The Community College Survey of Student Engagement (*CCSSE*)

Overview of 2021 Survey Results
Portland Community College

Introduction

The Community College Survey of Student Engagement (*CCSSE*), a product and service of the Center for Community College Student Engagement, provides information about effective educational practice in community colleges. The Center'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 students invest in meaningful educational practices, is the underlying foundation for the Center's work. The *CCSSE* survey instrument is designed to capture student engagement as a measure of institutional quality.

CCSSE Member Colleges

The 2021 *CCSSE* Cohort includes 411 institutions from 46 states, Bermuda, Marshall Islands, and Micronesia. *CCSSE* uses a cohort of participating colleges in all core survey analyses. The 2021 cohort consists of the colleges that participated in *CCSSE* 2019, 2020 and 2021. If a college participated multiple times across 2019, 2020, and 2021, only their most recent data are included in cohort calculations. Please note: Due to COVID-19, only 23 colleges were able to complete the administration of CCSSE 2020.

CCSSE Online Administration

The online survey invitation is sent to all students who are enrolled in any credit bearing or developmental education courses offered by the institution during the spring academic term. Certain course types are not eligible for inclusion in the online *CCSSE* administration. These include non-credit, dual-enrollment, most ESL courses, individual instruction, and individual study or self-paced classes.

Of those students sent the online survey invitation at our institution, **2,967 respondents completed the online survey. The number of completed surveys produced an overall "percent of target" rate of 15%**. The percent of target rate is the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the number of access codes your college had for the online survey.

Excluded Respondents

Excluding certain respondents from reports ensures that results are comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- The respondent did not indicate whether they were enrolled full-time or part-time at the institution.
- The survey is invalid. A survey is invalid if a student does not answer any of the 19 sub-items in item 4, answers *very often* to all 19 sub-items, or answers *never* to all 19 sub-items.
- The student reported their age as under 18.
- The student indicated that they have taken the survey in a previous class or did not respond to item 3.
- Oversample respondents are not included because they are selected outside of *CCSSE*'s primary sampling procedures.

2021 Student Respondent Profile

Note: Percentages may not total 100% in each category due to missing data and/or rounding.

Enrollment Status

49% of surveyed students report being part-time college students. Population data[1] indicate that 62% of students attend our college part-time. The representation of part-time and full-time students in our respondent versus actual student populations is the result of convenience sampling and the online 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.

Age

Student respondents at our college range in age from 18 to 65+ years old. 41% are between 18 and 24 years old.

Gender Identity

28% of student respondents identify as a man and 65% as a woman, while 7% identify as Other or that they prefer not to respond. The over representation of female respondents in the convenience sample is of note; therefore, any aggregated count or percentage should be interpreted conservatively with respect to generalizing responses for the subgroups man and other.

Racial/Ethnic Identification

84% of our student respondents identify with a single racial/ethnic identity: 54% White, 11% Hispanic or Latino, 5% Black or African American, 7% Asian, <1% American Indian or Alaska Native, and 1% Native Hawaiian or Other Pacific Islander. 12% marked more than one category when responding to the question, "What is your racial or ethnic identification?"

International Students

4% of our students responded *yes* to the question, "Are you an international student or non-resident alien?"

First-Generation Status

42% of student respondents indicate that neither parent has attended at least some college; accordingly, these students are considered "first-generation."

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[1] Population data are those reported for the most recent IPEDS enrollment report.

51% of respondents indicate that their mothers have at least some college experience, while 45% indicate that their fathers do.

The results for the following student respondent categories are weighted according to the most recent IPEDS population data.

Non-Native English Speaking Students
At our college, 21% of *CCSSE* respondents are non-native English speakers.

College-Sponsored Activities
87% of student respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intramural sports, etc.) while 10% spend 1 to 5 hours per week participating in these activities.

Total Credit Hours Earned
37% of surveyed students have completed fewer than 15 credit hours; 19% have completed 15-29 credit hours; and 44% have completed more than 30 credit hours.

External Commitments
45% of student respondents work 21 or more hours per week; 10% care for dependents 6–10 hours per week; and 3% spend 6–10 hours per week commuting to class.

Goals
Students were asked to indicate their reasons or goals for attending this college and could mark multiple goals as applicable. 68% identified transferring to a 4-year college or university as a goal, while 68% identified obtaining an associate degree and 41% identified completing a certificate program as a goal. 65% indicated that obtaining or updating job-related skills is a goal, and 51% a career change as a goal for attending the college.

CCSSE Benchmarks of Effective Educational Practice

To assist colleges in their efforts to reach for excellence, the Center reports national benchmarks of effective educational practice in community colleges. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals.

CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement—and are positively related to student learning and persistence. Standard benchmark scores are used to compare each institution's performance to that of similar institutions and with the *CCSSE* Cohort. Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean (the average of all participating students) always is 50 and the standard deviation is 25. The five benchmarks of effective educational practice in community colleges are: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

Active and Collaborative Learning
Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve

problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

4a	Frequency: Asked questions in class or contributed to class discussions
4b	Frequency: Made a class presentation
4f	Frequency: Worked with other students on projects during class
4g	Frequency: Worked with other classmates outside of class to prepare class assignments
4h	Frequency: Tutored or taught other students (paid or voluntary)
4i	Frequency: Participated in a community-based project (service-learning activity) as part of a regular course
4q	Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student Effort
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.

4c	Frequency: Prepared two or more drafts of a paper or assignment before turning it in
4d	Frequency: Worked on a paper or project that required integrating ideas or information from various sources
4e	Frequency: Come to class without completing readings or assignments
6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
10a	Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)
12d	Frequency of use: Peer or other tutoring
12e	Frequency of use: Skill labs (writing, math, etc.)
12h	Frequency of use: Computer lab

Academic Challenge
Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

4o	Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations
5b	Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory
5c	Amount of emphasis in coursework: Forming a new idea or understanding from various pieces of information
5d	Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods
5e	Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations
5f	Amount of emphasis in coursework: Using information you have read or heard to perform a new skill
6a	Number of assigned textbooks, manuals, books, or packets of course readings
6c	Number of written papers or reports of any length
7	Rate the extent to which your examinations have challenged you to do your best work
9a	Amount of emphasis by college: Encouraging you to spend significant amounts of time studying

Student-Faculty Interaction

In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

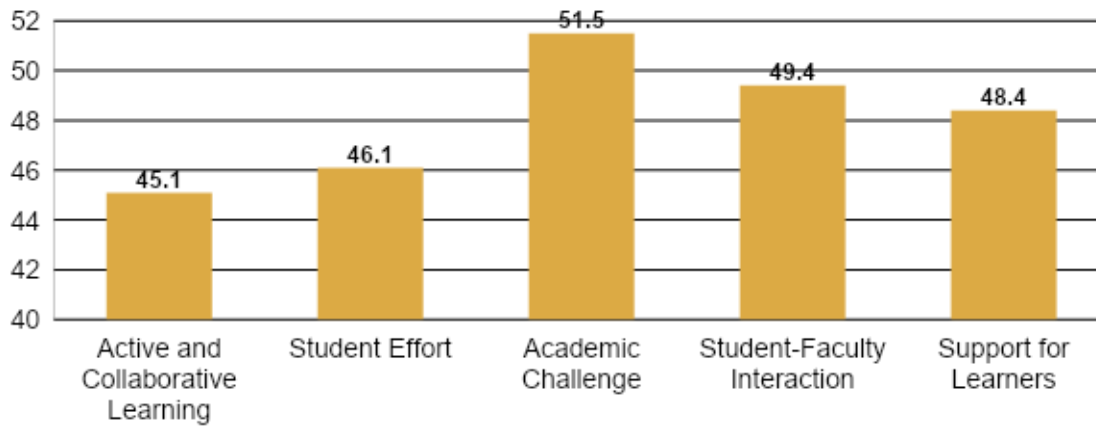|	
4j	Frequency: Used e-mail to communicate with an instructor
4k	Frequency: Discussed grades or assignments with an instructor
4l	Frequency: Talked about career plans with an instructor or advisor
4m	Frequency: Discussed ideas from your readings or classes with instructors outside of class
4n	Frequency: Received prompt feedback (written or oral) from instructors on your performance
4p	Frequency: Worked with instructors on activities other than coursework

Support for Learners

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.
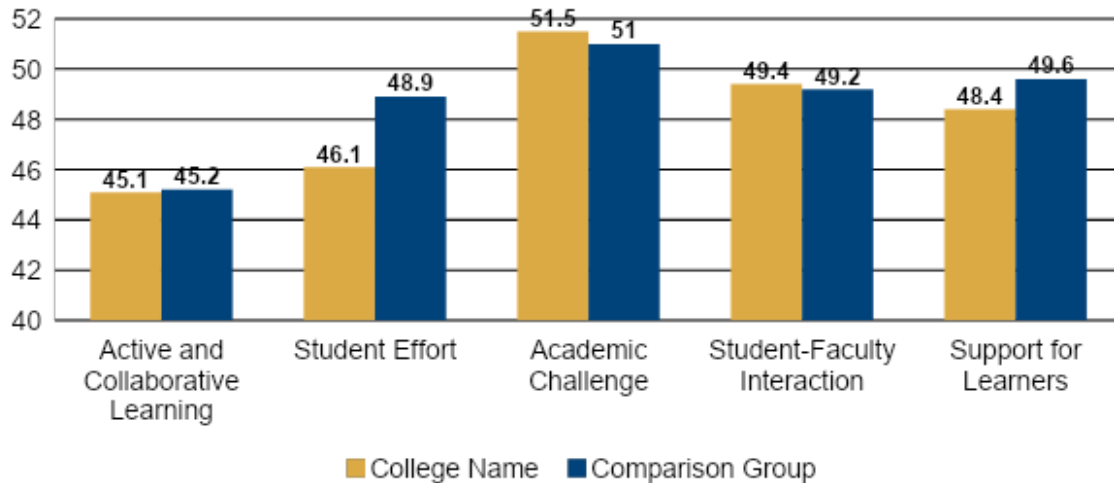
9b	Amount of emphasis by college: Providing the support you need to help you succeed at this college
9c	Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d	Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)
9e	Amount of emphasis by college: Providing the support you need to thrive socially
9f	Amount of emphasis by college: Providing the financial support you need to afford your education
12a	Frequency of use: Academic advising/planning
12b	Frequency of use: Career counseling

CCSSE Benchmark Scores Summary

CCSSE Benchmark Scores for PCC

	Active and Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
PCC	45.1	46.1	51.5	49.4	48.4

CCSSE Benchmark Scores for PCC compared to Comparison Group*

	Active and Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
College Name	45.1	46.1	51.5	49.4	48.4
Comparison Group	45.2	48.9	51	49.2	49.6

■ College Name ■ Comparison Group

*2021 survey administrations of extra-large enrolling institutions : Austin Community College (TX), Borough of Manhattan Community College (NY), Community College of Baltimore County (MD), Johnson County Community College (KS), Sinclair Community College (OH), and Tulsa Community College (OK)