

Background

The Community College Survey of Student Engagement (CCSSE) assesses the extent students are engaged in quality educational practices at community and technical colleges. CCSSE considers student engagement “the amount of time and energy that students invest in meaningful educational practices”. The CCSSE survey instrument was adapted from the National Survey of Student Engagement (NSSE), with permission from Indiana University. The NSSE, designed for use in four-year colleges and universities, was developed in 1999. CCSSE effort is coordinated through the Community College Leadership Program at the University of Texas at Austin. The 2017 Community College Survey of Student Engagement (CCSSE) represents Estrella Mountain’s sixth administration, having previously participated in spring 2004, 2006, 2009, 2011, and 2014. Five items added to the 2017 CCSSE administration, and designed to elicit information about academic advising and planning among community college students, are included. A summary of the college results is posted on the national CCSSE web site that can be found at <http://www.ccsse.org>.

The primary purpose of CCSSE is to improve the teaching and learning environment with the intent of advancing student success. Estrella Mountain has adopted CCSSE as a key institutional effectiveness measure for student success. CCSSE results are integrated into the college’s strategic planning process and *Learning College* objectives. Reviewed by members of the Estrella Mountain Strategic Planning Implementation Teams, detailed CCSSE data is utilized by the college throughout the academic year. CCSSE data are also widely shared through college newsletters, the College Web site, and employee meetings.

Estrella Mountain has previously participated in the Community College Faculty Survey of Student Engagement (CCFSSE). Designed as a companion to the CCSSE report, the survey elicits information from faculty about their teaching practices. The college has also participated in a consortium of Hispanic Serving Institutions where members shared in the development of additional questions specific to the concerns of this particular student population. Estrella Mountain, along with the Maricopa County Community College District (MCCCD) consortium, has adopted CCSSE on a wide scale.

Methodology

The spring 2017 CCSSE survey randomly selected 72 EMCC course sections. Five hundred and sixty-two surveys, distributed to 67 instructors, resulted in just 37 completed and returned. A 55% unduplicated survey return rate. Thirty-five instructors either declined or failed to obtain surveys.

CCSSE utilizes standardized mean results for Estrella Mountain in the five Benchmark Categories. The five CCSSE benchmarks, represented in Appendix C, include *Active and Collaborative Learning*, *Academic Challenge*, *Student Effort*, *Student-Faculty Interaction*, and *Support for Learners*. CCSSE uses a single cohort (2017 participant colleges only) in all of its data analysis.

“Standardized benchmark scores are useful for comparing one college to a comparison group of colleges (e.g., other colleges of a similar size)...Benchmark scores are standardized around the mean of CCSSE Cohort respondents’ scores so that benchmarks have a mean of 50, a standard deviation of 25, and are weighted by full-time and less than full-time enrollment status. Weighting is uniquely calculated for each institution and is based on the most recent publicly available IPEDS enrollment figures.” (CCSSE, 2017).

“This year marked the first administration of a ‘refreshed’ survey instrument. A single cohort (2017 participant colleges only) is used in all of CCSSE’s data analysis, including computation and benchmark scores. The 2017 CCSSE cohort includes 297 institutions from 40 states and one Canadian province. One hundred thirty-five colleges are classified as small (<4,500), 74 as medium (4,500-7,999), 63 as large (8,000-14,999), and 25 as extra-large institutions (15,000+) credit students. The 2018 CCSSE cohort will include participant colleges from 2017 and 2018, and in 2019 CCSSE cohorts will return to the Center’s customary three-year cohort model. Seventy-one survey respondents are considered full-time, 53% female, 42% male, and 70% age 18-24” (CCSSE, 2017).

Results:

The 2017 CCSSE administration classified Estrella Mountain as a large college. Overall, Estrella Mountain students reported higher benchmark level scores in four out of five categories of engagement compared to the national standardized mean of all colleges, and the Maricopa Community College cohort. Estrella Mountain student responses indicated lower overall averages for the “*Student-Faculty Interaction*” category. Although Estrella Mountain exceeds the national and Maricopa averages in most categories, the college has not yet matched the performance of the top performing colleges in the nation (Graph 1). Table 1 displays EMCC’s categorical mean scores compared to overall MCCCDC participating colleges.

Graph 1

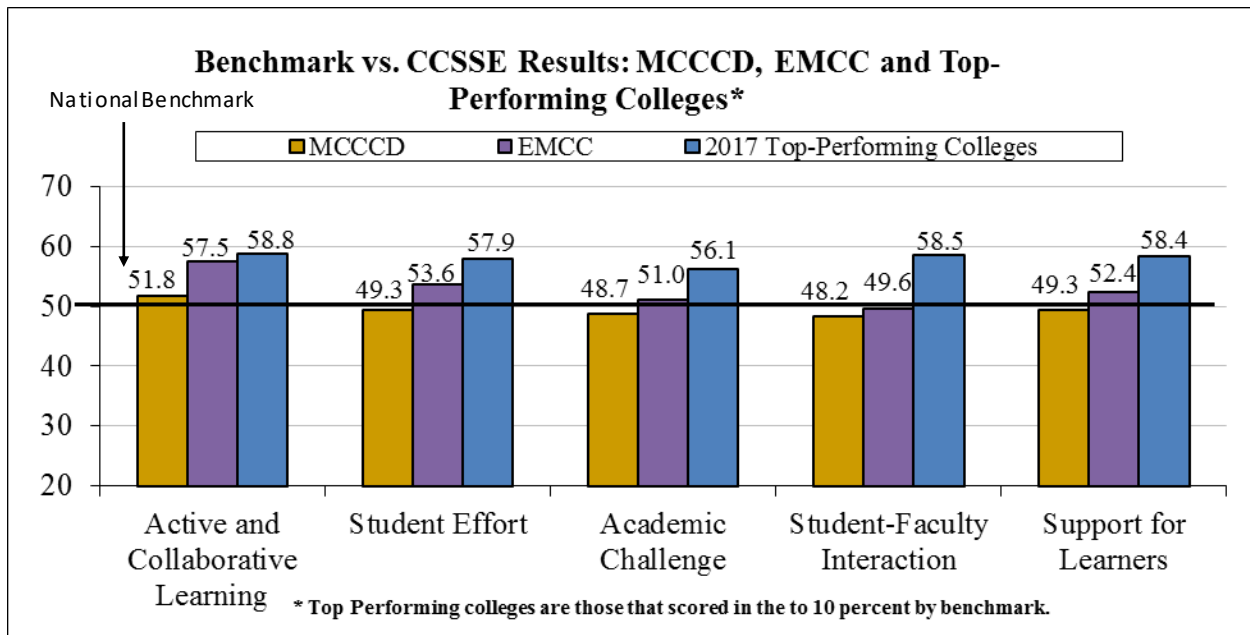


Table 1:

CCSSE 2017	Mean Benchmark Scores	
	EMCC	MCCCDC
Active and Collaborative Learning	*57.5	51.8
Student Effort	**53.6	49.3
Academic Challenge	**51.0	48.7
Student-Faculty Interaction	**49.6	48.2
Support for Learners	***52.4	49.3

*highest categorical mean score compared to all other MCCCDC colleges

**2nd highest among all MCCCDC colleges

***3rd highest among all MCCCDC colleges

Benchmarks Defined and Individual Item Comparisons

A brief description of the five-benchmark areas is included for clarification within appendix C. Specific questions included in the benchmark reflect actual mean scores for each question compared to the mean for large size colleges (8,000-14,999 fall enrollments). Benchmark items also show mean scores for the most recent administration by a cohort of MCCCDC colleges. Estrella Mountain is removed from the MCCCDC cohort for comparison purposes. CCSSE data

analysis determined an effect size greater than 0.20 as an indication whether a statistical difference level existed in mean scores. A directional arrow indicates whether Estrella Mountain was statistically higher or lower than national, and/or MCCCDC mean. Estrella Mountain scored statistically higher than the national mean and/or MCCCDC cohort on several individual items. EMCC did not score statistically lower on any items. The following tables include EMCC performance on each question that makes up the larger benchmark score.

Active and Collaborative Learning - Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems (CCSSE, 2017). Active and Collaborative Learning represents EMCC benchmark's most recorded strength.

- In six of seven areas EMCC numerically exceeds the national mean, and in three areas the difference is statistically significant (making class presentations, working with other students, and worked with classmates) compared to both large college mean and the MCCCDC mean.
- In five out of seven areas, the EMCC means numerically increased between 2014 and 2017.

Table 2

Active & Collaborative Learning						Statistical Differences	
	¹ All Students 4 point scale: [1=never, 2=sometimes, 3=often, 4=very often]	EMCC 2014 Mean	EMCC 2017 Mean	Large Colleges 2017 Mean	MCCCDC 2017 Mean	Large Colleges	MCCCDC
4a.	Asked Questions in class or contributed to class discussion	2.98	2.94	2.93	2.91		
4b.	Made class presentation	2.54	*2.55	2.19	2.27	↑	↑
4f.	Worked with other students on projects during class	2.89	*2.95	2.58	2.69	↑	↑
4g.	Worked with classmates outside of class to prepare class assignments	2.07	*2.18	1.96	1.96	↑	↑
4h.	Tutored or taught other students (paid or voluntary)	1.41	1.46	1.37	1.38		
4i.	Participated in a community-based project as a part of a regular course	1.34	1.51	1.36	1.40		
4r.	Discussed ideas from your readings or classes with others outside of class (students, family, members, co-workers, etc.)	2.63	2.47	2.52	2.51		

* Effect size greater than 0.20 indicates whether a statistical difference level existed in mean scores (T-test:2-tailed) Statistical difference calculate for EMCC 2017 scores versus the national mean and MCCCDC, but were not calculated for other difference (e.g.,2014 means vs. 2017 mean).

¹Difference in comparative mean score (2014 v 2017) may be attributed to non-equivalent methodology: The 2014 administration CCSSE uses a three-year participating cohort of colleges (2012-2014) to increase reliability of the

comparative results – The 2017 administration uses a single cohort (2017 participant colleges only) in all of CCSSE's data analysis, including computation and benchmark scores.

Student Effort – *Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals (CCSSE, 2017).*

- The highest mean for student effort was “*working on a paper or project that required integration of ideas or information from various sources*”. The score on this particular question was also numerically higher than the national large college cohort mean, although not statistically significant.
- The use of tutoring services and computer labs are strengths for EMCC. While the mean frequency is somewhat low for tutoring, EMCC outperformed MCCC and the national mean on this measure. One reason for the lower frequency may be that not every class requires tutoring. Computer lab usage was numerically higher than the national mean and statistically higher than the MCCC mean.

Table 3

Student Effort						Statistical Differences	
¹ All Students		EMCC 2014 Mean	EMCC 2017 Mean	Large Colleges 2017 Mean	MCCC 2017 Mean	Large Colleges	MCCC
4 point scale: [1=never, 2=sometimes, 3=often, 4=very often]							
4c.	Prepared two or more drafts of a paper or assignment before turning it in	2.57	2.60	2.51	2.48		
4d.	Worked on a paper or project that required integrating ideas or information from various sources	2.96	2.92	2.86	2.82		
4e.	Came to class without completing readings or assignments (reverse coded – lower is better)	1.77	1.90	1.85	1.88		
^{**} All Students		EMCC 2014 Mean	EMCC 2017 Mean	Large Colleges 2017 Mean	MCCC 2017 Mean	Large Colleges	MCCC
4 point scale: [0=never, 1=1 time, 2= 2 – 4 times 3= 5 or more times]							
12.1d	^{**} Used peer or other tutoring	1.67	*1.02	0.71	0.82	↑	
12.1e	^{**} Used skill labs (writing, math, etc.)	1.76	0.98	0.90	0.78		
12.1h	^{**} Used a computer lab	2.21	*1.72	1.50	1.33		↑
^{**} All Students		EMCC 2014 Mean	EMCC 2017 Mean	Large Colleges 2017 Mean	MCCC 2017 Mean	Large Colleges	MCCC
^{**} 5 point scale: [0=none, 1= 1 to 4, 2= 5 to 10, 3= 11 to 20, 4= more than 20]							

6b.	**Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.00	0.96	0.99	1.01		
	**All Students **6 point scale: [0=none, 1= 1 to 5, 2= 6 to 10, 3= 11 to 20, 4=21 to 30, 5= more than 30]	EMCC 2014 Mean	EMCC 2017 Mean	Large Colleges 2017 Mean	MCCCD 2017 Mean	Large Colleges	MCCCD
10a.	**How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, doing homework or other activities related to your program)	1.94	1.84	1.99	1.91		

* Effect size greater than 0.20 indicates whether a statistical difference level existed in mean scores (T-test: 2-tailed)

¹Difference in comparative mean score (2014 v 2017) may be attributed to non-equivalent methodology: The 2014 administration CCSSE uses a *three-year participating cohort* of colleges (2012-2014) to increase reliability of the comparative results – The 2017 administration uses a *single cohort* (2017 participant colleges only) in all of CCSSE's data analysis, including computation and benchmark scores.

**Difference in comparative mean score (2014 v 2017) may be attributed to change in scoring scale from 2014 to 2017: (e.g., [2014 1 = Rarely/Never, 2 = Sometimes, 3 = Often] – e.g., 2014 - 1 = None – 2017 - 0=1)

Academic Challenge – *Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance (CCSSE, 2017).*

- The survey item asking students “*To what extent have your examinations challenged you to do your best work*” showed the highest numerical mean.
- One area of strength include *students reporting they worked harder than they thought possible to meet expectations, registering statistically higher mean than MCCCD.*
- EMCC students also reported, “*...the institution encouraging students to spend significant amounts of time studying*”, ranking higher than MCCCD and national cohort, although not statistically higher.

Table 4

Academic Challenge						Statistical Differences	
	¹All Students 4 point scale: [1=never, 2= sometimes, 3=often, 4=very often]	EMCC 2014 Mean	EMCC 2017 Mean	Large Colleges 2017 Mean	MCCCD 2017 Mean	Large Colleges	MCCCD
4p.	Worked harder than you thought you could to meet an instructor's standards or expectations [1=never, 2= sometimes, 3=often, 4=very often]	2.74	*2.76	2.63	2.56		↑

	All Students						
	4 point scale: [1=very little, 2=some, 3=quite a bit, 4=very much]	EMCC 2014 Mean	EMCC 2017 Mean	Large Colleges 2017 Mean	MCCCD 2017 Mean	Large Colleges	MCCCD
5b.	Analyzing the basic elements of an idea, experience, or theory	3.03	2.94	2.91	2.91		
5c.	Forming a new idea or understanding from various pieces of information	2.92	2.90	2.88	2.89		
5d.	Making judgments about the value or soundness of information, arguments, or methods	2.68	2.69	2.66	2.63		
5e.	Applying theories or concepts to practical problems or in new situations	2.78	2.75	2.74	2.75		
5f.	Using information you have read or heard to perform a new skill	2.95	2.80	2.86	2.85		

Table 4 (continued)

Academic Challenge						Statistical Differences	
	¹ All Students **5 point scale: [0=none, 1=1 to 4, 2=5 to 10, 3= 11 to 20, 4= more than 20]	EMCC 2014 Mean	EMCC 2017 Mean	Large Colleges 2017 Mean	MCCCD 2017 Mean	Large Colleges	MCCCD
6a.	**Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.75	1.88	2.04	1.89		
6c.	**Number of written papers or reports of any length did you write	2.92	1.88	1.83	1.71		
	All Students 7 point scale: [1=extremely easy, 2=2, 3=3, 4=4, 5=5, 6=6, 7=extremely challenging]	EMCC 2014 Mean	EMCC 2017 Mean	Large Colleges 2017 Mean	MCCCD 2017 Mean	Large Colleges	MCCCD
7.	To what extent have your examinations challenged you to do your best work	5.00	4.85	4.90	4.81		
	All Students 4 point scale: [1=very little, 2=some, 3=quite a bit, 4=very much]	EMCC 2014 Mean	EMCC 2017 Mean	Large Colleges 2017 Mean	MCCCD 2017 Mean	Large Colleges	MCCCD
9a.	Encouraging you to spend significant amounts of time studying	3.18	3.16	3.03	3.03		

* Effect size greater than 0.20 indicates whether a statistical difference level existed in mean scores (T-test:2-tailed)

¹Difference in comparative (2014 v 2017) mean score maybe attributed to non-equivalent methodology: The 2014 administration CCSSE uses a *three-year participating cohort* of colleges (2012-2014) to increase reliability of the comparative results – The 2017 administration uses a *single cohort* (2017 participant colleges only) in all of CCSSE's data analysis, including computation and benchmark scores.

**Difference in comparative mean score (2014 v 2017) may be attributed to change in scoring scale from 2014 to 2017: (e.g., [2014 1 = Rarely/Never, 2 = Sometimes, 3 = Often] – e.g., 2014 - 1 = None – 2017 - 0=1)

Student-Faculty Interaction – *In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning (CCSSE, 2017).*

- The highest numerical mean indicates *students used email to communicate with an instructor.*
- EMCC ranked below national mean scores on four of the six items relating to student-faculty interaction. The item “*discussing ideas from your readings or classes with instructors outside of class*” ranked below both MCCCD and national averages. However, no differences proved statistically significant.

Table 5

Student Faculty Interaction					Statistical Differences		
¹ All Students 4 point scale: [1=never, 2=sometimes, 3=often, 4=very often]		EMCC 2014 Mean	EMCC 2017 Mean	Large Colleges 2017 Mean	MCCCD 2017 Mean	Large Colleges	MCCCD
4j.	Used email to communicate with an instructor	3.05	3.04	2.95	2.88		
4k.	Discussed grades or assignments with an instructor	2.67	2.62	2.64	2.54		
4l.	Talked about career plans with an instructor or advisor	2.06	2.20	2.21	2.08		
4m.	Discussed ideas from your readings or classes with instructors outside of class	1.72	1.71	1.81	1.75		
4n.	Received prompt feedback (written or oral) from instructors on your performance	2.87	2.80	2.79	2.81		
4p.	Worked with instructors on activities other than coursework	1.47	1.46	1.50	1.47		

* Effect size greater than 0.20 indicates whether a statistical difference level existed in mean scores (T-test: 2-tailed)

¹Difference in comparative mean score (2014 v 2017) may be attributed to non-equivalent methodology: The 2014 administration CCSSE uses a three-year participating cohort of colleges (2012-2014) to increase reliability of the comparative results – The 2017 administration uses a single cohort (2017 participant colleges only) in all of CCSSE's data analysis, including computation and benchmark scores.

In addition, CCSSE adds special-focus items each year to augment the core survey. Special-focus items enable participating colleges and national researchers to delve more deeply into student experiences and areas of institutional performance of greatest interest to the field. Five items added to the 2017 CCSSE administration (CCSSE 2017), and designed to elicit information about Academic Advising & Planning among community college students, are included. The 2017 special-focus items continue to elicit new information about students' experiences associated with promising educational practices. Presented in Appendix A are frequency results from the first five special-focus items for EMCC and the "2017 CCSSE Academic Advising and Planning" item-set respondents.

CCSSE, with direct input from participating MCCCDColleges, designed "Custom Survey Items" for 2017. MCCCDColleges developed questions to capture response data specific to student engagement at the colleges. "Custom survey" item responses for EMCC are compared to the other contributing and participating MCCCDColleges (Chandler-Gilbert, Gateway, Glendale, Mesa, Paradise Valley, Phoenix, Scottsdale, and South Mountain). Presented in Appendix B are results from the MCCCDCustom survey items six through fifteen.

Support for Learners - *Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success (CCSSE, 2017).*

- “Providing the support you need to help you succeed at this college”, indicated the highest numeric score within the Support for Learners category. EMCC numerical mean scores were higher than MCCCCD and national scores for five of the seven related items, although none considered statistically significant. “Providing the financial support you need to afford your education” and “used academic advising/planning services” ranked higher for the national cohort vs. EMCC and MCCCCD.
- ¹Compared to 2014 survey results, EMCC’s 2017 numerical scores were lower in all but one related survey item.

Table 6

Support for Learners						Statistical Differences	
¹ All Students						Large Colleges	MCCCCD
4 point scale: [1=very little, 2=some, 3=quite a bit, 4=very much]		EMCC 2014 Mean	EMCC 2017 Mean	Large Colleges 2017 Mean	MCCCCD 2017 Mean		
9b.	Providing the support you need to help you succeed at this college	3.24	3.12	3.05	3.07		
9c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.84	2.83	2.64	2.67		
9d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	2.08	2.13	2.03	1.99		
9e.	Providing the support you need to thrive socially	2.31	2.29	2.24	2.20		
9f.	Providing the financial support you need to afford your education	2.69	2.53	2.55	2.39		
^{**} All Students						Large Colleges	MCCCCD
4 point scale: [0=never, 1=1 time, 2=2 to 4 times, 3=5 or more times]		EMCC 2014 Mean	EMCC 2017 Mean	Large Colleges 2017 Mean	MCCCCD 2017 Mean		
121a.	^{**} Used academic advising/planning services	1.73	1.46	1.56	1.47		
121b.	^{**} Used career counseling services	1.42	0.65	0.56	0.53		

* Effect size greater than 0.20 indicates whether a statistical difference level existed in mean scores (T-test: 2-tailed)

¹Difference in comparative mean score (2014 v 2017) may be attributed to non-equivalent methodology: The 2014 administration CCSSE uses a three-year participating cohort of colleges (2012-2014) to increase reliability of the comparative results – The 2017 administration uses a single cohort (2017 participant colleges only) in all of CCSSE’s data analysis, including computation and benchmark scores.

^{**}Difference in comparative mean score (2014 v 2017) may be attributed to change in scoring scale from 2014 to 2017: (e.g., [2014 1 = Rarely/Never, 2 = Sometimes, 3 = Often] – e.g., 2014 - 1 = None – 2017 - 0=1)

Appendix A

Community College Survey of Student Engagement

CCSSE 2017 Special-Focus Items Promising Practices

Item 1. Since your first academic term at this college, have you met (in person or online) with an academic advisor before registering for classes each term?.	CCSSE Special-Focus Items	
	EMCC	Promising Practices Cohort
	2017	2017
	(N=519)	(N=167,488)
Yes, before every academic term	35.8%	50.2%
Yes, before some academic terms, but not all	36.1%	28.6%
No	28.1%	21.2%
Item 2. Prior to registering for classes before this academic term at this college, were you required to meet (in person or online) with an academic advisor?	CCSSE Special-Focus Items	
	EMCC	Promising Practices Cohort
	2017	2017
	(N=506)	(N=163,777)
Yes	31.4%	49.9%
No	68.6%	50.1%
Item 3. During this academic term at this college, how many times have you met (in person or online) with an academic advisor?	CCSSE Special-Focus Items	
	EMCC	Promising Practices Cohort
	2017	2017
	(N=522)	(N=166,958)
None	29.7%	25.9%
Once	35.2%	28.8%
Twice	21.1%	22.2%
More than twice	14.0%	23.1%

CCSSE Special-Focus Items Promising Practices

Item 4 During this academic term at this college, if you have met (in person or online) with an academic advisor more than once, did you meet with the same academic advisor each time?	CCSSE Special-Focus Items	
	EMCC	Promising Practices Cohort
	2017	2017
	(N=518)	(N=166,842)
Yes	20.4%	32.2%
No	34.2%	29.2%
I have only met with an academic advisor once this term	23.3%	19.8%
I have not met with an academic advisor during this term	22.0%	18.8%
Item 5. During your most recent meeting (in person or online) with an academic advisor during this academic term at this college, he or she discussed when your next advising session should be.	CCSSE Special-Focus Items	
	EMCC	Promising Practices Cohort
	2017	2017
	(N=506)	(N=163,777)
Yes	22.2%	26.7%
No	52.4%	52.9%
I have not met with an academic advisor during this term	25.4%	20.4%

Appendix B

***Community College Survey of Student Engagement
MCCCD 2017 Custom Survey Items (All Students)***

Items 6, 7, and 8

Item	Responses	EMCC		MCCCD	
		Count	Percent	Count	Percent
6. The technology this college provides is user friendly and easy to navigate (Student Center and My.Maricopa.edu).	Yes	458	88.6	4,895	87.3
	No	37	7.1	484	8.6
Variable COLLQ5593	Not applicable	22	4.3	229	4.1
	Total	517	100	5,609	100
7. This college has provided me with adequate information about financial assistance (scholarships, financial aid, grants, loans).	Strongly agree	143	27.6	1,456	25.8
	Agree	157	30.4	1,501	26.6
	Neutral	143	27.6	1,754	31.1
	Disagree	56	10.7	587	10.4
	Strongly disagree	19	3.7	349	6.2
	Total	518	100	5,647	100
8. While attending this college, what has been your best source of academic advising (academic planning, course recommendations, graduation requirements)? (Choose one)	Academic advisor (not faculty)	56	10.9	633	11.3
	Academic advisor (faculty)	217	41.8	2,573	45.8
	Friends, family, or other students	120	23.0	1,187	21.1
	Online college registration and/or computerized degree advising system	92	17.8	632	11.2
	I have not received any academic advising	34	6.5	596	10.6
	Total	520	100	5,621	100

MCCCD 2017 Custom Survey Items (continued)

Items 9, 10, and 11

Item	Responses	EMCC		MCCCD	
		Count	Percent	Count	Percent
9. A college staff member clearly explained how my placement test scores were used to determine if I was ready for college-level courses or needed to take courses to help me become college ready.	Strongly agree	169	32.6	1,686	30.3
	Agree	181	35.0	1,785	32.1
	Neutral	106	20.6	1,355	24.4
	Disagree	43	8.4	408	7.3
	Strongly disagree	18	3.5	328	5.9
	Total	516	100	5,563	100
10. Someone at this college assisted me in preparing for employment opportunities, including job search, resumes, cover letters, and interviewing skills.	Strongly agree	70	13.7	464	8.4
	Agree	72	14.1	637	11.5
	Neutral	135	26.5	1,515	27.3
	Disagree	109	21.5	1,410	25.4
	Strongly disagree	124	24.3	1,518	27.4
	Total	510	100	5,544	100
11. During the current academic year at this college, I have participated in Student Life Programs (student clubs or organizations), Student Leadership Programs (Student Government, Leadership retreats), and Multicultural/Co-curricular Programs.	Never	426	82.1	4,672	83.3
	Less than 1 time a week	41	7.9	413	7.4
	1-2 times a week	26	5.1	290	5.2
	3-4 times a week	15	2.9	115	2.0
	More than 4 times a week	10	2.0	116	2.1
	Total	519	100	5,606	100

MCCCD 2017 Custom Survey Items (continued)

Items 12, 13, and 14

Item	Responses	Your College		Maricopa	
		Count	Percent	Count	Percent
12. Someone at this college has shared with me the types and locations of the Academic Support Services on campus.	Strongly agree	123	23.6	1,109	19.8
	Agree	150	28.9	1,521	27.2
	Neutral	122	23.6	1,353	24.2
	Disagree	65	12.5	844	15.1
	Strongly disagree	59	11.3	771	13.8
	Total	519	100	5,599	100
13. During my time at this college, my interaction with faculty, staff, and other students has made me feel welcome.	Strongly agree	163	31.3	2,194	39.2
	Agree	233	44.9	2,213	39.6
	Neutral	100	19.2	978	17.5
	Disagree	13	2.4	130	2.3
	Strongly disagree	11	2.1	78	1.4
	Total	520	100	5,593	100
14. How would you rate your overall experience working with the financial aid process at this college?	Excellent	89	17.2	1,024	18.3
	Good	163	31.4	1,350	24.1
	Fair	101	19.4	1,083	19.4
	Poor	62	11.8	554	9.9
	Did not apply for financial aid	105	20.2	1,583	28.3
	Total	520	100	5,593	100

MCCCD 2017 Custom Survey Items (continued)

Item 15

Item	Responses	Your College		Maricopa	
		Count	Percent	Count	Percent
15. This college has provided me with important information in regards to events, activities, registration, and academic program information.	Strongly agree	137	26.3	1,254	22.3
	Agree	155	29.8	1,882	33.8
	Neutral	173	33.3	1,794	32.2
	Disagree	36	6.9	413	7.4
	Strongly disagree	19	3.7	239	4.3
	Total	519	100	5,573	100

Appendix C

CCSSE Benchmarks

★ **Active and Collaborative Learning**

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

★ **Student Effort**

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

★ **Academic Challenge**

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

★ **Student-Faculty Interaction**

In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

★ **Support for Learners**

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.