



The Community College Survey of Student Engagement (CCSSE)

Overview of 2014 Survey Results with a focus on General Education for Snow 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 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 2014 CCSSE Cohort includes all colleges that participated in CCSSE from 2012 through 2014. If a college participated more than one time in the three-year period, the cohort includes data only from its most recent year of participation. The 2014 CCSSE Cohort represents over 438,000 community college students from 684 community and technical colleges in 48 states and the District of Columbia, three Canadian provinces, plus Bermuda, Micronesia, and the Marshall Islands.

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 spring academic term, 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 our institution, 660 respondents submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 83%. 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 (n = 800).

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.
- ✘ Specific to Snow College, several instructors failed to schedule the survey assigned to their class, even after multiple scheduling attempts across a two-year period.

2014 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

5% of surveyed students report being less than full-time college students, compared to 28% of the 2014 CCSSE Cohort colleges' student respondents. 95% of the student respondents at our college report attending college full-time, while 72% of the 2014 CCSSE Cohort colleges' student respondents attended full-time.

Population data¹ for all students at our college is 36% less than full-time and 64% 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. 52% are between 18 and 24 years old. Students at our college are younger than the 2014 CCSSE Cohort, of which over half (63%) of students are between 18 and 24.

Sex

40% of student respondents are male and 60% are female, which is comparable to the 2014 CCSSE Cohort, which is 43% male and 55% female.

Racial Identification

83% of our student respondents identified themselves as White, Non-Hispanic; 3% as Hispanic, Latino, Spanish; 3% as Black or African American; and 4% as Asian, Asian American, or Pacific Islander. 1%

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

of the student respondents are American Indian or Native American. 1% marked *other* when responding to the question, "What is your racial identification?"

Our student sample is less diverse than the 2014 CCSSE Cohort, which is comprised of 56% White/Non-Hispanic; 14% Hispanic, Latino, Spanish; 11% Black or African American; 5% 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 fewer international students than the 2014 CCSSE Cohort, of which 6% 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 our college, 5% of CCSSE respondents are non-native English speakers.

First-Generation Status

13% 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."

18% indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 16% indicate that level for their fathers.

College-Sponsored Activities

41% of students respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intercollegiate or intramural sports, etc.) while 42% typically spend only 1 to 5 hours per week participating in these activities.

Educational Attainment

84% of respondents report starting their college careers at this community college. Approximately 83% of students indicate that their highest level of educational attainment is a high school diploma or GED; 56% have completed fewer than 30 credit hours of college-level work; 8% report having either a certificate or an associate degree; 1% have earned a bachelor's degree; and 1% have earned an advanced degree.

Total Credit Hours Earned

22% of surveyed students have completed fewer than 15 credit hours; 34% have completed 15-29 credit hours; and 44% have completed more than 30 credit hours.

External Commitments

3% of student respondents work 21 or more hours per week; 8% care for dependents at least six hours per week; and 63% spend at least six hours per week commuting to class.

Goals

Students were asked to indicate their reasons or goals for attending this college; students could choose more than one primary and secondary goal. 63% indicated that transferring to a 4-year college or university is a primary goal, while 24% indicated this as a secondary goal. 79% indicated that obtaining an associate degree is a primary goal, while 14% indicated this as a secondary goal. Additionally, 40% indicated obtaining or updating job-related skills is a primary goal, while 47% indicated that self-improvement/personal enjoyment is a primary goal.

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 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. 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.

- 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.)

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
- 10a Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
- 13d1 Frequency of use: Peer or other tutoring
- 13e1 Frequency of use: Skill labs (writing, math, etc.)
- 13h1 Frequency of use: 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.

- 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
- 6c Number of written papers or reports of any length
- 7 Rate the extent to which your examinations have challenged you to do your best work
- 9a 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.

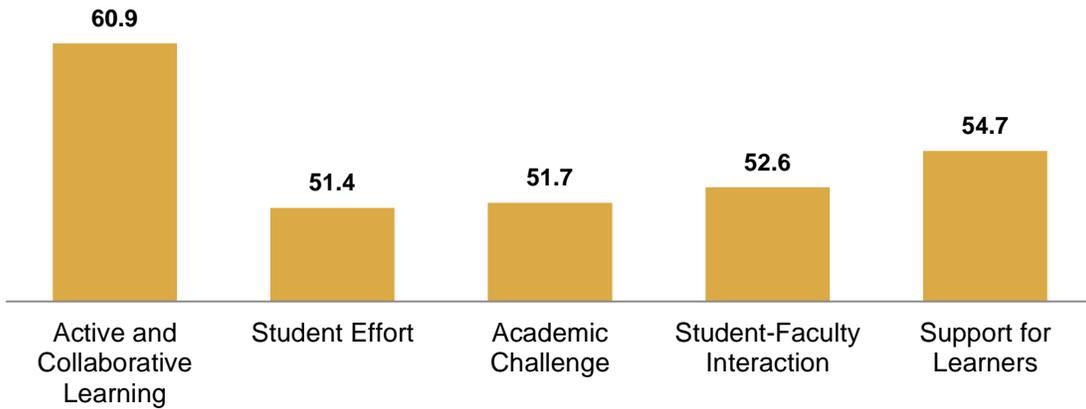
- 4k Frequency: Used e-mail to communicate with an instructor
- 4l Frequency: Discussed grades or assignments with an instructor
- 4m Frequency: Talked about career plans with an instructor or advisor
- 4n Frequency: Discussed ideas from your readings or classes with instructors outside of class
- 4o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

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.

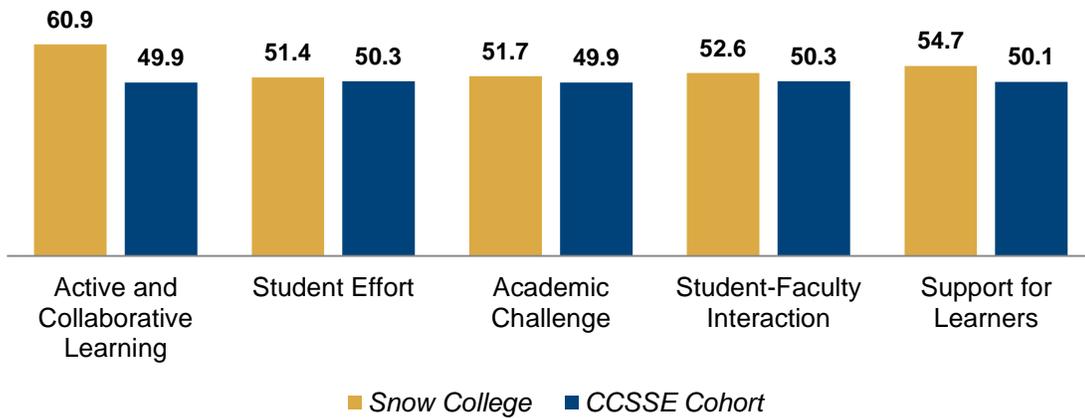
- 9b Amount of emphasis by college: Providing the support you need to help you succeed at this college
- 9c Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- 9d Amount of emphasis by college: Helping you cope with your 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
- 13b1 Frequency of use: Career counseling

CCSSE Benchmark Scores for Snow College



Benchmark scores have a mean of 50 and a standard deviation of 25.

CCSSE Benchmark Scores for Snow College compared to CCSSE Cohort



Benchmark scores have a mean of 50 and a standard deviation of 25.

Snow College's General Education Assessment

The mission of general education at Snow College is to stretch students' minds and enlarge the foundation of their intellectual and practical skills in order to create in them a lifelong love of learning. The general education curriculum is designed to accomplish several goals: to provide students with a broad exposure to different academic disciplines in order to assist them in selecting their course of study; to introduce a variety of ways of making knowledge so that students understand the complexity of information and knowledge; to facilitate the development of a passion for a specific area of study and a love of learning in general; to provide connections between disciplines by providing interdisciplinary, integrated learning opportunities; to prepare students to participate fully in human culture, ask probing and thoughtful questions, and engage as responsible citizens.

Learning outcomes associated with Snow College's general education curriculum are as follows:

- A fundamental knowledge of human cultures and the natural world, with particular emphasis on American institutions, the social and behavioral sciences, the physical and life sciences, the humanities, the fine arts, and personal wellness.
- The ability to read, retrieve, interpret, and deliver information using a variety of traditional and electronic media.
- The ability to speak and write effectively and respectfully as a member of the global community, and work effectively as a member of a team.
- The ability to reason quantitatively in a variety of contexts.
- The ability to respond with informed sensitivity to an artistic work or experience.
- The ability to reason analytically, critically, and creatively about nature, culture, facts, values,, ethics, and civic policy.
- The ability to address complex problems by integrating the knowledge and methods of multiple disciplines.

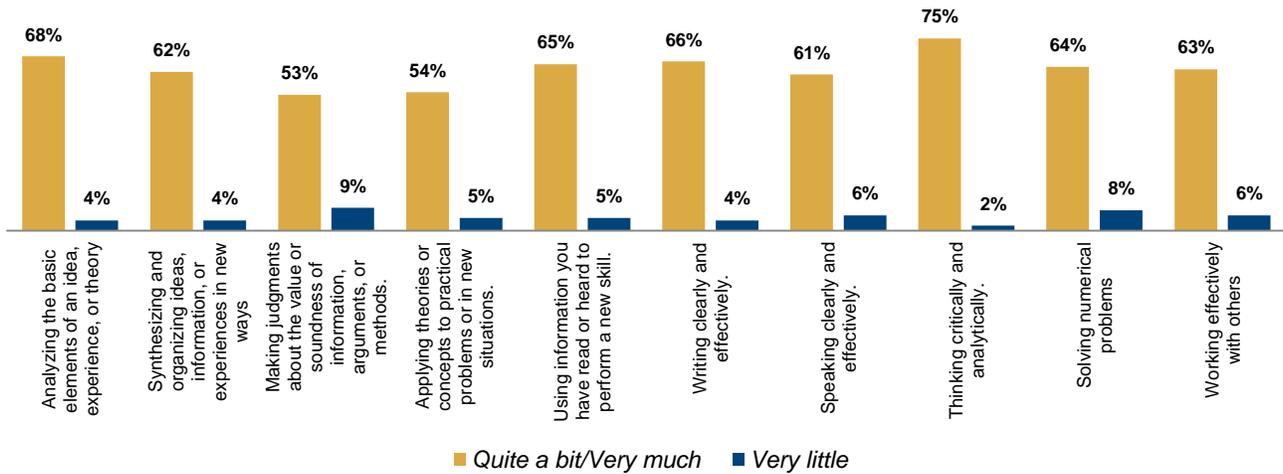
In addition, a student seeking an Associate of Arts degree must be able to speak, read, and write in a foreign language with basic proficiency.

CCSSE items associated with Snow College's general education learning outcomes:

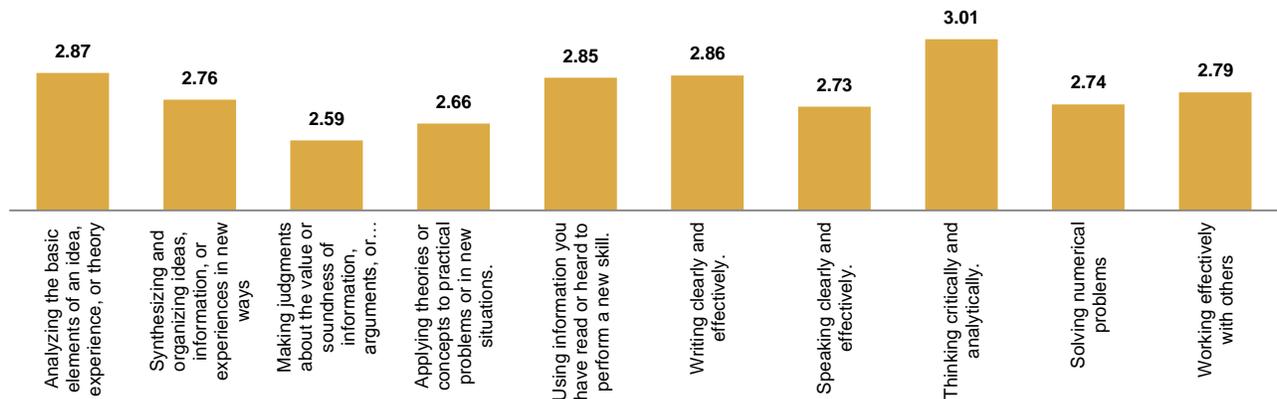
- Item 5b—Analyzing the basic elements of an idea, experience, or theory
- Item 5c—Synthesizing and organizing ideas, information, or experiences in new ways
- Item 5d—Making judgments about the value or soundness of information, arguments, or methods.
- Item 5e—Applying theories or concepts to practical problems or in new situations.
- Item 5f—Using information you have read or heard to perform a new skill.
- Item 12c—Writing clearly and effectively.
- Item 12d—Speaking clearly and effectively.
- Item 12e—Thinking critically and analytically.
- Item 12f—Solving numerical problems.
- Item 12h—Working effectively with others.

While some students are highly involved in their academic experience (those who marked *quite a bit* or *very much*), others are less engaged, as illustrated by their responses of *very little*, as displayed in the following graph.

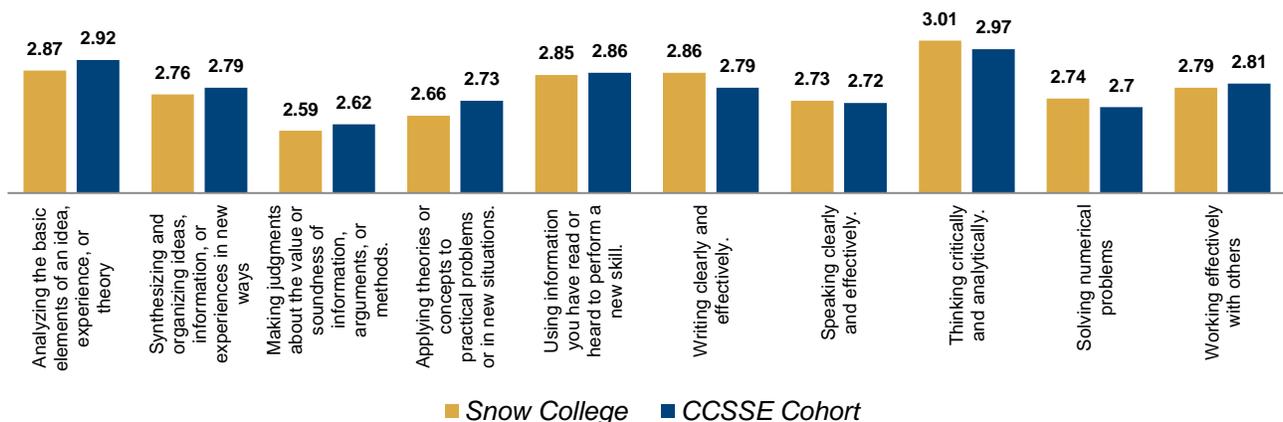
CCSSE General Education Experience



General Education Benchmark Scores for Snow College



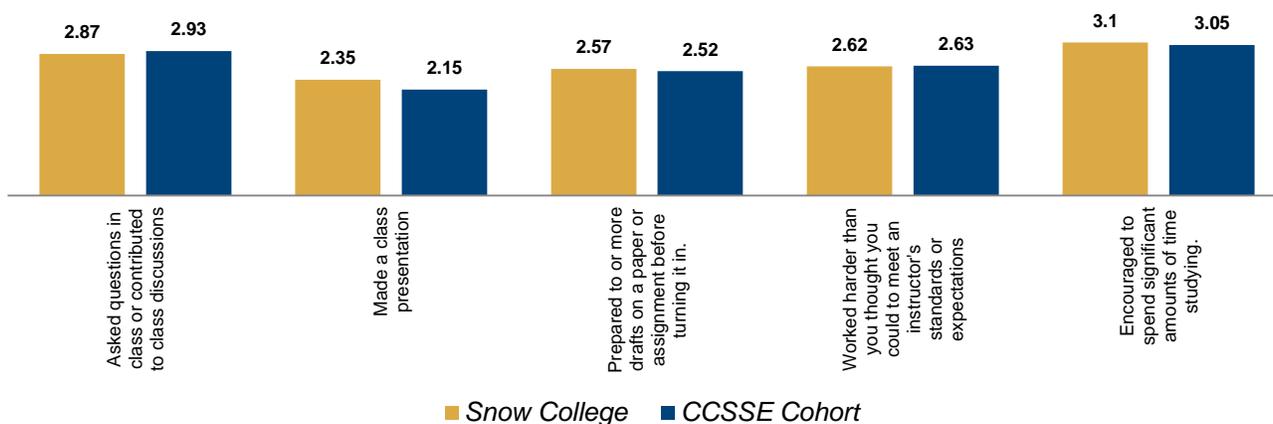
CCSSE Benchmark Scores for Snow College compared to CCSSE Cohort



In addition to the achievement of learning outcome achievement associated with the degree or certificate, students also experienced a positive and rigorous academic experience at Snow College. The following CCSSE survey items gauge how actively Snow College students are involved in their education. Students had the opportunity to mark very often, sometimes, or never in response to the following items:

- Item 4a—Asked questions in class or contributed to class discussions.
- Item 4b—Made a class presentation
- Item 4c—Prepared two or more drafts on a paper or assignment before turning it in.
- Item 4d—Worked harder than you thought you could to meet an instructor’s standards or expectations.
- Item 9a—Encouraged to spend significant amounts of time studying

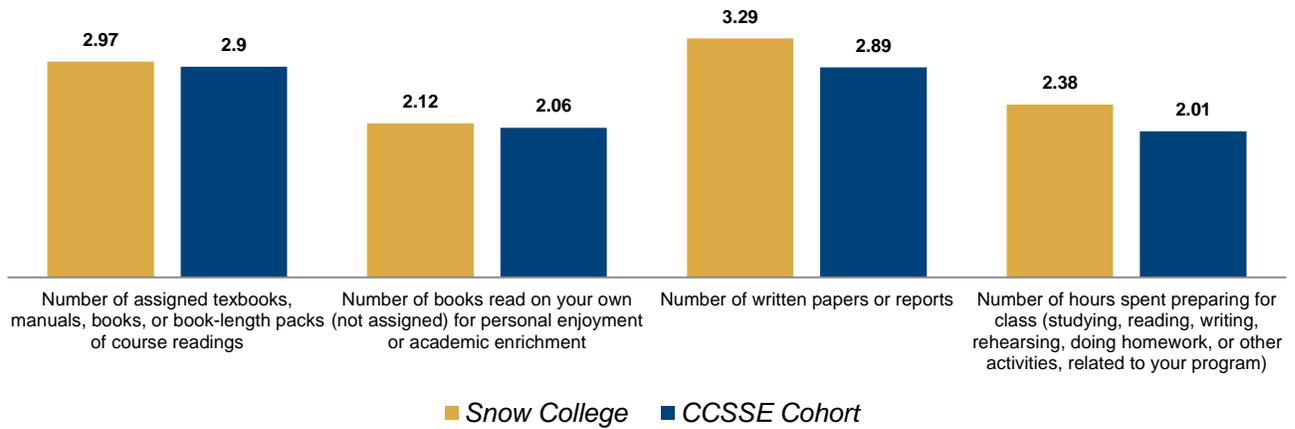
Academic Experience Benchmark Scores for Snow College compared to CCSSE Cohort



The CCSSE also asked students to quantify (in hours or numbers of reports/assignments/books) dedicated to academic activities.

- Item 6a—Number of assigned textbooks, manuals, books, or book-length packs of course readings.
- Item 6b—Number of books read on your own (not assigned) for personal enjoyment or academic achievement
- Item 6c—Number of written papers or reports of any length
- Item 10a—Number of hours spent preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program).

Academic Experience Hour Averages for Snow College compared to CCSSE Cohort



Students were also asked to indicate “the extent to which examinations during the current school year have challenged you to do your best work at the college” on a scale from 1 *being extremely easy* to 7 *being extremely challenging*.

Exam Challenge Average for Snow College compared to CCSSE Cohort

