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

Overview of 2018 Survey Results
Grayson College

Introduction

The Community College Survey of Student Engagement (*CCSSE*), a product and service of the Center for Community College Student Engagement, provides information about effective educational practice in community colleges. 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

The 2018 *CCSSE* Cohort includes 537 community and technical colleges from 47 states, the District of Columbia, Guam, Marshall Islands, Micronesia, and two Canadian provinces. *CCSSE* uses a cohort of participating colleges in all core survey analyses. As the survey instrument was refreshed in 2017, the 2018 cohort consists of only the colleges that participated in *CCSSE* 2017 and 2018.

CCSSE Sampling

In *CCSSE* sampling procedures, students are sampled at the classroom level. The survey was administered in classes randomly selected from among all face-to-face and hybrid courses offered by the institution during the spring academic term. Certain course types are not eligible for inclusion in the *CCSSE* administration. These include non-credit, dual-enrollment, distance learning, most ESL courses, individual instruction, and individual study or self-paced classes.

Of those students sampled at our institution 73% respondents submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 62%. 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

Excluding certain respondents from institutional and cohort-level reports ensures that results are 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 part-time at the institution.
- The survey is invalid. A survey is invalid if a student does not answer any of the 19 sub-items in item 4, answers *very often* to all 19 sub-items, or answers *never* to all 19 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.

2018 Student Respondent Profile

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

Enrollment Status

25% of surveyed students report being part-time college students, compared to 28% of the 2018 *CCSSE* Cohort colleges' student respondents. 75% of the student respondents at our college report attending college full-time, while 72% of the 2018 *CCSSE* Cohort colleges' student respondents attended full-time.

Population data[1] indicate that 69% of students attend our college part-time and 31% attend full time. The inverse representation of part-time and full-time students in our respondent and actual student populations is the result of random sampling 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

Student respondents at our college range in age from18 to 65 years old. 57% are between 18 and 24 years old. Students at our college are older than the 2018 *CCSSE* Cohort, of which over two-thirds (70%) of students are between 18 and 24 years of age.

Gender Identity

41% of student respondents identify as a man and 55% as a woman, while 5% identify as other or that they prefer not to respond. This is comparable to the 2018 *CCSSE* Cohort, in which 42% identify as a man and 53% as a woman.

Racial/Ethnic Identification

80% of our student respondents identify with a single racial/ethnic identity: 61% White, 10% Hispanic or Latino, 6% Black or African American, 2% Asian, 1% American Indian or Alaska Native, and 0% Native Hawaiian or Other Pacific Islander. 7% marked more than one category when responding to the question, "What is your racial or ethnic identification.

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[1] Population data are those reported for the most recent IPEDS enrollment report.

Our student sample is equally diverse than the 2018 *CCSSE* Cohort, which identifies as 50% White, 15% Hispanic or Latino, 9% Black or African American, 4% Asian, 1% American Indian or Alaska Native, and less than 1% Native Hawaiian or Other Pacific Islander. 8% identified with more than one racial/ethnic category.

International Students
4% of our students responded *yes* to the question, "Are you an international student or non-resident alien?"

Our college has equal in proportion of international students than the 2018 *CCSSE* Cohort, of which 4% are international.

First-Generation Status
49.8% of student respondents indicate that neither parent has attended at least some college; accordingly, these students are considered "first-generation."

47% of respondents indicate that their mothers have at least some college experience, while 44.2% indicate that their fathers do

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

Non-Native English Speaking Students
At our college, 14.8% of *CCSSE* respondents are non-native English speakers.

College-Sponsored Activities
78.2% of students respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intramural sports, etc.) while 15.5% spend 1 to 5 hours per week participating in these activities.

Total Credit Hours Earned
78.2% of surveyed students have completed fewer than 15 credit hours; 19.2% have completed 15-29 credit hours; and 16.7% have completed more than 30 credit hours.

External Commitments
19.2% of student respondents work 21 or more hours per week; 8.2% care for dependents 6–10 hours per week; and 16.7% spend 6–10 hours per week commuting to class.

Goals
Students were asked to indicate their reasons or goals for attending this college and could mark multiple goals as applicable. 56.9% identified transferring to a 4-year college or university as a goal, while 79.6% identified obtaining an associate degree and 53.4% identified completing a certificate program as a goal. 66.5 % indicated that obtaining or updating job-related skills is a goal, and 34.5% a career change as a goal for attending the college.

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. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals.

CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement—and 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. The five benchmarks of effective educational practice in community colleges are: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

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.

- 251 or 33.9% (Very Often), 246 or 33.2% (Often), 220 or 29.7% (Sometimes) and 23 or 3.1% of our students reported that they asked questions in class or contributed to class discussions.
- 62 or 8.4% (Very Often), 130 or 17.% (Often), 287 0r 38.8% (Sometimes), 260 or 35.2% (Never) made a class presentation
- 139 or 18.9 (Very Often), 268 or 36.5% (Often), 262 or 35.6% (Sometimes) and 66 or 9.0% (Never) of our students reported that they worked with other students on projects during class.
- 60 or 8.3% (Very Often), 128 or 17.5 %(Often) , 282 or 38.6% (Sometimes), 260 or 35.6% (Never) worked with classmates outside of class to prepare class assignments
- 38 or 5.2% (Very Often), 37 or 5.0% (Often), 162 or 22.0 %(Sometimes) and 497 or 67.8% (Never) reported that they tutored or taught other students (paid or voluntarily)
- 41 or 5.6% (Very Often), 62 or 8.4% (Often), 183 or 25.0% (Sometimes), 449 or 67.8% (Never) reported that they participated in community based project (Service Learning) activity) as part of a regular course
- 177 or 24.0 (Very Often), 204 or 27.7% (Often), 256 or 34.7% (Sometimes) and 101 or 13.7 % of students reported that they discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

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.

- 100 or 13.6% (Very Often), 195 or 26.3% (Often), 204 or 27.6% (Sometimes) and 241 or 32.5% (Never) prepared two or more drafts of a paper or assignment before turning it in
- 149 or 20.4% (Very Often), 242 or 33.0% (Often), 234 or 31.9 % (Sometimes) and 108 or 14.7% worked on a paper or project that required integrating ideas or information from various sources
- 20 or 2.7% (Very Often), 67 or 9.1 % (Often), 312 or 42.4% (Sometimes) and 338 or 45.8 % (Never) come to class without completing readings or assignments

- 40 or 5.5% (More than 20), 31 or 4.2% (11-20), 68 or 9.3% (5-10), 304 or 41.4% (1-4) and 290 or 39.6% (None) are the number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- 45 or 6.2% (More than 30), 45 or 6.2% (More than 30), 57 or 7.8 % (21-30), 185 or 25.3% (11-20), 184 or 25.2% (6-10), 247 or 33.7% (1-5), 13 or 1.8% (None) preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)
- 59.1 or 8.5% (5 or more times), 74 or 10.7% (2-4), 67 or 9.6%(1 time), 496 or 71.3% (Never) :Peer or other tutoring
- 209 or 30.2% (5 or more times), 209 or 30.2 (2-4 times), 73 or 10.6% (1 time), 288 or 41.7% (Never): Skill labs (writing, math, etc.)
- 212 or 30.6% (5 or more times), 152 or 21.9% (2-4 times), 77 or 11.1% (1 time), 253 or 36.4% (Never): Computer lab

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.

- 170 or 23.3% (Very Often), 256 or 23.3% (Often), 258 or 35.3% (Sometimes), 47 or 6.4% (Never) : worked harder than you thought you could to meet an instructor's standards or expectations
- 216 or 29.3% (Very much), 296 or 40.2% (Quite a bit), 201 or 27.2% (Some), 25 or 3.4% (Very Little): Analyzing the basic elements of an idea, experience, or theory
- 232 or 31.9% (Very much), 252 or 34.7% (Quite a bit), 205 or 28.2 %(Some), 38 or 5.3% (Very little) : forming a new idea or understanding from various pieces of information
- 178 or24.2% (Very much), 211 or 28.6% (Quite a bit), 243 or 32.9% (Some), 105 or 14.3%(Very Little): Making judgments about the value or soundness of information, arguments, or methods
- 243 or 33.3% (very much), 228 or 31.2% (Quite a Bit), 205 or 285 (Some), 56 or 7.6% (very Little) : Applying theories or concepts to practical problems or in new situations
- 304 or 41.2% (Very Much), 233 or 31.5% (Quite a bit), 169 or 22.9% (Some), 56 or 7.6% (Very Little): Using information you have read or heard to perform a new skill
- 135 or 18.6%% (More than 20), 110 or 15.2% (11-20), 182 or 25.1% (5-10), 271 or 37.3% (1-4), 28 or 3.9% (None) are the number of assigned textbooks, manuals, books, or packets of course readings
- 40 or 5.5% (More than 20) ,31 or 4.2 (11-20), 68 or 9.3% (5-10), 304 or 41.4% (1-4), 290 or 39.6% (None) number of written papers or reports of any length
- 118 or 16.4% (Extremely challenging), 183 or 16.4% (6), 233 or 32.5% (5), 137 or 19.1% (4), 31 or 4.3% (3), 11 or 1.5% (2) , 4 or 0.6 (Extremely easy) rate the extent to which your examinations have challenged you to do your best work
301 or 41.0 % (Very much), 285 or 38.8% (Quite a bit), 128 or 17.4% (Some), 20 or 2.7% (Very Little) amount of emphasis by college: Encouraging you to spend significant amounts of time studying

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.

- 233 or 31.8% (Very Often), 228 or 31.1% (Often), 217 or 29.5% (Sometimes), 56 or 7.7% (Never): Used e-mail to communicate with an instructor
- 160 or 21.7% (Very Often), 250 or 33.9% (Often), 277 or 37.6% (Sometimes), 50 or 6.8 % (Never) : Discussed grades or assignments with an instructor
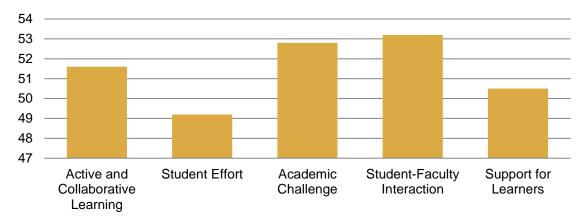
- 119 or 16.3% (Very Often),164 or 22.4% (Often),325 or 44.4% (Sometimes), 123 or 16.8% (Never): Talked about career plans with an instructor or advisor
- 63 or 8.6% (Very often), 114 or 15.6% (Often), 288 or 36.6% (Sometimes), 269 or 36.6% (Never): Discussed ideas from your readings or classes with instructors outside of class
- 218 or 29.6% (Very Often), 294 or 29.6 (Often), 186 or 25.2% (Sometimes), 39 or 5.3% (Never): Received prompt feedback (written or oral) from instructors on your performance
- 47or 6.4% (Very Often), 76 or 10.3% (Often), 167 or 22.8% (Sometimes), 444 or 60.5% (Never), : Worked with instructors on activities other than coursework
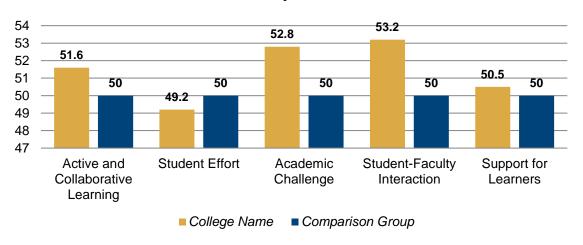
Support for Learners

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.

- 285 or 39.1% (Very much), 303 or 41.4% (Quite a bit), 118 or 16.1% (Some) , 25 or 3.4% (Very Little) : Providing the support you need to help you succeed at this college
- 202 or 27.9% (Very much), 226 or 31.1% (Quite a bite), 118 or 16.1% (Some), 78 or 10.8% (Very Little): Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- 84 or 11.5% (Very much) 141 or 19.4% (Quite a bit), 256 or 35.3% (Some), 245 or 33.7% (Very Little): Helping you cope with your non-academic responsibilities (work, family, etc.
- 102 or 14.1% (Very much), 192 or 26.5% (Quite a bit), 257 or 35.4% (Some), 174 or 24.0% (Very little) : Providing the support you need to thrive socially
- 168 or 23.0 % (very much), 184 or 25.2% (Quite a bit), 209 or 28.7% (Some), 167 or 23.0 (Very Little): Providing the financial support you need to afford your education
- 75 or 10.7% (5 or more times), 332 or 47.1% (2-4 times), 196 or 27.8% (1 time), 102 or 14.4% (Never): Academic advising/planning
- 26 or 3.7% (5 or more times), 98 or 14.0% (2-4 times), 101 or 14.4 (1 time), 612 or 87.9% (Never) : Career counseling

CCSSE Benchmark Scores for Grayson College

CCSSE Benchmark Scores for Grayson College compared to

Bar chart with y-axis from 47 to 54.

Benchmark	College Name	Comparison Group
Active and Collaborative Learning	51.6	50
Student Effort	49.2	50
Academic Challenge	52.8	50
Student-Faculty Interaction	53.2	50
Support for Learners	50.5	50

■ *College Name*   ■ *Comparison Group*
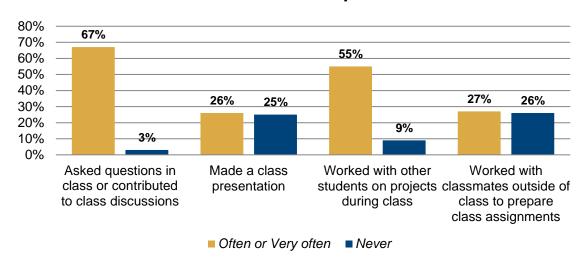
Example Selected Finding

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:

- 251 or 33.9 % (Very Often), 246 or 33.2% (Often), 220 or 29.75 (Sometimes), 23 or 3.1 %—Asked questions in class or contributed to class discussions
- 62 or 8.4% (Very Often), 130 or 17.6 % (Often), 287 or 38.85 (Sometimes), 260 or 35.2% (Never) —Made a class presentation
- 139 or 18.9% (Very Often), 268 or 36.5% (Often),262 or 35.% (Sometimes), 66 or 9.0% (Never) —Worked with other students on projects during class
- 60 or 8.3% (Very Often), 128 or 17.5% (Often), 282 or 38.6% (Sometimes), 260 or 35.6% (Never)—Worked with classmates outside of class to prepare assignments

While some students are highly involved in their academic experience (those who marked *often* or v*ery often*), others are less engaged, as illustrated by their responses of *never,* as displayed in the following graph.

CCSSE Cohort Academic Experience

Chart showing percentages for "Often or Very often" (gold) and "Never" (navy):
- Asked questions in class or contributed to class discussions: 67% / 3%
- Made a class presentation: 26% / 25%
- Worked with other students on projects during class: 55% / 9%
- Worked with classmates outside of class to prepare class assignments: 27% / 26%

■ *Often or Very often*   ■ *Never*

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