



The Community College Survey of Student Engagement (CCSSE)

Overview of 2011 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. CCSSE'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 CCSSE's work. CCSSE's survey instrument is designed to capture student engagement as a measure of institutional quality.

CCSSE Member Colleges

CCSSE utilizes a 3-year cohort of participating colleges in all of its data analyses,¹ including the computation of benchmark scores. This cohort is referred to as the **2011 CCSSE Cohort**, colleges participating 2009 through 2011.

This approach, which was instituted in 2006, 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 3-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2011 CCSSE Cohort is composed of a total of 443,818 students at 699 institutions across 48 states and the District of Columbia, five Canadian provinces (Alberta, British Columbia, Nova Scotia, Ontario, and Quebec) as well as Bermuda, and Northern Marianas. Three hundred thirteen of these member colleges are classified as small (< 4,500), 185 as medium (4,500-7,999), 125 as large (8,000-14,999), and 76 as extra-large institutions (15,000 + credit students).² One hundred forty-nine of the cohort member colleges are classified as urban-serving, 149 as suburban-serving, and 401 as rural-serving.³

Our college falls into the large size category and is classified as being located in a rural-serving area.

¹ For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2009 and 2011, only the 2011 data would be used in the 3-year cohort.

² These enrollment statistics are based on the most recent IPEDS data with the exception of situations in which it is necessary for colleges to self-report.

³ These designations are based on the Carnegie Foundation Classification of Institutions of Higher Education.

Student Respondents

In *CCSSE* sampling procedures, students are sampled at the classroom level. Of those students sampled at our institution, 1,000 respondents submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 100%. Percent of target rate is the ratio of the adjusted number of completed surveys to target sample sizes. (The adjusted survey count is the number of surveys that were filled out properly and did not fall into any of the exclusionary categories.⁴)

2011 Student Respondent Profile

To compare the characteristics of student respondents with the characteristics of the underlying student population for each participating college, *CCSSE* uses the data reported by the institution in its most recent IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (part- or full-time). The data are aggregated to compare the 2011 *CCSSE* Cohort survey respondent population to the total student population of the 2011 *CCSSE* Cohort member colleges.

Enrollment Status

78% of the student respondents at our college report attending college full-time, while 42% of the 2011 *CCSSE* Cohort colleges’ total student population attended full-time. 22% of surveyed students report being part-time college students, compared to 58% of the 2011 *CCSSE* Cohort colleges’ total student population. 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/part-time variable so that reports will accurately reflect the underlying student population.

Age

2011 *CCSSE* student respondents at our college range in age from 18 to 65 years old. Approximately 95% are between 18 to 39 years old; 70% are 18 to 24 years old while 25% are 25 to 39 years old. 6% are over 40 years old. Students at our college are younger than the *CCSSE* cohort, of which over half (58%) of students are between 18 and 24, 29% are between 25 and 39 and 13% are over 40 years old.

Gender

Of the 1,000 student respondents at SCC who answered this item, 49% are male and 51% are female, which is comparable to the *CCSSE* cohort, which is 43% male and 57% female.

Racial Identification

84% of student respondents identified themselves as White/non-Hispanic, 3% as Hispanic/Latino/Spanish, 3% as Black or African American, and 2% as Asian. 2% of the student respondents are American Indian. 3% marked “other” when responding to the question, “What is your racial identification?” Our student sample is less diverse than the *CCSSE* cohort, which was 56% White/non-Hispanic, 14% Hispanic/Latino/Spanish, 13% Black or African American, 5% Asian, and 1% American Indian.

International Students

4% of our students responded yes to the question, “Are you an international student or foreign national?” Our college has more international students than the *CCSSE* cohort, of which 2% is international.

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

⁴ See exclusionary rules on page 4.

Limited English Speaking Students

Students with limited English speaking skills, or those whose native language is not English, comprise a significant proportion of students in community colleges. At our institution, 7.5% of student respondents identified themselves as non-native English speakers.

Educational Attainment

64% of the respondents report starting their college careers at this community college. Approximately 78% of students indicate that their highest level of educational attainment is a high school diploma or GED; 16.5% report either a certificate or an associate degree; 4% have earned a bachelor's degree; and .5% have earned an advanced degree.

Credit Hours Earned

37% of surveyed students have completed fewer than 15 credit hours; 17% have completed 15-29 credit hours; and 46% have completed more than 30 credit hours.

Grades

43% of students report that they earned grades of *B+* or higher, while 4% of students report that they earned grades of *C-* or lower.

External Commitments

10% of student respondents work 21 or more hours per week; 24% of students care for dependents at least 11 hours per week; and 8% of students spend at least 11 hours per week commuting to class.

College-Sponsored Activities

Nearly 80% of student respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intercollegiate or intramural sports, etc.) while 16% of students typically spend only 1 to 5 hours per week participating in these activities.

Excluded Respondents

The total counts of respondents in an institution's raw data file will differ from the numbers reported in the institutional reports due to the intentional exclusion of certain surveys. 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 part- or full-time at the institution. Because all results are either weighted or broken down by enrollment status, this is essential information for reporting.
- ✘ The survey is invalid. (i.e., 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 survey is considered invalid and therefore excluded.)
- ✘ 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 (item 3) or did not respond to the item.

✘ Oversampled respondents are not included. These are surveys that individual institutions paid an additional fee to acquire. Because there are no requirements stipulating how these students are sampled, these data are not included in the standard institutional reports.

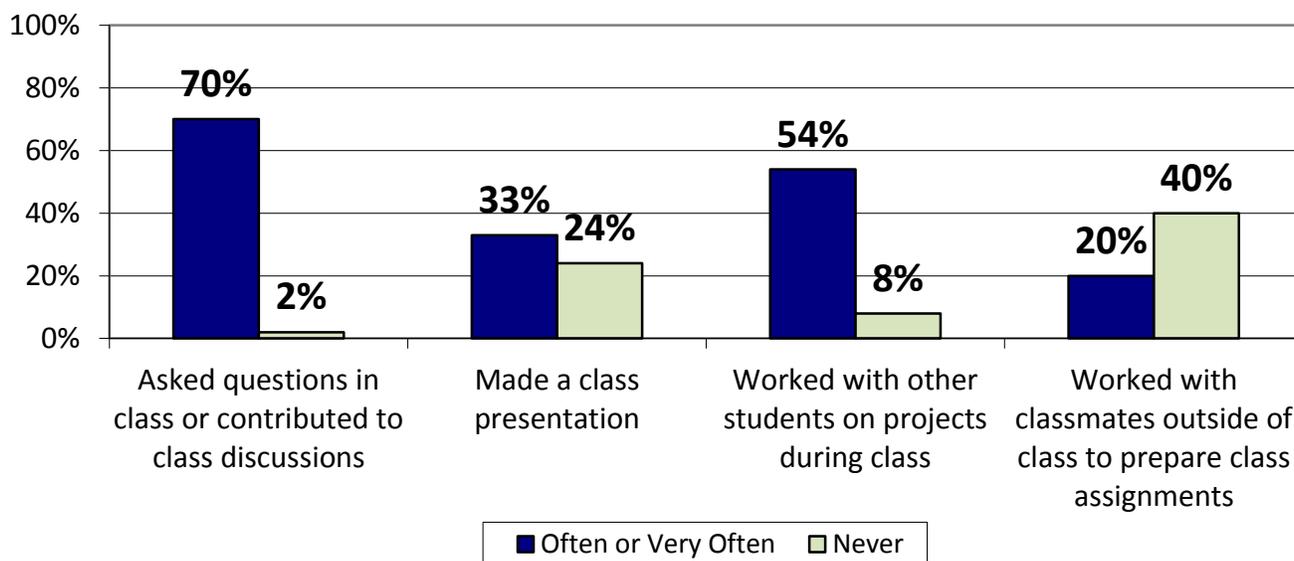
Selected Findings:

Academic Experience

A positive academic experience is a product of many ingredients, one of which is the amount of time and energy students invest in their academic work. *CCSSE* asks students to respond to several survey items in order to gauge how actively they are involved in their education. Students are given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or *Never* in response to items such as the following:

- “Asked questions in class or contributed to class discussions”
- “Made a class presentation”
- “Worked with other students on projects during class”
- “Worked with classmates outside of class to prepare assignments”

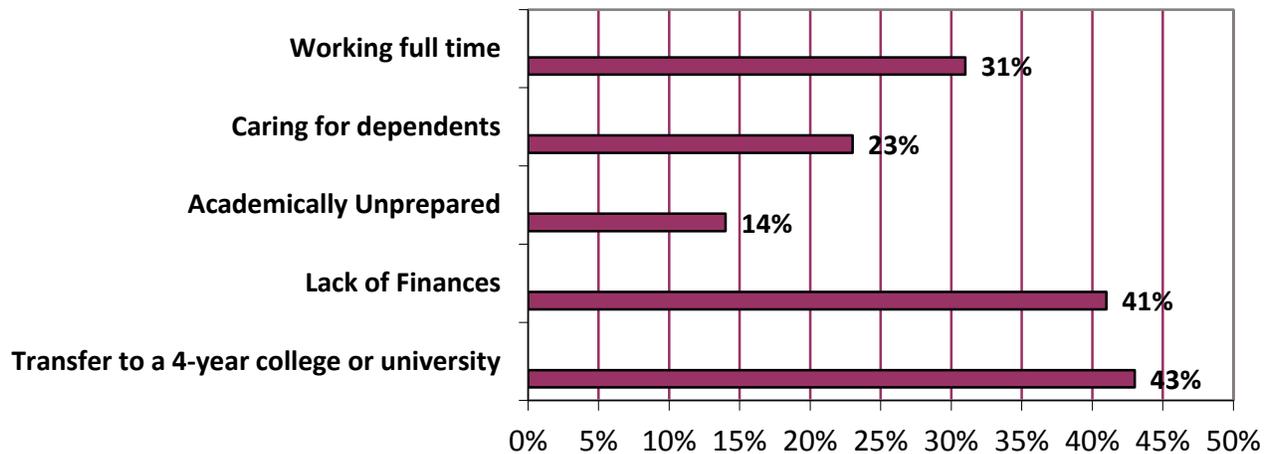
Table 1: Academic Experience



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? The percentage of students who report that factors such as working full time would result in their withdrawing from class or from college is highlighted in table 2.

Table 2: Barriers to Persistence (Likely or Very Likely)



Curricular Experiences

The table below shows the percentage of students who have taken or plan to enroll in Internships, Honors courses, or organized learning communities.

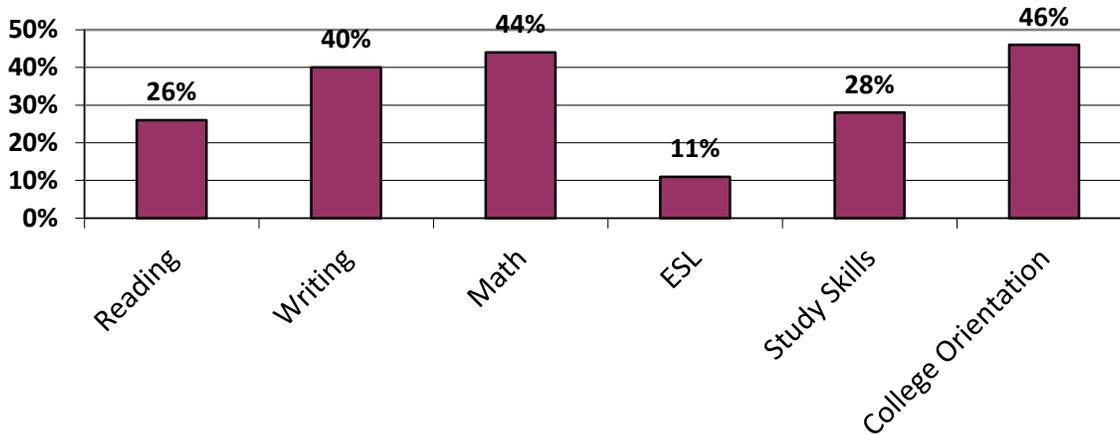
Table 3: Curricular Experiences

	Have Done or Plan to Do
Internship, field experience, co-op experience, or clinical assignment	66%
Honors Course	18%
Organized learning communities (linked courses/study groups led by faculty or counselors)	22%

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.

Table 4: Developmental Education, ESL, Study Skills, Orientation (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.

Table 5: Goals

	Primary Goal	Secondary Goal	Not a Goal
Complete a certification program	38%	20%	42%
Obtain an Associate degree	61%	17%	22%
Transfer to a 4-year college or university	39%	23%	38%
Obtain or update job-related skills	52%	24%	24%
Self-improvement/personal enjoyment	38%	39%	23%
Change careers	26%	18%	56%

Participation in Selected Activities

There are over 20 survey items on CCSSE asking students to indicate how often they have engaged in certain activities during the current school year. In the table below, results are given for all SCC students and then broken down by part-time or full-time status. The percentages reflect the combination of responses “Often” and “Very Often.”

Table 6: Frequency of Student Activity Items

Student Activity	All	Part-time	Full-time
Received prompt feedback (oral/written) from instructors	58%	56%	60%
Used the internet or IM to work on an assignment	64%	53%	72%
Used email to communicate with an instructor	53%	64%	56%
Worked on a paper/project requiring integrating ideas or information from various sources	61%	49%	71%
Discussed grades or assignments with an instructor	50%	43%	55%
Worked harder than you thought you could to meet an instructor's standards or expectations	54%	51%	55%
Discussed ideas from your readings or classes with others outside of class (students, family, co-workers, etc.)	50%	46%	51%
Prepared two or more drafts of a paper/assignment before turning it in	46%	38%	52%
Had serious conversations with students different from you in terms of religious beliefs, political opinions, or personal values	35%	31%	37%
Talked about career plans with an instructor or advisor	24%	17%	29%
Had serious conversations with students of a different race or ethnicity other than your own	35%	33%	36%
Came to class without completing readings or assignments	11%	9%	12%
Discussed ideas from your readings or classes with instructors outside of class	14%	11%	16%
Tutored or taught other students (paid or voluntary)	6%	6%	6%
Participated in a community-based project as a part of a regular course	5%	6%	5%
Skipped class	4%	3%	6%

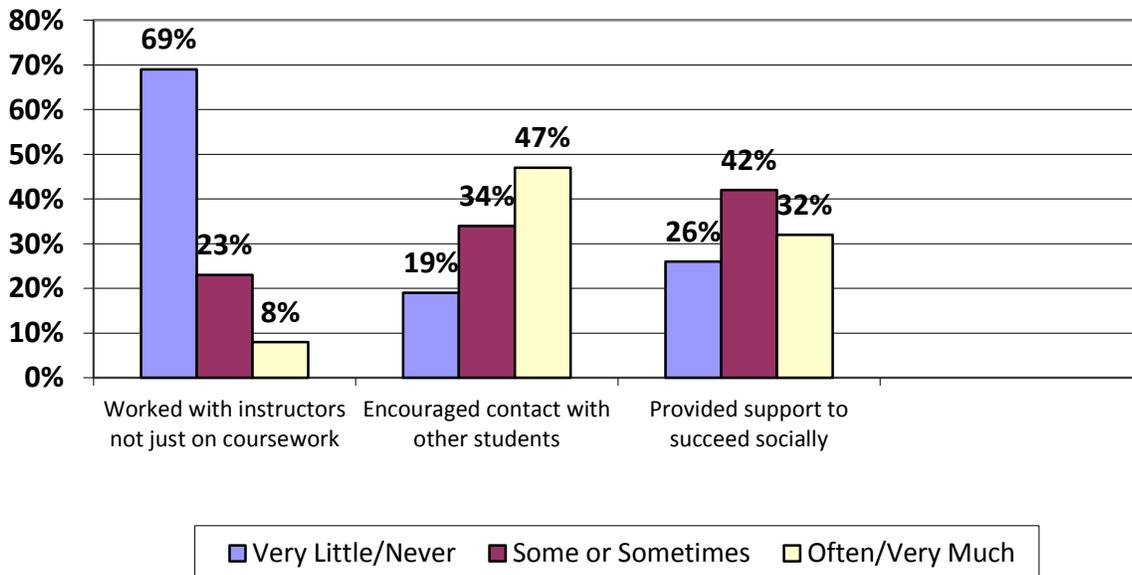
Relationships

The following questions address the extent of SCC students' experiences with their instructors, with other students, and how much SCC emphasized providing help in succeeding socially.

Specifically, students were asked (a) how often they "Worked with instructors on activities other than coursework;"

(b) "How much the college emphasized 'contact among students from different economic, social, and racial or ethnic backgrounds;' and, (c) how much SCC emphasized 'providing the support needed to thrive socially.'"

Table 7: Relationships



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.

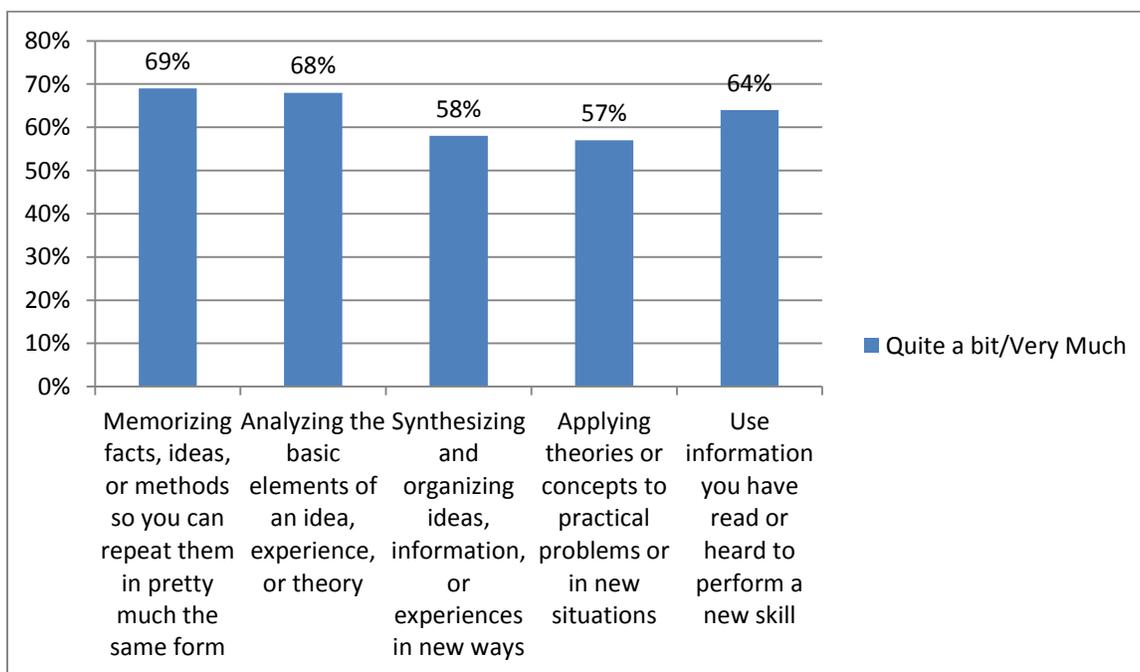
Table 8: Student Services by Use, Satisfaction, and Importance

	Use (Sometimes/Often)	Satisfaction (Very/Somewhat)	Importance (Very/Somewhat)
Academic advising/planning	53%	67%	88%
Career Counseling	22%	42%	69%
Job placement assistance	17%	31%	74%
Peer or other tutoring	22%	36%	68%
Skills labs (writing, math, etc.)	37%	49%	74%
Child care	4%	12%	46%
Financial aid advising	53%	61%	82%
Computer lab	62%	74%	85%
Student organizations	15%	29%	56%
Transfer credit assistance	31%	41%	71%

Student Learning

A number of questions on CCSSE asked the students to indicate they types of learning they were doing in their classes, from lower-level skills such as memorization, to higher-order thinking skills such as analyzing or synthesizing information, to applying theories in order to solve problems or use in new situations. The CCSSE questions asked students to what extent (Quite a bit/Very Much) has their coursework at SCC emphasized the following mental activities:

Table 9: Student Learning



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, 96% of the SCC students said “Yes” they would recommend the college.

When evaluating their entire educational experience at SCC, 56% rated their experience as “Good” while another 32% rated it as “Excellent.”

And when asked “How supportive friends and family are” of attending SCC, 79% 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?”

11% said they will accomplish their goal(s) during this term and will not return;
 4% had no plans to return;
 71% said they would return within the next 12 months; and
 15% were uncertain.

Time on Task

Along with their course work, college students juggle a number of other life-issues. The table below looks at not just time spent preparing for class but also such things as work, activities, and providing care for dependents. The table is broken down by enrollment status (part-time or full-time).

Table 10: Time on Task

	Part-time			Full-time		
	5 hours or fewer	6-20 hours	21 hours or more	5 hours or fewer	6-20 hours	21 hours or more
Preparing for class	53%	40%	7%	36%	52%	12%
Working for pay	25%	19%	56%	35%	27%	38%
Participating in college activities	96%	3%	1%	96%	3%	1%
Providing dependent care	71%	8%	21%	70%	9%	21%