
**South Puget Sound Community College
The 2014 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. Similar to the CCSSE 2011 results for South Puget Sound Community College (SPSCC, the college), over half of the benchmark category scores in the 2014 CCSSE results exceeded the Medium College Cohort (MCC) scores both at the all student level and disaggregated into full time and part time students. The 2014 CCSSE scores for all students, full time students, and part time students from SPSCC are all above the MCC scores for the benchmarks active and collaborative learning, student effort, and academic challenge. The benchmark scores for student-faculty interaction and support for learners were lower in 2014 than the MCC scores for all students and for both enrollment categories. The support for learners scores were over 5 points less than the MCC. These results indicate students are academically engaged, have opportunities to collaborate with each other, are given challenging work, and are participating in their learning through increased efforts. However, in general they feel less supported and less involved with faculty than students at other comparable medium community colleges.

The overall benchmark score is made up of the mean scores for each individual item within that benchmark category, and there are thirty-eight items in total. Examining responses on an item-per-item basis, SPSCC scored above the MCC mean for all students on seventeen items and equal to the MCC mean on three items. Disaggregating the items into full time and part time categories, fifteen items were above and four items were equal to the MCC mean for full time students. For part time students fourteen items were above and two were equal to the MCC mean. The benchmark with the lowest scores across student categories is support for learners. There are seven items within this benchmark, and at the all student, full time, and part time levels the SPSCC scores were lower than the MCC scores on six of the seven items. The student-faculty interaction benchmark was also low, with SPSCC scoring lower than the MCC on five of six items at the all student, full time, and part time student levels. The benchmark category with the most items scoring higher for SPSCC than the MCC was academic challenge with seven out of ten items scoring higher for all students, five out of ten for full time students, and six out of ten for part time students.

The greatest areas of overall engagement are the active and collaborative learning and student effort where SPSCC scored above the national norm and scored better than 70% of the colleges within the 2014 National CCSSE cohort for all students. Positive key findings of SPSCC students from all benchmark areas include:

- More than half of all students (56.2%) *often* or *very often* discussed ideas from readings or classes with others outside of class. 59.7% of full time and 51.9% of part time students discussed ideas from readings or classes with others outside of class.
- Over half of all students (51.2%) spent 11 or more hours preparing for class in a given week. When disaggregated by enrollment, 60.3% of full time students and 40.2% of part time students spent 11 or more hours preparing for class in a week. SPSCC's mean score for this item for all students and both enrollment types was significantly higher than the mean for other medium colleges.
- Nearly three-quarters (73.6%) of all students (68.8% for part time, 77.8% for full time) feel challenged to do their best work at this college.
- 71.8% of part time students answered *quite a bit* or *very much* when asked how much coursework emphasized analyzing the basic elements of an idea, experience, or theory.
- 67.6% of all students, 71.3% of full time students and 63% of part time students *often* or *very often* received prompt feedback from their instructors.
- Just over half of all students (53.9%) feel the college encourages contact among students from different economic, social, and racial or ethnic backgrounds.

The lowest area of engagement is support for learners, this score is among the lowest of the 2014 National CCSSE Cohort. Areas of engagement that could be considered in need of improvement are:

- 75.5% of full time students said *never* or *sometimes* when asked how often they had made a class presentation during the current school year. The mean for full time students on this item was significantly lower for SPSCC than for the MCC. 77.1% of all students and 79% of part time students answered *never* or *sometimes* in response to this question.
- 45.1% of all students *rarely/never* use skills labs. The mean for full time students was significantly lower for SPSCC than the MCC with 44.4% of students answering *rarely/never*.

- 41.5% of part time students *rarely/never* use computer labs, and the mean score for SPSCC was significantly lower than the MCC for this item.
- Of full time students, 29.2% said they *never* and 43.4% said they *sometimes* talked about career plans with an instructor or advisor. The mean for SPSCC full time students was significantly lower than the MCC mean.
- 78.4% of all students, 73.5% of full time students, and 84.2% of part time students *never* worked with instructors on activities other than coursework. The means for all students and full time students was significantly lower than the MCC mean.
- When asked how often they used services, 47.7% of all students, 47.6% of full time student, and 47.8% of part time students responded *rarely/never* in regards to academic advising/planning. The mean score for all students as well as both enrollment groups is significantly lower than that of the MCC.
- When asked how often they used career counseling services 59.8% of all students and 60.5% of full time students responded *rarely/never*. The SPSCC mean for all students and full time students was significantly lower than that of the MCC.
- 69.9% of full time students selected *very little* or *some* in response to how much the college emphasizes providing the support needed to thrive socially. The SPSCC mean score for full time students was significantly lower than the MCC mean score.
- When asked how much the college emphasized helping students cope with non-academic responsibilities, 82.1% of part time students answered *very little* or *some*. The SPSCC mean score for part time students was significantly lower than the MCC mean score.

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 practices, 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, the college) during the winter quarter 2014. In CCSSE sampling procedures, students are sampled at the classroom level. Of those students sampled at our institution, 694 respondents submitted useable surveys. The number of completed surveys produced an overall “percent of target” rate of 87%. 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 2014 CCSSE cohort.

Table 1: Respondents to Underlying Population comparison

	Your Respondents Percent	Your Population	2014 Cohort College Population
Gender			
Male	45%	42%	41%
Female	54%	58%	59%
Race or Ethnicity			
American Indian or other Native American	3%	1%	2%
Asian, Asian American, or Pacific Islander	8%	5%	3%
Black or African American, Non-Hispanic	2%	2%	14%
White, non-Hispanic	67%	64%	60%
Hispanic, Latino, Spanish	6%	8%	3%
Other	8%	18%	7%
International Student or Foreign National	4%	1%	1%
Age			
18 to 19	23%	19%	22%
20 to 21	16%	13%	16%
22 to 24	10%	12%	13%
25 to 29	16%	13%	13%
30 to 39	18%	17%	14%
40 to 49	10%	8%	8%
50 to 64	5%	4%	4%
65 and Over	0%	0%	1%
Enrollment Status			
Part-Time	24%	46%	57%
Full-Time	76%	54%	43%

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 benchmarks 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 2014 benchmark score compared with the 2014 CCSSE Medium College Cohort (MCC). 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: 2014 Benchmark Summary

Benchmark	SPSCC	Medium Colleges	Difference
Active and Collaborative Learning	51.9	49.9	2.0
Student Effort	52.0	50.3	1.7
Academic Challenge	51.3	49.9	1.4
Student-Faculty Interaction	47.3	50.3	-3
Support for Learners	44.0	50.1	-6.1

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.”¹ There are seven survey items that contribute to this benchmark (scale notation in Appendix A).

¹ CCSSE, http://www.ccsse.org/tools/docs/working_with_results/CCSSE_Benchmarks_2005-2016.pdf

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

Benchmark	SPSCC	Medium Colleges	Difference
Active and Collaborative Learning	51.9	49.9	2
Asked questions in class or contributed to class discussion	2.94	2.94	0.00
Made a class presentation	1.99	2.13	-0.14
Worked with other students on projects during class	2.63	2.53	0.10
Worked with classmates outside of class to prepare class assignments	2.09	1.93	0.16
Tutored or taught other students (paid or voluntary)	1.44	1.39	0.05
Participated in a community-based project as part of a regular course	1.31	1.34	-0.03
Discussed ideas from your reading or classes with others outside of class	2.73	2.55	0.18

The 2014 CCSSE demonstrates continued efforts by the college in regards to this benchmark with a positive difference of 2 points between SPSCC and other medium colleges. Five out of seven questions have a mean higher than or equal to those in the MCC. None of the items for all student showed a difference of statistical significance. The item that had the highest positive difference was frequency of discussing ideas from reading or classes with others outside of class with 56.2% of all students answering *often* or *very often*. The item that had the greatest negative difference was frequency of making a class presentation with only 22.9% of all students answering *often* or *very often*.

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

Benchmark- Full Time Students	SPSCC	Medium Colleges	Difference
Active and Collaborative Learning	55.6	55.4	.2
Asked questions in class or contributed to class discussion	3.02	3.00	0.02
Made a class presentation	2.03	2.32	-0.29
Worked with other students on projects during class	2.74	2.63	0.11
Worked with classmates outside of class to prepare class assignments	2.17	2.09	0.08
Tutored or taught other students (paid or voluntary)	1.54	1.48	0.06
Participated in a community-based project as part of a regular course	1.35	1.43	-0.08
Discussed ideas from your reading or classes with others outside of class	2.79	2.62	0.17

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

Benchmark- Part Time Students	SPSCC	Medium Colleges	Difference
Active and Collaborative Learning	47.5	45.9	1.6
Asked questions in class or contributed to class discussion	2.84	2.91	-0.07
Made a class presentation	1.93	2.01	-0.08
Worked with other students on projects during class	2.49	2.47	0.02
Worked with classmates outside of class to prepare class assignments	1.99	1.82	0.17
Tutored or taught other students (paid or voluntary)	1.33	1.32	0.01
Participated in a community-based project as part of a regular course	1.26	1.28	-0.02
Discussed ideas from your reading or classes with others outside of class	2.65	2.50	0.15

As with the all student category, the means for both full time and part time students were higher than those from the MCC for all but 2-3 items in this benchmark. When comparing the part time and full time means with each other full time students scored higher for all items indicating that they are more engaged in the active and collaborative learning process than the part time students.

The mean score for discussing ideas from readings or classes with others outside of class was no longer significantly higher than the MCC mean for full time students as it was in the last administration in 2011. There is still a positive difference in favor of SPSCC over the MCC and 59.7% of full time students answered *often* or *very often* to this question. There was one item in this category relating to class presentations that had a significantly lower mean score for SPSCC when compared with the MCC. When asked how often they made a class presentation 75.5% of full time students said *never* or *sometimes*. One possible explanation for this could be that more instructors are assigning other types of projects.

For part time students there were no significant differences between the mean scores for SPSCC and the MCC. Frequency of participating in a community-based project as part of a regular course had a significantly positive difference in the 2011 administration, but in 2014 had a slight negative difference. The item with the highest positive difference was frequency of working with classmates outside of class to prepare class assignments, but only 25.3% of part time students answered *often* or *very often*. Even though SPSCC scored higher than the MCC, the low frequency percentage indicates there is still room for improvement. The item with greatest negative difference was frequency of class presentations with 79% of part time students answering *never* or *sometimes*.

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.”² Eight survey items on student behavior contribute to this benchmark (scale notation in Appendix A).

²CCSSE: http://www.ccsse.org/tools/docs/working_with_results/CCSSE_Benchmarks_2005-2016.pdf

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

Benchmark	SPSCC	Medium Colleges	Difference
Student Effort	52.0	50.3	1.7
Preparing two or more drafts of a paper or assignment	2.58	2.52	0.06
Working on a paper or project that required integrating ideas or information from various sources	2.88	2.81	0.07
Came to class without completing or readings or assignments	1.78	1.80	-0.02
Number of books read on your own (not assigned) for personal enjoyment	2.18	2.06	0.12
Preparing for class	2.54	2.02	0.52
Frequency of use: Peer or other tutoring	1.50	1.51	-0.01
Frequency of use: Skill labs (writing, math, etc.)	1.61	1.76	-0.15
Frequency of use: Computer lab	1.95	2.08	-0.13

The overall mean for all students for the student effort benchmark is 1.7 above the mean for the MCC. When it came to preparing for class, SPSCC students spent significantly more time than those from the MCC in the all student category. 51.2% of all students spent 11 or more hours preparing for class in a given week. When compared with the 2011 CSSEE results, the negative difference between SPSCC and the MCC has decreased and is no longer significant for use of the skills and computer labs.

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

Benchmark- Full Time	SPSCC	Medium Colleges	Difference
Student Effort	55.7	54.7	1
Preparing two or more drafts of a paper or assignment	2.66	2.67	-0.01
Working on a paper or project that required integrating ideas or information from various sources	3.00	3.00	0.00
Came to class without completing or readings or assignments	1.83	1.85	-0.02
Number of books read on your own (not assigned) for personal enjoyment	2.18	2.06	0.12
Preparing for class	2.83	2.23	0.60
Frequency of use: Peer or other tutoring	1.55	1.54	0.01
Frequency of use: Skill labs (writing, math, etc.)	1.65	1.81	-0.16
Frequency of use: Computer lab	2.09	2.17	-0.08

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

Benchmark – Part Time	SPSCC	Medium Colleges	Difference
Student Effort	47.6	47.2	0.4
Preparing two or more drafts of a paper or assignment	2.48	2.42	0.06
Working on a paper or project that required integrating ideas or information from various sources	2.75	2.69	0.06
Came to class without completing or readings or assignments	1.72	1.77	-0.05
Number of books read on your own (not assigned) for personal enjoyment	2.18	2.05	0.13
Preparing for class	2.20	1.88	0.32
Frequency of use: Peer or other tutoring	1.42	1.48	-0.06
Frequency of use: Skill labs (writing, math, etc.)	1.57	1.72	-0.15
Frequency of use: Computer lab	1.76	2.01	-0.25

For both full and part time students the mean score for time spent preparing for class was significantly higher than those of the MCC with 60.3% of full time students and 40.2% of part time students spending 11 or more hours preparing for class in a week. For full time students, the negative difference between SPSCC’s mean and the MCC’s mean was no longer significant for how often they used peer tutoring and computer lab when compared to the 2011 results; however, the mean for how often skills labs were used remained significantly lower with 44.4% of full time students answering *rarely/never*. For part times students, there was a significant negative difference between SPSCC and the MCC means for how often computer labs were used with 41.5% students answering *rarely/never*.

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.”³ (Scale notation in Appendix A).

³ CCSSE, http://www.ccsse.org/tools/docs/working_with_results/CCSSE_Benchmarks_2005-2016.pdf

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

Benchmark	SPSCC	Medium Colleges	Difference
Academic Challenge	51.3	49.9	1.4
Worked harder than you thought you could to meet an instructors expectations	2.64	2.63	0.01
Analyzing the basic elements of an idea, experience, or theory	3.00	2.91	0.09
Synthesizing and organizing ideas, information, or experiences in new ways	2.86	2.78	0.08
Making judgments about the value or soundness of information, arguments, or methods	2.62	2.62	0.00
Applying theories or concepts to practical problems or in new situations	2.77	2.72	0.05
Using information you have read or heard to perform a new skill	2.85	2.85	0.00
Number of assigned textbooks, manuals, books or book-length packs of course readings	2.91	2.90	0.01
Number of written papers or reports of any length	2.96	2.87	0.09
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	5.14	5.00	0.14
Encouraging you to spend significant amounts of time studying	2.97	3.05	-0.08

The overall mean for SPSCC is 1.4 higher than the MCC mean, and all but one of the individual questions within the benchmark were equal to or higher than those of the MCC. None of the items within this benchmark category had significantly lower or higher means between SPSCC and the MCC. The item with the highest positive difference between means for SPSCC and the MCC was the extent to which examinations challenged students to do their best work with 73.6% of all students indicating they were challenged. The item with the largest negative difference was how much emphasis the college put on encouraging students to spend a significant amount of time studying. There was only a -.08 difference between SPSCC and the MCC, and 74.5% of all students still answered *quite a bit* or *very much*.

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

Benchmark – Full Time	SPSCC	Medium Colleges	Difference
Academic Challenge	55.2	55.0	0.2
Worked harder than you thought you could to meet an instructors expectations	2.67	2.72	-0.05
Analyzing the basic elements of an idea, experience, or theory	3.04	2.98	0.06
Synthesizing and organizing ideas, information, or experiences in new ways	2.90	2.86	0.04
Making judgments about the value or soundness of information, arguments, or methods	2.72	2.72	0.00
Applying theories or concepts to practical problems or in new situations	2.84	2.83	0.01
Using information you have read or heard to perform a new skill	2.95	2.95	0.00
Number of assigned textbooks, manuals, books or book-length packs of course readings	3.11	3.11	0.00
Number of written papers or reports of any length	3.18	3.15	0.03
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	5.23	5.05	0.18
Encouraging you to spend significant amounts of time studying	3.07	3.12	-0.05

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

Benchmark - Part Time	SPSCC	Medium Colleges	Difference
Academic Challenge	46.6	46.3	.3
Worked harder than you thought you could to meet an instructors expectations	2.61	2.57	0.04
Analyzing the basic elements of an idea, experience, or theory	2.94	2.86	0.08
Synthesizing and organizing ideas, information, or experiences in new ways	2.80	2.74	0.06
Making judgments about the value or soundness of information, arguments, or methods	2.51	2.55	-0.04
Applying theories or concepts to practical problems or in new situations	2.69	2.65	0.04
Using information you have read or heard to perform a new skill	2.73	2.79	-0.06
Number of assigned textbooks, manuals, books or book-length packs of course readings	2.66	2.74	-0.08
Number of written papers or reports of any length	2.69	2.68	0.01
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	5.03	4.96	0.07
Encouraging you to spend significant amounts of time studying	2.86	3.00	-0.14

With the categories disaggregated by enrollment, there are still no items with means significantly higher or lower for SPSCC when compared with the MCC. Both enrollment categories are still above the MCC, but their positive difference has gone down slightly when compared with the 2011 results. Full time students had higher means than part time students in all categories which may indicate they are being challenged and responding more favorable than part time students.

The highest positive difference between the means for SPSCC and the MCC for full time students was the extent to which examinations challenged students to do their best work with 77.8% of students indicating they felt challenged. For part time students, the highest positive difference between means for SPSCC and the MCC was for how much coursework emphasized analyzing the basic elements of an idea, experience, or theory with 71.8% of students answering *quite a bit* or *very much*. Both full and part time students had a higher negative difference between the mean for SPSCC and the mean for the MCC on the item asking how much the college emphasized encouraging them to spend a significant amount of time studying, but 77.4% of full time and 71% of part time students still answered *quite a bit* or *very much*.

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 goal. Personal interaction with faculty members strengthens students’ connection 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.”⁴ There are 6 items that contribute to this benchmark (scale notation in Appendix A).

⁴ CCSSE, http://www.ccsse.org/tools/docs/working_with_results/CCSSE_Benchmarks_2005-2016.pdf

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

Benchmark	SPSCC	Medium Colleges	Difference
Student-Faculty Interaction	47.3	50.3	-3
Used email to communicate with an instructor	2.86	2.91	-0.05
Discussed grades or assignments with an instructor	2.57	2.63	-0.06
Talked about career plans with an instructor or advisor	1.96	2.14	-0.18
Discussed ideas from your readings or classes with instructors outside of class	1.75	1.79	-0.04
Received prompt feedback (written or oral) from instructors on your performance	2.82	2.74	0.08
Worked with instructors on activities other than coursework	1.29	1.46	-0.17

The student-faculty interaction benchmark score for SPSCC is lower than the MCC score. The negative difference between the two means has increased from the 2011 results. The only item with a positive difference between the mean for SPSCC and the mean for the MCC for all students is how often students promptly received feedback from an instructor. 67.6% of all students answered *often* or *very often* when asked that question. The mean for SPSCC was significantly lower than the MCC mean for the item asking how frequently students worked with an instructor on activities other than coursework, with 78.4% of all students answering *never*.

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

Benchmark - Full Time	SPSCC	Medium Colleges	Difference
Student-Faculty Interaction	51.4	55.2	-3.8
Used email to communicate with an instructor	2.95	3.07	-0.12
Discussed grades or assignments with an instructor	2.67	2.74	-0.07
Talked about career plans with an instructor or advisor	2.07	2.29	-0.22
Discussed ideas from your readings or classes with instructors outside of class	1.87	1.89	-0.02
Received prompt feedback (written or oral) from instructors on your performance	2.92	2.80	0.12
Worked with instructors on activities other than coursework	1.36	1.56	-0.20

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

Benchmark - Part Time	SPSCC	Medium Colleges	Difference
Student-Faculty Interaction	42.3	46.8	-4.5
Used email to communicate with an instructor	2.75	2.81	-0.06
Discussed grades or assignments with an instructor	2.45	2.55	-0.10
Talked about career plans with an instructor or advisor	1.84	2.03	-0.19
Discussed ideas from your readings or classes with instructors outside of class	1.60	1.71	-0.11
Received prompt feedback (written or oral) from instructors on your performance	2.70	2.70	0.00
Worked with instructors on activities other than coursework	1.22	1.39	-0.17

When comparing full and part time students, full time students have higher means on all items, but both categories have lower means for SPSCC than the MCC on all but one item. This indicates full time students feel more engaged regarding the defined student-faculty interaction activities, but both enrollment categories have room for improvement. As with the all students' scores, the only item that does not have a negative difference between the SPSCC mean and the MCC mean for full and part time students is how often students received prompt feedback from an instructor. 71.3% of full time students and 63% of part time students answered *often* or *very often* when asked that question.

Full time students from SPSCC had a significantly lower mean than those in the MCC on two items, how frequently they talked about career plans with an instructor or advisor and how frequently they worked with instructors on activities other than coursework. Of full time students 29.2% said they *never* and 43.4% said they *sometimes* talked

about career plans with an instructor or advisor. 73.5% said they *never* and 19.3% said they *sometimes* worked with instructors on activities other than coursework. Part time students did not have any significant difference in the means between SPSCC and the MCC. The greatest negative difference between means for SPSCC and the MCC for part time students was for working with instructors on activities other than coursework with 84.2% of students answering *never* and 10.9% answering *sometimes*.

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.”⁵ Seven survey items contribute to this benchmark (scale notation in Appendix A).

⁵ CCSSE, http://www.ccsse.org/tools/docs/working_with_results/CCSSE_Benchmarks_2005-2016.pdf

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

Benchmark	SPSCC	Medium Colleges	Difference
Support for Learners	44.0	50.1	-6.1
Providing the support you need to help you succeed at this college	2.91	3.04	-0.13
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.62	2.58	0.04
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.82	2.01	-0.19
Provide the support you need to thrive socially	2.05	2.23	-0.18
Provide the financial support you need to afford your education	2.49	2.60	-0.11
Frequency: Academic advising/planning	1.58	1.82	-0.24
Frequency: Career Counseling	1.26	1.44	-0.18

The support for learners benchmark score for SPSCC is well below the MCC score, but there are some improvements in the means for the 2014 administration when compared with the last administration. All but one of the items are still below the MCC, but only 2 are significantly lower compared with four items in 2011. The frequency in which career counseling is used remains significantly lower for the all student category in 2014 with 59.8% of students answering *rarely/never*. The frequency academic advising/planning services are used became significantly lower in 2014 with only 47.7% students answering *rarely/never*. The only item within this benchmark category with a mean score for SPSCC that was above the MCC mean was emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds. 53.9% of students answered that this topic was emphasized *quite a bit* or *very much*.

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

Benchmark – Full Time	SPSCC	Medium Colleges	Difference
Support for Learners	46.4	52.7	-6.3
Providing the support you need to help you succeed at this college	2.95	3.08	-0.13
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.68	2.63	0.05
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.91	2.06	-0.15
Provide the support you need to thrive socially	2.09	2.30	-0.21
Provide the financial support you need to afford your education	2.68	2.73	-0.05
Frequency: Academic advising/planning	1.61	1.88	-0.27
Frequency: Career Counseling	1.28	1.47	-0.19

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

Benchmark - Part Time	SPSCC	Medium Colleges	Difference
Support for Learners	41.2	48.2	-7.0
Providing the support you need to help you succeed at this college	2.85	3.01	-0.16
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.54	2.54	0.00
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.72	1.98	-0.26
Provide the support you need to thrive socially	1.99	2.17	-0.18
Provide the financial support you need to afford your education	2.27	2.51	-0.24
Frequency: Academic advising/planning	1.55	1.78	-0.23
Frequency: Career Counseling	1.24	1.43	-0.19

Full time students have slightly higher mean scores in all items when compared with part time students. As with the all student category, the only item that did not have a negative difference between the SPSCC mean and the MCC mean for full and part time students was emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

There are two items that had a significant negative difference between means for full time students when comparing SPSCC to the MCC in 2011 that in 2014 are still negative, but no longer significant. These items are emphasis on providing support needed to succeed and emphasis on helping students cope with non-academic responsibilities. Three items for full time students that remained significantly lower for SPSCC than the MCC are emphasis on providing support needed to thrive socially with 69.9% of students answering *very little* or *some*; frequency of use of academic advising/planning with 47.6% students answering *rarely/never*; and frequency of use of career counseling with 60.5% of students answering *rarely/never*.

For part time students the difference between the SPSCC mean and the MCC mean no longer had a significant negative difference for emphasizing providing support needed to succeed at college in 2014 as it did in 2011. There were two new items that had means significantly lower than the MCC in the current administration as well. These items were emphasis on helping students cope with non-academic responsibilities with 82.1% of part time students answering *very little* or *some*, and frequency of use of academic advising/planning with 47.8% of students answering *rarely/never*.

Statistically Significant Comparative Results

In comparing SPSCC responses to student responses at other medium colleges, there are survey items where SPSCC's mean score fell statistically significantly above or below other medium colleges' scores. A t-test is used to determine statistically significant differences, which measures the probability of the observed difference occurring by chance. 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 the mean scores for SPSCC and the MCC for all items that were significantly different for full time and part time students. Items included in the benchmark categories are show first, followed by other items within the survey that were not pre-determined as a benchmark item. The comparison of results indicates there are several items for both full and part time enrollment where SPSCC students were less engaged than students in the MCC.

Benchmark Items

Figure 1: Full time students above the mean

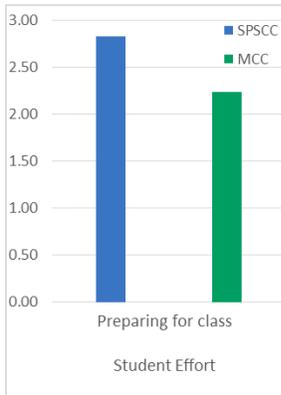


Figure 2: Part time students above the mean

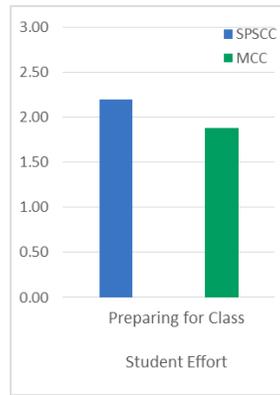


Figure 3: Full time students below the mean on benchmark items

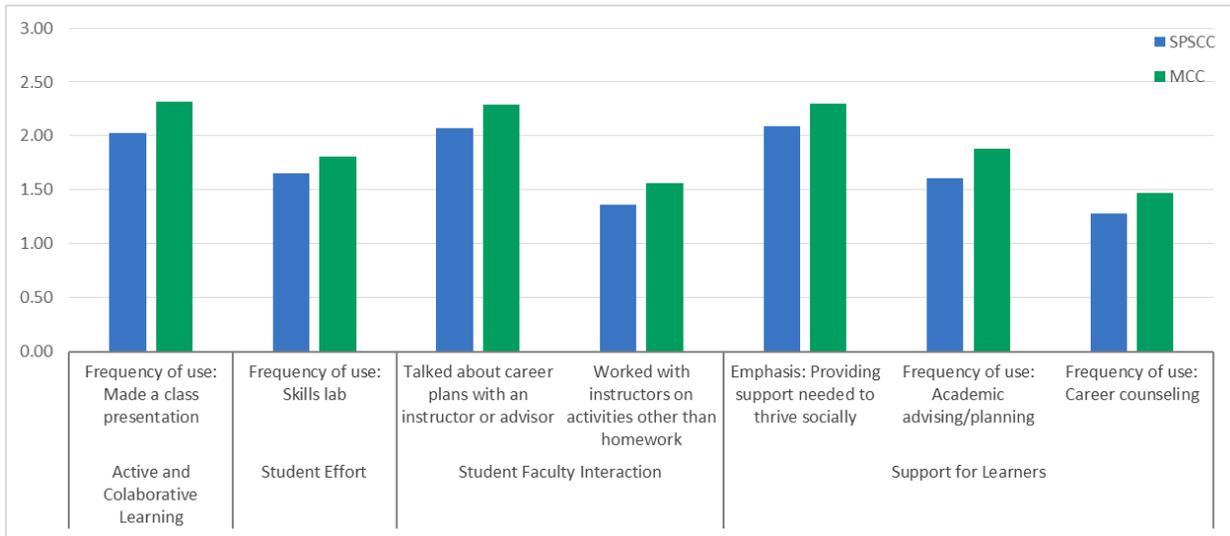
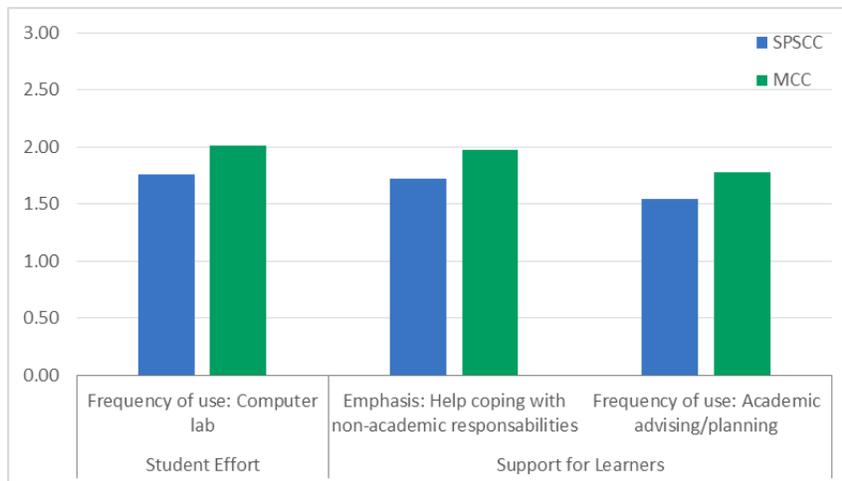


Figure 4: Part time students below the mean



Other Items

Figure 5: Full time students above the mean

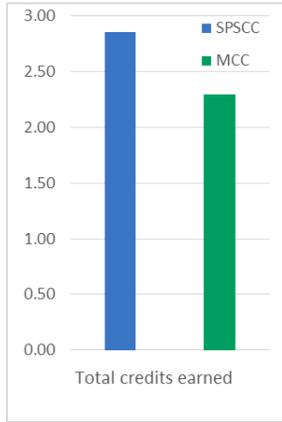


Figure 6: Part time students above the mean

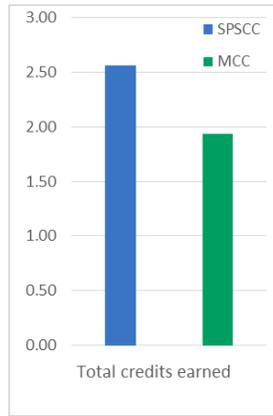


Figure 7: Full time students below the mean

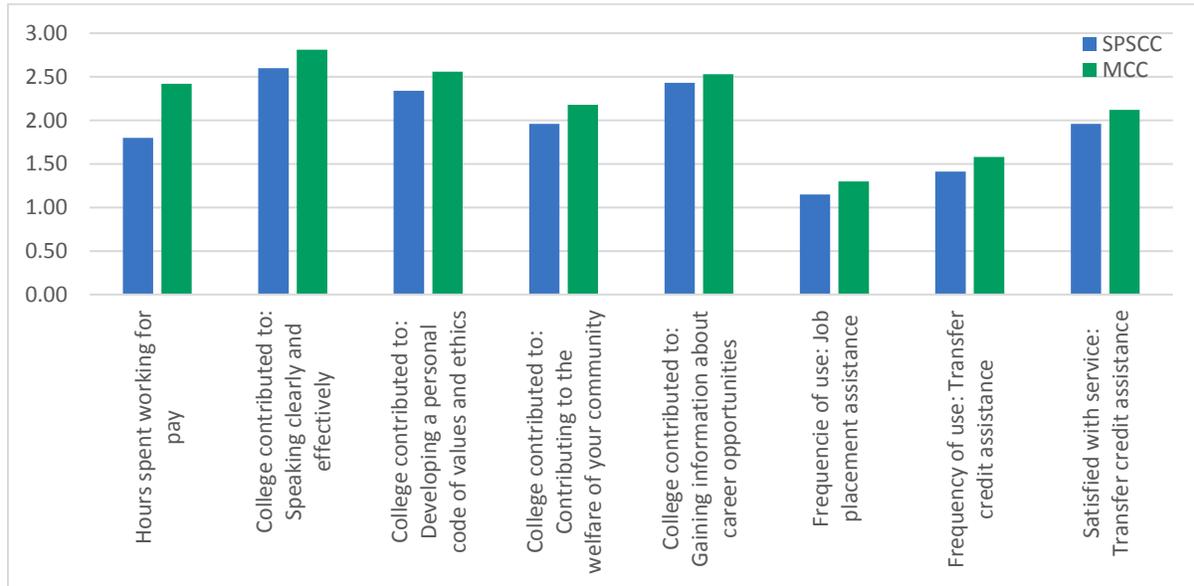
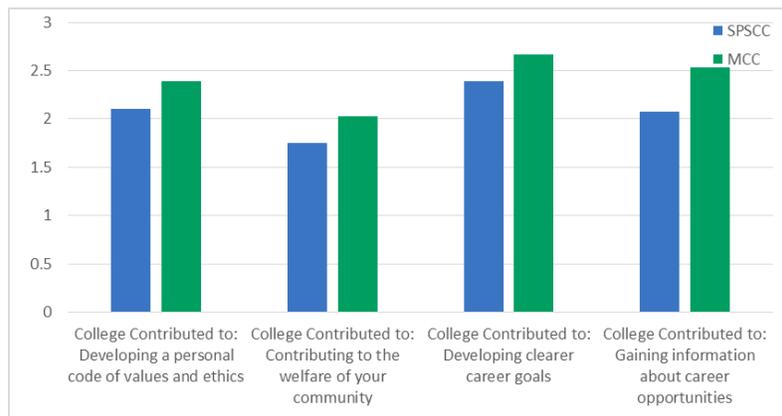


Figure 7: Part time students below the mean



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