

The Community College Survey of Student Engagement (CCSSE)

Overview of 2007 Survey Results Joliet Junior College

Introduction

The Community College Survey of Student Engagement (CCSSE) provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. CCSSE'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 that students invest in meaningful educational practices, is the underlying foundation for CCSSE's work. CCSSE's survey instrument, the Community College Student Report (CCSR), is designed to capture student engagement as a measure of institutional quality.

CCSSE Member Colleges

CCSSE will again utilize a 3-year cohort of participating colleges (2005 through 2007) in all of its data analyses,¹ including the computation of benchmark scores. This cohort is referred to as the **2007 CCSSE Cohort**.

Please note this report does not include Benchmark or comparative data, this information will be included in subsequent reports.

This approach, which was instituted in 2006, 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 3-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2007 CCSSE Cohort is comprised of a total of 525 institutions across 48 states, plus British Columbia and the Marshall Islands. Two hundred sixty of these member colleges are classified as small (< 4,500), 136 as medium (4,500-7,999), 83 as large (8,000-14,999), and 46 as extra-large institutions (15,000 + credit students).² One hundred two of the Cohort member colleges are located in urban areas, 113 in suburban areas, and 310 in rural-serving areas.

Joliet Junior College falls into the "Large Colleges" size category and is classified as being located in a suburban-serving area.

¹ For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2005 and 2007, only the 2007 data would be used in the 3-year cohort.

² These enrollment statistics are based on the most recent IPEDS data with the exception of situations in which it is necessary for colleges to self-report.

Student Respondents

Credit classes were randomly selected – stratified by time of day (morning, afternoon, and evening) – from institutional class data files to participate in the survey. Of those sampled at JJC, 651 students submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 65%. Percent of target rate is the ratio of the adjusted number of completed surveys to target sample sizes. (The adjusted survey count is the number of surveys that were filled out properly and did not fall into any of the exclusionary categories.³)

2007 Student Respondent Profile

To compare the characteristics of student respondents with the characteristics of the underlying student population for each participating college, CCSSE uses the data reported by the institution in its most recent IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (part- or full-time). The data are aggregated to compare the 2007 CCSSE Cohort survey respondent population to the total student population of the 2007 CCSSE Cohort member colleges.

Gender (survey item #30)

Of the 638 student respondents at JJC who answered this item, 42% are male and 58% are female. This mirrors the full population of the CCSSE Cohort community college students, comprised of 41% males and 59% females.

Age (survey item #29)

2007 CCSSE student respondents at JJC range in age from 18 to 64 years old. Approximately 93% are between 18 to 39 years old; 75% are 18 to 24 years old while 18% are 25 to 39 years old.

Racial Identification (survey item #34)

Seventy-three percent of student respondents identify themselves as White/non-Hispanic, 9% as Hispanic/Latino/Spanish, 9% as Black or African American, and 5% as Asian. One percent of the student respondents are Native American. Three percent marked “other” when responding to the question, “What is your racial identification?”

International Students (survey item #33)

Five percent of JJC students responded yes to the question, “Are you an international student or foreign national?”

Enrollment Status (survey item #2)

Seventy-two percent of the student respondents at Joliet Junior College report attending college full-time, while 37% of the 2007 CCSSE Cohort colleges’ total student population attended full-time. Only 28% of surveyed students report being part-time college students, compared to 63% as reported to IPEDS. 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/part-time variable so that reports will accurately reflect the underlying student population.

³ See exclusionary rules on page 4.

The following student respondent categories are weighted according to Fall 2005 IPEDS population data.

Limited English Speaking Students (survey item #32)

Students with limited English speaking skills, or those whose native language is not English, comprise a significant proportion of students in community colleges. At JJC, 13% of enrolled students are non-native English speakers.

First-Generation Status (survey item #36)

Thirty percent of JJC students 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" status. Thirty-four percent indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 32% indicate that level for their fathers.

Educational Attainment (survey items #1 and #35)

Sixty-nine percent of the respondents report starting their college careers at JJC. Approximately 72% of students indicate that their highest level of educational attainment is a high school diploma or GED; 58% have completed fewer than 30 credit hours of college-level work; 8% report either a certificate or an associate degree; 6% have earned a bachelor's degree; and 2% have earned an advanced degree.

Credit Hours Earned (survey item #23)

Forty-two percent of surveyed students have completed fewer than 15 credit hours; 17% have completed 15-29 credit hours; and 42% have completed more than 30 credit hours.

Grades (survey item #21)

Forty-four percent of students report that they earned grades of *B+* or higher, while 3% of students report that they earned grades of *C-* or lower.

External Commitments (survey item #10)

Sixty-one percent of students at JJC work 21 or more hours per week; 35% of students care for dependents at least 11 hours per week; and 32% of our students spend at least 6 hours per week commuting to class.

Excluded Respondents

The total counts of respondents in an institution's raw data file will differ from the numbers reported in the institutional reports due to intentional exclusion of certain surveys. Exclusion in accord with consistent decision rules serves the purpose of ensuring that all institutional reports are based on the same sampling methods and that results therefore are comparable across institutions. Respondents may be excluded from institutional reports for the following reasons:

- ✘ The respondent did not indicate whether he or she was enrolled part- or full-time at the institution. *Because all results are either weighted or broken down by enrollment status, this is essential information for reporting.*
 - ✘ The survey is invalid.⁴
 - ✘ Students reported their age as under 18.
 - ✘ Students indicated that they had taken the survey in a previous class.
 - ✘ Over-sampled respondents are not included. These are surveys that individual institutions paid an additional fee to acquire. Because there are no requirements stipulating how these students are sampled, these data are not included in the standard institutional report.
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⁴ If a student does not answer any of the 21 sub-items on item 4, answers "Very Often" to all 21 items, or answers "Never" to all, the survey is excluded.

Selected Findings for Joliet Junior College

Educational Goals

Community Colleges have multiple missions and goals, as do their students. Students responding to the survey are given the opportunity to mark Primary Goal, Secondary Goal, or Not a Goal in response to a list of possible goals for attending their particular college. As a result, many mark more than one primary goal; therefore, the percentages in the table may not sum to 100%.

As seen in Table 1, JJC students identify multiple educational goals. Sixty-three percent of the respondents identify obtaining an associate degree as a primary goal. Fifty-three percent are interested in transferring to a 4-year college or university, while 40% are interested in obtaining or updating job-related skills. Thirty-two percent indicate self-improvement/personal enjoyment as a primary goal. Thirty percent of the respondents seek to change careers, and 28% would like to complete a certification program.

Table 1: Educational Goals

	Primary Goal	Secondary Goal	Not a Goal
Complete a certificate program	28%	20%	20%
Obtain an Associate degree	63%	18%	18%
Transfer to a 4-year college or university	53%	20%	20%
Obtain or update job-related skills	40%	27%	27%
Self-improvement/personal enjoyment	32%	39%	39%
Change careers	30%	12%	12%

Time on Task

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.

Table 2 highlights that only 10% of full-time JJC students spend more than 21 hours per week preparing for class while 41% spend 5 hours or less preparing for class.

Table 2: Time on Task

	Part-time			Full-time		
	5 hours or fewer	6-20 hours	More than 21 hours	5 hours or fewer	6-20 hours	More than 21 hours
Preparing for class	48%	49%	3%	41%	49%	10%
Working for Pay	21%	17%	62%	17%	26%	57%
Participating in college-sponsored activities	98%	2%	0%	94%	4%	2%

These findings indicate competing priorities face students attending JJC. Surprisingly part-time students spend nearly the same amount of time as full-time students working for pay, more than 21 hours per week (62% vs. 57%).

Relationships

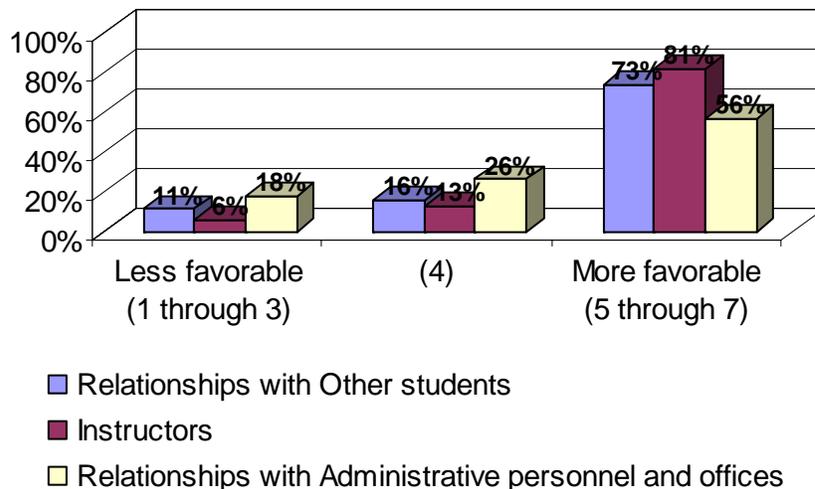
Student-faculty interaction plays a key role in the success of community college students as well as interaction with other students and staff; the role is no different at JJC. Research indicates that student-faculty interaction is one of the strongest predictors of persistence for college students.

Some key indicators JJC may utilize in measuring the student-faculty and student-student and student-staff relationships from the survey instrument are items: 4q - working with instructors on activities other than coursework, 9c – emphasis placed on encouraging contact among students from different socio-economic and racial or ethnic backgrounds, 9e – support to thrive socially, 11 – quality of relationships among indicated groups, and 15 – support of friends for student attending JJC.

Nearly three-fourths (74%) of JJC students indicate they never worked with instructors on activities other than coursework. When asked if JJC encouraged contact among students from different economic, social, and racial or ethnic backgrounds, 51% said it occurred “Quite a bit” or “Very much”. This is 3% more than consortium colleges and 4% more than the 2007 CCSSE cohort. Seven out of ten respondents indicated JJC provided “Very little” or “Some” support to thrive socially. In addition 72% of students friends are “Quite a bit” or “Extremely” supportive of their attending JJC while 86% of their families were supportive of this decision.

Figure 1 below highlights the responses for item 11 on the instrument, which specifically asks students’ relationship with other students, instructors, and administrative personnel and offices at JJC.

Figure 1: Relationships



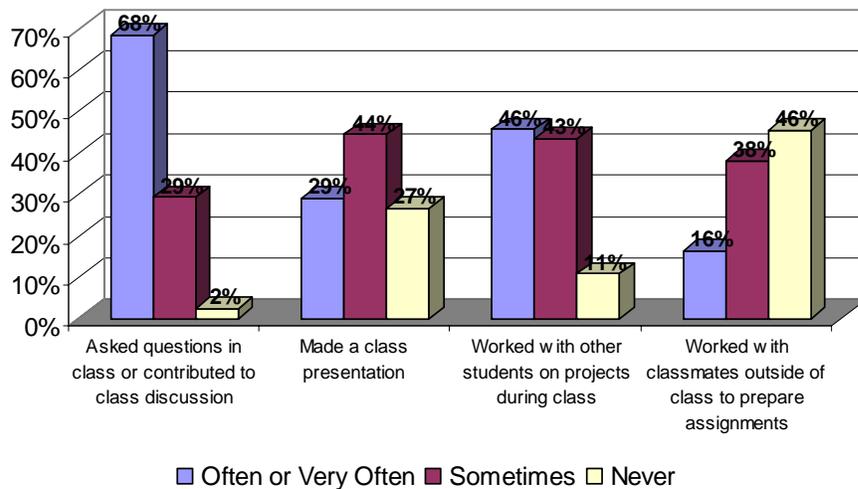
Academic Experience

Many factors are associated with an academic that is positive and beneficial to students, one of which is the amount of time and energy that student students invest in the academic work. The instrument asks students to respond to seven survey items in order to gauge how actively they are involved in their education. Students are given the opportunity to select *Very Often*, *Often*, *Sometimes*, or *Never* in response to items such as the following:

- ✘ Asked questions in class or contributed to class discussion.
- ✘ Made a class presentation.
- ✘ Worked with other students on projects during class.
- ✘ Worked with classmates outside of class to prepare assignments.

As Figure 2 indicates some JJC students are highly involved in their academic experience (marked *Often* or *Very Often*), while others are less engaged.

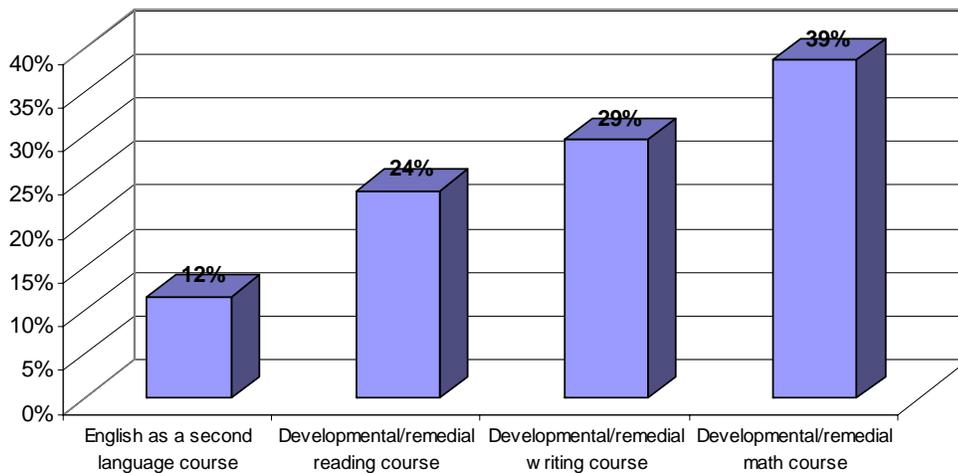
Figure 2: Academic Experience



Developmental Education and ESL

JJC has a diverse student population, and to adequately serve student needs the institution offers a variety of courses and special programs. Item 8 on the survey instrument asks students to identify which course paths they are following. As figure 3 shows, a large percent of JJC students have taken or plan to enroll in developmental/remedial math, writing, or reading course – 39%, 29%, and 24% respectively. A small percentage of students plan on taking an ESL course (12%).

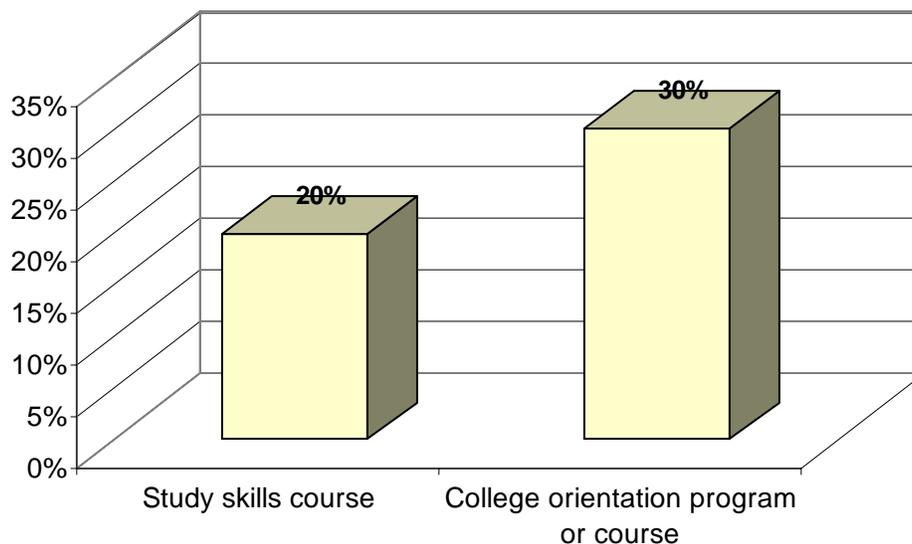
Figure 3: Developmental Education and ESL



Study Skills and Orientation

Nearly one-third (30%) of the respondents indicate they have taken or plan to enroll in a college orientation program or course at JJC as shown in Figure 4.

Figure 4: Study Skills and Orientation



Curricular Experiences

Table 3 shows the percentage of JJC students who have taken or plan to enroll in internships, honors courses, or organized learning communities.

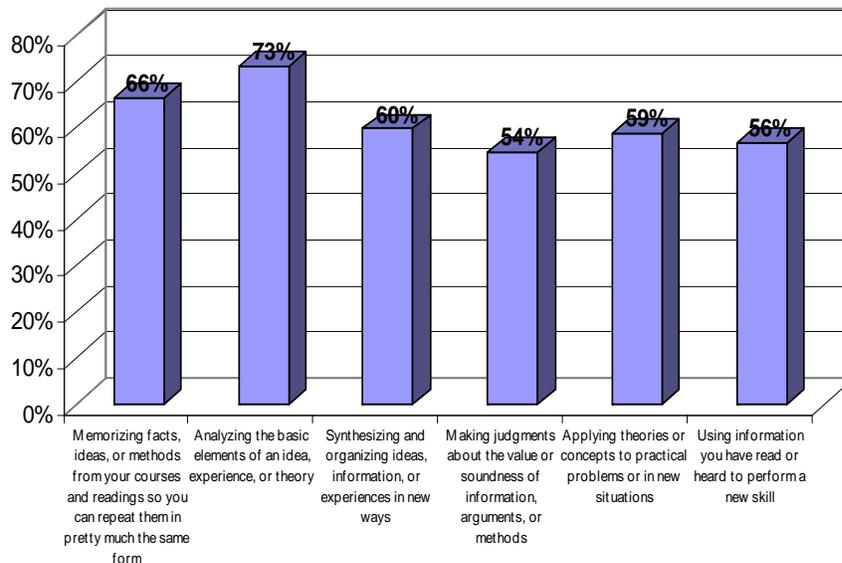
Table 3: Curricular Experiences

	Have Done or Plan to Do
Internship, field experience, coop experience, or clinical assignment	50%
Honors course	20%
Organized learning communities (linked courses/study groups led by	20%

Student Learning

Student respondents indicate how much their coursework emphasizes intellectual processes such as memorization, the application of theories and concepts to practical problems, analysis, synthesis and organization, making value judgments, and using learned information to perform new skills. Figure 5 illustrates students' perceptions of the extent to which JJC promote these cognitive activities.

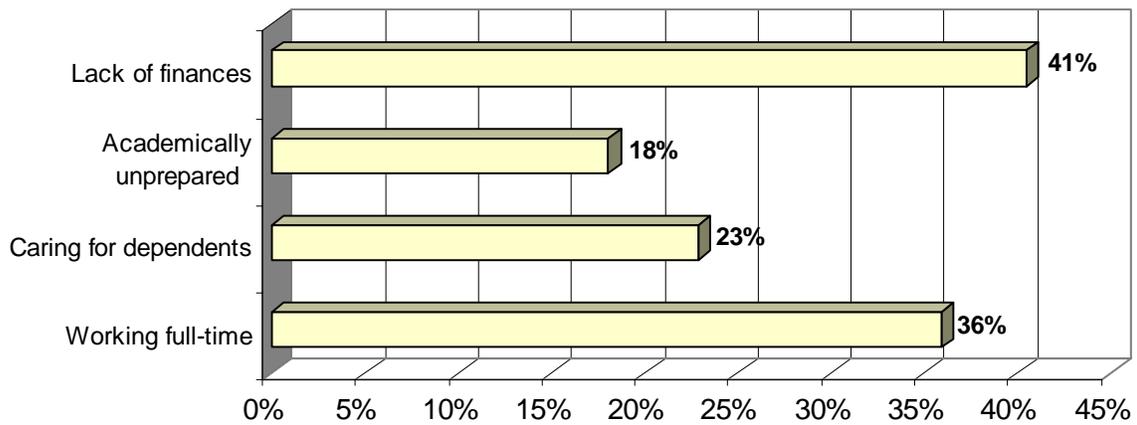
Figure 5: Student Learning



Barriers to Persistence

CCSSE asks students to indicate the issues that would require them to withdraw from the college, *what keeps students from achieving their goals?* Figure 6 highlights the percentage of JJC students who report how various factors would result in their withdrawing from class or from the college. Students could mark more than one factor; percentages will not sum to 100%.

Figure 6: Barriers to Persistence (Likely or Very Likely)



Student Satisfaction

A key measure of satisfaction for colleges is whether a student would recommend a service or the institution to others. The survey instrument asks whether a student would recommend JJC to a friend or family member. Ninety-four percent of JJC students indicate they would make much such a recommendation. When asked to evaluate their entire educational experience at JJC, eighty-three percent describe their JJC experience as *Good* or *Excellent*, while only 1% rate their experience as *Poor*.

Another measure used to in determining student satisfaction is retuning or successful completion of goals. Sixty-four percent of JJC students indicate they plan to enroll within the next 12 months, while 15% report they have accomplished their goals and will not be returning to JJC. In direct contrast, twenty-one percent are either uncertain or have no plans on returning to JJC.

Student and Academic Support Services

CCSSE asks a combination of questions relating to satisfaction, use, or importance levels of services. Table 4 displays use, satisfaction, and importance of a number of key academic and student support services here at JJC. Column one reports the percentage of JJC students saying they used the service either *Sometimes* or *Often*; the second column indicates the percentage that report they are *Satisfied* or *Very Satisfied* with the service; and the third column shows the percentage of students who rate the service as *Somewhat* or *Very Important*.

According to the responses, JJC students are most likely to use, express satisfaction with, and rate as important the following services: computer labs, and academic advising/planning. Although 41% of JJC students report child care as important, only 4% use child care services, and only 11% are satisfied with the service. Similarly, over half of JJC students' rate services to students with disabilities as important, but only 7% use the service and 14% are satisfied with the service.

Table 4: Student Services by Use, Satisfaction, and Importance

	Use	Satisfaction	Importance
Academic advising/planning	40%	56%	83%
Career counseling	24%	38%	73%
Job placement	8%	18%	60%
Peer or other tutoring	18%	31%	59%
Skill labs (writing, math, etc.)	29%	40%	66%
Child care	4%	11%	41%
Financial aid advising	29%	34%	67%
Computer lab	59%	68%	81%
Student organizations	12%	22%	51%
Transfer credit assistance	26%	34%	68%
Services to students with disabilities	7%	14%	52%

Note: The services highlighted in light green in each column are among the three highest ratings in that area while the services highlighted in light yellow are among the three lowest rated in each area.

Participation in Selected Activities

The first 21 engagement items on the instrument ask students how often they are engaged in particular activities during the current academic year at JJC. The response categories have been collapsed for analysis purposes into Often and Very Often to show substantial levels of engagement; to be included half of **all** students had to report participating in the particular activity. Table 5 highlights this data.

Table 5: Percentage of Students Who Reported Participating Often or Very Often in Selected Activities by Enrollment Status

Most Frequent Student Activity Items	Part-Time	Full-Time	All Students
Asked questions in class or contributed to class discussions	71%	64%	68%
Received prompt feedback (written or oral) from instructors on your performance	58%	56%	57%
Worked on a paper or project that required integrating ideas or information from various sources	55%	71%	61%
Used the Internet or instant messaging to work on an assignment	61%	69%	64%
Used email to communicate with an instructor	44%	60%	50%

Part-time students were more likely to ask questions in class than full-time students and part-time students were also more likely to receive prompt feedback from instructors. Full-time students indicate they are more likely to use email to communicate with their instructor.

It is also important to note what students are not doing in college as frequently as expected. The least frequent activities are derived by using the *Never* or *Sometimes* response category for selected activities. Table 6 contains items where 50% or more of all students report *Never* or *Sometimes* engaging in that particular activity.

Table 6: Percentage of Students Who Reported Never or Sometimes Participating in Selected Activities by Enrollment Status

Least Frequent Student Activity Items	Part-Time	Full-Time	All Students
Made a class presentation	74%	66%	71%
Prepared two or more drafts of a paper or assignment before turning it in	50%	55%	52%
Came to class without completing readings or assignments	85%	76%	82%
Worked with other students on projects during class	58%	48%	54%
Worked with classmates outside of class to prepare class assignments	85%	80%	84%
Tutored or taught other students (paid or voluntary)	97%	91%	95%
Participated in a community-based project as a part of a regular course	97%	94%	96%
Used email to communicate with an instructor	56%	40%	50%
Discussed grades or assignments with an instructor	56%	53%	55%
Talked about career plans with an instructor or advisor	83%	75%	80%
Discussed ideas from your readings or classes with instructors outside of class	90%	83%	87%
Worked harder than you thought you could to meet an instructors standards or expectations	50%	52%	51%
Worked with instructors on activities other than coursework	94%	90%	92%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	55%	57%	56%
Had serious conversations with students of a different race or ethnicity other than your own	64%	54%	60%
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	66%	54%	62%
Skipped class	97%	89%	94%