

The Community College Survey of Student Engagement (CCSSE)

Preliminary Overview of 2007 Survey Results NorthWest Arkansas Community College

Introduction

The Community College Survey of Student Engagement (CCSSE) provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. CCSSE'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 that students invest in meaningful educational practices, is the underlying foundation for CCSSE's work. CCSSE's survey instrument, the *Community College Student Report* (CCSR), is designed to capture student engagement as a measure of institutional quality.

CCSSE Member Colleges

Beginning this year, CCSSE will utilize a 3-year cohort of participating colleges (2005 through 2007) in all of its data analyses¹, including the computation of benchmark scores. This cohort is referred to as the **2007 CCSSE Cohort**.

This new approach increases the total number of institutions and students contributing to the national dataset, which in turn increases the reliability of the overall results. In addition, the 3-year cohort approach minimizes the impact, in any given year, of statewide consortia participation. The 2007 CCSSE Cohort is comprised of a total of 525 institutions across 48 states, plus British Columbia and the Marshall Islands. Two hundred sixty of these member colleges are classified as small (< 4,500), 136 as medium (4,500-7,999), 83 as large (8,000-14,999), and 46 as extra-large institutions (15,000 + credit students).² One hundred two of the Cohort member colleges are located in urban areas, 113 in suburban areas, and 310 in rural areas.

Our college falls into the medium size category and is classified as being located in a suburban area. The survey is given to 70 sections of courses chosen by CCSSE with approximately seven hundred students completing the survey.

Gender

Forty four percent of the student respondents at our college who answered this item are male and 56% are female. This mirrors the full population of the CCSSE Cohort community college students, comprised of 41% males and 59% females.

¹ For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2004 and 2006, only the 2006 data would be used in the 3-year cohort.

² These enrollment statistics are based on the most recent IPEDS data with the exception of situations in which it is necessary for colleges to self-report.

Age

2007 CCSSE student respondents at NWACC range in age from 18 to 64 years old. Approximately 94% are between 18 to 39 years old; 66% are 18 to 24 years old while 28% are 25 to 39 years old.

Racial Identification

Seventy four percent of student respondents identify themselves as White/non-Hispanic, 8% as Hispanic/Latino/Spanish, 2% as Black or African American, and 3% as Asian. Three percent of the student respondents are Native American. Three percent marked "other" when responding to the question, "What is your racial identification?"

International Students

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

Enrollment Status

Fifty eight percent of the student respondents at NWACC report attending college full-time, while 37% of the 2007 CCSSE Cohort colleges' total student population attended full-time. Forty two percent of surveyed students report being part-time college students.

Limited English Speaking Students

Students with limited English speaking skills, or those whose native language is not English, comprise a significant proportion of students in community colleges. At our institution, 16% of enrolled students are non-native English speakers.

First-Generation Status

Fifteen percent of students 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" status. Thirty three percent indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 34% indicate that level for their fathers.

Educational Attainment

Fifty nine percent of the respondents report starting their college careers at this community college. Approximately 75% of students indicate that their highest level of educational attainment is a high school diploma or GED; 74% have completed fewer than 30 credit hours of college-level work; 6% report either a certificate or an associate degree; 4% have earned a bachelor's degree; and 1% have earned an advanced degree.

Credit Hours Earned

Fifty five percent of surveyed students have completed fewer than 15 credit hours; 19% have completed 15-29 credit hours; and 37% have completed more than 30 credit hours.

Grades

Forty three percent of students report that they earned grades of B+ or higher, while 15% of students report that they earned grades of C- or lower.

External Commitments

Sixty percent of students work 21 or more hours per week; 27% of students care for dependents at least 11 hours per week; and 71% of students spend at least one to five hours per week commuting to class.

Excluded Respondents

The total counts of respondents in an institution's raw data file will differ from the numbers reported in the institutional reports due to intentional exclusion of certain surveys. Exclusion in accord with consistent decision rules serves the purpose of ensuring that all institutional reports are based on the same sampling methods and that results therefore are comparable across institutions. Respondents may be excluded from institutional reports for the following reasons:

- ✘ The respondent did not indicate whether he or she was enrolled part- or full-time at the institution. *Because all results are either weighted or broken down by enrollment status, this is essential information for reporting.*
 - ✘ The survey is invalid³.
 - ✘ Students reported their age as under 18.
 - ✘ Students indicated that they had taken the survey in a previous class.
 - ✘ Over-sampled respondents are not included. These are surveys that individual institutions paid an additional fee to acquire. Because there are no requirements stipulating how these students are sampled, these data are not included in the standard institutional report.
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³ If a student does not answer any of the 21 sub-items on item 4, answers "Very Often" to all 21 items, or answers "Never" to all, the survey is excluded.

Benchmark Summary

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.

Student Effort - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

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.

Student-Faculty Interaction - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

Student Support - 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 Survey of Student Engagement
2007 Benchmark Summary Table - All Students
NorthWest Arkansas Community College

All Students				
Benchmark	Your College	Comparison Group Statistics		
			Medium Colleges	2007 CCSSE Cohort
Active and Collaborative Learning	50.6	Benchmark Score	49.7	50.0
		Score Difference	0.9	0.6
Student Effort	50.4	Benchmark Score	50.1	50.0
		Score Difference	0.4	0.4
Academic Challenge	49.9	Benchmark Score	50.1	50.0
		Score Difference	-0.1	-0.1
Student-Faculty Interaction	52.0	Benchmark Score	49.9	50.0
		Score Difference	2.2	2.0
Support for Learners	46.7	Benchmark Score	49.6	50.0
		Score Difference	-2.8	-3.3
		Number of Colleges	136	525

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2007 CCSSE Cohort) from your college's score on each benchmark.