**College:**

**Community College Survey of Student Engagement**

**2017–2018 Administration**

**Instructions**

1. Retrieve your college’s most recent results from the Community College Survey of Student Engagement (CCSSE). Enter the requested numbers in the white boxes to the left of the corresponding statement.
2. Review the data for each section and discuss with your pathways team which data are most surprising. Research the disaggregated results from the CCSSE report to get a more detailed understanding of student experiences.
3. In the white box below “Most surprising data and disaggregated results,” indicate which data surprised you and what the disaggregated data revealed. In the column titled “Services currently offered,” list the services your college currently offers related to the section topics. In the column titled “Potential future college actions,” list strategies your college may employ to address feedback from students and improve services. The table will expand to accommodate your text.

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| **Orientation and Registration** | | | | | | | | | |
|  | % of our students reported “no,” they were not registered for courses before the first class session(s) or “partly,” they were registered for some courses before the first class session. (13) | | | | | | | | |
|  | % of our students reported they were “not aware of” or “unable to participate in” orientation. (14) | | | | | | | | |
| Most surprising data and disaggregated results | | | Services currently offered | | | | Potential future college actions | | |
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| **Career and Academic Planning** | | | | | | | | | |
|  | % of our students reported that they “never” talked about their career plans with an instructor or advisor. (4l) | | | | | | | | |
|  | % of our students reported that before the end of their first term here, an advisor “never” helped them develop a personalized academic plan with a defined sequence of courses for completing a credential and/or for transferring. (20) | | | | | | | | |
| Most surprising data and disaggregated results | | | Services currently offered | | | | Potential future college actions | | |
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| **Academic and Non-Academic Support** | | | | | | | | | |
|  | % of our students reported that the college emphasized “some” or “very little” encouragement to spend significant amounts of time studying. (9a) | | | | | | | | |
|  | % of our students reported that the college emphasized “some” or “very little” support needed to be successful. (9b) | | | | | | | | |
|  | % of our students reported that the college emphasized “some” or “very little” encouragement for contact among students from different economic, social, and racial or ethnic backgrounds. (9c) | | | | | | | | |
|  | % of our students reported that the college emphasized “some” or “very little” help for coping with their non-academic responsibilities (work, family, etc.). (9d) | | | | | | | | |
|  | % of our students reported that the college emphasized “some” or “very little” support to thrive socially. (9e) | | | | | | | | |
|  | % of our students reported that the college emphasized “some” or “very little” financial support needed to afford college. (9f) | | | | | | | | |
|  | % of our students reported “no,” someone at the college does not contact them to help them get assistance if they are struggling with studies. (21) | | | | | | | | |
|  | % of our students reported participating in supplemental instruction/supplemental learning during the current academic year (22) | | | | | | | | |
| Most surprising data and disaggregated results | | | | Services currently offered | | | Potential future college actions | | |
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| **Out-Of-Class Responsibilities** | | | | | | | | | |
|  | % of our students reported that they spent “none” or “1-5” hours per week preparing for class. (10a) | | | | | | | | |
|  | % of our students reported that they spent “30 or more” hours per week working for pay. (10b) | | | | | | | | |
|  | % of our students reported that they spent “none” or “1-5” hours per week participating in college-sponsored activities. (10c) | | | | | | | | |
|  | % of our students reported that they spent “30 or more” hours per week caring for dependents living with them. (10d) | | | | | | | | |
|  | % of our students reported that they spent more than 5 hours per week commuting to and from classes. (10e) | | | | | | | | |
|  | % of our students reported that working full-time would “likely” or “very likely” cause them to withdraw from class or college. (23a) | | | | | | | | |
|  | % of our students reported that caring for dependents would “likely or “very likely” cause them to withdraw from class or college. (23b) | | | | | | | | |
|  | % of our students reported that academic under-preparedness would “likely or “very likely” cause them to withdraw from class or college. (23c) | | | | | | | | |
|  | % of our students reported that lack of finances would “likely or “very likely” cause them to withdraw from class or college. (23d) | | | | | | | | |
|  | % of our students reported that transferring to a 4-year institution would “likely or “very likely” cause them to withdraw from class or college. (23e) | | | | | | | | |
| Most surprising data and disaggregated results | | | | Services currently offered | | | Potential future college actions | | |
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| **Student Finances** | | | | | | | | | |
|  | % of our students reported that their own income was a “major source” they used to pay for college. (27a) | | | | | | | | |
|  | % of our students reported that their family’s income/savings was a “major source” they used to pay for college. (27b) | | | | | | | | |
|  | % of our students reported that their employer’s contributions were a “major source” they used to pay for college. (27c) | | | | | | | | |
|  | % of our students reported that their military benefits were a “major source” they used to pay for college. (27d) | | | | | | | | |
|  | % of our students reported that grants were a “major source” they used to pay for college. (27e) | | | | | | | | |
|  | % of our students reported that scholarships were a “major source” they used to pay for college. (27f) | | | | | | | | |
|  | % of our students reported that student loans were a “major source” they used to pay for college. (27g) | | | | | | | | |
|  | % of our students reported that public assistance was a “major source” they used to pay for college. (27h) | | | | | | | | |
| Most surprising data and disaggregated results | | | | Services currently offered | | | Potential future college actions | | |
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| **Frequency, Satisfaction, and Importance of Services (12)** | | | | | | | | | |
| Academic advising/planning (12a) | |  | | % “never” used |  | % “not at all” satisfied | |  | % “very” important |
| Career counseling (12b) | |  | | % “never” used |  | % “not at all” satisfied | |  | % “very” important |
| Job placement assistance (12c) | |  | | % “never” used |  | % “not at all” satisfied | |  | % “very” important |
| Peer or other tutoring (12d) | |  | | % “never” used |  | % “not at all” satisfied | |  | % “very” important |
| Skills labs (writing, math, etc.) (12e) | |  | | % “never” used |  | % “not at all” satisfied | |  | % “very” important |
| Child care (12f) | |  | | % used 1 time or more |  | % “not at all” satisfied | |  | % “very” important |
| Financial aid advising (12g) | |  | | % “never” used |  | % “not at all” satisfied | |  | % “very” important |
| Computer lab (12h) | |  | | % “never” used |  | % “not at all” satisfied | |  | % “very” important |
| Student organizations (12i) | |  | | % “never” used |  | % “not at all” satisfied | |  | % “very” important |
| Transfer advising/planning (12j) | |  | | % “never” used |  | % “not at all” satisfied | |  | % “very” important |
| Library resources and services (12k) | |  | | % “never” used |  | % “not at all” satisfied | |  | % “very” important |
| Services for students with disabilities (12l) | |  | | % used 1 time or more |  | % “not at all” satisfied | |  | % “very” important |
| Services for active military and veterans (12m) | |  | | % used 1 time or more |  | % “not at all” satisfied | |  | % “very” important |
| Most surprising data and disaggregated results | | | | Services currently offered | | | Potential future college actions | | |
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