

## Research Brief

### Overview of Responses to CCSSE Survey at MJC in 2017

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(Detailed Information about CCSSE 2017 at MJC is available at <http://www.mjc.edu/general/research/ccsse2017.php>)

The Community College Survey of Student Engagement (CCSSE) is a nationwide survey of community college students that is conducted at MJC every 2 years, in collaboration with the Community College Leadership Program at the University of Texas at Austin.

MJC has participated in the survey since 2006, with the latest version administered during Spring term 2017. The survey was conducted with a representative sample of approximately 1200 students enrolled in 47 different day and evening courses. Response rates of MJC students were among the highest in the U.S. among participating large-size colleges in 2017.

### Notable General Findings

- **98%** of respondents indicated that **their immediate family supports their attending MJC**
- **94%** indicated they **would recommend MJC to a friend or family member**
- **92%** indicated they were **satisfied with academic advising and planning resources at MJC**
- **86%** indicated their **educational experience is preparing them to develop clear career goals**
- **85%** evaluated their **entire educational experience at MJC** as “**excellent**” or “**good**”
- **80%** indicated that their **primary or secondary goal** in attending MJC is to **transfer to a 4-year college or university**
- **80%** indicated that their **friends** are “**quite**” or “**extremely**” supportive of their attending MJC

### Educational Effectiveness Findings

- **94%** of MJC respondents indicated their education is preparing them to **think critically and analytically**
- **92%** indicated their education is enabling them to **write clearly and effectively**
- **91%** indicated their education is preparing them to **work effectively with others**
- **90%** “**worked harder than they ever thought they could**” to meet an instructor’s standards or expectations
- **87%** discussed ideas from their readings or classes with others outside of class (students, family, co-workers)
- **79%** discussed career plans with an instructor or advisor
- **74%** indicated their education is contributing to acquiring **job or work-related skills**
- **74%** indicated they had “**serious conversations with students of a different race or ethnicity**”

## Perceptions of Support for Students at MJC Compared with Other CCSSE Colleges

- In 2017, MJC students rated equivalently with students at all other participating CCSSE colleges nationwide on **“providing the support you need to help you succeed at this college”**
- MJC students rated slightly lower than their peers nationwide in 2017 in the support area: **“helping you cope with your non-academic responsibilities (work, family, etc.)”**
- MJC students rated the College equivalently with students at other participating CCSSE colleges on the topic of **“providing the support you need to thrive socially”**
- 79% of MJC students feel the college emphasizes at least **some level of financial support to make their education affordable**, equal to all CCSSE colleges nationwide
- 71% of MJC respondents feel that the College provides **at least some support for coping with non-academic responsibilities (work, family, etc.)** compared with 72% nationwide

## Overall Changes Between the 2006 and 2017 CCSSE Surveys

(See details at <http://www.mjc.edu/general/research/surveys/ccssemjcbenchmarkstrends0617.pdf>)

- The CCSSE measures five overall “benchmark” areas of the student experience: **Active and Collaborative Learning; Student Effort; Academic Challenge; Student-Faculty Interaction; and Support for Learners**
- Overall ratings for MJC **improved** between 2015 and 2017 in three of these benchmarks (**Student Effort, Student-Faculty Interaction, and Support for Learners**) and **declined slightly** in the other two benchmarks (**Active and Collaborative Learning and Academic Challenge**)
- Overall ratings compared between 2006 and 2017 showed relative improvement since 2013 in **Active and Collaborative Learning, Student Effort, Student-Faculty Interaction, and Support for Learners**.
- In 2017, benchmark scores for two areas **exceeded** the scores averaged among all participating colleges nationwide: **Support for Learners and Academic Challenge**, were **slightly below** the nationwide scores for **Active and Collaborative Learning and Student Effort**, and were **moderately below** the nationwide score for **Student-Faculty Interaction**

## Findings Pertaining to Educational Planning

- How well informed are students about progress toward their educational goals? **44% “very”, 47% “somewhat”, and 9% “confused about my goals”**
- Educational Plan Status: **58% completed a plan and are following it; 7% have completed a plan but are not following it; 35% have not yet completed a plan or are confused about planning**
- **62%** of respondents indicated that they were assisted in developing an educational plan by either an advisor or counselor
- When asked about how well-informed they are toward meeting their educational goals at MJC, **44%** indicated “very informed”, **47%** indicated **“somewhat informed”**, and **9%** marked **“I am confused about my educational goals”**
- When asked about their current educational goal status, **58%** indicated they had **completed their plan and are following it; 7% completed a plan but are not following it; 12%** indicated they **do not understand where they are in their educational plans; and 23%** indicated they **have not yet completed an educational plan**

### Usage and Satisfaction with Advising (Counseling)/Planning, Career Counseling, and Transfer Services

- Frequency of using academic advising/counseling and educational planning services: **54% indicated “often” or “sometimes”**
- Satisfaction with academic advising/counseling and educational planning services: **92% “very” or “somewhat” satisfied**
- Importance of academic advising/counseling and educational planning services: **77% “very important”; 18% “somewhat important”**
- Frequency of using career counseling services: **51% indicated “sometimes” or “often”**
- Satisfaction with career counseling services: **55% “very” or “somewhat” satisfied**
- Importance of career counseling services: **63% “very important”; 22% “somewhat important”**
- Satisfaction with transfer advising and planning services: **88%** of respondents indicated they are **very or somewhat satisfied** with transfer services at MJC
- Importance of transfer advising and planning services: **65%** indicated transfer services are very important and **17%** indicated they are somewhat important

### Equity Gaps and Findings

- For the five benchmark areas measured in the CCSSE, **measurable improvements at MJC occurred between 2015 and 2017** only for **African-American** students, while they moderately declined for most other major ethnicities
- In each of the five benchmark areas, **African-American** student scores improved compared with the same benchmarks in 2015. The two benchmarks with greatest rate of improvement for African-American students were **Student Effort** (10% improvement over 2015) and Student-Faculty Interaction (8% improvement). For **Asians**, every benchmark except **Support for Learners** showed a decline over 2015 ratings, and for **Academic Challenge, Active and Collaborative Learning, and Student Effort** the decline was more than 5%. For **Hispanic** students, the benchmark showing greatest improvement was **Student Effort (2% improvement over 2015)**, and the benchmark showing greatest decline was **Active and Collaborative Learning (2.4% decline from 2015)**
- In most benchmarks, **African-American males** scored **lower** than **African-American females**.

### College-Specific Questions in 2017 Survey

- Only **45%** of respondents agreed with the statement, **“During the current academic year at MJC, I feel like I belong”**, while **36%** marked **“neutral”** and nearly **19%** **disagreed**
- When asked about ways that current course scheduling options at MJC could be improved, **26%** want **more late afternoon or evening courses**, **26%** want **more sections of Basic Skills and/or General Education courses**, and **14%** want **more online courses**
- **60%** of respondents indicated they feel that their instructors care about their success as students, and **36%** indicated they were either **“unsure”** or felt that only some instructors seem to care
- When asked if they are **progressing as quickly toward completing their educational goals at MJC as they desired**, only **36%** marked **“yes”**, while **39%** marked **“no”** and **25%** marked **“not sure”**
- When asked if they have **sufficient financial resources to enable completing their studies at MJC without financial hardship**, only **46%** marked **“yes”**, while **23%** marked **“no”** and **32%** marked **“not sure, but this is an issue that often concerns me”**

- When asked if during the last 6 months they have experienced **major emotional and psychological distress that has affected their ability to succeed at MJC**, **61%** marked “**yes**”, and **12%** indicated they **wished to learn more about available resources for getting help at MJC**
- (**Knowing Where to Turn**): When students were asked if they **feel confident that there is someone at MJC that can help them explore their options if they are having difficulty persisting in their studies**, only **47%** indicated “**yes**”, while **38%** marked “**not sure**” and **16%** indicated “**no**”

### Comparisons Between MJC and Other Participating Hispanic Serving Institutions in 2017

- In the 2017 CCSSE, **33 Hispanic Serving Institutions (HSIs) participated** in the CCSSE, including MJC
- For the five benchmark areas measured in the CCSSE, the only benchmark for which MJC students exceeded other HSI participants was **Academic Challenge** (MJC is slightly higher).
- Among the remaining four benchmarks, **MJC scored lower than other HSI participants**, with widest gaps in **Support for Learners (MJC 1.3% lower** than other HSI participants) and **Student Effort (MJC 1.2% lower** than other HSI participants)
- When MJC’s Hispanic students are assessed compared with Hispanic students in the full HSI cohort, MJC students ranked higher than overall HSI participants in just one benchmark (**Academic Challenge**) and lower in the remaining four benchmarks.
- The benchmark for which Hispanic students at MJC scored lowest relative to other HSI participants was **Student-Faculty Interaction**. For this benchmark, **MJC students scored 3% lower**.

### Comparisons Between MJC and Other Achieving the Dream Institutions in 2017

- In the 2017 CCSSE, **77 Achieving the Dream Institutions participated** in the CCSSE, including MJC
- For the five benchmark areas measured in the CCSSE, the only benchmark for which MJC students exceeded other ATD participants was **Academic Challenge** (MJC is slightly higher).
- Among the remaining four benchmarks, **MJC scored lower than other ATD participants**, with widest gaps in **Student-Faculty Interaction (MJC 2.4% lower** than other HSI participants) and **Student Effort (MJC 1.7% lower** than other HSI participants)

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## Profile of MJC Students Responding to the 2017 CCSSE Survey

### Demographics

- **Ethnicity** of respondents: **African-American: 2%; Asian/Pacific Islander: 6%; Hispanic: 35%; Native American: 1%; White: 32%; Other: 24%**
- **Gender** of respondents: **55% female; 45% male**
- **60%** were enrolled on a **full-time** basis; **40% part-time** (less than 12 credits per term)
- **67%** have **fathers** whose educational attainment is **high school or less**
- **58%** have **mothers** whose educational attainment is **high school or less**
- **28%** of respondents **commute** to and from MJC at **least 6 hours per week**
- **61%** spend **6 hours or more per week preparing for class**
- **60%** **work for pay at least 11 hours per week**, while **26%** indicated they **do not work for pay**
- **53%** provide **care for dependents living with them (parents, children, spouse)**
- **17%** have **children living with them**

- **30%** indicated that **English is not their primary language**
- **11%** are **married**

### Educational Activities and Student Needs

- **82%** of respondents **began their college education at MJC** and **18%** elsewhere
- **14%** were **taking one or more courses concurrently at other institutions** besides MJC
- **74%** consider **peer or other tutoring services** at MJC as **“very”** or **“somewhat important”**
- **51%** of respondents plan to take or are taking/have taken **remedial mathematics courses**
- **46%** plan to take or are taking/have taken a **study skills course**
- **41%** plan to take or are taking/have taken **remedial writing courses; 18%** an **ESL course**
- **22%** indicated they **participate in college-sponsored activities** (organizations, campus publications, student government, intercollegiate or intramural sports)
- **59%** have used library resources and services at least 2 times during the academic year, and **89%** consider these services to be **“very”** or **“somewhat important”**

### Prior Educational Experience

- **80%** indicated their highest previous educational attainment is **high school or GED**
- **10%** hold a **vocational or technical certificate**
- **5%** hold an **Associate’s degree**
- **3%** hold a **Bachelor’s degree or higher**

### Primary Sources Used to Pay for College

- **44%** **own income or savings**
- **40%** **grants and scholarships** and **5%** **student loans**
- **27%** **parent or spouse/significant other’s income or savings**
- **9%** **public assistance**

### Factors Which Could Cause Students to Withdraw from MJC

- **45%** indicated **working full-time** would **“likely”** or **“very likely”** cause them to withdraw
- **47%** indicated **lack of finances** would likely cause withdrawal
- **52%** indicated **caring for dependents** would likely cause withdrawal