

# Community College Survey of Student Engagement Overview of 2022 Survey Results South Arkansas Community College

## Introduction

The Community College Survey of Student Engagement (CCSSE), a product and service of [CCCSE](#), provides information about effective educational practice in community colleges. CCCSE'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 CCCSE's work. The CCSSE survey instrument is designed to capture student engagement as a measure of institutional quality.

## CCSSE Member Colleges

CCSSE data analyses are based on a three-year cohort of student data from participating colleges. This approach increases the total number of institutions and students contributing to the national data set, which 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. If a college participated more than one time in the three-year period, the cohort includes data only from that college's most recent year of participation.

The 2022 CCSSE Cohort includes [438 institutions](#) from 46 states, Bermuda, Marshall Islands, and Micronesia. Two-hundred thirty-one are classified as small (<4,500 students), 103 as medium (4,500-7,999), 73 as large (8,000-14,999), and 31 as extra-large institutions (15,000+ students).

## CCSSE Administration

### In-Class Administration

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, 148 respondents submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 18%. 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.

## Online Administration

In order to boost responses to the online survey, *CCSSE* does not employ a sampling strategy for the online administration. All students 18 years and over enrolled in credit bearing or developmental education courses were invited to participate.

Of 823 students invited to participate, 148 provided valid survey responses (surveys contained responses and did not fall into any of the exclusionary categories).

### 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 full-time or part-time enrollment 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.
- Respondents indicated their age as under 18.
- Respondents indicated that they had taken the survey previously or they left item 3 blank.
- Oversampled respondents are not included in online reports because they are selected outside of *CCSSE*'s primary sampling procedures.

## 2022 Student Respondent Profile

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

### Enrollment Status

26% of surveyed students report being part-time college students. Population data<sup>1</sup> indicate that 48% of students attend our college part-time.

### Gender Identity

18% of student respondents identify as a man and 82% as a woman, while 0% identify as Other or that they prefer not to respond.

Full-time students are enrolled in more classes than part-time students and are therefore more likely to be sampled in the in-class administration of the survey. In the online version of the survey, both full-time and female students tend to be overrepresented. Therefore, *CCSSE* 2022 results are weighted by both enrollment status and gender identity so that they accurately represent the underlying student population.

### Age

Student respondents at our college range in age from 18 to 64 years old. 42% are between 18 and 24 years old.

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

### **Racial/Ethnic Identification**

91% of our student respondents identify with a single racial/ethnic identity: 55% White, 1% Hispanic or Latino, 35% 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?”

### **International Students**

1% of our students responded yes to the question, “Are you an international student or non-resident alien?”

### **First-Generation Status**

49% of student respondents indicate that neither parent has attended at least some college; accordingly, these students are considered “first-generation.”

46.1% of respondents indicate that their mothers have at least some college experience, while 30% 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, 2.7% of CCSSE respondents are non-native English speakers

### **College-Sponsored Activities**

76.5% of student respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intramural sports, etc.) while 9.5% spend 1 to 5 hours per week participating in these activities.

### **Total Credit Hours Earned**

53.7% of surveyed students have completed fewer than 15 credit hours; 24.5% have completed 15-29 credit hours; and 21.8% have completed more than 30 credit hours.

### **External Commitments**

46.2% of student respondents work 21 or more hours per week; 8.1% care for dependents 6–10 hours per week; and 18.4% 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. 31.2% identified transferring to a 4-year college or university as a goal, while 84.6% identified obtaining an associate degree, and 64.7% identified completing a certificate program as a goal. 69.5% indicated that obtaining or updating job-related skills is a goal, and 41.6% 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, CCCSE 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. Standard benchmark scores 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.

- 4a Frequency: Asked questions in class or contributed to class discussions
- 4b Frequency: Made a class presentation
- 4f Frequency: Worked with other students on projects during class
- 4g Frequency: Worked with other classmates outside of class to prepare class assignments
- 4h Frequency: Tutored or taught other students (paid or voluntary)
- 4i Frequency: Participated in a community-based project (service-learning activity) as part of a regular course
- 4q Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

### 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.

- 4c Frequency: Prepared two or more drafts of a paper or assignment before turning it in
- 4d Frequency: Worked on a paper or project that required integrating ideas or information from various sources
- 4e Frequency: Come to class without completing readings or assignments
- 6b Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- 10a Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)
- 12d1 Frequency of use: Peer or other tutoring

- 12e1 Frequency of use: Skill labs (writing, math, etc.)
- 12h1 Frequency of use: Computer lab

### **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.

- 4o Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations
- 5b Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory
- 5c Amount of emphasis in coursework: Forming a new idea or understanding from various pieces of information
- 5d Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods
- 5e Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations
- 5f Amount of emphasis in coursework: Using information you have read or heard to perform a new skill
- 6a Number of assigned textbooks, manuals, books, or packets of course readings
- 6c Number of written papers or reports of any length
- 7 Rate the extent to which your examinations have challenged you to do your best work
- 9a Amount of emphasis by college: Encouraging you to spend significant amounts of time studying

### **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.

- 4j Frequency: Used e-mail to communicate with an instructor
- 4k Frequency: Discussed grades or assignments with an instructor
- 4l Frequency: Talked about career plans with an instructor or advisor
- 4m Frequency: Discussed ideas from your readings or classes with instructors outside of class
- 4n Frequency: Received prompt feedback (written or oral) from instructors on your performance
- 4p Frequency: Worked with instructors on activities other than coursework

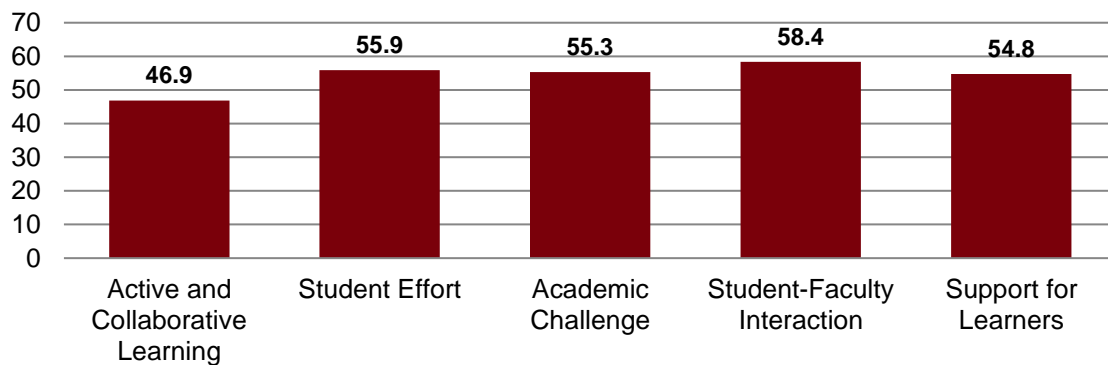
### **Support for Learners**

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

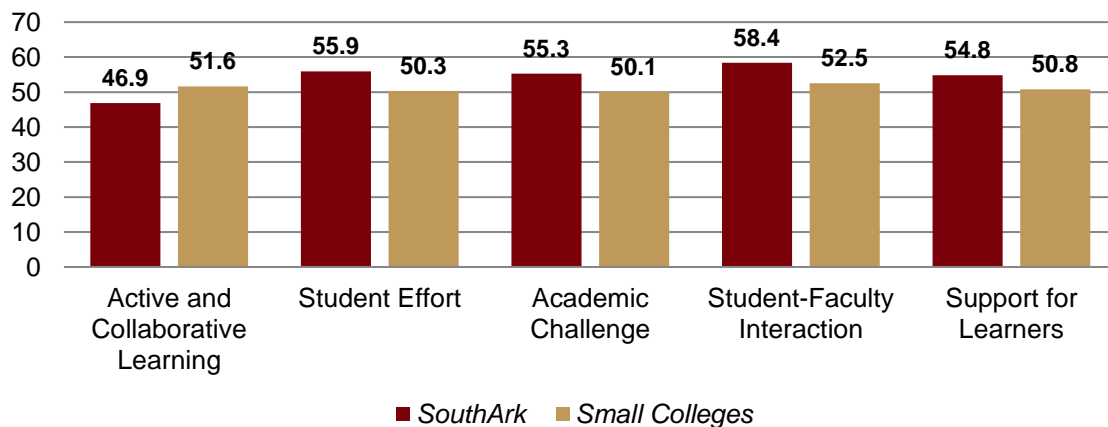
and career planning, academic skill development, and other areas that may affect learning and retention.

- 9b Amount of emphasis by college: Providing the support you need to help you succeed at this college
- 9c Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- 9d Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)
- 9e Amount of emphasis by college: Providing the support you need to thrive socially
- 9f Amount of emphasis by college: Providing the financial support you need to afford your education
- 12a1 Frequency of use: Academic advising/planning
- 12b1 Frequency of use: Career counseling

### CCSSE Benchmark Scores for South Arkansas Community College



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



## Benchmarks Over Time

### 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.

### Academic Experience for SouthArk

