
**South Puget Sound Community College
The 2011 Community College Survey of Student Engagement
(CCSSE)
Summary of Comparative Results**

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Executive Summary

The Community College Survey of Student Engagement (CCSSE) utilizes conceptually related survey items to create benchmark groups. These items address key areas of student engagement, learning, and persistence. The benchmarks are tools that can be used to compare college performance with institutions comparable in size. Contrary to the CCSSE 2008 results where no benchmark category exceeded the Medium College Cohort (MCC) score, the 2011 CCSSE exceeded the MCC in the majority of benchmark categories both at the all student level and disaggregated into full time and part time level. When comparing the 2011 benchmark areas to the 2008 CCSSE results for *all students*, the 2011 results showed considerable improvement in four areas; *active and collaborative learning* (+5.1), *student effort* (+5.0), *academic challenge* (+6.8), and *student-faculty interaction* (+3.4). There was a decline from 2008 (-1.9) in *support for learners* area. These results indicate students are academically engaged and participating in their learning through increased efforts but in general feel less supported than students at other comparable medium community colleges.

Examining benchmark responses on thirty-eight item-per-item basis, South Puget Sound (SPS) scored above the MCC mean for all students on twenty-two items. Disaggregating the items into full time and part time categories, twenty-two items for part time students were above the MCC mean while only twelve items for full time students were above the MCC mean. When examining the lowest scoring category, *support for learners* containing seven items, this is the only category containing SPS scores behind the MCC mean on every benchmark item within the category. In contrast, examining the highest scoring category, *academic challenge* containing ten items, all scores in this category are higher than the MCC mean. In general, full time students responded less favorably when compared with the full time MCC than part time students in all five benchmark areas.

The greatest area of engagement is in the *academic challenge* benchmark. SPS scored above the national norm and scored better than 80% of the colleges within the 2011 National CCSSE cohort. Positive key findings of SPS students from all benchmark areas include:

- More than half of all students (59.4%) *often* or *very often* discussed readings or ideas from class with others outside of class. 62.2% of full time students discussed readings or ideas from class with others outside of class
- 62.2% of part time students *often* or *very often* asked questions in class or contributed to class discussion
- Two-thirds of all students (66%) *often* or *very often* worked on a paper or project that required integrating ideas or information from various sources
- Over half of full time students (51.6%) spent 11 or more hours preparing for class in a given week, 11.3% spent more than 30 hours preparing for class in a given week
- Nearly three-quarters (74.5%) of all students feel challenged to do their best work at college
- Over three-quarters of full time students (75.8%) *often* or *very often* analyze the basic elements of an idea, experience or theory
- 77.7% of part time students are encouraged *quite a bit* or *very much* by the college to spend time studying
- Less than 10% (6.2%) of students *never* used email to communicate with instructors
- Nearly half of full time students (47.4%) *often* or *very often* discuss grades or assignments with instructors
- 62% of part time students *often* or *very often* received prompt feedback from their instructors
- Half of all students (50%) feel the college encourages contact among students from different economic, social, and racial or ethnic backgrounds

Conversely, the lowest area of engagement is *support for learners*, this score declined from the 2008 CCSSE and is among the lowest of the 2011 National CCSSE Cohort. Areas of engagement that could be considered in need of improvement are:

- More than three-quarters (82.3%) of full time students selected *very little* or *some* in response to efforts by the college to cope with non-academic responsibilities
- More than three-quarters (77.2%) of part time students selected *very little* or *some* in response to efforts by the college to support the need to thrive socially
- 75.4% of all students *never* worked with instructors on activities other than coursework
- Frequency of use among all students for selected services is *rarely/never* utilized: Skill lab (43.7%), Computer lab (31.3%), Tutoring (49.9%), Academic Advising/planning (43.1%), and Career Center (57.9%)

Introduction

The Community College Survey of Student Engagement (CCSSE) provides information to colleges about effective educational practices that promote improvements in student learning and persistence. Research shows that the more actively engaged students are — with college faculty and staff, with other students, with the subject matter — the more likely they are to learn and to achieve their academic goals. Measuring student engagement, the amount of time and energy that students invest in meaningful educational practices, is the underlying foundation for the survey. The CCSSE is a tool that helps community colleges assess educational quality, focus on good educational practice, and identify areas in which the college can improve programs and services for students. It is designed to capture student engagement as a measure of institutional quality.

Student Respondents

The CCSSE was administered at South Puget Sound Community College (SPSCC) during the Spring Quarter 2011. In CCSSE sampling procedures, students are sampled at the classroom level. Of those students sampled at our institution, 735 respondents submitted useable surveys. The number of completed surveys produced an overall “percent of target” rate of 92%. The 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 properly filled out surveys that did not fall into any of the exclusionary categories. Surveys were excluded and considered invalid if the student:

- did not indicate full or part-time enrollment status
- reported his/her age as under 18
- indicated that he/she had taken the survey in a previous class

Student Respondent Profile

To compare the characteristics of the student survey respondents with the characteristics of the college’s general student population, CCSSE used the data reported by the college in its most recent IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (full- or part-time). The percentage of students within each demographic category is summarized in Table 1 below for the survey respondents, the College population (as reported in IPEDS), and all colleges surveyed in the 2011 CCSSE cohort.

Table 1: Respondents to Underlying Population comparison

	Your Respondents Percent	Your Population	2011 Cohort College Population
Gender			
Male	40%	41%	43%
Female	60%	59%	47%
Race or Ethnicity			
American Indian or other Native American	4%	1%	1%
Asian, Asian American, or Pacific Islander	8%	5%	5%
Black or African American, Non-Hispanic	3%	2%	13%
White, non-Hispanic	69%	61%	56%
Hispanic, Latino, Spanish	4%	5%	14%
Other	6%	24%	9%
International Student or Foreign National	5%	1%	2%
Age			
18 to 19	23%	26%	25%
20 to 21	20%	16%	18%
22 to 24	11%	12%	15%
25 to 29	16%	14%	14%
30 to 39	16%	17%	15%
40 to 49	7%	9%	8%
50 to 64	6%	5%	4%
65 and Over	0%	0%	1%
Enrollment Status			
Part-Time	24%	47%	58%
Full-Time	76%	53%	42%

Benchmark Scores

The Community College Survey of Student Engagement (CCSSE) reports comparative survey findings primarily in two ways:

- The college’s score on national benchmarks of effective educational practice compared to similar colleges
- A survey item-by-item means score. A mean is the arithmetic average of all responses on a particular survey item that compares our college to other colleges.

Benchmarks are groups of conceptually related survey items that address key areas of student engagement, learning, and persistence. The benchmarks are tools that can be used to compare college performance with institutions comparable in size. The CCSSE uses five national benchmark areas that have been shown through research to be important in high quality educational practice:

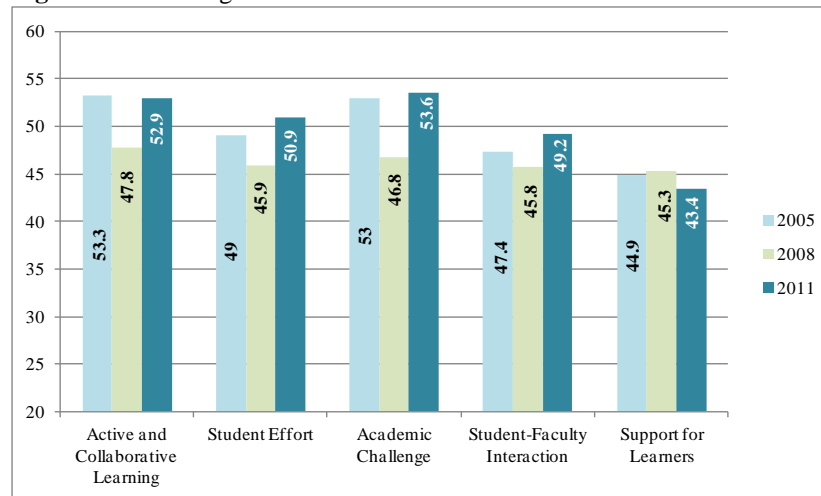
- 1) Active and Collaborative Learning
- 2) Student Effort
- 3) Academic Challenge
- 4) Student-Faculty Interaction
- 5) Support for Learners

Table 2 displays the score for each 2011 benchmark score compared with the 2011 CCSSE Medium College Cohort (MCC). While Figure 1 displays the SPS historical all student benchmark score. In the following pages, each benchmark area items are examined. There are three tables within each area: all student means summary followed by disaggregated full and part time means summary of each item.

Table 2: 2011 Benchmark Summary

Benchmark	SPSCC	Medium Colleges	Difference
Active and Collaborative Learning	52.9	49.9	3.1
Student Effort	50.9	50.2	0.7
Academic Challenge	53.6	49.9	3.7
Student-Faculty Interaction	49.2	50.1	-0.9
Support for Learners	43.4	50.0	-6.7

Figure 1: South Puget Sound Benchmark Scores



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, to their experience in the workplace, community, and in their personal lives.”¹ There are seven survey items that contribute to this benchmark (scale notation in Appendix A).

¹ CCSSE, http://www.ccsse.org/survey/bench_active.cfm

Table 3: Means Summary: Active and Collaborative Learning: All Respondents [weighted]

Benchmark	SPSCC	Medium Colleges	Difference
Active and Collaborative Learning	52.9	49.9	3.1
Asked questions in class or contributed to class discussion	2.95	2.93	.02
Made a class presentation	2.02	2.06	-.04
Worked with other students on projects during class	2.62	2.50	.12
Worked with classmates outside of class to prepare class assignments	2.01	1.89	.12
Tutored or taught other students (paid or voluntary)	1.34	1.38	-.04
Participated in a community-based project as part of a regular course	1.38	1.31	.07
Discussed ideas from your reading or classes with others outside of class	2.76	2.57	.19

The 2011 CCSSE demonstrates improved efforts by the college in this benchmark category with a positive 3.1 difference between SPSCC and other medium colleges as well as 2.9 above the national norm. Five out of seven questions have a higher mean than those in the MCC. There was not a note of statistical significance of any item in the all student category.

Table 4: Means Summary: Active and Collaborative Learning: Full Time (unweighted)

Benchmark- Full Time Students	SPSCC	Medium Colleges	Difference
Active and Collaborative Learning	56.2	55.3	1.0
Asked questions in class or contributed to class discussion	2.99	2.99	0.0
Made a class presentation	2.15	2.25	-0.10
Worked with other students on projects during class	2.67	2.59	0.08
Worked with classmates outside of class to prepare class assignments	2.09	2.04	0.05
Tutored or taught other students (paid or voluntary)	1.43	1.46	-0.03
Participated in a community-based project as part of a regular course	1.35	1.39	-0.04
Discussed ideas from your reading or classes with others outside of class*	2.84	2.64	0.20

Table 5: Means Summary: Active and Collaborative Learning: Part Time (unweighted)

Benchmark- Part Time Students	SPSCC	Medium Colleges	Difference
Active and Collaborative Learning	49.2	46.0	3.2
Asked questions in class or contributed to class discussion	2.90	2.90	0.00
Made a class presentation	1.86	1.92	-0.06
Worked with other students on projects during class	2.56	2.43	0.13
Worked with classmates outside of class to prepare class assignments	1.92	1.78	0.14
Tutored or taught other students (paid or voluntary)	1.24	1.32	-0.08
Participated in a community-based project as part of a regular course*	1.42	1.25	0.17
Discussed ideas from your reading or classes with others outside of class	2.66	2.53	0.13

The overall positive difference for the benchmark between full and part time students follows the trend of the all student summary of increased effort from the 2008 CCSSE. When reviewing the benchmark score, full time students felt more engaged in the active and collaborative learning process when compared to part time students.

62.2% of full time students *very often* or *often* discussed ideas from their reading or classes with others outside of the class a statistically significant difference when compared to the MCC. Part time students have a statistically significant higher participation in community based projects when compared to the MCC, however the overall item does not demonstrate excessive community work with almost 10% reporting *often* or *very often* participating in community based projects with others outside of class.

Student Effort

“Students who apply themselves and contribute significantly to their learning are more likely to successfully reach their educational goals than students who do not. “Time on task” is a key variable to student success.”² Eight survey items on student behavior contribute to this benchmark (scale notation in Appendix A).

Table 6: Means Summary: Student Effort: All Respondents [weighted]

Benchmark	SPSCC	Medium Colleges	Difference
Student Effort	50.9	50.2	0.7
Preparing two or more drafts of a paper or assignment	2.51	2.50	0.01
Working on a paper or project that required integrating ideas or information from various sources	2.84	2.76	0.08
Came to class without completing or readings or assignments	1.80	1.80	0.0
Number of books read on your own (not assigned) for personal enjoyment	2.19	2.10	0.09
Preparing for class*	2.51	1.99	0.52
Frequency of use: Peer or other tutoring	1.35	1.48	-0.13
Frequency of use: Skill labs (writing, math, etc.)*	1.55	1.72	-0.17
Frequency of use: Computer lab*	1.92	2.10	-0.18

The student effort category is an improvement from the 2008 CCSSE benchmark. There is a positive difference in comparison with the MCC as well as exceeding the national norm. Two areas were noted as significant. SPS students are spending significantly more time preparing for class which entails studying, reading, writing, rehearsing, doing homework, or other activities related to the students program than students in the MCC. Students are not using the skills lab as frequently as those at the MCC. 43.7% of SPSCC students report Never/Rarely as the most frequent response of skill lab usage. While almost one quarter (24.4%) of all students spend 11-20 hours preparing for class in a typical seven day week.

Table 7: Means Summary: Student Effort: Full Time Respondents [unweighted]

Benchmark- Full Time	SPSCC	Medium Colleges	Difference
Student Effort	53.3	54.8	-1.5
Preparing two or more drafts of a paper or assignment	2.61	2.65	-0.04
Working on a paper or project that required integrating ideas or information from various sources	2.97	2.95	0.02
Came to class without completing or readings or assignments	1.83	1.87	-0.04
Number of books read on your own (not assigned) for personal enjoyment	2.18	2.10	0.08
Preparing for class*	2.69	2.19	0.50
Frequency of use: Peer or other tutoring*	1.33	1.51	-0.18
Frequency of use: Skill labs (writing, math, etc.)*	1.57	1.78	-0.21
Frequency of use: Computer lab*	1.98	2.21	-.023

Table 8: Means Summary: Student Effort: Part Time Respondents [unweighted]

Benchmark – Part Time	SPSCC	Medium Colleges	Difference
Student Effort	48.3	47.0	1.3
Preparing two or more drafts of a paper or assignment	2.41	2.40	0.01
Working on a paper or project that required integrating ideas or information from various sources	2.68	2.62	0.06
Came to class without completing or readings or assignments	1.76	1.76	0.00
Number of books read on your own (not assigned) for personal enjoyment	2.20	2.11	0.09
Preparing for class*	2.30	1.85	0.45
Frequency of use: Peer or other tutoring	1.37	1.47	-0.10
Frequency of use: Skill labs (writing, math, etc.)	1.51	1.67	-0.16
Frequency of use: Computer lab	1.85	1.99	-0.14

*T-test: 2-tailed, ²CCSSE, http://www.ccsse.org/survey/bench_student.cfm

When disaggregating the category into full time and part time status, effort among full time students is higher in comparison to part time students, higher than the national norm, and higher when compared to the 2008 CCSSE results, however effort among full time students is below the full time MCC. Part time student effort is higher than the MCC and considerably higher than the 2008 results. Both categories of students demonstrate increased effort toward class preparation when compared to the MCC, with 36.9% of part time students spending 11 or more hours in preparation and 51.6% of full time students spending 11 or more hours in preparation. The frequency of use of three services by full time students is significantly lower when compared to lab and tutoring use at the MCC.

Academic Challenge

“Challenging intellectual and creative work is central to student learning and collegiate quality. The nature of the work, the amount and complexity of assignments, and the standards faculty use to evaluate student performance are indicators of the rigorousness of the academic work at the college.”³ Ten survey items contribute to this benchmark (scale notation in Appendix A).

Table 9: Means Summary: Academic Challenge: All Respondents [weighted]

Benchmark	SPSCC	Medium Colleges	Difference
Academic Challenge	53.6	49.9	3.7
Worked harder than you thought you could to meet an instructors expectations	2.65	2.59	0.06
Analyzing the basic elements of an idea, experience, or theory	2.99	2.89	0.10
Synthesizing and organizing ideas, information, or experiences in new ways	2.86	2.76	0.10
Making judgments about the value or soundness of information, arguments, or methods	2.62	2.58	0.04
Applying theories or concepts to practical problems or in new situations	2.79	2.69	0.10
Using information you have read or heard to perform a new skill	2.83	2.80	0.03
Number of assigned textbooks, manuals, books or book-length packs of course readings	2.96	2.89	0.07
Number of written papers or reports of any length	3.07	2.87	0.20
Mark the box 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	5.17	5.02	0.15
Encouraging you to spend significant amounts of time studying	3.05	3.01	0.04

The category of academic challenge exceeded the MCC by 3.7 points and is the largest score difference among the five benchmarks when compared to the MCC as well as 3.6 points above the national norm. This benchmark category has improved from the 2008 CCSSE results as well. Also noteworthy, SPS is higher in all items with the largest difference in the *number of written papers or reports* item with more than one-third (37.2%) writing 11 or more reports during the current school year.

*T-test: 2-tailed

³ CCSSE, http://www.ccsse.org/survey/bench_academic.cfm

Table 10: Means Summary: Academic Challenge: Full Time Respondents [unweighted]

Benchmark – Full Time	SPSCC	Medium Colleges	Difference
Academic Challenge	55.6	54.9	0.7
Worked harder than you thought you could to meet an instructors expectations	2.59	2.68	-0.09
Analyzing the basic elements of an idea, experience, or theory	3.03	2.95	0.08
Synthesizing and organizing ideas, information, or experiences in new ways	2.87	2.83	0.04
Making judgments about the value or soundness of information, arguments, or methods	2.70	2.69	0.01
Applying theories or concepts to practical problems or in new situations	2.79	2.78	0.01
Using information you have read or heard to perform a new skill	2.85	2.89	-0.04
Number of assigned textbooks, manuals, books or book-length packs of course readings	3.12	3.12	0.00
Number of written papers or reports of any length	3.34	3.17	0.17
Mark the box 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	5.17	5.05	0.12
Encouraging you to spend significant amounts of time studying	3.06	3.07	-0.01

Table 11: Means Summary: Academic Challenge: Part Time (unweighted)

Benchmark - Part Time	SPSCC	Medium Colleges	Difference
Academic Challenge	51.4	46.4	5.0
Worked harder than you thought you could to meet an instructors expectations	2.73	2.54	0.19
Analyzing the basic elements of an idea, experience, or theory	2.94	2.85	0.09
Synthesizing and organizing ideas, information, or experiences in new ways	2.84	2.72	0.12
Making judgments about the value or soundness of information, arguments, or methods	2.53	2.51	0.02
Applying theories or concepts to practical problems or in new situations	2.78	2.62	0.16
Using information you have read or heard to perform a new skill	2.80	2.74	0.06
Number of assigned textbooks, manuals, books or book-length packs of course readings	2.78	2.72	0.06
Number of written papers or reports of any length	2.76	2.65	0.11
Mark the box 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	5.18	5.00	0.18
Encouraging you to spend significant amounts of time studying	3.05	2.96	0.09

With the categories disaggregated, both categories are above the national norm and the MCC, with part time students being challenged and responding more to academic rigor than their peers at the MCC. Full time students are below the MCC in three items and very close or equal to the MCC in three items with no statistical significance noted. Part time students were higher in all areas but no statistical significance is noted. More than half of part time students (58.3%) *often* or *very often* worked harder to meet an instructor’s expectation and 40.2% of part time students felt mostly to extremely challenged to their best work at this college.

Student-Faculty Interaction

“The more students have contact with and interact with their professors, the more likely they are to learn effectively and persist toward their educational goal. Research shows that personal interaction with faculty strengthens a student’s connection to the college. The interaction helps students to see how problems are identified and solved. Faculty members are role models and mentors for students.”⁴ There are six survey items related to this benchmark (scale notation in Appendix A).

*T-test: 2-tailed, ⁴ CCSSE, http://www.ccsse.org/survey/bench_sfi.cfm

Table 12: Means Summary: Student-Faculty Interaction: All Respondents [weighted]

Benchmark	SPSCC	Medium Colleges	Difference
Student-Faculty Interaction	49.2	50.1	-0.9
Used email to communicate with an instructor	2.79	2.75	0.04
Discussed grades or assignments with an instructor	2.56	2.57	-0.01
Talked about career plans with an instructor or advisor	1.98	2.06	-0.08
Discussed ideas from your readings or classes with instructors outside of class	1.73	1.75	-0.02
Received prompt feedback (written or oral) from instructors on your performance	2.74	2.68	0.06
Worked with instructors on activities other than coursework	1.31	1.42	-0.11

The student-faculty interaction benchmark score is slightly below the MCC and national norm. When compared to the 2008 CCSSE results this category has demonstrated improvement. The individual item score differences are slight when compared to the MCC and are none are noted as statistically significant. Over three-quarters of all students (75.4%) *never* worked with instructors on activities other than coursework and 60% of students *often* or *very often* received prompt feedback from their instructors regarding performance which aligns with their peers at the MCC.

Table 13: Means Summary: Student-Faculty Interaction: Full Time Respondents [unweighted]

Benchmark - Full Time	SPSCC	Medium Colleges	Difference
Student-Faculty Interaction	50.4	55.0	-4.7
Used email to communicate with an instructor	2.84	2.92	-0.08
Discussed grades or assignments with an instructor	2.58	2.68	-0.10
Talked about career plans with an instructor or advisor	2.04	2.21	-0.17
Discussed ideas from your readings or classes with instructors outside of class	1.78	1.86	-0.08
Received prompt feedback (written or oral) from instructors on your performance	2.69	2.73	-0.04
Worked with instructors on activities other than coursework*	1.34	1.51	-0.17

Table 14: Means Summary: Student-Faculty Interaction: Part Time (unweighted)

Benchmark - Part Time	SPSCC	Medium Colleges	Difference
Student-Faculty Interaction	47.9	46.6	1.3
Used email to communicate with an instructor	2.73	2.63	0.10
Discussed grades or assignments with an instructor	2.53	2.50	0.03
Talked about career plans with an instructor or advisor	1.91	1.95	-0.04
Discussed ideas from your readings or classes with instructors outside of class	1.67	1.67	0.00
Received prompt feedback (written or oral) from instructors on your performance	2.80	2.66	0.14
Worked with instructors on activities other than coursework	1.28	1.35	-0.07

Full time students were above the national norm but below the MCC and slightly below the 2008 CCSSE score. Part time students were below the national norm but above the MCC and considerably higher than the 2008 CCSSE score. Full time students rated the individual items higher than part time students indicating full time students feel more engaged regarding the defined student-faculty interaction activities. Following the trend of the all student category, the majority of full time students (72.9%) *never* spent time with instructors on non-coursework activities however this is significantly less than the MCC. The greatest difference among SPS part time and full time students was in regards to talking about career plans with an instructor or advisor. 25.5% of full time students *often* or *very often* talked about career plans while 20% of part time students *often* or *very often* talked about career plans.

Support for Learners

“Students perform better and are more satisfied at colleges that are committed to their success and help them cultivate positive working and social relationships. Students persist and are more successful in reaching their educational goal when academic and support services are targeted to students needs.”⁵ Seven survey items contribute to this benchmark (scale notation in Appendix A).

Table 15: Means Summary: Support for Learners: All Respondents [weighted]

Benchmark	SPSCC	Medium Colleges	Difference
Support for Learners	43.4	50.0	-6.7
Providing the support you need to help you succeed at this college*	2.75	2.99	-0.24
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.53	2.52	0.01
Helping you cope with your non-academic responsibilities (work, family, etc.)*	1.74	1.95	-0.21
Provide the support you need to thrive socially*	1.95	2.16	-0.21
Provide the financial support you need to afford your education	2.40	2.55	-0.15
Frequency: Academic advising/planning	1.65	1.78	-0.13
Frequency: Career Counseling*	1.26	1.43	-0.17

The support for learners benchmark is well below the MCC, the national norm, and although not as dramatic, below the 2008 CCSSE benchmark as well. All but one item is below the MCC, four items are significantly lower than the MCC and the national 2011 CCSSE cohort as well. Less than one-fifth of all students (19.5%) *often* or *very often* feel the college provides the support needed to succeed at this college. Close to half of all students (49%) selected *very little* in response to: *helping you cope with non-academic responsibilities*. More than one-third of all students (35.7%) selected *very little* in response to: *providing the support you need to thrive socially*.

Table 16: Means Summary: Support for Learners: Full Time Respondents [unweighted]

Benchmark – Full Time	SPSCC	Medium Colleges	Difference
Support for Learners	45.6	53.0	-7.3
Providing the support you need to help you succeed at this college*	2.78	3.04	-0.26
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.57	2.59	-0.02
Helping you cope with your non-academic responsibilities (work, family, etc.)*	1.77	2.00	-0.23
Provide the support you need to thrive socially*	2.01	2.25	-0.24
Provide the financial support you need to afford your education	2.59	2.71	-0.12
Frequency: Academic advising/planning*	1.69	1.84	-0.15
Frequency: Career Counseling*	1.25	1.45	-0.20

Table 17: Means Summary: Support for Learners: Part Time (unweighted)

Benchmark - Part Time	SPSCC	Medium Colleges	Difference
Support for Learners	40.8	47.9	-7.1
Providing the support you need to help you succeed at this college*	2.71	2.96	-0.25
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.49	2.48	0.01
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.72	1.91	-0.19
Provide the support you need to thrive socially	1.88	2.10	-0.22
Provide the financial support you need to afford your education	2.17	2.43	-0.26
Frequency: Academic advising/planning	1.59	1.73	-0.14
Frequency: Career Counseling	1.28	1.41	-0.13

*T-test: 2-tailed, ⁵CCSSE, http://www.ccsse.org/survey/bench_support.cfm

The disaggregated categories align with the overall benchmark regarding the comparison to MCC and the decreased scores from the 2008 CCSSE results. There is a significant difference in the mean scores of full time students when compared to the MCC in all the same areas noted in the all category with the addition of frequency of use regarding academic advising/planning. While part time students had a negative difference from the MCC in all but one category, *providing the support needed to succeed at this college* was the only item noted as significantly lower.

Statistically Significant Comparative Results

In comparing SPSCC responses to student responses at other colleges, there are survey items where the College’s mean score fell statistically significantly above or below other colleges scores. A t-test is used to test for statistically significant differences, which measures the probability of the observed difference occurring when there are truly no differences between the means. A difference will be significant when the p-value associated with the given t-test is .001 or less and there is an effect size greater than .2. Effect size measures the magnitude of the difference and thus controls for the chance of a difference being found as a function of sample size. The following figures display items that were significantly higher than the mean for full time and part time students and significantly lower for full time and part time students. Key items comprise the benchmark areas and several of those items were identified as statistically significant as well as other items within the survey that were noted as significantly above or below the mean of the MCC but not pre-determined as a benchmark item. The comparison of results indicates SPS full time students were less engaged in several areas than students in the MCC.

*T-Test: 2-tailed

Figure 2: Part time students above the mean

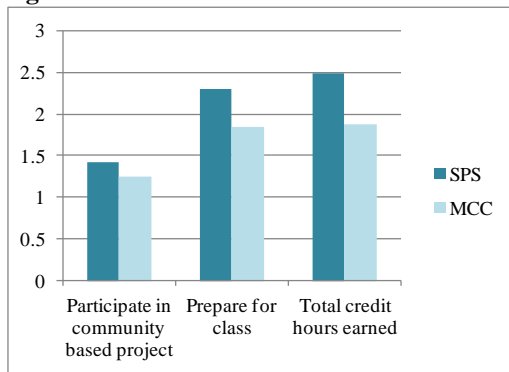


Figure 3: Part time students below the mean

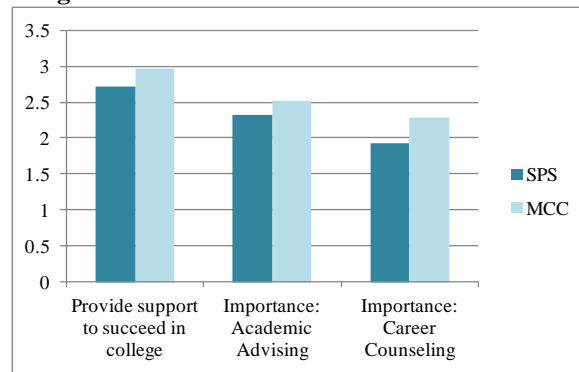


Figure 4: Full time students above the mean

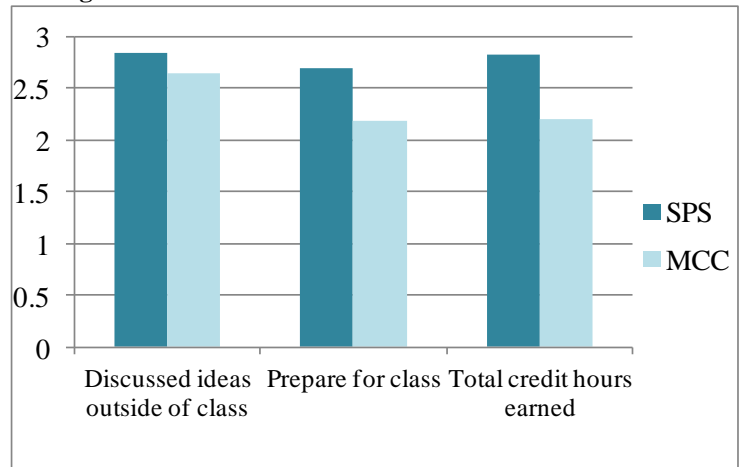


Figure 5: Full time students below the mean

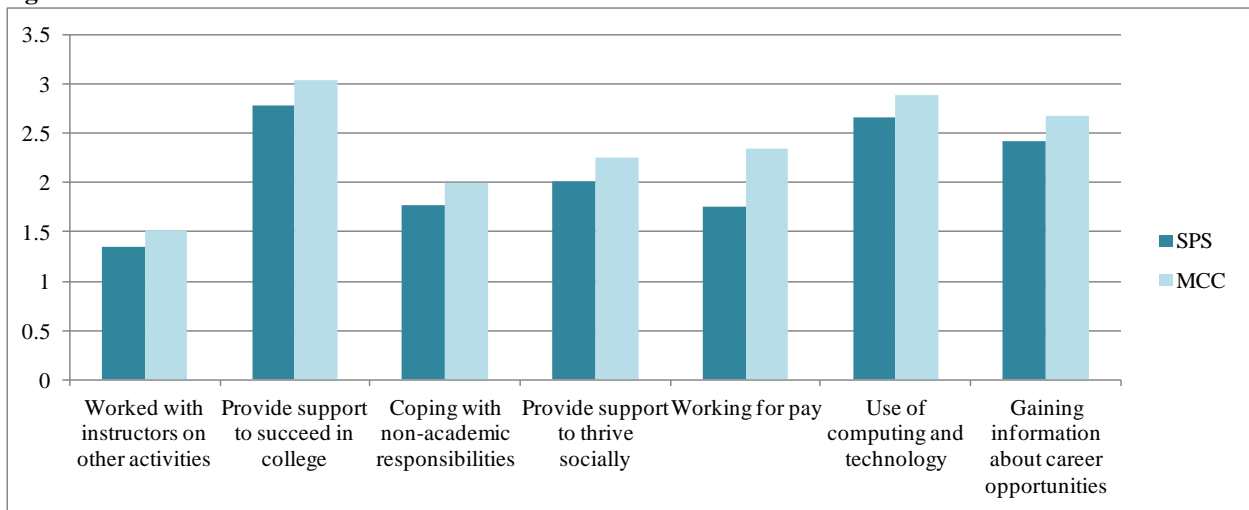


Figure 6: Full time students below the mean: *Frequency of use - Services*

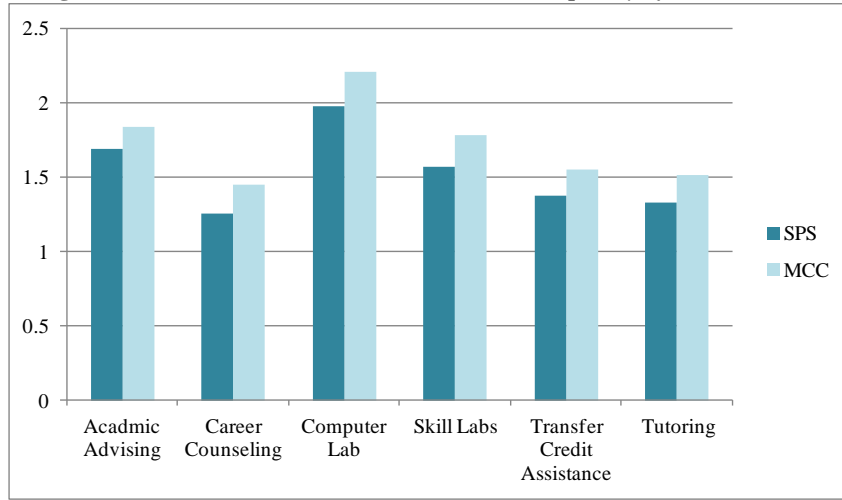
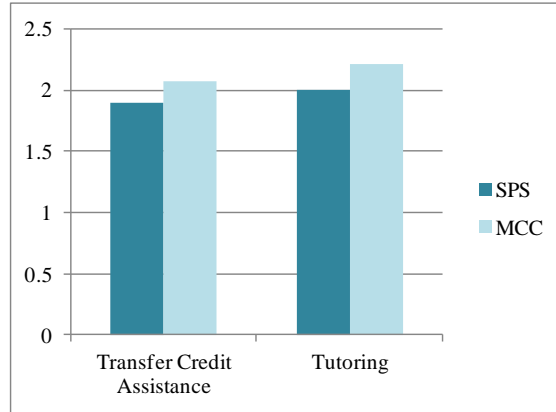


Figure 7: Full time students below the mean: *Satisfaction - Services*



Appendix A: Benchmark Items and Scale

Active and Collaborative Learning

	In your experience at this college during the current school year, about how often have you done each of the following?
	1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often
4a	Asked questions in class or contributed to class discussions
4b	Made a class presentation
4f	Worked with other students on projects during class
4g	Worked with classmates outside of class to prepare class assignments
4h	Tutored or taught other students (paid or voluntary)
4i	Participated in a community-based project as a part of a regular course
4r	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student Effort

	In your experiences at this college during the current school year, about how often have you done each of the following?
	1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often
4c	Prepared two or more drafts of a paper or assignment before turning it in
4d	Worked on a paper or project that required integrating ideas or information from various sources
4e	Came to class without completing readings or assignments
	During the current school year, about how much reading and writing have you done at this college?
	1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20
6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
	About how many hours do you spend in a typical 7-day week doing each of the following?
	0 = None, 1 = 1-5 hours, 2 = 6-10 hours, 3 = 11-20 hours, 4 = 21-30 hours, 5 = more than 30 hours
10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
	How often you use the following services?
	1 = Rarely/Never, 2 = Sometimes, 3 = Often
13d	Frequency: Peer or other tutoring
13e	Frequency: Skill labs (writing, math, etc.)
13h	Frequency: Computer lab

Academic Challenge:

	In your experiences at this college during the current school year, about how often have you done each of the following?
	1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often
4p	Worked harder than you thought you could to meet an instructors standards or expectations
	During the current school year, how much has your coursework at this college emphasized the following mental activities?
	1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much
5b	Analyzing the basic elements of an idea, experience, or theory
5c	Synthesizing and organizing ideas, information, or experiences in new ways
5d	Making judgments about the value or soundness of information, arguments, or methods
5e	Applying theories or concepts to practical problems or in new situations
5f	Using information you have read or heard to perform a new skill
	During the current school year, about how much reading and writing have you done at this college?
	1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20
6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6c	Number of written papers or reports of any length
	Mark the box that...
	1 = Extremely easy 7= Extremely challenging
7	Mark the box that best represents the extent to which you examinations during the current school year have challenged you to do your best work at this college
	How much does this college emphasize each of the following?
	1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much
9a	Encouraging you to spend significant amounts of time studying

Student-Faculty Interaction

In your experiences at this college during the current school year, about how often have you done each of the following?	
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often	
4k	Used email to communicate with an instructor
4l	Discussed grades or assignments with an instructor
4m	Talked about career plans with an instructor or advisor
4n	Discussed ideas from your readings or classes with instructors outside of class
4o	Received prompt feedback (written or oral) from instructors on your performance
4q	Worked with instructors on activities other than coursework

Support for Learners

How much does this college emphasize each of the following?	
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	
9b	Providing the support you need to help you succeed at this college
9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d	Helping you cope with your non-academic responsibilities (work, family, etc)
9e	Providing the support you need to thrive socially
9f	Providing the financial support you need to afford your education
How often you use the following services?	
1 = Rarely/Never, 2 = Sometimes, 3 = Often	
13a	Frequency: Academic advising/planning
13b	Frequency: Career Counseling