



## Community College Survey of Student Engagement

**Phillips Community College  
of the University of Arkansas**

### **Student Engagement**

***CCSSE 2018***

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

***CCFSSE 2018***

**(Community College Faculty Survey of Student Engagement)**

**PCCUA Comparison Data  
Spring 2014, 2016, & 2018**

**Newsletter Published Fall 2019**



# CCSSE & CCFSSE

Issue 5

Phillips Community College of the University of Arkansas

Fall 2019

## Community College Survey of Student Engagement (CCSSE)

The Community College Survey of Student Engagement is a survey tool used to gather information about a college's educational practices and identify areas in which improvements can be made within the programs and services for students. The data learned about institutional practices and student behaviors impacts student learning and retention.

### Benchmarks of Effective Educational Practice

Benchmarks are groups of conceptually related survey items that address key areas of student engagement. CCSSE's five benchmarks denote areas that educational research has shown to be important to student's college experiences and educational outcomes. The benchmarks measure behaviors that educational research has shown to be powerful contributors to effective teaching, learning, and student retention. Every college has a score for each benchmark. These individual benchmark scores are computed by averaging the scores on survey items composing 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.

### CCSSE Benchmarks

#### ★ 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 real-life situations and problems.

#### ★ Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

#### ★ 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.

#### ★ Student-Faculty Interaction

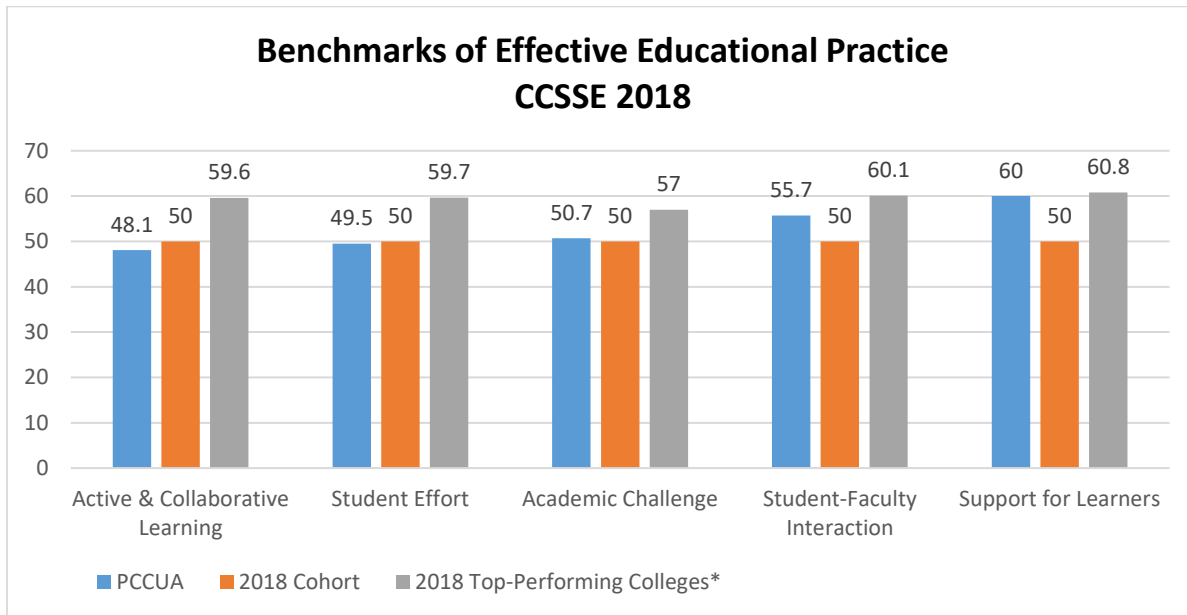
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

#### ★ Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about CCSSE benchmarks, see [www.ccsse.org](http://www.ccsse.org)





Source: CCSSE 2018 Data

\*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Data results for previous years indicated that PCCUA exceeded the national cohort in all benchmark areas. During the spring of 2018, PCCUA administered the sixth administration of the CCSSE survey. Three benchmarks exceeded the national cohort for the 2018 survey administration. There is a decrease in percentages for Academic and Collaborative Learning and Student Effort. **It is important to note that the survey participants are not the same students each survey year.** See table below.

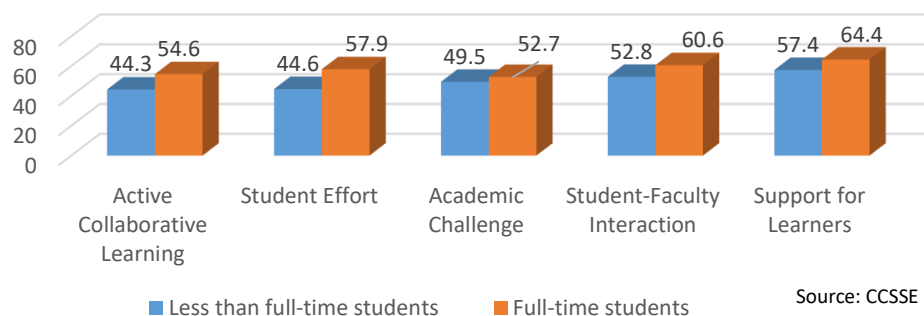
Benchmark Trend	2014	2016	2018
Academic and Collaborative Learning	55%	53%	48.1
Student Effort	56%	49%	49.5
Academic Challenge	56%	48%	50.7
Student-Faculty Interaction	59%	52%	55.7
Support for Learners	66%	60%	60

Source: CCSSE Data 2014, 2016, and 2018

## Enrollment

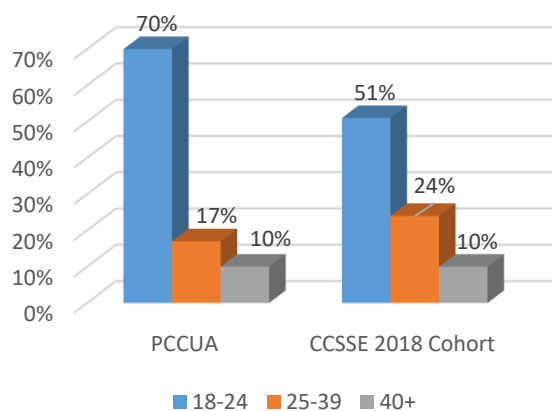
PCCUA student enrollment status by benchmarks for students who participated in the CCSSE 2018 survey.

### Benchmark Overview by Enrollment Status

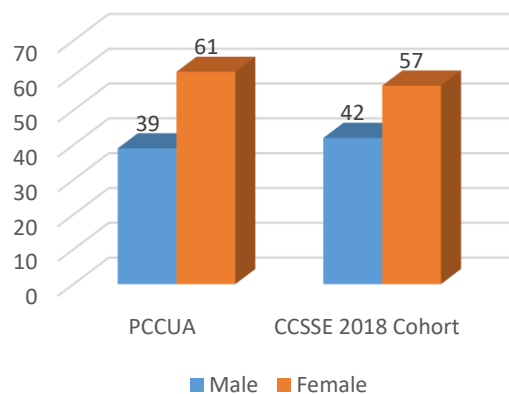


### Age, Gender, Race and Ethnicity

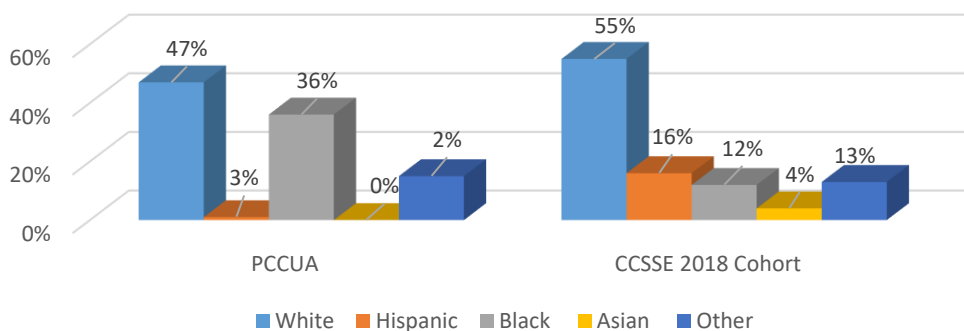
#### Student Respondents Profile: Age



#### Student Respondents Profile: Gender



#### Student Respondent Profile: Race & Ethnicity



Source: CCSSE 2018 Data

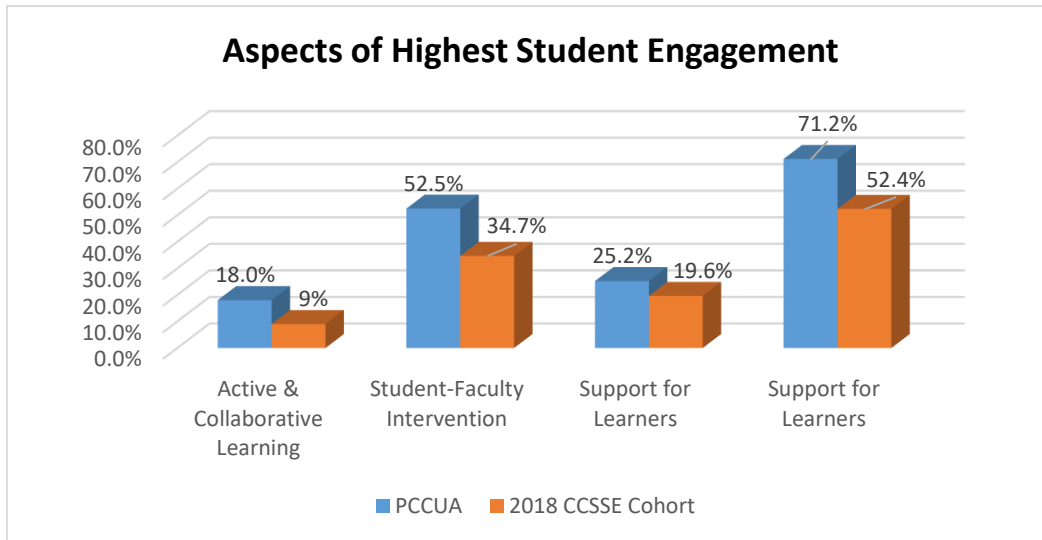
## Aspects of Student Engagement- Highest and Lowest

Benchmark scores allow a beginning point of reviewing and understanding data. The next step is to look deeper into the data by reviewing the items that make up the benchmark category and total scores for all areas. The next two areas look at the highest aspects of student engagement and the lowest aspects of student engagement at PCCUA related to benchmarks and individual items within those benchmarks.

### Aspects of Highest Student Engagement

Aggregated frequencies for the items which the college performed most favorably relative to the 2018 CCSSE Cohort include both Active and Collaborative Learning and Support for Learners Benchmarks. For instance, 18% of PCCUA students, compared with 9% of other students in the cohort, responded *often or very often* on item 4i reflected in the bullet list below.

- ❖ 18% of students responded that they *participated in a community-based project as a part of a regular course* (Active and Collaborative Learning-4i)
- ❖ 71.2% of students responded they were *provided the financial support needed to afford their education* (Support for Learners-9f)
- ❖ 52.5% of students responded that they *talked about career plans with an instructor or advisor* (Student-Faculty Interactions-4l)
- ❖ 25.2% Frequency: *Career Counseling* (Support for Learners 12.1b)
- ❖ 25.8% Frequency: *Skills Labs -Writing, Math, etc.* (Student Effort 12.1e)



Source: CCSSE Data 2018

Note: For item 4: often & very often responses are combined.  
For item 9: quite a bit & very much responses are combined.  
For item 12: 2-4 times & 5 or more times responses are combined because these services are typically used less frequently.



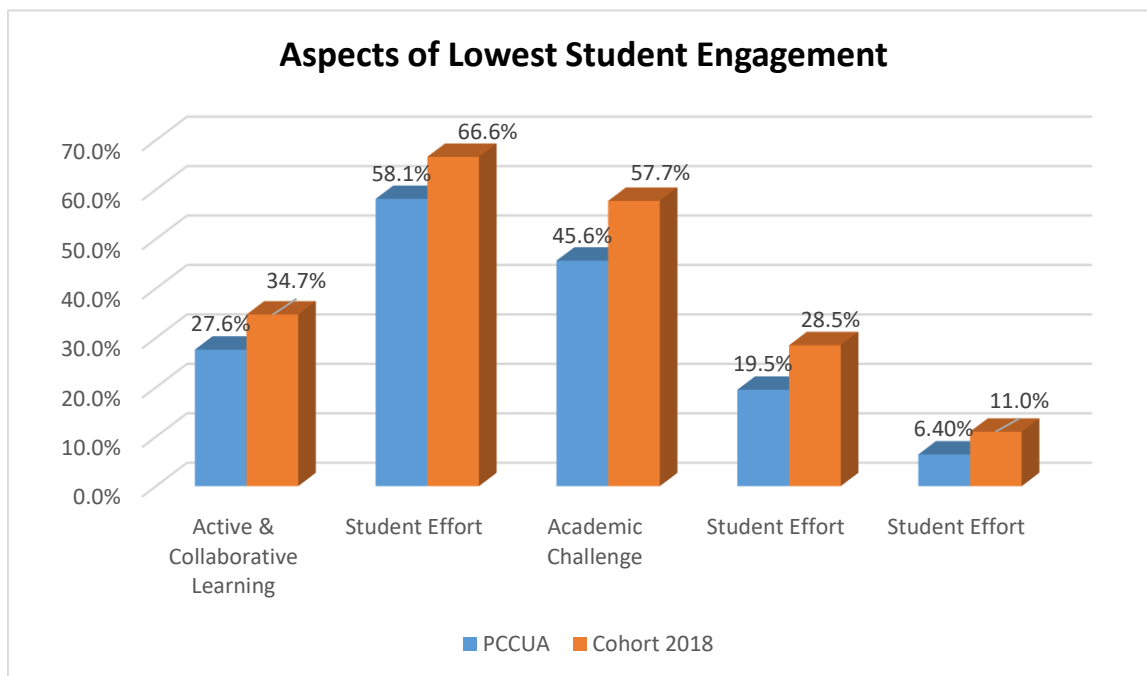
### Aspects of Lowest Student Engagement

The benchmark categories related to the lowest student engagement includes:

1) Active and Collaborative Learning, 2) Student Effort and 3) Academic Challenge.

Aggregated frequencies for the items which the college performed least favorably relative to the 2018 CCSSE Cohort included are listed below. For example, 27.6% of PCCUA students, compared with 34.7% of other students in the cohort, responded often or very often on item 4d. Keep in mind that it is important to note that some colleges' lowest scores might be higher than the cohort mean.

- ❖ 27.6% of students responded that they *made a class presentation* (Active and Collaborative Learning 4b)
- ❖ 58.1% of students responded that they *worked on a paper or project that required integrating ideas or information from various sources* (Student Effort-4d)
- ❖ 45.6% of students responded about the *number of written papers or reports of any length* (Academic Challenge-6c)
- ❖ 19.5% of student responded to being *prepared for class (studying, reading, writing, rehearsing, doing homework or other activities related to their program)* (Student Effort-10-a)



Source: CCSSE Data 2018

Note: Responded often and very often-item 4; responded quite a bit and very much-item 6; responded 5 to 10, 11 to 20, and more than 20-item 6; responded 10a-20, 21-30



## ★ 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 real-life situations and problems. The following items comprise this benchmark:

*During the current school year, how often have you:*

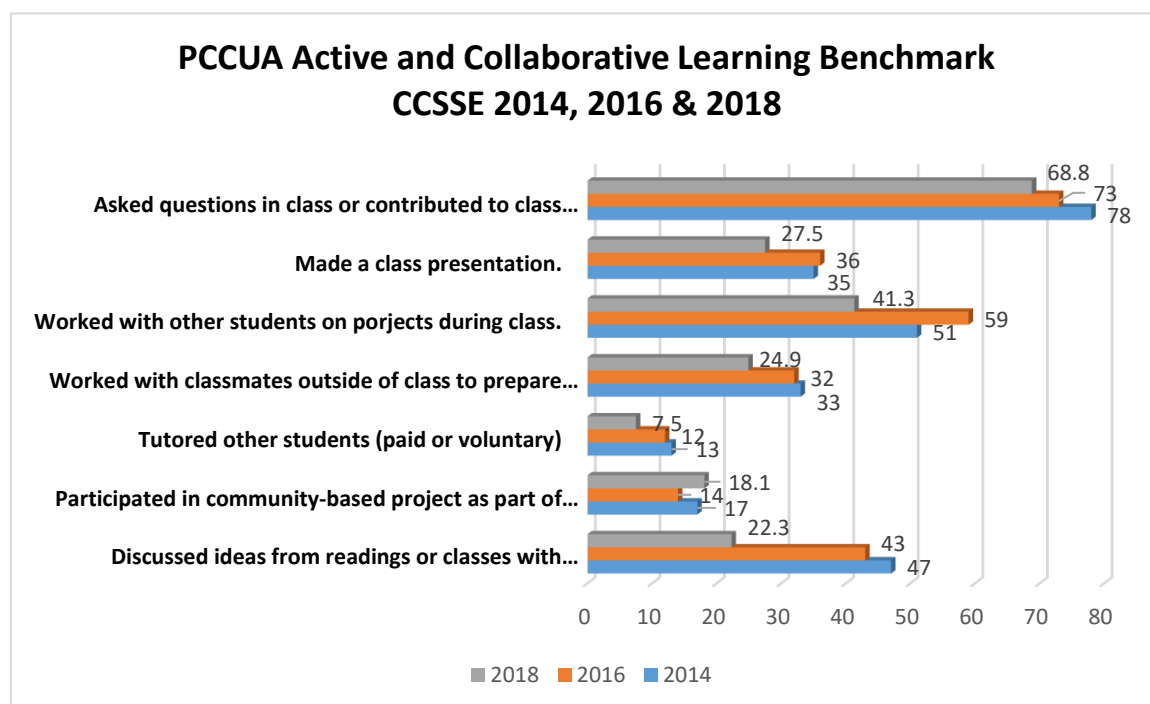
- ❖ Asked questions in class or contributed to class discussions (#4a)
- ❖ Made a class presentation (#4b)
- ❖ Worked with other students on projects during class (#4f)
- ❖ Worked with classmates outside of class to prepare class assignments (#4g)
- ❖ Tutored or taught other students (paid or voluntary)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

Source: CCSSE Data 2018

### Key Findings-2018

*PCCUA students responded that they (very often or often):*

- ❖ 68.8% asked questions in class or contributed to class discussions.
- ❖ 27.5% made a class presentation
- ❖ 41.3% worked with other students on projects during class.
- ❖ 24.9% worked with classmates outside of class to prepare class assignments.
- ❖ 12% tutored or taught other students (paid or voluntary).
- ❖ 18.1% participated in a community-based project as a part of a regular course.
- ❖ 22.3% discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.).



Responding often or sometimes

Source: CCSSE Data 2014, 2016 & 2018

## ★ Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. The items that comprise this benchmark are below:

*During the current school year, how often have you:*

- ❖ Prepared two or more drafts of a paper or assignment before turning it in (#4c)
- ❖ Worked on a paper or project that required integrating ideas or information from various sources (#4d)
- ❖ Come to class without completing readings or assignments (#4e)
- ❖ Used peer or other tutoring services (#13d)
- ❖ Used skill labs (#13e)
- ❖ Used a computer lab (#13h)

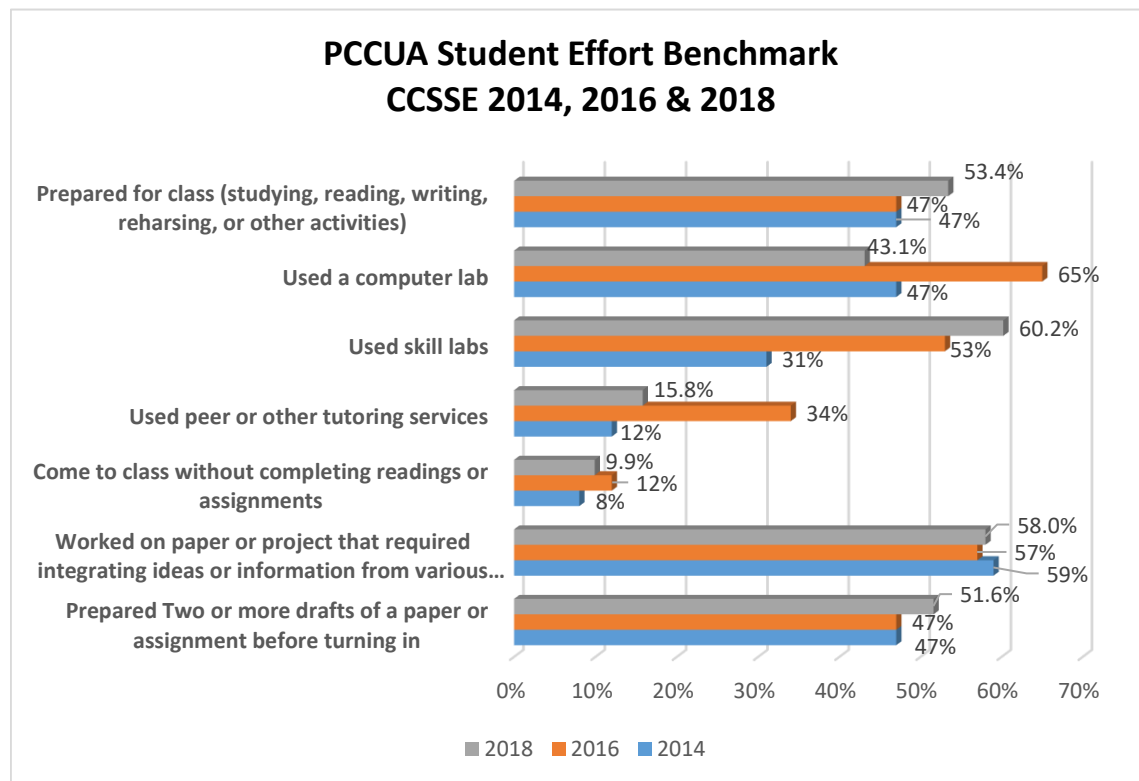
*During the current school year:*

- ❖ How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment (#6b)
- ❖ How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program) (#10a)

## Key Findings- 2018

*PCCUA students responded (often or very often):*

- ❖ 51.6% prepared two or more drafts of a paper or assignment before turning it in
- ❖ 58% worked on a paper or project that required integrating ideas or information from various sources
- ❖ 9.9% come to class without completing readings or assignments
- ❖ 15.8% used peer or other tutoring services
- ❖ 60.2% used skill labs
- ❖ 43.1% used a computer lab



Source: CCSSE Data 2014, 2016 & 2018

## ★ 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.

*During the current school year, how often have you?*

- ❖ Worked harder than you thought you could to meet an instructor's standards or expectations (#4p)

*How much does your coursework at this college emphasize?*

- ❖ Analyzing the basic elements of an idea, experience, or theory (#5b)
- ❖ Synthesizing and organizing ideas, information, or experiences in new ways (#5c)
- ❖ Making judgments about the value or soundness of information, arguments, or methods (#5d)
- ❖ Applying theories or concepts to practical problems or in new situations (#5e)
- ❖ Using information you have read or heard to perform a new skill (#5f)

*During the current school year:*

- ❖ How many assigned textbooks, manuals, books, or book-length packs of course readings did you read (#6a)
- ❖ How many papers or reports of any length did you write (#6c)
- ❖ To what extent have your examinations challenged you to do your best work (#7)

*How much does this college emphasize?*

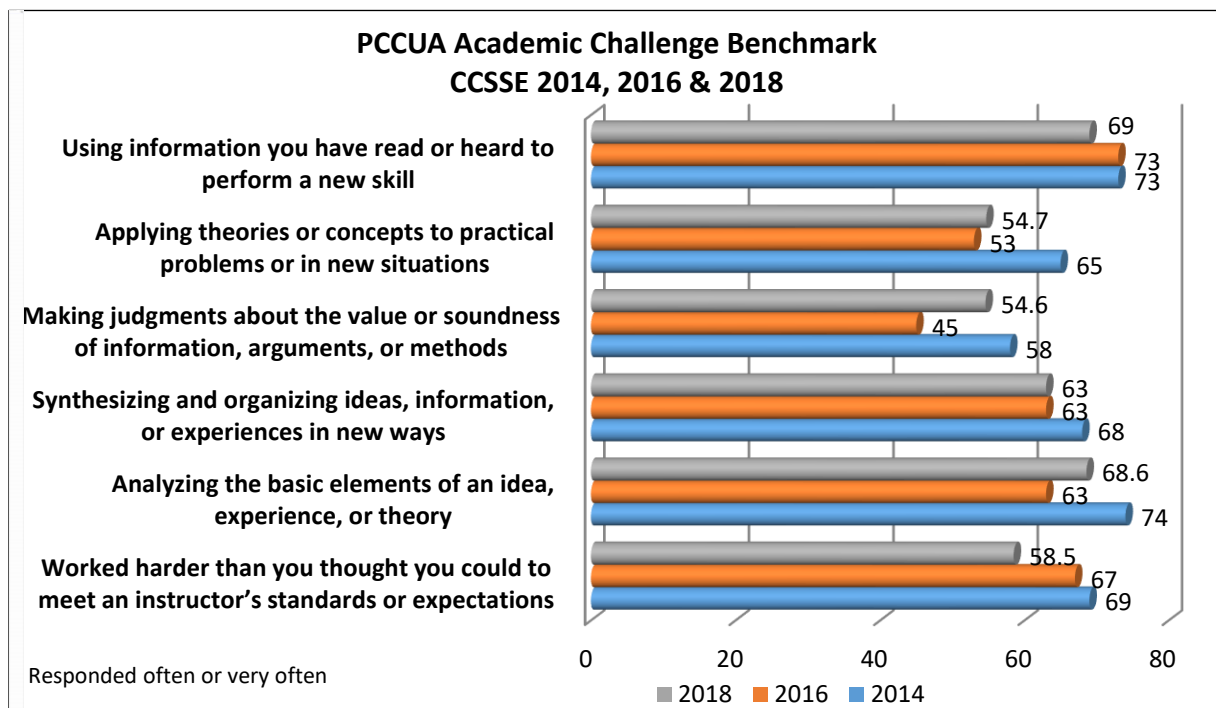
- ❖ Encouraging you to spend significant amounts of time studying (#9a)

## Key Findings-2018

Source: CCSSE 2018 Data

PCCUA students responded that they (*often or very often or very much or quite a bit*):

- ❖ 58.5% Worked harder than you thought you could to meet an instructor's standards or expectations
- ❖ 68.6% Analyzing the basic elements of an idea, experience, or theory
- ❖ 54.6% Synthesizing and organizing ideas, information, or experiences in new ways
- ❖ 54.7% Making judgments about the value or soundness of information, arguments, or methods
- ❖ 54.7% Applying theories or concepts to practical problems or in new situations
- ❖ 69% Using information you have read or heard to perform a new skill



Source: CCSSE Data 2014, 2016 & 2018

## ★ Student-Faculty Interaction

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. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

*During the current school year, how often have you:*

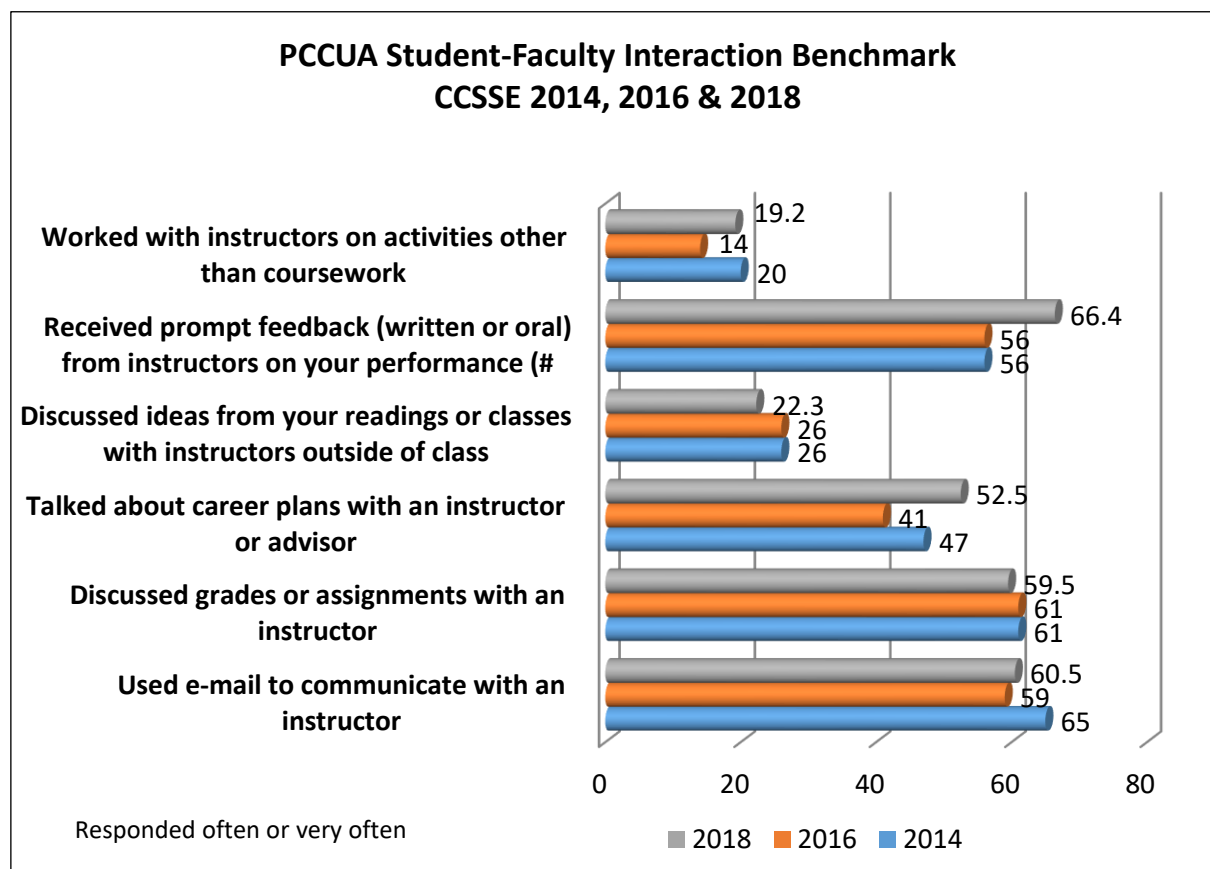
- ❖ Used e-mail to communicate with an instructor (#4k)
- ❖ Discussed grades or assignments with an instructor (#4l)
- ❖ Talked about career plans with an instructor or advisor (#4m)
- ❖ Discussed ideas from your readings or classes with instructors outside of class (#4n)
- ❖ Received prompt feedback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

## Key Findings-2018

*PCCUA student responded (often or very often):*

Source: CCSSE 2018 Data

- ❖ 59.5% discussed grades or assignments with an instructor
- ❖ 52.5% talked about career plans with an instructor or advisor
- ❖ 22.3% discussed ideas from readings or classes with instructors outside of class.
- ❖ 60.5% used email to communicate with an instructor
- ❖ 66.4% received prompt feedback from instructors on performance.
- ❖ 19.2% Worked with instructors on activities other than coursework



Source: CCSSE Data 2014, 2016 & 2018

## ★ Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on camps, and demonstrate commitment to their success.

*How much does this college emphasize:*

- ❖ Providing the support you need to help you succeed at this college (#9b)
- ❖ Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (#9c)
- ❖ Helping you cope with your nonacademic responsibilities (work, family, etc.) (#9d)
- ❖ Providing the support you need to thrive socially (#9e)
- ❖ Providing the financial support you need to afford your education (#9f)

*During the school year, how often have you:*

- ❖ Used academic advising/planning services (#13a)
- ❖ Used career counseling services (#13b)

*During the school year, the college responded:*

- ❖ An Advisor helped me develop an academic plan (#20) – *new question 2018*
- ❖ Someone from the college contacted me when struggling with my studies or I needed assistance (#21) – *new question 2018*

## Key Findings-2018

*PCCUA student responded (often or very often):*

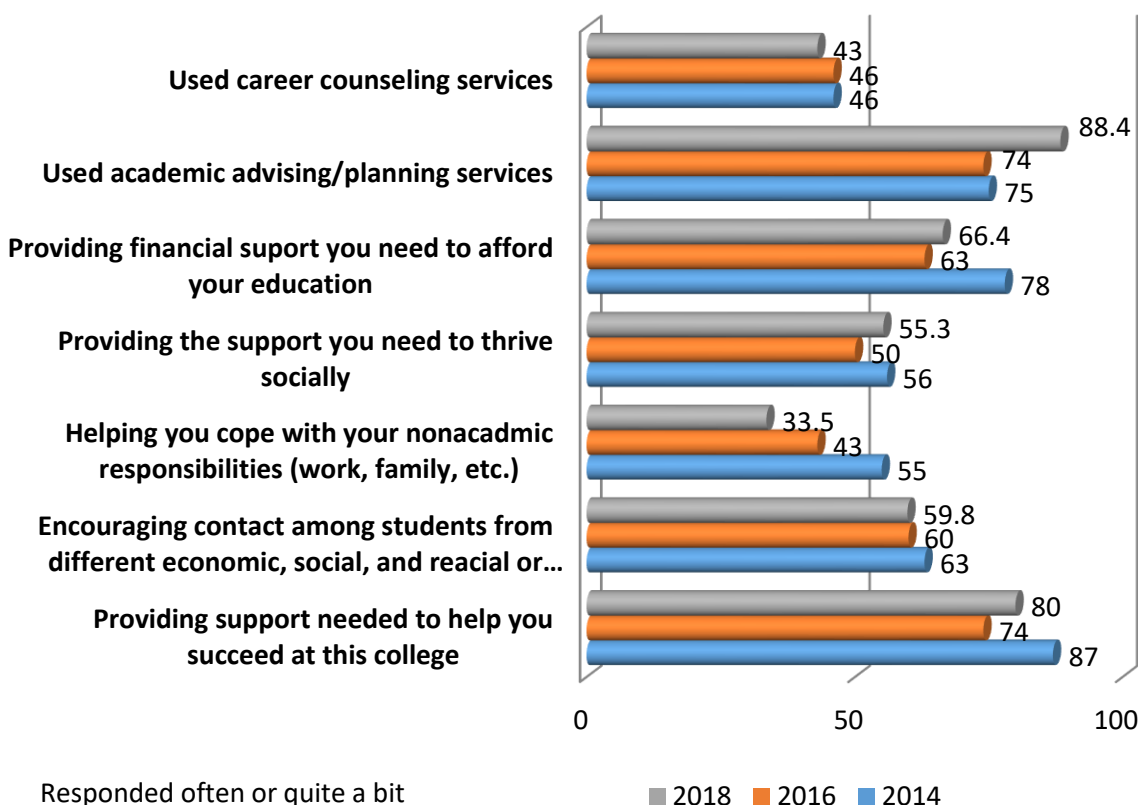
- ❖ 80% Providing the support you need to help you succeed at this college (#9b)
- ❖ 59.8% Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (#9c)
- ❖ 33.5% Helping you cope with your nonacademic responsibilities (work, family, etc.) (#9d)
- ❖ 55.3% Providing the support you need to thrive socially (#9e)
- ❖ 71.2% Providing the financial support you need to afford your education (#9f)
- ❖ 88.4% Used academic advising/planning services (#13a)
- ❖ 43% Used career counseling services (#13b)
- ❖ 57.4% An Advisor helped me develop an academic plan (#20)
- ❖ 36.9% Someone from college contacted me when struggling with my studies or needed assistance (#21)

*Source: CCSSE Data 2018*

**87.7% of students surveyed rated their overall educational experience at PCCUA as good or excellent.**

**28.4% of students surveyed indicated they have NO PLANS OR ARE UNCERTAIN about taking classes again at PCCUA.**

### PCCUA Support for Learners Benchmark CCSSE 2014, 2016 & 2018



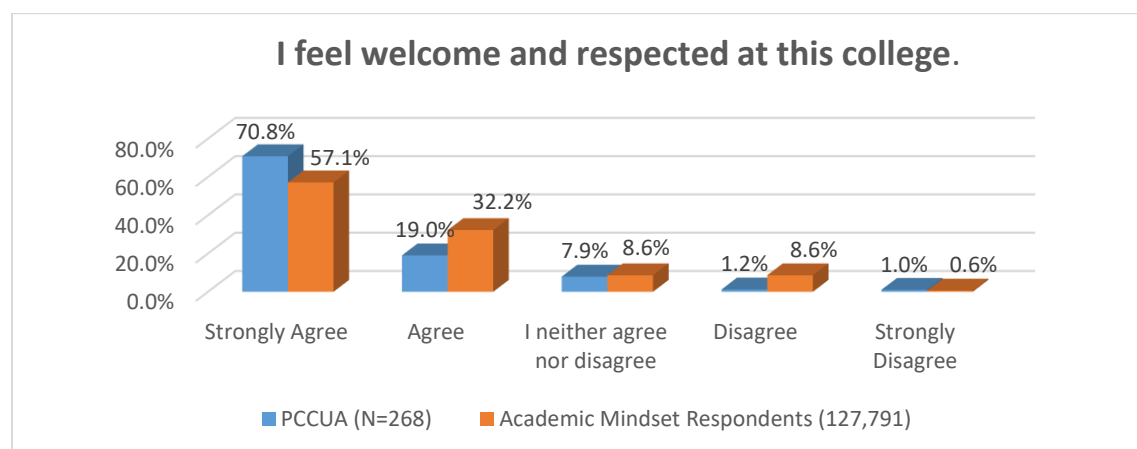
Source: CCSSE Data 2014, 2016 & 2018

Primary Goals for Attending College at PCCUA		
	2016	2018
Complete a Certificate Program	44%	60.8%
Obtain Associate Degree	65%	78.2%
Transfer to 4-Year College	37%	52.9%
Obtain/Update Job Skills	56%	67.9%
Self-Improvement/Personal Enjoyment	50%	75.1%
Change Careers	35%	40.5%

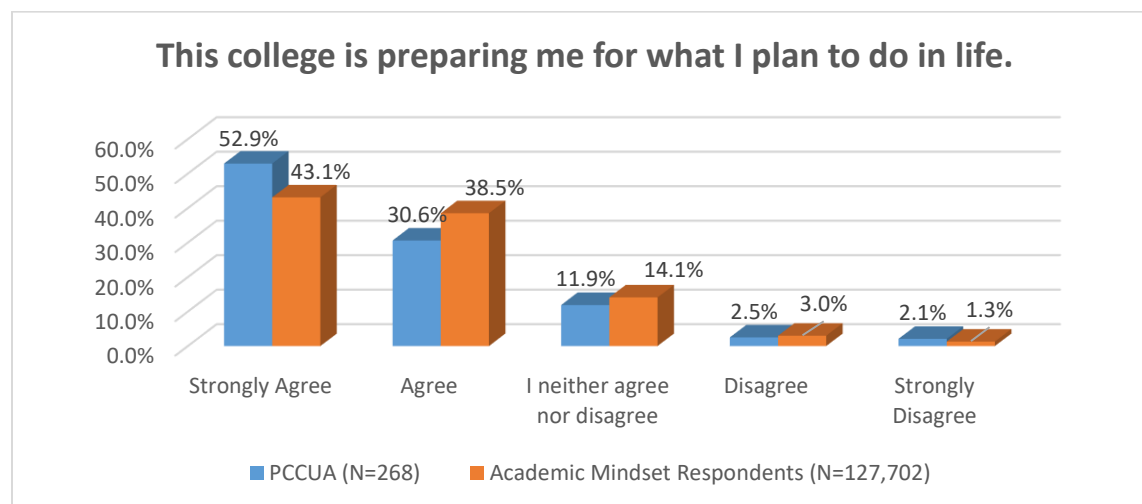
Issues That Would Cause Withdrawal from College		
	2016	2018
Working Full-Time	35%	29.7%
Lack of Finances	45%	40.5%
Academically Unprepared	14%	19%

## 2018 CCSSE Special-Focus Items – Academic Mindset

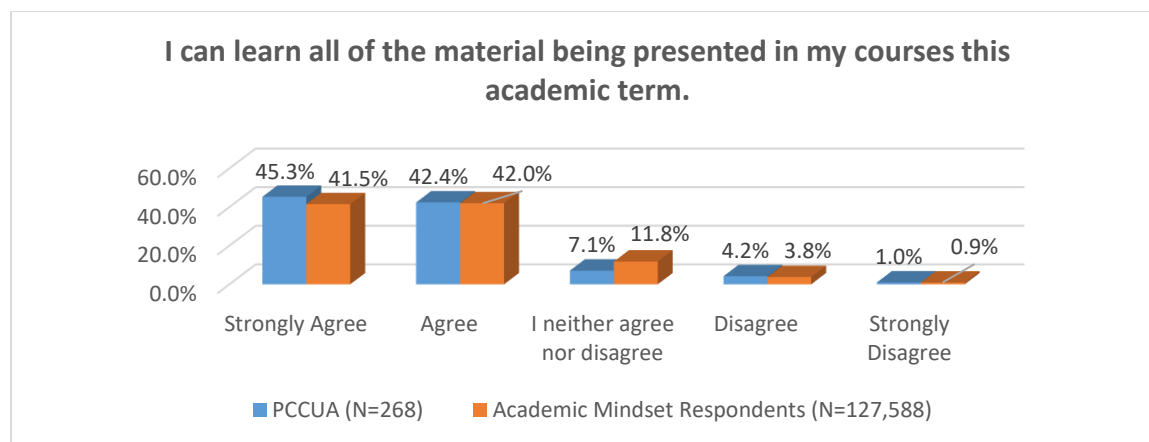
The 2018 CCSSE survey gathered new information among community college students around the topic of academic mindset. Students were asked: 1) if they feel welcome and respected at the college, 2) whether they believe they can learn all of the material being presented in their courses, and 3) whether they feel like they can change their intelligence by working hard on their studies. The following charts provide the responses for PCCUA and the CCSSE Academic Mindset Cohort for special-focus items.



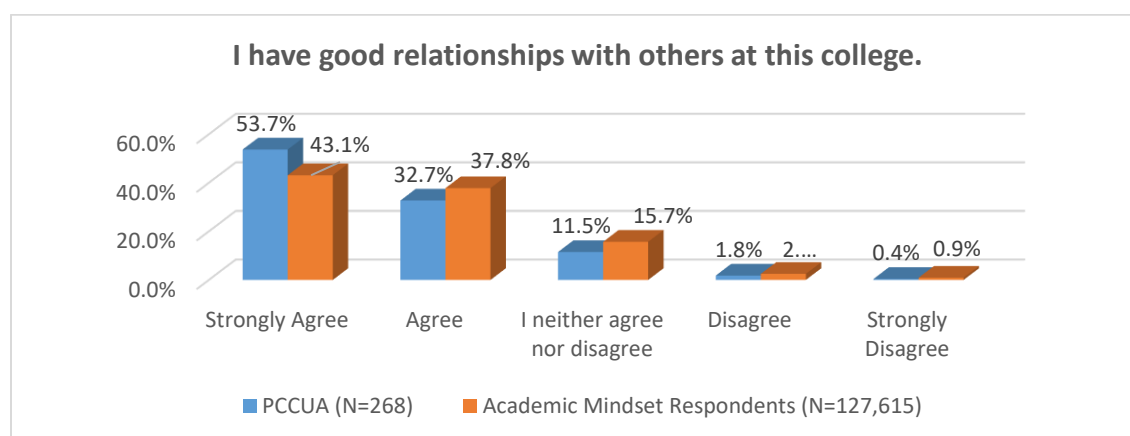
- ❖ 89.8% of PCCUA students responded that they ***strongly agree or agree*** they feel welcome and respected at this college.



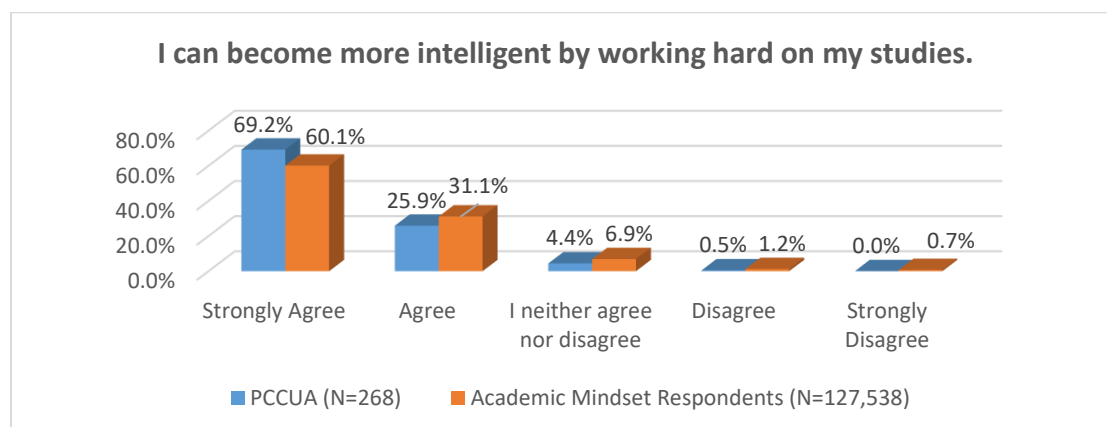
- ❖ 83.5% of PCCUA students responded that they ***strongly agree or agree*** the college is preparing them for what they plan to do in life.



- ❖ 87.7% of PCCUA students responded that they ***strongly agree or agree*** they can learn all material presented in courses this term.



- ❖ 86.4% of PCCUA students responded that they ***strongly agree or agree*** they have good relationships with others at this college.



- ❖ 95.1% of PCCUA students responded that they ***strongly agree or agree*** they can become more intelligent by working hard on studies.

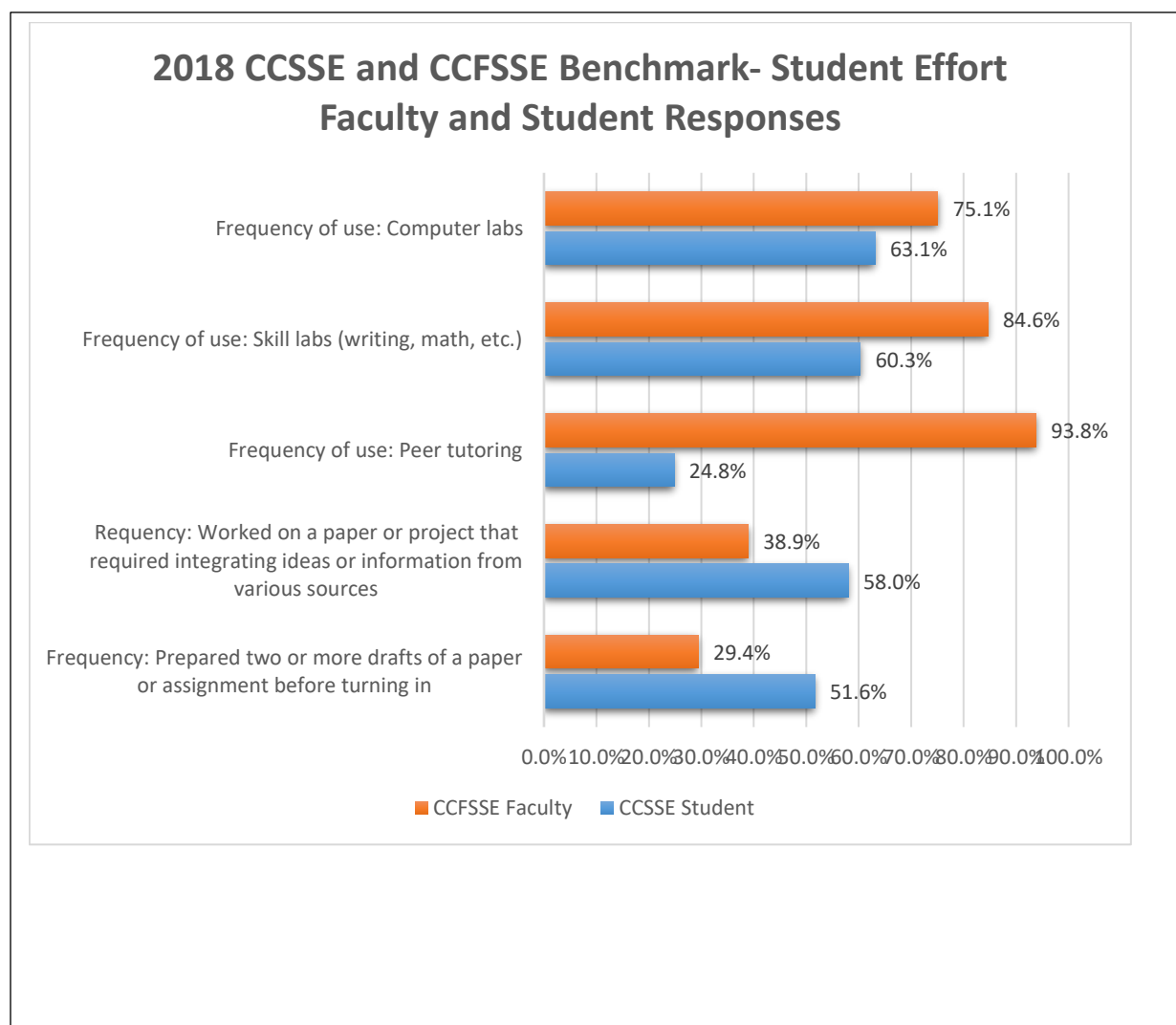
Source: CCSSE Data 2018 Key Findings



## CCFSSE and CCSSE

The Community College Faculty Survey of Student Engagement (CCFSSE) is the companion survey to the Community College Survey of Student Engagement (CCSSE). This CCFSSE survey is administered to all full-time and part-time faculty. This survey gathers information from faculty about teaching practices, the way they spend their professional time, both in and out of classes and perceptions regarding students' education experiences.

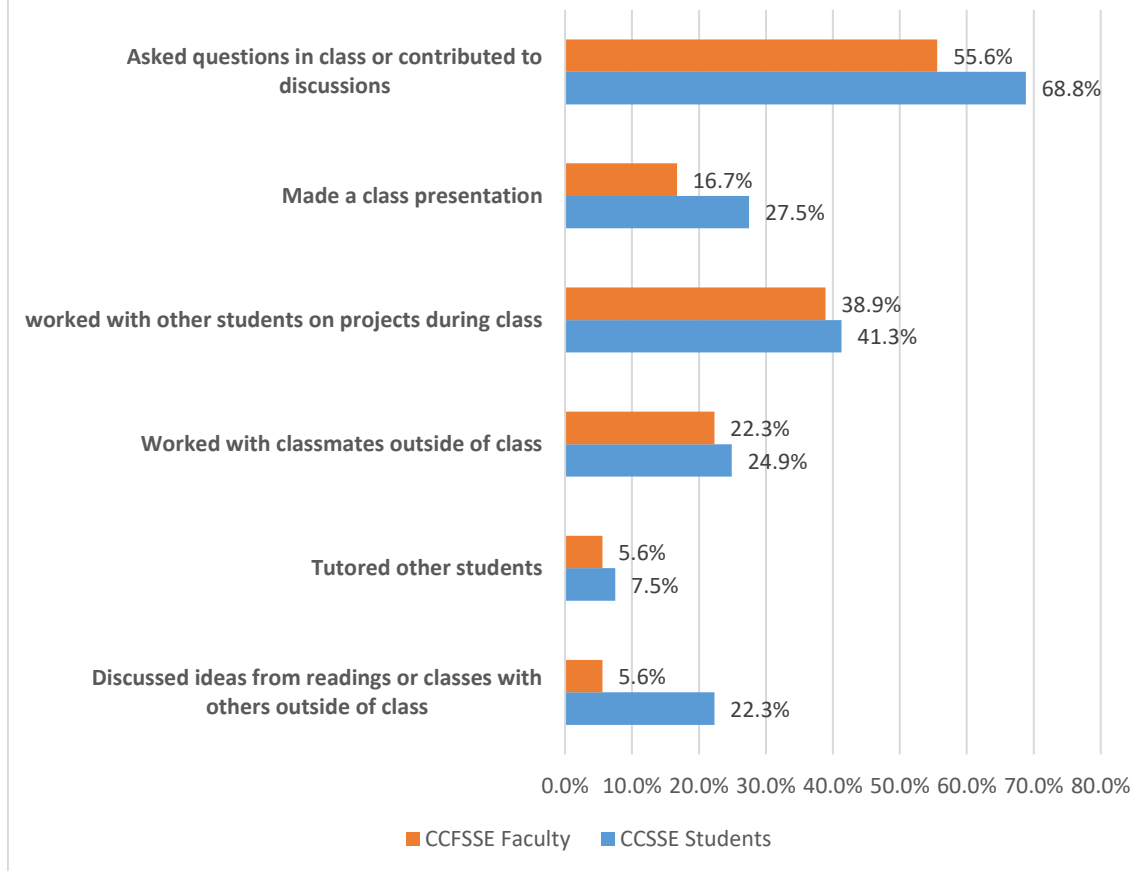
In the 2018 survey data, the Student Effort and Active and Collaborative Learning benchmarks reflected the lowest averages for results. The charts below reflect the 2018 responses to questions related to Student Effort and Active and Collaborative Learning from both faculty and students.



Source: CCSSE and CCFSSSE Data 2018

Responded very often or often; quite a bit or very much

## 2018 CCSSE and CCF SSE Benchmark Faculty and Student Responses



Responded Very Often or Often; Quite a bit or Very Much

Source: CCSSE and CCF SSE 2018

The CCSSE survey is completed by students who have been enrolled in college for more than one semester and is administered across all college disciplines. The data provides the College with student perceptions about student engagement and allows the students an opportunity to provide feedback about college practices. The CCSSE survey outcomes are used as a tool for improvement. The CCF SSE-faculty survey provides valuable perceptions of faculty regarding the students' educational experience and their teaching practices.

Communicating the results and sharing the data is very important. PCCUA has shared data in multiple formats which include: (1) Newsletters, (2) Work Teams, (3) Web Page and (4) Presentations- within the College and externally at state and national meetings.

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**[www.pccua.edu](http://www.pccua.edu) - [Student Engagement](#)**

**Sources:**

Center for Community College Student Engagement. (2018). CCSSE. Institutional Reports for Phillips Community College of the University of Arkansas, Austin, TX: The University of Texas at Austin, Community College Leadership Program.

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Center for Community College Student Engagement: [www.cccse.org](http://www.cccse.org)

Achieving the Dream is a national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students.

