



# Community College Survey of Student Engagement (CCSSE): Results for 2007 and 2009

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## Executive Summary

The Community College Survey of Student Engagement (CCSSE) measures the overall concept of student engagement. The survey provides data on “institutional practices and student behaviors that are correlated...with student learning and student retention” (CCSSE, 2011). CCSSE’s goal is to provide colleges with results that can be used to inform decision making related to meaningful educational practices.

CCSSE recommends examining survey results in at least two ways, both reflected in this report.

First, CCSSE recommends using mean differences (both on the CCSSE Benchmarks and on individual items) to compare MCTC results to results for other similarly sized colleges; this provides information on how well MCTC is performing relative to other colleges. These results are provided on pp. 4-6. These results serve as a starting point for examining CCSSE results.

Second, CCSSE recommends using data to “focus effort and promote positive change” (CCSSE, 2007). One way to do this is to perform a gap analysis by comparing current results with desired results. For example, if students report a level of “somewhat satisfied” for a service, college stakeholders can determine what steps need to be taken to improve this rating. These results are provided on pp. 7-13.

Some highlights from this report include:

- MCTC scores were higher than average on all five CCSSE Benchmarks for similarly sized colleges in both 2007 and 2009.
- On items related to contact between and understanding of people from diverse backgrounds, MCTC scores were statistically significantly higher than average for similarly sized colleges.
- The most typical satisfaction rating for most student services areas, such as advising and financial aid, was “somewhat satisfied.”
- Students reported that their coursework emphasized a variety of mental activities “quite a bit.”
- Students perceived relationships with faculty slightly more positively than relationships with other students and perceived relationships with administrative personnel least positively. Unlike results for relationships with students and instructors, results for relationships with administrative personnel were lower than the average for similarly sized colleges in both 2007 and 2009; this result was statistically significant in 2009.
- The vast majority of students (79%) didn’t participate in any College-sponsored activities and more than half work at least 11 hours per week.

These data provide insights into MCTC students’ behaviors and perceptions. Where frequency of category responses are highlighted, users of these data can determine whether and where changes can be made to improve student engagement and provide a more positive experience for students.

## Report Details

### Report Categories

The categories listed in this report were developed by CCSSE (e.g. “Student Learning”, “Student and Academic Support Services”).

### Method

CCSSE utilizes a three-year cohort of participating colleges in all of its comparison data analyses. This means that the group to which MCTC’s scores are compared on both the benchmarks and areas of above- and below-mean differences are based on CCSSE data from the previous three years. This approach increases the total number of institutions and students contributing to the national dataset, which 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.

### Sample

The 2009 CCSSE Cohort was composed of 658 institutions across 47 states, four Canadian provinces, plus Bermuda, the Marshall Islands, and the Mariana Islands. Of these, 110 were classified as large colleges (8,000-14,999), and 126 were classified as urban-serving. MCTC was classified as a large, urban-serving college in 2009. The 2009 comparisons in this report (p. 6) compare MCTC to large, but not necessarily urban-serving, colleges. The 2007 CCSSE cohort consisted of 525 colleges, of which 136 were classified as medium colleges. In 2007, MCTC was considered a medium college in an urban-serving area.<sup>1</sup> Comparisons for 2007 results (p. 5) compare MCTC to CCSSE medium colleges.

Of MCTC’s 2007 CCSSE cohort, 56% of CCSSE respondents were white, 26% were students of color and 17% were classified as foreign national/international students or “other.” In 2009, 52% of the MCTC CCSSE cohort was white, 32% were students of color and 15% were classified as foreign national/international students or “other.” In 2007, 55% of the cohort was female compared to 53% in 2009. In both 2007 and 2009 most students reported an age of between 25 and 29. In 2007 65% of students responding to the CCSSE were full-time students compared to 66% in 2009.

In 2009, CCSSE randomly selected courses, with a combined enrollment of 1,581 students; of these, 863 students completed the survey (response rate 55%). In 2007, the response rate was 54%.

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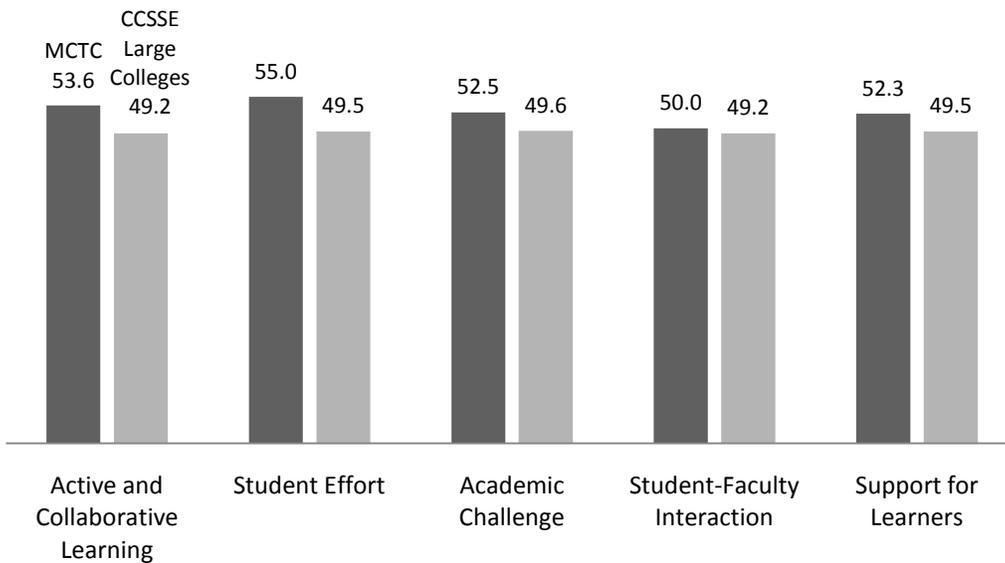
<sup>1</sup> In 2007, MCTC was classified as a ‘Medium College’ and compared to CCSSE’s Medium College cohort.

## CCSSE Benchmarks

The following five benchmarks, composed of items listed in the Appendix (*Five CCSSE Benchmarks*), have been shown to relate empirically to such student success outcomes as higher GPA, course completion and semester-to-semester retention. The following chart shows that MCTC scores are above average on all five benchmarks in 2009 compared to average scores for CCSSE large colleges, including on the benchmark that is most predictive of student success outcomes, Active and Collaborative Learning.<sup>2</sup>

### How Do MCTC Benchmark Scores Compare to Scores at Other Large Community Colleges?

2009



<sup>2</sup> The pattern of results was similar in 2007. CCSSE Benchmark scores are weighted to account for full- and part-time enrollment and are standardized such that the average score is 50, with a standard deviation of 20.

## CCSSE Items Above and Below Mean for Similarly Sized Colleges

The following items shows that MCTC is not only above and below the averages on the following items for similarly sized colleges; these results were statistically significant at the  $p < .001$  level and had an effect size greater than or equal to .20 which indicates that they are unlikely to have happened by chance.

### 2007

<b>Above the Mean (compared to other medium-sized colleges)</b>
<p>Discussed ideas from readings or classes with others outside of class (students, family members, co-workers, etc.)</p> <p>Had serious conversations with students of a different race or ethnicity than your own</p> <p>Encouraging contact among students from different economic, social and racial or ethnic backgrounds</p> <p>Understanding people of other racial and ethnic backgrounds</p> <p>Frequency of use of selected student services:</p> <ul style="list-style-type: none"> <li>• Computer lab</li> <li>• Services to students with disabilities</li> </ul> <p>Importance of selected student services:</p> <ul style="list-style-type: none"> <li>• Computer lab</li> </ul>
<b>Below the Mean (compared to other medium-sized colleges)</b>
<p>Providing care for dependents living with you (parents, spouse, children, etc.)</p>

CCSSE Items Above and Below Mean for Similarly Sized Colleges

2009

Above the Mean (compared to other large-sized colleges)
<p>Number of books read on your own</p> <p>Number of papers written of any length</p> <p>Encouraging contact among students from different economic, social and racial or ethnic backgrounds</p> <p>Understanding people of other racial and ethnic backgrounds</p> <p>Frequency of use of selected student services:</p> <ul style="list-style-type: none"> <li>• Computer lab</li> </ul> <p>Importance of selected student services:</p> <ul style="list-style-type: none"> <li>• Computer lab</li> </ul>
Below the Mean (compared to other large-sized colleges)
<p>Relationships with administrative personnel and offices</p> <p>Solving numerical problems</p> <p>Satisfaction with:</p> <ul style="list-style-type: none"> <li>• Academic advising/planning</li> <li>• Career counseling</li> <li>• Transfer credit assistance</li> </ul>

## Student Learning

The following table shows that both in 2007 and 2009, students most frequently reported that the following mental activities are emphasized “quite a bit.” The only difference in the most frequently selected rating for these items occurred for making judgments and applying theories; however the percent difference between 2007 and 2009 in the frequency of students responding in each category is small.

### How Much Has Your Coursework at MCTC Emphasized the Following Mental Activities?

(% Students Responding in Each Category)

Student Learning Items	2007				2009			
	Very Little	Some	Quite a Bit	Very Much	Very Little	Some	Quite a Bit	Very Much
Memorizing facts, ideas or methods from your courses so you can repeat them in pretty much the same form	8	31	35	26	8	31	36	25
Analyzing the basic elements of an idea, experience or theory	3	26	43	27	4	22	48	26
Synthesizing and organizing ideas, information or experiences in new ways	5	32	42	21	5	30	41	24
Making judgments about the value or soundness of information, arguments or methods	11	35	34	20	11	32	36	20
Applying theories or concepts to practical problems or in new situations	8	36	33	22	11	31	38	20
Using information you have read or heard to perform a new skill	9	27	35	29	11	30	35	24

## Student and Academic Support Services

The following items assess students' satisfaction with various student services at MCTC. The shaded areas indicate the most frequently selected response for each service. For example, for Academic advising/planning, the most frequent response category was "somewhat satisfied." Across both time periods, the highest level of satisfaction reported was for the College's computer lab.

### "How Satisfied Are You with These College Services?"

(% Students Responding in Each Category)

Student Services	2007				2009			
	Not At All	Somewhat	Very	N/A	Not At All	Somewhat	Very	N/A
Academic advising/planning	10	<b>44</b>	27	19	22	<b>45</b>	17	22
Career counseling	13	<b>29</b>	16	41	17	<b>25</b>	10	49
Job placement assistance	13	<b>16</b>	7	64	<b>16</b>	12	5	68
Peer or other tutoring	10	<b>23</b>	17	51	10	<b>21</b>	19	51
Skills lab (writing, math, etc.)	7	<b>28</b>	22	42	9	<b>23</b>	16	53
Financial aid advising	13	<b>25</b>	<b>25</b>	36	16	<b>30</b>	20	33
Computer lab	5	28	<b>43</b>	23	6	33	<b>46</b>	16
Student organizations	10	<b>19</b>	9	61	13	<b>19</b>	9	59
Transfer credit assistance	12	<b>23</b>	15	51	17	<b>23</b>	11	50
Services to students with disabilities	8	<b>10</b>	8	75	<b>9</b>	<b>9</b>	7	76

Note: N/A is provided on CCSSE survey as a response option.

## Time on Task

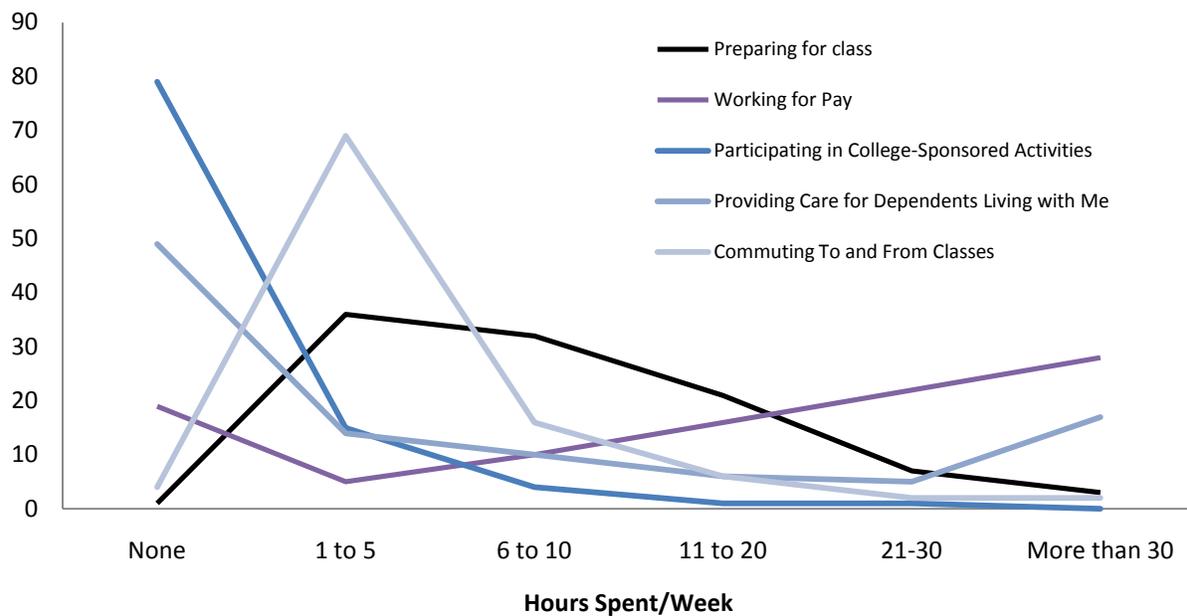
The following chart of 2009 data shows that:

- more than 70% of students spent 1-10 hours per week preparing for class
- approximately 65% of students worked 11 hours per week or more
- most students reported spending less than 5 hours per week caring for dependents living with them
- at least 79% of students spent no time participating in college-sponsored activities
- most students spent 5 hours or less per week commuting to MCTC

The pattern of results was similar for 2007.

### How Many Hours Do You Spend in a Typical 7-day Week Doing the Following?

(% Students Responding in Each Category)



## Relationships

This table provides information on students' relationships as related to college engagement. Highlights for 2009 include:

- Students' friends are likely to support them in attending MCTC.
- About half of students reported "never" or "sometimes" working hard to meet instructors' expectations and approximately half reported doing so "often" or "very often."
- A majority of students reported that the College encourages contact among students of different backgrounds.
- A majority also reported they received "very little" or "some" of the support they need to thrive socially.

MCTC students rated one item, "Encouraging contact among students from different economic, social and racial or ethnic backgrounds," statistically significantly higher than students at similarly sized colleges ( $p < .001$ , effect size greater than or equal to .20) both in 2007 and 2009 (2007 results not shown). The pattern of results for all items below was similar in 2007.

### Relationship Items Related to College Engagement

2009

Relationship Items	Rating Scales and Responses			
	Never	Sometimes	Often	Very Often
Worked harder than I thought I could to meet an instructor's standards or expectations	11	40	35	14
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	Very Little	Some	Quite a Bit	Very Much
	10	24	36	30
Providing the support you need to thrive socially	Very Little	Some	Quite a Bit	Very Much
	26	40	24	10
How supportive are your friends of your attending this college?	Not Very	Somewhat	Quite a Bit	Extremely
	5	18	30	47

**Relationships, cont.**

The data below provide more information on students' perceptions of the quality of their relationships with different groups on campus: other students, instructors and administrative personnel. Results for the quality of relationships with other students and instructors were comparable to results at other similarly sized colleges. The result for relationships with administrative personnel was lower than the average for similarly sized colleges in both 2007 and 2009 and this finding was statistically significant in 2009. The pattern of results for 2007 was similar to that shown below.

**Quality of Relationships with People at MCTC  
2009**

(Averaged Rating on 7-point Scale)

Other Students						
1	2	3	4	<b>5.4</b>	6	7
Unfriendly, unresponsive, sense of alienation					Friendly, supportive, sense of belonging	
Instructors						
1	2	3	4	<b>5.7</b>	6	7
Unavailable, unhelpful, unsympathetic					Available, helpful, sympathetic	
Administrative Personnel and Offices						
1	2	3	<b>4.48</b>	5	6	7
Unhelpful, inconsiderate, rigid					Helpful, considerate, flexible	

## Student Activity Items

The following items assess students' activities, primarily as those relate to course and classroom activities. Data below show there were no activities that students reported doing "very often." Of the student activity items listed here, students were least likely to engage in community-based projects. Students were most likely to report integrating ideas from various sources, working on two or more drafts of a paper and receiving prompt feedback from instructors.

### In the Current School Year, About How Often Have You Done Each of the Following?

(% Students Responding in Each Category)

Student Activities	2007				2009			
	Never	Sometimes	Often	Very Often	Never	Sometimes	Often	Very Often
Prepared two or more drafts of a paper or assignment before turning it in	19	28	30	22	19	27	29	25
Worked on a paper or project that required integrating ideas or information from various sources	8	33	36	24	9	29	38	25
Came to class without completing readings or assignments	27	60	9	4	24	60	13	3
Worked with other students in projects during class	9	37	38	16	8	38	39	15
Participated in a community-based project as a part of a regular course	74	16	7	3	74	18	7	2
Discussed grades or assignments with an instructor	12	44	30	14	10	43	33	15
Talked about career plans with an instructor or advisor	33	44	15	9	38	41	16	6
Discussed ideas from your readings or classes with instructors outside of class	39	42	14	5	41	40	15	5
Received prompt feedback from instructors on your performance	5	33	45	17	7	36	43	15
Worked harder than you thought you could to meet an instructor's standards or expectations	10	43	31	16	11	40	35	14

Note: Shaded cells indicate highest percentage of responses in a category.

**Student Activity Items, cont.**

Student Activities	2007				2009			
	Never	Sometimes	Often	Very Often	Never	Sometimes	Often	Very Often
Worked with instructors on activities other than coursework	72	19	6	2	72	19	7	1
Discussed ideas from your readings or classes with others outside of class	7	34	36	23	9	34	36	22
Had serious conversations with students of a different race or ethnicity than your own	14	33	30	23	15	31	30	24
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions or personal values	19	39	24	18	17	35	28	20

Note: Shaded cells indicate highest percentage of responses in a category.

**Appendix: Five CCSSE Benchmarks**

**Active and Collaborative Learning**

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

**Student Effort**

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

### Academic Challenge

Survey Question
4p. Worked harder than you thought you could to meet an instructor's standards or expectations
5b. Analyzing the basic elements of an idea, experience, or theory
5c. Synthesizing and organizing ideas, information, or experiences in new ways
5d. Making judgments about the value or soundness of information, arguments, or methods
5e. Applying theories or concepts to practical problems or in a new situations
5f. 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. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college
9a. Encouraging you to spend significant amounts of time studying

### Student-Faculty Interaction

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

## Support for Learners

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