

The Community College Survey of Student Engagement (CCSSE)

Overview of 2010 Survey Results UC Blue Ash

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 students invest in meaningful educational practices, is the underlying foundation for CCSSE's work. CCSSE's survey instrument is designed to capture student engagement as a measure of institutional quality.

CCSSE Member Colleges

CCSSE utilizes a 3-year cohort (2008 through 2010) of participating colleges in all of its data analyses,¹ including the computation of benchmark scores. This cohort is referred to as the **2010 CCSSE Cohort**.

This approach, which was instituted in 2006, 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 3-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2010 CCSSE Cohort is composed of a total of 658 institutions across 47 states, four Canadian provinces, plus Bermuda, the Marshall Islands, and the Mariana Islands. Three hundred twenty-two of these member colleges are classified as small (< 4,500), 163 as medium (4,500-7,999), 110 as large (8,000-14,999), and 63 as extra-large institutions (15,000 + credit students).² One hundred twenty-six of the Cohort member colleges are classified as urban-serving, 139 as suburban-serving, and 393 as rural-serving.³

Our college falls into the medium size category.

¹ For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2008 and 2009, only the 2009 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.

³ These designations are based on the Carnegie Foundation Classification of Institutions of Higher Education.

Student Respondents

In *CCSSE* sampling procedures, students are sampled at the classroom level. Of those students sampled at our institution, 517 respondents submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 65%. Percent of target rate is the ratio of the adjusted number of completed surveys to target sample sizes. (The adjusted survey count is the number of surveys that were filled out properly and did not fall into any of the exclusionary categories.⁴)

2010 Student Respondent Profile

To compare the characteristics of student respondents with the characteristics of the underlying student population for each participating college, *CCSSE* uses the data reported by the institution in its most recent IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (part- or full-time). The data are aggregated to compare the 2010 *CCSSE* Cohort survey respondent population to the total student population of the 2010 *CCSSE* Cohort member colleges.

Gender (survey item #30)

Of the 517 student respondents at our college who answered this item, 42% are male and 58% are female. This mirrors the full population of *CCSSE* Cohort community college students, comprised of 42% males and 58% females.

Age (survey item #29)

2010 *CCSSE* student respondents at our college range in age from 18 to over 65 years old. Approximately 92% are between 18 to 39 years old; 66% are 18 to 24 years old while 26% are 25 to 39 years old.

Racial Identification (survey item #34)

Seventy-one percent of student respondents identify themselves as White/non-Hispanic, 2% as Hispanic/Latino/Spanish, 15% as Black or African American, and 4% as Asian. Zero percent of the student respondents are Native American. 4% marked “other” when responding to the question, “What is your racial identification.

International Students (survey item #33)

Three percent of our students responded yes to the question, “Are you an international student or foreign national?”

Enrollment Status (survey item #2)

Seventy-two percent of the student respondents at our college report attending college full-time, while 41 percent of the 2010 *CCSSE* Cohort colleges’ total student population attended full-time. Twenty-eight percent of surveyed students report being part-time college students, compared to 59 percent of the 2010 *CCSSE* Cohort colleges’ total student population. 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/part-time variable so that reports will accurately reflect the underlying student population.

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

⁴ See exclusionary rules on page 3.

Limited English Speaking Students (survey item #32)

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, Eight percent of enrolled students are non-native English speakers.

Educational Attainment (survey items #1 and #35)

Forty-five percent of the respondents report starting their college careers at this community college. Approximately seventy-eight percent of students indicate that their highest level of educational attainment is a high school diploma or GED; 11% report either a certificate or an associate degree; 8% have earned a bachelor's degree; and 2% have earned an advanced degree.

Credit Hours Earned (survey item #23)

Twenty-seven percent of surveyed students have completed fewer than 15 credit hours; 28% have completed 15-29 credit hours; and 45% have completed more than 30 credit hours.

Grades (survey item #21)

Forty-four percent of students report that they earned grades of *B+* or higher, while five percent of students report that they earned grades of *C-* or lower.

External Commitments (survey item #10)

Fifty-five percent of students work 21 or more hours per week; Thirty-three percent of students care for dependents at least 11 hours per week; and Thirty percent of students spend at least 6 hours per week commuting to class.

First-Generation Status (survey item #36)

Twenty-two 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." 33% indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 28% indicate that level for their fathers.

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 the intentional exclusion of certain surveys. 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 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 invalid. (i.e., 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 survey is considered invalid and therefore excluded.)
- ✘ The student reported his or her age as under 18.

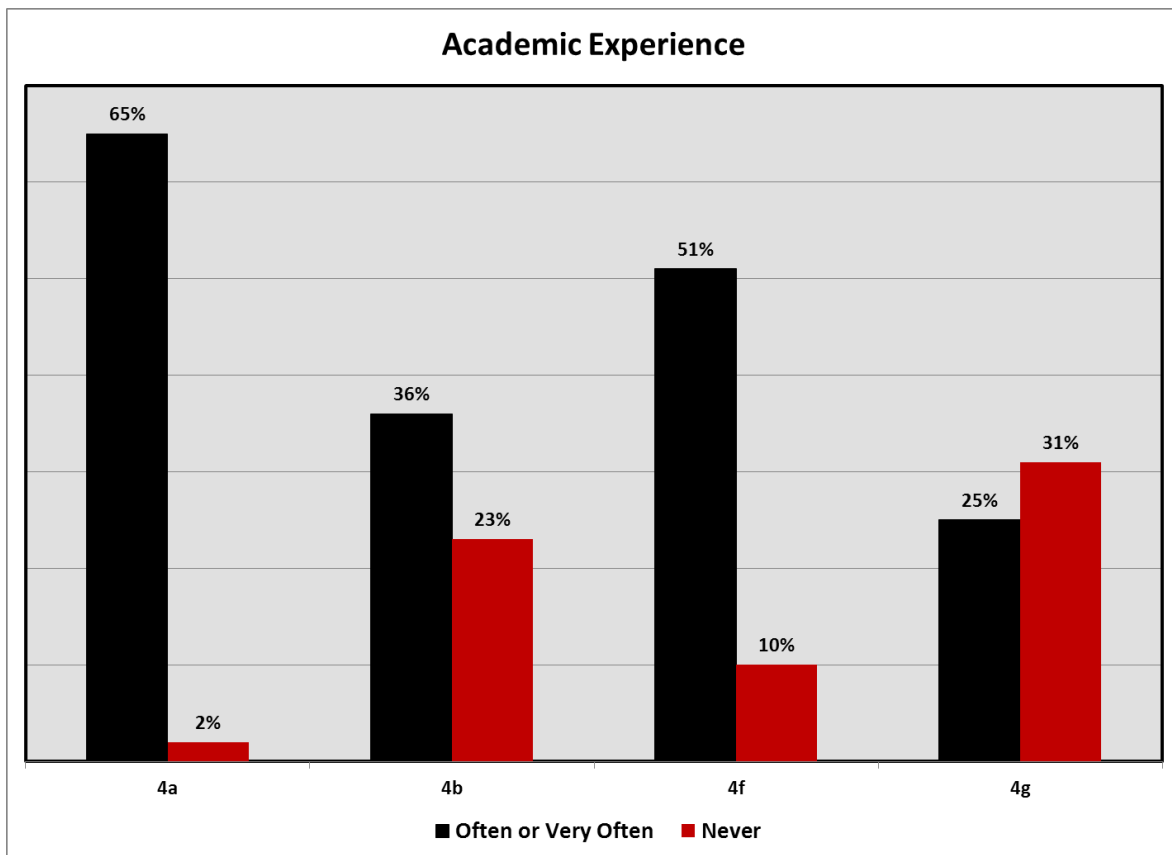
- ✘ The student indicated that he or she had taken the survey in a previous class (item 3) or did not respond to the item.
- ✘ Oversampled respondents are not included. These are surveys that individual institutions paid an additional fee to acquire. Because there are no requirements stipulating how these students are sampled, these data are not included in the standard institutional reports.

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 figure below.



Barriers to Persistence

Given its open-access mission, UCBA serves not only a demographically diverse student population, but also one that includes a wide range of college-preparedness. The chart below reflects students responses to items designed to gauge the likelihood that these potential barriers may cause them to withdraw from class or from the college.

- ✘ Item 14a. "Working full-time"
- ✘ Item 14b. "Caring for dependents"
- ✘ Item 14c. "Academically unprepared"
- ✘ Item 14d. "Lack of finances"

