
**South Puget Sound Community College
2017 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. In the 2017 administration of the CCSSE, all of the benchmark scores were lower for South Puget Sound Community College (SPSCC, the college) when compared to the Medium College Cohort (MCC) in the all students and part time students categories. Full time students from SPSCC scored lower than students from the MCC in all but one category, support for learners. The improvement in the support for learners benchmark was notable, as the scores in this area have been low for several administrations. The negative difference between SPSCC and the MCC scores for part time students in the student-faculty interaction benchmark dropped to a -5.5 point gap, but the rest of the scores in all categories had less than a 5 point difference. A 5 point difference indicates the potential of a practical or meaningful difference (The Center for Community College Student Engagement (Producer), 2017).

The overall benchmark score is made up of the mean scores for each individual item within that benchmark category, and there are 38 items in total. Examining responses on an item-per-item basis, SPSCC scored above the MCC for all students on 16 items. Disaggregating the items into full time and part time categories, 17 items for full time students were above the MCC mean, while only 11 items for part time students were above the MCC mean. When examining the lowest scoring category, student-faculty interaction containing 6 items, for each enrollment group and for all students only 1 item's score was higher for SPSCC than the MCC. The highest scoring category was academic challenge, which has 10 individual items. For all students 4 items scored higher for SPSCC than the MCC, for full time students 5 scored higher, and for part time students 3 scored higher.

The greatest area of overall engagement is the academic challenge benchmark. SPSCC did not score above the MCC, but was only behind by .04. Positive key findings of SPSCC students from all benchmark areas include:

- More than half of full time students (52.7%) *often* or *very often* discussed readings or ideas from class with others outside of class.
- 43.6% of all students, 51.4% of full time students, and 33.5% of part time students spent 11 hours or more preparing for class. For all and full time students the mean score for SPSCC was significantly higher than the scores for the MCC.
- 72.2% of all students indicated that they analyzed the basic elements of an idea, experience, or theory *quite a bit* or *very much* during the academic year.
- 71.4% of full time students and 69.4% of part time students indicated they used information they had read or heard to perform a new skill *quite a bit* or *very much*.
- When asked how often they received prompt feedback from an instructor, 67.9% of all students, 68.5% of full time students, and 67.1% of part time students indicated this happened *often* or *very often*.
- 64.4% of all students, 69.2% of full time students, and 58% of part time students indicated that there was *quite a bit* or *very much* emphasis put on encouraging contact among students from different economic, social, and racial or ethnic backgrounds. The mean score for all and full time students was significantly higher for SPSCC than the MCC.

The lowest area of engagement is the student-faculty interaction benchmark, with SPSCC scoring 3.1 points below the MCC. Areas of engagement across all benchmarks that had the greatest negative difference in their category or a significant negative difference when compared with the MCC include:

- Only 22% of all students, 23.3% of full time students, and 20.8% of part time students answered that they *often* or *very often* made a class presentation. For all and full time students the mean score for this item was significantly lower for SPSCC than the MCC.
- Only 4.5% of full time students *often* or *very often* participated in a community-based project as a part of a regular course, which was significantly lower for SPSCC when compared with the MCC.
- There was a significant, negative difference between SPSCC and the MCC for all and full time students on the item worked on a paper or project that required integrating ideas or information from various sources, but 58.6% of all students and 60% of full time students still answered *often* or *very often*.
- 46.8% of full time students and 38.5% of part time students indicated that they went to the computer lab 2 or more times in an academic year. The mean score for SPSCC for full time students was significantly lower than the MCC.

- 47.5% of all students and 50% of full time students said they *often* or *very often* worked harder than they thought they could to meet an instructor’s standards or expectations. The means for these categories were not significantly different than the MCC, but they had the greatest negative difference between the two in their respective enrollment categories.
- Only 18% of part time students read 11 or more assigned textbooks, manuals, books, or packets of course reading during the academic year.
- 58.9% of all students, 65.1% of full time students, and 50.4% of part time students used email *often* or *very often* to communicate with an instructor. For part time students, SPSCC’s mean was significantly lower than that of the MCC.
- 50.2% of all students said they used academic advising 2 or more times, and almost a quarter of all students (23.2%) said they *never* used academic advising during an academic year. 36% of part time students used academic advising services 2 or more times in an academic year.
- Only 15% of full time students and 5.6% of part time students used career counseling services 2 or more times in an academic year. The mean for SPSCC part time students was significantly lower than that of the MCC.

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.

CCSSE Member Colleges

The 2017 CCSSE Cohort includes 297 community and technical colleges from 40 states and 1 Canadian province. CCSSE uses a cohort of participating colleges in all core survey analyses. As the 2017 survey is an updated version, the 2017 cohort consists of only the colleges that participated in CCSSE 2017.

Student Respondents

In CCSSE sampling procedures, students are sampled at the classroom level. The survey was administered at South Puget Sound Community College (SPSCC, the college) in classes randomly selected from among face-to-face and hybrid courses offered by the institution during the Winter Quarter 2017. Of those students sampled at our institution, 644 respondents submitted useable surveys. The number of completed surveys produced an overall “percent of target” rate of 81%. 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
- Did not answer any of the 19 sub-items in item 4, did answer *very often* to all 19 sub-items, or did answer *never* to all 19 sub-items.
- 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 2017 CCSSE cohort.

Table 1: Respondents to Underlying Population comparison

	Your Respondents Percent	Your Population	2017 Cohort College Respondents	2017 Cohort College Population
Gender				
Male	42%	42%	42%	42%
Female	53%	58%	54%	58%
Race or Ethnicity				
American Indian or other Native American	1%	2%	1%	1%
Asian, Asian American, or Pacific Islander	3%	3%	3%	3%
Pacific Islander new line item 2017	0%	0%	0%	0%
Black or African American, Non-Hispanic	9%	12%	9%	12%
White, non-Hispanic	54%	61%	60%	62%
Hispanic, Latino, Spanish	13%	14%	9%	12%
Two or more races	8%	3%	8%	3%
Unknwon	7%	4%	8%	6%
International Student or Foreign National	4%	1%	3%	1%
Age				
18 to 19	32%	25%	33%	25%
20 to 21	24%	16%	24%	17%
22 to 24	14%	12%	13%	13%
25 to 29	11%	12%	11%	12%
30 to 39	10%	12%	10%	12%
40 to 49	4%	6%	4%	6%
50 to 64	2%	3%	2%	3%
65 and Over	0%	0%	0%	0%
Enrollment Status				
Part-Time	29%	60%	28%	59%
Full-Time	71%	40%	72%	41%

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. Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean (the average of all participating students) is always 50 and the standard deviation is 25. 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 each 2017 benchmark score for SPSCC compared with the 2017 CCSSE Medium College Cohort (MCC). In the following pages, each benchmark area’s 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: 2017 Benchmark Summary

Benchmark	SPSCC	Medium Colleges	Difference
Active and Collaborative Learning	48.5	49.5	-1.0
Student Effort	48.8	49.2	-0.4
Academic Challenge	49.2	49.6	-0.4
Student-Faculty Interaction	46.9	50.0	-3.1
Support for Learners	48.2	49.2	-1.0

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.” (The Center for Community College Student Engagement, 2017b). There are seven survey items that contribute to this benchmark (scale notation in Appendix A).

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

Benchmark	SPSCC	Medium Colleges	Difference
Active and Collaborative Learning	48.5	49.5	-1.0
Asked questions in class or contributed to class discussion	2.94	2.93	0.01
Made a class presentation	1.96	2.17	-0.21
Worked with other students on projects during class	2.61	2.58	0.03
Worked with classmates outside of class to prepare class assignments	2.00	1.97	0.03
Tutored or taught other students (paid or voluntary)	1.44	1.37	0.07
Participated in a community-based project (service-learning activity) as a part of a regular course	1.24	1.36	-0.12
Discussed ideas from your reading or classes with others outside of class	2.60	2.55	0.05

The 2017 CCSSE overall mean score for SPSCC in this benchmark category dipped below the score of the MCC. Similar to the 2014 CCSSE administration, five out of seven questions have a higher mean than those in the MCC. In the current administration, however, the item made a class presentation had a significantly lower mean score for SPSCC than the MCC. Only 22.2% of all SPSCC students answered that they *often* or *very often* made a class presentation.

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

Benchmark- Full Time Students	SPSCC	Medium Colleges	Difference
Active and Collaborative Learning	52.0	54.5	-2.5
Asked questions in class or contributed to class discussion	3.03	3.00	0.03
Made a class presentation	2.01	2.36	-0.35
Worked with other students on projects during class	2.74	2.68	0.06
Worked with classmates outside of class to prepare class assignments	2.08	2.12	-0.04
Tutored or taught other students (paid or voluntary)	1.47	1.45	0.02
Participated in a community-based project (service-learning activity) as a part of a regular course	1.28	1.44	-0.16
Discussed ideas from your reading or classes with others outside of class	2.67	2.60	0.07

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

Benchmark- Part Time Students	SPSCC	Medium Colleges	Difference
Active and Collaborative Learning	44.0	45.9	-1.9
Asked questions in class or contributed to class discussion	2.82	2.89	-0.07
Made a class presentation	1.89	2.05	-0.16
Worked with other students on projects during class	2.43	2.52	-0.09
Worked with classmates outside of class to prepare class assignments	1.90	1.85	0.05
Tutored or taught other students (paid or voluntary)	1.39	1.32	0.07
Participated in a community-based project (service-learning activity) as a part of a regular course	1.17	1.30	-0.13
Discussed ideas from your reading or classes with others outside of class	2.51	2.52	-0.01

Compared with the last administration, most of the individual item mean scores in the 2017 benchmark area were slightly lower for both full and part time students. Both enrollment types also scored lower than the MCC for their overall mean. Full time SPSCC students had higher means on all the individual items in this benchmark than SPSCC part time student.

For full time students, the item made a class presentation remained significantly lower for SPSCC than the MCC, with only 23.3% answering *often* or *very often*. Full time students also scored significantly lower on the item participated in a community-based project as a part of a regular course, with only 4.5% answering *often* or *very often*. The item for full time students that had the highest positive difference between SPSCC and the MCC was discussed ideas from readings or classes with others outside of class, with 52.7% of students answered *often* or *very often*.

Part time students at SPSCC did not score significantly higher or lower than the MCC on any items in this benchmark area. There are more items with a negative difference when comparing SPSCC to the MCC in 2017 than there was in 2014. The item with the largest negative difference between SPSCC and the MCC was made a class presentation with only 20.8% answering *often* or *very often*. There were two items that had a positive difference, (tutored or taught other students and worked with classmates outside of class to prepare assignments) but neither had a high percentage of students answering *often* or *very often*.

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.” (The Center for Community College Student Engagement, 2017b). 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	48.8	49.2	-0.4
Preparing two or more drafts of a paper or assignment before turning it in	2.36	2.50	-0.14
Working on a paper or project that required integrating ideas or information from various sources	2.67	2.86	-0.19
Came to class without completing readings or assignments	1.82	1.85	-0.03
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	1.13	0.97	0.16
Preparing for class (studying, reading, writing, rehearsing, homework, etc.)	2.37	2.02	0.35
Frequency of use: Peer or other tutoring	0.82	0.68	0.14
Frequency of use: Skill labs (writing, math, etc.)	0.84	0.85	-0.01
Frequency of use: Computer lab	1.26	1.47	-0.21

The overall mean score for all students for the student effort benchmark dropped slightly below the mean score for the MCC. Only three items for SPSCC were higher than those of the MCC. The amount of time SPSCC students spend preparing for class was significantly higher than the amount of time students from the MCC spent. 43.6% of SPSCC students spent 11 hours or more preparing for class. There was a significant negative difference between SPSCC and the MCC for the item worked on a paper or project that required integrating ideas or information from various sources, but 58.6% of students still answered *often* or *very often*.

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

Benchmark- Full Time	SPSCC	Medium Colleges	Difference
Student Effort	52.9	54.3	-1.4
Preparing two or more drafts of a paper or assignment before turning it in	2.49	2.65	-0.16
Working on a paper or project that required integrating ideas or information from various sources	2.75	3.05	-0.30
Came to class without completing or readings or assignments	1.80	1.90	-0.10
Number of books read on your own (not assigned) for personal enjoyment	1.14	0.97	0.17
Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)	2.58	2.22	0.36
Frequency of use: Peer or other tutoring	0.86	0.76	0.10
Frequency of use: Skill labs (writing, math, etc.)	0.99	0.94	0.05
Frequency of use: Computer lab	1.35	1.66	-0.31

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

Benchmark – Part Time	SPSCC	Medium Colleges	Difference
Student Effort	43.3	45.9	-2.6
Preparing two or more drafts of a paper or assignment before turning it in	2.20	2.40	-0.20
Working on a paper or project that required integrating ideas or information from various sources	2.55	2.73	-0.18
Came to class without completing or readings or assignments	1.85	1.82	0.03
Number of books read on your own (not assigned) for personal enjoyment	1.11	0.98	0.13
Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)	2.09	1.88	0.21
Frequency of use: Peer or other tutoring	0.78	0.63	0.15
Frequency of use: Skill labs (writing, math, etc.)	0.63	0.79	-0.16
Frequency of use: Computer lab	1.14	1.34	-0.20

When disaggregating the category into full time and part time status, the overall benchmark score for each enrollment category for SPSCC was lower than the MCC scores. Full time students had a higher mean score than part time students on half of the individual items.

For full time students, there were two items that were significantly lower for SPSCC when compared to the MCC. The first item was how often students worked on a paper or project that required integrating ideas or information from various sources, with 60% of SPSCC students answering *often* or *very often* compared to 74.7% of students from the MCC. The second item was frequency of use of the computer lab, with 46.8% of SPSCC full time students indicating that they went to the lab 2 or more times. 47.6% of full time students said that they *never* used the computer lab. As with the all student category, full time students spend significantly more time preparing for class with 51.4% of students indicating they study 11 or more hours a week.

None of the item mean scores for part time SPSCC students had significant differences from the MCC. The highest positive difference between the means for SPSCC and the MCC was for time spent preparing for class with 33.5% of students spending 11 or more hours a week. The item with the greatest negative difference was frequency of use of computer labs, with only 38.5% students using them 2 or more times in an academic year.

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.” (The Center for Community College Student Engagement, 2017b) (scale notation in Appendix A).

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

Benchmark	SPSCC	Medium Colleges	Difference
Academic Challenge	49.2	49.6	-0.4
Worked harder than you thought you could to meet an instructor’s standards or expectations	2.50	2.62	-0.12
Analyzing the basic elements of an idea, experience, or theory	2.96	2.90	0.06
Forming a new idea or understanding from various pieces of information	2.86	2.87	-0.01
Making judgments about the value or soundness of information, arguments, or methods	2.57	2.64	-0.07
Applying theories or concepts to practical problems or in new situations	2.80	2.74	0.06
Using information you have read or heard to perform a new skill	2.95	2.84	0.11
Number of assigned textbooks, manuals, books or book-length packs of course readings	1.94	2.04	-0.10
Number of written papers or reports of any length	1.82	1.83	-0.01
Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college	4.92	4.91	0.01
Encouraging you to spend significant amounts of time studying	2.99	3.02	-0.03

The overall mean score for SPSCC for the benchmark category of academic challenge fell below the overall mean score for the MCC. There were 6 of the 10 individual item mean scores for SPSCC that fell below the MCC. In the previous administration in 2014, only 1 item for SPSCC fell below the MCC. None of the items were significantly different when comparing SPSCC to the MCC. The item that had the highest positive difference between SPSCC and the MCC was analyzing the basic elements of an idea, experience, or theory, with 72.2% of students indicating they had done this *quite a bit* or *very much* during the academic year. The item with the greatest negative difference was worked harder than you thought you could to meet an instructor’s standards or expectations, with 47.5% of SPSCC students answering *often* or *very often* compared to 53.5% of students from the MCC.

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

Benchmark – Full Time	SPSCC	Medium Colleges	Difference
Academic Challenge	53.2	54.6	-1.4
Worked harder than you thought you could to meet an instructor’s standards or expectations	2.57	2.71	-0.14
Analyzing the basic elements of an idea, experience, or theory	3.01	2.97	0.04
Synthesizing and organizing ideas, information, or experiences in new ways	2.94	2.93	0.01
Making judgments about the value or soundness of information, arguments, or methods	2.67	2.74	-0.07
Applying theories or concepts to practical problems or in new situations	2.90	2.84	0.06
Using information you have read or heard to perform a new skill	2.99	2.93	0.06
Number of assigned textbooks, manuals, books or book-length packs of course readings	2.18	2.27	-0.09
Number of written papers or reports of any length	2.01	2.12	-0.11
Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college	4.99	4.96	0.03
Encouraging you to spend significant amounts of time studying	2.98	3.09	-0.11

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

Benchmark - Part Time	SPSCC	Medium Colleges	Difference
Academic Challenge	43.9	46.3	-2.4
Worked harder than you thought you could to meet an instructor’s standards or expectations	2.40	2.55	-0.15
Analyzing the basic elements of an idea, experience, or theory	2.90	2.87	0.03
Synthesizing and organizing ideas, information, or experiences in new ways	2.76	2.83	-0.07
Making judgments about the value or soundness of information, arguments, or methods	2.45	2.59	-0.14
Applying theories or concepts to practical problems or in new situations	2.66	2.68	-0.02
Using information you have read or heard to perform a new skill	2.90	2.79	0.11
Number of assigned textbooks, manuals, books or book-length packs of course readings	1.63	1.89	-0.26
Number of written papers or reports of any length	1.55	1.64	-0.09
Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college	4.82	4.86	-0.04
Encouraging you to spend significant amounts of time studying	3.00	2.98	0.02

The overall scores for both full and part time students from SPSCC were lower than the scores for each enrollment category in the MCC. As with the all student category, there were more individual items with a negative difference between scores for SPSCC and the MCC for both full and part time students in the 2017 administration than the 2014 administration. However, there were no significant differences in either enrollment category when comparing the individual item scores for SPSCC with the MCC scores.

For full time students, the item with the highest positive difference between the mean scores for SPSCC and the MCC was using information you have read or heard to perform a new skill, with 71.4% of students indicating they did this *quite a bit* or *very much*. The item with the greatest negative difference between SPSCC and the MCC full time students was worked harder than you thought you could to meet an instructor’s standards or expectations, with 50% answering they did this *often* or *very often* (compared with 57.9% of full time students from the MCC).

For part time students, the item with the highest positive difference between the mean scores for SPSCC and the MCC was also using information you have read or heard to perform a new skill, with 69.4% of students indicating they did this *quite a bit* or *very much*. The item with the greatest negative difference was number of assigned textbooks, manuals, books, or packets of course reading students read during the academic year, with only 18% of students reading 11 or more.

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 goals. Personal interaction with faculty members strengthens students’ connections 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 firsthand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.” (The Center for Community College Student Engagement, 2017b). There are six survey items related to this benchmark (scale notation in Appendix A).

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

Benchmark	SPSCC	Medium Colleges	Difference
Student-Faculty Interaction	46.9	50.0	-3.1
Used email to communicate with an instructor	2.81	2.99	-0.18
Discussed grades or assignments with an instructor	2.53	2.64	-0.11
Talked about career plans with an instructor or advisor	2.13	2.21	-0.08
Discussed ideas from your readings or classes with instructors outside of class	1.73	1.80	-0.07
Received prompt feedback (written or oral) from instructors on your performance	2.86	2.79	0.07
Worked with instructors on activities other than coursework	1.39	1.48	-0.09

As in the previous administration, the student-faculty interaction benchmark score for SPSCC is below the MCC, and only one individual item for SPSCC has a mean score above that of the MCC. None of the items for all SPSCC students have a mean that is significantly different than the MCC. The item with the highest positive difference was received prompt feedback from an instructor, with 67.9% of students indicating this happened *often* or *very often*. The item with the greatest negative difference between mean scores was used email to communicate with an instructor. 58.9% of all SPSCC students answering that they did this *often* or *very often* compared to 67.9% of students from the MCC.

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

Benchmark - Full Time	SPSCC	Medium Colleges	Difference
Student-Faculty Interaction	50.9	54.4	-3.5
Used email to communicate with an instructor	2.95	3.11	-0.16
Discussed grades or assignments with an instructor	2.64	2.74	-0.10
Talked about career plans with an instructor or advisor	2.27	2.35	-0.08
Discussed ideas from your readings or classes with instructors outside of class	1.83	1.90	-0.07
Received prompt feedback (written or oral) from instructors on your performance	2.89	2.86	0.03
Worked with instructors on activities other than coursework	1.45	1.58	-0.13

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

Benchmark - Part Time	SPSCC	Medium Colleges	Difference
Student-Faculty Interaction	41.5	47.0	-5.5
Used email to communicate with an instructor	2.62	2.89	-0.27
Discussed grades or assignments with an instructor	2.39	2.57	-0.18
Talked about career plans with an instructor or advisor	1.96	2.11	-0.15
Discussed ideas from your readings or classes with instructors outside of class	1.59	1.73	-0.14
Received prompt feedback (written or oral) from instructors on your performance	2.83	2.75	0.08
Worked with instructors on activities other than coursework	1.32	1.42	-0.10

Full time students from SPSCC continued to have their overall mean score fall below the mean of the MCC. For individual items, the one with the highest positive difference was received prompt feedback from an instructor, with 68.5% of students answering *often* or *very often*. In the previous administration, the items talked about career plans with an instructor or advisor and worked with instructors on activities other than coursework had both gotten significantly lower scores for SPSCC than the MCC, but in this administration no items were significantly different. The item with the greatest negative mean score was used email to communicate with an instructor with 65.1% of students answering they did this *often* or *very often* (compared to 73.8% of students from the MCC).

Part time students from SPSCC had an overall mean score that was 5.5 point below the MCC mean score. In the 2014 administration, none of the individual items were significantly different when comparing SPSCC and the

MCC, but in 2017 the item used email to communicate with an instructor was significantly lower. 50.4% of SPSCC part time students answered that they used email to communicate with an instructor compared to 63.6% of part time students from the MCC. The item with the highest positive difference between SPSCC and the MCC was received prompt feedback from an instructor, with 67.1% of students answering *often* or *very often*.

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.” (The Center for Community College Student Engagement, 2017b). 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	48.2	49.2	-1.0
Providing the support you need to help you succeed at this college	3.05	3.04	0.01
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.83	2.61	0.22
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.96	2.01	-0.05
Provide the support you need to thrive socially	2.22	2.21	0.01
Provide the financial support you need to afford your education	2.47	2.53	-0.06
Frequency of use: Academic advising/planning	1.38	1.55	-0.17
Frequency of use: Career Counseling	0.38	0.53	-0.15

The support for learners benchmark overall mean score for SPSCC was still below the MCC, but it was only lower by 1 point in the 2017 administration compared to 6.1 points lower in 2014. The mean scores for the items use of academic advising and career counseling were no longer significantly lower for SPSCC, although use of academic advising still had the greatest negative difference when comparing SPSCC to the MCC. 50.2% of SPSCC students said they used academic advising 2 or more times, while 59.3% of students from the MCC said they used it 2 or more times. 23.2% of all SPSCC students said they *never* used academic advising. The mean score for encouraging contact among students from different economic, social, and racial or ethnic backgrounds was significantly higher for SPSCC than the MCC with 64.4% of students indicating that there was *quite a bit* or *very much* emphasis put on it.

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

Benchmark – Full Time	SPSCC	Medium Colleges	Difference
Support for Learners	52.2	52.0	0.2
Providing the support you need to help you succeed at this college	3.10	3.07	0.03
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.91	2.66	0.25
Helping you cope with your non-academic responsibilities (work, family, etc.)	2.00	2.05	-0.05
Provide the support you need to thrive socially	2.26	2.27	-0.01
Provide the financial support you need to afford your education	2.68	2.64	0.04
Frequency of use: Academic advising/planning	1.58	1.68	-0.10
Frequency of use: Career Counseling	0.48	0.58	-0.10

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

Benchmark - Part Time	SPSCC	Medium Colleges	Difference
Support for Learners	42.7	47.3	-4.6
Providing the support you need to help you succeed at this college	2.99	3.02	-0.03
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.73	2.59	0.14
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.92	1.99	-0.07
Provide the support you need to thrive socially	2.17	2.17	0.00
Provide the financial support you need to afford your education	2.20	2.45	-0.25
Frequency of use: Academic advising/planning	1.10	1.47	-0.37
Frequency of use: Career Counseling	0.24	0.51	-0.27

The overall mean score for full time SPSCC students for the support for learners benchmark was .2 above the score for the MCC. This category has scored below the MCC for at least the previous 3 administrations. While in the 2014 administration there were 3 items, providing the support needed to thrive socially, frequency of use of academic advising/planning and frequency of use of career counseling, that SPSCC scored significantly lower on than the MCC, in the 2017 there are no individual item scores for full time students that are significantly lower. The mean score for the item emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds was significantly higher for SPSCC full time students than the MCC, with 69.2% of students answering *quite a bit* or *very much*. The item with the greatest negative score for SPSCC full time students was frequency of use of career counseling, with only 15% of students using it 2 or more times in an academic year.

The overall mean score for part time SPSCC students remains lower than the MCC score. The mean score for the item helping cope with non-academic responsibilities was no longer significantly lower for SPSCC than the MCC in the 2017 administration, but there were two other item that were significantly lower. Frequency of use of academic advising and career counseling did have significantly lower scores for part time students from SPSCC than those from the MCC, with 36.9% of students for advising and 5.6% of students for career counseling indicating they used the services 2 or more times. The item with the highest positive difference between the scores for SPSCC and the MCC was for the item encouraging contact among students from different economic, social, and racial or ethnic backgrounds, with 58% of students answering *quite a bit* or *very much*.

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 items that had a significantly higher or lower mean for SPSCC than the mean for the MCC for full time and part time students. Items included in the benchmark categories are shown first, followed by other items within the survey that were not pre-determined as a benchmark item.

Benchmark Items

Figure 1: Full time students above the mean

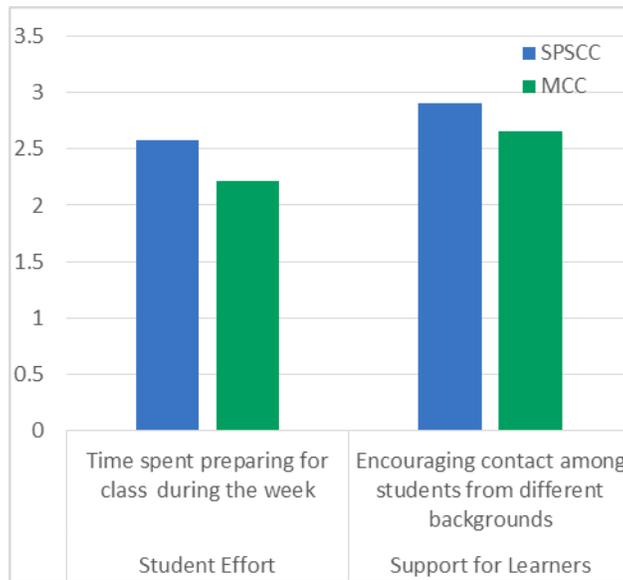


Figure 2: Full time students below the mean

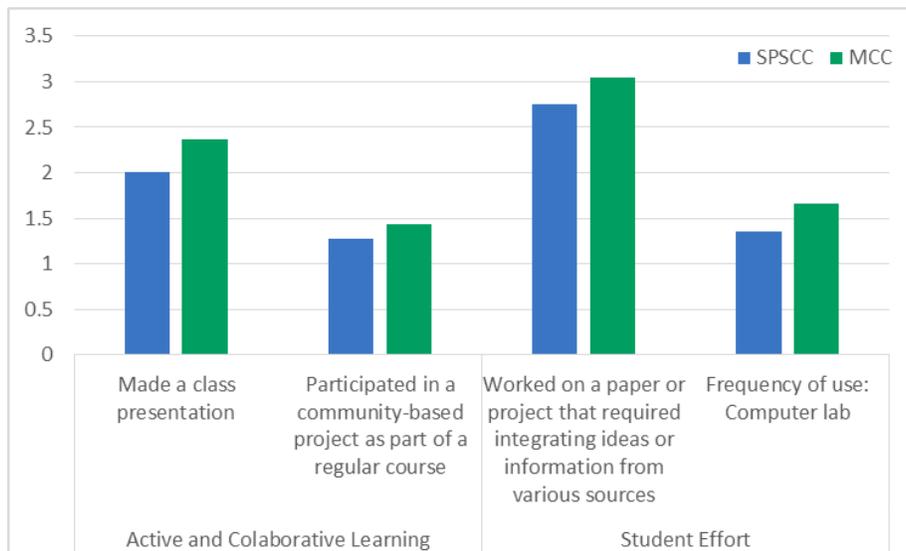
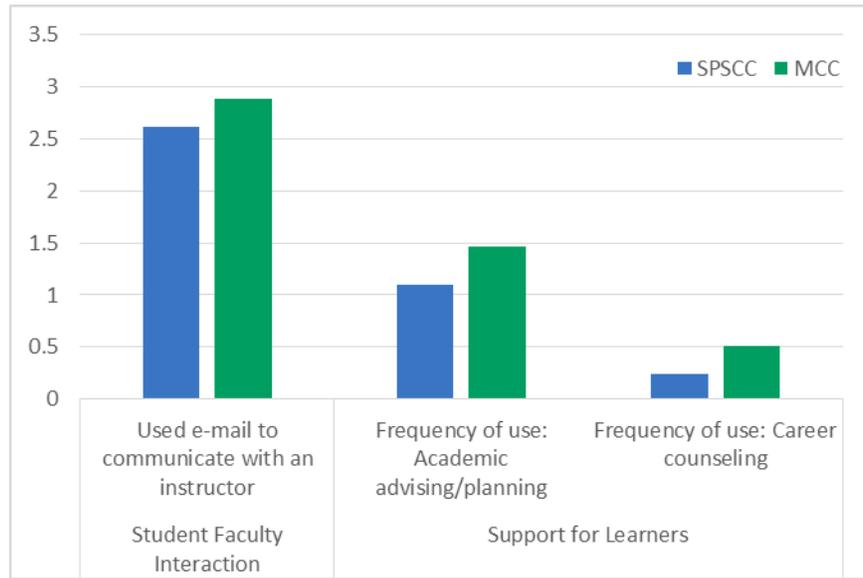


Figure 3: Part time students below the mean



Other Items

Figure 4: Full time students above the mean

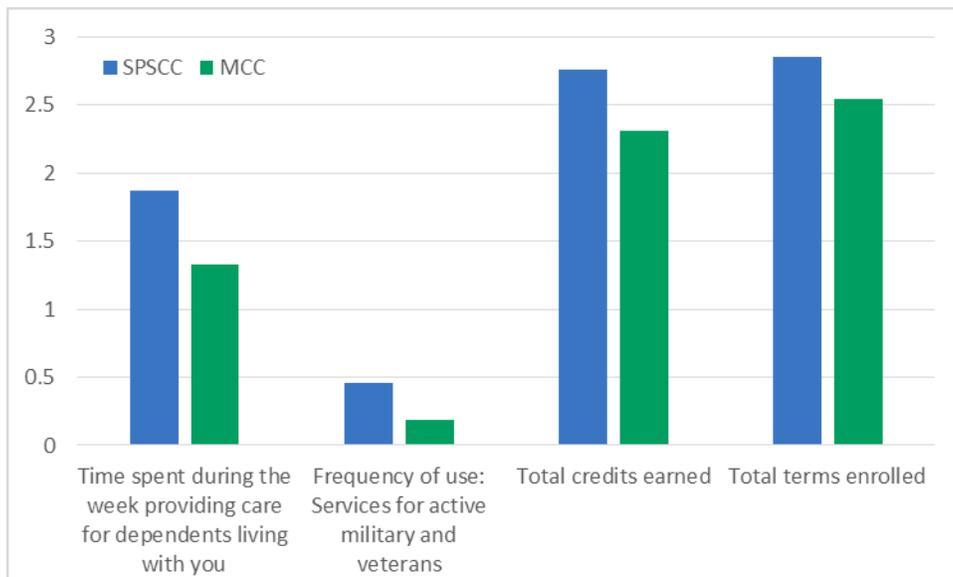


Figure 5: Full time students below the mean

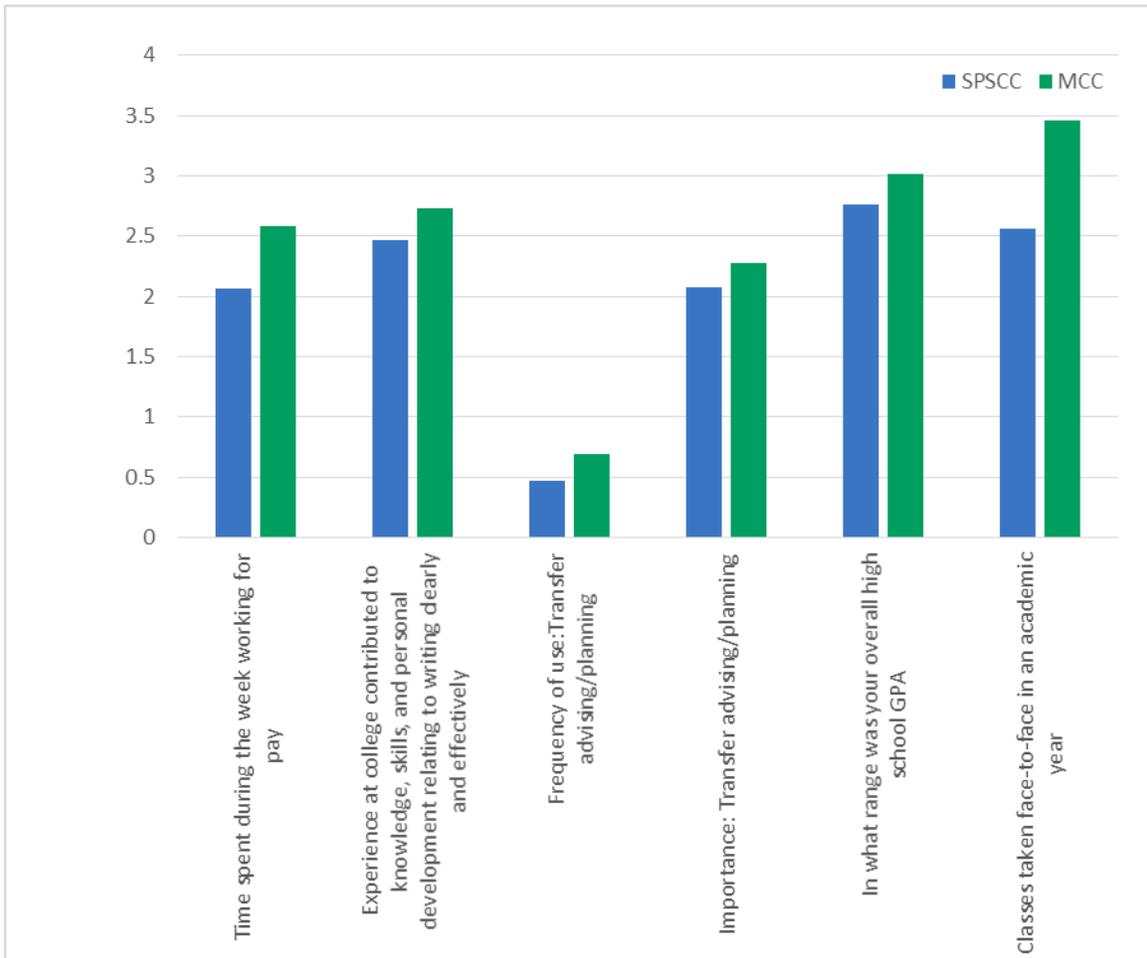


Figure 6: Part time students above the mean

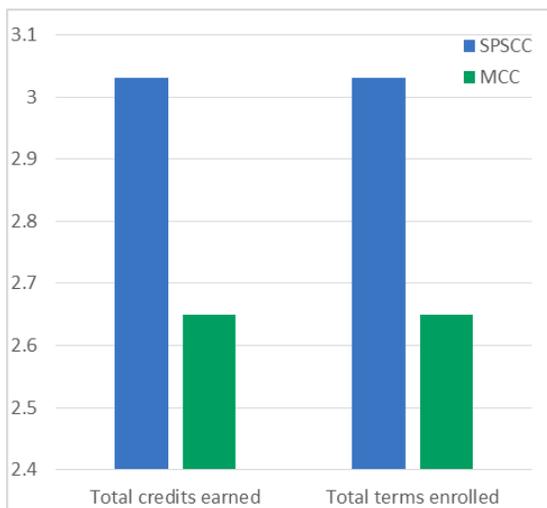
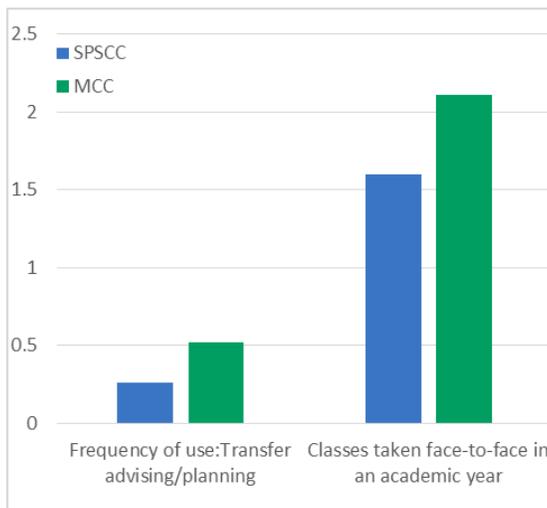


Figure 7: Part time students below the mean



Appendix A: Benchmark Items and Scale

Active and Collaborative Learning

	In your experience at this college during the current academic 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 (service-learning activity) as a part of a regular course
4q	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student Effort

	In your experience at this college during the current academic 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 academic year, how much reading and writing have you done at this college?
	1 = None, 2 = 1 to 4, 3 = 5 to 10, 4 = 11 to 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, etc.)
	Please answer indicating how often you have used the following services during the current academic year.
	1 = Never, 2 = 1 time, 3 = 2-4 times, 4 = 5 or more times
12d	Frequency of Use: Peer or other tutoring
12e	Frequency of Use: Skill labs (writing, math, etc.)
12h	Frequency of Use: Computer lab

Academic Challenge

	In your experience at this college during the current academic year, about how often have you done each of the following?
	1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often
4o	Worked harder than you thought you could to meet an instructor's standards or expectations
	During the current academic 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	Forming a new idea or understanding from various pieces of information
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 academic year, how much reading and writing have you done at this college?
	1 = None, 2 = 1 to 4, 3 = 5 to 10, 4 = 11 to 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 response that...
	1 = Extremely easy 7= Extremely challenging
7	Mark the response that best represents the extent to which you examinations during the current academic year have challenged you to do your best work at this college.
	How much does this college emphasize 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 experience at this college during the current academic year, about how often have you done each of the following?	
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often	
4j	Used email to communicate with an instructor
4k	Discussed grades or assignments with an instructor
4l	Talked about career plans with an instructor or advisor
4m	Discussed ideas from your readings or classes with instructors outside of class
4n	Received prompt feedback (written or oral) from instructors on your performance
4p	Worked with instructors on activities other than coursework

Support for Learners

How much does this college emphasize 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
Please answer indicating how often you have used the following services during the current academic year.	
1 = Never, 2 = 1 time, 3 = 2-4 times, 4 = 5 or more times	
12a	Frequency of use: Academic advising/planning
12b	Frequency of use: Career Counseling

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