

## Overview of Responses to CCSSE Survey at MJC in 2015

(Detailed Information about CCSSE at MJC is available at <http://www.mjc.edu/general/research/ccsse.php>)

The Community College Survey of Student Engagement (CCSSE) is a nationwide survey of community college students that is conducted at MJC every 2 years, in collaboration with the Community College Leadership Program at the University of Texas at Austin.

MJC has participated in the survey since 2006, with the latest version administered during Spring term 2015. The survey was conducted with a representative sample of approximately 1200 students enrolled in 60 different day and evening courses. Response rates of MJC students were among the highest in the U.S. among participating large-size colleges in 2015.

### Notable General Findings

- **97%** of respondents indicated that **their immediate family supports their attending MJC**
- **93%** indicated they **would recommend MJC to a friend or family member**
- **88%** indicated they were **satisfied with academic advising and planning resources at MJC**
- **86%** indicated their **educational experience is preparing them to develop clear career goals**
- **85%** indicated that their **primary or secondary goal** in attending MJC is to **transfer to a 4-year college or university**
- **83%** evaluated their **entire educational experience at MJC** as “**excellent**” or “**good**”
- **78%** indicated that their **friends** are “**quite**” or “**extremely**” supportive of their attending MJC
- **76%** consider their **relationships with other students** at MJC to be relatively “**friendly and supportive**” and creating a “**sense of belonging**”

### Educational Effectiveness Findings

- **93%** of MJC respondents indicated their education is preparing them to **think critically and analytically**
- **92%** indicated their education is enabling them to **write clearly and effectively**
- **91%** indicated their education is preparing them to **work effectively with others**
- **85%** indicated their education is preparing them to **understand themselves better**
- **83%** indicated their educational experience is effectively preparing them to **understand people of diverse racial and ethnic backgrounds**
- **83%** indicated their education is contributing to acquiring **job or work-related skills**
- **83%** indicated they rate their instructors as “**available, helpful, and sympathetic**”
- **80%** indicated they had “**serious conversations with students of a different race or ethnicity**”

### Perceptions of Support for Students at MJC Compared with Other CCSSE Colleges

- In 2015, MJC students rated equivalently with students at all other participating CCSSE colleges nationwide on “**providing the support you need to help you succeed at this college**”
- MJC students rated somewhat lower than their peers nationwide in 2015 in the support area: “**helping you cope with your non-academic responsibilities (work, family, etc.)**”
- MJC students rated the College equivalently with students at other participating CCSSE colleges on the topic of “**providing the support you need to thrive socially**”
- Only **23%** of MJC respondents feel that the College provides **sufficient support for coping with non-academic responsibilities (work, family, etc.)** compared with 30% nationwide

### Overall Changes Between the 2013 and 2015 CCSSE Surveys

- The CCSSE measures five overall “benchmark” areas of the student experience: **Active and Collaborative Learning; Student Effort; Academic Challenge; Student-Faculty Interaction; and Support for Learners**
- Overall ratings for MJC **improved** between 2013 and 2015 in three of these benchmarks (**Active and Collaborative Learning, Student-Faculty Interaction, and Support for Learners**), remained the **same** in one benchmark (**Academic Challenge**), and **declined slightly** in one benchmark (**Student Effort**)
- In 2015, benchmark scores for two areas **exceeded** the scores averaged among all participating colleges nationwide: **Active and Collaborative Learning** and **Academic Challenge**, were **slightly below** the nationwide scores for **Academic Challenge** and **Support for Learners**, and were **moderately below** the nationwide score for **Student-Faculty Interaction**

### Findings Pertaining to Educational Planning, Access to Support Services

- How well informed are students about progress toward their educational goals? **43% “very”, 47% “somewhat”, and 11% “confused about my goals”**
- Educational Plan Status: **54% completed a plan and are following it; 7% have completed a plan but are not following it; 39% have not yet completed a plan or are confused about planning**
- Access to Support Services at MJC: **36% “information is easily available”; 36% “information is somewhat available”; 27% “don’t know what services are available”**

### Usage and Satisfaction with Advising (Counseling)/Planning, Career Counseling

- Frequency of using academic advising/counseling and educational planning services: **59% indicated “often” or “sometimes”**
- Satisfaction with academic advising/counseling and educational planning services: **88% “very” or “somewhat” satisfied**
- Importance of academic advising/counseling and educational planning services: **74% “very important”; 20% “somewhat important”**
- Frequency of using career counseling services: **38% indicated “sometimes” or “often”**
- Satisfaction with career counseling services: **55% “very” or “somewhat” satisfied**
- Importance of career counseling services: **65% “very important”; 24% “somewhat important”**

### Equity Gaps and Findings

- For the five benchmark areas measured in the CCSSE, **measurable improvements at MJC occurred between 2013 and 2015** for **Asian, Hispanic, and White** students.
- In each of the five benchmark areas, **African-American** student scores declined compared with the same benchmarks in 2013. The two benchmarks with greatest rate of decline for African-American students were **Support for Learners** and **Student Effort**.
- In most benchmarks, **African-American males** scored **lower** than **African-American females**.

### Primary Sources Used to Pay for College

- **43% own income or savings**
- **37% grants and scholarships**
- **30% parent or spouse/significant other’s income or savings**
- **11% public assistance**
- **6% student loans**

## Profile of MJC Students Responding to the 2015 CCSSE Survey

### Demographics

- **Ethnicity** of respondents: **African-American: 3%; Asian/Pacific Islander: 8%; Hispanic: 39%; Native American: 2%; White: 42%; Other: 6%**
- **Gender** of respondents: **51% female; 49% male**
- **61%** were enrolled on a **full-time** basis; **39% part-time**
- **53%** have **fathers** whose educational attainment is **high school or less**
- **50%** have **mothers** whose educational attainment is **high school or less**
- **25%** of respondents **commute** to and from MJC at **least 6 hours per week**
- **65%** spend **6 hours or more per week preparing for class**
- **62%** **work for pay at least 11 hours per week**, while **33%** indicated they **do not work for pay**
- **53%** provide **care for dependents living with them (parents, children, spouse)**
- **30%** have **children living with them**
- **29%** indicated that **English is not their primary language**
- **16%** are **married**

### Educational Activities and Student Needs

- **81%** of respondents **began their college education at MJC** and **19%** **began their education elsewhere**
- **18%** of respondents plan to take or are taking/have taken an **ESL course**
- **14%** were **taking one or more courses concurrently at other institutions** besides MJC
- **80%** consider **peer or other tutoring services** at MJC as **“very”** or **“somewhat important”**
- **56%** plan to take or are taking/have taken a **college orientation course or program**
- **51%** of respondents plan to take or are taking/have taken **remedial mathematics courses**
- **46%** plan to take or are taking/have taken a **study skills course**
- **41%** plan to take or are taking/have taken **remedial writing courses**
- **83%** indicated that **financial aid advising** is **“very”** or **“somewhat”** important
- **21%** indicated they **participate in college-sponsored activities** (organizations, campus publications, student government, intercollegiate or intramural sports)

### Prior Educational Experience

- **80%** indicated their highest previous educational attainment is **high school or GED**
- **10%** hold a **vocational or technical certificate**
- **5%** hold an **Associate’s degree**
- **3%** hold a **Bachelor’s degree or higher**

### Factors Which Could Cause Students to Withdraw from MJC

- **44%** indicated **working full-time** would **“likely”** or **“very likely”** cause them to withdraw
- **57%** indicated **caring for dependents** would likely cause withdrawal
- **48%** indicated **lack of finances** would likely cause withdrawal