

# Research Brief

Issue 7.1 – April 23, 2019

Office of Institutional Research

## CCSSE Survey Results

The Community College Survey of Student Engagement (CCSSE) is designed to measure student engagement at community and technical colleges. It builds on extensive research that has identified good educational practices that are directly related to retention and other desired student outcomes. CCSSE has identified five benchmarks of effective educational practices as follows:

- **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.*
- **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 work and creative work in central to student learning. These surveys address the nature and amount of assigned academic work, the complexity of cognitive tasks, and the rigor of examinations.*
- **Student-Faculty Interaction**  
*In general, the more contact students have with faculty, the more likely they are to learn effectively and to persist towards achievement of educational goals.*
- **Support for Learners**  
*Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships, and demonstrate commitment to their success.*

### Cohorts

Credit courses at PSC were randomly selected for survey completion in Spring of 2018; 559 students participated. CCSSE uses a two-year cohort (2017-18) of participating institutions (representing 537 institutions from 47 states) in the survey analysis.

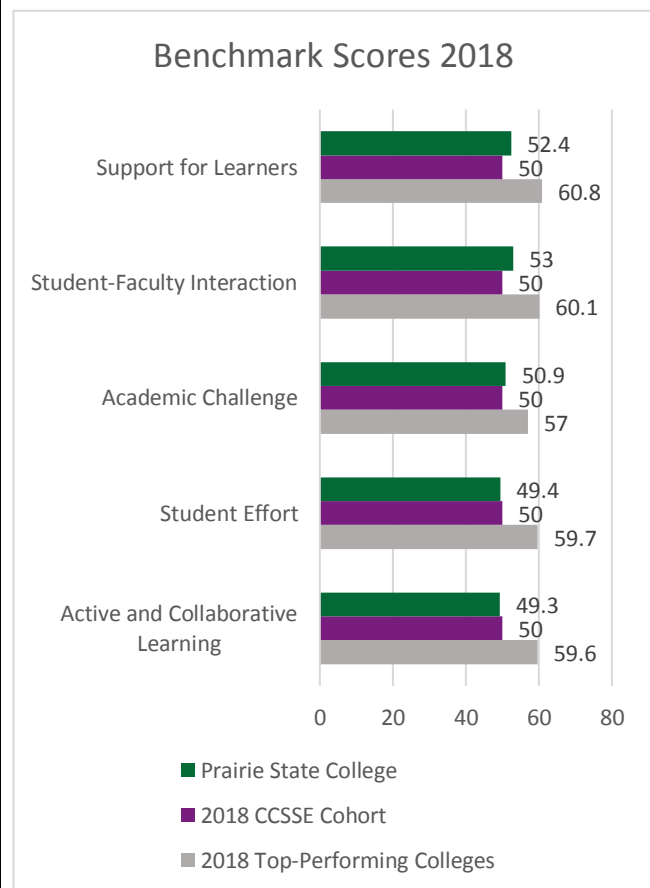
Figure 1 shows a demographic breakdown of PSC survey respondents and the CCSSE cohort. Full-time students are over-represented in both the PSC and CCSSE cohorts. To adjust for this sampling bias, a statistical weighting procedure is applied to all CCSSE results.

Figure 1

Characteristic	*PSC SP18 Enrollment	PSC CCSSE Cohort	CCSSE Cohort
Male	41%	42%	42%
Female	59%	53%	57%
Enrolled full time	26%	72%	41%
Enrolled part time	74%	28%	59%
Traditional Age (18-24)	52%	70%	52%
Black or African American	56%	9%	12%
White	21%	50%	55%
Hispanic/Latino/Spanish	16%	15%	16%

\*Tenth-day Spring 2018

Figure 2



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There are significant differences in race/ethnicities among the cohorts. The PSC CCSSE cohort under-represents African American students by 44% as compared to Spring 2018 enrollment. African American students comprise of 9% PSC respondents versus only 12% of the CCSSE cohort; White comprise 50% of the PSC cohort versus 55% of the CCSSE cohort.

### Benchmark Scores

Benchmark scores are standardized to have a mean of 50. Figure 2 compares our benchmark scores with that of the CCSSE cohort and top-performing colleges (those in the top 10% of the cohort by benchmark). Overall PSC has no significantly high or low benchmark scores. Our overall score is highest in the *student-faculty interaction* benchmark, and lowest in *active and collaborative learning*.

### Aspects of Highest Student Engagement

CCSSE identifies five areas of highest student engagement, defined as survey items where PSC performed most favorably relative to the CCSSE cohort (Figure 3). Areas of highest engagement include:

In *Student-Faculty Interaction* benchmark:

- Talked about career plans with an instructor or advisor
- Discussed ideas from your readings or classes with outside instructors

In *Support for Learners* benchmark:

- Frequency: Career Counseling

In *Student Effort* benchmark:

- Number of books read on your own (not assigned)
- Frequency: Peer or other tutoring

### Aspects of Lowest Student Engagement

CCSSE identifies three areas of lowest student engagement, defined as survey items where PSC performed least favorably relative to the CCSSE cohort (Figure 4). Areas of lowest student engagement include:

In *Student Effort* benchmark:

- Worked on a paper or project that required integrating ideas or information from various sources
- Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)

In *Active and Collaborative Learning* benchmark:

- Worked with a classmate outside of class to prepare class assignments

Figure 3

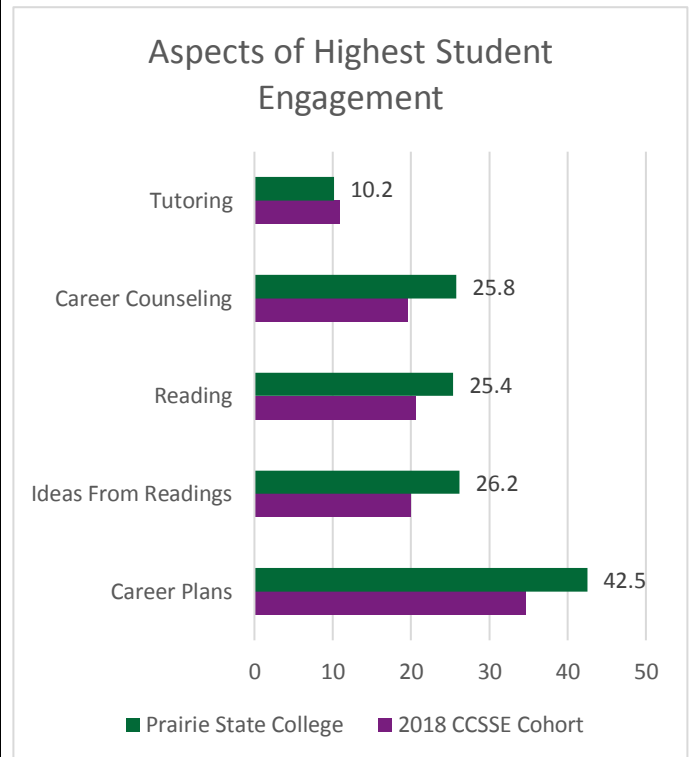


Figure 4

