



Community College Survey of Student Engagement

2018 Report

Introduction

The Community College Survey of Student Engagement (CCSSE) was administered to Paul D. Camp Community College (PDCCC) students during the 2018 spring semester. The survey administration took place from February 15 through April 17. The survey findings are based on 323 valid surveys. Survey responses were excluded if the respondent did not indicate their enrollment status, did not answer any of the sub-items or answered very often and never to all sub-items, reported their age as under 18, or indicated that they had taken the survey in a previous class. In 2017 the CCSSE instrument was updated. Most of the items did not change, however there were revisions to the wording of certain items and response categories.

What is CCSSE?

The CCSSE is an assessment tool that provides information on engagement of community college students. The CCSSE assesses effective educational practices at community colleges and assists institutions in promoting improvements in student engagement, learning and retention. CCSSE results can be used to inform decision making and target instructional improvements. In addition, CCSSE provides benchmarking, allowing comparison of performance to like sized institutions, top-performing institutions (score in top 10% of cohort), and national norms.

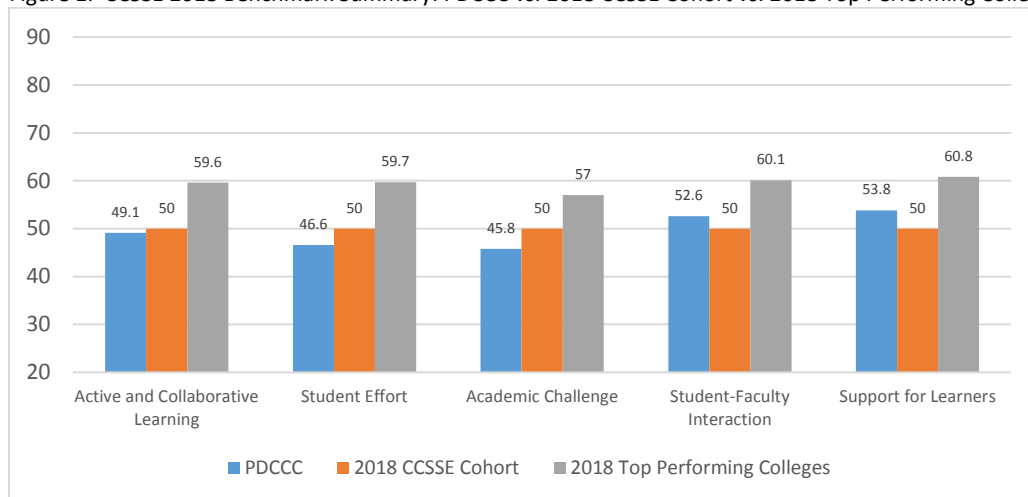
CCCSSE Benchmark and Cohort

Survey items are grouped into five benchmarks areas of student engagement which include (1) active and collaborative learning, (2) student effort, (3) academic challenge, (4) student-faculty interaction, and (5) support for learners.

Typically CCSSE utilizes a three year cohort for comparison and data analyses. The 2018 administration was the second to use the updated CCSSE survey instrument. As a result, the 2018 CCSSE utilizes a two-year cohort (2017 and 2018) in its data analyses and the computation of benchmark scores. The CCSSE cohort included 537 institutions from 47 states, the District of Columbia, three Canadian provinces, plus Micronesia and the Marshall Islands. Of the 537 institutions, 274 (51%), including PDCCC, are classified as small (<4,500).

The PDCCC results in this report are presented alongside small sized institutions and the CCSSE cohort. Please note benchmark scores are calculated by averaging the scores of items that comprise each benchmark. The scores are then standardized so that the national average is always 50 for all benchmarks. Although comparing findings to other colleges is valuable it is also important for PDCCC to evaluate its satisfaction and dissatisfaction with its findings and outcomes.

Figure 1: CCSSE 2018 Benchmark Summary: PDCCC vs. 2018 CCSSE Cohort vs. 2018 Top Performing Colleges



PDCCC Students Who Completed the CCSSE

The demographics of the survey respondents (Table 1) are in alignment with the demographics of the College, as reported to IPEDS. However it is important to note that an inverse proportion of full-time and part-time students responded to the survey than actually attend PDCCC. Full-time students are by definition enrolled in more classes and are therefore more likely to be sampled. In addition, Dual Enrollment students are not eligible to participate in the CCSSE but are reflected in the IPEDS figures.

Table 1. CCSSE Respondent Profile and IPEDS Data

	2018 CCSSE Respondents	IPEDS Fall 2017 Survey
Sex		
Male	40%	35%
Female	56%	65%
Other & "I Prefer Not To Respond"/"N/A"	4%	-
Race or Ethnicity		
Black or African American, Non-Hispanic	34%	34%
White, Non-Hispanic	46%	55%
Age		
24 and under	57%	61%
25 and over	40%	39%
Enrollment Status		
Part-time	26%	77%
Full-time	74%	23%

Percentages may not add up to 100% in each category due to missing data and/or rounding

Additional PDCCC CCSSE student respondent information:

- 33% of respondents have children that live with them and depend on them for care
- 20% of respondents are married
- Students were asked who in their family attended at least some college, students could select all that applied
 - 51% selected their mother
 - 36% selected their father
 - 60% selected their sibling
 - 12% selected their spouse
 - 15% of students indicated that no one in their family had attended college.

Key Findings

Entry

The CCSSE contains questions specific to a student's experience prior to attending college and their experience in their first academic year. The following captures those items and responses:

Table 1: New and First Semester Items

Item/Response	PDCCC	Small Colleges	2018 Cohort
Yes; I was registered for all of my courses before the first class session(s)	80.7%	89.4%	88.3%
I was unable to participate in orientation due to scheduling or other issues	29.9%	18.7%	17.1%
I was not aware of a college orientation	16.7%	14.7%	16.8%
During my first academic term at this college, I participated in a student success course	50.3%	31.6%	29.1%
Before the end of my first academic term at this college, an advisor helped me develop an academic plan	30.2%	31.2%	34.7%

Retention

When students were asked about five issues that might cause them to withdraw from classes or PDCCC, students selected lack of finances as the most likely reason they would withdraw. Subsequently, 19% indicated their own income or savings is the major source of funding used to pay for their tuition, 40% of respondents indicated grants and 20% indicated student loans as a major source of funding.

Academic unpreparedness and caring for dependents are the least likely issues students identified as a potential cause for their withdrawal. This is notable considering that in addition to attending classes, 43% of student respondents work more than 30 hours a week and 25% spend more than 30 hours a week caring for dependents. These additional responsibilities may help to explain why 81% of respondents do not participate in any college sponsored activities.

Table 2. Potential withdraw factors- very likely responses

Potential cause of withdrawing from PDCCC (% Very Likely Responses)	PDCCC	Small Colleges	2018 Cohort
Lack of finances	23.1%	26.2%	27.2%
Transfer to a 4-year college or university	18.8%	20.9%	24.8%
Working full-time	16.6%	20.2%	21.4%
Caring for dependents	8.7%	12.3%	12.3%
Academically unprepared	7.4%	7.5%	8.0%

Additional Retention items and responses are included in Table 3. Please note that the percentage of PDCCC students who responded positively exceeded the percentage of those in both the Small Colleges Cohort and the 2018 Cohort.

Table 3. Retention Related Items/Responses

Items/Responses Related to Retention: How much does this college emphasize the following? (% Quite a Bit and Very Much)	PDCCC	Small Colleges	2018 Cohort
Providing the support you need to help you succeed at this college	79.7%	76.9%	75.4%
Helping you cope with your non-academic responsibilities (work, family, etc.)	37.2%	32.1%	30.3%
Providing the support you need to thrive socially	40.2%	40.2%	37.7%
Providing the financial support you need to afford your education	64.9%	55.4%	52.3%

In addition, respondents were asked if someone at this college contacts me if I am struggling with my studies to help me get the assistance I need (40% selected N/A):

- 38.2% selected Yes
- 21.7% selected No

Students also responded to not only the support through the college but also their external support system. Students were asked “How supportive are your friends of your attending this college?” 55.6% selected extremely supportive and less than 1% selected not very. That percentage climbs when students are asked about the support of their immediate family, with 75% selecting that their immediate family is extremely supportive.

Academics

Students were asked to specify their reasons or goals for attending PDCCC (students were able to choose more than one primary goal); 69.9% selected obtaining an associate degree as their primary goal, 61.3% selected completing a certificate program, 46.4% selected transferring to a 4-year college or university, and 65.2% selected self-improvement and personal enjoyment as their primary goal.

Tables 4 and 5 detail the extent and frequency of various student experiences related to academics. The list is not comprehensive and only constitutes a selection of items.

Table 4. Frequency of academic activities

Academic Related Items/Responses: In your experience at this college during this current academic year, about how often have you done each of following? (% Quite a Bit and Very Much)	PDCCC	Small Colleges	2018 Cohort
Asked questions in class or contributed to class discussions	70.8%	69.1%	66%
Made a class presentation	28.2%	34.1%	34.7%
Prepared two or more drafts of a paper or assignment before turning it in	36.4%	50%	50.9%
Worked on a paper or project that required integrating ideas or information from various sources	62.1%	65.7%	66.6%
Come to class without completing readings or assignments	6.9%	13.8%	14.5%
Worked with classmates outside of class assignments	28.5%	27.8%	28.6%
Used email to communicate with an instructor	66.1%	68.3%	67.2%
Discussed grades or assignments with an instructor	61.1%	55.7%	52.8%
Talked about career plans with an instructor or advisor	41.1%	38.5%	34.7%
Discussed ideas from your readings or classes with instructors outside of class	19.2%	21.7%	20%
Received prompt feedback (written or oral) from instructor on your performance	67.8%	63.6%	62.6%
Worked harder than you thought you could to meet an instructor's standards or expectations	55.2%	55.5%	54.2%
Discussed ideas from your readings or classes with other outside of class (students, family members, co-workers, etc.)	41.2%	49.3%	48.6%
Skipped class	2.8%	5.8%	6.1%

Table 5. Frequency of academic mental activities

Academic Related Items/Responses: During the current academic year, how much has your coursework at this college emphasized the following mental activities? (% Quite a Bit and Very Much)	PDCCC	Small Colleges	2018 Cohort
Forming a new idea or understanding from various pieces of information	63.2%	67.3%	67.6%
Making judgements about the value or soundness of information, arguments, or methods	52.1%	55.6%	56.1%
Applying theories or concepts to practical problems or in new situations	66.1%	60.9%	60.6%
Using information you have read or heard to perform a new skill	65.8%	67.2%	66%

Student Support Services

Tables 6 through 8 highlights those services that students utilized, their satisfaction with those services, and the importance of each service compared to other small colleges. The percentages represent those who answered that they often used the services 2 or more times, those that responded that they were very satisfied with the services and those that indicated that the service was very important to them. Please note that “N/A” responses were excluded from the figures below.

Table 6. Summary of usage of PDCCC support services

	Utilization (2 or more times)	
	PDCCC	Small Colleges
Academic advising/planning	53.5%	62.6%
Peer or other tutoring	13.9%	24.9%
Skills lab (writing, math, etc.)	27.8%	35.4%
Financial aid advising	49.4%	43.2%
Computer lab	62.9%	55.7%
Student Organizations	13.8%	17.8%
Transfer advising/planning	23%	17.9%
Library resources and services	44.4%	54.8%
Services to students with disabilities	2.3%	6.5%
Services for active military	2.8%	5.1%

Table 7. Summary of satisfaction of PDCCC support services

	Satisfaction (very)	
	PDCCC	Small Colleges
Academic advising/planning	53%	49.5%
Peer or other tutoring	65.9%	48.2%
Skills lab (writing, math, etc.)	51%	48.5%
Financial aid advising	61.6%	52%
Computer lab	78.6%	62.2%
Student Organizations	40%	38%
Transfer advising/planning	50.9%	41.6%
Library resources and services	68.6%	61.8%
Services to students with disabilities	51.4%	42.6%
Services for active military	53.9%	38.7%

Table 8. Summary of importance of PDCCC support services

	Importance (very)	
	PDCCC	Small Colleges
Academic advising/planning	63.8%	69.1%
Peer or other tutoring	41.9%	42.9%
Skills lab (writing, math, etc.)	43.6%	44.2%
Financial aid advising	65.8%	65.4%
Computer lab	61.8%	55.7%
Student Organizations	32.6%	28%
Transfer advising/planning	53.7%	45.7%
Library resources and services	54.1%	58.9%
Services to students with disabilities	39.4%	45.9%
Services for active military	40.5%	42.8%

Overall, students indicated a high level of satisfaction with their experience at PDCCC. In fact, 90% of all respondents evaluated their overall educational experience as good or excellent. Furthermore 92% of all respondents would recommend PDCCC to a friend or to family.

Benchmark Results

This section includes an overview and description of the five benchmark areas and compares PDCCC's 2018 CCSSE results to its 2015 results. There are no comparisons for those items in which the response categories were changed or excluded from the 2015 to 2018 administration. In these instances only the 2018 results are presented.

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, student develop valuable skills that prepare them to deal with real-life situations and problems.

The survey items used to measure this benchmark and the corresponding means are below:

	PDCCC 2015	PDCCC 2018
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?		
1= Never, 2= Sometimes, 3= Often, 4= Very Often		
Asked questions in class or contributed to class discussions	3.25	3.02
Made a class presentation	2.40	2.09
Worked with other students on projects during class	2.65	2.60
Worked with other classmates outside of class to prepare class assignments	2.01	2.02
Tutored or taught other students (paid or voluntary)	1.36	1.45
Participated in a community-based project as part of a regular course	1.45	1.30
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.63	2.46

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.

The survey items used to measure this benchmark and the corresponding means are below:

	PDCCC 2015	PDCCC 2018
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?		
1= Never, 2= Sometimes, 3= Often, 4= Very Often		
Prepared two or more drafts of a paper or assignment before turning it in	2.71	2.38
Worked on a paper or project that required integrating ideas or information from various sources	2.97	2.72
Come to class without completing readings or assignments	1.70	1.69
Item 6: During the current academic year, about how much reading and writing have you done at this college?		
0= None, 1= Between 1 and 4, 2= Between 5 and 10, 3= Between 11 and 20, 4= More than 20		
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	-	.94
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?		
0= None, 1= 1-5 hours, 2= 6-10 hours, 3= 11-20 hours, 4= 21-30 hours, 5= More than 30 hours		
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2.29	1.78
Item 13: How often have you used the following services during the current academic year?		

0= Never, 1= 1 Time, 2= 2-4 Times, 3= 5 or More Times		
Peer or other tutoring	-	0.42
Skills lab (writing, math, etc.)	-	0.82
Computer lab	-	1.76

Academic Challenge: Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

The survey items used to measure this benchmark and the corresponding means are below:

	PDCCC 2015	PDCCC 2018
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?		
1= Never, 2= Sometimes, 3= Often, 4= Very Often		
Worked harder than you thought you could to meet an instructor's standards or expectations	2.86	2.69
Item 5: During the current academic year, how much has your coursework at this college emphasized the following mental activities?		
1= Very little, 2= Some, 3= Quite a bit, 4= Very Much		
Analyzing the basic elements of an idea, experience, or theory	2.96	2.85
Forming a new idea or understanding from various pieces of information	-	2.82
Making judgements about the value of soundness of information, arguments, or methods	2.78	2.62
Applying theories or concepts to practical problems or in new situations	2.94	2.79
Using information you have read or heard to perform a new skill	3.04	2.85
Item 6: During the current academic year, about how much reading and writing have you done at this college?		
0= None, 1= Between 1 and 4, 2= Between 5 and 10, 3= Between 11 and 20, 4= More than 20		
Number of assigned textbooks, manuals, books, or packets of course readings	-	1.81
Number of written papers or reports of any length	-	1.30
Item 7		
1= Extremely easy ... 7=Extremely challenging		
Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college	5.03	4.78
Item 9: How much does this college emphasize each of the following?		
1= Very little, 2= Some, 3= Quite a bit, 4= Very much		
Encouraging you to spend significant amounts of time studying	3.16	2.96

Student-Faculty Interactions: In general, the more contact students have with their teachers, the more likely they are to learn effectively and to 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 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.

The survey items used to measure this benchmark and the corresponding means are below:

	PDCCC 2015	PDCCC 2018
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?		
1= Never, 2= Sometimes, 3= Often, 4= Very Often		
Used email to communicate with an instructor	3.31	3.00
Discussed grades or assignments with instructor	2.96	2.76
Talked about career plan with an instructor outside of class	2.45	2.38
Discussed ideas from your readings or classes with instructors outside of class	1.93	1.83
Received prompt feedback (written or oral) from instructors on your performance	3.11	2.85
Worked with instructors on activities other than coursework	1.59	1.56

Support for Learner: 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 skills development, and other area that may affect learning and retention.

The survey items used to measure this benchmark and the corresponding means are below:

	PDCCC 2015	PDCCC 2018
Item 9: How much does this college emphasize each of the following?		
1= Very little, 2= Some, 3= Quite a bit, 4= Very much		
Providing the support you need to help you succeed at this college	3.23	3.10
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	3.00	2.73
Helping you cope with non-academic responsibilities	2.34	2.28
Providing the support you need to thrive socially	2.62	2.35
Providing the financial support you need to afford your education	2.83	2.91
Item 13.1: How often do you use the following services at this college?		
0=Never, 1= 1 Time, 2= 2-4 Times, 3= 5 or more times (Don't know N/A category not included in means calculations)		
Academic advising/planning	-	1.44
Career counseling	-	.63

Special-Focus Items

During each annual CCSSE administration a special-focus is added to the survey to assist participating colleges in exploring specific areas of the student experience. The 2018 special-focus item sought to elicit information about the academic mindset among community college students such as whether students feel welcome and respected at the college, whether they believe they can learn all of the material being presented in their courses, and whether they feel like they can change their intelligence by working hard on their studies.

This year's special-focus questions included five questions which are included in the tables below:

Table 6. Special Focus Questions- All Response Categories PDCCC

	Strongly Agree	Agree	I neither agree nor disagree	Disagree	Strongly Disagree
I feel welcome and respected at this college.	58.8%	32.4%	6.2%	2.6%	0.1%
This college is preparing me for what I plan to do in life.	49.4%	39.2%	4.9%	5.1%	1.5%
I can learn all the material being presented in my courses this academic term.	52.3%	36.4%	5.2%	4.7%	1.3%
I have good relationships with others at this college.	50.5%	40.8%	7.3%	1.3%	0.1%
I can become more intelligent by working hard on my studies.	52.1%	40.9%	6.6%	0.1%	0.4%

Table 7. Special Focus Questions- Comparison of Strongly Agree and Agree Responds to Small College and CCSSE Cohort

% of Respondent who responded Strongly Agree and Agree	PDCCC	Small Colleges	2018 Cohort
I feel welcome and respected at this college.	90.9%	89.7%	89.3%
This college is preparing me for what I plan to do in life.	88.6%	83.2%	81.6%
I can learn all the material being presented in my courses this academic term.	88.7%	83.6%	83.5%
I have good relationships with others at this college.	91.3%	83.1%	80.9%
I can become more intelligent by working hard on my studies.	93%	91.5%	91.2%