SANTA MONICA COLLEGE
Institutional Research

Student Engagement at Santa Monica College

The Community College Survey of Student Engagement (CCSSE) Findings

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Key Findings

The following provides a high-level summary of SMC's finding on the 2017 administration of the Community College Survey of Student Engagement (CCSSE):

- Students are sampled at the classroom level and classes were randomly selected from on-ground and hybrid credit courses offered by SMC during the Spring 2017 semester.
- A total of 1,025 survey responses were received.
- Compared to the overall SMC student enrollment, international students and full-time students are disproportionately overrepresented in the CCSSE sample.
- SMC performs above the national average on two of the five benchmarks (i.e. Student Effort & Academic Challenge) and below average on the other three benchmarks (i.e. Active & Collaborative Learning, Student-Faculty Interaction, and Support for Learners)
- SMC students reported asking questions in class or contributing to classroom discussions significantly less frequently than students enrolled in national and Extra-large colleges or CCSSE 2017 cohort.
- Asian/Pacific Islander students had significantly lower average scores than Hispanic students on all five of the CCSSE benchmarks
- Part-time students are less engaged than their full-time counterparts in terms of the three of the five CCSSE benchmarks: *Active and Collaborative Learning, Student Effort,* and *Academic Challenge*
- International students are less engaged on all five benchmarks than domestic students
- SMC performed most favorably relative to the 2017 CCSSE Cohort on study habits and use of career counseling.
- SMC reported less engaged relative to the 2017 CCSSE Cohort on personal interaction with faculty members and lower perception of support services (i.e. financial and academic advising) at SMC.

Introduction

The CCSSE is a product and service of The Center for Community College Student Engagement. It is a research project designed to measure student engagement in community colleges through items that measure five benchmarks: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. Studies assessing the psychometric properties of the CCSSE reveal that the instrument is a valid and reliable measure for the student engagement, and the "survey instrument is a valuable proxy for student success"[1]. For a more detailed description of the CCSSE instrument, please visit: www.ccsse.org.

The research project was first initiated by the Community College Leadership Program at the University of Texas (Austin) in 2001. Santa Monica College (SMC) partnered with the Program for the first time in the Spring of 2012 to administer CCSSE. SMC administered the CCSSE survey for the second time in Spring of 2017. For the Spring 2017 CCSSE survey, some survey items were modified. Benchmark scores were also readjusted to match with the modified survey items.

The national 2017 CCSSE cohort includes a total of 297 institutions with different credit enrollment sizes:

- Small Colleges: < 4500 enrollment, 135 colleges.
- Medium Size Colleges: between 4500 to 7999 enrollment, 74 colleges
- Large Colleges: between 8,000-14,999 enrollment, 63 colleges
- Extra-large Colleges: > 15,000 or more enrollment, 25 colleges

With about 29,000 credit students enrolled in spring 2017, SMC is classified as Extra-large College.

The current report explores the following research questions:

1. *How well does SMC perform on the CCSSE benchmarks when compared to other colleges?*
2. *Do students differ on the CCSSE benchmarks by Gender, Ethnicity/Race, Unit Load, Residence, and Age Group?*
3. *Which items contributed the most towards highest and lowest levels of engagement?*

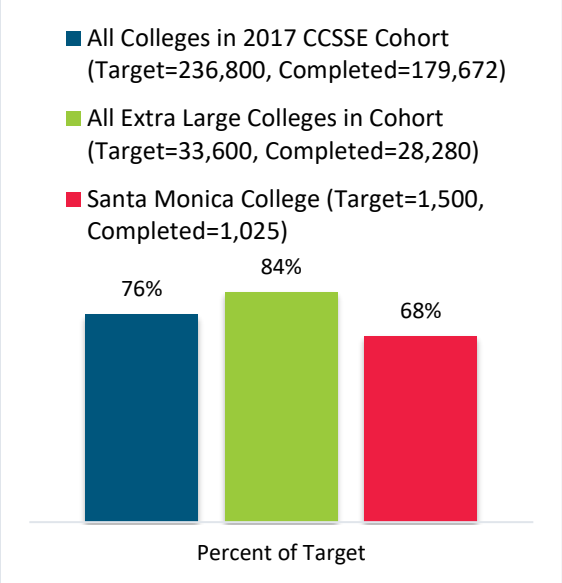
[1] McClenney, K.M., & Marti, C.N. (2006). *Exploring relationships between student engagement and student outcomes in community colleges:* Report on validation research. Austin, TX: University of Texas at Austin.

Methodology

Sampling

In *CCSSE* sampling procedures, students are sampled at the classroom level. Classes were randomly selected by the University of Texas, Austin (administrators of the CCSSE) from on-ground and hybrid credit courses offered by SMC during the Spring 2017 semester.

Figure 1: Survey Completion Rate



Of those students sampled at SMC, 1,025 survey responses were received. The number of completed surveys produced an overall "percent of target"[2] rate of 68%, which is the lowest rate when compared to all colleges or peer colleges total (see Figure 1).

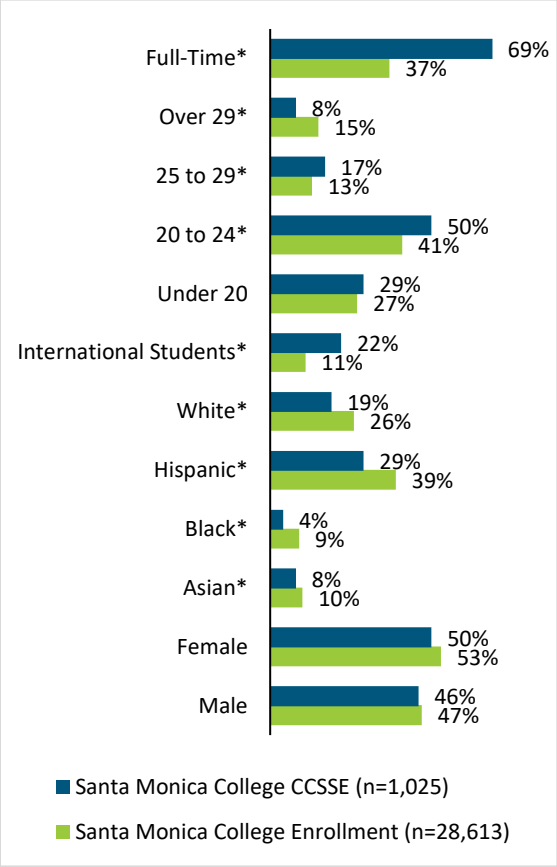
The next chart compares the SMC CCSSE sample to the SMC spring 2017 credit population by gender, ethnicity/race, age group, enrollment status, and international student status (see Figure 2).

A one-proportion z-test was used to determine whether the CCSSE sample differs significantly from the SMC student population in terms of various student characteristics. An asterisk is used to indicate statistically significant differences between the CCSSE sample and the SMC population.

There were no statistically significant differences between the survey sample and overall SMC student population in terms of percentage of male, female, and under 20 years students. International and full-time students are disproportionately overrepresented in the CCSSE sample when compared to their representation in SMC enrollment, while age groups "Under 20", "20 to 24", and "25 to 29" are slightly overrepresented in the sample.

[2] 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 target sample size.

Figure 2: Survey Completion Rate



Perhaps, the overrepresentation of the groups in the CCSSE sample was due to the sampling process followed. The study used a probability sampling procedure where all credit courses offered in Spring 2017 were included in a pool from which a random sample of course sections were chosen for the in-class administration of CCSSE. Students taking more units are likely to be present in the randomly selected section than those students taking fewer units. Full-time students take more units than Part-time students. International students are enrolled full-time due to the unit load requirement to maintain a student visa. Traditional college-age students are more likely to get enrolled full-time than older students. As a result, these student groups are more likely to be included in the sample than the others.

Measures of Student Engagement

A plethora of research has found 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[3]. CCSSE benchmarks focus on institutional practices and student behaviors that promote student engagement—and that are positively related to student learning and persistence. CCSSE has five benchmarks that measure the degree of student engagement in community colleges. The benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors. The following are the five benchmarks which support student engagement:

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners

[3] Pascarella, E.T., & Terenzini, P.T. (2005). *How college affects students: A third decade of research.* San Francisco, CA: Josey-Bass.

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. The following survey items make up the Active and Collaborative Learning Benchmark:

- 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. The following survey items make up the Student Effort Benchmark:

- 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.)
- 12d1 Frequency of use: Peer or other tutoring

12e1 Frequency of use: Skill labs (writing, math, etc.)

12h1 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. They are:

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

The research literature shows that 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. The following survey items make up the Support for Learners Benchmark:

- 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
- 12a1 Frequency of use: Academic advising/planning
- 12b1 Frequency of use: Career counseling

Analysis

Research Question #1: Benchmark Performance Comparison to Peer Colleges

This section compares SMC's performance on the five CCSSE benchmarks to all community colleges and to a subset of Extra-large colleges participated in the 2017 CCSSE Survey.

Standardized benchmark scores were calculated to compare SMC's performance to other community colleges and answer the first research question, *How well does SMC perform on the CCSSE benchmarks when compared with peer colleges?* Scores for each benchmark are calculated by averaging the scores on survey items that comprise the specific benchmark. The benchmark scores are then standardized so that the mean, or average of all participating students is 50 and the standard deviation is 25 (see Figure 3).

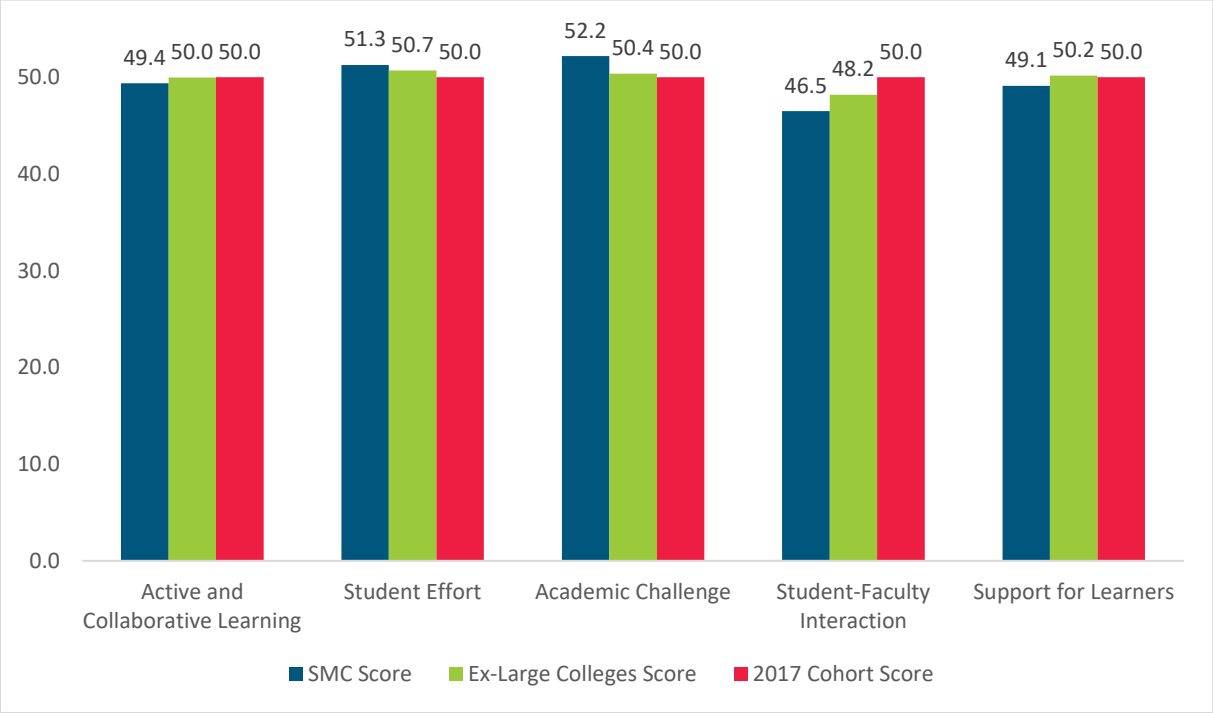
The national average on the standardized score for each of the five benchmarks is 50, with a standard deviation of 25. The data reveal that SMC performs above the national average on two of the five benchmarks (i.e. Student Effort & Academic Challenge) and below average on three of the five benchmarks (i.e. Active & Collaborative Learning, Student-Faculty Interaction, and Support for Learners).

Compared with the 2017 CCSSE Cohort:

- SMC students make less personal contact and interaction with faculty
- SMC students perceive the College as less supportive of the learners
- SMC students think they are less active and less collaborative in learning
- SMC students make more effort to master learning, and
- SMC students perceive more that they are assigned challenging and rigorous academic work

The comparison of the SMC CCSSE Cohort with Extra-large colleges in terms of benchmark scores are similar to the broad trends observed in the comparison with the 2017 Cohort. However, the performance gaps between SMC and Extra-large colleges are narrower than the gaps between SMC and the 2017 Cohort.

Figure 3. Standardized Benchmark Score Comparison: SMC vs. CCSSE Cohort vs. Ex-Large College



An item analysis of mean scores for each benchmark reveals that SMC students statistically differ on two items (i.e. items 4a and 12.1b) when compared to students enrolled in other Extra-large colleges and/or students in the 2017 CCSSE cohort (see Table 1 and 2). SMC students reported asking questions in class or contributing to classroom discussion significantly less frequently than the national and Extra-large college CCSSE cohorts. To see the rest of the results on benchmark item analysis, please refer to the Appendix.

Table 1. Active and Collaborative Learning Benchmark Scores Item Analysis

Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following? 1= Never, 2= Sometimes, 3= Often, 4= Very Often						
		Your College	**Ex-Large College**		**2017 Cohort**	
	Variable	**Mean**	**Mean**	**Effect Size***	**Mean**	**Effect Size***
4a. Asked questions in class or contributed to class discussions	CLQUEST	2.70	2.88	-0.20	2.94	-0.28
4b. Made a class presentation	CLPRESEN	2.16	2.30		2.20	
4f. Worked with other students on projects during class	CLASSGRP	2.58	2.57		2.59	
4g. Worked with classmates outside of class to prepare class assignments	OCCGRP	2.07	2.00		1.98	
4h. Tutored or taught other students (paid/voluntary)	TUTOR	1.43	1.38		1.38	
4i. Participated in a community-based project (service-learning activity) as a part of a regular course	PARTICCBP	1.34	1.37		1.38	
4q. Discussed ideas from your readings/classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	2.62	2.54		2.54	

**T-Test: 2-tailed*

Table 2. Support for Learners Benchmark Scores Item Analysis

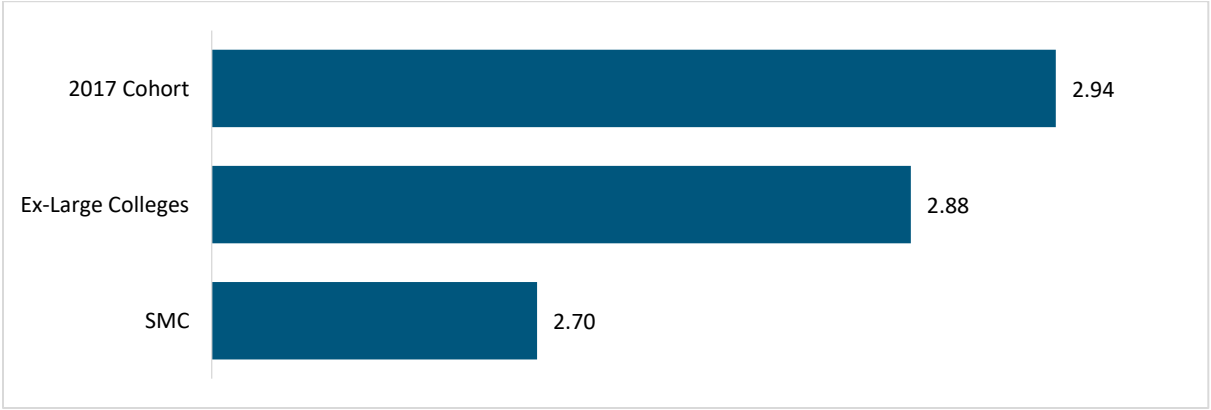
Item 9: How much does this college emphasize the following? 1= Very little, 2= Some, 3= Quite a bit, 4= Very much		Your College	Ex-Large College		2017 Cohort	
	Variable	Mean	Mean	Effect Size*	Mean	Effect Size*
9b. Providing the support you need to succeed at this college	ENVSUPRT	2.97	3.04		3.05	
9c. Encouraging contact among students from different economic, social, and racial/ethnic backgrounds	ENVDIVRS	2.77	2.70		2.64	
9d. Helping you cope w/ your non-academic responsibilities (work, family, etc.)	ENVNACAD	1.97	2.02		2.03	
9e. Providing the support you need to thrive socially	ENVSOCAL	2.15	2.24		2.24	
9f. Providing the financial support you need to afford your education	FINSUPP	2.41	2.52		2.55	
Item 12.1: How often have you used the following services during the current academic year? 0= Never, 1= 1 time, 2= 2 to 4 times, 3= 5 or more times						
12.1a. Academic advising/planning	FREQACAD	1.43	1.52		1.56	
12.1b. Career counseling	FREQCACOU	0.78	0.65		0.56	0.25

**T-Test: 2-tailed*

Active and Collaborative Learning Benchmark:

Students were asked about how often they asked questions or contributed to class discussions during the 2016-17 academic year. Responses range from "never" to "very often" on a 4-point scale. On average, SMC students reported they asked questions in class or contributed to class discussion more frequently than "sometimes". However, SMC students asked questions in class or contributed to class discussions less often when compared to students enrolled in other Extra-large colleges or CCSSE 2017 cohort (see Figure 4).

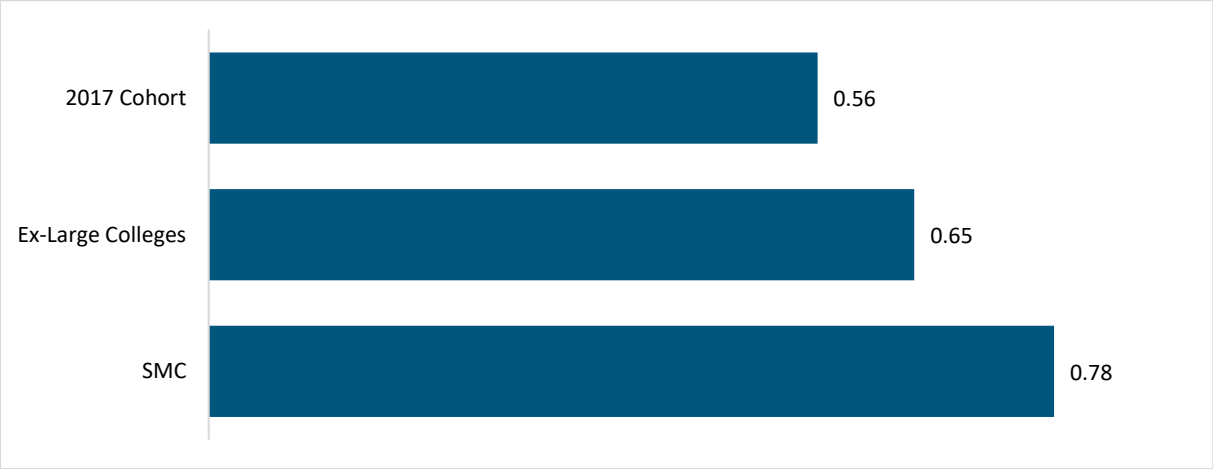
Figure 4. In your experiences at this college during the current academic year, about how often you asked questions in class or contributed to the class discussions? (Item 4a)



Support for Learners Benchmark:

Students were asked about how often they have used career counseling during the 2016-17 academic year (*1=never, 2= 1 time, 3= 2 to 4 times, 4= 5 or more times*). Overall, career counseling was rarely used by students during the 2016-17 academic year. However, career counseling services were utilized more by SMC students when compared to students enrolled in other Extra-large colleges and the CCSSE 2017 cohort overall (see Figure 5).

Figure 5. How often have you used career counseling during the current academic year? (Item 12.1b)



Research Question #2: Benchmark Performance by Student Subgroups

Comparison of benchmark performances by student subgroups is made based on average benchmark scores calculated for each group. The following section of the report provides an analysis of average benchmark scores by student gender, ethnicity/race, unit load, residence status, and age group for the SMC CCSSE sample.

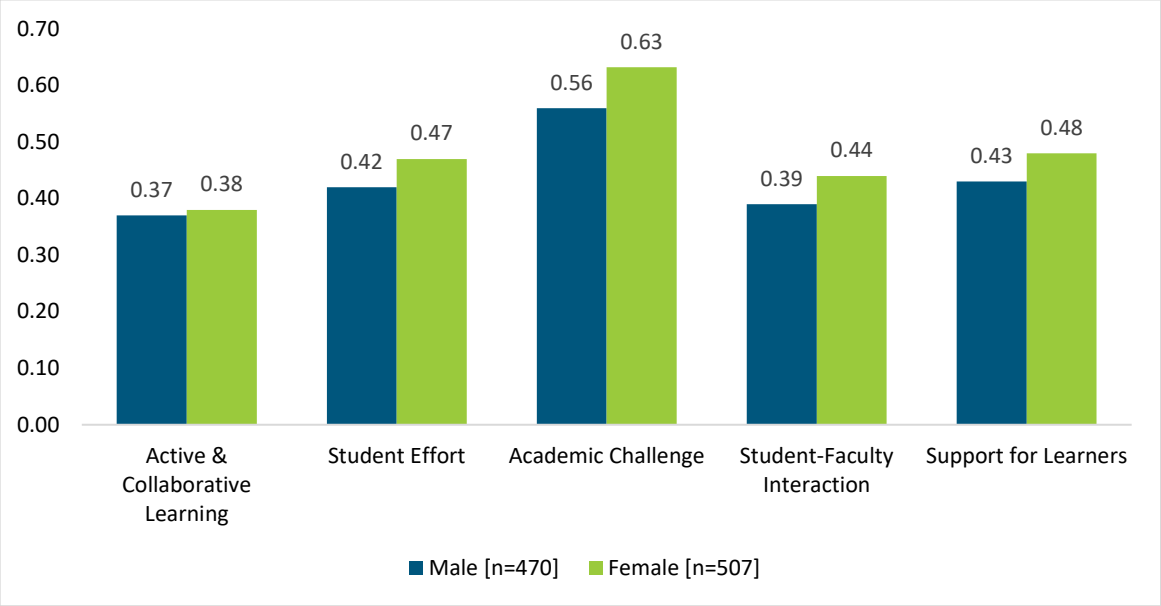
Benchmark Performance by Student Gender

Independent-sample t-tests were conducted to determine whether there are significant differences in average CCSSE benchmark scores between male and female SMC students. T-test analyses reveal that SMC students do not significantly differ at p<.001 significance level on any benchmark scores by student gender[4].

[4] ACTCOLL: *t*(974)= -.996, *p*=.319
EFFORT: *t*(975)= -2.129, *p*=.034
ACCHALL: *t*(970)= -2.559, *p*=.011
STUFAC: *t*(961)= -2.159, *p*=.031
SUPPORT: *t*(975)= -2.138, *p*=.033

Figure 6 describes the average weighted benchmark scores by student gender.

Figure 6. Average Weighted Benchmark Scores by Student Gender



Benchmark Performance by Student Ethnicity/Race

One-way ANOVAs were conducted to test for differences in average benchmark scores among five student ethnicity/race groups (Asian/Pacific Islander, Black, Hispanic, Two or more, and White)[5]. Figure 7 describes the average weighted benchmark scores by student ethnicity/race.

The one-way ANOVA analyses reveal that average weighted benchmark scores significantly differed by student ethnicity/race groups for all five benchmarks[6].

Post hoc tests reveal the following differences:

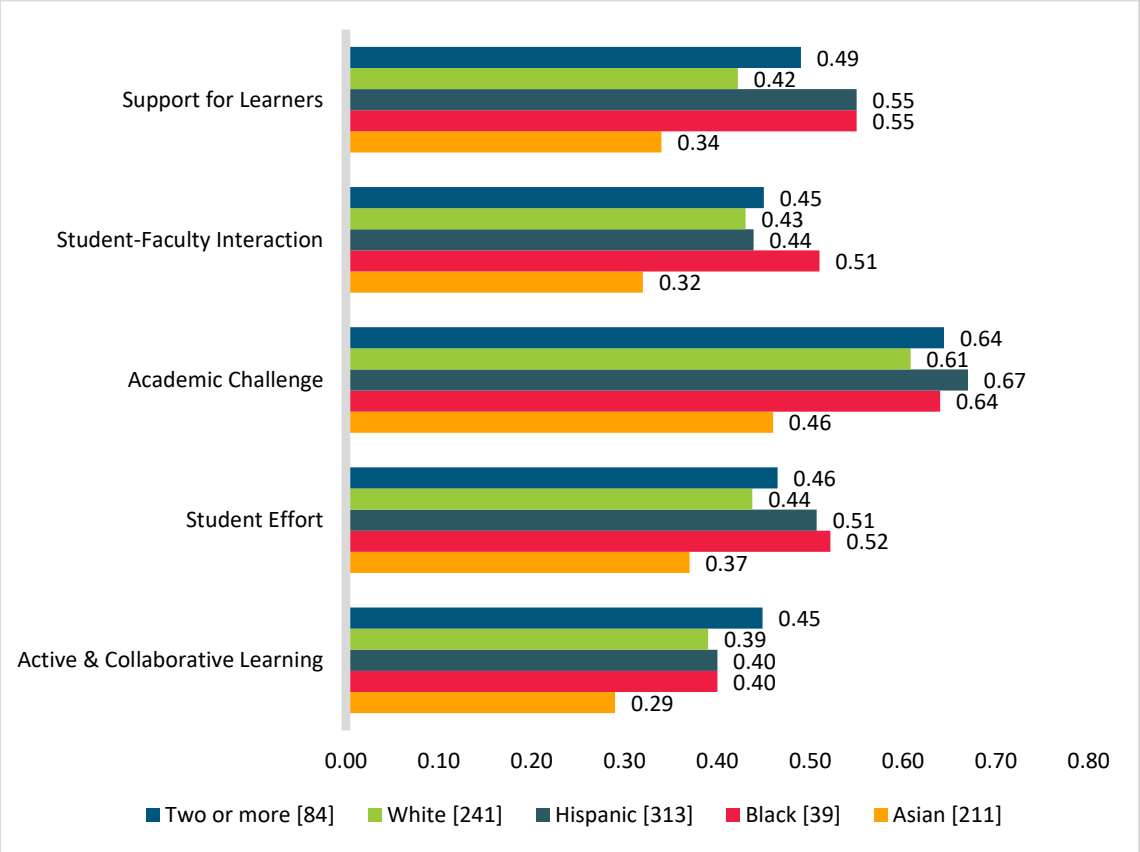
- Asian/Pacific Islander students had significantly lower average scores than White students on both the *Active & Collaborative Learning* and the *Academic Challenge* benchmarks;
- Asian/Pacific Islander students had significantly lower average scores than Multiracial students on the *Active & Collaborative Learning* benchmark;

[5] Students in the "Other", "Native Hawaiian", & "American Indian or Other Native American" ethnicity/race categories were excluded from the analyses due to the small group sample sizes.

[6] ACTCOLL: $F(4,883)=6.450$, $p=.000$
STUEFF: $F(4,883)=5.381$, $p=.000$
ACCHALL: $F(4,883)=7.803$, $p=.000$
STUFAC: $F(4,883)=5.753$, $p=.000$
SUPPORT: $F(4,883)=11.584$, $p=.000$

- Asian/Pacific Islander students had significantly lower average scores than Hispanic students on all five of the CCSSE benchmarks; and
- White students had significantly lower average scores than Hispanic students on the *Support for Learners* benchmark.

Figure 7. Average Weighted Benchmark Scores by Student Ethnicity/Race



The overrepresentation of international students in the CCSSE sample when compared to their makeup in the general college population may have impacted the results for the different ethnicity/race groups. As a result, one-way ANOVA analyses were repeated to assess whether excluding the international students from the analyses would produce different results.

After excluding international students from the analyses, the differences in weighted benchmark average scores among five student ethnicity/race groups disappeared for all five CCSSE benchmarks[7].

[7] ACTCOLL: $F(4,702)=.832$, $p=.505$
STUEFF: $F(4,702)=.752$, $p=.557$
ACCHALL: $F(4,702)=.996$, $p=.409$
STUFAC: $F(4,702)=.672$, $p=.612$
SUPPORT: $F(4,702)=.866$, $p=.484$

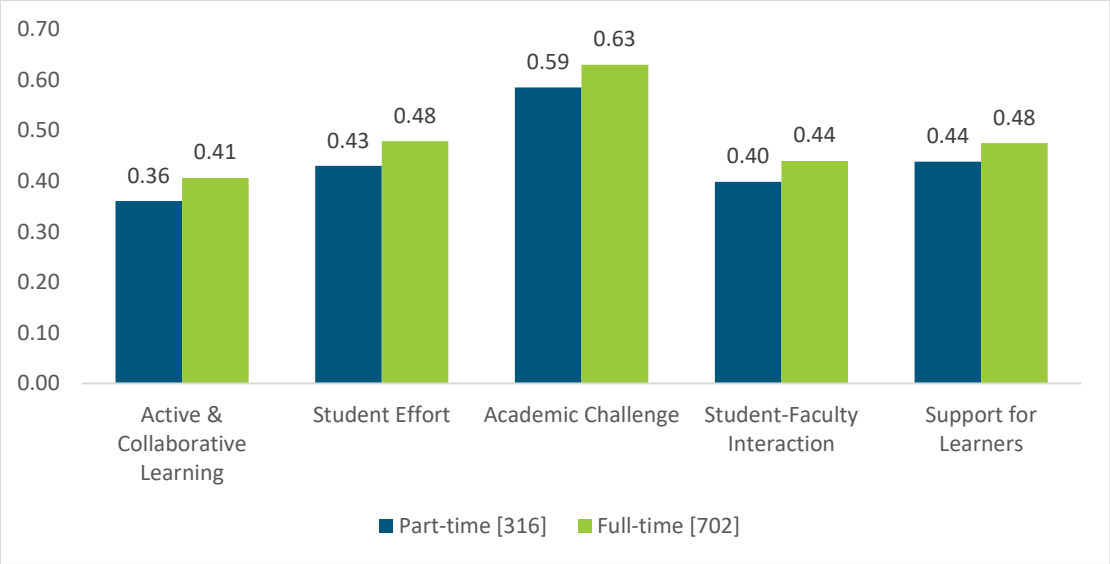
There is no difference in student engagement among all domestic students' ethnicity/race groups.

Benchmark Performance by Student Unit Load

Independent sample t-tests were conducted to test for differences in average benchmark scores by students' unit load status (i.e. full-time and part-time). Full-time status was defined as 12 or more units enrolled.

The t-test analyses reveal that average raw benchmark scores significantly differed by unit load status on three benchmarks: *Active & Collaborative Learning*, *Student and Academic Challenge*[8]. The data indicate that part-time students are less engaged than their full-time counterparts in terms of the three CCSSE benchmarks. Figure 8 describes the average raw benchmark scores by student unit load status.

Figure 8. Average Raw Benchmark Scores by Student Unit Load Status



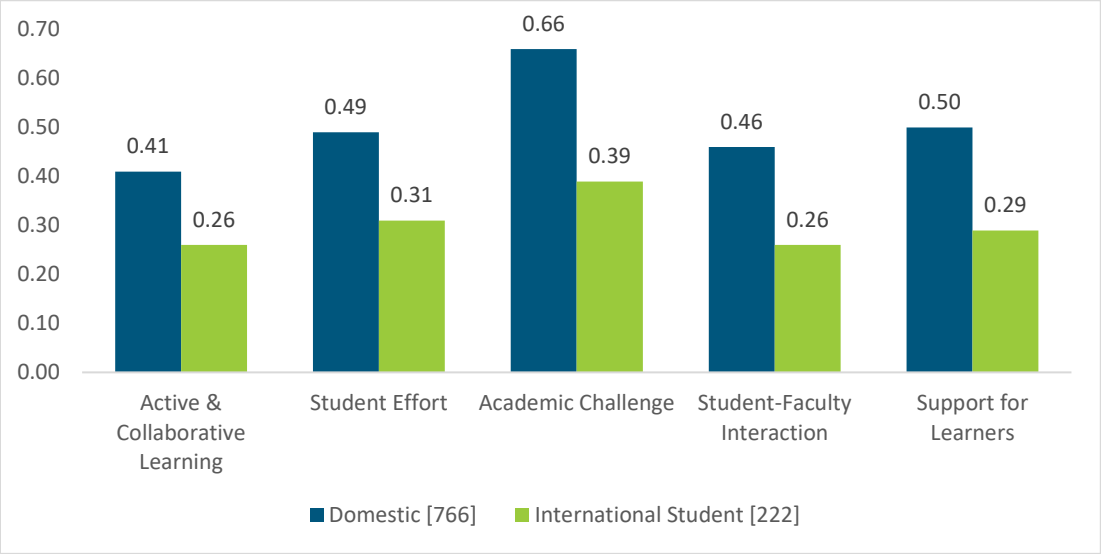
Benchmark Performance by Residence Status

Independent-sample t-tests were conducted to test for differences in average weighted benchmark scores by residence status of SMC students (i.e. Domestic and

[8] ACTCOLL: $t(1,016)= -4.220$, $p=.000$
EFFORT: $t(1,016)= -4.016$, $p=.000$
ACCHALL: $t(524)= -3.471$, $p=.001$
STUFAC: $t(1,016)= -2.819$, $p=.005$
SUPPORT: $t(1,016)= -2.668$, $p=.008$

International). Figure 9 describes the average weighted benchmark scores by residence status.

Figure 9. Average Weighted Benchmark Scores by Residence Status



The t-test analyses reveal that there is significant difference in average weighted scores between domestic and international students in all five of the CCSSE benchmarks[9]. International students reported being less engaged than domestic students.

Benchmark Performance by Student Age Group

One-way ANOVAs were conducted to test for differences in average weighted benchmark scores among four student age groups (i.e. Under 20, 20 to 24, 25 to 29, and Over 29). Figure 10 describes the average weighted benchmark scores by student age group.

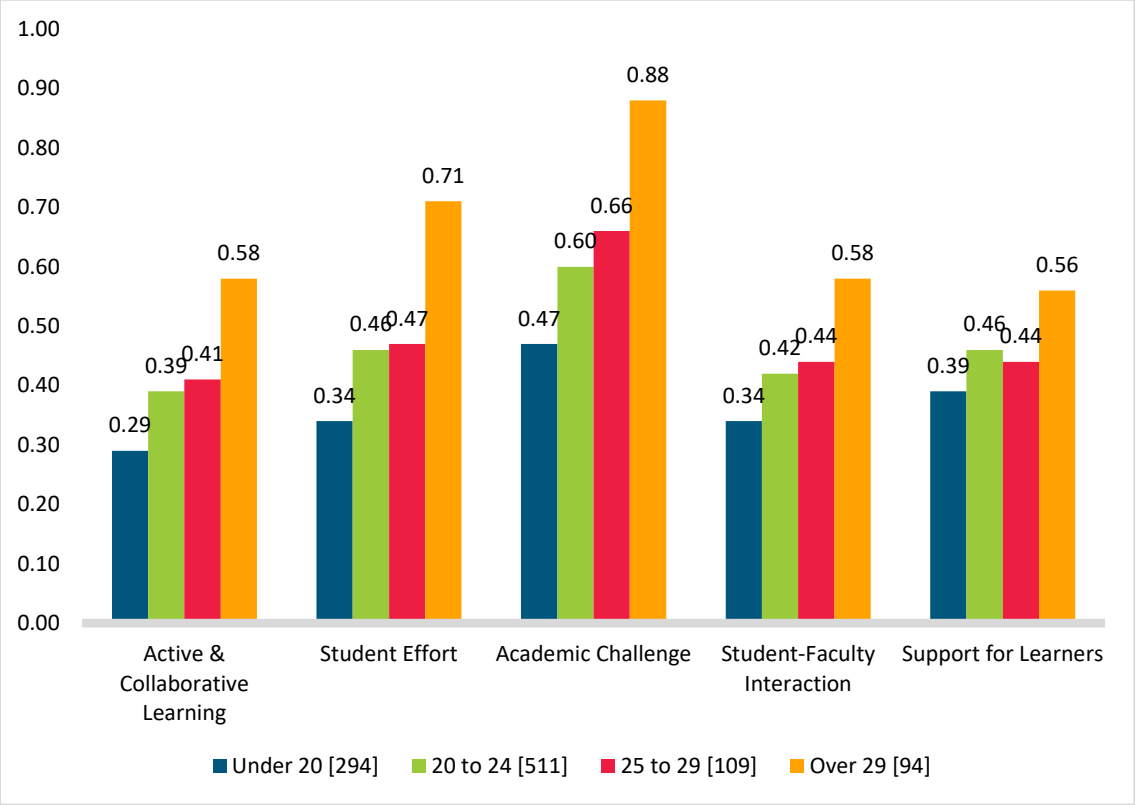
The one-way ANOVA analyses reveal that average weighted benchmark scores significantly differed by student age groups for all five benchmarks[10]. Post hoc tests reveal the following differences:

[9] ACTCOLL: $t(526)=8.606$, $p=.000$
STUEFF: $t(642)=9.502$, $p=.000$
ACCHALL: $t(658)=11.022$, $p=.000$
STUFAC: $t(694)=10.840$, $p=.000$
SUPPORT: $t(617)=9.826$, $p=.000$

[10] ACTCOLL: $F(3,1004)=25.978$, $p=.000$
STUEFF: $F(3,1004)=29.888$, $p=.000$
ACCHALL: $F(3,1004)=23.099$, $p=.000$
STUFAC: $F(3,1004)=12.942$, $p=.000$
SUPPORT: $F(3,1004)=5.306$, $p=.000$

- Older students (i.e. Over the age of 29) had higher average benchmark scores than students in "Under 20" and "20 to 24" age groups for most benchmarks (except *Support for Learners*);
- The youngest age group (i.e. under 20) had lower average benchmark scores than student from all other age groups on both the *Active & Collaborative Learning* and the *Academic Challenge* benchmarks; and
- Students in "25 to 29" age group had lower average benchmark scores than older students on the *Student Effort* benchmark.

Figure 10. Average Weighted Benchmark Scores by Student Age Group



Research Question #3: Aspects of Highest and Lowest Student Engagement[11]

Benchmark scores provide a manageable starting point for reviewing and understanding CCSSE data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks on which the college scored

[11] This part of the report is extracted from the summary report provided by CCSSE: Community College Survey of Student Engagement, Santa Monica College, 2017 Key Findings, pp 4-5

highest and lowest relative to the 2017 CCSSE Cohort. The items are selected based on largest differences in mean scores between SMC and the 2017 CCSSE Cohort.

Aspects of Highest Student Engagement

Table 3 summarizes the five items and the aggregated percentage reported for the items on which SMC performed most favorably relative to the 2017 CCSSE Cohort. For example, there were 4.1% more students from SMC than students in the cohort who responded *5-10*, *11-20*, or *more than 20* on item 6b. Overall, SMC students reported better study habits and use of career counseling services than the 2017 CCSSE cohort.

Table 3. Highest Student Engagement Metrics

Benchmark	Item Number	Item	Metric	SMC	2017 Cohort	Difference
Student Effort	6b	Number of books read on your own (not assigned) for personal enjoyment/academic enrichment [None, 1 to 4, 5 to 10, 11 to 20, More than 20]	% who responded 5 or More	24.8%	20.7%	4.1%
Student Effort	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) [None, 1 to 5, 6 to 10, 11 to 20, 21 to 30, More than 30 hours]	% who responded 11 or more hours	34.7%	28.5%	6.2%
Support For Learners	12.1b	Career counseling [Never, 1 time, 2 to 4 times, 5 or more times]	% who responded 2-4 times/ 5 or more times	25.7%	17.9%	7.8%
Student Effort	12.1d	Peer or other tutoring [Never, 1 time, 2 to 4 times, 5 or more times]	% who responded 5 or more times	9.6%	10.6%	-1.0%
Student Effort	12.1h	Computer Lab [Never, 1 time, 2 to 4 times, 5 or more times]	% who responded 5 or more times	35.8%	32.1%	3.7%

Aspects of Lowest Student Engagement

Table 4 summarizes the five items and the aggregated percentage for the items on which the college reported less engaged relative to the 2017 CCSSE Cohort. For instance, there were 13.9% less students from SMC than students in the cohort who responded *often* or *very often* on item 4a. Generally, SMC students reported less personal interaction with faculty members and lower perception of support services (i.e. financial and academic advising) at SMC.

Table 4. Lowest Student Engagement Metrics

Benchmark	Item Number	Item	Metric	SMC	2017 Cohort	Difference
Active & Collaborative Learning	4a	Asked questions in class or contributed to class discussions [Never, Sometimes, Often, Very Often]	% who responded Often or Very Often	52.4%	66.3%	-13.9%
Student-Faculty Interaction	4k	Discussed grades/assignments with an instructor [Never, Sometimes, Often, Very Often]	% who responded Often or Very Often	45.6%	52.2%	-6.6%
Student-Faculty Interaction	4i	Participated in a community-based project (service-learning activity) as part of a regular course [Never, Sometimes, Often, Very Often]	% who responded Often or Very Often	28.2%	33.5%	-5.3%
Support For Learners	9f	Providing the financial support you need to afford your education [Very little, Some, Quite a bit, Very Much]	% who responded Quite a bit or Very Much	45.4%	51.6%	-6.2%
Support For Learners	12.1a	Academic advising/ planning [Never, 1 time, 2 to 4 times, 5 or More times]	% who responded 2-4 times/ 5 or more times	53.0%	59.3%	-6.3%

Conclusion

Providing safe, inclusive, and dynamic learning environment that challenge and support students to achieve their educational goal is a mission critical to SMC. The 2017 CCSSE survey attempts to measure institutional practices and student behaviors that promote student engagement and are positively correlated with student learning and persistence, namely: *Active and Collaborative Learning*, *Student Effort, Academic Challenge, Student-Faculty Interaction*, and *Support for Learners*. The survey results indicated that SMC students perform above the national average in two of the five benchmarks (i.e. *Student Effort* and *Academic Challenge*), and below the national average in three of the five benchmarks (i.e. *Active & Collaborative Learning*, *Student-Faculty Interaction*, and *Support for Learners*). Compared with the 2017 CCSSE Cohort:

- SMC students think they make more effort to master learning
- SMC students perceive they are assigned challenging and rigorous academic work
- SMC students believe they make less personal contact and interaction with faculty
- SMC students see the college as less supportive of the learners; and
- SMC students consider as they are less active and less collaborative in learning

Unfortunately due to the low count of valid SMC IDs disclosed by students, the relationship between student engagement, and student success and retention was not able to explore in the analyses. However, the results provided in this report should be enough to help launch dialogue on the issues of student engagement at SMC.

Appendix

Benchmark Item Analysis Results

Table 5. Student Effort Benchmark Scores Item Analysis

		Your College	Ex-Large College		2017 Cohort	
	Variable	Mean	Mean	Effect Size*	Mean	Effect Size*
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following? 1= Never, 2= Sometimes, 3= Often, 4= Very Often						
4c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	2.46	2.57		2.51	
4d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	2.88	2.90		2.86	
4e. Come to class without completing reading or assignments	CLUNPREP	1.95	1.86		1.85	
Item 6: During the current academic year, how much reading and writing have you done at this college? 0= None, 1= 1 to 4, 2= 5 to 10, 3= 11 to 20, 4= More than 20						
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	BKREADOWN	1.10	1.02		0.98	
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following? 0= None, 1= 1 to 5, 2= 6 to 10, 3= 11 to 20, 4= 21 to 30, 5= More than 30						
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	ACADPR01	2.14	1.97		1.99	
Item 12.1: How often have you used the following services during the current year? 0= Never, 1=1 time, 2= 2 to 4 times, 3= 5 or more times						
12.1d. Peer or other tutoring	FREQTUTOR	0.77	0.78		0.71	
12.1e. Skill labs (writing, math, etc)	FREQLAB	0.94	0.93		0.90	
12.1h. Computer lab	FRECOMLB	1.58	1.43		1.50	

Table 6. Academic Challenge Benchmark Scores Item Analysis

		Your College	Ex-Large College		2017 Cohort	
	Variable	Mean	Mean	Effect Size*	Mean	Effect Size*
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following? **1= Never, 2= Sometimes, 3= Often, 4= Very Often**						
4o. Prepared two or more drafts of a paper or assignment before turning it in	WORKHARD	2.59	2.62		2.63	
Item 5: During the current academic year, how much has your coursework at this college emphasized the following mental activities? **0= None, 1= 1 to 4, 2= 5 to 10, 3= 11 to 20, 4= More than 20**						
5b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	ANALYZE	3.04	2.94		2.91	
5c. Forming a new idea or understanding from various pieces of information	NEWIDEAS	2.95	2.92		2.88	
5d. Making judgements about the value or soundness of information, arguments or methods	EVALUATE	2.75	2.69		2.66	
5e. Applying theories or concepts to practical problems or in new situations	APPLYING	2.75	2.76		2.75	
5f. Using information you have read or heard to perform a new skill	PERFORM	2.85	2.86		2.86	
Item 6: During the current academic year, how much reading and writing have you done at this college? **0= None, 1= 1 to 4, 2= 5 to 10, 3= 11 to 20, 4= More than 20**						
6a. Number of assigned textbooks, manuals, books, or packets of course readings	ASSIGREAD	2.14	2.00		2.04	
6c. Number of written papers or reports of any length	NUMPAPRRPTS	1.91	1.85		1.83	
Item 7 **1= Extremely easy to 7= Extremely challenging**						
7. Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college	CHALNGXAM	4.89	4.85		4.90	
Item 9: How much does this college emphasize the following? **1= Very little, 2= Some, 3= Quite, 4= Very much**						
9a. Encouraging you to spend significant amounts of time studying	ENVSCHOL	3.11	3.05		3.03	

Table 7. Student-Faculty Interaction Benchmark Scores Item Analysis

Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following? 1= Never, 2= Sometimes, 3= Often, 4= Very Often		Your College	Ex-Large College		2017 Cohort	
	Variable	Mean	Mean	Effect Size*	Mean	Effect Size*
4j. Used e-mail to communicate with an instructor	EMAIL	2.90	2.92		2.95	
4k. Discussed grades or assignments with an instructor	FACGRADE	2.48	2.60		2.64	
4l. Talked about career plans with an instructor or advisor	FACPLANS	2.07	2.17		2.21	
4m. Discussed ideas from your readings or classes with instructors outside of class	FACIDEAS	1.76	1.77		1.81	
4n. Received prompt feedback (written or oral) from instructors on your performance	FACFEED	2.75	2.74		2.79	
4p. Worked with instructors on activities other than coursework	FACOTH	1.43	1.45		1.50	