

## Chapter 8. Community College Survey of Student Engagement (CCSSE) 2011

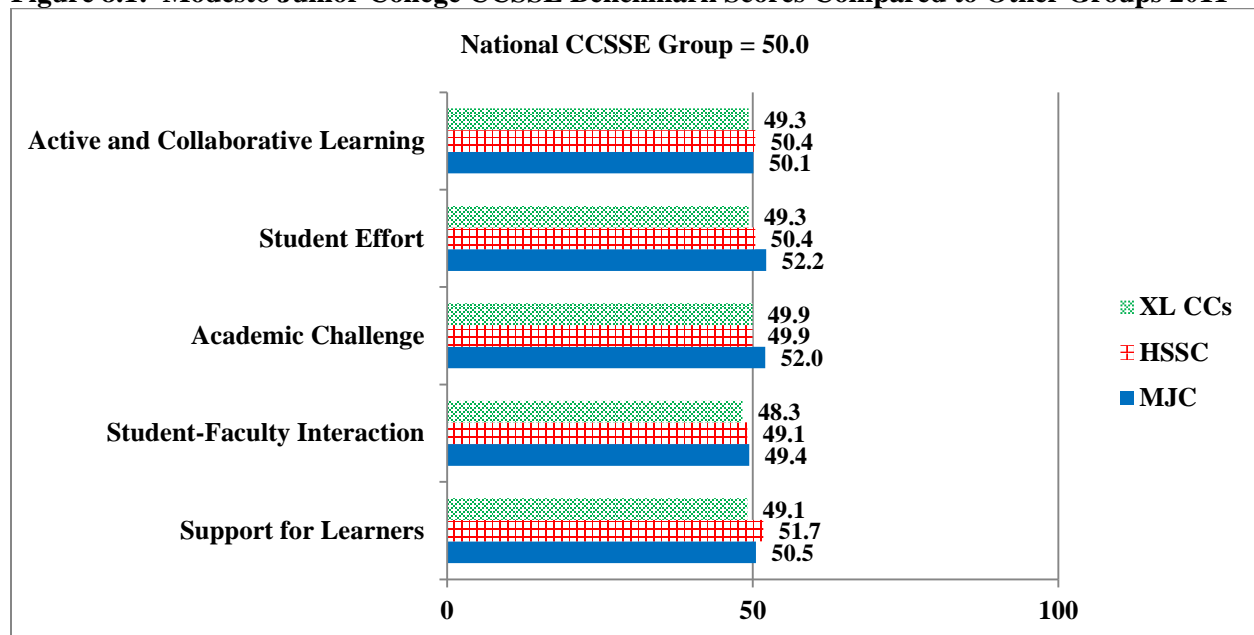
According to research by Astin, Pascarella and Terenzini, Tinto, and others, student engagement and student satisfaction are key indicators of student success. The more engaged a student is with his or her own education and satisfied with the experience, the more successful he or she is. The CCSSE contains questions that frame five benchmark areas (indicators) that have been identified as important in measuring student engagement and satisfaction: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners.

Modesto Junior College has conducted the national Community College Survey of Student Engagement (CCSSE) three times (Spring 2006, Spring 2009, and Spring 2011) in order to measure engagement and satisfaction of its students. MJC is now able to begin trend comparisons of itself (over 900 respondents in Spring 2011) with itself, and to continue comparisons with the Hispanic Student Success Consortium (HSSC – over 43,000 respondents), with the Extra Large Colleges (XL CCs – over 81,000 respondents) group responses, and with the National CCSSE group (over 442,000 respondents). A complete comparative analysis is available from the MJC Research Office. Only highlights are presented in this chapter.

Compared to the other groups in 2011, MJC group scores are higher than all other groups for the Student Effort and Academic Challenge benchmark areas. MJC group scores are higher than some groups but lower than other groups for the other three benchmark areas.

### Comparisons of CCSSE Benchmark Area Scores

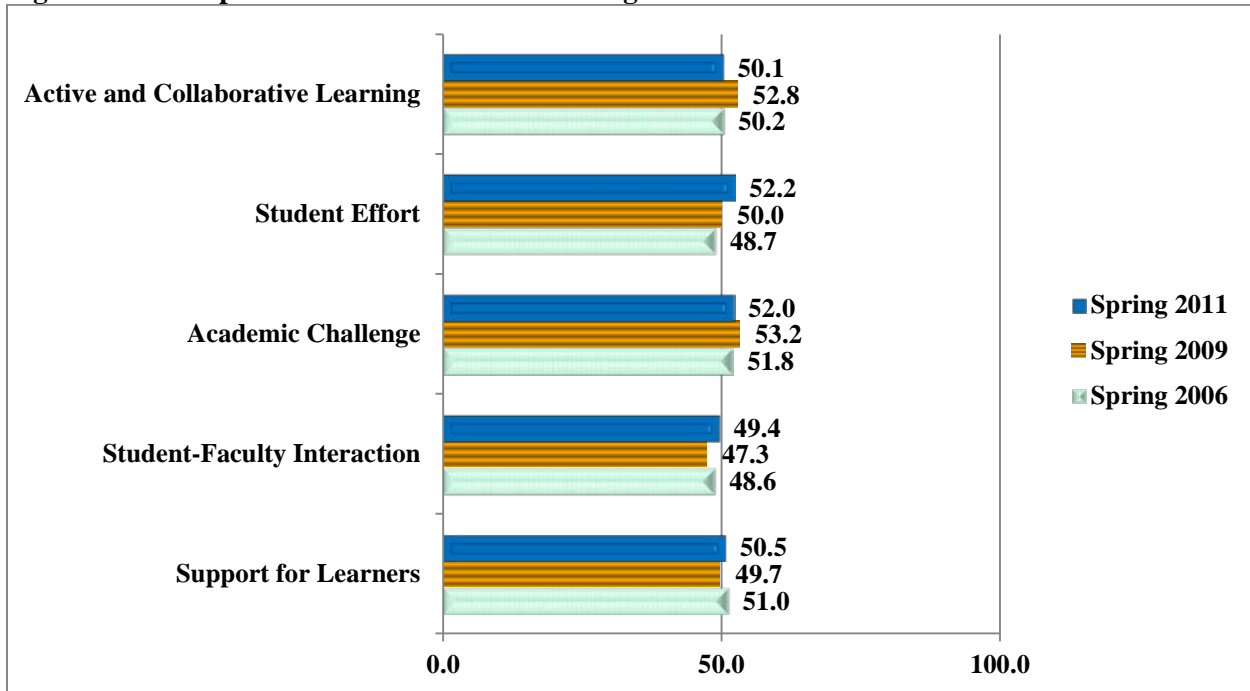
**Figure 8.1: Modesto Junior College CCSSE Benchmark Scores Compared to Other Groups 2011**



Compared among the three MJC groups (2006, 2009, and 2011), the 2011 MJC group Overall Benchmark scores are higher than the earlier MJC groups for Student Effort and Student-Faculty

Interaction benchmark areas. The 2011 MJC group scores for Academic Challenge and Support for Learners benchmark areas are in the middle. The 2011 MJC group score for Active and Collaborative Learning is lower than the earlier MJC groups.

**Figure 8.2: Comparison of Modesto Junior College CCSSE Benchmark Scores**



### Comparison of Specific Benchmark Questions Compared to Other Groups 2011

The mean average responses of the MJC group are higher than all other groups for three (4, 6, and 7) of the seven questions related to the Active and Collaborative Learning Benchmark. The mean average responses of the MJC group for the other four questions are generally lower than all other groups.

**Table 8.1: Benchmark #1 – Active and Collaborative Learning Questions 2011 Responses**

Benchmark Questions	MJC Group Means	HSSC Group Means	XL CCs Group Means	CCSSE Group Means	Key for Means
(1) Asked questions in class or contributed to class discussions	2.76	2.84	2.87	2.92	
(2) Made a class presentation	2.04	2.13	2.11	2.08	
(3) Worked with other students on projects during class	2.48	2.52	2.47	2.50	1=Never
(4) Worked with classmates outside class to prepare class assignments	1.99	1.93	1.88	1.90	2=Sometimes
(5) Tutored or taught other students (paid or voluntary)	1.37	1.39	1.36	1.38	3=Often
(6) Participated in a community-based project as a part of a regular course	1.39	1.31	1.30	1.32	4=Very Often
(7) Discussed ideas from your readings or classes with others outside class (students, family members, co-workers)	2.69	2.58	2.57	2.57	

The mean average responses of the MJC group are higher than (or equal to) all other groups for five (1, 2, 3, 5, and 8) of the eight questions related to the Student Effort Benchmark. The mean average responses of the MJC group for the other three questions are higher than some groups but lower than others.

**Table 8.2: Benchmark #2 – Student Effort Questions 2011 Responses**

Benchmark Questions	MJC Group Means	HSSC Group Means	CCSSE Group Means	CCSSE Group Means	Key for Means
(1) Prepared two or more drafts of a paper or assignments before turning it in	2.53	2.53	2.51	2.50	1=Never 2=Sometimes
(2) Worked on a paper or project that required integrating ideas or information from various sources	2.87	2.76	2.79	2.77	3=Often 4=Very Often
(3) Came to class without completing readings or assignments	1.87	1.83	1.86	1.82	
(4) Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.05	2.10	2.12	2.10	1=None 2=1 to 4 books 3=5 to 10 books 4=11 to 20 books 5=>20 books
(5) [Hours in a week] Preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program	2.11	1.90	1.94	2.00	0=None 1=1-5 hours 2=6-10 hours 3=11-20 hours 4=21-30 hours 5=>30 hours
<b>How often you use the following services:</b>					0=Don't Know/NA
(6) Peer or other tutoring	1.52	1.55	1.49	1.48	1=Rarely/never
(7) Skill labs (writing, math, etc.)	1.75	1.80	1.71	1.73	2=Sometimes
(8) Computer lab	2.22	2.07	2.04	2.09	3=Often

The mean average responses of the MJC group are higher than (or equal to) all other groups for seven (1, 4, 5, 6, 8, 9, and 10) of the ten questions related to the Academic Challenge Benchmark. The mean average responses of the MJC group for the other three questions are higher than some groups or equal to, or lower than, others.

**Table 8.3: Benchmark #3 – Academic Challenge Questions 2011 Responses**

<b>Benchmark Questions</b>	<b>MJC Group Means</b>	<b>HSSC Group Means</b>	<b>XL CCs Group Means</b>	<b>CCSSE Group Means</b>	<b>Key for Means</b>
(1) Worked harder than you thought you could to meet an instructor's standards or expectations	2.61	2.61	2.57	2.59	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Analyzing the basic elements of an idea, experience, or theory	2.90	2.91	2.92	2.89	1=Very little 2=Some 3=Quite a bit 4=Very Much
(3) Synthesizing and organizing ideas, information, or experiences in new ways	2.76	2.80	2.78	2.76	
(4) Making judgments about the value or soundness of information, arguments, or methods	2.63	2.61	2.61	2.59	
(5) Applying theories or concepts to practical problems or in new situations	2.69	2.69	2.69	2.69	
(6) Using information you have read or heard to perform a new skill	2.90	2.83	2.79	2.80	
(7) Number of assigned textbooks, manuals, books, or book-length packs or course readings	2.97	2.85	2.88	2.90	1=None 2=1 to 4 texts 3=5 to 10 texts 4=11 to 20 texts 5=>20 texts
(8) Number of written papers or reports of any length	2.98	2.81	2.89	2.89	
(9) Extent to which your examinations during the current school year have challenged you to do your best work at this college	5.01	4.96	4.92	4.99	Range from 1-7, with ends described as 1=Extremely easy 7=Extremely challenging
<b>How much does college emphasize the following:</b> (10) Encouraging you to spend significant amounts of time studying	3.15	3.02	2.99	3.01	1=Very little 2=Some 3=Quite a bit 4=Very Much

The mean average responses of the MJC group are higher than (or equal to) all other groups for three (1, 3, and 5) of the six questions related to the Student-Faculty Interaction Benchmark. The mean average responses of the MJC group for the other three questions are higher than some groups but lower than others.

**Table 8.4: Benchmark #4 – Student-Faculty Interaction Questions 2011 Responses**

Benchmark Questions	MJC	HSSC	XL CCs	CCSSE	Key for Means
	Group Means	Group Means	Group Means	Group Means	
(1) Used email to communicate with an instructor	2.76	2.72	2.74	2.76	1=Never 2=Sometimes 3=Often 4=Very Often
(2) Discussed grades or assignments with an instructor	2.53	2.54	2.52	2.56	
(3) Talked about career plans with an instructor or advisor	2.06	2.03	1.98	2.05	
(4) Discussed ideas from your readings or classes with instructors outside class	1.72	1.73	1.71	1.75	
(5) Received prompt feedback (written or oral) from instructors on your performance	2.69	2.64	2.65	2.68	
(6) Worked with instructors on activities other than coursework	1.39	1.41	1.38	1.42	

The mean average responses of the MJC group are higher than (or equal to) all other groups for three (4, 6, and 7) of the seven questions related to the Support for Learners Benchmark. The mean average responses of the MJC group are higher than some groups but lower than others for two questions (2 and 3). The mean average responses of the MJC group are lower than all other groups for two questions (1 and 5).

**Table 8.5: Benchmark #5 – Support for Learners Questions 2011 Responses**

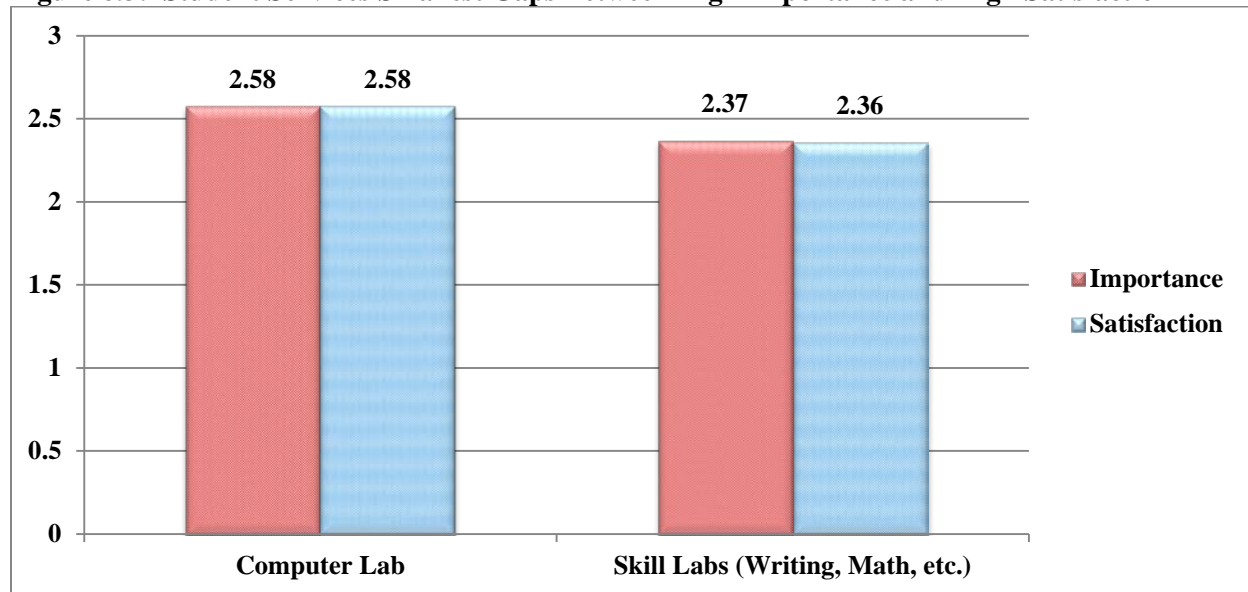
Benchmark Questions	MJC	HSSC	XL CCs	CCSSE	Key for Means
	Group Means	Group Means	Group Means	Group Means	
<b>How much does college emphasize the following:</b>					1=Very little 2=Some 3=Quite a bit 4=Very Much
(1) Providing the support you need to help you succeed at this college	2.94	3.00	2.96	2.99	
(2) Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.54	2.62	2.57	2.53	
(3) Helping you cope with your non-academic responsibilities (work, family)	2.00	2.02	1.93	1.95	
(4) Providing the support you need to thrive socially	2.23	2.23	2.15	2.17	
(5) Providing the financial support you need to afford your education	2.44	2.52	2.46	2.54	
<b>How often you use the following services:</b>					0=Don't Know/NA 1=Rarely/never 2=Sometimes 3=Often
(6) Academic advising/planning	1.78	1.77	1.74	1.78	
(7) Career counseling	1.57	1.50	1.46	1.43	

**CCSSE Student Services: Importance/Satisfaction Gap Analysis Spring 2011**

The CCSSE Survey includes questions related to students’ “frequency of use,” “importance” of, and “satisfaction” with 11 “Student Services” areas of a community college. The only MJC group “frequency of use” mean average response that is above 2.0 (“Sometimes”) involves computer labs (2.22). The next highest response is for financial aid advising (1.79), and the third highest response is for academic advising/planning (1.78). Responses regarding frequency of use for all the rest of the student services areas fall substantially below the above responses. The Extra-Large Community College group had statistically significant lower mean averages than MJC’s mean average in two areas: (1) frequency of use of the computer labs and (2) importance of the computer labs (t-tests: MJC vs. comparison groups; 2-tailed  $p < 0.001$  and effect size  $\Rightarrow .2$ ).

The figure below indicates two “student services” areas that had the smallest gap between high importance of, and high satisfaction with, these services.

**Figure 8.3: Student Services Smallest Gaps Between High Importance and High Satisfaction**



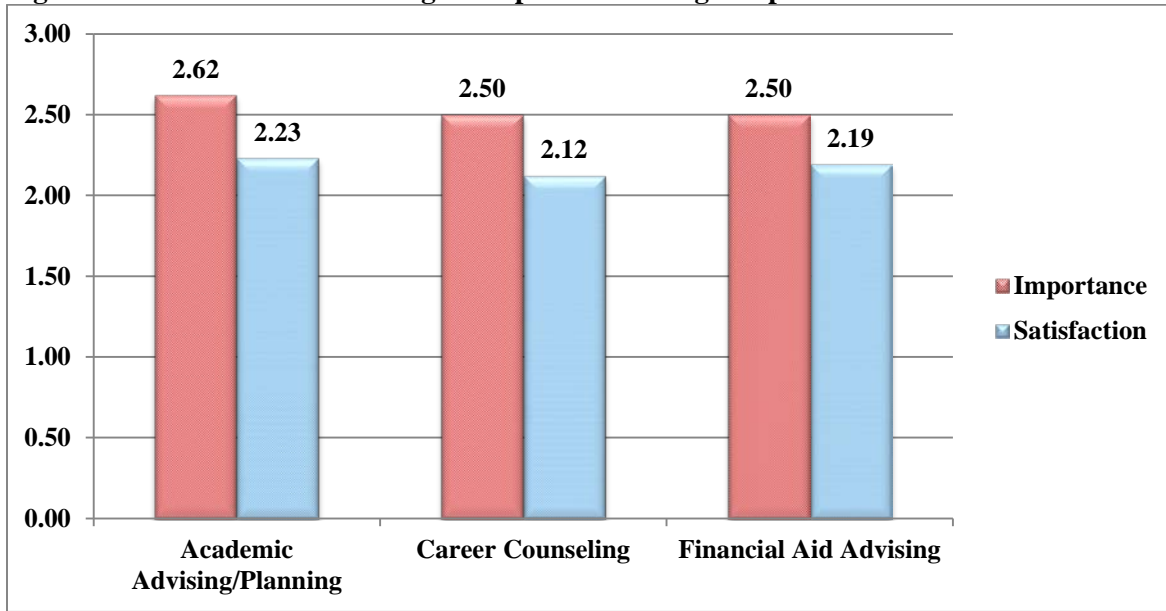
Spring 2011

High Importance/High Satisfaction - Smallest Gaps			
Student Service Area	Means*	Means*	
	Importance	Satisfaction	Gap
Computer Lab	2.58	2.58	0.00
Skill Labs (Writing, Math, etc.)	2.37	2.36	0.01

\*Scale: 1=Not at all/ 2=Somewhat/ 3=Very

The figure below indicates three “student services” areas that had the largest gap between high importance of, and high satisfaction with, these services.

**Figure 8.4: Student Services Largest Gaps Between High Importance and Low Satisfaction**



Spring 2011

<b>High Importance/Low Satisfaction - Largest Gaps</b>			
<b>Student Service Area</b>	Means*		<b>Gap</b>
	<b>Importance</b>	<b>Satisfaction</b>	
Academic Advising/Planning	2.62	2.23	<b>0.39</b>
Career Counseling	2.50	2.12	<b>0.38</b>
Financial Aid Advising	2.50	2.19	<b>0.31</b>

\*Scale: 1=Not at all/ 2=Somewhat/ 3=Very

**Chapter 8. Community College Survey of Student Engagement (CCSSE) 2011 –  
ENDNOTES**

<sup>1</sup>*Comparative Analysis of the Community College Survey of Student Engagement 2011.*  
CCSSE/MJC Research Office.