



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 2023 Community College Survey of Student Engagement (CCSSE) represents Estrella Mountain’s seventh administration. Additional questions were added to the 2023 CCSSE administration about academic advising, career planning, and a sense of belonging. See the historical [executive summary](#) of the college results.

The primary purpose of CCSSE is to improve the teaching and learning environment with the intent of advancing student success. Detailed CCSSE data is utilized by the college throughout the academic year. CCSSE data are also shared through college newsletters, the College Website, and employee meetings. For more information about CCSSE see <https://cccse.org/about-cccse>

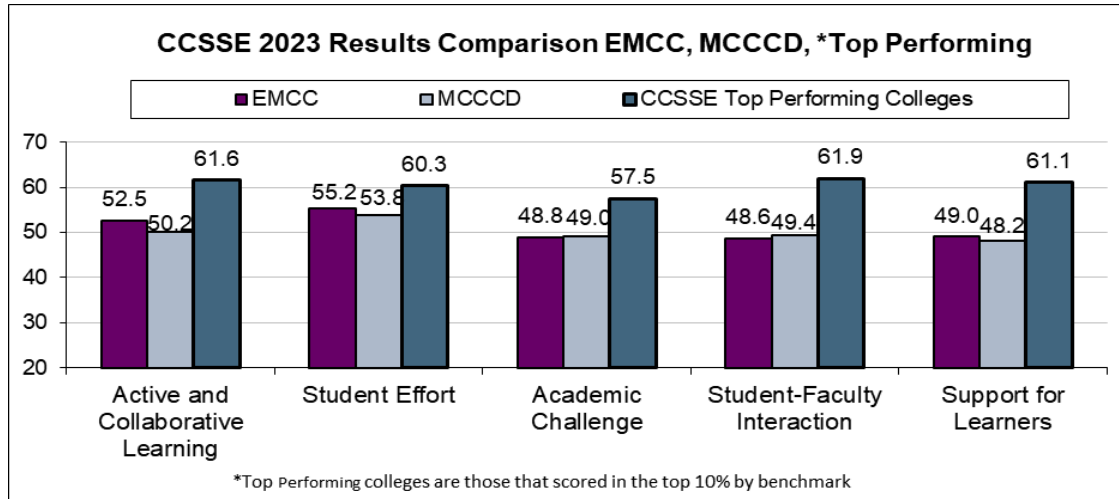
Methodology

The spring 2023 CCSSE online survey was sent to all students enrolled during Spring 2023 with 589 valid surveys returned.

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 (2023 participant colleges only)* in all of its data analysis.

Results

The 2023 CCSSE administration classified Estrella Mountain as a large college. Overall, Estrella Mountain students reported higher benchmark level scores in two out of five categories of engagement compared to the national standardized mean of all colleges, and the three out of five Maricopa Community College cohort. Estrella Mountain student responses indicated lower overall averages for the *Academic Challenge, Student-Faculty Interaction, and Support for Learners* categories.



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.

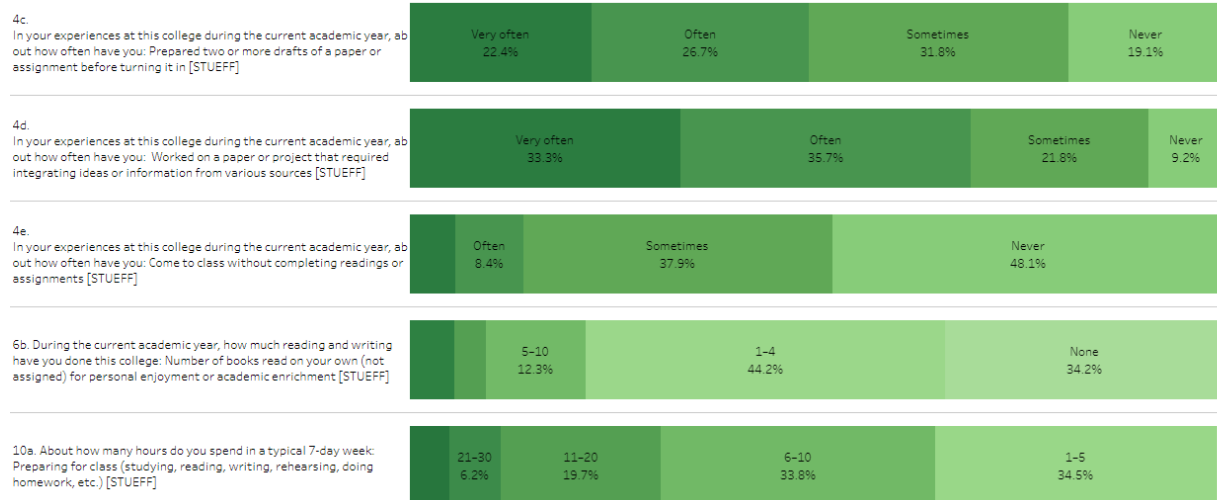
| Active & Collaborative Learning | | | | | |
|---------------------------------|--|----------------|----------------|--------------------------|----------------|
| | All Students 4 point scale: (1=never, 2=sometimes, 3=often, 4=very often) | EMCC 2017 Mean | EMCC 2023 Mean | Large Colleges 2023 Mean | MCCC 2023 Mean |
| 4a. | Asked Questions in class or contributed to class discussion | 2.94 | 3.00 | 2.94 | 2.93 |
| 4b. | Made class presentation | 2.55 | 2.28 | 2.03 | 2.06 |
| 4f. | Worked with other students on projects during class | 2.95 | 2.39 | 2.28 | 2.25 |
| 4g. | Worked with classmates outside of class to prepare class assignments | 2.18 | 1.85 | 1.79 | 1.75 |
| 4h. | Tutored or taught other students (paid or voluntary) | 1.46 | 1.36 | 1.32 | 1.39 |
| 4i. | Participated in a community-based project as a part of a regular course | 1.51 | 1.33 | 1.31 | 1.43 |
| 4r. | Discussed ideas from your readings or classes with others outside of class (students, family, members, co-workers, etc.) | 2.47 | 2.46 | 2.48 | 2.43 |

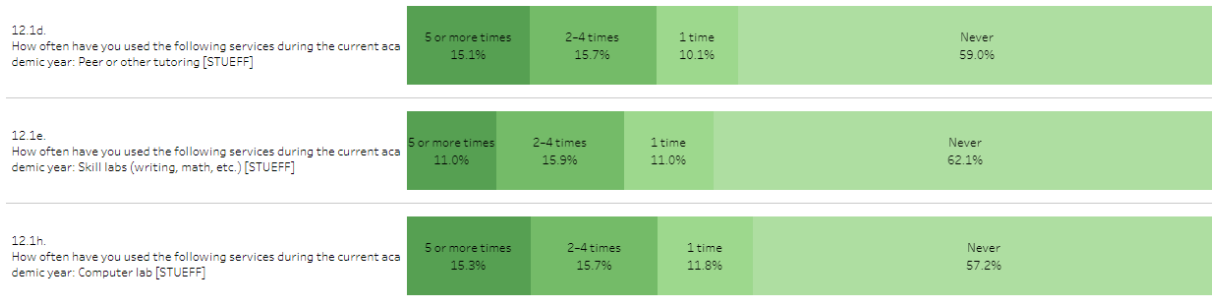




Student Effort – According to CCSSE students’ own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. Student Effort represents EMCC benchmark’s most recorded

| Student Effort | | | | | |
|----------------|---|----------------|----------------|--------------------------|-----------------|
| | All Students 4 point scale: (1=never, 2=sometimes, 3=often, 4=very often) | EMCC 2017 Mean | EMCC 2023 Mean | Large Colleges 2023 Mean | MCCCD 2023 Mean |
| 4c. | Prepared two or more drafts of a paper or assignment before turning it in | 2.60 | 2.52 | 2.47 | 2.44 |
| 4d. | Worked on a paper or project that required integrating ideas or information from various sources | 2.92 | 2.93 | 2.89 | 2.94 |
| 4e. | Came to class without completing readings or assignments (reverse coded – lower is better) | 1.90 | 1.72 | 1.73 | 1.69 |
| | 4 point scale: (0=never, 1=1 time, 2= 2 - 4 times 3= 5 or more times) | EMCC 2017 Mean | EMCC 2023 Mean | Large Colleges 2023 Mean | MCCCD 2023 Mean |
| 12.1d | Used peer or other tutoring | 1.02 | 0.87 | 0.62 | 0.65 |
| 12.1e | Used skill labs (writing, math, etc.) | 0.98 | 0.76 | 0.64 | 0.56 |
| 12.1h | Used a computer lab | 1.72 | 0.89 | 0.70 | 0.59 |
| | 5 point scale: (0=none, 1= 1 to 4, 2= 5 to 10, 3= 11 to 20, 4= more than 20) | EMCC 2017 Mean | EMCC 2023 Mean | Large Colleges 2023 Mean | MCCCD 2023 Mean |
| 6b. | Number of books read on your own (not assigned) for personal enjoyment or academic enrichment | 0.96 | 1.02 | 1.05 | |
| | 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 2017 Mean | EMCC 2023 Mean | Large Colleges 2023 Mean | MCCCD 2023 Mean |
| 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) | 1.84 | 2.11 | 2.24 | 2.20 |







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).*

| Academic Challenge | | | | | |
|---------------------------|--|-----------------------|-----------------------|---------------------------------|------------------------|
| | All Students 4 point scale: (1=never, 2=sometimes, 3=often, 4=very often) | EMCC 2017 Mean | EMCC 2023 Mean | Large Colleges 2023 Mean | MCCCD 2023 Mean |
| 4p. | Worked harder than you thought you could to meet an instructor's standards or expectations | 2.76 | 2.73 | 2.69 | 2.67 |
| | 4 point scale: (1=very little, 2=some, 3=quite a bit, 4=very much) | EMCC 2017 Mean | EMCC 2023 Mean | Large Colleges 2023 Mean | MCCCD 2023 Mean |
| 5b. | Analyzing the basic elements of an idea, experience, or theory | 2.94 | 3.00 | 3.03 | 3.04 |
| 5c. | Forming a new idea or understanding from various pieces of information | 2.90 | 2.99 | 2.99 | 3.02 |
| 5d. | Making judgments about the value or soundness of information, arguments, or methods | 2.69 | 2.77 | 2.73 | 2.79 |
| 5e. | Applying theories or concepts to practical problems or in new situations | 2.75 | 2.92 | 2.89 | 2.96 |
| 5f. | Using information you have read or heard to perform a new skill | 2.80 | 3.02 | 2.98 | 3.06 |
| | 5 point scale:(0=none, 1=1 to 4, 2=5 to 10, 3= 11 to 20, 4= more than 20) | EMCC 2017 Mean | EMCC 2023 Mean | Large Colleges 2023 Mean | MCCCD 2023 Mean |
| 6a. | **Number of assigned textbooks, manuals, books, or book-length packs of course readings | 1.88 | 1.62 | 1.85 | 1.66 |
| 6c. | **Number of written papers or reports of any length did you write | 1.88 | 1.59 | 1.80 | 1.64 |
| | 7 point scale: (1=extremely easy, 2=2, 3=3, 4=4, 5=5, 6=6, 7=extremely challenging) | EMCC 2017 Mean | EMCC 2023 Mean | Large Colleges 2023 Mean | MCCCD 2023 Mean |
| 7 | To what extent have your examinations challenged you to do your best work | 4.85 | 5.46 | 5.28 | 5.4 |
| | 4 point scale: (1=never, 2=sometimes, 3=often, 4=very often) | EMCC 2017 Mean | EMCC 2023 Mean | Large Colleges 2023 Mean | MCCCD 2023 Mean |
| 9a. | Encouraging you to spend significant amounts of time studying | 3.16 | 3.10 | 3.07 | 3.06 |





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).*

| Student Faculty Interaction | | | | | |
|-----------------------------|---|----------------|----------------|--------------------------|-----------------|
| | All Students 4 point scale: (1=extremely easy, 2=2, 3=3, 4=4, 5=5, 6=6, 7=extremely challenging) | EMCC 2017 Mean | EMCC 2023 Mean | Large Colleges 2023 Mean | MCCCD 2023 Mean |
| 4j. | Used email to communicate with an instructor | 3.04 | 3.00 | 3.18 | 3.01 |
| 4k. | Discussed grades or assignments with an instructor | 2.62 | 2.63 | 2.61 | 2.58 |
| 4l. | Talked about career plans with an instructor or advisor | 2.20 | 2.16 | 2.20 | 2.19 |
| 4m. | Discussed ideas from your readings or classes with instructors outside of class | 1.71 | 1.78 | 1.80 | 1.82 |
| 4n. | Received prompt feedback (written or oral) from | | 3.02 | 2.93 | 3.03 |
| 4p. | Worked with instructors on activities other than coursework | | 1.57 | 1.49 | 1.59 |





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).

| Support for Learners | | | | | |
|----------------------|--|----------------|----------------|--------------------------|-----------------|
| | All Students 4 point scale: (1=very little, 2=some, 3=quite a bit, 4=very much) | EMCC 2017 Mean | EMCC 2023 Mean | Large Colleges 2023 Mean | MCCCD 2023 Mean |
| 9b. | Providing the support you need to help you succeed at this college | 3.12 | 3.16 | 3.16 | 3.15 |
| 9c. | Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | 2.83 | 2.74 | 2.74 | 2.69 |
| 9d. | Helping you cope with your non-academic responsibilities (work, family, etc.) | 2.13 | 2.28 | 2.26 | 2.28 |
| 9e. | Providing the support you need to thrive socially | 2.29 | 2.45 | 2.39 | 2.43 |
| 9f. | Providing the financial support you need to afford your education | 2.53 | 2.60 | 2.74 | 2.59 |
| | 4 point scale: (0=never, 1=1 time, 2=2 to 4 times, 3=5 or more times) | EMCC 2017 Mean | EMCC 2023 Mean | Large Colleges 2023 Mean | MCCCD 2023 Mean |
| 121a. | Used academic advising/ planning services | 1.46 | 1.44 | 1.56 | 1.39 |
| 121b. | Used career counseling services | 0.65 | 0.63 | 0.61 | 0.57 |





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.