

## STUDENT ENGAGEMENT

### Background

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. Some 1,103 Mt. SAC students’ surveys were returned.

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 excerpt from the main report will outline one of many aspects of the survey useful for accreditation and planning purposes. The main report can be found at <http://research.mtsac.edu/factbook.html> under Student Engagement Survey.

### 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	Table 1. Students engaged in their studies	Very Often (%)	Often (%)	Some-times (%)	Never (%)	Very often & Often (%)
#1	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

Survey Question #1	Table 1. Students engaged in their studies	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.					
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%

The above findings also indicate that most student-faculty interactions are occurring when students are receiving feedback on their work (52%, see item “o”) and when students are asking questions in class (50%, see item “a”).

From a technology perspective, 37% indicated that they very often or often use electronic medium to discuss or complete assignments. A similar percentage, 31%, said that they use email to communicate with instructors.

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.

