

2021

Community College Survey of Student Engagement (CCSSE)

ROWAN COLLEGE AT BURLINGTON COUNTY
COMPLIANCE, ASSESSMENT, AND RESEARCH DEPARTMENT

BACKGROUND AND INTRODUCTION

Established in 2001, the Community College Survey of Student Engagement (CCSSE) is a validated assessment instrument utilized to measure student engagement in higher education. The tool measures a variety of institutional practices and student behaviors that research has shown to be highly correlated with student learning and retention.¹ Collectively, CCSSE results can support the colleges' efforts to increase institutional effectiveness through utilization as a *benchmarking* instrument, a *diagnostic tool* for potential improvement areas, and as a device to *monitor* student engagement.

During the Spring of 2021, RCBC participated in the CCSSE for the eighth time since its inaugural implementation in 2002. Most, if not all, other New Jersey Community Colleges have also participated, allowing for peer comparisons with RCBC's sister colleges. This report includes results from the three most recent administrations of the CCSSE at RCBC in the spring of 2017, 2019, and 2021.

The purpose of participating in surveys, such as the CCSSE, is to utilize the results in a meaningful way so as to support *data-informed* decision-making and ultimately monitor and improve institutional effectiveness overall. It is anticipated that RCBC leaders will integrate knowledge gained from CCSSE results into the assessment process as appropriate and with the support of the Compliance, Assessment, and Research (CAR) Department.

THE DATA AND INTERPRETATION OF RESULTS

The CCSSE consists of over 150 items with varying Likert Scale response formats. In addition to weighted mean scores and frequency distributions for each item, there are also five benchmarks composed of similar items related to institutional practices and student behavior:

- Active and Collaborative Learning (ACTCOLL)
- Student Effort (STUEFF)
- Academic Challenge (ACCHALL)
- Student-Faculty Interaction (STUFAC)
- Support for Learners (SUPPORT)

Both standardized and raw benchmark scores are utilized in the analysis. RCBC raw benchmark scores are used to examine internal trends, while standardized scores are more appropriate for comparisons between RCBC and other peer groups. CCSSE establishes standardized benchmark scores annually based on the entire cohort; therefore, comparisons include RCBC results, NJCC, and Large college cohorts from 2021.²

Caution should be taken when comparing item means, particularly when examining mean item scores internally over time. Although our respondent population is mostly reflective of the RCBC population overall, and therefore results can be generalized to the student population, the low response rate does not provide an adequate N to conduct tests of significance. In other words, we cannot be sure that differences in mean scores over several administrations are not by chance, as opposed to a meaningful change in student perspective of engagement. Given this, mean score comparisons with 2021 cohort peer groups have greater value than internal trends over RCBC administrations.

¹ For more details on the CCSSE please visit <https://www.ccsse.org/aboutccsse/aboutccsse.cfm>

² Appendices A & B provides the institutions included in each cohort comparison group.

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RESULTS

Response Rate and Representation

The value of survey results is dependent upon how accurately the respondents reflect the population of interest, and an adequate response rate is critical to establish statistical significance, allowing for analysis to identify areas of concern with confidence. The table below shows the demographics for the students that completed the CCSSE in the spring of 2021 compared to our overall student population for the spring 2021 reporting term.

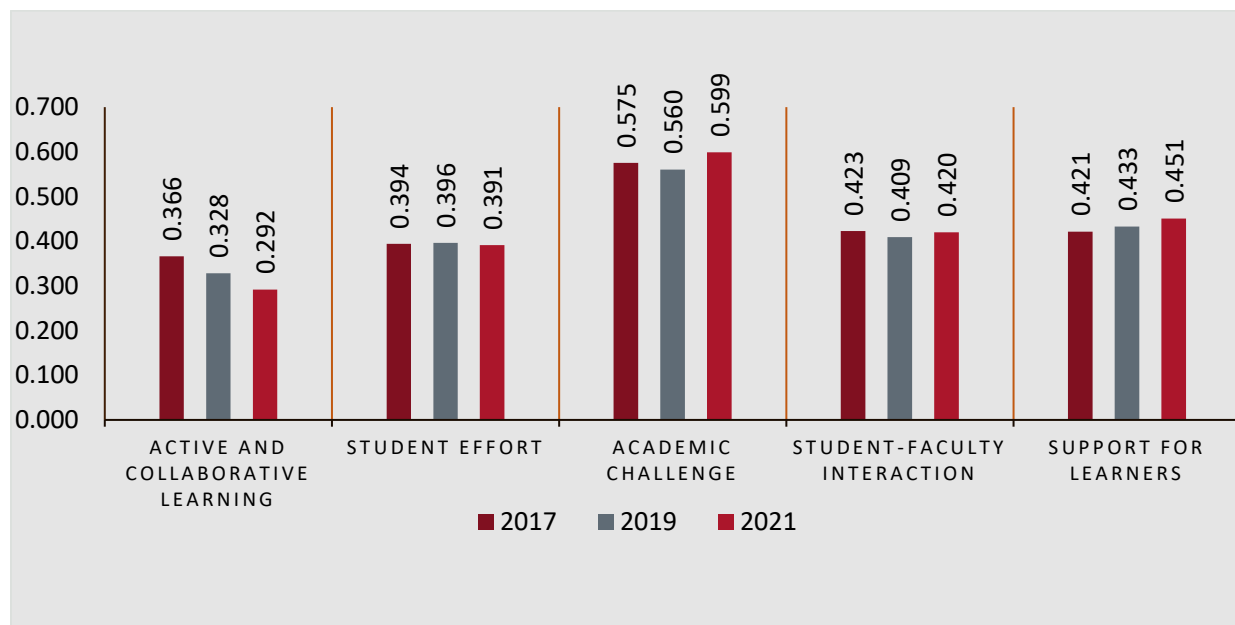
	Respondents Count	Respondents Percentage	Population Percentage
Gender Identity			
Man / Male	86	27%	39%
Woman / Female	228	71%	61%
Other & "I Prefer Not To Respond" / "N/A"	5	2%	N/A
Race or Ethnicity			
American Indian or Alaska Native	0	0%	0%
Asian	12	4%	4%
Black or African American	44	14%	19%
Hispanic or Latino	22	7%	14%
Native Hawaiian or Other Pacific Islander	0	0%	0%
White	185	58%	53%
Two or More Races	27	8%	4%
Race or Ethnicity Unknown	19	6%	3%
International Student or Non-Resident Alien	10	3%	3%
Age			
18 to 19	80	25%	28%
20 to 21	62	19%	23%
22 to 24	32	10%	15%
25 to 29	36	11%	13%
30 to 39	60	19%	11%
40 to 49	24	8%	5%
50 to 64	23	7%	3%
65+	2	1%	0%
Enrollment Status			
Part-time	113	35%	51%
Full-time	206	65%	49%

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RCBC 3-Year Benchmark Trend Overall

Figure 1 includes raw benchmark scores for RCBC from 2017, 2019, and 2021. Overall, RCBC increased elements of engagement on two of the five benchmarks, *Academic Challenge* and *Support for Learners*, and regained some of the ground lost in 2019 in *Student and Faculty Interaction*. There was a slight decrease in *Student Effort*, with a more significant decrease in *Active and Collaborative Learning*. The increase in *Academic Challenge* (+.039) is comparable to the decrease in *Active and Collaborative Learning* (-.036). Although a portion of the decreased scores may be attributable to the onset of the COVID-19 pandemic, the continuing three-year downward trend for *Active and Collaborative Learning*, in particular, indicates a need for further assessment and discussion.

Figure 1. RCBC 3-Year Benchmark Trend



Benchmark Comparisons

The benchmark comparisons section that follows examines each benchmark separately. For each benchmark, three data visualizations are provided with the category’s abbreviated name in parenthesis and the description provided by CCSSE, along with a brief summary.

- Figure A displays the raw benchmark scores for RCBC from 2017, 2019, and 2021.
- Figure B displays standardized benchmark scores for 2021 from RCBC, NJCCs, and Large colleges.
- Table 1 provides each survey item that the benchmark is composed of, RCBC mean scores for 2017, 2019, and 2021, and the score change from 2019 to 2021. Negative score changes are highlighted in light red, with positive changes in light green. The last two columns of the table identify those items where a statistically significant change was identified; the specific effect size is noted and emphasized in bold.

Active and Collaborative Learning (ACTCOLL)

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.

Over the past three administrations of the CCSSE, RCBC has declined on the ACTCOLL benchmark, from 0.366 in 2017 to 0.292 in 2021, on a scale of 1 to 4. In terms of 2021 peer comparisons, RCBC scored lower than both NJCC's, with a difference of -8.1, as well as Large colleges, although to a lesser extent at -6.9

Figure A. ACTCOLL RCBC Trend

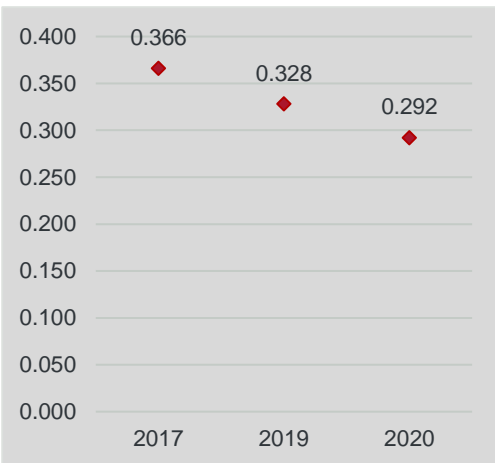
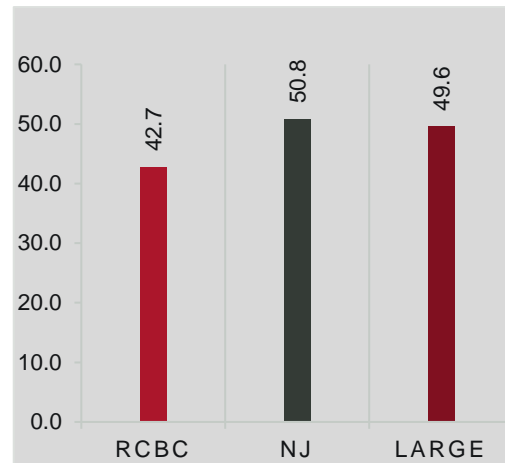


Figure B. ACTCOLL 2021 Comparison



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Table 1 provides the comparative means for those items that compose the ACTCOLL benchmark. Student behaviors, such as class presentations, working with classmates during class, and other similar items were likely significantly impacted by the abrupt changes in course delivery due to the COVID pandemic. However, the downward trend observed on four of the five items justifies further examination. This is particularly true of items 4f, 4g, and 4h. The last two columns of Table 1 identify a statistically significant negative difference between RCBC and both NJCC's and other Large colleges.

Table 1. ACTCOLL Items: Means Comparison and Effect Size

ACTCOLL	2017	2019	2021	19 to 21 Change	NJ	Large
<i>Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?</i>						
<i>1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</i>						
4a. Asked questions in class or contributed to class discussions	2.90	2.77	2.96	0.19		
4b. Made a class presentation	2.26	2.14	1.88	-0.26		
4f. Worked with other students on projects during class	2.54	2.27	1.85	-0.42	-0.32***	-0.47***
4g. Worked with classmates outside of class to prepare class assignments	1.93	1.72	1.51	-0.21	-0.49***	-0.34***
4h. Tutored or taught other students (paid or voluntary)	1.30	1.24	1.23	-0.01	-0.35***	
4i. Participated in a community-based project (service-learning activity) as part of a regular course	1.31	1.27	1.20	-0.07		
4q. Discussed ideas from your readings or classes with others outside of class (students, family members-workers, etc.)	2.43	2.41	2.51	0.10		

Student Effort (STUEFF)

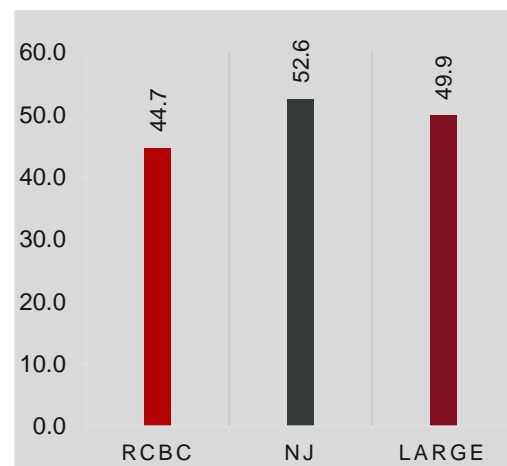
Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

Since 2017, RCBC benchmark scores for Student Effort have been stable and positive, with scores between 0.394 and 0.391. RCBC scored lower than NJCC's (-7.9), as well as Large colleges (-5.2).

Figure A. STUEFF RCBC Trend



Figure B. STUEFF 2021 Comparison



For those items that contribute to the Student Effort Benchmark, RCBC has remained reasonably consistent over the past three administrations. Again, those items in which the score appears to have decreased were likely the result of the course delivery change that took place in response to the COVID pandemic. Interestingly, RCBC had a significant change in the positive direction for both the NJCC and Large Cohort for total hours students spend reading/writing.

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Table 1. STUEFF Items: Means Comparison and Effect Size

Item	2017	2019	2021	19 to 21 Change	NJ	Large
<i>Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?</i>						
<i>1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</i>						
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.28	2.37	2.37	0.00	-0.26***	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.93	2.85	2.91	0.06		
4e. Come to class without completing readings or assignments	1.88	1.84	1.51	-0.33	-0.22***	-0.30***
<i>Item 6: During the current academic year, how much reading and writing have you done at this college?</i>						
<i>0 = None, 1 = 1–4, 2 = 5–10, 3 = 11–20, 4 = More than 20</i>						
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	1.02	0.92	1.08	0.16		
<i>Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?</i>						
<i>0 = None, 1 = 1–5, 2 = 6–10, 3 = 11–20, 4 = 21–30, 5 = More than 30</i>						
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)	1.92	1.92	2.48	0.57	.034***	0.27***
<i>Item 12.1: How often have you used the following services during the current academic year?</i>						
<i>0 = Never, 1 = 1 time, 2 = 2–4 times, 3 = 5 or more times</i>						
12.1d. Peer or other tutoring	0.45	0.43	0.27	-0.16	-0.43***	-0.42***
12.1e. Skill labs (writing, math, etc.)	0.46	0.50	0.27	-0.23	-0.48***	-0.44***
12.1h. Computer lab	1.20	1.16	0.22	-0.94	-0.61***	-0.56***

Academic Challenge (ACCHALL)

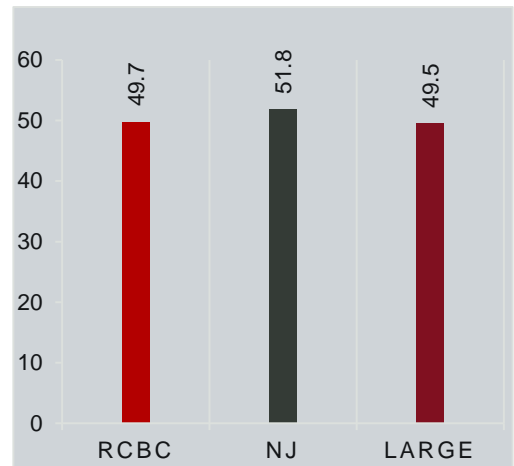
Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

RCBC had the greatest increase in raw benchmark scores over the past three years for the Academic Challenge benchmark. After a dip from 0.575 in 2017 to 0.560 in 2019, the scores saw an increase of .039 in 2021 to 0.599. Additionally, in terms of benchmark comparisons, the negative difference between RCBC and NJCC's is minimal at -2.1, slightly above the Large colleges' score (+0.2).

Figure A. ACCHALL RCBC Trend



Figure B. ACCHALL BM Comparison



Driving the improved benchmark score is the increase in mean scores across the majority of those items that comprise the Academic Challenge benchmark. Additionally, item 7 has had an upward trend since 2017, and in 2021 a significant positive difference was found when compared to NJCC's and Large colleges.

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Table 1. ACCHALL Items: Means Comparison and Effect Size

Item	2017	2019	2021	19 to 21 Change	NJ	Large
<i>Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?</i>						
<i>1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</i>						
4o. Worked harder than you thought you could to meet an instructor's standards or expectations	2.56	2.49	2.70	0.21		
<i>Item 5: In your experiences at this college during the current academic year, about how often have you done each of the following?</i>						
<i>1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</i>						
5b. Analyzing the basic elements of an idea, experience, or theory	2.96	2.93	3.00	0.07		
5c. Forming a new idea or understanding from various pieces of information	2.82	2.81	3.00	0.19		
5d. Making judgements about the value or soundness of information, arguments, or methods	2.67	2.63	2.77	0.14		
5e. Applying theories or concepts to practical problems or in new situations	2.76	2.69	2.86	0.17		
5f. Using information, you have read or heard to perform a new skill	2.80	2.75	2.92	0.17		
<i>Item 6: In your experiences at this college during the current academic year, about how often have you done each of the following?</i>						
<i>1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</i>						
6a. Number of assigned textbooks, manuals, books, or packets of course readings	2.07	1.92	1.88	-0.04		
6c. Number of written papers or reports of any length	1.84	1.83	1.70	-0.13		
<i>Item 7: In your experiences at this college during the current academic year, about how often have you done each of the following?</i>						
<i>1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</i>						
7. Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college	4.76	4.86	5.46	0.6	0.22***	0.22***
<i>Item 9: In your experiences at this college during the current academic year, about how often have you done each of the following?</i>						
<i>1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</i>						
9a. Encouraging you to spend significant amounts of time studying	2.88	2.81	2.90	0.09	-0.27***	-0.21***

Student and Faculty Interaction (STUFAC)

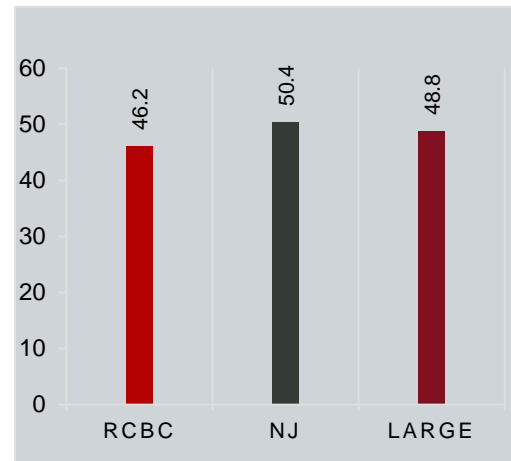
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

RCBC also demonstrated improvement for Student and Faculty Interaction, with a gain of .011, going from 0.409 in 2019 to 0.420 in 2021. In terms of 2021 comparisons with NJCC's and Large colleges, RCBC scored slightly lower with differences of -4.2 and -2.6, respectively.

Figure A. STUFAC RCBC Trend



Figure B. STUFAC BM Comparison



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RCBC increased the mean scores on five of the six items that comprise the Student and Faculty Interaction benchmark. For item 4l, “Talked about career plans with an instructor or advisor,” there was a slight loss of .10; however, for 2021, a significant difference was found when compared to Large colleges, with an effect size of -0.26.

Table 1. STUFAC Items: Means Comparison and Effect Size

Item	2017	2019	2021	19 to 21 Change	NJ	Large
<i>Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?</i>						
<i>1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</i>						
4j. Used e-mail to communicate with an instructor	3.11	3.04	3.25	0.21		
4k. Discussed grades or assignments with an instructor	2.64	2.58	2.61	0.03		
4l. Talked about career plans with an instructor or advisor	2.04	2.04	1.94	-0.10		-0.26***
4m. Discussed ideas from your readings or classes with instructors outside of class	1.67	1.65	1.66	0.01		
4n. Received prompt feedback (written or oral) from instructors on your performance	2.67	2.68	2.71	0.03		
4p. Worked with instructors on activities other than coursework	1.45	1.35	1.38	0.03		

Support for Learners (SUPPORT)

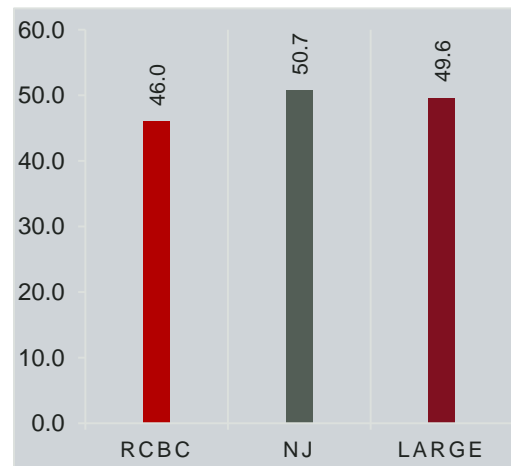
Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

RCBC has shown consistent improvement in Support for Learners going from .421 in 2017 to 0.433 in 2019, and then again to 0.451 in 2021.

Figure A. SUPPORT RCBC Trend



Figure B. SUPPORT BM Comparison



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Table 1. SUPPORT Items: Means Comparison and Effect Size

	2017	2019	2021	19 to 21 Change	NJ	Large
<i>Item 9: How much does this college emphasize the following?</i>						
<i>1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>						
9b. Providing the support you need to help you succeed at this college	2.85	2.95	3.00	0.05		
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.56	2.50	2.56	0.06		
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.88	1.90	2.16	0.26		
9e. Providing the support you need to thrive socially	2.07	2.18	2.22	0.04		
9f. Providing the financial support you need to afford your education	2.41	2.53	2.52	-0.01		
<i>Item 12.1: How often have you used the following services during the current academic year?</i>						
<i>0 = Never, 1 = 1 time, 2 = 2–4 times, 3 = 5 or more times</i>						
12.1a. Academic advising/planning	1.63	1.66	1.61	-0.05		
12.1b. Career counseling	0.39	0.39	0.37	-0.02	-0.26***	-0.27***

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APPENDIX A: NJCC Cohort

New Jersey Community College	CCSSE Year
Atlantic Cape Community College	2019
Brookdale Community College	2019
Hudson County Community College	2021
Middlesex College	2021
Passaic County Community College	2021
Raritan Valley Community College	2021
Rowan College at Burlington County	2021
Rowan College of South Jersey - Cumberland	2019
Union County College	2021

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APPENDIX B: Large Cohort

Institution	CCSSE Year	Institution	CCSSE Year
Amarillo College	2019	Middlesex College	2021
Anoka-Ramsey Community College	2021	Middlesex Community College	2019
Antelope Valley College	2019	Milwaukee Area Technical College	2019
Arapahoe Community College	2019	Mississippi Gulf Coast Community College	2019
Brookdale Community College	2019	Monroe Community College	2019
Bunker Hill Community College	2021	Montgomery County Community College	2021
Century College	2019	Moraine Valley Community College	2021
Chandler-Gilbert Community College	2020	Mountain View College	2019
Chattanooga State Community College	2021	Norco College	2019
Chemeketa Community College	2021	Normandale Community College	2021
College of Lake County	2021	North Central Texas College	2020
Community College of Denver	2019	Northeast Wisconsin Technical College	2021
Cosumnes River College	2019	Palo Alto College	2021
Cuesta College	2019	Pellissippi State Community College	2021
Cuyamaca College	2019	Pitt Community College	2021
Daytona State College	2021	Polk State College	2019
Del Mar College	2021	Rowan College at Burlington County	2021
Eastern Iowa Community Colleges	2021	San Jacinto College - North Campus	2019
Elgin Community College	2021	San Jacinto College - South Campus	2019
Evergreen Valley College	2021	San Jose City College	2021
Gateway Technical College	2021	Santa Fe College	2019
Grand Rapids Community College	2021	Schoolcraft College	2019
Green River College	2021	Shasta College	2019
Greenville Technical College	2019	Southeast Community College	2021
Guilford Technical Community College	2020	Southwest Tennessee Community College	2021
Harper College	2021	St. Philip's College	2021
Hudson County Community College	2021	Stark State College	2021
Illinois Central College	2021	State College of Florida, Manatee-Sarasota	2019
Jefferson Community and Technical College	2021	Tallahassee Community College	2019
John Tyler Community College	2021	Tarrant County College Northeast Campus	2019
Joliet Junior College	2021	Tarrant County College Northwest Campus	2019
Kirkwood Community College	2021	Tarrant County College South Campus	2019
Lane Community College	2021	Tarrant County College Southeast Campus	2019
Lansing Community College	2019	Triton College	2021
Lorain County Community College	2021	Truckee Meadows Community College	2020
Los Medanos College	2019	Union County College	2021
Merced College	2021	Volunteer State Community College	2021
Metropolitan Community College	2019	Westchester Community College	2021
Metropolitan Community College	2021		