



## The Community College Survey of Student Engagement (CCSSE)

# Overview of 2017 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.

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## CCSSE Member Colleges

The 2017 CCSSE Cohort includes 537 community and technical colleges from 47 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. As the survey instrument was refreshed in 2017, the 2017 cohort consists of only the colleges that participated in CCSSE 2016 and 2017.

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## 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, 307 respondents submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 51%. 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.

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## **2017 Student Respondent Profile**

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

### **Enrollment Status**

34% of surveyed students report being part-time college students, compared to 28% of the 2017 *CCSSE* Cohort colleges' student respondents. 66% of the student respondents at our college report attending college full-time, while 72% of the 2017 *CCSSE* Cohort colleges' student respondents attended full-time.

Population data<sup>1</sup> indicate that 60% of students attend our college part-time and 40% 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**

65% of our college students are between 18 and 24 years old. Students at our college are older than the 2017 *CCSSE* Cohort, of which over two-thirds (70%) of students are between 18 and 24 years of age.

### **Gender Identity**

33% of student respondents identify as a man and 61% as a woman, while 6% identify as Other or that they prefer not to respond.

### **Racial/Ethnic Identification**

80% of our student respondents identify with a single racial/ethnic identity: 47% White, 21% Hispanic or Latino, 25% Black or African American, 1% Asian, 1% American Indian or Alaska Native, and 0% Native Hawaiian or Other Pacific Islander. 4% marked more than one category when responding to the question, "What is your racial or ethnic identification."

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<sup>1</sup> Population data are those reported for the most recent IPEDS enrollment report.

## **International Students**

6% of our students responded yes to the question, “Are you an international student or non-resident alien?”

Our college has a greater international students than the 2017 CCSSE Cohort, of which 4% are international.

## **First-Generation Status**

47% of student respondents indicate that neither parent has attended at least some college; accordingly, these students are considered "first-generation."

44.9% of respondents indicate that their mothers have at least some college experience, while 31.1% indicate that their fathers do.

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*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, 12.3% of CCSSE respondents are non-native English speakers.

## **College-Sponsored Activities**

68.5% of students respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intramural sports, etc.) while 24.2% spend 1 to 5 hours per week participating in these activities.

## **Total Credit Hours Earned**

51.6% of surveyed students have completed fewer than 15 credit hours; 28.2% have completed 15-29 credit hours; and 20.1% have completed more than 30 credit hours.

## **External Commitments**

36.6% of student respondents work 21 or more hours per week; 8% care for dependents 6–10 hours per week; and 18.5% 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. 44% identified transferring to a 4-year college or university as a goal, while 80.8% identified obtaining an associate degree and 65.4% identified completing a certificate program as a goal. 63.7% indicated that obtaining or updating job-related skills is a goal, and 37.8% a career change as a goal for attending the college.

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# 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		2017 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	11	3.5	1,092	2.1	4,723	2.6
		Sometimes	88	28.7	14,657	28.2	55,815	31.2
		Often	115	37.7	19,148	36.8	63,718	35.6
		Very often	92	30.2	17,076	32.9	54,762	30.6
		Total	306	100.0	51,973	100.0	179,018	100.0
4b. Made a class presentation [ACTCOLL]	CLPRESEN	Never	100	32.9	13,674	26.4	44,862	25.2
		Sometimes	133	43.9	20,796	40.2	72,058	40.4
		Often	58	19.1	11,825	22.9	42,432	23.8
		Very often	13	4.2	5,415	10.5	18,860	10.6
		Total	303	100.0	51,710	100.0	178,211	100.0
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	Never	41	13.5	5,609	10.9	19,471	11.0
		Sometimes	128	42.3	18,555	36.2	64,903	36.7
		Often	88	29.1	17,581	34.3	61,046	34.5
		Very often	46	15.2	9,554	18.6	31,300	17.7
		Total	303	100.0	51,300	100.0	176,720	100.0
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	Never	126	42.0	18,377	35.7	64,205	36.2
		Sometimes	114	37.8	19,017	37.0	66,935	37.8
		Often	40	13.3	9,514	18.5	31,273	17.7
		Very often	21	6.9	4,541	8.8	14,726	8.3
		Total	301	100.0	51,448	100.0	177,139	100.0
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	Never	200	66.7	36,938	71.7	129,598	73.1
		Sometimes	58	19.4	9,984	19.4	32,977	18.6
		Often	27	9.1	3,035	5.9	9,557	5.4
		Very often	14	4.8	1,553	3.0	5,173	2.9
		Total	300	100.0	51,510	100.0	177,304	100.0
4i. Participated in a community-based project (service-learning activity) as part of a regular course [ACTCOLL]	PARTICBP	Never	220	72.8	37,210	72.0	131,588	74.0
		Sometimes	46	15.1	9,584	18.6	30,841	17.3
		Often	31	10.2	3,263	6.3	10,231	5.8
		Very often	5	1.8	1,607	3.1	5,153	2.9
		Total	302	100.0	51,664	100.0	177,814	100.0
4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	Never	62	20.5	6,941	13.4	24,909	14.0
		Sometimes	105	34.4	19,344	37.5	66,710	37.6
		Often	85	28.1	15,383	29.8	51,411	29.0
		Very often	52	17.0	9,956	19.3	34,497	19.4
		Total	304	100.0	51,625	100.0	177,528	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		2017 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	56	18.6	10,768	20.9	35,523	20.0
		Sometimes	91	30.4	15,326	29.7	52,396	29.5
		Often	78	26.3	15,068	29.2	52,832	29.8
		Very often	74	24.7	10,384	20.1	36,719	20.7
		Total	299	100.0	51,546	100.0	177,470	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	Never	51	16.7	4,897	9.5	15,900	8.9
		Sometimes	91	30.2	13,218	25.6	43,895	24.7
		Often	92	30.3	19,278	37.3	66,979	37.6
		Very often	69	22.8	14,289	27.6	51,129	28.7
		Total	303	100.0	51,682	100.0	177,903	100.0
4e. Come to class without completing readings or assignments [STUEFF]	CLUNPREP	Never	117	38.7	18,447	35.7	59,983	33.8
		Sometimes	146	48.1	26,116	50.6	91,833	51.7
		Often	27	9.1	4,941	9.6	17,996	10.1
		Very often	12	4.1	2,108	4.1	7,744	4.4
		Total	302	100.0	51,613	100.0	177,555	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	103	34.8	19,476	37.9	62,782	35.6
		1-4	124	42.0	21,516	41.9	77,174	43.7
		5-10	38	12.9	5,887	11.5	21,083	11.9
		11-20	20	6.7	2,297	4.5	8,186	4.6
		More than 20	11	3.6	2,154	4.2	7,241	4.1
Total	295	100.0	51,329	100.0	176,466	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	13	4.4	1,002	2.0	2,766	1.6
		1-5	135	45.7	20,572	40.0	69,719	39.5
		6-10	73	24.9	15,032	29.3	53,693	30.4
		11-20	51	17.3	9,236	18.0	32,512	18.4
		21-30	16	5.4	3,516	6.8	11,605	6.6
		More than 30	7	2.2	2,021	3.9	6,198	3.5
Total	295	100.0	51,378	100.0	176,492	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	172	59.7	32,596	65.4	109,460	64.0
		1 time	36	12.4	5,477	11.0	19,479	11.4
		2-4 times	49	17.1	6,701	13.4	24,020	14.0
		5 or more times	31	10.8	5,060	10.2	18,139	10.6
		Total	287	100.0	49,834	100.0	171,098	100.0
Item 12.1: How often have you used the following services during the current academic year?								
12.1e. Skill labs (writing, math, etc.) [STUEFF]	FREQLAB	Never	130	45.5	27,647	55.6	98,264	57.6
		1 time	25	8.9	5,151	10.4	18,255	10.7
		2-4 times	48	16.6	8,139	16.4	27,415	16.1
		5 or more times	83	29.0	8,765	17.6	26,720	15.7
		Total	287	100.0	49,702	100.0	170,654	100.0
12.1h. Computer lab [STUEFF]	FREQCOMLB	Never	64	22.1	16,909	33.9	60,534	35.4
		1 time	23	7.9	5,340	10.7	19,492	11.4
		2-4 times	66	22.7	10,570	21.2	36,157	21.1
		5 or more times	138	47.3	17,045	34.2	54,831	32.1
		Total	291	100.0	49,864	100.0	171,013	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		2017 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	27	8.9	4,446	8.6	16,940	9.5
		Sometimes	93	30.4	18,696	36.2	65,145	36.7
		Often	126	41.5	18,553	36.0	62,685	35.3
		Very often	58	19.1	9,898	19.2	32,729	18.4
		Total	304	100.0	51,593	100.0	177,499	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	15	4.9	2,285	4.4	7,667	4.3
		Some	104	34.1	14,181	27.5	46,917	26.4
		Quite a bit	116	38.1	22,040	42.7	76,756	43.2
		Very much	70	22.9	13,087	25.4	46,238	26.0
		Total	304	100.0	51,593	100.0	177,578	100.0
5c. Forming a new idea or understanding from various pieces of information [ACCHALL]	NEWIDEAS	Very little	15	5.1	2,556	5.0	9,242	5.2
		Some	114	37.4	14,272	27.8	48,420	27.4
		Quite a bit	105	34.6	21,593	42.0	73,586	41.6
		Very much	70	22.9	12,968	25.2	45,555	25.8
		Total	304	100.0	51,389	100.0	176,804	100.0
5d. Making judgements about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	Very little	51	16.8	5,365	10.4	18,972	10.7
		Some	123	40.6	17,522	34.0	59,225	33.4
		Quite a bit	78	25.8	18,201	35.3	62,907	35.5
		Very much	51	16.8	10,477	20.3	36,199	20.4
		Total	302	100.0	51,565	100.0	177,303	100.0
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	Very little	36	11.9	4,265	8.3	15,498	8.7
		Some	100	33.2	16,031	31.1	55,002	31.0
		Quite a bit	105	35.1	18,754	36.3	64,566	36.4
		Very much	60	19.8	12,561	24.3	42,479	23.9
		Total	300	100.0	51,611	100.0	177,546	100.0
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	Very little	19	6.3	3,409	6.6	13,925	7.8
		Some	77	25.2	13,835	26.7	48,138	27.0
		Quite a bit	121	39.9	18,754	36.2	64,392	36.2
		Very much	87	28.6	15,758	30.4	51,647	29.0
		Total	304	100.0	51,755	100.0	178,103	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	11	3.6	1,311	2.6	4,357	2.5
		1-4	117	39.7	18,360	35.8	64,728	36.8
		5-10	74	25.3	15,027	29.3	52,061	29.6
		11-20	53	18.1	8,366	16.3	29,205	16.6
		More than 20	39	13.4	8,149	15.9	25,699	14.6
		Total	295	100.0	51,213	100.0	176,049	100.0
6c. Number of written papers or reports of any length [ACCHALL]	NUMPAPRRPTS	None	51	17.2	5,648	11.0	17,929	10.2
		1-4	99	33.3	16,373	31.9	56,102	31.8
		5-10	82	27.6	15,839	30.8	55,912	31.7
		11-20	44	14.9	8,708	17.0	30,350	17.2
		More than 20	21	7.0	4,791	9.3	16,074	9.1
		Total	297	100.0	51,360	100.0	176,367	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	0.2	432	0.9	1,608	1.0
		(2)	9	3.2	994	2.0	3,500	2.1
		(3)	15	5.4	3,145	6.4	11,288	6.7
		(4)	67	24.5	12,383	25.2	43,533	25.9
		(5)	81	29.5	16,564	33.7	58,040	34.6
		(6)	54	19.8	10,361	21.1	34,223	20.4
		Extremely challenging	47	17.3	5,215	10.6	15,786	9.4
Total	274	100.0	49,093	100.0	167,979	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	9	3.0	1,866	3.6	6,626	3.7
		Some	48	16.2	11,378	22.1	38,230	21.6
		Quite a bit	123	41.4	21,995	42.7	75,862	42.9
		Very much	117	39.5	16,227	31.5	56,081	31.7
		Total	297	100.0	51,466	100.0	176,798	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		2017 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	25	8.3	3,304	6.4	10,114	5.7
		Sometimes	64	21.1	13,779	26.8	49,656	28.0
		Often	92	30.2	16,161	31.4	56,193	31.7
		Very often	123	40.4	18,258	35.5	61,196	34.5
		Total	304	100.0	51,502	100.0	177,160	100.0
4k. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	Never	17	5.5	3,914	7.6	15,648	8.8
		Sometimes	107	35.7	19,349	37.4	69,375	39.0
		Often	98	32.7	16,893	32.7	55,885	31.4
		Very often	78	26.0	11,555	22.3	36,915	20.8
		Total	300	100.0	51,711	100.0	177,824	100.0
4l. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	Never	63	20.7	10,656	20.7	42,907	24.2
		Sometimes	122	40.2	21,479	41.8	74,859	42.3
		Often	82	26.9	12,396	24.1	38,299	21.6
		Very often	37	12.2	6,889	13.4	20,963	11.8
		Total	304	100.0	51,420	100.0	177,029	100.0
4m. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	Never	130	43.3	20,872	40.6	77,890	44.1
		Sometimes	118	39.1	19,817	38.6	64,865	36.7
		Often	36	12.1	7,229	14.1	23,118	13.1
		Very often	17	5.5	3,475	6.8	10,853	6.1
		Total	300	100.0	51,393	100.0	176,726	100.0
4n. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	Never	20	6.6	3,048	5.9	11,643	6.6
		Sometimes	100	33.0	15,623	30.3	54,868	31.0
		Often	121	39.8	20,705	40.2	70,499	39.8
		Very often	62	20.5	12,161	23.6	40,144	22.7
		Total	304	100.0	51,537	100.0	177,153	100.0
4p. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	Never	191	64.1	31,393	61.3	115,277	65.6
		Sometimes	67	22.5	12,731	24.9	39,630	22.5
		Often	32	10.6	4,951	9.7	14,642	8.3
		Very often	8	2.8	2,148	4.2	6,298	3.6
		Total	298	100.0	51,223	100.0	175,847	100.0



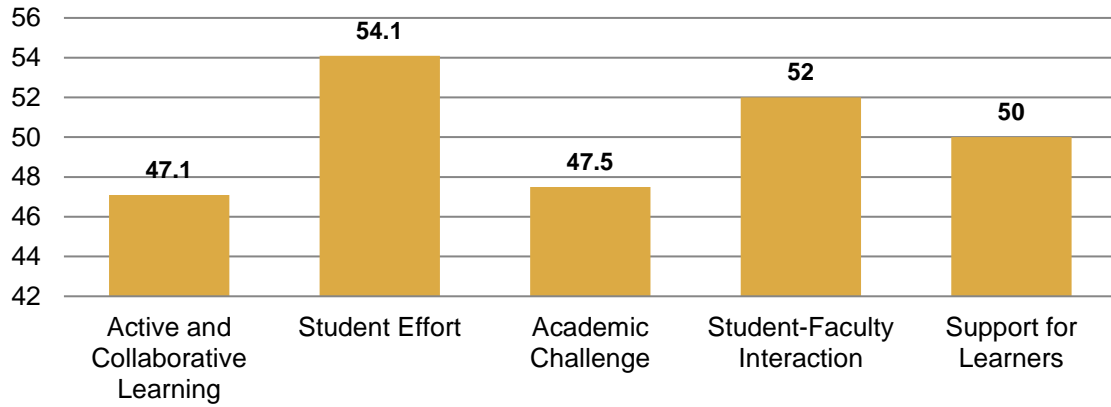
## Support for Learners

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.

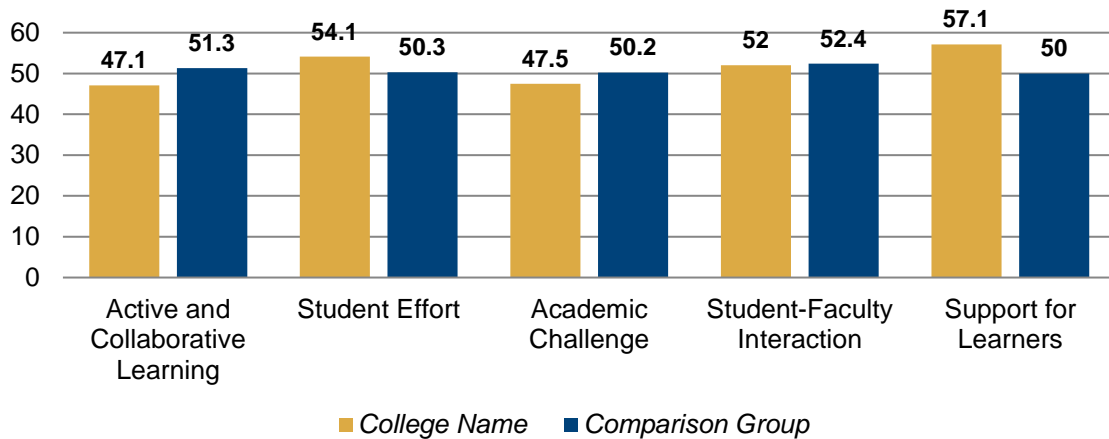
Item	Variable	Responses	Your College		Small Colleges		2017 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 9: How much does this college emphasize the following?								
9b. Providing the support you need to succeed at this college [SUPPORT]	ENVSUPRT	Very little	4	1.2	2,026	3.9	7,378	4.2
		Some	61	20.6	10,175	19.8	36,821	20.9
		Quite a bit	109	36.6	21,203	41.3	72,371	41.0
		Very much	124	41.7	17,967	35.0	59,851	33.9
		Total	297	100.0	51,371	100.0	176,420	100.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	Very little	32	10.8	7,395	14.4	25,611	14.5
		Some	76	25.7	16,181	31.6	53,526	30.4
		Quite a bit	107	36.0	16,217	31.6	55,643	31.6
		Very much	82	27.5	11,472	22.4	41,260	23.4
		Total	297	100.0	51,266	100.0	176,039	100.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	Very little	76	25.8	17,272	33.7	63,999	36.4
		Some	100	34.1	18,156	35.4	60,484	34.4
		Quite a bit	62	21.2	10,164	19.8	32,972	18.8
		Very much	55	18.9	5,643	11.0	18,314	10.4
		Total	294	100.0	51,234	100.0	175,769	100.0
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	Very little	55	18.6	11,794	23.0	44,609	25.4
		Some	89	30.2	19,609	38.3	67,046	38.1
		Quite a bit	90	30.3	13,134	25.6	42,235	24.0
		Very much	62	20.9	6,699	13.1	21,887	12.5
		Total	296	100.0	51,236	100.0	175,777	100.0
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	Very little	49	16.4	9,606	18.7	38,015	21.6
		Some	77	26.1	13,734	26.8	47,160	26.8
		Quite a bit	80	26.9	14,447	28.2	46,770	26.6
		Very much	91	30.6	13,466	26.3	43,871	25.0
		Total	296	100.0	51,253	100.0	175,815	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	34	11.6	7,146	14.2	28,043	16.2
		1 time	73	25.1	11,497	22.8	42,601	24.6
		2-4 times	143	48.9	24,511	48.6	80,469	46.4
		5 or more times	42	14.5	7,272	14.4	22,160	12.8
		Total	293	100.0	50,426	100.0	173,273	100.0
12.1b. Career counseling [SUPPORT]	FREQCACOU	Never	174	60.6	32,709	65.1	112,244	65.1
		1 time	44	15.4	8,369	16.7	29,204	16.9
		2-4 times	58	20.1	7,334	14.6	25,083	14.5
		5 or more times	11	4.0	1,823	3.6	5,895	3.4
		Total	287	100.0	50,235	100.0	172,427	100.0



### CCSSE Benchmark Scores for SouthArk



### CCSSE Benchmark Scores for SouthArk compared to Small Colleges

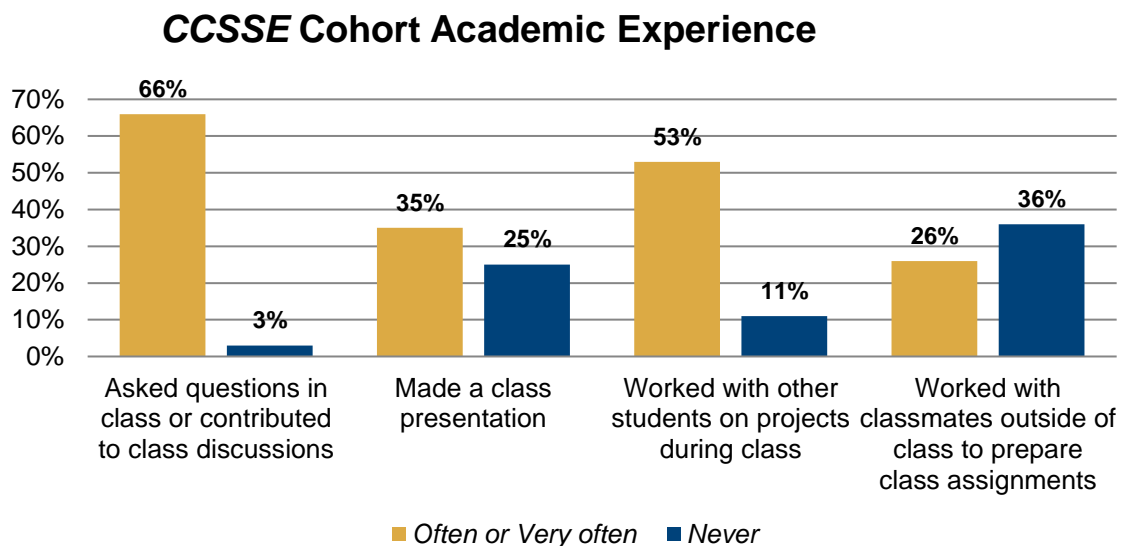


## Academic Experience

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.



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