

Community College Survey of Student Engagement (CCSSE): 2022 Results

Background and Methods

The Community College Survey of Student Engagement is a yearly nationwide survey of 438 community colleges. Butte College participated in Spring 2022 as well as in 2008, 2011, 2014, and 2017. This survey assesses institutional practices and student behaviors that are correlated with student learning and retention. It compares Butte College relative to other colleges, which can identify areas of improvement to support student learning and improvement of institutional effectiveness over time. The survey is predominantly an in-class pencil-and-paper instrument that takes 50 minutes to complete, where classes are chosen at random from for-credit courses (~90% in-person and 10% online for Butte College in Spring 2022). Students taking only online classes were invited to take the survey online.

Student engagement measured by survey questions in five categories:

- active and collaborative learning
- student effort
- academic challenge
- student-faculty interaction
- support for learners

The 2022 survey also had supplementary questions regarding students in need (food and housing insecurity) and participation in college classes during high school (dual enrollment).

Survey Results

Active and Collaborative Learning

Butte students scored high in collaborative learning versus other large colleges. Butte students were more likely to have worked with other students on projects during class, worked outside of class with other students at higher frequency, and were more likely to discuss ideas from class to other people. Measures of collaborative learning at Butte have been consistently higher relative to other colleges since 2008, but nationwide this category score has gone down at other colleges over time (versus previous yearly CCSSE Surveys in 2008, 2011, 2014, 2017).

We analyzed this learning category further, breaking down survey responses by ethnicity using Benchmark scores, which are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Nationwide, American Indian/Alaska Native and Black/African Americans reported 58.0 and 52.8, in the “Active and Collaborative Learning” category

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** Raw survey scale 1-4 numerical average relative to entire Butte College student population

questions, respectively. Butte College students in these ethnic groups scored –12.2 and –16.9 below these nationwide averages, respectively.

Differences in Active and Collaborative Learning		Butte College	Large Colleges	
Benchmark	Breakout Group	Score	Score	Difference
Active and Collaborative Learning	American Indian or Alaska Native	45.8	58.0	-12.2
	Asian	46.3	49.8	-3.5
	Black or African American	35.9	52.8	-16.9
	Hispanic or Latino	49.2	48.6	0.7
	White	55.0	48.0	7.0
	Other	56.2	54.3	1.9
	2 or more	56.9	49.4	7.6
	I prefer not to respond	42.7	48.6	-5.9

We delved further into the individual survey responses from Black/African American people to try to understand the specific questions that lead to low levels of active and collaborative learning Butte College. We found that Black/African American students reported that they:

- worked less with other students on a class project (1.59 vs. 2.35 average**)
- worked less with other students outside of class (1.31 vs. 1.75 average**)
- were less likely to make a class presentation (1.47 vs. 1.94 average**)

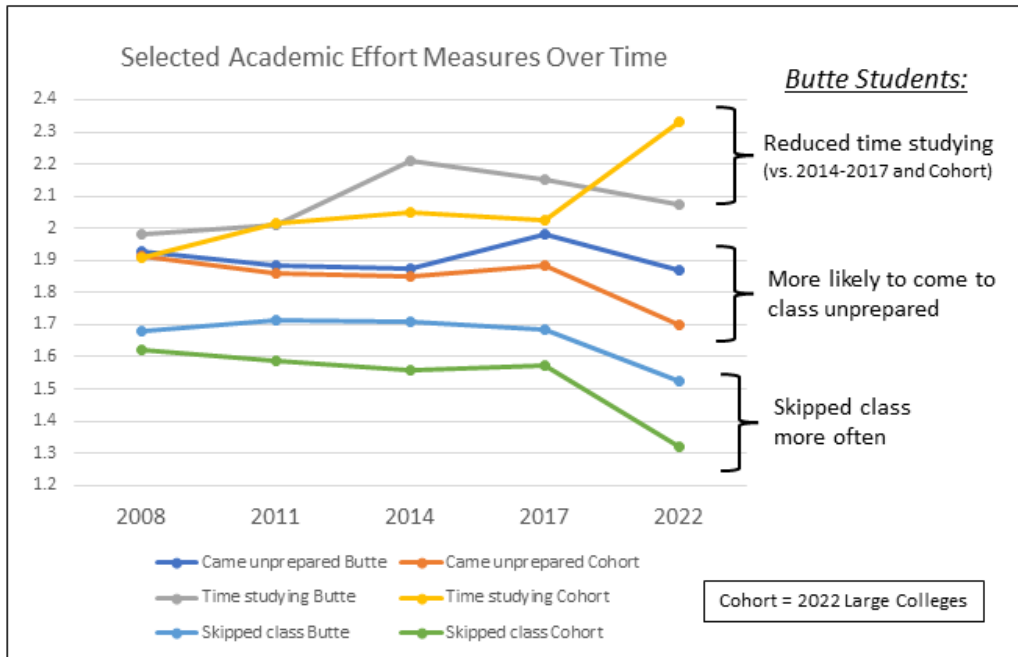
(Average student responses where Never=1, Sometimes=2, Often=3, and Very Often=4)

Student Effort and Academic Challenge

In 2022 Butte students reported lower academic effort relative to other colleges, with statistically significant more students more likely to come to class unprepared, spend less time to complete coursework outside of class, and skip class more often (responses to survey questions 4e, 10a, and 4u, respectively). The figure below shows the averaged response encoded from a four or five point multiple-choice scale. These trends are new or more pronounced in 2022, with historical survey results showing that previously Butte students were not statistically different than national averages. This could be an indication of a significant impact of the Camp Fire and COVID on student engagement.

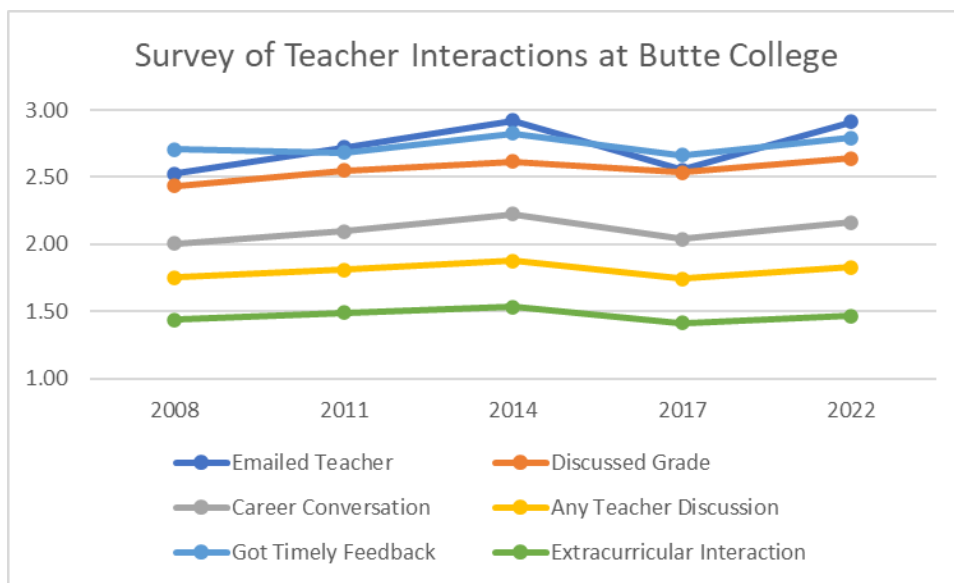
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Student-Faculty Interaction

Students engaged with faculty primarily by email, with Butte college students having a slightly higher frequency of interactions discussing career plans and other activities, and report prompt responses at slightly higher frequency compared to other large colleges. The chart below shows averages of student responses where Never=1, Sometimes=2, Often=3, and Very Often=4.



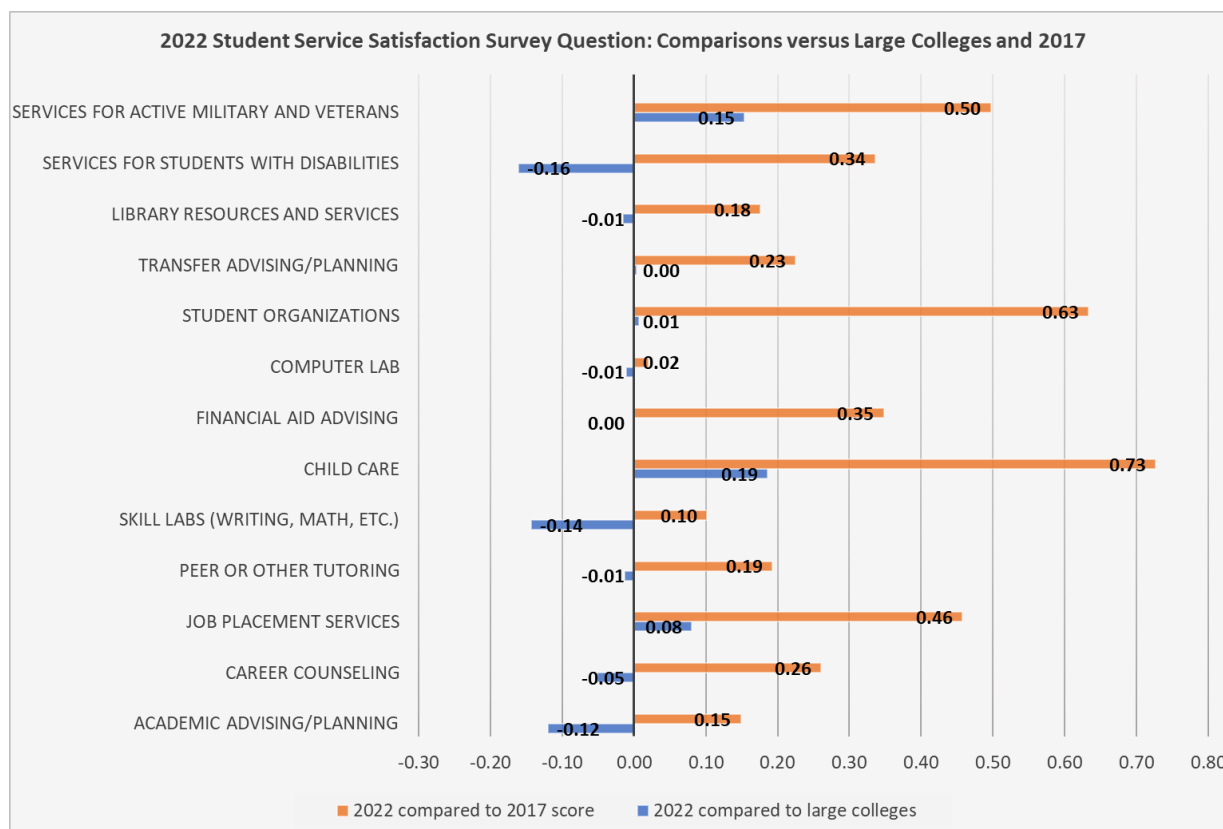
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Support for Learners (Student Services)

According to this survey, Butte College services most utilized were academic advising, library, financial aid advising, career advising, transfer advising, computer lab, skill labs, and peer or other tutoring. Students also rated the most important services as academic advising, financial aid advising, career counseling and transfer advising.

The CCSSE survey began satisfaction rating of student services in 2017. All services had score improvements over responses in the 2017 survey, shown in orange bars in the figure below. Butte college student satisfaction with academic advising, skills labs, and services for students with disabilities were less than the large college cohort average.



Student Retention

Students most frequently cite lack of finances and needing to work full-time as the primary reasons they would need to withdraw from classes or continued study. This has been consistent across all previous years of this survey and agrees with the trend in nationwide responses. Butte College students are slightly more likely to respond that transferring to a four-year college is a likely reason for stopping attendance.

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Supplemental Survey Results

Each year supplemental questions are asked that focus on a particular aspect of students' experiences. These questions are not asked in a reoccurring fashion and therefore provide a snapshot of student experience.

Survey of Students in Need (Food and Housing Insecurity)

Supplementary survey questions regarding student basic needs were administered in 2022. A large percentage of Butte College students reported skipping and reducing meals (24%), sometimes or often not having enough money for food (35%), eating less (25%), and feeling hungry (19%) due to lack of food. Butte students reported these issues significantly more often relative to other community colleges in the survey. Twenty-four Butte students reported being homeless in the past 12 months (of 642 responses), and/or sleeping outdoors or in a vehicle (22 of 641 responses), which is twice the rate of homelessness reported by other colleges nationwide in this survey. Given the survey size of 641 and a Butte College enrollment of 9,470 in 2021-2022 when the survey was conducted, this could be extrapolated to be over three hundred Butte students that experienced homelessness in that period. According to survey responses, Butte College assisted 35% of students in need of food (57 of 160), and 15% in need of housing (20 of 135).

Survey of Butte Student Participation in High School Dual Enrollment

The survey was administered to students 18 years or older (with likely a very small percentage of concurrently enrolled high school students). Questions related to college attendance while students were in high school ask respondents to reflect on their college experiences while they were in high school.

Approximately 45% of Butte students surveyed in Spring 2022 had previously taken college courses in high school. This is similar to national rates of student dual enrollment. About 21% of students took these courses from Butte College. The most common primary reason to attend was to get a jump start on completing a college degree or certificate (60% of those who dual enrolled).

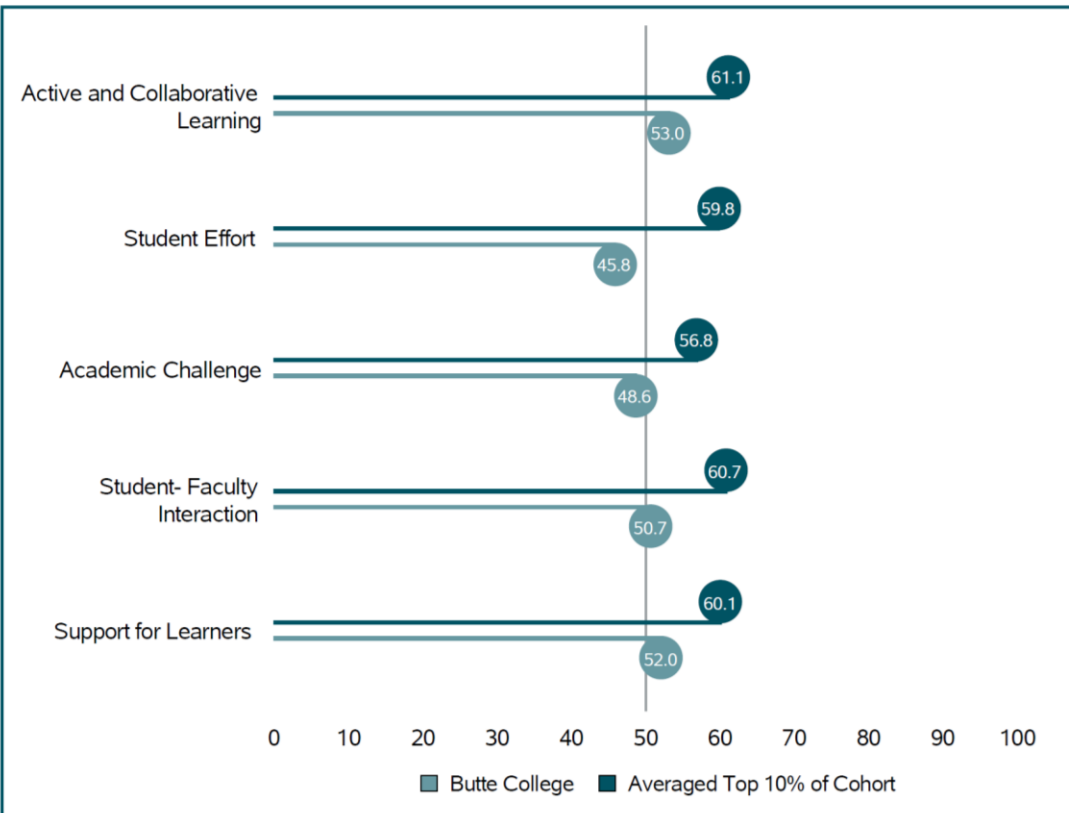
Appendix: CCSSE Summary Results

Figure 1. 2022 Butte College Survey Results relative to 2022 Cohort (438 Colleges) with responses grouped into five major categories. Vertical line is the average score.

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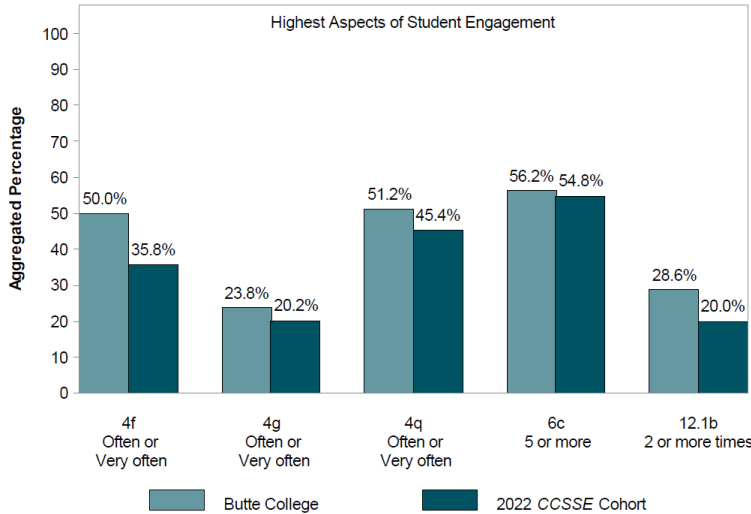
Standardized Benchmark Scores



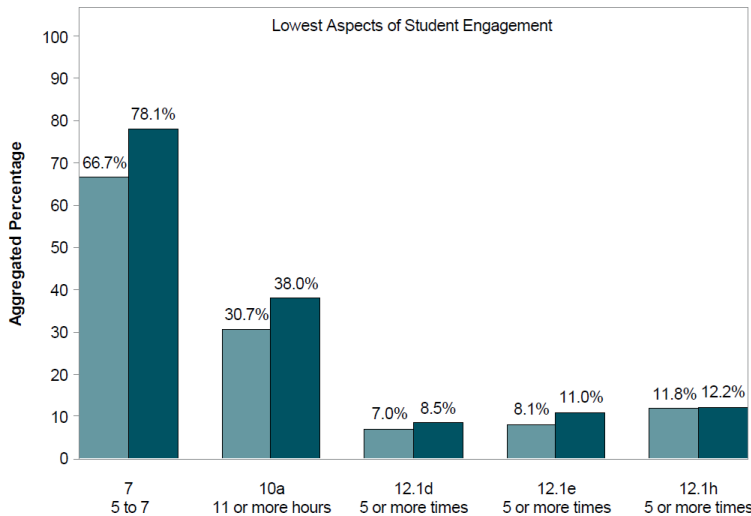
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Highest and Lowest Aspects of Student Engagement



Item	Benchmark
4f. Worked with other students on projects during class	Active and Collaborative Learning
4g. Worked with classmates outside of class to prepare class assignments	Active and Collaborative Learning
4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Active and Collaborative Learning
6c. Number of written papers or reports of any length	Academic Challenge
12.1b. Frequency: Career counseling	Support for Learners



Item	Benchmark
7. Extent: examinations challenged you to do your best work	Academic Challenge
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	Student Effort
12.1d. Frequency: Peer or other tutoring	Student Effort
12.1e. Frequency: Skill labs (writing, math, etc.)	Student Effort
12.1h. Frequency: Computer lab	Student Effort

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