

CCSSE 2021 Results Student Engagement and Satisfaction

Administration of Assessment

The Online Community College Survey of Student Engagement (CCSSE) was administered April 21 – May 12, 2021, via a link available through student email and the Blackboard Portal to all currently enrolled students who were at least 18 years of age and not enrolled in courses offered entirely to concurrent students. The completion rate was 13%, which was 13% lower than the previous year. A total of 171 students out of 1,373 possible completed the survey.

2020 – 2021 Findings & Analyses

Overall Satisfaction	
Would you recommend this college to a friend or family member?	Yes – 95%
How would you evaluate your overall educational experience at this college?	
Excellent/Good – 94%	

**Standardized Benchmark Scores
Chart I**

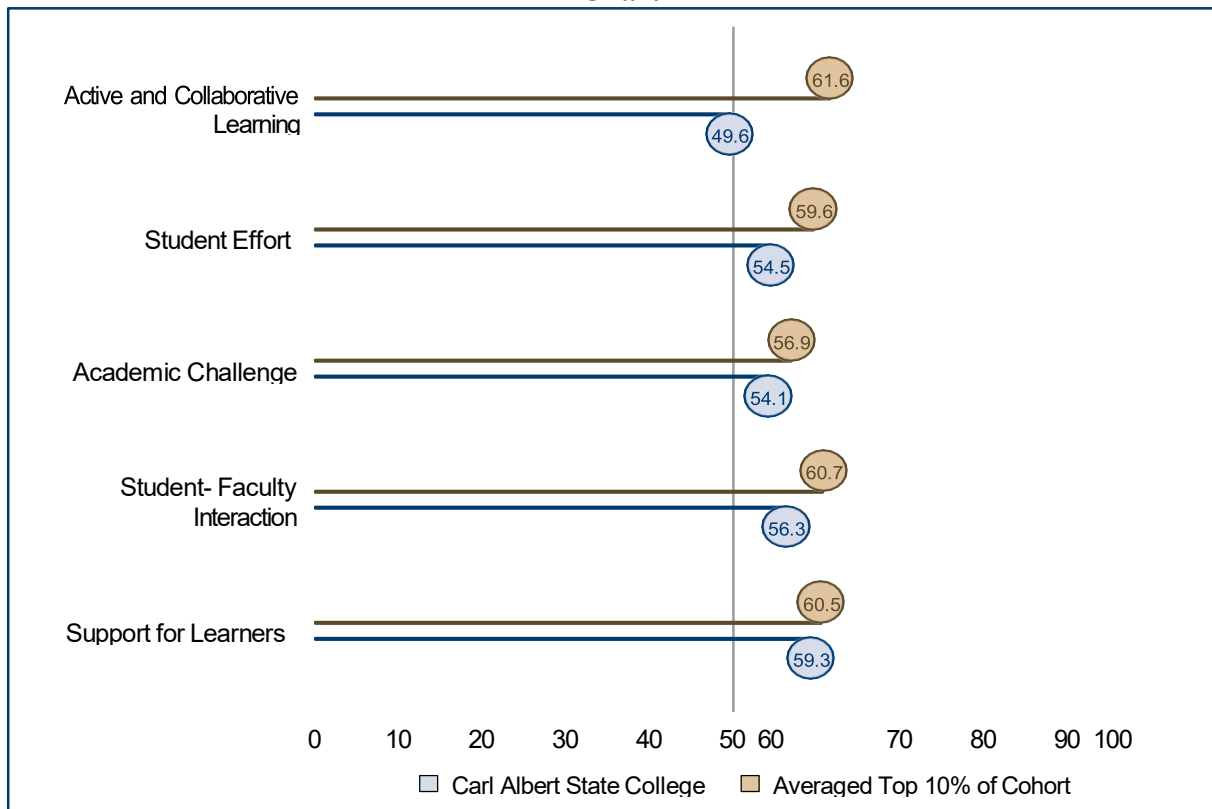


Chart I is a comparison of CASC to the top 10% of the CCSSE 2021 cohort in five key areas of student engagement. Our goal is to match and exceed those high-performance targets.

The chart below provides a comparison of the benchmark areas to similar small colleges and the total cohort. A 5 point difference triggers a response. A negative 5 point difference denotes challenges, and a positive 5 point difference demonstrates strengths.

	CASC	Small Colleges		2021 Cohort	
Benchmark	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	49.6	50.8	-1.2	50.0	-0.4
Student Effort	54.5	50.5	4.0	50.0	4.5
Academic Challenge	54.1	50.0	4.1	50.0	4.1
Student-Faculty Interaction	56.3	52.8	3.4	50.0	6.3
Support for Learners	59.3	51.3	8.0	50.0	9.3

Active and Collaborative Learning was our lowest benchmark score; however, the point difference was marginal. Student-Faculty Interaction and Support for Learners were over a positive five point difference compared with similar small colleges and the total cohort.

Although CASC scored very well in the benchmark areas, a breakdown of our highest and lowest scoring items provided further insight into the points of engagement that had the greatest impact upon the overall scores.

Highest Aspects of Student Engagement above the 2021 CCSSE Cohort

Item	Benchmark	Aggregated Percentage
4i. Participated in a community-based project as part of a regular course	Active and Collaborative Learning	CASC – 13.7% 2021 Cohort – 7.5%
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	Support for Learners	CASC – 47.7% 2021 Cohort – 35.5%
9e. Providing the support you need to thrive socially	Support for Learners	CASC – 55.2% 2021 Cohort – 40.8%
12.1b. Frequency: Career counseling	Support for Learners	CASC – 27.4% 2021 Cohort – 19.9%
12.1h. Frequency: Computer lab	Student Effort	CASC – 27.7% 2021 Cohort – 16.8%

Lowest Aspects of Student Engagement below 2021 Cohort

Item	Benchmark	Aggregated Percentage
4a. Asked questions in class or contributed to class discussions	Active and Collaborative Learning	CASC – 56.9% 2021 Cohort – 64.7%
4b. Made a class presentation	Active and Collaborative Learning	CASC – 19.9% 2021 Cohort – 29.1%
4f. Worked with other students on projects during class	Active and Collaborative Learning	CASC – 31.7% 2021 Cohort – 39.4%
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	Academic Challenge	CASC – 43.6% 2021 Cohort – 52.9%
12.1d. Frequency: Peer or other tutoring	Student Effort	CASC – 7.1% 2021 Cohort – 9.6%

To support a culture of continuous improvement, CASC has decided to rotate the Noel Levitz Student Satisfaction Inventory (SSI) and the CCSSE each year to keep an ongoing focus on both student satisfaction and engagement. Over a decade ago, the College participated in both assessments, but the results were merely collected. Now, CASC is working on best practices to maximize the benefits of these instruments. For the past three years, the President has incorporated the results and analyses in his annual fall "State of the College" address. This current year, the CCSSE results are being disaggregated and then related to applicable assessments: academic, general education, co-curricular, and non-academic. Certain items directly support general education outcomes and co-curricular learning dimensions as indirect measures of learning. Concerning non-academic, the findings reinforce previous administrative/student support assessment plans and provide points of inquiry for future plans.

As with the other layers of assessment, the College has made a commitment to improve processes of data collection and methods of analyses to yield actionable data for evidence-based improvements.