



The Community College Survey of Student Engagement (CCSSE)

Overview of 2014 Survey Results South Arkansas Community College

This CCSSE Drop-In Overview Report Template can be customized using your college's CCSSE results. The light blue text provided throughout the template provides instructions to assist you in presenting your findings. Please note that the 2014 CCSSE Cohort data provided throughout the presentation are accurate. All of the data listed for South Arkansas Community College, however, will need to be updated to reflect your college's results. You can review your results through the [Members Only Online Reporting System](#) by selecting Standard Reports from the vertical navigation bar.

This tool may be used in conjunction with the CCSSE Drop-In Overview Presentation Template, a PowerPoint template that assists colleges in presenting CCSSE data to their college community. This resource is available in the [Tools](#) section of the CCSSE website.

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 consortia participation.

The 2014 CCSSE Cohort includes all colleges that participated in CCSSE from 2012 through 2014. 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 2014 CCSSE Cohort represents over 438,000 community college students from 684 community and technical colleges in 48 states and the District of Columbia, three Canadian provinces, plus Bermuda, Micronesia, 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, 419 respondents submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 70%. 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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2014 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

30% of surveyed students report being less than full-time college students, compared to 28% of the 2014 CCSSE Cohort colleges’ student respondents. 70% of the student respondents at our college report attending college full-time, while 72% of the 2014 CCSSE Cohort colleges’ student respondents attended full-time.

Population data¹ for all students at our college is 30% less than full-time and 70% 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.

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

Age

Student respondents at our college range in age from 18 to 65+ years old. 58% are between 18 and 24 years old. Students at our college are older than the 2014 CCSSE Cohort, of which over half (63%) of students are between 18 and 24.

Sex

28% of student respondents are male and 69% are female, which is not comparable to the 2014 CCSSE Cohort, which is 43% male and 55% female.

Racial Identification

48% of our student respondents identified themselves as White, Non-Hispanic; 3% as Hispanic, Latino, Spanish; 38% as Black or African American; and 0% as Asian, Asian American, or Pacific Islander. 1% of the student respondents are American Indian or Native American. 2% marked *other* when responding to the question, "What is your racial identification?"

Our student sample is more diverse than the 2014 CCSSE Cohort, which is comprised of 56% White/Non-Hispanic; 14% Hispanic, Latino, Spanish; 11% Black or African American; 5% Asian, Asian American, or Pacific Islander; and 2% American Indian or Native American respondents

International Students

5% of our students responded yes to the question, "Are you an international student or foreign national?"

Our college has fewer international students than the 2014 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.

Limited English Speaking Students

At our college, 4.5% of CCSSE respondents are non-native English speakers.

First-Generation Status

48% 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."

39.1% indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 44.2% indicate that level for their fathers.

College-Sponsored Activities

65.7% of students respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intercollegiate or intramural sports, etc.) while 27.5% typically spend only 1 to 5 hours per week participating in these activities.

Educational Attainment

66.4% of respondents report starting their college careers at this community college. Approximately 65.7% of students indicate that their highest level of educational attainment is a high school diploma or GED; 70.7% have completed fewer than 30 credit hours of college-level work; 24.8% report having either a certificate or an associate degree; 3.9% have earned a bachelor's degree; and 1.3% have earned an advanced degree.

Total Credit Hours Earned

52.8% of surveyed students have completed fewer than 15 credit hours; 17.9% have completed 15-29 credit hours; and 29.3% have completed more than 30 credit hours.

External Commitments

41.2% of student respondents work 21 or more hours per week; 35.0% care for dependents at least twenty hours per week; and 36.8% 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. 32.8% indicated that transferring to a 4-year college or university is a primary goal, while 29% indicated this as a secondary goal. 74.3% indicated that obtaining an associate degree is a primary goal, while 16.5% indicated this as a secondary goal. Additionally, 56.2% indicated obtaining or updating job-related skills is a primary goal, while 54.1% 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	SouthArk 2014		Small Colleges		2014 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	9	2.2	2,514	2	11,470	2.6
		Sometimes	116	27.8	36,113	28.9	139,964	32
		Often	155	37.1	45,345	36.3	154,254	35.2
		Very often	138	33	40,896	32.8	132,028	30.2

		Total	418	100	124,868	100	437,716	100
4b. Made a class presentation [ACTCOLL]	CLPRESEN	Never	158	38	33,183	26.7	116,671	26.8
		Sometimes	167	40.2	50,764	40.8	178,153	40.8
		Often	60	14.5	28,053	22.5	98,787	22.7
		Very often	30	7.3	12,451	10	42,528	9.8
		Total	416	100	124,452	100	436,139	100
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	Never	57	13.8	13,883	11.2	51,443	11.9
		Sometimes	157	37.8	46,680	37.8	166,131	38.3
		Often	136	32.7	42,261	34.2	145,883	33.7
		Very often	65	15.7	20,824	16.8	69,809	16.1
		Total	416	100	123,648	100	433,266	100
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	Never	145	34.7	44,591	36	162,611	37.4
		Sometimes	172	41.2	46,618	37.6	164,913	38
		Often	56	13.4	22,772	18.4	74,469	17.1
		Very often	44	10.7	10,008	8.1	32,454	7.5
		Total	417	100	123,989	100	434,447	100
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	Never	298	71.3	88,054	70.9	314,348	72.2
		Sometimes	80	19.2	25,057	20.2	84,204	19.3
		Often	27	6.6	7,189	5.8	23,965	5.5
		Very often	12	3	3,864	3.1	12,775	2.9
		Total	418	100	124,164	100	435,292	100
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	COMMPROJ	Never	295	70.9	91,318	73.8	326,796	75.4
		Sometimes	77	18.4	22,501	18.2	74,172	17.1
		Often	28	6.7	6,878	5.6	22,254	5.1
		Very often	17	4	3,007	2.4	10,190	2.4
		Total	417	100	123,703	100	433,412	100
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	Never	51	12.4	16,421	13.2	58,941	13.6
		Sometimes	169	40.7	46,561	37.5	163,539	37.6
		Often	113	27.1	37,172	29.9	128,203	29.5
		Very often	82	19.8	23,973	19.3	84,268	19.4
		Total	415	100	124,127	100	434,951	100

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	SouthArk 2014		Small Colleges		2014 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	95	22.9	23,935	19.3	85,900	19.8
		Sometimes	109	26.3	36,914	29.8	126,722	29.2
		Often	101	24.3	37,221	30	130,144	30
		Very often	110	26.5	25,883	20.9	91,603	21.1
		Total	415	100	123,953	100	434,369	100
	INTEGRAT	Never	72	17.1	11,771	9.5	41,507	9.5

4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]		Sometimes	148	35.3	33,001	26.6	112,946	26
		Often	112	26.8	46,744	37.7	163,236	37.6
		Very often	87	20.9	32,570	26.2	117,024	26.9
		Total	419	100	124,086	100	434,712	100
4e. Came to class without completing readings or assignments [STUEFF]	CLUNPREP	Never	162	39.3	44,712	36.1	148,816	34.3
		Sometimes	207	50.2	63,978	51.7	229,074	52.8
		Often	34	8.2	10,756	8.7	40,081	9.2
		Very often	9	2.2	4,326	3.5	15,972	3.7
		Total	413	100	123,772	100	433,944	100
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	133	32.1	40,582	32.9	133,990	31
		1 to 4	190	46	54,770	44.4	199,013	46.1
		5 to 10	52	12.6	15,897	12.9	57,441	13.3
		11 to 20	28	6.7	6,214	5	21,618	5
		More than 20	11	2.6	5,920	4.8	19,874	4.6
		Total	413	100	123,382	100	431,936	100
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	8	1.9	2,146	1.7	6,632	1.5
		1-5 hours	182	44.6	47,886	38.9	169,475	39.3
		6-10 hours	106	25.9	35,777	29.1	128,916	29.9
		11-20 hours	66	16.2	22,832	18.5	79,543	18.5
		21-30 hours	24	5.8	9,053	7.4	29,727	6.9
		More than 30 hours	23	5.6	5,391	4.4	16,617	3.9
Total	409	100	123,086	100	430,910	100		
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.	89	23.3	27,979	23.4	98,260	23.5
		Rarely/Never	181	47.3	54,923	45.9	192,832	46.2
		Sometimes	82	21.5	25,022	20.9	87,117	20.9
		Often	31	8	11,643	9.7	39,307	9.4
		Total	383	100	119,567	100	417,516	100
13.1e. Skill labs (writing, math, etc.) [STUEFF]	USELAB	Don't know/N.A.	54	14.4	24,046	20.2	86,102	20.7
		Rarely/Never	108	28.5	41,255	34.6	153,418	36.8
		Sometimes	104	27.4	30,728	25.8	103,759	24.9
		Often	113	29.8	23,269	19.5	73,350	17.6
		Total	378	100	119,298	100	416,630	100
13.1h. Computer lab [STUEFF]	USECOMLB	Don't know/N.A.	27	7.2	13,647	11.4	51,668	12.4
		Rarely/Never	63	16.7	27,760	23.2	105,343	25.2
		Sometimes	104	27.5	37,928	31.7	129,231	31
		Often	183	48.5	40,277	33.7	131,268	31.4
		Total	378	100	119,611	100	417,510	100

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.

			SouthArk 2014		Small Colleges		2014 Cohort	
Item	Variable	Responses	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	27	6.6	10,472	8.5	40,249	9.3
		Sometimes	136	32.9	44,400	35.8	158,512	36.5
		Often	153	36.9	45,381	36.6	156,286	36
		Very often	98	23.6	23,616	19.1	78,879	18.2
		Total	414	100	123,869	100	433,926	100
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	26	6.3	5,744	4.6	19,009	4.4
		Some	118	28.8	33,541	27	112,697	25.9
		Quite a bit	144	35	53,107	42.8	186,809	43
		Very much	122	29.8	31,697	25.5	116,244	26.7
		Total	410	100	124,089	100	434,759	100
5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]	SYNTHESZ	Very little	30	7.2	8,138	6.6	28,846	6.7
		Some	124	30.2	38,939	31.5	133,858	30.9
		Quite a bit	150	36.6	48,477	39.2	168,424	38.9
		Very much	107	26	28,016	22.7	101,705	23.5
		Total	411	100	123,570	100	432,833	100
5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	Very little	54	13.3	14,500	11.7	50,837	11.7
		Some	147	36.2	42,990	34.7	147,105	33.9
		Quite a bit	116	28.6	42,505	34.4	149,480	34.5
		Very much	89	21.8	23,733	19.2	86,038	19.8
		Total	407	100	123,728	100	433,460	100
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	Very little	32	7.7	10,828	8.7	39,739	9.2
		Some	153	36.8	39,707	32	137,703	31.7
		Quite a bit	134	32.3	44,787	36.1	156,232	36
		Very much	96	23.1	28,585	23.1	100,376	23.1
		Total	415	100	123,906	100	434,050	100
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	Very little	27	6.5	8,545	6.9	33,652	7.7
		Some	108	26	33,650	27.1	119,576	27.4
		Quite a bit	152	36.7	45,433	36.5	157,870	36.2
		Very much	128	30.8	36,700	29.5	124,535	28.6
		Total	415	100	124,328	100	435,633	100
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	3.6	3,709	3	13,023	3
		1 to 4	164	39.8	48,732	39.5	177,900	41.2
		5 to 10	128	31	37,658	30.5	129,404	29.9
		11 to 20	61	14.9	18,132	14.7	62,656	14.5
		More than 20	45	10.8	15,170	12.3	49,112	11.4
		Total	413	100	123,402	100	432,094	100
6c. Number of written papers or reports of any length [ACCHALL]	WRITEANY	None	48	11.6	11,296	9.2	39,816	9.2
		1 to 4	132	32.1	38,317	31.1	133,571	30.9
		5 to 10	113	27.4	38,327	31.1	136,890	31.7
		11 to 20	63	15.3	22,224	18	78,244	18.1
		More than 20	56	13.6	13,148	10.7	43,184	10

		Total	411	100	123,313	100	431,705	100
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	0.3	1,191	1	4,103	1
		-2	6	1.6	2,206	1.9	8,348	2
		-3	10	2.5	6,554	5.5	24,686	5.9
		-4	111	27.9	28,252	23.7	100,337	24.1
		-5	120	30.2	40,207	33.8	141,970	34.1
		-6	82	20.6	27,270	22.9	93,836	22.6
		(7) Extremely challenging	67	16.9	13,334	11.2	42,639	10.3
		Total	398	100	119,014	100	415,918	100
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	11	2.8	4,269	3.5	16,473	3.8
		Some	55	13.6	25,244	20.5	90,092	20.9
		Quite a bit	149	36.4	51,386	41.7	180,300	41.8
		Very much	193	47.2	42,462	34.4	144,837	33.6
		Total	409	100	123,361	100	431,701	100

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	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	16	3.8	9,187	7.4	29,801	6.9
		Sometimes	102	24.5	33,862	27.3	125,045	28.8
		Often	128	30.9	39,551	31.9	139,304	32.1
		Very often	169	40.8	41,230	33.3	139,766	32.2
		Total	415	100	123,830	100	433,916	100
4l. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	Never	33	7.8	8,796	7.1	37,027	8.5
		Sometimes	146	35.2	48,199	38.9	176,236	40.6
		Often	115	27.7	40,751	32.9	136,135	31.3
		Very often	122	29.2	26,208	21.1	85,014	19.6
		Total	416	100	123,954	100	434,411	100
4m. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	Never	56	13.6	28,277	22.9	116,093	26.8
		Sometimes	168	40.6	53,693	43.4	188,755	43.5
		Often	119	28.8	27,298	22.1	84,899	19.6
		Very often	70	17	14,433	11.7	43,810	10.1
		Total	413	100	123,701	100	433,557	100
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	Never	144	35.2	50,744	41.1	192,317	44.4
		Sometimes	164	40	48,345	39.1	161,427	37.3
		Often	67	16.3	16,902	13.7	54,943	12.7
		Very often	35	8.5	7,512	6.1	24,044	5.6
		Total	410	100	123,502	100	432,731	100

4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	Never	34	8.3	7,933	6.4	31,269	7.2
		Sometimes	143	34.5	40,232	32.5	143,457	33.1
		Often	151	36.5	49,127	39.7	169,593	39.1
		Very often	86	20.7	26,498	21.4	89,399	20.6
		Total	413	100	123,790	100	433,718	100
4q. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	Never	240	58.9	77,888	63.3	289,153	67.2
		Sometimes	117	28.8	29,749	24.2	94,290	21.9
		Often	34	8.5	10,885	8.9	33,253	7.7
		Very often	16	3.9	4,438	3.6	13,454	3.1
		Total	407	100	122,960	100	430,150	100

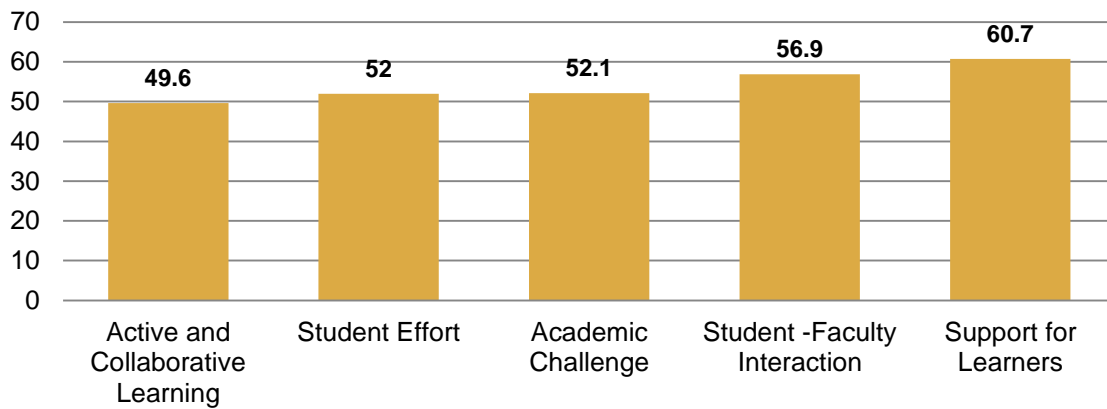
Support for Learners

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.

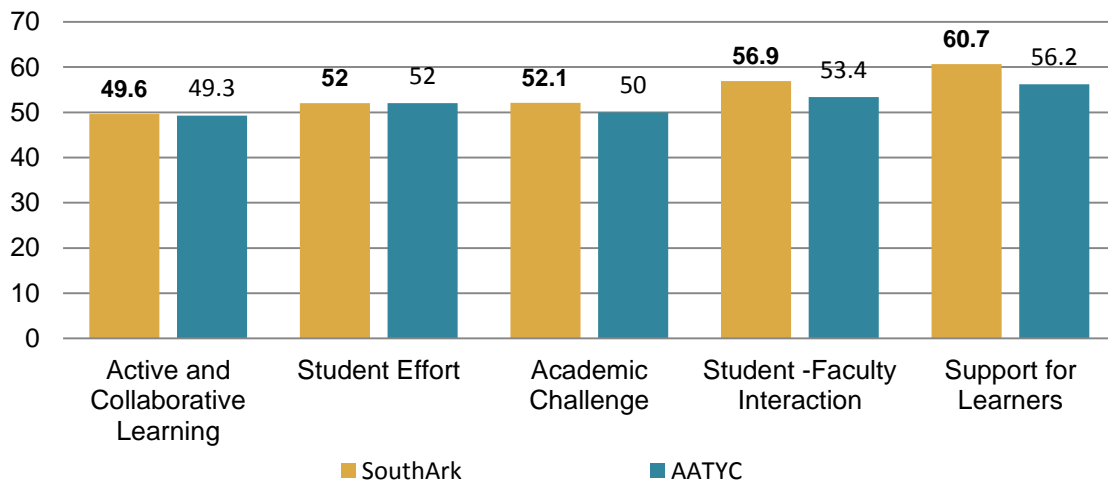
Item	Variable	Responses	Your College		Small Colleges		2014 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 9: How much does this college emphasize each of the following?								
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	Very little	14	3.4	5,278	4.3	20,397	4.7
		Some	64	15.5	23,828	19.3	91,126	21.1
		Quite a bit	154	37.4	49,070	39.8	172,587	40
		Very much	179	43.6	44,992	36.5	146,835	34.1
		Total	411	100	123,168	100	430,945	100
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	Very little	56	13.7	21,042	17.1	72,423	16.9
		Some	124	30.3	38,108	31	130,880	30.5
		Quite a bit	111	27.2	35,961	29.3	127,298	29.6
		Very much	118	28.8	27,688	22.5	98,912	23
		Total	409	100	122,799	100	429,513	100
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	Very little	90	21.9	43,319	35.3	163,055	38
		Some	143	34.7	41,710	34	143,140	33.3
		Quite a bit	92	22.5	23,540	19.2	77,402	18
		Very much	86	20.9	14,270	11.6	46,050	10.7
		Total	411	100	122,839	100	429,647	100
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	Very little	81	20	29,175	23.8	111,168	26
		Some	129	31.9	46,151	37.7	161,942	37.9
		Quite a bit	94	23.1	30,327	24.8	101,000	23.6
		Very much	101	24.9	16,738	13.7	53,689	12.6
		Total	405	100	122,391	100	427,799	100
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	Very little	58	14.2	21,585	17.6	89,548	20.9
		Some	91	22	31,198	25.4	109,784	25.6
		Quite a bit	106	25.8	35,031	28.6	115,131	26.9
		Very much	156	37.9	34,832	28.4	114,262	26.7
		Total	411	100	122,646	100	428,726	100
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.	20	5.2	8,396	6.9	30,440	7.2
		Rarely/Never	64	16.3	34,661	28.6	136,617	32.3
		Sometimes	191	48.8	56,280	46.5	190,040	44.9
		Often	116	29.6	21,801	18	66,158	15.6
		Total	390	100	121,137	100	423,255	100
13.1b. Career counseling [SUPPORT]	USEACOU	Don't know/N.A.	63	16.5	24,454	20.3	84,423	20
		Rarely/Never	175	45.4	60,000	49.7	212,113	50.4
		Sometimes	94	24.5	28,253	23.4	97,644	23.2
		Often	52	13.6	7,925	6.6	27,031	6.4
		Total	384	100	120,632	100	421,211	100

CCSSE Benchmark Scores for SouthArk



CCSSE Benchmark Scores for SouthArk compared to AATYC



Promising Practices

Item	Variable	Responses	SouthArk	
			Count	Percent
1. During the current term at this college, I completed registration before the first class session(s).	COLLQ2623	Yes; I was registered for ALL of my courses before the first class session(s)	327	91.6
		Mostly; I was registered for MOST of my courses before the first class session(s)	14	4
		Partly; I was registered for SOME of my courses before the first class session(s)	8	2.1
		No; I was NOT registered for ANY of my courses before the first class session(s)	8	2.3
		Total	357	100
2. The ONE response that best describes my experience with orientation when I first came to this college is:	COLLQ2624	I took part in an online orientation prior to the beginning of classes	21	5.9
		I attended an on-campus orientation prior to the beginning of classes	129	36.4
		I enrolled in an orientation course as part of my course schedule during my first term at this college	44	12.3
		I was not aware of a college orientation	59	16.7
		I was unable to participate in orientation due to scheduling or other issues	102	28.7
Total	355	100		
3. During my first term at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").	COLLQ2628	Yes, in my first term at this college	111	31.8
		Yes, in my first AND in at least one other term at this college	10	3
		Yes, but NOT in my first term at this college	25	7.2
		No, I did not	202	58
		Total	349	100
4. During my first term at this college, I enrolled in an organized "learning community" (two or more courses that a group of students take together).	COLLQ2629	Yes, in my first term at this college	34	9.9
		Yes, in my first AND in at least one other term at this college	19	5.5
		Yes, but NOT in my first term at this college	14	4
		No, I did not	279	80.7
		Total	346	100
5. During my first term at this college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).	COLLQ2630	Yes, in my first term at this college	140	40.1
		Yes, in my first AND in at least one other term at this college	13	3.6
		Yes, but NOT in my first term at this college	32	9.1
		No, I did not	164	47.1
		Total	349	100

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