

Did You Know?

Topic: Results from the Community College Survey of Student Engagement (CCSSE) Spring 2010

Overview: The following briefly summarizes a portion of the results from the spring 2010 Community College Survey of Student Engagement (CCSSE) at Crafton Hills College (CHC). CCSSE provides information about effective practices in community colleges that can help in planning, evidence-based decision-making, and to promote improvements in student learning and persistence. CHC students responded to over 150 questions which examine student engagement. Additional results are available for review in the Office of Research and Planning upon request.

Summary of findings: Respondents were asked to indicate the frequency of use, satisfaction with, and importance of eleven student instructional and support service areas at Crafton Hills College.

- Crafton Hills Students are statistically significantly *less* likely to use Financial aid and DSPS than students from the cohort comparison group.
- Crafton Hills Students are statistically significantly *more* satisfied with Peer or other tutoring than students from the cohort comparison group.
- Crafton Hills Students are statistically significantly *more* likely to rank Career Counseling and Transfer Assistance as important when compared with students from the cohort comparison group.

Table 1: CCSSE 2010 Frequency, Satisfaction, and Importance of Instructional and Support Services

Statistically significant findings of CHC students /Cohort comparison group:			
13.1. How often you use the following services? (1=Rarely/never, 2=Sometimes, 3=Often)			
	CHC Mean	Cohort Mean	Effect Size
g. Financial aid advising	1.67	1.85	0.23*
k. Services for people with disabilities	1.17	1.29	0.21*
13.2. How satisfied you are with the services? (1=Not at all, 2=Somewhat, 3=Very)			
	CHC Mean	Cohort Mean	Effect Size
d. Peer or other tutoring	2.30	2.16	0.21*
13.3. How important the services are to you? (1=Not at all, 2=Somewhat, 3=Very)			
	CHC Mean	Cohort Mean	Effect Size
b. Career counseling	2.52	2.30	0.28*
j. Transfer credit assistance	2.47	2.24	0.26*

*Mean difference is statistically significant at the $p < .001$ level. The effect size represents the magnitude of the difference between the means. When it is .2 or higher, it indicates the difference is not only statistically significant but practical as well.

Methodology: The CCSSE was administered in spring 2010 to a random sample of 38 weekly census sections at CHC with 10 or more students enrolled. 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. Approximately, 1,306 students in the 38 sections had an opportunity to complete the survey, of those 871 (67%) responded. In addition to summarizing general findings from the CCSSE, the University of Texas at Austin (i.e. developers of CCSSE) compared the CHC results to a comparison group of institutions.

Sample: A representative sample of 871 CHC students completed the CCSSE. Similar to the CHC population, respondents were more likely to be female (51%), Caucasian (55%) or Hispanic (25%), and 18 – 19 years old (33%) or 20 – 21 years old (27%). Additionally, respondents were more likely to identify themselves as enrolled less than full-time (69%).

References:

CCSSE. (2010). 2010 Institutional Report: Overview of national 2010 CCSSE Cohort Survey Results.

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