

2015 COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT A RESEARCH BRIEF

Research Briefs

Research Briefs are short publications prepared by the Department of Academic Effectiveness and Assessment (AEA) that are intended to provide relevant information which assists in the performance improvement process used by St. Petersburg College (SPC). Research Brief topics include, but are not limited to, student achievement, state accountability measures, institutional survey results, student enrollment, and faculty/adjunct compensation.

Introduction

SPC conducts the Community College Survey of Student Engagement (CCSSE) in an effort to measure student engagement and gain insight into student development and activity that could lead to increases in active learning, critical thinking, and student retention.

Data Collection

The focus of the CCSSE was to evaluate full-time and part-time students (1,310) in randomly selected classes during the spring 2015 session. The survey consisted of 37 student engagement items and 20 engagement items focused on Promising Practices. The survey results present the performance of St. Petersburg College students in comparison to other extra-large colleges (15,000 or more credit students, 75 colleges total) and in comparison to the 2015 CCSSE Cohort consisting of 704 participating colleges from 47 states across the United States, plus the District of Columbia, three Canadian provinces, Micronesia, and the Marshall Islands. This brief will look at Question 12 which specifically addresses the student's experience at this institution. Many of these goals correspond to SPC's goals relative to general education.

Results

Question 12 has 15 items with a response scale of "Very much," "Quite a bit," "Some," and "Very little." Question 12 asks:

12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?

- (a) Acquiring a broad general education
- (b) Acquiring a job or work-related knowledge and skills
- (c) Writing clearly and effectively
- (d) Speaking clearly and effectively
- (e) Thinking critically and analytically
- (f) Solving numerical problems

- (g) Using computing and information technology
- (h) Working effectively with others
- (i) Learning effectively on your own
- (j) Understanding yourself
- (k) Understanding people of other racial and ethnic backgrounds
- (l) Developing a personal code of values and ethics
- (m) Contributing to the welfare of your community
- (n) Developing clearer career goals
- (o) Gaining information about career opportunities

SPC students consistently felt that their experience at our college contributed to *acquiring a broad general education* (Table 1). Combining the responses of “Quite a bit” and “Very much,” the responses of SPC students exceeded those of students in Other Extra-large Colleges and of students in the 2015 CCSSE Cohort.

**Table 1: Question 12a - Acquiring a broad general education
(Very much or Quite a bit)**

Time Status	SPC		Other Extra- Large Colleges		2015 CCSSE Cohort	
	N	%	N	%	N	%
Full-time	796	81%	53,228	78%	311,810	77%
Part-time	472	74%	25,997	71%	120,231	70%
All Students (weighted*)	1,265	75%	79,062	73%	431,266	73%

Relative to *acquiring a job or work-related knowledge and skills* (Table 2), SPC students did not rate their experience as highly as students in the 2015 CCSSE Cohort. SPC’s full-time students rated their experiences slightly higher (1%) than those of Other Extra-Large Colleges, but for part-time and all students, SPC’s rating was lower (by 4% and 2%, respectively). This result is not unexpected since the majority of SPC students are enrolled in the AA degree program which is designed to prepare students for pursuing baccalaureate degree programs at colleges or universities.

**Table 2: Question 12b - Acquiring a job or work-related knowledge and skills
(Very much or Quite a bit)**

Time Status	SPC		Other Extra-Large Colleges		2015 CCSSE Cohort	
	N	%	N	%	N	%
Full-time	795	51%	53,139	50%	311,394	57%
Part-time	470	42%	25,962	46%	120,029	50%
All Students (weighted*)	1,260	45%	78,948	47%	430,599	54%

In the area of *writing clearly and effectively* (Table 3), SPC students consistently felt that their experience at the college contributed “quite a bit” or “very much” to their knowledge, skills and personal development. SPC students’ ranges were higher than those the other two comparison groups.

**Table 3: Question 12c – Writing clearly and effectively
(Very much or Quite a bit)**

Time Status	SPC		Other Extra-Large Colleges		2015 CCSSE Cohort	
	N	%	N	%	N	%
Full-time	794	75%	53,215	69%	311,515	68%
Part-time	473	66%	25,961	61%	120,079	61%
All Students (weighted*)	1,266	68%	78,984	64%	430,793	64%

In the area of *speaking clearly and effectively* (Table 4), SPC full-time students, part-time students and all students overall rated themselves higher in speaking clearly and effectively than the other two comparison groups.

**Table 4: Question 12d – Speaking clearly and effectively
(Very much or Quite a bit)**

Time Status	SPC		Other Extra-Large Colleges		2015 CCSSE Cohort	
	N	%	N	%	N	%
Full-time	797	69%	53,169	65%	311,415	64%
Part-time	475	63%	25,952	58%	120,023	57%
All Students (weighted*)	1,271	65%	78,949	60%	430,613	60%

In the areas of *thinking critically and analytically* (Table 5) and *solving numerical problems* (Table 6), SPC students consistently felt that their experience at the college contributed “quite a bit” or “very much” to their knowledge, skills and personal development. SPC students’ ranges were higher than those in the other two comparison groups.

**Table 5: Question 12e – Thinking critically and analytically
(Very much or Quite a bit)**

Time Status	SPC		Other Extra-Large Colleges		2015 CCSSE Cohort	
	N	%	N	%	N	%
Full-time	796	80%	53,173	75%	311,300	76%
Part-time	473	73%	25,937	70%	119,984	70%
All Students (weighted*)	1,267	75%	78,921	71%	430,462	72%

**Table 6: Question 12f – Solving numerical problems
(Very much or Quite a bit)**

Time Status	SPC		Other Extra-Large Colleges		2015 CCSSE Cohort	
	N	%	N	%	N	%
Full-time	795	71%	53,157	63%	311,191	63%
Part-time	468	64%	25,936	55%	119,875	56%
All Students (weighted*)	1,257	66%	78,891	58%	430,160	59%

SPC’s full-time students’ responses for the College’s contributing toward their *using computing and information technology* rated the highest at 68%. SPC’s part-time students and all students overall also rated higher than the respective categories in Other Extra-Large Colleges and the 2015 CCSSE Cohort.

**Table 7: Question 12g – Using computing and information technology
(Very much or Quite a bit)**

Time Status	SPC		Other Extra-Large Colleges		2015 CCSSE Cohort	
	N	%	N	%	N	%
Full-time	794	68%	53,120	64%	311,182	67%
Part-time	473	62%	25,923	58%	119,927	60%
All Students (weighted*)	1,266	64%	78,857	60%	430,297	63%

In *working effectively with others*, SPC responses were slightly higher than those of Other Extra-Large Colleges for full-time and all students overall, and tied on part-time students (Table 8). The 2015 CCSSE Cohort had the highest responses for this question.

**Table 8: Question 12h – Working effectively with others
(Very much or Quite a bit)**

Time Status	SPC		Other Extra-Large Colleges		2015 CCSSE Cohort	
	N	%	N	%	N	%
Full-time	797	66%	53,144	65%	311,289	67%
Part-time	470	60%	25,935	60%	119,981	61%
All Students (weighted*)	1,261	62%	78,890	61%	430,432	63%

Three-fourths of all students overall at SPC said they were either “quite a bit” or “very much” *effective at learning on their own* (Table 9). For full-time, part-time, and all students overall, SPC’s ratings were higher than those of the other two comparison groups.

**Table 9: Question 12i – Learning effectively on your own
(Very much or Quite a bit)**

Time Status	SPC		Other Extra-Large Colleges		2015 CCSSE Cohort	
	N	%	N	%	N	%
Full-time	795	76%	53,142	73%	311,287	75%
Part-time	468	75%	25,944	70%	120,018	70%
All Students (weighted*)	1,257	75%	78,913	71%	430,542	72%

Sixty-two percent of full-time students at SPC felt their institution contributed toward *understanding themselves*, with slightly lower ratings from full-time students at Other Extra-Large Colleges and among the 2015 CCSSE Cohort (Table 10). Part-time students had similar ratings from 55% to 56%, and all surveyed students overall had similar ratings from 57% to 58%, with the ratings for the 2015 CCSSE Cohort being highest for both categories.

**Table 10: Question 12j – Understanding yourself
(Very much or Quite a bit)**

Time Status	SPC		Other Extra-Large Colleges		2015 CCSSE Cohort	
	N	%	N	%	N	%
Full-time	793	62%	53,094	60%	311,020	61%
Part-time	469	55%	25,909	55%	119,849	56%
All Students (weighted*)	1,258	57%	78,816	57%	430,030	58%

SPC students had a higher rating than the other comparison groups in **understanding people of other racial and ethnic backgrounds** (Table 11). The highest rating (57%) was for SPC's full-time students, and the lowest (47%) was for part-time students in the 2015 CCSSE Cohort.

**Table 11: Question 12k – Understanding people of other racial and ethnic backgrounds
(Very much or Quite a bit)**

Time Status	SPC		Other Extra-Large Colleges		2015 CCSSE Cohort	
	N	%	N	%	N	%
Full-time	788	57%	53,044	55%	310,652	52%
Part-time	465	53%	25,843	49%	119,622	47%
All Students (weighted*)	1,248	54%	78,669	51%	429,330	49%

As for the College contributing toward the student **developing a personal code of values and ethics**, SPC's responses were higher for full-time, part-time and all students overall (Table 12).

**Table 12: Question 12l – Developing a personal code of values and ethics
(Very much or Quite a bit)**

Time Status	SPC		Other Extra-Large Colleges		2015 CCSSE Cohort	
	N	%	N	%	N	%
Full-time	793	61%	53,043	52%	310,782	53%
Part-time	472	53%	25,847	46%	119,683	46%
All Students (weighted*)	1,263	55%	78,663	48%	429,554	49%

All SPC students rated themselves higher than the other two comparison groups *in contributing to the welfare of your community* (Table 13). The highest rating (40%) was for SPC's full-time students. Other ratings ranged from 28% to 35%.

**Table 13: Question 12m – Contributing to the welfare of your community
(Very much or Quite a bit)**

Time Status	SPC		Other Extra-Large Colleges		2015 CCSSE Cohort	
	N	%	N	%	N	%
Full-time	791	40%	52,973	33%	310,273	35%
Part-time	467	31%	25,830	28%	119,523	29%
All Students (weighted*)	1,253	34%	78,598	30%	428,928	32%

In *developing clearer career goals*, SPC student responses were similar to the scores for the 2015 CCSSE Cohort (Table 14). Both were consistently higher than the scores for Other Extra-Large Colleges.

**Table 14: Question 12n– Developing clearer career goals
(Very much or Quite a bit)**

Time Status	SPC		Other Extra-Large Colleges		2015 CCSSE Cohort	
	N	%	N	%	N	%
Full-time	795	64%	53,068	62%	311,028	65%
Part-time	473	58%	25,914	55%	119,908	57%
All Students (weighted*)	1,266	60%	78,812	57%	430,151	61%

In *gaining information about career opportunities*, SPC student responses were higher than the ratings for students from Other Extra-Large Colleges (Table 15). Full-time SPC students had a slightly lower rating than full-time students from the 2015 CCSSE Cohort, while part-time SPC students and all SPC students overall had a higher rating than those from the 2015 CCSSE Cohort.

**Table 15: Question 12o– Gaining information about career opportunities
(Very much or Quite a bit)**

Time Status	SPC		Other Extra-Large Colleges		2015 CCSSE Cohort	
	N	%	N	%	N	%
Full-time	796	59%	53,166	55%	311,575	60%
Part-time	471	56%	25,963	49%	120,070	51%
All Students (weighted*)	1,263	57%	78,960	51%	430,819	55%

Table 16 displays a comparison between the 2015 responses from all SPC students overall and the corresponding 2013 responses. The ratings for 14 of the 15 items were higher in 2015 than in 2013, with the greatest increases in the fields of *Gaining information about career opportunities* (7%), *Understanding people of other racial and ethnic backgrounds* (6%), and *Working effectively with others* (5%). The only decrease was associated with *Acquiring a broad general education* (-1%).

Table 16: Comparison of 2013 and 2015 CCSSE Survey Question 12 for All Students at SPC

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas:	Pct Answering "quite a bit" or "very much"		
	2013	2015	Pct Chg
Gaining information about career opportunities	50%	57%	7%
Understanding people of other racial and ethnic backgrounds	48%	54%	6%
Working effectively with others	57%	62%	5%
Using computing and information technology	60%	64%	4%
Developing clearer career goals	56%	60%	4%
Developing a personal code of values and ethics	52%	55%	3%
Thinking critically and analytically	72%	75%	3%
Solving numerical problems	63%	66%	3%
Contributing to the welfare of your community	31%	34%	3%
Speaking clearly and effectively	62%	65%	3%
Learning effectively on your own	73%	75%	2%
Writing clearly and effectively	66%	68%	2%
Acquiring job or work-related knowledge and skills	44%	45%	1%
Understanding yourself	56%	57%	1%
Acquiring a broad general education	76%	75%	-1%

Table 17 displays a comparison of the rankings of all students overall between SPC, Other Extra-Large Colleges, and the 2015 CCSSE Cohort for all 15 items for question 12. SPC received the highest rank, 1, for 11 of the 15 items. It received the lowest rank, 3, only once - for *acquiring job or work-related knowledge and skills*.

Table 17: Rankings of Percentages of All Students' Responses of "Very Much" or "Quite a Bit"

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?	SPC	Other Extra-large Colleges	2015 CCSSE Cohort	Range of Pcts
Acquiring a broad general education	1	2	2	73% - 75%
Thinking critically and analytically	1	3	2	71% - 75%
Learning effectively on your own	1	3	2	71% - 75%
Writing clearly and effectively	1	2	2	64% - 68%
Working effectively with others	2	3	1	61% - 63%
Speaking clearly and effectively	1	2	2	60% - 65%
Using computing and information technology	1	3	2	60% - 64%
Solving numerical problems	1	3	2	58% - 66%
Developing clearer career goals	2	3	1	57% - 61%
Understanding yourself	2	2	1	57% - 58%
Gaining information about career opportunities	1	3	2	51% - 57%
Understanding people of other racial and ethnic backgrounds	1	2	3	49% - 54%
Developing a personal code of values and ethics	1	3	2	48% - 55%
Acquiring job or work-related knowledge and skills	3	2	1	45% - 54%
Contributing to the welfare of your community	1	3	2	30% - 34%
Average Comparison Group Ranking	1.33	2.60	1.80	

1 = highest percentage, 3 = lowest

Conclusion

In summary, SPC students who responded to the CCSSE felt that their experiences at SPC contributed "quite a bit" or "very much" to their knowledge, skills, and personal development on thirteen of the fifteen items that addressed their tenure at SPC. Moreover, seven of the items that students felt contributed most to their knowledge, skills, and personal development are closely aligned with SPC's general education outcomes (items a, c, d, e, f, g, and I).

The survey outcomes suggest that the AS/AAS degree, the BS/BAS degree, and the Certificate programs are achieving their intended objective of adequately preparing students for the workplace, by enhancing their skills, increasing their knowledge, and instilling a desire to build on personal and professional growth.