

## CCSSE Survey Results – Part I

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 and creative work is central to student learning. These survey items 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 toward 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 2014; 529 students participated. CCSSE uses a three-year cohort (2012-14) of participating institutions (representing over 438,000 students) in the survey analyses.

Figure 1 shows a demographic breakdown of PSC students in Spring 2014, 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 the CCSSE results.

There are significant differences in race/ethnicities among the cohorts. The PSC CCSSE cohort under-represents

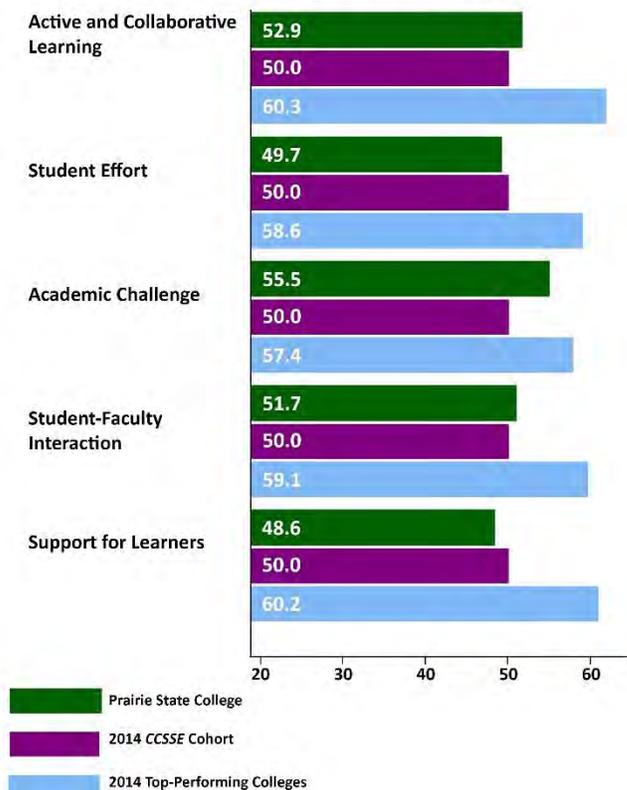
Figure 1

Characteristic	*PSC SP14 Enrollment	PSC CCSSE Cohort	CCSSE Cohort
Male	41%	40%	43%
Female	59%	58%	55%
Enrolled full time	39%	64%	72%
Enrolled less than full time	61%	36%	28%
Traditional Age (18-24)	56%	59%	63%
Black or African American	59%	50%	11%
White	24%	28%	56%
Hispanic/Latino/Spanish	11%	9%	14%

\*Tenth-day Spring 2014

Figure 2

### Benchmark Scores 2014



African American students by 9% as compared to Spring 2014 enrollment. African American students comprise half (50%) of PSC respondents vs. only 11% of the CCSSE cohort; Whites comprise 28% of the PSC cohort vs. 56% 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 *academic challenge* benchmark, and lowest in *support for learners*.

### 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 student engagement include:

In *Active and Collaborative Learning* benchmark:

- Asked questions in class or contributed to class discussions
- Participated in a community project as part of course.

In *Student-Faculty Interaction* benchmark:

- Discussed grades/assignments with instructor.

In *Academic Challenge* benchmark:

- Worked harder than you thought you could to meet instructor's standards or expectations
- Making judgments about the value or soundness of information, arguments or methods.

### Aspects of Lowest Student Engagement

CCSSE identifies five 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 *Support for Learners* benchmark:

- Helping you cope with non-academic responsibilities (work, family, etc.)
- Academic advising/planning (frequency)

In *Student Effort* benchmark:

- Preparing for class (reading, doing homework, etc.)
- Skill labs (writing, math, etc.) (frequency)
- Computer lab (frequency)

Visit the [Institutional Research and Planning Web page](#) to read the full 2014 Key Findings report.

Figure 3

### Aspects of Highest Student Engagement

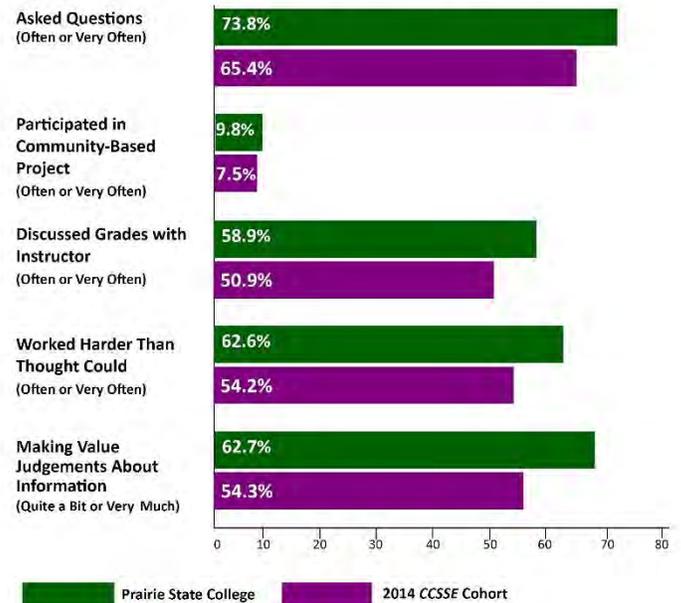


Figure 4

### Aspects of Lowest Student Engagement

