

Student Services

Community College
Survey of Student
Engagement
(CCSSE) 2019



Background

- Survey was given in Spring 2019
- 514 students responded;
 - 34% response rate (CCSSE provided)
 - 62% response rate of participating courses
- Second administration of survey, previously given 2016
- 2019 Cohort comparison data includes
 - 2017-2019 national survey data
 - 616 institutions
 - 120 institutions classified large (8,000-14,999 students)

What is Student Engagement?

...the amount of time and energy students invest in meaningful educational practices

...the institutional practices and student behaviors that are highly correlated with student learning and retention

Demographics of Survey Respondents

- Gender:
 - 53% women;
 - 45% men;
- Ethnicity:
 - 65% white,
 - 10% Hispanic*(SC: 17%),
 - 12% two or more*(SC: 6%),

*Significantly different than Shasta College (SC) population



Demographics, contin.

- Age: 65% traditional college-age (<25)
- Highest education level*:
 - 83% high school (SC: 94%);
 - 5% college certificate;
 - 12% college degree (SC: 6%)

*Significantly different than Shasta College (SC) population



Demographics, contin.

- Athletes: 12%*(SC: 2%)
- First-gen: 40%
- Vet: 6%*(SC: 2%)
- Enrollment Status*: Full-time 80% (SC: 37%)
 - CCSSE creates weight to account for this variation which adjusts responses to reflect actual population

*Significantly different than Shasta College (SC) population

Benchmarks

Category	Shasta College	Large Colleges	2019 Cohort
Active and Collaborative Learning	49.8	49.1	50.0
Student Effort	44.2	49.3*	50.0*
Academic Challenge	46.6	49.4	50.0
Student-Faculty Interaction	46.5	48.3	50.0
Support for Learners	49.2	48.9	50.0

- Benchmarks are scaled with national (2019 Cohort) to be mid-point.
 - Active & Collaborative Learning: 7 questions
 - Student Effort: 8 questions. *Significant different as a result of computer lab usage.*
 - Academic Challenge: 10 questions
 - Student-Faculty Interaction: 6 questions
 - Support for Learners: 7 questions

Institutional Support

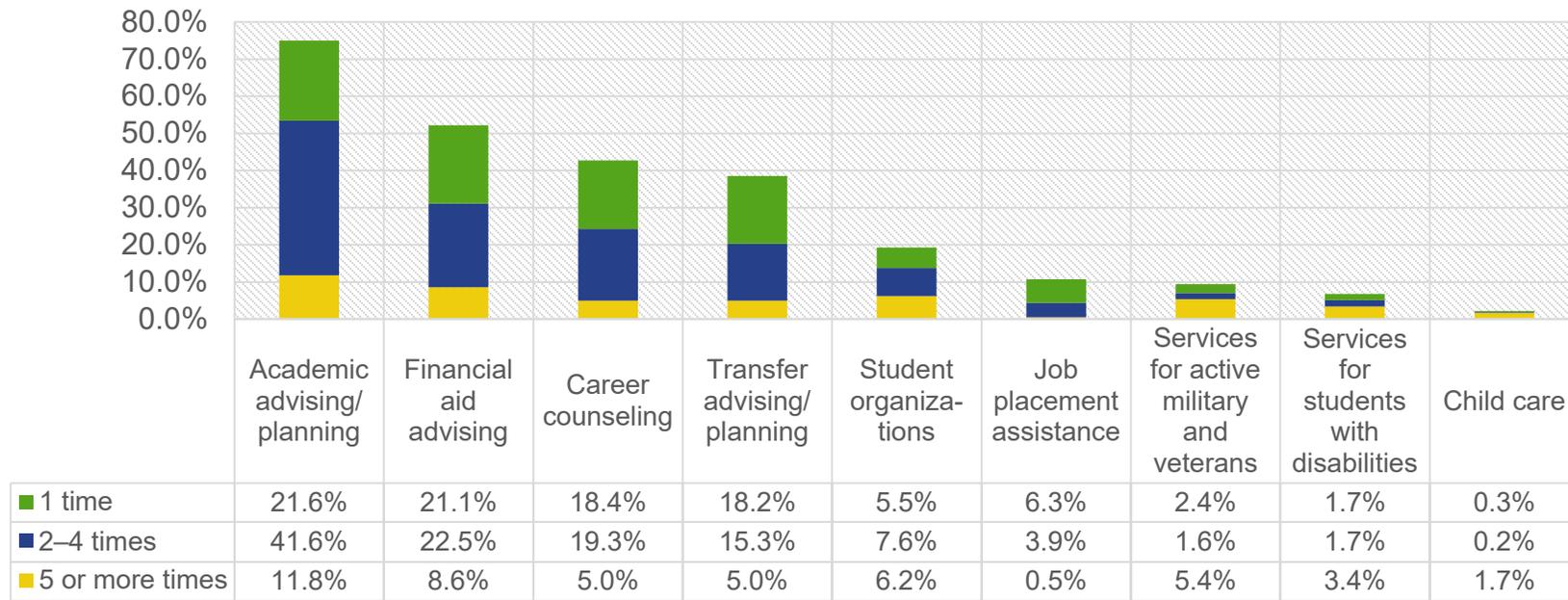
- Shasta College students report equivalent levels of institutional support as other community college students
- The highest support was reported on student success (academic)

How much does this college emphasize the following?	Shasta College	Large Colleges	2019 Cohort
Encouraging you to spend significant amounts of time studying	2.87	3.03	3.03
Providing the support you need to help you succeed at this college	3.04	3.05	3.07
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.63	2.67	2.67
Helping you cope with your non-academic responsibilities (work, family, etc.)	2.01	2.03	2.06
Providing the support you need to thrive socially	2.16	2.22	2.26
Providing the financial support you need to afford your education	2.67	2.52	2.58

Student Services – Use of Services

- 75% of students report getting assistance with academic advising/planning during the academic year.
- 52% report getting financial aid advice, and 43% report receiving career counseling

How often did you use resource?



Student Services - Satisfaction

	Satisfaction	Importance	Gap
Academic advising/planning	1.32	2.56	1.24
Job placement assistance	1.38	2.42	1.04
Financial aid advising	1.27	2.30	1.03
Skill labs (writing, math, etc.)	1.29	2.30	1.01
Child care	1.01	1.87	0.86
Services for students with disabilities	1.68	2.52	0.84
Career counseling	1.20	1.97	0.77
Transfer advising/planning	1.46	2.12	0.66
Student organizations	1.39	2.05	0.66
Computer lab	1.44	2.06	0.62
Library resources and services	1.55	2.15	0.60
Services for active military and veterans	1.66	2.20	0.53
Peer or other tutoring	1.46	1.83	0.37

The largest difference between importance and satisfaction is with Academic advising/planning.

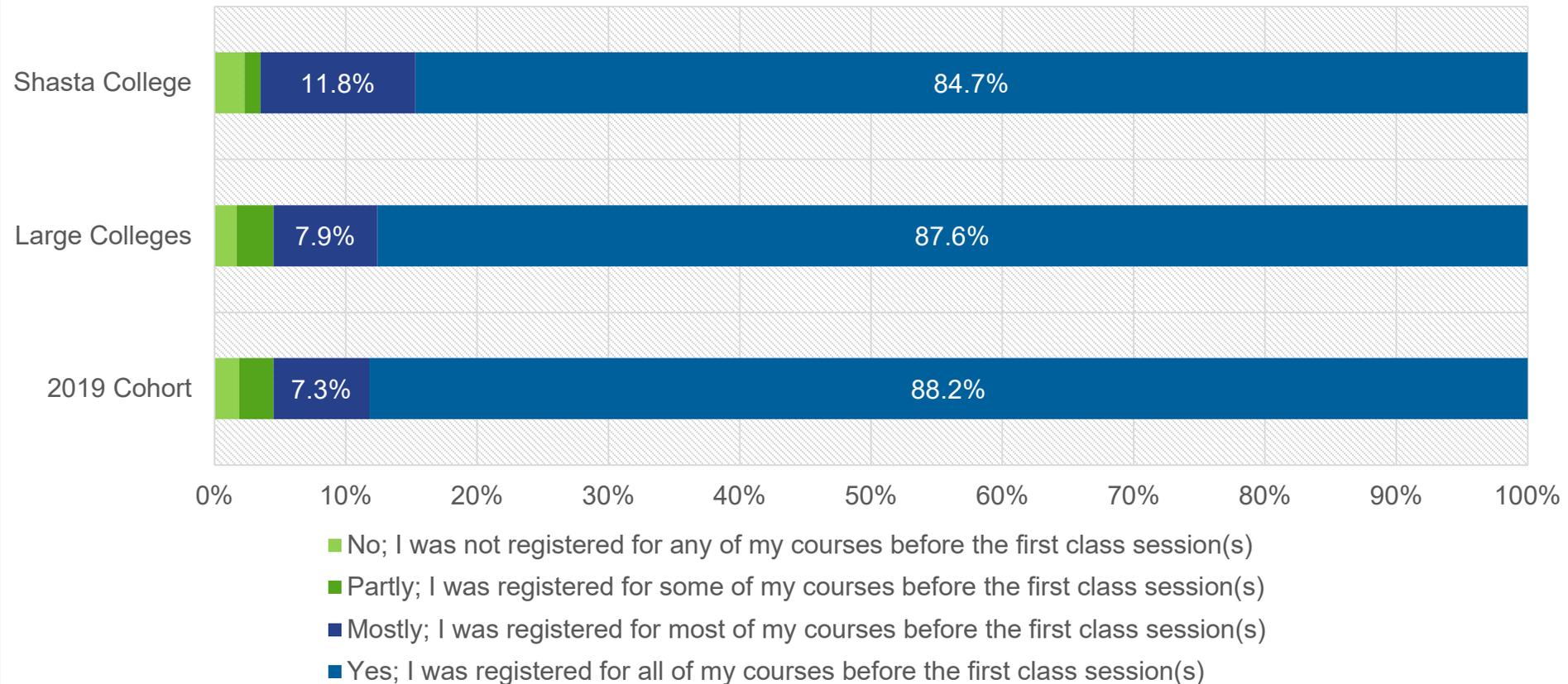
All areas with gap larger than 1 should be given attention/be examined.

Small gap scores indicate higher levels of expectations being met.

Students responded on scale of 1-3, with 1 being 'Not at All', 2 being 'Somewhat' and 3 being 'Very'.

Registration

During the current academic term at this college, I completed registration before the first session(s).



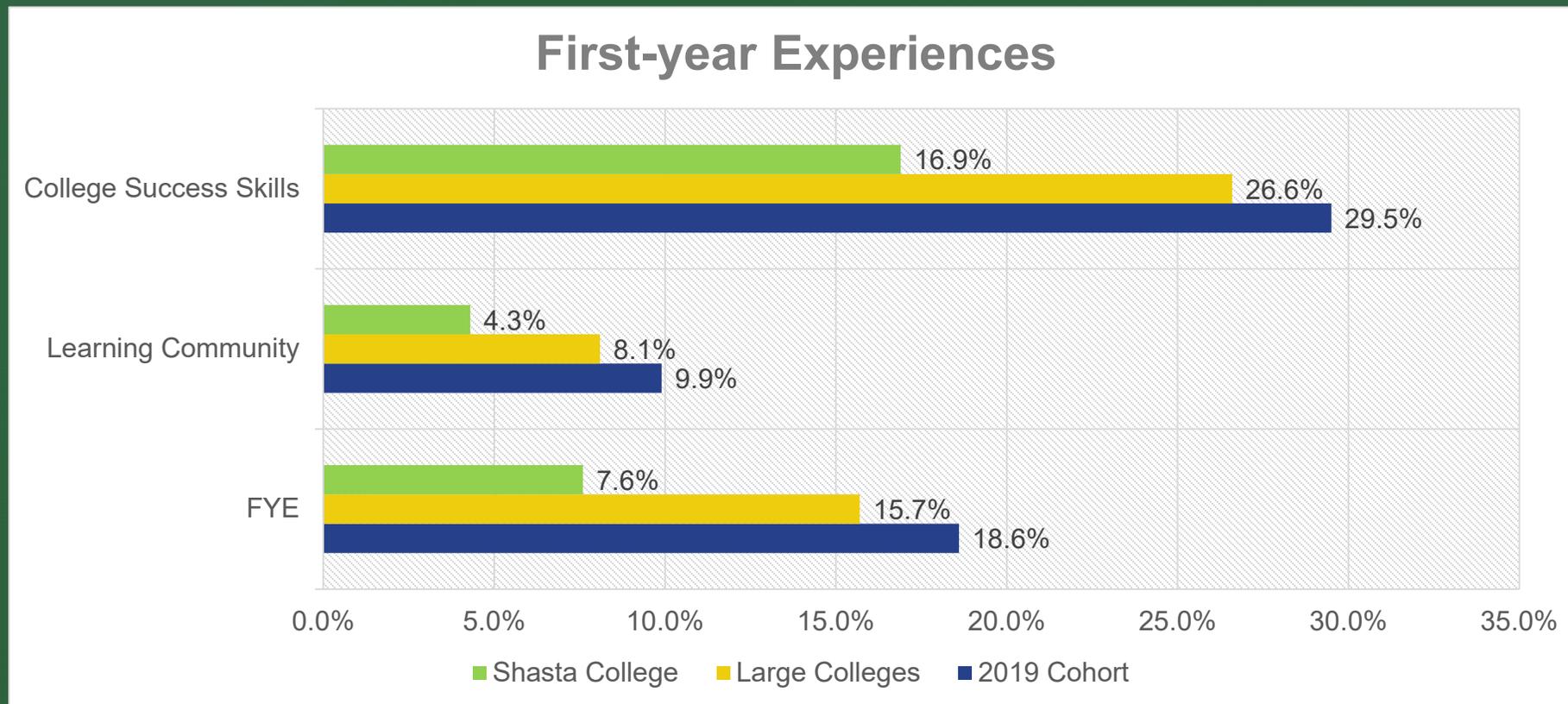
Orientation

- Shasta College students responded participating in online orientation vs. on-campus orientation at twice the rate of other community college students.

The one response that best describes my experience with orientation	Shasta College	Large Colleges	2019 Cohort
I was unable to participate in orientation due to scheduling or other issues	14.4%	15.5%	16.7%
I was not aware of a college orientation	20.1%	17.7%	16.5%
I enrolled in an orientation course as part of my course schedule during my first academic term	3.4%	6.6%	7.3%
I attended an on-campus orientation prior to the beginning of classes	20.0%	41.6%	44.2%
I took part in an online orientation prior to the beginning of classes	42.1%	18.6%	15.4%

First Year Experiences

- 17% of SC students took a success skills course their first term, compared to 29.5% of students nationally.



Basic Skills Enrollment

- Over half (56%) of students who were recommended to take developmental courses during their first term did not.
- The percent of students reporting they received recommendations is expected to decrease over time as a result of the implementation of AB705.

I was told that I should enroll in a developmental/remedial course (also referred to as Basic Skills, College Prep, etc.) in my first academic term at this college, and I...	Shasta College
Did not enroll in any of these courses	56.1%
Did enroll in one of these courses	24.7%
Did enroll in more than one of these courses	19.2%
<i>Developmental/ Remedial courses not recommended</i>	59.3%

Academic Planning

Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).

Part-time Students

	%
Yes	45.1%
No	41.2%
In first-term	13.4%

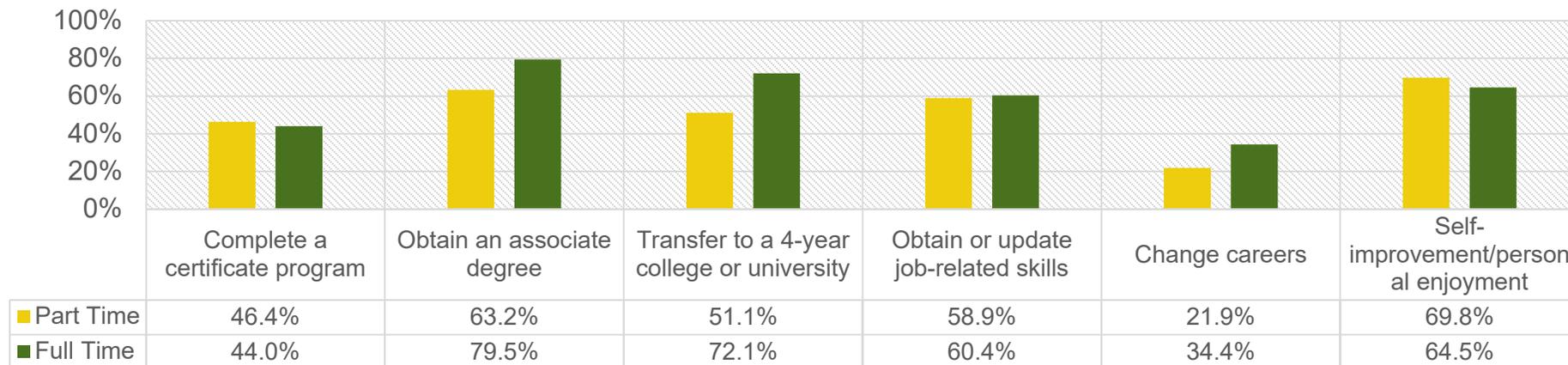
Full-time Students

	%
Yes	68.6%
No	22.6%
In first-term	8.8%

Academic Goals

- There is no difference between part- and full-time for those working to complete a certificate.
- A higher percentage of students who are working to complete a degree are full time, 79.5% vs 63.2%.
- Approximately two-thirds of students are taking courses for self-improvement/personal enjoyment. This high percent may reflect student interest/value in education more than their academic goal.

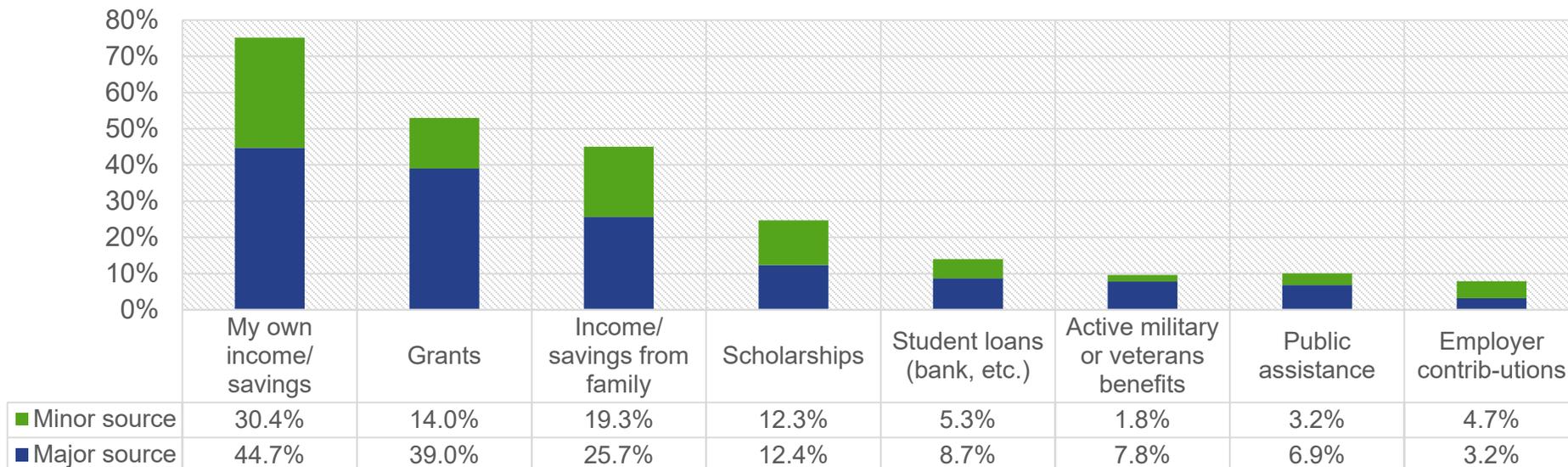
Indicate which of the following are your reasons/goals for attending this college.



Financing College

- Nearly half (44.7%) the students report financing college primarily through their own income/savings, and 40% primarily through grants.
- 14% report taking out student loans.
- 25% report receiving scholarships.

Indicate which of the following are sources you use to pay for your tuition at this college.



Threats to Persistence

- The greatest threat to persistence is finances, followed by employment.
- Students are more likely to drop out due to lack of finances than transfer to a 4-year college or university.
- These match responses at other community colleges.

