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# Results from the Spring 2007 Administration of the Community College Survey of Student Engagement at Taft College

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## **Results from the Spring 2007 Administration of the Community College Survey of Student Engagement at Taft College**

### **Background**

#### **The Community College Survey of Student Engagement**

Extensive research shows that student engagement is strongly correlated with student learning, retention and success. The more actively engaged students are with college faculty and staff, with other students, and with the subject matter being learned the more likely they are to persist in their college studies and to achieve at higher levels. It is this connection of student engagement to both learning and retention that provides the conceptual and empirical base for the Community College Survey of Student Engagement (CCSSE). The survey instrument is specifically designed to assess the extent to which students are engaged in empirically derived good educational practices and what they gain from their college experience. CCSSE's survey questionnaire builds on this research and asks students about their college experiences — how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; how the college supports their learning; and so on.

The questionnaire includes items where students report the frequency with which they engage in a number of activities representing good educational practice (e.g., participating in classroom discussions, interacting with faculty in and out of class, etc.). Respondents also indicate whether they have participated in or plan to take advantage of a variety of learning opportunities, including college orientation programs, internships or clinical placements, developmental education, and organized learning communities, for example. Students then are asked to report the number of hours spent each week on activities that include preparation for class, participation in extracurricular activities, work, parenting, and so on. Other items assess the frequency with which students use the academic and student support services provided by the college, as well as their ratings of the importance of such services and their satisfaction with services received. Respondents also indicate through responses to several items the level of academic challenge they experience at their college — for example, the amount of reading and writing they have done during the current school year, the difficulty of their examinations, and the kinds of mental activities (e.g., memorizing facts vs. analysis or application) that their coursework requires. And students are asked to report their perceptions regarding the quality of relationships on campus and the extent to which they receive needed support from the college, as well as from family and friends. The questionnaire items are

grouped into five benchmarks of effective educational practice in community colleges: (1) active and collaborative learning, (2) student effort, (3) academic challenge, (4) student-faculty interaction, and (5) support for learners.

Through additional survey items, students estimate the extent to which their experience at the college has contributed to their development of knowledge, skills, and dispositions in a number of areas such as acquiring a broad general education, communication, working effectively with others, and so on. They also respond to direct questions about their overall satisfaction with their educational experience at the college.

Since CCSSE was established in 2001 as a project of the Community College Leadership Program at The University of Texas at Austin, approximately 690 community colleges across the country have participated in the project. Among the California Community Colleges that have participated in CCSSE are American River College, Antelope Valley College, Berkeley City College, Butte College, Citrus College, City College of San Francisco, College of Alameda, College of the Desert, College of the Redwoods, College of the Siskiyous, Crafton Hills College, De Anza College, El Camino College, El Camino College Compton Center, Glendale Community College, Laney College, Merced College, Mira Costa College, Modesto Junior College, Moorpark College, Mt. San Antonio College, Oxnard College, Palomar College, Pasadena City College, Sacramento City College, San Diego Mesa College, San Diego Miramar College, San Jose City College, Santa Ana College, Skyline College, Taft College, Ventura College, Victor Valley College, West Hills College Coalinga, West Hills College Lemoore, West Hills College NDC, and West Valley College.

CCSSE results are intended to help colleges focus on good educational practices — defined as practices that promote high levels of student learning and retention — and identify areas in which community colleges can improve their programs and services for students. CCSSE supports uses of survey data for benchmarking effective educational practices, for targeting and monitoring progress in quality improvement, and for public reporting in ways that serve to increase understanding of collegiate quality and to support institutional efforts to improve undergraduate student learning and retention. All of the CCSSE efforts are grounded in research about what works in strengthening student learning and persistence.

### **The Spring 2007 Administration of the CCSSE at Taft College**

The CCSSE was administered in spring 2007 to students in a randomly selected sample of sections that met certain criteria. The sample was

stratified to ensure that day and evening courses were included. Because Taft College is relatively small, the sampling fraction (the percent of sections based on all offered sections) was high to ensure that all student population subgroups were represented. A total of 418 students participated in the survey. A demographic profile of students is included as questions 27 through 37.

Because administration of the CCSSE is required by Taft College as an obligation of receiving federal grant money, Taft College will participate in the CCSSE once every three years during the spring semester. The results can be used for program review, to monitor the effects of various interventions, and to identify potential areas of concern where additional resources may need to be allocated.

## Results

The following pages present the results of the spring 2007 administration of the CCSSE. In general, there are two tables for each questionnaire item, one for Taft College and one for a group of comparison colleges with a similar institutional profile as Taft College. Although the results for the CCSSE are available in a variety of formats, the tables on the following pages show the counts of students who responded to each questionnaire item and the percentages of students who indicated each questionnaire item option. An abundance of additional information, such as results from tests of statistical significance, is available should the reader desire. The presentation format was selected to facilitate making quick and easy comparisons and for printing on a standard size sheet of paper. This report should be reviewed with a copy of the survey instrument, which is available in a pdf format.



<b>Question 4</b> In your experiences at this college during the current school year, about how often have you done each of the following?	<b>Taft College</b>				
	<b>N</b>	<b>Never</b>	<b>Some-times</b>	<b>Often</b>	<b>Very Often</b>
a. Asked questions in class or contributed to class discussions	414	1.1%	28.6%	31.3%	39.0%
b. Made a class presentation	414	39.4%	38.6%	16.7%	5.3%
c. Prepared two or more drafts of a paper or assignment before turning it in	418	22.0%	33.3%	22.2%	22.4%
d. Worked on a paper or project that required integrating ideas or information from various sources	414	12.5%	28.8%	34.7%	24.0%
e. Come to class without completing readings or assignments	414	39.8%	51.2%	6.9%	2.1%
f. Worked with other students on projects during class	414	8.6%	36.8%	31.1%	23.5%
g. Worked with classmates outside of class to prepare class assignments	411	30.2%	41.2%	18.6%	9.9%
h. Tutored or taught other students (paid or voluntary)	418	68.6%	18.9%	7.6%	4.9%
i. Participated in a community-based project as part of a regular course	407	74.6%	16.8%	5.5%	3.1%
j. Used the Internet or instant messaging to work on an assignment	418	4.9%	27.1%	30.0%	38.0%
k. Used email to communicate with an instructor	418	21.2%	35.2%	26.1%	17.4%
l. Discussed grades or assignments with an instructor	414	5.5%	35.4%	36.8%	22.3%
m. Talked about career plans with an instructor or advisor	417	21.4%	50.2%	21.8%	6.6%
n. Discussed ideas from your readings or classes with instructors outside of class	414	44.3%	36.8%	14.8%	4.2%
o. Received prompt feedback (written or oral) from instructors on your performance	414	6.8%	25.0%	41.4%	26.8%
p. Worked harder than you thought you could to meet an instructor's standards or expectations	418	8.4%	38.4%	36.7%	16.5%
q. Worked with instructors on activities other than coursework	410	65.9%	19.6%	9.7%	4.9%
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	418	7.5%	31.6%	36.7%	24.3%
s. Had serious conversations with students of a different race or ethnicity other than your own	418	25.5%	30.1%	24.9%	19.5%
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	403	26.6%	25.0%	25.0%	23.4%
u. Skipped class	417	46.1%	46.9%	5.9%	1.1%

Because this is the first administration of the CCSSE at Taft College, the results from all questions can be used as baseline measures for comparison of future results. It is up to the institution to determine what percents are desirable and to develop appropriate actions to change those percents.

<b>Question 4</b> In your experiences at this college during the current school year, about how often have you done each of the following?	<b>Comparison Colleges</b>				
	<b>N</b>	<b>Never</b>	<b>Some-times</b>	<b>Often</b>	<b>Very Often</b>
a. Asked questions in class or contributed to class discussions	309,146	2.6%	33.2%	35.2%	29.0%
b. Made a class presentation	307,804	32.0%	40.2%	19.9%	7.9%
c. Prepared two or more drafts of a paper or assignment before turning it in	306,775	21.4%	29.6%	29.5%	19.5%
d. Worked on a paper or project that required integrating ideas or information from various sources	307,078	11.9%	29.1%	36.7%	22.3%
e. Come to class without completing readings or assignments	306,307	30.0%	55.5%	10.6%	3.9%
f. Worked with other students on projects during class	305,778	13.6%	40.6%	32.5%	13.3%
g. Worked with classmates outside of class to prepare class assignments	306,863	42.2%	37.1%	15.0%	5.8%
h. Tutored or taught other students (paid or voluntary)	307,707	73.4%	19.2%	4.9%	2.5%
i. Participated in a community-based project as part of a regular course	306,357	79.0%	14.8%	4.3%	1.9%
j. Used the Internet or instant messaging to work on an assignment	306,315	13.2%	25.6%	30.0%	31.2%
k. Used email to communicate with an instructor	306,514	20.8%	35.4%	25.5%	18.3%
l. Discussed grades or assignments with an instructor	306,662	10.0%	45.0%	30.8%	14.1%
m. Talked about career plans with an instructor or advisor	306,321	31.7%	44.2%	17.2%	6.8%
n. Discussed ideas from your readings or classes with instructors outside of class	305,867	47.4%	37.3%	11.3%	4.0%
o. Received prompt feedback (written or oral) from instructors on your performance	306,179	8.1%	35.9%	38.8%	17.2%
p. Worked harder than you thought you could to meet an instructor's standards or expectations	306,588	11.3%	40.3%	33.9%	14.6%
q. Worked with instructors on activities other than coursework	304,123	71.5%	20.0%	6.2%	2.3%
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	307,523	12.5%	38.3%	30.9%	18.3%
s. Had serious conversations with students of a different race or ethnicity other than your own	307,291	24.2%	34.1%	23.6%	18.1%
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	307,011	23.8%	36.5%	23.5%	16.3%
u. Skipped class	307,726	49.8%	44.0%	4.3%	1.9%

The N in each column represents the size of the sample. The responses shown for comparison colleges are for the same administration of the survey in spring 2007. To keep results comparable, the CCSSE survey is administered at the same time for all colleges across the country.



<b>Question 5</b> During the current school year, how much has your coursework at this college emphasized the following mental activities?	<b>Taft College</b>				
	<b>N</b>	<b>Very little</b>	<b>Some</b>	<b>Quite a bit</b>	<b>Very Much</b>
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	418	3.7%	20.2%	42.3%	33.8%
b. Analyzing the basic elements of an idea, experience, or theory	410	3.8%	26.3%	45.0%	24.8%
c. Synthesizing and organizing ideas, information, or experiences in new ways	418	5.6%	27.0%	42.5%	25.0%
d. Making judgments about the value or soundness of information, arguments, or methods	410	13.4%	34.1%	41.4%	11.2%
e. Applying theories or concepts to practical problems or in new situations	414	7.7%	33.0%	36.1%	23.3%
f. Using information you have read or heard to perform a new skill	418	11.7%	27.4%	34.6%	26.3%

<b>Question 5</b> During the current school year, how much has your coursework at this college emphasized the following mental activities?	<b>Comparison Colleges</b>				
	<b>N</b>	<b>Very little</b>	<b>Some</b>	<b>Quite a bit</b>	<b>Very Much</b>
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	308,480	7.2%	29.0%	38.8%	25.0%
b. Analyzing the basic elements of an idea, experience, or theory	307,541	5.4%	29.3%	42.7%	22.6%
c. Synthesizing and organizing ideas, information, or experiences in new ways	306,158	8.0%	34.4%	38.2%	19.4%
d. Making judgments about the value or soundness of information, arguments, or methods	306,730	13.0%	37.1%	33.7%	16.2%
e. Applying theories or concepts to practical problems or in new situations	307,231	10.7%	35.2%	35.2%	18.8%
f. Using information you have read or heard to perform a new skill	308,210	9.5%	31.9%	35.5%	23.1%

Results for comparison colleges are provided so that colleges can get a sense of where their students stand relative to similar colleges. Of course, to the extent that colleges differ in important aspects of their student populations, the survey outcomes can be expected to differ as well. Consequently, comparisons between colleges should serve only as a guide when attempting to identify areas of concern where a college may want to focus additional resources. Also, because the sample of students in this survey was drawn in a strictly probabilistic fashion, the percentages in the tables can be considered a reasonable estimate of the true population value. This is especially true for Taft College, where a large sample was drawn.



<b>Question 6</b> During the current school year, about how much reading to writing have you done at this college?	<b>Taft College</b>					
	<b>N</b>	<b>None</b>	<b>1 to 4</b>	<b>5 to 10</b>	<b>11 to 20</b>	<b>&gt; 20</b>
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	417	0.1%	57.4%	30.3%	4.5%	7.8%
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	417	29.3%	47.6%	15.1%	3.9%	4.1%
c. Number of written papers or reports of any length	413	7.1%	33.4%	30.3%	19.3%	9.8%

<b>Question 6</b> During the current school year, about how much reading to writing have you done at this college?	<b>Comparison Colleges</b>					
	<b>N</b>	<b>None</b>	<b>1 to 4</b>	<b>5 to 10</b>	<b>11 to 20</b>	<b>&gt; 20</b>
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	304,876	3.0%	42.7%	30.6%	13.6%	10.1%
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	305,165	28.6%	48.6%	13.6%	4.8%	4.2%
c. Number of written papers or reports of any length	304,714	11.0%	32.1%	30.6%	17.0%	9.2%

The students' responses to Question 6, which deals with how much reading and writing they have done at Taft College, appears to depart in a few places from the responses of the comparison colleges. In particular, Taft College students indicate they have fewer numbers of assigned textbooks, manuals, books, or book-length packs of course readings than the comparison colleges' students.

<b>Question 7</b> Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college  1 = Extremely Easy 7 = Extremely Challenging	Taft College							
	N	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	409	0.9%	0.9%	2.1%	16.5%	37.0%	30.5%	12.0%

<b>Question 7</b> Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college  1 = Extremely Easy 7 = Extremely Challenging	Comparison Colleges							
	N	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	291,738	1.0%	2.0%	5.7%	23.8%	33.8%	23.1%	10.7%

Taft College students on average indicated higher levels of exams challenging them to do their best work than did students at the comparison colleges.

<b>Question 8</b> Which of the following have you done, are you doing, or do you plan to do while attending this college?	<b>Taft College</b>			
	<b>N</b>	<b>I Have Not Done, Nor Plan To Do</b>	<b>I Plan To Do</b>	<b>I Have Done</b>
a. Internship, field experience, co-op experience, or clinical assignment	406	55.5%	30.7%	13.8%
b. English as a second language course	406	83.1%	7.0%	9.9%
c. Developmental/remedial reading course	410	68.5%	17.6%	13.9%
d. Developmental/remedial writing course	410	63.3%	14.3%	22.4%
e. Developmental/remedial math course	402	54.4%	16.4%	29.3%
f. Study skills course	410	56.0%	27.4%	16.6%
g. Honors course	399	74.6%	21.7%	3.7%
h. College orientation program or course	399	62.3%	18.4%	19.3%
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	406	66.4%	21.3%	12.3%

<b>Question 8</b> Which of the following have you done, are you doing, or do you plan to do while attending this college?	<b>Comparison Colleges</b>			
	<b>N</b>	<b>I Have Not Done, Nor Plan To Do</b>	<b>I Plan To Do</b>	<b>I Have Done</b>
a. Internship, field experience, co-op experience, or clinical assignment	302,610	43.1%	40.4%	16.5%
b. English as a second language course	302,733	85.9%	5.3%	8.8%
c. Developmental/remedial reading course	302,751	73.6%	8.6%	17.8%
d. Developmental/remedial writing course	302,894	67.7%	10.9%	21.5%
e. Developmental/remedial math course	302,531	53.9%	14.4%	31.8%
f. Study skills course	302,542	67.3%	17.5%	15.1%
g. Honors course	301,338	73.3%	22.0%	4.7%
h. College orientation program or course	302,305	61.1%	13.3%	25.6%
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	303,290	73.8%	17.9%	8.3%

Although the overall pattern of results for Question 8 for Taft College students and comparison colleges is similar, a few differences emerge that are worth noting. In particular, Taft College students indicated more often that they had not done nor plan to do an internship (Question 8a) or a study skills course (Question 8f); they indicated less often that they plan to do an internship (Question 8a) than comparison college students. On the other hand, Taft College students indicated more often they plan to do a developmental/remedial reading course (Question 8c) and a study skills course (Question 8f).

<b>Question 9</b> How much does this college emphasize each of the following?	<b>Taft College</b>				
	<b>N</b>	<b>Very little</b>	<b>Some</b>	<b>Quite a bit</b>	<b>Very Much</b>
a. Encouraging you to spend significant amounts of time studying	413	1.1%	13.7%	35.0%	50.1%
b. Providing the support you need to help you succeed at this college	410	1.8%	9.4%	28.5%	60.2%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	406	10.1%	25.8%	31.3%	32.7%
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	410	21.8%	36.9%	21.8%	19.4%
e. Providing the support you need to thrive socially	402	17.7%	32.4%	27.0%	22.9%
f. Providing the financial support you need to afford your education	410	23.9%	24.9%	21.0%	30.2%
g. Using computers in academic work	410	3.9%	17.4%	35.7%	43.0%

<b>Question 9</b> How much does this college emphasize each of the following?	<b>Comparison Colleges</b>				
	<b>N</b>	<b>Very little</b>	<b>Some</b>	<b>Quite a bit</b>	<b>Very Much</b>
a. Encouraging you to spend significant amounts of time studying	305,022	4.6%	24.5%	42.9%	28.0%
b. Providing the support you need to help you succeed at this college	304,539	5.3%	24.4%	42.4%	27.9%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	303,671	19.6%	33.9%	28.6%	17.9%
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	303,645	42.1%	33.4%	16.4%	8.0%
e. Providing the support you need to thrive socially	302,200	30.4%	39.9%	20.9%	8.8%
f. Providing the financial support you need to afford your education	302,544	28.4%	27.1%	23.6%	20.9%
g. Using computers in academic work	304,317	7.3%	18.9%	32.9%	40.9%

The results for Question 9 clearly show that Taft College students, compared to students at other similar community colleges, are “very much” more likely to be encouraged to spend significant amounts of time studying, provided support they need to succeed, encouraged contact among students from different groups, helped to cope with non-academic responsibilities, provided support to thrive socially, and provided financial support. These positive outcomes are supported by other surveys conducted at Taft College in previous years, including the Noel-Levitz Student Satisfaction Inventory.

<b>Question 10</b> About how many hours do you spend in a typical 7-day week doing each of the following?	<b>Taft College</b>						
	<b>N</b>	<b>None</b>	<b>1-5</b>	<b>6-10</b>	<b>11-20</b>	<b>21-30</b>	<b>&gt; 30</b>
a. Preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program)	417	1.8%	45.8%	25.5%	21.0%	3.7%	2.2%
b. Working for pay	417	21.9%	6.8%	8.1%	4.7%	14.5%	44.0%
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	417	86.3%	9.9%	1.4%	1.2%	1.0%	0.3%
d. Providing care for dependents living with you (parents, children, spouse, etc.)	417	40.2%	17.3%	8.0%	5.8%	4.8%	24.0%
e. Commuting to and from classes	410	11.9%	65.2%	13.9%	4.8%	2.0%	2.1%

<b>Question 10</b> About how many hours do you spend in a typical 7-day week doing each of the following?	<b>Comparison Colleges</b>						
	<b>N</b>	<b>None</b>	<b>1-5</b>	<b>6-10</b>	<b>11-20</b>	<b>21-30</b>	<b>&gt; 30</b>
a. Preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program)	304,370	1.8%	44.2%	29.3%	16.4%	5.4%	2.9%
b. Working for pay	303,277	19.6%	5.0%	5.8%	12.0%	17.4%	40.1%
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	303,691	82.7%	12.3%	2.5%	1.3%	0.5%	0.7%
d. Providing care for dependents living with you (parents, children, spouse, etc.)	303,077	43.9%	15.2%	7.7%	5.9%	4.0%	23.5%
e. Commuting to and from classes	303,486	6.9%	68.9%	15.9%	5.0%	1.3%	2.0%

Question 10 looks at how students spend their time outside of college. Although the Taft College students did not differ substantially from comparison college students on this variable, it is informative to see how much time on average students spend working and providing care for dependents.

Question 11 Mark the box that best represents the quality of your relationships with people at this college.	Taft College							
	N	(1)	(2)	(3)	(4)	(5)	(6)	(7)
a. Other students 1 = Unfriendly, unsupportive, sense of alienation 7 = Friendly, supportive, sense of belonging	417	0.0%	1.0%	6.4%	7.3%	16.0%	32.9%	36.3%
b. Instructors 1 = Unavailable, unhelpful, unsympathetic 7 = Available, helpful, sympathetic	417	0.1%	0.0%	1.0%	6.0%	13.7%	20.3%	58.9%
c. Administrative personnel and offices 1 = Unhelpful, inconsiderate, rigid 7 = Helpful, considerate, flexible	417	1.0%	3.6%	4.8%	8.8%	14.2%	21.7%	45.9%

Question 11 Mark the box that best represents the quality of your relationships with people at this college.	Comparison Colleges							
	N	(1)	(2)	(3)	(4)	(5)	(6)	(7)
a. Other students 1 = Unfriendly, unsupportive, sense of alienation 7 = Friendly, supportive, sense of belonging	304,412	0.9%	2.1%	4.6%	15.7%	22.2%	27.7%	26.8%
b. Instructors 1 = Unavailable, unhelpful, unsympathetic 7 = Available, helpful, sympathetic	304,660	0.6%	1.5%	3.6%	11.9%	21.1%	31.7%	29.6%
c. Administrative personnel and offices 1 = Unhelpful, inconsiderate, rigid 7 = Helpful, considerate, flexible	304,028	3.4%	5.0%	8.6%	20.1%	22.4%	22.2%	18.3%

Question 11 is another of the key variables where it becomes clear how Taft College differs in important, positive ways from other comparable colleges. Taft College students were far more likely to rate other students as “Friendly, supportive, and sense of belonging;” instructors as “Available, helpful, and sympathetic;” and administrative personnel and offices as “Helpful, considerate and flexible” than were students at the comparison colleges. In the case of faculty and administrative personnel, students were more than twice as likely to use the highest rating possible. This finding illuminates one of Taft College’s most valuable assets and strengths: its students, staff and faculty.

Question 12 How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?	Taft College				
	N	Very little	Some	Quite a bit	Very Much
a. Acquiring a broad general education	406	5.7%	19.6%	33.2%	41.5%
b. Acquiring job or work-related knowledge and skills	410	17.9%	28.3%	25.2%	28.6%
c. Writing clearly and effectively	410	8.5%	23.7%	37.3%	30.5%
d. Speaking clearly and effectively	410	10.5%	23.7%	36.3%	29.4%
e. Thinking critically and analytically	413	2.1%	22.2%	37.2%	38.6%
f. Solving numerical problems	413	19.1%	27.6%	25.0%	28.3%
g. Using computing and information technology	413	13.2%	30.8%	27.2%	28.7%
h. Working effectively with others	410	6.6%	22.6%	36.5%	34.3%
i. Learning effectively on your own	413	4.7%	15.8%	48.4%	31.1%
j. Understanding yourself	406	14.2%	17.1%	41.8%	26.9%
k. Understanding people of other racial and ethnic backgrounds	406	14.9%	25.8%	38.7%	20.6%
l. Developing a personal code of values and ethics	406	17.4%	29.5%	28.3%	24.8%
m. Contributing to the welfare of your community	406	32.8%	32.0%	19.9%	15.2%
n. Developing clearer career goals	413	9.5%	23.2%	30.5%	36.8%
o. Gaining information about career opportunities	413	11.6%	29.7%	27.5%	31.2%

Question 12 How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?	Comparison Colleges				
	N	Very little	Some	Quite a bit	Very Much
a. Acquiring a broad general education	303,942	5.8%	23.9%	42.3%	28.1%
b. Acquiring job or work-related knowledge and skills	303,417	18.5%	29.9%	30.3%	21.3%
c. Writing clearly and effectively	303,427	11.9%	29.5%	37.7%	20.9%
d. Speaking clearly and effectively	303,300	14.8%	31.2%	35.0%	19.0%
e. Thinking critically and analytically	303,198	7.0%	26.5%	41.5%	25.0%
f. Solving numerical problems	302,891	16.8%	29.8%	33.6%	19.9%
g. Using computing and information technology	303,041	14.4%	27.8%	32.4%	25.5%
h. Working effectively with others	303,179	9.9%	32.2%	36.5%	21.4%
i. Learning effectively on your own	303,224	7.0%	25.5%	40.5%	27.0%
j. Understanding yourself	302,936	17.3%	30.3%	31.3%	21.2%
k. Understanding people of other racial and ethnic backgrounds	302,718	24.0%	34.2%	26.0%	15.8%
l. Developing a personal code of values and ethics	302,739	24.9%	33.7%	26.0%	15.4%
m. Contributing to the welfare of your community	302,101	38.4%	35.1%	17.6%	8.9%
n. Developing clearer career goals	303,076	16.2%	28.9%	32.1%	22.9%
o. Gaining information about career opportunities	303,548	19.7%	30.5%	29.0%	20.8%

Compared to students at similar colleges, Taft College students responded “Very Much” in higher percentages to Questions 12a (acquiring a broad general education), 12c (writing clearly and effectively), 12e (thinking critically and analytically, and 12n and 12o (career development).



Question 13	Taft College											
	N	Indicate how often you use the following services				Indicate how satisfied you are with the services at this college				Indicate how important the services are to you		
		Don't know/ N.A.	Rarely/ never	Some- times	Often	N/A	Not at all	Some- what	Very	Not at all	Some- what	Very
a. Academic advising/ planning	385	12.7%	29.3%	44.7%	13.3%	18.5%	3.4%	32.1%	46.0%	8.4%	21.3%	70.3%
b. Career counseling	380	20.4%	42.7%	26.4%	10.4%	37.1%	4.9%	30.9%	27.0%	24.1%	23.8%	52.1%
c. Job placement assistance	388	38.8%	47.5%	9.4%	4.3%	63.2%	13.5%	16.7%	6.6%	43.3%	28.0%	28.8%
d. Peer or other tutoring	385	24.4%	44.2%	23.3%	8.1%	44.7%	6.8%	18.1%	30.4%	22.0%	33.5%	44.6%
e. Skill labs (writing, math, etc.)	391	24.0%	42.4%	15.6%	18.0%	44.7%	7.8%	24.3%	23.2%	28.1%	27.7%	44.1%
f. Child care	384	53.0%	39.3%	2.4%	5.4%	78.5%	5.2%	9.0%	7.3%	52.3%	16.0%	31.8%
g. Financial aid advising	388	34.1%	37.6%	17.3%	11.0%	53.1%	10.3%	15.2%	21.4%	32.7%	17.1%	50.3%
h. Computer lab	387	24.0%	31.3%	24.4%	20.3%	39.4%	7.7%	20.4%	32.5%	28.4%	21.6%	50.0%
i. Student organizations	383	41.6%	42.5%	10.9%	4.9%	65.1%	6.9%	17.2%	10.7%	44.9%	26.5%	28.6%
j. Transfer credit assistance	384	35.7%	34.0%	19.0%	11.2%	56.4%	4.1%	19.8%	19.6%	30.5%	22.0%	47.4%
k. Services to students with disabilities	384	56.6%	33.2%	5.5%	4.7%	68.0%	9.9%	10.5%	11.6%	39.5%	19.2%	41.2%

Although Question 13 contains a wealth of important information for Student Services, some of it is not useful due to the way the data were analyzed by CCSSE. For example, within the "Very" column under the "satisfaction" column banner, it appears that students are not "very satisfied" with job placement assistance. However, these percentages are based on all students who responded to the item, including those who indicated "N/A" to that particular questionnaire item. To extract more meaningful results from the satisfaction data, the Institutional Assessment, Research and Planning staff will need to reanalyze the data by excluding students who indicated they did not use the service under consideration. Despite this, the frequency of use data and importance data are still usable and may provide some insights for these particular services.

Question 13	Comparison Colleges											
	N	Indicate how often you use the following services				Indicate how satisfied you are with the services at this college				Indicate how important the services are to you		
		Don't know/ N.A.	Rarely/ never	Some- times	Often	N/A	Not at all	Some- what	Very	Not at all	Some- what	Very
a. Academic advising/planning	300,244	9.6%	35.6%	42.5%	12.4%	18.7%	10.3%	43.8%	27.3%	10.8%	28.4%	60.8%
b. Career counseling	299,079	21.3%	50.2%	23.1%	5.4%	41.3%	13.5%	29.4%	15.9%	21.6%	28.9%	49.5%
c. Job placement assistance	296,997	42.4%	46.1%	8.9%	2.6%	63.6%	13.5%	15.9%	7.0%	35.5%	28.1%	36.4%
d. Peer or other tutoring	296,499	29.2%	45.7%	18.1%	7.0%	50.8%	9.7%	22.9%	16.6%	30.4%	30.9%	38.7%
e. Skill labs (writing, math, etc.)	295,860	24.3%	36.8%	24.4%	14.5%	42.1%	7.5%	28.4%	22.0%	25.3%	31.4%	43.3%
f. Child care	295,914	58.4%	36.5%	2.8%	2.3%	78.2%	9.9%	7.2%	4.6%	54.5%	18.1%	27.4%
g. Financial aid advising	295,982	24.4%	32.0%	26.4%	17.2%	36.4%	13.4%	25.3%	24.9%	22.7%	17.6%	59.8%
h. Computer lab	296,330	14.4%	24.0%	29.7%	31.9%	23.2%	5.4%	28.2%	43.2%	16.0%	24.8%	59.2%
i. Student organizations	294,210	40.4%	43.8%	11.3%	4.5%	61.3%	10.4%	19.3%	8.9%	41.9%	34.9%	23.2%
j. Transfer credit assistance	296,877	36.1%	36.1%	20.6%	7.2%	50.9%	11.5%	23.0%	14.6%	27.9%	21.5%	50.6%
k. Services to students with disabilities	297,366	59.8%	31.9%	4.7%	3.6%	74.7%	7.8%	9.7%	7.8%	41.3%	15.2%	43.6%

Comparison of the frequency of use results and the importance results with the corresponding results from the comparison colleges sheds some light on the needs of the student population served at Taft College. In particular, Taft College students rate the importance of academic advising/planning higher and job placement assistance lower than students at the comparison colleges.

<b>Question 14</b> How likely is it that the following issues would force you to withdraw from class or from this college?	<b>Taft College</b>				
	<b>N</b>	<b>Not Likely</b>	<b>Somewhat Likely</b>	<b>Likely</b>	<b>Very Likely</b>
a. Working full-time	407	33.3%	23.6%	26.8%	16.4%
b. Caring for dependents	403	48.3%	21.5%	17.3%	12.8%
c. Academically unprepared	406	57.6%	25.5%	11.9%	5.0%
d. Lack of finances	406	34.4%	26.5%	19.9%	19.2%
e. Transfer to a 4-year college or university	407	45.0%	17.0%	14.3%	23.7%

<b>Question 14</b> How likely is it that the following issues would force you to withdraw from class or from this college?	<b>Comparison Colleges</b>				
	<b>N</b>	<b>Not Likely</b>	<b>Somewhat Likely</b>	<b>Likely</b>	<b>Very Likely</b>
a. Working full-time	303,109	41.1%	21.1%	17.5%	20.3%
b. Caring for dependents	302,413	49.2%	22.4%	15.7%	12.7%
c. Academically unprepared	301,299	58.4%	23.1%	11.8%	6.6%
d. Lack of finances	302,128	32.7%	22.8%	18.4%	26.2%
e. Transfer to a 4-year college or university	302,330	33.9%	17.1%	17.7%	31.4%

The results from Question 14 highlight the importance of finances affecting Taft College students, and their ratings of how likely specific issues would force them to withdraw from college. Taft College students do not appear to differ from most students in these respects.

<b>Questions 15 &amp; 16</b>	<b>Taft College</b>				
	<b>N</b>	<b>Not very</b>	<b>Somewhat</b>	<b>Quite a bit</b>	<b>Extremely</b>
15. How supportive are your friends of your attending this college?	407	1.1%	12.1%	26.7%	60.0%
16. How supportive is your immediate family of your attending this college?	403	2.0%	7.0%	23.2%	67.9%

<b>Questions 15 &amp; 16</b>	<b>Comparison Colleges</b>				
	<b>N</b>	<b>Not very</b>	<b>Somewhat</b>	<b>Quite a bit</b>	<b>Extremely</b>
15. How supportive are your friends of your attending this college?	303,237	4.1%	18.2%	28.7%	49.0%
16. How supportive is your immediate family of your attending this college?	302,411	2.9%	10.6%	20.2%	66.3%

Questions 15 and 16 tap an important construct correlated with student persistence and goal attainment: that of support from friends and family. It's good to see that the majority of Taft College students rated "extremely" supportive for their friends (60.0%) and their family (67.9%).

Question 17 Indicate which of the following are your reasons/goals for attending this college.	Taft College			
	N	Not a goal	Secondary goal	Primary goal
a. To complete a certificate program	398	50.5%	8.4%	41.2%
b. To obtain an Associate degree	399	24.5%	22.9%	52.6%
c. To transfer to a 4-year college or university	399	36.6%	22.0%	41.4%
d. To obtain or update job-related skills	398	32.8%	20.8%	46.4%
e. Self-improvement/personal enjoyment	399	28.3%	29.4%	42.3%
f. Change careers	398	48.9%	10.8%	40.3%

Question 17 Indicate which of the following are your reasons/goals for attending this college.	Comparison Colleges			
	N	Not a goal	Secondary goal	Primary goal
a. To complete a certificate program	297,530	52.2%	19.1%	28.6%
b. To obtain an Associate degree	299,613	20.9%	20.6%	58.5%
c. To transfer to a 4-year college or university	299,090	27.3%	21.4%	51.4%
d. To obtain or update job-related skills	297,138	32.3%	26.9%	40.8%
e. Self-improvement/personal enjoyment	298,457	26.3%	34.6%	39.1%
f. Change careers	298,306	54.7%	16.1%	29.2%

Question 17 reflects the demographics of the Taft College service population and their higher education goals. It should be noted that all sampled students were in credit courses at the on-campus location. At the time of the survey, the University of Texas (the developers of the CCSSE project) were not surveying distance learning and vocational students. Consequently, all results from the CCSSE pertain to the Taft College on-campus population. Given this, Taft College students indicate the completion of a certificate program more often (41.2%) than comparison college students (28.6%), and transfer to a 4 year college or university (41.4%) about ten percent less often than comparison students (51.4%). Likewise, Taft College students are changing careers more often (40.3%) than are comparison students (29.2%), an indication of the job market in the Kern County region.

<b>Question 18</b> Indicate which of the following are sources you use to pay your tuition at this college.	<b>Taft College</b>			
	<b>N</b>	<b>Not a source</b>	<b>Minor source</b>	<b>Major source</b>
a. My own income/savings	406	18.4%	19.8%	61.7%
b. Parent or spouse/significant other's income/savings	395	50.4%	11.3%	38.4%
c. Employer contributions	398	87.8%	5.8%	6.4%
d. Grants & scholarships	406	71.4%	9.7%	18.9%
e. Student loans (bank, etc.)	398	88.3%	7.2%	4.5%
f. Public assistance	398	88.6%	5.4%	6.0%

<b>Question 18</b> Indicate which of the following are sources you use to pay your tuition at this college.	<b>Comparison Colleges</b>			
	<b>N</b>	<b>Not a source</b>	<b>Minor source</b>	<b>Major source</b>
a. My own income/savings	299,513	32.0%	28.0%	39.9%
b. Parent or spouse/significant other's income/savings	297,898	53.1%	17.7%	29.2%
c. Employer contributions	296,189	83.9%	7.9%	8.1%
d. Grants & scholarships	298,131	55.7%	11.0%	33.3%
e. Student loans (bank, etc.)	297,386	73.5%	7.9%	18.7%
f. Public assistance	297,059	88.7%	4.7%	6.6%

How do Taft College students pay for college? Question 18 provides some insight into the dramatic differences between Taft College students and students from comparable colleges in regards to finance sources. Taft College students are more likely to indicate as a "Major source" their own income/savings (61.7%) than are other students (39.9%) and more likely to use their parents' or spouse's income/savings (38.4%) than other students (29.2%). On the other hand, Taft College students are less likely to indicate a grant or scholarship as a "Major source" (18.9%) than other students (33.3%), and less likely to state a student loan as a "Major source" (4.5%) than the comparison students (18.7%).

Question 19 Since high school, which of the following types of schools have you attended other than the one you are now attending?	Taft College		
	N	No response	Response
Proprietary (private) school or training program	418	92.5%	7.5%
Public vocational-technical school	418	90.7%	9.3%
Another community or technical college	418	54.7%	45.3%
4-year college or university	418	83.6%	16.4%
None	418	64.9%	35.1%

Question 19 Since high school, which of the following types of schools have you attended other than the one you are now attending?	Comparison Colleges		
	N	No response	Response
Proprietary (private) school or training program	309,595	92.1%	7.9%
Public vocational-technical school	309,595	90.6%	9.4%
Another community or technical college	309,595	79.9%	20.1%
4-year college or university	309,595	77.0%	23.0%
None	309,595	50.4%	49.6%

The rate at which Taft College students stated they had attended other community colleges was more than double (45.3%) the rate for the comparison colleges (20.1%). This finding likely reflects the large number of students coming from the Bakersfield area.

Question 20	Taft College				
	N	I will accomplish my goal(s) this term and will not be returning	I have no current plans to return	Within the next 12 months	Uncertain
When do you plan to take classes at this college again?	406	7.1%	4.3%	67.5%	21.1%

Question 20	Comparison Colleges				
	N	I will accomplish my goal(s) this term and will not be returning	I have no current plans to return	Within the next 12 months	Uncertain
When do you plan to take classes at this college again?	301,251	11.9%	5.4%	65.1%	17.5%

It is interesting to note that over 1 out of 5 Taft College students (21.1%) were uncertain as to whether they would take classes at Taft College again. Despite this, more than 2 out of 3 Taft College students (67.5%) planned to take classes within the next 12 months.

Question 21	Taft College								
	N	Pass/fail classes only	Do not have a GPA at this school	C- or lower	C	B- To C+	B	A- To B+	A
At this college, in what range is your overall college grade average?	409	0.1%	4.6%	2.2%	9.4%	20.7%	20.8%	24.3%	17.8%

Question 21	Comparison Colleges								
	N	Pass/fail classes only	Do not have a GPA at this school	C- or lower	C	B- To C+	B	A- To B+	A
At this college, in what range is your overall college grade average?	300,724	0.6%	2.8%	2.3%	7.8%	18.7%	23.6%	27.7%	16.5%

This section of the CCSSE Report contains numerous student demographic and academic profile variables. Some of the variables in this section do not have comparison data. The Institutional Assessment, Research and Planning staff are currently looking into why these data were not provided to Taft College.

Question 22	Taft College			
	N	Day classes (morning or afternoon)	Evening classes	Weekend classes
When do you most frequently take classes at this college?	410	59.0%	36.5%	4.5%

Question 22	Comparison Colleges			
	N	Day classes (morning or afternoon)	Evening classes	Weekend classes
When do you most frequently take classes at this college?	298,217	68.2%	31.1%	0.6%

Consistent with other findings showing that Taft College students tend to be comprised of more working people, the results for Question 22 show that Taft College students tend to take fewer day classes (59.0%) than comparison students (68.2%), and more evening classes and weekend classes than comparison students.



Question 23	N	None	1-14 credits	15-29 credits	30-44 credits	45-60 credits	over 60 credits
How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	410	24.7%	33.7%	22.1%	8.4%	6.1%	5.0%

Question 23 reflects the distribution of traditional college students from high school to those with higher degrees seeking enrichment and updated job skills.

Question 24 At what other types of institutions are you taking classes this term?	Taft College		
	N	No response	Response
None	418	13.2%	86.8%
High school	418	99.8%	0.2%
Vocational/technical school	418	99.9%	0.1%
Another community or technical college	418	92.8%	7.2%
4-year college/ university	418	95.4%	4.6%
Other	418	97.3%	2.7%

Question 24 At what other types of institutions are you taking classes this term?	Comparison Colleges		
	N	No response	Response
None	309,595	13.9%	86.1%
High school	309,595	97.7%	2.3%
Vocational/technical school	309,595	99.0%	1.0%
Another community or technical college	309,595	97.7%	2.3%
4-year college/ university	309,595	96.2%	3.8%
Other	309,595	96.7%	3.3%

The results for Question 24 show that about 7% of Taft College students are taking classes at other community colleges or technical schools, about five percent higher than comparison students (2.3%).

Question 25	Taft College					
	N	None	1 class	2 classes	3 classes	4 classes or more
How many classes are you presently taking at OTHER institutions?	409	80.9%	5.6%	3.7%	8.2%	1.6%

Question 25	Comparison Colleges					
	N	None	1 class	2 classes	3 classes	4 classes or more
How many classes are you presently taking at OTHER institutions?	301,008	83.4%	4.2%	4.3%	3.2%	4.9%

About 81% of Taft College students are not taking classes at other colleges. Of those students who are taking classes at other colleges, most (8.2%) are taking three classes.

Question 26	Taft College		
	N	Yes	No
Would you recommend this college to a friend or family member?	409	96.7%	3.3%

Question 26	Comparison Colleges		
	N	Yes	No
Would you recommend this college to a friend or family member?	300,549	94.2%	5.8%

The vast majority of Taft College students, almost 97%, would recommend this college to a friend or family member.

Question 27	Taft College				
	N	Poor	Fair	Good	Excellent
How would you evaluate your entire educational experience at this college?	409	1.0%	5.3%	36.8%	56.9%

Question 27	Comparison Colleges				
	N	Poor	Fair	Good	Excellent
How would you evaluate your entire educational experience at this college?	301,035	1.3%	12.5%	56.0%	30.1%

The overall positive experience is reflected in the results of Question 27, where almost 57% of students rated their experience as "Excellent."

Question 28	Taft College		
	N	Yes	No
Do you have children who live with you?	406	41.3%	58.7%

Question 28	Comparison Colleges		
	N	Yes	No
Do you have children who live with you?	300,559	31.1%	68.9%

About 41% of Taft College students stated they have children at home compared to about 31% of comparison students.

Question 29	N	18 To 19	20 To 21	22 To 24	25 To 29	30 To 39	40 To 49	50 To 64	65 plus
Mark your age group	409	19.7%	13.8%	15.7%	13.2%	18.5%	14.6%	4.5%	0.0%

Question 30	N	Male	Female
Your sex	409	26.9%	73.1%

The age and gender demographics for the survey are skewed somewhat from the known population values due to the way in which the survey was conducted.

Question 31	Taft College		
	N	Yes	No
Are you married?	406	35.1%	64.9%

Question 31	Comparison Colleges		
	N	Yes	No
Are you married?	300,745	25.0%	75.0%

Taft College students are more likely to be married (35.1%) than the comparison students (25.0%).

Question 32	Taft College		
	N	Yes	No
Is English your native (first) language?	409	83.4%	16.6%

Question 32	Comparison Colleges		
	N	Yes	No
Is English your native (first) language?	300,893	87.7%	12.3%

During the fall of 2007, the CCSSE instrument did not have a Spanish version. Consequently, the value shown for Question 28 (83.4%) is probably somewhat lower than the population value.

Question 33	Taft College		
	N	Yes	No
Are you an international student or foreign national?	398	3.3%	96.7%

Question 33	Comparison Colleges		
	N	Yes	No
Are you an international student or foreign national?	299,095	6.0%	94.0%

Taft College has about a 3% international student population.

Question 34	N	American Indian or other Native American	Asian, Asian American or Pacific Islander	Native Hawaiian	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, Spanish	Other
What is your racial identification?	405	2.0%	3.4%	0.2%	1.3%	62.0%	29.0%	2.1%

The racial identification percentages are consistent with known population values, although these values are changing from semester to semester.

Question 35	Taft College						
	N	None	High school diploma or GED	Vocational/technical certificate	Associate degree	Bachelor's degree	Master's/Doctoral/professional degree
What is the highest academic credential you have earned?	398	1.0%	66.0%	12.2%	16.1%	3.8%	0.9%

Question 35	Comparison Colleges						
	N	None	High school diploma or GED	Vocational/technical certificate	Associate degree	Bachelor's degree	Master's/Doctoral/professional degree
What is the highest academic credential you have earned?	295,339	2.7%	73.3%	9.6%	7.6%	5.2%	1.5%

It's interesting to note that about five percent of Taft College students have a bachelor's degree or higher.

Question 36 Highest level of education	Taft College								
	N	Not a high school graduate	High school or GED	Some college did not complete degree	Associate degree	Bachelor's degree	Master's/ 1st professional degree	Doctorate degree	Unknown
Mother	391	12.2%	31.9%	25.0%	10.4%	9.2%	3.9%	1.1%	6.4%
Father	388	14.3%	30.4%	17.2%	9.0%	14.1%	3.4%	1.0%	10.7%

Question 36 Highest level of education	Comparison Colleges								
	N	Not a high school graduate	High school or GED	Some college did not complete degree	Associate degree	Bachelor's degree	Master's/ 1st professional degree	Doctorate degree	Unknown
Mother	276,144	13.6%	32.9%	16.6%	11.4%	12.9%	6.5%	0.9%	5.2%
Father	279,159	16.5%	31.6%	14.3%	7.3%	13.0%	7.0%	2.4%	8.0%

The level of parental education is another variable that has been found to be consistently correlated with student success. The percentages for Question 36 on parental education levels of Taft College students are consistent with census data for the college's service area. The levels of parental attainment of higher degrees tend to be somewhat lower for Taft College students than comparison students, although this is not consistent across all degree levels/gender combinations.

### Summary

The Community College Survey of Student Engagement (CCSSE) is a research-based survey instrument designed to measure a number of variables correlated with student learning, retention, and success. The CCSSE questionnaire contains 38 items, plus 10 optional school-supplied items. The items are grouped into five categories shown to be related to student success. The CCSSE is administered every spring semester at hundreds of community colleges across the nation and was administered at Taft College during spring 2007. The results of the CCSSE at Taft College were generally very favorable, in particular the portions measuring student engagement with other students, faculty and staff (see Question 11). Taft College's outcomes have garnered attention from national researchers. The findings of this first administration of the CCSSE can be used for program review and planning as baseline measures to monitor the effectiveness of programs designed to increase student learning, retention and success. ☑