

COMMUNITY COLLEGE
SURVEY OF STUDENT
ENGAGEMENT (CCSSE)
2003 SURVEY RESULTS
Institutional Summary

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Background: CCSSE

The Community College Survey of Student Engagement (CCSSE) (pronounced “sessie”) was distributed in 93 colleges across the United States in spring 2003. Mt. San Antonio College (Mt. SAC) was one of the participating colleges.

CCSSE is a survey that examines different aspects of students’ educational activities (e.g., ask questions in class). These educational activities have been shown to be related to student success. The survey was developed based on the National Survey of Student Engagement (NSSE) at Indiana University. The project is supported by grants from The Pew Charitable Trusts and the Lumina Foundation for Education.

The following report will outline the methodology used to administer the surveys and sub-section the major findings into relatively homogeneous areas. Results from within sections should be used for dialogue and to drive the creation of interventions to improve Mt. SAC’s findings for the next administration of the survey in 2005.

Methodology

A stratified random sampling technique was used at the CCSSE offices to choose which course, section and teacher would be asked to participate in the study. An over sampling technique was done to maximize the likelihood that Mt. SAC’s number of respondents would be as close to 1125 as possible.

Approximately 1800 surveys were sent to faculty members across the campus. Faculty members were asked to coordinate the completion of the surveys within the pre-selected section of the course they taught. Faculty returned the surveys to the research office. All surveys were tracked and follow-up reminders were given. In all but a few exceptions, faculty members had their students complete the survey. One faculty member, teaching a developmental level course, discussed with the Research department the futility in having students complete the survey. Instead of using that course, an alternate course was used.

Results

Mt. SAC students returned 1273 surveys, which represents 6.1% more than was needed; however, some surveys were removed from analyses if students had completed the survey already or if the student was less than 18 years old. The final number of surveys used for most analyses was 1,103. The margin of error represents +/- 3%. This error rate is low enough to have relative confidence in the results of this survey.

The actual percentage of part-time to full-time students who completed the survey was different than Mt. SAC’s actual student population. Therefore, a weighting factor was

used for the data. This weighting factor allows the weight of students' responses to represent that of the student population.

Critical Assessment

As a College, Mt. SAC needs to decide two factors with all results/items in this report:

1. Which of the items are relevant to Mt. SAC and its students?
2. Of those items that are relevant, what are the percentage benchmarks for deciding if the results are acceptable or not. For example, if 60% or more of the students are satisfied with their learning experiences, does that mean that Mt. SAC should be proud of that outcome or should interventions be suggested?

Statistical versus practical significance

Throughout the survey results, there were times when Mt. SAC's students' responses were, on average, higher, lower, or about the same as their comparison group of extra large colleges. Although sometimes these results were statistically significant, these differences were not of "practical significance" because the effect size was lower than 0.5. Effect size indicates the "practical significance" of the magnitude of the mean difference. It is calculated by dividing the mean difference between Mt. SAC and its comparison group by the standard deviation of the comparison group. An effect size of 0.2 is considered small, 0.5 is considered moderate, and 0.8 is large. In all cases, the effect size was found to be less than 0.5. Therefore, although there were statistically significant differences in some items between Mt. SAC and the extra large colleges, these differences were not large enough to be of "practical significance."

Consequently, the remainder of this report will focus only on the Mt. SAC data; keeping in mind that the Mt. SAC data closely represents that of its comparison group from the twelve extra large colleges across the United States. No other colleges from California participated in the survey in 2003.

How engaged are students?

Students were asked questions about what they did related to their school work from the perspective of inside and outside the classroom (i.e., level of engagement). Table 1 outlines their answers. The answers are rank ordered from highest to lowest by their "very often" & "often" combined response choices. The item that students do the most (63%) is work on a paper or project that required integrating ideas or information from various sources. Mt. SAC students are less likely to "participated in a community-based project as a part of a regular course" (7%).

Survey Question #1	Table 1. Students engaged in their studies	Very Often (%)	Often (%)	Sometimes (%)	Never (%)	Very often & Often (%)
	In your experiences at this college during the current school year, about how often have you done each of the following? Mark your answers in the boxes.					
d.	Worked on a paper or project that required integrating ideas or information from various sources	17	46	28	8	63
f.	Worked with other students on projects during class	14	41	37	8	55
r.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	19	33	38	10	52
o.	Received prompt feedback (written or oral) from instructors on your performance	13	38	37	11	52
a.	Asked questions in class or contributed to class discussions	17	33	45	5	50
c.	Prepared two or more drafts of a paper or assignment before turning it in	14	36	36	14	50
s.	Had serious conversations with students of a different race or ethnicity than your own	22	27	33	18	49
p.	Worked harder than you thought you could to meet an instructor's standards or expectations	11	37	43	9	48
t.	Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	19	25	34	22	44
l.	Discussed grades or assignments with an instructor	10	30	48	12	40
j.	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	15	23	30	33	37
b.	Made a class presentation	7	25	48	21	31
k.	Used email to communicate with an instructor	10	21	39	31	31
g.	Worked with classmates outside of class to prepare class assignments	5	17	47	30	23
m.	Talked about career plans with an instructor or advisor	6	15	44	35	21
e.	Came to class without completing readings or assignments (continued on next page)	5	12	61	23	17
n.	Discussed ideas from your readings or classes with instructors outside of class	3	10	34	53	13
h.	Tutored or taught other students (paid or voluntary)	3	6	26	65	9
q.	Worked with instructors on activities other than coursework	2	7	20	71	9
i.	Participated in a community-based project as a part of a regular course	1	6	19	73	7
	Group Average					35%

From the preceding table, numerous sub-groupings of concepts can be derived (Kuh, 2001). In Table 1a, the relationship between students and faculty are explored. Students indicated that 52% of the time or less, they were interacting with the faculty.

Table 1a. Student-faculty activities	Very Often (%)	Often (%)	Some-times (%)	Never (%)	Very often & Often (%)
In your experiences at this college during the current school year, about how often have you done each of the following? Mark your answers in the boxes.					
o. Received prompt feedback (written or oral) from instructors on your performance	13	38	37	11	52
a. Asked questions in class or contributed to class discussions	17	33	45	5	50
l. Discussed grades or assignments with an instructor	10	30	48	12	40
m. Talked about career plans with an instructor or advisor	6	15	44	35	21
n. Discussed ideas from your readings or classes with instructors outside of class	3	10	34	53	13
Group Average					35%

Also derived from Table 1 is the concept of focused peer interaction (table 1b). When comparing Table 1a and 1b, on average, students are interacting more with their peers than with faculty when it relates to having serious conversations either about the readings or with others with different beliefs or from a different race. These results may be factor of the diverse profile of the Mt. SAC students as well as the clear volume of students to faculty ratio.

Table 1b. Focused peer interaction	Very Often (%)	Often (%)	Some-times (%)	Never (%)	Very often & Often (%)
In your experiences at this college during the current school year, about how often have you done each of the following? Mark your answers in the boxes.					
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	19	33	38	10	52
s. Had serious conversations with students of a different race or ethnicity than your own	22	27	33	18	49
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	19	25	34	22	44
Group Average					48%

What is the level of student-to-student interaction? Table 1c indicates that, overall, the interaction is low (25%). Most students have done with other students is to work with them on projects during class (55%).

Table 1c. Student-to-Student interaction		Very Often (%)	Often (%)	Sometimes (%)	Never (%)	Very often & Often (%)
In your experiences at this college during the current school year, about how often have you done each of the following? Mark your answers in the boxes.						
f.	Worked with other students on projects during class	14	41	37	8	55
b.	Made a class presentation	7	25	48	21	31
g.	Worked with classmates outside of class to prepare class assignments	5	17	47	30	23
h.	Tutored or taught other students (paid or voluntary)	3	6	26	65	9
i.	Participated in a community-based project as a part of a regular course	1	6	19	73	7
Group Average						25%

Over half of the students (54%) indicated that they had completed extra work to finish an assignment or meet an instructor's standards or expectations (table 1d). Twenty three percent (23%) of students always came to class having completed readings or assignments.

Table 1d. Class work.		Very Often (%)	Often (%)	Sometimes (%)	Never (%)	Very often & Often (%)
In your experiences at this college during the current school year, about how often have you done each of the following? Mark your answers in the boxes.						
d.	Worked on a paper or project that required integrating ideas or information from various sources	17	46	28	8	63
c.	Prepared two or more drafts of a paper or assignment before turning it in	14	36	36	14	50
p.	Worked harder than you thought you could to meet an instructor's standards or expectations	11	37	43	9	48
e.	Came to class <u>without</u> completing readings or assignments (note : negative item – more appropriate to examine the sometimes and never responses)	5	12	61	23	(see note)
Group Average						54%

To what degree do students use technology to complete their course work? Thirty-four percent (34%) indicated that they use some type of electronic medium (e.g., list serv) to discuss or complete an assignment and they use email to communicate with faculty (table 1e).

Table 1e. Technology		Very Often (%)	Often (%)	Sometimes (%)	Never (%)	Very often & Often (%)
In your experiences at this college during the current school year, about how often have you done each of the following? Mark your answers in the boxes.						
j.	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	15	23	30	33	37
k.	Used email to communicate with an instructor	10	21	39	31	31
Group Average						34%

Mental Activities

When Mt. SAC students were asked to chose to what extent their course work emphasized mental activities (i.e., challenging the students), at least 60% of the students felt that they had been challenged by the course work on one or more of the items in Table 2. The highest ranked mental activity done very often or quite a bit was “analyzing the basic elements of an idea, experience, or theory” (68%). “Making judgments about the value or soundness of information, arguments, or methods” was rated the lowest frequency of mental activity done in their courses that year (51%).

Survey Question #2	Table 2. Mental Activities	Very much (%)	Quite a bit (%)	Some (%)	Very little (%)	Very Much & Quite a bit (%)
During the current school year, to what extent has your coursework at this college emphasized the following mental activities?						
b.	Analyzing the basic elements of an idea, experience, or theory	21	46	28	4	68
c.	Synthesizing and organizing ideas, information, or experiences in new ways	19	43	33	5	62
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	23	39	32	6	62
f.	Using information you have read or heard to perform a new skill	23	37	34	6	60
e.	Applying theories or concepts to practical problems or in new situations	18	37	35	11	55
d.	Making judgments about the value or soundness of information, arguments, or methods	16	35	37	12	51
Group Average						60%

Opinions about Mt. Sac

Quality of Relations

How do students' view the quality of their relations with groups on campus (Kuh, 2001)? Students felt that they had a strong, supportive relationship with instructors (82%) and other students (75%) (table 3a). The highest, unsupportive, relationship was noted with administrators (21%). These low findings with administrators could be due to the fact that most students only see administrators when there is an issue/crisis.

Seventy-five percent of the students indicated that their friends were extremely or somewhat supportive of them attending Mt. SAC (table 3b). When asked how supportive their immediate family was of them attending Mt. SAC, 79% said they were extremely or somewhat supportive (table 3c).

Table 3a. Relationship

Rating (survey question #8)	Other students	Instructors	Administrators
Supportive	75%	82%	60%
Neutral	16%	12%	19%
unsupportive	9%	6%	21%

Table 3b. Supportive friends

How supportive are your friends of your attending **this college**? (survey question #13)

46%	Extremely	28%	Somewhat
20%	Quite a bit	5%	Not very

Table 3c. Supportive family

How supportive is your immediate family of your attending **this college**? (survey question #14)

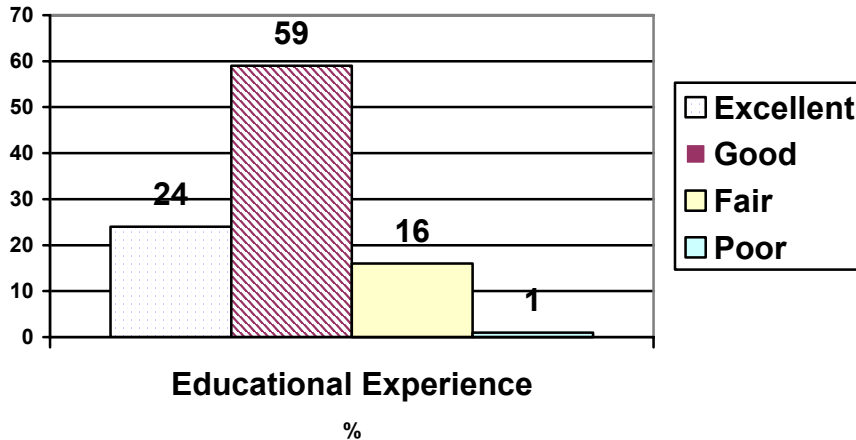
62%	Extremely	17%	Somewhat
17%	Quite a bit	4%	Not very

Student Satisfaction

How highly do students rate their entire educational experience at Mt. SAC? Most students (83%) rated it as excellent or good (Figure 1). In a similar vein, would students recommend Mt. SAC to others? The majority, 95%, said "yes". Another measure of student satisfaction could be derived from the percentage of students who planned on

taking classes at the college again. Some 85% said they would be taking classes at Mt. SAC within the following year. Six percent indicated that they had accomplished their goals and would not be returning.

**Figure 1. Rate Entire Educational Experience
(survey question #29)**



Campus Climate

Students were asked how much the College emphasizes certain aspects of their life at Mt. SAC and beyond (e.g., work on computers). Seventy-six percent of the students said that Mt. SAC encourages them to spend significant amounts of time studying (table 4). Mt. SAC also provides students with support they need to succeed at college (73%) and the College emphasizes using computers in the students' academic work (71%).

Although students felt Mt. SAC was doing a great job in some areas, there were other areas on which they felt the College could improve. The major improvement needed was related to helping students cope with their non-academic responsibilities (e.g., work, family). Only 28% of the students said that Mt. SAC was helping them cope with their non-academic responsibilities. Other areas in need of improvement included providing students with the help they need to thrive socially (32%) and to finance their education (32%).

As noted in Table 4, the last column contains the "campus climate" (Kuh, 2001). These five items give a good example of how the students perceive the climate at Mt. SAC. Only 52% find that the climate very much or quite a bit encourages or provides students with the emphasis needed to be successful.

Survey Question #6	Table 4. Emphasize at Mt. SAC	Very much (%)	Quite a bit (%)	Some (%)	Very Little (%)	very much & quite a bit (%)	Campus Climate
	How much does this college emphasize each of the following?						
a.	Encouraging you to spend significant amounts of time studying	30	45	21	3	76	√
b.	Providing the support you need to help you succeed at this college	28	45	23	4	73	√
g.	Using computers in academic work	37	34	22	7	71	
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	19	31	33	16	51	√
e.	Providing the support you need to thrive socially	9	23	39	29	32	√
f.	Providing the financial support you need to afford your education	14	18	30	38	32	
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	8	20	36	36	28	√
	Group Average					52%	52%

Time spent on task

Students were asked how much time they typically spent on certain tasks or aspects of their school life in a typical seven-day week (table 5). Almost half the students (47%) spend one to five hours a week preparing for class. Few students (8%) work on campus. Those who work off campus, tend to work 31 or more hours per week (36%). Only 15% of the group participate in college-sponsored activities in a typical seven-day week. Fifty-one percent (51%) are providing care for dependents living with them. Most students (69%) spend one-to-five hours a week commuting to and from classes.

Table 5. Time on task (survey question #7)		Hours per week					
About how many hours do you spend in a typical 7-day week doing each of the following?		None (%)	1-5 (%)	6-10 (%)	11-20 (%)	21-30 (%)	31+ (%)
a.	Preparing for class (studying, reading, writing, rehearsing or other activities related to your program)	1	47	31	15	5	2
b.	Working for pay on campus	92	3	1	2	1	1
c.	Working for pay off campus	26	5	5	11	18	36
d.	Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	85	11	2	1	0	0
e.	Providing care for dependents living with you (parents, children, spouse, etc.)	49	16	9	8	4	14
f.	Commuting to and from classes	10	69	15	4	1	1

Knowledge, skills and personal development

When students were asked how much their experience at Mt. SAC had influenced them, almost three-quarters (73%) indicated that Mt. SAC had a strong influence on them acquiring a broad general education (table 6). Over 60% felt that Mt. SAC had influenced their ability to learn on their own, their ability to think critically and analytically, writing style, speaking style, working effectively with others and their ability to understand themselves.

Students did not see much of an influence from the College on their ability to contribute to the welfare of their community (28%).

Table 6. Knowledge, skills and personal development (survey question #9)		To what extent has YOUR EXPERIENCE AT MT. SAC contributed to your knowledge, skills and personal development in the following areas?				
		Very much (%)	Quite a bit (%)	Some (%)	Very little (%)	Very much + quite a bit (%)
a.	Acquiring a broad general education	31	42	22	5	73
i.	Learning effectively on your own	27	42	25	6	70
e.	Thinking critically and analytically	25	44	26	4	69

Table 6. Knowledge, skills and personal development (survey question #9)

To what extent has YOUR EXPERIENCE AT MT. SAC contributed to your knowledge, skills and personal development in the following areas?

	Very much (%)	Quite a bit (%)	Some (%)	Very little (%)	Very much + quite a bit (%)
c. Writing clearly and effectively	20	47	27	6	67
d. Speaking clearly and effectively	20	42	29	8	62
h. Working effectively with others	22	40	30	8	62
j. Understanding yourself	24	37	27	12	61
n. Developing clearer career goals	23	33	30	14	56
g. Using computing and information technology	23	32	30	15	55
f. Solving numerical problems	19	35	31	15	54
k. Understanding people of other racial and ethnic backgrounds	22	31	32	15	52
o. Gaining information about career opportunities	21	28	33	18	49
b. Acquiring job or work-related knowledge and skills	20	28	33	19	48
l. Developing a personal code of values and ethics	16	30	33	21	47
m. Contributing to the welfare of your community	8	20	36	36	28
Group Average					57%

The above results (table 6) were sub-sectioned into comparable results to provide a different view of the possible relationships between the items (Kuh, 2001). The first grouping is known as a personal-social context (table 6a). Within this context, students rated highly Mt. SAC as helping them ‘very much’ or ‘quite a bit’ in them learning effectively on their own (70%). As discussed in Table 6, the lowest personal-social context is still contributing to the welfare of their community.

Table 6a. Personal-Social

To what extent has YOUR EXPERIENCE AT MT. SAC contributed to your knowledge, skills and personal development in the following areas?

	Very much (%)	Quite a bit (%)	Some (%)	Very little (%)	Very Much & Quite a bit (%)
i. Learning effectively on your own	27	42	25	6	70
h. Working effectively with others	22	40	30	8	62

Table 6a. Personal-Social

To what extent has YOUR EXPERIENCE AT MT. SAC contributed to your knowledge, skills and personal development in the following areas?						
		Very much (%)	Quite a bit (%)	Some (%)	Very little (%)	Very Much & Quite a bit (%)
j.	Understanding yourself	24	37	27	12	61
k.	Understanding people of other racial and ethnic backgrounds	22	31	32	15	52
l.	Developing a personal code of values and ethics	16	30	33	21	47
m.	Contributing to the welfare of your community	8	20	36	36	28
Group Average						53%

When examining items related to practical competence (table 6b), only two items are relevant: technology and work-related areas. In both cases, student felt that their time at the College had contributed 48 to 55% to their knowledge and/or skills in this area.

Table 6b. Practical Competence

To what extent has YOUR EXPERIENCE AT MT. SAC contributed to your knowledge, skills and personal development in the following areas?						
		Very much (%)	Quite a bit (%)	Some (%)	Very little (%)	Very Much & Quite a bit (%)
g.	Using computing and information technology	23	32	30	15	55
b.	Acquiring job or work-related knowledge and skills	20	28	33	19	48
Group Average						51%

When examining the general education components in Table 6c, it is clear that students feel their time at the college has contributed to their knowledge. Some 68% of the students felt that the College had contributed to their general education knowledge and/or skills either ‘very much’ or ‘quite a bit’.

Table 6c. General education

To what extent has YOUR EXPERIENCE AT MT. SAC contributed to your knowledge, skills and personal development in the following areas?

	Very much (%)	Quite a bit (%)	Some (%)	Very little (%)	Very Much & Quite a bit (%)
a. Acquiring a broad general education	31	42	22	5	73
e. Thinking critically and analytically	25	44	26	4	69
c. Writing clearly and effectively	20	47	27	6	67
d. Speaking clearly and effectively	20	42	29	8	62
Group Average					68%

Student Services

When students were asked to indicate how important certain services were to them at Mt. SAC, they said that the “very important” items were academic advising/planning (62%) and career counseling (57%) (table 7a). Lowest importance levels were given to student organizations (29%) and child care (30%).

Table 7a. Importance of Services (rank ordered) (survey question #10)

HOW IMPORTANT are these services to you AT THIS COLLEGE?

	Very important (%)	Somewhat important (%)	Not at all important (%)
Academic advising/planning	61.6	27.3	11.1
Career counseling	57.2	27.5	15.3
Computer lab	56.0	26.3	17.7
Transfer credit assistance	55.6	23.0	21.3
Financial aid advising	53.6	21.4	25.0
Skill labs (writing, math, etc.)	51.4	29.3	19.3
Peer or other tutoring	45.5	32.5	22.0
Services for people with disabilities	42.6	16.9	40.5
Job placement assistance	42.0	29.1	28.8
Child care	30.3	21.3	48.3
Student organizations	28.6	35.8	35.6

Of all the services listed, students are using the computer (69.2%) and skills labs (56.8%) more than the other services (table 7b). Predictably, fewer students are using child care services (12.2%).

Table 7b. Use of Services (rank ordered) (survey question #10)

HOW OFTEN do you use the following services at this College?			
	Often use (%)	Sometime use (%)	Rarely use (%)
Computer lab	32.4	36.8	30.8
Skill labs (writing, math, etc.)	20.1	36.7	43.2
Financial aid advising	17.0	27.2	55.8
Peer or other tutoring	13.3	29.5	57.1
Transfer credit assistance	12.0	34.1	53.9
Academic advising/planning	9.8	46.2	43.9
Services for people with disabilities	9.6	11.4	79.1
Career counseling	8.0	35.4	56.6
Job placement assistance	7.7	21.8	70.5
Student organizations	7.3	23.0	69.7
Child care	4.0	8.2	87.8

How satisfied are students with the services? Most students are satisfied with the computer (92.1%) and skill labs (81.2%) (table 7c). The highest level of dissatisfaction is with child care (41.4%).

Table 7c. Satisfaction with Services (rank ordered) (survey question #10)

HOW SATISFIED are you with the services?			
	Very satisfied (%)	Somewhat satisfied (%)	Not at all satisfied (%)
Computer lab	49.1	42.9	7.9
Skill labs (writing, math, etc.)	40.1	47.1	12.8
Services for people with disabilities	35.4	38.6	26.0
Peer or other tutoring	34.1	48.1	17.8
Financial aid advising	29.5	43.8	26.7
Transfer credit assistance	28.9	47.7	23.4
Career counseling	26.9	50.1	23.0
Academic advising/planning	25.2	57.6	17.2
Job placement assistance	23.3	47.8	28.9
Child care	21.8	36.8	41.4
Student organizations	21.7	50.1	28.3

Goals and Retention Factors

Most students (69%) indicated that their primary goal was to transfer to a four-year college (table 8). Students were less likely to have an educational goal to change careers (18%).

Table 8. Educational Goals (survey question #15)

Indicate which of the following are your reasons/goals for attending this college?			
	Primary goal (%)	Secondary goal (%)	Not a goal (%)
c. To transfer to a 4-year college	69	15	17
h. To obtain knowledge in a specific area	51	29	20
d. To obtain job-related skills	47	30	22
b. To obtain an Associate's degree	44	29	28
e. To update job skills	29	27	44
a. To complete a certificate program	28	26	46
f. To take one or more classes for self-improvement	26	34	39
g. To change careers	18	15	67

When students were asked to rate the barriers to them withdrawing from class or from this college, the most frequent item chosen was because they would “transfer to a four-year college or university” (66%) (table 9). Although Mt. SAC would like its students to graduate from the College, one of its other priorities is to have student transfer to four-year institutions – something these students are thinking they would like to do. In a more negative vein, students who were working full-time felt that their employment might make them withdraw from the class or College (50%) and lack of finances would also negatively impact them (46%). Less of an influence to the students’ dropping out of College was that they would be academically unprepared (27%) or that their educational goals would change (29%).

Table 9. Retention factors (survey question #11)	Very likely (%)	Likely (%)	Somewhat likely (%)	Not likely (%)	Very likely & likely (%)
How likely is it that the following issues would cause you to withdraw from class or from this college?					
h. Transfer to a 4-year college or university	47	18	13	21	66
a. Working full-time	30	20	20	30	50
d. Lack of finances	24	22	23	31	46
g. Moving/relocating	22	20	20	38	42
b. Caring for dependents	17	19	23	41	35
f. Change in career plans	10	22	22	46	32
e. Educational goals changed	9	20	25	46	29
c. Academically unprepared	9	18	27	47	27
Group Average					

Where do students obtain money to finance their education? Most students' major source of educational money is from their own income/savings (60%) (table 10).

Table 10. Finances for tuition (survey question #16)			
Indicate which of the following are sources you use to pay your tuition at this college? (Please respond to each item)			
	Major Source (%)	Minor Source (%)	Not a Source (%)
a. My own income/savings	60	24	16
b. Parent or spouse/significant other's income or savings	36	18	46
d. Grants & scholarships	14	8	78
c. Employer contributions	7	9	84
f. Public assistance	5	5	90
e. Student loans (bank, etc.)	4	6	91

Demographics

Most students (73%) were attending Mt. SAC on a less than full-time basis although 62% indicated they were taking day classes. Students were taking two classes or more (84%) and were 19 to 22 years of age (44%) (table 11). Most were female (57%). Hispanic was the highest percentage ethnic group (table 12). The educational attainment of their parents was dissimilar to their obvious goal by being at Mt. SAC. When comparing the educational attainment levels of the students' parents, their mothers were less educated, only having completed some college courses or a higher level of education (52%), than their fathers (59%).

Table 11. Age	Percent
18 years old	8
19 to 22	44
23 to 25	15
26 to 29	8
30 to 39	14
40 to 49	8
50 to 59	2
60 years and older	0

Table 12. Ethnicity	Percent
Hispanic, Latino, Spanish	40
Asian, Asian American or Pacific Islander	28
White, Non-Hispanic	22
Black or African American	5
Other	5
African American or other Native American	2
Native Hawaiian	0

Conclusions

Results from this student survey provides a new perspective on Mt. SAC students. Mt. SAC now knows more about what the student is doing to help them succeed in their education and what the College is doing to help the students. Likewise, the College has a new perspective on the barriers the students face to achieving their educational goals.

Each of the major findings should be examined (see below). The most salient findings to each department of the College should be celebrated if it is a success and addressed with an intervention process if it is a barrier to success for students. Formative evaluation

should be done throughout the next year to determine if the intervention is successful. Working closely with the Research Department on the design is highly recommended.

Major findings

Engagement

1. The item that students do the most (63%) is work on a paper or project that required integrating ideas or information from various sources.
2. Student indicated that 52% of the time or less, they were interacting with the faculty.
3. On average, students are interacting more with their peers than with faculty when it relates to having serious conversations either about the readings or with others with different beliefs or from a different race.
4. The most students have done with other students is to work with them on projects during class (55%).
5. Over half of the students (54%) indicated that they had completed extra work to finish an assignment or meet an instructor's standards or expectations
6. Thirty-four percent (34%) indicated that they use some type of electronic medium (e.g., list serv) to discuss or complete an assignment and they use email to communicate with faculty

Mental Activities

7. When Mt. SAC students were asked to chose to what extent their course work emphasized mental activities (i.e., challenging the students), at least 60% of the students felt that they had been challenged by the course work. The highest ranked mental activity done very often or quite a bit was "analyzing the basic elements of an idea, experience, or theory" (68%).

Quality of Relationships

8. Students felt that they had a strong, supportive relationship with instructors (82%) and other students (75%). The highest, unsupportive, relationship was noted with administrators (21%).
9. Seventy-five percent of the students indicated that their friends were extremely or somewhat supportive of them attending Mt. SAC.
10. When asked how supportive their immediate family was of them attending Mt. SAC, 79% said they were extremely or somewhat supportive.

Satisfaction

11. Most students (83%) rated their Mt. SAC education experience as excellent or good. The majority of students, 95%, said they would recommend Mt. SAC to a friend or family member.

Campus Climate

12. Seventy-six percent (76%) of the students said that Mt. SAC encourages them to spend significant amounts of time studying.
13. Mt. SAC provides students with support they need to succeed at college (73%). Mt. SAC emphasizes using computers in the students' academic work (71%).
14. Only 28% of the students said that Mt. SAC was helping them cope with their non-academic responsibilities. Other areas in need of improvement included providing students with the help they need to thrive socially (32%) and to finance their education (32%).
15. Only 52% find that the climate very much or quite a bit encourages or provides students with the emphasis needed to be successful.

Time Spent on Task

16. Almost half the students (47%) spend one to five hours a week preparing for class.
17. Those who work off campus, tend to work 31 or more hours per week (36%).
18. Fifty-one percent (51%) are providing care for dependents living with them.

Knowledge, Skills and Personal Development

19. When students were asked how much their experience at Mt. SAC had influenced them, almost three-quarters (73%) indicated that Mt. SAC had a strong influence on them acquiring a broad general education.
20. Over 60% felt that Mt. SAC had influenced their ability to learn on their own, their ability to think critically and analytically, writing style, speaking style, working effectively with others and their ability to understand themselves.

Student Services

21. When students were asked to indicate how important certain services were to them at Mt. SAC, they said that the "very important" items were academic advising/planning (62%) and career counseling (57%).
22. Of all the services listed, students are using the computer (69.2%) and skills labs (56.8%) more than the other services. Predictably, fewer students are using child care services (12.2%).
23. Most students are satisfied with the computer (92.1%) and skill labs (81.2%). The highest level of dissatisfaction is with child care (41.4%).

Goals and Retention Factors

24. Most students (69%) indicated that their primary goal was to transfer to a four-year college.
25. When students were asked to rate the barriers to them withdrawing from class or from this college, the most frequent item chosen was because they would "transfer to a four-year college or university" (66%).

Reference

Kuh, G.D. (2001). *The National Survey of Student Engagement: Conceptual framework and overview of psychometric properties*. Bloomington, IN: Indiana University Center for Postsecondary Research and Planning. (pp. 1-24 from CCSSE binder results)

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