



## The Community College Survey of Student Engagement (CCSSE)

# Overview of 2013 Survey Results Southeast Community College

## Introduction

The Community College Survey of Student Engagement (CCSSE) provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. The Center's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. **Student engagement**, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for the Center's work. The CCSSE survey instrument is designed to capture student engagement as a measure of institutional quality.

---

## CCSSE Member Colleges

CCSSE data analyses include a three-year cohort of participating colleges. This approach increases the total number of institutions and students contributing to the national dataset; this in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2013 CCSSE Cohort includes all colleges that participated in CCSSE from 2011 through 2013. The 2013 CCSSE Cohort represents over 5,379,840 community college students from 718 community and technical colleges in 48 states and the District of Columbia, three Canadian provinces (Alberta, British Columbia, and Nova Scotia), plus Bermuda, Micronesia, and the Northern Marianas.

---

## CCSSE Sampling

In CCSSE sampling procedures, students are sampled at the classroom level. The survey was administered in classes randomly selected from all of the courses offered by the institution during the winter quarter, excluding non-credit, dual-enrollment, distance learning, all but the highest level ESL courses, labs, individual instruction, and individual study or self-paced classes.

Of those students sampled at SCC, 1,018 respondents submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 102%. The percent of target rate is the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the target sample size.

## Excluded Respondents

Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling methods and that results are therefore comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- ✘ The respondent did not indicate whether he or she was enrolled full-time or less than full-time at the institution.
  - ✘ The survey is invalid. A survey is invalid if a student does not answer any of the 21 sub-items in item 4, answers *very often* to all 21 sub-items, or answers *never* to all 21 sub-items.
  - ✘ The student reported his or her age as under 18.
  - ✘ The student indicated that he or she had taken the survey in a previous class or did not respond to item 3.
  - ✘ Oversample respondents are not included because they are selected outside of CCSSE's primary sampling procedures.
- 

## 2013 Student Respondent Profile

Please note that percentages may not add up to 100% in each category due to missing data and/or rounding.

### Enrollment Status

22% of surveyed students report being less than full-time college students, compared to 28% of the 2013 CCSSE Cohort colleges' student respondents. 78% of the student respondents at our college report attending college full-time, while 72% of the 2013 CCSSE Cohort colleges' student respondents attended full-time.

Population data<sup>1</sup> for all students at our college is 46% less than full-time and 54% full-time. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/less than full-time variable so that reports will accurately reflect the underlying student population.

### Age

Student respondents at our college range in age from 18 to 64 years old. 68% are between 18 and 24 years old. Students at our college are younger than the 2013 CCSSE Cohort, of which over half (63%) of students are between 18 and 24.

### Sex

53% of student respondents are male and 47% are female, which is not comparable to the 2013 CCSSE Cohort, which is 42% male and 56% female.

### Racial Identification

82% of our student respondents identified themselves as White/Non-Hispanic; 4% as Hispanic, Latino, Spanish; 3% as Black or African American; and 2% as Asian, Asian American, or Pacific Islander. 1% of the student respondents are American Indian or Native American. 3% marked *other* when responding to the question, "What is your racial identification?"

---

<sup>1</sup> Population data are those reported for the most recent IPEDS enrollment report.

Our student sample is less diverse than the 2013 CCSSE Cohort, which is comprised of 58% White/Non-Hispanic; 12% Hispanic, Latino, Spanish; 11% Black or African American; 4% Asian, Asian American, or Pacific Islander; and 2% American Indian or Native American respondents.

### **International Students**

4% of our students responded yes to the question, “Are you an international student or foreign national?”

Our college has slightly fewer international students than the 2013 CCSSE Cohort, of which 5% are international.

*The results for the following student respondent categories are weighted according to the most recent IPEDS population data.*

### **Limited English Speaking Students**

At SCC, 11% of CCSSE respondents are non-native English speakers.

### **First-Generation Status**

23% of student respondents indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered "first-generation."

27% indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 29% indicate that level for their fathers.

### **College-Sponsored Activities**

78% of students respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intercollegiate or intramural sports, etc.) while 15% typically spend only 1 to 5 hours per week participating in these activities.

### **Educational Attainment**

68% of respondents report starting their college careers at this community college. Approximately 85% of students indicate that their highest level of educational attainment is a high school diploma or GED; 52% have completed fewer than 30 credit hours of college-level work; 11% report having either a certificate or an associate degree; 4% have earned a bachelor's degree; and 0% have earned an advanced degree.

### **Total Credit Hours Earned**

36% of surveyed students have completed fewer than 15 credit hours; 16% have completed 15-29 credit hours; and 48% have completed more than 30 credit hours.

### **External Commitments**

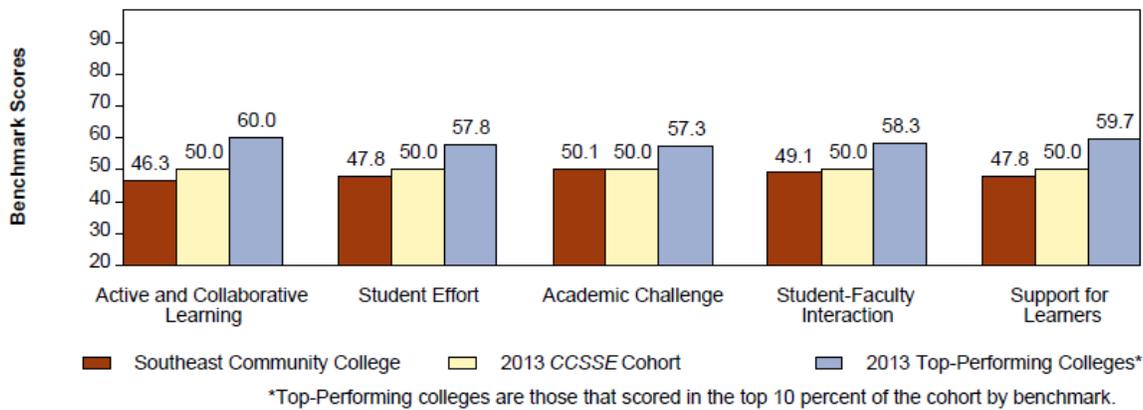
46% of student respondents work 21 or more hours per week; 48% care for dependents at least six hours per week; and 21% spend at least six hours per week commuting to class.

## CCSSE Benchmarks of Effective Educational Practice

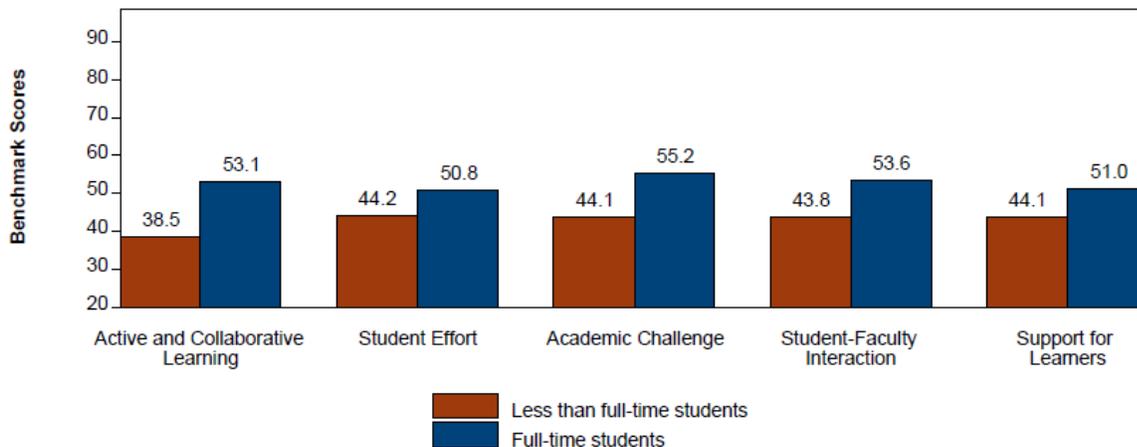
To assist colleges in their efforts to reach for excellence, the Center reports national benchmarks of effective educational practice in community colleges. CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement—and that are positively related to student learning and persistence.

Benchmarks are used to compare each institution’s performance to that of similar institutions and with the CCSSE Cohort. Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean (the average of all participating students) always is 50 and the standard deviation is 25.

All SCC Students who took the survey:



SCC students by FT/PT Status:



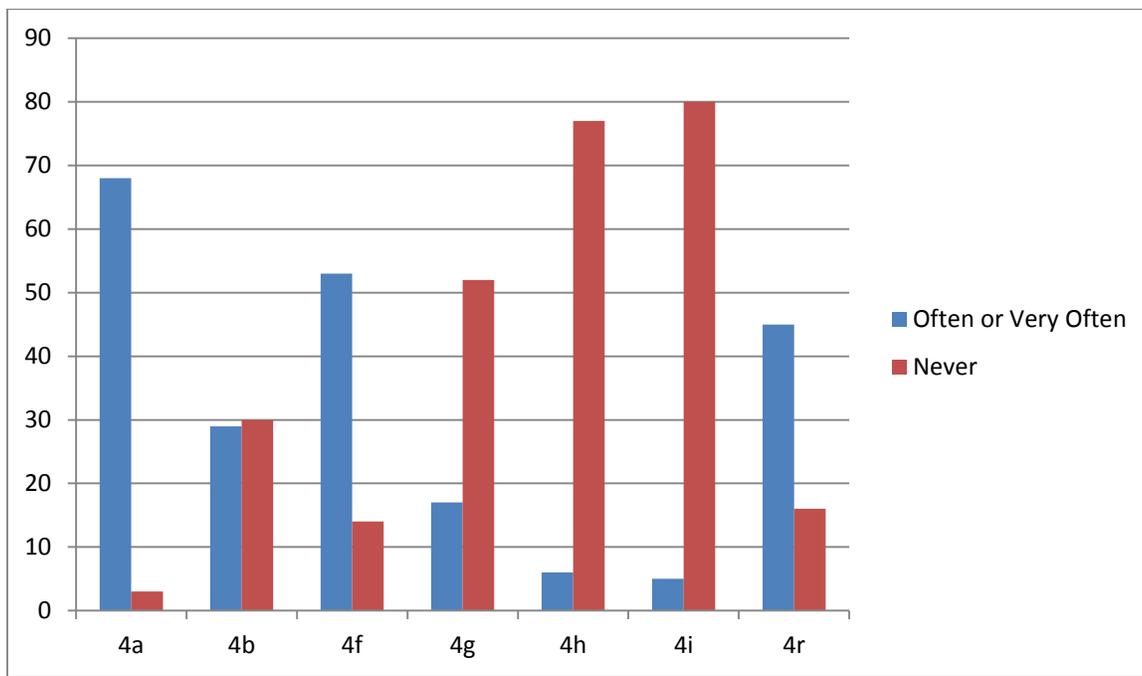
---

## CCSSE Benchmarks of Effective Educational Practice

### Benchmark: Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives. The questions below are averaged together to produce the benchmark score.

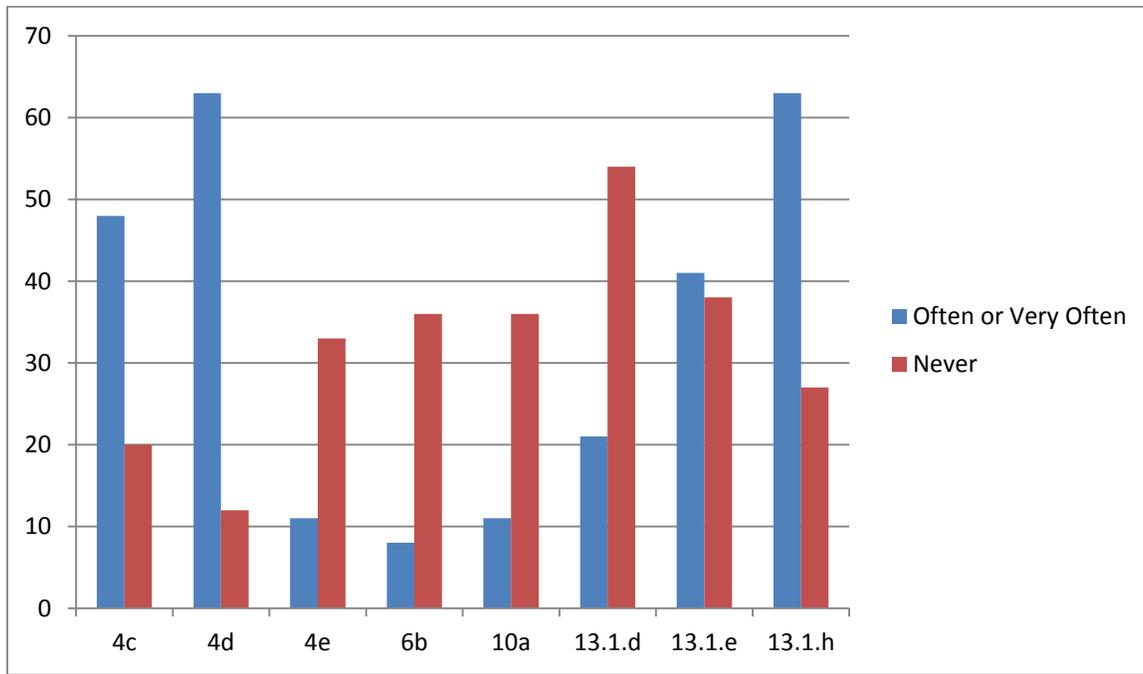
- 4a Frequency: Asked questions in class or contributed to class discussions
- 4b Frequency: Made a class presentation
- 4f Frequency: Worked with other students on projects during class
- 4g Frequency: Worked with other classmates outside of class to prepare class assignments
- 4h Frequency: Tutored or taught other students (paid or voluntary)
- 4i Frequency: Participated in a community-based project as part of a regular course
- 4r Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)



## Benchmark: Student Effort

Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

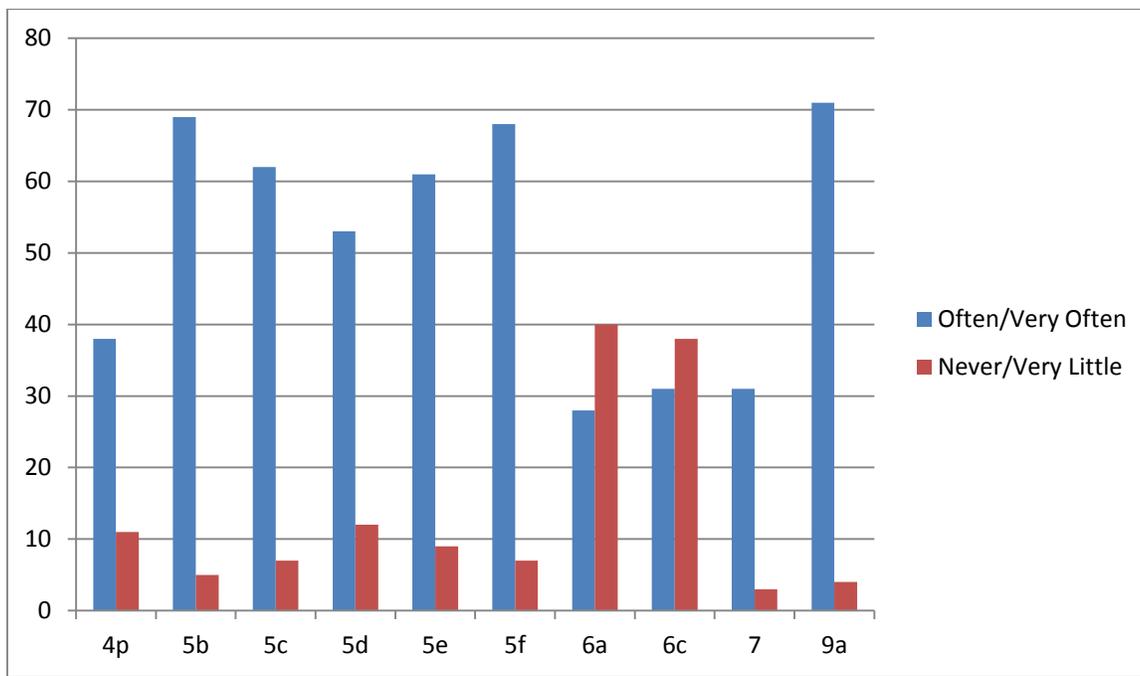
- 4c Frequency: Prepared two or more drafts of a paper or assignment before turning it in
- 4d Frequency: Worked on a paper or project that required integrating ideas or information from various sources
- 4e Frequency: Come to class without completing readings or assignments
- 6b Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (Chart: >11; none)
- 10a Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program): (Chart: >21 hours; <5 hours)
- 13.1.d Frequency of use: Peer or other tutoring (Chart: Sometimes/Often; Rarely/Never)
- 13.1.e Frequency of use: Skill labs (writing, math, etc.): (Chart: Sometimes/Often; Rarely/Never)
- 13.1.h Frequency of use: Computer lab (Chart: Sometimes/Often; Rarely/Never)



## Benchmark: Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

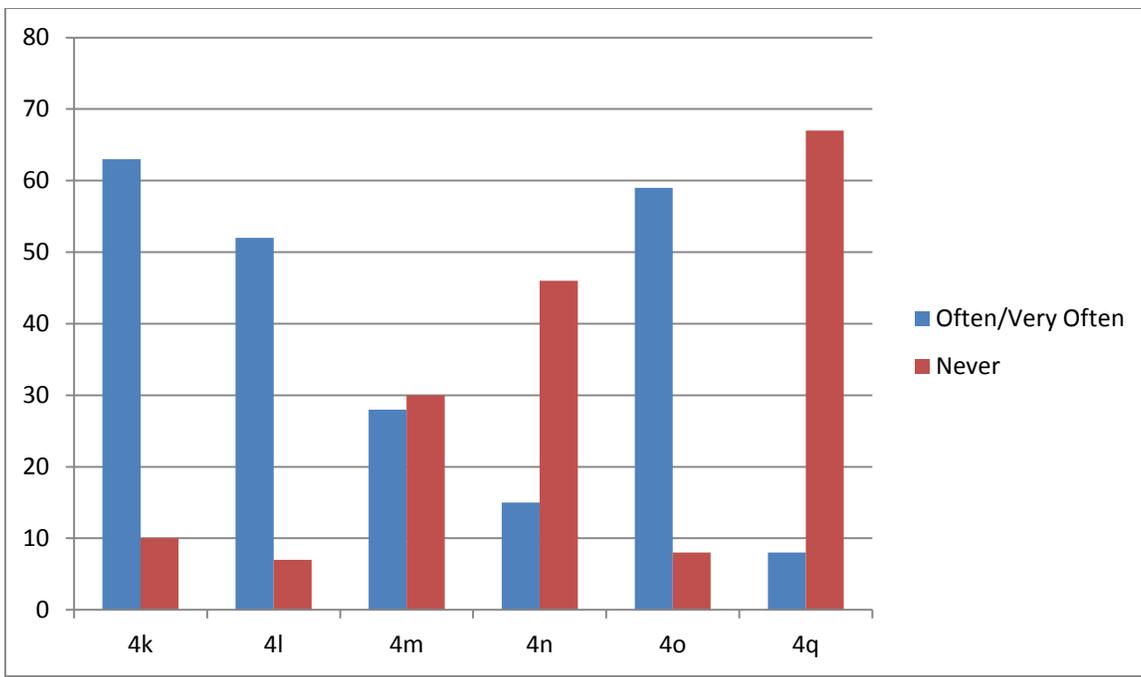
- 4p Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations
- 5b Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory
- 5c Amount of emphasis in coursework: Synthesizing and organizing ideas, information, or experiences in new ways
- 5d Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods
- 5e Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations
- 5f Amount of emphasis in coursework: Using information you have read or heard to perform a new skill
- 6a Number of assigned textbooks, manuals, books, or book-length packs of course readings (Chart: >11; <4)
- 6c Number of written papers or reports of any length (Chart: >11; <4)
- 7 Rate the extent to which your examinations have challenged you to do your best work (Chart: On a Scale, 6-7, Challenging/Extremely Challenging; 1/2 Extremely Easy/Easy)
- 9a Amount of emphasis by college: Encouraging you to spend significant amounts of time studying (Chart: Quite a bit/Very much; Very little)



## Benchmark: Student-Faculty Interaction

In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

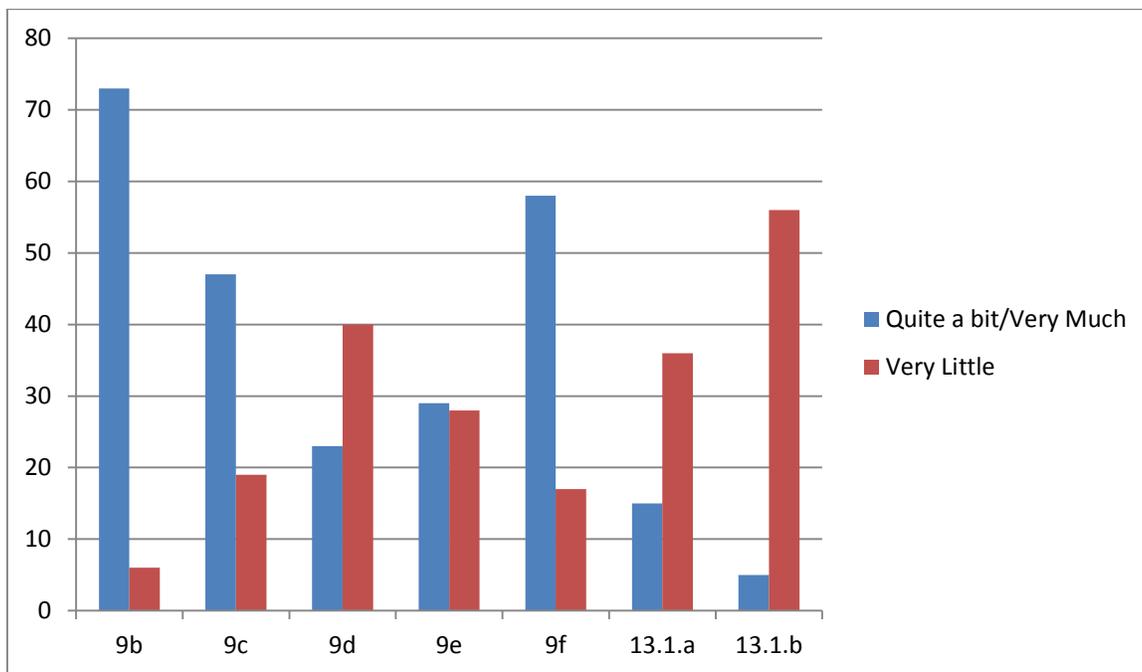
- 4k Frequency: Used e-mail to communicate with an instructor
- 4l Frequency: Discussed grades or assignments with an instructor
- 4m Frequency: Talked about career plans with an instructor or advisor
- 4n Frequency: Discussed ideas from your readings or classes with instructors outside of class
- 4o Frequency: Received prompt feedback (written or oral) from instructors on your performance
- 4q Frequency: Worked with instructors on activities other than coursework



## Benchmark: Support for Learners

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

- 9b Amount of emphasis by college: Providing the support you need to help you succeed at this college
- 9c Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- 9d Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)
- 9e Amount of emphasis by college: Providing the support you need to thrive socially
- 9f Amount of emphasis by college: Providing the financial support you need to afford your education
- 13a1 Frequency of use: Academic advising/planning (Chart: Often; Rarely/Never)
- 13b1 Frequency of use: Career counseling (Chart: Often; Rarely/Never)

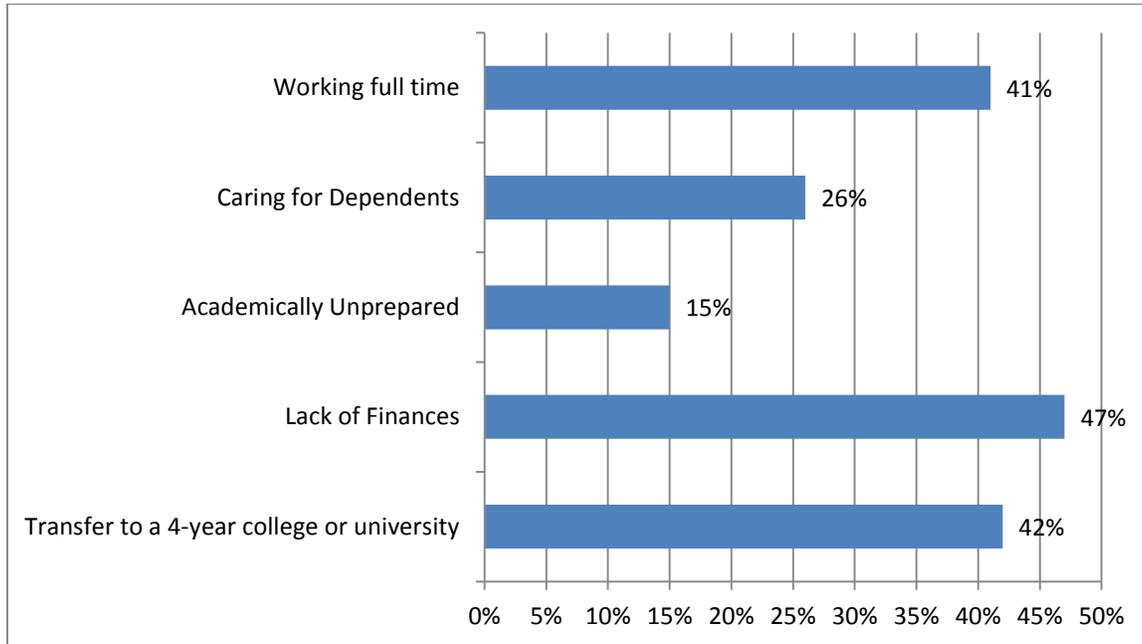


---

## Selected Findings

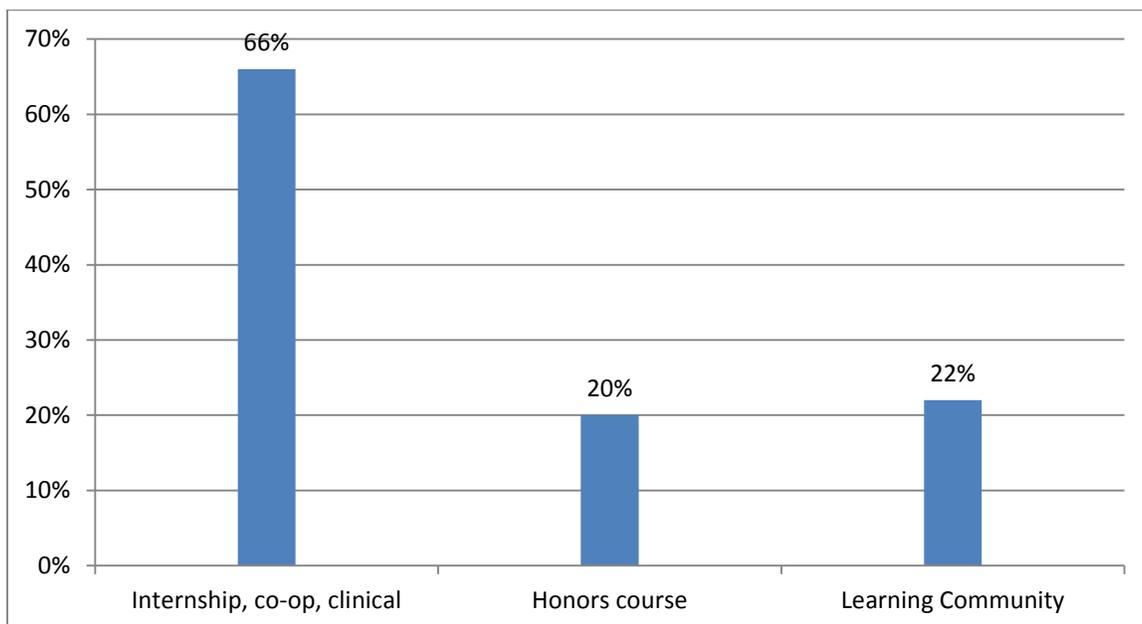
### Barriers to Persistence

CCSSE also asks students to indicate the issues that would require them to withdraw from college; that is, what keeps students from achieving their educational goals? (Likely or Very Likely)



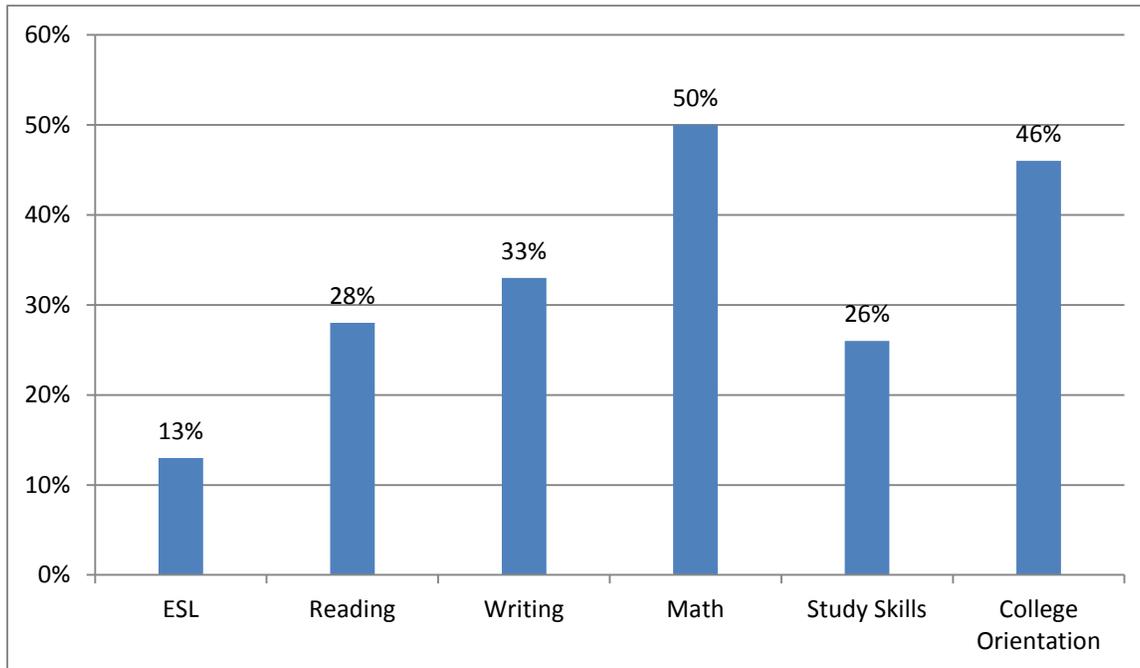
### Curricular Experiences

Colleges may offer additional experiences to supplement or enhance a student's educational program. The CCSSE survey asks students if they have either Taken or Plan to take an Internship, co-op or clinical; an honors course; or be involved in an organized learning community.



## Developmental Education, ESL, Study Skills, and Orientation Courses

SCC has a diverse student population and in order to meet their needs provides a variety of services and programs. The CCSSE survey asks students if they have either Taken or Plan to take **developmental** reading, writing, and/or math courses, ESL courses, or classes to help them with their Study Skills. Students were also asked if they have or plan to enroll in a college orientation program or course. (Have taken or Plan to take)



## Educational Goals

Students enroll in college classes for a number of reasons. In the table below, students indicate what their Primary Goal and Secondary Goal might be for attending SCC.

	Primary Goal	Secondary Goal	Not a Goal
Complete a certification program	38%	19%	43%
Obtain an Associate degree	62%	19%	19%
Transfer to a 4-year college or university	39%	23%	38%
Obtain or update job-related skills	52%	24%	24%
Self-improvement/personal enjoyment	40%	35%	25%
Change careers	26%	15%	59%

## Student and Academic Support Services

CCSSE examined the entire educational experience of college students and asked a series of questions on Student and Academic Support services.

First they asked how often students used the services; next, how satisfied they were with those services; and finally, how they would rate the importance of each service.

	Use (Sometimes/Often)	Satisfaction (Very/Somewhat)	Importance (Very/Somewhat)
Academic advising/planning	55%	71%	90%
Career Counseling	24%	42%	79%
Job placement assistance	20%	35%	76%
Peer or other tutoring	21%	38%	72%
Skills labs (writing, math, etc.)	41%	53%	76%
Child care	4%	11%	48%
Financial aid advising	50%	60%	84%
Computer lab	62%	74%	86%
Student organizations	15%	28%	61%
Transfer credit assistance	30%	41%	77%
Services to students with disabilities	7%	16%	60%

## Student Satisfaction

One way to measure student satisfaction is to ask students if they would recommend their college to a friend or family member.

On the CCSSE, 95% of the SCC students said “Yes” they would recommend the college.

When evaluating their entire educational experience at SCC, 59% rated their experience as “Good” while another 29% rated it as “Excellent.”

And when asked “How supportive friends and family are” of attending SCC, 78% said their friends were “Quite a bit” or “Extremely” supportive; and 88% said their family was “Quite a bit” or “Extremely” supportive of their attending SCC.

A final measure of student satisfaction can be seen in the results of this question; when asked, “When do you plan to take classes again?”

13% said they will accomplish their goal(s) during this term and will not return; 6% had no plans to return; 65% said they would return within the next 12 months; and 16% were uncertain.