

The Community College Survey of Student Engagement (CCSSE)

Overview of 2009 Survey Results Calhoun 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

CCSSE will again utilize a 3-year cohort of participating colleges (2007 through 2009) in all of its data analyses,¹ including the computation of benchmark scores. This cohort is referred to as the **2009 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 2009 CCSSE Cohort is comprised of a total of 663 institutions across 48 states, plus British Columbia, Nova Scotia, Ontario, and the Marshall Islands. Three hundred thirty-one of these member colleges are classified as small (< 4,500), 162 as medium (4,500-7,999), 112 as large (8,000-14,999), and 58 as extra-large institutions (15,000 + credit students).² One hundred twenty-one of the Cohort member colleges are classified as urban-serving, 140 as suburban-serving, and 391 as rural-serving.³

Our college falls into the Large Colleges size category and is classified as being located in a rural-serving area.

¹ For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2007 and 2008, only the 2008 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

Credit classes were randomly selected – stratified by time of day (morning, afternoon, and evening) – from institutional class data files to participate in the survey. Of those sampled at our institution, 880 students submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 88%. 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)

2009 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 2009 CCSSE Cohort survey respondent population to the total student population of the 2009 CCSSE Cohort member colleges.

Gender (survey item #30)

Of the 870 student respondents at our college who answered this item, 50% are male and 50% female. This does not exactly match the full population of the CCSSE Cohort of community college students, comprised of 42% males and 58% females.

Age (survey item #29)

2009 CCSSE student respondents at Calhoun Community College range in age from 18 to 64 years old. The majority (57%) of the respondents are between 18 and 21 years of age.

Racial Identification (survey item #34)

Seventy percent of student respondents identify themselves as White/non-Hispanic, 2% as Hispanic/Latino/Spanish, 16% as Black or African American, and 2% 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?” These numbers closely resemble the ethnicity distribution of the total student body at Calhoun.

International Students (survey item #33)

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

Enrollment Status (survey item #2)

Sixty-eight percent of the student respondents at Calhoun Community College report attending college full-time, while 40% of the 2009 CCSSE Cohort colleges’ total student population attended full-time. Only 32% of surveyed students report being part-time college students, compared to 60% as reported for the CCSSE Cohort for community college students. 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.

⁴ See exclusionary rules on page 4.

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

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 Calhoun, 4% of respondents are non-native English speakers.

Educational Attainment (survey items #1 and #35)

Seventy percent of the respondents report starting their college careers at Calhoun. Approximately 82% of students indicate that their highest level of educational attainment is a high school diploma or GED.

External Commitments (survey item #10)

Six percent of Calhoun students reported working 1-5 hours per week; 6%, 6-10 hours per week; 9%, 11-21 hours per week; 15%, 21-30 hours per week; and 46%, more than 30 hours per week. Sixty percent of Calhoun students report spending at least one hour per week caring for dependents and 75% of students spend from 1-5 hours per week commuting to class.

Excluded Respondents

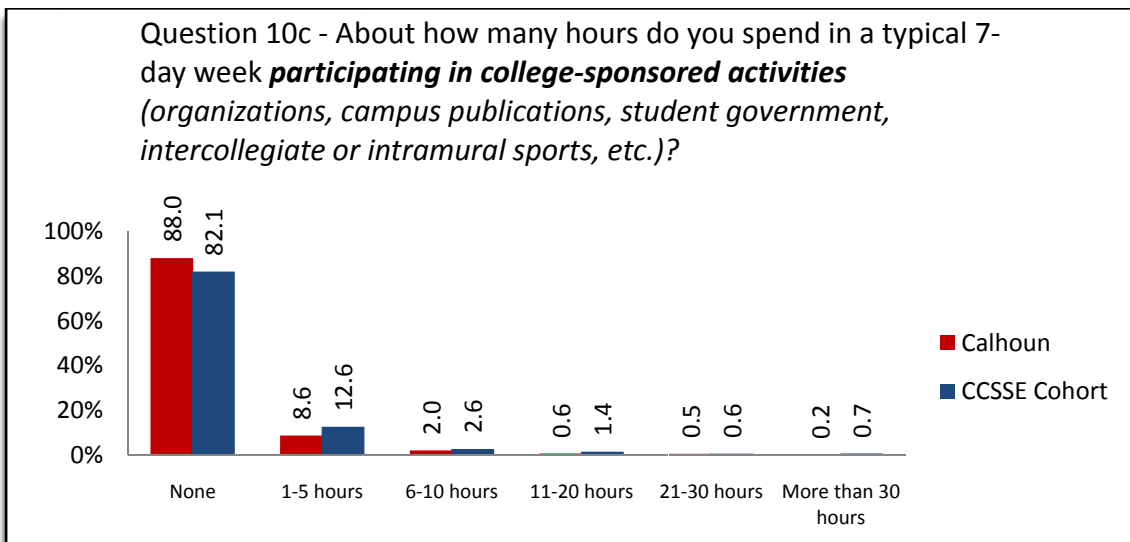
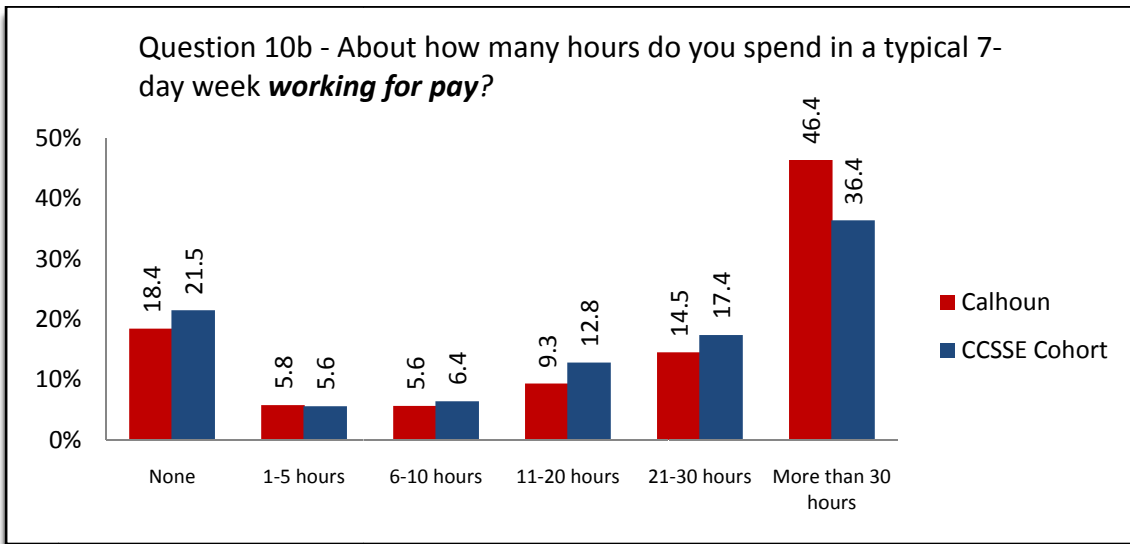
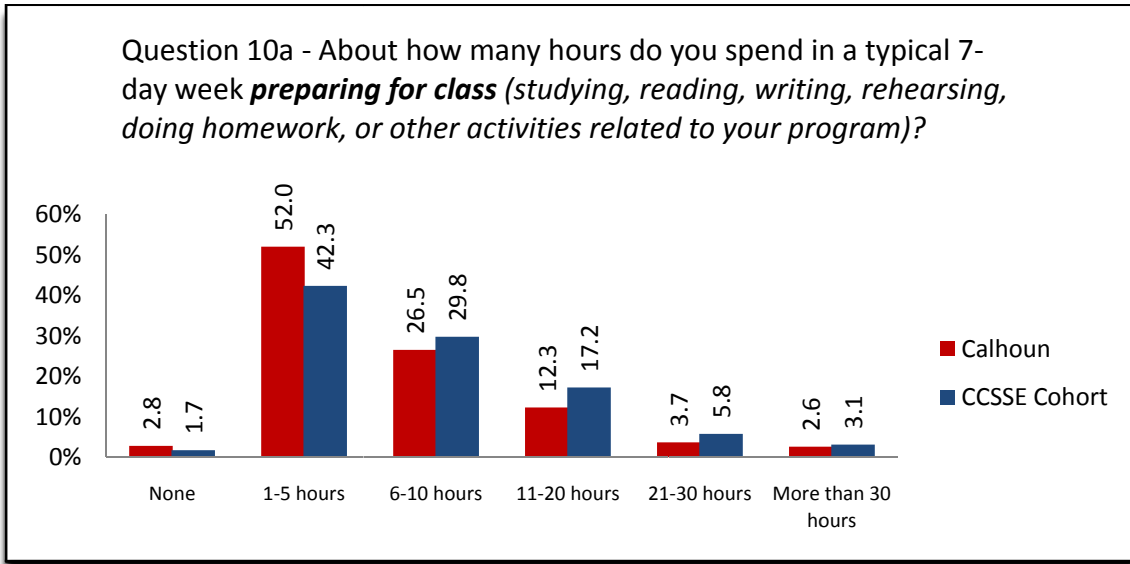
Respondents may be excluded from institutional reports for the following reasons:

- ✘ 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 invalid.
 - ✘ Students reported their age as under 18.
 - ✘ Students indicated that they had taken the survey in a previous class.
-

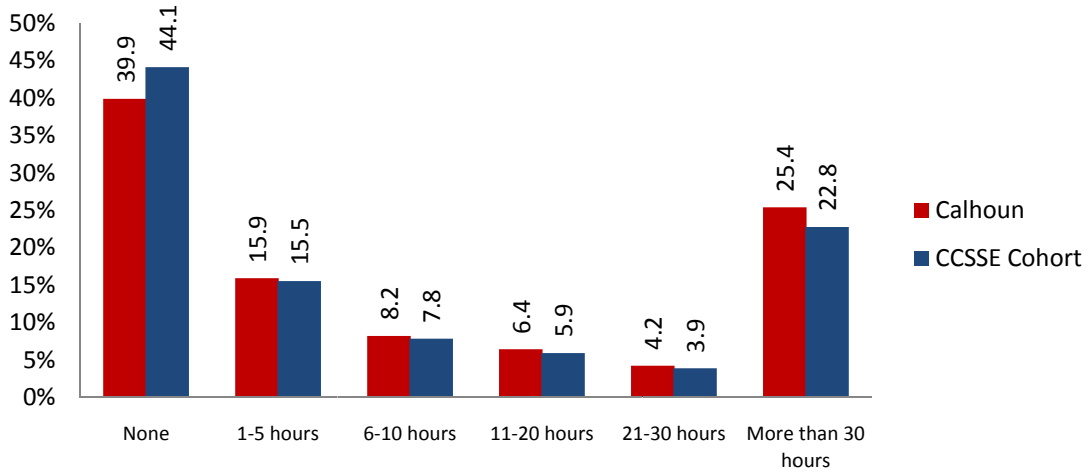
Selected Findings

The following tables highlight selected findings in terms of several key topic areas: Cultural Diversity, Critical Thinking, Academic Rigor, Student Learning Outcomes, Time on Task, Academic Experience, Barriers to Persistence, Student Satisfaction, and Student and Academic Support Services.

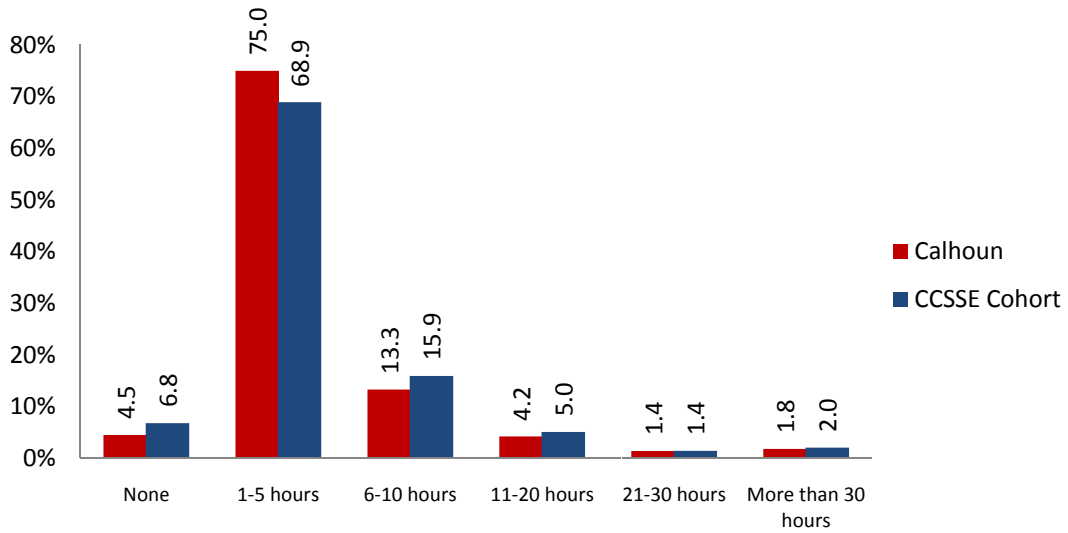
Time on Task



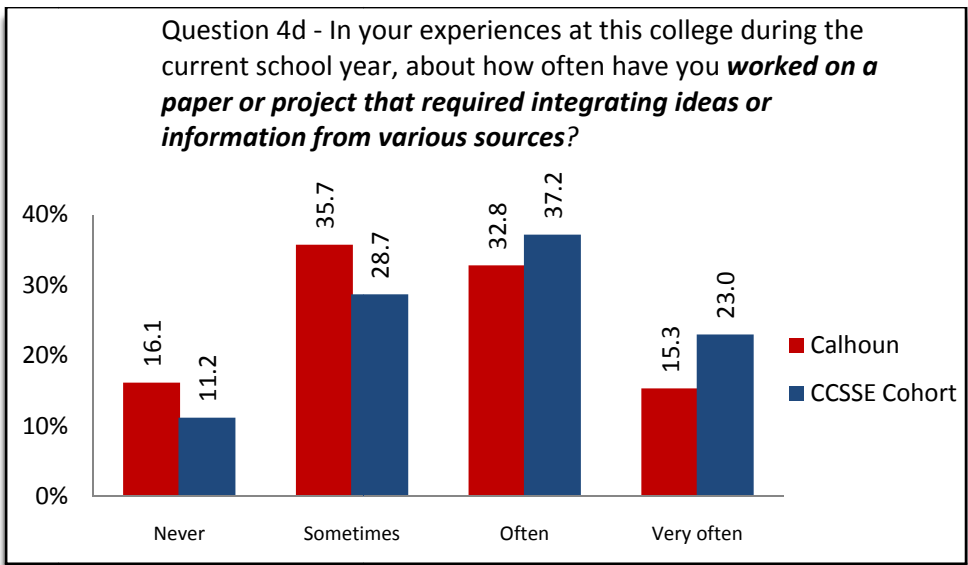
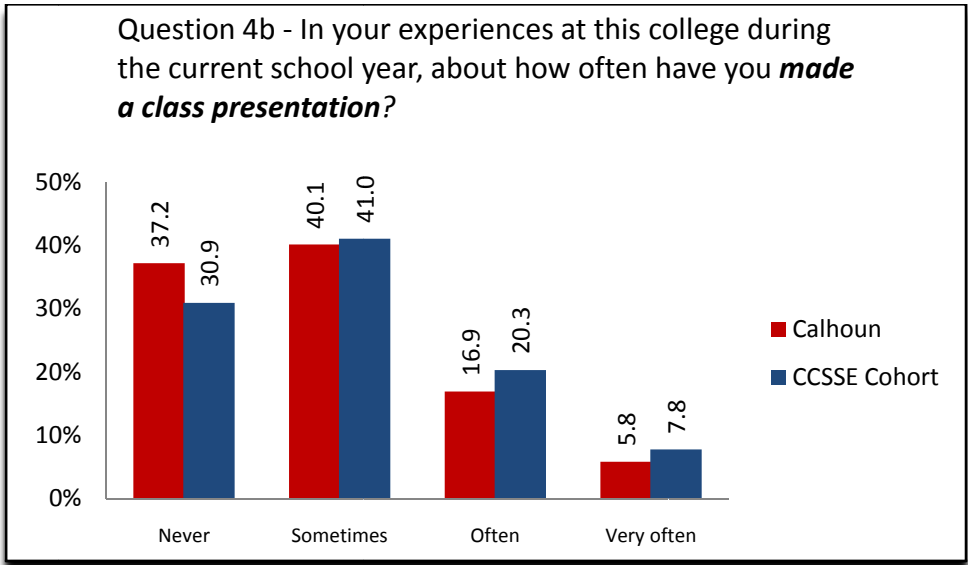
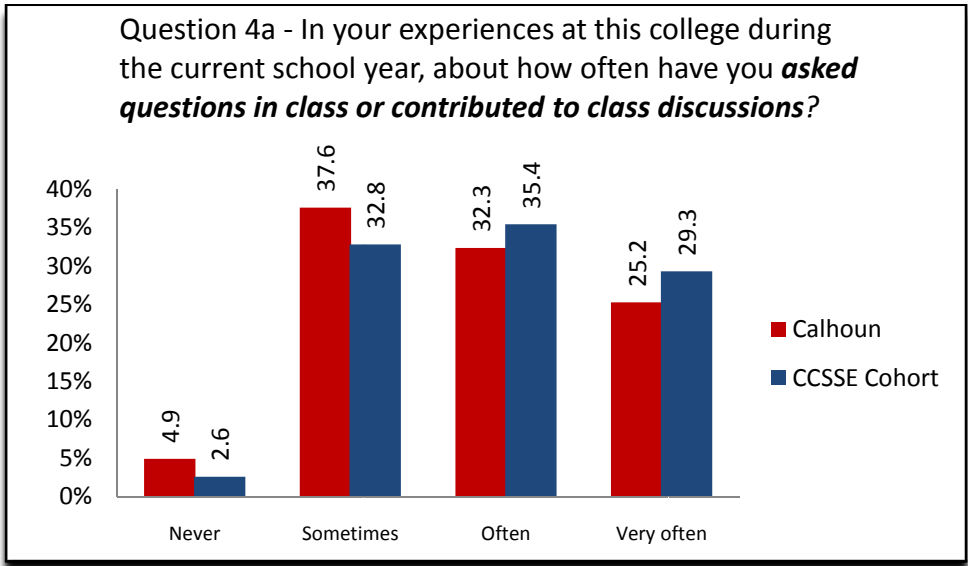
Question 10d - About how many hours do you spend in a typical 7-day week **providing care for dependents living with you** (parents, children, spouse, etc.)?



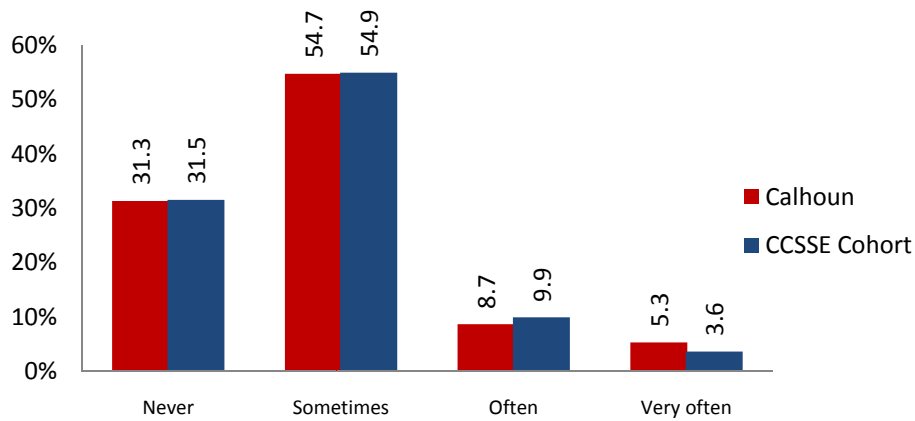
Question 10e - About how many hours do you spend in a typical 7-day week **commuting to and from classes**?



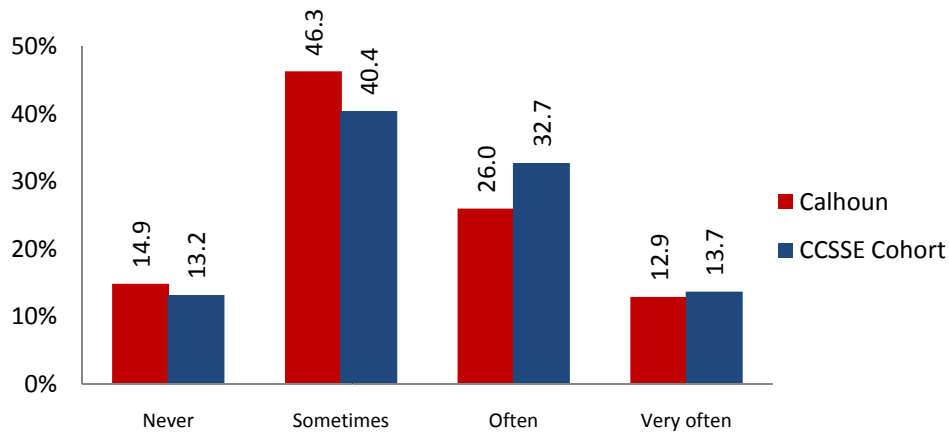
Academic Experience



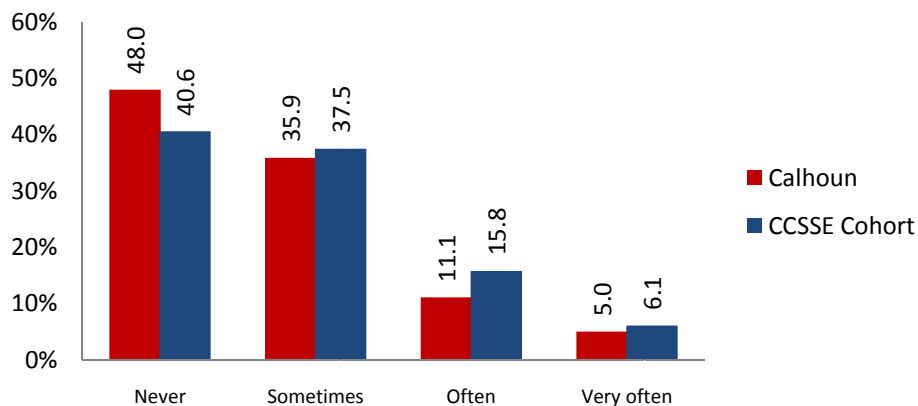
Question 4e - In your experiences at this college during the current school year, about how often have you **come to class without completing readings or assignments?**



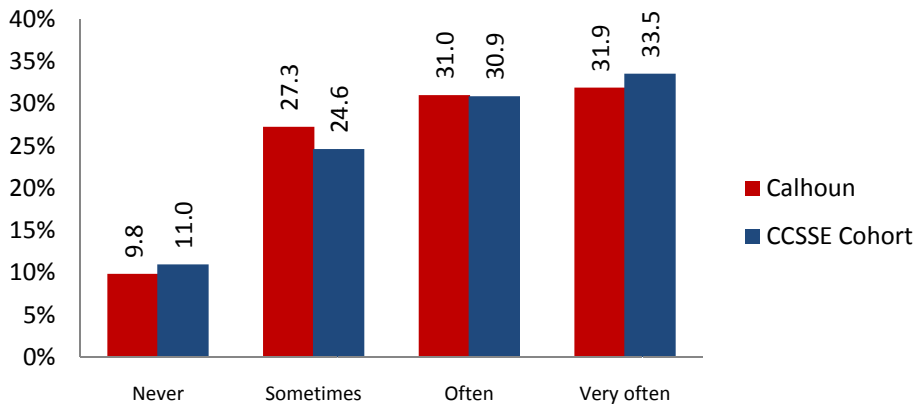
Question 4f - In your experiences at this college during the current school year, about how often have you **worked with other students on projects during class?**



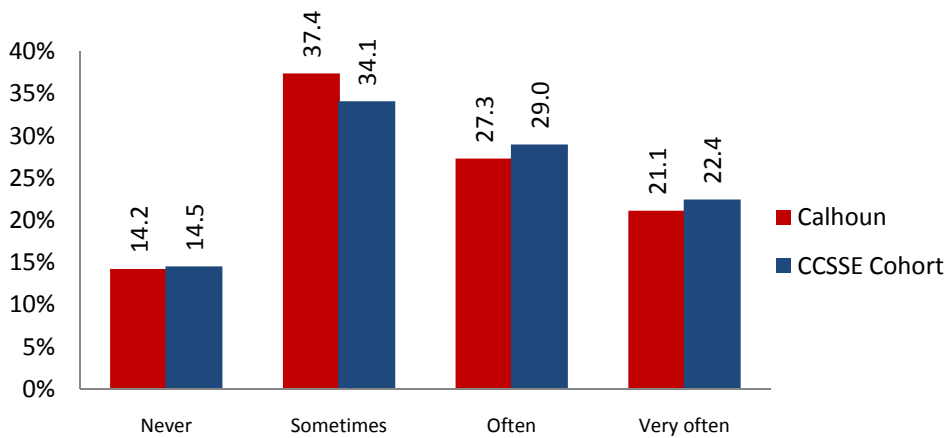
Question 4g - In your experiences at this college during the current school year, about how often have you **worked with classmates outside of class to prepare class assignments?**



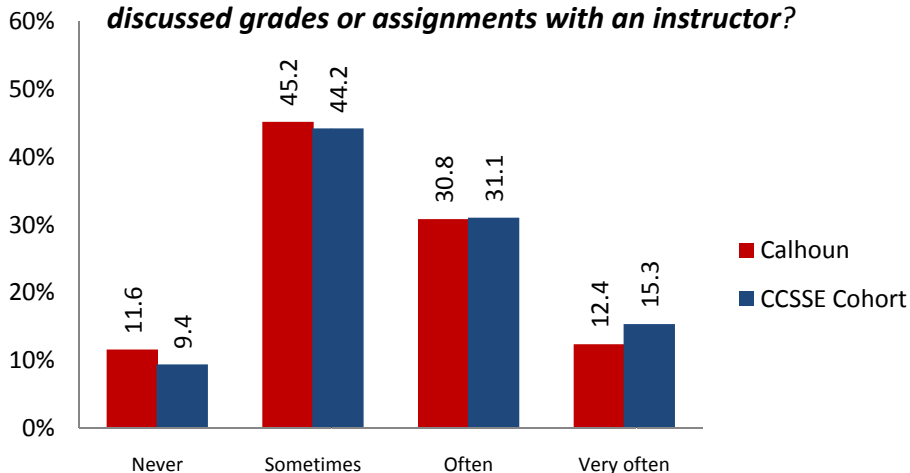
Question 4j - In your experiences at this college during the current school year, about how often have you ***used the Internet or instant messaging to work on an assignment?***



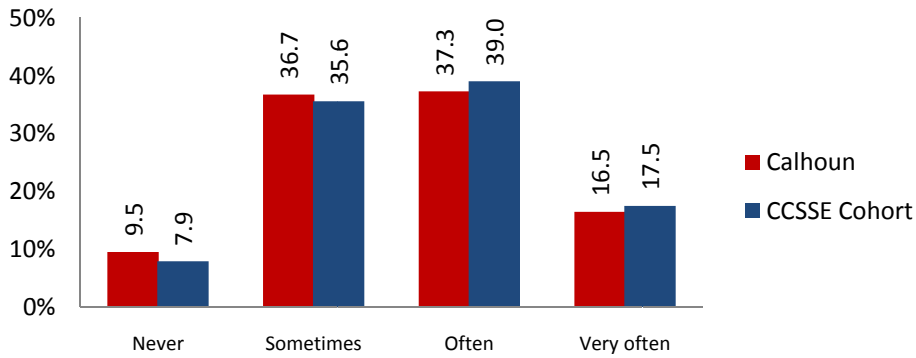
Question 4k - In your experiences at this college during the current school year, about how often have you ***used email to communicate with an instructor?***



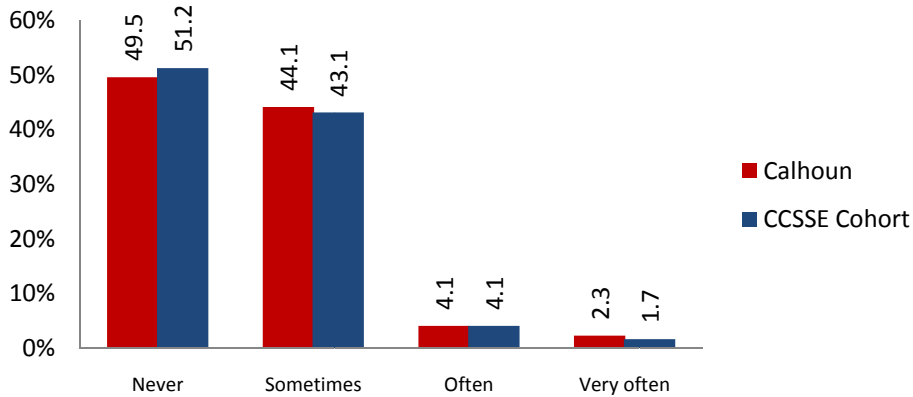
Question 4L - In your experiences at this college during the current school year, about how often have you ***discussed grades or assignments with an instructor?***



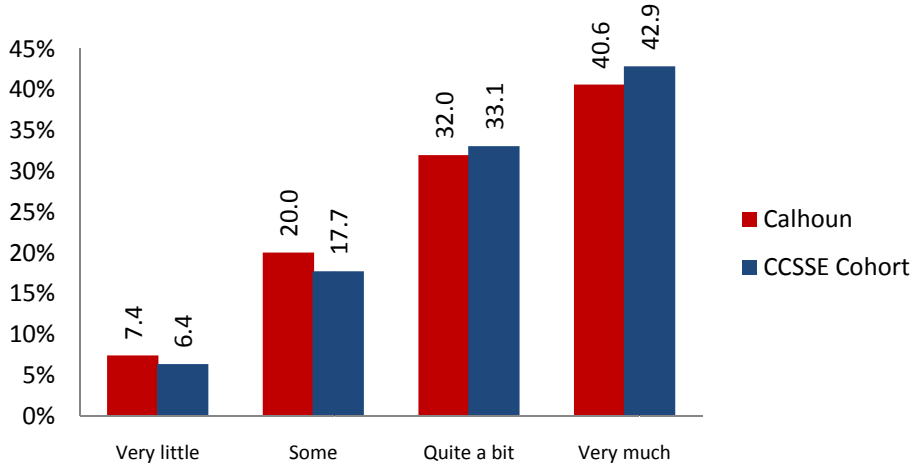
Question 4o - In your experiences at this college during the current school year, about how often have you **received prompt feedback (written or oral) from instructors on your performance?**



Question 4u - In your experiences at this college during the current school year, about how often have you **skipped class?**

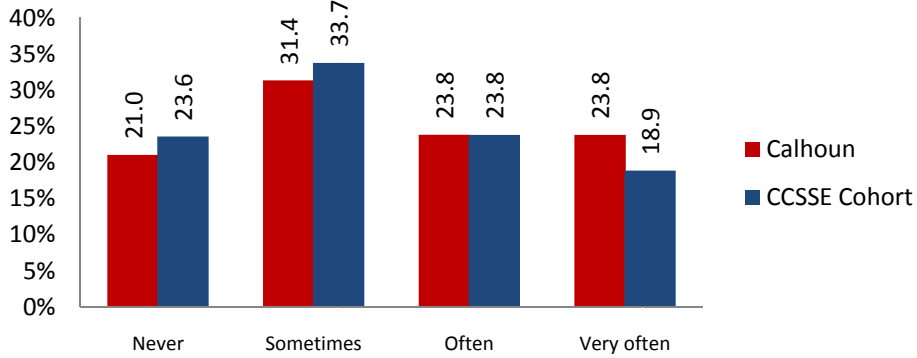


Question 9g - How much does Calhoun emphasize the use of computers in academic work?

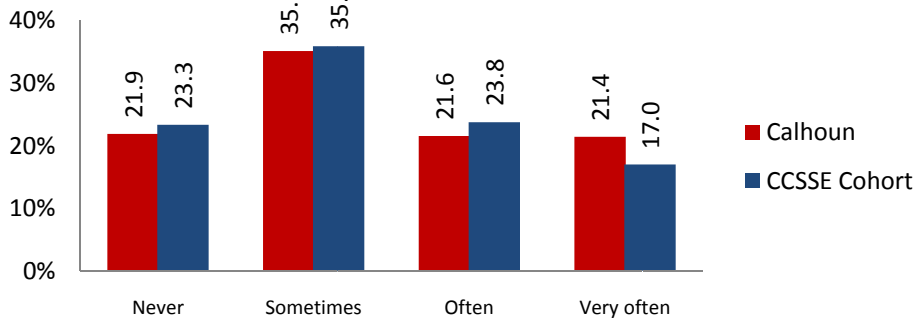


Cultural Diversity

Question 4s - In your experiences at this college during the current school year, about how often have you **had serious conversations with students of a different race or ethnicity other than your own?**

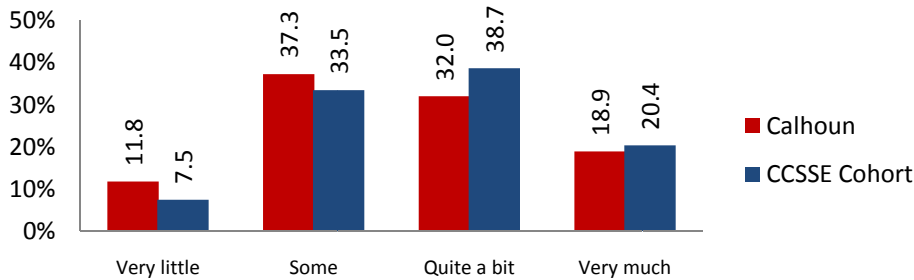


Question 4t - In your experiences at this college during the current school year, about how often have you **had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values?**

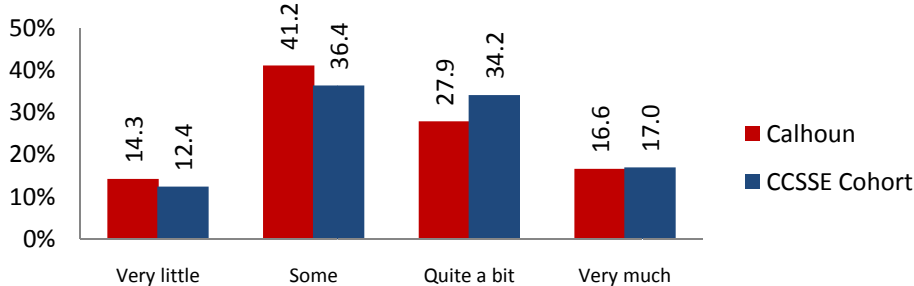


Critical Thinking

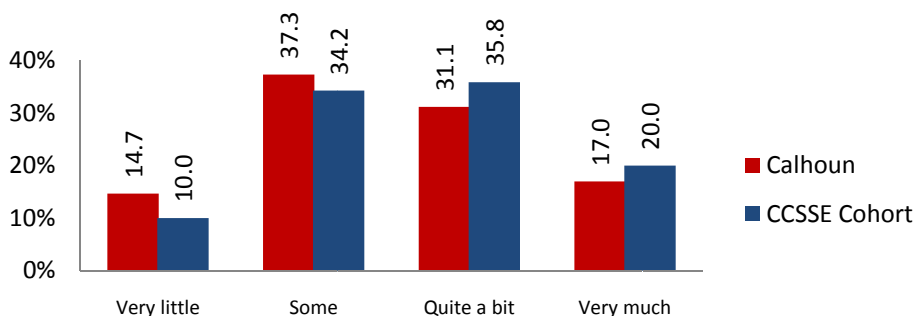
Question 5c - During the current school year, how much has your coursework at this college emphasized ***synthesizing and organizing ideas, information, or experiences in new ways?***



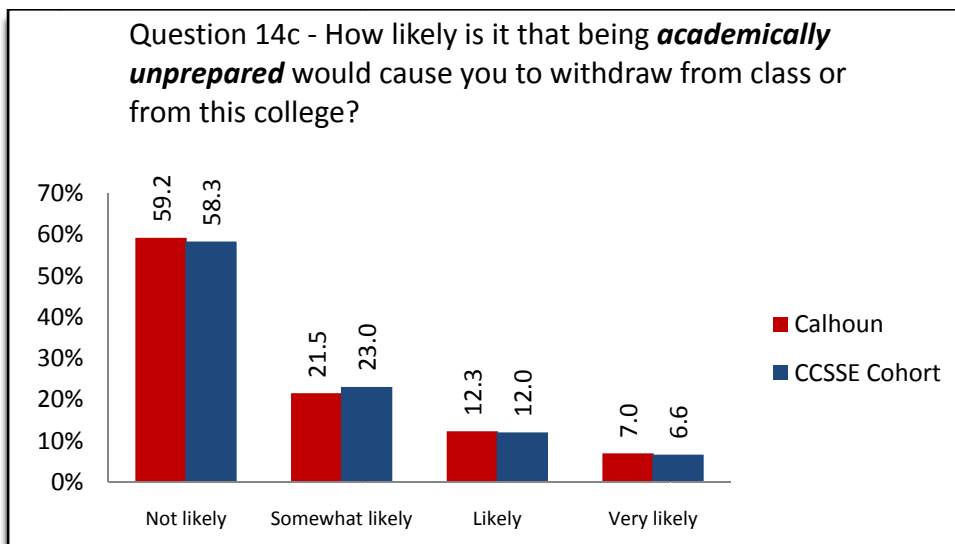
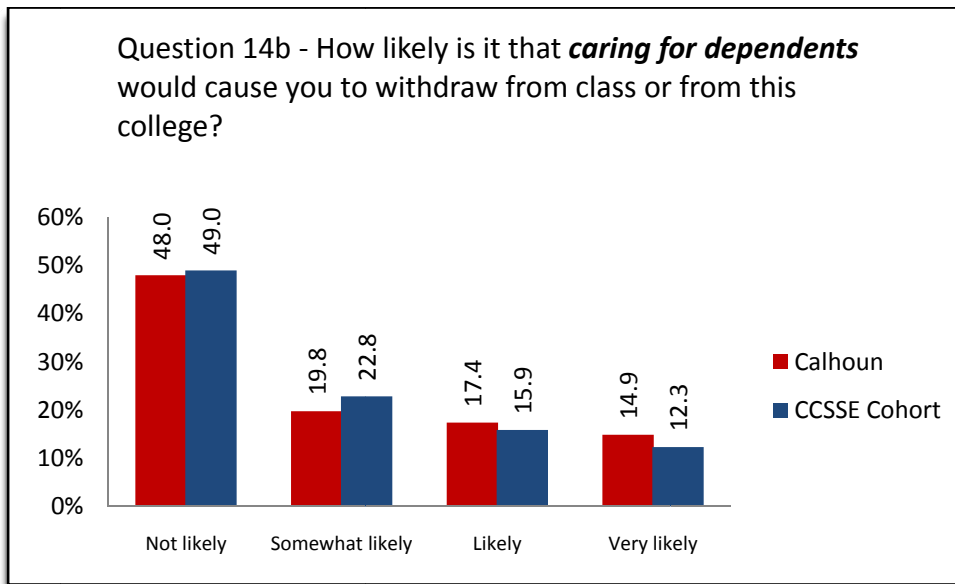
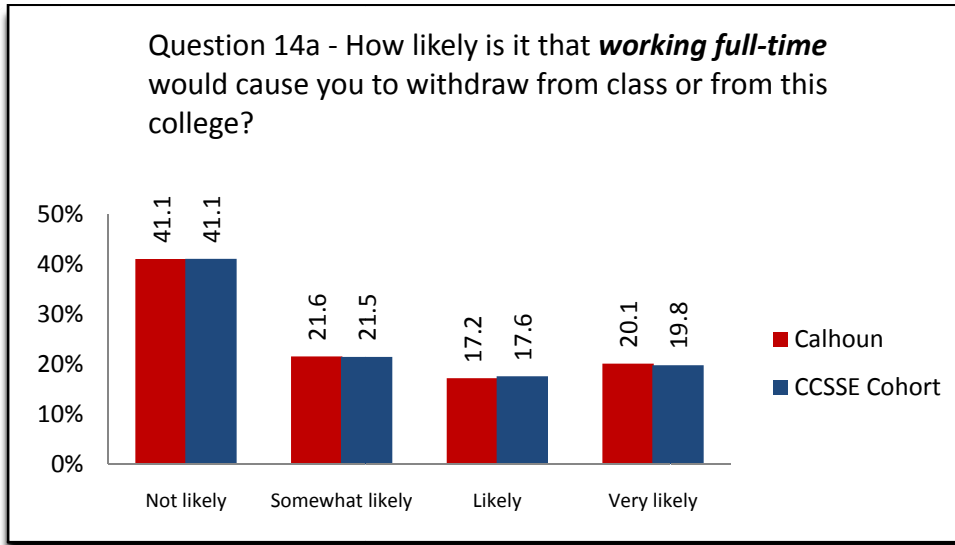
Question 5d - During the current school year, how much has your coursework at this college emphasized ***making judgments about the value or soundness of information, arguments, or methods?***



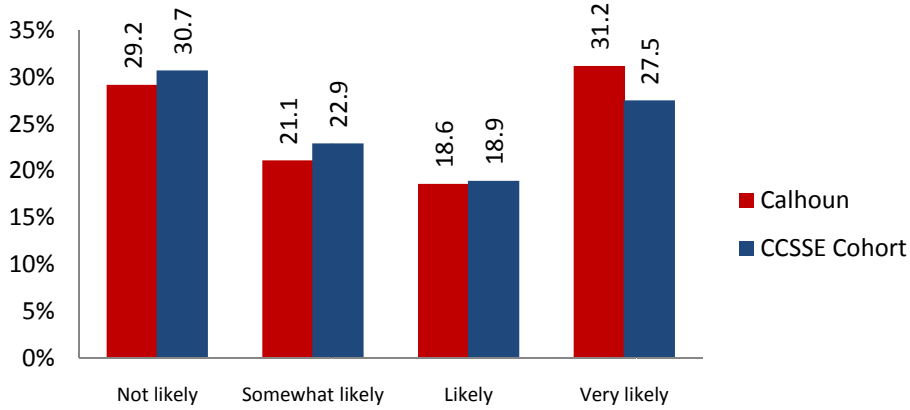
Question 5e - During the current school year, how much has your coursework at this college emphasized ***applying theories or concepts to practical problems or in new situations?***



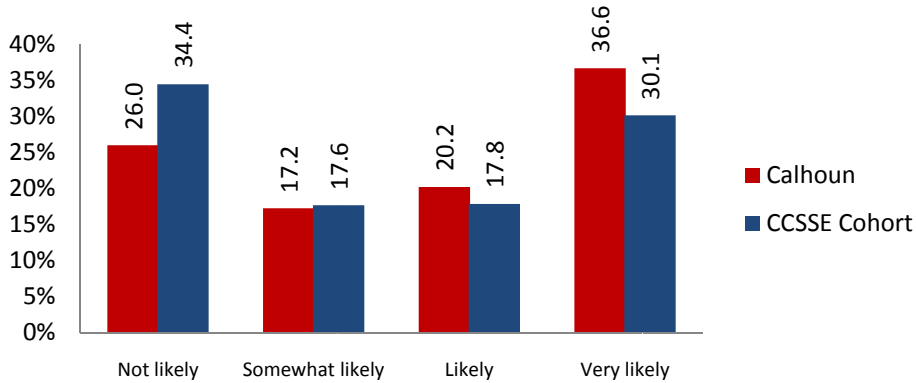
Barriers to Persistence



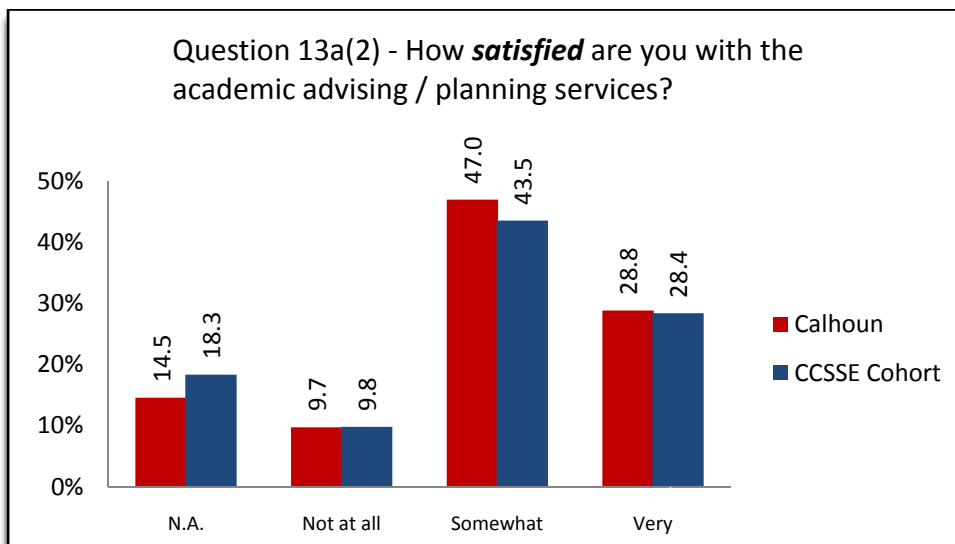
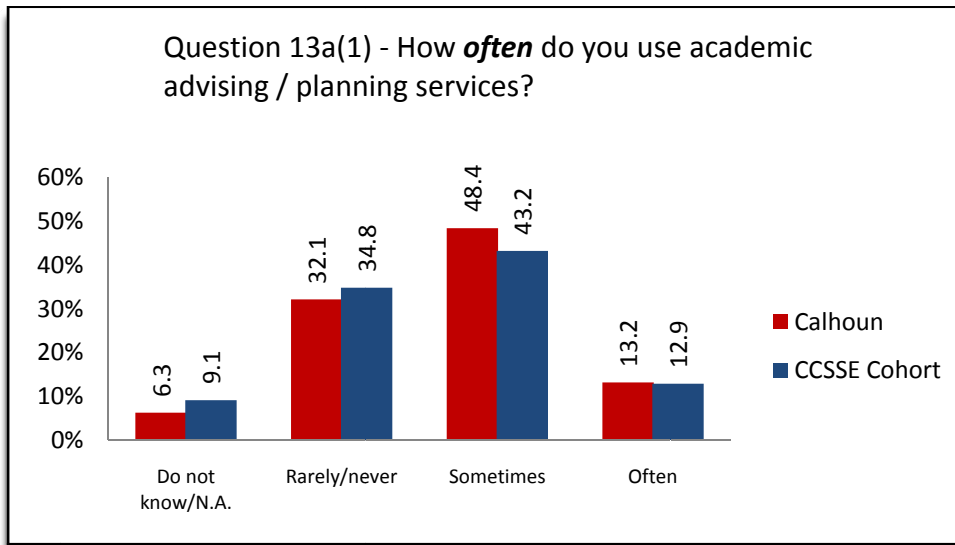
Question 14d - How likely is it that **lack of finances** would cause you to withdraw from class or from this college?



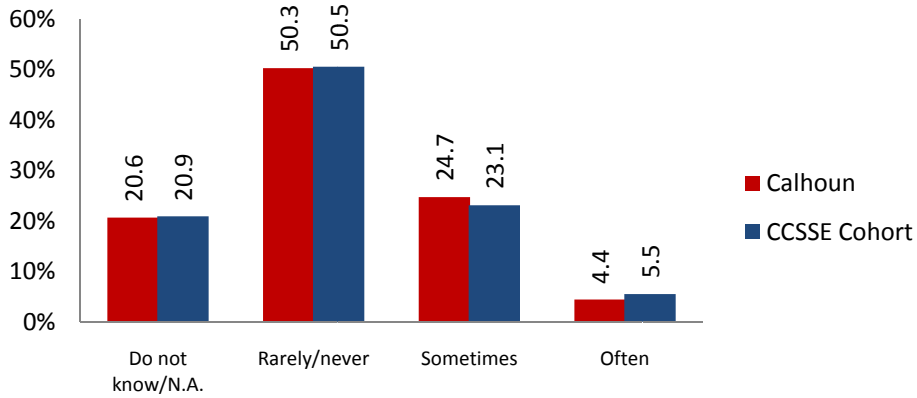
Question 14e - How likely is it that **transferring to a 4-year college or university** would cause you to withdraw from class or from this college?



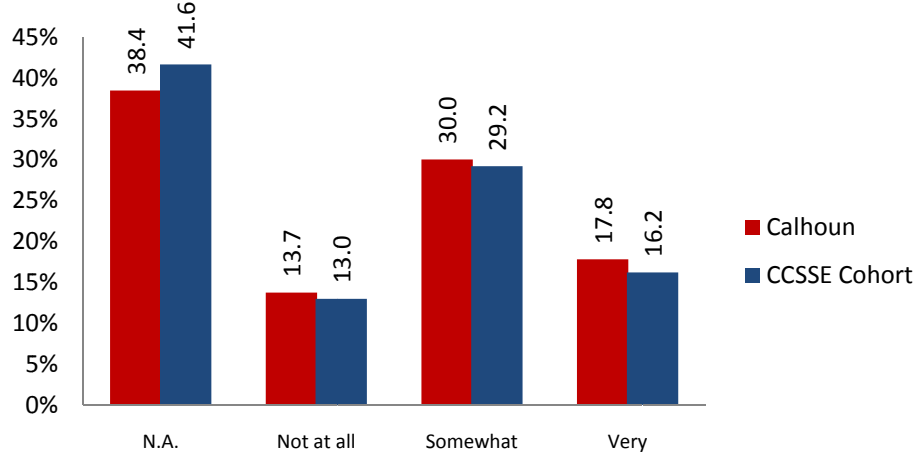
Student and Academic Support Services



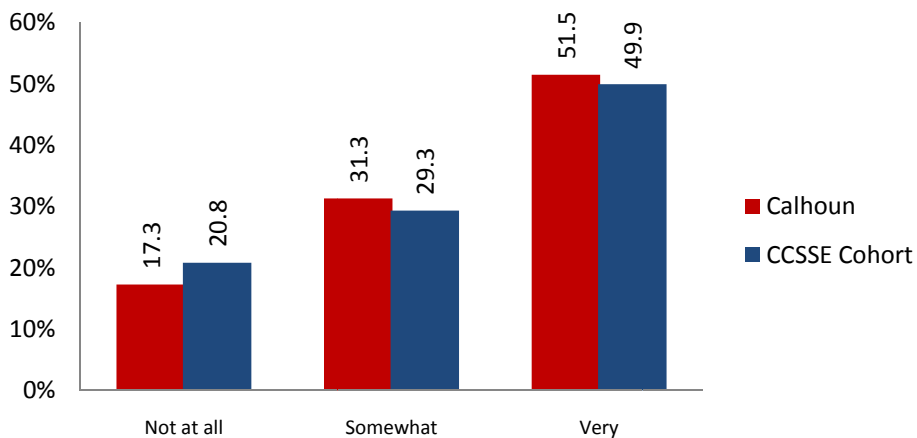
Question 13b(1) - How **often** do you use the career counseling services?

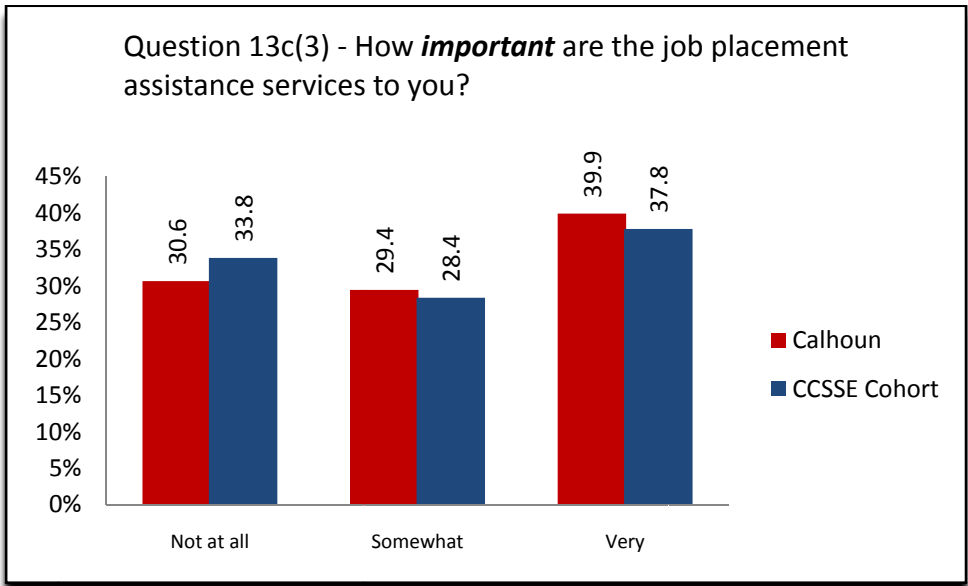
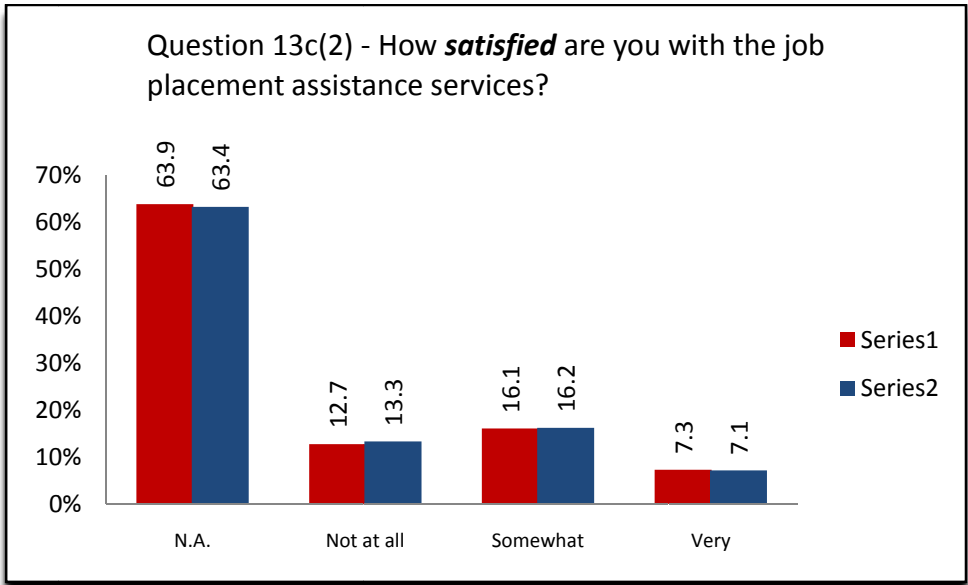
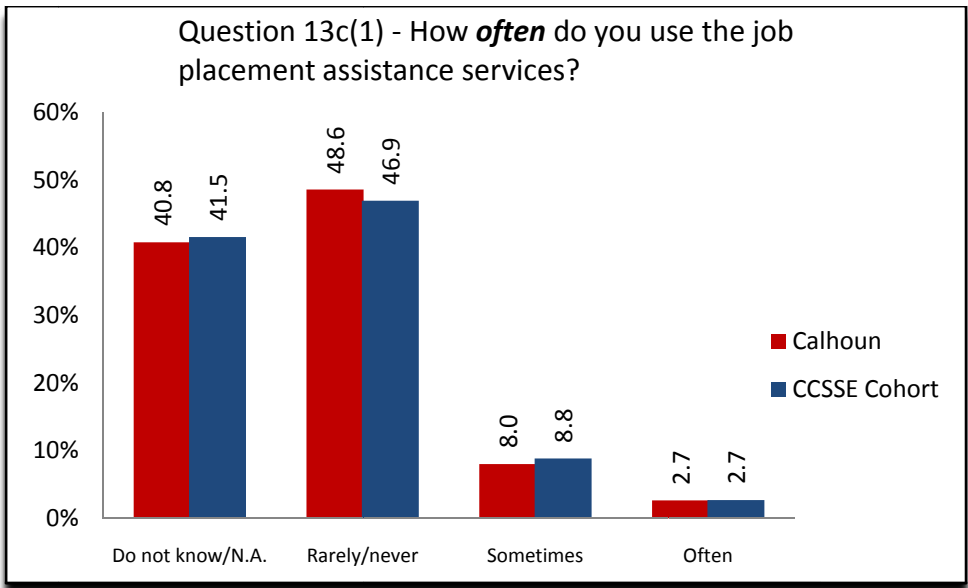


Question 13b(2) - How **satisfied** are you with the career counseling services?

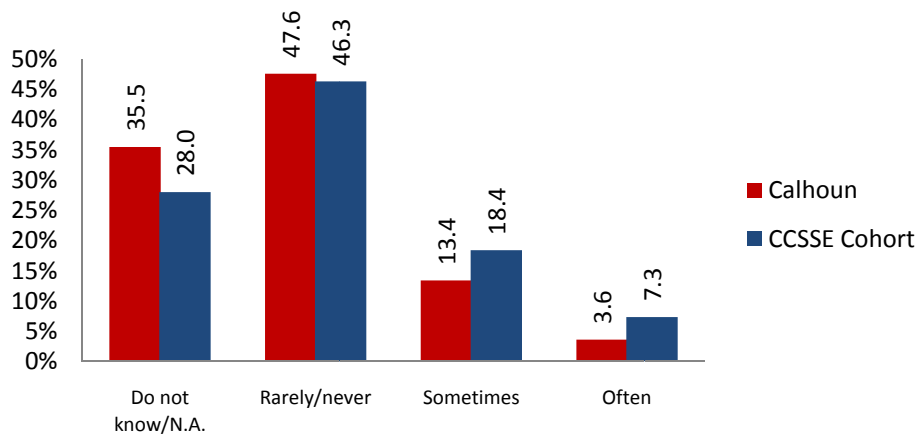


Question 13b(3) - How **important** are the career counseling services to you?

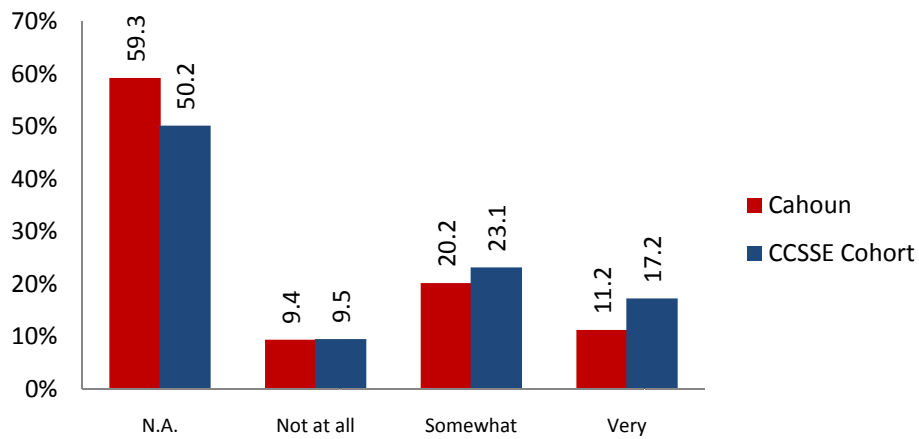




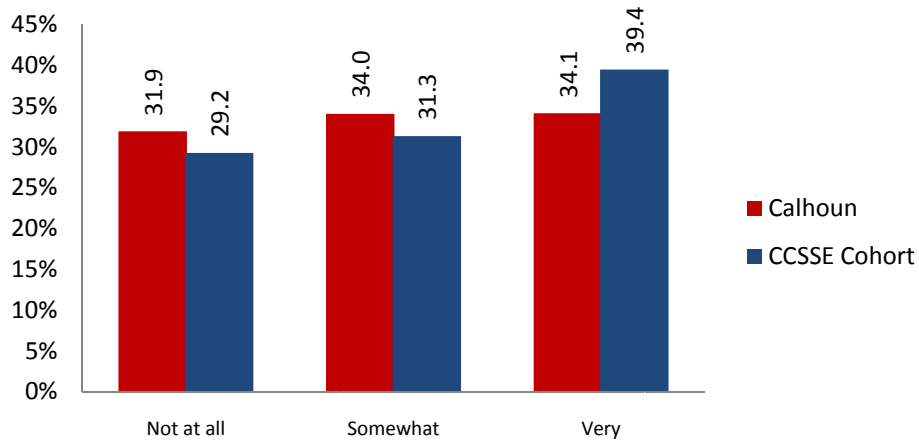
Question 13d(1) - How **often** do you use peer or other tutoring services?



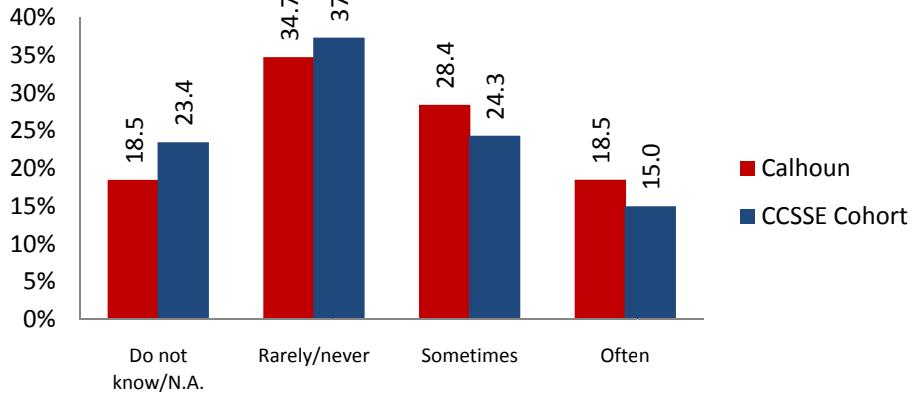
Question 13d(2) - How **satisfied** are you with the peer or other tutoring services?



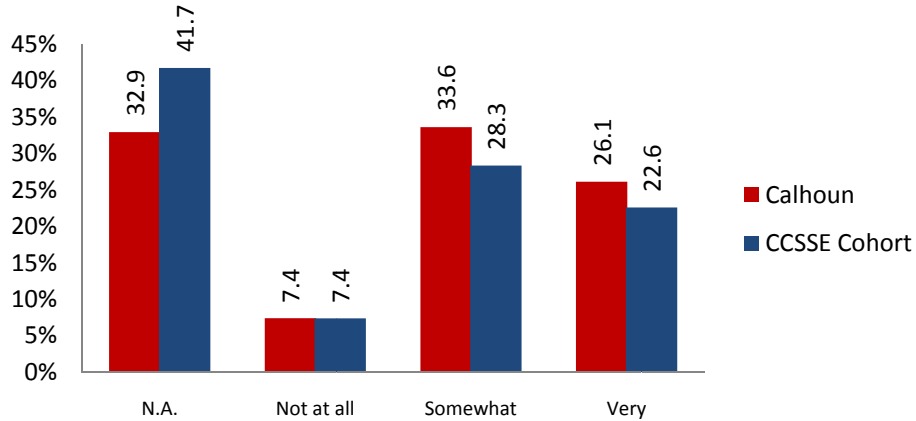
Question 13d(3) - How **important** are the peer or other tutoring services to you?



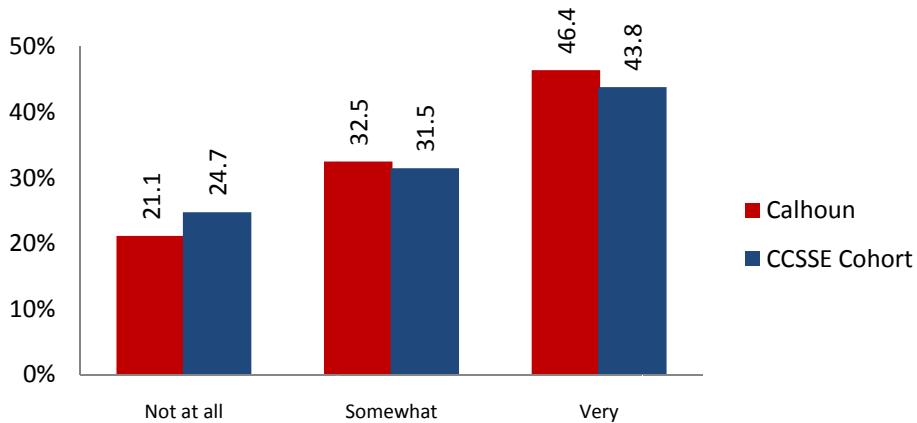
Question 13e(1) - How **often** do you use the skill labs (writing, math, etc.)?



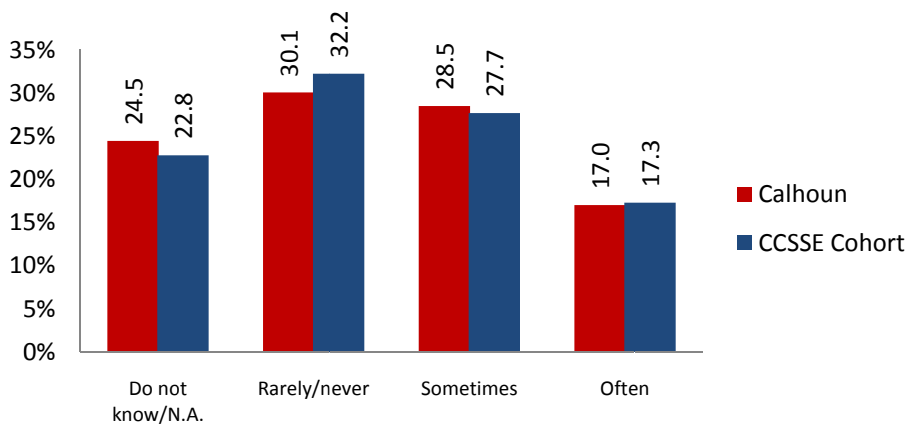
Question 13e(2) - How **satisfied** are you with the the skill labs (writing, math, etc.)?



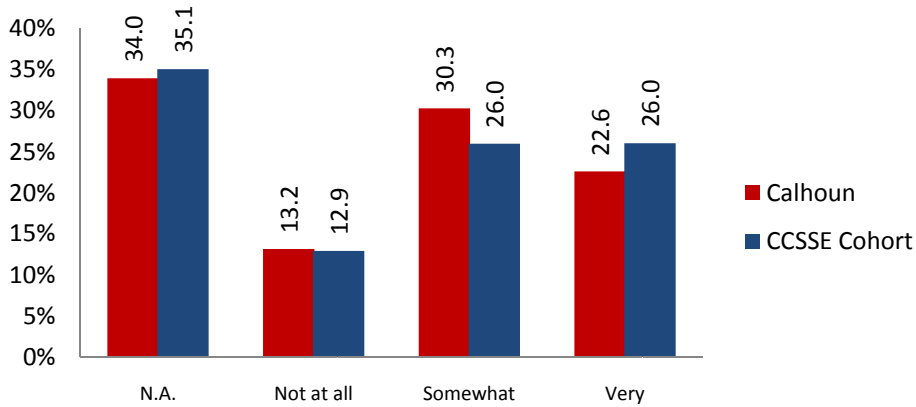
Question 13e(3) - How **important** are the skill labs (writing, math, etc.) to you?



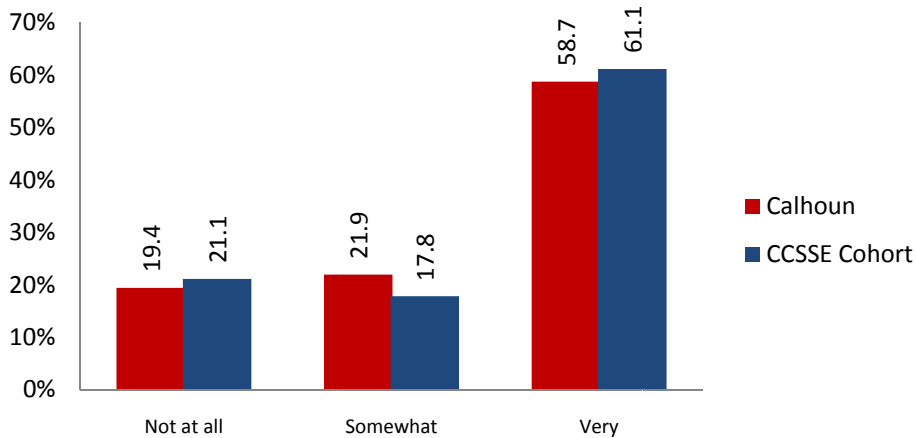
Question 13g(1) - How **often** do you use the financial aid advising services?

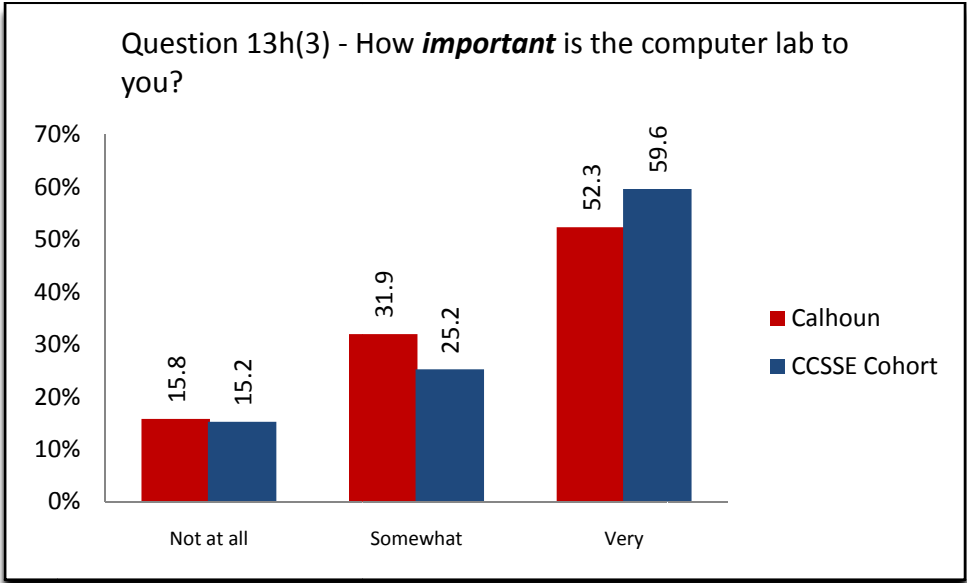
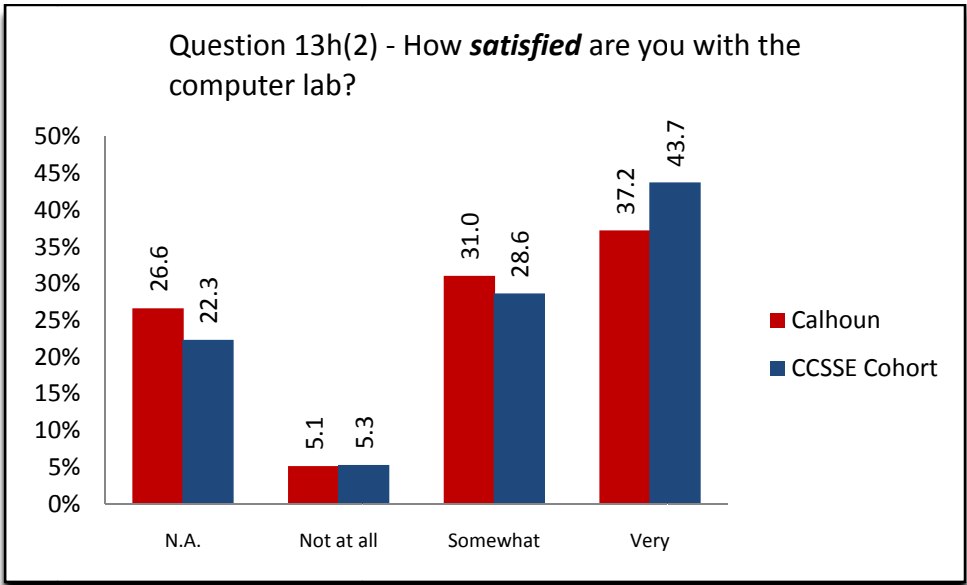
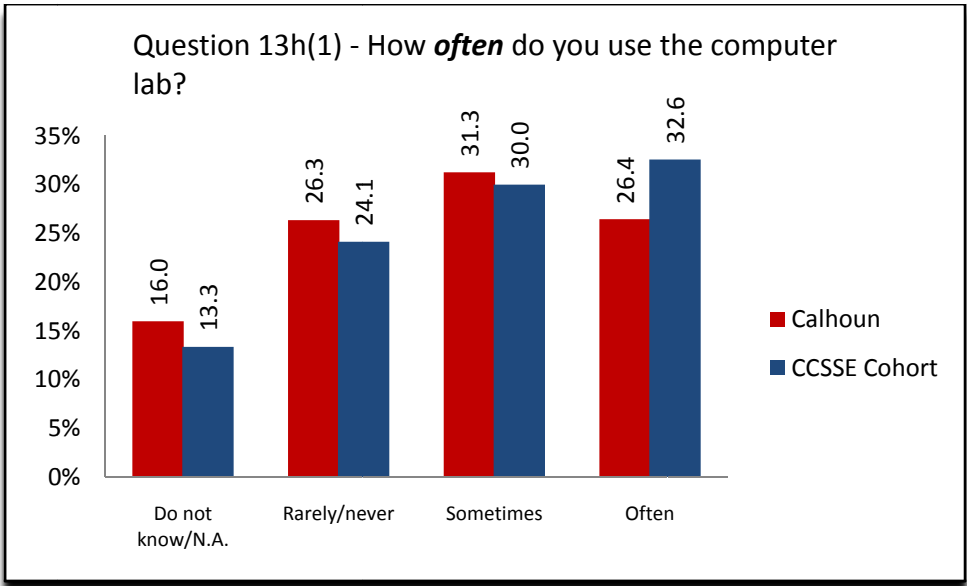


Question 13g(2) - How **satisfied** are you with the financial aid advising services?

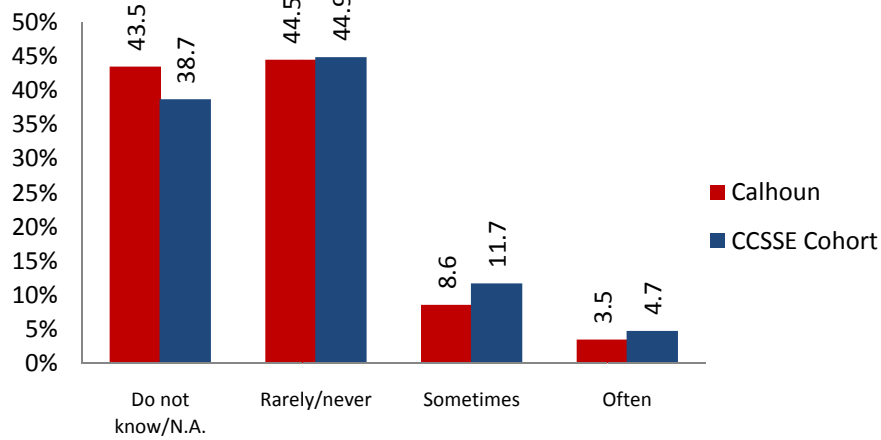


Question 13g(3)- How **important** are the financial aid advising services to you?

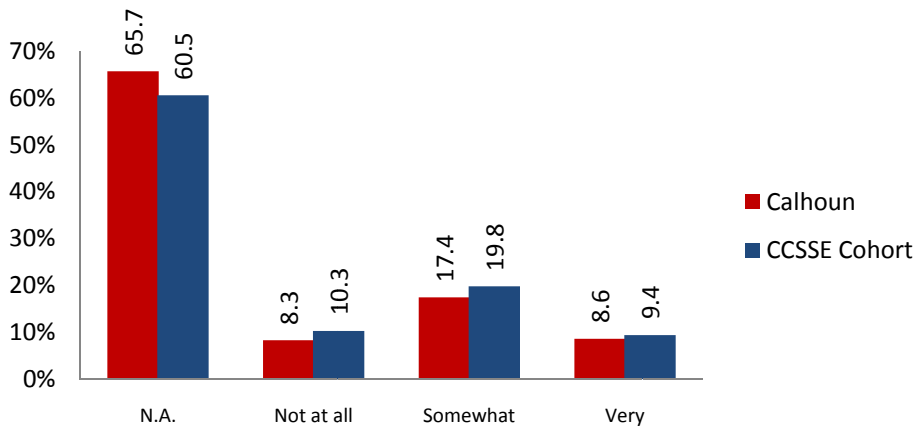




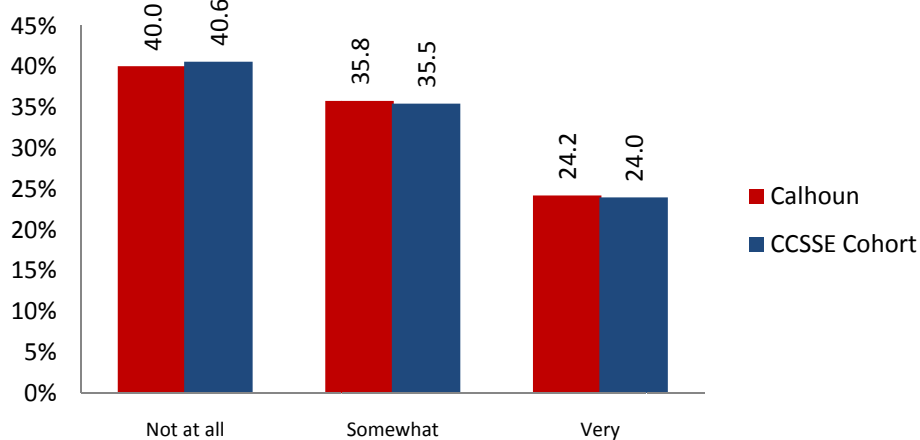
Question 13i(1) - How **often** do you use the student organizations services?



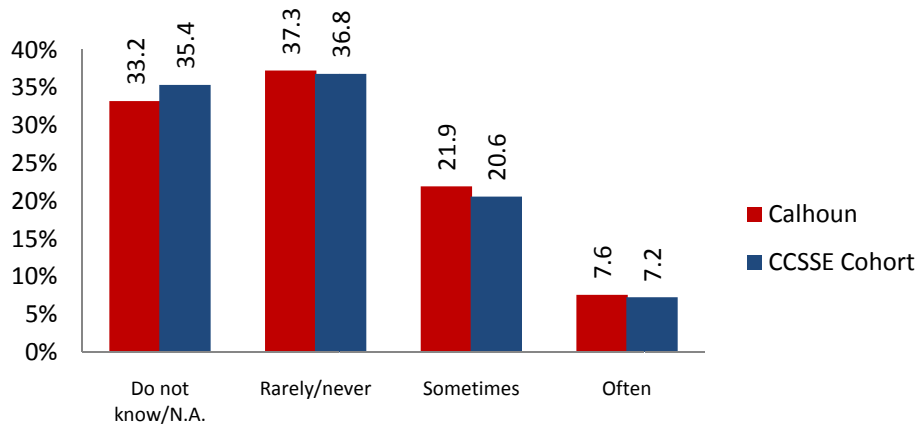
Question 13i(2) - How **satisfied** are you with the student organizations services?



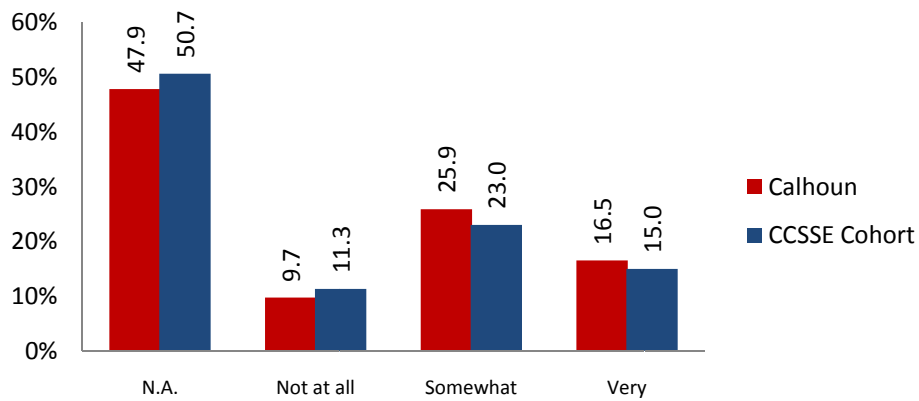
Question 13i(3) - How **important** are the student organizations services to you?



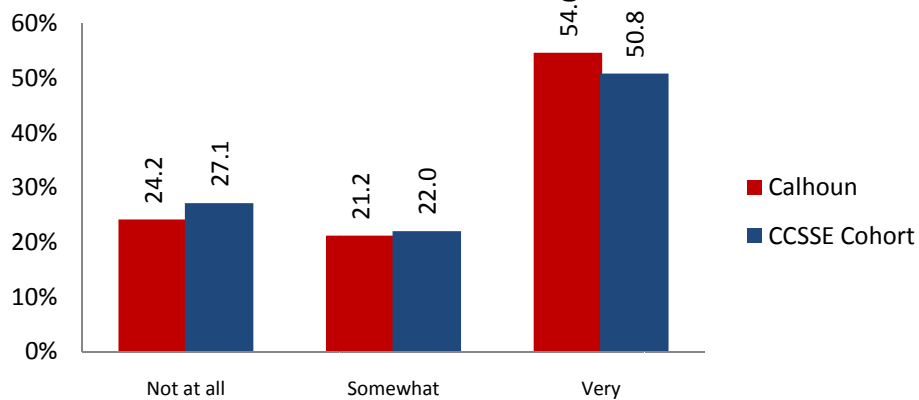
Question 13j(1) - How **often** do you use the transfer credit assistance services?



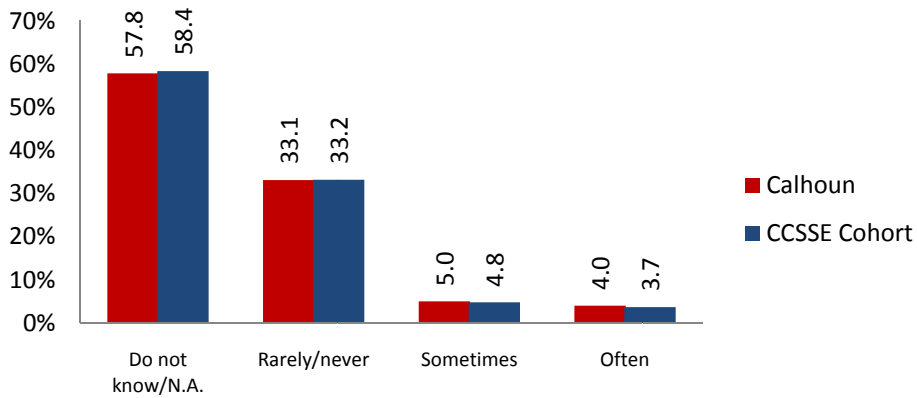
Question 13j(2) - How **satisfied** are you with the transfer credit assistance services?



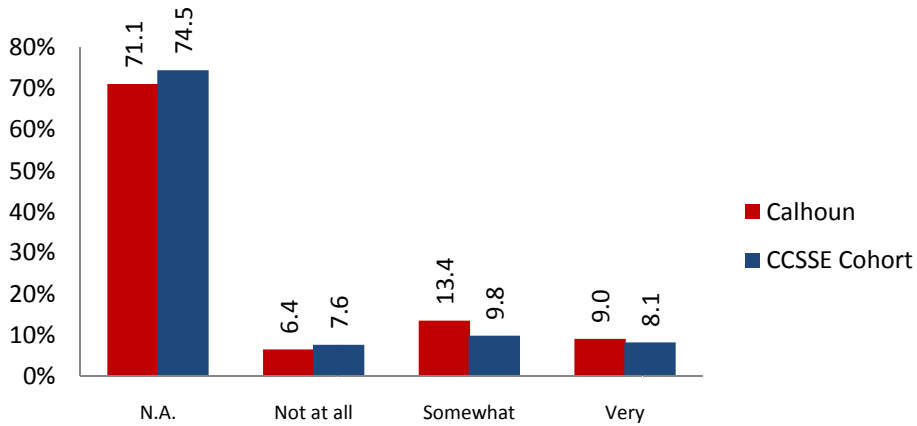
Question 13j(3) - How **important** are the transfer credit assistance services to you?



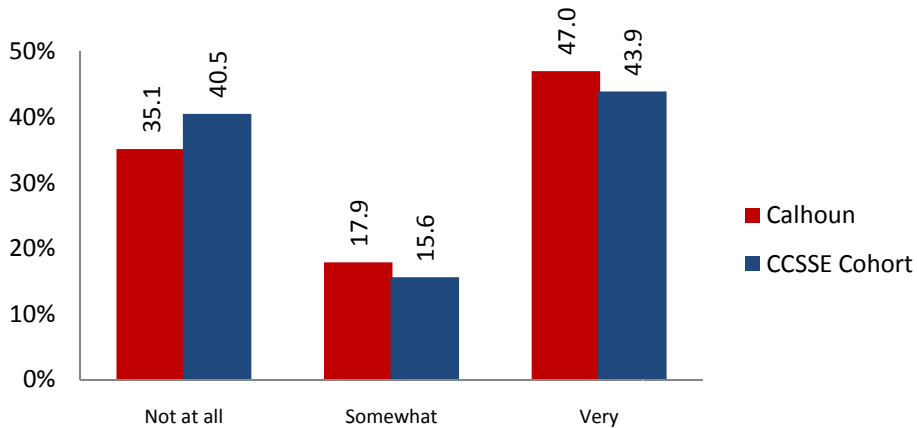
Question 13k(1) - How **often** do you use the services to students with disabilities?



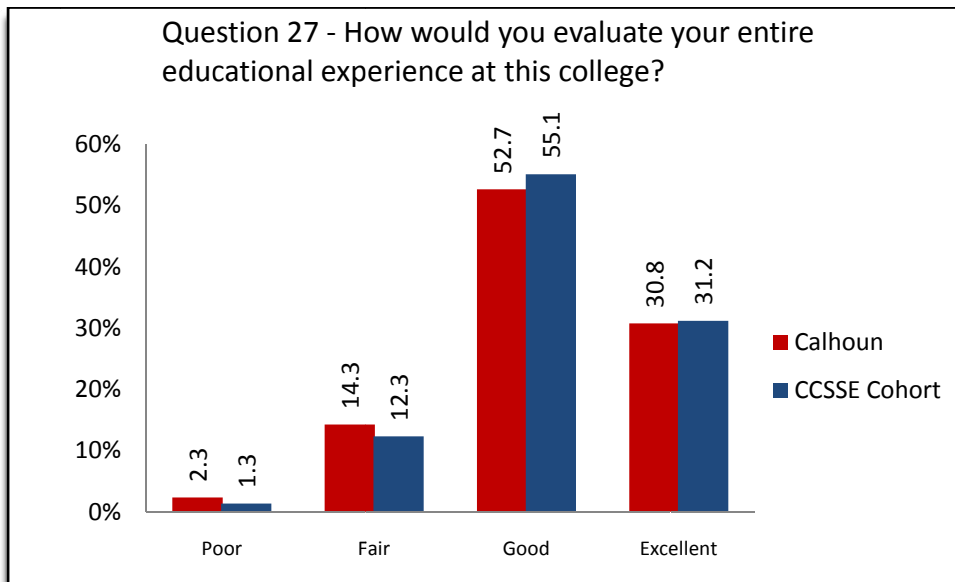
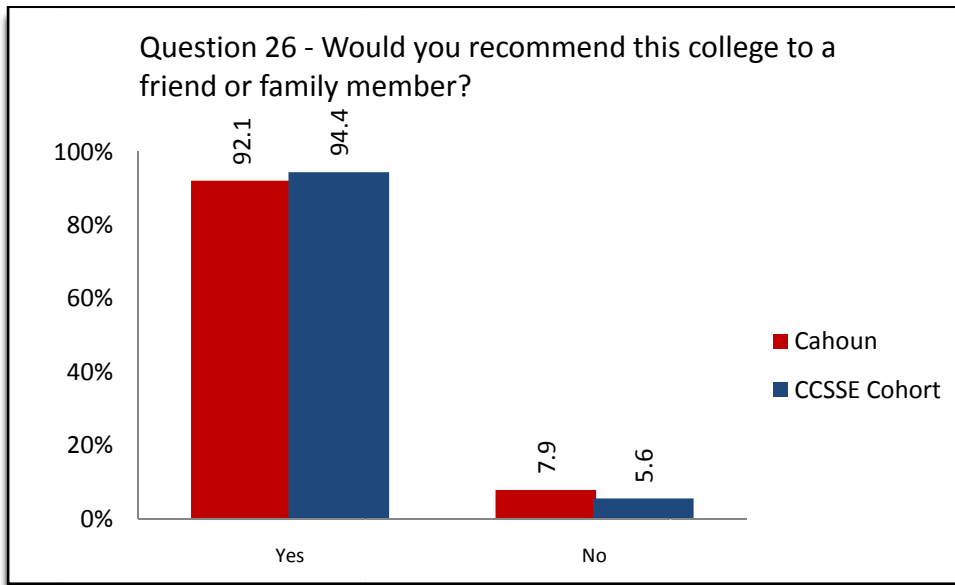
Question 13k(2) - How **satisfied** are you with the services to students with disabilities?



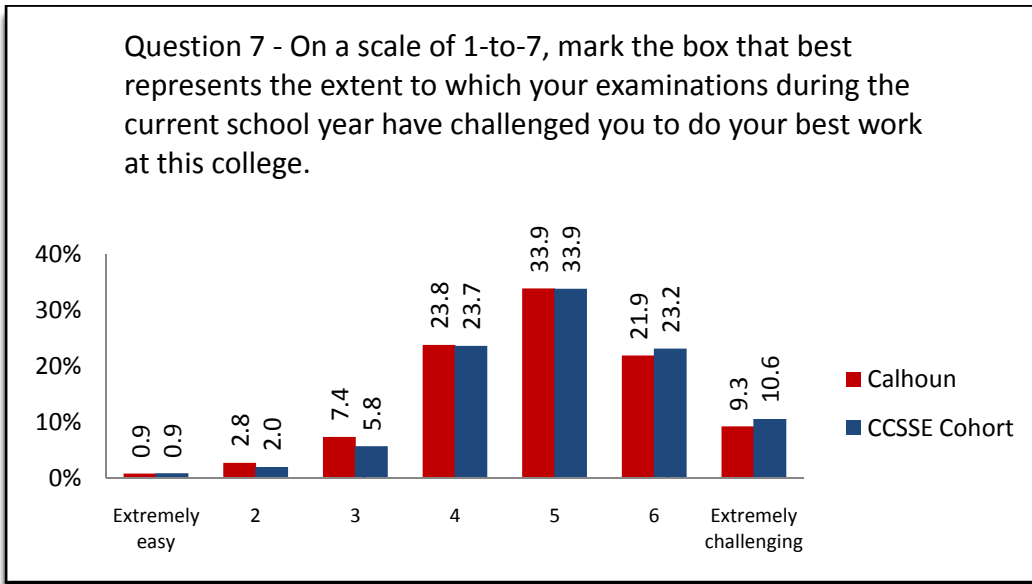
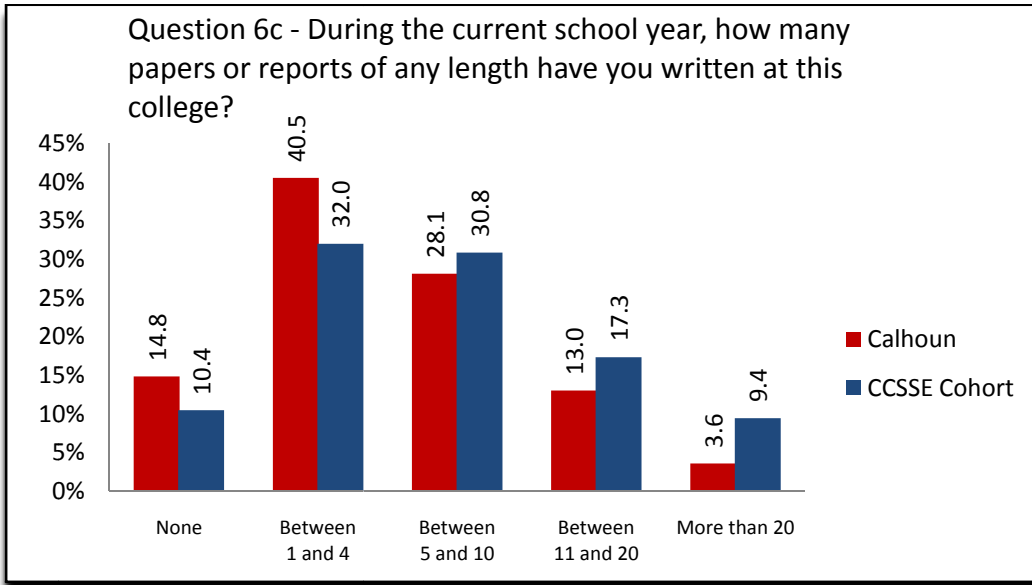
Question 13k(3) - How **important** are the services to students with disabilities to you?



Student Satisfaction

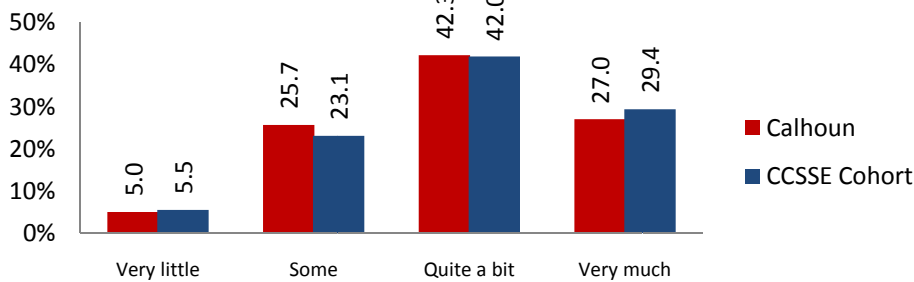


Academic Rigor

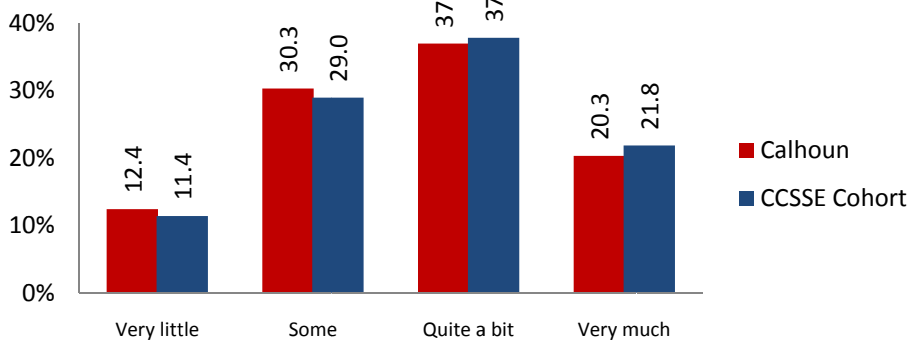


Student Learning Outcomes

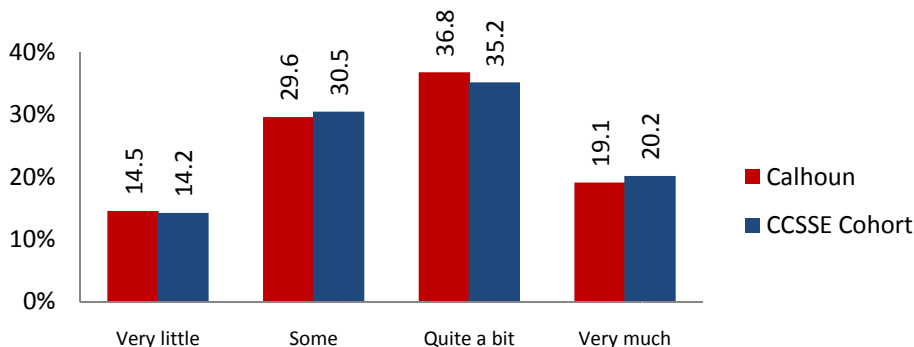
Question 12a - How much has your experience at this college contributed to your knowledge, skills, and personal development in **acquiring a broad general education?**



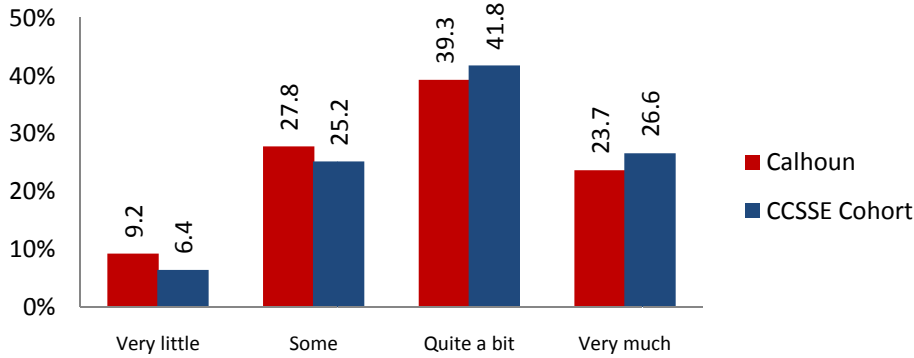
Question 12c - How much has your experience at this college contributed to your knowledge, skills, and personal development in **writing clearly and effectively?**



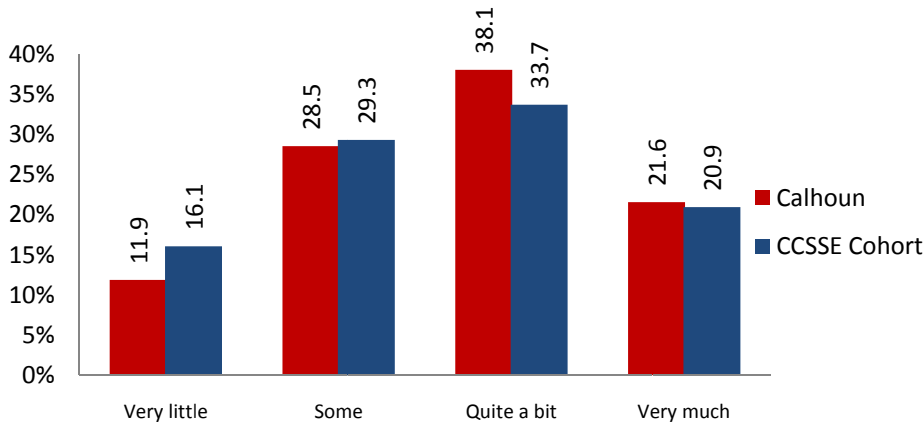
Question 12d - How much has your experience at this college contributed to your knowledge, skills, and personal development in **speaking clearly and effectively?**



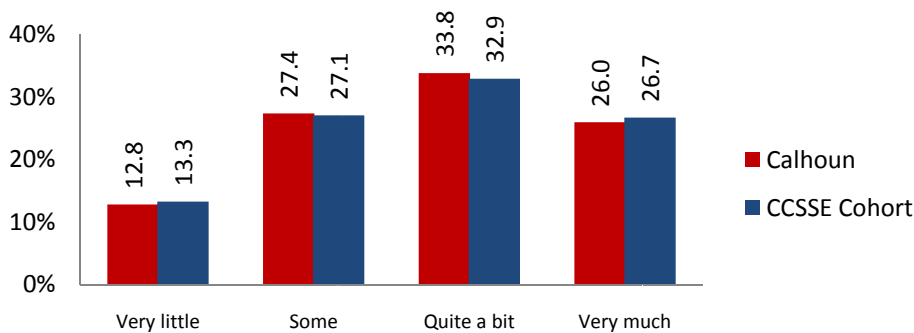
Question 12e - How much has your experience at this college contributed to your knowledge, skills, and personal development in **thinking critically and analytically**?



Question 12f - How much has your experience at this college contributed to your knowledge, skills, and personal development in **solving numerical problems**?



Question 12g - How much has your experience at this college contributed to your knowledge, skills, and personal development in **using computing and information technology**?



Question 12k - How much has your experience at this college contributed to your knowledge, skills, and personal development in *understanding people of other racial and ethnic backgrounds*?

