



The Community College Survey of Student Engagement (CCSSE)

Overview of 2021 Survey Results South Arkansas Community College

Introduction

The Community College Survey of Student Engagement (CCSSE), a product and service of the Center for Community College Student Engagement, provides information about effective educational practice in community colleges. The Center's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. *Student engagement*, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for the Center's work. The CCSSE survey instrument is designed to capture student engagement as a measure of institutional quality.

CCSSE Member Colleges

The 2021 CCSSE Cohort includes 411 institutions from 46 states, Bermuda, Marshall Islands, and Micronesia. CCSSE uses a cohort of participating colleges in all core survey analyses. The 2021 cohort consists of the colleges that participated in CCSSE 2019, 2020 and 2021. If a college participated multiple times across 2019, 2020, and 2021, only their most recent data are included in cohort calculations. Please note: Due to COVID-19, only 23 colleges were able to complete the administration of CCSSE 2020.

CCSSE Administration

In-Class Administration

In CCSSE sampling procedures, students are sampled at the classroom level. The survey was administered in classes randomly selected from among all face-to-face and hybrid courses offered by the institution during the spring academic term. Certain course types are not eligible for inclusion in the CCSSE administration. These include non-credit, dual-enrollment, distance learning, most ESL courses, individual instruction, and individual study or self-paced classes.

Of those students sampled at our institution, 142 respondents submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 16%. The percent of target rate is the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the target sample size.

Online Administration

In order to boost responses to the online survey, *CCSSE* does not employ a sampling strategy for the online administration. The online survey invitation is sent to all students who are enrolled in any credit bearing or developmental education courses offered by the institution during the spring academic term. Certain course types are not eligible for inclusion in the online *CCSSE* administration. These include non-credit, dual-enrollment, most ESL courses, individual instruction, and individual study or self-paced classes.

Of those students sent the online survey invitation at our institution, **142** respondents completed the online survey. The number of completed surveys produced an overall “percent of target” rate of **16%**. The percent of target rate is the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the number of access codes your college had for the online survey.

Excluded Respondents

Excluding certain respondents from institutional and cohort-level reports ensures that results are comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- The respondent did not indicate whether they were enrolled full-time or part-time at the institution.
- The survey is invalid. A survey is invalid if a student does not answer any of the 19 sub-items in item 4, answers *very often* to all 19 sub-items, or answers *never* to all 19 sub-items.
- The student reported their age as under 18.
- The student indicated that they have taken the survey in a previous class or did not respond to item 3.
- Oversample respondents are not included because they are selected outside of *CCSSE*'s primary sampling procedures.

2021 Student Respondent Profile

Please note that percentages may not total 100% in each category due to missing data and/or rounding.

Enrollment Status

22% of surveyed students report being part-time college students. Population data¹ indicate that **60%** of students attend our college part-time. The inverse representation of part-time and full-time students in our respondent and actual student populations is the result of random sampling and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/part-time variable so that reports will accurately reflect the underlying student population.

¹ Population data are those reported for the most recent IPEDS enrollment report.

Age

Student respondents at our college range in age from 18 to 64 years old. 50% are between 18 and 24 years old.

Gender Identity

15% of student respondents identify as a man and 85% as a woman, while 0% identify as Other or that they prefer not to respond.

Racial/Ethnic Identification

95% of our student respondents identify with a single racial/ethnic identity: 54% White, 4% Hispanic or Latino, 35% Black or African American, 1% Asian, 1% American Indian or Alaska Native, and 0% Native Hawaiian or Other Pacific Islander. 4% marked more than one category when responding to the question, "What is your racial or ethnic identification."

International Students

1% of our students responded yes to the question, "Are you an international student or non-resident alien?"

First-Generation Status

42% of student respondents indicate that neither parent has attended at least some college; accordingly, these students are considered "first-generation."

48.7% of respondents indicate that their mothers have at least some college experience, while 30% indicate that their fathers do.

The results for the following student respondent categories are weighted according to the most recent IPEDS population data.

Non-Native English Speaking Students

At our college, 5.6% of CCSSE respondents are non-native English speakers.

College-Sponsored Activities

86.7% of student respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intramural sports, etc.) while 8.6% spend 1 to 5 hours per week participating in these activities.

Total Credit Hours Earned

24.2% of surveyed students have completed fewer than 15 credit hours; 21.8% have completed 15-29 credit hours; and 46.9% have completed more than 30 credit hours.

External Commitments

31.6% of student respondents work 21 or more hours per week; 6.3% care for dependents 6–10 hours per week; and 29.3% spend 6–10 hours per week commuting to class.

Goals

Students were asked to indicate their reasons or goals for attending this college and could mark multiple goals as applicable. 34.9% identified transferring to a 4-year college or university as a goal, while 86.3% identified obtaining an associate degree and 73.4% identified completing a certificate program as a goal. 78.7% indicated that obtaining or updating job-related skills is a goal, and 42.7% a career change as a goal for attending the college.

CCSSE Benchmarks of Effective Educational Practice

To assist colleges in their efforts to reach for excellence, the Center reports national benchmarks of effective educational practice in community colleges. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals.

CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement—and are positively related to student learning and persistence. Standard benchmark scores are used to compare each institution’s performance to that of similar institutions and with the CCSSE Cohort. Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean (the average of all participating students) always is 50 and the standard deviation is 25. The five benchmarks of effective educational practice in community colleges are: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

Item	Variable	Responses	Your College		Small Colleges		2019 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	Never	10	6.9	2,015	3.6	8,370	4.2
		Sometimes	38	26.8	16,226	28.6	61,632	31.1
		Often	32	22.2	19,272	34.0	64,790	32.7
		Very often	63	44.1	19,157	33.8	63,228	31.9
		Total	142	100.0	56,670	100.0	198,020	100.0
4b. Made a class presentation [ACTCOLL]	CLPRESEN	Never	72	51.0	18,406	32.5	65,878	33.3
		Sometimes	51	35.7	21,581	38.1	74,341	37.6
		Often	13	9.2	11,076	19.6	38,629	19.5
		Very often	6	4.1	5,508	9.7	18,801	9.5
		Total	142	100.0	56,552	100.0	197,647	100.0
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	Never	56	39.4	13,695	24.3	50,350	25.6
		Sometimes	44	31.1	19,378	34.4	68,834	35.0
		Often	23	15.9	14,576	25.9	49,507	25.2
		Very often	19	13.5	8,617	15.3	28,043	14.3
		Total	142	100.0	56,267	100.0	196,734	100.0
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	Never	54	38.4	25,126	44.6	91,663	46.5
		Sometimes	41	28.8	17,956	31.9	62,934	32.0
		Often	19	13.6	8,566	15.2	27,573	14.0
		Very often	27	19.2	4,675	8.3	14,760	7.5
		Total	142	100.0	56,324	100.0	196,929	100.0
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	Never	109	76.7	42,714	75.8	152,359	77.4
		Sometimes	20	14.0	9,141	16.2	30,118	15.3
		Often	8	5.6	2,815	5.0	8,855	4.5
		Very often	5	3.7	1,647	2.9	5,582	2.8
		Total	142	100.0	56,317	100.0	196,914	100.0
4i. Participated in a community-based project (service-learning activity) as part of a regular course [ACTCOLL]	PARTICCBP	Never	107	75.3	42,060	74.6	152,016	77.2
		Sometimes	20	14.0	9,559	16.9	30,245	15.4
		Often	8	5.4	3,048	5.4	9,509	4.8
		Very often	8	5.3	1,744	3.1	5,214	2.6
		Total	142	100.0	56,411	100.0	196,985	100.0
4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	Never	35	24.7	8,995	16.0	33,352	16.9
		Sometimes	42	29.9	20,884	37.1	73,372	37.3
		Often	31	22.0	15,466	27.4	52,434	26.6
		Very often	33	23.4	11,021	19.6	37,811	19.2
		Total	142	100.0	56,366	100.0	196,968	100.0

Student Effort

Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

Item	Variable	Responses	Your College		Small Colleges		2019 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	Never	32	22.3	12,237	21.7	41,925	21.3
		Sometimes	37	25.8	17,267	30.6	58,532	29.7
		Often	43	30.5	15,963	28.3	55,965	28.4
		Very often	30	21.4	10,937	19.4	40,793	20.7
		Total	142	100.0	56,404	100.0	197,216	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	Never	22	15.6	5,735	10.2	19,887	10.1
		Sometimes	45	31.7	14,499	25.7	48,239	24.4
		Often	35	25.0	19,999	35.4	69,482	35.2
		Very often	39	27.7	16,240	28.8	59,762	30.3
		Total	142	100.0	56,472	100.0	197,369	100.0
4e. Come to class without completing readings or assignments [STUEFF]	CLUNPREP	Never	87	61.7	25,062	44.4	88,065	44.7
		Sometimes	42	30.0	24,541	43.5	84,108	42.7
		Often	4	2.5	4,455	7.9	16,338	8.3
		Very often	8	5.7	2,365	4.2	8,624	4.4
		Total	141	100.0	56,424	100.0	197,135	100.0
Item 6: During the current academic year, how much reading and writing have you done at this college?								
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	BKREADOWN	None	48	35.5	20,320	36.7	65,844	34.2
		1-4	60	44.2	24,191	43.7	87,777	45.6
		5-10	20	14.5	6,418	11.6	23,057	12.0
		11-20	5	3.5	2,233	4.0	7,932	4.1
		More than 20	3	2.3	2,256	4.1	7,753	4.0
		Total	136	100.0	55,418	100.0	192,362	100.0
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?								
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) [STUEFF]	ACADPR01	None	1	0.8	827	1.5	2,482	1.3
		1-5	41	30.1	19,361	35.2	63,296	33.3
		6-10	44	32.6	15,793	28.8	56,885	29.9
		11-20	35	25.9	11,014	20.1	39,827	21.0
		21-30	5	3.8	4,811	8.8	16,891	8.9
		More than 30	9	6.9	3,122	5.7	10,557	5.6
Total	135	100.0	54,928	100.0	189,938	100.0		
Item 12.1: How often have you used the following services during the current academic year?								
12.1d. Peer or other tutoring [STUEFF]	FREQTUTOR	Never	97	74.9	36,037	67.4	120,834	65.7
		1 time	15	11.8	5,772	10.8	20,322	11.0
		2-4 times	10	7.8	6,944	13.0	25,191	13.7
		5 or more times	7	5.4	4,679	8.8	17,693	9.6
		Total	129	100.0	53,432	100.0	184,040	100.0
12.1e. Skill labs (writing, math, etc.) [STUEFF]	FREQLAB	Never	70	54.5	32,606	61.1	117,379	63.8
		1 time	6	4.5	5,147	9.7	17,995	9.8
		2-4 times	21	16.2	8,210	15.4	26,200	14.2
		5 or more times	32	24.8	7,375	13.8	22,314	12.1
		Total	129	100.0	53,339	100.0	183,889	100.0
12.1h. Computer lab [STUEFF]	FREQCOMLB	Never	47	36.4	28,244	52.9	108,774	59.1
		1 time	4	3.2	5,200	9.7	17,171	9.3
		2-4 times	30	23.6	8,790	16.5	27,098	14.7
		5 or more times	47	36.8	11,157	20.9	30,948	16.8
		Total	129	100.0	53,390	100.0	183,991	100.0

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

Item	Variable	Responses	Your College		Small Colleges		2019 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4a. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	Never	7	5.0	4,880	8.7	18,030	9.2
		Sometimes	34	23.8	19,727	35.0	68,886	35.0
		Often	50	35.0	19,317	34.3	66,847	33.9
		Very often	51	36.2	12,437	22.1	43,204	21.9
		Total	141	100.0	56,361	100.0	196,968	100.0
Item 5: During the current academic year, how much has your coursework at this college emphasized the following mental activities?								
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	Very little	2	1.5	2,442	4.4	8,181	4.2
		Some	41	29.5	14,367	25.8	45,882	23.7
		Quite a bit	49	35.4	23,345	41.9	81,506	42.1
		Very much	47	33.6	15,523	27.9	57,901	29.9
		Total	139	100.0	55,677	100.0	193,470	100.0
5c. Forming a new idea or understanding from various pieces of information [ACCHALL]	NEWIDEAS	Very little	4	2.7	2,929	5.3	10,053	5.2
		Some	29	20.9	14,311	25.7	47,745	24.7
		Quite a bit	66	47.4	22,575	40.6	77,282	40.0
		Very much	40	29.0	15,772	28.4	57,913	30.0
		Total	139	100.0	55,587	100.0	192,994	100.0
5d. Making judgements about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	Very little	13	9.3	6,005	10.8	21,124	10.9
		Some	40	29.0	17,560	31.6	58,478	30.3
		Quite a bit	54	39.3	19,451	35.0	67,686	35.0
		Very much	31	22.5	12,630	22.7	45,926	23.8
		Total	139	100.0	55,646	100.0	193,214	100.0
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	Very little	11	7.8	4,390	7.9	15,742	8.1
		Some	30	22.0	15,776	28.3	53,458	27.6
		Quite a bit	58	41.7	19,936	35.8	69,204	35.8
		Very much	40	28.5	15,606	28.0	54,981	28.4
		Total	139	100.0	55,708	100.0	193,385	100.0
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	Very little	10	7.0	3,696	6.6	14,230	7.3
		Some	30	21.7	13,471	24.1	47,472	24.5
		Quite a bit	41	29.9	19,755	35.4	67,277	34.7
		Very much	57	41.4	18,877	33.8	64,764	33.4
		Total	139	100.0	55,799	100.0	193,743	100.0
Item 6: During the current academic year, how much reading and writing have you done at this college?								
6a. Number of assigned textbooks, manuals, books, or packets of course readings [ACCHALL]	ASSIGREAD	None	5	4.0	1,555	2.8	5,568	2.9
		1-4	54	39.9	23,265	42.0	85,064	44.2
		5-10	32	23.6	15,192	27.4	50,707	26.4
		11-20	22	16.5	7,701	13.9	26,251	13.7
		More than 20	22	16.0	7,650	13.8	24,655	12.8
		Total	136	100.0	55,363	100.0	192,244	100.0
6c. Number of written papers or reports of any length [ACCHALL]	NUMPAPRRPTS	None	18	13.5	6,536	11.8	21,647	11.3
		1-4	46	34.1	18,635	33.6	64,714	33.6
		5-10	29	21.5	16,091	29.0	57,518	29.9
		11-20	29	21.3	8,760	15.8	30,227	15.7
		More than 20	13	9.6	5,423	9.8	18,260	9.5
		Total	136	100.0	55,444	100.0	192,367	100.0
Item 7								
7. Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college [ACCHALL]	CHALNGXAM	Extremely easy	1	0.4	399	0.7	1,388	0.7
		(2)	0	N/A	816	1.5	2,859	1.5
		(3)	0	N/A	2,307	4.3	7,585	4.0
		(4)	7	4.8	10,857	20.1	35,601	18.9
		(5)	36	26.4	16,999	31.4	60,290	32.0
		(6)	39	29.1	13,706	25.3	49,247	26.1
		Extremely challenging	53	39.3	8,989	16.6	31,596	16.8
		Total	135	100.0	54,073	100.0	188,565	100.0
Item 9: How much does this college emphasize the following?								
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	Very little	0	N/A	2,073	3.8	7,062	3.7
		Some	17	12.3	11,911	21.6	39,516	20.7
		Quite a bit	55	40.9	22,447	40.7	77,484	40.6
		Very much	63	46.8	18,695	33.9	66,710	35.0
		Total	135	100.0	55,126	100.0	190,772	100.0

Student-Faculty Interaction

In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

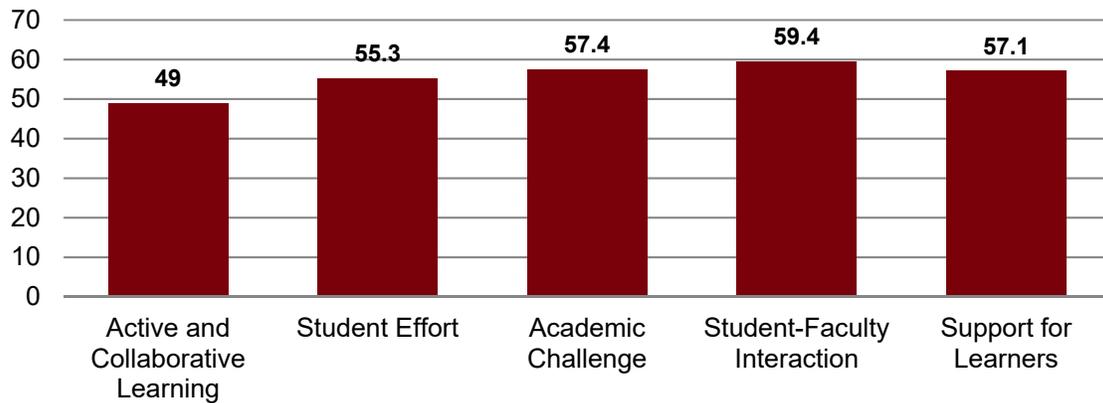
Item	Variable	Responses	Your College		Small Colleges		2019 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4j. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	Never	1	0.4	1,793	3.2	6,336	3.2
		Sometimes	22	15.8	11,954	21.2	44,659	22.7
		Often	40	28.1	17,238	30.6	60,225	30.6
		Very often	79	55.7	25,376	45.0	85,746	43.5
		Total	142	100.0	56,361	100.0	196,966	100.0
4k. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	Never	13	9.2	5,044	8.9	21,159	10.7
		Sometimes	47	33.3	20,929	37.1	76,356	38.7
		Often	25	17.3	16,697	29.6	54,825	27.8
		Very often	57	40.3	13,762	24.4	44,818	22.7
		Total	142	100.0	56,432	100.0	197,158	100.0
4l. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	Never	31	21.6	12,843	22.8	51,538	26.2
		Sometimes	43	30.3	22,903	40.7	81,488	41.4
		Often	36	25.1	12,402	22.0	38,836	19.7
		Very often	33	23.0	8,161	14.5	24,958	12.7
		Total	142	100.0	56,308	100.0	196,819	100.0
4m. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	Never	52	36.8	24,615	43.8	93,196	47.5
		Sometimes	48	33.5	20,226	36.0	66,628	33.9
		Often	24	16.8	7,245	12.9	23,250	11.8
		Very often	18	12.9	4,128	7.3	13,331	6.8
		Total	142	100.0	56,213	100.0	196,405	100.0
4n. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	Never	7	4.6	3,199	5.7	11,950	6.1
		Sometimes	36	25.1	15,675	27.8	55,399	28.1
		Often	37	26.2	21,751	38.6	74,409	37.8
		Very often	63	44.1	15,726	27.9	55,058	28.0
		Total	142	100.0	56,351	100.0	196,816	100.0
4p. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	Never	93	65.7	35,605	63.5	132,189	67.5
		Sometimes	29	20.5	13,239	23.6	41,518	21.2
		Often	14	9.7	4,773	8.5	14,551	7.4
		Very often	6	4.1	2,470	4.4	7,666	3.9
		Total	142	100.0	56,087	100.0	195,924	100.0

Support for Learners

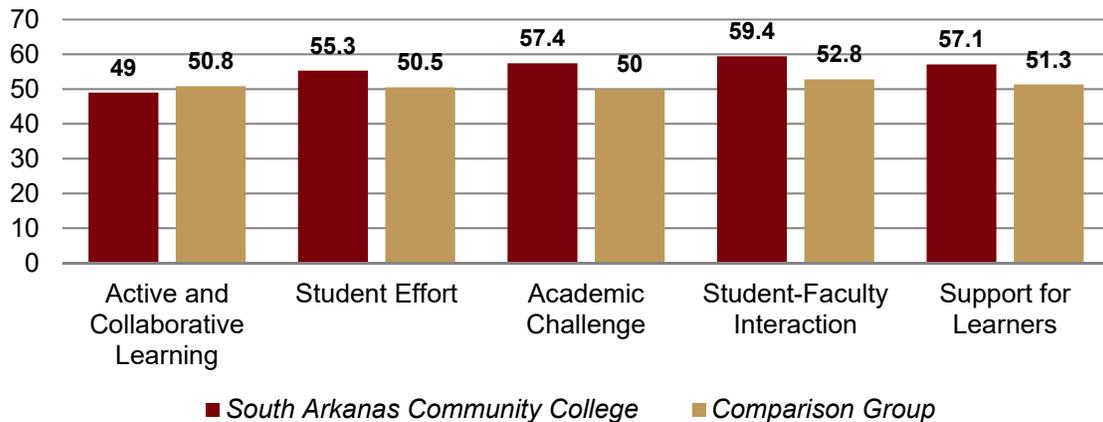
Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

Item	Variable	Responses	Your College		Small Colleges		2019 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 9: How much does this college emphasize the following?								
9b. Providing the support you need to succeed at this college [SUPPORT]	ENVSUPRT	Very little	2	1.1	2,259	4.1	8,278	4.3
		Some	22	16.5	10,262	18.6	36,332	19.1
		Quite a bit	41	30.1	20,849	37.9	71,434	37.5
		Very much	71	52.3	21,679	39.4	74,542	39.1
		Total	135	100.0	55,050	100.0	190,587	100.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	Very little	15	11.4	8,324	15.2	28,226	14.8
		Some	38	28.0	15,694	28.6	52,947	27.8
		Quite a bit	32	23.6	16,754	30.5	57,486	30.2
		Very much	50	36.9	14,149	25.8	51,521	27.1
		Total	135	100.0	54,922	100.0	190,180	100.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	Very little	43	31.7	17,079	31.1	60,422	31.8
		Some	40	30.0	18,222	33.2	62,219	32.7
		Quite a bit	25	18.5	11,634	21.2	39,527	20.8
		Very much	27	19.8	8,011	14.6	27,935	14.7
		Total	135	100.0	54,945	100.0	190,103	100.0
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	Very little	25	18.3	12,296	22.4	45,655	24.0
		Some	43	31.9	19,503	35.5	66,789	35.1
		Quite a bit	36	26.6	13,778	25.1	45,742	24.1
		Very much	31	23.2	9,317	17.0	31,851	16.8
		Total	135	100.0	54,894	100.0	190,038	100.0
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	Very little	18	13.5	8,989	16.4	34,724	18.3
		Some	26	19.3	14,191	25.8	49,428	26.0
		Quite a bit	50	37.2	15,218	27.7	50,447	26.5
		Very much	41	30.1	16,523	30.1	55,453	29.2
		Total	135	100.0	54,920	100.0	190,053	100.0
Item 12.1: How often have you used the following services during the current academic year?								
12.1a. Academic advising / planning [SUPPORT]	FREQCACAD	Never	13	10.2	9,349	17.4	33,046	17.8
		1 time	24	18.3	11,465	21.3	41,910	22.6
		2-4 times	64	49.9	24,581	45.7	82,284	44.4
		5 or more times	28	21.5	8,395	15.6	27,998	15.1
		Total	129	100.0	53,790	100.0	185,238	100.0
12.1b. Career counseling [SUPPORT]	FREQCACOU	Never	70	54.2	34,674	64.6	116,939	63.3
		1 time	22	17.0	8,670	16.2	30,959	16.8
		2-4 times	26	20.0	8,198	15.3	29,013	15.7
		5 or more times	11	8.8	2,100	3.9	7,816	4.2
		Total	129	100.0	53,642	100.0	184,727	100.0

CCSSE Benchmark Scores for SouthArk



CCSSE Benchmark Scores for SouthArk compared to Small Colleges in the 2021 Cohort



Selected Finding

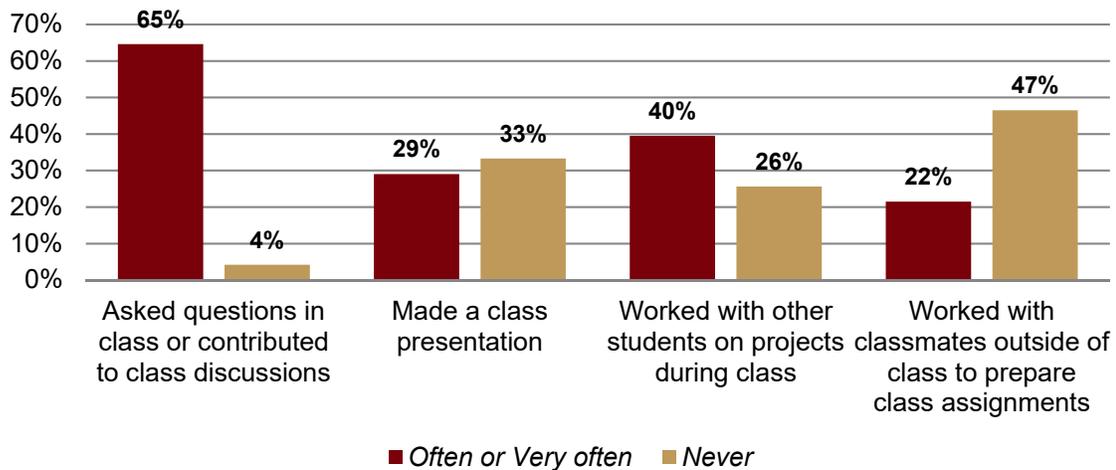
Academic Experience

A positive academic experience is a product of many ingredients, one of which is the amount of time and energy students invest in their academic work. CCSSE asks students to respond to several survey items in order to gauge how actively they are involved in their education. Students are given the opportunity to mark *very often*, *often*, *sometimes*, or *never* in response to items such as the following:

- Item 4a—Asked questions in class or contributed to class discussions
- Item 4b—Made a class presentation
- Item 4f—Worked with other students on projects during class
- Item 4g—Worked with classmates outside of class to prepare assignments

While some students are highly involved in their academic experience (those who marked *often* or *very often*), others are less engaged, as illustrated by their responses of *never*, as displayed in the following graph.

CCSSE Cohort Academic Experience



Index of Survey Items Associated with Selected Findings Categories

Academic Experience

4a-s

Educational Goals

26a-f

Student Learning

5a-f

Barriers to Persistence

23a-d

Relationships

4f-g, 4m, 4r, 9c, 9e

Student Satisfaction

12a2-12m2, 35, 36

Curricular Experiences

4i, 8a, 8f, 15-17

Student Support Services

12a-m

Promising Practices

13-22

Developmental Education & ESL

8b-e, 18