



The Community College Survey of Student Engagement (CCSSE)

Overview of 2015 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 and assists institutions in using that information to promote improvements in student learning and persistence. 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

CCSSE data analyses include a three-year cohort of participating colleges. This approach increases the total number of institutions and students contributing to the national dataset; this 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 consortium participation.

The 2015 CCSSE Cohort includes all colleges that participated in CCSSE from 2013 through 2015. If a college participated more than one time in the three-year period, the cohort includes data only from its most recent year of participation. The 2015 CCSSE Cohort represents over 442,000 community college students from 704 community and technical colleges in 47 states and the District of Columbia, three Canadian provinces, plus Micronesia and the Marshall Islands.

CCSSE Sampling

In CCSSE sampling procedures, students are sampled at the classroom level. The survey was administered in classes randomly selected from all of the courses offered by the institution during the spring academic term, excluding non-credit, dual-enrollment, distance learning, all but the highest level ESL courses, labs, individual instruction, and individual study or self-paced classes.

Of those students sampled at our institution, 382 respondents submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 64%. 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.

Excluded Respondents

Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling methods and that results are therefore comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- ✘ The respondent did not indicate whether he or she was enrolled full-time or less than full-time at the institution.
 - ✘ The survey is invalid. A survey is invalid if a student does not answer any of the 21 sub-items in item 4, answers *very often* to all 21 sub-items, or answers *never* to all 21 sub-items.
 - ✘ The student reported his or her age as under 18.
 - ✘ The student indicated that he or she had 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.
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2015 Student Respondent Profile

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

Enrollment Status

32% of our surveyed students report being less than full-time college students, compared to 28% of the 2015 CCSSE Cohort colleges' student respondents. 72% of the student respondents at our college report attending college full-time, while 72% of the 2015 CCSSE Cohort colleges' student respondents attended full-time.

Population data¹ for all students at our college are 32% less than full-time and 68% full-time. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/less than full-time variable so that reports will accurately reflect the underlying student population.

Age

Student respondents at our college range in age from 18 to 65+ years old. 58% are between 18 and 24 years old. Students at our college are (younger/older) than the 2015 CCSSE Cohort, of which well over half (67%) of students are between 18 and 24.

Sex

32% of our student respondents are male and 67% are female, which (is/is not) comparable to the 2015 CCSSE Cohort, which is 43% male and 55% female.

Racial Identification

46% of our student respondents identified themselves as White, Non-Hispanic; 5% as Hispanic, Latino, Spanish; 37% as Black or African American; and 1% as Asian, Asian American, or Pacific Islander. 1% of the student respondents are American Indian or Native American. 4% marked *other* when responding to the question, "What is your racial identification?"

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

Our student sample is (more/less/equally) diverse than the 2015 CCSSE Cohort, which is comprised of 55% White/Non-Hispanic; 14% Hispanic, Latino, Spanish; 11% Black or African American; 5% Asian, Asian American, or Pacific Islander; and 2% American Indian or Native American respondents.

International Students

5% of our students responded yes to the question, “Are you an international student or foreign national?”

Our college has (fewer/more) international students than the 2015 CCSSE Cohort, of which 6% are international.

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, 6.6% of CCSSE respondents are non-native English speakers.

First-Generation Status

39.2% of student respondents indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered “first-generation.”

36.7% indicate that their mothers’ highest level of education is a high school diploma (with no college experience), and 38% indicate that level for their fathers.

College-Sponsored Activities

77.7% of students respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intercollegiate or intramural sports, etc.) while 17.7% typically spend only 1 to 5 hours per week participating in these activities.

Educational Attainment

66.1% of respondents report starting their college careers at this community college. Approximately 65.4% of students indicate that their highest level of educational attainment is a high school diploma or GED; 78.1% have completed fewer than 30 credit hours of college-level work; 28.5% report having either a certificate or an associate degree; 3.4% have earned a bachelor’s degree; and 0.6% have earned an advanced degree.

Total Credit Hours Earned

50.5% of surveyed students have completed fewer than 15 credit hours; 27.6% have completed 15-29 credit hours; and 21.9% have completed at least 30 credit hours.

External Commitments

44.3% of student respondents work 21 or more hours per week; 49.3% care for dependents at least six hours per week; and 32.1% spend at least six hours per week commuting to class.

Goals

Students were asked to indicate their reasons or goals for attending this college; students could choose more than one primary and secondary goal. 39% indicated that transferring to a 4-year college or university is a primary goal, while 24.6% indicated this as a secondary goal. 65.8% indicated that obtaining an associate degree is a primary goal, while 24.1% indicated this as a secondary goal. Additionally, 58.8% indicated obtaining or updating job-related skills is a primary goal, while 54.3% indicated that self-improvement/personal enjoyment is a primary goal.

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 that are positively related to student learning and persistence. Benchmarks 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		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	Never	7	1.9	2,651	2	11,737	2.7
		Sometimes	101	26.6	38,025	28.9	141,699	32.1
		Often	150	39.4	48,419	36.8	155,741	35.3
		Very often	122	32.1	42,345	32.2	131,968	29.9
		Total	380	100	131,441	100	441,144	100
4b. Made a class presentation [ACTCOLL]	CLPRESEN	Never	134	35.3	34,986	26.7	117,279	26.7
		Sometimes	166	43.9	52,848	40.3	179,022	40.7
		Often	58	15.2	29,898	22.8	99,681	22.7
		Very often	21	5.5	13,274	10.1	43,569	9.9
		Total	378	100	131,006	100	439,551	100
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	Never	54	14.4	14,566	11.2	51,859	11.9
		Sometimes	172	45.3	48,529	37.3	165,457	37.9
		Often	100	26.3	44,849	34.5	147,628	33.8
		Very often	53	14	22,192	17.1	71,687	16.4
		Total	379	100	130,137	100	436,632	100
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	Never	159	42	46,956	36	163,886	37.4
		Sometimes	122	32.4	48,941	37.5	165,462	37.8

		Often	67	17.8	23,897	18.3	75,036	17.1
		Very often	29	7.8	10,714	8.2	33,485	7.6
		Total	378	100	130,509	100	437,869	100
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	Never	266	69.7	93,399	71.4	317,345	72.3
		Sometimes	77	20	25,875	19.8	84,235	19.2
		Often	22	5.8	7,573	5.8	24,390	5.6
		Very often	17	4.4	3,977	3	12,836	2.9
		Total	382	100	130,825	100	438,805	100
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	COMMPROJ	Never	278	74.4	95,415	73.2	328,053	75.1
		Sometimes	59	15.8	24,045	18.5	75,440	17.3
		Often	20	5.3	7,501	5.8	23,046	5.3
		Very often	17	4.6	3,333	2.6	10,464	2.4
		Total	374	100	130,296	100	437,003	100
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	Never	62	16.3	17,456	13.4	60,946	13.9
		Sometimes	150	39.6	48,684	37.2	164,242	37.5
		Often	97	25.5	39,151	29.9	127,989	29.2
		Very often	71	18.6	25,449	19.5	85,247	19.4
		Total	380	100	130,741	100	438,424	100

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		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school 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	64	16.7	25,385	19.5	86,613	19.8
		Sometimes	106	28	38,787	29.7	127,777	29.2
		Often	127	33.4	39,337	30.2	131,175	30
		Very often	83	21.9	26,960	20.7	92,183	21.1
		Total	380	100	130,470	100	437,748	100
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	Never	58	15.3	12,372	9.5	41,295	9.4
		Sometimes	103	27.3	34,140	26.1	112,230	25.6
		Often	135	35.8	49,091	37.6	163,899	37.4
		Very often	82	21.7	35,066	26.8	120,722	27.6
		Total	378	100	130,669	100	438,147	100
4e. Came to class without completing readings or assignments [STUEFF]	CLUNPREP	Never	164	43.4	47,368	36.3	149,845	34.3
		Sometimes	179	47.5	66,910	51.3	229,781	52.5
		Often	26	6.9	11,365	8.7	41,147	9.4
		Very often	8	2.1	4,682	3.6	16,543	3.8
		Total	377	100	130,325	100	437,316	100
Item 6: During the current school year, about 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]	READOWN	None	130	35.2	43,521	33.6	137,891	31.7
		1 to 4	166	44.7	57,181	44.1	199,312	45.9
		5 to 10	35	9.6	16,556	12.8	56,929	13.1
		11 to 20	25	6.7	6,330	4.9	20,815	4.8

		More than 20	14	3.9	6,019	4.6	19,496	4.5
		Total	371	100	129,606	100	434,443	100
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	8	2.3	2,170	1.7	6,696	1.5
		1-5 hours	165	44.7	50,519	39.1	171,312	39.5
		6-10 hours	97	26.2	37,997	29.4	130,420	30.1
		11-20 hours	62	16.8	24,140	18.7	79,755	18.4
		21-30 hours	23	6.3	9,030	7	29,077	6.7
		More than 30 hours	14	3.8	5,462	4.2	16,115	3.7
		Total	369	100	129,318	100	433,375	100
Item 13.1: How often do you use the following services at this college?								
13.1d. Peer or other tutoring [STUEFF]	USETUTOR	Don't know/N.A.	68	18.5	29,062	23	97,333	23.1
		Rarely/Never	154	42	57,828	45.8	193,801	46
		Sometimes	100	27.2	26,768	21.2	89,821	21.3
		Often	45	12.3	12,496	9.9	40,277	9.6
		Total	367	100	126,155	100	421,232	100
13.1e. Skill labs (writing, math, etc.) [STUEFF]	USELAB	Don't know/N.A.	59	16	24,769	19.7	86,288	20.5
		Rarely/Never	89	24.3	43,616	34.7	155,534	37
		Sometimes	114	31	32,925	26.2	105,056	25
		Often	105	28.7	24,522	19.5	73,404	17.5
		Total	367	100	125,833	100	420,282	100
13.1h. Computer lab [STUEFF]	USECOMLB	Don't know/N.A.	29	7.8	14,204	11.3	52,978	12.6
		Rarely/Never	45	12.4	29,560	23.4	108,648	25.8
		Sometimes	121	33.2	40,014	31.7	130,106	30.9
		Often	170	46.6	42,339	33.6	129,348	30.7
		Total	365	100	126,117	100	421,080	100

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		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4p. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	Never	28	7.4	11,041	8.5	40,712	9.3
		Sometimes	111	29.4	46,415	35.6	158,259	36.2
		Often	128	34	47,674	36.6	157,479	36
		Very often	110	29.1	25,259	19.4	80,873	18.5
		Total	378	100	130,389	100	437,323	100
Item 5: During the current school 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	18	4.6	5,928	4.5	18,970	4.3
		Some	130	34.3	35,019	26.8	112,067	25.6
		Quite a bit	154	40.8	55,786	42.7	188,039	42.9
		Very much	77	20.3	33,931	26	119,110	27.2
		Total	379	100	130,664	100	438,187	100

5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]	SYNTHESZ	Very little	29	7.6	8,293	6.4	28,609	6.6
		Some	134	35.4	40,630	31.2	133,235	30.5
		Quite a bit	144	38.1	51,014	39.2	169,913	38.9
		Very much	72	19	30,171	23.2	104,595	24
		Total	379	100	130,107	100	436,352	100
5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	Very little	61	16	14,917	11.4	50,872	11.6
		Some	119	31.3	44,665	34.3	145,990	33.4
		Quite a bit	126	33.2	44,968	34.5	151,283	34.6
		Very much	74	19.5	25,800	19.8	88,751	20.3
		Total	380	100	130,351	100	436,896	100
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	Very little	43	11.4	11,513	8.8	40,020	9.1
		Some	132	34.8	41,065	31.5	136,924	31.3
		Quite a bit	133	34.9	47,095	36.1	157,557	36
		Very much	72	18.9	30,829	23.6	103,106	23.6
		Total	381	100	130,502	100	437,608	100
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	Very little	31	8.1	9,009	6.9	34,016	7.7
		Some	95	24.9	34,708	26.5	118,262	26.9
		Quite a bit	151	39.7	47,913	36.6	159,433	36.3
		Very much	104	27.3	39,324	30	127,461	29
		Total	380	100	130,954	100	439,171	100
Item 6: During the current school year, about how much reading and writing have you done at this college?								
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings [ACCHALL]	READASGN	None	12	3.2	4,029	3.1	13,542	3.1
		1 to 4	149	40.1	51,632	39.8	180,140	41.5
		5 to 10	115	31	39,333	30.3	129,476	29.8
		11 to 20	44	12	18,897	14.6	62,408	14.4
		More than 20	50	13.6	15,725	12.1	49,005	11.3
		Total	370	100	129,616	100	434,571	100
6c. Number of written papers or reports of any length [ACCHALL]	WRITEANY	None	35	9.4	12,184	9.4	40,121	9.2
		1 to 4	147	39.7	40,086	30.9	134,370	31
		5 to 10	108	29.2	40,615	31.4	138,667	31.9
		11 to 20	46	12.4	23,286	18	78,115	18
		More than 20	34	9.2	13,359	10.3	42,850	9.9
		Total	371	100	129,530	100	434,122	100
Item 7								
7. Mark the response 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 [ACCHALL]	EXAMS	(1) Extremely easy	2	0.6	1,230	1	4,139	1
		-2	1	0.2	2,336	1.9	8,324	2
		-3	22	6.3	7,058	5.6	25,026	6
		-4	77	21.9	30,220	24.1	103,182	24.7
		-5	131	37.3	42,146	33.7	142,733	34.1
		-6	67	19.3	28,445	22.7	93,268	22.3
		(7) Extremely challenging	51	14.5	13,709	11	41,787	10
		Total	350	100	125,144	100	418,459	100
Item 9: How much does this college emphasize each of the following?								
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	Very little	8	2.1	4,589	3.5	16,666	3.8
		Some	43	11.7	26,684	20.6	90,517	20.8
		Quite a bit	137	36.9	54,029	41.7	181,026	41.7

			Very much	183	49.2	44,285	34.2	146,039	33.6
			Total	371	100	129,587	100	434,248	100

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.

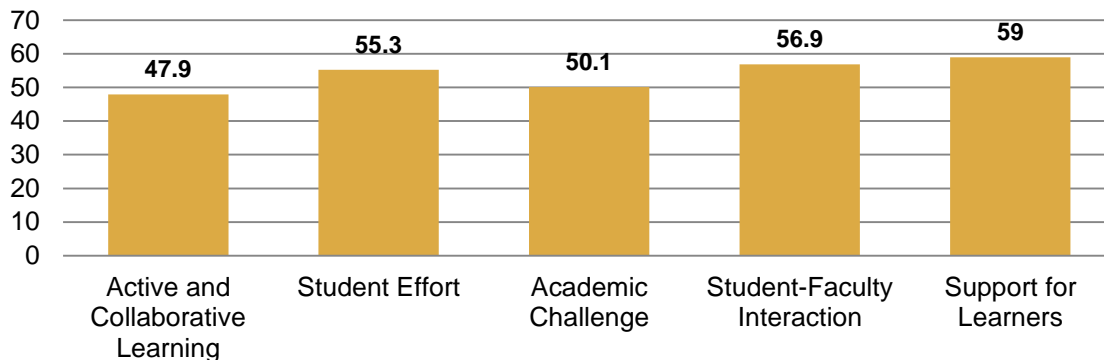
Item	Variable	Responses	Your College		Small Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4k. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	Never	29	7.7	8,858	6.8	28,072	6.4
		Sometimes	69	18.5	34,425	26.4	124,033	28.4
		Often	123	32.7	41,846	32.1	140,458	32.1
		Very often	154	41.1	45,216	34.7	144,698	33.1
		Total	376	100	130,345	100	437,261	100
4l. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	Never	27	7.2	9,454	7.2	37,600	8.6
		Sometimes	108	28.7	50,023	38.3	175,253	40
		Often	128	33.9	42,754	32.8	137,028	31.3
		Very often	114	30.2	28,257	21.7	88,040	20.1
		Total	377	100	130,488	100	437,921	100
4m. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	Never	67	18	29,147	22.4	114,544	26.2
		Sometimes	150	40.4	56,163	43.1	189,170	43.3
		Often	95	25.8	29,176	22.4	87,089	19.9
		Very often	59	15.9	15,800	12.1	46,337	10.6
		Total	371	100	130,286	100	437,139	100
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	Never	131	34.9	53,159	40.9	192,663	44.2
		Sometimes	143	38	50,532	38.9	161,776	37.1
		Often	66	17.7	18,204	14	56,627	13
		Very often	35	9.4	8,168	6.3	25,238	5.8
		Total	376	100	130,063	100	436,305	100
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	Never	36	9.5	8,182	6.3	30,947	7.1
		Sometimes	116	30.7	41,570	31.9	142,573	32.6
		Often	147	38.9	51,970	39.9	170,935	39.1
		Very often	79	20.9	28,617	22	92,773	21.2
		Total	378	100	130,339	100	437,228	100
4q. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	Never	203	54.9	81,057	62.6	288,128	66.5
		Sometimes	112	30.2	31,824	24.6	96,522	22.3
		Often	32	8.8	11,647	9	34,572	8
		Very often	23	6.2	4,904	3.8	14,306	3.3
		Total	371	100	129,432	100	433,528	100

Support for Learners

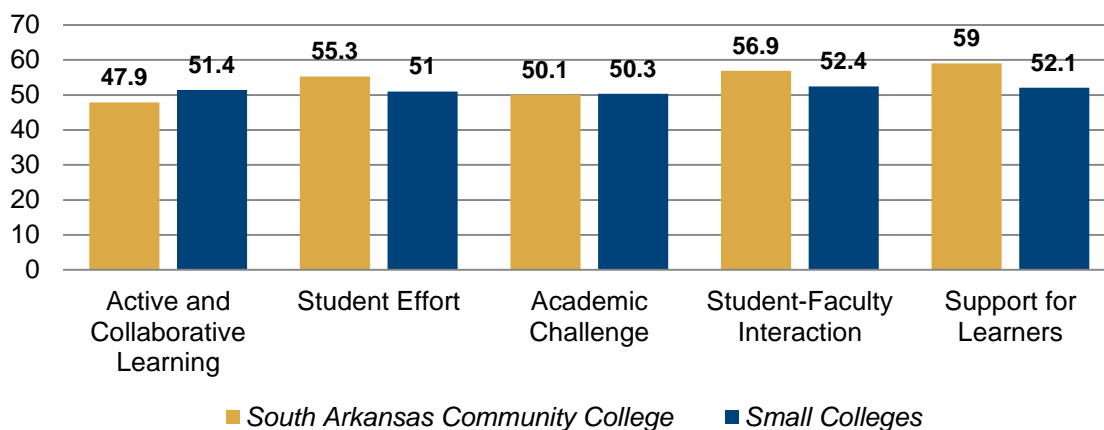
Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic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

Item	Variable	Responses	Your College		Small Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 9: How much does this college emphasize each of the following?								
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	Very little	16	4.4	5,355	4.1	20,292	4.7
		Some	59	16.1	24,742	19.1	91,040	21
		Quite a bit	118	32.1	51,297	39.6	172,668	39.8
		Very much	175	47.5	48,013	37.1	149,570	34.5
		Total	368	100	129,408	100	433,569	100
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	Very little	51	13.7	21,417	16.6	70,812	16.4
		Some	92	24.8	39,597	30.7	130,050	30.1
		Quite a bit	119	32.1	37,807	29.3	128,432	29.7
		Very much	108	29.3	30,248	23.4	102,928	23.8
		Total	370	100	129,069	100	432,223	100
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	Very little	101	27.3	44,763	34.7	161,943	37.5
		Some	119	32.1	43,757	33.9	143,581	33.2
		Quite a bit	87	23.5	24,930	19.3	78,786	18.2
		Very much	63	17	15,655	12.1	48,053	11.1
		Total	371	100	129,105	100	432,363	100
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	Very little	71	19.3	30,014	23.3	110,105	25.6
		Some	121	32.7	48,101	37.4	162,121	37.7
		Quite a bit	96	26	32,161	25	102,248	23.8
		Very much	81	22	18,387	14.3	55,966	13
		Total	369	100	128,663	100	430,440	100
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	Very little	55	14.8	22,553	17.5	88,974	20.6
		Some	80	21.8	32,803	25.4	111,820	25.9
		Quite a bit	96	26	36,660	28.4	115,799	26.8
		Very much	138	37.4	36,933	28.6	114,810	26.6
		Total	369	100	128,949	100	431,403	100
Item 13.1: How often do you use the following services at this college?								
13.1a. Academic advising/planning [SUPPORT]	USEACAD	Don't know/N.A.	18	4.8	8,648	6.8	30,104	7.1
		Rarely/Never	69	18.7	36,187	28.3	135,623	31.8
		Sometimes	189	51.4	59,330	46.5	192,005	45
		Often	92	25.1	23,484	18.4	68,887	16.1
		Total	368	100	127,650	100	426,619	100
13.1b. Career counseling [SUPPORT]	USECACOU	Don't know/N.A.	73	20.2	25,502	20.1	85,138	20
		Rarely/Never	160	44.5	63,374	49.8	213,801	50.3
		Sometimes	102	28.3	29,602	23.3	97,808	23
		Often	25	7	8,682	6.8	28,054	6.6
		Total	360	100	127,160	100	424,801	100

CCSSE Benchmark Scores for South Arkansas Community College



CCSSE Benchmark Scores for South Arkansas Community College compared to Small Colleges



Example Selected Finding

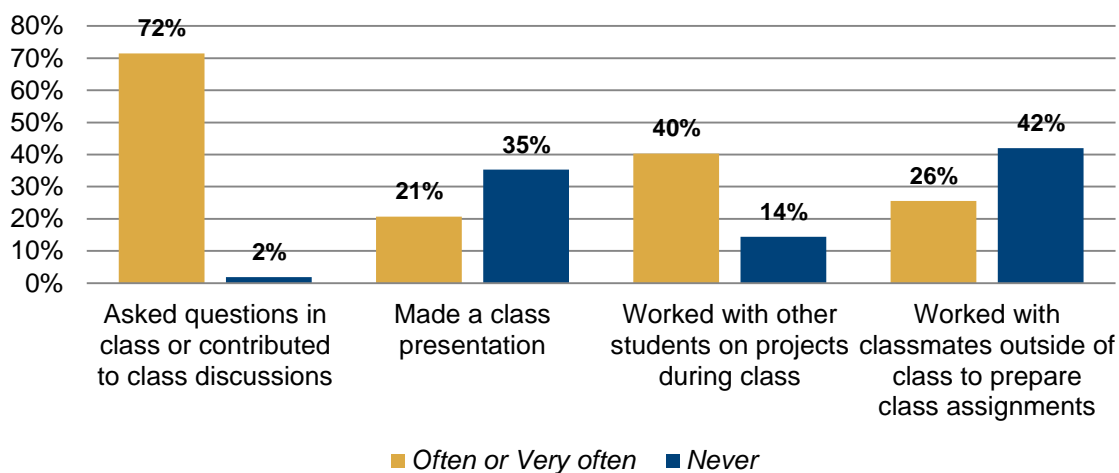
Academic Experience

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-u

Barriers to Persistence

14a-d

Curricular Experiences

8a, 8g, 8h, 8i

Developmental Education, ESL, Study Skills, and Orientation Course

8b, 8c, 8d, 8e, 8f, 8h

Educational Goals

17a-f

Relationships

4f, 4g, 4q, 9c, 9e

Student Support Services

13a-k

Student Learning

5a-f

Student Satisfaction

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