



## The Community College Survey of Student Engagement (CCSSE)

# Overview of 2012 Survey Results Midlands Technical College

## Introduction

The Community College Survey of Student Engagement (CCSSE) is an initiative of the Center for Community College Student Engagement. It provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. The Center's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. **Student engagement**, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for the Center's work. The CCSSE survey instrument is designed to capture student engagement as a measure of institutional quality.

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## CCSSE Member Colleges

CCSSE data analyses include a three-year cohort of participating colleges. This approach, which was instituted in 2006, increases the total number of institutions and students contributing to the national dataset; this in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2012 CCSSE Cohort includes all colleges that participated in CCSSE from 2010 through 2012. If a college participated more than one time in the three-year period, the cohort includes data only from its most recent year of participation. The 2012 CCSSE Cohort represents over 5,381,801 community college students from 710 community and technical colleges in 48 states and the District of Columbia, four Canadian provinces (Alberta, British Columbia, Nova Scotia, and Quebec), as well as Bermuda, and Northern Marianas.

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## CCSSE Sampling

In CCSSE sampling procedures, students are sampled at the classroom level. Of those students sampled at our institution, **1015** (CCSSE, 2012) respondents submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of **102%** (CCSSE, 2012). The percent of target rate is the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the target sample size.

## Excluded Respondents

Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling methods and that results are therefore comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- ✗ The respondent did not indicate whether he or she was enrolled full-time or less than full-time at the institution.
  - ✗ The survey is invalid. A survey is invalid if a student does not answer any of the 21 sub-items in item 4, answers *very often* to all 21 sub-items, or answers *never* to all 21 sub-items.
  - ✗ The student reported his or her age as under 18.
  - ✗ The student indicated that he or she had taken the survey in a previous class or did not respond to item 3.
  - ✗ Oversample respondents are not included because they are selected outside of CCSSE's primary sampling procedures.
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## 2012 Student Respondent Profile

### Enrollment Status

**30%** of surveyed students report being less than full-time college students, compared to 28% of the 2012 CCSSE Cohort colleges' total student population. **70%** of the student respondents at our college report attending college full-time, while 72% of the 2012 CCSSE Cohort colleges' total student population attended full-time. This inverse representation is a result of the sampling technique and the in-class administration process. Population data<sup>1</sup> for all students at our college is **53%** less than full-time and **47%** full-time. For this reason, survey results are either weighted or disaggregated on the full-time/less than full-time variable so that reports will accurately reflect the underlying student population.

### Age

Student respondents at our college range in age from **18 to 65+** years old. Approximately **89%** are between 18 to 39 years old; **63%** are 18 to 24 years old while **26%** are 25 to 39 years old. **10%** are over 40 years old. Students at our college are **younger** than the 2012 CCSSE Cohort, of which over half 50% of students are between 18 and 24, 27% are between 25 and 39, and 13% are over 40 years old.

### Gender

**47%** of student respondents are male and **52%** are female, which is not comparable to the 2012 CCSSE Cohort, which is 43% male and 57% female.

### Race & Ethnicity

**53%** of our student respondents identified themselves as White/Non-Hispanic, **3%** as Hispanic/Latino/Spanish, **28%** as Black or African American, and **2%** as Asian. **1%** of the student respondents are American Indian. **6%** marked *other* when responding to the question, "What is your racial identification?" Our student sample is less diverse than the 2012 CCSSE Cohort, which was 61% White/Non-Hispanic, 12% Hispanic/Latino/Spanish, 12% Black or African American, 4% Asian, and 2% American Indian.

### International Students

4% of our students responded yes to the question, "Are you an international student or foreign national?" Our college has more international students than the 2012 CCSSE Cohort, of which 6% are international.

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<sup>1</sup> Population data are those reported for the most recent IPEDS enrollment report.

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

### **Limited English Speaking Students**

At our institution, **4.7%** of CCSSE respondents are non-native English speakers as compared to 13.7% of the 2012 **CCSSE** Cohort.

### **First-Generation Status**

**24.8%** of student respondents indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered "first-generation." **30.7%** indicate that their mothers' highest level of education is a high school diploma (with no college experience), and **28.5%** indicate that level for their fathers.

### **Educational Attainment**

**67%** of respondents report starting their college careers at this community college. Approximately **73.2%** of students indicate that their highest level of educational attainment is a high school diploma or GED; **62.5%** have completed fewer than 30 credit hours of college-level work; **18.5%** report having either a certificate or an associate degree; **6.4%** have earned a bachelor's degree; and **.6%** has earned an advanced degree.

### **Goals**

Students were asked to indicate their reasons or goals for attending this college.

- **26.7%** indicated that obtaining a certificate is a primary goal.
- **64.3%** indicated that obtaining an associate degree is a primary goal.
- **43.8%** of students indicated that their primary goal is to transfer to a 4-year college.
- **49.5%** indicated that obtaining job-related skills is a primary goal.

### **Total Credit Hours Earned**

**36.9%** of surveyed students have completed fewer than 15 credit hours; **25.6%** have completed 15-29 credit hours; and **37.5%** have completed more than 30 credit hours.

### **External Commitments**

**50.5%** of student respondents work 21 or more hours per week; **34.9%** care for dependents at least 11 hours per week; and **84.8%** spend between **1 to 10 hours** per week commuting to class.

### **College-Sponsored Activities**

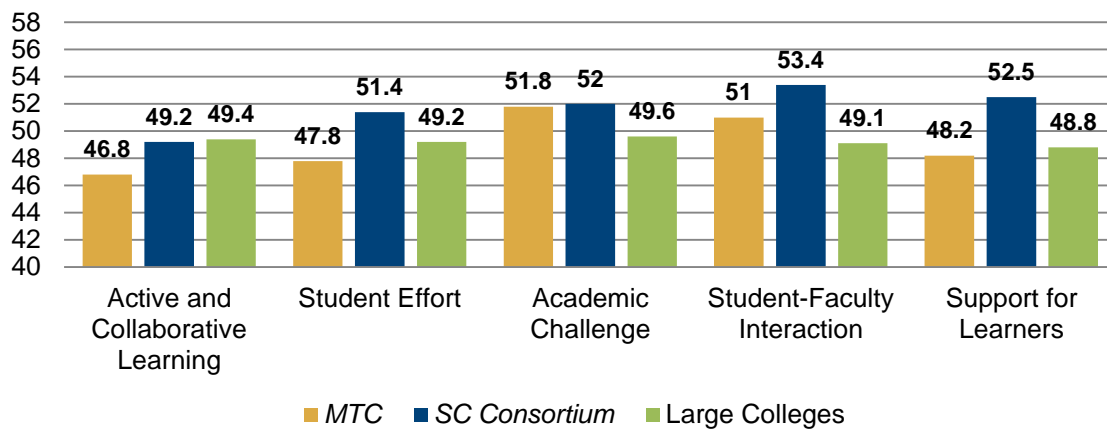
**87.5%** of students respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intercollegiate or intramural sports, etc.) while **8.2%** typically spend only 1 to 5 hours per week participating in these activities.

## CCSSE Benchmarks of Effective Educational Practice

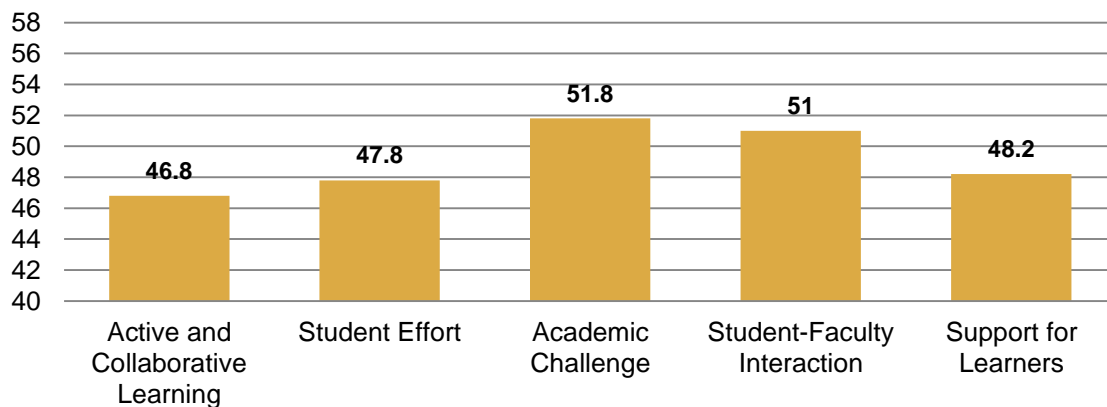
ARP finds that, compared to a consortium of South Carolina colleges and a cohort of comparable Large Colleges across the country, in 2012 MTC scored:

- **Higher** than Large Colleges on *Academic Challenge* and *Student-Faculty Interaction*.
- **Lower** than the SC Consortium Colleges on all benchmarks.
- **Lower** than the Large Colleges on *Active and Collaborative Learning*, *Student Effort*, and *Support for Learners*.

### CCSSE Benchmark Scores for MTC compared to SC Consortium & Large Colleges



### CCSSE Benchmark Scores for MTC



To assist colleges in their efforts to reach for excellence, the Center reports national benchmarks of effective educational practice in community colleges. *CCSSE* benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement—and that are positively related to student learning and persistence. Benchmarks are used to compare each institution's performance to that of similar institutions and with the *CCSSE* Cohort. 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) always is 50 and the standard deviation is 25. The five benchmarks of effective educational practice in community colleges are: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

### **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.

- 4a Frequency: Asked questions in class or contributed to class discussions
- 4b Frequency: Made a class presentation
- 4f Frequency: Worked with other students on projects during class
- 4g Frequency: Worked with other classmates outside of class to prepare class assignments
- 4h Frequency: Tutored or taught other students (paid or voluntary)
- 4i Frequency: Participated in a community-based project as part of a regular course
- 4r Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

### **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.

- 4c Frequency: Prepared two or more drafts of a paper or assignment before turning it in
- 4d Frequency: Worked on a paper or project that required integrating ideas or information from various sources
- 4e Frequency: Come to class without completing readings or assignments
- 6b Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- 10a Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
- 13d1 Frequency of use: Peer or other tutoring
- 13e1 Frequency of use: Skill labs (writing, math, etc.)
- 13h1 Frequency of use: Computer lab

### **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.

- 4p Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations
- 5b Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory
- 5c Amount of emphasis in coursework: Synthesizing and organizing ideas, information, or experiences in new ways

- 5d Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods
- 5e Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations
- 5f Amount of emphasis in coursework: Using information you have read or heard to perform a new skill
- 6a Number of assigned textbooks, manuals, books, or book-length packs of course readings
- 6c Number of written papers or reports of any length
- 7 Rate the extent to which your examinations have challenged you to do your best work
- 9a Amount of emphasis by college: Encouraging you to spend significant amounts of time studying

### **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 first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

- 4k Frequency: Used e-mail to communicate with an instructor
- 4l Frequency: Discussed grades or assignments with an instructor
- 4m Frequency: Talked about career plans with an instructor or advisor
- 4n Frequency: Discussed ideas from your readings or classes with instructors outside of class
- 4o Frequency: Received prompt feedback (written or oral) from instructors on your performance
- 4q Frequency: Worked with instructors on activities other than coursework

### **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.

- 9b Amount of emphasis by college: Providing the support you need to help you succeed at this college
- 9c Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- 9d Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)
- 9e Amount of emphasis by college: Providing the support you need to thrive socially
- 9f Amount of emphasis by college: Providing the financial support you need to afford your education
- 13a1 Frequency of use: Academic advising/planning
- 13b1 Frequency of use: Career counseling