



CCSSE

Community College Survey of Student Engagement

Phillips Community College of the University of Arkansas

Student Engagement

CCSSE DATA 2024

CCSSE

Administered Spring 2024

Results Returned Fall 2024

Data Analyzed and Prepared for Sharing Spring 2025

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.

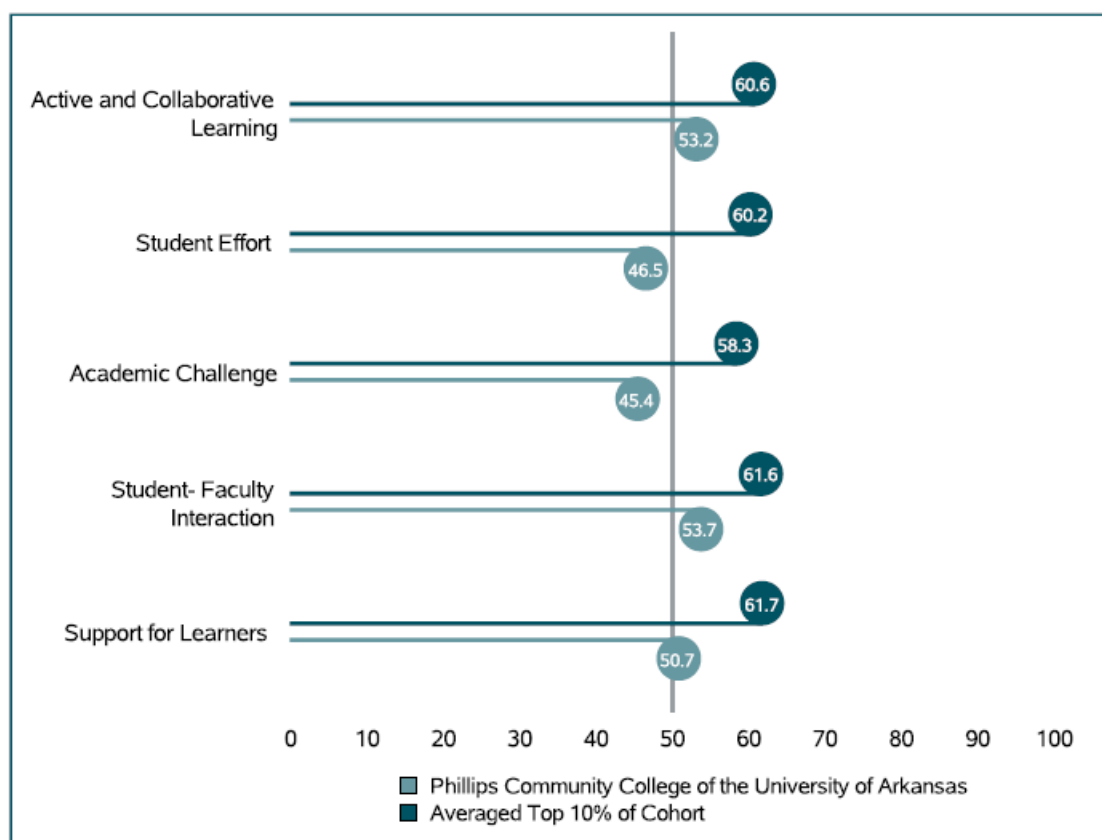
For further information about CCSSE benchmarks, see www.ccsse.org

KEY FINDINGS

Key findings from the *Benchmarks of Effective Education Practice* indicate that PCCUA was below the 2024 Cohort averages in all benchmark areas: Active and Collaborative Learning, Student Effort, Academic Challenge, 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 most benchmark areas. During the spring of 2024, PCCUA administered the eighth administration of the CCSSE survey. It is important to note that the survey participants are not the same students each survey year. But the CCSSE data does make it clear that we need to make improvements in all areas.

CCSSE does identify specific areas of focus for improving student engagement in the five categories. The Data Team has discussed the possibility that some courses selected for student participation enroll students who do not engage and work largely in a cohort. For example, CDL truck drivers engage with their cohort, but much of the college experience for this kind of student is much different from that of traditional college students. The CDL student is enrolled short term in a high demand and high-pay occupation, and these students do not engage in college life in the same way traditional students do. Perhaps we may want to consider not including certain randomly selected courses for this survey. See Table on Page 3.



CCSSE 2024 Data

Benchmark	2012	2014	2016	2018	2022	2024
Active and Collaborative Learning	57%	55%	53%	48%	53%	53.2%
Student Effort	53%	56%	49%	50%	60%	46.5%
Academic Challenge	50%	56%	48%	51%	52%	45.4%
Student-Faculty Interaction	56%	59%	52%	56%	61%	53.7%
Support for Learners	60%	66%	60%	60%	60%	50.7%

COMPARING PCCUA WITH SMALL COLLEGES NOT THE CCSSE COHORT

When compared to small colleges, PCCUA reflected better outcomes than when compared to the CCSSE cohort. Part-time student outcomes reflected lower scores for Student effort, academic challenge, student-faculty interaction (only a slight difference), and support for learners. Full-time students had higher scores for all categories when outcomes were compared to smaller colleges, except for the academic challenge questions.

		Your College	Small Colleges		2024 CCSSE Cohort	
Benchmark	Status	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	Part-time	50.3%	47.5%	2.8	46.9%	3.4
	Full time	58.0%	56.8%	1.2	55.9%	2.0
Student Effort	Part-time	41.7%	47.4%	-5.7	47.6%	-5.9
	Full-time	55.7%	54.1%	1.6	54.5%	1.2
Academic Challenge	Part-time	41.2%	47.2%	-6.1	47.4%	-6.3
	Full-Time	52.2%	54.8%	-2.6	54.9%	-2.7
Student-Faculty Interaction	Part-Time	49.2%	49.5%	-0.3	48.3%	0.9
	Full-Time	61.2%	57.2%	4.0	55.7%	5.4
Support for Learners	Part-Time	45.6%	49.2%	-3.6	48.6%	-3.0
	Full-time	59.2%	53.6%	5.7	53.1%	6.1

One way to examine benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks on which the college scored highest and the five items on which the college scored lowest relative to the 2024 CCSSE Cohort. It is important to note that some colleges' highest mean scores may be lower than the cohort mean, and conversely, some colleges' lowest mean scores may be higher than the cohort mean.

While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the CCSSE online reporting system at www.cccse.org. The highest scores on the CCSSE with Student Engagement are listed,

HIGHEST ASPECTS OF STUDENT ENGAGEMENT	
Item Number	Benchmark
4p. Worked with instructors on activities other than coursework	Student- Faculty Interaction
9e. Providing the support you need to thrive socially	Support for Learners
9f. Providing the financial support you need to afford your education	Support for Learners
12.1e. Frequency: Skill labs (writing, math, etc.)	Student Effort
12.1h. Frequency: Computer lab	Student Effort

The lowest scores on the CCSSE with Student Engagement are listed below. These are issues that we need to address to improve student engagement outcomes.

LOWEST ASPECTS OF STUDENT ENGAGEMENT	
Item Number	Benchmark
6b. Number of books read on your own (not assigned)	Student Effort
6c. Number of written papers or reports of any length	Academic Challenge
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	Student Effort
12.1b. Frequency: Career counseling	Support for Learners
12.1d. Frequency: Peer or other tutoring	Student Effort

THE CULTURE OF CARING

Project Description

CCCSE proudly announces the **Culture of Caring** project. This project involved administering a 15-item question set from the 2024 Community College Survey of Student Engagement (CCSSE). These item sets investigated the factors that shape students' experiences around the topics of self-efficacy, stigma, sense of belonging, basic needs, and mental health and well-being. Because this is the first time this category has been included in the survey, all outcomes are being shared. The number of student responses has been placed in parentheses.

★Key Findings for Culture of Caring

It intimidates me to ask my instructors for coursework. (157)

Strongly Disagree or Disagree 76.9%	Agree or Strongly Agree 23.1%
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Asking for help with my classes makes me feel weak. (155)

Strongly Disagree or Disagree 79.1%	Agree or Strongly Agree 20%
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I can succeed academically at this college. (153)

Strongly Disagree or Disagree 18.2%	Agree or Strongly Agree 81.8%
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My instructors have high expectations of me. (156)

Strongly Disagree or Disagree 17.7%	Agree or Strongly Agree 82.3%
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I feel invisible to faculty and staff. (158)

Strongly Disagree or Disagree 84.5%	Agree or Strongly Agree 15.5%
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My instructors care about my success. (155)

Strongly Disagree or Disagree 19.4%	Agree or Strongly Agree 81.7%
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College staff other than my instructors care about me. (156)

Strongly Disagree or Disagree 21.1%	Agree or Strongly Agree 78.8%
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I belong at this college. (156)

Strongly Disagree or Disagree 20.2%	Agree or Strongly Agree 79.8%
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In the last 30 days, did your college help you get food when you could not purchase it? (152)

Yes 15.1%	No 8.5%	No, did not need help 76.4%
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In the last twelve months, did your college help you find secure and affordable housing? (151)

Yes 5.9%	No 9.9%	No, did not need help 82.4%%
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This College supports me as a parent or caregiver. (156)

Strongly Disagree or Disagree 9.0%	Agree or Strongly Agree 36.6%	Not a Parent or Caregiver 54.4%
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Students' mental health and emotional well-being are a priority at this college. (152)

Strongly Disagree or Disagree 20.7%	Agree or Strongly Agree 80.3%
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If you needed to seek mental and emotional health while attending college, you would know where to go. (154)

Strongly Disagree or Disagree 42.7%	Agree or Strongly Agree 57.3%
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If you needed help with your mental and emotional well-being, what would be your greatest barrier that would keep you from seeking that help? (157)

Lack Resources 15.2%	Worry about what people will think 10.5%	Do not know where to seek help 16.1%	Do not know what kind of help I need 22.2%	Other 36.1%
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Interestingly, 22.2% do not know what kind of help they need. That response rate, coupled with 16.1% responded they did not know where to seek help, suggests we need to do more to see that more information is provided in a variety of ways to our students.

KEY FINDINGS IN THE FIVE AREAS SURVEYED

For the purpose of this report, only questions that reflect a need for the college to change outcomes with other groups have been recorded.

★Key Findings in 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 represent the lowest or highest benchmarks. All survey items are included.

Areas for Improvement

During the current school year, how often have you:

- *Made a class presentation.*
- *Worked with other students on projects in class.*
- *Worked with classmates outside of class.*
- *Tutored or taught other students (paid or volunteer).*
- *Participated in a community-based project (service-learning activity) as part of a regular course.*

Suggestions to improve collaborative learning:

Integrate more collaborative activities in the classroom with group assignments and projects.

Assign activities or projects that require out-of-class time to complete.

Mandatory Student Success includes a service project; many programs require a service project. Consider ways to incorporate some form of a service activity into your curriculum efforts.

★*Reflects good practices.*

★ *87% of the students responded that they asked questions in class or contributed to class discussions.*

★ *67% of the students indicated that they discussed ideas from readings or classes with others outside of class (students, family members, co-workers, etc.).*

★Key Findings in Student Effort

Students' behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. The following items represent the lowest or highest benchmarks. All survey items are not included.

Areas for Improvement

During the current school year, how often have you:

- *Prepared two or more drafts of a paper or assignment before handing it in.*
- *Come to class without completing readings or assignments.*
- *Read a book on your own (not assigned) for personal enjoyment or academic enhancement.*
- *Served as a peer or other tutor.*
- *Visited the skills lab.*

Suggestions to improve student effort:

Ask student to submit drafts as part of written and oral assignments.

Give impromptu quizzes.

Pose an engaging question about the day's topic.

Provide opportunities for students to ask questions before beginning a lesson.

★*Reflects good practices.*

★ *76% of the students worked on a paper or project requiring integration of ideas or information from various sources.*

★Key Findings in 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 following items represent the lowest or highest benchmarks. All survey items are not included.

- All questions in this section were at or above the small comparison group outcomes and require no intervention.

★*Reflects good practices.*

★70.2% indicated that they analyze basic elements of an idea or experience.

★67.8% indicated that they formed a new idea or understanding using various pieces of information.

★72.8% indicated that they used information they have read or heard to perform a new skill.

★86% indicated they were encouraged to spend significant amounts of time studying.

★Key Findings in 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. The following items represent the lowest or highest benchmarks. All survey items are not included.

Areas for Improvement

During the current school year, how often have you:

- *Discussed ideas from your readings or classes with instructors outside of class.*
- *Worked with instructors on activities other than coursework.*

Suggestions to improve student effort:

Encourage open discussion and make yourself available in the library, student center, or other open areas.

This may encourage students to approach you.

Make appointments to meet with students or form small Zoom or Team meetings.

★*Reflects good practices.*

★75.72% indicated that they had used email to communicate with an instructor.

★65.4% indicated that they had discussed grades or assignments with an instructor.

★70.4% indicated that they had received prompt feedback (written or oral) from instructors on their performance.

★Key Findings in 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. The following items represent the lowest or highest benchmarks. All survey items are not included.

Areas for Improvement

During the current school year, how often have you:

- *Received career counseling*
- *Helping you cope with your non-academic responsibilities (work, family, etc.).*

Suggestions to improve support for learners:

Determine strategies to provide more career counseling opportunities.

Consider implementing a vocational survey for new and continuing students to make sure pathways meet students' interests.

★Reflects good practices.

★70.8% indicated that the college provides the financial support needed to attend the college.

★85.4% indicated that the college provides the support they need to help them succeed at the college.

★71% indicated that they had received academic advising and planning support.

WHY CCSSE OUTCOMES MATTER AND HOW THIS SURVEY INFORMS OR WORK

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 information about student perceptions related to student engagement and allows the students an opportunity to provide feedback about college practices. The CCSSE survey outcomes are very important to us in understanding our students. The CCSSE powerful tool for guiding us in areas where we need to make institutional 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

- Mandatory Student Orientation-New and Returning Students
- Professional Development- Student Engagement
- Professional Development-Cooperative Learning
- Strategic Planning
- Conversations/Shared Data
- Encouraging Reading and Common Reading for Students and Employees

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Sources:

Center for Community College Student Engagement. (2024). 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. (2024). 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.

