

**Results from
the Spring 2009 Administration of the
Community College Survey of Student Engagement
at Taft College**

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**Taft College Office of
Institutional Assessment, Research and Planning**

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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 are then 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 those 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 intellectual 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.

In 2009, 313 community colleges participated in CCSSE including the California community colleges of American River College, College of Alameda, College of the Sequoias, Crafton Hills College, De Anza College, Fullerton Community College, Glendale Community College, Merced College, MiraCosta College, Modesto Junior College, Mt. San Antonio College, Pasadena City College, Santa Ana College, Taft College, and Victor 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 2009 Administration of the CCSSE at Taft College

The CCSSE was administered in spring 2009 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 476 students participated in the survey. A demographic profile of students is presented in the responses to questions 28 through 36.

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 two to three years during the spring semester. The CCSSE was administered in spring 2007 and again in spring 2009. 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 2009 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. The presentation format was selected to facilitate making quick and easy comparisons and for printing on a standard 8.5 by 11 inch sheet of paper. This report should be reviewed with a copy of the survey instrument, which is available in a pdf format.



Question 4 In your experiences at this college during the current school year, about how often have you done each of the following?	Taft College				
	N	Never	Some-times	Often	Very Often
a. Asked questions in class or contributed to class discussions	476	0.2%	32.0%	41.5%	26.3%
b. Made a class presentation	475	42.3%	36.2%	17.3%	4.3%
c. Prepared two or more drafts of a paper or assignment before turning it in	472	20.9%	36.5%	22.7%	19.9%
d. Worked on a paper or project that required integrating ideas or information from various sources	476	16.5%	32.5%	33.4%	17.6%
e. Come to class without completing readings or assignments	475	40.9%	49.5%	5.3%	4.2%
f. Worked with other students on projects during class	472	16.9%	35.8%	26.8%	20.5%
g. Worked with classmates outside of class to prepare class assignments	472	44.5%	30.1%	17.2%	8.2%
h. Tutored or taught other students (paid or voluntary)	475	66.3%	20.7%	8.6%	4.3%
i. Participated in a community-based project as part of a regular course	472	76.7%	16.9%	5.3%	1.1%
j. Used the Internet or instant messaging to work on an assignment	472	15.8%	25.8%	25.1%	33.3%
k. Used email to communicate with an instructor	472	23.7%	32.7%	19.7%	23.8%
l. Discussed grades or assignments with an instructor	468	10.7%	41.0%	34.3%	14.0%
m. Talked about career plans with an instructor or advisor	475	26.4%	49.4%	16.0%	8.2%
n. Discussed ideas from your readings or classes with instructors outside of class	471	44.0%	39.7%	13.4%	2.9%
o. Received prompt feedback (written or oral) from instructors on your performance	475	4.6%	28.0%	46.0%	21.4%
p. Worked harder than you thought you could to meet an instructor's standards or expectations	472	10.1%	34.8%	37.5%	17.5%
q. Worked with instructors on activities other than coursework	468	70.9%	16.9%	8.0%	4.2%
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	475	13.2%	37.1%	26.7%	23.0%
s. Had serious conversations with students of a different race or ethnicity other than your own	472	25.1%	32.7%	21.2%	20.9%
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	476	26.1%	33.3%	20.8%	19.8%
u. Skipped class	475	54.6%	40.8%	4.2%	0.3%

This is the second administration of the CCSSE at Taft College. The results from this administration can be compared to the 2007 results. It is up to the institution to determine what percents are desirable and to develop appropriate actions to change those percents.

Question 4 In your experiences at this college during the current school year, about how often have you done each of the following?	Comparison Colleges				
	N	Never	Some-times	Often	Very Often
a. Asked questions in class or contributed to class discussions	399,863	2.6%	32.8%	35.4%	29.3%
b. Made a class presentation	398,236	30.9%	41.0%	20.3%	7.8%
c. Prepared two or more drafts of a paper or assignment before turning it in	396,883	21.3%	30.0%	29.5%	19.2%
d. Worked on a paper or project that required integrating ideas or information from various sources	397,128	11.2%	28.7%	37.2%	23.0%
e. Come to class without completing readings or assignments	396,278	31.5%	54.9%	9.9%	3.6%
f. Worked with other students on projects during class	395,764	13.2%	40.4%	32.7%	13.7%
g. Worked with classmates outside of class to prepare class assignments	396,968	40.6%	37.5%	15.8%	6.1%
h. Tutored or taught other students (paid or voluntary)	397,910	72.9%	19.5%	5.0%	2.6%
i. Participated in a community-based project as part of a regular course	396,183	77.5%	15.8%	4.7%	2.0%
j. Used the Internet or instant messaging to work on an assignment	396,227	11.0%	24.6%	30.9%	33.5%
k. Used email to communicate with an instructor	396,513	14.5%	34.1%	29.0%	22.4%
l. Discussed grades or assignments with an instructor	396,864	9.4%	44.2%	31.0%	15.3%
m. Talked about career plans with an instructor or advisor	396,480	30.0%	44.6%	17.8%	7.5%
n. Discussed ideas from your readings or classes with instructors outside of class	395,731	46.5%	37.6%	11.7%	4.2%
o. Received prompt feedback (written or oral) from instructors on your performance	396,292	7.9%	35.6%	39.0%	17.5%
p. Worked harder than you thought you could to meet an instructor's standards or expectations	396,627	10.9%	39.5%	34.5%	15.2%
q. Worked with instructors on activities other than coursework	393,414	70.5%	20.6%	6.5%	2.4%
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	397,763	12.2%	38.2%	30.9%	18.7%
s. Had serious conversations with students of a different race or ethnicity other than your own	397,550	23.6%	33.7%	23.8%	18.9%
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	397,131	23.3%	35.9%	23.8%	17.0%
u. Skipped class	398,288	51.2%	43.1%	4.1%	1.7%

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 2009. To keep results comparable, the CCSSE survey is administered at the same time for all colleges across the country.

Question 5 During the current school year, how much has your coursework at this college emphasized the following mental activities?	Taft College				
	N	Very little	Some	Quite a bit	Very Much
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	476	8.1%	33.2%	29.3%	29.3%
b. Analyzing the basic elements of an idea, experience, or theory	475	6.6%	26.9%	40.6%	25.9%
c. Synthesizing and organizing ideas, information, or experiences in new ways	475	6.6%	30.7%	36.8%	25.9%
d. Making judgments about the value or soundness of information, arguments, or methods	468	15.0%	37.4%	33.3%	14.4%
e. Applying theories or concepts to practical problems or in new situations	475	10.1%	33.6%	35.2%	21.0%
f. Using information you have read or heard to perform a new skill	476	9.0%	27.0%	38.0%	26.1%

Question 5 During the current school year, how much has your coursework at this college emphasized the following mental activities?	Comparison Colleges				
	N	Very little	Some	Quite a bit	Very Much
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	399,094	7.2%	28.7%	38.8%	25.2%
b. Analyzing the basic elements of an idea, experience, or theory	397,870	5.0%	28.4%	43.1%	23.5%
c. Synthesizing and organizing ideas, information, or experiences in new ways	396,233	7.5%	33.5%	38.7%	20.4%
d. Making judgments about the value or soundness of information, arguments, or methods	396,728	12.4%	36.5%	34.1%	17.0%
e. Applying theories or concepts to practical problems or in new situations	397,435	10.0%	34.2%	35.8%	20.0%
f. Using information you have read or heard to perform a new skill	398,726	8.9%	30.5%	36.1%	24.5%

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 an accurate estimate of the true population value. This is especially true for Taft College, where a large sample was drawn.

Question 6 During the current school year, about how much reading to writing have you done at this college?	Taft College					
	N	None	1 to 4	5 to 10	11 to 20	> 20
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	464	4.0%	53.7%	19.9%	12.5%	9.8%
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	464	22.5%	49.7%	17.5%	4.3%	6.0%
c. Number of written papers or reports of any length	464	11.2%	39.7%	27.0%	12.4%	9.7%

Question 6 During the current school year, about how much reading to writing have you done at this college?	Comparison Colleges					
	N	None	1 to 4	5 to 10	11 to 20	> 20
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	393,602	2.9%	42.3%	30.8%	13.8%	10.3%
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	393,724	28.3%	48.1%	14.0%	5.0%	4.5%
c. Number of written papers or reports of any length	393,367	10.5%	32.0%	30.8%	17.3%	9.4%

The students' responses to Question 6, which deals with how much reading and writing they have done at Taft College, does not appear to differ substantially from the responses of the comparison colleges. These results differ from the previous administration of the CCSSE where students at Taft College did appear to read and write less than at the comparison colleges.

Question 7 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)
	459	3.3%	0.9%	13.1%	24.5%	28.2%	21.2%	8.8%

Question 7 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)
	377,429	0.9%	2.0%	5.7%	23.7%	33.9%	23.2%	10.6%

In the previous administration of the CCSSE, Taft College students on average indicated higher levels of exams challenging them to do their best work than did students at the comparison colleges. In this administration of the CCSSE, the differences between Taft College students and comparison college students were not as pronounced.

Question 8 Which of the following have you done, are you doing, or do you plan to do while attending this college?	Taft College			
	N	I Have Not Done, Nor Plan To Do	I Plan To Do	I Have Done
a. Internship, field experience, co-op experience, or clinical assignment	456	55.4%	33.0%	11.6%
b. English as a second language course	456	65.1%	14.7%	20.2%
c. Developmental/remedial reading course	460	58.6%	27.2%	14.2%
d. Developmental/remedial writing course	457	48.3%	31.8%	20.0%
e. Developmental/remedial math course	456	48.7%	29.3%	22.0%
f. Study skills course	456	50.5%	38.4%	11.1%
g. Honors course	456	65.7%	32.8%	1.5%
h. College orientation program or course	456	60.8%	30.0%	9.2%
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	456	58.3%	33.5%	8.2%

Question 8 Which of the following have you done, are you doing, or do you plan to do while attending this college?	Comparison Colleges			
	N	I Have Not Done, Nor Plan To Do	I Plan To Do	I Have Done
a. Internship, field experience, co-op experience, or clinical assignment	390,761	41.5%	41.9%	16.6%
b. English as a second language course	391,003	86.2%	5.2%	8.7%
c. Developmental/remedial reading course	390,955	73.7%	8.9%	17.5%
d. Developmental/remedial writing course	391,127	67.7%	11.2%	21.1%
e. Developmental/remedial math course	390,535	55.0%	14.5%	30.5%
f. Study skills course	390,341	66.4%	18.4%	15.3%
g. Honors course	388,902	72.8%	22.2%	4.9%
h. College orientation program or course	390,180	59.9%	13.3%	26.7%
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	391,276	72.7%	18.5%	8.8%

A few differences between Taft College students and the comparison college students are immediately apparent: Taft College students are more likely to take ESL courses (Question 8b), and Taft College students are less likely to do internships (Question 8a), developmental reading, writing, and math courses (Questions 8c, 8d, and 8e), take a study skills course (Question 8f), or participate in a faculty or counselor led learning community course (Question 8i).

Question 9 How much does this college emphasize each of the following?	Taft College				
	N	Very little	Some	Quite a bit	Very Much
a. Encouraging you to spend significant amounts of time studying	467	5.0%	18.4%	44.5%	32.0%
b. Providing the support you need to help you succeed at this college	467	1.8%	15.1%	36.5%	46.5%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	464	11.3%	29.0%	32.9%	26.7%
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	456	28.5%	32.7%	22.8%	16.0%
e. Providing the support you need to thrive socially	464	18.7%	34.7%	28.8%	17.8%
f. Providing the financial support you need to afford your education	467	25.4%	22.9%	16.6%	35.1%
g. Using computers in academic work	467	14.2%	11.2%	28.7%	45.9%

Question 9 How much does this college emphasize each of the following?	Comparison Colleges				
	N	Very little	Some	Quite a bit	Very Much
a. Encouraging you to spend significant amounts of time studying	393,625	4.3%	23.8%	42.8%	29.0%
b. Providing the support you need to help you succeed at this college	393,042	4.8%	23.1%	42.2%	29.8%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	391,879	18.4%	33.1%	29.3%	19.2%
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	391,961	40.2%	34.0%	17.2%	8.6%
e. Providing the support you need to thrive socially	390,272	28.1%	39.7%	22.4%	9.7%
f. Providing the financial support you need to afford your education	390,668	26.3%	27.1%	24.4%	22.2%
g. Using computers in academic work	392,949	6.3%	17.7%	33.1%	42.8%

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 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 results differ somewhat from the earlier administration of the CCSSE where Taft College students, compared to other colleges, were additionally encouraged to spend significant amounts of time studying.

Question 10 About how many hours do you spend in a typical 7-day week doing each of the following?	Taft College						
	N	None	1-5	6-10	11-20	21-30	> 30
a. Preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program)	467	4.8%	36.9%	29.7%	23.6%	3.8%	1.3%
b. Working for pay	467	15.7%	11.0%	14.0%	6.8%	18.8%	33.8%
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	467	85.0%	10.7%	2.0%	1.1%	0.9%	0.3%
d. Providing care for dependents living with you (parents, children, spouse, etc.)	467	40.4%	16.2%	10.1%	5.9%	4.0%	23.3%
e. Commuting to and from classes	463	11.0%	63.5%	16.6%	4.5%	0.9%	3.4%

Question 10 About how many hours do you spend in a typical 7-day week doing each of the following?	Comparison Colleges						
	N	None	1-5	6-10	11-20	21-30	> 30
a. Preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program)	392,965	1.7%	42.4%	29.8%	17.2%	5.8%	3.1%
b. Working for pay	391,664	21.5%	5.6%	6.4%	12.8%	17.4%	36.4%
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	391,919	82.1%	12.6%	2.6%	1.4%	0.6%	0.7%
d. Providing care for dependents living with you (parents, children, spouse, etc.)	391,104	44.1%	15.5%	7.8%	5.9%	3.9%	22.8%
e. Commuting to and from classes	391,808	6.8%	68.9%	15.9%	5.0%	1.4%	2.0%

Question 10 looks at how students spend their time outside of college. The results were similar to the last administration of the CCSSE: the Taft College students did not differ substantially from comparison college students on these measures. 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	467	0.1%	0.1%	8.7%	13.7%	16.7%	28.3%	32.3%
b. Instructors 1 = Unavailable, unhelpful, unsympathetic 7 = Available, helpful, sympathetic	468	0.9%	0.1%	1.8%	3.1%	10.4%	35.3%	48.5%
c. Administrative personnel and offices 1 = Unhelpful, inconsiderate, rigid 7 = Helpful, considerate, flexible	467	0.2%	1.7%	2.0%	11.7%	18.0%	30.0%	36.5%

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	393,176	0.9%	2.0%	4.4%	15.4%	21.9%	28.0%	27.4%
b. Instructors 1 = Unavailable, unhelpful, unsympathetic 7 = Available, helpful, sympathetic	393,169	0.7%	1.5%	3.5%	11.3%	20.8%	31.8%	30.5%
c. Administrative personnel and offices 1 = Unhelpful, inconsiderate, rigid 7 = Helpful, considerate, flexible	392,571	3.2%	4.7%	8.1%	19.6%	22.2%	22.8%	19.6%

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 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. 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	463	5.8%	20.9%	41.8%	31.6%
b. Acquiring job or work-related knowledge and skills	463	18.4%	30.2%	33.8%	17.6%
c. Writing clearly and effectively	463	8.3%	23.6%	43.2%	24.8%
d. Speaking clearly and effectively	463	12.3%	18.6%	43.4%	25.7%
e. Thinking critically and analytically	463	3.4%	29.9%	39.6%	27.1%
f. Solving numerical problems	456	15.9%	28.1%	33.5%	22.4%
g. Using computing and information technology	463	20.1%	23.9%	30.4%	25.6%
h. Working effectively with others	460	6.1%	25.3%	40.0%	28.7%
i. Learning effectively on your own	453	7.7%	20.2%	37.2%	34.9%
j. Understanding yourself	463	10.1%	28.1%	35.4%	26.3%
k. Understanding people of other racial and ethnic backgrounds	463	15.2%	27.0%	33.6%	24.1%
l. Developing a personal code of values and ethics	463	18.5%	30.1%	30.4%	21.0%
m. Contributing to the welfare of your community	460	36.0%	27.6%	25.1%	11.4%
n. Developing clearer career goals	456	8.0%	27.7%	33.6%	30.7%
o. Gaining information about career opportunities	463	14.5%	26.4%	30.8%	28.2%

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	392,339	5.5%	23.1%	42.0%	29.4%
b. Acquiring job or work-related knowledge and skills	391,660	17.5%	29.6%	30.5%	22.4%
c. Writing clearly and effectively	391,773	11.4%	29.0%	37.8%	21.8%
d. Speaking clearly and effectively	391,621	14.2%	30.5%	35.1%	20.2%
e. Thinking critically and analytically	391,491	6.4%	25.2%	41.8%	26.6%
f. Solving numerical problems	391,117	16.0%	29.3%	33.7%	20.9%
g. Using computing and information technology	391,244	13.3%	27.1%	32.9%	26.7%
h. Working effectively with others	391,625	9.2%	31.0%	36.9%	22.9%
i. Learning effectively on your own	391,603	6.6%	24.5%	40.5%	28.3%
j. Understanding yourself	391,101	16.4%	29.7%	31.5%	22.4%
k. Understanding people of other racial and ethnic backgrounds	390,872	23.0%	33.6%	26.6%	16.7%
l. Developing a personal code of values and ethics	390,986	23.5%	33.2%	26.8%	16.5%
m. Contributing to the welfare of your community	390,308	36.5%	35.3%	18.5%	9.7%
n. Developing clearer career goals	391,358	14.8%	28.0%	32.7%	24.5%
o. Gaining information about career opportunities	392,022	18.5%	29.8%	29.7%	22.1%

In Question 12, students rated the contribution of their experiences to their development in several areas. On 14 of the 15 items under Question 12, the percentage of Taft College students who rated the item as "Very Much" was higher than the corresponding percentage at the comparison colleges.

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	452	10.9%	23.9%	41.4%	23.7%	19.5%	4.8%	32.4%	43.2%	9.9%	24.8%	65.3%
b. Career counseling	447	15.5%	35.4%	32.2%	16.9%	26.8%	4.4%	31.8%	37.0%	17.7%	21.4%	60.8%
c. Job placement assistance	440	38.1%	42.9%	10.9%	8.1%	53.7%	15.4%	18.8%	12.1%	45.1%	18.9%	36.0%
d. Peer or other tutoring	436	21.4%	42.6%	20.4%	15.6%	38.5%	12.5%	23.3%	25.7%	28.7%	21.9%	49.3%
e. Skill labs (writing, math, etc.)	436	20.2%	30.5%	32.4%	16.9%	35.4%	7.5%	33.7%	23.3%	26.0%	22.6%	51.4%
f. Child care	429	50.3%	41.8%	3.9%	4.0%	66.6%	12.2%	9.7%	11.5%	54.9%	10.8%	34.3%
g. Financial aid advising	436	31.5%	34.3%	17.4%	16.8%	43.1%	8.0%	20.4%	28.5%	31.0%	10.5%	58.5%
h. Computer lab	436	25.1%	34.0%	24.6%	16.3%	34.4%	9.5%	24.2%	31.9%	29.7%	17.4%	53.0%
i. Student organizations	439	38.1%	41.8%	13.7%	6.3%	52.8%	12.3%	18.9%	16.0%	44.5%	23.2%	32.3%
j. Transfer credit assistance	432	27.5%	36.1%	22.9%	13.5%	34.1%	9.0%	27.0%	29.9%	28.0%	17.3%	54.7%
k. Services to students with disabilities	443	49.8%	34.2%	6.7%	9.3%	59.3%	10.4%	11.8%	18.5%	41.5%	10.3%	48.3%

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 child care services. However, these percentages are based on all students who responded to the item, including those who indicated "N/A" to that particular questionnaire item. 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	389,253	9.1%	34.8%	43.2%	12.8%	18.3%	9.8%	43.5%	28.3%	10.1%	27.8%	62.2%
b. Career counseling	387,732	20.9%	50.5%	23.1%	5.5%	41.6%	13.0%	29.2%	16.2%	20.8%	29.3%	49.9%
c. Job placement assistance	385,128	41.6%	46.9%	8.8%	2.7%	63.4%	13.3%	16.2%	7.1%	33.8%	28.4%	37.8%
d. Peer or other tutoring	384,564	28.0%	46.3%	18.4%	7.3%	50.2%	9.5%	23.1%	17.2%	29.3%	31.3%	39.4%
e. Skill labs (writing, math, etc.)	383,778	23.4%	37.3%	24.3%	15.0%	41.7%	7.4%	28.3%	22.6%	24.7%	31.5%	43.8%
f. Child care	383,963	57.2%	37.7%	2.8%	2.3%	78.2%	9.6%	7.5%	4.7%	54.1%	18.5%	27.5%
g. Financial aid advising	383,872	22.8%	32.2%	27.7%	17.3%	35.1%	12.9%	26.0%	26.0%	21.1%	17.8%	61.1%
h. Computer lab	384,676	13.3%	24.1%	30.0%	32.6%	22.3%	5.3%	28.6%	43.7%	15.2%	25.2%	59.6%
i. Student organizations	381,890	38.7%	44.9%	11.7%	4.7%	60.6%	10.3%	19.8%	9.4%	40.6%	35.5%	24.0%
j. Transfer credit assistance	385,172	35.4%	36.8%	20.6%	7.2%	50.7%	11.3%	23.0%	15.0%	27.1%	22.0%	50.8%
k. Services to students with disabilities	385,880	58.4%	33.2%	4.8%	3.7%	74.5%	7.6%	9.8%	8.1%	40.5%	15.6%	43.9%

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 higher the importance of career counseling, tutoring, skill labs than students at the comparison colleges.

Question 14 How likely is it that the following issues would force you to withdraw from class or from this college?	Taft College				
	N	Not Likely	Somewhat Likely	Likely	Very Likely
a. Working full-time	456	30.2%	25.7%	22.2%	21.8%
b. Caring for dependents	452	44.0%	18.4%	21.8%	15.9%
c. Academically unprepared	452	58.7%	20.1%	13.3%	8.0%
d. Lack of finances	455	31.5%	25.3%	16.9%	26.4%
e. Transfer to a 4-year college or university	452	40.8%	12.8%	19.5%	26.9%

Question 14 How likely is it that the following issues would force you to withdraw from class or from this college?	Comparison Colleges				
	N	Not Likely	Somewhat Likely	Likely	Very Likely
a. Working full-time	393,478	41.1%	21.5%	17.6%	19.8%
b. Caring for dependents	392,519	49.0%	22.8%	15.9%	12.3%
c. Academically unprepared	391,096	58.3%	23.0%	12.0%	6.6%
d. Lack of finances	392,175	30.7%	22.9%	18.9%	27.5%
e. Transfer to a 4-year college or university	392,454	34.4%	17.7%	17.8%	30.1%

The results from Question 14 student ratings of how likely specific issues would force them to withdraw from college. Taft College students do not appear to differ from most students on these variables.

Questions 15 & 16	Taft College				
	N	Not very	Somewhat	Quite a bit	Extremely
15. How supportive are your friends of your attending this college?	452	1.0%	14.5%	24.9%	59.7%
16. How supportive is your immediate family of your attending this college?	452	2.6%	7.2%	20.6%	69.6%

Questions 15 & 16	Comparison Colleges				
	N	Not very	Somewhat	Quite a bit	Extremely
15. How supportive are your friends of your attending this college?	393,822	3.9%	17.9%	28.4%	49.7%
16. How supportive is your immediate family of your attending this college?	392,823	2.8%	10.3%	20.0%	66.9%

Questions 15 and 16 tap an important construct correlated with student persistence and goal attainment: that of support from friends and family. The results are similar to the 2007 administration of the CCSSE: the majority of Taft College students rated "extremely" supportive for their friends (59.7%) and their family (69.6%).

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	444	42.9%	13.8%	43.3%
b. To obtain an Associate degree	448	22.6%	25.9%	51.5%
c. To transfer to a 4-year college or university	452	30.3%	12.2%	57.5%
d. To obtain or update job-related skills	448	32.0%	21.3%	46.7%
e. Self-improvement/personal enjoyment	448	28.4%	26.2%	45.4%
f. Change careers	452	49.8%	15.7%	34.5%

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	386,913	50.5%	19.5%	30.0%
b. To obtain an Associate degree	389,551	19.6%	20.5%	59.8%
c. To transfer to a 4-year college or university	389,076	27.2%	22.1%	50.7%
d. To obtain or update job-related skills	386,476	30.4%	27.2%	42.4%
e. Self-improvement/personal enjoyment	388,008	25.9%	34.6%	39.5%
f. Change careers	387,880	54.7%	16.1%	29.3%

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) did not survey distance learning or 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 (43.3%) than comparison college students (28.6%), and transfer to a 4 year college or university (57.5%) about five percent less often than comparison students (50.7%). This percentage is much higher than in the 2007 administration of the CCSSE, indicating changing goals of Taft College students.

Taft College students are taking courses to change careers less often in 2009 (34.5%) than they were in 2007 (40.3%).

Question 18 Indicate which of the following are sources you use to pay your tuition at this college.	Taft College			
	N	Not a source	Minor source	Major source
a. My own income/savings	455	26.6%	22.5%	50.9%
b. Parent or spouse/significant other's income/savings	444	48.0%	14.1%	37.9%
c. Employer contributions	447	84.9%	10.4%	4.7%
d. Grants & scholarships	444	63.4%	13.3%	23.3%
e. Student loans (bank, etc.)	437	87.4%	8.1%	4.5%
f. Public assistance	440	89.5%	3.7%	6.8%

Question 18 Indicate which of the following are sources you use to pay your tuition at this college.	Comparison Colleges			
	N	Not a source	Minor source	Major source
a. My own income/savings	389,869	32.3%	29.0%	38.7%
b. Parent or spouse/significant other's income/savings	387,824	53.3%	18.0%	28.7%
c. Employer contributions	385,692	84.8%	7.8%	7.4%
d. Grants & scholarships	388,106	54.1%	11.9%	34.1%
e. Student loans (bank, etc.)	387,511	69.6%	8.3%	22.2%
f. Public assistance	386,790	87.8%	5.2%	7.1%

Taft College students are more likely to indicate as a "Major source" their own income/savings (50.9%) than are other students (38.7%) and more likely to use their parents' or spouse's income/savings (37.9%) than other students (28.7%). These outcomes are different than in the 2007 CCSSE, where an even higher percentage of Taft College students indicated their own and their parents' savings as a "Major Source" of funding their college education. On the other hand, Taft College students are less likely to indicate a grant or scholarship as a "Major source" (23.3%) than other students (34.1%), and less likely to state a student loan as a "Major source" (4.5%) than the comparison students (22.2%).

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	476	94.2%	5.8%
Public vocational-technical school	476	88.4%	11.6%
Another community or technical college	476	58.1%	41.9%
4-year college or university	476	92.5%	7.5%
None	476	54.9%	45.1%

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	400,410	92.6%	7.4%
Public vocational-technical school	400,410	90.9%	9.1%
Another community or technical college	400,410	79.6%	20.4%
4-year college or university	400,410	77.0%	23.0%
None	400,410	49.8%	50.2%

The rate at which Taft College students stated they had attended other community colleges was more than double (41.9%) the rate for the comparison colleges (20.4%). This finding likely reflects the increasingly 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?	456	14.5%	2.9%	61.0%	21.6%

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?	392,866	12.1%	5.3%	65.5%	17.1%

It is interesting to note that over 1 out of 5 Taft College students (21.6%) was uncertain as to whether they would take classes at Taft College again. About 3 out of 5 Taft College students (61.0%) planned to take classes within the next 12 months, lower than the percentage of students who indicated the same in 2007.

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?	452	1.7%	8.1%	5.2%	6.9%	20.6%	17.3%	25.4%	14.8%

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?	391,913	0.7%	2.7%	2.5%	7.6%	18.7%	23.4%	28.1%	16.3%

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.

Question 22	Taft College			
	N	Day classes (morning or afternoon)	Evening classes	Weekend classes
When do you most frequently take classes at this college?	444	43.9%	46.2%	9.9%

Question 22	Comparison Colleges			
	N	Day classes (morning or afternoon)	Evening classes	Weekend classes
When do you most frequently take classes at this college?	388,705	70.1%	29.3%	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 (43.9%) than comparison students (70.1%), and more evening classes and weekend classes than comparison students. These results have changed somewhat since 2007 to reflect fewer people taking day classes.

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?							

No data were provided for Question 23 from CCSSE at the University of Texas.

Question 24 At what other types of institutions are you taking classes this term?	Taft College		
	N	No response	Response
None	476	24.6%	75.4%
High school	476	96.0%	4.0%
Vocational/technical school	476	98.5%	1.5%
Another community or technical college	476	88.0%	12.0%
4-year college/ university	476	95.9%	4.1%
Other	476	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	400,410	12.7%	87.3%
High school	400,410	97.5%	2.5%
Vocational/technical school	400,410	99.0%	1.0%
Another community or technical college	400,410	97.8%	2.2%
4-year college/ university	400,410	96.4%	3.6%
Other	400,410	96.7%	3.3%

The results for Question 24 show that about 12% of Taft College students are taking classes at other community colleges or technical schools, about ten percent higher than comparison students (2.2%).

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?	459	69.6%	8.9%	7.3%	7.3%	6.8%

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?	399,381	83.9%	3.9%	4.1%	3.2%	4.9%

About 70% of Taft College students are not taking classes at other colleges, down from 81% in 2007. Conversely, about 30% of on-campus students are taking one or more classes at other colleges.

Question 26	Taft College		
	N	Yes	No
Would you recommend this college to a friend or family member?	463	98.7%	1.3%

Question 26	Comparison Colleges		
	N	Yes	No
Would you recommend this college to a friend or family member?	392,673	94.4%	5.6%

The vast majority of Taft College students, almost 99%, 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?	463	0.1%	4.7%	38.9%	56.3%

Question 27	Comparison Colleges				
	N	Poor	Fair	Good	Excellent
How would you evaluate your entire educational experience at this college?	393,447	1.3%	12.3%	55.2%	31.2%

The overall positive experience is reflected in the results of Question 27, where almost 57% of students rated their experience as "Excellent." The results for questions 26 and 27 were similar to the results obtained in 2007.

Question 28	Taft College		
	N	Yes	No
Do you have children who live with you?	463	41.4%	58.6%

Question 28	Comparison Colleges		
	N	Yes	No
Do you have children who live with you?	392,874	30.3%	69.7%

About 41% of Taft College students stated they have children at home compared to about 30% 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	463	18.6%	21.1%	20.9%	11.7%	15.6%	8.9%	2.4%	0.8%

Question 30	N	Male	Female
Your sex	459	39.2%	60.8%

The age and gender demographics are similar to known population values for the on-campus population of students.

Question 31	Taft College		
	N	Yes	No
Are you married?	459	30.3%	69.7%

Question 31	Comparison Colleges		
	N	Yes	No
Are you married?	393,111	23.2%	76.8%

Taft College students are more likely to be married (30.3%) than the comparison students (23.2%). This percentage is down about 5% from 2007.

Question 32	Taft College		
	N	Yes	No
Is English your native (first) language?	463	64.5%	35.5%

Question 32	Comparison Colleges		
	N	Yes	No
Is English your native (first) language?	393,292	87.3%	12.7%

The value shown for Question 32 (64.5%) for "English is your First Language" is has dropped almost 20% since the 2007 administration of the CCSSE.

Question 33	Taft College		
	N	Yes	No
Are you an international student or foreign national?	455	11.3%	88.7%

Question 33	Comparison Colleges		
	N	Yes	No
Are you an international student or foreign national?	391,275	6.0%	94.0%

Taft College's international student population has increased from 3% in 2007 to 11% in 2009.

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?								

Oddly enough, these data were not provided by CCSSE in the data set returned to Taft College.

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?	447	6.7%	73.4%	9.3%	8.1%	2.5%	0.0%

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?	386,726	2.90%	73.0%	9.6%	7.7%	5.4%	1.4%

The percentages of students at Taft College with previous degrees have dropped somewhat from 2007 and are consistently slightly lower than comparison colleges.

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	425	25.0%	22.8%	19.5%	11.1%	5.9%	2.1%	0.9%	12.8%
Father	432	29.6%	25.3%	10.6%	7.4%	4.7%	5.3%	1.8%	15.3%

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	361,301	13.0%	31.7%	16.8%	12.0%	13.4%	6.7%	1.0%	5.4%
Father	365,683	16.2%	31.3%	14.4%	7.6%	13.0%	6.9%	2.3%	8.3%

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.

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 and again in spring 2009. The results of the CCSSE at Taft College are 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 in the past. The findings on this second 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, and to gauge the effectiveness of programs implemented since spring 2007. ☑