



Community College Survey of Student Engagement

Phillips Community College
of the University of Arkansas

Student Engagement

CCSSE 2022

(Community College Survey of Student Engagement)

PCCUA Data
Spring 2022

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CCSSE & CCFSSSE

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Community College Survey of Student Engagement (CCSSE)

The Community College Survey of Student Engagement is a well-established tool that helps institutions focus on good educational practices and identify areas in which they can improve their 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.

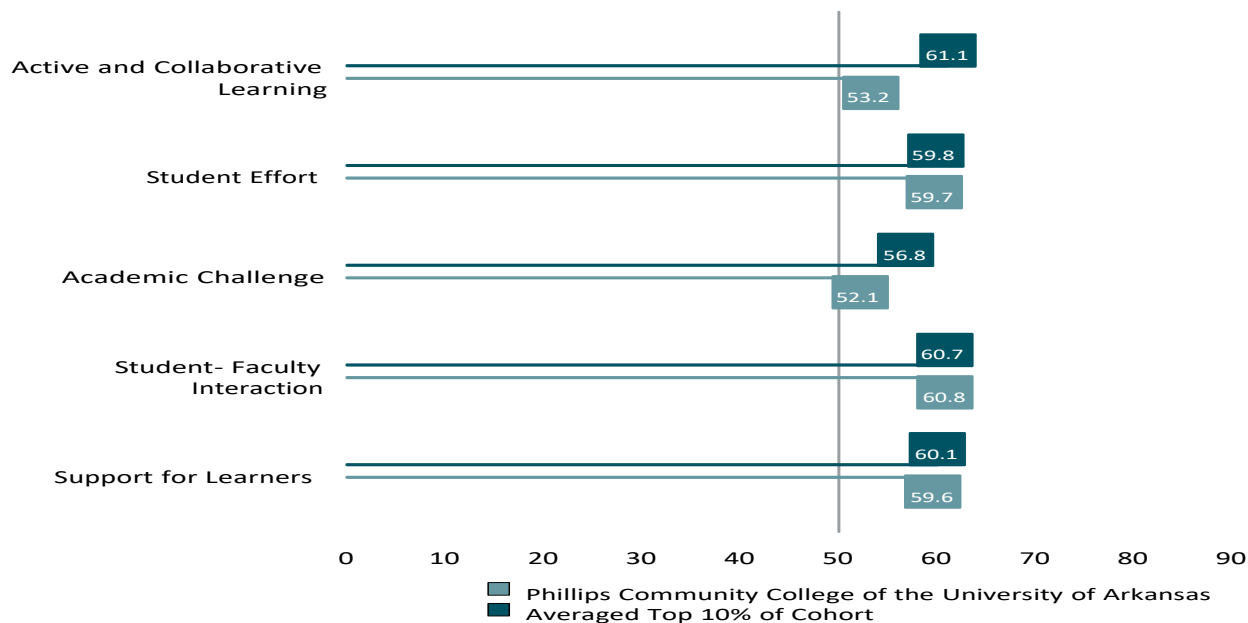
★ Student-Faculty Interaction

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



Key findings from the *Benchmarks of Effective Education Practice* indicate that PCCUA exceeds the 2022 Cohort averages in three benchmark areas: Active and Collaborative Learning, Student-Faculty Interaction, and Support for Learners, with the two lowest benchmarks being Student Effort and Academic Challenge.

Data results for previous years indicated that PCCUA exceeded the national cohort in all benchmark areas. During the spring of 2022, PCCUA administered the seventh administration of the CCSSE survey. PCCUA exceeded the national cohort in all five benchmark categories. It is important to note that the survey participants are not the same students each survey year. See the table below.

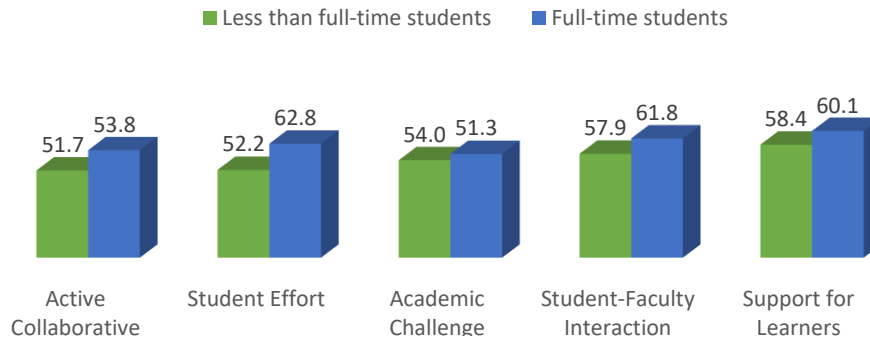
Benchmark	2012	2014	2016	2018	2022
Active and Collaborative Learning	57%	55%	53%	48%	53%
Student Effort	53%	56%	49%	50%	60%
Academic Challenge	50%	56%	48%	51%	52%
Student-Faculty Interaction	56%	59%	52%	56%	61%
Support for Learners	60%	66%	60%	60%	60%

Source: CCSSE Data, 2012, 2014, 2016, 2018, and 2022

Enrollment

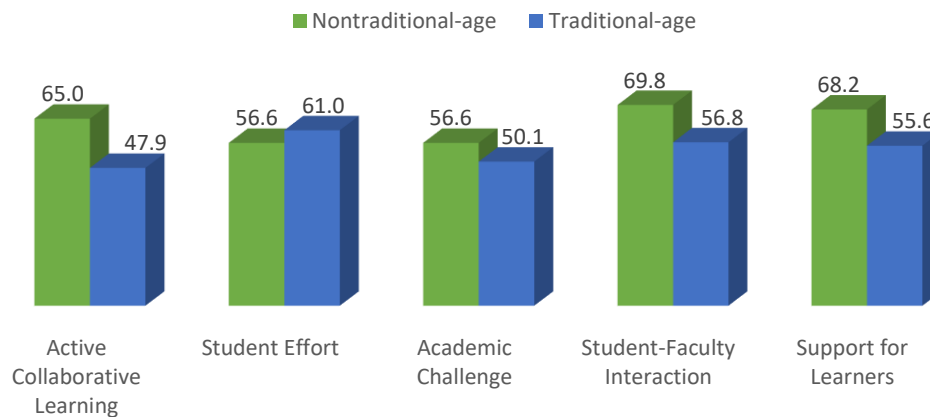
PCCUA student enrollment status by benchmarks for students who participated in the CCSSE 2022 survey.

Benchmark Overview by Enrollment Status



Source: CCSSE Data 2022

Benchmark Overview by Age

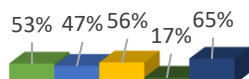


Source: CCSSE 2022 Data

Benchmark Overview by Race and Ethnicity

Student Respondent Profile: Race & Ethnicity Active and Collaborative Learning

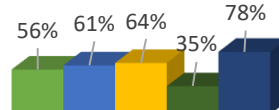
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Student Respondent Profile: Race & Ethnicity Support Efforts

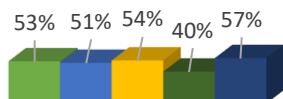
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Student Respondent Profile: Race & Ethnicity Academic Challenge

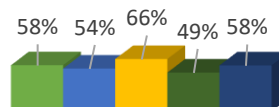
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Student Respondent Profile: Race & Ethnicity Student-Faculty Interaction

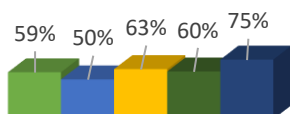
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Student Respondent Profile: Race & Ethnicity Support for Learners

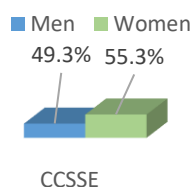
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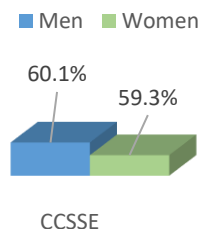
CCSSE 2022

Benchmark Overview by Gender

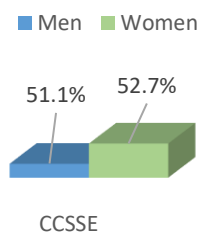
Student Respondent Profile: Gender Active and Collaborative Learning



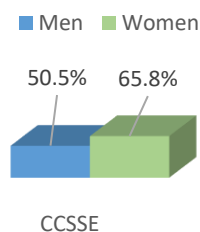
Student Respondent Profile: Gender Student Effort



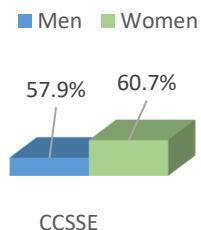
Student Respondent Profile: Gender Academic Challenge



Student Respondent Profile: Gender Student-Faculty Interaction



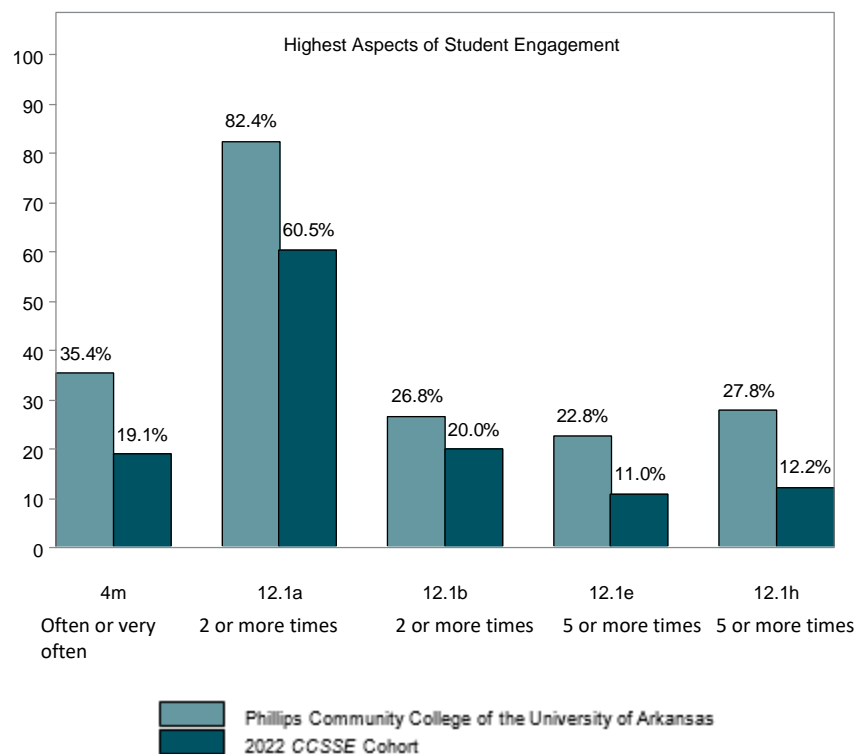
Student Respondent Profile: Gender Support for Learners



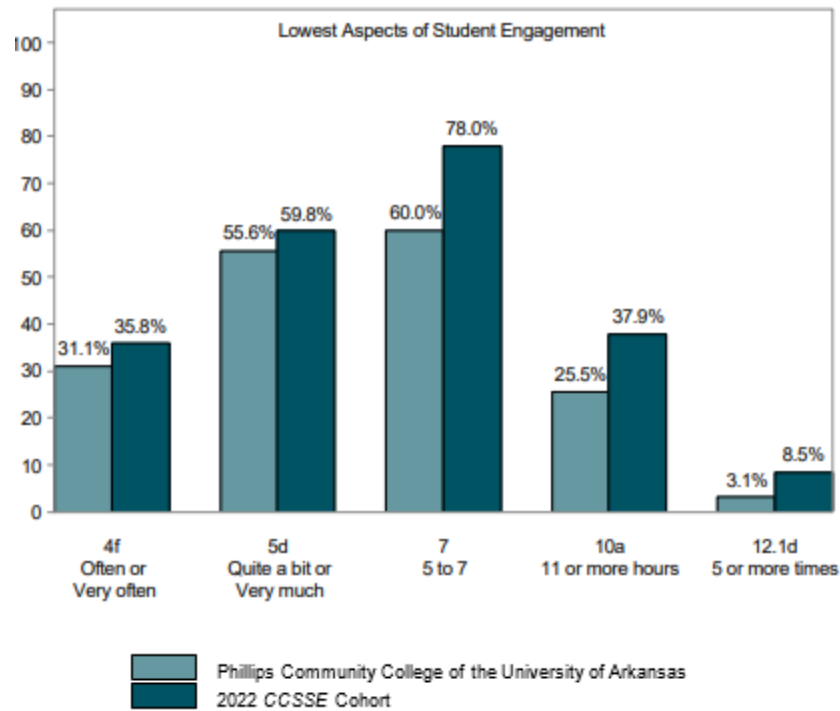
Highest and Lowest Aspects of Student Engagement

One way to dig more deeply into benchmark scores is to analyze the items contributing to the overall score. This section features the five items across all benchmarks on which PCCUA scored highest and the five items on which the college scored lowest relative to the 2022 CCSSE Cohort. It is important to note some colleges' highest means may be lower than the cohort mean, and conversely, some colleges' lowest mean scores may be higher than the cohort mean.

Aggregated frequencies for the items in which the college performed most favorably relative to the 2022 CCSSE Cohort include Student-Faculty Interaction, Support for Learners, and Student Effort.



Item	Benchmark
4m. Discussed ideas from your reading or classes with instructors outside of class	Student-Faculty Interaction
12.1a. Frequency: Academic advising/planning	Support for Learners
12.1b. Frequency: Career counseling	Support for Learners
12.1e. Frequency: Skill labs (writing, math, etc.)	Student Effort
12.1h. Frequency: Computer lab	Student Effort



Item	Benchmark
4f. Worked with other students on projects during class	Active and Collaborative Learning
5d. Making judgments about the value or soundness of information, arguments, or methods	Academic Challenge
7. Extent: examinations challenged you to do your best work	Academic Challenge
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	Student Effort
12.1d. Frequency: Peer or other tutoring	Student Effort

★ 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)

Key Findings-2022

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

- ❖ 76.5% asked questions in class or contributed to class discussions.
- ❖ 28.7% made a class presentation
- ❖ 31.1% worked with other students on projects during class.
- ❖ 31.8% worked with classmates outside of class to prepare class assignments.
- ❖ 10.7% tutored or taught other students (paid or voluntary).
- ❖ 8.8% participated in a community-based project as a part of a regular course.
- ❖ 51% discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.).

★ Student Effort

Student's 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 (#12.1d)
- ❖ Used skill labs (#12.1e)

- ❖ Used a computer lab (#11.1h)

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- 2022

PCCUA students responded (often or very often):

- ❖ 65.8% prepared two or more drafts of a paper or assignment before turning it in
- ❖ 71.2% worked on a paper or project that required integrating ideas or information from various sources
- ❖ 11.9% come to class without completing readings or assignments
- ❖ 21.6% used peer or other tutoring services
- ❖ 56.2% used skill labs
- ❖ 58.7% used a computer lab

★ 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 (#4o)

How much does your coursework at this college emphasize?

- ❖ Analyzing the basic elements of an idea, experience, or theory (#5b)
- ❖ Formed a new idea or understanding from various pieces of information (#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-2022

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

- ❖ 68% Worked harder than you thought you could to meet an instructor's standards or expectations
- ❖ 73.6% Analyzing the basic elements of an idea, experience, or theory
- ❖ 74% Formed a new idea or understanding from various pieces of information
- ❖ 55.6% Making judgments about the value or soundness of information, arguments, or methods
- ❖ 63.2% Applying theories or concepts to practical problems or in new situations
- ❖ 69.9% Using information you have read or heard to perform a new skill

★ Student-Faculty Interaction

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

During the current school year, how often have you:

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

Key Findings-2022

PCCUA student responded (often or very often):

- ❖ 71.5% discussed grades or assignments with an instructor
- ❖ 50.8% talked about career plans with an instructor or advisor
- ❖ 35.4% discussed ideas from readings or classes with instructors outside of class.
- ❖ 82% used email to communicate with an instructor
- ❖ 65.3% received prompt feedback from instructors on performance.
- ❖ 21% Worked with instructors on activities other than coursework

★ 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.

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 (#12.1a)
- ❖ Used career counseling services (#12.1b)

Key Findings-2022

PCCUA student responded (often or very often):

- ❖ 83.9% Providing the support you need to help you succeed at this college (#9b)
- ❖ 57.9% Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (#9c)
- ❖ 45.4% Helping you cope with your nonacademic responsibilities (work, family, etc.) (#9d)
- ❖ 56% Providing the support you need to thrive socially (#9e)
- ❖ 76.2% Providing the financial support you need to afford your education (#9f)
- ❖ 82.4% Used academic advising/planning services (#13a)
- ❖ 26.8% Used career counseling services (#13b)

Source: CCSSE Data 2022

2022 CCSSE Students In Need Survey

Item	Responses	Percent
6. In the last 30 days, the food that I bought just didn't last, and I didn't have money to get more.	1 = Often true 2 = Sometimes true 3 = Never true	5.2% 28.8% 66.1%
7. In the last 30 days, I couldn't afford to eat balanced meals.	1 = Often true 2 = Sometimes true 3 = Never true	8.5% 23.7% 67.8%
8. In the last 30 days, did you ever cut the size of your meals or skip meals because there wasn't enough money for food?	1 = Yes 2 = No	23.2% 76.8%
9. If, in the last 30 days, you did cut the size of your meals or skip meals because there wasn't enough money for food, how often did this happen?	1 = Every day 2 = More than once a week, but not every day 3 = About once a week 4 = Only 1 or 2 days 5 = I didn't cut the size of my meals or skip meals	1.0% 9.3% 9.2% 11.3% 69.2%
10. In the last 30 days, did you ever eat less than you felt you should because there wasn't enough money for food?	1 = Yes 2 = No	20.5% 79.5%
11. In the last 30 days, were you ever hungry but didn't eat because there wasn't enough money for food?	1 = Yes 2 = No	13.7% 86.3%
12. In the last 30 days, did your college ever help you get food when you could not afford to purchase it?	1 = Yes 2 = No, and I needed this kind of help 3 = No, but I didn't need this kind of help	15.9% 14.7% 69.4%
13. In the last 12 months, were you ever unable to pay your rent or mortgage payment in full?	1 = Yes 2 = No 3 = I don't have a rent or mortgage payment	9.5% 42.2% 48.3%
14. In the last 12 months, were you ever unable to pay your utility bill(s) in full?	1 = Yes 2 = No 3 = I don't have utility bill(s)	13.7% 46.0% 40.4%
15. In the last 12 months, were you ever homeless?	1 = Yes 2 = No	2.1% 97.9%
16. In the last 12 months, did you ever stay in temporary housing (such as a shelter, hotel, or motel) because you had no other place to stay?	1 = Yes 2 = No	2.1% 97.9%

Item	Responses	Percent
17. In the last 12 months, did you ever sleep in an outdoor location or a space not meant for human habitation (such as a car or vehicle) because you had no other place to sleep?	1 = Yes 2 = No	1.1% 98.9%
18. In the last 12 months, did you ever temporarily stay with a relative or friend or couch surf because you had no other place to stay?	1 = Yes 2 = No	8.7% 91.3%
19. In the last 12 months, did your college ever help you obtain or maintain secure and affordable housing?	1 = Yes 2 = No, and I needed this kind of help 3 = No, but I didn't need this kind of help	2.2% 14.4% 83.5%
20. In the last 12 months, did your college ever help you pay your utility bill(s)?	1 = Yes 2 = No, and I needed this kind of help 3 = No, but I didn't need this kind of help	7.3% 11.3% 810.3%

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.

Institutional Improvement

There are several ways that CCSSE can be used for Institutional Improvement. The following list describes tips and suggestions for analyzing the data outcomes provided by the survey. They include:

- Identify key areas (Strategic Plan/Initiatives)
- Identify survey items that address these priorities
- Start with benchmarks
- Look at individual survey items
- Disaggregate the data and identify the least engaged student groups
- Involve the college community
- Design strategies and set targets
- Share the data and plans to address them
- Track progress by measuring outcomes
- Scale up efforts that are working and modify those that are not

Practical Uses of CCSSE at PCCUA for Improvements in Student Success

- Student Success Pass-Advising Contact
- Mandatory Student Orientation-New and Returning Students
- Professional Development- Student Engagement
- Professional Development-Cooperative Learning
- African American Male Mentoring Group-META (Men Enrolling Toward Advancement)
- Strategic Planning
- Conversations/Shared Data
- Common Readers- Poverty, Gender and Ethnicity, and Other Discussions

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www.pccua.edu - Student Engagement

Sources:

Center for Community College Student Engagement. (2022). CCSSE. Institutional Reports for Phillips Community College of the University of Arkansas, Austin, TX: The University of Texas at Austin, Community College Leadership Program.

Center for Community College Student Engagement. (2022). CCSSE. Key Findings for Phillips Community College of the University of Arkansas, Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership.

Center for Community College Student Engagement: 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.

