Some Nuggets of Information from the SCC CCSSE Data

I. Benchmark items:
This section is based on comparisons of the means for SCC to those from other extra-large colleges. It is similar to the information presented by the CCSSE presenter at convocation.

A. SCC students report moderate levels of engagement and, for most benchmark items, item means are not notably different from the means for all extra large colleges.

SCC students are not notably above the mean for extra-large colleges on any benchmark items and are notably below the mean for extra-large colleges on the following items:
- Made a class presentation (Active and Collaborative Learning)
- Frequency of use of computer lab (Student Effort)
(Notably above or below = significant difference at the $p<.001$ and effect size greater than or equal to 0.2)

B. Full-time students score higher on measures of student engagement than part-time students.

SCC FT students are notably different from the mean of extra-large colleges on the following items:
- Time preparing for class (Student Effort)
SCC FT students are above the mean for extra-large colleges on:
- Made a class presentation (Active and Collaborative Learning)
- Frequency of use of computer lab (Student Effort)

SCC PT students are notably below the mean of extra-large colleges on the following items (they are not above the mean for any items):
- Frequency of use of computer lab (Student Effort)
- Number of written papers or reports of any length (Academic Challenge)
- Providing the support you need to help you succeed at this college (Support for Learners)
C. Students who have completed 30+ units score higher on measures of student engagement than do students with fewer units.

SCC students with 30+ units have higher mean scores on every benchmark item than do SCC student with 29 units or fewer.

SCC students with 30+ units are notably below the mean of extra-large colleges on:
- Asked questions in class or contributed to class discussions (Active & Collaborative Learning)

SCC students with 29 or fewer units are notably below the mean of extra-large colleges on the following items:
- Made a class presentation (Active & Collaborative Learning)
- Prepared two or more drafts of a paper or assignment before turning it in (Student Effort)
- Worked on a paper/project that required integrating ideas or information (Student Effort)
- Frequency of use of skills labs (Student Effort)
- Frequency of use of computer lab (Student Effort)
- Number of written papers or reports of any length (Academic Challenge)
- Providing the support you need to help you succeed at this college (Support for Learners)

II. Other Items

The items referenced here are not part of the benchmark items, but are in a subsequent part of the CCSSE report. More information can be found by going to the CCSSE website, [http://www.ccsse.org/](http://www.ccsse.org/), clicking on “College Profiles” and then on the link in the following paragraph: “Benchmark Survey Results: Click on each bar to see means and frequencies for individual benchmark items. To see means and frequencies for additional survey items, click here.”

A. Somewhat more than half of students report that their experience at the college has helped them “quite a bit” or “very much” develop skills related to GE and critical thinking.

Percent reporting that experiences at the college helped quite a bit or very much with the following skills:
- Acquiring a broad general education 65.9%
- Writing clearly and effectively 55.2
- Speaking clearly and effectively 49.3
- Thinking critically and analytically 64.6
- Solving numerical problems 51.4

B. Many, but not most, students often engage with others unlike themselves.

- Almost half (49.5%) of the students reported that they often or very often had serious conversations with students of a different race or ethnicity.
- Over 45% of students reported that they often or very often had serious conversations with students differing from them in religious beliefs, political opinions, or personal values.
- Nearly 48% of students report that experiences at the college have helped them quite a bit or very much in understanding people of other racial and ethnic backgrounds.
- Nearly 48% of students report that experiences at the college have helped them quite a bit or very much in working effectively with others.
III. Some items relevant to the questions from the Spring 09 convocation
The items referenced here may not directly answer the question raised, but are relevant to related issues. They are from both the benchmark items and the other items in the survey. More information can be found by going to the CCSSE website, http://www.ccsse.org/, clicking on “College Profiles” and then on the link in the following paragraph “Benchmark Survey Results: Click on each bar to see means and frequencies for individual benchmark items. To see means and frequencies for additional survey items, click here.”

A. How many hours per week do you work? How does this impact your studies and ability to use services on campus? (from Ginna Meyer, Biology)
- Many SCC students work, mostly part-time:
  - 0 hours per week = 22%
  - 1-10 hours per week = 12.5
  - 11-20 hours per week = 14.4
  - 21-30 hours per week = 21.3
  - 31+ hours per week = 29.8
- 46% of students list working full-time as a likely or very likely reason to withdraw from class.
- For 53.6% of students, the student’s own income or savings is the major source of funds to pay college fees.
- For 28.2% of students, the income of a parent, spouse or significant other is a major source of funds to pay college fees.

B. How many hours per week do you think should be required outside of class for each hour in? Do you know what the recommended is? (from Janet Handel, MSE)
When you started, how many hours did you expect to study for a three (3) credit class outside of class?
Has this changed? (from Karen Burrell, Reading)
- Students come to class without completing readings or assignments….
  - Never = 24.4%
  - Sometimes = 59
  - Often 12.1
  - Very often = 4.5
- Most students spend between 1 and 10 hours per week preparing for class (studying, reading, homework, etc.). Note: Assuming the Carnegie Unit value of 2 hours of outside work for each hour of lecture, 10 hours of preparation per week would be needed for a 5 unit class load.
  - None = 1.7%
  - 1-5 hours = 42.5
  - 6-10 hours = 31.9
  - 11-20 hours = 14.7
  - 21-30 hours = 5.7
  - 30+ hours = 3.5
- Many (65.9%) students report that their experiences at the college have helped them quite a bit or very much with learning effectively on their own.

C. How does your involvement on campus, but outside of the classroom impact your success? (from Kim Beyrer, Student Leadership)
- When asked how satisfied they were with student organizations at the college, 66.2% said that the question was not applicable to them.
- When asked how important student organizations were to them, 38.6% said not at all, 35% said somewhat, and 26.4% said very important.

D. How can I improve a student 15 day experience? (from Debra Crumpton, Business)
How can I help my students feel welcome in the first day in an overly full class? (from Jan Lee, Reading)
- Most students feel that instructors as available, helpful and sympathetic. On a scale of 1-7 (with 7 being most helpful), nearly 80% ranked their professors as 5 or above.