



The Community College Survey of Student Engagement (CCSSE)

Overview of 2016 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 and assists institutions in using that information to promote improvements in student learning and persistence. 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

CCSSE data analyses include a three-year cohort of participating colleges. This approach increases the total number of institutions and students contributing to the national dataset; this in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortium participation.

The 2016 CCSSE Cohort includes all colleges that participated in CCSSE from 2014 through 2016. If a college participated more than one time in the three-year period, the cohort includes data only from its most recent year of participation. The 2016 CCSSE Cohort represents over 434,000 community college students from 701 community and technical colleges in 46 states, three Canadian provinces, plus Micronesia, Guam, and the Marshall Islands.

CCSSE Sampling

In CCSSE sampling procedures, students are sampled at the classroom level. The survey was administered in classes randomly selected from all of the courses offered by the institution during the spring academic term, excluding non-credit, dual-enrollment, distance learning, all but the highest level ESL courses, labs, individual instruction, and individual study or self-paced classes.

Of those students sampled at our institution, 338 respondents submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 56%. 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

Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling methods and that results are therefore 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 less than full-time at the institution.
 - ✘ The survey is invalid. A survey is invalid if a student does not answer any of the 21 sub-items in item 4, answers *very often* to all 21 sub-items, or answers *never* to all 21 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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2016 Student Respondent Profile

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

Enrollment Status

31% of surveyed students report being less than full-time college students, compared to 28% of the 2016 CCSSE Cohort colleges' student respondents. 69% of the student respondents at our college report attending college full-time, while 72% of the 2016 CCSSE Cohort colleges' student respondents attended full-time.

Population data¹ for all students at our college is 58% less than full-time and 42% full-time. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/less than full-time variable so that reports will accurately reflect the underlying student population.

Age

64% of students at our college are between 18 and 24 years old. Students at our college are older than the 2016 CCSSE Cohort, of which over two-thirds (69%) of students are between 18 and 24.

Sex

31% of student respondents are male and 68% are female, which is comparable to the 2016 CCSSE Cohort, which is 43% male and 55%.

Racial Identification

54% of our student respondents identified themselves as White, Non-Hispanic; 7% as Hispanic, Latino, Spanish; 29% as Black or African American; and 1% as Asian, Asian American, or Pacific Islander. 1% of the student respondents are American Indian or Native American. 1% marked *other* when responding to the question, "What is your racial identification?"

International Students

4% of our students responded yes to the question, "Are you an international student or foreign national?"

Our college has fewer international students than the 2016 CCSSE Cohort, of which 6% are international.

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

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

Non-Native English Speaking Students

At our college, 7.8% of CCSSE respondents are non-native English speakers.

First-Generation Status

25% of student respondents indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered "first-generation."

33.4% indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 37% indicate that level for their fathers.

College-Sponsored Activities

77.5% of students respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intercollegiate or intramural sports, etc.) while 17.1% typically spend only 1 to 5 hours per week participating in these activities.

Educational Attainment

66.6% of respondents report starting their college careers at this community college. Approximately 67.3% of students indicate that their highest level of educational attainment is a high school diploma or GED; 72.2% have completed fewer than 30 credit hours of college-level work; 28% report having either a certificate or an associate degree; 2.4% have earned a bachelor's degree; and 0.6% have earned an advanced degree

Total Credit Hours Earned

48.9% of surveyed students have completed fewer than 15 credit hours; 23.3% have completed 15-29 credit hours; and 27.8% have completed more than 30 credit hours.

External Commitments

45.5% of student respondents work 21 or more hours per week; 43.4% care for dependents at least six hours per week; and 31% spend at least six hours per week commuting to class.

Goals

Students were asked to indicate their reasons or goals for attending this college; students could choose more than one primary and secondary goal. 36.7% indicated that transferring to a 4-year college or university is a primary goal, while 27.1% indicated this as a secondary goal. 68.4% indicated that obtaining an associate degree is a primary goal, while 23.5% indicated this as a secondary goal. Additionally, 56.6% indicated obtaining or updating job-related skills is a primary goal, while 51% indicated that self-improvement/personal enjoyment is a primary goal.

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 that 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		2016 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school 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	2,832	2.1	11,781	2.7
		Sometimes	115	34.0	39,272	28.9	139,625	32.2
		Often	118	35.1	50,297	37.0	153,488	35.4
		Very often	98	29.0	43,507	32.0	128,416	29.6
		Total	337	100.0	135,908	100.0	433,310	100.0
4b. Made a class presentation [ACTCOLL]	CLPRESEN	Never	123	36.7	35,640	26.3	113,454	26.3
		Sometimes	143	42.7	54,911	40.5	175,914	40.7
		Often	51	15.2	30,932	22.8	98,821	22.9
		Very often	18	5.3	13,934	10.3	43,533	10.1
		Total	335	100.0	135,418	100.0	431,722	100.0
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	Never	39	11.7	15,117	11.2	50,537	11.8
		Sometimes	160	48.0	49,503	36.8	160,559	37.4
		Often	92	27.7	46,659	34.7	145,728	34.0
		Very often	42	12.6	23,292	17.3	72,064	16.8
		Total	333	100.0	134,570	100.0	428,887	100.0
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	Never	141	42.5	47,906	35.5	158,911	36.9
		Sometimes	121	36.5	50,456	37.4	161,966	37.7
		Often	36	10.8	25,064	18.6	75,273	17.5
		Very often	34	10.3	11,474	8.5	33,945	7.9
		Total	333	100.0	134,900	100.0	430,096	100.0
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	Never	238	71.2	96,102	71.1	310,942	72.1
		Sometimes	72	21.5	26,803	19.8	82,897	19.2
		Often	13	3.9	8,036	5.9	24,282	5.6
		Very often	12	3.5	4,273	3.2	12,865	3.0
		Total	334	100.0	135,214	100.0	430,985	100.0
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	COMMPROJ	Never	250	76.0	97,035	72.1	318,700	74.3
		Sometimes	59	18.0	25,743	19.1	76,202	17.8
		Often	11	3.4	8,124	6.0	23,575	5.5
		Very often	9	2.6	3,731	2.8	10,624	2.5
		Total	329	100.0	134,633	100.0	429,100	100.0
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	Never	63	18.7	17,947	13.3	59,847	13.9
		Sometimes	119	35.7	50,450	37.3	161,515	37.5
		Often	82	24.3	40,344	29.9	125,432	29.1
		Very often	71	21.3	26,389	19.5	83,773	19.5
		Total	335	100.0	135,129	100.0	430,567	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		2016 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school 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	87	26.0	26,472	19.6	83,836	19.5
		Sometimes	87	26.0	40,037	29.7	126,189	29.4
		Often	99	29.8	40,417	30.0	129,046	30.0
		Very often	61	18.2	27,954	20.7	90,717	21.1
		Total	334	100.0	134,879	100.0	429,788	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	Never	70	21.2	12,629	9.3	40,091	9.3
		Sometimes	102	30.5	35,036	25.9	108,500	25.2
		Often	109	32.8	50,402	37.3	161,061	37.4
		Very often	52	15.5	37,061	27.4	120,805	28.1
		Total	333	100.0	135,128	100.0	430,457	100.0
4e. Came to class without completing readings or assignments [STUEFF]	CLUNPREP	Never	126	38.1	48,962	36.3	146,229	34.1
		Sometimes	170	51.4	68,792	51.1	225,188	52.4
		Often	28	8.4	12,040	8.9	41,287	9.6
		Very often	7	2.1	4,950	3.7	16,724	3.9
		Total	330	100.0	134,744	100.0	429,428	100.0
Item 6: During the current school year, about 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]	READOWN	None	134	40.4	46,639	34.9	138,880	32.6
		1 to 4	145	43.8	58,453	43.7	194,523	45.6
		5 to 10	35	10.7	16,522	12.3	54,492	12.8
		11 to 20	8	2.4	6,267	4.7	20,051	4.7
		More than 20	9	2.8	5,933	4.4	18,519	4.3
		Total	331	100.0	133,814	100.0	426,466	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	2	0.5	2,355	1.8	6,633	1.6
		1-5 hours	143	43.4	52,100	39.0	168,041	39.5
		6-10 hours	90	27.4	39,398	29.5	128,584	30.2
		11-20 hours	62	18.7	24,651	18.5	78,048	18.3
		21-30 hours	20	6.2	9,389	7.0	28,414	6.7
		More than 30 hours	12	3.8	5,592	4.2	15,647	3.7
Total	329	100.0	133,486	100.0	425,367	100.0		
Item 13.1: How often do you use the following services at this college?								
13.1d. Peer or other tutoring [STUEFF]	USETUTOR	Don't know/N.A.	59	18.8	29,496	22.7	93,708	22.7
		Rarely/Never	126	39.7	59,362	45.6	189,309	45.8
		Sometimes	90	28.6	28,298	21.7	90,153	21.8
		Often	41	12.8	13,008	10.0	40,199	9.7
		Total	316	100.0	130,165	100.0	413,367	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		2016 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4p. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	Never	21	6.4	11,284	8.4	39,775	9.3
		Sometimes	100	30.5	47,409	35.2	154,215	35.9
		Often	132	40.0	49,485	36.7	154,804	36.0
		Very often	76	23.1	26,624	19.8	80,759	18.8
		Total	329	100.0	134,801	100.0	429,553	100.0
Item 5: During the current school 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	29	8.7	6,132	4.5	18,353	4.3
		Some	98	30.0	35,807	26.5	108,741	25.3
		Quite a bit	129	39.3	57,677	42.7	185,233	43.0
		Very much	72	21.9	35,458	26.3	118,056	27.4
		Total	328	100.0	135,074	100.0	430,383	100.0
5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]	SYNTHESZ	Very little	25	7.6	8,452	6.3	27,783	6.5
		Some	120	36.0	41,497	30.9	129,309	30.2
		Quite a bit	119	35.9	52,562	39.1	167,334	39.1
		Very much	68	20.4	31,935	23.8	104,052	24.3
		Total	332	100.0	134,445	100.0	428,479	100.0
5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	Very little	47	14.1	15,152	11.2	49,176	11.5
		Some	111	33.3	45,669	33.9	142,124	33.1
		Quite a bit	125	37.3	46,413	34.5	149,303	34.8
		Very much	51	15.2	27,454	20.4	88,422	20.6
		Total	334	100.0	134,687	100.0	429,026	100.0
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	Very little	42	12.7	11,744	8.7	39,109	9.1
		Some	100	29.9	42,055	31.2	133,444	31.0
		Quite a bit	128	38.4	48,766	36.1	154,984	36.1
		Very much	63	19.0	32,340	24.0	102,295	23.8
		Total	334	100.0	134,904	100.0	429,832	100.0
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	Very little	27	8.0	9,320	6.9	33,279	7.7
		Some	80	23.9	35,333	26.1	115,239	26.7
		Quite a bit	135	40.5	49,313	36.4	156,362	36.2
		Very much	92	27.7	41,395	30.6	126,471	29.3
		Total	334	100.0	135,362	100.0	431,351	100.0

Item	Variable	Responses	Your College		Small Colleges		2016 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 6: During the current school year, about how much reading and writing have you done at this college?								
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings [ACCHALL]	READASGN	None	15	4.6	4,464	3.3	13,744	3.2
		1 to 4	144	43.3	54,052	40.4	178,065	41.7
		5 to 10	78	23.3	40,101	30.0	126,588	29.7
		11 to 20	58	17.4	19,078	14.3	60,765	14.2
		More than 20	38	11.3	16,115	12.0	47,427	11.1
		Total	334	100.0	133,810	100.0	426,589	100.0
6c. Number of written papers or reports of any length [ACCHALL]	WRITEANY	None	41	12.4	12,861	9.6	39,687	9.3
		1 to 4	125	37.6	41,299	30.9	132,121	31.0
		5 to 10	83	25.1	42,234	31.6	136,265	32.0
		11 to 20	54	16.3	23,796	17.8	75,895	17.8
		More than 20	28	8.5	13,550	10.1	42,171	9.9
		Total	332	100.0	133,740	100.0	426,139	100.0
Item 7								
7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college [ACCHALL]	EXAMS	(1) Extremely easy	1	0.4	1,260	1.0	3,997	1.0
		(2)	2	0.8	2,433	1.9	8,174	2.0
		(3)	17	5.4	7,335	5.7	24,824	6.0
		(4)	75	23.6	31,582	24.4	102,385	24.9
		(5)	106	33.3	43,198	33.4	140,138	34.1
		(6)	69	21.6	29,142	22.6	90,457	22.0
		(7) Extremely challenging	47	14.8	14,220	11.0	40,497	9.9
		Total	318	100.0	129,170	100.0	410,470	100.0
Item 9: How much does this college emphasize each of the following?								
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	Very little	6	1.7	4,743	3.5	15,845	3.7
		Some	59	17.9	27,376	20.5	88,084	20.7
		Quite a bit	122	36.7	55,416	41.4	177,935	41.7
		Very much	145	43.7	46,168	34.5	144,350	33.9
		Total	332	100.0	133,703	100.0	426,214	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.

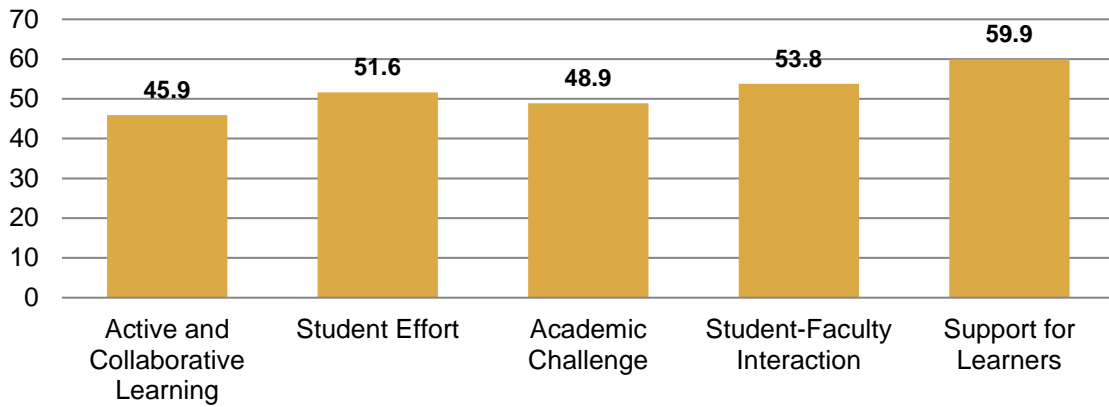
Item	Variable	Responses	Your College		Small Colleges		2016 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4k. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	Never	17	5.1	8,422	6.3	26,292	6.1
		Sometimes	80	24.1	34,673	25.7	120,102	28.0
		Often	97	29.1	43,459	32.3	138,380	32.2
		Very often	138	41.7	48,121	35.7	144,746	33.7
		Total	332	100.0	134,674	100.0	429,520	100.0
4l. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	Never	26	7.6	9,774	7.2	37,261	8.7
		Sometimes	117	34.7	51,006	37.8	170,542	39.7
		Often	108	32.2	44,195	32.8	134,273	31.2
		Very often	85	25.4	29,957	22.2	87,991	20.5
		Total	336	100.0	134,932	100.0	430,068	100.0
4m. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	Never	58	17.6	29,300	21.8	109,873	25.6
		Sometimes	136	41.5	57,228	42.5	184,451	43.0
		Often	80	24.4	30,760	22.8	87,364	20.4
		Very often	54	16.4	17,353	12.9	47,600	11.1
		Total	328	100.0	134,641	100.0	429,288	100.0
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	Never	131	39.8	53,920	40.1	186,880	43.6
		Sometimes	123	37.2	52,254	38.9	159,226	37.2
		Often	56	17.1	19,570	14.6	56,875	13.3
		Very often	20	5.9	8,709	6.5	25,607	6.0
		Total	329	100.0	134,454	100.0	428,588	100.0
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	Never	31	9.2	8,367	6.2	29,844	7.0
		Sometimes	118	35.5	42,227	31.4	138,314	32.2
		Often	107	32.2	53,934	40.1	168,215	39.2
		Very often	77	23.1	30,137	22.4	92,906	21.6
		Total	332	100.0	134,664	100.0	429,278	100.0
4q. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	Never	211	64.6	82,145	61.4	279,585	65.7
		Sometimes	71	21.7	33,519	25.1	95,927	22.5
		Often	30	9.3	12,638	9.5	35,248	8.3
		Very often	14	4.3	5,405	4.0	14,727	3.5
		Total	326	100.0	133,708	100.0	425,487	100.0

Support for Learners

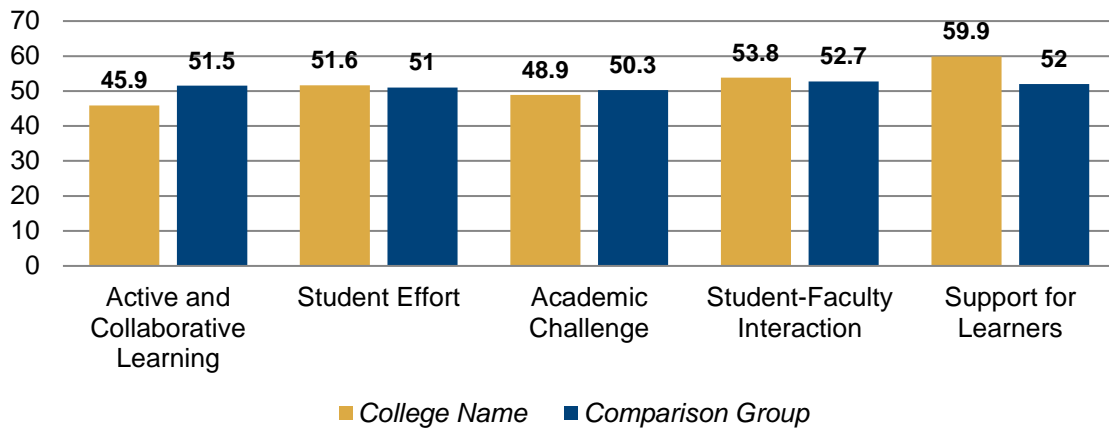
Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic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

Item	Variable	Responses	Your College		Small Colleges		2016 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 9: How much does this college emphasize each of the following?								
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	Very little	8	2.4	5,442	4.1	19,214	4.5
		Some	55	16.8	25,259	18.9	87,623	20.6
		Quite a bit	112	33.8	52,561	39.4	169,115	39.8
		Very much	155	47.0	50,205	37.6	149,490	35.1
		Total	331	100.0	133,467	100.0	425,442	100.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	Very little	32	9.7	21,060	15.8	66,804	15.8
		Some	95	28.9	39,988	30.1	125,577	29.6
		Quite a bit	100	30.3	39,748	29.9	127,549	30.1
		Very much	103	31.1	32,254	24.2	104,144	24.6
		Total	331	100.0	133,050	100.0	424,074	100.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	Very little	76	22.8	45,221	34.0	155,814	36.7
		Some	129	38.9	44,913	33.7	140,618	33.1
		Quite a bit	70	21.1	26,280	19.7	79,154	18.7
		Very much	57	17.1	16,718	12.6	48,666	11.5
		Total	331	100.0	133,132	100.0	424,252	100.0
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	Very little	38	11.5	30,297	22.8	106,229	25.1
		Some	125	38.1	49,063	37.0	157,908	37.4
		Quite a bit	92	28.1	33,775	25.5	102,000	24.1
		Very much	73	22.2	19,542	14.7	56,341	13.3
		Total	327	100.0	132,677	100.0	422,478	100.0
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	Very little	43	13.3	24,245	18.2	88,604	20.9
		Some	84	25.8	34,480	25.9	111,152	26.2
		Quite a bit	86	26.4	37,349	28.1	112,943	26.7
		Very much	113	34.5	36,991	27.8	110,757	26.2
		Total	326	100.0	133,065	100.0	423,457	100.0
Item 13.1: How often do you use the following services at this college?								
13.1a. Academic advising/planning [SUPPORT]	USEACAD	Don't know/N.A.	22	6.7	8,935	6.8	28,909	6.9
		Rarely/Never	52	16.1	36,699	27.9	130,937	31.3
		Sometimes	162	49.7	61,266	46.5	189,231	45.2
		Often	90	27.5	24,767	18.8	69,569	16.6
		Total	326	100.0	131,666	100.0	418,645	100.0
13.1b. Career counseling [SUPPORT]	USECACOU	Don't know/N.A.	68	21.1	26,195	20.0	82,961	19.9
		Rarely/Never	140	43.7	65,040	49.6	209,203	50.2
		Sometimes	87	27.1	30,680	23.4	96,203	23.1
		Often	26	8.1	9,219	7.0	28,418	6.8
		Total	320	100.0	131,133	100.0	416,786	100.0

CCSSE Benchmark Scores for SouthArk



CCSSE Benchmark Scores for SouthArk compared to Small Colleges

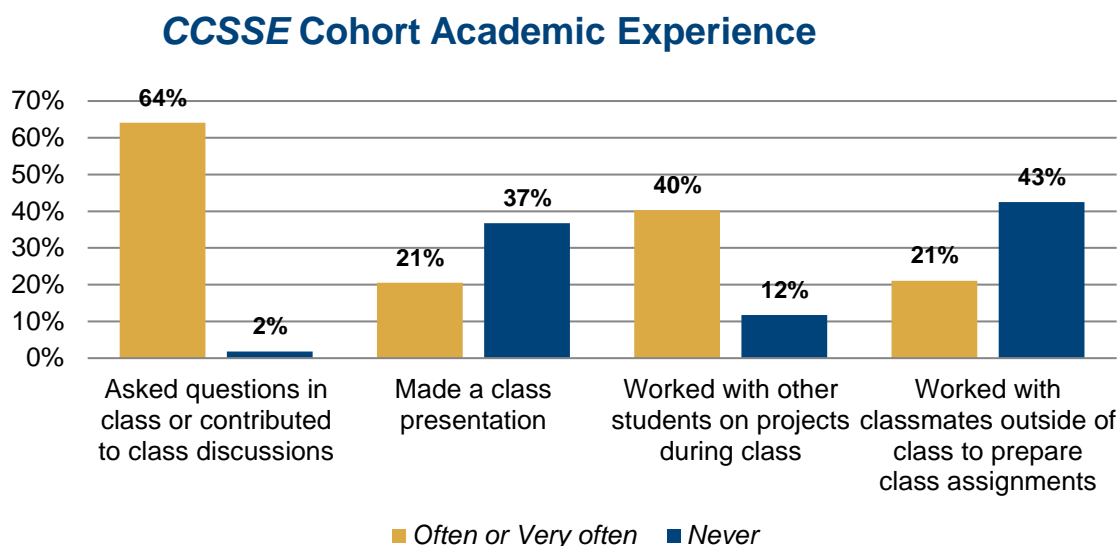


Academic Experience

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.



Index of Survey Items Associated with Selected Findings Categories

Academic Experience

4a-u

Educational Goals

17a-f

Student Learning

5a-f

Barriers to Persistence

14a-d

Relationships

4f, 4g, 4q, 9c, 9e

Student Satisfaction

26, 27

Curricular Experiences

8a, 8g, 8h, 8i

Student Support Services

13a-k

Developmental Education, ESL, Study Skills, and Orientation Course

8b, 8c, 8d, 8e, 8f, 8h