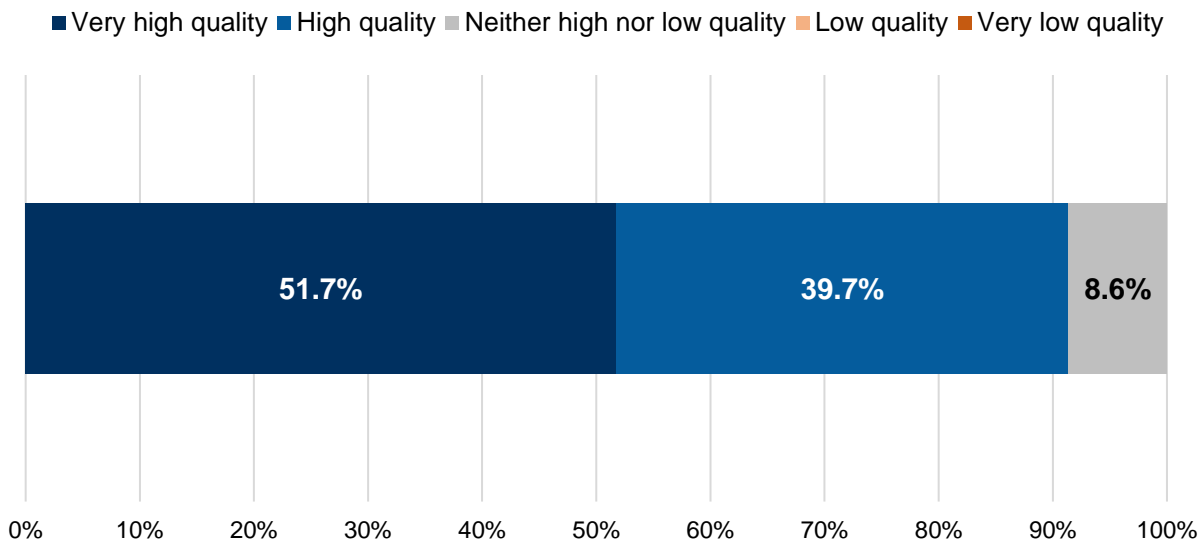


Figure 15: Number of Community Service and Volunteering Activities and Hours Participated in by Ethnicity

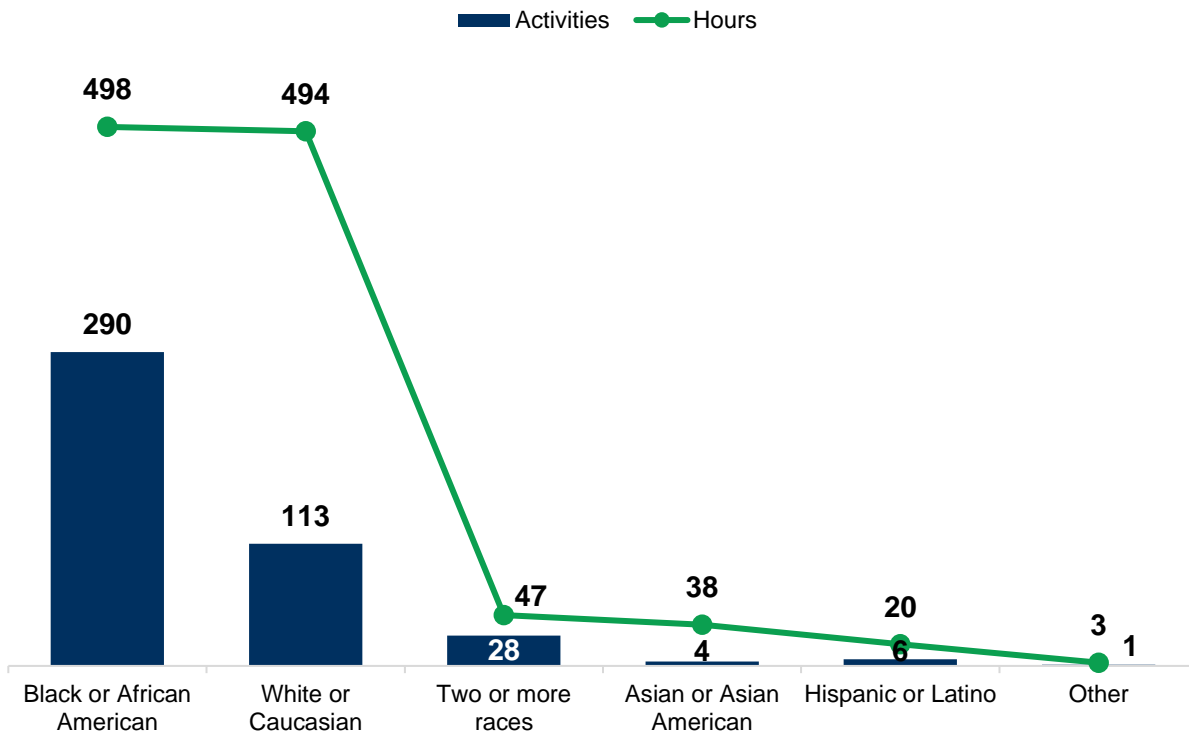


Figure 16: Number of Community Service and Volunteering Activities and Hours Participated in by Gender



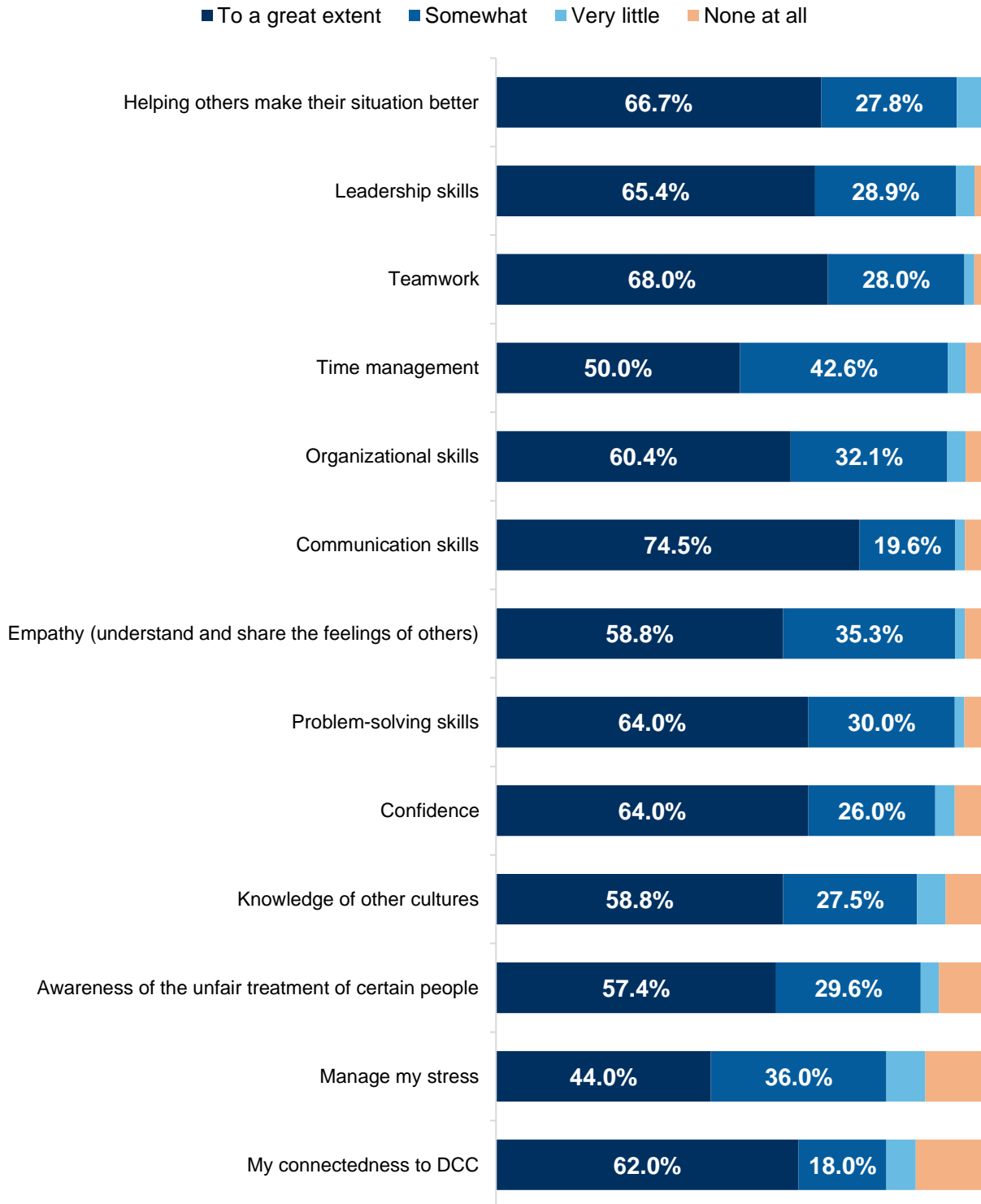
	Female	Male
 <p>Activities</p>	<p>214 community service or volunteering opportunities participated in.</p>	<p>228 community service or volunteering opportunities participated in.</p>
 <p>Hours</p>	<p>760 hours spent serving or volunteering in activities.</p>	<p>340 hours spent serving or volunteering in activities.</p>

Figure 17: Personal Learning and Improvements from Community Service and Volunteering Activities



College Activities and Events

The 2022 Campus Involvement Survey gauged student involvement in (See **Figure 18**) and satisfaction with the number of college activities and events (See **Figure 19**).

Figure 18: Involvement in College Activities and Events

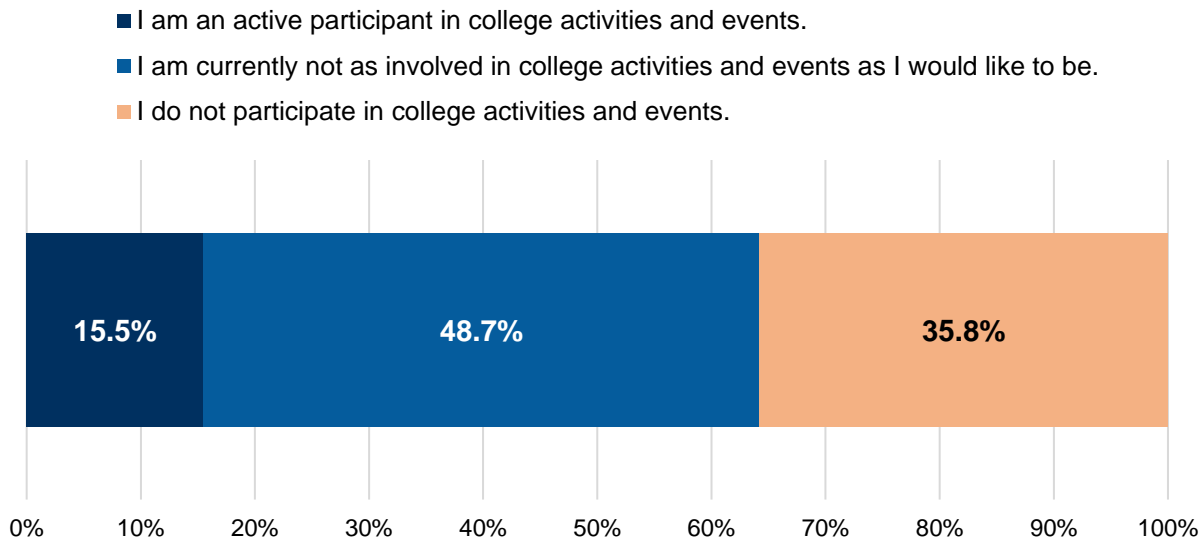
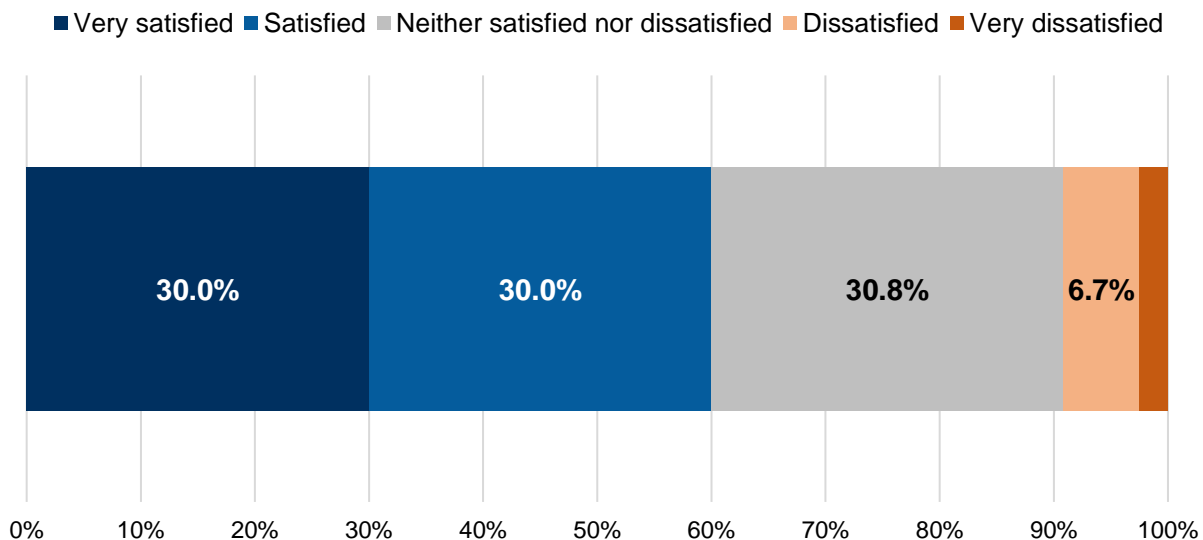


Figure 19: Satisfaction with the Number of Activities and Events



Next, the survey asked students to share their preferences in regard to days (See **Figure 20**) and times (See **Figure 21**) that they would prefer for activities and events. The top three most popular days students are likely to attend an activity or event are Thursdays, Fridays, and

Wednesdays. The most popular time students are likely to attend an activity or event is afternoons from 12pm to 3pm, followed by early evenings from 3pm to 6pm, and mornings from 8am to 12pm.

Figure 20: Percent of Students Likely to Attend an Activity or Event by Day of the Week

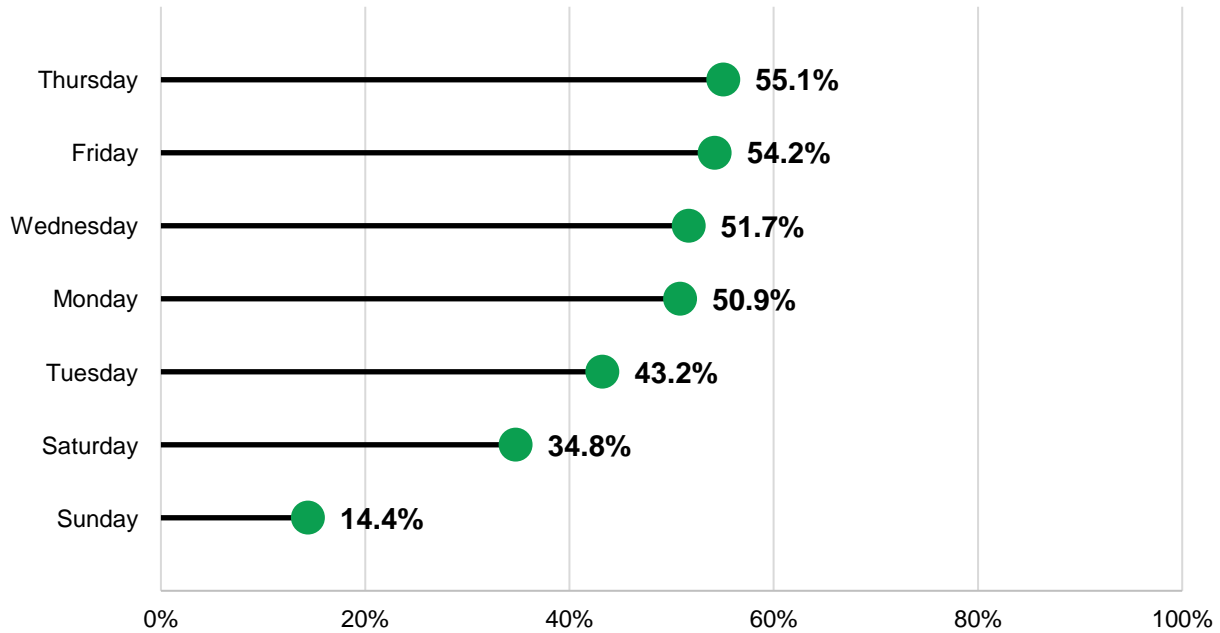
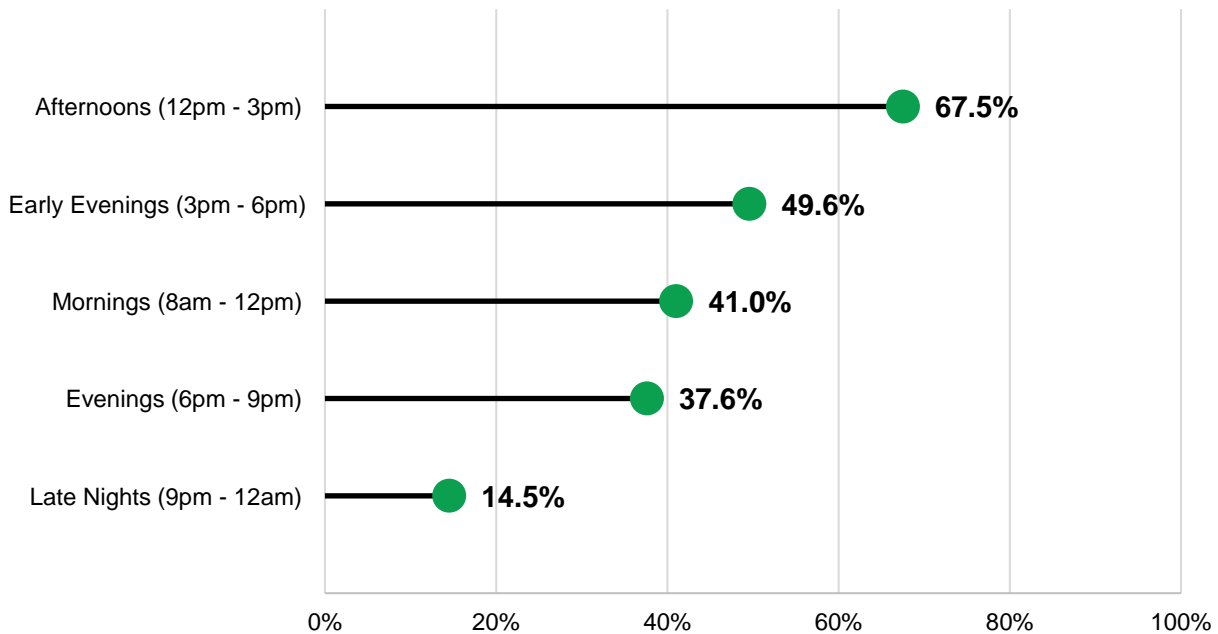


Figure 21: Percent of Students Likely to Attend an Activity or Event by Time of Day



Students reported on the types of activities and events they would like DCC to provide (See **Figure 22**). There was a tie for the third most popular choice; therefore, **Figure 22** contains four types of activities and events.

Figure 22: Activity and Event Interests



46.2% of respondents ranked **sports events** in their top three choices of activities and events they would most like to see.



36.5% of respondents ranked **concerts** in their top three choices of activities and events they would most like to see.



30.8% of respondents ranked **family friendly events** and **movies** in their top three choices of activities and events they would most like to see.

When asked about the most common methods for learning about DCC events and activities, 72.8% of students chose email as the top choice, followed by Knightly News, and DCC's website (See **Figure 23**).

Figure 23: Methods of Discovering College Events and Activities



72.8% of students ranked **email** as their most common way of hearing about college events and activities.



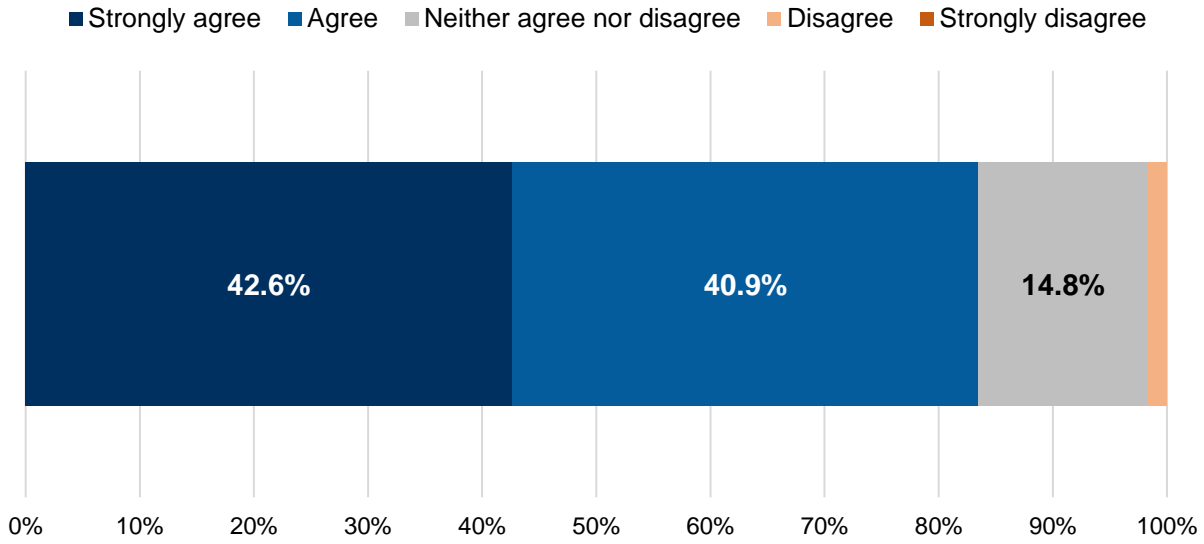
29.5% of students ranked the **Knightly News** as their second most common way of hearing about college events and activities.



27.0% of students ranked **DCC's website** as their third most common way of hearing about college events and activities.

Overall, 83.5% of respondents either agreed or strongly agreed that they were well informed about DCC events and activities (See **Figure 24**).

Figure 24: Level of Agreement with Being Well Informed About College Events and Activities



CONCLUSION

This report provides valuable information and insights into students' participation, interests, and involvement. Seven out of ten students reported being supporting of athletic programs at DCC. The top sports mentioned were basketball, baseball, football, volleyball, and softball. Overall, 115 students reported they would be likely to participate in sports, if offered.

Students also described their involvement levels in student clubs and organizations. Of those students who reported not having enough time to join a club or organization, 79.2% were full-time students, 25% worked over 35 hours per week, 25% worked 21 to 35 hours per week, 16.7% worked 1 to 20 hours per week, and 33.3% were not employed during the academic year. Students gained confidence, time management skills, and were able to help others make their situation better as a result of involvement in clubs and organizations. Next, students identified the types of clubs they would be interested in, if offered. A fitness club, a music club, an art club, a gaming club, and a photography club were the top five most frequently named student clubs.

The 209 student respondents self-reported 1,100 hours of community service and volunteering activities for the 2021-2022 academic year, averaging 5.3 community service and volunteering hours per respondent. In addition, 442 community service and volunteering opportunities (duplicated) were participated in by the 209 respondents. That is an average of 2.1 community service and volunteering activities per respondent. Students most commonly reported participation in a one-day service event. Overall, 91.4% of students rated the quality of community service and volunteering activities as high or very high quality.

Regarding events and activities, students would be interested in sport events, concerts, family friendly events, and movies, if offered. Thursdays from noon until 3:00pm is the preferred day and time for activities and events. Overall, 60% of respondents are satisfied or very satisfied with the number of activities and events. Nearly three out of four students ranked email as their most common way of hearing about college events and activities.

APPENDIX: PARTICIPANT DEMOGRAPHICS

	n	Percent
Total	209	
First Generation Student Status		
First generation student	105	50.2%
Continuing generation student	77	36.8%
No response	27	12.9%
Academic Level		
Freshman	93	44.5%
Sophomore	88	42.1%
No response	28	13.4%
Academic Load		
Full-time	136	65.1%
Part-time	44	21.1%
No response	29	13.9%
Degree-Seeking Status		
Degree-seeking student	157	75.1%
Not a degree-seeking student	52	24.9%
Gender		
Female	133	63.6%
Male	47	22.5%
Transgender/Self-Defined	0	0.00%
No response	29	13.9%
Race/Ethnicity		
American Indian or Alaska Native	0	0.0%
Asian or Asian American	2	1.0%
Black or African American	54	25.8%
Hispanic or Latino	6	2.9%
Native Hawaiian or other Pacific Islander	0	0.00%
Other	6	2.9%
Two or more races	7	3.3%
White or Caucasian	106	50.7%
Unknown	28	13.4%

	n	Percent
Total	209	
Sexual Orientation		
Heterosexual/Straight	154	73.7%
LGBTQ+	15	7.2%
Prefer not to say	9	4.3%
No response	31	14.8%
Pell Grant Recipient Status		
Received Pell grant	120	57.4%
Did not receive Pell grant	58	27.8%
No response	31	14.8%
Online Class Enrollment Status		
Enrolled in online classes only	83	39.7%
Enrolled in face-to-face and/or online classes	95	45.5%
No response	31	14.8%
Employment Status		
Not employed during academic year	69	33.0%
1-20 hours per week	29	13.9%
21-35 hours per week	42	20.1%
35+ hours per week	40	19.1%
No response	29	13.9%
Disability Status		
Has physical, cognitive, and/or learning disability	14	6.7%
Does not have a physical, cognitive, and/or learning disability.	151	72.2%
Prefer not to say	13	6.2%
No response	31	14.8%