



Office of  
*Research and  
Planning*

Vol. 1, Spring 2010

*Prepared by:*  
Keith Wurtz,  
Director, Office of Research  
& Planning

## *Did You Know?*

**This issue's topic: Spring 2009 Results from the Community College Survey of Student Engagement (CCSSE)**

**Overview:** In the following the results from the administration of the Spring 2009 Community College Survey of Student Engagement (CCSSE) at Crafton Hills College (CHC) are briefly summarized. CCSSE provides information to community colleges that can help in planning, evidence based decision making, and to promote improvements in student learning and persistence. The purpose of CCSSE (2009) is to examine student engagement, "or the amount of time and energy that students invest in meaningful educational practices." CHC students responded to over 150 questions on the CCSSE. Only a portion of the results from the CCSSE are summarized here to help with the processing of so much information. Future "Did You Knows?" will focus on additional information from the CCSSE. In addition, the results from the CCSSE are available for review in the Office of Research and Planning upon request.

**Methodology:** The CCSSE was administered in Spring 2009 to a random sample of 41 weekly census sections at CHC with 10 or more students enrolled at Census. Accordingly, the results are most likely representative of CHC students who take a weekly census course (i.e. a course that spans the entire length of the semester). In Spring 2009 weekly census sections consisted of 69% of the sections offered at CHC and 82% (n = 5,379) of the students who were enrolled at census were enrolled in a weekly census section. Approximately, 1,115 students in the 41 sections had an opportunity to complete the survey, of those 701 (63%) responded to the survey.

In addition to summarizing general findings from the CCSSE, CHC responses were also compared by the Community College Leadership Program at The University of Texas at Austin (i.e. developers of CCSSE) to a comparison group of institutions. A limitation to this comparison is that a much higher proportion of CHC students identified themselves as full-time students than students within the comparison group.

**Sample:** A representative sample of 701 CHC students completed the CCSSE survey during the Spring 2009 semester. Similar to the CHC population, students who responded to the survey were more likely to be female (55%), Caucasian (56%) or Hispanic (24%), and 18 – 19 years old (33%) or 20 – 21 years old (25%). Conversely, survey respondents were more likely to identify themselves as full-time (62%) than the general CHC population (29%).

### ***Summary of Findings:***

CHC students have done the following in the current school year (see Table 1)

- 96% of students have asked questions in class sometimes, often, or very often
- 92% of students have worked on a paper or project that required integrating ideas or information from various sources
- 32% have never talked about career plans with an instructor or an advisor
- 73% have come to class without completing readings or assignments sometimes, often, or very often

CHC students have done, are doing, or are planning to do while attending CHC (see Table 2)

- 45% of students plan to or have taken a developmental/remedial course in math
- 38% of students plan to or have taken a developmental/remedial course in writing

- 34% of students plan to or have taken a study skills course
- 28% of students plan to or have taken a developmental/remedial course in reading
- 26% of students plan to or have taken an honors course
- 12% of students plan to or have taken an English as a Second Language Course

Students at Crafton Hills were statistically significantly and substantially **more likely** to...

- Work with other students on projects during class
- Skip classes

...than students from the comparison group.

Students at Crafton Hills were statistically significantly and substantially **less likely** to...

- Work for pay
- Feel that their experience at this college contributed to acquiring job or work-related knowledge and skills
- Feel satisfied with job placement assistance and financial aid advising

...than students from the comparison group.

**Table 1: CHC Student Responses to How Often they have done each of the Listed Activities in the Current School Year.**

In your experiences at this college during the current school year, about how often have you done each of the following?	Never		Sometimes		Often		Very Often	
	#	%	#	%	#	%	#	%
4a. Asked questions in class or contributed to class discussions	26	3.7	237	33.8	236	33.7	202	28.8
4d. Worked on a paper or project that required integrating ideas or information from various sources	55	7.9	196	28.3	240	34.6	202	29.1
4e. Come to class without completing readings or assignments	185	26.6	389	55.9	87	12.5	35	5.0
4l. Discussed grades or assignments with an instructor	64	9.2	285	40.9	246	35.3	102	14.6
4m. Talked about career plans with an instructor or advisor	224	32.2	301	43.2	121	17.4	50	7.2
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	76	11.0	248	35.8	239	34.5	129	18.6
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	78	11.2	240	34.5	192	27.6	185	26.6
4s. Had serious conversations with students of a different race or ethnicity other than your own.	119	17.1	198	28.5	169	24.3	209	30.1
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.	137	19.7	201	28.9	177	25.5	180	25.9
4u. Skipped class	249	35.7	390	56.0	40	5.7	18	2.6

**Table 2: CHC Student Responses to which of the Listed Activities they have done, are doing, or plan to do while Attending College.**

Which of the following have you done, are you doing, or do you plan to do while attending this college?	I have not done, nor plan to do		I plan to do		I have done	
	#	%	#	%	#	%
8a. Internship, field experience, co-op experience, or clinical assignment.	358	52.6	226	33.2	96	14.1
8b. English as a second language course	602	88.4	31	4.6	48	7.0
8c. Developmental/remedial reading course	493	72.3	68	10.0	121	17.7
8d. Developmental/remedial writing course	427	62.4	102	14.9	155	22.7
8e. Developmental/remedial math course	377	55.4	107	15.7	197	28.9
8f. Study skills course	453	66.4	129	18.9	100	14.7
8g. Honors course	503	74.2	144	21.2	31	4.6
8h. College orientation program or course	440	64.5	80	11.7	162	23.8
8i. Organized learning communities (linked courses/study groups led by faculty or counselors)	504	73.8	116	17.0	63	9.2

**References:**

CCSSE. (2009). *2009 Institutional Report: Overview of national 2009 CCSSE Cohort Survey Results.*