



The Community College Survey of Student Engagement (CCSSE)

Overview of 2019 Survey Results South Arkansas Community College

Introduction

The Community College Survey of Student Engagement (CCSSE), a product and service of the Center for Community College Student Engagement, provides information about effective educational practice in community colleges. The Center's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. *Student engagement*, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for the Center's work. The CCSSE survey instrument is designed to capture student engagement as a measure of institutional quality.

CCSSE Member Colleges

The 2019 CCSSE Cohort includes 616 community and technical colleges from 48 states, the District of Columbia, Guam, Marshall Islands, Micronesia, and two Canadian provinces. CCSSE uses a cohort of participating colleges in all core survey analyses. The 2019 cohort consists of the colleges that participated in CCSSE 2017, 2018 and 2019.

CCSSE Sampling

In CCSSE sampling procedures, students are sampled at the classroom level. The survey was administered in classes randomly selected from among all face-to-face and hybrid courses offered by the institution during the spring academic term. Certain course types are not eligible for inclusion in the CCSSE administration. These include non-credit, dual-enrollment, distance learning, most ESL courses, individual instruction, and individual study or self-paced classes.

Of those students sampled at our institution, 364 respondents submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 61%. The percent of target rate is the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the target sample size.

Excluded Respondents

Excluding certain respondents from institutional and cohort-level reports ensures that results are comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- The respondent did not indicate whether he or she was enrolled full-time or part-time at the institution.
- The survey is invalid. A survey is invalid if a student does not answer any of the 19 sub-items in item 4, answers *very often* to all 19 sub-items, or answers *never* to all 19 sub-items.
- The student reported his or her age as under 18.
- The student indicated that he or she had taken the survey in a previous class or did not respond to item 3.
- Oversample respondents are not included because they are selected outside of *CCSSE's* primary sampling procedures.

2019 Student Respondent Profile

Please note that percentages may not total 100% in each category due to missing data and/or rounding.

Enrollment Status

28% of surveyed students report being part-time college students, compared to 29% of the 2019 *CCSSE* Cohort colleges' student respondents. **72%** of the student respondents at our college report attending college full-time, while 71% of the 2019 *CCSSE* Cohort colleges' student respondents attended full-time.

Population data¹ indicate that **57%** of students attend our college part-time and **43%** attend full-time. The inverse representation of part-time and full-time students in our respondent and actual student populations is the result of random sampling and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/part-time variable so that reports will accurately reflect the underlying student population.

Age

Student respondents at our college range in age from **18** to **65+** years old. **63%** are between 18 and 24 years old. Students at our college are **older** than the 2019 *CCSSE* Cohort, of which over two-thirds (70%) of students are between 18 and 24 years of age.

Gender Identity

23% of student respondents identify as a man and **74%** as a woman, while **3%** identify as Other or that they prefer not to respond.

Racial/Ethnic Identification

91% of our student respondents identify with a single racial/ethnic identity: **52%** White, **5%** Hispanic or Latino, **29%** Black or African American, **0%** Asian, **0%** American Indian or Alaska Native, and **0%** Native Hawaiian or Other Pacific Islander. **5%** marked more than one category when responding to the question, "What is your racial or ethnic identification."

¹ Population data are those reported for the most recent IPEDS enrollment report.

International Students

4% of our students responded yes to the question, “Are you an international student or non-resident alien?”

Our college has **lower** proportion international students than the 2019 CCSSE Cohort, of which 5% are international.

First-Generation Status

37.4% of student respondents indicate that neither parent has attended at least some college; accordingly, these students are considered "first-generation."

57.0% of respondents indicate that their mothers have at least some college experience, while 35.1% indicate that their fathers do.

The results for the following student respondent categories are weighted according to the most recent IPEDS population data.

Non-Native English Speaking Students

At our college, 6.9% of CCSSE respondents are non-native English speakers.

College-Sponsored Activities

75.1% of students respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intramural sports, etc.) while 19.5% spend 1 to 5 hours per week participating in these activities.

Total Credit Hours Earned

39.1% of surveyed students have completed fewer than 15 credit hours; 26.8% have completed 15-29 credit hours; and 34% have completed more than 30 credit hours.

External Commitments

18.3% of student respondents work 21 or more hours per week; 10.4% care for dependents 6–10 hours per week; and 24.6% spend 6–10 hours per week commuting to class.

Goals

Students were asked to indicate their reasons or goals for attending this college and could mark multiple goals as applicable. 38.5% identified transferring to a 4-year college or university as a goal, while 84.9% identified obtaining an associate degree and 71.1% identified completing a certificate program as a goal. 69.5% indicated that obtaining or updating job-related skills is a goal, and 39.1% a career change as a goal for attending the college.

CCSSE Benchmarks of Effective Educational Practice

To assist colleges in their efforts to reach for excellence, the Center reports national benchmarks of effective educational practice in community colleges. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals.

CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement—and are positively related to student learning and persistence. Benchmarks are used to compare each institution's performance to that of similar institutions and with the CCSSE Cohort. Each individual benchmark score is computed by averaging the scores on survey items that make up 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. The five benchmarks of effective educational practice in community colleges are: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

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 the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

Item	Variable	Responses	Your College		Small Colleges		2019 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	Never	6	1.8	2,564	2.2	9,533	2.7
		Sometimes	87	23.8	33,330	28.7	110,870	31.8
		Often	126	34.6	41,987	36.1	122,329	35.0
		Very often	145	39.8	38,327	33.0	106,327	30.5
		Total	364	100.0	116,208	100.0	349,059	100.0
4b. Made a class presentation [ACTCOLL]	CLPRESEN	Never	114	31.4	30,447	26.3	87,419	25.1
		Sometimes	165	45.3	46,050	39.8	140,195	40.3
		Often	56	15.4	26,514	22.9	81,995	23.6
		Very often	28	7.8	12,765	11.0	38,045	10.9
		Total	364	100.0	115,776	100.0	347,655	100.0
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	Never	44	12.3	12,604	11.0	38,385	11.1
		Sometimes	138	38.7	40,765	35.5	124,774	36.2
		Often	105	29.5	39,355	34.3	117,934	34.2
		Very often	70	19.6	22,092	19.2	63,638	18.5
		Total	357	100.0	114,817	100.0	344,731	100.0
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	Never	133	37.1	40,304	35.0	122,989	35.6
		Sometimes	116	32.4	42,680	37.1	130,822	37.9
		Often	73	20.3	21,322	18.5	61,546	17.8
		Very often	37	10.3	10,715	9.3	30,133	8.7
		Total	360	100.0	115,021	100.0	345,490	100.0
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	Never	253	70.4	82,357	71.5	251,468	72.8
		Sometimes	65	18.0	22,085	19.2	64,207	18.6
		Often	24	6.7	6,835	5.9	19,009	5.5
		Very often	17	4.9	3,895	3.4	10,889	3.2
		Total	359	100.0	115,173	100.0	345,573	100.0
4i. Participated in a community-based project (service-learning activity) as part of a regular course [ACTCOLL]	PARTICCBP	Never	252	70.7	82,637	71.6	255,055	73.6
		Sometimes	65	18.1	21,626	18.7	60,485	17.5
		Often	24	6.8	7,256	6.3	20,235	5.8
		Very often	15	4.3	3,949	3.4	10,664	3.1
		Total	357	100.0	115,468	100.0	346,438	100.0
4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	Never	45	12.6	15,976	13.9	49,511	14.3
		Sometimes	118	32.7	42,506	36.9	128,609	37.2
		Often	106	29.4	33,608	29.1	98,507	28.5
		Very often	92	25.3	23,216	20.1	69,452	20.1
		Total	361	100.0	115,306	100.0	346,080	100.0

Student Effort

Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

Item	Variable	Responses	Your College		Small Colleges		2019 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	Never	72	19.9	23,264	20.2	68,144	19.7
		Sometimes	122	33.8	34,613	30.0	102,467	29.6
		Often	93	25.6	33,925	29.4	103,235	29.8
		Very often	75	20.7	23,419	20.3	72,172	20.9
		Total	362	100.0	115,221	100.0	346,017	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	Never	38	10.5	10,711	9.3	30,916	8.9
		Sometimes	135	37.4	28,953	25.1	83,847	24.2
		Often	98	27.2	42,661	36.9	129,331	37.3
		Very often	90	24.9	33,254	28.8	102,799	29.6
		Total	361	100.0	115,579	100.0	346,892	100.0
4e. Come to class without completing readings or assignments [STUEFF]	CLUNPREP	Never	131	36.3	41,268	35.8	117,647	34.0
		Sometimes	172	47.8	58,188	50.4	178,187	51.5
		Often	39	10.7	10,994	9.5	34,896	10.1
		Very often	19	5.2	4,939	4.3	15,587	4.5
		Total	361	100.0	115,389	100.0	346,317	100.0
Item 6: During the current academic year, how much reading and writing have you done at this college?								
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	BKREADOWN	None	144	40.0	42,799	37.4	123,209	35.9
		1-4	149	41.5	48,777	42.6	151,419	44.1
		5-10	39	10.8	13,233	11.6	40,256	11.7
		11-20	17	4.7	5,100	4.5	15,200	4.4
		More than 20	11	3.0	4,629	4.0	13,558	3.9
Total	360	100.0	114,538	100.0	343,641	100.0		
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?								
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) [STUEFF]	ACADPR01	None	6	1.6	2,080	1.8	5,421	1.6
		1-5	138	38.4	46,013	40.1	136,508	39.7
		6-10	96	26.6	33,123	28.9	102,993	30.0
		11-20	69	19.1	20,785	18.1	63,210	18.4
		21-30	39	10.7	7,906	6.9	22,932	6.7
		More than 30	13	3.6	4,741	4.1	12,508	3.6
Total	360	100.0	114,648	100.0	343,572	100.0		
Item 12.1: How often have you used the following services during the current academic year?								
12.1d. Peer or other tutoring [STUEFF]	FREQTUTOR	Never	225	64.6	69,935	63.1	207,638	62.5
		1 time	37	10.5	13,062	11.8	39,015	11.7
		2-4 times	50	14.5	15,908	14.3	48,306	14.5
		5 or more times	36	10.4	11,984	10.8	37,292	11.2
		Total	348	100.0	110,890	100.0	332,251	100.0
12.1e. Skill labs (writing, math, etc.) [STUEFF]	FREQLAB	Never	159	46.3	60,035	54.2	187,413	56.5
		1 time	33	9.5	11,874	10.7	36,259	10.9
		2-4 times	73	21.2	19,276	17.4	55,265	16.7
		5 or more times	79	22.9	19,535	17.6	52,719	15.9
		Total	344	100.0	110,720	100.0	331,657	100.0
12.1h. Computer lab [STUEFF]	FREQCOMLB	Never	87	25.1	38,352	34.6	123,163	37.1
		1 time	40	11.5	12,363	11.2	38,253	11.5
		2-4 times	79	23.0	23,494	21.2	69,374	20.9
		5 or more times	140	40.4	36,648	33.1	101,279	30.5
		Total	346	100.0	110,856	100.0	332,069	100.0

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

Item	Variable	Responses	Your College		Small Colleges		2019 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4a. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	Never	31	8.5	10,212	8.9	33,501	9.7
		Sometimes	100	27.5	41,295	35.8	126,271	36.5
		Often	132	36.5	40,889	35.4	120,891	34.9
		Very often	100	27.5	22,979	19.9	65,506	18.9
		Total	362	100.0	115,375	100.0	346,168	100.0
Item 5: During the current academic year, how much has your coursework at this college emphasized the following mental activities?								
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	Very little	23	6.6	5,231	4.5	15,029	4.3
		Some	100	27.8	30,987	26.8	89,025	25.7
		Quite a bit	139	38.8	49,192	42.6	149,004	43.0
		Very much	96	26.8	30,013	26.0	93,322	26.9
		Total	358	100.0	115,424	100.0	346,380	100.0
5c. Forming a new idea or understanding from various pieces of information [ACCHALL]	NEWIDEAS	Very little	27	7.5	5,856	5.1	17,797	5.2
		Some	78	21.9	31,621	27.5	93,454	27.1
		Quite a bit	150	41.8	47,191	41.0	141,312	41.0
		Very much	104	28.9	30,301	26.4	92,216	26.7
		Total	358	100.0	114,969	100.0	344,778	100.0
5d. Making judgements about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	Very little	28	7.8	12,431	10.8	37,802	10.9
		Some	132	36.7	38,753	33.6	113,835	32.9
		Quite a bit	127	35.3	40,137	34.8	121,704	35.2
		Very much	73	20.3	24,021	20.8	72,565	21.0
		Total	359	100.0	115,341	100.0	345,905	100.0
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	Very little	32	8.8	9,785	8.5	30,625	8.8
		Some	102	28.3	34,969	30.3	105,899	30.6
		Quite a bit	130	35.9	41,737	36.2	124,998	36.1
		Very much	98	27.0	28,938	25.1	84,841	24.5
		Total	361	100.0	115,429	100.0	346,363	100.0
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	Very little	17	4.8	7,732	6.7	26,733	7.7
		Some	75	20.8	29,948	25.9	91,948	26.5
		Quite a bit	140	38.7	41,945	36.2	124,663	35.9
		Very much	129	35.7	36,173	31.2	104,148	30.0
		Total	361	100.0	115,798	100.0	347,492	100.0
Item 6: During the current academic year, how much reading and writing have you done at this college?								
6a. Number of assigned textbooks, manuals, books, or packets of course readings [ACCHALL]	ASSIGREAD	None	7	2.0	3,131	2.7	9,130	2.7
		1-4	119	33.2	40,809	35.8	125,160	36.6
		5-10	118	33.1	32,910	28.8	100,228	29.3
		11-20	42	11.9	19,007	16.7	57,111	16.7
		More than 20	70	19.8	18,219	16.0	50,492	14.8
		Total	357	100.0	114,076	100.0	342,122	100.0
6c. Number of written papers or reports of any length [ACCHALL]	NUMPAPRRPTS	None	45	12.7	12,704	11.1	35,839	10.4
		1-4	140	39.2	36,961	32.3	109,498	31.9
		5-10	100	27.9	34,874	30.4	108,592	31.6
		11-20	37	10.3	19,281	16.8	58,227	17.0
		More than 20	35	9.9	10,712	9.4	31,282	9.1
		Total	357	100.0	114,531	100.0	343,439	100.0
Item 7								
7. Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college [ACCHALL]	CHALNGXAM	Extremely easy	1	0.4	1,027	0.9	3,075	0.9
		(2)	3	0.8	2,197	2.0	6,873	2.1
		(3)	15	4.3	7,041	6.5	21,991	6.7
		(4)	70	20.3	28,253	25.9	86,097	26.3
		(5)	111	32.4	36,674	33.6	112,197	34.3
		(6)	85	24.8	22,625	20.7	66,064	20.2
		Extremely challenging	59	17.1	11,302	10.4	30,485	9.3
Total	343	100.0	109,119	100.0	326,783	100.0		
Item 9: How much does this college emphasize the following?								
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	Very little	12	3.4	4,339	3.8	13,334	3.9
		Some	53	14.7	24,678	21.5	73,718	21.4
		Quite a bit	119	33.2	48,194	42.0	145,571	42.3
		Very much	175	48.7	37,673	32.8	111,868	32.5
		Total	360	100.0	114,884	100.0	344,491	100.0

Student-Faculty Interaction

In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

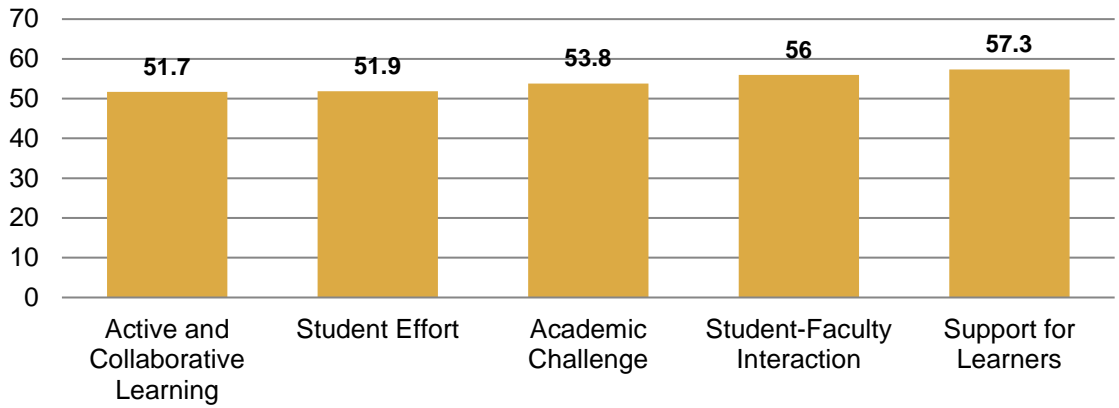
Item	Variable	Responses	Your College		Small Colleges		2019 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4j. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	Never	8	2.3	6,177	5.4	18,291	5.3
		Sometimes	80	22.4	29,178	25.3	93,447	27.1
		Often	100	28.0	35,805	31.1	108,684	31.5
		Very often	168	47.2	43,953	38.2	125,002	36.2
		Total	356	100.0	115,112	100.0	345,424	100.0
4k. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	Never	22	6.2	8,729	7.6	31,141	9.0
		Sometimes	105	29.6	42,344	36.7	133,111	38.4
		Often	117	32.9	37,518	32.5	108,086	31.2
		Very often	111	31.3	26,912	23.3	74,264	21.4
		Total	356	100.0	115,503	100.0	346,602	100.0
4l. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	Never	48	13.5	23,198	20.2	80,924	23.4
		Sometimes	158	44.2	47,233	41.1	144,854	42.0
		Often	85	23.8	27,593	24.0	75,401	21.8
		Very often	66	18.6	16,978	14.8	44,056	12.8
		Total	358	100.0	115,002	100.0	345,235	100.0
4m. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	Never	143	40.2	46,243	40.3	151,112	43.9
		Sometimes	120	33.8	43,358	37.8	124,675	36.2
		Often	61	17.1	16,687	14.5	45,849	13.3
		Very often	32	8.9	8,465	7.4	22,606	6.6
		Total	355	100.0	114,753	100.0	344,242	100.0
4n. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	Never	17	4.6	7,009	6.1	22,959	6.6
		Sometimes	140	38.8	34,460	29.9	105,388	30.5
		Often	124	34.2	45,486	39.5	135,392	39.2
		Very often	81	22.4	28,220	24.5	81,609	23.6
		Total	362	100.0	115,175	100.0	345,348	100.0
4p. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	Never	213	60.5	69,155	60.5	222,905	65.1
		Sometimes	92	26.2	28,578	25.0	77,677	22.7
		Often	29	8.1	11,354	9.9	28,948	8.5
		Very often	18	5.2	5,243	4.6	13,019	3.8
		Total	352	100.0	114,331	100.0	342,548	100.0

Support for Learners

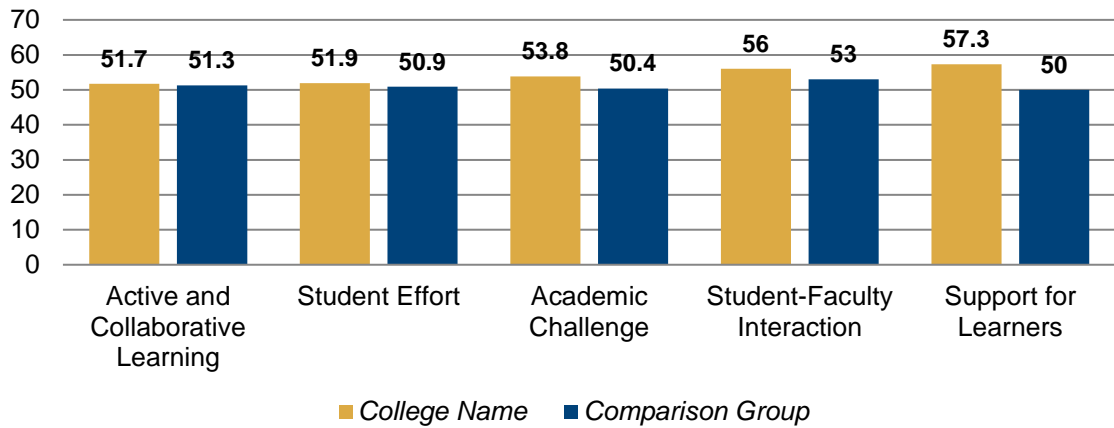
Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

Item	Variable	Responses	Your College		Small Colleges		2019 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 9: How much does this college emphasize the following?								
9b. Providing the support you need to succeed at this college [SUPPORT]	ENVSUPRT	Very little	13	3.6	4,552	4.0	14,313	4.2
		Some	54	15.2	21,687	18.9	69,436	20.2
		Quite a bit	118	32.8	45,994	40.1	138,507	40.3
		Very much	173	48.4	42,427	37.0	121,370	35.3
		Total	358	100.0	114,660	100.0	343,626	100.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	Very little	56	15.6	16,245	14.2	49,316	14.4
		Some	77	21.3	34,455	30.1	100,759	29.4
		Quite a bit	101	28.1	35,949	31.4	107,603	31.4
		Very much	125	34.9	27,741	24.3	85,110	24.8
		Total	360	100.0	114,390	100.0	342,788	100.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	Very little	103	28.6	37,473	32.8	121,406	35.5
		Some	114	31.8	39,430	34.5	116,040	33.9
		Quite a bit	68	18.9	23,417	20.5	66,147	19.3
		Very much	74	20.7	13,877	12.2	38,596	11.3
		Total	359	100.0	114,198	100.0	342,189	100.0
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	Very little	78	21.8	25,689	22.5	84,800	24.8
		Some	107	29.9	42,353	37.1	128,314	37.5
		Quite a bit	93	25.8	29,694	26.0	83,513	24.4
		Very much	81	22.5	16,560	14.5	45,698	13.3
		Total	359	100.0	114,297	100.0	342,325	100.0
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	Very little	71	19.7	21,410	18.7	72,645	21.2
		Some	84	23.4	29,492	25.8	89,966	26.3
		Quite a bit	93	25.9	31,544	27.6	89,737	26.2
		Very much	111	30.9	31,860	27.9	90,048	26.3
		Total	359	100.0	114,307	100.0	342,397	100.0
Item 12.1: How often have you used the following services during the current academic year?								
12.1a. Academic advising / planning [SUPPORT]	FREQCACAD	Never	23	6.7	16,675	14.9	53,652	15.9
		1 time	83	23.9	25,179	22.4	80,913	24.0
		2-4 times	181	51.9	54,057	48.2	157,038	46.6
		5 or more times	61	17.5	16,351	14.6	45,141	13.4
		Total	348	100.0	112,262	100.0	336,744	100.0
12.1b. Career counseling [SUPPORT]	FREQCACOU	Never	198	56.4	70,693	63.3	210,540	62.8
		1 time	64	18.2	19,389	17.4	58,999	17.6
		2-4 times	64	18.2	17,273	15.5	52,421	15.6
		5 or more times	25	7.3	4,368	3.9	13,032	3.9
		Total	351	100.0	111,723	100.0	334,991	100.0

CCSSE Benchmark Scores for SouthArk



CCSSE Benchmark Scores for SouthArk compared to Small Colleges in the 2019 Cohort



Selected Finding

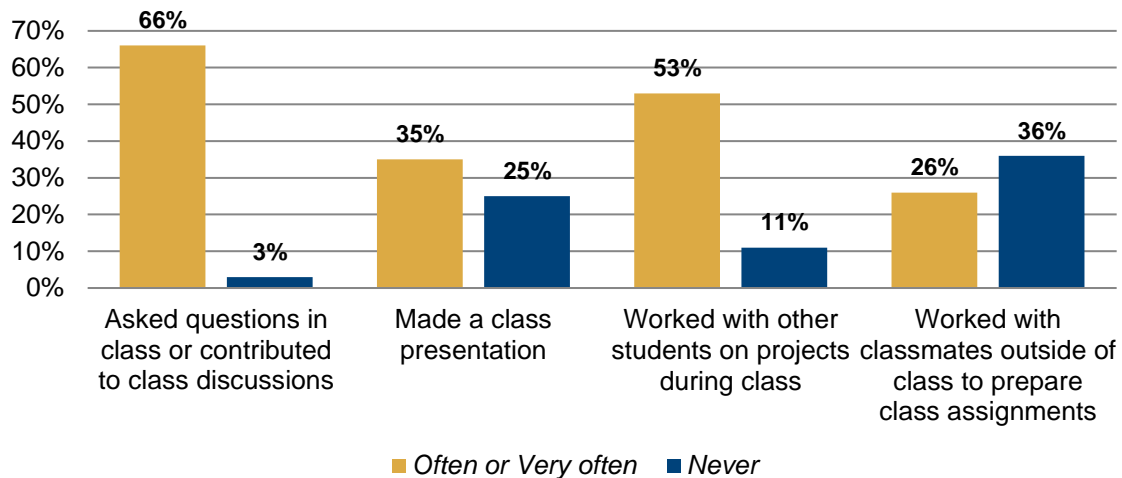
Academic Experience

A positive academic experience is a product of many ingredients, one of which is the amount of time and energy students invest in their academic work. CCSSE asks students to respond to several survey items in order to gauge how actively they are involved in their education. Students are given the opportunity to mark *very often*, *often*, *sometimes*, or *never* in response to items such as the following:

- Item 4a—Asked questions in class or contributed to class discussions
- Item 4b—Made a class presentation
- Item 4f—Worked with other students on projects during class
- Item 4g—Worked with classmates outside of class to prepare assignments

While some students are highly involved in their academic experience (those who marked *often* or *very often*), others are less engaged, as illustrated by their responses of *never*, as displayed in the following graph.

CCSSE Cohort Academic Experience



Index of Survey Items Associated with Selected Findings Categories

Academic Experience

4a-s

Educational Goals

26a-f

Student Learning

5a-f

Barriers to Persistence

23a-d

Relationships

4f-g, 4m, 4r, 9c, 9e

Student Satisfaction

12a2-12m2, 35, 36

Curricular Experiences

4i, 8a, 8f, 15-17

Student Support Services

12a-m

Promising Practices

13-22

Developmental Education & ESL

8b-e, 18